Progress Monitoring

What is it Good For?

Absolutely Everything!

Presented by Sandra Donah, Ed.D,
Certified Dyslexia Therapist

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The Agenda

- Define Progress Monitoring
- Discuss its Importance
- Probes for each area of reading
- Practice making your own probes
- How Progress Monitoring can be Used in Orton-Gillingham
- Be able to use progress monitoring data to do the following:
  - Describe present levels of performance.
  - Set individualized academic goals.
  - Decide when instructional changes are needed for individual students.

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How Important

Is High Quality Instruction

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How Important Is High Quality Instruction?

High quality instruction is the key to ensuring all children learn to read and write. Moreover, researchers have noted the important and positive impact that a knowledgeable teacher can make on literacy acquisition, particularly for children who struggle to acquire basic literacy skills.

Joshi, Washburn & Kahn-Horwitz, 2016

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What is Keeping Us From Increasing Reading Proficiency in Students?

1. Inadequate training of teachers and school psychologists.
2. Inaccessibility of research journals.
3. Volume of research
4. Limited availability of books summarizing the research
5. Efforts by some to dissuade educators from paying attention to the reading research.
6. Universities unwillingness to teach the science of reading.

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HOW IMPORTANT IS GOOD INSTRUCTION?

	PH'ds	BA's
heaven	40%	21%
frogs	29%	24%
observer	26%	8%
Name the 5 Components of NRP	15%	0%

The Peter Effect for teachers: "You can't teach what you don't know."

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New Jersey NAEP Results

Year	Nation (public)	New Jersey
2019	219	227
2017	221*	233*
2015	221*	229
2013	221*	229
2011	220	231*
2009	220	229
2007	220	231

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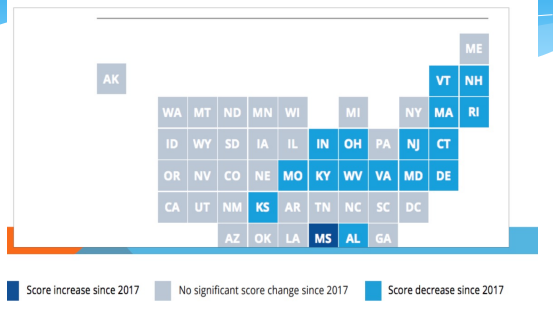
NAEP SCORES COMPARISON IN READING



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Shifting from a Deficit Model to a Preventative Model

RESEARCH BOMBS

These are some of our favorite statistics warning about the risk of delayed identification & supporting early intervention.

75% Seventy five percent of children whose help is delayed to age nine or later **continue to struggle through school.** (Vellutino et al 1996)

80% Eighty percent of students that are struggling to read at the end of first grade **continue to be struggling readers** in fourth grade. (Sparks, Patton, & Murdoch 2014)

90% Ninety percent of children with reading difficulties **will achieve grade level in reading** if they receive help by the first grade. (Vellutino et al 1996)

@ld_expert

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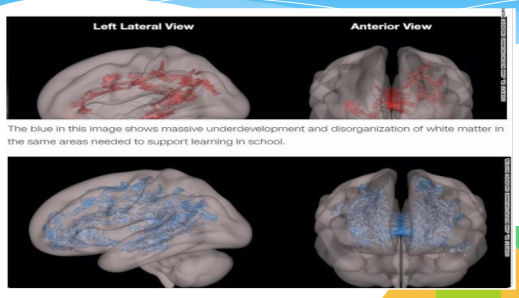
Reading vs. Screen Time in Preschoolers



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Progress Monitoring

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What is Progress Monitoring?

* Frequent, brief assessments of targeted skills to examine student growth and discern the effectiveness of instruction.
* Depending on the results, instruction can be adjusted to either the next most complicated skill in the continuum or a re-teaching of the current skill.

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What is Progress Monitoring?

- Assessing a student's academic and/or behavioral performance, using brief measures, on a frequent basis.
- Curriculum-Based Measurement (CBM) is *the scientifically validated form of progress monitoring.*

Data-Based Instruction in Special Education
Douglas Fuchs and Lynn S. Fuchs
Vanderbilt University

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Progress Monitoring

- When progress monitoring is implemented correctly, the benefits are great for everyone involved.
- Some benefits include:
  - Accelerated learning because students are receiving more appropriate instruction;
  - Informed instructional decisions;
  - Documentation of student progress;
  - More efficient communication with families and other professionals about students' progress; and
  - Higher expectations for students by teachers.

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Progress Monitoring Purpose

Progress Monitoring (PM) is conducted frequently and is designed to:

- Estimate rates of student improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction and design more effective, individualized instructional programs for problem learners

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Why Monitor Progress?

- When teachers USE progress monitoring
  - Students learn more!
  - Teachers design better programs
  - Teacher decision making making improves
  - Students become more aware of their performance

Safer & Fleishman, 2005

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Steps for Implementing Progress Monitoring

- Identify Students who are experiencing reading difficulties
- Conduct frequent progress monitoring probes (1-2x per 1-2 week period)
- Chart student progress on chart
- Review progress frequently
- Make instructional decisions based on student performance data

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Why Monitor Progress?

"In God we trust…
All others must have data."

Dr. Stan Deno

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Why Progress Monitor Frequently?

- **To change what you are doing with a student if it is not working (formative assessment) so you are effective and efficient with your time and instruction**
- To help make decisions about instructional goals, materials, levels, and groups
- To aid in communication with parents
- To document progress for special education students as required for periodic and annual reviews

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Credit: based on slide by Dr. Kim Gibbons, SCRED

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What Is the Difference Between Traditional Assessments and PM?

Traditional assessments:

- Lengthy tests
- Not administered on a regular basis
- Teachers do not receive immediate feedback
- Student scores are based on national scores and averages and a teacher's classroom may differ tremendously from the national student sample

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Curriculum-Based Assessment

- -Measurement materials aligned with curriculum
- Measurement is frequent
- Teachers can analyze student scores and adjust student goals and instructional programs

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CBM

- CBM is:
  - Backed by 30 years of sound research.
  - Evaluates the success of the instruction the child is receiving.
  - Results in scores easy to understand - no need for interpretation.
  - For example, the number of words correctly pronounced in a one-minute reading.

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Why is Progress Monitoring Important?

- The No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act of 2004 called for schools to utilize scientifically-based interventions (of which the Orton-Gillingham Approach qualifies) as well as required the use of assessments that monitor student progress (Shapiro, 2008).

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Importance of Progress Monitoring

- Fuchs and Fuchs (2007) argue that when "teachers use systematic progress monitoring to track their students' progress in reading, math, or spelling, they are better able to identify students in need of additional or different forms of instruction…and their students achieve better" (p.1).

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The Importance of Progress Monitoring

* For students with IEP's, it is imperative that progress towards meeting goals and objectives is closely monitored in order to inform instruction and determine whether these goals and objectives put forth in the IEP document are appropriate or in need of adjustment.

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The Importance of Progress Monitoring

* Students with dyslexia- Forty-seven states have passed, or are in the process of passing, dyslexia laws, which mandate explicit, systematic, structured literacy instruction appropriate for each student's learning needs.
* In addition, states including Connecticut, Iowa, Texas, and Washington and others require ongoing progress monitoring to ensure that the instruction is appropriate and that students are making progress.

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Orton Gillingham, the Public Schools, and Progress Monitoring

* Dyslexia Law mandates
* Universal Screeners
* Intervention
* Progress Monitoring

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Students Receiving OG in Special Education and especially those with Dyslexia

* Must show progress towards achieving goals and objectives.
* How to document that progress?

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How Can Progress Monitoring be used?

* To identify deficit skill areas in students who are struggling and at risk for school failure.
* leads to the design of intervention and instruction to support those specific skills.
* demonstrate whether or not a student is meeting goals and objectives set forth in Individual Education Programs (IEPs).

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Progress Monitoring 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, Vocabulary, Writing
* *Oral Reading Fluency* is an important instructional goal and target of progress monitoring.
* 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.

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Areas Of Progress Monitoring

- Phonological Awareness
- Letter Name/Sound Fluency
- Word Fluency
- Word/Sentence Decoding
- Oral Reading Fluency
- Vocabulary
- Maze Comprehension
- Written Dictation

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Examples of

Progress Monitoring Protocol Sheets

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Phonological Awareness Progress Monitoring

Phoneme Level

Phoneme Addition Final Sound (Blend)	Date	Level	Score	Notes
		M K A		
		M K A		
		M K A		
		M K A		
		M K A		
Phoneme Addition Medial (Initial Blend)		M K A		
		M K A		
		M K A		
		M K A		
		M K A		
Phoneme Addition Medial Final (Blend)		M K A		
		M K A		
		M K A		
		M K A		
		M K A		
Phoneme Substitution Initial (No Blend)		M K A		
		M K A		
		M K A		
		M K A		
		M K A		

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18. a-e

A. Word Fluency (116)

made	tape	gate	blade
grape	slate	grade	pale
tape	made	blade	gate
slate	grape	pale	grade
gate	blade	made	tape
pale	grade	slate	grape

Time #1: _____ Accuracy: ____/24
Time #2: _____ Accuracy: ____/24
Time #3: _____ Accuracy: ____/24

B. Word/Sentence Reading (117)

safe	cake	lane	tape
crane	drape	brave	fate
frame	made	game	maze
grade	pane	tape	blaze

Kate did skate on the thin lane.
The blaze did flame in the maze.
Blake the whale did chase a wave.

Word Reading: ____/16 | Sentence Reading: ____/21

C. Word/Sentence Reading (review) (118)

drape	flame	rope	wave
save	fade	made	crate
male	flake	same	Jane
base	haze	plane	cave

Dave did gaze at Jane at the lake.
Did Blake make the stale cake?
Abe did skate at the game.

Word Reading: ____/16 | Sentence Reading: ____/20

D. Word/Sentence Reading (cumulative) (119)

grade	ship	rust	sprint
white	drip	cramp	which
flop	shred	cave	save
that	glade	lash	risk

The shrimp and the whale are chums.
Chad swam in the cave with his mate Jane.
Tim and Dan did rake in the glade.

Word Reading: ____/16 | Sentence Reading: ____/24

G. Sentence Dictation

Jake did grasp the gate and went up the path. Accuracy: ____/12

E. Story Fluency (120)

Jane and the Cake

Dave gave Jane a cake with her name on it.
Jane put the cake on a plate and ate it.
She gave Dave a hand shake of thanks.
Jane did save some cake for Kate.
When Kate ate the cake, they went to get in the shade. It was hot.
Kate and Jane went to the glen at the dam and did wade and got wet.
It was a fun day for Jane.

Time #1: _____ Accuracy: ____/77
Time #2: _____ Accuracy: ____/77
Time #3: _____ Accuracy: ____/77

F. Vocabulary (121)

1. *chafe* **annoy** shiny twig
2. *blaze* mend **fire** reach
3. *gaze* **glare** wig plenty
4. *gape* gush **stare** speaker
5. *spade* crossed rub **shovel**
6. *fake* crime **imposter** coat

Correct: ____/6

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Lesson 13 Maze Comprehension: R blends (87)

The Cloth With the Red Blob Correct: ____/16

Sam was glum. He slid on (**to**, the, an) path and did drop a (**cloth**, ran, ship). He did grab the cloth but (fun, get, did) trip. The cloth had a red (leg, **blob**, sad) on it. Sam did fret. He (**went**, mad, rap) to the pond. He did drop (an, **the**, pat) cloth in the pond and let it (dog, ran, **sit**). The red spot was not on the (**cloth**, scan, trip). Sam did grin. He did (sun, **clip**, ship) the cloth to a twig to (**drip**, spit, glen). Then he swam in the pond. He (bag, **got**, map) his rod and did fish. Sam got a (lip, **shad**, tag) on the rod, and it did (stop, chum, **flip**) and flop on the grass. He (but, **let**, dug) the fish drop in the pond. Sam got (fat, **his**, as) cloth and went up to the (cup, rich, **path**) to Mom.

Lesson 14 Maze Comprehension: End blends (94)

The Last Camp Correct: ____/13

Jon and Nat went to camp. Jon (cut, sum, **was**) glad he was at camp, but (**Nat**, nun, got) was not. He wept when mom (but, **and**, had) dad left. Nat went to his (flag, rent, **tent**) to rest. Jon was a chum (**to**, of, ask) Nat and did ask him to (**skip**, task, stop) up a path to the vast (drop, bag, **pond**) by the glen. He did grab (has, **his**, an) hand, and they did romp in the (**pond**, send, flag) and the sand to busk in (to, at, **the**) sun. At dusk, Jon and Nat (sag, clam, **went**) to camp. Nat was not glum or (chip, such, **sad**). He had such fun with his (get, **pal**, pet), Jon.

Lesson 15 Maze Comprehension: Tri-blends (101)

Strict Mom Correct: ____/14

Mom was strict with Zac. She did ask him to scrub (**the**, an, is) tub and strip his bed. He (scrap, stop, **thrust**) the cloth in the tub and (skip, **bent**, raft) to slosh the wet glob of (**grit**, grab, map) on the tub. Then he went (but, sop, **to**) strip the bed. The cloth on (just, **the**, he) bed was silk, and it did (**drop**, grab, fog) in a lump on the rug. (She, **Zac**, So) crept past mom to go to the (drop, bend, **glen**), but she did not clasp his hand (**and**, got, in) stop him. He did gasp. Mom (had, got, **did**) grin but then sent him to (slop, **swim**, grab) and drift on the raft at the (**pond**, drop, bran). Zac was glad he did a (**grand**, trim, loft) job for mom!

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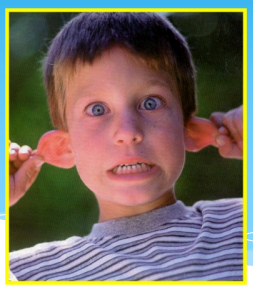
Phonological Awareness



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Clarifying Terms

- Phonological awareness: the ability to attend to the sounds of speech in language. Phonological awareness is a more inclusive term than phonemic awareness...include[s] noticing similar sounds in words, appreciating rhymes, and counting syllables.
- Phonemic awareness: the conscious awareness that words are composed of separate sounds and the ability to identify and manipulate those sounds.

Moats & Hall, 1999

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Why the Big Deal?

Phonemic awareness measured at the beginning of kindergarten is one of the two best predictors of how well children will learn to read during their first two years of school, along with letter knowledge (Ehri & Nunes 2002)

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3 Ways Phonemic Awareness is important in acquiring accurate word reading skills:

- PA helps children understand the alphabetic principle
- PA helps children notice the regular ways that letters represent sounds in words
- PA makes it possible to generate possibilities for words in context that are only partially sounded out

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Letters or Not?

About 95% of the phonemic awareness studies included in the NRP's analyses used oral activities and/or tokens to teach phonemic awareness at first.

Many then linked PA to instruction with letters.

- Letters can add to confusion if the goal is PA.
- There is presently no basis for saying that students should see the letters associated with the sounds rather than blank tokens during phonemic instruction.

Moats, 2022 Reading League Conference

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How Much Instructional Time

About 5-7 minutes a day

"No more than 20 hours over the school year."

Stanovich, 1993

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Think Sound, Not Spelling

A PHONEME is the smallest unit of sound.

A phoneme is not a letter

/b/ /a/ /t/

3 phonemes

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Is It Necessary That Children Develop Phonological Awareness? YES!

- Phonological Awareness is highly predictive of reading success.
- Training children in Phonological Awareness improves reading for years afterwards.
- Intensive work on Phonological Awareness along with phonics can help students with phonological based learning disabilities.

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Phonological Awareness

- Phonological Awareness is an auditory skill.
- A child who acquires phonological awareness develops the ability to discriminate between, manipulate, and remember the sounds of speech. This can happen at:
- Word Level
- Syllable Level
- Onset Rime Level
- When a student can hear and manipulate the smallest sounds of speech, they acquire
- PHONEMIC AWARENESS

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The Importance of Phonological Awareness

"Every point in a child's development of word level reading is substantially affected by phonological awareness skills, from learning letter names all the way up to efficiently adding new , multisyllabic words to their automatic word vocabulary" (Kilpatrick, 2015)

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General Principles Of Phonological Awareness Instruction

- Provide explicit instruction.
- Model the skills.
- Use sounds only.
- Use manipulatives.
- Teach simple to complex.
- Pronounce sounds correctly.
- Provide guided practice.
- Teach the "feel" of sounds in the mouth.

Felton & Lillie, 2001

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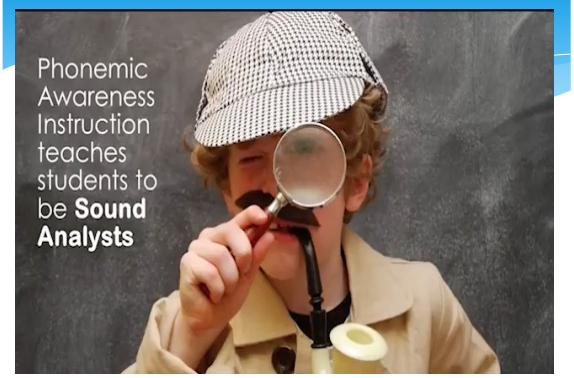

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Understanding Phonological Awareness

- Students with poor phonemic awareness skills will likely struggle in reading
- Poor phonemic awareness is arguably the most common cause of poor reading
- Reading problems can be ***prevented*** if ***all*** students are trained in sound-symbol skills and phonological awareness, starting in kindergarten

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More Things To Consider

- Some children will never develop these skills unless they receive direct instruction
- Phonemic awareness has little to do with intelligence (IQ)
- ALL children should receive phonological awareness screening and training starting in kindergarten
- Many students have only "average" reading due to phonemic awareness difficulties
- "There is no age where a student is 'too old' for phonemic awareness training – if the skills have not been mastered, the student should get training.

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Common Misunderstandings About the Role of Phonemes Skills in Reading

- Many children do not need phonics.
- Phoneme awareness only relates to early reading and cvc words.
- Phonemic awareness is not involved in sight word recognition
- Not worth training after first grade.
- If a student doesn't get it by second grade, he never will.

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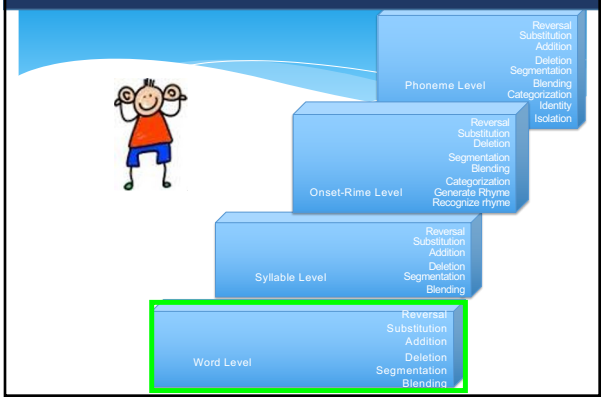
Phonological Awareness Levels



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Phonological Awareness Word Level

WORD LEVEL TASKS Skill Level	Description	Example
Sentence Segmentation	Given sentence or phrase, student segments each word in a sentence or phrase. (Begin with one syl. Words, then move to multisyllabic words)	Use blocks to show the words in the sentence
Blending	Given two smaller words, student blends them together to form a compound word.	Listen as I say two small words: dog……house. Put the two words together to make a bigger word (doghouse)
Segmentation	Given a compound word, student breaks the word into two smaller words	Can you clap the word parts in doghouse? How many times did you clap?
Deletion	Given a compound word, student deletes one of the smaller words.	Say doghouse. Now say doghouse without house. (dog)
Addition	Given a word, student adds a word to make a compound word.	Say stop. Now add light to the end of the stop.
Substitution	Given a compound word, student will substitute one of the words and insert another.	Say doghouse. Instead of dog say bird.
Reversal	Given a compound word, student will reverse the words.	Say doghouse. Reverse the words in doghouse.

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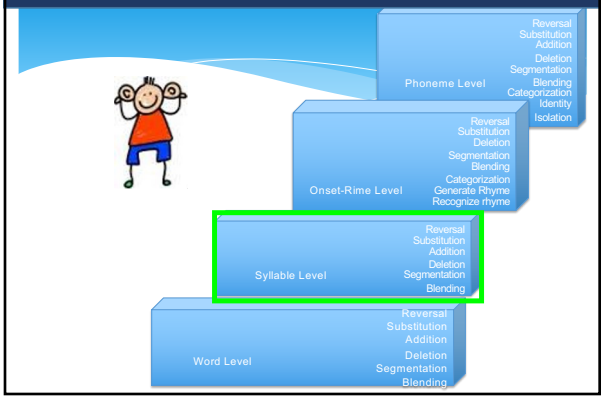
Phonological Awareness Levels



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Phonological Awareness Syllable Level

Syllable Level Tasks Skill Name	Description	Example
Blending	Given a word broken down into syllables, student blends syllable together to create a new word.	Can you put these word parts together to make a new word? Pock… . Et.
Segmentation	Given a whole word, student breaks the word into syllables	Clap the word parts in pocket. How many times did you clap? (two)
Deletion	Given a whole word, student deletes one of the syllables	Say Pepper. Now say pepper without /er/. (pep)
Syllable Adding	Given a syllable, student adds a syllable to either beginning or end	Say jump. Add /ster/ to the end of jump.
Syllable Substitution	Given a multisyllabic word, substitute a syllable in the word.	Say basket. Instead of /bas/ say /stum/.
Syllable Reversal	Given a multisyllabic word, reverse the syllables within the word.	Say picnic. Reverse the syllables in picnic. (/nikpik/)

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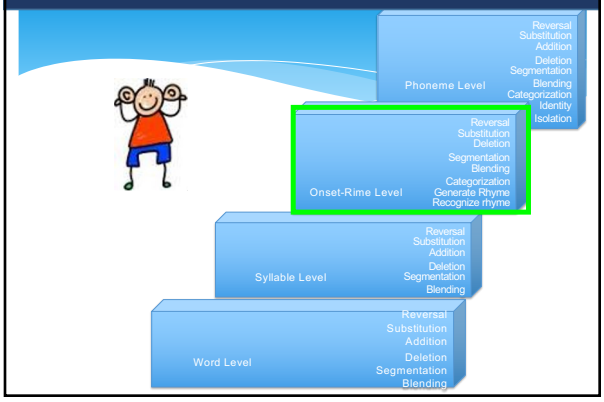
Phonological Awareness Levels



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Phonological Awareness Onset-Rime Level

Onset-Rime Level Tasks Skill Level	Description	Example
Recognizing Rhyme	Given a pair of words student determines whether or not they rhyme	Do these words rhyme? Ham, jam (yes)
Generating rhyme	Given a word, student states a word that rhymes	Tell me a word that rhymes with nut.
Blending	Given a word, broken into onset and rime, student will blend words to create a new word.	What word am I trying to say? /k/.../at/?
Segmentation	Given a word, student breaks word into onset and rime.	Can you say big in two parts? (/b/.../ig/.
Deletion	Given a word, student will either delete the onset or the Rime	Say fall. Delete /f/ from fall.
Addition	Given a word, student will add a syllable to the word.	Say picnic. Add /stig/ at the beginning of picnic.
Substitution	Given a word, student will substitute a syllable into the word.	Say picnic. Instead of /pic/ say /bloz/.

