TOUCHING BASE

OCTOBER 2009

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

CRF Fall Conference

With a little help from the weather, we are starting to realize that fall is quickly approaching. With fall comes the Colorado Reading First (CRF) Fall Conference.

The **2009-10 CRF Fall Conference** is being held at the **Antlers Hilton in Colorado Springs on October 9, 2009.**

Kim Marcum and Yolanda Westerberg will be presenting Written Response to Reading.

CRF Web Conferences

CRF will be hosting a series of Web conferences throughout the 2009-10 school year. These Web conferences will focus on **data driven instruction** and will all be conducted by **Tina Pelletier**.

The Web conferences will be held on the following dates and are tentatively scheduled to begin at 10 a.m.:

- **October 8, 2009**
- **November 19, 2009**
- **February 3, 2010**
- **March 10, 2010**

Participants will receive an e-mail with instructions on how to log on.

**2009-2010
Colorado
Reading
First**
Professional
Development

To view previous CRF Webinars please visit the following Web page:

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

CRF Spring Conference

The culminating professional development activity for Colorado Reading First will be the **CRF Spring Conference**, which will be held on **April 9, 2010,** at the **Antlers Hilton in Colorado Springs**.

Dr. Vicky Gibson will be presenting Differentiated Instruction.

We will contact you throughout the year as professional development opportunities approach.

Please contact Jacob Heiney if you have any questions:

Heiney_J@cde.state.co.us

SPECIAL POINTS OF INTEREST

- *CRF 2009-10 Professional Development*
- *Modified QAR*
- *Time to Act*
- *Follow-up to the National Reading Conference*
- *WWC Practice Guide*
- *CRF Announcements*

MODIFIED QAR

"No comprehension activity has a longer or more pervasive tradition than asking students questions about their reading. Whether this occurs before, during, or after reading, *questioning* has long been used by teachers as a way to guide and monitor student learning (Duke & Pearson, 2002). "Research shows that teacher questioning strongly supports and advances students' learning from reading (Armbruster, Lehr, Osborn, 2001). "Questioning is effective for improving comprehension because it gives the students a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known (Armbruster, Lehr, & Osborn, 2001). Research findings suggest that a student's understanding and recall can be readily shaped by the types of questions to which they become accustomed (Duke & Pearson, 2002). Therefore, if inferential understanding is desired, a student's question answering behavior can be shaped by the questions that require them to connect information in the text to their knowledge base.

Taffy Raphael, author of QAR, spent time observing students and the strategies students employ while answering questions. She found that many students fell into one of two

In-The-Book Questions	In-My-Head Questions
Right There Questions: The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence.	**Author and You Questions**: The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together.
Think and Search: The answer is in the selection, but you need to put together different pieces of information to find it. The answer comes from different places in the selection.	**On My Own**: The answer is not in the text. You can answer the question without even reading the text. The answer is based solely on your own experiences and knowledge.

categories: (1) Those who relied only on their memory or prior knowledge to find answers, or (2) Those who relied only on the text. These observations revealed the importance of teaching students the relationships between questions and answers. As a result, Raphael (1986) developed an approach called **QAR or Question-Answer-Relationships** which teaches students how to distinguish questions with answers that are found "in the book" and questions with answers found "in my head." Raphael's (1986) research with QAR has proven that when students are taught to use this strategy, their ability to answer questions correctly improves. Raphael also found that through QAR, students developed a language for talking about the strategies they use to answer questions.

Understanding how question-answer-relationships work is crucial for learning. Many students are unaware of the different thinking levels questions may elicit (Buehl, 2001). Students often take a literal approach to answering questions, searching for direct statements within the text that answer the question. Many times they feel frustrated and give up when they don't find an explicit answer. Other students rely solely on what they already know, regardless of the text. For these students, answering questions becomes an exercise in common sense, rather than a thoughtful consideration of new information encountered in print (Buehl, 2001). Question-answer-relationships help students to realize the need to consider information in the text and information from

their own background knowledge (Raphael, 1986).

Raphael identified two categories of questions: those whose answers are supplied by the author (*In-the-book QARs*) and those that have answers that need to be developed based on the reader's ideas and experiences (*In-my-head QARs*). These two categories of questions also have two different types of questions.

In-the-book questions are classified as either *Right There questions* or *Think and Search questions*. The answer to *Right There questions* can be found in one sentence in the text. Students can point to these answers. The answers to *Think and Search questions* are pieced together using information from different parts of the text.

In-my-head questions are classified as either *Author and You questions* or *On My Own questions*. The answer to *Author and You questions* are not found in the text. Instead, they require students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. *On My Own questions* can be answered without even reading the text. The answers to these questions come solely from their own experiences.

For more information please visit the following Web site:

http://forpd.ucf.edu/strategies/stratqar.html

"INTERNAL MOTIVATION PLUS COGNITIVE ENGAGEMENT (STRATEGIC READING AND KNOWLEDGE USE) EQUALS READING ENGAGEMENT."
~ GUTHRIE, (2009)

TIME TO ACT

The following is an excerpt from Time to Act, An Agenda for Advancing Adolescent Literacy for College and Career Success: Final Report from Carnegie Corporation of New York's Council on Advancing Adolescent Literacy.

Despite a number of problems with oversight and implementation, and some quasi-experimental findings (Gamse, Jacob, Horst, Boulay, & Unlu, 2008), a good deal of evidence points to the impact of the federal investment in Reading First. Combined with a strong, new focus on the use of research-based approaches to reading and accountability requirements, Reading First appears to have contributed to important gains in performance in the early grades.

For instance, the non-partisan Center on Education Policy (2007, 2008), which has been tracking the implementation of No Child Left Behind, reports that not only have fourth-grade reading and math scores for U.S. students been rising since 2002, but racial achievement gaps have also, in most cases, been narrowing. In nine of the 13 states studied, average yearly gains in reading and math have been greater since 2002—the year NCLB was enacted—than in the preceding years. Of course, it is impossible to disentangle the effects of NCLB from numerous state policies and strategies on literacy that were initiated well before 2002.
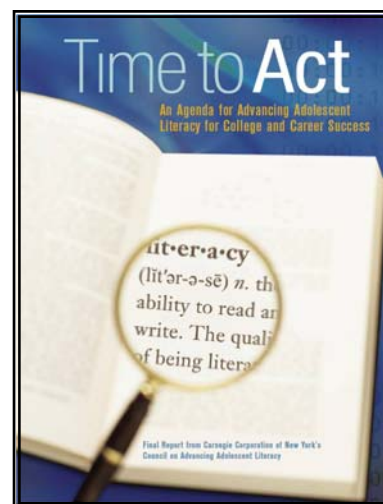
The recent early literacy gains are most apparent in the long-term trend data of the National Assessment of Educational Progress (NAEP). (The long-term NAEP items and sampling are designed specifically to produce a reliable method of tracking student progress over time.) The long-term NAEP data from 2004 include many students who would have participated in Reading First or its predecessor program, Reading Excellence, and the results show **the highest achievement in reading for fourth-grade students in thirty-three years**. Moreover, the fourth-grade gains between 1999 and 2004 are the largest in the history of NAEP, as is the narrowing of racial achievement gaps. Although all groups of students improved between 1999 and 2004, black and Hispanic students demonstrated the largest gains between two administrations and their highest levels of reading achievement in the history of NAEP. Most encouraging of all, each of these trends are continuing, as shown in the latest long-term NAEP data from 2008 (Rampey, Dion, & Donahue, 2009). Although the gains from 2004 to 2008 do not eclipse the historic gains of 2004 compared to 1999, fourth-grade scores rose yet again, and racial achievement gaps continued to narrow. Taken together, the results demonstrate that with a concerted effort we can indeed improve the literacy achievement of all our nation's children.

To view the complete report, please visit the following Web page:

http://www.carnegie.org/literacy/tta/pdf/tta_Main.pdf

FIGURE №.1. *Trends in average reading scale scores for students ages 9, 13, and 17: 1971-2004 (adapted from Perie et al., 2005, Figure 2-1).*

*Significantly different from 2004

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1971–2004 Long-Term Trend Reading Assessments.

FOLLOW-UP TO THE NATIONAL READING CONFERENCE

The following is an excerpt from *NRTACNEWS (National Reading Technical Assistance Center, Summer 2009)*

Reading Institute Offers One-on-One Time Between Expert Researchers and Local Practitioners

Educators from across the country had a rare opportunity to work alongside nationally-known researchers in the field of reading at the U.S. Department of Education's Reading Institute, which was held in Cincinnati, July 2009.

Participants attended sessions led by top-level experts such as John Guthrie, Margaret McKeown, and Diane August, who talked about the findings of the most recent research and had the opportunity to ask questions and talk individually with the presenters. Other notable researchers at the institute were Sharon Vaughn, Michael Coyne, Dorothy Strickland, and Michael Graves, to name a few.

The institute focused on research and best practices from pre-school age through the intermediate grades. With concentration on vocabulary and comprehension, researchers presented findings about effective methods of increasing both oral and written vocabulary, as well as listening and reading comprehension. The research presented correlates with the national reading agenda, as President Obama has called for a greater effort toward building essential foundational skills for young children and toward supporting older, struggling readers. In addition to the group and one-on-one time with the researchers, participants received an array of supporting materials to take home. These handouts and other institute materials are available at www.ed.gov/programs/readingfirst/support.

USING STUDENT ACHIEVEMENT DATA TO SUPPORT INSTRUCTIONAL DECISION MAKING

What Works Clearinghouse (WWC) has released a new practice guide: Using Student Achievement Data to Support Instructional Decision Making.

This guide offers five recommendations to help educators effectively use data to monitor students' academic progress and evaluate instructional practices. The guide recommends that schools set a clear vision for school-wide data use, developing a data-driven culture, and making data part of an ongoing cycle of instructional improvement. The guide also recommends teaching students how to use their own data to set learning goals.

To visit the WWC Web site, and to view the WWC guide book, please visit the following Web page:

http://ies.ed.gov/ncee/wwc/publications/practiceguides/#dddm_pg
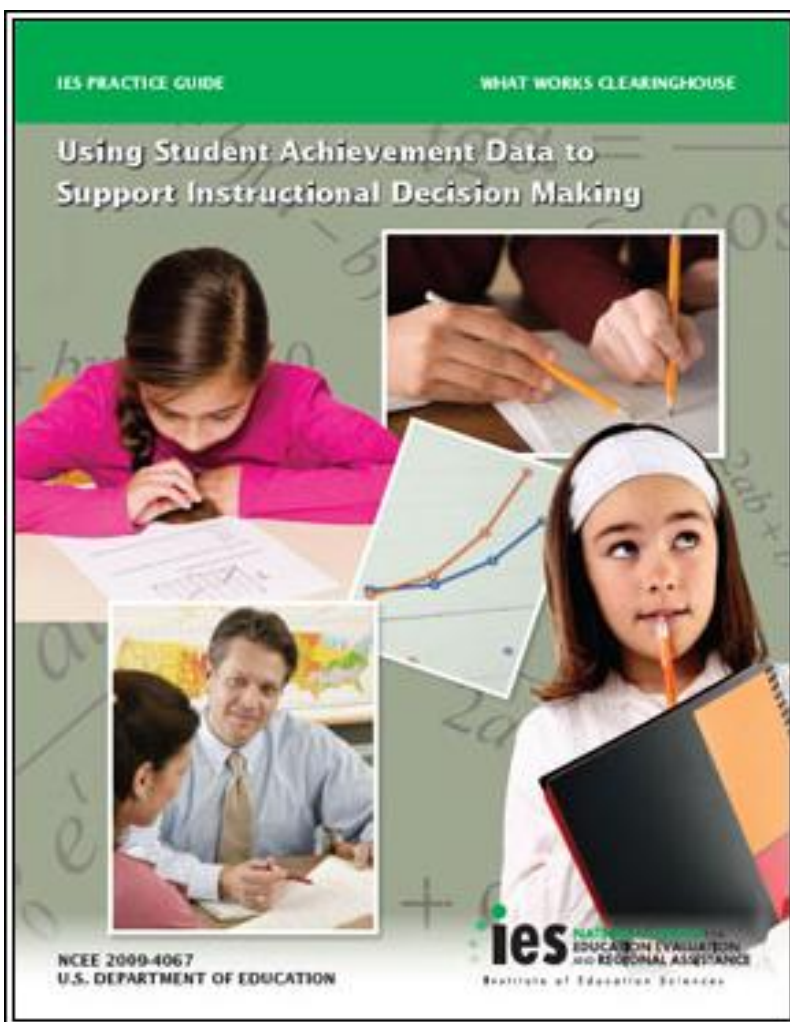
PUT READING 1ST!

CRF Announcements Oct-Nov 2009

Contributions Needed

Colorado Reading First encourages you to submit ideas or articles for Touching Base. If you have any lessons learned, processes, procedures, or best practices that you would like to share, please send your contribution to:

Heiney_J@cde.state.co.us
303.866.6756

Welcome Aboard

Colorado Reading First is glad to welcome Eleanor (Ellie) Spindler to the Reading First team. Ellie will be collecting, analyzing, and disseminating CRF data.

Ellie is in the final stage of completing her doctorate at the University of Colorado, Boulder.

Many of you know Ellie from last year's BEAR data collection. We are happy to have her expertise on hand.

Ellie can be reached at: Spindler_E@cde.state.co.us

November 2009 Events

November 19:
CRF Web Conference #2
Tina Pelletier
10 a.m.
(Log in information to be provided)

CRF PROFESSIONAL DEVELOPMENT CALENDAR

October 2009

MON	TUE	WED	THU	FRI	S/SU
28	29	30	1		3/4
5	6	7	8 CRF Data Web Conference # 1 10:00 a.m.	9 CRF Fall Conference Co. Springs , CO	10/11
12	13	14	15	16	17/18
19	20	21	22	23	24/25
26	27	28	29	30	
2	3	4	5	6	7/8

Touching Base

Reaching Out!