

OKLAHOMA STATE DEPARTMENT OF EDUCATION



IMPLEMENTATION GUIDANCE

Early Screening for Reading
Difficulties, including
Characteristics of Dyslexia



OKLAHOMA
Education



Implementation Guide: Early Screening for Reading Difficulties, including Characteristics of Dyslexia

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PURPOSE OF THE IMPLEMENTATION GUIDE

This guide has been created to support Oklahoma school districts with early screening for risk of reading difficulties, including characteristics of dyslexia. The guidance provided aligns with the requirements of [70 O.S. § 1210.520](#), as well as the Strong Readers Act [70 O.S. § 1210.508C](#).

IMPORTANT NOTE ABOUT THIS GUIDE

Throughout this guidance document, unless otherwise specified, the terms “dyslexia screening” and “dyslexia” **do not** refer to or confirm a diagnosis of dyslexia. The statutes listed above pertain to identifying students who may be **at risk** for reading difficulties, and/or who have characteristics of the condition of dyslexia. Dyslexia screening provided by school districts is intended to provide data to school staff and families to inform early intervention decisions (20 U.S.C. § 1414(a)(1)(E)).

EARLY READING INSTRUCTION

Early reading instruction lays a foundation for a student’s future learning. In these early years, a student is learning to connect sounds to print, translate letter symbols on the page to make words, then put the words together to make meaningful sentences. At the same time, the student is learning new vocabulary and the conventions of the English language to understand both the stated and implied meaning of a text. This foundation is critical for future learning as well as success later in life.

When considering early reading instruction, it is helpful to keep in mind that most reading skills fit into two large components: word recognition and language comprehension (see Figure 1).

Figure 1. Simple View of Reading





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The product of the skills in these two large components is reading comprehension, which is the overall goal of instruction. **Word recognition skills are those skills that help students decode text to read words, including phonemic awareness and phonics. Language comprehension skills are those skills that are used to understand the meaning of text.** In the early years, students work on these skills orally through listening to text while learning how to read the words. This model, called the [Simple View of Reading](#), emphasizes that students must have sufficient ability in both areas in order to be a successful reader. It is important to note that a deficit in either area—word recognition or language comprehension—causes difficulties with reading. Improved skills in one area cannot compensate for a lack of skills in the other area.

MULTI-TIERED SYSTEM OF SUPPORTS FOR EARLY LITERACY

To address the needs of students demonstrating risk for reading difficulties, it is important to identify and address potential problems as early as possible. A multi-tiered system of support (MTSS) provides a framework that uses data to match academic supports to address the needs of a student. A multi-tiered system of support (MTSS) is a **proactive and preventative** framework that integrates data and instruction to maximize student achievement from a strengths-based perspective.

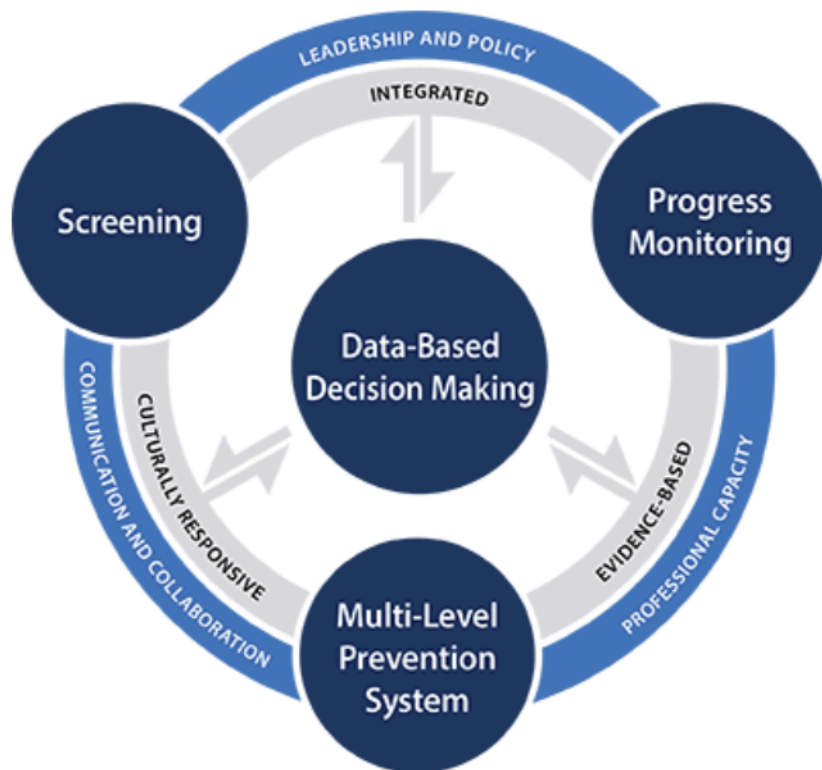
The critical components of MTSS in early literacy include:

- **Screening:** Generally conducted three times a year to identify students who may be at-risk for poor academic outcomes in reading.
- **Informal Diagnostic Assessment:** Given to students who demonstrate risk for reading difficulty on the screening assessment to identify the specific areas of strength and need.
- **Tiered Instruction:** A continuum of academic instructional and intervention supports that are evidence-based.
- **Progress Monitoring:** Use of valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.
- **Data-Based Decision Making:** Data analysis and problem solving through teaming to make decisions about instruction, intervention and implementation.



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Figure 2. Multi-Tiered Systems of Support model from mtss4success.org



Tiered instruction is provided to meet the needs of all students. Those students who receive additional services according to the Individuals with Disabilities Education Act (IDEA) through special education or according to Title III for students with limited English proficiency are included in the tiered supports. The tiers describe the level of intensity in instruction that students receive to meet their instructional needs, as defined in Administrative Rule 210:15-27-4.

- **Tier 1**, or core instruction, is research-based reading instruction for all students based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier I instruction provides all students a minimum of ninety (90) minutes of daily instruction in reading and related skills.
- **Tier 2** is targeted instruction that is based on the cognitive science of how students learn to read. It is designed to supplement core instruction and address students' individual reading skill deficits.
- **Tier 3** is intensive intervention designed to address students' individual reading skill deficits by targeting the area(s) of greatest need.



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It is important to note that all students participate in Tier 1 instruction, regardless of their performance level. This might require accommodations to make the curriculum accessible. **If supplemental instruction or intervention is provided, it is in addition to Tier 1 instruction, not as a replacement of Tier 1.**

Students who meet grade-level targets are likely to be able to interact and continue to make satisfactory progress in the core curriculum without additional instructional supports. Students who are just below grade-level targets may require some **targeted, differentiated instruction** in order to address misunderstandings or gaps in learning. This may be accomplished by meeting in small, skills-focused groups with the teacher for targeted instruction on the identified skills. In this case, it would be important to ensure that all sub-skills are just below the grade-level target. If there is a significant issue with one or more skills, the student likely needs more intensive instruction in the comparatively weak skill.

It is recommended that students who require supplemental instruction at Tier 2 intensity receive this instruction for 3 or more days a week for at least 15 minutes per day in small, skills-focused groups **in addition to Tier 1 instruction**. These groups should have no more than 4-6 students. Because instruction at this level supplements the core instruction, this could be achieved through either the interventionist pushing into reading instruction (e.g., co-teaching) or pulling the student from the classroom for intervention. The structure of the intervention should be based on the needs of the student.

It is recommended that students who require intensive intervention at a Tier 3 intensity receive intervention each day for at least 30 minutes **in addition to Tier 1 instruction**. Because the needs of students at this level are more severe, they should either work individually with an interventionist or in groups of 2-3 students. Students at this level generally need additional instruction on skills that are not addressed in the core curriculum for that grade level. As a result, intervention services for these students will likely be more effective if provided outside of the general classroom setting rather than the interventionist pushing into the classroom.

A summary of the tiered intensity levels, along with recommendations and requirements for each level, is provided below in Table 1.



