

## Teaching & Learning: Literacy

# Utilizing Literacy Data to Structure Your Literacy Block

### Note Catcher:

Use this form to capture your new learning that will assist with implementation and assessing impact.

### Analyzing DIBELS Benchmark Data

	Beginning of Year	Middle of Year	End of Year	Summary				Grade 1
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF	
<b>Class Summary</b>	Well Below Benchmark	28% 5 Students	39% 7 Students	44% 8 Students	50% 9 Students	22% 4 Students	28% 5 Students	
<b>18/18</b> Students Assessed	Below Benchmark	28% 5 Students	17% 3 Students	17% 3 Students	11% 2 Students	17% 3 Students	11% 2 Students	
<b>0</b> Not Assessed	At Benchmark	33% 6 Students	39% 7 Students	28% 5 Students	33% 6 Students	39% 7 Students	44% 8 Students	
<b>0</b> In Progress	Above Benchmark	11% 2 Students	6% 1 Student	11% 2 Students	6% 1 Student	22% 4 Students	17% 3 Students	

- What do you notice about the **composite scores** for this 1st grade class?
- What do you notice about each of the **literacy screener measures**?
- What are some implications for **instruction** and **intervention**?

### Annotating High Quality Core Curriculum to Connect

## Lesson Objectives with Literacy Screener Measures

# Lesson 12

Basic Code

### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Print upper- and lowercase letters 'b' and 'B', 'l' and 'L', and 'r' and 'R' (L.1.1a)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)

- What **skills** are addressed in the lesson objectives?
- What skills from this lesson are directly connected to the **literacy screener measures**?
- Where might the students struggle according to the **literacy screener data**?

## Making Instructional Decisions Inside of Core Instruction Scenario 1: First Grade

### Blending and Segmenting

- Follow the instructions in Lesson 1.

- |             |              |              |                  |
|-------------|--------------|--------------|------------------|
| 1. ship (3) | /sh/ /i/ /p/ | 5. stop (4)  | /s/ /t/ /o/ /p/  |
| 2. back (3) | /b/ /a/ /k/  | 6. grip (4)  | /g/ /r/ /i/ /p/  |
| 3. cup (3)  | /k/ /u/ /p/  | 7. broom (4) | /b/ /r/ /oo/ /m/ |
| 4. head (3) | /h/ /e/ /d/  | 8. trim (4)  | /t/ /r/ /i/ /m/  |

- What skills are addressed within this **instructional activity**?
- How is this instructional activity directly connected to the **literacy screener measures**?
- How might a teacher adjust instruction based on the **literacy screener data**?

## Flip Book Review

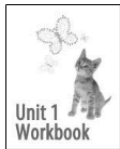
- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /b/ Spelling Card with the 'b' —bat side facing students. Point to the 'b' and ask students to name the letter. Then read the word *bat* and remind them that the letter 'b' is used to spell and write /b/ in English words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point out the power bar below the spelling 'b' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the 'b' and ask students whether they think the letter 'b' is a very common spelling or a less common spelling for /b/. (very common)
- Turn to **Consonant Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the Spelling Card, placing the 'b' Spelling Card for /b/ on the appropriate place on the Flip Book page.
- Repeat these steps with the remaining Spelling Cards for /r/ and /l/, which can be found on the following pages.

- What skills are addressed within this **instructional activity**?
- How is this instructional activity directly connected to the **literacy screener measures**?
- How might a teacher adjust this activity based on the **literacy screener data**?

## Reviewing the Spellings

15 minutes

### Writing the Spellings



Worksheet 12.1

If students need additional practice with writing, you may use the exercises in the Pausing Point.

- Distribute Worksheet 12.1.
- Remind the class that every letter can be written as an uppercase (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /b/.
- Write a lowercase 'b' on handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'b' on the worksheet.
- Encourage students to say the sound /b/ each time that they write the letter.
- Repeat the same steps for the uppercase 'B', pointing out that it looks different from lowercase 'b' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'l' — 'L' and 'r' — 'R'.

- What skills are addressed within this **instructional activity**?
- How is this instructional activity directly connected to the **literacy screener measures**?
- How might a teacher adjust this activity based on the **literacy screener data**?

## Making Instructional Decisions Inside of Core Instruction

### Scenario 2: First Grade Lesson 13 OR Scenario 3: Second Grade Lesson 12

### Lesson 13

Basic Code

#### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Print upper- and lowercase letters 'w' and 'W,' 'e' and 'E,' and 'u' and 'U' (L.1.1a)
- ✓ Read and write Tricky Words all and some (RF.1.3d)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	Flip Book Review	Vowel and Consonant Flip Books; Spelling Cards for 'w' > /w/ (wet), 'e' > /e/ (pet), 'u' > /u/ (put)	5
<b>Reviewing the Spellings</b>	Writing the Spellings	pencils; Worksheet 13.1	10
<b>Tricky Words</b>	Tricky Word Cards	marker; yellow index cards for all, some	15
<b>Small Group</b>	Tricky Word Practice	Worksheet 13.2	15
<b>Chaining</b>	Large Card Chaining	Large Cards for 'm,' 't,' 'g,' 'f,' 's,' 'p,' 'b,' 'r,' 'k,' 'w,' 'l,' 'o,' 'd,' 'u,' 'q'	15
<b>Take-Home Material</b>	Phrasemaker	Worksheet 13.3	*

*Advance Preparation*

Write all and some on yellow index cards.

### Lesson 12

Spellings-to-Sounds Review

#### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recount stories read independently, including folklore; determine the central message and explain how it is conveyed through key details in the text (RI.3.2)
- ✓ Refer to parts of "Alice's Adventures in Wonderland, Part II," using terms such as chapter (RI.3.3)
- ✓ Demonstrate preparedness for a discussion, having read "Alice's Adventures in Wonderland, Part II" explicitly drawing on preparation and other information known about Alice and her adventures to explore content under discussion (SL.3.1a)
- ✓ Summarize (orally or in writing) the content of text read independently (SL.3.1c)
- ✓ During a discussion, explain ideas and understanding in relation to Alice and her adventures (SL.3.1d)
- ✓ Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, meaningful word parts) in writing words with the spellings 'kn' > /n/ (knock), 'wr' > /r/ (wrist), 'wh' > /w/ (when), 'qu' > /kw/ (quit) (L.3.2f)

At a Glance	Exercise	Materials	Minutes
<b>Reading Time</b>	Whole Group Partner Reading: "Alice's Adventures in Wonderland, Part II"	Classic Tales; Worksheet 12.1	25
<b>Review</b>	Review and Practice Spelling Alternatives for Consonant Sounds 'kn,' 'wr,' 'wh,' and 'qu'	Consonant Flip Book; Spelling Cards for 'kn' > /n/ (knock), 'wr' > /r/ (wrist), 'wh' > /w/ (when), 'qu' > /kw/ (quit); tape; Individual Code Chart; board; Worksheet 12.2	25
<b>Take-Home Material</b>	"Alice's Adventures in Wonderland, Part II"	Worksheet 12.3	*

- What **literacy skills** are addressed in the lesson objectives?
- What skills from this lesson are directly connected to the **literacy screener measures**?
- What **literacy skills** are addressed within each instructional activity?
- How is each instructional activity directly connected to the **literacy screener measures**?
- How might a teacher adjust each instructional activity based on **literacy screener measures**?

## Utilizing Screener Data to Make Decisions Inside of Small Group Instruction

How can I use mCLASS to form instructional groups?

How can I use mCLASS to select instructional activities?

## Reflections and Next Steps

3 biggest takeaways from today:

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Questions for which I still need answers: