

Accelerating Reading Within Tier I Instruction

August 18, 2021



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Today's Presenters



Dr. Carrie Thomas-Beck
Director of Literacy
CORE, Inc.



Dr. Michelle Hosp
Scientific Advisor
KeyPhonics



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Vice President, Education
Programs
Pivot Learning

What We'll Share Today

1

The importance of assessing high priority phonemic awareness and phonics skills

2

How to use foundational skills data to plan Tier 1 reading instruction

3

How to ensure responsive and inclusive whole class and small group reading instruction

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

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

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

increasingly
strategic

increasingly
automatic

Scarborough, 2001

High Priority Phonemic Awareness And Phonic Skills

What we mean by **high priority Skills**:

- › Linked to reading outcomes
- › Easily assessed
- › Can be taught
- › Represent the most common sounds and word patterns
- › Necessary for learning more complex skills

High Priority Phonemic Awareness Skills

Skill	Example	Grade mastered
Saying sounds in isolation	The first sound in “sun” is /s/. Say /s/. Response: /s/	Kindergarten
Identifying sounds in words (e.g., first, last)	What’s the first sound in “sun”? Response: /s/	Kindergarten
Blending sounds to form words	What word does /s/ /u/ /n/ make? Response: /sun/	Early 1 st
Segmenting sounds in words	What are the sounds in “sun”? Response: /s/ /u/ /n/	1 st
Manipulating sounds (adding, deleting, substituting)	What do you get if you remove the /s/ in “sun”? Response: /un/	1 st – 2 nd

Selecting a Phonemic Awareness Assessment

Critical Features

- **Reliable and Valid**
- **Administered 1 on 1**
- **Student Produces Phonemes Aloud**
- **Quick and Efficient to Administer (< 10 minutes per student)**
- **Grades K - 2**
- Measures the most Common Phonemic Awareness Skills
- Provides Multiples Opportunities Per Skill
- Answers questions at the student, class, and grade level
- Provides Instant Reports

How to Select a Phonemic Awareness Assessment

Checklist for Selecting a Phonemic Awareness Assessment

Critical Features	YES	NO
Reliable and Valid	<input type="checkbox"/>	<input type="checkbox"/> STOP
Administered 1-on-1	<input type="checkbox"/>	<input type="checkbox"/> STOP
Student Produces Phonemes Aloud	<input type="checkbox"/>	<input type="checkbox"/> STOP
Quick and Efficient to Administer (< 10 minutes per student)	<input type="checkbox"/>	<input type="checkbox"/> STOP
Grades K – 2	<input type="checkbox"/>	<input type="checkbox"/> STOP
Measures Common Phonemic Awareness Skills:		
Saying sounds in isolation (e.g., the first sound in "sun" is /s/)	<input type="checkbox"/>	<input type="checkbox"/>
Identifying sounds in words (e.g., "sun" first sound /s/, last sound /n/)	<input type="checkbox"/>	<input type="checkbox"/>
Blending sounds to form words (e.g., /s/ /u/ /n/ is "sun")	<input type="checkbox"/>	<input type="checkbox"/>
Segmenting sounds in words (e.g., "sun" /s/ /u/ /n/)	<input type="checkbox"/>	<input type="checkbox"/>
Manipulating sounds (e.g., adding /e/ to "sun" to say "sunny", deleting /s/ from "sun" to say "un", substituting the /s/ with /b/ to say "bun")	<input type="checkbox"/>	<input type="checkbox"/>
Includes Multiple Opportunities Per Skill	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions at the Student Level:		
Which students are at-risk on phonemic awareness skills?	<input type="checkbox"/>	<input type="checkbox"/>
Which specific phonemic awareness skills does a student need help with?	<input type="checkbox"/>	<input type="checkbox"/>
Are phonemic awareness skills improving for a student?	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions for Grade and Class Level:		
Are phonemic awareness skills improving across the year for a grade or class?	<input type="checkbox"/>	<input type="checkbox"/>
Are students demonstrating basic competency of the phonemic awareness skills they have been taught?	<input type="checkbox"/>	<input type="checkbox"/>
Which phonemic awareness skills should be taught whole class vs. small group?	<input type="checkbox"/>	<input type="checkbox"/>
Provides Instant Reports:		
Student Level	<input type="checkbox"/>	<input type="checkbox"/>
Class Level	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>

This checklist was developed by Dr. Michelle Hosp. For more information about using this checklist to select a phonemic awareness assessment that will provide valuable, actionable data to inform reading instruction, watch the on-demand webinar, [Accelerating Reading Within Tier 1 Instruction](#), featuring Dr. Hosp along with Drs. Carrie Thomas Beck and Monica Ng.

