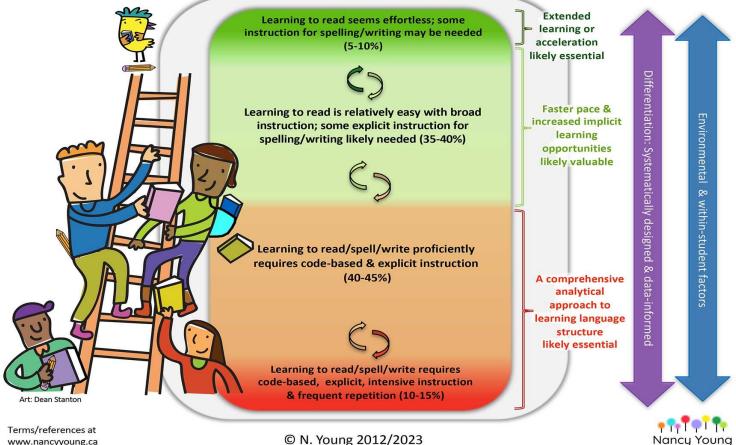
Reading in ESD

Melissa Kushnir School Psychologist Evergreen School Division June 5, 2025



The Ladder of Reading & Writing



Scarborough's Reading Rope

Background Knowledge facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures syntax, semantics, etc.

Verbal Reasoning inference, metaphor, etc.

Literacy Knowledge print concepts, genres, etc.

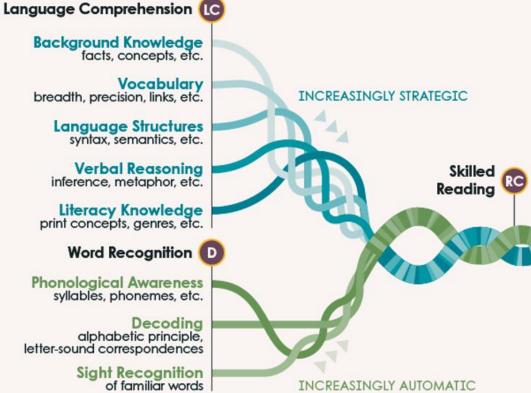
Word Recognition (D)

Phonological Awareness syllables, phonemes, etc.

Decoding

alphabetic principle, letter-sound correspondences

Sight Recognition of familiar words











Fluent word recognition and comprehension.

"THERE IS NO COMPREHENSION STRATEGY POWERFUL **ENOUGH TO** COMPENSATE FOR THE **INABILITY TO READ** THE WORDS."

- Dr. Joseph Torgesen

The Big Five

Phonemic Awareness

The ability to blend, segment, and manipulate the sounds in spoken words. Practice blending helps with reading, and practice segmenting helps with spelling.

Vocabulary

Knowing what words mean, how to pronounce them, and use them correctly. This includes both breadth (how many words a person knows) and depth (how well they know a particular word).

Phonics

Understanding letter-sound correspondences (also know as grapheme-phoneme correspondences or the alphabetic principle). Includes learning common spelling patterns. Automaticity with phonics skills leads to fluency.

Fluency

The ability to read letters, words, phrases, sentences, and passages accurately and with expression. Automaticity with phonics skills is required for fluency. Fluency is the bridge to comprehension.

Comprehension

The ability to understand what you've read. In addition to vocabulary and fluent reading, this also requires background knowledge, understanding sentence construction and text structures, and monitoring understanding.

Modelled after the National Center on Improving Literacy's "The Big 5 Ideas of Beginning Reading

THE BIG FIVE

Phonemic Awareness:

- The foundation of reading; essential for K-2 students.
- Activities: Rhyming games, segmenting and blending sounds.
- · Data Points: DIBELS PSF subtest.

Phonics:

- Connecting sounds to letters; crucial for decoding.
- Activities: Letter-sound matching, decoding practice, word building.
- Data Points: DIBELS NWF-CLS, NWF WRC; Quick Phonics Survey.

Fluency:

- Reading with speed, accuracy, and expression.
- Activities: Repeated reading, echo reading, choral reading.
- Data Points: DIBELS ORF.

Vocabulary:

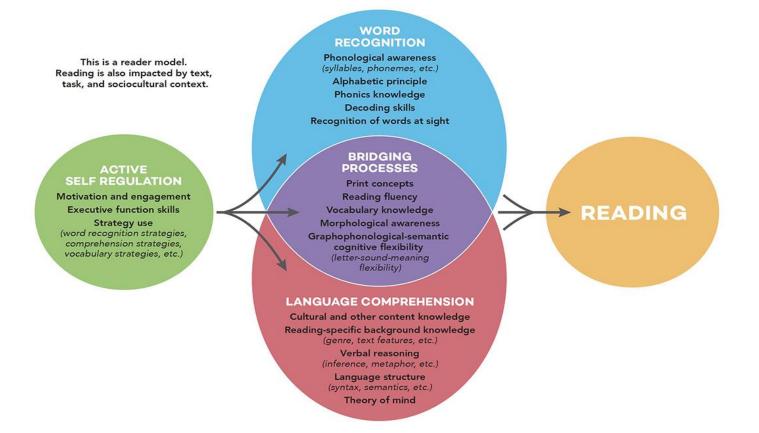
- Understanding and using words correctly.
- Activities: Picture-word matching, vocabulary games, read-alouds.
- Data Points: Vocabulary assessments, observation.

