

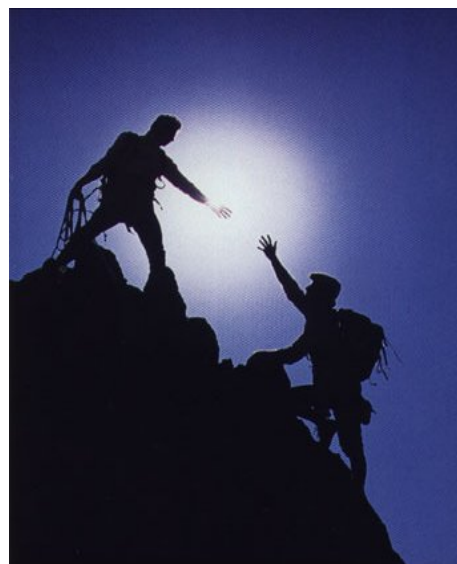


## Push to the End...

Read to Achieve Spring Webinar 2012  
Presented by Tina Pelletier  
Colorado Department of Education RTA

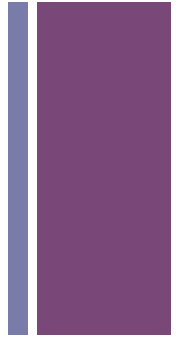
# + Webinar Goals

- Critical connections in ending the year
- Focus on second and third grade data
- Top 5 Strategies to help students reach goals



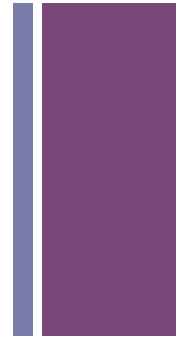
# + Quick Summary:

- Check your kindergarten data~make sure your students can hear sounds in words {PSF Goal}
- Remember that LNF is added into the composite score for K so make sure they know those letters!
- Check your first grade data~make sure your students can use sounds in words {NWF Goal}
- The first two goals are the easiest!
- Second and Third grade are more challenging!
- Why?



# + Reading Fluency Requires:

- High frequency words {55% of the text}
- Phonic knowledge {sounding out and blending strategies}
- Structural Analysis {breaking words into letter chunks}
- Phrasing {connection to meaning}
- Internalizing comprehension {listening to the voice in your head as you read}
- Vocabulary connections {knowing the words}
- Reader independence and motivation

