




EARLY LITERACY
SCREENING
& UNDERSTANDING
DYSLEXIA

FEBRUARY 27, 2025

Join the session
ppt.ms/cmkw7uc 



AGENDA

- Introductions
- Literacy Screening and Assessments
- Understanding Dyslexia
- Instructional Supports
- Family & School Partnerships
- Questions

Special Thanks to
Bellevue PTSA
Council & Parents

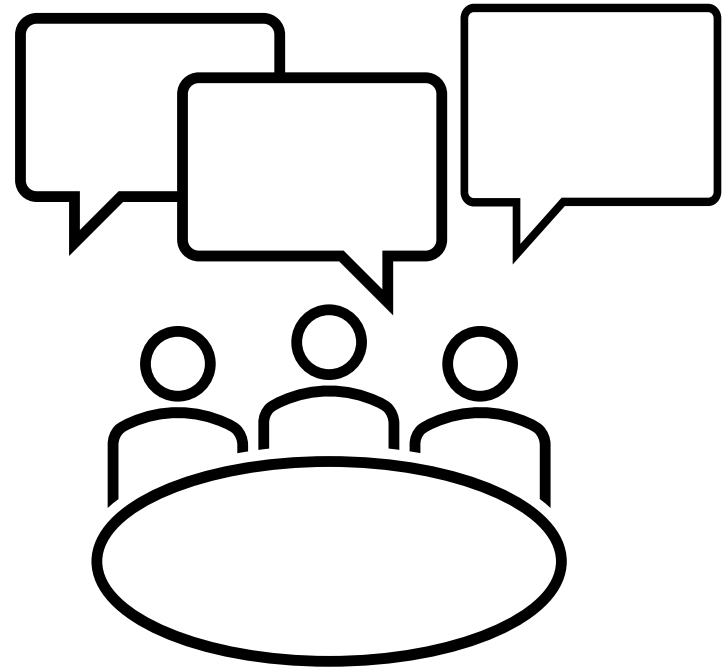
Join the session
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WELCOME

Invitation to Connect:

- Share your name
- How you are connected to BSD (student, staff, etc.)
- Share a student strength
- What you hope to learn at the event



Join the session
ppt.ms/cmkw7uc



RCW - EARLY LITERACY & DYSLEXIA



[RCW 28A.300.700](#) Requirements "Identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge..."

Three Components:

- 1. Screen students** using screening tools and resources that exemplify best-practices
- 2. Utilize MTSS** team to design & provide interventions
- 3. Parent/Guardian Communication:**
 - The initial notice of intervention
 - Regularly update the student's parents or guardians of the student's progress.



READING ASSESSMENTS



- Administered 3 times a year
 - Sep-Oct
 - Jan-Feb
 - May-June
- Grades K-2: DIBELS & TRC:
 - Jan-Feb: Additional Test RAN
- Grades 3-5: STAR & DIBELS as needed

What is DIBELS Assessing?

Kindergarten	1 st Grade	2 nd Grade
Letter Naming Fluency - LNF	Letter Naming Fluency - LNF	
Phonemic Segmentation Fluency - PSF	Phonemic Segmentation Fluency - PSF	
Nonsense Word Fluency - NWF	Nonsense Word Fluency - NWF	Nonsense Word Fluency - NWF
Word Reading Fluency - WRF	Word Reading Fluency - PSF	Word Reading Fluency - PSF
	Oral Reading Fluency - ORF	Oral Reading Fluency - PSF
		Maze (<i>closed reading procedure</i>)

WHAT IS RAN?

- Rapid Automatized Naming: a timed assessment to measure how quickly someone can name familiar items (numbers, letters, colors, objects, etc.)
- Purpose: early identification for students who are at risk for reading difficulties

<p>Rapid Automatized Naming: Letters</p> <p>o a s d p</p> <p>a o s p d</p>	<p>Rapid Automatized Naming: Numbers</p> <p>2 6 9 4 7</p> <p>6 2 9 7 4</p>
<p>Rapid Automatized Naming: Objects</p> <p></p> <p></p>	<p>Rapid Automatized Naming: Colors</p> <p></p> <p></p>
<p>Rapid Alternating Stimulus: 2-Set Letters and Numbers</p> <p>e 2 a 6 s</p> <p>9 d 4 p 7</p>	<p>Rapid Alternating Stimulus: 3-Set Letters, Numbers, and Colors</p> <p>a 6  e 2</p> <p> s 9  d</p>

SAMPLE HOME CONNECT LETTER

mCLASS® Home Connect Kindergarten, Middle-of-Year Assessment

Bellevue School District | [Redacted]
Last assessment: February 7, 2025
Next assessment: May 1, 2025

Why is [Redacted] being assessed?

To examine the important skills Philip needs to become a successful reader, we use mCLASS®, a program that combines DIBELS® 8th Edition to assess performance on literacy skills, and TRC (Text Reading and Comprehension) to determine how well [Redacted] can use those skills to read and understand grade-level books.

What do the below assessments mean?

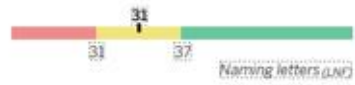
[Redacted] needs additional instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below. [Redacted] needs additional support and practice to meet grade-level expectations in Text Reading and Comprehension.

358 **DIBELS Composite Score**
Needs Some Support

RB **TRC Reading Level**
Needs Most Support



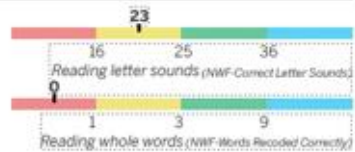
Letter Names
Naming letters from print, measured by DIBELS Letter Naming Fluency (LNF). Can your child...
...name both uppercase and lowercase letters?



Phonemic Awareness
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency (PSF). Can your child...
...identify the first, middle and last sound in "sun"? (sss...uh...nnn)



Decoding
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...
...sound out simple words like "van"? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?



Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...
...recognize familiar words without sounding them out?
...recognize common words such as: "there", "one", "color"?



Reading Comprehension
Understanding and gaining meaning from texts, measured by Text Reading and Comprehension (TRC).



Activities for [Redacted]

Even if you have just a few minutes each day, you may be surprised by how much you can help Philip learn to read. Here are some activities we recommend based on Philip's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Philip's interests or to fit your schedule.

Where [Redacted] needs support

Phonemic Awareness
Hearing and using the smallest units of sound in spoken words

Reading Comprehension
Understanding and gaining meaning from texts

Mystery Game

Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter t)," or "I'm looking for an item that begins with (say the sound for the letter g)."

Shopping For Syllables

Help your child take words apart. As you and your child shop, clap the number of syllables in the name of each item as you put it in your shopping basket.

Naming Household Objects

As you read a book together, look for words that name household objects. Your child should write these words on index cards and place them around the house on top of or next to the object the word names. Add cards whenever you encounter a new household word together.

We are working hard to ensure that [Redacted] development is on target for success, and we thank you for your efforts at home. Together, we will help [Redacted] become a successful reader.

For more activities, visit our Home Connect site: <https://www.mclass.amplify.com/homeconnect>

mCLASS® Home Connect Kindergarten, Middle-of-Year Assessment

Bellevue School District | [Redacted]
Last assessment: February 7, 2025
Next assessment: May 1, 2025

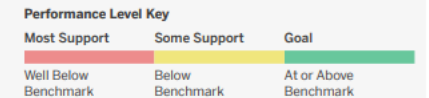
Why is [Redacted] being assessed?

To obtain additional information to ensure that [Redacted] is provided with the best support to become a successful reader, the RAN measure was administered to determine the ability to recognize and name a visual symbol accurately and rapidly. This measure helps identify issues in phonological processing that may contribute to risk for reading difficulty, including dyslexia.

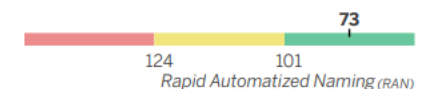
What does this mean?

[Redacted] has met grade-level expectations in RAN for recognizing and naming visual symbols accurately and rapidly.

73 **Rapid Automatized Naming**
Has Met Goal



Rapid Automatized Naming (RAN)
Recognizing visual symbols, such as numbers, and naming them accurately and rapidly.

