Study Guide

This study guide may be used to help guide note-taking while watching “The Decision Tree: Selecting Diagnostic Assessments and Interventions for Struggling Readers” (originally recorded on October 16, 2017).

Part One – Introduction and Overview
(video segment: beginning to 19:35)

- Workshop Objectives
  - Examine patterns of reading difficulty based on assessment data;
  - Understand what reading screening tells us;
  - Understand the use of informal diagnostic reading assessments;
  - Learn about Tier 2 Structured Literacy instructional methodology; (see Figure 1 at end of Study Guide)
  - Gain ideas for progress monitoring associated with the elements of Structured Literacy.
Part Two – Patterns of Reading Difficulty  
(video segment: 19:35 to 33:35)

• The Simple View of Reading (see Figure 2 at end of Study Guide)
  o An equation developed by _________________ and _________________ in 1986.
  o \[ \text{LC} \times \text{D} = \text{RC} \]
  o _________________ _________________ (RC) is the product of
    _________________ _________________ (LC) multiplied by
    _________________ (D).
  o Listening comprehension and decoding are two,
    very different skills; but, each are highly
    _________________ with reading comprehension.

• The Many Strands View of Reading
  o An expanded view of skilled reading, developed by _________________ in 2001.
  o Expands on the idea of _________________ __________________.
- Listening comprehension requires the following: background knowledge, __________ knowledge, __________ structure (also known as syntax), __________ reasoning (also known as inferencing), and literacy ____________.

- Listening comprehension skills are considered to be “unconstrained,” because they are learned over the course of one’s whole life.

  - In contrast, ____________ ____________ skills are considered to be “constrained” because there is a finite amount of information that needs to be learned.

- Word recognition requires the following skills: ____________ awareness, decoding, and ____________ recognition.

  - To be a skilled reader, one must fluently coordinate word reading and comprehension processes.

- **Patterns of Reading Difficulty** (*see Figure 3 at end of Study Guide*)

  - Skilled reader
    - Can read at a rate of approximately ____________ - ____________ words per minute.
    - Can immediately recognize tens of thousands of words.
    - Can learn new words very quickly and do not forget learned words.

  - Specific Word Recognition Difficulties (SWRD)
    - Have at least average ____________ ____________ and oral vocabularies.
    - Have difficulties with word recognition, usually related to ____________ awareness and ____________.
    - Have reading fluency difficulties due to weak word reading skills.
Reading difficulties often emerge early (kindergarten – grade 3).

Are referred to as having dyslexia.

- **Specific Reading Comprehension Difficulties (SRCD)**
  - Have at least average ___________________ and phonological skills.
  - Have difficulties with reading comprehension, usually related to oral language ___________________ and oral ___________________ knowledge.
  - Have reading fluency difficulties that tend to be based in ________________, rather than in single word reading skills.
  - Reading difficulties often emerge later (grade 4 and up).

- **Mixed Reading Difficulties (MRD)**
  - Have difficulties with both listening comprehension and decoding.
  - Have reading fluency difficulties due to both word reading and ___________________ comprehension.
  - Reading difficulties often emerge early and may persist even after decoding skills are remediated.

**Two “Simple View” Based Questions (see Figure 4 at end of Study Guide)**

- If a student is having reading comprehension difficulties...
  - Would he understand it if you read it to him?
    - This question is related to ___________________ comprehension.
  - Does his oral reading seem effortless?
    - This question is related to word ________________.
Part Three – Types of Reading Assessments
(video segment: 33:35 to 41:35)

- 4 Types of Reading Assessments
  - Fill in the following table with the information presented about the 4 types of reading assessments.

