

ThinkCERCA

Foundational Reading & Linguistics

Your Team



Andrea Katona

Director of Success, West
ThinkCERCA



Jenny French

Developer & Director of
Foundational
Reading
ThinkCERCA



Emily Wilson

Director of Success, East
ThinkCERCA

What Does ThinkCERCA Offer?

ThinkCERCA offers a one-stop shop for curriculum, instruction, and assessment.

Core

Core Curriculum

(6-12 ELAR)

AP Courseware

(Via College Board)

[Core Curriculum](#)

[AP Curriculum](#)

WAC

Writing Across the Curriculum

(English, Science,
Social Studies, and
Math 3-12)

[Reading and
Writing Across
Curriculum](#)

Tier 2

Tier 2 Interventions

(Accelerate)

[Direct Instruction
and Skills Practice](#)

Science of Reading

Foundational Reading and Linguistics Interventions

(Accelerate)

[Guide](#)
[Sample Reteach
Guide](#)

Writing Assessments and Test Prep

Benchmark Evaluation Services

(Professional Scoring)

ACT/SAT Prep

[Benchmarks](#)

[ACT/SAT](#)

We have support to fit any instructional program and any schedule!

Introducing Foundational Reading & Linguistics



Ask Me Anything

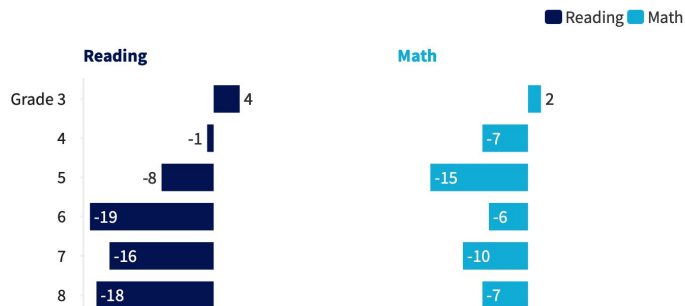
1

How do you mitigate pushback from teachers who feel that it's demeaning to students to teach foundational reading above grade 6 even though that is what they need?

Only $\frac{1}{3}$ of 8th Graders Read Proficiently

Fall-to-spring achievement gains during 2022–23 relative to pre-COVID trends

The bars depict the percentage difference between 2022–23 fall-to-spring growth and pre-COVID growth trends. These relative gains ratios were calculated by taking the average fall-to-spring change in RIT score for the COVID sample and dividing by the average for the pre-COVID sample. The pre-COVID baseline was the aggregate fall-to-spring growth across the 2016–17, 2017–18, and 2018–19 school years.

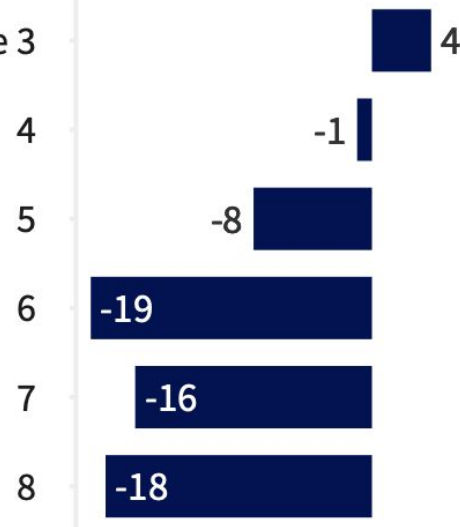


SOURCE: NWEA

EdW

Reading

Grade 3



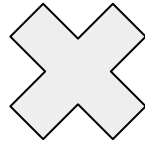
Do Big Kids Really Need THIS??

- Direct teaching of phonological skills (sound-symbol correspondence, fluent word recognition, and fluent text reading) **UNTIL** they become proficient readers and writers.
- The most effective reading instruction includes **DAILY** practices of fluency, short practice drills of skills, repeated readings of text, alternate reading with a partner, simultaneous oral reading of easy material, and independent reading.

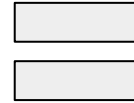
Simple View of Reading

Gough and Tunmer 1986

Decoding
(word recognition)
Ability to transform
print into spoken
language



**Language
Comprehension**
Ability to understand
spoken language



**Reading
Comprehension**

2

We have students in grades 6-12 that have gaps in the 5 pillars of reading. What are some strategies and resources that are age-appropriate and can be implemented within a regular ELA classroom?

Goal

Provide **instruction on Word Recognition** strands of Scarborough's Reading Rope.

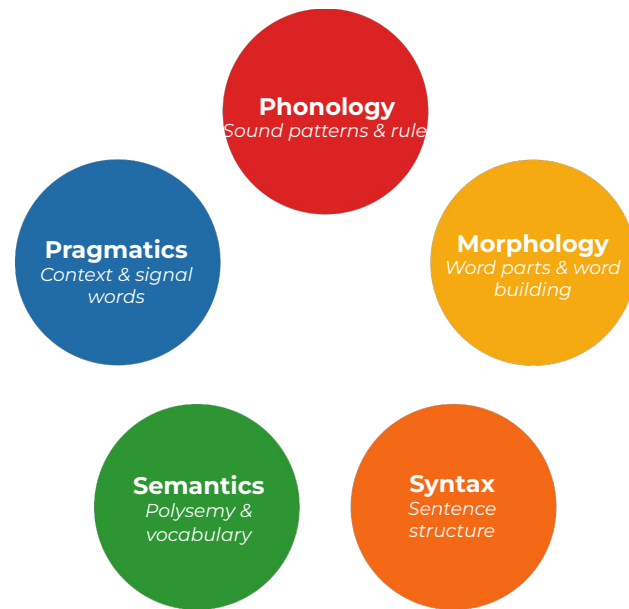
Remove the stigma associated with being a struggling reader.

