USING THE SIMPLE VIEW OF READING TO FOSTER SP AND SLP COLLABORATION IN THE IDENTIFICATION OF AND INTERVENTION FOR CHILDREN WITH DYSLEXIA

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Want to continue the conversation after the presentation ?

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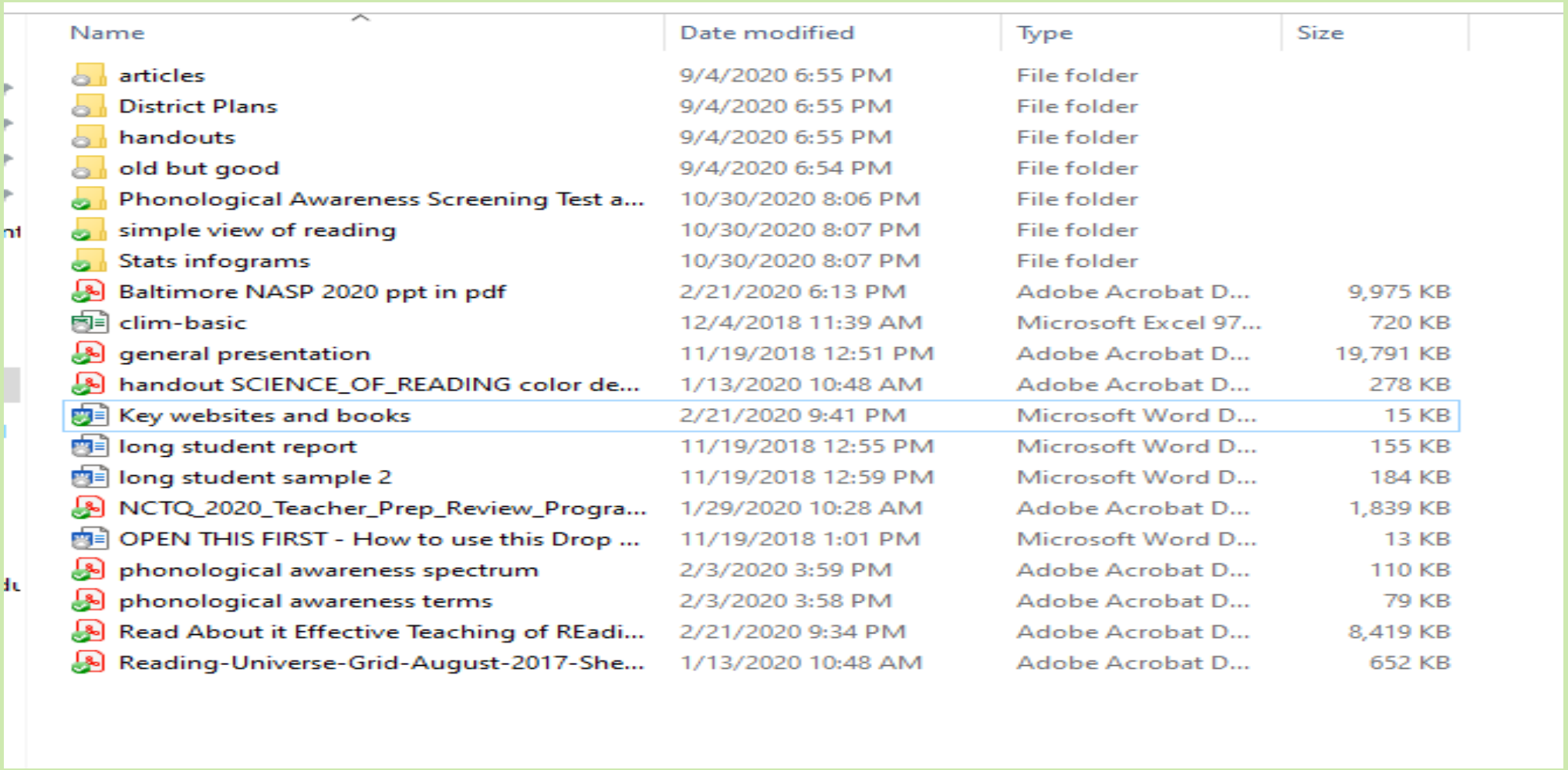
Join room 956 283 416 26

DROP BOX

shanocka@strose.edu



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Saint Rose launches Build the Teacher Pipeline Initiative, including free housing for new education majors, to address teacher shortage

OCTOBER 27, 2022 · 2022

• **Free housing for new education undergraduates:** Saint Rose will offer free on-campus housing for up to four years to first-year and transfer education majors who newly enroll for the 2023-2024 and 2024-2025 academic years. This saves students more than $28,000 over four years in expenses.

• **Graduate scholarships for career changers:** Career changers seeking to become teachers can receive a $1,500 grant per semester for up to five semesters (a total of $7,500 in funding) for any of our education master's degree programs leading to initial certification.

• **Flex delivery of education graduate programs:** Graduate education will become more accessible to working adults by moving our education programs into our unique Flex mode of delivery over the next two years. Flex delivery allows students to take courses in-person, via livestream, or online on their own time.

• **Relevant professional development to combat educator burnout:** A free, five-part webinar series, continuing education, and microcredentialing programs for educators will launch beginning this fall to tackle the challenges of today's

APMreports.

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 podcast, host 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 education system upended.

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THE PRACTICES DISCUSSED HERE

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

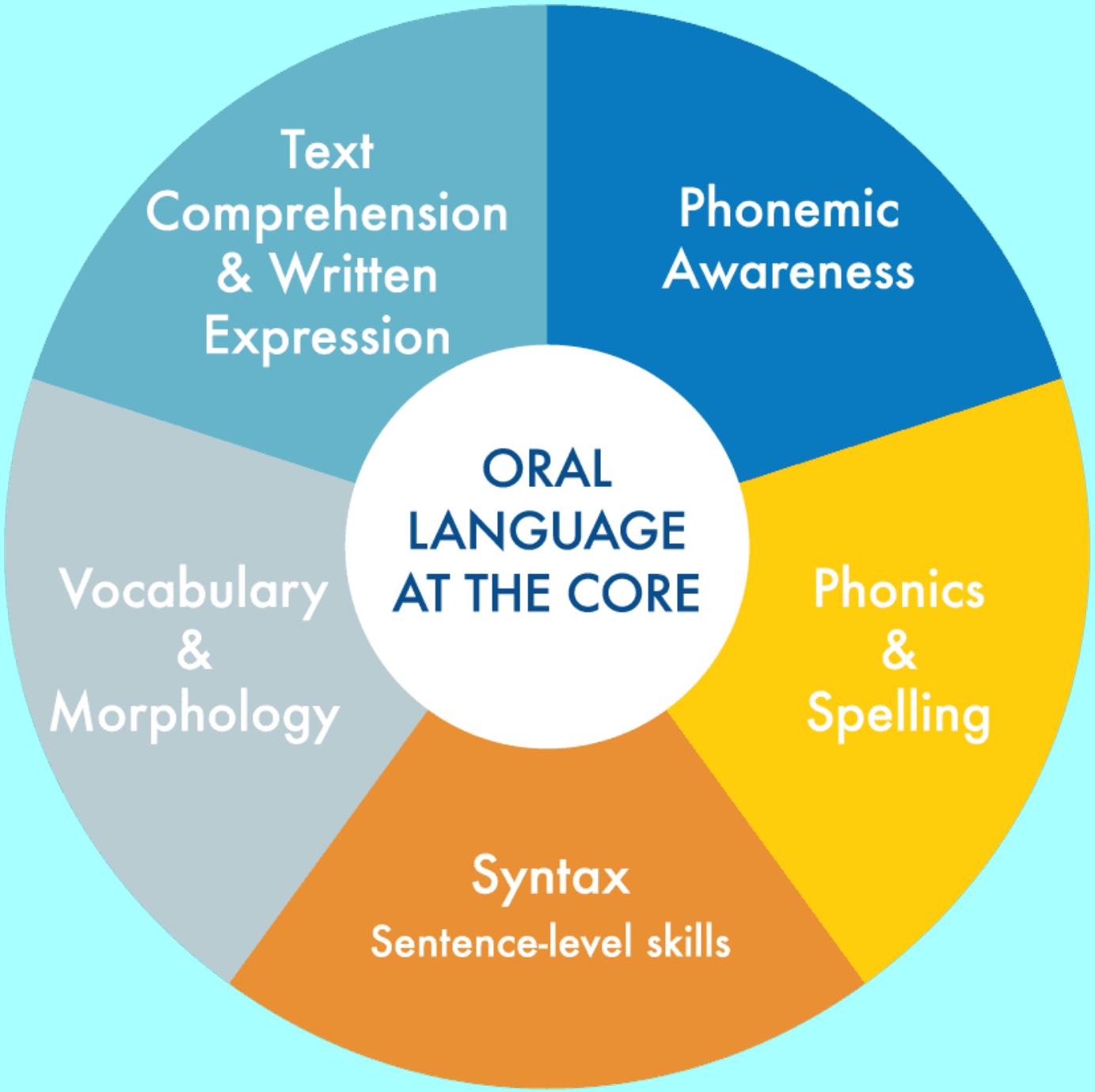
Enhance both the MTSS and PSW processes

Main Goals

To make things *saner*
not sane

Increase communication

Make some assessments interesting


Text Comprehension & Written Expression
Phonemic Awareness
ORAL LANGUAGE AT THE CORE
Vocabulary & Morphology
Phonics & Spelling
Syntax
Sentence-level skills

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.

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.stjohns.edu/~ortizs/CLIM/

THIS PAGE IS FOR C-LIM AND RELATED DOWNLOADS ONLY

To get the file/program you want, just review the list below and click on the link to start the download process. Your browser will either download and open the file automatically with the correct program, if your browser is set up that way, or it will simply ask you if you want the file saved to disk. Just save the file to disk if you do not know what else to do. After the download is complete, just go and find your downloads folder, look for the file in it, and double click on it to open it with an appropriate program.

Some of these files/programs are updated periodically and you may compare versions based on the release dates noted next to files/programs that have been revised.

Dr. Ortiz

C-LIM

Culture-Language Interpretive Matrix – Basic Version v6.0 (Excel) (updated 4.20.23)

C-LIM INFORMATION AND RESOURCES

C-LIM Myths & Misconceptions: What the research really shows (PDF from MIG 4/21/2023)

Culture-Language Interpretive Matrix – School Psyched Podcast on YouTube from 9/2/2018

Culture-Language Interpretive Matrix – Myths and Misconceptions: A review of research (PDF)

Culture-Language Interpretive Matrix – Instruction and Interpretation Tutorial – Free Version (PDF)

Culture-Language Interpretive Matrix – Instruction and Interpretation Tutorial for X-BASS Version (PDF)

Culture-Language Interpretive Matrix – General (Word)

Culture-Language Interpretive Matrix – Sample Validity Statements (Word) (updated 2.1.23)

Sample Report Using C-LIM – Case of Carlos – Identified as SLD – 14.2 (Word)

Sample Report Using C-LIM – Case of Maria – SLD not Identified – 17.2 (Word)

C-LIM+ATE

Culture-Language Interpretive Matrix - Achievement Test Extensions – Basic Version v2.0 (Excel) (updated 4.11.23)

Diverse Student True Peer Group Estimator

Diverse Student True Peer Group Estimator – D-STPGE v1.0 (Excel) (updated 2.1.23)

Sample XBA Reports

Sample – AIR – Triennial Re-evaluation ELL with SLD – 14.7

Sample – AIR – Initial Evaluation – ELL with SLD – Option C – 13.2

Sample – ELL Initial Evaluation by Justin Potts – 12.9

Sample – Case Report by Ortiz – 15.9

Sample – Case Report – Carsam – 15.9

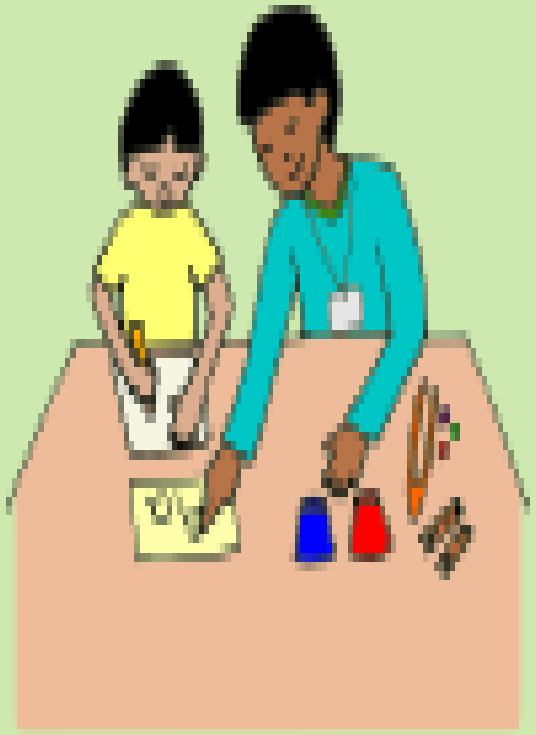
Sample XBA Report – Campbell – 14.2

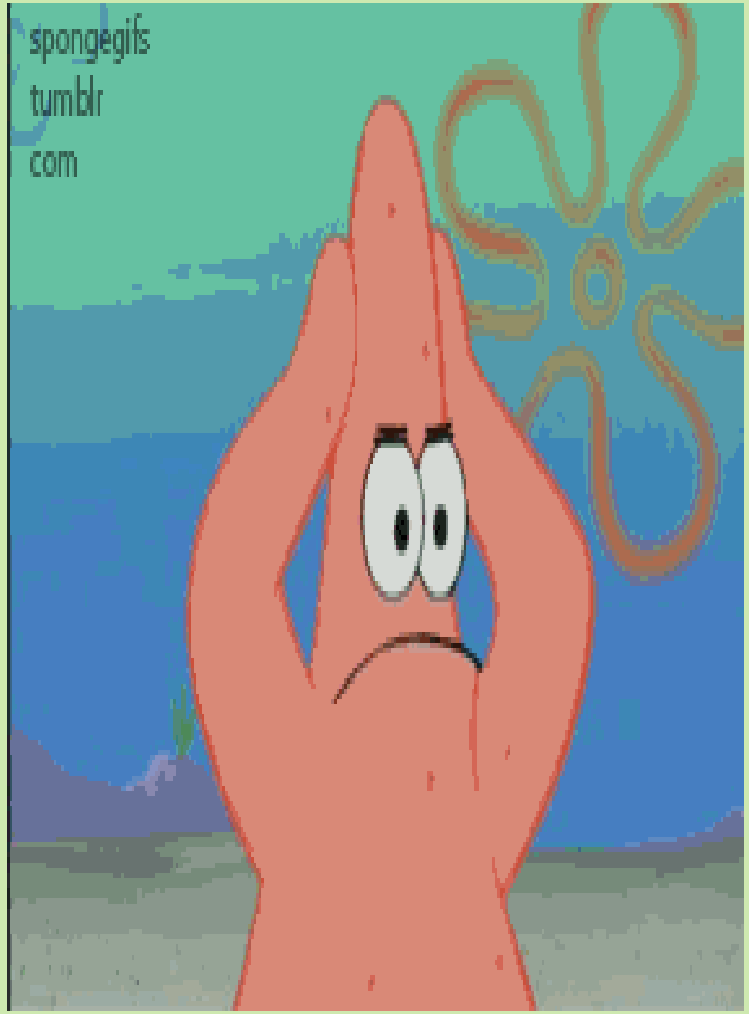
Sample XBA Report – Hannah – 14.2

Sample XBA Report – Steve – 12.5

Sample XBA Report – Victor – 15.4


What's the word???
NOT IT
NOT IT
NOT IT
NOT IT
RIGHT WORD
NOT IT
NOT IT
NOT IT
NOT IT
NOT IT




spongegifs
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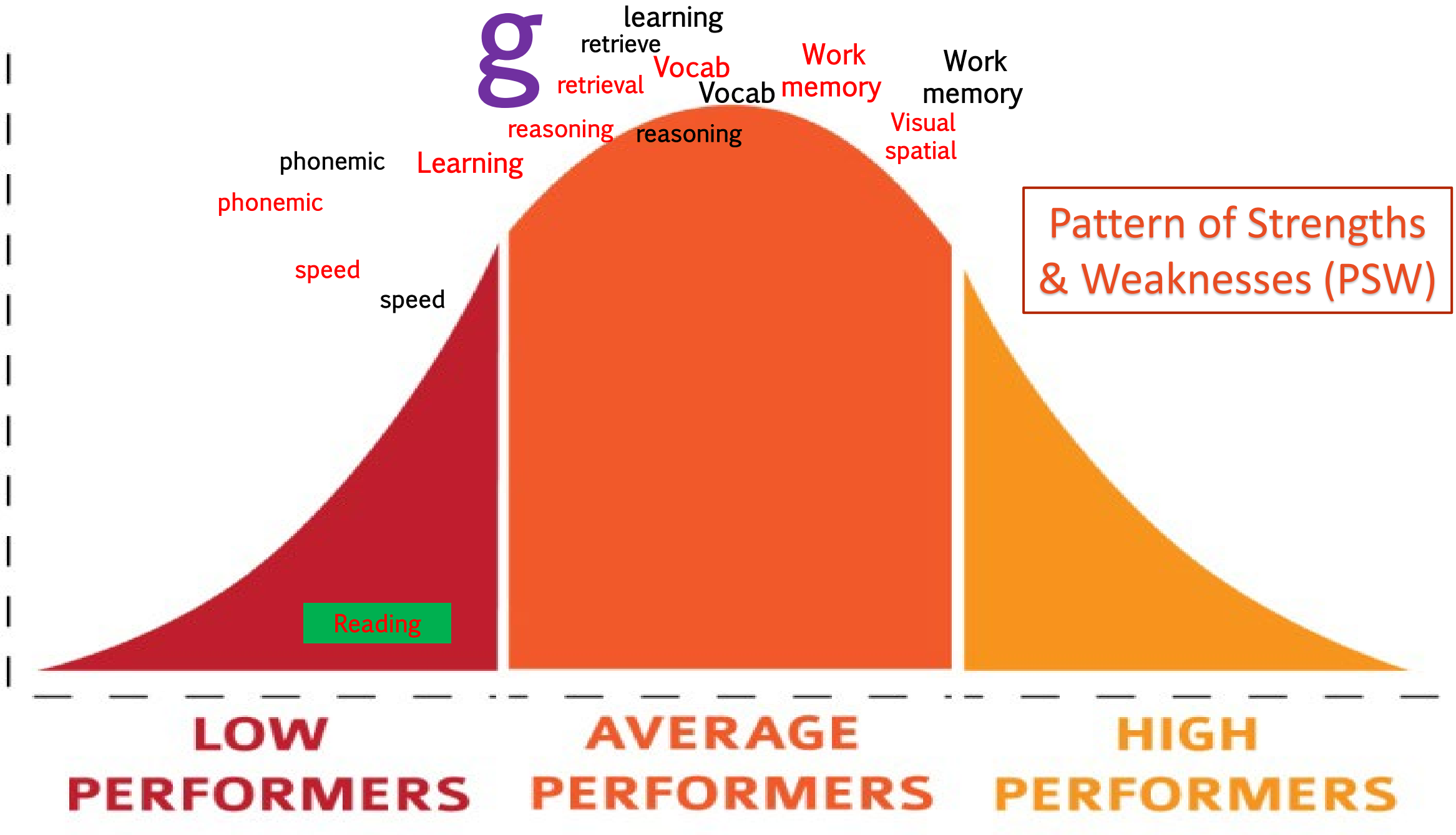
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learning
retrieve
retrieval
Vocab
Vocab
Work
memory
Work
memory
reasoning
reasoning
Visual
spatial
phonemic
Learning
phonemic
speed
speed
Reading
Pattern of Strengths
& Weaknesses (PSW)
LOW
PERFORMERS
AVERAGE
PERFORMERS
HIGH
PERFORMERS

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.

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)

Hebbeler & Rooney (2009)

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)

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

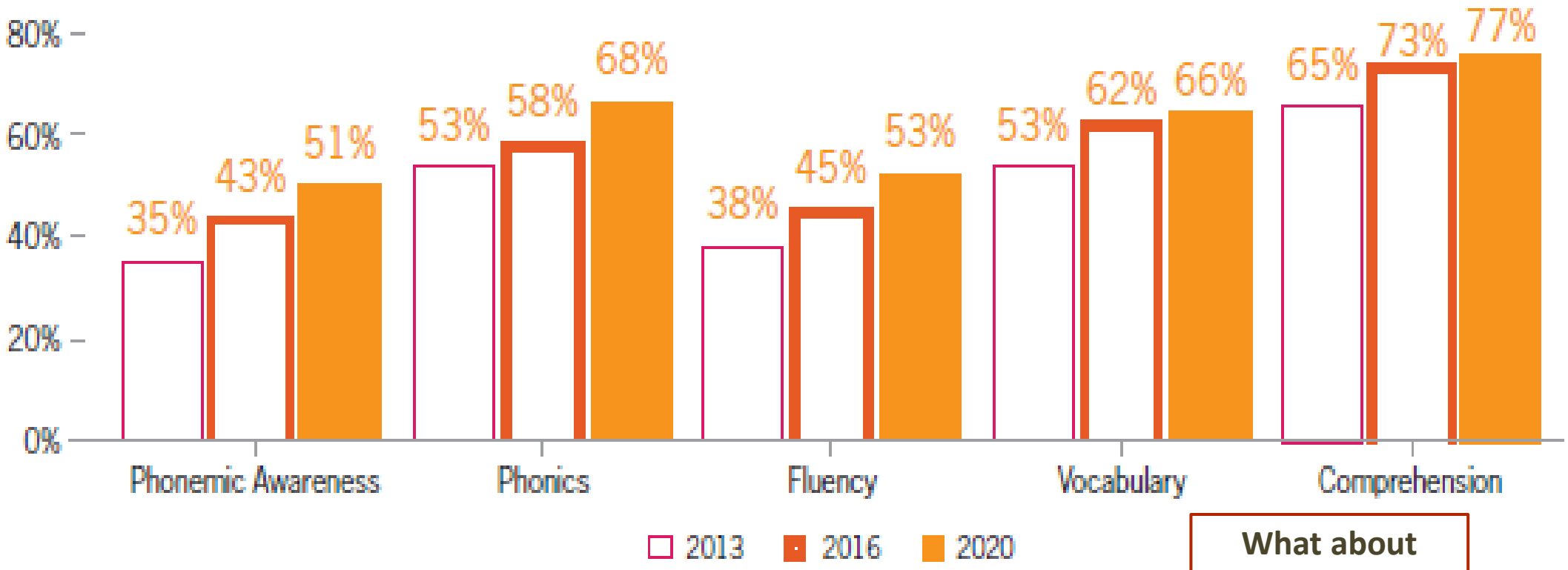
This impacts the rate of educational diagnoses

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’.

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

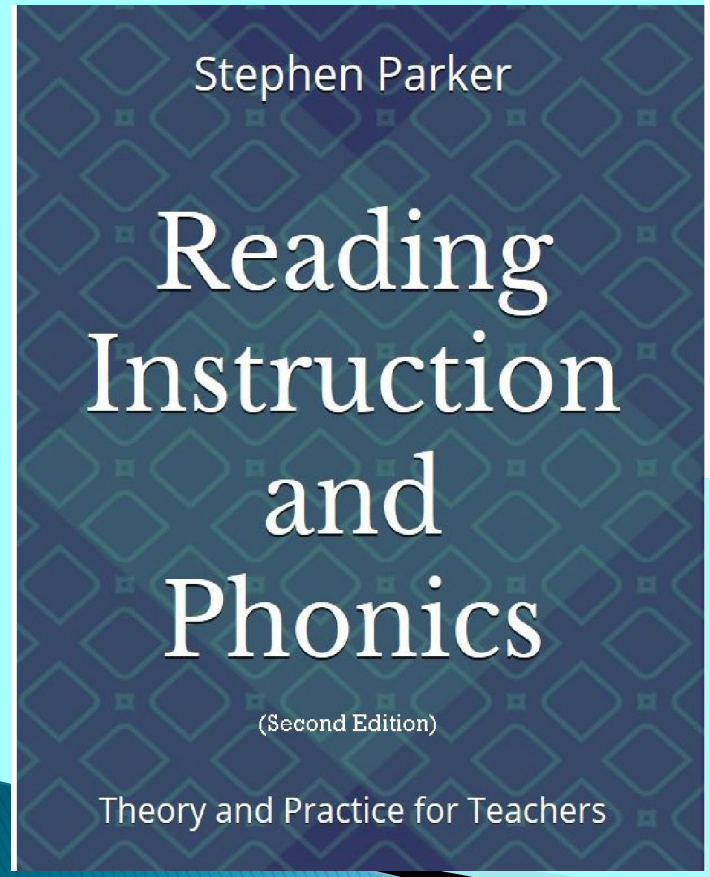


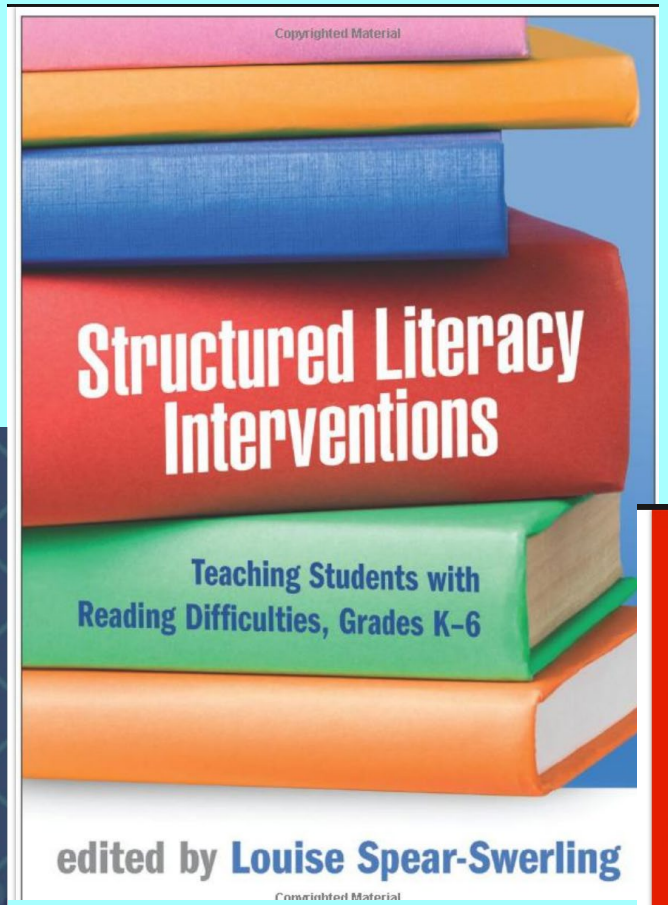
What about Language Comprehension

This is one part of the Science of Reading

SIMPLE VIEW OF READING

Its not so simple


Stephen Parker
Reading Instruction and Phonics
(Second Edition)
Theory and Practice for Teachers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Teaching Students with Reading Difficulties, Grades K–6
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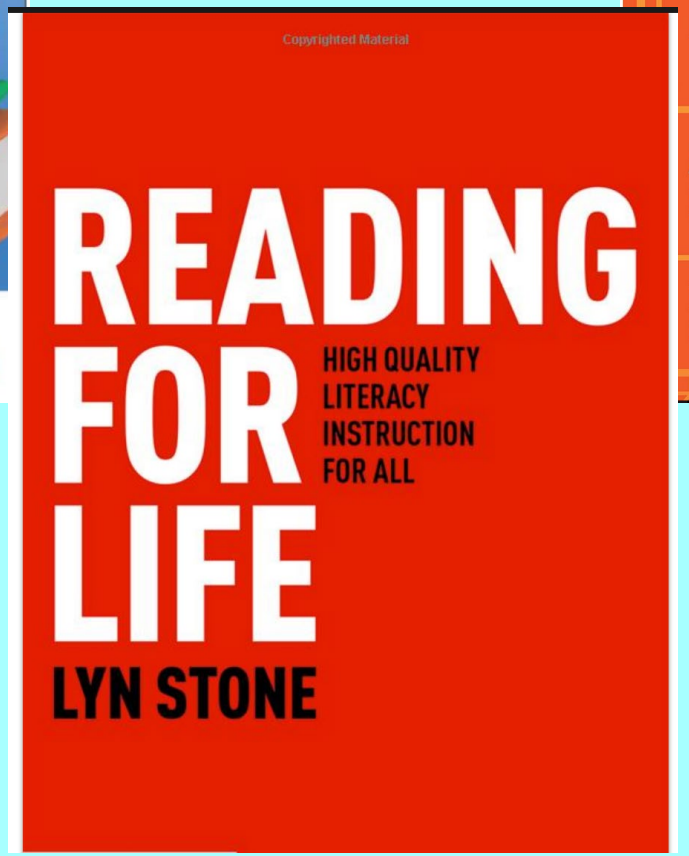
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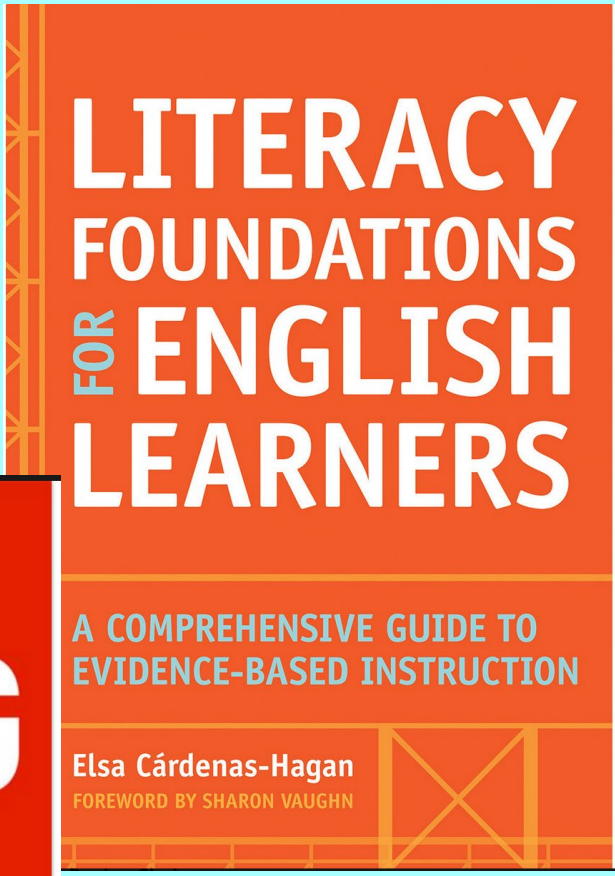
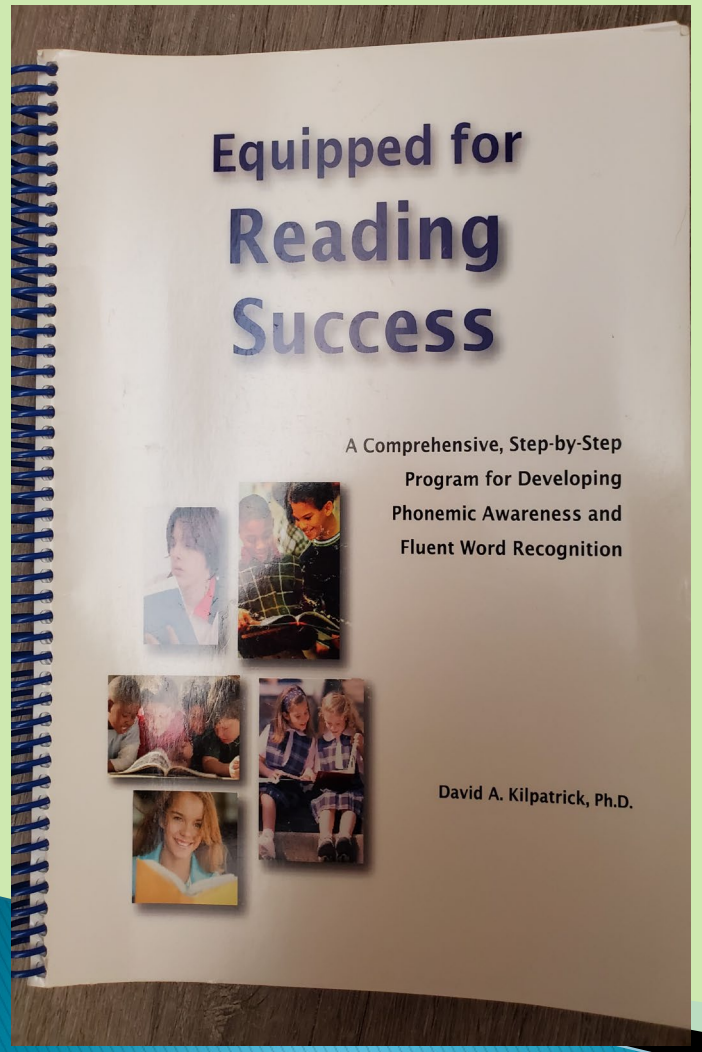
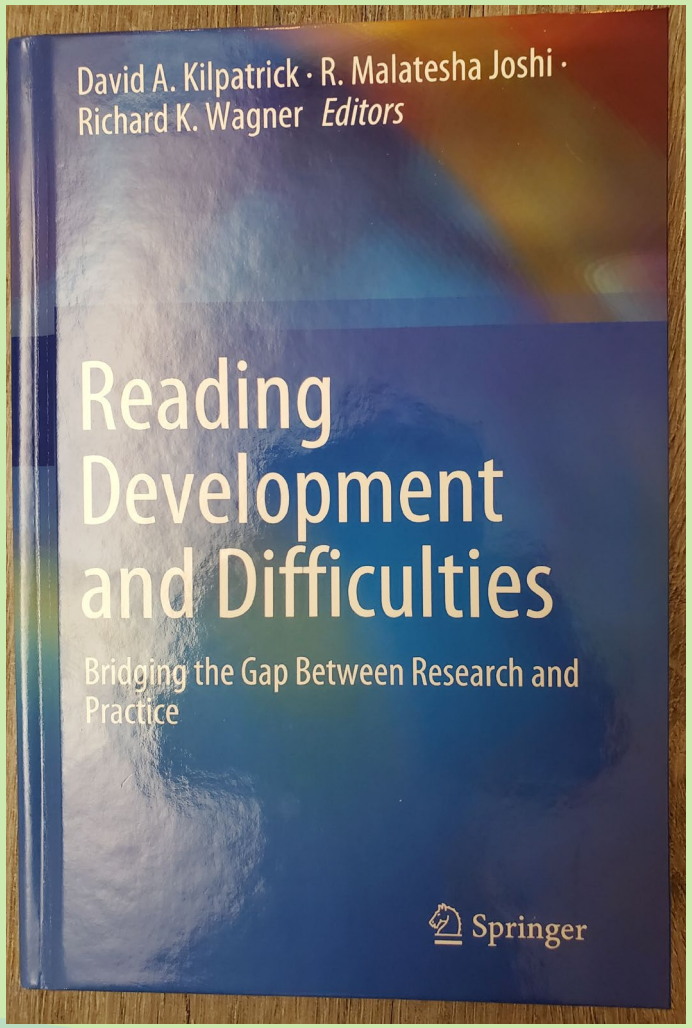
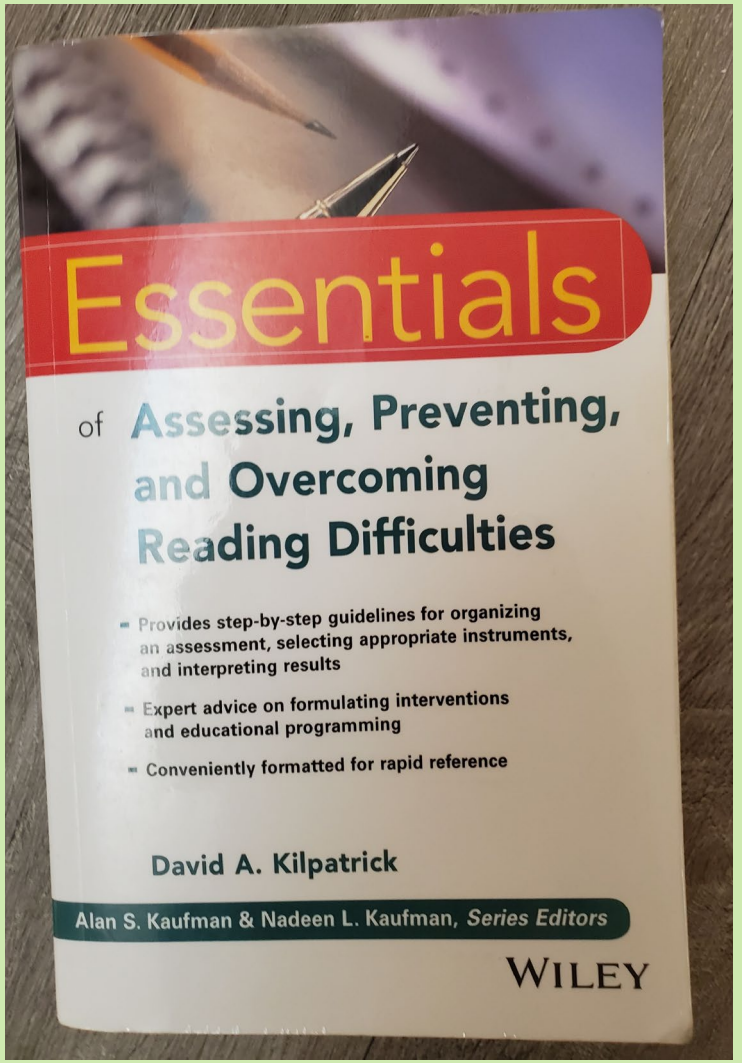
READING FOR LIFE
HIGH QUALITY LITERACY INSTRUCTION FOR ALL
LYN STONE


LITERACY FOUNDATIONS FOR ENGLISH LEARNERS
A COMPREHENSIVE GUIDE TO EVIDENCE-BASED INSTRUCTION
Elsa Cárdenas-Hagan
FOREWORD BY SHARON VAUGHN

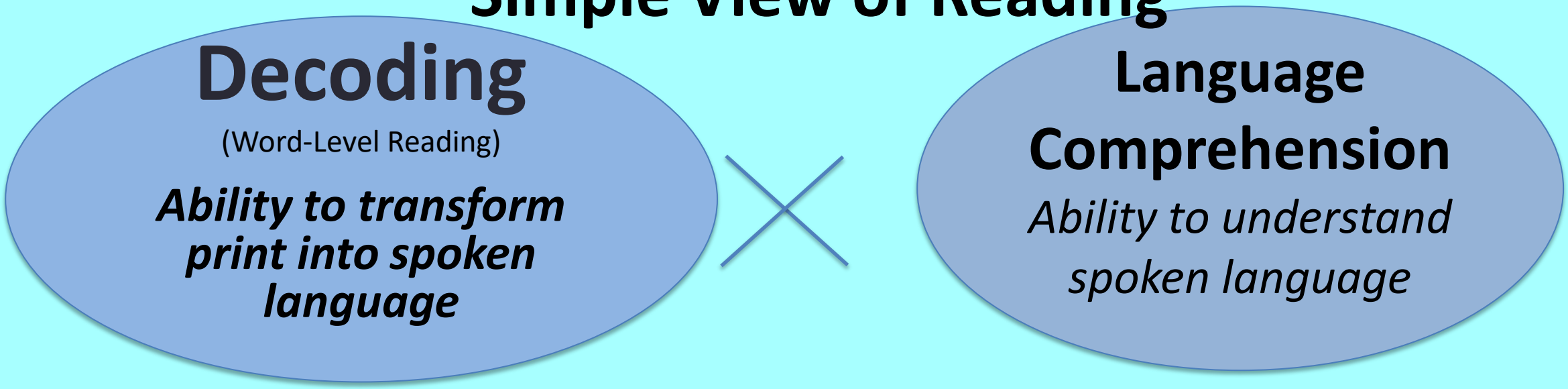
DAVID KILPATRICK!!!!!







Simple View of Reading

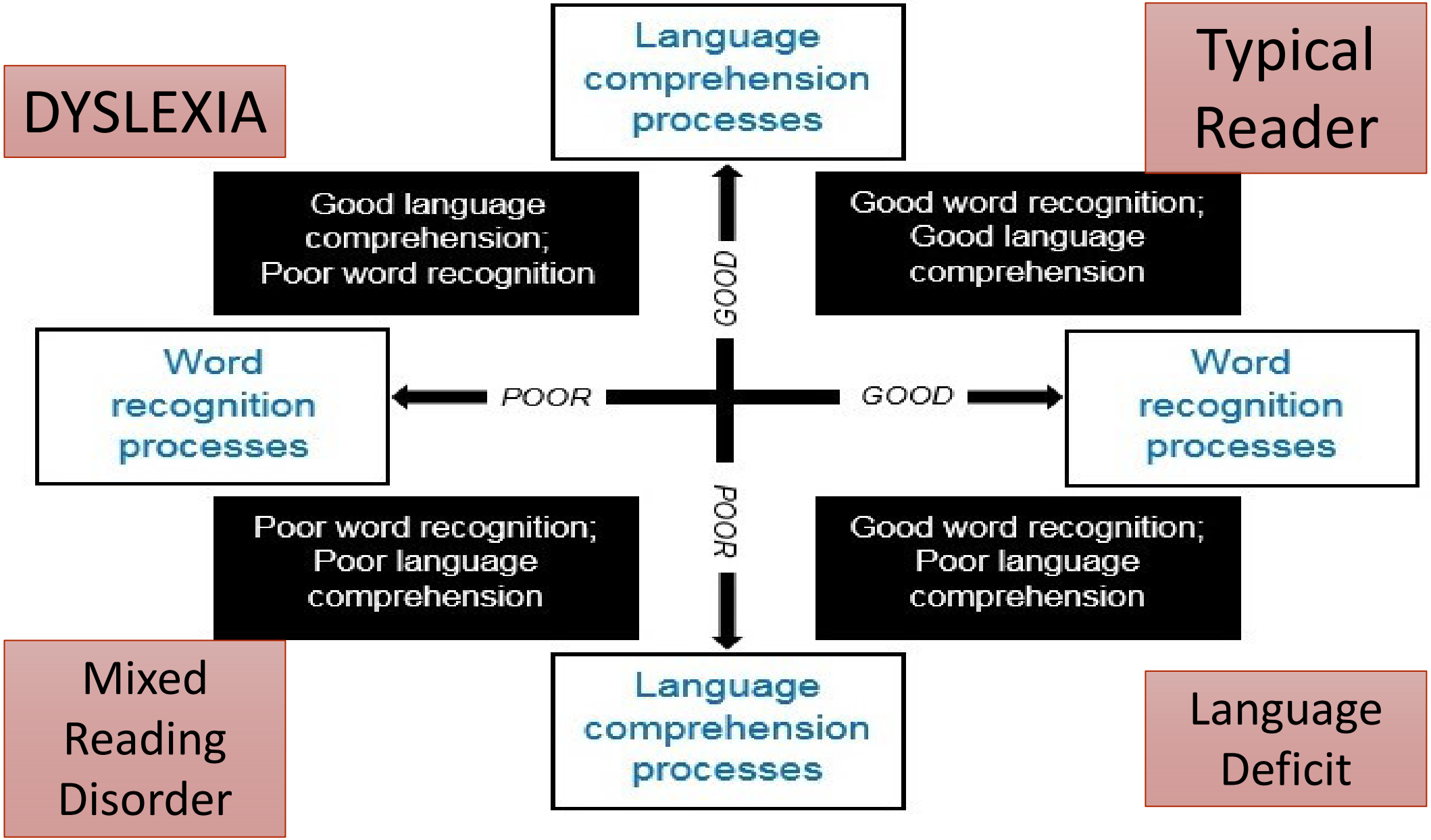


Decoding X Language Comprehension =

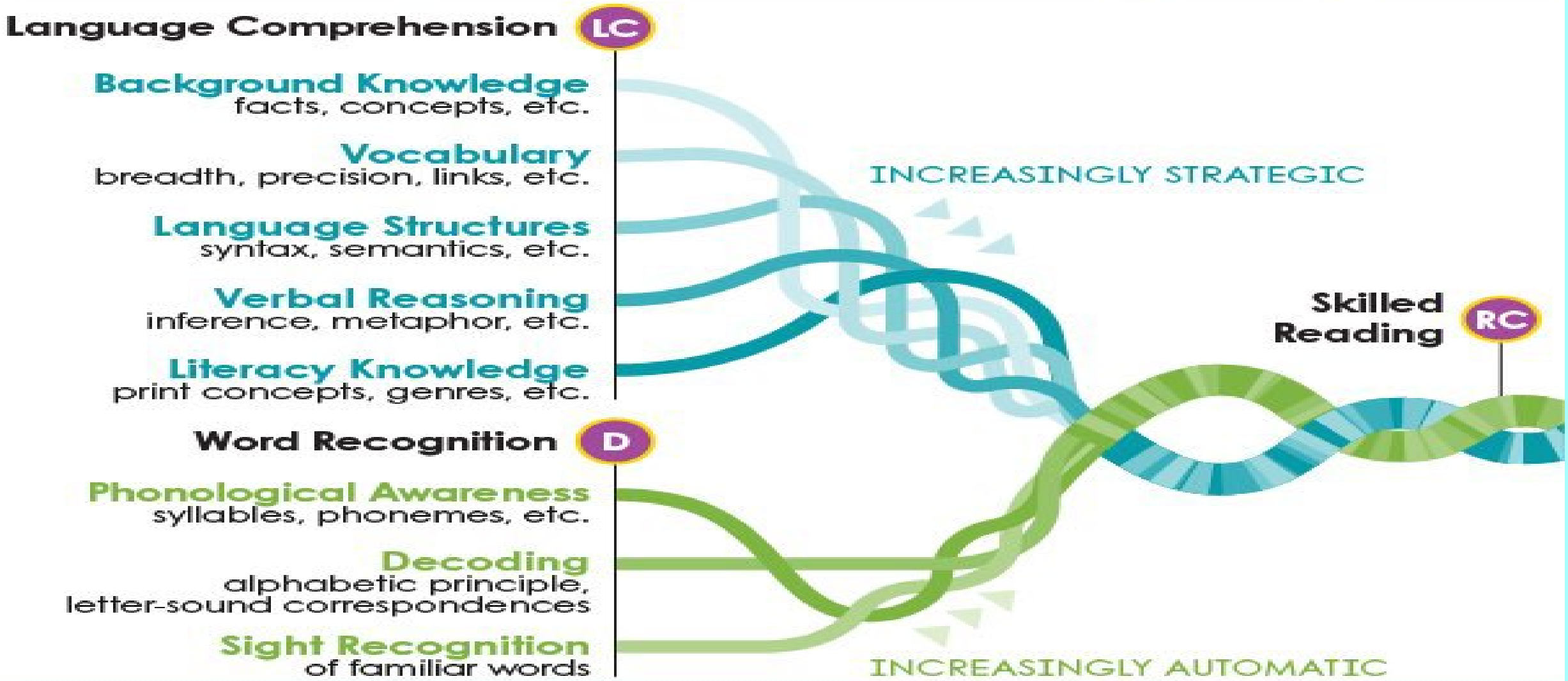
Reading Comprehension

D X LC = Reading Comprehension

The Simple View of Reading



Scarborough's Reading Rope



LC × D = RC **Fluent word recognition and comprehension.**

This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

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

The Language Literacy Network

The many language components that unify into skilled reading and writing (Wasowicz, 2021)

LANGUAGE COMPREHENSION

- **Background Knowledge** (facts, concepts, schemas...)
- **Vocabulary** (breadth & depth; definition, polysemy, related words...)
- **Language Structures** (phonology, morphology, word class, syntax, prosody...)
- **Verbal Reasoning** (connection of ideas; inference, prediction, metaphor...)
- **Pragmatics** (intended audience, purpose...)
- **Literacy Knowledge** (print concepts & conventions; text genre & structure...)

LANGUAGE EXPRESSION

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Increasingly automatic with development of lexical representations

Increasingly automatic with development of lexical representations

WRITTEN WORD RECOGNITION

- **Phonological, Orthographic, and Morphological Awareness** (alphabetic principle, phonemes, syllables, word stress, letter-sound relationships, patterns and rules, morphemes, letter-meaning relationships...)
- **Decoding** (grapheme-to-phoneme mapping* with simultaneous engagement of phonological-orthographic-morphological systems) *mapping of phonemic, syllabic, and morphemic units

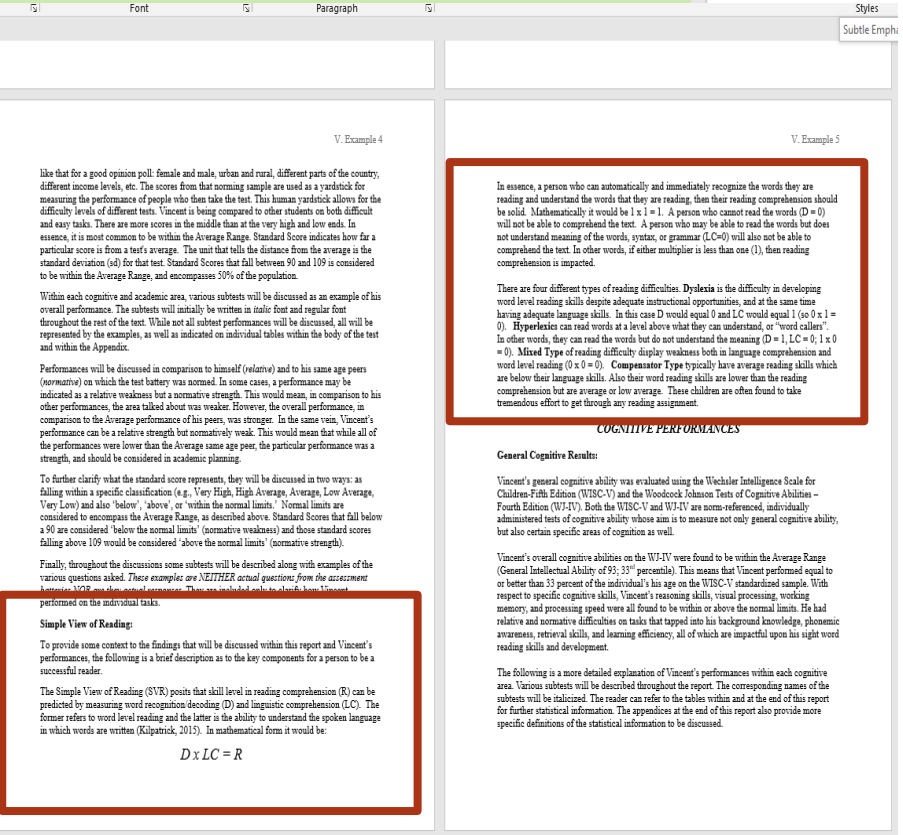
WRITTEN WORD PRODUCTION

- **Phonological, Orthographic, and Morphological Awareness** (alphabetic principle, phonemes, syllables, word stress, letter-sound relationships, patterns and rules, morphemes, letter-meaning relationships...)
- **Encoding** (phoneme-to-grapheme mapping* with simultaneous engagement of phonological-orthographic-morphological systems) *mapping of phonemic, syllabic, and morphemic units
- **Transcription** (handwriting/letter formation, keyboarding/letter selection...)

The speech-to-print advantage

More complete transfer from encoding to decoding

Partial transfer from decoding to encoding



Simple View of Reading:

To provide some context to the findings that will be discussed within this report and Vincent's performances, 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 (LC). The former refers to word level reading and the latter is the ability to understand the spoken language in which words are written (Kilpatrick, 2015). In mathematical form it would be:

$$D \times LC = R$$

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 x 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 (LC=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 LC would equal 1 (so 0 x 1 = 0). **Hyperlexics** 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, LC = 0; 1 x 0 = 0). **Mixed Type** of reading difficulty display weakness both in language comprehension and word level reading (0 x 0 = 0). **Compensator 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.

(Ctrl)

The Science of Reading

R·I·S·E ARKANSAS

	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 letter/sound correspondences to graphemes, syllables and morphemes.	18 Fluency is determined by the size of your sight vocabulary.	26 Connecting 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 generally 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 involve manipulating phonemes which include deleting, substituting, or reversing 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 that word fits into the world.
WHY	5 Phonological awareness difficulties represent the most common source of word-level reading difficulties.	14 By the end of first grade, students taught by a code-based approach perform, on average, the equivalent of 7 to 8 standard score points higher on tests of reading comprehension than students taught with a meaning-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 economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.
	6 Phonological awareness is essential for skilled reading.	15 Guessing words from context is not as efficient as phonetic decoding. Skilled readers can identify unfamiliar words with a high degree of accuracy by sounding them out, even irregular words. By contrast, researchers have found that even proficient readers are not as skilled at correctly guessing words from context with an accuracy rate of only about 25%.	22 Fluency is the bridge between decoding words and understanding what has been read.	30 Vocabulary is the glue that holds stories, 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 areas of the brain responsible for orthography (familiar spelling) and phonology (pronunciation) activate before the areas responsible for 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.		24 As children become fluent readers, they are able to interact with text on a higher level.	32 Awareness of morphology is a strong indicator of and a positive influence upon reading comprehension.
	9 The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied.			

33 **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.

HOW

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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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 occurs and the reciprocal relationship between these pillars is optimized. Effective reading instruction requires a balance between systematic teaching of the alphabetic code, linguistic features, and the application of this knowledge in continuous text. Reading comprehension, enjoyment, and building knowledge are important goals of reading.

Oral Language	Phonological Awareness	Phonics	Vocabulary	Reading Fluency	Comprehension
Oral Language is spoken language. It consists of phonology, syntax, morphology, vocabulary, discourse, and pragmatics. All are necessary to communicate and learn through spoken language.	Phonological awareness is a broad skill that includes hearing and manipulating units of oral language such as word, rhyme, syllable, onset-rime, and phoneme.	Phonics teaches what sounds correspond to which letters and letter-groups.	Vocabulary refers to words learners need to know to communicate effectively. Vocabulary includes the knowledge of word meanings and the context for using these words.	Reading fluency involves the application of alphabetic knowledge with fluency, accuracy, expression, and appropriate pacing.	Comprehension is making meaning from text and encompasses all other components of reading development (Oral Language, Phonemic Awareness, Phonics, Vocabulary, Reading Fluency).
Skills and Knowledge					
Phonology: an awareness of the sounds in language **Syntax:** the structural rules of language and word order **Morphology**: the meaning of word forms and parts **Vocabulary**: the meaning of words and phrases **Discourse**: communication of thought by words, talk, conversation, and/or gestures **Pragmatics**: social rules of communication	**Word**: a single distinct meaningful element of speech or writing **Rhyme**: are a sequence of words with similar sounds, especially end sounds **Syllable**: largest units of sound in a word; each syllable has at least one vowel **Onset and Rime**: onset is the consonant sound(s) in any syllable and the rime is the string of letters that follow, usually a vowel and final consonants. Not all words have an onset **Phoneme**: smallest unit of sound in spoken language	**Alphabetic Knowledge**: the understanding of which letter and letter groups correspond to the sounds used in the English language **Application of Alphabetic Knowledge**: using knowledge of letter-sound correspondence to decode words in isolation and in connected text **Word Recognition**: accurate and efficient word reading	**Vocabulary Development**: the set of words that a child knows and uses. Vocabulary is either receptive vocabulary or expressive vocabulary. Receptive vocabulary consists of the words that are understood when heard or read. Expressive vocabulary consists of words used when speaking or reading.	**Phrasing**: the grouping of words together as in normal speech, pausing appropriately between phrases and sentences **Expression**: the ability to change one's voice to show feeling **Adjusting pace**: reading at just the right speed; changing style and pace to suit the text **Adjusting**: changing the style and pace of reading to suit the text; e.g., fiction and nonfiction **Word Recognition**: accurate and efficient word reading	**Engagement with Text**: the selection and interaction with a variety of texts based on interest, enjoyment, and information. **Word Recognition**: accurate and efficient word reading **Print Concepts and Text Features**: the understanding that print carries meaning and that text features also support meaning **Strategic Processing of Text**: any one of many simultaneous and coordinated thinking activities that go on in a reader's head to monitor comprehension **Responding to Text:** using the background knowledge provided through instruction, combined with prior knowledge, to generate and answer questions, and summarize information
Instruction					
Oral language learning is enhanced through intentional instruction and modeling with opportunities for authentic practice.	Phonological and phonemic awareness skills require systematic and explicit instruction in the manipulation of phonological units (isolating, segmenting, and blending).	Systematic and explicit phonics instruction should occur in small and whole group settings and should intersect with the needs of learners.	Explicit instruction of new vocabulary words followed by exposure in meaningful contexts supports learners to understand the meaning of a word and when to use it.	The development of fluency requires explicit modeling and repeated oral and independent reading experiences.	The ongoing engagement with rich and varied text, shared through instruction and selected by learners, is critical to the reading trajectory from emergent to transitional readers.

September 2022

NOVA SCOTIA
NOUVELLE-ÉCOSSE

https://curriculum.novascotia.ca/

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.

Encompasses

Components taught as simultaneously as possible

PHONICS

Phonology	Awareness of the structures within spoken language underlies 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 proficiently 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.

Sources:
Wolf (2007), Spear-Swerling (2018), Brady (2020).
Links to these resources and additional supporting resources for educators and parents can be found at www.nancyyoung.ca

Two truisms:

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

- Students cannot benefit from 'ineffective' practices implemented well

The Ladder of Reading & Writing

Art by Dean Stanton

Learning to read seems effortless; challenging content likely needed (5-10%*)

Learning to read is relatively easy with broad instruction; explicit instruction for spelling & writing likely needed (35%*)

Learning to read/spell/write proficiently requires code-based, systematic, & explicit instruction (40-45%*)

Learning to read/spell/write requires code-based, systematic, explicit, intensive instruction & frequent repetition (10-15%*)

Extended learning & enrichment likely essential**

Facets of a structured literacy approach likely valuable**

A structured literacy approach likely essential**

Data informs instruction & practice: Differentiated content & process**

Linguistic processes, executive functions, psychological aspects & environmental circumstances affect learning & vary within person & group**

* Percentages estimated based on available evidence

* * Terms defined and references at www.nancyyoung.ca

Nancy Young B.A., M.Ed. Reading Spelling Writing

Rich Oral Language Program

Structured Synthetic Phonics

Emphasis on Phonological & Phonemic Awareness

Decodable Reading Books

Emphasize Blending to Read

Emphasize segmenting to spell

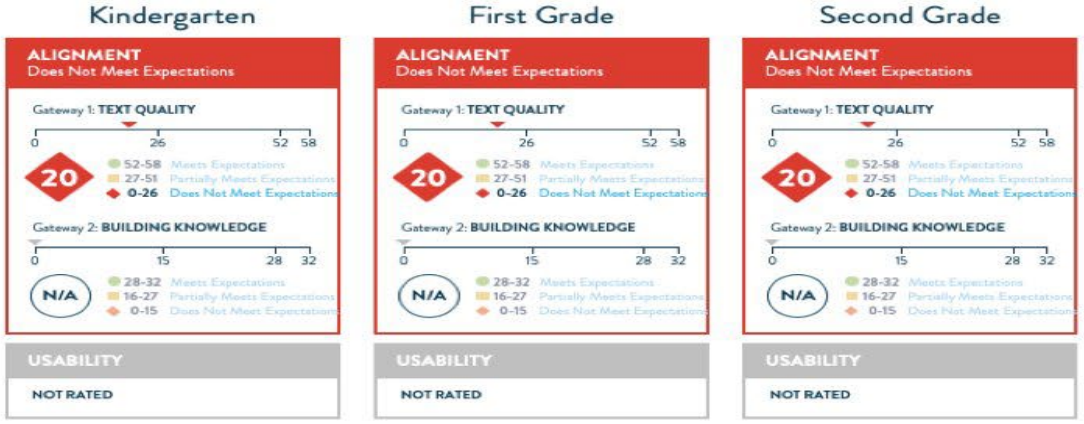
https://fivefromfive.com.au/phonics-and-at-risk-learners/#

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

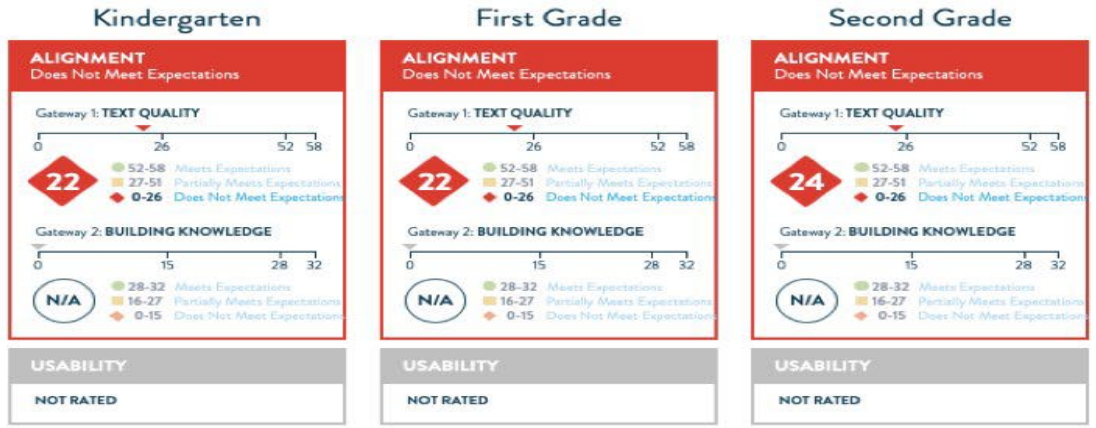
Home / Reports Center / ELA / Units of Study | Series Overview



Fountas & Pinnell Classroom (2020)

Heinemann | Series Overview

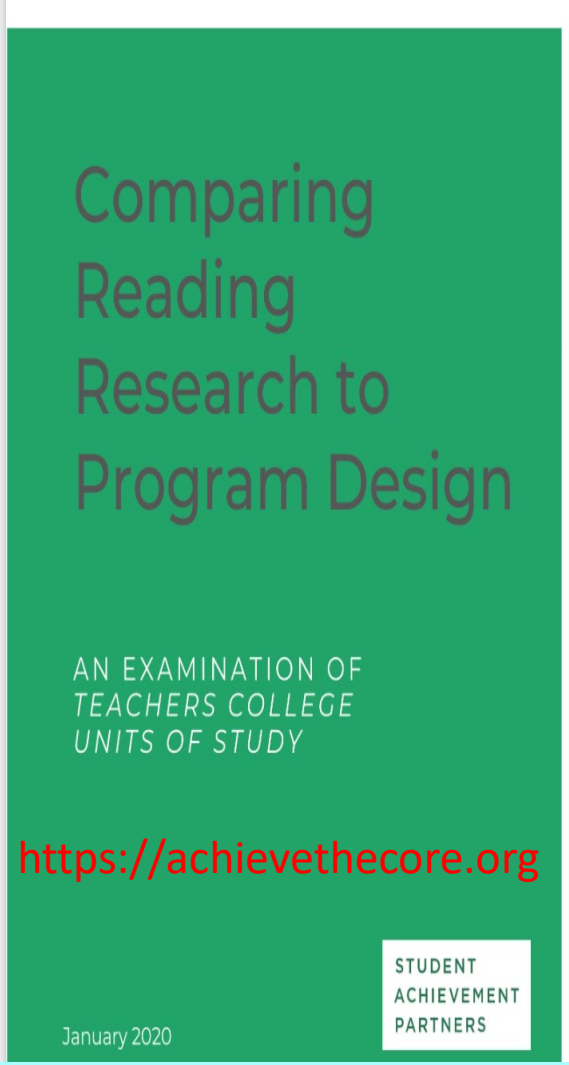
Home / Reports Center / ELA / Fountas & Pinnell Classroom | Series Overview



Source: EdReports.org

"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



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.

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

CURRICULUM BASED MEASURES OF READING SKILLS – KINDERGARTEN

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

CURRICULUM BASED MEASURES OF READING SKILLS – FIRST GRADE

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

3rd Grade Reading Placement Pathway

Screening	DIBELS Screening					
	INTENSIVE	STRATEGIC			BENCHMARK	ADVANCED
Diagnosis: Criteria	Below 20th percentile on DORF & DAZE (difficulty with multiple reading skills)	Between the 21st and 40th percentile on ORF (fast/slow & wrong)	Between the 21st and 40th percentile on ORF & >95% accuracy (slow & right)	Between the 21st and 40th percentile on Comprehension Measure (Daze), Above 40th percentile on ORF (acurate and fluent, but poor comprhension)	Between the 41st and 70th percentile on ORF & Daze (fast & right)	Above the 75th percentile on ORF & Daze -demonstrates need for additional challenge/advancement (fast & right)
	↓	↓	↓		↓	↓
Focus	COMPREHENSIVE	PHONICS	FLUENCY	COMPREHENSION	CORE CONTENT	ENRICHMENTS
Focus Skills	Basic reading skills: Letter/sound correspondence, decoding, fluency, vocabulary, comprehension	Targeted decoding skills	Automatically decoding words, reading high frequency, and phrasing sentences.	Comprehension skills/ Strategies	Core coursework	Advanced Content Focus Comprehension Strategies Writing
Intervention	Reading Mastery	95% Phonics	Read Naturally Wilson Fluency (Phrasing)	Soar to Success	Small group - Leveled Reader Harcourt Intervention Kit (borderline students)	Literacy First Kits Write Tools Guided Reading Groups
		Harcourt Interventions if students are below in both areas				
Length of Time	60 minutes daily outside Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework	30 minutes daily addition to the Core Coursework
Verify Progress	*Progress Monitoring through DIBELS	*Progress Monitoring through DIBELS	*Progress Monitoring through DIBELS	*Progress Monitoring through DIBELS	*Performance in Core Coursework *Grades	*Classroom performance *Rubrics on projects
Identify Method to Verify Effectiveness	*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

2nd Grade Less and More Chart

Less	More
Word Recognition	
Haphazard phonological awareness instruction	Explicit, systematic phonemic awareness instruction(focus on manipulation of phonemes)
Phonics instruction does not follow a scope and sequence	Explicit, systematic daily phonics instruction
Use of guessing strategies tied to the 3 cueing system (e.g., skip over the word, look at the picture etc…)	Use of phoneme-grapheme mapping (e.g. look at the word, sound-tap, slide sounds together etc…)
	High-frequency words taught by phonetic pattern with analysis of phonetic and non-phonetic elements (e.g., heart words)
Use of word walls	Use of sound walls
Language Comprehension	
Irregular and implicit vocabulary instruction.	Explicitly teach and provide multiple exposures of Tier 2 vocabulary. Use student friendly definitions. Teach word families (e.g., play, playing, played, playful, playmate, etc…). Examine the multiple meanings of words
Teaching comprehension skills/strategies in isolation (e.g., main idea, predicting, etc…)	Use multi-strategy instructional approach while discussing and analyzing authentic text (e.g., preview, monitor comprehension, infer, and summarize)
Read texts on different topics each day	Read texts on one topic for multiple weeks to build background knowledge and vocabulary.
Use of read alouds without a purpose to fill time Ignore language comprehension instruction because phonics is the focus	Use read alouds to strengthen background knowledge, vocabulary, and oral language.

The Big 3

1. Teach explicit, systematic phonemic awareness and phonics instruction.
2. High-frequency words taught by phonetic pattern with analysis of phonetic and non-phonetic elements (e.g., heart words-www.reallygreatreading.com/heart-word-magic).
3. Read texts that are on a common topic for several weeks.

1st Grade Less and More Chart

Less	More
Word Recognition	
Haphazard phonological awareness instruction	Explicit, systematic phonological awareness instruction(focus on manipulation of onset/rimes and phonemes)
Phonics instruction does not follow a scope and sequence	Explicit, systematic daily phonics instruction
Use of guessing strategies tied to the 3 cueing system (e.g., skip over the word, look at the picture etc…)	Use of phoneme-grapheme mapping (e.g. look at the word, sound-tap, slide sounds together etc…)
High-frequency words taught by using memorization drills with little attention to the phonemes	High-frequency words taught by phonetic pattern with analysis of phonetic and non-phonetic elements (e.g., heart words)
Reading of predictable text where students rely on pictures or context clues	Reading decodable text that include taught phonics patterns
Use of word walls	Use of sound walls
Language Comprehension	
Irregular and implicit vocabulary instruction.	Explicitly teach and provide multiple exposures of Tier 2 vocabulary. Use student friendly definitions. Teach word families (e.g., play, playing, played, playful, playmate, etc…). Examine the multiple meanings of words (e.g. bat, ship, duck, plane vs. plain, etc…)
Teaching of grammar in isolation without a scope and sequence (worksheets).	Teach syntax (e.g., pronouns, verb tense, conjunctions, etc…)
Use of read alouds without a purpose to fill time Ignore language comprehension instruction because phonics is the focus	Use read alouds to strengthen background knowledge, vocabulary, and oral language.

The Big 3

1. Teach explicit, systematic, daily phonological awareness and phonics instruction.
2. High-frequency words are taught by phonetic pattern with analysis of phonetic and non-phonetic elements (e.g., heart words-www.reallygreatreading.com/heart-word-magic).
3. Use decodable text to practice taught phonics patterns and avoid guessing.

4th and 5th Grade Less and More Chart

Less	More
Word Recognition	
Use of guessing strategies tied to the 3 cueing system (e.g., skip over the word, look at the picture etc…)	Use of phoneme-grapheme mapping (e.g. look at the word, slide through the sounds, look at the parts etc…)
	Use of prefixes, bases, roots and suffixes, and the big word strategy
	Teach advanced phonological awareness
Practice fluency using separate text focusing on reading speed	Practice fluency using content area text focusing on accuracy, automaticity, and prosody
Language Comprehension	
Teaching comprehension skills/strategies in isolation (e.g., main idea, predicting, etc…)	Use multi-strategy instructional approach while discussing and analyzing authentic text (e.g., preview, monitor comprehension, infer, and summarize)
Read texts on different topics each day	Read texts that relate to what is being studied in the content areas or texts on one topic for multiple weeks to build background knowledge and vocabulary.
	Teach text structure
Teaching vocabulary words in isolation using dictionary definitions.	Explicitly teach and provide multiple exposures of Tier 2 vocabulary. Use student friendly or created definitions. Examine the multiple meanings of words. Teach morphological awareness (prefixes, bases, roots, and suffixes).
Teaching of grammar in isolation without a scope and sequence (worksheets).	Teach syntax when reading text (e.g., pronouns, prepositional phrases, and conjunctions)
Use of read alouds without a purpose to fill time	Use read alouds to strengthen background knowledge and vocabulary, and to discuss text to improve oral language.

The Big 3

1. Teach morphology.
2. Use content related text or text on the same topic for several weeks.
3. Teach multi-strategy comprehension approaches.

3rd Grade Less and More Chart

Less	More
Word Recognition	
Use of guessing strategies tied to the 3 cueing system (e.g., skip over the word, look at the picture etc…)	Use of phoneme-grapheme mapping (e.g. look at the word, slide through the sounds, look at the parts etc…)
	Use of prefixes, bases, and suffixes, and the big word strategy
	Teach advanced phonological awareness
Practice fluency using separate text focusing on reading speed	Practice fluency using content area text focusing on accuracy, automaticity, and prosody
Language Comprehension	
Teaching comprehension skills/strategies in isolation (e.g., main idea, predicting, etc…)	Use multi-strategy instructional approach while discussing and analyzing authentic text (e.g., preview, monitor comprehension, infer, and summarize)
Read texts on different topics each day	Read texts that relate to what is being studied in the content areas or texts on one topic for multiple weeks to build background knowledge and vocabulary.
	Teach text structure
Teaching vocabulary words in isolation using dictionary definitions.	Explicitly teach and provide multiple exposures of Tier 2 vocabulary. Use student friendly or created definitions. Examine the multiple meanings of words. Teach morphological awareness (prefixes, bases, and suffixes).
Teaching of grammar in isolation without a scope and sequence (worksheets).	Teach syntax when reading text (e.g., pronouns, verb tenses, and conjunctions)
Use of read alouds without a purpose to fill time	Use read alouds to strengthen background knowledge and vocabulary, and to discuss text to improve oral language.

The Big 3

1. Teach phoneme-grapheme mapping to decode and spell words.
2. Use content related text or text on the same topic for several weeks.
3. Teach multi-strategy comprehension approaches.

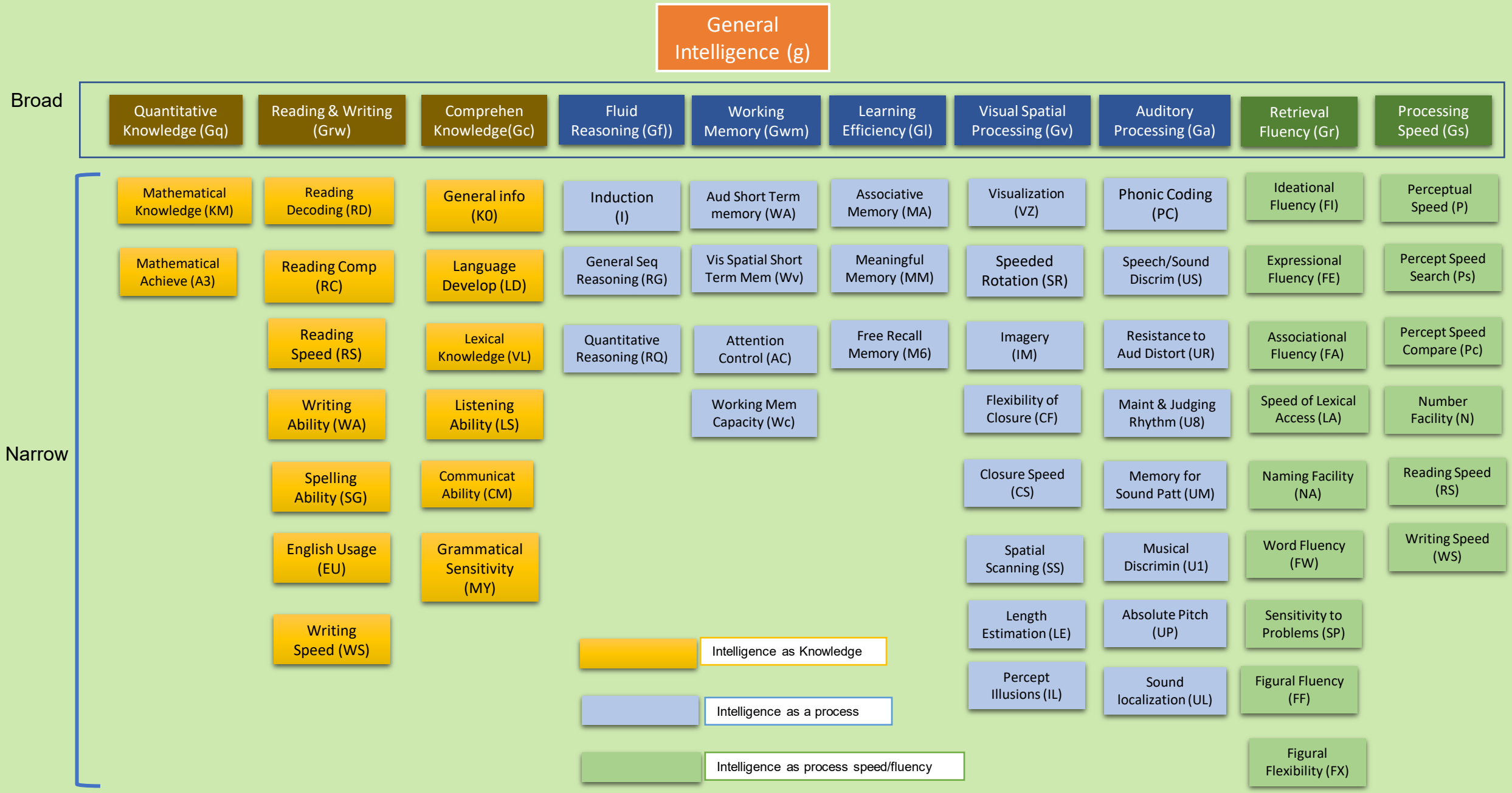
LETS GO THROUGH THE STEPS

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.


General Intelligence (g)
Broad
Quantitative Knowledge (Gq)
Reading & Writing (Grw)
Comprehen Knowledge(Gc)
Fluid Reasoning (Gf))
Working Memory (Gwm)
Learning Efficiency (Gl)
Visual Spatial Processing (Gv)
Auditory Processing (Ga)
Retrieval Fluency (Gr)
Processing Speed (Gs)
Narrow
Mathematical Knowledge (KM)
Mathematical Achieve (A3)
Reading Decoding (RD)
Reading Comp (RC)
Reading Speed (RS)
Writing Ability (WA)
Spelling Ability (SG)
English Usage (EU)
Writing Speed (WS)
General info (K0)
Language Develop (LD)
Lexical Knowledge (VL)
Listening Ability (LS)
Communicat Ability (CM)
Grammatical Sensitivity (MY)
Induction (I)
General Seq Reasoning (RG)
Quantitative Reasoning (RQ)
Aud Short Term memory (WA)
Vis Spatial Short Term Mem (Wv)
Attention Control (AC)
Working Mem Capacity (Wc)
Associative Memory (MA)
Meaningful Memory (MM)
Free Recall Memory (M6)
Visualization (VZ)
Speeded Rotation (SR)
Imagery (IM)
Flexibility of Closure (CF)
Closure Speed (CS)
Spatial Scanning (SS)
Length Estimation (LE)
Percept Illusions (IL)
Phonic Coding (PC)
Speech/Sound Discrim (US)
Resistance to Aud Distort (UR)
Maint & Judging Rhythm (U8)
Memory for Sound Patt (UM)
Musical Discrimin (U1)
Absolute Pitch (UP)
Sound localization (UL)
Ideational Fluency (FI)
Expressional Fluency (FE)
Associational Fluency (FA)
Speed of Lexical Access (LA)
Naming Facility (NA)
Word Fluency (FW)
Sensitivity to Problems (SP)
Figural Fluency (FF)
Figural Flexibility (FX)
Perceptual Speed (P)
Percept Speed Search (Ps)
Percept Speed Compare (Pc)
Number Facility (N)
Reading Speed (RS)
Writing Speed (WS)
Intelligence as Knowledge
Intelligence as a process
Intelligence as process speed/fluency

MY FAVORITE FOUR LETTER WORD

DISCREPANCY

BANNED

Alfonso, 2022

AAD	RtI	PSW
Requires a **discrepancy** between ability and achievement	Requires **discrepancies** in rate and level of learning	Requires **discrepancies** between cognitive strengths and cognitive and academic weaknesses
Does not clarify the reason for academic failure despite a consideration of exclusionary factors	**Does not clarify** the reason for academic failure despite a consideration of exclusionary factors, most notably inadequate instruction and intellectual disability	**Clarifies** the reason for academic failure as part of a comprehensive evaluation that includes evaluation of exclusionary factors
Unexpected underachievement **relative to overall cognitive ability (e.g., FSIQ)**	Unexpected underachievement **relative to evidence-based instruction and intervention (e.g., Tiers 1 and 2)**	Unexpected underachievement **relative to the individual's cognitive capabilities (strengths)**
Weaknesses/deficits **within the individual (primary)**	Weaknesses/deficits **within the environment (primary)**	Weaknesses/deficits **within the individual (primary) and the environment (contributory)**
Link to intervention **not apparent**	Link to intervention **based on academic skill deficits only**; Limited to no new data to inform intervention after failure to respond	Link to intervention **based on academic skill deficits as well as knowledge of how cognitive deficits manifest for the individual in real-world settings** (e.g., classroom)
Insufficient information to individualize instruction and intervention	**Insufficient** information to individualize instruction and intervention beyond Tier 2 and/or Tier 3	**Sufficient** information to individualize instruction and intervention (particularly when combined with RtI/MTSS)
Diagnostic errors (false positives and false negatives) are inevitable	**Diagnostic errors** (false positives and false negatives) are inevitable	**Diagnostic errors** (false positives and false negatives) are inevitable

MOST IMPORTANT STATISTIC TO KNOW

12 ≠ 12 ≠ 12

85 ≠ 85 ≠ 85

Definition of Cross-Battery Assessment

A time-efficient method of organizing and interpreting cognitive and academic abilities and neuropsychological processes using more than one instrument in a manner that is psychometrically and theoretically defensible.

Allows practitioners to measure reliably a wider (and/or more in-depth) range of cognitive, academic, and neuropsychological constructs than that represented by any given stand-alone assessment battery.

Cross-Battery Assessment

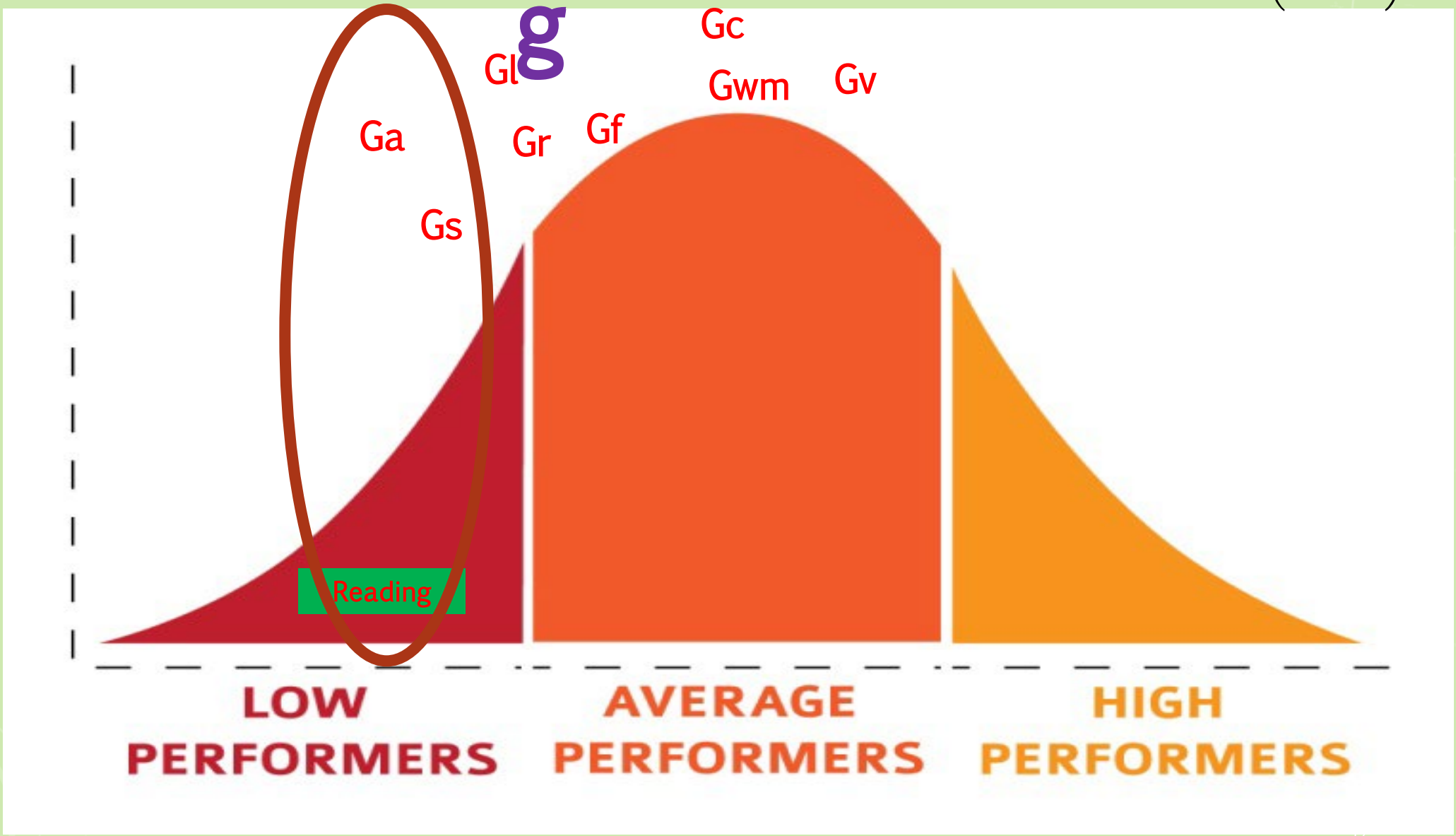
PSW Methods

PSW methods combine standardized tests with other data sources to document whether a student demonstrates a pattern of cognitive and academic strengths and weaknesses that is consistent with the SLD construct as defined in IDEA.

After ruling out a general ability deficit and other exclusionary factors, evaluators identify a specific deficit in one or more basic psychological processes that plausibly interfere with the development of academic skills.

Alfonso, 2022

PATTERN OF STRENGTHS AND WEAKNESSES (PSW)



SUMMARY OF RELATIONS BETWEEN CHC ABILITIES AND SPECIFIC AREAS OF ACADEMIC ACHIEVEMENT

(BERNINGER, 2013; FLANAGAN AND COLLEAGUES, 2006, 2013; MCGREW & WENDLING, 2010; MCGREW ET AL., 2014)

	Reading Achievement	Math Achievement	Writing Achievement
Gf	Inductive (I) and general sequential reasoning (RG) abilities play a moderate role in **reading comprehension.**	**Inductive (I) and general sequential (RG) reasoning abilities are consistently very important for math problem solving at all ages.**	Inductive (I) and general sequential reasoning abilities (RG) are consistently related to **written expression** at all ages.
Gc	**Language development (LD), lexical knowledge (VL), and listening ability (LS) are important at all ages for reading acquisition and development. These abilities become increasingly important with age.**	**Language development (LD), lexical knowledge (VL), and listening abilities (LS) are important at all ages. These abilities become increasingly important with age.**	**Language development (LD), lexical knowledge (VL), and general information (K0) are important primarily after about the 2nd grade. These abilities become increasingly important with age.**
Gsm	Memory span (MS) and **working memory capacity (WM) or** attentional control**. Gwm important for overall reading success.**	Memory span (MS) and **working memory capacity (WM) or** attentional control**. Gmw important for overall math success.**	Memory span (MS) is important to writing, especially **spelling** skills whereas working memory has shown relations with advanced writing skills (e.g., **written expression**). Gmw important for overall writing success.
Gv	Orthographic Processing (often measured by tests of perceptual speed) – **reading fluency**	Visualization (VZ) is important primarily for higher level or **advanced mathematics** (e.g., geometry, calculus).	Orthographic Processing (often measured by tests of perceptual speed) - **spelling**
Ga	**Phonetic coding (PC) or "phonological awareness/processing" is very important during the elementary school years for the development of basic reading skills.**		**Phonetic coding (PC) or "phonological awareness/processing" is very important during the elementary school years for both basic writing skills and written expression (primarily before about grade 5).**
Glr	**Naming facility (NA) or "rapid automatic naming" (also called speed of lexical access) is very important during the elementary school years.** Associative memory (MA) is also important.	Naming Facility (NA; or speed of lexical access); Associative Memory (MA) – **rapid retrieval of basic math facts**	Naming facility (NA) or "rapid automatic naming' **(also called speed of lexical access)** has demonstrated relations with written expression, primarily **writing fluency**.
Gs	**Perceptual speed (P) abilities are important during all school years, particularly the elementary school years.**	**Perceptual speed (P) abilities are important during all school years, particularly the elementary school years.**	**Perceptual speed (P) abilities are important during all school years for basic writing and related to all ages for written expression.**

ABILITIES AND PROCESSES RELATED TO SLD AREA: **BRS**	WISC-V SUBTEST	DEGREE OF RELATIONSHIP BASED ON LITERATURE REVIEW	EXAMPLE OF SUPPLEMENTAL SUBTESTS VIA XBA IF NECESSARY	COMMENTS
Gc:VL **(Lexical Knowledge)**	Similarities Vocabulary	Moderate	CELF-5 Word Classes Word Definitions	Similarities may also involve Gf:I CELF-5 is statistically linked to the WISC-V and therefore should be an initial supplemental battery
Gc:K0 **(General Information)**	Comprehension Information	Moderate	WJ IV COG General Information	In the majority of cases, it will not be necessary to go out of battery for additional K0 subtests
OP (Orthographic Processing)	--	Moderate	TOC FAR Orthographic Processing Irregular Word Reading Fluency	TOSWRF-2 is also sensitive to OP weaknesses
Gwm: Wa, Wv, Wc, AC **(Working Memory)**	Picture Span Digit Span Forward Letter-Number Seq. Digit Span Backward Digit Span Sequencing Arithmetic	Moderate	CELF-5 Recalling Sentences WJ IV COG Numbers Reversed Object-Number Sequencing Verbal Attention	Evaluation of difference between auditory and visual memory span will require use of a separate memory battery. Arithmetic also measures math achievement (Gq:A3) and at the older ages may also involve quantitative reasoning (Gf:RQ)
Gl:MA **(Associative Memory)**	Delayed Symbol Translation Immediate Symbol Translation Recognition Symbol Translation	Moderate	WJ IV COG Visual-Auditory Learning WRAML2 Sound Symbol Sound Symbol Recall	--
Gs:P **(Perceptual Speed)** **Gr:NA (Naming Facility/Speed of Lexical Access)**	Symbol Search Cancellation Naming Speed Literacy	Low-Moderate Moderate	WJ IV Number Pattern Matching WJ IV Letter Pattern Matching CTOPP-2 Rapid Digit Naming CTOPP-2 Rapid Number Naming	Other Perceptual Speed tests, such as WJ IV Number Pattern Matching and Letter Pattern Matching are likely more highly related to BRS given emphasis on orthography
Ga:PC **(Phonetic Coding)** **Also referred to as Phonological Awareness**	--	High	KTEA-3 Phonological Processing **CTOPP-2** WJ IV OL Segmentation Sound Awareness Sound Blending	KTEA-3 is statistically linked to the WISC-V and, therefore, should be an initial supplemental battery
Ga:UM **(Memory for Sound Patterns)**	Alfonso, 2022	Low-Moderate	**CTOPP-2** Nonword Repetition (also Gsm:MS)	Also called Phonological Memory

LETS WORK TOGETHER!!

WOODCOCK JOHNSON WORKING MEMORY (GWM)

Numbers Reversed

I am going to say some numbers. Then you say them backward. For example, if I say "3…4" you would say "4…3."

Number Memory Reversed (TAPS)
Number Repetition- Backward (CELF)

1…6…3…9

4…7…3…9…5…2

Memory for Words

…Now you will hear the words from this recording. After you hear the double beep, say the word or words back to me in the same order.

sleep…little…a

from…have…they…up…each

Word Memory (TAPS)
Nonword Repetition (CTOPP)

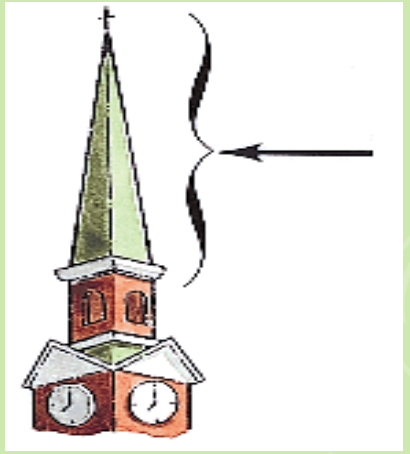
WJ

BACKGROUND KNOWLEDGE (GC)

Picture Vocabulary

What is this?

What is this part of the structure called?



Expressive Vocabulary (CELF)

WJ
RETRIEVAL FLUENCY **(Gr)**

Retrieval Fluency

I want you to name different things that you can eat or drink. You will have one minute to name as many as you can. When I say, "Begin," say the words as fast as you can. Begin.

Word Associations
(CELF)

WJ
AUDITORY PROCESSING (GA)

Sound Blending

Now you are going to hear some more words. After the two beeps tell me what each word is.

(e.g. f - oo - d)

Phonological Awareness- Blending (CELF)
Phono.Blending (TAPS)
Blending Words (CTOPP)

WOODCOCK JOHNSON

Story Recall (Gl)

Understanding Paragraphs (CELF), Auditory Comprehension (TAPS), Comprehension of Stories and Questions (RESCA-E), Narrative Skills (RESCA-E)

Understanding Directions (Gwm)

Following Directions (CELF), Comprehension of Oral Directions (RESCA-E), Executing Oral Directions (RESCA-E), Processing Oral Directions (TAPS-4)

Sentence Repetition (Gwm)

Sentence Memory (TAPS), Recalling Sentences (CELF)

Sentence Imitation (TOLD)

WJ IV- TESTS OF ORAL LANGUAGE

- Picture Vocabulary **(Gc)** – *Oral Expression*
- Oral Comprehension **(Gc)** – Listening Comp
- Segmentation **(Ga) –** Phonetic Coding
- Rapid Picture Naming **(Gr)** – speed of lexical access
- Sentence Repetition **(Gwm)** – *Oral Expression*
- Understanding Directions **(Gwm)-** Listening Comp
- Sound Blending **(Ga) –** Phonetic Coding
- Retrieval Fluency **(Gr)** – speed of lexical access
- Sound Awareness **(Ga)**

WISC-V Primary Index Scales

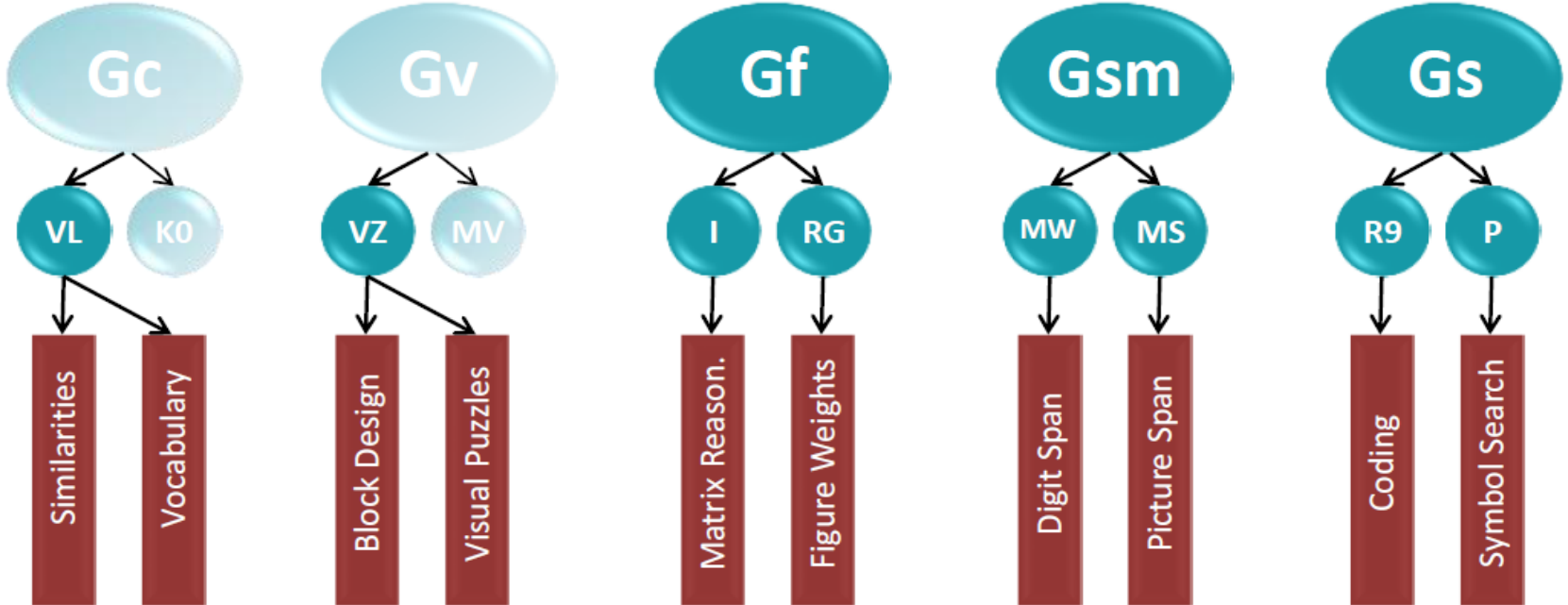
VCI does NOT measure Verbal Comprehension

Based on 5-factor hierarchical CFA of primary and secondary subtests

VCI does measure Oral Expression

No Substitutions are Permitted

Based on construct validation literature; Extant factor analyses; CHC classifications



AUDITORY MEMORY

"Measures basic memory processes, including sequencing"

- Number Memory Forward (**Gwm**-wa)
- Number Memory Reversed (**Gwm**-AC)
- Word Memory (**Gwm**-wa)
- Sentence Memory (**Gwm**-wa)

REDUNDANCY

WJ/WESCHLER	TAPS	Time to Administer
Sound Blending	Phonological Blending	10 min.
Auditory Attention	Word Discrimination	10 min.
Numbers Reversed	Number Memory Reversed	5 min.
Memory for Words	Word Memory	5 min.
Sound Awareness	Phonological Segmentation	10 min.
Sentence Repetition	Sentence Memory	5 min.
	Auditory Comprehension	
	Auditory Reasoning	
Digit Span	Numbers Forward	5 min.

REDUNDANCY

WJ/WESCHLER	TOLD	Time to Administer
Picture Vocabulary	Picture Vocabulary	10 min.
Oral Comprehension	Syntactic Understanding	10 min.
Sentence Repetition	Sentence Imitation	5 min.
Auditory Attention	Word Discrimination	10 min.
Sound Awareness	Phonemic Analysis	10 min.
Sound Blending	Word Articulation	5 min.
	Relational Vocabulary	
	Morphological Completion	

SAVING TIME

- Reduce number of subtests administered
  - Based on referral
  - Based on research
- Report Writing
  - No more staple – Comprehensive Report
  - Combine results and perspectives
  - Parents don't have to mix and match
- Feedback or IEP meetings
  - Stop saying the same thing in different languages

Report Writing

An opportunity to inform

Its about child performances not scores

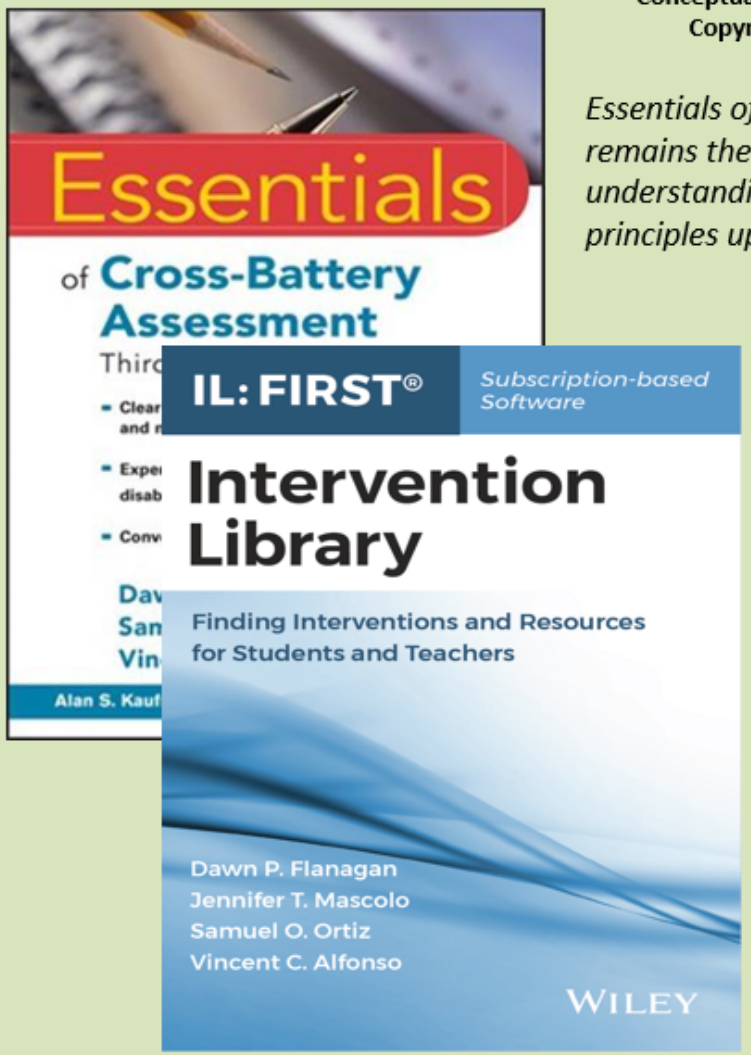
Write about specific skills not Index

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	Percentile	Classification
Background Knowledge (Gc)			109	101 to 111	65	Average Range
Breadth and depth of acquired cultural knowledge and its effective application	WISC V	Similarities	110	103 to 117	75	High Average
	WISC V	Vocabulary	110	103 to 117	75	High Average
	WJ-IV	General Information	98	91 to 105	35	Average Range
	CELF-5	Word Classes	110	103 to 117	75	High Average
	CELF-5	Semantic Relationships	115	108 to 122	84	High Average

Cross-Battery Assessment Software System (X-BASS® v2.4)

Release: 2.4

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda



Essentials of Cross-Battery Assessment, 3rd Edition remains the reference document necessary for understanding Cross-Battery Assessment (XBA) and the principles upon which the X-BASS is based.

NEW: *We are proud to announce the release of an independent, companion program to X-BASS called "Intervention Library: Finding Interventions and Resources for Students and Teachers (IL:FIRST v1.0)." IL:FIRST is a stand alone program designed to assist practitioners in being able to find, evaluate, and explore a variety of interventions that can be tailored to specific cognitive and academic strengths and weaknesses commonly found in students with learning difficulties as may be informed via use of X-BASS. For more information, go to Wiley.com and search for "Intervention Library."*

Click here to find out more about new features in X-BASS. **What's New**

New Users:

If you are new to XBA or X-BASS, click the "Start Here" button and follow the prompts for step-by-step guidance. This option is strongly recommended for first time and inexperienced users of X-BASS. New users should also read and review the User Guide for basic info.

Start Here **Guide** **Help**

Experienced Users:

Experienced users can just set the User Mode and navigate directly to one of the main tabs from here.

User Mode
- Beginner
- Intermediate
- Advanced

Start **Index**

PSW-Quick Analysis:

If you have a set of scores for which you would like to conduct a quick PSW analysis for SLD evlauation, click here for guidance on using the PSW-QA.

PSW-QA

X-BASS Has 152 Tests/Batteries and Over 1250 Subtests

Only 13 of the 152 Batteries Have Their Own Tabs

How Do I Find All Other Batteries?

- Test List Quick Reference button (accessed from Index tab)
- Top Row of All Domains on XBA and Test Composite Analyzer tab
- XBA-CHC Classifications button (accessed from Index tab)

Let's First Look at the Individual Test Tabs

Print Gc

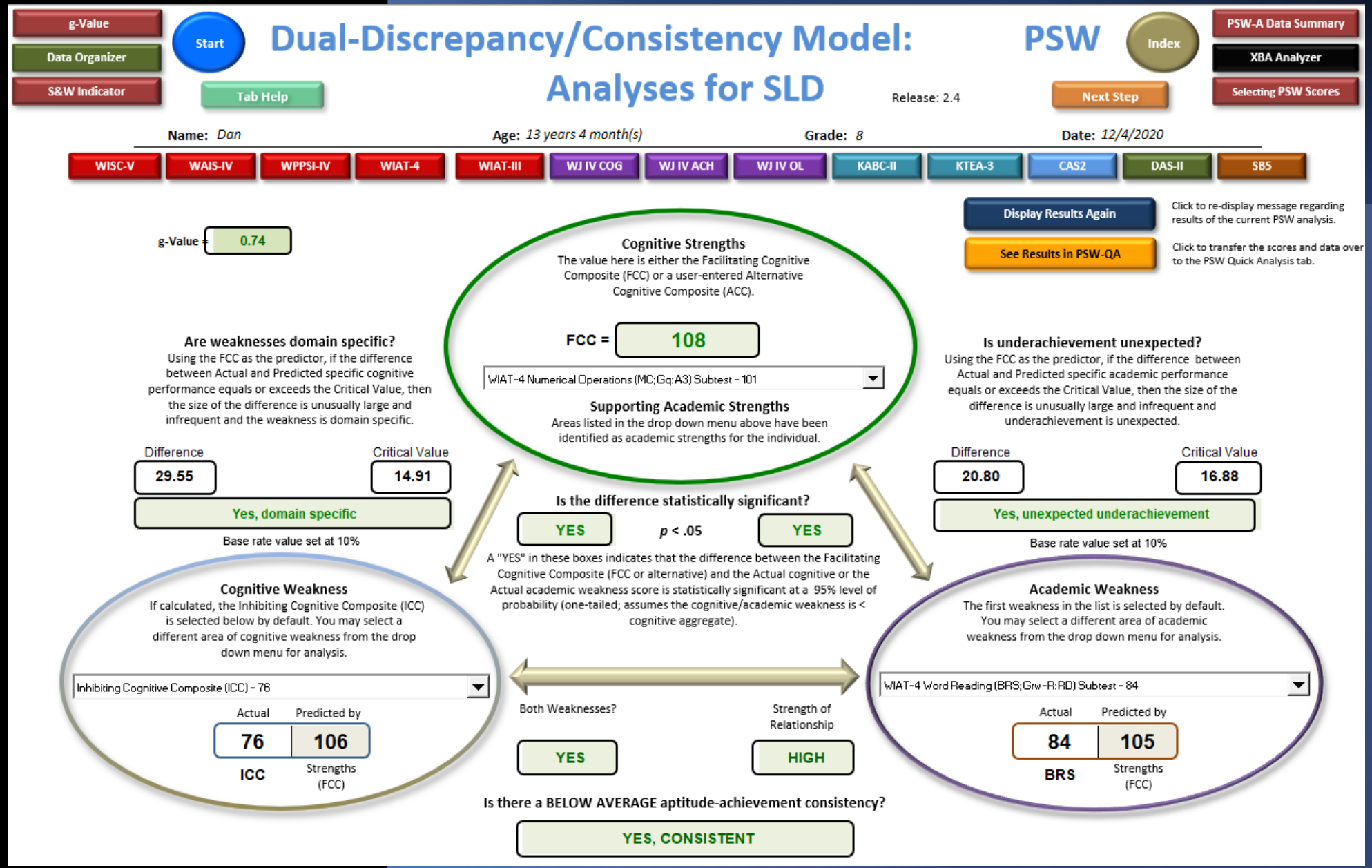
Gc - Crystallized Intelligence

Back to Top

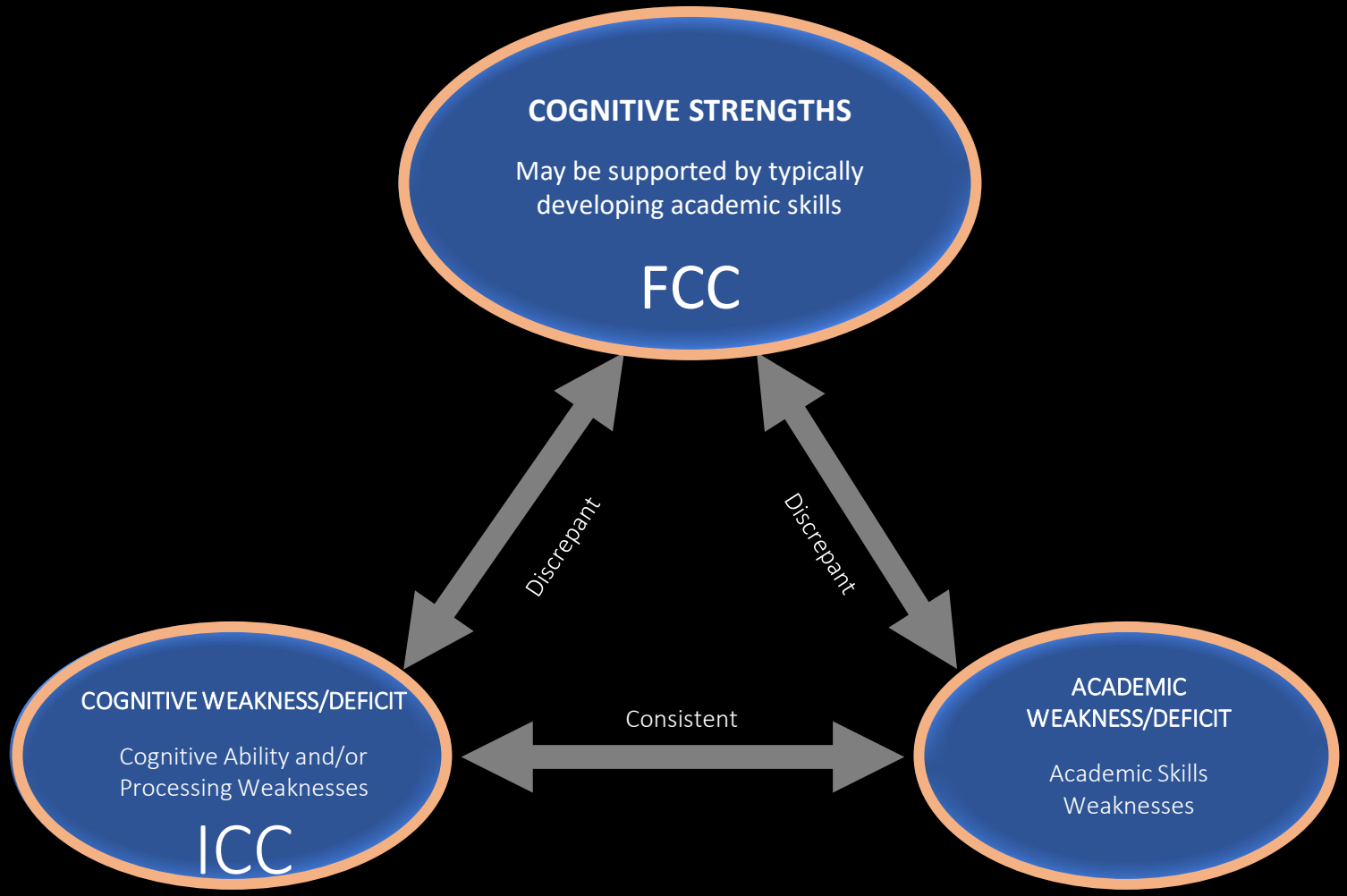
Communication Ability (CM)		Age Range
AAB	Oral Expression	5-85
AAB	Oral Production	5-12
CELF-5	Formulated Sentences	5-21
CELF-4	Formulated Sentences	5-21
DELV-NR	Pragmatics	4-9
KBNA	Picture Description Oral	20-89
KTEA-3	Oral Expression	4-25
KTEA-II	Oral Expression	4:6-25
NAB	Oral Production	18-97
OWLS-II	Oral Expression	3-21
PLAI 2	Expressive	3-5
SPELT-3	Structured Photographic Expressive Language Test	4-9
TNL	Oral Narration	5-11
TOC	Abbreviations	6-17
TOC	Signs and Symbols	6-17

General Verbal Information (K0)		Age Range
APAT	Sentence Absurdities	5-12
BSRA-3	Letters	3-6
BSRA-3	Shapes	3-6
KABC-II	Story Completion	5-6
KBNA	Clocks	20-89
KBNA	Orientation	20-89
KBNA	Practical Problem Solving	20-89
KBNA	Praxis	20-89
LPT3	Associations	5-11
LPT3	Attributes	5-11
LPT3	Categorization	5-11
NAB	Judgment	18-97
NAB	Orientation	18-97
NEPSY-II	Body Part Naming and Identification	3-4
NEPSY-II	Clocks	7-16
RIAS	Guess What	3-94
SB5	Nonverbal Knowledge	2-85+
TOC	Abbreviations	6-17

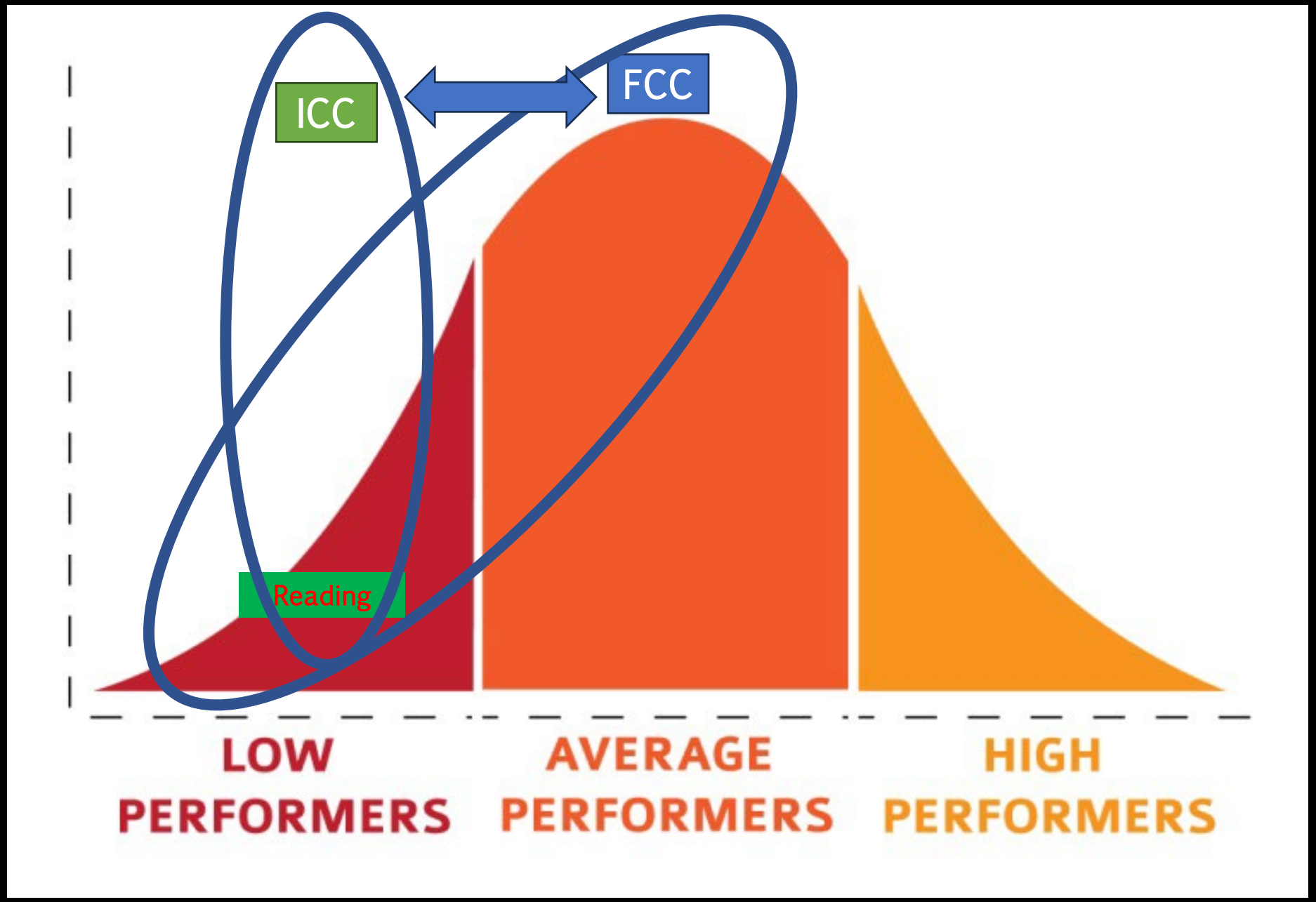
Lexical Knowledge (VL)		Age Range
AAB	Listening Comprehension: Passages	4-85
APAT	Semantic Relationships	5-12
BBCS-3:R	Direction/Position	3-6
BBCS-3:R	Quantity	3-6
BBCS-3:R	Self/Social Awareness	3-6
BBCS-3:R	Subtests 1-5 (SRC)	3-6
BBCS-3:R	Texture/Material	3-6
BBCS-3:R	Time/Sequence	3-6
BBCS-E	Direction/Position	3-6
BBCS-E	Quantity	3-6
BBCS-E	Self/Social Awareness	3-6
BBCS-E	Subtests 1-5 (SRC)	3-6
BBCS-E	Texture/Material	3-6
BBCS-E	Time/Sequence	3-6
BSRA-3	Colors	3-6
BSRA-3	Size Comparisons	3-6
BVAT-NU	Oral Vocabulary	4-90+
BVAT-NU	Picture Vocabulary	4-90+
BVAT-NU	Verbal Analogies	4-90+
CELF-4	Expressive Vocabulary	5-9
CELF-4	Word Classes-Expressive	5-21
CELF-4	Word Classes-Receptive	5-21
CELF-4	Word Definitions	10-21
CELF-5	Word Classes-Expressive	5-21
CELF-5	Word Classes-Receptive	5-21
CELF-5	Word Definitions	10-21
CELF-Pre2	Basic Concepts	3-4
CELF-Pre2	Expressive Vocabulary	3-6
CREVT-2	Expressive Vocabulary	5-89
CREVT-2	Receptive Vocabulary	4-89
CREVT-3	Expressive Vocabulary	5-89
CREVT-3	Receptive Vocabulary	5-89
DAB-3	Synonyms	6-14
DAB-4	Synonyms	6-14
DAB-I	Word Relationships	13-17
DAS-II	Early Number Concepts	2:6-6


g-Value
Data Organizer
S&W Indicator
Start
Tab Help
Dual-Discrepancy/Consistency Model: Analyses for SLD
Release: 2.4
PSW
Index
PSW-A Data Summary
XBA Analyzer
Selecting PSW Scores
Next Step
Name: Dan
Age: 13 years 4 month(s)
Grade: 8
Date: 12/4/2020
WISC-V
WAIS-IV
WPPSI-IV
WIAT-4
WIAT-III
WJ IV COG
WJ IV ACH
WJ IV OL
KABC-II
KTEA-3
CAS2
DAS-II
SB5
Display Results Again
Click to re-display message regarding results of the current PSW analysis.
See Results in PSW-QA
Click to transfer the scores and data over to the PSW Quick Analysis tab.
g-Value = 0.74
Cognitive Strengths
The value here is either the Facilitating Cognitive Composite (FCC) or a user-entered Alternative Cognitive Composite (ACC).
FCC = 108
WIAT-4 Numerical Operations (MC;Gq;A3) Subtest - 101
Supporting Academic Strengths
Areas listed in the drop down menu above have been identified as academic strengths for the individual.
Are weaknesses domain specific?
Using the FCC as the predictor, if the difference between Actual and Predicted specific cognitive performance equals or exceeds the Critical Value, then the size of the difference is unusually large and infrequent and the weakness is domain specific.
Difference
29.55
Critical Value
14.91
Yes, domain specific
Base rate value set at 10%
Is underachievement unexpected?
Using the FCC as the predictor, if the difference between Actual and Predicted specific academic performance equals or exceeds the Critical Value, then the size of the difference is unusually large and infrequent and underachievement is unexpected.
Difference
20.80
Critical Value
16.88
Yes, unexpected underachievement
Base rate value set at 10%
Is the difference statistically significant?
YES
p < .05
YES
A "YES" in these boxes indicates that the difference between the Facilitating Cognitive Composite (FCC or alternative) and the Actual cognitive or the Actual academic weakness score is statistically significant at a 95% level of probability (one-tailed; assumes the cognitive/academic weakness is < cognitive aggregate).
Cognitive Weakness
If calculated, the Inhibiting Cognitive Composite (ICC) is selected below by default. You may select a different area of cognitive weakness from the drop down menu for analysis.
Inhibiting Cognitive Composite (ICC) - 76
Actual
Predicted by
76
106
ICC
Strengths (FCC)
Academic Weakness
The first weakness in the list is selected by default. You may select a different area of academic weakness from the drop down menu for analysis.
WIAT-4 Word Reading (BRS;Grw-R;RD) Subtest - 84
Actual
Predicted by
84
105
BRS
Strengths (FCC)
Both Weaknesses?
YES
Strength of Relationship
HIGH
Is there a BELOW AVERAGE aptitude-achievement consistency?
YES, CONSISTENT

Conceptual Understanding of the PSW Procedure



Alfonso, 2022


ICC
FCC
Reading
LOW PERFORMERS
AVERAGE PERFORMERS
HIGH PERFORMERS

Look at CONSISTENCY **AND** DISCREPANCY

When the Criteria for the DD/C Pattern are Met, the Following May be Concluded Within the Context of Flanagan and Colleagues' Operational Definition of SLD (now known as DD/C)

Failure To respond to quality instruction or intervention

At least average ability to think and reason

Exclusionary factors are not the primary reason for underachievement

Low achievement is unexpected

There are domain-specific weaknesses in cognitive areas that are related empirically to achievement weaknesses (consistency)

Flanagan, D. P., & Alfonso, V. C. (2015). RTI Data and Cognitive Assessment are Both Useful for SLD Identification and Intervention Planning. In N. Mather & L. E. Jaffe (Eds.), *Expert Psychological Report Writing*. New York, NY: John Wiley & Sons.

Failure To respond to quality instruction or intervention

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. **These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory. Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).**

Flanagan, D. P., & Alfonso, V. C. (2015). RTI Data and Cognitive Assessment are Both Useful for SLD Identification and Intervention Planning. In N. Mather & L. E. Jaffe (Eds.), *Expert Psychological Report Writing*. New York, NY: John Wiley & Sons.

At Least Average Ability to Think and Reason - Low Achievement is Unexpected

What Does DD/C Allow You to Conclude When Criteria are Met?

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Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. *These difficulties could not be explained by global cognitive impairment*, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory. Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).

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There are Domain-Specific Weaknesses in Cognitive Areas that are Related Empirically to Achievement Weaknesses (Consistency)

What Does DD/C Allow You to Conclude When Criteria are Met?

(DD/C is Level IV in Flanagan and Colleagues' Operational Definition of SLD)

Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. ***Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory.*** **Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).**

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Exhibits the DD/C pattern of Strengths and Weaknesses

What Does DD/C Allow You to Conclude When Criteria are Met?

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Bob's academic difficulties in reading and writing have persisted despite being exposed to quality instruction and intervention over a prolonged period. These difficulties could not be explained by global cognitive impairment, social-emotional difficulties, cultural and linguistic differences, sensory-motor difficulties, lack of motivation or effort, environmental disadvantage, or a health-related impairment. Rather, Bob exhibited specific and circumscribed weaknesses in cognitive areas that are known to be related to difficulties in reading and writing, namely Working Memory, Retrieval Fluency, Phonological Processing, and Associative Memory. ***Thus, while Bob can think and reason like most children his age, as demonstrated by his performance in the cognitive areas of Fluid Reasoning, Comprehension-Knowledge, and Visual Processing, he possesses specific and related cognitive and academic deficits that are consistent with a Specific Learning Disability (SLD).***

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CASE STUDY: VINCENT

BACKGROUND

- 15 year old, African American. 9th grader
- First 10 yrs lived with mother & step-father, several half siblings ages 17 to 30.
- Was placed into father's custody after mother and step-father arrested for selling drugs in the home. Father works three jobs (security, transportation)
- Academics
  - Most information comes from report cards.
  - Vincent was supposedly receiving Tier II interventions in reading for 1st and 2nd grade (no info as to what the supposed intervention(s) were).
  - From 3rd to 5th grade earned grades in ELA that were below proficient range
  - Other academic areas were within the proficient range.

ACADEMICS (CONT)

- 6th grade (living with father) – enrolled in private parochial school.
- Supposedly received Tier II interventions
  - Addressing decoding, comprehension, organization, and test taking skills
  - No data to be found in regards to progress
- 6th grade report card
  - Low 90s in all courses except reading, where grades were in high 70s
  - Midterms and Final Exam grades were much lower in all courses (50s to 70s)
- Last year
  - PSAT 8/9 exam indicates at 21st %ile in reading and writing, 44th %ile in math
  - All grades were in 80s, midterms and finals were between 60 and 70
  - Father suspects grade inflation in many courses

VINCENT

- Charming, polite, good sense of humor
- In conversation, had word finding difficulty
- He feels his worst subject is reading.
  - Will ‘stutter’ when reading – he gets stuck on a word, so he simply puts in a new word so he can finish the sentence. He does not think that the word he inserts is the correct word.
  - Tries to anticipate words when reading
  - Acknowledged that with text he can read, he may not understand the vocabulary, thus impacting comprehension.
  - Likes his current teachers because they slow things down, break assignments down, and do repeated lessons.

GENERAL COGNITIVE PERFORMANCE

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.

I over-tested because I was using this as an example for my class

COGNITIVE PERFORMANCES

General Cognitive Results:

Vincent's general cognitive ability was evaluated using the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) and the Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV). Both the WISC-V and WJ-IV are norm-referenced, individually administered tests of cognitive ability whose aim is to measure not only general cognitive ability, but also certain specific areas of cognition as well.

Vincent's overall cognitive abilities on the WJ-IV were found to be within the Average Range (General Intellectual Ability of 93; 33rd percentile). This means that Vincent performed equal to or better than 33 percent of the individual's his age on the WISC-V standardized sample. With respect to specific cognitive skills, Vincent's reasoning skills, visual processing, working memory, and processing speed were all found to be within or above the normal limits. He had relative and normative difficulties on tasks that tapped into his background knowledge, phonemic awareness, retrieval skills, and learning efficiency, all of which are impactful upon his sight word reading skills and development.

The following is a more detailed explanation of Vincent's performances within each cognitive

PROCESSING SPEED, VISUAL PROCESSING

Processing Speed (Gs)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Perceptual Speed (Gs-P)		**Cluster Score =**	**96**	**91 to 101**	**40**	**Average**
Ability to perform simple tasks quickly and fluently	WJ-IV	Letter Pattern Matching	96	89 to 103	40	Average
		Number Pattern Matching	98	91 to 105	44	Average
		Pair Cancellation	103	96 to 110	58	Average

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Visual Processing (Gv)		**Cluster Average =**	#	#	#	#
Ability to analyze, synthesize, and manipulate visual patterns/stimuli	WJ-IV	Visualization	94	87 to 101	34	Average

BACKGROUND KNOWLEDGE/LANGUAGE

Crystallized Knowledge (Gc):

Cluster	Test Battery	Subtest Name	Standard Score *	Confidence Interval (68%)	%ile	Classification
Crystallized Knowledge (Gc) Cluster Average =			**87**	**82 to 92**	**19**	**Low Average**
Breadth and depth of acquired cultural knowledge and its effective application	WISC-V	Similarities	85	78 to 92	16	Low Average
		Vocabulary	85	78 to 92	16	Low Average
	WJ-IV	Oral Vocabulary	89	72 to 96	23	Low Average
		General Information	94	87 to 101	34	Average
		Oral Comprehension	90	83 to 97	25	Average
	FAR	Semantic Concepts	77	70 o 84	6	Very Low

*Standard scores have been converted to create a common metric with which to compare scores

Crystallized knowledge (Gc) represents the ability to reason with previously learned information acquired from formal and informal educational opportunities and exposure to mainstream culture. Crystallized knowledge, knowledge used for games such as Trivial Pursuit, is highly correlated with most academic areas. It is all the information stored in one's 'mental file cabinet'. Vincent's overall performance in this area was found to be within the Low Average Range.

Vincent performed below the normal limits on several tasks that tapped into his knowledge or his ability to express his knowledge of words. Whether he was defining words (*Vocabulary*) or attempting to provide a synonym or antonym for a word (*Semantic Concepts, Oral Vocabulary*), Vincent could typically provide correct answers for high frequency terms, such as 'mad' or 'soak'. In various cases, Vincent would need a few moments before coming up with a response. This was similar to his conversation style, needing time for word finding. His definitions were typically brief and dictionary like. With encouragement, he could expand when deemed necessary. He had relative difficulty when working with more moderate to lower frequency terms (but grade appropriate) such as 'bold' or 'transform'. For some, he would immediately recognize he had no answer.

It is noted that for both *Vocabulary* and *Oral Vocabulary*, Vincent had to generate his own answer. For *Semantic Concepts*, Vincent was provided a menu of four options that were read to him after being given the word. He continued to have trouble working out an answer, often

Had to work incredibly hard to work out answers. Difficult time with word retrieval, trouble with verbal expression. Really had trouble with relational antonyms. Weak verbal reasoning

FLUID REASONING/WORKING MEMORY

Fluid Reasoning (Gf)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Fluid Reasoning (Gf)		**Cluster Average =**	**104**	**99 to 109**	**61**	**Average**
Ability to solve novel tasks that cannot be performed automatically	WISC-V	Picture Concepts	85	78 to 92	16	Low Average
		Figure Weights	110	103 to 117	75	High Average
	WJ-IV	Number Series	108	101 to 115	70	Average
		Concept Formation	105	98 to 112	62	Average
		Analysis-Synthesis	111	104 to 118	77	High Average

Fluid reasoning (Gf) involves the ability to reason with information, form concepts, and solve problems that deal with unfamiliar information or novel situations. The processes are assumed to depend minimally on previous learning experience. For example, fluid reasoning may come into play when initially learning how to solve Sudoku puzzles or logic problems. It is highly related to academic areas such as math and reading comprehension. Vincent's overall performance in

Did well with feedback. Not so hot with conceptual similarities

Did fine for most. Not a clue why he stunk at NR. But all other performances were solid.

Working Memory (Gwm)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Working Memory (Gwm)		**Cluster Average =**	**97**	**92 to 102**	**42**	**Average**
Ability to hold info in immediate awareness and then use it within a few seconds	WJ-IV	Verbal Attention	107	100 to 114	68	Average
		Numbers Reversed	77	70 to 84	6	Very Low
		Object Number Sequence	107	100 to 14	68	Average
		Memory for Words	99	92 to 106	48	Average
		Understanding Directions	92	85 to 99	31	Average

LEARNING EFFICIENCY, RETRIEVAL, PHONOLOGICAL AWARENESS

Learning Efficiency (Gl)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Learning Efficiency (Gl)		**Cluster Score =**	**93**	**88 to 98**	**31**	**Average**
Ability to learn, store, and consolidate new information	WJ-IV	Visual Auditory Learning	99	92 to 106	48	Average
		Story Recall	88	81 to 95	21	Low Average

Lacked fluency when 'reading'. Did OK with the stories.

Retrieval Fluency (Gr)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Retrieval Fluency (Gr)		**Cluster Average =**	**77**	**72 to 82**	**6**	**Very Low**
Ability to access information stored in long-term memory	WJ-IV	Rapid Picture Naming	83	76 to 90	13	Low Average
		Retrieval Fluency	67	60 to 74	1	Extremely Low
	FAR	Rapid Automatic Naming	80	73 to 87	9	Low Average

Slow, deliberate. Had a hard time with retrieval fluency. Just could not bring up words. Much like Voc.

