



New York State Education Department
Office of Special Education
Educational Partnership





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Phonics & Word Recognition

Establishing the Foundations for Reading Success



Produced by the Technical Assistance Partnership for Academics at the University of Albany.



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Disclaimer

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Agenda

- Welcome
- Purpose and Outcomes
- Review of the Science of Reading
- Teaching Phonics and Word Recognition
 - What is phonics and word recognition?
 - Why teach phonics and word recognition?
 - When should phonics and word recognition be taught?
 - How should phonics and word recognition be taught?
 - Leveraging assessment for effective instruction
- Wrap-up and Survey

Slide Marker Icons



Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Training Objectives

Participants will be able to:

1. Describe the legal and ethical importance of providing research-based instruction in phonics and word recognition.
2. Define phonics and word recognition and describe why they are important to overall reading development.
3. Explain when and how to teach phonics and word recognition according to our current knowledge of the science of reading.
4. Identify ways in which classroom assessments can be used to improve phonics and word recognition instruction and student outcomes.
5. Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized phonics and word recognition support.

Blueprint for Improved Results for Students with Disabilities

-  **Self-Advocacy**
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed Instruction**
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
-  **Research-Based Instruction**
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
-  **Multi-tiered Support**
Schools provide multi-tiered systems of behavioral and academic support.
-  **Inclusive Activities**
Schools provide high-quality inclusive programs and activities.
-  **Transition Support**
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Purpose and Outcomes

The Urgency Behind the Science of Reading



Appropriate Instruction

Regulations of the Commissioner of Education



“A student shall not be determined eligible for special education if the determinant factor is...lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §200.4(c)(2)(i)]

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
appropriate instruction delivered to all students in the general education class by qualified personnel...*appropriate instruction in reading* shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies”

[8 NYCRR §100.2(ii)(1)(i)(a)]

The New Civil Right





Stop & Think I



How has your ability to read allowed you to fully engage and participate as a citizen?

How might your life be different if you lacked the literacy skills to fully engage and participate as a citizen?

Reviewing The Science of Reading

Foundations of Reading Success



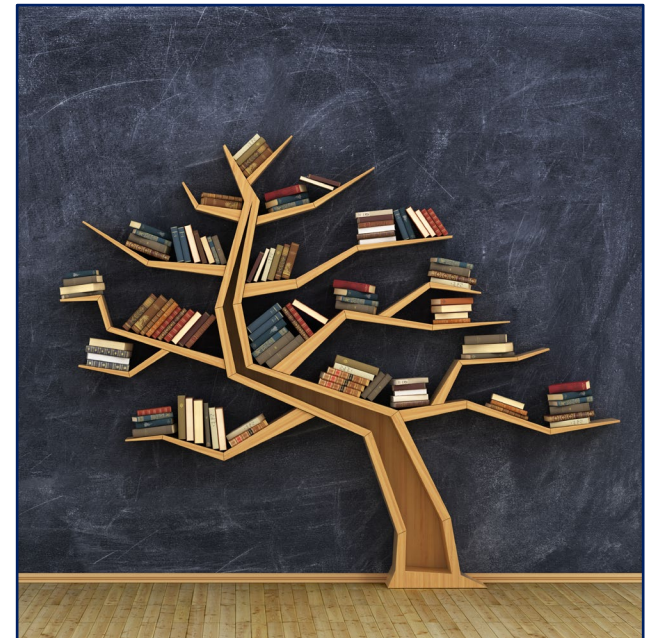
Defining the Science of Reading

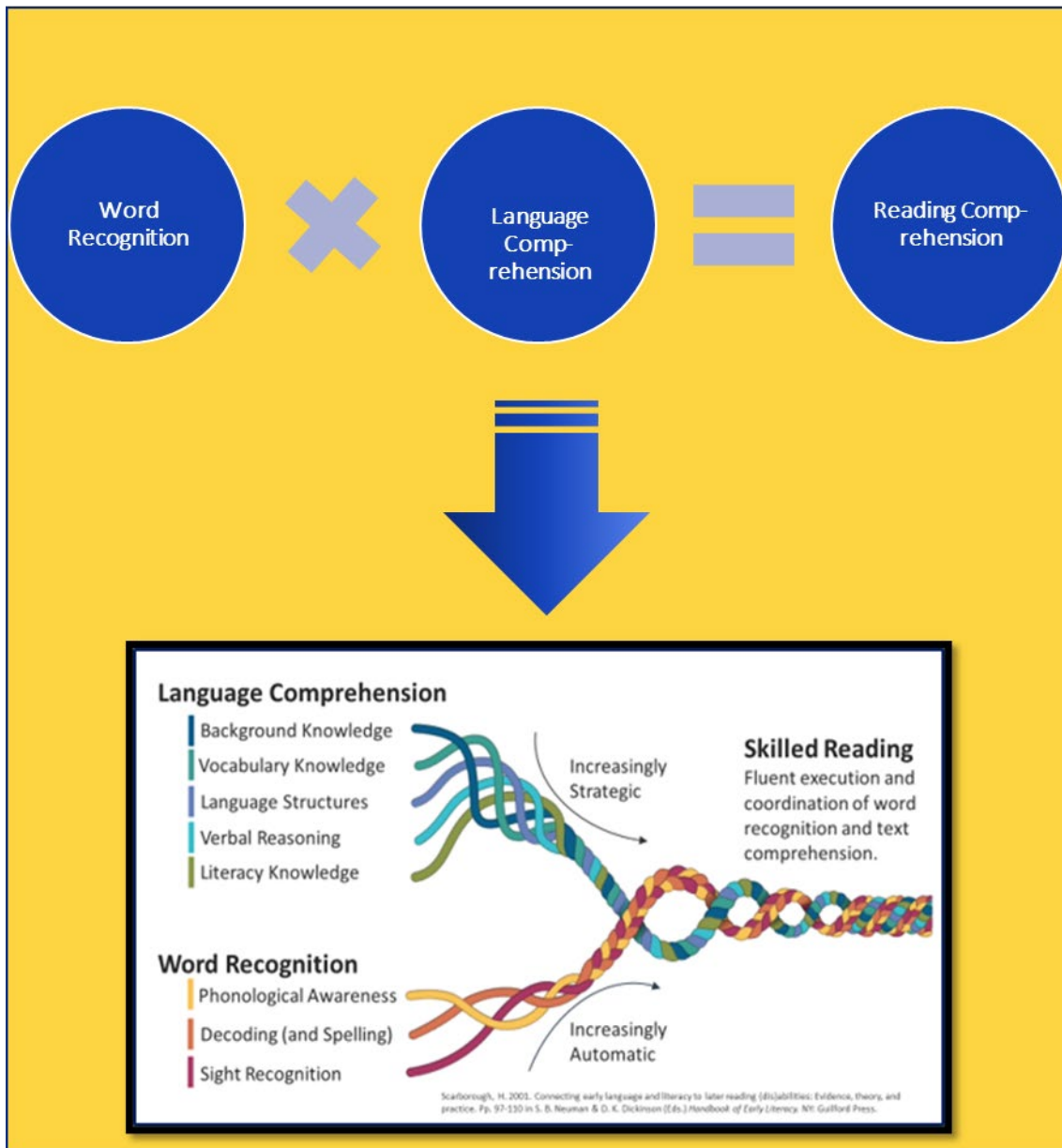
“‘The science of reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al., 2020

“The Science of Reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing.”

