



SUMMIT 2024

LEADING THE NEXT LEVEL

Utilizing Screener Data to Structure Your Literacy Block

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Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Foundational math** instruction advancing to conceptual understanding
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families



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Objectives

- In this session, participants will:
 - analyze literacy screener data
 - explore connections from literacy screener indicators to core instruction
 - make instructional decisions inside of the core ELA block based on literacy screener data
 - explore implications for intervention
 - make instructional decisions for interventions based on literacy screener data



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Agenda

- Purpose of K-3 Literacy Screener
- Analyzing Literacy Screener Data
- Using Data to Adjust Core Instruction
- Using Data to Adjust Small Group Instruction
- Conclusion



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ESSENTIAL QUESTION

How will you utilize your literacy screener data to make instructional decisions in your core instruction and small group instruction?



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Purpose of K-3 Literacy Screener

[Act 520](#) requires that all students in grades K through 3 be screened by a single statewide screener the first 30 days of school, in December and in April. This screener is used to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.



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IES What Works Clearinghouse

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

Released: February 2009
Full Guide (1.2 MB)



Recommendations

Details

Panel

Related Resources

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

▼ Show More

MODERATE EVIDENCE

TIER 3 PROMISING

2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

▼ Show More

MINIMAL EVIDENCE

TIER 4 HAS RATIONALE

3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

▼ Show More

STRONG EVIDENCE

TIER 3 PROMISING

4 Monitor the progress of tier 2 students at least once a month.

▼ Show More

MINIMAL EVIDENCE

TIER 4 HAS RATIONALE

5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

▼ Show More

MINIMAL EVIDENCE

TIER 4 HAS RATIONALE



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State-Wide Screener

DIBELS 8 from Amplify is the Universal Screener mandated for all public school systems in Louisiana.

Publisher



Digital Platform



Instrument



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Using Instructional Data to Make Decisions Inside of Core Instruction

- Universal Screening is mandatory at K-3 schools and is a part of teacher accountability.
- It is not always clear how the core curriculum addresses the skills assessed in the screener.
- Classroom teachers need support using literacy screener data to make instructional decisions inside of core instruction.



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Analyzing Literacy Screener Data

- What information should teachers gain from analyzing literacy screener data?
- What potential next steps could screener data inform?



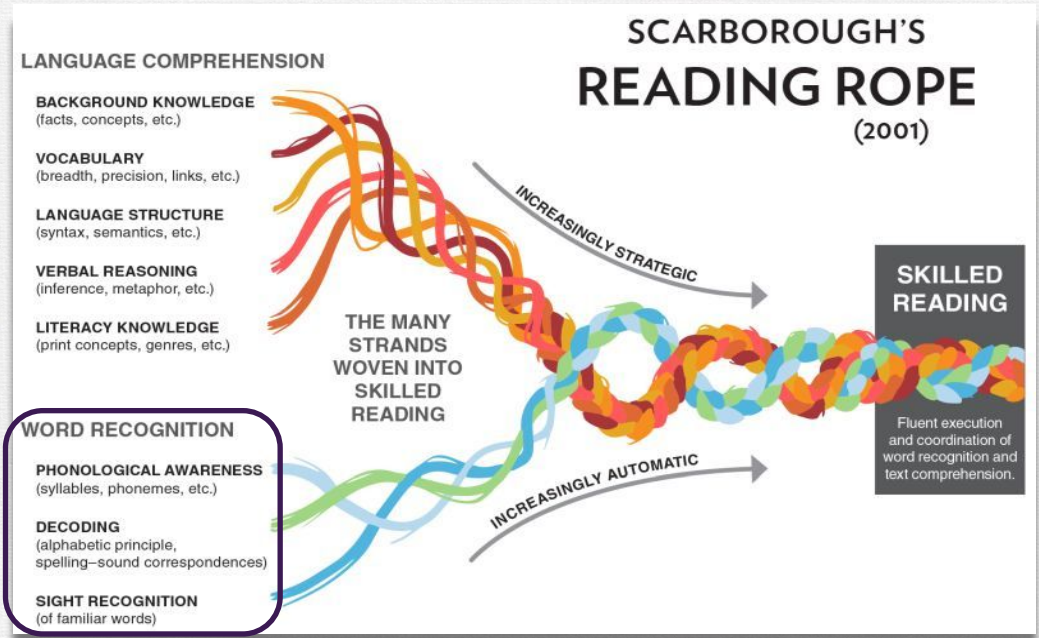
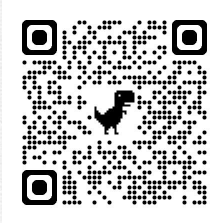
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Connecting the Literacy Screener to the Science of Reading

Let's connect what we know about this group of students to the Science of Reading.

Which literacy skills are assessed through the K-3 Literacy Screener?



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Analyzing Literacy Screener Data

1st Grade Classroom Scenario

Beginning of Year	Middle of Year	End of Year	Summary					Grade 1
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF	
Class Summary	Well Below Benchmark	28% 5 Students	39% 7 Students	44% 8 Students	50% 9 Students	22% 4 Students	28% 5 Students	
18/18 Students Assessed	Below Benchmark	28% 5 Students	17% 3 Students	17% 3 Students	11% 2 Students	17% 3 Students	11% 2 Students	
0 Not Assessed	At Benchmark	33% 6 Students	39% 7 Students	28% 5 Students	33% 6 Students	39% 7 Students	44% 8 Students	
0 In Progress	Above Benchmark	11% 2 Students	6% 1 Student	11% 2 Students	6% 1 Student	22% 4 Students	17% 3 Students	

What do you notice about the composite scores for this 1st grade class?

