

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 Topics for Grade Level Team Meetings

By now for your monthly meetings have been established to ensure that they run smoothly, and data walls with colored data cards for each student have been set up also. Here is a suggested agenda for your grade level meetings:

- ❑ Review group DIBELS progress monitoring data.
 1. Review DIBELS progress monitoring scores and aimline progress.
 2. Analyze errors from individual DIBELS booklets for each group (i.e., NWF General Performance Pattern Table, attached)
- ❑ Review group in-program assessment data.
 1. Did the students in the group meet the in-program assessment mastery criteria?
 2. Review group pacing schedule and lesson progress. Is the group meeting projected lesson pacing progress?
- ❑ Regroup students.
- ❑ If any groups are not meeting assessment mastery criteria, and/or are not meeting projected lesson pacing progress, modify instructional plans for that group.
 1. Brainstorm possible group instructional strategies that could address any possible interferences/problems (use the Alterable Variables Chart, Healthy Systems Checklist, or the "5 Mores" list for ideas – all are attached)
- ❑ Discuss and Problem Solve any individual student concerns.
- ❑ Professional Development: Continue to follow up on professional development goals during grade level meetings and walk-throughs with your principal.
- ❑ Set Grade Level Targets/Goals for targeted groups and/or students (one to two strategies to try daily with specific groups of students).
- ❑ Determine what coaching support and future professional development is needed.

Lesson Progress Reporting (LPR) Website Update

Many thanks to all of you who joined us for our LPR webinar last month! This system is designed to help with instructional planning by incorporating three critical elements: lesson pacing information, student DIBELS data, and in-program assessment data. Although still a work in progress as we turn our focus on integrating the ability to create instructional focus groups, new and exciting features to the LPR system include:

1. *Individual Student Report (ISR)* that summarizes the following: lesson pacing for all current programs, most recent in-program assessment data, a history of all in-program assessment data, most recent DIBELS data (including progress monitoring data), and a history of the students' performance on all appropriate DIBELS measures.
2. *Data Walls*: Similar to the data walls in your buildings, we currently have data wall reports for grade levels and by classroom teacher. Soon to come are data walls organized by teacher within each grade, as well as by instructional group for each teacher.

For more information, please visit the site at:
<http://orflpr.uoregon.edu>!

New Coaches' Corner

Have questions? Please contact Trish at (541) 346-2063 between 1:00 and 2:00 on November 21st.

Be sure to talk with your RC about an internship in the core, supplemental, or intervention program to familiarize yourself with the curricula.

This is a good month for a District Reading First meeting. Meet with your principal and district team leader to share data and document action plan progress.

Assessment Corner

The NWF Assessment Performance Pattern Sorting Grid (attached) has been modified to align with the article by Harn, Stoolmiller, & Chard (2008) *Measuring the Dimensions of Alphabetic Principle on the Reading Development of First Graders: The Role of Automaticity and Unitization*¹, which focuses on connecting the performance patterns of first graders on NWF to end-of-first-grade oral reading fluency outcomes. Examinations of nonsense words coded into four strategies (e.g., sound reading, sound-by-sound reading followed by blending, partial blending, or whole word reading) revealed that in first grade whole word reading makes a significant positive contribution to oral reading fluency, although partial blending was also seen to be an emerging skill that is prognostic of future ORF progress. According to the authors, "instructionally this could mean that students displaying (whole-word reading skills) in the fall and winter of first grade are more advanced than students without

Student A: Partial Blend

<u>wub</u>	<u>doi</u>	<u>ik</u>	<u>vus</u>	<u>nuk</u>	_/14
<u>ul</u>	<u>zel</u>	<u>feb</u>	<u>wui</u>	<u>hiz</u>	_/14
<u>min</u>	ros	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

vub	doi	<u>ik</u>	<u>vus</u>	<u>nuk</u>	_/14
<u>ul</u>	zel	feb	wui	<u>hiz</u>	_/14
<u>min</u>	<u>ros</u>	kub	<u>jaf</u>	duz	_/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

¹ Harn, B., Stoolmiller, M., & Chard, D. (2008). Measuring the dimensions of alphabetic principle on the reading development of first graders: The role of automaticity and unitization. *Journal of Learning Disabilities*, 41(2), 143-157.

(whole-word reading skills). Teachers can use this information to assist in differentiating instruction to advance these students' reading skills as well as strategically supporting developing recoding skills for other students" (p. 155)

Initially, when students are still performing at the sound level, skill instruction is scaffolded to focus on continuous blending prior to whole word reading. As students become accurate at continuous blending (sound and CVC blending) skill instruction emphasizes whole word reading (e.g, No Peeps, attached). Once students are accurately reading whole words, instruction is focused on building fluency with connected text. It is critical that all of these steps be aligned with the students' small group instruction and do *not* replace instruction in the intervention (replacement core) programs.

Support Pages (sent in separate emails):

- NWF General Performance Patterns grid
- Alterable Variables Chart
- Healthy Systems Checklist
- No Peeps

Instruction

Word Walls

It is important to make sure that Word Walls in the classrooms are used to post irregular words only (words that are NOT decodable). We want to make sure that students have the opportunity to learn and practice those words that they cannot decode. We also want students using their phonics/decoding strategies (i.e., blending strategies) to "decode" the decodable words. Kindergarten and first grade teachers may want to have separate "word family" walls to post words for additional decoding practice.



Based on the Word Wall recommendations above, can you find the words that don't belong?

Story Retell	
 Who Amilaw and Abralaw.	 Problem The Dad painted the grage door blue.
 Solution Amilaw put his white short OR and the blue...	 End Amilaw was happy agin and then Dad impartin to he Amilaw pointed.

Making the Most of Read Aloud Time

During this two-day training for kindergarten through third grade teachers, Dr. Lana Santoro discussed the purpose, structure, and tools that have been used during the 5-year federally funded research study: Read Aloud Project – Promoting Comprehension and Vocabulary. Dr. Santoro discussed and shared with teachers examples and tools that can be used to address the following instructional objectives related to promoting students' acquisition of comprehension and vocabulary skills, including:

- ❑ the importance of identifying text type and how it can be used to inform students of what to do and/or attend to before, during, and after reading
- ❑ provide students with strategies to help monitor their understanding (and what to do if text/vocabulary is not clear)
- ❑ help students think about making connections and using higher-level comprehension skills

Numerous examples and strategies for addressing these instructional objectives were shared. For more information, please visit the Teacher Trainings page of the Oregon Reading First website, the ELL Corner below and/or talk with your RC!

November Enhancement Activities

Kindergarten

- ❑ Make sure that the target sound for each week is clearly displayed as a focus in the classroom.
- ❑ Video and Template practice: Cards #1, 2, 9, 15
- ❑ Observations by Coach: Cards #3, 4, 11



Grade 1

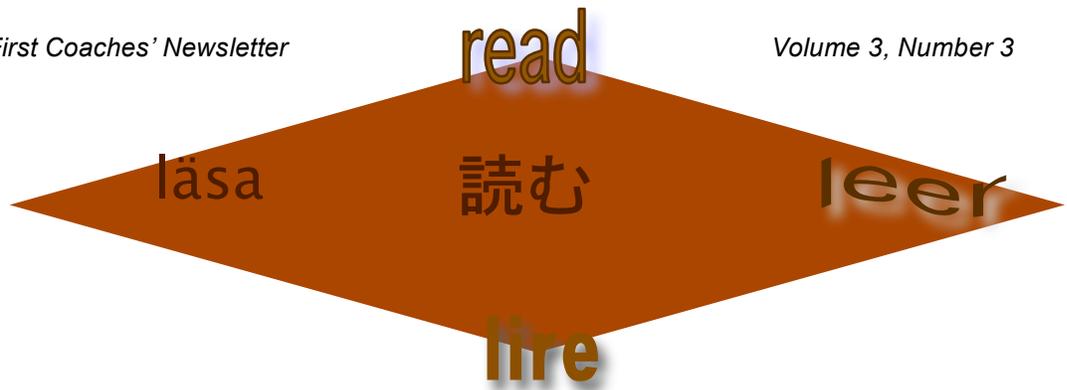
- ❑ Post Word Learning Strategies poster on wall, if applicable
- ❑ Post Comprehension Strategies poster on wall, if applicable
- ❑ Video and Template practice: Card #10 (multi-syllabic words), 15
- ❑ Observations by Coach: Cards #6, 8, 11, 12

Grade 2

- ❑ Video and Template practice: Card #10 (multi-syllabic words), 15, 16
- ❑ Observations by Coach: Cards # 6, 10, 11, 12, 13, 14

Grade 3

- ❑ Video and Template practice: Card #10 (multi-syllabic words), 15, 16
- ❑ Observations by Coach: Cards #10, 11, 12, 13, 14



ELL Corner

Read Aloud “Big Ideas for English Learners”

Why promote Read Aloud instruction for ELs?

