Where to Start?

Addressing Literacy Instructional Needs in Fall 2020 in __

Handouts for this session:

tinyurl.com/PALS-FALL2020

Password: TEACH2020

Agenda

- Fall 2020: What's different, what's not

- Overview of reading/spelling developmental stages

- Analyzing data to identify current literacy stages of students

- Analyzing data to identify what specific skills need early attention

- Planning instruction

- Summary and follow-up

2020

Facing Fall 2020

What's Different

- Uncertainty about level and quality of spring instruction

- Uncertainty about 2020-21 school year attendance, calendar, and instructional setting

- Student demographics may have even more of an impact than usual on access to, and efficacy of, education and supports

What's the Same

- Students need differentiated instruction; arrive with different needs and backgrounds

- Students develop literacy in predictable stages

- Students require mastery of basic foundational literacy skills to be successful

- Students bring their own stories, personalities, interests, needs

Overview of Literacy Developmental Stages

Reading Stages ← → Spelling Stages

Look for the two sides to correlate, at least roughly, and aim for <u>skills mastery</u> before moving on.

Stages of Reading:		Stages of Spelling:
Emergent Reader	← →	Emergent Speller
Beginning Reader	← →	Letter Name Speller
Transitional Reader	← →	Within Word Pattern Speller
Intermediate Reader	← →	Syllables & Affix Speller
Advanced Reader	← →	Derivational Relations Speller

Why are the stages important?

Know the stages to understand the instructional needs of each student.

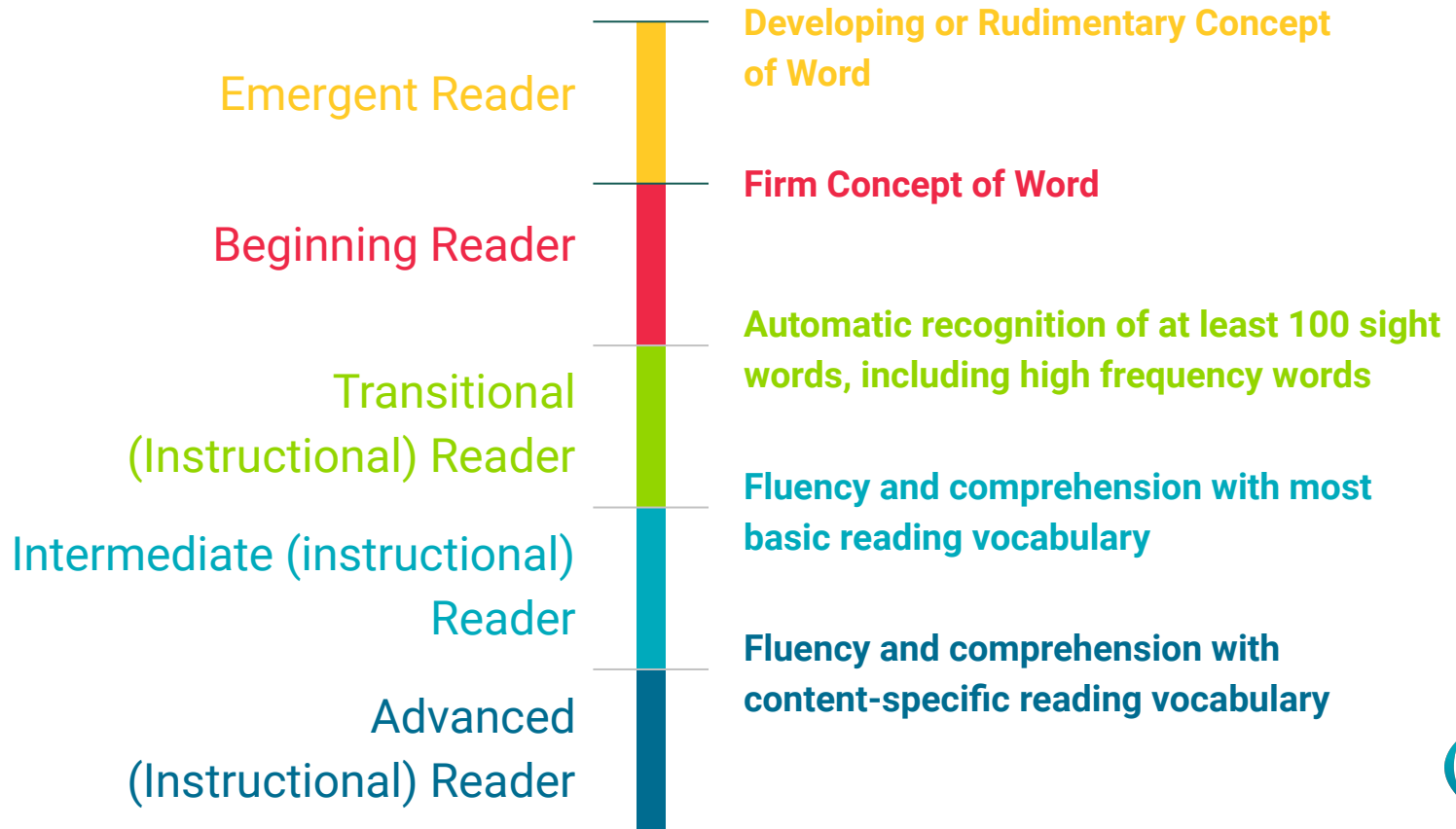| Diagnose stage	Know the associated skills	All skills mastered?	Group according to stage	Target skills w/in stage-appropriate instruction
Be able to recognize where this student is, in terms of developing literacy.	Each stage is associated with certain literacy knowledge /skills that need to be mastered in order to be successful in the next stage.	Knowing a student's current stage allows you to check for mastery of skills that should be present by this stage (and remediate as needed before moving on).	Students who are navigating the same reading/spelling stages often have similar instructional needs.	Some types of instruction are not yet appropriate or effective with students in the earlier stages.

Reading stage differentiators

Emergent Reader — Developing or Rudimentary Concept of Word

Beginning Reader — Firm Concept of Word

Transitional (Instructional) Reader — Automatic recognition of at least 100 sight words, including high frequency words

Intermediate (instructional) Reader — Fluency and comprehension with most basic reading vocabulary

Advanced (Instructional) Reader — Fluency and comprehension with content-specific reading vocabulary

Concept of Word in Text - stage differentiators

Low scores on PALS Concept of Word subtasks

Moderate scores on PALS Concept of Word subtasks

High or max scores on PALS Concept of Word subtasks

Developing

Students in the **early emergent** stage of learning to read;

Pointing not accurate, alphabet and letter-sound recognition not automatic, directionality not firm, and remembers few or no words even after repeated, meaningful interactions with a text

Rudimentary

Students in the **mid- to late-emergent** stage of learning to read:

Mostly accurate pointing, off track on 2-syllable words, may merge article with the noun, incomplete letter-sound correspondence, may or may not self-correct, and may remember some words after repeated, meaningful interactions with a text
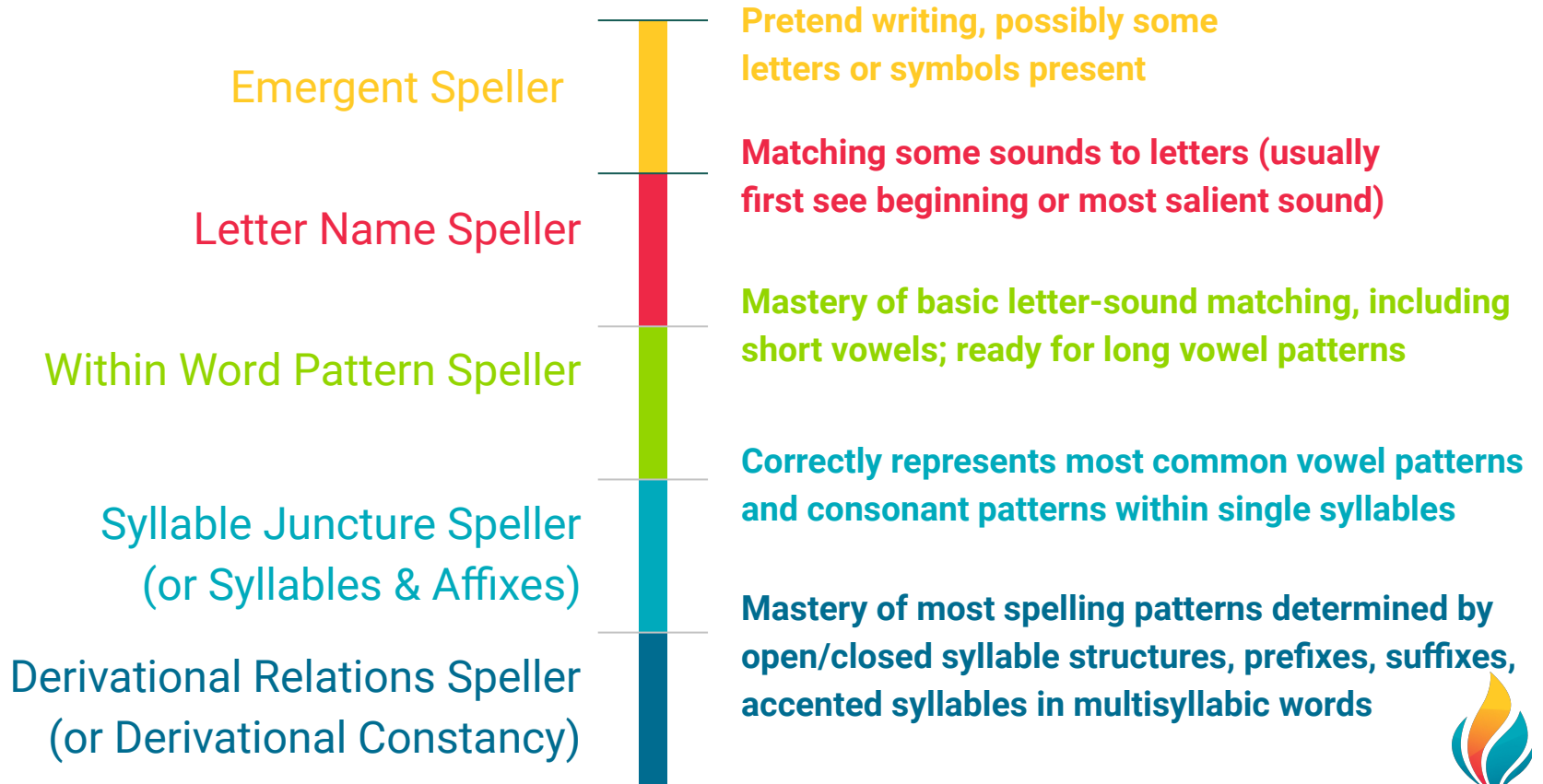
Firm