What do you notice about the different measures?

What are some implications for instruction and intervention?



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Analyzing DIBELS Benchmark Data

1st Grade Classroom

Beginning of Year	Middle of Year	End of Year	Summary				Grade 1
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	Well Below Benchmark	28% 5 Students	39% 7 Students	44% 8 Students	50% 9 Students	22% 4 Students	28% 5 Students
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0 In Progress	Above Benchmark	11% 2 Students	6% 1 Student	11% 2 Students	6% 1 Student	22% 4 Students	17% 3 Students

Need to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

Letter Sounds and Decoding can be identified as major areas for growth, along with Phonemic Awareness.



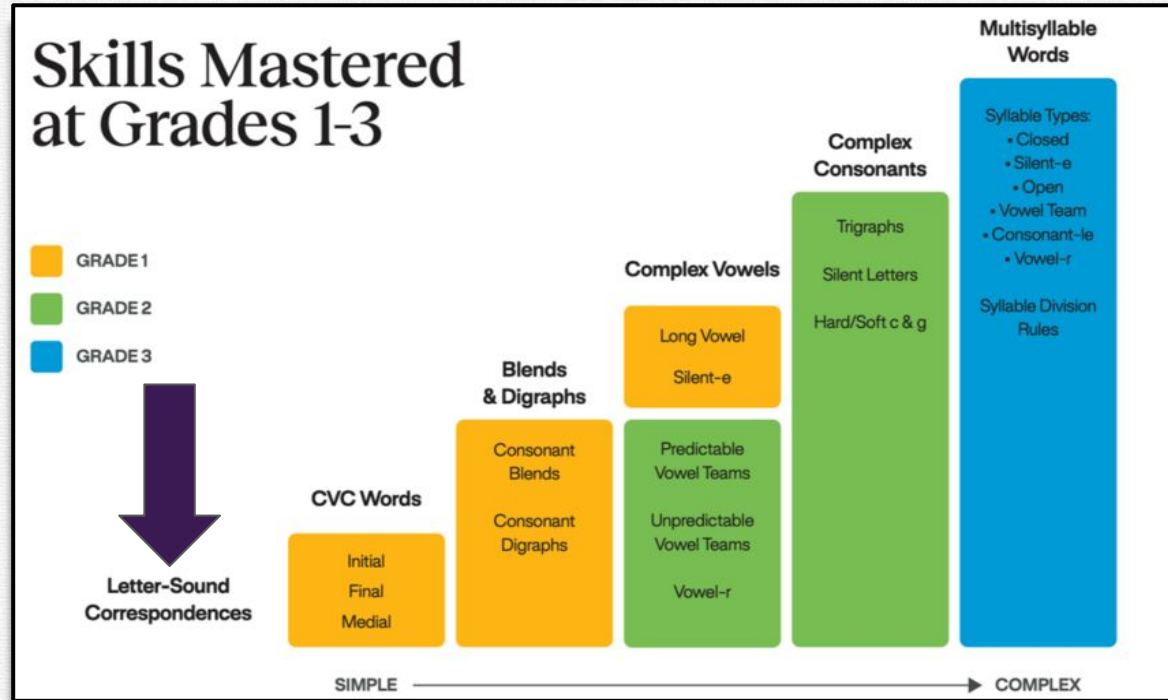
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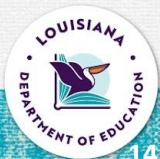
Connecting Literacy Screener Data to the Science of Reading

The students in this 1st grade classroom need support with emergent literacy skills.

Success of core instruction is dependent upon students mastering these emergent skills.



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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

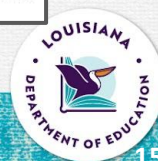
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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

- What **skills** are addressed in the lesson?
- How are the **skills** from this lesson directly connected to the literacy screener **measures**?

Lesson 12

Basic Code

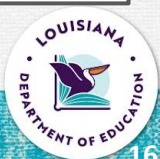
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- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'b' and 'B', 'l' and 'L', and 'r' and 'R' (L.1.1a)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)



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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

Phonemic Awareness

PSF



Lesson 12

Basic Code

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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

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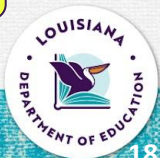
Letter Sound



NWF-
CLS



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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

Lesson 12

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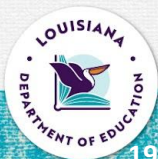
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Decoding

ORF



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Annotating High Quality Core Curriculum to Connect Lesson Objectives with Literacy Screener Measures

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- How are these **skills** connected to the literacy screener measures?



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Identifying Potential Student Challenges Based on Literacy Screener Data

Where might the students struggle within the lesson according to the DIBELS data?

