

DYSLEXIA WITHIN RTI

A guide for identifying and providing instruction to students with characteristics of dyslexia in grades K - 3



Timothy N. Odegard
Jennifer Cooper
Melinda Hirschmann
Erin Alexander

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FIRST EDITION

Timothy N. Odegard
Jennifer Cooper
Melinda Hirschmann
Erin Alexander

Middle Tennessee State University

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Dyslexia within RTI
200 N. Baird Lane
Murfreesboro, TN 37132

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CHARACTERISTICS OF DYSLEXIA

SECTION 1

What is dyslexia?

Dyslexia is the most well researched learning difference, having been characterized at the behavioral and neurobiological levels. It is associated with processing differences that negatively impact the ability of individuals to learn how to read and spell words accurately.

Individuals with dyslexia struggle to read words accurately and / or fluently, in spite of receiving the same reading instruction as their peers who acquire the ability to read words.

Dyslexia negatively impacts more than reading and spelling. However, the reading and spelling deficits are the learning differences most commonly noticed by parents and teachers of school-aged children.

Primary Reading Skills Deficits Associated with Dyslexia

Educators commonly report challenges identifying students with dyslexia. As depicted in the graphic to the right, the primary reading skills deficits characteristic of dyslexia are the ability to read words accurately in isolation and fluently within text. These individuals also struggle to decode words.

However, they can memorize words and read words by sight, although they learn these words more slowly than typically developing readers. Also, the processing differences that cause dyslexia do not directly impair their ability to comprehend language.

What Does Dyslexia Look Like?

In the early grades, students with dyslexia often perform well when reading text made up of high frequency words that have been drilled for memorization. Given that language comprehension is not a characteristic of dyslexia, it is common for students with dyslexia to perform well when answering comprehension questions about text that they can read.

When these same students are required to accurately read words that they have not memorized or are asked to pronounce nonsense words, they typically struggle to do so, which indicates a weakness in decoding.

In third grade and above, educators experience an additional challenge when trying to identify students with dyslexia. This is because the tests used to gauge how well students are performing in the area of reading transition

from word reading tasks to measures of text reading fluency and comprehension.

Students with dyslexia continue to memorize words and rely on their comprehension skills to fill in gaps and predict words in text. Some can at times read enough words to have a sufficient fluency score and correctly answer comprehension questions. In these instances, it is important to check the accuracy scores for measures of reading fluency. Students with dyslexia often score lower on the accuracy portion of a reading fluency assessment. When students struggle to accurately read words on measures of reading fluency, it is important to follow up with measures of word reading accuracy.

PRIMARY READING SKILLS DEFICITS ASSOCIATED WITH DYSLEXIA

READING COMPREHENSION

READING FLUENCY

WORD READING

DECODING

SIGHT WORDS

Areas colored red denote the primary reading skills deficits characteristic of dyslexia

Identifying Students with Dyslexia

The identification of students with dyslexia in any grade occurs through the response to instruction and intervention (RTI²) process. In grades K - 3, this process is well suited to the identification of deficits in print level reading skills that are the hallmark of dyslexia. This is because the universal screening process provides educators with reliable information on pre-reading skills (phonological awareness and letter knowledge) and measures of word reading accuracy.

Characteristics of Dyslexia

Occasionally, an individual struggles to read words accurately or fluently, and these deficits can be documented using various forms of data. However, these deficits do not always impair academic achievement to the point of qualifying the student for services under IDEA.

Students who fall into this category are said to exhibit *characteristics of dyslexia*. These students will still require more intensive instruction than their peers to develop word reading skills in support of their current and future academic success, even though they do not qualify for services in special education. These students can receive the more intensive instruction they require within the general education setting through RTI².

Poor Responders

Students with characteristics of dyslexia who receive intervention services within the general education setting, who exhibit minimal gains in response to Tier 2 and Tier 3 instruction can be formally assessed for a specific learning disability. The category of specific learning disability includes dyslexia. This is because dyslexia is a cause of a specific learning disability in the areas of basic reading and/or reading fluency.

Students identified with a specific

learning disability receive intensive, sustained intervention services to address their area of academic underachievement within special education. In many instances, the instructional focus of the intervention will not change from Tier 3 to Special Education. Special education services are considered the most intensive level of intervention and provide eligible students with legal protections under IDEA. Typically, these students receive accommodations and modifications, based on individual need.

In its most severe form, dyslexia is a specific learning disability. However, it does not always cause levels of academic underachievement that result in the identification of a specific learning disability under the Individuals with Disability Education Act (IDEA).

Box 1.1

The processing differences that distinguish individuals with dyslexia from their typically developing peers result in these students struggling to learn the structure of words at several levels. Individuals with dyslexia require additional instruction to learn word structure.

Letter - Sound Associations. Typically developing readers learn that words are made up of individual sounds and that these sounds correspond to specific letters. This forms the basis of the print-sound nature of words in English and other alphabetic languages, and it is called the **alphabetic principle**. Typically developing readers readily learn the associations between letters and sounds in response to direct phonics instruction provided as part of a core reading curriculum in the early grades.

Multi-Vowel Patterns. In addition, students with dyslexia struggle to learn multiple vowel patterns within words that are used to represent different spoken sounds. For example, typically developing readers more quickly learn that certain pairs of vowels produce reliable vowel sounds (e.g., ee, ea, ie), or that pairing a vowel with an r will produce certain sound patterns (e.g., ar, ir, er). Typically developing readers also more quickly learn that certain vowels combine to produce unexpected sounds (i.e., diphthongs; e.g., oi, oy). These vowel patterns are taught during phonics instruction provided as part of a core reading curriculum, and typically developing readers will learn these patterns in response to this instruction.

Complex Word Structure. As students progress beyond 3rd grade, they encounter more complex words made up of multiple syllables. Multi-syllable words present a challenge to students with characteristics of dyslexia because when they are formed they often result in violations to the typical patterns of sound symbol correspondences. Letters are sometimes dropped from words, in some instances letters are added, and vowels in unaccented syllables in the final position are very often pronounced as a schwa. Students with dyslexia who respond to direct phonics instruction in letter sound correspondence and vowel patterns may experience deficits in accurate or efficient reading of multi-syllable words in later grades.

Spelling Patterns (i.e., orthographic structure). Students who exhibit characteristics of dyslexia also struggle to spell as well as their peers. While their peers learn the orthographic structure (i.e., letter structure) of words, a characteristic of dyslexia is to not learn these letter patterns as well. As a result, students with dyslexia require even more intensive direct instruction in spelling than their typically developing peers.

RESPONSE TO INSTRUCTION

SECTION 2

A perennial challenge that schools have faced has been how to identify students who struggle to develop the full range of skills necessary for academic and life success.

In the past, students had to wait until they exhibited academic under achievement severe enough to qualify for intervention services provided through special education. By the time they qualified for these services, the chance to provide early intervention had passed.

In addition, not all students who exhibited deficits in skills that support areas of academic achievement qualified for special education under the Individuals with Disabilities Education Act (IDEA) category of **specific learning disability**. Yet, these students still required timely, targeted instruction of greater intensity than provided in the core curriculum to support the development of the full range of skills that support areas of academic achievement. This resulted in two questions being asked.

How do we identify students who are at risk of academic failure early?

How do we use this information to match students

to targeted instruction to foster their academic development?

Addressing the Challenge

The **Response to Instruction / Intervention** (RTI) framework was developed to address these questions.

RTI is intended to establish a safety net, constructed from multiple sources of student information, that catches those students who fall behind academically. The safety net is in place before students start their first day of kindergarten and is used to continually match students with timely targeted instruction of varying levels of intensity to address each student's instructional needs.

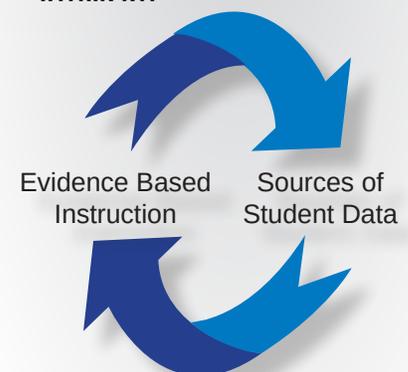
When RTI is implemented as intended with fidelity, it allows for students with less severe forms of under achievement to be identified and to receive intervention within a general education setting. Moreover, it allows those students who fail to respond to targeted intervention provided within general education to be identified as having a specific learning disability and receive services through special education.