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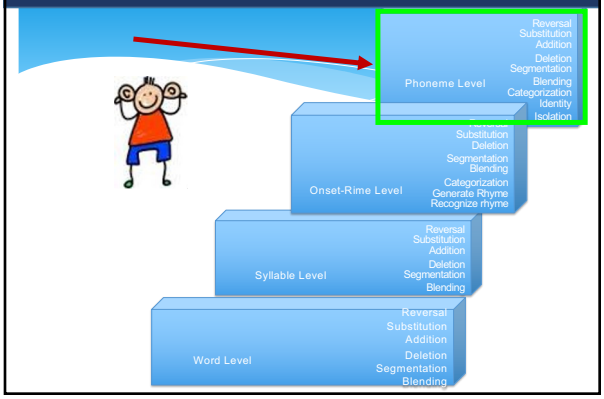
Phonological Awareness Levels



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Activities at the Phoneme Level

Phoneme Level Skill Name	Description	Example
Isolation	Given a word, student recognizes individual sounds in word	What is the first sound in van? What is the last sound? What is the middle sound?
Identity	Given a word student selects the word that has a common sound from a set of three	Which word has the same first sound as in car? Fan, corn, map?
Categorization	Given a set of three or four words, student recognizes the word that has the odd sound	Which word does not belong? Bus, ball mouse?
Blending	Given a word separated into phonemes student combines the sounds to form a whole word	What word am I saying as I talk like a robot- /b/ /a//g/?
Segmentation	Given a whole word student separates the word into individual phonemes and says each sound.	How many sounds in bag? (3) Say each sound. /b//a//g/
Deletion	Given a word student recognizes the word that remains when a phoneme is removed form that word	What is spark without /s/?
Addition	Given a word, student makes a new word by adding a phoneme	What word do you have if you ass /s/ to the beginning of park? (spark)
Substitution	Given a word, student makes a new word by replacing one phoneme for another	The word is rag. Change /g/ to /p/.
Reversal	Given a word, student will reverse the sounds in the word	Say "ice". Reverse the phonemes in ice. (sigh)

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Phonemic Proficiency

- The speed with which students can access phonemes is what affects reading
- Significance of phonemic proficiency is building a pool of sight words via orthographic mapping
- Until PA skills are developed , a student will not have an efficient way to make letter strings familiar.

Kilpatrick, 2016

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The Importance of Manipulation Tasks

- There are many types of phonological awareness tasks
- The only phonemic skills needed to read are **blending** and **segmentation** tasks
- HOWEVER, segmentation tasks cannot determine proficiency, but manipulation tasks can
- Ex. Segment task vs say task without /s/
- Manipulation tasks correlate higher with reading than other tasks.
- Manipulation tasks have the best data for reading intervention
- Plus, theoretically it is consistent with orthographic learning

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Importance of Intervention Focus

- Studies with:
- No phonological awareness training tend to have 0-6 standard point gain (usually 2-4 points)
- Studies that train phoneme segmentation and /or blending (1st grade skills) tend to have 6-9 standard point gains (usually 6-7 points)
- Studies that train **phoneme manipulation** skills tend to have 12-25 standard point gains (usually 14-17)

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Getting a Baseline

Assess with the PAST

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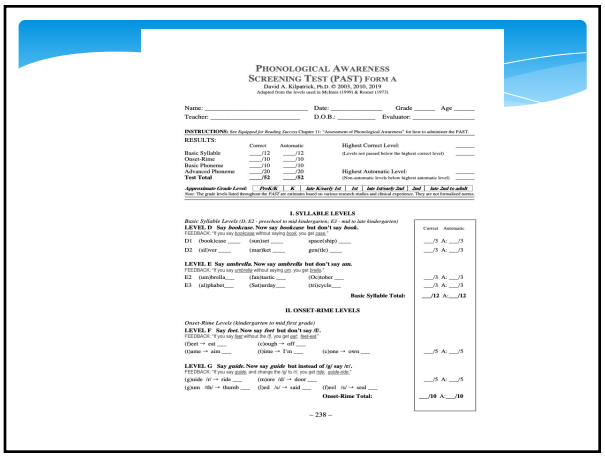

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019

Adapted from the levels used in McBride (1999) & Rosner (1975)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: *See Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level: _____ (Levels not passed below the highest correct level)
Basic Syllable	____/12	____/12	_____
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____ (Non-automatic levels below highest automatic level)
Test Total	**____/92**	**____/52**	

Approximate Grade Level: *PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult*

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten, E3 - mid to late kindergarten)

LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say bookcase without saying book, you get none."

				Correct	Automatic
D1	(book)case ____	(sun)set ____	spacer(ship) ____	___/3	A: ___/3
D2	(s)liver ____	(mar)ket ____	gum(ble) ____	___/3	A: ___/3

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say umbrella without saying um, you get brella."

E2	(um)brella ____	(fan)tastic ____	(Oct)ober ____	___/3	A: ___/3
E3	(al)phabet ____	(Sat)urday ____	(tri)cycle ____	___/3	A: ___/3
			Basic Syllable Total:	**___/12**	**A: ___/12**

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet*. Now say *feet* but don't say *fl*.

FEEDBACK: "If you say feet without the fl, you get eat. feet-eat"

(f)eet → eat ____	(c)ough → off ____			
(t)ame → aim ____	(l)ime → I'm ____	(c)one → own ____	___/5	A: ___/5

LEVEL G Say *guide*. Now say *guide* but instead of /g/ say /r/.

FEEDBACK: "If you say guide, and change the /g/ to /r/, you get ride. guide-ride."

(g)uide /ɪ/ → ride ____	(m)ore /ŏ/ → door ____			
(g)um /ŭ/ → thumb ____	(f)ed /ĕ/ → said ____	(f)eel /ē/ → seal ____	___/5	A: ___/5
		Onset-Rime Total:	**___/10**	**A: ___/10**

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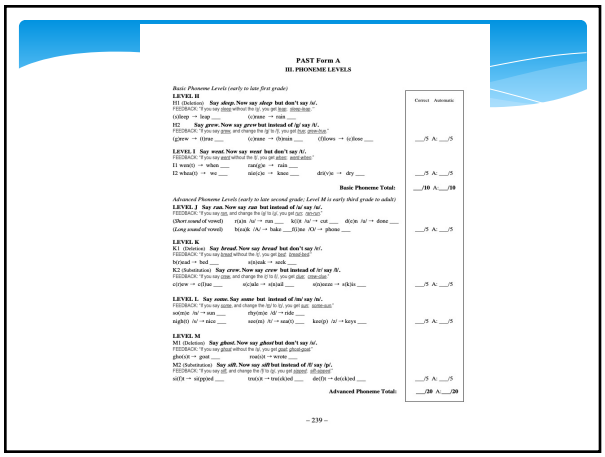

PAST Form A

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleep*. Now say *sleep* but don't say */s/.**

FEEDBACK: "If you say sleep without the /s/, you get leap. sleep-leap."

(s)leep → leap ____ (c)rane → rain ____

H2 **Say *green*. Now say *green* but instead of /g/ say /t/.**

FEEDBACK: "If you say green, and change the /g/ to /t/, you get bean. green-bean."

(g)reen → (b)ean ____ (c)rane → (b)rain ____ ((f)lows → (c)lose ____

			Correct	Automatic
___/5	A: ___/5			

LEVEL I Say *wood*. Now say *wood* but don't say */t/.

FEEDBACK: "If you say wood without the /t/, you get when. wood-when"

I1 wood(t) → when ____ rust(e) → rain ____

I2 wheat(t) → we ____ nin(e)s → knee ____ dri(v)e → dry ____

___/5	A: ___/5			
		Basic Phoneme Total:	**___/10**	**A: ___/10**

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *can*. Now say *can* but instead of /c/ say /n/.

FEEDBACK: "If you say nan, and change the /g/ to /g/, you get nan. nan-can"

(*Short sound of vowel*) r(a)n /a/ → run ____ k(i)t /i/ → cut ____ d(o)n /o/ → done ____

(*Long sound of vowel*) bla(d)e /b/ → bake ____ fl(o)we /O/ → phone ____

___/5	A: ___/5			

LEVEL K

K1 (Deletion) **Say *bread*. Now say *bread* but don't say */r/.**

FEEDBACK: "If you say bread without the /r/, you get bad. bread-bad"

br(ead → bed ____ st(e)ak → seek ____

K2 (Substitution) **Say *crew*. Now say *crew* but instead of /r/ say /l/.**

FEEDBACK: "If you say crew, and change the /r/ to /l/, you get clue. crew-clue"

cr(e)w → cl(ue ____ s(c)ale → st(a)d ____ s(c)oncer → s(k)in ____

___/5	A: ___/5			

LEVEL L Say *some*. Say *some* but instead of /m/ say /n/.

FEEDBACK: "If you say some, and change the /m/ to /n/, you get sun. some-sun"

so(m)e /m/ → sun ____ rhy(m)e /ā/ → ride ____

n(g)ht) /n/ → nice ____ sue(m) /ŭ/ → sun(t) ____ kas(p) /ă/ → kays ____

___/5	A: ___/5			

LEVEL M

M1 (Deletion) **Say *ghost*. Now say *ghost* but don't say */s/.**

FEEDBACK: "If you say ghost without the /s/, you get goat. ghost-goat"

gho(s)t → goat ____ roa(s)t → wrote ____

M2 (Substitution) **Say *sift*. Now say *sift* but instead of /f/ say /p/.**

FEEDBACK: "If you say sift, and change the /f/ to /p/, you get spend. sift-spend"

si(f)t → si(p)ped ____ tru(s)t → tru(ck)led ____ de(l)t → de(s)ked ____

___/5	A: ___/5			
		Advanced Phoneme Total:	**___/20**	**A: ___/20**

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General Principles of Administration

- Use the sample in each section.
- Administer each item the same way
- Ensure proper pronunciation of sounds (don't add /uh/)
- All items are timed. Count immediately after delivering item (One One-thousand, 2 One thousand)
- If student answers by the time you say 2, mark x for automaticity and 1 for accuracy)
- It is okay to repeat the item if student appears to be confused or didn't hear you.

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Syllable level Directions

Syllable Levels (D1 to E3)

- Start *all* students at Level D1. Explain to students that this "word game" starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task (there are no explanations when administering this test).
- If the first item of D1 is done automatically (i.e., 2 seconds or less), skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 5/5 at that level).
- However, if any item is either 1) incorrect, or 2) correct but not automatic (i.e., correct response after 2 seconds), administer all items at that level and score normally.

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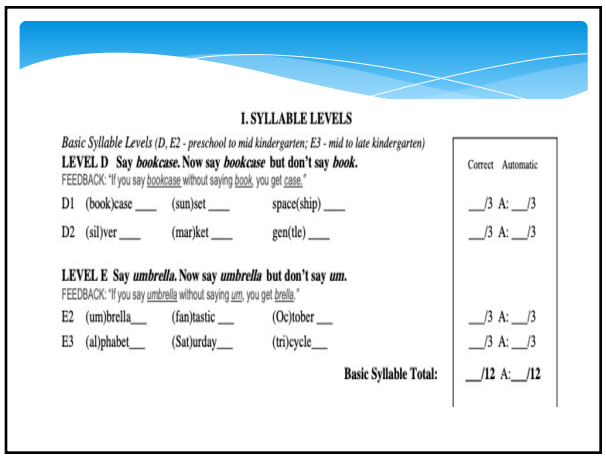

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.
FEEDBACK: "If you say bookcase without saying book, you get case."

D1 (book)case ___ (sun)set ___ space(ship) ___ — Correct Automatic: ___/3 A: ___/3

D2 (sil)ver ___ (mar)ket ___ gen(tle) ___ — ___/3 A: ___/3

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.
FEEDBACK: "If you say umbrella without saying um, you get brella."

E2 (um)brella___ (fan)tastic ___ (Oc)tober ___ — ___/3 A: ___/3

E3 (al)phabet___ (Sat)urday___ (tri)cycle___ — ___/3 A: ___/3

Basic Syllable Total: ___/12 A:___/12

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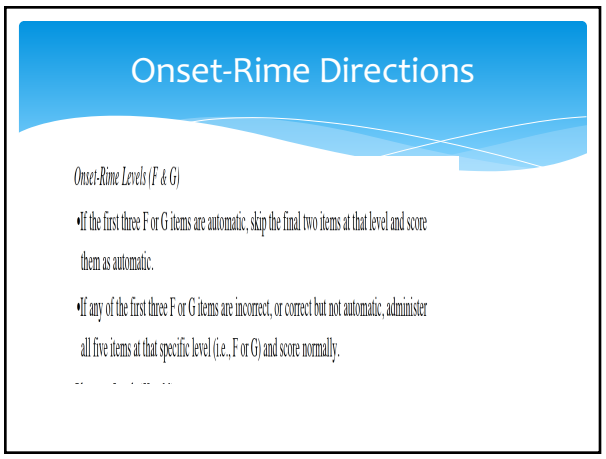

Onset-Rime Directions

Onset-Rime Levels (F & G)

- If the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level (i.e., F or G) and score normally.

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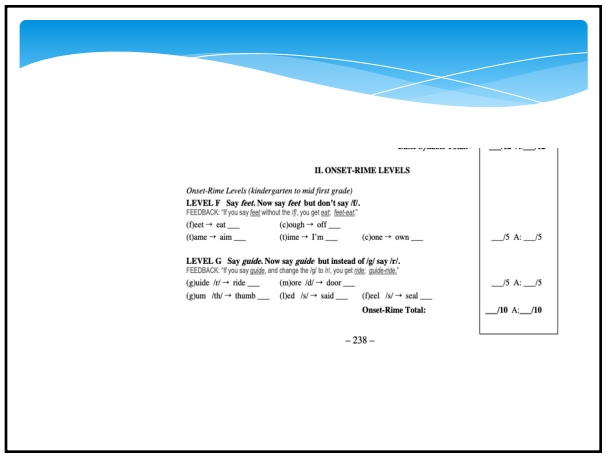

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet*. Now say *feet* but don't say /f/.
FEEDBACK: "If you say feet without the /f/, you get eat: feet-eat."

(f)eet → eat ___ (c)ough → off ___
(t)ame → aim ___ (t)ime → I'm ___ (c)one → own ___ — ___/5 A: ___/5

LEVEL G Say *guide*. Now say *guide* but instead of /g/ say /r/.
FEEDBACK: "If you say guide, and change the /g/ to /r/, you get ride: guide-ride."

(g)uide /r/ → ride ___ (m)ore /d/ → door ___ — ___/5 A: ___/5

(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___

Onset-Rime Total: ___/10 A:___/10

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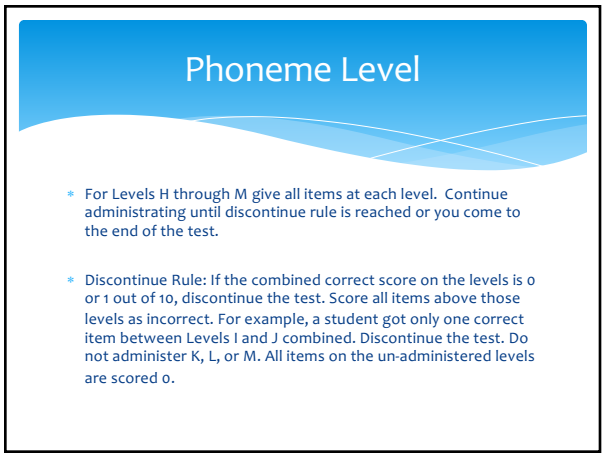

Phoneme Level

- For Levels H through M give all items at each level. Continue administrating until discontinue rule is reached or you come to the end of the test.
- Discontinue Rule: If the combined correct score on the levels is 0 or 1 out of 10, discontinue the test. Score all items above those levels as incorrect. For example, a student got only one correct item between Levels I and J combined. Discontinue the test. Do not administer K, L, or M. All items on the un-administered levels are scored 0.

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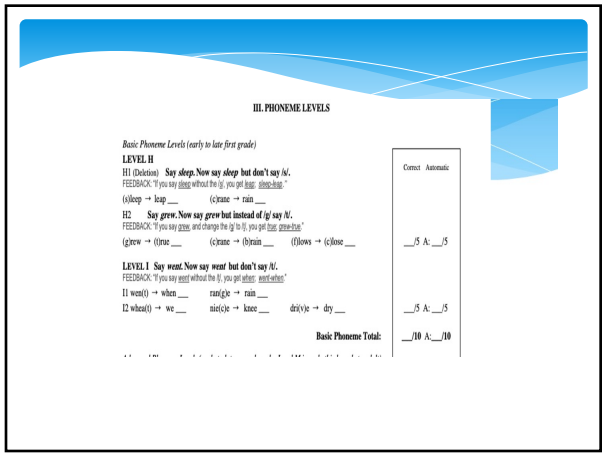

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleep*. Now say *sleep* but don't say /s/.**
FEEDBACK: "If you say sleep without the /s/, you get leap: sleep-leap."

(s)leep → leap ___ (c)rane → rain ___ — Correct Automatic

H2 **Say *grew*. Now say *grew* but instead of /g/ say /t/.**
FEEDBACK: "If you say grew, and change the /g/ to /t/, you get true: grew-true."

(g)rew → (t)rue ___ (c)rane → (b)rain ___ (f)lows → (c)lose ___ — ___/5 A: ___/5

LEVEL I Say *went*. Now say *went* but don't say /t/.
FEEDBACK: "If you say went without the /t/, you get when: went-when."

I1 went(t) → when ___ rain(g)e → rain ___

I2 whea(t) → we ___ nie(c)e → knee ___ dri(v)e → dry ___ — ___/5 A: ___/5

Basic Phoneme Total: ___/10 A:___/10

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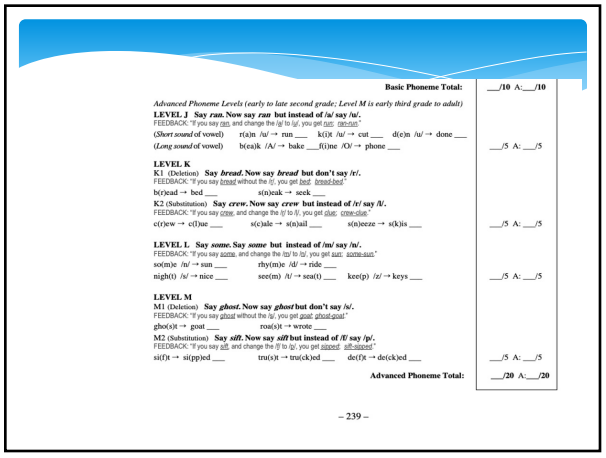

Basic Phoneme Total: ___/10 A:___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *run*. Now say *run* but instead of /u/ say /u/.
FEEDBACK: "If you say ran, and change the /g/ to /g/, you get run: ran-run."

(*Short sound* of vowel) r(a)n /u/ → run ___ k(i)t /u/ → cut ___ d(e)n /u/ → done ___

(*Long sound* of vowel) b(ea)k /A/ → bake ___f(i)ne /O/ → phone ___ — ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *bread*. Now say *bread* but don't say /r/.**
FEEDBACK: "If you say bread without the /r/, you get bed: bread-bed."

b(r)ead → bed ___ s(n)eak → seek ___

K2 (Substitution) **Say *crew*. Now say *crew* but instead of /r/ say /l/.**
FEEDBACK: "If you say crew, and change the /r/ to /l/, you get clue: crew-clue."

c(r)ew → c(l)ue ___ s(c)ale → s(n)ail ___ s(n)eeze → s(k)is ___ — ___/5 A: ___/5

LEVEL L Say *some*. Say *some* but instead of /m/ say /n/.
FEEDBACK: "If you say some, and change the /m/ to /g/, you get sun: some-sun."

so(m)e /n/ → sun ___ rhy(m)e /d/ → ride ___

nigh(t) /s/ → nice ___ see(m) /t/ → sea(t) ___ kee(p) /z/ → keys ___ — ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *ghost*. Now say *ghost* but don't say /s/.**
FEEDBACK: "If you say ghost without the /g/, you get goat: ghost-goat."

gho(s)t → goat ___ roa(s)t → wrote ___

M2 (Substitution) **Say *sift*. Now say *sift* but instead of /f/ say /p/.**
FEEDBACK: "If you say sift, and change the /f/ to /p/, you get sipped: sift-sipped."

si(f)t → si(pp)ed ___ tru(s)t → tru(ck)ed ___ de(f)t → de(ck)ed ___ — ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A:___/20

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Scoring the PAST

- A level is passed if at least four out of the five items were correct.
- A level is considered automatic if at least 4 of 5 items were answered automatically
- Levels with 3 out of 5 or fewer items are not considered passed
- Each item yields two scores: 1. a correct score and 2. an automatic score.
- Items are scored in three ways:
- Incorrect (Scc
- Correct (Scor
- Automatic (Sc

RESULTS:

	Correct	Automatic
Basic Syllable	10 /10	5 /10
Onset-Rime	10 /10	10 /10
Basic Phoneme	5 /10	4 /10
Advanced Phoneme	6 /20	2 /20
Test Total	34 /50	20 /50

Highest Correct Level: J
(Levels not passed below the highest correct level) –

Highest Automatic Level: I
(Non automatic levels below highest automatic level) E, H

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Interpreting the Results

	Grade Level	Typically Achieving Readers	Low Achieving Readers
1)	Late Kindergarten	D1-E2 or higher	D1-2; E2 or lower
2)	Mid First Grade	E3, F, G, I or higher	E2, F, G or lower
3)	Late First Grade	E4-5, F, G, H, I, J	F, G, I, or lower
4)	Mid Second Grade	H, I, J or higher	F, G, H or I, or lower
5)	Late Second Grade	H, I, J, K, and L, most automatic[3]	H, I, maybe J or lower
6)	Mid Third Grade	All levels, most automatic	Many levels 'correct,' I to M mostly not 'automatic'
7)	Fourth Grade to Adulthood	All levels automatic	Most levels 'correct,' but J to M not all 'automatic'

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The Real Deal

"Phonological Awareness continues to develop in typical readers beyond first grade, even though most programs and assessments discontinue training and assessing phonological awareness at the end of first grade. The later-developing phoneme proficiency significantly impacts reading development."

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Stages of Knowing In Phonological Awareness

- Multisensory Stage
  - Students require some form of external Stimuli or visual prompt (blocks, chips, etc)
- Knowledge Stage
  - Student can do the task mentally but cannot do quickly or automatically (takes longer than 2 seconds to complete)
  - **Struggling students are not likely to make substantial progress in reading until they achieve phoneme proficiency with automaticity.
- Automatic Stage
  - Student can do quickly and effortlessly and accurately (within 1-2 seconds)

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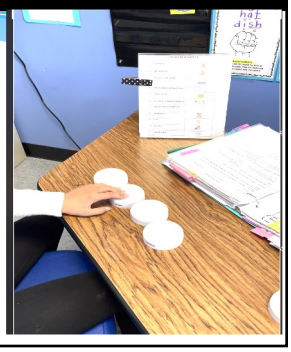
Stages of Knowing in Phonological Awareness

- Manipulative Stage
- -Student requires external stimuli to complete any tasks
- ex. chips, tokens, felts etc can be used to complete the task.



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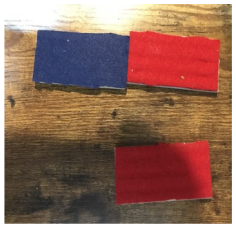
Manipulative Stage examples

- "Say catnip."
- "Now say catnip without cat."



- "Say blip."
- "Show me the sounds in

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Stages of Knowing in Phonological Awareness

- Knowledge Stage
- Student can complete the PA task mentally without manipulatives, but takes longer than two seconds to complete the task.