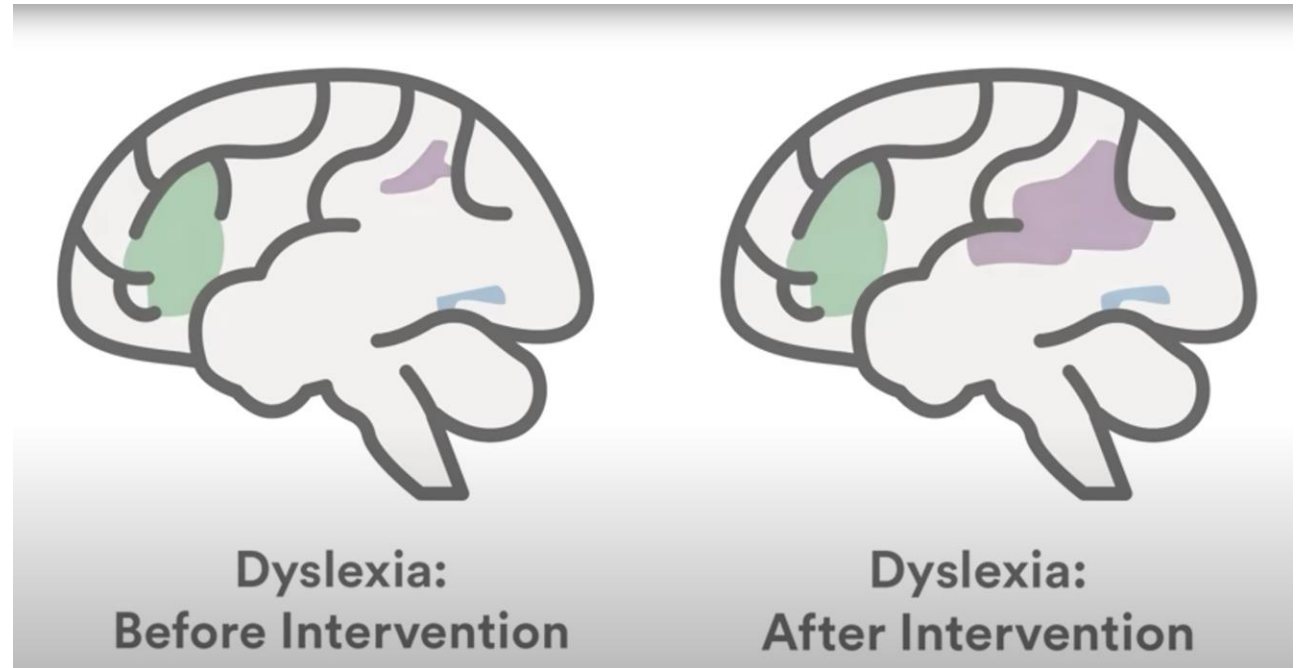


WHAT IS DYSLEXIA?

Dyslexia

is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader.

While people with dyslexia are slower with reading and writing tasks, they often, paradoxically, are very fast and creative thinkers with strong reasoning abilities.

