



# Oregon Reading First Coaches' Newsletter

## Welcome Back, Coaches!

Last year we sent out an "Enhancement Newsletter" to support coaches in schools that had the core enhancement training. This year, we are continuing that support in the "Enhancement Corner" as well as adding useful information for all Oregon Reading First coaches. This newsletter will contain timely information and will also revisit some of the information from previous years. We hope it will be helpful to you.

### In This Issue:

- Assessment Corner
- Placement and Firm-up for Intervention Programs
- Using Student Data to Form Instructional Groups
- Review Effective Instructional Technique
- September Enhancement Activities
- ELL Corner

### Support Pages (sent in separate emails):

- DI firming up procedures
- DIBELS scoring reference guide
- Ensuring DIBELS Reliability
- Template Review Reference
- Sound Spelling Review Procedure
- Instructional Focus Group Planning Page
- Effective Instructional Technique

## Assessment Corner

### 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 on the Oregon Reading First Website under the Assessment Tab.

### 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 this with a short line under each letter. Also, remember to analyze Words Recoded Correctly (WRC) in addition to Correct Letter Sounds on Nonsense Word Fluency when making instructional placements. This is particularly important in fall of first grade. We need to know which students are blending and which are not!

### Initial DIBELS Training

ODE Outreach will be providing an initial DIBELS training on Sept 16th in the Salem area and on October 8 in the Bend area. Visit the ODE website (<http://www.ode.state.or.us/news/events>) for information on location and registration:

### Firming-up and Placement for Supplemental and Intervention programs

As you analyze your data and look at placement in supplemental and intervention programs, be sure you are using your placement tests for determining the correct placement to meet student needs. Once placement tests have been given, utilize in-program assessments to fine-tune group placement. Remember, groups are fluid. You may have to re-group students after about two weeks when you have sufficient information to make data-driven decisions.

For students who have been taught in Direct Instruction programs for one or more years, placement tests may place them lower than they really need to be. Use the attached "firming up" procedures to bring them up to speed to continue their progress in the program.

## Using Student Data to Form Instructional Groups

You will soon have all of your student DIBELS data and appropriate in-program placement assessment data and will be ready to form your instructional groups. We have attached blank worksheets for you and your teachers to organize the student data and instructional groups. REMIND the teachers that the "big idea" is to plan appropriate instruction for each of the different groups.

## Review Effective Instructional Techniques

During grade-level meetings in September, review the importance of using effective instructional technique (i.e., unison oral responses, signaling, pacing, monitoring, and error correction) during reading instruction.

### Upcoming dates (see the ORF calendar for complete listings):

**8/25-9/19:** DIBELS window

**9/12, 9/26 1:00** New Coaches' Conference Calls

**9/17 3:00- 4:30** District Team Leader Webinar

**9/19 12:00** Brown Bag Session with Jan Hasbrouck (see article below)

**9/23** Horizons Training

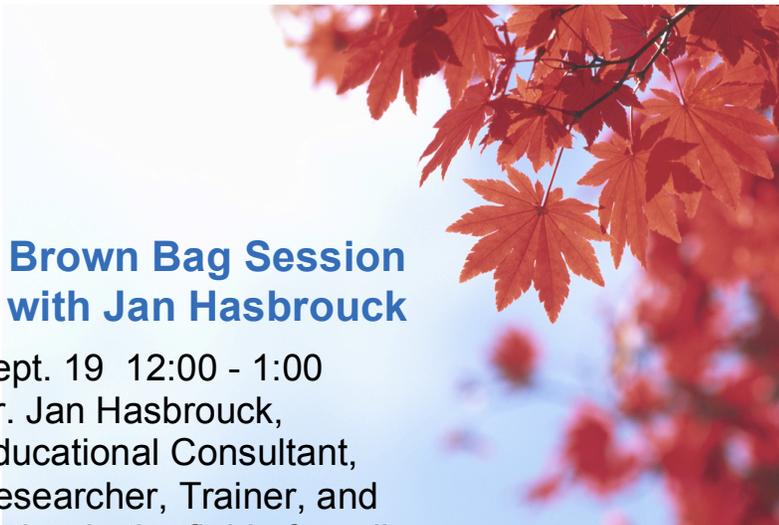
**9/24 1:00 - 3:00** Lesson Progress Reporting Webinar

**9/26** School Profile and Teacher Commitment form due

**10/2 - 10/3** Cohort B and B-ELL Leadership Session, Portland

**10/9 11:00\*** Brown Bag Session with Wayne Callender; Response to Intervention \* Note time change

Remember to check the Oregon Reading First website, [oregonreadingfirst.uoregon.edu](http://oregonreadingfirst.uoregon.edu), and the ODE Events website, <http://www.ode.state.or.us/news/events/> for upcoming events



### Brown Bag Session with Jan Hasbrouck

Sept. 19 12:00 - 1:00  
 Dr. Jan Hasbrouck, Educational Consultant, Researcher, Trainer, and Author in the field of reading *fluency, coaching* and consultation, and *assessing* and teaching struggling readers. Dial 1-800-977-8002. When prompted, enter 425468#.

### New Coaches' Corner

***You are not alone! We are here to support you! Look for this corner every month for tips and updates for you.***

The New Coaches' Conference calls this month are on September 12 and 26 at 1:00. Dial 1-800-977-8002. When prompted, enter 425468#. You will get important information, and can network with other new coaches that may be feeling as overwhelmed as you are!

And remember that your Regional Coordinator is always available to answer any questions you have.



# September Enhancement Activities (for enhancement schools)

## All Grade Levels:

- ◆ Use Template Review Reference as a refresher tool. (attached)
- ◆ Use student data to place students in instructional focus groups and plan instructional focus for each group (Module 6).
- ◆ Make sure to have the newest videos of templates on hand and the technology ready to view them at grade level meetings. Each month this newsletter will highlight which videos to watch.

## Kindergarten

- ◆ Template Practice:
  - \* Card #5

## Grade 1

- ◆ Review Sound/Spelling Cards.
- ◆ Practice Sound/Spelling card introduction and practice Sound/Spelling card review procedures (attached).
- ◆ Template practice: Cards # 3, 5, 8, 9

## Grade 2

- ◆ Review Sound/Spelling Cards.
- ◆ Practice Sound/Spelling card introduction and practice Sound/Spelling card review procedures (attached).
- ◆ Template practice: Cards # 3, 5, 7, 8

## Grade 3

- ◆ Review Sound/Spelling Cards.
- ◆ Practice Sound/Spelling card introduction and practice Sound/Spelling card review procedures (attached).
- ◆ Template practice: Cards # 3, 7, 10

### **REWARDS "TRAINER OF TRAINERS" OPPORTUNITY**

If you are using the "Rewards" program in your district, you might be interested in this training. Click on this link to view the flyer.

[REWARDSOnePageFlyer20082009.pdf](#)



## ELL Corner

### Enhancing the Spanish Core Program with Phonemic Awareness

The initiation of the No Child Left Behind Act of 2001, demanded that publishers improve core reading programs. All core reading programs published after 2001, include the five big ideas in reading. Nevertheless, it is important for practitioners to look at how the five big ideas are presented in their core programs. Specifically, attention should be focused on the presentation and delivery of phonemic awareness in the early grades. When teaching English learners to decode in Spanish, it is pivotal for kindergarten and first grade teachers to explicitly and systematically teach phonemic awareness (Jimenez & O'Shanahan, 2008). Acquiring phonemic awareness skills allows students to manipulate phonemes, which is a pivotal skill when learning to decode (Gersten & Geva, 2003; Jimenez & O'Shanahan, 2008; Vaughn et al., 2003). When teaching phonemic awareness it is important for teachers to teach this skill orally and to withhold the introduction of printed words. The emphasis of phonemic awareness is for students to hear each letter sound at the phoneme level (Jimenez & O'Shanahan, 2008). A format for the delivery of a power phonics lesson is provided below to help teachers systematically plan daily instruction for students.



