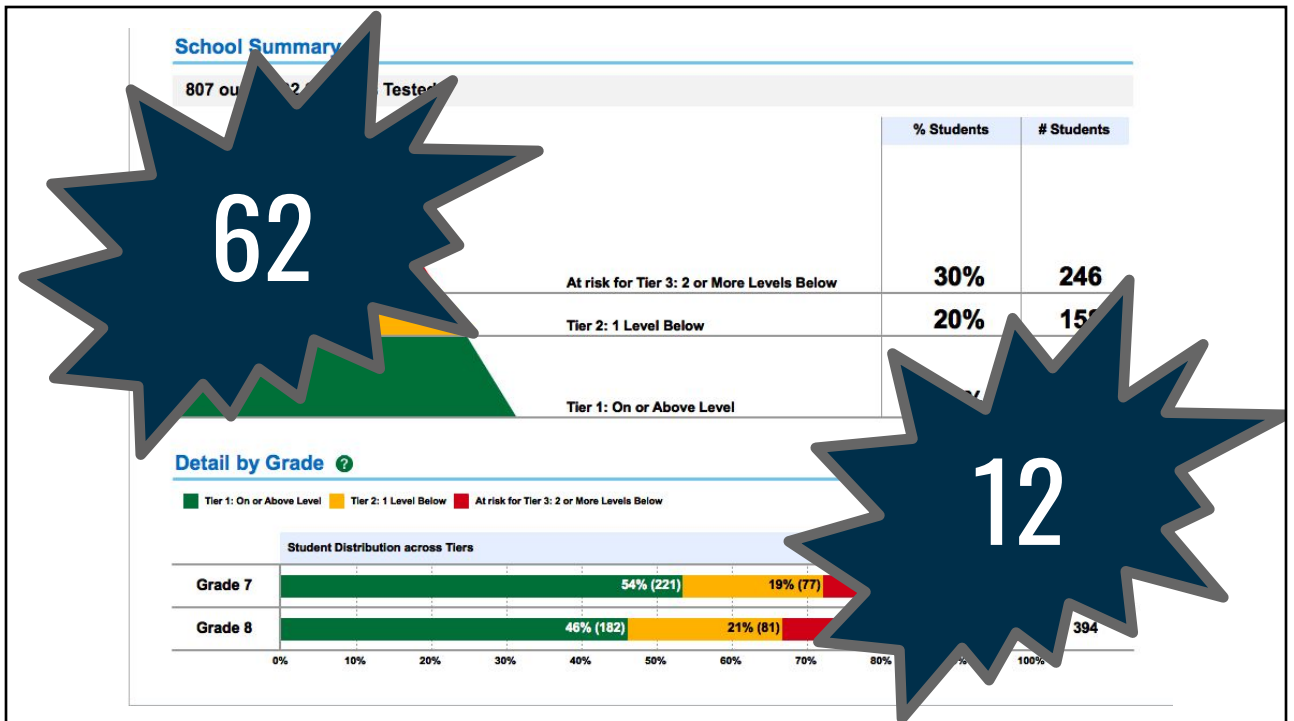


Tiers Without Tears: Implementing Best Practices in Literacy Instruction & How SLPs Can Help



Steven M . Griffin M.A. CCC/SLP
Literacy Director
Marysville Exempted Village School District
Presented for 2019 WVSHA Conference
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Ohio School Report Card

K-3 Literacy Improvement

- 2015-16 "D"
- 2017-18 "B"

Gap Closing

- 2015-16 "F"
- 2017-18 "A"

3rd Grade Reading Guarantee

- 100 Percent



Sort Words Into Four Groups

(easiest to most difficult)

tic	insist	taps	boat	said	limits
temper	snow	dough	great	stamp	tap
tip	hit	map	steak	show	mention
stop	through				

Group 1	Group 2	Group 3	Group 4



Big 5 Ideas In Reading



Phonemic Awareness Alphabetic Principle

- Basic Code
- Advanced Code
- Multisyllabic Words

3. Fluency

4. Vocabulary



5. Comprehension



Subskills Necessary to Reading

Information obtained from "Reading Reflex" by Carmen and Geoffrey McGuinness

1. Ability to scan text from left to right.
 - a. (King-Devick Test For Reading)
2. Ability to match visual symbols to auditory sounds, such as the symbol <t> to the sound /t/.
3. Ability to blend discrete sound units into words.
4. Ability to segment word into sounds.



Subskills Necessary to Reading

(Continued)

5. Ability to understand sometimes two or more letters represent a sound.
6. Ability to understand most sounds can be represented in more than one way.
7. Ability to understand some components of the alphabetic code can represent more than one sound.



Advanced Alphabetic Code

Code Variation:

Goat Toe Row Dough Most Note

Code Overlap:

Cow Tow

Steak Read Bread



DuWayne's Work Sample

List One

Tap-Tap
Rub-Rub
Sat-Sat
Flip-Flip
Stamp-Stamp
Skip-Skip
Drops-Drops

7/7 = 100%

List Two

Boat-Boot
Toe-Tow
Said-Said
Steak-Stack
Snow-Sno
Dough-Dow
Through-Therw

1/7 = 14%



DuWayne 6th Grade

Reading Errors

Inviting
Microorganisms
Optimized
Purified
Require
Alternatives



Elizabeth's Work Sample

List One

Tap-Tap
Rub-Rub
Sat-Sat
Flip-Flip
Stamp-Stamp
Skip-Skip
Drops-Drops

7/7 = 100%

List Two

Boat-Bout
Toe-Teo
Said-Said
Snow-Snow
Dough-Dow
Steak-Stacke
Through-True

2/7 = 29%



Word Sort Answers

Group 1

map
tap
hit
tic
tip

Group 2

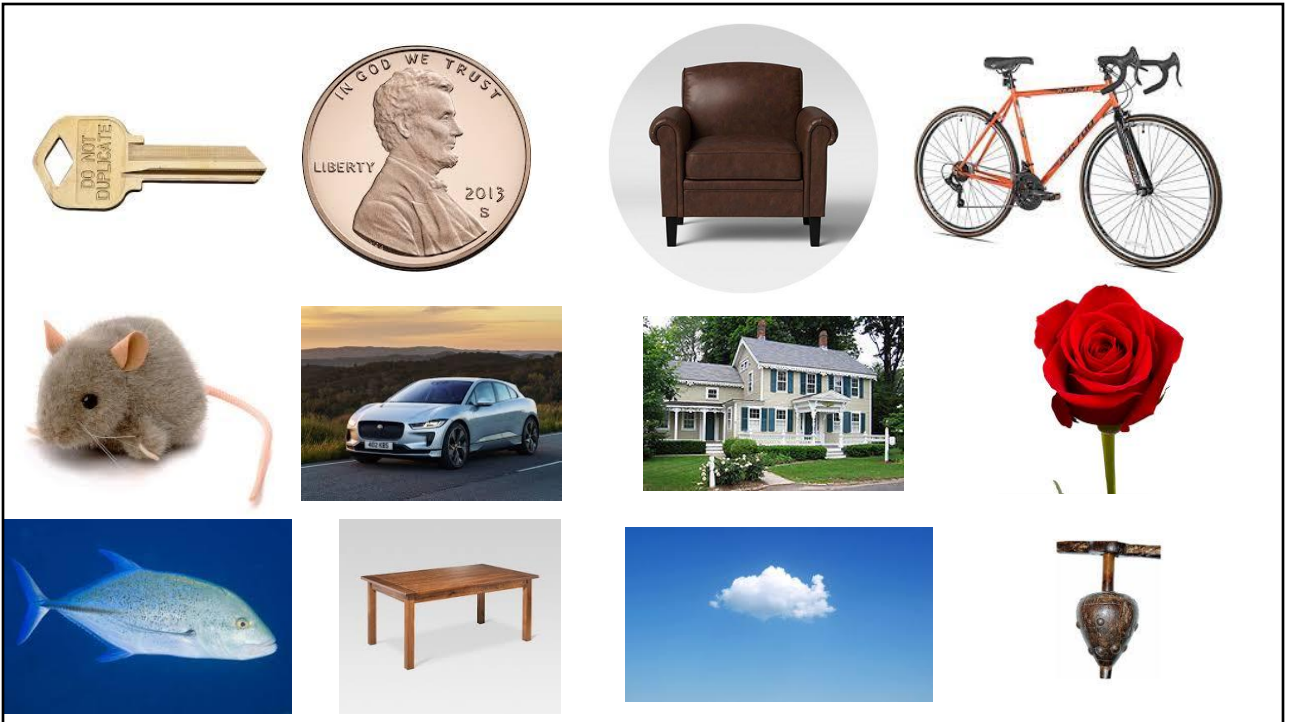
taps
stop
stamp

Group 3

snow
boat
great
steak
show
through
dough

Group 4

insist
limits
temper
mention



key

penny

chair

bike

mouse

car

house

flower

fish

table

cloud

rofe



Challenging the Belief that Word Recognition is Based on Visual Memory



Challenging the Belief that Word Recognition is Based on Visual Memory

Black
Block
Blink
Bleak
Brick
Brink
Break
Broke
Brisk
Brush



Discovery of Orthographic Mapping

Orthographic mapping is the mental process we use to permanently store words for immediate, effortless retrieval.