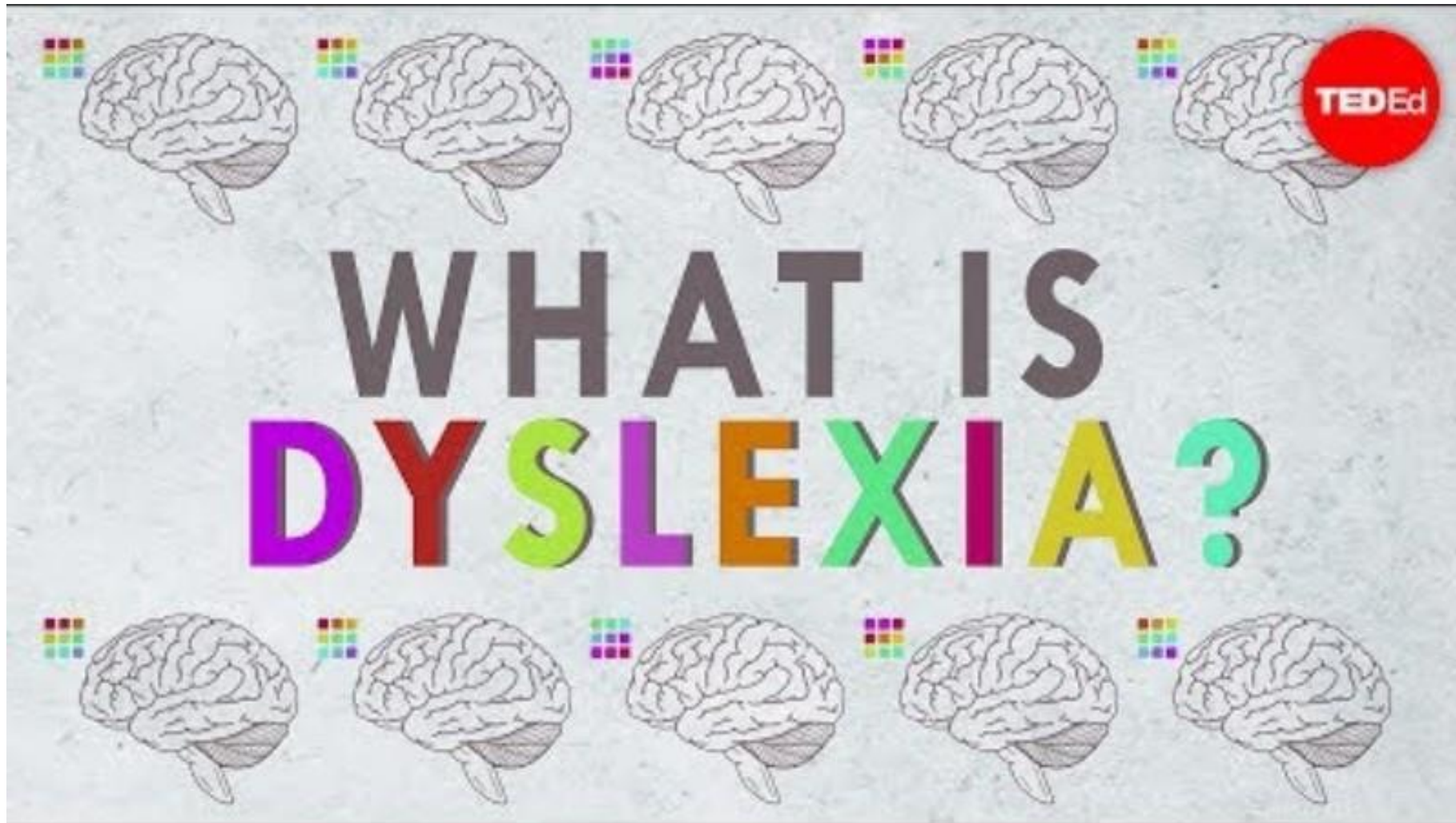


Source: www.understood.org

Key Takeaway

Effective reading interventions can change the brains of kids and adults who have dyslexia.

WHAT IS DYSLEXIA?



Source: <https://shorturl.at/YLSHD>

Child-Friendly source: <https://shorturl.at/zqlf8>

Note: Closed Captioning can be turned on once video has started.

DYSLEXIC STRENGTHS

- **Big picture thinking:** Seeing patterns and trends in data
- **Spatial reasoning:** Remembering a virtual environment
- **Abstract thinking:** Understanding abstract ideas
- **Dynamic reasoning:** Predicting or simulating the future
- **Three-dimensional thinking:** Manipulating 3D objects in their mind

THE MANY STRENGTHS OF DYSLEXICS

Outstanding verbal communication
compensates for difficulty with written language

Big-picture thinkers
to understand complex systems

Strong spatial reasoning
for visualizing objects in space

Strong intuition
and a heightened ability to grasp patterns

A creative mind
helps them think outside of the box

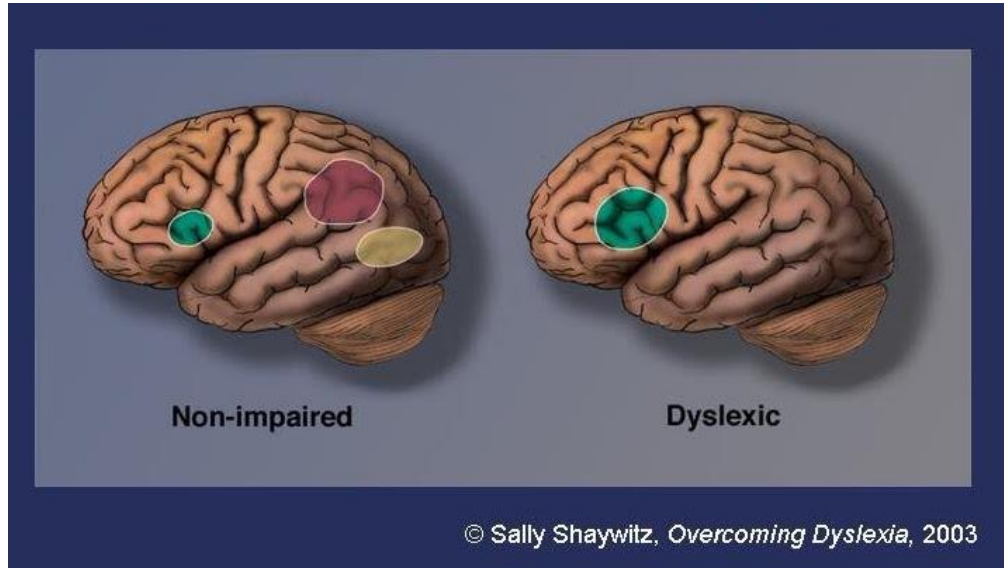
Excellent problem-solvers
to navigate and overcome challenges

