



Early Literacy Instruction for Students Taking the DLM

KANSAS
STATE DEPARTMENT OF
EDUCATION

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Assessment of Early Literacy Skills – Webinar #1
August 31, 2023

Kansas leads the world in the success of each student.

Learning Goals

- Learners will become familiar with the Communication Bill of Rights
- Learners will be exposed to a variety of assessments that can be used with students with complex support needs (students who qualify for an alternate state assessment)



Communication Bill of Rights

To participate fully in communication interactions, each person has these fundamental communication rights:

1. The right to interact socially, maintain social closeness, and build relationships
2. The right to request desired objects, actions, events, and people
3. The right to refuse or reject undesired objects, actions, events, or choices
4. The right to express personal preferences and feelings
5. The right to make choices from meaningful alternatives
6. The right to make comments and share opinions
7. The right to ask for and give information, including information about changes in routine and environment
8. The right to be informed about people and events in one's life
9. The right to access interventions and supports that improve communication
10. The right to have communication acts acknowledged and responded to even when the desired outcome cannot be realized
11. The right to have access to functioning AAC (augmentative and alternative communication) and other AT (assistive technology) services and devices at all times
12. The right to access environmental contexts, interactions, and opportunities that promote participation as full communication partners with other people, including peers
13. The right to be treated with dignity and addressed with respect and courtesy
14. The right to be addressed directly and not be spoken for or talked about in the third person while present
15. The right to have clear, meaningful, and culturally and linguistically appropriate communications



Non-symbolic Communication

- **Physiological** - displaying functions of body (e.g., increased rate of breathing)
- **Vocal** - sounds & utterances
- **Affect** - displaying feeling or emotion
- **Body Movements** - general body motion
- **Gestures**- limb or body part movement
- **Facial Expressions**- using sense of sight

Beginning Communicators DLM PD Module



Symbolic Communication

- Speech
- Sign Language
- Photographs & Pictures
- Representational Objects
- Graphic Systems (Picture Symbols)



Everyday Forms of Symbolic and Non-Symbolic Communication



EVERYDAY FORMS OF SYMBOLIC AND NON-SYMBOLIC COMMUNICATION
BEGINNING COMMUNICATORS
ACTIVITY 1

Directions. In the spaces provided below list forms of symbolic and non-symbolic communication you use each day. Be specific and list as many as you can.

Symbolic Forms of Communication	Non-symbolic Forms of Communication

Dynamic Learning Maps- Alternate Assessment System Consortium
KITE and Educator Portal Support: DLM-support@ku.edu or 855.277.9751 Professional Development Team: DLMpd@unc.edu



Early Communicators



Pay attention to:

- The environment
- The situation
- Body language
- Facial expression

Support the student

- Support, encourage, comfort
- Create a positive environment that invites communication efforts
- Expand on any behaviors initiated by the student
- Focus on the things students find interesting

Communication Matrix



Free or low-cost online communication assessment for individuals in the beginning stages of communication

Can be used both off and online

The matrix guides you through a series of questions to answer based on your observations and experiences with the individual

Its available in multiple languages (English, Spanish, Czech, Dutch, Chinese (traditional), Russian, Korean, and Vietnamese)

The matrix is based on decades of communication research



Matrix

Level	A1	A2					A3											
1 Pre-Intentional Behavior	Expresses Discomfort	Expresses Comfort					Expresses Interest in Other People											
Level	B1	B2		B3			B4											
2 Intentional Behaviour	Protests	Continues Action		Obtains More of Something			Attracts Attention											
Level	C1	C2	C3	C4	C5	C6	C8		C9									
3 Unconventional Communication	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Attention	Shows Affection										
Level	C1	C2	C3	C4	C5	C6	C8	C9	C10	C11	C12	C13	C14	C15				
4 Conventional Communication	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions				
Level	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	
5 Concrete Symbols	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments	
Level	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	
6 Abstract Symbols	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments	
Level	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	
7 Language	Refuses, Rejects	Requests More Action	Requests New Action	Requests More Object	Makes Choices	Requests New Object	Requests Absent Objects	Requests Attention	Shows Affection	Greets People	Offers, Shares	Direct Your Attention	Polite Social Forms	Answers Yes/No Questions	Asks Questions	Names Things/ People	Makes Comments	
Level	Refuse	Obtain					Social						Information					

Not Used
 Emerging
 Mastered
 Surpassed



Communication Supports Tool

I. Does our student's communication need more support?

Determine why and how our student communicates.
Which of these communication functions are present, emerging or not present?

