

# Progress Monitoring Keeping Track

Colorado Read to Achieve Webinar

November 2010

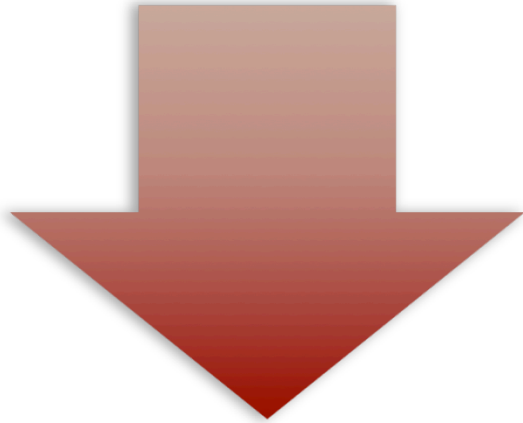
Presented by Tina Pelletier



# Focus Questions for this Session:

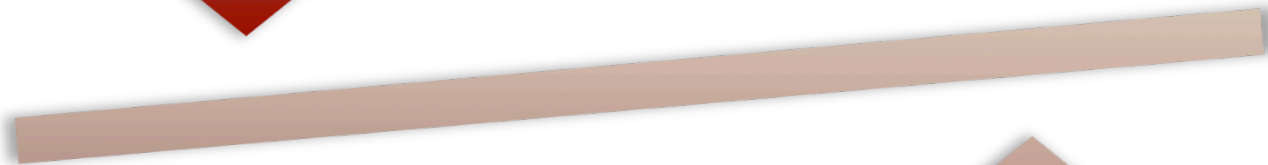
- Making connections with Progress Monitoring
- What is Progress Monitoring?
- How will it help us improve instructional outcomes?
- How do we set goals and plan instruction based on Progress Monitoring data?

# Assessment Priorities



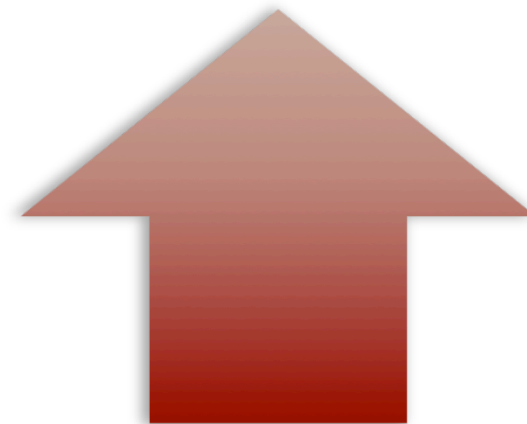
## Guiding Daily Instruction

- Determining Instructional Needs
- Forming Instructional Groups
- Assigning Students to Interventions



## Tracking Group Achievement

- Tracking progress for struggling students
- Tracking progress for on-level students
- Tracking progress for high achieving students
- Evaluating Instructional Effectiveness



# Data-Based Decision Making: Progress Monitoring

- Used to demonstrate student/group rate of improvement in the curriculum
- Aids teachers in determining when instructional modifications may be necessary
- Measures mastery growth
- Flexible administration schedules based on need
- Allows for decision making opportunities to regroup and reevaluate



# The Importance of Progress Monitoring

Research has demonstrated that when teachers/tutors use progress monitoring for instructional decision-making purposes:

- students achieve more
- teacher decision making improves
- students tend to be more aware of their performance

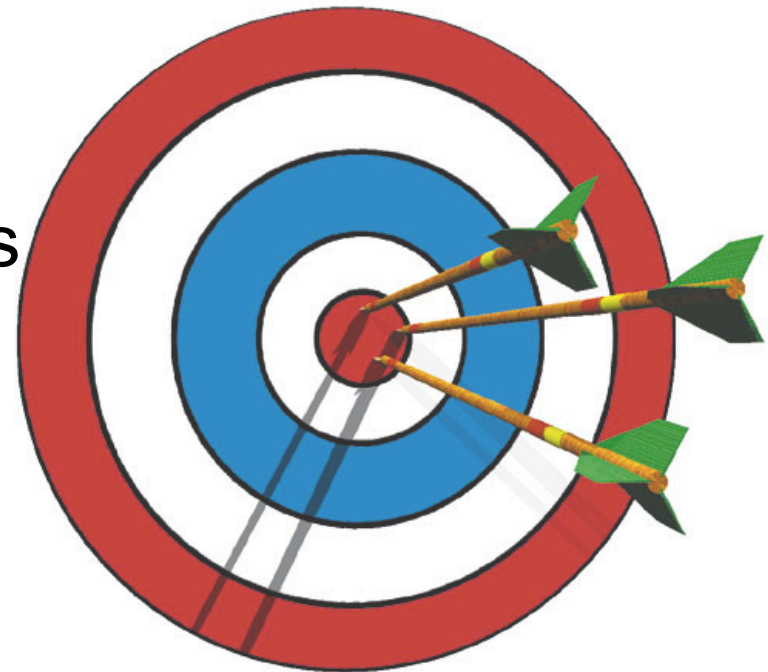
(e.g., see Fuchs, Deno, Mirkin, 1984; L. S. Fuchs, Fuchs, Hamlett, & Ferguson, 1992; L. S. Fuchs, Fuchs, Hamlett, & Stecker, 1991; Stecker, Fuchs, & Fuchs, 2005)

# Effects of Progress Monitoring

Fuchs and Fuchs (1986)

Reading achievement was improved by...

- monitoring progress
- graphing progress
- adding decision rules
- setting ambitious goals



# Decision Making

- ◆ Depending on frequency of data collection, student progress may be evaluated after just a couple weeks of instruction
- ◆ Standard decision rules help teachers determine when instructional changes may be necessary
- ◆ Individual progress monitoring programs may incorporate their own specific decision-making framework

# Building a System of Support

- *Outcome* - Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.
- *Screening* - Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- *Diagnosis* - Assessments that help teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- *Progress Monitoring* - Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

# Planning Interventions

- ◆ Most important aspect of progress monitoring:  
**USE THE DATA!!!**
- ◆ Alterable conditions: Time and Resource
  - ◆ Instructional strategies
  - ◆ Size of instructional group
  - ◆ Time allocated for instruction
  - ◆ Materials used
  - ◆ Reinforcement



# Collecting Data

- Strategic students involved with Read to Achieve should be assessed 2 times per month using DIBELS assessments
- Assessments can be correlated to program assessments
- Progress monitor using at least 2 measures
  - Current goal
  - Next benchmark goal

# Graphing Data!

- 🔥 Creates a learning picture.
- 🔥 Allows for decision making.
- 🔥 Helps predict learning.
- 🔥 Provides documentation.
- 🔥 Makes data easier to interpret.

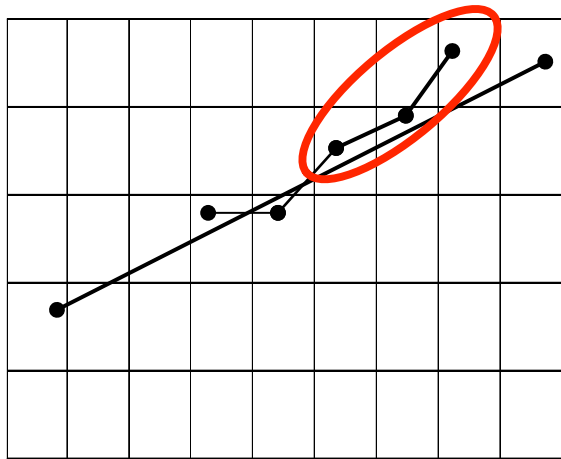
# Standard Decision Rules

- ◆ Draw trend line of student progress for 3-6 data points and compare to the student's goal line
  - ◆ Trend is not as steep as the goal line, make a teaching change
  - ◆ Trend is steeper than the goal line, raise the goal
- ◆ “Three-point rule” ~if at least three weeks of instruction have occurred and the last three scores collected:
  - ◆ all fall below the goal line, **make a teaching/instructional change**
  - ◆ all fall above the goal line, **raise the goal**

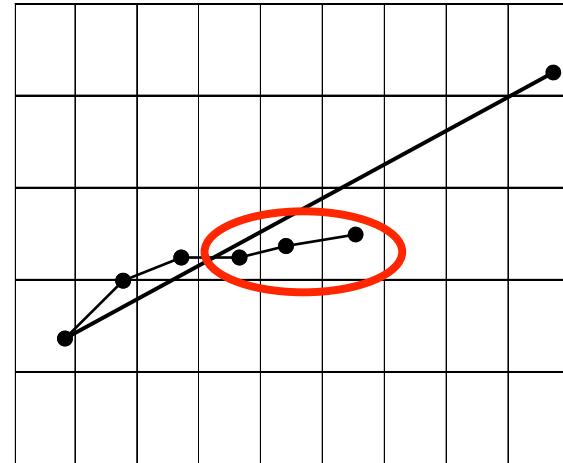
# Why Decision Rules?

- How do you know when to continue or modify an intervention?
- Do you have unlimited time to continue with interventions that are not working?
- Are students growing at the necessary rate required to reach the DIBELS benchmark?
- Would you like to know which instructional practices are most effective for your students?

# Data Decision Rules



1. If three (3) consecutive data points are above the aimline, raise the criteria



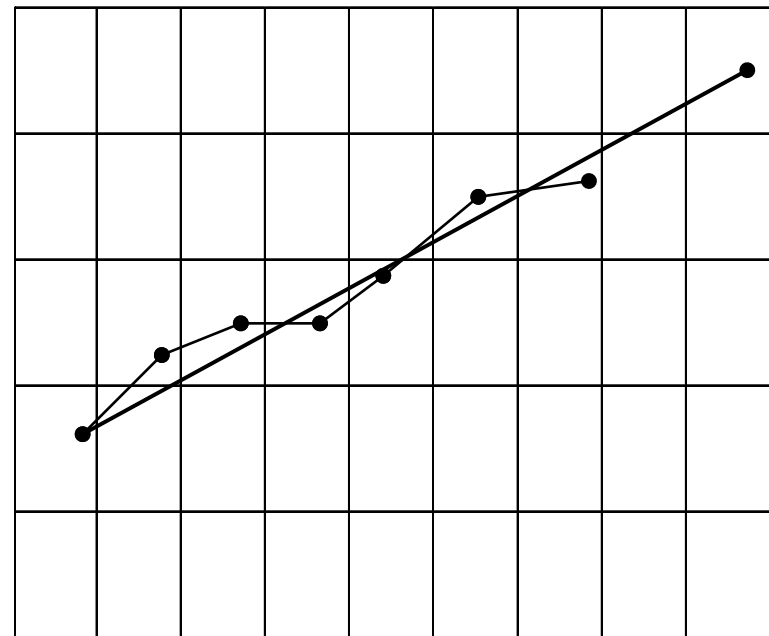
2. If three (3) consecutive data points are below the aimline, change the intervention



# Data Decision Rules

3. If neither of the above rules apply, make no change instead

Stay the course!



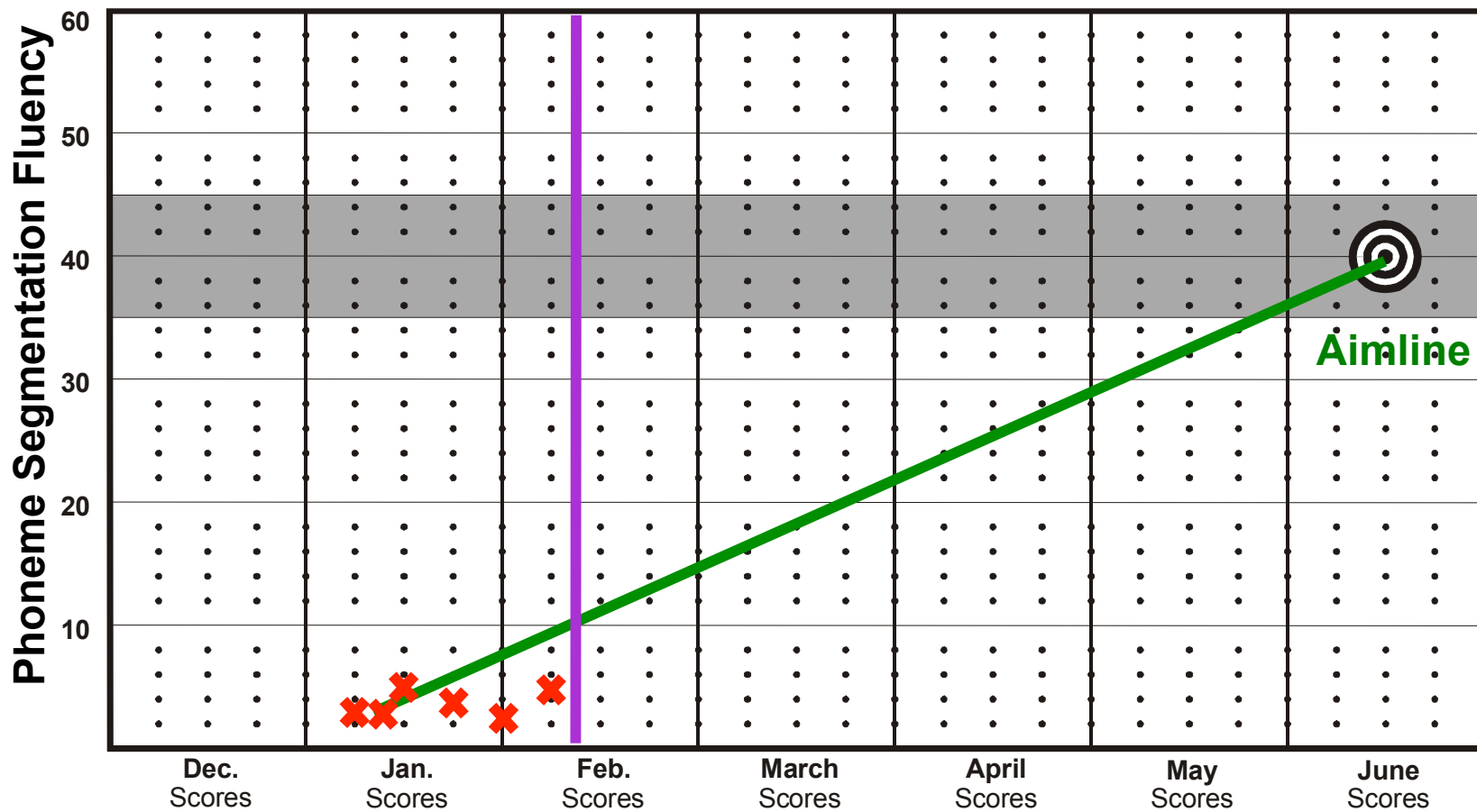
# Applying the Decision Rule

Three data points are plotted and the number of data points above or below the aimline are used to determine if the individual is achieving as predicted.