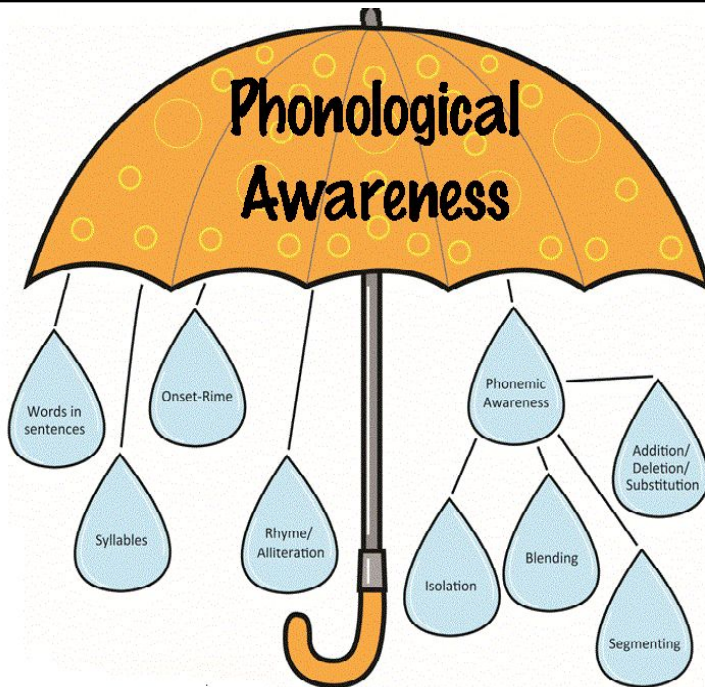
This is important!





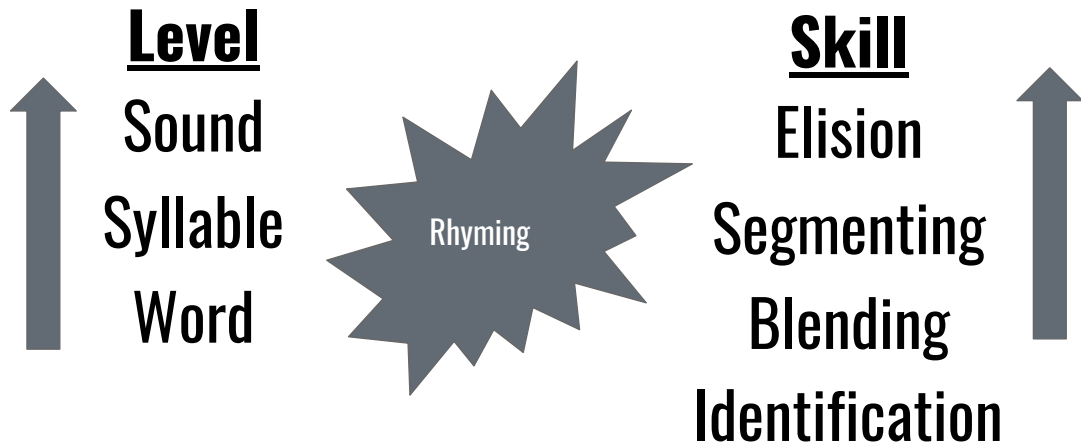
This is important!

Our Phonological filing system is the **BASIS** for word memory/word recognition.





A Simplified Continuum.....

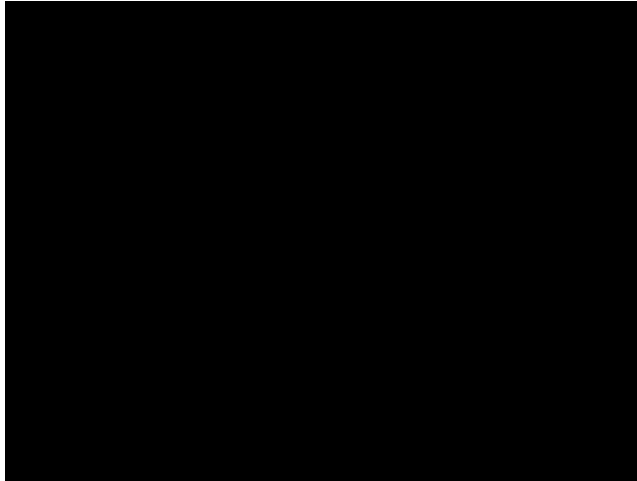


Impact of PA deficits





Impact of PA deficits



Michael Heggerty Curriculum



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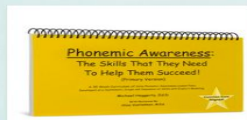
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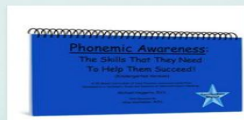
Phonemic Awareness Curriculum

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Phonemic Awareness - Revised English Primary Curriculum
\$74.99



Phonemic Awareness - Revised English Kindergarten Curriculum
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Phonemic Awareness - Revised English Pre-Kindergarten Curriculum
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Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Letter Naming Teacher holds up flashcards one at a time <i>out of alphabetical order</i> and students & teacher say the letters' name and sound.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____." Show only upper case letters, if possible.	Recite ABCs Use pattern, AA BB Example: stand, stand, squat, squat Show letter cards as you recite.	Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____." Show upper and lower case letters.	Card Pack: Letters A - Z Show the flashcards & say, "Letter is _____," "Sound is _____." Show upper and lower case letters.
Rhyming Instructions vary by day. Mon, Wed & Fri: Teacher reads the word set. Students repeat only the two rhyming words. *Answers in bold Ex. T: lad, bed, had S: lad, had Tues & Thurs: Teacher says the nonsense word. Students say the real word from the category. Ex. T: bapples S: not bapples, apples!	Repeat the two that rhyme. gut, nut, not yam, ham, him fun, run, ran end, send, sand pop, top, zip hip, lip, top tap, rap, rip yell, tell, will got, hot, but hill, pill, roll	Nonsense Words! Category: Fruit bapples (apples) vears (pears) memon (lemon) brapes (grapes) clawberries (strawberries) hottermelon (watermelon) zoranges (oranges) tananas (bananas) wango (mango) tineapple (pineapple)	Repeat the two that rhyme. pot, wet, pet mess, bus, fuss wick, jack, tack lip, gap, lap tall, spell, well Tom, him, rim bad, mud, bud take, rock, lock dog, big, dig fast, best, nest	Nonsense Words! Category: Farm Animals lig (pig) porse (horse) foat (goat) faw (cow) tricken (chicken) looster (rooster) sen (hen) muck (duck) cheep (sheep) lurkey (turkey)	Repeat the two that rhyme. lad, bed, had fed, lid, led hum, gut, sum job, rub, knob luck, take, duck wag, beg, sag men, pan, pen lick, lock, pick fog, rug, hog rib, cab, fib
Onset Fluency Teacher says the word pair. Students repeat the word pair and do thumbs up if the words begin with the same sound, or thumbs down if they do not.	buy, boat jar, get come, cat kit, can /k/ dime, penny lion, lime fuss, fan meat, pink you, got next, now	poke, pin vine, give quiz, quit with, was rain, deck yes, yak sing, soap bee, zoo touch, fall best, boy	dough, dunk kept, give fins, fish least, nut girl, game me, much here, hive nose, face jump, gym /j/ pick, peek	queen, quiet yellow, blue round, rich zebra, zoo say, tell do, been type, take find, fish very, vase goat, pony	jam, jelly pat, zip king, kick rise, tail light, leaf sink, soak man, dog tick, tock none, nest wish, done
Blending Onset-Rime Teacher says the onset and the rime. Students repeat the onset and rime, and then say the whole word. Ex. T: p - eg S: p - eg, peg	p - ack l - ick w - ag k - id r - am j - iq m - ad p - ill w - ax h - im	s - ock c - ub j - ob t - uck r - od m - ud p - op h - ug t - ot g - um	f - ed t - ab p - eg h - ad t - ell g - ag m - ess j - am d - en w - ax	w - in b - ox d - ip c - ot k - it r - ock s - ix j - ob r - im f - og	h - um p - ep r - un n - eck p - up w - ed b - us v - et n - ut s - ell
Blending hand motion: Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop for the onset and one chop for the rime. Students will mirror the teacher by chopping and then sliding their hands to say the whole word.					

Phonemic Awareness Training Lesson Plan for Week 11

Skills	Monday	Tuesday	Wednesday	Thursday	Friday
Identifying Final Sounds Teacher says word. Students repeat the word and "punCH ouT" the final digraph sound. Ex. T: piG S: piG (See glossary for "punCH iT ouT")	weB waKe saD taiL iF caMe piG suN aGe /j/ toP	leSS joB baT neeD haVe couGH /f/ foX /ks/ leG size fudGe /j/	sicK queSS saLe waiT gyM loVe fiNe siX /ks/ hoPe priZe	knoB caKe fooD seLL touGH /f/ moM baG raN larGe /j/ hoP	claSS roBe feeT loaD gVe rooF loCKS /ks/ foG sneeZe snaKe
Segmenting Onset - Rime Teacher says the whole word. Students repeat the word and use hand motions to chop it into onset and rime. Ex. T: kit S: kit, /k- it/	fed /f-ed/ tab /t-ab/ peg /p-eg/ had /h-ad/ tell /t-ell/ gag /g-ag/ mess /m-ess/ jam /j-am/ den /d-en/ wax /w-ax/	win /w-in/ box /b-ox/ dip /d-ip/ cot /c-ot/ kit /k-it/ rock /r-ock/ six /s-ix/ job /j-ob/ rim /r-im/ dog /d-og/	hum /h-um/ pep /p-ep/ run /r-un/ neck /n-eck/ pup /p-up/ wed /w-ed/ bus /b-us/ vet /v-et/ nut /n-ut/ sell /s-ell/	pack /p-ack/ lick /l-ick/ wag /w-ag/ kid /k-id/ ram /r-am/ jig /j-ig/ mad /m-ad/ pill /p-ill/ wax /w-ax/ him /h-im/	sock /s-ock/ cub /c-ub/ job /j-ob/ tuck /t-uck/ rod /r-od/ mud /m-ud/ pop /p-op/ hug /h-ug/ tot /t-ot/ gum /g-um/
Segmenting hand motion: Students place palms together to create "choppers." The students will make a chopping motion when saying the onset and rime. *Note: Teachers will always chop from right to left so that students mirror your movements.					
Substituting Phonemes Teacher says the word. Students repeat the word. Teacher says, "Change the /f/ to /g/ and the word is?" *Use sounds Ex. T: pack S: pack T: change the /p/ to /s/ and the word is? S: sack	Word Change to Response cab /f/ fab fab /a/ gab gab /n/ nab nab /j/ jab jab /t/ tab tab /d/ dab dab /f/ fab fab /p/ pab pab /r/ rab rab /w/ wab	Word Change to Response dock /n/ knock knock /l/ lock lock /s/ sock sock /r/ rock rock /t/ tock tock /d/ dock dock /l/ luck luck /p/ pack pack /t/ tack tack /m/ muck	Word Change to Response bell /d/ dell dell /f/ fell fell /w/ well well /s/ sell sell /t/ tell tell /r/ rick rick /p/ pack pack /s/ sack sack /t/ tack tack /j/ jack	Word Change to Response bill /f/ fill fill /p/ pill pill /w/ will will /m/ mill mill /g/ gill gill /p/ pill pill /t/ tot tot /h/ hot hot /g/ got got /d/ dot	Word Change to Response cuff /h/ huff huff /m/ muff muff /p/ puff puff /t/ tough tough /k/ cuff cuff /g/ guess guess /m/ mess mess /b/ Bess Bess /t/ Tess Tess /l/ less
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front of you to show the whole word. Right hand is the first sound, left hand is the rest of the word. Shake your right fist when you say the first sound to be substituted, and lightly pound your fists together when you say the new word.					



What happens when Heggerty doesn't work?

Tier II

“PA instruction may be most effective when children are taught to manipulate with letters, when instruction is **explicitly focused on one or two types** of phoneme manipulations rather than multiple types, and when children are **taught in small groups.**”

- From the report of the National Reading Panel: Teaching Children to Read. An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000

Kilpatrick's Levels of Phonological Awareness

1. **Syllable Level**- Segmenting syllables, rhyming, and alliteration
Ex. basketball = /bas/ /ket/ /ball/
2. **Onset-Rime Level**- Segmenting, deleting, substituting onset-rime
Ex. time = /t/ /ime/
3. **Phoneme Level**- Segmenting, deleting, substituting phonemes in words
Ex. sled = /s/ /l/ /e/ /d/

Scaffolding PA Instruction

Multisensory Stage to Knowledge Stage to Automatic Stage

Step 1- Use letters to illustrate phonological awareness concepts

Step 2- Use visual-spatial cues (e.g., felt squares, cubes, chips) to illustrate phonological manipulations

Step 3- Use visual-sequential cues (e.g., clapping or tapping) to reinforce segmentation skills

Step 4- Use oral cues (e.g., stretching or repeating sounds) to emphasize sounds and assist in phonological isolation



Pre-teach Use Letters



****NOTE**** - This step is typically not appropriate in kindergarten or beginning of first grade with at-risk readers. These students start with Step 2. But for readers with basic letter-sound knowledge, this step may help them understand the phonological awareness task you are trying to teach.

EXAMPLES:

- Write <bat> on the board then erase the letter <a> and replace it with the letter <e> to create <bet>
- Write <slip> on the board then erase the letter <l> to create <sip>

****Keep in mind that this activity is not phoneme awareness. Rather it is phonics. Step 1 is simply a written example to illustrate an oral activity. Once a child understands the task using letters, move to Step 2 in which letters are not used but are replaced with non-lettered tokens.**



Step 2 -Use Visual-Spatial Cues

Going from Step 1 to Step 2 removes the help students receive from the letters. Step 2 still provides visual-spatial reference points to refer back to, so the transition is not a big jump.

Students will use blocks, buttons, beads, or other objects as tokens to represent syllables, onsets, rimes, or phonemes.

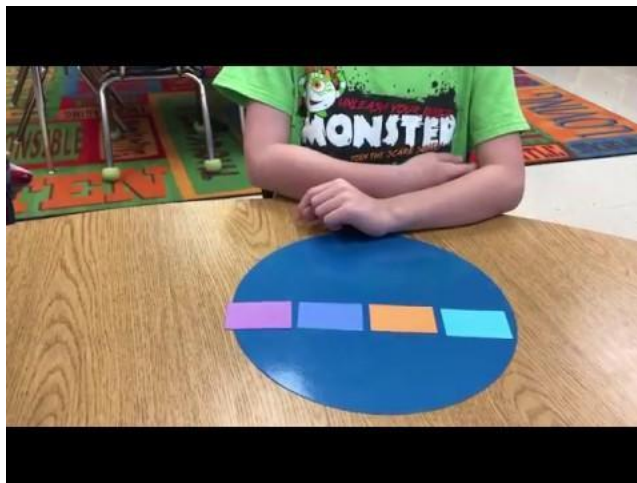


EXAMPLES:

- Have students use felt squares to show the syllables in <basketball>. Then, have them remove the syllable that says <ball>. What is left? <basket>
- Have students use cubes to show the sounds in <tent> Then, have them remove the cube that stands for the /t/ sound at the end. What is the new word? <ten>

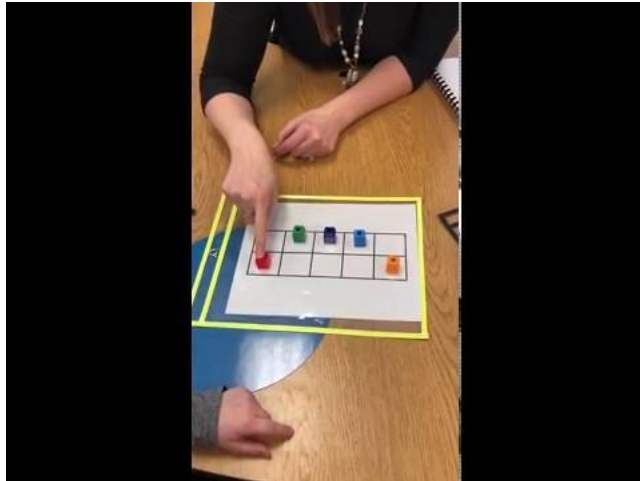


Syllable Deletion Using Visual-Spatial Cues

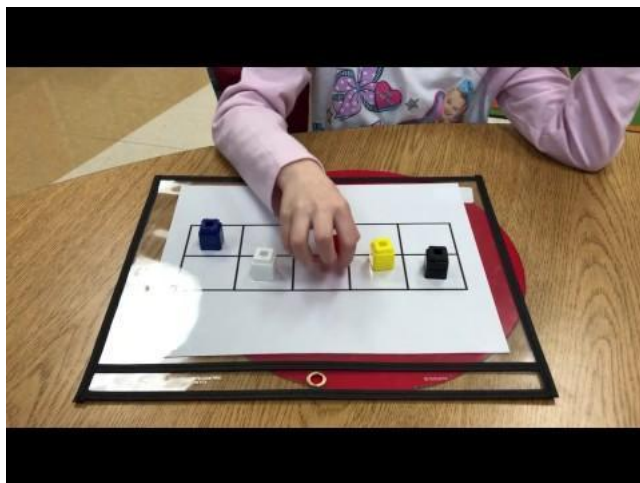




Phoneme Deletion Using Visual-Spatial Cues



Phoneme Deletion, cont.

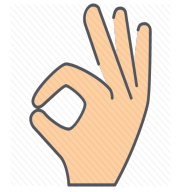




Step 3- Use Visual-Sequential Cues

Students will clap or tap the syllables or sounds in a word. Tapping is a quieter activity to use, so it is typically preferred.

To tap, have students tap their thumb and index finger together first. Then, tap the thumb and middle finger. Next, tap the thumb and ring finger together. Finally, tap the thumb and pinky finger together.



EXAMPLES:

- Have students tap the sounds in <slip>. Now, tell them to say <slip> but don't say /s/. Students can look at their fingers and think back to the tapping to help them.
- Have students tap the sounds in <slip>. Now, tell them to say <slip> but change the /s/ to /c/. Students can tap the sounds in the new word and blend to make <clip>



Step 4- Use Oral Cues (if needed)

The teacher will use a whisper technique or stretching and repeating sounds,

EXAMPLES:

- The teacher will say a word by whispering the syllable that they want the child to delete (Say sailboat. Now say sailboat, but don't say sail)- This works best when doing PA activities at the syllable level.
- The teacher will stretch and repeat sounds to help students isolate the sound in the word that they are changing or deleting. (Say hiiiiiiit. Now say hiiiiit but change iiiiii to aaaaaa- <hat>



A Few Notes about training PA

- Use different types of manipulatives for sounds and syllables. For example, use unifix cubes when working with sounds and felt squares when working with syllables. This helps the kids differentiate between sounds and syllables.
- Gradually release support when students are moving through the steps. It may only take a couple days of modeling with cubes before students are ready to do the PA activities orally without manipulatives. You will know your students are ready to move on when they consistently (and automatically) are able to complete the tasks.

GO TO KNOWLEDGE STAGE AND THEN AUTOMATIC STAGE



David Kilpatrick's Equipped for Success

David Kilpatrick has a systematic, sequential set of levels for training PA in your students.

Kilpatrick includes an assessment called the PAST (Phonological Awareness Screening Test) to determine levels already mastered and levels not yet mastered for individual students.

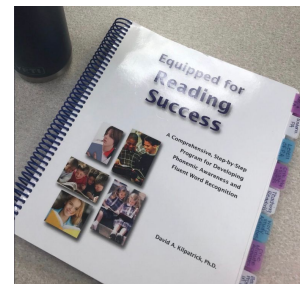
This program focuses on ONE to TWO levels of PA at a time. The levels start at D1 and range through M2. The levels are:

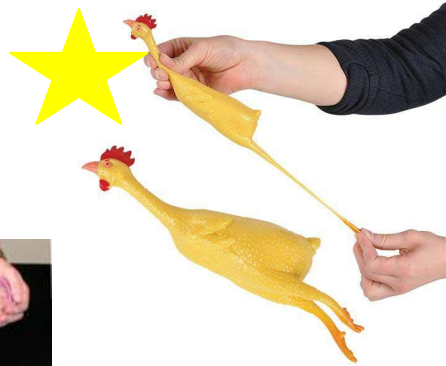
D & E- Syllable Level Skills

F & G- Onset/Rime Level Skills

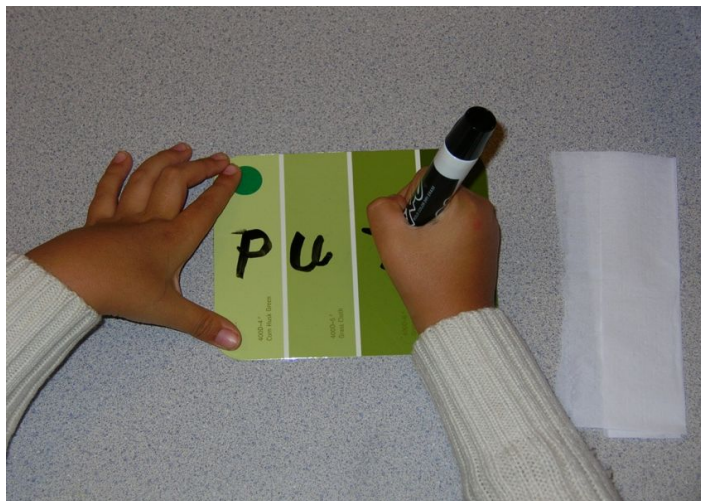
H & I- Basic Phoneme Level Skills

J - M- Advanced Phoneme Level Skills





Generalization





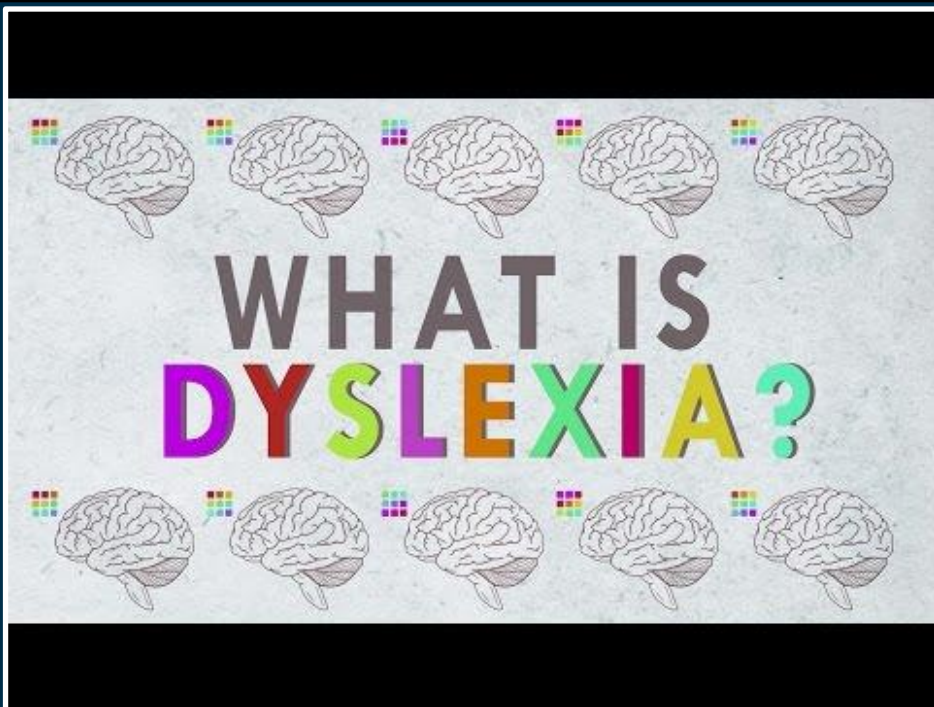
Dyslexia 101

Dyslexia is NOT...

- Reversing letters
- Seeing things backwards
- A problem with vision
- A “boy thing”
- Poor IQ
- The same for everyone

Dyslexia is...

- A language-based disorder
 - The confusion lies within the brain and how it processes sounds and written material





Dyslexia 101

- Deficit in phonemic awareness
- May have weakness in working memory and/or retrieval
- Receptive language within normal limits
- Listening comprehension typically better than reading comprehension
- Cognitive profile within normal limits
- Below average decoding and encoding skills

★ Clean Profile



Dyslexia 101

- $1 + 1 = 3$
- More executive functioning issues
 - Poor working memory
 - Expressive language difficulties
 - Syntax deficits
 - ADHD characteristics

★ Layered Profile



Standardized Assessments

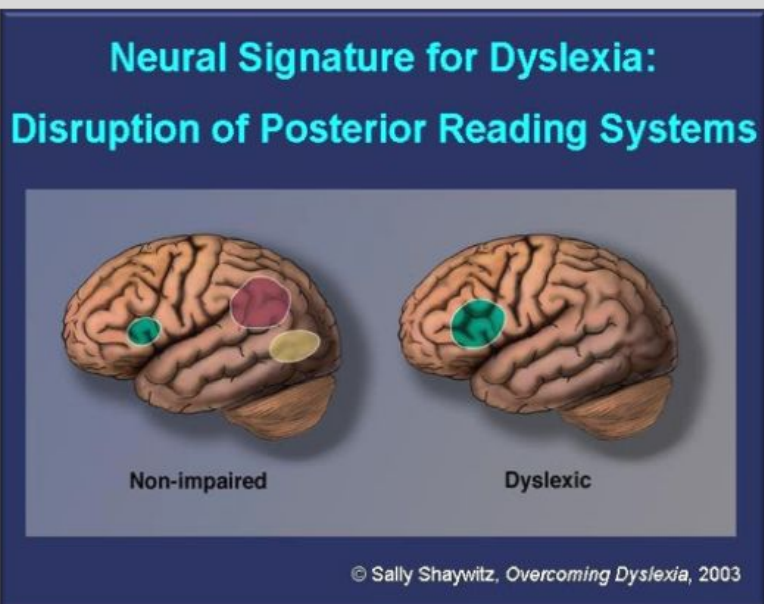
- ❑ TILLS: Test of Integrated Language and Literacy Skills
- ❑ CTOPP-2: Comprehensive Test of Phonological Processing
- ❑ TOWRE-2: Test of Word Reading Efficiency
- ❑ GORT-5: Gray Oral Reading Test
- ❑ RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus Test