The Reading League (2021)





Key Instructional Areas

Word Recognition/Decoding

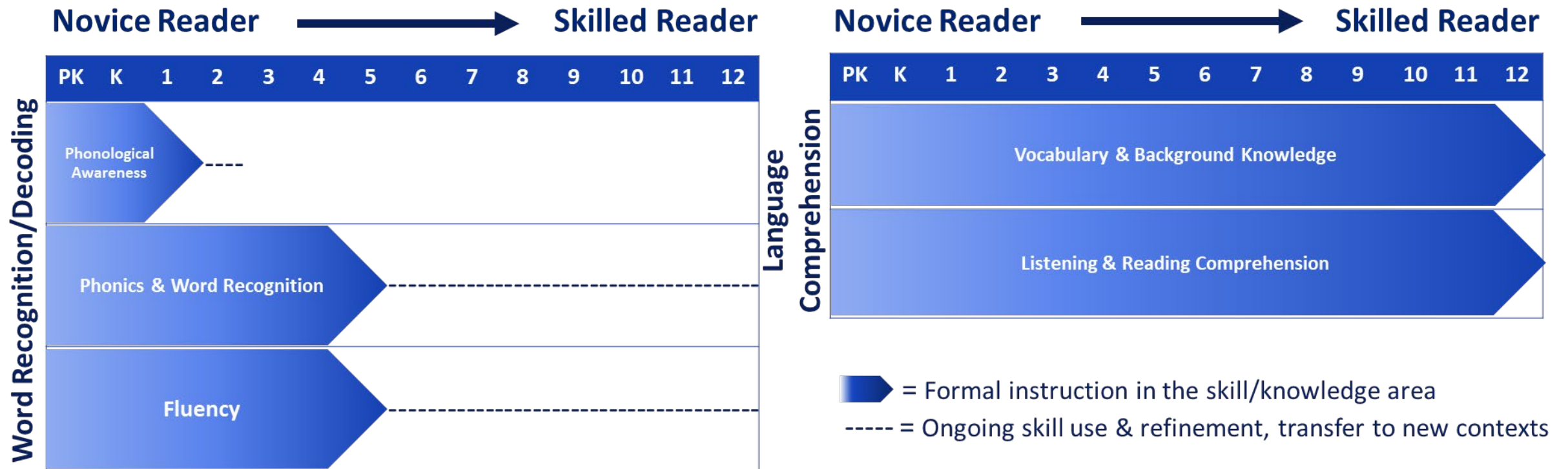
- Phonological Awareness
- ★ Phonics & Word Recognition
- Fluency

Language Comprehension

- Vocabulary & Background Knowledge
- Listening & Reading Comprehension
 - Language Structure
 - Verbal Reasoning
 - Literacy Knowledge
 - *Reading Comprehension Strategies*

Learning Progression for Developing Skilled Readers

Timeline for Key Instructional Areas



Word Recognition and The Simple View

Reviewing the Science of Reading



- Word recognition involves fluently translating alphabetic text into oral language sounds and identifiable words.
- Developing the skill to recognize written words with automaticity permits readers to focus on understanding the meaning of text.

Explicit and Systematic Instructional Practices

Reviewing the Science of Reading

The most effective approach to teaching reading is through a structured approach that relies on the use of explicit and systematic instruction.

(e.g., Petscher et al., 2020, Gersten et al., 2009)

Explicit

An instructional approach that includes clear explanations, modeling, practice with specific feedback, and a gradual release towards independence until skills are mastered.

(e.g., Hughes et al., 2017)

Systematic

Skills are taught in an ordered manner, such as from less complex to more complex.

Phonics & Word Recognition

What & Why



Consider the following scenario...

Teacher: “Read this sentence to me.”

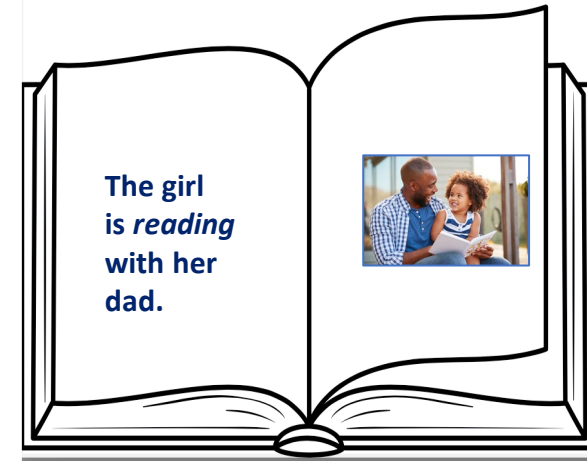
Student: “The girl is...with her dad.”

Teacher: “What is this word?” *Points to “reading.”*

Student: *Looks at picture for clue.*
“The girl is *sitting* with her dad!”



Stop & Think II



What is the impact of reading the word
“reading” as “sitting?”

How might developing a habit to look for
clues impact reading in the long term?

*What does this make you think about the
importance of attending to how words
are spelled?*

What the Science Says

WHAT is Phonics and Word Recognition?



Defining Phonics & Word Recognition

WHAT is Phonics & Word Recognition?

Phonics is an approach to teaching “letter-sound correspondences and spelling patterns, and learning how to apply this knowledge to...reading”

National Reading Panel & National Institute of Child Health and Human Development, 2000, p. 2-89

“Word recognition refers to the ability to decode and read printed words regardless of context.”

