

Kindergarten DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
Letter Naming Fluency	LNF < 2 2 ≤ LNF < 8 LNF ≥ 8	At Risk Some Risk Low Risk	LNF < 15 15 ≤ LNF < 27 LNF ≥ 27	At Risk Some Risk Low Risk	LNF < 29 29 ≤ LNF < 40 LNF ≥ 40	At Risk Some Risk Low Risk
Phonemic Segmentation Fluency			PSF < 7 7 ≤ PSF < 18 PSF ≥ 18	At Risk Some Risk Low Risk	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency			NWF < 5 5 ≤ NWF < 13 NWF ≥ 13	At Risk Some Risk Low Risk	NWF < 15 15 ≤ NWF < 25 NWF ≥ 25	At Risk Some Risk Low Risk

First Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At Risk Some Risk Low Risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
Oral Reading Fluency			ORF < 8 8 ≤ ORF < 20 ORF ≥ 20	At Risk Some Risk Low Risk	ORF < 20 20 ≤ ORF < 40 ORF ≥ 40	At Risk Some Risk Low Risk

Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 26	At Risk	ORF < 52	At Risk	ORF < 70	At Risk
	26 ≤ ORF < 44	Some Risk	52 ≤ ORF < 68	Some Risk	70 ≤ ORF < 90	Some Risk
	ORF ≥ 44	Low Risk	ORF ≥ 68	Low Risk	ORF ≥ 90	Low Risk

Third Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53	At Risk	ORF < 67	At Risk	ORF < 80	At Risk
	53 ≤ ORF < 77	Some Risk	67 ≤ ORF < 92	Some Risk	80 ≤ ORF < 110	Some Risk
	ORF ≥ 77	Low Risk	ORF ≥ 92	Low Risk	ORF ≥ 110	Low Risk

Observation Chart

DIBELS Measure	Observations	Implications

Emily's IRI

Plan of Action

Description of Current Reading Program:

Core Reading Program:

Comprehensive Reading, XYZ Phonemic Awareness and Phonics

Current Supplemental/Intervention Services:

Grandparents Program

Interventionist:

Ms. Jones

Certification:

Non-certified

Program:

Reading to the Beat

When:

8:30-9:00

Sessions per week:

3

Number of minutes per session:

15 min.

Number of children in group:

9

Description of Intensive Reading Intervention:

Interventionist:

Ms. Covery

Program:

Comprehensive Reading & XYZ PA and Phonics

When:

10:30-11:00

Sessions per week:

5

Number of minutes per session

30 minutes

Number of children in group:

4

Essential elements addressed:

5

Date services began:

2005-10-7

Date services discontinued:

Emily's Group

First Grade Weekly Intervention Plan

Dates:

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Vocabulary, Fluency, Comprehension* Repeated reading <u>-Shared Reading</u></p> <p><u>-Guided Reading Text</u> (rereading) (10 minutes)</p>	<p>Echo read text: <i>Pat-a-Cake</i>. Reread and add actions. Talk about the meaning of poem. <i>Use focus frame and highlight words with a.</i></p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Chorally read text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Use highlight tape to find words with a. List and read.</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Chorally read text: <i>Pat-a-Cake</i>, Reread and add actions.</p> <p>Oral Language: What is a baker man? What might a baker man do?</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Choral read text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Oral Language: Semantic map: <i>Things That Are Baked</i>.</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Sing text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Reconstruct poem, <i>Pat-a-Cake</i>, from cut up sentence strips.</p> <p>Partner read, <i>I Can Read</i>.</p>
<p>Phonemic Awareness** -Level of intervention -Activity (5 minutes)</p>	<p>Complete segmentation - focus on medial vowel.</p> <p>Elkonin boxes using -at and -an family words.</p>	<p>Complete segmentation.</p> <p>Elkonin boxes using -at and -an family words.</p>	<p>Complete segmentation w/o boxes using shoulders, elbows, wrist taps with -at and -an family words. Blend sounds back together to make the word.</p>	<p>Complete segmentation with body taps using -at and -an family words.</p> <p>Given the segmentation, students will form words by blending.</p>	<p>Complete segmentation with taps using -at and -an family words.</p> <p>Given the segmentation, students will form words by blending.</p>
<p>Phonics*** -Feature -Lesson -Sight Words -Decodable Text (15 minutes)</p>	<p>Feature C, words with /a/ rimes (-at, -am, -an) Read and sort by ending sound patterns. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Sort the words by rime.</p> <p>Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Blending practice with /a/ words.</p> <p>Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Making words and blending practice.</p> <p>Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Assess students' ability to spell /a/ words. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>

