


**CONDUCTING COLLABORATIVE PSW ASSESSMENTS WITHIN A SCIENCE OF READING FRAMEWORK**

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**MULTILINGUAL INTEREST GROUP**  
**HOW TO GET INVOLVED**

**Join us!**

- NASP Bilingual School Psychology Community on Tradewing
- Bilingual School Psychologists Facebook Group
- Mailing list <https://t.ly/XDhKH>



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**PART I**

- Current landscape
- How goes MTSS/RTI
- Defining SLD
- What is CHC/PSW
- Understanding Science of Reading

**PART II**

- Organizing PSW assessment
- How to use XBASS
- Merging PSW, MTSS, and SOR
- Case study/Report Writing
- Specific interventions

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**Main Goals**

**To make things *saner* not sane**

**How to better collaborate & communicate**

**Speak in one voice**




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**THE PRACTICES DISCUSSED TODAY SHOULD**

- Be organic to the daily practice
- NOT be for every single case
- Allow for a shared language btwn providers
- Provide opportunity to share expertise
- Allows us to be more than testing machines

5



**Sold a Story**

**Sold a Story: How Teaching Kids to Read Went So Wrong**

There's an idea about how children learn to read that's held sway in schools for more than a generation — even though it was proven wrong by cognitive scientists decades ago. Teaching methods based on this idea can make it harder for children to learn how to read. In this book, best Emily Hanford investigates the influential authors who promote this idea and the company that sells their work. It's an exposé of how educators came to believe in something that isn't true and are now reckoning with the consequences — children harmed, money wasted, an educational system upended.

**SUBSCRIBE NOW**

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**We will not have time to discuss in depth the considerations that have to be made about culture and language when doing an assessment. Please go to Dr. Sam Ortiz's website for more information about the CLIM and CLIMATE.**  
<https://facpub.suqhs.edu/~ortizs/CLIM/>

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Dr. Ortiz

**CLIM**  
 Culture Language Assessment Inventory - Bank, Wechsler, 4th Edition (download 4.10.20)

**CLIM INFORMATION AND RESOURCES**  
 CLIM SP-10.0 (download) - Bank, Wechsler, 4th Edition (download 4.10.20)  
 Culture Language Assessment Inventory - Bank, Wechsler, 4th Edition (download 4.10.20)  
 Culture Language Assessment Inventory - Matrix and Administration Manual (download 4.10.20)  
 Culture Language Assessment Inventory - SP-10.0 Matrix and Administration Manual - Download (download 4.10.20)  
 Culture Language Assessment Inventory - SP-10.0 Matrix and Administration Manual (download 4.10.20)  
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 Culture Language Assessment Inventory - SP-10.0 Matrix - Download (download 4.10.20)

**CLIMATE**  
 Culture Language Assessment Inventory - Assessment Data Collection - Bank, Wechsler, 4th Edition (download 4.10.20)


**Example SPA Reports**  
 Example - SPA - Clinical (download) - with SP-10.0  
 Example - SPA - Clinical (download) - with SP-10.0 - SP-10.0  
 Example - SPA - Clinical (download) - with SP-10.0 - SP-10.0  
 Example - SPA - Clinical (download) - with SP-10.0 - SP-10.0  
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**NATIONAL EDUCATOR MOOD**

**Lots of referrals!!!**

- Educators are still feeling the effects of COVID
- By October people are feeling like it was that February slog
- Winter break not giving people time to re-set.
- Lots of behavioral concerns/mental health concerns
- Prepping for class takes up much more time
- Mixed messages



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**AGREE?**

"A teaching method might work with all of the students some of the time

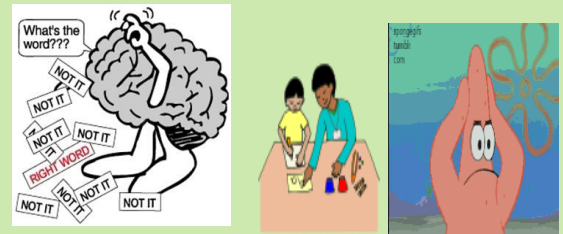
And some of the students all of the time

But a method doesn't work with all of the students, all of the time."

**SPECIAL ED IS NOT XTRA HELP**

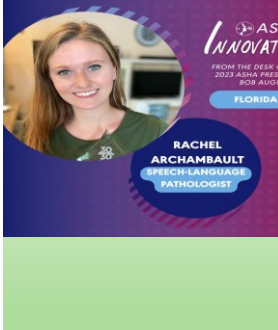
**Lets make interventions special**

9



2:45

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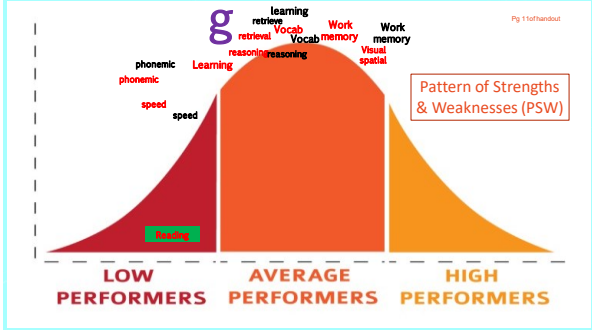
**ASHA INNOVATOR**  
 FROM THE DESK OF THE 2023 ASHA PRESIDENT  
 FLORIDA

**RACHEL ARCHAMBAULT**  
 SPEECH-LANGUAGE PATHOLOGIST

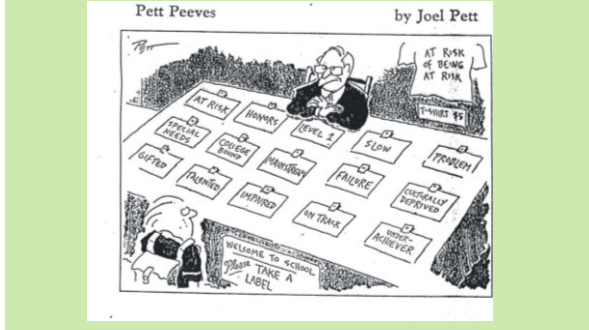
<https://ptsdslp.com/home/>

Trauma Informed Care is ESSENTIAL

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### MOST IMPORTANT STATISTIC TO KNOW

$12 \neq 12 \neq 12$

$85 \neq 85 \neq 85$

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#### SHARED OFFICE, SEPARATE LIVES

- SLP's, OT's and SP's will do the same tests without knowing it
- We report on the same issues without reading each others report
- Expect parents and teachers to consolidate our findings
- **Reports are filled with numbers and not information**
- Multiple reports connected by a staple.

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#### ASHA GUIDELINES FOR ASSESSMENT AND EVALUATION

ASSESSMENT SHOULD BE BASED ON **MULTIPLE SOURCES** OF INFORMATION TO OBTAIN A COMPREHENSIVE PICTURE OF THE CHILD'S FUNCTIONING. (DIVISION OF EARLY CHILDHOOD, 2007)

NO SINGLE MEASURE CAN PROVIDE SUFFICIENT INFORMATION; THEREFORE, **ASSESSMENT DATA SHOULD REFLECT MULTIPLE PERSPECTIVES**. (ASHA, 2000)

IN ADDITION TO THE USE OF VARIOUS TOOLS, ASSESSMENT PRACTICES SHOULD **INCLUDE CONSULTATION WITH TEAM MEMBERS**. (ASHA, 2005, 2008B)

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*Not every student who struggles in school is disabled nor does every student who fails the state test due to learning problems has a SLD*

*SLD identification should NEVER be for the convenience of adults nor as the only way for a child to receive 'extra' help they need.*

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#### WHAT DO WE KNOW?

- How can we possibly identify a learning disability in any academic area if we are not well versed in
  - **What is reading and how does it develop**
  - **What is math and how does it develop**
  - **What is writing and how does it develop**
- A diagnosis cannot simply come from comparing numbers.
- Do we understand how/why items on achievement tests get 'harder'.

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**MTSS is the systematic use of assessment data to most efficiently allocate resources in order to enhance learning for all students.**

(Burns et al., 2016)

**This impacts the rate of educational diagnoses**



**What percent of kids in your school is in need of Tier II, Tier III, or Spec Ed**

Adapted from Wright (2012)

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**Two truisms:**

- Students cannot benefit from 'effective' practices they do not receive
- Students cannot benefit from 'ineffective' practices implemented well

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This study describes these RTI practices and compares their prevalence between two different samples: a *reference sample* of schools representative of elementary schools in 13 states included in the evaluation and an *impact sample* of schools that have implemented RTI for three or more years of implementation. Data were collected from a national study research...

### Impacts on Reading Outcomes of Students

- Assignment to Tier 2 or Tier 3 intervention services in impact sample schools had a negative effect on performance on a comprehensive reading measure for first-graders just below the Tier 1 cut point on a screening test. The estimated effects on reading outcomes in Grades 2 and 3 are not statistically significant.
- For those students just below the school-determined eligibility cut point in Grade 1, assignment to receive reading interventions did not improve reading outcomes; it produced negative impacts.

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## Elementary Mathematics

**KEY FINDINGS:** Just one percent of the 201 graduate elementary programs cover the critical topics elementary teachers need including numbers and operations; algebra; geometry; and data and probability. This figure compares unfavorably with the coverage of undergraduate programs coverage that stands at 13 percent as of 2016. The systematically poor preparation of elementary teachers in mathematics may stand as one of the most staggering weaknesses in teacher preparation, contributing to the chronically low standing of American schoolchildren in mathematics internationally. The lack of appropriate content in this area may

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1. Programs have increased their coverage of all aspects of the science of reading, a trend that has persisted through each edition of the *Teacher Prep Review*.

Traditional program coverage of each of the five reading components, 2013-2020

| Component          | 2013 | 2016 | 2020 |
|--------------------|------|------|------|
| Phonemic Awareness | 35%  | 43%  | 51%  |
| Phonics            | 53%  | 58%  | 68%  |
| Fluency            | 38%  | 45%  | 53%  |
| Vocabulary         | 53%  | 62%  | 66%  |
| Comprehension      | 65%  | 73%  | 77%  |

What about Language Comprehension

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School Psychology

### An Examination of the Relationships Between Specific Learning Disabilities Identification and Growth Rate, Achievement, Cognitive Ability, and Student Demographics

Kathrin E. Maki  
University of Florida

Courtney A. Barrett  
Michigan State University

Daniel B. Hajovsky  
University of South Dakota

Matthew K. Burns  
University of Missouri

Students with specific learning disabilities (SLDs) represent a large proportion of those receiving special education services in U.S. schools, but the relationship between student-level variables and SLD identification is still not well understood. The purpose of this study was to examine the extent to which data collected as part of a comprehensive psychosocial evaluation were associated with SLD identification status. Logistic regression analyses were used to examine how responses to intervention...