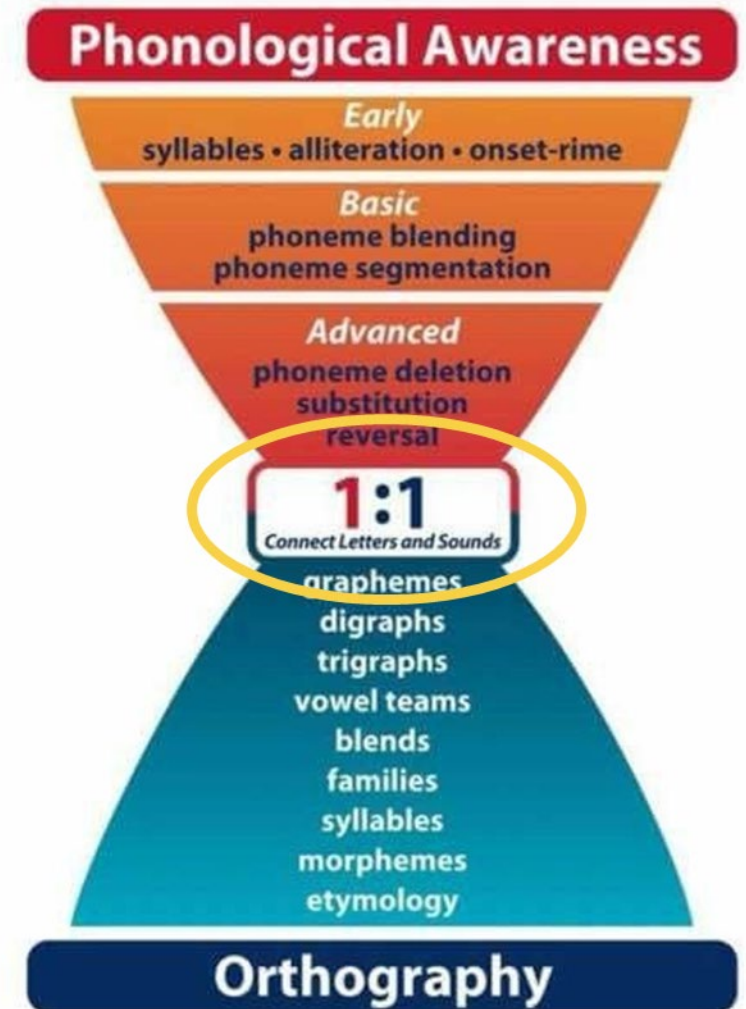
Wanzek, Al Otaiba, & McMaster, 2020, p. 35

Defining the Alphabetic Principle

WHAT is Phonics and Word Recognition?

The alphabetic principle is “...the insight that words can be broken into phonemes, which, in turn, can be represented with symbols....”

Moats, 2020, p. 96

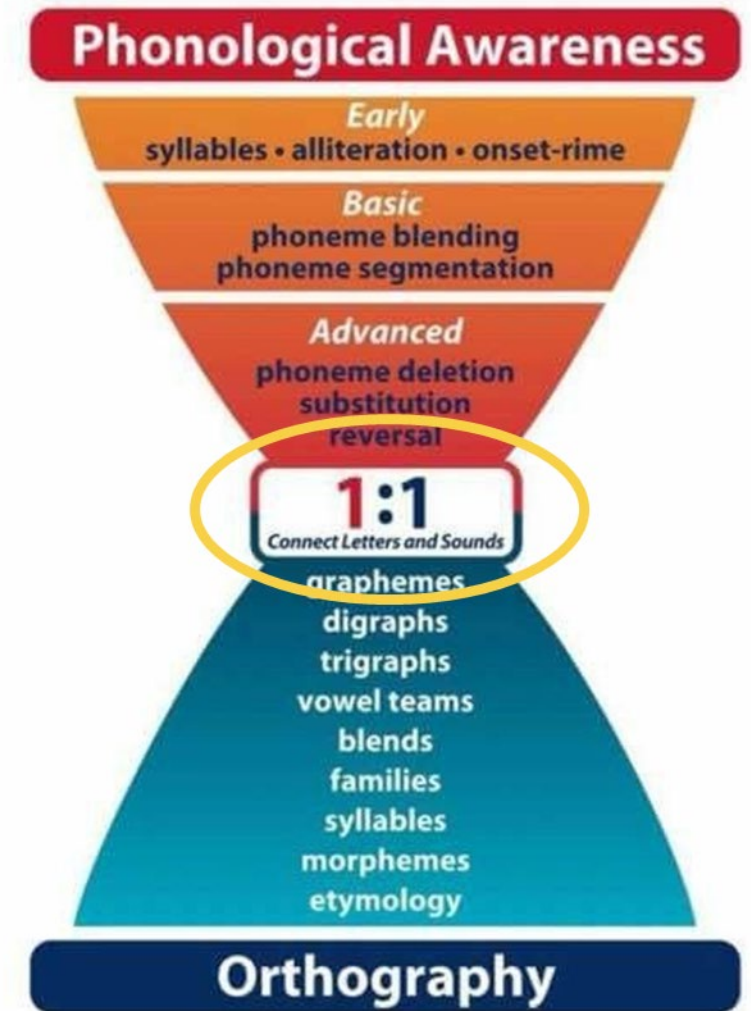


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Defining the Alphabetic Principle Table

WHAT is Phonics and Word Recognition?

Term	What is it?
Orthography	-
Phoneme	-
Grapheme	-
Morpheme	-
Syllable	-



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Decoding Strategies

Building Automatic Word Recognition Skills



Decoding Strategies

Cracking the Written Code



Decoding (Reading) – Top Hat

Translating Print into Speech

- Requires phoneme blending skills



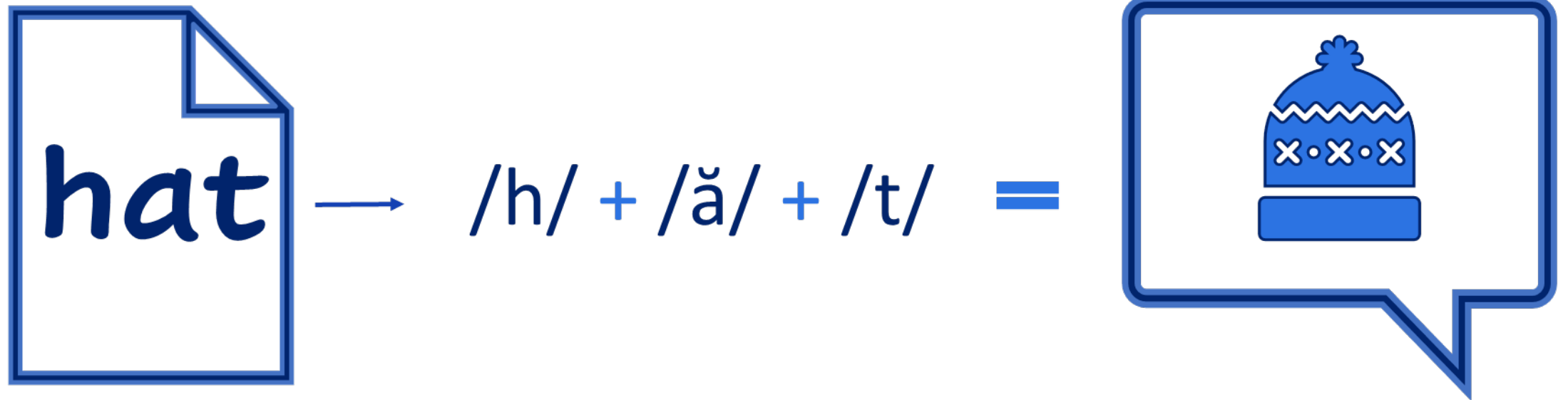
/h/ + /ă/ + /t/ =



Decoding (Reading) – Winter Hat

Translating Print into Speech

- Requires phoneme blending skills



Encoding (Spelling)

