

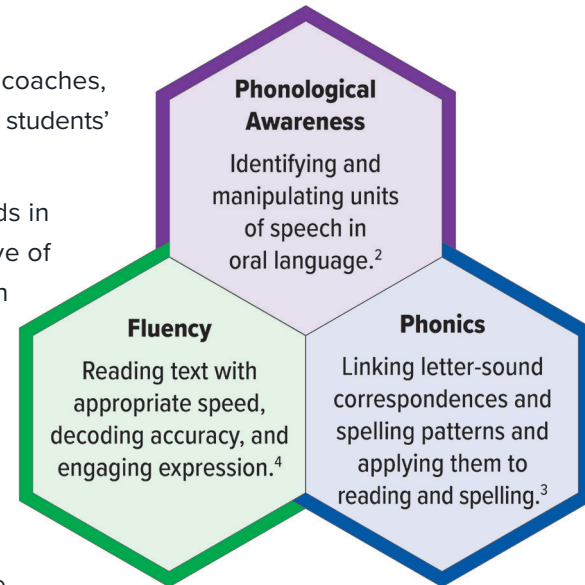
Empowering Young Readers by Using Assessment Data to Inform Evidence-Based Word Reading Skill Instruction

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.

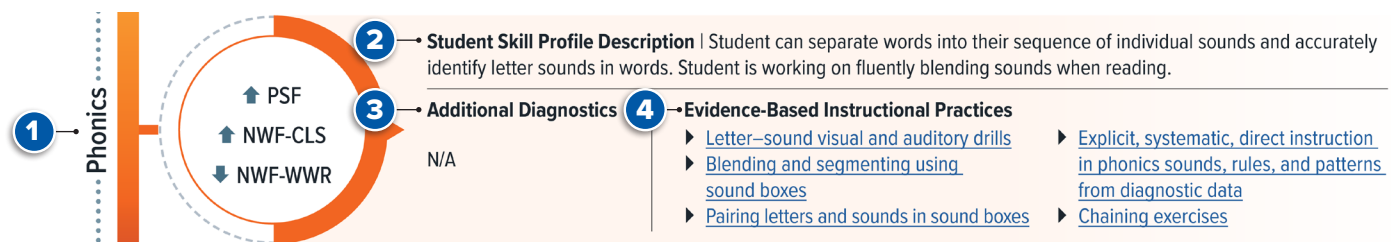
WHAT? This flowchart supports the identification of student reading skill needs in phonological awareness, phonics, and fluency. These word skills are predictive of future reading outcomes.¹ After identifying individual student needs, educators can form groups to provide differentiated support in tier 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.

Kindergarten Screener Data: Grouping Guidance

Student Skill Profile

SKILL PROGRESSION

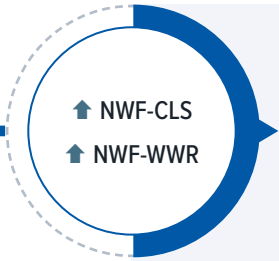
Phonics

Phonics

Phonics

Phonological Awareness

Phonological Awareness



Student Skill Profile Description | Student is working on more advanced phonics sounds, rules, and patterns.

Additional Diagnostics

- ▶ Phonics and spelling survey

Evidence-Based Instructional Practices

- ▶ [Explicit, systematic, direct instruction in phonics sounds, rules, and patterns from diagnostic data](#)



Student Skill Profile Description | Student recognizes letters and produces their speech sounds in isolation. Student is working on blending sounds together when reading words.

Additional Diagnostics

N/A

Evidence-Based Instructional Practices

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



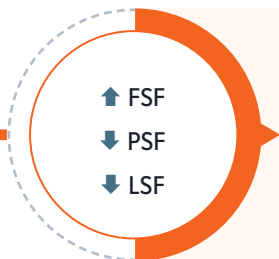
Student Skill Profile Description | Student can separate words into their sequence of individual sounds. Student is working on fluently and accurately identifying all letter sounds.

Additional Diagnostics

- ▶ First sound fluency
- ▶ Letter recognition and sound survey

Evidence-Based Instructional Practices

- ▶ [Blending and segmenting using sound boxes and pairing letters and sounds](#)
- ▶ [Blending onset-rime, graduating to sound boxes quickly](#)
- ▶ [Chaining exercises](#)
- ▶ [Initial sound exercises](#)



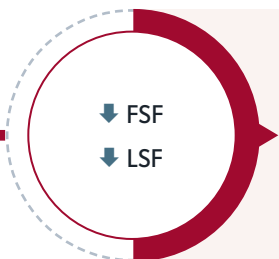
Student Skill Profile Description | Student can isolate and pronounce the first sound in spoken words. Student is working on fluently segmenting spoken words.

Additional Diagnostics

N/A

Evidence-Based Instructional Practices

- ▶ [Letter-sound visual and auditory drills](#)
- ▶ [Pairing letters and sounds in sound boxes](#)
- ▶ [Blending and segmenting using sound boxes](#)



Student Skill Profile Description | Student can understand spoken words and may be able to identifying rhyming words. Student is working on isolating and identifying first sounds in spoken word.

Additional Diagnostics

N/A

Evidence-Based Instructional Practices

- ▶ [Letter-sound visual and auditory drills](#)
- ▶ [Blending onset-rime](#)
- ▶ [Initial sound exercises](#)
- ▶ [Introduce sound boxes](#)

Arrows	Phonological Awareness Measures	Phonics Measures	Fluency Measures
<ul style="list-style-type: none"> ▲ At/Above Benchmark ▼ Below Benchmark 	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

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Overview content

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Flowcharts

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