

# Oregon Reading First Coaches' Newsletter



## Project Goals (2008-2009)

### Kindergarten:

- Increase student automaticity in whole word reading (by the end of kindergarten, students will read VC and CVC words as whole units).

### First Grade:

- Provide targeted instruction, based on student need, to all strategic and intensive students.

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## Data-Driven Decision Making

### DIBELS Refresher

DIBELS refresher trainings are an important activity to conduct with your entire assessment team – old and new- prior to DIBELS benchmark assessment administration! There is a DIBELS refresher module available on the Oregon Reading First website at: [http://oregonreadingfirst.uoregon.edu/assess\\_refresher.html](http://oregonreadingfirst.uoregon.edu/assess_refresher.html). We will also be hosting a webinar for all coaches on January 8, 2009 (for more information, please see the Upcoming Professional Development section below).

### Winter Benchmark Data Collection & NWF

Several notices have been sent out recently regarding some modifications we would like to make in the collection of NWF data for kindergarten and first grade students during the winter benchmark data collection. More specifically, we are asking schools to use a specially designed form that will allow for easy analyses of the strategies students are using to read nonsense words. The purpose of this is to help us focus on increasing student automaticity in whole word reading by providing information that will allow teachers to target their instruction and support as needed to help students read words as whole units. Schools have been provided with these forms and asked to score them as they would any NWF probe and, after scoring and entering student data in the DIBELS data system, return the forms to the ORFC. Once received, the words on the forms will be coded according to the strategy used and this data will be analyzed and compiled to provide reports to schools.

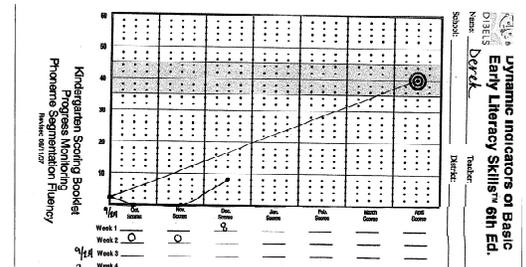
**NWF Scoring Tip:** When students respond on the NWF probe, underline blended nonsense words with one continuous line. When students provide individual sounds that are not blended, the tester needs to indicate with a short line under each letter. Also, remember to analyze Words Recoded Correctly (WRC) in addition to Correct Letter Sounds (CLS) on NWF when making instructional placements.

DIBELS Nonsense Word Fluency					
Kindergarten					
Winter Benchmark					
					Grade _____
					Examiner: _____
					Date: ____/____/____
<b>Directions:</b> * Please score with dashes and slashes per DIBELS guidelines.					
yiz	waa	zoe	ful	mit	___/15
ooo	ooo	ooo	ooo	ooo	
zum	nug	kan	ruv	fad	___/15
ooo	ooo	ooo	ooo	ooo	
vop	ij	op	juh	suu	___/13
ooo	ooo	ooo	ooo	ooo	
xuz	nv	vit	wam	buk	___/14
ooo	ooo	ooo	ooo	ooo	

## Topics for Grade Level Team Meetings

Now that winter benchmark data has been collected, it is time to examine all sources of student performance data and consider regrouping students. Here is a suggested agenda for your grade level meetings:

- ❑ Review DIBELS benchmark data.
  1. Review student scores and aimline progress. Set goals and draw aimlines for newly introduced measures (e.g., NWF in kindergarten, ORF in first grade)
  2. Analyze error patterns and/or word reading strategies from individual DIBELS booklets for each group (e.g., NWF General Performance Pattern Table; ORF General Performance Pattern Table, attached).
  3. Review Outcomes (Table 1) for K-6 students during winter of last year and compare to winter of this year. Evaluate fall to winter grade level instructional support plans (Table 2) by calculating the percent of students making adequate progress toward DIBELS benchmark goals.
- ❑ Review group in-program assessment data
  1. Did the students in the group meet the in-program assessment mastery criteria?
  2. Review group pacing schedule and lesson progress. Is the group meeting projected lesson pacing progress?
- ❑ Regroup students
- ❑ If any groups are not meeting mastery criteria, and/or are not meeting projected lesson pacing progress, modify instructional plans for that group.
- ❑ Discuss and Problem Solve any individual student concerns. Compare students' instructional recommendations from fall to winter. Are there students who fell from benchmark to strategic, or strategic to intensive? These students will likely need more intensive instruction. Specifically:
  - Administer Phonics Screener to benchmark students who fell back to strategic.
- ❑ Consider which intervention programs might be appropriate for strategic students who fell back to intensive and give the intervention program placement tests.
- ❑ Professional Development: Continue to follow up on professional development goals during GLT meetings and walk-throughs with principal.
- ❑ Set Grade Level Targets/Goals for targeted groups and/or students (one to two strategies to try daily with specific groups of students)



Oregon Reading First  
Lesson Progress Reporting

Program: Reading Mastery Classic 1 Page: 1 of 2 View Results

Student	Mastery Test 1		Mastery Test 2		Mastery Test 3		Mastery Test 4	
	Enter Score	Enter Score	Enter Score	Enter Score	Enter Score	Enter Score	Enter Score	
Alexander Ma	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	
Derek Tr	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	
Elena Ha	0 Pass	2 Fail	2 Fail	0 Pass	0 Pass	2 Fail	0 Pass	
Layla Gr	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	2 Fail	0 Pass	
Levi Ja	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	
Maggie Ra	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	
Nathan Ab	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	0 Pass	

## Data-Based Action Planning



You will need to revise your Data-Based Action Plans (due in February) during your January GLT meetings. For schools using Instructional Focus Groups, this will mean replicating the monthly data meetings with the addition of examining the mid-year Benchmark data, reviewing outcomes for K-5 students during winter of last year and comparing to winter outcomes this year, evaluating fall to winter grade level instructional support plans by calculating the percent of students making adequate progress toward DIBELS benchmark goals, and revising their action plan (see January GLT agenda on previous page of newsletter). Schools who are not using Instructional Focus Groups will complete the winter GLT/ERT Action Planning Module that includes many of these same steps, as well as the identification of systems that need support. Please see the Professional Development section of the newsletter for more information on upcoming webinars about the data-based action planning process.

