



Frequently Asked Questions

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Colorado Reading First Frequently Asked Questions

READING BLOCK

1. Do all schools have to have a 90 minute reading block? What about ½ day kindergartens?

Yes. All Reading First schools are required to have a minimum of 90 minutes of reading for all grade levels every day. With few exceptions, it will take 90 minutes or more of daily, teacher-directed instruction in the core for each student to master the skills presented. This recommendation is especially important for students below grade-level.

2. What language arts activities can be included in the reading block?

Many teachers are confused about what language arts activities are acceptable to include in reading instruction during the reading block. It is important to note that most core programs were designed to support a 2 ½ hour language arts block, so they include more than reading related skills. Reading First requires that students receive at least 90 minutes of reading-related instruction each day. Instruction on other language arts skills should occur outside the reading time.

There are language arts components that provide direct support for one or more of the five major reading components. This would include spelling, writing, listening and speaking. However, there is more than one aspect to both spelling and writing. Some of the language arts components have a direct relationship to reading instruction in building the reading process and therefore, can be included as part of the reading block. For example:

- Spelling that focuses on letter-sound correspondences is an expansion of phonics instruction.
- Some aspects of writing conventions are an expansion of phonics and spelling.

In contrast, other portions of these language arts components have only an indirect relationship and consequently, should not be included as part of the reading block. As an example, writing composition is an aspect of literacy development with a set of instructional processes that are quite different from those in reading instruction. Instruction in pre-writing, revising, and developing elaborations in learning the structure of the five-paragraph essay is not directly linked to any of the major reading components. However, students that already have developed writing composition skills can use those skills during the reading block to demonstrate their reading comprehension in a written response to reading activity.

3. What is the best way to use paraprofessionals during the reading block?

For the most part, you should have your paras working with your less intensive students. For example, a para may take a small group of strategic kids to provide additional practice on areas that need to be reinforced within the core or monitor benchmark kids while certified teachers work with intensive students. Overall, a certified teacher should be the one to provide most of the direct instruction and to introduce new ideas. The para should be there to reinforce those ideas. However, if your paras have been properly trained in an intervention program, they could provide that instruction, as long as they are working under the guidance of a certified teacher.

Title I guidance on the use of paraprofessionals states that “paraprofessionals providing instructional support must work under the direct supervision of a teacher” [Title I sections 1119(g)(2)(G) and 1119(g)(3)(A)]. A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lessons and plans the instructional support activities the paraprofessional carries out and evaluates the achievement of the students with whom the paraprofessional is working; and (2) if the paraprofessional works in close and frequent proximity with the teacher. As a result, a program staffed entirely by paraprofessionals is not permitted.

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More guidance on Title I paraprofessionals is available at:
<http://www.cde.state.co.us/cdepara/Download/PDF/paraguidance.pdf>

4. What should teachers do with advanced students during the reading block? Can they be moved to the next grade-level core?

If teachers are appropriately differentiating instruction as they should in the classroom and are using a research-based program then there is usually no need to add another program. First of all, remember that DIBELS benchmarks are just baseline skills. In reality, we do want kids above these benchmarks to get ahead of the game, and we need to be challenging and extending them from where they are. However, rarely will you see a reader in K-3 who would not benefit from explicit teaching of the grade level skills and strategies--what we teach is much more than oral reading fluency, nonsense word fluency, etc. The grade level curriculum includes standards or information that "every first grader should know and be able to do by the end of the year" and this curriculum generally includes much more than what we expect with benchmark testing.

Take for instance an above level third grader--the base program is to teach the grade level skills and strategies. If that student already reads above grade level (maybe has a DIBELS ORF of 140-170), then he should still be involved with the core instruction (i.e., reading the basal story, doing the word work) that is provided to all students in the classroom. During small group instruction (when others may be receiving scaffolds for grade level support, and below level kids are getting intervention), the above level students would be reading books from the "challenge" materials--all of the current research based programs were required to provide reading materials to differentiate instruction for all levels of learners. Teachers could also add chapter books focused on the theme and reinforce the skill and strategy being taught that week in the core lessons.

We would absolutely not recommend moving students to another grade level of the program. This would be teaching an entirely different set of skills and strategies. Instead, you should increase the text level through differentiation or small group instruction and then provide opportunities for students to showcase skills through challenge projects and activities. This is why we need a mix of whole class and small group instruction--the small group component is to focus on differentiating instruction to meet specific needs, which includes challenging kids above the core instruction.

It is also important to remember that just because a student is reading above grade-level does not mean that he/she has learned ALL of the requisite skills in that grade-level. Advanced kids often hit a wall in fourth and fifth grade because they have been considered so "advanced" that they haven't been taught many of the grade-level skills that they need.

5. When is it appropriate to use a below-level core?

We do not recommend using a below-level core. Core programs are not designed for acceleration—they are designed so that one grade-level can be completed within one school year. If a student is so far below grade-level that he/she cannot access the grade-level core, then you should be using intervention materials (or a replacement core) with that student. The goal of Reading First is to bring all students to grade-level by the end of 3rd grade. The only way to accomplish this goal with students who are behind is to accelerate instruction.

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6. What are pacing maps and how can we create one?

We strongly urge each school to create a pacing map for the core program to ensure that it is completed in a year's time. The lesson maps could help in doing this, but you need to make sure that you are matching the instruction to your school calendar and the actual number of instructional days in your school year to make sure that all teachers have scheduled adequate time to complete their core programs.

Suggestions for Designing a Pacing Map (Adapted from Tina Peletier)

- The best way to make a pacing chart is to create a worksheet with all the months/dates on one page (refer to Attachment A for an example).
- Go through and cross out all the dates for student nonattendance or any days that you know that reading will not be taught (e.g., vacation, holidays, teacher in-services).
- Use a yellow highlighter to mark all of the testing days/weeks so that you know not to put heavy content in during those days. This is very helpful for grade level teams because it creates a sense of urgency. Upon closer scrutiny, there are often not a lot of instructional days between the start of school and New Year's Day.
- Next, the district has to decide how many days they will allocate to each lesson planner. Somewhere between three days and seven seems to work for most districts/schools.
- Then you just go through the calendar and count out the lessons. It may be wise to leave a day or two here and there for cushion (e.g., unit assessments, catch up).
- Make sure to reconstruct the lesson planner to note the "must do's" and "may do's" in the weekly planner. This will ensure that teachers can cover all of the content within the timeframe.
- In general, it is recommended that districts/schools have "meeting markers," rather than expect teachers to be on the same page on the same day. Different classes will probably have different levels of background-building and re-teaching needs that cause slight shifts in movement through the lessons. For example, a "meeting marker" might be that everyone will finish the story "Wild Shots" by mid November.
- The pacing chart can have a red line that indicates where everyone must be by a certain date. This can help establish a general check in point that can also be linked to any available assessments. This will then support grade-level and building-level data discussions.

7. Do we have to use lesson maps and templates with all students?

The lesson maps are designed to help teachers provide instruction in the core program. While they were designed specifically for strategic students, all students may benefit from this level of instruction. All students need the scope and sequence of skills presented in the core, but if schools can show through their data that they are able to maintain students at benchmark, they do not have to use the maps with those students.

8. Aren't scripted lessons for inexperienced or uncreative teachers?

The primary purpose of scripted lessons is to provide effective explanations of new concepts, to offer appropriate examples of the skill or concept that is being taught, to provide practice activities that directly reinforce instruction, to provide models for appropriate scaffolding and error correction, and to help with pacing. If they are well written, scripted lessons help focus instruction by providing consistent language and maintaining fidelity to the lesson's objectives. While it is true that scripted lessons may be particularly beneficial to less experienced or less knowledgeable teachers, they may also be used effectively by experienced teachers to help them sharpen and focus their instructional language and procedures.

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9. How do we incorporate small group instruction during the Reading Block if we are using the lesson maps?

The organization of the Reading Block will differ depending on site resources. The main alterable variables that schools have to work with are time and personnel, and in order to accommodate small-group instruction, you may need to either increase the time or increase the personnel (e.g., flooding). Some schools may find that they are doing more whole group instruction than in the past, but CRF is certainly not mandating that. The research is very clear that small-group instruction is ideal--particularly for intervention instruction for struggling students. Therefore, schools need to be scheduling some time during the day for this small group instruction to occur--whether it is within or outside of the reading block will depend on the individual school resources and student data.

