

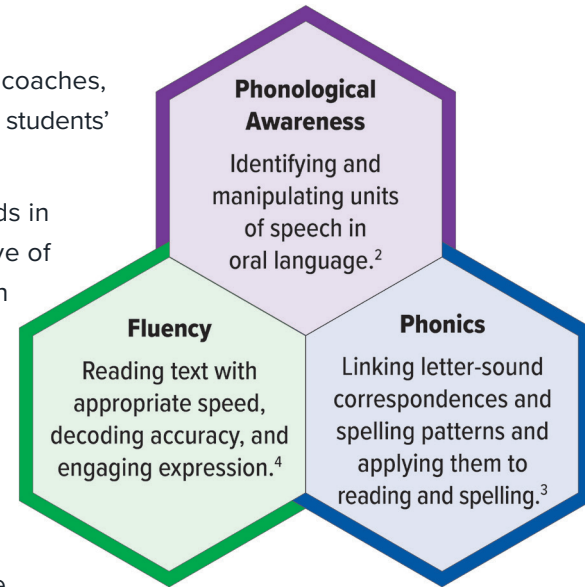
# Empowering Young Readers by Using Assessment Data to Inform Evidence-Based Word Reading Skill Instruction

## Flowchart overview

**WHO?** This flowchart can help classroom teachers, reading specialists, literacy coaches, special educators, multilingual learner specialists, and other educators supporting students' word reading skill development in kindergarten through grade 2.

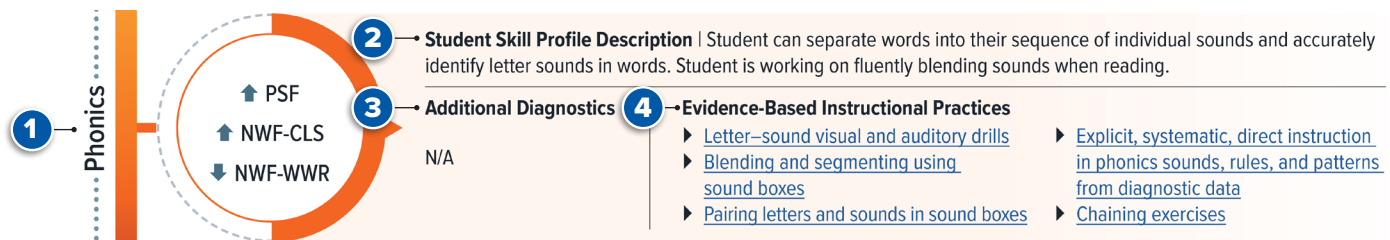
**WHAT?** This flowchart supports the identification of student reading skill needs in phonological awareness, phonics, and fluency. These word skills are predictive of future reading outcomes.<sup>1</sup> After identifying individual student needs, educators can form groups to provide differentiated support in tier 1. Educators providing literacy interventions may use the flowchart to provide tier 2 or tier 3 reading supports. For additional information on tier 2 and tier 3 instruction, please see the [National Center on Intensive Intervention](#).

**WHEN?** Use this flowchart to identify student groups each time students complete their universal screenings in reading (typically in fall, winter, and spring of each academic year). The evidence-based instructional practices can be used to provide reading acceleration targeted to student needs between screening periods.



## How to use the flowchart

First, review your students' scores on your literacy screener. Then use the flowchart to identify initial groupings and the potential need for additional diagnostics to inform literacy supports.



**1. Match subtest scores to relevant skill progression level.** First, use the flowchart to match each student's subtest scores to the lowest **skill progression** on the left side of the flowchart. Groups will be formed across the continuum.

**2. Review the student skill profile description.** Review the **student skill profile description** to identify whether the assessment results for each student align with your understanding of what skills they have and what areas of reading they are working to master.

**3. Identify need for additional diagnostics.** Consider whether any **additional diagnostics** are needed to provide more specific, targeted information to refine and finalize which evidence-based instructional practices may be most beneficial to that group of students.

**4. Use the evidence-based instructional practices to target instruction.** Implement **evidence-based practices** to target instruction to the word reading skills students are still mastering. *Each box includes links to videos that illustrate the cited practices.*

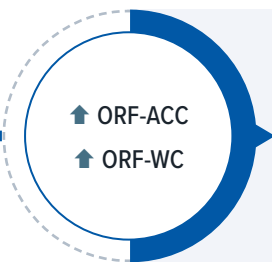
## Strategies to Improve Reading (STIR) partnership

Regional Educational Laboratory Midwest's [Strategies to Improve Reading \(STIR\) partnership](#) collaborates with Michigan educators to provide learning opportunities for kindergarten through grade 2 teachers and school leaders to help educators incorporate evidence-based classroom practices and data into teaching phonological awareness, phonics, and fluency.

