



COLORADO DEPARTMENT
OF EDUCATION

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TOUCHING BASE

APRIL 2010

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

CRF Spring Conference

The Colorado Reading First (CRF) Spring Conference is scheduled for April 9, 2010, and will feature Dr. Vicky Gibson who will be presenting on Differentiated Instruction.

Dr. Gibson will be providing evidence-based routines and procedures that increase student engagement, create opportunities for collaborative and independent practice, and provide daily

time for teachers to meet with students in small groups for high-quality, skills-focused instruction. Differentiated Instruction means teaching differently to address increasingly diverse student needs.

The Spring Conference will be a celebration of the accomplishments gained by Reading First districts, schools, teachers and students.

POINTS OF SPECIAL INTEREST

- *CRF Spring Conference*
- *Sustaining Reading First*
- *Implications of a Prefix, Vicki Gibson, Ph.D.*



Date: April 9, 2010

Time:	
Registration & Breakfast	7:30 a.m.
Conference Opens	8:30 a.m.
Conference Closes	3:30 p.m.

Location:	Antlers Hilton 4 South Cascade Colorado Spring, CO 80903
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Spring Conference

SUSTAINING READING FIRST BY LINKING IT TO RTI

The following article is an excerpt from the Sustaining Reading First, Sustainability Series, Number 7, September 2009.

Over the past several years, many schools have significantly improved the reading outcomes of students in grades K-3 by implementing the essential elements of the Reading First program. Many people are now wondering how they can continue to implement the model and sustain im-

proved results without continued funding. One path to consider is to identify a successful program that is very comparable to Reading First—a program, model or initiative which uses the same essential elements found in Reading First. RtI, as a school improvement model, is very similar to Reading First. It is a model that can provide an instructional and programmatic “anchor” to which Reading First strategies can

be tied and through which Reading First outcomes can be sustained.

The entire article can also be found at the following Web site: http://www.cde.state.co.us/coloradoliteracy/crf/downloads/resources/touching_base/2010/04-10_sub/CRF_RTI_sustainability.pdf



Response to Intervention Triangle

Intensive Interventions

Tier 3

Strategic Interventions

Tier 2

Core Instruction

Tier 1

CENTER ON INSTRUCTION

The Center on Instruction has several new resources posted on their Web site, including the following:

[Instructional Models and Strategies for Teaching English Language Learners](#)

This publication offers educators and policy-makers guidance on research-based strategies that have been effective in instructing English Language Learners (ELLs). This docu-

ment outlines key contextual factors that decision-makers should take into account when making instructional choices for ELLs, and considers the influence of the language of instruction on academic outcomes for ELLs.

<http://centeroninstruction.org/files/Instructional%20Models%20for%20ELLs.pdf>

In addition to this ELL resource the Center On Instruction has also added additional resources for RtI:

http://centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=3



IMPLICATIONS OF A PREFIX, BY VICKI GIBSON, PH. D.

Vicki Gibson, Ph.D., presenter at the upcoming CRF Spring Conference contributed the following article to the *Vocabulogic* blog. To read the entire article with references please visit the following Web site: http://www.cdl.org/resource-library/pdf/Gibson%20Prefix%20202%2010%203_.pdf

At-risk readers and writers benefit the most from explicit vocabulary instruction in every subject area (Baumann and Kame'enui, 2006). What makes a lesson explicit? Consider the implications of one prefix in particular: Originating from Latin, the prefix *pre-* means "before or prior to, in advance of or coming beforehand" (Webster's New Universal Unabridged Dictionary, 2003). This prefix implies sequence.

For example, consider the implied sequence in words like *pretest*, *preview*, and *preteach*.

Many words used to communicate performance expectations for teaching and learning begin with prefix *pre-*, including *predetermine* and *prerequisite*. These words suggest that something comes BEFORE something else. For effective learning, that something is meaningful word study that enhances the acquisition of reading skills (Graves, M. 2009). Consider the words *preschool* and *prekindergarten*. These prefixed words suggest that prerequisite skills should be taught and practiced before young children face academically challenging instruction in elementary school. An orderly and coherent curriculum helps to ensure successful teaching and learning from preschool to high school.