We're here to help you build systems that support great first instruction for all students in ELA and math. Together we can work toward ensuring our students reach their full potential. Learn more about partnering with us at www.pivotlearning.org or email [Dr. Ng](mailto:Dr.Ng).

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High Priority Phonic Skills

Skill	Example	Grade mastered
Short Vowels	<i>Cat, Net, Dot, Kick, Jump</i>	1st
Long Vowels with Silent e	<i>Mine, Nope, Dive, Bake</i>	1st
Digraphs	<i>F<u>ish</u>, <u>Wh</u>at, <u>Pick</u>, <u>Ch</u>ip, <u>Bath</u></i>	2nd
Blends	<u>Cr</u> ab, <u>Mask</u> , <u>Sl</u> ip, <u>Nest</u> , <u>Flop</u>	2nd
R-Controlled Vowels	<u>Form</u> , <u>Car</u> , <u>Turn</u> , <u>Her</u> , <u>Dirt</u>	2nd
Vowel Teams	<u>Sail</u> , <u>Easy</u> , <u>Toy</u> , <u>Coat</u> , <u>High</u>	3rd
Prefixes	<u>Un</u> lock, <u>Ret</u> urn, <u>Det</u> our, <u>In</u> sert, <u>Pro</u> active	3rd
Suffixes	Wish <u>ful</u> , Care <u>less</u> , Laugh <u>ed</u> , Girl <u>s</u> , Drive <u>ing</u>	3rd

Selecting a PHONICS Assessment

Critical Features

- **Reliable and Valid**
- **Students Reads Aloud**
- **Quick and Efficient to Administer (< 5 minutes per student)**
- **Uses Nonsense Words**
- **Grades 1 and up**
- Measures the most Common Phonics Patterns (includes both single and multisyllabic words)
- Scored at the Error Level
- Provides Multiples Opportunities Per Patterns
- Student is asked to read every word
- Customizable scope and sequence
- Answers questions at the student, class, and grade level
- Provides Instant Reports

How to Select a Phonics Assessment

Learn more by watching: “Using Phonics Assessment Data to Inform Instruction” <https://bit.ly/3so1iaO>

Checklist for Selecting a Phonics Assessment

Critical Features	YES	NO
Reliable and Valid	<input type="checkbox"/>	<input type="checkbox"/> STOP
Student Reads Aloud	<input type="checkbox"/>	<input type="checkbox"/> STOP
Quick and Efficient to Administer (≤ 5 minutes per student)	<input type="checkbox"/>	<input type="checkbox"/> STOP
Uses Nonsense Words	<input type="checkbox"/>	<input type="checkbox"/> STOP
Grades 1 – 5+	<input type="checkbox"/>	<input type="checkbox"/> STOP
Measures Common Phonics Patterns:		
Short Vowels (e.g., <u>h</u> at, <u>mo</u> st)	<input type="checkbox"/>	<input type="checkbox"/>
Long Vowel with Silent e (e.g., <u>bi</u> ke, <u>ma</u> ke)	<input type="checkbox"/>	<input type="checkbox"/>
Vowel Teams (e.g., <u>pa</u> id, <u>voi</u> d)	<input type="checkbox"/>	<input type="checkbox"/>
R-Controlled Vowels (e.g., <u>her</u> , <u>car</u>)	<input type="checkbox"/>	<input type="checkbox"/>
Digraphs (e.g., <u>th</u> is, <u>sh</u> ip)	<input type="checkbox"/>	<input type="checkbox"/>
Blends (e.g., <u>st</u> ir, <u>cr</u> awl)	<input type="checkbox"/>	<input type="checkbox"/>
Prefixes (e.g., <u>re</u> pay, <u>un</u> wrap)	<input type="checkbox"/>	<input type="checkbox"/>
Suffixes (e.g., <u>tal</u> lest, <u>action</u> able)	<input type="checkbox"/>	<input type="checkbox"/>
Single and Multisyllabic Words (e.g., cat, catnip)	<input type="checkbox"/>	<input type="checkbox"/>
Scored at the Error Level	<input type="checkbox"/>	<input type="checkbox"/>
Provides Multiple Opportunities Per Pattern	<input type="checkbox"/>	<input type="checkbox"/>
Student is Asked to Read EVERY Word	<input type="checkbox"/>	<input type="checkbox"/>
Customizable to Program’s Phonics Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions at the Student Level:		
Which students are at-risk for word reading?	<input type="checkbox"/>	<input type="checkbox"/>
Which specific phonics skills does a student need help with?	<input type="checkbox"/>	<input type="checkbox"/>
Are phonics skills improving for a student?	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions for Grade and Class Level:		
Is the entire grade or class demonstrating mastery of phonics skills they have been taught?	<input type="checkbox"/>	<input type="checkbox"/>
Are phonics skills improving across the year for a grade or class?	<input type="checkbox"/>	<input type="checkbox"/>
Which phonics skills should be taught whole class vs. small group?	<input type="checkbox"/>	<input type="checkbox"/>
Provides Instant Reports		
Student Level	<input type="checkbox"/>	<input type="checkbox"/>
Class Level	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>

