Universal Literacy

and Dyslexia Screener Guide

for Arizona's K-3 Schools

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Section 1. 2022-2023 ADE Approved Universal Literacy and Dyslexia Screeners

Arizona's schools and the Arizona Department of Education are committed to improving literacy for all students. Elevating children's reading skills will impact their future successes. Children who are taught well will reap the benefits of schooling throughout their educational career. As early as kindergarten, how well students acquire foundational reading skills predicts their reading comprehension (Cook Moats,2020). Developing strong literacy plans and intentional MTSS processescan meet the needs of our students when a structured literacy approach accounts for the student's strengths and addresses their area/s of need by implementing instruction that is explicit, systematic aswell as diagnostic and responsive. Arizona's schools need to conduct a curriculum evaluation and ensure they have adopted evidence-based reading curriculum that includes the essential components of reading instruction. The next step in building successful pathways for students is to conduct a screening process using one of the Approved Universal Literacy and Dyslexia Screeners for the appropriate school year.

> Screening measures, by definition, are typically brief assessments of a skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.

> —International Dyslexia Association, Universal Screening: K-2 Reading, 2017

Arizona students who enter K-3 will be given a universal literacy and dyslexia screener within the first forty-five calendar days and will additionally be screened during the winter and spring benchmark periods. Each benchmark data set will be submitted to ADE's Move on When Reading team by Oct. 1, Feb. 1, and June 1 of each year, which follows normal Move on When Reading submission requirements. An Approved Universal Literacy and Dyslexia Screener is a key step and integral part of identifying students at risk for reading difficulties, including dyslexia. In recent history, schools have waited on identifying students who may have reading difficulties including students with characteristics consistent with dyslexia until later in their elementary years.

The importance of early interventions for students with reading difficulties is critical. For early interventions to target areas of need, a student must first be identified as at-risk for a reading difficultly, which includes students who may have characteristics consistent with dyslexia. Recent research has encouraged the identification of children at-risk for dyslexia and reading difficulties "prior to, or at the very least, the beginning of formal reading instruction" (Catts, 2017 & Texas DOE, 2018). The Approved Universal Literacy and Dyslexia Screeners must, by statute, include the following sub-measures: phonological awareness, phonemic awareness, rapid naming skills (RAN), nonsense word fluency, and correspondence between sounds and letters. These measures will guide schools to students at risk for reading difficulties, including dyslexia.

The following key terms and definitions have been vetted by the Arizona Department of Education. All Approved Universal Literacy and Dyslexia Screeners for use in K-3 include measures of the following sub-measures (*).
Approved screeners must assess the following areas in the indicated grade-levels, atminimum. Screeners may assess these areas at additional grade-levels.

KEY TERMS	Required Grade Levels (minimum)	DEFINITIONS
Universal Literacy Screener	Kindergarten First Second Third	a brief assessment that focuses on broad literacy skills and are administered to all students to determine which students are achieving as expected and which children are at risk
*Phonological Awareness	Kindergarten First Grade	a global awareness of speech and the sound structures of language, which allows students to discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme level
*Phonemic Awareness	Kindergarten First Grade	an awareness of individual sounds that make up words and the ability to manipulate those sounds in words
*Rapid Naming Skills (RAN)	Kindergarten First Grade	the rapid automatic naming of colors, shapes, numbers, letters, and/or objects
*Phonics	Kindergarten First Grade	a system for approaching reading that focuses on the relationship between letters and sounds
*Letter-Sound Correspondence/Sound-Symbol Recognition	Kindergarten First Grade	the identification of sounds associated with individual letters and letter combinations
*Nonsense Word Fluency	Kindergarten First Grade	the ability to read pseudowords (nonsense words) with speed and accuracy
*Oral Reading Fluency	First Grade Second Grade Third Grade	the ability to read with the appropriate rate, accuracy, and prosody in order to gain meaning
*Comprehension	Second Grade Third Grade	a multicomponent process in which readers extract, construct, and interpret the meaning of written language

(Smartt, & Hougen, 2012)

The Arizona Department of Education presents the following list of vendors whose product meets the criteria of Universal Literacy and Dyslexia Screeners to be used for kindergarten through third grade students three times a year per A.R.S. §15-701 and A.R.S. §15-704. Additionally, each vendor has shared a recorded presentation with a brief description and overview of their product. You will find contact information for each vendor at the end of their recorded presentation.

Vendor	Approved Product	Kinder	First	Second	Third	Link to vendor explanation video
Acadience Learning & Voyager Sopris Learning	Download from Acadience Learning, Inc. or Commercially published for purchase from Voyager Sopris Learning	Acadience Reading K-6	Acadience Reading K-6	Acadience Reading K-6	Acadience Reading K-6	https://www.youtube.com/watch?v=xNTGKxDY0F4&feature=youtu.be
Amplify Education, Inc	mCLASS platform with DIBELS 8th	mCLASS with DIBELS 8th Edition and mCLASS RAN	mCLASS with DIBELS 8th Edition and mCLASS RAN	mCLASS with DIBELS 8th Edition	mCLASS with DIBELS 8th Edition	https://www.youtube.com/watch?v=LGWHcMkAsqU&feature=youtu.be
Curriculum Associates, LLC	i-Ready Assessment	i-Ready Assessment	i-Ready Assessment	i-Ready Assessment	i-Ready Assessment	https://www.youtube.com/watch?v=_67iDKi7Q3Q
HMH (Houghton Mifflin Harcourt)	Amira	Amira	Amira	Amira	Amira	https://www.youtube.com/watch?v=gfMxXt4h_4I&feature=youtu.be
Illuminate	FastBridge	FastBridge Early Reading English-Composite	FastBridge Early Reading English-Composite	FastBridge CBMreading & aReading	FastBridge CBMreading & aReading	https://www.youtube.com/watch?v=PQHjtj5r2wU
Istation	Istation	Istation	Istation	Istation	Istation	https://youtu.be/8odv5GZztSM
iSTEEP	iSTEEP	iSTEEP	iSTEEP	iSTEEP	iSTEEP	https://www.youtube.com/watch?v=oZUsDZoZvg8&feature=youtu.be
NCS Pearson, Inc	aimswebPlus	aimswebPlus	aimswebPlus	aimswebPlus	aimswebPlus	https://youtu.be/Jn0J_2Kvtn4

| Renaissance Learning, Inc. | Renaissance – Star AZ Literacy Assessments | Renaissance – Star AZ Literacy Assessments | Renaissance – Star AZ Literacy Assessments | Renaissance – Star AZ Literacy Assessments | Renaissance – Star AZ Literacy Assessments | https://www.youtube.com/watch?v=aoCzipTRO3M&feature=youtu.be |
| University of Oregon | DIBELS 8th Edition | DIBELS 8th Edition | DIBELS 8th Edition | DIBELS 8th Edition | DIBELS 8th Edition | https://www.youtube.com/watch?v=TlMsdTvFfwo&feature=youtu.be |

* Vendor products on this 2022-2023 Approved Universal Literacy and Dyslexia Screener list were vetted as of January 2022.ADE allows for additional submissions through the year with the close date of December 1. After this date, the team will review all submissions to assure the tool meets/continues to meet Arizona Statute. The Approved Universal Literacy and Dyslexia Screener list will be updated and reposted by February 1 of each year.

> Dyslexia screening is a tool for identifying children who are at risk for this learning [disorder], particularly in preschool, kindergarten, or first grade. This means that the screening does not "diagnose" dyslexia. Rather, it identifies "predictor variables" that raise red flags, so parents and teachers can intervene early and effectively.

> —Richard Selznick, Dyslexia Screening: Essential Concepts for Schools and Parents, 2015

To meet the guidelines in A.R.S. §15-704, each school needs to be **using** an Approved Literacy and Dyslexia Screener during the 2022-2023 school year. During the 2021-2022 school year, schools were reviewing, selecting, and training on a screener from the Approved Universal Literacy and Dyslexia Screener list, if not already doing so. **Schools must adopt an Approved Universal Literacy and Dyslexia Screener from the approved list for the 2022-2023 schoolyear**.

If your screener **IS** on the list:		If your screener is **NOT** on the list:
1.) Reach out to your vendor for any updates inprotocols and new training.		1.) Contact the Move on When Reading Team immediately.
2.) You are set and ready for the 2022-2023 school year.		2.) In 2021-2022, all schools not using an approved tool completed an Action Plan to be in compliance by 2022.
3.) Select your approved tool from the MOWR dropdown for your literacy plan and literacy assessment data submissions.		3.) In the case a school chose not to ensure full implementation of an approved tool by 2022-2023 school year, the literacy plan and data submissions cannot be approved.

In addition to universal screening, each school shall administer ongoing diagnostic, and classroom based instructional reading assessments to monitor student progress and plan appropriate instruction and/orintervention for every student. A.R.S. §15-211 requires all districts and charter schools to submit a K-3 Literacy Plan and student achievement data to the Arizona Department of Education annually or biennially by October 1.

The following information is intended to guide schools through the screening and intervention process to best meet Arizona's students' strengths and needs. The guidance document contains the implementation steps and mandatory parent notification letters along with parental strategies.

Section 2.

K-3 Multi-Tiered System of Support (MTSS) Literacy Assessment & Instruction

The flowchart on the following page is to be used as a universal guide for the implementation of a Multi-Tiered System of Supports (MTSS) process, particularly for literacy instruction. MTSS is a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child. Any successful MTSS model should be closely monitored and supported by school and organization administration.

As demonstrated in the following flowchart, all students, including English Learners and any child with a 504 and/or IEP, are screened within 45 calendar days upon entry, as well as in winter and spring. Throughout the process, all students continue to receive explicit and systematic instruction using the grade-level core curriculum (Tier 1). For students below benchmark, at any screening period, they will be immediately given a diagnostic assessment to determine instructional grouping and intervention (Tier 2and/or Tier 3). Along the way, closely monitored data drives the intensity, duration, and frequency of intervention services.

Any school's MTSS process cannot be effective without robust progress monitoring. Progress monitoring data inform decisions between screening periods. For all students receiving intervention, this data informs when to exit a student from a particular group and celebrate skill mastery, which skill is needed next (the next-lowest missing skill), and if a child needs another round of intervention in that skill. For students with significant skill deficiencies, it is imperative to frequently monitor skill mastery, so a student is not kept in one group too long. This allows for teachers to close significant gaps in a school year. On the other hand, waiting too long can prolong recognizing and acting when a student hasn't made enough progress. Having these additional data points can also help during MTSS/RTI/Child Study Team conversations.

To determine mastery, only an instrument that specifically measures the target skill will provide the adequate instructional information. Quite often the best progress-monitoring instrument will be an alternate form of a phonological awareness or phonics diagnostic assessment (Hall, 2018). An oral reading fluency assessment is only good when the focus of that skill group is fluency (for example). Progress monitoring all students with an alternate form of the universal *screener* can create a **misalignment** and uninformed intervention, thus a deeper dive into the targeted skills is key.
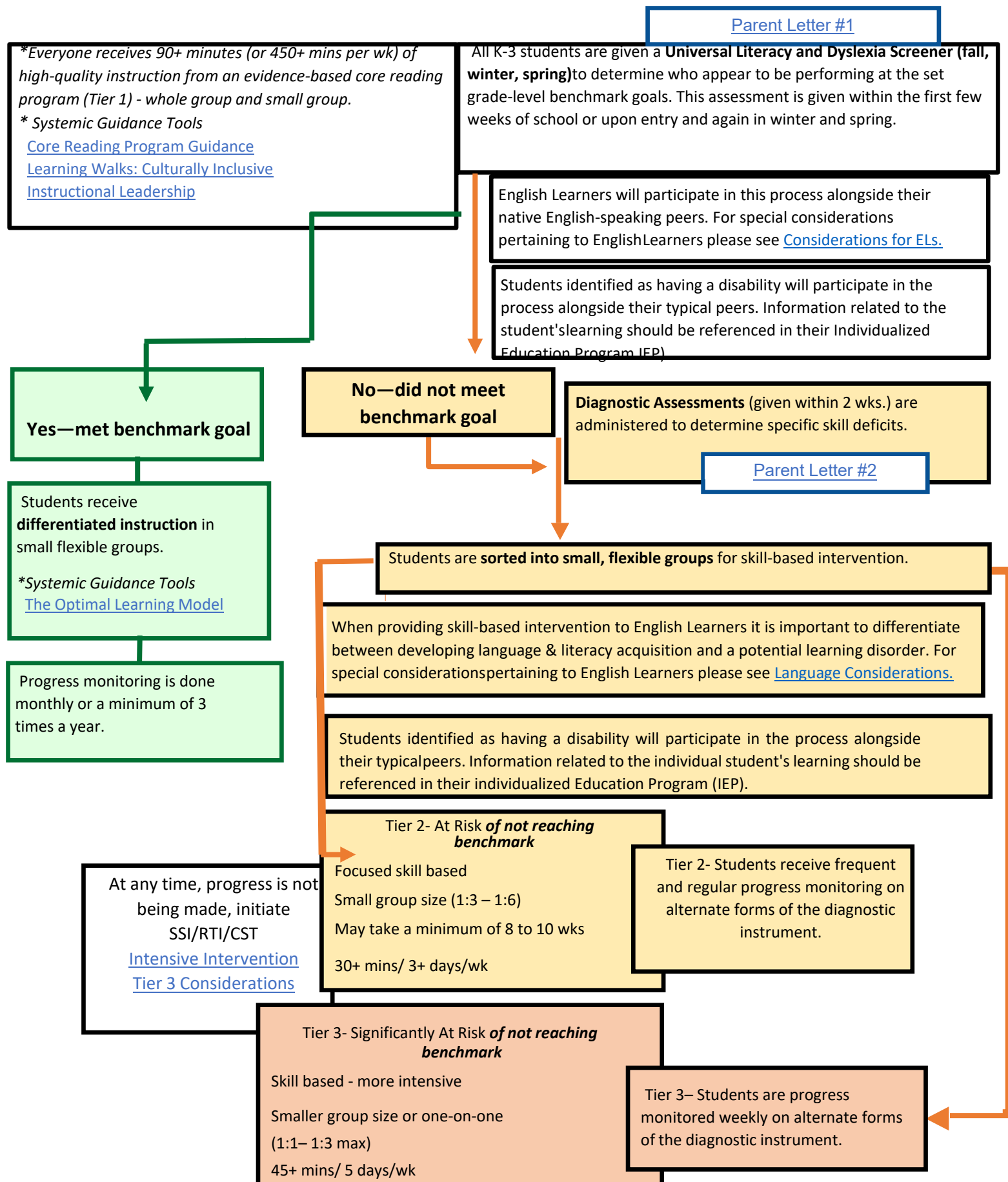
This MTSS process is also outlined in every school's K-3 Move on When Reading Literacy Plan. The assessment cycle and data-driven instructional supports are required and further explained in A.R.S. §15-704.

The following flowchart and subsequent information are intended to serve as a tool and resource for educators, schools, and districts to clarify the MTSS process and provide guidance when using universal screening and diagnostic assessments to intensify intervention.

For any questions on the MTSS process, please contact one of the following. The Arizona Department of Education and its following units are dedicated to support all schools and districts throughout this process.

> ➢ Move on When Reading (602) 364-2355
> ➢ School Support and Improvement (602) 542-5467
> ➢ Office of English Language Acquisition Services (602) 542-0753
> ➢ Exceptional Student Services (602) 542-4013

K-3 Multi-Tiered System of Support (MTSS) Literacy *Assessment & Instruction*

Parent Letter #1

Everyone receives 90+ minutes (or 450+ mins per wk) of high-quality instruction from an evidence-based core reading program (Tier 1) - whole group and small group.
Systemic Guidance Tools
Core Reading Program Guidance
Learning Walks: Culturally Inclusive
Instructional Leadership

All K-3 students are given a **Universal Literacy and Dyslexia Screener (fall, winter, spring)** to determine who appear to be performing at the set grade-level benchmark goals. This assessment is given within the first few weeks of school or upon entry and again in winter and spring.

English Learners will participate in this process alongside their native English-speaking peers. For special considerations pertaining to English Learners please see Considerations for ELs.

Students identified as having a disability will participate in the process alongside their typical peers. Information related to the student's learning should be referenced in their Individualized Education Program (IEP).

Yes—met benchmark goal

No—did not meet benchmark goal

Diagnostic Assessments (given within 2 wks.) are administered to determine specific skill deficits.

Parent Letter #2

Students receive **differentiated instruction** in small flexible groups.

Systemic Guidance Tools
The Optimal Learning Model

Students are **sorted into small, flexible groups** for skill-based intervention.

When providing skill-based intervention to English Learners it is important to differentiate between developing language & literacy acquisition and a potential learning disorder. For special considerations pertaining to English Learners please see Language Considerations.

Progress monitoring is done monthly or a minimum of 3 times a year.

Students identified as having a disability will participate in the process alongside their typical peers. Information related to the individual student's learning should be referenced in their individualized Education Program (IEP).

At any time, progress is not being made, initiate SSI/RTI/CST
Intensive Intervention
Tier 3 Considerations

Tier 2- At Risk *of not reaching benchmark*

Focused skill based

Small group size (1:3 – 1:6)

May take a minimum of 8 to 10 wks

30+ mins/ 3+ days/wk

Tier 2- Students receive frequent and regular progress monitoring on alternate forms of the diagnostic instrument.

Tier 3- Significantly At Risk *of not reaching benchmark*

Skill based - more intensive

Smaller group size or one-on-one

(1:1– 1:3 max)

45+ mins/ 5 days/wk

Tier 3– Students are progress monitored weekly on alternate forms of the diagnostic instrument.

If a student has been provided tier 1-3 supports, utilizing evidence-based practices and strategies, and/or does not make sufficient progress a referral to special education may be appropriate. See guidance around evaluation process and specific learning disability for more information.

Evaluation Process Guidance
SLD Eligibility Criteria

Specific Learning Disabilities

Flowchart Summary

The subsequent information allows for a further breakdown of the previous flowchart. It should be a supplement to the understanding of the entire literacy MTSS process.

First and foremost, all K-3 parents/guardians receive Parent Letter #1. At all times throughout any given K-3 school year, all children receive 90+ minutes (or 450+ minutes per week) of high-quality instruction from an ESSA evidence-based core reading program (Tier 1) in whole group and differentiated small group. This core reading block is dedicated to reading standards.

All K-3 students are given an Approved Universal Literacy and Dyslexia Screener (fall, winter, spring) to determine which students appear to be performing at the set grade-level benchmark goals. This assessment is given within the first 45 calendar days upon entry and again in winter and spring.

- o Screenings are brief assessments of a skill or ability that predicts the level of performance on future grade-level benchmark goals. Screenings differentiate students into one of two groups: 1) those who require intervention and 2) those who have met benchmark goals.

Students who have met the benchmark goals will receive differentiated instruction in small flexible groups and progress monitoring is done monthly or a minimum of 3 times a year.

Important reminders:

- ➢ English Learners will participate in this process alongside their native English-speaking peers. For special considerations pertaining to English Learners, please see the Considerations for ELs.
    - o When providing skill-based intervention to English Learners it is important to differentiate between developing language and literacy acquisition and a potential learning disorder. For special considerations pertaining to English Learners, please see Language Considerations.
- ➢ Students identified as having a disability will participate in the process alongside their typical peers. Information related to the individual student's learning should be referenced in their Individualized Education Program (IEP).

Within two weeks of the universal screener, students not on-target will be administered further diagnostic assessments to determine specific skill deficits (i.e. Manipulating 3, 4, 5 phoneme words, blending (CVC, CVCe, etc.) words, multisyllabic words, syllable types, etc.). This diagnostic data allows teachers to provide skill-based interventions (Tier 2) to small, flexible groups. At this time, parents are notified of the skill deficiencies and intervention plan in place with Parent Letter #2, which includes required parent strategies located in Appendix 2.

Based on the diagnostic assessment, students are placed into flexible skill-based groups. Students approaching benchmark exhibit a strategic level of need (Tier 2). Students well below benchmark exhibit an intensive level of need (Tier 3).

Students approaching benchmark:

- are **at risk** of not reaching future benchmark goals.
- are placed into focused skill-based groups that consist of 3-6 students per qualified adult.
- meet 3 or more days a week for at least 30 minutes per day (or 90 minutes/week).
- receive frequent and regular progress monitoring on alternate forms of the diagnostic instrument.

Students well-below benchmark:

- are **significantly at risk** of not reaching future benchmark goals.
- are placed in highly intensive skill-based groups that consist of 1-3 students per qualified adult.
- meet 5 days a week for at least 45 minutes per day (or 225 minutes/week).
- receive progress monitoring weekly on alternate forms of the diagnostic instrument.

If a student has been provided Tier 1-3 supports, utilizing evidence-based practices and strategies and does not make sufficient progress, a referral to special education may be appropriate. See guidance around evaluation process and specific learning disability for more information.

❖ **See Appendix 1 for the resources embedded within the MTSS flowchart.**

Section 3. Required Parent Notification Information

These letters and their included wording/components are legislative and not to be superseded by any additional letters provided by screener vendors.

It is imperative to keep parents and guardians informed of the Multi-Tier System of Supports (MTSS) for each school, the legislative requirements in Arizona which affect K-3 students' education, and the ever important reading process for all K-3 students.

The following (2) parent notifications are required as part of the Arizona Department of Education's dyslexia screening plan and the Move on When Reading requirements.

The notification requirements are found in A.R.S.§ 15-704 and A.R.S. §15-701 and are referenced below.

A.R.S. §15-704

B. On or before July 1, 2020, the department of education shall develop a dyslexia screening plan that meets all of the following requirements:

> 1. Ensures that within forty-five calendar days after the beginning of each school year or within forty-five calendar days after a student enrollment occurs after the first day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia.

> 2. Provides guidance for notifications sent by public schools to parents of students who are identified as having indicators of dyslexia based on a screening for indicators.

> 3. Is developed collaboratively with the dyslexia specialist for the department designated pursuant to section §15-211, and other experts on dyslexia, including representatives in this state of an international organization on dyslexia.

4. Ensures that screening for indicators of dyslexia includes the following:

> (a) Phonological and phonemic awareness.

> (b) Rapid naming skills.

> (c) Correspondence between sounds and letters.

> (d) Nonsense word fluency.

> (e) Sound symbol recognition.

C. The screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed in this section.

Parent Letter #1
Requirements and Template

Schools: This <u>first notification letter is mandatory</u> and in response to A.R.S.§ 15-704, sectionsB and C as listed above. The following letter template goes home to <u>all</u> K-3 parents and guardians at the start of a new school year and upon entry for new students. Its intention is to inform all K-3 guardians of the MOWR and Dyslexia laws that affect all Arizona's K-3 teachers, students, classroomsand schools. It also provides information on the MTSS process, pertaining to literacy screening, diagnostic assessment, and progress monitoring.

