

From Assessment to Intervention: Tales of a 4th Grade Student

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For MTSS Symposium

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WELCOME!

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**Reading/Writing Screen
(state assessment; group testing; class
records; teacher reports)**

► Fourth Grader

Scored at the basic level on state tests

Is anxious when reading aloud

Is slow, inaccurate

Does not like to read

Likes to write stories

Seems to be making slow progress

Has multiple interventions and supports

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1. I wunt to meat my dad's dad. I never met him. I wunt to see wut he wus like.
I wunt to meat my dad's dad. I never met him. I wunt to see wut he wus like.

2. I wud ask him wut he likes. I also wud ask him. Wut it wuse like loge a gowe.
I wud ask him wut he likes. I also wud ask him. Wut it wuse like loge a gowe.

3. Awthow I never met him, I stile know sum about him. I stile wunt to know mo.
Awthow I never met him. I stile know sum about him. I stile wunt to know mo.

4. I wunt to meat my dad's dad, to ce wut wus like. I wunt to see wut he likes, also wunt to see how it wus log a gowe.

Stop to Think.....

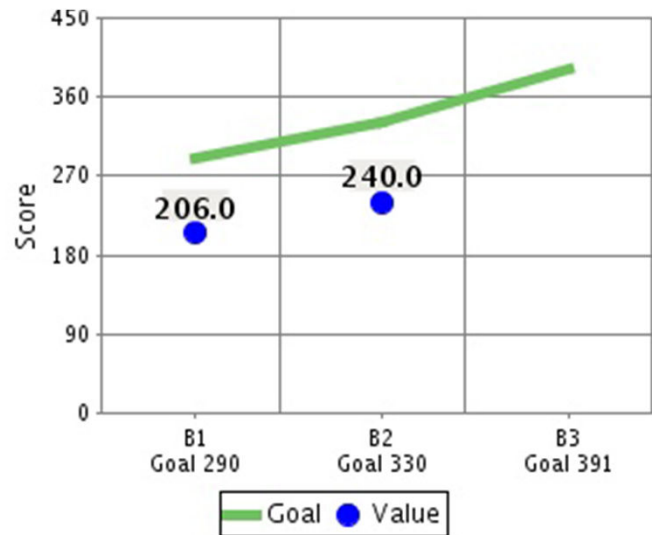
What does this information tell us?

What else do we need to know?

TAKE NOTES on your thoughts here.

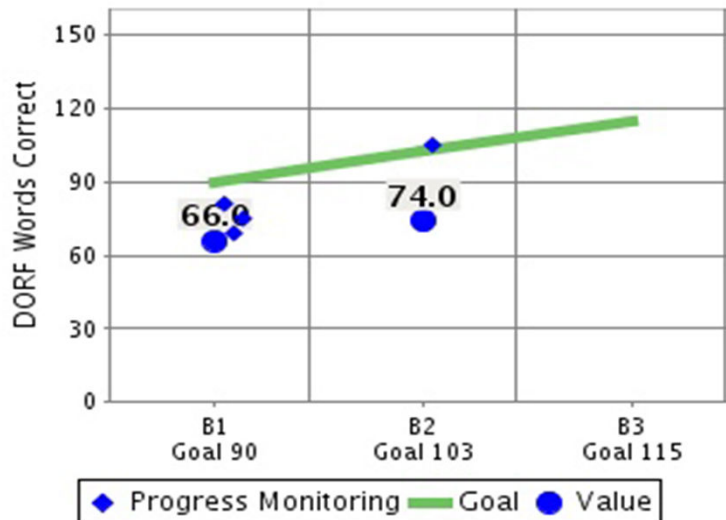
Then, let's continue on to see what data was gathered...