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Stages of Knowledge in Phonological Awareness

- Automatic Stage
- Student could complete the task quickly and effortlessly in less than two seconds.
- This phonemic proficiency helps to build the pool of sight words.

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Phonological Awareness at the Word Level
Sentence Segmentation-One Syllable Words
Sentence Segmentation- One and Two Syllable Words
Sentence Segmentation-Multi-syllable
Compound Word Blending
Compound Word Segmentation
Compound Word Deletion-Initial Word
Compound Word Deletion-Final Word
Compound Word Addition-Initial Word
Compound Word Addition-Final Word
Compound Word Substitution-Initial Word
Compound Word Substitution-Final Word
Compound Word Reversal

Phonological Awareness at Syllable Level
Syllable Blending-2 Syllable Words
Syllable Blending-Multi-syllabic Words
Syllable Segmentation-2 Syllable Words
Syllable Segmentation-Multi-syllabic Words
Syllable Deletion-2 Syllable Words-Initial Position
Syllable Deletion-2 Syllable Words-Final Position
Syllable Deletion-Multisyllabic-Initial Position
Syllable Deletion-Multisyllabic-Final Position
Syllable Deletion-Multisyllabic-Medial Position
Syllable Addition-2 Syllable Words-Initial Position
Syllable Addition-2 Syllable Words-Final Position
Syllable Addition-Multisyllabic Words-Initial Position
Syllable Addition –Multisyllabic Words-Final Position
Syllable Addition-Multisyllabic Words-Medial Position
Syllable Substitution-2 Syllable Words-Initial Position
Syllable Substitution-2 Syllable Words-Final Position
Syllable Substitution-Multisyllabic Words-Initial Position
Syllable Substitution-Multisyllabic Words-Final Position
Syllable Substitution-Multisyllabic Words-Medial Position
Syllable Reversal-2 Syllable Words

Onset-Rime
Rhyme Identification
Rhyme Generation
Blending
Segmenting
Deletion of Onset
Deletion of Rime

Substitution in Onset
Substitution in Rime

Phoneme Level
Phoneme Blending-CVC
Phoneme Blending-CCVC or CVCC
Phoneme Blending-CCVCC
Phoneme Blending-CCCVCC or CCVCCC
Phoneme Segmentation-CVC
Phoneme Segmentation-CCVC or CVCC
Phoneme Segmentation-CCVCC
Phoneme Segmentation-CCCVCC or CCVCCC
Phoneme Deletion-Initial –No Blend
Phoneme Deletion- Final –No Blend
Phoneme Deletion-Initial- Blend
Phoneme Deletion-Final Blend
Phoneme Deletion-Medial
Phoneme Addition-Initial-No Blend
Phoneme Addition-Final-No Blend
Phoneme Addition-Initial-Blend
Phoneme Addition-Final-Blend
Phoneme Addition Medial
Phoneme Substitution-Initial-No Blend
Phoneme Substitution-Final-No Blend
Phoneme Substitution-Initial- Blend
Phoneme Substitution-Final-Blend
Phoneme Substitution-Medial
Phoneme Reversal
Pig Latin
Pig Latin-Phrases

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Let's plan a Progress Monitoring lesson!

Phoneme Blending-CVC
Phoneme Blending-CCVC or CVCC
Phoneme Blending-CCVCC
Phoneme Blending-CCCVCC or CCVCCC
Phoneme Segmentation-CVC
Phoneme Segmentation-CCVC or CVCC
Phoneme Segmentation-CCVCC
Phoneme Segmentation-CCCVCC or CCVCCC
Phoneme Deletion-Initial –No Blend
Phoneme Deletion- Final –No Blend
Phoneme Deletion-Initial- Blend
Phoneme Deletion-Final Blend
Phoneme Deletion-Medial
Phoneme Addition-Initial-No Blend
Phoneme Addition-Final-No Blend
Phoneme Addition-Initial-Blend
Phoneme Addition-Final-Blend
Phoneme Addition Medial
Phoneme Substitution-Initial-No Blend
Phoneme Substitution-Final-No Blend
Phoneme Substitution-Initial- Blend
Phoneme Substitution-Final-Blend
Phoneme Substitution-Medial
Phoneme Reversal
Pig Latin
Pig Latin-Phrases

1. Student is performing at baseline of phoneme segmentation (CCVCCC at Knowledge Stage.
2. Lesson should include two adjacent levels.

Part 1 of lesson :
Segmentation (CCVCCC). (this is like a warm up)

Part 2 of lesson:
Deletion –initial position no blends

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Intervention Lesson

Phoneme Segmentation- Up to Six Phoneme Words

Directions: Say the following: "Say **skunk**. Now segment **skunk** into phonemes.

Note: Keep track as to whether the student is at the Multisensory stage, Knowledge stage, or Automatic stage. Document this on your progress-monitoring sheet.

1. skunk	(/s//k//u//n//k/)
2. glass	(/g//l//a//ss/)
3. whisk	(/wh//i//s//k/)
4. broth	(/b//r//o//th/)
5. stunt	(/s//t//u//n//t/)
6. bricks	(/b//r//i//ck//s/)
7. brink	(/b//r//i//n//k/)
8. plucks	(/p//l//u//ck//s/)

Initial Phoneme Deletion- Words without blends

Directions: Say the following: "Say **pegs**. Now say **pegs** without /**p**/."

(You can make this task more difficult by saying, "Say **pegs**. Now say **pegs** without the first sound)."

Note: Keep track as to whether the student is at the Multisensory stage, Knowledge stage, or Automatic stage. Document this on your progress-monitoring sheet.

1. pegs	(/p/)	(/eggs/)
2. lever	(/l/)	(/ever/)
3. phone	(/ph/)	(/own/)
4. tidal	(/t/)	(/idle/)
5. fable	(/f/)	(/able/)
6. rash	(/r/)	(/ash/)
7. boil	(/b/)	(/oil/)
8. camps	(/c/)	(/amps/)

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Charting Data

Phoneme Segmentation CCCVCC or CCVCCC				
				M K A
				M K A
				M K A
				M K A
				M K A
Phoneme Deletion Initial Sound (no blend)	Date	Level	Score	Notes
				M K A
				M K A
				M K A
				M K A
				M K A
Phoneme Deletion Final (no blend)				M K A
				M K A
				M K A
				M K A
				M K A

When charting data, document the **date** the skill was attempted, the **stage** level the student performed the task, and the **score** (8/10). Remember you are working towards **automaticity so there may be multiple attempts as student moves through the stages .**

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Some Pointers

Make sure you follow the progression of skills within the continuum.

Manipulation tasks follow a progression as well:

Initial manipulation is easiest. Say cat without /c/.
Final manipulation is next. Say played without /d/.
Medial Manipulation is most difficult. Say played without /l/.

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How Explicit Should Activities Be?

- Acquisition
- Accuracy
- Automaticity

- New Activities should be introduced using explicit instruction:
  - I do it.
  - We do it.
  - You do it.

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PA Cheat Sheets (in the files)

Word Level Tasks
Compound Word Reversal

Manipulatives: *You may choose to use colored index cards or colored large square boxes in this lesson as needed. If students struggle with this task, this must be taught explicitly to students. With any visual demonstration, always work from your right to left which from the child's perspective will be left to right just like when we read.

Teacher says **"I am going to give you a compound word** (gesture to yourself). **"When I gesture to you, I want you to repeat the word and then reverse the words to make a new word.."**
Teacher says the compound word. Gesture to the students. Students repeat.
Teacher says, **"Say_____**(compound word)**. Reverse the words in _____.**
Practice with the remaining 9 sentences. Consider alternating between choral and individual responses.

Example:
"The word is **"darkroom."** What's the word?"
"Reverse the words in darkroom**." (roomdark)**

Scaffold: Have student put down felts for each word in the compound word. When they reverse the words, have them actually move the last felt to the beginning and say each part..

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On your Own

* Making your own Phonological Awareness Probe

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Design your Own Phonological Awareness Probe

* Questions to ask:
* Based on initial screening, where is your student on the PA continuum?
* When developing an activity, keep in mind whether the student is at the concrete level (needs manipulatives)
* At the abstract level (can do in his/her head within 2 seconds?)
* How automatic are the responses????

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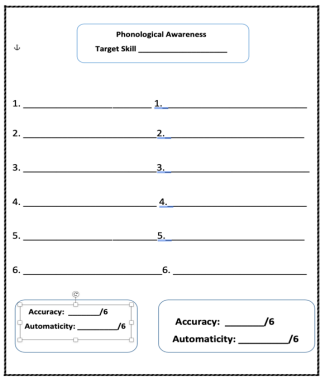


For this practice activity your student's baseline level is at the deletion at initial level with blends at the knowledge stage.

Write a probe that focuses on two levels adjacent to the above.

Make sure you are following the progression.

90

The Importance of

Letter knowledge

91

Importance of Letter Knowledge

* *Teaching children all the letters of the alphabet is not easy, particularly when they come to school knowing few of them."*

National Reading Panel

92

BARRIERS TO ALPHABET LEARNING

Letters are abstract.

Shapes for different letters are similar.

Capital/lowercase may be different.

Relation of letter-name to sound inconsistent.

93

WHAT DOES THE RESEARCH SAY ABOUT LETTERS?

- Accurate and automatic mapping of print to speech, and speech to print (Treiman, 2017) depends first on knowing both sounds and symbols-
- The apparently easy task of learning letters, sounds and their connections- ranges from somewhat difficult to very difficult for a third of the population (Denkla, 2014)
- It's the most common impediment standing in the way of normal reading development.

94

ALPHABETIC PRINCIPLE

- We don't write words
- We write sequences of characters designed to represent sequences of phonemes in spoken words.
- Poor access to the phonemes makes reading alphabetic languages very difficult.

95

Importance of Letter Knowledge

* Letter knowledge is foundational in literacy development
* Knowing letter names allows students to label letter shapes
* Knowing name of letter may make it easier for students to master the sound symbol correspondences necessary for efficient decoding (Share, 2004).
* Fluent letter naming leads to word reading accuracy and fluency and to reading comprehension (Neuhaus, 2003).
* Kindergarten letter identification is almost as successful at predicting later reading skill as an entire reading readiness test. (Snow, Burns, Griffin, 1998)

96

IMPORTANCE (CONT)

- ***Letter naming fluency uniquely predicts 1st grade oral reading fluency – more so than does letter-sound fluency.***

Stage, S., Sheppard, J., Davidson, M. M., & Browning, M. M. (2001). Prediction of first-graders' growth in oral reading fluency using kindergarten letter fluency. Journal of School Psychology, 39 (3), 225-237.

97

Difficulty with identifying certain letters

- When students misidentify b as d or p as q, it is most likely due to the student not having made a reliable association between letter names or sound and the shape or spatial orientation of the letter.
- Student requires extensive practice in order to establish automatic recognition.

NC State Improvement Project

98

How to teach Letters/Sounds

- Letter-Sound skills is based on matching visual memory with phonological memory.
- Children need hundreds of exposures to letters before they can recognize them effortlessly.

1. Provide multiple exposures
2. Use multisensory methods
3. Teach small set of letters at a time
4. Teach sounds in a developmentally appropriate manner

99

Letter/Sound Fluency

100

Letter Naming Fluency

- The Letter Naming Fluency Assessment measures how quickly and accurately a student can name letters.
- Research indicates that the ability to name letters with automaticity and accuracy is "the single largest predictor of word reading ability for first graders" (Neuhaus & Swank, 2002).
- The development of this skill allows children to focus on higher-level skills, such as comprehension.

101

Did you know its easier to learn particular sounds??????

