



FMB Literacy Night Our Journey

March 26, 2026



January 2023~



Applied for & accepted into the NJTSS Early Literacy Grant



state-led initiative (partnering with Rutgers and SPAN)



designed to enhance K-3 reading outcomes

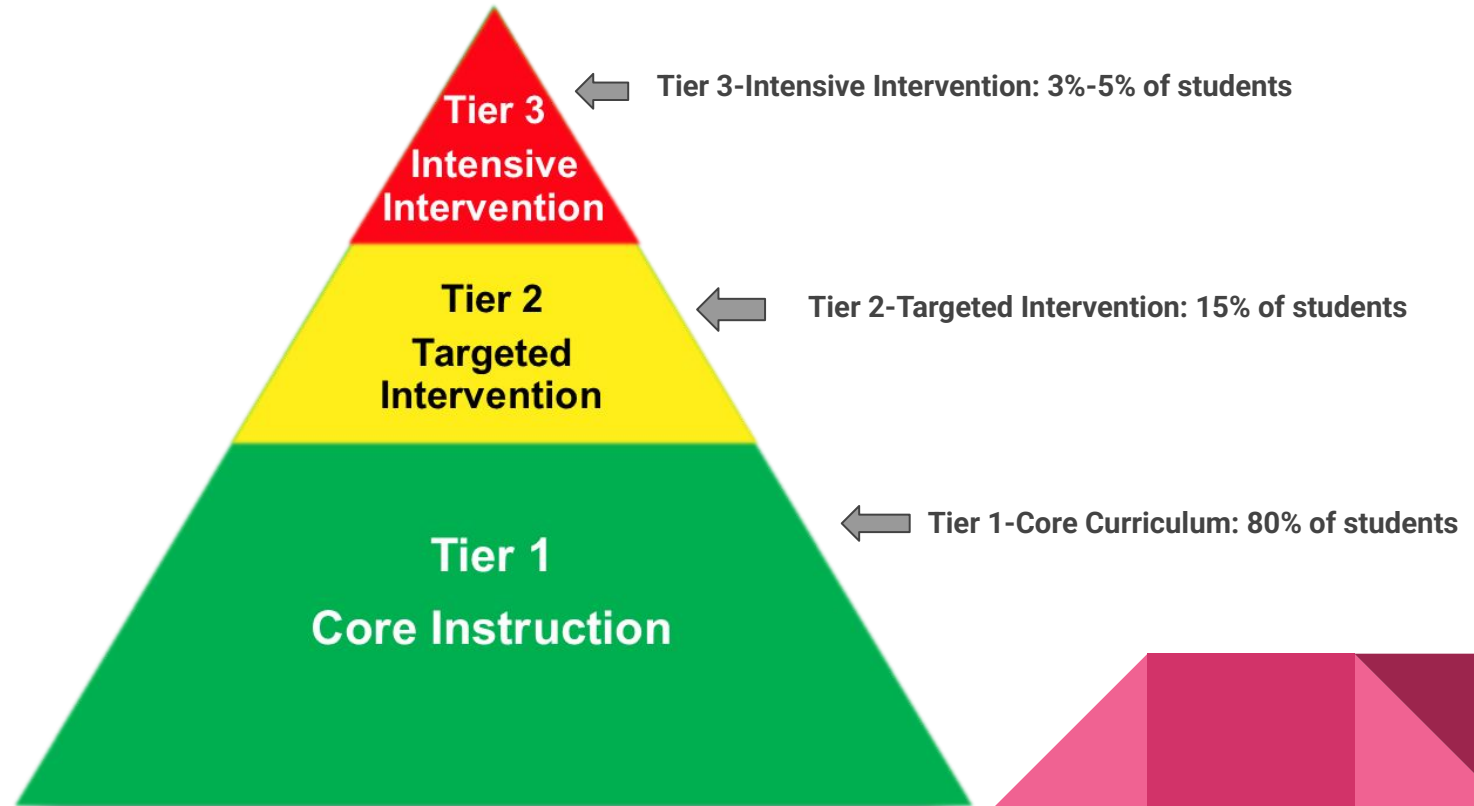


provides intensive coaching, professional development, and resources to help districts implement evidence-based reading instruction within a tiered support framework



focuses on early identification and intervention for literacy struggles

Overview of Multiple Tiered Systems of Support



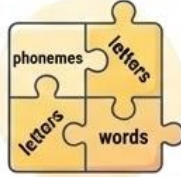
What is the DIBELS Assessment?

