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Professional Development Series for Grades 3-12: Step-by-Step Foundational Supports: LIFT (Literacy Interventions and Foundational Tools)

Session 1: Using Data to Determine Starting Point

September 14, 2022

Objectives

- Participants will identify which data points should be used to determine next steps for literacy support(s).

- Participants will identify which students will benefit from extra literacy supports inside the classroom.

Agenda

- Overview of LIFT kit

- Data in grades 3-12

- Analysis of data and what to look for

- Next steps

- Closure

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LIFT: Literacy Interventions and Foundational Tools

- LIFT stands for Literacy Interventions and Foundational Tools.

- LIFT allows teachers to diagnose what gaps may exist for students in foundational areas such as:

  - fluency,
  - code knowledge,
  - phonics, and
  - phonemic and phonological awareness.

- Diagnosing gaps in reading foundations is an important first step in supporting students who are struggling to read or master grade-level content.

- LIFT provides the diagnostic assessment as well as a library of over 70 interventions to use with students once gaps have been identified.

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LIFT in Grades 3-12

- All students must engage in grade-level, rigorous, content-rich text.

- If students are struggling at the foundational level, they will need further support before they can independently engage in grade-level text.

- Diagnosing areas that need more support and providing explicit and systematic instruction during a small-group/individual intervention time will build students' capacities to engage in grade-level, content-area text.

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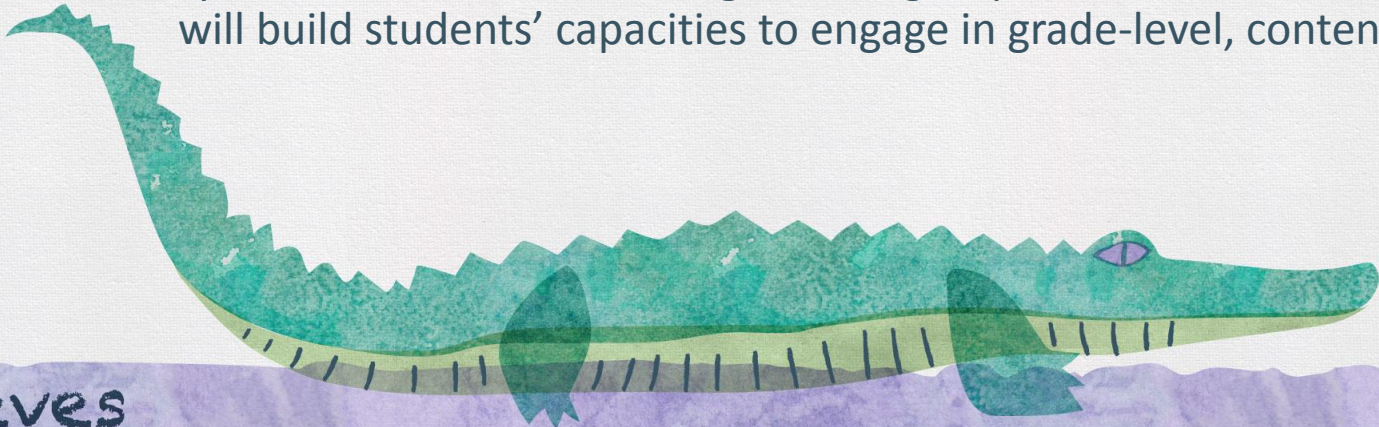
Learning to Read and LIFT

- It is important to understand how people learn to read so that we can better understand LIFT's purpose.

- The Science of Reading helps us to make connections between how people learn to read and how we can close gaps that exist.

- The processes and activities included in the LIFT Kit are aligned to the science of reading to ensure students receive the targeted knowledge they need to become proficient readers.

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Learning to Read…

- "The science of reading is a vast, interdisciplinary body of ***scientifically-based research*** about reading and issues related to reading and writing."

- "This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

- The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties."

SOURCE: The Reading League, "A Defining Moment."

