



TOUCHING BASE

MAY 5, 2009

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

TIME IN TEXT: THE IMPORTANCE OF READING PRACTICE

Recently, the Colorado Reading First (CRF) Regional Consultants conducted an informal observation of the amount of time students were reading connected text during the 90 minute reading block. The results were surprising. Students were involved in reading connected text anywhere from 5 to 25 minutes. This was in sharp contrast to the amount of time recommended for the reading of connected text, which is half the reading block (45 minutes).

Students who struggle with reading are less likely to engage in reading activities; thereby, reducing their exposure to text and reading practice. Stanovich (1986) observed that the less students read in first grade, the less likely they are to read in subsequent school years. He noted that students who learn to read early continue to improve in reading, while students who do not learn to read early become increasingly distanced from the better readers. Stanovich refers to this as the "Matthew effect".

Anderson, Wilson, and Field-

ing (1988) found a significant, positive relation between the measures of the amount of reading, particularly the amount of book reading, and the measures of comprehension, vocabulary, and reading speed.

Better readers get to read a lot more words. They read more on their own and continually build their vocabularies, get better at reading and can read increasing complex materials. Weak readers read little, do not increase their vocabularies, and consequently struggle as texts get more complex. The most skilled readers in fifth grade (98 percentile rank) read about 4,358,000 words per year, while the poorest readers (10 percentile rank), read only about 8,000 words per year.

In order for students to improve their reading skills, they need to spend time practicing reading. This is done through reading connected text. There has been some question as to what is considered connected text.

Connected text refers to the following:

- Decodables
- Fluency readers
- Core anthologies
- Fluency builders (Read Naturally, Six-Minute Solution, Readers' Theater)
- Passages
- Paragraphs and sentences that tell a story or give information
- Rereading to find information
- Partner reading
- Independent reading (not SSR)
- Stories on charts if choral reading
- Vocabulary in context

What isn't connected text?

- Reading directions
- Template practice
- Skill building
- Isolated vocabulary
- Isolated phonics
- Kindergarten read-alouds
- Cloze reading if less than 100% of students are engaged

References:

Honig, B., Diamond, L., Gutlohn, L. (2008). Core, Teaching Reading Sourcebook, 2nd Edition. California: Arena Press.
Honig, B., Diamond, L., Gutlohn, L. (2008). Core, Teaching Reading Sourcebook, 2nd Edition. California: Arena Press.

SPECIAL POINTS OF INTEREST

- *Time in Text*
- *Colorado Reading First by the numbers*
- *Colorado Reading (Rainbow)*
- *BEAR Update*

COLORADO READING FIRST - BY THE NUMBERS

1,007

Hours spent by CRF Regional Consultants on Technical Assistance

505

Hours spent by CRF Regional Consultants on Action Planning

675

Hours spent by CRF Regional Consultants on Walkthroughs

688

Hours spent by CRF Regional Consultants on Data Analysis

804

Contacts made by CRF Regional Consultants with RF Coaches

256

Hours spent by CRF Regional Consultants on Classroom Observation



3,411

Contacts made by CRF Regional Consultants with RF Teachers

1,157

Hours spent by CRF Regional Consultants traveling to CRF schools

$$1,157 \times \text{Average of 60 mph} = 69,420 \text{ Miles}^*$$

* 69,420 Miles is equivalent to two and three quarter trips around the world

May 2009 Events

No CRF Professional Development scheduled for May 2009

June 2009 Events

No CRF Professional Development scheduled for June 2009

COLORADO READING (RAINBOW)

During the last three years, Colorado Reading First has supplied Reading First schools with numerous resources. The resources have included books and training materials that support the Reading First model. CRF Regional Consultants have provided a brief synopsis of some of their favorite books.

Better Answers, **Ardith Davis Cole**

This resource is the ANSWER to BETTER written responses. *Better Answers* is a model for students to use in constructing short answer test responses on curriculum based measures and state assessments. The *Better Answer* formula is easy-to-implement; however, modeling by the teacher is mandatory. This step-by-step protocol helps students keep focused in their writing. *Better Answers* is appropriate for students of all abilities, across grade levels, and within several content areas. At the Kindergarten level, students begin by orally restating the question and giving a gist answer. Higher level students build on this first step by writing details to support their answer. Also included are sample lesson vignettes and forms for monitoring response growth.

Written by Jane Burk, CRF Regional Consultant

Differentiated Reading Instruction **Sharon Walpole & Michael C. Mckenna**

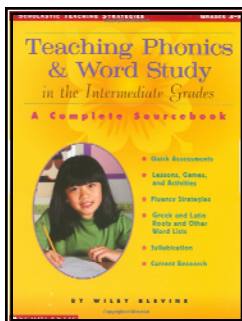
The thought of differentiating reading instruction can be overwhelming. It is recommended that teachers read the first two chapters to develop a better understanding of the concept. These chapters help define specific activities in a heterogeneous or walk-to-read model. Once the implementation of differentiated instruction is understood, the book provides a unique question and answer format for each of the components of reading. Another suggestion is to flip to the back of the book and read the differentiation plan for a specific grade level. Examples are given for kindergarten through third grade.

Written by Beth Salvo, CRF Regional Consultant

Teaching Phonics & Word Study, **Wiley Blevins**

This is a great resource book that will support intervention with intensive word work blending. Words are

listed by word families, prefixes, suffixes, compound words, and multi-syllable. The book includes six Quick Word-Identification Assessments and activities that support phonics and fluency. Tab page 261 for Hansbrouck & Tindal's Oral Reading Fluency Norms for grades 2-5 which provide a reference on how fluency correlates to percentile scores.



Written by Beth Salvo, CRF Regional Consultant

The Daily 5, **Gail Boushey & Joan Moser**

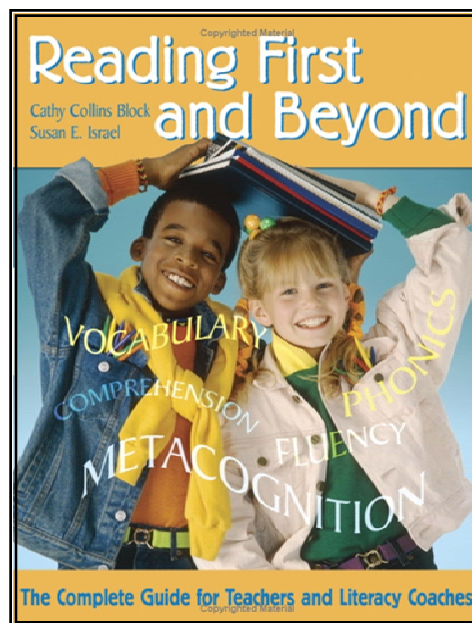
How can I increase time in text? What are the rest of my students doing while I'm trying to teach this small group of students? This book helps teachers set up systems that promote students' reading accountability and accuracy. The first weeks of school are dedicated to instilling literacy habits. Chapter 3 discusses the importance of Book Boxes and establishing routines. Page 36-42 will begin to explain the importance of modeling and providing repeat practice for behavior that supports a positive, responsible reading atmosphere. Take a look at Partner Reading (Chapter 5).

Written by Beth Salvo, CRF Regional Consultant

Reading First and Beyond, **Cathy Collins Block & Susan Israel**

Reading First and Beyond is a resource full of literacy instructional strategies. Each chapter includes a brief research summary, background knowledge on one of the five components of reading, specific lesson plans addressing each component and assessment procedures. Chapters also include information for differentiating instruction for special education, ELL and gifted readers. The chapter entitled "Comprehension Instruction" contains a wealth of information that is very valuable and informative for classroom teachers and coaches. This book is an excellent literacy guide for all educators to enhance their "toolbox" of literacy instructional strategies.

Written by Barbara Camerfo, CRF Regional Consultant



Results Now, **Mike Schmoker**

This book is a must-read if you are thinking about or in the process of implementing a professional learning community in your school. Learn how to move from a "buffer" community to a collaborative atmosphere that is focused on student learning.

Written by Beth Salvo, CRF Regional Consultant



COLORADO DEPARTMENT
OF EDUCATION
COLORADO READING FIRST

Literacy Grants and Initiatives
Colorado Reading First
201 East Colfax Avenue, Room 307
Denver, CO 80203
Dr. Debora L. Scheffel—Director
Sandra Nance—Reading First Coordinator

Phone: 303.866.6756
Fax: 303.866.3294
E-mail: Heiney_J@cde.state.co.us

WE ARE ON THE WEB!

[HTTP://WWW.CDE.STATE.CO.US/
COLORADOLITERACY/CRF/INDEX.HTM](http://www.cde.state.co.us/coloradoliteracy/crf/index.htm)

PUT READING 1ST!

CRF BEAR Data Webinar

In preparation for the 2009 BEAR Outcome Assessment, we have attached Internet links to two documents that we hope will assist you in uploading your BEAR data to the CDE Automated Data Exchange (ADE) System:

Administration, Scoring, and Reporting Rules and Procedures power point (http://www.cde.state.co.us/coloradoliteracy/crf/downloads/assessments/BEAR/ADE_Users_Guide_BEAR_Upload_2009.pdf)

Example/Template spreadsheet for entering data (http://www.cde.state.co.us/coloradoliteracy/crf/downloads/assessments/BEAR/BEAR_example_template.xls)

The *Rules and Procedures* power point covers general administration, scoring, and reporting procedures for 2009 BEAR.

The *Example/Template* spreadsheet provides three sheets (that can be navigated using the tabs at the bottom of the spreadsheet): File Specifications, Example, and Template.

File Specifications: This sheet provides you with each of the fields that need to be entered into BEAR, along with their corresponding lengths and codes. This information can also be found at: https://cdeapps.cde.state.co.us/appendix_b_bear.htm

Example: This sheet provides an example, adapted from Tracy Madrid, of how to set up your data. Clarifying notes accompany this sheet in column AD.

Template: This sheet is identical in specification to the Example sheet but provides a blank template for you to enter your data. Please remem-

ber to delete the headings (1st row) before saving the sheet as a ".prn" file

We would also like to highlight the following with regard to the 2009 BEAR Outcome Assessment:

Electronic data reporting to CDE must be by the end of business **Friday, May 22nd**

Only report Kindergarten Reading Basics and Comprehension, 1st grade Comprehension, and 2nd grade Comprehension.

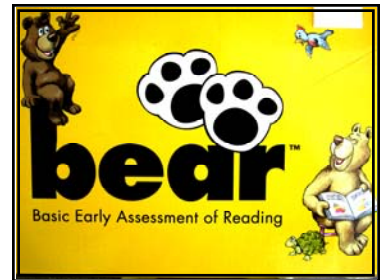
Additional BEAR/ADE resources:

BEAR: <http://www.cde.state.co.us/coloradoliteracy/crf/assessments/BEAR.htm>

ADE: <https://cdeapps.cde.state.co.us/>
Ellie Spindler; Spindler_E@cde.state.co.us;
(303) 866-6242

Jacob Heiney; Heiney_J@cde.state.co.us;
(303) 866-6756

Sandra Nance; Nance_S@cde.state.co.us;
(303) 866-6676



CRF PROFESSIONAL DEVELOPMENT CALENDAR

May 2009

MON	TUE	WED	THU	FRI	S/SU
27	28	29	30	1	2/3
4	5	6	7	8	9/10
DIBELS Testing: May 4—15 BEAR Testing: May 4—15					
11	12	13	14	15	16/17
DIBELS Testing: May 4—15 BEAR Testing: May 4—15					
18	19		21	22	23/24
DIBELS Data Entry: May 18—22 BEAR Data Entry: May 18—22					
DIBELS Final Data Submission: May 22			BEAR Final Data Submission: May 22		
25	26	27	28	29	30/31
1	2		4	5	6/7

Happy Cinco
de Mayo!