### Spanish Teaching Routines

#### This is the main part of the lesson\*

1. **Always start the lesson with a phonemic awareness activity** (use tarjetas 1-5, select words from the Biblioteca fonética books or from the anthology). Look in the back of the theme for the Word list.
2. **Phonics.** Teach letter sounds using tarjetas 7-9. Select words from the Biblioteca fonética books or from the anthology.
3. **Teach high frequency words** useful for reading the selection in the Biblioteca Fonética
4. **Decodable books.** Always provide reading practice using decodable books. Pre-teach a few vocabulary words using a prompt or an example in a sentence. Don't spend too much time defining words. Use tarjetas for fluency building to increase pacing.

When modeling reading, tell students how to use decoding strategies to read low frequency words. Model sounding out letters, blending syllables, reading whole word (as in Tarjeta 8 and 9).

Ask a few comprehension questions or do a retell. (Model first)

\*Follow the same sequence every day. Reteach this section for struggling students. This power phonics lesson should last about 20-30 minutes.

## **5. Read Alouds or Anthology**

Do Read Aloud activity and/or reading comprehension activities from the Anthology. Students should have specific questions to focus on when they listen or read the Anthology. For example, students can compare and contrast main characters, students can provide specific information from informative text, etc... Never ask students to read text without a purpose (i.e., they are looking for specific information, they are doing a retell, they are practicing reading fluency with 97% accuracy).

### **IDEL Assessment Tips:**

Refer to the Oregon Reading First website under the categories bilingual educators and IDEL to access and review information regarding IDEL assessments.

### **Behavior Tip:**

Make sure to start the year establishing and teaching routines (i.e., teach and post 3-5 classroom rules in your classroom) and expectations (e.g., teaching students how to sit on the carpet, sit in their chairs, transitioning from different subjects, turning in homework, etc.). Make sure to review routines and expectations daily to ensure student success. Remember to catch and praise appropriate student behavior!



# Procedures for Ensuring the Reliability of DIBELS Data Collection

## Oregon Reading First

### **Why is collecting accurate and reliable student performance data important?**

The primary purpose for collecting student performance data (e.g., DIBELS, SAT-10) is to aid in instructional planning and educational decision-making for individual students and groups of students. The decisions we make based on these data have important instructional implications and many times drive resource allocation. To ensure that the decisions we make about students are valid, it is critical to collect accurate and reliable data.

### **Procedures for Ensuring and Monitoring the Reliability of the DIBELS Benchmark Data:**

- Ensure that each member of the DIBELS assessment team has been adequately trained. As a prerequisite to participating on the assessment team, all testers should have participated in a **comprehensive DIBELS training** and practiced administering the DIBELS assessments with 5-7 children.
- **Conduct DIBELS “refresher” trainings** prior to each benchmark data collection time. Note: This refresher training is not meant to serve as an initial training (See **Planning DIBELS “Refresher” Trainings**)
- **Shadow the testers.** Provide feedback on the standardization of the administration of the measures. The *Assessment and Integrity Checklists* in the *DIBELS Administration and Scoring Guide* (<https://dibels.uoregon.edu/measures/download.php>) can be used to observe the testing administration for each DIBELS measure. This feedback is critical for first time DIBELers.
- **Check the scoring on a random sample of booklets for scoring problems.** After scoring is complete, choose a sample of the protocols (i.e., approximately 20%) and check that they all have been scored properly. If systematic errors in scoring are identified in more than 10% of the booklets, re-check all of the booklets.
- **Check the data entry of a random sample of scores for data entry errors.** If errors in data entry were made in more than 10% of the scores, re-check all data entries

#### **Refresher Training Agenda:**

- ✓ Review Administration and Scoring Rules
- ✓ Practice Administration and Scoring
- ✓ Check for Standardization

### **Additional Procedure:**

- **Retest a random sample of students** (i.e., approximately 10%) and look for any discrepancies in scores. Considerations in this process include: re-testing within a short time frame (i.e., one or two weeks), preparing extra testing materials, and identifying a process for comparing scores (i.e., entering in a spreadsheet).

