



COLORADO DEPARTMENT OF EDUCATION COLORADO READING FIRST

TOUCHING BASE

JULY 27, 2007

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

CRF SUMMER CONFERENCES

The CRF Summer conferences are underway! We look forward to seeing you!

The first day is for New CRF staff, and optional for returning CRF staff. The second day is required for ALL CRF staff.

Registration is from 7:00-8:00 a.m. and the sessions begin at 8:00 a.m. for both Day 1 and Day 2 events.

The remaining dates and cities for the conferences are as follows.

[July 30-31 Colorado Springs](#)

The Broadmoor
1 Lake Avenue

[August 6-7 Pueblo](#)

Pueblo Convention Center
110 W First Street
Pueblo, CO
719-542-3200



[August 9-10 Alamosa](#)

Adams State College
208 Edgemont Blvd.
Alamosa, CO
(exact room/building to be announced).

Visit the CRF website at www.cde.state.co.us/cdecomp/CRF/cohort2/Registration.html for agendas and ongoing updates.

The line-up of professional development presenters includes:

A. Denise Conrad is recently retired as Director of Special Education and Student Services for Great Falls Public Schools in Great Falls, Montana with past experience as a teacher and administrator in both regular and special education.

Tara Ferriter-Smith is currently an Instructional Strategies Specialist in the Special Education Division for the state of Montana's Office of Public Instruction.

Debbie Hunsaker, M.A., is the Reading First Program Director for the Office of Public Instruction in Montana.

Barbara Johnson has recently retired from the

Billings, Montana School District and now works as a Montana Reading First Specialist.

Phyllis Gamas, M.Ed., is a highly sought after educator who teaches critical instructional and management skills to principals, teachers and paraeducators.

Angela Przychodzin, M.Ed., is a special education field experience supervisor and lecturer at Eastern Washington University.

Neilia Solberg is an educational consultant for school districts presenting effective writing and reading instruction.

Rhonda Siemens has spent 15 years as a classroom teacher, reading coach, and is now working as a Reading First Specialist for the State of Montana.

Kim Marcum, M.Ed., is a full-time educational consultant and national presenter.

Yolanda Westenberg is a national trainer for Step Up to Writing and Six Traits of Reading.

SPECIAL POINTS OF INTEREST

- *Important Dates for 2007-08*
- *Online Updates*
- *CRF Calendar- See what's coming up!*

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“A TEACHER
AFFECTS
ETERNITY; HE
CAN NEVER
TELL WHERE HIS
INFLUENCE
STOPS.”
~HENRY B. ADAMS~



IMPORTANT DATES FOR 2007-08

DIBELS

Fall Benchmark

The date for the Fall DIBELS window will be determined in the following way. The testing window opens one week after school starts. Schools will have two weeks to administer DIBELS and then one week to enter the scores.

As an example:
ABC school starts August 13.
The DIBELS window opens August 20.
DIBELS is administered through August 31.
The data is due September 5.

Winter Benchmark

January 7-18, 2008: DIBELS window

January 25, 2008: Data due

Spring Benchmark

April 7-18, 2008: DIBELS window

April 25: Data due

BEAR

April 28-May 9, 2008: BEAR window

May 16, 2008: Data due

Action Planning

September 14, 2007

February 22, 2008

New Coaches Training:

August 21, 2007 Denver

Core Training-Coaches: Denver

October 16, 2007 Open

Court

October 17, 2007 Harcourt

October 18, 2007 Houghton Mifflin

October 19, 2007 Macmillan

Principals, Coaches and Regional Consultants:

September 25, 2007 Denver

February 5, 2007 Colorado

Springs

Spring CRF Conferences

April 16: Denver

April 17: Colorado Springs

April 18: Pueblo

ONLINE COURSE RECOMMENDATIONS FOR PRINCIPALS

Colorado Reading First courses recommends that all principals complete the following online courses, in addition to the book study, *The Reading Process*:

- The Reading First Classroom - Due October 19, 2007
- Assessment - Due January 18, 2008
- Course of Choice (2 required) Fluency, Comprehension, Phonemic Awareness, Vocabulary, or Phonics - Due March 21, 2008

To enroll in the courses, email the following information to onlinelearning@cboces.org.

- Name
- Job Title – *please be specific*

and include the predominant grade level(s)

- School District
- School
- Work Address

- Work phone
- Email: work or personal
- Last 4 digits of your social security number

Please note: your access to the 2006-07 courses does not mean the automatic enrollment into those courses for the following year.

To enroll in the new courses, you must email the information to:
onlinelearning@cboces.org.



A Summer School Success Story

“There is a boy in our Summer School Read 180 program who started the program as a child with no friends, who played four hours of video games a day in the hotel room his family is currently staying in. He now has a library card and is a voracious reader, and has made two friends in the program. One of his teachers told me he read five books over this past weekend.”

BOOK STUDY: THE READING PROCESS

The final Reading First professional development course will be a book study on the reading process rather than an online course.

It will be based on David Sousa's book *How the Brain Learns to Read*, an informative and readable analysis of the research and process of reading. The book costs about \$40. We recommend that you purchase at least one

book for every two teachers.

The book study is designed to take place for one and a half hours per week over a ten week period, although you may choose to structure the course differently. So that Colorado Reading First can document that all CRF teachers have taken the course, you will need to register and take the end-of-course assessment online.

The book study and accompanying Facilitator's Guide will be available in August.

You may pre-register for the book study through CBOCES at <http://online.cboces.org>. The course should be completed no later than March 15, 2008.



THE BIG IDEAS

Proficient reading consists of five major skills, or big ideas. The Five Big Ideas in beginning reading include:

- Concepts of print/
Phonemic Awareness
- Phonics
- Fluency

- Vocabulary
- Comprehension

When these five skills are taught in a *logically progressive sequence*, early skills help students to learn and use the later-taught skills. This leads

to accurate, rapid reading with comprehension and enjoyment. The Big Ideas are the basis for curriculum and instruction. Read more about the Big Ideas for K-3 at the end of this Touching Base.

SUGGESTIONS FOR
THE 2007-08
TOUCHING BASE?
EMAIL DELLA
SHORMAN AT
SHORMAN_D@CDE.
STATE.CO.US.

INTERVENTION READING PROGRAMS

Selecting and implementing an intervention reading program can be an intimidating task. School leaders may be inundated with claims from producers of commercial programs, all of whom claim to be able to fulfill the mandates outlined by the No Child Left Behind Act of 2001 and the related Reading First program.

To further complicate things, reading is a complex task dependent on many different elements, for example student diversity, student ability level, and prior knowledge,

that requires programs to be adept at addressing a spectrum of issues.

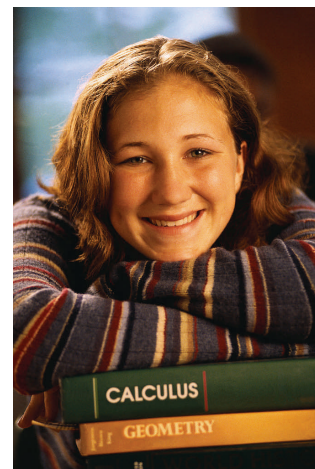
The brief, *Selecting and Implementing Supplemental and Intervention Programs*, at the end of this issue of Touching Base, provides guidance for Colorado Reading First schools.

Year 3 CRF Teacher expectations

As teachers have become more accustomed and integrated into the Reading First program, they are held to higher expectations for imple-

mentation. Our ultimate goal is for all students to be reading on grade level by the end of third grade. Even though we are moving in the right direction we still have growth to make. We expect teachers to be at a proficient level with Reading First in the third year.

We are encouraging best practices so our schools can ensure sustainability after the grant has ended. Please review the attached chart of teacher expectations for Year 3 at the end of this Touching Base.





COLORADO DEPARTMENT OF
EDUCATION
COLORADO READING FIRST

Competitive Grants and Awards
Colorado Reading First
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Fax: 303.866.6647

E-mail: shorman_d@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!

APPLAUSE AND CHEERS!



**2008 Distinguished Title I
Teacher of the Year Nomina-
tions**

Start thinking about your Title I teacher nominations now! The revised 2008 application will be available soon (summer 2007). The selected teacher(s) will receive

statewide recognition and a check for \$5,000.

There is also consideration for awarding a Title I Principal/Administrator of the Year. Look for updates in August. For more information on this program and to read about Shelia Perez, the 2007 Title I Distinguished Teacher visit www.cde.state.co.us/FedPrograms/awards/index.asp.

Congrats and Farewell

Congratulations to Colleen O'Neil, Project Manager and Online Coordinator. Colleen has accepted an Assistant Principal position with East Memorial Elementary, Greeley school district. Please refer any further questions regarding online courses to Della Shorman, shorman_d@cde.state.co.us. Good luck to Colleen in her new adventure!

CRF PROFESSIONAL DEVELOPMENT CALENDAR

July/August 2007



| MON | TUE | WED | THU | FRI | S/SU |
|--|--|----------|--|---|-------|
| 23 | 24 | 25 | 26 Summer Conference Day 1: Sheraton Denver West | 27 Summer Conference Day 2: Sheraton Denver West | 28/29 |
| 30 Summer Conference Day 1: The Broadmoor, Colorado Springs | 31 Summer Conference Day 2: The Broadmoor, Colorado Springs | 1 August | 2 | 3 | 4/5 |
| 6 Summer Confer- ence Day 1: Pueblo Convention Cen- ter, Pueblo | 7 Summer Confer- ence Day 2: Pueblo Convention Cen- ter, Pueblo | 8 | 9 Summer Conference Day 1: Adams State Col- lege, Alamosa | 10 Summer Conference Day 2: Adams State Col- lege, Alamosa | 11/12 |
| 13 | 14 | 15 | 16 | 17 | 18/19 |

Big Ideas for Kindergarten

Concepts of Print

Students will master the developmental sequence of concepts of print including:

- conventions of directionality,
- distinguishing word boundaries,
- recognizing location of letters, and
- one-to-one correspondence of oral words to printed words by the end of kindergarten.

Students will master alphabet recognition in the first two months of school.

Students will know the alphabet/sound correspondences for all consonants and short vowels by the end of kindergarten.

Phonemic Awareness

Students will orally blend separate phonemes starting in mid-kindergarten.

Students will identify the first sound in one-syllable words by the middle of kindergarten at a rate of 25 sounds per minute.

Students will segment individual sounds in words at the rate of 35 sounds per minute by the end of kindergarten.

Phonics / Fluency

By the end of kindergarten students will:

- Recognize and produce the most common sound associated with the 26 letters of the alphabet.
- Blend letter sounds in one syllable words at the rate of 25 sounds per minute.
- Demonstrate mastery of the 26 letter/sound correspondences.
- Recognize and read some high-frequency words by sight.
- Be able to fluently read some CVC (short vowel) words.

Vocabulary

By the end of the school year students will:

- Name pictures of common concepts.
- Use words to describe location, size, color, and shape.
- Use names and labels of basic concepts.
- Learn new vocabulary through stories and instruction.

Comprehension

By the end of the school year students will:

- Use pictures and information about a story to predict what will happen next.
- Answer *who*, *where*, and *what* questions after listening to a sentence or short paragraph.
- Retell a familiar story without a book, including beginning, middle, and end.
- Identify the correct sequence of events in a story read by someone else.
- Connect events, characters, and actions in a story to specific life experiences.

Big Ideas for Grade 1

Concepts of Print

Students will demonstrate mastery of the developmental sequence of concepts of print.

Students will demonstrate mastery of alphabet recognition in the first week of school (Back to School).

Students will know the sound/spelling correspondences for the 43 consonants and vowels taught in HMR and be able to blend them into words by the end of grade 1.

Phonemic Awareness

Students will identify the initial and final sound in one-syllable words at the beginning and the medial sound in one-syllable words by midyear of grade 1.

Students will blend three to four phonemes into a whole word by mid grade 1.

Students will segment three and four phoneme words at the rate of 35 phoneme segments per minute by the beginning of grade 1.

Phonics

By the end of grade 1 students will:

- Recognize and produce letter/sound correspondences at the rate of one per second.
- Demonstrate mastery of the 43 sound/spelling correspondences taught.
- Read regular one-syllable words fluently.
- Recognize and read the high-frequency words reviewed or introduced.

Fluency

By the end of grade 1 students will:

- Read fluently one word per 2-3 seconds midyear and one word per second.
- Read 40-60 wcpm.
- Read all high-frequency words taught in grades K-1 fluently.
- Read single syllable words (regular and irregular) fluently.

Students will read decodable text as the primary vehicle to build fluency.

Vocabulary

Students will learn and use unfamiliar words introduced in stories and used in informational passages.

Comprehension

By the end of grade 1 students will:

- Answer *who*, *what*, *when*, *where*, and *how* questions after listening to or reading paragraphs.
- Tell the main idea of a simple story or topic of an informational passage.
- Identify and answer questions about characters, settings, and events.
- Retell the main ideas of simple stories.
- Use prior knowledge to clarify understanding.
- Summarize main ideas learned about a topic from an informational passage.
- Draw conclusions about information or stories read.

Big Ideas for Grade 2

Phonics

Students will demonstrate sound/spelling knowledge of diphthongs and digraphs by the second month of grade 2.

Students will use advanced phonic elements to recognize words by the middle of grade 2.

Students will begin to read multisyllabic words by the middle of grade 2.

Students will read all high-frequency words taught in grades K-2 fluently by the end of grade 2.

Fluency

Students will read 40-60 wcpm in connected text at the beginning of grade 2.

By the end of grade 2, students will:

- Read grade-level connected text fluently (90-100 words per minute)
- Read grade-level material with phrasing and expression.
- Listen to models of fluent oral reading and practices increasing oral reading fluency (e.g., from taped recording readings, adult or peer models)
- Read and reread connected text multiple times to increase familiarity with words and fluency.
- Reread and self-correct word recognition errors.

Vocabulary

By the end of grade 2, students will:

- Learn and use unfamiliar words that are introduced in stories and texts.
- Increase their knowledge of vocabulary through independent reading.
- Make inferences about the meaning of a word based on its use in a sentence.
- Use word structure to determine meaning.

Comprehension

By the end of grade 2, students will:

- Answer questions about main characters, settings, and events.
- Answer *what/if*, *why*, *how* questions.
- Distinguish between main idea and details; fact and opinion; and cause and effect.
- Retell explicit and implicit main ideas.
- Identify the correct sequence of events.
- Draw conclusions based on content.

Big Ideas for Grade 3

Phonics

Students will recognize and produce common word parts by the second month of grade 3.

Students will read regular multisyllabic words by the middle of grade 3.

Fluency

Students will read 80-90 wcpm in connected text at the beginning of grade 3.

By the end of grade 3, students will:

- Read grade-level connected text fluently (110-120 words per minute).
- Read grade-level material with phrasing, inflection, and expression.
- Increase independent reading to at least 30 minutes a day.

Vocabulary

By the end of grade 3, students will:

- Learn and use unfamiliar words that are introduced in stories and passages.
- Increase knowledge of vocabulary through independent reading.
- Determine meaning of a word based on its use in a sentence.
- Use knowledge of prefixes and suffixes to determine word meaning.
- Classify and categorize increasingly complex words into sets and groups.

Comprehension

By the end of grade 3, students will:

- Answer literal, inferential, and evaluative questions.
- Answer questions about main characters, setting, theme, and plot.
- Distinguish between main idea and details; fact and opinion; and cause and effect.
- Use structure of informational text to aid understanding.
- Use information in tables, graphs, diagrams, maps, and charts.
- Retell the main ideas of stories or informational text.