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Table 1. Recommendations for Tiered Instruction

Intensity	Initial Benchmark Score	Additional Considerations	SLIP Needed	Recommended, Not Required			
				Group Size	Frequency	Duration	Teacher
Tier 1 Core Instruction	At or above the 40 th percentile	All students receive this instruction. Following intensity levels are in addition to Tier 1.	No	Whole Class	Daily (required for all students)	90 minutes minimum (required)	General Education teacher
Tier 1 + Differentiation	26 th – 39 th percentile	If one or more sub-test scores are significantly lower than the target, consider increasing intensity.	Yes	6-8	2-4 days/week	May occur within Tier 1	General Education teacher
Tier 2 Supplemental Instruction * in addition to Tier 1	11 th – 25 th percentile	Received Tier 1 + differentiated instruction for more than 12 weeks or 3 data points from progress monitoring without making significant progress.	Yes	4-6	3-5 days/week	At least 15 minutes (in addition to Tier 1)	General education teacher or interventionist (pull out or push in)
Tier 3 Intensive Intervention * in addition to Tier 1	1 st – 10 th percentile	Received Tier 2 instruction for more than 20 weeks or 5 data points from progress monitoring without making significant progress.	Yes	1-3	Daily	At least 30 minutes (in addition to Tier 1)	Interventionist (pull out)



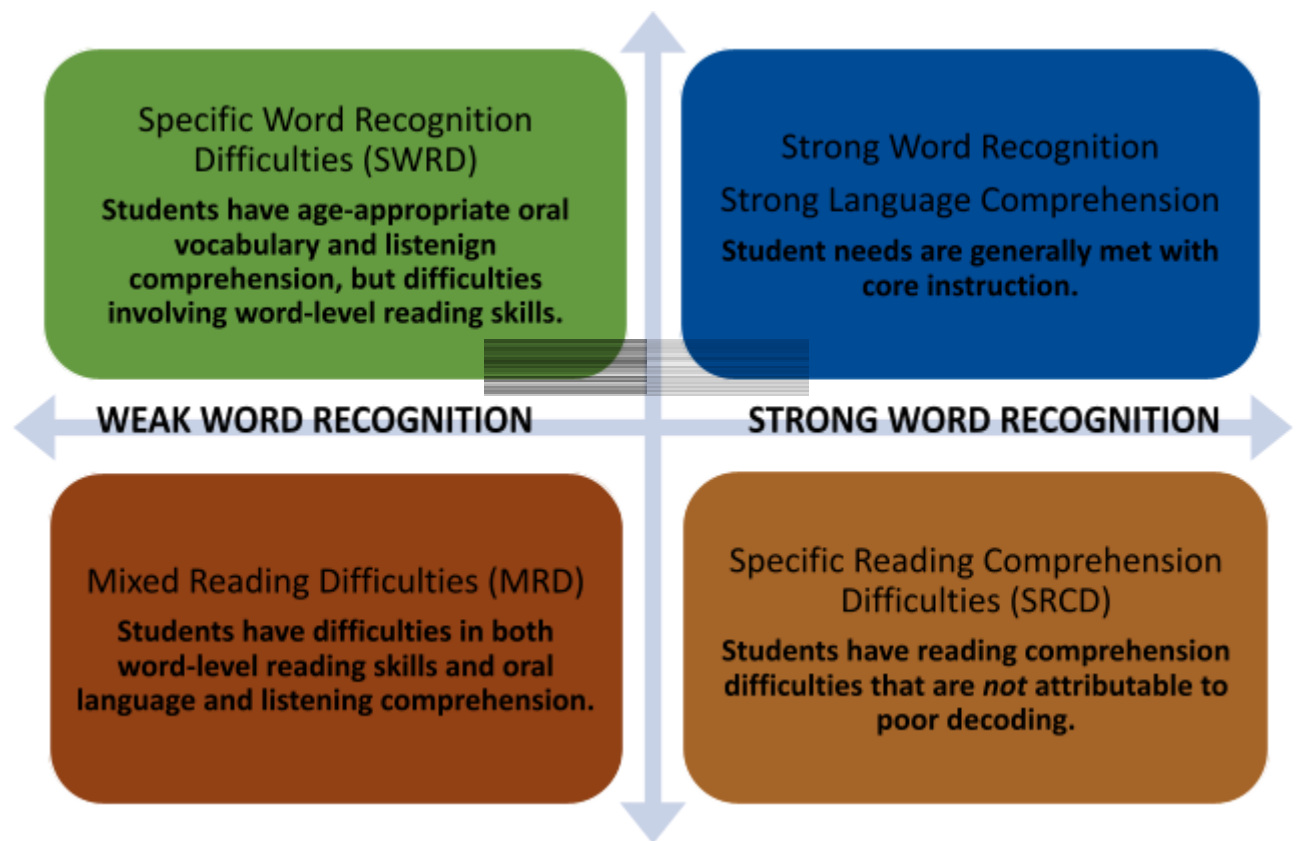
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UNDERSTANDING READING DIFFICULTIES

When addressing reading difficulties, it is easier to consider them in light of the Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990; Hoover & Tunmer, 2019). Students who struggle with reading skills exhibit difficulties in either word recognition skills, language comprehension skills, or both. This can be seen in the graphic below. The two large areas of reading from the Simple View of Reading can be used as the axes for a quadrant, as shown in Figure 3.

Most students struggle with skills in both areas. There are fewer students who struggle with word recognition skills despite having strong oral language, and even fewer students who are able to accurately read the words in a text but struggle with comprehension. Identifying the area where students need additional instruction enables the school to organize resources and ensure students get appropriate support services.

Figure 3. Types of Readers Based on the Simple View of Reading





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Students who demonstrate characteristics of dyslexia have difficulty with skills in the word recognition area. However, not all students who struggle with these skills have dyslexia.

Research shows that all students benefit from explicit, sequential and systematic instruction in early reading. For those students who struggle with reading, particularly with word recognition skills, instruction that is explicit, sequential and systematic is critical.

UNIVERSAL SCREENING FOR READING

Early screening is one of the key components of a Multi-Tiered System of Support (MTSS). Screening assessments in the classroom work the same way doctors conduct health screenings to check the body for warning signs of a health condition. For example, when someone visits the doctor for a regular check-up, the doctor checks the person's blood pressure. If the blood pressure is in the acceptable range, the doctor does not need to intervene and the person moves on until the next visit. If the blood pressure is outside of the acceptable range, the doctor would determine how best to address the data through medicine or other recommendations.

When a screening assessment is administered to all students in a class or grade level, such as what is required under the Strong Readers Act, it is called a **universal screener**. Some students may perform below expected levels. In this case, teachers need additional information to provide the appropriate instructional support. One example of an assessment that provides additional information is a **screening assessment for characteristics of dyslexia**.

Data from screening assessments can do two things: (1) quickly assess students in key skills that strongly correlate to later reading success and (2) provide a snapshot of the effectiveness of the core instructional program. A screening assessment does not measure mastery of skills. Students who have lower than expected screening results may benefit from additional instruction and support in specific literacy areas.

Because of their high reliability and validity, screening assessments can predict risk for reading difficulty in the earliest years of formal schooling. Early intervention works, but it is also expensive. By identifying students who need assistance early, districts and schools can match the most intensive instructional supports to those students with the most intensive needs.

Once children fall behind in the growth of critical word reading skills, it may require very intensive interventions to bring them back up to adequate levels of reading accuracy, and reading fluency may be even more difficult to restore because of the large amounts of reading practice that is lost by children each month and year that they remain poor readers.

---Dr. Joseph Torgesen, 1998



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It is important to remember that a lower score on a **screening assessment does not identify or diagnose a reading disability** and does not mean the student is eligible for an Individualized Educational Program (IEP) under the Individuals with Disabilities Education Act (IDEA). There are many reasons a student may perform below the expected targets, such as lack of instruction, chronic absenteeism, limited English proficiency, etc. Ensuring students are receiving high-quality, evidence-based instruction to target any learning gaps at the appropriate level of intensity is the most effective way to help students.

