FL Assessments for Instruction in Reading

Just Read, Florida!

◊

Florida Center for Reading Research

Regional Meetings

- Nov. 17: Washington-PAEC-8:30-Noon (CST)
- Nov. 18: Seminole-Tuskawilla Middle School 12:30-4:00
- Nov. 19: Bradenton/Manatee Professional Support Center 12:30-4:00
- Nov. 20: Broward-Broward College-Downtown 12:30-4:00
- Nov. 21: Duval-The Schultz Center 12:30-4:00
- Dec. 1: Tallahassee-Turlington Building 12:30-4:00

New Florida Assessments for Instruction in Reading

➤ Instructionally useful

➤ Computer administered in grades 3-12

➤ Automatic reporting to the Progress Monitoring and Reporting Network (PMRN) in grades 3-12

➤ K-2 will be able to be administered via an internet-based application that will be linked to the PMRN

➤ Implementation study in 08-09 in Manatee, Broward, Leon, and Alachua counties

➤ Available free of charge to all schools in Fall 2009

➤ Only mandatory in Reading First and Kindergarten Screening

New Florida Assessments for Instruction in Reading

➢ <u>PreK</u>: print knowledge, phonological awareness, vocabulary, math

➢ <u>K-2</u>: phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comp.

➢ <u>3-12</u>: adaptive complex & low level reading comp., fluency, word analysis, skill assessment

➢ <u>K-12</u>: Informal reading inventories

➢ Lexile scores in grades 3-12 allow matching students to text and access to online libraries

➢ Linked to current measure for K screening

➢ Identifies risk of reading difficulties and reading disabilities

New Florida Assessments for Instruction in Reading

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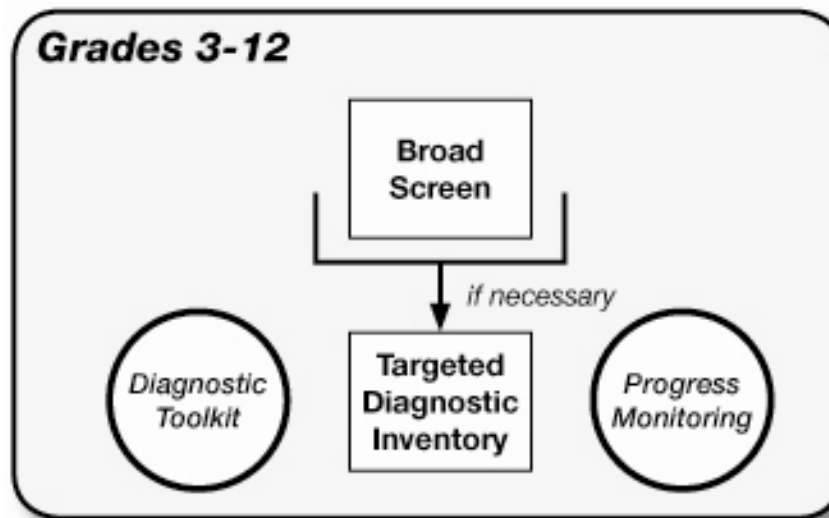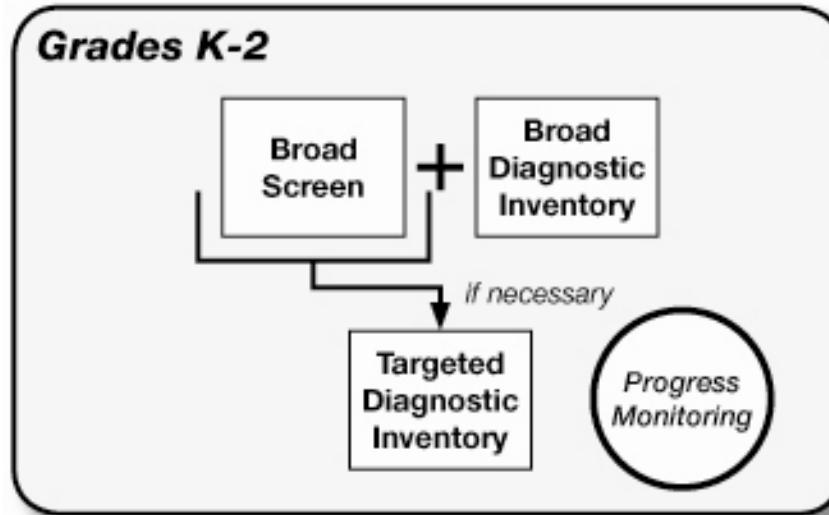
Why New Reading Assessments?

➢ Improved to include assessment of:

    1. PreK

    2. Vocabulary

    3. Comprehension

➢ Assesses standards in G3-G12; monitors progress

➢ Results predict end of year performance on standardized test (K-2) & FCAT

➢ Diagnostic inventories are linked to Florida standards and provide information for guiding instruction

➢ Reading comprehension & oral reading fluency passages are equated for difficulty to allow for accurate progress monitoring

➢ Comprehension assessed in instructional level passages

The Role of DIBELS in 2009-10

- Schools can choose which assessments they want to use if they are not in Reading First.