10. What are the steps in a systematic, explicit, research-based phonics lesson? Does the order matter?

- Phonemic awareness warm-up
- Explicit teaching of sound/spelling(s)
- Blending
- Reading of decodable text
- Word work
- Dictation

Programs may vary in the order of some of these. For example, some programs include word work with the spelling lesson for the second half of Grade 1, not near the phonics lesson, because their phonics and spelling patterns are the same for the week. Some programs alternate dictation and word work, and some include dictation in the band with the writing components. Dictation is not usually found in Kindergarten, and sometimes a PA warm-up is not in grades 2-3.

As to the order, you have to get through the first four parts without a break. It doesn't make sense to do the PA warm-up, teach the sound/spelling(s), blend words, and then go to lunch and try to read the decodable when you get back. Doing word work or dictation prior to reading the decodable is fine, as long as you get to reading the decodable before moving on to something else. These steps all work together to support learning the new sound/spelling(s). If for some reason you are running out of time and cannot get to something until later in the day, leave the dictation or word work for later.

11. The second grade lesson maps gray-out work with glossaries, charts, and dictionaries and other similar study skills activities. Are these skills not important?

The lesson maps are designed to include what should be a priority for the 90+ minutes of reading instruction. Most programs are designed for 2 ½ hours of reading/language arts instruction (180 minutes). You will have a difficult time asking teachers to complete all the reading and language arts components (writing, grammar, spelling, listening/viewing/speaking) in less time than this. The lesson maps are not designed to tell teachers what not to do, but instead, to tell teachers what is the priority for the 90+ minutes of reading instruction. Teachers should allot enough time for the other language arts areas as prescribed by their districts.

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12. When should teachers use decodable text?

Decodable text should be used as a “practice vehicle” for storage of the phonic concepts being taught. Teachers should all know the definition of “decodable”—the decodability is dependent on the skills/concepts that were previously taught. For example, “The fat cat ran” is only wholly decodable if kids have been taught the high frequency word “the”, the short vowel “a”, and the sounds for “f, t, c, r, and n.” If these concepts have been taught, along with blending of sounds in words, then a decodable book with these kinds of sentences would be appropriate for kids to practice and store this information.

Decodable texts are ideally focused in the Mid to Late Alphabetic Stage of reading. They can be used whole group or small group depending on the level of the students, the program, and the connection to instruction. In programs like Read Well or Open Court, they are a critical part of the whole and small group instruction. In programs like McGraw-Hill, Harcourt, or Houghton, they can be used more flexibly according to student need.

13. What are leveled readers and how should they be used?

Leveled readers are books that have been determined to be at a level that a student can read accurately with a high degree of independence. This requires accurately matching the student’s reading skills and strategies with the difficulty of the book. In order to do this, it is necessary to know on which skills the student has gained mastery and on which skills s/he still depends on teacher instruction. The student is then given books to read with little assistance in which no skills are required that s/he has not already mastered. Reading widely in material in which a student is reading accurately is a good way to build fluency.

A problem occurs when leveled books are used in an attempt to introduce and teach skills. Placing children in books for which they do not have the necessary knowledge and skills does not help them gain new knowledge and skills. Most students need explicit instruction in order to gain skills. It is necessary for a teacher to be in charge of that instruction.

In summary, leveled books, either alone or as part of a comprehensive program, can be an effective way for students to practice the skills they have already mastered. With proper use, they may help students gain fluency in connected text.

14. Can leveled readers be used during the 90 minutes?

That depends on the source for the leveled readers—the leveled readers that come with the program (e.g., the Books for All Learners in Harcourt) can and should be used in small group for differentiation of practice with the skills taught in the lesson. So kids who are above-level would read the challenge readers, etc. . Where it gets problematic is for the kids below level needing to work on phonic gaps. Teachers have to be very in touch with the skills and strategies necessary for kids to read these books even for practice. Sometimes it is better to then stick with repetition with the decodable books until gaps are filled.

15. Can other leveled readers, not from the core be used during the 90 minutes if they are aligned with what has already been taught?