Date

Dear K-3 Parents & Guardians,

In _____ (*insert school district/charter*), our focus is on providing the best high-quality reading instruction to all students each day. Through a process called Multi-Tiered System of Supports (MTSS), all kindergarten through third grade students are screened for reading difficulties and/or characteristics consistent with dyslexia in the fall, winter, and spring using _____ (*insert school's screener*). This literacy universal screening process is a brief assessment administered to all K-3 students to inform teachers of students who are on track and students who may need more targeted intervention. This screening does *not diagnose* for reading disabilities, nor dyslexia.

Per the universal screener, students who are not on benchmark are administered a deeper diagnostic assessment. This diagnostic information provides teachers and specialists with the specific skills needed to target in intervention and those interventions are started immediately, working to close the gaps. This diagnostic assessment does not diagnose for reading disabilities, nor dyslexia. A change in intervention curriculum, group size, level of intensity, frequency, and/or duration may be needed. More intensive time, duration, and frequency in intervention may be needed and can take place with the classroom teacher or a specialist, such as a reading interventionist. This is considered intensive Tier 3 intervention. The progress of all students receiving intervention is closely and frequently checked. Parents are essential to this entire process. Following the Universal Literacy and Dyslexia Screener, and diagnostic assessments, you will be notified if your child is not at grade level.

Arizona's Move On When Reading (MOWR) legislation places great importance on this process beginning in kindergarten. This ensure all students remain on track to be reading at grade level by the end of 3rd grade. Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade statewide exam, he/she will not be promoted to 4th grade until the student makes sufficient progress in reading proficiency. It is understood that each child is unique, therefore exemptions have been established for students to be promoted to 4th grade. Those exemptions are available at www.azed.gov/mowr.

A variety of factors, in and outside of school, can influence a child's educational path and progress. It is important for parents to share in the educational journey, through constant communication and involvement. We encourage you to continue to highlight and celebrate your child's strengths and share difficulties if they occur. Please reach out to us if you have any questions. We look forward to a successful school year.

Sincerely,

(signed by school and/or district leader, including contact information)

Parent Letter #2
Requirements and Template

Following the Approved Universal Literacy and Dyslexia Screener and diagnostic assessments at any fall, winter, or spring benchmark period, this second parent notification and parental strategy resources goes home to all K-3 students flagged below benchmark and receiving intervention. The requirements for this letter are referenced here, as in A.R.S. §15-704 and A.R.S. §15-701.

A.R.S. §15-704

2. Provides guidance for notifications sent by public schools to parents of students who are identified as having indicators of dyslexia based on a screening for indicators.

(and)

A.R.S. §15-701

B. School districts and charter schools shall provide annual written notification to parents of pupils in kindergarten programs and first, second and third grades that a pupil who does not demonstrate sufficient reading skills pursuant to subsection A of this section will not be promoted from the third grade. School districts and charter schools shall identify each pupil who is at risk of reading below grade level in kindergarten and grades one, two and three, based on local or statewide assessments, and shall provide to the parent of that pupil a specific written notification of the reading deficiency that includes the following information:

> 1. A description of the pupil's specific individual needs.
>
> 2. A description of the current reading services provided to the pupil.
>
> 3. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. Each school district or charter school shall offer more than one evidence-based intervention strategy and more than one remedial strategy developed by the state board of education for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent to choose, in consultation with the pupil's teacher, the most appropriate strategies to be provided and implemented for that child.
>
> 4. Parental strategies to assist the pupil to attain reading proficiency.
>
> 5. A statement that the pupil will not be promoted from the third grade if the pupil does not demonstrate sufficient reading skills pursuant to subsection A, paragraph 2, subdivision (a) of this section, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption pursuant to subsection A, paragraph 2, subdivision (b) of this section.
>
> 6. A description of the school district or charter school policies on midyear promotion to a higher grade.

A.R.S. §15-701

4. Parental strategies to assist the pupil to attain reading proficiency.

The Arizona Department of Education provides parental strategies to be used and sent home to all K-3 students screened below benchmark in the fall, winter, and spring along with the second parent notification. These strategies are sectioned into specific skill sets that match the areas of need in Parent Letter 2.

See Appendix 2 for the Parental Strategies to go home with Parent Letter 2.

Schools: This <u>second notification letter is mandatory</u> and in response to A.R.S. §15-701 and A.R.S. §15-704 as listed above. The following letter template goes home to <u>any</u> K-3 parents and guardians of a student receiving either Tier 2 or Tier 3 intervention at any point during the school year. Its intention is to inform any K-3 guardians of the reading proficiency and interventions to close specific gaps. This letter will include the following parental strategies in <u>Appendix 2.</u> These parental strategies must accompany the second parent notification. The strategies listed below are in accordance with the areas of need on the parent letter, including phonological awareness, basic reading and spelling skills, reading fluency, vocabulary, and comprehension. The inclusion of these strategies is to assist parents in providing research-based activities. Strategies are organized by skill and may be appropriate for any K-3 grade level.

School Name | District Name

Date

Parents/ Guardians of _____ (Student Name),

As a reminder, all kindergarten through third grade students are administered a Universal Literacy and Dyslexia Screener at least three times a year per Move On When Reading legislation. This screening does *not diagnose* for reading disabilities, nor dyslexia. Based on the most recent screening administration, it is in the best interest of your child to receive targeted interventions at school and receive additional reading support at home.

This letter is to inform you of your child's current level of need and the plan _____ (school) is taking to help close this learning gap.

☐ <u>Approaching Benchmark</u> (Has reading difficulties and needs intervention)
☐ <u>Significantly At-Risk</u> (Needs significant and intensive reading intervention)

Regardless of the cause of reading difficulties, providing early support can help prevent later reading problems. Arizona statute requires that third grade students meet the Move On When Reading cut score on the reading portion of the 3rd grade statewide exam. A student who fails to meet this score may be retained unless an exemption is met. More information about Move On When Reading can be found at www.azed.gov/MOWR. Your child will receive the following instructional supports to build upon their strengths and address reading needs.

In addition to our Tier 1 core curriculum, _____, your child will receive additional intervention in small groups outside of the 90-minute core reading block. This intervention will be targeted to fill learning gaps based on diagnostic assessments. Information provided by our _____ (*name of approved screener*) Universal Literacy and Dyslexia Screener and additional diagnostic assessments, your child will receive intervention to build mastery in the literacy skill(s) marked below.

Also, see the attached parental strategies to help your child with the identified area(s).

☐ Phonological/ Phonemic Awareness	☐ Basic Reading and Spelling Skills	☐ Reading Fluency	☐ Vocabulary	☐ Comprehension
Difficulty with sounds: • Sound Segmentation* • Initial Sound*	Difficulty with letter sounds, reading real and nonsense words: • Phonics* • Nonsense Word Fluency*	Speed & accuracy of oral reading: • Rapid Naming* • Oral Reading Fluency*	Understanding word meanings:	Understanding of what was read: • Retell • Maze • Cloze

*Possible indicators of characteristics consistent with dyslexia.

Sometimes difficulty learning to read can be due to problems that are common to individuals with dyslexia. Dyslexia is a common reading disorder and each person has slightly different signs and symptoms, with varying levels of severity. Students who have weaknesses in the areas of phonological awareness, phonemic awareness, rapid naming skills (RAN), correspondence between sounds and letters, and/or nonsense word fluency may have characteristics consistent with dyslexia. This does **not** correspond with a diagnosis.