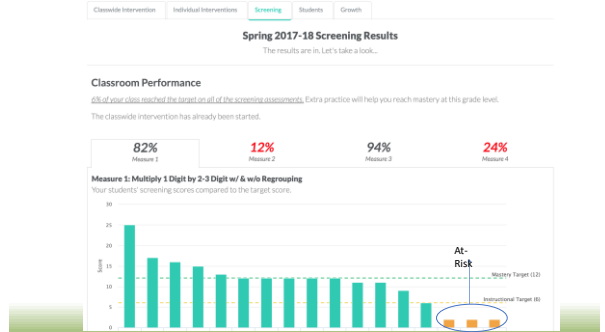
**A new study by Kathrin E. Maki et al. found that student achievement, race, and SES predicted SLD status, but RTI slope (ROI) did not!**

**The identification of SLDs is a process-oriented decision, and ongoing data collection may influence how stakeholders engage in the process to arrive at a determination. Further, the current study focused on global cognitive ability, but specific cognitive abilities have been shown to predict reading, writing, and math achievement (e.g., Hajovsky, Reynolds, Floyd, Turk, & Kaitz, 2014; Hajovsky et al., 2018; Villeneuve, Hajovsky, Mason, & Lewno, 2019), and future research could examine whether specific cognitive ability measurement provides any value-added benefit to correct identification status when used within an RtI identification method.**

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**If you have 800 students in Tier 2, you don't have an intervention problem you have a Tier 1 problem.**  
 - Mike Mattos

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**Classwide Problems Require Classwide Intervention**



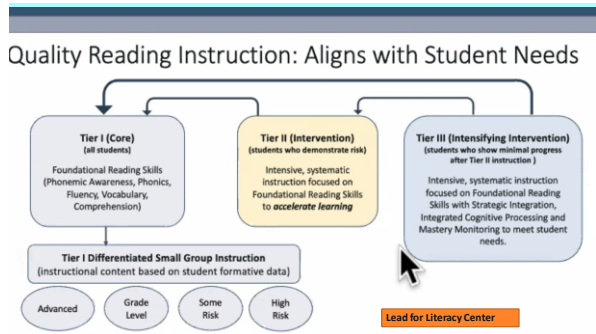
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**What's Different Across Tiers? A Scaffolding Example**

| Tier 1 | Tier 2                      | Tier 3                         |
|--------|-----------------------------|--------------------------------|
| I do   | I do                        | I do                           |
| We do  | We do (with the teacher)    | We do (with the teacher)       |
| We do  | We do (with the teacher)    | We do (with the teacher)       |
| We do  | We do (with the teacher)    | We do (with the teacher)       |
| You do | We do (student pairs)       | We do (with the teacher)       |
|        | You do (with peer feedback) | We do (student pairs)          |
|        | You do (with peer)          | We do (student pairs)          |
|        | You do                      | We do                          |
|        |                             | You do (with teacher feedback) |
|        |                             | You do (with teacher feedback) |

Jess Surles: Reading Instruction and Supplemental Interventions to Support Equitable Literacy: <https://www.youtube.com/watch?v=vX8L-qJZcu>

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**POOR COMPREHENSION?**  
 Go back to fluency.

**POOR FLUENCY?**  
 Go back to word recognition.

**POOR WORD RECOGNITION?**  
 Go back to phonics & decoding.

**POOR PHONICS & DECODING?**  
 Go back to phonemic awareness.

#FROTHINONPHONICS

max Learning LLC

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**CURRICULUM BASED MEASURES OF READING SKILLS**

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

**CURRICULUM BASED MEASURES OF READING SKILLS -**

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

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**3rd Grade Reading Placement Pathway**

| Screening  | DIBELS Screening  |   |  |   |   |
|--|---|---|--|---|---|
|  | INTENSIVE   | STRATEGIC   | BENCHMARK  | ADVANCED  |   |
| <b>Screening Criteria</b><br>Score 30 or lower on DORF & DAZE<br>(Difficulty with multiple reading skills) | Between the 2nd and 4th percentiles on ORF & DAZE<br>(Struggle & wrong)                       | Between the 2nd and 4th percentiles on ORF & DAZE<br>(Some & right) | Between the 2nd and 4th percentiles on ORF & DAZE<br>(Mostly correct, but not comprehension) | Between the 4th and 7th percentiles on ORF & DAZE<br>(Mostly correct) | Above the 7th percentile on ORF & DAZE<br>(Mostly correct, but not comprehension) |
| <b>Focus</b>   | COMPREHENSIVE   | PHONICS   | FLUENCY  | COMPREHENSION   | CORE CONTENT  |
| <b>Focus Skills</b>  | Basic reading skills: Letter-sound correspondence, reading fluency, vocabulary, comprehension | Targeted decoding skills  | Automaticity decoding words, reading high-frequency, and drawing sentences.                  | Comprehension skills: Strategies                                      | Core coursework   |
| <b>Intervention</b>  | Reading Mastery   | 50% Phonics   | Read Naturally<br>Wilson Fluency<br>(Phrasing)   | Star to Success   | Small group - Limited teacher<br>individual intervention (if possible desired)    |
| <b>Length of Time</b>  | 60 minutes daily substitute<br>Core Coursework  | 30 minutes daily addition<br>to the Core Coursework                 | 30 minutes daily addition<br>to the Core Coursework  | 30 minutes daily addition<br>to the Core Coursework                   | 30 minutes daily addition<br>to the Core Coursework                               |
| <b>Verify Progress</b>   | Progress Monitoring through DIBELS  | Progress Monitoring through DIBELS                                  | Progress Monitoring through DIBELS   | Progress Monitoring through DIBELS                                    | Performance in Core Coursework<br>Classroom performance<br>Practice on projects   |
| <b>Identify Method to Verify Effectiveness</b>   | Percent of students making adequate progress on DIBELS in each support category               |   |  |   |   |

<https://partnersforlearning.org/wp-content/uploads/2020/06/MTSS-Secondary-Overview-New.ppt-Handouts.pdf>

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**BREAKING NEWS**

**THE EARLIER THE RIGHT INTERVENTION THE LOWER THE RISK OF ACADEMIC DIFFICULTY IN THE FUTURE**

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**Make a Distinction: Support vs. Intervention**

- **Support:** designed to provide general assistance (help with homework, further explain a concept, opportunity for additional practice, etc.)
- **Intervention:** designed to improve a specific skill or sets of skills

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**I LOVE ME SOME IEP MEETINGS!**

- Big fan of fanning!
- IEPs are so Individualized
- Go Team!
- Parent Friendly
- Data based decisions, all day every day


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**CASE 1:**

**THIRD GRADER READING DIFFICULTY**

**WISC  
WIAT  
TOLD**

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**CASE 2:**

**FIFTH GRADER  
WRITING DIFFICULTY**

**WISC  
WIAT  
TOLD**

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**CASE 3:**

**FIRST GRADER  
MATH DIFFICULTY**

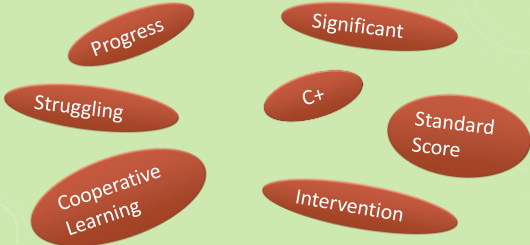
**WISC  
WIAT  
TOLD**

What background questions are being asked

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**ARE WE SPEAKING THE SAME LANGUAGE??**



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**IEP LANGUAGE**

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE.

**Other:**

- FORMAL EVALUATIONS WILL BE CONDUCTED IN THE RELEVANT AREAS AT THE TIME OF THE NEXT ANNUAL REVIEW.

**Overall Academic Performance:**


- Ben has made steady progress in academics and social skills this year. Ben enjoys school and is always willing to do his best. He is able to independently navigate throughout the school and is now able to run errands independently. He follows his class schedule and is not upset when changes occur. He still needs to work on checking the time to verify when the next subject starts.

**Reading:** Ben has made strong progress in reading this year. Ben is able to decode Guided Reading level M/N texts with good accuracy. He is starting to sound out words with teacher prompts, but it is very challenging for him. Ben struggles to add endings onto base words and read them correctly. Ben is able to go back in the text to find explicit answers. He is currently working on saying the answer in his own words and not repeating the exact written text. He needs a lot of support to answer implicit questions (i.e. why, how the author helps him learn, cause/effect). Ben benefits from multiple readings of the same text and using drama to perform texts. Ben is able to use the glossary independently. He can find a caption. Ben needs support to answer sequencing, setting, and compare/contrast questions.

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**FEDERAL  
DEFINITION OF  
LD**



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**(6) SPECIFIC LEARNING DISABILITIES**

**(A) IN GENERAL.**—Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning.

**(B) ADDITIONAL AUTHORITY.**—In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation process in paragraphs (2) and (3).

IQ achievement discrepancy no longer required

RTI may be used AS A PART OF the evaluation... but not as sole method

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Definition of SLD remains the same

“(A) IN GENERAL.—The term ‘specific learning disability’ means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.  
 “(B) DISORDERS INCLUDED.—Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.  
 “(C) DISORDERS NOT INCLUDED.—Such term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

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MY FAVORITE FOUR LETTER WORD

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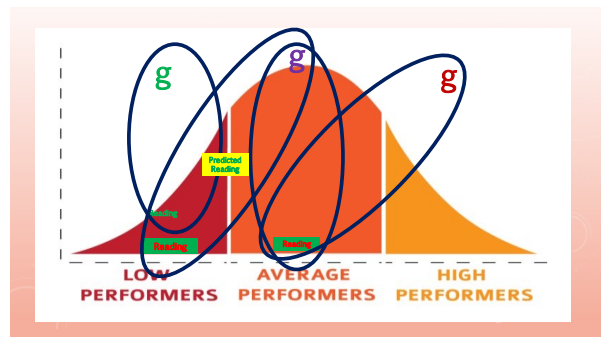
What Do AAD, RTI, and PSW Have in Common?