### **Resources:**

- **DIBELS Administration and Scoring Guide** <https://dibels.uoregon.edu/measures/download.php>
- **Administration and Scoring Quick Reference**
- **Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data** (Harn, 2000) <http://dibels.uoregon.edu/logistics.php>

## DIBELS Administration and Scoring Reference

	<b>Timing</b>	<b>Hesitation</b>	<b>Prompt</b>	<b>Discontinue</b>	<b>Scoring Tips*</b>
<b>Letter Naming Fluency (LNF)</b>	Start timing after saying “Begin” and stop at 1 minute. (1)	After 3 seconds, provide the correct letter name and point to the next letter.	“Remember to tell me the letter name and not the sound.” (One time only)	No letters correct in the first row (10 letters).	Draw a line through a skipped row and do not count in scoring.
<b>Initial Sound Fluency (ISF)</b>	Start timing after question and stop when student responds.	After 5 seconds, score as 0 and present next question.	“Remember to tell me the picture that begins with the sound ____.”	Score of 0 on first 5 questions.	Record number of seconds and calculate the fluency score.
<b>Phoneme Segmentation Fluency (PSF)</b>	Start timing when first word is presented and stop at 1 minute. (1)	After 3 seconds, provide next word.	“Remember to tell me the sounds in the word.”	No correct sound segments in first 5 words.	If student repeats the entire word with no segmentation, circle the word and do not give any points.
<b>Nonsense Word Fluency (NWF)</b>	Start timing after saying “Begin” and stop at 1 minute. (1)	After 3 seconds, score the sound/word as incorrect and provide the correct sound/word. If necessary, point to the next sound/word, and say, “What sound/word?”* Depends on whether student is reading “sound by sound” or “word by word”.		No correct sounds in first 5 words.	Make sure to underline blended nonsense words with one continuous line. Individual sounds must be marked with a short line under each letter. Draw a line through a skipped row and count each sound as incorrect.
<b>DIBELS Oral Reading Fluency (DORF)</b>	Start timing after student says first word and stop at 1 minute. (1)	After 3 seconds, provide the next word.		No words read correct in first row.	Three passages administered and median (middle) score recorded.

\* Please see the *DIBELS Administration and Scoring Guide* (Good & Kaminski, 2002) for comprehensive administration and scoring rules. Available at <http://dibels.uoregon.edu>

# **DIBELS Administration and Scoring Reference**

## Start-of-year Firming Procedures

(for students who have been taught in a Direct Instruction program for one or more years)

**Purpose:**

- to quickly return students to their instructional levels
- to firm students to 90% accuracy on previously-learned material

**Timeline:**

- firming process should take 3 to 7 instructional days

**Procedure:**

- 1) **Back students up to the lesson indicated by the coordinator or implementation manager. (If you have not been given this lesson number, then back students up three lessons from the last lesson taught the previous year.)**

Present the lesson for up to three days until the students are at mastery within the scheduled lesson presentation time. Always start the lesson from the first lesson task, not from the point at which you stopped the previous day. (Note: Starting the lesson over from the beginning is a procedure used only for start-of-year firming.)

- 2) **If students reach mastery within three days, start the next lesson.**

Follow procedures in #1. Present the lesson for up to three days and begin each day with the first task. Do not present a new lesson until children are at mastery within the scheduled time.

**If students do NOT reach mastery within three days, place some or all children at an earlier lesson.**

Notify your coach or coordinator immediately. Do not “drag” the children through lessons.

- 3) **Present the third lesson.**

Although this lesson is new, students should be able to perform at mastery. If they are not at mastery, notify your coach or coordinator to determine the best placement.

**Examples:**

Example:	Day / Lesson #:	What students complete:
<b>Example 1</b>	Day 1: Lesson 80	only 5 tasks
	Day 2: Lesson 80 again; start with task 1	teacher presentation and half of story
	Day 3: Lesson 80 again; start with task 1	whole lesson within scheduled time
	Day 4: Lesson 81	teacher presentation and half of story
	Day 5: Lesson 81 again; start with task 1	whole lesson within scheduled time
	Day 6: Lesson 82	whole lesson within scheduled time (Students are at mastery. Firming procedures are complete.)

