

# READ LIKE A WARRIOR



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# QUESTIONS?

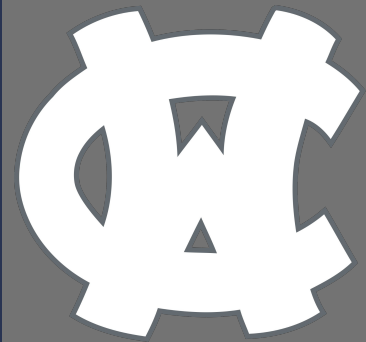


# TODAY'S FOCUS:

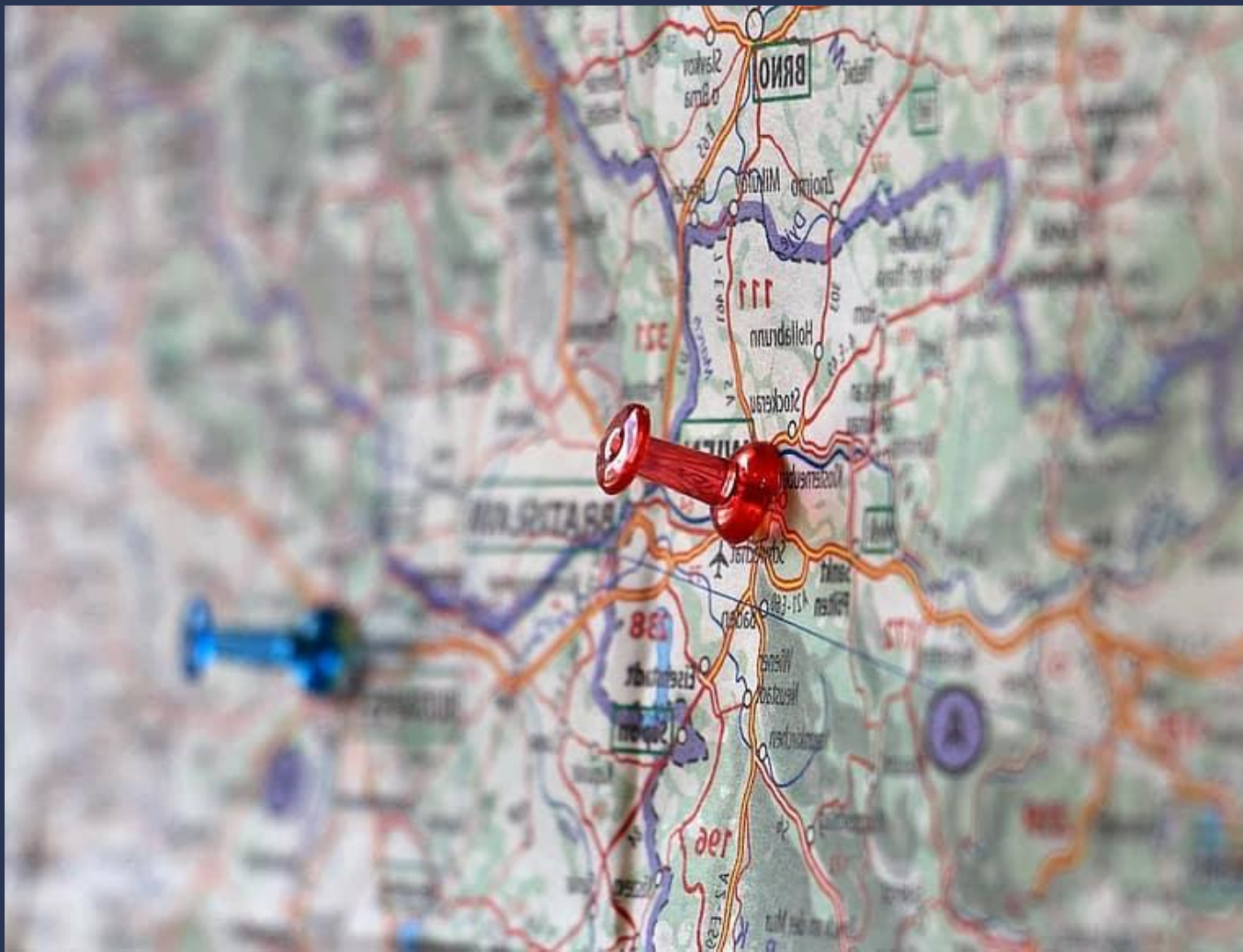
- OUR LENSES AND JOURNEY (THE WHY...)
- LITERACY LAWS AND GUIDELINES OVERVIEW (THE WHAT...)
- NEXT STEPS: PLANNING AND IMPLEMENTATION (THE HOW...)



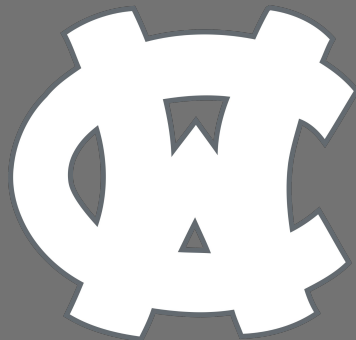
From  
where  
we are...








**...to where  
we want to  
be.**





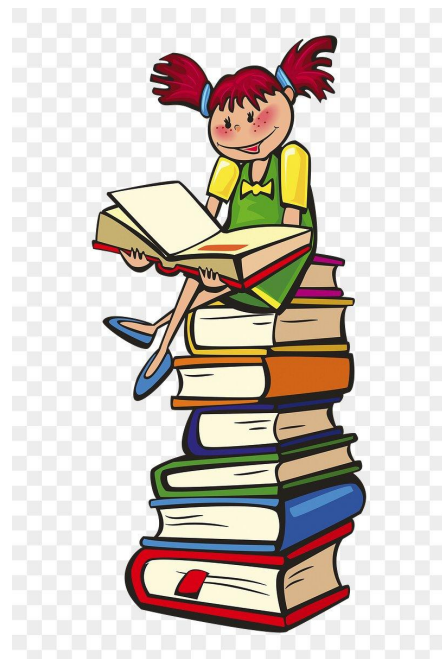
"IT IS GOOD TO HAVE AN END  
TO THE JOURNEY TOWARD;  
BUT IT IS THE JOURNEY THAT  
MATTERS IN THE END."

URSULA K. LE GUIN, 1999

THIS IS OUR WHY...

[Second Grader FALL 2022 AUDIO](#)

[Second Grader SPRING 2023 AUDIO](#)



THIS IS OUR WHY...

Fourth Grade Reading Data

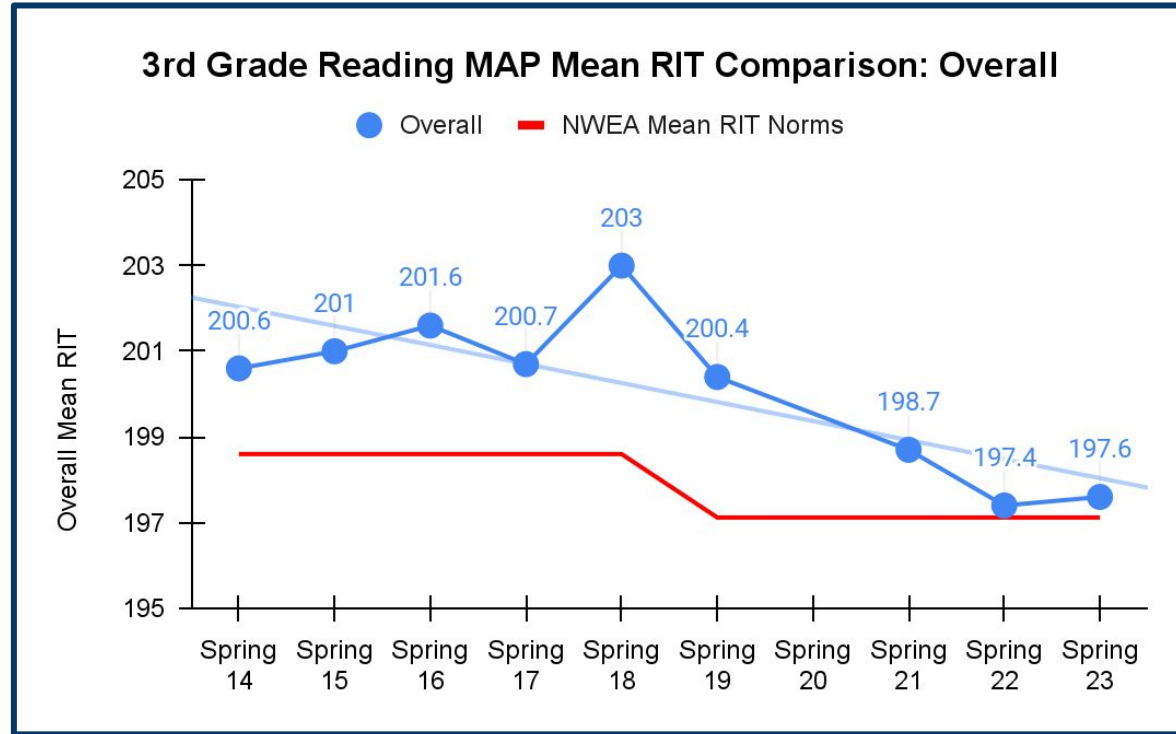




# OUTZ JOURNEY

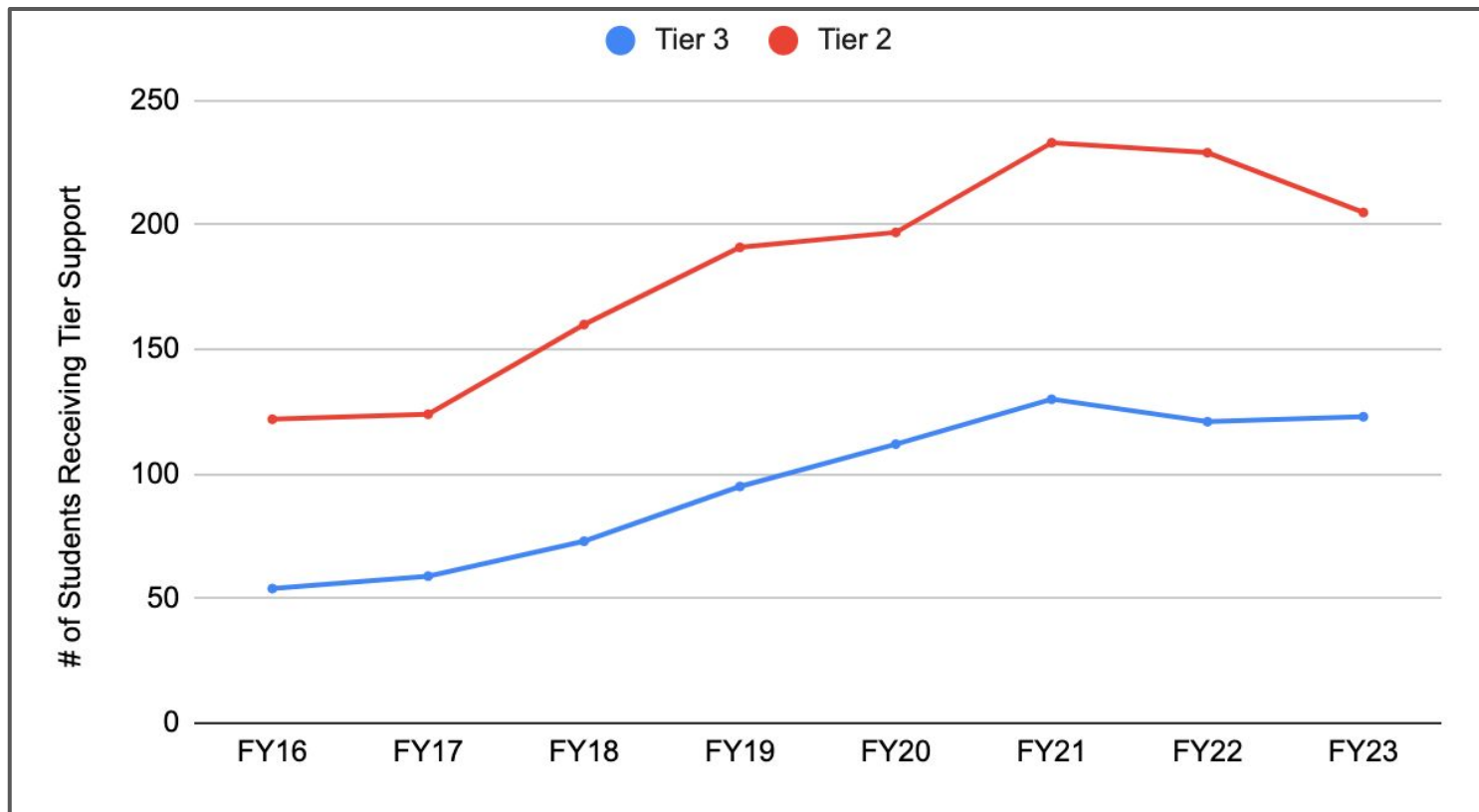


# 3RD GRADE READING DATA

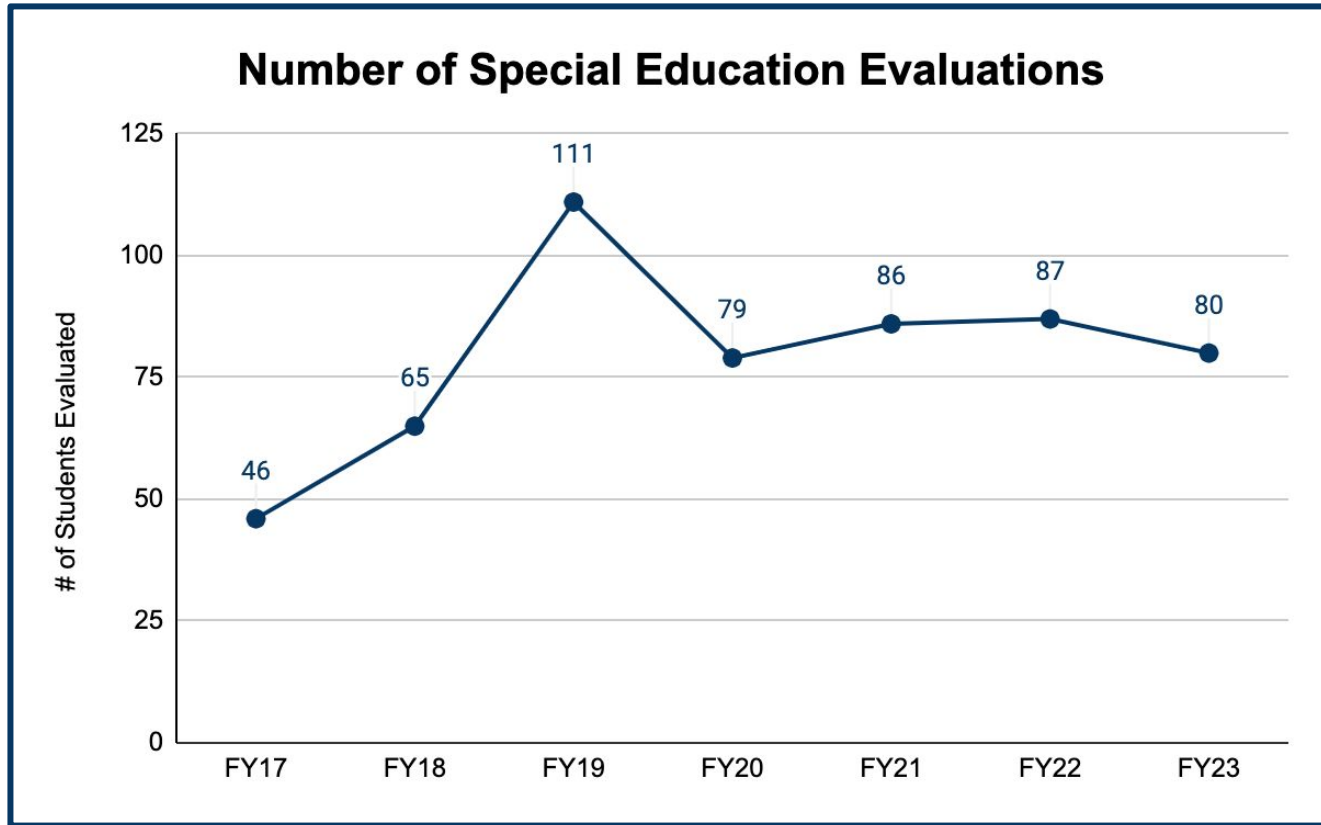


BALANCED LITERACY REMAINED THE PREDOMINANT INSTRUCTIONAL APPROACH UNTIL 2022. THE COMMON RESULT? THIRD-GRADE READING SCORES THAT PERSISTENTLY DISAPPOINT AND THE NEED FOR INCREASED STUDENT SUPPORT IN READING.

# DISTRICT MTSS DATA



# NUMBER OF SPECIAL EDUCATION EVALUATIONS



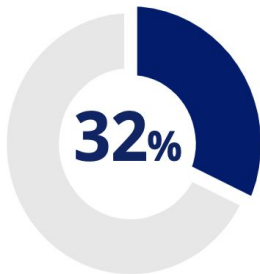


# FACTORS TO CONSIDER

THE NAEP RESULTS REMAIN  
CONSISTENTLY LOW FOR  
STUDENTS WHO ARE PROFICIENT  
READERS.

## GRADE 4 | READING | 2022

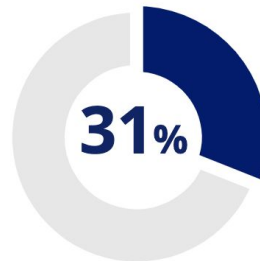
At or above *Proficient*



The percentage of students in Georgia who performed at or above the NAEP Proficient level was 32 percent in 2022. This percentage was not significantly different from that in 2019 (32 percent) and was greater than that in 1998 (24 percent).

## GRADE 8 | READING | 2022

At or above *Proficient*



The percentage of students in Georgia who performed at or above the NAEP Proficient level was 31 percent in 2022. This percentage was not significantly different from that in 2019 (32 percent) and was greater than that in 1998 (25 percent).

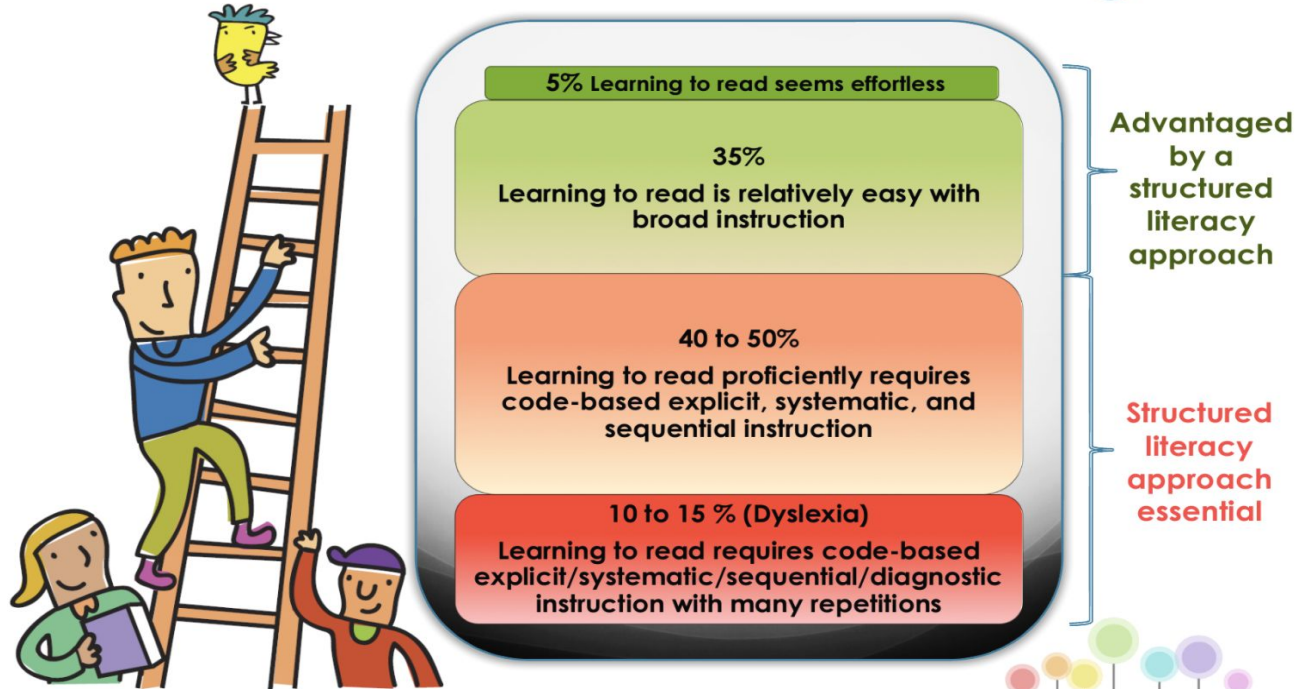


WHERE WE WERE...

WHY DO SOME STUDENTS  
STRUGGLE TO LEARN TO READ,  
AND WHAT CAN TEACHERS DO  
ABOUT IT?

# THE MAJORITY OF STUDENTS DON'T RESPOND TO POPULAR INSTRUCTIONAL METHODS

## The Ladder of Reading



© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

[www.nancyyoung.ca](http://www.nancyyoung.ca)

# Our Journey

'20-21

GREAT Instruction  
Diagnostic Reading Profile  
Training & Implementation

'22-23

Complete Reading Series  
Heggerty @ Tiers 1-3  
Foundations (K-1)  
MAP Reading Fluency  
Dyslexia Screener  
Dyslexia Endorsements  
LETRS

'24-25

Foundations (3)  
LETRS  
Continued Professional  
Development & Coaching

'21-22

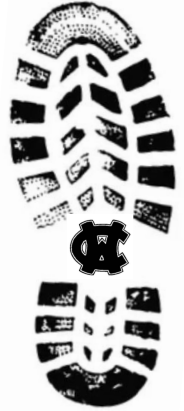
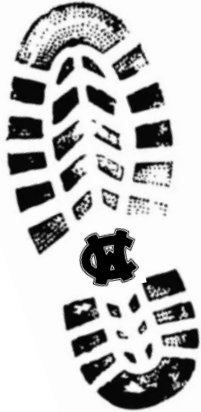
Science of Reading Training  
Dyslexia Endorsements  
Tier 1 Intervention  
Heggerty @ Tier 3  
Dyslexia 101

'23-24

Dyslexia Task Force &  
District Literacy Team  
Wilson Reading System (SWD)  
Continued Professional  
Development & Coaching  
Foundations (2)  
LETRS

*"It's not the destination, It's the journey."*

— Ralph Waldo Emerson





# YEAR 1 OVERVIEW

'20-21

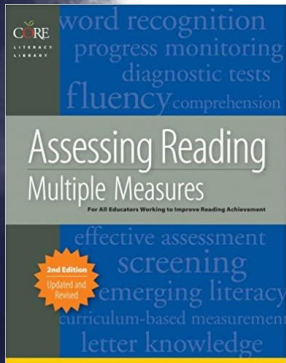
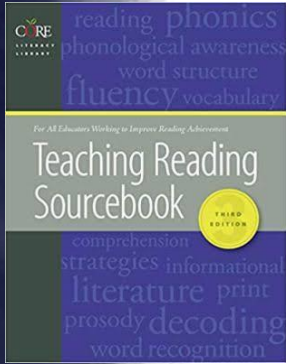
GREAT Instruction

Diagnostic Reading Profile  
Training & Implementation

CONTRACTED WITH GREAT INSTRUCTION TO PROVIDE PROFESSIONAL LEARNING ON THE DOMAINS OF READING INSTRUCTION AND INSTRUCTIONAL BEST PRACTICES

IMPLEMENTED THE USE OF THE DIAGNOSTIC READING PROFILE FOR ALL SPECIAL EDUCATION AND INTERVENTION STUDENTS.