Resilience and determination
to overcome challenges with perseverance

A knack for entrepreneurship
with unique approaches to problems

Adaptability
and flexibility to learn and problem-solve

DYSLEXIA IS A PROCESSING DISORDER



Recent research also shows that dyslexia affects reading due to *auditory* (hearing) and *phonological* (hearing the sound and connecting to the symbol) processing challenges and not due solely to *visual* (seeing) processing as previously thought.

The Alphabetic Principle: each letter symbol has a speech sound that corresponds to it. Example: Letter P
Students with dyslexia struggle with connecting the sounds of speech to their corresponding symbols due to these processing difficulties.

Student difficulties extend beyond just sounds (phonology) to groups of sounds (morphology) and memorized sight words. As a result, they will need many more exposures than the typical learner to build those connections and master the concepts.

DYSLEXIA IS HEREDITARY

Studies at Yale University have shown that dyslexia often manifests along family lines:

- There is a 23 - 65% chance that their children will inherit dyslexia
- There is a 40% chance that one of their siblings will have dyslexia as well
- There is a 27 - 49% chance that these individuals have inherited their dyslexia from a parent with the same condition
- If we know that dyslexia is highly hereditary, it can help us with early identification of reading difficulties in the classroom through family history surveys as a part of the early screening process.



LITERACY FACTS

1/5 people world wide display
indicators of dyslexia

Students can be assessed by aged 5 1/2
with 92% accuracy.

Source: International Dyslexia
Association

**LITERACY
FACTS**

 Dyslexic individuals have average to above average intelligence

 780 million people across the globe are dyslexic

 1 out of every 5 students has a language-based learning disability, with dyslexia being the most common

 Dyslexia is not a vision problem

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate/fluent word recognition and by spelling and decoding abilities

 74% of teachers report receiving little formal instruction in reading development & disorders

Children who grow up in poverty are 40% more likely to have reading and language difficulties



 The global cost of illiteracy is \$1.19 trillion USD

Dyslexia is identifiable with 92% accuracy by age 5 1/2

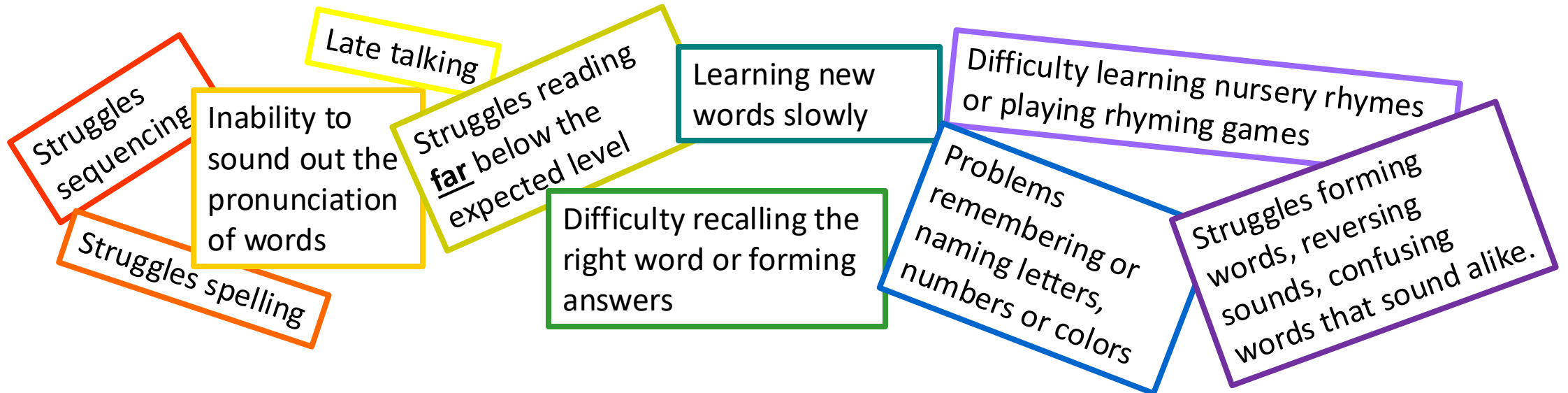


International
DYSLEXIA
Association™
Pennsylvania

DYSLEXIA IS COMMON AND OCCURS ON A SPECTRUM

If dyslexia is so common, why isn't it more obvious in the classroom?