The following supports are being provided to help your child improve their reading:

☐ Tier 2/Tier 3 Intervention Small Groups
- Instructor(s): _____
- Program(s): _____
- Session: (before, during, after) _____
- Days per week: _____ Minutes per day: _____

Additional supports that will help close reading gaps are also available to your child. *(Select all available)*
☐ Reading Intervention Services (Before or after school)
☐ Computerized Reading Intervention
☐ Individual Tutoring
☐ *Add/edit as needed*

These interventions are in place for as long as they are needed to get your child on grade-level. Your child's progress will be closely and frequently monitored during this Multi-Tiered System of Supports (MTSS) process. Progress monitoring is used to inform instruction and monitor skill mastery. At any time, a change may occur in intervention curriculum, group size, frequency, duration, and level of intensity to support your child's growth.

Communication with your child's teacher is key and will help build a positive plan for your child. Please share with the teacher/school your child's learning strengths and if they were slow to speak, had/have trouble with rhyming or with learning letters or sounds, as these could be early warning signs of dyslexia. Parents can be excellent partners with the school to provide extra practice for students at home. Recommended activities for student support are attached to this letter.
(*Note to school: The following parental strategies (as appropriate) will accompany this letter.)

We appreciate the opportunity to partner with you to meet the needs of your child for continued success. Ongoing communication regarding your child's progress will be provided by the classroom teacher.

Sincerely,

(signed by school and/or district leader, including contact information)

Section 4. Frequently Asked Questions

Question: Are schools required to implement the use of an approved screener on this list by July 1, 2022 or has the timeline been extended?

> **Answer:** To meet the guidelines in A.R.S. §15-704, each school needs to have full implementation of an Approved Universal Literacy and Dyslexia Screener by July 1, 2022. **The 2021-2022 school year allowed time for all schools to** review, select, and train staff on a screener from the Approved Universal Literacy and Dyslexia Screener list, if not already doing so. The Move on When Reading Team provided additional support for this process and all schools not using an approved tool were required to complete an action plan and submit it to MOWR.

Question: Which students receive this universal screening?

> **Answer:** All kindergarten, first, second, and third grade students, including English Learners and any student with a 504 and/or IEP are given an Approved Universal Literacy and Dyslexia Screener three times per year. This approved screener also meets the Move on When Reading requirements and will be included in the MOWR Literacy Plan.

Question: What assessments are required for Move on When Reading?

> **Answer:** The approved universal screener implemented in the fall, winter, and spring benchmark periods satisfies the requirements of both MOWR and Dyslexia legislation. No other screeners and/or benchmarks need to be included in the MOWR Literacy Plan. The only other assessment tools entered will be all diagnostic tools.

Question: What is the screening process for students with reading difficulties or reading disabilities, such as dyslexia in Arizona?

> **Answer:** All K-3 students, including students with reading disabilities, are given an Approved Universal Literacy and Dyslexia Screener (fall, winter, spring) to determine who appear to be performing at the set grade-level benchmark goals as provided by the vendor. This assessment is given within the first 45 calendar days upon entry and again in winter and spring.

Question: Who can administer universal literacy and dyslexia screeners to screen for characteristics of dyslexia?

> **Answer**: Anyone who has been trained by the vendor in the administration of the school's universal literacy and dyslexia screener may deliver the assessment. This can include classroom teachers, readingspecialists, or other staff members trained in the administration of the school's specific assessment to ensure administration fidelity.

Question: Is ADE providing training on universal screeners?

> **Answer:** The Arizona Department of Education will continue to support schools through the screening and entire MTSS process. All vendors provide additional extensive training on their products. Contact your vendor's Arizona representative for training opportunities, which may include updates on new measures such as RAN.

Question: Why do we send home parent notification letters?

> **Answer:** Parent collaboration is extremely important. Sharing a child's progress is a necessary element in that collaboration. The letters are one tool that can support this communication. Additionally, the letters are required by Arizona Revised Statute A.R.S.§15-704 and A.R.S. §15-701 as mentioned earlier in this document.

Question: Does failing a reading screening mean my child has dyslexia?

> **Answer**: No. A universal literacy and dyslexia screener does not diagnose dyslexia however, provides educators with valuable information on several key risk factors. Screening is the first step in this process. Additional information allows for a student to receive appropriate intervention at the skill deficit.

Question: What is Arizona's definition of dyslexia?

> **Answer:** According to the Arizona Revised Statutes (A.R.S.) §15-249.03(K) "Dyslexia" means a specific learning disorder that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Question: Is there funding from ADE for the Approved Universal Literacy and Dyslexia Screeners?

> **Answer:** There are no state funds designated at this time. However, schools may chooseto use MOWR and/or Early Literacy Grant funds to pay for assessments and/or product training.

Question: What happens when a parent presents the school with a diagnosis of dyslexia from an outside professional?

> **Answer**: If the parent had an outside professional evaluation and requests an evaluation from the school for special education, the dyslexia diagnosis becomes part of the school's review of existing data. For more information on the evaluation process review the [AZTAS evaluation document](#).

Question: What happens when a parent requests the school to evaluate their child for dyslexia?

> **Answer**: If the parent has requested an evaluation from the school, in writing, the school has 15 school days to respond by either holding a meeting to review existing data or issuing a prior written notice explaining why the school refuses to evaluate the child. For more information on the evaluation process review the [AZTAS evaluation document](#).

Question: If my child has dyslexia, does this mean my child is in need of special education?

> **Answer**: Arizona's definition reiterates that dyslexia is a disorder. With evidence-based practices in reading instruction and intervention support as necessary, a child with dyslexia may have his or her educational needs met *without* receiving special education services and/or a formal IEP.

Question: Who is responsible for overseeing the implementation of the dyslexia laws within a school district or charter school?

Answer: The local school board or board of trustees for each school district or charter school is responsible for implementation of federal law including IDEA and Section 504, state law, state board rules, and procedures for dyslexia services in their districts.

Question: Could we use two ADE approved universal screeners to fulfill the requirements needed for MOWR and dyslexia legislation?

Answer: Since each assessment tool was vetted on meeting each of the requirements of the RFI and having reliability and validity measured for each one within the context of their assessment package, we do not encourage schools to blend or mix elements from different vendors. Along with the reliability and validity issues, there are issues with consistencies in data reporting which can be an issue (composite scores are impacted by each measure required at that time of year). We recommend choosing the one that works best in most situations and then reaching out to the vendor to ask for the additional resources and support that would make the task more streamlined.

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The following links are embedded in the flowchart from section 2. The links will provide additional information when implementing and/or revising a system's current MTSS processes, to include the screener process.

1.) Core Reading Program Guidance

This guidance document provides information on evidence-based Core Reading programs, requirements, critical components, effective instruction, and planning that will create a successful curriculum selection process that meets state statutes.
https://cms.azed.gov/home/GetDocumentFile?id=5989e4873217e10ce06645b3

2.) Learning Walks: Culturally Responsive Practices

Learning Walks is a collaborative peer coaching process created for teachers and by teachers (fall, winter, spring) to collect evidence and impact of their professional learning.
https://cms.azed.gov/home/GetDocumentFile?id=5ef2692103e2b302c0f1a95b

3.) The Optimal Learning Model (OLM)

The Optimal Learning Model is responsive teaching in action or differentiated instruction. The teacher expertly frontloads, provides explicit and systematic instruction, and ensures that all students have enough deliberate practice they need to be successful. Students gradually take responsibility for their learning.
https://www.azed.gov/specialeducation/files/2019/08/13-OLM.pdf

4.) Language Considerations

English Learners have unique cultural and linguistic backgrounds. To ensure best practice for accurate determination of reading risk, educators must consider the role English language acquisition has on student performance. Knowledge of language acquisition in addition to screening data should be used to determine instructional strategies, instructional pace, and reasonable growth rates to help ELs meet literacy goals. If ELs are not making progress after receiving high-quality instruction from an evidence-based core reading program (Tier 1), consistent language support (EL Services), and skill-based interventions (Tier 2) for a reasonable amount of time, data and assessments should be reviewed to determine next steps. *English Learner (EL) Tool Kit: Chapter 6, Tool #2: Considering the Influence of Language Differences and Disability on Learning Behaviors,* "offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors."
https://cms.azed.gov/home/GetDocumentFile?id=5ef6827a03e2b31340da5c9b

