

Oregon Reading First Coaches' Newsletter



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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Data-Driven Decision Making

NWF Winter Benchmark Data – Interpreting the data

As discussed during our March Leadership session, the primary purpose in using a modified form to collect winter NWF benchmark data was to provide more detailed information about the strategies students who are classified as established, emerging, or at deficit in their phonics skills use to read words and to help inform instruction. To facilitate the use of these data to help inform instructional decisions, two types of tables have been provided, one summarizing information of student performance by instructional recommendation, and the other summarizing performance at the student level. Please see below for additional information to help teachers interpret these tables:

Strategy categorization (based on strategy attempted):

- Sound-by-Sound: f e m
- Words Recoded: f e m
- Partial Blends: f e m
- Whole Words: f e m

NOTE: Words do not have to be recoded correctly in order to be categorized as recoded

Summarizing performance by instructional recommendation

Established											
47/75 (62.7%)											
Sound-by-Sound (S)			Words Recoded (R)			Partial Blends (P)			Whole Words (W)		
N	%	Accuracy	N	%	Accuracy	N	%	Accuracy	N	%	Accuracy
6	12.8%	97.9%	3	6.4%	94.4%	2	4.3%	97.6%	36	76.6%	98.1%

- Of the 75 first graders in this school, 47, or 62.7% of the students met the goal for established on NWF
- Of these 47 students, 6, or 12.8% of the established students, used Sound-by-Sound as their predominant strategy to read words. Predominant strategy is categorized as the strategy they used the most frequently.
- Of the words that these students read using the Sound-by-Sound strategy they were accurate 97.9% of the time. NOTE: This accuracy percentage does *not* include words read using other strategies

Summarizing performance at the student level

Student	Words Read Sound-by-Sound			Words Recoded			Words Read Using Partial Blends			Whole Words			Total CLS	Total WRC	Overall Accuracy
	N	% of Total Words	% Accuracy	N	% of Total Words	% Accuracy	N	% of Total Words	% Accuracy	N	% of Total Words	% Accuracy	N	N	%
Richards	2	4%	67%	2	4%	67%	2	4%	67%	46	92%	100%	138	46	97%

A step-by-step guide for interpreting student level tables:

- Total words read: 50 (2 words read using sound-by-sound, 0 words recoded, 2 words read using partial blends, and 46 whole words)
- Of these 50 words, Richards read 2 words, or 4% of her total words read using the sound-by-sound strategy. Richards was 67% accurate reading words using this strategy.
- Of these 50 words, Richards read 2 words, or 4% of her total words read using the partial blends strategy. Richards was 67% accurate reading words using this strategy.
- Of these 50 words, Richards read 46 words, or 92% of her total words read using the whole word reading strategy. This is her predominant strategy in decoding words. Richards was 100% accurate reading words using this strategy.
- Total Correct Letter Sounds (CLS):** During the one-minute timing, Richards read 138 letter sounds correctly
- Total Words Recoded Completely and Correctly (WRC):** During the one-minute timing, Richards read 46 words completely and correctly. You may notice that this total is not equal to the sum of the *N* columns for each of the strategies; this is because the columns at the strategy level include the number of words *attempted* using a particular strategy, while the Total WRC includes only the words recoded completely and correctly.
- Overall Accuracy:** This percentage represents Richards' overall accuracy (97%) across the 50 words she attempted to read.

Potential Instructional Implications:

As noted above, the primary purpose in providing these detailed summaries of student performance is to help guide instruction.

For example:

- Look at the accuracy percentages in the Words Recoded and Whole Words columns. If these percentages are low, indicating that students are not accurately reading words using these strategies, the next step would be to look at student's accuracy at the sound level.
 - If students are accurate at the sound level but have difficulty blending, teachers may want to scaffold the support provided in helping students learn to blend. Because continuous sounds are typically easier for students to pronounce, for example, it may be helpful to introduce blending with words that begin with continuous sounds (e.g., sim, num, las) and once students have mastered blending with continuous sounds begin adding stop sounds (e.g., sok, mep, tus).
 - If, however, students are not accurate at the sound level, instruction should focus on getting students to mastery with sounds while gradually increasing the focus on blending.

Progress Monitoring

Don't forget that progress monitoring data needs to be entered into the DIBELS data system as soon as has been collected! See the February 2009 Newsletter for tips on establishing a progress monitoring system in your building.

Additional instructional implications will be discussed at the next Coaches' Webinar!