Comprehension:

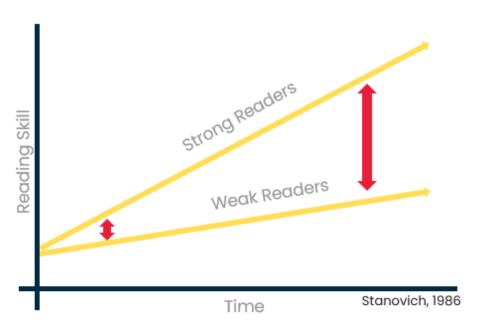
Understanding and interpreting text.

- Activities: Story creation with graphic organizers, discussion questions, retelling stories, TWR writing activities.
- Data Points: Comprehension questions, story retell assessments, TWR assessments.

Active View of Reading (Duke & Cartwright, 2021)



The Matthew Effect



"Reading difficulties that begin early in life are devastatingly stable across a child's school career."

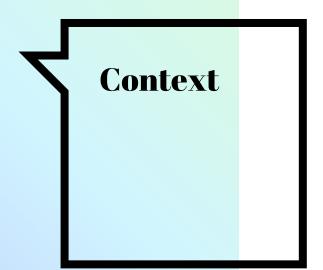
Murdoch et al., 2021

Early Intervention

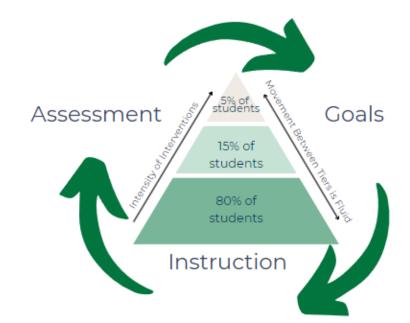
- Lovett et al. (2017):
 - Reading intervention for students in grades 1, 2, and 3
 - All children improved compared to controls
 - Immediately after:
 - Almost 2X the progress for grades 1 and 2
 - 1-3 years later:
 - Grade 1 students grew at faster rates

Context (why the changes came to be)

- Trends in referrals/assessments
- Accommodating learners
- Inconsistency across the division
 - Tools available
 - Tools used
 - Interventions
 - Who
 - What
 - Why
 - Progress monitoring



Inconsistencies between our practices and RTI model"bloated triangle"





- Research Research Research
 - Kilpatrick, Farrell, Hasbrouck,
 Stollar, Bjornson
- PAST and Heggerty
 - (we have moved to less phonological awareness as a few minutes - 3-5 - focusing on blending and segmenting is what is beneficial based on research)
- OG training
 - (we have changed focus OG does mastery of a topic before moving on vs. interleaving skills and there is a high demand on working memory and reliance on mnemonic devices/jingles)



- Need for Universal Screener
- Adjusting Tier 1 Instruction
 - "You can't intervene your way out of a Tier 1 problem"
- Intervention focus identifying the specifics
- Started conversations with intervention teachers
- Presented DIBELS, psychometrics and standardization with all K-4 teachers Feb 2022

Year 0 2022/2023

- Discussions with principals and school board
- Teachers asked to trial DIBELS
- Planning for responses to data
- Intervention Professional Learning
 Community (PLC) planning/implementation
- Psychometrics and standardization training for teachers
- Support for teachers in shifting teaching and assessment practices
- PAST

Year 1 2023/2024

- All students screened with DIBELS 3X/year
- Scope and sequence for decoding skills K-3
- Residency model with interested teachers
- Specific Tier 2/3 interventions
- ESD Language Comprehension Guide
- TOWRE-2 training
- Interventions PLC
- Continued support for teachers
- Discussions with board/community

Year 2 2024/2025

- Interventions PLC
- Increases in teacher comfort and buy-in
 - Vast majority have adopted K-3 scope and sequence, UFLI
 - Perspective shift
- Continuing to support fidelity
- Increased accountability for data within and across schools
- Walk-to-learns (trialing)

Universal Screening

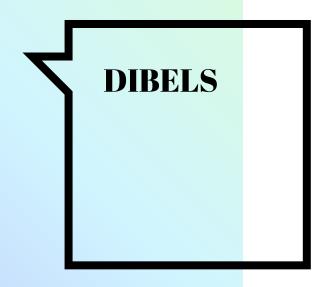
Manitoba Government Introduces Universal Early Reading Screening Tools to Ensure No Student is Left Behind

April 2025



- A quick check of indicators of a skill
- Identify which students and which systems are at risk
- Must be:
 - Fast
 - Reliable and valid
 - Predictive

Skill	Indicator
Phonemic Awareness	Phoneme Segmentation Fluency
Basic Phonics	Nonsense Word Fluency
Advanced Phonics	Oral Reading Fluency - Accuracy
Fluency	Oral Reading Fluency - Words Correct
Comprehension	ORF, MAZE





- 3 benchmarks (BOY, MOY, EOY)
 beginning, middle, end of year
- 6 subtests
- Free paper version online
- Online administration and scoring (\$ - mClass through Amplify)

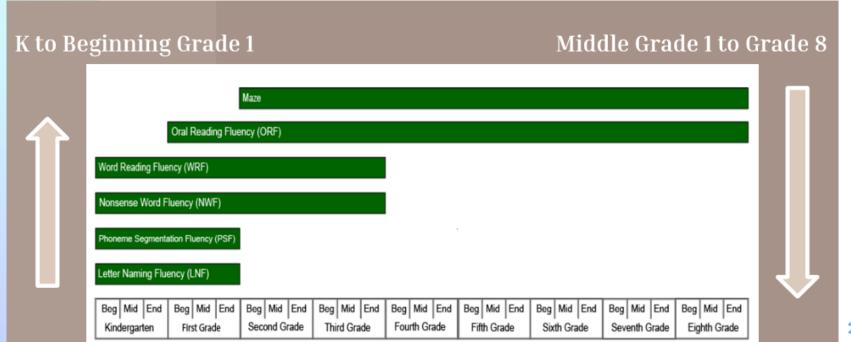
Administration Type		K	1	2-3	4-8
Individual	Time to administer	4-6	5-7	4	2
Group		NA	NA	5	5

Note. Ranges are provided in grades where rules exist for discontinuing a benchmark assessment. Only Maze is administered in a group setting. NA = not applicable.