* Re-teach shared and/or guided texts (instructional level) from previous week's lesson.

** Use core phonemic awareness program and target instruction on continuum to match students' development.

*** Use core phonics program with lesson on students' level.

Weekly Intervention Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary, Fluency, Comprehension* Repeated reading - <u>Shared Reading</u> - <u>Guided Reading Text</u> (rereading) (10 minutes)					
Phonemic Awareness** -Level of intervention -Activity (5 minutes)					
Phonics*** -Feature -Lesson -Sight Words -Decodable Text (15 minutes)					

* Re-teach shared and/or guided texts (instructional level) from previous week's lesson.

** Use core phonemic awareness program and target instruction on continuum to match students' development.

*** Use core phonics program with lesson on students' level.

Times are approximate and should be flexible according to student need.

Sample Lesson - Phonemic Awareness - PSF

Materials

I've DIBEL'd, Now What?

Activity 9-26:
Say-It-and-Move-It
Pages 208-09

Teacher and each Student:

- workspace
- 3 counters

EXPLAIN

Show students the workspace and counters. Set your workspace and counters in front of you with counters lined up at the top so the children can see them. *"Today we are going to say some words and listen for every sound in those words. One way to help us when we do this is to break the word apart and pull down a counter every time we say a different sound."*

MODEL

*"Let me show you how this works with the word **mop**."* Verbally segment **/m/ /o/ /p/**, pulling down a counter with each sound. Keep the counters in a straight line as you pull them down. Run your finger under the counters as you blend (say) the word **mop**. *"How many sounds are in the word **mop**? That's right, there are three sounds in the word **mop**."* Move counters back up to top of page. Repeat the sequence having students segment and blend **mop** as they watch you.

GUIDED PRACTICE

"Now it's your turn to try." Give each child his/her workspace and counters. *"We are going to break some more words apart and pull a counter down as we say each sound. You say the sounds along with me."* The whole group then segments and blends the word **mop** together. Check to be sure that all are saying the sounds, pulling the counters down at the correct time and running their fingers under the counters when blending. *"Let's try a new word. Get your counters ready and listen carefully. The word is **sat**. Listen carefully, break the words apart, say the sounds with me, and pull down your counters."* Segment **/s/ /a/ /t/** watching as students pull down counters. Once they have all three counters pulled down, blend the word. Provide corrective feedback as needed. Repeat procedure with the following words: **dog, jet, pan**.

INDEPENDENT PRACTICE

*"I think you can try this all by yourself now. When I say the next word, I want you to listen carefully, break the word apart, and pull down a counter for every sound you hear. Are you ready? Here is the word: **mat**."* Watch as students work, making sure they always blend the word after segmenting it. Provide corrective feedback as needed. If students are having difficulties at this point, go back to the guided practice. If they are able to segment and blend **mat**, go to the next words: **bag, pet**.

