



TOUCHING BASE

MARCH 2010

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

Reading First By The Numbers

The following graphs present CRF student achievement from the Winter DIBELS assessment. The graph below gives information about all schools participating in CRF during the 2009-10 school year - Cohort I and Cohort II schools combined.

Data has been disaggregated between Cohort I schools and Cohort II schools in the two graphs shown on page 2.

Data for Cohort I is available for students in 6 schools from 2003-04 to

2009-10 while data for Cohort II is available for students in 16 schools from 2005-06 to 2009-10. There are a total of 22 schools currently participating in CRF.

In general, there is an upward trend in the percentage of students who scored at benchmark on the Winter DIBELS assessment. This is true across all grades for Cohort I schools, Cohort II schools, and the combined cohorts.

POINTS OF SPECIAL INTEREST

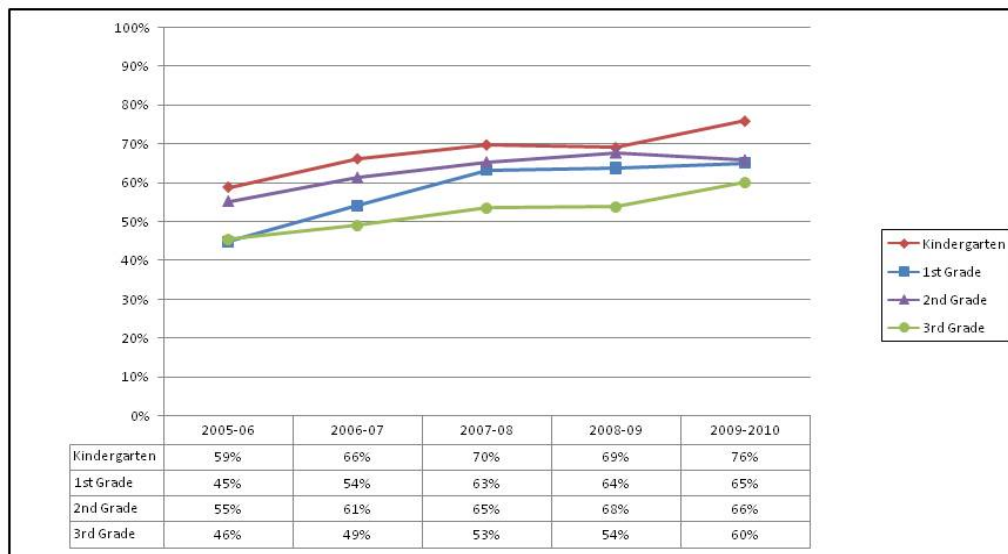
- *CRF By the Numbers, DIBELS Scores*
- *Giving Guidance To Reading Centers*
- *Time In Text*
- *NRTAC Professional Development*
- *CRF Announcements*



University of Oregon DIBELS Distribution Report Data

Combined Winter Benchmarks – Cohort I & II

Percent of Students in Kindergarten – 3rd Grade on Benchmark
2005-06 through 2009-10
Combined Student N= 785 – 1031



DIBELS WINTER BENCHMARKS, COHORT I & II



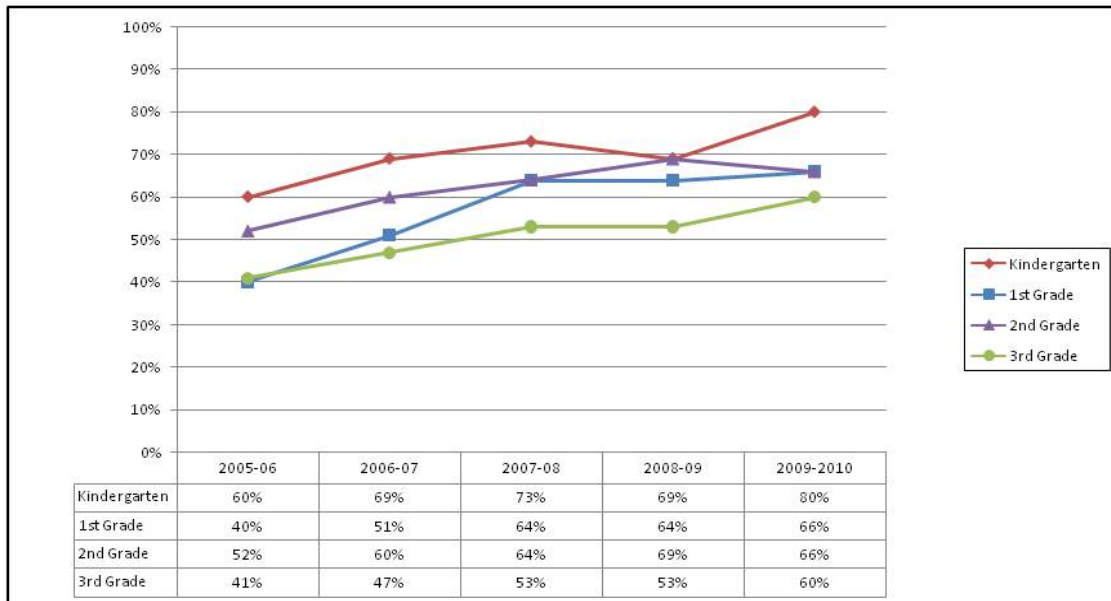
University of Oregon DIBELS Distribution Report Data

