Multitudes Universal Screener Parent Workshop

Understanding Multitudes Results & Supporting Reading Success

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Good Things

What's something positive you've noticed in your child related to reading or learning to read, whether at home or school?

Today, we will...

Understand your child's Universal Screening and Multitudes Results

Learn about what's happening in the classroom to support reading

Make and Take home materials and activities to support literacy at home

What is Multitudes?

- A UCSF-developed, state-approved universal reading screener.
- Designed with and for California's students.
- The assessment measures align with the Science of Reading (phonological awareness, rapid automatized naming (RAN), letter knowledge, vocabulary, oral language, and spelling).

Key Features

- 1 : 1 administration
- 10 minutes per student
- Culturally and linguistically responsive
- Linked to intervention and reporting tools

How was my child tested (screened)?

Each student completed 4 tasks based on their grade level:

- **Kindergarten:** Expressive Vocabulary, RAN (**R**apid **A**utomatized **N**aming) Objects, Letter Naming Fluency, Phonological Awareness
- **1st Grade:** Expressive Vocabulary, Word Reading, RAN (**R**apid **A**utomatized **N**aming) Objects, Letter Sound Fluency
- **2nd Grade:** Expressive Vocabulary, Word Reading, RAN (**R**apid **A**utomatized **N**aming) Letters, and Spelling

How was my child tested (screened)?

Again, each student completed 4 tasks based on their grade level:

Tasks are:

- Short, interactive, audio-supported
- Administered in English or Spanish
- Designed to flag early reading risk (not diagnose)

When was my child screened?

1st and 2nd Grade are recommended to screen 6 weeks after the start of the school year.
Kindergarten is recommended to screen 6-8 weeks after the start of the school year.

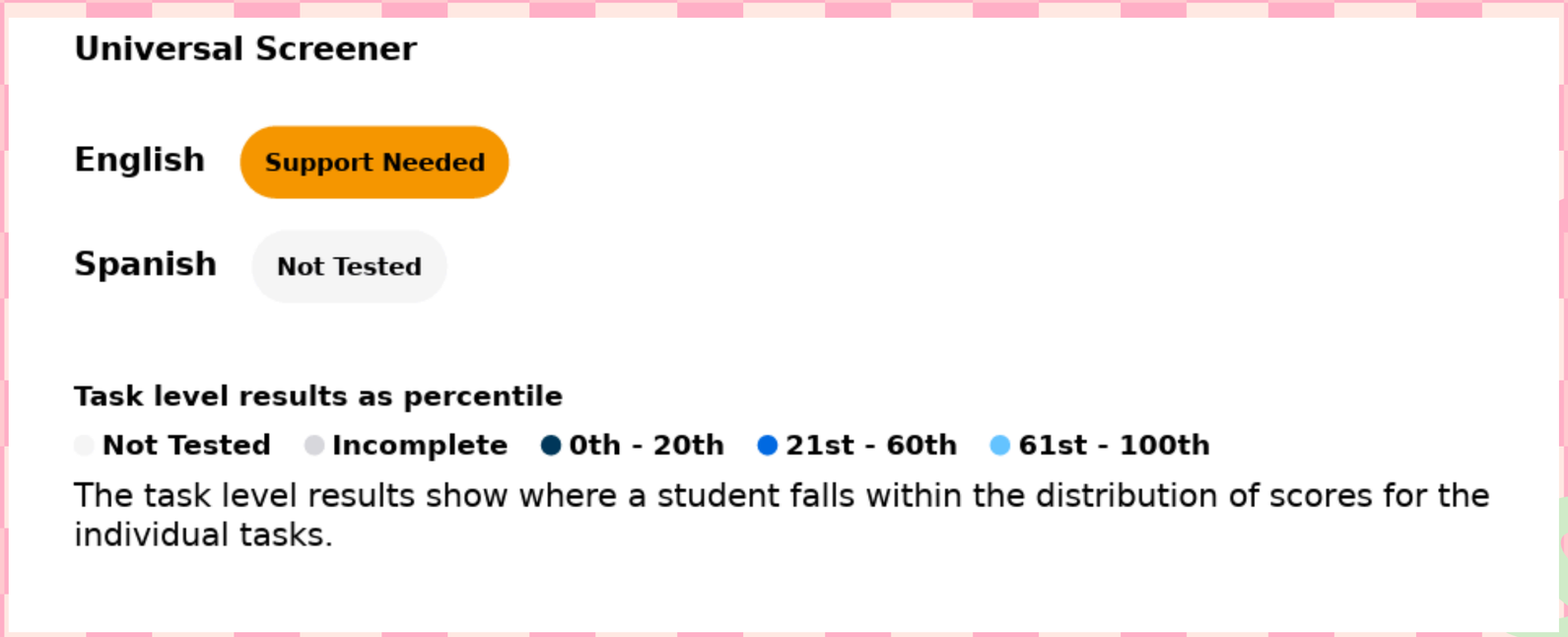
HSD Screening Windows:

- **September 29-October 3 (1st and 2nd Grade Screening)**
- **October 14-October 20 (Kindergarten Screening)**

*New students enrolled after the testing window will be screened within 45 days of enrollment.

Understanding Screener Results (K-2)

Students who score below the 20th percentile on the Multitudes screener will need additional support developing early literacy and language foundations. They are tagged as “Support Needed”.



Screening Domains (K-2)

Language

Expressive Vocabulary

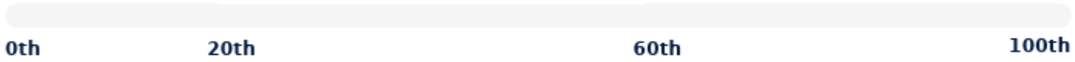
English

Completed



Spanish

Not Tested



Processing Speed

Rapid Automatized Naming - Objects

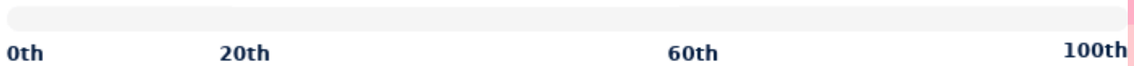
English

Completed



Spanish

Not Tested



Screening Domains (K-2)

Alphabetic Knowledge

Letter Naming Fluency

English

Completed



Spanish

Not Tested



Phonological Awareness

Elision Receptive

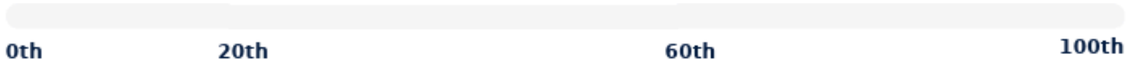
English

Completed



Spanish

Not Tested



What’s happening in the classroom to support reading?



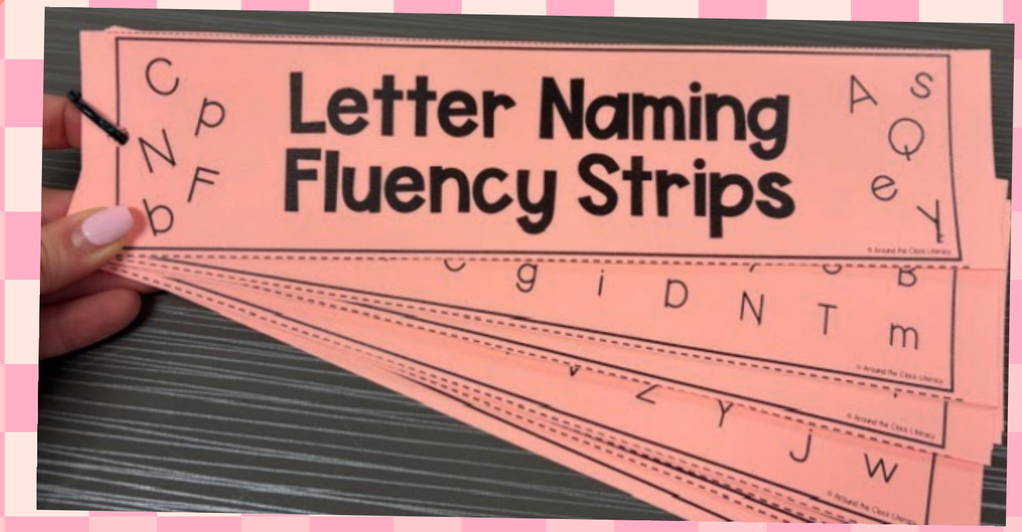
Rapid Automatized Naming (RAN) - Objects or Letters