Additional Language Assessments

- ❑ CASL-2: Comprehensive Assessment of Spoken Language
- ❑ OWLS-II: Oral and Written Language Scales

Additional Academic Assessments

- ❑ KTEA-3: Kaufman Test of Educational Achievement
- ❑ WIAT-III: Wechsler Individual Achievement Test
- ❑ BRIEF: Behavior Rating Inventory of Executive Function




Comprehensive Test of Phonological Processing—Second Edition

CTOPP-2

Examiner Record Booklet Ages 7–24

Richard K. Wagner Joseph K. Torgesen Carol A. Rashotte Nils A. Pearson



Section 1. Identifying Information

Name _____ Female Male Grade _____
 Parent/Guardian _____ School _____
 Date Tested _____ Year _____ Month _____ Day _____ Teacher's Name _____
 Date of Birth _____ Examiner's Name _____
 Age* _____ Examiner's Title _____

*When accessing the normative tables, use years and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equiv.	Grade Equiv.	%ile Rank	Scaled Score	SEM	Descriptive Term
Core							
1. Elision (EL)	_____	_____	_____	_____	<input type="text"/>	1	_____
2. Blending Words (BW)	_____	_____	_____	_____	<input type="text"/>	1	_____
3. Phoneme Isolation (PI)	_____	_____	_____	_____	<input type="text"/>	1	_____
4. Memory for Digits (MD)	_____	_____	_____	_____	<input type="text"/>	1	_____
5. Nonword Repetition (NR)	_____	_____	_____	_____	<input type="text"/>	1	_____
6. Rapid Digit Naming (RD)	_____	_____	_____	_____	<input type="text"/>	1	_____
7. Rapid Letter Naming (RL)	_____	_____	_____	_____	<input type="text"/>	1	_____
Supplemental							
8. Blending Nonwords (BN)	_____	_____	_____	_____	<input type="text"/>	1	_____
9. Segmenting Nonwords (SN)	_____	_____	_____	_____	<input type="text"/>	1	_____

Section 3. Composite Performance

Composite	Subtest Scaled Score								Sum of Scaled Scores	%ile Rank	SEM	Composite Score	Descriptive Term	
	EL	BW	PI	MD	NR	RD	RL	BN						SN
Phonological Awareness	_____	_____	_____	_____	_____	_____	_____	_____	_____	<input type="text"/>	_____	4	<input type="text"/>	_____
Phonological Memory	_____	_____	_____	_____	_____	_____	_____	_____	_____	<input type="text"/>	_____	6	<input type="text"/>	_____
Rapid Symbolic Naming	_____	_____	_____	_____	_____	_____	_____	_____	_____	<input type="text"/>	_____	4	<input type="text"/>	_____
Alt. Phonological Awareness	_____	_____	_____	_____	_____	_____	_____	_____	_____	<input type="text"/>	_____	4	<input type="text"/>	_____

Section 4. Descriptive Terms



1 Benefit of CTOPP-2?

Trying to capture who may be neuroatypical.



Three Composite Scores

1. Phonological Awareness
2. Phonological Memory
3. Rapid Naming (Symbolic and Non-Symbolic)



MARYSVILLE
Exempted Village School District

1st Grade Promotion & Retention Criteria

Domain	Promotion	Placement	Retention	Tier 3
BAS	<input type="checkbox"/> I+	<input type="checkbox"/> G - H	<input type="checkbox"/> F or Below	<input type="checkbox"/> F or Below
ORF	<input type="checkbox"/> 40+	<input type="checkbox"/> 22 - 39	<input type="checkbox"/> 0 - 21	<input type="checkbox"/> 0 - 21
CTOPP-2	----	----	<input type="checkbox"/> No Deficits	<input type="checkbox"/> Single Deficit <input type="checkbox"/> Double Deficit <input type="checkbox"/> Triple Deficit
Light's Retention Scale	----	----	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Marginal <input type="checkbox"/> Poor <input type="checkbox"/> No Retention
WASI-II or KBIT-II	----	----	<input type="checkbox"/> Within or Above Normal Limits	<input type="checkbox"/> Below Normal Limits

Likely Future Outcomes For 1st Grade

Outcomes	Promotion	Placement	Retention	Tier 3
1st Grade	----	----	Likely Promotion to 2nd Grade	----
2nd Grade	Likely Promotion to 3rd Grade	Promotion or Likely Tier 3 Student	Likely Promotion to 3rd Grade	Placement in 3rd Grade and Student Receives Intensive Intervention Supports
3rd Grade	Likely Proficient on AIR	Likely Proficient or Pass Terra Nova 1st Round or Exempt	Exempt from Third Grade Reading Guarantee	Exempt from Third Grade Reading Guarantee

Kindergarten Promotion & Retention Criteria

Domain	Promotion	Placement	Retention	Tier 3
BAS	<input type="checkbox"/> C+	<input type="checkbox"/> Instructional C+	<input type="checkbox"/> B or Below	<input type="checkbox"/> B or Below
NWF	<input type="checkbox"/> 28+	<input type="checkbox"/> 18 - 27	<input type="checkbox"/> 0 - 17	<input type="checkbox"/> 0 - 17
CTOPP-2	----	----	<input type="checkbox"/> No Deficits	<input type="checkbox"/> Single Deficit <input type="checkbox"/> Double Deficit <input type="checkbox"/> Triple Deficit
Light's Retention Scale	----	----	<input type="checkbox"/> Excellent <input type="checkbox"/> Good	<input type="checkbox"/> Fair <input type="checkbox"/> Marginal <input type="checkbox"/> Poor <input type="checkbox"/> No Retention
WASI-II or KBIT-II	----	----	<input type="checkbox"/> Within or Above Normal Limits	<input type="checkbox"/> Below Normal Limits

Likely Future Outcomes for K students

Outcomes	Promotion	Placement	Retention	Tier 3
Kindergarten	----	----	Likely Promotion to 1st Grade	Placement in 1st Grade and Student Receives Intensive Intervention Supports
1st Grade	Likely Promoted to 2nd Grade	Promotion or Likely Tier 3 Student	Likely Promotion to 2nd Grade	Placement in 2nd Grade, Stakeholder Meeting Held with Parents, & Further Diagnostic Assessments Considered
2nd Grade	Likely Promoted to 3rd Grade	----	Likely Promotion to 3rd Grade	Dependent Upon Stakeholder Decision-Making
3rd Grade	Likely Proficient on AIR	----	Likely Proficient on AIR and Exempt from 3rd Grade Reading Guarantee	Likely Exemption from 3rd Grade Reading Guarantee



MEVSD Pre-2015

Diagnostic Battery

- Benchmark Assessment System, 2nd Edition (BAS) (K-6)
- Developmental Spelling Assessment (DSA) (K-6)
- District Sight Word List (K-2)
- Informal Letters & Sounds (K-1)



MEVSD Current Screening & Data

Updated Diagnostic Battery

- AIMSweb Tests of Early Literacy (K-6)
 - LNF, LSF, PSF, NWF, ORF
- iReady Reading & Mathematics Diagnostic/ Standards Mastery Assessment (2-8)
 - 5 Big Ideas in Reading
- Benchmark Assessment System (K-1, optional 2-4)
- Informal Letters & Sounds (K-1)
- Word Study Sequence (K-2)
- CTOPP-2 (K, October/November)



MEVSD Pre-2015

Curriculum and Intervention Options

- Literacy Collaborative/Guided Reading
- Reading Recovery Tier II 1st Grade
- Leveled Literacy Intervention Tier II 2-6
- Individualized Education Program



MEVSD Curriculum & Intervention

Updated Curriculum & Intervention

- Michael Heggerty Phonemic Awareness Curriculum, Lit. Resources, Inc. (K-1)
 - Equipped for Reading Success - Kilpatrick
- iReady Reading & Math Blended Learning Path (2-6)
- Workshop Instructional Model
- S.P.I.R.E. - Intensive Intervention for Readers and Nonreaders
 - Systematically Sequentially Structured 10-Step Lesson
- Lexia Reading Core5 Seats for All K-1 Students
- Orton-Gillingham Practicum Trained



MEVSD Dyslexia Screening Process

- Grades 2-4: High Risk AIMSweb ORF and 2 or More Levels Below i-Ready
- Insufficient response to Orton Gillingham-based intervention
 - Parent Stakeholder Meeting
 - KTEA-III Screening Subtests
 - Letter & Word Recognition
 - Nonsense Word Decoding
 - Spelling
 - Decoding Fluency
 - Word Recognition Fluency