<b>Example 2</b>	Day 1: Lesson 80	only 3 tasks
	Day 2: Lesson 80 again; start with task 1	teacher presentation but no story
	Day 3: Lesson 80 again; start with task 1	teacher presentation and 3 sentences of story (Students are NOT at mastery. Call coach or coordinator immediately.)

<b>Example 3</b>	Day 1: Lesson 80	whole lesson within scheduled time
	Day 2: Lesson 81	half the lesson
	Day 3: Lesson 81 again; start with task 1	whole lesson within scheduled time
	Day 4: Lesson 82	whole lesson within scheduled time (Students are at mastery. Firming procedures are complete.)

<b>Example 4</b>	Day 1: Lesson 80	whole lesson within scheduled time
	Day 2: Lesson 81	whole lesson within scheduled time
	Day 3: Lesson 82	whole lesson within scheduled time (Students are at mastery. Firming procedures are complete.)

### Rules for Dealing with Specific Problems:

- Deal with specific problems during the firming period and as a pre-teaching exercise.
- Do not stop lesson progress or take students back in the program for specific problems.

<b>Example 1</b> RM I or Decoding A	students confuse sounds for short and long a	Firm students on the sounds
<b>Example 2</b> RM III - VI	students have forgotten some of the skillbook and workbook information presented the previous year, especially if they completed only part of the level	Firm students on workbook and/or skillbook items: 1) present them verbally by reading the questions and having students answer them orally 2) have students write the answers later during independent work time 3) repeat procedure for 5 days 4) if not at mastery (at least 85%), contact coach or coordinator
<b>Example 3</b> Reading Mastery or Decoding	students are 2 or 3 errors over error limit or read with slow rate on first checkout	Inform coach or coordinator of problem and implement firming procedures: 1) have students do daily timed readings to teacher or peer 2) if students fail second checkout, notify coach or coordinator immediately

Kindergarten Class Sorting Grid

◆ Instructional Focus Groups

School: \_\_\_\_\_

Class: \_\_\_\_\_

<p><b>Instruction Focus 1</b>                  Students who are classified Benchmark on program independent screening or progress monitoring and pass all Theme Skills Tests  <u><b>Student Names</b></u></p>	<p><b>Instruction Focus 2</b>                  Students who are classified Benchmark on program independent screening or progress monitoring and fail one or more Theme Skills Tests  <u><b>Student Names</b></u>                      <u><b>Areas of Need</b></u></p>	<p><b>Instructional Focus 3</b>                  Students who are classified Strategic on program independent screening or progress monitoring and pass all Theme Skills Tests  <u><b>Student Names</b></u></p>
<p><b>Instructional Focus 4</b>                  Students who are classified Strategic on program independent screening or progress monitoring and fail one or more Theme Skills Tests  <u><b>Student Names</b></u>                      <u><b>Area(s) of Need</b></u></p>	<p><b>Instructional Focus 5</b>                  Students who are classified Intensive on program independent screening or progress monitoring  <u><b>Student Names</b></u></p>	<p><b>ELD Instructional Focus</b>                  Students who are English Language Learners and require ELD instruction  <u><b>Student Names:</b></u></p>

Grade 1 Class Sorting Grid

◆ Instructional Focus Group

School: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Instructional Focus 1</b> Students who are classified Benchmark on program independent screening or progress monitoring and pass all Theme Skills Tests</p> <p><u><b>Student Names</b></u></p>	<p><b>Instructional Focus 2</b> Students who are classified Benchmark on program independent screening or progress monitoring and fail one or more Theme Skills Tests</p> <p><u><b>Student Names</b></u>      <u><b>Area(s) of Need</b></u></p>	<p><b>Instructional Focus 3</b> Students who are classified Strategic on program independent screening or progress monitoring and pass all sections on the HMR Phonics/Decoding Screening Test</p> <p><u><b>Student Names</b></u></p>
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<p><b>Instructional Focus 4</b> Students who are classified Strategic on program independent screening or progress monitoring and fail one or more sections of the HMR Phonics/Decoding Screening Test Record letter names and sounds missed for each student under their name</p>					
<p>Short vowels in CVC words <b>Task 5A</b></p>	<p>Short vowels, digraphs, and -tch trigraph <b>Task 5B</b></p>	<p>Consonant blends with short vowels <b>Task 5C</b></p>	<p>Long vowel spellings <b>Task 5D</b></p>	<p>R- and l-controlled vowels <b>Task 5E</b></p>	<p>Variant vowels and diphthongs <b>Task 5F</b></p>
<p><u><b>Student Names</b></u></p>	<p><u><b>Student Names</b></u></p>	<p><u><b>Student Names</b></u></p>	<p><u><b>Student Names</b></u></p>	<p><u><b>Student Names</b></u></p>	<p><u><b>Student Names</b></u></p>