DIBELS Composite Scores Grade 4, Fall to Winter



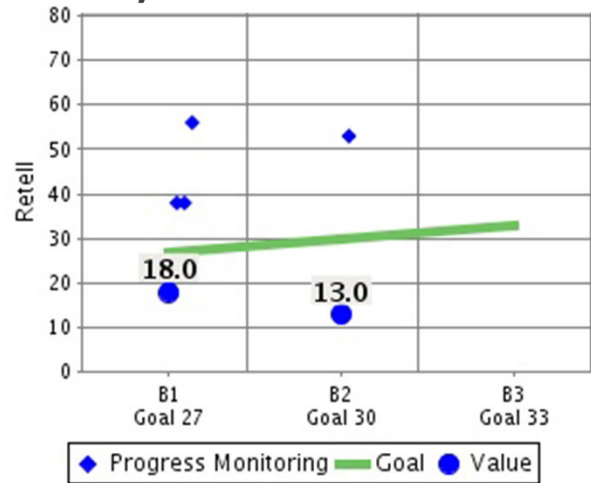
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DIBELS ORF Scores Grade 4, Fall to Winter



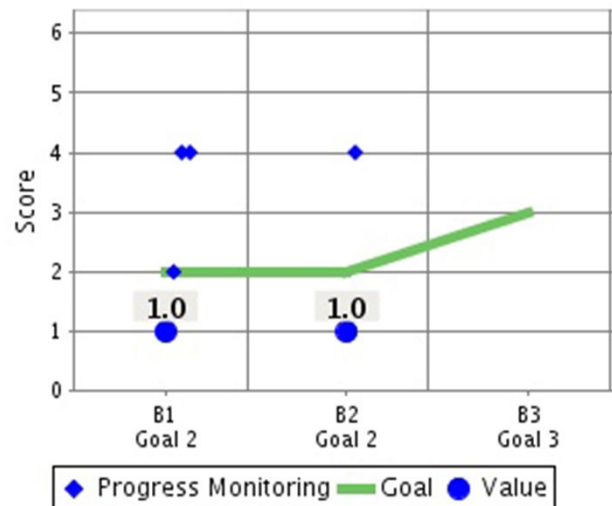
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DIBELS RTF Grade 4, Fall to Winter



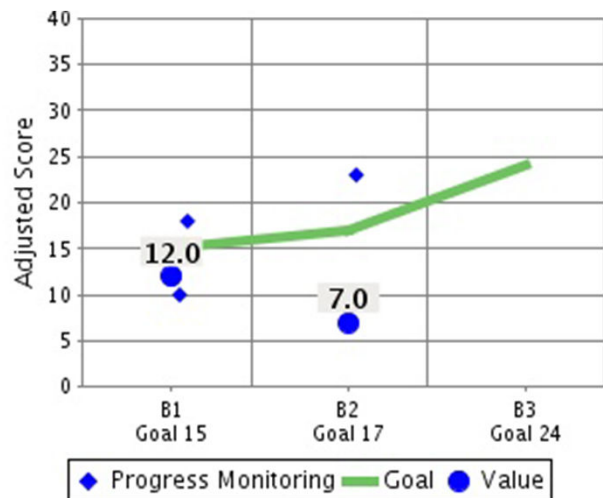
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Quality of RTF Grade 4, Fall to Winter



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DAZE Grade 4, Fall to Winter



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Table 3.2 Expected Rate of WCPM Increase by Week

Grade Level	Realistic Goal	Ambitious Goal
1		
2		
3		
4	.85*	1.1*
5		
6		

Approximately 18 weeks of instruction from Fall to Winter benchmark measures

* from Fuchs, Fuchs, Hamlet, Walz, and Germann, 1993

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What do you notice?

DIBELS	NEXT	
	Fall B1	Winter B2
DCS	206 (290)*	240 (330)
DORF	66 (90)	74 (103)
RTF	18 (27)	13 (30)
RTF - Q	1 (2)	1 (2)
DAZE	12 (15)	7 (17)
	*expected benchmarks	

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Stop to Think.....

What does this information tell us?

What else do we need to know?

TAKE NOTES on your thoughts here.

Then, let's continue on to see more data...