Students in the **early beginning** stage of reading;

Accurately and consistently tracks; self-corrects if gets off track; immediately identifies words in context using beginning letter sound; more complete letter sound correspondence; remembers many words after repeated, meaningful interactions with a text

Spelling stage differentiators

Emergent Speller

Pretend writing, possibly some letters or symbols present

Letter Name Speller

Matching some sounds to letters (usually first see beginning or most salient sound)

Within Word Pattern Speller

Mastery of basic letter-sound matching, including short vowels; ready for long vowel patterns

Syllable Juncture Speller (or Syllables & Affixes)

Correctly represents most common vowel patterns and consonant patterns within single syllables

Derivational Relations Speller (or Derivational Constancy)

Mastery of most spelling patterns determined by open/closed syllable structures, prefixes, suffixes, accented syllables in multisyllabic words

How will this affect instructional planning?

Look for the two sides to correlate, at least roughly, and aim for <u>skills mastery</u> before moving on.

Emergent Reader/Speller	● Letter sounds + phonological awareness → **COW** ● Model decoding (letter-sound match) and spelling using **memorized texts** only (Not ready for leveled text series)
Beginning Reader/ Letter Name Speller	● Focus on **improving decoding/spelling skills** (letter-sound match, blending, etc.) within context, in order to grow **word bank of 100+ words**
Transitional Reader / Within Word Pattern Speller	● Focus on **fluency** (accuracy + speed) in oral reading, by targeting WWP spelling features (after mastery of LN) ● This is the stage where students can **learn to love reading!**
Interm/Advanced Reader, Syllable Juncture or Derivational Relations Speller	● Continue building oral reading fluency via **spelling/word study** (SJ→ DR features) and **vocabulary** study ● Continue **comprehension strategies** before, during, after

Analyzing What Data You Have

What to do if the data is incomplete

How can you get a complete picture of each student?

Consider *all* possible sources of data to learn about your students, even in the absence of spring scores:

- Data from last fall or previous years

- Work samples

- Alternative assessments

- Parent input

- Fall assessment using PALS and PALS Quick Checks

- Other…?

"Wait! Wait! Cancel that. … I guess it says 'help.'"

What are the questions for students in preschool?

What do I need to ask of the data, in order to start adapting instruction according to needs?

1. How many letters does the child easily recognize?

2. How many letter-sound associations does s/he know automatically?

3. Can the child recognize when two words have the same beginning sound?

4. Is s/he able to hold a pen or pencil and attempt to write her/his name? How successful is the effort? Are any correct elements present?

5. Are there any issues that might affect language comprehension for this student?

What are the questions for students in kindergarten?

What do I need to ask of the data, in order to start instructing students by developmental stage?

1. What types of phonological awareness does this child have (e.g. compare beginning, middle, and/or ending sounds; rhyme awareness; blending)?

2. What letters and letter-sound associations have been mastered, and what's left to teach?

3. Does this student have a developing, rudimentary, or firm concept of word (i.e., what stage of development of concept of word in text)?

4. Does this student recognize any words automatically, without having to sound them out?

5. Are there any issues, other than learning how to decode words, that might eventually affect reading comprehension for this student?

What are the questions for students in grades 1-3?

What do I need to ask of the data, in order to start instructing students by developmental stage?

1. Does this student have a firm concept of word?

2. Has this student mastered Letter Name spelling features?

    Within Word Pattern? Syllable Juncture?

3. Does this student recognize any words automatically, without having to sound them out?

4. How is this student's reading rate when reading independent and instructional level texts?

5. Are there any issues other than decoding fluency that might affect reading comprehension for this student?
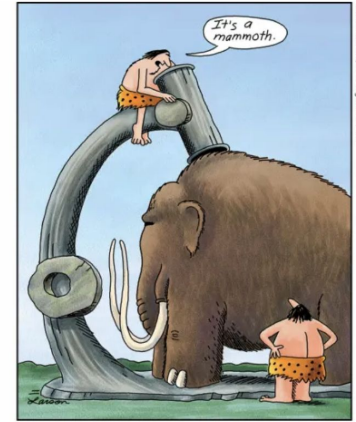
Where are the answers?   Preschool

What sources of data might you use to find the answers?

1. How many letters does the child easily recognize?	
2. How many letter-sound associations does she know automatically?	
3. Can the child recognize when two words have the same beginning sound?	
4. Is s/he able to hold a pen or pencil and attempt to write her/his name? How successful is the effort? Are any correct elements present?	
5. Are there any issues, other than learning basic literacy skills, that might eventually affect reading comprehension for this student?	

It's a mammoth.
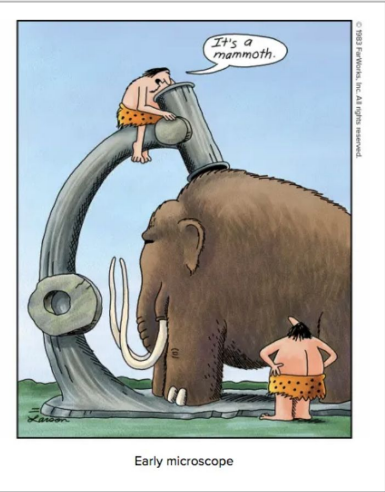
Early microscope

Where are the answers?   Kindergarten

What sources of data might you use to find the answers?

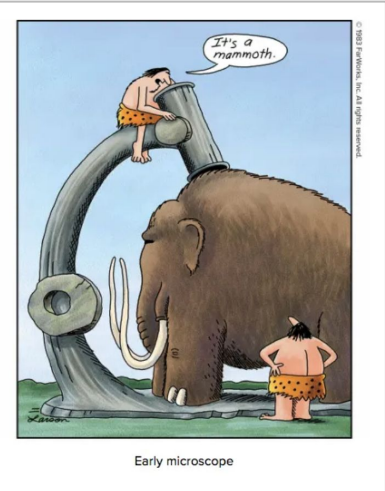|	
1. What types of phonological awareness does this child have (e.g. compare beginning, middle, and/or ending sounds; rhyme awareness; blending)?	
2. What letters and letter-sound associations have been mastered, and what's left to teach?	
3. Does this student have a developing, rudimentary, or firm concept of word (i.e., what stage of development of concept of word in text)?	
4. Does this student recognize any words automatically, without having to sound them out?	
5. Are there any issues, other than learning how to decode words, that might affect reading comprehension for this student?	

It's a mammoth.

Early microscope

Where are the answers? Grades 1-3

What sources of data might you use to find the answers?

It's a mammoth.

Early microscope

1. Does this student have a firm concept of word?	
2. What spelling features has this student mastered?	
3. Does this student recognize many words automatically, without having to sound them out?	
4. How is this student's reading rate when reading independent and instructional level texts?	
5. Are there any issues other than decoding fluency that might affect reading comprehension for this student?	

Let's practice!

View the data for the practice student provided in your handouts to answer the question below.

A link to the Word document we'll be filling out together can be found in the chat box. Feel free to download it for your own use.

- **What do we know?**

- **What kinds of instruction will we *most likely* need to plan, according to the data we have?**

- **What do we still need to find out?**

- **How can we find out?**

Last year's kindergarten Fall PALS scores:

This year's "Back to School Night" letter to Mom:

STUDENT SUMMARY - Fall 2020

pals

This report lists all scores entered for the student.

In the Fall and Spring columns, task benchmarks or a Summed Score benchmark is in parentheses following selected task scores. In the Mid-Year column, Mid-Year ranges are in parentheses following selected task scores. Benchmarks and Mid-Year ranges are only valid for students who were given the assessment using Standard Administration.
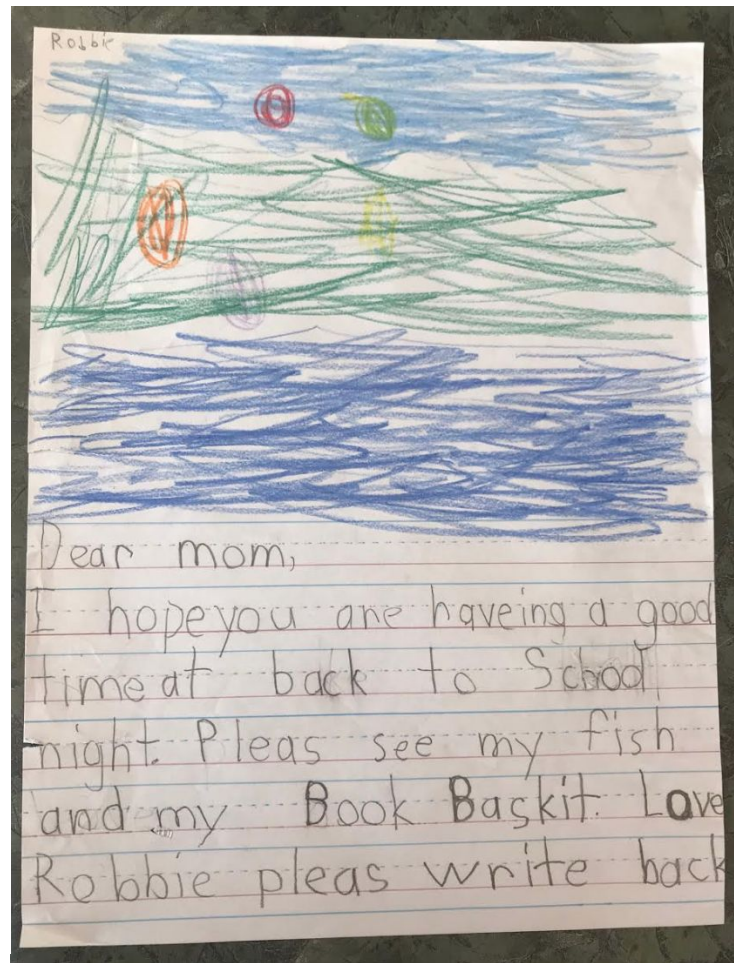
Student: Robbie PracticeStudent **Grade:** Kindergarten **Teacher:** Mrs Tee

School: Demo Testing School **Currently Identified:** No

PALS TASK		FALL	MAX
Group Rhyme		10 (5)	10
Group Beginning Sound		8 (5)	10
Individual Rhyme			
Individual Beginning Sound			
Lowercase Alphabet		21 (12)	26
Letter Sounds		19 (5)	26
Spelling		8 (2)	20
Concept of Word	Pointing	3 (2)	4
	Word ID	5 (2)	8
	Word List	2 (0)	10
Summed Score		68 (29)	102
Preprimer Word List			
Primer Word List			
First Grade Word List			

Robbie

Dear mom,
I hope you are having a good time at back to School night. Pleas see my fish and my Book Baskit. Love Robbie pleas write back

Let's take a break. Please reconvene at 2:50.

The Grand Sorting

Now that you know something about your students, how will you group them?

1. **Group students by their stage of reading: emergent, beginning, or instructional.**

   a. If you have many emergent readers, consider grouping by concept of word stage (developing, rudimentary, or firm).
   b. For students who are instructional readers, further divide by instructional reading level through 2nd/3rd grade level.
   c. For students whose diagnosed IORL is higher than 2nd/3rd grade, consider sorting by developmental spelling stage and what spelling features they're using-but-confusing.

2. **Within each group above, identify which specific skills should be targeted.**

The Grand Sorting

Now that you know something about your students, how will you group them?

1. **Group students by their stage of reading: emergent, beginning, or instructional.**

2. **Within each group above, identify which specific skills should be targeted.**

   a. Consider which skills are most important to master within this stage (see following slides).
   b. Consider which skill deficiencies are held in common by members of the group.
   c. Plan to teach skills directly and explicitly, in the order in which they typically develop.

Finding and grouping your <mark>emergent readers</mark>

Regardless of the grade you teach, you may have emergent readers in your class.

1. Separate out any students who <mark><u>do not have a firm concept of word in text</u></mark>. These are your **emergent readers**.

2. Look at your data for <u>alphabet knowledge</u> and <u>phonological awareness</u> skills, and identify students who have not yet mastered these skills.

   a. For grades PreK-K, PA skills assessed by PALS in fall-MY-spring include *beginning sound awareness* and *rhyme awareness*.
   b. For grades 1-3, PA skills include *blending* and *sound-to-letter* PALS tasks.

3. Look at your data for concept of word. Sort by <u>COW developmental stage</u> (*developing* or *rudimentary*).

4. Plan to target skills identified in Step #2, within groups identified in Step #3.

5. For whole group instruction, consider groups above to represent "who needs more support/ more challenge during the activities or games that target this particular skill." Consider whether the student may also need additional support for language comprehension.

Finding and grouping your beginning readers

Regardless of the grade you teach, you may have beginning readers in your class.

1. Separate out any students who <u>have a firm concept of word in text, but recognize fewer than 100 words without having to sound them out</u>. In spelling, they are *beginning* to do basic matching of letters to sounds (focusing first on beg/end consonants and short vowels). These are your **beginning readers**.

2. Look at your data for <u>alphabet knowledge</u> and <u>phonological awareness</u> skills, and identify students who have not yet mastered these skills.
   a. For grades PreK-K, PA skills assessed by PALS in fall-MY-spring include *beginning sound awareness* and *rhyme awareness.*
   b. For grades 1-3, PA skills include *blending* and *sound-to-letter* PALS tasks.

3. Look at your data for spelling (for PreK, use writing samples). Identify students who are in <u>Early Letter Name versus Late Letter Name</u> spelling stage.

4. Plan to target skills identified in Step #2, within groups identified in Step #3.

5. For whole group instruction, consider groups above to represent "who needs more support/ more challenge during the activities or games that target this particular skill." Consider whether the student may also need additional support for reading comprehension.

Finding and grouping your transitional readers

This is the stage of development when many students learn to love reading, if given support.

1. Separate out any students who have built a word bank of at least 100 automatically-recognized words. In spelling, they have mastered basic matching of letters to sounds (including all beg/end consonants, blends, digraphs, and short vowels). These are your **transitional readers**.

2. Look at your data for alphabet knowledge and phonological awareness skills, and identify students who have not yet mastered these skills.
   a. Note that students may have phonemic awareness regarding some letters and not others.
   b. Keep an eye out for letter sounds that may have slipped through the cracks, such as *q, x, ch*.

3. Look at your data for spelling. Identify students who have not yet mastered Letter Name spelling features, and then those that share common instructional needs for Within Word Pattern features.

4. Look at your data for reading rate for texts at the student's instructional reading level.

5. Whether you group by spelling stage or by IORL, plan to teach skills in Steps #2 and #3 and to help students apply them in both reading and writing.
   a. *Assume that students will learn reading comprehension skills more easily in texts where they already have a strong reading rate.*
   b. Consider whether the student may also need additional support for reading comprehension.

Finding and grouping your <mark>intermediate and advanced readers</mark>

Instructional readers may have intermediate skill in some topics, advanced skill in others.

1. The remaining students should be the ones who are reading on at least a 3rd grade level with a strong reading rate, and who can represent vowels sounds correctly in most common single-syllable words. These are your solid **instructional (interm/adv) readers**.

2. Look at your data for spelling. Sort students who have common instructional needs in <u>Within Word Pattern</u> features, and then those in <u>Syllable Juncture</u> features. The remaining group has mastered all spelling features up to this point and will focus on <u>Derivational Constancy</u> features.

3. Look at your data for <u>reading rate</u> for texts at the student's instructional reading level.

4. Whether you group by spelling stage or by IORL, plan to teach skills in Steps #2 and #3 and to help students apply them in both reading and writing.
   a. *Assume that students will learn reading comprehension skills more easily in texts where they already have a strong reading rate.*
   b. Consider whether the student may also need additional support for reading comprehension.

Initial groupings are just a start.

Use groups as a way to deliver instruction, or just as a way to think about students' different needs as you plan differentiated instruction and support.
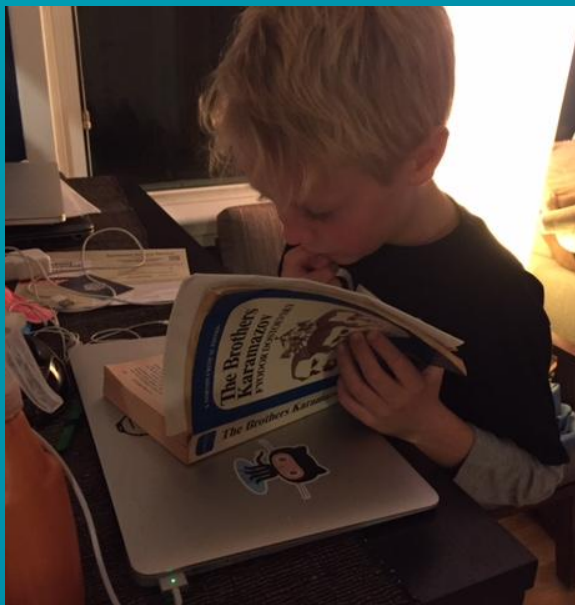
Aim not just for *mastery*, but for *fluency* with skills such as alphabet knowledge and reading rate, before "letting go" of instruction and support in that area.

Communicate with others about about the data and about your reasoning for targeting these skills! Enlist support from other school faculty and parents.

Remember revisit and adjust groupings regularly as you get more data.

What are some ideas for how to provide good instruction and support for students who are in a <u>different developmental stage</u> than most of the other students in your class?

Please add your responses to the Google doc at this link, which can also be found on the handouts page:

https://tinyurl.com/WV-shareideas-aug2020

Planning Instruction

Target, document, track!

For those of you who love planning books, spreadsheets, and office supplies, *this is your day*.

TARGET: Teach skills directly and systematically.

- Don't assume that students will "figure it out through exposure." Model, explain, and guide as they practice.
- Make sure that foundational skills are mastered / reading rate is strong, before moving on.

Target, document, track!

For those of you who love planning books, spreadsheets, and office supplies, *this is your day*.

DOCUMENT AND SHARE: Everything! (Results, instructional plan, progress.)
You'll be glad you did. Here's why:

- Shifting sands -- uncertainty about changing settings, changing staff assigned to students, changing situations for students → *collaboration and community are more important than ever!*
- Students who may have an undiagnosed disability are at greater risk of not being identified.

Target, document, track!

For those of you who love planning books, spreadsheets, and office supplies, *this is your day*.

TRACK! <u>All the cool teachers are doing it in 2020.</u>

- Decide *during instructional planning* how success will be monitored and reported over time, and communicate about who will be responsible for these tasks/skills for each student.
- Consider **PALS Quick Checks** for this purpose.
- Schools are navigating new waters in 2020 -- you need to know, what's working? What's not?

Finding instructional activities

Model, guide, observe, and monitor isolated *and* integrated skills:

Isolated skills:

Beginning sound awareness
Letter sound associations
Blending sounds into words
Alphabet recognition

Applying those skills:

Developing firm COW
Sound-to-letter matching
Reading text
Spelling

(These lists provide examples and are not comprehensive.)

Finding instructional activities

Look for these in your PALS Online Account on the "Instructional Resources" tile:

Instructional Activities

Phonological Awareness

Beginning Sounds	PreK	K	1-3	All
Blending	PreK	K	1-3	All
Rhyme	PreK	K	1-3	All
Sound-to-letter Segmentation		K	1-3	All

Literacy Skills

Alphabet Recognition	PreK	K	1-3	All
Comprehension		K	1-3	All
Concept of Word	PreK	K	1-3	All
Letter Sounds	PreK	K	1-3	All

How do we make the most of our instructional time?

Narrow down to the weaker *isolated* skills that may be preventing the *applied* skills from happening.

Ms. Troutly is looking at scores for Beatrice, a second grader, in the fall.

Beatrice recognizes all of the letters of the alphabet and is able to produce the sounds associated with each.

Her fall PALS scores identify an IORL of between Preprimer and Primer level, which is below grade level expectation (we would hope for at least a first grade IORL by this time).

In looking at Beatrice's kindergarten scores, Ms. Troutly notices that her COW scores were somewhat low in the spring -- i.e., Beatrice did not have a firm concept of word in text at the end of kindergarten.

What other applied skills might Beatrice struggle with, and how can Ms. Troutly find out?
What isolated skills might Ms. Troutly need to teach and practice with Beatrice?
Where can she find activities to target those skills? Is this all she needs to do?

Let's talk about "instructional oral reading level."

Use this diagnosis as a general instructional guide, not a guarantee of progress.

