

APS K-5 Literacy Program Presentation for SEPAC

**Tuesday April 12, 2022
9:00-10:00 AM**

Prepared by:

**Jacquelyn Aureli, Lead K-5 Reading Specialist
Thad Dingman, Principal of Dallin Elementary School
Roderick MacNeal, Jr., Ed.D. Assistant Superintendent of C&I
Alessandra Magalhaes, Literacy Coach
Deb Perry, K-12 Director of ELA/English**

Objectives

- Introduction (Rod) (5 mins)
- What's new...(Ally) (10 mins)
- Intervention model (Jacque) (15 mins)
- School practice (Thad) (15 mins)
- On the Horizon (Deb) (5 mins)
- Comments and Questions (Everyone) (15 mins)

“

“Literacy is not just about reading words on the page; it also carries some sort of action. In other words, reading and writing are transformative acts that improve self and society”

Cultivating Genius by Dr. Gholdy Muhammad, pg. 9



Foundation for APS Literacy Instruction

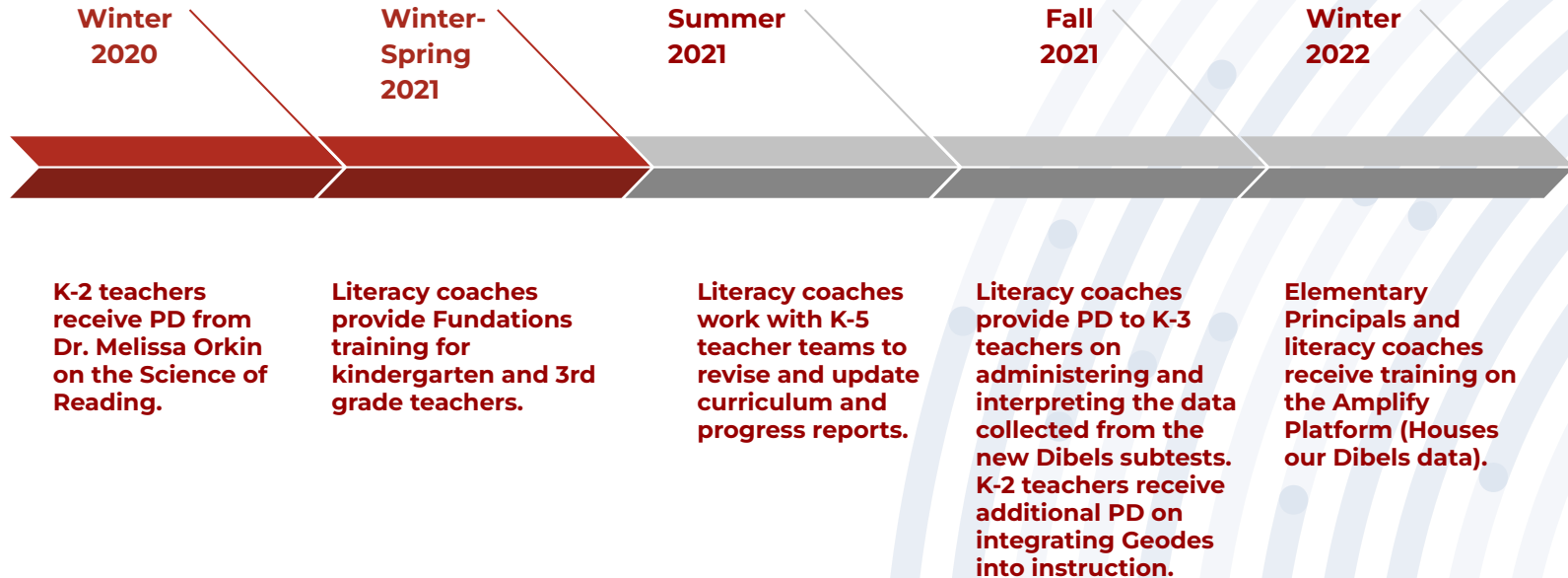
ARLINGTON PUBLIC SCHOOLS



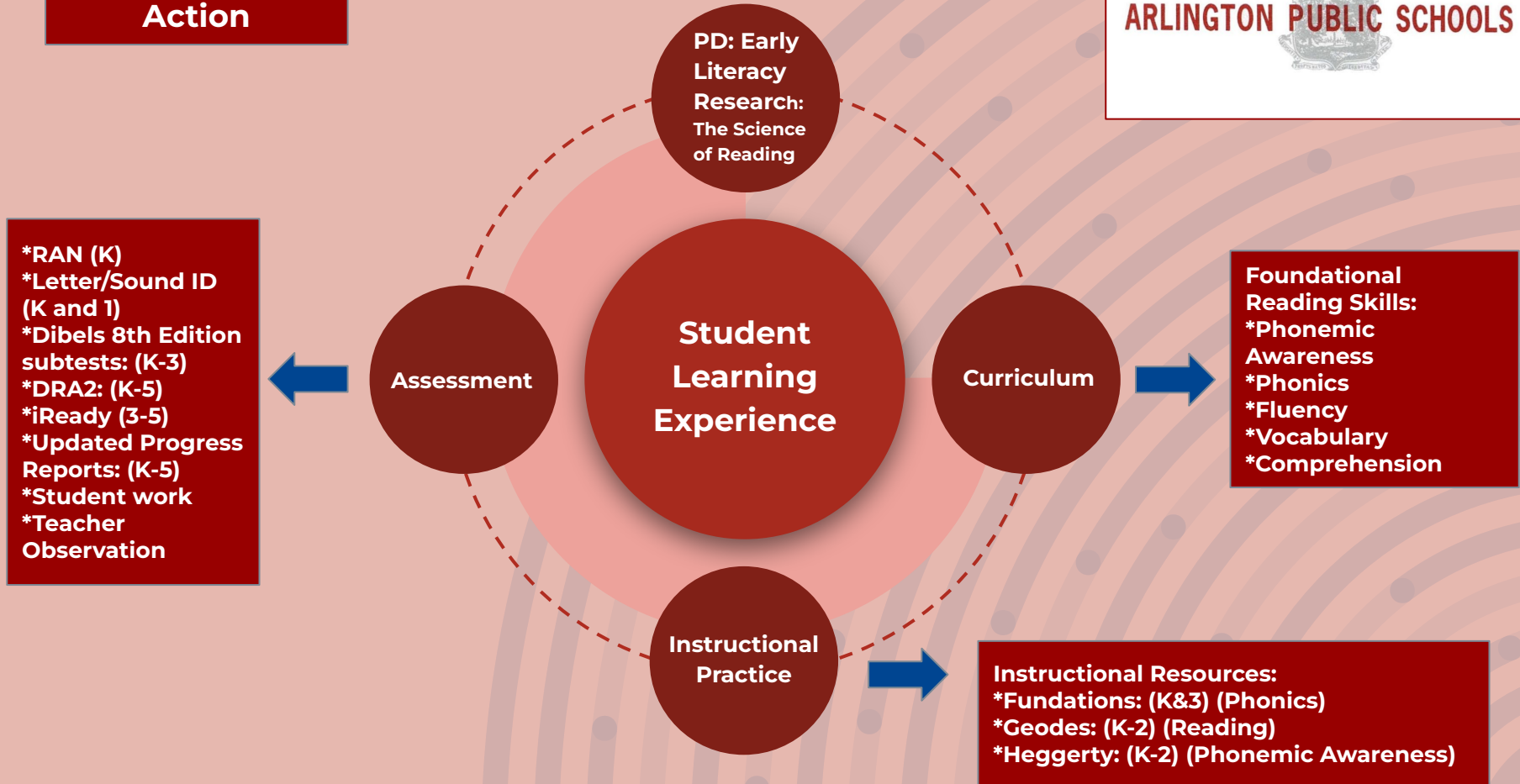
- Our literacy program is based upon the 2017 Massachusetts English Language Arts and Literacy Framework
- Curriculum Family Guides
- 2021-2022 K-5 ELA Curriculum Map and Standards
- Mass Literacy
- Massachusetts Dyslexia Guidelines



What's New for 2021-2022...

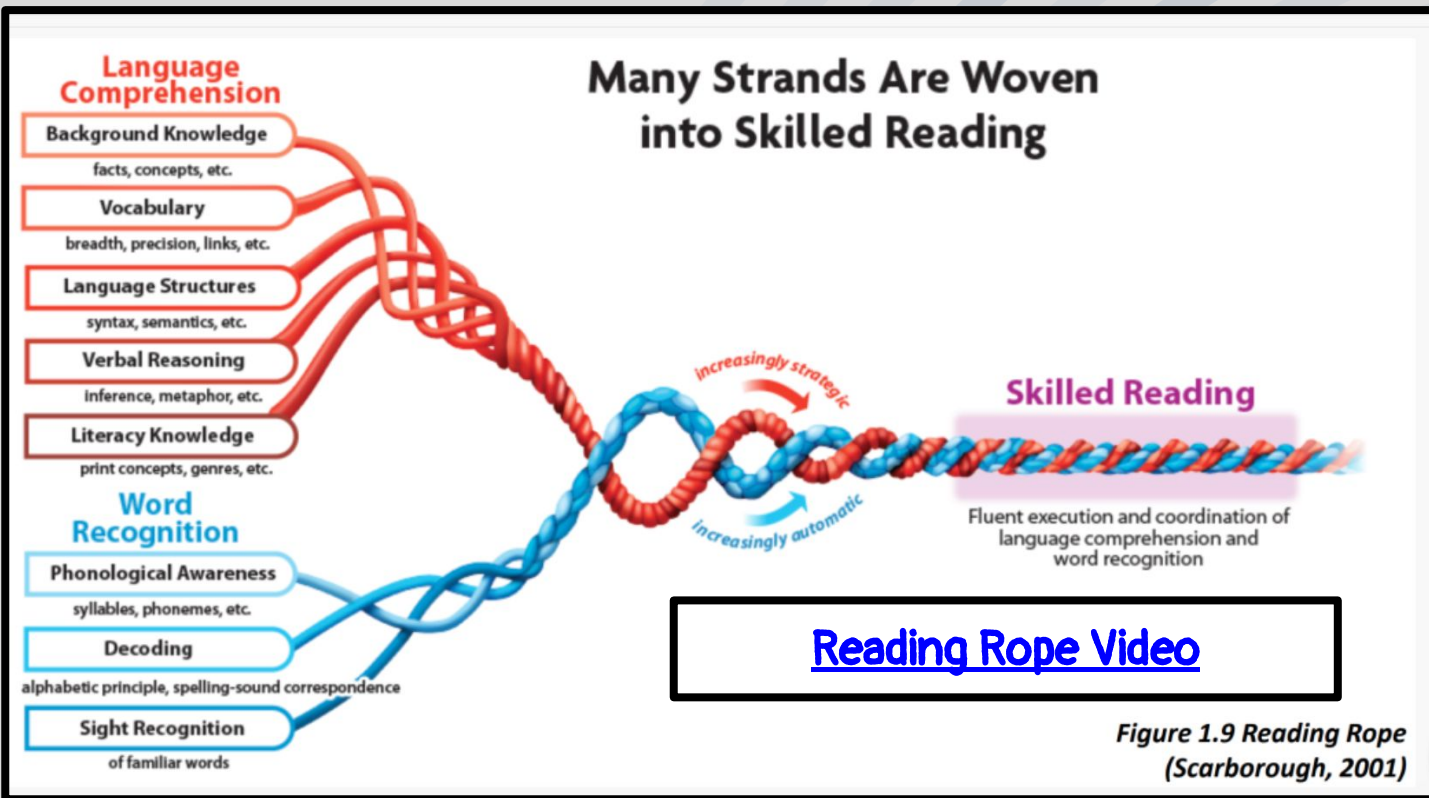


Adjustments in Action



Background and Research

Let's review the latest research on best practices for early literacy instruction