This checklist was developed by Dr. Michelle Hosp. For more information about using this checklist to select a phonics assessment that will provide valuable, actionable data to inform reading instruction, watch the on-demand webinar, [Using Phonics Assessment Data to Inform Instruction](#), featuring Dr. Hosp and Dr. Louisa Moats.

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Use foundational skills data to plan Tier 1 reading instruction for Phonemic Awareness

Key Questions for Grade and Class Level:

Are (Phonemic Awareness/Phonic) skills improving across the year for a grade and class?

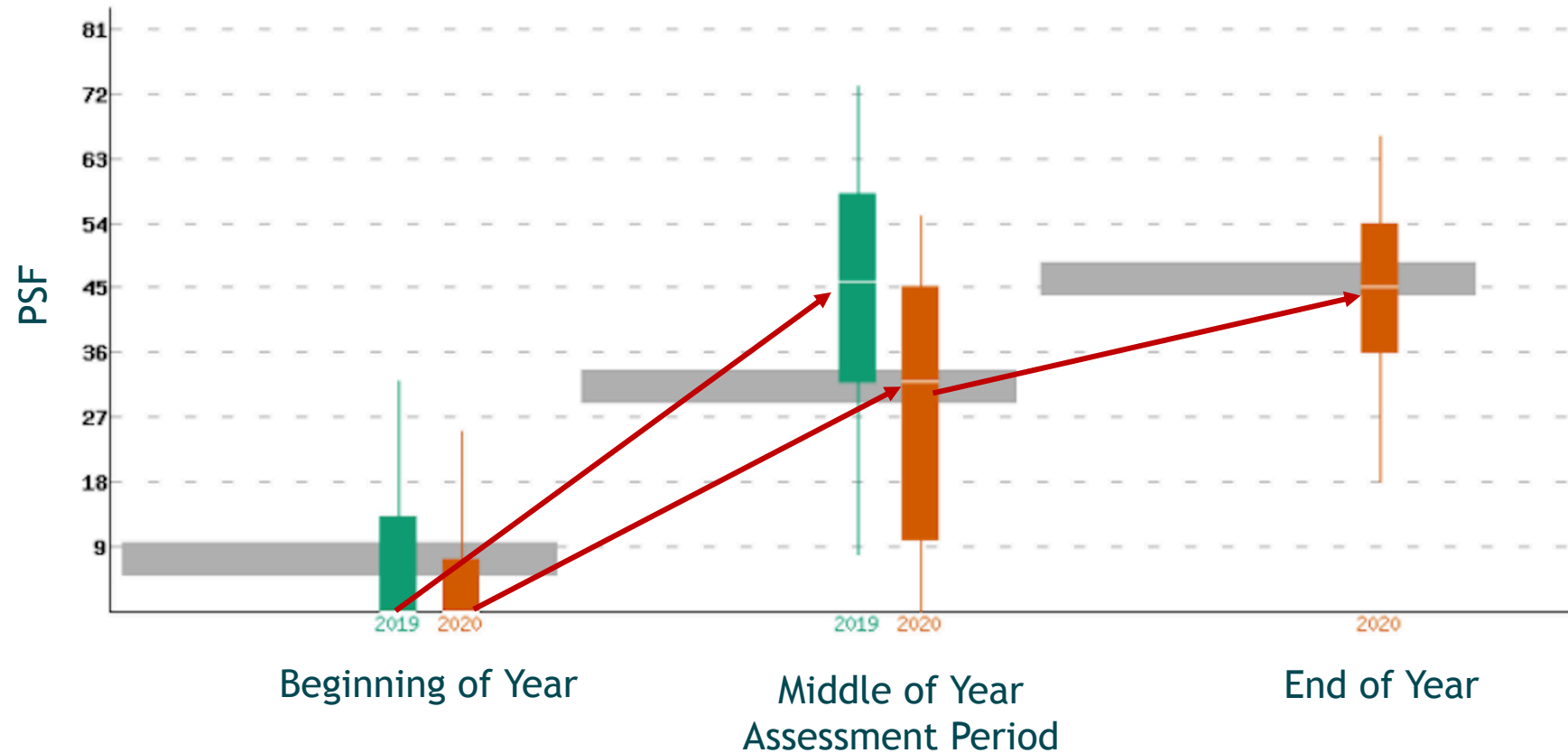
Are students demonstrating basic competency of PA skills and **mastery of Phonic skills** they have been taught?

