



TOUCHING BASE

AUGUST 31, 2007

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

CRF WELCOMES GENA AND BRIDGETTE

Colorado Reading First Team Welcomes our Newest Members!

Gena Wienke, Colorado Reading First Senior Consultant, provides technical assistance and support to the CRF Professional Development Coordinator. She is assisting with the coordination of eight regional



Gena Wienke,
Senior Consultant

consultants and planning for state professional development needs.

Gena will also be providing technical assistance for four Colorado Reading First schools.

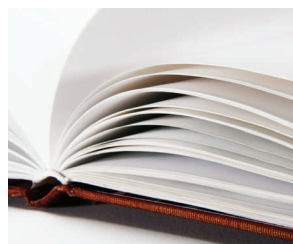
Holding a Masters degree in Reading she comes to us from Florida Reading First where she was a Reading First Professional Development Regional coordinator. Email Gena at:

wienke_g@cde.state.co.us.

Bridgette Greene, is the Regional Consultant for Northeastern Colorado, and is the newest member of the CRF team. Bridgette has spent the last several years serving as a special education teacher in both the elementary and secondary settings where she instructed students with diverse skills and academic needs across the curriculum, focusing primarily on reading intervention and instruction.

She earned her Master of Arts degree in Special Education from the University of Northern Colorado with triple licensure in moderate needs, severe affective needs and a generalist. She places a high standard on learning and is passionate about collaboration and supporting educational professionals in all facets of the instructional process.

Welcome Gena and Bridgette!



Guidelines for Effective Use of Lesson Maps and Templates

The lesson maps were designed to help teachers provide instruction in the core program. They provide teachers with recommendations on what pieces of the core are most critical and should be taught everyday. Lesson Maps help make instruction more explicit, pace lessons, and provide teacher-directed reading instruction.

Templates are generic instructional routines that incorporate effective instructional techniques such as unison oral response, signaling, brisk pacing, immediate corrective feedback, and teaching to mastery.

It is important to think about the groups of students teachers are working with when determining use of lesson maps and templates. Please see the end of this Touching Base for specific guidelines for effective use of lesson maps and templates in your Reading First classroom. If you have any questions, please work with your Regional Consultant.

SPECIAL POINTS OF INTEREST

- *Colorado Reading First Welcomes New Members !*
- *Online Updates*
- *CRF Calendar- See what's coming up!*

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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 Due

Dates:
September 14, 2007
February 22, 2008

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

“A TEACHER IS
A COMPASS
THAT
ACTIVATES THE
MAGNETS OF
CURIOSITY,
KNOWLEDGE,
AND WISDOM
IN THE PUPILS.”
~EVER GARRISON

ONLINE COURSES

To register for Colorado Reading First Online Courses, please send the following information to:
onlinelearning@cbooces.org

- name
- district
- school
- work mailing address
- work phone number
- job title including grade level (be specific please)
- email
- last 4 digits of your social security number
- CRF courses in which you wish to be enrolled

Completion Process

Centennial BOCES runs CRF completion reports on the

15th of every month. The certificates are then sent to school principals by the end of each month.



The Reading Process

The final Reading First professional development course is 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 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 is now open for enrollment. The Facilitator's Guide has been sent to coaches and principals via email.

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



PROFESSIONAL DEVELOPMENT OPPORTUNITY: READING IN THE ROCKIES

Where: Breckenridge,
Colorado

When: October 5-6, 2007

Time: Registration 7:15 a.m.
Workshops 8:00-4:00 p.m.
IDA-RMB Annual Meeting
6 p.m.

Presented by:

The International Dyslexia
Association-Rocky Mountain
Branch with [The Colorado
Council for Learning Disabilities](#).

The exceptional line-up of
presenters and topics include:

Bonnie Singer

Brain Frames -Tools for
Oral/Written Comprehen-
sion and Expression, Organi-
zation, and Problem Solving.

William Van Cleve

Sentence Building Skills;
Words, Words, Words:
Vocabulary Development;
Advanced Decoding.

Meredith Puls

Every Brain Needs a CEO:
The Impact of Executive
Skills on Academic Perform-
ance.

Anne Whitney

When Cool Talk Meets
School Talk.

Lynn Kuhn and Judy Dodson

Each Child by Name and
Need: Using Progress Moni-
toring Can Make the Differ-
ence.

Please visit the website to
gain additional information.

Reading First Funds may be
used to attend this two-day
training.



PLEASE SHARE YOUR
IDEAS AND
SUGGESTIONS FOR
THE 2007-08
TOUCHING BASE
WITH YOUR CRF
COLLEAGUES! EMAIL
DELLA SHORMAN AT
SHORMAN_D@CDE.
STATE.CO.US.

READING FIRST RESOURCES

Reading First Terms and Acronyms

New teachers, coaches and
principals to Reading First
schools are often faced with a
new vocabulary including
acronyms.

At the end of this issue of
Touching Base, please find a
Reading First glossary to help
you navigate through unfa-
miliar terminology.



Reading Resource Binders for Schools!

The K-1 and 2-3 Florida Cen-
ter for Reading Research
binders are being printed for
each Cohort 2 Reading First
school. Your binders will
either be mailed to the atten-
tion of the Reading First
coach, or your Reading First
Regional Consultant will
bring them to your site.

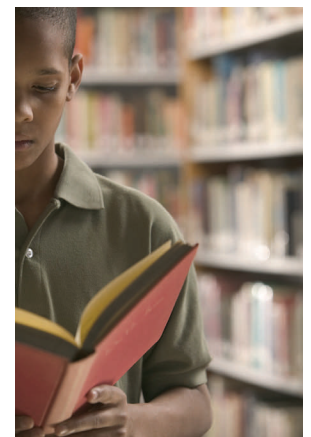
These binders are to be
placed in an area accessible to
the teachers. They belong to
the school and will remain at
the school site. Teachers will
look at their data and pick
center activities to meet the
needs of their students. The
center activities can also be
used for reinforcement of
skills being taught in the Core
each week. The coach can
assist in this process. Also, the

center activities for grades 4-
5 are now on FCRR's site:
www.fcrr.org.

For Parents

Helping your child become a
reader

Available from the Depart-
ment of Education website,
this [downloadable pdf docu-
ment](#) contains fun activities
parents can use to build chil-
dren's language skills. This
resource includes a reading
checklist, typical language
accomplishments for different
age groups, book suggestions,
and resources for children
with reading problems or
learning disabilities.





COLORADO DEPARTMENT OF
EDUCATION
COLORADO READING FIRST

Competitive Grants and Awards
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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!

Principals from CRF schools have shared the following comments. The greatest rewards have been with the achievement with students including:

- Seeing students make incredible progress in reading;
- Seeing kids grow as readers with an increased enthusiasm for reading;
- Following the students progress and pride in their learning;
- Seeing teachers excited about student success;
- Seeing the pride and joy of teachers taking ownership for teaching and learning and being empowered because of their skills and training;
- Seeing teachers build confidence in their ability to teach reading effectively;
- Watching teamwork move students forward in achievement;
- Having a great and capable reading coach who has made such a positive impact on teachers' ability to effectively teach reading; and
- Having a reading coach who has become a partner with the principal in moving teachers forward in the CRF model.

Congratulations to all of you! You are making a difference. Keep up the excellent progress in this new year ahead!

CRF PROFESSIONAL DEVELOPMENT CALENDAR

September 2007



MON	TUE	WED	THU	FRI	S/SU
3 Labor Day Holiday CRF Office Closed	4	5 Fall DIBELS Data Due	6	7	8/9
10	11	12	13	11 Action Plan Due	15/16
17	18	19	20	21	22/23
24	25 Data Train- ing: Principals, Coaches and Regional Con- sultants	26	27	28	29/30



Guidelines for Effective Use of Lesson Maps and Templates

The lesson maps were designed to help teachers provide instruction in the core program. They provide teachers with recommendations on what pieces of the core are most critical and should be taught everyday. Lesson Maps help make instruction more explicit, pace lessons, and provide teacher-directed reading instruction. The Lesson Maps also contain recommendations for where to replace or add activities to make the core program more explicit or systematic. While they were designed specifically for strategic students, all students may benefit from this level of instruction.

Templates are for the instructional part that teachers provide. Templates are generic instructional routines that incorporate effective instructional techniques such as unison oral response, signaling, brisk pacing, immediate corrective feedback, and teaching to mastery.

It's important to think about the groups of students teachers are working with when determining use of lesson maps and templates. If a school is using a walk to read model and has all of their strong readers in one classroom, the Lesson Maps should still be an important guide for teachers to follow, but that classroom would use more discretion with Template work, using data as a guide. Strategic and intensive students would benefit from more work with templates, because it offers them more opportunity to practice particular skills. With struggling students, preteaching and reteaching are effective methods of support. The younger the student (K and 1), the more effective are the use of templates in providing students with the practice needed to acquire automaticity of skills.

If a school is keeping students in their home rooms for instruction (heterogeneously grouped), it is effective first instruction for all students to get the Template work one time and then use templates for preteach and reteach of students that are struggling.

Teachers who are struggling with use of the Templates may be spending too much time on the Template work or are not able to recognize when they need to move on. Some of the most successful schools use the Templates with all students, but the amount of time is based on student need. (i.e. benchmark students receive quick, focused instruction most often in whole group, strategic students receive reteach and preteach practice in small group, intensive students' receive instruction dependent on their type of intervention).

Guidelines for Effective Use of Lesson Maps and Templates:

1. Lesson Maps may take anywhere from 90 to 115 minutes per day, five days a week.
2. Lesson maps are designed for struggling students but can be used with all students to help them master critical reading skills.
3. Instruction can be delivered in whole or small group depending on the resources available at the school.
4. Lesson Maps help teachers pace their lessons so that they can fit the most important elements into the reading block.

5. Lesson Maps incorporate the use of Templates, and they identify where to place Templates to provide the most impact.
6. Portions of the Lesson Maps can be “chunked” to allow for small group instruction or quick movement activities especially at the K-1 levels.
7. The Lesson Maps and Templates are designed to prepare students to successfully read the anthology selection. The anthology selection is the primary vehicle for teaching skills and strategies through modeling and scaffolding of instruction. With support of the Lesson Maps and Templates, most strategic and benchmark children should be able to successfully read the anthology selection.

Strategic students who can't read the anthology should read the easiest leveled book instead. Intensive students may benefit from modeled instruction provided by the teacher as well as opportunities to learn new vocabulary and comprehension strategies introduced through instruction of the anthology story. They should then be provided with targeted, small group instruction in identified areas of need during their additional 30-60 minutes of instruction. Alternatively, teachers may consider using an intervention core with these students.

8. The leveled books that are components of the core are meant to be used as additional practice and are shaded in gray (non-priority) in the Lesson Map. They may be used outside the 90 plus minutes of reading instruction for additional fluency/comprehension practice.
9. Templates for decodable text are located in the non-shaded (priority) area of the Lesson Map. The purpose of decodable text is to allow students to use their newly learned and practiced decoding skills to decode the words in connected text. Echo or choral reading of decodable text before students have the opportunity to decode independently is not recommended.



Reading First Glossary

Adequate yearly progress (AYP): “An individual state’s measure of yearly progress toward achieving state academic standards.” It also is “the minimum level of improvement that states, school districts, and schools must achieve each year.” (U.S. Department of Education, n.d.)

Assessment reliability: “The consistency or stability of a measure or test from one use to the next. When repeated measurements of the same thing give identical or very similar results, the measurement instrument is said to be reliable. A measurement is reliable to the degree it is free of random error.” (Vogt, 1999, p. 245)

Assessment validity: “The soundness of the use and interpretation of a measure” (Joint Committee on Standards for Educational Evaluation, 1994).

