

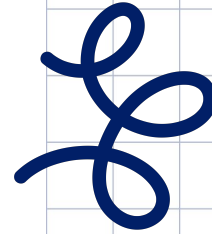


• Part 3: Grade 1 Planning: From Data to Instruction •

Land Acknowledgement

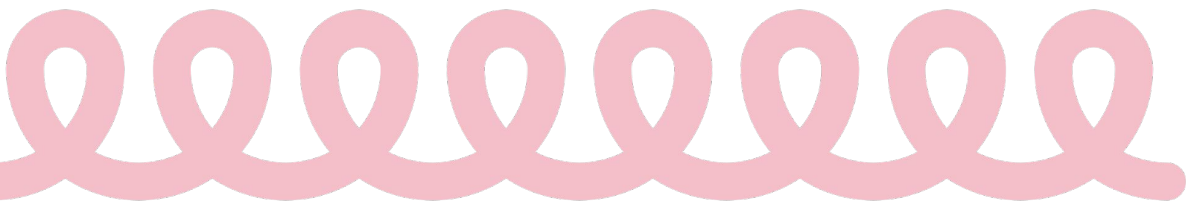
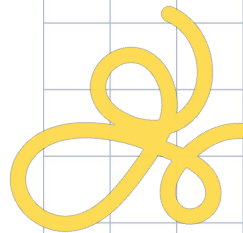
We acknowledge that ONlit's work takes place on traditional Indigenous territories. We acknowledge that there are 46 treaties and other agreements that cover the territory now called Ontario.

We are thankful to be able to work on this land, and we are thankful to First Nations, Métis and Inuit people for their care for and teachings about the earth. This acknowledgement reminds us of our responsibilities to our relationships and to the ancestral lands on which we learn, work and live.



Tonight's Agenda

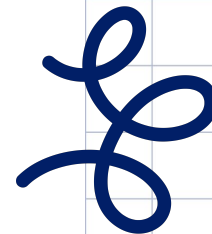
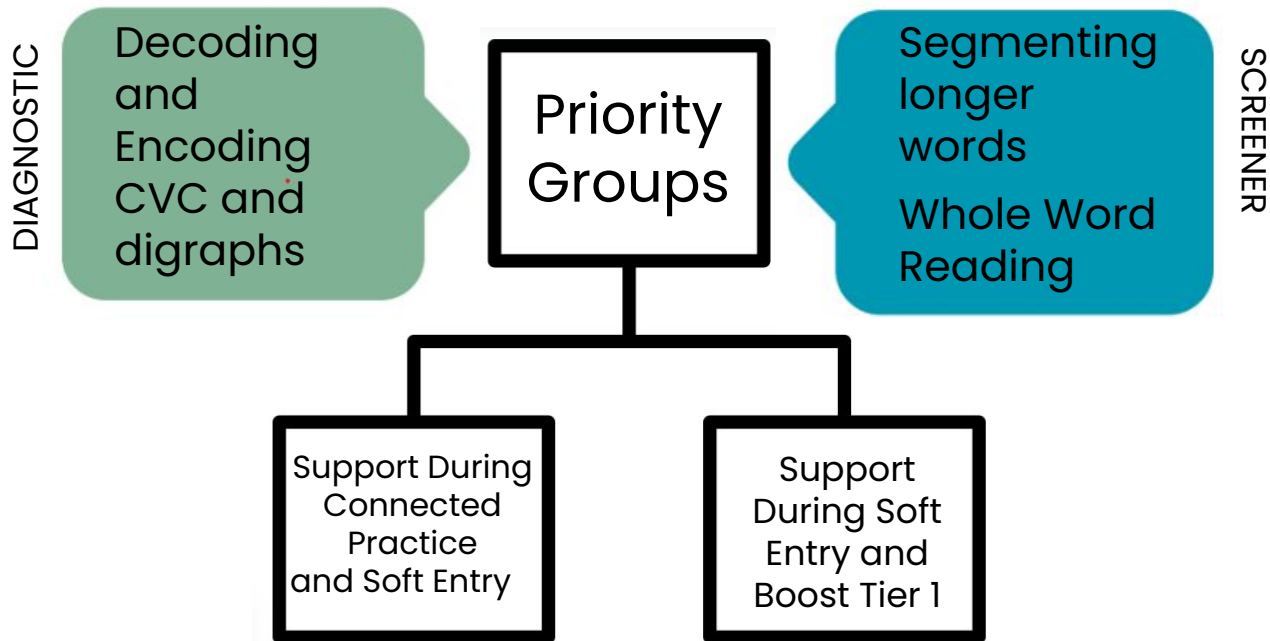
- 01.** Classroom Context – Where did we leave off?
- 02.** Progress Monitoring with Acadience
- 03.** End of Year Universal Screening
- 04.** Top 5 Instructional Moves
- 05.** Q&A



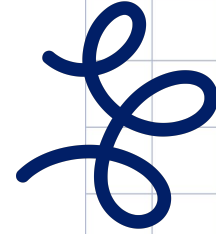
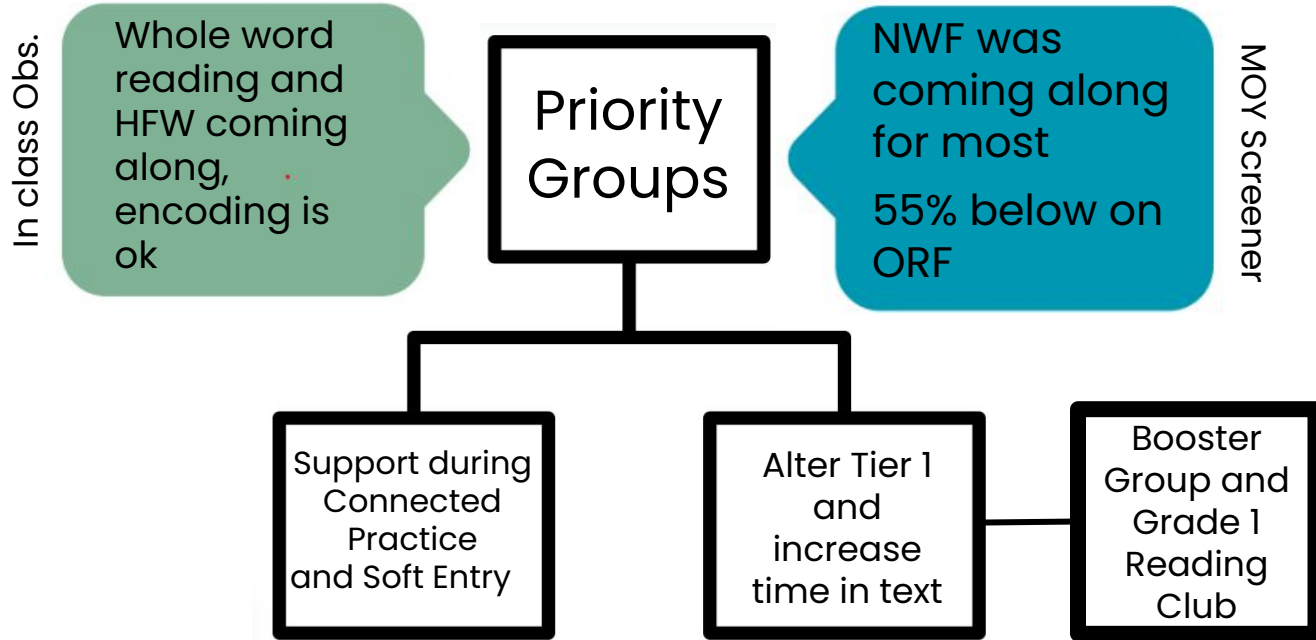
01.

Classroom Context: Where did we leave off?