<u>Request</u>	<u>Agree/Refuse</u>	<u>Gain Attention</u>	<u>Give Information</u>	<u>Express Opinions/Comment</u>	<u>Seek Information</u>
<ul style="list-style-type: none"> Points to a cup and says "juice" "I want cookie" "pulls teacher to computer" 	<ul style="list-style-type: none"> nods head "yes" pushes juice away "no" 	<ul style="list-style-type: none"> taps teacher on the shoulder "mom" social greeting "hi" 	<ul style="list-style-type: none"> "I watched TV last night" "Daddy sick" thumbs up or thumbs down 	<ul style="list-style-type: none"> "that's yucky" "I like that" facial expression 	<ul style="list-style-type: none"> "Where ball?" "What's that?" Shoulder shrug and point
Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present	Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present	Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present	Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present	Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present	Check One: <input type="checkbox"/> Function Present <input type="checkbox"/> Function Emerging <input type="checkbox"/> Function Not Present
What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):	What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):	What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):	What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):	What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):	What does it look like? <input type="checkbox"/> Body Language/Gesture <input type="checkbox"/> Augmentative Alternative Communication (low/high tech) or Sign Language <input type="checkbox"/> Verbal Speech <input type="checkbox"/> Vocalizations (sounds, grunting) <input type="checkbox"/> Other Behavior (e.g. acting out, shutting down):
Are all the above functions marked as present? (Circle One) Yes <input type="checkbox"/> No <input type="checkbox"/>					



Autism and Tertiary Behavior Supports
www.ksdetasn.org



Kansas Infinitec Coalition



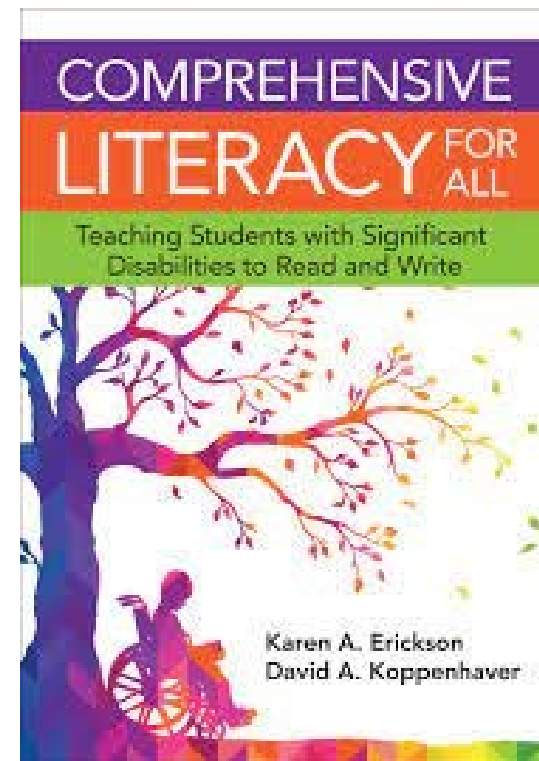
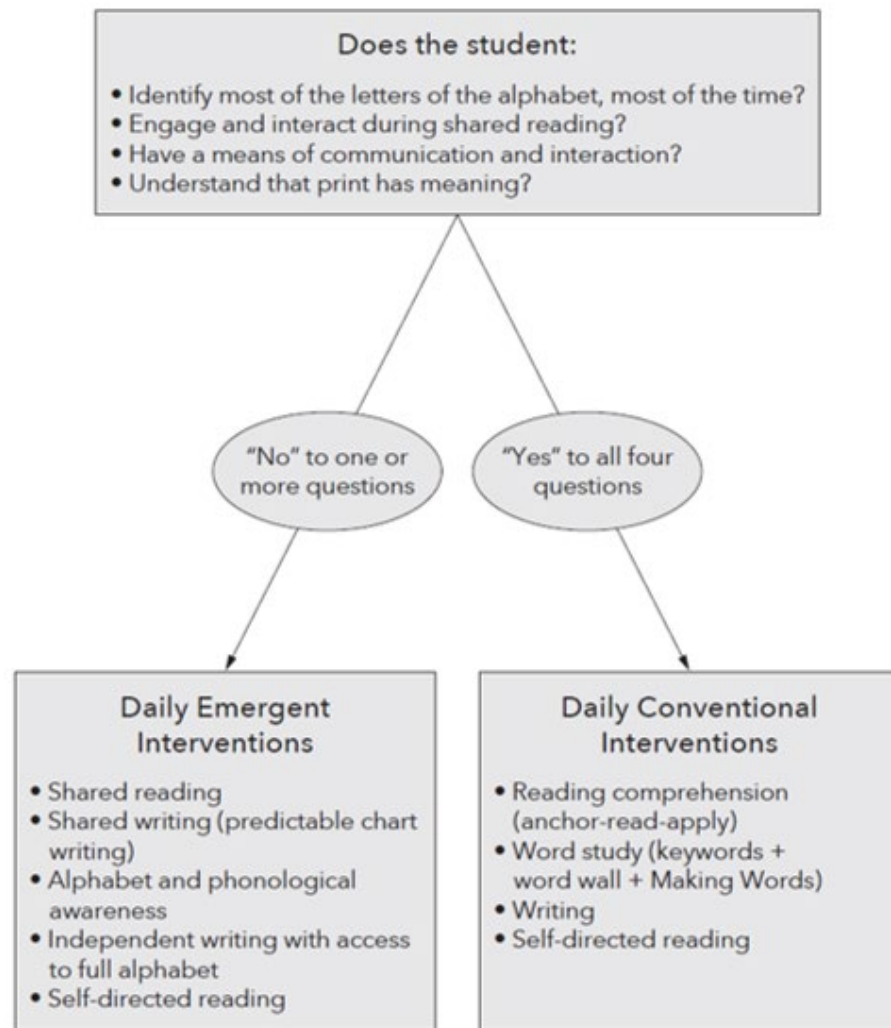
Speaking and Listening

Grade	Essential Element
K	EE.SL.K.1 Participate in conversations with adults. a. Communicate directly with supportive adults. b. Continue in multiple-turn communication exchanges with adults.
1	EE.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics.
2	EE.SL.2.1 Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult. b. No Change c. No Change
3	EE.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.
4	EE.SL.4.1 Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.

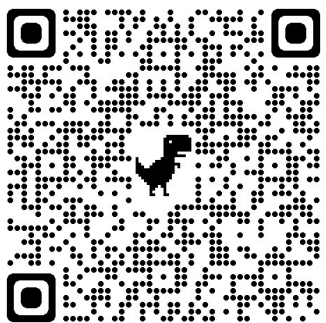
5	EE.SL.5.1 Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.
6	EE.SL.6.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. d. Restate key ideas expressed in the discussion.
7	EE.SL.7.1 Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
8	EE.SL.8.1 Engage in collaborative discussions. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.
9-10	EE.SL.9-10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.
11-12	EE.SL.11-12.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.



Comprehensive Literacy Decision Making



Modified Bridge Assessment (Erin Sheldon)



Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)								
Physically handle/ interact with books	Rips or mouths books and paper	Explores books with hands, stacks or bangs	Looks at book pages when shown	Browses book pages independently	Recognizes book by its cover	Holds the book appropriately, unprompted	Independently studies book pages	Turns pages appropriately, paper or digital
Interact with print	Indicates enjoyment when being read to	Touches the page when exploring books	Beginning to recognize print	Frequently recognizes print, such as pointing, touching, or looking at	Makes print to speech connection	Knows where to read on a page. Notices if reading partner skips text.	Completes any part of a sentence by generating a word with a symbol, photo, sign, or gesture	Understands “concept of word” (1:1 correspondence of text to speech)
Direct and take ownership of shared literacy experiences	Chooses literacy activities from an array of objects, photos, or symbols	Initiates any literacy activity: reading, scribble, alphabet play	Initiates a choice of story by selecting a book and sharing it to be read	Communicates a choice of story or song using a picture, sign, or vocalization	Directs the story or song to continue or cease using a symbol or sign	Communicates a choice of book topic or genre using a symbol of sign	Self-identifies as a reader	Comments on or shares opinions about the story using symbols
Interact with symbols during shared reading	Observes partner model the use of a symbol array	Recognizes 2-5 symbols regularly used by partner	Explores 2 or more symbols on array during reading	Uses multiple symbols to direct or comment on actions of partner	Uses AAC system to respond to partner	Uses AAC system to direct partner	Initiates using AAC to communicate about the book	Uses AAC to comment on the book or extend ideas in the book
Engage in the act of reading	Indicates awareness that someone is reading to him/her	Displays joint attention while being read to	Points to items on the page during shared reading	Labels or acts out story characteristics during shared reading	Points to people or objects related to the book during shared reading	Engages in parallel/solitary reading	Pretend reads to <u>another</u> , such as vocalizing while turning pages and touching words, or activating recorded speech	Pretend reads from memory, paying attention to the printed word
	1	2	3	4	5	6	7	8



Modified Bridge Assess. pg 2

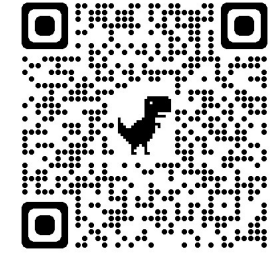
Foundations of Writing								
Draw/write (motor item)	Explores writing tools and materials, including mouthing and touching	Uses writing/drawing tools with beginning purpose	Uses writing/drawing with greater purpose	Generates a variety of shapes in drawings: lines, circles, etc.	Makes controlled marks showing left-to-right directionality	Writing looks different from drawing, makes marks only in areas designated for text	Generates disconnected scribble with letter-like forms & recognizable letters	Writes and self-identifies some letters
Use print (cognitive/linguistic item)	Explores accessible keyboards or letter boards to generate strings of random letters and characters	Selects letters with greater intentionality, such as generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word prediction some of the time	Generates letters to label or caption photos or drawings	Generates letters to "write" a letter, create a message, make a list	Selects letters, and words, with some connection to photo, list, message, or story	Generates many written words (some recognizable) to tell a story, create a message, make list
Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding supporting, selects a symbol to describe a character or object	Uses AAC to logically complete an unfinished sentence or fill in a word.	Uses AAC to identify an audience and a purpose, such as to write message, make list	Uses AAC to logically respond to text, such as describing a character	Uses AAC system to generate a simple story, create a message, make a list
Write name	Attends to a model of writing the student's name with an accessible keyboard, pencil, or letterboard	Sometimes makes an inconsistent mark/scribble when asked to write name	Usually makes an inconsistent mark/scribble to write name	Makes a consistent mark/scribble to write name	Makes a consistent letter-like form in scribble to write name	Writes a single recognizable letter or consistently selects correct first letter	Writes or selects some letters to form name (not necessarily in order)	Writes name in recognizable form, using an accessible pencil or letterboard
	1	2	3	4	5	6	7	8



Modified Bridge Assess pg 3

Alphabet Knowledge								
Interact with and use letters of the alphabet	Explores and plays with alphabet materials	Enjoys alphabet materials of own favourite people, foods, items, activities	Knows that letters are different from pictures and shapes	Recognizes first letter in name (says, writes, points to)	Associates specific letters with specific people or items	Recognizes other letters in own and/or other's names	Identifies specific letters in own or other names	Identifies at least 10 letters
Phonological/Phonemic Awareness								
Demonstrate phonological awareness	Alert to and curious about sounds in the environment	Enjoys music, songs, rhymes or word play	Connects or names sounds in the environment	Follows rhythmic beat of language and music	Repeats rhythmic patterns in poems and songs	Participates in familiar sound and word play, songs, w/ visual cues & imitation	Awareness that different words begin with the same sound	Identifies some initial letter sounds, makes some letter-sound matches
Demonstrate phonemic awareness	Enjoys listening to rhyming songs, wordplay and storybooks	Use rhyme to predict words in familiar texts	Follows along clapping/nodding the beats in a word, or words in a sentence	Recognizes words that are the same from words that are different: "cat, cat, sat: which word is different?"	Identifies words that rhyme and words that don't	Creates rhymes from a closed set or substitutes sounds to create rhymes	Creates alliterative or assonant pairs from a closed set (Silly Sally, Moses supposes)	Independently signifies the beats in a word
Oral Language (related to literacy activities)								
Use oral language/AAC during literacy activities	Vocalizes during literacy activities	Looks at, points to pictures, symbols, props	Labels pictures, actions with word approximations, signs, or symbols	Makes comments about the text using symbols or signs	Listens, and responds to, a story for a specific purpose: "listen so you can..."	Relates stories to personal experiences (text to self connection)	Asks questions about text and stories	Retells a simple story with activity in sequence
Engage in story-telling/re-telling	Enjoys personal experience stories, social scripts, videos, or remnant books	Shares personal experience books, etc, with others, i.e. pointing and waiting for a response	Participates in creating personal experience stories, etc, such as by selecting items or text to include	Initiates sharing remnant books, personal experience stories or social scripts	Initiates creating remnant books, personal experience stories or social scripts	Answers questions related to familiar stories	Predicts what might happen in unfamiliar stories	Tells an original, simple story using AAC and drawings or photos
	1	2	3	4	5	6	7	8





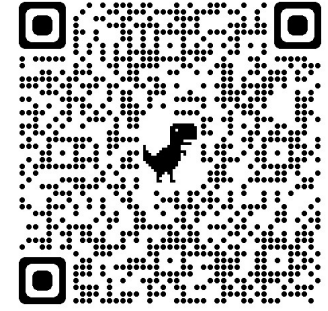
Heggerty Assessment Tools

- Primary Phonemic Awareness Assessments
- Kindergarten Phonemic Awareness Assessments
- Pre-K Phonemic Awareness Assessments
- Progress Monitoring Assessments (adding, segmenting, phoneme isolation, blending, substituting)

(also available in Australian and Spanish for some



Assessment of Phonological Awareness & Reading



Reading test

1. Reading real words
2. Reading non-words
3. Comprehension of written words
4. Comprehension of written sentences
5. Comprehension of written texts

Phonological Awareness Tests

1. Blending real words
2. Blending non-words
3. Phoneme counting
– adults
4. Phoneme counting
– children
5. Phoneme analysis

Listening Comprehension Tests

1. Sentence plausibility
2. Grammaticality judgements
3. Comprehension of text



Emergent Readers

1. Emergent readers don't have to have a prerequisite set of literacy skills to have access to reading materials.
2. To engage in literacy-rich environments, emergent readers must have *consistent access* to all forms of literacy (in other words, people with significant disabilities should have access to explore and use reading & writing materials that match their accessibility needs)
3. Emergent readers and writers need active and interactive engagement with the world and reading and writing materials
4. Emergent readers and writers must have frequent, accessible, flexible, and varied opportunities to access print that is motivating to their interests ([Erickson & Kopperhaver, 2020](#)).