Specific Learning Disability

The Individuals with Disabilities Education Act (IDEA) defines a specific learning disability as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations."

The Office of Special Education and Rehabilitative Services specifically references dyslexia as a cause of a specific learning disability, going on to state that there is nothing in IDEA that prevents the cause of a student's specific learning disability from being reported in the Individualized Education Program (IEP).

INTERPLAY BETWEEN ASSESSMENT AND INSTRUCTION WITHIN RTI



Response to Instruction and Intervention

The Tennessee Department of Education developed and implemented the **Response to Instruction and Intervention process (RTI²)**, to identify students who require additional support and intervention to acquire the academic skills necessary for success in school and life. RTI² is a multi-tiered data driven instruction and intervention model that uses high-quality evidenced-based core instruction and various sources of information to identify students who are at risk of academic failure or who are failing academically.

The intent of RTI² is to leverage the general education setting to provide differentiated instruction to all students. It also provides a mechanism to intervene early to foster optimal development and academic success for those students at risk of academic failure. Additionally, the framework provides one means to identify those students with a specific learning disability.

Sources of Student Information within RTI²

RTI² requires regularly occurring reviews of multiple sources of student data to continually characterize response to instruction of varying levels of intensity. It relies on traditional sources of student information available through classroom observation, student performance on curriculum embedded assessments and regularly scheduled benchmark assessments to track the transfer of core instruction to skills that are predictive of future academic success.

Universal Screening Process. In grades K-3, it is recommended that nationally normed, skills based measures be administered as part of the universal screening process at the *beginning, middle, and end* of the school year. **Curriculum based measures (CBM)** that assess a student's proficiency with various skills are typically used as part of this process. In grades K-3, pre-reading skills (e.g., letter knowledge and phonological awareness), as well as basic reading skills (i.e., decoding, fluency, comprehension) are assessed as part of the universal screening process.

UNIVERSAL SCREENING PROCESS

Universal screening is a process that uses nationally normed measures of grade level skills to help determine if a student is making sufficient progress to be successful academically. All students should take part in the universal screening process.

SURVEY LEVEL ASSESSMENT PROCESS

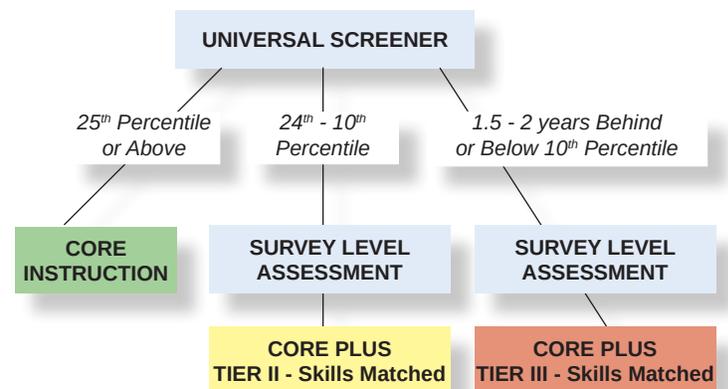
The survey level assessment process is used to follow up on testing conducted as part of the universal screening process. This additional testing is used to identify the most basic skills area deficit in order to focus instruction for each individual student and accurately monitor response to intervention.

RECOMMENDED UNIVERSAL SCREENING SCHEDULE (GRADES K - 3)



Survey Level Assessment Process. If a student scores below the 25th percentile on a measure administered as part of the universal screening process, additional measures likely will need to be collected as part of the **survey level assessment process**. These measures will be used to identify specific skill deficits targeted as part of Tier 2 or Tier 3 intervention. See the alignment of student to tiered instruction figure to review how universal screening process relates to survey level assessment process and Tiered instruction.

ALIGNMENT OF STUDENT TO TIERED INSTRUCTION



TIER 1

Instruction

In Tier 1 of the RTI² framework, K-3 students receive high quality differentiated research based reading instruction at the classroom level. Multi-sensory instruction is encouraged at the K-3 level.

Instructional Dosage

In Tennessee, students receive 120-150 minutes of core reading instruction, 90 minutes of which should be uninterrupted.

Formal Assessment

All students at the K-3 level are screened to identify potential weaknesses in reading skills as part of the universal screening process. The administration of assessments three times a year helps to determine a student's ongoing instructional needs.

Informal Assessment

In addition to the regularly scheduled benchmark assessments, student performance on regularly occurring curriculum embedded measures is used to gauge how well they are learning the skills being taught as part of the core curriculum. Such student information is used to differentiate the core instruction and to help identify those students in need of Tier 2 or Tier 3 instruction.

TIER 2

Entry Into Tier 2

Students who perform below the 25th percentile on measures administered as part of the universal screening process are given additional tests to identify the most basic skill deficit as part of the survey level assessment process.

Instruction

In addition to Tier 1 instruction, Tier 2 students receive additional instructional time and greater instructional intensity using a research-based intervention that targets the identified skill deficit areas.

Progress Monitoring

Student progress is monitored regularly with a skill-based measure to determine the efficacy of intervention at remediating the identified skills deficits. Progress is monitored weekly or every other week.

Instructional Setting

The intervention should be delivered with fidelity in a small group format by highly-trained personnel.

Instructional Dosage

Students receive Tier 2 intervention daily. The minimum instructional time for Tier 2 intervention is 30 minutes per session for grades K-3.

TIER 3

Entry Into Tier 3

There are two ways for a student to qualify to receive Tier 3 instruction: *lack of sufficient progress* or *performing well below grade or age level expectations*.

Lack of Progress Students who do not make progress in response to Tier 2 intervention will be placed into Tier 3. **Movement into Tier 3 requires a minimum of 10 data points if progress monitoring is conducted weekly or 8 data points if progress monitoring is conducted every other week.**

Well Below Expectations Students who perform below the 10th percentile on the universal screening measure or who are more than 1.5 to 2 grade levels behind may be placed in Tier 3 without having to first progress through Tier 2.

Instructional Dosage

Students in Tier 3 receive more intensive skill-based intervention provided by highly-trained personnel for a period of 40-60 minutes per school day.

Progress Monitoring

Progress monitoring is conducted to determine the effectiveness of the intervention to remediate the student's skills deficits.

Accommodations: Students do not have to qualify for special education to receive accommodations. Students at every Tier may receive accommodations. Such accommodations can help students access grade level instruction and demonstrate their potential in the core curriculum.

INCREASING INTENSITY (TIER 2 TO TIER 3)

If a student fails to make progress after four weeks of intervention in Tier 2, the intensity of the intervention should be increased until an effective level of intervention is reached. Intervention may be intensified by:

- 1) Increasing frequency of intervention sessions (e.g., a student who receives RTI in both reading and math with 2 days of reading and 3 days of math increases frequency in reading by changing to 3 days of reading and 2 days of math).
- 2) Changing the time of day intervention is delivered (e.g., RTI period moved from afternoon to morning).
- 3) Changing the intervention provider (i.e., intervention providers should be highly trained, and the intervention should be implemented with fidelity).
- 4) Changing interventions (e.g., moving from a computer based phonics program to a structured literacy program).
- 5) Changing duration of intervention sessions (e.g., moving from 30 minutes to 60 minutes).

DEVELOPMENTAL CONTINUUM OF PRINT LEVEL READING SKILLS K-3

	GRADE (AGE)					
	PRE K (3)	(4)	K (5)	K / 1 (6)	1 / 2 (7)	2 / 3 (8)
Print Awareness	[Handwritten blue scribbles]					
PA-Word	[Handwritten red scribbles]					
PA-Rhyme	[Handwritten red scribbles]					
PA Syllable	[Handwritten red scribbles]					
PA-Onset Rime	[Handwritten red scribbles]					
PA-Phonemes	[Handwritten red scribbles]					
Letter Names	[Handwritten black scribbles]					
Letter-Sound Correspondence	[Handwritten black scribbles]					
Alphabetic Principle	[Handwritten black scribbles]					
Decoding	[Handwritten black scribbles]					
Sight words	[Handwritten black scribbles]					
Reading Fluency	[Handwritten black scribbles]					
Spelling Letter Name	[Handwritten green scribbles]					
Spelling Within Word	[Handwritten green scribbles]					

* This graphic was developed based on a review of empirical research investigating reading. Academic language skills (i.e., vocabulary, listening comprehension, etc.) develop in parallel to print level reading skills.

Universal Screening and Survey Level Assessment Process of Reading Skills

Phonological awareness, letter knowledge, decoding, fluency, vocabulary, and reading comprehension are components of reading. While deficits in any of these areas may contribute to reading difficulties, the development of these skills occurs sequentially along a developmental progression with the foundational skills of phonological awareness and letter knowledge acquired at earlier grades (K-1) and decoding and fluency in later grades (1-3). The academic language skills of vocabulary and listening comprehension develop in parallel with print level skills in support of reading acquisition. It is important to consider the developmental progression of these skills when selecting measures used to identify skill deficits as part of the universal screening and survey-level assessment processes.

Assessments used as part of the universal screening and the survey level assessment processes tend to be brief and time efficient by necessity. They are also valid and reliable measures of a specific skill, and it is beneficial if they have accompanying national norms.

Dyslexia within RTI

Due to the need for these characteristics, the assessments used for the universal screening and survey level assessment processes often are **curriculum based measures**.

Measurement Selection for the Universal Screening and the Survey Level Assessment Processes

The factor that determines when a test of a given skill is used as part of the universal screening process or the survey level assessment process depends on the developmental point of the student being considered (i.e., age, grade). On the following pages, we review CBM commonly used as part of the universal and survey level assessment processes in grades K - 3. We highlight assessments used to measure skills commonly deficient in students with characteristics of dyslexia (i.e., print level skills), in addition to identifying measures of academic language skills.

CURRICULUM BASED MEASUREMENT

Curriculum-based measures (CBM) are assessments used to determine a student's mastery of skills or content. CBM within the RTI process are generally nationally normed, valid, and reliable.

Universal Screening and Survey Level Assessment in Kindergarten

The table at the bottom of the page provides examples of various CBM that measure skills typically included as part of the universal and survey level assessment processes in kindergarten. The CBM provided in this table and similar tables for first, second and third grades are not a complete listing of CBM that could be used as part of these processes. They are provided as examples.

Universal Screening Process

The universal screening process uses regularly scheduled assessments to determine each student's progress in developing age / grade appropriate skills. Student performance is compared to grade-level expectations (i.e., benchmarks). As depicted in the graphic to the right, students in this grade are developing and refining their phonological awareness skills, developing letter knowledge, acquiring sound-symbol correspondences and starting to apply their knowledge of the alphabetic principle and sound symbol correspondences to decode words. These students are also adding to the number of words they can identify by sight. Measures of these skills are appropriate and commonly used as part of the universal screening process in kindergarten. Students also continue to develop academic language skills (i.e., vocabulary, oral comprehension).

Survey Level Assessment Process

Children in kindergarten should have already

developed print awareness and some basic phonological awareness skills. If, for example, a student were flagged as not meeting expectations on a test of initial sound fluency (the ability to isolate the initial phoneme in a spoken word), measures of more basic phonological awareness skills that should have already developed could be administered as part of the survey level assessment process to identify the most basic level skill deficit (e.g., word rhyming).

DEVELOPMENTAL CONTINUUM OF PRINT LEVEL READING SKILLS - KINDERGARTEN	GRADE (AGE)	
	K (5)	K / 1 (6)
Print Awareness <i>(already developed)</i>		
PA-Word <i>(already developed)</i>		
PA-Rhyme <i>(already developed)</i>		
PA-Syllable		
PA-Onset Rime		
PA-Phonemes		
Letter Names		
Letter-Sound Correspondence		
Alphabetic Principle		
Decoding		
Sight words		
Reading Fluency		
Spelling Letter Name		
Spelling Within Word		

CURRICULUM BASED MEASURES OF READING SKILLS - KINDERGARTEN

PHONOLOGICAL AWARENESS	DIBELS Initial Sound Fluency DIBELS First Sound Fluency DIBELS Phoneme Segmentation Fluency EasyCBM Phoneme Segmenting	Aimsweb Phoneme Segmentation Fluency Pre-Decoding Skills Survey Phonological Awareness Skills Screener
LETTER KNOWLEDGE	DIBELS Letter Naming Fluency EasyCBM Letter Names EasyCBM Letter Sounds Aimsweb Letter Naming Fluency	Aimsweb Letter Sound Fluency Phonics and Word Reading Survey CORE Phonics Survey Pre-Decoding Skills Survey
DECODING / WORD RECOGNITION	Aimsweb Nonsense Word Fluency Phonics and Word Reading Survey CORE Phonics Survey	DIBELS Nonsense Word Fluency San Diego Quick Assessment Dolch Word List Fluency
VOCABULARY	DIBELS Word Use Fluency	

Universal Screening and Survey Level Assessment in First Grade

By the first grade, students should have developed additional print level reading skills, having learned their letter names and many of their phonological awareness skills.

At the start of first grade, students are still developing phonemic awareness (i.e., onset rime, phonemes). Most students are continuing to learn letter-sound correspondences and developing their ability to apply these skills to decode words, in addition to adding to the words they can read by sight. They are also developing their ability to spell words.

Universal Screening Process

CBM that test these developing skills are commonly used as part of the Universal Screening process. For example, the DIBELS nonsense word fluency test might be administered to provide a measure of decoding.

Survey Level Assessment Process

If a student were below benchmark on nonsense word fluency at the middle of the year, a measure of phonemic awareness (e.g., phoneme segmentation fluency) could be administered to

determine if this lower level skill has been acquired, as part of the survey level assessment process.

DEVELOPMENTAL CONTINUUM OF PRINT LEVEL READING SKILLS - FIRST GRADE

	GRADE (AGE)	
	K / 1 (6)	1 / 2 (7)
Print Awareness (<i>already developed</i>)		
PA-Word (<i>already developed</i>)		
PA-Rhyme (<i>already developed</i>)		
PA-Syllable (<i>already developed</i>)		
PA-Onset Rime		
PA-Phonemes		
Letter Names (<i>already developed</i>)		
Letter-Sound Correspondence		
Alphabetic Principle		
Decoding		
Sight words		
Reading Fluency		
Spelling Letter Name		
Spelling Within Word		

CURRICULUM BASED MEASURES OF READING SKILLS - FIRST GRADE

PHONOLOGICAL AWARENESS	EasyCBM Phoneme Segmenting Aimsweb Phoneme Segmentation Fluency CORE Phonics Survey	Pre-Decoding Skills Survey Phonological Awareness Skills Screener
LETTER KNOWLEDGE	EasyCBM Letter Sounds DIBELS Letter Naming Fluency EasyCBM Letter Names Aimsweb Letter Naming Fluency	Aimsweb Letter Sound Fluency Phonics and Word Reading Survey CORE Phonics Survey Pre-Decoding Skills Survey
DECODING / WORD RECOGNITION	Aimsweb Nonsense Word Fluency DIBELS Nonsense Word Fluency Phonics and Word Reading Survey CORE Phonics Survey	San Diego Quick Assessment Dolch Word List Fluency Diagnostic Decoding Survey EasyCBM Word Reading Fluency
READING FLUENCY	Aimsweb Oral Reading Fluency EasyCBM Passage Reading Fluency	DIBELS Oral Reading Fluency
VOCABULARY	DIBELS Word Use Fluency	
READING COMPREHENSION	DIBELS Retell Fluency	Aimsweb Maze CBM

Universal Screening and Survey Level Assessment in Second Grade

Second grade students should have developed all of the phonological awareness skills and know all of the letters.

These students will continue to learn additional sound symbol correspondences, which will support their ability to apply knowledge of word structure to decode and spell words. In addition, they will add to the words they can read by sight, and they should be better able to apply word reading skills to read connected text efficiently with expression (i.e., reading fluency). Keep in mind that students in earlier grades should have opportunities to read connected text in support of word reading, reading fluency and reading comprehension development.

Universal Screening Process

CBM that test skills that are being developed in the current grade are included as part of the universal screening process. For example, the Aimsweb Oral Reading Fluency test might be included in the universal screening process. When administering measures of oral reading fluency, it is important to consider both the rate and accuracy scores provided. This is because students can attempt many words resulting in a rate score that looks sufficient, but the accuracy score might be below grade level expectations, motivating additional testing.

Survey Level Assessment Process

If a student does not meet grade level expectations on a measure of reading fluency, administer a test of word reading and decoding skills to determine if the student has a more basic deficit.

DEVELOPMENTAL CONTINUUM OF PRINT LEVEL READING SKILLS - SECOND GRADE	GRADE (AGE)	
	1 / 2 (7)	2 / 3 (8)
Print Awareness <i>(already developed)</i>		
PA-Word <i>(already developed)</i>		
PA-Rhyme <i>(already developed)</i>		
PA Syllable <i>(already developed)</i>		
PA-Onset Rime <i>(already developed)</i>		
PA-Phonemes <i>(already developed)</i>		
Letter Names <i>(already developed)</i>		
Alphabetic Principle <i>(already developed)</i>		
Letter-Sound Correspondence		
Decoding		
Sight words		
Reading Fluency		
Spelling Letter Name		
Spelling Within Word		

CURRICULUM BASED MEASURES OF READING SKILLS - SECOND GRADE

PHONOLOGICAL AWARENESS	Phonological Awareness Skills Screener	CORE Phoneme Segmentation
LETTER KNOWLEDGE	Phonics and Word Reading Survey	CORE Phonics Survey
DECODING / WORD RECOGNITION	DIBELS Nonsense Word Fluency Phonics and Word Reading Survey CORE Phonics Survey San Diego Quick Assessment	Diagnostic Decoding Survey Dolch Wordlist Fluency EasyCBM Word Reading Fluency
READING FLUENCY	Aimsweb Oral Reading Fluency EasyCBM Passage Reading Fluency	DIBELS Oral Reading Fluency Fluency Passage Generator
VOCABULARY	DIBELS Word Use Fluency	EasyCBM Vocabulary
READING COMPREHENSION	DIBELS Retell Fluency Aimsweb Maze CBM EasyCBM Reading Comprehension	Maze Passage Generator Core Maze Comprehension

Universal Screening and Survey Level Assessment in Third Grade

Third grade students continue to develop their decoding skills, add to the words they can read by sight, and further develop their ability to spell. They will continue to improve in their ability to apply text level reading skills and their academic language skills to read text fluently with expression.

As highlighted earlier, academic language skills develop in parallel to print level skills. Difficulties developing oral comprehension skills and vocabulary are not primary characteristics of dyslexia. However, as text complexity increases and more instruction moves to learning from print, reading comprehension and vocabulary can begin to emerge as warning signs.

Universal Screening Process

In third grade, measures of reading fluency and reading comprehension tend to be administered as part of the universal screening process, if reading comprehension was not added in earlier grades. Again, it is important to look at a word reading accuracy score when reviewing the result of a reading fluency test.

Survey Level Assessment Process

If a student does not meet grade level expectations on a measure administered as part of the universal screening process, then additional tests will be

needed to identify any more basic skill deficits. If for example a student does not meet grade level expectations on a reading fluency test, a test of word reading and decoding skills will need to be administered.

DEVELOPMENTAL CONTINUUM OF PRINT LEVEL READING SKILLS - THIRD GRADE	GRADE (AGE)	
	2 / 3 (8)	3 (9)
Print Awareness <i>(already developed)</i>		
PA-Word <i>(already developed)</i>		
PA-Rhyme <i>(already developed)</i>		
PA Syllable <i>(already developed)</i>		
PA-Onset Rime <i>(already developed)</i>		
PA-Phonemes <i>(already developed)</i>		
Letter Names <i>(already developed)</i>		
Alphabetic Principle <i>(already developed)</i>		
Letter-Sound Correspondence <i>(already developed)</i>		
Decoding		
Sight words		
Reading Fluency		
Spelling Letter Name <i>(already developed)</i>		
Spelling Within Word		

CURRICULUM BASED MEASURES OF READING SKILLS – THIRD GRADE

PHONOLOGICAL AWARENESS	Phonological Awareness Skills Screener	CORE Phoneme Segmentation
LETTER KNOWLEDGE	Phonics and Word Reading Survey	CORE Phonics Survey
DECODING / WORD RECOGNITION	Phonics and Word Reading Survey CORE Phonics Survey Diagnostic Decoding Survey	San Diego Quick Assessment EasyCBM Word Reading Fluency Dolch Wordlist Fluency
READING FLUENCY	Aimsweb ORF EasyCBM passage reading fluency	DIBELS ORF
VOCABULARY	DIBELS Word Use Fluency	EasyCBM Vocabulary
READING COMPREHENSION	DIBELS Retell Fluency Aimsweb Maze CBM EasyCBM Reading Comprehension	Maze Passage Generator Core Maze Comprehension

PROGRESS MONITORING

SECTION 3

Progress monitoring is the regular, periodic assessment of a student's response to instruction and intervention. Information collected through routine progress monitoring includes: student skill development, rate of improvement (ROI), and intervention effectiveness. The data collected through routine progress monitoring may be used to guide instruction or intervention in each tier.

Prior to the onset of progress monitoring, a goal should be set for the student based on information collected from the universal screening and survey level assessment processes and other available student data (i.e., teacher observation, student classroom performance). As part of the goal setting process, the student's area of skill deficit should be identified and an appropriate intervention should be developed. This allows for a progress monitoring instrument to be selected that will adequately measure the student's response to the intervention being provided.

Monitoring Skills Level Deficits

Measures used as part of the universal screening process are

grade level assessments given to every student. However, it is important to remember that progress monitoring materials should be at an individual student's skill or instructional level, not the student's grade level.

Parallel Measures

The Tennessee RTI² manual indicates that progress monitoring should consist of measures that are parallel in form to the universal screener used within the grade. Parallel forms are used to provide a reliable measure of a student's skill level growth.

For example, a student who reads at a rate of 78 words correct per minute (wcpm) on one oral reading fluency progress monitoring probe should also read at a similar rate on a parallel form of the oral reading fluency progress monitoring probe. Parallel forms are equivalently able to measure the monitored skill, and the results (i.e., score) are comparable across multiple times. With parallel forms, the assessor may be reasonably sure that any gains that the student makes across measurement points are due to gains in skills and not due to the tests being of different levels of difficulty.

Skill Level Progress Monitoring Example

Universal Screening

A 3rd grade student is flagged due to performance below the 25th percentile on a measure of oral reading fluency.

Survey Level Assessment

This initial assessment is followed by other assessments that measure skills that support oral reading fluency to identify the student's lowest level of skills deficit (i.e., survey level assessment process).

These additional assessments reveal that the student is reading words at a first grade level and makes errors in word reading skills that were taught as part of the core curriculum provided in the first grade.

Instructional Goal

In this instance the instructional target is word level reading skills that the student should have acquired in the first grade.

Progress Monitoring

Measures chosen to monitor student's progress (e.g., decoding or fluency) should be at the student's skill level, or a first grade level instrument, even though universal screening may still occur at a student's grade level.

Sensitive to Change

Progress monitoring assessments must also be sensitive to change. The instrument must be able to capture the growth the student experiences in the area of instruction in order to accurately reflect a program's efficacy.

If a student is receiving intervention on skills which the universal screener may not be sensitive enough to detect, it may be appropriate to use more than one progress monitoring tool.

For example, if Reading CBM Maze, a measure of reading comprehension, is used as a universal screener, and a student is receiving phonics instruction for deficits in decoding, a phonics skill-based progress monitoring probe may be needed to determine effectiveness of instruction/intervention. The student may be learning from the intervention, but the reading CBM Maze may not be sensitive enough to detect the change.