The inevitability of false positives and false negatives

All approaches to SLD identification have psychometric limitations that lead to false positives (Type 1 error) and false negatives (Type 2 error)

The closer your data are to a cut point or threshold, the more information you will need to support a learning strength or learning weakness

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4. When a student is suspected of having a specific learning disability, the documentation of the determination of eligibility shall include a statement of:

viii. Whether the student achieves commensurate with his or her age;

ix. If a response to scientifically based interventions methodology is utilized, the instructional strategies utilized and the student-centered data collected with respect to the student and

x. Whether there are strengths and/or weaknesses in performance or achievement relative to intellectual development in one of the following areas that require special education and related services:

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i. A specific learning disability can be determined when a severe discrepancy is found between the student's current achievement and intellectual ability in one or more of the following areas:

(1) Basic reading skills;

(2) Reading comprehension;

(3) Oral expression;

(4) Listening comprehension;

(5) Mathematical calculation;

(6) Mathematical problem solving;

(7) Written expression; and

(8) Reading fluency.

iv. If the district board of education utilizes the severe discrepancy methodology, the district board of education shall adopt procedures that utilize a statistical formula and criteria for determining severe discrepancy. Evaluation shall include assessment of current academic achievement and intellectual ability.

ii. A specific learning disability may also be determined by utilizing a response to scientifically based interventions methodology as described in N.J.A.C. 6A:14-3.4(b)(6).

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**NJASP**  
NEW JERSEY ASSOCIATION OF SCHOOL PSYCHOLOGISTS

HOME ABOUT NJASP MEMBERSHIP REGIONAL INFO COMMITTEES EVENTS PROFESSIONAL DEVELOPMENT MEMBERS ONLY

Home > Commentaries > SLD Bill

**SLD bill and commentary**

**SLD Bill language**

**New Jersey Association of School Psychologists (NJASP) version**

AN ACT concerning the identification of students with specific learning disabilities and supplementing chapter 46 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. a. The State criteria for determining whether a child has a specific learning disability under the federal "Individuals with Disabilities Education Act," 20 U.S.C. § 1400 et seq., shall:

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**NJASP**  
NEW JERSEY ASSOCIATION OF SCHOOL PSYCHOLOGISTS

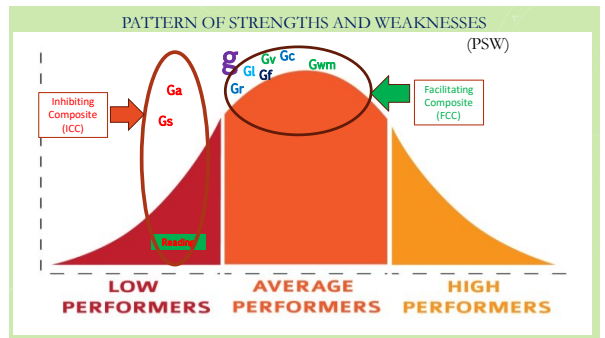
1. Rationale for the elimination of Severe Discrepancy as a permitted method for identification of students with Specific Learning Disabilities

1. Although New Jersey state regulations allow for both the Severe Discrepancy model and Failure to Respond to Intervention as permissible in SLD identification, most school districts employ the Severe Discrepancy model, with wide variability regarding criteria and questionable fidelity and integrity.
2. Shortly after the authorization of IDEA 2004, the U.S. Department of Education Commentary and Explanation described the reasons why discrepancy models should be abandoned but it remained in regulation as one option. Related to long-standing controversy and criticism of a Severe Discrepancy approach, although federal regulations allow its use as one option, states are prohibited from using Severe Discrepancy as the sole method allowed in order to determine eligibility.
3. The prevailing model for identifying students as SLD in NJ, the Severe Discrepancy model, has been discredited repeatedly within the scientific, medical, and educational communities. A position paper developed by experts in the field convened by the National Center for Learning Disabilities articulated the prevailing view that the Severe Discrepancy method *should not be allowed* for identification and eligibility purposes. Although many states have moved away from this model, even prohibiting its use, some states, including New Jersey, still allow it.

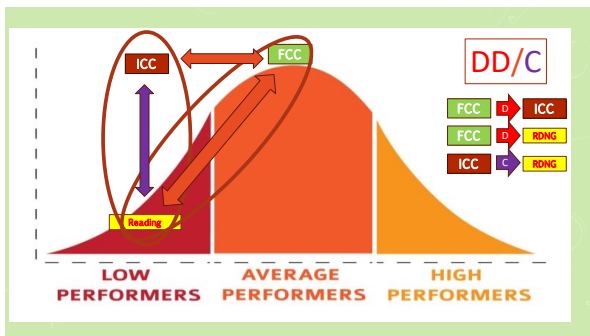
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4. An integrative approach, using both RTI and Alternative Research-Based Procedures, eg., PSW, is recommended as a student-centered method for assessment, identification, and eligibility purposes. Further, an integrated approach fulfills the mandates requiring a multi-disciplinary, comprehensive evaluation and a "determination of eligibility" as articulated in §300.309: "the student exhibits a pattern of strengths and weaknesses" in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development..." Districts would be able to delineate an integrated, research-based, approach under the umbrella of this third method.

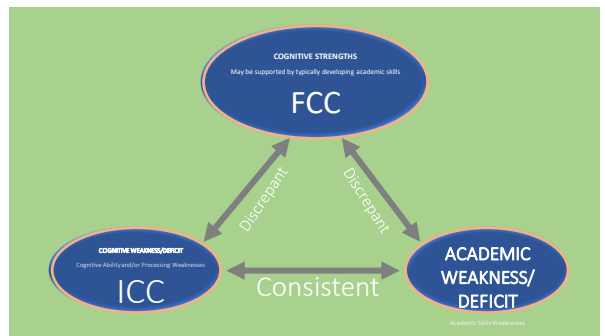
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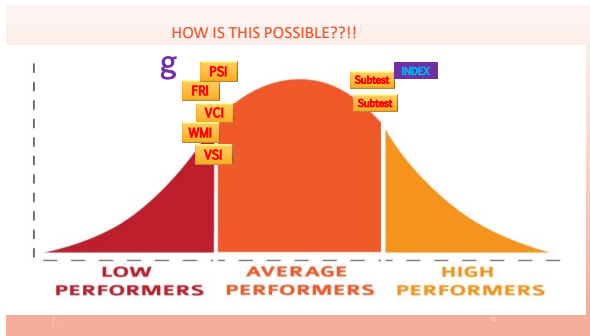
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54



55

### UNDERSTANDING RPIIS

- RPIs are expressed as a fraction with the denominator fixed at 90. The numerator indicates the examinee's proficiency on that task.
- Based on W scores. – Not all items are equal
  - What is the chances the student gets the first item correct
  - What about the chances for one of the latter items

56

### INTERPRETATION OF RPI SCORES

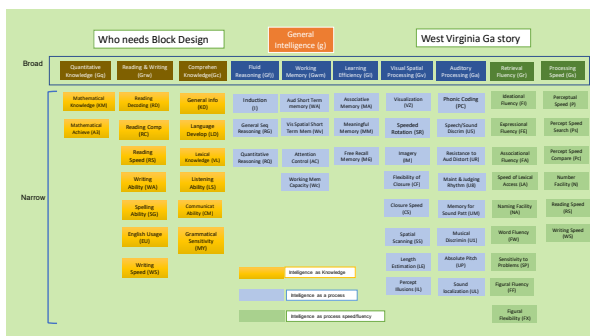
| W Difference Values | Reported RPIs   | Proficiency         | Implications        |
|---------------------|-----------------|---------------------|---------------------|
| +31 & above         | 100/90          | very advanced       | extremely easy      |
| +14 to +30          | 98/90 to 100/90 | advanced            | very easy           |
| +7 to +13           | 95/90 to 98/90  | average to advanced | easy                |
| -6 to +6            | 82/90 to 95/90  | average             | manageable          |
| -13 to -7           | 67/90 to 82/90  | limited to average  | difficult           |
| -30 to -14          | 24/90 to 67/90  | limited             | very difficult      |
| -50 to -31          | 3/90 to 24/90   | very limited        | extremely difficult |
| -51 & below         | 0/90 to 3/90    | extremely limited   | nearly impossible   |

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ALRIGHT ALREADY!

TALK ABOUT CHC!

58



59

### The Largest and Most Comprehensive CHC Investigation to Date

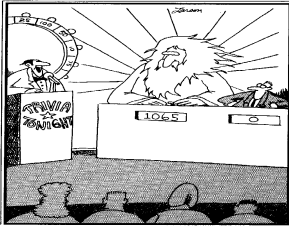
10. Summary

An adequately fitting cross-battery CHC cognitive model that combines six tests consisting of 66 subtests and seven samples of nearly 4000 youth aged 6 to 18 provides validity evidence for CHC theory. The findings applied to tests and subtests developed from a variety of the theoretical orientations, not just those derived from CHC theory. These findings support the applicability of CHC theory to the development and interpretation of modern intelligence tests. Results suggest the CHC classification system is useful even if there are other possible theories that may explain intelligence as well or better. Thus, across applied and theoretical fields CHC terminology can be used as a common language to classify these different cognitive tasks according to overarching broad cognitive abilities.

Support for CHC theory, CHC test classifications, and the Cross-battery assessment (XBA) approach

60

**Gc**  
Comprehension-Knowledge



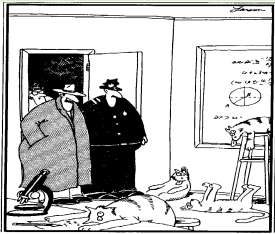
- The breadth and depth of knowledge of a culture
- The ability to communicate one's knowledge (especially verbally)
- The ability to reason using previously learned knowledge or procedures
- Originally described as "crystallized intelligence"
- "Jeopardy" players have waaaaay too much Gc.
- Includes Listening Skills and Oral Communication.