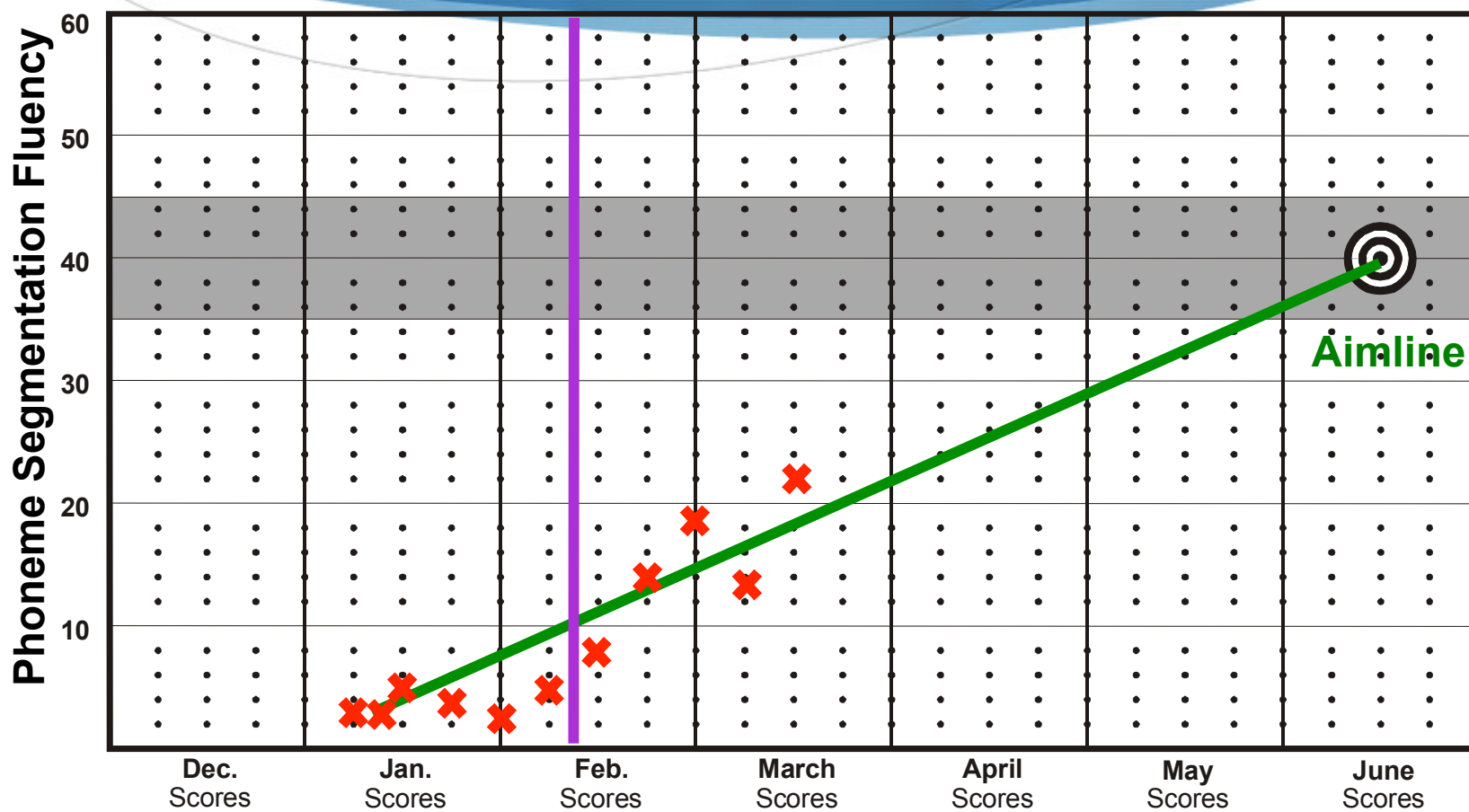
- ◆ Administer 1 probe each week for 3 weeks or every other week until three data points are obtained.
- ◆ Each data collection period, plot your student's newest score.
- ◆ This is a quick and easy method which reduces variability and eliminates the need for a trendline.

# Evaluating Support – Modify Instruction?

Whoops! Time to make a change!



# And now?

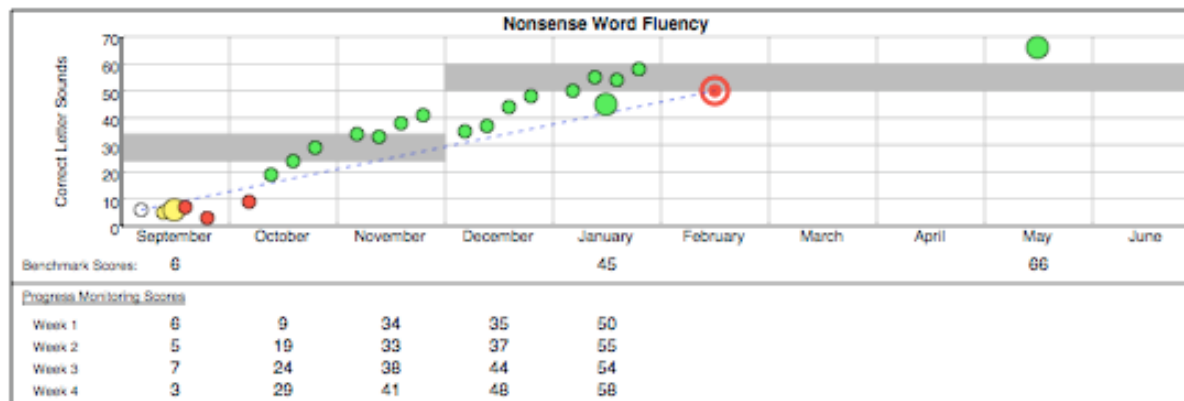
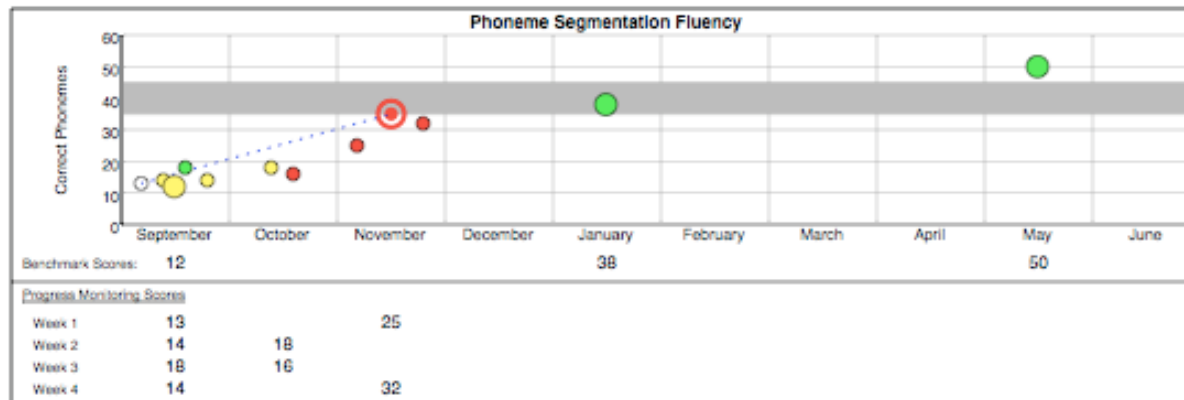
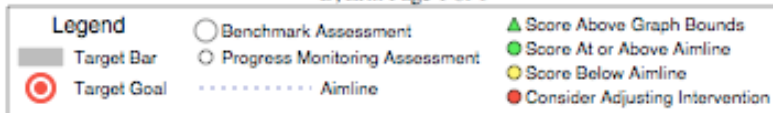


# Progress Monitoring Graphs

Name: B, Erin  
 ID: 16396  
 Class: Adams 1st #1  
 Grade: First  
 Year: 2001-2002  
 School: Adams  
 District: Test District

