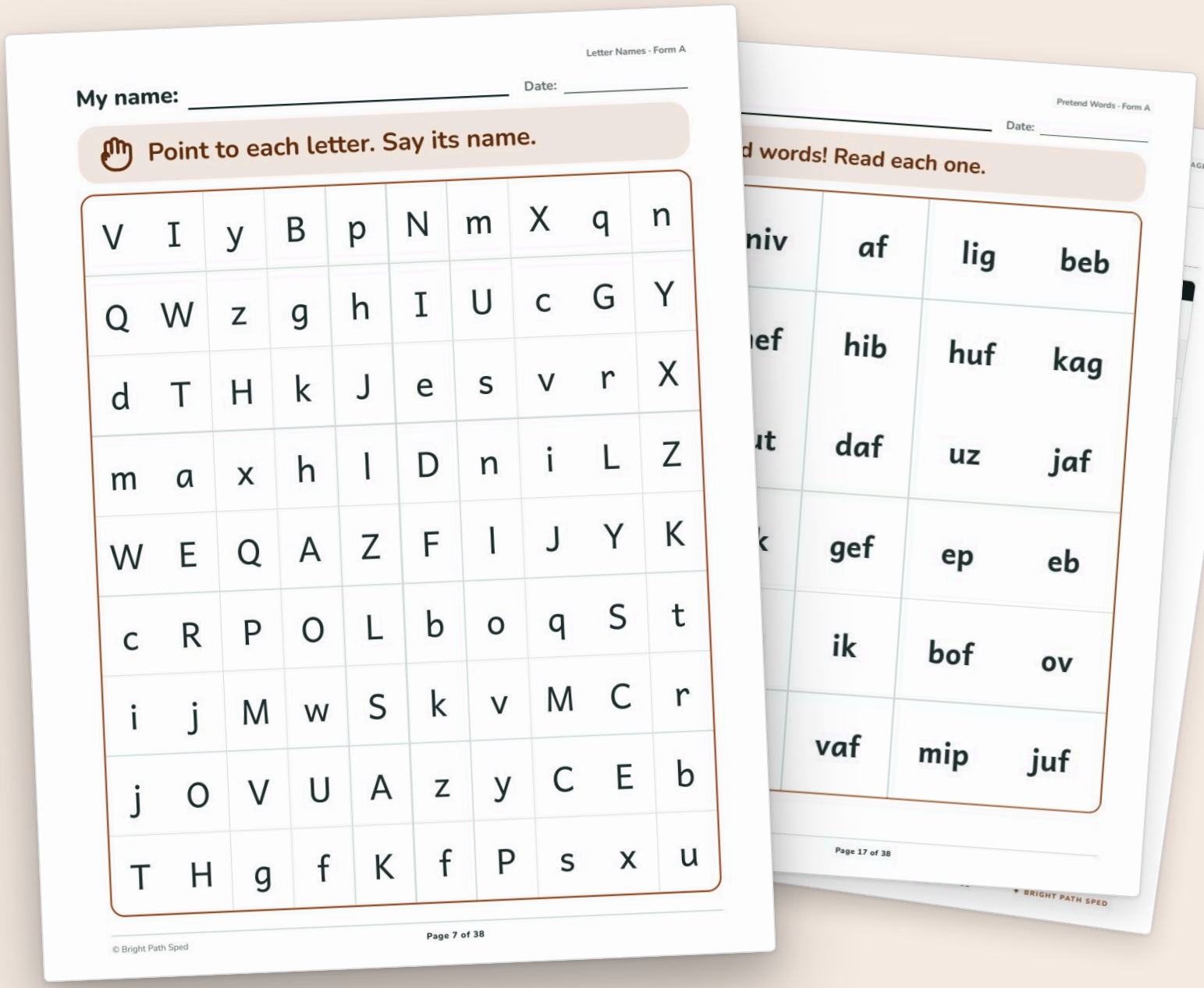
READING PRACTICE · K-2

EDITABLE

DIBELS Practice Activities



38 PAGES | 12 STUDENT PAGES | 3 FORMS EACH | FILLABLE PDF

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PLEASE READ

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PREVIEW

REFERENCE

Giving Each Practice Task

What to say, what the child does, what you mark. Four tasks, one routine.

