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## Daze Reading Comprehension

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## Multi-Tiered System of Supports Connection

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### Why were the EL Reading Foundational Skills Support Guides developed?

The success of English Learners (ELs) is one of the highest priorities for the District. LAUSD is committed to providing a comprehensive English Language Development (ELD) instructional program geared toward supporting ELs to meet literacy and reclassification benchmarks within 5 years of identification.

The *EL Reading Foundational Skills Support Guides* were designed as a resource to guide school leaders and teachers of ELs to plan and tailor targeted instruction of foundational literacy skills during Integrated ELD/ELA as measured by DIBELS. DIBELS serves as the “basic skills assessment” criterion for elementary reclassification in LAUSD and is utilized to determine if ELs are meeting grade level academic measures in foundational literacy skills.

In addition, the *EL Reading Foundational Skills Support Guides* support teachers in providing multi-tiered systems of support (MTSS) to ensure that every EL receives the appropriate level of instruction, support and intervention. The *EL Reading Foundational Skills Support Guides* can be used to support tiered instruction during Integrated ELD/ELA:

- Tier I- High-quality core instruction for ELs with differentiation according to students' varying levels of language proficiency, background knowledge, language, culture, and learning preferences.
- Tier II- Focused intervention for ELs not making adequate progress and who require a more targeted, intensive level of support that corresponds with their level of performance and rate of progress on literacy and language progress monitoring data.
- Tier III- Highly targeted and intensive interventions for a small number of ELs directly linked to the intensity of instructional and/or language need(s) based on on-going literacy and language progress monitoring data.

The *EL Reading Foundational Skills Support Guides* also inform the Student Support and Progress Team (SSPT) to address the needs of English Learners (ELs) not making adequate progress in foundational literacy skills.

### Why is it critical that foundational literacy skills are addressed for English Learners?

As outlined in Chapter 6 of the California Department of Education (CDE) ELD Standards publication:

*Foundational literacy skills—which primarily address print concepts, phonological awareness, phonics and word recognition, and fluency, as described in the Reading Standards for Foundational Skills K-5 (RF Standards are critical for English learners (ELs) at all ages who need to learn basic literacy. ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.*

Instruction for ELs in foundational literacy skills needs to be adapted based on each student's previous literacy and language experiences in their native language and level of English proficiency; as well as age and level of schooling. Chapter 6 of the CDE ELD Standards publication provides general guidance for instruction to ELs in foundational literacy skills (ELD Standards Part III) that are aligned with the Reading Foundational (RF) Standards. The *EL Reading Foundational Skills Support Guides* serve to provide an alignment between the DIBELS measures, Reading Foundational (RF) Standards, and Part III of the CA ELD Standards.

Foundational literacy skills instruction must be tailored and adapted for ELs, with the following individual student characteristics being considered:

- Student's level of oral language proficiency in native language
- Student's level of oral language proficiency in English
- How closely the student's native language is related to English
- Type of writing system used (for student with native language literacy)

### How do the EL Reading Foundational Skills Support Guides assist teachers of ELs with planning?

The *EL Reading Foundational Skills Support Guides* assist teachers by providing guidance when planning targeted small group or individualized instruction as a result of DIBELS data analysis and progress monitoring. Instruction should be differentiated for all levels of readers and focus on teaching students what they need to learn.

Each of the six guides is aligned to a specific DIBELS measure and provides strategic supports for the skills assessed by that measure:

- Letter Naming Fluency (LNF)
- First Sound Fluency (FSF): Phonological Awareness
- Phoneme Segmentation Fluency (PSF): Phonological Awareness
- Nonsense Word Fluency (NWF): Alphabetic Principle and Basic Phonics
- DIBELS Oral Reading Fluency (DORF): Advanced Phonics and Word Attack Skills & Accurate and Fluent Reading of Connected Text
- DAZE: Reading Comprehension

Additionally, each guide includes helpful features that address skills unique to each measure for ELs:

- CCSS for ELA and CA ELD Standards Alignment
- General English Learner Needs
- Common Error Patterns
- General Instructional Recommendations
- Instruction Background
- Teaching Considerations/Activities/Lessons

While the focus of the *EL Reading Foundational Skills Support Guides* is to address foundational literacy skills for English Learners, instruction in these skills should also be a component of reading comprehension as emphasized in the California English Language Development Standards (CA ELD Standards).