Assessments 2021/2022

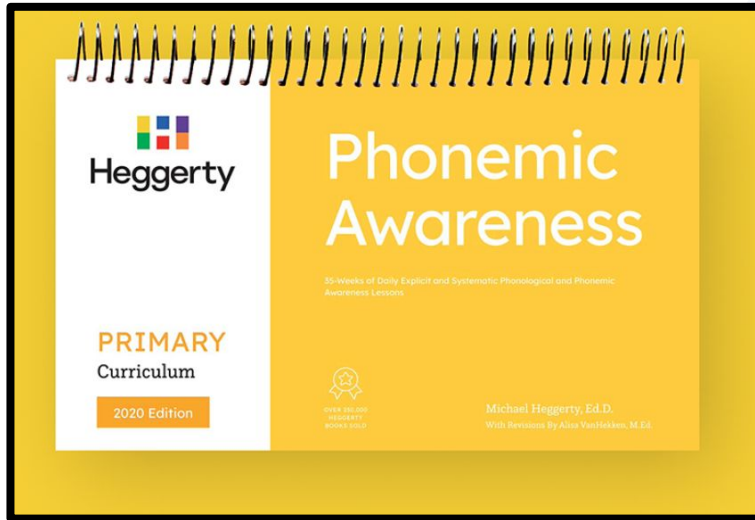
Grade Level	Assessments
Kindergarten	<ul style="list-style-type: none">• RAN (Rapid Automatic Naming)• DIBELS 8th• Letter ID/sound• DRA2
Grades 1 and 2	<ul style="list-style-type: none">• DIBELS 8th• DRA2
Grade 3	<ul style="list-style-type: none">• DIBELS 8th• DRA2• iReady
Grades 4 and 5	<ul style="list-style-type: none">• iReady• DRA2

Benchmark Assessment Windows: Fall, Winter, Spring

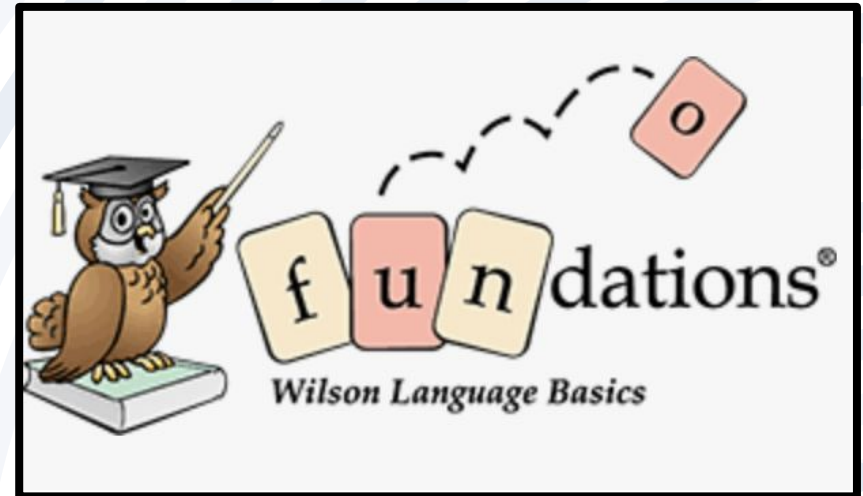
Amplify mCLASS Online Program used for DIBELS

New Curriculum 2021/2022

Heggerty Grades K-2



Foundations Grades K and 3



Decodable Texts

Geodes
(Follows the
Foundations skill
sequence)

**Whole
Phonics**

High Noon

Flyleaf

Benchmark

*Dig . . . and . . . pat,
DIG . . .
AND . . .*



PAT.

*It was hot
in the sun!*



*"I want to nap,
not dig."*



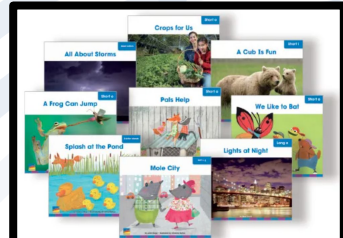
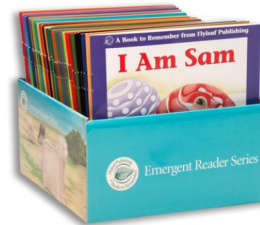
Mel is Jen's pal. Jen tells Mel,
"The web is wet. I can not get
bugs. Can you fix it for me, Mel?"

5



Pip can hit it.

6



**Our goal is to provide teachers with
enough decodable texts to use during
small group instruction and also
repeated independent practice.**

Closer Look at Instructional Focus

Student	Winter DIBELS 8 NWF-CLS /236	Winter DIBELS 8 NWF-WRC /75	Winter DIBELS 8 PSF /116	Winter DIBELS 8 WRF /105	Winter DRA Level
Student. G	26	1	30	12	C4
Student. I	29	0	26	10	C4
Student. L	32	4	51	14	D6
Student. Q	35	8	33	15	F10
Student. K	40	6	41	14	D6
Student. P	44	14	47	17	F10
Student. C	46	3	46	19	F10
Student. U	49	14	41	20	F10
Student. D	60	18	40	20	H14
Student. F	66	21	45	29	H14
Student. M	66	22	44	30	J18
Student. A	71	20	47	21	H14
Student. E	71	22	40	22	F10
Student. J	71	22	45	36	J18
Student. R	74	22	48	59	J18
Student. N	76	21	37	16	F10
Student. S	78	26	48	57	J18
Student. T	112	35	43	69	J18
Student. H	141	47	45	59	J18
Student. B	153	49	48	70	J18
Student. O	170	55	32	70	J18

Instructional Focus
Intensive: ALL areas
Intensive: ALL areas
Intensive: L/S, Decoding, Sight Words
Intensive: L/S, Decoding, PA, Sight Words
Intensive: L/S, Decoding Progress Monitor: Sight Words, PA
Progress Monitor: Support L/S, Decoding
Intensive: Decoding
Progress Monitor: Support Sight Words and PA, L/S, Decoding
Progress Monitor: Support Sight Words and PA
Core
Core
Core
Progress Monitor: Support PA
Core
Core
Progress Monitor: Support Sight Words and PA
Core
Core
Core
Core
Assess with PAST; Support in PA

Structured Literacy Small Groups

Day 1 Geodes Gr.1 Module 3 Set 3 Book 3: **Fire at the Mill** (V-E) *Manual*

1. Warm up with Heggerty

2. **Sound Cards**

i-e	a-e	e-e
o-e	u-e	








3. Phonemic Awareness and Encoding

Elkonin

fire	chase
flame	smoke

4. Decodable Word Grid

5. Sight Words

 <u>ea</u> <u>ch</u>	 <u>wh</u>  <u>a</u> <u>t</u>
 <u>f</u> <u>r</u> <u>ie</u> <u>n</u> <u>d</u>	 <u>a</u>  <u>n</u>  <u>o</u> <u>th</u> <u>er</u>

6. Decodable Sentence Reading

1. I chase Dad to the top of our mill.
2. They pass water to one another and toss it on the flames.
3. The smoke is too thick.

7. Non Decodable/Content Words

windmills (pg. 2)	carpenter (pg.3)
celebrate (pg.13)	decorate (pg.14)

Decodable Text Reading

Structured Literacy Small Groups

Day 2 Geodes Gr.1 Module 3 Set 3 Book 3: Fire at the Mill (V-E) Manual








1. PA Sound Switching Elkonin Word Chains

snap	snip	slip
blip	clip	clap

2. Sound Cards

i-e	a-e	e-e
o-e	u-e	

3. Sight Words Segmenting and Spelling

 <u>ea</u> <u>ch</u>	  <u>wh</u> <u>a</u> <u>t</u>
 <u>f</u> <u>r</u> <u>ie</u> <u>n</u> <u>d</u>	 <u>a</u>  <u>n</u>  <u>o</u> <u>th</u> <u>er</u>

4. Sight Word Reading Grid

5. Sentence Dictation

1. I chase Dad to the top of our mill.
2. They pass water to one another and toss it on the flames.
3. The smoke is too thick.

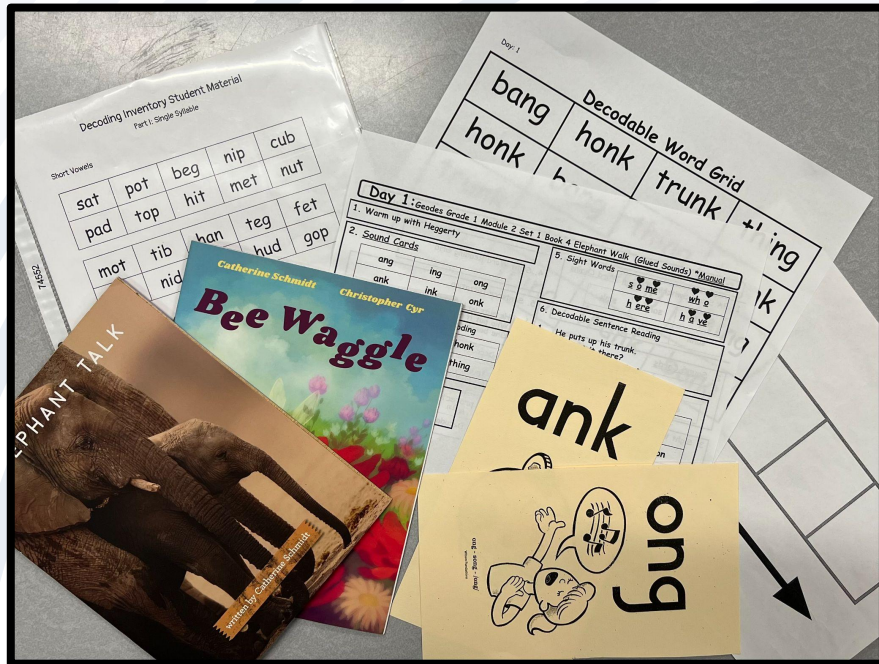
6. Non Decodable/Content Words

windmills (pg. 2)	carpenter (pg.3)
celebrate (pg.13)	decorate (pg.14)

Decodable Text Reading

Coaching Cycles

- Looking at student data
- Digging deeper with a Decoding Inventory
- Grouping students by phonics skill focus
- Choosing decodable text to match the phonics skill
- Creating structured literacy lesson plans
- Progress Monitoring after 4-6 weeks



Three Tier Intervention Model

Tier III is an intensive intervention level of service that is directly targeted to each child's specific areas of reading challenge. This support is provided in addition to direct classroom reading instruction. Tier III intervention is usually provided in partnership with Reading Specialists or Special Educators who have specialized training in specific reading programs that best target a student's reading profile.