1. LETTER NAMES

Student pages 7–9 · record page 10

You say: “Point to each letter and tell me its name. Start here.” Point to the first letter.

The child: points along each row and says every letter's name.

You mark: a slash through each letter said wrong or skipped. Count the letters named right.

2. SOUND BOXES

Student pages 12–14 · record page 15

You say: one word from the record page. “Say each sound. Touch a box for each sound.”

The child: says the sounds one at a time and touches a box for each. No pictures, so the child listens.

You mark: the number of sounds said right for each word, then the total.

3. PRETEND WORDS

Student pages 17–19 · record page 20

You say: “These are pretend words. Read each one, or say its sounds.”

The child: reads a word whole, or says each sound.

You mark: a slash through each sound said wrong. Count the sounds right and the words read whole.

4. SHORT PASSAGES

Student pages 22–24 · records 25–27

You say: “Read this story. Do your best.” Afterward, ask what happened.

The child: reads aloud, line by line.

You mark: a slash through each word said wrong or skipped. The count at the end of a line tells you how far the child got.

YOUR SCHOOL'S RULES (WRITE THEM HERE)

TIME ALLOWED FOR EACH TASK (SECONDS)

HOW LONG I WAIT BEFORE I HELP

WHEN I STOP A TASK EARLY

WHY A BLANK LINE, NOT A RULE

How long to wait, when to stop and what counts as right are your school’s decisions, not ours. Write them once here so every round is given the same way.

BEFORE YOU START, EVERY TIME

- [ ] One child, a quiet table, the child’s page in front of the child, your record page in front of you.
- [ ] Rotate the forms A, B, C, A... and write the form letter on the tracker.
- [ ] Say something kind when it is over, whatever the number. These are practice pages.

WHAT A GOOD ROUND LOOKS LIKE

A few minutes, one task, one form. The child ends with a star on page 32 and a kind word, and you end with a number on the tracker. If the child is tired or upset, stop and try tomorrow: the pages will still be here.

PREVIEW

01

Letter Names

A big grid of letters, ten across: the child points and says each letter's name. Three forms, then your record sheet with all three forms on one page.

IN THIS SECTION

Letter Names — Form A 7

Letter Names — Form B 8

Letter Names — Form C 9

Letter Names — Teacher Record 10

PREVIEW

My name: _____ Date: _____

Point to each letter. Say its name.

y	i	g	D	J	W	N	j	T	u
S	b	h	C	Q	s	L	F	L	z
N	c	v	r	F	X	o	w	M	Y
H	P	a	e	I	O	z	R	B	G
E	r	w	q	d	Z	q	A	x	y
W	l	k	o	s	p	G	U	v	j
i	U	l	V	b	H	J	t	n	Y
x	g	m	S	f	B	P	e	p	m
K	f	R	c	E	Q	u	a	Z	V

PREVIEW

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02

Sound Boxes

You say a word, the child says each sound and touches one box for each sound. No pictures and no printed words on the child's page, so the child listens.

IN THIS SECTION

Sound Boxes — Form A 12
Sound Boxes — Form B 13
Sound Boxes — Form C 14
Sound Boxes — Teacher Record 15

PREVIEW

My name: _____ Date: _____

Say each sound. Touch a box for each.

1 ☐☐

2 ☐☐

3 ☐☐☐

4 ☐☐☐

5 ☐☐☐

6 ☐☐☐

7 ☐☐☐

8 ☐☐☐☐

9 ☐☐☐☐

10 ☐☐☐☐

PREVIEW

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LOG

Sound Boxes — Teacher Record

Say each word once. The slashes show its sounds; the number in brackets is its sound count.