- ELs historically have demonstrated low rates of literacy skills.
- Introducing and teaching read alouds help ELs improve vocabulary and comprehension skills (Hickman et al., 2004)

Why teach text structures during Read Aloud instruction?

- Text structures are frames that identify important information and connections between ideas (Dickson, Simmons, & Kame'enui, 1998; Englert & Mariage, 1991, 1992). ELs need to be given frameworks to become familiar with text structures.
- Teach Story Grammar Framework (Narrative texts)
- Teach K-W-L Charts Framework (Expository texts)

Why text focus instruction during Read Alouds?

- Provides structure for ELs
- Facilitates text-based instruction
- Students reflect on storyline
- Increase vocabulary and comprehension skills

Read Alouds: Before, During, & After Instruction

Before Instruction

- Build prior knowledge
- Introducing key vocabulary terms
- Semantic mappings
- Review/Preview content
- Reviewing story frameworks

During Instruction

- Students engage in text
- Ask questions – teacher as moderator
- Have students engage in text structure discussions

After Instruction

- Focus on retells
- Have students engage in activities to demonstrate knowledge of the following: retell of storybook or information text; summarizing; and/or vocabulary review

Upcoming Professional Development sessions

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

11/5/08: Enhancing ERI Word Reading webinar

11/7/08: Module 5* - Differentiated Instruction (Tier 2/3 Instruction)

11/13/08 – 11/14/08: Module 7* - Leadership session with Jo Robinson (Portland)

11/14/08: Brown Bag with Michelle Hosp

11/20/08 – 11/21/08: Module 7* Leadership session with Jo Robinson (Eugene/webinar)

11/21/08: New Coaches' Conference Call

* Modules are Statewide Outreach sessions

Enhancing ERI Word Reading Webinar (November 5, 2008)

One project level goal for the Oregon Reading First center during the 2008-2009 school year is to increase student automaticity in whole word reading. Specifically, we want students to have the skills needed to read VC and CVC words as whole units by the end of kindergarten. For students to achieve this, we have developed enhancements for the widely-used ERI curriculum. These enhancements provide teachers with templates and additional daily lesson maps for lessons 45-96, introducing students to the critical skills of phoneme blending, continuous blending, and word reading.

Brown Bag session with Michelle Hosp (November 14, 2008)

During this session, Michelle Hosp, co-author of *The ABCs of Easy CBM* will discuss curriculum based measurement in the context of spelling, writing, and math and how it can be applied in the upper grades.

Suggestions for Use: One page per grade level (e.g., all first grade); one page per instructional level (e.g., benchmark, strategic, and intensive), or one page per instructional focus group

Nonsense Word Fluency Assessment General Performance Pattern and Instructional Recommendations

Strategy	Sound Only (/f/ /e/ /k/)		Sound by Sound and then Recode (/f/ /e/ /k/ /fek/)		Partial Blend (/f/ /ek/)		Whole Word or Unit Reading (/fek/)	
	<i>Not Accurate</i> (< 90% accuracy)	<i>Accurate</i> (>90% accuracy)	<i>Not Accurate</i> (< 90% accuracy)	<i>Accurate</i> (>90% accuracy)	<i>Not Accurate</i> (< 90% accuracy)	<i>Accurate</i> (>90% accuracy)	<i>Not Accurate</i> (< 90% accuracy)	<i>Accurate</i> (>90% accuracy)
List Student Names (list each student once based on their predominant pattern)								
Instructional Implications	- Focus on accuracy instruction at the letter-sound level - Identify known and unknown letter-sound combinations	- Focus on blending fluency practice at the word level	- Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level	- Focus on blending fluency practice at the word level - Instruction in reading words as whole units	- Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level	- Focus on blending fluency practice at the word level - Instruction in reading words as whole units	- Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level	- Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level
Example Activities	- Continued Phonics Instruction - Fluency with known sounds * 1 Minute Sound Dash * Rapid Read Sounds	- Instruction in continuous blending of CVC words (i.e., Card 9) followed by re-reading the blended words as whole words (i.e., Card 3)	- Continued Phonics Instruction - First, Fluency with known sounds * 1 Minute Sound Dash * Rapid Read Sounds - Instruction in continuous blending of CVC words (i.e., Card 9) followed by re-reading the blended words as whole words (i.e., Card 3)	- Blending practice in reading words accurately as whole units * No Peeps - Fluency with known words * 5 x 5 matrix * Rapid Read Words * Paired Peer Practice	- Continued Phonics Instruction - First, Fluency with known sounds * 1 Minute Dash * Rapid Read Sounds - Instruction in continuous blending of CVC words (i.e., Card 9) followed by re-reading the blended words as whole words (i.e., Card 3)	- Blending practice in reading words accurately as whole units * No Peeps - Fluency with known words * 5 x 5 matrix * Rapid Read Words * Paired Peer Practice	- Continued Phonics Instruction - First, Fluency with known sounds * 1 Minute Dash * Rapid Read Sounds - Then, fluency practice in reading words as whole units * No Peeps	- Fluency building activities in connected text * Repeated Reading Strategies * Partner Reading Strategies