In-Program Assessments: Marking & Scoring Procedures for Quick Checkouts

Please work with teachers to ensure that quick checkouts are scored using the guidelines listed below:

- **Phonemic Awareness (Blending):** When a student does not blend a word correctly, make a slash through the item on the scoring sheet and record their response. If a student makes an error but then self-corrects, make a slash and then mark with sc and score the item as correct.
- **Letter Names:** When a student incorrectly identifies a letter name, make a slash through the item and record their response
- **Letter Sounds/Sound Spellings:** When a student incorrectly identifies a letter name, make a slash through the item and record their response. If a student pronounces any plosives (stop sounds) by adding an extra sound (e.g., tuh for /t/), mark as correct and make a note. *It will be very important to have them practice these sounds correctly because it will be easier to blend words without the extra sound.*
- **High Frequency Words:** When a student incorrectly reads a word, make a slash through the item and record their response.
- **Reading CVC & Regular Words:** Use the DIBELS scoring directions for NWF for marking these items. It is very important to know the strategies students are using to read these words (sound-by-sound, sound-by-sound and recoding, partial blending (chunking), and/or whole word reading). It is also important to note what errors are made (e.g., confusing b and d or o and u).
- **Reading Connected Text:** When a student incorrectly reads a word, make a slash through the item and record their response. Any words a student self-corrects should be marked with an sc and counted as correct.

As you can see, the guidelines for scoring each subtest of the quick checkouts include noting the specific error(s) students make when completing each subtest. This is because the more information you can record about a student's response, the more you can target additional instruction and practice. If a student makes errors, teachers should use those errors to help guide instruction *and* go back and retest the student on the missed items to make sure the student is firm on those particular skills.

Although this is not a timed test, teachers may want to make a note about the student's rate. A student who is accurate and able to respond quickly and confidently may not need additional practice. A student who performs tasks accurately but very slowly, however, may benefit from some additional instruction and practice with that skill.

For more information and to download Quick Checkouts, visit http://oregonreadingfirst.uoregon.edu/in_prog_assess.html.

THEME 9:

s	m	r	a	t	b	i	n	h	o	v	c
e	p	g	f	l	k	q	d	z	x	w	y
get	win	peg	yes	sit	not	tan	hen	wet	got		
here	for	have	said	play	she						

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other diamos. Say to student, *Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.*

Tim's Cat
Tim's cat is Miss Hiss. Why is his cat called Miss Hiss? Look at → → →
Miss Hiss hissing at the paper! But, Miss Hiss has never hissed at Tim!
Accuracy → /28 → → % → →



ELL Corner

Effective Literacy and English Language Instruction for English Learners (ELs) in the Elementary Grades

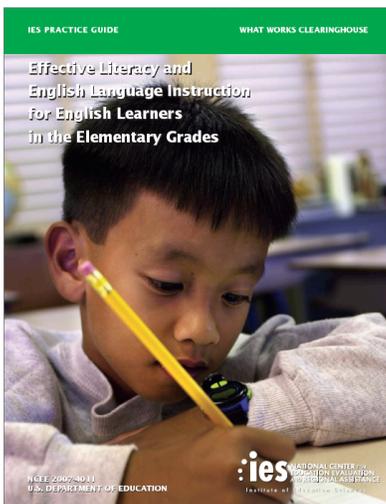
Institutes of Education Sciences (IES) Practice Guide

Background: The Institute for Education Sciences (IES) publishes practice guides in education to evaluate and gather the best available evidence and expertise on the types of systemic challenges that cannot currently be addressed by single interventions or programs. Practice guides are created by leading scholars to identify and synthesize the most important research in selected fields of education (IES Practice Guide, 2007)

Summary/Big Ideas: In 2007, IES published the following practice guide regarding ELs. Major current studies regarding best practices with ELs and literacy were synthesized by a panel of experts in the field of literacy instruction and ELs. The practice guide provides information on five big ideas for educators when teaching literacy to ELs. The following big ideas are listed below:

- *Screen for reading problems and monitor progress* (Assess ELs on phonological processing, letter knowledge, word and text reading, early and often!)
- *Provide small group reading interventions* (Provide focused, intensive, small-group interventions for ELs determined to be at risk for reading difficulties as early as possible)
- *Provide extensive and varied vocabulary instruction* (Provide high quality vocabulary instruction throughout the day, teaching content words in depth as well as the meanings of common words, phrases, and expressions not yet learned)
- *Teach and develop academic language* (Teach the structure of the English language, the structure of narrative and expository texts, and grammar skills)
- *Schedule regular peer-assisted learning opportunities*

For additional information about each of these Big Ideas, please see the attached document (Effective Literacy and English Language Instruction for English Learners).



