



TOUCHING BASE

DECEMBER 3, 2007

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

AWARDS AND RECOGNITION TO OUTSTANDING CRF SCHOOLS!

The Colorado Department of Education recently announced the selection of Las Animas Elementary School in Las Animas RE-1 School District and Westpark Elementary School in Lake County R-1 School District as Title I “Distinguished Schools” of the year. Both schools are Colorado Reading First schools.

Las Animas Elementary School was recognized for this award based on outstanding academic achievement for Title I students. On the 2007 CSAP, 97 percent of the students performed at the partially proficient and higher levels in both reading and math. Additionally, 92 percent of students were proficient or advanced in reading and 87 percent were proficient or advanced in math.

Westpark Elementary School was recognized based on success closing the achievement gap between students eligible for free or reduced lunch and those not eligible. In 2005-2006 school year, only 75 percent of the students eligible for free or reduced-price lunch scored at a proficient level on CSAP. In 2006-2007 the

percentage soared to 95 percent—an improvement of 20 percentage points.

“The principals and teachers in these two schools have blended high expectations with an unwavering focus on improving student achievement,” said Commissioner of Education Dwight Jones. “Congratulations to these two schools for this well-deserved recognition.”

Spotlight: Patricia Almeida, CRF Coach

Patricia Almeida has been recognized as being the first DIBELS leader to complete both the official DIBELS and IDEL training offered by the Dynamic Measurement Group. During the summer of 2007, Pat attended both the Eugene IDEL Institute and the Boston DIBELS Institute.

Pat is the English Language Acquisition Coach and Colorado Reading First Coach for Dupont Elementary School in Commerce City, Colorado, and has already begun to integrate both DIBELS and IDEL into reading assessment and instruction. She is also part of a team responsible for delivering professional develop-

ment in explicit instruction and data analysis to others in Adams County School District 14.

“We use DIBELS and IDEL data as part of a body of evidence to determine the appropriate time to begin transition from Spanish to English and to identify gaps in phonics, vocabulary, and fluency that need to be addressed early in the process,” Almeida said. There have been numerous noteworthy changes since implementing DIBELS and IDEL in her district, including progress monitoring to eliminate the guess work of student skill levels in each of the 5 Big Ideas in early reading. According to Almeida, “Classroom teachers are able to use DIBELS/IDEL data to develop intervention groups and to focus instruction on exactly what each student needs. Better yet, these groups are fluid and teachers know how to intensify instruction to accelerate growth.”

This information comes from the Dynamic Measurement Group newsletter, December 2007.

SPECIAL POINTS OF INTEREST

- *Colorado Department of Education recognizes outstanding Title I schools*
- *Important Dates*
- *Resources on the Web*

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IMPORTANT DATES FOR 2007-08

DIBELS

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:

February 22, 2008

Regional Coach Training

November 2007

March 2008

See Calendar for details

Regional Principal Training

November 27-30

December 11

See Calendar for details

Principals, Coaches and Regional Consultants:

February 5, 2007: Colorado Springs

Spring CRF Conferences:

April 16: Denver

April 17: Colorado Springs

April 18: Pueblo

DIBELS Testing

Per the federal requirements of the Reading First grant, all schools must conduct DIBELS during the selected dates. Please mark the following dates on your calendar:

- **Winter Benchmark-** DIBELS testing window opens January 7-18, 2008.
- **DIBELS Data Due:** January 25, 2008.

If you have any questions about the DIBELS testing window, please contact Sandra Nance, at nance_s@cde.state.co.us.

“TO LEARN TO READ IS TO LIGHT A FIRE: EVERY SYLLABLE THAT IS SPELLED OUT IS A SPARK.”

~VICTOR HUGO



RESOURCES ON THE WEB

Resources on the Web

<http://www.DWW.ed.gov>

The U.S. Department of Education has launched a new web site to provide teachers, administrators and other educators with recommendations on effective teaching practices and examples of possible ways to implement those practices to help promote excellence in American education and improve student achievement. The first in the series focuses on English language learners.

The new "Doing What Works" site, at <http://dww.ed.gov/>, offers a user-friendly interface to quickly locate teaching practices that have been found effective by the department's research arm, the Institute of Educa-

tion Sciences, and similar organizations. In addition, it cites examples of possible ways, although not necessarily the only ways, this research may be used to help students reach their academic potential.

Teaching all Students to Read in Elementary School

<http://www.centeroninstruction.org>.

If your goal is to improve the overall quality of reading instruction in your school, download this guide from the Center on Instruction by the Florida Center for Reading Research at Florida State University.