Grade 1 Class Sorting Grid

◆ Instructional Focus Groups

School: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructional Focus 5**  
Students who are classified Intensive on program independent screening or progress monitoring. Students should be placed in categories that match the intervention placement tests.

| <u>Student Names</u> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|                      |                      |                      |                      |                      |                      |

**ELD Instructional Focus**  
Students who are English-language learners and require ELD instruction.  
Student Names

Grades 2-3 Class Sorting Grid ♦ Instructional Focus Groups

School: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Instructional Focus 1</b>                  Students who are classified Benchmark on program independent screening or progress monitoring and pass all Theme Skills Tests.  <u><b>Student Names</b></u></p>	<p><b>Instructional Focus 2</b>                  Students who are classified Benchmark on program independent screening or progress monitoring and fail one or more Theme Skills Tests.  <u><b>Student Names</b></u>                      <u><b>Area(s) of Need</b></u></p>
<p><b>Instructional Focus 3</b>                  Students who are classified Strategic on program independent screening or progress monitoring and pass all sections on the HMR Phonics/Decoding Screening Test.  <u><b>Student Names</b></u></p>	<p><b>Instructional Focus 4 (starting mid-grade 2)</b>                  Students who are classified Strategic on program independent screening or progress monitoring and pass all sections of the HMR Phonics/Decoding Screening Test except 5G or 5H  <u><b>Student Names</b></u></p>

Grades 2-3 Class Sorting Grid ♦ Instructional Focus Groups

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructional Focus 5**  
 Students who are classified Strategic on program independent screening or progress monitoring and fail one or more sections on the HMR Phonics/Decoding Screening Test from Task 5A-5F  
 Record letter names and sounds missed for each student under their name.

Short vowels in CVC words <b>Task 5A</b>	Short vowels, digraphs, and -tch trigraph <b>Task 5B</b>	Consonant blends with short vowels <b>Task 5C</b>	Long vowel spellings <b>Task 5D</b>	R- and l- controlled vowels <b>Task 5E</b>	Variant vowels and diphthongs <b>Task 5F</b>
<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>

Grade 2-3 Class Sorting Grid ♦ Instructional Focus Groups

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructional Focus 6**  
 Students who are classified Intensive on program independent screening or progress monitoring. Students should be placed in categories that match the intervention placement tests.

| <u>Student Names</u> |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
|                      |                      |                      |                      |                      |                      |

**ELD Instructional Focus**  
 Students who are English-language learners and require ELD instruction.  
Student Names

## **EFFECTIVE INSTRUCTIONAL TECHNIQUES**

### **PART 1**

Think of a skill that was difficult for you to learn and required instruction (e.g., swimming lessons, Little League, knitting lessons). Discuss with your table group what made learning this skill challenging.

### **PART 2**

Consider how you directly instruct your students in reading, for instance in sound/spellings or high frequency word recognition. With this type of instruction in mind, discuss with your group the questions listed below regarding each of the effective instructional techniques.

#### **1. Unison Oral Responding**

How can you insure all students respond? Why is a unison response important?

#### **2. Signaling**

Do you currently use any signals to elicit student response? What is the purpose of using a signal?

#### **3. Pacing**

How does instructional pacing affect the instruction for struggling readers?

#### **4. Monitoring**

How do you monitor student responses and that all students are participating in the instruction and practice?

#### **5. Correcting Errors and Teaching to Mastery**

How are individual and group errors corrected? How do you insure students who are corrected have mastered the correct responses?

## Introducing New Sound/Spellings

<b>New Sound/Spelling Card</b>		
<b>Materials:</b> Sound/Spelling Card(s)	<b>Do</b>	<b>Say</b>
<b>Focus</b>	Touch side of card.	<i>The card is Jumping Jill. Card?</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Tap side of card.	<i>(Jumping Jill)</i>
<b>New Sound</b>		
<b>Focus</b>	Touch near picture	<i>The sound is /j/. Sound?</i>
<b>Wait Time</b>	1 second	
<b>Signal for Student Response</b>	Tap near picture	<i>(/j/)</i>
<b>New Spelling(s)</b>		
<b>Focus</b>	Touch near target spelling.	<i>The spelling is gi_. Spelling?</i>
<b>Wait Time</b>	1 second	
<b>Signal for Student Response</b>	Tap near target spelling.	<i>(gi_)</i>

## Template Reference

	Focus	Say	Wait Time	Signal	Error Correction
<b>Card #1</b> <b>Letter Recognition</b> <b>(Name) Review</b>	Point just to the left of the letter	“Name?”	2 seconds	Tap under letter	“My turn. Name? Your turn. Name?” Back up two letters.
<b>Card #2</b> <b>Letter/Sound Review</b>	Point just to the left of the letter	“Sound?”	2 seconds	Tap under letter	“My turn. Sound? Your turn. Sound?” Back up two sounds.
<b>Card #3</b> <b>Word Reading</b> <b>(Regular)</b>	Point just to the left of the word	“Word”	2 seconds	Slide hand under word swiftly	“My turn. Word? Your turn. Word?” Use Sound-by- Sound (Card 8) or Continuous (Card 9) blending routine, or Spelling Focused word reading (Card 10). Back up two words.
<b>Card #3</b> <b>Word Reading</b> <b>(Irregular)</b>	Point just to the left of the word	“Word”	2 seconds	Slide hand under word swiftly	“My turn. Word? Your turn. Word? Spell _____. Word?” Back up two words.
<b>Card #4</b> <b>Onset-Rime</b> <b>Blending Instruction</b>	Tap green cap of whiteboard marker. Tap white part of marker	“/k/”  “/at/”	None	Slide finger above marker from left to right from student perspective.	“My turn. /f/ /or/ for. Your turn. /f/ /or/ Back up two items.
<b>Card #5</b> <b>Phoneme Blending</b> <b>Instruction</b>	Tap one cube as you say each sound from left to right from student perspective; one second	“/k/ /a/ /t/”	None	Quickly slide finger above cubes from left to right from student perspective.	“My turn. /k/ /a/ /t/ cat. Your turn. /k/ /a/ /t/ Back up two items.

## Template Reference

	between each sound.				
	<b>Focus</b>	<b>Say</b>	<b>Wait Time</b>	<b>Signal</b>	<b>Error Correction</b>
<b>Card #6</b> <b>Phoneme Segmentation</b>	Hold up a closed fist, fingers facing you.	“Cat”	None	Every second hold up one finger in a left to right progression from student perspective for every sound in the word.	“My turn. Cat. /k/ /a/ /t/ Your turn. Cat.” Back up two items.
<b>Card #7</b> <b>Sound/Spelling Review</b>	Point just to the left of the spelling.	“Sound?”	2 seconds	Tap under spelling*	“My turn. Sound? Your turn. Sound?” Back up two spellings.
<b>Card #8</b> <b>Sound-by-Sound Blending</b>	<u>Sound/Spellings:</u> Write spelling <u>Blending after each sound:</u> Point just to the left of first spelling. <u>Word reading:</u> Point just to the left of the word	“Sound?”  “Blend.”  “Word?”	None	Tap under spelling* Sweep finger under spellings. Slide hand swiftly under word.	Sound error: “My turn. Sound? Your turn. Sound?” Erase letters. “Let’s start over.” Re-present word. Don’t back up two words.  Blending or word error: “My turn. Blend. (or) Word? Your turn. Blend. (or) Word?” Finish word. Erase missed word, back up two words, repeat word reading and re-present missed word.
<b>Card #9</b> <b>Continuous Blending</b>	<u>Blending:</u> Point just to the left of the word unless word starts with a stop sound; if so point under the first letter.  <u>Word Reading:</u>	“Blend.”	1 second	Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds and an instant for stop sounds.  Slide hand swiftly	Sound error: “My turn. Sound? Your turn. Sound?” “Let’s start over.” Re-present word. Don’t back up two words.  Blending or word error: “My turn. Blend. (or) Word? Your turn. Blend. (or) Word?” Finish word, back up two words, repeat word reading and re-present missed word.