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| Gc - Crystallized Intelligence |                      |           |                        |                              |      |
|--------------------------------|----------------------|-----------|------------------------|------------------------------|------|
| Communication Ability (CM)     |                      | Age Range | Lexical Knowledge (VL) | Age Range                    |      |
| CM1                            | Oral Expression      | 5-20      | VL1                    | Oral Vocabulary              | 4-80 |
| CM2                            | Oral Production      | 5-12      | VL2                    | Oral Vocabulary - Phrases    | 5-12 |
| CM3                            | Verbalized Sentences | 5-25      | VL3                    | Oral Vocabulary - Sentences  | 5-25 |
| CM4                            | Verbalized Sentences | 5-25      | VL4                    | Oral Vocabulary - Paragraphs | 5-25 |
| CM5                            | Verbalized Sentences | 5-25      | VL5                    | Oral Vocabulary - Essays     | 5-25 |
| CM6                            | Verbalized Sentences | 5-25      | VL6                    | Oral Vocabulary - Letters    | 5-25 |
| CM7                            | Verbalized Sentences | 5-25      | VL7                    | Oral Vocabulary - Words      | 5-25 |
| CM8                            | Verbalized Sentences | 5-25      | VL8                    | Oral Vocabulary - Sentences  | 5-25 |
| CM9                            | Verbalized Sentences | 5-25      | VL9                    | Oral Vocabulary - Paragraphs | 5-25 |
| CM10                           | Verbalized Sentences | 5-25      | VL10                   | Oral Vocabulary - Essays     | 5-25 |
| CM11                           | Verbalized Sentences | 5-25      | VL11                   | Oral Vocabulary - Letters    | 5-25 |
| CM12                           | Verbalized Sentences | 5-25      | VL12                   | Oral Vocabulary - Words      | 5-25 |
| CM13                           | Verbalized Sentences | 5-25      | VL13                   | Oral Vocabulary - Sentences  | 5-25 |
| CM14                           | Verbalized Sentences | 5-25      | VL14                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM15                           | Verbalized Sentences | 5-25      | VL15                   | Oral Vocabulary - Essays     | 5-25 |
| CM16                           | Verbalized Sentences | 5-25      | VL16                   | Oral Vocabulary - Letters    | 5-25 |
| CM17                           | Verbalized Sentences | 5-25      | VL17                   | Oral Vocabulary - Words      | 5-25 |
| CM18                           | Verbalized Sentences | 5-25      | VL18                   | Oral Vocabulary - Sentences  | 5-25 |
| CM19                           | Verbalized Sentences | 5-25      | VL19                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM20                           | Verbalized Sentences | 5-25      | VL20                   | Oral Vocabulary - Essays     | 5-25 |
| CM21                           | Verbalized Sentences | 5-25      | VL21                   | Oral Vocabulary - Letters    | 5-25 |
| CM22                           | Verbalized Sentences | 5-25      | VL22                   | Oral Vocabulary - Words      | 5-25 |
| CM23                           | Verbalized Sentences | 5-25      | VL23                   | Oral Vocabulary - Sentences  | 5-25 |
| CM24                           | Verbalized Sentences | 5-25      | VL24                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM25                           | Verbalized Sentences | 5-25      | VL25                   | Oral Vocabulary - Essays     | 5-25 |
| CM26                           | Verbalized Sentences | 5-25      | VL26                   | Oral Vocabulary - Letters    | 5-25 |
| CM27                           | Verbalized Sentences | 5-25      | VL27                   | Oral Vocabulary - Words      | 5-25 |
| CM28                           | Verbalized Sentences | 5-25      | VL28                   | Oral Vocabulary - Sentences  | 5-25 |
| CM29                           | Verbalized Sentences | 5-25      | VL29                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM30                           | Verbalized Sentences | 5-25      | VL30                   | Oral Vocabulary - Essays     | 5-25 |
| CM31                           | Verbalized Sentences | 5-25      | VL31                   | Oral Vocabulary - Letters    | 5-25 |
| CM32                           | Verbalized Sentences | 5-25      | VL32                   | Oral Vocabulary - Words      | 5-25 |
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| CM34                           | Verbalized Sentences | 5-25      | VL34                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM35                           | Verbalized Sentences | 5-25      | VL35                   | Oral Vocabulary - Essays     | 5-25 |
| CM36                           | Verbalized Sentences | 5-25      | VL36                   | Oral Vocabulary - Letters    | 5-25 |
| CM37                           | Verbalized Sentences | 5-25      | VL37                   | Oral Vocabulary - Words      | 5-25 |
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| CM39                           | Verbalized Sentences | 5-25      | VL39                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM40                           | Verbalized Sentences | 5-25      | VL40                   | Oral Vocabulary - Essays     | 5-25 |
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| CM42                           | Verbalized Sentences | 5-25      | VL42                   | Oral Vocabulary - Words      | 5-25 |
| CM43                           | Verbalized Sentences | 5-25      | VL43                   | Oral Vocabulary - Sentences  | 5-25 |
| CM44                           | Verbalized Sentences | 5-25      | VL44                   | Oral Vocabulary - Paragraphs | 5-25 |
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| CM46                           | Verbalized Sentences | 5-25      | VL46                   | Oral Vocabulary - Letters    | 5-25 |
| CM47                           | Verbalized Sentences | 5-25      | VL47                   | Oral Vocabulary - Words      | 5-25 |
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| CM49                           | Verbalized Sentences | 5-25      | VL49                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM50                           | Verbalized Sentences | 5-25      | VL50                   | Oral Vocabulary - Essays     | 5-25 |
| CM51                           | Verbalized Sentences | 5-25      | VL51                   | Oral Vocabulary - Letters    | 5-25 |
| CM52                           | Verbalized Sentences | 5-25      | VL52                   | Oral Vocabulary - Words      | 5-25 |
| CM53                           | Verbalized Sentences | 5-25      | VL53                   | Oral Vocabulary - Sentences  | 5-25 |
| CM54                           | Verbalized Sentences | 5-25      | VL54                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM55                           | Verbalized Sentences | 5-25      | VL55                   | Oral Vocabulary - Essays     | 5-25 |
| CM56                           | Verbalized Sentences | 5-25      | VL56                   | Oral Vocabulary - Letters    | 5-25 |
| CM57                           | Verbalized Sentences | 5-25      | VL57                   | Oral Vocabulary - Words      | 5-25 |
| CM58                           | Verbalized Sentences | 5-25      | VL58                   | Oral Vocabulary - Sentences  | 5-25 |
| CM59                           | Verbalized Sentences | 5-25      | VL59                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM60                           | Verbalized Sentences | 5-25      | VL60                   | Oral Vocabulary - Essays     | 5-25 |
| CM61                           | Verbalized Sentences | 5-25      | VL61                   | Oral Vocabulary - Letters    | 5-25 |
| CM62                           | Verbalized Sentences | 5-25      | VL62                   | Oral Vocabulary - Words      | 5-25 |
| CM63                           | Verbalized Sentences | 5-25      | VL63                   | Oral Vocabulary - Sentences  | 5-25 |
| CM64                           | Verbalized Sentences | 5-25      | VL64                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM65                           | Verbalized Sentences | 5-25      | VL65                   | Oral Vocabulary - Essays     | 5-25 |
| CM66                           | Verbalized Sentences | 5-25      | VL66                   | Oral Vocabulary - Letters    | 5-25 |
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| CM70                           | Verbalized Sentences | 5-25      | VL70                   | Oral Vocabulary - Essays     | 5-25 |
| CM71                           | Verbalized Sentences | 5-25      | VL71                   | Oral Vocabulary - Letters    | 5-25 |
| CM72                           | Verbalized Sentences | 5-25      | VL72                   | Oral Vocabulary - Words      | 5-25 |
| CM73                           | Verbalized Sentences | 5-25      | VL73                   | Oral Vocabulary - Sentences  | 5-25 |
| CM74                           | Verbalized Sentences | 5-25      | VL74                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM75                           | Verbalized Sentences | 5-25      | VL75                   | Oral Vocabulary - Essays     | 5-25 |
| CM76                           | Verbalized Sentences | 5-25      | VL76                   | Oral Vocabulary - Letters    | 5-25 |
| CM77                           | Verbalized Sentences | 5-25      | VL77                   | Oral Vocabulary - Words      | 5-25 |
| CM78                           | Verbalized Sentences | 5-25      | VL78                   | Oral Vocabulary - Sentences  | 5-25 |
| CM79                           | Verbalized Sentences | 5-25      | VL79                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM80                           | Verbalized Sentences | 5-25      | VL80                   | Oral Vocabulary - Essays     | 5-25 |
| CM81                           | Verbalized Sentences | 5-25      | VL81                   | Oral Vocabulary - Letters    | 5-25 |
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| CM84                           | Verbalized Sentences | 5-25      | VL84                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM85                           | Verbalized Sentences | 5-25      | VL85                   | Oral Vocabulary - Essays     | 5-25 |
| CM86                           | Verbalized Sentences | 5-25      | VL86                   | Oral Vocabulary - Letters    | 5-25 |
| CM87                           | Verbalized Sentences | 5-25      | VL87                   | Oral Vocabulary - Words      | 5-25 |
| CM88                           | Verbalized Sentences | 5-25      | VL88                   | Oral Vocabulary - Sentences  | 5-25 |
| CM89                           | Verbalized Sentences | 5-25      | VL89                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM90                           | Verbalized Sentences | 5-25      | VL90                   | Oral Vocabulary - Essays     | 5-25 |
| CM91                           | Verbalized Sentences | 5-25      | VL91                   | Oral Vocabulary - Letters    | 5-25 |
| CM92                           | Verbalized Sentences | 5-25      | VL92                   | Oral Vocabulary - Words      | 5-25 |
| CM93                           | Verbalized Sentences | 5-25      | VL93                   | Oral Vocabulary - Sentences  | 5-25 |
| CM94                           | Verbalized Sentences | 5-25      | VL94                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM95                           | Verbalized Sentences | 5-25      | VL95                   | Oral Vocabulary - Essays     | 5-25 |
| CM96                           | Verbalized Sentences | 5-25      | VL96                   | Oral Vocabulary - Letters    | 5-25 |
| CM97                           | Verbalized Sentences | 5-25      | VL97                   | Oral Vocabulary - Words      | 5-25 |
| CM98                           | Verbalized Sentences | 5-25      | VL98                   | Oral Vocabulary - Sentences  | 5-25 |
| CM99                           | Verbalized Sentences | 5-25      | VL99                   | Oral Vocabulary - Paragraphs | 5-25 |
| CM100                          | Verbalized Sentences | 5-25      | VL100                  | Oral Vocabulary - Essays     | 5-25 |

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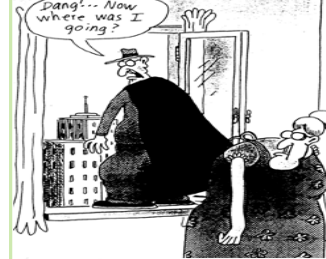
**Gf**  
Fluid Reasoning



- Novel reasoning and problem solving that depend minimally on learning and acculturation
- Ability to reason, form concepts, and solve problems that often include novel information or procedures
- Induction & deduction are hallmarks of Gf
- Impacts math reasoning, reading comprehension, higher level thinking
- The first few times you do Sudoku, you are using your Fluid Reasoning. After you learn the trick, it becomes crystallized knowledge (Gc)

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**Gwm**  
Working Memory



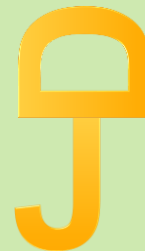
- Ability to apprehend and hold information in immediate awareness and then use it within a few seconds
- 7 chunks of information (+ /- 3)
- Short Term Storage & Attention Control
- Working Memory is key in most academic areas.