PURPOSE OF UNIVERSAL SCREENING

The purpose of screening assessments in early reading is to quickly assess students in key skills that strongly correlate to later reading success. A screening assessment does not measure mastery of skills. Students who have lower than expected screening results may benefit from additional instruction and support in specific literacy areas.

Having difficulty with these skills does not condemn a student to a lifetime label of being a “struggling reader.” However, the longer appropriate instruction is delayed, the more time-consuming, difficult and expensive it will be to address student needs. Learning difficulties, including dyslexia, can be remediated with appropriate evidence-based instruction. Identifying learning needs quickly and providing appropriately-matched instruction is the purpose of the Strong Readers Act.

There are two types of screening assessments: **curriculum-based measures (CBM)** and **adaptive assessments**. CBMs consist of brief tasks in which student scores are often compared to a benchmark goal based on grade-level expectations. They are often timed to measure both accuracy and automaticity. Automaticity, the ability to do something reflexively or without conscious thought, is important for students to develop foundational skills in order to allow more working memory for skills that require strategic thinking. Without automaticity of foundational skills, students use up too much working memory on low-level skills (e.g., phonemic awareness, decoding) and cannot perform higher-level skills that lead to comprehension.

Adaptive assessments use a different method to measure risk. In a computer-adaptive measure, individual students are given different test questions based on their performance on previous test items. The student’s overall performance in reading or a reading subskill can then be compared to a typical student’s performance in the same grade. **Both types of assessments provide valuable data and can be effective at determining risk for reading difficulties.**

REQUIREMENTS FOR UNIVERSAL SCREENING ASSESSMENTS

Under the Strong Readers Act, **all students in kindergarten through 3rd grade are screened three times a year using one of the universal screening assessments approved by the Oklahoma State Board of Education.** These universal screening assessments are highly reliable and valid, and measure the key components of reading, including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.



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Universal screening assessments are designed to be administered and interpreted by general educators. Other than training on administration protocols and how data is organized, specialized training or credentials are not needed or required. In order to most effectively provide instruction and interventions, it is recommended that screening assessments be administered by the certificated classroom teacher of record. Teachers should be trained to administer the screening instrument being used and understand the data.

It is the site administrator's responsibility to ensure that all teachers who will administer the screening assessment participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations. This includes general education teachers in kindergarten and grades 1-3. This training may be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning and training schedule for the onboarding of new educators and staff.

Screening for students occurs in the general education setting. This includes both the universal screening assessment and the screening assessment for the characteristics of dyslexia. Educators providing services through special education services may provide support as appropriate. **It should not be assumed that all students who demonstrate risk for reading difficulties should receive special education services.** It is critical that all educators working with the student communicate openly and frequently to ensure a systemic education for the student.

APPROVED UNIVERSAL SCREENING ASSESSMENTS

In June 2021, the Oklahoma State Board of Education approved assessments to be used to universally screen for reading difficulties following a review performed by experts in the field. These assessments are listed below in Table 2. Districts may use any of the assessments on this list to meet the requirements of the Strong Readers Act.

Each vendor has completed a technical guidance form to help districts interpret data within the requirements of the Strong Readers Act. These documents can be found on the [Strong Readers for Schools](#) webpage.

Table 2. List of Universal Screeners Approved by the Oklahoma State Board of Education



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Universal Assessment for RSA	Publisher
Acadience	Acadience Learning, Inc.
aimswebPlus	NCS Pearson, Inc.
Amira	Amira Learning
Early Learning Quick Assessment	The University of Oklahoma
Exact Path	Edmentum
FastBridge	Illuminate Education
i-Ready Diagnostic	Curriculum Associates
Istation	Amira Learning
MAP Growth™	NWEA
MAP Reading Fluency™	NWEA
mClass® DIBELS 8 th Edition	Amplify Education, Inc.
Star Early Learning Suite	Renaissance Learning, Inc.



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SCREENING FOR CHARACTERISTICS OF DYSLEXIA

This screening is intended to provide additional information for students who may be having reading difficulties in order to determine if there is a risk of dyslexia as well as to help guide instruction and intervention accordingly. **The screening assessment does not provide a diagnosis of dyslexia or any other reading disability.** Just as with other types of reading difficulties, students who demonstrate some risk of dyslexia may need a range of support, from brief, targeted instruction in the classroom, along with individualized accommodations, to additional instruction (Tier 2) supports or possibly intensive intervention (Tier 3). Even after targeted interventions in the general education setting, some students may have additional risk factors that are identified and may need an evaluation to determine eligibility for special education services with goals and services defined in an Individualized Education Program (IEP). **It is important to note that only a very small percentage of students will require special education services.**

DEFINITION OF DYSLEXIA

Dyslexia refers to a learning disability that affects reading. Dyslexia is not due to a problem with vision but rather a problem processing language.

<https://dyslexiaida.org/ida-dyslexia-handbook/>

Dyslexia affects reading at the single word level, reading fluency and rate, and spelling. In turn, these weaknesses cause difficulties with reading comprehension and written expression. Other abilities that do not require reading, such as general intelligence, reasoning, oral language, mathematics, and knowledge, are often unimpaired. In other words, the reading and spelling difficulties are often unexpected in relation to the person's other abilities.

--Mather & Wendling, 2014
From the [Oklahoma Dyslexia Handbook](#)

PURPOSE OF SCREENING FOR RISK OF DYSLEXIA

The purpose of screening for characteristics of dyslexia is to determine, in an efficient and reliable manner, which students are likely to be at-risk for characteristics of dyslexia. This generally means that students are struggling with **word recognition skills** in the areas of phonemic awareness, phonics and/or spelling. Dyslexia screening is targeted to students in kindergarten and grades 1-3 because of the importance of identifying difficulties or learning gaps with foundational reading skills as quickly as possible.

Having difficulty with these skills does not condemn a student to a lifetime label of being a "struggling reader." However, the longer appropriate instruction is delayed, the more time-consuming, difficult and expensive it will be to address student needs. Learning difficulties, including dyslexia, can be remediated with appropriate evidence-based instruction.



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REQUIREMENTS FOR SCREENING FOR CHARACTERISTICS OF DYSLLEXIA

After the universal screener at the beginning of the year, **all students in grades K-3 who do not meet the beginning-of-year grade-level target for their current grade must be given the screener for risk of dyslexia.** Depending on the assessment tool adopted by the district, this may include an additional subtest of the same assessment suite, an additional assessment altogether, or the existing data from the universal screener may be sufficient.

Screening assessments, including the assessments for characteristics of dyslexia, are designed to be administered and interpreted by general educators. Teachers should be trained to administer the screening assessment and to understand how data is organized. However, other specialized training or credentials are not needed or required. To most effectively provide instruction and interventions, it is recommended that screening assessments be administered by the certificated classroom teacher of record.

It is the site administrator's responsibility to ensure that all teachers who administer the screening assessment participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations. This includes general education teachers in kindergarten and grades 1-3. This training could be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning and training schedule for the onboarding of new educators and staff.

It should not be assumed that all students who demonstrate risk for reading difficulties or characteristics of dyslexia should receive special education services. It is critical that all educators working with the student communicate openly and frequently to ensure a systemic education for the student.

Screening for the risk of dyslexia may be requested for any student by their parent/guardian, teacher, counselor, speech-language pathologist, or school psychologist. Because these are assessments that are required of all students, parent/guardian consent is not necessary for screening assessments.



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APPROVED SCREENING INSTRUMENTS FOR CHARACTERISTICS OF DYSLEXIA

In June 2021, the Oklahoma State Board of Education approved assessments to be used for screening for characteristics of dyslexia following a review performed by experts in the field. Districts and schools may use any of the assessments on this list to meet the requirements of this statute.

Table 3. List of Dyslexia Screeners Approved by the Oklahoma State Board of Education (2021)

Screening Assessment for Characteristics of Dyslexia	Publisher	Required Supplement
Acadience	Acadience Learning, Inc.	PAST
Amira	Amira Learning	n/a
Exact Path	Edmentum	n/a
FastBridge	Illuminate Education	PAST
i-Ready Diagnostic	Curriculum Associates	n/a
Istation	Amira Learning	PAST
MAP Reading Fluency™	NWEA	n/a
mClass® DIBELS 8 th Edition	Amplify Education, Inc.	PAST
Star CBM	Renaissance Learning, Inc.	n/a

PAST ASSESSMENT

The Phonological Awareness Screening Test, or PAST, is an assessment that addresses phonological and phonemic awareness. Included in the assessment is the addition, deletion, and substitution of phonemes, or advanced phonemic awareness, which is a required component of dyslexia screening. Some of the screening assessments for dyslexia for third grade will need to be supplemented with the PAST in order to fully assess this skill.

The PAST is a free resource that can be found online at thepasttest.com. Included at this website are instructions for administration, four forms of the assessment, and directions for interpreting the data. A demonstration video for administering and scoring the PAST can be found at <https://youtu.be/AjO41IPPW2Y>.



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USING DATA TO DETERMINE RISK FOR READING DIFFICULTIES

In addition to screening, data-based decision making is one of the critical components of a Multi-Tiered System of Support (MTSS). These decisions are best made by a team which includes the classroom teacher, any interventionists working with (or potentially working with) the student, and other relevant specialists. The data from screening assessments, in addition to diagnostic assessments from the classroom teacher (e.g., phonics survey, spelling inventory) and progress monitoring, should guide instructional decisions. These decisions include the type and intensity of any interventions and accommodations.

After gathering information from assessments, the specific area(s) of reading weakness must be identified on a Student Literacy Intervention Plan (SLIP). Along with identifying the skills that need to be addressed, the intensity of the student's need, along with a measurable goal to assess progress should also be defined. The data team may consider the following suggested criteria:

- **Tier 1: Core Instruction**
 - Score at or above the 40th percentile on universal screening. Core instruction should meet the needs of these students, and a Student Literacy Intervention Plan (SLIP) is not needed.
 - These students are not required to be assessed for characteristics of dyslexia.
- **Tier 1 + Differentiation**
 - Initially score between the 26th – 39th percentile on universal screening assessment. *If there are one or more sub-test scores that are significantly lower than the target, consider increasing intensity.*
 - These students must be assessed for characteristics of dyslexia.
- **Tier 2: Supplemental Instruction**
 - Initially score between the 11th – 25th percentile on universal screening, OR
 - Initially score between the 26th – 39th percentile but have received differentiated instruction for more than 12 weeks or 3 data points on progress monitoring without making significant progress.
 - These students must be assessed for characteristics of dyslexia.
- **Tier 3: Intensive Intervention**
 - Initially score between the 1st – 10th percentile on universal screening, OR
 - Initially score between the 11th – 25th percentile but have received Tier 2 intervention for more than 20 weeks or 5 data points on progress monitoring without making significant progress.
 - These students must be assessed for characteristics of dyslexia.



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VENDOR-SPECIFIC TECHNICAL GUIDANCE

Each vendor provides a technical manual for both universal screeners and screeners for dyslexia. These manuals can be found on the [Strong Readers for Schools](#) webpage. The universal screener manual identifies the composite grade-level target for each assessment window in each grade. Each technical manual for screeners of characteristics of dyslexia defines the risk level for each sub-test. After completing screening assessments, the data team must review the sub-test scores for the student to determine if there is risk for dyslexia. If students are below the provided threshold in any sub-tests, the team should consider the possibility of risk and provide the appropriate instruction or intervention. The level of risk will help the team identify the intensity of the intervention needed. For example, if a student is below the target on assessments for phonemic awareness, appropriate intervention in the specific phonemic awareness skill needed should be provided. If the student demonstrates severe risk, a more intensive intervention will be needed.

K – 3: CREATING AN INSTRUCTIONAL SUPPORT PLAN

If a student does not meet the grade-level target on the universal screening assessment at the beginning of the year, a Student Literacy Intervention Plan (SLIP) will be designed to enable the student to acquire the appropriate grade-level reading skills. The SLIP should directly address the needs of the student at the appropriate intensity.

The grade-level target is equivalent to the 40th percentile at that grade-level and in that testing window. Students who score at or above the 40th percentile are likely to be able to interact with core curriculum successfully without additional instructional supports.

Within 30 days of the beginning-of-year (BOY) universal screening, all K-3 students who do not meet the grade-level target of the BOY 40th percentile must be assessed for characteristics of dyslexia.

If a student is found to be at-risk for characteristics of dyslexia, the SLIP will either need to be written or may need to be revised to address the specific reading deficits. The existing intervention plan identified on the SLIP may be used for intervention for students identified as at-risk for dyslexia if the intervention is relevant and evidence-based. Given that students with characteristics of dyslexia often need additional practice with word recognition skills, the SLIP may need to be amended to allow for this.

Interventions provided for students who demonstrate risk for dyslexia should be evidence-based and address word recognition difficulties. For more detailed explanation of the types of intervention these students may need, see the [Oklahoma Dyslexia Handbook](#).



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MONITORING PROGRESS

Progress monitoring, another critical component of MTSS, provides data for school personnel to evaluate the effectiveness of instruction and intervention supports. Progress monitoring should reflect growth with intervention at a rate adequate enough to meet the student's learning goal. If appropriate growth is not observed, intervention and/or intensity needs to change in order for the student to make adequate progress.

Students receiving more intensive instructional supports should be assessed more frequently. The following timeframes are **recommended** for each level of intensity:

- **Tier 1 + Differentiation:** monitor monthly
- **Tier 2:** monitor 1-2 times each month
- **Tier 3:** monitor weekly or bi-weekly (2x per month)

EXEMPTIONS TO THE PROVISIONS OF THE STRONG READERS ACT

Beginning with the 2024-2025 school year, exemptions are provided for students who meet one of the following qualifications.

- The student participates in the **Oklahoma Alternate Assessment Program (OAAP)**, which is indicated on the Individual Education Program (IEP), and is taught using alternate methods.
- The student's primary expressive or receptive communication is **sign language**.
- The student's primary form of written or read text is **Braille**.
- The student's primary expressive or receptive language is not English, the student is identified as an **English language learner** using a state-approved identification assessment, AND the student has had less than one (1) school year of instruction in an English-learner program.

Exempted students would not be required to take a state approved universal screening assessment or be placed on a Student Literacy Intervention Plan (SLIP). These students must be able to demonstrate progress toward literacy goals as defined on an Individual Education Program (IEP) or English Language Academic Plan (ELAP). Decisions to exempt a student should be made with the IEP team or the EL teacher working with the student. Exemptions must be documented on the [Exemption Form for Strong Readers](#) (located on the Strong Readers for Schools webpage).



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ACCOMMODATIONS FOR SPECIAL SITUATIONS

Special situations require special considerations. Please see below.

- **Students who have limited English proficiency:** Students who are in the process of learning English are not exempt from screening requirements except as defined above. These students must be able to meet the grade-level target in English to demonstrate they do not need supplemental instruction or intervention. The assessment administrator should utilize the stop or discontinue rules provided by the publisher as needed.

It is important to consider language data (e.g., WIDA scores) when determining the type and intensity of intervention. Valuable instructional information can be gained if the school is able to assess the student in their home language. Additional considerations for students with limited English proficiency can be found in the [Oklahoma Dyslexia Handbook](#).

- **Students who receive services through an existing Individualized Educational Program (IEP):** Students who receive services as defined in an IEP are not exempt from screening requirements except as defined above. Districts should utilize the stop or discontinue rules provided by the publisher as needed. Intervention plans should align with the IEP. If appropriate, the same intervention can meet the needs of both the IEP and the SLIP.

CONSIDERATIONS FOR CHILD FIND AND SPECIAL EDUCATION

If a student demonstrates severe risk or is not making appropriate progress with interventions, a school review team should meet to review individual student records and progress to the extent possible. The team may consider a special education Review of Existing Data (RED) to determine if additional assessments are needed to rule out a reading disability/dyslexia that exists according to Child Find policies of the Individuals with Disabilities Education Act (IDEA).

The district should consult guidance from the Office of Special Education Services to help determine the qualification for and provision of special education services to students with disabilities. The district is responsible for ensuring that all children with disabilities residing in the boundaries of the district, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. (34 CFR § 300.111 Child Find)

FAMILY COMMUNICATION

Within 30 days of screening, school personnel should notify the student's parent/guardian of the results of the universal screening assessment by completing the Student Literacy Intervention Plan (SLIP). If the dyslexia screener occurs before the SLIP is written, the



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information from that screening can be included on the same document. If the screening for characteristics of dyslexia is completed after the SLIP is written, an addendum can be completed and attached to the SLIP, as well as communicated to the parent/guardian. At that time, the parent/guardian must also be provided with information about dyslexia and resource materials including:

- The characteristics of dyslexia and resources for additional information,
- Appropriate general education classroom interventions and accommodations for students with characteristics of dyslexia, and

A document with the required information can be found at the end of this guidance document.

DOCUMENTATION AND REPORTING

The Student Literacy Intervention Plan (SLIP), along with any addendum documents, provides documentation of supplemental instruction or intervention, and should be kept as part of a student's permanent educational record.

The SLIP shall be based on scientific reading research and align with the subject matter standards adopted by the State Board of Education. The SLIP requirements (70 O.S. § 1210.508C(D.1-2)) include:

- Sufficient additional in-school instructional time for the acquisition of all components of reading;
- If necessary, tutorial instruction after regular school hours, on Saturdays and/or during summer;
- Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction,
- high-quality instructional materials grounded in scientifically based reading research, and
- a means of providing every family of a student in prekindergarten, kindergarten, and first, second and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.
- Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, as applicable,
- Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and



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- Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments administered pursuant to subsection A of this section or assessments identified for diagnostic purposes and periodic monitoring.

In addition, if a student does not meet the grade-level target, the student's parent/guardian will be notified of the following in writing (70 O.S. § 1210.508C(H)):

- That the student has been identified as having a substantial deficiency in reading;
- A description of the current services that are provided to the student pursuant to subsection D of this section;
- A description of the proposed intensive intervention services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency as provided for in paragraph 2 of subsection F of this section;
- That a student who is promoted to the fourth grade shall receive supplemental intensive intervention services;
- Strategies for parents to use in helping their child succeed in reading proficiency; and
- The grade-level performance scores of the student.

For students who participate in screening for characteristics of dyslexia, the family should be informed of the following:

- The name of the screening assessment used,
- When the assessment was administered, and
- The results of the screening assessment.

Schools will report the information specified below to the Oklahoma State Department of Education each year (70 O.S. § 1210.520(E)). This information will be incorporated into the existing reports for the Strong Readers Act.

- The number of students by grade level in kindergarten through grade three who were screened for dyslexia in a school year;
- The number of students by grade level in kindergarten through grade three who were newly identified as having characteristics of dyslexia in a school year;
- The screening assessments used to evaluate student progress;
- The number of trained school system personnel used to administer the dyslexia screening tool;
- The number of students in kindergarten through grade three who were participating in interventions within the school setting and the number of students participating in interventions outside the school setting; and
- The programs used by districts for intervention within the school setting.



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FREQUENTLY ASKED QUESTIONS

Can the district use Strong Readers funds to purchase the universal and/or dyslexia screening assessments?

Yes, Strong Readers funds can be used to purchase these assessments, as well as for any training needed in order to administer these assessments.

What if a student enters the school after the beginning-of-year testing window?

If a student enters the school after the testing window, the school personnel should first check to see if this data is available. If the data is available and the student is on a Student Literacy Intervention Plan (SLIP), the school should continue providing appropriate instruction and/or intervention to the student. Changes may be made to the SLIP to match available resources.

If data is not available, it is recommended the school administer both the universal screener and dyslexia screener (if warranted) within the first two weeks of a student attending the new school. If the student demonstrates risk for reading difficulties, including characteristics of dyslexia, the family should be notified within 30 days and an SLIP begun at that time.

Can schools use the same interventions used for Strong Readers for students who demonstrate characteristics of dyslexia?

Yes, the goal of intervention is to meet the needs of the student. Consider that students with characteristics of dyslexia have difficulty with word recognition skills (i.e., phonemic awareness and/or phonics), and that these students may require more intensive interventions (e.g., more frequent, more time per session, smaller group size, more specialized interventionist or narrower skill focus) with more repetitions than other students.

What criteria qualifies a student eligible for special education services for dyslexia?

Oklahoma recognizes dyslexia as a disability under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. In October 2015, the United States Department of Education issued a [Dear Colleague guidance letter](#) to ensure a high-quality education for children with Specific Learning Disabilities (SLD). The purpose of the letter was to "Clarify that there is nothing in the IDEA, which would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents."

To be eligible for special education and related services, the student must have a disability under the IDEA (which includes Dyslexia as a Specific Learning Disability in Reading). The disability must have an adverse impact on their education, and their unique, disability-related needs must require specially designed instruction in order to access the general education curriculum. For more detailed information, including differential identification questions for dyslexia, refer to the [Oklahoma Special Education Evaluation and Eligibility Handbook](#).



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How should an outside evaluation for dyslexia be considered by the LEA?

It is important to note that the definition of Specific Learning Disability is slightly different in the IDEA compared to that of the DSM-5 medical diagnosis of Specific Learning Disorder. The provision of an outside evaluation to the school team by the parent/guardian, including a diagnosis of dyslexia, does not automatically determine eligibility under the IDEA as additional assessments may be necessary by the LEA to ensure a comprehensive evaluation under Oklahoma policy and to demonstrate the extent to which the student would need specially designed instruction. Outside evaluations should be considered and documented as a part of the Review of Existing Data (RED) process for the individual student. Outside evaluations may not have all of the evaluation components required to determine eligibility for special education services, and the student's team may request parent/guardian consent to complete additional assessments as necessary.

What interventions should be considered if a student is evaluated for special education services and determined not eligible under the IDEA?

If the student is not found eligible for special education services under the IDEA, the results of the evaluations conducted should still be used to provide feedback and inform interventions for the educational needs of the student. When a student is not eligible for a disability category under the IDEA, a referral for an evaluation under Section 504 of the Rehabilitation Act should be considered. A Section 504 plan can provide accommodations or other supports for the student. Additionally, the team should consider how any identified educational needs may be addressed through evidence-based interventions with available school resources.

APPENDICES

Resources mentioned in the implementation guidance are provided in the appendices for easy reference. These resources can also be found as a printable PDF at [Strong Readers for Schools](#) webpage:

- Timeline for Screening
- Strategies for Family Support
 - Phonological Awareness
 - Basic Reading and Spelling Skills
 - Reading Fluency
 - Vocabulary
 - Comprehension
- Additional Resources



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TIMELINE FOR SCREENING

TIMELINE	ACTION	RESOURCES
August - September	Administer beginning-of-year universal screening assessment to all students in grades K-3. Specific assessment window set by the LEA.	Technical guidance for RSA screeners
October 1	Strong Readers Beginning of Year report due	Tutorial Video on the Strong Readers for Schools webpage .
No later than November 1	<ul style="list-style-type: none"> • Within 30 days of identifying a student in grades K-3 as at-risk for a reading difficulty by not meeting the grade-level target on a screening assessment, complete SLIP. • Begin intervention plan. 	Student Literacy Intervention Plan (SLIP)
No later than November 1	<ul style="list-style-type: none"> • Within 30 days of completing the universal screener, but no later than November 1, administer the dyslexia screener to all students in grades K-3 who did not meet the grade-level target on the universal screener. • Begin any changes to SLIP intervention right away. 	Technical guidance for dyslexia screeners SLIP
No later than November 15	<ul style="list-style-type: none"> • Within 15 days of completing the dyslexia screening, but no later than November 15, communicate the results with families through the SLIP addendum. • Adjust SLIP intervention plan as needed. • Provide the information sheet on dyslexia to families. 	Oklahoma Dyslexia Handbook Family Information and Resources for Dyslexia
December - January	<ul style="list-style-type: none"> • Administer middle-of-year universal screening assessment to all students in grades K-3. Specific assessment window set by the LEA. • Adjust SLIP for students as needed. • Write SLIP for students who have dropped below the grade-level target. 	Technical guidance for screeners
April - May	Administer end-of-year universal screening assessment to all students in grades K-3. Specific assessment window set by the LEA.	Technical guidance for screeners
May 31	Strong Readers End of Year report due	Tutorial Video on the Strong Readers for Schools webpage .
May-July	Research- based reading program / summer school	
August 15	Summer School report due	Tutorial Video on the Strong Readers for Schools webpage .
Throughout the year	<ul style="list-style-type: none"> • Administer interventions as described on the SLIP. • Monitor student progress (recommended monthly, more often for more intensive interventions) and make appropriate adjustments to intervention. 	Oklahoma Dyslexia Handbook



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STRATEGIES FOR FAMILY SUPPORT

The following section is from the Arizona Universal Screening and Dyslexia Handbook, and has been used with permission from the Arizona Department of Education. **It is not recommended that all activities be provided to all families.** Instead, teachers should use this as a resource to provide a **few activities at a time** to a family based on the **individual needs of the student**.

Families can engage in some of the following activities at home to help their child who has reading difficulties including students who may have characteristics consistent with dyslexia. Each of the activities below requires the parent/guardian to practice with their child until the child can do the activity independently. Technical terms for each activity are in parentheses to help families identify vocabulary commonly used in schools by teachers. Any letters within slashes (called virgules) means the reader should say the sounds within the slashes. Using /t/ as an example, the reader would say the sound of “t”, instead of saying the name of the letter.

Activities adapted from the Florida Center for Reading Research at Florida State University have been denoted with (FCRR). For more information and additional resources please visit www.fcrr.org.



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Strategies for Family Support: Phonological Awareness

Recognize and produce rhyming words

- Sing rhyming songs.
- Match pictures of objects that rhyme.

Recognize and produce words beginning with the same sound (alliteration)

- Match your child's name with a describing word that begins with the same sound (e.g., Terrific Tony) or with things like (Eileen likes Ice Cream). (FCRR)
- Using pictures, have your child make up stories using phrases in which each word in the phrase has the same beginning sound.
- Use your child's name to show a link between letters and sounds. Say, "John, the word 'jump' begins with the same sound as your name. John. Jump. And they both begin with the same letter 'j.'" (FCRR)

Segment sentences into their individual words

- Count the words in sentences and stack cubes for each word counted. (FCRR)
- Record your voice slowly reading a story. Your child listens to the story and moves a game piece on a game board each time a word is heard. (FCRR)

Segment words into syllables

- Use four cards with a number on each card (1, 2, 3, 4). Collect a stack of pictures of known objects. Your child matches these picture cards with the correct number of syllables of the object (e.g., a picture of a tiger has two syllables; it will be placed next to the card with a "2"). (FCRR)
- Say words and count syllables using fingers.

Separate the beginning consonant sound from the rest of the sounds in a word

- Make first sound cards (e.g., c, s, t, n) and final sounds cards (rime) (e.g., ap, ip, op). Practice putting the cards together to make words, including nonsense words. (FCRR)
- Use picture cards and say the initial sound (onset), pause, then say the final sounds (rime) (e.g., /r/ /ing/, /k/ /ite/). (FCRR)
- Say a word and tell your child "the first sound of the word is ... and it rhymes with" (e.g., the first sound is /f/ and it rhymes with "run" (Answer "fun.") If your child struggles, give them more clues until they come up with the answer (e.g., "It begins like "fog" and ends like "sun"). (FCRR)



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Match sounds in words (phoneme matching)

- Give your child a number of cards with pictures on them. Ask them to match up the cards that have the same first sound. (FCRR)
- Put a happy face on one box and a sad face on another. Tell your child they are looking for objects that have the same sound as a target sound (e.g., tell them the target sound is /t/ like “tiger”). Ask your child to place any object into the happy face box that has that sound anywhere in it. Objects that don’t have that sound can be placed in the sad face box. (FCRR)
- Play go fish with picture cards. Say, “Do you have a card that begins with the sound /m/? If not, the child should say “go fish.” The same can be played for the sound the word ends with. (FCRR)

Find the first, middle, and ending sounds of words (phoneme isolating)

- Put items in a box. When your child takes out an item, ask them to say the name of the word and its beginning sound, middle sound, or ending sound. (FCRR)
- Cut a picture of something with three sounds into thirds, so the picture has a beginning, middle, and end (e.g., in a picture of a bird, the head sounds like /b/, the wings and body sound like /ir/ and the tail sounds like /d/). Give your child picture cards and ask them to match up cards with the beginning sound that is the same as the beginning sound of /b/ with the head of the bird. Picture cards with the middle sound like /ir/ would go with the picture of the middle of the bird (e.g., burn, third, stir). Pictures that end with the /d/ sound go with the picture of the tail of the bird, since /d/ is the ending sound of bird. (FCRR)

Segmenting sounds in words (phoneme segmenting)

- Using picture cards, sound out each sound in a word. You can also draw boxes for each sound in the word and ask your child to move a penny or another small object into each box as they say each sound. (FCRR)
- Using picture cards, show your child how to say each sound in a word as you tap your fingers. Then, stack cubes for the number of sounds heard. (FCRR)
- Using chalk or number cards, create a hopscotch pattern on the ground. Using picture cards, ask your child to count each sound in the word using their fingers, then hopscotch that number of sounds. (FCRR)

Phoneme segmenting and blending

- Using picture cards, help your child to segment the word of the picture card into each of its sounds. Then say the sounds of the word together to make the word. (FCRR) Moving sounds around in words (manipulating phonemes)
- Using picture cards, ask your child to say the name of the picture, then drop the beginning sound to make another word (e.g., “pants” becomes “ants” and “tie” becomes “eye”). (FCRR)



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Strategies for Family Support: Basic Reading and Spelling Skills

Letter recognition

- Name and match letters of the alphabet using pairs of letter cards turned over. (FCRR)
- Write the letters of the alphabet in an arc across the top of a piece of paper. Using plastic letters, or cards with letters on them, help your child match each letter card or plastic letter to the letter on the alphabet arc. (FCRR)
- Write upper case letters in a circle and cut out the circle. Write lowercase letters on clothespins. Help your child match lowercase letter clothespins to uppercase letters on the circle. (FCRR)
- Give your child magazines and catalogues and ask them to cut out letters of various shapes and sizes. Sort and group those letters (all “As” together, and “Bs” together, and so on) and glue all letter groups onto a piece of paper. (FCRR)

Letter-sound correspondence

- Label 26 paper bags with each of the 26 letters of the alphabet. Give your child catalogs and magazines and ask them to cut out pictures. Tell your child to place the picture into the bag with the letter that makes the same sound as the first sound of the picture (e.g., a picture of a horse goes into the bag labeled “h”). (FCRR)

Spelling and sounding out words (encoding and decoding)

- Cut out the shape of a star. Label each point of the star with a vowel (a, e, i, o, u). Write a three-letter word in the middle of the star, but place an underline where the vowel should go. Tell your child to write out a list of words he or she can make using the star onto a piece of paper. (FCRR)
- Using three blank cubes, write consonants on two of the cubes, and vowels on one of the cubes. Roll the dice until a word can be made of the three letters. Sound out the word and write it down on a piece of paper. Make a list of ten words. (FCRR)
- Make a spinner with ch, th, sh, wh (these are called digraphs and represent two letters making one sound) for beginning sounds. Make another spinner with vowel sounds for the middle sound. Make a third spinner with ending sounds. Spin the spinners. Sound out the words made and write them down. (FCRR)
- Using a deck of picture cards with one-syllable words and a deck of letter cards including consonants, vowels, and digraphs (ch, th, wh, sh), say the sounds of the word of the picture with the letter cards. (FCRR)

High frequency words

- Place a stack of words often used in your child’s class in a stack. Read the word to your child and ask them to repeat it; then write it down on a piece of paper making a list.
- Use two stacks of high-frequency word card packs. Play the matching game with the high frequency word cards, reading the words when they are matched. (FCRR)



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Advanced phonics—variety of spelling patterns for one sound (variant correspondences, e.g., long a spelled a, a_e, ai, ay)

- Use word cards with double consonant endings (ll, ff, ss, zz). Draw a game board with a number of spaces on it. Arrange the word cards in a path along a table like a game board. Your child rolls the dice and moves a game piece the number of spaces rolled. Your child has to read the word and the sound of the target letters (ff, ll, ss, zz). For example, if they land on “boss” say, “boss, ss, /s/.” If they cannot read or identify the sound, they have to go back to the original spot. (FCRR)
- Make four boxes at the top of a piece of paper. Write a word that begins with soft “g” (such as giant), a hard “g” (such as gift), a soft “c” (such as center), and a hard “c” (such as candy) in each box. Write words with hard and soft “g” and “c” on index cards. Read the words with your child, helping them sort the words based on the sounds the “g” and “c” make. (FCRR)
- Write words on index cards that represent the short and long sounds of each of the five vowels (e.g., snip, stripe, help, seed, tap, lake, stop, soak, tuck, tune). Write additional words onto cards with the short and long vowel sounds. Read the words with your child and help them to sort these into the proper categories. (FCRR)
- Write cards with the various spellings of each long vowel sound. Write examples of words with these long vowel spellings onto index cards. Help your child to sort cards with the same spelling pattern into the correct categories. (FCRR)
- Write words with vowel teams onto index cards (e.g., bay, real, cause; for a definition of the word digraph, see the glossary). Play go fish with your child. (FCRR)
- Sort and separate words with vowel + “-r.” These include words with ar, er, ir, or, ur, such as “card,” “herb,” “bird,” “torn,” “turn.” (FCRR)
- Using the vowel teams with “o” (diphthongs)—oi, oy, ou, ow, write out several words with these spellings. Help your child to sort the words based on these spellings and say the words out loud. (FCRR)
- Using words with silent letters (e.g., comb, gnat, scent, autumn, wrote). Help your child to sort the words based on these spellings and say the words out loud. (FCRR)

Segmenting syllables into words (syllable segmenting)

- Using a stack of word cards with words of many syllables (or multi-syllabic words) (e.g., “carbohydrate,” “unimaginable,” “autobiography”) and a game board, you and your child take turns saying the word and counting the number of syllables in each word, moving the game piece for each number of syllables counted. (FCRR)
- Use a stack of multisyllabic words, help your child to read the words and write each syllable from the word card with a hyphen separating the syllables (e.g., af- ter-wards for the word afterwards). Your child counts the number of syllables and records the number of syllables to the right of the word. Make a list of these words. (FCRR)

Meaningful parts of words (morpheme structure)



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- Create your own set of two and three syllable words (e.g., “modify,” “harness”) and another set of endings of words (-s or -es, -ing, -ed). The student chooses one card each and writes the two parts plus the new word onto a piece of paper, making a list (e.g., modify + -ed = modified. (FCRR)
- Create header cards that say “Prefix,” “Suffix,” “Prefix and Suffix,” and “None.” A prefix goes at the beginning of a word that can stand on its own (e.g., “reappear” has the suffix “re-” on the word “appear,” which can stand on its own without the prefix “re-”). A suffix goes at the end of a word that can stand on its own (e.g., “definitely” has the suffix “-ly” on the word “definite,” which can stand on its own without the suffix “-ly”). Create a stack of words from a text used in your child’s classroom. Sort these with your child according to the header cards. Make lists of prefixes and suffixes used. Gradually add to the words used with each new text from your child’s class. (FCRR)



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Strategies for Family Support: Reading Fluency

Letter recognition

- Use two pages to write identical rows of letters across the pages, one page for the child, one page for you. Time your child for one minute while they read the names of the letters to you. On your copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top.

Speed and accuracy in letter-sound correspondence

- Use two pages to write identical rows of letters across the pages, one page for the child, one page for you. Time your child for one minute while they read the sounds the letters make out loud to you. On your copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top. Since some letters have more than one sound (e.g., c, g, s, x, y, and all vowels), it is suggested that when you are timing, students say only one sound per letter. (FCRR)
- Use two identical pages to write rows of two letters that together make one sound (e.g., oo, ph, ch, ay, kn) across a page. Time your child for one minute while they read the sounds the letters make to you. On your copy, mark each sound as correct or incorrect. Date the page and place the total correct at the top.

Word parts

- Write the word “yes” and the word “no” on index cards. Divide words from your child’s classroom text into syllables and write them on index cards. Using a one-minute timer, have your child say the word’s syllables and then the word. If they say the word correctly, they put it on the “yes” card; if they say it incorrectly, your child places it on the “no” card. Total the number of cards in the “yes” and “no” piles. This can be repeated until the child has mastered a set of words. (FCRR)
- Make a list of prefixes and suffixes found in words from your child’s home and school reading materials. Write these words on a piece of paper with spaces in between them. Time your child for one minute to see how many of them your child pronounces the way they are pronounced in words. (FCRR)

Words

- Find a list of rimes (see onset and rime in the phonetic awareness section above, or in the glossary). Make four header index cards with ten different rimes. Now make several word cards that have the rime in them (e.g., for the rime “ade,” you might create words such as “parade,” “invade,” “cascade,” “crusade,” “everglades,” “motorcade,” “blockade”). Start the timer and have your child time him- or herself to see how long it takes to sort the words into the correct pile. Repeat this with additional rimes. (FCRR)



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- Write six high-frequency words (see above or check the glossary) onto an index card. Make several of these cards with different words. Start the timer. Your child reads all the words on the card. If your child struggles with a word, count to five. If they still cannot read the word, tell them the word; then your child places the card on the bottom of the stack. When the timer goes off in three minutes, count the number of words read and record it on a piece of paper with the date. Repeat, until all words are read within three minutes. (FCRR)

Phrases

- Create header cards with the words “yes” and “no” on them. On index cards, write down three-word phrases such as “remember to include,” “never say never,” “between the pages.” You might use the newspaper or books from your child’s home or school to generate ideas. Use graph paper to record the total number of words possible on the left side of the graph and the date along the bottom of the graph. Use a one-minute timer to see how many of these words you can read in a minute and use that as the maximum number of words to read. Your child graphs the number of words read in one minute each time this is attempted. Your child can practice reading the words in between timed sessions. This may be repeated with additional words. (FCRR)

Chunked text (prosody)

- Use a reading passage that is not too challenging for your child, place slash marks in between phrases where the text naturally pauses (e.g., What started out / as a typical day / would soon turn into / one of the most unusual days / Harry ever had. // His mom came in / and got him up at 7:00 / so he could get ready for school. //) Place two slashes at the end of each sentence. You can also create your own stories and place slash marks in the appropriate places. You will also need a copy of the text without the slash marks. Set the timer for one minute. See how many words your child can read, reading with pause after each slash mark. Once this has been mastered, move to the text without the slash marks. This helps your child to read the way people speak. (FCRR)