Upcoming Professional Development Events

March 20, 2009

Brown Bag Introduction to easyCBM

This session will provide participants with an introduction to the easyCBM website. easyCBM utilizes 'next generation' Curriculum Based Measures (CBMs) that use complex statistical analyses as an integral part of test construction, resulting in tests that can provide teachers with insights into different facets of reading beyond a simple 'raw score' measurement. An introduction to the website, which offers a variety of literacy measures and reports for students in grades K-8, will be provided.

April 7, 2009

SAT-10/Aprenda Webinar Training

This webinar will provide the SAT-10/Aprenda timeline for Spring 2009, as well as a refresher about administration preparation and procedures, as well as guidelines for determining which students may be exempt from testing and the types of accommodations that are acceptable. Participation in this webinar is required for *all* coaches.

April 9, 2009

Module 5: Differentiated Instruction – Supplemental & Intervention Programs; Practices Handbook

Part 1: This session will focus on selecting research-based K-3 intervention programs for use in a Response to Intervention and Schoolwide Reading model. Part 2: During this session we will discuss research-based instructional components beginning readers need as well as share practices being used by schools that have made substantial progress with their students.

April 15-16, 2009

Module 4: Using a Core Reading Program and the 90-Minute Block

This session will guide schools on how to optimize their core program effectiveness. Participants will learn how to increase student engagement, how to use assessments to plan grouping, discuss whole group and small group instruction options, how to explicitly teach critical content from the core program, and be given practical classroom enhancement strategies.

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

March

3/20/09: Brown Bag Introduction to easyCBM

April

4/7/09: SAT-10/Aprenda Webinar Training

4/9/09: *Module 5: Differentiated Instruction – Supplemental & Intervention Programs; Practices Handbook

4/15-4/16/09: * Module 4: Using a Core Reading Program and the 90-Minute Block

4/17/09: Brown Bag with Greg Fancher from the Kennewick School District

4/24/09: Spring DIBELS Refresher Webinar

* Events marked with an * are Outreach events

April 17, 2009

Brown Bag with Greg Fancher

Greg Fancher has been an employee of the Kennewick School District for 28 years where he has served as an elementary teacher, elementary principal, and as the Assistant Superintendent for Elementary Education. Greg's primary responsibility has been moving the Kennewick elementary schools to meet the 90% reading goal; in 2006 the district met this goal for the first time. During this Brown Bag he will share how he has worked with elementary principals to develop their knowledge of reading instruction, the system of assessment, implementing the curriculum, and providing the very best instruction in each classroom.

April 24, 2009 (1:00 – 3:00)

Spring DIBELS Refresher Webinar

As we look through your student progress monitoring and benchmark booklets we all want to know that the scores are accurate. In an effort to keep our confidence high and to maintain a focus on the integrity of the DIBELS scores we are holding this two-hour refresher on the scoring of Nonsense Word Fluency. Through our efforts this past winter we came across common scoring confusion across many of the schools. Let's get together and make sure that you and your staff are scoring consistently and correctly. We will also share some DIBELS resources to be used when scoring questions come up. Participation in this webinar is required for *all coaches*.

High-Frequency Word Instruction

50% of the words we read are made up of the first 107 high-frequency words!

High-frequency words are some of the most frequently used words in the English language. High-frequency words comprise approximately 50 to 70 percent of any given general, non-technical text. Therefore, teaching high-frequency words as early as possible is considered a crucial part of elementary education.

Step 1: Teaching: Teach new high-frequency words each week.

Step 2: Practice: Provide hands-on activities for the students to practice the new words all week.

Step 3: Application: Provide opportunities for students to read the new words in connected text.

High-frequency words rarely follow any rules or guidelines. They just have to be memorized. But we can offer some ideas for some hands-on activities for the students to practice the new words each week!

The Florida Center for Reading Research website offers many activities for practicing High Frequency Words. This is the link to the High Frequency Word Section for those ideas:
http://www.fcrr.org/Curriculum/pdf/GK-1/P_Final_Part5.pdf

Speed Practice Rounds - Quickly speed read through the pile of this weeks word cards whenever you have an extra minute here or there during the day. Around-the-world is another idea

Splat! Write each of the high frequency words on an index card and then on about 5-6 of the cards write "Splat!". Sit in a circle and place the shuffled deck of cards face down in the middle. Take turns picking a card from the top of the deck. If the student can read the word, they can hold on to it, but if they can't, they have to put it back in the bottom of the deck. Any player that picks a card that says "Splat!" has to put all their cards into the bottom of the deck.