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are short, 1-minute, research-based assessments used to identify students at risk for reading difficulties.



EARLY RISK IDENTIFICATION

Detects potential reading difficulties, allowing for early intervention.



SKILL-SPECIFIC DATA

Identifies exactly which foundational skills a student struggles with (e.g., sound segmentation, letter naming, nonsense word fluency).



PROGRESS MONITORING

Enables teachers to track growth over time to see if instructional strategies are working.



INSTRUCTIONAL GROUPING

Helps educators group students based on performance levels.



BENCHMARK PROFICIENCY

Indicates whether a student is meeting the expected standard for their grade level.

Subtest 1: Letter Naming Fluency (LNF)

 measures a child's ability to rapidly identify uppercase and lowercase letters

 one of the best predictors of later reading achievement

Example:

o r u v C M O L h k (10)

E U e f A B c I D i (20)

Subtest 2: Phoneme Segmentation Fluency (PSF)



Administered in
grades **K** and **1**



Demonstrates to what
extent children can
**break down words into
sounds**



An essential skill for
mapping sounds to letters,
which directly **improves
spelling, decoding abilities,**
and overall **reading fluency**


Example:


my /m/ /l/	year /y/ /ear/	the /TH/ /u/	/6
new /n/ /oo/	an /a/ /n/	at /a/ /t/	/6


Subtest 3: Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



Administered in grades K-3

 Shows to what extent students can produce correct sounds in words they are not familiar with

 crucial in early literacy education because they force readers to rely on decoding and phonics skills rather than memorization

 essential for assessing a student's ability to blend individual sounds (phonemes) and identifying if they are struggling with specific sound-letter correspondences.

Example:

sep

/s//e//p/

rop

/r//o//p/

lan

/l//a//n/

tup

/t//u//p/

nen

/n//e//n/

/15

/5

het

/h//e//t/

dem

/d//e//m/

som

/s//o//m/

tig

/t//i//g/


nup


/n//u//p/

/15

/5

Subtest 4: Nonsense Word Fluency - Words Read Correctly (NWF-WRC)

 While CLS measures phoneme segmentation (sounding out /d/-/i/-/f/), WRC measures automatic blending (saying 'dif' directly).

 CLS shows letter-sound knowledge, whereas WRC shows fluency in reading whole words without pausing, allowing for more fluent reading

Example:

					CLS	WRC
sep	rop	lan	tup	nen		
/s//e//p/	/r//o//p/	/l//a//n/	/t//u//p/	/n//e//n/	/15	/5
het	dem	som	tig	nup		
/h//e//t/	/d//e//m/	/s//o//m/	/t//i//g/	/n//u//p/	/15	/5

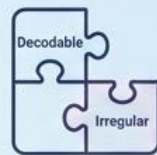
Subtest 5: Word Reading Fluency (WRF)



Administered in
grades K-3



Measures quick,
accurate recognition &
evaluates automaticity
in reading lists.



Includes decodable
words and 'irregular'
sight words (e.g., 'the,'
'was,' 'of').

Example:

					Score
did	going	point	over	time	(5)
an	made	her	end	year	(10)
last	but	place	many	him	(15)

Subtests 6 & 7: Oral Reading Fluency (ORF)- Words Correct & Accuracy

Administered in grades 1.5-3. Unlike Word Reading Fluency (WRF) ORF measures a student's accuracy and speed (fluency) in reading connected text.

What is the difference between the two?



ORF-WC measures the speed of reading (total words read in 1 minute)



ORF Accuracy measures the percentage of words read correctly versus total words attempted

Example:

The church on our street has a big parking lot. On a
patch of grass at one end is a pear tree. The church lot and
its tree are our playground.

(12)

(26)

(31)

Subtest 8: MAZE Comprehension Results



2-4

Administered in grades 2-4



A standardized, group-administered measure of reading comprehension



Students read a passage silently, and for each gap, they choose the word that best fits the context (one correct word and two distractors)

Example:

Tom goes to a school far from his house. Every morning, he takes a school to go to school. In the

art
work

he also takes a bus home.

library
morning

Composite Scores: What are They?

The Composite Score acts as a single, overall indicator of a student's reading proficiency and early literacy skills. It is a weighted combination of scores from all the individual DIBELS subtests (measures) administered for a specific grade level, designed to provide the most reliable estimate of a student's risk status.



	2023-24 Beginning of the year	2024-25 End of the year
K	289 21%	460 89%
1	339 56%	487 85%
2	333 50%	456 71%
3	334 50%	446 65%



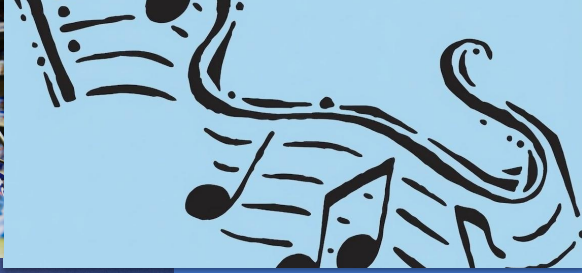
LEARNING TO READ



READING TO LEARN



PRE-K



Exposure!!

Recognizing
Print!!

Naming Letters!!!!



KINDERGARTEN

PHONICS



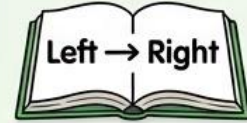
- 🔊 Letter Identification and Sounds
- 🔗 Blending CVC Words (CAT)
- 💬 Sight Words (the, and, see)
- 📖 Digraphs (ch, sh, th, wh)

WRITING

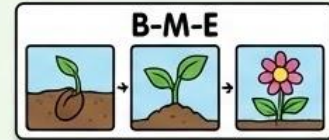


- 📄 First & Last Name
- ✍️ Letter Formation

READING CONCEPTS



The cat sat.



- 📖 Left → Right
- 📄 Sentences (Capital letter/endmark)
- 📖 B-M-E (Beginning-Middle-End)
- 📖 Characters/Setting



recognizing letters and sounds



starting to read simple words and express ideas in basic writing

1st Grade

MAJOR READING GROWTH YEAR!



Decoding & Word Reading

- ✓ CVC word Fluently (sit, get, run)
- ✓ Blends (st, fl, cl)
- ✓ Silent e words (hike, bake)



Reading Comprehension

Retell short stories and Identify:

- Characters, Setting, and Main Events
- Ask and answer questions about a text



Writing

Writing starts to become more structured:

- Capital letters
- Periods (sometimes a question mark)
- Many phonetically words spelled correctly
- Invented Spelling for harder words

End of year writing goal, short writing pieces. About 3-5 sentences

- Opinion ("My favorite animal is...")
- Narrative (a short story)
- Informational (basic facts)



Big Take away! 1st graders use the skills they learned in K to actually read and write. They become basic independent readers, can do simple writing, and understand what they read.

2nd Grade Milestones

BUILDING INDEPENDENCE & COMPLEXITY



Phonics & Word Recognition

Moving from simple decoding to complex word structures.

- ✓ **Decoding:** Two-syllable words, prefixes & suffixes (un-, re-, -ful, -less)
- ✓ **Vowel Teams:** Recognize spelling-sound correspondences (oa, ai, ee)
- ✓ **Sight Words:** Read irregular “trick” words automatically (friend, other)



Reading Fluency & Comprehension

Goal: Stop “sounding out” and start reading for meaning. Reading sounds natural.