64

VSSP EXERCISE

- First, form an image of the capital letter jay
- Now imagine a capital dee
- Rotate the dee ninety degrees to the left
- Place it on top of the jay
- What does it look like

65



66



67

**Gl** **Gr**  
**Long-term (Storage & Retrieval)**

**Gr**  
**Long-term (Storage & Retrieval)**

- Ability to store information and fluently retrieve it later
- Ability to store information in a cabinet
- Ability to store information with acquired stores of information
- Ability to store information for an intervening event. Can mean information learned several seconds ago
- Not related to Short-Term Memory, Meaningful Memory, Associative memory
- All contestants on Jeopardy have good Gc, but those who are more effective at retrieving the info do better.

68

**Learning efficiency (Gl):**

The ability to learn, store, and consolidate new information over periods of time measured in minutes, hours, days, and years.

Learning efficiency is primarily based upon individual performance during learning when accounting for the incremental costs associated with the learning process... Incremental costs mean factors such as time taken, effort invested, or error rates incurred.

For example, to learn and retain a certain amount of information (e.g., a 16-word list), some individuals would need to exert more effort than others. To achieve the same outcome, they would need more learning inputs (e.g., more learning trials or more time to study).

[Not efficiency as conveyed by the Gc + Gvm mental efficiency notion present in certain intelligence composite scores (WJ III WIV Cognitive Efficiency cluster; Wechsler batteries Cognitive Proficiency Index).]  
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**Gl**

- Associative memory (MA)
- Meaningful memory (MM)
- Free recall memory (Mf)

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**Retrieval fluency (Gr)**

The rate and fluency at which individuals can produce and selectively retrieve verbal and nonverbal information or ideas information stored in long-term memory.

**Facet-nating!**

**Gr**

- Ideas\*
  - Ideational fluency (IF)
  - Expressional fluency (EF)
  - Associational fluency (FA)
  - Sensitivity to Problems (SP)
  - Originality/creativity (FO)
- Words\*
  - Speed of lexical access (LA)\*\*
  - Naming facility (NA)
  - Word fluency (FW)
- Figures\*
  - Figural fluency (FF)
  - Figural flexibility (FX)

**\* Facets**

**\*\* Speed of lexical access (LA) is likely an intermediate-strength ability that subserves Naming Facility (NA) and Word Fluency (FW)**

**Bold font indicates major (vs. minor) narrow abilities**

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70

**Gv**  
**Visual-Spatial Thinking**

Ability to perceive, analyze, synthesize and think with visual patterns

Ability to store and recall visual representations

Fluent thinking with stimuli that are visual in the "mind's eye"

Not to be confused with a "visual learner" or how well does someone see. Can be visually impaired and still have good Gv

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**ORTHOGRAPHY (WAGNER & BARKER, 1994)**

The system of marks that make up the English language, including upper and lower case letters, numbers, and

A grid of orthographic symbols including letters (Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz) and numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10). To the right is a grid of punctuation marks with labels: Apostrophe, Brackets, Colon, Comma, Dash, Ellipsis, Exclamation Point, Hyphen, Parenthesis, Period, Question Mark, Quotation Mark, Semicolon.

72

**Ga**  
Auditory Processing

**Loose Parts** by Dave Blazek

Blazek

"No, I said release the hounds ... the hounds!"

- Ability to analyze, synthesize, & discriminate auditory stimuli
- Ability to perceive and discriminate speech sounds that may be presented under distorted conditions
- Not to be confused with an "auditory learner" or how well someone hears. Can be hearing impaired and still have good Ga
- Includes Phonemic Awareness

73

**Gs**  
Processing Speed

- Ability to perform automatic cognitive tasks, particularly when measured under pressure to maintain focused attention
- Attentive speediness
- Usually measured by tasks that require rapid cognitive processing but little thinking
- Card sorting, game of Perfection

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**COMPONENTS OF LANGUAGE**

- **FORM** of language – phonology, morphology, syntax
  - Phonology – sound system of a language and rules that govern sound combination
  - Morphology – structure of words and construction of word forms
  - Syntax- order and combination of words to form sentences and the relationships among the elements within a sentence
- **CONTENT** of language – semantics
- **FUNCTION** of language – pragmatics

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**MEDWETSKY SPOKEN LANGUAGE MODEL**

- Acoustic information is converted into a lexicon (Ga)
- Lexical decoding is matched to stored information (Gr)
- Information is activated and managed (Gwm/Gl)
- Processed information held in same order as it came in (Gwm)
- Proper attention to essential information/language while inhibiting competing stimuli (EF)
- All the while a separate process is establishing individual sound families or phonemes and their symbolic representation.
- It is the intertwining of auditory, cognitive, and language.

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**Examples of BICS & CALP (\*Checklist)**

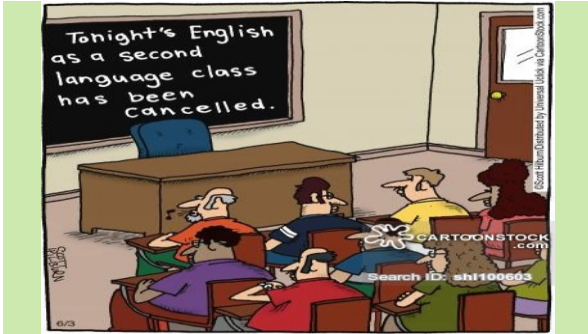
Ortiz, 2010

| <u>BICS...Social Language</u>   | <u>CALP...Academic English</u>   |
|---|--|
| <b>Listening:</b> Follows general classroom directions  | <b>Listening:</b> Can follow specific directions for academic tasks.                           |
| <b>Speaking:</b> Converses easily about social situations with peers and teachers. May speak English without an accent. | <b>Speaking:</b> Expresses reasons for opinions. Asks for clarification during academic tasks. |
| <b>Reading:</b> may decode reading material with ease, but may not comprehend what is read.                             | <b>Reading:</b> Reads academic materials with good comprehension.                              |
| <b>Writing:</b> Can fill out school forms. Can find and copy the answers to questions in textbooks.                     | <b>Writing:</b> Can write an essay supporting a point of view.                                 |

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Vocabulary knowledge, more than any other factor, is attributed to a multilingual child's academic success.

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This is one part of the Science of Reading

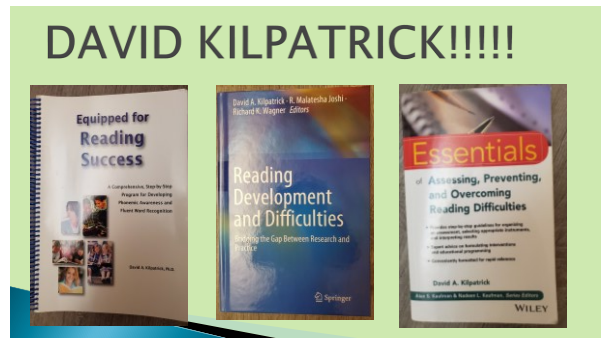
## SIMPLE VIEW OF READING

Its not so simple

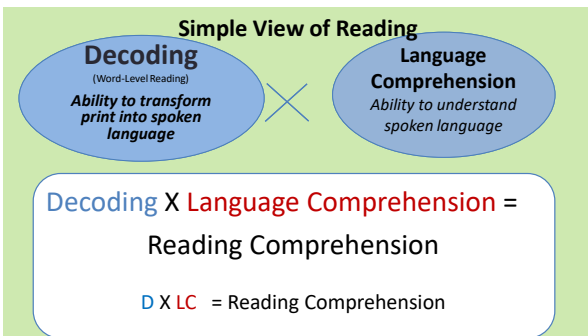
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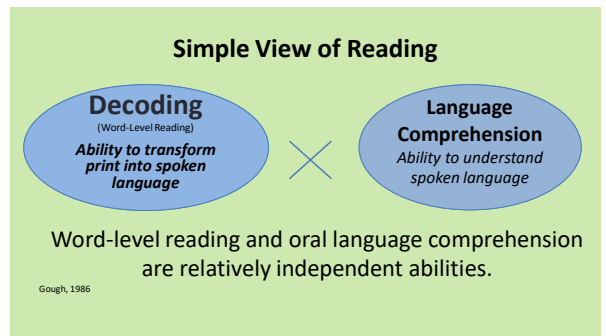
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83



84



### Language Comprehension

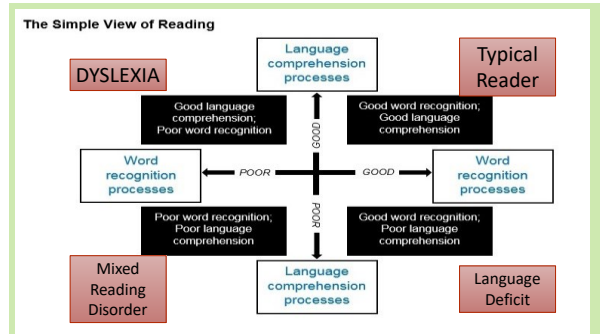
*Ability to understand spoken language*

The oral language comprehension skills of K – 12 students generally represents the outer limit of their potential reading comprehension. Kilpatrick, p. 73

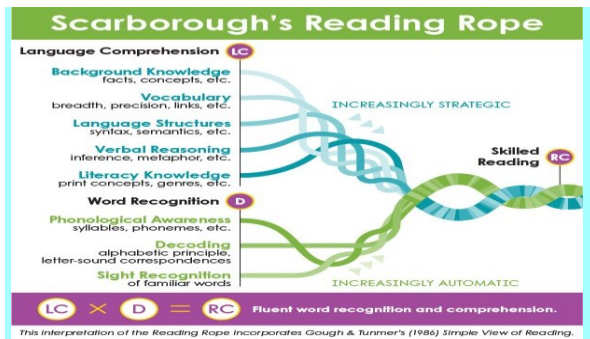
“When word reading is skillful, the differences between language comprehension and reading comprehension is negligible.” Kilpatrick, p. 74