- Students with dyslexia don't know they have dyslexia.
- Dyslexia occurs on a spectrum, with varying levels of severity.
- Although dyslexia might be present, but some students may compensate.





Los Angeles Unified School District | Division of Instruction
Division of Special Education | Student Health and Human Services

Understanding

DYSLEXIA

People with Dyslexia may struggle to read, spell, and sometimes do math. They have a hard time processing the sounds of letters to make them into words.



Dyslexia is a brain-based issue that affects **1 in 5** individuals and is hereditary.



People with Dyslexia have average to above average intelligence. Many are **GIFTED** artistically, scientifically, and/or athletically.



Dyslexia is **NOT A VISION PROBLEM.** People with Dyslexia **DO NOT** see things backwards.



People with Dyslexia benefit from a structured literacy approach to learn to read.



Structured Literacy is a teaching approach that is explicit, direct, intensive and focused on the structure of language.



People with Dyslexia have many **STRENGTHS** that may include: creativity, empathy, persistence, critical thinking.



SCREENING VS. DIAGNOSING

- Screening helps educators identify how to best support students instructionally - any instructional need.
- Screening for reading difficulties is not the same as diagnosing dyslexia. Students can only be diagnosed with dyslexia formally by a psychologist.

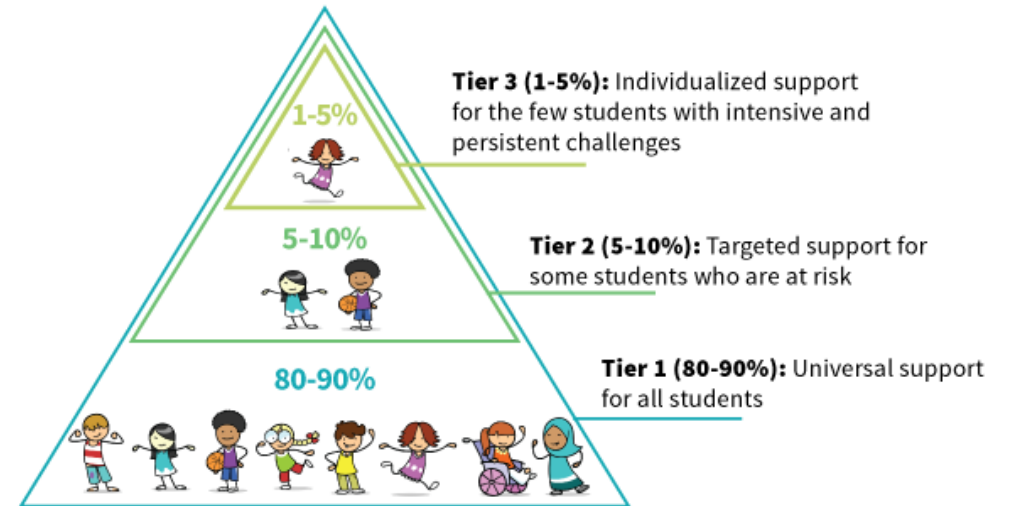


We don't need a diagnosis to design effective instruction!



MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

- Multi-tiered Systems of Support (MTSS) is a framework used by schools to identify and provide immediate intervention for students
- School teams organize their existing staff, assessments, instruction, and resources to support student needs.
- Each school's MTSS framework may look different, one aspect remains unchanged: an array of evidence-based instruction to be delivered consistently that is aligned with assessed needs will drive student success.



SAMPLE INSTRUCTION/INTERVENTION LETTER

Dear Parent/Guardian/Family,

Bellevue School District is committed to helping all students become strong confident readers. To ensure students reach their potential and are provided instruction to address their needs, the Bellevue School District will be implementing screening tools and resources that evaluate reading performance for "indications of below grade level literacy development or areas of weakness associated with dyslexia" (required by WA State Senate Bill 6162).

You are receiving this letter to let you know your student was screened for early literacy skills in English as part of the best practices outlined by the Office of the Superintendent of Public Instruction (OSPI). The screening tool used is mCLASS DIBELS and RAN and assesses your child for reading skills such as phonemic awareness, letter sound knowledge and phonics.