- Its easier to learn a letter- sound correspondence if the letter sound is at the beginning of the letter name. (i.e., b, d)
- Some letters have the letter sound embedded in the letter name (f, m, l)
- Some letters do not include the letter sound in its name (w, y, h)

102

Letter-Name Properties and Their Utility in Learning Letter Sounds

Degree of Utility	Description	Letters
Useful	Letter Sound at beginning of letter name	b,d,j,k,p,t,v,z
	Letter sound at end of letter name	f,l,m,n,r,s,x
	Long vowel letter sound is letter name	a,e,i,o,u
Less Useful	Soft letter sound at beginning of letter name	c/s/, g /j/
	Similar letter sound at beginning of letter name	q/k/
	Less frequent letter sound at end of letter name	Y /i/
Not Useful	Letter sound not in letter name	H,w
	Short vowel letter sound not in letter name	A,e,I,o,u
	Most frequent letter sound not in letter name	c/k/,g/g/,y/y/

103

Teaching Letter Sounds

- Letter-sound knowledge is based on both visual and phonological paired learning.
- Requires dozens or possibly hundreds exposures to the letters, corresponding names, and their sounds before they are permanently stored and become automatic

104

WHO IS HELPED BY READING PRACTICE?

We can improve fluency by improving the size of a student's sight vocabulary

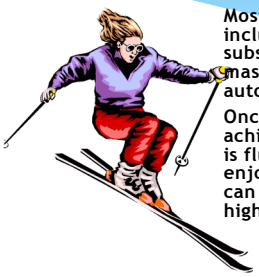
We improve the size of the sight vocabulary by improving orthographic mapping

We improve orthographic mapping by developing letter/sound proficiency and phonemic proficiency

With skilled orthographic mapping , the sight vocabulary continues to grow as does fluency

105

AUTOMATICITY



Most complex behaviors include underlying subskills which must be mastered to an automatic level.

Once automaticity is achieved, performance is fluent, more enjoyable, and attention can be devoted to higher goals.

106

AUTOMATICITY AND FLUENCY

Automaticity refers to fast, accurate and effortless word identification at the single word level. (Hook, Jones 2002)

Think "sight word base"

Fluency refers to not only automatic word identification but also to the application of appropriate prosodic features at the phrase, sentence and text levels. (Hook and Jones 2002)

107

CHARACTERISTICS OF DYSFLUENT READERS

- Slow rate of reading
- Hesitates at unknown words
- Difficulty applying learned word identification strategies
- Repeats, rereads words and phrases
- Recognizes few words at sight

108

POSSIBLE REASONS FOR SLOW, DYSFLUENT READING INCLUDE:

Lack of automaticity:

Letter naming/recognition

Letter sound

Recognition of phonic patterns, syllables

Sight words

OR child is automatic at word level but

Lacks fluency at:

Phrase

Sentence

Paragraph

Passage level

109

Letter Naming/Sound Fluency How To

- Directions: Choose 6-8 letters student is working on.
- Repeat letters on a sheet randomly placing the letters on alternating rows.
- The number of letters per page depends on the child.
- Have student read the letters going across from left to right as quickly as they can while keeping time and accuracy.
- Do a second time for letter sound.

110

Letter /Sound Fluency (short a)

d	l	p	j	f
n	a	v	m	t
p	j	d	f	l
m	a	n	t	v
d	f	l	j	p
v	n	t	m	a

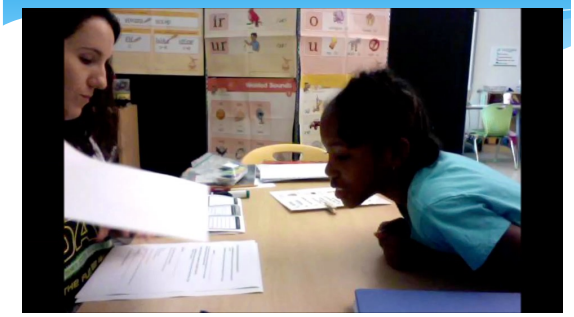
D.O.G.M.A Donah, 2016

letter naming fluency _____/30 time_____

sound fluency _____/30 time_____

111

Letter Naming



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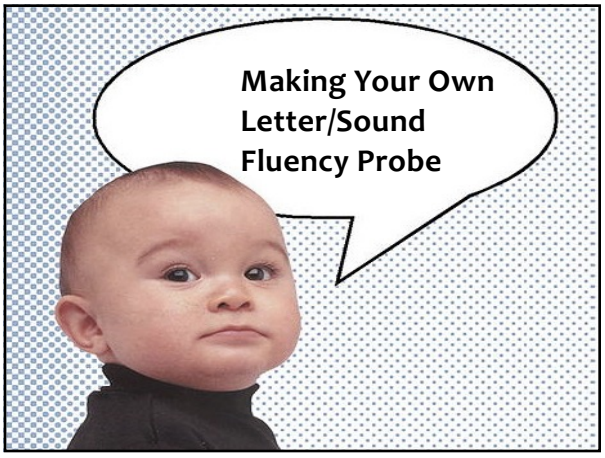


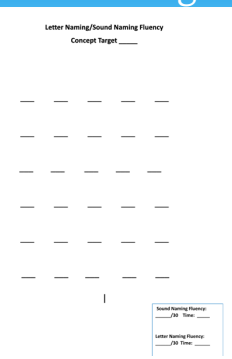
113

Developing Your Own Probe

- Choose the most recent concept as the focus.
- Look at your student's previous work and letters/sounds that are not automatic or that are a struggle.
- Use the Utility sheet to determine other letters to use.
- Use 6-8 letters to focus on with this probe

114

Letter/Sound Naming Template



115

Word Fluency

116

How Students Gain Automatic Word Recognition

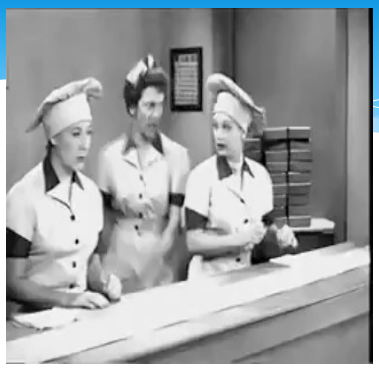
- Explicit , systematic instruction in word decoding leads to automatic word recognition.
- Automaticity allows students to decode effortlessly without conscious thought but it's a complex task with many sub-skills
- Must be able to identify individual sounds quickly and have fluent phonemic decoding.

117

How Students Gain Automatic Word Recognition

- Rapid word recognition develops as students are able to associate sound-symbol relationships easily.
- Best instructional practices indicate that students should build accuracy with decoding words with **new phonic pattern first** and **then use rate exercises to build fluency** (Carreker, 2005).

118



119

Ways to Make Words Automatic

Mappings between orthography and phonology allow novel words to be decoded and provide a foundation for acquisition of more automatic reading skills.

120

How Words are Learned

121

David Share's Self- Teaching Hypothesis

We teach ourselves most words we know
Orthographic learning occurs one word at a time
As students sound out new words, orthographic connections are formed.

- when newly encountered words are not sounded out, they are poorly remembered
- self-teaching does not refer to "the code", but presumes you know the code and can use it reliably

Orthographic learning is implicit- it typically does not involve conscious thought or effort
From 2nd grade and beyond, typically developing readers remember words after only 1-4 exposures

122

A room full of people are shown these letter strings:

NFL	NBA	LPGA	MLB
WNBA	PGA	NHL	NCAA

Half of the people are sports fans and half are Australians who have never been to the United States and have no experience with sports.

123

Orthographic Mapping

The process by which readers store WRITTEN WORDS for immediate, effortless retrieval.

A means by which readers turn unfamiliar WRITTEN WORDS into familiar , instantaneously accessible sight words.

124

Linnea Ehri's Orthographic Mapping Theory

What is a Sight Word?

A word that can be recognized instantaneously

The spelling can be **regular** or **irregular**.

the	go	jump	that	do	come	new	some	any
to	we	away	she	did	ride	must	as	how
and	little	here	on	what	into	soon	then	know
a	down	help	they	so	good	one	could	put
I	can	make	but	get	want	ate	when	take
you	see	two	at	like	too	say	were	every
it	not	play	with	this	pretty	under	them	old
in	one	run	all	will	four	please	ask	by
said	my	find	there	yes	saw	of	an	after
for	me	three	out	went	well	his	over	think

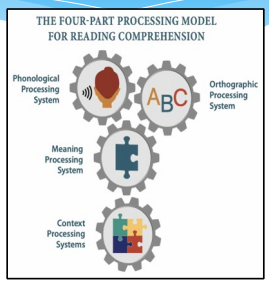
125

What is Necessary for Orthographic Mapping?

Phonemic Awareness- (both **Blending** and **Analysis skills**)

Letter -Sound Knowledge

Word Recognition



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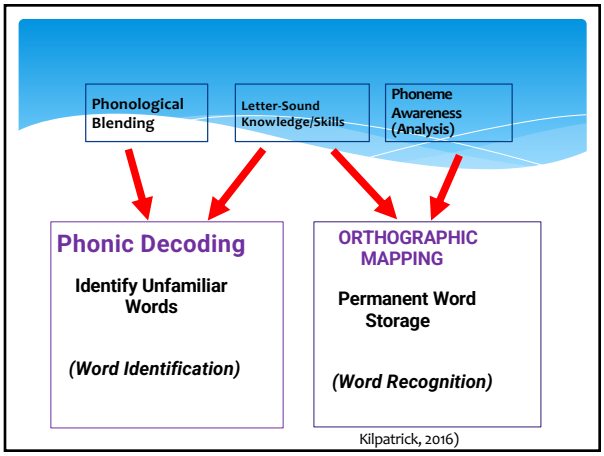


127

Orthographic Mapping

"Efficient orthographic mapping will only occur if the student has adequate phonemic awareness/analysis. If he cannot pull apart the sounds in words,he cannot align those sounds to the order of letters"

128

Phoneme-Grapheme Mapping

e. Phoneme-Grapheme Mapping:
Present a word utilizing the new concept.
Student will build the word with chips (or X) first using the Phoneme-grapheme mapping sheet.
Then student will identify the graphemes that represent that sound and write the letter(s) in the appropriate box.

Tricky combos:
Digraphs- 1 box
Blends-~~2~~1 boxes
qu- 2 boxes but close together
x- crosses two boxes on the line

Build four words:
- Show me _____ Say the sounds as you show me. Student puts one marker per sound in the box
- What grapheme represents _____ student puts letter(s) for each sound, saying the name of the letters as writing it.
- Write _____ student writes the word saying the letters as they write it.

b	l	o	t	blot

129

Phoneme Grapheme Mapping

Let's try the following:

Show me chip.
Show me fate.
Show me eight.

130

Sight Words=Automatic Words

WHAT THEY ARE

- Words that POP!
- They are impossible to suppress reading

ALL WORDS CAN BE SIGHT WORDS

- Regularly spelled words
- Irregularly spelled words
- Frequent Words
- Infrequent Words

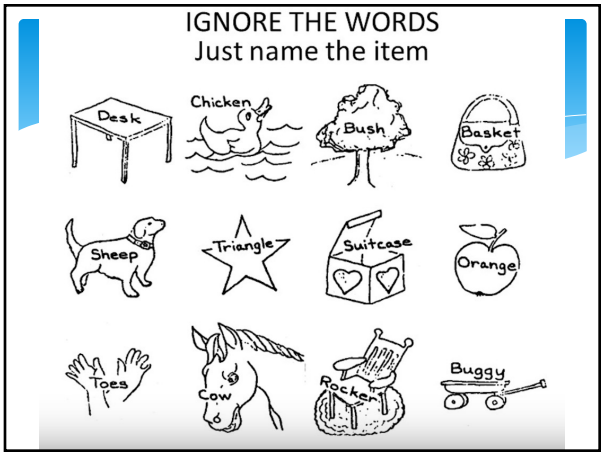
131

IGNORE THE WORDS
Just name the color of the letters

BLUE ORANGE BLACK
GREEN RED YELLOW
PURPLE BLUE BLACK

Stroop, 1935

132



133

The Beauty of Sight Words

Automatic and accurate recognition of words eases the burden of reading and makes it more enjoyable and eases the cognitive load

134

Rapid Word Reading

- Evidence indicates that practice involves the rapid reading of single words can result in improved speed and comprehension of text reading (Tan and Nicholson, 1997)
- Words should have repeated exposure to the orthographic pattern found in the new concept being taught.