To provide adolescent students with instruction related to phonetic concepts and decoding that are age appropriate and in a manner which de-stigmatizes the need for foundational reading support.

Foundational Reading & Linguists

A Linguist's Approach

- Comprehensive resource that all non-reading teachers can easily use
- Beneficial for any level of learner
- Fills gaps of those learning to decode



SCARBOROUGH'S (2021)

Reading Rope

TYPICAL
GRADE

3+

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structure
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

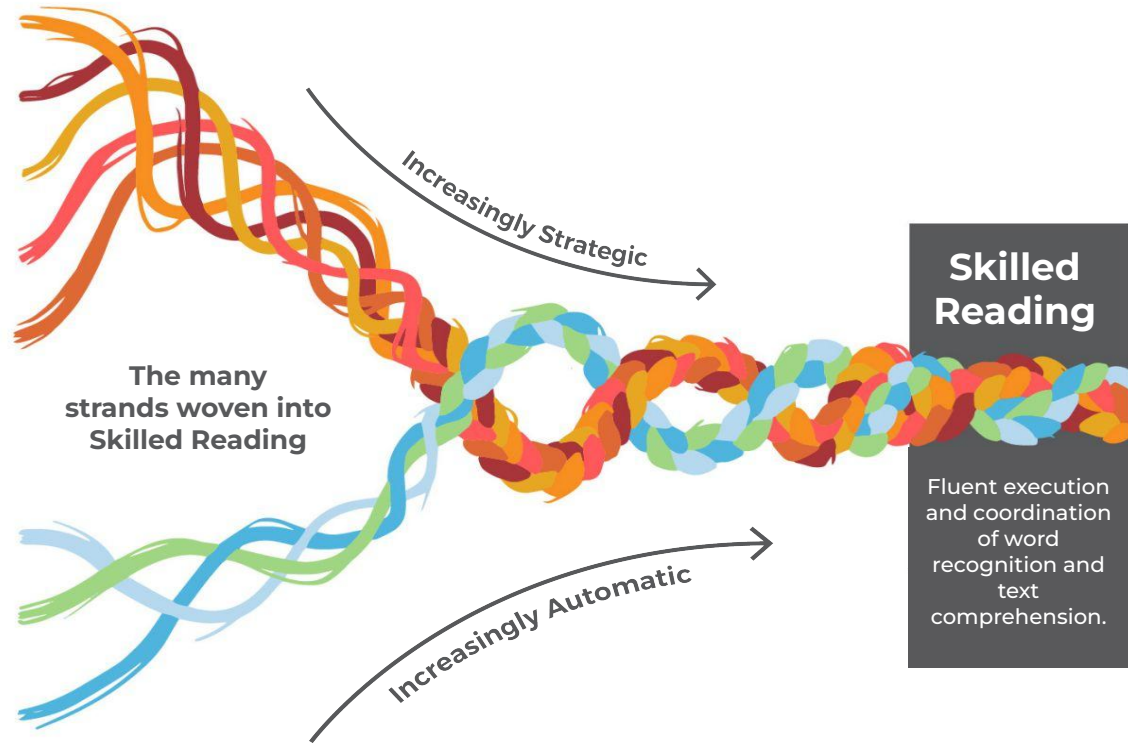
K-2

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound correspondence)

Sight Recognition
(of familiar words)



2

Q: We have students in grades 6-12 that have gaps in the 5 pillars of reading. What are some strategies and resources that are age-appropriate and can be implemented within a regular ELA classroom?

A:

- **Decoding:** spelling rules, HF words, syllabication
- **Vocabulary:** morphology, affixes/roots, effective instruction
- **Fluency:** reading aloud, scooping
- **Comprehension:** read & review, summarizing, breaking down text

3

I am having trouble reaching my ELL population through ThinkCERCA. How can I help them using this program?

Foundational Reading a Linguistics Approach

Curriculum Guide
Units Overview & Teacher Guide



Foundational Reading & Linguistics

Units of Study Overview and Teacher Guides

Implementation Guide
for a 45 minute Schedule
 ThinkCERCA™

UNIT 1

Tips for ELL

1. Embrace and Celebrate Cultural and Linguistic Diversity:

Create a classroom environment that values and respects the diverse backgrounds of ELLs.

Incorporate culturally responsive teaching practices that recognize and honor students' unique traditions, beliefs, and ways of expressing ideas.

Encourage students to share aspects of their language and culture, fostering a sense of belonging and appreciation.

Scaffold Language Learning Through Visuals and Context:

Use visual aids, graphic organizers, and real-life examples to support comprehension and vocabulary development.

Provide contextualized learning experiences that connect language instruction to meaningful and relevant content.

Incorporate gestures, body language, and visual cues to enhance understanding, particularly for students with limited receptive language skills.

2. Promote Language Engagement and Interaction:

Create opportunities for students to actively engage in expressive language through speaking and writing activities.

Encourage collaborative learning and pair ELLs with proficient English speakers for language support and practice.

Foster a supportive classroom environment where students feel comfortable taking risks and using

4

How can we best support learners who are struggling readers in our afterschool STEAM program?

Side-by-Side Lesson

5.5 Side-by-Side: Soft C and G

Unit 5: Foundations Gamma



Soft C and G

ThinkCERCA Online Platform Activity:

ThinkCERCA Online Platform Activity:

ThinkCERCA Student Guide Activity:

Suggested Time: 45

Customized Implementation Recommendation: Optional Intervention

When to use this lesson:

Side-by-side teaching allows teachers to leverage their time 1:1 or in small groups while students work on self-paced lessons.