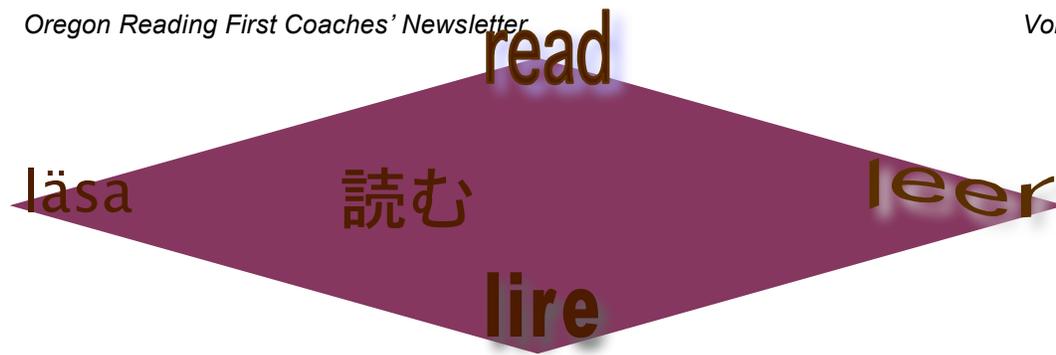
## Instruction

### Tips for Small Group Instruction

Keep in mind some of the following tips when providing small group instruction for students using intervention programs:

- Consider teaching small groups without a table. This helps eliminate competing problem behaviors such as: a) students slouching on tables; b) students putting their heads on the table; and c) students playing with objects underneath the table. Having students seated in a semi-circle helps eliminate negative competing behaviors.
- Practice the script before instructing students.
- Always teach to mastery (this is your number one priority!)
- Students must be firm on skills, and if they are not, the instructor should not continue introducing new concepts. Instead, re-teach skills and continue to periodically assess for mastery until mastery has been demonstrated.
- Maintain a perky pace while delivering instruction (Research has shown that maintaining a rapid pace when working with students results in better student engagement, as well as more correct responses from students; Carnine, 1979)
- Keep detailed notes about student progress (e.g., number/type of errors, lessons completed, performance on mastery tests, etc.)
- Literacy coaches should periodically provide practice sessions and hold data analysis discussions with teachers and IAs to ensure high-quality implementation of intervention programs.





## ELL Corner

### Spanish Language Pronunciation Guide

When assessing students on FPS, please remember that:

“h” is silent

“c” is pronounced /s/ before “e” or “i” (/th/ in regional dialects)

“g” is pronounced /j/ before “e” or “i”

“z” is pronounced /s/ (/th/ in regional dialects)

“x” can be pronounced /ks/ as in *taxi*, /j/ as in *México*, or /s/ as in *Xochimilco*

“v” can be pronounced /v/ or /b/ (/b/ is more common)

“w” and “k” are used only in foreign words

“u” is silent after “q” or “g,” or preceding “e” or “i”

“r” is pronounced /r/ in the middle of a word (as in *cara*) but is pronounced /rr/ at the beginning of a word or after “n,” “l,” or “s” as in *Israel*, *enredar*, *alrededor*



# Upcoming Professional Development Sessions

## DIBELS Refresher Webinar (January 8, 2009)

From 2:00 – 3:00 on Thursday, January 8<sup>th</sup> we will be hosting a DIBELS refresher webinar that will focus primarily on the scoring of NWF and ORF measures. This brief training session will include discussion following a PowerPoint presentation and will also offer opportunities to practice scoring some of the trickier issues testers might encounter when assessing students. All materials that will be referenced during this session will be sent to coaches via email and posted on the Oregon Reading First Center website.

## Horizons Training (January 9, 2009)

The morning session will be a continuation of the Horizons A/B session offered on September 23<sup>rd</sup>, focusing on later parts of the program and using data to make instructional decisions. During the afternoon Peggy will provide an overview of Horizons C/D, including appropriate placement, teaching to mastery, and using data to make instructional decisions

## Data-Based Action Planning Webinar (January 13, 2009)

There will be two webinars on January 13, 2009 for reading coaches. The first session is from 1:00 – 2:00 and is for coaches whose schools are using the Instructional Focus Groups/CSI documents and the second session is from 2:00 – 3:00 and is for coaches whose schools are using the traditional CSI map. Coaches, please plan on attending the webinar that applies to your school.

**Upcoming dates (see the ORFC calendar for complete listings):**

**1/8/09:** DIBELS Refresher Webinar (2:00 – 3:00)

**1/9/09** – Horizons Training

**1/13/09** – Data-Based Action Planning Webinar (1:00 – 3:00)