



COLORADO DEPARTMENT  
OF EDUCATION

cde

# TOUCHING BASE

NOVEMBER 2009

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

## \$1.3 Million Distributed

### Have you Heard?

Additional funds in the amount of \$1,300,000 have recently been made available for distribution to Colorado Reading First (CRF) schools.

This brings the total funds distributed thus far in the 2009-10 school year to \$2,145,490.

From the first year of the CRF Grant, 2003-04, to the 2009-10 school year, CRF has distributed \$55,751,667 to Colorado schools.

CRF is currently serving 15 school districts, 23 schools, and 3,992 students.

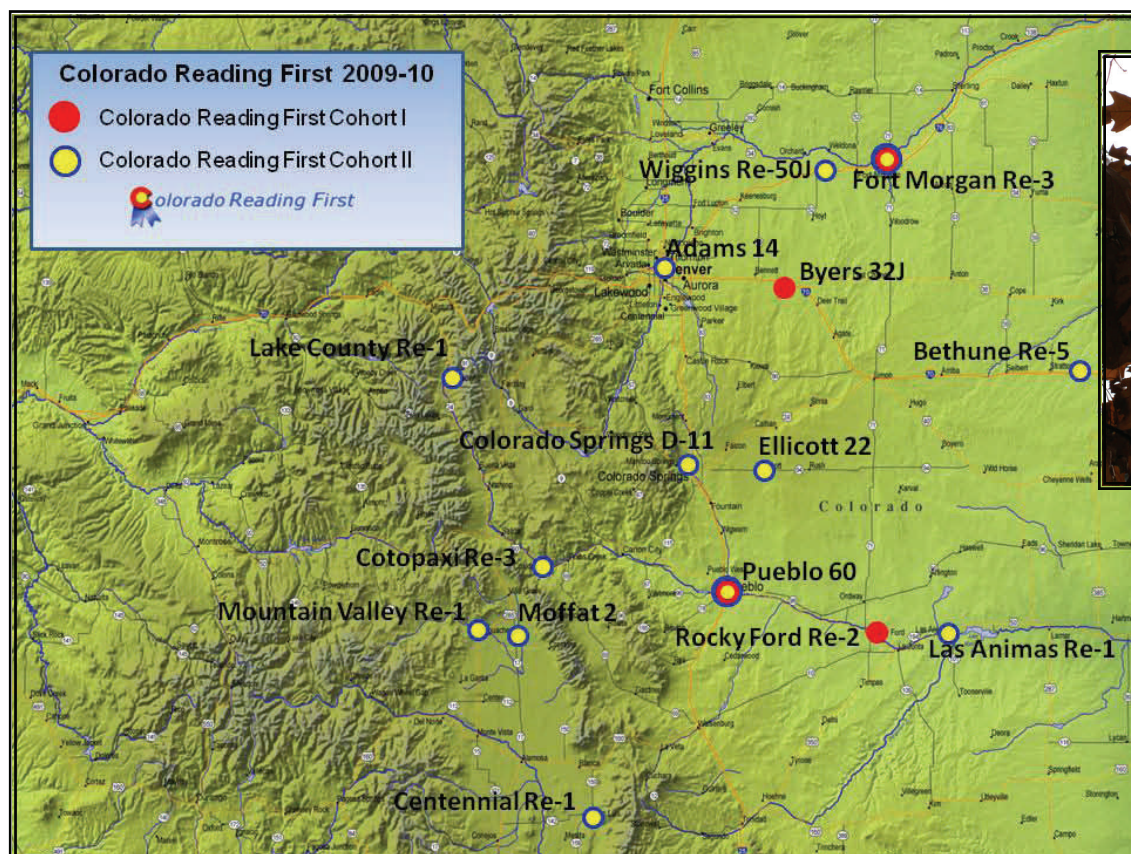
The average 2009-10 CRF school has 174 K-3 students.

In the 2009-10 school year, seven schools have rejoined CRF from the original Cohort I as the district map below illustrates.

CRF is very pleased to be distributing these funds and the Reading First support they represent.

### SPECIAL POINTS OF INTEREST

- *Additional Funding*
- *Oral Reading Fluency Promoting Reading Comprehension*
- *CRF Announcements*





## ORAL READING FLUENCY PROMOTING READING COMPREHENSION

The following is an excerpt from CORE, Teaching Reading Sourcebook (Arena Press, 2000).

Oral reading fluency (ORF) norms are highly indicative of reading comprehension ability. These norms can serve as stable benchmarks for oral reading fluency. Teachers can use the norms to rank student performance and tailor instruction to students' individual needs. The percentiles represent the percentage of students that received scores equal to or lower than the given raw score. Generally, students reading at the 50th percentile in fluency have good reading comprehension of grade-level texts. A third-grade student who reads

139 wcpm (words correct per minute) late in the school year is very likely to have excellent comprehension ability; a third grader reading 110-120 wcpm will be able to handle most grade-level text. A third-grade student who reads 81 wcpm will likely have difficulty comprehending most grade level texts. For this student, it is important to give further diagnostic assessment to determine underlying foundation skill needs, such as decoding and phonemic awareness. Inefficiencies in the underlying component skills will impede fluency and ultimately will impede comprehension.

In addition to providing a way to as-

sess a student's current reading level, the ORF norms can be used to monitor student progress over time. This is especially important for students whose fluency is in the at-risk range of the 25th percentile or below. The norms can identify target fluency rates. For example, to become an average reader, an early Grade 2 student reading 20 wcpm will need to gain an additional 70 wcpm by the end of the school year. With about 24 weeks between the first and third test administration, the student needs to improve by roughly 2.9 wcpm per week to realize the average fluency.

**Hasbrouck and Tindal's Oral Reading Fluency Norms for Grades 1-8**

|                | FALL | WINTER | SPRING |     |                | FALL | WINTER | SPRING |     |
|----------------|------|--------|--------|-----|----------------|------|--------|--------|-----|
| PERCENTILE     | WCPM | WCPM   | WCPM   | AWI | PERCENTILE     | WCPM | WCPM   | WCPM   | AWI |
| <b>GRADE 1</b> |      |        |        |     | <b>GRADE 5</b> |      |        |        |     |
| 90             | —    | 81     | 111    | 1.9 | 90             | 166  | 182    | 194    | 0.9 |
| 75             | —    | 47     | 82     | 2.2 | 75             | 139  | 156    | 168    | 0.9 |
| 50             | —    | 23     | 53     | 1.9 | 50             | 110  | 127    | 139    | 0.9 |
| 25             | —    | 12     | 28     | 1.0 | 25             | 85   | 99     | 109    | 0.8 |
| 10             | —    | 6      | 15     | 0.6 | 10             | 61   | 74     | 83     | 0.7 |
| <b>GRADE 2</b> |      |        |        |     | <b>GRADE 6</b> |      |        |        |     |
| 90             | 106  | 125    | 142    | 1.1 | 90             | 177  | 195    | 204    | 0.8 |
| 75             | 79   | 100    | 117    | 1.2 | 75             | 153  | 167    | 177    | 0.8 |
| 50             | 51   | 72     | 89     | 1.2 | 50             | 127  | 140    | 150    | 0.7 |
| 25             | 25   | 42     | 61     | 1.1 | 25             | 98   | 111    | 122    | 0.8 |
| 10             | 11   | 18     | 31     | 0.6 | 10             | 68   | 82     | 93     | 0.8 |
| <b>GRADE 3</b> |      |        |        |     | <b>GRADE 7</b> |      |        |        |     |
| 90             | 128  | 146    | 162    | 1.1 | 90             | 180  | 192    | 202    | 0.7 |
| 75             | 99   | 120    | 137    | 1.2 | 75             | 156  | 165    | 177    | 0.7 |
| 50             | 71   | 92     | 107    | 1.1 | 50             | 128  | 136    | 150    | 0.7 |
| 25             | 44   | 62     | 78     | 1.1 | 25             | 102  | 109    | 123    | 0.7 |
| 10             | 21   | 36     | 48     | 0.8 | 10             | 79   | 88     | 98     | 0.6 |
| <b>GRADE 4</b> |      |        |        |     | <b>GRADE 8</b> |      |        |        |     |
| 90             | 145  | 166    | 180    | 1.1 | 90             | 185  | 199    | 199    | 0.4 |
| 75             | 119  | 139    | 152    | 1.0 | 75             | 161  | 173    | 177    | 0.5 |
| 50             | 94   | 112    | 123    | 0.9 | 50             | 133  | 146    | 151    | 0.6 |
| 25             | 68   | 87     | 98     | 0.9 | 25             | 106  | 115    | 127    | 0.6 |
| 10             | 45   | 61     | 72     | 0.8 | 10             | 77   | 84     | 97     | 0.6 |

WCPM: Words Correct Per Minute

AWI: Average Weekly Improvement

As recommended in the CRF Web Conference with Tina Pelletier (October 8, 2009), teachers should strive for students to reach their achievement goal resulting in a minimum of 75% efficiency, which would result in third grade students reading approximately 137 wcpm. This goal should not be based on a time frame (spring), but rather on student achievement and should be reached as soon as possible.

To view Tina Pelletier recorded Web conference, or the information presented please visit the following Web site:

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

Chart reference: Hasbrouck & Tindal Achievement Targets

### December 2009 Events

No CRF Professional Development planned for December 2009



**COLORADO DEPARTMENT  
OF EDUCATION  
COLORADO READING FIRST**

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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 Announcements November 2009

### Testing Dates Reminder

The required testing date windows have been posted on the CRF Web site at the following location:

[http://www.cde.state.co.us/  
coloradoliteracy/crf/downloads/  
assessments/CRF\\_testing\\_dates\\_09-10.pdf](http://www.cde.state.co.us/coloradoliteracy/crf/downloads/assessments/CRF_testing_dates_09-10.pdf)

Please note that these testing windows are mandatory. Also note that there are no testing dates in December 2009. The DIBELS tests are designed to be given in the January testing window, using the testing timelines provided by the University of Oregon

### Center on Instruction:

[WWW.CENTERONINSTRUCTION.ORG](http://WWW.CENTERONINSTRUCTION.ORG)  
Resource Update

Four new RTI resources have been added to the Center on Instruction

Web site. For more information select one of the following Web links:

**RTI: The Georgia Student Achievement Pyramid of Interventions**

[http://centeroninstruction.org/resources.cfm?  
cate-  
gory=specialEd&subcategory=materials&grade  
start=0&grade\\_end=12#244](http://centeroninstruction.org/resources.cfm?cate-gory=specialEd&subcategory=materials&grade_start=0&grade_end=12#244)

**What Do We Know About Assessing And Improving The Fidelity of RTI?**

[http://centeroninstruction.org/resources.cfm?  
cate-  
gory=specialEd&subcategory=materials&grade  
start=0&grade\\_end=12#245](http://centeroninstruction.org/resources.cfm?cate-gory=specialEd&subcategory=materials&grade_start=0&grade_end=12#245)

**RTI: The Mississippi Experience**

[http://centeroninstruction.org/  
resources.cfm?  
cate-  
gory=specialEd&subcategory=materials&gr  
ade\\_start=0&grade\\_end=12#246](http://centeroninstruction.org/resources.cfm?cate-gory=specialEd&subcategory=materials&grade_start=0&grade_end=12#246)

**Secondary-Level Interventions**

[http://centeroninstruction.org/  
resources.cfm?  
cate-  
gory=specialEd&subcategory=materials&gr  
ade\\_start=0&grade\\_end=9#247](http://centeroninstruction.org/resources.cfm?cate-gory=specialEd&subcategory=materials&grade_start=0&grade_end=9#247)

## CRF PROFESSIONAL DEVELOPMENT CALENDAR

# November 2009

| MON | TUE | WED               | THU                                              | FRI | S/SU  |
|-----|-----|-------------------|--------------------------------------------------|-----|-------|
| 26  | 27  | 28                | 29                                               | 30  | 31/1  |
| 2   | 3   | 4                 | 5                                                | 6   | 7/8   |
| 9   | 10  | 11                | 12                                               | 13  | 14/15 |
| 16  | 17  | 18                | 1 CRF Web Conference #2, Tina Pelletier, 10 a.m. | 20  | 21/22 |
| 23  | 24  | 25<br>CDE Holiday | 26<br>HAPPY THANKSGIVING!!!                      | 27  | 28    |
| 29  | 30  | 1                 | 2                                                | 3   | 4/5   |

Happy Turkey Day 2009!