

Jill's Background Information

Jill, a third-grade student, has a long history of difficulty with letter naming and sound-symbol learning. She struggled to learn her letter names in kindergarten, and her letter naming was slow and inaccurate in first grade. She repeated first grade.

Jill scored above average (about the 85th percentile) in oral language comprehension and verbal reasoning, and the superior range on vocabulary. She scored at the 3rd percentile in Rapid Automatic Naming (RAN) and the 25th percentile on an informal measure of phonemic awareness.

Jill was read to early and often by professional parents. Her background and topic knowledge were well developed, so she could slowly muddle her way through passages even if she missed many words. Thinking that she could compensate for her decoding problems with her good language comprehension, the reading interventionist at school encouraged Jill to look at the first few letters of the word, guess the word, and then monitor the guess as she continued to read.

Even after her intensive program, Jill still scores in the "at risk" range on DIBELS ORF. |

Data-Based Decision Making

Presentation Handouts and Resources

Benchmark 2.2 DIBELS Oral Reading Fluency

Keiko the Killer Whale

Keiko the whale was captured near Iceland and brought to California. He became a famous performer who did tricks at a theme park. He even ~~started~~ ^{started} in a movie! Keiko is an Orca whale. Orcas are called killer whales because they feed on seals.

Keiko was not ~~healthy~~ ^{hearing} at the theme park. He was thin and his skin was covered with sores. His body was too big for the tank he lived in. The water was not cold enough for him to be comfortable. He couldn't get enough exercise to be healthy. He was not a happy whale.

Keiko was taken to the Oregon Coast Aquarium to get healthy and eventually be released back into the wild. At the aquarium, he ate the kind of fish he would have caught himself in the ocean. He lived in a very large tank full of cool ocean water. Trainers took care of him and helped him remember what it was like to be wild again.

Keiko ate well and exercised every day. He gained about two tons and got healthy again. When he was well he was moved back to his new home in the ocean. He was so big he had to be flown in a special plane with a pool that took up the entire inside of the plane.

Keiko's new home is in a pen in the ocean, not a tank. Trainers are helping him learn to catch his own fish. Someday they hope he will be released into the wild again. Maybe he will find his original family of Orcas. **94% accuracy**

Retell:

Total: **58**

0	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

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Student Jill
 Grade 3 Date September
 Examiner Wells

BEGINNING DECODING SURVEY

RECORDING FORM **A**

		Real Words		No Try	Sight Word	Error Grid							
						Observations							
						<input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow							
						Sound Added or Omitted	Consonant Initial	Final	Short Vowel				
										Consonant Digraph: ch, sh, ck, wh, th	Letters qu		
Sight Words	1	see	✓										
	2	one	✓										
	3	they	✓										
	4	you	✓										
	5	are	✓										
CVC Words	6	rag	range		NA	X		X	X				
	7	lid	little		NA	XX		X					
	8	dot	don't		NA	X			X				
	9	hum	✓		NA								
	10	bet	but		NA				X				
Digraphs & Short Vowels	11	rich	✓		NA			NA					
	12	shop	✓		NA		NA						
	13	tack	✓		NA			NA					
	14	quit	✓		NA		NA						
	15	moth	month		NA	X		NA	X		Blend		
Blends & Short Vowels	16	dust	bust		NA		X			NA			
	17	step	ship		NA	X	X		X	NA	X		
	18	trip	✓		NA					NA			
	19	pond	point		NA			X	X	NA	X		
	20	brag	baqs		NA					NA			
Sentences (Irregularly spelled sight words are in <i>italics</i>)													
21-26	The cat ^{so} had in the box.				X				X	NA	NA		
27-35	The fresh fish is still on the wet glass grass.			X	X						X		
36-42	Six flat shells were in my bath.					XX		XX					
Nonsense Words													
CVC	43	vop	✓		NA					NA	NA		
	44	yud	yub		NA			X		NA	NA		
	45	zin	✓		NA					NA	NA		
	46	keb	kib		NA				X	NA	NA		
Digraphs	47	shap	sharp		NA		NA		X		NA		
	48	thid	thin		NA		NA	X			NA		
	49	chut	✓		NA		NA				NA		
	50	weck	wech		NA			NA		X	NA		
30		Words Read Correctly <small>(out of 50 total)</small>		Error Column Totals		1	2	8	2	7	9	1	4
				No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final	Short Vowel	Digraph & Letters qu	Blend		

Data-Based Decision Making Presentation Handouts and Resources

Student Jill
Date September



RECORDING FORM **A**

		Error Grid						Observations Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow	
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, fch		
Nonsense Words				Initial	Final				
One Syllable & One Vowel	1 fut ✓								
	2 shob <u>shup</u>			NA	X	X			
	3 thox ✓			NA					
	4 lutch <u>lunch</u>		X		NA				
	5 phim ✓			NA					
	6 gred ✓						NA		
VC	7 strab <u>stob</u>		X				NA	X	
	8 misp ✓						NA		
	9 yume <u>yummy</u>		X				NA	NA	X
	10 weag <u>weg</u>						NA	NA	X
Vowel Team	11 jalb <u>jib</u>						NA	NA	X
	12 soom <u>sloam</u>		X				NA	NA	NA
	13 foam ✓						NA	NA	NA
	14 vawk ✓						NA	NA	NA
	15 said ✓						NA	NA	NA
	16 zout ✓						NA	NA	NA
	17 fay ✓				NA		NA	NA	NA
Vowel + R	18 frd ✓						NA	NA	NA
	19 gorf ✓						NA	NA	NA
	20 lerm ✓						NA	NA	NA
Error Column Totals		0	4	0	1	1	0	1	3
		No Try	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Trigraph	Mend	Advanced Vowel

Multi-Syllable Words			
Nonsense Words		Incorrect or No Try	
21	kimplut ✓		
22	gruckle <u>druckle</u>	X	
23	slafnode <u>snifate</u>	X	
24	dirper <u>dripper</u>	X	
25	parventic <u>parvest</u>	X	
Multi-Syllable Nonsense Word Errors		4	

Real Words		Incorrect or No Try
26	fantastic ✓	
27	several ✓	
28	attached ✓	
29	recognize <u>receive</u>	X
30	lotion <u>location</u>	X
Multi-Syllable Real Word Errors		2

17 Words Read Correctly (out of 30 total)

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1.	mud	mud
2.	nap	nap
3.	set	set
4.	fog	fog
5.	rib	rib
6.	life	life
7.	shak	shack
8.	ston	stone
9.	trunk	trunk
10.	got	goat
11.	scrap	scrape
12.	bet	beat
13.	champ	champ
14.	therd	third
15.	dran	drain
16.	brige	bridges
17.	cruc	crutch
18.	groing	growing
19.	wokt	walked
20.	born	born
21.	spow	spoil
22.	smiling	smiling
23.	slip	slipping
24.	shawting	shouting
25.	hier	higher

I-FINUS going to show
billed, it ^{is} the fornd
Kec sn, it yDed be a m
af nica, yhe onle way
t get on and of is boy
blimp on heli copter -
it wood be a serect
ma b awt-uv mud. It
wood have s. hys insid,
that wood be my dream
laws.

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Appendix A: General Phonics Lesson Plan

(Based on lesson plan contributed by Susan Hall from *Phonics Lesson Library™*, by 95 Percent Group Inc.)

Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose		
Practice Phonological Awareness		
Review Previous Lesson		
Introduce New Concept		
Provide Guided Practice		
Provide Extended Practice		
Practice Dictation		
Connect to Word Meaning		
Read Text		

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Appendix E: LETRS Basic Spelling Screener (K-2)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

Word	Initial Consonant	Final Consonant	Digraph, Trigraph	Blend	Start Vowel	Long Vowel VCS	Vowel Team/ Digiting	Number	Inflections	Word Tens	
mad	m	d			u						/25
nap	n	p			a						
set	s	t			e						
fog	f	g			o						
rib	r	b			i						
lila	l					LA					
shack		ck	sh			o, a					
stone				st							
trunk				tr							
goal	g						oa				
scrape				scr		ea					
beat							ea				
champ			ch	mp							
third			th					r			
drain				dr			ai				
bridges			dge	br				s			
crutch			rch	cr							
growing				gr			ow		ing		
walked	w						ai		ed		
born								or			
spoil				sp			oi				
smiling				sm					ing		
slipping				sl					ing		
shouting			sh				ou		ing		
higher	h						igh		er		
Totals											/77

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Appendix F: LETRS Basic Spelling Screener: Class Composite Sheet

Use this table to compile spelling screener data for your class. Highlight where students have made two or more errors within a category; they will need help with that skill.

	Student Name																			
Total Words Correct																				
Initial																				
Consonant																				
Final																				
Contentment																				
Digraph, Trigraph																				
Blend																				
Short Vowel																				
Long Vowel																				
VCE																				
Vowel Team/ Digiting																				
Vowel-																				
Inflections																				
Total (Out of 24)																				

Data-Based Decision Making

Presentation Handouts and Resources

Appendix G: LETRS Advanced Spelling Screener (3+)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

Word	Correct	Incorrect	Total	Percentage	Comments
cap					
chip					
shut					
tent					
grain					
broke					
slice					
trudge					
flight					
dropping					
gnaw					
curved					
lower					
babies					
matched					
known					
pattern					
staples					
radar					
except					
treasure					
organization					
questionable					
obedient					
resident					
Totals					

Data-Based Decision Making

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Appendix H: LETRS Advanced Spelling Screener: Class Composite Sheet

Use this table to compile spelling screener data for your class. Highlight where students have made two or more errors within a category; they will need help with that skill.