- DIBELS will not be supported by the PMRN.

- DIBELS will not be a part of the FLKRS.

K-2 Web-Based Administration

- Neither Palm nor handheld scoring will be available
- May be administered on laptops, mini-laptops, or desktop computers
- Tentative plan to provide mini-laptops for elementary schools in pilot, Reading First, and current Palm users (estimated 1 laptop for every two K-2 teachers)-Based on availability of funding and results of bidding process
- District-wide implementation required to receive hardware

Why Web-Based Versus Palms or Handhelds?

- Confident that assessments can be administered in a reliable, valid, and efficient manner

- Long range technology solution

- Teachers more comfortable with laptop format

- Broader availability and greater functionality (multifunction versus single)

- Broader access to technical assistance and maintenance

- No reprogramming required for updates

Why Should Teachers Spend 30 Minutes Testing Rather Than Teaching?

1. You can't expect unless you inspect.

2. Diagnostic information is crucial to teaching.

3. Progress monitoring is crucial to learning.

The Florida Assessments for Instruction in Reading

Broad Screen

Broad Diagnostic Inventory

Probability of Success

Targeted Diagnostic Inventory
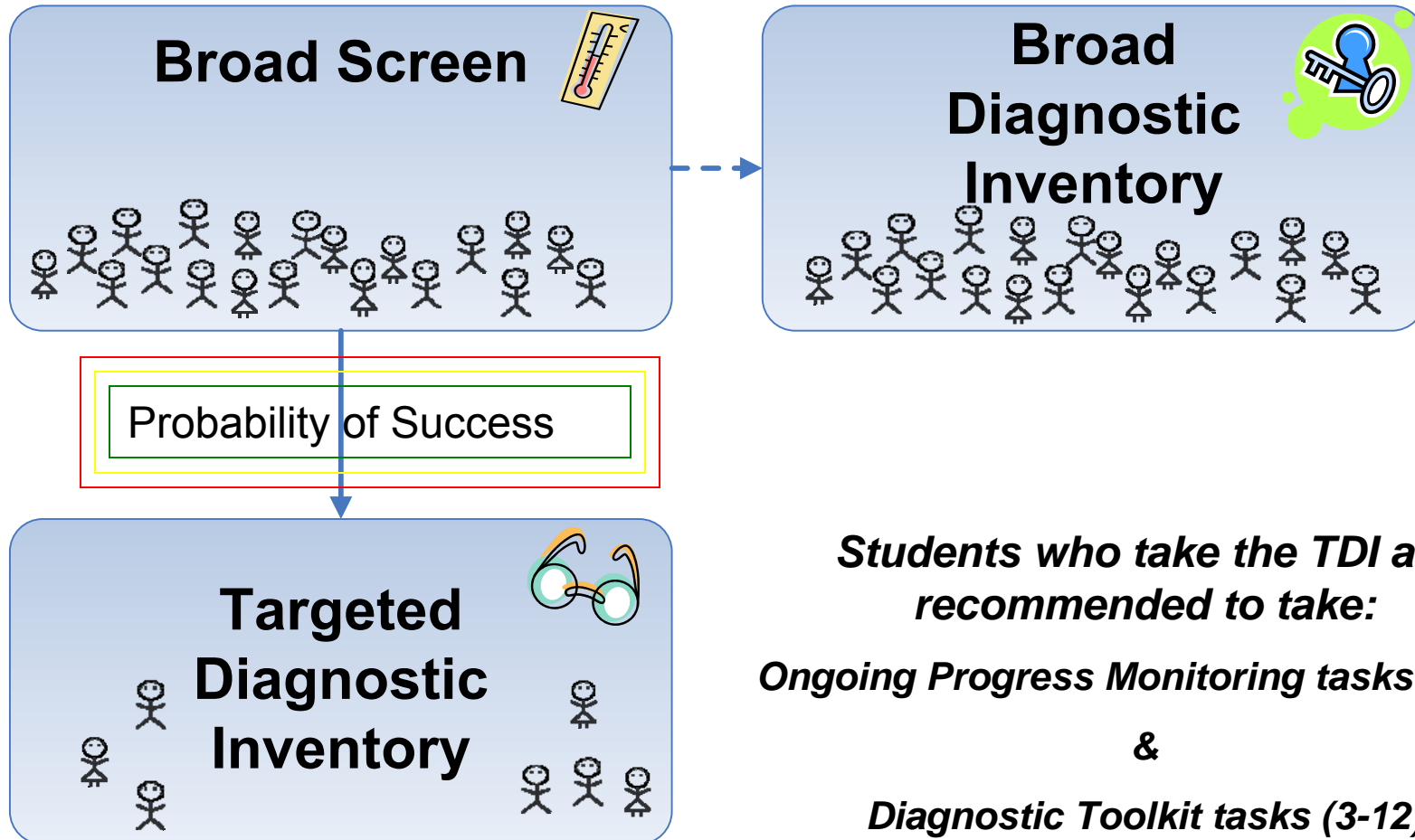
Students who take the TDI are recommended to take:

Ongoing Progress Monitoring tasks (K-12)

&

Diagnostic Toolkit tasks (3-12)

Success Zones - Probability Scores

GREEN	85% or better probability of grade-level or above performance on the SESAT/SAT-10/FCAT
YELLOW	16-84% probability of grade-level or above performance on the SESAT/SAT-10/FCAT
RED	15% or less probability of grade-level or above performance on the SESAT/SAT-10/FCAT

WHO will take the Florida Assessments for Instruction in Reading?

