Detailed DoL Assignment Descriptions

**Sounds Video 1: Blendable Sounds (25 points)**

In your first Blendable Sounds Video, you will demonstrate a blendable pronunciation of the most common sound associated with each letter of the alphabet.  Go through the alphabet in order and say, “The sound for ­­­\_\_ is \_\_” for each letter. In module 4 you will submit part 2 of this assignment with the advanced blendable sounds video.

**Sounds Video 2: Advanced Blendable Sounds (75 points)**

In your first video, you produced the most common sounds of each of the 26 letters in the alphabet.  For this assignment, you will focus on phonemes, rather than on letters, and you will demonstrate a clear, blendable pronunciation of each of the 44 phonemes of English.  You will also provide a key word to accompany the sound.

In your video, you also need to explain how you have organized the sounds for demonstration and say *why you feel an organizational scheme is important knowledge for this assignment (i*.e., how does it benefit you?).  You’ll also need to explain any relevant terms.

For the *consonants*, please consider place of articulation, manner of articulation, and voicing as shown on the chart provided in your organization.  For the *vowels*, please use the vowel chart provided, and present the vowels in a similar way by describing their place in the mouth going *from “front, smiley” vowels to “back, rounded” vowels,* then adding the diphthongs, r-controlled vowels, and schwa.

In producing your video, develop and follow a script similar to this:

* First, I will present examples of words that contain the stop consonant sounds (followed by a brief description of what makes a sound a stop).
* There are 6 stop consonants.
* The /p/ and /b/ sounds are produced by xxxx (brief description of where sounds are made).
* The /p/ is a voiceless stop consonant. The sound for p is /p / as in the beginning of xxxx and the end of xxxx.
* The /b/ is a voiced stop consonant. The sound for b is /b/ as in the beginning of xxxx and the end of xxxx.
* The /t/ and /d/ are produced by xxxxx (brief description of place where sounds are made).
* Continue through remaining sounds …

In your script, be sure to include succinct explanations of each of the following terms:

|  |  |  |  |
| --- | --- | --- | --- |
| stopnasalfricativeaffricateglideliquid | bilabiallabiodentalinterdentalalveolarpalatalvelar | glottalvoicedvoiceless/unvoicedconsonantvowelfront | backtenselaxdiphthongr-controlledschwa |

**PA Assessment (20 points)**

*A Sound Beginning* assessment is designed to determine a student’s level of phonological awareness, which is the conscious awareness of or sensitivity to the sound structure of language. Phonological awareness includes the ability to detect, match, blend, segment, and manipulate the sounds in spoken language. Phonological awareness is directly related to reading ability, precedes skilled decoding, and a phonological awareness deficit is usually associated with deficits in reading. There are four levels of phonological awareness: phoneme (sound), onset-rime, syllable, and word.

**Assignment**

Use this **Word document** to complete Part A and Part B of this assignment. Upload completed Word document and scoring sheet (from Part A) for your DOL submission.

**Part A: Scoring**

1. **Print** PA Assessment (A Sound Beginning) **scoring sheet**. **Watch** the video of PA Assessment administration. Use the PA Assessment (A Sound Beginning) scoring sheet to **record** all student responses. After completing assessment scoring, **calculate** totals on scoring sheet.

1. **Enter** the data from the scoring sheet on the assessment table.

1. **Scan and submit** scoring sheet with DOL Submission.

**Part B: Assessment Data Interpretation**

1. **Use** the assessment data (in table) and scoring sheets provided to complete the summary table (strengths, areas of need).
2. Provide **written interpretation** of student performance for each subtest (include details about specific student errors). This interpretation should be at least two paragraphs.

**Core Phonics Survey (20 points)**

The *CORE Phonics Survey* is used to assess the phonics and phonics-related skills that have a high rate of application in beginning reading. A student’s ability to use knowledge of sound/letter correspondences (phonics) to decode words greatly determines or influences his or her ability to read individual words. This assessment is divided into subtests. The Alphabet Skills and Letter Sounds Subtest assesses knowledge of letter names, consonant sounds, and long/short vowel sounds. The Reading and Decoding Skills Subtest assesses the ability to correctly decode both real words and pseudo words (made up words). Pseudo words, or nonsense words, are included for each skill to measure the students’ ability to accurately apply phonics concepts to unfamiliar words.

This assessment is a mastery test, which means that it is expected that students will ultimately get all items correct. There are three levels of mastery for the CORE Phonics Survey: benchmark (mastered), strategic (nearly mastered), and intensive (needing instruction). The levels indicate the degree to which a student has mastered individual phonics-related skills.

**Assignment**

Use this **Word document** to complete Part A and Part B of this assignment. Upload completed Word document and scoring sheet (from Part A) for your DOL submission.