Tier II is a small group intervention level of service for students who have been identified as needing reading support based on norm referenced and formative literacy benchmarks. Frequency and duration are informed by progress monitoring and growth. Tier II intervention services can be provided by the classroom teacher, Reading Teacher, Title I Literacy Tutors, or Special Education staff.

Tier I reading instruction most frequently occurs in the general education classroom and is provided by the classroom teacher. This is instruction that is guaranteed for all students. Instruction is organized as whole group, small group, and individual. Instructional support can be provided at this level by literacy coaches and reading specialists.

How are Tier II and III Groupings Decided?

- **Assess**
- **Meet** with a team that may include classroom teachers, reading teachers, Title I tutors, special education teachers, principals, and vice principals.
- **Group** students according to similar needs.
- **Level of need** will determine frequency and Tier designation.

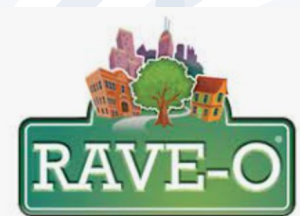
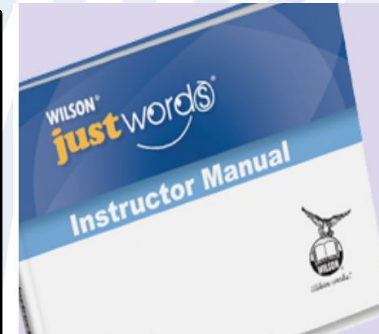
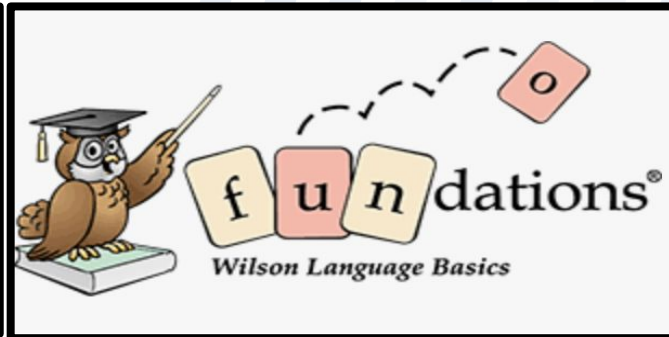
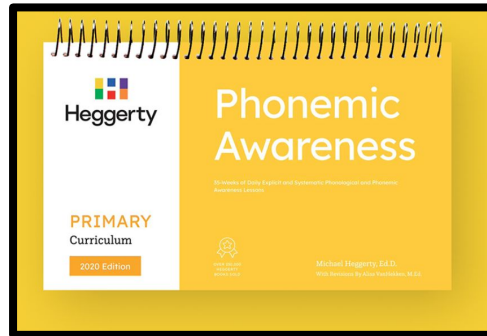
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Grades 1 and 2	<ul style="list-style-type: none">● DIBELS 8th● DRA2
Grade 3	<ul style="list-style-type: none">● DIBELS 8th● DRA2● iReady
Grades 4 and 5	<ul style="list-style-type: none">● iReady● DRA2

Who Services Tier II and III Students?

- **Reading Specialists**
- **Title I Tutors (at schools that qualify for Title I money)**
- **Special Education Teachers**

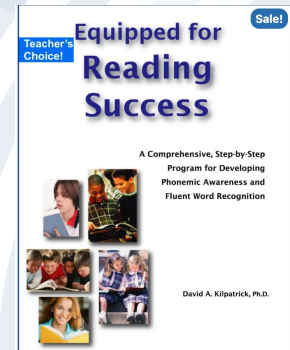
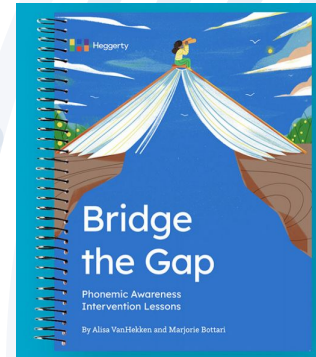
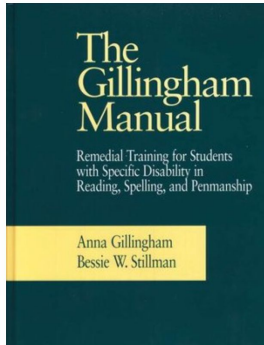
Curriculum Used in and Duration of Tier II Cycles

- The Tier II-Double Dose
- Foundations K-3; Just Words for grades 4 and 5
- Heggerty
- Read Live for fluency work
- Modified lessons
- Intervention cycles last 6-8 weeks
- Students are assessed bimonthly
- Programming/focus will be adjusted based on assessment results
- Next steps created based upon assessment results at the end of the intervention cycle.



Curriculum Used and Duration of Tier III Cycles

- Tier III-Intensive intervention
- May be part of an IEP or received through general education
- Specialized programming
- Progress monitored bimonthly (or according to IEP)
- Programming/focus will be adjusted based on test results
- Intervention cycles are 6 to 8 weeks if received through General Education



Tiers II and III Reports and Parent Communication

- Reports sent home when exiting intervention or in February and/or June
- Students with reading on their IEP will receive progress updates with their progress reports
- Intervention teachers are available to meet with parents/guardians

Sample K-3 Report (front)

Arlington Public Schools
Reading Progress Report

Student: _____ Grade: _____
Reading Interventionist: _____ School: _____ Date: _____

Dear Parents/Guardians:

You are receiving this reading report because your child participated in the reading intervention program during the 2021-2022 school year. Your child's participation in the intervention program was based on common assessments, as well as teacher input. All students in the intervention program are reassessed midyear to measure their progress, and to determine if they will continue to need the same level of support. Any change to your child's level of reading support will be included in the recommendations section at the end of this report. If you have any questions, please contact your child's classroom teacher or reading intervention teacher, XXX at [insert email address].