Lesson 12

Basic Code

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	Below Benchmark	28%	17%	17%	11%	17%	11%	
		5 Students	3 Students	3 Students	2 Students	3 Students	2 Students	
0	At Benchmark	33%	39%	28%	33%	39%	44%	
		6 Students	7 Students	5 Students	6 Students	7 Students	8 Students	
0	Above Benchmark	11%	6%	11%	6%	22%	17%	
		2 Students	1 Student	2 Students	1 Student	4 Students	3 Students	



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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade

- What **skills** are addressed within this instructional activity?
- How is this instructional activity directly connected to the literacy screener **measures**?
- How might a teacher adjust instruction based on the **literacy screener data**?

Blending and Segmenting

PSF

- Follow the instructions in Lesson 1.

1. ship (3)	/sh/ /i/ /p/	5. stop (4)	/s/ /t/ /o/ /p/
2. back (3)	/b/ /a/ /k/	6. grip (4)	/g/ /r/ /i/ /p/
3. cup (3)	/k/ /u/ /p/	7. broom (4)	/b/ /r/ /oo/ /m/
4. head (3)	/h/ /e/ /d/	8. trim (4)	/t/ /r/ /i/ /m/

For blending



For segmenting



Phonemic Awareness: Blending and Segmenting



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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade



UNIT 1 LESSON 12

REVIEW: BASIC CODE

1ST GRADE
CKLA SKILLS



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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade

- What **skills** are addressed within this instructional activity? **Letter Sound**
- How is this instructional activity directly connected to the literacy screener **measures**?
- How might a teacher adjust this activity based on the **literacy screener data**?

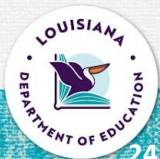
Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /b/ Spelling Card with the 'b'—*bat* side facing students. Point to the 'b' and ask students to name the letter. Then read the word *bat* words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point out the power bar below the spelling 'b' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the 'b' and ask students whether they think the letter 'b' is a very common spelling or a less common spelling for /b/. (very common)
- Turn to **Consonant Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the Spelling Card, placing the 'b' Spelling Card for /b/ on the appropriate place on the Flip Book page.
- Repeat these steps with the remaining Spelling Cards for /r/ and /l/, which can be found on the following pages.

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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade



UNIT 1 LESSON 12

REVIEW: BASIC CODE

1ST GRADE
CKLA SKILLS



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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade

- What **skills** are addressed within this instructional activity?

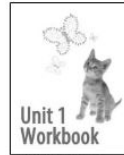
Letter Sound

- How is this instructional activity directly connected to the literacy screener **measures**?
- How might a teacher adjust this activity based on the **literacy screener data**?



Reviewing the Spellings

15 minutes



Worksheet 12.1

If students need additional practice with writing, you may use the exercises in the Pausing Point.

**NWF-
CLS**

Writing the Spellings

- Distribute Worksheet 12.1.
- Remind the class that every letter can be written as an uppercase (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /b/.
- Write a lowercase 'b' on handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'b' on the worksheet.
- Encourage students to say the sound /b/ each time that they write the letter.
- Repeat the same steps for the uppercase 'B', pointing out that it looks different from lowercase 'b' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'l' – 'L' and 'r' – 'R'.

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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade



UNIT 1 LESSON 12

REVIEW: BASIC CODE

1ST GRADE
CKLA SKILLS



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Making Instructional Decisions Inside of Core Instruction

Scenario 1: First Grade

- Analyze the remaining instructional activities within Lesson 12.
- Annotate the **skills** taught and the direct connections to the literacy screener **measures** within each instructional activity.
- Consider instructional implications based on the literacy screener data.

Lesson 12

Basic Code

Objectives

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- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)

- ✓ Print upper- and lowercase letters 'b' and 'B', 't' and 'T', and 'r' and 'R' (L.1.1a)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting	Consonant Flip Book; Spelling Cards for 't' > /t/ (tip), 'b' > /b/ (bat), 'r' > /r/ (red)	10
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 12.1	15
Small Group	Label the Picture	pencils; Worksheet 12.2	20
Chaining	Pocket Chart Chaining for Spelling	pocket chart; index cards for 't', 'a', 'o', 'n', 'i', 'd', 'g', 's', 'p', 'b', 'r', 'r', 'r'	15

Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 's', 'b', 't', 'r', and 'h'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Pocket Chart Setup

Warm-Up

10 minutes

Blending and Segmenting

Follow the instructions in Lesson 1.

For blending

For segmenting

1. ship (3) /sh/ /i/ /p/
2. back (3) /b/ /a/ /k/
3. cup (3) /k/ /u/ /p/
4. head (3) /h/ /e/ /d/
5. stop (4) /s/ /t/ /o/ /p/
6. grip (4) /g/ /r/ /i/ /p/
7. broom (4) /b/ /r/ /oo/ /m/
8. trim (4) /t/ /r/ /i/ /m/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /b/ Spelling Card with the 'b'—bat side facing students. Point to the 'b' and ask students to name the letter. Then read the word bat and remind them that the letter 'b' is used to spell and write /b/ in English words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point out the power bar below the spelling 'b' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the 'b' and ask students whether they think the letter 'b' is a very common spelling or a less common spelling for /b/ (very common)
- Turn to **Consonant Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the Spelling Card, placing the 'b' Spelling Card for /b/ on the appropriate place on the Flip Book page.
- Repeat these steps with the remaining Spelling Cards for /t/ and /i/, which can be found on the following pages.

Consonant Flip Book

1. 'r' > /r/ (red) Consonant Flip Book p. 18
2. 't' > /t/ (tip) Consonant Flip Book p. 19

If students ask about the other Spelling Card, 'w', outlined on the same page, tell them this is another way to spell /r/ that they will learn later in the year.



Making Instructional Decisions Inside of Core Instruction

Scenario 2: First Grade

Scenario 3: Third Grade

Lesson 13

Basic Code

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Print upper- and lowercase letters 'w' and 'W', 'e' and 'E', and 'u' and 'U' (L.1.1a)
- ✓ Read and write Tricky Words *all* and *some* (RF.1.3g)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Flip Book Review	Vowel and Consonant Flip Books; Spelling Cards for 'w' > /w/ (wet), 'e' > /e/ (pet), 'u' > /u/ (but)	5
Reviewing the Spellings	Writing the Spellings	pencils; Worksheet 13.1	10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>all, some</i>	15
Small Group	Tricky Word Practice	Worksheet 13.2	15
Chaining	Large Card Chaining	Large Cards for 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'h', 'w', 'r', 'e', 'a', 'u', 'o'	15
Take-Home Material	Phrasemaker	Worksheet 13.3	*

Advance Preparation

Write *all* and *some* on yellow index cards.

Lesson 12

Spellings-to-Sounds Review

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recount stories read independently, including folklore; determine the central message and explain how it is conveyed through key details in the text (RL.3.2)
- ✓ Refer to parts of "Alice's Adventures in Wonderland, Part II," using terms such as *chapter* (RL.3.5)
- ✓ Demonstrate preparedness for a discussion, having read "Alice's Adventures in Wonderland, Part II" explicitly drawing on preparation and other information known about Alice and her adventures to explore content under discussion (SL.3.1a)
- ✓ Summarize (orally or in writing) the content of text read independently (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings 'kn' > /n/ (knock), 'wr' > /r/ (wrist), 'wh' > /w/ (when), 'qu' > /qu/ (quit) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group Partner Reading: "Alice's Adventures in Wonderland, Part II"	<i>Classic Tales</i> ; Worksheet 12.1	25
Review	Review and Practice Spelling Alternatives for Consonant Sounds 'kn', 'wr', 'wh', and 'qu'	Consonant Flip Book; Spelling Cards for 'kn' > /n/ (knock), 'wr' > /r/ (wrist), 'wh' > /w/ (when), 'qu' > /qu/ (quit); tape; Individual Code Chart; board; Worksheet 12.2	25
Take-Home Material	"Alice's Adventures in Wonderland, Part II"	Worksheet 12.3	*



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Focusing Questions

- How can teachers use literacy screener data to make instructional decisions inside of core instruction?
 - What literacy **skills** are addressed in the lesson objectives?
 - What **skills** from this lesson are directly connected to the **literacy screener measures**?
 - What literacy **skills** are addressed within each **instructional activity**?
 - How is each **instructional activity** directly connected to the **literacy screener measures**?
 - How might a teacher **adjust** each instructional activity based on literacy screener measures?



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Using Instructional Data to Make Decisions Inside of Small Group Intervention

- How can classroom teachers utilize classroom literacy screener data to make instructional decisions inside of small group intervention?



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IES What Works Clearinghouse

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

Released: February 2009
Full Guide (1.2 MB)



Recommendations Details Panel Related Resources

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

▼ Show More



TIER
3
PROMISING

2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

▼ Show More



TIER
4
HAS RATIONALE

3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

▼ Show More



TIER
3
PROMISING

4 Monitor the progress of tier 2 students at least once a month.

▼ Show More



TIER
4
HAS RATIONALE

5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

▼ Show More



TIER
4
HAS RATIONALE

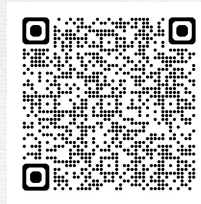


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Small Group Instruction - The How and Why

- Small group instruction is a time for teachers to provide targeted support to students who did not master the content or skills introduced during whole group instruction.
- Small group instruction is **responsive, timely, and inclusive**.
- For small group instruction to be effective, a systematic approach to collecting formative data on student learning is essential.
- More information about small group instruction can be accessed within the Louisiana Literacy Library.

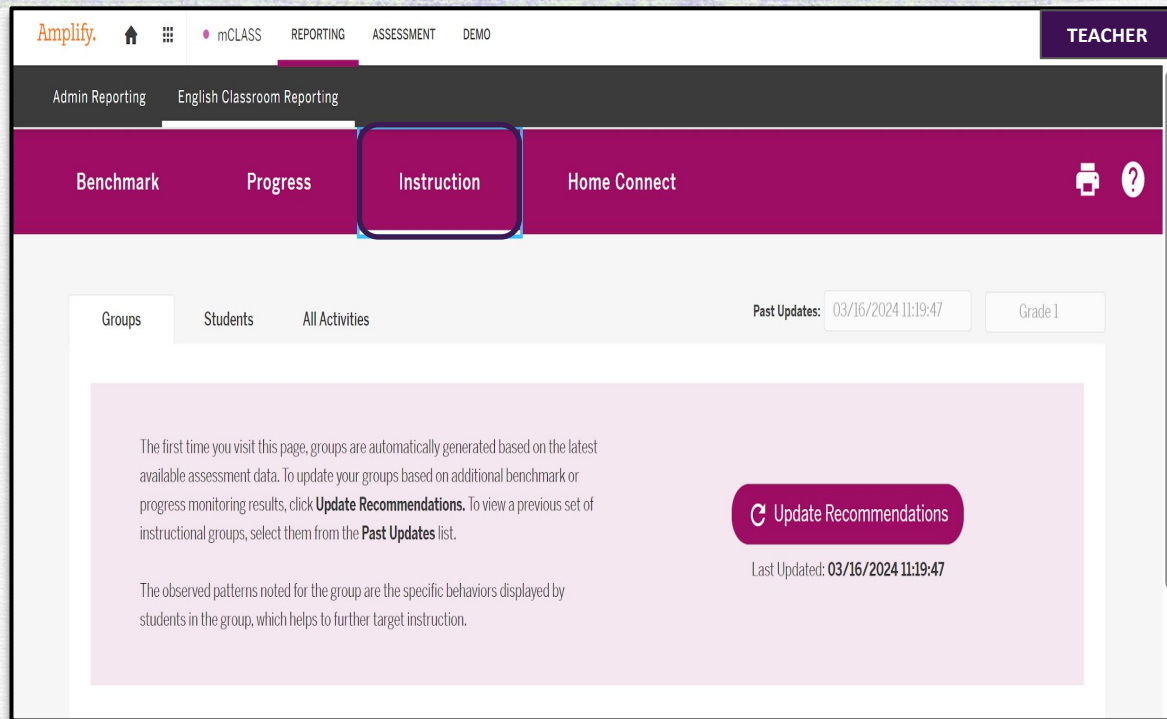


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Utilizing Screener Data to Make Decisions Inside of Small Group Instruction: Instructional Grouping

The mCLASS platform groups students according to areas of need and provides suggested instructional activities for each group.



The screenshot displays the Amplify mCLASS platform interface. At the top, the navigation bar includes the Amplify logo, a home icon, a menu icon, and the user profile 'mCLASS' with roles 'REPORTING', 'ASSESSMENT', and 'DEMO'. A 'TEACHER' role indicator is in the top right. Below this, there are tabs for 'Admin Reporting' and 'English Classroom Reporting'. A secondary navigation bar features 'Benchmark', 'Progress', 'Instruction' (highlighted with a blue box), and 'Home Connect', along with printer and help icons. The main content area has tabs for 'Groups', 'Students', and 'All Activities'. On the right, there are filters for 'Past Updates: 03/16/2024 11:19:47' and 'Grade 1'. A large light purple box contains instructional text: 'The first time you visit this page, groups are automatically generated based on the latest available assessment data. To update your groups based on additional benchmark or progress monitoring results, click **Update Recommendations**. To view a previous set of instructional groups, select them from the **Past Updates** list.' A purple button labeled 'Update Recommendations' is positioned to the right of this text. Below the text, it says 'Last Updated: 03/16/2024 11:19:47'. At the bottom of the main content area, it states: 'The observed patterns noted for the group are the specific behaviors displayed by students in the group, which helps to further target instruction.'



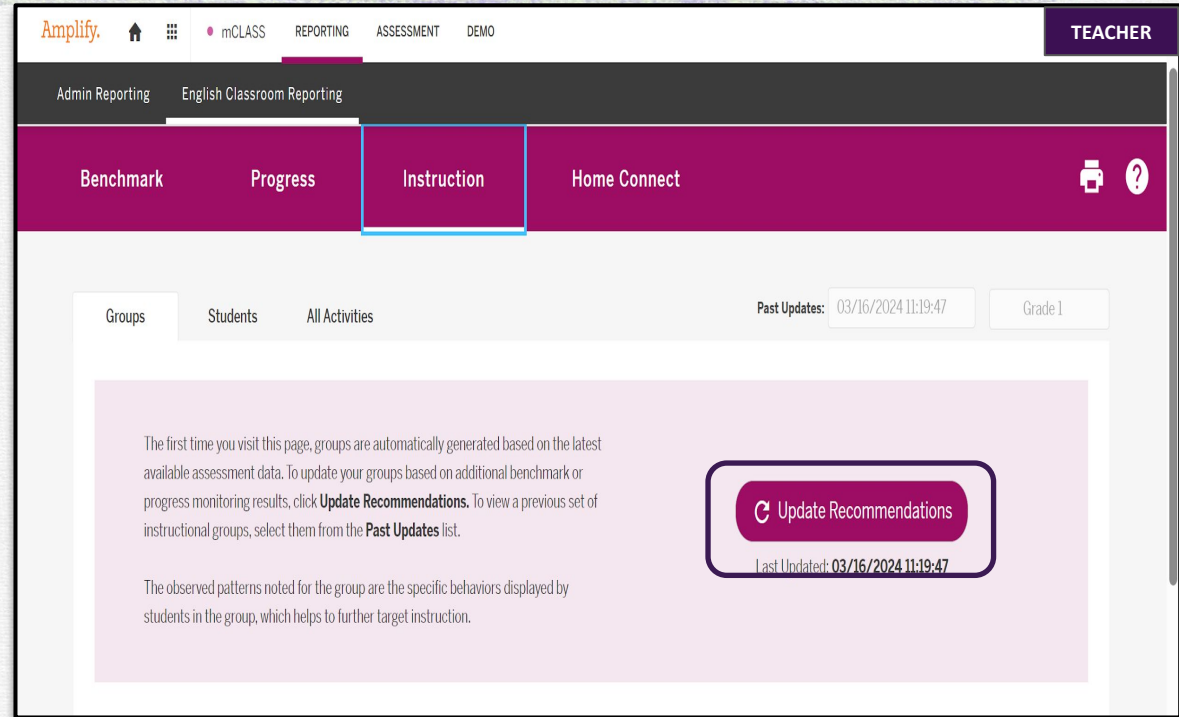
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Utilizing Screener Data to Make Decisions Inside of Small Group Instruction: Instructional Recommendations

