

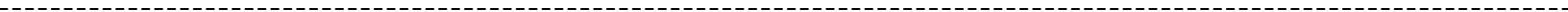
**Sample Observation Chart  
(Three Different Student Measures)**

DIBELS Measure	Observations	Implications/Questions
booklet cover	<ul style="list-style-type: none"> <li>- high NWF, low PSF and LNF</li> <li>- high ORF, low NWF</li> </ul>	<ul style="list-style-type: none"> <li>- What could have caused PSF to be so low?</li> <li>- Did student understand the test?</li> <li>- Should the child be reassessed?</li> </ul>
<p align="center"><b>LNF</b></p> <p align="center">First Grade Fall</p>	<ul style="list-style-type: none"> <li>- 74% accuracy</li> <li>- 7 errors on 5 different letters: g,y,z,q,d</li> <li>- low fluency rate</li> <li>- missed more letters at end of alphabet</li> </ul>	<ul style="list-style-type: none"> <li>- develop letter recognition</li> <li>- letter sorts</li> <li>- push/pull letters</li> <li>- develop fluency with known letter cards</li> </ul>
<p align="center"><b>PSF</b></p> <p align="center">First Grade Fall</p>	<ul style="list-style-type: none"> <li>-some phonemes segmented</li> <li>-10 partially segmented</li> <li>- 2 repeated</li> <li>- fluent – attempts exceed goal</li> <li>- initial sounds correct</li> <li>- 8/12 errors on ending sounds</li> <li>- 7/12 vowel sounds correct</li> </ul>	<ul style="list-style-type: none"> <li>- placement on phonological awareness continuum</li> <li>- explicit instruction in phoneme isolation, categorization , THEN</li> <li>- blending and segmenting</li> </ul>
<p align="center"><b>NWF</b></p> <p align="center">Second Grade Fall</p>	<ul style="list-style-type: none"> <li>- most responses sound-by-sound</li> <li>- only <i>u</i> missed</li> <li>- low fluency</li> <li>- initial sounds accurate</li> <li>- final sounds accurate</li> <li>- missed one vowels sound – <i>u</i></li> </ul>	<ul style="list-style-type: none"> <li>- model and practice</li> <li>- beginning sounds</li> <li>- systematic phonics instruction</li> <li>- practice with decodable text</li> </ul>
<p align="center"><b>ORF</b></p> <p align="center">Third Grade Fall</p>	<ul style="list-style-type: none"> <li>- accuracy rate 81%</li> <li>- below fluency goal</li> <li>- only missed one sight word – <u>a</u></li> <li>- missed vowel patterns <u>ea</u>, <u>a e</u>, <u>ai</u></li> <li>- word camp correct on second attempt</li> <li>- <u>camp</u> related vocabulary missed</li> <li>- multisyllabic words missed</li> </ul>	<ul style="list-style-type: none"> <li>- intervention in phonics, decoding</li> <li>- practice in connected text</li> <li>- content vocabulary instruction</li> <li>- teach syllable patterns</li> <li>- develop automaticity with long vowel patterns</li> </ul>
<p align="center"><b>WUF</b></p> <p align="center">Kindergarten Midyear</p>	<ul style="list-style-type: none"> <li>- 4/10 correct</li> <li>- better with concrete words</li> <li>- used all time/no response 6 times</li> <li>- 3 and 4 word responses</li> <li>- little variability</li> </ul>	<p>Oral language development</p> <p>Echo reading</p> <p>Patterned books, choral reading</p> <p>Respond during direct vocabulary instruction.</p>

\* This is a compilation of three different students' measures designed to provide a sample of different levels. Teachers would analyze one student on one chart.



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# Humpty Dumpty

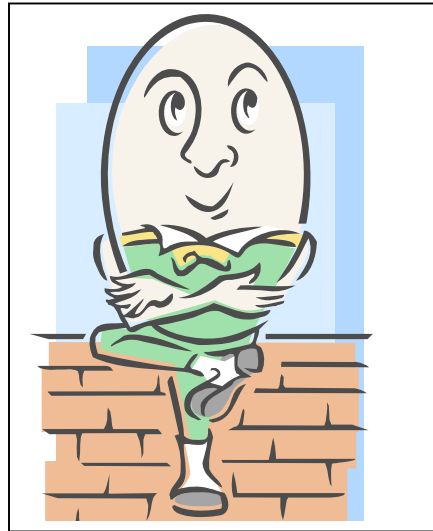
Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and

All the king's men

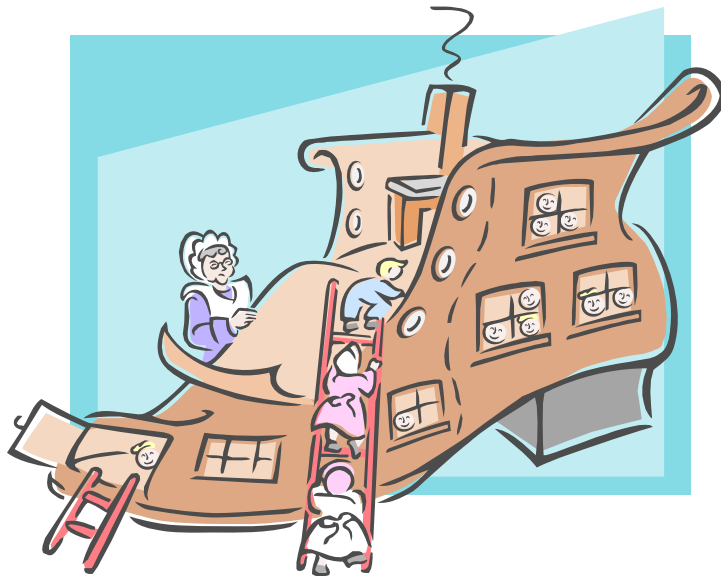
Couldn't put Humpty Dumpty together again.



# The Old Woman in the Shoe

There was an old woman  
Who lived in a shoe.  
She had so many children  
She didn't know what to do.

She fed them dinner  
Without any bread.  
She spanked them all soundly  
And sent them to bed.



# Story Map

Title:

Setting:

Characters:

Problem:

Solution: