



# Oregon Reading First Coaches' Newsletter

## Data-Driven Decision Making NWF and Phases vs. Stages Theory of Learning

Teachers may express some concerns regarding the strategies students are using on NWF, perhaps observing that instead of progressing from one strategy to the next students are using a combination of strategies to read the nonsense words. Tell your teachers not to panic! Ehri (2005) argues that students learn to read by progressing through phases of learning, which are less stringent than the requirements of a stages-theory of acquisition. Specifically, a stage theory requires that each stage be a prerequisite for the following stage and that the stages are qualitatively distinct (e.g., students will read sound by sound, and then read words sound by sound followed by partial or full recoding, never again relying solely on the sound-by-sound method). Examination of student NWF probes clearly reveal that this is not the case and reveal instead that students progress through the phases of development posited by Ehri: pre-alphabetic, partial alphabetic, full alphabetic and consolidated alphabetic. These phases are as follows:

- *Prealphabetic*: This phase characterizes sight word learning at the earliest period. If students read words at all, they do it by remembering selected visual features.
- *Partial Alphabetic*: Children have progressed to this phase when they have learned the names or sounds of alphabet letters and use that knowledge to read words. During this phase they form connections only between some of the letters and sounds and are limited to forming partial connections because they are unable to segment the word's pronunciation into all of its phonemes
- *Full Alphabetic*: "Children enter this phase when they can learn sight words by forming complete connections between letters in spellings and phonemes in pronunciations. This is possible because they know the major grapheme-phoneme correspondences and can segment pronunciations into phonemes that match up to the graphemes they see" (Ehri, 2005, pp. 174-175).
- *Consolidated Alphabetic*: This phase emerges as readers retain increasingly more sight words in memory. "As they become familiar with letter patterns that recur in different words, the grapheme-phoneme connections in these words become consolidated into larger units" (Ehri, p. 175).

Therefore, because students do not progress through discrete, distinct stages as they are learning to read, it is acceptable and expected that we would see them utilizing different strategies as they read.

### Project Goals (2008-2009)

#### Kindergarten:

- Increase student automaticity in whole word reading (by the end of kindergarten, students will read VC and CVC words as whole units).

#### First Grade:

- Provide targeted instruction, based on student need, to all strategic and intensive students.

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## Winter NWF Benchmark Data Collection

Many thanks to all schools for using the revised NWF form for winter benchmark data collection! Data cleaning and analysis will begin as soon as possible and we will be sending you notice of when you can expect to receive grade, reading group, and student-level reports! Copies of Isabel Beck's new book *Creating Robust Vocabulary* will be sent to your schools soon to thank you for all of your hard work!

As you'll see in the next two articles, we're very interested in tracking students' progress on both progress monitoring measures and in-program assessments as they move from one stage of word reading to the next, especially since getting students to read words as whole units is one of our primary goals for the school year.

## Progress Monitoring

This is a good month to start progress monitoring kindergartners on NWF. Although 35 on PSF is the primary goal for DIBELS, in keeping with our project-level goals and focus on increasing student automaticity in whole word reading by the end of kindergarten, we also need to monitor the progress of students toward the goal of 25 CLS and 7-8 WRC on NWF. Therefore, once students have met the goal of 35 on PSF for three consecutive points in time, you can discontinue progress monitoring on that measure and progress monitor on NWF only.

It is also important to have a schedule established in your building for collection of progress monitoring data. The efficiency of your data collection process will increase if there is an established process for collecting and entering the data. This process includes the organization of materials used to facilitate data collection (e.g., clipboards, stopwatches, pencils, etc.) and an organized method for storing student progress monitoring booklets (e.g., a file box with a hanging file folder clearly labeled for each grade), as well as an established and public schedule for data collection so that all those involved – data collectors and classroom teachers alike – know when students in each grade level or from each instructional recommendation will be progress monitored. Once collected, progress monitoring data should be entered into the DIBELS Data System weekly so that it can be used to help make instructional decisions.

Student A: Partial Blend

<u>w</u> ub	<u>d</u> oi	ik	<u>v</u> us	<u>n</u> uk	_/14
u <u>l</u>	z <u>e</u> l	fe <u>b</u>	w <u>u</u> i	<u>h</u> iz	_/14
<u>m</u> in	<del>r</del> os	kub	jaf	duz	_/15
faj	ad	ked	ig	el	_/12
ruz	huf	sib			Score=32 _/14

How much do the differences in performance matter?

Student B: Sound Only

<del>v</del> u <u>y</u>	<del>f</del> o <u>j</u>	ik	<del>v</del> u <u>s</u>	<u>n</u> uk	_/14
u <u>l</u>	<del>z</del> e <u>l</u>	<del>f</del> e <u>b</u>	w <u>u</u> i	<u>h</u> iz	_/14
<u>m</u> in	<del>r</del> o <u>s</u>	<del>k</del> u <u>b</u>	jaf	<del>d</del> uz	_/15
faj	ad	ked	ig	el	_/12
loj	et	yat	ol	tov	_/13
foj	ib	jud	zek	vov	_/14
ruz	huf	sib			Score=32 _/14

## In-Program Assessments: HM Quick Checkouts

Please score the Reading CVC Words section of the HM kindergarten quick checkouts using the same scoring rules and procedure as you do for DIBELS NWF measures (i.e., underlining sounds and/or blends to indicate the strategies students are using to read the words, slashing errors, etc.). It is very important to know if students are reading words sound by sound, sound by sound and then recoding, reading partial blends (chunking), or reading words as whole units. Also, if possible, record the errors that students make (e.g., if a student is confusing /b/ for /d/). Remember, the more information you can record about a student's response, the more you can target additional instruction and practice!

# Instruction

## Decodable Text Practice

It's exciting when students are able to read CVC words with no longer than a 3 – 4 second pause! We want to have students read decodable text to provide them with opportunities to practice their word reading skills and develop fluency at the word level. Here are some tips for providing decodable text practice:

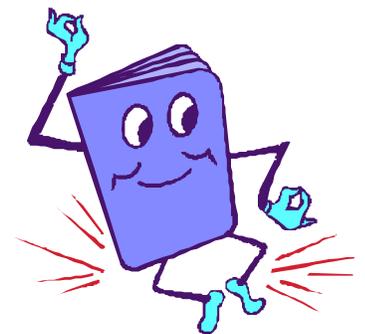
- Card 11 should be used for the initial read of decodable text prior to having students read the text independently or with a partner.
- Be sure to allow time for individual turns and partner reading to practice fluency once student are accurate.
- The focus for fluency practice is *accuracy!*
- Students should be able to read practice materials with 97% accuracy.
- Use decodable text from the previous theme/unit to provide students with the opportunity to practice reading decodable text.

We will be posting decodable stories with word counts on the Oregon Reading First Center website. These stories can be used for fluency practice by having students read the story for one minute and marking with a Post-It flag where they finished. Have students read the story two more times (for one minute each) and record their median score. Student can then chart their progress over time.

## Making the Most of Read Aloud Time: Additional Tips for Vocabulary and Comprehension

In our November 2008 newsletter, we provided a brief overview of the Read Aloud session provided by Dr. Lana Santoro and offered a few instructional objectives to keep in mind to help promote students' acquisition of comprehension and vocabulary skills. Because reading comprehension is a *critical* skill for student success, additional instructional objectives to keep in mind while providing vocabulary and comprehension instruction include:

- Use a consistent framework, based on text type, to inform students about what they ought to do or attend do before, during, and after reading (e.g., story grammar elements, KWL charts, etc.)
- Begin comprehension discussions with "retells," allowing students to remember key details and summarize information, but don't stop there! Also focus on helping student make connections (e.g., text-to-self, text-to-text, text-to-world) with what is read.



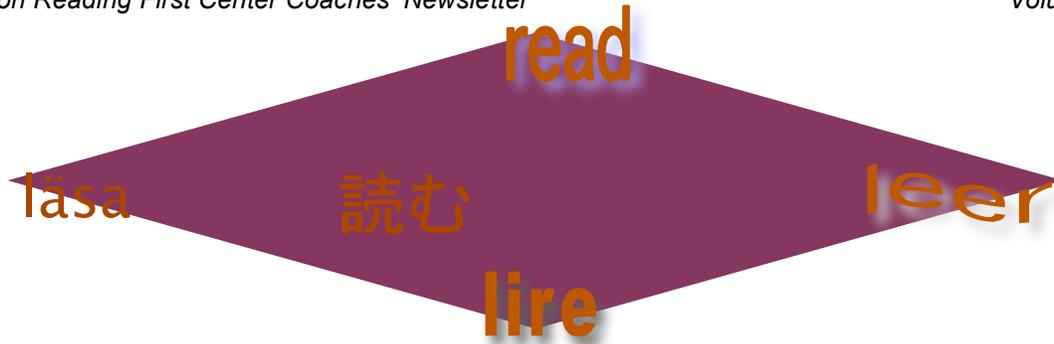
## Template Practice and Observations

It's template clean-up time for teachers and observation time for coaches! Mid-year is a critical time to review templates with teachers. At each grade level, it is important that teachers continue to practice the templates to ensure that they are being used correctly in their classrooms. It is also critical that coaches observe each teacher implementing each of the templates being practiced.