Science of Reading

- The science of reading is derived from researchers from multiple fields:

    - cognitive psychology,
    - communication sciences,
    - developmental psychology,
    - education,
    - implementation science,
    - linguistics,
    - neuroscience,
    - school psychology

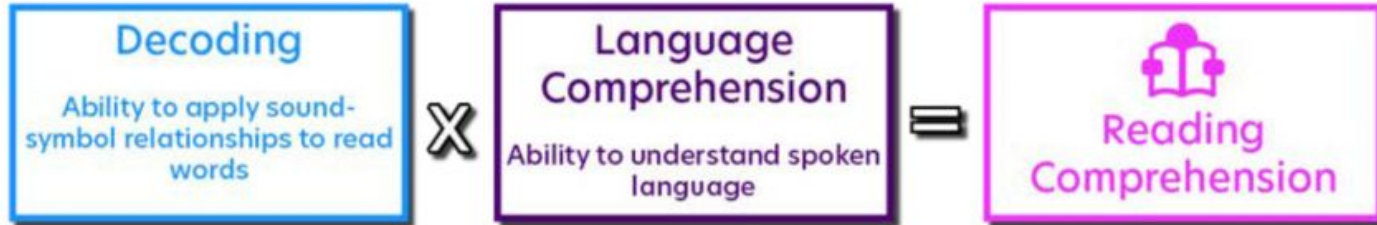SOURCE: The Reading League, "A Defining Moment."

The Science of Reading is not…

- The science of reading is not:

    - an ideology or philosophy,
    - a fad, trend, new idea, or pendulum swing,
    - a political agenda,
    - a one-size-fits-all approach,
    - a program of instruction
    - a single, specific component of instruction such as phonics

SOURCE: The Reading League, "A Defining Moment."
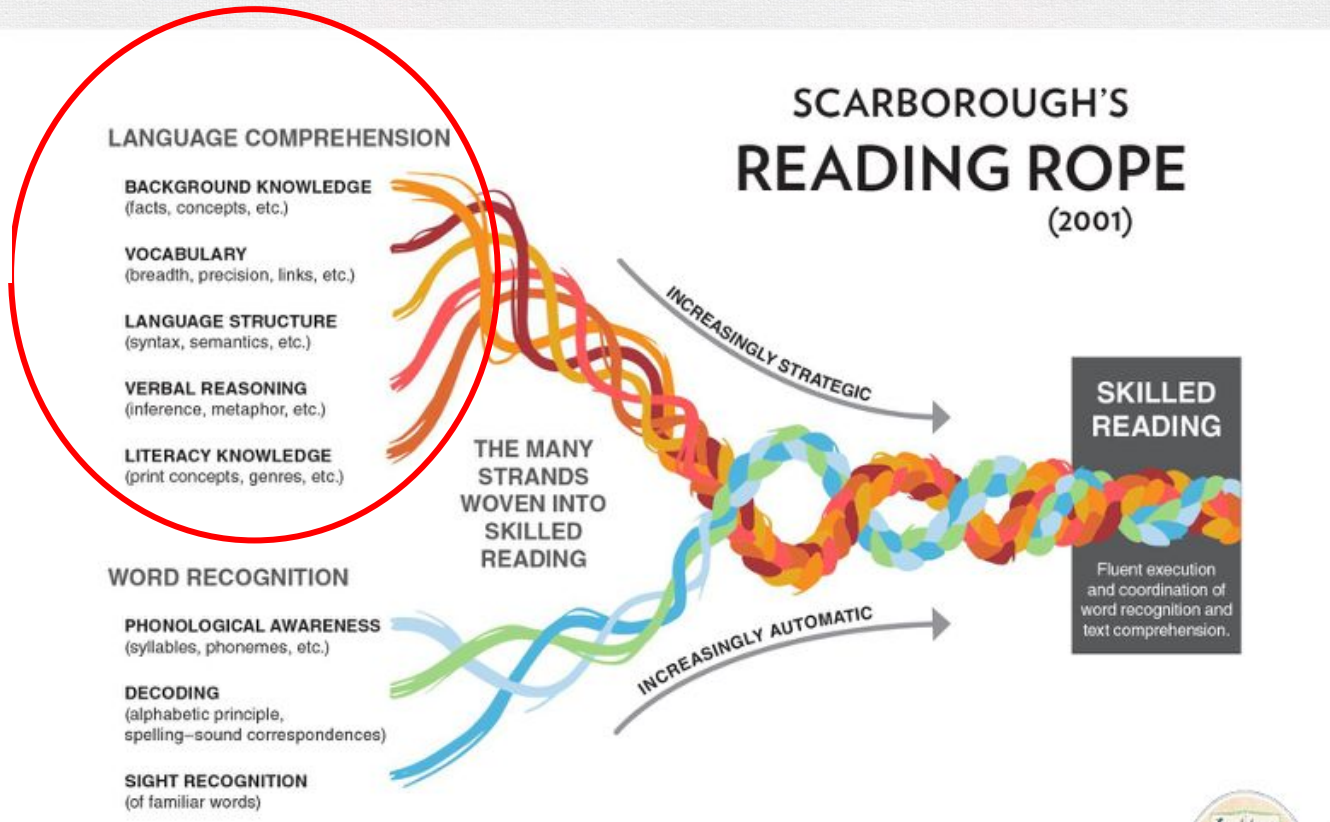
The Simple View of Reading