Standardized Assessment Battery

- WISC-V, DAS-II, or WJIV
- GORT-5: Gray Oral Reading Test
- CTOPP-2: Comprehensive Test of Phonological Processing (*PAT-2 for P.A. Deep Dive)
- * RAN/RAS: Rapid Automatized Naming and Rapid Alternating Stimulus Test (For Retrieval Deep Dive)
- * TILLS - Test of Integrated Literacy and Language Skills (Multi-Disciplinary Approach)*
- KTEA-III: Kaufman Test of Educational Achievement
- AIMSweb Plus Tests of Early Literacy
- BRIEF-II: Behavior Rating Inventory of Executive Function

Language Assessments

- CASL-2: Comprehensive Assessment of Spoken Language
- OWLS-II: Oral and Written Language Scales



Dyslexia Severity

- Severity Levels**
 - Mild:** (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 80 - 84 (85-115) or SS 85 to 89 (90-110)).
 - Moderate:** (1 SD+ discrepancy between psychological process and literacy, with literacy skills falling between SS of 75 - 79 (85-115) or SS 80 - 84 (90-110))
 - Severe:** (1 SD+ discrepancy between psychological process and literacy, with literacy skills below SS of 74 (85-115) or SS of 79 (90-110)).
 - *There may be profiles that supercede the above guidelines*



MEVSD Orton-Gillingham Training

- ❑ Currently 2 of 5 Elementary buildings have practicum trained Intervention Specialists (IS).
- ❑ 3rd Elementary has practicum trained K teacher.
- ❑ 3 Reading Specialists and 2 additional IS (5 total) completing practicum training now during 18-19 school year.
- ❑ 5 additional IS/Reading Specialist or SLP completing practicum training during 19-20 school year.
- ❑ By 19-20 school year all 5 elementary buildings will have at least one OG practicum trained professional.
- ❑ If an IS is not practicum trained SPIRE must be utilized.



MEVSD Staffing Changes

Updated Roles

- ❑ Dual Role Speech-Language Pathologists 1-to-1 in Elementary Buildings
- ❑ MTSS Coordinator (School Psychologist)
- ❑ 1-to-1 Instructional Coaches
- ❑ Reading Specialists
 - ❑ Expanded & Restructured Role
- ❑ Intervention Specialists
 - ❑ 3 Level 1 OG Certified, all buildings have 40 hour course Intv. Spec.



Reading Comprehension Triage

Rasinski Informal Vocabulary Inventory (from Harris & Jacobson)

Primer	Grade 1	Grade 2	Grade 3	Grade 4
father	zoo	wink	wobble	tingle
hen	train	sharp	worst	vacuum
high	smell	possum	reward	sturdy
bird	quiet	perfect	stalk	yam
people	money	overhead	presto	skull
thank	letter	breeze	manager	raw
youth	guess	hospital	lantern	pioneer
seed	draw	meadow	hoof	grocer
night	bone	apartment	ghastly	drought
open	beautiful	captain	eager	crimson
grow	always	coyote	cactus	confidence
Grade 5	Grade 6	Grade 7	Grade 8	
rodent	visor	tutor	scant	
violent	vague	tardy	phony	
plumber	theft	sphere	rapport	
labor	rotate	saliva	trivial	
holly	rabies	pedestal	violation	
revenge	plankton	peril	transmit	
pursue	overcast	monte	foreground	
fabric	habitat	jackhammer	merge	
chat	fiend	khaki	joust	
blurt	ecology	camouflage	doctrine	
astronomer	employ	abacus	amputate	

Say 10 of the 11 words to the student. Begin at student's grade placement. Ask student to define or use in sentence in a way that describes the word. Give 10 points if correct, 0 for incorrect, and 5 points if you feel answer is partially correct.

Vocabulary Levels

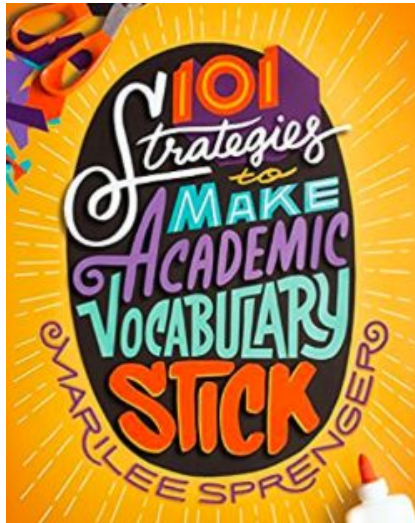
90%	=	Independent
70%-80%	=	Instructional
< 50%	=	Frustration

(Technical note – Words taken from Harris & Jacobson (1982). *Basic Reading Vocabularies*. Macmillan.)



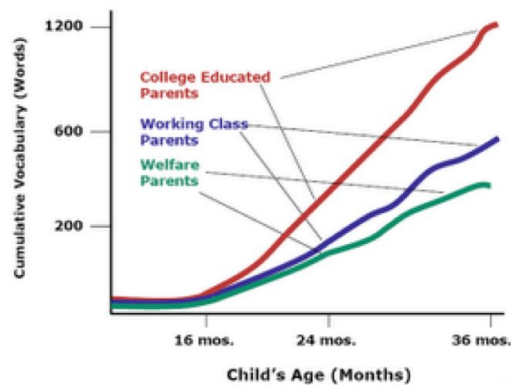
Vocabulary

-Marilee Sprenger



30 Million Word Gap

Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995)



Vocabulary Types

3 TYPES OF VOCABULARY

Tier 1

Book
Run
Numbers
Solve
Line
Animal
Law

Basic words,
rarely require
direct
instruction for
native speakers/

Tier 2

Equation
Experiment
Liberal
Nutrition
Impulse
Difference
Masterpiece

High frequency
words used across
a variety of
subjects; may
have multiple
meanings

Tier 3

Isotope
Amino Acid
Parabola
Feudalism
Isosceles
Lathe
Peninsula

Low frequency
words, technical
terms and
subject-specific

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	ch initial	ch medial	ch final	J initial	J medial	J final	s initial	s medial	s final	z initial	z medial	z final	sh initial	sh medial	sh final
erosion	change	exchange	branch	job	energy	budge	seed	recycle	force	zero	observe	decompose	shadow	ocean	fish
fusion	chain	clinch	research	judicial	prejudice	edge	sun	resource	mass		absurd	phase	shelter	pressure	abolish
precision	chore	essential	clinch	justify	majority	hedge	cycle	system	resource		season	vaporize	short	tissue	publish
conclusion	check	invention	speech	Judaism	adjective	message	season	atmosphere	axis		deposit	synthesize	shape	judicial	English
measure	chapter	legislature		jurisdiction	subject		soil	conservation	dense		seismic	waves	shift	citizenship	Spanish
	chart	literature		journalism	subjective		solid	consumer	science		civilization	civilize	mission	dictatorship	cash
		structure			conjunction		sound	condensate	igneous		citizen	compromise			
		mixture			interjection		science	density	hypothesis		desert	goods		recession	
		temperature			adjacent		solar system	ecosystem	universe		symbolism	enterprise		discussion	
		agriculture			object		sediment	fossil	nucleus		president	appease		comprehension	
		culture			budget		solution	hypothesis	mitosis		Hinduism	clues		directions	
		infrastructure			procedure		cell	diversity	eclipse		Buddhism	news		adaption	
		future			analogy		seismic	mitosis	photosynthesis		imperialism	summarize		evaporation	
		feature					select	transfer	tectonics		Islam	cause		friction	
		century					synthesize	photosynthesis	virus		Judaism	phrase		constellation	
							soluble	basin	precise		naturalism	paraphrase		investigation	
							century	recessive	condense		monotheism	details		notion	
							city	acid	species		polytheism	materials		population	
							civilization	base	stimulus		represent	clockwise		pollution	
							symbol	precise	compass		renaissance	capitalize		reflection	
							safety	species	congress		business	organize		refraction	
							suburban	velocity	gross		capitalism	size		revolution	
							segregate	ancestor	business		newspaper	analyze		rotation	
							settle	peninsula	process		resolution			communication	
							supply	assimilate	purpose		prism			exploration	
							sentences	hemisphere	less		dozen			generation	
							setting	philosophy	bias		horizontal			location	
							subject	recession	thesis		trapezoid			illustration	
							summarize	procedure	Celsius					punctuation	
							synonym	consonant	decrease					foreshadow	
							suffix	obscure	obscure						
							syllable	essay	increase						
							support	fantasy	justice						
							Celsius	obscure							
							subtract	message							



Baker/baker Effect

1. On your phone, find a picture of your significant other, adult child, parent etc.
2. Tell 5 people their name and occupation.
3. Sit back down.