As teachers progress monitor, they can click on **Update Recommendations** for students to be regrouped as needed.

Intervention groupings should be intentional and flexible.



The screenshot displays the Amplify mCLASS Reporting interface. At the top, the navigation bar includes 'Amplify', a home icon, a grid icon, 'mCLASS', 'REPORTING', 'ASSESSMENT', and 'DEMO'. A 'TEACHER' role indicator is in the top right. Below this, there are tabs for 'Admin Reporting' and 'English Classroom Reporting'. A secondary navigation bar contains 'Benchmark', 'Progress', 'Instruction' (which is highlighted with a blue underline), and 'Home Connect'. To the right of these tabs are printer and help icons. The main content area has tabs for 'Groups', 'Students', and 'All Activities'. On the right side of this area, there are filters for 'Past Updates: 03/16/2024 11:19:47' and 'Grade 1'. The central content area contains instructional text and a prominent purple button labeled 'Update Recommendations' with a circular refresh icon. Below the button, it says 'Last Updated: 03/16/2024 11:19:47'. The text explains that groups are automatically generated based on the latest assessment data and that users can update groups based on additional benchmark or progress monitoring results.



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mCLASS: Support for Small Group Instruction

This group of students has a larger “gap” in their literacy acquisition and will need strategic intervention to support their learning and to close the gap.

PHONEMIC AWARENESS [Download all activities](#)

GROUP 1 Phonemic awareness **4** Students

HADIYAH A JODY J BRENDYN M CULLEN S

Can segment some word parts.

Need to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

[See activities](#) v



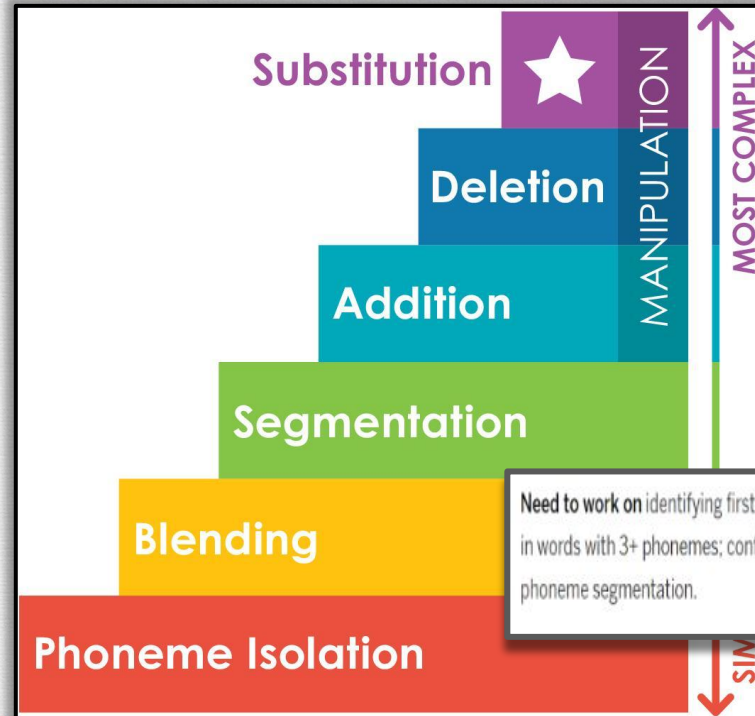
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Phonemic Awareness Continuum

Let's connect what we know about this group of students to the Science of Reading.

Where would the students fall along the phonemic awareness continuum?



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Individual Student Recommendations

District: D8 DSM District School: D8 DSM TRC School Class/Group: Grade 1

Benchmark Progress **Instruction** Home Connect Amplify Reading Intervention

Groups **Students** All Activities Grade 1

Name	Composite	TRC
Ali, Sameer	363 Well Below	A ^F INS Well Below
Archer, Aiden	425 Above	F ^F INS Benchmark
Bernal, Ana	400 Benchmark	E ^F INS Below
Brown, Emmi	385 Below	D ^N INS Below

Sameer Ali

Sameer can segment some word parts. Sameer needs to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

Group(s): Phonemic Awareness

Observed patterns

- Accurate but slow ○ Letter Names LNF
- Accurate but slow ○ Phonemic Awareness PSF

Instruction

You can also view individual student recommendations for additional instruction.