Can probably expect:

Level of text with which it's expected that the student will most easily benefit from instruction

Student to do best with <u>instructional support</u> before, during, and after reading text at IORL

Do not necessarily expect:

Student cannot be successful with any other level of texts, given sufficient support

Progress just because student is immersed in texts at this level

Regardless of the student's IORL or developmental literacy stage, instruction should include both a focus on the ==word/sound level of reading and spelling== *and on* ==reading comprehension== *at some point during the literacy block!*
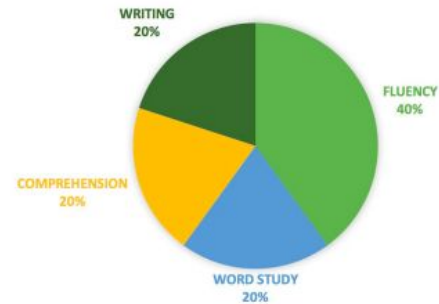
Put direct skills instruction into developmental context

Comprehensive Literacy Diet for Beginning Readers and Writers

Beginning Reader Diet		
Instructional Goal	Activities	Percent of Time Spent
FLUENCY Goal: success in reading (making reading happen), automatic word recognition	• repeated reading of familiar text (books that have been read before) • choral and echo reading of controlled vocabulary text • taped reading	40% of instructional time
WORD STUDY Goal: sort known words by alliteration (beginning sounds), rhyme (short vowel word families), and short vowels outside of rhyme	• word bank sight words • sorting by beginning sounds • sorting by rhyming families and short vowel spellings outside of rhyme	20% of instructional time
COMPREHENSION Goal: predicting using multiple cueing systems, cross checking, vocabulary, concepts	• concept sorts with word bank words • predicting in text being read • retelling • listening to stories	20% of instructional time
WRITING Goal: writing to use sounds	• dictated sentences (from familiar text) • writing for sounds • picture captions	20% of instructional time

BEGINNING READER INSTRUCTIONAL DIET

WRITING 20%
FLUENCY 40%
COMPREHENSION 20%
WORD STUDY 20%

Find these diets on your Instructional Resources tile.

40

All hands on deck!

Instructional planning can take multiple settings into account

What can be modeled and guided during whole class instruction?

What is best accomplished during small group or one-on-one instruction?

What can be supported in the family environment?

Report and communicate about:

Plan ahead for all three!

Results   *Remember the Parent Letters on the PALS Resource Center.*

- Screening, specific skill scores, progress

Instructional plan for this student

- How it targets specific skills
- Who's responsible for planning and delivering

Progress

- Specific literacy skills
- What tools will measure and how often
- Who is responsible for administering, reporting

Summary and Follow Up

Summary

The Big Takeaways are...

- Fall 2020 brings many changes and uncertainties, but <u>the way literacy typically develops</u> is not one of them.

- Reading and spelling develop together within developmental stages, and progress in both requires mastery of certain basic literacy skills and understandings along the way.

- Identifying students' current developmental stages in reading and spelling will help you identify and meet their instructional needs. Small group instruction can facilitate meeting their needs.

- You may need to be flexible and creative in how you find and collect data at the beginning of the year to determine stages/needs.

- <u>Meet students where they are</u>, and aim for mastery, then fluency, of foundational skills before letting go of that instruction for a student.

- Know the difference between activities that target isolated skills, and activities that require application of several skills at once. Include time and instructional support for both.

Change can be uncomfortable and scary, and also provides opportunities for growth, learning, and connection with others.

Temperature check -- the good kind

What are you feeling good about? What is still scary?

Feeling more confidence about:
- Parent support
- Better technology skills
- Knowing what resources are available from PALS
- Formative assessment
- Being able to determine student needs using PALS data
- Knowing importance of communication

Feeling less confidence about:
- Students getting what they need
- Organizing for blended instruction and juggle it
- Online classroom skills
- Virtual teaching responsibilities
- Learning centers online

Fall 2020: What's your confidence level?

What personal and professional strengths can you identify today that will help you support your colleagues and students this fall?

In what areas do you especially want more support? Where might you find it?

How will you take care of yourself this school year? **Start planning for this first.**

Follow up from the PALS team

What's next?

Support

The PALS Team is here for you when you need us! Contact us at support@palshelp.com.

Monthly Webinars

August topic is, "What's New? PALS 2020-21." We invite you to join us on Tuesday, Aug. 18 at 4:30. Look for an email with the webinar link about a week in advance.

Winter PALS Trainings

Join us for the next round of trainings provided by your WV DOE this winter! Topics and dates TBA.

Stay healthy, and please remember to wear your mask.

Thank you for joining us today!