



Oregon's Dyslexia Legislation:

Moving Beyond Compliance to Improve
Outcomes for Each and Every Learner

Who We Serve

560,907 Students

More than 200 languages spoken

75,807 Educators

Staff of Color

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants

197 Districts

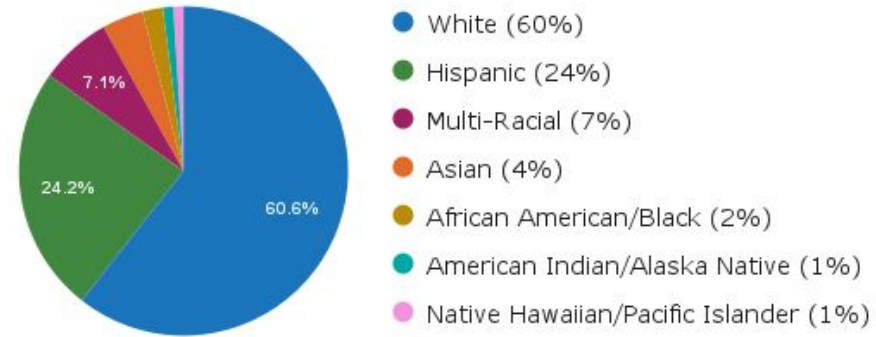
1,257 Schools

133 Charter Schools

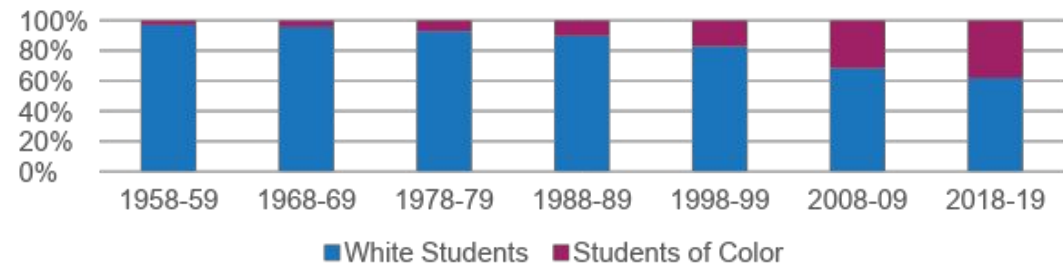
19 Education Service Districts

Student Diversity

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%



Rapidly Diversifying Population

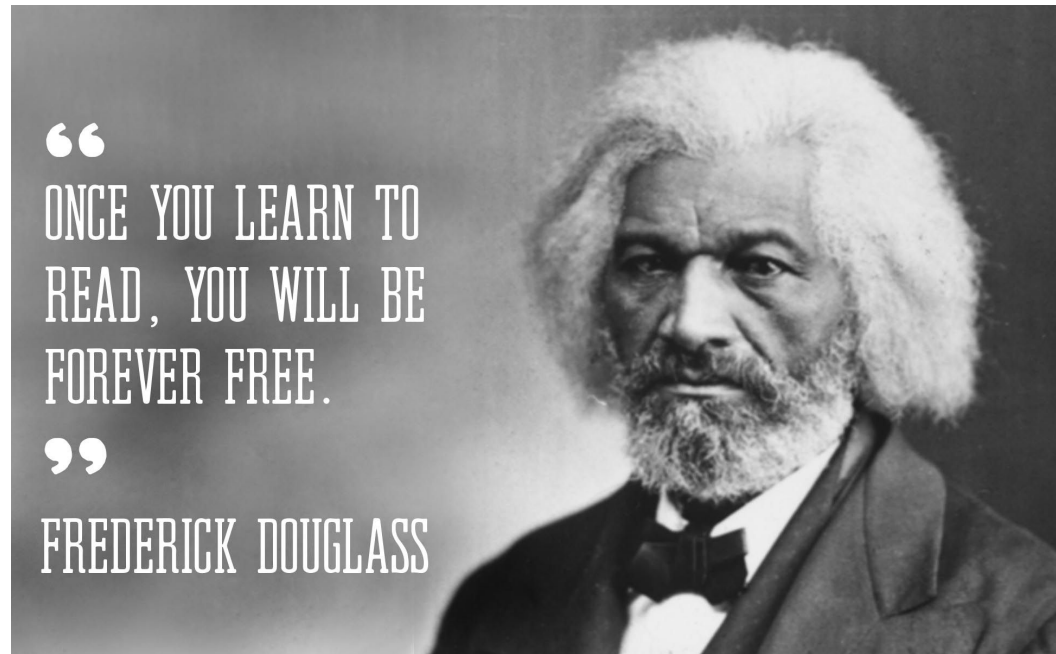


ODE's Equity Stance



Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Literacy: A Fundamental Human Right



Literacy is a fundamental human right. ODE is committed to ensuring a firm foundation of literacy for every Oregon child, to address unfinished learning and to support a literacy education infrastructure for the long term.

Participants Will...

- Participants will understand the training and screening requirements outlined by Oregon's dyslexia-related legislation.
- Participants will understand how the requirements outlined by Oregon's dyslexia-related legislation align with the Science of Reading, Oregon's Foundational Reading Skills Standards, and evidence-based best practices for all students.
- Participants will be equipped with tools and knowledge to communicate with their school and district teams how universal screening for risk factors of dyslexia is the first step in an iterative process that incorporates ongoing assessment and monitoring to provide increasing levels of support to students at risk for reading difficulties, including dyslexia.



Teacher Training

Teacher Training

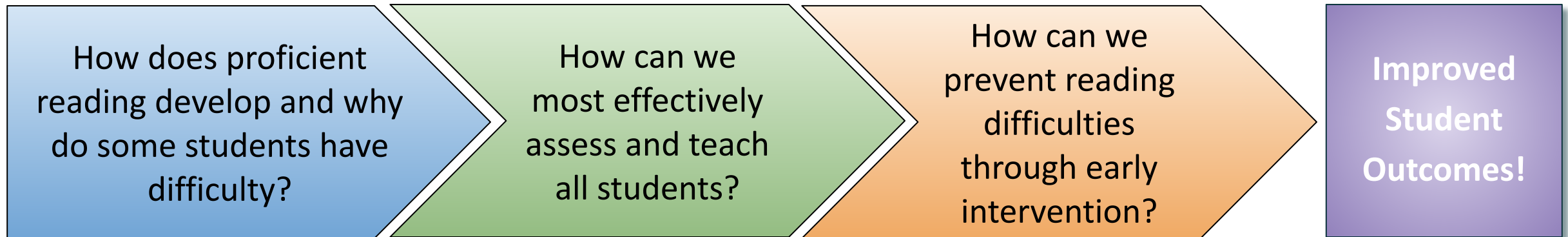
Teachers need a great deal of knowledge and expertise to provide effective reading instruction. Specifically, teachers need to know: how reading develops; the structure of English language; the skills needed to be a proficient reader; and how to support students who struggle. (Gillis, 2018)

