

# Putting the “Phun” in Phonics

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## What is Phonics?

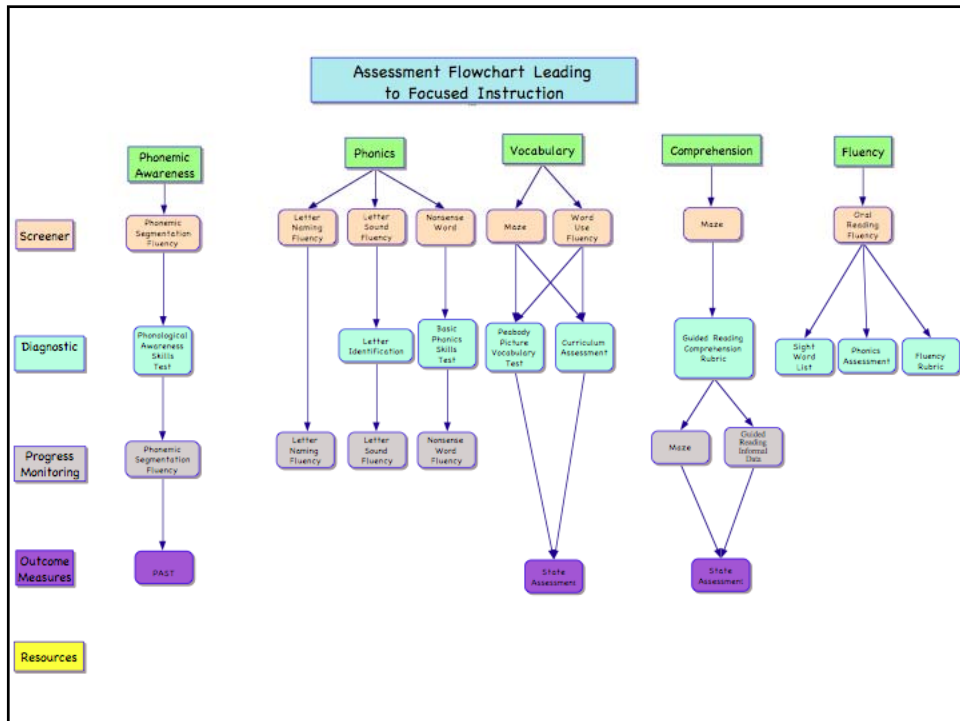
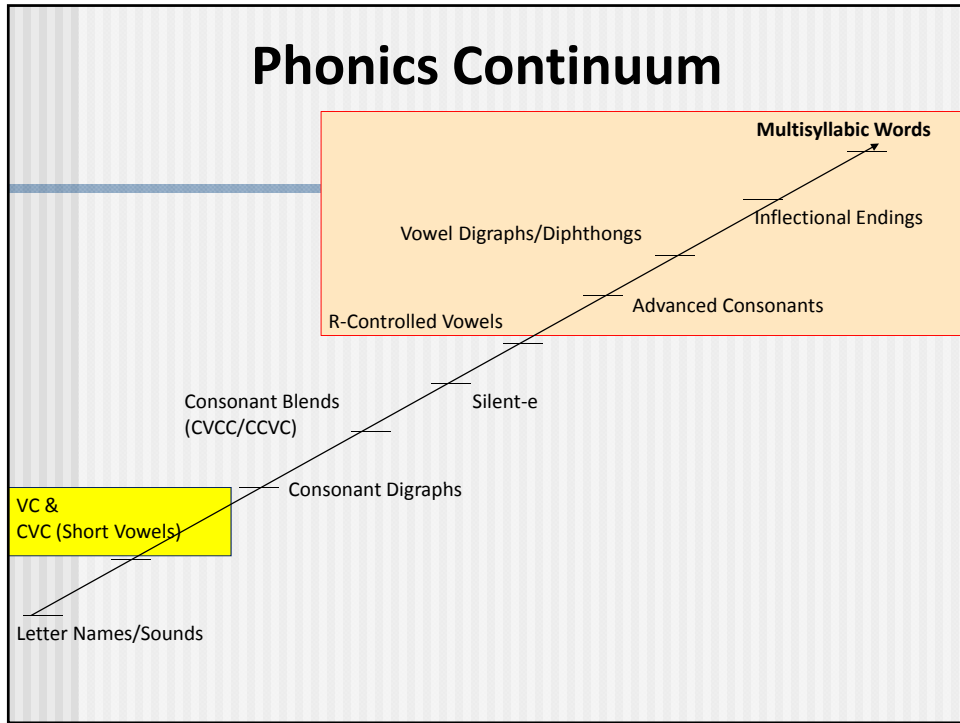
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It is the relationship between letters and sounds. Phonics Instruction teaches students to use these relationships to read and write words.

