TOUCHING BASE

MARCH 5, 2009

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

CRF SPRING CONFERENCE

Colorado Reading First

Spring Conference featuring Jo Robinson

Getting 100% Student Participation to Increase Reading Performance
For all Reading First teachers, administrators, and coaches

You know how to teach reading, but how can you get your students to actually step up and flex their individual skills? Jo Robinson will answer this question and many more as she demonstrates ways to get each student involved and actively participating—not just sitting on the sidelines and letting others answer for them.

Participants will learn useful and pragmatic strategies that:

- Engage students with specific reading tasks in whole class and small group settings
- Build student skills in decoding, comprehension, vocabulary, fluency, and language development
- Increase individual student reading performance
- Sustain the effectiveness of your reading program

Jo Robinson's practical, easy-to-integrate tips for skill and concept acquisition, practice, and mastery help teachers build momentum and engage students in daily instruction.

Colorado Springs
Thursday, April 9, 2009

Antlers Hilton® Colorado Springs
4 S. Cascade Avenue
Colorado Springs, CO 80903
(719) 955-5600
8:30 a.m. to 3:30 p.m.

Complimentary continental breakfast and registration from 7:30–8:30 a.m. Buffet luncheon is included.

Using one of the following options, **register by Tuesday, March 24, 2009**:

- Register online at www.bettereducator.com/conferences.aspx
- Call Melanie Morrison at (800) 547-6747, extension 449
- E-mail Melanie Morrison at trainingtemp@sopriswest.com

Jo Robinson

Jo Robinson has worked for 32 years in the public school system, first as a teacher and then as principal in three different schools. The most recent elementary school under her leadership won a Chase Manhattan/Fordham University School Change Award in 2000 for dramatic increases in achievement. Jo Robinson has taught adjunct courses at two universities and was the director of both the Reading Excellence Act and Reading First for the state of Washington. She has worked with the U.S. Department of Education and 32 states to help implement research-based practices.

Questions? Call Jan Reinhardtsen at (800) 547-6747, extension 302, or e-mail janr@sopriswest.com

- **April 9th: CRF Spring Conference**, getting 100% student participation to increase reading performance. This conference is intended for all CRF staff. The Spring Conference will focus on sustaining the effectiveness of your reading program. Each school is required to send a Reading First team.

Jo Robinson will be the featured presenter for both days of the conference. Ms. Robinson will be delivering instruction focused on leading your school in reading growth with strategies that build and sustain momentum for a comprehensive, schoolwide, evidence-based reading program.

Spring is approaching, and with it the Colorado Reading First Spring Conference.

- **April 8th: CRF Spring Leadership Conference,** intended for CRF principals and Local Education Agency (LEA) contacts. The Leadership Conference will focus on principals as instructional leaders. Registration is currently limited to principals and LEAs. If additional seating becomes available, registration will be expanded to include reading coaches.

We are looking forward to seeing you at the conference. If you have any questions or need any assistance please contact Jacob Heiney: Heiney_J@cde.state.co.us

READING TIC-TAC-TOE

This Tic-Tac-Toe is an interactive accountability tool, used to ensure that third graders are reading independently and on task. Students should spend no more than five minutes on each activity and complete one "square" each day, during or after silent reading. This activity is appropriate for independent center work.
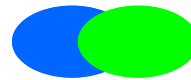
Instructions: Complete one square's activity each day. In order to complete the Tic-Tac-Toe board you must complete 5 of the activities and also complete a Tic-Tac-Toe (3 in a row, column, or diagonally).

"READING IS A BASIC LIFE SKILL. IT IS A CORNERSTONE FOR A CHILD'S SUCCESS IN SCHOOL AND, INDEED, THROUGHOUT LIFE"

~ BECOMING A NATION OF READERS, (1985)

To make or print your own Vocabulary Tic-Tac-Toe, please visit the following link:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/reading_tic-tac-toe.doc