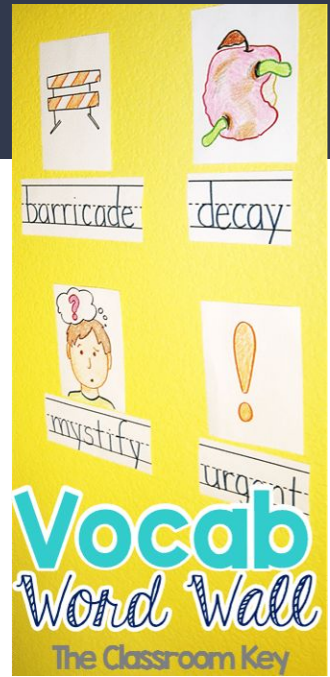
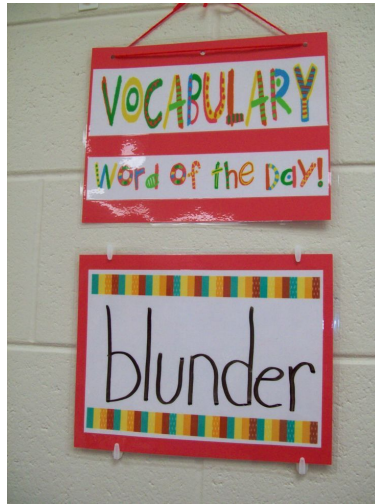
Graffiti Graphics - Always Use Visuals





Graffiti Graphics Continued

Rank - 1, 2, 3



Graffiti Graphic

Choice	Word
#1	Rotation
#2	Reflection
#3	Mountain
#4	Perpendicular
#5	Slumber
#6	Circumference



Word Harvesting

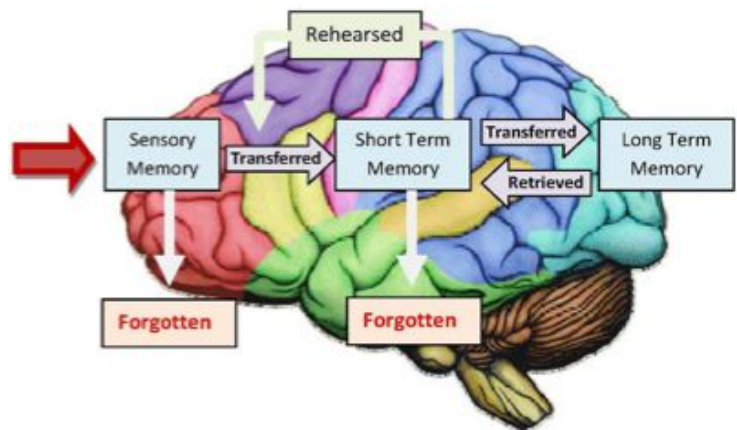
1. The teacher reads an authentic piece of literature to students daily.
2. At the end of the read aloud teacher and students discuss story and capture the harvested words.
3. The teacher charts words for word well.
4. Rinse and repeat on subsequent days.



Marilee Sprenger

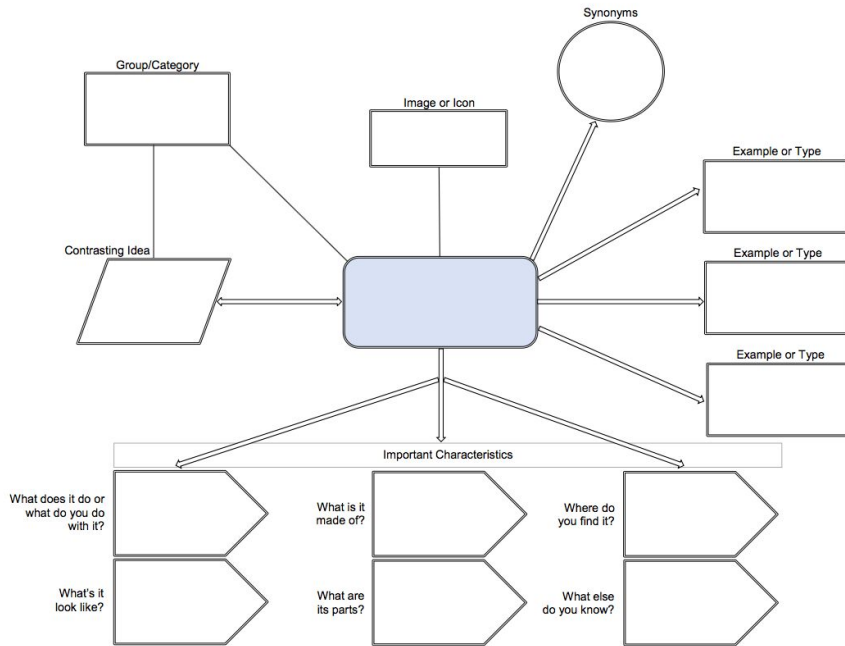
101 Strategies to Make Vocab Stick
Vocab Rehab
Teaching the Critical Vocabulary of the Common Core

1. **Encoding New Words:** Hear the word, see the word and say the word.
2. **Storage:** Practice Makes Permanent. You have to act upon the word.
3. **Retrieval:** Review for Automaticity. Think Repeated Reading.



CONCEPT MAP

Nov. 2015



Ten Minute Concept Map

1. Pass out blank paper to each student.
2. Ask students to fold them in quarters.
3. Unfold paper write vocabulary word in the center.
4. In upper left box have students write own definition of the word.
5. In upper write box have them draw a picture that describes the word.
6. In lower left box have students come up with synonyms for the word.
7. Finally, in lower write have students write antonyms or a sentence.

During next time slot, have students share their vocabulary map with others.



Ten Minute Vocab Lessons

Created by: Marilee Sprenger

1. Take attendance. Call out name and provide a word wall word. Response should be synonym for word.
2. Put students in small groups. Have them act out a word wall word. (tableau)
3. Have students draw a picture or symbol representing a word.
4. Introduce a new word. Use it in a sentence. Have students in groups explain what the words means.



The 20 Most Common Prefixes

un (not) re (again, back) in im ir it (not) dis (not) en em (cause to) non (not, opposite)

in im (in or into) over (too much) mis (wrongly) sub (under, lower)

pre (before) inter (between, among) fore (before) de (opposite of, down)

trans (across) super (above, beyond) semi (half) anti (against) mid

(middle) under (too little, below)

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.

what you do to food
Change the first letter.

opposite of *thin*
Change the first letter.

this is worn on the head
Change the vowel.

a batter does this to a baseball
Change the first letter.

a small amount
Take away the last letter.

Dinner's Ready

b i t e

9



Alphabetic Principle

Basic Code

Advanced Code (single syllable words)

Multisyllabic Words

MARYSVILLE SCHOOLS: K-I WORD STUDY SEQUENCE (GREEN LIST) SY17-18

TABLE OF CONTENTS

List One	a, t, b, l, f, h, p, s, u, m, r, c, g, i, n, d, o, j, v, w, e, x, k, y, z, q, A, T, B, L, F, H, P, S, U, M, R, C, G, I, N, D, O, J, V, W, E, X, K, Y, Z, Q
List Two VC Words	at, on, up, us, if, in, it
List Three CVC Words	fat, cat, sat, tap, map, dad, had, bad, hop, top, dog, not, hot, got, box, fox, run, fun, but, cut, set, met, get, ten, pen, men, bed, red, yes, big, pig, did, six, sit, him
List Four Digraphs	sh, th, ch, wh
List Five Digraphs	much, such, than, then, that, them, thank, thing, think, this, with, when, wish, which
List Six VCC, CVCC, CCVC	and, end, ask, hand, fast, last, sang, sank, long, song, stop, jump, just, must, sing, pink, best, help, went, next, left, blog, crib, snap, twin, frog, flag
List Seven Silent -e	ate, gave, came, face, made, make, name, same, take, home, hope, close, those, fine, fire, five, like, ride, time, while, white, use, cute, cube, mute

Long O	Long A	Long E	Long I	Long U	/ou/	/er/	/ar/	/or/	/oo/	'oo'	/oi/
coat	wait	keep	by	few	round	her	car	for	too	book	boy
boat	rain	green	my	fuel	count	hurt	far	more	zoo	good	joy
road	sail	seem	why	hue	found	turn	hard	or	food	look	toy
grow	may	sleep	fly	pew	house	curb	part	corn	school	took	boil
snow	day	see	cry	cue	mouse	fur	start	sort	soon	cook	soil
know	say	tree	try		our	girl					coin