## What should we look for in a phonics program?

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- Systematic - Includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
- Explicit - the programs provide teachers with precise directions for the teaching of these relationships.



## Phonics in the Core

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How do we know if our core phonics program is strong enough?

- What is our data telling us?
- How can we use the Critical Analysis Document to analyze the core?

## Hot Tips for a Solid Core

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- Teaches skills explicitly
- Sounds then words
- Provides practice with controlled text
- Practice for encoding/decoding
- Sounds, words, phrases, sentences, text
- Explicitly teaches irregular sight words
- Uses high frequency sounds and words
- Teaches word families/patterns

## Benchmark Assessments

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- Universal Screening (DIBELS/AIMSWEB)
  - Nonsense Word Fluency (K-2)
  - Oral Reading Fluency (2-5)
  - Quadrant Model/Groups

## Tier Two Assessments

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- Diagnostic
  - Classroom Assessments
  - Only assess skills that have been taught in the core
  - Basic Phonics Skills Test (BPST)
  - Quick Phonics Screener
    - Individual Student Scores
    - Group Scores

## Now What Do We Do?

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- Look at Data for Focus of Instruction in Small Groups
  - Note card system
  - System for Finding Common Groups
  - PLC Discussion
  - Schedule

## What does Tier 2 look like?

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- Additional 30 minutes of instruction
- Systematic and Explicit
- Groups of 3-5
- Common Language
- Appropriate pacing
- Multiple Opportunities to Respond
- Corrective Feedback
- Multi-Sensory
- Back It Up/Break It Down

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When you have exhausted  
all possibilities, remember  
this----- you haven't.

- Thomas Edison

## Progress Monitoring

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- AIMS Web/DIBELS - NWF
- Monitor progress every two weeks
- Sub-Tests of Skills Taught (QPS/BPST)
- Accuracy in ORF
- Classroom Assessments
- Monitor progress every two weeks
- Use Progress Monitoring Information to adjust instruction or exit students

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Insanity is doing the same things over and over again and expecting different results.

- Albert Einstein

## What does Tier 3 look like?

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- One to three students
- Additional 30 minutes
- Identify specific skills needing intensive instruction
- Customize instruction based on targeted skills
- Back it up and break it down even more

“Never doubt that a small  
group of thoughtful,  
committed citizens can  
change the world. Indeed, it is  
the only thing that ever has.”