Word Hop - Randomly during the week, take a minute while the students are out of the classroom (after recess or lunch) to put word cards (high-frequency words written on colorful sentence strips and cut to size) about three or four feet apart (you'll get the feel for this) on the carpet in a path leading from the classroom door and to their desks if they will be sitting there or to the carpet area if they will be sitting there. Teach them to read the work out loud as they hop over each word card. The line leader (and helper for the day) then picks all the cards up. The kids get so excited when they open the door and the word trail is there for them to follow.

Memory - Make a second set of word cards and play memory with your child. Begin with twelve cards (6 sets of two words) face down on a table. Turn over two cards at a time. If they match, the child keeps the cards. If the word cards don't match, turn them face down on the table. The object is to get the most matches.

Word Wall Chants - Practice reading and spelling high-frequency words on the word wall in a number of engaging and fun ways when you have a couple of minutes throughout the school day. See attached document.

WORDO is a variation of "Bingo" in which students practice recognizing sight words--and they love it!

1. Select 25 high-frequency words that you have been working with, and write each one on an index card.
2. Instruct your students to copy each sight word into a space of the WORDO template. (Each student should be writing words into different spaces, so each student's WORDO sheet will be different.)
3. Shuffle your deck of index cards, and call out one word at a time.
4. Students will cover each word that was called out with a marker. As they do so, be sure to have them chant the spelling of that word!

The first student with a row covered calls out, "WORDO!"

★WORDO★

Keep it if you know it! - Show the group of students the word. The student that reads the word correctly first keeps the word. If they miss it, put the word back in the review stack. The object is for each student to keep as many cards as he/she can in his/her pile. Once all of the words have been read, each student lays out their pile of word cards in front of them in rows. The teacher calls out a word and the student that has that card gives the word card back to the teacher.

Songs to sing to practice the words. You sing the letters to the song as if they were the words to the song. Do the whole song since it reinforces the word more often. Point to the word on the word wall, or use flash cards.

Songs for 3 Letter Words:

- This Old Man
- Jingle Bells
- Are You Sleeping? (C-A-N can)
- Three Blind Mice

Songs for 4 Letter Words:

- Twinkle, Twinkle Little Star
- Skip to My Lou
- YMCA
- Are You Sleeping?

Songs for 5 Letter Words

- Skip to My Lou
- Row, Row, Row Your Boat
- You Are My Sunshine
- BINGO ("There was a class that learned to spell; And this is what they sang-o")

Songs for 6 Letter Words

- This Old Man
- Jingle Bells
- Happy Birthday
- Michael Row Your Boat Ashore
- The Farmer in the Dell
- Skip to My Lou

Songs for 7 Letter Words

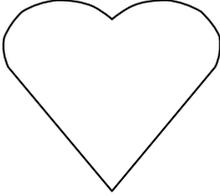
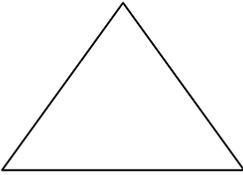
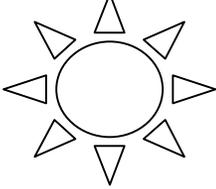
- She'll Be Coming Around the Mountain When She Comes
- My Bonnie Lies Over the Ocean
- Twinkle, Twinkle
- Willoughby Wallaby Woo

Songs for 8 Letter Words

- We Wish You a Merry Christmas
- For He's a Jolly Good Fellow
- Songs for 9 Letter Words
- I'm A Little Teapot

Word Strips - Put the high-frequency words in columns. Have the group practice reading the words by saying, "Put your finger on the heart. We are going to read the words below the heart. Ready read..." Have all students practice together and then give individual turns. Send home the word strips for students to practice reading for homework.

Note: The Houghton Mifflin first grade high-frequency word sets have been put in a document that can be found in another attached file.

 1-1	 1-2	 1-3
go on the	and here jump not too we	a find have one to who

Pick a Card! - Put all of the word cards face down on the table and then just kind of shove them around on the table top with your hands as you say "Pick a card, pick a card, pick a card _____." and name a child. They have to reach in and grab one of the rotating cards. If they can say the word they keep the card, if they can't everyone reads the word and it goes back into the pot. The student with the most cards is the winner. Have the students then pass their cards to the right and then read their new stack of cards.

Send home sight words in a bag to practice. Have fun and put in cards every now and then that say things like:

- Make a funny face.
- Do a hip hop jig.
- Do a bear roll.
- Give a big bear growl.
- Give a bear hug.
- Give a high five.
- Do a jumping jack.
- Run in place.



WORD WALL CHANTS

Caribbean Spelling — hands on hips, and swivel on each letter. On the word, say, "Wool!"

Sing opera style

Box It / Kickbox It — Correspond right/left arm/leg with vowels or consonants

Frisbee — throw each letter as you would a frisbee

Yo-yo — bend your arms at the elbow and alternate your hands up and down as you say each letter.

Voices — change your voice for each repetition: loud, soft, whisper, squeak, growl, baby-talk, etc.

Groups — different groups cheer after each other (boys, then girls, then whole class)

Blast Off - start crouched at floor as you say each letter get a little higher, when jump into the air as you say the whole word I also use frog-jumps. They are similar to Blast-off. We start standing up. As we say each letter, we crouch down a little farther. Then, as we say the word, we "jump".

Hand Jive - just like on the playground, pair up and clap hands for consonants and lap clap for vowels

Back Tracer - sit in circle and trace the letters as you spell on a partners back

Mouse -squeaky voice with hands curled up by face

Robot -in robotic voice with arms moving back and forth ("Danger! Danger! Will Robinson" style)

Fly it like a bird -arms flapping up and down

Chicken - arms folded up to make wings and head moving forward

Nose - hold your nose and spell it

Cheer It (Give me an "h" , etc.) Like a cheerleader.

Pat -- pat our heads for tall letters, tummies for short letters and knees for ones that go below the line

Beat it on our Desks

Snap and Clap -- We snap for the vowels and clap for the consonants.

Raise the Roof -- We just push up toward the ceiling, one push for each letter.

Ketchup -- Shake our hand like we're trying to get ketchup out of a bottle.

Disco (Hand up for consonants, hand down for vowels) Pretend to be John Travolta.



Throw the Stars -- Throw one hand at a time toward the ceiling for each letter.

Be the Letter (Body Language) -- For "s" we slither down to the floor while saying "e-e-e-s-s-".

Mexican Hat Dance (alternate feet in front)

Flapping and Nodding -- Pretend you're a bird and flap your wings and nod your head for each letter.

Stomping -- Just stomp your feet for each letter.

Army -- march letters and salute on the word

Clapping Syllables -- Just clap for each syllable

Explosion (Volcano) (whisper, normal, loud) They love to do this. Pretty self-explanatory.

Marshmallow Clap - Almost clap but stop before your hand touch. Say each letter.

Hula -- hands on hips, swivel, hands in air to say word

Jumping Jacks -- One letter for each movement.

Toe Touches - touch your toes for each letter.

BATTER UP - We get into the batting position and swing on each letter as we say it

SLOW We hold the sound of the letter or a few seconds like sit...s.....i.....t.....

Motorcycle - We just hang on to "handle bars" and pretend that we are doing wheelies..!

Dribble and Shoot -- Dribble the letters and shoot the word.

Cowboy -- straddle chair and lasso

Push-ups - or stomach crunches, bicep curls, etc.

Blowing Kisses -- kiss for each letter and 2 hands kiss (extend both arms out and up) for the word

Pass the Ball - sit in circle and pass the ball. Last person says word and chooses the next word.

Daily Connected Text Reading

Provide students daily opportunities to re-read connected text.

Ensure that the students can successfully read the text (with 97% accuracy).

Provide strategies to increase motivation for students to engage in re-reading.

Commonly asked questions...

What do you mean by daily connected text reading?

- Provide daily oral re-reading of story passages for all students.
- Each student receives a minimum of 15-20 minutes of text re-reading practice each day.
- This does **NOT** include the scaffolded reading practice (eg, decodable text template practice).

**Prior to the students' orally re-reading of text, provide extra practice in whole group or small groups on sounds, blending words, irregular words, and scaffolded text practice (eg., decodable text template practice).

**Use a consistent and rapid error correction procedure during all reading opportunities.

What texts should students be using for re-reading practice?

- Text that they have just read during small group instruction (with scaffolded support from the teacher).
- Text that they have read with accuracy over the past three weeks.
- Text at their independent reading level (students must have the decoding skills to read the selected text with 97% accuracy or higher).