The Science of Reading Defined

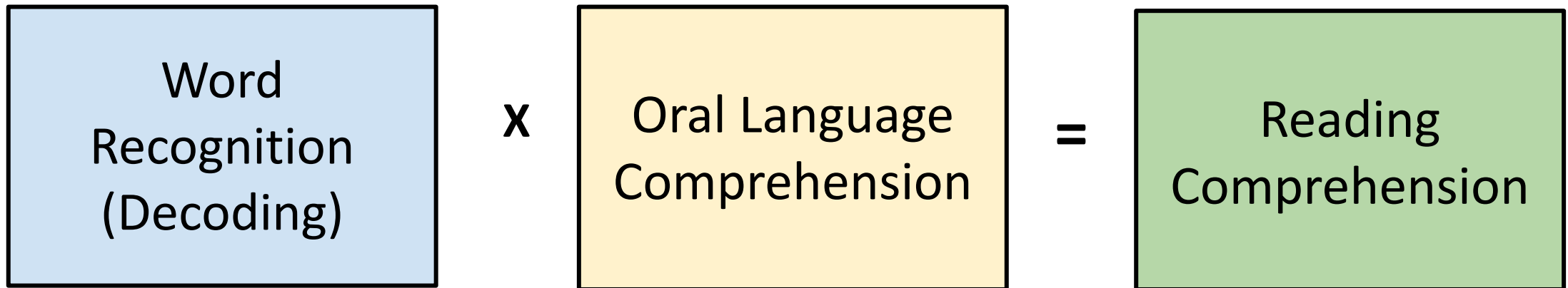
The science of reading is a vast, **interdisciplinary body of scientifically-based research** about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in **a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach** and, therefore, **improve student outcomes through prevention of and intervention for reading difficulties**. ([The Reading League \[TRL\], 2022](#))

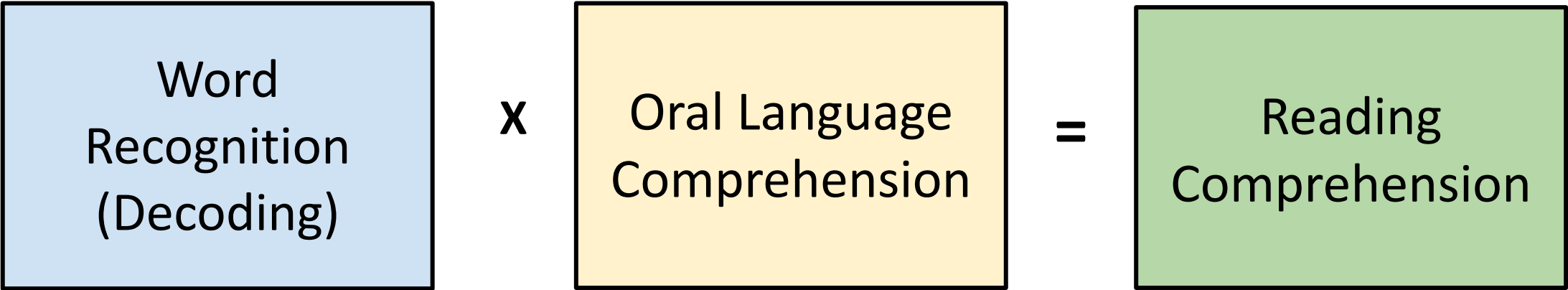
The Science of Reading: Connecting the Dots



The Science of Reading: *The Simple View of Reading*



The Science of Reading: *The Simple View of Reading*



1	1	1
0	0	0
1	0	0
0	1	0

The Science of Reading: *Scarborough's Reading Rope*

The Many Strands that are Woven into Skilled Reading (Scarborough 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts etc)

VOCABULARY
(breadth, precision, links etc)

LANGUAGE STRUCTURES
(syntax, semantics etc)

VERBAL REASONING
(reference, metaphor etc)

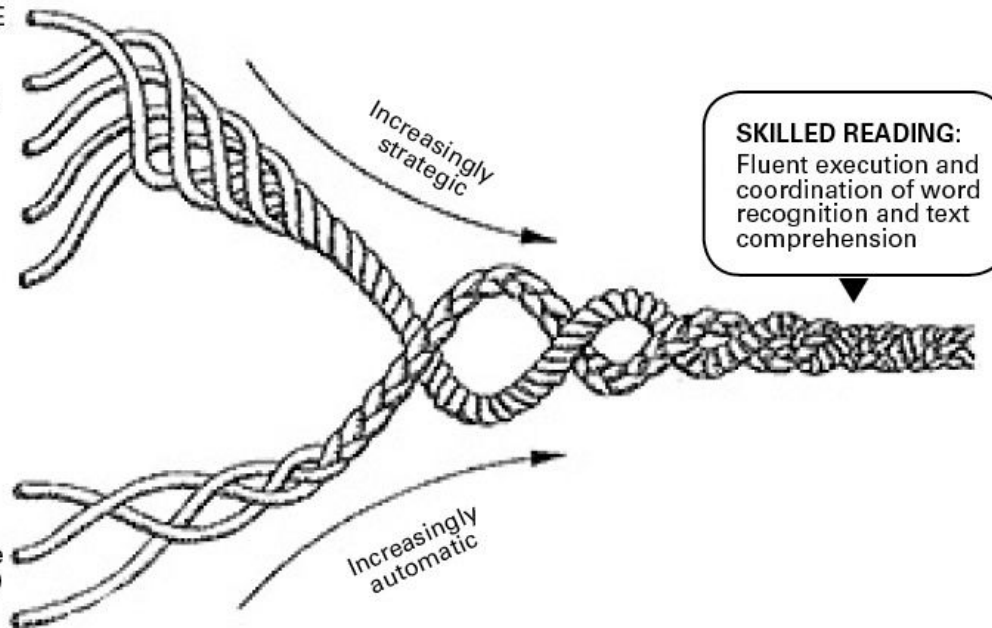
LITERACY KNOWLEDGE
(print concepts, genres etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes etc)

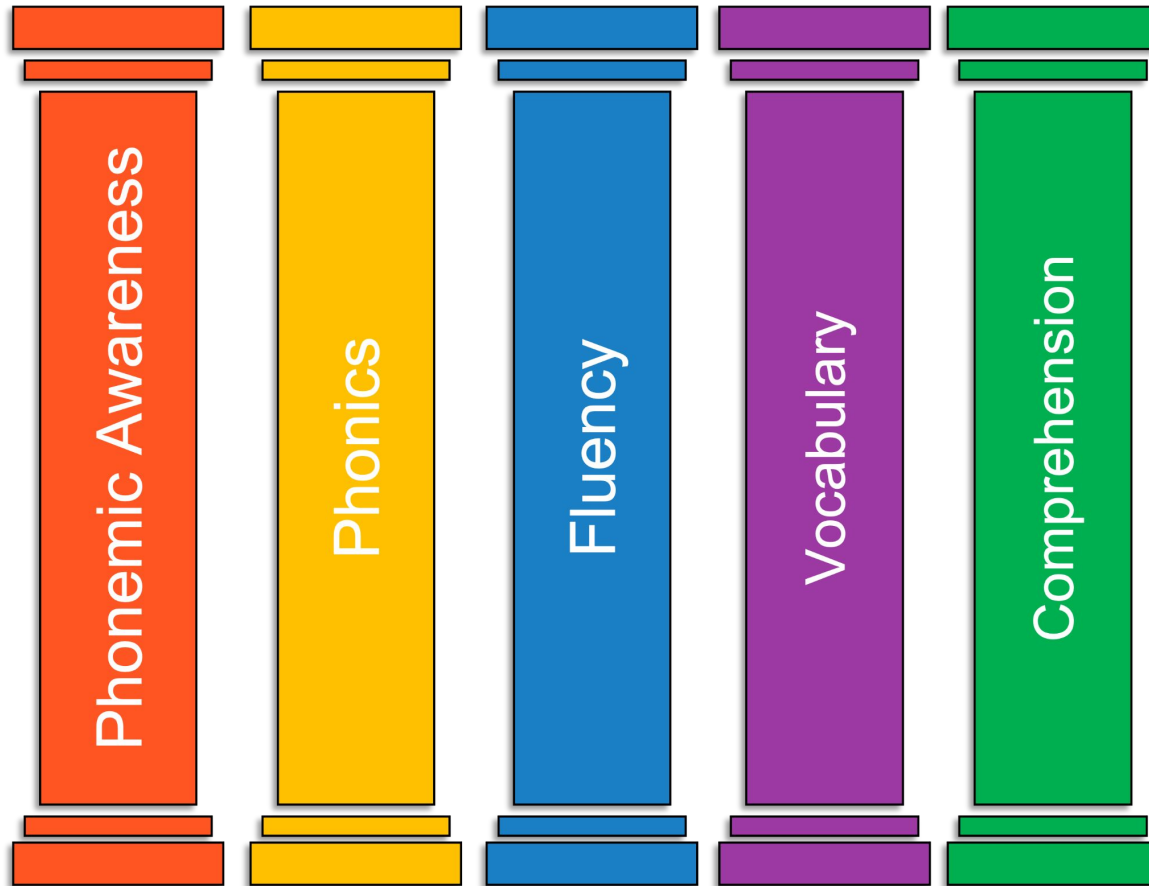
DECODING (alphabetic principle
spelling-sound correspondence)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension

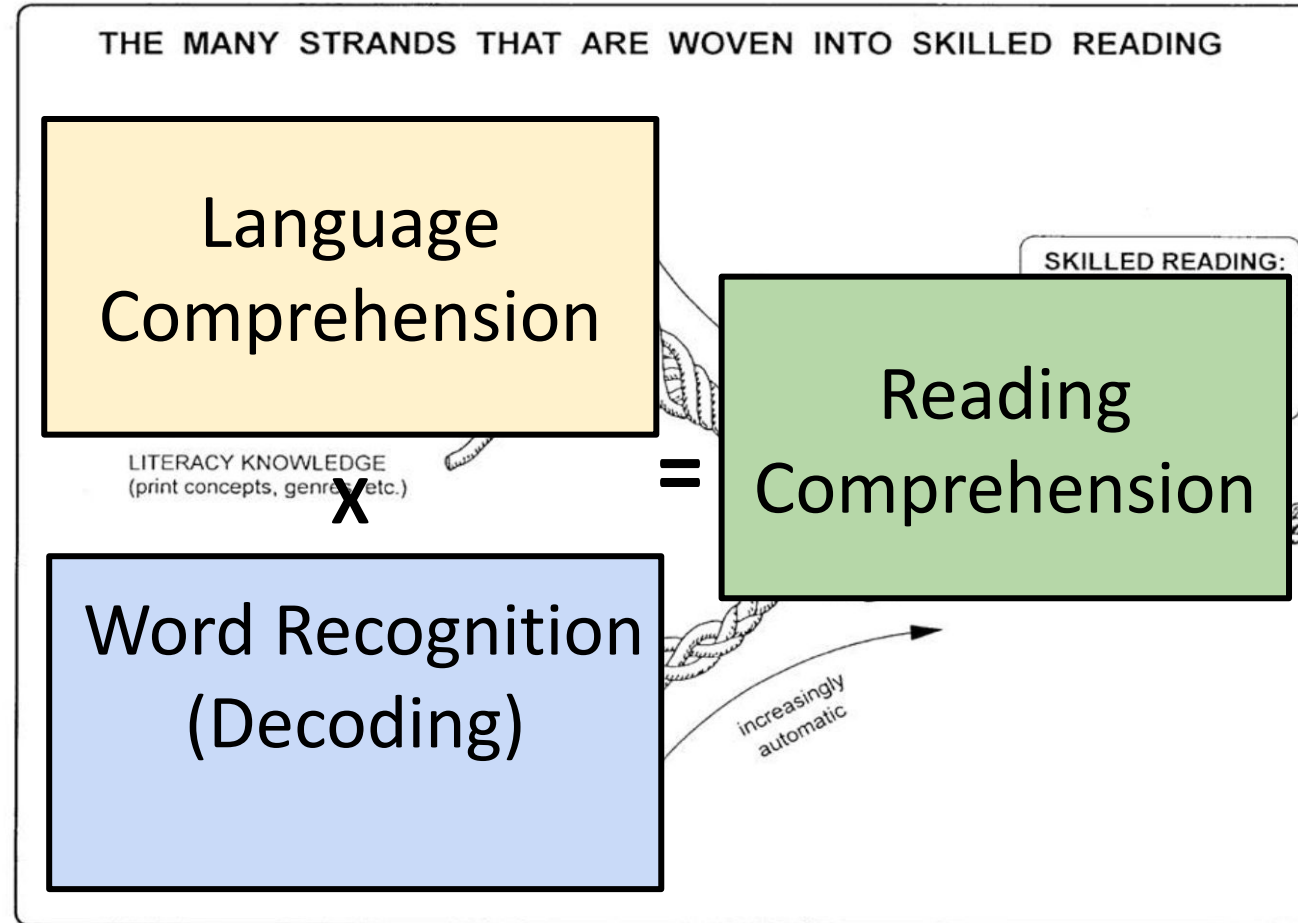
The Science of Reading: *Five Pillars of Reading*



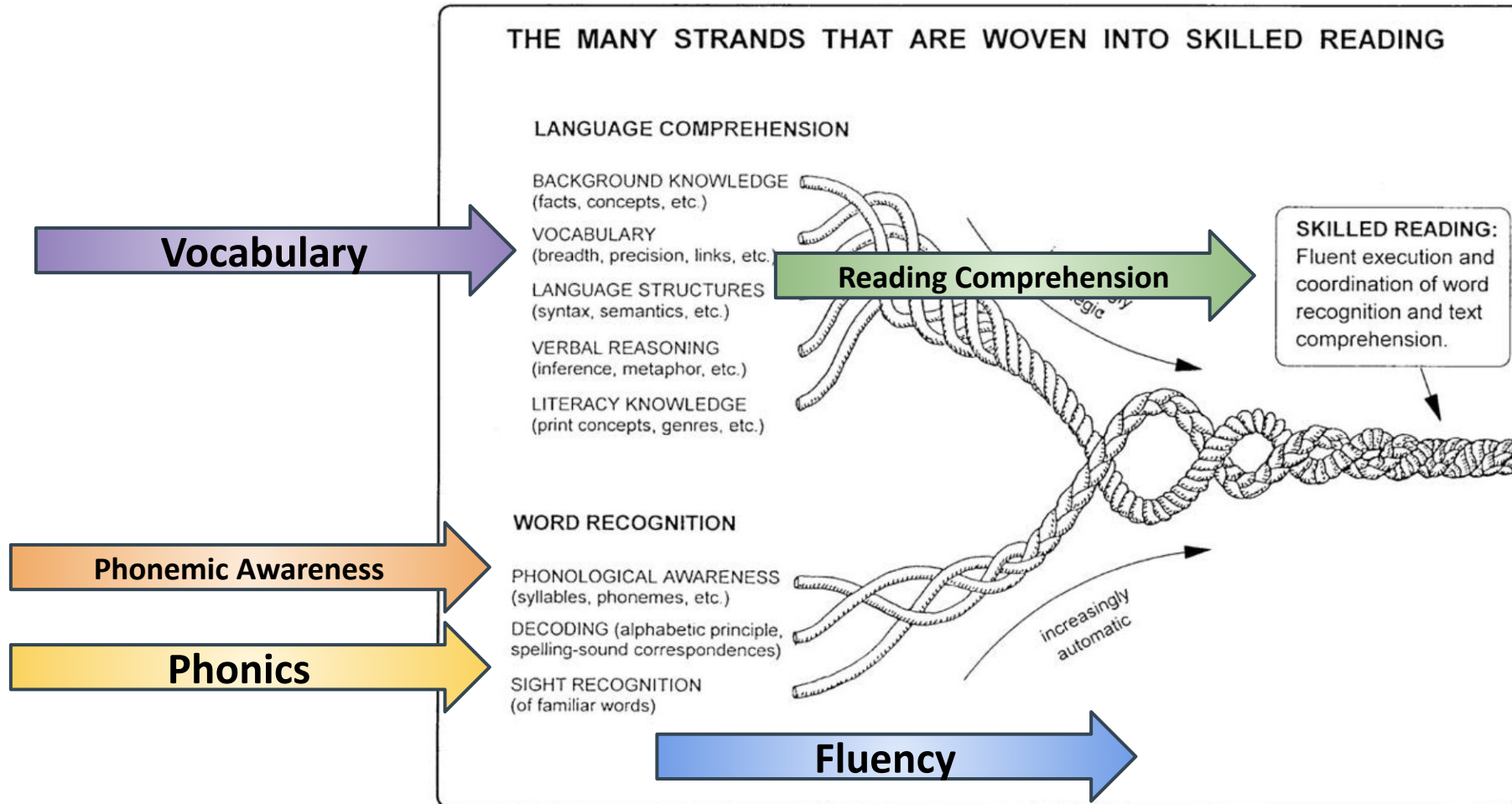
The National Reading Panel identified five key concepts at the core of every effective reading instruction program: **Phonemic Awareness**, **Phonics**, **Fluency**, **Vocabulary**, and **Comprehension**. Since the panel's report was released in 2000, these concepts have become known as the “five pillars” of early literacy and reading instruction.