Assessments: Instruments for measuring student progress. “Under No Child Left Behind, tests are aligned with academic standards. Beginning in the 2002 –03 school year, schools must administer tests in each of three grade spans: Grades 3 –5, Grades 6 –9, and Grades 10 –2 in all schools. Beginning in the 2005 –06 school year, tests must be administered every year in Grades 3 through 8 in math and reading. Beginning in the 2007 –08 school year, science achievement also must be tested.” (U.S. Department of Education, n.d.)

Comprehension: Comprehension is an active and purposeful process that leads to understanding and remembering what was read.

Data-driven: CRF is data-driven because you will select the instruction you deliver based on your knowledge and analysis of student achievement data from DIBELS and other tools.

Diagnostic assessments: These tools identify an individual’s specific areas of strengths and weaknesses and possible causes of difficulties. These assessments:

- Are based on scientific reading research; and
- Contribute to the process of determining intervention and special-needs strategies for students.

Early Reading First: “A nationwide effort to provide funds for high-quality early education programs that serve young children from low-income families.” The U. S. Department of Education awards competitive “grants to local education agencies to support early language, literacy, and pre-reading development of preschool-aged children, particularly those from low-income families.” (U.S. Department of Education, n.d.)

Eligibility criteria: The school or district qualification criteria as stated in your state’s approved application.

Fluency: Reading fluency is the ability to read text easily, quickly, and with expression. Fluent reading is often quick, but not always. Fluent readers adjust their reading rates according to the purpose of the reading and challenges posed by the text.

High need: Districts with high rates of poverty and low rates of student achievement in reading.

Individualized: Individualized measures are administered to one student at a time and identify each student's unique needs so that the teacher can respond with appropriate targeted instruction.

Local education agency (LEA): "A public board of education or other public authority within a state." It "maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state." (U.S. Department of Education, n.d.)

National Assessment of Educational Progress (NAEP): An independent benchmark. "NAEP is the only national representative of continuing assessment of what American students know and can do in various subject areas. Since 1969, the National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U. S. history, geography, civics, and the arts." (U. S. Department of Education, n.d.)

Phoneme: Phonemes are individual sounds; the smallest unit of spoken language that a word contains. According to most of the research, the English language has 41-44 phonemes.

Phonemic awareness: Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.

Phonics: Phonics instruction focuses on the relationships between sounds (phonemes) and letters (graphemes). Explicit phonics instruction helps kids use these relationships to read and write words.

Proficient reader: A student reading at or above grade level by the end of third grade.

Progress monitoring: Monitors each student's actual and continual progress toward reading proficiency. It is systematic and ongoing and may include observational evaluation by the teacher.

Reading First: A "new national initiative aimed at helping every child in every state become a successful reader." (U. S. Department of Education, n.d.)

Scientifically based reading research (SBRR): The application of "rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties." SBRR is research that:

- "Employs systematic, empirical methods that draw on observation and experiment;" and
- "Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn."

- “Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations;” and
- “Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.” (No Child Left Behind Act of 2001, Part B, Subpart 1, Sec. 1208)

Screening assessments: These tools identify risk for delayed development or academic failure and may indicate a need for further diagnosis. Screening assessments are used to determine if a student is mastering specific language and literacy skills, such as letter recognition, phonemic awareness, and vocabulary. They are:

- Based on scientific reading research; and
- Administered individually or in a group.

Standardized: Standardized tests are those developed using standard procedures and administered and scored in a consistent manner for all test-takers.

State education agency (SEA): “The agency primarily responsible for the state supervision of public elementary and secondary schools” (U.S. Department of Education, n.d.).

Systematic: CRF is systematic because the skills, tests, materials, and practices it uses are ordered in a deliberate sequence, designed for optimal learning effectiveness.

Vocabulary: Vocabulary refers to the words that we know. It can be sorted into listening vocabulary (words we recognize spoken by others), speaking vocabulary (words we use in our own speech), reading (words we recognize on the page), and writing vocabulary (words we use in our writing).