

CORRELATION

**Dynamic Indicator of Basic Early Literacy Skills
(DIBELS)**

**Waterford Early Reading Program
Level 1 - Level 2 - Level 3**

**Correlation
Result**

*Waterford
Early
Reading
Program*

100%



CORRELATION

Dynamic Indicator of Basic Early Literacy Skills (DIBELS)

Waterford Early Reading Program Level 1 - Level 2 - Level 3

Introduction

The *Waterford Early Reading Program* is a comprehensive early intervention curriculum. With three levels for emergent, beginning, and fluent readers, it is designed to overcome obstacles to literacy development early so that all children can learn to read. Each level includes four essential components:

- ◆ **Yearlong on-line curriculum.** A full year of daily research-based instruction.
- ◆ **Teacher Guides.** Off-line resources include a comprehensive Language Arts curriculum. This can be supplemented with the addition of special guides designed to meet the needs of Special Education, English Language Learners, and Gifted students.
- ◆ **Student materials.** Personal libraries of books and learning materials for each child.
- ◆ **Teacher training.** Ongoing support for teachers in using each Waterford component to create a balanced curriculum.

Correlation Result

100%



Correlation Keys

This document correlates all three levels of the Waterford program with the Dynamic Indicators of Basic Early Literacy Skills for kindergarten through second grade. The correlation chart uses two columns:

- ◆ **Match Column:** A star (★) in this column indicates a positive correlation between the Waterford program and the DIBELS benchmark.
 - ◆ **Key Activities Column:** This column identifies key activities from the Waterford on- and off-line curriculum that support each performance standard. “Guide” refers to folders or books in the off-line Waterford Teacher Guide.
 - ◆ **Publisher’s Response Column:** This section provides a more detailed explanation of the *Waterford Early Reading Program* activities, giving the reader a more comprehensive view of the activities found throughout the program.
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Dynamic Indicators of Basic Early Literacy Skills ❖ Waterford Early Reading Program

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
Kindergarten		Level 1 – Emergent Reading	
Word Use Fluency	★	Finish the Picture; Make It Rhyme; Choose a Rhyme; Choose a Sound; Right Beginning Sound; Choose a Friend; Put Together; Vocabulary Introduction; Vocabulary Review; Read with Me books; Folders 6-31 (Think with Me: Puppet Activities); Student Materials (Read with Me books)	Opportunities to explore word use through many on- and off-line activities are provided throughout the <i>Waterford Early Reading Program</i> . In some activities, students see an incomplete illustration and hear a sentence with a missing word. To complete the sentence, students must determine which of the displayed pictures best represents a word that would fit that sentence. In other activities, students hear the first phrase and must choose a sentence ending from among three phrase options. As students make their phrase choices, the illustrations change according to their selection. Through creating their own stories with accompanying illustrations, students develop a sense of word use fluency. By using on-line narration, appropriate word use fluency is modeled throughout all three levels of the <i>Waterford early Reading Program</i> .
Initial Sound Fluency	★	Beginning Sound Instruction 1 & 2; Right Beginning Sound; Choose a Sound; Read with Me books; Make a Scene; Sound Sense Activities found in Chapter 4 of the following folders: 14:I (Magic Carpet); 15:J (Does It?); 16:K (Sound Sorting); 17:L (Tongue Twisters); 18:M (Guess that Name); 19:N (Mystery Box); 24:S (Name that Sound); 26:U (Red Light, Green Light for Sounds); 29:X (Sounds Bingo); 30:Y (I Spy); Sound Sense Activities found in Chapter 7 of the following folders: 6:A (Odd One Out); 7:B (Duck, Duck, Goose); 16:K (Word Race); Folder 36 (Bingo Cards; Sound Sense Cards); Student Materials (Read with Me books; videos)	The on-line activities listed left, demonstrate the number of activities specifically devoted to providing instruction and practice to initial phoneme identification. Through the use of technology, students see two pictures, hear a phoneme, and then click the picture of the word that begins with the same phoneme. If students choose incorrectly, the <i>Waterford Early Reading Program</i> can demonstrate one-on-one to children how the mouth looks when saying the correct initial phoneme. Students also work with alliterative books, creating a story by choosing words – represented by pictures – to complete several alliterative sentences. <i>Read with Me books</i> and <i>Choose a Sound</i> are two examples of alliterative activities that focus on the initial sounds through the use of stories. Off-line, the teacher guide folders include several activities in chapters 4 and 7 that specifically focus on initial phoneme isolation. These activities are designed to reinforce phonological concepts, such as alliteration. Daily phonological activities are an important part of reading instruction, and an effective way to prepare student who are just beginning to read. The ability to identify initial sounds helps children find success in beginning reading.