Dr. Anita Archer 2017

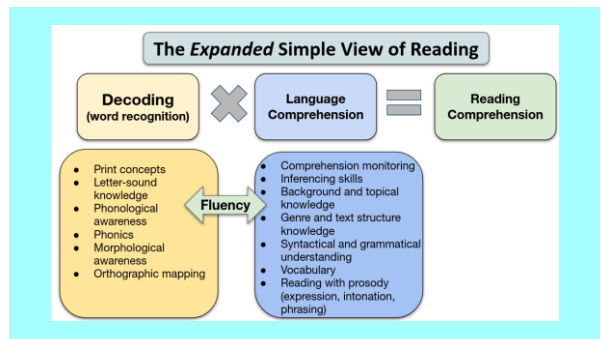
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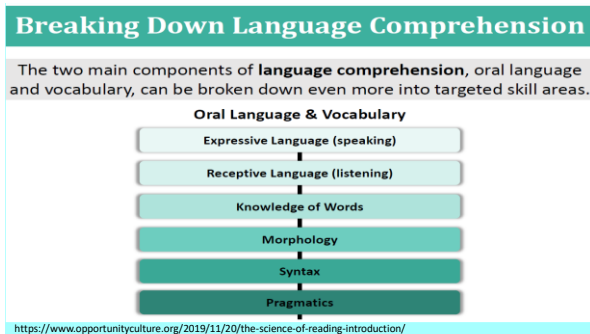
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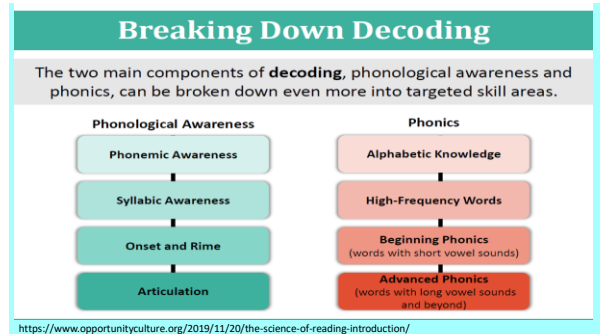
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89



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### Instructional Practices Aligned With the Science of Reading: Word Recognition

The following is a sampling of instructional practices for word recognition. It is not an exhaustive list.

**Examples of instructional practices aligned with findings from the scientific evidence base:**

- Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters.
- Explicit and systematic instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes).
- Connected text reading to build reading accuracy, automaticity, fluency, and comprehension.

**Examples of instructional practices NOT supported by scientific evidence:**

- Emphasis on larger units of speech (syllables, rhyme, onset-rime) rather than individual phonemes.
- Implicit and incidental instruction in word reading, visual memorization of whole words, guessing from context, and picture cues.
- Emphasis on speed or words per minute over accuracy when reading texts (practiced with reading of patterned texts or sustained silent reading for all students).

Word reading issues are usually early emerging.

Can be late emerging due to issues of working memory and phonemic awareness (Blending)

Have a hard time with multisyllable words. Can't hold all of the information.

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### Instructional Practices Aligned With the Science of Reading: Language Comprehension

The following is a sampling of instructional practices for language comprehension. It is not an exhaustive list.

**Examples of instructional practices aligned with findings from the scientific evidence base:**

- Read-alouds from a variety of complex texts to build knowledge and vocabulary.
- Robust conversations to develop students' academic language (e.g., narrative and inferential language).
- Explicit instruction in grammatical structures and academic vocabulary within the context of other reading activities.

**Examples of instructional practices NOT supported by scientific evidence:**

- Read-alouds from leveled texts that students will be reading so that text is not sufficiently complex.
- A lack of explicit instruction of morphology, memorization of isolated words and definitions out of context, and a lack of strategic and inferential instruction.
- Implicit instruction of grammatical structures.

May be late emerging (4th or 5th grade) because the texts used in earlier grades contain simpler linguistic concepts

They probably had a language issue in the earlier grades but was difficult to detect.

These kids are especially susceptible if taken out of Tier I in earlier grades. Need to hear the grade level vocabulary.

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**Simple View of Reading:**

To provide some context to the findings that will be discussed within this report and Vincent's performance, the following is a brief description as to the key components for a person to be a successful reader.

The Simple View of Reading (SVR) posits that skill level in reading comprehension (R) can be predicted by measuring word recognition/decoding (D) and linguistic comprehension (L.C.). The former refers to word level reading and the latter to the ability to understand the spoken language in which words are written (Kilpatrick, 2015). It is mathematical form it would be:

$$D \times L C = R$$

In essence, a person who can automatically and immediately recognize the words they are reading and understand the words that they are reading, then their reading comprehension should be solid. Mathematically it would be  $1 \times 1 = 1$ . A person who cannot read the words ( $D = 0$ ) will not be able to comprehend the text. A person who may be able to read the words but does not understand meaning of the words, syntax, or grammar ( $L.C = 0$ ) will also not be able to comprehend the text. In other words, if either multiplier is less than one (1), then reading comprehension is impacted.

There are four different types of reading difficulties. **Dyslexia** is the difficulty in developing word level reading skills despite adequate instructional opportunities, and at the same time having adequate language skills. In this case D would equal 0 and L.C would equal 1. ( $0 \times 1 = 0$ ). **Hyperlexia** can read words at a level above what they can understand, or "word callers". In other words, they can read the words but do not understand the meaning ( $D = 1, L.C = 0, 1 \times 0 = 0$ ). **Mixed Type** of reading difficulty display weakness both in language comprehension and word level reading ( $D = 0 - 0$ ). **Comprehender Type** typically have average reading skills which are below their language skills. Also their word reading skills are lower than the reading comprehension but are average or low average. These children are often found to take tremendous effort to get through any reading assignment.

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**The New Jersey Dyslexia Handbook**  
A Guide to Early Literacy Development & Reading Struggles

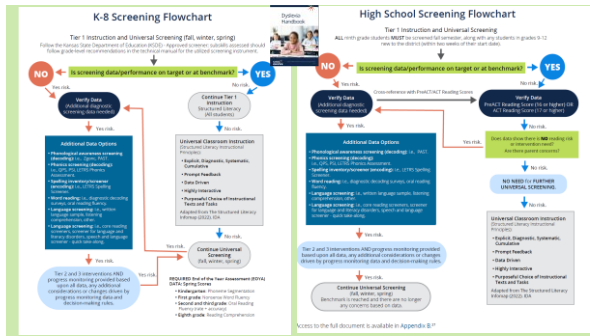
**Resources for Professionals**

- Introduction to the Handbook
- Letter-Sound Instruction
- Phonics Instruction
- The International Dyslexia Association
- Common Core State Standards for English Language Arts
- Additional Resources for Professionals
- Additional Resources
- Other Useful Resources

**Resources for Parents and Families**

- Additional Professional Development

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**The Science of Reading**

| WHAT | Phonological Awareness   | Phonics   | Fluency  | Vocabulary                           |
|------|--|---|--|--------------------------------------|
| 1    | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in spoken words.  | Read aloud with accuracy, automaticity, and fluency. | Learn and use a wide range of words. |
| 2    | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 3    | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 4    | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 5    | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 6    | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 7    | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 8    | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 9    | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 10   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 11   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 12   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 13   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 14   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 15   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 16   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 17   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 18   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 19   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 20   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 21   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 22   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 23   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 24   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 25   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 26   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 27   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 28   | Identify and isolate individual sounds (phonemes) in spoken words. | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 29   | Blend individual sounds (phonemes) to form spoken words.           | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |
| 30   | Segment spoken words into individual sounds (phonemes).            | Identify and label the individual sounds (phonemes) in written words. | Read with appropriate speed and accuracy.            | Learn and use a wide range of words. |

**COMPREHENSION**

Phonological awareness, phonics, fluency, and vocabulary all feed into COMPREHENSION.

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|      | Phonological Awareness  | Phonics  | Fluency   | Vocabulary   |
|------|---|--|---|--|
| WHAT | 1. Phonological awareness is the ability to notice the sound structure of spoken words.   | 10. Phonics is a system for approaching reading that focuses on the relationship between letters and sounds. | 17. Fluency is the ability to read a text quickly, accurately, and with proper expression.                | 25. Vocabulary is the knowledge of words and word meanings.  |
|      | 2. Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness.    | 11. The teaching has to move from heterophonous correspondences to graphemes, syllables and morphemes.       | 18. Fluency is determined by the size of your sight vocabulary.   | 26. Correcting meaning to spelling patterns of words can be critical to expanding a student's vocabulary.  |
|      | 3. Basic phonological awareness skills include phoneme blending and segmentation and are primarily mastered by most students by the end of the first grade. | 12. Orthographic mapping is the ability to quickly and efficiently add words to your sight vocabulary.       | 19. If a student is good at orthographic mapping, reading practice is helpful to increase fluency.        | 27. Morphology is the study of segmenting words into prefixes, suffixes, roots, or bases and the origins of words.                               |
|      | 4. Advanced phonological awareness skills include morphological phonemes which include coding, substituting, or moving phonemes within words.               | 13. Sight vocabulary is all the words you instantly recognize.   | 20. If a student is not good at orthographic mapping, reading practice does not help to increase fluency. | 28. Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how the word fits into the world. |

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|     | Phonological Awareness   | Phonics  | Fluency   | Vocabulary   |
|-----|--|--|---|--|
| WHY | 5. Phonological awareness activities represent the most common source of word-level reading difficulties.  | 14. By the end of first grade, students begin to connect reading patterns to average the placement of 1 to 4 leveled words per page and end of reading comprehension than students taught with a reading-based approach.             | 21. Students who are fluent readers are better able to devote their attention to comprehending the text.                        | 29. Children's vocabulary skills are linked to their academic backgrounds. By 3 years of age, there is a 50 million word gap between children from the poorest and poorest families. |
|     | 6. Phonological awareness is essential for skilled reading.  | 15. Students who have received an explicit or indirect phonics instruction in the early stages of reading are more likely to have a larger sight vocabulary than those who have not received such instruction.                       | 22. Fluency is the bridge between decoding words and understanding what has been read.  | 30. Vocabulary is the glue that holds spaces, ideas, and content together making reading comprehension possible for children.  |
|     | 7. Phonemic awareness is needed for efficient sight-word learning.   | 16. When we see a word, the words of the text are responsible for orthography (handwriting) and phonology (pronunciation) before the words are processed by the semantic system (meaning).   | 23. A student needs to be able to read 130 correct words per minute on a sixth-grade level to be successful in content reading. | 31. There is a strong relationship between vocabulary and reading comprehension.   |
|     | 8. Early, explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness, can prevent and also remediate reading difficulties. | 17. The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides for greater results in word-level reading skills than any other teaching practice that has been studied. | 24. As children become fluent readers, they are able to internalize text on a higher level.                                     | 32. Awareness of morphology is a strong indicator of a positive influence upon reading comprehension.  |

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Phonological awareness, phonics, fluency, and vocabulary all lead to

# COMPREHENSION

Reading aloud to children builds the foundation of literacy learning. Listening comprehension comes before reading comprehension.