For more information, please visit:

- [Dyslexia Screening Family Fact Sheet](#)
- [OSPI's Dyslexia Fact Information Sheet](#)
- [BSD's Early Literacy Screening](#)

Screening Results: Your student's screening results **demonstrated below grade level literacy development in English or demonstrated areas of weakness associated with dyslexia**. All K-2 students in Washington state schools are screened in early literacy skills as reading difficulties are most effectively addressed in the early years. This is not a diagnosis of dyslexia; it is evidence to guide instruction and accelerate learning toward grade level expectation. The mCLASS Home Connect Letter has detailed results of the screening.

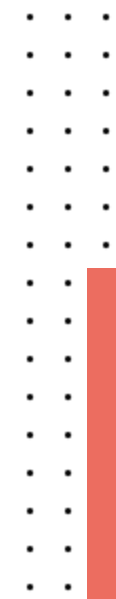
Summary of Intervention Plan:

- Instructional Goal: [Phonological Awareness](#)
- Intervention Resource: [mCLASS Lessons](#)
- Frequency of Intervention: [10 min/day - 4 days a week](#)
- Progress Monitoring Tool: [mCLASS Phoneme Segmentation Fluency](#)
-

Progress Monitoring Check: Frequent brief assessments will be administered to monitor your child's progress and the results will be communicated with you. You can expect to receive an update on your student's progress by (insert DATE).

Invitation to Share: A Family-School partnership is important to your child's success. Per the direction of state law, we invite you to share any family history with reading struggles or literacy development that you believe would be helpful in supporting your child's success. Please contact me if you would like to share or have questions about the early literacy screening results.

In partnership,
Classroom Teacher



SAMPLE ON-GOING COMMUNICATION LETTER

Hello Parent,

I am writing to provide you with updates regarding your student's interventions. Below is a summary of his progress.

Summary of Intervention Plan:





- Instructional Goal: **Phonological Awareness**
- Intervention Resource: **mCLASS Lessons**
- Frequency of Intervention: **10 min/day - 4 days a week**
- Progress Monitoring Tool: **mCLASS Phoneme Segmentation Fluency**

Summary of Progress:




For the last 2 weeks, Your student's literacy intervention focused on linking sounds and letters. Your student has demonstrated 87% proficiency/accuracy when assessed. For the next 2 weeks, the focus will include identifying initial and final letter sounds. The next summary of progress will be the week of April 4.