Translating Speech into Print



/h/ + /ă/ + /t/



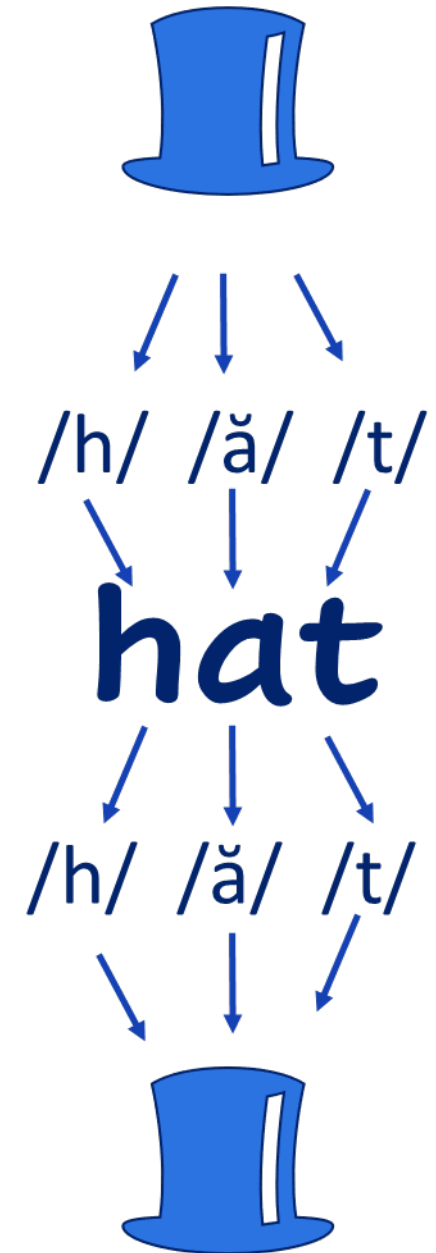
hat



Orthographic Mapping

Storing Words in Memory

The mental process by which printed words are stored in memory for automatic retrieval/recognition that links sounds in our language, to spelling patterns and meaning (vocabulary).



Phonics and Word Recognition



Letter-Sound Correspondence

High-Frequency Words

Syllable Types

Morphemes

Cracking the Printed Code

WHAT is Phonics and Word Recognition?

“All writing systems are a kind of code for spoken language, and learning to read requires children to crack how the code works for their language. Once this is understood, children have the means to access their rich spoken-language knowledge from print.”

Castles et al., 2018, p. 8

Importance of Phonics & Word Reading

WHY Teach Phonics & Word Recognition?

- Early difficulties with word reading skills are rarely overcome
- Skill deficits compound and lead to delays in other reading skills over time
- 70% of regular monosyllabic words can be decoded by linking phonemes to their letters (graphemes)
- Increases in code-focused instruction improve reading performance, especially for struggling readers

“The good news is...we can say with confidence that if we intervene early, intensively, and appropriately, we can provide...children with the early reading skills that can prevent almost all of them from [experiencing reading delays].”

Torgesen, 2004

English Language Learners (ELLs)

WHY Teach Phonics and Word Recognition?

"The same evidence-based instructional strategies that are effective for English speakers are also appropriate for ELs."

-Hougen et al., 2020

- Explicit and systematic instruction in phonics and literacy is effective for ELLs
- Instruction in word reading and phonics must be supported by visual and verbal supports to increase understanding of core content

ELLs

WHAT & WHY to Teach Phonics & Word Recognition

Challenges for ELLs	Description
Limited literacy skills in home language	Students who have learned to read in their native language have a distinct advantage because they were able to learn this concept with familiar sounds and words.
Limited literacy skills in home language	Students who have not learned to read in their native language may struggle to put together the sound/symbol correspondence concept, new words, and new sounds all at once.
Unfamiliar vocabulary words	It is difficult for students to distinguish phonetic components in new vocabulary words.

Language Variation

WHY Teach Phonics and Word Recognition?

"For children who speak more than one language variety, learning to read requires learning the differences between their oral language and print, in addition to the inconsistencies of English orthography, making supportive instruction and abundant practice even more critical for mastering reading. The burden placed on the child can be tremendous, but it can be mitigated by effective, culturally responsive instruction and through being given the time needed to master new skills."

Washington & Seidenberg, 2021

Students with Disabilities

WHY Teach Phonics & Word Recognition?

- Word reading deficits are common in students with disabilities
- Phonics and word recognition interventions are effective for students with disabilities at different ages
- Instruction for students with disabilities needs to be sufficiently intensive to meet their word reading needs

“...studies examining the cumulative effects of intensive interventions over multiple years provide evidence that sustained, intensive interventions may be a powerful tool for supporting students with reading disabilities.”

-Wanzek & Vaughn, 2013



True or False?

Knowledge Check A



We've evolved to learn to read.
So, most students will develop
this skill naturally with enough
exposure to print.

Knowledge Check B



True or False?



Teaching students to use clues to figure out a word, such as looking at a picture, and guessing based on the first letter, can prevent students from developing good reading habits.



True or False?

Knowledge Check C



If students lack decoding/
word recognition skills after
3rd grade, they should
only receive
reading comprehension
instruction.



Multiple Choice

Knowledge Check D



Which of the following is ***NOT*** a major category of phonics and word recognition instruction?

1. High-Frequency Words
2. Letter-Sound Correspondence
3. Morphemes
4. Checking for Meaning
5. Syllable Types



Multiple Choice

It is essential that phonics and word recognition skills are:

1. Taught explicitly and systematically
2. Only taught in the early grades
3. Only taught to students with disabilities
4. Discovered by children on their own as they read books
5. Taught through structured play experiences

Knowledge Check E





True or False?

Knowledge Check F



Students who are learning English benefit from visual and verbal supports to increase understanding of a word that has been decoded during explicit instruction in word reading and phonics.

