



# Oregon Reading First Coaches' Newsletter

## Assessment Corner

### DIBELS Progress Monitoring

When analyzing DIBELS progress monitoring scores during your October grade level meeting, remember to look at the booklets for error patterns and note whether or not first graders are blending on NWF. If not, this must be addressed now! Instructional Focus Group Formats should be used for differentiating instruction. Also, if intensive first grade students were intensive in kindergarten, start a replacement core sooner rather than waiting to see if they will catch up.

## Instruction

### Dictation Routine

Dictation connects the decoding (reading) process to the encoding (writing or spelling) process by demonstrating that the sound/spelling students use to read can also be used to communicate through writing. Please see the attached dictation routine document to guide dictation practice. This is critical practice that must be provided for students!

### Reading Decodable Text

1. Student engagement with text is critical!
2. Students must be prompted to track the text by pointing under (not over or on) the text with their finger to ensure they are actually looking at the words.
3. Teacher MUST monitor student responses to make sure students are firm on the material and not simply parroting the responses of students sitting near them.
4. Students need to have sufficient practice with word reading (blending) tasks prior to reading the decodable text to ensure they are successful. Students who struggle with reading decodable text need to have opportunities in small groups to read and be monitored more closely by the teacher. This time will increase with the time spent reading during whole-group instruction.

For more information on decodable text, please see Card #11 (Introductory) and Card #12 (Intermediate). We also recommend chapter 12, Passage Reading During the Beginning Reading Stage from the Carnine et al. (2006) text, *Teaching Struggling and At-Risk Readers: A Direct Instruction Approach*.

### 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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#### Support Pages (sent in separate emails):

- Dictation Routine
- Syllabication Routine (enhancement schools)

# October Enhancement Activities

## New Coaches' Corner

The New Coaches' Conference call this month is on October 24, 2008 at 1:00. Dial 1 (800) 977-8002. When prompted, enter 425468#.

Be sure teachers bring their Progress Monitoring information and all in-program assessments (core theme skills tests, supplemental and intervention program assessments – including Read Naturally) to your Grade Level Team meetings to analyze data and make instructional changes.

### Kindergarten

- ❑ Make sure that the target sound for each week is clearly displayed as a focus in the classroom.
- ❑ Video and Template practice during this month's Grade Level Team meeting:  
Cards #3, 4, & 11.
- ❑ Observations by Coach: Card #5.

### Grade 1

- ❑ Discuss and practice new dictation routine (attached).
- ❑ Video and Template practice during this month's Grade Level Team meeting:  
Cards #6, 8, 11, & 12.
- ❑ Observations by Coach: Cards #3, 5, 8, & 9.

### Grade 2

- ❑ Practice Dictation Routine and Review Syllabication (attached).
- ❑ Video and Template practice during this month's Grade Level Team meeting:  
Cards #6, 10, 11, 12, 13, 14.
- ❑ Observations by coach: Cards #3, 5, 7, & 8.

### Grade 3

- ❑ Practice Dictation Routine and Review Syllabication (attached).
- ❑ Video and Template practice during this month's Grade Level Team meeting:  
Cards #10, 11, 12, 13, 14.
- ❑ Observations by coach: Cards #3, 7, & 10.



## ELL Corner



## Template Tips for Tarjetas #8 – 11

### Model, Lead, Test (MLT)

One of the best ways to ensure student success is for teachers to instruct using the MLT format. Why is this important? The MLT format helps students receive appropriate scaffolding support before attempting to provide a response to a given stimulus. Students are given an opportunity to hear, practice, and understand new concepts/skills before ultimately providing individual responses.

### Clear and Consistent Signal

Always remember to use a clear and consistent signal when working with students. Why is this important? Providing a clear and consistent signal elicits timely responses from students. When signals are inconsistent or altered, students have a difficult time discriminating when to respond or when to attend to the teacher's instructions and/or directions. A clear and consistent signal allows students to focus on concepts and not on irrelevant features.

### Error Corrections

Everyone needs feedback! It is much easier to correct errors as soon as they occur than waiting for prolonged periods of time before correcting errors. The more we wait, the longer it will take to correct. Errors should be corrected immediately, swiftly, and with limited teacher talk. Why is this important? This is important because students should always practice academic skills correctly, teachers should always keep pacing in mind while providing instruction (using a perky pace ensures that students are more likely to stay on task), and because limiting teacher talk ensures that more time is devoted to teaching and student learning.

### IDEL Tip

When analyzing IDEL progress monitoring scores during your October Grade Level Team meeting, remember to look at booklets for error patterns and note whether or not first graders are blending on FPS. If not, this must be addressed now!

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

- 10/2/08:** October B-ELL Leadership session  
**10/3/08:** Cohort B Leadership session with Jo Robinson  
**10/7/08:** First Grade Teachers Workshop  
**10/9/08:** Brown Bag session with Wayne Callender (see article on next page)  
**10/16-10/17/08:** Read Aloud session with Dr. Lana Santoro  
**10/17/08:** Adapting Read Aloud content for English Language Learners
- Instructional Support Plans due
  - Action Plan Updates due
- 10/22-10/23/08:** Module 6\* – Getting the Most from Tier 1 & Tier 2: When and How to Add Explicit Instruction to a Core Program  
**10/24/08:** New Coaches' Conference Call  
**10/28-10/29/08:** Module 4\* – Tier 1 Instruction: Using a Core Reading Program / 90 Minute Block

\* Modules are Statewide Outreach sessions



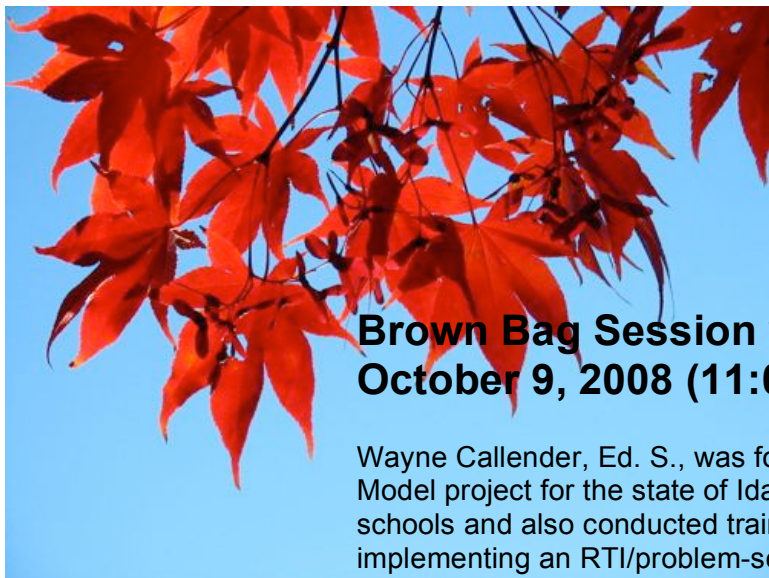
## Upcoming Professional Development sessions

### First Grade Teacher Workshop (October 7th)

During the first part of this workshop Carol Dissen and Maria Randle will provide first grade teachers with practical strategies and tools to use in their classrooms to help more first grade students reach end-of-year benchmark reading goals. The afternoon session will be led by Chris Borgmeier, who will focus on developing behavior support plans to be used during small group and independent work. We are asking that all first grade teachers in Cohort B schools attend this session.

### Making the Most of Read Aloud Time: How to Boost Student Vocabulary and Comprehension Through Text-Based Discourse (October 16<sup>th</sup> – K/1, October 17<sup>th</sup> – 2/3)

The purpose of this session is to demonstrate how classroom read alouds can be used to build student vocabulary and comprehension through strategic text-based discussions. The use of text-focused discourse provides rich opportunities for extending student's understanding of text and its structures, while simultaneously enhancing vocabulary learning and language. Specifically, the session will highlight how to help students identify differences between narrative and informational text, use prompt sheets to retell stories and informational text, strategically talk in "book clubs," learn and use new vocabulary words, and use self-monitoring strategies.