Timing of Progress Monitoring

Progress monitoring in Tier 2 or Tier 3 should be conducted at least every two weeks and may be conducted on a weekly basis. Frequent progress monitoring allows timely instructional decisions to be made based on a student's response to intervention.

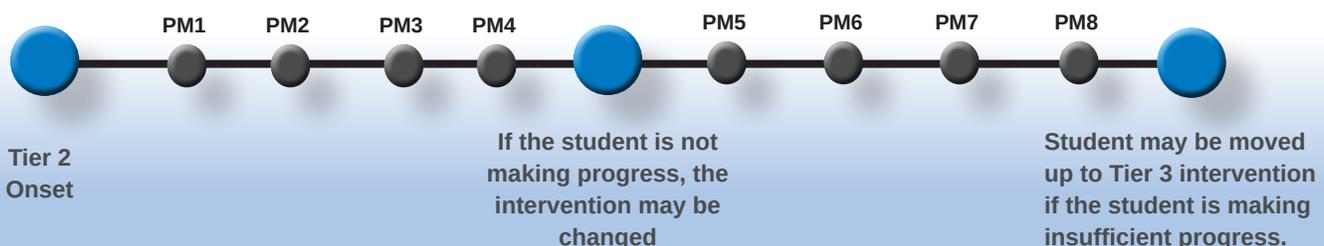
Two time points in the progress monitoring process are of additional importance. After the collection of the fourth data point, student progress toward a goal and ROI can be evaluated. If the student is not making sufficient growth in the deficit area, the intervention may be changed or intensified (see Increasing Intensity). Evaluation of student growth and program efficacy can occur after every fourth data point, and decisions regarding intervention changes can be considered as needed.

Weekly or Biweekly Progress Monitoring

It is important to note that the fourth data point is a decision point about intervention effectiveness whether the progress monitoring is occurring on a weekly or biweekly basis. With weekly progress monitoring, a decision could be made as early as four weeks into Tier 2, whereas if progress is being monitored on a biweekly basis, the student could be in an ineffective intervention for eight weeks. Similarly, the decision regarding advancing the student to Tier 3 is delayed if biweekly progress monitoring is used. A decision on Tier advancement can be made after 10 data points with weekly progress monitoring (or at 10 weeks) or 8 data points with biweekly progress monitoring (or 16 weeks).

The second time point of importance is the point at which a determination can be made about advancing a student to the next Tier (i.e., Tier 2 to Tier 3) or referring the student for a special education evaluation (i.e., Tier 3 to Special Education). This decision can be made at the eighth (biweekly progress monitoring) or tenth (weekly progress monitoring) data points. Inadequate student growth or progress toward goal would be an indication that student requires more intensive intervention.

RECOMMENDED PROGRESS MONITORING SCHEDULE - TIER 2 (GRADES K - 3)



Data Collection

The appropriate progress monitoring probe is selected to monitor the student’s skill deficit at their instructional level, and a probe is administered on a regular basis to determine student growth. The results of the probes should be recorded in a systematic way to allow for easy analysis of the data. The use of a spreadsheet may facilitate the collection, analysis, and storage of the data and offer visualization tools for interpretation of student progress (e.g., charts).

Calculating Rate of Improvement (ROI)

$$\frac{\text{Score 2} - \text{Score 1}}{\text{Time 2} - \text{Time 1}}$$

The requirements for progress monitoring include setting an appropriate goal, calculating a rate of improvement, the use of parallel forms of measurement, and monitoring student progress towards goal.

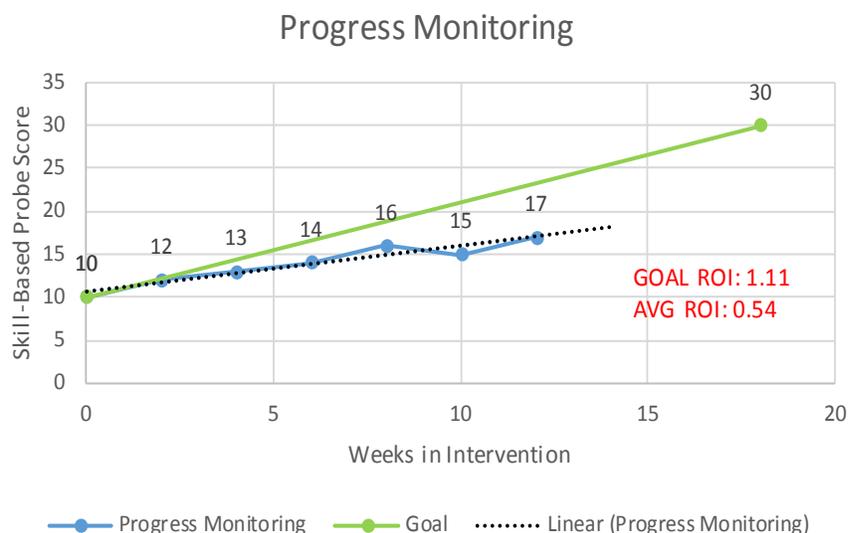
Rate of Improvement

The rate of improvement, or slope, for each student may easily be calculated. To calculate ROI, the score from the prior probe is subtracted by the score from the current probe, and the difference is divided by the number of weeks that has elapsed between the two probes (see Formula above). Many spreadsheets (e.g., Excel) have a slope function embedded in the program that will calculate ROI.

PM Time	Week	Score	Errors	ROI
Baseline	0	10		-
1	2	12		1.0
2	4	13		0.5
3	6	14		0.5
4	8	16		0.65
Cumulative ROI	0.7			

Several organizations (e.g., DIBELS, AIMSweb) have platforms which allow the entry, analysis, and storage of progress monitoring information by student, teacher, school, and district levels, but there is no requirement that schools use these platforms. Data may be collected and analyzed by the teacher or interventionist.

Graphing the student’s progress provides a quick visual representation of both the effectiveness of the intervention and student growth. The student’s progress toward the goal is evaluated, and decisions regarding intervention intensity are made at the appropriate points (see Timing of Progress Monitoring). Comparison of student’s average ROI to the Goal ROI will also inform the decision of potential intervention changes.



SUPPORTING MATERIALS

■ BLACKLINE MASTERS ■

BLACKLINE MASTERS

Identification / Assessment Tools

Oral passage reading: Word Structure Analysis

Student Literacy Profile: Summary of Skills

Repeated Reading Student Chart

Tier 2 Lesson Frames

Phonological Awareness Instruction Guide

Letter Knowledge and Phonics Instruction Guide

Decoding and Spelling Instruction Guide

Reading Fluency Instruction Guide

Oral Passage Reading: Word Structure Analysis

Use this tool to gather individual student data from oral reading passages in response to core instruction and tiered intervention for word reading skills. A word level error analysis enables teachers to identify specific skills that need to be addressed with additional instruction, differentiated in the core or given in Tiers 2 and 3.

Student _____ Grade _____ Teacher _____

Passage Reading Rate & Accuracy

Record rate and accuracy scores for oral reading passages. Score omissions, substitutions, and words pronounced as segmented (not blended into a whole word) as errors. Be sure to write what the student said for all substitutions and mispronunciations. Do not count self-corrections, repetitions, or additions (inserted words) as errors.

