Beginning Reading Essential Components

#1. **Phonemic Awareness** – The understanding that individual sounds of spoken language (phonemes) work together to make words. This allows readers to hear, identify, and manipulate the individual sounds.

#2. **Phonics** – The relationship between the sounds of spoken language (phonemes) and the letters representing those sounds in written language (graphemes). Skill in phonics helps students to recognize familiar words and decode unfamiliar ones.

#3. **Fluency** – The skill of reading texts accurately and quickly, which allows readers to recognize and comprehend words at the same time.

Schoolwide System of Instruction and Support

-- Core Curriculum and Instruction --

- Not just the reading curriculum selected but also the way it is delivered.
- aka Primary Prevention or Benchmark Instruction
- **Primary Goal:** Meet the needs of 80% of students in the school. If the schools have lots of children who need strategic or intensive support, the core curriculum and instruction will need to include many features of strategic support and intensive intervention
- **Primary Step-Goal:** Support all benchmark students to make adequate progress and achieve the benchmark goal.
- **Secondary Step-Goal:** Support 50% of strategic students to achieve the benchmark goal.

Schoolwide System of Instruction and Support

-- Supplemental Support --

- Additional time, smaller group, more intensive, supplemental or intervention program, delivered with fidelity.
- aka Secondary Prevention or Strategic Support
- **Primary Goal:** Meet the needs of 15% of students in the school who will need more support than the core curriculum and instruction can provide.
- **Primary Step-Goal:** Adequate progress to reduce risk of reading difficulty. Support strategic students to achieve the benchmark goal.

Schoolwide System of Instruction and Support

-- Intervention --

- Additional time, smaller group, more intensive, supplemental or intervention program, delivered with fidelity.
- aka Tertiary Prevention or Intensive Intervention
- **Primary Goal:** Meet the needs of the 5% of students in the school who will need very intensive intervention to achieve literacy goals.
- **Primary Step-Goal:** Accelerate learning and progress to support intensive students to achieve the benchmark goal or reduce their risk of reading difficulty to strategic. If one step can get them to strategic, the next step can get them to benchmark.

Model of Essential Components, Indicators, and Timeline

- Alphabetic Principle
- Phonological Awareness
- ISF
- PSF
- WUF
- NWF
- ORF
- WUF
- ORF
- ORF
- ORF & RTF

Big Ideas in Beginning Reading

- Accuracy & Fluency with Connected Text
- Reading Comprehension
- Vocabulary and Language Development

Dynamic Indicators of Basic Early Literacy Skills

- Fall
- Winter
- Spring

Benchmark Goal Timeline for Assessing Big Ideas K-3

- Fall
- Winter
- Spring

Kindergarten
- First Grade
- Second Grade
- Third Grade

Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5*, 257-288.
Instructional Goals for Essential Components of Beginning Reading

DIBELS Benchmark Goals to be On Grade Level:

**Middle K:** Phonological Awareness with 25 - 35 on DIBELS
Initial Sound Fluency by mid kindergarten (and 18 on PSF)

**End K:** Phonemic Awareness with 35 - 45 on DIBELS
Phoneme Segmentation Fluency by end of kindergarten
(and 25 on NWF)

**Middle 1st:** Alphabetic principle 50 - 60 on DIBELS Nonsense
Word Fluency by mid first grade with at least 15 words
recoded (and 20 on DORF)

**End 1st:** Fluency with 40 - 50 on DIBELS Oral reading
fluency by end of first grade (and RTF 25% or more).

**End 2nd:** Fluency with 90 + on DIBELS Oral reading fluency
by end of second grade (and RTF 25% or more)

**End 3rd:** Fluency with 110 + on DIBELS Oral reading fluency
by end of third grade (and RTF 25% or more)

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Using an Outcomes Driven Model to Provide Decision Rules for Progress Monitoring

**Outcomes Driven model:** Decision making steps

1. Identifying Need for Support
2. Validating Need for Instructional Support
3. Planning and Implementing Instructional Support
4. Evaluating and Modifying Instructional Support
5. Reviewing Outcomes for Individuals and Systems

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1. Identifying Need for Support

**Key Decision for Screening Assessment:**
- Which children may need additional instructional support to attain important reading outcomes?

**Data used to inform the decision:**
- Compare individual student’s performance to local normative context or expected performance to evaluate need for additional instructional support.