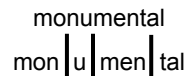|		
Chose one page from today's reading that is more than halfway full of text. Find a partner to listen to you reread that passage.	Chose two characters from your story. How are they alike and how are they different? Draw a Venn Diagram and fill it out comparing two characters.	Who is your favorite character in your reading? Write a short description of that character and tell why you like him/her.
What is the problem in the story? Write a short description of the problem and how you think it could be solved.	Chose 5 words from your story that have three or more syllables. Write them on a piece of paper and draw lines to divide them into syllables. monumental mon|u|men|tal	Find your favorite part of the text that you are reading. Reread that part until you are 100% accurate then find a friend to read that part to.
Write a summary of the passage that you read today.	**Free Square** Chose any activity from this board to do again with today's reading.	Chose one word from the passage you read today. Complete a Vocabulary 4 Square for that word.
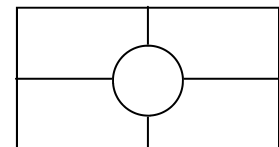
Created by Tammy Yetter—CRF Regional Consultant and Teffanie Rector—CRF Reading Coach

March 2009 Events	April 2009 Events
Mar. 9: Leveraging Resources 3rd Session Pueblo: Marriott: 719.586.3281	Apr. 8: CRF Spring Leadership Conference CO Springs: Antlers Hilton: 719.955.5600
Mar. 10: Leveraging Resources 3rd Session Denver: Sheraton Four Points: 866.837.4182	Apr. 09: CRF Spring Conference CO Springs: Antlers Hilton: 719.955.5600

CLASS PROGRESS GRAPH AND INSTRUCTIONAL RECOMENDATIONS

The graph provided below was created by Mary Spencer, Principal Consultant for Colorado Reading First, with feedback from Tina Pelletier, national reading consultant.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Oral Reading Fluency (ORF) Class Progress Graph illustrates stages of reading development and corresponding instructional recommendations.

This graph was presented by Tina Pelletier at the Colorado Reading First New Staff Training on February 19 and 20, 2009.
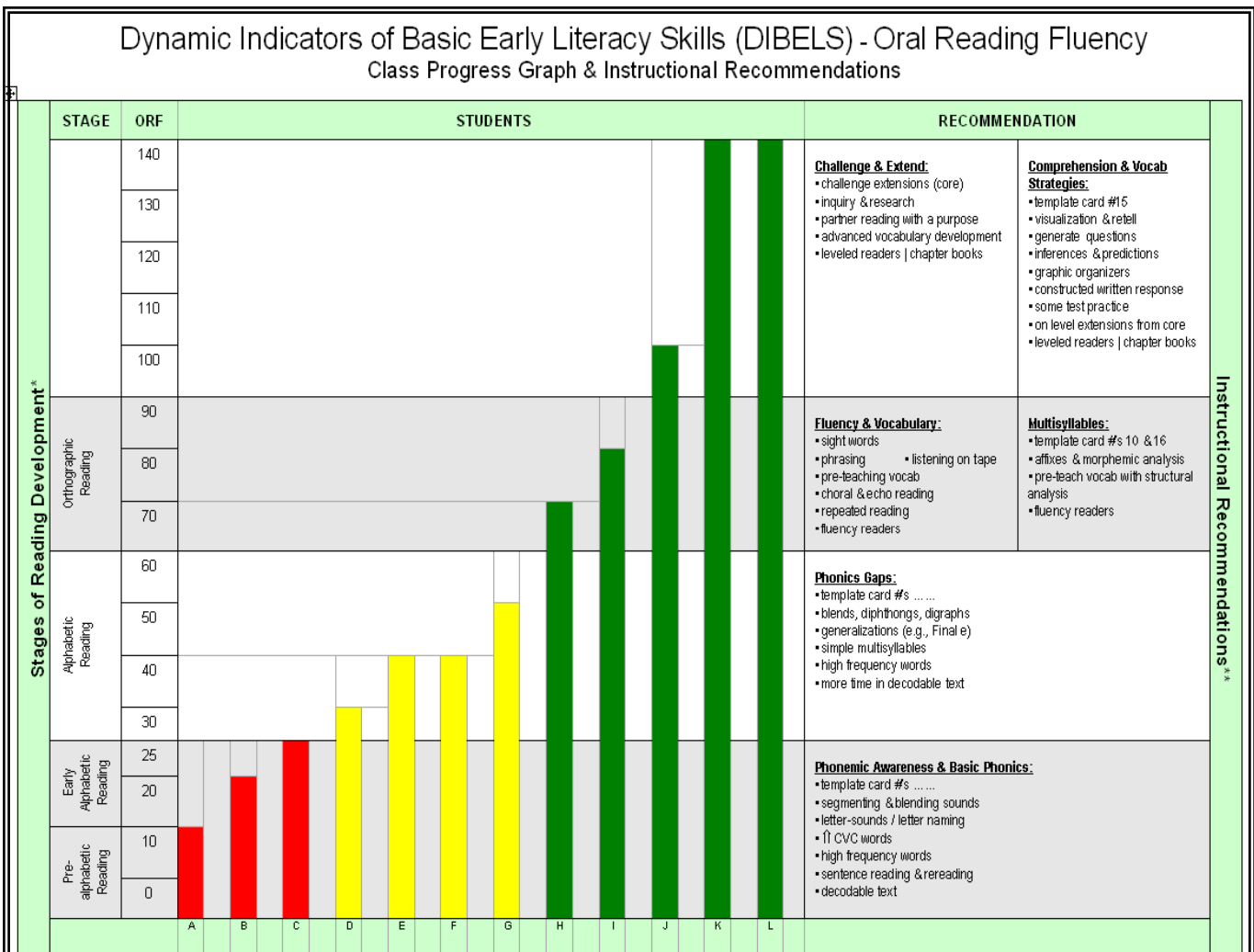
If you would like a digital representation of this graph, please visit the following Web site:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/DIBELS-