135

Word Fluency Sample

Word Fluency (r Blends)

frog	crop	grab	prop
crab	drip	brag	grad
crop	grab	prop	frog
brag	grad	crab	drip
grab	frog	prop	crop
drip	crab	grad	brag

D.O.G.M.A Donah, (2016)

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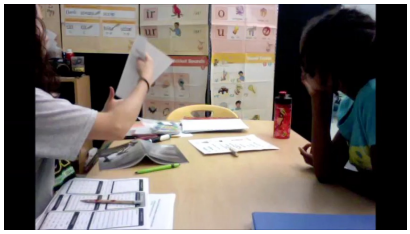
Word Fluency



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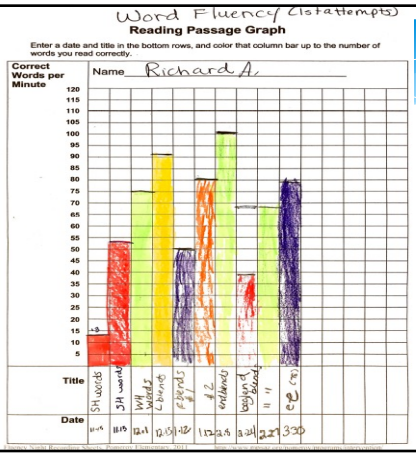

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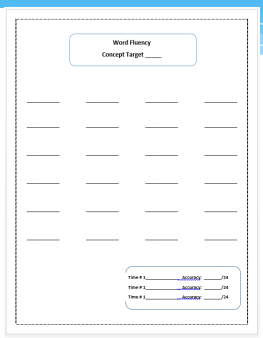
Word Fluency Template



139

Developing Your Own Probe

- Choose 6-8 words that focus on the phonic pattern previously taught.
- Repeat the words in random order on alternate lines.
  - Rows 1-3-5 same words in random order
  - Rows 2-4-6 same words in random order
- Have student read the word lists as quickly as possible.
- Time reading and check for accuracy. Student can reread three times and chart progress.

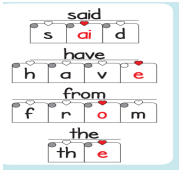
140

Orthographic Mapping of Irregular Words

- Mapping irregular words is similar to mapping regular words.
- Ex. top has 1:1 correspondence (/t//o//p/)
- Ex. That does not, but adjustments have been made in understanding concepts with more than one letter representing a sound (/th/ /a/ /t/)
- Irregular words have some sound irregularities:
- Ex. /f/ /r/ /u//m/ (from)

141

Heart Word Routine



Heart Word Routine

1. Say the word
2. Say Sounds in Word
3. Match sounds & Letters and which need to be remembered by heart
4. Read and Spell Aloud
5. Air write
6. Write it on white board

142

Word Reading of Irregular Words

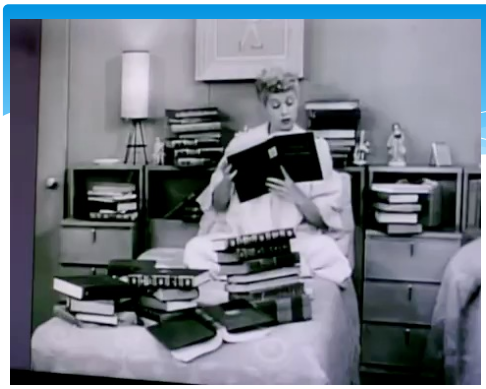
have said once they does people

people they have does said once

said once they people does have

they have said does people once

143



144

Word and Sentence Reading

145

Practice with Decoding Words and Sentences

- Weak readers require dozens of exposures to words before they are permanently stored (Martens & de Jong, 2008).
- Reading progress can't be accelerated unless readers develop ability to to add words to their sight vocabulary (Kilpatrick, 2015).
- Reading fluency is a by-product of having a large sight vocabulary of instantly recognizable words. (Eldridge,2005)

146

Word and Sentence Reading

- The Word & Sentence Decoding Assessment is not a timed task for fluency, but rather a task that measures how well the student can decode both single words and sentences in text.
- This assessment is used after a concept has been taught.
- How well a student is able to decode will determine if further instruction in the concept is needed or if instruction should move to the next level.

147

Words and Sentences How To

- Choose 24-30 words that focus on concepts previous taught.
- Place the words on lines
- Write two or three sentences that focus on the phonic pattern previously taught.
- Focus is on accuracy, not on timed reading

148

Word/Sentence Reading (short o)

Tom	cop	rot	hog
top	log	got	top
cot	job	rob	sod
mop	pot	jot	Bob

_____/16

The log had rot on the rim.

Pop the top of the can!

The dog and cat got a cod.

_____/20

D.O.G.M.A Donah, (2016)

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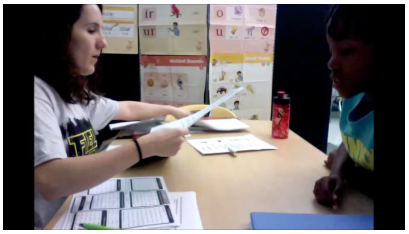
Word and Sentences



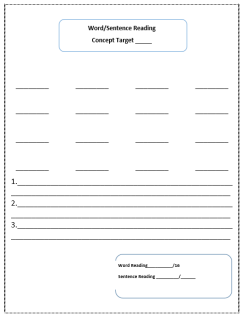
150

Developing Your Own Probe

* Choose the last concept taught as the main focus of the lesson.
* - can either just include one concept or you can focus on the last concept and include previously taught concepts in the words and sentences.

151

Word/Sentence Reading Template



152

Oral Reading Fluency

153

Oral Reading

* Students who have fluent reading understand text better than students who read slowly and /or inaccurately.
* A lack of fluency has critical effects on the reader and their comprehension of text.

154

Why Is Decodable Text Important?

* High interest decodable text allows children to experience early success
* They are really reading, not guessing
* The reliable word identification that results propels them forward to apply their new found decoding skills confidently and independently
* Reinforces their metacognitive awareness that reading is not guessing, but the consistent application of the alphabetic principle.

155

Why Use Decodable Print?

* "There is a period during beginning reading instruction when all children will benefit from practicing letter-sound correspondence in decodable text. To immerse children in a print rich environment without instruction in letter-sound correspondence and practice in decodable text is to doom a large percentage of children to reading failure."

(Foorman, Fletcher and Francis, 1999)

156

Marilyn Adams on the nature of skill reading:

In fact, the automaticity with which skillful readers recognize words is the key to the whole system...The reader's attention can be focused on the meaning and message of a text only to the extent that it's free from fussing with the words and letters.

157

The Use of Decodable Text

* Decodable text utilizes sound-symbol relationships that have been previously taught as well as irregular words the students recognizes on sight.
* Not only should decodable text be phonetically appropriate for the student, but it should also make sense so that comprehension can be assessed.
* Decodable text assures success and supports increased fluency and comprehension.

158

What Should Text Look Like?

* It is important that the student practice the new concept through decodable text.
* In this text, the vocabulary is controlled, and most all words conform to phoneme –grapheme correspondences known by the student and builds automatic word recognition.
* The repeated reading of decodable text secures concepts in memory.
* **Remember**: The major purpose of using decodable text is so that readers can practice applying phonic skills they are learning in isolation, not to build vocabulary and comprehension skills

159

Oral Reading of Text

* National Reading Panel concluded that repeated reading, an example of guided oral reading, is the most effective technique for improving word recognition, speed, accuracy, and fluency.
* Rereading the same passage helps the student in accessing previously learned patterns and concepts in order to make them automatic. (Torgeson, Rashotte and Alexander, 2001)

160

Story Fluency How to

* The Story Fluency Assessment measures how well a student can read a controlled text aloud. When students are able to read fluently (accurately, with good rate and with expression) they are free to concentrate on the meaning of the text rather than attempting to decode each word.
* In this task the student is asked to read a short passage that focuses on the concept previously taught. The student is scored both for accuracy and speed. If students have difficulty correctly decoding words, explicit instruction should be given to address the error(s).

161

Story Reading Fluency How To Continued

* Choose a passage of decodable text that utilizes phonic patterns that have been taught.
* Begin timing, whiles Student reads aloud.
* Follow along and mark errors/miscues.
* After the task is completed check accuracy and time.
* Read passage three times, reading with a different purpose each time, and look for fluency/ improvement.
* Student should chart progress.

162

The Fist Bump

Glen and Fred went on a trip to the zoo.

The plan was to see a chimp and get him to jump.

Glen did hop and jump.

The plump chimp did hop and jump. Glen did grin.

Then Fred did thump his hand.

The plump chimp did thump his hand.

Fred did grin.

Fred did a fist bump to the chimp.

The chimp did grin.

It was a fun trip to the zoo.

timed read #1_____ accuracy _____/76
timed read #2_____ accuracy _____/76
timed read #3_____ accuracy _____/76

D.O.G.M.A Donah, (2016)

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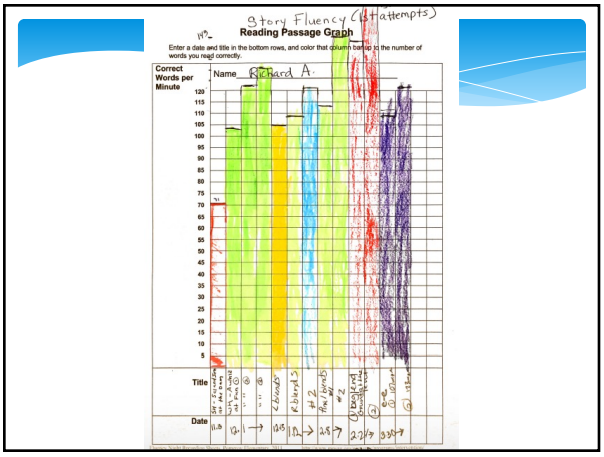

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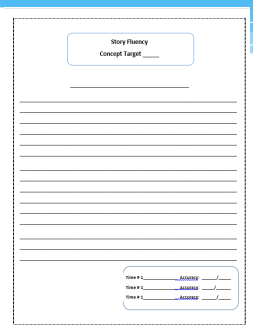
Story Fluency Template



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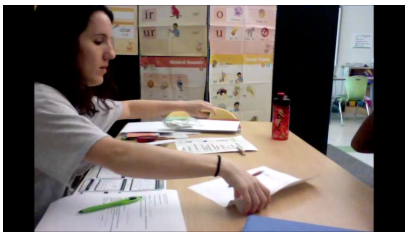
Oral Reading Fluency



166

Comprehension

167

Comprehension

- Reading is complex
- Readers must decode quickly and automatically so all working memory resources are not being utilized to decode individual words and impeding making meaning of text.
- Using decodable text allows for the freeing up of the working memory so students can concentrate on making meaning.

168

What is required for skilled reading?

- Must be able to represent what they are reading in memory
- Automatically and quickly identify words
- Familiar with vocabulary and syntax of language and specific background knowledge
- Make adequate inferences

** a compromise in one or more of these skills can result in difficulties in comprehending text

169

Importance of Use of Maze

- Teachers need simple, time efficient method to both screen, and or monitor progress of students receiving intervention
- (CBM) Maze passages are timed measures that measure reading comprehension. They are better predictors of future reading performance than CBM oral reading fluency probes for students in grades 4 and higher (Hosp, Hosp & Howell, 2007).
- Its value is that is serves as a thermostat to regulate comprehension instruction.
- Charting performance with the maze technique can be motivating for the student and teacher alike.

170

Maze Comprehension

- Competent readers understand the syntax of what they read and the meaning of the words as they are used in text.
- In Maze comprehension, teachers can identify how well a student comprehends what they read as they are asked to choose words based on semantic and syntactic accuracy. A maze reading can identify and measure changes in reading behavior as a result of instruction.

171

Maze Comprehension

- Students are assessed as to how well they can comprehend text that they read silently.
- After the first sentence, every seventh word is taken out of text and students must choose between three words as what makes most sense.
- Students who struggle with reading often cannot choose the correct word based on semantics or syntax.

172

Practice Test

Two words have same part of speech. Try to keep same amount of letters

"Nash was in a rush to **(hit, top, get)** to the pond. He did want to get a **(chat, fish, ran).**

173

Maze Comprehension

The Chick's Problem

Mick had a flock of ducks at his home. They did live by the pond. (**So, The, In**) ducks did like to swim and (**plump, drift, till**) next to Mick when he swam. Mick (**but, jog, did**) like to pack a lunch and (**sit, rut, tap**) on the dock while the ducks (**truck, grab, swam**). The ducks had a chick, and it (**was, flag, were**) quick. At times the chick got (**lend, stuck, hills**) in the muck in the pond. Mick (**bad, had, hit**) to pluck it up from the (**grave, muck, nips**) and send it back to the (**dam, mom, ran**) and dad duck. Mick was a big help!

D.O.G.M.A. , Donah,2016

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Maze Comprehension How To

- This is a multiple-choice task that students complete while reading silently.
- Students are presented with a passage that they can read independently.
- The first sentence in the passage is left intact.
- After the first sentence, every seventh word is replaced with three word choices inside parentheses.
- Student circles the word choice that makes the most sense.
- After the task is completed, check accuracy.

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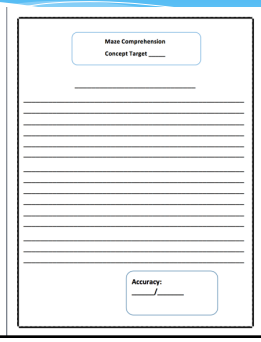
Maze Comprehension Template



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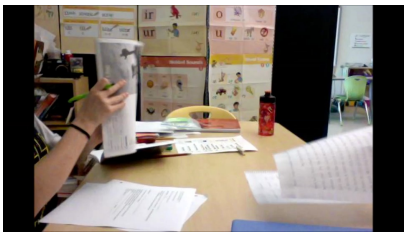
Maze Comprehension



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Develop Your Own Maze Comprehension Probe

- Focus on the last concept taught and write a story that is decodable and at the student's independent reading level.
- Or, look at decodables provided and choose a passage.
- First sentence stays in tact. Then every seventh word is taken out and you must replace with **two distractors. Both words should be close in the number of letters as correct answer.**
- **One Distractor, same part of speech**
- **One Distractor, different part of speech.**

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Let's Practice!

The Duke of Drake was a grump. His chum, Luke was a brute. (He, ____, ____) broke a branch on the Duke's (_____, _____, pet) mule, Jude. The Duke did fume. (____, He, _____) said, "You are crude! You must (act, _____, _____) like a pal." Then Luke felt (_____,shame,_____) and did mope.

179

Vocabulary

180

Vocabulary

Vocabulary development is essential for students, yet little time is devoted to vocabulary development in elementary classrooms. (Wright and Newman, 2014)

181

Vocabulary

Research evidence supports the effectiveness of vocabulary instruction and intervention for accelerating students' vocabulary knowledge and improving comprehension/(Quinn and Wagner, 2017)

182

Vocabulary

* Vocabulary knowledge in the elementary grades is not only associated with student's current reading comprehension but continues to predict reading comprehension in high school and beyond. (Cunningham and Stanovich, 1997)

183

Link Between Vocabulary and Word Recognition

* According to studies by Harm and Seidenberg (2004), expressive vocabulary also plays a role is visual word recognition.

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Link Between Vocabulary and Fluency

* Children who are poor readers may lack the vocabulary necessary to comprehend what they read. They in turn will avoid reading rather than face text that is overloaded with vocabulary that is foreign to them. Without exposure to new words students will not acquire skills necessary to achieve fluency. (Nosal, 2012)

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Link between Vocabulary and Comprehension

* Once a student decodes text, oral vocabulary plays an important role in reading comprehension.
* When beginning readers come to an unfamiliar word the reader attempts to use words in their oral vocabulary to make sense of the word in print.
* If they have the word in their oral vocabulary, they can more quickly decode the word and make meaning (Kamil and Hiebert, 2005).

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Vocabulary

- One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning.
- According to Stahl (2005), students need to see a word multiple times in multiple contexts in order to put it in long term memory.
- In OG lessons, you are continually using varying strategies with new vocabulary words students encounter during their lesson on specific concepts.

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Try This

- The snables tramped the mengs to the dwip. The dwip fropped. The mengs clambed a sib boogle. The snables gicked and gicked.
- 1. What did the snables do to the mengs?
- 2. What happened to the dwip?
- 3. What kind of boogle did the mengs clamb?
- 4. What did the snables eventually do?

(Kilpatrick, 2015)

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Vocabulary How To

The Vocabulary Assessment measures how well a student is able to understand the meaning of words that follow a studied phonetic pattern.

- The student reads a word, and the teacher offers three choices.
- The student chooses which of the words best matches the meaning of the given word.
- Students are not asked to read the choice words because they might not be able to decode them, and this task is not a decoding task but an assessment of whether the student has an understanding of vocabulary

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How to Develop Your Own Probe (continued)

- Choose vocabulary words that focus on one concept or a group of concepts student is working on (ex. Digraphs, beginning blends, short vowels, or short a and o)
- Use a thesaurus and find a meaning close to the target word. (**thesaurus.com is great to use**)
- Choose two distractors (one same part of speech and one not the correct part of speech)

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Vocabulary Progress Monitoring (digraph ch, th, wh)

1. ***whit***	*little*	bang	noodle
2. ***pith***	crack	park	*core*
3. ***chum***	fork	glass	*buddy*
4. ***whiz***	watch	*genius*	music
5. ***thud***	*crash*	grab	nibble
6. ***chug***	sign	*gulp*	giggle

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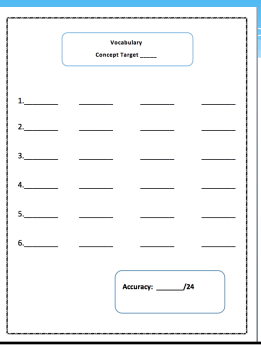
Vocabulary Template



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Vocabulary

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Written Expression

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Written language and Dyslexia

* For students with Dyslexia, spelling poses a greater challenge than reading (Uhry & Clark, 2005).
* Spelling is a multisensory skill that involves translating auditory sounds into visual symbols that are reinforced with writing.
* Instruction must be explicit and systematic.

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Decoding and Spelling Connection

* Word level decoding and spelling share common processes.
* As students learn to decode, there must be the associated link to encode these sounds into letters .
* This requires orthographic awareness.
* Builds on the development of reciprocal relationship between phonological awareness and orthographic awareness

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Orton-Gillingham and Spelling

* Spelling is practiced along with learning decoding skills.
* Utilizing Sentence Dictation allows teachers to assess how well the student is transferring the concepts taught to spelling.

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Dictation Assessment How To

* In this task, students are given a dictation sentence to write independently. The sentence focuses on a concept previously taught as well as a cumulative review of many concepts the student has mastered.
* This task asks students to use their knowledge of the sounds of the language to write a sentence that includes grammar, punctuation, spacing and spelling.

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How to Score Dictation

Correcting Writing Sequences:

1. All words must be **spelled correctly**.
2. **One point** for each correctly spelled word.
3. Words must be **capitalized** and **punctuated** correctly.
4. One point for each correct capitalization and one point for each **correct punctuation** mark.
5. **Contractions** must be written correctly.
6. **Abbreviations** must be written correctly.

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Sentence Dictation

Directions: Say to the student, "I will read you a sentence and you will repeat it. You will then write the sentence and use your COPS to check your work."

Dictation Focus: **i-e and previous concepts**

Mike did hike a mile to get a prize.

accuracy _____/11

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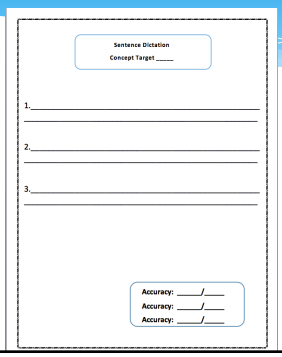
Dictation Template



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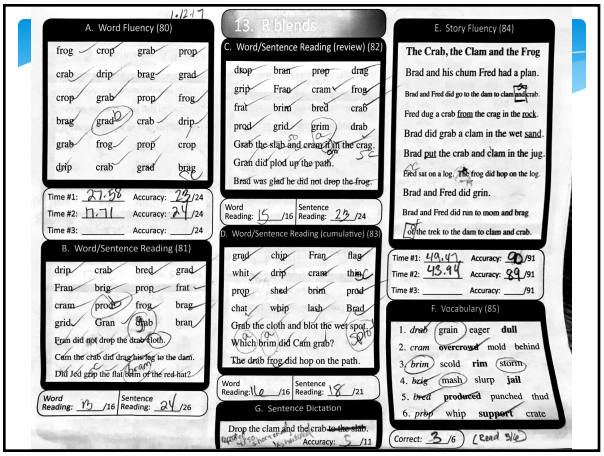

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Putting it all together in OG

- Progress monitor every week/two depending on how often you instruct students and if 1:1 or small group.
- Progress monitor in all areas or in some
- It all depends on the student need

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Summary

- Progress monitoring is essential and critical for assessing instruction
- Progress monitoring allows the instructor to adjust instruction when progress is not moving as expected.
- Allows teachers to document progress towards goals and objectives

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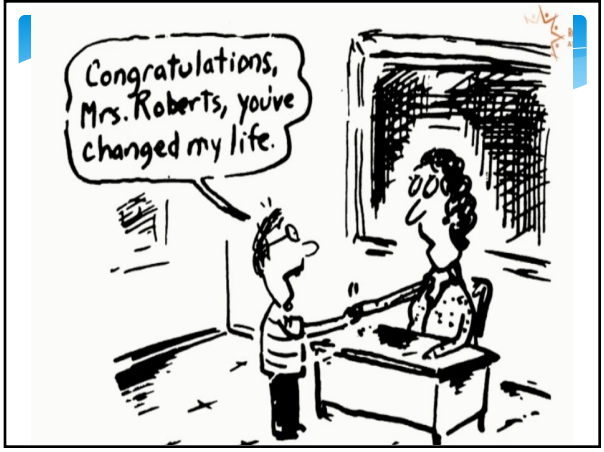

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Questions?
Thank You !!

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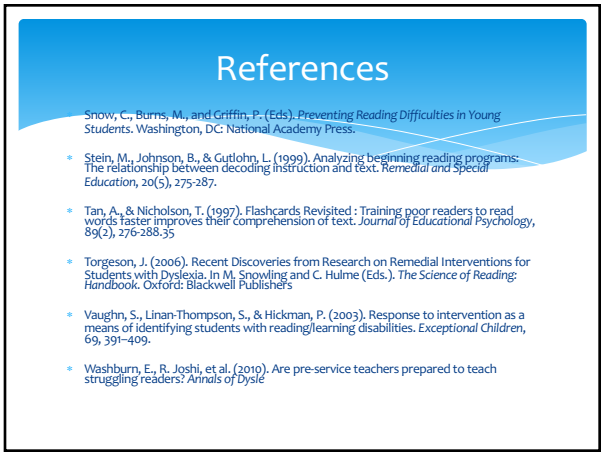
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