This guide can help you identify the most critical changes

that must be made. It describes the types of instruction and leadership activities necessary to help all children become proficient readers in elementary school. It does not contain all the information needed, but refers you to additional readings in specific areas to enrich your knowledge. Think of it as a "quick start" guide for a school-level instructional leader. It can point you in the right direction, but it only provides a taste of the knowledge needed to be a successful literacy leader in your school.

This guide is based on scientific research on reading and reading instruction, as well as on studies of successful schools and interviews with successful principals.

PROFESSIONAL DEVELOPMENT

Response to Reading

According to the *National Reading Panel Report*, comprehension strategies are procedures that guide students as they attempt to read and write. For example, the reader may be taught to generate questions about the text as it is read. These questions are of the why, what, how, when, or where variety; and by generating and trying to answer them, the reader processes the text more actively. The value of cognitive strategies in comprehension instruction is, first, their usefulness in the development of instructional procedures, and second, the learning of these procedures by students as an aid in their reading and learning, independent of the teacher.

Following is a strategy

adapted from Sopris consultant Carolyn Keeton. Students can use this process with a partner independent of the teacher.

This strategy should be modeled first and practiced until the students are successful on their own.

- Students sit with a partner.
- Students take a leveled reading passage out of their folder. Each student has the same passage.
- Partners discuss the comprehension strategy they will be working on that day.
- Each student reads the passage silently, and rereads until both are finished.
- Students read the first question, discuss and determine the correct answer.
- Partner A writes the correct answer.
- Follow the same process for the next question.
- Partner B writes the correct answer.
- Partners repeat the process with the remaining questions.
- Answers need to be written in complete sentences.
- When all questions are answered, place into the folder.
- If this exercise is completed prior to the end of the center time, partners should reread the passage aloud, alternating with each paragraph.



“THE GREATEST GIFT IS A PASSION FOR READING. IT IS CHEAP, IT CONSOLES, IT DISTRACTS, IT EXCITES, IT GIVES YOU KNOWLEDGE OF THE WORLD AND EXPERIENCE OF A WIDE KIND. IT IS A MORAL ILLUMINATION.”

~ELIZABETH HARDWICK

IS READING OUTSIDE THE CLASSROOM IMPORTANT?

Question: My daughter used to read outside of the classroom quite a bit, but now she is involved with friends, sports and extracurricular activities at school. She just doesn't take the time or have the time to read anymore. Is it really necessary that she continue outside reading?

Answer: Correlational evidence for the positive effects of extensive reading on achievement can be found in the [NAEP Reading Report Card for the Nation](#), (US Department of Education).

Achievement Percentile	Minutes of reading per day	Words per year
90th	40.4	2,357,000
50th	12.9	601,000
10th	1.6	51,000

The above research results indicate that at each grade level, students who read more pages each day are likely to achieve the proficient level of performance on reading assessments. Research further suggests that an increase of five minutes of daily silent reading can produce an additional month's growth on

a standardized reading achievements test.

This information was provided by the Colorado Communicator, a publication from the Colorado Council International Reading Council.





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PUT **READING** FIRST!

NOMINATIONS SOUGHT FOR 2008 TOYOTA FAMILY LITERACY TEACHER OF THE YEAR

The National Center for Family Literacy (NCFL) and Toyota are accepting applications for the 2008 Toyota Family Literacy Teacher of the Year. For the first time, the application process is online at www.famlit.org/ToyotaTeacher. Nominations for the award will be accepted through Dec. 5, 2007.

The winner will be chosen by a panel of family literacy specialists at NCFL, who will review nominations for high-performing teachers from across the United States. The selected educator will receive a cash prize for his/her program and a free trip to the 2008 National Conference on Family Literacy, where he/she will be honored at the opening general session on March 30th, 2008, in Louisville, Kentucky. In addition, several finalists will be honored.

For award information and to review the guidelines, please visit the website at www.famlit.org/ToyotaTeacher.

CRF PROFESSIONAL DEVELOPMENT CALENDAR

December 2007



MON	TUE	WED	THU	FRI	S/SU
26	27	28	29	30	1/2
3	4	5	6	7	8/9
10	11 Principal Training: West Central/Southwest #1-Marsh	12	13	14	15/16
17	18	19	20	21	22/23
24	25	26	27	28	29/30
24-25 Christmas Holiday CDE Offices closed					

Regional Principal Training

December 11:
West Central/
Southwest #1-
Marsh