ORF_classprogressgraph_instrec.pdf

A full copy of the New Staff Training please visit the following link: http://www.cde.state.co.us/coloradoliteracy/crf/resources/presentations/cohort2_presentations.htm

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Oral Reading Fluency
Class Progress Graph & Instructional Recommendations

STAGE	ORF	STUDENTS	RECOMMENDATION

Challenge & Extend:
- challenge extensions (core)
- inquiry & research
- partner reading with a purpose
- advanced vocabulary development
- leveled readers | chapter books

Comprehension & Vocab Strategies:
- template card #15
- visualization & retell
- generate questions
- inferences & predictions
- graphic organizers
- constructed written response
- some test practice
- on level extensions from core
- leveled readers | chapter books

Fluency & Vocabulary:
- sight words
- phrasing • listening on tape
- pre-teaching vocab
- choral & echo reading
- repeated reading
- fluency readers

Multisyllables:
- template card #s 10 & 16
- affixes & morphemic analysis
- pre-teach vocab with structural analysis
- fluency readers

Phonics Gaps:
- template card #s ......
- blends, diphthongs, digraphs
- generalizations (e.g., Final e)
- simple multisyllables
- high frequency words
- more time in decodable text

Phonemic Awareness & Basic Phonics:
- template card #s ......
- segmenting & blending sounds
- letter-sounds / letter naming
- ↑ CVC words
- high frequency words
- sentence reading & rereading
- decodable text

Stages of Reading Development*: Orthographic Reading, Alphabetic Reading, Early Alphabetic Reading, Pre-alphabetic Reading

Instructional Recommendations**

ORF values: 140, 130, 120, 110, 100, 90, 80, 70, 60, 50, 40, 30, 25, 20, 10, 0

Students: A, B, C, D, E, F, G, H, I, J, K, L

* Stages of Reading Development (Moats)
** Concept of DIBELS Progress Chart with Stages of Reading Development & Instructional Recommendations adapted from Tina Pelletier (2007)

Mary L. Spencer | Colorado Department of Education (2008)

LETRS PHONICS SCREENER

Last year CRF schools were given copies of the LETRS Module resource books. In LETRS Module 12 you can find the LETRS Phonics and Syllabication Survey (pages 76-83). This survey is a tool for determining which phonics correspondences and syllable spelling conventions a student can read, and for isolating those correspondences and conventions that the student has yet to learn.

The LETRS Phonics and Syllabication Survey is designed for struggling readers in grade 3 and beyond.

This Excel spreadsheet (at right) was created by Tammy Yetter, CRF Regional Consultant, to be used with the LETRS Phonics and Syllabication Survey. The spreadsheet is intended to house data collected from the survey and to visually track student progress.

When students reach 100% proficiency in Letter Names, and 80% proficiency in all other categories (as with the CORE Phonics Survey) the cell where the information was entered will change from pink to white, illustrating that the goal has been met.

You can use this assessment for students who have all of their phonics skills in place, as indicated on the CORE Phonics Survey, but are still having decoding problems. The LETRS survey is more detailed and focuses on the six syllables within multisyllabic words.