	Passage 1	Passage 2	Passage 3
Date:	_____	_____	_____
Passage Grade Level:	_____	_____	_____
Rate (words correct per min.)			
total # of words - errors	_____	_____	_____
above, at, or below benchmark?	_____	_____	_____
Accuracy (percent correct):			
words read correctly / total	_____	_____	_____
above, at, or below benchmark?	_____	_____	_____

Word Structure Error Analysis

Record all misread words from each passage and the student's corresponding errors. Analyze each type of error and place a tally mark for each occurrence in the correct category. Determine if the deficient skills have been directly taught in the core reading instruction. Use this data to plan for differentiation in the core or for more intensive support in Tier 2 or 3.

printed word	student said	phonological awareness indicators:
		_____ blending _____ deletions (tack for task)
		_____ segmenting _____ additions (slip for sip)
		_____ transpositions (saw for was)
		letter / sound correspondence:
		_____ substitutions _____ reversals (b/d)
		_____ unknown
		consonants:
		_____ initial _____ final _____ digraphs
		_____ blends _____ complex
		single syllable words (vowel patterns):
		_____ closed _____ open _____ silent-e
		_____ vowel team _____ r-controlled
		multi-syllable words:
		_____ closed _____ open _____ silent-e
		_____ vowel team _____ r-controlled
		_____ consonant -le _____ syllable division
		morphemes:
		_____ prefix _____ suffix _____ root/base word
		sight words:
		_____ irregular words _____ high frequency words

Student Literacy Profile: Summary of Skills

Date: _____		Grade: _____		Observational Information	Curriculum Embedded Measurement (CEM)	Curriculum Based Measurement (CBM)	Norm Referenced Measure
Student Name: _____							
Reading Instruction: _____ _____ _____							
Is the student currently receiving intervention?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	P	T		
If yes, please indicate:		<input type="checkbox"/> Special Education	<input type="checkbox"/> Tier 2				
Is there a family history of reading / spelling difficulties?		<input type="checkbox"/> Yes	<input type="checkbox"/> No				

ACADEMIC LANGUAGE SKILLS					
Vocabulary: Non-Reading measure					
Vocabulary: Reading measure (When word reading deficits are documented, use a non-reading measure.)					
Listening Comprehension (When deficient, assess vocabulary.)					

READING SKILLS					
Reading Comprehension (When deficient, assess listening comprehension and reading fluency.)					
* Reading Fluency - Rate: wcpm (When deficient, assess word reading and decoding efficiency.) ⌚					
* Reading Fluency - Accuracy (When deficient, assess word reading and decoding efficiency.) ⌚					
* Word Reading Efficiency (When deficient, assess word reading accuracy.) ⌚					
* Phonological Decoding Efficiency (When deficient, assess decoding accuracy.) ⌚					
* Word Reading Accuracy					
* Phonological Decoding Accuracy					

* SPELLING					

PHONOLOGICAL PROCESSING					
Δ Phonological Awareness					
Δ Phonological Memory					
Δ Rapid Automatized Naming ⌚					

Place + in those cells for areas that the student demonstrates proficiency	⌚ Denotes a timed test
Place - in those cells for areas that the student does not demonstrate proficiency	P Represents Parent
Place N/A in those cells for areas that data is unavailable	T Represents Teacher
* Characteristics of dyslexia are marked with an asterisk. Students with characteristics of dyslexia do not have to present with deficits in all of the marked areas.	
Δ Phonological processing areas associated with dyslexia	

Use this graphic organizer to compile available data and information about a student's literacy skills into one location. The resulting snapshot will reveal a pattern of strengths and weaknesses related to the student's literacy development. This information can be used to identify skills deficits to guide instructional decisions, and it can be used to support the identification of students with characteristics of dyslexia.

Although it is not always necessary to obtain data for each of the listed skills, when deficits are identified, it is important that the skills that support those deficits are investigated to detect any sub-skills weaknesses that should become instructional targets.

Student Literacy Profile: Parent / Teacher Observation

Exclusionary Factors

Reflecting on the student's background and educational experience, consider the following influences on educational performance to ensure they are ruled out as primary reasons for the student's present difficulties with reading achievement. Any item that receives a 'no' response should be further investigated as a potential primary factor for the student's reading difficulties.

Consider the following in relation to the student:

- Yes No Consistent school attendance?
- Yes No Appropriate core reading instruction?
- Yes No Hearing , visual acuity & motor function within normal limits?
- Yes No Proficiency with English language?
- Yes No Has an Intellectual Disability been ruled out?
- Yes No Has an Emotional Disturbance been ruled out?

Colorado Learning Difficulties Questionnaire- Reading Subscale (CLDQ-R)

The Colorado Learning Disabilities Questionnaire (CLDQ-R) is a screening tool designed to measure risk of reading disability (i.e., dyslexia) in school-age children (Willcutt, Boada, Riddle, Chhabildas, DeFries & Pennington, 2011). Parents and teachers can use this scale to provide additional developmental observations to complement the student's skills assessments. It is not a formal evaluation or diagnosis. This information will further support school-based identification of characteristics of dyslexia.

Read each statement and decide how well it describes the child. Circle the appropriate number. Be sure to select a response for every statement.

	Never/ not at all	Rarely/ a little	Sometimes	Frequently/ quite a bit	Always/ a great deal
1. Has difficulty with spelling	1	2	3	4	5
2. Has/had difficulty learning letter names	1	2	3	4	5
3. Has/had difficulty learning phonics (sounding out words)	1	2	3	4	5
4. Reads slowly	1	2	3	4	5
5. Reads below grade level	1	2	3	4	5
6. Requires extra help in school because of problems in reading and spelling	1	2	3	4	5

Scoring: Add up the circled numbers and record that as the **Total Score:** _____

Minimal Risk (<16)

The score indicates that there is little in the child's developmental history to indicate that he/she is at risk for a reading disability (dyslexia). However, if concerns about the child's progress remain, further investigation and assessment by the school team is warranted to determine the nature of the difficulties.

Moderate Risk (16-21)

The score indicates that there are features of the child's developmental history (e.g., difficulty learning letters, required extra reading help) that may be consistent with a reading disability (dyslexia). Dyslexia is characterized by slow and/or effortful reading, difficulty sounding out words, and problems with spelling. A school evaluation is recommended in order to examine the nature of these difficulties.

Significant Risk (>21)

The score indicates that there are several features of the child's developmental history (e.g., difficulty learning letters, required extra reading help) that are consistent with a reading disability (dyslexia). Dyslexia is characterized by slow and/or effortful reading, difficulty sounding out words, and problems with spelling. A formal evaluation is strongly recommended in order to determine appropriate instructional programming and supports for the child's reading progress.

Repeated Reading Student Chart

word study

120					
115					
110					
105					
100					
95					
90					
85					
80					
75					
70					
65					
60					
55					
50					
45					
40					
35					
30					
25					
20					
15					
10					
5					
0					

1

2

3

4

Text: _____ Level: _____

Name: _____ Date: _____

Phonological Awareness Lesson Instruction Guide

Goal: Blend and segment individual phonemes in single syllable spoken words.

Subskill Focus: _____

Date: _____

Students: _____

Instructor: _____

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Review 2 min	Review learned skill to be reinforced.	word lists nursery rhymes poems books
<input type="checkbox"/> <i>rhyme</i> <input type="checkbox"/> <i>alliteration</i> <input type="checkbox"/> <i>compound word parts</i> <input type="checkbox"/> <i>syllables</i> <input type="checkbox"/> <i>onset and rime</i>	<ul style="list-style-type: none"> Review learned skill with lists of words or in connected text Emphasize target sound skill and have students identify and/or generate examples 	
 Sound Matching 5 min	Practice sorting by sounds.	word lists with target sounds picture cards objects to sort
<input type="checkbox"/> <i>rhyme</i> <input type="checkbox"/> <i>number of syllables</i> <input type="checkbox"/> <i>initial sound</i> <input type="checkbox"/> <i>final sound</i> <input type="checkbox"/> <i>medial sound</i>	<ul style="list-style-type: none"> Teacher reads 4 words (3 with the same target sound feature and 1 that is different). Teacher models how 3 are the same, and 1 is the “odd one out.” Students sort sets of picture cards. Three are the same target sound and 1 is different (be sure to name each picture or object before starting so students know the intended word for each). Students complete rounds for each target sound (i.e., find the 3 words that rhyme and the 1 “odd one out”). 	
 Sound Blending 5 min	Practice blending individual spoken sounds into words.	word lists with target sounds manipulatives (colored tiles, blocks, felt squares, etc.)
<input type="checkbox"/> <i>compound words</i> <input type="checkbox"/> <i>syllables</i> <input type="checkbox"/> <i>2 phonemes</i> <input type="checkbox"/> <i>3 phonemes</i> <input type="checkbox"/> <i>4 phonemes</i>	<ul style="list-style-type: none"> Teacher says sounds slowly (i.e., <i>ssssaaat</i>) while touching a manipulative for each sound. Blend the sounds and say the word faster, moving finger under manipulatives from left to right (i.e., <i>ssaat</i>). Students practice several words with the teacher. Students practice as a group and then individually. 	
 Sound Segmentation 6 min	Practice segmenting words.	word lists with target sounds manipulatives (colored tiles, blocks, felt squares, etc.) picture cards Elkonin sound boxes
<input type="checkbox"/> <i>compound words</i> <input type="checkbox"/> <i>syllables</i> <input type="checkbox"/> <i>onset and rime</i> <input type="checkbox"/> <i>2 phonemes</i> <input type="checkbox"/> <i>3 phonemes</i> <input type="checkbox"/> <i>4 phonemes</i>	<ul style="list-style-type: none"> Teacher says the whole word, then divides it into its target segments while touching a manipulative for each part. Students repeat the word and then segment it into its parts. Students touch manipulative as they segment, say the sound and move it into a square of the Elkonin box. Students practice as a group and then individually. Teacher segments 3-4 different words from pictures and places each as a target sound (i.e., # of syllables or position of phoneme). Students select a picture, name it, segment the parts, blend it back together, and place it with its matching group. 	