## Dynamic Indicators of Basic Early Literacy Skills Progress Monitoring Graphs

B, Erin Page 1 of 1



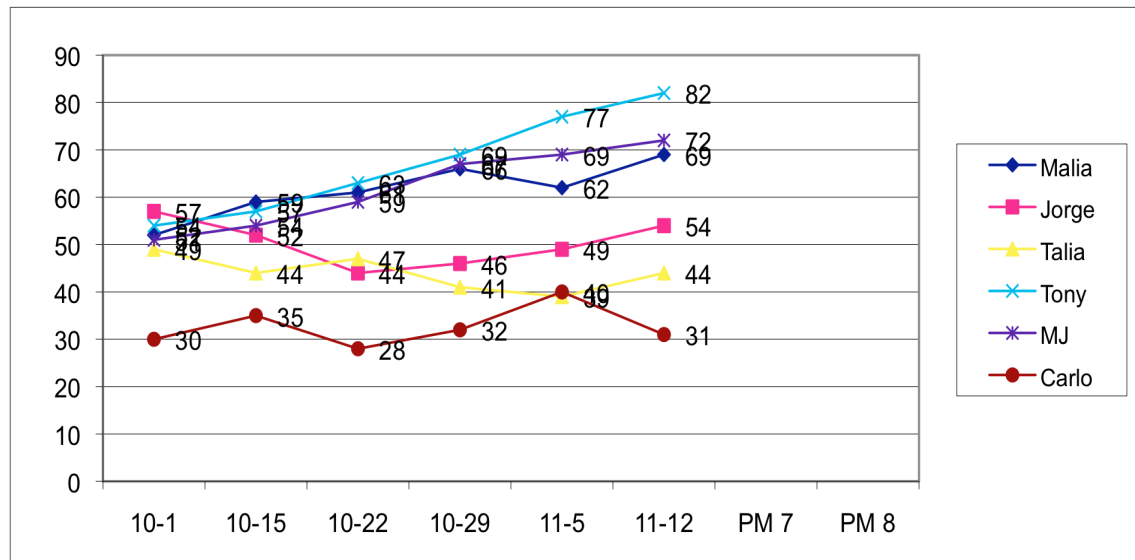


# Decision Making Considerations

- Focus on the question: “Will the individual reach his/her goal by the end of the goal period?”
- Decide to change an intervention whenever the rate of progress falls below the expectation.
- Intensity and density of instruction are the most reliable factors to change...

Student Name	10-1	10-15	10-22	10-29	11-5	11-12	PM 7
Malia	52	59	61	66	62	69	
Jorge	57	52	44	46	49	54	
Talia	49	44	47	41	39	44	
Tony	54	57	63	69	77	82	
MJ	51	54	59	67	69	72	
Carlo	30	35	28	32	40	31	

Target goal  
65 WCPM  
95% accuracy

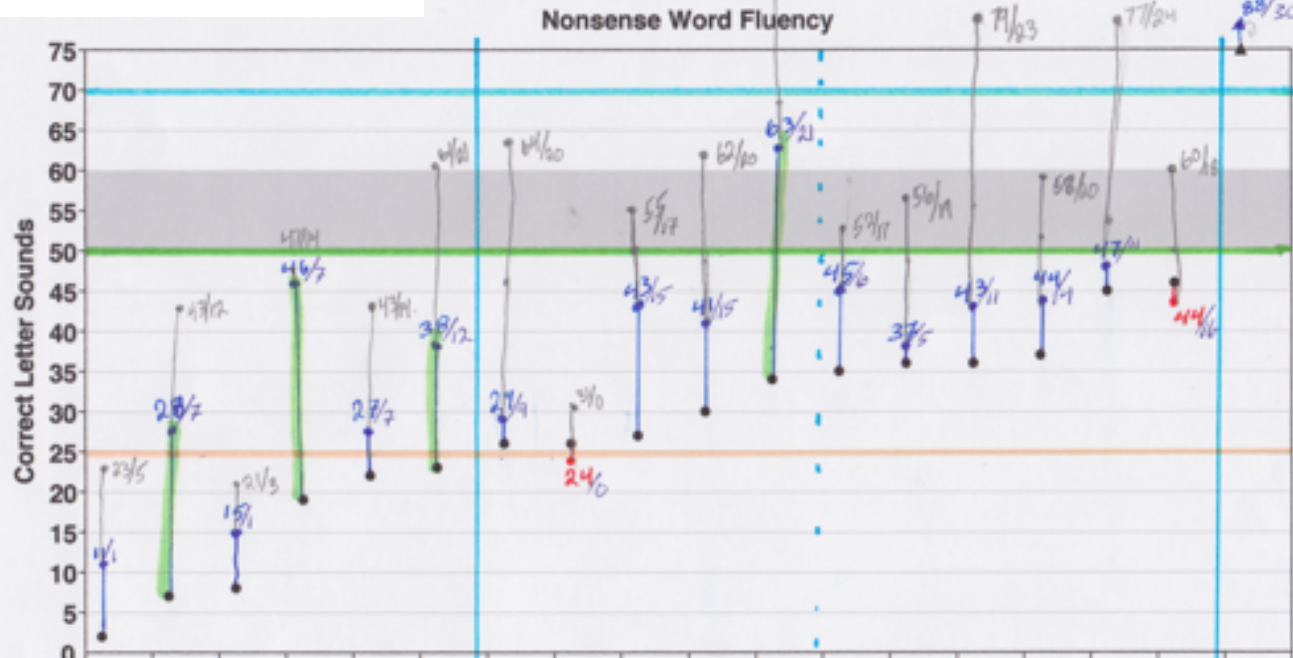


A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Classroom A		Open Court						DIBELS Scores									
Students:	September Average	The Boy Who Didn't Believe	City Critters	Make Way for Ducklings	Secret Place	October Average	ORF										
							Benchmark	Accuracy	Sept PM	Accuracy	Mid Oct. PM	Accuracy	End Oct. PM	Accuracy			
Antonia	12	26	26	15	15	20	27	66%	41	96	71	91%	38	88%			
Joel	31	52	63	ab	52	56	65	97%	82	99%	119	99%	65	97%			
Sandra	50	70	67	67	70	69	67	97%	74	96%	78	96%	74	100%			
Minah	27	59	63	59	44	56	64	98%	62	98%	85	98%	75	97%			
Carlos	34	63	37	33	56	47	68	97%	72	97%	86	97%	81	99%			
Julia	67	70	89	89	85	83	44	92%	56	93%	95	100%	90	100%			
Alma	56	89	52	74	89	76	71	96%	96	98%	127	99%	112	98%			
Hector	52	89	63	ab	56	69	85	98%	77	96%	107	97%	114	100%			
Angelique	70	85	96	ab	93	91	90	100%	104	100%	113	100%	114	99%			
Catherine	53	56	52	63	59	58	102	99%	97	100%	133	100%	116	99%			
Ida	41	ab	41	78	56	58	75	96%	92	94%	108	97%	116	99%			
Diamond	66	93	85	85	63	82	84	98%	78	99%	122	98%	117	100%			
Cecilia	67	85	89	81	89	86	74	99%	79	95%	106	98%	119	99%			
Alma	72	96	100	74	89	90	101	100%	92	99%	124	100%	120	100%			
Teajaun	66	67	63	ab	52	61	96	100%	101	99%	138	99%	125	98%			
Quinterriuos	78	74	67	85	78	76	148	99%	147	100%	160	100%	139	100%			
Cameron	62	85	74	78	48	71	131	99%	127	97%	142	99%	146	98%			

Dynamic Indicators of Basic Early Literacy Skills  
 First Grade Class Progress Graph

updated 10/1

- Beginning
- Middle
- End
- ▲ Score Above Graph Bounds
- ▲ Score Above Graph Bounds
- ▲ Score Above Graph Bounds
- Benchmark Goal: 50 in the middle of First Grade



Bench

x 2

x 4

# Instructional Planning

**Plan**

**Plan (Goal)**

- Identify **the target skill**
- Specify the learning goal for the group
- The learners will \_\_\_\_\_

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**Act: Summarize outcomes for this group:**

**Act**

Teacher: \_\_\_\_\_ Progress Monitoring Dates \_\_\_\_\_

Group: **INTENSIVE** **STRATEGIC** **BENCHMARK**

Grade: K—1—2—3—4—5

**Do**

**Do (Strategy)**

- Identify instructional strategies to be used during small group instruction to meet target skills/goals:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Study (What happened?)**

Indicate student progress using a +, check, or – each day for each student to indicate student progress/lack of progress based on identified learning target and group performance

Students																				

Record students most recent DIBELS score or other data point used to determine target needs.