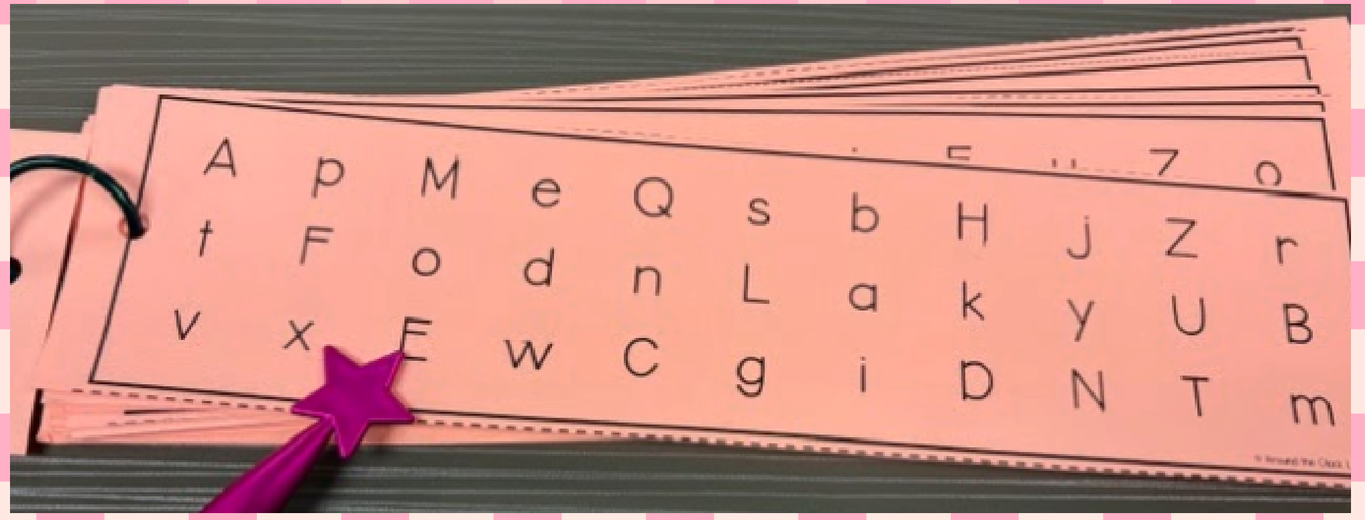
Low RAN scores suggest a student has difficulty quickly naming familiar items (objects, colors, letters). This may affect reading fluency & automatic word recognition because students retrieve information more slowly.

Small Group Strategies

- Practice naming letters, pictures, or colors quickly in grids or rows (timed).
- Use flashcard "speed rounds," increasing pace gradually while maintaining accuracy.
- Play echo naming games (teacher names, students repeat, then say independently).
- Alternate "slow-fast" naming to build smooth pacing.
- Integrate naming into daily routines (e.g., naming letters on the morning message).

Letter Naming Fluency Strips





Expressive Vocabulary

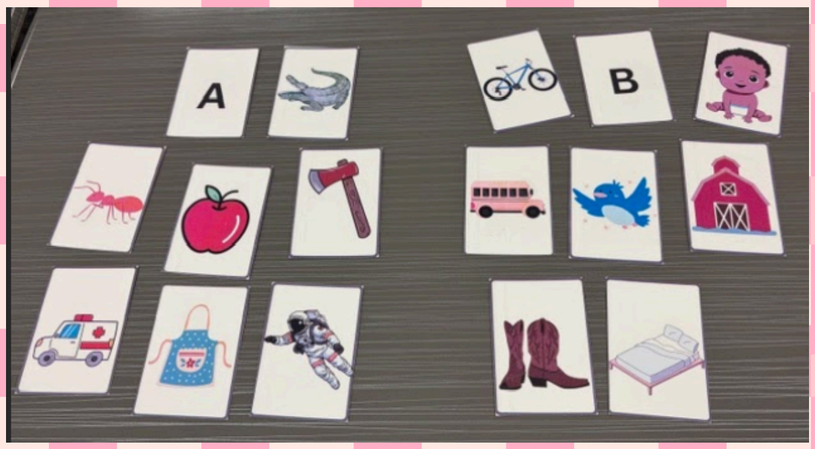
A low score indicates the student may struggle to recall or use the correct word to express ideas. This can affect reading comprehension, oral language, and writing.