Auditory Processing (Ga)

Cluster	Test Battery	Subtest Name	Standard Score*	Confidence Interval (68%)	%ile	Classification
Phoneme Awareness (Ga)		**Cluster Average =**	#	#	#	#
Ability to analyze, synthesize, & perceive auditory stimuli	WJ-IV	Phonological Processing	74	67 to 81	4	Very Low

Area was screened as only one subtest was used

Painful to watch. Hard time with substitution. No flow at all. Nothing came easy. Hard time thinking of words that began w a specific sound.

WORD IDENTIFICATION/DECODING

- **Word Identification/Decoding**

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	%ile	Classification
Sight Word/Decoding						
	FAR	Isolated Word Rd Fluency	76	69 to 83	5	Very Low
		Irregular Word Rd Fluency	75	68 to 82	5	Very Low
		Orthographic Processing	57	50 to 64	1	Extremely Low
	WJ-IV-Ach	Letter Word Identification	85	78 to 92	16	Low Average
		Word Attack	96	89 to 103	40	Average

Fluent single-word reading is an essential element of reading and comprehending connected text. Sight word is a familiar written word that is recognized instantly, automatically, without sounding it out or guessing. It does not matter if the word is phonically regular or irregular. Ultimately, a sight word vocabulary refers to all the words a person knows instantly and automatically. The more accurate and automatic readers become with these individual word recognition processes, the more cognitive space can be freed up for comprehending strings of text. Sight word recognition improves reading fluency and automaticity, which allows for greater focus on the more mentally demanding task of reading comprehension. Vincent had relatively consistent difficulties in this area, often performing between the Very Low and Low Average Ranges. In terms of the Simple View of Reading, Vincent's word recognition (D) would be valued at much less than 1.

As noted by Kilpatrick (2016), letter sequences in words are meaningful because the letter order is designed to match the order of the sounds in spoken words. For example, each letter in the word 'stamp' is in the same order as its corresponding spoken phoneme. Letter strings that are in a meaningful order (i.e. written words) can be anchored into permanent memory if the reader is able to recognize why those letter strings are meaningful and are in that order. Having solid phoneme awareness is key in the immediate recognition of letter strings. As noted earlier, Vincent's difficulties in the area of phoneme awareness appear to be consistent with his difficulties in recognizing irregular, regular, and phonemically correct nonsense words. His trouble with immediate recognition was typically consistent whether reading lists of words under timed pressure (*Isolated Word/Irregular Word Fluency*) or without timed pressure (*Letter-Word Identification*). In the case of the latter, while the performance was within the Low Average Range, his RPI of 49/90 indicates an instructional implication of Very Difficult. For all word

Made my own 'cluster'

Integrated Simple View of Reading within context of report.

Had a rough time reading the isolated words with fluency.

Really could not do the Orthographic Processing (shown a word for one second, then asked if a letter sequence was present

READING FLUENCY

- **Reading Fluency**

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	%ile	Classification
	FAR	Oral Reading Fluency	77	70 to 84	6	Very Low
		Silent Reading Fluency: Rate	91	84 to 98	27	Low Average
	WJ-IV-Ach	Oral Reading	89	82 to 96	23	Low Average

Using Spring Benchmark passages at the 7th and 8th grade level, Vincent oral reading fluency (ORF) was found to be 99 and 97 respectively, both of which is at the 10th percentile and within the At Risk Range. In comparison, the 50th percentile for these measures would be 131 and 135, respectively.

Made my own cluster

READING COMPREHENSION

Typo – Reading Recall twice??!! Oy!

- **Reading Vocabulary and Comprehension**

Cluster	Test Battery	Subtest Name	Standard Score	Confidence Interval (68%)	%ile	Classification
	FAR	Morphological Processing	81	74 to 88	10	Low Average
		Silent Reading Fluency: Comprehension	89	82 to 96	23	Low Average
	WJ-IV-Ach	Sentence Reading Fluency	89	82 to 96	23	Low Average
		Passage Comprehension	82	75 to 89	12	Low Average
		Reading Recall	93	86 to 100	32	Average
		Word Reading Fluency	88	81 to 95	21	Low Average
		Reading Recall	93	86 to 100	32	Average
		Reading Vocabulary	100	93 to 107	50	Average

Vincent had relative difficulty, performing within the Low Average Range, on task that tapped into his morphological awareness, or the ability to recognize the meanings of parts of words such as roots, prefixes, suffixes, and grammatical endings such as –s, -ed, or –ing. Students with reading difficulties often have weaker performances on such tasks. Morphological awareness can be impactful upon building reading vocabulary and determining the meanings of unfamiliar words. Morphemic analysis can be especially effective word learning strategy for use with content area text. Vincent was shown incomplete words to which he had to complete by

CONCLUSIONS

Conclusions:

Ultimately, Vincent's performances on the following cognitive skills were either well below or below the normal limits

- Rapid Automatic Naming
- Vocabulary
- Retrieval Fluency
- Phoneme Awareness

Academically, his normative weaknesses included

- Reading fluency
- Word identification

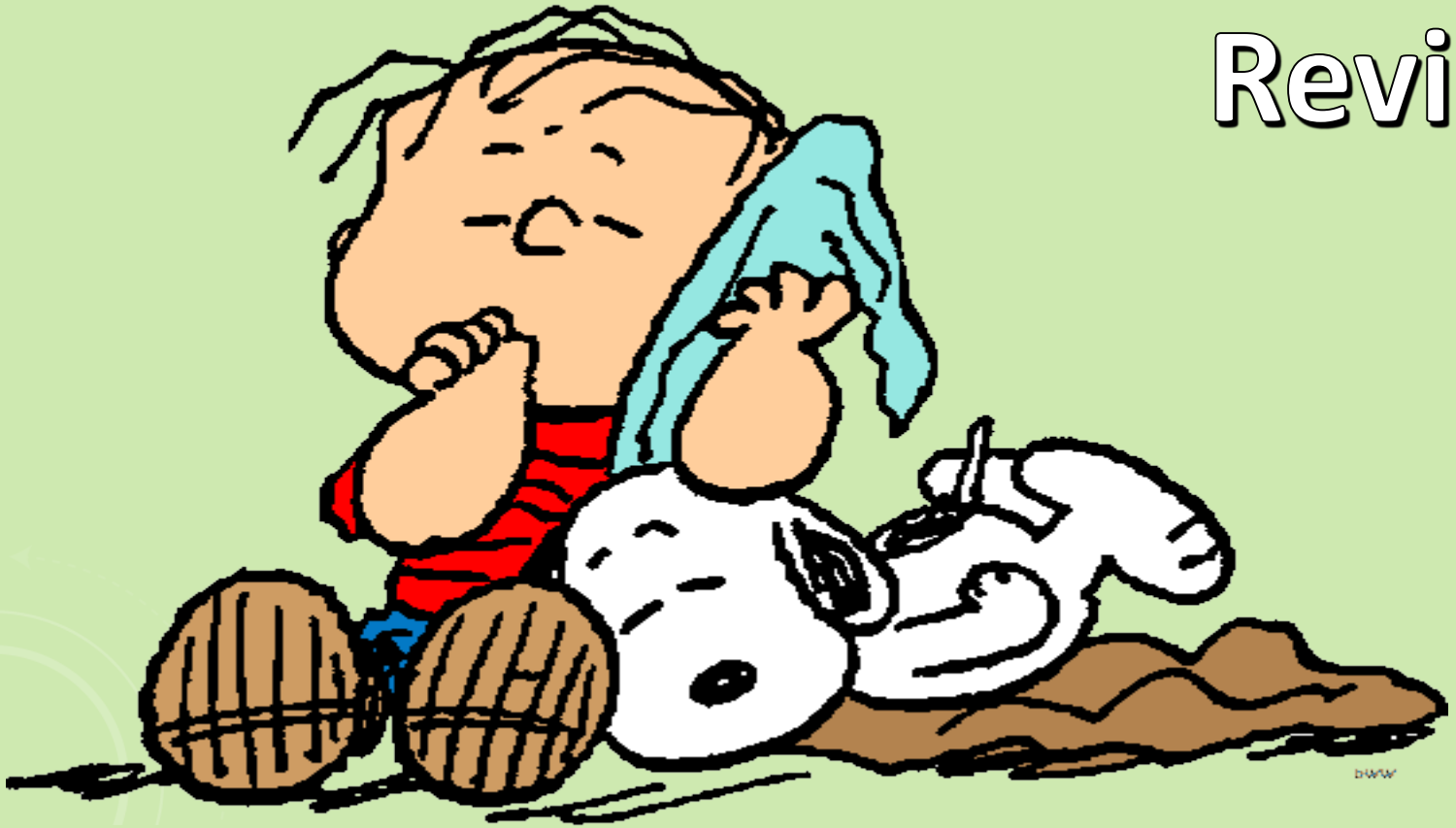
He does exhibit strengths in

- Working memory
- Reasoning skills within non conceptual information
- Learning/storage efficiency
- Visual/spatial reasoning

His reading comprehension skills varied. What he could read, he may be able to understand depending on the vocabulary of the passage. Within the Simple View of Reading framework, it is clear that Vincent's primary difficulty is in the area of decoding or a limited automatic sight word vocabulary (D). This is especially apparent by his consistently weak reading fluency skills, which are often attributed to weak phoneme awareness skills. These deficits impact his higher level reading comprehension and efficient learning. This leads to the conclusion that Vincent's reading issues should be classified under dyslexia. The district should review these findings to determine how Vincent would be best supported, either under Part 200 regulations (which are the New York State regulations to conform to the federal Individuals with Disabilities Act [IDEA]) or Section 504 of the American Disabilities Act (ADA). In regards to the former, Vincent clearly exhibited a pattern of strengths and weaknesses within this evaluation. His reading fluency, phoneme awareness, and word identification do not appear to be meeting grade level standards. Primary accommodations should include additional time on assignments and tests that involve reading, and when taking an exam to have the opportunity to have unfamiliar words read to Vincent. Below are various suggestions that the district may want to also consider to better support and develop Vincent's academic programming.

STEPS IN CHANGING YOUR PRACTICE

GO SLOW



Review a file

Re-eval

Initial Eval


Intervention

https://readinguniverse.org/taxonomy

THE SIMPLE VIEW OF READING

Word Recognition x Language Comprehension = Reading Comprehension

ASSESSMENT

The process of measuring students' progress and providing information to help guide instruction

Learn More ▸

WORD RECOGNITION

The ability to see a word and know how to pronounce it without consciously thinking about it

Learn More ▸

PHONOLOGICAL AWARENESS

A group of skills that enable you to recognize and manipulate parts of spoken words

Learn More ▸

- Pronunciation +
- Syllables +
- Onset-Rime +
- Phonemic Awareness +

PHONICS

A method for teaching children the relationship between spoken sounds and written letters so they can learn to decode and encode

Learn More ▸

- Phonics and Sound-Letter Correspondence +
- Common, Irregular Words +
- Beginning Phonics Patterns +
- Advanced Phonics Patterns +
- Suffixes +

LANGUAGE COMPREHENSION

The ability to understand the meaning of spoken words

Learn More ▸

- Background Knowledge +
- Oral Language Structures +
- Vocabulary +
- Morphology +
- Reasoning +
- Literacy Knowledge +

READING COMPREHENSION

The ability to understand the meaning of printed text

Learn More ▸

- Text Considerations +
- Strategies and Activities +
- Reader's Skill and Knowledge +
- Classroom Environment +

FLUENCY

The ability to read accurately with automaticity and expression

Learn More ▸

- Accuracy, Then Automaticity +
- Fluency with Expression +

WRITING +

STRUCTURED LITERACY +

FULCRUM

https://www.fulcrum-oakland.org/

Home Who Resources

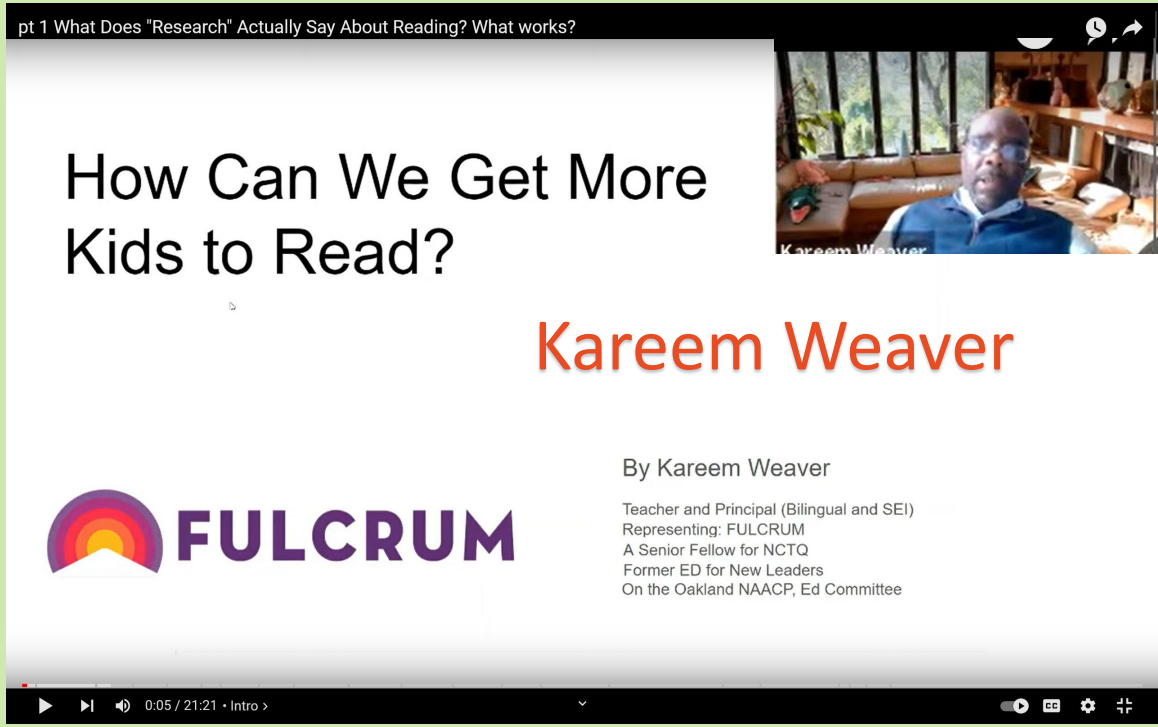
FULCRUM

Literacy is the fundamental civil right of our time.

Our Mission

To accelerate a movement of teachers and leaders who are acculturated and prepared in evidence-based literacy

https://www.youtube.com/watch?v=xo4q0acwO7s



https://sites.google.com/dawsonesc.com/risearkansas/the-science-of-reading?authuser=0

February is a time to CELEBRATE! Check out our February RISE Reading Calendar on Page 4 of the Newsletter! Subscribe

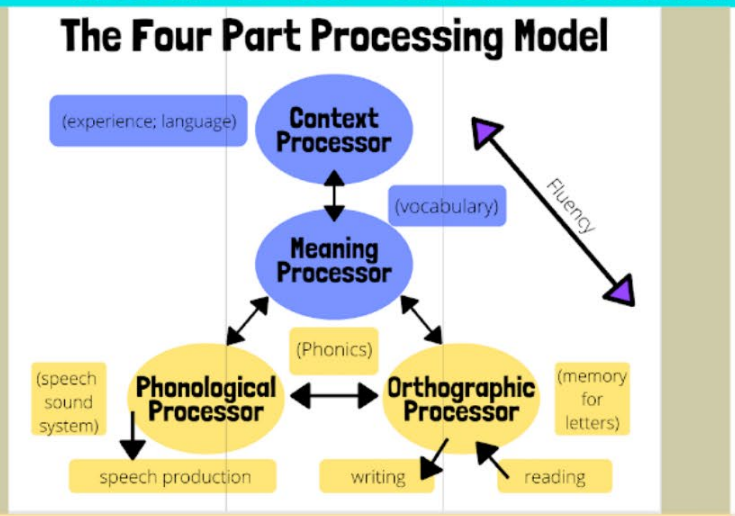
R.I.S.E Arkansas Science of Reading Resources

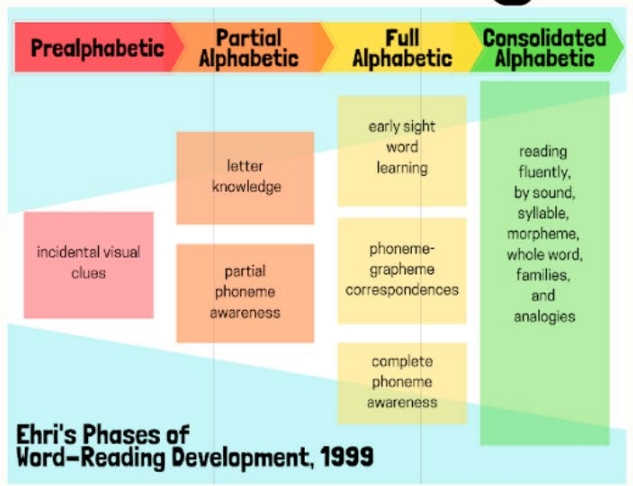
- Home
- Prescribed Pathways for Proficiency Credential
- RISE Timeline 2017-2022
- Approved Reading Curriculum Guidance
- Sold a Story: How Teaching Kids to Read Went So Wrong
- The Science of Reading
  - Ehri's Phases of Word-Reading Development

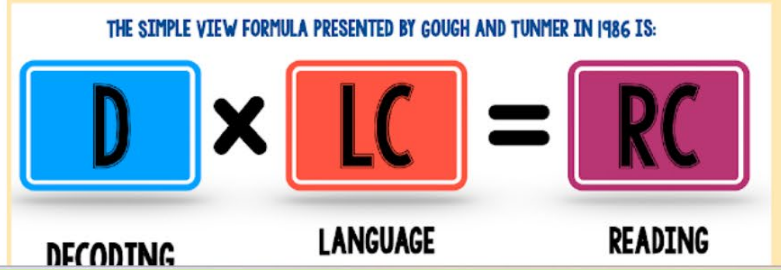
FOUR PART PROCESSING MODEL

EHRI'S PHASES OF WORD-READ DEVELOPMENT

What is the Science of Reading?







https://www.tools4reading.com/tools4teachers

tools 4 reading

ashanock 0

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West Virginia Phonics

We are pleased to continue offering West Virginia Phonics for our Tools 4 Reading community!

Please note: Tools 4 Reading did not write these lessons but made them available for your professional use.

★ REVIEWS ★

Skill 1

Skill 1 is phonemic awareness and letter recognition. Students must able to blend and segment at least 4 phonemes and have the ability to name and match sounds to all 26 letters before beginning the lessons. These skills are not included in the lessons.

There is no scope and sequence for the lessons. The needs of the student will determine where you begin with the lessons.

STEPHEN PARKER

Teacher / Author / Dad

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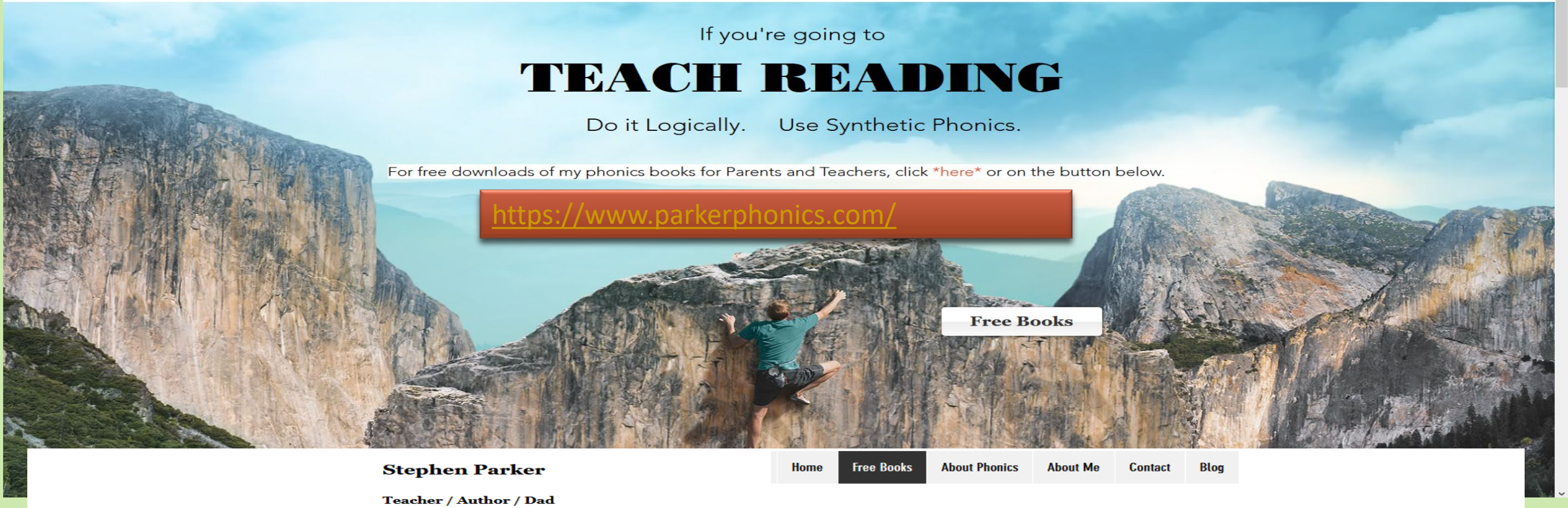

Stephen Parker

Teacher / Author / Dad

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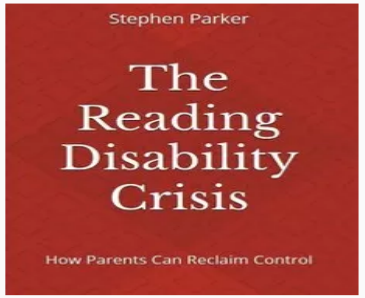

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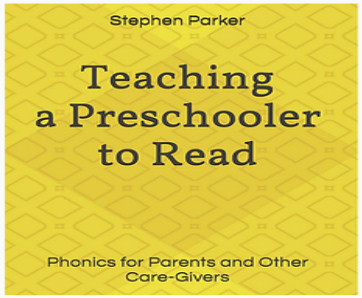

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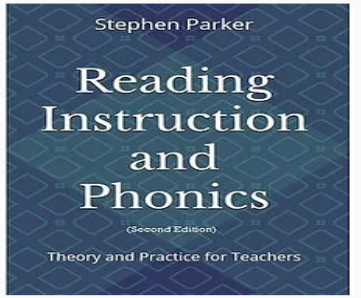


FREE PDF FOR READING TEACHERS, TEACHERS-IN-TRAINING, AND INTERESTED PARENTS

:Padlet

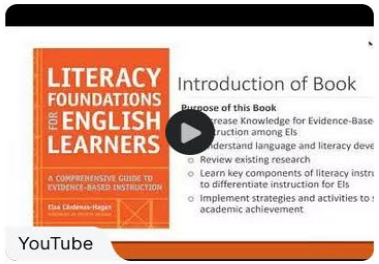
Kirsten DeRoche PaTTAN East + 1 • 23d

Literacy Foundations for English Learners Book Study

Dr. Elsa Cardenas-Hagan with PaTTAN Literacy Team

Ch 1- Teaching Literacy Skills to English Learners

Chapter 1 : Recording



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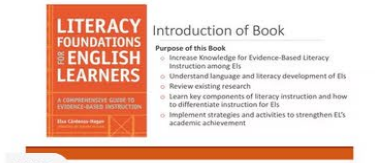
Chapter 1: Teaching Literacy Skills to English Learners

This session occurred on Jan 14, 2021. Dr. Elsa Cardenas Hagan kicks off our book study discussing Chapter 1.

Handout for Chapter 1



PDF

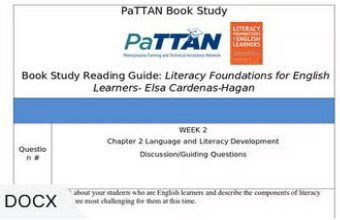
PATAN BOOK STUDY -Ch.1 HO

Chapter 2 - Language and Literacy Development

PDF

PATAN BOOK STUDY -Ch.2 Final (2) HO

Questions for Chapter 2



DOCX

Book Study Guide- Chapter 2 Questions

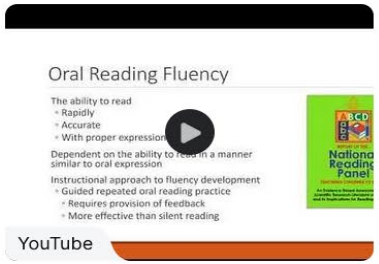
The Linguistic Genius of Babies

ted.com

Patricia Kuhl: The linguistic genius of babies

Chapter 3 - Components of Literacy for English Learners

Chapter 3 Recording



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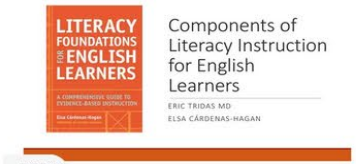
Chapter 3: Components of Literacy Instruction for English Learners

Handout for Chapter 3



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Components of Literacy Instruction for English Learners (1-21-21)

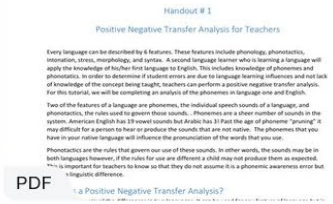
Questions for Chapter 3

Chapter 4- Phonological Awareness Development Among English Learners

PDF

Another_tool_in_your_toolbox_Phonemic_Transfer_Analysis

Positive Negative Transfer Analysis



PDF

Positive_Negative_Transfer_Analysis_Handouts

ASHA Phoneme Transfer Charts

Chapter 5- Phonics Development Among English Learners

Articulatory Placement

bilinguistics.com

Easily show articulatory placement. - Bilinguistics

Six Syllable Types

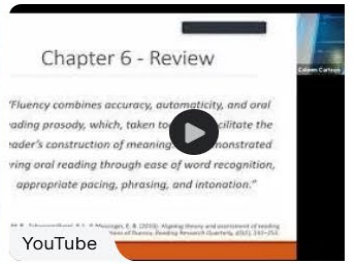
readingrockets.org

Six Syllable Types

Sounds of Speech App

Chapter 6 -Reading Fluency Among English Learners

Chapter 6 Recording



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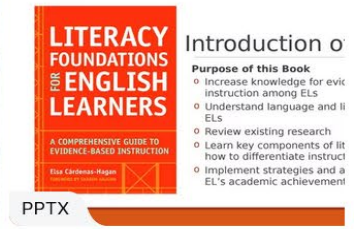
Chapter 6: Reading Fluency Among English Learners



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PATAN BOOK STUDY -Ch.6

Q & A from Ch 6

https://pattaneast.padlet.org/kderochePaTTAN/LitFoundforELs

Multitiered System of Supports for English Learners

Model Demonstration Research sponsored by the Office of Special Education Programs, U.S. Department of Education

MTSS for ELs

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

Home | Tools | Resources

In September of 2016, OSEP funded three projects focusing on tiered approaches to improving reading and language outcomes for English Learners (ELs). These projects are developing and implementing culturally and linguistically responsive models for multitiered system of supports for ELs, including those with or at risk of having a disability.