Which (Phonemic Awareness/Phonic) skills should be taught whole class vs. small group?

DIBELS 8 Phonemic Segmentation Fluency (PSF)

Are Phonemic Awareness skills improving across the year for a grade and class?

Phoneme Segmentation Fluency (PSF)



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DIBELS 8 Phonemic Segmentation Fluency (PSF)

Are students demonstrating basic competency of the Phonemic Awareness skills they have been taught?

Which Phonemic Awareness skills should be taught whole class vs. small group?

Student	LNF		PSF		NWF			
	Score	Status	Score	Status	CLS	Status	WRC	Status
Benchmark Goals	42		31		30		5	
R, Amy	30	Intensive	17	Intensive	18	Intensive	0	Intensive
J, Dsavanna	40	Strategic	17	Intensive	20	Intensive	0	Intensive
G, Jaylah	44	Core	18	Intensive	20	Intensive	0	Intensive
I, Jaslene	40	Strategic	38	Core	22	Intensive	0	Intensive
K, Eliana	48	Core	35	Core	20	Intensive	0	Intensive
Y, Carolina	40	Strategic	29	Strategic	25	Strategic	0	Intensive
A, Ansley	42	Core	39	Core	29	Strategic	2	Strategic
Y, Myla	45	Core	43	Core	40	Core	0	Intensive
P, Adalyn	52	Core	42	Core	34	Core	3	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic
R, Maria	46	Core	26	Strategic	25	Strategic	3	Strategic
I, Katelyn	48	Core	22	Strategic	34	Core	2	Strategic
E, Averi	55	Core	50	Core^	42	Core	12	Core
N, Jane	52	Core	45	Core	40	Core	14	Core
S, Norah	60	Core	53	Core^	47	Core^	20	Core^
Mean:	45.7		33.6		30.1		4.0	

Legend  Core^ Support  Core Support  Strategic Support  Intensive Support

53%

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47%

Use foundational skills data to plan Tier 1 reading instruction for Phonics

Key Questions for Grade and Class Level:

Are **(Phonemic Awareness/Phonic)** skills improving across the year for a grade and class?