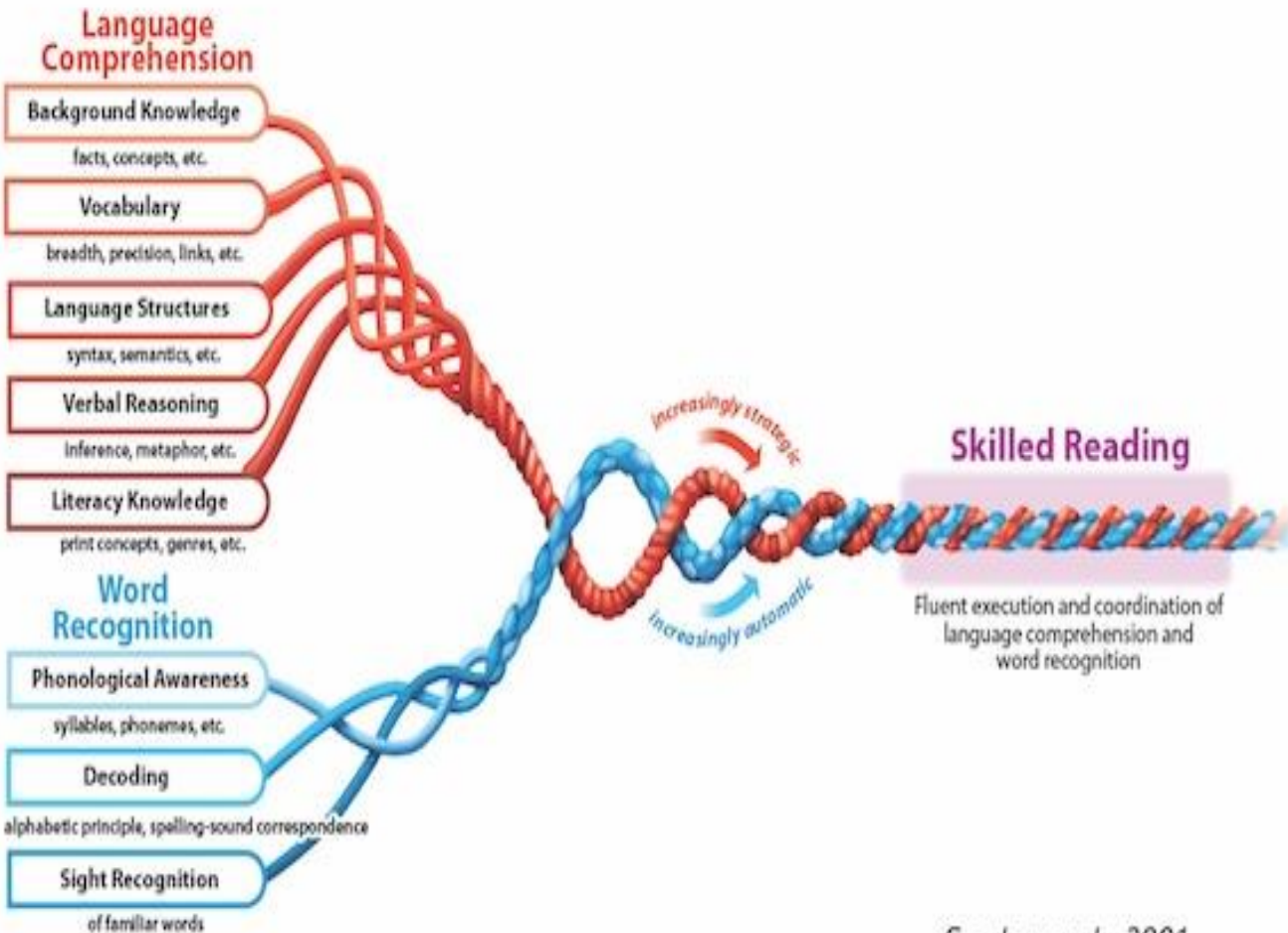


Components of Literacy Instruction

K/1	2	3	4/5
Read Aloud, Reading Comp. & Writing  60 min.	Read Aloud, Reading Comp. & Writing  65 min.	Read Aloud, Reading Comp. & Writing  75-80 min.	Read Aloud, Reading Comp. & Writing  75-80 min.

*Cross Linguistic Connections & Integrations
Cultivating Oracy*

Phonemic Awareness  40 min.	Phonics   30 min.	Phonics Irregularities & Morphology (Experimental Use) 10-15 min.	Phonics Irregularities & Morphology (Experimental Use) 10-15 min.
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Scarborough, 2001

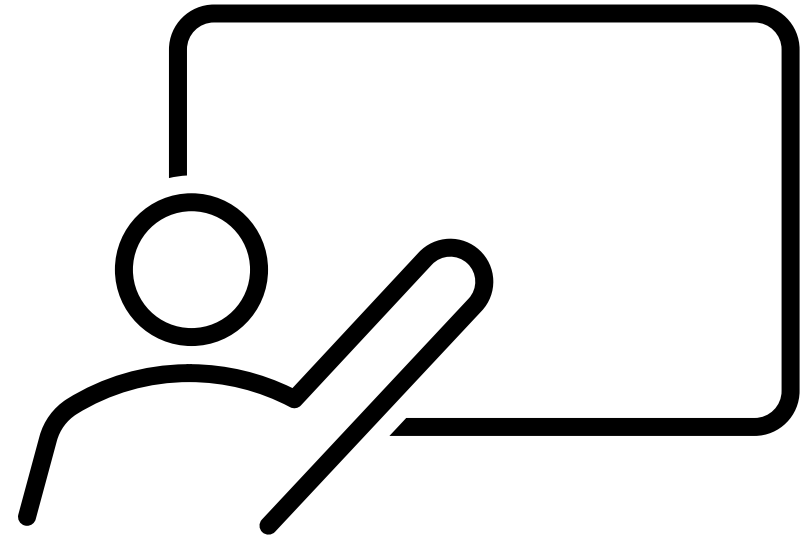
FAMILY/GUARDIAN & SCHOOL PARTNERSHIP

- Partner with classroom educator & school providers: collaborate on focus skills and practice
- Listen to Your Student: Read and discuss what they enjoy
- Play Games: Sounds, Words, Rhyming, etc. are all important to understanding how language is spoken, read and written
- Audio Books are Reading: Listening to Books is Reading and builds language and comprehension skills
- Read & Connect with your student - positive experiences with reading and language build foundational skills and establish a love for literacy AND most importantly it is fun!



QUESTIONS

Invitation to share or ask questions!



STAY IN TOUCH!



Contact Us!

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School Administrator - Rachel Pearson,
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