[The National Reading Panel Report \(2000\)](#)

The Science of Reading: Connecting the Dots



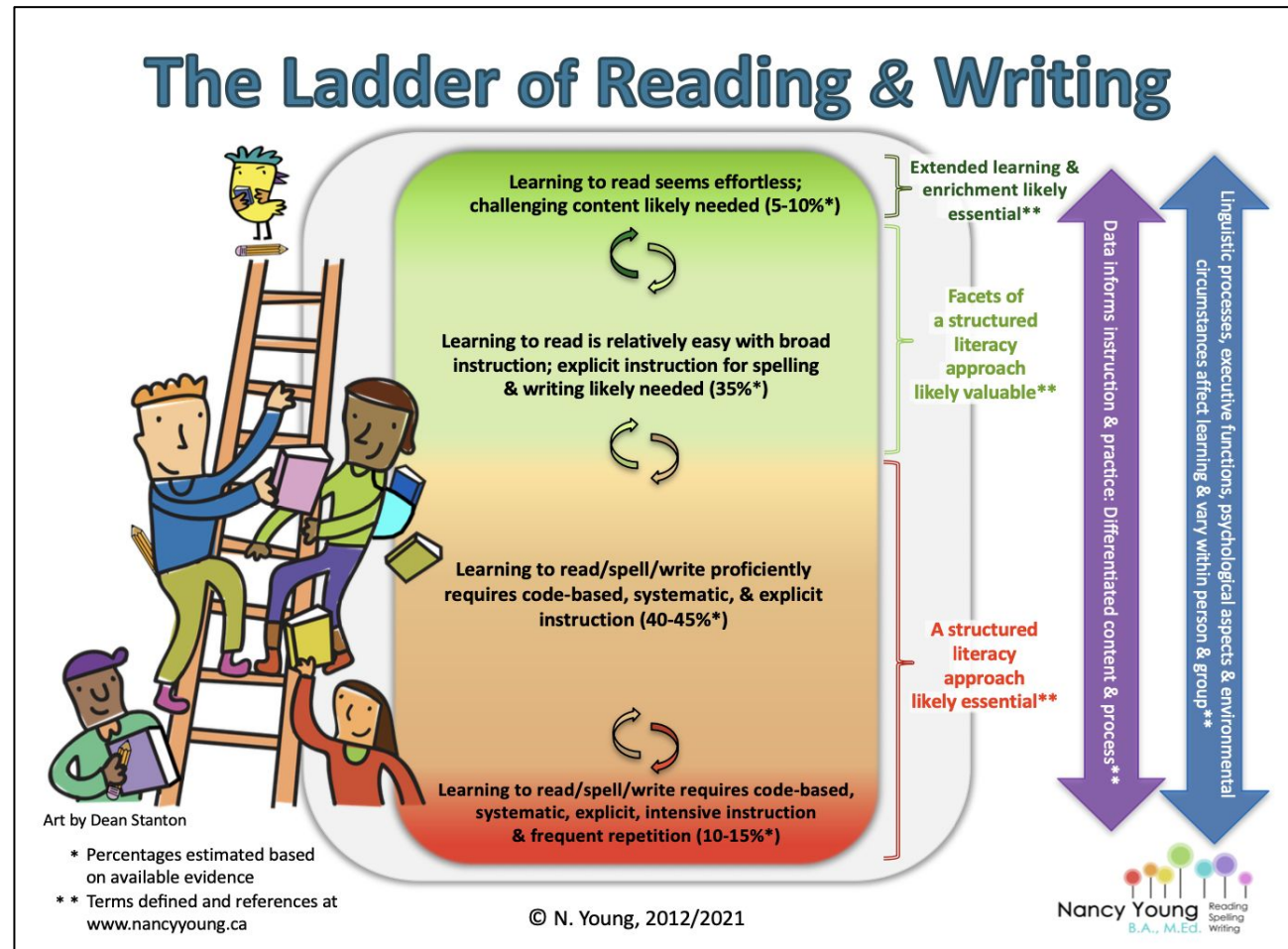
The Science of Reading: Connecting the Dots



The Science of Reading: Explicit and Systematic Instruction

“Beneficial for all,
harmful for none, and
critical for some!”

Used with [Nancy Young](#)'s permission.



The Science of Reading: Connecting the Dots



Oregon English Language Arts and Literacy: K – 12 Standards

KINDERGARTEN

KINDERGARTEN Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

KINDERGARTEN Reading Foundational Skills (K.RF)

Print Concepts

K.RF.1 Demonstrate understanding of the organization and basic features of books.

K.RF.1a Follow words from left to right, top to bottom, and page by page.

K.RF.1b Recognize that spoken words are represented in written language sequences of letters.

K.RF.1c Understand that words are separated by spaces in print.

K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.

K.RF.2a Recognize and produce rhyming words.

K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.


K.RF.2c Delete syllables in compound words with two syllables.*

K.RF.2d Blend and segment onsets and rimes of single-syllable spoken words.

K.RF.2e Isolate and pronounce the initial, medial vowel, and final phonemes in words.*

K.RF.2f Add, delete, and substitute individual phonemes in simple, one-syllable words.*

* Denotes a revision has been made to the original Common Core State Standards.



Oregon English Language Arts and Literacy: K – 12 Standards

KINDERGARTEN

KINDERGARTEN Reading Standards: Literature and Informational

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

KINDERGARTEN Reading Literature (K.RL)

Key Ideas and Details

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.2 With prompting and support, retell familiar stories, including key details.