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
Kindergarten		Level 1 – Emergent Reading	
Letter Naming Fluency	★	Name that Letter; ABC Songs; Letter Pictures; Letter Pictures Writing; Make a Scene; Letter Checker; Letter Fun; Fast Letter Fun; Read with Me books; Play and Practice: Read with Me Games-ABC Book, Color Box; Folders 6-31 (Think with Me; Discover with Me); Folder 36 (Block Letter Charts; Letter Pictures Handwriting Worksheets)	<p><i>Name that Letter</i> is an assessment activity seen twelve times throughout the year. The students see all the letters of the alphabet in random order and are prompted to click a specific letter. Once the child responds by clicking a letter, they hear feedback stating the name the selected letter or the computer redirects their attention to the correct letter.</p> <p>Learning the letters through the alphabet song is a logical and important starting point for prereaders. The <i>Waterford Early Reading Program</i> contains several variations of the alphabet song. Some versions show only capital letters, other show only lowercase letters. Furthermore, some versions show both capital and lowercase letters to help students make the transition between the capital and lowercase form.</p> <p>Through one easy step in the <i>School Manager</i>, the teacher can change the program to introduce capital or lowercase letters first. This feature gives flexibility to all teachers as they create a learning environment that works for their particular situation.</p>
Phoneme Segmentation Fluency	★	Where is the Sound?; Stick 'N' Spell; Letter Eliminator; Circus Clown Climbers; Beginning Sound Instruction 1 7 2; Right Beginning Sound; Ending Sound Instruction 1 & 2; Right Ending Sound; Find the Sound 1 & 2; One-Two-Three Sounds; Blending Individual Phonemes Instruction 1 & 2; Blending Every Sound; Find the Picture; Blending Riddles 2; Change One Sound; Sound Sense Activities found in Chapter 4 of the following folders: 20:O (Play with Sound); 23:R (Sound in Songs); 27:V (Vowel Town); 31:Z (Guess the Missing Last Sound); Sound Sense Activities found in Chapter 7 of the following folders: 26:U (Say the Sounds); 27:V (Say It and Move It with Boxes); 28:W (Say IT and Move It (No Boxes); 29:X (Say It and Move It with a Letter); 30:Y (Say It and Move It with Special Letters); 31:Z (Say It and Move It with Letter); Folder 36 (Sound Sense Cards)	<p>Phoneme identification is established through explicit instruction in activities like <i>Beginning Sound Instruction</i>. Students see two pictures, hear a phoneme, and then click the picture of the word that begins with the same phoneme. When students choose incorrectly, they see a short video of a person's mouth saying the correct phoneme.</p> <p>Once phoneme identification has been established, students are given activities that allow them to manipulate phonemes in a variety of ways. <i>Letter Eliminator</i> invites students to remove a phoneme from a word. Students are then told whether the remaining letters form a word or a no-word. For example <i>jet</i> becomes <i>et</i> when /j/ is removed. The computer then tells the student, "et, that's not a real word."</p> <p><i>Circus Clown Climbers</i> gives students the opportunity to change one word into another by switching phonemes and <i>Where is the Sound</i> requires students to recognize the position of phonemes in words.</p> <p>"Instruction that [teaches] phoneme manipulation with letters help[s] children acquire [phonemic awareness] skills better than instruction</p>

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C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
Kindergarten		Level 1 – Emergent Reading	
Phoneme Segmentation Fluency (continued)			<p>without letters" (National Reading Panel, 2000). Through the use of the computer, the <i>Waterford Early Reading Program</i> uses letters when teaching students to identify, count, and manipulate individual phonemes in words.</p> <p>In the off-line folders, students have the opportunity to practice phoneme segmentation and manipulation through game like activities that take place in small group settings.</p>
Nonsense Word Fluency	★	<p>Barnyard Bash; Letter Eliminator; Play and Practice: Read with Me Games-Word Traveler; Letter Sound Songs: Show and Tell Sound Song, Picture Sound Song; Scientist Sound Song, Tongue Twisters, Vowel Songs; Letter Pictures; Find the Letter; Read with Me books; Folders 6-31 (Think with Me – Puppet Activities)</p>	<p>Students are introduced to a new letter every three to five days through activities like <i>Letter Pictures</i>. Students see an illustration and memorable animation of the letter the lesson is teaching. They hear the name of the letter and the letter's sound. They practice tracing the letter on the screen. Then they are asked to identify the letter from among three letters.</p> <p>Once letter names and shapes have been established, <i>Letter Sound Songs</i> are used in daily activities, which introduce each letter sound through simple songs. <i>Show and Tell Sound Song</i> features a girl telling her class about what she did the past summer. As she holds up animated pictures, accompanied by each letter, she sings, "Picked some /a/, /a/, apples, blew some /b/, /b/, bubbles, made some /c/, /c/, cookies, dug some /d/, /d/, daises" and so on.</p> <p>Activities like <i>Barnyard Bash</i> and <i>Word Traveler</i> give students the opportunity to explore how changing a letter can change the phonemes in a word. In <i>Barnyard Bash</i>, students choose which sound they want to change in a word and then choose a new sound. Each new word (real and nonsense) is read and then placed on the screen to show the students the changes they have made.</p> <p>Through activities like these, students are able to learn that words are composed of letters that represent sounds through instruction, demonstration, and practice.</p>