Turning Results Into Action – BOY



Turning Results Into Action – MOY



Language Foundations – Explicit Instruction

15 mins – Oral Language and Syntax Practice

- Picture or video prompt
- Talk and write about what they are seeing, thinking, and wondering

40 mins – Explicit Phonics/Morphologic Instruction and Connected Practice

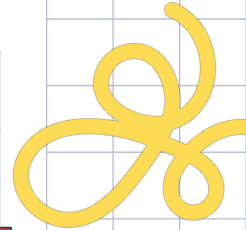
- Explicit instruction
- Connected Practice

30 mins – Syntax, Writing and Writing Forms

- Explicit instruction
- Student Practice

30 mins (after lunch) – Reading Comprehension

- Interactive read-alouds
- Reading response

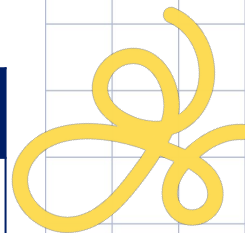


Language Foundations – Explicit Instruction

20 mins – Explicit Instruction in Phonics, PA, and Morphology

- New concept/review of concept (using scope and sequence)
- Reimagined Three Part Routine
- Engaging games and activities using the concept
 - Decoding, encoding, HFW
 - Multisyllabic words**
 - Fluency practice with decodable
 - Partner reading**
 - Repeated reading (individual)**
- Read and spell sounds, words and sentences

Monday	Tuesday	Wednesday	Thursday	Friday
Explicit Phoneme Instruction Fluency	HFW Words & Morphology	Multisyllabic Word Chaining	HFW Words & Morphology	Explicit Phoneme Instruction Fluency

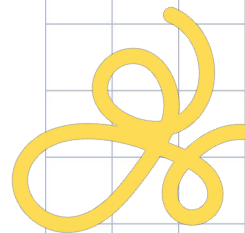


Language Foundations – Explicit Instruction

20 mins – Connected Practice

- Independently practicing skills directly related to what they just learned **OR** at their instructional level
 - Decoding practice
 - Encoding practice
 - Multisyllabic words based on scope and sequence
 - Fluency grids
 - Partner Reading
 - **Comprehension Questions – NEW!**
 - Ready for Reading – reading decodable to teacher

Monday	Tuesday	Wednesday	Thursday	Friday
Decode and Match	Partner Reading	Encoding	Partner Reading	Assessment of New Concept
Multisyllabic, Fluency Grids, Comprehension Questions				Ready for Reading

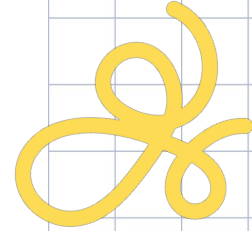
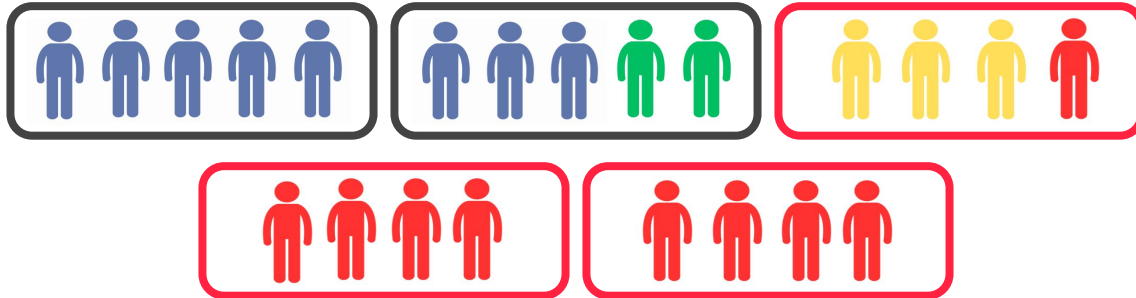


Why Didn't I Use Literacy Centres?

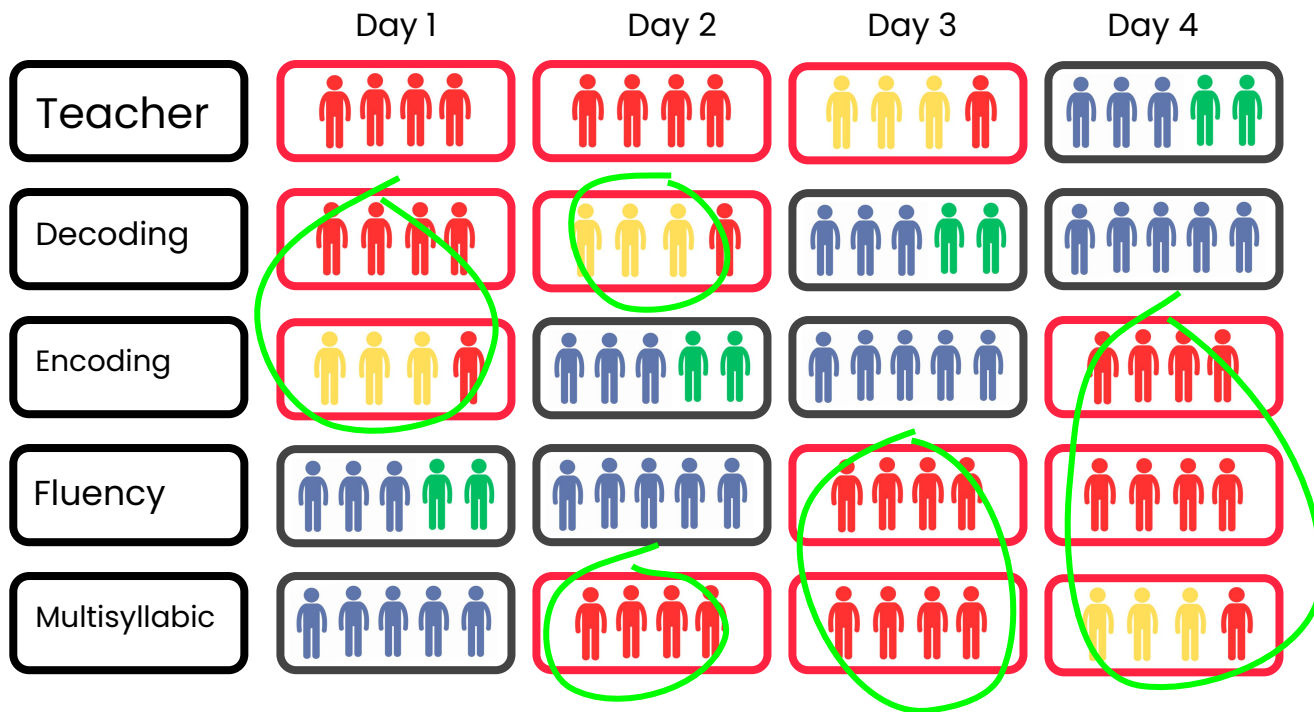


MOY – ORF
WCMP

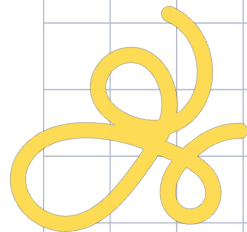
54% below or well
below benchmark



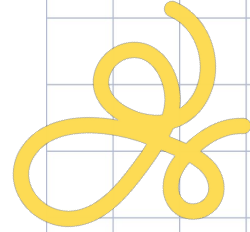
Why Didn't I Use Literacy Centres?



Studies report that kids are **less likely to be engaged in learning when working on their own** (Cohen, 1994; Cowen, 2016; Gump, 1967; Kouno, 1970); **and amount of seatwork has been found to be negatively related to learning** (Seifert & Beck, 1984).



One study even reported that the **best readers did reasonably well with seatwork and other independent activities**, but **lower readers learned substantially less from such activities** (Connor, Morrison, & Petrella, 2004). **They needed the teacher time.**

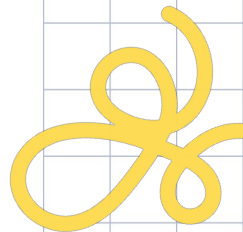
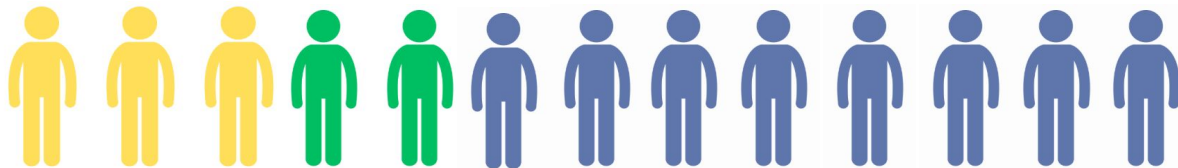


What I Did Instead...

Supported
Decoding



Independent
Decoding

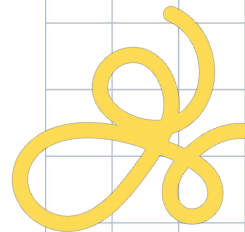
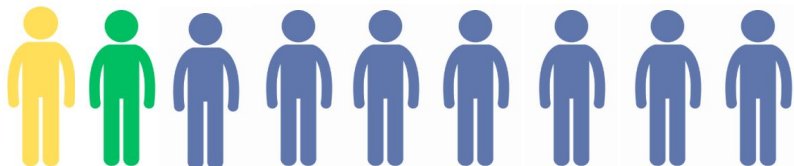


What I Did Instead...