Features of these models include:

- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles

https://www.mtss4els.org/

https://sites.google.com/pattan.net/pattan-literacy/2022-pattan-literacy-symposium

2022 Literacy Symposium

#PATTANLIT2022

We are excited to announce...

The Symposium sessions are now available! They are collected on a YouTube playlist and will remain on the Sched platform.

Click HERE to access the full playlist!

Culturally Responsive Literacy | Leadership Strand | Writing Strand

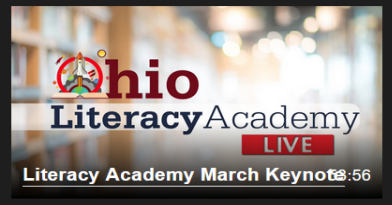
Word Recognition K-5 Strand | Language Comprehension K-5 Strand | Secondary Literacy Strand

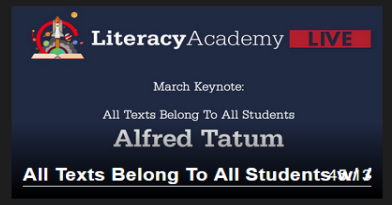
Implementation Strand | MTSS Literacy Intervention/Assessment Stra... | Diverse Literacy Learners Strand

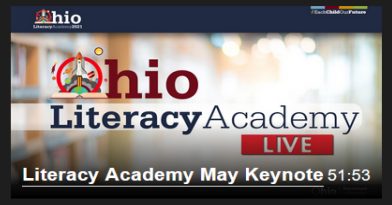
Literacy Academy 2021

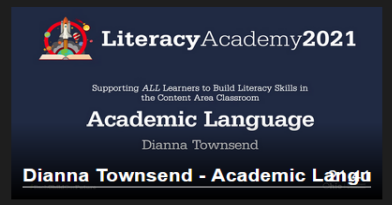
The Ohio Department of Education is offering all content from Literacy Academy 2021 on demand. A viewing guide for each learning strand is available through education.ohio.gov/laod. The viewing guides include direct links to three recorded presentations and pre- and post- activities. Districts and schools are encouraged to utilize these resources as a part of a comprehensive professional learning plan that is data-driven, sustained, intensive, collaborative, job-embedded and instructionally focused.

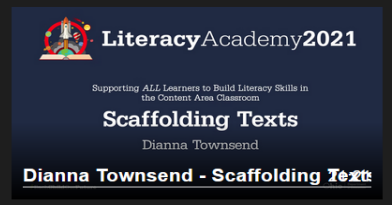
Start watching

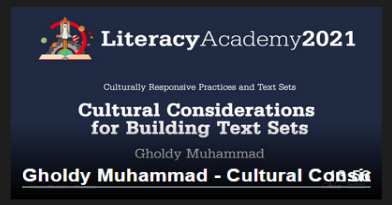


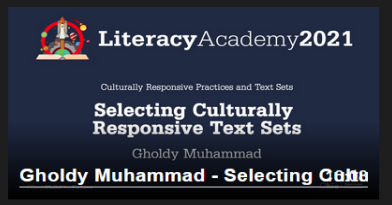


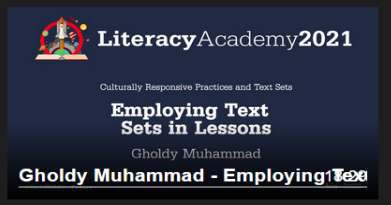


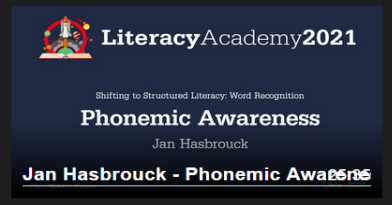


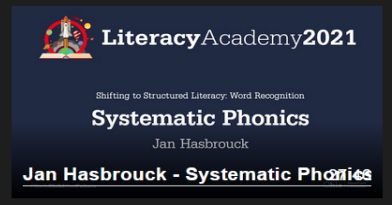


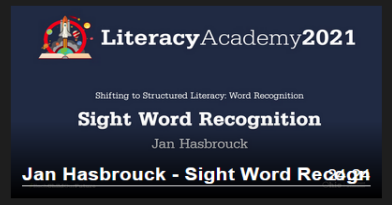












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The Reading League: Sharing Knowledge, Inspiring Change

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The Reading League (TRL) is a national education nonprofit led by educators and reading experts dedicated to promoting knowledge to reimagine the future of literacy education and accelerate the global movement toward reading instruction rooted in science. Our purpose is to increase knowledge of science-based approaches to teach reading as well as research that demystifies how people learn to benefit the lives of millions

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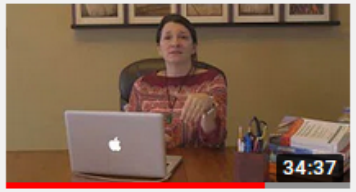

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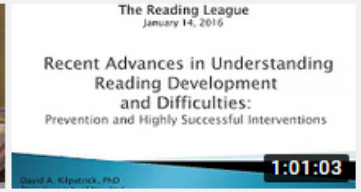

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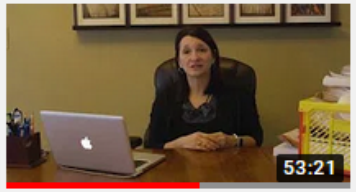

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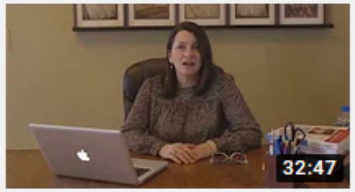

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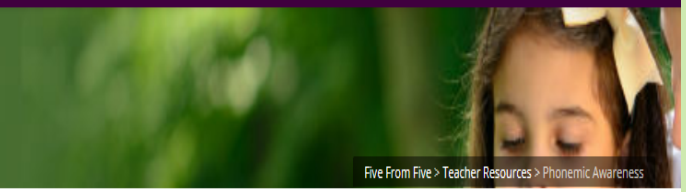


Five From Five > Teacher Resources > Phonemic Awareness

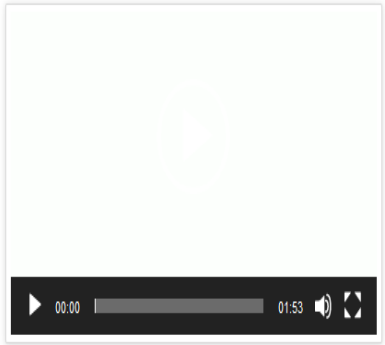
Phonemic awareness and **phonological awareness** are aural and oral skills that allow children to understand that speech is made up of words, and that words are made up of distinct sounds and sound patterns. Phonological and phonemic awareness are highly predictive of early reading acquisition.

Phonological awareness

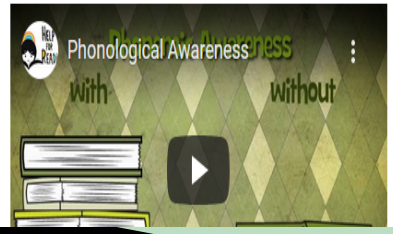
involves the identification and manipulation of parts of *spoken language*, including words, syllables, onsets and rimes, and the individual speech sounds in words (phonemes).

Phonemic awareness

is a subset of phonological awareness that involves the specific skill of identifying and manipulating individual *speech sounds within words* (phonemes).



These terms should not be confused with **phonics**, which is knowledge of how printed letters or groups of letters represent, or map to, the sounds in speech. Strong phonemic awareness skills give students an advantage in learning phonics, because they make it easier for students to understand the relationships between phonemes and the letters and letter patterns that typically represent speech sounds in written language (called graphemes).



Speech sounds or phonemes are not always easy to distinguish

Lifelong Literacy

Home | Books | Courses | Tutoring | Resources | About | Contact | 0

Bringing high quality, research-supported literacy instruction to teachers and families

Hi, I'm Lyn Stone. You can find out more about each of my literacy roles and our tutoring team. We have free videos, low cost online literacy courses, books about literacy for parents and teachers, a literacy blog and a wealth of literacy resources to help you in your journey toward lifelong literacy for all. I am a:

- linguist in private practice
- author
- education consultant
- mother of diverse learners
- dyslexia advocate.

Online Courses

Literacy Blog: This Heart of Stone

The Correct Reading Alliance People: A New Bottle (spoiler: same old wine)

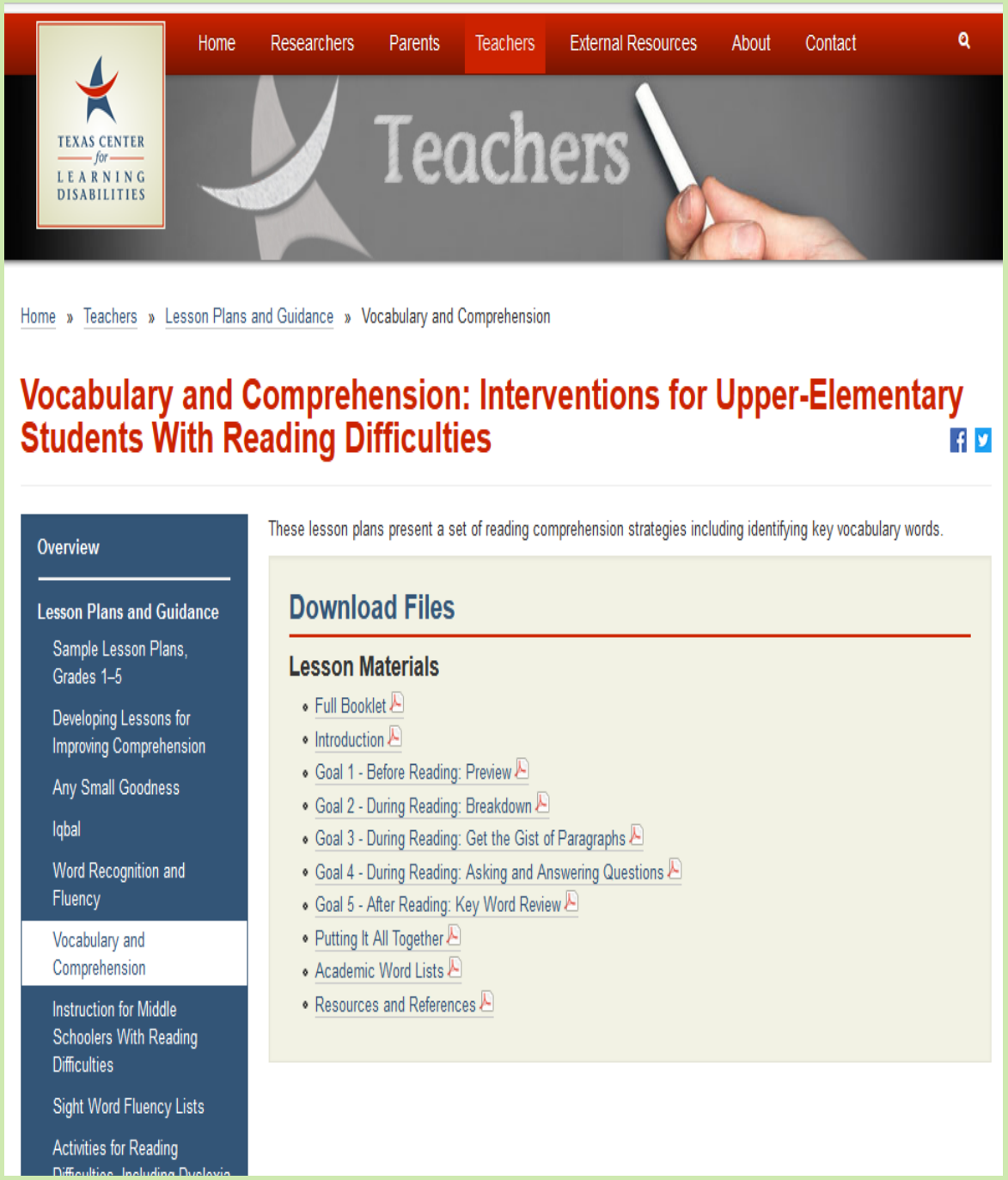
Polish a Word: Unexpected Words that Come from Arabic

Stranded in a World of Brang and Drawed

What is the one question we never ask our new students?

Running Records: Results of a brief survey (spoiler: they're unpopular if you haven't drunk the balanced literacy Kool Aid)

Rethinking Running Records: ammunition and armour in the battle for better literacy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Iqbal
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Activities for Reading
These lesson plans present a set of reading comprehension strategies including identifying key vocabulary words.
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Goal 3 - During Reading: Get the Gist of Paragraphs
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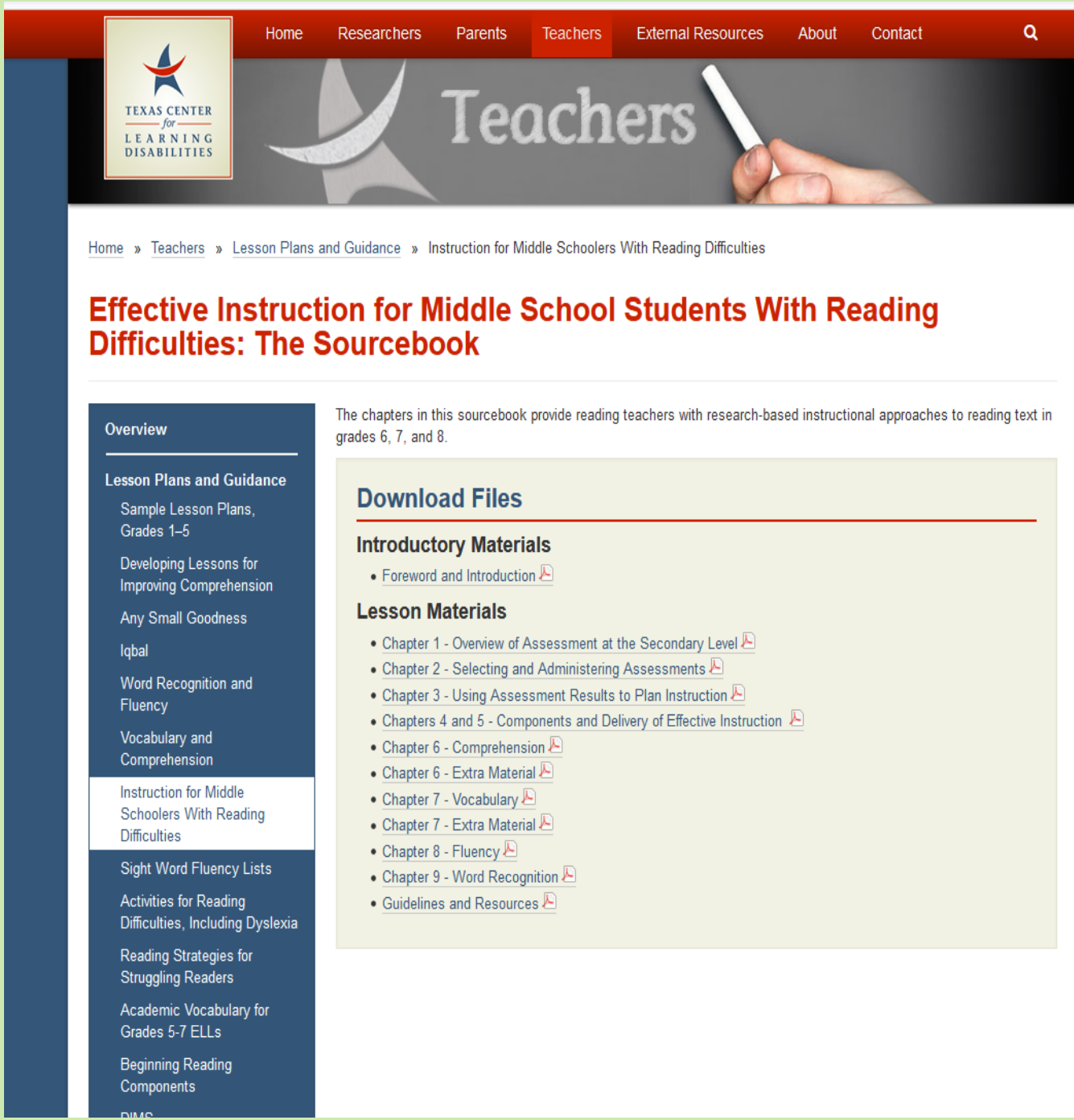
Goal 5 - After Reading: Key Word Review
Putting It All Together
Academic Word Lists
Resources and References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Reading Strategies for Struggling Readers
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Beginning Reading Components
The chapters in this sourcebook provide reading teachers with research-based instructional approaches to reading text in grades 6, 7, and 8.
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Chapter 2 - Selecting and Administering Assessments
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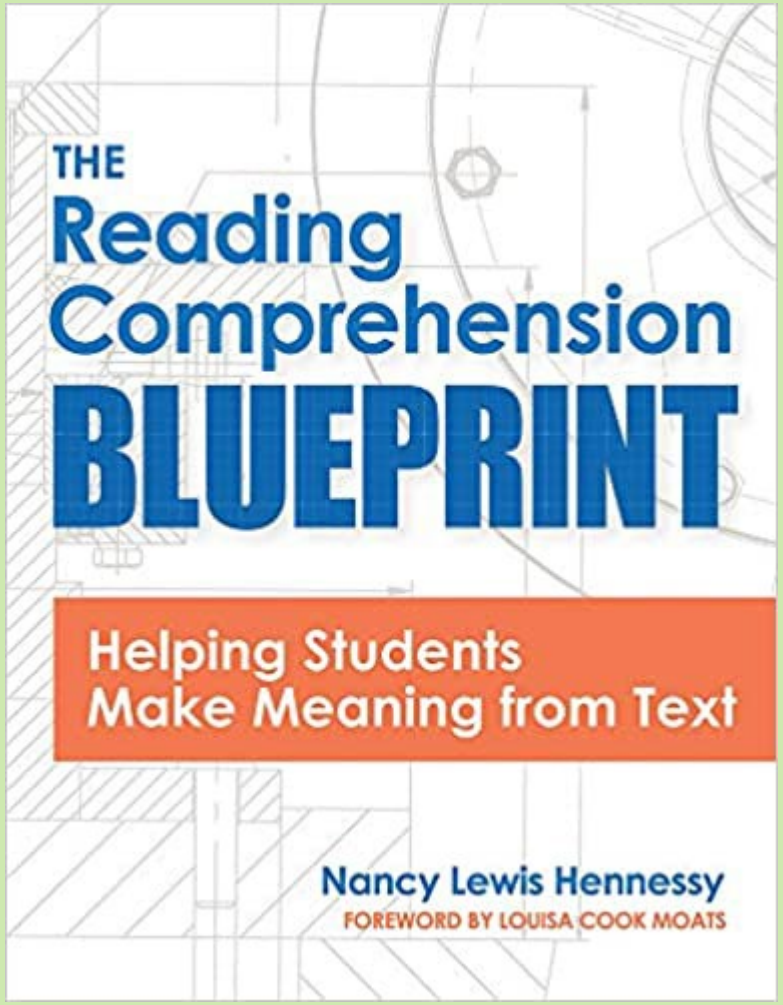
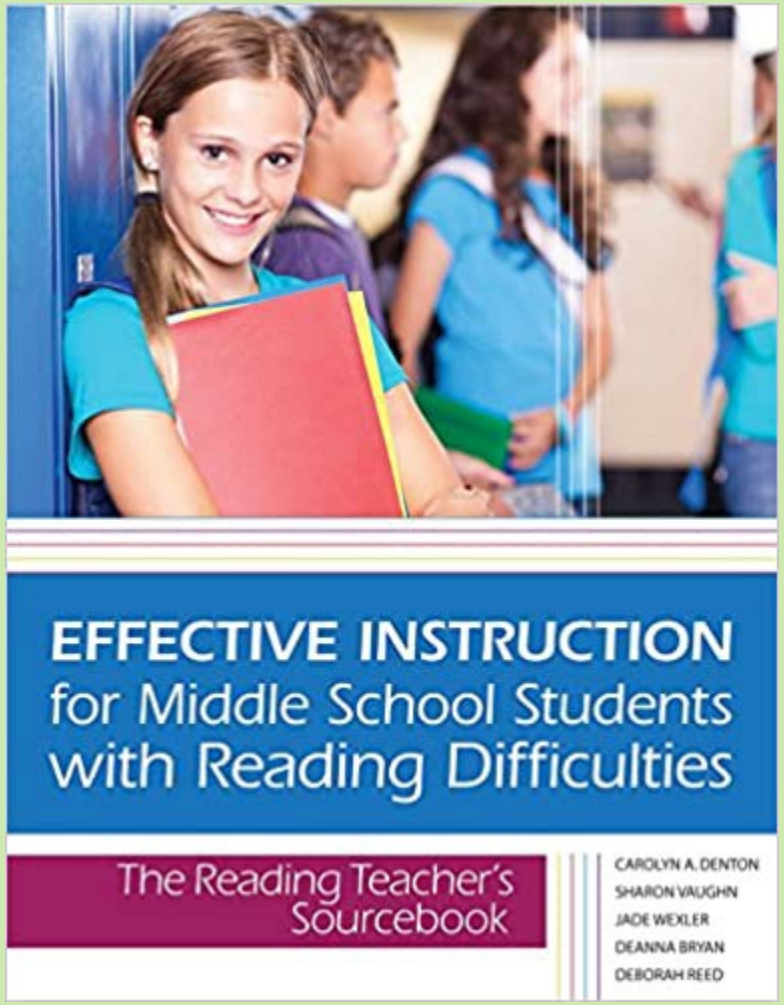
Chapters 4 and 5 - Components and Delivery of Effective Instruction
Chapter 6 - Comprehension
Chapter 6 - Extra Material
Chapter 7 - Vocabulary
Chapter 7 - Extra Material
Chapter 8 - Fluency
Chapter 9 - Word Recognition
Guidelines and Resources



In MS HS resources, first two chpts of Blueprint.



Science of Reading Info.com

Home | For Beginners | Topics 1 | Topics 2 | Topics 3 | Topics 4 | Event

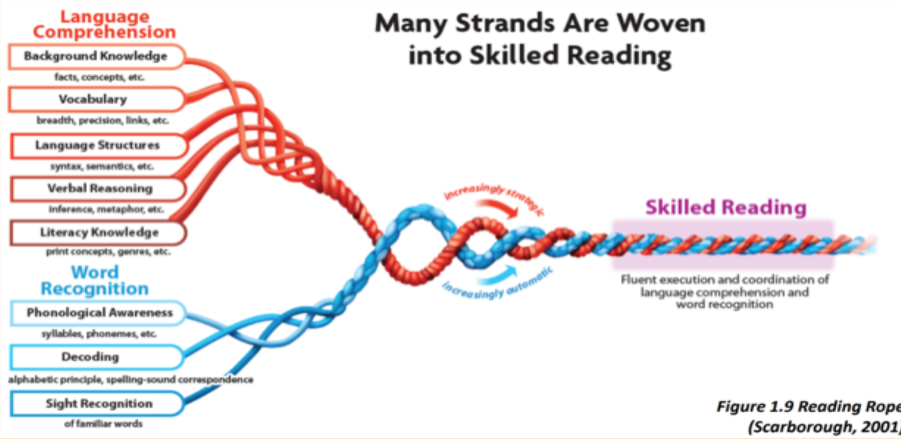
Welcome to the Science of Reading Info website.

This website was created to organize information shared on the Facebook group Science of Reading-What I Should Have Learned in College. As educators, specialists, and parents have joined the Facebook page to gain knowledge on the science of reading, a community has been created. This knowledgeable community shares resources and experiences on the science of reading and implementation in schools and at home. It is my hope to provide you with as many resources available worldwide in order to improve literacy outcomes for all. This website is fluid and will be updated frequently.

This website has twenty categories, on Topics 1-4. A specific entry may appear in more than one category. To access information, go to the category and click on the link. You will then have a list of resources that you can download. If you are just beginning your look at the Science of Reading, be sure to start at the "For Beginners" tab.

Check the “Events” tab for upcoming book studies and webinars.