K.RL.3



English Language Proficiency (ELP) Standards

with Correspondences to K-12 English Language Arts (ELA), Mathematics, and Science Practices, K-12 ELA Standards, and 6-12 Literacy Standards

Decoding

X

Oral Language Comprehension

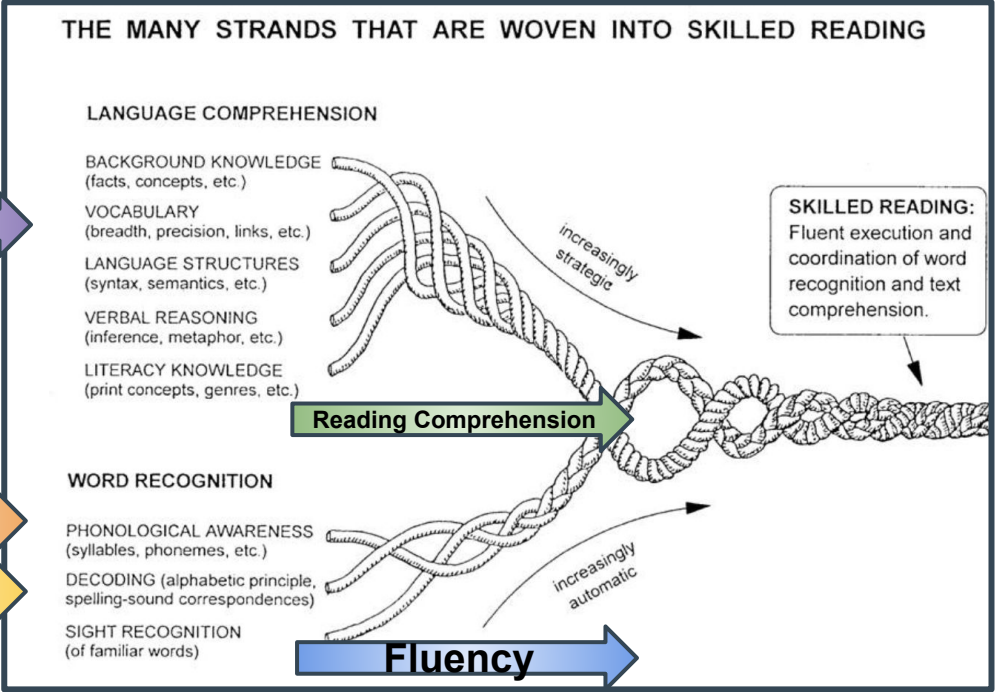
=

Reading Comprehension

Vocabulary

Phonemic Awareness

Phonics



OAR 581-022-2440 Teacher Training Related to Dyslexia

- (1) School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must be from the [Department approved list](#) referenced in [581-002-1805](#) and must include all of the content requirements in subsection (2)(b) of 581-002-1805.
- (2) A teacher who has completed previous training on using evidence-based practices to teach the foundational skills in reading may demonstrate knowledge of that content through receiving a passing score on a certification exam that is directly aligned with the knowledge and practice standards of an international organization on dyslexia and be exempt from that area of the training requirements as stated in (2)(b) of 581-002-1805. The teacher will still be required to complete training as outlined in 581-002-1805 (2)(b)(A) and (C).
- (3) The teacher who completes the dyslexia-related training must be a licensed or registered teacher serving in a position teaching students in any configuration of grades kindergarten through fifth grade and assigned to the school building at least .50 FTE. The position may include, but is not limited to, that of classroom teacher, reading specialist, special educator or English language learner teacher.
- (4) The definitions of terms outlined in [OAR 581-002-1800](#) apply to this rule.
- (5) This rule is effective July 1, 2018.

OAR 581-002-1805 - Annual List of Dyslexia-Related Training Opportunities

- (1) The Oregon Department of Education shall annually develop a list of training opportunities related to dyslexia.
- (2) To be included on the list of approved training opportunities, the training must:
 - (a) Comply with the [knowledge and practice standards of an international organization on dyslexia](#):
 - (b) Include content in one or more of the following areas:
 - (A) Understanding and recognizing dyslexia;
 - (B) Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
 - (C) Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.

Oregon Department of Education 2022-2023 List of Approved Dyslexia-Related Training Opportunities	
Vendor and Contact Information	Ashlock Consulting, Inc. https://www.ashlockconsulting.com/ https://ashlock.thinkific.com/ 707-658-2287 info@ashlockconsulting.com
Title Of Training	Reading Academy- Series A
Focus Area(s) of Training	<input checked="" type="checkbox"/> Understanding and Recognizing Dyslexia (URD) <input checked="" type="checkbox"/> Using Evidence-Based Practices to Teach the Foundational Skills in Reading (FSR) <input checked="" type="checkbox"/> Intensifying Instruction (II)
Training Format	Hybrid (In-Person and Online); In-Person; Online (Asynchronous); Online (Asynchronous and Synchronous); Online (Synchronous)
Cost of Training	Asynchronous Online: \$575 per enrollee Synchronous Online or Onsite: Request quote
Length of Training	30 hours Catalog: https://ashlock.thinkific.com/pages/catalog
Notes and Considerations	Maximum 40 enrollees per synchronous cohort

Vendor and Contact Information	Ashlock Consulting, Inc. https://www.ashlockconsulting.com/ https://ashlock.thinkific.com/ 707-658-2287 info@ashlockconsulting.com
Title Of Training	Reading Expert Certification- Series A
Focus Area(s) of Training	<input checked="" type="checkbox"/> Understanding and Recognizing Dyslexia (URD) <input checked="" type="checkbox"/> Using Evidence-Based Practices to Teach the Foundational Skills in Reading (FSR) <input checked="" type="checkbox"/> Intensifying Instruction (II)
Training Format	Hybrid (In-Person and Online); In-Person; Online (Asynchronous); Online (Asynchronous and Synchronous); Online (Synchronous)
Cost of Training	Asynchronous Online: \$975 per enrollee Synchronous Online or Onsite: Request quote
Length of Training	60 hours
Notes and Considerations	Maximum 40 enrollees per synchronous cohort

Teacher Training Related to Dyslexia

- School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia.
- The training must be from the [Department approved list](#).
- The training must include all of the following content requirements:
 - ✓ Understanding and Recognizing Dyslexia
 - ✓ Using Evidence-Based Practices to Teach the Foundational Skills in Reading
 - ✓ Intensifying Instruction



Screening and Instructional Support

Best Practice for Screening and Instructional Support



Districts **screen for early identification** of students at risk for reading difficulties, including dyslexia in kindergarten and **provide early intervention** to prevent reading difficulties from developing.

OAR 581-022-2445 Universal Screening for Risk Factors of Dyslexia

- (1) School districts must universally screen for risk factors of dyslexia in kindergarten using a screening test that is on the [Department's approved list](#) referenced in [581-002-1820](#) and administering the measures in each area in 581-002-1820(2)(b) with fidelity as per guidelines of the test developers.
- (2) If a student first enrolls in a public school in Oregon for first grade, school districts must screen the student in first grade using a screening test that is on the Department's approved list referenced in 581-002-1820 and administer the measures in each area in 581-002-1820(2)(c) with fidelity as per guidelines of the test developers.
- (3) A school district may petition the Superintendent of Public Instruction or their designee to request selection of a screening test that is not included on the Department's approved list. The written petition must specify the screening test the district proposes to use along with evidence that all of the criteria referenced in 581-002-1820 are met by the test. If it is determined that the test meets the criteria, the Superintendent of Public Instruction shall approve the request.

OAR 581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia

- (1) The ODE shall develop a list of approved tests for universal screening for risk factors of dyslexia.
- (2) To be included on the list of approved tests, the screener must:
 - (a) Have strong predictive validity, classification accuracy, and norm-referenced scoring;
 - (b) Include measures of all of the following areas at least once per year in kindergarten: (A) Phonological awareness; (B) Letter-sound correspondences; and (C) Rapid naming.
 - (c) Include measures of all of the following areas at least once per year in first grade: (A) Phonological awareness; (B) Letter-sound correspondences; (C) Rapid naming; (D) Word or pseudo word reading fluency; and (E) Oral reading fluency.
 - (d) Include options for progress monitoring measures; and
 - (e) Be cost effective.
- (3) The Oregon Department of Education shall annually review and update the list.