Sample Lesson - Phonics - LNF and NWF

Materials

Teacher and each Student:

- workspace
- letter cards: a,t,s,f,m,p,r (or magnetic letters)

EXPLAIN

Place your letter cards at the top of your workspace. Have students do the same with theirs, placing their letters in the same order as yours. *“We are going to practice saying the names of the letters we will be working with today. Being able to recognize letters quickly will help you check on your reading and solve words using letters and sounds.”*

MODEL

“We are going to practice saying the letter names as we pull down each letter card. When we push up each letter, we will say the sound that letter makes. Watch and listen as I pull down my letters.” Pull each card down (from left to right) as you say the name of the letter. **“a, t, s, f, m, p, r.”** *“Listen as I push up each letter and say the sound the letter makes.”* Push each card up (from left to right), saying the letter sounds. **“/a/, /t/, /s/, /f/, /m/, /p/, /r/.”**

GUIDED PRACTICE

“Now it’s your turn to try. Pull down your letters and say the letter name with me.” Have the students pull down letters saying the names chorally. *“Let’s push up the letters and say the sounds the letters make.”* Have students push up the letter cards saying the letter sounds. *“Try it by yourselves. It’s okay if you are not all saying the letters at the same time.”* Watch as students pull down and push up letter cards, listening for the letter names and sounds. It is okay for each child to be going at his or her own pace, not in unison with other children.

INDEPENDENT PRACTICE

“You are doing such a good job! Mix up your letters like this.” Demonstrate with your letters. Mix them up, but keep them in a straight line at the top of your workspace. *“Your letters do not have to be in the same order as mine. Pull you letters down and say the letter names. Push them up saying the sounds the letters make.”* Watch as students push and pull letters, checking on their understanding of the letter names and sounds. Provide corrective feedback as needed.

I've DIBEL'd, Now What?

Activity 10-3: Fill in the Initial Letter
Pages 224

EXPLAIN

"We are ready to use what we know about these letters to help us spell and read some words. If you recognize letters quickly, you can check on your reading and solve words using letters and sounds." Take the **a** card and the **t** card and lay them beside each other spelling **at**. *"Listen carefully as I put these two sounds together and read the word that **a, t** spells."* Demonstrate segmenting each sound and then blending them together to make the word **at**. Spell **at** and then say the word again. Have each student pull down their **a** and **t** and place them together. *"Sound out each letter and then put the word together."* Watch as students follow your example. *"Let's spell it together - **a, t, at** . Good, we all have the word **at** on our workspace. Let's read that word one more time, running your finger under it."* Read the word **at** together. *"You can change the word **at** by putting a letter in front of it and making a new word. Watch as I make a new word. I want to make the word **sat**."* Segment the word **sat**. *"/s/ /a/ /t/ When I say the word **sat** slowly and break it apart, I hear the /s/ sound at the beginning. I'm going to think about what letter I need that makes the /s/ sound. I know that **s** makes the /s/ sound so I'm going to pull the letter **s** down and put it with **at**."* Pull down the letter **s** and place it in front of **at**. *"I'm going to check this word to make sure I made the word **sat**."* Segment, using your finger to point to each letter. *"/s/ /a/ /t/, **sat, sat**. I made the word **sat, s-a-t, sat**."* Segment, blend, spell and blend (say the word) **sat** once more.

GUIDED PRACTICE

*"It's your turn to make the word **sat**. What do you need to do first? That's right. Sound the word out by breaking it apart. What letter do you need? Good. Pull down the letter **s**."* Watch as each student pulls down the letter **s** and places it to the left of **at**. *"Let's check the word by saying each sound and then putting the word together."* Have each student place a finger under the letter card as they say the sound the letter makes and then run the finger under the word as they blend (say) it. *"Let's spell the word. **s-a-t, sat**. Very good. Let's see if we can make some new words by changing the first letter of each word. Let's make the word **fat**. First, let's break the word apart and listen for the first sound."* Segment the word **fat** with an emphasis on the **/f/**. *"What letter makes the /f/ sound? That's right, **f** makes the /f/ sound. What do we need to do?"* Have students vocalize the procedure. Move the letter **s** out of the way and move in the **f**. *"Let's check and make sure that we made the word **fat**."* Segment, blend, spell and blend once more. Closely monitor students, providing corrective feedback as needed. If they need additional examples, continue in the above manner. If they have the procedure under control and know how to proceed, move to independent practice.