	Assessment Period 1	OPM	Assessment Period 2	OPM	Assessment Period 3
Screen	All		All		All
BDI	All*		All*		All*
TDI	Some		Some		Some

* Available to All, but may not required

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WHAT are the Florida Assessments for Instruction in Reading?

Broad Screen/Progress Monitoring Tool

- <u>K-2</u>: 3-5 minute set of tasks designed to indicate the probability of success on the SESAT (K) or SAT-10 (1, 2)

- <u>3-12</u>: Computer-based, adaptive reading comprehension assessment designed

  to indicate the probability of success

  on the FCAT

Broad Diagnostic Inventory (K-2)

<u>Set of tasks designed to indicate other key areas of instructional need related to reading success</u>

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Spelling (Grade 2 only)

WHAT are the Florida Assessments for Instruction in Reading?

Targeted Diagnostic Inventory (K-12)

- Set of tasks designed to more precisely indicate the areas of instructional need based upon performance on the

  Broad Screen

Targeted Diagnostic Inventory (K-2)

Kindergarten	• Print Awareness (optional) • Letter name knowledge • Phoneme Blending • Phoneme Deletion Word Parts/Initial • Letter Sound Connection Initial; LS Connection Final Word Building –Initial Consonants; Final Consonants • Word Building –Medial Vowels
First Grade	• Letter Sound Knowledge • Phoneme Blending • Phoneme Deletion Initial; Phoneme Deletion Final Word Building –Consonants • Word Building –Vowels • Word Building –CVC /CVCe • Word Building –Blends
Second Grade	• Word Building –Blends & Vowels • Multisyllabic Word Reading

Targeted Diagnostic Inventory (3-12)

- Computer-based Mazes

- Computer-based Word Analysis (spelling)

WHAT are the Florida Assessments for Instruction in Reading?

Ongoing Progress Monitoring (K-12)

- Set of tasks designed to monitor student progress in acquiring critical reading-related skills between benchmark tests

Ongoing Progress Monitoring (K-2)

- Letter Name and Sound Knowledge (K)

- Phonemic Awareness (K & 1)

- Word Building (K & 1)

- Oral Reading Fluency (1& 2)

Ongoing Progress Monitoring (3-12)

- Oral Reading Fluency (3-5) on paper

- Computer-based Mazes (3-12)

Informal Diagnostic Toolkit (3-12)

- Instructional Level RC Passages

- Phonics and Sight Word Inventory

- Instructional Implications of Word Analysis Task

- Passage-specific Teacher Q & R Templates

WHEN are the Florida Assessments for Instruction in Reading Taken?

	Assessment Period 1 (Sept)	OPM	Assessment Period 2 (Jan)	OPM	Assessment Period 3 (Apr)
Screen	3-5 min per student		3-5 min per student		3-5 min per student
BDI	10-15 min per task		10-15 min per task		10-15 min per task
TDI	Time varies by student		Time varies by student		Time varies by student

Same assessment windows as in previous years

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HOW does using the Florida Assessments for Instruction in Reading Support Students & Teachers?

- Comprehensive assessment system

	K-2	3-12
1. **Phonemic Awareness**	✓	
2. **Phonics**	✓	✓
3. **Fluency**	✓	✓
4. **Vocabulary**	✓	*
5. **Text Comprehension**	✓	✓
6. **Orthographic Skills (Spelling)**	✓	✓

* embedded in text comprehension

Task Administration

- All but one K-2 tasks (G2 spelling) are individually administered and scored via a web-based application or on paper.

- Most 3-12 tasks are individually administered on the computer. The Informal Diagnostic Toolkit and G3-G5 fluency probes will be paper and pencil administration only.

HOW is Using the Florida Assessments for Instruction in Reading Beneficial?

- Precise ability placement for Reading Comprehension tasks

  ➢ **K-2**: Word List placement into RC passages
  ➢ **3-12**: Adaptive placement into RC passages

- Internet-based options

  ➢ **K-2**: Internet-based application may be used for task administration
  ➢ **3-12**: Screen and Targeted Diagnostic Inventory tasks on computer

HOW is Using the Florida Assessments for Instruction in Reading Beneficial?