	Student Name																			
Total Words Correct																				
Short Vowel																				
Blend																				
Digraph, Trigraph																				
Long Vowel																				
Other Vowel																				
Complex Consonant																				
Inflection																				
Syllable Structure																				
Unaccented Syllable																				
Derivational Suffix																				
Root or Base Word																				
Total (Out of 82)																				

Data-Based Decision Making

Presentation Handouts and Resources

Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling

Louisa C. Moats and Carol A. Tolman

This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, h, p, f, c (/k/), n, b, r, j, k, v, g (/g/), w, d, h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ĕ/, /ŭ/, /ē/ spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -ip; sr, sl, or, ol, fr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	strong, scrape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = <i>c, s, z</i> ; /z/ = <i>s, z</i> ; /k/ = <i>k, c, -ck</i> after a short vowel; /g/ = <i>j, g</i>	1	1-2	result, gent, rock
Hard and soft <i>c</i> and <i>g</i> alternation, across a larger body of words	1	2-3	carry, center, girl, gentle
Final consonant blends with nasals: <i>nt, nd, mp, nk</i>	1	2-3	sink, sank, sunk; dump, tent
VCe long vowel pattern in single-syllable words	1	1	wage, theme, fine, doze, cute/rude
Vowel teams for long vowel sounds, most common: <i>ee, ea; ai, ay; oa, ow, oe; igh</i>	1	2	seek, meat, snow, boat, toe, stay, mail, fight
Vowel-r combinations, single syllables: <i>er, ar, or, ir, ur</i>	1	2	port, bird, turn, her
Digraphs <i>ph (/f/), gh (/ʒ/), ch (/k/ and /ʃ/)</i>	2	2-3	phone, cough, school, machine
Trigraphs <i>-tch (/tʃ/), -dge (/ʒ/)</i>	2	2-3	switch, judge
Other vowel-r combinations: <i>are, air, our, ore, ear, eer, ure, etc.</i>	2	2-3	hare, hair; for, four, fore; bear, heart
Diphthongs and vowels /aw/ and /oa/: <i>oi, oy; ou, ow; au, aw; oo, u</i>	1-2	2-3	toil, boyfriend, bout, tower, audio, claws, took, put
All jobs of <i>y</i> (as consonant /y/; as /ī/ on ends of one-syllable words like <i>cry</i> ; as /ē/ on ends of multisyllabic words like <i>baby</i> ; as /ī/ in a few words like <i>gym, myth</i>)	1	2	yellow, try, candy, gym
Silent letter combinations, Anglo-Saxon words	2	3	knew, calm, comb, ghost, write
The <i>-ild, -ost, -old, -olt, -ind</i> pattern	2	2	wild, most, cold, find
regular spellings of high-frequency words	K-3	K-3	they, enough, of, been, were, said, there

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Six Syllable Types and Oddities in Multisyllabic Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	sister, Sep – tember
Open: long vowel, no consonant ending	1	2	robot, behind, music
Vowel-consonant-e (VCe), long vowel sound	2	2	compete, suppose
Vowel-r combinations	2	2	por – ter, hurdle
Vowel teams: long, short, and diphthong vowels	2	3	meatloaf, neighbor, Toyland
Consonant-le (Cle), final syllables	2	3	eagle, stubble
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2-3	3	com – mit – ment, e – vent, ev – er – y, po – et
Oddities and schwa	2	3+	active, atomic, nation
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <i>v</i> or <i>j</i>	1	2-3	have, love, move; wage, huge, ridge, dodge
Floss rule (<i>f, l, s</i> doubling)	1	1	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	1	2-3	beginning
Drop silent <i>e</i> for suffix addition	1	2-3	scared, likable
Change <i>y</i> to <i>i</i> for suffix addition	1	2-3	studying, cried, candied
Other Aspects of Orthography			
Homophones	2	2-3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1-3	1-3+	house's, houses, houses'; it's, its; hers, theirs
Basic Morphology (Anglo-Saxon and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help, helps, helped, helping</i>)	1	1-2	walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1-2	2-3	caring, loved, cries
Irregular past tense and plurals	1-3	1-3	ran, went, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
Common derivational suffixes	2	2-3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, tend, fer

Planning an Entire Lesson: Text-Driven Comprehension

Presentation Handouts and Resources

Helping the Environment

Do you think just one person can do enough to make a difference in the environment? If you do, then you are right! Often, people think one person cannot do anything to help make a change. They believe that anything they do by themselves for the environment will only be a drop in the bucket. However, each one of us can do many things to help the environment. Starting today, here are a few things you can do to protect our world and everything in it—including ourselves.

Plant a Tree

One way to help the environment is to plant a tree. Trees help the environment in many ways. Their green leaves clean the air, their wide branches create shade, and their deep roots hold down soil so that other plants can grow. Before you plant a tree, first you must learn what kinds of trees grow where you live. When you choose the right kind of tree, find a good spot to plant it. After you ask permission to plant a tree in that spot, dig a small hole and plant the seedling.

Turn Off the Lights

Everyone knows that lights use electricity. But do you know how electricity is made? Here's one way. Machines called generators burn fuels like coal and oil. These burning fuels make smoke and pollute the air. So, if we use less electricity, the generators will burn less fuel and make less smoke. If you remember to turn off the lights whenever you leave a room, you will be helping to reduce the air pollution caused by making electricity.

Recycle

Every day, people use thousands of bottles, cans, and pieces of paper. Instead of throwing these things in the trash when people are done using them, many people help the environment by recycling. You and your family can rinse out empty milk jugs and juice bottles and place them into recycling bins instead of in the trash. Don't throw away your newspapers and other paper products. Recycle them! Recycling helps the environment by reducing the amount of waste sent to landfills. If your school does not recycle, you could help start a recycling program there. Ask your principal or your teachers how to begin.

Protecting our environment is a job we all must do. If every person remembers to do just a few simple things, we can help protect our world. Do your part!

Planning an Entire Lesson: Text-Driven Comprehension

Presentation Handouts and Resources

Excerpt from The Adventures of Grandfather Frog by Thornton W. Burgess

1 Grandfather Frog looked very solemn as he sat on his big green lily-pad in the Smiling Pool. He looked very much as if he had something on his mind. A foolish green fly actually brushed Grandfather Frog's nose and he didn't even notice it. The fact is he did have something on his mind. It had been there ever since his cousin, old Mr. Toad, had called the day before and they had quarreled as usual over the question whether it was best never to leave home or to go out into the Great World.

2 Right in the midst of their quarrel along had come Farmer Brown's boy. Now Grandfather Frog is afraid of Farmer Brown's boy, so when he appeared, Grandfather Frog stopped arguing with old Mr. Toad and with a great splash dived into the Smiling Pool and hid under a lily-pad. There he stayed and watched his cousin, old Mr. Toad, grinning in the most provoking way, for he wasn't afraid of Farmer Brown's boy. In fact, he had boasted that they were friends. Grandfather Frog had thought that this was just an idle boast, but when he saw Farmer Brown's boy tickle old Mr. Toad under his chin with a straw, while Mr. Toad sat perfectly still and seemed to enjoy it, he knew that it was true.

3 Grandfather Frog had not come out of his hiding-place until after old Mr. Toad had gone back across the Green Meadows and Farmer Brown's boy had gone home for his supper. Then Grandfather Frog had climbed back on his big green lily-pad and had sat there half the night without once leading the chorus of the Smiling Pool with his great deep bass voice as he usually did. He was thinking, thinking very hard. And now, this bright, sunshiny morning, he was still thinking.

4 The fact is Grandfather Frog was beginning to wonder if perhaps, after all, Mr. Toad was right. If the Great World had taught him how to make friends with Farmer Brown's boy, there really must be some things worth learning there. Not for the world would Grandfather Frog have admitted to old Mr. Toad or to anyone else that there was anything for him to learn, for you know he is very old and by his friends is accounted very wise. But right down in his heart he was beginning to think that perhaps there were some things which he couldn't learn in the Smiling Pool. So he sat and thought and thought. Suddenly he made up his mind.

5 "Chugarum!" said he. "I'll do it!"

6 "Do what?" asked Jerry Muskrat, who happened to be swimming past.

7 "I'll go out and see for myself what this Great World my cousin, old Mr. Toad, is so fond of talking about is like," replied Grandfather Frog.

8 "Don't you do it," advised Jerry Muskrat. "Don't you do anything so foolish as that. You're too old, much too old, Grandfather Frog, to go out into the Great World."

9 Now few old people like to be told that they are too old to do what they please, and Grandfather Frog is no different from others. "You just mind your own affairs, Jerry Muskrat," he retorted sharply. "I guess I know what is best for me without being told. If my cousin, old Mr. Toad, can take care of himself out in the Great World, I can. He isn't half so spry as I am. I'm going, and that is all there is about it!" 10 With that Grandfather Frog dived into the Smiling Pool, swam across to a place where the bank was low, and without once looking back started across the Green Meadows to see the Great World.

Planning an Entire Lesson: Text-Driven Comprehension

Presentation Handouts and Resources

Comprehension Planning Checklist

Title _____

Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	


Planning an Entire Lesson: Text-Driven Comprehension
Presentation Handouts and Resources

Story Framework

Name _____ Date _____


Title _____


When? Where?



Who?



 **What Happened?
First?**

 **Next? How? Why?**

 **Problem Solved?**

 **So What?**