## Template Reference

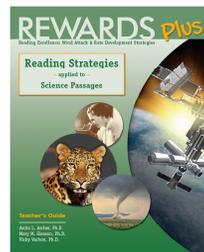
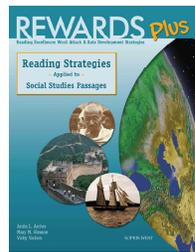
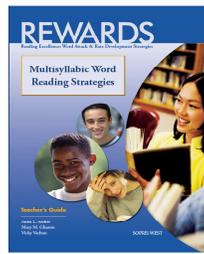
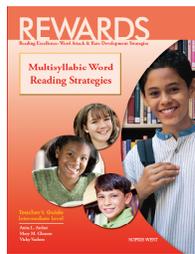
	Immediately point just to the left of the word.	“Word?”	None	under word.	
	<b>Focus</b>	<b>Say</b>	<b>Wait Time</b>	<b>Signal</b>	<b>Error Correction</b>
<b>Card #10</b> <b>Word Reading –</b> <b>Spelling Focused</b>	Point under the focus spelling *	“Sound?”	1 second	Tap under spelling	Sound error: “My turn. Sound? Your turn. Sound?”
	Point just to the left of the word.	“Word?”	2 seconds	Slide hand swiftly under word.	Word error: “My turn. Sound? Word? Your turn. Sound? Word?” Back up two words.

\*If spelling has two letters, point with two fingers together.

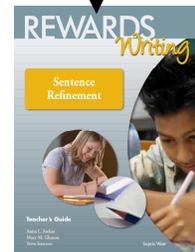
## Template Reference

	Focus	Say	Wait Time	Signal	Error Correction
<b>Card #11</b> <b>Reading Decodable Text -Introductory</b>		"Touch under the first/next word Figure out the word to yourself."  "Word?"	3 seconds	Tap	"My turn. That word is _____. What's the word? Go back to the beginning of the sentence."
<b>Card #12</b> <b>Reading Decodable Text - Intermediate</b>		"Touch under the first word of the sentence."  "Read" (say nothing for all other words in the sentence)	3 seconds	Tap  (continue tapping every 3 seconds for each word in a sentence)	"My turn. That word is _____. What's the word? Go back to the beginning of the sentence."
<b>Card #13</b> <b>Reading Decodable Text - Advanced #1</b>		"Touch under the first word of the page. (Pause) Read the page to yourself."  "Stop. Go back to where you started. (Pause) Touch under the first word. (Pause) Read."	Monitor and allow sufficient time for middle level strategic students to read the page.	Tap every 1-2 seconds to set the pace.	"My turn. That word is _____. What's the word? Go back to the beginning of the sentence."
<b>Card #14</b> <b>Reading Decodable Text - Advanced #2</b>		"Touch under the first word of the page. (Pause) Read the page to yourself."  "Stop. Go back to where you started. (Pause) Touch under the first word. (Pause) Read."	Monitor and allow sufficient time for middle level strategic students to read the page.	Teacher chorally reads the text with students one word per second. As students become more fluent, teacher increases the rate.	"My turn. That word is _____. What's the word? Go back to the beginning of the sentence."

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REWARDS Writing	Aug. 1, 2008 (early evening)	San Francisco, CA	
REWARDS Plus**	Aug. 2, 2008 (one full day)	San Francisco, CA	
REWARDS*	Sept. 9-10, 2008 (two full days)	Atlanta, GA	
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