Donna Schultz Hejtmanek



PD/Webinars/Videos

Name	Website	Information	
95% Group Kilpatrick Webinar Series	https://www.95percentgroup.com/kilpatrick-webinars	Rethinking Phonological Awareness, Orthographic Mapping is a Critical Skill for Learning New Words, Older Students Master Phonemic Manipulation Skills	
95% Group Free Webinars	https://www.95percentgroup.com/professional-development/webinars?fbclid=[illegible]	Eight webinars on decodable text, orthographic mapping, the reading brain, Scarborough's Rope, phonemic awareness for older readers, balanced literacy and structured literacy and morphological awareness.	
Achieve the Core	https://achievethecore.org/search?q=foundational+skills	Digital tools and resources for teachers for free	
Aim Institute Teachable Moment Videos	https://institute.aimpa.org/resources/teachable-moments	17+ videos on various topics in education and SoR	
Aim Pathways -Aim Institute	https://institute.aimpa.org/aim-pathways?fbclid=[illegible]	AIM PathwaysTM is a unique, interactive digital teacher training platform designed to deliver research and evidence-based content in the science of reading.	
American Speech-Hearing-Language Association	https://www.asha.org/public/speech/development/		
Anita Archer Explicit Instruction	https://www.youtube.com/watch?v=s7XIZOFWldM&feature=youtu.be&fbclid=[illegible]	https://www.youtube.com/watch?v=s7XIZOFWldM&feature=youtu.be&fbclid=[illegible]	
Assessing, Preventing and Overcoming Reading Difficulties	https://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities	Open source online training on the science of reading.	
Assessing, Preventing and Overcoming Reading Difficulties Professional Development	https://sitesed.cde.state.co.us/course/view.php?id=132&fbclid=[illegible]	Free online course with Dr. David Kilpatrick's book	
Brainspring	https://brainspring.com/?fbclid=[illegible]	O-G materials, professional training, and tutoring	
Carol Tolman- You Tube	https://www.youtube.com/channel/[illegible]	Hour-glass explanation on reading theory	
Carol Tolman - Reading Rockets	https://www.readingrockets.org/articles/by-author/60385	Various articles by LETRS author Carol Tolman	
Center for Dyslexia MTSU	https://www.youtube.com/channel/[illegible]	12 videos from experts in the field on various topics	
Center for the Collaborative Classroom	https://www.collaborativeclassroom.org/	https://www.collaborativeclassroom.org/professional-learning/	Collaborative Literacy was intentionally designed to develop strong readers and writers, and to create classroom communities in which students can learn and grow. Comprised of three modules, Being a Reader™, Making Meaning®, and Being a Writer™, Collaborative Literacy addresses the core competencies traditionally taught in the language arts block.
Colorado Department of Education	https://www.cde.state.co.us/cdesped/sd-sld_archived_readingrockies2017	https://sitesed.cde.state.co.us/course/view.php?id=132	Free resources and training
CORE	www.corelearn.com	CORE works collaboratively with district and school leaders to assess current systems and processes and then support them as they implement multi-year professional learning programs that combine:	Instructional Knowledge: Multi-year professional learning to build leader and teacher knowledge and skills in the science of reading, writing, language, and math instruction that enable all students to succeed.
CORE	Evidence-Based Resources: Guidance in selecting and fully implementing evidence-based instructional curricula and assessments that have been vetted and are proven.	Job-embedded Support: Multi-year job-embedded coaching, collaboration, and data study to ensure sustainable results.	https://www.corelearn.com/resources/
Dr. Cheryl Chase Chasing Your Child's Potential	https://www.chasingyourpotential.com/		
Dyslexic Teacher Training	https://www.dyslexiatraininginstitute.org/	At the Dyslexia Training Institute our mission is to provide education about dyslexia, interventions for dyslexia (Orton-Gillingham and Structured Word Inquiry) as well as how to navigate the educational system by understanding Special Education Law. Our courses were created for parents, teachers, educational professionals and anyone interested in the topic. We believe information about dyslexia should not be limited by geography and we have created an online space where everyone has access to this information. Our instruction is provided by highly-qualified and very experienced instructors in an interactive online environment.	

Name	Website	Information	
E Learning Iowa Reading Research	https://iowareadingresearch.org/elearning?fbclid=[illegible]	Modules available are Dyslexia Overview, Effective Literacy Instruction, Interactive Reading, Small Group Skills Based Instruction, Varied Practice Reading,. There is a small fee for non-Iowa residents.	
EBLI Evidenced Based Literacy Instruction	https://eblireads.com/	https://eblireads.com/register-for-training/ebli-k3-classroom-teacher/?fbclid=[illegible]	In-person and online trainings. EBLI includes explicit and applied instruction in the 5 Essential Components of Reading as well as spelling, writing, and handwriting
EdWeb.net Valuable resources for online learning and collaboration	https://home.edweb.net/	Free resources for online learning	
FOX All Children Can Read Reading Conference with Louisa Moats, Louisa-Spear Swerling, Margo Gillis, Tim Odegard	https://livestream.com/mtsu/events/9013868?fbclid=[illegible]		
Friday Institute for Educational Innovation	https://place.fi.ncsu.edu/	https://place.fi.ncsu.edu/local/catalog/course.php?id=15&ref=1	The *Teaching Foundational Reading Skills* MOOC-Ed will help you more effectively prepare your students in grades K–3 with the skills they need to become successful readers. Free but must enroll and are time sensitive.
How Should We Teach Students to Read Unknown Words?	https://buildingrti.utexas.org/modules/using-research-to-inform-literacy-instruction-how-should-we-teach-students-to-read-unknown		
How the Brain Learns to Read	https://l.facebook.com/l.php?u=https%3A%2F%2Fyoutu.be%2F[illegible]		
IMSE Institute for Multisensory Education	https://www.orton-gillingham.com/	IMSE's Orton-Gillingham program educates teachers on how to explicity and effectively teach reading to beginning readers. Using multiple senses, children can better understand the rules of the English language. This is effective in the classroom because it allows educators to teach children in the way that each individual child learns best.	IDA Accredited Program
Independent Teacher Training Programs Accredited by IDA	https://dyslexiaida.org/accredited-teaching-training-programs/		
IOWA Reading Research Center	https://iowareadingresearch.org/blog/structured-and-balanced-literacy?fbclid=[illegible]		
Kendor Learning	https://kendorelearning.com/	Kendore Learning's teacher training program is accredited by the International Multisensory Structured Language Education Council and the International Dyslexia Association.	
Keys to Literacy	https://keystoliteracy.com/delivery/online-pd/	Keys to Literacy research based teaching practices and Professional Development and Online Training	Keys to Beginning Literacy Developed for those who teach beginning reading skills to students grades K-3 and struggling readers in grades K-8. It is not a reading program; the instructional suggestions can be integrated into existing curriculum and published reading programs. Nine Course modules ranging from 1.5-7.5 hours depending on the topic module. When combined the full course takes approx.. 32 hours.
		https://[illegible].wpengine.netdna-ssl.com/wp-content/uploads/2017/07/Letterland-Program-Highlights.pdf	https://keystoliteracy.com/offering/keys-to-beginning-reading/?fbclid=[illegible]
LETRS Language Essentials for Teachers of Reading and Spelling	https://www.voyagersopris.com/professional-development/letrs/overview	Literacy educators benefit from PD and teacher training that provides depth of knowledge; language and literacy skills; and practice to successfully address struggling K-12 students.	IDA Accredited Program
Lifelong Literacy with Lynn Stone	https://lifelongliteracy.com/	Professional development through courses and materials on spelling, language, and science of reading.	
Literacy How	https://www.literacyhow.org/	Literacy How specializes in providing educators with comprehensive, research-based professional development, with a focus on PreK through grade 3.	Books, ebooks, structured literacy series, and administrative training are some of the services offered.
Neuhaus Education Center	https://www.neuhaus.org/	Provides professional learning, certification pathways and online resources.	https://www.neuhaus.org/educators
Ohio Department of Education	https://www.youtube.com/playlist?list=[illegible]	15 videos from experts in the field	https://www.youtube.com/watch?v=[illegible]

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Science of Reading: The Podcast

S1-23. A conversation with Elizabeth Jiménez Salinas

JUNE 17, 2020 AMPLIFY EDUCATION SEASON 1 EPISODE 23

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Multilingual author and expert Elizabeth Jimenez Salinas and host Susan Lambert discuss advocating for underrepresented English Learners (EL), improving dual language instruction, and learned passivity. Elizabeth shares tips for EL students during this time and reinforces the importance of home connection and language development.

Quotes:

"English learners are put at a serious disadvantage by a school system that doesn't use their home language."

Science of Reading: The Podcast

S1-17. A conversation with Freddy Hiebert

APRIL 07, 2020 AMPLIFY EDUCATION SEASON 1 EPISODE 17

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Dr. Elfrieda "Freddy" Hiebert, author and founder of the Text Project, shares insights from her research on vocabulary, the etymology of the English language, and the importance of teaching morphology to enable kids to make connections.

Quotes:

"Vocabulary is the base of building knowledge."

"Vocabulary represents your knowledge and knowledge is what determines your level of

Science of Reading On-Demand Webinar Series

Phonemic Awareness for Older Readers

Session Overview

"As many as one out of every ten adolescents has serious difficulties in identifying words" (Curtis, 2004, p. 121). This problem often stems from a deficit in higher-level phoneme analysis skills.

Join us as we provide a lesson plan overview that integrates advanced phonemic analysis with explicit phonics instruction. Please click the button below to watch the 30-minute on-demand webinar at your convenience and to access the handout, Q&A, and other related resources.

Replay & Handouts

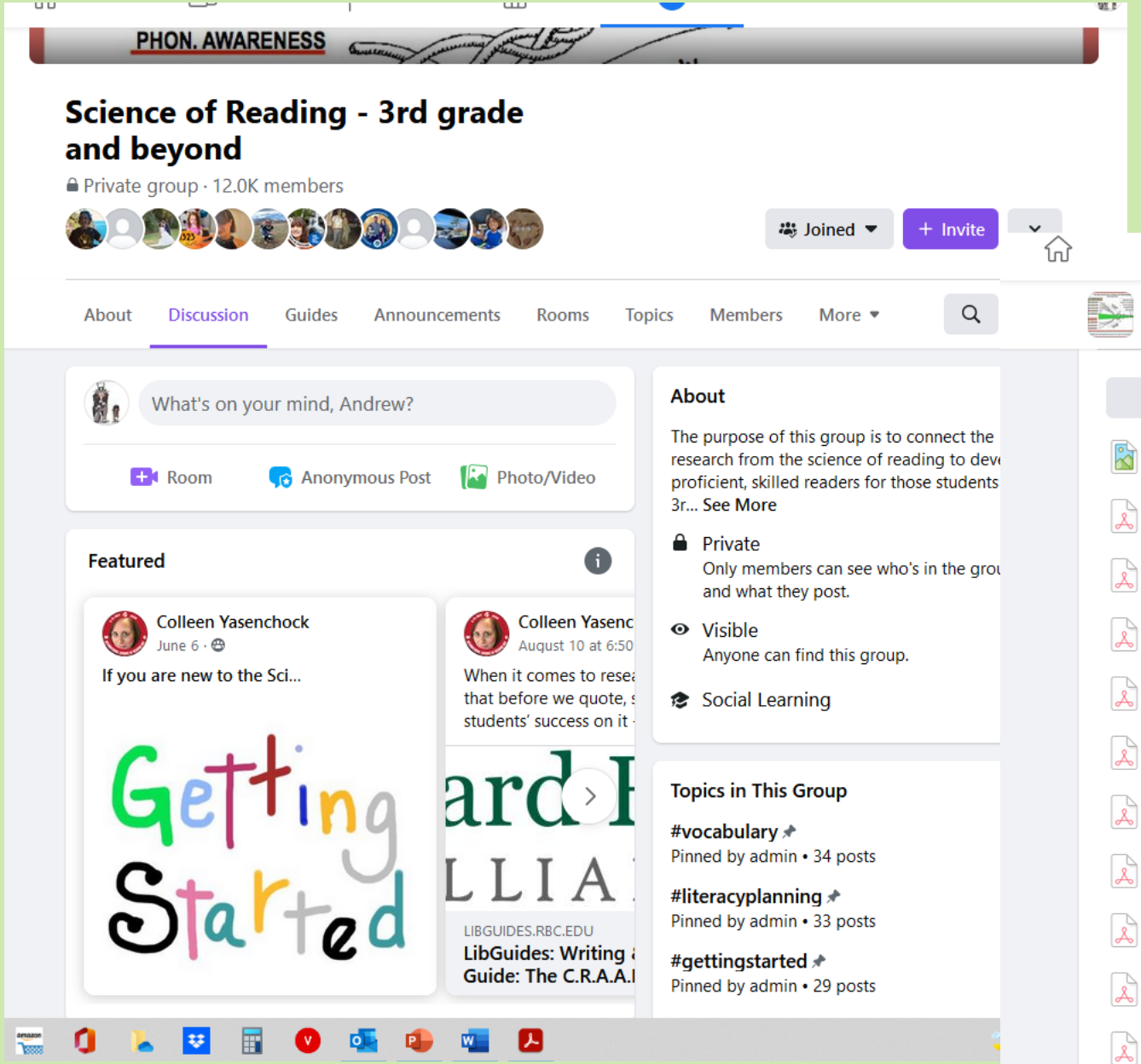
We hope you'll enjoy watching all 8 of our Science of Reading On-Demand Webinars. The series includes:

Teaching with Decodable Text

Mastering the Questioning Process

Orthographic Mapping

How the Brain Reads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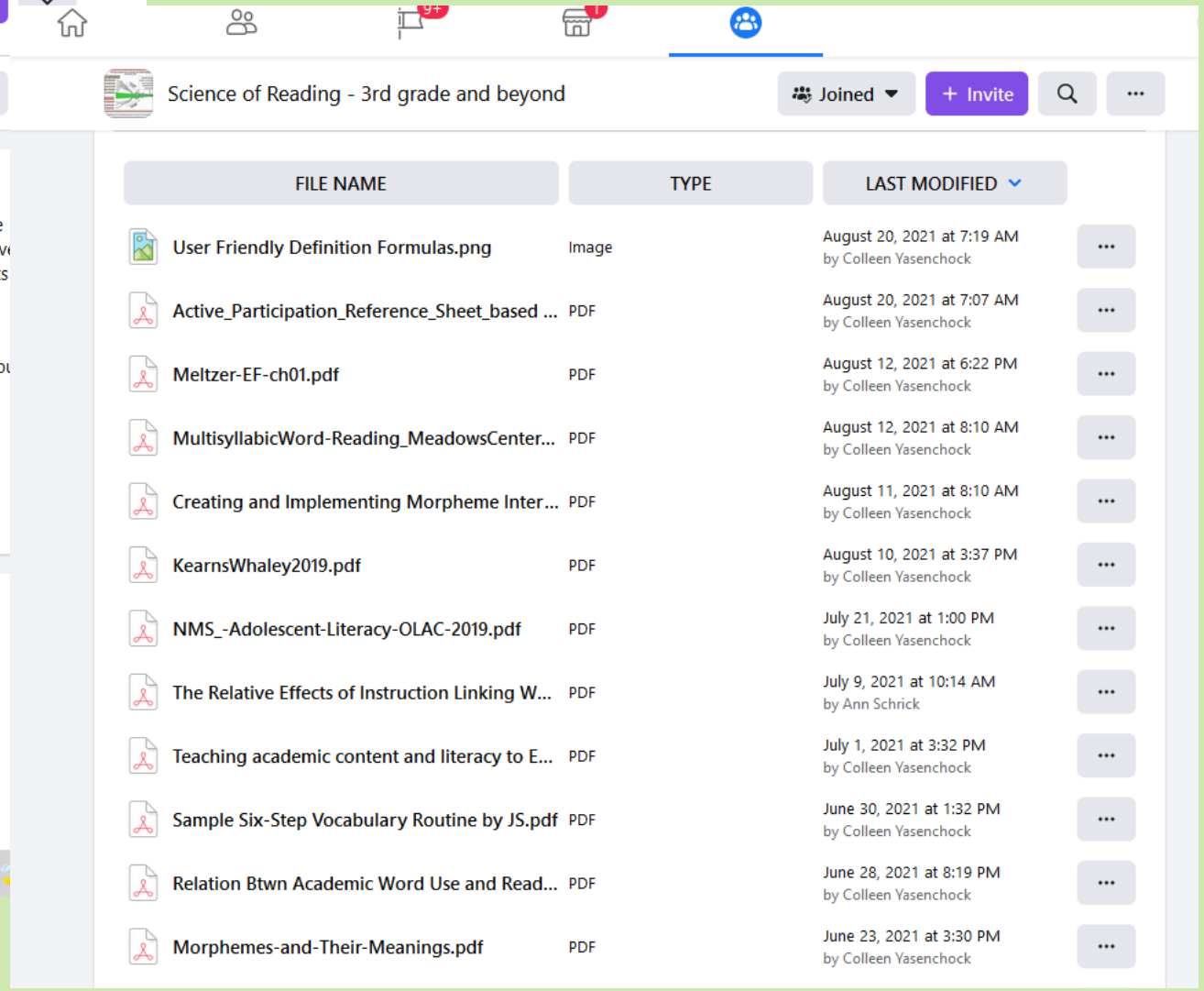
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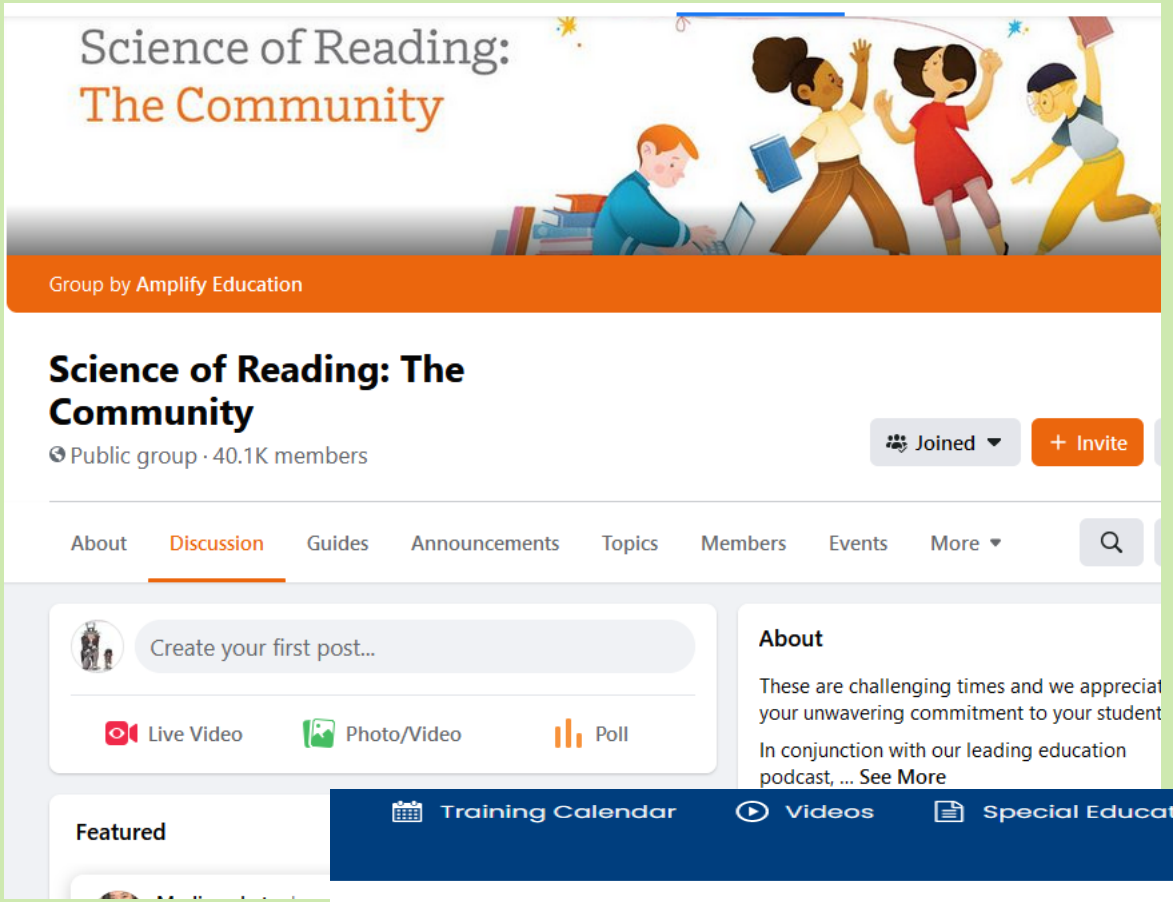
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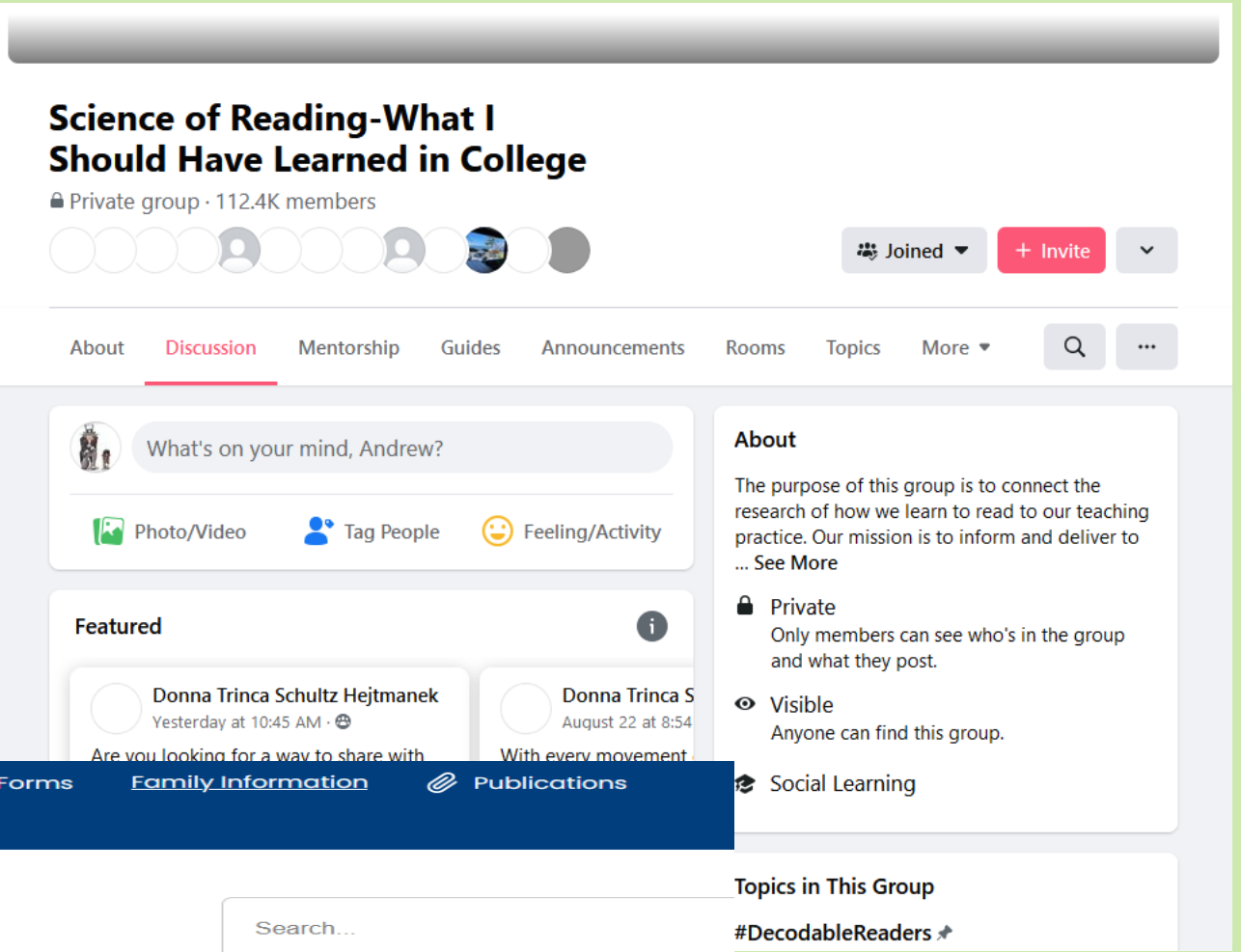
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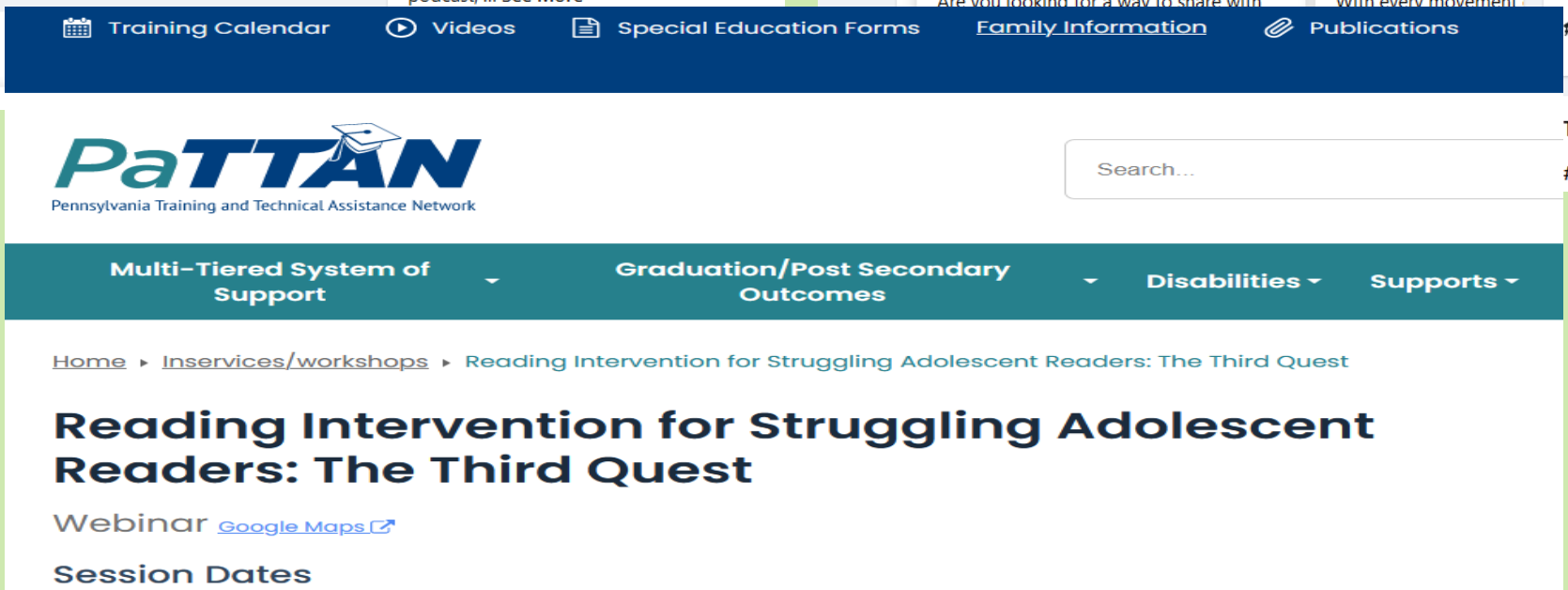
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Want to continue the conversation after the presentation ?

Can Join me on Zoom
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