**Part A: Scoring**

1. **Print** CORE Phonics Survey **scoring sheet**. **Watch** the video of CORE Phonics Survey administration. Use the CORE Phonics Survey scoring sheet to **record** all student responses. After completing assessment scoring, **calculate** totals on scoring sheet.

1. **Enter** the data from the scoring sheet on the assessment table. **Record** **mastery levels** (Benchmark, Strategic, Intensive) on assessment table.

1. **Scan and submit** scoring sheet with DOL Submission.

**Part B: Assessment Data Interpretation**

1. **Use** the assessment data (in table) and scoring sheets provided to complete the summary table (strengths, areas of need).
2. Provide **written interpretation** of student performance for each subtest (include details about specific student errors). Anecdotal evidence is very helpful when describing student performance on this assessment. For example, you might say if your student sounded out each letter before blending them together to make a word or if student automatically recognized words. All concepts are typically mastered by second grade. If student is above second grade, it is appropriate to indicate “Intensive” level for any assessment below “Benchmark” level.  This interpretation should be at least two paragraphs.

**DIBELS Nonsense Word Fluency (NWF) (20 points)**

The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of individually administered assessments of early literacy skills. These assessments are administered via one-minute timings and determine fluency in several different areas of early literacy, which include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.

***Nonsense Word Fluency (NWF)***

This measure assesses a student's knowledge of letter-sound correspondence and ability to blend letter sounds into words. Students are presented with randomly ordered short nonsense words (e.g., sig, rav, ov) and asked to read as many words as they can.

**Assignment**

Use this **Word document** to complete Part A and Part B of this assignment. Upload completed Word document and scoring sheet (from Part A) for your DOL submission.

**Part A: Scoring**

1. **Print** DIBELS NWF **scoring sheet**. **Watch** the video of DIBELS NWF administration. Use the DIBELS NWF scoring sheet to **record** all student responses. After completing assessment scoring, **calculate** totals on scoring sheet.

1. **Enter** the data from the scoring sheet on the assessment table. **Record** **need for support** (Intensive, Strategic, Core) using DIBELS NWF End of Year Benchmark Goals on assessment table.

1. **Scan and submit** scoring sheet with DOL Submission.

**Part B: Assessment Data Interpretation**

1. **Use** the assessment data (in table) and scoring sheets provided to complete the summary table (strengths, areas of need).
2. Provide **written interpretation** of student performance for each subtest (include details about specific student errors). This interpretation should be at least two paragraphs.

**TOWRE (20 points)**

**TEST OF WORD READING EFFICIENCY**

The *Test of Word Reading Efficiency (TOWRE)* assesses a student’s ability to automatically recognize and decode words. This is a norm-referenced test, or a test that indicates a child’s performance as compared with other students in the same age range.  The first subtest, *Sight Word Efficiency,* assesses the student’s ability to read sight words, or high-frequency words, within the allotted time.  The second subtest, *Phonemic Decoding Efficiency,* consists of a list of nonsense words, which assesses the student’s ability to quickly decode unknown words.

**Assignment**

Use this **Word document** to complete Part A and Part B of this assignment. Upload completed Word document and scoring sheet (from Part A) for your DOL submission.

**Part A: Scoring**

1. Print TOWRE **scoring sheet**. **Watch**  the video of TOWRE administration. Use the TOWRE scoring sheet to **record** all student responses. After completing assessment scoring, **calculate** totals on scoring sheet.

1. Enter the data from the scoring sheet on the assessment table. **Record** **Standard Score and Percentile Rank** on assessment table.

**Part B: Assessment Administration**

1. **Use** the assessment data (in table) and scoring sheets provided to complete the summary table (strengths, areas of need).
2. Provide **written interpretation** of student performance for each subtest (include details about specific student errors). Anecdotal evidence is very helpful when describing student performance on this assessment. For example you might say if your student made mistakes on words with the same sounds consistently. This interpretation should be at least two paragraphs.

**DIBELS Oral Reading Fluency (ORF) (20 points)**

The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of individually administered assessments of early literacy skills. These assessments are administered via one-minute timings and determine fluency in several different areas of early literacy, which include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.

The DIBELS *Oral Reading Fluency (ORF)* measure is a standardized, individually administered test of accuracy and fluency with connected text. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.  The median score of three passages administered is used to determine the student’s mastery level.

**Assignment**

Use this **Word document** to complete Part A and Part B of this assignment. Upload completed Word document and scoring sheet (from Part A) for your DOL submission.

**Part A: Scoring**

1. Print DIBELS ORF **scoring sheet**. **Watch** the video of DIBELS ORF administration. Use the DIBELS ORF scoring sheet to **record** all student responses. After completing assessment scoring, **calculate** totals on the scoring sheet.
2. Enter the data from the scoring sheet on the assessment table. **Record** **mastery level** (Benchmark, Strategic, Intensive) on assessment table.