PS Examiner Scoring Sheet Form B

Student _____
Teacher _____
Date _____

1	Skill Set 1: Letter Names	Score
	t a m r s i o f d h g l e n b u k e j w p y q v z x	/26
2	Skill Set 2: Letter Sounds	Score
	/m/ /f/ /l/ /a/ /i/ /j/ /k/ /o/ /r/ /t/ /d/ /n/ /b/ /h/ /c/ /g/ /e/ /u/ /w/ /s/ /z/ /x/ /q/ /v/ /z/ /x/	/26
3	Skill Set 3: VC and CVC	Score
	Task A: gov rat rem mag sig kay hsk jlt ket cul	/10
Task B: Ted ran to the dog. Tom fed the fat cat. Mom and Bob can hug. Sis hid the big bag. Tim sat on the red rug.	/20	
4	Skill Set 4: Common Beginning- and Ending-Consonant Digraphs	Score
	Task A: foah hing cack fish rish ghak thap shem wbeb thef	/10
Task B: A big fish is in that sack. When can I sing? I can chop a log. Can you shut the lid? The king is on a big rock. Sam had a wish.	/10	
5	Skill Set 5: CVCC and CCVC	Score
	Task A: toap slat wvat read gnat elem trak gnof grib sleg	/10
Task B: Spot must run fast and jump and again! I am glad to help Greg dust the desk.	/10	
6	Skill Set 6: Silent e	Score
	Task A: rane kide fike some write hine nide rime fice sate	/10
Task B: June rode the bike on the wide path to the gate. Pete and Mike made a cake for Kate.	/10	

Adminer Scoring Sheet Form B (Continued)							
	Skill Set 7: R-Controlled Vowels					Score	
7	Task A	nurt	purf	hurm	mirn	nerk	/10
		lqhb	sirp	harp	lert	durp	
	Task B	Bert can turn the Ford car at the barn.		The third girl had worn a short red skirt.		/10	
	Comments:						
	Skill Set 8: Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs					Score	
8	Task A	kale	scab	gru	podch	galb	/10
		modge	nos	otch	quag	cem	
	Task B	Is the city it will cost ten cents to go on the bus.		Quinn knelt on the ledge.		/10	
	Task B	Can you fix the car that got in a wreck?		The dog can gnaw on the latch on the box.		/10	
	Comments:						
	Skill Set 9: Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds					Score	
9	Task A	wout	loc	vigh	soaf	skag	/10
		pait	nolt	fgom	frax	erua	
	Task B	They want to launch the small ship.		The high winds blew the rain very hard.		/10	
	Task B	Riz and Joe will clean the red and gold rug they found at the dump.				/10	
	Comments:						
	Skill Set 10: Common Prefixes and Common Suffixes					Score	
10		prepare	uncertain	motion	joyous	witness	/10
		drinkable	dampst	fearful	ageless	fragment	
	Comments:						
	Skill Set 11: Two Syllables					Score	
11		tender	ticket	carpet	taken	chapter	/10
		tractor	booklet	winner	candle	recent	
	Comments:						
	Skill Set 12: Three Syllables					Score	
12		argument	library	condition	concentrate	fantastic	/10
		together	important	possible	contemplate	history	
	Comments:						
	Skill Set 13: Four Syllables					Score	
13		information	experience	appropriate	compatible	identity	/10
		preparation	development	manipulate	immediate	investigate	
	Comments:						



The 20 Most Common Prefixes

un (not) re (again, back) in im ir it (not) dis (not) en em (cause to) non (not, opposite)

in im (in or into) over (too much) mis (wrongly) sub (under, lower)

pre (before) inter (between, among) fore (before) de (opposite of, down)

trans (across) super (above, beyond) semi (half) anti (against) mid

(middle) under (too little, below)

Name: _____

MEVSD WORD STUDY
SEQUENCE (GREEN LIST)

- List One
- List Two
- List Three
- List Four
- List Five
- List Six
- List Seven
- Long O
- Long A
- Long E
- Long I
- Long U
- /ou/
- /er/
- /ar/
- /or/
- /oo/
- 'oo'
- /oi/



Long E

keep hear
green near
seem dear
sleep eat
see each
tree read
three clean
ear please

List Three

/ou/

fat hot pen round
cat got men count
sat box bed found
tap fox red house
map run yes mouse
dad fun big our
had but pig out
bad cut did brown
hop set six down
top met sit how
dog get him now
not ten town

MARYSVILLE SCHOOLS: GRADE 2 WORD STUDY SEQUENCE (GREEN LIST) SY17-18

I CAN READ...	SAMPLE WORDS
#1 words with soft "c" and soft "g"	cent, gym, gist, cell, gem
#2 words with common silent letters (wr, kn)	knock, wrap, knee, wrong, write
#3 compound words	hotdog, bedroom, himself, without, pigtail
#4 words with "ed" ending pronounced as /ed/ (no orthographic shift in base word)	listed, wanted, ended, planted, trusted
#5 words with "ed" ending pronounced as /d/ (no orthographic shift in base word)	rolled, joined, buzzed, played, sealed
#6 words with "ed" ending pronounced as /t/ (no orthographic shift in base word)	asked, fixed, helped, locked, passed
#7 words with "ing" ending	keeping, reading, growing, boating, training
#8 words with suffix "es" (no orthographic shift in base word)	fishes, classes, beaches, foxes, buses
#9 words with suffix "er" (no orthographic shift in base word)	catcher, cleaner, teacher, taller, shorter
#10 words with suffix "y" (no orthographic shift in base word)	lucky, sticky, rainy, stormy, chilly
#11 two-syllable words with open syllables	music, begin, hotel, paper, even
#12 two-syllable words with r-controlled vowels	corner, forget, birthday, burger, river
#13 words with "ing" ending (orthographic shift in base word)	saving, driving, using, making, ruling
#14 words with "ed" ending pronounced as /d/ (orthographic shift in base word)	planned, closed, smiled, tried, filed
#15 words with "ed" ending pronounced as /t/ (orthographic shift in base word)	baked, stepped, placed, liked, dropped
#16 words with suffix "es" (orthographic shift in base word)	babies, cries, ladies, ponies, supplies
#17 words with suffix "er" (orthographic shift in base word)	runner, driver, baker, juggler, summer
#18 words with suffix "y" (orthographic shift in base word)	icy, nutty, easy, funny, shiny
#19 words with common prefixes (un, re)	unseen, unwise, reread, unsafe, reboot
#20 words with irregular patterns	what, push, give, done, beautiful, someone, pulled, father, been, answer



SPIRE - Program Overview

“SPIRE is a research-proven reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum in a dynamic 10-Step Lesson Plan”.

It incorporates:

- Phonemic Awareness
- Phonics
- Spelling
- Fluency
- Comprehension
- Vocabulary
- Writing

Case Study: ED

Oral Reading Fluency: 15

- 0-36: intensive
- 37-57 strategic
- 58+ benchmark

Reading Level: E

CTOPP

- Single deficit – phonological awareness
- Phonological memory trending toward double deficit via Nonword Repetition

Comprehensive Test of Phonological Processing—Second Edition
CTOPP-2
 Examiner Record Booklet Ages 7–24
 Richard K. Wagner Joseph K. Torgesen Carol A. Rashotte Nils A. Pearson

Section 1. Identifying Information

Name: [Redacted] Female Male Grade: 3
 Parent: [Redacted] School: [Redacted]
 Date Tested: Year 16 Month 3 Day 21 Teacher's Name: [Redacted]
 Date of Birth: 07/7/25 Examiner's Name: [Redacted]
 Age* 8 yrs 8 mths Examiner's Title: [Redacted]

*When accessing the normative tables, use Year and months. Do not round up.

Section 2. Subtest Performance

Subtest	Raw Score	Age Equiv.	Grade Equiv.	Scale Rank	Scaled Score	SEM	Descriptive Term
1. Elision (EL)	7	—	—	3	4	1	poor
2. Blending Words (BW)	17	—	—	9	10	1	bet avg
3. Phoneme Isolation (PI)	12	—	—	5	5	1	poor
4. Memory for Digits (MD)	20	—	—	24	13	1	above avg
5. Nonword Repetition (NR)	14	—	—	14	7	1	bet avg
6. Rapid Digit Naming (RD)	18	—	—	50	10	1	avg
7. Rapid Letter Naming (RL)	23	—	—	25	8	1	avg
Supplemental							
8. Blending Nonwords (BN)	16	—	—	25	8	1	avg
9. Segmenting Nonwords (SN)	9	—	—	5	5	1	poor

Section 3. Composite Performance

Composite	Subtest Scaled Score								Sum of Scaled Scores	Scale Rank	SEM	Composite Score	Descriptive Term
	EL	BW	PI	MD	NR	RD	RL	BN					
Phonological Awareness	4	6	5	—	—	—	—	—	15	2	4	69	very poor
Phonological Memory	—	—	—	13	7	—	—	—	20	5	6	100	avg
Rapid Symbolic Naming	—	—	—	—	10	8	—	—	18	3	4	95	avg
All Phonological Awareness	—	—	—	—	—	—	—	8	5	13	8	79	poor

Section 4. Descriptive Terms

Scaled Score	3–3	4–5	6–7	8–12	13–14	15–16	17–20
Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Composite Score	<70	70–79	80–89	90–110	111–120	121–130	>130

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Program Design

- **8 Levels**
 - *10-15 lessons per level*
 - **10 steps per lesson**
 - Explicit, Scripted Teacher-led instruction
 - Consistent 10-Steps for every lesson in every level
 - Multisensory learning
 - *Auditory*
 - *Visual*
 - *Kinesthetic activities*
 - Mastery of concepts using data driven instruction