

LOUISIANA DEPARTMENT OF EDUCATION



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**Science of Reading and Literacy  
Intervention Tools for Paraprofessionals  
and Support Staff**

LDOE Professional Development Series

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WITHOUT A  
CALM,  
CAPABLE,  
CONFIDENT, TALENTED,  
ORGANIZED AND EFFICIENT,  
*Paraprofessional,*  
EVERYTHING WOULD JUST ABOUT  
FALL APART.



# Science of Reading and Literacy Intervention Tools for Paraprofessionals and Support Staff

**Session 1:** An Introduction to the Science of Reading

**Session 2:** Supporting Literacy in the Classroom

**Session 3:** Using Literacy Resources to Support Instruction

# 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.)

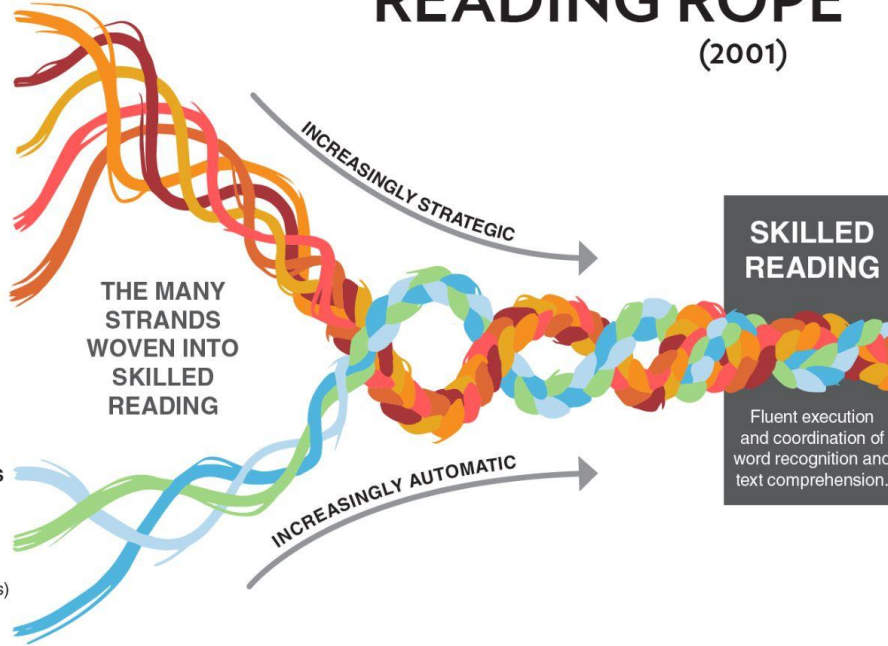
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## 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.



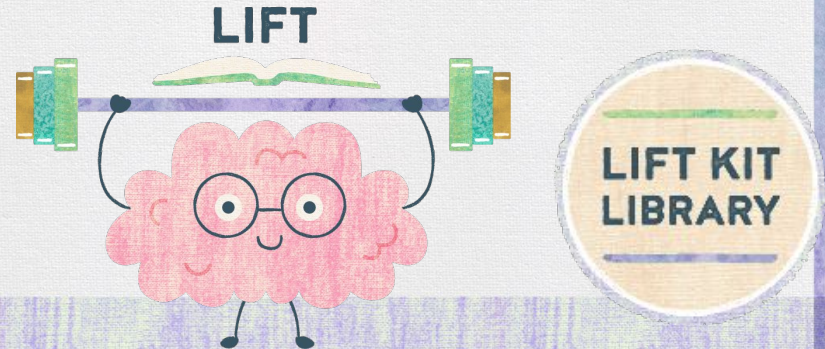
# Literacy Library

- The [LDOE Literacy Library](#) contains a wealth of resources that may be useful to you in supporting reading instruction in the classroom.
- The [LIFT Kit](#) contains a library of resources to support students in targeted areas.