Connected text

- Using a text, reading passage, or story, make a list of moderately challenging words from the story on a piece of paper. Practice this word list, reading each word up to three times each. Then, focusing on speed and accuracy, take turns reading paragraphs with your child. If your child is working with a friend, the two children can alternate reading paragraphs in the story. (FCRR) • Photocopy several selected paragraphs from reading passages from your child’s class. Put these in a stack, face down. Your child practices reading a passage silently, then reading it to you out loud for proper phrasing and expression. Repeat with additional passages. (FCRR)



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Strategies for Family Support: Vocabulary

Word Knowledge

- At the top of a piece of paper write: “I am ____, ____, and ____.” and “You are ____, ____, and ____.” Talk with your child and create a list of at least 10 adjectives that describe you and your child. Have your child pick 3 words that describe you and 3 words that describe them. Then, have your child write out the sentence using the picked adjectives. Example: I am smart, happy, and hilarious. You are tall, nice, and caring. (FCRR)
- Write out and draw a set of memory cards that contain matching words and symbols/objects. Place the cards face down. Taking turns, select two cards and read them aloud. Determine if the cards match. If there is a match, pick up the cards, place to the side, and take another turn (e.g., seven, 7). If cards do not match (e.g., house,) return them to the board. Take turns until all cards are matched. Card ideas: numbers in word form i.e. one, two, three, and the number symbols, 1,2,3.... Shapes, square, circle, Abbreviations, Sun. Mon. Sunday and Monday. (FCRR)

Word Meaning

- Write 1 word on 10 post-its or small pieces of paper. Fold up each paper and place into a cup/bowl. Take turns with your child and act out the word. After guessing the word, talk to your child about other ways the word could be used. Example, bug, an insect or to bother someone.
- Draw a triangle in the middle of a page, divide the triangle into 3 parts. In part 1, write a word, in part 2, write the first meaning of the word, in part 3, write the other meaning of the word. Example: Part 1: Bat, Part 2: a flying mammal, Part 3: a wooden stick for hitting a ball

Morphemic Elements

- Use any materials/labels/mail to create a compound words scavenger hunt. Set a timer for 5 minutes and see how many compound words each person can find. Ready, set, go!
- Collect 17 index cards, write one word/word parts on 10 full cards (cheap, code, act, cook, loud, form, spect, struct, tect, press). Cut 7 index cards in half and write the following affixes one each half card (de, er, ed, re, ful, pre, un, mis, es, in, con, ing, pro, im). Take turns creating words with multiple parts. Example: inspect- inspecting-cooking- louder



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Strategies for Family Support: Comprehension

Sentence Meaning

- Write out sentences on strips of paper (for example, “The boy is playing with a fire truck.”) Draw or print out small pictures that match each sentence. Place the sentence strips face down in a stack, and the picture cards in a row face up. Taking turns, select a sentence strip and read it. Find the picture that matches the sentence and place the strip under it. (FCRR)
- Write out basic sentences on strips of paper (for example, “Jump two times.”) Place the sentence strips face up in rows. Select a sentence without touching it, read it silently, and act out the sentence (without speaking). Your child will watch, and then find the sentence that matches, and read the sentence out loud. If correct, they will take the sentence strip. If incorrect, they will try again. Take turns with the rest of the sentences. (FCRR)

Narrative

- Choose a storybook from home. Write one sentence from each page on separate strips of paper. Place the sentence strips face up in a pile. Have your child read the sentences and place them in order. After all sentences are in order, retell the story by reading the sentence strips out loud. (FCRR)
- After reading a story together, have your child name a character in the story and write the name in the middle of a sheet of paper. Have them draw a picture of the character, and then write words that describe the character’s appearance and actions all around the character. (FCRR)
- Have your child read a story. Fold a sheet of paper into four squares. In the first box, your child should write the title and author of the story. In the second box, they should write all the events of the beginning of the story. In the third box, they should write all the events of the middle of the story. In the fourth box, they should write all the events of the end of the story. (FCRR)
- Have your child read two different stories. Fold a sheet of paper into three columns. In the first column, have your child write the title and author of the first story. In the middle column, write “shared.” In the third column, have them write the title and author of the second story. Have your child describe both stories to you. As you discuss, have them decide which details go with which story, and which details the stories have in common, and write them on the chart in the correct column. (FCRR)



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Informative Text

- Read a nonfiction book or article together. On a strip of construction paper, create 4 squares. In the first square, have your child write or draw the topic of the article. Discuss the most important facts about the topic. In the other three squares, have your child write or draw 3 of the most important facts. (FCRR)
- After reading a nonfiction book or article together, have your child re-read and decide which words and phrases helped them understand the article the most. Have them highlight or underline those important words and phrases. When they are finished, have them write a main idea sentence based on the words they highlighted or underlined. (FCRR)



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ADDITIONAL RESOURCES

The following resources may provide additional information or resources that may be helpful for screening, identifying instructional needs, providing intervention, communicating with families, or understanding Multi-Tiered Systems of Support (MTSS).

Screening for reading difficulties:

- Screening Resources: National Center on Improving Literacy (NCIL)
<https://www.improvingliteracy.org/literacy-screening-and-assessment>
- Best Practice for RTI: What Works Clearinghouse
<https://www.readingrockets.org/article/best-practice-rti-universal-screening>

Instruction and Intervention:

- Florida Center for Reading Research (support for all grades)
<https://fcrr.org/student-center-activities>
- Effective Reading Instruction: Reading Rockets
<https://www.readingrockets.org/article/effective-reading-instruction>
- University of Florida Literacy Institute <https://ufl.edu/education/ufl.edu/resources/>
- National Center on Intensive Intervention <https://intensiveintervention.org/>

Communicating with Families:

- Reading Sufficiency Act Family Guide
<https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/strong-readers-for-schools/Family-Guide-Strong-Readers1.pdf>
- National Center on Improving Literacy (NCIL) <https://improvingliteracy.org/>
 - Family Resources
<https://www.improvingliteracy.org/literacy-resources-for-parents-and-families>
 - Universal Screening: K-2 Reading: International Dyslexia Association
<https://dyslexiaida.org/universal-screening-k-2-reading/>

Multi-Tiered Systems of Support:

- Center on Multi-Tiered System of Supports: American Institutes of Research
www.MTSS4success.org
- Reading Rockets
<https://www.readingrockets.org/topics/rti-and-mtss/articles/best-practice-rti-small-group-instruction-students-making-minimal>

Resources Specific to Reading Instruction in Oklahoma:

- Oklahoma Academic Standards for English Language Arts
<https://oklahoma.gov/education/services/standards-learning/english-language-arts/standards.html>
- Frameworks to Support the Oklahoma Academic Standards for English Language Arts
<http://elaokframework.pbworks.com>



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- Strong Readers Act
<https://oklahoma.gov/education/services/literacy-policy-and-programs/strong-readers.html>
- Oklahoma Dyslexia Handbook
<https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/strong-readers-legislation/Oklahoma%20Dyslexia%20Handbook.pdf>

Disclaimer: We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Oklahoma State Department of Education websites or products contained within these pages. These web pages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.

DOCUMENTS FOR DISTRICT USE

Documents referenced in this implementation guidance are provided in this section. Districts can print them for use in communicating with families and documenting student screening and intervention. These documents can also be found as a printable PDF at the following links:

Family Communication:

Family Guide

<https://oklahoma.gov/content/dam/ok/en/osde/documents/services/literacy-policy-and-programs/strong-readers-for-schools/Family-Guide-Strong-Readers1.pdf>

Family Information and Resources for Dyslexia

<https://oklahoma.gov/education/services/special-education/dyslexia/dyslexia-resources.html>

Student Literacy Intervention Plan (SLIP)

<https://oklahoma.gov/content/dam/ok/en/osde/strong-readers-files/2025SLIPform.docx.pdf>