

# The Race to the End...

Every Minute Counts

Tina Pelletier/Dian Preswich January 2012

Read To Achieve Winter Webinar



# Today's Agenda

- Welcome/Updates
- A Sense of Urgency/Instructional Effectiveness
- **The key is TIME IN TEXT**
- Countdown Priorities
  - 5) Class Progress data update~identify the critical 5
  - 4) Third Grade
  - 3) Second Grade
  - 2) First Grade
  - 1) Kindergarten

# It's Time to Take...

- one last very serious look at our data!! And ask ourselves not '*Why can't* we...' but '*How can* we...' get 85%, 90%, 100% to benchmark!



# Critical Data Discussions

- Focus discussions first on who made SIGNIFICANT growth.  
Answer the question: How did this happen?
- Move to discussing who did NOT make growth and ask WHY?
- Set new 3 weeks goals based on priorities
- Reinforce written response to text

# Students on the Edge

## What Do These Students Need?

- More reading practice ~ *Independent Decoding*
- More feedback ~ accuracy is important!
- More positive praise
  - **Entity theory** intelligence vs **growth theory** intelligence {Daniel Pink~Teacher Magazine}
- 5 minute individual support
- More motivation

# Third Grade Priorities

- Kids in the range of 90-110 words per minute would benefit from *Read Naturally* computer practice
- Fluency goals? Six-Minute solution passage reading/timing with STUDENTS setting goals
- Chapter book discussions with lots of rereading opportunities
- Partner reading practice daily!!
- Independent reading incentives outside the reading block
- **Short constructed response to reading everyday!**



# Sample 1

## GRADE 3 REPORT - DIBELS 124

District:  
 School:  
 Grade: Third Grade - Middle  
 Year: 2011-2012

Students not making benchmark? Check out our Big Ideas in Beginning Reading pages to learn more about each literacy skill assessed by DIBELS and receive valuable tips on how to teach those skills.

**Abbreviation Legend:** NFS: Need for Support DORF: DIBELS Oral Reading Fluency Words Correct: DIBELS Oral Reading Fluency - Words Correct Accuracy: DIBELS Oral Reading Fluency - Accuracy Retell: DIBELS Oral Reading Fluency - Retell Retell Quality: DIBELS Oral Reading Fluency - Retell Quality of Response Daze: Daze Adjusted: Daze - Adjusted Score Composite: DIBELS Composite Score

Student	Student ID	DORF								Daze		Composite	
		Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	NFS	Adjusted	NFS	Score	NFS
Benchmark Goals		86		96%		26		2		11		285	
Melanie		59	■ Intensive	91%	■ Intensive	23	■ Strategic	2	■ Core	13	■ Core	205	■ Intensive
Jose		73	■ Strategic	97%	■ Core	31	■ Core	3	■ Core	6	■ Intensive	255	■ Strategic
Sam		77	■ Strategic	96%	■ Core	33	■ Core	2	■ Core	8	■ Strategic	263	■ Strategic
Maria		84	■ Strategic	100%	■ Core	25	■ Strategic	3	■ Core	5	■ Intensive	274	■ Strategic
Johnny		73	■ Strategic	97%	■ Core	37	■ Core	3	■ Core	11	■ Core	287	■ Core
Declan		79	■ Strategic	98%	■ Core	41	■ Core	3	■ Core	12	■ Core	313	■ Core
Anthony		74	■ Strategic	97%	■ Core	41	■ Core	4	■ Core	16	■ Core	316	■ Core
Peter		85	■ Strategic	99%	■ Core	38	■ Core	3	■ Core	13	■ Core	325	■ Core
Mean:		75.5		96.9%		33.6		2.9		10.5		279.8	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support

# Sample 2

Year: 2011-2012

Abbreviation Legend: NFS: Need for Support DORF: DIBELS Oral Reading Fluency Words Correct: DIBELS Oral Reading Fluency - Words Correct Accuracy: DIBELS Oral Reading Fluency - Accuracy Retell: DIBELS Oral Reading Fluency - Retell Retell Quality: DIBELS Oral Reading Fluency - Retell Quality of Response Daze: Daze Adjusted: Daze - Adjusted Score Composite: DIBELS Composite Score

Student	Student ID	DORF								Daze		Composite	
		Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	NFS	Adjusted	NFS	Score	NFS
Benchmark Goals		86		96%		26		2		11		285	
Student	A	72	Strategic	97%	Core	27	Core	3	Core	7	Strategic	250	Strategic
Student	B	63	Intensive	94%	Strategic	37	Core	4	Core	11	Core	253	Strategic
Student	C	68	Strategic	97%	Core	36	Core	4	Core	9	Strategic	272	Strategic
Student	D	77	Strategic	97%	Core	30	Core	3	Core	14	Core	289	Core
Student	E	72	Strategic	96%	Core	38	Core	3	Core	15	Core	296	Core
Student	F	84	Strategic	97%	Core	34	Core	3	Core	17	Core	316	Core
Student	G	82	Strategic	98%	Core	27	Core	3	Core	22	Core	328	Core
Student	H	92	Core	98%	Core	38	Core	4	Core	23	Core	364	Core
Student	I												
Mean:		76.2		96.8%		33.4		3.4		14.8		296.0	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support



## A Triple Challenge

Student 2

▶ Do you know people who like to do several different sports? If so, a race with three stages or parts might be just the type of athletic event they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful.

## A Triple Challenge

Student 8

▶ Do you know people who like to do several different sports? If so, a race with three stages or parts might be just the type of athletic event they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful.

# Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

**(Preparation:** Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts.

**instruction    commitment    remarkable**

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

## Pre-teach multisyllabic words!

dif fer ent

ath let ic

fol low ed

fi nal ly

ath lete

suc cess ful

en dur ance



## A Triple Challenge      Use phrase reading!

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▶ Do you know people who like to do several different sports? If so, a race with three stages or parts might be just the type of athletic event they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful.

Some people train specifically to compete in this type of race. The best competitors have a plan to help them do well in each part of the event. They know that they must have enough energy to finish each part of the race. That is why training for endurance is so important. Having the strength to go from one sport to the next during the race is the key to getting a good overall time. Moving quickly between the different parts of the race is also important. Races are timed from the moment <sup>12</sup>swimmers jump into the water until they run across the finish line. The

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### Latest Interventions

▲

**Letter Cube Blending**  
October 5th, 2011  
The Letter Cube Blending intervention targets alphabetic (phonics) skills and can be used with one student or a group.  
[Read more...](#)

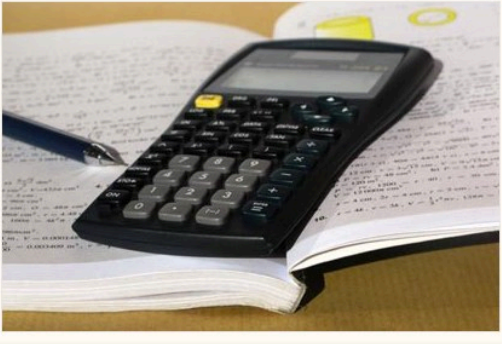
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### Web Resources

▲

**New York State RTI Technical Assistance Center**  
NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction.

▼














Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention.

Here are new resources available in November 2011 on Intervention Central:

- **Behavior Report Card Maker.** The **Behavior Report Card Maker** has been extensively revised. The new version of this free application allows educators and others to create customized student rating forms, called Behavior Report Cards. These report cards are an easy way to record a range of student behaviors, including general classroom conduct, hyperactivity, inattention, and academic-support behaviors. Users can also now save their report card settings online, download report cards in pdf format, and create these report card types: daily, daily by location, daily by time period, and weekly. Check it out!
- **Increased IC Account Capacity.** Visitors to Intervention Central who have created free personal accounts will notice that they can now save up to 20 unique 'documents' (ChartDog graphs and/or Behavior Report Cards) on their accounts. For guidelines on how to get started with an Intervention Central account, click [here](#).
- **Phrase-Cued Text Generator.** This **application**, first rolled out last month on our site, is proving popular. So we are showcasing it once again.

This is an exciting year for Intervention Central, with lots more tools and intervention resources on the way. Visit often!