**Part B: Assessment Administration**

1. **Use** the assessment data (in table) and scoring sheets provided to complete the summary table (strengths, areas of need).
2. Provide **written interpretation** of student performance for each subtest (include details about specific student errors). Anecdotal evidence is very helpful when describing student performance on this assessment. For example, you might say if your student made

**Grapheme-Phoneme Introduction (20 points)**

Teaching students new phoneme-grapheme correspondences in an explicit and systematic way is a critical feature of providing effective reading instruction and intervention.

**Assignment**

Use this **Word document** to complete this assignment. Upload completed Word document for your DOL submission.

1. **Review** this Grapheme-Phoneme Introduction **sample**.

1. **Complete** a Grapheme-Grapheme Introduction using the template below and one of these 5 options:

1. b /b/

Key Word: **b**all or **b**ee

Placement:

|  |  |  |
| --- | --- | --- |
| X |  | X |

1. ch /ch/

Key Word: **ch**icken

Placement:

|  |  |  |
| --- | --- | --- |
| X |  | X |

1. ar /ar/

Key Word: **ar**t or **ar**m

Placement:

|  |  |  |
| --- | --- | --- |
| X | X | X |

1. ai /ā/

Key Word: r**ai**n

Placement:

|  |  |  |
| --- | --- | --- |
| X | X |  |

1. oy /oi/

Key Word: b**oy**

Placement:

|  |  |  |
| --- | --- | --- |
|  |  | X |

*Tips:*

* Reference **UFLI Scope and Sequence** to use only concepts previously taught (above chosen concept on Scope and Sequence) in words and sentences generated.
* Use **Phinder** and/or UFLI Virtual Teaching Resource Hub **“Word Cards and Lists”** or **“Word Reading Games”** resources to help you generate words for the target concept.

1. **Submit** DOL assignment.

**Elkonin Boxes (20 points)**

One of the earliest researchers to link phonological awareness to reading was Elkonin (1963), a Russian psychologist. He developed a method of teaching children to segment the sounds in a word by moving markers into boxes on a piece of paper, hence the name "Elkonin boxes." This early use of Elkonin boxes to assist in the development of phonological awareness has since been adapted to accomplish many related objectives. Elkonin boxes may be used in several ways to help students hear the sounds in words and recording the sounds in sequence.

**Assignment**

Use this **Word document** to complete Part A, Part B and Part C of this assignment. Upload completed Word document and submit recorded video to GoReact for this DOL submission.

**Part A: Practice Elkonin Box Steps**

**Complete** Elkonin Boxes for the following ten words. You can print this sheet and draw the boxes on the paper and then upload an image of this document, or you can create boxes on the sheet with your computer.

**Part B: Generate Appropriate Word Choices**

Avoid Elkonin boxes with some types of words:

oWords with unclear letter-sound correspondences, such as ocean or laugh

oWords with the /ə/ (schwa) sound, such as family, animal, or about

oWords with the /ŋ/ sound, such as king, song, or hanger

oWords with /ŋ/ + /k/, such as think, rank, or monkey

oWords with syllabic consonants, such as button or mode

1. **Generate** two additional words that would be appropriate to use in Elkonin Box practice.
2. **Create** the Elkonin boxes for these two new words just like you did for **Part A**.

**Part C: Recorded Practice**

For this practice, record yourself doing all of the steps of Elkonin boxes with a pretend student. Zoom is the easiest way to do this recording, but your phone or computer work great also. Dry erase boards are very useful for written word work! Each student can practice individually and then compare with a peer or hold up their work for the teacher to see and assess. If you don’t have access to a white board and marker at this time, a piece of paper with a thicker tipped writing utensil (marker, crayon, ect.) will also work great!

1. **Select two** words from **Part A** to demonstrate your ability to use Elkonin Boxes with a student. Please list the words you chose below

1. **Record** yourself modeling the steps of an Elkonin Box with a pretend student for both of the words you selected. Make sure you include all of the steps in completing an Elkonin Box. See sample video of this here

**Elkonin Box Steps**

* Count the sounds in the word with the child
* Draw one box for each sound
* Use chips or your finger to represent sounds at first
* Insert the letter(s) for each sound.
* Write the completed word underneath the boxes to represent a real word
1. **Upload** your recording to the GoReact link.