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program <i>Key Activities</i>	Publisher's Response
First Grade		Level 2 – Beginning Reading	
Word Use Fluency	★	Make a Word – Dictation; Word Traveler – Dictation; Power Word Introduction; Sentence Dictation; Key Word Screening; Readables; Read-Alongs; Traditional Tales; Student Materials (Readables; Traditional Tales; story audiocassettes)	<p>Level 2 provides multiple opportunities to learn from direct instruction and modeling word use. One example of word use is found in <i>Sentence Dictation</i>. Students see a partial sentence from the Readable with one or two words missing and must identify the correct words to fill in the blanks.</p> <p><i>Readables, Read-Alongs, and Traditional Tales</i> provides students daily opportunities to hear and practice word use through listening, following along, and reading these books.</p>
Letter Naming Fluency	★	Magic Carpet ABC Song; Old MacDonald's Vowels Song; Say and Trace; Sound Adventures Introduction; Spelling Symphony; Hop, Skip, Spell; Word Traveler-Dictation; Make a Word – Dictation; Guide Book 4 (Letter and Pattern Cards); Student Materials (song audiocassettes)	<p>Each day, students encounter one of 36 songs designed to help them review the skills and concepts they are learning. Eight of those songs are letter and sound songs from Level 1. These songs are used as a review for students as they begin each computer session.</p> <p>Other activities that enhance students letter naming fluency skills include <i>Spelling Symphony</i> and <i>Hop, Skip, Spell</i>. These activities display several letters on the screen and students are asked to spell a word. They must click the letters in the correct order to spell the word. Once the student chooses a letter and places it in the box to begin the spelling process, the narrator states the name of the selected letter, therefore reinforcing letter-naming skills.</p> <p>As another form of review, off-line masters and worksheets include individual letter cards students use throughout off-line lessons. Also, student materials for Level 2 contain audiocassettes that include all the songs used in the program.</p>

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
First Grade		Level 2 – Beginning Reading	
Phoneme Segmentation Fluency	★	Where is the Sound?; Stick 'N' Spell; Letter Eliminator; Circus Clown Climbers; Find the Sound 1 & 2; One-Two-Three Sounds; Blending Individual Phonemes Instruction 1 & 2; Blending Every Sound; Find the Picture; Blending Riddles 2; Change One Sound; Key Word Screening; Sound Patrol; Word Blending; Sound Adventures Introduction; Guide Book 2 (Sound Sense lessons)	<p>The <i>Waterford Early Reading Program</i> recognizes the importance of developing phonemic awareness skills as a foundation to reading instruction. Therefore, it includes a course called, <i>Phonological Awareness</i>, which is designed to help students recognize that words are made up of smaller speech units and eventually perceive and manipulate individual phonemes in words. These activities are designed to run in conjunction with Levels 1 and 2, focusing a child's attention to specific phonological skills. As they progress through the <i>Phonological Awareness</i> courseware, students practice the following:</p> <p>Broader phonological awareness</p> <ul style="list-style-type: none"> • Listening • Identifying and making oral rhymes <p>Narrower phonological awareness</p> <ul style="list-style-type: none"> • Segmenting words into syllables • Blending onsets and rime to create words <p>Phonemic awareness</p> <ul style="list-style-type: none"> • Segmenting initial and final phonemes • Blending individual phonemes • Segmenting individual phonemes • Manipulating phonemes to make new words • Exploring speech sounds
Nonsense Word Fluency	★	Lessons Screening; Letter Sound Screening; Sound Room; Sound Hunt; Name that Sound; Sing-a-Tip Songs; Sound Adventures Introduction; Make a Word – Dictation; Key Word Strategy; Key Words Song; Key Word Match; Pattern Hunt; Watch Me Read; Apples and Bananas Vowel Song; Picture Sound Song; Scientist Sound Song; Show and Tell Sound Song; Tongue Twister Sound Song; Key Word Screening; Word Blending; Sound Patrol; Sing-a-Tip Songs; Spelling Scramble; Readables; Guide Book 3 (Word Recognition Lessons: Power Words, Sounds Fun, Pattern Word Blending)	<p>Teaching students letter sounds is an important part of learning how to decode real and nonsense words. Students review letter sounds in Level 2 through songs like <i>Picture Sound Song</i> or <i>Show and Tell Sound Song</i>. As students advance to more difficult skills, they are explicitly taught how to blend letters together and recognize word patterns in familiar words through <i>Key Word Strategy</i>, <i>Key Word Match</i> and <i>Pattern Hunt</i> activities.</p> <p><i>Lesson Screening</i> is used as a placement assessment throughout the <i>Waterford Early Reading Program</i>. This activity tests the students' recognition of both real and nonsense words. Using a combination of letters, students can create real and nonsense words in <i>Word Traveler – Dictation</i> and <i>Make a Word – Dictation</i>. Students spell several words using beginning, medial, and final sounds.</p>