SELECTING AND IMPLEMENTING SUPPLEMENTAL AND INTERVENTION PROGRAMS

1. Identify student needs.
 - a. Administer DIBELS for benchmark and/or progress-monitoring and identify the level of each student: benchmark, strategic, or intensive.
 - b. Administer a program independent progress monitoring tool (i.e., core program assessment, CORE Phonics Survey).
 - c. Record data.
2. Build instructional groups.
 - a. Use the Instructional Focus Flowcharts and the Class Sorting Grids.
 - b. Determine the specific reading skill(s) to be addressed for each group.
3. Decide whether supplemental or intervention materials are needed, based on your instructional groupings.
 - a. Review the "Short List."
 - b. Determine which supplemental and intervention programs might best meet the needs of your students.
4. Develop a process at your site for reviewing and selecting materials.
 - a. Consider:
 - i. Do you have any of these materials currently in your school?
 - ii. Which appear to best meet the needs of your students?
 - iii. When is the best time for you to review these materials?
 - iv. How will you involve teachers in the selection process?
 - b. Identify who will be responsible for managing the selection process.
 - i. Requesting examination copies
 - ii. Setting up opportunities for teachers to review materials
 - iii. Obtaining and compiling written and oral feedback
 - iv. Facilitating the decision making process
 - v. Ordering the selected materials
5. Identify the professional development necessary to implement your selected program(s) with fidelity.
 - a. Who will conduct the training?
 - b. When will it be offered?
 - c. Which teachers will receive the training?
 - d. What are the costs for the training?
6. Examine and select appropriate materials/programs.
7. Provide professional development and monitor program implementation.



YEAR THREE– CRF Teacher Expectations for Performance Advanced Benchmarks and Indicators

| INSTRUCTION | ASSESSMENT | RESEARCH-BASED READING PROGRAM |
|---|--|---|
| CRF Goal 1: Provide results-based professional development necessary for CRF educators to teach reading effectively. | CRF Goal 2: Prepare CRF educators to screen, identify, diagnose, and overcome reading barriers facing their students. | CRF Goal 3: Implement research-based reading programs for students in kindergarten through third grade classrooms. |
| Teacher Performance Standard 1: Demonstrate appropriate, explicit, systematic teaching of the five essential components of reading within daily reading instruction to support the full range of learners. | Teacher Performance Standard 2: Use data from valid and reliable assessments to design and differentiate instruction for all students. | Teacher Performance Standard 3: Use core reading, supplemental, and intervention materials within a coherent instructional program. |
| <p>Advanced Benchmark: As a result of my participation in CRF this year, I will integrate appropriate, explicit, systematic teaching of the five essential components of reading into daily reading instruction to support the full range of learners.</p> <p>Indicators Specifically, I will...</p> <ul style="list-style-type: none"> • Use my knowledge of how children learn to read to accelerate performance of struggling readers (Knowledge Base) • Integrate and prioritize the teaching of the five essential components based on my knowledge of research-based practices (Knowledge Base) • Choose the most effective strategies for teaching the five components within daily reading instruction to meet specific student needs (Skill) • Demonstrate fluency and precision in providing necessary supports for learning consistent with research and the full range of student needs (Differentiation) | <p>Advanced Benchmark: As a result of my participation in CRF this year, I will understand valid and reliable assessments and will use data from those assessments to design and differentiate instruction for all students.</p> <p>Indicators Specifically, I will...</p> <ul style="list-style-type: none"> • Select and administer diagnostic and progress monitoring testing based on student need (Admin) • Synthesize data from multiple assessments to create coherent instructional plans (Analysis) • Use data to determine effectiveness of whole group, small group, and individual instruction. (Analysis) • Regularly and consistently use student data to adjust instruction, grouping, and materials as needed (Action) | <p>Advanced Benchmark: As a result of my participation in CRF this year, I will refine my use of research-based materials within a coherent instructional program.</p> <p>Indicators Specifically, I will...</p> <ul style="list-style-type: none"> • Coordinate my use of research-based materials to teach the five components (Five Components) • Integrate my use of research-based materials to address specific student needs (Differentiation of Materials) • Demonstrate flexibility and precision in my selection and use of research-based materials with varied groupings (Differentiation of Grouping) |