Cohort II Winter Benchmarks

Percent of Students in Kindergarten – 3rd Grade on Benchmark

2005-06 through 2009-10

Cohort II Student N= 502 – 745



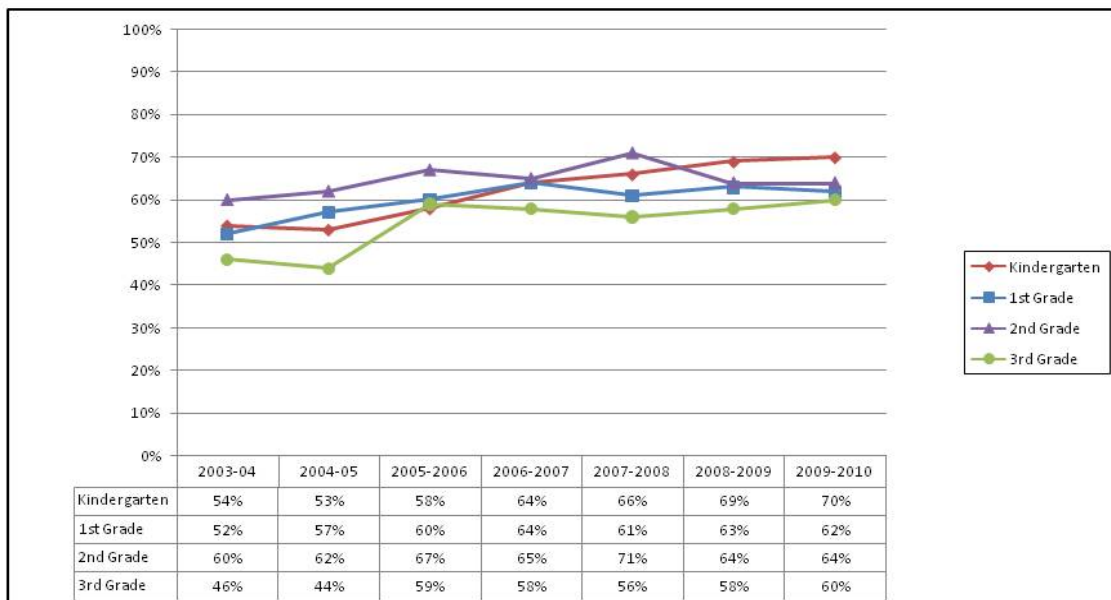
University of Oregon DIBELS Distribution Report Data

Cohort I Winter Benchmarks

Percent of Students in Kindergarten – 3rd Grade on Benchmark

2003-04 through 2009-10

Cohort I Student N= 170 – 472



Note: Sherman ECC did not administer DIBELS assessment in 2003-04.

GIVING GUIDANCE TO READING CENTERS

The following is an excerpt from the Florida Center For Reading Research (FCRR), Teachers Resource Guide for the Student Center Activities. The article can be found at <http://www.fcrr.org> Florida Department of Education, 2006.

The Literacy Dictionary (1995, p. 60) defines differential reading instruction as “the provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence.”

Differentiated instruction involves matching instruction to meet the diverse needs of learners in a classroom and should also be embedded in initial instruction. After a whole group lesson, reading centers provide time for teachers to effectively differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with an individual or with a small group of students at the teacher-led center while the other students practice, demonstrate, and extend skills independently at the student centers. This is an ideal time to keep students actively, yet academically, engaged

and motivated during the 90 minute reading block. Reading centers can also provide time for teachers to implement immediate intensive intervention with an individual, or small groups of students.

A reading center is a place where students practice, demonstrate, and extend learning independent of the teacher (student center) or with the assistance of the teacher (teacher-led center).