- TRAINING WAS HELD DURING PRE-PLANNING FOR 2020-2021 SCHOOL YEAR FOR ALL SPECIAL EDUCATION TEACHERS, INSTRUCTIONAL COACHES AND INTERVENTIONISTS
- TRAINING WAS PROVIDED BY NORTH GLRS OF PIONEER RESA AND SUBSEQUENT SUPPORTS PROVIDED BY SWD LEADERSHIP
- TEACHERS WERE GIVEN A DRP NOTEBOOK WHICH INCLUDED ALL PROBES AND READING PROFILES, AS WELL AS A *TEACHING READING SOURCEBOOK*, AND *ASSESSING READING: MULTIPLE MEASURES*.



# ASSESSMENT

A DIAGNOSTIC ASSESSMENT BATTERY WAS GIVEN TO SPECIAL EDUCATION AND INTERVENTION TEACHERS TO ASSESS ALL FIVE PILLARS OF READING.

SWAT TEAMS SUPPORTED THE INITIAL ASSESSMENT PERIOD OF THE DIAGNOSTIC SCREENER

TEACHERS ASSESSED STUDENTS 3 TIMES THROUGHOUT THE YEAR

THE ASSESSMENTS CONSISTED OF PORTIONS OF CORE ASSESSING MULTIPLE MEASURES AND LITERACY RESOURCES, INC. (LRI)

PHONOLOGICAL  
AWARENESS

PHONICS

FLUENCY

VOCABULARY

COMPREHENSION

# ASSESSMENT, IMPLEMENTATION & SUPPORT

- ONGOING SUPPORT FOR IMPLEMENTATION WAS PROVIDED
- ONE-ON-ONE TEACHER SUPPORT AS NEEDED
- CHECK-INS
- VIDEO EXAMPLES PROVIDED
- RESOURCE BANKS WERE DEVELOPED TO SUPPORT TEACHERS IN THE AREAS OF
  - MODELING, INTERVENTIONS & PROGRESS MONITORING
- TEACHERS SUPPORT FOR GOAL WRITING IN IEPs AND IN SST MEETING WAS PROVIDED

# WHAT WE LEARNED...

PHONEMIC AWARENESS PERFORMANCE IS A STRONG PREDICTOR OF LONG-TERM READING  
AND SPELLING SUCCESS AND CAN PREDICT LITERARY PERFORMANCE MORE ACCURATELY THAN


-INTELLIGENCE

-VOCABULARY KNOWLEDGE

-SOCIO-ECONOMIC STATUS

(GILLON, 2004)





IT IS ESTIMATED THAT THE VAST MAJORITY  
~ MORE THAN 90% ~ OF STUDENTS WITH  
SIGNIFICANT READING PROBLEMS  
HAVE A CORE DEFICIT IN THEIR ABILITY TO  
PROCESS PHONOLOGICAL INFORMATION.

*Blachman, (1995)*

# WHAT WE LEARNED IN YEAR 1...

AS A RESULT OF OUR LEARNING, WE IDENTIFIED SOME CORE COMPONENTS THAT WOULD DRIVE OUR WORK MOVING FORWARD:

- IT IS NOT SUFFICIENT TO INDICATE THAT A STUDENT "JUST CAN'T READ."
- WE NEED TO HAVE DIFFERENT DATA SOURCES THAT TELL US EXACTLY WHERE THE SKILLS BREAKDOWN HAS OCCURRED.
- WE FOUND THAT TEACHERS WERE VERY ACCEPTING AND EXCITED TO HAVE SPECIFIC, CONCRETE SKILLS TO EXPLICITLY TEACH IN THE FIVE PILLARS.
- READING WAS NO LONGER A VAGUE CONCEPT DISCUSSED AROUND VAGUE LEVELS AND AGGREGATED SCORES SUCH AS MAP DATA IN SST AND IEP MEETINGS.

# YEAR 2 OVERVIEW

'21-22

Science of Reading Training

Dyslexia Endorsements

Tier 1 Intervention

Heggerty @ Tier 3

Dyslexia 101

- PROVIDED SCIENCE OF READING TRAINING TO SPECIAL EDUCATION TEACHERS, INTERVENTIONISTS, INSTRUCTIONAL COACHES AND OTHER GENERAL EDUCATION TEACHERS THAT WANTED TO PARTICIPATE.
- SELECT DISTRICT PERSONNEL, ADMINISTRATORS, AND ALL INSTRUCTIONAL COACHES OBTAINED THEIR DYSLEXIA ENDORSEMENT.
- HEGGERTY WAS IMPLEMENTED DISTRICT-WIDE AT TIER 3 AND AT ALL TIERS IN GRADES K-1 AT MOSSY CREEK ELEMENTARY TO ADDRESS PHONEMIC AWARENESS INSTRUCTION.
- TIER 1 INTERVENTION WAS IMPLEMENTED AT MOSSY CREEK ELEMENTARY TO INCLUDE A MORE EXPLICIT, SYSTEMATIC, AND SEQUENTIAL APPROACH TO TEACHING PHONICS.
- THE DRP WAS ADMINISTERED FOR ALL STUDENTS IN K-5 SCORING BELOW THE 60TH PERCENTILE ON MAP AT MOSSY CREEK ELEMENTARY.
- DYSLEXIA 101 TRAINING WAS HELD FOR ALL K-12 ADMINISTRATORS IN THE DISTRICT



# BUILDING A CONTEXT FOR CHANGE

**Skill 4: Blending Phonemes into Words**  
Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes into the whole word. The correct response is listed below the student response line.

1. f-r-ō-z <u>✓</u> froze	4. g-ō-t <u>✓</u> got	7. d-ū-s-k <u>dusk</u> dusk	9. t-r-ī-p <u>tip</u> trip	# Correct <u>6</u> /10
2. s-t-ā-m-p <u>?</u> stamp	5. s-p-or-t <u>Support</u> sport	8. p-l-ā-t <u>✓</u> plate	10. m-ū-s-t <u>✓</u> must	
3. sh-ē-l-f <u>✓</u> shelf	6. b-ē-n-t <u>✓</u> bent			

READING LEVEL: E  
MAP: 3RD %

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2

**Skill 4: Blending Phonemes into Words**  
Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes into the whole word. The correct response is listed below the student response line.

1. f-r-ō-z <u>✓</u> froze	4. g-ō-t <u>✓</u> got	7. d-ū-s-k <u>✓</u> dusk	9. t-r-ī-p <u>plip</u> trip	# Correct <u>5</u> /10
2. s-t-ā-m-p <u>stamp</u> stamp	5. s-p-or-t <u>sport</u> sport	8. p-l-ā-t <u>✓</u> plate	10. m-ū-s-t <u>✓</u> must	
3. sh-ē-l-f <u>chef</u> shelf	6. b-ē-n-t <u>bit</u> bent			

READING LEVEL: C  
MAP: 3RD %

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2

**Skill 4: Blending Phonemes into Words**  
Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes into the whole word. The correct response is listed below the student response line.

1. f-r-ō-z <u>furz</u> froze	4. g-ō-t <u>✓</u> got	7. d-ū-s-k <u>desk</u> dusk	9. t-r-ī-p <u>tape</u> trip	# Correct <u>5</u> /10
2. s-t-ā-m-p <u>N/A</u> stamp	5. s-p-or-t <u>✓</u> sport	8. p-l-ā-t <u>✓</u> plate	10. m-ū-s-t <u>✓</u> must	
3. sh-ē-l-f <u>✓</u> shelf	6. b-ē-n-t <u>bunt</u> bent			

READING LEVEL: K  
MAP: 44TH %



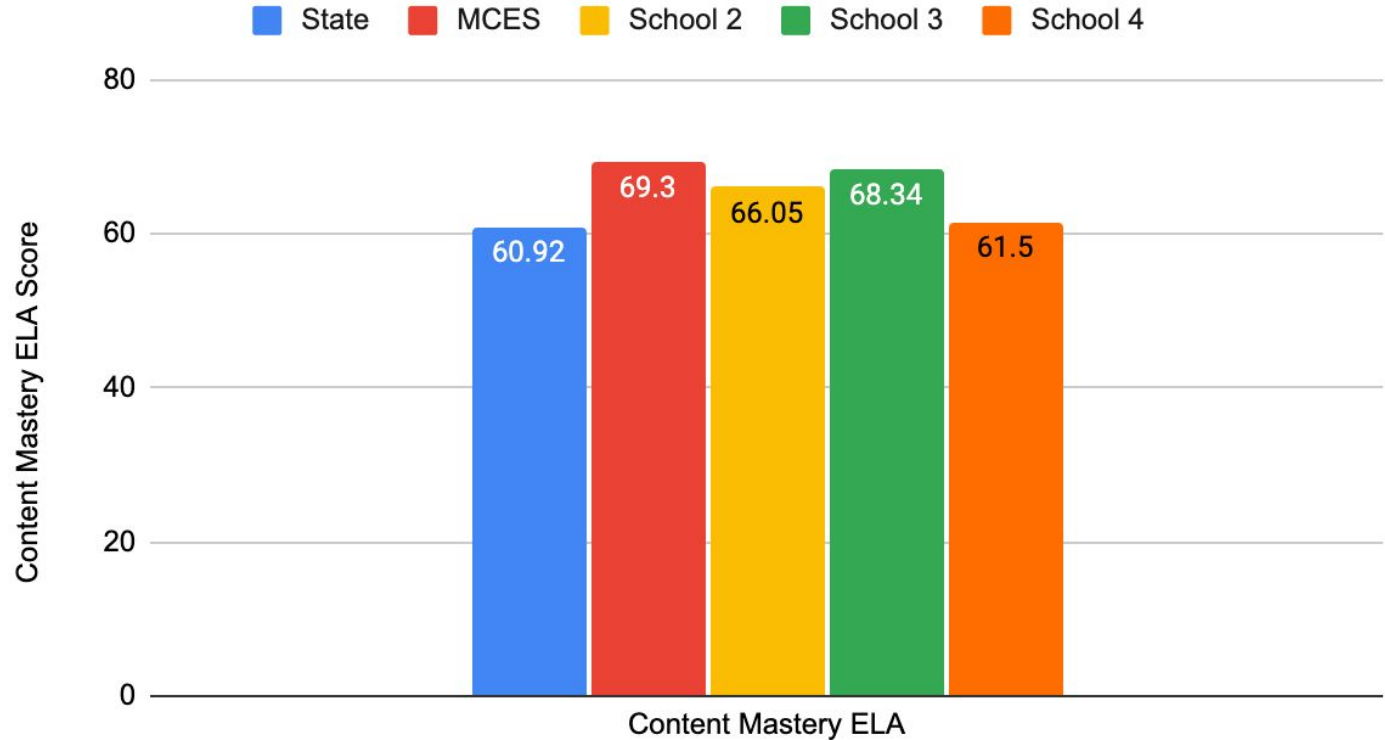


# WHAT WE LEARNED IN YEAR 2...

- THE LEARNING PROVIDED IN THE DYSLEXIA ENDORSEMENT SPAWNED GREAT CONVERSATION AND MADE EDUCATORS THINK ABOUT THEIR PRACTICE.
- PHONOLOGICAL AWARENESS MAKES A SIGNIFICANT IMPACT ON READING ACHIEVEMENT.
- TEACHERS WANTED TO TEACH DIFFERENTLY, BUT THEY DIDN'T KNOW HOW.
- USING THE BALANCED LITERACY APPROACH WE ARE DOING A LOT OF READING TO KIDS, BUT NOT TEACHING KIDS HOW TO READ.
- WHILE WE DID SEE GAINS WITH TIER 1 INTERVENTION IN PHONICS AT MOSSY CREEK, A MORE COMPREHENSIVE PROGRAM WAS NECESSARY AT TIER 1.
- THE ASSESSMENTS WE ADMINISTER ARE GAME CHANGERS WHEN IT COMES TO HOW WE TEACH KIDS.