Please make sure classroom teachers have copies for all groups and one master copy is turned into Paula!

**Study**

Modified for Twain Elementary from a form created by Kathy Martin LRT



# Plan

## Plan (Goal)

- Identify the target skill
- Specify the learning goal for the group
- The learners will:
  - Acquire strategies for reading multisyllabic words in text.
  - Increase accuracy rate to 95%
  - Increase fluency text reading above 65 WCPM
  - Score above 85% on comprehension assessment

## Act: Summarize outcomes for this group:

# Act

Teacher: Ms. Working Hard

Progress Monitoring Dates \_\_\_\_\_

Group: **INTENSIVE** **STRATEGIC** **BENCHMARK**

Grade: K—1—2—3—4—5

# Do

## Do (Strategy)

- Identify instructional strategies to be used during small group instruction to meet target skills/goals:
  - *Multisyllabic word solving strategies, Vocabulary preteach, Fluency range goal (65-70)*
    - *Preteach words from text reading using multisyllabic word strategies*
    - *Partner reading and rereading with guided questioning*
    - *Read Naturally fluency practice*

## Study (What happened?)

Indicate student progress using a +, check, or – each day for each student to indicate student progress/lack of progress based on identified learning target and group performance

Student	PM	11-1	11-2	11-3	11-4	11-5	11-8	11-9	11-10	11-11	11-12	11-13 PM
Malia	52/84	+	+	+	+	+	+	+	+	+	+	69/94%
Jorge	57/89	+	Ab	Ab	+	Ab	+	Ab	+	Ab	Ab	54/87%
Talia	49/89	-	-	+	-	-	-	+	+	-	-	44/94%
Tony	51/75	+	+	+	+	+	-	+	+	+	+	72/95%
MJ	54/87	+	+	+	+	+	+	+	+	+	+	77/96%

Record students most recent DIBELS score or other data point used to determine target needs.

Please make sure classroom teachers have copies for all groups and one master copy is turned in submitted to reading team

# Study

# Kindergarten Example

- ◆ Kindergarten benchmark assessment in Fall measures LNF and ISF (PSF and NWF will start in the Winter)
- ◆ On the Fall data collection, Angela scored 5 on ISF and has an strategic instructional recommendation.
- ◆ Monitor on:
  1. ISF (goal she is currently working on)
  2. PSF (the next most difficult goal)
- ◆ As soon as Angela meets the goal for ISF (25 or more) on two consecutive data points, then monitor on PSF and NWF.
- ◆ Once Angela meets the PSF goal, then continue monitoring on NWF for the remainder of the year.

# First Grade Example

- ◆ First grade benchmark assessment in Fall measures LNF, PSF, and NWF (ORF will start in the Winter)
- ◆ On the Fall data collection, Mario scored 18 on PSF and 7 on NWF.
- ◆ Monitor on:
  1. PSF (goal he is currently working on)
  2. NWF (the next most difficult goal)
- ◆ As soon as Mario meets the goal for PSF (35 or more) on two consecutive data points, then monitor on NWF and ORF.
- ◆ Once Mario meets the NWF goal, then continue monitoring on ORF for the remainder of the year.

# Second Grade Example

- In the Fall, Sarah scored 34 on NWF and 26 on ORF.
- Monitor on:
  1. NWF (goal she is currently working on) until she reaches above 50 correct letter sounds and 15-20 WRC
  2. ORF\* (next most difficult goal)
- Note: It is probably a good idea to go back and check to see if your second graders made the benchmark for PSF. Look at Spring of first grade data. If student is not fluent on segmentation, you'll want to provide some instruction on segmentation and thus monitor on PSF and NWF.

# Third Grade Example

- ◆ In the Fall DIBELS data collection, Antonia scored 50 on ORF.
- ◆ Administer NWF to determine if Antonia has met the benchmark.
- ◆ Progress monitor on NWF if necessary. If Antonia is placed in a second grade level of a decoding program, begin progress monitoring using second grade ORF passages.

# DIBELS Progress Monitoring Activity

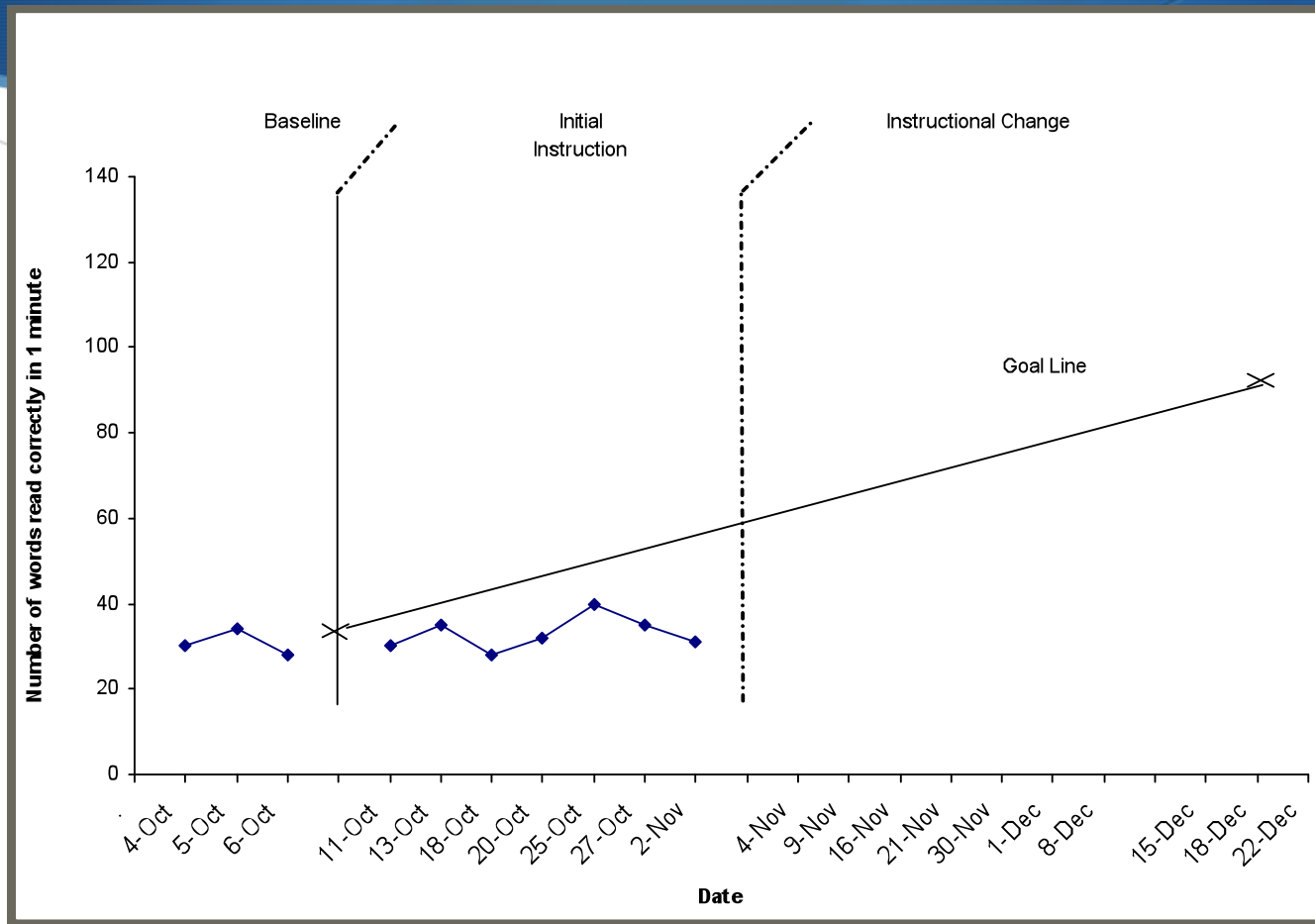
## DIBELS Progress Monitoring Practice Activity

Student	Grade	Inst. Rec.	LNF	ISF	PSF	NWF	ORF	Progress Monitor	
								Measure 1	Measure 2
Hope	K	S	10	3				ISF	PSF
Sam	K	S	13	0					
Carlos	K	S	10	0					
Madeline	K	B	11	16					
Kim	1	I	2		6	0		PSF	NWF
Allan	1	S	20		38	20			
Martel	1	B	47		38	33			
Donae	1	I	15		17	8			
Delia	2	I			<b><u>12</u></b>	8	0	PSF	NWF
Daniel	2	S				71	36		
Aristotle	2	S				60	41		
Daisy	2	I			<b><u>36</u></b>	32	12		
Carmin	3	I			<b><u>15</u></b>	<b><u>19</u></b>	12		
Jessie	3	I				<b><u>29</u></b>	26	NWF	ORF (1)
Leo	3	I				<b><u>40</u></b>	50		
Jonathon	3	S				<b><u>55</u></b>	63		

**Bold** = additional testing



# Case Study: Carlo's Progress Monitoring Graph



# Carlo

- 2nd grader makes many errors during oral reading fluency assessments
- Word correct scores are lower than classmates: 30, 35, 28, 32, 40, 35, and 31
- Miscue analysis indicates need for reading through the whole word effectively and efficiently
- What type of intervention(s) might benefit Carlo?

<sup>saw</sup> <sup>him</sup> (T provided) Larry <del>was</del> <del>very</del> <del>excited</del> ! His father	6
<sup>our</sup> <sup>b</sup> had <del>just</del> <del>brought</del> home a new puppy. Larry's	14
<sup>mother</sup> <sup>was</sup> <sup>much</sup> brother and sister <del>were</del> going to be <del>very</del>	22
<sup>sorpray</sup> <del>surprised</del> , too.	24
<sup>pup</sup> <sup>blue</sup> The little puppy <del>was</del> <del>black</del> and brown	31
<sup>for</sup> <sup>much</sup> <sup>His</sup> <sup>hair</sup> <sup>was</sup> with a <del>few</del> white patches. <del>Her</del> ears <del>were</del> long	40
<sup>funny</sup> <sup>teeth</sup> <sup>were</sup> <sup>torn</sup> and <del>floppy</del> . Her tummy <del>nearly</del> touched the	47
<sup>growl</sup> <sup>our</sup> <sup>puppy</sup> <sup>boy</sup> ground. Dad said <del>this</del> <del>dog</del> <del>was</del> a beagle. //	55
Larry thought their new dog was cute.	62
He couldn't decide what he wanted to name	70



# Letter Naming Mastery

- Make a list of letters taught to this point
- Take an overall inventory of known letters
- Group students (less than 10 known or more than 10 known)
- Choose at least 2-4 letters per week to teach to mastery
- ASSESS 1X per week on new letters using a letter naming sheet with known and new letters
- Time the activity every other week
- Once letter names are mastered repeat with sounds using the sounds that have been taught up to this point

# Common Error Patterns for Letter Naming

- ◆ Similar looking letters:

a-d, b-h, c-e, g-p, v-w, n-u, i-j, h-n, c-o, h-n, b-d, b-q, b-p,

g-p, v-y, f-t

- ◆ Letter names that sound similar when the name is pronounced

S-c, G-j, B-e, y-w,

- ◆ Provide explicit instruction showing the difference between letters.

- ◆ Make sure students understand the difference between saying a letter name and naming its sound!



# Mastery Checkout

M	B	S	S	J	E	B	M	/8
B	S	M	J	E	M	S	J	/8
S	J	E	M	B	B	M	S	/8
J	E	M	B	S	J	B	M	/8
E	M	E	B	J	E	J	M	/8



## Phonics

P.003

Letter Recognition  
Alphabet Arc

### Objective

The student will name and match letters of the alphabet.

### Materials

- ▶ Alphabet Arc (Activity Master P.003.AM1)
- ▶ 12" x 18" construction paper  
*Enlarge Alphabet Arc and glue to 12" x 18" construction paper.*
- ▶ Set of uppercase letters (e.g., foam or plastic)

### Activity

Students match letters of the alphabet to the Alphabet Arc.

1. Place the Alphabet Arc and the set of letters on a flat surface.
2. The student chooses a letter, names it (e.g., "p"), and places it on the corresponding letter on the Alphabet Arc.
3. Continues until all letters are matched.
4. Self-check



Key in using these activities is to have the student:

- Choose a letter
- Say it's name
- Find it's match

- This should not just be a random activity placed at a center for students needing intensive support
- To intensify-they might ONLY be given the letters taught or expected to know to mastery up to this point to match
- Add new letters as mastery is reached until they can SAY and MATCH all letters.

# Letter Sorts

## Phonics



### Letter Recognition

P.005

#### Sorting Letters

##### Objective

The student will identify letters of the alphabet.

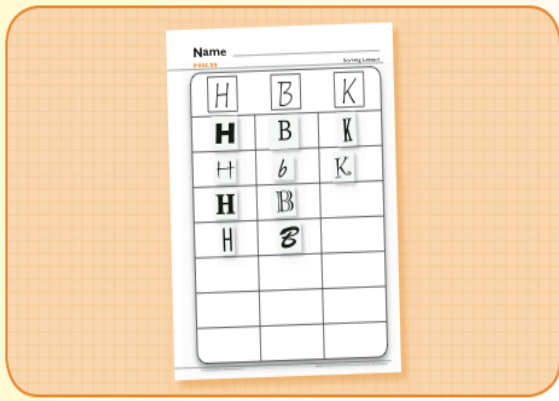
##### Materials

- ▶ Print resources (e.g., magazines and catalogs)  
*Review the print resources to ensure the information is appropriate for young children.*
- ▶ Sorting Letters student sheet (Activity Master P.005.SS)  
*Write three target letters at top of sheet.*
- ▶ Scissors
- ▶ Glue

##### Activity

Students sort letters cut from print resources.

1. Place print resources, scissors, and glue at the center. Provide the student with a student sheet.
2. The student names the three target letters (e.g., "h, b, k").
3. Identifies and cuts out target letters from print resources.
4. Glues letters under corresponding target letter on student sheet.
5. Continues until student sheet is complete.
6. Teacher evaluation



Letter sorts are an excellent way for students to think and construct understanding of the similarities and differences amongst the letter names.

Sorts can easily be changed to initial sound sorts by using pictures later.

# It's your turn:



- Take 5 minutes to discuss your letter naming fluency progress monitoring sources (hint-there aren't any DIBELS progress monitoring resources but you need to use *something* to check on mastery of what is being taught-aimsweb does have probes but they are random and not specific to what is being taught and expected on mastery!)
- Type in a resource you are currently using to reinforce letter naming!

# Hearing Sounds in Words



# Student Risk Factors for Phonemic Awareness Deficiency

- Phonological processing problems
- Speech or hearing implants
- English language learners
- Literacy-deprived environments



# Error Patterns to Look for in PA

- Partial segmenting (c-ow)
- Not segmenting consonant blends (/f//a//st/)
- Missing ending sounds
- Missing medial sounds
- Missing beginning sounds (less common if this occurs-check to see that they understand left to right progression in reading words)
- Segmenting concrete versus abstract words (*bus* versus *start*)

**Progress Monitoring**  
Phoneme Segmentation Fluency

view	<u>/v/</u> <u>/y/</u> <u>/oo/</u>	let	<u>/l/</u> <u>/e/</u> <u>/t/</u>	<u>5</u> /6
watch	<u>/w/</u> <u>/o/</u> <u>/ch/</u>	buy	<u>/b/</u> <u>/ie/</u>	<u>4</u> /5
wood	<u>/w/</u> <u>/u/</u> <u>/d/</u>	four	<u>/f/</u> <u>/or/</u>	<u>3</u> /5
wrote	<u>/r/</u> <u>/oa/</u> <u>/t/</u>	cart	<u>/k/</u> <u>/ar/</u> <u>/t/</u>	<u>2</u> /6
start	<u>/s/</u> <u>/t/</u> <u>/a/</u> <u>/t/</u>	bus	<u>/b/</u> <u>/u/</u> <u>/s/</u>	<u>3</u> /7
ham	/h/ /a/ /m/	hunt	/h/ /u/ /n/ /t/	___ /7
wish	/w/ /i/ /sh/	get	/g/ /e/ /t/	___ /6
hit	/h/ /i/ /t/	fuss	/f/ /u/ /s/	___ /6
seed	/s/ /ea/ /d/	hang	/h/ /a/ /ng/	___ /6
gift	/g/ /i/ /f/ /t/	wise	/w/ /ie/ /z/	___ /7
pin	/p/ /i/ /n/	oil	/oi/ /l/	___ /5
bus	/b/ /u/ /s/	main	/m/ /ai/ /n/	___ /6

Total: 17

Error Pattern:

Segments into onset/rime  
Teach hearing all sounds  
use elkonin boxes

accuracy rate  
 $\frac{17}{29} \rightarrow 58\%$

12 words in 1 minute

**Progress Monitoring 1**  
Phoneme Segmentation Fluency

leaned	<u>/l/</u> <u>/ea/</u> <u>/n/</u> <u>/d/</u>	shine	<u>/sh/</u> <u>/ie/</u> <u>/n/</u>	<u>6</u> /7
worm	<u>/w/</u> <u>/ir/</u> <u>/m/</u>	smiled	<u>/s/</u> <u>/m/</u> <u>/ie/</u> <u>/l/</u> <u>/d/</u>	<u>7</u> /8
porch	<u>/p/</u> <u>/or/</u> <u>/ch/</u>	creek	<u>/k/</u> <u>/r/</u> <u>/ea/</u> <u>/k/</u>	<u>4</u> /7
grabbed	<u>/g/</u> <u>/r/</u> <u>/a/</u> <u>/b/</u> <u>/d/</u>	bags	<u>/b/</u> <u>/a/</u> <u>/g/</u> <u>/z/</u>	<u>5</u> /9
lit	<u>/l/</u> <u>/i/</u> <u>/t/</u>	kissed	<u>/k/</u> <u>/i/</u> <u>/s/</u> <u>/t/</u>	<u>5</u> /7
get	<u>/g/</u> <u>/e/</u> <u>/t/</u>	pouch	<u>/p/</u> <u>/oy/</u> <u>/ch/</u>	<u>3</u> /6
roared	/r/ /or/ /d/	whale	/w/ /ai/ /l/	___
broke	/b/ /r/ /oa/ /k/	meet	/m/ /ea/ /t/	___
raise	/r/ /ai/ /z/	note	/n/ /oa/ /t/	___
worth	/w/ /ir/ /th/	points	/p/ /oi/ /n/ /t/ /s/	___
that	/TH/ /a/ /t/	cold	/k/ /oa/ /l/ /d/	___
worked	/w/ /ir/ /k/ /t/	fight	/f/ /ie/ /t/	___

Total: 44

Error Pattern:

## Students or Group

Leah  
Robert  
Charles  
Hanna

## Error Patterns Noted

Students have  
Difficulty  
segmenting  
the last sound  
in words

## Instructional Strategy focus

- Elkonin boxes with a focus on last sound
- Clothespin activity with picture cards

Reassess in one  
Week

Goal 35 sounds with  
95% accuracy

# Your Turn:

- ◆ Analyze your progress monitoring booklets using the error pattern indicators
- ◆ Indicate the error
- ◆ What needs to be taught
- ◆ What activity or resource will be used to teach the skill
- ◆ Find other students with similar difficulties

Students or Group



Error Patterns Noted



Instructional Strategy focus

# Alphabetic Understanding





# Common Error Patterns with NWF

- ◆ Inaccurate sound/letter knowledge (guessing)
- ◆ Difficulty getting to the final sound
- ◆ Difficulty distinguishing the medial sound
- ◆ Leaving off the initial sound
- ◆ Too much sound by sound without recoding or saying it fast
- ◆ Accuracy and fluency

**Benchmark 3**  
**DIBELS® Nonsense Word Fluency**

<u>p</u> <u>o</u> <u>v</u>	<u>r</u> <u>i</u> <u>z</u>	<u>h</u> <u>a</u> <u>l</u>	<u>j</u> <u>o</u> <u>k</u>	<u>b</u> <u>e</u> <u>l</u>	13/15
<u>e</u> <u>i</u> <u>b</u>	<u>t</u> <u>u</u> <u>m</u>	<u>k</u> <u>a</u> <u>j</u>	<u>r</u> <u>e</u> <u>c</u>	<u>u</u> <u>r</u>	10/13
<u>n</u> <u>e</u> <u>i</u>	<u>h</u> <u>o</u> <u>s</u>	<u>u</u> <u>m</u>	<u>w</u> <u>a</u> <u>f</u>	<u>j</u> <u>o</u> <u>z</u>	12/14
k e f	h o d	d e k	e b	l a j	___/14
n e n	v a d	w i d	w i l	y u k	___/15
n e k	f e g	d o z	u n	t e f	___/14
y a l	e p	v u s	k i c	b a l	___/14
p o l	e m	j e j	p u f	n u f	___/14
t u m	u f	n o v	z a j	v e s	___/14
n e j	u g	k e s	k u b	l o s	___/14

Total correct letter sounds (CLS): 35/40

Total words recoded completely and correctly (WRC): 4/15

Error Pattern:

- Sounds out slowly
- Confuses sounds for /i/, /e/-using Spanish vowel pronunciations.
- Work on blending - stretch/shrink
- Clear up confusion on e/i
- Check on language level

**Benchmark 1**  
**DIBELS® Nonsense Word Fluency**

<u>w</u> <u>e</u> <u>b</u>	<u>d</u> <u>o</u> <u>j</u>	<u>i</u> <u>k</u>	<u>v</u> <u>u</u> <u>s</u>	<u>n</u> <u>u</u> <u>k</u>	___/
<u>u</u> <u>l</u>	<u>z</u> <u>e</u> <u>l</u>	<u>f</u> <u>e</u> <u>b</u>	<u>w</u> <u>u</u> <u>j</u>	<u>h</u> <u>z</u>	___/
<u>m</u> <u>n</u>	<u>r</u> <u>o</u> <u>s</u>	<u>k</u> <u>u</u> <u>b</u>	<u>j</u> <u>a</u> <u>f</u>	<u>d</u> <u>u</u> <u>z</u>	___/
f a j	a d	k e d	i g	e l	___/
l o j	e t	y a t	o l	t o v	___/
u f	r a l	e p	k a b	v i f	___/
t i c	d e v	d o p	z a c	d o c	___/
t i k	s i j	z o j	m i g	z u t	___/
f o j	i b	j u d	z e k	v o v	___/
r u z	h u f	s i b	a k	j e c	___/