Phonological Awareness Lesson Instruction Guide

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Finger Point Reading 5 min	Practice applying initial sounds to reading. <ul style="list-style-type: none"> Teacher reads a sentence and students echo as they complete a shared reading of the text. Teacher points at the initial letter of each word as he/she rereads the text, inviting the students to join in the reading. Students recite along with the teacher as he/she points to promote recognition of the initial phoneme sound matched with the initial letter in the written text. 	short, familiar text in books or poems
 Wide Reading/ Listening 5 min	Listen and respond to connected text. <ul style="list-style-type: none"> Students listen and echo read with connected text while teacher models fluent reading prosody. Teacher models asking and answering questions about the text. Teacher asks 2-3 strategic comprehension questions (i.e., key details, vocabulary, retell). 	wide reading text/book comprehension strategies
 Closure 2 min	Review new learning. <ul style="list-style-type: none"> Teacher reads 3 words (2 with the same target sound feature) and asks, "Which word doesn't belong?" Teachers says target sounds slowly for a target word while touching manipulatives and asks, "What word do these sounds make?" Students segment the target sound in 1-2 pictures, then blend back into words. 	word lists picture cards manipulatives (colored tiles, blocks, felt squares, etc.)

Planning

- Step 1** Identify skill targeted for review and reinforcement based on assessment data and observation. Review
- Step 2** Identify specific subskill focus for this lesson based on assessment data and observation. Sound Matching
- Step 3** Identify specific skill level for blending and segmenting based on assessment and observation. Sound Blending Sound Segmentation
- Step 4** Gather and prepare materials. Example resources: Florida Center for Reading Research, Phonological Awareness Literacy Screening (PALS) activities, Institute of Education Sciences (IES) practice guides.
- Step 5** Progress monitor subskills to determine movement through the sequence of instruction until goal is met. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.

Letter Knowledge & Phonics Instruction Guide

Goal: Accurately identify all letter/sound correspondences in alignment with grade level expectations and apply them in word and sentence level context.

Subskill Focus: _____

Date: _____

Students: _____

Instructor: _____

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Review 2 min	Review letter names and learned letter sounds. <ul style="list-style-type: none"> Students touch and name each letter on alphabet strip. Students name all learned letters, keywords, and sounds. 	alphabet strip letter cards keyword and sound cards
 New Letter Sounds 4 min	Introduce new letter, keyword, and sound. <ul style="list-style-type: none"> <u>Listen</u>: “What sounds do you hear that’s the same in each of these words?” Say each word; students echo each word. <u>See</u>: What looks the same in the (initial, middle, or final position) of these words? Write words and guide students to discover pattern. Acknowledge/prompt correct letter name and sound. Add keyword for the new sound and introduce to students with a one-sentence story that incorporates the target sound. Students repeat the letter name, keyword, and sound 3 times as they are shown the card for each. <u>Write</u>: Model correct written letter formation. Provide guided prompts and practice sheets for students. Students name and write the letter. 	alphabet letters letter cards keyword and sound cards letter writing prompts (i.e., numbered arrow cues with verbal prompts as well) word list
 Picture Sort 4 min	Sort pictures with target sound to their matching letter(s). <ul style="list-style-type: none"> Select 2-3 target sounds to reinforce (i.e., short vowels a , i , u in middle position). Teacher places letters (i.e., a, i, u) and keyword pictures (i.e., mat, fin, bus) as column headers and models matching the picture to the target letter-sound for 2-3 sounds. Say the name of the picture, isolate the target sound (initial, middle or final), emphasize the sound, and model matching to its letter name group. Students take turns naming pictures, isolating the target sound, and matching the picture with its letter name group. Students work together as a group, then individually. 	letter cards keyword and sound cards picture sort cards

Letter Knowledge & Phonics Instruction Guide

Time/Activity	Instruction (with example activities)	Materials
<p> Word Segmentation 5 min</p> <ul style="list-style-type: none"> <input type="checkbox"/> consonants and short vowels in closed syllables <input type="checkbox"/> long vowels in open syllables <input type="checkbox"/> consonant digraphs in closed and open syllables <input type="checkbox"/> long vowels in silent-e syllables <input type="checkbox"/> vowel digraphs and diphthongs in syllables <input type="checkbox"/> r-controlled vowels in syllables 	<p>Segment words into individual sounds and match to letters.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher says word slowly. • <u>Say</u>: Students repeat word and segment sounds. • <u>Touch</u>: Students select and touch correct letters as they segment, say the sound, and move each letter into a square of the Elkonin box. • <u>See</u>: Students name letters, blend sounds, and read the word. 	<p>alphabet letters Elkonin sound boxes word list</p>
<p> Word Chains 5 min</p> <ul style="list-style-type: none"> <input type="checkbox"/> consonants and short vowels in closed syllables <input type="checkbox"/> consonant digraphs in closed syllables <input type="checkbox"/> long vowels in silent-e syllables 	<p>Manipulate initial, middle, and final phonemes.</p> <ul style="list-style-type: none"> • <u>Listen</u>: Teacher reads word slowly. • <u>Say</u>: Students repeat the word and segment the sounds. • <u>Touch</u>: Students select and touch correct letters, say the sounds, and move each letter into a square of the Elkonin box. • <u>See</u>: Students blend sounds together and read word. • Repeat steps using word chains to add or substitute sounds in 2-4 letter words. Emphasize sound position for each change. <p><i>Example: This is caaat. c a t <u>c a t</u> cat. Change <u>cat</u> to sssaaat (repeat through word chain).</i></p>	<p>alphabet letters Elkonin sound boxes word chain list</p>
<p> Decodable Text/Comprehension 4 min</p>	<p>Supervised time reading aloud decodable, connected text.</p> <ul style="list-style-type: none"> • Students read chorally, echo read, and/or individually read with immediate corrective feedback. • Students should be able to decode and read with at least 95% accuracy (miss no more than 1/20 words) for decodable text practice. • Teacher asks 2 - 3 strategic comprehension questions about the meaning of the text. 	<p>decodable sentences decodable books</p>

Letter Knowledge & Phonics Instruction Guide

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Wide Reading/ Listening Comprehension 4 min	Supervised time reading aloud / listening to connected text. <ul style="list-style-type: none"> • Students listen and/or share strategic reading with immediate, corrective feedback. • Texts should be at grade level expectations. • Teacher incorporates comprehension strategy such as vocabulary development, think aloud, K-W-L chart, and graphic organizers. • Teacher asks 2-3 strategic comprehension questions about the meaning of the text. 	Wide reading text/books
 Closure 2 min	Review new learning. <ul style="list-style-type: none"> • Review letter name, sound, and key word for new letter(s). • Review written letter formation, then students trace and write a copy. • Give word or nonsense word and have student identify position of the target sound (initial, middle, final). 	letter cards keyword and sound cards target words letter writing prompts (i.e., numbered arrow cues with verbal prompts as well)

Planning

- Step 1** Identify letters-sounds targeted for review and reinforcement based on assessment data and observation. Review
- Step 2** Identify subskill and sequence of instruction with pacing based on student needs. New Letter Sounds
- Step 3** Gather and prepare materials. Example resources: Florida Center for Reading Research (FCRR), West Virginia Phonics Lessons, Institute for Education Sciences (IES) practice guides.
Picture Sort
Word Segmentation
Word Chains
- Step 4** Progress monitor subskills to determine movement through the sequence of instruction until goal is met. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.