- ✓ **Fluency:** Read with accuracy, appropriate speed, and expression.
- ✓ **Self-Correction:** Use context clues, reread when it doesn't make sense.
- ✓ **Analysis:** Identify main topic/focus. Describe character responses to events.



Writing & Language

Transitioning from sentences to structured paragraphs for different purposes.

- ✓ **Structure:** Write opinion, informative, and narrative pieces with intro, details, and conclusion.
- ✓ **Conventions:** Correctly use apostrophes (isn't, they're) and consistent verb tenses.
- ✓ **Collaboration:** Participate in shared research and writing projects.



3rd and 4th Grade Major Literacy Takeaways! (The BIG ROCKS!)

3rd Grade Reading

From decoding → real comprehension

- ✓ Decode multisyllabic words
- ✓ Understand prefixes/suffixes (un-, re-, -ful, -less, etc.)
- ✓ Read irregular words automatically
- ✓ Read smoothly, accurately, with expression

Big milestone:

Reading should sound natural—not choppy



Using 2 Sources of Information (Grade 3 NJ Standard)

By 3rd grade, students are expected to go beyond a single text and start combining information from multiple sources.

What students should be able to do SYNTHESIZE!

Read two texts on the same topic

These could be:

- Two articles
- A book + a short passage
- Text + diagram, chart, or image



4th Grade Reading

Reading = Deeper Thinking (Not Just Understanding)

In 3rd grade, students prove they understand.
In 4th grade, they must **analyze** and **explain how/why**.

Core shift:

From: "What happened?"
To: "**Why** did it happen and how do you know?"

Students should be able to:

- Explain **theme** (lesson or message)
- Describe **character development** (how characters change)
- Analyze **text structure** (cause/effect, problem/solution, etc.)
- Explain **author's purpose**

Answers must include **text evidence**, not guesses.

- Compare **two or more texts** in deeper ways
- Analyze **different perspectives**
- Combine information into **more detailed responses**



Helpful link to help your child with reading
Enlaces útiles para ayudar a su hij@ con la lectura.

Kindergarten

[Sight Word Stories Vol. 1 - Dolch/Fry Practice for Kids \(Videos 1-5\)](#)



[Learn to Read | Phonics for Kids | ELA Lessons for Kindergarten & Grade 1 | Kids Academy](#)



[Word Families 1 | -at, -am, -an, -ad | Phonics CVC Words for Kindergarten](#)



[The Whiz Children | Bug on the Rug | CVC Words | Beginner-level reading cartoon](#)



[New Sight Words 1 | Sight Words Kindergarten | High Frequency Words | Jump Out Words | Jack Hartmann](#)



[New Sight Words 2 | Sight Words Kindergarten | High Frequency Words | Jump Out Words | Jack Hartmann](#)



[New Sight Words 3 | Sight Words Kindergarten | High Frequency Words | Jump Out Words | Jack Hartmann](#)



[New Sight Words 4 | Sight Words Kindergarten | High Frequency Words | Jump Out Words | Jack Hartmann](#)



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First Grade

[Sight Word Stories Vol. 1 - Dolch/Fry Practice for Kids \(Videos 1-5\)](#)



[SH CH and TH- Letter Teams with Alphablock H | Learn to Read and Spell | Alphablocks](#)



[Digraphs | ch, sh, th, ck, ph, gh, wh | Rock 'N Learn Phonics Songs](#)



[Magic e | Silent e | Long Vowels | CVCe | Phonics Songs and Stories | Learn to Read | Little Fox](#)



Helpful link to help your child with reading
Enlaces útiles para ayudar a su hij@ con la lectura.

Second Grade

[Three-Letter Consonant Blends | scr spl spr str | Rock 'N Learn](#)

