

Keep Parents Informed with Sharable Reports from DORA

This parent report provides easy-to-understand explanations and offers optional recommended activities for each parent to use at home. These reports are available in Spanish as well.



DORA® Parent Report
(Diagnostic Online Reading Assessment)

Student: **Maurita Burke**
 Assessment Date: **09/25/2017**
 Age: **7 yrs 11 months**
 Grade: **2**
 Teacher: **JOHNNY ROBERTS**

How Maurita Reads Words

- Can memorize most words seen frequently in stories (i.e., the, at, look)
- However with new or unknown words that stand alone (without picture support or out of context), still developing skills to break apart words into letters, sounds and "chunks" (or smaller parts of words)
- Interestingly, as an Early Elementary student, struggles with phonemic awareness skills such as rhyming or manipulating letter sounds/chunks. Growth in this area will help develop phonics skills and to see relationships in parts of words
- GOAL: to gain strategies to figure out a "tricky" word independently, as there is growth in the area of phonics; to make growth in the area of phonemic awareness with practice in letter/sound relationships when hearing them**

Sub-test scores are reported in grade levels.

✓ High-Frequency Word Sub-test Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.	Score (Range: K to High 3rd): mid 1st 1.5
✗ Word Recognition Sub-test Measures the learner's ability to recognize a variety of leveled lists of words. - Maurita can read words like "never" and "puppy". - Maurita read "grope" for "group" and "looped" for "looked"	Score (Range: K to High 12th): mid K 0.5
✗ Phonics (Word Analysis) Sub-test Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words. 43% of errors were "real-word" questions. 57% of errors were "non-word" questions.	Score (Range: K to High 4th): high K 0.83

Phonemic Awareness
 ☐ High
 ☒ Low
 ☐ Not Tested

✓ Spelling Sub-test Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words. - Maurita can spell words like "book". - Maurita spelled "lek" for "lake".	Score (Range: K to High 12th): mid 1st 1.5
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How Maurita Understands Words

- Strong grasp of grade-appropriate words and meanings
- Scored at or above grade level for Early Elementary
- Strength in background knowledge and vocabulary will greatly benefit comprehension ability
- GOAL: to continue building background knowledge and exposure to new vocabulary**

Reading is broken down into non-technical areas. i.e. Reading Words, Understanding Words, Putting It All Together to Make Meaning, etc..

✓ Oral Vocabulary (Word Meaning) Sub-test Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words. - Maurita was able to identify the meaning of words like "tools" and "elbow" - Maurita had trouble distinguishing the meaning of words like "build" and "pretend"	Score (Range: K to High 12th): mid 1st 1.5
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How Maurita Puts It All Together to Make Meaning

- Strengths in vocabulary, but struggles with reading comprehension
- Exhibits a strong vocabulary for Early Elementary grades. Perhaps this is due to background knowledge or "active" vocabulary (using a large vocabulary in daily language)
- Scored below grade level for the Reading Comprehension subtest. This could be due to several factors: may be using limited context to make meaning of text; may not be thoughtfully engaging with the information read; sometimes, readers merely "read words off the page," instead of thinking about what is happening at a deeper level
- Does not have strong grasp of a variety of reading comprehension strategies yet; for example, understanding story structure and identifying important details
- However, to keep all this in perspective, students in Early Elementary are still developing these early stages of reading and a lot of growth can occur with proper instruction
- **GOAL: to gain a wide range of reading comprehension strategies such as retelling events in sequence with details, identifying problem/solution, making connections, inferring author's message (all with appropriately leveled text AND with fiction/non-fiction texts)**



Reading Comprehension (Silent Reading) Sub-test

Score (Range: K to High 12th):

mid K
0.5

Evaluates the learner's ability to answer factual and inferential questions about a silently read story.
50% of errors were "factual" questions. 50% of errors were "inferential" questions.

This is the general qualitative profile of this student.

Reading Profile of Maurita. Profile: B Grade Range: 1 to 2

General overview for students with this pattern of reading skills and recommendations

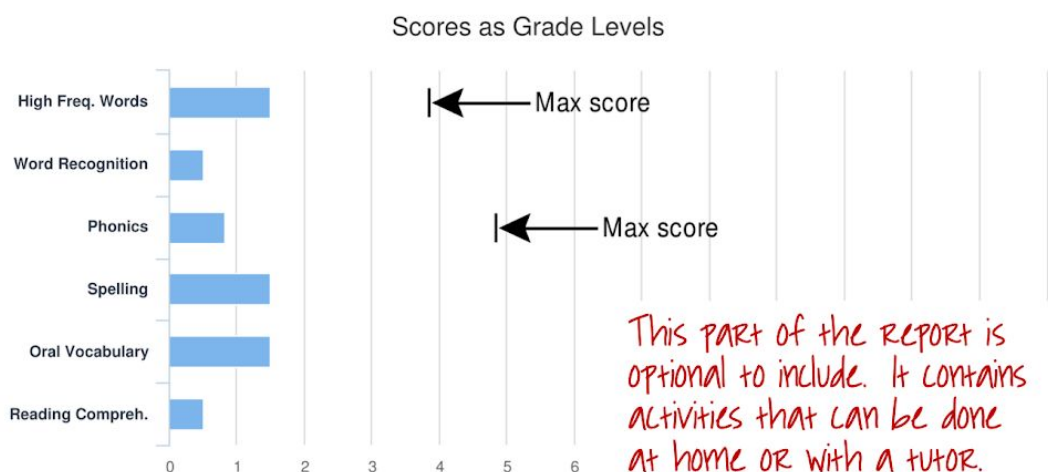
Early Elementary students in this group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better strategies at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help develop lessons, start by identifying what the students know about phonics (letter names, letter sounds, rhyming) and decoding strategies for recognizing words (checking the beginning of the word, looking for known "chunks" in words). Use what students know as a starting point for learning new concepts. For instance, take all the letter blends, or "chunks," the students can recognize fluently and fill an empty "Chunks" book with the letter blends or digraphs; leave pages blank for unknown chunks. The students can choose a picture that starts with the known chunk to provide as an "illustration" for the page. For example, for the blend /pl/ a student may choose to draw a picture of a "plane." For the digraph /ch/ a student may choose to draw a picture of a "chair." (If the students have not yet mastered letter names, this kind of book could also be used with letters instead.) Eventually, the whole Chunks book will be filled with blends. The student should be encouraged to "read" each page repeatedly and rapidly to solidify letter names and letter sounds (while pointing, the student would "read" a page with the illustration, such as /pl/ - /pl/ - plane). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues. When students get stuck on an unknown word, point them to word analysis strategies (such as pointing to the first letter/sound of the word, using known chunks, looking through the word) learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. For example, a student might predict that an animal character slithers or crawls to move in the story. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word 'slither'?" and follow up with the question "what letters would you expect to see at the beginning of that word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words.

Reading Words Additional Details

Phonics Principles Mastered					☑ tested correctly ☐ tested incorrectly (NT) not tested				
☑ Some beg. letter sounds /a/, /b/, /c/...	☐ Short Vowel Sounds den, nap, fun	☐ Long Vowel Sounds kite, cake, mile	☐ Vowel Digraphs coat, team, train	☐ Diphthongs joy, cloud, aunt					
☑ Most/all beg. letter sounds /a/, /b/, /c/...	☐ Consonant Blends snap, crisp, splat	☐ Consonant Digraphs chips, cloth, shed	☐ R-Controlled Vowels dark, form, pert	☐ Multi-Syllable jumping, structure, station					
Beginning Sounds Mastered (-1)					+ tested correctly - tested incorrectly (NT) not tested				
Continuants					Stops				
/f/+	/m/-	/s/+	/v/+	/b/+	/d/+	/g/+	/k/+	/w/+	/q/+

Beginning Sounds Mastered (-1)					+ tested correctly - tested incorrectly (NT) not tested				
/l/+	/r/+	/n/+	/z/+	/c/+	/h/+	/j/+	/p/+	/t/+	/y/+

Phonemic Awareness Task					
Phoneme isolation What is the first sound in van?	+	Phoneme blending Which word is /b/ /i/ /g/?	-	Phoneme addition What word do you have if you add /s/ to the beginning of park?	-
Phoneme identity What sound is the same in fix, fall, and fun?	-	Phoneme segmentation How many sounds are in grab?	+	Phoneme substitution The word is bug. Change /g/ to /n/. What's the new word?	-
Phoneme categorization Which word doesn't belong? bus, bun, rug.	-	Phoneme deletion What is smile without the /s/?	-	Phoneme rhyming What word rhymes with cat?	+



Specific Recommended Activities for Maurita

Appendix documents are located in our knowledge base at: www.letsgolearn.com/kb

Reading Words

- Continue to keep track of known high-frequency words. Write each word on an index card to either use as flash cards or display on a wall as a "word wall." Instead of simply going through a pile of words and reading them aloud, use them to play different kinds of games for practice and reinforcement. (See Appendix B1 for "High-Frequency Word Games for Early Elementary Grades.")
- Have your child make an ABC book (See Appendix B6 for how to make and use it). Let your child read the book on a daily basis as you add new letters and pictures to match the letter sounds. Use this book when your child is writing. If your child is stretching out sounds in words, you can always reference his/her pictures to help identify a letter name in writing. If your child picks a picture that is meaningful to him/her (versus a book that already has pictures chosen), then he/she is more likely to remember the letter name associated with that picture.
- Play games with magnetic letters so that your child solidifies the letter names of the alphabet. (See Appendix B7 for "Letter Name Game Ideas.")
- When previewing a new book, during the picture walk, have your child "predict & locate" a few words that are in his/her vocabulary so that he/she is well prepared to read the book independently after the picture walk. (See Appendix B2 for "Steps to 'Predict & Locate' for a Picture Walk.")
- Every so often, take 10 minutes to ask your child to write down all the words he/she knows. (See Appendix B8 for "Written Words Check-In.") When your child writes a new word that isn't a high-frequency word (words such as friends' names, colors, nouns, verbs, and adjectives), write the word on an index card and add it to your child's "word wall."
- Before your child reads a new book, make a "Word Web" about the topic. Or after your child learns about a new subject or theme that he/she is particularly interested in, make a "Word Web" to display in the house. (See Appendix B12 for how to make a "Word Web.")
- Using magnetic letters, review with your child the concept of "splitting" words to reinforce word patterns, endings, or looking at all the parts of a word. (See Appendix B4 for details about "Splitting.")
- After reading a book (or at the end of a page), if you notice that your child figured out a word independently, be

sure to give praise for that word. In particular, if you notice your child using letter sounds, chunks, word patterns and/or phonics skills, be sure to point it out. For example, you might say, "On page 6, I noticed that you read – 'I'm in the forest!' cried the little voice. – Were you right? How did you know?" Listen to understand if your child figured out the word "forest" or "voice" by using the picture, checking the first sound in the word, looking through the word, checking the end of the word, etc. Give praise and reinforcement by saying "Yes! That's what good readers do. They check the beginning sound /f/ and get their mouth ready" or "I think your eyes were also looking through the word to see if 'voice' looked right and the sounds matched. That's what good readers do!" or "Good readers think about what is happening in the pictures and think about the story." Do not feel you need to go overboard and talk about every single word your child figured out. Make sure your example is meaningful and specific. (See Appendix B3 for "Reading Behaviors Good Readers Use.")

- After reading a book, have your child sort words based on word patterns read in the book. (See Appendix B13 for directions about "Sorting Word Patterns.")

Making Meaning From Text

- Before reading a new text, have a short discussion with your child about the book's topic. The goal is to get him or her to think about what he/she already knows and to provide context for your child to read the book successfully with independence. (See Appendix G1 for "Before Reading Book Cover Talk.")
- Before reading the book, do a "Picture Walk" with your child. The goal is to give your child a preview of what he/she will be reading. You are helping to provide meaning and context for each page, which will aid his/her decoding. (See Appendix G2 for the steps of a "Picture Walk.")
- Before the child reads, read the book yourself and see if there are any new vocabulary words to introduce to him or her to help with understanding the text. (Use Appendix G3 to help you decide which words to use and how to introduce them. See "Before Reading Vocabulary Tips.")
- During reading, every so often, ask your child, "What is happening so far?" to check for comprehension. Observe if your child is checking the picture for meaning or if he or she self-corrects to match the meaning of the text. If your child is reading silently and reading longer texts, be sure to stop him or her and say, "Tell me what is happening in the story" and "Do you have any questions about what is happening?"
- After reading, have a discussion about what your child just read. Let him/her have the opportunity to be the "expert" about the book and talk freely about his/her understanding. Ask clarifying questions when necessary. (See Appendix G4 for "After Reading Discussion Starters.")
- If your child is having difficulty with the above ideas, take the time to back up and focus on one comprehension area at a time. For example, perhaps for a few days you will only talk about the settings of the stories. Be sure to model how to talk about the setting yourself. Perhaps after reading two short books together, you might say, "This book takes place at the park outside. There is a playground with swings and a slide. I think the story takes place during the summer because it is hot outside." Then ask your child to talk about the setting in a different book. Once your child seems to understand this concept, move on to another reading discussion starter.

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