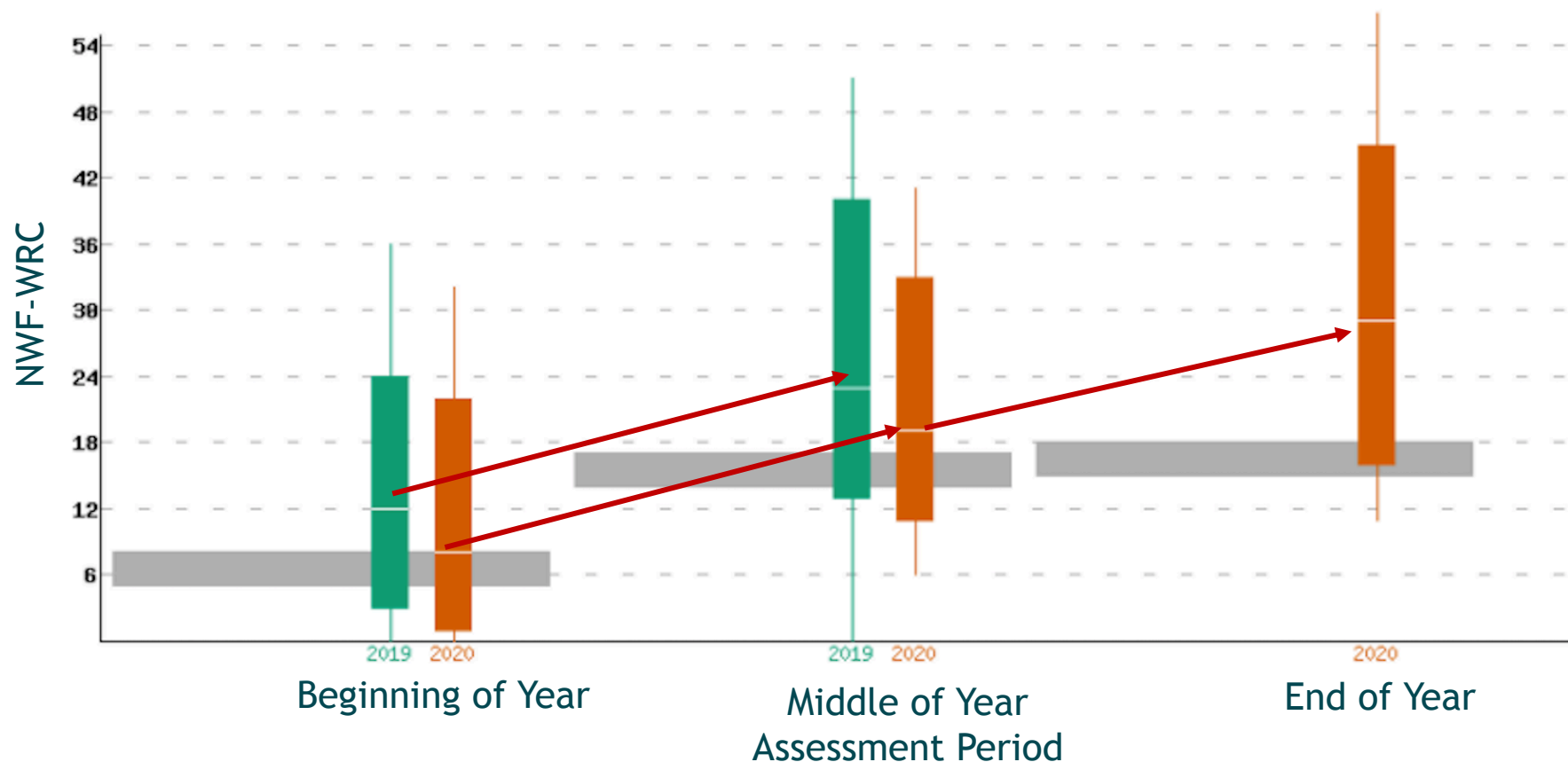
Are students demonstrating **basic competency of PA skills** and **mastery of Phonic skills** they have been taught?

Which **(Phonemic Awareness/Phonic)** skills should be taught whole class vs. small group?

DIBELS 8 Nonsense Word Fluency: Words Read Correctly

Are Phonic skills
improving across the
year for a grade or
class?

Nonsense Word Fluency - Words Recoded Correctly (NWF-WRC)



DIBELS 8 Nonsense Word Fluency

Are students demonstrating basic competency of the Phonic skills they have been taught?

Which Phonic skills should be taught whole class vs. small group?

Student	LNF		PSF		NWF			
	Score	Status	Score	Status	CLS	Status	WRC	Status
Benchmark Goals	42		31		30		5	
R, Amy	30	Intensive	17	Intensive	18	Intensive	0	Intensive
J, Dsavanna	40	Strategic	17	Intensive	20	Intensive	0	Intensive
G, Jaylah	44	Core	18	Intensive	20	Intensive	0	Intensive
I, Jaslene	40	Strategic	38	Core	22	Intensive	0	Intensive
K, Eliana	48	Core	35	Core	20	Intensive	0	Intensive
Y, Carolina	40	Strategic	29	Strategic	25	Strategic	0	Intensive
A, Ansley	42	Core	39	Core	29	Strategic	2	Strategic
Y, Myla	45	Core	43	Core	40	Core	0	Intensive
P, Adalyn	52	Core	42	Core	34	Core	3	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic
R, Maria	46	Core	26	Strategic	25	Strategic	3	Strategic
I, Katelyn	48	Core	22	Strategic	34	Core	2	Strategic
E, Averi	55	Core	50	Core^	42	Core	12	Core
N, Jane	52	Core	45	Core	40	Core	14	Core
S, Norah	60	Core	53	Core^	47	Core^	20	Core^
Mean:	45.7		33.6		30.1		4.0	