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C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
First Grade		Level 2 – Beginning Reading	
Nonsense Word Fluency (continued)			<i>Readables</i> are used on a daily basis, providing students the opportunity to read sight words, referred to as <i>Power Words</i> , decodable words (<i>Key Words</i> and <i>Pattern Words</i>), and <i>Vocabulary Words</i> .
Oral Reading Fluency	★	Choose a Readable; Choose a Tale; Power Word Readables; Readables; Read-Alongs; Guide Book 2 (Reading Comprehension Lessons); Guide Book 3 (Reading Lessons); Guide Book 4 (Sentence Strips; Unit Check Sheets; Recording Check Sheets); Student Materials (Readables; Traditional Tales; story audiocassettes)	<p>Students are given the opportunity to develop oral reading fluency skills on a daily basis through the use of <i>Readables</i>.</p> <p><i>Readables</i> are made up <i>Power Words</i> (sight words), <i>Key Words</i> and <i>Pattern Words</i> (decodable words), <i>Vocabulary Words</i> (unfamiliar words that need to be defined), <i>Fun Words</i> (words that add interest to the text but that students are not held accountable for decoding), and rebuses (picture words). <i>Readables</i> include a narrative feature that will assist students with words they may have forgotten over time. If a child clicks on a <i>Power Word</i>, it is spoken. When they click a decodable word, it is blended slowly. When they click a <i>Vocabulary Word</i>, the word is defined.</p> <p>In the daily <i>Readable</i> activities, students can “read and follow,” and “independently read” each story. Once students feel they are comfortable with the story and oral reading fluency is developing, students “read and record” these stories on-line. They can then listen to their recordings using a playback feature, which supports them in learning self-correcting skills in addition to having fun. Students can also listen to or read <i>Readable</i> books during the beginning of a computer session in <i>Choose a Readable</i> or at the end of each Unit during <i>Play and Practice</i>.</p> <p>The on-line recording feature also permits teachers to listen to the first story recorded and the three most recent stories recorded, providing a type of pre- and post- assessment. Teachers can regularly assess each student's reading progress based on the recordings the computer stores for every student.</p>

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program <i>Key Activities</i>	Publisher's Response
First Grade		Level 2 – Beginning Reading	
Retell Fluency	★	Read-Alongs (Get Ready; Think About It); Choose a Tale (Get Ready; Think About It); Readables; Guide Book 2 (Reading Comprehension Lessons); Guide Book 3 (Reading Lessons); Student Materials (Readables; Traditional Tales; story audiocassettes)	Level 2 includes a character named <i>Inspector Detector</i> , who appears in the <i>Readable</i> book activities beginning in Lesson 26. She provides explicit instruction in various comprehension strategies and guides students as they practice applying those strategies to the texts they read. When a student clicks the <i>Inspector Detector</i> icon, she models how the student might use a particular strategy to understand the story better. Ten comprehension strategies are taught throughout the courseware, encouraging students to think about texts and stories before, during, and after reading them. This design leads students to ask questions, make, confirm, and revise predictions, relate prior knowledge to textual information, identify sequence and logical order, consider setting, and recall central ideas. Additionally, <i>Inspector Detector</i> appears in a <i>Get Ready</i> activity before every <i>Read-Along Book</i> , as well as after, in <i>Think About It</i> activities. She provides explicit instruction in various comprehension strategies and guides students as they practice applying them to the texts they read.

