



TOUCHING BASE

DECEMBER 2009

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

CRF Teacher Videos

Stratmoor Hills Elementary School

At long last, Colorado Reading First (CRF) is proud to present the first of several CRF Teacher Videos.

The videos of the CRF teachers were created through a joint effort between CRF and the Colorado Department of Education's Communications

Office. The interviews and resulting videos were completed in the Spring of 2009.

In the Web link provided at the end of this article you will find the edited footage for Stratmoor Hills Elementary School, Harrison District, Colorado Springs. It includes a teacher interview, main idea small group instruction, and ex-

plicit vocabulary instruction.

Additional videos will be posted to the CRF Web site as they become available.

The CRF staff hopes that you find these videos educational and useful. Please visit the following link:

<http://www.cde.state.co.us/media/CoLiteracy/StratmoorHills/StratmoorHills.asp>

SPECIAL POINTS OF INTEREST

- *CRF Teacher Videos*
- *Letter Naming Fluency*
- *Strategic Reading*
- *DIBELS Testing Dates*

Stratmoor Hills Elementary School



Marci Hicks Teacher Interview
Duration: 4:15

Main Idea Small Group Instruction
Duration: 18:58

Explicit Vocabulary Instruction
Duration: 9:53

LETTER NAMING FLUENCY (LNF) PROBES

English has an alphabetic writing system; letters in written words represent sounds in spoken words. The awareness that letters represent the sound in spoken words is called the alphabetic principle. One of the basic steps in learning the alphabetic principle is recognizing and naming the letters of the alphabet with fluency.

DIBELS letter naming fluency (LNF) has frequently been identified as a critical indicator of future reading success or failure (Elliott, Lee, & Tollefson, 2001; Hintze, Ryan, & Stoner, in press).

LNF probes are used to identify student progress in letter naming

and to identify students who are in need of intervention.

The LNF probe generator (<http://www.rti2.org/rti2/LetterNamings>) allows educators to create assessment materials with lower, upper, or mixed-case letters using the English or Spanish alphabet. An example of the Letter Naming Fluency: Student Copy probe is shown below.

This tool generates a teacher and a student copy of each probe. It also has the capability to change the font family and font size to match materials in use in your classroom.

Students identifying less than 40 letters per-minute will likely require some form of intervention.

A DIBELS Benchmarks table for kindergarten Letter Naming Fluency is provided below.

For students to develop letter naming fluency, they must:

- Perform the task or demonstrate the skill accurately, and
- Perform the task quickly and effortlessly.

To individualize your instruction, and to focus on a specific set of letters please use the focus board (link provided directly below). To use this tool, change the words in red to whatever letters you desire and the spreadsheet will scramble them. http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2008/12-08_sub/focus_board.xls

Once LNF accuracy improves, fluency develops through frequent opportunities for practice in which the task can be performed with a high rate of success.

This article was compiled from the following sources:

- Intervention Central (<http://www.interventioncentral.com/>)
- Cambium Learning 2003 (http://store.cambiumlearning.com/Resources/ProgramOverview/pdf/sw_Overview_112256_03.pdf)
- University of Oregon, DIBELS (<http://dibels.uoregon.edu/>)

Curriculum-Based Measurement: Letter Naming Fluency: Student Copy

k c O d Z j Y D n J e
 i y v x U K P S W u h
 w T L F C a g A b Q z
 l t m p r V f N X G M
 B o R q H I E s f Z L

DIBELS Benchmarks Kindergarten Letter Naming Fluency

	Fall	Winter	Spring
Intense intervention	0-1 at risk *lpm	0-14 at risk	0-28 at risk
Supplemental instruction	2-7 some risk	15-26 some risk	29-39 some risk
Core program	8+ low risk	27+ low risk	40+ low risk

*letters named per minute



January 2010 Events

No CRF Professional Development is planned for January 2010

STRATEGIC READING

When to Teach Strategic Reading

Instruction in comprehension skills and strategies should begin as soon as students begin to interact with text. Teachers should start building a foundation in kindergarten for the strategies that will be developed throughout the school years. They should read aloud a variety of texts and engage students in making predictions, visualizing details, summarizing important events, and using prior knowledge to construct meaning. As students progress through the grades, they will extend and apply these

comprehension strategies to increasingly complex texts.

A crucial component of comprehension instruction at each grade is teaching students when to use a particular strategy. Although strategic reading must be fluid and flexible, some reading strategies are better suited to certain parts of the comprehension process. Students should be aware that they can use specific strategies in preparation for reading, specific strategies to increase the effectiveness of reading, and specific strategies to increase memory of what they read (Pressley and Woloshyn 1995). Reading instruction is typically divided into before reading, during reading, and after

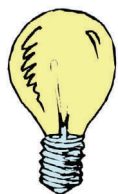
reading. Teachers can use this framework to implement the key comprehension strategies as shown in the chart below.

Honig, Diamond, Gutlohn. Core: Teaching Reading Sourcebook. Arena Press, 2000.

For further information on strategic reading please refer to Dr. Anita Archer's presentation from the CRF Fall Conference 2008 at the following link:

http://www.cde.state.co.us/coloradoliteracy/crf/resources/presentations/CRF_2008-09_cohort2_presentations.htm

	Goal	Comprehension Strategy
Before Reading	Preparation	<ul style="list-style-type: none"> • Using Prior Knowledge • Visualizing • Predicting
During Reading	Understanding	<ul style="list-style-type: none"> • Predicting • Identifying the Main Idea and Summarization • Questioning • Visualizing • Making Inferences
After Reading	Retention	<ul style="list-style-type: none"> • Questioning • Identifying the Main Idea and Summarization • Visualizing





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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

Happy Holidays

The Colorado Department of Education and Colorado Reading First would like to wish you a happy holiday season.

~Reading First Staff

December 2009 - CRF Calendar

MON	TUE	WED	THU	FRI	S/
30	1	2	3	4	5/6
7	8	9	10	11	12/13
14	15	16	17	18	19/20
21	22	23	24 CDE Holiday	25 Happy Holidays	26/27
28	29	30	31 CDE Furlough Day	1 CDE Holiday Happy New Year	2
3	4	5	6	7	8

January 2010 - DIBELS Testing Dates Reminder

MON	TUE	WED	THU	FRI	S/SU
28	29	30	31	1	2/3
4	5	6	7	8	9/10
11	12	13	14	15	16/17
DIBELS Testing Window					
18	19	20	21	22	23/24
DIBELS Testing Window					
25	26	27	28	29	30/31
DIBELS Data Entry				DIBELS Final Data Submission	