Phonics & Word Recognition

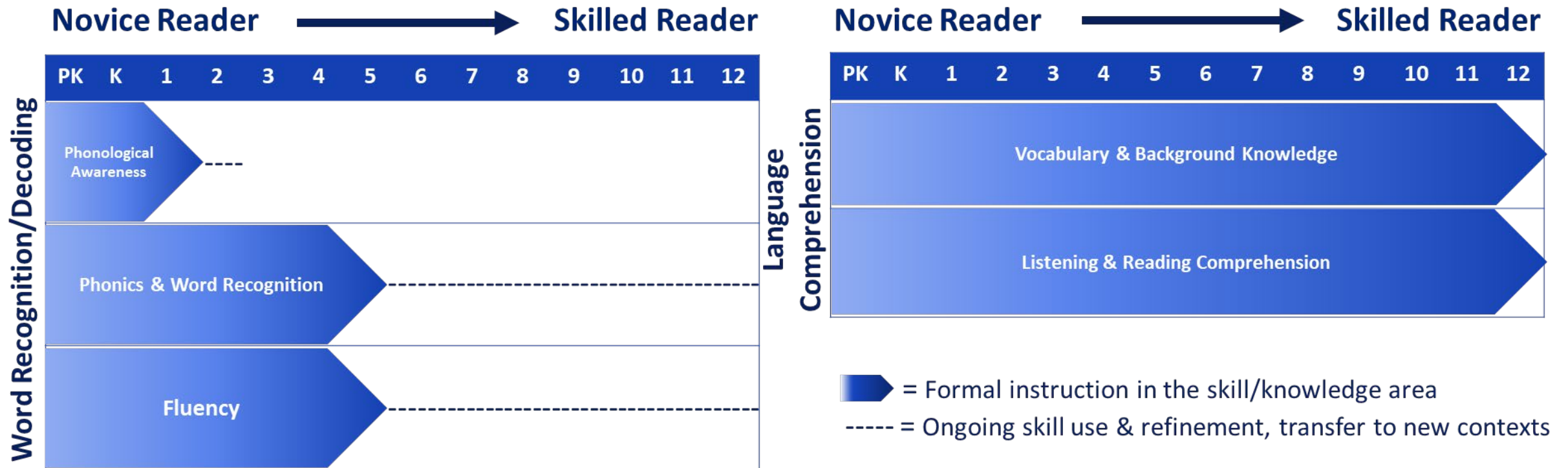
When & How



Learning Progression for Developing Skilled Readers

Revisited

Timeline for Key Instructional Areas



Phonics & Word Recognition Skill Progression



Instructional Guide by Grade

	PreK	K	1	2	3	4	5	Beyond
Letter-Sound Correspondence								
High-Frequency Words								
Syllable Types								
Morphemes								

Next Generation ELA Standards

Connecting the Science of Reading to the Standards

Phonics and Word Recognition

PK	K	1	2
<p>PKRF3: Demonstrate emergent phonics and word analysis skills.</p> <p>PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>KRF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p>KRF3b: Decode short vowel sounds with common spellings.</p> <p>KRF3c: Decode some regularly spelled one-syllable words.</p> <p>KRF3d: Read common high-frequency words by sight.</p>	<p>1RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th).</p> <p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams).</p> <p>1RF3c: Decode regularly spelled one-syllable words.</p> <p>1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</p> <p>1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).</p> <p>1RF3g: Read most common high-frequency words by sight.</p>	<p>2RF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).</p> <p>2RF3b: Decode short and long vowel sounds in two-syllable words.</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common suffixes and prefixes.</p> <p>2RF3e: Read all common high-frequency words by sight.</p>

Next Generation ELA Standards Continued

Connecting the Science of Reading to the Standards

Phonics and Word Recognition

3	4	5
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Supporting Struggling Readers



WHEN do Older Students Need Phonics and Word Recognition Instruction?

- Provide instruction whenever there is an identified need
- Evaluate phonics and word recognition skills any time a student demonstrates difficulty quickly and accurately reading words
- Use results of diagnostic skills assessments to guide instruction
- *Utilize multi-component interventions* to build fluency and comprehension skills as well as phonics and word reading skills

ELLs

WHEN & HOW to Teach Phonics & Word Recognition

Strategies for ELLs	
Teach and reinforce phonics in context	
Provide structured opportunities to develop written language skills	
Help students make a connection between their first language and English	
Provide phonics and word recognition interventions when needed	

Vowel Sounds Across Languages

WHY Teach Phonics and Word Recognition?

Language	Features	Examples of Possible Confusion
Arabic	8 vowels and diphthongs	Short vowels, such as /e/ (short e) and /i/ (short i)
Cantonese	6 vowel sounds, 12 diphthongs	Chinese is a tonal language; each syllable pronounced with a particular tone that gives it its meaning
English	Approximately 12 vowels and 8 diphthongs	
Hmong	Approximately 16 vowel sounds	Hmong is a tonal language; tone conveys meaning
Russian	5 vowels, no diphthongs	Difficulty with /ur/ after /w/ as in work, word; short vowels such as /a/ and /e/
Spanish	5 vowel sounds	Sounds of: /ē/ (long e), /i/ (short i), /ō/ (long o), /o/ (short o)
Vietnamese	Complex vowel system with 11 pure vowels, many more diphthongs and triphthongs	Tonal language with short 1- to 2-syllable words; words ending in vowels, short and long vowel confusion, /a/ (short a)



Review the example materials and consider:

- What tasks are students introduced to when?
- How do tasks change over time?
- How is phonics and word recognition instruction related to instruction in other skills in a lesson?
- How might these kinds of tasks look with your students?

First Grade Example Materials Review





Review the example materials and consider:

- What tasks are students introduced to when?
- How do tasks change over time?
- How is phonics and word recognition instruction related to instruction in other skills in a lesson?
- How might these kinds of tasks look with your students?