<table>
<thead>
<tr>
<th>4 Types of Reading Assessments</th>
<th>Description/Use</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong> (Summative)</td>
<td>Evaluate success of a program or school based on student performance instruction is completed (standardized).</td>
<td>“Reaching our goals.” Assessment of learning.</td>
</tr>
<tr>
<td><strong>Universal Screening</strong> (Formative)</td>
<td>Identify students who need assessment to determine potential for intervention. External benchmark or norms are used.</td>
<td>“First alert.” Assessment for learning.</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong> (Formative)</td>
<td>Determine student progress over time as compared to validated trajectory and to plan.</td>
<td>“Growth charts.” Assessment for learning.</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td>Understand student in especially to inform instruction and intervention strategies. These are most closely aligned with instruction.</td>
<td>“In-depth view.” Identify skill strengths and weaknesses.</td>
</tr>
</tbody>
</table>

- Universal screening
  - Reliable and valid measures that have clear targets.
    - Examples: Dynamic Indicators or Basic Early Literacy Skills (DIBELS) and AIMSweb
• Identifies students who *may not* be making expected progress and who *may need* additional diagnostic assessment or small group/individualized intervention.

• Also provides information about how well the core curriculum/program in a school works.
  
  • At least _________________% of students should be showing adequate progress with the core curriculum/program in place.
    
    o The remaining 20% of students will require small group/individualized intervention to be successful with reading.

• Also referred to as curriculum-based measures (CBM)
  
  • Timed tests, used to evaluate accuracy and _________________.
  
  • Data can be analyzed readily by teachers.

• The strongest indicators of specific learning disability (SLD)/Dyslexia in kindergarten and 1st grade are: _________________ awareness, letter-sound relationships, and decoding skills.

**Part Four – Diagnostic Reading Assessments**

*(video segment: 41:35 to 1:26:50)*

• Diagnostic Assessments
  
  o Tell us *why* a student is struggling by providing information on specific skills the student may or may not have not mastered.

• Diagnostic Decision Tree for Reading
  
  o See the following page for copy of the Diagnostic Decision Tree for Reading.
Diagnostic Decision Tree for Reading

- **Reading Comprehension**
  - If at grade level
    - Work on grade level curriculum
  - If low
    - Check passage reading with oral reading fluency measure (e.g., DIBELS, easyCBM)
      - If at grade level
        - Work on vocabulary and comprehension
      - If low
        - Check word recognition with phonetically regular and irregular word lists (e.g., CORE San Diego Quick Check, easyCBM)
          - If at grade level
            - Work on spelling, fluency, vocabulary and comprehension
          - If low
            - Check phonics (decoding/encoding) skills (e.g., CORE Phonics Survey, Scholastic Nonsense Word Survey, Developmental Spelling Assessment)
              - If at grade level
                - Work on spelling, sight word recognition, fluency, vocabulary and comprehension
              - If low
                - Check phoneme awareness - Basic (phoneme segmentation and blending) and Advanced (phoneme deletion)
                  - If at grade level
                    - Work on phonic, spelling, sight word recognition, fluency, vocabulary and comprehension
                - If low
                  - Discuss referral to special education
                    - If at grade level
                      - Work on PA, phonics, spelling, sight word recognition, fluency, vocabulary and comprehension

Adapted from CORE Assessing Reading: Multiple Measures by Literacy How, Inc.
• **Assessment of Oral Reading Fluency**

  o Based on the Diagnostic Decision Tree for Reading, if reading comprehension is low, we must dig deeper and look at oral reading fluency.

  o Oral reading fluency is the ability to read text with sufficient ________________, ________________, and expression to support comprehension.

    ▪ Associated with four different elements:

      • **Accuracy**: knowledge of the orthographic/_________________ patterns of words.

      • **Automaticity**: ability to recognize words instantly. Also referred to as rate or speed.

      • **Phrasing**: ability to group words in grammatical entities (e.g., reads primarily in larger, meaningful phrases; consistently pauses at the end of clauses and sentences; chunks words appropriately while preserving the author’s syntax).

      • **Intonation**: ability to read as though telling a story (e.g., consistently changes pitch to reflect punctuation).

  o Tools for assessing oral reading fluency.

    ▪ Fill in the following table with the acronyms of assessment tools that may be used to assess oral reading fluency.


### Tools for Assessing Oral Reading Fluency

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Names of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Screening</strong></td>
<td>Oral Reading Fluency (___________) – DIBELS, easyCBM, AIMSweb, FAST</td>
</tr>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Formal/Timed</strong></td>
<td>Test of Silent Contextualized Reading Fluency – 2 (___________)</td>
</tr>
<tr>
<td></td>
<td>Woodcock Johnson IV Tests of Achievement (___________)</td>
</tr>
<tr>
<td></td>
<td>Gray Oral Reading Test – 5 (___________)</td>
</tr>
<tr>
<td></td>
<td>Woodcock Reading Mastery Test – III (___________)</td>
</tr>
<tr>
<td><strong>Informal/Untimed</strong></td>
<td>Informal Reading Inventories</td>
</tr>
<tr>
<td></td>
<td>CORE Multi-Level Academic Skills Inventory (___________)</td>
</tr>
</tbody>
</table>

- **Assessment of Word Recognition**
  - Based on the Diagnostic Decision Tree for Reading, if oral reading fluency is low, we must dig deeper and look at word recognition.
  - Word recognition is the instant and effortless recall of familiar words.
  - Tools for assessing word recognition.
    - Fill in the following table with the acronyms of assessment tools that may be used to assess word recognition.

### Tools for Assessing Word Recognition

<table>
<thead>
<tr>
<th>Type of Assessment</th>
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<tr>
<td><strong>Universal Screening</strong></td>
<td>Oral Reading Fluency (___________) – DIBELS, easyCBM, AIMSweb, FAST</td>
</tr>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Formal/Timed</strong></td>
<td>Test of Word Reading Efficiency – 2 (___________)</td>
</tr>
<tr>
<td></td>
<td>Kaufman Test of Educational Achievement – 3 (___________)</td>
</tr>
<tr>
<td></td>
<td>Test of Silent Word Reading Fluency – 2 (___________)</td>
</tr>
<tr>
<td></td>
<td>easyCBM Word Reading Fluency</td>
</tr>
<tr>
<td><strong>Informal/Untimed</strong></td>
<td>Test of Word Reading Efficiency – 2 (___________)</td>
</tr>
<tr>
<td></td>
<td>CORE San Diego Quick Assessment of Reading Ability</td>
</tr>
<tr>
<td></td>
<td>CORE Graded High Frequency Word Survey</td>
</tr>
</tbody>
</table>
Skills needed for word recognition:

- ___________________________ awareness.
- Letter-______________________ knowledge.
- Phonological __________________ skills (decoding accuracy).
- Automaticity (sight word recognition).

  - Requires orthographic mapping/phonological long-term memory.

    - Orthographic mapping is the process that readers use to store written words immediate, __________________ retrieval. It is the process by which readers turn unfamiliar written words into familiar __________________ words.

    - There are three skills needed for orthographic mapping:
      
      - ___________________________ awareness.
      - Letter-______________________ skills.
      - Word study.

    - It is easier to orthographically map phonetically regular words (e.g., stop, check, giggle, bird) than ___________________________ words (e.g., island, sword, listen, sign)
      
      - Fortunately, only ______________________% of words are irregular words.

  - **Assessment of Phonics Skills**

    - Based on the Diagnostic Decision Tree for Reading, if word recognition is low, we must dig deeper and look at phonics skills.

    - Tools for assessing phonics skills.
- Fill in the following table with the acronyms of assessment tools that may be used to assess phonics skills.

<table>
<thead>
<tr>
<th>Tools for Assessing Phonics Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Assessment</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Universal Screening</strong></td>
</tr>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
</tr>
</tbody>
</table>
| **Formal/Timed** | Test of Word Reading Efficiency – 2 (__________)  
Kaufman Test of Educational Achievement – 3 (__________)  
- Decoding Fluency subtest |
| **Informal/Untimed** | Scholastic Nonsense Word Test  
CORE Phonics Survey |

- Assessment of Phonemic Awareness
  - Based on the Diagnostic Decision Tree for Reading, if phonics skills are low, we must dig deeper and look at phonemic awareness.
  - Tools for assessing phonemic awareness.
    - Fill in the following table with the acronyms of assessment tools that may be used to assess phonemic awareness.

<table>
<thead>
<tr>
<th>Tools for Assessing Phonemic Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Assessment</strong></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Universal Screening</strong></td>
</tr>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
</tr>
</tbody>
</table>
| **Formal/Timed** | Phonological Awareness Test – 2 (__________)  
Lindamood Auditory Conceptualization Test – 2 (__________) |
| **Informal/Untimed** | CORE Phonological Segmentation Test  
Phonological Awareness Skills Test (__________)  
Yopp-Singer Test of Phoneme Segmentation |
Phonological awareness is a series of skills that progresses from basic word awareness skills to full phonemic awareness.

Phonological awareness is ideally taught and mastered early in a student’s life.

<table>
<thead>
<tr>
<th>Phonological Awareness Level</th>
<th>Typically Achieving Readers</th>
<th>Low Achieving Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Syllable Level (alliteration &amp; rhyme)</td>
<td>Pre-K to K</td>
<td>Pre-K to 2nd Grade</td>
</tr>
<tr>
<td>2. Onset-Rime Level</td>
<td>Early K to Early 1st Grade</td>
<td>Late K to 2nd Grade</td>
</tr>
<tr>
<td>3. Basic Phoneme Level</td>
<td>Mid 1st Grade to Early 2nd Grade</td>
<td>Early 2nd to 4th or never</td>
</tr>
<tr>
<td>Advanced Phoneme Level</td>
<td>Late First Grade to Third Grade</td>
<td>Often never</td>
</tr>
</tbody>
</table>

*Kilpatrick, 2017*
Three aspects of phonological processing.

- Fill in the following table with the acronyms of assessment tools that may be used to assess the three aspects of phonological processing.

<table>
<thead>
<tr>
<th>Aspect of Phonological Processing</th>
<th>Names of Assessments</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PA</strong> Phonological (Phonemic) Awareness</td>
<td>Phonological Awareness Screening Test (<strong><strong><strong><strong><strong>) Comprehensive Test of Phonological Awareness Processing – 2 (</strong></strong></strong></strong></strong>) - Segmenting, Blending, Elision subtests Woodcock Johnson IV Tests of Achievement (__________)</td>
<td></td>
</tr>
<tr>
<td><strong>PM</strong> Phonological Memory (Working Memory/Attention)</td>
<td>Sentence recall/story recall Wechsler Intelligence Scale for Children – 5 (<strong><strong><strong><strong><strong>) - Digit Span subtest Comprehensive Test of Phonological Awareness Processing – 2 (</strong></strong></strong></strong></strong>) - Digit Span subtest</td>
<td>Interwoven with attention.</td>
</tr>
<tr>
<td><strong>PS/NS</strong> Processing/Naming Speed</td>
<td>Comprehensive Test of Phonological Awareness Processing – 2 (__________) - Rapid Automatized Naming (RAN) subtest Word Retrieval</td>
<td>Correlates highly with reading rate.</td>
</tr>
</tbody>
</table>

- If a student has difficulty with 2 or 3 of these things, it will make intervention more challenging.

- Some phonological processing problems may impact ________________/automaticity.

- Advanced phonological processing.

- Universal screening information may need to supplemented with additional testing because universal screeners do not assess at the advanced phonological awareness level.

  - Syllable manipulation and phoneme manipulation (addition, deletion, substitution).
• **Assessment of Reading Comprehension**

  o If a student has adequate word level skills, but had difficulty with reading comprehension, we must assess the following: ________________ language, ________________ comprehension, and vocabulary.

  o Tools for assessing reading comprehension.