- Access to the PMRN system for recording student scores

  - ➢ **K-2**: Scores can be entered by hand or via internet-based scoring tool
  - ➢ **3-12:** Scores are automatically sent to the PMRN via the computerized task administration

- Teacher website for guiding instruction will be available

  - ➢ Ideas for grouping students by instructional need will be available; including program-specific PD
  - ➢ Links to appropriate instructional routines, based upon student score results, will be available

HOW is Using the Florida Assessments for Instruction in Reading Beneficial?

- Screen tasks are directly related to Florida Sunshine State Standards and predict end of year performance on the Stanford Achievement Test (K-2) or FCAT (3-12)

- Strong psychometric test properties form the basis of all of the assessments

  - All reading comprehension and oral reading fluency tasks use equating methods to put passages on the same scale so that fluency scores are meaningful.

FCAT Test Design

- Cognitive Complexity (Webb's Depth of Knowledge)

- Content Categories for Reading

  - Words & phrases in context

  - Main idea, plot, & author's purpose

  - Comparison; cause/effect

  - Reference & Research – locate, organize, interpret, synthesize, & evaluate information

K-2 Assessment Sample
Paper Administration

- Clear, easy to use student score form

- Scores can be entered into the PMRN

- Immediate display of raw score performance

BDI: Reading Comprehension - Story 1   (Stop at 12 errors)

Going Fishing

Max and Maria like to fish. Dad likes to fish, too. They went to the pond and sat in the sun.	14 21
"I want to catch the brown fish," said Max. Dad gave Max his pole.	34 35
"The fish is fast," said Maria. "How will you catch him?"	46
"I will be very still," said Max. Soon Max had a bite.	58
"Help, Dad!" said Max. "Take the pole. This fish is too big!"	70

Dad came over to help Max. The fish was brown. It smelled funny.
"Can we eat him?" said Maria.
"No," said Dad, "he is not big enough."
"Will we have to put him back?" said Max.
"Yes," said Dad, "we will let him live."
They put the fish back in the pond.

Accuracy Level	Time	Fluency Rate					
number of errors	total seconds	words read in story	- errors	= (words correct	/ total seconds)	x 60	Fluency (S-WCPM)
			-	= (	/	) x 60	

E/I	Reading Comprehension Question	Acceptable Responses	Score (0, 1)
E	Where did the children and their father go to fish?	*The pond*	
E	Why did Max need his father to take the pole?	*The fish was too big; too heavy.*	
E	Why did the children and their father put the fish back in the pond?	*To let the fish live/keep him alive; because fish wasn't big enough to eat/keep.*	
I	Why was the children's father able to reel in the fish when Max was not?	*The father is/was bigger or stronger than Max; Max was too little; it's too hard for him. It was too big/heavy.*	
I	How do you know the children didn't eat the fish Max caught?	*Fish was put back into the pond; fish didn't go home with them (in order to be eaten).*	
		Total E Correct	
		Total I Correct	
		Total Correct	

branching rules…if student scores X then Y

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K-2 Assessment Sample
Internet-based Administration

<<Reading Comprehension>> Passage | LOCK |

Name: <<John MacKinnon>>   0:03

Chores are the jobs I do for my mom and dad at home. I have chores
that I must do every weekday.

My first chore is to make my bed. It is not hard. I try not to
mess up my bed when I get in it at night. Then all I have to do is pull the
covers over the top of the sheets.

After I eat my meal at night, my next chore is to feed the dog. I
take the dog on a run too. I like to be with the dog, so this chore is fun!

The one chore that can be hard is the one on Saturday. I do
not know what it will be. Last week, I had to rake and bag the leaves in
the yard. One time I had to wash the dog. This Saturday Dad and I will

DONE

This student has read 10% of the words in this passage incorrectly. Would
you like to continue with the passage or exit?

CONTINUE   EXIT

<<Reading Comprehension>> Summary | LOCK |

Name: <<John MacKinnon>>

The student demonstrated the following:

Item	Name	Implicit/ Explicit	C	I
1	What is the author's first chore each day?	Explicit	○	⦿
2	Why does the author think taking the dog on a run is a fun chore?	Implicit	○	⦿
3	What job will the author and his dad do this Saturday?	Implicit	○	⦿

BACK   NEXT

*User may only navigate
back to last item in the
Task.*

*Navigates the
User to the
Fluency page*

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K-2 Assessment Sample
Internet-based Administration

- Teacher is guided through assessment

- Easy to use

- When synced, scores are sent directly to PMRN

- Immediate display of raw score performance

<<Reading Comprehension>> Results   LOCK

Name:

Number of implicit correct: out of

Number or explicit correct: out of

Total items correct: out of

Fluency CWPM:

Accuracy: %

<<Next Task: Vocabulary>>
If available.

Calculated as words correct / total words in the passage. Expressed as a percentage.

EXIT   NEXT

Navigates User to the Student Selection page.

If available, navigates User to the Vocabulary Confirmation page.

The K-2 Score Map

BS/PMT	ALL tasks = Probability of Reading Success (PRS)
BDI	LC = Total questions correct (implicit/explicit) RC = Total questions correct (implicit/explicit), Adjusted Fluency, Percent Accuracy VOC = Percentile Rank SPL = Percentile Rank
TDI	ALL tasks = Meets Expectations (ME) or Below Expectations (BE)

Accessing the 3-12 Florida Assessments for Instruction in Reading

1. Make sure the computers meet the minimum technology requirements for use:

    - Internet Explorer 6.0 or later, Safari 2.0 or later, or Firefox 1.5 or later web browser enabled (tasks *can be taken on both PC and Mac*)

    -Screen resolution of 1024 x 768 pixels in use

    -Headphones for administration in use (*the task instructions have audio*)

    -Placement in a well-lit, non-distracting, quiet area

2. Assessments can be accessed at the following URL:

   https://flassessments.fcrr.org

3-12 Assessment Sample Login

Florida Assessments for Instruction in Reading *Admin*

District: Please Select ▾
  Please Select
  Alachua
  Leon
  Manatee
School:
Grade:
Student Name: Please Select ▾
Florida Department of Education
Birth Date: January ▾ 1 ▾ , 2008 ▾   Login

Student Login

- Student logs into the computer application using:

District Name

School Name

Grade

Student Name

Birth Date

3-12 Assessment Sample Login

Florida Assessments for Instruction in Reading   *Admin*

District: Leon

School: Please Select

  Please Select
  Roberts Elementary School
  Elizabeth Cobb Middle School
  Frank Hartsfield Elem. School
  Amos P. Godby High School
  Oak Ridge Elementary School

Grade:

Student Name:

Florida Department of Education

Birth Date:

Login

Student Login

- Using the drop-down menu options, the student completes the login process.

Florida Assessments for Instruction in Reading

Welcome John! Are you ready to take the test?
If you are, click the "I'm Ready" button below.
Have fun and good luck!

I'm Ready

Florida Department of Education

Student Login

- A confirmation page is displayed prior to the start of the task.

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Reading Comprehension Task Demonstration

Click here to start

Maze Task Demonstration

Click here to start

Word Analysis
Task Demonstration

Click here to start

The 3-12 Score Map

BS/PMT	• FCAT Success Probability (FSP) • Lexile • Percentile
Maze – TDI	• Percentile •Monitoring Level
Word Analysis - TDI	• Percentile •Ability Score

PMRN Reports

- FCRR reports (e.g., school or student change
- State & Region reports (state status; success zone; historical)
- School report (status; success zone; historical; student 3+ progress)
- Teacher reports (status; grade; historical; year-end outcome; success zone; progress)
- Class reports (also TDI report and error analysis)
- Student report (OPM; cumulative; historical; score detail; parent letter)

Teacher: Teacher A
Date: 9/17/2008
District: District A

			Broad Screen		Broad Diagnostic Inventory										Targeted Diagnostic Inventory															
			Word Reading		Reading Comp.					(Listening Comp.)			Vocab		LSK		PAB		PD-I		PD-F		WB-C		WB-V		WBCVC(E)		WB-B	
Student Name	Probability		# Correct	Valid-Error	Passage #	Total Errors	Adjusted Fluency	Total Correct	Valid-Error	Passage #	Total Correct	Valid-Error	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE	# Correct	ME-BE
			0-21		1-6			0-5		1-6	0-5		0-53		0-26		0-10		0-10		0-10		0-6		0-6		0-6		0-6	
Student 1	0.86	G	10	Valid	5	3		4	Valid				48	Valid																
Student 2	0.93	G	12	Valid	6	4		5	Valid				49	Valid																
Student 3	0.15	R	1	Valid	1	10		0	Valid				21	Valid	15	BE	1	BE												
Student 4	0.21	Y	2	Valid	2	7		3	Valid				42	Valid	20	BE	5	BE												
Student 5	0.29	Y	3	Valid	2	8		3	Valid				23	Valid	16	BE	8	ME	8	ME	8	ME	2	BE						
Student 6	0.56	Y	6	Valid	4	5		5	Valid				34	Valid	22	ME	9	ME	6	ME	3	BE								
Student 7	0.80	Y	9	Valid	5	2		4	Valid				47	Valid	26	ME	8	ME	8	ME	8	ME	5	ME	2	BE				
Student 8	0.90	G	11	Valid	5	2		3	Valid				51	Valid																
Student 9	0.21	Y	2	Valid	2	11		4	Valid				33	Valid	18	BE	4	BE												
Student 10	0.11	R	0	Valid	1	15		1	Valid				45	Valid	10	BE	5	BE												
Student 11	0.65	Y	7	Valid	4	9		1	Valid				33	Valid	25	ME	8	ME	8	ME	5	ME	1	BE						
Student 12	0.15	R	1	Valid	1	14		1	Valid				28	Valid	9	BE	7	BE												
Student 13	0.86	G	10	Valid	6	2		5	Valid				50	Valid																
Student 14	0.74	Y	8	Valid	5	6		4	Valid				47	Valid	23	ME	9	ME	9	ME	9	ME	5	ME	3	BE				
Student 15	0.37	Y	4	Valid	3	8		3	Valid				10	Valid	11	BE	3	BE												
Student 16	0.15	R	1	Valid	1	12		2	Valid				31	Valid	17	BE	0	BE												
Student 17	0.37	Y	4	Valid	3	6		4	Valid				36	Valid	20	BE	8	ME	8	ME	9	ME	5	ME	5	ME	4	BE		
Student 18	0.86	G	10	Valid	6	7		2	Valid				28	Valid																