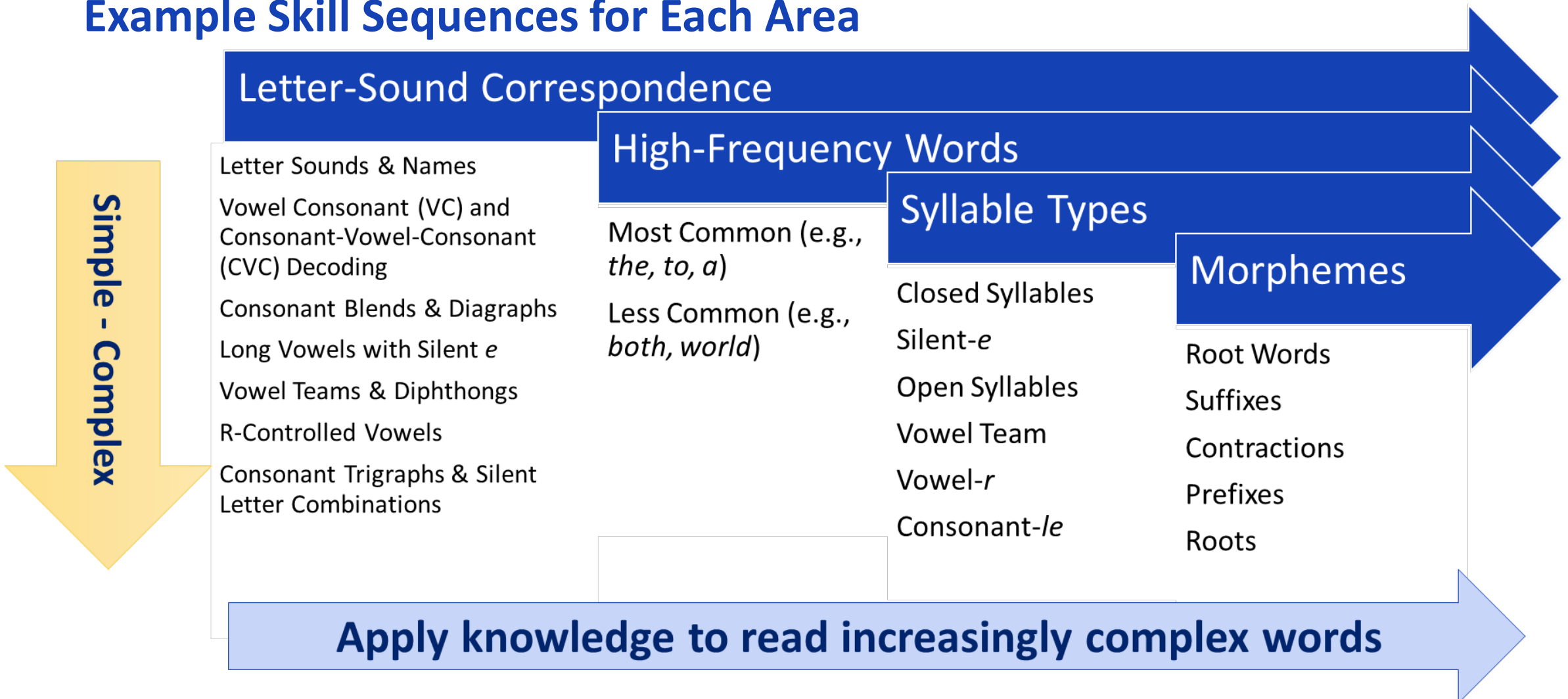
Intervention Example Materials Review



Phonics & Word Recognition Skill Progression Reminder



Example Skill Sequences for Each Area



Letter-Sound Correspondence

WHEN & HOW to Teach Phonics and Word Recognition

- When is it typically taught?
 - Prekindergarten (letter names and individual sounds)
 - Kindergarten through fifth grade (increasingly complex letter sounds and spelling patterns with application to text)
- Examples of instructional strategies
 - Use Explicit Instruction to teach letter-sound correspondence:
 - Model by touching and saying a new letter sound or spelling pattern (I Do)
 - Direct students to engage in choral response by touching and saying the new sound or spelling pattern together (We Do)
 - Ask individual students to read or write words using the target sound(s) (You Do)

Letter-Sound Correspondence

Whole Group Letter Sound Introduction Example



Letter-Sound Correspondence

Small Group Word Building Example



High-Frequency Words

WHEN & HOW to Teach Phonics and Word Recognition

- When is it typically taught?
 - Kindergarten (most common high-frequency words)
 - First through fifth grade (increasingly complex high-frequency and irregular words, with application to text)
- Examples of instructional strategies
 - Point out parts of the word that are regularly and irregularly spelled
 - Explicitly teach how to say the whole word
 - Provide many opportunities to read and write the word

Irregular High-Frequency Words

Introducing “Heart Words”



High-Frequency Words

Small Group Fluency Building Activity



Syllable Types

WHEN & HOW to Teach Phonics and Word Recognition

- When is it typically taught?
 - First grade (closed syllables; most common patterns)
 - Second through fifth grade (increasingly complex syllable patterns, with application to text)
- Examples of instructional strategies
 - Explicitly teach the six syllable types
 - Have students use their knowledge of syllable types to decode and spell multisyllabic words, both in isolation and in connected text

Syllable Types

Syllable Sort Activity



Syllable Types

Multisyllabic Word

Reading Strategy

Example 1.2. Teacher working with students to apply a routine to identify syllables and sound out unfamiliar words

The teacher posts the steps of the routine on the board before providing an explanation:

1. Underline single vowels and vowel or vowel-consonant combinations.
2. Count the number of vowel sounds to determine how many syllables are in the word.
3. Break the word into parts, with every syllable having a vowel sound in it.
4. Blend each part together to form a word you recognize.

Teacher: *Today we are going to learn a routine for breaking words into parts and sounding them out. In this routine there are four steps. In the first step, we underline single vowels and vowel combinations. Remember, a lot of the time two vowels together sound as one. The first word is unreasonable. I am going to underline the u, the ea, the o, the a, and the e.*

unreasonable

Teacher: *Now we will count the number of vowel sounds to determine how many syllables are in the word unreasonable. Count them with me.*

Teacher and student: *1... 2... 3... 4... 5.*

Teacher: *So how many syllables are in this word?*

Student: *Five!*

Teacher: *Yes, we have five vowels or vowel combinations, so we have five syllables. In Step 3, I am going to use a slash mark to break the word into parts so that every syllable has a vowel sound in it. For the word unreasonable, we broke the word into these parts: un/rea/son/a/ble.*

un/rea/son/a/ble

Teacher: *Now let's blend the parts together.*

Together the group, reads un reas on a ble, and then blends the sounds to read *unreasonable*. The teacher tells students the word *unreasonable* means not capable of reason or explanation.

The teacher works with the students in applying the same routine for two more words, *misinform* and *salamander*.

mis/in/form
sal/a/mand/er

Morphemes

WHEN & HOW to Teach Phonics and Word Recognition

- When is it typically taught?
 - First grade (root words and simple suffixes)
 - Second through fifth grade (increasingly complex morphemes with application to text)
- Examples of instructional strategies
 - Explicitly teach the meaning of different morphemes and how they are combined to create words
 - Have students use their knowledge of morphemes to read and spell multisyllabic words, both in isolation and in connected text

Morphemes

Activities to Reinforce Affixes



Morphemes

Multisyllabic Word

Reading Strategy

Example 1.1. Teacher demonstrating how to identify prefixes, suffixes, and vowel combinations to decode a multisyllabic word

The teacher refers to the following steps that are posted in the classroom:

1. Look for prefixes and suffixes. Circle prefixes and suffixes in the word.
2. Underline the remaining single vowels and vowel or vowel-consonant combinations.
3. Loop under each word part as you say it.
4. Say the whole word by blending the parts together, making it into a word you recognize.