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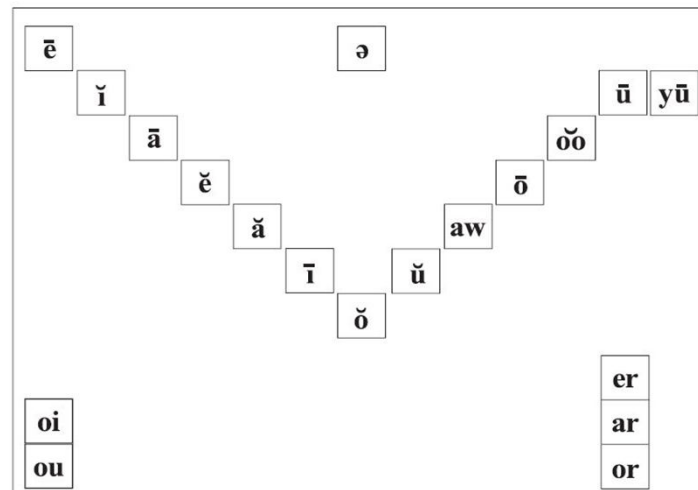
English Consonant Phonemes by Place and Manner of Articulation

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
Stops <small>Unvoiced Voiced</small>	/p/			/t/		/k/	
	/b/			/d/		/g/	
Nasals	/m/			/n/		/ŋ/	
Fricatives <small>Unvoiced Voiced</small>		/f/	/θ/	/s/	/ʃ/		
		/v/	/ð/	/z/	/ʒ/		
Affricates <small>Unvoiced Voiced</small>					/tʃ/		
					/dʒ/		
Glides <small>Unvoiced Voiced</small>					/y/	/w/	/h/
Liquids				/l/	/r/		

From Moats, L.C., *Speech to Print*, 2nd ed.

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English Vowel Phonemes by Order of Articulation



From Moats, L.C., *Speech to Print*, 2nd ed.

A	m n a s i r d f o g l h u	24 /26
B	c n b j k y e w p v qu x z	21 /21 cons
	/m/ /n/ /a/ /s/ /i/ /r/ /d/ /f/ /o/ /g/ /l/ /h/ /u/	5 /5 vels
Comments:		
VC and CVC		
A	fod mip noz sib he ick	Score
B	tut pat aug taf hev	10 /10
Ben hid the <u>sum</u> . Tim sat in a <u>tub</u> .		
Mom had a big <u>pot</u> . Tom is on the <u>bed</u> .		
Don can <u>nap</u> . Ted can <u>run</u> .		
Comments:		
Common Beginning- and Ending-Consonant Digraphs		
A	lesh eth vo jing ack jack mich	Score
B	whum chun thog shif thip	8 /10
The <u>duck</u> had a wet <u>wing</u> . The big <u>ship</u> is <u>long</u> .		
Can <u>you</u> <u>pack</u> <u>much</u> in the bag? When did <u>fish</u> get in <u>that</u> tub?		
Comments:		
CVCC and CCVC		
A	ago sp rim man ist sund	Score
B	clot ahn snaf prem slun	8 /10
Glen will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> .		
The <u>frog</u> can <u>spin</u> and <u>hum</u> and <u>flap</u> in the <u>sand</u> .		
Comments: choppy reading for nonsense words		
Silent e		
A	rip nole fun moze vat	Score
B	rain lade zeil gene fort	5 /10
Mike and Jane are going to <u>ride</u> the <u>slide</u> .		
Pete had <u>fun</u> <u>hiding</u> <u>in</u> the <u>house</u> .		
Comments:		

Examiner Scoring Sheet Form A (Continued)		
Task 6	R-Controlled Vowels	Score
A	cart pink seri surp	7 /10
B	fan form mark firm farm	9 /10
Comments: growing nervous		
Task 7	Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs	Score
A	litch mudge vix quum cep	7 /10
B	gen kaz wop satch quif	9 /10
Comments: century		
Task 8	Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds	Score
A	foat/roast can mov zlov	Score
B	kray/gray moom scoop palt scald	Score
foit scold scoid		
freu/creak vaul fault quif		
chout/mount rain waist pigh flight		
Comments:		
Task 9	Two Syllables, Common Prefixes, and Common Suffixes	Score
A	mascot basket moment bagon handle	10 /10
B	puzzle cartoon order escape chowder	9 /10
Comments: coffee		
Task 10	Three Syllables and Four Syllables	Score
A	amputee library dominate dorm dominant elastic entrain	5 /10
B	practical innocent electric volcano sagradia	4 /10
Comments: peculiar continent community superior solitary		

Scope and Sequence for Spelling Instruction

INSTRUCTION	GRADE LEVEL					
	1	2	3	4	5	6
Beginning consonants	b c d f g h j k l m n p q r s t v w y z	qu-, cr-, ci-, cy-, gr-, gl-, gr-				
Ending consonants	b d g m n p t x	-ll, -ll, -ss, -zz, -x, -ve, -ck, -ng	-ge, -dge			
Digraphs	ch, sh, th, wh	-ch, -ch ph, ch, gh		ph, gh in Greek words		
Ending blends	-st, -ft	-mp, -nd, -nt, -ll, -lt, -nk				
Beginning blends	bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sh, sl, sm, st, sp, th, tw	scr, spe, squ, spl, str, tw	shr, thr	sch		
Silent-letter spellings		kn, ck	wr, gn	pi, rh		
Vowels	a, e, i, o, u (short); a_e, o_e, u_e, i_e	y as long i y as long e	Schwa in two-syllable words; eigh, ough	y as short i		
Vowel teams	ea, ai, ay, aa, ea	ou, ow, oi, oy, au, au, ou, ou, ew, igh	oo (foot) ui, ei, ie			

INSTRUCTION	GRADE LEVEL					
	1	2	3	4	5	6
Vowel-r	or, ur, er	er, ir, ur; war, wor	err, ear, air, oar			
Inflectional suffixes	-i, -ed, -ing (no change in base word)	-i, -ed, -ing (doubling and drop-e rules)	-er, -est (com- parative); Change y to i rule	When rules do and do not apply	Advanced doubling rule	
Prefixes			un-, re-	pre-, en-, dis-, mis-, ex-, in-	con-, per-, com-, ad-, de- (chameleon prefixes)	bi-, mal-, circum-, inter-, intra-, super-, trans-
Derivational suffixes		-en, -hood, -ly	-ment, -less, -ful, -ness	-ion, -sion, -ture, -able, -ous, -ic, -al	-age, -ace, -ary, -ence, -ity, -ation	-ology, -osity, -itis, -scope, -plasm
Contractions	I'm, it's, don't	he'll, they've, you're, we'd				
Syllable/ Morpheme patterns	Concept of a syllable	Compounds; words with closed, open, and CVC syllables	Compounds; the two syllable types	Morphemes override syllables	Latin morphemes (roots)	Greek combining forms

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1. shell	14. scrap o
2. thing	15. charg o
3. cramp	16. fown o
4. slick	17. smug o
5. chunk o	18. point
6. blotch P	19. skweh o
7. broke	20. drowing o
8. glade	21. trapt o
9. frite o	22. waving
10. quite	23. powerful
11. drem o	24. batil o
12. trowt o	25. refused
13. nrise o	26. les on o
	27. pinies o

- 3. win: when**
5. flawt: float
9. brit: bright
10. throwt: throat
11. spoyel: spoil
12. srving: serving
13. couwd: chewed
14. caries: carries
15. marct: marched
17. botel: bottle
18. faver: favor
20. sellar: cellar
21. pleser: pleasure
22. forconit: fortunate
23. confedent: confident
24. sivelisd: civilize
25. opusichon: opposition

- ▶ Can you analyze these spelling errors?
- ▶ What does this tell us about instructional needs?