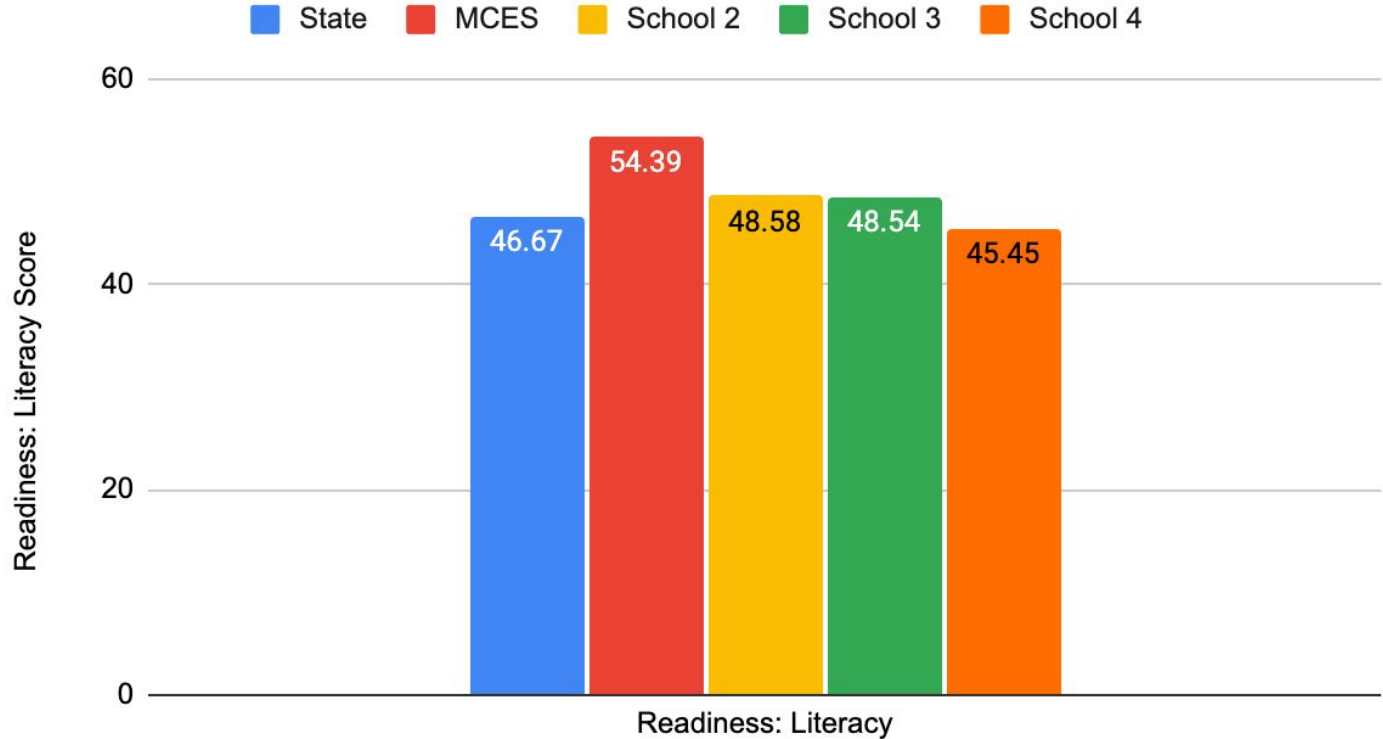
# WHAT DID THE DATA SHOW?

## 2022 CCRPI Content Mastery Comparison



# WHAT DID THE DATA SHOW?

## 2022 CCRPI Readiness: Literacy Comparison



# WHITE COUNTY 3-5 GMAS DATA

GRADES	2017-2018	2018-2019		2020-2021	2021-2022
ALL STUDENTS 3-5	52.37% PROFICIENT & ABOVE	55.06% PROFICIENT & ABOVE		42.60 % PROFICIENT & ABOVE	43.7% PROFICIENT & ABOVE
SWD 3-5	19.13% PROFICIENT & ABOVE	19.02% PROFICIENT & ABOVE		13.95 % PROFICIENT & ABOVE	25.01% PROFICIENT & ABOVE

# WHITE COUNTY GMAS DATA

AFTER ONE YEAR OF IMPLEMENTATION,  
ALL STUDENTS HAD AN INCREASE OF 1.1%

SWD HAD AN INCREASE OF  
*11.06%*

# WHAT OUR TEACHERS SAY NOW...

## INST. COACHES

IT ALLOWS US TO DRILL DOWN  
TO SPECIFIC SKILL DEFICITS.

IT GUIDES TIER INSTRUCTION.

INTERVENTION INSTRUCTION  
HAS IMPROVED

YOU CAN'T TAKE THIS TOOL  
AWAY FROM ME.

## INTERVENTIONISTS

IT HAS CHANGED THE WAY I PLAN.

INSTRUCTION IS HIGHLY TARGETED  
AND INDIVIDUALIZED.

IT IS SYSTEMATIC.

WE SEE GROWTH IN FLUENCY &  
COMPREHENSION SKILLS

WE ABSOLUTELY LOVE IT!

## SPECIAL ED.

EASY WAY TO GROUP STUDENTS

MAKES IEP & GOAL WRITING A  
BREEZE- CLEAR BASELINES &  
STARTING POINT & SPECIFIC GOALS

GOALS ARE EFFECTIVE, MORE  
ATTAINABLE & EASILY MEASURED

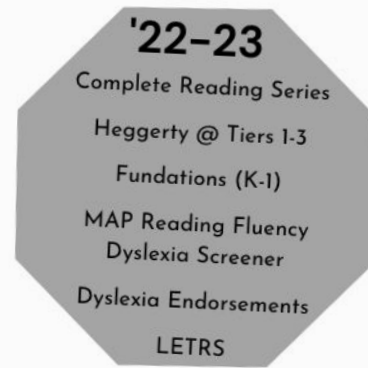
STUDENTS CAN SEE THEIR PROGRESS  
& ARE THRILLED BY THEIR GAINS!





# YEAR 3 OVERVIEW

- RECEIVED THE READINESS IN LITERACY GRANT THAT FUNDED THE COMPLETE READING SERIES TRAINING FOR SPED TEACHERS, INTERVENTIONISTS, INSTRUCTIONAL COACHES, AND K-3 GENERAL EDUCATION TEACHERS.
- HEGGERTY WAS IMPLEMENTED DISTRICT-WIDE IN GRADES K-3 AT TIERS 1-3.
- FOUNDATIONS WAS IMPLEMENTED IN KINDERGARTEN AND 1ST GRADE.
- SHIFT FROM GUIDED READING TO SMALL GROUP INSTRUCTION
- MAP READING FLUENCY DYSLEXIA SCREENER WAS PURCHASED AND USED FOR ALL STUDENTS IN GRADES K-3.
- TEACHERS DISTRICT-WIDE WERE OFFERED THE OPTION TO BECOME DYSLEXIA ENDORSED AT NO COST TO THEM.
- IN PARTNERSHIP WITH PIONEER RESA AND GADOE OFFICE OF RURAL EDUCATION AND INNOVATION LETRS TRAINING FOR ALL ELEMENTARY PRINCIPALS AND A SELECT FEW INTERESTED EDUCATORS.
- DEVELOPMENT OF DYSLEXIA TASK FORCE AND DISTRICT LITERACY LEADERSHIP TEAM



# WHAT WE LEARNED IN YEAR 3...

- INCREASED EDUCATION AND PROFESSIONAL DEVELOPMENT HAS LED TO TEACHERS EVALUATING THEIR TEACHING STRATEGIES AND CAUSED THEM TO QUESTION CURRENT PRACTICES AS THEY PERTAIN TO TEACHING AND ASSESSMENT.
- TEACHERS ARE EXCITED ABOUT THE PROGRESS THEIR STUDENTS ARE MADE IN FOUNDATIONAL LITERACY SKILLS AS THEY IMPLEMENTED THE NEW CURRICULUM TO ADDRESS THESE AREAS.
- THE MAP READING FLUENCY DYSLEXIA SCREENER HAS ALLOWED TEACHERS TO ASSESSES KEY FOUNDATIONAL READING SKILLS, INCLUDING THOSE MOST OFTEN ASSOCIATED WITH DYSLEXIA, AND PROVIDES THEM WITH ACTIONABLE DATA TO INFORM INSTRUCTION AND DRILL DOWN INTO EACH STUDENT'S STRENGTHS AND NEEDS AT ALL TIERS.
- TEACHERS ARE EAGER TO LEARN.
- CONTINUED PROFESSIONAL DEVELOPMENT IS NEEDED TO ENSURE WE ARE ADEQUATELY SHIFTING OUR PRACTICES FROM A BALANCED LITERACY TO A STRUCTURED LITERACY APPROACH.
- TEACHER VOICE IS IMPORTANT IN THE PROCESS OF CHANGE.

WHITE COUNTY SCHOOL SYSTEM

# Reading Assessment Guidelines: FALL



During the appropriate window, HR teachers will administer the following assessments:

MAP Growth  
(All K-5)

F & P Benchmark  
Assessment  
(All K-5)

MAP Reading Fluency  
Dyslexia Screener  
(All K-3)



Classroom teachers will use the data collected to adapt Tier I instruction, as appropriate. Targeted Tier I instruction should occur for students scoring below the 60th percentile on MAP, students scoring below grade level expectations on the F & P Benchmark Assessment, and students flagged with areas of concern on the MAP Fluency Dyslexia Screener.



For students in grades 4-5 who scored below the 60th percentile on MAP Growth, Classroom reading teacher will administer the following to identify areas for growth:

Adaptive Oral Reading  
(4-5 Grades)

**\*\*Adaptive Oral Reading:**  
Passages Only  
(2-3 Grades)

**\*\*OPTIONAL:**  
Only administer if more information on student's skill deficits are needed.



Students in grades K-5 who scored below the 30th percentile on MAP Growth should be discussed at At-Risk Meetings and appropriate Tier 2 interventions (as recommended by MAP Reading Fluency) and progress monitoring should take place in the classroom. At Tier 2, MAP Reading Fluency Progress Monitoring should occur in the identified area of concern 1x per month.



If instruction is appropriate and no response to the intervention at Tier 2 is noted on MAP Reading Fluency PM, classroom reading teacher should proceed with scheduling an SST Meeting to begin Tier 3 interventions and services.



Students at Tier 3 should be served by an Interventionist and progress monitored using MAP Reading Fluency PM in the identified area of need (and other assessments as desired) every other week. Identified area of need should be identified using the DRP administered by interventionist.

**FALL**

WHITE COUNTY SCHOOL SYSTEM

# Reading Assessment Guidelines: WINTER



During the appropriate window, HR teacher will administer the following assessments:

MAP Growth  
(All K-5)

F & P Benchmark  
Assessment  
(All K-5)

MAP Reading Fluency  
Dyslexia Screener  
(All K)



For students scoring below the 60th percentile on MAP Growth, classroom reading teacher will administer the following:

MAP Reading Fluency  
Adaptive Oral Reading  
Benchmark  
(Grades 1-5)



Classroom reading teacher will use the data collected to adapt Tier I instruction, as appropriate.

For students who were administered the benchmark assessment, Targeted Tier I instruction should take place in the classroom for students based on the results from the benchmark assessments.