Decoding
Ability to apply sound-symbol relationships to read words

X

Language Comprehension
Ability to understand spoken language

=

Reading Comprehension

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Grades 3-12, the focus starts to shift here

SCARBOROUGH'S
READING ROPE
(2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

SKILLED READING

Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle, spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)

INCREASINGLY AUTOMATIC

Allotting Time for LIFT

- LIFT diagnostic screening and interventions best fit in an ELA and/or intervention block.

- The fluency screener is the first step and takes approximately 1-3 minutes per student to administer, depending on how much data you would like.

- The code-knowledge inventory takes approximately 3 minutes per student as well as the phonemic/phonological awareness screener. (There will not be a large portion of students in grades 6-12 who need the last screener.)

- The interventions are meant to last 5-10 minutes per group of students/activity. They are meant as targeted intervention of very basic skills.

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Initial Data to Collect and Analyze

- Grade 3: Universal screener

- Grade 4-8: DIBELS or any other universal screening: ORF (Oral Reading Fluency) and Maze (Reading Comprehension Screener) DIBELS materials can be found here.

- Grades 3-12: LEAP data

- Grades 3-12: ELA and/or other subject area grades over 2 or more years

Further Screening

- Below Benchmark on a universal screener, ORF, Maze, etc.

- Unsatisfactory or Approaching Basic for LEAP (If you have a reasonable amount of students and the staffing to make to make it work, you can also screen for Basic.)

- Failing grades in ELA or multiple content areas for more than 1 year

**You can screen any student at any time if you feel like the data is not representative of that child and there is a cause to dig further.

Next Steps

- If you have a student(s) that meets one or more criteria from the previous slide, it is recommended that you administer the LIFT diagnostic.

- The first step in the diagnostic is an ORF (Oral Reading Fluency) passage. (If you have already given an ORF and have data to support that the student is below the 50% percentile, you can skip to the next step.)

- See the flowchart on page 3 of the Administration Manual for LIFT for further steps.

- Attend the next session of this series on Wednesday, September 21st to see explicit directions on how to conduct the fluency portion of the LIFT diagnostic and how to read results.

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Closure

- If a student is not performing well on a universal screener, LEAP ELA, or grades for multiple subjects for two or more years, it makes sense to diagnose what the student may be struggling with.

- Five to ten minutes of direct and explicit instruction in the specific area of need for foundational skills can improve student proficiency in their ability to decode and read words.

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Questions or Comments

If you have any questions or comments you can reach out to louisianaliteracy@la.gov.

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