Small Group Strategies

- Use picture naming and categorization games (group animals, foods, or school items).
- Vocabulary Routine Cards, Unit Vocabulary Cards, "Which one doesn't belong"..
- Play "Describe It!" games—students describe an object's features while others guess. Other Games- Word Detective, Act it Out, Find a Match
- Create word webs or visual maps for new vocabulary.
- Model using new words in sentences and have students repeat or expand on them (Sentence Frames).

Alphabet Sort Picture Cards





Word Reading

Students may have difficulty decoding and reading real words accurately and automatically. This can indicate developing phonics skills or limited recognition of high-frequency words.

Small Group Strategies

- Practice daily decoding with short, decodable word lists.
- Repeatedly read familiar word lists or simple sentences to build automaticity.
- Conduct quick error analysis to identify which phonics patterns need review.
- Use “word families” (e.g., -at, -in, -op) for pattern recognition.

High Frequency Word Cards



Letter Sound Fluency

Low scores suggest difficulty connecting letters with their sounds. This affects decoding, spelling, and overall reading development.

Small Group Strategies

- Practice daily with letter-sound flashcards or sound spelling cards
- Use multisensory activities—say the sound while tracing or writing the letter.
- Benchmark Phonics and Word Study Lessons (Foundational Skills Mini-Lessons)
- Decodable Texts- highlight target letter sounds, read aloud, dictate words..
- Say-it-and-Write-it, Blend-and-Read, Sort pictures or objects by beginning sound.

Alphabet Sort Picture Cards



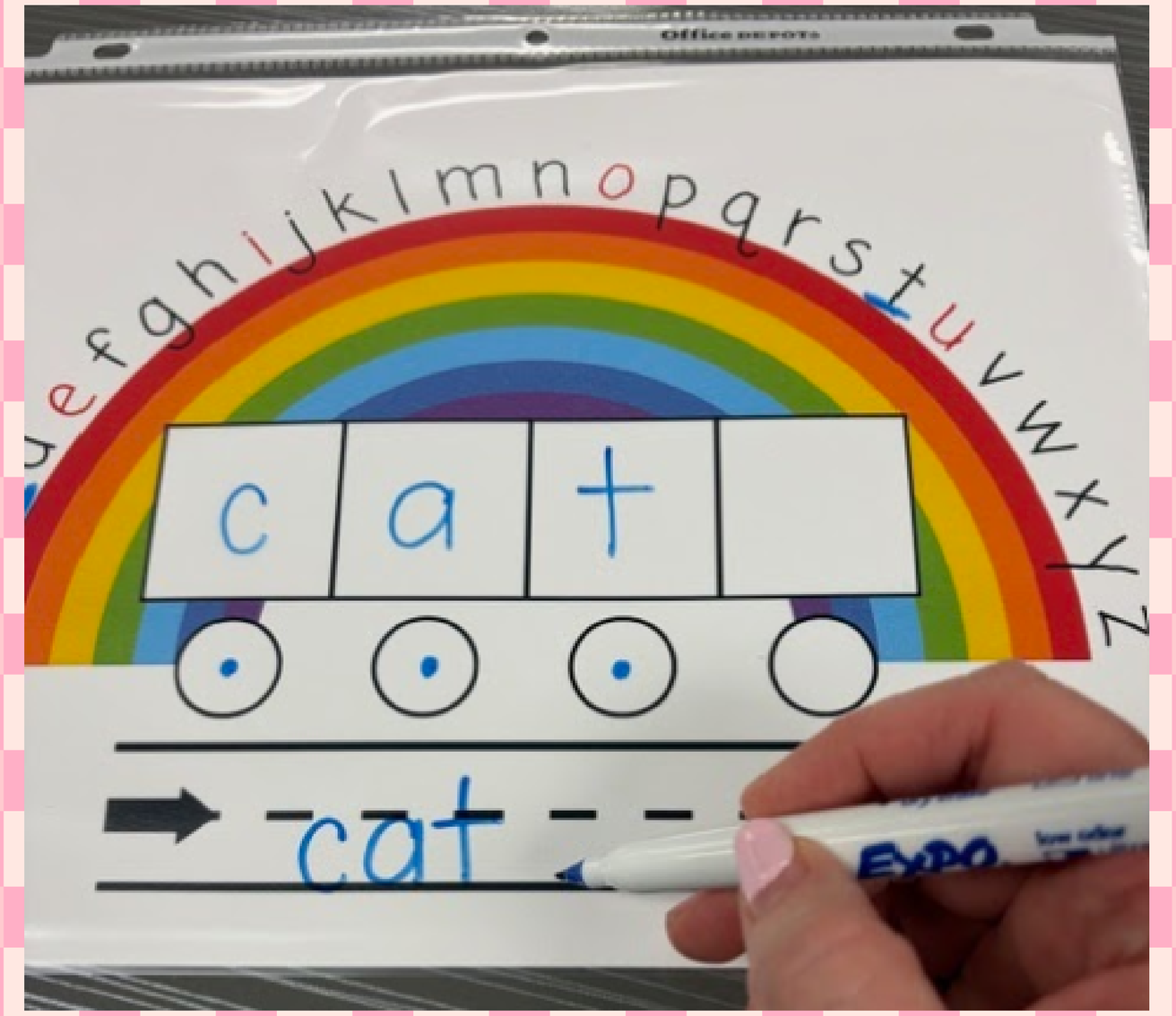
Spelling (Primarily for 2nd Grade)