What would the benefit be of doing this in addition to viewing the recommended lessons?



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Identifying Observed Response Patterns

The observed patterns for this small group of students still leave us with far too many lessons from which to choose.

Observed patterns

Segments words with two to three phonemes Phonemic Awareness PSF

Makes random errors Phonemic Awareness PSF

Accurate but slow Phonemic Awareness PSF

Segments words with two phonemes Phonemic Awareness PSF



Narrowing the Focus of Tier 1 Intervention

If we want to continue our instructional focus of segmenting words with two or three phonemes, we would need to select this skill from our list in order to narrow down the focus.

Observed patterns

- | | |
|--|------------------------|
| <input type="checkbox"/> Segments words with two to three phonemes | Phonemic Awareness PSF |
| <input type="checkbox"/> Makes random errors | Phonemic Awareness PSF |
| <input type="checkbox"/> Accurate but slow | Phonemic Awareness PSF |
| <input type="checkbox"/> Segments words with two phonemes | Phonemic Awareness PSF |



Selecting Data-Driven Intervention Lessons

Ralphie Rime: Words With Initial Blends

mCLASS[®]



Phonemic Awareness: Orally Blend Words With Initial Blends

The purpose of this activity is for the student to practice orally blending words with initial consonant blends. You'll need a puppet for this activity.

Warm-Up



We are going to teach **Ralphie**, the puppet, to create a new word when adding another sound at the beginning of the word

Our job is to help **Ralphie** learn how to say those sounds together smoothly. When **Ralphie** speaks, I want you to listen to both word parts and then put them together.

Listen to this word: "lack" Now add /r/ in front of it. Let's say it together. /b/ "lack." Say it faster. /b/ "lack." What's the new word?

Move the puppet's mouth for the two parts.



Let's try to do one together. What new word can we make when we add /r/ at the beginning of **Ralphie**'s word, "rain?" Let's put them together.

If **Correct**: Fantastic. **Ralphie** was trying to say the word "rain." Let's practice another one.

Correct: train

If **Incorrect**: Try it again with me: /r/ "rain." Say it faster: /r/ "rain." "rain."

Try to get a correct response before proceeding.



Now what if **Ralphie** said "/r/" ... "lock."? What word would he be trying to say?

If **Correct**: Great. Let's try some more words.

Correct: flock

If **Incorrect**: Say the first sound for me. And what's the word? Now say them together, really fast, without pausing.

Try to get a correct response before proceeding.

Word Bank



Ralphie says... what's the word?

/l/ - lap	Correct: flap	/l/ - lat	Correct: flat
/b/ - lab	Correct: slab	/s/ - led	Correct: sled
/s/ - mug	Correct: smug	/s/ - nip	Correct: snip
/s/ - nap	Correct: snap	/l/ - lip	Correct: flip
/s/ - lit	Correct: slit	/l/ - rap	Correct: trap
/b/ - led	Correct: bled	/s/ - kin	Correct: skin
/d/ - rag	Correct: drag	/s/ - pun	Correct: spun
/p/ - lan	Correct: plan	/s/ - pot	Correct: spot
		/l/ - ram	Correct: tram
		/l/ - wig	Correct: twig
		/c/ - lip	Correct: clip
		/g/ - rin	Correct: grin

Put it Together: Words with initial blends

mCLASS[®]



Phonemic Awareness: Orally Blend Words With Initial Blends

The purpose of this activity is for the student to practice orally blending words with initial consonant blends.

Warm-Up



We're going to play a game. I will give you three or four sounds, and you will put them together to guess my word.

Listen to me do the first one. My sounds are /s/ Pause. /n/. Pause. And /o/. Pause. Let's put them together: ssnnnOOO (elongate the sounds). What word is that? Snow.

Model for the student



Let's try to do one together. The next sounds are /f/. Pause. /r/. Pause. /e/. Pause. And /l/. Now put these them together. Fffrreet. What's the word?

If **Correct**: Good. When we put /f/ pause. /r/. Pause. /e/. Pause, and /l/ together, it makes the word "fret"

Correct: fret

If **Incorrect**: Let's try it together, slowly. Say /f/. /r/. /e/. and /l/. Say them together, without a pause. fffrreet (elongate the sounds). What word do they make together?

Try to get a correct response before proceeding



Now it's your turn. The next sounds are /s/. Pause. /n/. Pause. /l/. Pause. And /p/. What's the word when you put them together?

If **Correct**: You're ready to try the next word on your own.

Correct: slip

If **Incorrect**: Try it with me. Say /s/. /n/. /l/. and /p/. Say them together faster (elongate the sounds): sssllpp. What's the word?

If incorrect, go back to an easier activity.

Word Bank



What's the word?