Assessment Information:

Assessment	Fall	Winter	Spring
Letter ID	/52	/52	/52
Letter Sounds	/26	/26	/26
DIBELS	Raw Score	Progression	Raw Score
Phoneme Segmentation Fluency			
Letter Naming Fluency			
Nonsense Word Fluency - Correct Letter Sounds			
Nonsense Word Fluency - Whole Words Read			
Word Reading Fluency			
Oral Reading Fluency			
Oral Reading Fluency Accuracy			

*B=Beginning, P=Progressing, M=Meeting, E=Exceeding *See chart to view scores' ranges.

(back)

Your Child's DRA Level Reading Progression

Grade Range	K	K	K	K/1	1	1	1	1	1	1/2	2	2	2	2/3	3	3	4	4	5	5	
DRA Level	A	B2	B3	C4	D6	E8	F10	G12	H14	I16	J18	K20	L24	M28	N30	O34	P38	40 Inst.	40 Ind.	50 Inst.	50 Ind.
My Child																					

KEY: F - Fall, W - Winter, S - Spring

Inst.= Instructional level or below in comprehension
Ind.= Independent level or above in comprehension

Effort/Conduct/Participation: Rarely=R Sometimes=S Often=O Always=A

Mid Year	End of Year
	Demonstrates a positive attitude toward him/herself as a reader
	Works to the best of his/her ability
	Volunteers in the small group setting

Recommendation for Round 2:

Based on your child's current performance level and teacher input we are recommending the following reading support for Round Two of the reading intervention program this year:

	Continue to receive the same level of reading intervention support
	Discontinue outside reading intervention support (Note: Student will continue to receive ongoing support with the classroom teacher.)
	Receive additional reading intervention support Describe:

Additional Comments:

DIBELS Score Chart

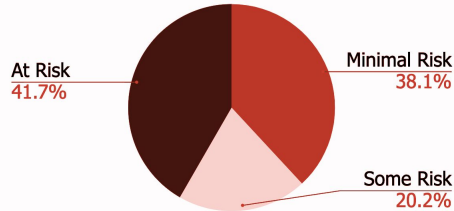
DIBELS SCORES CHART

Letter Naming Fluency (LNF)				Nonsense Word Fluency Words Recoded Correctly (WRC)			
	Fall	Winter	Spring		Fall	Winter	Spring
				E	16+	26+	28+
M	42+	57+	59+	M	5-15	14-25	15-27
P	41-32	51-56	53-58	P	1-4	10-13	11-14
B	0-31	0-50	0-52	B	0	0-9	0-10
Phoneme Segmentation Fluency (PSF)				Word Reading Fluency (WRF)			
	Fall	Winter	Spring		Fall	Winter	Spring
E	47+	57+	61+	E	20+	33+	50+
M	31-46	43-56	45-60	M	12-19	17-32	25-49
P	19-30	34-42	37-44	P	8-11	14-16	17-24
B	0-18	0-33	0-36	B	0-7	0-13	0-16
Nonsense Word Fluency Correct Letter Sounds (CLS)				Oral Reading Fluency (ORF)-Words Correct			
	Fall	Winter	Spring		Fall	Winter	Spring
E	47+	78+	87+	E	35+	57+	76+
M	30-46	52-77	55-86	M	10-34	21-56	39-75
P	25-29	41-51	45-54	P	5-9	10-20	26-38
B	0-24	0-40	0-44	B	0-4	0-9	0-25
Oral Reading Fluency Accuracy							
	Fall		Winter		Spring		
M	87+		87+		91+		
P	41-66		54-88		85-90		
B	0-40		0-53		0-84		

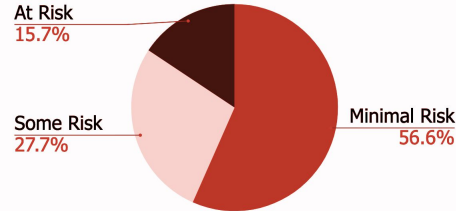
Dallin Priorities

Dallin teachers have participated in work with early reading consultants since 2019, including piloting normed assessment tools starting with Kindergarten. Results have indicated a need for more explicit instruction. This has been a priority area in our school improvement plan for the last three years.

PSF - Kindergarten, Winter 2019



PSF - First Grade, Spring 2020



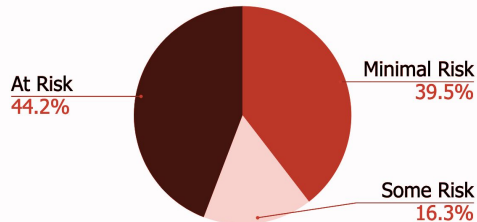
Brief Cohort Study:

Once students receive explicit instruction in phonemic awareness and phonics, at risk percentages decrease substantially.

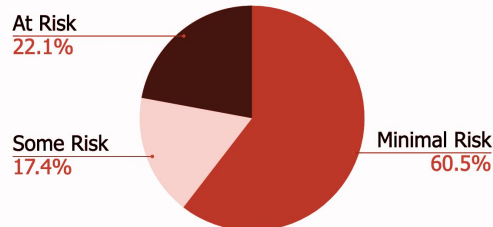
2019

2021

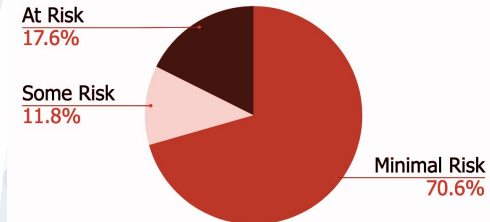
NWF - Kindergarten, Spring 2019



NWF - First Grade, Winter 2020



NWF - Second Grade, Fall 2021



RTI Literacy Profile Sheet



Student Name:
Grade:
Date:
English Language Learner:

Connected Text Reading Fluency & Comprehension	Raw Score & Descriptor
Benchmark Passage Comprehension (iReady, MAZE)	
Benmark Passage Fluency (iReady, DIBELS ORF)	
Other Measure	

Accuracy (Phonemic Awareness & Phonics)

Single Word Decoding & Sight Word Abilities	Raw Score & Descriptor
Decoding Survey (QPS, Other)	
Sight Word Inventory (Dolch, Other)	

Foundational Phonological Abilities	Highest Level of Automaticity Correct
Phonological Awareness Screening Test (PAST, PAT, Other)	

Retrieval (Naming Speed & Efficiency)

Single Word Decoding and Sight Word Efficiency	Raw Score & Descriptor
Non-word Decoding Efficiency (DIBELS-NWF)	
Sight Word Recognition Efficiency (DIBELS-WRF)	

Foundational Retrieval Skills	Standard Score & Descriptor
Rapid Naming (RAN/RAS, CTOPP)	

Oral Language Comprehension

Listening Comp. for Passages	Score & Descriptor
Passage Comp/Vocab	

Other Information



RTI Literacy Profile Sheet

Student Name: XXXXXXXXXX
Grade: 5
Date: 3/21/21
English Language Learner: No

Accuracy (Phonemic Awareness & Phonics)

Single Word Decoding & Sight Word Abilities	Raw Score & Descriptor
Decoding Survey (QPS, Other)	WIST-61% (average)
Sight Word Inventory (Dolch, Other)	EOY 3rd WRF 76
Foundational Phonological Abilities	Highest Level of Automaticity Correct
Phonological Awareness Screening Test (PAST)	Level J

Connected Text Reading Fluency & Comprehension	Raw Score & Descriptor
Benchmark Passage Comprehension (iReady) MAZE (MOY--benchmark)	590 (early 5) Vocab- 584 Literature- 598 Informational- 587 21 (benchmark score)
Benchmark Passage Fluency (iReady, DIBELS ORF)	113 (below benchmark score)
Other Measure	

Retrieval (Naming Speed & Efficiency)

Single Word Decoding and Sight Word Efficiency	Raw Score & Descriptor
Non-word Decoding Efficiency (DIBELS-NWF EOY 3rd)	12/21 83
Sight Word Recognition Efficiency (DIBELS-WRF EOY 3rd)	12/21 27
Foundational Retrieval Skills	Standard Score & Descriptor
Rapid Naming (RAN/RAS, CTOPP)	letters-94 (avg) letters,numbers-105 (avg)

Oral Language Comprehension

Listening Comp. for Passages	Score & Descriptor
Passage Comp/Vocab	
Other Information	
WIST reading - 61% average WIST spelling-1%-very poor DRA 50 98% accuracy, 105 wpm (only acc at benchmark)	

Student Name/Grade:

Cognitive Processes	Descriptor & Std. Score
Verbal Comp. (WISC)	
Working Memory (WISC)	
Processing Speed (WISC)	

Connected Text Reading Fluency & Comprehension	Descriptor & Score
Reading Comp (GORT-5/PRT)	
Reading Fluency (GORT-5/PRT/WIAT-III)	
Benchmark Fluency (e.g. Aimsweb Fluency, DIBELS – ORF, etc.)	
Benchmark Comprehension (e.g. Aimsweb Comp, DIBELS-MAZE, etc.)	
Other Benchmark (e.g. Star)	

Accuracy (Phonemic Awareness & Phonics)

Single Word Decoding & Sight Word Abilities	Descriptor & Std. Score
Pseudo Word Decoding (WIAT-III, KTEA-3)	
Basic Reading (WIAT-III, KTEA-3)	

Foundational Phonological Abilities	Descriptor & Std. Score
Phonemic Awareness (CTOPP-2 composite; KTEA-3)	
Phonological Awareness Screening Test (PAST)	Highest Level Auto _____ Highest Level Correct _____

Retrieval (Naming Speed & Efficiency)

Single Word Retrieval/Efficiency	Descriptor & Std. Score
Single Word Efficiency (TOWRE-2, KTEA-3)	
Nonword Decod. Efficiency (TOWRE-2, KTEA-3)	

Foundational Naming Speed	Descriptor & Std. Score
Rapid Naming (RAN/CTOPP)	

Oral Language Comprehension

Passage. Comp.	Descriptor & Std. score
Listening Comp. (WIAT-III, KTEA-3)	

Foundational Lang. Abilities	Descriptor & Std. score
Recep. Lang. (CELF)	
Express. Lang. (CELF)	
Vocabulary (PPVT)	

Student Name: XXXX

Cognitive Processes	Descriptor and SS
Verbal Comp (WISC)	avg; 108
Working Memory (WISC)	avg; 91
Processing Speed (WISC)	avg; 103

Connected Text Reading Ability and Comprehension		Descriptor and SS
Passage Oral Reading Comprehension (GORT; KTEA;WJ;WIAT)		Below Avg
Passage Oral Reading Accuracy (GORT; KTEA;WJ;WIAT)		
Passage Oral Reading Fluency (GORT; KTEA;WJ;WIAT)		Below Avg
Benchmark Oral Reading Fluency (DIBELS, CMB)		77 words correct; avg
Benchmark Oral Reading Comprehension(aimsweb, NWEAMaps, Star)		avg

Accuracy (Phonemic Awareness & Phonics)

Single Word Decoding & Sight Word Ability	Descriptor and SS
Pseudoword Decoding (KTEA;WJ;WIAT;WRMT;WIST)	below avg; 78
Basic Reading (KTEA;WJ;WIAT;WRMT;WIST)	avg; 92