**Label the video with the following:**

Last Name\_ElkoninBox\_DoL

**Example:** Torres\_ ElkoninBox\_DoL

**Word Chains and Manipulative Letters (20 points)**

**Assignment**

Use this **Word document** to complete **Part A** (onset-rime level), **Part B** (phoneme level), and **Part C** (advanced level) of this assignment for one of the concepts listed below (from the UFLI-Intensive Scope & Sequence posted on Canvas). Upload completed Word document.

|  |  |
| --- | --- |
| **Concept Targeted:** *(select one to use for all parts of this assignment)* | shoree |

**Part A: Generate an Onset-Rime Level Word Chain for Manipulative Word Work**

**Complete** the tables below, including an onset-rime level word chain targeting the concept you chose.

*\*Reference the UFLI-Intensive Scope & Sequence posted on Canvas to ensure you are only incorporating letters/graphemes that have been explicitly introduced at the time the concept you chose to target is introduced.*

**Part B: Generate a Phoneme Level Word Chain for Manipulative Word Work**

**Complete** the tables below, including a phoneme level word chain targeting the concept you chose.

*\*Reference the UFLI-Intensive Scope & Sequence posted on Canvas to ensure you are only incorporating letters/graphemes that have been explicitly introduced at the time the concept you chose to target is introduced.*

**Part C: Generate an Advanced Level Word Chain for Manipulative Word Work**

**Complete** the tables below, including an advanced level word chain targeting the concept you chose.

*\*Reference the UFLI-Intensive Scope & Sequence posted on Canvas to ensure you are only incorporating letters/graphemes that have been explicitly introduced at the time the concept you chose to target is introduced.*

**Text-Level Fluency Intervention (20 points)**

**Assignment**

Use this **Word document** to complete **Part A** (goal-setting) and **Part B** (instructional recommendations) of this assignment. Upload completed Word document for your DoL submission.

**Part A: Goal-Setting**

1. **Review** the DIBELS ORF assessment data and scoring sheets below. *Note that this is the same data used in Part B of the DIBELS ORF DoL (Module 3, Lesson 5).*
2. In the table, identify the student’s baseline CWPM (median CWPM). Then, use **Hasbrouck & Tindal’s Compiled ORF Norms** (2017) to determine the student’s (a) percentile for their grade level based on their baseline/median CWPM and (b) spring benchmark CWPM. (*Note that the 50th percentile is considered benchmark; see the Module 5, Lesson 1 video, time stamp 14:20. Round to the percentile the student’s baseline/median CWPM is closest to.)*
3. Use Fuchs et al.’s **Expected Fluency Growth per Week chart** (1993) from the Module 5, Lesson 1 guided notes (see below) to calculate weekly and ending goals for five weeks of intervention.

**Part B: Instructional Recommendations**

Make and provide the rationale for three evidence-based instructional recommendations to support this student in meeting their weekly and end goals for text-level fluency. *See the Module 5, Lesson 1 video and guided notes.*

**Text-Talk (20 points)**

Text talks are a lesson plan structure developed by Isabel Beck, Margaret Mckeown, and colleagues. Text Talks use read-alouds to provide context for teaching new words and it engages children in meaningful conversations about books. Click here for a completed example.

**Assignment**

Use this **Word document** to complete the components of a text talk lesson plan for this assignment. Upload completed Word document for your DOL submission. Ensure that you focus your attention on the student-friendly explanations and practice activities for your students. Every piece of the lesson plan with red text is requirement for you to complete for this DOL.

**Sentence Dictation (10 points)**

Use this word document to complete this assignment. Upload completed Word document for your DOL submission.

1. **Use** the information provided below and the UFLI Scope & Sequence to generate **two sentences**. *See page 33 of the UFLI-Intensive Tutor Handbook for requirements for each sentence.*

* **New irregular words:** your, were
* **Skill/concept taught in previous day’s session:** a\_e (cake)
* **Review concepts:** consonant digraphs – sh, th, ch, wh, ph

1. After you generate the two sentences, **code**them to identify how each word would be addressed during a lesson (box, heart, or underlining).*See page 33 of the UFLI-Intensive Tutor Handbook for further guidance.*

**Word Work Practice (15 points)**

Use the UFLI Intermediate Word Work Mat  and the Word Work Chain used in Step 3 of the UFLI-Intensive Lesson Sample to practice providing both encoding and decoding prompts for your "student".

During your practice, provide behavior-specific praise and corrective feedback based on "student" responses.

* Word Work Chain (target grapheme-phoneme sh /sh/): rash, dash, cash, clash, crash, crush, brush, rush

**UFLI-Intensive Video Observation & Form (25 points)**

1. Watch either the Virtual **or** In-Person Sample Video (based on your practicum).
2. Complete the [UFLI-Intensive Observation Form (also in manual p. 49](https://ufl.instructure.com/courses/433006/files/60009743?wrap=1) while watching the sample lesson.
	* Use checknotes and write notes in the margins
3. Upload completed UFLI-Intensive Observation Form.

**UFLI-Intensive Lesson Plan #1 (10 points)**

 Submit your first lesson plan based on the student data you collected and the feedback you received in class.

**UFLI-Intensive Practice Session Video (40 points)**

Record yourself teaching your first lesson to a partner and upload the recording to GoReact