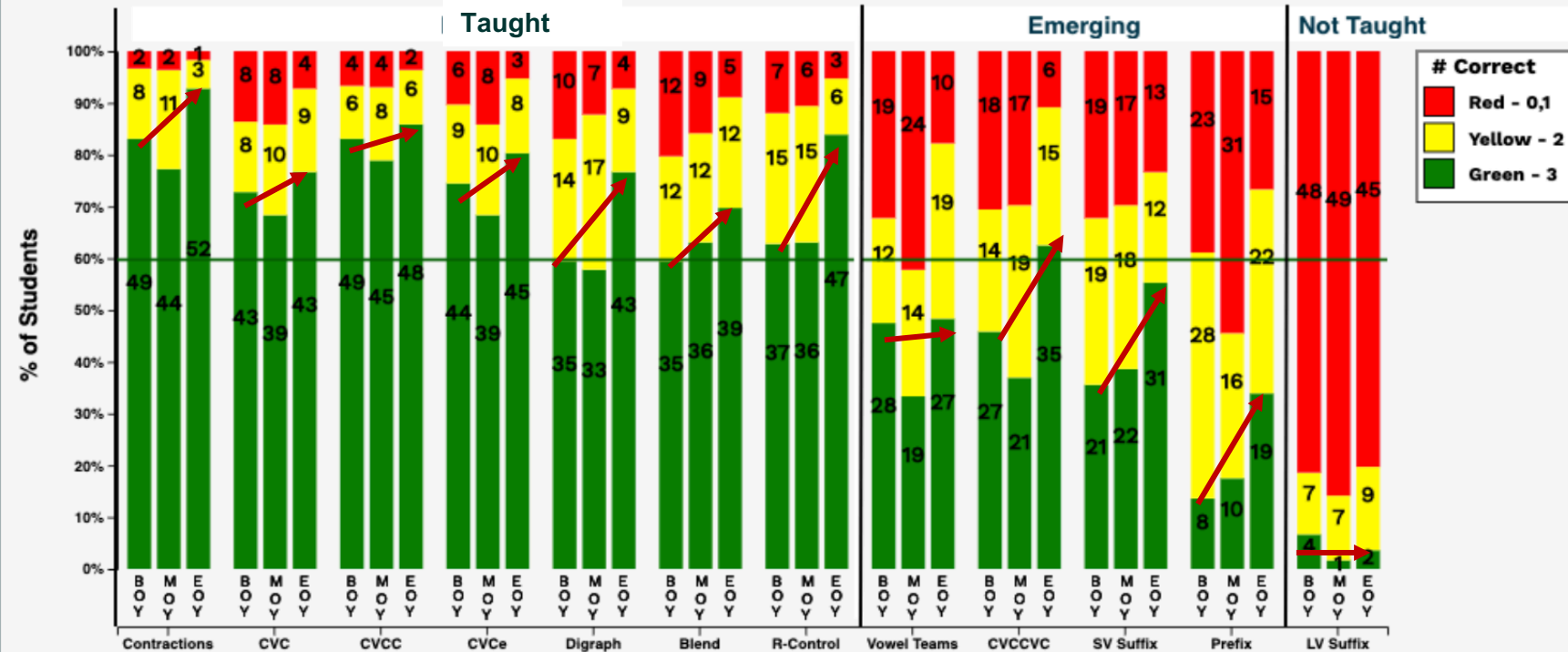
Legend
Core^ Support
Core Support
Strategic Support
Intensive Support

20%
80%

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KeyPhonics

Are Phonic skills improving across the year for a grade or class?



KeyPhonics

Are students demonstrating mastery of the Phonic skills they have been taught?

Which Phonic skills should be taught whole class vs. small group?