If the students did not understand or pass the quiz for lesson 5.5: Soft C and G, teachers or para-professionals can work with students individually, in small groups, or as a whole class to extend their learning utilizing a different approach with this plan.

Science of Reading Rationale:

This lesson aligns with the Science of Reading, emphasizing explicit phonics instruction to enhance students' decoding and spelling skills. By focusing on the soft C and G sounds, students will develop a nuanced understanding of these letter combinations and their corresponding sounds, contributing to their overall reading proficiency.

Learning Objectives:

Teacher Prep: Print then cut for individual or small group instruction.

Soft "C" Flashcards

ace	bicycle
circle	dice
place	pencil
ice	circus
choice	cellular

Fluency Passage

Fluency Practice

In the zoo, there was a huge circle where animals could roam. The most liked was a giant giraffe. The giraffe liked to walk around the center of the circle. One day it walked near the edge and fell on some ice. There was a moment of danger, but it was fine. The giraffe stood and again walked around the circle.

Teacher Prep: Print then utilize this page for anecdotal notes about students strengths and developmental opportunities in the fluency practice.

Student Name: _____

Fluency Practice Teacher Score Sheet

1. In the zoo, there was a huge circle where animals could roam.
☐ ____ / 12 words correct Note:
☐ appropriate rate
☐ appropriate expression

2. The most liked was a giant giraffe.
☐ ____ / 7 words correct Note:
☐ appropriate rate
☐ appropriate expression

3. The giraffe liked to walk around the center of the circle.
☐ ____ / 11 words correct Note:
☐ appropriate rate
☐ appropriate expression

4. One day it walked near the edge and fell on some ice. ;
☐ ____ / 12 words correct Note:
☐ appropriate rate
☐ appropriate expression

5. There was a moment of danger, but it was fine.
☐ ____ / 10 words correct Note:
☐ appropriate rate
☐ appropriate expression

6. The giraffe stood and again walked around the circle.
☐ ____ / 9 words correct Note:
☐ appropriate rate
☐ appropriate expression

Decodable Readers for Teens

- Saddleback Publishing



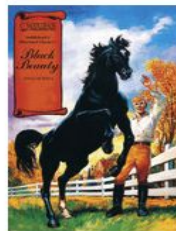
DRACULA GRAPHIC NOVEL

\$11.95



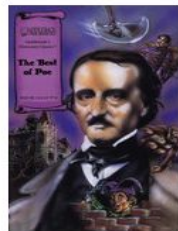
DR. JEKYLL AND MR. HYDE
GRAPHIC NOVEL

\$11.95



BLACK BEAUTY GRAPHIC
NOVEL

\$11.95



THE BEST OF POE GRAPHIC
NOVEL

\$11.95

5

What are the 3 easiest and effective SOR strategies that content-area teachers (grades 9-12) can immediately implement into their teaching pedagogy?

6

I've heard that practicing high-frequency words is helpful in increasing fluency, but I'm not sure how to teach them in an engaging way. One person said he made binders with lists of these words and practiced with the whole class orally. Does this sound right to you?

High-Frequency Words Matter

- 8 words account for 18% of all the words students use in their writing
- 25 words account for 33%
- 100 words for 50%
- 300 words for 65%
- 1000 words for 86%, 2,000 words for 95%
- 3,000 words for 97%

It's critical to prioritize high-frequency words in spelling and reading instruction.

Fry, Fountoukidis, & Kress, 2000; Horn, 1926; Otto & McMenemy; 1966, Rinsland, 1945

Automaticity + Prosody = Fluency

Automaticity - the ability to recognize words automatically and effortlessly

Prosody - the rhythm, stress, intonation of speech

Fluency - the ability to read smoothly

UCSD Course

We're offering you a
discount for our UCSD
course!

- Code "FRIEND" for BOGO
- Code READING35 for 35% off the course
- Email Jackie directly at: jkaminsky@thinkcerca.com with the code.

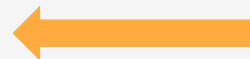
Personalized Cohort Options
Available!

[Register Here!](#)

bit.ly/courseatucsd



Scan to register!



Course Description:

This course is designed to equip practicing educators with the essential knowledge and skills needed to effectively teach and support the reading and language development of adolescents. Participants will delve into the foundational principles of literacy instruction, exploring the intersection of linguistics and pedagogy in the context of adolescent learners.



Instructor:

Dr. Jenny French

*Developer of Foundational Reading & Linguistics at
ThinkCERCA*

Foundational Reading Director at ThinkCERCA,
experienced literacy coach, former assistant
superintendent, teacher, and author of, *Help! My
Students Write Like They Text.*

**Get in
touch!**

Current Partners

Contact your School Success Manager.

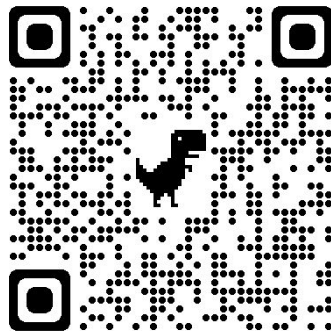
[UCSD Course](#)

[Podcast](#)

[User Feedback](#)

New to ThinkCERCA?

Schedule a demo during a time that fits with your schedule.

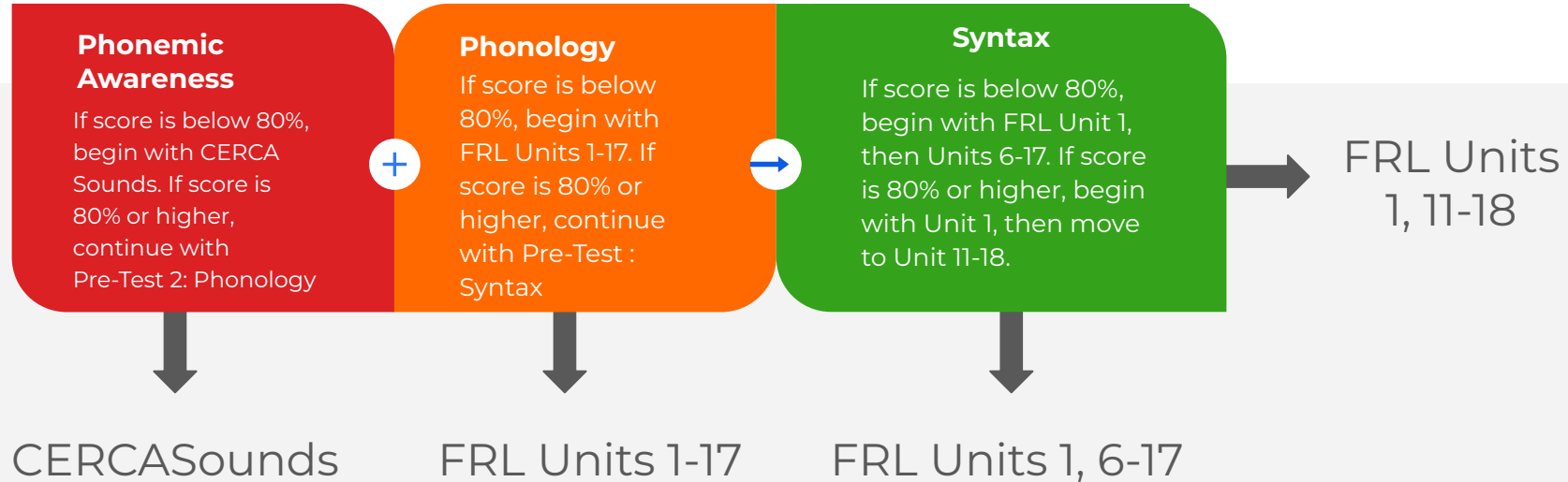


Appendix

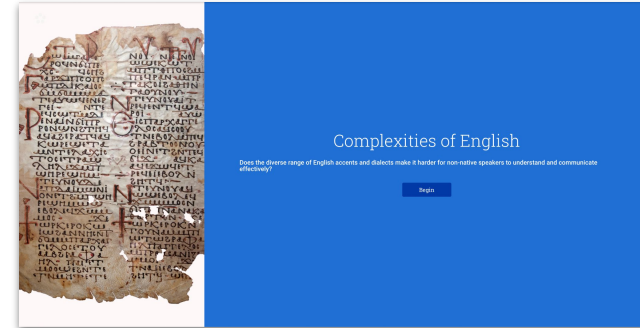
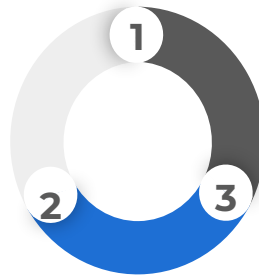
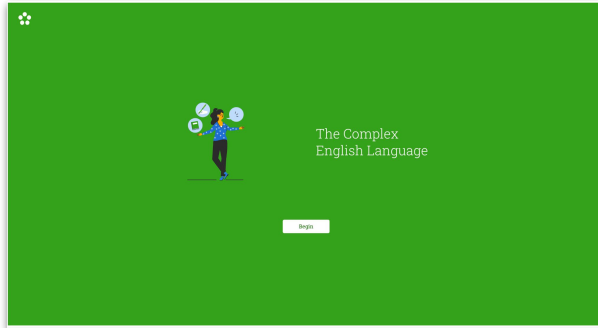
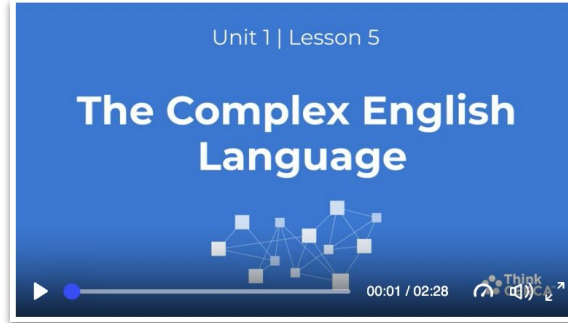
GETTING STARTED

Pre-Assessment

1 Test : 3 Parts



A Linguistics Approach



Reading Foundations Program

Program Sequence

Optional Reading Passage

Additional, nonfiction reading passages are available for students so that they can see the skill just learned embedded in a grade level text.

Pre-Assessment

Students begin with a pre-test which guides their entry point into the program and determines which foundational lessons they need.

Retake Skills Lesson

Regular progress monitoring through practice and quizzes occur, followed by a post-test measures overall student growth.

Reteach w/ Offline Lesson (if needed)

If a student receives lower than an 80% on the lesson quiz, teachers should reteach the skill using the offline lesson plan and resources available in the Teacher Guide.

Monitor

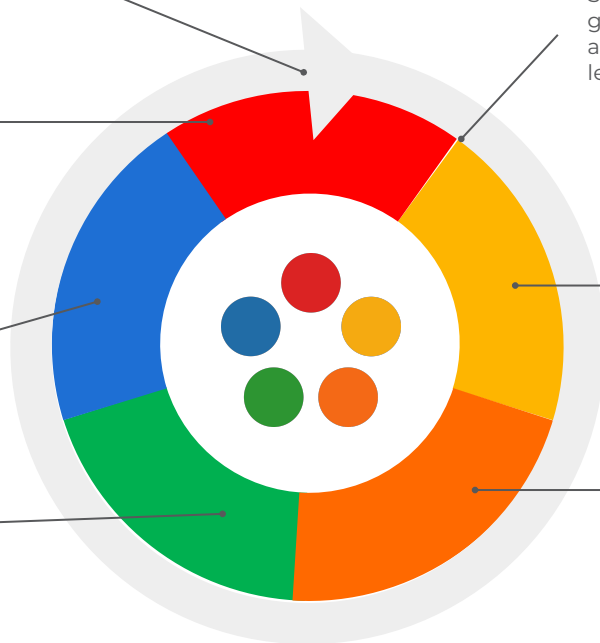
Teachers monitor data for student mastery.

2 Min Video

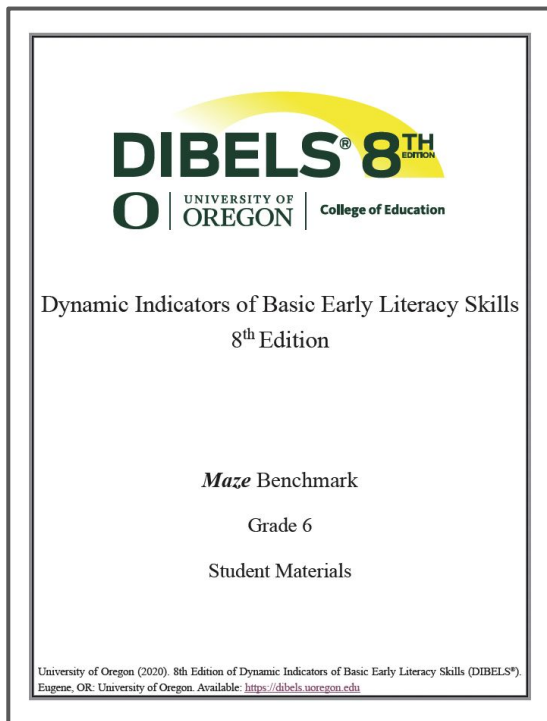
Animated instructional video to frontload the concept by using visual and audio support.

Skills Lesson

Lessons follow a micro to macro scope & sequence. Audio support on all activities included.



Resources



- DIBELS
 - ORF (oral reading fluency)
 - Maze (comprehension)

Development Contributions & Input from Experts (Science of Reading)

- Designer, Dr. Jennifer French, Nationally Recognized District Leader and Literacy Expert; Certified IDA Reviewer
- Primary & Secondary Teachers (Orton Gillingham Certified)
- Middle and High School Literacy Coaches (Orton Gillingham Certified)
- University of California San Diego (University Partner for Professional Learning and Accreditation)
- Indiana University Linguistics Program

Options for Implementation

[Link to Schedules](#)

1

Before School

2

After School

3

W.I.N. Period (What I Need)

4

Saturday School

5

**Accelerated Reading
Foundations Course**

6

Integrated Writing

7

Core Content Integration

What Educators Are Saying about Foundational Reading and Linguistics

- Rhonda May (District 49 Colorado) Special Education Director “One of my goals with bringing this program in was to make teachers' lives easier.”
- Samantha Antcliff (District 49 Colorado) Sped Teacher “I would love to do all I can to help this initiative as I truly believe it is so beneficial to students and teachers...Since we have started a unit this semester after seeing the benefits of utilizing thinkCERCA more strategically, there are so many activities that are not online that go with this unit. That is why it looks like there is a drop in usage, however, we work on this unit Mondays and Wednesday every week. I love all of the resources and activities for the longer units. We are loving this program and are so grateful to have it at our disposal. Thank you!”
- Elizabeth Talafuse (District 49 Colorado) Special Education teacher “This program has definitely made my life easier! It provides a structured curriculum that targets learning needs better than I can on my own...this foundational reading is connecting to their level!!! “
- Karen Villatoro (Clark County School District): “The integration of ThinkCERCA in our classrooms has demonstrated exceptional support for our emergent bilinguals and their academic success.”

GETTING STARTED

Monitor Results

Via Class Planner

The screenshot shows the 'Class Planner' interface. At the top, there's a navigation bar with icons for Classes, Library, Assessments, Reports, and Resources. Below the navigation bar, there's a 'Back to Class' link. The main heading is 'Reading Foundations Pre-Tests'. Below this, there's a date range selector showing '02/26/2024' to '02/27/2024'. A filter for 'Grade Levels 6 - 12' is applied. The table displays results for 'Reading Foundations Pre-Test Part I: Phonemic Awareness'. The columns are Student, Status, Submission Date, and Score. The table shows 14 rows of data, all with a 'Completed' status and scores ranging from 45% to 85%. Below this, there's another filter for 'Grade Levels 6 - 12' and a heading for 'Reading Foundations Pre-Test Part II: Phonology'. The table for this section shows 14 rows of data, all with a 'Completed' status and scores ranging from 35% to 45%.

Student	Status	Submission Date	Score
	Completed	02/26/2024	65%
	Completed	02/26/2024	80%
	Completed	02/26/2024	60%
	Completed	02/26/2024	45%
	Completed	02/26/2024	70%
	Completed	02/26/2024	50%
	Completed	02/26/2024	80%
	Completed	02/26/2024	85%
	Completed	02/26/2024	75%
	Completed	02/26/2024	75%
	Completed	02/26/2024	50%
	Completed	03/07/2024	70%
	Completed	02/26/2024	55%
	Completed	02/26/2024	70%

Student	Status	Submission Date	Score
	Completed	02/26/2024	45%
	Completed	02/26/2024	45%
	Completed	02/26/2024	35%
	Completed	02/26/2024	45%
	Completed	02/26/2024	50%
	Completed	02/26/2024	35%

Via Reports

The screenshot shows the 'Reporting' interface. At the top, there's a navigation bar with icons for Classes, Library, Assessments, Reports, and Resources. Below the navigation bar, there's a 'Reporting' header. The main heading is 'Foundational Reading Skills Practice Grade Book'. Below this, there's a filter for 'Class Name' with a dropdown menu. The table displays results for 'Reading Foundations Pre-Test Part I: Phonemic Awareness'. The columns are Last Name, First Name, Unit Header, Lesson Name, Assignment Status, Multiple Choice Score, and Multiple Choice Score. The table shows 14 rows of data, all with a 'Completed' status and scores ranging from 45% to 85%. Below this, there's a filter for 'Grade Levels 6 - 12' and a heading for 'Reading Foundations Pre-Test Part II: Phonology'. The table for this section shows 14 rows of data, all with a 'Completed' status and scores ranging from 35% to 45%.