Criteria For Success: >0.85 ~ Green; 0.16 - 0.84 ~ Yellow; <0.16 ~ Red

Total Students: 18

		Broad Screen				Broad Diagnostic Inventory					Targeted Diagnostic Inventory														
						Reading Comp.		Listening Comp.		Vocab	LSK		PAB		PD-I		PD-F		WB-C		WB-V		WBCVC(E)		WB-B
	Total	%	Valid	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Green	5	28%	Valid	18	100%	18	100%		0	18	100%	4	22%	6	33%	6	33%	5	28%	3	17%	1	6%	0		0	
Yellow	9	50%										9	50%	7	39%	0		1	6%	2	11%	2	11%	1	6%	0	
Red	4	22%																									
Error	0			0		0				0		0		0		0		0		0		0		0		0	

Florida Assessments for Instruction in Reading
Class Status Report Worksheet
Assessment # _____

Teacher: _____   Date: _____

1. Who needs extra support? Look at the Probability of Reading Success (PRS) Column as a guideline of support needs. Students who are high success zone = low risk, moderate success zone = moderate risk and low success zone = high risk.

Students in High Success Zone (low risk) = 5	Students in Moderate Success Zone (moderate risk) = 9	Students in Low Success Zone (high risk) = 4
Student 1	Student 7	Student 3
Student 2	Student 11	Student 10
Student 8	Student 14	Student 12
Student 13	Student 6	Student 16
Student 18	Student 4	
	Student 5	
	Student 9	
	Student 15	
	Student 17	

2. How should groups be formed? It is VERY important not to just glance at the Probability of Reading Success (PRS) column and group students according to their corresponding color. Remember, students who are at high risk need to be placed in the smallest instructional groups while working at the teacher-led center. Look at the time of year, what critical skills need to be developed, and look at individual probability scores, not just colors, and Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) results. It is also important to remember that there is not ONE right answer as to how small groups should be formed and not ONE correct number of groups, this is just an example with four groups.

Group 1	Group 2	Group 3	Group 4
Student 1	Student 18	Student 4	Student 3
Student 2	Student 11	Student 5	Student 10
Student 8	Student 14	Student 9	Student 12
Student 13	Student 6	Student 15	Student 16
Student 7		Student 17	
PA	PA	PA	PA
PH	PH	PH	PH
F (R & A)	F (R & A)	F (R & A)	F (R & A)
V	V	V	V
C	C	C	C

3. Which specific skills will be emphasized? We need to systematically analyze the skills assessed by the Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) to determine which skills need to be emphasized for each group.

Group 1	Group 2	Group 3	Group 4
▪ Morphemic Elements ▪ Main Idea/ ▪ Summarizing ▪ Monitoring for Understanding	▪ Chunked Text ▪ Phrases ▪ Monitoring for Understanding	▪ Variant Correspondences ▪ Word Study ▪ High Frequency Words	▪ Phoneme Blending ▪ Phoneme Segmenting ▪ Letter/Sound Correspondences
PA PH F (R & A) V C	PA PH F (R & A) V C	PA PH F (R & A) V C	PA PH F (R & A) V C

Subskills

Phonemic Awareness	Phonics	F (Rate & Accuracy)	Vocabulary	Comprehension
▪ Alliteration ▪ Onset Rime ▪ Phoneme Blending ▪ Phoneme Isolating ▪ Phoneme Manipulating ▪ Phoneme Matching ▪ Phoneme Segmenting ▪ Rhyme ▪ Sentence Segmenting ▪ Syllables ▪ Word Awareness	▪ High Frequency Words ▪ Letter Recognition ▪ Letter/Sound Correspondences ▪ Morpheme Structures ▪ Onset Rime ▪ Syllable Patterns ▪ Variant Correspondences ▪ Word Study	▪ Chunked Text ▪ Connected Text ▪ High Frequency Words ▪ Letter recognition ▪ Letter/Sound Correspondence ▪ Oral Reading ▪ Phrases ▪ Word Parts ▪ Words	▪ Morphemic Elements ▪ Word Knowledge ▪ Words in context ▪ Word Analysis ▪ Word Meaning	▪ Expository Text Structure ▪ Narrative Text Structure ▪ Main Idea/ ▪ Summarizing ▪ Monitoring for Understanding ▪ Monitoring for Meaning ▪ Story Structure ▪ Text Analysis

4. Where do I go to find some resources to use with my groups?

http://www.fcrr.org/SCASearch/

FCRR
Florida Center for Reading Research

Search ▶

Curriculum
and Instruction

For Teachers
For Coaches
For Administrators
For Parents
For Researchers

home >> FCRR Student Center Activities Search

Search K-5 Student Center Activities

The K-5 Student Center Activities (SCA) search page is designed to facilitate teacher's access to the 522 individual SCA as well as the Instructional Routines from Empowering Teachers.