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program <i>Key Activities</i>	Publisher's Response
Second Grade		Level 3 – Fluent Reading	
Word Use Fluency	★	Daily Readables Menu; Sing-a-Tip Songs; Skill Builder Instruction; Skill Builder Song; Skill Builder Practice; Readables; Play and Practice: Reader's Corner; Guide Book 2 (Reading Lessons; Skill Builder Lessons); Guide Book 3 (Skill Builder Worksheets)	<p>Three types of <i>Skill Builder</i> activities are used in Level 3 to teach language skills such as verbs, prefixes, suffixes and irregular verbs. First students receive instruction on the specific skill, after being introduced to the skill, the students listen to a <i>Skill Builder Song</i> that presents the concept in a memorable way and reinforces what they have learned. And finally, students complete a <i>Skill Builder Practice</i>, which finalizes their instruction on a skill.</p> <p>Students practice reading skills and word use fluency through daily activities in the <i>Daily Readables Menu</i>. <i>Fluency Expression</i> is another activity that is part of the daily activities, focusing a child's attention on correct expression in reading.</p> <p>Reading connected, decodable text like <i>Readables</i> allow students to practice the sound-spelling relationships they have learned.</p>
Nonsense Word Fluency	★	Pattern Word Tutorial; Counting Phonemes; Spelling Exploration; Make and Spell; Spelling Instruction; Spelling Game; All-Star Spelling; Guide Book 2 (Word Pattern Lessons; Spelling Lessons); Guide Book 3 (Letter and Pattern Cards; Spelling Word Cards)	<p>Word recognition is taught through <i>Create a Face</i> in Level 3, which acts as a pretest or assessment of both real and nonsense words and reviews challenging words in a systematic manner. For example, if a student has not scored well on some of the <i>Spelling Words</i> from previous lessons, those words become the focus of this review. Students also review <i>Pattern Words</i> from the lesson <i>Readables</i>. If the students have scored well on all of the <i>Spelling Words</i> they have been tested on, they will see only words from the <i>Readables</i>.</p> <p>Spelling skills are taught through a variety of lessons in Levels 2 and 3 which allow students to practice spelling <i>Pattern</i> and <i>Power Words</i> by hearing each word blended, seeing it written, spelling it aloud verbally, and then writing it. Students who need more explicit instruction are able to count phonemes by comparing the number of sounds to the number of letters in the word in the <i>Counting Phonemes</i> activity.</p>

C O R R E L A T I O N

DIBELS	Match	Waterford Early Reading Program Key Activities	Publisher's Response
Second Grade		Level 3 – Fluent Reading	
Oral Reading Fluency	★	Fluency Expression; Fluency Speed; Guide Book 3 (Fluency Check Sheets; Readable Check Sheets); Student Materials (Readables; Read-Alongs)	Activities like <i>Readables</i> , <i>Fluency Speed</i> , and <i>Fluency Expression</i> provide passage-reading instruction, using explicit instruction in oral reading, with an emphasis on appropriate rate, intonation, and reading speed. In these activities, students record themselves reading aloud. As they listen to and evaluate these recordings, they can identify areas for improvement while practicing effective intonation, fluent speed, and reading comprehension. Teachers can also use these recordings to regularly assess each student's reading progress.
Retell Fluency	★	Fluency Comprehension; Reading Detective Song; Read-Along (Get Ready; Think About It); Guide Book 2 (Reading Lessons (Get Ready; Think About It); Reading Comprehension Lessons)	<p>The <i>Waterford Early Reading Program</i> teaches children comprehension strategies, which are specific procedures that guide students to become aware of how well they comprehend as they attempt to read. These strategies teach young readers to be purposeful and active in discerning meaning as they read.</p> <p>In the Level 3 courseware, <i>Inspector Detector</i> introduces and models each comprehension strategy. She appears in the comprehension activities before and after each <i>Read-Along</i> book, as well as in the five verses of the <i>Reading Detective Song</i>. She is also a visible icon in each <i>Read-Along Book</i> in the <i>Reader's Corner</i>. When the student clicks on the icon, <i>Inspector Detector</i> models how to use a particular strategy to help increase understanding of the story. With this icon available, a child's reading is always in an active state, as they are being reminded to ask questions, make predictions, or remember the order.</p> <p><i>Fluency Comprehension</i> tests the student's literal and inferential comprehension of the <i>Fluency Speed</i> passage. Students may be asked to remember the characters or events in the story. After the student's answer questions correctly, they can place pictures in a photo album to help them remember the story.</p>