Decoding and Spelling Lesson Instruction Guide

Goal: Accurately read and spell words based on syllable patterns in alignment with grade level expectations.

Subskill Focus: _____

Date: _____

Students: _____

Instructor: _____

Time/Activity	Instruction (with example activities)	Materials
 Review - decoding 2 min	Review definition of syllable and review learned sight words. <ul style="list-style-type: none"> Review definition of syllable. Review previously learned target words/syllable type and sight words. 	syllable chart word cards
 Syllabication 5 min	Introduce new syllable type. <ul style="list-style-type: none"> Listen: Read three words with target syllable type and guide students to discover the sound that defines the syllable type. See: Write the three words on the board and ask discovery questions about the number of vowels, position of vowels, and position of consonants. Name the syllable type and define it. Say: Students say each sound as they segment the word then blend and say the whole word. Write: Students say the letter names as they write the words. 	syllable chart student notebook word list
 Word Reading 3 min	Practice reading target word types and sight words for accuracy and automaticity. <ul style="list-style-type: none"> Students read word cards consistent with the target syllable type. Students read word cards with high frequency and sight words. Students read decodable sentences containing the target syllable type and sight words. 	word cards word list decodable sentences
 Review - spelling 2 min	Review letter-sound correspondence and syllable pattern sounds. <ul style="list-style-type: none"> Review target sounds using letter/sound cards. Teacher gives sound, student repeats sound then names and writes the letter. Review target syllable type: <i>when you hear this sound in this position, it is a (type) syllable, and you spell it with (pattern).</i> 	letter/sound cards syllable chart

Decoding and Spelling Lesson Instruction Guide

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Word Dictation 4 min	Students spell and write words. <ul style="list-style-type: none"> • <u>Listen</u>: Teacher says word. • <u>Say</u>: Students repeat the word and segment the sounds. • <u>Touch and See</u>: Students place letters on phoneme / grapheme mapping chart while saying sounds. • <u>Write</u>: Students name letters and write the word. 	alphabet letters phoneme/ grapheme mapping chart word list
<input type="checkbox"/> <i>closed syllable</i> <input type="checkbox"/> <i>open syllable</i> <input type="checkbox"/> <i>affixes</i> <input type="checkbox"/> <i>multisyllable (closed and open)</i> <input type="checkbox"/> <i>silent-e syllable</i> <input type="checkbox"/> <i>vowel team syllable</i> <input type="checkbox"/> <i>r-controlled syllable</i> <input type="checkbox"/> <i>consonant -le syllable</i>		
 Sentence Dictation 3 min	Students spell and write connected text. <ul style="list-style-type: none"> • <u>Listen</u>: Teacher slowly reads sentence containing learned words and target syllable type words. • <u>Say</u>: Students repeat and draw a line for each word (to support memory for each word). • <u>Write</u>: Teacher rereads the sentence and students write. • <u>Edit</u>: Teacher guides corrections for spelling (emphasizing the target sound/syllable type), capitalization, and punctuation. 	sentence definition sentence list
 Decodable Text / Comprehension 4 min	Supervised time reading aloud decodable, connected text. <ul style="list-style-type: none"> • Students read chorally, echo read, and/or individually read with immediate, corrective feedback. • Students should be able to decode and read with at least 95% accuracy (miss no more than 1/20 words) for decodable text practice. • Teacher asks 2 - 3 strategic comprehension questions about the meaning of the text. 	decodable books
 Wide Reading/ Listening Comprehension 5 min	Supervised time reading aloud and listening to connected text. <ul style="list-style-type: none"> • Students listen and/or share strategic reading with immediate corrective feedback. • Texts should be at grade level expectations. • Teacher incorporates comprehension strategy such as vocabulary development, think aloud, K-W-L chart, and graphic organizers. • Teacher asks 2-3 strategic comprehension questions about the meaning of the text. 	wide reading text / book

Decoding and Spelling Lesson Instruction Guide

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 Closure 2 min	Review new learning. <ul style="list-style-type: none"> Review definition of target syllable type. Reread word cards with target syllable type. Reread word cards with target sight words and high frequency words. 	syllable chart word cards

Planning

- Step 1** Identify target words/syllable type for review and reinforcement based on assessment data and observation. Review
- Step 2** Identify subskill and sequence of instruction. Syllabication
- Step 3** Gather and prepare materials to reinforce subskill. Example resources: Florida Center for Reading Research (FCRR), Reading Rockets.
- Word Reading
Word Dictation
Sentence Dictation
- Decodable Text
- Step 4** Progress monitor subskill to determine movement through sequence of instruction until goal is met. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.

Reading Fluency Lesson Instruction Guide*

Goal: Independently read instructional level text at or above grade level expectations using national norms for rate and accuracy while demonstrating comprehension of the text.

Subskill Focus: _____

Date: _____

Students: _____

Instructor: _____

**Ensure decoding skills are intact: accuracy before rate. If word reading accuracy is deficient, analyze word level errors and target with decoding instruction.*

Time/Activity	Instruction (with example activities)	Materials
 Review 2 min	Review letter/sounds for automaticity. <ul style="list-style-type: none"> Students review keyword and sound cards to say sounds in isolation for automaticity of sound/symbol correspondence. Students echo one repetition of target sounds then read keyword and sound cards independently with immediate, corrective feedback. 	keyword and sound cards fluency charts
 Word Accuracy 4 min	Practice reading target word types and sight words. <ul style="list-style-type: none"> Teacher models and students repeat one repetition of target words (target words can be pulled from the connected text passage). Students read independently with immediate, corrective feedback. 	word cards/lists sight word cards/lists
 Words in Phrases 4 min	Practice reading learned and target words in phrases. <ul style="list-style-type: none"> Teacher defines “phrase” and models phrase reading (phrases can be pulled from the connected text passage). Students repeat modeled reading. Students practice chorally. Teacher reads simultaneously as needed to set pace. Students practice independently with immediate, corrective feedback. 	phrase cards phrase-cued decodable text
 Connected Text 8 min	Repeated readings using instructional level texts. <ul style="list-style-type: none"> Teacher models how to use phrasing and punctuation cues for rate and expression. Students whisper read first reading of text. Students read along silently while listening to teacher read. Students read individually for one minute and chart wcpm. Teacher offers strategy support and feedback on decoding errors between readings. Students reread text individually for one minute and chart progress. 	instructional level text passage timer progress monitoring charts

Reading Fluency Lesson Instruction Guide*

<i>Time/Activity</i>	<i>Instruction (with example activities)</i>	<i>Materials</i>
 10 min Comprehension	Wide reading of text while monitoring for comprehension. <ul style="list-style-type: none"> Identify and practice challenging words before reading full text. Student reads text with support. <i>We increase fluency to increase understanding.</i> Scaffold and prompt to develop students' self-monitoring and self-correction strategies. Target strategic comprehension skills and practice reading for meaning. 	grade level text self-monitoring strategies comprehension strategies
 2 min Closure	Review new learning. <ul style="list-style-type: none"> Review strategies used for self-monitoring and reading comprehension. 	

Planning

- Step 1** Identify target words/syllable types for review and reinforcement based on assessment data and observation. **Word Accuracy**
- Step 2** Gather and prepare materials to reinforce target words/syllable types and to support practice with instructional level texts. Example resources: Florida Center for Reading Research (FCRR), Reading A-Z, Easy CBM, Intervention Central.
Words in Phrases
Connected Text
- Step 3** Gather and prepare materials to support fluency and comprehension practice with grade level text. **Comprehension**
- Step 4** Progress monitor using instructional level text to determine when student reaches or exceeds the 50th percentile goal in order to adjust instruction accordingly. Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.