# Grade 1 Screener Data: Grouping Guidance

## Student Skill Profile

Fluency/  
Comprehension



**Student Skill Profile Description** | Student can identify complete letter sounds in words and can read accurately and automatically. Student is working on building vocabulary and comprehension, as well as fluency, within more complex texts.

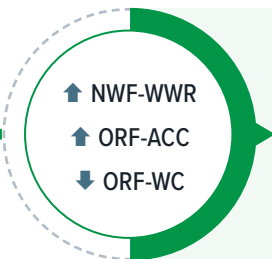
**Additional Diagnostics**

N/A

**Evidence-Based Instructional Practices**

- ▶ [Engage students in instructional-level texts that are not strictly decodable](#)
- ▶ [Word attack skills](#)
- ▶ [Syllable division](#)
- ▶ [Morphology](#)
- ▶ [Retell](#)
- ▶ [Comprehension strategies](#)
- ▶ [Self-monitoring](#)

Fluency



**Student Skill Profile Description** | Student can accurately read words in connected text. Student is working on reading fluently.

**Additional Diagnostics**

N/A

**Evidence-Based Instructional Practices**

- ▶ [Repeated reading of connected texts](#)
- ▶ [Fix it strategies](#)
- ▶ [Self-monitoring](#)

Phonics



**Student Skill Profile Description** | Student can identify letter sounds and decode words accurately. Student is working on accurately reading words in connected text.

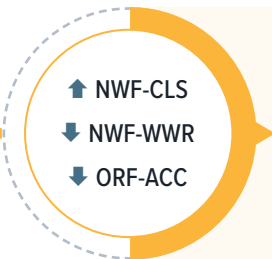
**Additional Diagnostics**

N/A

**Evidence-Based Instructional Practices**

- ▶ [Repeated reading of connected texts with standard error correction](#)
- ▶ [Repeated reading of connected texts targeting the phonics skill](#)

Phonics



**Student Skill Profile Description** | Student can identify letter sounds in words when reading. Student is working on reading connected text accurately and automatically.

**Additional Diagnostics**

- ▶ Phonics and spelling survey

**Evidence-Based Instructional Practices**

- ▶ [Explicit, systematic, direct instruction in phonics sounds, rules, and patterns from diagnostic data](#)
- ▶ [Repeated reading of connected texts targeting the phonics skill](#)
- ▶ [Sound boxes to map high-frequency words, attending to the known correspondences](#)

Phonics



**Student Skill Profile Description** | Student can separate words into their sequence of individual sounds and accurately identify letter sounds in words. Student is working on fluently blending sounds when reading.

**Additional Diagnostics**

N/A

**Evidence-Based Instructional Practices**

- ▶ [Letter-sound visual and auditory drills](#)
- ▶ [Blending and segmenting using sound boxes](#)
- ▶ [Pairing letters and sounds in sound boxes](#)
- ▶ [Explicit, systematic, direct instruction in phonics sounds, rules, and patterns from diagnostic data](#)
- ▶ [Chaining exercises](#)

Phonological  
Awareness



**Student Skill Profile Description** | Student can identify some letters and sounds accurately. Student is working on building automaticity and accuracy with letter sounds.

**Additional Diagnostics**

- ▶ Letter-sound inventory
- ▶ First sound fluency

**Evidence-Based Instructional Practices**

- Proficient on diagnostics:
  - ▶ [Blending and segmenting using sound boxes](#)
  - ▶ [Pairing letters and sounds in sound boxes](#)
- Not proficient on diagnostics:
  - ▶ [Blending onset-rime](#)
  - ▶ [Initial sound exercises](#)
  - ▶ [Letter-sound visual and auditory drills](#)

Arrows	Phonological Awareness Measures	Phonics Measures	Fluency Measures
<ul style="list-style-type: none"> <li>▲ At/Above Benchmark</li> <li>▼ Below Benchmark</li> </ul>	FSF: First Sound Fluency LSF: Letter Word Sound Fluency NWF-CLS: Nonsense Word Fluency-Correct Letter Sounds PSF: Phoneme Segmentation Fluency	NWF-WWR: Nonsense Word Fluency-Whole Words Read ORF-ACC: Oral Reading Fluency-Accuracy ORF-WC: Oral Reading Fluency-Words Correct	ORF-ACC: Oral Reading Fluency-Accuracy ORF-WC: Oral Reading Fluency-Words Correct WRF: Word Reading Fluency

## References

### Overview content

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### Flowcharts

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