34. For maximum academic gains, students need systematic, explicit, engaging and success oriented instruction. Systematic means a teacher has a **specific scope and sequence** for introducing each skill. Explicit means that the teacher provides **clear and precise instruction**. Engaging instruction that is success oriented involves increased **active participation** in the instructional activities while minimizing errors and providing **immediate corrective feedback** when errors occur.

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<https://readinguniverse.org/taxonomy>

The Lexia, L value of reading

Word Recognition + Language Comprehension = Reading Comprehension

ASSESSMENT

The process of measuring student progress and providing information to help guide instruction.

WORD RECOGNITION

The ability to use a word and know how to use it. Includes all written orthographic details.

LANGUAGE COMPREHENSION

The ability to understand the meaning of spoken, written, and visual language.

READING COMPREHENSION

The ability to understand the meaning of printed text.

FLUENCY

The ability to read accurately, automatically and expressively.

STRUCTURED LITERACY

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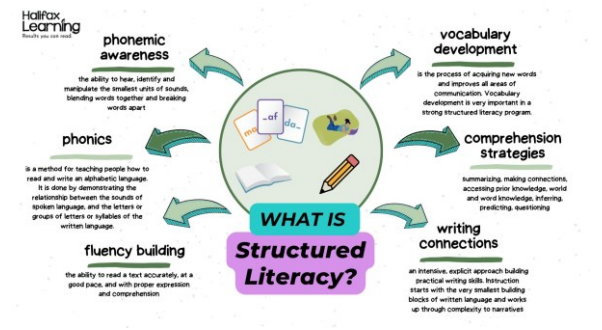
## Reports can address each

### Six Pillars of Effective Reading Instruction

Reading is enhanced when explicit and systematic instruction of oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension skills and the reciprocal relationship between these skills is emphasized. Instructional practices that address these skills are essential for the development of a strong foundation in reading.

| Oral Language  | Phonological Awareness  | Phonics   | Vocabulary   | Reading Fluency  | Comprehension  |
|--|---|---|--|--|--|
| <b>Definition:</b> Oral language is the spoken form of language. It includes the words and sentences we use to communicate with others. Oral language is the foundation for all other language skills. | <b>Definition:</b> Phonological awareness is the ability to hear and manipulate the sounds of spoken language. It includes skills such as identifying and isolating individual sounds (phonemes) and blending sounds to form words.                   | <b>Definition:</b> Phonics is the study of the relationship between letters and sounds. It includes skills such as identifying and writing the letters that represent the sounds in words.  | <b>Definition:</b> Vocabulary is the knowledge of the meanings of words. It includes the ability to understand and use words in context.   | <b>Definition:</b> Reading fluency is the ability to read accurately, quickly, and with expression. It includes skills such as recognizing sight words and decoding unfamiliar words.  | <b>Definition:</b> Comprehension is the ability to understand the meaning of what is read. It includes skills such as identifying the main idea and supporting details, making inferences, and evaluating the text.          |
| <b>Skills and Knowledge:</b> Oral language skills include listening, speaking, reading, and writing. Oral language skills are essential for all other language skills.                                 | <b>Skills and Knowledge:</b> Phonological awareness skills include identifying and isolating individual sounds, blending sounds to form words, and segmenting words into sounds.  | <b>Skills and Knowledge:</b> Phonics skills include identifying and writing the letters that represent the sounds in words, and understanding the relationship between letters and sounds.  | <b>Skills and Knowledge:</b> Vocabulary skills include understanding the meanings of words, and using words in context.  | <b>Skills and Knowledge:</b> Reading fluency skills include recognizing sight words, decoding unfamiliar words, and reading accurately, quickly, and with expression.  | <b>Skills and Knowledge:</b> Comprehension skills include identifying the main idea and supporting details, making inferences, and evaluating the text.  |
| <b>Instruction:</b> Oral language instruction should be explicit and systematic, and should focus on developing listening, speaking, reading, and writing skills.                                      | <b>Instruction:</b> Phonological awareness instruction should be explicit and systematic, and should focus on developing skills such as identifying and isolating individual sounds, blending sounds to form words, and segmenting words into sounds. | <b>Instruction:</b> Phonics instruction should be explicit and systematic, and should focus on developing skills such as identifying and writing the letters that represent the sounds in words, and understanding the relationship between letters and sounds. | <b>Instruction:</b> Vocabulary instruction should be explicit and systematic, and should focus on developing skills such as understanding the meanings of words, and using words in context. | <b>Instruction:</b> Reading fluency instruction should be explicit and systematic, and should focus on developing skills such as recognizing sight words, decoding unfamiliar words, and reading accurately, quickly, and with expression. | <b>Instruction:</b> Comprehension instruction should be explicit and systematic, and should focus on developing skills such as identifying the main idea and supporting details, making inferences, and evaluating the text. |

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### What is STRUCTURED LITERACY? A primer by Nancy Young (nancyyoung.ca)

A structured approach to teaching the structure of written text.  
**Explicit, systematic & cumulative. Needs-based instruction.**

**Components**

- Phonology**: Awareness of the structures within spoken language underlie reading and spelling mastery, especially the individual speech sounds (phonemes) within words. Explicit instruction/practice using letters (graphemes) strengthens **phonemic awareness**, from identification and segmentation to the higher-level skill of phoneme manipulation.
- Orthography**: Reading (decoding) and spelling (encoding) require knowledge of the **written code**. Written symbols (graphemes) which represent the phonemes in spoken words are taught in a sequence (read-aloud materials aligned as needed), addressing features such as allowable grapheme positions, word origin, and the rationale for certain spellings.
- Morphology**: As well as learning about phonemes and graphemes, learning about the **units of meaning – morphemes – in words** underlies reading/spelling mastery. This includes understanding words can be made up of just one or combined units of meaning (e.g. adding one or more affixes to a free or bound base), possibly resulting in changed grapheme pronunciation.
- Syntax**: Reading and writing sufficiently requires knowing that words can be arranged in various ways. Instruction addresses **parts of speech** (e.g. verb, noun, preposition), how written words are organized into **sentences and paragraphs in different forms of text**, and the role of **punctuation**. Writing is a vital part of reading instruction, building from the foundational stages.
- Semantics**: Instruction focuses on the **many different meanings that words can represent** in various forms of text. As reading and writing skills grow, vocabulary and background knowledge are continually built up. Comprehension (both spoken and written language) is steadily developed and strengthened. A **rich language-learning environment** grounds all learning.

Source:  
 • Wolf (2007), Swan-Scott (2008), Brady (2006).  
 Links to these resources and additional supporting resources for educators and parents can be found at [www.nancyyoung.ca](http://www.nancyyoung.ca)

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### Typical vs. Structured Literacy

| Typical Literacy<br>i.e., Balanced Literacy  | Structured Literacy<br>i.e., Science of Reading  |
|--|--|
| <ul style="list-style-type: none"> <li>Phonemic awareness covered haphazardly or not at all.</li> <li>Full range of sound-letter correspondences assumed to be learned naturally; phonetic patterns covered (un-systematically) and in context.</li> <li>Memorization of Dolch/Fry (i.e., "sight") words, with little or no attention to their phonetic components.</li> <li>Use of repetitive and leveled readers; heavy reliance on context clues, including pictures.</li> <li>Misread words ignored if they do not seriously interfere with comprehension.</li> <li>Use of repetitive and leveled readers that contain unlearned phonetic patterns and encourage guessing; guided reading groups.</li> <li>Little or no attention to fluency.</li> <li>Lots of class time devoted to independent reading.</li> </ul> | <ul style="list-style-type: none"> <li>Phonemic awareness emphasized as a pre-reading skill.</li> <li>Explicit, systematic instruction on the full range of sound-letter correspondences, beginning with simple patterns and proceeding to more complex ones.</li> <li>High-frequency words taught according to phonetic patterns; irregular words analyzed for their phonetic/non-phonetic elements.</li> <li>Focus on on all letters/sounds in a word; context clues used only to help identify highly irregular words or clarify meaning.</li> <li>Misread words promptly corrected, with explicit instruction on how to sound them out.</li> <li>Misread words primarily corrected, with explicit instruction on how to sound them out.</li> <li>Use of decodable readers that contain only vocabulary with already-learned phonetic patterns.</li> <li>Fluency consistently addressed.</li> <li>Very little class time devoted to independent reading.</li> </ul> |

BEAKING THE CODE  
[www.beakingthecode.com](http://www.beakingthecode.com)

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### The Ladder of Reading & Writing

**Rich Oral Language Program**

**Structured Synthetic Phonics**

**Emphasis on Phonological & Phonemic Awareness**

**Decodable Reading Books**

**Emphasize Blending to Read**

**Emphasize segmenting to spell**

Source: © N. Young, 2012/2021

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### Comparing Reading Research to Program Design

This review focuses on the **balanced literacy/workshop elementary English Language Arts model** and examines a program widely used in schools: **Units of Study from the Teachers College Reading & Writing Project**

One of the consistent findings of the expert reviewers is that following the course of Units of Study would be **unlikely to lead to literacy success** for all of America's public schoolchildren, given the research

Children who arrive at school already reading or primed to read, researchers agreed, may integrate seamlessly into the routines of the Units of Study model and maintain a successful reading trajectory. However, children who need additional practice opportunities in a specific area of reading or language development likely would not. Practice opportunities are almost always optional.

The impact is most severe for children who do not come to school already possessing what they need to know to make sense of written and academic English—these students are **not likely to get what they need from Units of Study to read, write, speak, and listen at grade level.**

A specific finding in this report is that the **Units of Study fail to systematically and concretely guide teachers to provide English Learners (ELs) the supports they need to attain high levels of literacy development.**

Source: <https://tcrwp.org>

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### New research shows controversial Reading Recovery program eventually had a negative impact on children

The fact that students who participated in Reading Recovery did worse in later grades than similar students who did not get the program surprised May. "Was Reading Recovery harmful? I wouldn't go as far as to say that," he said. "But what we do know is that the kids that got it for some reason ended up losing their gains and then falling behind."