    ▪ Fill in the following table with the acronyms of assessment tools that may be used to assess reading comprehension.

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Names of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Screening</strong></td>
<td>MAZE – DIBELS, easyCBM, AIMSweb, FAST easyCBM Multiple Choice Reading Comprehension</td>
</tr>
<tr>
<td>(Typically assesses only basic phonemic awareness.)</td>
<td></td>
</tr>
<tr>
<td><strong>Diagnostic Assessments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Formal/Timed</strong></td>
<td>Gray Oral Reading Test – 5 (__________)</td>
</tr>
<tr>
<td></td>
<td>Achievement Tests (KTEA-3, WIAT-III, SRI-2, WJ-IV)</td>
</tr>
<tr>
<td></td>
<td>Test of Reading Comprehension – 5 (__________)</td>
</tr>
<tr>
<td></td>
<td>Woodcock Reading Mastery Test (__________)</td>
</tr>
<tr>
<td><strong>Informal/Untimed</strong></td>
<td>Qualitative Reading Inventory</td>
</tr>
<tr>
<td></td>
<td>Developmental Reading Assessment – 2 (__________)</td>
</tr>
</tbody>
</table>

• **Assessment of Vocabulary**

  o There are no diagnostic assessments of vocabulary.

  o Vocabulary is an ________________ skill and it exists on a ________________.

    ▪ There are over a million words in the English language.

  o Every student needs good instruction in vocabulary.
Part Five – Linking Data to Reading Interventions
(video segment: 1:26:50 to 1:38:47)

- **Linking Data to Reading Interventions (see Figure 5 at end of Study Guide)**
  - We want to select an intervention that is matched to one of the ________________ core components of reading instruction. Decision should be based on assessment data.
    - Five core component of reading instruction: ________________ awareness, ________________, fluency, ________________, and comprehension.

- **For Students with Word Level Reading Difficulties**
  - Interventions are most effective when they include three key elements:
    - (1) Eliminate ________________ awareness deficits and teach awareness to the ________________ level.
    - (2) Teach and reinforce ________________ skills and decoding (blending).
    - (3) Provide opportunities for students to apply these developing skills to reading connected text.

  - The goal here is to build _________________. Decodable books may be necessary depending on student’s word level reading skills.

  - *Structured Literacy* is an approach to teaching reading that is recognized by the International Dyslexia Association (IDA).
    - Elements included in this approach include: ________________, sound- ________________ association, syllable instruction, ________________, syntax, and ________________.

- **Interventions for Phonological Processing**
  - Multisensory articulation.
    - Teach students to be aware of how they form sounds.
    - Watch an example here: [https://youtu.be/p8d1eEhH8NI](https://youtu.be/p8d1eEhH8NI)
- Say It and Move It.
  - Teach advanced phonemic awareness/phoneme manipulation.
    - *Equipped for Reading Success* by David Kilpatrick.
    - *Lindamood Phoneme Sequencing (LiPS) Program*.
  - Elkonin boxes.
  - Sound sorts.

- **Interventions for Phonics Skills**
  - Explicit instruction in letter-________ correspance.
  - Decoding and __________ taught as reciprocal skills.
    - Sound-letter mapping/word __________.
    - Watch an example here: [https://youtu.be/bJLWy7WubFY](https://youtu.be/bJLWy7WubFY)
  - Word sorts.
  - High frequency word charts.
  - Syllable types and syllable blending.
    - Watch an example here: [https://youtu.be/RE0eXI62OkQ](https://youtu.be/RE0eXI62OkQ)
  - Explicit instruction in the meanings of roots and __________. (Morphology)

- **Interventions for Reading Connected Text**
  - Review phonics skills/phonetic elements __________ reading.
  - Create word lists and phrases for students to practice __________ they read the text.
  - Choose texts with ample representations of the recently taught phonetic element.
  - Plan a dictation of words and sentences containing the recently taught phonetic element.
Part Six – Progress Monitoring
(video segment: 1:38:47 to end)

- Why?
  - To monitor students’ response to instruction.
  - To estimate ________________ of improvement.
  - To identify students who aren’t making adequate progress.

- What?
  - Brief, curriculum-based measures (CBM) that are valid, ________________, and ________________-based.
    - Examples: easyCBM, AIMSweb, DIBELS, FAST.
  - Regular intervals (weekly, bi-weekly, or monthly).
    - For the most struggling readers, no less than every other week.

- Changing the Intensity and Nature of Instruction
  - Progress monitoring data may suggest that changes should be made to the instruction, such as: intervention, ________________, frequency, interventionist, and ________________ size.

- Criterion-Referenced Tests
  - These tests are different than progress monitoring assessments.
  - Also known as a mastery test. Tells you which concepts and/or skills the student has mastered.
  - They provide diagnostic information about a student’s level of performance.
  - They do not reflect generalization.
• At Which Grade Level Should I Progress Monitor?
  
  o If a student reads at greater than ___________________% accuracy, monitor fluency at his/her grade level. If a student is not accurate, monitor both accuracy and fluency.
  
  o Student can be monitored both at his/her instructional level and his/her grade level.
    ▪ Monitor student’s instructional level more frequently.

• Examples of Curriculum-Based Measures (CBM) and Criterion-Referenced Tests
  
  o Phonological Awareness
    ▪ Curriculum-based measures (CBM)
      • DIBELS Phoneme Segmentation Fluency (PSF)
      • easyCBM Phoneme Segmentation
    ▪ Criterion-referenced Tests
      • CORE Phonological Segmentation Test
      • Phonological Awareness Screening Test (PAST)
      • Yopp-Singer Test of Phoneme Segmentation
  
  o Phonics
    ▪ Curriculum-based measures (CBM)
      • DIBELS Nonsense Word Fluency (NWF)
    ▪ Criterion-referenced Tests
      • CORE Phonics Survey
      • Wilson Assessment of Decoding and Encoding (WADE)
      • Gallistel-Ellis
      • Spelling Inventories (Words Their Way)
      • Developmental Spelling Assessment (DSA)
  
  o Fluency
    ▪ Curriculum-based measures (CBM)
      • DIBELS Oral Reading Fluency (DORF)
      • easyCBM
      • AIMSweb Oral Reading Fluency (ORF)
    ▪ Criterion-referenced Tests
      • CORE Oral Reading Fluency
      • Qualitative Reading Inventory (QRI)
      • DRA2/Benchmark Assessment System
  
  o Comprehension
    ▪ Curriculum-based measures (CBM)
      • DIBELS DAZE
      • easyCBM Multiple Choice Reading Comprehension
      • AIMSweb MAZE
    ▪ Criterion-referenced Tests
      • CORE Reading Maze Comprehension
      • Qualitative Reading Inventory (QRI)
      • DRA2/Benchmark Assessment System
• Graphing CBM Data

  o Graphs allow teachers to quantify the ________________ of student improvement.

  o Data management
    § Set up a database.
    § Develop procedures for collecting, entering, and ________________ data.

“...the best reading assessment tool is the evaluator’s knowledge of research on reading acquisition and reading difficulties.”

David A. Kilpatrick, 2015
Dr. Margie Gillis shared many resources a part of her presentation. Take your knowledge to the next level by exploring the following resources:

**General Resources**

**Literacy How website**
- [http://www.literacyhow.com](http://www.literacyhow.com)
  This website includes a wealth of information, including details about the *Literacy How Reading Wheel*, the *Literacy How Reading Model*, a variety of eBooks, and professional development opportunities.

**Equipped for Reading Success**
- [http://equippedforreadingsuccess.com](http://equippedforreadingsuccess.com)
  This book, authored by David Kilpatrick, includes tools for assessing phonemic awareness, as well as a complete phonemic awareness and word recognition training scope and sequence.

**Essentials of Assessing, Preventing, and Overcoming Reading Difficulties**
- [https://www.amazon.com/Essentials-Preventing-Overcoming-Difficulties-Psychological/dp/1118845242](https://www.amazon.com/Essentials-Preventing-Overcoming-Difficulties-Psychological/dp/1118845242)
  This book, authored by David Kilpatrick, is an in-depth guide to reading assessment and reading intervention.

**Resources Specific to Screening**

**Center on Response to Intervention’s Screening Tools Chart**
  This tools chart presents information about academic screening tools, such as reliability and validity.

**Resources Specific to Progress Monitoring**

**National Center on Intensive Intervention’s Progress Monitoring Tools Chart**
  This tools chart presents information about academic progress monitoring tools, such as reliability and validity.

**Progress Monitoring Graphing Tools**
- [https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q1/p02/rti04_02_link_elements/](https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q1/p02/rti04_02_link_elements/)
  Each of the links above provide tools and methods for graphing student progress data.

**Resources Specific to Intervention**

**Literacy How YouTube Channel**
- [https://www.youtube.com/channel/UCCxZ4l7ONqYT-yxb5NNDHlG](https://www.youtube.com/channel/UCCxZ4l7ONqYT-yxb5NNDHlG)
  This YouTube channel includes brief, informative videos of evidence-based teaching techniques for a variety of reading skills.
Charts and Tables

Each of the following charts and tables come from Dr. Margie Gillis’s presentation slides.

Figure 1:
Major Components of Reading Instruction K-12

Figure 2:
Simple View of Reading
Figure 3: Patterns of Reading Difficulty

<table>
<thead>
<tr>
<th>Specific Word Recognition Difficulties (SWRD)</th>
<th>Specific Reading Comprehension Difficulties (SRCD)</th>
<th>Mixed Reading Difficulties (MRD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nonalphabetic Word Reader</td>
<td>• Nonstrategic Comprehender</td>
<td>• Mix of Both Word Recognition and Comprehension Difficulties</td>
</tr>
<tr>
<td>• Inaccurate Word Reader</td>
<td>• Suboptimal Comprehender</td>
<td></td>
</tr>
<tr>
<td>• Nonautomatic Word Reader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4: Two Questions to Ask When Reading Comprehension is Poor

<table>
<thead>
<tr>
<th>Q1: Would he understand if you read it to him?</th>
<th>Q2: Does his oral reading seem effortless?</th>
<th>Likely reasons for the difficulties in reading comprehension (RC)</th>
<th>Type of common pattern of reading difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, seems verbally strong</td>
<td>Yes</td>
<td>Likely a compensator. Also consider attention, working memory and anxiety regarding oral reading.</td>
<td>Compensator</td>
</tr>
<tr>
<td>Yes, seems verbally average to low average</td>
<td>No</td>
<td>RC issues are the result of weak word-level reading skills.</td>
<td>Dyslexia</td>
</tr>
<tr>
<td>No and no attention issues outside of school</td>
<td></td>
<td>Possible compensator. Possible subtle issues with language, WM, and/or attention.</td>
<td>Compensator?</td>
</tr>
<tr>
<td>No and has attention issues outside of school</td>
<td></td>
<td>Word-level reading issues but possibly also subtle language and/or attentional issues.</td>
<td>Dyslexia</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Language comprehension issues.</td>
<td>Hyperlexia</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>A combination of language issues and word-level reading difficulties.</td>
<td>Mixed Reading Difficulty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attentional and/or language issues.</td>
<td>Hyperlexia?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A combination of language, attention, and word-level reading difficulties.</td>
<td>Mixed RD?</td>
</tr>
</tbody>
</table>
Figure 5:
Linking Assessment Data to Reading Interventions

- CTOPP
- Nonsense Word
- ORF
- CORE Vocab.
- QRI

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

- Say it and Move It
- Wilson
- Read Naturally
- Text Talk
- Questioning the Author