Students in grades K-5 who scored below the 30th percentile on MAP Growth should be discussed at At-Risk Meetings and appropriate Tier 2 interventions (as recommended by MAP Reading Fluency) and progress monitoring should take place in the classroom. At Tier 2, MAP Reading Fluency Progress Monitoring should occur in the identified area of concern 1x per month.



If instruction is appropriate and no response to the intervention at Tier 2 is noted on MAP Reading Fluency PM, classroom reading teacher should proceed with scheduling an SST Meeting to begin Tier 3 interventions and services.



Students at Tier 3 should be served by an Interventionist and progress monitored using MAP Reading Fluency PM in the identified area of need (and other assessments as desired) every other week. Identified area of need should be identified using the DRP administered by interventionist.

WINTER



WHITE COUNTY SCHOOL SYSTEM

# Reading Assessment Guidelines: SPRING



During the appropriate window, HR teachers will administer the following assessments:

MAP Growth  
(All K-5)

F & P Benchmark  
Assessment  
(All K-5)



For students scoring below the 60th percentile on MAP Growth, classroom reading teacher will administer the following:

MAP Reading Fluency  
Adaptive Oral Reading  
Benchmark  
(Grades K-5)



Use the data collected to adapt Tier I instruction, as appropriate.

For students who were administered the benchmark assessment, Targeted Tier I instruction should take place for students based on the results from the benchmark assessments.



Students in grades K-5 who scored below the 30th percentile on MAP Growth should be discussed at At-Risk Meetings and appropriate Tier 2 interventions (as recommended by MAP Reading Fluency) and progress monitoring should take place in the classroom. At Tier 2, MAP Reading Fluency Progress Monitoring should occur in the identified area of concern 1x per month.



If instruction is appropriate and no response to the intervention at Tier 2 is noted on MAP Reading Fluency PM, classroom reading teacher should proceed with scheduling an SST Meeting to begin Tier 3 interventions and services.

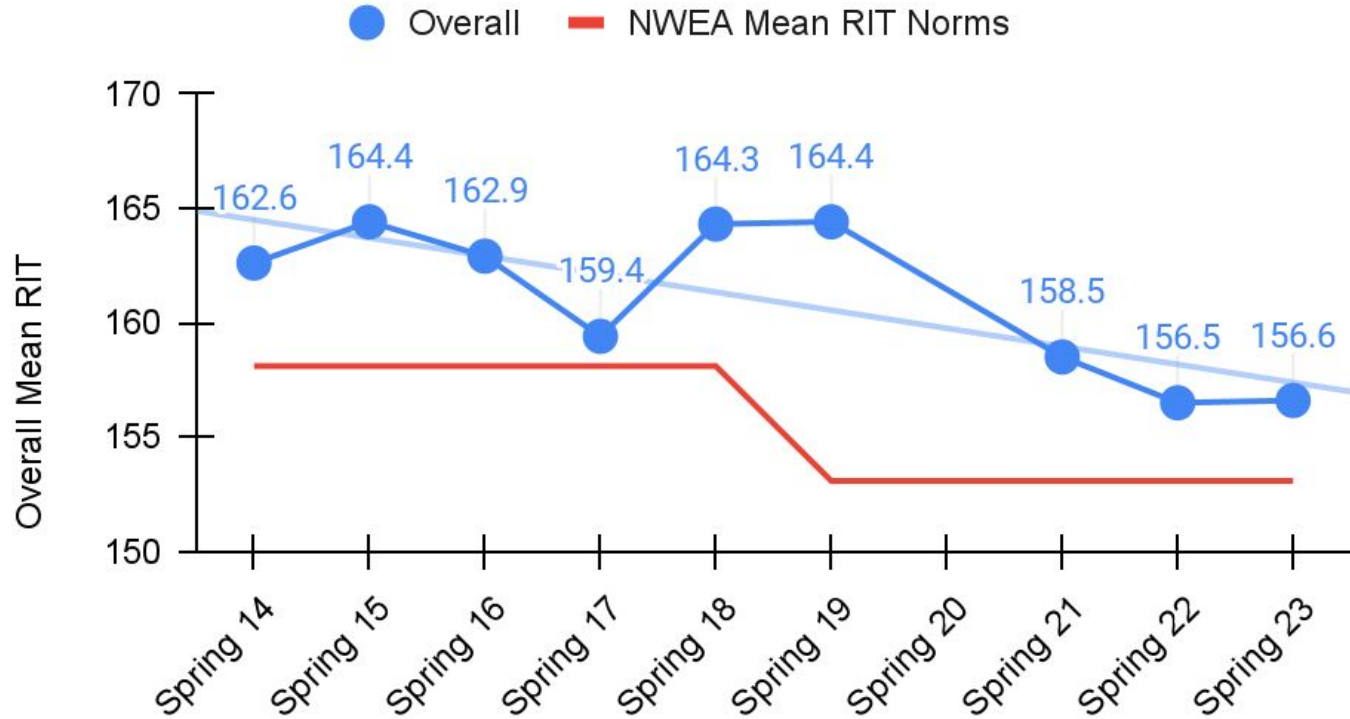


Students at Tier 3 should be served by an Interventionist and progress monitored using MAP Reading Fluency PM in the identified area of need (and other assessments as desired) every other week. Identified area of need should be identified using the DRP administered by interventionist.

SPRING

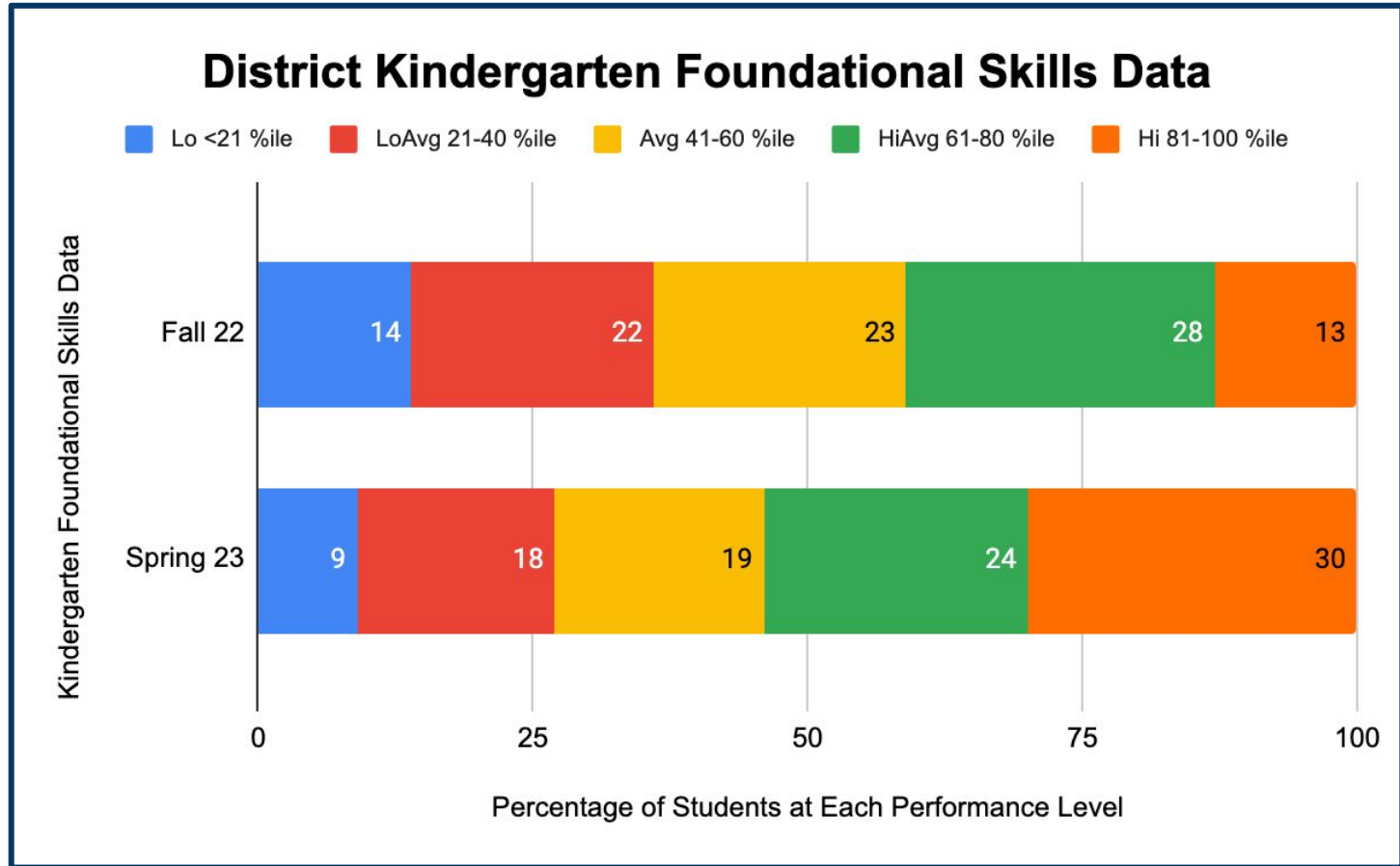
# WHERE ARE WE NOW?