**Local normative context:** First, choose a percentile cutoff. 20th percentile seems a good place to start, but a district could choose 15th percentile or 25th percentile or other cutoff depending on resources.

**Expected performance:** A deficit in a foundation skill is a strong indicator that instructional support will be needed to attain later benchmark goals.
**Decision Utility of DIBELS Fall of 1st**

- **LNF >= 37, DIBELS **$\text{PSF} >= 35$, DIBELS **$\text{NWF} >= 24$**
  - Instructional Recommendation: *Benchmark - At grade level*. Effective core curriculum and instruction recommended,
  - Odds of reading 40 or more words correct per minute at the end of first grade: 84%
- **LNF < 25, DIBELS **$\text{PSF} < 10$, DIBELS **$\text{NWF} < 13$**
  - Instructional Rec: *Intensive - Needs substantial intervention*:
  - Odds of reading 40 or more words correct per minute at the end of first grade: 18% (unless given intensive intervention)

*Value of knowing the instructional recommendation and the goal early enough to change the outcome: Priceless.*

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### 2. Validate Need for Support

**Key Decision:**
- Are we *reasonably confident* the student needs instructional support?
  - Rule out easy reasons for poor performance: Bad day, confused on directions or task, ill, shy, or similar.
  - More reliable information is needed to validate need for support than for screening decisions.

**Data used to inform the decision:**
- Repeated assessments on different days under different conditions
- Compare individual student’s performance to *local normative context* or *expected performance* to evaluate discrepancy.

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**Validating Need for Support**

- Verify need for instructional support by retesting with alternate forms until we are *reasonably confident*. 

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**Beginning of First Grade**

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<th>Name</th>
<th>LNF</th>
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<th>NWF</th>
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<td>26</td>
<td>45</td>
<td>Benchmark - At Grade Level</td>
</tr>
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**Sept. 10 20 30**

**Oct. 40 50**

**Nov.**

**Dec.**

**Jan.**

**Feb.**

*Beginning 1st cutoff low risk*

*Beginning 1st cutoff at risk*
3. Planning and Implementing Instructional Support

Key Decisions:
- What are the Goals of instruction?
  - Where are we? Where do we need to be? By when? What course do we need to follow to get there?
- What skills should we teach to get there?
  - Focus on the beginning reading essential components: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
  - Specific skills based on error analysis or program placement assessment.
- How much instructional support is needed?
  - Intensive Instructional Support
  - Strategic Instructional Support
  - Benchmark Instruction

Kindergarten Instructional Goals
- Establish an Instructional Goal for Alphabetic Principle that is moving in the direction of achieving the middle of first grade goal.

First Grade Instructional Goals
- Establish an Instructional Goal for Alphabetic Principle that will change odds of being a reader
Oregon Reading First Review of Supplemental and Intervention Programs

- OR Reading First developed review criteria for supplemental and intervention programs and reviewed 106 programs for the percent of criteria met.
  [http://oregonreadingfirst.uoregon.edu/SIreport.php]
  
  - **Phonemic Awareness**
    - Early Reading Intervention 96%
    - Road to the Code 80%
    - Phonemic Awareness in Young Children 75%
  
  - **Phonics or Alphabetic Principle**
    - Reading Master Fast Cycle 96%
    - Read Well 94%
    - Voyager Passport 92%
    - Early Reading Intervention 81%
  
  - **Fluency with Connected Text**
    - Read Naturally 92%
    - Great Leaps 66%
    - Headsprout 61%

Role of Expensive, Time-Consuming, Diagnostic Assessment

- “Because they are expensive and time-consuming to administer, diagnostic tests should not be given routinely to every struggling reader in a class or grade.” (Torgesen, 2004)

- **Use screening, progress monitoring, and outcome assessments, and specific program placement tests to obtain initial information to guide instruction.**

- Time-consuming diagnostic assessment should only be used when we do not have sufficient information to support a student to make adequate progress.

- When we are providing appropriate instruction or intervention and a child is making adequate progress, additional diagnostic information is not indicated.

Purpose of Diagnostic Assessment

- Provide *increased confidence* of need for educational support.

- **Target essential component** for intervention focus:
  - Deficit on PA → Intervention targeting PA
  - Established PA, Deficit on AP → Intervention targeting AP
  - Established PA and AP, Deficit on fluency with connected text → Intervention targeting reading connected text and fluency building.