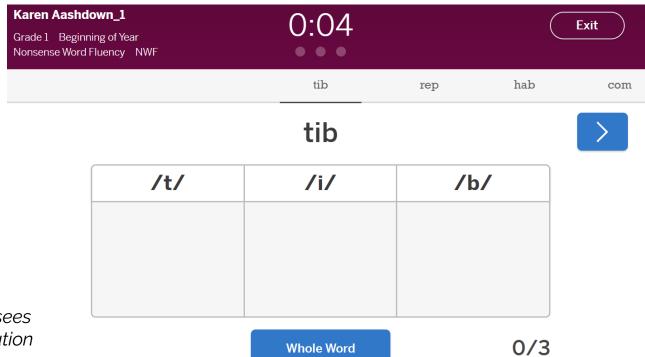


DIBELS

Every grade does not receive every subtest



mClass



What the examiner sees for online administration

	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
	Goal 330	Goal 42	Goal 31	Goal 30	Goal 5	Goal 12
	304	22	2	0	0	0
	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below
24/25	Well Below	32 Below	22 Below	15 Well Below	2 Below	2 Well Below
BOY Gr. 1	306	29	12	0	O	O
	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below
Benchmark	Well Below	29 Well Below	16 Well Below	13 Well Below	0 Well Below	2 Well Below
	Well Below	30 Well Below	0 Well Below	12 Well Below	3 Below	2 Well Below
	390	58	5	67	20	56
	Above	Benchmark	Well Below	Above	Above	Above
	323	59	2	13	0	10
	Below	Benchmark	Well Below	Well Below	Well Below	Below
	Well Below	7 Well Below	0 Well Below	0 Well Below	0 Well Below	O Well Below
	328	42	11	36	0	5
	Below	Benchmark	Well Below	Benchmark	Well Below	Well Below
	316	27	26	12	0	9
	Well Below	Well Below	Below	Well Below	Well Below	Below
	347	46	22	29	8	23
	Benchmark	Benchmark	Below	Below	Benchmark	Above
	302	10	0	0	0	0
	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below

0% Well Below Well Below

Reading

Accuracy

ORF-Accu

Goal 67%

Discont'd

0%

21%

Well Below

15%

Well Below

89%

Benchmark

Discont'd

Reading

Fluency

ORF

Goal 10

Discont'd

0

0

77

8

Discont'd Discont'd 0%

0 Well Below Well Below Well Below

Well Below Above

97% Benchmark 40% Well Below Discont'd

Below Discont'd

7 Below

5

Below 41

Above

Discont'd

	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC
	Goal 389	Goal 57	Goal 43	Goal 52	Goal 14
	373	51	25	36	10
	Well Below	Below	Well Below	Well Below	Below
24/25	395	60	52	60	15
	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
MOY Gr. 1	405 Benchmark	Tested Out	Tested Out	79 Above	27 Above
Benchmark	404	63	64	69	23
	Benchmark	Benchmark	Above	Benchmark	Benchmark
	392	60	54	57	19
	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
	460 Above	Tested Out	Tested Out	79 Above	27 Above
	420	80	60	77	26
	Benchmark	Benchmark	Above	Benchmark	Above
	385	60	47	60	18
	Below	Benchmark	Benchmark	Benchmark	Benchmark
	402	74	56	60	20
	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
	397	60	44	57	19
	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
	431 Above	Tested Out	Tested Out	79 Above	27 Above
	397	70	69	74	25
	Benchmark	Benchmark	Above	Benchmark	Benchmark