STUDENT _____ TEACHER _____ DATE _____

Form A

WORD AND SOUNDS	RIGHT
up /u/ /p/ (2)	
no /n/ /ō/ (2)	
sun /s/ /u/ /n/ (3)	
map /m/ /a/ /p/ (3)	
ship /sh/ /i/ /p/ (3)	
road /r/ /ō/ /d/ (3)	
fish /f/ /i/ /sh/ (3)	
stop /s/ /t/ /o/ /p/ (4)	
jump /j/ /u/ /m/ /p/ (4)	
frog /f/ /r/ /o/ /g/ (4)	
Total (of 31)	

Form B

WORD AND SOUNDS	RIGHT
is /i/ /z/ (2)	
go /g/ /ō/ (2)	
dog /d/ /o/ /g/ (3)	
net /n/ /e/ /t/ (3)	
chop /ch/ /o/ /p/ (3)	
rain /r/ /ā/ /n/ (3)	
moon /m/ /oo/ /n/ (3)	
plan /p/ /l/ /a/ /n/ (4)	
desk /d/ /e/ /s/ /k/ (4)	
clap /k/ /l/ /a/ /p/ (4)	
Total (of 31)	

Form C

WORD AND SOUNDS	RIGHT
in /i/ /n/ (2)	
me /m/ /ē/ (2)	
cup /k/ /u/ /p/ (3)	
bed /b/ /e/ /d/ (3)	
thin /th/ /i/ /n/ (3)	
seed /s/ /ē/ /d/ (3)	
hat /h/ /a/ /t/ (3)	
flag /f/ /l/ /a/ /g/ (4)	
milk /m/ /i/ /l/ /k/ (4)	
swim /s/ /w/ /i/ /m/ (4)	
Total (of 31)	

HOW TO SAY EACH WORD

- ☐ Say the word once, in your normal voice. Say it again only if your school says you may.
- ☐ The child says each sound alone: /s/ /u/ /n/, not “sun”.
- ☐ Write the number of sounds said right in the box at the right.

WHAT THE SLASHES MEAN

A letter pair in slashes is one sound: /sh/, /ch/, /th/, /oo/. A line over a vowel (/ō/) means its long sound, the sound of its name. The number in brackets is how many boxes the child’s page shows for that word.

WHAT I NOTICED (WORDS I SAID AGAIN, SOUNDS THAT WERE LEFT OUT, ANYTHING THE CHILD SAID)

PREVIEW

03

Pretend Words

Thirty made-up words a form, short vowel sounds only. The child reads each one, or says its sounds. They are not real words, so they cannot be memorized.

IN THIS SECTION

Pretend Words — Form A 17

Pretend Words — Form B 18

Pretend Words — Form C 19

Pretend Words — Teacher Record 20

PREVIEW

My name: _____ Date: _____

Pretend words! Read each one.

az	ob	gom	wef	ev
vep	bik	nek	taf	veb
rav	ip	tud	suf	vuf
vof	jip	nav	zod	kiv
vup	tob	ub	wip	iz
zif	zef	zug	kov	laf

PREVIEW

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04

Short Passages

Three little stories of 55 words each. The record page has a running word count at the end of every line, so you can tell where the child stopped.

IN THIS SECTION

The Red Kite — Form A 22
The Lost Hat — Form B 23
A Rainy Day — Form C 24
The Red Kite — Teacher Record 25
The Lost Hat — Teacher Record 26
A Rainy Day — Teacher Record 27

PREVIEW

My name: _____ Date: _____

Read the story. Do your best.

The Lost Hat

Ben cannot find his red hat.

He looks in the bag.

He looks under the bed.

No hat in the box!

His dog sits and wags.

“What do you have, Max?”

Max has the hat in his mouth!

Ben laughs and pats Max.

He puts the hat on his head.

“Thank you, my good dog!”

PREVIEW

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My name: _____ Date: _____

Read the story. Do your best.

A Rainy Day

It is a rainy day.

Sam and Pam get their boots.

They jump in a big puddle.

Splash! Splash! Splash! Splash!

Water sprays on the grass.

Then the sun peeks out.

A bright rainbow shows up.

“Look up!” says Pam to Sam.

“I see red, blue, yellow, and gold!”

The two friends smile and wave.

PREVIEW

LOG

A Rainy Day — Teacher Record

Form C. The count at the end of each line is the running total of words.