- Identify *level of support* and intensity of intervention
  - e.g., strategic or intensive

- Identify *specific skill deficits* or other instructionally relevant characteristics (e.g., program placement, behavior needs, RAN, language skills, background knowledge) to directly inform instruction.

Determining need for Expensive, Time-Consuming, Diagnostic Assessment


2. Implement research based intervention targeting the essential component (e.g., ERI for phonemic awareness)

3. Evaluate the adequacy of the intervention using progress monitoring assessment.
   - If adequate progress → maintain
   - If lack of adequate progress → increase intensity
     A. Examine and increase integrity of implementation
     B. Examine and increase intervention time
     C. Examine and decrease group size
   - If adequate progress → maintain

4. Only when a child has a serious, sustained, lack of adequate progress with intensive intervention and increased intensity would additional, targeted, diagnostic assessment be indicated.
4. Evaluating and Modifying Instructional Support

Key Decision for Progress Monitoring Assessment:
- Is the intervention effective in improving the child’s early literacy skills?

How much instructional support is needed?
- Enough to get the child on trajectory for Benchmark Goal.

When is increased support needed?
- Monitor child’s progress during intervention by comparing their performance and progress to past performance and their aimline. Three consecutive assessments below the aimline indicates a need to increase instructional support.

Evaluating Support: Modify Instruction?

Whoops! Time to make a change!

Evaluating Support: Is Instructional Support Sufficient Now?

5. Reviewing Outcomes

Key Decisions for Outcome/Accountability Assessment:
- Does the child have the early literacy skills predictive of successful reading outcomes?
- Does the school have a schoolwide system of instruction and support so their students achieve literacy outcomes?

Data used to inform the decision:
- Evaluate individual student’s performance with respect to benchmark goals that with the odds in favor of achieving subsequent literacy goals.
- Compare school/district outcomes to goals and outcomes from previous year.
- Evaluate the schoolwide system (core curriculum and instruction, supplemental support, and intervention) for each step to identify strengths and targets of opportunity for improvement.
Steps to Achieving Reading Outcomes

Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.

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I. Outcomes Criterion

- Strength – The schoolwide instructional system is a strength, including research-based effective reading core curriculum and delivery of that curriculum, strategic support, and intensive intervention.
  - Effectiveness is Step by Step, School by School
  - Absolute Standard: 95% or more of students achieve the literacy goal for the Step.
  - If outcomes criterion is not met, evaluate the effectiveness of core curriculum, strategic support, and intensive interventions using the Adequate Progress Criteria for each step.

Examining Outcomes for Alphabetic Principle Instruction
--McKinley School--

Middle 1st NWF Histogram Report

15% Deficit
42% Established
43% Emerging
Examining Outcomes for Alphabetic Principle Instruction
--Washington School--

Middle 1st NWF Histogram Report

7% Deficit
82% Established
12% Emerging

Conclusions: McKinley and Washington

- Neither school is meeting the Outcomes Criterion. Our next step is to examine Adequate Progress from the beginning of the step to the end of the step. (See breakout tomorrow)
- McKinley represents a Target of Opportunity. If we strengthen alphabetic principle instruction in the first semester of first grade, we can change student reading outcomes. Consider investing, for example,
  - Professional Development Resources.
  - Intervention Resources.
  - Staff Resources.
- Washington represents a model, standard, or example within the district of what can be accomplished for the step.
  - Consider school needs and context.

Consider Individual School Needs and Context when Deciding Support for Target of Opportunity

- The educational needs and challenges may be different between the schools.
- McKinley may have more students who are ELL.
  - Allocate additional resources and professional development for ELL.
- Or, may have more students who enter first grade without foundation skills.
  - Strengthen kindergarten curriculum and instruction
- Or, may have more students move in from out of district with low skills.
  - Strengthen interventions to get students caught up fast.

Themes

- Don’t lose track of the bottom line. Are we getting closer to important and meaningful outcomes?
- Monitor Progress on -- and teach -- what is important: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary Development, and Comprehension
- Use assessment to make decisions that change outcomes for children.
- Progress monitoring should be efficient and purposeful.
  - Start early! Trajectories of reading progress are very difficult to change.