/f/ /n/ /e/ /l/	Correct: flag	/f/ /n/ /e/ /l/	Correct: fled
/s/ /n/ /e/ /l/	Correct: slap	/s/ /n/ /e/ /l/	Correct: sled
/s/ /n/ /e/ /l/	Correct: snag	/s/ /n/ /e/ /l/	Correct: snag
/s/ /n/ /e/ /l/	Correct: snob	/f/ /n/ /e/ /l/	Correct: slab
/s/ /n/ /e/ /l/	Correct: slot	/f/ /n/ /e/ /l/	Correct: trip
/s/ /n/ /e/ /l/	Correct: spot	/f/ /n/ /e/ /l/	Correct: twin
/s/ /n/ /e/ /l/	Correct: drug	/c/ /n/ /e/ /l/	Correct: clap
/s/ /n/ /e/ /l/	Correct: plot	/g/ /n/ /e/ /l/	Correct: grip
/s/ /n/ /e/ /l/	Correct: scan	/f/ /n/ /e/ /l/	Correct: spin
/s/ /n/ /e/ /l/	Correct: spin	/f/ /n/ /e/ /l/	Correct: stop
/s/ /n/ /e/ /l/	Correct: stop	/f/ /n/ /e/ /l/	Correct: trim
/s/ /n/ /e/ /l/	Correct: slip		

Lucky Dip

mCLASS[®]



Phonemic Awareness: Oral Blending

Students will orally blend four or more phonemes to produce single-syllable words with beginning and ending blends.

Prepare

- Print out and cut these pictures (slide, frame, raft, frog, grill, grind, strand, shelf, splat, plane, stoop, track, bend, ramp, camp, toast, drum, duck, dream, sled)
- Fill up a paper bag with the pictures above.

Warm-Up



Let's play a game called **Lucky Dip!** Here's how you play. I dip in the bag and will pull out a picture, but I will keep it hidden. I will stretch out its name and then you will guess the name of the picture.

Model for students.

Modeling

My turn first. When we play the game, you will not get to see the picture, but I will let you see it this time to help you learn how to play the game. Reach in bag and select the picture of the **raft**. Hold it up. My picture is rrrraaafff, rraafff. It's a **raft**.



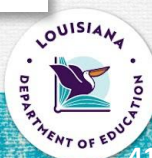
Now, let's try one together. Reach in bag and pull out the picture for **shelf** but keep it hidden. I've got one! Shhhheelllfff. What is it?

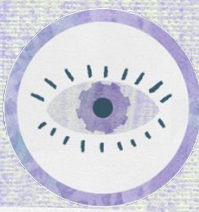
Correct Answer: shelf

If **Correct**: Good. When we put shhhheelllfff together, it makes the word "shelf." Show students the picture of the shelf and put it back in the bag.

If **Incorrect**: Try it again with me: shhhheelllfff. Now, let's say the sounds faster, shhhellff. Now, even faster, shelf. What is it? Shelf. Show the picture of the shelf.

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Implement
Learning

Next Steps

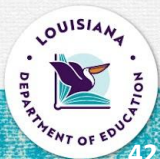


Assess
Impact

- **Classroom Teachers**
 - Attend sessions on connections between screener and core.
 - Look back at science of reading training to make connections to best practices.
 - Let your screener data this year help drive instructional decisions.
- **School Leaders**
 - Dig into current reports to discuss professional learning opportunities over the summer and throughout the year.
 - Professional learning for:
 - Reading reports
 - Adjusting core instruction
 - Intervention and progress monitoring



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Closing

Literacy screener data should drive the decision-making for core instruction and intervention. The closer we are to the pulse of our students, and the more responsive we are to the pulse through professional learning and coaching, the more we can ensure student success.

- **Classroom Teachers:** What is one thing you will implement from today's session to utilize your literacy screener data to make instructional decisions in your core instruction and small group instruction?
- **Coaches/Leaders:** What is one thing you will implement from today's session to support classroom teachers with making instructional decisions in core instruction and small group instruction?

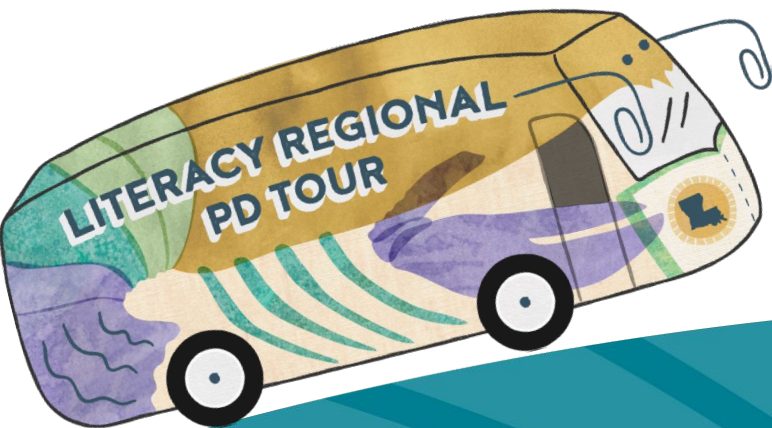


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Summer Literacy Tour

- The Literacy Division will be traveling the state for the 3rd Annual Louisiana Literacy Regional PD Tour.



Date	Location
June 17	Harahan
June 18	Lake Charles
June 21	Baton Rouge
July 8	West Monroe
July 9	Bossier City
July 11	Alexandria

Please contact louisianaliteracy@la.gov with questions.



Family Literacy Engagement Resources

Stop by our tables in the hall
to learn more about our

*Family Literacy
Engagement Tools*



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Contact Information

For more information contact louisianaliteracy@la.gov.



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Presenter Information

Wendy Brooks

K-5 Literacy Specialist

Louisiana Department of Education



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Thank You



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