STUDENT _____ TEACHER _____ DATE _____

THE STORY, LINE BY LINE	COUNT	MARK ERRORS HERE
It is a rainy day.	5	
Sam and Pam get their boots.	11	
They jump in a big puddle.	17	
Splash! Splash! Splash! Splash!	21	
Water sprays on the grass.	26	
Then the sun peeks out.	31	
A bright rainbow shows up.	36	
“Look up!” says Pam to Sam.	42	
“I see red, blue, yellow, and gold!”	49	
The two friends smile and wave.	55	

PREVIEW

READ IT

TIME ALLOWED (SECONDS) _____

WORDS TRIED (LAST COUNT REACHED) _____

ERRORS _____

WORDS CORRECT _____

AFTER READING: WHAT HAPPENED?

_____

_____

_____

_____

_____

05

Record, Track and Share

One student's tracker, a group sheet, four graphs, a star chart for the child, a family note and a home guide, a phrase bank, a filled example and a binder set.

IN THIS SECTION

One Student's Score Tracker 29

Group Score Sheet 30

Four Practice Graphs 31

My Practice Stars 32

Family Note — This Week's Practice 33

Practice at Home — Family Guide 34

Progress Note Phrase Bank 35

A Filled-In Tracker (Invented Student) 36

Binder Cover and Dividers 37

PREVIEW

ROSTER

Group Score Sheet

One row a child, one round of practice. Fourteen children on a page.

TEACHER OR GROUP

ROUND (DATES)

FORMS GIVEN

#	STUDENT	LETTERS (OF 90)	WORDS (OF 10)	PRETEND WORDS (OF 30)	PASSAGE: CORRECT	NEXT PRACTICE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

PREVIEW

HOW TO USE IT

- [ ] One row a child, one round of practice. Copy the score from the child's own tracker.
- [ ] Use the same form for the whole group in a round, so the rows can sit side by side.

WHAT IT IS FOR

Grouping. Children with the same next practice sit together; a row that stands alone is a one-to-one question. Bring this page to a team meeting instead of a folder a child.

NOTES

Family Note — This Week's Practice

Ready to send home after any round of practice. No scores or codes: the tracker has those.

CHILD

WEEK OF

FROM (TEACHER)

THIS WEEK WE PRACTICED

In plain words: naming letters, saying sounds, reading pretend words, reading a story.

SOMETHING THAT WENT WELL

ONE THING TO TRY AT HOME (FIVE MINUTES)

HOW IT WENT, IN PLAIN WORDS

Not the number by itself. What changed: about the same, a little better, a lot better.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS

PREVIEW

EXAMPLE

A Filled-In Tracker (Invented Student)

SAMPLE · INVENTED STUDENT

Four rounds of practice, one invented child. Words correct is words tried minus errors.

MAYA R. IS INVENTED

No real child. Forms rotate A, B, C, A. Words correct is words tried minus errors on every row.

Letter names

letters named right, of 90

#	DATE	FORM	LETTERS RIGHT	NOTES
1	Sep 9	A	41	mixed up b and d
2	Sep 23	B	48	–
3	Oct 7	C	55	–
4	Oct 21	A	63	b and d better

Sound boxes

words with every sound right, of 10 · sounds right, of 31

#	DATE	FORM	WORDS RIGHT	SOUNDS RIGHT	NOTES
1	Sep 9	A	3	14	–
2	Sep 23	B	4	17	–
3	Oct 7	C	6	22	–
4	Oct 21	A	7	25	left off last sounds less

Pretend words

sounds right, of 84 · whole words read, of 30

#	DATE	FORM	SOUNDS RIGHT	WHOLE WORDS	NOTES
1	Sep 9	A	38	5	–
2	Sep 23	B	46	8	–
3	Oct 7	C	55	12	–
4	Oct 21	A	61	16	said sounds, then blended

Short passages

words correct = words tried minus errors (each story has 55 words)

#	DATE	FORM	WORDS TRIED	ERRORS	WORDS CORRECT	NOTES
1	Sep 9	A	32	6	26	–
2	Sep 23	B	36	5	31	–
3	Oct 7	C	41	4	37	–
4	Oct 21	A	47	3	44	stopped for help once

THE PROGRESS NOTE THIS TRACKER GIVES (INVENTED)

Over four rounds, Maya R. named 63 letters right (up 22 from 41), said every sound in 7 words (up from 3), read 16 pretend words whole (up from 5) and read 44 words correctly in the story (up 18 from 26). Every number is in the four tables above.

PREVIEW