There are two versions of this spreadsheet. The first version is broken down by Real Words, Non-sense Words, and other. The second version only totals each category. Please visit the following link to open/save both versions of this spreadsheet:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/LETRS_phonics_survey.xls

Created by Tammy Yetter—CRF Regional Consultant

	A	B	C	D	E	F	G	H	I	J	K	L	M
1		LETRS Phonics and Syllabication Survey											
2	Grade Level:	A	B	C	D	E	F	G	H	I	J	K	L
3	Teacher:	Letter Names	Alphabet Writing	Letter Sounds	Closed Syllables (short vowel, simple)	Closed Syllables (short vowels, complex, with digraphs and blends)	Vowel-Consonant-e Syllables	Vowel-r Syllables	Vowel Team Syllables	Complex Consonant Patterns	Mixed Syllables With Consonant-le	Base Words With Inflectional Endings and Common Suffixes	High-Frequency, Irregular Words
4	Last Name, First Name	10/10	26/26	17/21	15/18	15/18	15/18	15/18	15/18	8/10	8/10		20/25
5	A	9	26	18	14	14	16	15	11	13	6	9	21
6	B	10	24	16	13	18	14	18	18	18	7	9	24
7	C	8	23	20	18	16	18	14	17	16	10	10	19
8	D	9	26	18	14	14	16	15	11	13	6	9	21
9	E	8	23	20	18	16	18	14	17	16	10	10	19
10	F	10	24	16	13	18	14	18	18	18	7	9	24
11	G	9	26	18	14	14	16	15	11	13	6	9	21
12	H	10	24	16	13	18	14	18	18	18	7	9	24
13	I		23	20	18	16	18	14	17	16	10	10	19
14	J	9	26	18	14	14	16	15	11	13	6	9	21
15	K	10	24	16	13	18	14	18	18	18	7	9	24
16	L	8	23	20	18	16	18	14	17	16	10	10	19
17	M	9	26	18	14	14	16	15	11	13	6	9	21
18	N	8	23	20	18	16	18	14	17	16	10	10	19
19	O	10	24	16	13	18	14	18	18	18	7	9	24
20	P	9	26	18	14	14	16	15	11	13	6	9	21
21	Q	10	24	16	13	18	14	18	18	18	7	9	24
22	R	10	24	16	13	18	14	18	18	18	7	9	24
23	S	9	26	18	14	14	16	15	11	13	6	9	21
24	T	8	23	20	18	16	18	14	17	16	10	10	19
25	U	10	24	16	13	18	14	18	18	18	7	9	24
26	V	10	24	16	13	18	14	18	18	18	7	9	24
27	W	9	26	18	14	14	16	15	11	13	6	9	21

READING FIRST SUSTAINABILITY

As defined by Merriam Webster:
Sus-tain-able: of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.

The following is from the U.S. Department of Educations Web site:

Sustaining Reading First
Sustainability is not just about operating a program beyond the original funding—it's about permanently shifting a school's culture and instructional leadership to incorporate evidence-based literacy instruction into everything it does.

Please visit the following link to find resources that provide a conceptual framework on sustainability, tools of assessing readiness to sustain, and briefs on specific topics related to sustaining evidence based reading instruction:

http://www.ed.gov/programs/readingfirst/support/sustaining.html

ED.gov

U.S. Department of Education
Promoting educational excellence for all Americans

CREATING PROGRESS MONITORING GRAPHS, USING DIBELS AND MS EXCEL

1. Log-in to the **DIBELS** Web site https://dibels.uoregon.edu
2. Click the **REPORTS** tab at the top center.
3. In the **NEW-Class Progress Monitoring Report,** Scroll down to CLASS REPORTS click on **WEB** .
4. From the drop down menu select the **Grade Level** and **Year** . Click **Submit**.
5. From the drop down menu select the **Class, Time of Year**, and **Test** . Click **Submit**.
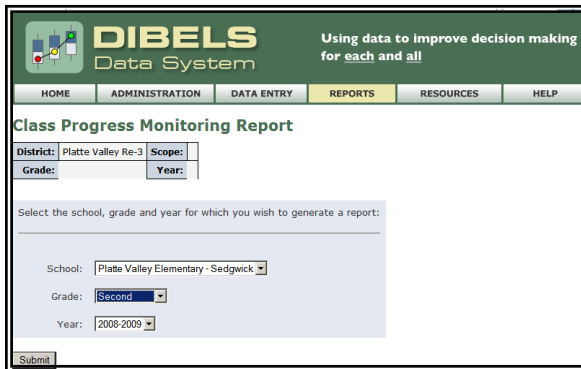
6. Open a blank **Excel** spreadsheet, and then minimize it.
7. Highlight the Web-based chart by clicking **Name** in the left corner and dragging down and to the right until all cells are highlighted.
8. While the Web chart is highlighted, hold down the **CTRL** key on the keyboard and the **C** key to copy the chart.
9. Maximize the **Excel** spreadsheet, click in the

top left open cell (A,1) and press **CTRL + V** key to paste the copied chart into the spreadsheet. (The students' names have been replaced with letters to protect confidentiality.)
10. Name the sheet by right-clicking on the **Sheet1** tab at the bottom, selecting **Rename**

(the more specific the name the better. See

the example below).
11. Now **Select/Highlight** the student names and the data points that you want to display in your chart. Hold down the **CTRL** key to ensure that only the cells that you want to highlight are selected.