To elaborate, reading centers are special places organized in the classroom for students to work in small groups, pairs, or individually. Each center contains meaningful, purposeful activities that are a reinforcement and/or an extension of what has already been taught explicitly by the teacher in reading groups or during the whole group lesson. Each center activity must be pre-taught before it is placed in a center for independent practice since reading centers offer students the opportunity to apply previously taught skills.

All reading center activities focus on and reflect the content of reading in-

struction and require careful planning. Usually students work at centers while the teacher is conducting teacher-led small group instruction.

Students practice a variety of skills at centers. For example, they practice phonics skills at the phonics center; they explore and apply knowledge of word meanings at the vocabulary center; they read books individually, and read in pairs at the fluency center.

It is important for teachers to provide accountability for students when implementing reading centers. Monitoring progress on a daily basis is an important part of instructional time and helps teachers determine student mastery. When an effective classroom management system is in place, feedback can be provided to students in a timely manner to help prevent students from practicing errors.



Centers of the Past Versus Today

Reading Centers of the Past

Reading Centers of Today

Were used by teachers to keep students busy so they could plan or complete paperwork	Are utilized by teachers to provide systematic, explicit, small group instruction that meets the needs of the students (teacher-led center)
Were only for students who finished their assigned work	Are for all students
Incorporated only theme-based activities	Incorporate activities that reflect previously taught reading skills
Engaged all students in the same activities	Engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students)
Often included only worksheets	Include hands-on targeted activities that reinforce and are aligned with previously taught skills
Incorporated a lot of non-academic and trivial projects	Keep students academically engaged in meaningful activities that reinforce and extend learning

TIME IN TEXT: THE IMPORTANCE OF READING PRACTICE

The following information was presented in the May 2009 edition of *Touching Base*. CRF is re-printing this article due to its relevance at this time of year.

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 Fielding

(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.

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.

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

NRTAC PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The National Reading Technical Assistance Center (NRTAC) has scheduled the *2010 National Reading Professional Development Sessions*. The dates, topics and locations include:

- **Fostering K-3 Comprehension Through Text Discussion and Use of Informational Text**
April 13-14
Chicago, IL

- **Disciplined and Resourceful School Leadership for Literacy**
May 5-6
Phoenix, AZ
- **Coaching in a Climate of Change**
May 11-12
Philadelphia, PA
- **Stoking the Vocabulary Fire**
June 2-3
Dallas, TX

These sessions are intended for RF state directors, state and local educational agency personnel currently and previously involved in Reading First.

For a complete listing and registration please visit:

<http://www.mikogroup.com/nrtac/>



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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

Reminder:

The Colorado Reading First Data Web Conference #4, scheduled for March 9, 2010, **has been canceled due to CSAP testing.**

Vocabulogic BLOG

Vocabulogic is a BLOG containing vocabulary and literacy resources. One of the contributors for Vocabulogic is Dr. Vicki Gibson who will be presenting at the CRF Spring Conference. The following excerpt is a fun example of what can be found the on Vocabulogic BLOG.

Cognitively, we process words in related "root" families (Baayen, 2007), but learners manifest differences in their awareness of these relationships (Carlisle, 2007). It's not about memorizing words; it's about finding meaning and logic within words.

For example, the root -ug- (Old Norse) meaning 'dread, fear, horror, loathing' yielded a fair number of words over the centuries, including ugly, ugliness, uggle, ugging, uglification, uglify, etc. Some of

these words are extinct and some are very rare, found only in a good dictionary. Ugsome and ugsomeness connote ugliness to the point of fear and dread, not just a bad hair day.

Is it difficult to decipher your students' handwriting or spelling? You might enjoy Southey (1804): "I do beseech you mend your uglyography."

Visit the following blog to help diverse learners make connections across related words via brief and cognitively engaging lessons. This type of linguistic insight promotes comprehension (Nagy, 2007) and is often overlooked in curriculum and instruction.

<http://vocablog-plc.blogspot.com/>

"Morphological knowledge is a wonderful dimension of the child's uncovering of "what's in a word," and one of the least exploited aids to fluent comprehension" (Wolf, 2007, P. 130).

CRF April 2010 Events

April 9: CRF Spring Conference
with Dr. Vicky Gibson
Colorado Springs:
Antlers Hilton, 719.473.5600

March 2010 - CRF Calendar

MON	TUE	WED	THU	FRI	S/SU
1	2	3	4	5 CRF Special Education Conf. with Frank Smith	6/7
8	9 CRF Web Conf. CANCELED	10	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	6	7	8	9	10/11