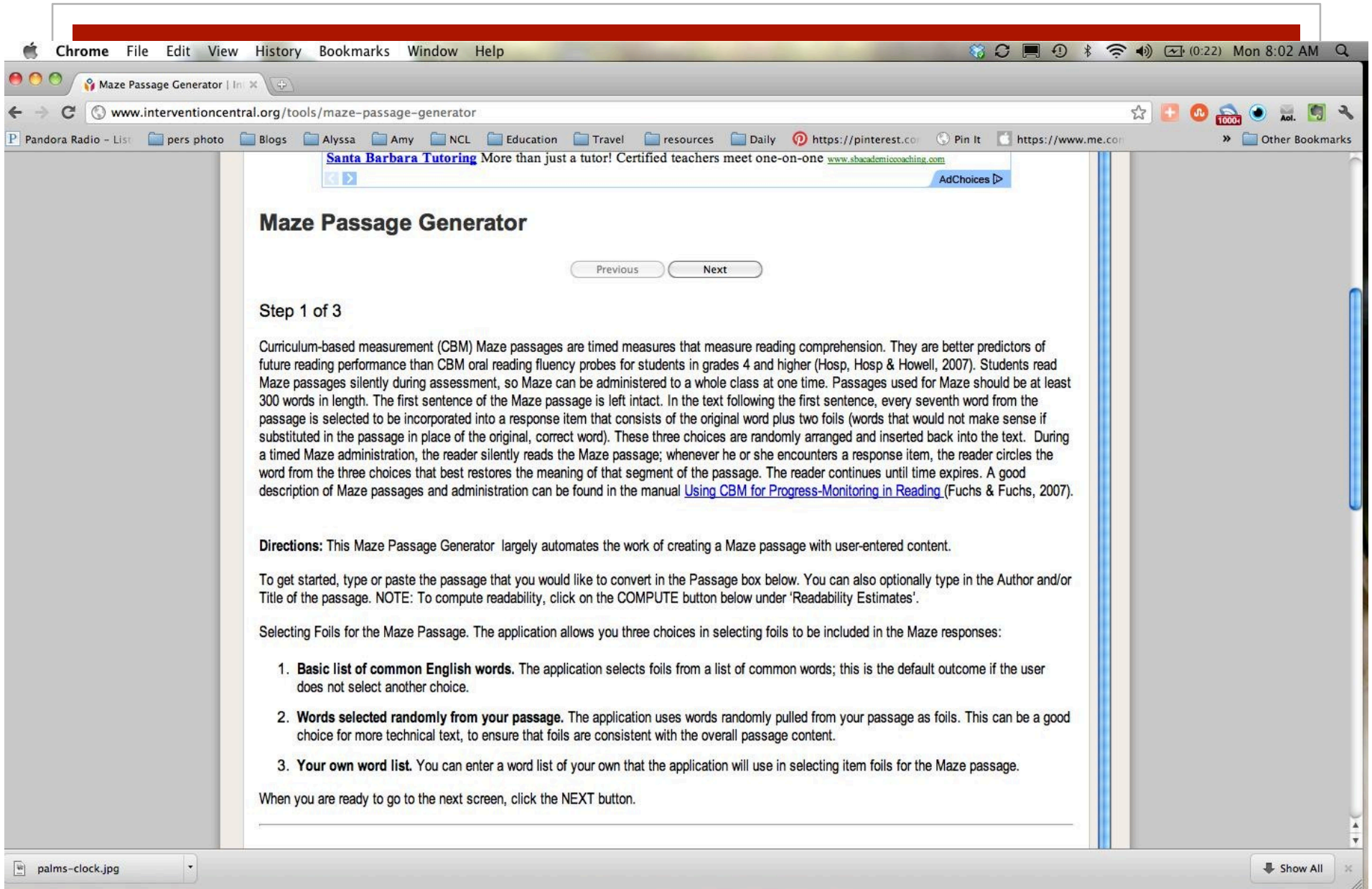
### Featured Tools

-  [Behavior Report Card Maker](#)
-  [ChartDog Graphmaker](#)
-  [Early Math Fluency Generator](#)
-  [Guided Notes](#)
-  [Jackpot! Reinforcer Survey Generator](#)
-  [Letter Name Fluency Generator](#)
-  [Math Worksheet Generator](#)
-  [Maze Passage Generator](#)
-  [Reading Fluency Passage Generator](#)
-  [Wordlist Fluency Generator](#)
-  [Writing Probe Generator](#)

palms-clock.jpg

Show All

Use the Maze Generator to help kids with Monitoring and Clarifying skills! NOT 13 for only for DAZE practice...give feedback on strategic thinking and vocabulary!





# Second Grade Priorities

- Check the text level practice...ensure there are enough multisyllabic words and allow students to work through them
- Partner reading with extended text
- Short segmented silent pre-reading followed by teacher led PHRASE reading
- Quick and Snappy Pacing!
- Start every reading group with 5-7 min [Radio Reading](#) review of previously read text!
- Prompt and Praise process

# Data Analysis~Sample 1

Year: 2011-2012

Abbreviation Legend: NFS: Need for Support DORF: DIBELS Oral Reading Fluency Words Correct: DIBELS Oral Reading Fluency - Words Correct Accuracy: DIBELS Oral Reading Fluency - Accuracy Retell: DIBELS Oral Reading Fluency - Retell Retell Quality: DIBELS Oral Reading Fluency - Retell Quality of Response Composite: DIBELS Composite Score

Student	Student ID	DORF								Composite	
		Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	NFS	Score	NFS
Benchmark Goals		72		96%		21		2		190	
Student	A	45	■ Intensive	90%	■ Intensive	24	■ Core	2	■ Core	133	■ Intensive
Student	B	57	■ Strategic	97%	■ Core	23	■ Core	3	■ Core	199	■ Core
Student	C	69	■ Strategic	96%	■ Core	22	■ Core	2	■ Core	201	■ Core
Student	D	72	■ Core	96%	■ Core	21	■ Core	3	■ Core	202	■ Core
Student	E	68	■ Strategic	94%	■ Strategic	35	■ Core	3	■ Core	210	■ Core
Student	F	62	■ Strategic	95%	■ Strategic	34	■ Core	4	■ Core	210	■ Core
Student	G	70	■ Strategic	96%	■ Core	32	■ Core	2	■ Core	222	■ Core
Student	H	83	■ Core	98%	■ Core	20	■ Strategic	2	■ Core	227	■ Core
Student	I	77	■ Core	97%	■ Core	28	■ Core	2	■ Core	229	■ Core
Student	J	88	■ Core	97%	■ Core	28	■ Core	2	■ Core	240	■ Core
Student	K	57	■ Strategic	97%	■ Core	48	■ Core	4	■ Core	249	■ Core
Student	L	76	■ Core	100%	■ Core	46	■ Core	4	■ Core	288	■ Core
Mean:		68.7		96.1%		30.1		2.8		217.5	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support



**Benchmark 2.2**  
**DIBELS® Oral Reading Fluency**

Ice Cream

When it is too hot ~~outside~~, cold ice cream cools me off. I like 14  
strawberry the best, but rocky road is good, too. My brother likes 26  
bubble gum and vanilla. 30

The ice cream man comes down our ~~street~~ <sup>sand</sup> in the summer. 41  
When he gets ~~close~~ <sup>closed</sup> he rings his bell. All the kids hear the bell. 55  
They get some ~~money~~ and go ~~outside~~ and wait. They sit on the 68  
~~sidewalk~~ until he comes. All of the kids want to buy some cold 81  
ice cream to eat. 85

The ice cream man has drumsticks, ice cream bars, and 95  
bonbons. His ice cream tastes good. I like bonbons best. 105

My mother makes the very best ice cream of all. She uses our 118  
old ice cream freezer. She puts milk, sugar, and eggs inside. She 130  
puts lots of ice inside, too. 136

I get to turn the handle. My hand gets cold and it takes a long 151  
time. My arm gets very tired turning the handle. Finally the ice 163  
cream is ready to eat. My mom lets me lick the ice cream paddle. 177  
I think the very first taste is the best. 186

Yum! That tastes great! 190

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94						

Retell Total: \_\_\_\_\_



# Common Error Patterns in Reading Text

- Irregular high frequency words
- Blends
- Digraphs
- CVCe
- Vowel teams
- Two syllable
- Compound words
- R controlled
- Prefixes/suffixes
- Inflections
- Multisyllabic
- Rate/prosody
- Vocabulary
- Cognates
- Confusion with sounds in other languages



### The Sand Castle

My uncle, my dad, and my brother and I built a giant sand castle at the beach. First we picked a spot far from the big waves. Then we got out buckets and shovels. We drew a line to show where it would be. It was going to be big!

We all brought buckets of wet sand to make the walls. We scooped out holes for lakes and ditches. We made roads and a moat around the walls. We made molds for the buildings by filling the buckets with wet sand. We had to keep everything wet so it wouldn't fall down. We had to work fast!

Then we filled up the holes with water. We had to do it over and over. Finally my dad found a piece of plastic. He laid it down in the holes. It kept the water from draining away so fast.

Finally we put shells, feathers, and rocks on the castle. We added driftwood roofs. We placed plants around the walls. We even found a flag to fly from the tower. We gave it a name. We called it The Beach Castle.

The seagulls walked around it. I think they wanted to live in it. Then the tide came in and waves crashed over it. A few feathers and rocks were all that was left.

Total words: \_\_\_\_\_ — errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25  
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48  
49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71  
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

## Accuracy?



# First Grade Priorities

- Clip board reading...ANY extra adult time!
- Partner reading
- Daily practice with current and past decodables
- Longer passage text
- Spelling focused, continuous, and whole word blending with higher level phonics and two syllable words
- Focus on ACCURACY

# Data Analysis

Student	Student ID	NWF				DORF						Composite	
		CLS	NFS	WWR	NFS	Words Correct	NFS	Accuracy	NFS	Retell	Retell Quality	Score	NFS
Benchmark Goals		43		8		23		78%				130	
Student	A	39	Strategic	11	Core	10	Intensive	50%	Intensive	8	1	62	Intensive
Student	B	30	Intensive	8	Core	22	Strategic	79%	Core	14	1	116	Strategic
Student	C	42	Strategic	13	Core	22	Strategic	73%	Strategic	10	1	121	Strategic
Student	D	50	Core	16	Core	26	Core	76%	Strategic	16	2	142	Core
Student	E	38	Strategic	11	Core	32	Core	80%	Core	17	2	143	Core
Student	F	54	Core	18	Core	25	Core	81%	Core	15	1	159	Core
Student	G	61	Core	19	Core	24	Core	77%	Strategic	23	2	160	Core
Student	H	62	Core	20	Core	28	Core	78%	Core	16	1	166	Core
Student	I	74	Core	16	Core	21	Strategic	78%	Core	0	1	167	Core
Student	J	47	Core	17	Core	30	Core	86%	Core	19	2	168	Core
Student	K	76	Core	26	Core	23	Core	82%	Core	15	1	187	Core
Student	L	80	Core	26	Core	29	Core	83%	Core	20	1	203	Core
Student	M	79	Core	25	Core	33	Core	89%	Core	13	1	217	Core
Student	N	73	Core	18	Core	48	Core	89%	Core	16	1	219	Core
Student	O	80	Core	24	Core	51	Core	94%	Core	15	2	241	Core
Mean:		59.0		17.9		28.3		79.7%		14.5	1.3	164.7	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support

# What to do?

Share the critical nature of learning alphabetic understanding in these stages. Let's not wait to 'discover'...

First Graders should be able to read...

## A Jump Rope Contest

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► It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks.



# Kindergarten Spring Priorities

- Lots of Blending and Segmenting practice with PRINT!
- Lots of High Frequency word practice daily
- Lots of practice with decodable and pre-decodable books used over the year
- Lots of practice with dictation to write simple words and sentences
- Lots of story retell practice
- Enormous amounts of vocabulary introduction

# Race to the Top...yes...

But right now let's focus on the RACE TO THE END!

- By getting every student ready for learning in the next grade!
- By giving them the confidence and skills to learn grade level content in the next grade
- By reading those achievement targets...not just the benchmarks!

# Thank you for your time!

- Questions, Issues, Concerns...