Alterable Variables Chart (Version 2)

Alterable Components	Specific Adjustments				
<i>Opportunities to Learn (Time/ Concentration of Instruction)</i>	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Program Efficacy</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
<i>Program Implementation</i>	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

Oregon Reading First
Schoolwide Beginning Reading Model
Elements of a Healthy System
Checklist

School:

Grade:

Level of Support:

I. GOALS, OBJECTIVES, PRIORITIES	
	Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be mastered and children make adequate progress?
II. ASSESSMENT	
	Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for intensive students?
	Are in-program assessments administered regularly?
	Did grade level teams regularly analyze student reading data (DIBELS and in-program assessments), plan/adjust instruction based on data, and regroup students based on the data?
III. INSTRUCTIONAL PROGRAMS AND MATERIALS	
	Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?*
	Are all necessary materials available in each classroom? For each small group?*
	Are instructors incorporating general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons?
	Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?
	Is the program implemented with fidelity? Are efforts to improve fidelity working?
IV. INSTRUCTIONAL TIME	
	Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)?* Are teachers following the schedule?
	Is additional instructional time scheduled for students who are struggling?*
	Are important activities taught/stressed (e.g., red checks, targets, etc.)? Are instructional priorities well understood?
	Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?
	Are students meeting projections for lesson progress pacing?
	Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?
V. DIFFERENTIATED INSTRUCTION/GROUPING/SCHEDULING	
	Are students grouped homogenously by performance level?*
	Are students grouped based on program recommendations?*
	Are group sizes for small group activities appropriate (i.e., 4-6 students)?*
	Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?
VI. ADMINISTRATION/ORGANIZATION/COMMUNICATION	
	Is a sufficient number of staff allocated?*
	Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?*
	Are the lowest performing students taught by strong, experienced, and well qualified instructors?
	Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?
	Are Title and Special Education coordinated with and complementary to general education reading instruction?
VII. PROFESSIONAL DEVELOPMENT	
	Is ongoing, high quality training provided (i.e., staff received professional development on programs used in classrooms prior to implementation and at least twice after initial training)?
	Are program-specific consultants brought in to observe in classrooms and provide ongoing support and training?
	Are teachers receiving support from the RF coach in the classroom? outside the classroom?
	Are regular inservice sessions developed around implementation issues identified by the coach?
	Do teachers have opportunities to observe model lessons from the coach? from peers? from other schools?
	Are new teachers provided the necessary program training?

* = Structural element

No Peeps

Teaching

1. Model

“ You are going to learn how to sound out these words without saying the sounds out loud. Watch my mouth. I’ll say the sounds to myself. then I’ll say the word out loud.”

Teacher mouths the sounds and then says the word out loud.

“ What word- man”

2. Instructions

“Your turn. When I point to the letters, sound out this word without making a peep.”

3. Focus and think time

Point next to the word and check to see if students are looking.

4. Verbal cue

“ Get Ready ”

5. Pause 2 seconds

6. Single

Loop under the first letter and hold for 1 1/2 sec., then loop under the next letter and hold for 1 1/2 sec.

7. **What word?**

8. Encourage

“All right, you sounded out, -----”