INDEPENDENT PRACTICE

*"I'm going to let you make some words by yourselves. Listen carefully while I tell you the next word you are going to make. Remember to sound the word out, listening to the first sound before you pull the letter down. Here's the new word: **pat, pat.**"* Make sure children are segmenting, blending and spelling. Continue with the words: **mat** and **rat**. When finished, tell students: *"When you are reading, you can match letters and sounds at the beginning of a word. Sometimes knowing a word part like **at** will help you read the whole word."* Students will read decodable book for **at** family words.

Sample Lesson – Comprehension – ORF and WUF

Materials

I've DIBEL'd, Now What?

Activity 13-3: Story Web
Pages 275-76

Teacher:

- story map frames
- nursery rhymes (1 per 2 students)
- pencils

EXPLAIN

“When you are reading stories, there are some things you can do that will help you remember the story better. One thing you can do is use an organizer called a story map.” Show students the story map frame and walk through it in the following manner. *“When we use a story map we think about several parts of the story. We think about the setting. Setting is a fancy word for where the story takes place. We think about the main characters in the story. In addition to the setting and characters, we are going to read to find out if there is a problem in our story. The last thing we will do is read and find the solution to the problem. Solution is a big word for solving or fixing the problem. When I fill out a story map, it helps me remember the story I've read.”*

MODEL

Use the nursery rhyme, “Humpty Dumpty”. *“Nursery rhymes tell us very short stories. Do you know this nursery rhyme? That's right, it's 'Humpty Dumpty'. Today I'm going to read it to you and then fill out my story map.”* Read the nursery rhyme to students. Think out loud and complete the story map. *“First I'm going to write the title of my story at the top of the story map. Now I'm going to look at each section and see if I can fill in the different parts. The first part says setting.”* Read, “Humpty Dumpty sat on a wall.” Say, “I know where this story happened! On a wall.” Write **on a wall** by setting on the story map. *“Now I need to know who the main characters are. I know Humpty Dumpty is the main character because everything in the story happened to him.”* Write **Humpty Dumpty** next to characters. *“Sometimes a story will only have one main character. Next I need to think about the problem in the story. What was Humpty Dumpty's problem? I know!”* Read, “Humpty Dumpty had a great fall.” Say, “Humpty Dumpty fell off the wall.” Write **Humpty Dumpty fell off the wall** on chart next to problem. *“I'm going to tell you something tricky about solutions. Sometimes the problem doesn't get solved. I'm going to look at the story and see if Humpty Dumpty's problem got fixed.”* Read, “All the king's horses and all the king's men couldn't put Humpty together again.” Say, “I don't think his problem got fixed. Do you? So by solution, I'm going to write **they couldn't put him back together.**”

	<p>GUIDED PRACTICE <i>"Now it's your turn to try."</i> Follow the same procedure with the nursery rhyme "The Old Woman in a Shoe." Have the children read chorally and then provide you with the answers as you record. (Setting: shoe; Characters: Old Woman and her children; Problem: too many children; Solution: sent them to bed)</p> <p>INDEPENDENT PRACTICE <i>"I think you can try this by yourself now."</i> Give each child a copy of a different nursery rhyme, a story map and a pencil. Have students read the title of their nursery rhyme and write the title at the top of the story map. <i>"I want you to read your story and record each important part of the story. As you read think about the setting, main characters, problem and solution. When you finish reading, record your answers."</i> Watch as students read and record, providing feedback as needed. At end of session, let each child share his story map.</p> <p>The following Nursery Rhymes can be used: Jack and Jill, Old Mother Hubbard, Little Miss Muffet, Mary, Mary, Quite Contrary, The Itsy, Bitsy Spider, Rain, Rain, Go Away.</p>
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Sample Story Map Frame

Title:

Setting:

Characters:

Problem:

Solution:

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