The Developmental Writing Scale

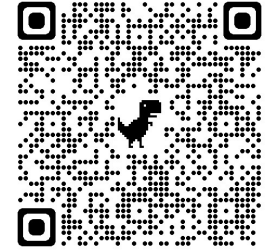


Table 2. Developmental writing scale for beginning writers^a

Levels	Scoring Criteria	Description	Accommodations
1	Drawing	Lines and curves that appear to represent objects	Selection of a picture by a child who cannot hold a traditional pencil or marker
2	Scribbling	Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.	If a child uses a keyboard, this level would not be used
3	Letter strings (no groups)	Handwritten or typed strings of letters but not grouped into words. Examples: <i>ttttt</i> <i>kshpppns</i>	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
4	Letter strings grouped in words	Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words. Example: <i>ILCR6a ILKVKC CPRSB WRKe BRKe</i>	Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
5	One intelligible word	Strings of letters grouped into "words," with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: <i>IMPICOTheC (I am playing outside on the swing.)</i>	Word bank or word prediction software
6	Two to three intelligible words	Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as "I" and "a" must be separated by spaces to count as an intelligible word. Example: <i>IYTKTOSMNTHETR (I like to swim under the water.)</i>	Word bank or word prediction software
7	Three or more different intelligible words in a list	Three or more related words. Example: <i>Lions Detroit football</i>	Word bank or word prediction software

(continues)



KS Alternate Early Literacy Screener

Kdg-3rd grade

Information about 8th grade reporting



Purpose of the KS Alternate Early Literacy Screener

IDEA

Sec. 300.160 Participation in assessments

(a) General. A State must ensure that all children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.



What is the Kansas Alternate Early Literacy Screener?

The Kansas Alternate Early Literacy Screener is a simple rubric that assesses students' early literacy skills as they relate to skill domains within English Language Arts (print concepts, phonological awareness, phonics and word recognition, fluency and comprehension).

The rubric is meant to be completed for each student with a Significant Cognitive Disability (grades K-3) by their teacher, based on the student's performance on Individualized Education Program (IEP) goals and every day early literacy instruction within the classroom.



Scoring Sheet - KDG

Table 5: Score Sheet

Strands	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Reading Foundation Print Concepts/ Fluency	/5	/5	/5
Reading Foundation Phonological Awareness	/5	/5	/5
Reading Foundation Phonics & Word Recognition	/5	/5	/5
Reading Literature Craft and Structure	/5	/5	/5
Total	/20	/20	/20

Table 6. Scoring Guide:

Score	Performance Level
4-15 Points	Below Benchmark
16 to 20 Points	At or above benchmark



Kindergarten

Table 2: Reading Foundation Phonological Awareness (Required for Dyslexia Screening – EYOA)

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
<p>EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes)</p> <p>A. With Guidance and support, recognize rhyming words</p> <p>B. With guidance and support, recognize the number of words in a spoken message</p> <p>C. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word</p>	<input type="checkbox"/> Unable to demonstrate skills at an emergent level	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog)	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog) <input type="checkbox"/> Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words)	<input type="checkbox"/> Will identify pictures that correspond to a spoken single syllable word (dog) <input type="checkbox"/> Will recognize there is more than 1 word in the sentence when presented, written and orally, with a simple sentence (3 or more words) <input type="checkbox"/> Will identify pictures that have the same beginning sound	<input type="checkbox"/> Will identify pictures that have the same beginning sound. <input type="checkbox"/> Will orally produce single syllable words by blending sounds, consonant blends <input type="checkbox"/> Will identify individual sounds in simple, one syllable word <input type="checkbox"/> Will substitute beginning sound to make new words



1st Grade

Table 3. Phonics and Word Recognition (Required for Dyslexia Screening and EYOA)
Below Benchmark

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
<p>EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <p>A) Identify upper case letters of the alphabet.</p> <p>B) With guidance and support, recognize familiar words that are used in every day routines.</p>	<input type="checkbox"/> Unable to recognize familiar letters or words, (letter in his/her name, social stories, etc.)	<input type="checkbox"/> Recognizes letters in name and familiar words environmental print	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words <input type="checkbox"/> Identifies familiar words that are used in every day routines	<input type="checkbox"/> Recognizes letters in name and familiar words and signs in their environment <input type="checkbox"/> Distinguishes between upper- and lower-case letters in familiar words <input type="checkbox"/> Identifies familiar words that are used in every day routines <input type="checkbox"/> Know the spelling- sound correspondences for common consonant diagraphs <input type="checkbox"/> Decode regularly spelled one-syllable words (CVC)



2nd Grade

Table 2. Fluency (Required for Dyslexia Screening and EYOA – mark for rate and fluency)
Below Benchmark

DLM Essential Elements Reading Foundational Skills	Below Benchmark			At or Above Benchmark	
	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
EE.RF.2.4 Attend to words in print. A) Read familiar text comprised of known words.	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences. <input type="checkbox"/> Student will read connected text in a 3 to 5-word familiar sentence with visual supports.	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences. <input type="checkbox"/> Student will read connected text in a 3 to 5-word familiar sentence with visual supports. <input type="checkbox"/> Read below-level connected text with purpose and understanding



3rd Grade

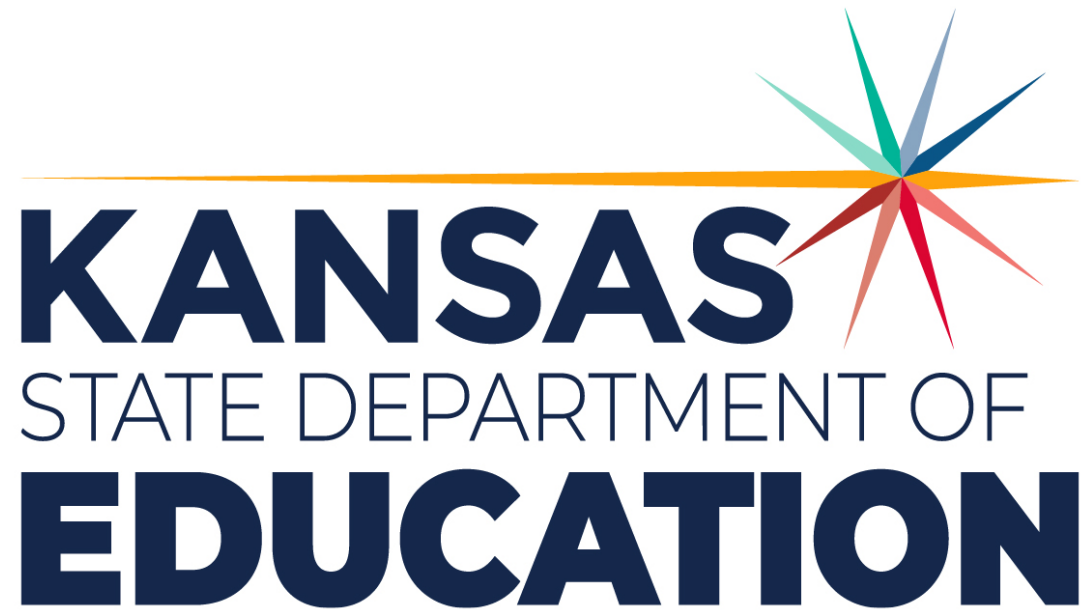
Table 2. Fluency (Required for Dyslexia Screening and EYOA – mark for rate and fluency)
Below Benchmark

At or Above Benchmark

DLM Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced (Bridge to Kansas ELA Standard) 5 points
<p>EE.RF.3.4 Read words in text.</p> <p>A) Read familiar text comprised of known words.</p> <p>B) Not applicable</p> <p>C) Use context to determine missing words in familiar texts.</p>	<input type="checkbox"/> Not yet emerging	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences <input type="checkbox"/> Student will use context to determine missing words in familiar texts	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences <input type="checkbox"/> Student will use context to determine missing words in familiar texts. <input type="checkbox"/> Student will read familiar text comprised of known words	<input type="checkbox"/> Student will point to or say a word to complete a repeated storyline <input type="checkbox"/> Student will point to sight words to complete sentences <input type="checkbox"/> Student will use context to determine missing words in familiar texts. <input type="checkbox"/> Student will read familiar text comprised of known words <input type="checkbox"/> Read text with purpose and understanding <input type="checkbox"/> Use context to confirm or self-correct word recognition, rereading as necessary



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