**We have one-page typed text of Houghton Mifflin Phonics Library stories, Houghton Mifflin grades 2-5 Anthology stories, Scott Foresman Decodable Reading stories, Horizon's stories, Reading Mastery stories.

How does comprehension fit with daily connected text reading?

Comprehension strategy instruction and comprehension questioning should occur during the first and second reading of the text. This document refers to the re-reading practice of text that students have previously read and discussed during whole and/or small group instruction for comprehension. The activities listed in this document are for students to practice reading connected text for smooth and fluent reading.

What are some routines that I should have in place?

Partner Reading:

1. Have set partners established. Partners should be at the same reading level and practicing from the same text.
2. Each partner group uses only ONE book.
3. One partner is the "Leader". They point to the words as the reader reads, and helps the reader with any words they do not know.

4. The other partner is the “Reader”. They read the words as the “Leader” points to them.
5. Determine how and where the partners sit to read.
6. Have the partners switch jobs so that they each get a turn to read the book.

Other Hints for Partners:

- The teacher should frequently review partner reading expectations for student behaviors.
- Teach students how to partner read together. LEAN AND WHISPER read.
- Teach students how to give and receive encouragement and compliments.
- Teach students that cooperative partnering relates to the work place not to friendship.
- Change the partnerships occasionally (every four to six weeks -- or beginning of each Theme/Unit).

Consistent and Rapid Error Correction:

Error = “My turn, that word is.....”

“What word?”

“Go back.”

What are some strategies that will help provide motivation for students during re-reading of text?

****Some of the following activities can be done during teacher-directed small group and/OR during whole class activity periods. Some of the activities are specifically for use during whole class activity periods so that the teacher can provide re-reading text practice for a large group of students at one time.**

Activity #1 (whole class):

Whole Class Fluency Practice Activity:

1. Prepare Motivational Chart (on large poster board, or tag board, write all of the students’ names down the left side of the board) and place on the classroom wall (clearly visible).
2. Explain to the students that the focus is on accuracy!! The student’s goal is to read their selection (a re-read of familiar text that they have already read in their small reading group) without making any errors.
3. The students whisper read independently, or with a partner, their familiar text (partners need to be pre-determined by the teacher and stay the same for 4-6 weeks).
4. The teacher moves around the classroom listening to individual students read their selection (one page if there is enough text or the entire book if there is minimal text).
5. If the student reads with 100% accuracy (or less than 3 errors per 100 words if the text is large), the teacher puts a star, sticker, etc. next to their name on the motivational chart.
6. If the student reads with errors, the teacher immediately uses error correction (my turn...your turn...), the student finishes the page/story, and the teacher encourages continued practice and makes sure to come back to that student in the next day or two to check for accuracy again.
7. Work on the accuracy goal until ALL students understand that this is the #1 expectation for reading!
8. When students are ready, switch to expression and rate fluency practice (AND keep the goal of 100% accurate reading). As the teacher moves around the classroom, they will time individual students for 30 seconds to one minute (depending on the length of the text). Count # of words read correctly. If the student reads without making errors, record the number of words read next to their name on the motivation chart (the motivation is to read more words each time).

Activity #2 (whole class/independent work time):

Re-reading text to other students:

Give each student a small piece of paper (see sample below):

I promise that _____ read a story to me!

--	--	--	--

-
1. Each student selects a story from their group's reading box (these should include the stories/passages that they have mastered over the last three weeks during small group instruction).
 2. They write their name on the line at the top of the paper strip.
 3. They find a partner and read their story/passage to that partner.
 4. The listening partner signs their name in one of the squares -- as a "promise to the teacher that the other student read the entire story to them".
 5. The listening partner now becomes the reader and reads their story to the other student.
 6. They repeat this until they have each read to 4-6 other students.
 7. Turn in the paper to a "Completed" basket so that the teacher can check.

Activity #3 (small group or whole class):

Whole Group Partner Flag Reading:

1. Each student has appropriate text for them to re-read (see above criteria).
2. Give each partner group a sticky post-it flag.
3. One student is the reader.
4. One student is listening to their partner read. (Optional: Have the listener tally any missed words.)
5. The teacher times for one minute. Say, "Ready Read!" Start the timer.
6. Say "Stop" after one minute.
7. The listening partner puts the flag under the last word the reading partner reads.
8. Repeat two more times challenging the reading to read further than the flag each time.
9. The partners switch. The reader becomes the listener and the listener becomes the reader.

