



COLORADO DEPARTMENT OF EDUCATION COLORADO READING FIRST

TOUCHING BASE

JANUARY 12, 2007

PUTTING PROVEN METHODS OF READING RESEARCH IN THE CLASSROOM TO INCREASE
STUDENT ACHIEVEMENT ACROSS THE NATION

CRF SCHOOLS HONORED AS TITLE I DISTINGUISHED SCHOOLS

Shanner Elementary Honored as National Title I Distinguished School

Shanner Elementary, a Colorado Reading First school in Holly School District RE-3, was recently recognized as the National Title I Distinguished School for Closing the Achievement Gap between students eligible for free or reduced lunch and those that are not eligible. Shanner demonstrated a decrease in the achievement gap of 8.54%. Congratulations!



Shanner Elementary Award
Presentation

Regional Title I Distinguished Schools

In addition to one nationally recognized school, several regional Cohort 1 and Cohort 2 Colorado Reading First schools recently received Title I Distinguished School awards for Closing the Achievement Gap.

Pioneer Elementary

Pioneer Elementary School in Fort Morgan Re-3 is the Regional Title I Distinguished School for the North Central Region. This school was identified for its outstanding results in Academic Achievement for Title I students. The school has already exceeded the 2012-2013 AYP goal with a 98.75% proficiency in reading and a 99.18% proficiency in math. The school has an 83.20% poverty rate.

Nisley Elementary

Nisley Elementary School in Mesa County Valley 51 is the Regional Title I Distinguished School for the West Central Region. This school was identified for its outstanding results in Academic Achievement for Title I students. The school has also already exceeded the 2012-2013 AYP goal with a 94.72% proficiency in reading and a 95.86% proficiency in math. The school has a 72.64% poverty rate.

Burlington Elementary

Burlington Elementary School in Burlington Re-6J is the Regional Title I Distinguished School for the North East Region. This school was identified due to its outstanding results in

Closing the Achievement Gap between students eligible for free or reduced lunch and those that are not eligible. The decrease in gap was 9.69%.

Washington Elementary

School in Lamar Re-2 is the Regional Title I Distinguished School for the South East Region. This school was identified due to its outstanding results in Closing the Achievement Gap between students eligible for free or reduced lunch and those that are not eligible.

As previously noted in the December Touching Base,

Mancos Elementary

School in Mancos Re-6 is the Regional Title I Distinguished School for the South West Region. This school was identified due to its outstanding results in Closing the Achievement Gap between students eligible for free or reduced lunch and those that are not eligible.

Congratulations from the Colorado Reading First team to all these schools!

SPECIAL POINTS OF INTEREST

- *Colorado Reading First Schools receive Title I Honors!*
- *Colorado Reading First Teacher Receives National Honors!*
- *Do your Kindergartners know their letters?*
- *Data dialogue and DIBELS Questions*
- *CRF Success Stories!*
- *CRF Calendar — Know what's coming up*

INSIDE THIS ISSUE:

CRF TEACHER HONORED	2
PROFESSIONAL DEVELOPMENT	2
ONLINE COURSES	3
DATA DIALOGUE	3
ASSESSMENT FAQs	3
SUCCESS STORIES	4
CRF CALENDAR	4



Sheila Perez, Title 1
Distinguished
Teacher

CRF TEACHER AWARDED TITLE 1 NATIONAL HONOR

Colorado Reading First would like to congratulate Sheila Perez, this year's recipient of the Title I Distinguished Teacher award. Mrs. Perez is a 3rd grade teacher at Spann Elementary in Pueblo 60, a Colorado Reading First school. Mrs. Perez was

nominated for the award by the school's Principal, Charlotte Macaluso, Lindamood-Bell Learning Process facilitator, Geri Lane, and Reading First coach, Tammy Neal. They stated that "Mrs. Perez motivates students through her own enthusiasm for learn-

ing and teaching." Mrs. Perez said she couldn't accomplish what she does without the support of people at Spann. In addition to recognition, Mrs. Perez received \$5,000 to honor her achievement. Congratulations on such a wonderful award!

"READING IS
TO THE MIND
WHAT EXERCISE
IS TO THE
BODY!"

~JOSEPH ADDISON~

DO YOUR KINDERGARTENERS KNOW THEIR LETTERS?

How much time are you spending with your Kindergartners on letter naming? If you aren't spending a portion of your day in whole-group and small group letter naming activities, you may want to evaluate your reading time.

This is certainly not a requirement of CRF, but according to the text, *I've DIBEL'd, Now What* by Susan L. Hall, researchers who work in this area found that children who did not know letter names had more difficulty learning letter sounds. Knowledge of letter names is also strongly

related to the ability to remember the shapes of written words. We also know that letter names are closely related to the letter-sound relationships. Therefore, knowing the letter names helps children associate shapes with written words and sound with letters.

Hall notes that, "Letter naming knowledge has long been recognized as a potent predictor of later reading ability... Children who experience reading difficulties in first grade and beyond are commonly found to lack secure

skills with letter naming and alphabetizing."

The Colorado Reading First team encourages you to review your letter naming activities and potentially incorporate more of these into your daily lessons.

You can learn more about letter naming activities in the book *I've DIBEL'd, Now What* by Susan L. Hall and at the Florida Center for Reading Research website at <http://www.fcrr.org/Curriculum/studentCenterActivities.htm>.



April Conferences are part of Colorado Reading First Professional Development Requirements.