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Beginning consonants	b c d f g h j k l m n p q r s t v w y z	qu-, cr-, ci-, cy-, ge-, gi-, gr-				
Ending consonants	b d g m n p t x	-ll, -ll, -is, -e, -re, -ss, -d	-ss, -des			
Digraphs	ch, sh, th, wh	-ch, -tch ph, ch, gh		ph, gh in Greek words		
Ending blends	-st, -ft	-mp, -nd, -nt, -ll, -lt, -nk				
Beginning blends	bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, tc, sh, sm-, st-, sp-, st-, sw-	scr, spe, squ, sph, str, tw-	thr-, thr-	sch-		
Silent-letter spellings		kn, ck	wr, gn	ph, rh		
Vowels	a, e, i, o, u (short); a_e, o_e, u_e, i_e	y as long i y as long e	Schwa in two-syllable words; eigh, ough	y as short i		
Vowel teams	ee, ai, ay, oa, ea	ou, ow, oi, oy, oi, ze, oo, oi, ew,	oo (foot) ui, ei, ie			

INSTRUCTION	GRADE LEVEL					
	1	2	3	4	5	6
Vowel-r	or, ur, er	er, ir, ur, war, wor	err, ear, air, our			
Inflectional suffixes	-ed, -ing (no change in base word)	-s, -ed, -ing (doubling and drop-e rules)	-er, -est (com- parative); Change y to i rule	When rules do and do not apply	Advanced doubling rule	
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Derivational suffixes		-en, -hood, -ly	-ment, -less, -ful, -ness	-tion, -sion, -ture, -able, -ous, -ic, -al	-age, -ace, -ary, -ence, -ity, -ation	-ology, -osity, -itis, -scope, -plasm
Contractions	I'm, it's, don't	he'll, they've, you're, we'd				
Syllable/ Morpheme patterns	Concept of a syllable	Compounds; words with closed, open, and silent syllables	Compounds; the two syllable types	Morphemes override syllables	Latin morphemes (roots)	Greek combining forms

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Stop to Think.....

What does this information tell us?

What else do we need to know?

TAKE NOTES on your thoughts here.

Then, there is one more piece of data to consider...

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Grade 4 CTOPP

CTOPP Measure	Standard Score	Composite Score	
Awareness			
Elision	12	Phonological	106
Blending Words	10	Awareness	
Memory			
Digits	9	Phonological	94
Nonword Repetition	9	Memory	
Naming			
Letters	8	Rapid	85
Numbers	7	Naming	

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Diagnostic Assessment Profile

Screening / Assessment

(all areas) GORT

Accuracy ____ Fluency ____

Comprehension ____

Writing Sample
(all areas)

CTOPP:

Awareness ____

Memory ____

GSRT

Comprehension ____

Context
Processor

Meaning
Processor

Phonological
Processor

Orthographic
Processor

phonics
Spelling

WRMT:
Word ID ____
Word Attack ____

TOWRE:
Sight Word ____
Decoding ____

fluency

CTOPP:

RAN ____

TOWRE:

Sight Word ____

Decoding ____

GORT:

Fluency ____

Instructional Implications

Read -Alouds: expository
and narrative

Teach text structures,
cohesive ties, referents

Themes, unit studies, etc.

Vocabulary instruction -
direct, indirect, and word
consciousness

Phonological Awareness
instruction - core
program, additional
supplements as needed
with focus on
subphonemic features

Strong writing instruction
supports reading comprehension

Context
Processor

Meaning
Processor

Phonological
Processor

Orthographic
Processor

phonics
Spelling

fluency

Infused throughout
curriculum at all
levels

Sight word work

Explicit, systematic phonics / spelling lessons
with a predetermined scope and sequence

I thank you...

for your time and attention today.

You truly can make a difference in the lives
of so many students!

Carol

Drcaroltolman@aol.com

PHONOLOGY

Sentences

Words

* Syllables

* Onset-Rime

* Individual

Phonemes

1:1

Graphemes

(Digraphs, Trigraphs

Vowel Teams)

Blends

Word Families

Inflections

Syllable Types

Morphemes

Roots / Affixes

Word Origin

Orthography

Instructional
Progression
for Decoding

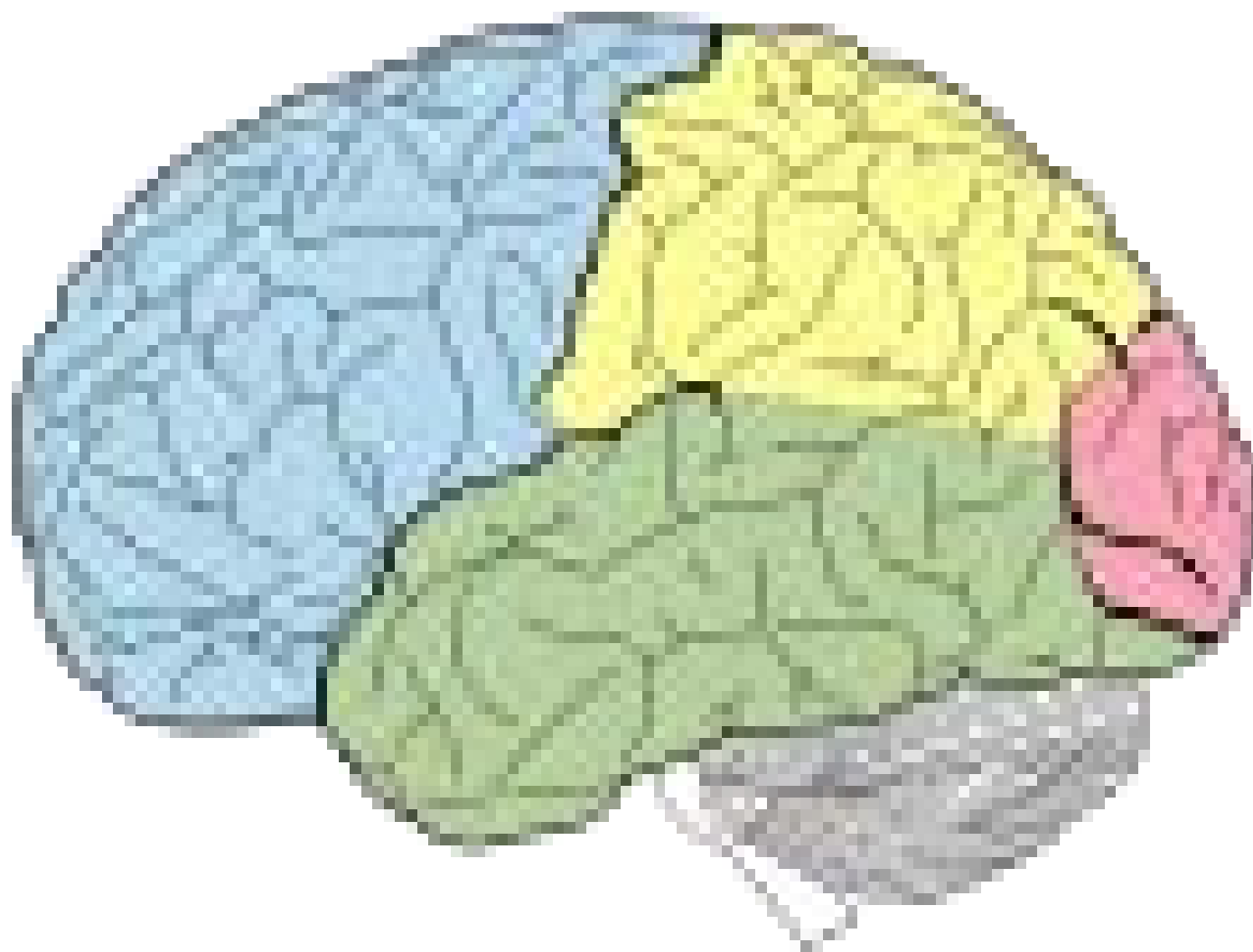
Connect letters
and sounds

Teach letter names

* Steps most supported by research in phonology to improve reading and spelling skills.

Spelling Error Analysis Worksheet

TARGET WORD	MISSPELLING	PHONOLOGICAL?	ORTHOGRAPHIC?	Other?
1. rope	rop			
2. camp	kap			
3. kissed	kist			
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

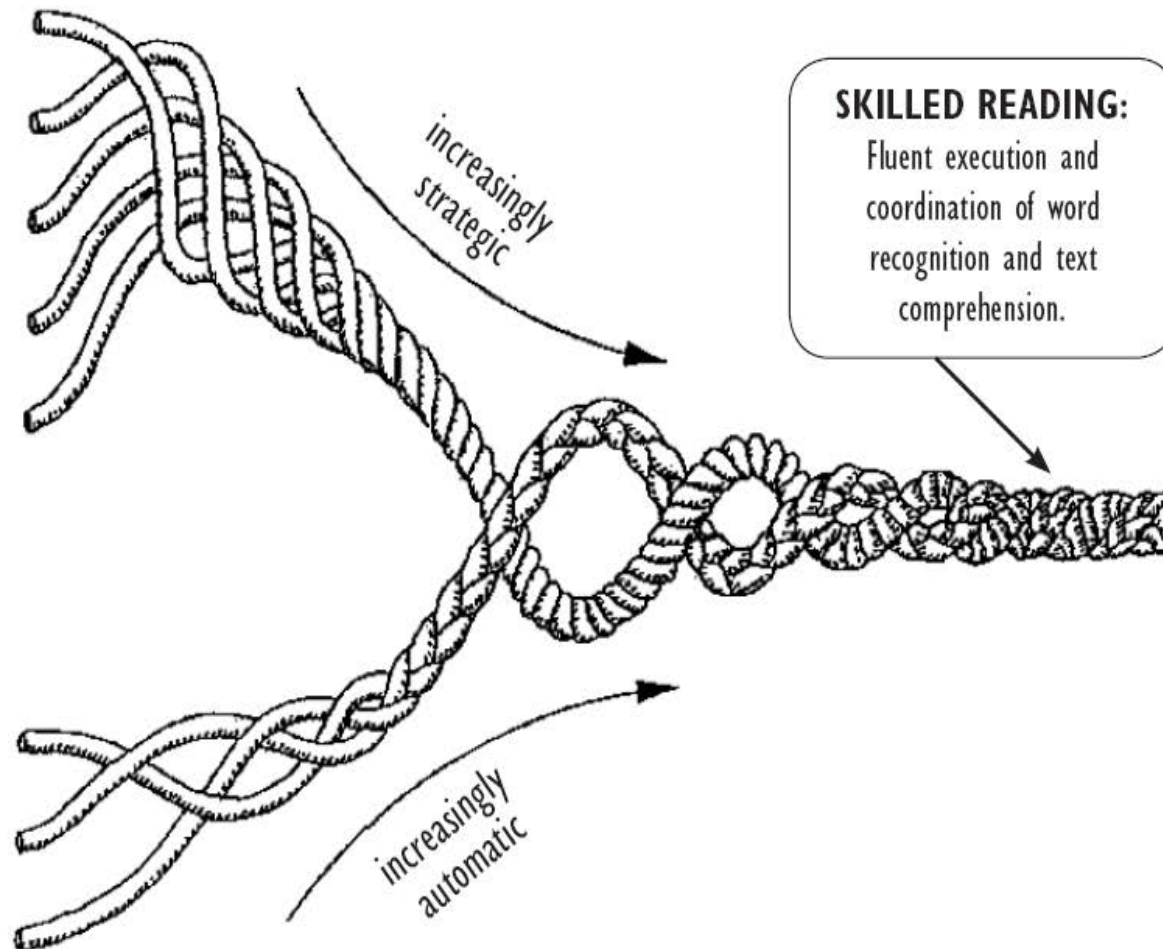
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



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Four Processing Systems

Seidenberg and McClelland, 1989