Activity #4 (whole class):

Fluency Friday with Buddy Class:

1. Give primary students three passages on Monday to use for fluency practice all week (these should be passages that they have previously read with accuracy or are able to read with 97% accuracy).
2. The students practice these three passages all week long (e.g., with the teacher, during independent practice, during partner reading, at home, etc.).
3. On Friday, an upper grade buddy class pairs up with the students (buddies are determined and kept the same all year) and times the students for one minute on each passage.
4. The upper grade buddy records the words read correctly in one minute for each passage and determines the middle score.
5. If the middle wcpm (words correct per minute) score exceeds the middle wcpm score from the previous week, the student gets a sticker on their name card that is displayed on a reading bulletin board in the classroom.



Fluency Fridays

Week	1 st read	2 nd read	3 rd read	Middle score	Did Middle score improve? Yes or No
1					
2					
3					
4					
5					
6					

Activity #5 (small group):

Teaching Lesson

Before the Students Arrive:

1. Identify partner pairs.
2. Identify the stories that the children will be reading during the paired practice. Subtract **5** lessons from the lesson they are currently being instructed in. For example, if children are in lesson 85 in Level II of Reading Mastery, then start with story 80. If students are in lesson 17 in Level II, start with story 12 in Level II. You may want to skip stories that students had particular difficulty with (i.e., many word reading errors) as this time is to provide student time to read accurately and with good pace. **If you note students are reading with less than 97% accuracy**, you may want to skip back 5 more lessons (or until students are reading with over 97% accuracy).
* If children are in Reading Mastery, paired practice is appropriate with children currently between lesson 130 in Reading Mastery I and the end of Reading Mastery II or after lesson 65 in Reading Mastery Fast Cycle.
3. Mark the story for the lesson in each of the student folders with a sticky note.

When Working With the Students:

1. Tell the students that they will be reading stories with partners. Tell the students who their partners will be.
2. Direct students to sit with their partners and pass out the folders.
3. Direct students to open to the story for the lesson (marked by the sticky note).

Teacher Initial Re-Read:

4. Give the students the following directions: **“I’m going to read the story to you as you follow along with your finger, and I’m going to make some errors. As soon as you hear me make an error, say “Stop”. What are you going to say when you hear an error? (signal) stop. Then you are going to tell me the right word.”** Read at about a one word per second (or less) pace.
5. Students are to follow the procedure for catching errors following along as the teacher reads. The teacher is to make errors while reading (not more than 3 errors in a story). The children are to say, “stop” when they hear an error.
6. The teacher then says **“Tell me the right word, _____ right _____.”** Then go back to the beginning of the sentence/line and reread the sentence correctly. *Don’t make more than one word reading error in a sentence and no more than 3 for a given story.* Repeat the story and practice until students are successful and firm. Praise children for following along and catching errors.

Partner Re-Read:

7. After reading the story to them, tell the students that they will now read with their partners. If there are more than two groups of pairs (i.e., more than 4 students), identify an “A” and “B” team in order to give directions about which student in the pair reads first. However, if there are only a few students, it may be easier to tell the students who reads first by name.
8. Give the students the following direction: **“The B team (or student name) goes first and reads all the way through. The A team (or student name) follows along. If the reader makes an error, the partner says “stop” and tells the partner the right word. Raise your hand if you are going to read first.** (Monitor responses). **Begin.”**
9. Monitor and provide feedback including praise for reading accurately and catching errors.
10. After the first child has read the story, tell them that it is the partner’s turn to read the story.

Repeat the teaching lesson with new stories each day until partner pairs are successful working independently. After students are successful with the teaching lesson, follow these procedures for the Daily Lesson:

Daily Lesson

(Short Form, After Students Understand Procedures)

1. Place a sticky note on the story for that lesson.
2. Direct student to sit next to their partners and to open to the correct story.
3. Tell the students that you will read the story first and they will listen for errors. Remind them what to do when they hear an error. (“**Tell me the right word? ____, right ____.**” Go back to the beginning of sentence/line and reread with no errors. Remember no more than one error in a sentence.)
4. Read the story while the students follow along with their finger. Do not make more than 3 errors in a story.
5. Direct the students to read with their partners. Monitor and provide feedback when necessary.