Low performance in spelling indicates difficulty applying phonics knowledge to write words correctly. Students may struggle with sound-letter correspondence, spelling patterns, or orthographic memory.

Small Group Strategies

- Provide explicit instruction in spelling patterns (e.g., CVC, silent e, blends).
- Use word sorts to group words by patterns or rules.
- Dictate short, known words for students to spell and check together.
- Build words with magnetic letters or tiles to reinforce sound-spelling mapping.
- Encourage "word ladder" activities (change one letter to make a new word).

Rainbow Blending Arc



Elision Receptive (Kindergarten)

Foundational skill for decoding & spelling. Students who struggle with elision have difficulty blending and segmenting sounds, which can impact early reading success. Scoring below the 20th percentile signals underdeveloped phonemic awareness and a need for intervention focused on sound manipulation skills.
(Example: "Say stop without the /s/" = top)

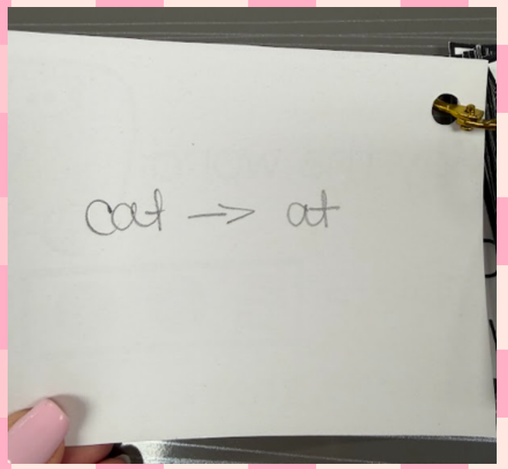
Small Group Strategies

· Mini-lessons on isolating and manipulating sounds
· Daily oral routines targeting blending, segmenting, and deleting sounds (Heggerty)

- Sound deletion games (e.g., "Say 'cat' without /k/")
- Elision with picture cards (remove beginning/middle/end sounds)
- Use Elkonin boxes for segmenting and sound manipulation

Sound Deletion Cards





How can you help at home?

- Let's take a look at your child's report that was mailed home.
- What domain(s) does your child struggle in?

Let's Make & Take Activities

- The Make & Take stations are available.
- We are happy to help you make the activities that you can take home to share with your child.

Thank you

Questions/Comments

Please complete the feedback form.

Every small moment matters in your child's reading journey.

Together - both at home and at school - we're building the foundation for their success.

We value and appreciate your partnership.