

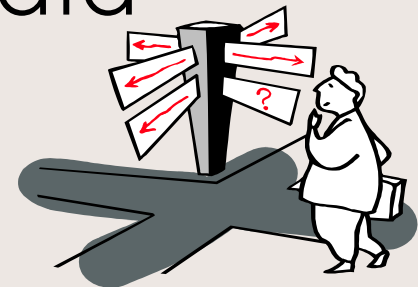
# Using Data to Inform Instruction

Seven Hills Charter School  
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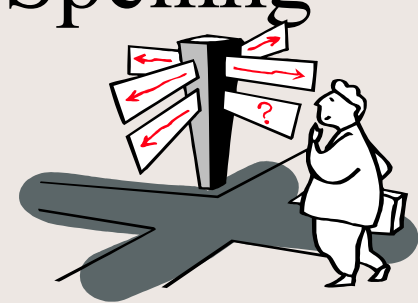
# Objectives For Today:

- Analyze DIBELS data to determine the needs of students
- Form small, needs-based groups using DIBELS data
- Develop small group and center activities using DIBELS data



# Looking at the Data

- Identify the students in your class that are “some risk” and “at risk” on Oral Reading Fluency
- Using the test booklets identify the areas of need for each student
- Grade 3 – Developmental Spelling Inventory



# Look at the Data...

## *Low Oral Reading Fluency Score and High Error Rate*

- Administer the Nonsense Word Fluency assessment to determine whether the student has a good understanding of Sound/Symbol relationship and *blending* CVC words

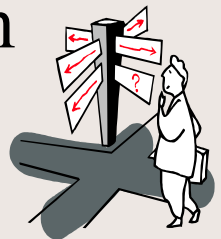


# Low NWF/Low ORF

*Knows sounds and can segment simple words, but limited ability with sound/symbol correspondences*

Needs explicit phonics instruction

- Provide instruction on a letter-sound for three days minimum
- Provide frequent short practice opportunities (i.e.: partner flash cards)
- Put “known” sounds in fun review activities (i.e.: letters in a bag, letters on the chalk board they erase, one-minute dash)
- Teach how to blend once 4-6 letters are firm



# *Instructional Suggestions*

- Say it Slowly
- Say it Faster/Move it Closer
- Onsets and Rimes
- Playing with Sounds
- Tapping Out
- Tapping and Sweeping



# High NWF/Low ORF

This student has:

- A good understanding of sounds, sound/symbol relationship and blending of CVC words.
- Low ORF could indicate a need for fluency practice, oral language & vocabulary development or practice with high level decoding.
- May be an ELL student who needs less vocabulary and oral language.



# Strategies:



- Examine NWF to determine whether the student is **blending sounds into whole words**.
- Teach how to read whole words quickly.
- Teach how to “read the whole word”  
(sound it out in your head)
- Provide practice in reading words in lists so that students can read words at a rate of 1 word per 1-2 seconds
- Use chunking strategies if the student is a word-by-word reader

# Strategies continued

- Teach sentence reading (how to move from one word to the next).
- Provide “multiple opportunities” to read regular words in sentences.
- Teach a few critical sight words
- Provide “extensive” practice reading regular and taught irregular words in simple, controlled texts.



# Instructional Suggestions

- Repeated, Partner, Echo, Choral Reading
- Word Lists
- Phrase Cards
- Sentence Strips
- Leveled passages
- Continue with blending activities
- Pencil Strategy
- Beth lost her best scarf at the mall last Friday



# Low NWF/High ORF

- *This student has a beginning understanding that sounds are fundamental in reading but cannot segment or blend sounds.*
- *ORF is “low risk” which may indicate that this student has a good sight word vocabulary.*
- *Check errors and note poor decoding skills.*



# Strategies



- May need phonemic awareness instruction on segmenting and blending.
- May need explicit instruction in phoneme/grapheme correspondence.
- Continue to build vocabulary orally to keep the student progressing in comprehension.
- May need additional instruction and practice with the six syllable types and multi-syllabic words.

# *Instructional Suggestions:*

- Graphic Organizers
- Concept Word Maps
- Word Walls
- Cloze Activities
- Click and Clunk
- Leveled Books
- CLOVER (syllable types)
- Multi-syllabic Word Puzzles
- Multi-syllabic Framing
- Word Sorts



# Next Steps



- Using the data, determine what centers will be most useful in your classroom.
- Using materials provided, (the TRA Binder, FCRR binder , *Foundations* and *Great Leaps* resource materials), develop center and/or small group activities, that are appropriate for struggling readers.
- Share “good practices” or center ideas with colleagues.

# Resources

- DIBELS Profile Guidelines; 2003 Hanson Initiative for Language & Literacy
- Massachusetts Grade Two and Grade Three Teacher Reading Academy; 2002, University of Texas System and the Texas Education Agency