The prefix *pre-* is integral to explicit instruction. Words beginning with this prefix are used fre-

quently when discussing principles of effective instruction and assessment. Analyze the implications of the prefix *pre-* in the following statements:

- *Pretest* to determine student strengths and needs
- *Preview* to ensure materials or activity choices are age/grade appropriate
- *Predetermine* skills students need prior to learning new information
- *Prepare* lessons and gather materials in advance
- *Preteach* vocabulary and oral language
- *Precondition* by linking new information to background knowledge
- *Pre-read* text to introduce big ideas and locate new words in text
- *Pre-practice* methods of modeling to clarify expectations
- *Predict* student mastery by providing sequential yet reflective instruction

Preteaching vocabulary and developing oral language skills are essential aspects of explicit instruction in all subject areas. Providing pre-skill instruction that begins with words and concepts already mastered and then builds on prior knowledge will enhance development of vocabularies, listening comprehension and oral language (Lonigan, Anthony, Phillips, Purpura, Wilson, McQueen, 2009). Engaging students in interactive guided practice will strengthen word use in social cooperative communications. Encouraging students to express their ideas, relate personal experiences, and ask questions improves comprehen-

sion. Bottom line, preteaching vocabulary and engaging in dialogue are critical to reading success (Baumann and Kame'enui, 2006). Opportunities for understanding and using language are natural prerequisites that should occur in classrooms before students are expected to perform. Understanding word meanings affects how students follow directions, retell a story, read, and write. The younger the learner and the more challenging the text, the more important it becomes for teaching emergent literacy skills to enhance reading acquisition (Anthony, Lonigan, Burgess, Driscoll, Phillips, & Cantor, 2002). Practically speaking, early learning, for students in all grades, not just preschool, should begin with explicit training in phonological awareness and vocabulary instruction (Anthony & Lonigan, 2004; Burgess & Lonigan, 1998; Graves, 2006). Understanding the implications of the prefix *pre-* presumes that we understand that something beneficial, like meaningful instruction and practice, *precedes* something even better, learning. We know the reverse is true: Unclear instruction often predicts student failure. Prevent failure by preteaching important words. This is a proactive, affordable intervention that can be implemented in every classroom. Presenting content and teaching prerequisite skills has an order:

1. Preteaching vocabulary to develop listening comprehension
2. Interacting and following directions using receptive vocabulary
3. Modeling to clarify expectations
4. Providing feedback in collaborative guided practice
5. Linking background knowledge



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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

“Prefix” Continued from page 4

- to new information
- 6. Connecting language with performance expectations
- 7. Teaching, talking, telling, reading print to/with children
- 8. Monitoring progress toward mastery

Intentional, interactive vocabulary instruction must precede guided and independent practice and assessment of student achievement. This instructional sequence is essential to any discussion of *prevention* and development of *prerequisite* skills. It all begins with planning and *preparation*. Enhancing students' success involves following the implications of the prefix *pre-* and providing orderly, meaningful instruction at a pace students can tolerate.

If you would like to visit the Vocabulogic Web site, please select the following link: <http://vocablog-plc.blogspot.com/>

Colorado Reading First Announcements:

CRF Data Web Conference #4, featuring Tina Pelletier is scheduled for the following date and time:

April 14, 2010, 10:00 a.m.

To join this Web conference please click the following link at the appropriate time and date:

http://connect.cboces.org/crf_webinar_april_2010/

(Please make sure that your speakers are plugged in, turned on, and that your computer is not muted)

CRF May 2010 Events

DIBELS and BEAR Testing Windows:
http://www.cde.state.co.us/coloradoliteracy/crf/downloads/assessments/CRF_testing_dates_09-10.pdf

April 2010 - CRF Calendar

MON	TUE	WED	THU	FRI	S/SU
29	30	31	1	2 CDE Furlough Day	3/4
5	6	7	8	9 CRF Spring Conference With Vicki Gibson	10/11
12	13	14 CRF Web Conference #4 With Tina Pelletier	15	16	17/18
19	20	21	22	23	24/25
26	27	28	29	30	1/2
3	4	5	6	7	8/9