Beginning Reading Core Components

#1. Phonemic Awareness – The understanding that individual sounds of spoken language (phonemes) work together to make words. This allows readers to hear, identify, and manipulate the individual sounds.

#2. Phonics – The relationship between the sounds of spoken language (phonemes) and the letters representing those sounds in written language (graphemes). Skill in phonics helps students to recognize familiar words and decode unfamiliar ones.

#3. Fluency – The skill of reading texts accurately and quickly, which allows readers to recognize and comprehend words at the same time.

#4. Vocabulary – The ability to store information about the meaning and pronunciation of words. There are four types of vocabulary: listening, speaking, reading, and writing.

#5. Reading Comprehension – Understanding, remembering, and communicating with others about what has been read. Comprehension strategies help readers to make sense of a text.

Model of Big Ideas, Indicators, and Timeline
Instructional Goals for Core Components of Beginning Reading

Benchmark Goals to be On Grade Level:

Middle K: **Phonological Awareness** with 25 - 35 on DIBELS Initial Sound Fluency by mid kindergarten (and 18 on PSF)

End K: **Phonemic Awareness** with 35 - 45 on DIBELS Phoneme Segmentation Fluency by end of kindergarten (and 25 on NWF)

Middle 1st: **Alphabetic principle** 50 - 60 on DIBELS Nonsense Word Fluency by mid first grade with at least 15 words recoded (and 20 on DORF)

End 1st: **Fluency** with 40 - 50 on DIBELS Oral reading fluency by end of first grade (and RTF 25% or more).

End 2nd: **Fluency** with 90 + on DIBELS Oral reading fluency by end of second grade (and RTF 25% or more)

End 3rd: **Fluency** with 110 + on DIBELS Oral reading fluency by end of third grade (and RTF 25% or more)

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The Robin’s Nest

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

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DIBELS Oral Reading Fluency

Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin.

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DIBELS Retell Fluency

Please tell me all about what you just read. Try to tell me everything you can. Begin. Start your stopwatch after you say “begin”.
Reading First:
Four Kinds/Purposes of Reading Assessment

An effective, comprehensive, reading program includes reading assessments to accomplish four purposes:

- **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.

Source: Reading First Initiative: Secretary’s Leadership Academy

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**1. Identifying Need for Support**

**Key Decision for Screening Assessment:**
- Which children **may** need additional instructional support to attain important reading outcomes?

**Data used to inform the decision:**
- Compare individual student’s performance to **local normative context** or **expected performance** to evaluate need for additional instructional support.
  - **Local normative context:** First, choose a percentile cutoff. 20th percentile seems a good place to start, but a district could choose 15th percentile or 25th percentile or other cutoff depending on resources.
  - **Expected performance:** A deficit in a foundation skill is a strong indicator that instructional support will be needed to attain later benchmark goals.

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Using an Outcomes Driven Model to Provide Decision Rules for Progress Monitoring

**Outcomes Driven model**: Decision making steps

1. **Identifying Need for Support**
2. **Validating Need for Instructional Support**
3. **Planning and Implementing Instructional Support**
4. **Evaluating and Modifying Instructional Support**
5. **Reviewing Outcomes for Individuals and Systems**


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Beginning of First Grade
Decision Utility of DIBELS Fall of 1st

- LNF >= 37, DIBELS PSF >= 35, DIBELS NWF >= 24
- Instructional Recommendation: Benchmark - At grade level. Effective core curriculum and instruction recommended,
  - Odds of reading 40 or more words correct per minute at the end of first grade: 84%
- LNF < 25, DIBELS PSF < 10, DIBELS NWF < 13
- Instructional Rec: Intensive - Needs substantial intervention:
  - Odds of reading 40 or more words correct per minute at the end of first grade: 18% (unless given intensive intervention)

Value of knowing the instructional recommendation and the goal early enough to change the outcome: Priceless.

2. Validate Need for Support

Key Decision:
- Are we reasonably confident the student needs instructional support?
  - Rule out easy reasons for poor performance: Bad day, confused on directions or task, ill, shy, or similar.
  - More reliable information is needed to validate need for support than for screening decisions.
- Data used to inform the decision:
  - Repeated assessments on different days under different conditions
  - Compare individual student's performance to local normative context or expected performance to evaluate discrepancy.

3. Planning and Implementing Instructional Support

Key Decisions for Diagnostic Assessment:
- What are the Goals of instruction?
  - Where are we? Where do we need to be? By when? What course do we need to follow to get there?
- What skills should we teach to get there?
  - Focus on the beginning reading core areas: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
  - Specific skills based on error analysis or additional diagnostic assessment (e.g., CTOPP).
- How much instructional support is needed?
  - Intensive Instructional Support
  - Strategic Instructional Support
  - Benchmark Instruction
Kindergarten Instructional Goals

- Establish an Instructional Goal for *Alphabetic Principle* that is moving in the direction of achieving the middle of first grade goal.

First Grade Instructional Goals

- Establish an Instructional Goal for *Alphabetic Principle* that will change odds of being a reader

Oregon Reading First Review of Supplemental and Intervention Programs

- OR Reading First developed review criteria for supplemental and intervention programs and reviewed 106 programs for the percent of criteria met.
  - [http://oregonreadingfirst.uoregon.edu/SIreport.php](http://oregonreadingfirst.uoregon.edu/SIreport.php)

  - **Phonemic Awareness**
    - Early Reading Intervention 96%
    - Road to the Code 80%
    - Phonemic Awareness in Young Children 75%

  - **Phonics or Alphabetic Principle**
    - Reading Master Fast Cycle 96%
    - Read Well 94%
    - Voyager Passport 92%
    - Early Reading Intervention 81%

  - **Fluency with Connected Text**
    - Read Naturally 92%
    - Great Leaps 66%
    - Headsprout 61%
4. Evaluating and Modifying Instructional Support

Key Decision for Progress Monitoring Assessment:

- Is the intervention effective in improving the child’s early literacy skills?

How much instructional support is needed?

- Enough to get the child on trajectory for Benchmark Goal.

When is increased support needed?

- Monitor child’s progress during intervention by comparing their performance and progress to past performance and their aimline. Three consecutive assessments below the aimline indicates a need to increase instructional support.

Whoops! Time to make a change!

Evaluating Support: Modify Instruction?

Evaluating Support: Is Instructional Support Sufficient Now?
5. Reviewing Outcomes

Key Decisions for Outcome/Accountability Assessment:
- Does the child have the early literacy skills predictive of successful reading outcomes?
- Does the school have core curriculum and instruction as well as a system of effective instructional support so their students achieve literacy outcomes?

Data used to inform the decision:
- Evaluate individual student’s performance with respect to benchmark goals that with the odds in favor of achieving subsequent literacy goals.
- Compare school/district outcomes to goals and outcomes from previous year.
- Evaluate core curriculum and system of additional support for each step to identify strengths and areas for improvement.

I. Outcomes Criterion

- Strength – The schoolwide instructional system is a strength, including research-based effective reading core curriculum and delivery of that curriculum, strategic support, and intensive intervention.
  - Absolute Standard: 95% or more of students achieve the next literacy goal.
  - If outcomes criterion is not met, evaluate the effectiveness of core curriculum, strategic support, and intensive interventions using the Adequate Progress Criteria.
Themes

- Don’t lose track of the bottom line. Are we getting closer to important and meaningful outcomes?
- Monitor Progress on -- and teach -- what is important: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
- Use progress monitoring to make decisions that change outcomes for children.
- Progress monitoring should be efficient and purposeful.
- *Start early!* Trajectories of reading progress are very difficult to change.