Oregon Department of Education 2022-2023 List of Approved Universal Screening Tools for Risk Factors of Dyslexia				
Screening Tool	Publisher/ Vendor	Publisher/Vendor Contact Information	Cost	Professional Development and Training Opportunities
Acadience Reading (also published under the name DIBELS Next)	Amplify Education, Inc.	Amplify Education, Inc. Patrick Momsen, District Manager pmomsen@amplify.com 541-207-2148 https://dibels.amplify.com	DIBELS Data System (DDS): Free DDS service for Oregon schools after a one time set-up fee of \$200.	DIBELS Data System (DDS): \$49 online paper/pencil training course.
Acadience Reading K-6	Acadience Learning Inc. and Voyager Sopris Learning	Acadience Learning Inc. http://www.acadiencelearning.org/ info@acadiencelearning.org 888-943-1240 or 541-431-6931 Voyager Sopris Learning https://www.voyagersopris.com/product/assessment/acadience/contact-sales 800-547-6747	Pricing details are available through Voyager Sopris Learning: customerservice@voyagersopris.com https://voyagersopris.com Digital administration and data management service using Acadience Learning Online (ALO): \$5.95 to \$9.95 per student. Acadience Learning Online Manual Entry Licenses for users of paper-pencil administration: \$2.50 per student. Published print materials for paper-pencil administration are available through Voyager Sopris Learning at https://store.voyagersopris.com/acadience-reading-k-6/ Assessment materials are also available for free download at https://acadiencelearning.org/acadience-reading/k-grade6/	Acadience Learning offers training in administration and scoring, data interpretation and mentoring. Training is delivered in a variety of formats including synchronous and asynchronous options. For details, please see: https://docs.google.com/document/d/1isXN7coYDmZvPP2f3RGkMKpf_u70-pevkHYQD4VxbXM/edit?usp=sharing For more information, email training@acadiencelearning.org

Components of a Foundational Reading Assessment System

1. Universal Screeners
2. Informal Diagnostics
3. Progress Monitoring
4. Outcome Measures

	Assessment for Learning			Assessment of Learning
	Universal Screeners	Diagnostic Assessments	Progress Monitoring	Outcome Evaluation
Why	Which students are at risk? Which systems are at risk?	What skills does this student have? What skills need to be taught?	Is our instruction working? Do we need to change course?	Have students learned what we need them to know? Did our instruction work?
What	Brief, standardized assessments of key literacy skills	In-depth, often unstandardized assessments	Very brief (1-3 minutes)	Evaluations of mastery of learning goals or curriculum expectations
Who	All students	Students at risk	Students at risk	All students
When	Beginning, middle, and end of year	When problem-solving for differentiated instruction or intervention	Weekly or biweekly to allow for quick adjustments based on response to instruction	After units of study or at the end of a school year
Analogy	Blood pressure or temperature check – Is there a problem?	Blood test or diagnostic imaging – What is the problem? What do we need to do about it?	GPS system – Are we going in the right direction? Will we get there on time?	Time on a running race – How did we do? What can we learn for next time?
Examples	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	CORE Phonics Survey Really Great Reading Phonological Awareness Survey Acadience Comprehension, Fluency and Oral Language Diagnostic	Acadience (formerly DIBELS Next) DIBELS 8th Edition AimsWeb Plus FastBridge easyCBM	Summative assessments, e.g. unit tests, projects and assignments EQAO

Building a Foundational Reading Assessment System

<div><div><div>Sample Elementary School</div><div>K-5 Foundational Reading Assessment Plan</div></div></div>						
	Assessment	Purpose	Students Assessed	Assessor	Frequency	Data and Reporting
Universal Screening						
Progress Monitoring						
Diagnostic						
Mastery & Outcome						

- Researchers who have conducted studies on reading intervention estimate that if strong prevention and intervention approaches were used, the percentage of elementary students reading below a basic level could be reduced from 30-34% to about 5% (Kilpatrick, 2015).
- Early intervention should begin no later than the fall of kindergarten, build on students' strengths while addressing skill areas of concern as indicated by the universal screening measures, and be presented with sufficient intensity based on student need.
- Early intervention should focus on developing phonemic awareness skills to the advanced level, including how to orally blend and manipulate sounds to make words, teaching letter-sound correspondences and how to use these skills to decode and read words. These foundational skills are necessary for the development of reading fluency and ultimately reading comprehension.

Best Practice for Screening and Instructional Support



Districts continue universally
**screening for reading
difficulties in grades 1-5** with
targeted screening occurring at
the secondary level.

- Screening for reading difficulties should not end in kindergarten, but rather is a process that should continue throughout a student's school experience.
- Although early intervention is the most effective way to prevent reading difficulties, students with dyslexia and other reading difficulties can be helped at any age.
- Universal screening in grades 1-5 along with the use of targeted screening in middle and high school is necessary to support student success across the grade span and continuum of reading abilities.
- Screening measures need to assess specific skills that are highly correlated with broader measures of reading achievement in order to accurately determine student risk status.

1st Grade	<p>word identification</p> <p>oral reading fluency and accuracy</p> <p>mastery of typical kindergarten skills (e.g., phonological awareness, letter/sound correspondences, rapid naming)</p>
2nd-5th Grade	<p>word and passage reading</p> <p>oral reading fluency and accuracy</p> <p>reading comprehension</p>
Middle and High School	<p><u>Targeted Screening Process</u></p> <p>Step 1: Review existing student data on attendance, grades, standardized test scores, and office referrals.</p> <p>Step 2: If concerns regarding student performance, screen for oral reading fluency, accuracy, and reading comprehension.</p> <p>Step 3: If a student scores below grade level on initial screeners of fluency and comprehension, utilize informal diagnostic measures to assess performance on specific component reading skills (i.e., real and nonsense word reading, spelling, and phonological awareness).</p> <p>Source: National Center on Response to Intervention (January, 2013)</p>

Best Practice for Screening and Instructional Support



Districts use **universal screening** as the first step in an iterative process that incorporates **ongoing assessment and monitoring** to provide **increasing levels of support** to students at risk for reading difficulties, including dyslexia.

Step 1: Complete Universal Screening

- The universal screening process begins when students enter kindergarten in the fall.
- Universal screeners provide schools with information about which students are at risk for reading difficulties, including dyslexia, and which students are not at risk.
- Universal screening data also provides schools with information regarding the health of their core reading instruction. That is, how effective the core reading instruction (Tier 1) is in promoting the development of key foundational reading skills with a particular population of students.

Step 2: Provide Instructional Support for Students Who Show Risk on Initial Screening and Monitor Progress

- Strong core reading instruction in Tier 1 will be critical to meet the needs of all students and will provide a solid base for additional support provided to those students showing the most risk.
- All students who demonstrate risk should receive appropriate support.
- Effective instruction focuses on responding to students' needs while building on their strengths.
- Information from curriculum-embedded assessments as well as progress monitoring measures aligned with the universal screening tool should be administered. Schools should progress monitor in the skill areas that are being addressed in the intervention.