The new, federally funded study found that children who received Reading Recovery had scores on state reading tests in third and fourth grade that were below the test scores of similar children who did not receive Reading Recovery.

May was the principal investigator of an earlier federally funded study of Reading Recovery, one of the largest ever randomized experiments of an instructional intervention in elementary schools. That study, which began in 2011, found evidence of large positive gains in first grade, as has other research.

Critics of Reading Recovery have long contended that children in the program do not receive enough explicit and systematic instruction in how to decode words. In addition, they say, children are taught to use context, pictures, and other cues to identify words, a strategy that may work in first-grade books but becomes less effective as text becomes more difficult. They say kids can seem like good readers in first grade but fail to develop the skills they need to be good readers in the long run.

Source: <https://www.washingtonpost.com/news/education/wp/2018/02/22/reading-recovery-critics-say-it-did-not-work/>

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### THE TWO MOST POPULAR ELEMENTARY READING CURRICULA IN THE US ARE THE LOWEST-RATED

**Units of Study (2018)** Heinemann | Series Overview aka Teachers College Reading Workshop

**Fountas & Pinnell Classroom (2020)** Heinemann | Series Overview

| Curriculum                         | Kindergarten | First Grade  | Second Grade |
|------------------------------------|--------------|--------------|--------------|
| Units of Study (2018)              | Lowest Rated | Lowest Rated | Lowest Rated |
| Fountas & Pinnell Classroom (2020) | Lowest Rated | Lowest Rated | Lowest Rated |

"Together, the two reports received the lowest ratings EdReports has given for K-2 curricula in English/language arts, and they're among the three lowest for ELA in grades 3-8."

— EDUCATION WEEK

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| 2nd Grade Less and More Chart  |   |
|--|---|
| Less   | More  |
| <b>Word Recognition</b><br>High-level phonological awareness instruction<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |
| <b>Language Comprehension</b><br>Explicit teaching of morphology<br>Explicit teaching of morphology<br>Explicit teaching of morphology   | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |

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| 4th and 5th Grade Less and More Chart   |   |
|---|---|
| Less  | More  |
| <b>Word Recognition</b><br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |
| <b>Language Comprehension</b><br>Explicit teaching of morphology<br>Explicit teaching of morphology<br>Explicit teaching of morphology  | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |

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| 3rd Grade Less and More Chart   |   |
|---|---|
| Less  | More  |
| <b>Word Recognition</b><br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |
| <b>Language Comprehension</b><br>Explicit teaching of morphology<br>Explicit teaching of morphology<br>Explicit teaching of morphology  | Explicit, systematic, phonics instruction<br>Phonics instruction follows a scope and sequence<br>Phonics instruction does not follow a scope and sequence<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.)<br>Use of phonics strategies tied to the reading system (e.g., skip over the word, look at the picture, etc.) |

| BOX 3.5. SAMPLE LESSON PLAN FOR TWO-GROUP INSTRUCTION   |  |   |   |   |
|---|--|---|---|---|
| Week X Sample   |  |   |   |   |
| <b>Monday</b><br>Vocab./morphology (20 min.)<br>Whole group<br>Read passage<br>Identify key words<br>Example/Incorporate, explain, hold their 3 right | <b>Tuesday</b><br>Vocab./morphology (20 min.)<br>Whole group<br>Identify a vocabulary word<br>Partner reading: Each pair reads the definition of a word, the transcription of the word, and the word in a sentence<br>Partner reading: Each pair reads the definition of a word, the transcription of the word, and the word in a sentence | <b>Wednesday</b><br>Comp./text reading (20 min.)<br>Whole group<br>Partner reading: Each pair reads the definition of a word, the transcription of the word, and the word in a sentence<br>Partner reading: Each pair reads the definition of a word, the transcription of the word, and the word in a sentence | <b>Thursday</b><br>Vocab./morphology (20 min.)<br>Whole group<br>Read passage<br>Identify key words<br>Example/Incorporate, explain, hold their 3 right | <b>Friday</b><br>Vocab./morphology (20 min.)<br>Whole group<br>Read passage<br>Identify key words<br>Example/Incorporate, explain, hold their 3 right |

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| Sample Grade 2/3 Literacy Block      |            |   |   |   |   |  |
|--------------------------------------|------------|---|---|---|---|--|
| Focus                                | Duration   | Monday  | Tuesday   | Wednesday   | Thursday  | Friday   |
| <b>Oral Language</b>                 | 20 minutes | Warm up 10 minutes  | Review Previous Learning (Storyline, DRA, Phonics, Morphemes, Blending, Sentence Building)  | Review Read Aloud with focus on vocabulary instruction (Student to partner on cumulative-probe dialogues with listening for just listen - student choice) | Review Read Aloud with focus on vocabulary instruction (Student to partner on cumulative-probe dialogues with listening for just listen - student choice) | Review Read Aloud with focus on vocabulary instruction (Student to partner on cumulative-probe dialogues with listening for just listen - student choice)  |
| <b>Phonics, Spelling and Fluency</b> | 30 minutes | Introduce new OPC<br>Sound Sort using chunking<br>Spelling: Morphemes<br>Mapping syllables with single syllable words | Word List Reading - Partners<br>Word List Reading - Partners<br>Spelling: Morphemes<br>Mapping syllables with multi-syllable words and known affixes (morphology) | Word List Reading - Echo<br>Word List Reading - Partners<br>Spelling: Word Cards with target sound<br>Sentence List Reading - Partners                    | Sentence/Phrase Reading - Partners<br>Vocabulary Day - multiple meaning word of the day<br>OPB<br>Morphology Focus - OPB<br>Sentence List Reading - Echo  | Sentence/Phrase Reading - Partners<br>Vocabulary Day - multiple meaning word of the day<br>OPB<br>Morphology Focus - OPB<br>Vocabulary Day - multiple meaning word of the day<br>Word List Reading - Partners<br>Morphology Focus - Sentence Dictation |
| <b>Writing</b>                       | 10 minutes | Fluency Text  | Fluency Text  | Fluency Text  | Fluency Text  | Fluency Text   |
| <b>Intervention</b>                  | 20 minutes | Read (Decodable text practice then free choice)   | Partner (Echo) Read   | Partner (Echo) Read   | Partner (Echo) Read   | Partner (Echo) Read  |

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| Sample Grade 2/3 Literacy Block  |  |  |  |  |
|--|--|--|--|--|
| Additional Notes:  |  |  |  |  |
| Total Time:<br>20 minutes (Oral Language) + 40 minutes (Phonics and Fluency) + 15 minutes (Sentence Writing) + 25 minutes (Classroom Intervention) + 10 minutes (Transitions, Body Breaks) = 110 minutes<br>Additional Writing Instruction embedded in Content Areas (Science, Social Studies) = 50 minutes<br>= 60 minutes Language |  |  |  |  |
| <b>Fluency Practice through Partner Reading (following a Gradual Release Model) (2 minute rounds X 3 a day)</b>  |  |  |  |  |
| <b>Monday</b>  | <b>Tuesday</b>   | <b>Wednesday</b>   | <b>Thursday</b>  | <b>Friday</b>  |
| <b>I Do, We Do</b>   | <b>I Do, We Do</b>   | <b>I Do, We Do</b>   | <b>I Do, We Do</b>   | <b>You Do</b>  |
| <b>Echo Reading:</b> More fluent readers go first, second reader repeats with whole sentence.  | <b>Echo Reading:</b> More fluent readers go first, second reader repeats with whole sentence.  | <b>Echo Reading:</b> More fluent readers go first, second reader repeats with whole sentence.  | <b>Echo Reading:</b> More fluent readers go first, second reader repeats with whole sentence.  | <b>Echo Reading:</b> More fluent readers go first, second reader repeats with whole sentence.  |
| <b>Turtle-Chicken (for word reading):</b> First student blends slowly, segmenting each sound. Second student reads whole word.   | <b>Turtle-Chicken (for word reading):</b> First student blends slowly, segmenting each sound. Second student reads whole word.   | <b>Turtle-Chicken (for word reading):</b> First student blends slowly, segmenting each sound. Second student reads whole word.   | <b>Turtle-Chicken (for word reading):</b> First student blends slowly, segmenting each sound. Second student reads whole word.   | <b>Turtle-Chicken (for word reading):</b> First student blends slowly, segmenting each sound. Second student reads whole word.   |
| <b>Me or We Reading:</b> Partner asks "Me or We?" Partner responds. If they say "Me," they read the first or last own. If they say "We," the partners read together. Alternate "Me" or the question each time or sentence.   | <b>Me or We Reading:</b> Partner asks "Me or We?" Partner responds. If they say "Me," they read the first or last own. If they say "We," the partners read together. Alternate "Me" or the question each time or sentence. | <b>Me or We Reading:</b> Partner asks "Me or We?" Partner responds. If they say "Me," they read the first or last own. If they say "We," the partners read together. Alternate "Me" or the question each time or sentence. | <b>Me or We Reading:</b> Partner asks "Me or We?" Partner responds. If they say "Me," they read the first or last own. If they say "We," the partners read together. Alternate "Me" or the question each time or sentence. | <b>Me or We Reading:</b> Partner asks "Me or We?" Partner responds. If they say "Me," they read the first or last own. If they say "We," the partners read together. Alternate "Me" or the question each time or sentence. |
| <b>Choral Reading:</b> Read together at the same time.   | <b>Choral Reading:</b> Read together at the same time.   | <b>Choral Reading:</b> Read together at the same time.   | <b>Choral Reading:</b> Read together at the same time.   | <b>Choral Reading:</b> Read together at the same time.   |
| <b>Timed Reading:</b> Student use words, sentences, or connected text sets. Three rounds of 30 second turned reading with a partner.   | <b>Timed Reading:</b> Student use words, sentences, or connected text sets. Three rounds of 30 second turned reading with a partner.   | <b>Timed Reading:</b> Student use words, sentences, or connected text sets. Three rounds of 30 second turned reading with a partner.   | <b>Timed Reading:</b> Student use words, sentences, or connected text sets. Three rounds of 30 second turned reading with a partner.   | <b>Timed Reading:</b> Student use words, sentences, or connected text sets. Three rounds of 30 second turned reading with a partner.   |

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**Stay tuned!**

- Organizing a collaborative CHC Assessment
- Incorporating SVR into assessment
- Using PSWI to identify SLD in NJ
- How to use XBASS
- Addressing multilingual learner issues
- Case study
- Free interventions for reading, writing & math

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