12. Find the toolbar at the top of the screen, and click on the button that looks like a bar graph.
13. The **Chart Wizard** will appear. **Column** should be highlighted. Click the **Next>** button. The Chart Wizard will walk you through the steps.
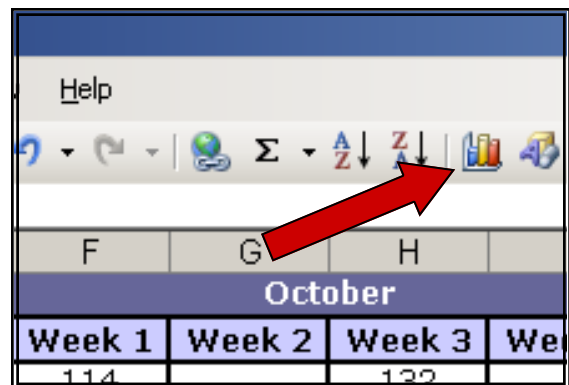
14. A sample chart will appear. If your student names are below the horizontal axis, and you have a series listed to the right with an equal number of data points as those you highlighted, select the **Series tab** at the top of the Chart Wizard to name your data points.
15. To name each series, click the **Series Name**
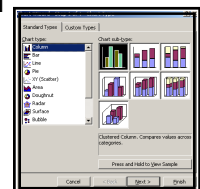
## CREATING PROGRESS MONITORING CHARTS

in the left box, then click into the **Name box** (to the right) and type the name. (Do not to press Enter or you will advance to the next step in the Chart Wizard and you will have to go back to continue naming the remaining series.) When you have finished labeling each Series click the **Next>** button .

16. Here you will add the **Title**, and label the **X and Y axis**. Click in the appropriate boxes and type the title and labels. Include the Teacher, Grade, Subtest, and Date.

17. If you click the tab **Gridlines**, you can add vertical lines between each student's data to make it easier to see an individual student's data. Click the **Major gridlines box** to add the vertical lines.
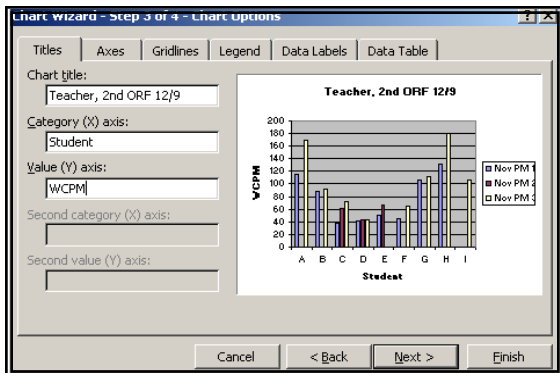

18. Click the **Data Labels** tab and select the box next to **Value** to add numbers to each of the data points.

19. Click **Next>** to advance to the final screen. Click **As new sheet** and then click into the box and type the name of your new sheet. Make the name of the sheet the same as the title of your chart. (If you do not select a new sheet, the chart will appear in the middle of the Excel spreadsheet you were working in.) This will create the name for your chart in the sheet tabs at the bottom of the Excel workbook. Click **Finish** when you have completed naming your graph.

20. Your chart will appear in a new screen. If you want to go back to any other spreadsheet in the Excel workbook that you have created, just click on the tabs at the bottom of the screen.

21. To **change the scale** of your graph, double click one of the **numbers** in the **Y-axis**. This will bring up the **Format Axis** screen at the top of your spreadsheet.