Teacher: Today we are going to learn a routine for breaking longer words into parts so we can easily sound them out. In this routine there are four steps. In the first step, we circle the prefixes and suffixes in the word. The first word is unreasonable. I am going to circle un- because it is a prefix and -able because it is a suffix. Remember un- means not and -able means capable of being.

unreasonable

Teacher: In Step 2, I am going to underline the vowel sounds that are left. I am going to underline ea and o. I am doing this because each syllable has a vowel sound.

unreasonable

Teacher: In Step 3, I am going to use my pencil to loop under each word part as I say it: un rea son able. Now, in Step 4, I am going to blend the parts together: unreasonable. Unreasonable means not capable of reason or explanation.

unreasonable

The teacher follows the same procedure for two more examples, *misinform* and *salamander*. In the word *misinform* the single vowel, *i*, and the *r*-controlled combination, *or*, are underlined. The teacher reminds students that *mis-* means wrong and that the word *inform* means to tell someone. *Misinform* means to tell someone something wrong. In the word *salamander* the three single vowels, *a*, and the *r*-controlled combination, *-er* are underlined. Note that *-er* is not a suffix in the word *salamander*. “Salamand” is not a word on its own. Therefore, *-er* in *salamander* is not circled. The teacher explains that a salamander is an amphibian that looks like a lizard.

misinform
salamander

Reading Multisyllabic Words

WHEN & HOW to Teach Phonics and Word Recognition

- When is it typically taught?
 - First and second grade (two-syllable words)
 - Third through fifth grade (words with three or more syllables)
- Examples of instructional strategies
 - Teach a strategy for breaking down a word into smaller parts using knowledge of syllable patterns, morphemes, or both
 - Avoid teaching too many strategies, especially for students with disabilities or learning difficulties
 - Have students engage in repeated practice with feedback using the taught strategy

Reading Multisyllabic Words

Activities to Analyze Word Parts

revisiting

Morphemes

Multisyllabic Word Reading Strategy II

Example 1.3. Practice activities that can build students' automaticity with multisyllabic word reading

1. As a warm-up provide practice in vowel combinations in the multisyllabic words that students are going to encounter in a word list or section of text for the session.
2. Read a list of high-frequency prefixes and suffixes aloud as a group (in unison or by taking turns).
3. Ask students to underline prefixes and suffixes in each word in a word list, and then read the prefixes and suffixes aloud as a group (in unison or by taking turns).
4. Ask students to write words by adding a prefix and/or a suffix to a base word.
5. Ask students to read a list of words once with their partner, noting any words students have difficulty reading. Then ask them to try to read more words correctly when they read the list to their partner a second time.
6. Read a list of words (up to 20 words) aloud as a group (in unison or by taking turns).
7. Time students as they read a list of words. Ask them to read the list again to meet or beat their previous time.
8. Dictate words for students to spell that contain the targeted prefixes and suffixes or sounds in the lesson.
9. Read sentences containing multisyllabic words aloud as a group (in unison or by taking turns) or with the teacher reading first and then the students reading next.
10. Ask students to read the passage containing the words they are learning at least twice.

Source: Toste et al. (2019).

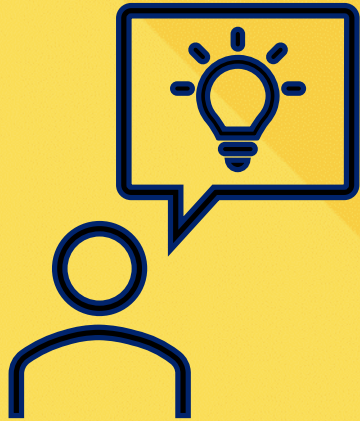
Example Lesson for Foundational Reading

Lesson Component	Typical Time Allotted
State the goal of the lesson	-
Review previously learned material	5 minutes
Phoneme Awareness	1-5 minutes
Introduce, explain new reading/spelling pattern	3-5 minutes
Give guided practice	5 minutes
Provide monitored, independent practice opportunities	5 minutes
Spell and write	5 minutes
Decodable text reading	5-10 minutes

WHEN to Teach Phonics and Word Recognition



Stop & Think III



Now that you know what instruction may look like, in what ways might you incorporate or improve phonics and word reading instruction?

What might you do for students in sixth grade and beyond who require intervention in this area?

Assessment to Inform Instruction

Support & Strengthen Phonics and Word Recognition



Core ELA Instruction: Assessment Types

What Can We Use to Inform Our Core Instruction of Phonics & Word Recognition?

Universal Screening

- Strong evidence they are reliable and valid assessments of current skill levels
- Predict the likelihood of future reading difficulties
- Allow for valid decisions to be made about the effectiveness of the instructional environment

Classroom Assessments

- Determine the group's mastery of specific skills taught in previous lessons
- Not necessarily evaluated for reliability and validity

Core ELA Instruction: Assessment Examples

What Can We Use to Inform Our Core Instruction of Phonics And Word Recognition?

Example Universal Screening

- Nonsense Word Fluency (NWF)
- Letter-Sound fluency
- Oral Reading Fluency
- Decodable Passages
- Example vendors:
 - Dynamic Indicators of Basic Early Literacy Skills* (DIBELS); aimsweb; Acadience*.

Example Classroom Assessments

- Unit/Skill Tests
 - Core Knowledge Language Arts (CKLA) Unit Student Performance Task Assessments
 - Reading A-Z Phonics Assessment
 - Basic Phonics Skills Test III*
 - *Words Their Way* Spelling Inventory
- Teacher-developed assessments of specific phonics skills
- Other skill assessments administered to all students

Intervention: Assessment Types

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- Provides further assessment within a skill area or domain about which specific skills require additional support to develop
- May or may not have been evaluated for reliability and validity

Progress Monitoring Assessments

- Provides information on an individual student's specific skill or set of skills
- Is administered at frequent intervals (e.g., weekly)
- Demonstrates strong evidence of reliability and validity in measuring growth over time

Intervention: Assessment Examples

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- **National Center on Intensive Intervention Phonics Inventory* (2014)**
- **Basic Phonics Skills Test III* (Shefelbine, 2006)**
- **Words Their Way Spelling Inventory (Bear et al., 2020)**
- **Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word-Reading Survey* (Voyager Sopris Learning Inc., 2018)**
- **Manual review of responses on completed Curriculum-Based Measurement (CBMs; Error Analysis)***

Progress Monitoring Assessments

- **First Sound Fluency**
 - **Acadience Reading***
- **NWF**
 - **Acadience Reading***
 - **DIBELS***
- **Word Reading Fluency**
 - **Acadience***
 - **Easy CBM***
- **Teacher-developed progress monitoring measures**

Case Example

Kindergarten Classroom: DIBELS 8th Edition Winter Screening Data

Student	Letter Naming Fluency	Phoneme Segmentation Fluency	NWF -Correct Letter Sounds	NWF - Whole Words Read	Word Reading Fluency
A	14	28	14	0	0
B	15	25	16	0	0
C	22	33	10	0	0
D	31	34	10	0	0
E	32	47	25	3	5
F	38	33	16	0	1
G	40	24	13	0	1
H	41	34	28	7	8
I	42	26	16	1	0
J	45	36	14	1	2
K	63	29	20	1	4