APRIL CRF CONFERENCE—SAVE THE DATE

It's hard to believe but the April Colorado Reading First Conferences are just around the corner. There are three locations scheduled for these one-day conferences. Content includes:

- *Strategies for ELL Students presented by Maria Elena Arguelles
- *Teaching Reading Essentials/

Accelerated Instruction

- *Strategies for teaching multisyllabic decoding for 2nd and 3rd graders

- *Strategies for teaching decoding/phonics for Kindergarten and 1st graders

- *The Power of Data Analysis

Each session will be offered three times throughout the day

so you can choose the sessions that will best meet your needs.

Conference dates are:

April 13, 2007—Denver

April 16, 2007—Colorado Springs

April 27, 2007—Pueblo

Watch Touching Base for more information!

ONLINE LEARNING COURSES

The Colorado Reading First online courses are all undergoing revisions based on your feedback at the Fall CCRAs.

The first round of revisions focused on the Comprehension and Vocabulary courses. These courses were updated in early December. In addition to some minor content updates, we also added print versions to each course.

The next course due for revisions is the Assessment and Data course. The updates to this course are a bit more time intensive, but the outcome will be well worth the effort. Ideally this course would have been out at the end of the year, however, to ensure the quality of the course, we are conducting final reviews and edits. We will announce the release of

this course in Touching Base.

We have started revisions on all other courses and will be excited to re-release those this spring as well.

If you have any questions or concerns about the online courses, please contact Colleen O'Neil at 303-866-6672 or email at oneil_c@cde.state.co.us.



~
Watch future editions of Touching Base to learn about the updated online courses!
~

DATA DIALOGUE: MULTISYLLABIC WORDS

2007 is upon us and we are quickly headed to February and the third grade CSAP. Based on a Colorado Reading First external evaluation report on December 4, 2006, 76% of our third graders need intervention with multisyllabic words. This data is based on responses from 31 of 43 Cohort 2 principals.

Remember that to decode

multisyllabic words, children must be able to divide the words into recognizable chunks. To some children this comes more naturally than to others because they can more readily identify syllable boundaries. For the children who don't easily identify these boundaries, they need training in dividing words according to syllables. You can help students do this by teaching

them to look for prefixes and suffixes they recognize and then only apply syllabication to the base or root word. Point out how common it is for the VC/CV pattern to appear in English words.

For more strategies, reference the text *I've DIBEL'd, Now What?* Also, don't forget to ask your CRF Regional Consultant for suggestions!

TOUCHING BASE
RECEIVED A
MAKEOVER FOR
THE NEW YEAR!
SEND THE CRF
TEAM YOUR
FEEDBACK AND
IDEAS BY
EMAILING TERESA
KALBER AT
[KALBER_T@CDE.
STATE.CO.US](mailto:KALBER_T@CDE.STATE.CO.US)

DIBELS FREQUENTLY ASKED QUESTION

Q: What happens if a student is reading NWF text sound-by-sound and then blending but is inaccurate in either step?

A: Whenever a student gives a correct letter sound response in NWF, the student receives a point. If the student goes back, and reads the whole word incorrectly, that is counted as an addition and ignored in scoring. The stu-

dent's score will be affected, however, because the student used time when saying the incorrect blended sounds. An example is a student who reads *pev* as "/p/ /e/ /v/" and then says, "pav." The score would be three points because the letter sounds were read correctly. When the student reads the entire word and uses the incorrect vowel sound, it negatively

affects the score by taking up time to say the whole word, but no points are subtracted. If the word is *pev*, and the student were to say "/p/ /a/ /v/" and then say, "pev," the score would be three points because the word was ultimately read correctly, even though the phoneme given for the /e/ sound was incorrect when the student read sound by sound.



DIBELS WINTER BENCHMARK CLOSES JANUARY 12, 2007. DATA DUE JANUARY 19, 2007.



COLORADO DEPARTMENT OF
EDUCATION
COLORADO READING FIRST

Competitive Grants and Awards
Colorado Reading First
1560 Broadway, Suite 1450
Denver, CO 80202-5149

Phone: 303.866.6627

Fax: 303.866.6647

E-mail: tkalber@cde.state.co.us

WE ARE ON THE WEB!

[HTTP://WWW.CDE.STATE.CO.US/
CDECOMP/RF_HOME.HTM](http://www.cde.state.co.us/CDECOMP/RF_HOME.HTM)

PUT **READING** FIRST!

SUCCESS STORIES

The Colorado Reading First team is hearing success across the state! We know teachers, coaches, principals, and students are working hard to achieve reading success. This section outlines CRF success stories. We are always looking for great stories to share with the rest of the CRF team. Please email us your success stories. Send them to:

Sandra Nance at nance_s@cde.state.co.us or Colleen O'Neil at oneil_c@cde.state.co.us.

Platte Valley Elementary Success Story

The following is an email from Henry Armkncht at Platte Valley Elementary:

Thank you to you and all CRF staff for helping us and our kids. I just got to hear our Kindergarten students read to me last week. They have been reading for over a month, but it took me this long to find time to sit down and read with them each individually. It is always the best day of my school year when I get to sit down with the K-kids to listen to them read.

Thank You,
Henry Armkncht
Platte Valley Elementary

CRF PROFESSIONAL DEVELOPMENT CALENDAR

January 2007



Ongoing PD Events

~Online courses for new and veteran CRF teachers.

~CRF Regional Consultant visits schools.

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12 DIBELS winter benchmark window closes	13
14	15 Principal training at Pagosa Springs Elementary (8-4)	16 Principal training at Bill Metz Elementary (8-4)	17	18 Principal training at Johnson Elementary (8-4)	19 DIBELS winter benchmark data due	20
21	22	23	24	25	26	27
28	29 Principal training at Pike Elementary (8-4)	30 Principal training at Webster Elementary (8-4)	31 Principal training at Baca Elementary (8-4)			