Last Name	First Name	Unit Header	Lesson Name	Assignment Status	Multiple Choice Score	Multiple Choice Score
				Completed	85%	85%
				Completed	80%	80%
				Completed	80%	80%
				Completed	75%	75%
				Completed	75%	75%
				Completed	70%	70%
				Completed	70%	70%
				Completed	70%	70%
				Completed	65%	65%
				Completed	60%	60%
				Completed	55%	55%
				Completed	50%	50%
				Completed	50%	50%
				Completed	45%	45%
				Completed	45%	45%

Last Name	First Name	Unit Header	Lesson Name	Assignment Status	Multiple Choice Score	Multiple Choice Score
				Completed	45%	45%
				Completed	45%	45%
				Completed	35%	35%
				Completed	45%	45%
				Completed	50%	50%
				Completed	50%	50%

Skills Lesson



6-12 Foundational Reading and Linguistics

The Foundational Reading program is designed for students in grades 6-12 who are struggling with word recognition, phonological awareness, and decoding.



PRE-ASSESSMENT

Reading Foundations Pre-Tests

[>](#)



LETTER SOUNDS

CERCASounds

[>](#)



UNIT 1

Evolution of Language

Skills: language changes over time

[>](#)



UNIT 2

Foundations Alpha

Skills: vowels, c vs. k blends, y as a vowel

[>](#)



UNIT 3



Teacher Guide

Getting Started

Start with a review! Write a word on an index card for each student; the words can contain a schwa sound and a specific number of syllables. Ask students to find their partner who has the schwa sound in the same syllable (integrate, celebrate).

Reading Passage Summary:

Junko Tabei, born in Japan in 1939, became the first woman to reach the top of Mount Everest in 1975, breaking stereotypes and proving women could achieve incredible feats in mountain climbing. Mount Everest, the world's highest peak, poses extreme challenges, including harsh weather, low oxygen levels, and risks like avalanches and crevasses. Tabei meticulously prepared for climbs, focusing on fitness, skills, and expedition planning. Her achievement on Everest was part of a larger goal—conquering the Seven Summits, the highest mountains on each continent. Tabei's story highlights the importance of pursuing passions, breaking barriers, and demonstrating courage and perseverance.

Connection Question:

If you would like to connect with your students about the reading passage, think about encouraging them to talk about what they read in an informal manner; here is a question that might help:

If you could climb any mountain in the world, which one would it be and why?

Vocabulary:

Your students will encounter the following words throughout this lesson; consider creating an opportunity to use these words in conversation or within other lessons.

- ☐ Cycle
- ☐ Coyote
- ☐ Cinder
- ☐ Gem

Learn More Using Our Professional Learning Resources on Demand.

LESSON GUIDE

Lesson 5.5

Soft c and g

Suggested Time: 45 minutes



Rationale:

This lesson was designed to start the explicit example phase of the sounds that letters make. Conceptually, it is important for students to have an awareness that letters can make different sounds. We approach the adolescent audience by giving them specific instances when letters are pronounced in a soft manner; there are rules for some letters and students will be exposed to those rules in this lesson in addition to the conceptual ideas around letter sounds.

Lesson Goals:

- Tell students that the letter c is soft when it makes the /s/ sound.
- Tell students that the letter g is soft when it makes the /j/ sound.
- Explain to students that soft c is followed by the vowels e, i, or y.
- Explain to students that soft g is followed by the vowels e, i, or y.

Classroom Extension:

• Interactive Whiteboard Game:

Create a game board with a column for soft c and one for soft g. Divide each column into four squares for words. Create a starting point at the top and a finish line at the bottom. Have students take turns rolling virtual or physical dice to determine how many spaces they can move; when a student lands on a space they have to come up with a soft c or soft g word (depending on the space) and spell it correctly in the box. If the word is correct they can advance; if it is incorrect they have to stay in the same spot. The first one to reach the finish line wins! Teachers can get very detailed with this fun and engaging activity by including things like challenge spaces and bonus rounds!

Navigating Roadblocks:

- Take a moment to explain the hard sound of the letters c and g so that students can compare it to the soft sound they are learning to see the difference.

Additional Support:

- Need to reteach the lesson with full teacher/teacher-aid support? Check out the "Side-by-side" resource.
 - [Side-by-side Reteaching \(printable\)](#)
- Students just need some extra practice?
 - [Additional Practice \(printable\)](#)
 - [Additional Practice Answer Key](#)

Fluency Passage

Fluency Practice

In the zoo, there was a huge circle where animals could roam. The most liked was a giant giraffe. The giraffe liked to walk around the center of the circle. One day it walked near the edge and fell on some ice. There was a moment of danger, but it was fine. The giraffe stood and again walked around the circle.

Teacher Prep: Print then utilize this page for anecdotal notes about students strengths and developmental opportunities in the fluency practice.

Student Name: _____

Fluency Practice Teacher Score Sheet

1. In the zoo, there was a huge circle where animals could roam.
☐ ____ / 12 words correct Note:
☐ appropriate rate
☐ appropriate expression

2. The most liked was a giant giraffe.
☐ ____ / 7 words correct Note:
☐ appropriate rate
☐ appropriate expression

3. The giraffe liked to walk around the center of the circle.
☐ ____ / 11 words correct Note:
☐ appropriate rate
☐ appropriate expression

4. One day it walked near the edge and fell on some ice. ;
☐ ____ / 12 words correct Note:
☐ appropriate rate
☐ appropriate expression

5. There was a moment of danger, but it was fine.
☐ ____ / 10 words correct Note:
☐ appropriate rate
☐ appropriate expression

6. The giraffe stood and again walked around the circle.
☐ ____ / 9 words correct Note:
☐ appropriate rate
☐ appropriate expression

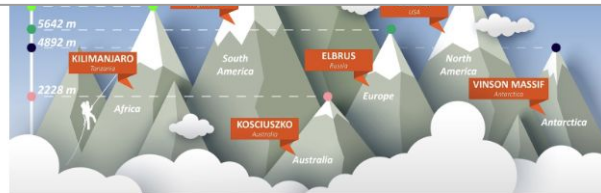
Additional Reading Practice



Junko Tabei: Conquering Mountains and Breaking Barriers

Did Junko Tabei's ascent of Mount Everest mark a turning point for women in mountaineering?

Begin



Junko Tabei was a brave and determined mountain climber who became the first woman to reach the top of Mount Everest, the highest mountain in the world. Junko Tabei was born in Japan in 1939 and grew up in a time when it was uncommon for girls to participate in mountain climbing.

Junko was different. Even as a young girl, she loved mountains and dreamed of climbing them. She joined a mountain climbing group while in **college** and discovered a true **passion**. Junko **faced** many **challenges** along the way, but she made up her mind to prove that women could climb the highest **peaks** too.

In 1975, Junko made history by becoming the first woman to reach the top of Mount Everest. When you reach the top of Mount Everest it means you reached the highest point of the tallest mountain above **sea level** in the world. Her accomplishment broke **stereotypes** and showed everyone that anyone is capable of incredible achievements.

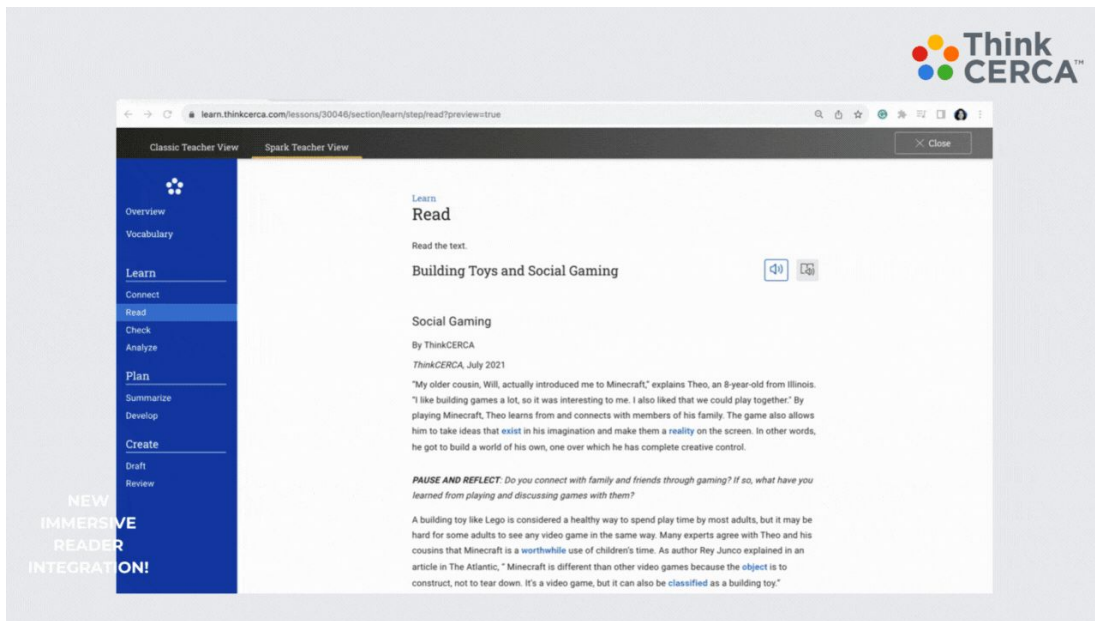
Mount Everest is not an **ordinary** mountain. It is the tallest peak above sea level, reaching over 29,000 feet high. Climbers have to **face** extreme weather, freezing cold, and low **oxygen** levels. They deal with fast moving rock and snow slides called **avalanches**, deep cracks in the **ice** or snow called **crevasses**, and the risk of getting sick and feeling dizzy because of the **high altitude** and lack of **oxygen**. Climbing to the top takes months of preparation, training, and mental strength.



NEW FEATURE

Immersive Reader Integration

- Text-to-Speech
- Customizable fonts, colors, and line spacing
- Picture dictionary for every word
- Translation to native language
- Syllable highlighting
- Parts of Speech
- Focus mode with line focus features



Reading Foundations

Program Components

18 units

5 lessons per unit

100 days of instruction

45 minute lessons

Student-facing

**Little to no teacher
prep**

Self-paced

**Entire offline
curriculum** and
resources to
supplement online or
use for Tier 3

Spiral review

**Regular progress
monitoring** through
practice, quizzes, and a

Pre-assessment
determines entry point

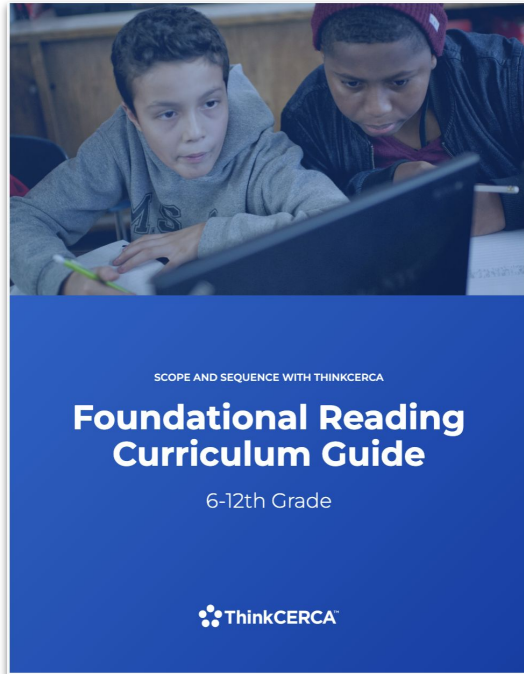
Data reporting

Tour Platform

Implementation Support

Each unit is designed to work in a variety of implementation models and outlined in a weekly description for a **20, 45, or 90** minute format.

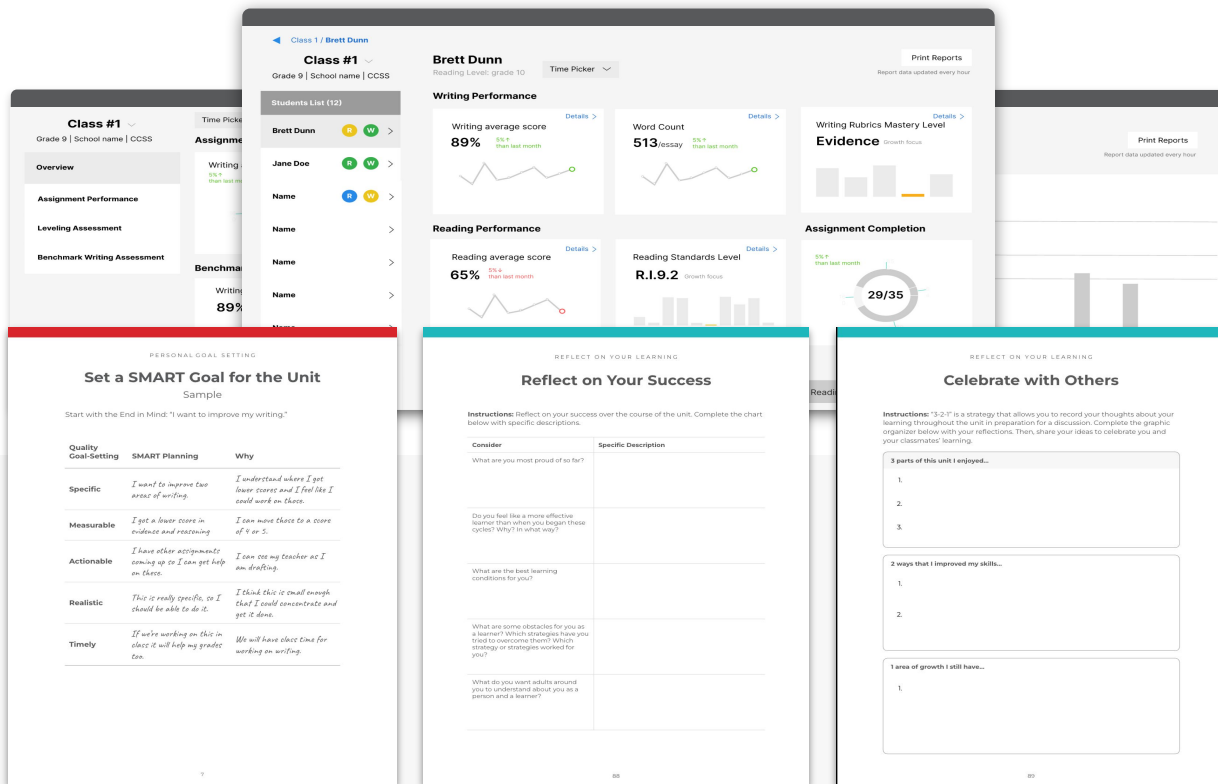
Scope & Sequence



- Why Secondary Foundational Reading?
- Where does it fit?
- Assessment Access
- Lesson Sequence Access
- [Click Here to Download](#)

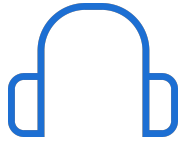
NEW FEATURES IN 2023

Individual Student Reports



Foundational Reading Program

Program Support



Audio support available
on all lessons and texts using
human reader



Professional development for
all staff available

1

How do you integrate foundational literacy principles and the science of reading for grades 6-12?

What strategies do you find most effective for enhancing student comprehension and engagement at these levels?

3

Our school had a lot of students this year who were new to the country and new to the English language. Do you have any suggestions for supporting acquisition of language for middle school students who enter our classrooms with no exposure to English? How can we set reasonable goals and expectations for these students in learning how to read / spell and write / use academic language?

3

What are the 3 easiest and effective SOR strategies that content-area teachers (grades 9-12) can immediately implement into their teaching pedagogy?

4

Do you have any recommendations for progress monitoring assessments in high school? Most assessments (e.g., DIBELS, Acadience, etc.) seem to only go up to 6th 8th grade.

5

Where can I find models or research around diagnostic and progress monitoring best practices for middle and high school? Almost all of the research and examples I find are for elementary, and my main job as a TOSA is to support tier 3 intervention at the middle and high schools in our district. I want to make sure the recommendations I make and the resources I develop are based in sound research and practice, but I've been struggling to find that information.