## Monthly Regional Coaches' Webinars

Beginning in February, RCs will be hosting monthly webinars for coaches in their region. These webinars are intended to provide opportunities for discussion, as well as the chance to participate in mini-training sessions on topics of interest



## ELL Corner

### Academic Language: What is it? How and when do we teach it?

#### *What is Academic Language?*

- The language of the classroom, academic disciplines, and of reason and discourse.
- More abstract and decontextualized than conversational English.
- Needs to be taught and reinforced across *all* disciplines (IES, 2007)

#### *When Do We Teach Academic Language to ELs?*

- Instruction in academic language must be provided early, consistently, and simultaneously across core content areas; fragmented instruction will not accelerate learning as quickly.
- In the primary and upper grades, students benefit from explicit instruction of academic English (August & Hakuta, 1997; Proctor, et al., 2005)

#### *How Do We Teach Academic Language in the Early Grades?*

- Create classroom conditions to instruct students on the following:
  - Telling stories
  - Describing events
  - Defining words and concepts
  - Explaining problems
  - Retelling and summarizing content
  - Building comprehension knowledge

#### *Use Explicit and Deliberate Instruction*

- Teach the structure of the English language
- Teach the structure narrative *and* expository texts
- Teach grammar skills
- Students need practice using these features in the context of meaningful communication (both written and oral)
- Don't forget about social language!

## Upcoming Professional Development Events

**Upcoming dates (see the ORFC calendar for complete listings):**

### February

**2/5/09\*:** Module 3 – Systems Problem Solving and Data-Based Decision Making (Eugene)

**2/6/09:** Spanish Literacy Instruction

**2/18-2/19/09\*:** Module 4: Tier I instruction- Using a Core Reading Program and the 90-Minute Reading Block (Hillsboro)

**2/19/09:** Brown bag with Dr. Tim Rasinski

### March

**3/3/09:** Cohort B Leadership Session

**3/4/09:** Cohort B-ELL Leadership Session

**3/13/09:** Module 3 – Systems Problem Solving and Data-Based Decision Making

**3/16-3/17/09:** Module 7: Leadership with Jo Robinson

**3/17-3/18/09:** Module 6: Tier I and II Instruction – Adding More Explicit Instruction to Your Core Program

\* Events marked with an \* are Outreach events

**February 19, 2009**

**Brown Bag with Tim Rasinski, Ph.D.**

Dr. Tim Rasinski is a professor of literacy education at Kent State University who has authored numerous books and articles on literacy, fluency, and reading comprehension. This session will focus on the effective teaching of reading, from phonics to fluency.

**March 3, 2009**

**Cohort B Leadership Session**

This session will focus data-based action planning process, which will include school teams working with and sharing out their own data, a discussion about effective coaching and the roles of the principal and the coach in an effective coaching model, and a review of data team meetings.

**March 4, 2009**

**Cohort B-ELL Leadership Session**

**March 13, 2009\***

**Module 3: Systems Problem Solving and Data-Based Decision Making**

This session, offered as part of K-3 Literacy Statewide Outreach, will focus on establishing a framework for evaluating and problem solving a school-wide reading program. Emphasis will be placed on using DIBELS data for evaluating effectiveness of school, grade, instructional group, and student levels.

**March 16-17, 2009\***

**Module 7: Leadership (with Jo Robinson)**

This session for district and building leadership will focus on how to become better literacy leaders in schools. Jo Robinson will focus on how principals and district support can be effectively involved in the entire literacy framework initiative.

**March 17-18, 2009\***

**Module 6: Adding More Explicit Instruction to Your Core Program**

This presentation will focus on making instruction more explicit within your comprehensive core reading program to intensify instruction for Tier 2 (strategic) and low Tier I (benchmark) students.