- Margaret Mead

## Contact Information:

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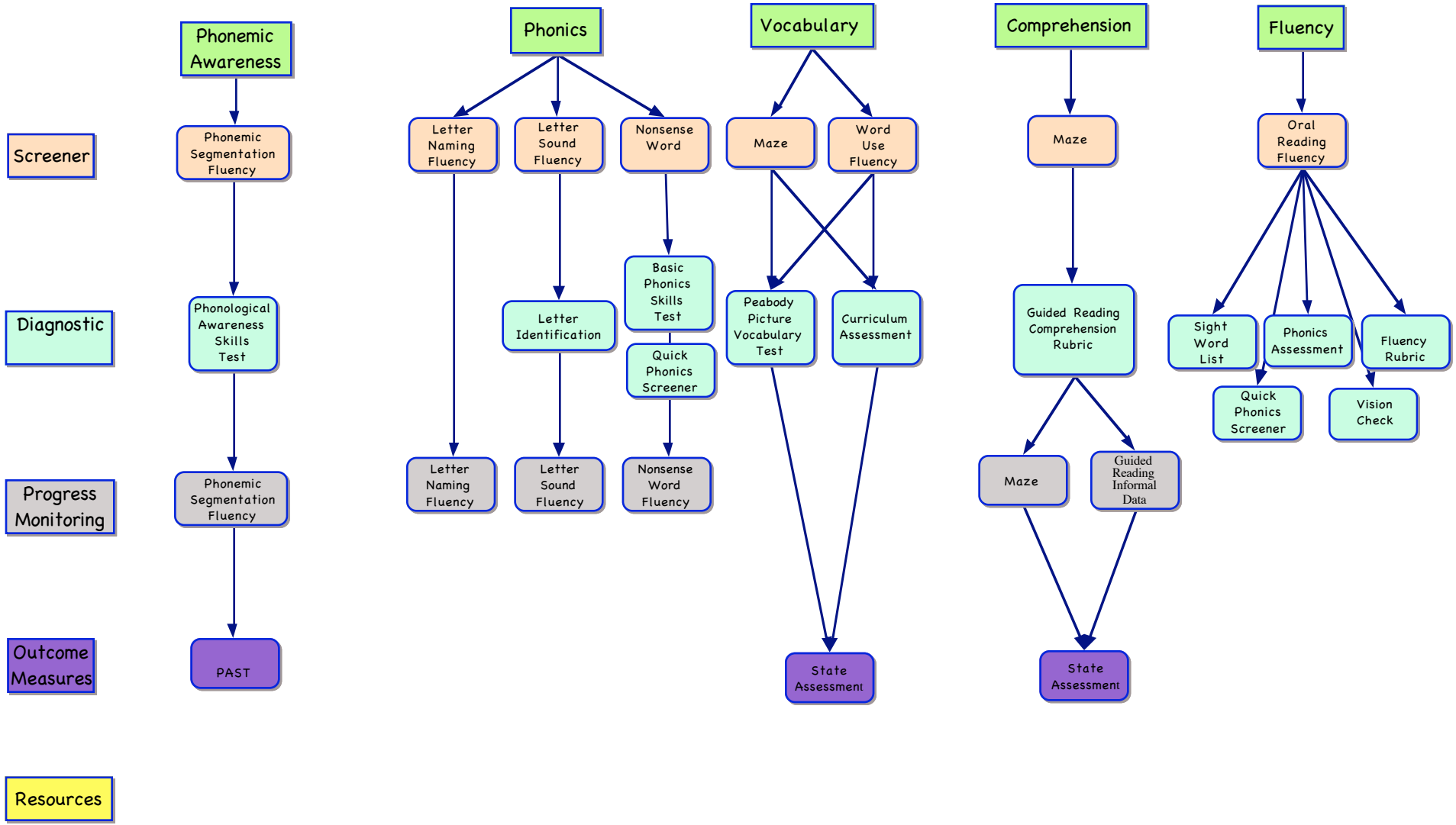
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# Assessment Flowchart Leading to Focused Instruction



## Lincoln Elementary Decision-Making Rules

1. Any student obtaining a score that is less than the 50<sup>th</sup> percentile will receive further review including diagnostic assessment and/or error analysis.
2. Determine what setting/condition of intervention is suggested by the data
  - a. differentiated instruction within the classroom
  - b. classwide intervention
  - c. small group intervention
  - d. individual group intervention
3. Progress monitor every week. The teacher delivering instruction will collect and chart progress monitoring data onto AimsWeb (when data is CBM). In order for data to guide instruction, it needs to be graphed immediately.
4. Collect a minimum of 6 data points, not counting the baseline data points.
5. Use either the 3-point Decision-Making Rule or the Trend Analysis Decision-Making Rule:

### **Three point Decision-Making Rule**

- a. Compare the last 3 consecutive data points to the goal line.
- b. If 3 consecutive data points fall below the goal line:
  - Revisiting the hypothesis.
  - Review intervention fidelity.
  - Consider instructional change.
- c. If 3 consecutive data points fall above the goal line, consider changing the goal.
- d. If data points fall above and below the goal line, continue the current instructional strategies, maintain the current goal, and continue to monitor progress.

### **Trend Analysis Decision-Making Rule**

- a. Compare the slope of the trendline with the slope of the goal line.
- b. If the trendline slope is flatter than the goal line slope, the student is not making expected progress with current interventions.
  - Revisit hypothesis.
  - Review intervention fidelity.
  - Consider instructional change.
- c. If the slope of the trend line is steeper than the goal line, consider a new goal.
- d. If the slope of the trendline is the same as the goal line, make no changes unless the trendline is significantly below the goal line.