## Kindergarten Reading MAP Mean RIT Comparison: Overall



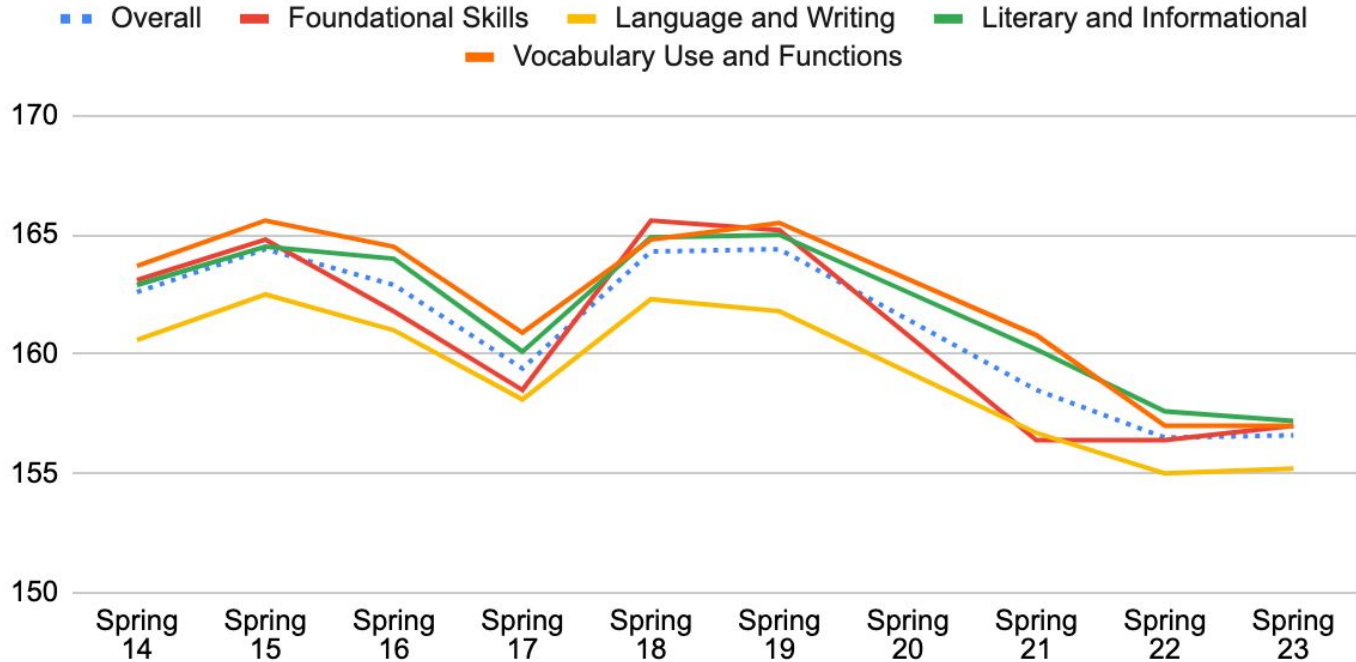


# WHERE ARE WE NOW?



# WHERE ARE WE NOW?

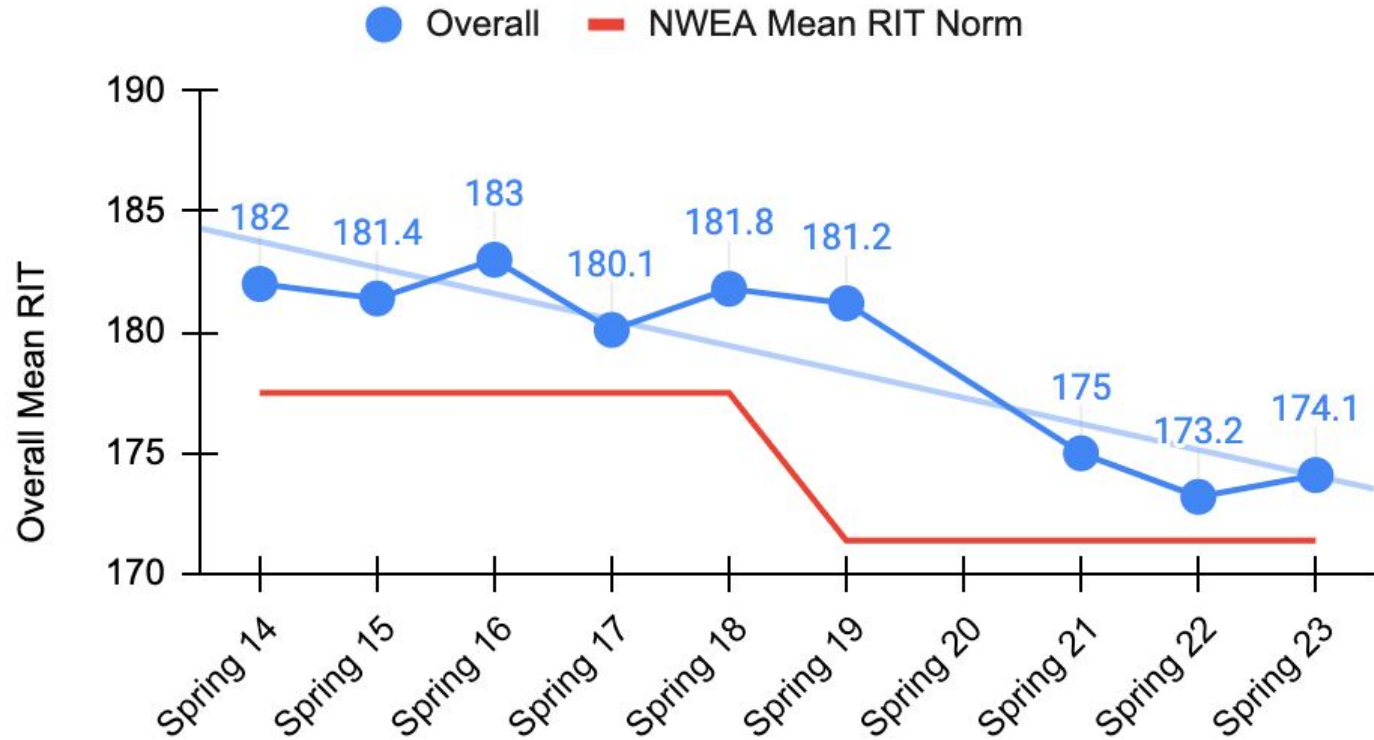
## Kindergarten Mean RIT Comparison by Domain



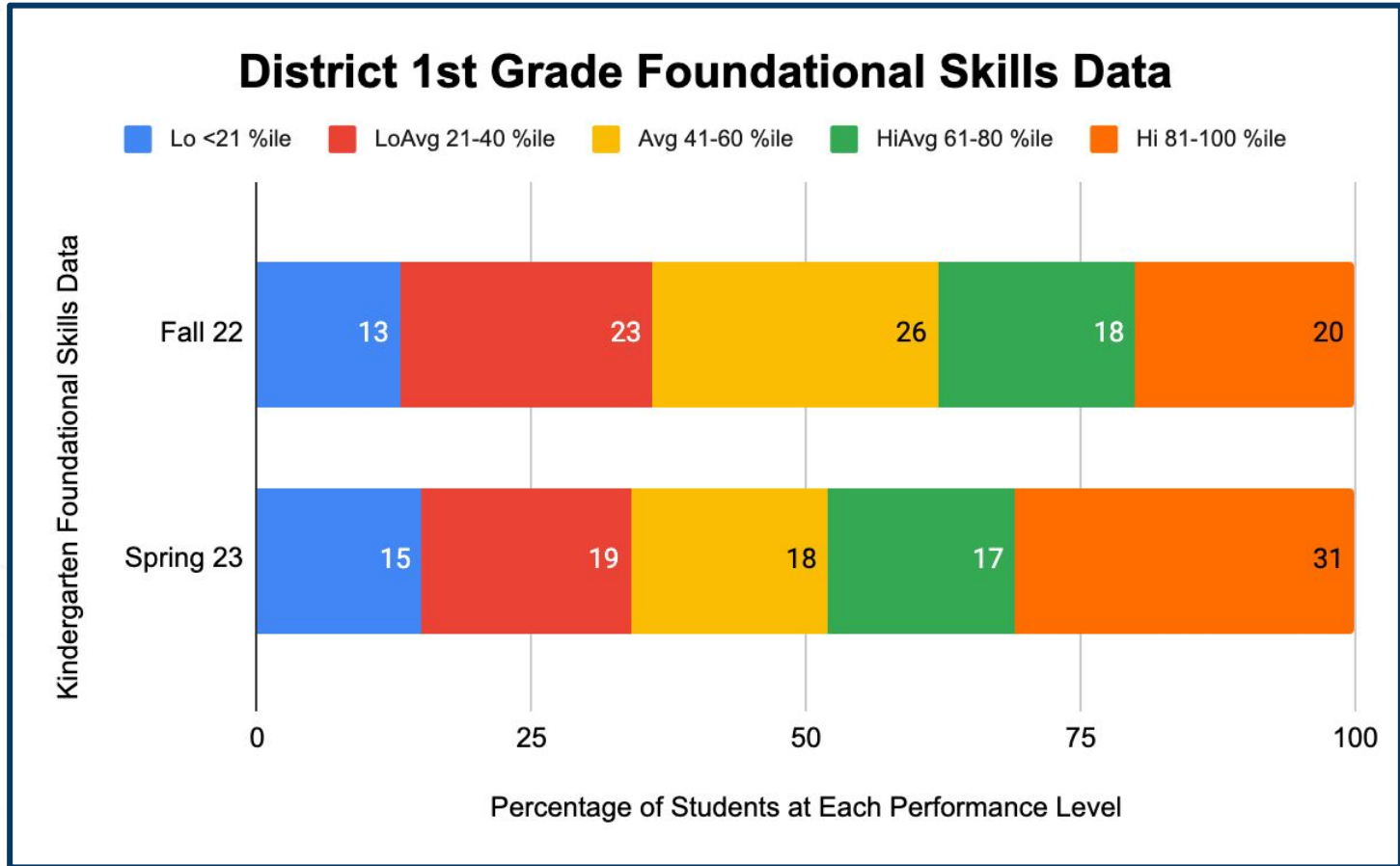
Kindergarten Reading Mean RIT Comparison by Domain

# WHERE ARE WE NOW?

## 1st Grade Reading MAP Mean RIT Comparison: Overall

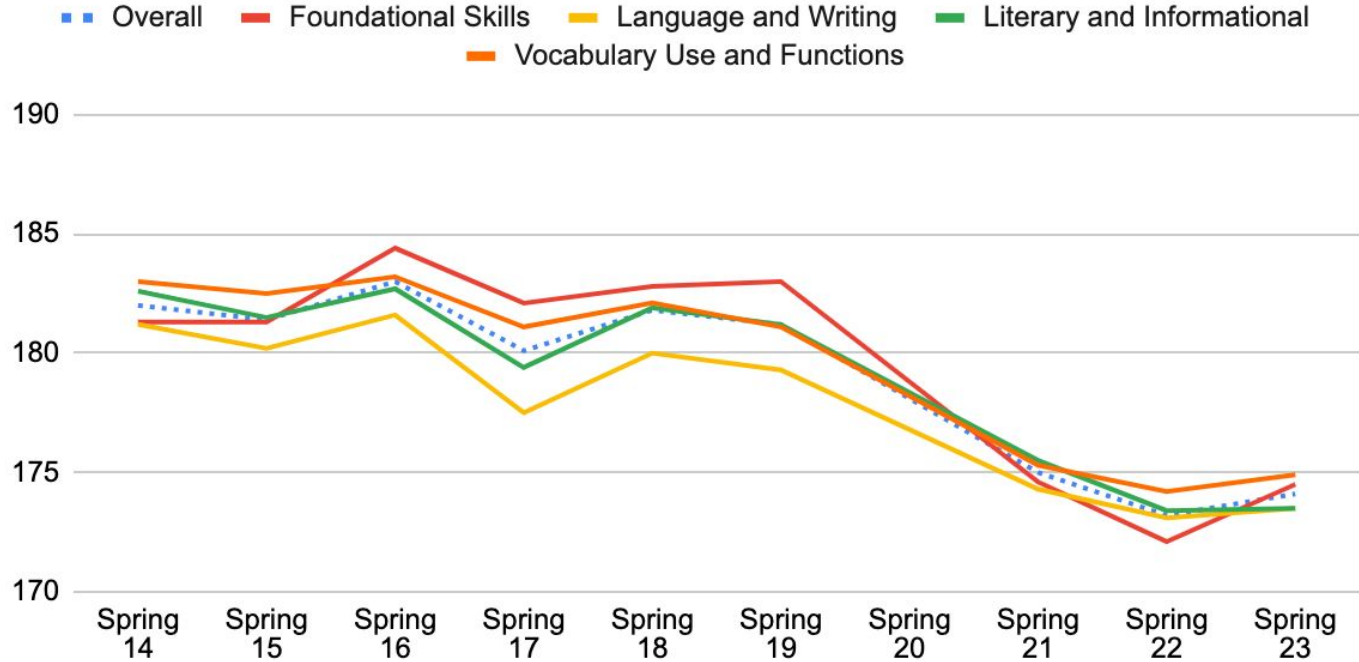


# WHERE ARE WE NOW?



# WHERE ARE WE NOW?

## 1st Grade Mean RIT Comparison by Domain




1st Grade Reading Mean RIT Comparison by Domain

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SWD 3-5	19.13% PROFICIENT & ABOVE	19.02% PROFICIENT & ABOVE		13.95 % PROFICIENT & ABOVE	25.01% PROFICIENT & ABOVE	



# MAP READING FLUENCY SCREENER OUTCOMES

Universal Screener Outcome	Dyslexia Screener Outcome	Phonological Awareness		Phonics/Word Recognition		Language Comprehension	
		Domain Score	Percentile	Domain Score	Percentile	Domain Score	Percentile
N/A ?	Not Flagged	505	80th	501	60th	511	97th
N/A ?	Not Flagged	500	57th	499	49th	499	59th
N/A ?	Not Flagged	502	67th	496	34th	496	43rd
N/A ?	 Flagged	494	26th	489	9th	497	48th

🚩 **Flagged.** Student performance suggests possible risk factors for dyslexia or other reading difficulties.  
A flag does NOT indicate a diagnosis of dyslexia or reading disability.

## DECODING

M

*Meets grade level*

Phonological Awareness: Mercy is working at the Blending & Segmenting level (3)

B

*Below grade level*

Phonics/Word Recognition: Mercy is working at the Letters & Sounds level (1)

## LANGUAGE COMPREHENSION

M

*Meets grade level*

Listening Comprehension: Mercy understood 80% of complex oral sentences.

M

*Meets grade level*

Picture Vocabulary: Mercy matched pictures to 87% of oral vocabulary words.

## PROFILE &amp; NEXT STEPS

Mercy has solid language comprehension and some awareness of phonemes. Additionally, Mercy is building the letter-sound knowledge needed to begin decoding.

[Hearing the initial or final phoneme and connecting to a letter](#)

🚩 [Follow-up for students flagged in dyslexia screening](#)

### Hearing the initial or final phoneme and connecting to a letter



Students with this profile benefit from practice associating the first sound in a word to a letter.

Students whose decoding lags behind strong phonemic awareness are likely to benefit from explicit, systematic phonics instruction. To begin developing phonics skills, focus on learning and playing with letter sounds. Students can find objects or pictures that begin with a particular letter. In phonological awareness, call attention to initial or even final phonemes by segmenting, in spoken words. Assign the printed letter itself to the first phoneme, to solidify letter / sound connections. Activities that support these aims are linked below.

Looking ahead: Students need models of sounding out words to understand the alphabetic principle: letters stand for the sounds that make up words.

[Back to Report](#)

## Test Details and Results

Activity	Raw Score
Picture Vocabulary ?	13/15
Sentence Reading Fluency ?	9/31
Listening Comprehension ?	12/15

## Zone of Proximal Development (ZPD)

### PHONOLOGICAL AWARENESS

Reinforce with practice

#### Rhymes & Syllables

Rhyme Completion ?

—

Counting Syllables ?

—

#### Initial Sounds

Onset-rime Blending ?

—

Initial Sound Matching ?

—

ZPD

#### Blending & Segmenting

Blending Phonemes ?

5/8

Phoneme Counting ?

0/3

Introduce with support

#### Phonemic Manipulation

Phoneme Addition/Deletion ?

4/12

Phoneme Substitution ?

1/7

☆ Instructional Recommendations: [Treasure Chest](#) [Picture Slide](#)



1



2



3



4



5

# Phonological Awareness



## Phoneme Segmenting and Blending

PA. 047

### Treasure Chest

#### Objective

The student will segment and blend phonemes in words.

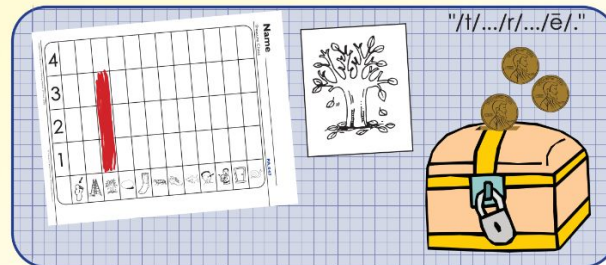
#### Materials

- ▶ Two-to-four phoneme picture cards
- ▶ Student sheet
- ▶ Box
- ▶ *Decorate as a treasure chest.*
- ▶ Pennies
- ▶ Crayons or markers

#### Activity

Students segment words into phonemes to use as clues and blend together to play a treasure chest game.

1. Place phoneme picture cards face down in a stack. Place treasure chest, pennies, and crayons on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a picture card and silently names the picture (e.g., "tree"). Orally segments the word into phonemes (e.g., "/t/ /r/ /ē/").
3. Student two blends the phonemes together and says the word (i.e., "tree").
4. If correct, puts one penny for each phoneme in the treasure chest. If not correct, places card at the bottom of the stack.
5. Both students find the corresponding picture on their student sheet and record the number of phonemes.
6. Continue until all picture cards are used.
7. Teacher evaluation



#### Extensions and Adaptations

- ▶ Use other picture cards.
- ▶ Write the initial letter under the corresponding picture on the student sheet.

## PHONICS/WORD RECOGNITION

----- ZPD -----

### Letters & Sounds

Letter Sound Fluency ?

13/14

Letter Knowledge ?

10/12

----- Introduce with support -----

### Letters in Words

Build Words: One letter ?

2/12

Word Families: Initial Letter ?

1/6

### Decodable: CVC

Decoding: CVC ?

—

Building Words: CVC ?

—

### Decodable: One-syllable

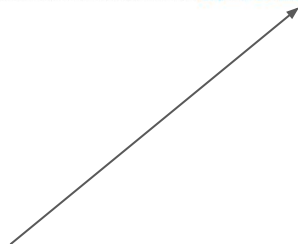
Decoding: Single Syllable ?

—

Building Words: Single Syllable ?

—

☆ Instructional Recommendations: [Alphabet Tiles Name Sort](#) [Alphabet Borders](#)





1



2



3

# Phonics



## Letter Recognition

P.009

### Alphabet Tiles Name Sort

#### Objective

The student will identify letters of the alphabet.

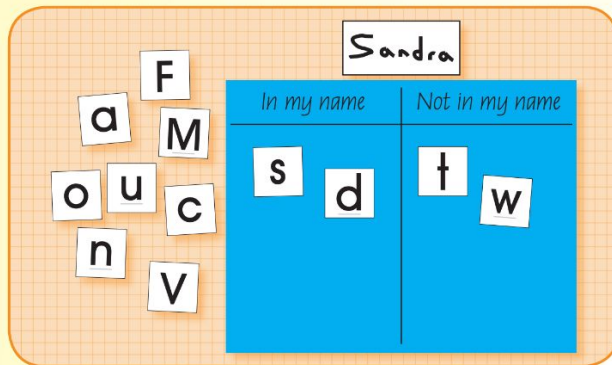
#### Materials

- ▶ Uppercase and lowercase alphabet letter tiles or letter tile cards
  - ▶ 12" x 18" construction paper
  - ▶ Draw a T-chart. Label the left side "In my name," and label the right side "Not in my name."
  - ▶ Index cards
- Write students' names.

#### Activity

Students sort the letters in their names by using a T-chart.

1. Place the T-chart on a flat surface. Scatter the letter tiles to the side of the chart. Place the name cards face up in rows.
2. The student selects his or her name card.
3. Selects one tile at a time, names it, and places it in appropriate column.
4. Continues until all tiles are sorted. Puts tiles on the left side of the T-chart in order to spell name.
5. Self-check



#### Extensions and Adaptations

- ▶ Sort classmates' names.
- ▶ Alphabetize the letter tiles and/or classmates' names.
- ▶ Say the letter sound when sorting.



# DIAGNOSTIC READING PROFILE

## IDEAL READING PROFILE: A DIAGNOSTIC PLAN FOR SPECIALLY-DESIGNED INSTRUCTION (2<sup>nd</sup> GRADE)

STUDENT: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Diagnostic screeners offer opportunities for identifying specific skill strengths and needs related to the essential areas of effective reading instruction. A variety of screeners are available to educators; thus, the Reading Profile framework may be adjusted to incorporate screeners other than those noted below.

HIGHLIGHT ALL SKILLS MASTERED (GREEN)

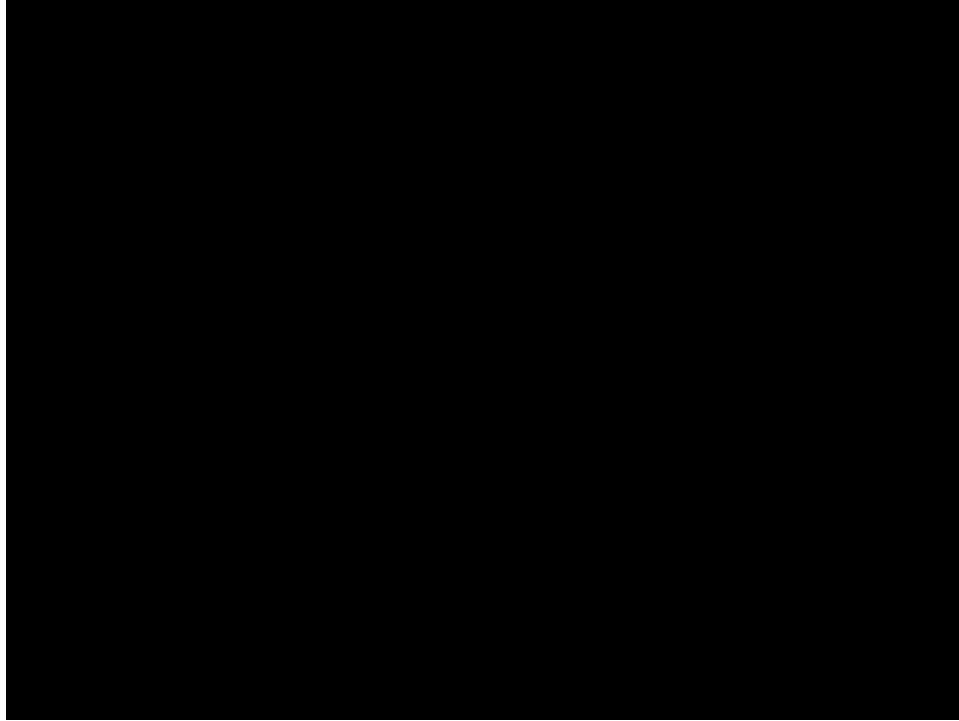
CIRCLE or HIGHLIGHT ALL SKILLS NOT SHOWING PROGRESS (RED) = ANALYSIS OF DATA & SDI PLAN NEEDED

### STEP 1: ADMINISTER DIAGNOSTIC SCREENERS

STEP 1 FOLDER: Grade-Level Subfolders – Reading Profiles; LRI Screeners

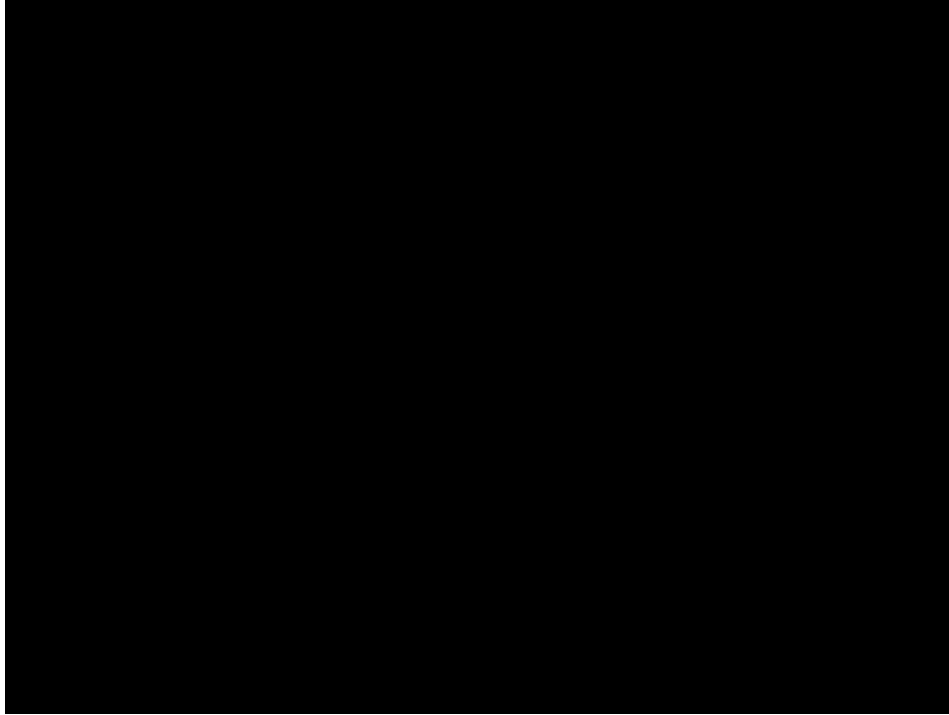
PHONEMIC AWARENESS SKILLS ASSESSMENT: 2 <sup>nd</sup> GRADE AND ABOVE			
Literacy Resources, Inc. 2019		LRI (2 <sup>nd</sup> and Above) subfolder – PRINT pp. 1-4 & STRANDS, AS INDICATED BY SCORES	
FALL Date: _____ (8/1–9/30)	WINTER Date: _____ (11/1–12/31)	SPRING Date: _____ (4/1–5/31)	
<b>LRI DIRECTIONS (pp. 1-4) / EXTENDED ADMINISTRATION &amp; SCORING GUIDANCE:</b> NO RESPONSE WITHIN 4 SECONDS, MOVE ON TO THE NEXT WORD. DISCONTINUE THE SKILL IF NO CORRECT RESPONSES IN THE FIRST 5 WORDS - SCORE = 0; SCREEN NEXT SKILL *If <9 on Skills 7, 8, or 9, administer the Strand Assessments			
1 – Rhyme Production	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
2 – Onset Fluency: Isolate the Initial Sound	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
3 – Blending Phonemes	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
4 – Isolating Final Sounds in Words	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
5 – Segmenting Words into Phonemes	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
6 – Isolating Medial Sounds in Words	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
7 - Adding Phonemes*	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Adding Initial Phonemes to Create a Blend	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Adding Final Phonemes	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Adding a 2nd Phoneme to Create a Blend	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
8 - Deleting Phonemes*	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Deleting Initial Phoneme from a Consonant Blend	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Deleting Final Phonemes	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Deleting a 2nd Phoneme from a Blend	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
9 - Substituting Phonemes*	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Substitute the Rime	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Substitute the Final Phoneme	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
Strand: Substituting the Vowel Sound	___/10 <9□ SDI	___/10 <9□ SDI	___/10 <9□ SDI
a) SKILLS MASTERED	of _____	of _____	of _____
b) PROGRESSING, BUT NOT MASTERED	Include Strands, if _____	of _____	of _____
c) TOTAL MASTERED or PROGRESSING (a + b)	administered. _____	of _____	of _____
<b>SDI TARGETS:</b>	<b>Errors:</b>	<b>Errors:</b>	<b>Errors:</b>
RHYME PRODUCTION (1)	<input type="checkbox"/> RHYME	<input type="checkbox"/> RHYME	<input type="checkbox"/> RHYME
ISOLATING PHONEMES (2, 4, 6)	<input type="checkbox"/> ISOLATE	<input type="checkbox"/> ISOLATE	<input type="checkbox"/> ISOLATE
BLENDED PHONEMES (3)	<input type="checkbox"/> BLEND	<input type="checkbox"/> BLEND	<input type="checkbox"/> BLEND
SEGMENTING WORDS INTO PHONEMES (5)	<input type="checkbox"/> SEGMENT	<input type="checkbox"/> SEGMENT	<input type="checkbox"/> SEGMENT
MANIPULATING PHONEMES (7-9)	<input type="checkbox"/> MANIPULATE	<input type="checkbox"/> MANIPULATE	<input type="checkbox"/> MANIPULATE

# ADMINISTRATORS' REACTIONS...



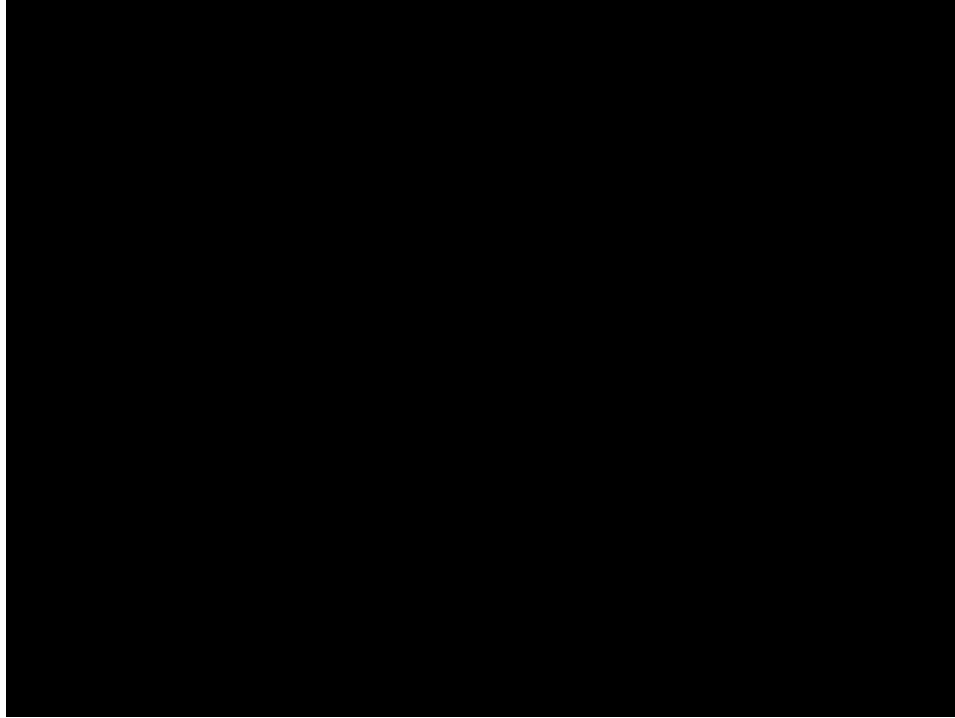
NATALIE CARPENTER, PRINCIPAL  
MOSSY CREEK ELEMENTARY

# ADMINISTRATORS' REACTIONS...



DANETTE HASEK, ASSISTANT PRINCIPAL  
MOSSY CREEK ELEMENTARY

# ADMINISTRATORS' REACTIONS...



JILL BAUGHMAN, PRINCIPAL  
MOUNT YONAH ELEMENTARY

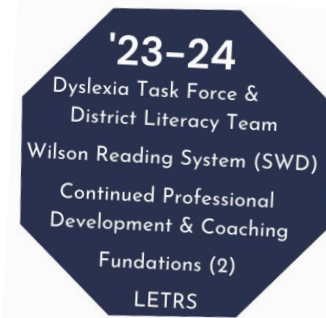
# WHAT WE CONTINUE...

AFTER THREE YEARS OF IMPLEMENTATION WE:

- PROVIDE FEEDBACK SESSIONS & STRATEGIES DISCUSSIONS IN COMMON PLANNING
- CONTINUE TO DEVELOP MORE EFFECTIVE TIER 1 INSTRUCTION
- ENSURE NEW STAFF ARE TRAINED IN THE 5 DOMAINS OF READING, DRP PROCESS, SYSTEMATIC AND EXPLICIT PHONEMIC AWARENESS AND PHONICS INSTRUCTION, AND SCIENCE OF READING
- HAVE HIGH EXPECTATIONS FOR OUR TEACHERS AND STUDENTS TO BE SUCCESSFUL
- DYSLEXIA TASK FORCE
- DISTRICT LITERACY LEADERSHIP TEAM



# WHAT'S NEXT...THIS YEAR



- IMPLEMENT USE OF FOUNDATIONS FOR INTERVENTION CLASSES AND GRADE 2
- IMPLEMENT WILSON READING SYSTEM CURRICULUM FOR SWD STUDENTS
- CONTINUED PROFESSIONAL DEVELOPMENT AND COACHING THAT GIVES TEACHERS A KNOWLEDGE BASE FOR LITERACY BEST PRACTICES. WE WANT TEACHERS IN FRONT OF KIDS TO FEEL LIKE THEY UNDERSTAND WHAT IS GOING ON IN THE MINDS OF THE KIDS AS THEY ARE TRYING TO LEARN REGARDLESS OF THE MATERIALS THEY ARE USING.
- NEW TEACHER INSTITUTE FOR SUSTAINABILITY
- PLAN FOR IMPLEMENTATION OF HB 538 AND SB 211
- CONTINUED LETRS TRAINING FOR COHORT 1, LETRS TRAINING BEGINS FOR COHORT 2 & 3, SYSTEM STAFF BECOME CERTIFIED LETRS TRAINERS SO THAT MORE STAFF CAN BE TRAINED
- CONTINUATION OF DYSLEXIA ENDORSEMENT COURSES FOR THOSE PARTICIPATING FUNDED THROUGH THE CAPACITY BUILDING GRANT
- CONTINUATION OF DYSLEXIA TASK FORCE AND DISTRICT LITERACY LEADERSHIP TEAM





# ONGOING PROFESSIONAL DEVELOPMENT

- HEGGERTY CURRICULUM
- FOUNDATIONS (TIER 1-3)
- WILSON READING SYSTEM (SPED)
- COMPLETE READING SERIES
- HOW TO PLAN DIFFERENTIATED READING INSTRUCTION
- LETRS
- DYSLEXIA ENDORSEMENTS
- STRUCTURED LITERACY
- GUIDELINES ESTABLISHED FOR HB 538 AND SB 211

[VIDEO \(1\)](#)  
[VIDEO \(2\)](#)



# WHAT'S NEXT... YEAR 5

- IMPLEMENT FOUNDATIONS IN GRADE 3
- CONTINUED COHORTS OF LETRS TRAINING
- CONTINUED PROFESSIONAL DEVELOPMENT AND COACHING
- IMPLEMENTATION OF NEW ELA STANDARDS
- FULL IMPLEMENTATION OF DYSLEXIA LAW
- PLAN FOR IMPLEMENTATION OF NEW ELA STANDARDS


'24-25

Foundations (3)

LETRS

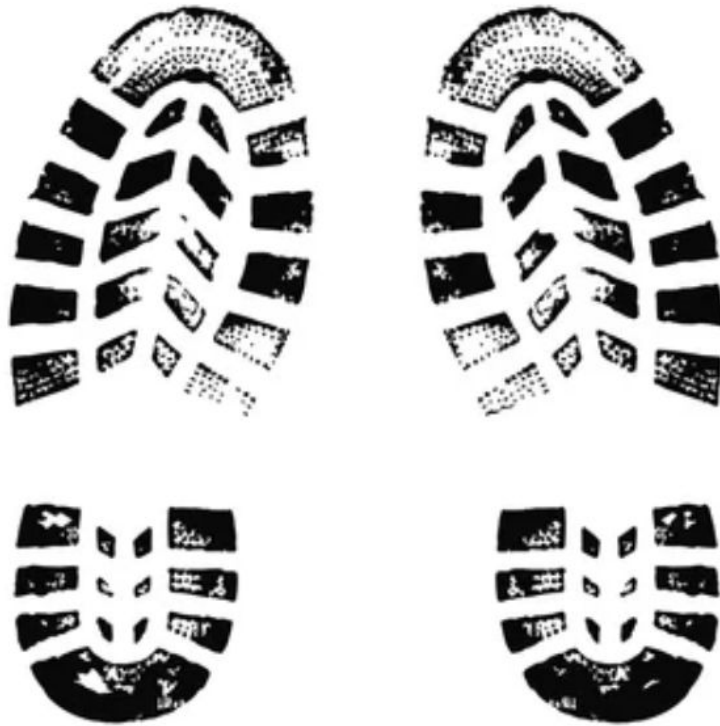
Continued Professional  
Development & Coaching






I AM CONVINCED THAT IT IS THROUGH OUR COLLECTIVE STRUGGLE  
AND THE RESULTING KNOWLEDGE WE GAIN THAT WE CAN MOVE  
FORWARD WITH READING INSTRUCTION THAT IS MORE EFFECTIVE  
AND EQUITABLE FOR ALL STUDENTS.

# NEXT STEPS



[VIDEO](#)

**E<sub>3</sub>**  
**MORE**



"IT IS GOOD TO HAVE AN END  
TO THE JOURNEY TOWARD;  
BUT IT IS THE JOURNEY THAT  
MATTERS IN THE END."

URSULA K. LEGGAIN, 1999

# QUESTIONS?