Foundational Skills in Phonological Awareness	Descriptor and SS
Phonemic Awareness Composite (CTOPP; KTEA)	avg; 94

Retrieval (Naming Speed & Efficiency)

Single Word Decoding & Sight Word Efficiency	Descriptor and SS
Pseudoword Decoding Efficiency (KTEA;TOWRE)	avg; 90
Sight Word Recognition Efficiency (KTEA;TOWRE)	poor; 73

Foundational Skills in Retrieval	Descriptor and SS
Rapid Letter Naming (RAN/RAS)	Poor; 8%

Oral Language Comprehension

Listening Comprehension for Passages	Descriptor and SS
Listening Comp (CELF, OWLS, KTEA)	avg

Foundational Skills	Descriptor and SS
Expressive Language Index (CELF)	avg; 94
Receptive Language Index (CELF)	avg; 104
Vocabulary (PPVT)	Avg; 114

Next Steps: Consistent Approach to Progress Monitoring

USING INSTRUCTIONAL FOCUS AREA FOR PROGRESS MONITORING

SCORE AT RISK ON
SUBTEST OF
SCREENING MEASURE

INSTRUCTIONAL
FOCUS

SUBTEST TO
PROGRESS MONITOR

Word Reading
Single Word Reading (K-1)
Passage Reading Fluency
(1+)

Explicit Systematic
Instruction in **Fluency**
Skills including
Orthographic Mapping
and Passage Reading
Fluency.

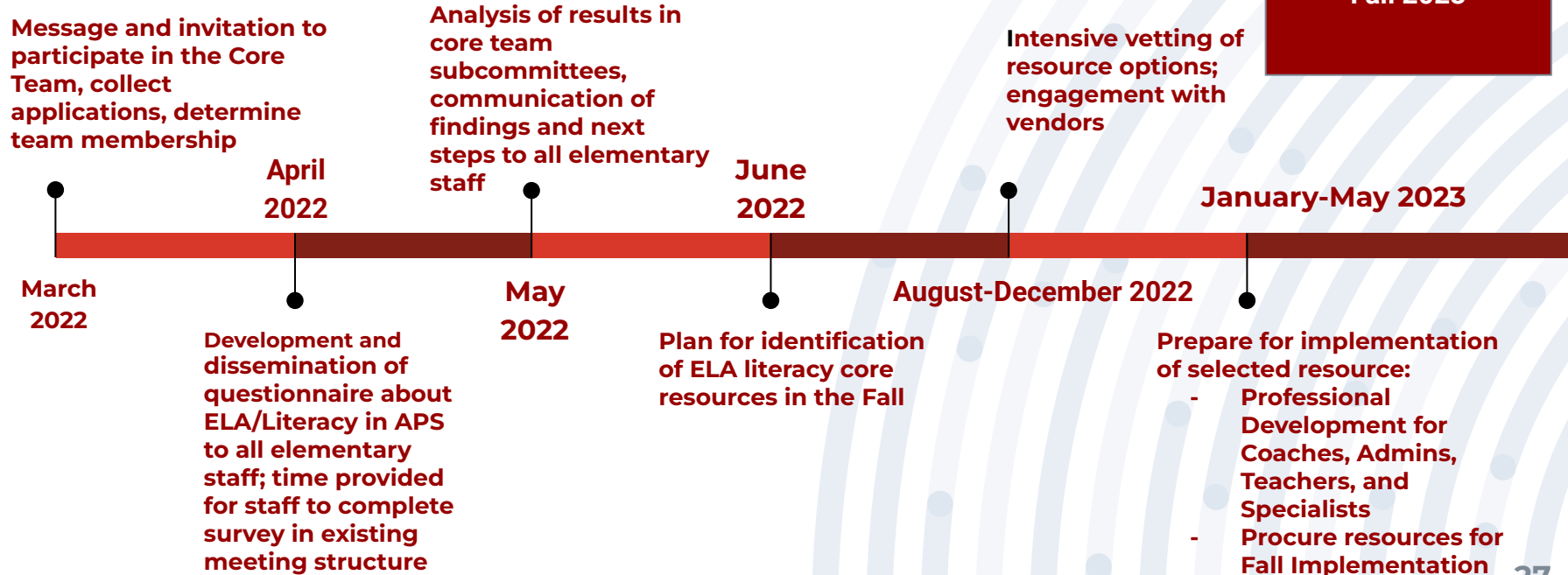
Fluency
Word Reading
Reading (K-3)
Oral Reading
Fluency (1-8)

Reading
Comprehension
Passage Comp. (2+)

In the absence of additional areas of risk, students who score in the at-risk range on comprehension measures may need a **focus on oral language skills** rather than accurate and/or fluent word reading.

Reading
Comprehension
Maze (2+)

On the Horizon





ARLINGTON PUBLIC SCHOOLS

Q&A

Presenters

- Jacquelyn Aureli, K-5 Lead Reading Specialist
- Thad Dingman, Principal Dallin Elementary School
- Roderick MacNeal, Jr., Ed.D., Assistant Superintendent of C&I
- Alessandra Magalhaes, Ed.D., Literacy Coach
- Deb Perry, K-12 ELA/English Director

Resources

- Cultivating Genius by Gholdy Muhammad
- Equity by Design by Mirko Chardin and Katie Novak
- Mass Literacy
- Massachusetts Dyslexia Guidelines
- UDL Guidelines
- Progress Reports
- 2021-2022 Literacy Assessment Calendar
- Units of Study Review

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)

Notes

- 1.) Give an overview of benchmarks and how they are used to assess the progress of students during the formal assessment process
- 2.) How the general education
- 3.) How students are selected to receive reading support? What are the targeted interventions used to address the needs of students.