10 8 43% Well Below Well Below elow 15 19 85% Benchmark chmark

Word

Reading

WRF

Goal 17

21

Benchmark

14

Below

85 Above

28

Benchmark

Well Below

20

Benchmark

18

Benchmark

43

Above

16

Below

Benchmark Below 18 81% Benchmark Below

Benchmark 80% Below

Reading

Accuracy

ORF-Accu

Goal 87%

28 Benchmark 21 Benchmark 108 Above

Reading

Fluency

ORF

Goal 21

10

Below

22

21

45

6

65

Above

8 Well Below

81% Below 100% Benchmark 88% Benchmark

55% Below

Benchmark

Well Below 30 Benchmark 29

Below

Benchmark

86%

83%

Below

98%

Benchmark

57%

Below

	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF
	Goal 441	Goal 59	Goal 45	Goal 55	Goal 15	Goal 25	Goal 91%	Goal 39
	438 Below	70 Benchmark	51 Benchmark	59 Benchmark	19 Benchmark	17 Below	73% Well Below	27 Below
24/25	439 Below	60 Benchmark	59 Benchmark	54 Below	18 Benchmark	18 Below	90% Below	35 Below
EOY Gr. 1	453 Benchmark	75 Benchmark	63 Above	78 Benchmark	26 Benchmark	25 Benchmark	89% Below	32 Below
Benchmar l	504 Above	Tested Out	Tested Out	122 Above	41 Above	52 Above	99% Benchmark	90 Above
	449 Benchmark	55 Below	55 Benchmark	66 Benchmark	22 Benchmark	20 Below	91% Benchmark	48 Benchmark
	526 Above	Tested Out	Tested Out	116 Above	39 Above	87 Above	100% Benchmark	125 Above
	503 Above	Tested Out	Tested Out	118 Above	39 Above	51 Above	100% Benchmark	93 Above
	441 Benchmark	70 Benchmark	58 Benchmark	57 Benchmark	18 Benchmark	19 Below	85% Below	33 Below
	490 Above	Tested Out	Tested Out	92 Above	31 Above	52 Above	99% Benchmark	90 Above
	479 Benchmark	Tested Out	63 Above	89 Above	30 Above	41 Benchmark	100% Benchmark	73 Benchmark
	498 Above	Tested Out	Tested Out	104 Above	35 Above	60 Above	100% Benchmark	91 Above
	474 Benchmark	Tested Out	Tested Out	101 Above	34 Above	37 Benchmark	98% Benchmark	52 Benchmark

		Beginning of Year	Middle of Year	End of Year
Class	Well Below	39%	26%	16%
Summary	Benchmark	7 Students	5 Students	3 Students
19/19	Below	6%	21%	16%
Students Assessed	Benchmark	1 Student	4 Students	3 Students
O	At	39%	32%	21%
Not Assessed	Benchmark	7 Students	6 Students	4 Students
O	Above	17%	21%	47%
In Progress	Benchmark	3 Students	4 Students	9 Students

Diagnostic

- A quick tool given to all students who have been identified as needing additional support to determine:
 - What skills to focus on
 - Where to start in a program

Not used for diagnosis

Quick Spelling Survey (QSS)

If they can spell it, they can read it.

(Quick Spelling Survey			(Nowels)	g- and Digraphs	(spu		<u>.</u>	sonant Consonants, Digraphs	s, Diphthongs, Vowel Sounds	pup	Date:		
	Survey lass Planning orksheet Students	Letter Names	Letter Sounds	VC and CVC (Short Vowels)	Common Beginning- and Ending-Consonant Digraphs	CVCC & CCVC (Blends)	Silent e	R-Controlled Vowels	Advanced Consonant Sounds, Silent Consonar and Consonant Digraphs	Vowel Digraphs, Di and Advanced Yow	Common Prefixes	Two Syllables	Three Syllables	Four Syllables
1		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
2		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
3		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
4		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
5		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20
6		/26	/21 con /5 vow /26	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20	/20

Quick Spelling Survey (OSS)



whole class, small group, individual

All Grades (K-12)

 recommends assessment start points for grade levels

Done <u>BEFORE</u> QPS

· identifies who needs a QPS & QPS start points

3x/Year

· QSS & QPS Forms A-B-C are aligned

Supplemental Information

 strengths & needs in encoding sounds, spelling & handwriting skills

Quick Phonics Screening



- Quick Phonics Screener
- Quick Spelling Survey



About Quick Phonies Screener, Third Edition	
Quick Phonics Screener (QPS)	a
QPS Assensesort, Fores A, SSR Sets 1-4	
QFS Eurrison Scoring Short for Holey, a First-Grade Stadent	
QPS Starregary Screen Shoret for Holory, a Pinel-Grade Stadent	7
Quick Spelling Survey (QSS)	8
QRS Assessivat Overview	
QRS Assessment, Form St. (SGE Sets 1-5	9
Q88 Stadent Response Ports for Auction, a First-Grade Stadent	ti
OSS Scottory Scott Short for Jackson, a Pirot-Grade Statest.	





QPS Literacy Instructional Planner

Full Group Instruction	Letter Names / Letter Sound	ls / VC&CVC / Digraphs / CV	CC&CCVC / Silent-e / R-Con	troller Vowels / Ending
– Circle Outcomes	Spelling Patterns / Silent Lett	ers / Vowel Digraphs / Vowe	l Diphthongs / Prefixes & Suffix	kes / Multisyllabic Words
QPS Skill Set 1: Letter	QPS Skill Set 2: Letter	QPS Skill Set 3: VC & CVC	QPS Skill Set 4: Digraphs	QPS Skill Set 5: CVCC &
Names (UFLI Alphabet, 1-34)	Sounds (UFLI Alphabet, 1-34)	(UFLI Alphabet Review, 35-	(UFLI Digraphs, 42-53)	CCVC (No UFLI aligned
		41)		lessons, practice blending from prev. lessons)
				mont prev. lessons,
QPS Skill Set 6: Silent-e	QPS Skill Set 7: R-	QPS Skill Set 8: Advanced	QPS Skill Set 9: Vowel	QPS Skill Set 10: Prefixes &
(UFLI VCQ, 54-62)	Controlled Vowels	Consonant Sounds (UFL)	Sounds	Suffixes
	(UFLI R-Controlled Vowels, 77-	Ending Spelling Patterns, 69- 76, 98)	(UFLI Long Vowel Teams,84-	(UFLI Prefixes & Suffixes,
	83)	70, 90)	88, Other Vowel Teams, 89- 94, Diphthongs, 95-97]	Spelling Changes 99-110, Additional Affixes 119-128)
11. Two Syllables	12. Three Syllables	13. Four Syllables	Individual Instruction:	

Different Tools

Screening	Diagnostic
Which students are at risk?	What content/skills are proficient?
Which systems are at risk?	What do I need to teach next?
How is the 'health' of Tier 1 instruction?	

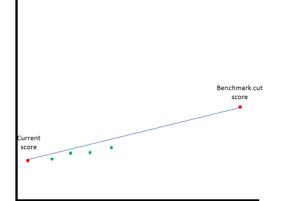
Tools that answer one set of questions don't tend to answer the other questions that well

Different Tools

Screening	Diagnostic
All students	Some students
2-3 times per year	Once
Fast, research-validated tools	Longer, often unstandardized tools
All students screened with the same measures	Assessments chosen strategically based on patterns in screening

Progress Monitoring

- Informs instructional content and instructional delivery
- Two different kinds of PM used:
 - DIBELS NWF progress towards aimline
 - UFLI (forms come with program)– check if content learned



Universal Screening

Who needs support?

Diagnostic Assessment

What should that support be?

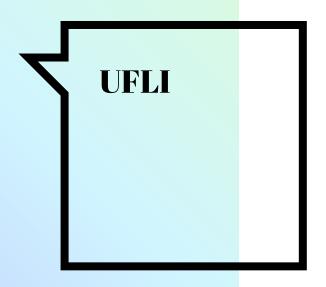
Progress Monitoring

Is the support working?

Hasbrouck, 2021

Tier 1 Instruction

- UFLI
- 128 Scripted, structured lessons
- Lessons follow scope and sequence (K-2)
- Critical: High # opportunities to respond (OTR) and corrective feedback
- Early years focus



• Interleaved practice



Lesson Number	Lesson Focus	Number of times /ı̃/ is practiced
8	i /ĭ/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /ŏ/	14
13	d/d/	42
14	c /k/	17
15	υ /ŭ/	26
16	g /g/	21
17	b/b/	31
Total acr	338	

By interleaving skills, the brain is better able to <u>distinguish between</u> skills – and leads to higher mastery (than if you stayed with one skill to mastery before moving on)

Scope & Sequence At-a-Glance: All Concepts (K-2)

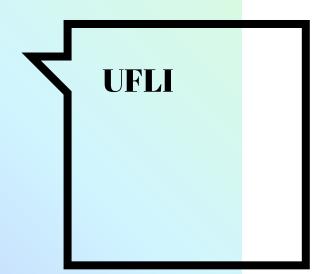
Alp	habet
1.	a /ă/
2.	m /m/
3.	s /s/
4.	t /t/
5.	VC & CVC Words
6.	p /p/
7.	f/f/
8.	i /ī/
	n /n/
	CVC Practice (a, i)
11.	Nasalized A (am, an)
12.	o /ŏ/
	d /d/
14.	c /k/
	u /ŭ/
16.	g /g/
	b /b/
	e /ĕ/
19.	VC & CVC Practice (all)
	-s /s/
21.	- 1 - 1
22.	
23.	
	r /r/ Part 1
	r /r/ Part 2
	I /I/ Part 1
	I /I/ Part 2, al
	w /w/
	i /i/
	y /y/
	x /ks/
	qu /kw/
33.	
34.	z /z/

Aln	habet Review & Longer Words
	. CVC, CCVC, CVCC, CCVCC, & CCCVC)
	Short A Review (incl. Nasalized A)
	Short I Review
37.	Short O Review
38.	Short A, I, O Review
39.	Short U Review
	Short E Review
41.	Short Vowels Review (all)
Dig	raphs
	FLSZ Spelling Rule (ff, II, ss, zz)
43.	-all, -oll, -ull
44.	ck/k/
45.	sh /sh/
46.	Voiced th /th/
47.	Unvoiced th /th/
	ch/ch/
	Digraphs Review 1
	wh /w/, ph /f/
	ng /n/
	nk/ŋk/
53.	Digraphs Review 2 (incl. CCCVC)
VCe	
	a_e /ā/
55.	i_e /ī/
	o_e /ō/
	VCe Review 1, e_e /ē/
	u_e /ū/, /yū/
59.	VCe Review 2 (all)
	_ce /s/
	_ge /j/
62.	VCe Review 3, VCe Exceptions
	ding Longer Words
63.	
	-ed
	-ing
66.	Closed & Open Syllables
67.	Closed/Closed
68.	Open/Closed

End	ing Spelling Patterns
	tch /ch/
	dge /j/
	tch /ch/, dge /j/ Review
72.	Long VCC (-ildoldindoltost
73.	y /ī/
74.	y /ē/
75.	-le
76.	Ending Patterns Review
	ontrolled Vowels
	ar /ar/
	or, ore /or/
	ar /ar/ & or, ore /or/ Review
	er /er/
	ir, ur /er/
	Spelling /er/: er, ir, ur, w + or
83.	R-Controlled Vowels Review
Lon	g Vowel Teams
	ai, ay /ā/
85.	ee, ea, ey /ē/
	oa, ow, oe /ō/
	ie, igh /ī/
88.	Vowel Teams Review 1
	er Vowel Teams
	oo, u /oo/
	00 /ū/
91.	ew, ui, ue /ū/
92.	Vowel Teams Review 2
	au, aw, augh /aw/
94.	ea /ĕ/, a /ŏ/
Dipl	hthongs
95.	oi, oy /oi/
96.	ou, ow /ow/
97.	Vowel Teams & Diphthongs Review
Sile	nt Letters
98.	kn /n/, wr /r/, mb /m/

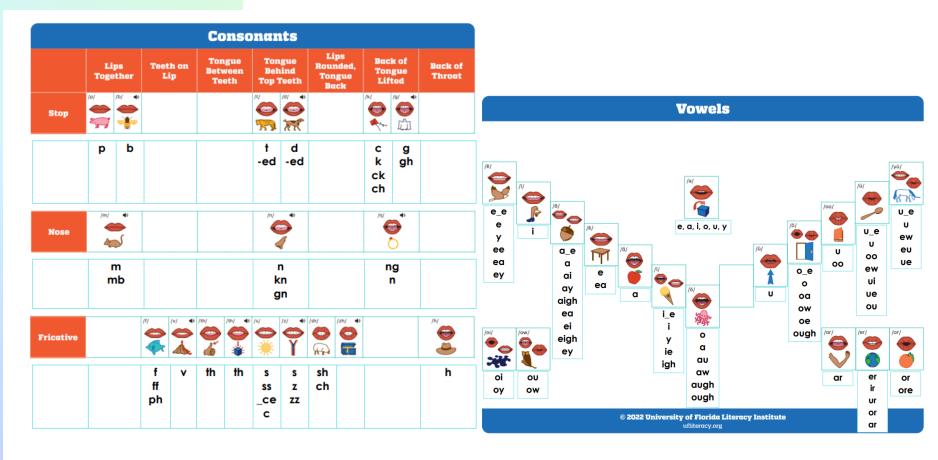
99. -s/-es 100. -er/-est 101. -ly 102. -less, -ful 103. un-104. pre-, re-105, dis-106. Affixes Review 1 **Suffix Spelling Changes** 107. Doubling Rule -ed, -ing 108. Doubling Rule -er, -est 109. Drop -e Rule 110. -y to i Rule **Low Frequency Spellings** 111. -ar, -or /er/ 112. air, are, ear /air/ 113. ear /ear/ 114. Alternate /ā/ (ei, ey, eigh, aigh, ea) 115. Alternate Long U (ew, eu, ue /yū/; ou /ū/) 116. ough /aw/. /ō/ 117. Signal Vowels (c /s/, g /j/) 118. ch /sh/, /k/; gn /n/, gh /g/; silent t **Additional Affixes** 119. -sion. -tion 120. -ture 121. -er, -or, -ist 122. -ish 123. -y 124. -ness 125. -ment 126. -able. -ible 127. uni-, bi-, tri 128. Affixes Review 2

Suffixes & Prefixes



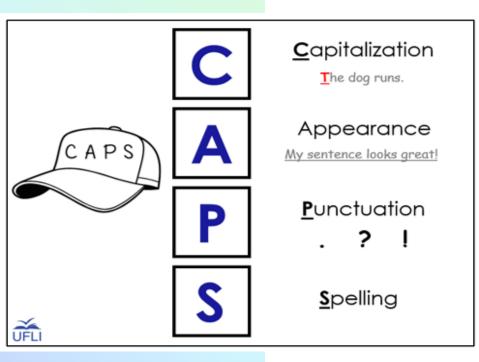
Suggested Schedule for a 2-Day Lesson							
Step	Time						
Day 1							
Step 1: Phonemic Awareness	2 minutes						
Step 2: Visual Drill	3 minutes						
Step 3: Auditory Drill	5 minutes						
Step 4: Blending Drill	5 minutes						
Step 5: New Concept	15 minutes						
Day 2							
Step 5: New Concept (review)	3 minutes						
Step 6: Word Work	6 minutes						
Step 7: Irregular Words	6 minutes						
Step 8: Connected Text	15 minutes						





Affricate	/ch/	/// *	
	ch	j	

Letter Formation Prompts



Teachers will be all using the same letter formation prompts (Printing like a Pro) in the fall of 2025/2026

Upper Case

Downers L. T. I. H. F. E.

- L Down and across the bottom
- T Down and across
- I Down, across the top and across the bottom
- H Down, down and across the middle
- F Down, across the top and across the middle
- E Down, across the top, middle and bottom

Rounders C, O, Q, G

- C Around and leave open
- O Around and close
- Q Around, close and slide down
- G Around, open and straight back

Curvers S. J. U and P. B. R. D.

- S Curve back and curve forward
- J Down, curve back and across the top
- U Down and curve up
- P Down, little curve and close
- B Down, little curve, close, little curve and close
- R Down, curve, close and slide down
- D Down, big curve and close

Sliders V. W. X. A. N. M. Z and Y. K.

- V Slide down and slide up
- W Slide down, up, down and up
- X Slide down and slide back
- A Slide back, slide down and across the middle
- N Down, slide down and straight up
- M Down, slide down, slide up and down
- Z Across the top, slide back and across the bottom
- Y Short slide down, short slide back and straight down
- K Down, slide back and slide forward

Lower Case

Downers I. i. t. f

- I Down
- I Down and dot
- t Down and across
- f Around, down and across

Rounders c.o.e.a.d

- c Around and leave open
- o Around and close
- e Forward and around
- a Around, close and down
- d Around, close, up and down

Curvers a, u and r, n, m, h, b

- a Curve back and curve forward
- u Down, curve up and down
- r Down, up, curve and stop
- n Down, up, curve
- m Down, up, curve and curve
- h Down, up and curve
- b Down, up, curve and close

Diggers j, g, q, p

- J Down, dig, curve and dot
- g Around, close, dig and curve
- q Around, close, dig and slide up
- p Down, dig, up, curve and close

Sliders v, w, v, x, z, k

- v Slide down and up
- w- Slide down, up, down and up
- y Silde down, silde back and dig
- x Silde down and silde back
- z Forward, slide back and forward
- k Down, slide back and slide forward