Classroom Case Example

Kindergarten Classroom: Grade Level Instructional Plan

Grade-Level Implementation Plan (Part 2: Instruction Curriculum Environment [ICE] Elements)					
ICE Area	Description & Action Steps		Goals	Who?	When?
Instruction	What we do:	Students receive 60 minutes of reading instruction each day (25-minute read-aloud; 10-minute vocabulary; 10 -minutes choral read; 10-minute phonological awareness; 5-minute letter name/sound activities)	80% of students will score at least 42 letter names on a randomly selected DIBELS probe. 60% will meet benchmark for NWF Letter Sequences	All Teachers	Spring Screening
	What else we need to do:	Students aren't grasping letter-sound correspondence. We need additional letter-sound activities. We'll draw resources from the Florida Center for Reading Research.	Identify and implement new instructional routines with fidelity.	Teacher 1	Within 1 month
Curriculum	What we have:	We use a combination of Fountas & Pinnell and Heggerty	80% of students will score at least 42 letter names on a randomly selected DIBELS probe. 60% will meet benchmark for Nonsense Word Fluency – Correct Letter Sequences.	All Teachers	Spring Screening
	What we need:	We'll need to supplement (or replace) curriculum with those that emphasize letter-sound correspondence. We need additional decodable readers for students to practice on after lessons.	Identify new curriculum materials in alignment with reading science.	Teacher 2	1 month
Environment	What we do:	Good Behavior Game			
	What else we need to do:	Nothing currently	-	-	-
Other Considerations (e.g., Community Engagement, Assessment): Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonics activities.					

Case Example

3rd Grade Classroom: DIBELS 8th Edition Winter Screening Data

Student	NWF – Correct Letter Sequences	NWF – Words Words Read	Word Reading Fluency	Oral Reading Fluency	Maze
A	36	20	30	70	9
B	36	20	30	70	9
C	90	4	7	38	7
D	82	28	36	85	9
E	86	23	44	58	16
F	87	41	40	73	10
G	87	23	38	57	11
H	94	26	53	80	12
I	98	34	42	124	21
J	105	30	49	85	10
K	133	38	51	125	12

Classroom Case Example

3rd Grade Classroom: Grade Level Instructional Plan

Grade-Level Implementation Plan (Part 2: ICE Elements)					
ICE Area	Description & Action Steps		Goals	Who?	When?
Instruction	What we do:	Students receive 60 minutes of reading instruction each day (15-minute lesson on character development; 15-minute share out; 30-minute silent reading w/ post-it notes)	60% of students will meet benchmark for NWF – Words Read Correctly and Oral Reading Fluency. Identify intervention procedures for small group repeated reading.	All teachers Lead Teacher	Spring of 2023
	What else we need to do:	Students are struggling with fluency and decoding at grade level. Identify small group fluency activities and spelling/decoding activities.			
Curriculum	What we have:	Caulkins' Reader's Workshop	Identify materials for small group choral repeated readings intervention and a supplemental phonics/spelling curriculum (e.g., Words Their Way)	Teacher 2	A month's time
	What we need:	Core curriculum should be reviewed for alignment with science of reading. In the meantime, we need validated passages for repeating reading; spelling/decoding materials provided in Words Their Way supplemental text			
Environment	What we do:	Positive Behavior Interventions and Supports	Student on-task behavior will increase to 80%.	All teachers-	Upon implementation of new strategies
	What else we need to do:	Reconsider incentive system to reinforce on-task behavior during new reading activities	Teacher will administer at least 5 tickets per reading block.		
Other Considerations (e.g., Community Engagement, Assessment): Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonological awareness activities.					



Intervention Case Example: Data

Special Education Student: Phonics Skills

- 6th grade student with a specific learning disability in reading
- Developing 3rd grade reading skills (emerging fluency – limited decoding of grade-level vocabulary)
- Receiving resource room support

Grade Level	Oral Reading Fluency	Descriptor
6 th grade	60 words read (Oral Reading Fluency) 60 Correct Letter Sequences (CLSs) and 10 words blended (NWF)	Intensive

Informal Assessment Questions	Correct
Affixes	5/8
Irregular words	3/10
Segment a three-syllable word	6/8
Read multisyllabic words with varied phonics patterns	4/10

Intervention Case Example: Goals

Special Education Student: Phonics Skills



- Possible Measurable Annual Goal:
 - *Given a 3rd grade NWF probe, the student will identify 95 median correct letter sounds per minute out of 3 consecutive weekly trials.*
- Possible Measurable Annual Goal:
 - *Given a 3rd grade oral reading fluency probe, the student will read 105 words correct per minute (WCPM) out of 3 consecutive weekly trials.*

Intervention Case Example: Objectives

Special Education Student: Phonics Skills

Example Measurable Annual Goal: *Given a 3rd grade nonsense word fluency probe, the student will identify 95 median correct letter sounds per minute out of 3 consecutive weekly trials.*

Example Measurable Annual Goal: *Given a 3rd grade oral reading fluency probe, the student will read 105 wcpm) out of 3 consecutive weekly trials.*

Short-term Instructional Objective 1: The student will segment three syllable words.

Instructional Strategies:
Word Box intervention; Syllable swap

Short-term Instructional Objective 2: The student will correctly identify multisyllabic words following VCe and Consonant-le patterns.

Instructional Strategies:
Word Sort intervention

Short-term Instructional Objective 3: The student will blend 1 and 2 syllable nonsense words.

Instructional Strategies:
Word Box Intervention; Word Part Rush

Stop & Think IV



Assessment to Inform Instruction



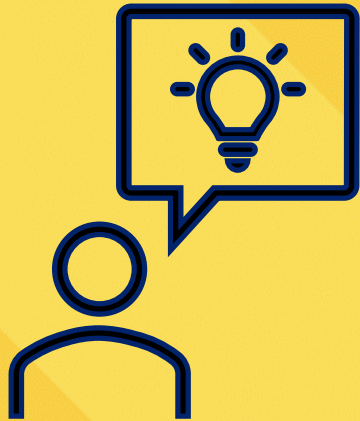
What core ELA instruction assessments do you currently use for universal screening? Classroom assessments?

What intervention assessments do you currently use for diagnostic/skill inventories? Progress monitoring?

The New Civil Right 2nd Part



Culminating Activity



Individually review the phonics and word recognition free resources for instructional materials



Work with a partner/group to determine where you might utilize relevant phonics and word recognition materials to supplement your current scope and sequence



Brainstorm how you might use the ICEL-RIOT matrix to complete the ICE Planning Template for a small group, class, or grade level

Questions & Answers



Check In



How are you feeling after today's training?

- If you feel overwhelmed, you're not alone!
- Here are some possible next steps...
 - Pick one thing you want to incorporate into your classroom.
 - Select one of the resources provided to read or learn more about.
 - Attend the training again – it's a lot of information!¹
 - Ask any follow-up questions you need. We are here to help!

1. Posting for additional trainings can be found at <https://osepartnership.org/events>

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