Helpful Tips and Hints:

- Students may need explicit modeling and practice with feedback on how to say “Stop” in a polite tone and soft voice. Provide reminders as necessary.
- During initial training you may want to play the “Stick” game (stopping periodically to ensure all students are following along) and providing incentives for actively reading with you

Activity #6 (small group):

Weekly bookmarks for increased motivation during small group instruction:

1. Give students a new bookmark copied on tag board each week (see an example on the following page).
2. During small group skills practice, provide quick individual turns (while other students are whisper practicing skills) and put a star on a “templates” space if students have mastered the checked skills.
3. During small group, have the students practice re-reading a passage selection with accuracy.
4. Provide individual turns (while the other students are whisper reading their selection) to check for accuracy of the student’s reading. Put a star on an “accuracy” space if students have read the selection with at least 97% accuracy.
5. Provide fluency re-reading partner practice for all students after small groups.
6. The teacher rotates through listening to individual students read and gives students a star on a “fluency” space if the student reads the selection with at least 97% accuracy.
7. The students take their bookmark home at the end of each week.

Templates:

____ _
____ _

Accuracy:

____ _
____ _

Fluency:

____ _
____ _

Templates:

____ _
____ _

Accuracy:

____ _
____ _

Fluency:

____ _
____ _

Templates:

____ _
____ _

Accuracy:

____ _
____ _

Fluency:

____ _
____ _

ELL Corner
Effective Literacy and English Language Instruction for English Learners (ELs) in the
Elementary Grades

Institute of Education Sciences (IES) Practice Guide

Background

The Institute of Education Sciences (IES) publishes practice guides in education to evaluate and gather the best available evidence and expertise on the types of systemic challenges that cannot currently be addressed by single interventions or programs.

In sum, practice guides are created by leading scholars to identify and synthesize the most important research in selected fields of education. (IES Practice Guide, 2007).

Summary/Big Ideas

In 2007, IES published the following practice guide regarding ELs. Major current studies regarding best practices with ELs and literacy were synthesized by a panel of experts in the field of literacy instruction and ELs. The practice guide provides information on five big ideas for educators when teaching literacy to ELs. The following big ideas are listed below.

a) Screen for reading problems and monitor progress:

In sum, assess ELs on phonological processing, letter knowledge, word, and text reading early and often. Use the aforementioned assessments to identify which students will require more systematic and explicit instruction. The measures should be in English.

Why? Oral language measures of syntax, listening comprehension, and oral vocabulary do not predict who is likely to struggle with learning to read (Bialystok & Herman (1999); Geva, Yaghoub-Zadeh, & Schuster (2000); Limbos & Geva (2001). Using literacy measures early and often will enable schools to quickly identify students who will require more intensive support.

b) Provide small group reading interventions

In short, provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems as early as possible. The amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. Explicit, direct instruction of the five big ideas in reading should be the primary means of instructional delivery.

What materials should I use?

Use an intervention program with students who enter the first grade with weak reading and prereading skills, or with older elementary students with reading problems (Denton, Anthony, Parker, & Hasbrouck (2004); Gunn, Smolkowski, Biglan, & Black (2002); Vaughn, Cirino, et al. (2006); Vaughn, Mathes, et al. (2006).

c) Provide extensive and varied vocabulary instruction

In sum, provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.

Why?

English learners will benefit most from rich, intensive vocabulary instruction that emphasizes “student-friendly” definitions, that engages students in the meaningful use of word meanings in reading, writing, speaking, listening, and regular review (Carlo et al. 2004); Perez (1981); Rousseau, Tam & Ramnarain (1993).

d) Teach and Develop academic language

To summarize, academic English is the language of the classroom, of academic disciplines (science, history, literary analysis) of texts and literature, and of extended, reasoned discourse.

What do we teach?

Teach structure of the English language, teach structure of narrative and expository texts, and teach grammar skills. Students need practice in using these features in the context of meaningful communication (oral and written), and teachers should create daily opportunities for students to develop oral and written skills (IES Practice Guide, 2007).

e) Schedule regular peer assisted learning opportunities

Ensure that teachers of ELs devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities should practice and extend materials that have been taught.

How?

During the part of the day reserved for English language development, for example, peers would work together on reading connected text to each other and then discuss the text in a structured way. Students could read short passages of text and then practice summarizing the text for a few minutes, using summarization strategies. Or, after reading the text, students could answer questions, generate statements, or use another comprehension procedure, such as “prediction relay,” thinking ahead in the text and predicting what might happen based on the story content to that point (IES Practice Guide, 2007).

This report is available on the IES web site at <http://ies.ed.gov/ncee>