## **Brown Bag Session with Wayne Callender October 9, 2008 (11:00 – 12:00)**

Wayne Callender, Ed. S., was formerly a coordinator of the Results-Based Model project for the state of Idaho. For eleven years Wayne worked in K-12 schools and also conducted trainings and seminars with educators implementing an RTI/problem-solving approach as a means of improving outcomes for students with and without disabilities. He currently serves as consultant to schools in several states and is a certified K-12 building and district administrator as well as a special education director. Dial 1 (800) 977-8002 and when prompted dial 425468#.

## **In Other News**

### **Oregon Reading First Sustainability Study**

The Oregon Reading First Center, in collaboration with the Oregon Department of Education is studying the sustainability of the Oregon Reading First program and the Schoolwide Reading Model in Cohort A schools. We are at the very beginning stages of developing this study and will be soliciting participation from Cohort A schools very soon. Erin Chaparro, Scott Baker, Jeanie Smith and Deni Basaraba are the key members of the research team guiding this project. Next summer a technical report regarding sustainability issues will be available upon request. If you have any questions please contact [echaparr@uoregon.edu](mailto:echaparr@uoregon.edu).

## **Beacon Schools in the News**

More information about Jefferson Elementary, one of Oregon's Beacon schools can be obtained by visiting [kdrv.com](http://kdrv.com) and watching the video entitled, "Jefferson Elementary Received Beacon School Status."

## **Articles and Publications**

In addition to all of your hard work having a direct and positive impact on the students you work with, your efforts are also having an impact on educational research. More specifically, members of the Oregon Reading First Center have recently published the following articles that discuss Oregon Reading First:

- Baker, S., Smolkowski, K., Katz, R., Fien, H., Seeley, J., Kame'enui, E., & Thomas Beck, C. (2008). Reading Fluency as a predictor of reading proficiency in low-performing, high poverty schools. *School Psychology Review*, 37 (1), 18-37.

## Syllable Types

Please categorize the words below by their syllable type. Start by circling the r-controlled vowels and the vowel teams. Sort the words into the first five columns. There are no single syllable words that contain only a consonant-le syllable, so leave the last column blank.





- |         |          |
|---------|----------|
| 1. hat  | 11. take |
| 2. me   | 12. hi   |
| 3. car  | 13. fast |
| 4. boat | 14. race |
| 5. bake | 15. peel |
| 6. ran  | 16. cape |
| 7. stir | 17. he   |
| 8. mail | 18. for  |
| 9. run  | 19. seat |
| 10. go  | 20. fun  |

Closed Syllable	Open Syllable	r-Controlled Syllable	Vowel Team Syllable	Vowel-Silent e Syllable	Consonant-le Syllable
<i>cat</i>	<i>she</i>	<i>star</i>	<i>sail</i>	<i>rake</i>	<i>bot•tle</i>





## Syllable Division Patterns and Types

1. **Circle** all vowel teams, r-controlled vowels, and digraphs.
2. **Divide** to show consonant-le syllables.
3. **Mark** the syllable division pattern under each word.
4. **Divide** the word into syllables. (Remember not to break up digraphs or blends.)
5. **Think about each syllable type** and pronounce each syllable. Check the boxes to indicate the syllable types found in each word.
6. **Pronounce** the word. (Remember there may be a schwa sound in the word or a sound that is not regular. Remember you are getting an approximation.)
7. **Adjust** the pronunciation (if necessary) to get a word you recognize.

Syllable Division Patterns					
vc/cv	v/cv	vc/v	vc/ccv	vc/cccv	v/v

Syllable Types					
		ar er, ir, ur or	oa, ue, ai, ea, ie, ay		
Closed Syllable	Open Syllable	r-Controlled Syllable	Vowel Team Syllable	Vowel-Silent e Syllable	Consonant-le Syllable
Word	Syllable Patterns and Types				
<i>Example: pilot</i>	pi/lot = pi lot v/cv open closed				
1. surround					
2. remember					
3. rubble					
4. village					
5. emergency					
6. concentrate					
7. supervise					
8. fortune					
9. allergy					
10. tornado					
11. radio					

## ADVANCED SYLLABLE SORT

		ar er, ir, ur or	oa, ue, ai, ea ie, ay		
Closed Syllable	Open Syllable	r-Controlled Syllable	Vowel Team Syllable	Vowel-Silent e Syllable	Consonant -le Syllable