22. Click the **Scale** tab at the top of the screen and adjust the **Minimum** and **Maximum numbers** accordingly. Each graph you create
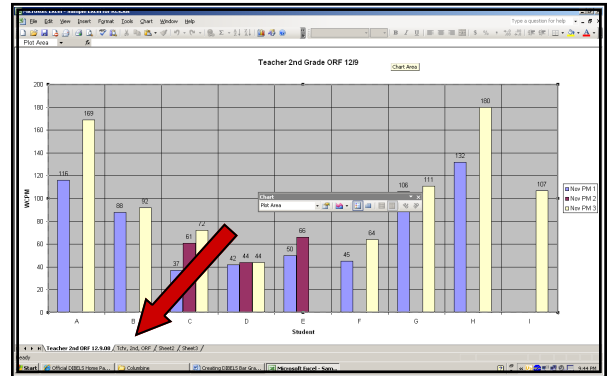
will have a different scale based on the lowest and highest scores collected in your data set. Changing the axis when looking at graphs for multiple grades is a nice feature. So you can compare all the charts based on equal values. Clear the check box to the left of the value that you're changing.
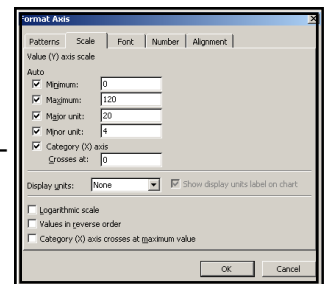
23. To add lines to mark Strategic and Benchmark points, choose **Insert, Picture, AutoShapes** and either the **Lines or Connectors** button.

24. Draw your line, then **double-click** it to change the **color** of the line. You can add multiple lines to each chart.

25. Finally, choose insert **Textbox, draw** the text-

box, and type the **label** for your line. Repeat this step for each line you've added.

(If you cannot find the Drawing Toolbar, click **Tools, Customize,** and **Toolbars**, select the **Drawing** box, and click **OK**)

Created by Tammy Yetter—CRF Regional Consultant

COLORADO DEPARTMENT OF EDUCATION
COLORADO READING FIRST

Literacy Grants and Initiatives
Colorado Reading First
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WE ARE ON THE WEB!

HTTP://WWW.CDE.STATE.CO.US/
COLORADOLITERACY/CRF/INDEX.HTM

PUT READING 1ST!

We Need YOUR Help!

As a tribute to Colorado Reading First we are making a "Faces and Places", collage for the CRF Spring Conference.

We need your help collecting photos of Colorado Reading First schools, teachers, coaches, leadership, and especially children.

We would like to celebrate all of the effort, all of the people, and all of the places that have generated such a lasting effect on the children of Colorado.

Please send your photos to Jacob Heiney: (Heiney_J@cde.state.co.us). Consent to release the photos sent to Jacob is implied. Please send your photos by March 20, 2009.

We are looking forward to seeing your photos and creating a personal touch for the CRF Spring Conference!

CRF PROFESSIONAL DEVELOPMENT CALENDAR

March 2009

MON	TUE	WED	THU	FRI	S/SU
23	24	25	26	27	28/1
2	3	4	5	6	7/8
9 Leveraging Resources 3rd Session, Pueblo, CO	10 Leveraging Resources 3rd Session, Denver, CO	11	12	13	14/15
16	17	18	19	20	21/22
23	24	25	26	27	28/29
30	31	1	2	3	4/5

Puxatony Phil doesn't know what he is talking about.

Have a great Colorado Reading First Spring.

Technical Difficulties

Colorado Reading First has experienced some technical difficulties formatting this pdf. If you have experienced any difficulty navigating to the hyperlinks in this document please try clicking on the links below. If you continue to have difficulty please carefully type the entire hyperlink into your Web browser. Please contact Colorado Reading First if you have continued difficulty, or visit our Web site at:

http://www.cde.state.co.us/coloradoliteracy/crf/index.htm

Reading Tic-Tac-Toe:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/reading_tic-tac-toe.doc

Class Progress Graph and Instructional Recommendations:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/DIBELS-ORF_classprogressgraph_instrec.pdf

Colorado Reading First New Staff Training & Winter 2009 Professional Development:

http://www.cde.state.co.us/coloradoliteracy/crf/resources/presentations/cohort2_presentations.htm

LETRS Phonics Screener:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/LETRS_phonics_survey.xls

U.S. Department of Education—Reading First Sustainability:

http://www.ed.gov/programs/readingfirst/support/sustaining.html

University of Oregon—DIBELS:

http://dibels.uoregon.edu

Creating Progress Monitoring Charts:

http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2009/03-09_sub/creating_DIBELS_bargraphs.pdf

Please contact Jacob Heiney if you have any continuing problems.

Heiney_J@cde.state.co.us