# Using the LIFT Kit to Support Foundational Skills Instruction

- The [LIFT Kit](#) is designed to assist teachers in identifying any gaps in reading foundational skills for students in grades 3-5 (and possibly higher).
- It begins with a three-part diagnostic assessment that allows the teacher to determine the specific gaps in students' foundational skills - fluency, code, or phonological/phonemic awareness.
- Once the gaps are identified, anyone working with the student may access a library of targeted supports.





# Using the LIFT Kit to Support Foundational Skills Instruction

- The [Student Profile “At a Glance” page](#) provides a detailed description of what support the student will need.
- Targeted resources are found in the [LIFT Kit Library](#).

**Foundational Skills Student Profile At-a-Glance**

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Fluency Passage: (circle)      Quest for the Best      OR      The French Quarter (advanced)

[Words Correct Per Minute](#) (WCPM): \_\_\_\_\_ [Accuracy](#): \_\_\_\_\_

If the student’s accuracy is 95% or greater, use the [fluency norms chart](#) to identify their reading percentile: \_\_\_\_\_  
(Any student who reads with less than 95% accuracy or is below the 50th percentile for WCPM will need to take the Code Knowledge Inventory.)

On a scale from 1 (reads with little or no expression) to 4 (reads very expressively), rate the student’s [reading expression](#):

1-----2-----3-----4

If the student’s accuracy is 95% or greater *and* their words correct per minute (WCPM) is above the 50th percentile for their grade level, *you may stop*.

<p><b>Code Knowledge Inventory</b> (number of correctly read words)</p> <p><a href="#">CVC/short vowels, basic consonants</a> _____/20</p> <p><a href="#">Double-Letter Spellings</a> _____/5</p> <p><a href="#">Consonant Digraphs</a> _____/10</p> <p><a href="#">R-Controlled Vowels</a> _____/5</p>	<p><b>Sentence Reading</b> (number of errors in each sentence)</p> <p>Sentence 1: _____</p> <p>Sentence 2: _____</p> <p>Sentence 3: _____</p> <hr/> <p><b>Sentence Writing</b> (number of words spelled incorrectly in each sentence)</p>
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# LIFT Sample Activity

**Activity:** Decoding Words with Diphthongs "Reading Rope" Strand: Phonics  
(ou, ow, au, aw, oy, oi)

## Rationale

Two letters can sometimes work together to make one sound. It is important for students to be aware of these patterns, recognize them in a word, and decode the word accurately. Being fluent in decoding will aid in comprehension, and ultimately, produce a successful reader. The early ability to sound out words with success is a strong predictor of a student's future ability in decoding (Lundberg, 1984).

## Materials:

- teacher-generated picture cards (ou, ow, au, aw, oy, oi), list of words containing diphthongs

## Description of Activity:

- Tell the students that sometimes two letters stand together to make one sound. These letter pairs include a vowel. Let them know it is important to recognize these letter pairs and remember the sounds they make in a word.
- Have some individual cards containing the list of diphthongs from above, with corresponding pictures. For example, "ou" with a picture of a cloud, "ow" with a picture of a cow, and "au" with a picture of laundry. These pictures can be grouped and posted in the classroom for student reference. It is important to note that "ow" can make the sound of "cow" or "grown." This activity must be repeated for fluency.
- Show each card and say the sound and the letters that form the sound, as well as the picture. For example, say /ou/ (students repeat), o-u (students repeat), and cloud (students repeat). Do this for each sound, each day, until mastery is achieved.
- Also, use the word list below for decoding practice with students. Make sure to add to this list as words are discovered throughout the reading of texts in the classroom. Students love to find these and share them with others.

ou	ow	au	aw	oy	oi
round about loud south	crown growl shower plow	author autumn pause haunt	paw lawn draw claw	enjoy toys destroy annoy	choice point spoil coin

**Recording:** Mark Y if the student was able to read the word with the names sound ; Mark N if they could not.

	Student names								
ou									
ow									
au									
aw									
oy									
oi									



# Contact Information

Contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov) with any requests for additional support around these materials, questions, or feedback.