Screener Classroom Matrix: Phonics Categories by Student MOY

Number Correct

Red - 0,1 Yellow - 2 Green - 3

Phonics Categories	Taught							Being Taught			Not taught	
	Con't	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
Teach whole class if categories that should be mastered are below 60%	73%	64%	45%	64%	64%	55%	36%	45%	36%	18%	0%	0%
Student Name By Rank												
Student 1	3	3	3	3	3	3	3	3	3	3	2	0
Student 2	3	3	3	3	3	3	3	3	2	3	2	1
Student 3	3	3	3	3	3	3	2	3	3	1	2	1
Student 4	3	3	3	3	2	3	3	3	1	2	2	1
Student 5	3	3	3	3	2	2	2	3	2	1	2	1
Student 6	2	3	2	3	3	3	3	2	3	2	1	0
Student 7	3	3	2	2	3	2	2	2	2	2	2	0
Student 8	3	2	1	1	3	3	2	1	1	1	2	0
Student 9	3	2	1	3	3	2	1	1	0	0	1	0
Student 10	1	2	1	2	2	1	1	0	1	0	0	0
Student 11	2	1	1	1	0	2	1	1	3	0	0	1

How to Ensure Responsive and Inclusive Reading Instruction (Whole Class and Small Group)

You need two pieces of information from your data:

1. **How BIG** is the problem?
 - *Grade, Classroom, Student*
2. **Which Skills** need to be taught, or retaught?
 - *Phonemic Awareness and Phonics*

Steps for determining Whole Class And Small Group Reading Instruction

Step 1) Review high priority skills for phonemic awareness and phonics

Step 2) Assess the high priority skills and review the data to answer these 3 questions:

- *Are (Phonemic Awareness/ Phonic) skills improving across the year for a grade or class?*
- *Are students demonstrating basic competency of PA skills and mastery of Phonic skills they have been taught?*
- *Which (Phonemic Awareness/ Phonic) skills should be taught whole class vs. small group?*

Step 3) Based on your data, identify solutions

TIPS for Finding Solutions: Systems Level

Problem: The entire grade needs help with a skill

Possible Reasons	Solutions
Skill is not taught in curriculum	Add lessons to the curriculum or change curriculum
Skill has been taught but not learned to mastery	Check fidelity of instruction and provide additional training for teachers
Skill is in curriculum but has not been taught	Use pacing guides to ensure all skills are taught
Teachers do not know how to teach this skill	Observe and discuss teaching PA/phonics and Provide PD on teaching these skills
Skill is taught but not explicitly	Provide PD on explicit teaching or change/add to the curriculum

TIPS for Finding Solutions: Classroom Level

Which skill do I teach first?

1. High priority skills (look back at tables)
2. Prerequisites for what is currently being taught

Where do I find the extra time?

1. Shrink transition times (e.g., have a clear routine with minimal discussion/distractions)
2. Pair back independent seat work
3. Expand the ELA block (e.g., from 90 to 120 minutes)
4. Share students across classrooms for smaller reading groups
5. Link reading to spelling and writing to provide multiple opportunities with reading skills
6. Be creative with electives (e.g., two consecutive PE periods, Teacher A and B both send some students, Teacher A teaches students from both classrooms while teacher B has planning time- swap for next period)

TIPS for Finding Solutions: Classroom Level

What skills should I teach whole class versus small group?

1. Skills that fewer than 60% of the students have mastered or 80% at benchmark, teach whole class
2. Skills with clear instructional routines the students are familiar with, teach whole class
3. Priority skills that need more practice and corrective feedback, teach small group

Where do I find the materials if it's not typically taught in my grade?

1. Identify where this skills is taught in the Core curriculum and share those lessons across grades
2. Make list of interventions in building and share across grades
3. Use what you have access to before purchasing something new (see list of where to find reading materials).

TIPS For Sharing Students and/or Materials Across Grades

1. All students receive grade level instruction focusing on priority skills.
2. **Differentiated groups are formed around missing priority skills.**
 - › Within Classroom Groups:
 - › Materials addressing missing priority skills are available for teachers.
 - › Within Grade Groups:
 - › Students move classrooms within a grade and teachers have access to the materials to address missing priority skills.
 - › Across Grade Groups:
 - › Students move across grade levels where teachers have materials to address missing priority skills



Pivot works with educators to
ensure academic rigor for all
students through support for great
teaching, proactive intervention,
and aligned district systems.

With great curricula, we can raise the bar for all students

We help educators at the district, school, and classroom levels to choose and use high-quality instructional materials.