Sort the following words in the appropriate categories:

Syllable Division Patterns					
vc/cv	v/cv	vc/v	vc/ccv	vc/cccv	v/v

handle      mistake      haven      spider      behave      prevail  
 locate      super      chortle      motel      middle      labor  
 remain      sunshine      music      turtle      flagpole      student

open/ closed	closed/ consonant -le	r- controlled/ consonant -le	open/ vowel- silent e	closed/ vowel- silent e	open/ r- controlled	open/ vowel team



## Answers

open/ closed	closed/ consonant -le	r- controlled/ consonant -le	open/ vowel- silent e	closed/ vowel- silent e	open/ r- controlled	open/ vowel team
haven	handle	chortle	locate	mistake	super	remain
music	middle	turtle	behave	sunshine	spider	prevail
motel				flagpole	labor	
student						

## Sample Dictation Procedures

Follow along below as your instruction demonstrates some procedures you might use for dictation with students in grades 2 to 3.

### Grade 2 or 3 Strategic and Intensive

1. Remind students that as they try to spell each word, they need to think about the number of sounds (phonemes) in the word and remember that each sound has a spelling (grapheme).
2. State the word. (The word is \_\_\_\_\_.)
3. Ask students to repeat the word. (What's the word? \_\_\_\_\_)

Saying the Word		
	Do	Say
<b>Focus</b>		<i>What's the word?</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Click a clicker, snap fingers, or tap a table bell.	

4. Use the word in a sentence.
5. Ask students to repeat the word again. (What's the word? \_\_\_\_\_)

Saying the Word		
	Do	Say
<b>Focus</b>		<i>What's the word?</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Click a clicker, snap fingers, or tap a table bell.	

6. Ask students to segment the word into phonemes.

Phoneme Segmentation		
	Do	Say
<b>Focus</b>	Hold up a closed fist, fingers facing you.	<i>Say the sounds in _____.</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Every second hold up one finger in a left to right progression from student perspective for every sound in the word.	

## Sample Dictation Procedures (continued)

7. What's the first sound? What's the spelling for /\_\_\_/? Write the spelling.
8. What's the next sound? What's the spelling for /\_\_\_/? Write the spelling. (Continue this procedure until all spellings have been written.)

<b>Saying the Spelling</b>		
	<b>Do</b>	<b>Say</b>
<b>Focus</b>		<i><b>What's the first/next sound?</b></i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Tap fingers in a left to right progression from student perspective for every sound in the word	

<b>Writing the Spelling</b>		
	<b>Do</b>	<b>Say</b>
<b>Focus</b>		<i><b>What's the spelling for ___?</b></i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Tap fingers in a left to right progression from student perspective for every spelling in the word.	

9. Proofread the spelling of the word with students on the board, going over each sound and spelling again, as you write the word on the board.
10. Ask students to correct any mistakes they made by circling the error and writing the correction above.

## Sample Dictation Procedures (continued)

### Grade 2 and up

1. Remind students that as they try to spell each word they need to think about the number or sounds (phonemes) in the word and remember that each sound has a spelling (grapheme).
2. State the word. (The word is \_\_\_\_\_.)
3. Ask students to repeat the word. (What's the word? \_\_\_\_\_)

Saying the Word		
	Do	Say
<b>Focus</b>		<i>What's the word?</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Click a clicker, snap fingers, or tap a table bell.	

4. Use the word in a sentence.
5. Ask students to repeat the word again. (What's the word? \_\_\_\_\_)

Saying the Word		
	Do	Say
<b>Focus</b>		<i>What's the word?</i>
<b>Wait Time</b>	None	
<b>Signal for Student Response</b>	Click a clicker, snap fingers, or tap a table bell.	

6. Ask students to segment the word into sounds (phonemes) in their heads.
7. Ask students to write one spelling for each sound.
8. Proofread the spelling of the word with students on the board, going over each sound and spelling again, as you write the word on the board.
9. Ask students to correct any mistakes they made by circling the error and writing the correction above.