Supported
Encoding

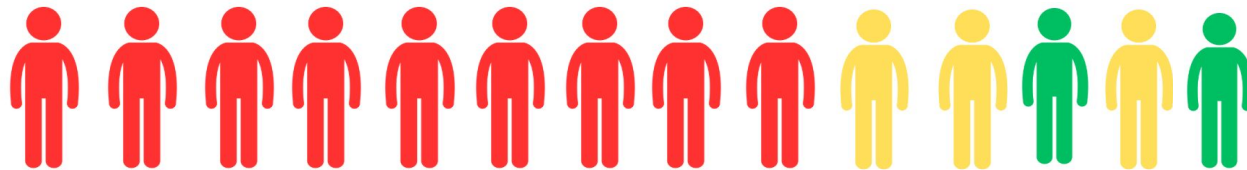


Independent
Encoding

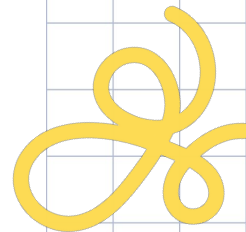
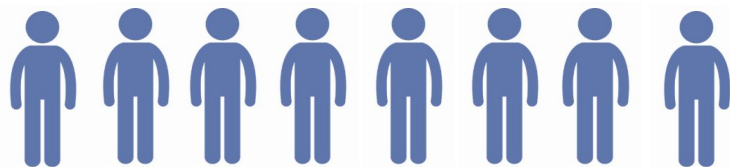


What I Did Instead...

Supported
Multisyllabic

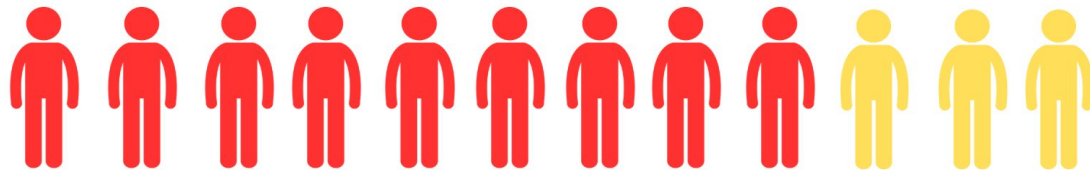


Independent
Multisyllabic

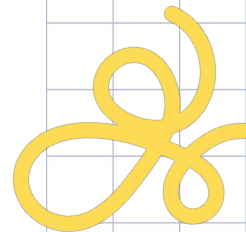
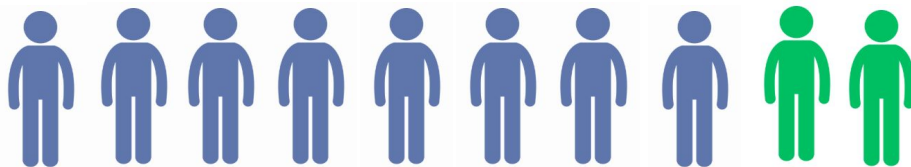


What I Did Instead...

Supported
Fluency



Independent
Fluency



02.

Progress Monitoring with Acadience

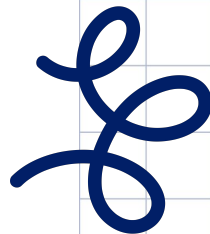
Who did I Select to Progress Monitor?

- Any student who is below or well below benchmark on NWF-CLS, NWF-WWR, ORF-WCPM, or ORF-ACC
- The further they are from the benchmark the more frequently I checked in – generally 2-4 weeks

Acadience:
NWF 4 students
ORF 14 students*

Progress
Monitoring

Weekly Pen Review:
sound, word, sentence
dictation, and Ready for
Reading



Acadience Benchmarks



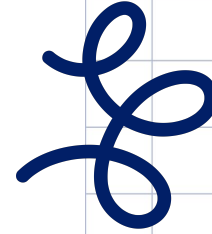
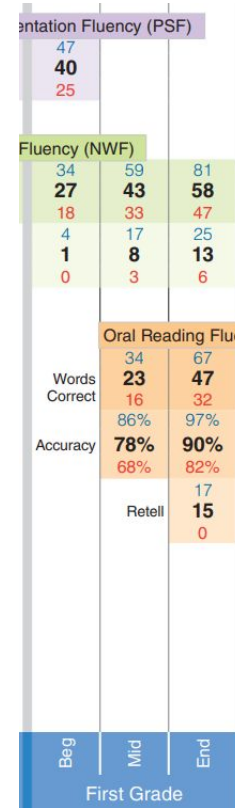
Well Below – Likely to need intensive support



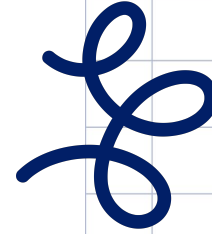
Below – Likely to need strategic support



At or Above – Likely to need core support
(evidence based Tier 1)



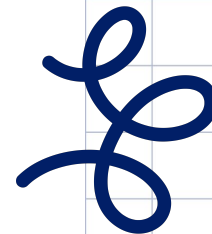
Progress Monitoring Results



MOY NWF-CLS	PM NWF-CLS	MOY WWR	PM WWR	Weeks of Intervention
20	33	0	6	14
50	56	7	14	10
30	40	1	9	10
37	57	7	9	8

Fluency (NWF)		
34	59	81
27	43	58
18	33	47
4	17	25
1	8	13
0	3	6

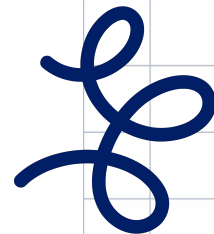
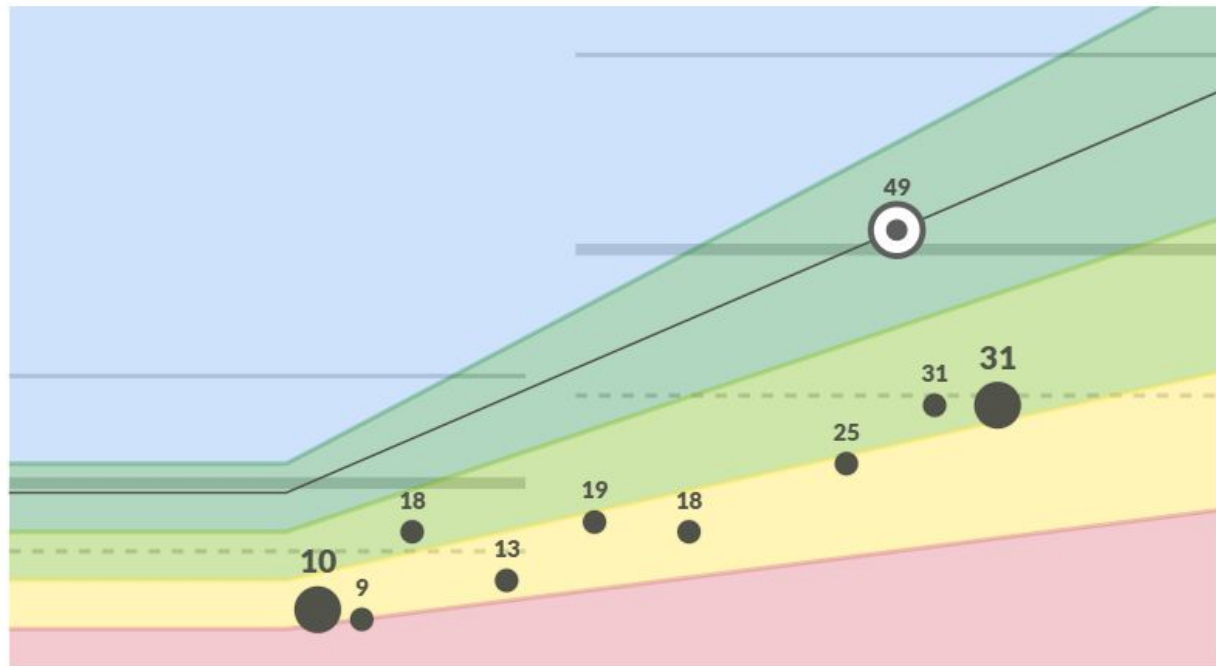
Progress Monitoring Results



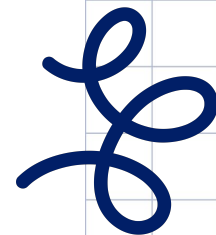
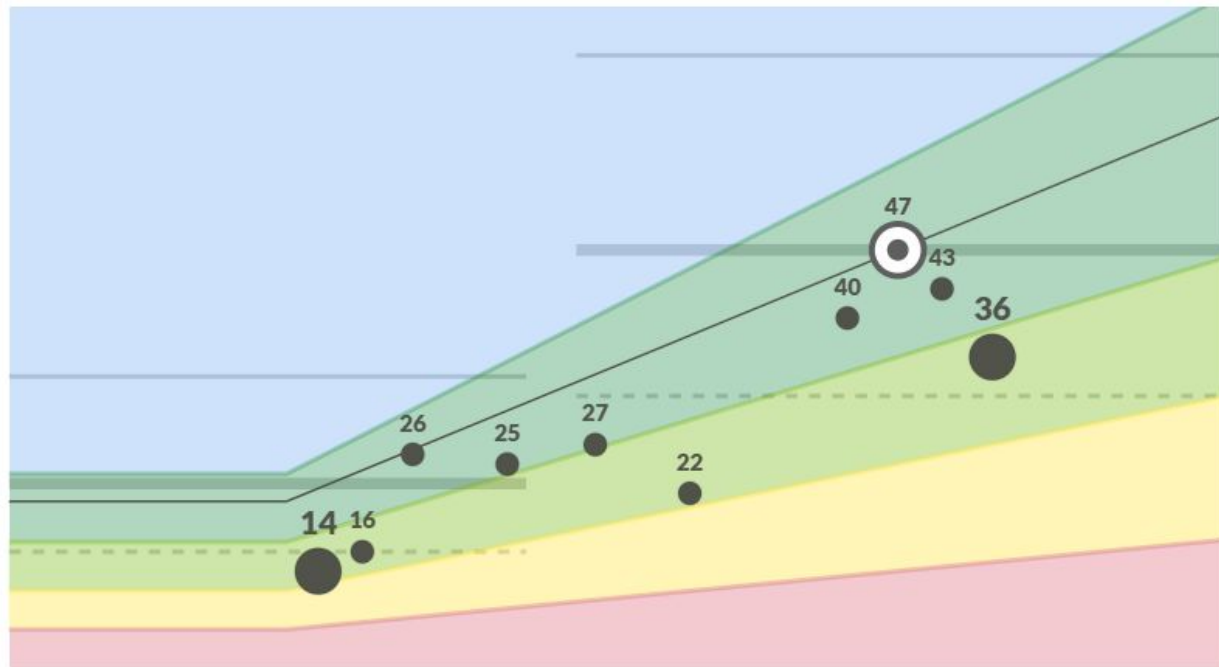
MOY ORF WCPM	PM ORF WCPM	MOY ACC	PM ACC	Weeks of Intervention
0	5	0	29	14
6	12	50	60	14
6	13	43	65	14
11	20	58	63	14
9	20	53	87	14
7	27	39	84	14
10	31	67	82	14
17	37	71	86	14
10	41	63	93	14
14	43	67	96	14
20	48	65	91	14
19	61	83	98	14

	Oral Reading Fluency	
	34	67
Words Correct	23	47
	16	32
	86%	97%
Accuracy	78%	90%
	68%	82%
		17
Retell	15	
	0	

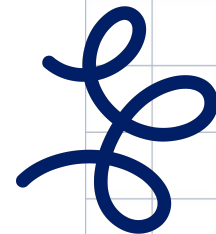
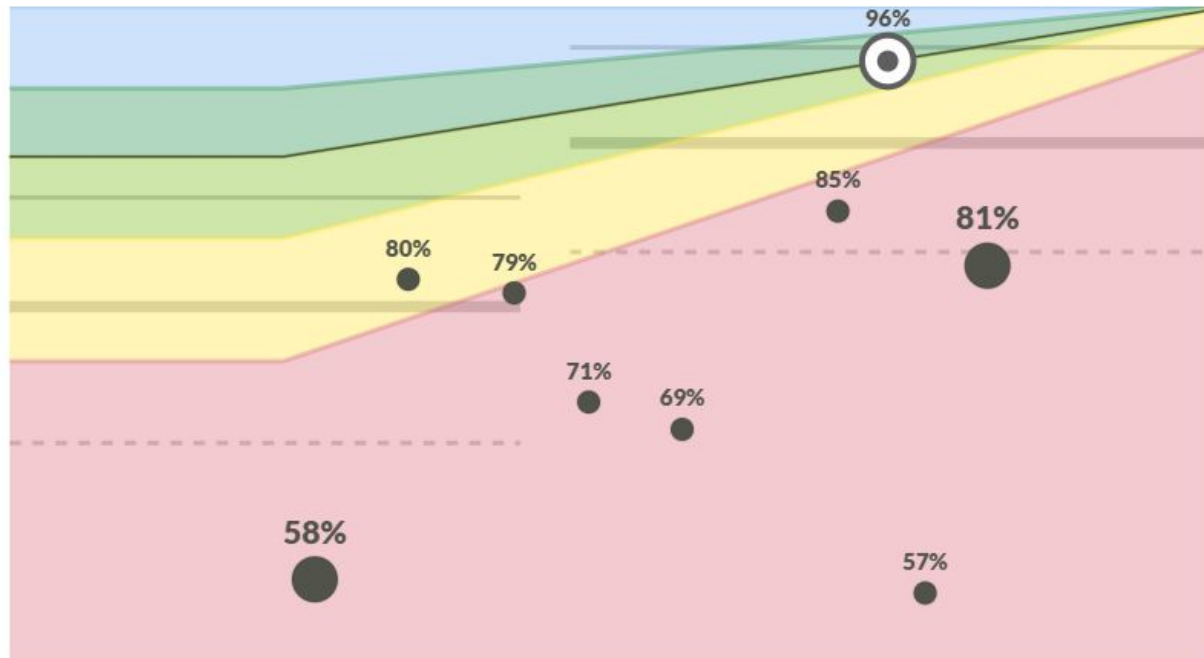
Progress Monitoring Results



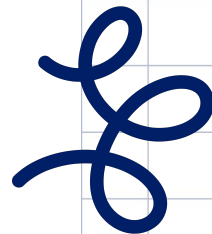
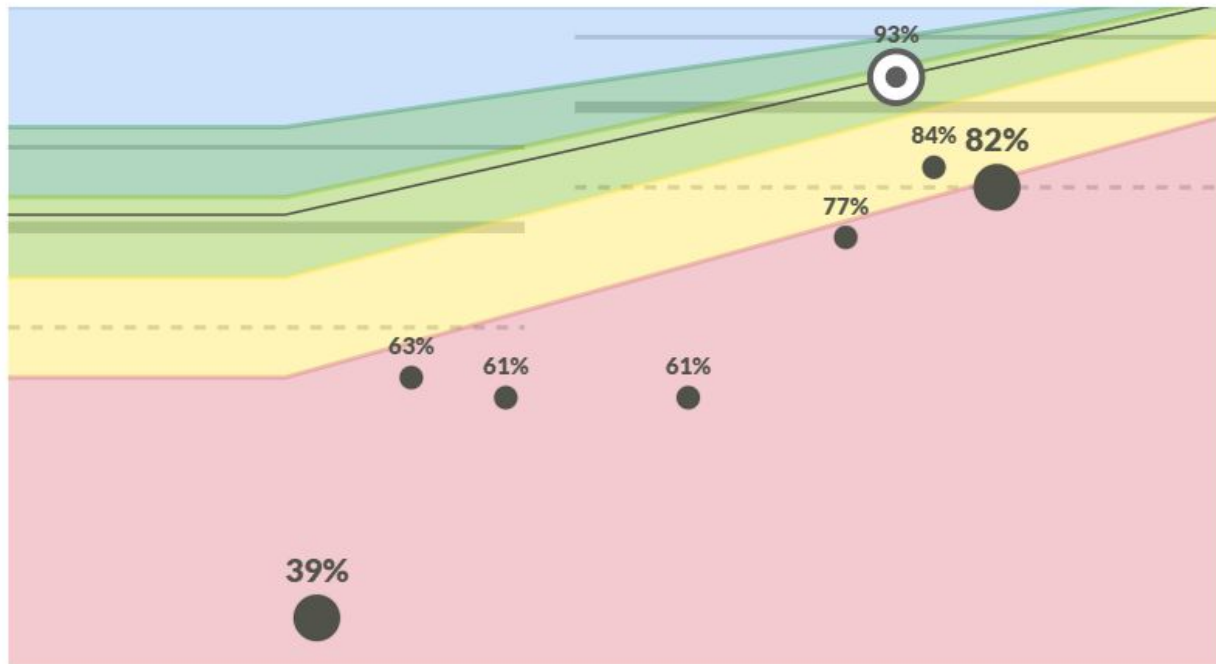
Progress Monitoring Results



Progress Monitoring Results

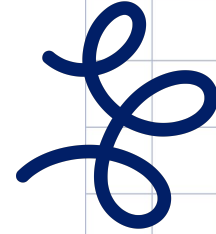


Progress Monitoring Results



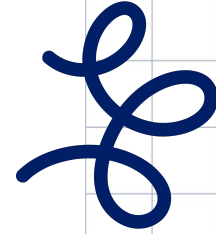
Progress Monitoring Results

	FEB	MAY
NWF - CLS	27%	10%
NWF - WWR	18%	5%
ORF - WCPM	55%	23%
ORF - ACC	50%	18%



Acadience Results

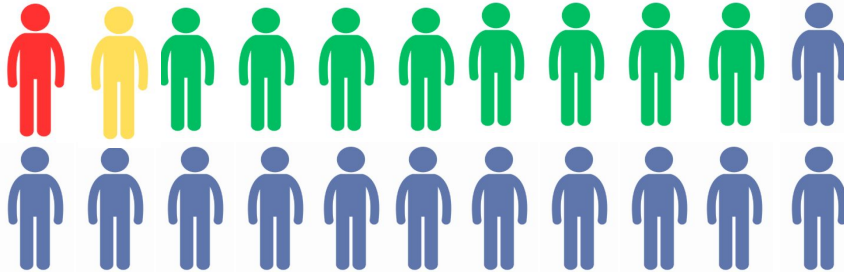
- Nonsense Word Fluency – Correct Letter Sounds



Feb 3

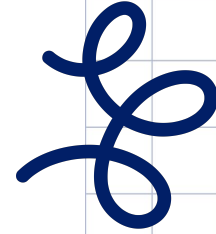


May 12



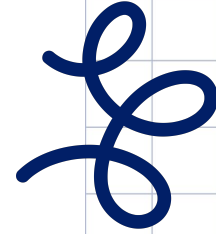
Acadience Results

- Nonsense Word Fluency – Whole Words Read

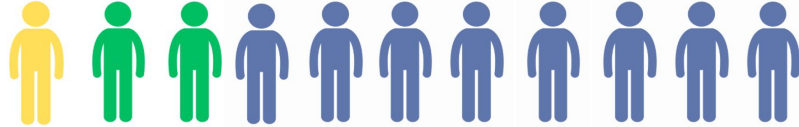


Acadience Results

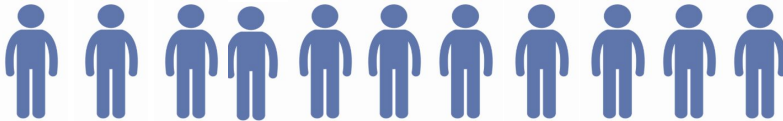
- Oral Reading Fluency – Words Correct Per Minute



Feb 3



May 12

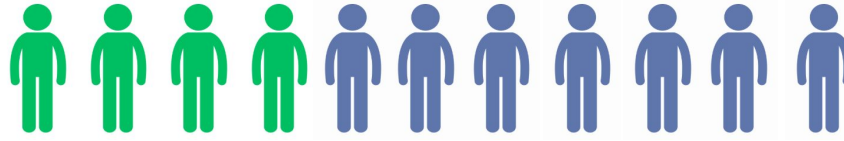


Acadience Results

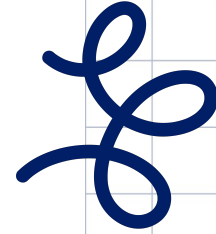
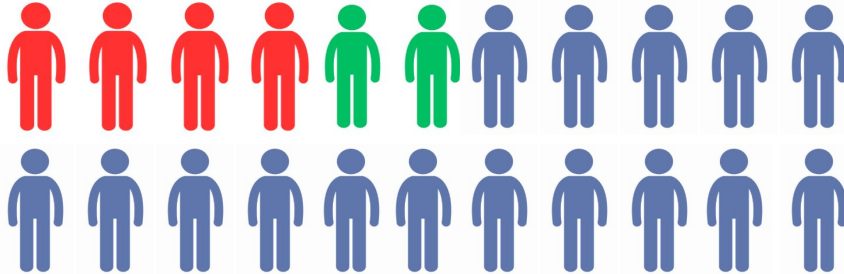
- Oral Reading Fluency – Accuracy



Feb 3



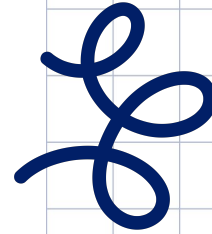
May 12



03.

End of Year Universal Screening (EOY)

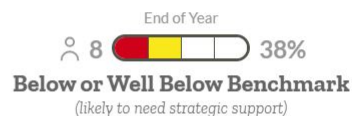
How did I fit it in?



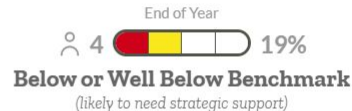
Time of Day	Tuesday	Wednesday	Thursday	Friday
Soft Entry	2	2	2	2
Snack	1	1	1	1
Instructional Downtime	2	2		2
Prep		4		

Acadience Results

Reading Composite Score



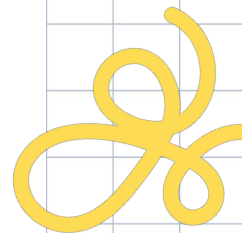
NWF – Whole Words Read



ORF – Words Correct

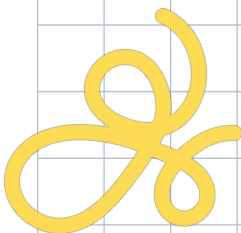


ORF – Accuracy



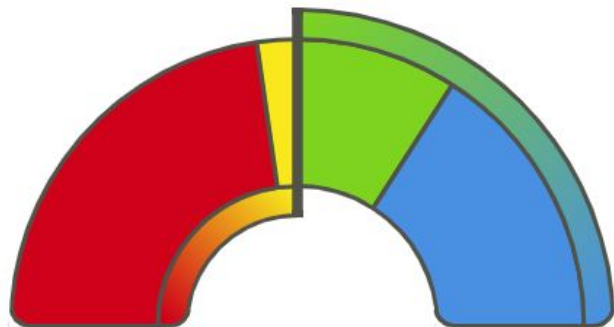
Acadience Results

ORF – Accuracy



Middle of Year

Feb 3 - Feb 28, 2025



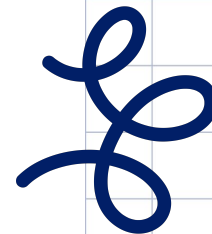
End of Year

Apr 1 - Apr 28, 2025

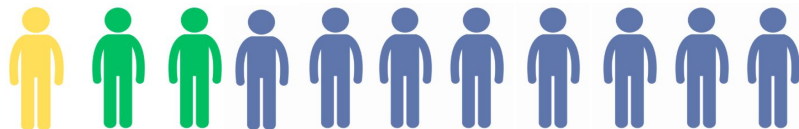


Acadience Results

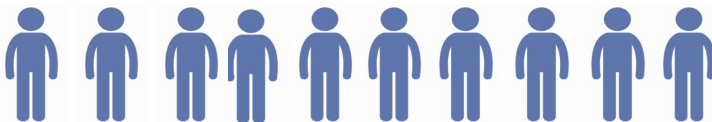
- Oral Reading Fluency – Words Correct Per Minute
Raw Score



Feb 3



May 20

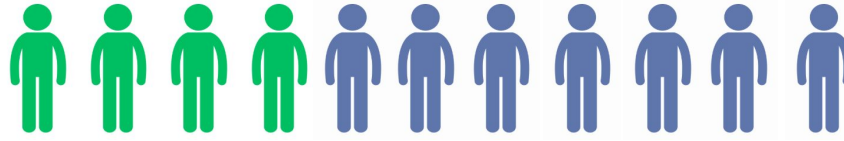


Acadience Results

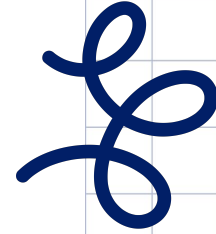
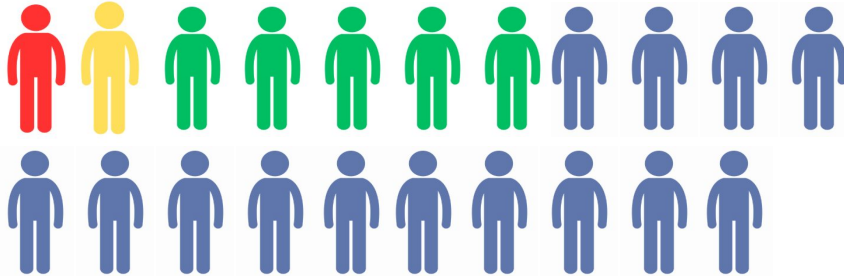
- Oral Reading Fluency – Accuracy – Raw Score



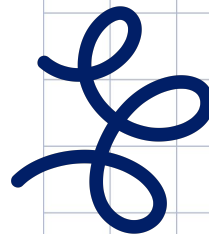
Feb 3



May 20



What kind of errors did they make?



- Multisyllabic words
- Suffixes
- Simple substitutions (into for onto)
- Skipping entire lines of text

✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✗ ✓ ✓

Mark and his brother Sam wante

✗ ✗ ✓ ✗ ✓ ✗ ✓ ✓ ✓ ✓ ✗ ✗ ✗

Mark and his brother Sam wanted to go to the movies, but they

✗ ✓ ✓ ✓ ✓ ✓

needed money. In the summer they

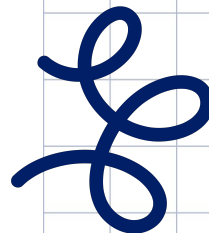
✗ ✗ ✗ ✓

needed money. In the summer they sold cool drinks, but it was very cold

✓

outside.

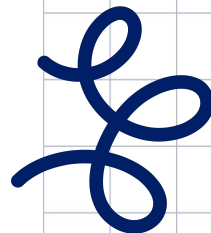
Is the ORF too hard?



The Cocoa Stand

0	Mark and his brother Sam wanted to go to the	movies,	but they	13		
13	needed money. In the summer they sold cool drinks, but it was very cold			27		
27	outside.			28		
28	"I have an	idea,"	said Sam. "We can make hot	cocoa,	because on	41
41	such a cold day, everyone will want some cocoa to warm them up."			54		
54	Mark loved hot cocoa, but he could not make it. Sam was fifteen, so			68		
68	he could make cocoa, but what could Mark do?			77		

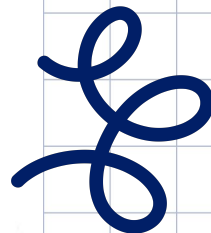
Is the ORF too hard?



Parts of a Tree

0	Trees are very tall plants. They come in different shapes and sizes.	12
12	Yet all trees have the same parts.	19
19	The leaves are the green parts of the tree. Some leaves are big and	33
33	flat. Others look like thin needles. No matter their size or shape, leaves	46
46	take in air and sunlight. Trees need air and light to live and grow.	60

Is the ORF too hard?

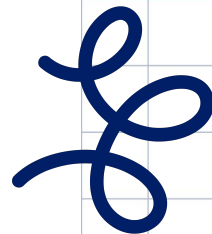


Going to Market

0	Four baskets were filled with fish. Now it was time to take them to	14
14	the market. Ken helped his father load the baskets onto the family's boat.	27
27	Ken's family lived on a large island off the coast of Africa. They used the	42
42	boat to sail to market.	47
47	Ken jumped into the boat. His father pushed the old wood boat off	60
60	the sand and into the clear blue water. After climbing in, Ken's father	73

Nonsense Word Fluency - Correct Letter Sounds			Nonsense Word Fluency - Whole Words Read		
BOY	MOY	EOY	BOY	MOY	EOY
33	20	25	0	0	4
32	48	52	0	17	14
25	54	70	0	11	22
22	50	37	0	7	8
50	53	82	0	12	23
41	37	36	0	7	7
27	38	39	0	13	12
22	87	69	1	20	18
23	28	51	1	10	18
24	44	55	1	12	17
42	43	99	2	15	29
43	80	70	2	21	22
29	67	88	3	21	26
42	46	73	6	15	25
46	47	71	8	12	23
46	113	141	12	39	48
52	100	126	16	35	44
67	139	137	19	46	46
83	105	135	21	34	41
92	143	141	24	50	48
127	142	142	41	49	48

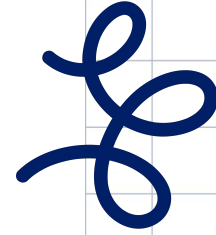
Oral Reading Fluency - Words Correct		Oral Reading Fluency - Accuracy	
MOY	EOY	MOY	EOY
0	7	0	41
6	18	43	69
7	23	39	82
9	18	53	78
10	31	63	82
10	31	67	86
11	25	58	81
14	36	67	92
17	36	71	80
19	85	83	98
20	68	65	89
28	94	80	91
32	64	89	96
42	72	88	89
81	97	82	97
83	96	97	94
89	117	85	89
99	104	99	99
103	101	99	96
105	139	91	100
154	157	99	98



Data for Next Year's Teacher

Student	Previous Information	Evidence-based Information
A	PM 6	Reads cvc with developing fluency (WWR - 4) Increasing fluency on HFW Requires support with adding complex GPC to bank of sound knowledge (WCPM 7, ACC 41%) Review Consonants, short vowels and begin with blends and digraphs
B	PM 18	Developing fluency with complex GPC (WCPM 35, ACC 85%) Review HFW, restart with vowel teams and encoding

Plan for the Next 20 Days...



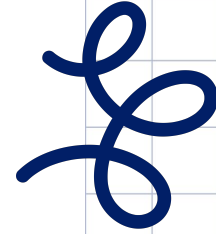
- 5 more GPC to teach
- Continue with multisyllabic
 - focus on suffixes
- Continue to work on comprehension
 - Interactive read-alouds
 - Retell strategies
- Progress Monitor
 - 2 more rounds

04.

Top 5 Instructional Moves

Top 5 Instructional Moves

1. Keeping the routines the same from week to week
 - Oral reading/writing
 - Robust, explicit instruction and practice
 - Home Reading Program



Phonics: Grapheme-Phoneme Correspondence

Grade 1: B2.3

Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or its corresponding phoneme, and vice versa. It may also be called *letter-sound correspondence*. The relationship enables students to read by relating graphemes to phonemes and blending phonemes.

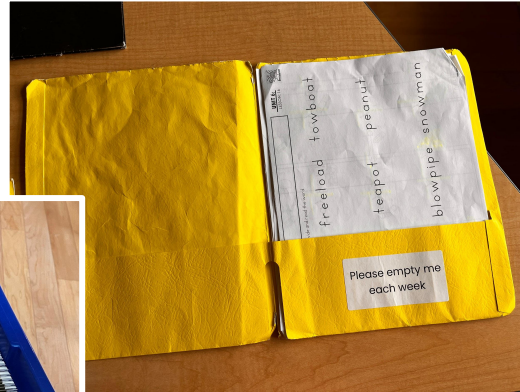
	Kindergarten/Grade 1*	Grade 1
Knowledge and skills: grapheme-phoneme correspondence	Understanding the relationship between simple and high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent	Understanding the relationship between simple, high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in "VCE" below silent e at the end of a word)
	- producing the most common grapheme for each consonant sound, and the most common phoneme for each consonant grapheme, including: - single consonants <s> as in <i>sat</i>, <i>has</i> <ch> <ck> <sh> <th> as in <i>thick</i> <wh> - producing the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: - short vowels: /a/, /i/, /o/, /u/, /e/	- applying previously learned concepts - identifying: <-all>, <-oll>, <-ult> - consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation - VCE patterns - VCE exceptions - long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olb>, <-ost> - long vowel <y> = /i/, <i> = /i/, <o> = /e/ <-les> words (e.g., <i>bundle</i>) - r-controlled vowels - long vowel teams: <ai>, <ay> = /a/, <ea>, <ea>, <ey> = /e/, <oa>, <ow>, <oe> = /o/, <ie>, <igh> = /i/, <ou>, <u> = /oo/, <oo> = /u/, <ew>, <ub>, <ue> = /u/ <au>, <aw>, <augh> = /o/ <ea> = /e/, /ā/, /ē/ <air>, <are>, <ear> = /air/ - diphthongs: <oi>, <oy> = /oi/, <ou>, <ow> = /ow/ - silent letters: <kn> = /n/, <wr> = /r/, <mb> = /m/

	Kindergarten/Grade 1*	Grade 1	Grade 2
Knowledge and skills: applying morphological knowledge in reading and spelling	- Understanding that words consist of bases that convey meaning and that can be modified by other impacts on the resulting words: - changing the word's function or role in a sentence (e.g., changing a verb to a noun); - changing the word's pronunciation (e.g., medic vs. medicine); and/or - uncommonly, changing the word's spelling (e.g., hop vs. hopping, divide vs. division) - Developing the ability to segment words into recognizable morphemes and to apply their	- Understanding that words consist of bases that convey meaning and that can be modified by other impacts on the resulting words: - changing the word's function or role in a sentence (e.g., changing a verb to a noun); - changing the word's pronunciation (e.g., medic vs. medicine); and/or - uncommonly, changing the word's spelling (e.g., hop vs. hopping, divide vs. division) - Developing the ability to segment words into recognizable morphemes and to apply their	- Understanding that words consist of bases that convey meaning and that can be modified by other impacts on the resulting words: - changing the word's function or role in a sentence (e.g., changing a verb to a noun); - changing the word's pronunciation (e.g., medic vs. medicine); and/or - uncommonly, changing the word's spelling (e.g., hop vs. hopping, divide vs. division) - Developing the ability to segment words into recognizable morphemes and to apply their
Looks like...	- beginning to use suffixes, including <-es>, <-ed>, <-ing> - recognizing that some suffixes can be pronounced in different ways (e.g., <-s> can be /s/ as in "cats" and /z/ as in "dogs") - orally working with groups of words with the same base (e.g., play, playing, played) - recognizing suffixes in oral or written language - recognizing compound words during oral activities	- using prefixes, including <-un>, <-in>, <-in>, <-dis> - using suffixes, including <-ing>, <-er>, <-est>, <-ly> - applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i - understanding the three sounds of <-ed> and applying them to spelling - using compounding to join bases (e.g., for book, note + book = notebook, book + shut = bookshut?) and affixing when appropriate	- using prefixes, including <-un>, <-in>, <-in>, <-dis> - using suffixes, including <-ing>, <-er>, <-est>, <-ly> - applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i - understanding the three sounds of <-ed> and applying them to spelling - using compounding to join bases (e.g., for book, note + book = notebook, book + shut = bookshut?) and affixing when appropriate

Grade 1	Grade 2
- reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught - beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /r/, sound at the end of a word after a short vowel, the most common spelling is <r> - learning common endings in spelling patterns: - long VCC <-ild>, <-old>, <-ind>, <-olb>, <-ost> - long vowel <y>, <i>, and <o> - consonant <-le> (e.g., <i>bundle</i>) - learning spellings of graphemes related to the /r/ sound (e.g., before all other letters, <ck> follows a short vowel at the end of one-syllable words) - learning the most frequent spellings for some final consonant sounds directly after a short vowel: <-tch> = /ch/ <-dge> = /j/ - the PLUS spelling rule (i.e., <-t>, <-l>, <-ss>, <-zz>) - learning the I/J U/V spelling rule (these letters do not generally end a word, and that words ending in /r/ will end in <-e>) - learning plural <-s> vs. <-es> - learning irregular plurals - learning possessive spellings: <-s> vs. <-s'> <-s'> vs. <-s'> <-s'> vs. <-s'> - learning suffix spelling changes: - adding rule for <-ed>, <-ing> - adding rule for <-er>, <-est> - dropping <-e> rule <-y> to <-i> rule	- reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught - using the most common spellings for phonemes with multiple graphemes. For example, for a /r/, sound at the end of a word after a short vowel, the most common spelling is <r> - learning common endings in spelling patterns and through system: <-ar>, <-or>, <-er> <-er>, <-er> <-er> = /er/ - alternate <-eigh>, <-ee> - alternate <-ue> = /y/ <-ough> = /f/ - signal vowel <-u> and <-o> <-ch> = /sh/ <-gh> = /j/

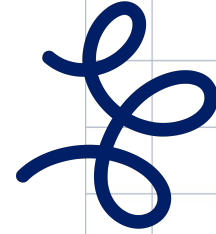
Instructional Routines

Home Reading Program

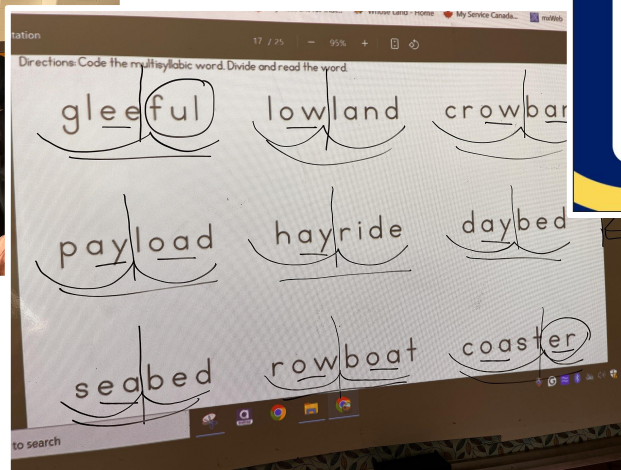
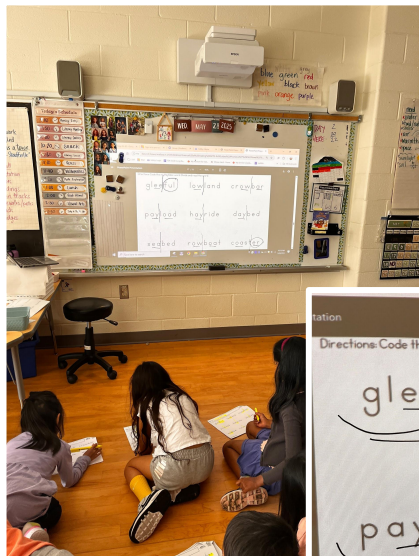


Top 5 Instructional Moves

1. Keeping the routines the same from week to week
 - Oral reading/writing
 - Seat work/independent work/activities etc.
 - Home Reading Program
2. Multisyllabic work – syllable types and then moving into morphological



Top 5 Instructional Moves

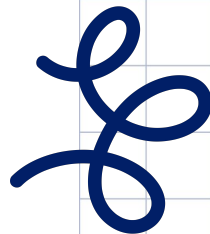


Reading Multisyllable Words

- 1 Circle the prefixes and suffixes.
misunderstanding
- 2 Underline the vowel spellings.
misunderstanding
- 3 Split into parts with a vowel sound in each.
misunderstanding
- 4 Sound out each part, blend the parts together, and make it a word you know.

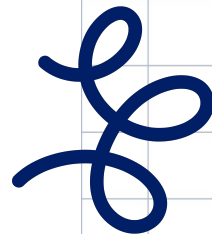
Adapted from Vaughn et al., 2022

ONlit



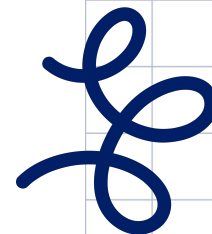
Top 5 Instructional Moves

1. Keeping the routines the same from week to week
 - Oral reading/writing
 - Seat work/independent work/activities etc.
 - Home Reading Program
2. Multisyllabic work – syllable types and then moving into morphological
3. Time in Text – decodables, class library, interactive read-alouds, home reading



Top 5 Instructional Moves

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3. Time in Text – decodables, class library, interactive read-alouds, home reading
4. Progress Monitoring – weekly progress monitoring of the scope and sequence



Instructional Routines

Ready for Reading



Name: _____

Directions: Read through the words and match them to the picture.

shelf	folk	whelk	gulf	kilt
bulk	yolk			
belt	silk			
yolk	elk			
quilt	belt			
felt	bulk	shelf	milk	elf

This is Kevin and he likes to help. Kevin has a gift to help and that's what he will do. Look at Kevin help that man lift the big bags into her van. Kevin could not just stand and watch. He is nice. Kevin likes to help the kids with makeshift rafts. When the kids left on it, they did yelp in excitement. Kevin handcrafts gates to help the man. Kevin welds the gate shut so the man's piglets do not vanish. Kevin is swift to help when he sees a man shoplift. Kevin helps to stop the theft. What would you do? Whelp! Kevin is done for now. Kevin will just have to see who requests his help. What should he do next?