5.) Arizona Dyslexia Handbook

The Arizona Technical Assistance System (AZ-TAS) Dyslexia Handbook is a wealth of resources for parents, teachers, and schools. The handbook presents the definition of dyslexia used in Arizona, characteristics consistent with dyslexia across ages, resources, and more.
https://cms.azed.gov/home/GetDocumentFile?id=5ada56093217e11d10341d52

6.) Evaluation Process Guidance

This guidance document explains the special education evaluation process. It includes sample forms, best practice tips and relevant legal citations.
https://cms.azed.gov/home/GetDocumentFile?id=5d9b786e1dcb250cb4b94fa0

7.) Instructional Leadership

Section 8 of the Arizona Dyslexia Handbook describes what schools and districts can do to build stronger educational teams. The topics included in this section are Instructional Leadership, Learning Environments, Teacher Instructional Practices, Student Engagement and Student Interactions. This section of the handbook is valuable to all parties to ground themselves in common language and practices.
http://www.azed.gov/mowr/files/2020/06/Dyslexia-Handbook-pg-32-33.png

8.) Tier 3 Considerations

The National Center on Intensive Intervention (NCII) outlines intensive intervention and the MTSS process in which schools and districts can align their practices for Tier 1, Tier 2, and Tier 3 interventions. LEAs can gleam information from the research study presented by the NCII and tailor its findings to their practices.
https://intensiveintervention.org/intensive-intervention/multi-tiered-systems-support

9.) Intensive Interventions

To keep alignment with intervention recommendations from the National Center on Intensive Intervention, the following article provides information on how to use data-based individualization and the associated benefits for students, teachers, and schools.
https://intensiveintervention.org/intensive-intervention/special-education

10.) Specific Learning Disabilities

Section 5 of the Arizona Dyslexia Handbook details the prevalence and characteristics of student with specific learning disabilities, the definition of specific learning disability and dyslexia used in Arizona.
https://www.azed.gov/mowr/files/2020/06/SLD-and-Dyslexia-Pg-26-27.png

11.) Evaluation Process and Individualized Education Programs (IEPs)

To access the Arizona Technical Assistance System (AZ-TAS), documents regarding the Evaluation Process, and Process for Developing Individualized Education Programs (IEPs), please visit
http://www.azed.gov/specialeducation/az-tas-documents/.

12.) SLD Eligibility Criteria

The following link is a memo to Special Education Directors regarding the determination for student's eligibility for special education under the category of Specific Learning Disability. This includes parent friendly information.
https://cms.azed.gov/home/GetDocumentFile?id=5db3169d03e2b31bf8308c9b

13.) IDEA and ELs

The following link is a memo to Special Education Directors regarding the requirements under the Individuals with Disabilities Act (IDEA) as it relates to English Learners (EL). This memo addresses requirements for evaluating ELs as well as what needs to be considered in the student's Individualized Education Program (IEP) if they are found eligible for special education.
https://cms.azed.gov/home/GetDocumentFile?id=5d2f6ff81dcb2514882a11e4

Additional Resources

Arizona Department of Education's MTSS Website

https://www.azed.gov/mtss/

Arizona Dyslexia Handbook Section 4: Dyslexia and English Learners (ELs)

http://www.azed.gov/standards-practices/files/2020/06/Dyslexia-and-ELpg25.png

Culturally Responsive Teaching

https://ceedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf\

Exceptional Student Services

http://www.azed.gov/special-education/

Florida Center for Reading Research

https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade

K–12 Standards

http://www.azed.gov/standards-practices/

Move on When Reading

http://www.azed.gov/mowr/

Multi-Tiered System of Supports

http://www.azed.gov/mtss/

Office of English Language Acquisition (OELAS)

http://www.azed.gov/oelas/

Read On Arizona Parent Resource Guide

English Edition:

https://cms.azed.gov/home/GetDocumentFile?id=5b33bee51dcb250dcc386ab8

Spanish Edition:

http://readonarizona.org/wp-content/uploads/2020/02/Dyslexia_guide_spa_0120-V2fSpanish-Jan-2020.pdf

Reading Rockets

https://www.readingrockets.org/article/best-practice-rti-small-group-instruction-students-making-minimal-progress-tier-3

Disclaimer: We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Arizona Department of Education websites or products contained within these pages. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.

Schools: Parental strategies must accompany the second parent notification. The strategies listed below are in accordance with the areas of need on the parent letter, including phonological awareness, basic reading and spelling skills, reading fluency, vocabulary, and comprehension. The inclusion of these strategiesis to assist parents in providing research-based activities. Strategies are organized by skill and may be appropriate for any K-3 grade level. School districts may add additional detail specific activities to support theareas of need.

The Arizona Department of Education provides parental strategies to be used and sent home to all K-3 students screened below benchmark in the fall, winter, and spring along with the second parent notification. These strategies are sectioned into specific skill sets that match the areas of need in Parent Letter 2.

Parental Strategies for Assisting Your Child

Parents can engage in some of the following activities at home to help their child who have reading difficulties including students who may have characteristics consistent with dyslexia. Each of the activities below requires the parent to practice with their child until the child can do the activity independently. Technical terms for each activity are in parentheses to help parents identify vocabulary commonly used in schools by teachers. Any letters within slashes (called virgules) means the reader should say the sounds within the slashes. Using /t/ as an example, the reader would say the sound of "t", instead of saying the name of the letter.

Activities adapted from the Florida Center for Reading Research at Florida State University have been denoted with (FCRR). For more information and additional resources please visit www.fcrr.org.

Phonological Awareness

Recognize and produce rhyming words
- Sing rhyming songs.
- Match pictures of objects that rhyme.

Recognize and produce words beginning with the same sound (alliteration)
- Match your child's name with a describing word that begins with the same sound (e.g., Terrific Tony) or with things like (Eileen likes Ice Cream). (FCRR)
- Using pictures, have your child make up stories using phrases in which each word in the phrase has the same beginning sound.
- Use your child's name to show a link between letters and sounds. Say, "John, the word 'jump' begins with the same sound as your name. John. Jump. And they both begin with the same letter 'j.'" (FCRR)

Segment sentences into their individual words
- Count the words in sentences and stack cubes for each word counted. (FCRR)

Segment sentences into their individual words
- Count the words in sentences and stack cubes for each word counted. (FCRR)
- Record your voice slowly reading a story. Your child listens to the story and moves a game piece on a game board each time a word is heard. (FCRR)

Segment syllables into words
- Use four cards with a number on each card (1, 2, 3, 4). Collect a stack of pictures of known objects. Your child matches these picture cards with the correct number of syllables of the object (e.g., a picture of a tiger has two syllables; it will be placed next to the card with a "2"). (FCRR)
- Say words and count syllables using fingers.

Separate the beginning consonant sound from the rest of the sounds in a word
- Make first sound cards (e.g., c, s, t, n) and final sounds cards (rime) (e.g., ap, ip, op). Practice putting the cards together to make words, including nonsense words. (FCRR)
- Use picture cards and say the initial sound (onset), pause, then say the final sounds (rime) (e.g., /r/ /ing/, /k/ /ite/). (FCRR)
- Say a word and tell your child "the first sound of the word is … and it rhymes with …." (e.g., the first sound is /f/ and it rhymes with "run" (Answer "fun.") If your child struggles, give them more clues until they come up with the answer (e.g., "It begins like "fog" and ends like "sun"). (FCRR)

Match sounds in words (phoneme matching)
- Give your child a number of cards with pictures on them. Ask them to match up the cards that have the same first sound. (FCRR)
- Put a happy face on one box and a sad face on another. Tell your child they are looking for objects that have the same sound as a target sound (e.g., tell them the target sound is /t/ like "tiger"). Ask your child to place any object into the happy face box that has that sound anywhere in it. Objects that don't have that sound can be placed in the sad face box. (FCRR)
- Play go fish with picture cards. Say, "Do you have a card that begins with the sound /m/? If not, the child should say "go fish." The same can be played for the sound the word ends with. (FCRR)

Find the first, middle, and ending sounds of words (phoneme isolating)
- Put items in a box. When your child takes out an item, ask them to say the name of the word and its beginning sound, middle sound, or ending sound. (FCRR)
- Cut a picture of something with three sounds into thirds, so the picture has a beginning, middle, and end (e.g., in a picture of a bird, the head sounds like /b/, the wings and body sound like /ir/ and the tail sounds like /d/). Give your child picture cards and ask them to match up cards with the beginning sound that is the same as the beginning sound of /b/ with the head of the bird. Picture cards with the middle sound like /ir/ would go with the picture of the middle of the bird (e.g., burn, third, stir). Pictures that end with the /d/ sound go with the picture of the tail of the bird, since /d/ is the ending sound of bird. (FCRR)

Segmenting sounds in words (phoneme segmenting)
- Using picture cards, sound out each sound in a word. You can also draw boxes for each sound in the word and ask your child to move a penny or another small object into each box as they say each sound. (FCRR)
- Using picture cards, show your child how to say each sound in a word as you tap your fingers. Then, stack cubes for the number of sounds heard. (FCRR)
- Using chalk or number cards, create a hopscotch pattern on the ground. Using picture cards, ask your child to count each sound in the word using their fingers, then hopscotch that number of sounds. (FCRR)

Phoneme segmenting and blending
- Using picture cards, help your child to segment the word of the picture card into each of its sounds. Then say the sounds of the word together to make the word. (FCRR)
Moving sounds around in words (manipulating phonemes)
- Using picture cards, ask your child to say the name of the picture, then drop the beginning sound to make another word (e.g., "pants" becomes "ants" and "tie" becomes "eye"). (FCRR)

Letter recognition

- Name and match letters of the alphabet using pairs of letter cards turned over. (FCRR)
- Write the letters of the alphabet in an arc across the top of a piece of paper. Using plastic letters, or cards with letters on them, help your child match each letter card or plastic letter to the letter on the alphabet arc. (FCRR)
- Write upper case letters in a circle and cut out the circle. Write lowercase letters on clothespins. Help your child match lowercase letter clothespins to uppercase letters on the circle. (FCRR)
- Give your child magazines and catalogues and ask them to cut out letters of various shapes and sizes. Sort and group those letters (all "As" together, a;; "Bs" together, and so on) and glue all letter groups onto a piece of paper. (FCRR)

Letter-sound correspondence

- Label 26 paper bags with each of the 26 letters of the alphabet. Give your child catalogs and magazines and ask them to cut out pictures. Tell your child to place the picture into the bag with the letter that makes the same sound as the first sound of the picture (e.g., a picture of a horse goes into the bag labeled "h"). (FCRR)

Spelling and sounding out words (encoding and decoding)

- Cut out the shape of a star. Label each point of the star with a vowel (a, e, i, o, u). Write a three-letter word in the middle of the star, but place an underline where the vowel should go. Tell your child to write out a list of words he or she can make using the star onto a piece of paper. (FCRR)
- Using three blank cubes, write consonants on two of the cubes, and vowels on one of the cubes. Roll the dice until a word can be made of the three letters. Sound out the word and write it down on a piece of paper. Make a list of ten words. (FCRR)
- Make a spinner with ch, th, sh, wh (these are called digraphs and represent two letters making one sound) for beginning sounds. Make another spinner with vowel sounds for the middle sound. Make a third spinner with ending sounds. Spin the spinners. Sound out the words made and write them down. (FCRR)
- Using a deck of picture cards with one-syllable words and a deck of letter cards including consonants, vowels, and digraphs (ch, th, wh, sh), say the sounds of the word of the picture with the letter cards. (FCRR)

Advanced phonics—variety of spelling patterns for one sound (variant correspondences, e.g., long a spelled a, a_e, ai, ay)

- Use word cards with double consonant endings (ll, ff, ss, zz). Draw a game bboard with a number of spaces on it. Arrange the word cards in a path along a table like a game board. Your child rolls the dice and moves a game piece the number of spaces rolled. Your child has to read the word and the sound of the target letters (ff, ll, ss, zz). For example, if they land on "boss" say, "boss, ss, /s/." If they cannot read or identify the sound, they have to go back to the original spot. (FCRR)
- Make four boxes at the top of a piece of paper. Write a word that begins with soft "g" (such as giant), a hard "g" (such as gift), a soft "c" (such as center), and a hard "c" (such as candy) in
each box. Write words with hard and soft "g" and "c" on index cards. Read the words with your child, helping them sort the words based on the sounds the "g" and "c" make. (FCRR)
- Write words on index cards that represent the short and long sounds of each of the five vowels (e.g., snip, stripe, help, seed, tap, lake, stop, soak, tuck, tune). Write additional words onto cards with the short and long vowel sounds. Read the words with your child and help them to sort these into the proper categories. (FCRR)
- Write cards with the various spellings of each long vowel sound. Write examples of words with these long vowel spellings onto index cards. Help your child to sort cards with the same spelling pattern into the correct categories. (FCRR)

- Write words with vowel teams onto index cards (e.g., bay, real, cause; for a definition of the word digraph, see the glossary). Play go fish with your child. (FCRR)
- Sort and separate words with vowel + "-r." These include words with ar, er, ir, or, ur, such as "card," "herb," "bird," "torn," "turn." (FCRR)
- Using the vowel teams with "o" (diphthongs)—oi, oy, ou, ow, write out several words with these spellings. Help your child to sort the words based on these spellings and say the words out loud. (FCRR)
- Using words with silent letters (e.g., comb, gnat, scent, autumn, wrote). Help your child to sort the words based on these spellings and say the words out loud. (FCRR)

Segmenting syllables into words (syllable segmenting)
- Using a stack of word cards with words of many syllables (or multi-syllabic words) (e.g., "carbohydrate," "unimaginable," "autobiography") and a game board, you and your child take turns saying the word and counting the number of syllables in each word, moving the game piece for each number of syllables counted. (FCRR)
- Use a stack of multi-syllabic words, help your child to read the words and write each syllable from the word card with a hyphen separating the syllables (e.g., af- ter-wards for the word afterwards). Your child counts the number of syllables and records the number of syllables to the right of the word. Make a list of these words. (FCRR)

Meaningful parts of words (morpheme structure)
- Create your own set of two and three syllable words (e.g., "modify," "harness") and another set of endings of words (-s or -es, -ing, -ed). The student chooses one card each and writes the two parts plus the new word onto a piece of paper, making a list (e.g., modify + -ed = modified. (FCRR)
- Create header cards that say "Prefix," "Suffix," "Prefix and Suffix," and "None." A prefix goes at the beginning of a word that can stand on its own (e.g., "reappear" has the suffix "re-" on the word "appear," which can stand on its own without the prefix "re-"). A suffix goes at the end of a word that can stand on its own (e.g., "definitely" has the suffix "-ly" on the word "definite," which can stand on its own without the suffix "-ly"). Create a stack of words from a text used in your child's classroom. Sort these with your child according to the header cards. Make lists of prefixes and suffixes used. Gradually add to the words used with each new text from your child's class. (FCRR)

Reading Fluency

Letter recognition
- Use two pages to write identical rows of letters across the pages, one page for the child, one page for you. Time your child for one minute while they read the names of the letters to you. On your own copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top.

Speed and accuracy in letter-sound correspondence
- Use two pages to write identical rows of letters across the pages, one page for the child, one page for you. Time your child for one minute while they read the sounds the letters make out loud to you. On your copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top. Since some letters have more than one sound (e.g., c, g, s, x, y, and all vowels), it is suggested that when you are timing, students say only one sound per letter. (FCRR)
- Use two identical pages to write rows of two letters that together make one sound (e.g., oo, ph, ch, ay, kn) across a page. Time your child for one minute while they read the sounds the letters make to you. On your copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top.

Word parts
- Write the word "yes" and the word "no" on index cards. Divide words from your child's classroom text into syllables and write them on index cards. Using a one-minute timer, have your child says the word's syllables and then the word. If they say the word correctly, they put it on the "yes" card; if they say it incorrectly, your

child places it on the "no" card. Total the number of cards in the "yes" and "no" piles. This can be repeated until the child has mastered a set of words. (FCRR)
- Make a list of prefixes and suffixes found in words from your child's home and school reading materials. Write these words on a piece of paper with spaces in between them. Time your child for one minute to see how many of them your child pronounces the way they are pronounced in words. (FCRR)

Words
- Find a list of rimes (see onset and rime in the phonetic awareness section above, or in the glossary). Make four header index cards with ten different rimes. Now make several word cards that have the rime in them (e.g., for the rime "ade," you might create words such as "parade," "invade," "cascade," "crusade," "everglades," "motorcade," "blockade"). Start the timer and have your child time him- or herself to see how long it takes to sort the words into the correct pile. Repeat this with additional rimes. (FCRR)
- Write six high-frequency words (see above or check the glossary) onto an index card. Make several of these cards with different words. Start the timer. Your child reads all the words on the card. If your child struggles with a word, count to five. If they still cannot read the word, tell them the word; then your child places the card on the bottom of the stack. When the timer goes off in three minutes, count the number of words read and record it on a piece of paper with the date. Repeat, until all words are read within three minutes. (FCRR)

Phrases
- Create header cards with the words "yes" and "no" on them. On index cards, write down three-word phrases such as "remember to include," "never say never," "between the pages." You might use the newspaper or books from your child's home or school to generate ideas. Use
graph paper to record the total number of words possible on the left side of the graph and the date along the bottom of the graph. Use a one-minute timer to see how many of these words you can read in a minute and use that as the maximum number of words to read. Your child graphs the number of words read in one minute each time this is attempted. Your child can practice reading the words in between timed sessions. This may be repeated with additional words. (FCRR)

Chunked text (prosody)
- Use a reading passage that is not too challenging for your child, place slash marks in between phrases where the text naturally pauses (e.g., What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and got him up at 7:00 / so he could get ready for school. //) Place two slashes at the end of each sentence. You can also create your own stories and place slash marks in the appropriate places. You will also need a copy of the text without the slash marks. Set the timer for one minute. See how many words your child can read, reading with pause after each slash mark. Once this has been mastered, move to the text without the slash marks. This helps your child to read the way people speak. (FCRR)

Connected text
- Using a text, reading passage, or story, make a list of moderately challenging words from the story on a piece of paper. Practice this word list, reading each word up to three times each. Then, focusing on speed and accuracy, take turns reading paragraphs with your child. If your child is working with a friend, the two children can alternate reading paragraphs in the story. (FCRR)
- Photocopy several selected paragraphs from reading passages from your child's class. Put these in a stack, face down. Your child practices reading a passage silently, then reading it to you out loud for proper phrasing and expression. Repeat with additional passages. (FCRR)

Vocabulary

Word Knowledge
- At the top of a piece of paper write: I am _____, _____,and _____.
  You are _____, _____, and _____.
  Talk with our child and create a list of at least 10 adjectives that describe you and your child. Have your child pick 3 words that describe you and 3 words that describe them. Then, have your child write out the

sentence using the picked adjectives. Example: I am smart, happy, and hilarious. You are tall, nice, and caring. (FCRR)
- Write out and draw a set of memory cards that contain matching words and symbols/objects. Place the cards face down. Taking turns, select two cards and read them aloud. Determine if the cards match. If there is a match, pick up the cards, place to the side, and take another turn (e.g., seven, 7). If cards do not match (e.g., house,) return them to the board. Take turns until all cards are matched. Card ideas: numbers in word form i.e. one, two, three, and the number symbols, 1,2,3…. Shapes, square, circle, Abbreviations, Sun. Mon. Sunday and Monday. (FCRR)

Word Meaning
- Write 1 word on 10 post-its or small pieces of paper. Fold up each paper and place into a cup/bowl. Take turns with your child and act out the word. After guessing the word, talk to your child about other ways the word could be used. Example, bug, an insect or to bother someone.
- Draw a triangle in the middle of a page, divide the triangle into 3 parts. In part 1, write a word, in part 2, write the first meaning of the word, in part 3, write the other meaning of the word. Example: Part 1: Bat, Part 2: a flying mammal, Part 3: what we hit a ball with in baseball

Morphemic Elements
- Use any materials/labels/mail to create a compound words scavenger hunt. Set a timer for 5 minutes and see how many compound words each person can find. Ready, set, go!
- Collect 17 index cards, write one word/word parts on 10 full cards (cheap, code, act, cook, loud, form, spect, struct, tect, press). Cut 7 index cards in half and write the following affixes, one on each half card (de, er, ed, re, ful, pre, un, mis, es, in, con, ing, pro, im). Take turns creating words with multiple parts. Example: inspect- inspecting- cooking- louder

Comprehension

Sentence Meaning
- Write out sentences on strips of paper (for example, "The boy is playing with a fire truck.") Draw or print out small pictures that match each sentence. Place the sentence strips face down in a stack, and the picture cards in a row face up. Taking turns, select a sentence strip and read it. Find the picture that matches the sentence and place the strip under it. (FCRR)
- Write out basic sentences on strips of paper (for example, "Jump two times.") Place the sentence strips face up in rows. Select a sentence without touching it, read it silently, and act out the sentence (without speaking). Your child will watch, and then find the sentence that matches, and read the sentence out loud. If correct, they will take the sentence strip. If incorrect, they will try again. Take turns with the rest of the sentences. (FCRR)

Narrative
- Choose a storybook from home. Write one sentence from each page on separate strips of paper. Place the sentence strips face up in a pile. Have your child read the sentences and place them in order. After all sentences are in order, retell the story by reading the sentence strips out loud. (FCRR)
- After reading a story together, have your child name a character in the story and write the name in the middle of a sheet of paper. Have them draw a picture of the character, and then write words that describe the character's appearance and actions all around the character. (FCRR)
- Have your child read a story. Fold a sheet of paper into four squares. In the first box, your child should write the title and author of the story. In the second box, they should write all the events of the beginning of the story. In the third box, they should write all the events of the middle of the story. In the fourth box, they should write all the events of the end of the story. (FCRR)
- Have your child read two different stories. Fold a sheet of paper into three columns. In the first column, have your child write the title and author of the first story. In the middle column, write "shared." In the third column, have them write the title and author of the second story. Have your child describe both stories to you. As you discuss, have them decide which details go with which story, and which details the stories have in common, and write them on the chart in the correct column. (FCRR)

Informative Text

- Read a nonfiction book or article together. On a strip of construction paper, create 4 squares. In the first square, have your child write or draw the topic of the article. Discuss the most important facts about the topic. In the other three squares, have your child write or draw 3 of the most important facts. (FCRR)
- After reading a nonfiction book or article together, have your child re-read and decide which words and phrases helped them understand the article the most. Have them highlight or underline those important words and phrases. When they are finished, have them write a main idea sentence based on the words they highlighted or underlined. (FCRR)