- › Learning Loss Recovery
- › Choosing Instructional Materials
- › Managing Implementation
- › Training Educators



With inclusive systems, we can meet all learners' needs

We work with school and district leaders to develop and improve systems that provide proactive, targeted support for students based on their learning and social-emotional needs.

- › Supporting Positive Behavior
- › Proactive Academic Intervention
- › Improving Special Education



How to get KeyPhonics

School or District

- Custom Version, Request a quote

Coming Soon:

- Classroom Version- FREE LIMITED TIME OFFER for this school year

Go to: <https://keyphonics.org/>
Click on: Free Trials and Pricing

Contact a KeyPhonics Representative

How can KeyPhonics help you and your school or district? Fill out the form below and a KeyPhonics representative will contact you.

First name*

Last name*

Email*

School District or Company*

Job Role*

Please Select

Message*

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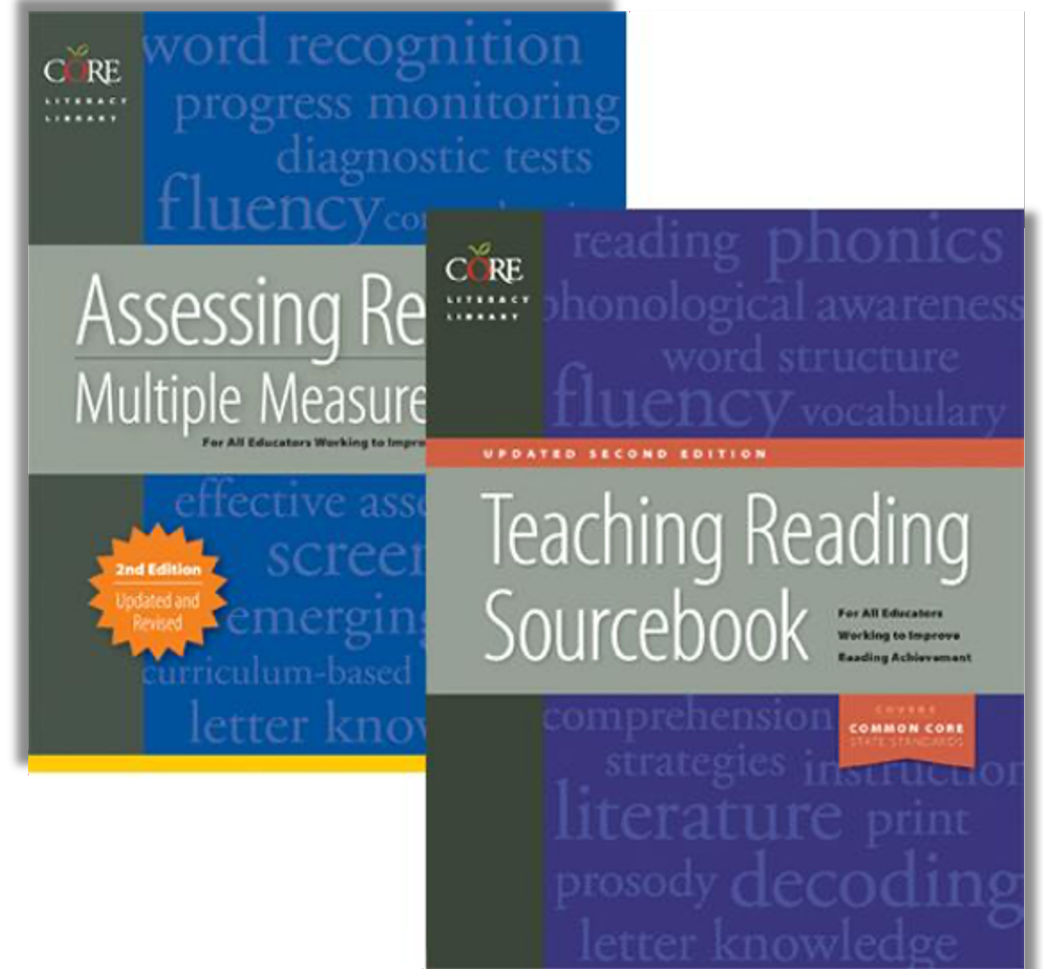
- For further information
- Additional Questions



Support from CORE

- Training
- Data Study
- System Support and Coaching

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What Questions Do You Have?

Thank you for
joining us!