This search page allows teachers to identify specific activities by grade level, reading component (PA, P, F, V, C), subcomponent, DIBELS measure, or Florida Sunshine State Standard to meet the needs of their students. Teachers may review on-line and print the specific activities and their accompanying activity masters that match their search.

If you wish to download or print the complete contents of the K-1, 2-3 or 4-5 SCA go here: http://www.fcrr.org/Curriculum/SCAindex.htm For more information on Empowering Teachers go here: http://www.fcrr.org/assessment/ET/index.html

Directions:
1. Select the desired grade range from the options below (e.g., 2-3).
2. Select Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension to search for activities by subcomponent skills. Check the box in front of the subcomponent in which you are searching. OR, you may search by DIBELS measures or Sunshine State Standards.
3. Click on Show Results to see a list of activities that match your search criteria. (Please be aware that not every possible combination will produce a match.)
4. From the results identified you may click on the Activity Number to view the activity in PDF format and print it if desired.
5. The "New Search" button will clear your previous search criteria.

Please contact us at fcrr@fcrr.org with questions.

| Grade* | Phonemic Awareness | Phonics | Fluency | Vocabulary | Comprehension | DIBELS | SSS |

| ☐ High Frequency Words | ☑ Letter-Sound Correspondence | ☐ Onset and Rime | ☐ Variant Correspondences |
| ☐ Letter Recognition | ☐ Morpheme Structures | ☐ Syllable Patterns | ☐ Word Study |

[Show Results]

[New Search]

Activity Number	Activity Name	Grade	Category	Subcategory
2-3P.001	Letter-Sound Match	2-3	Phonics	Letter-Sound Correspondence
2-3P.002	Word Blender	2-3	Phonics	Letter-Sound Correspondence
2-3P.003	Digraph Roll-A-Word	2-3	Phonics	Letter-Sound Correspondence
2-3P.004	Digraph Bingo!	2-3	Phonics	Letter-Sound Correspondence
2-3P.005	Change My Word	2-3	Phonics	Letter-Sound Correspondence
2-3P.006	Map-A-Word	2-3	Phonics	Letter-Sound Correspondence
2-3P.007	Word Spinners	2-3	Phonics	Letter-Sound Correspondence

Number of results: 7 activities

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EMPOWERING TEACHERS

Instructional Routines

HOME

HOW TO DIFFERENTIATE INSTRUCTION

QUESTIONS TO GUIDE INSTRUCTION

INSTRUCTIONAL PLANNING GUIDES / STUDENT PROGRESS RECORDS

INSTRUCTIONAL ROUTINES

ELEMENTS OF EFFECTIVE INSTRUCTION

ESSENTIALS FOR READING SUCCESS

ASSESSMENT

RESOURCES

CONTACT US

CREDITS

FCRR

The Instructional Routines are provided for you to use during small group instruction. Choose the routines you will use with each small group based on individual student need. These routines require a variety of common classroom materials, and the specific items needed are listed at the beginning of each routine. All of the Instructional Routines are organized using a standard format so that you can substitute easier or more challenging words if you would like to. Select the reading component of interest below for grade specific Instructional Routines.

Kindergarten and First Grade
Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension

Second and Third Grade
Phonics
Fluency
Vocabulary
Comprehension

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EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Segmenting
Preparation/Materials: Words with two or three phonemes (e.g., tap, sad, me, mom)

K

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- Bullet (•) and bolded type are what the teacher and student(s) say in unison
- Sounds are noted using / /

Steps	Instructional Example
TEACHER EXPLAINS TASK	**We are going to segment all the sounds in a word.**
TEACHER MODELS TASK	**Listen and watch.** *Say the word slowly. Put up one finger for each sound in the word.* **/t/.../aaa/.../p/** *Count your fingers aloud.* **1, 2, 3** **There are three sounds in tap.**
TEACHER & STUDENTS PRACTICE TASK TOGETHER	**Say tap.** • **tap** **Now say tap slowly and put up one finger for each sound.** • **/t/.../aaa/.../p/** **How many fingers are up?** • **three** **How many sounds are in tap?** • **three** **Yes. Tap has three sounds.**
STUDENTS PRACTICE TASK	**Your turn.** **Say tap.** tap **Say tap slowly and put up one finger for each sound.** /t/.../aaa/.../p/ **How many fingers are up?** three **How many sounds are in tap?** three **Yes. Tap has three sounds.**
INDEPENDENT PRACTICE	*When the students consistently segment all the sounds in words, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*
SCAFFOLDING SUGGESTION FOR ERRORS	*Verify that students are putting up one finger for each sound in the word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a different example for the student to hear and count the sounds (e.g., at).*

Adaptations using this instructional routine:
- Use manipulatives to demonstrate segmenting sounds in a word.
- Use words that contain fewer (2) or more (4) sounds.