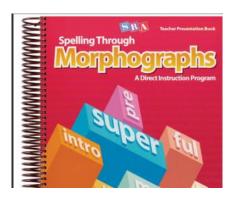
- REWARDS
- Explicit, teacher-led 20-25 lessons
- Grades 4-12
- Multi-syllabic words
- Prefixes, suffixes, vocabulary,

comprehension

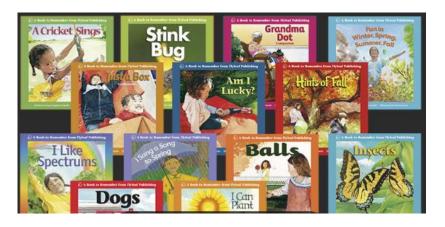




- Spelling Through Morphographs
- Grades 4-12



Decodables

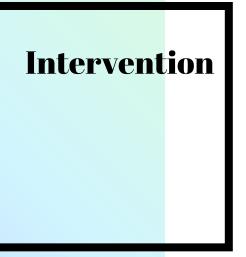


Walk-to-learns

- ALL students receive Tier 1
 instruction based on skill (and what they need) in groups across the school
 - Whole school literacy block
 - Depending on school size and population could be across grades

e.g., a group could be mostly Grade 1s with some higher kinders and lower Grade 2s (with Grade 2s receiving more literacy time in the day to help them "catch up")

- The Writing Revolution (TWR 2.0)
- Word Connections (free online)
- Literacy Through Language
 Morphology Lessons (free online)
- Additional practices:
 - Paragraph Shrinking
 - Repeated Reads
 - Echo Reading
 - Choral Reading

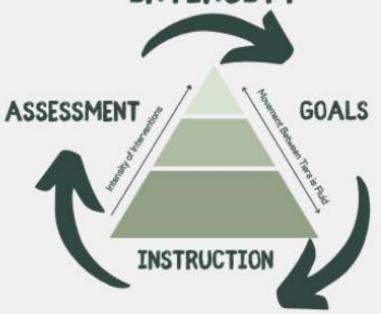


- Screener data determines risk
- Intervention groups based on skill (multi-age groups)
- QSS/QPS determines skill need
- 6-week blocks
 - Tier 3 25 mins 4-5X/week
 - 1-3 students max
 - Tier 2 25 minutes 3-4X/week
 - 5-6 students max
- Letter names/sounds before UFLI
- UFLI (one lesson b/t two sessions)

QPS Literacy Instructional Planner

Full Group Instruction – Circle Outcomes		_	CC&CCVC / Silent-e / R-Cor	_
QPS Skill Set 1: Letter Names (UFLI Alphabet, 1-34)	QPS Skill Set 2: Letter Sounds (UFLI Alphabet, 1-34)	QPS Skill Set 3: VC & CVC (UFLI Alphabet Review, 35- 41)	QPS Skill Set 4: Digraphs (UFLI Digraphs, 42-53)	QPS Skill Set 5: CVCC & CCVC (No UFLI aligned lessons, practice blending from prev. lessons)
QPS Skill Set 6: Silent- <u>e</u> (UFLI VCa. 54-62)	QPS Skill Set 7: R- Controlled Vowels (UFLI R-Controlled Vowels, 77- 83)	QPS Skill Set 8: Advanced Consonant Sounds (UFLI Ending Spelling Patterns, 69- 76, 98)	QPS Skill Set 9: Vowel Sounds (UFLI Long Vowel Teams,84- 88, Other Vowel Teams, 89- 94, Diphthongs, 95-97)	QPS Skill Set 10: Prefixes & Suffixes (UFLI Prefixes & Suffixes, Spelling Changes 99-110, Additional Affixes 119-128)
11. Two Syllables	12. Three Syllables	13. Four Syllables	Individual Instruction:	

TIERS INCREASE IN INTENSITY



TIER 1

I do

We do

You do

TIER 2

I do

We do

We do

We do

You do You do TIER 3

I do

I do

We do

We do

We do

We do

We do

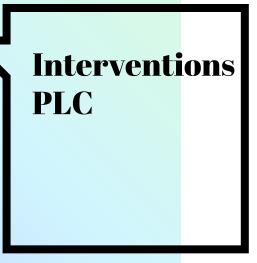
We do

You do

You do

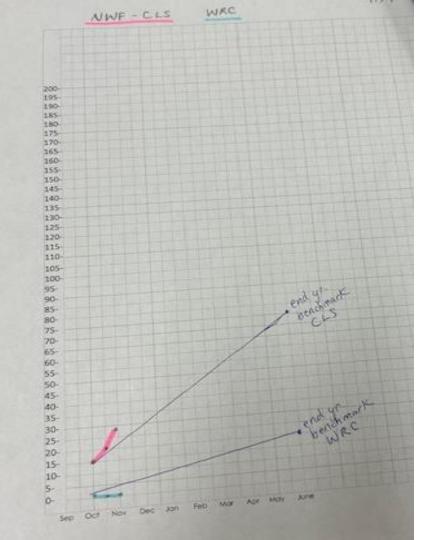
You do

The what doesn't change, other factors do (such as frequency and intensity)



- Every 6 weeks ran by SLP
- All intervention teachers gather
- Data analysis (all intervention students progress monitored in days before meeting)
 - DIBELS benchmark aimlines
 - Reflect on data
- Troubleshooting
- Focused discussion of practices
- Video review

Interventions PLC



Highlights from 2023/2024

- ESD made statistically significant progress:
 - By the end of the year, 5.05% more students were reading at grade level compared to the beginning of the year
 - Indigenous students showed a 12.17% increase in students reading at grade level

Highlights from 2023/2024

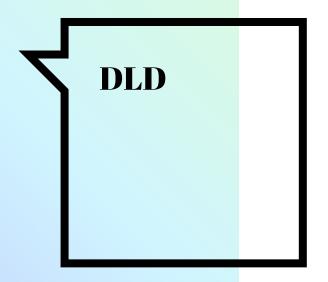
- ESD made statistically significant progress:
 - Grade 1 teachers achieved a more than 20% increase (average) in the percentage of students at grade level
 - 11 teachers increased the percentage of students reading at grade level by more than 10%
 - 2 teachers achieved an increase of over 30% in the percentage of students reading at grade level

Clinician Viewpoint

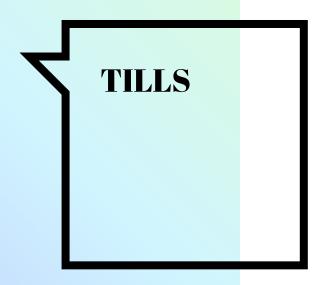
- Increase in consulting and instructional support
- Awareness of students and potential assessments
- Less assessments*
- Confidence in diagnosis and student need
 - Disorders present despite appropriate teaching and intervention



- Dyslexia and DLD comorbidity
- SLP and School Psychologist Collaboration
 - Referral concerns
 - Joint assessments
- Resource teachers (after training)
 - TOWRE-2
 - CTOPP-2
- Clinicians
 - Tests above
 - TILLS
 - Additional language as needed for DLD (SLP)



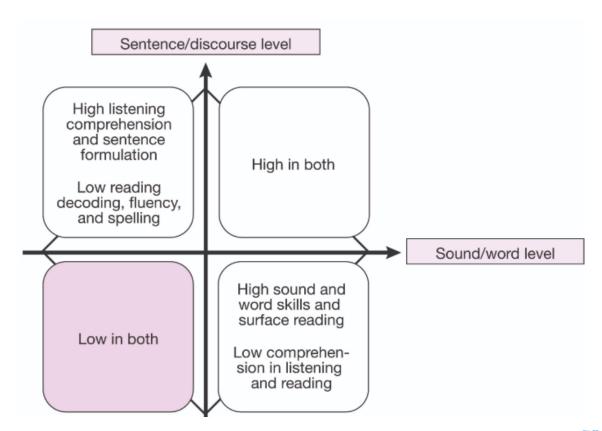
- Developmental Language Disorder
 - A communication disorder that interferes with learning, understanding, and using language
- Previously known as specific language impairment (SLI)
- Around half of people with DLD have dyslexia and vice versa
- ~1 in 14 children
- IQ test performance impacted by DLD
- Comorbidity and differential diagnosis ADHD

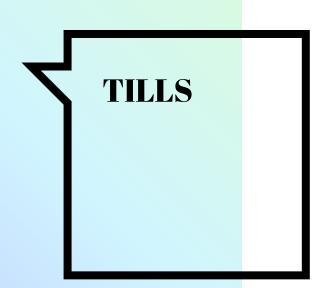




- Test of Integrated Language and Literacy Skills
- Oral and written language
- Assesses for language/literacy disorder
- Quadrant model
 - Sentence/discourse level
 - Sound/word level

Quadrant Model





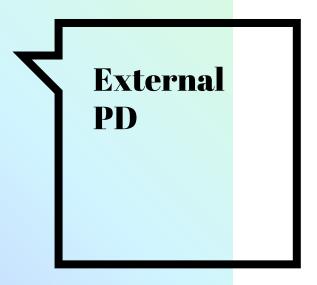
- 15 subtests
- Scoring available online (free)

Cut-off scores for language/literacy disorder – clinician to determine what

is present

					Oral Language						Written Language						
	S	ound/W	ord Lev	el	Sentence/Discourse Level						Sound/Word Level Sent/D				t/Disc L	evel	
	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE- Word	RC	WE- Disc	WE- sent
Standard Score	10	11	6	8	7	8	6	12	11	8	4	0	4	7	11	6	9
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		Oral Language Written Language															
	S	ound/W	ord Lev	el		Sente	ence/Dis	scourse	Level		S	ound/M	ord Lev	el	Sen	nt/Disc L	evel
	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE- Word	RC	WE- Disc	WE- sent
Standard Score	10	11	6	8	7	8	6	12	11	8	4	0	4	7	11	6	9
16-19					•	•	•	•		•		•			•	•	•
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- Reading League Conference
- Plain Talk Conference
- IDA Ontario Conference
- TILLS
- The Writing Revolution (TWR) 2.0
- NIFDI Conference

Internal PD

- Psychometrics and Standardization
 Training (all K-8 teachers)
- DIBELS
- mClass
- UFLI
 - Intervention Teachers, Classroom Teachers, Educational Assistants
- Fidelity
- REWARDS
- Small group instruction
- TOWRE, (PAST) CTOPP-2
- TWR 2.0



- Continuing to strengthen the 90-minute "literacy block"
- Continued de-implementation of guided reading and small group methods that were previously used – increase of skills-based small group work in class
- Walk-to-Learns

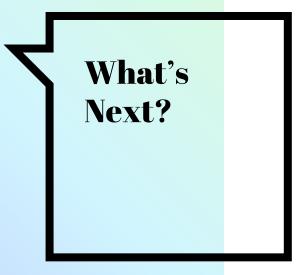
90-minute Reading Block

30 minutes	30 minutes	30 minutes
Whole Class: UFLI Foundations Phonemic awareness Decoding Encoding Fluency	Differentiation: Small-groups Review/remediation Enrichment Literacy centers Practice	Whole Class: Linguistic Comprehension Background knowledge Oral language Vocabulary Comprehension









- Intervene with students in the yellow
- Assessment Teams
 - ~4 individuals in a school to do testing (increasing fidelity)
 - Strong Beginnings Change
- Literacy in high schools ELA credit with reading instruction
- Emphasis on language (top side of the reading rope)
 - Tier 1 instruction of language
 - Language screener?

Thanks!

Questions - comments Melissa.Kushnir@esd.ca