



Ohio

Literacy Academy 2021

Intervention for Elementary Students — Supporting Students in Need of Foundational Skill Intervention Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Timothy Odegard. We are grateful to Dr. Odegard for sharing his expertise with Ohio educators.

Reproducing the Viewing Guide

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Intervention for Elementary Students — Supporting Students in Need of Foundational Skill Intervention

Age/grade band: Kindergarten-grade 5

Presenter: Dr. Timothy Odegard

Required Pre-Reading: Review this [guide](#) for identifying and providing instruction to students with characteristics of dyslexia in the early grades.

Recommended Pre-Reading and Viewing: The kindergarten-grade 5 learning strands are developed to support educators in implementing a structured literacy approach to teaching children to read. Please read this [brief explanation](#) of structured literacy and view this [video introduction](#) prior to participating in the kindergarten-grade 5 learning strands.

Session 1: Screening Assessments

Learning objectives: Participants will be able to compare screening and diagnostic assessments. Participants will be able to describe universal screening practices and identify the components to include in universal screening in kindergarten-grade 3.

Complete prior to viewing video presentation: Review this [student literacy profile tool](#) that teams can use to compile available data about a student's literacy skills. This tool can be used to reveal the areas of literacy development that are strengths or weaknesses for a particular student to guide the identification of targets for reading instruction and intervention.

Video presentation (17:33)

Complete after viewing video presentation:

Consider the following questions:

1. How does the content of this presentation align to the screening practices currently used in your educational setting?
2. How might your team use the student literacy profile tool to plan for instruction or intervention?

Session 2: Designing Instruction and Using Decision Rules

Learning objectives: Participants will be able to describe the characteristics of effective instruction and intensive intervention. Participants will be able to identify and compare organizational intensifiers and instructional intensifiers.

Complete prior to viewing video presentation:

1. Read the article "[Structured Literacy is Exemplified by an Explicit Approach to Teaching](#)" (pages 21-23).
2. Review the sample lesson frames for [phonological awareness](#), [letter knowledge and phonics](#), [fluency](#) and [decoding and spelling](#). The lesson frames provide examples of how educators can use information from screening and diagnostic assessments to plan more intensive instruction.

Video presentation (20:39)

Complete after viewing video presentation:

1. Discuss with a colleague or team of colleagues the components of instruction included in the sample lesson frames.
2. Review your district, school or grade-level intensive intervention decision-making process and develop next steps for implementation with colleagues.

Session 3: Progress Monitoring

Learning objective: Participants will be able to describe the purpose of progress monitoring, identify when progress monitoring occurs and explain what educators consider when selecting a progress monitoring instrument.

Complete prior to viewing video presentation: Read pages 11-13 of the "[Dyslexia within RTI guide](#)."

Video presentation (17:00)

Complete after viewing video presentation:

1. Review your district, school or grade-level progress monitoring protocol.
2. Discuss with a colleague or team of colleagues if the progress monitoring instruments used are sensitive to the changes that should result from the intervention provided and whether the tool provides information on the rate of improvement related to a specific target.

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief [survey](#) to provide feedback.