Generally, we would advise teachers not to step outside the program. If they have all the resources that came with it, they should exhaust all of the resources within the program first before looking for resources outside. Other sources of leveled text at the site (books in “book rooms” such as Rigby, Wright Group, etc...) are best used in Social Studies or Science instruction as connected text to a theme for the purpose of extending vocabulary etc., outside the 90 minute block.

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INTERVENTION

16. How do replacement cores and intensive intervention materials differ? Do we have a list of replacement cores?

In order to qualify as a replacement core, the program will need to address all five components. While all replacement cores will be intensive intervention programs, not all intensive intervention programs could function as a replacement core. Replacement cores are “comprehensive intervention programs” while many intensive intervention programs are just meant to supplement the core.

The term “replacement core” refers to an intensive intervention program that is used to accelerate student progress and bring students to grade-level reading achievement. Use of a replacement core program can play an important role in preventing failure for students with severe language and literacy delays. Replacement core programs are characterized by teacher presentations that are carefully structured for clarity, presentation of new information at a realistic rate for the child’s instructional level, and provision of daily practice and systematic review. The intent is to accelerate learning so that they can participate in the core program again. Replacement core programs include a strong program assessment system that allows students to be placed at the point in the program that best matches their skills. The close match between the assessment and the program also makes it clear when students are not mastering skills as they are taught. Instruction can be slowed down and lessons re-taught to ensure mastery. Finally, the program assessments enable students to skip unnecessary lessons and accelerate when they are mastering skills so that they can reach grade level as quickly as possible.

17. Do all intensive kids go to the replacement core?

This really depends on your data and the specific needs of your students. Students who are intensive because they have a hole in one or two areas may still be able to benefit from the core program with additional instruction in a targeted intervention program. Other students may need intervention in many different areas.

It may also differ by grade level. Intensive students in grades K and 1 may be able to make progress in the core, whereas intensive students in grades 2 and 3 may need a more rigorous program in order to catch up. The goal of any intervention is to accelerate students back to grade-level. The important thing to remember is to use your data to determine which programs will best meet the needs of students.

18. Do we have to have a replacement core?

Not necessarily, but once again, this depends on your data and the specific needs of your students. Students who are significantly below grade-level will require more intensive instruction than their higher-performing peers. Teachers may find it possible to provide more intensive instruction using the grade-level core materials and by scheduling additional small group instruction, making presentations more explicit, and adding extra practice exercises (especially in kindergarten and first grade). If there is clear assessment data showing that children are moving to grade-level benchmarks with their grade level materials and additional intervention then a replacement core may not be necessary. However, when this approach is not realistic and/or is not resulting in sufficient student progress, a replacement core may need to be considered. Second and third grade teachers are much more likely to find instruction in grade level materials problematic because of the increased gap between struggling students’ skill levels and the instruction available from the grade level core program. Use of a replacement core program can play an important role in accelerating the learning of students in these situations.

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19. Who should be teaching the replacement core and/or intervention program?

This will depend on the individual school schedule and available personnel. It could be the classroom teacher but may also be the SPED or Title teacher. However, whoever is teaching these programs will need to have received proper training in the use of the materials. It is recommended that your best literacy teacher deliver instruction to intensive students.

20. Can kids stay in the regular classroom for vocabulary and comprehension instruction and then leave for the replacement core?

This really depends on the specific needs of the students and the individual school schedule. Many students will benefit from access to the grade-level vocabulary and comprehension instruction—these students may stay in the core for this instruction and then move to a replacement core. On the other hand, a comprehensive replacement core will provide vocabulary and comprehension instruction, so it might not be necessary to have them in the core at all. In most cases, you would not want students to be included in the PA/Phonics portions of the core and then move to a replacement core, since the introduction of these skills will likely differ between programs. Once again, these decisions should be made based on the data and needs of individual students.

21. Can we purchase intervention materials that are not on the CRF list?

We are encouraging schools to implement the core program with the additional support of the lesson maps and templates. Additional intervention materials may be needed for some strategic and intensive students (K-3), and a replacement core may be required for some intensive students (2-3). We are asking that schools be very strategic in their choice of these materials and begin with the list provided during the February 15 S/I webinar. Having an over-abundance of instructional materials is often more harmful than helpful as it will very likely lead to a layering of programs that are not directly correlated to the systematic instruction in the core. If schools want to purchase intervention materials that are not on the list, they should work closely with their regional consultant in making that decision and submit a review of the program to CDE prior to purchase.

22. Can we use computer-based intervention programs?

Computer programs are likely not the best use of the 90 minutes or the required 30-60 minutes of intervention instruction -- software should not take the place of direct teaching. The National Reading First Technical Assistance Center states that “computer programs are not yet well-developed enough to be depended on as the major source of intervention for our most struggling readers.”

Colorado Reading First Frequently Asked Questions

ASSESSMENT

23. What is the recommended time frame for progress monitoring intensive and strategic students with DIBELS?

- *For low benchmark students*, we recommend monitoring more frequently to ensure that they do not slip into the strategic needs category (1-2 times per month).
- *For strategic students*, we recommend monitoring 2-3 times per month on the measures where the student is having difficulty.
- *For intensive students*, we recommend monitoring 3-4 times per month on the measures where the student is having difficulty, though that can be increased to once per week if necessary.

24. Are all students benchmarked at grade level?

Yes. Benchmarking must be done using a student's current grade level booklet. Progress monitoring can be done off-level.

25. What do we do about benchmarking new students with DIBELS?

For the initial (fall) benchmarking

Students that begin school after the window closes should still be screened. However, new students' data should not be entered as benchmark data, but rather as progress monitoring data. This will enable teachers to make instructional decisions for that student, while keeping the benchmarking data clean.

For new students who arrive right before mid-year (winter) or end-of-year (spring) benchmarking

Go ahead and test and report them like any other student. These new students won't be picked up in the Summary of School Effectiveness Reports, which are the reports looked at by CDE, because they need two benchmark periods. So, it won't work against you to test and report them, and it will allow you to get a benchmark for them to use for instructional decision-making.

26. How do you determine if a student is making enough progress to meet the next benchmark goal? Is there a month by month target?

The best way to determine if a student is making enough progress to meet the next benchmark is to graph student performance. In the graph, draw a line from the baseline data point (Fall DIBELS data) to the benchmark goal for end-of-year (Spring DIBELS data). This gives you a goal line that provides feedback on later progress monitoring data. Each time you progress monitor, add the next data point and determine if the score is above or below the goal line. The general rule of thumb is that if there are three data points in a row below the goal line, a change in intervention is recommended. If the data points hover around the goal line, the student is responding well to the intervention and should meet the end-of-year goal. *Note: The DIBELS website progress monitoring feature creates these graphs automatically for you.*

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27. Why would you use off-level DIBELS measures with a student?

The purpose of using off-level progress monitoring is two-fold: first, off-level tests can provide a quick way to dig deeper to see where a student is struggling; second, off-level progress monitoring provides a more sensitive way to measure whether interventions are having an effect. Students significantly below grade-level may be responding to an intervention but be so far behind that improvements do not show up with their own grade-level progress monitoring. Using the off-grade tests can provide a more sensitive measure to pick up on these gains. However, even when progress monitoring with off level measures, you should use a student's own grade-level progress monitoring booklets occasionally to check their progress towards grade level.

28. What measures should we use to progress monitor students who are not performing at grade level or near the DIBELS benchmarks?

While there is no specific answer for this question, here are a few things to consider:

- *Does the student have other essential early literacy skills?* By administering the Nonsense Word Fluency (NWF) or Phoneme Segmentation Fluency (PSF) measures you would quickly determine if these are areas affecting the student's current reading performance. Other informal diagnostic assessment tools (e.g., CORE Phonics Screener) would also be helpful for targeting the focus of intervention.
- *What is the focus of the intervention the child is receiving?* If the intervention focuses on building accuracy and fluency in reading, then using ORF would be appropriate. If the intervention is building phonics skills, the NWF measure may also be appropriate. If the intervention is building both skills simultaneously, then it may be appropriate to use both measures.
- *How far away from the benchmark is the child's performance?* If the child is reading 10 words correct per minute at the beginning of second grade, you may want to use first grade progress monitoring materials. However, remember that the goal of the intervention is to make progress on grade-level material, so regular assessment using grade-appropriate material would provide you the data you need to see if the child is making enough progress to meet his/her second grade reading goal. For example, with students significantly below grade level, you can use off-level progress monitoring to monitor progress on weeks 2 and 4 and then use their own grade-level progress monitoring on week 6. This way you can monitor whether the interventions you are implementing are having an impact with the more sensitive instrument, the off-level test, while still touching base with the progress they are making towards the ultimate goal of reaching grade level.