Text focus

- ☐ cvc
- ☐ digraphs and blends
- ☐ magic e
- ☐ Soft c and g
- ☐ y as long i
- ☐ multisyllabic
- ☐ beyond what we're v

Daily Pen Review! Name: _____ Date: ____/____/____

1. Say and Spell the Alphabet. (30 seconds)

a b c d e f g h i j k l m

n o p q r s t u v w x y z

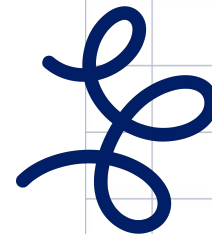
2. Say and Spell the Sound.

3. Say and Spell the Word.

4. Say and Spell the Sentence.

CREATED BY LAURA BROSS, OCT

Jan 10	Fluency 15 in 6	magic e
Jan 10	fluency 15 in 30	magic e
Jan 10	Fluency - 15 in 36	magic e
Jan 10	Fluency - 15 in 57	magic e
Jan 10	Fluency 15 in 66	magic e
Jan 10	Fluency - 15 in 65	magic e
Jan 10	Fluency 6 words in 68	cvc
Jan 10	Fluency - 15 in 75	magic e
Jan 10	Fluency - 15 in 49	magic e
Jan 10	Fluency - 15 in 97	magic e
Jan 10	Fluency 15 in 80 but accurate	magic e
Jan 10	Fluency - 15 in 90	magic e



Top 5 Instructional Moves

1. Keeping the routines the same from week to week
 - Oral reading/writing
 - Seat work/independent work/activities etc.
 - Home Reading Program
2. Multisyllabic work – syllable types and then moving into morphological
3. Time in Text – decodables, class library, interactive read-alouds, home reading
4. Progress Monitoring – weekly progress monitoring of the scope and sequence
5. Data informed instruction



Top 5 Instructional Moves

1. Keeping the routines the same from week to week
 - Oral reading/writing
 - Seat work/independent work/activities etc.
 - Home Reading Program
2. Multisyllabic work – syllable types and then moving into morphological
3. Time in Text – decodables, class library, interactive read-alouds, home reading
4. Progress Monitoring – weekly progress monitoring of the scope and sequence
5. Data informed instruction
6. Having someone to reach out to



Word Inventory - Level 1 (App. Corresponds to units 2, 3, 4) **Teacher Copy** Name: _____

Short vowel CVC

zip ✓	hat ✓	let ✓	fox ✓
yop ✓	fap ✓	dit ✓	jud ✓

Short vowel blends

stop ✓	bran ✓	spell ✓	plum ✓
nask	grit	cang	swin

Short vowel digraphs

when	ship ✓	chop ✓	than ✓
vich ✓	shom ✓	juth	phid

Magic E

tape	mote	shine	time
sute	hame	bop	

NOTES:

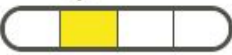
☐ Whole Word Reading

☒ Segmenting Sounds

c no blends

ORF-WORDS CORRECT

36



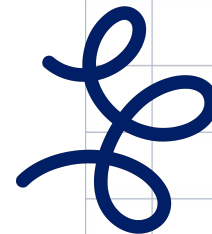
Percentile: 30th

ORF-ACCURACY

80%



Percentile: 21st



Word Inventory - Level 1 (App. Concepts)

Short vowel CVC

zip ✓	hat ✓	let ✓	fox ✓
pop ✓	fap ✓	dit ✓	jud ✓

Short vowel blends

stop	bran ✓	spell ✓	plum ✓
nask	grilt	cang	swin

Short vowel digraphs

when ✓	ship ✓	chop ✓	than ✓
vich ✓	shom ✓	juth ✓	phid

Magic E

tape	mote	shine
sute	hame	bope

NOTES:

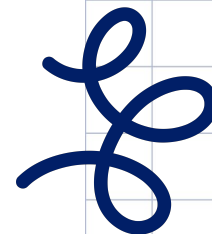
- ☐ Whole Word Reading
- ☐ Segmenting Sounds

no oral blend.

do alpha
let on her.

ORF-WORDS CORRECT
31
Percentile: 25th

ORF-ACCURACY
82%
Percentile: 23rd



Short vowel CVC

zip ✓	hat ✓	let ✓	fox
yop ✓	fap ✓	dit ✓	jud ✓

NOTES:

- ☐ Whole Word Reading
- ☐ Segmenting Sounds

Phenics

Short vowel blends

stop ✓	bran ✓	spell ✓	plum ✓
na(sk) ✓	grit ✓	cang ✓	sw in ✓

d/b
says sounds in head.

Short vowel digraphs

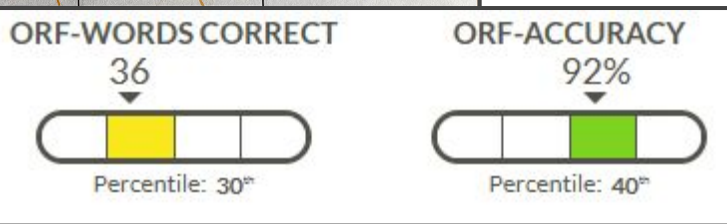
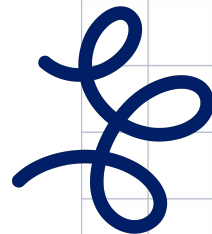
when ✓	ship ✓	chop ✓	than ✓
vich ✓	shom ✓	juth ✓	phid

digraphs sh ch.

Magic E

tape ✓	mote ✓	shine ✓	time
sute ✓	hame ✓	bo	

1109



Short vowel CVC

zip ✓	hat ✓	l <u>e</u> t ✓	fox ✓
yop ✓	f <u>a</u> p ✓	d <u>i</u> t ✓	jud ✓

Short vowel blends

stop ✓	<u>br</u> an ✓	spell ✓	plum
na <u>s</u> k ✓	gr <u>i</u> t ✓	ca <u>n</u> g	sw <u>i</u> n

Short vowel digraphs

when ✓	ship ✓	chop ✓	th <u>a</u> n ✓
vi <u>ch</u> ✓	shom ✓	ju <u>th</u> ✓	<u>ph</u> id

Magic E

tape ✓	mote ✓	shi
sute	hame ✓	bo

ORF-WORDS CORRECT

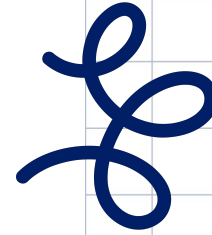
64

Percentile: 55th

ORF-ACCURACY

96%

Percentile: 56th



blends!

finger
vowel

Feb 12

Short vowel CVC

zip ✓	hat ✓	let ✓	fox ✓
yop ✓	fap ✓	dit ✓	jud ✓

NOTES:

- ☐ Whole Word Reading
- ☒ Segmenting Sounds

Segmenting in hand.

Short vowel blends

stop ✓	bran ✓	spell ✓	plum ✓
nask ✓	grilt	cang	swin

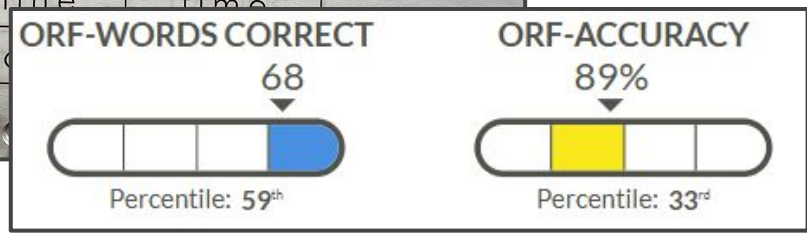
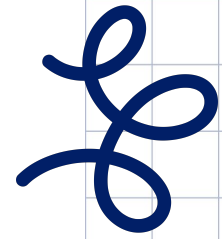
*vowels
blends
&
digraphs*

Short vowel digraphs

when ✓	ship ✓	chop ✓	than ✓
vich	shom ✓	juth	phid

Magic E

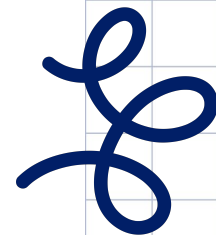
tape	mote	shine	time
sute	hame	bo	



When you're working on something that's so critical to life—a child's life—belief systems don't cut it.

Evidence cuts it.

Dr. Reid Lyon





Thank you!