Step 3: Administer Informal Diagnostic Measures and Collect Information of Family History for Students Who Do Not Make Adequate Progress

- Administering informal diagnostic assessments that identify a student's specific areas of strength and instructional need will provide the information that is needed to further inform instruction.
- Informal diagnostic assessment consists of completing a more in-depth skills development inventory on a narrow skill area. By increasing the specificity of the measures in this step, school teams can gather information to increase the intensity of the intervention.
- If a student shows risk factors on the initial universal screening and does not make adequate progress when provided with evidence-based Tier 2 reading support that has been implemented with fidelity, districts are required to screen for a family history of reading difficulties ([OAR 581-022-2445](#))
- The information collected through family history screening should be considered another indicator of risk for dyslexia. It provides the school with more evidence that a student's difficulties with reading may not be due to lack of instruction. The information does not, however, have instructional implications.

OAR 581-022-2445 Universal Screenings for Risk Factors of Dyslexia

- (4) If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for a family history of difficulty in learning to read.
 - (a) A student is determined to show risk factors for reading difficulty, including dyslexia, if:
 - (A) Based on test developer guidelines, the student shows risk on the universal screening test; and
 - (B) The student does not make adequate progress, as indicated by the progress monitoring measures aligned with the universal screener, as the result of evidence-based reading intervention provided in addition to regular core instruction.

OAR 581-022-2445 Universal Screenings for Risk Factors of Dyslexia

(b) The screening for family history:

- (A) Must be completed no later than the next universal screening period according to test developer guidelines if a child continues to show risk on the universal screening test. Students who first enroll in a public school in kindergarten or grade one at the final universal screening period of the school year and show risk on the universal screening test will be screened for family history of reading difficulties immediately following the universal screening;
- (B) May be conducted verbally or in a written format;
- (C) Will consist of asking a parent or guardian if an immediate biological family member has experienced difficulty in learning to read, write or spell;
- (D) Will include questions related to the student's developmental history; and
- (E) Will be completed and documented by the classroom teacher, data-review team member, or designee of the team.

Step 4: Intensify Instructional Support Based on Student-Level Assessment Data and Monitor Progress

- Using the data collected from the informal diagnostic assessments, school teams provide more intensive, individualized instructional support to those students who do not make adequate progress despite strong core instruction and tier II supports implemented with fidelity.
- Support may be intensified by providing more individualized instruction, increasing instructional time, reducing group size, increasing engagement strategies, and/or addressing a broader range of skill deficits

Step 5: Begin Individualized Problem Solving (IPS)/Data-Based Individualization (DBI) to Adapt Intervention and Monitor Progress for Students Who Do Not Make Adequate Progress

- For the small percentage of students who do not make adequate progress after receiving quality core instruction and Tier 2/3 interventions, schools should utilize a data-informed problem solving approach to develop an individualized and more intensive plan of support.
- This approach is often referred to as Individualized Problem Solving (IPS) or Data-based Individualization (DBI; National Center on Intensive Intervention, 2013).
- This data-informed approach involves collecting detailed information about the curriculum, instruction, environment and learner characteristics to develop a comprehensive plan of support.
- A comprehensive evaluation for a specific learning disability in the area of reading, of which dyslexia is one type, *may* be needed for those students who continue to experience difficulties.

- Identification of students with characteristics of dyslexia and other reading related difficulties is a process that incorporates multiple steps and sources of information.
- Universal screening for risk factors of reading difficulties, including dyslexia, in kindergarten is a strong *first* step in a more comprehensive screening and support system for all students that continues across the grade levels.
- These five steps offer schools an iterative approach to provide instructional support for those students who show risk of reading difficulty, monitor student growth, and intensify instruction as needed.
- The success of this model depends upon the provision of explicit, systematic, evidence-based instruction provided across all tiers of support by qualified educators.

Best Practice for Screening and Instructional Support



Districts **provide**
evidence-based, explicit,
systematic reading
instruction across all tiers of
instructional support.

- [OAR 581-002-1800](#) defines **evidence-based** as “instructional practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in reading achievement.”
- **Explicit** instruction refers to aspects of the delivery of lesson content. [OAR 581-002-1800](#) defines explicit instruction as “direct, face-to-face teaching that involves teacher explanation, demonstration, and the provision of ongoing corrective feedback.
- **Systematic** instruction refers to the lesson design. [OAR 581-002-1800](#) defines systematic as “a carefully planned sequence of instruction with lessons that build on previously taught information, from simple to complex.”
- Explicit, systematic, and code-based foundational reading instruction moves early readers and writers along a continuum of skills in the areas of print concepts, phonological awareness, phonics and word recognition, and fluency. These key areas are represented in the [Oregon English Language Arts and Literacy Reading Foundational Skills Standards](#) for students in grades K-5.

Districts can most effectively serve all students when universal screening and instructional support is integrated within a larger multi-tiered system of supports (MTSS).

Tier 1: Instruction for ALL

- All students receive evidence-based, standards-aligned core instruction that is differentiated to address individual needs, and all students are screened three times a year to assess the efficacy of the core and to identify students who need supplemental instruction in addition to the core.

Tier 2: Additional Instruction for SOME

- Students identified as needing additional support are provided with supplemental, evidence-based, targeted, skill-based small group instruction in addition to the core. Frequent progress monitoring is used to assess student growth and guide instruction.

Tier 3: Intensified Instruction for FEW

- Students who do not make adequate progress with Tier 2 support are provided with intensified, evidence-based small group instruction (e.g., smaller group size, increased time, a more comprehensive intervention, etc.) and frequent progress monitoring is used to assess skill growth and guide instruction. Tier 3 support is individualized based on the individual student progress.

Tier 1: Instruction for ALL


- What is our adopted curriculum?
- What are our agreed-upon core enhancements?
- What are our practices around core small group instruction?
- How do we measure the effectiveness of our core instruction?

Tier 2: Additional Instruction for SOME

- What intervention curriculum is used?
- What skills are targeted by the curriculum?
- How do we know which students are in need of intervention?
- How are instructional groups formed?
- How do we measure the effectiveness of our interventions?

Tier 3: Intensified Instruction for FEW

- How do we individualize and intensify support for students who continue to struggle despite core and Tier II supports that have been implemented with fidelity?
- How do we measure the effectiveness of individualized supports?

 Sample Elementary School K-5 Tiered Reading Instructional Support Plan			
	(#) Minutes Daily	(#) Minutes (FREQUENCY)	(#) Minutes (FREQUENCY)
	CORE Instruction ALL Students <i>(Foundational Reading Instruction Protocol)</i>	Tier II Supports SOME Students (In addition to CORE)	Tier III Supports FEW Students (In addition to CORE & Tier II)
Guiding Questions	<i>What is our adopted curriculum? What are our agreed-upon core enhancements? What are our practices around core small group instruction? How do we measure the effectiveness of our core instruction?</i>	<i>What intervention curriculum is used? What skills are targeted by the curriculum? How do we know which students are in need of intervention? How are instructional groups formed? How do we measure the effectiveness of our interventions?</i>	<i>How do we individualize and intensify support for students who continue to struggle despite core and Tier II supports that have been implemented with fidelity? How do we measure the effectiveness of individualized supports?</i>
KDG			
1ST			
2ND			
3RD			
4TH			
5TH			

Best Practice for Screening and Instructional Support



Districts ensure that **qualified individuals provide appropriate instruction** across multiple tiers of support.

- [The Knowledge and Practice Standards for Teachers of Reading](#) reflect the current state of scientific research and define the knowledge and skills needed by all teachers of reading to teach students to read proficiently. These standards outline the content knowledge needed to teach the essential reading and writing skills and include strategies for teaching students in general education as well as in intervention settings (International Dyslexia Association, 2018, March).
- Licensed, practicing teachers can continue to learn these critical skills through ongoing, high-quality professional development opportunities.
- Professional learning should focus on developing the knowledge and expertise of teachers to allow them to make well-informed instructional decisions based on information collected from continuous assessment that includes a combination of screening, progress monitoring, informal diagnostic assessments, and observation.
- To improve reading outcomes, districts must also address the preparation of administrators. Administrators can be most effective as instructional leaders who are capable of leading systemic change efforts if they possess knowledge of best instructional practices in literacy.

OAR 581-022-2445 Universal Screenings for Risk Factors of Dyslexia

- School districts must universally screen for risk factors of dyslexia in kindergarten, and first grade for students who first enroll in public school in Oregon for first grade.
- The universal screening tool must be on the [Department approved list](#).
- Kindergarten students must be screened, according to test developer guidelines, in the areas of phonological awareness, letter-sound correspondences, and rapid naming.
- First grade students must be screened, according to test developer guidelines, in the areas of phonological awareness, letter-sound correspondences, rapid naming, word or pseudo word reading fluency, and oral reading fluency.
- Students who demonstrate risk, based on test developer guidelines, should be provided with evidence-based intervention in addition to core instruction.
- Students' progress should be monitored using progress monitoring measures aligned with the universal screener.
- If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for a family history of difficulty in learning to read

Resources

Oregon Administrative Rules Related to Dyslexia

[OAR 581-002-1800 - Dyslexia-Related Training: Definitions](#)

[OAR 581-002-1805 - Annual List of Dyslexia-Related Training Opportunities](#)

[OAR 581-002-1810 - Waiver from Teacher Training Requirements](#)

[OAR 581-002-1815 Universal Screening for Risk Factors of Dyslexia: Definitions](#)

[OAR 581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia](#)

[OAR 581-002-1825 Waiver for Universal Screening of Risk Factors of Dyslexia in a Student's Native Language Other Than English](#)

[OAR 581-022-2440 - Teacher Training Related to Dyslexia](#) (Division 22 Standard)

[OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia](#) (Division 22 Standard)

ODE Guidance

[ODE List of Approved Dyslexia-Related Training Opportunities](#)

[ODE List of Approved Universal Screeners for Risk Factors of Dyslexia](#)

[Oregon's English Language Arts and Literacy Standards \(K-12\)](#)

[Oregon English Language Arts and Literacy Reading Foundational Skills Standards](#)

[Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support \(ODE Guidance Document\)](#)

[The Right Assessment for the Right Purpose](#)

Resources

Resources to Support Professional Learning

[IDA Knowledge and Practice Standards for Teachers of Reading](#)

[Science of Reading Training Modules \(Templates\) | ORTI](#)

[Elementary MTSS-R Foundations Facilitation Guide | ORTI](#)

Resources to Support Communication, Dialogue, and Planning

[K-5 Tiered Reading Instructional Support Plan \(Template\)](#)

[K-5 Foundational Reading Instruction Protocol \(Template\)](#)

[K-5 Foundational Reading Assessment Plan \(Template\)](#)

[Breaking Down the DBI Process: Questions and Considerations | NCII](#)

[Intensifying Literacy Instruction - Essential Practices National Version](#)

[Literacy Sample Lessons to Support Intensifying Intervention | NCII](#)

[Improving K-3 Literacy Instruction for Students with Learning Differences](#)

[The Science of Reading: Defining Movement - A preamble by Dr. Tracy Weeden \(Video\)](#)

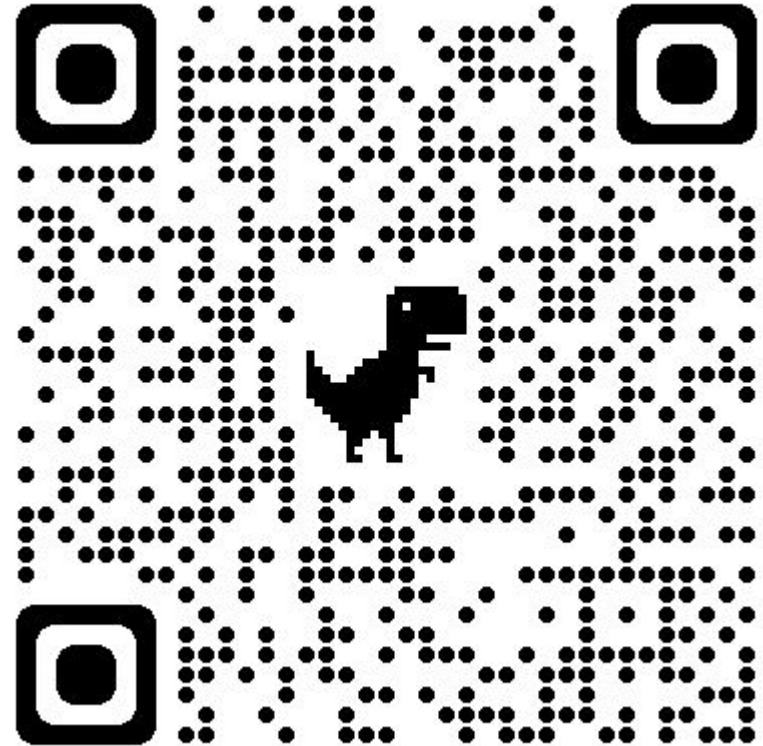
We Want to Hear From You!

Email your input on the K-5 Literacy
Framework revision:

k5.literacy@ode.oregon.gov

Complete this **survey** about the K-5 Literacy
Framework revision:

<https://app.smartsheet.com/b/form/4bb3459c729f4c3da881b1d80e4d353e>



Questions, Concerns, Clarifications?



Sarah Thorud

Oregon Department of Education

Early Language and Literacy Intervention Specialist

Sarah.Thorud@ode.oregon.gov

[ODE's Dyslexia Page](#)

References

- Gillis, M. (2018, February). Chronicles from the classroom: Teachers must be critical thinkers and informed consumers. The Examiner, Volume 7, Issue 1. Retrieved from <https://dyslexiaida.org/chronicles-from-the-classroom-teachers-must-be-criticalthinkers-and-informed-consumers/>
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and Special Education, 7, 6-10.
- International Dyslexia Association. (2018, March). Knowledge and Practice Standards for Teachers of Reading. Retrieved from <https://dyslexiaida.org/knowledge-and-practices/>.
- Kilpatrick, D. A. (2015). Essentials of assessing, preventing, and overcoming reading difficulties. Hoboken NJ: Wiley & Sons.
- Leko, M. M., Brownell, M. T., Sindelar, P. T., & Kiely, M. T. (2015). Envisioning the future of special education personnel preparation in a standards-based era. Exceptional Children, 82(1), 25–43.
- Moats, L. C. (2009). Still wanted: Teachers with knowledge of language. Journal of Learning Disabilities, 42, 387–391.
- National Center on Response to Intervention (January 2013). Screening Briefs Series-Brief #3: Predicting Students at Risk for Reading and Mathematics Difficulties. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

References

- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.
- Spear-Swerling, L. (2009). A literacy tutoring experience for prospective special educators and struggling second graders. *Journal of Learning Disabilities*, 42, 431–443.
- Spear-Swerling, L., & Cheesman, E. (2012). Teachers' knowledge base for implementing response-to-intervention models in reading. *Reading and Writing*, 25(7), 1691–1723.
- The Reading League. (2022, September, 15). Science of Reading: Defining Guide. <https://www.thereadingleague.org/what-is-thescience-of-reading/>
- Torgesen, J. K., Foorman, B. R., & Wagner, R. K. (2007). *Dyslexia: A brief for educators, parents, and legislators in Florida*. (FCRR Technical Report #8). Florida Center for Reading Research.
- Young, N. (2021). [The Ladder of Reading and Writing](#)