29. How do you decide which ELL students get tested with DIBELS?

Because DIBELS is not used as a high-stakes assessment, we encourage schools to test all of their students and enter them into the system.

30. What are the approved accommodations for the DIBELS measures for students who are English Language Learners (ELL) or for other students?

Dr. Roland Good has provided guidelines and examples of accommodations within the Administration and Scoring Guide of the 6th Edition DIBELS on pages 44-47 (available at: <http://dibels.uoregon.edu>). For students who are ELL, the manual states: *A child with limited English proficiency may be provided with the directions in their primary language. For example, to assess a child's early literacy skills in English, directions for the task may be provided in Spanish and stimulus items presented in English.*

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31. What can we use as an informal diagnostic assessment for comprehension? Do we need a diagnostic reading comprehension?

What seems to be most effective in guiding instruction in the area of comprehension is a combination of the oral reading fluency targets (DIBELS), program unit and/or theme assessments, and informal teacher observation. Tests such as the DRA seem to give a false read on where kids really are--they tend to inflate the actual skills, as they are more focused on assessing for strategy use as opposed to independent application of foundational skills. DIBELS and DRA also don't line up very well, leaving teachers confused as to where kids really are.

PROFESSIONAL DEVELOPMENT

32. What conferences or trainings are approved for formal PD?

In order for any conference or training to qualify as formal PD, it must fit into the school's PD plan. A template for a PD plan was given to all principals in September 2005 and is also available online. Part of this plan includes defining the objectives of the PD opportunity, showing the data to support the need for it, and determining how it will be evaluated. A school's leadership will need to determine whether a specific training fits the PD needs of the teachers based on these requirements. Remember that you want to be building your PD plan around student level data, not just teacher surveys.

33. What books are approved to use for book studies?

CRF does not have an "approved" list of books to use for book studies, although we do have a list of suggestions in our Formal PD Policy brief which is available at: http://.cde.state.co.us/coloradoliteracy/crf/downloads/prodev/PD_PolicyBrief.pdf
Book studies, like any other Formal PD, need to address identified needs based on an evaluation of your data.

34. Does formal PD have to be delivered by someone outside of the school?

Formal PD does not necessarily have to be provided by someone outside of the school. If someone inside the school has the expertise to do the PD, then the internal person can do it. However, schools are discouraged from using internal people for all formal PD - no more than a quarter of the 20 hours (5 hours) should be delivered by an internal person.

CRF recommends using outside experts, who are knowledgeable about scientifically-based reading research, for at least half of the 20 hours of required formal PD because a carefully selected expert can provide fresh ideas and learning opportunities grounded in research for all participants.

35. Can the literacy coach deliver formal PD to our staff?

Yes, your literacy coach can do this. However, the coach's role is to focus on informal professional development and coaching. In fact, 75% of the coach's time should be spent in these two areas. Preparing and delivering formal professional development will detract from the coach's ability to coach teachers, which is his/her primary role. Also, gaining perspective and knowledge from an outside expert will allow coaches to become actively involved in the learning process alongside their peers.

Pacing Schedule 2006-2007 School Year

School _____ Grade _____ Reading Program _____

	M	T	W	TH	F	Pacing Highlights
August		1	2	3	4	Write in the week and the lesson or story from the anthology. Each of these blocks highlight the content for these weeks.
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
September					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
October	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
November			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30		
December					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
January	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			
February				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28			
March				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
April	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					
May		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
June					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

□ = First & Last Days of School Δ = Beginning and Ending of Unit/Theme □ = Data Collection Days // = School Closed
 Yellow = CSAP Green = DIBELS Blue = BEAR Pink = End of Unit/Theme Red/Orange = Meeting Markers