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Objective
The student will segment sounds in words.

Materials
▶ Elkonin Box picture cards (Activity Master PA.055.AM1a - PA.055.AM1l)
▶ Chips or counters

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the picture cards in a stack and the chips on a flat surface.
2. Working in pairs, student one says the name of the picture and then says the word again, pausing between sounds, while slowly moving a chip in each box.
3. Student two repeats the sounds while touching each box, then says the word quickly.
4. Peer evaluation
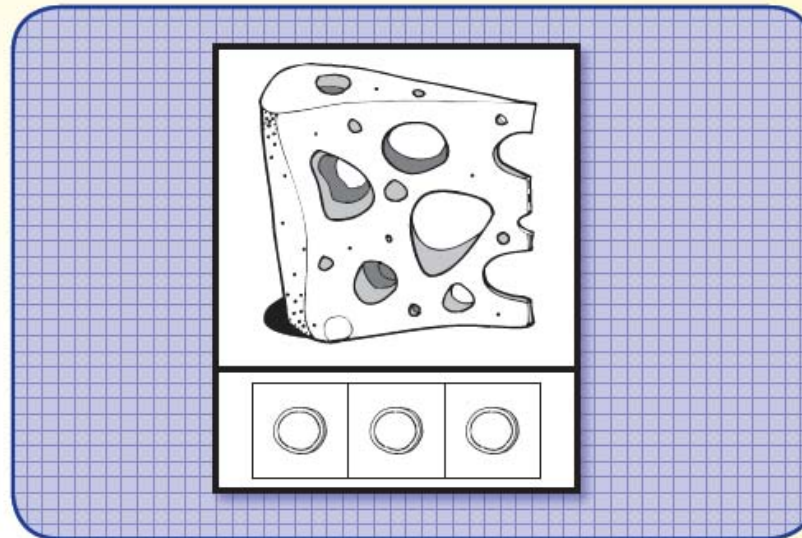
Extensions and Adaptations
▶ Write the grapheme(s) for each phoneme in the boxes (Activity Master P.074.AM1a - P.074.AM1l).
▶ Make other Elkonin Box picture cards (Activity Master PA.055.AM1m).

Other resources available online:

- Florida Department of Education
  - http://www.fldoe.org
- Just Read! Florida
  - http://www.justreadflorida.com/
- LEaRN (Literacy Essentials and Reading Network)
  - http://www.justreadflorida.com/LEaRN/
- Partnership for Reading (National Institute for Literacy)
  - http://www.nifl.gov/partnershipforreading/
- Reading Rockets
  - http://www.readingrockets.org
- Colorin' Colorado
  - http://www.colorincolorado.org/

Matching Reader to Text

- Use Lexile score to select text appropriate to reader ability and interest.

- Scaffold discussion.

- Verify that comprehension is at least at 75% correct.

The Florida Assessments for Instruction in Reading:
Current Steps

Implementation Study - 0809

20 schools in 4 counties (Broward, Manatee, Leon, & Alachua) administer new tests during 3 windows

- Teachers individually administer the K-2 assessments (except G2 spelling)

- Reading teachers in G3-G10 take students to computer lab or Internet-connected computers

- Teachers give feedback on tests, links to instruction, and toolkit

Psychometric Work - 0809

Testers administer (in Manatee, Leon, & Alachua):

- Additional PA & WR items for Broad Screen: K-1
- Additional vocab items in fall; validation in spring
- Additional passage tryouts at all grades, with links to word placement list.
- Equating study for OPM Maze & G3-G5 fluency
- Lexile equating study (with MetaMetrics)
- Comparison: DIBELS with Broad Screen in K; FORF with Maze; WA with reading.

Biggest Human Challenges

- Helping teachers understand the value of doing their own assessment

- Streamlining assessment burden in schools

- Translating assessment results to instruction

- Logistics of getting assessment done in real school time

Looking Ahead: 2009-2010

- The Florida Assessments for Instruction in Reading will be available to all public schools free of charge

- Scores from these assessments can be used to meet Reading First reporting requirements

- Professional development will be provided in regional academies during the spring-summer, 2009 and the JRF! Leadership conference.

Professional Development on the New Florida Reading Assessments

- December and January: FCRR trains RFPD coordinators and FLARE trainers
- Winter, 2009: RFPD and FLaRE Coordinators train reading coaches and developers in all districts choosing to use new assessments
- Spring, 2009: FCRR conducts regional trainings to develop district Master Trainers
- Summer Academies and Leadership Conference: All attendees trained (teachers, leadership)

What Can Be Gained From the Florida Assessments for Instruction in Reading?

- Use of an efficient Screen to predict K-12 student success in reading

- Access to free assessment tools designed to guide instruction

- Linking of expanded curricular supports to assessment results

Successful Readers!

Thank you!

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