Total correct letter sounds (CLS): \_\_\_

Total words recoded completely and correctly (WRC): \_\_\_

Error Pattern:

# Common Error Patterns in Reading Text

- ◆ Irregular high frequency words
- ◆ Blends
- ◆ Digraphs
- ◆ CVCe
- ◆ Vowel teams
- ◆ Two syllable
- ◆ Compound words
- ◆ R controlled
- ◆ Prefixes/suffixes
- ◆ Inflections
- ◆ Multisyllabic
- ◆ Rate/prosody
- ◆ Vocabulary
- ◆ Cognates
- ◆ Confusion with sounds in other languages

A

Benchmark 2.2  
DIBELS® Oral Reading Fluency

Ice Cream

When it is too hot ~~outside~~, cold ice cream cools me off. I like 14  
strawberry the best, but rocky road is good, too. My brother likes 26  
bubble gum and vanilla. 30

The ice cream man comes down our ~~street~~ <sup>sand</sup> in the summer. 41  
When he gets ~~close~~ <sup>closed</sup> he rings his bell. All the kids hear the bell. 55  
They get some ~~money~~ and go ~~outside~~ and wait. They sit on the 68  
~~sidewalk~~ until he comes. All of the kids want to buy some cold 81  
ice cream to eat. 85

The ice cream man has drumsticks, ice cream bars, and 95  
bonbons. His ice cream tastes good. I like bonbons best. 105

My mother makes the very best ice cream of all. She uses our 118  
old ice cream freezer. She puts milk, sugar, and eggs inside. She 130  
puts lots of ice inside, too. 136

I get to turn the handle. My hand gets cold and it takes a long 151  
time. My arm gets very tired turning the handle. Finally the ice 163  
cream is ready to eat. My mom lets me lick the ice cream paddle. 177  
I think the very first taste is the best. 186

Yum! That tastes great! 190

Total words: \_\_\_\_\_ - errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94						

Retell Total: \_\_\_\_\_





# Problem English Sounds for Speakers of Other Languages

- ◆ Spanish: b, d, dg, h, j, m, n , ng, r, sh, t, th , v, w , y, z s-clusters and end clusters
- ◆ Chinese: b, ch, d, dg, f, g, j, l, m, n, ng, long o, sh, s, th, TH, v, z, l-clusters, r-clusters
- ◆ Vietnamese: long a, long e, k, l, ng, p, r, sh, s, y, l-clusters, r-clusters

# Problem English Contrasts

For students who speak Spanish

- ◆ Long a/e, a/e, a/o, a/u, long e/I, e/u, long o/o,  
o/aw, o/u, o/oo, u/oo, u/aw, b/p, b/v, ch/j, ch/sh, d/TH,  
f/th, l/r, n/ng, s/sh, s/th, s/z, sh/th, t/th, th/TH, TH/z



# Spanish Phonic Elements with Positive Transfer

- ◆ Spanish phonic elements with positive transfer to English:
  - ◆ B, d, f, g, k, l, m, n, p, s, t, y, ch, l-blends, r-blends, long o, /oo/ spelled u, diphthong /oi/ spelled oi, oy

# Spanish Phonic Elements with Negative Transfer

- ◆ g before e and I and j represent the guttural sound /x/ like the English /h/
- ◆ h is a silent letter
- ◆ ll is usually pronounced /y/
- ◆ que and qui are pronounced /k/, never /kw/
- ◆ v is pronounced /b/
- ◆ z is pronounced /s/ by Spanish speakers in the Americas

# Spanish Vowels

- a is the short-o sound in *watch and father*
- e is the long-a sound in *eight*
- i is the long-e sound in *machine*
- o is the long-o sound in *no, old, and rose*
- u is the long-u sound in *July, tube*

# English Phonic Elements with Zero Transfer from Spanish

- ◆ All short vowels and schwa
- ◆ Long vowels with silent e
- ◆ Long-vowel digraphs and double vowels (except oi, oy)
- ◆ /j/ spelled j and g in words like jump
- ◆ /k/ spelled k
- ◆ /w/ only appears in borrowed words and is pronounced /b/ or /oo/
- ◆ /v/ spelled v
- ◆ Digraphs sh, th, -ng and silent letter blends wh, ph, gh,
- ◆ s-blends
- ◆ Consonants in final position n, s, l, m r, x, t, d, z, j
- ◆ Three-letter consonant blends
- ◆ Final consonant blends

# Using Error Analysis

- Teach to specific missing components using a **teach, model, practice,** and **apply** format
- Group students and teach using a program with a validated scope and sequence designed to fill in missing gaps

After Instruction...

**Progress monitor!**

And you will have  
students who can  
**Read to Achieve!**

# Resources used in this presentation

[www.fcrr.com](http://www.fcrr.com)

CORE Teaching Reading Sourcebook

I've DIBEL'd Now What?

**Prison**

**Users**

**Objective**  
The student will identify letters of the alphabet.

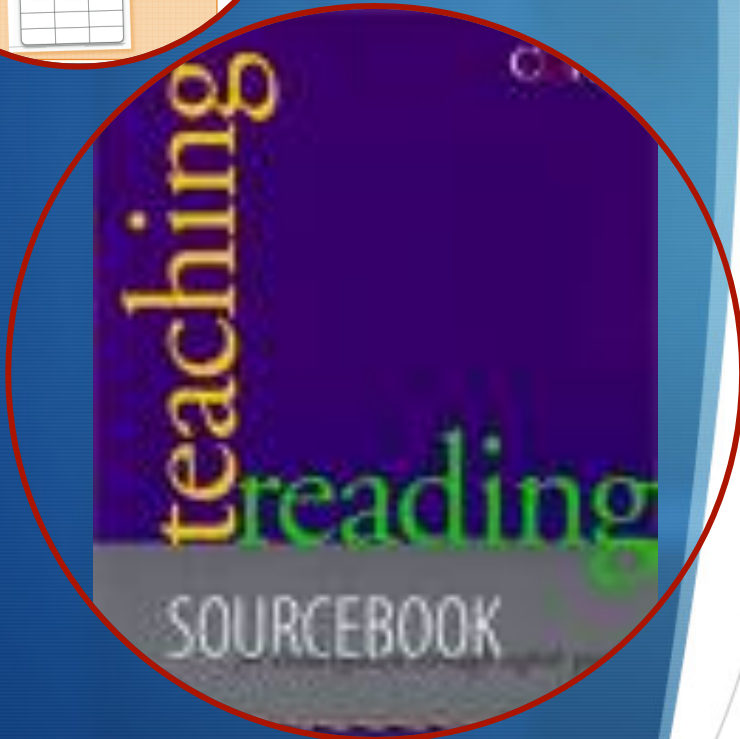
**Materials**

- Print resources (e.g., magazines and catalogs)
- Review the print resource to ensure the information is appropriate for young children.
- Scissors
- Glue

**Activity**  
Students use letters cut from print resources.

- Place print resources, scissors, and glue at the center. Provide the student with a student sheet.
- The student names the three target letters (e.g., "h, b, k").
- Identify and cut out target letters from print resources.
- Glue letters under corresponding target letter on student sheet.
- Continue until student sheet is complete.
- Teacher evaluation.

Name		
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K
H	B	K





Thank you for your time  
and attention!

[tina@pelletierconsulting.net](mailto:tina@pelletierconsulting.net)