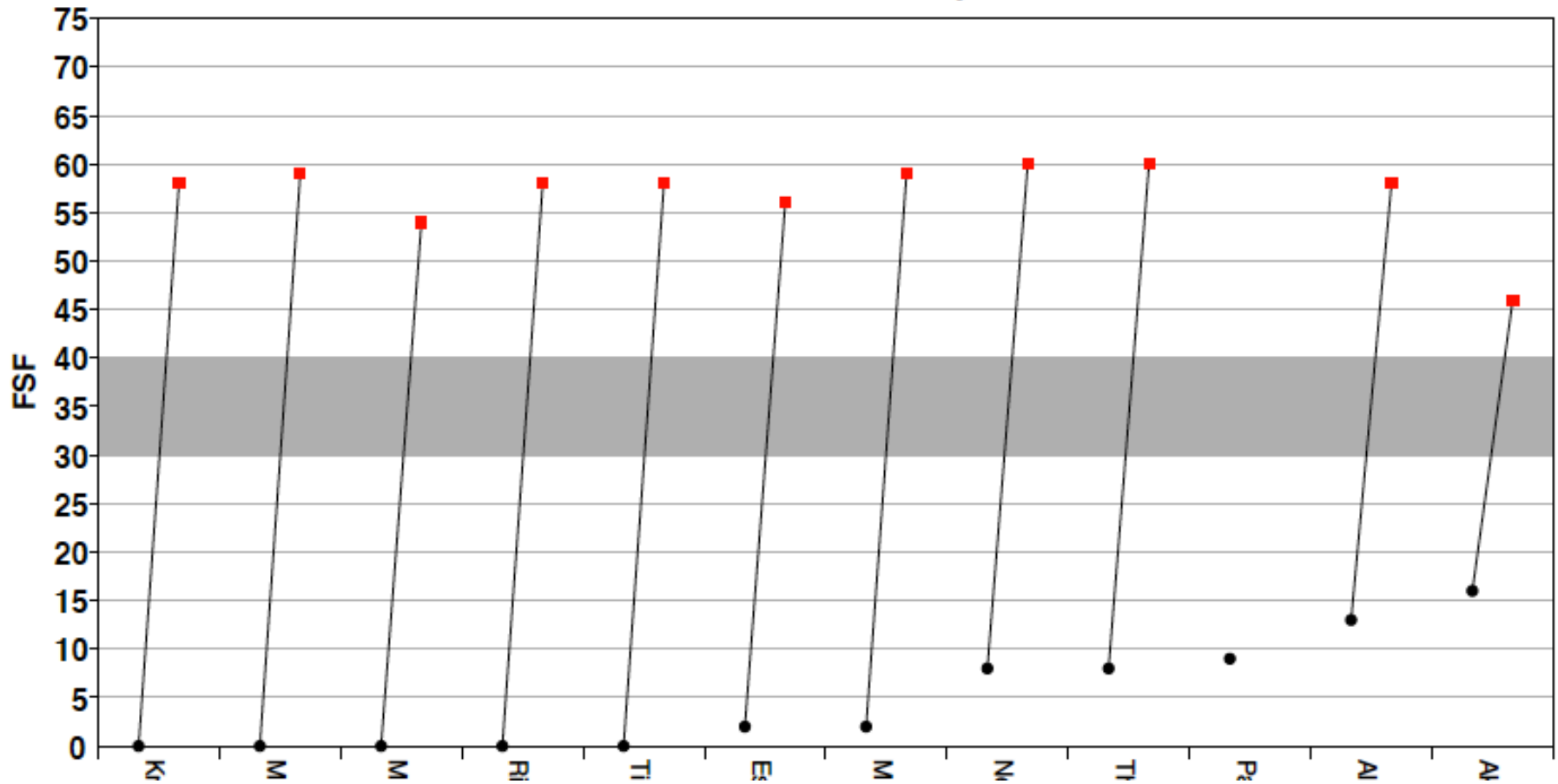




# Kinder Success!



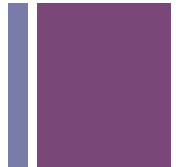
First Sound Fluency





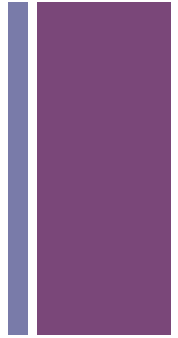
# But the key is ...

Area: Nonsense Word Fluency



Benchmark Score	December				January				February			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
<b>Word Fluency - Correct Letter Sounds</b>												
ick	41	36	55				55			45	57	
	20	27	28				29			39	31	
ie	66	38	46				47			52	51	
	29	27	34				33			41	30	
	31	33	52				53			23		24
<b>Word Fluency - Whole Words Read</b>												
ick	6	9	15				18			12	15	
	1	0	0				0			1	3	
ie	0	0	2				2			4	9	
	0	0	0				0			0	0	
	0	0	1				1			3		4

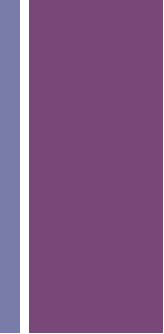
# + These students are solid...



Benchmark Score	December				January				February			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
<b>rd Fluency - Correct Letter Sounds</b>												
n	28	18				25				40	45	33
	27		17					33		32	32	52
na	32		22					35		39	35	45
i	25	10				15				24	32	32
<b>rd Fluency - Whole Words Read</b>												
n	1	0				0				12	19	10
	2		0					0		4	4	9
na	0		1					0		2	2	12
i	0	0				0				0	0	7

# + How did they get here?

- Blending charts daily with practiced routines and procedures
- Established 'wait time' so students can process towards independence
- Integration of using sounds in words in text~being prompted to sound through new or unfamiliar words rather than 'skipping' them.
- Use of simple decodable text where they can practice sounds and letters that have been taught
- Practice manipulating sounds in words



For more information on the role of decodable text versus predictable text in kindergarten and first grade, visit this article from the *National Right to Read Foundation*

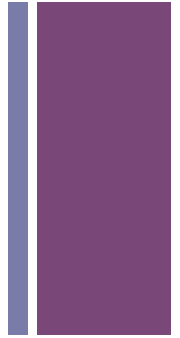
[http://www.nrrf.org/decodable\\_vs\\_predictable.htm](http://www.nrrf.org/decodable_vs_predictable.htm)





# And they are not painful...

[http://www.freereading.net/images/b/bd/Decodable\\_nonfiction\\_6.pdf](http://www.freereading.net/images/b/bd/Decodable_nonfiction_6.pdf)



Run

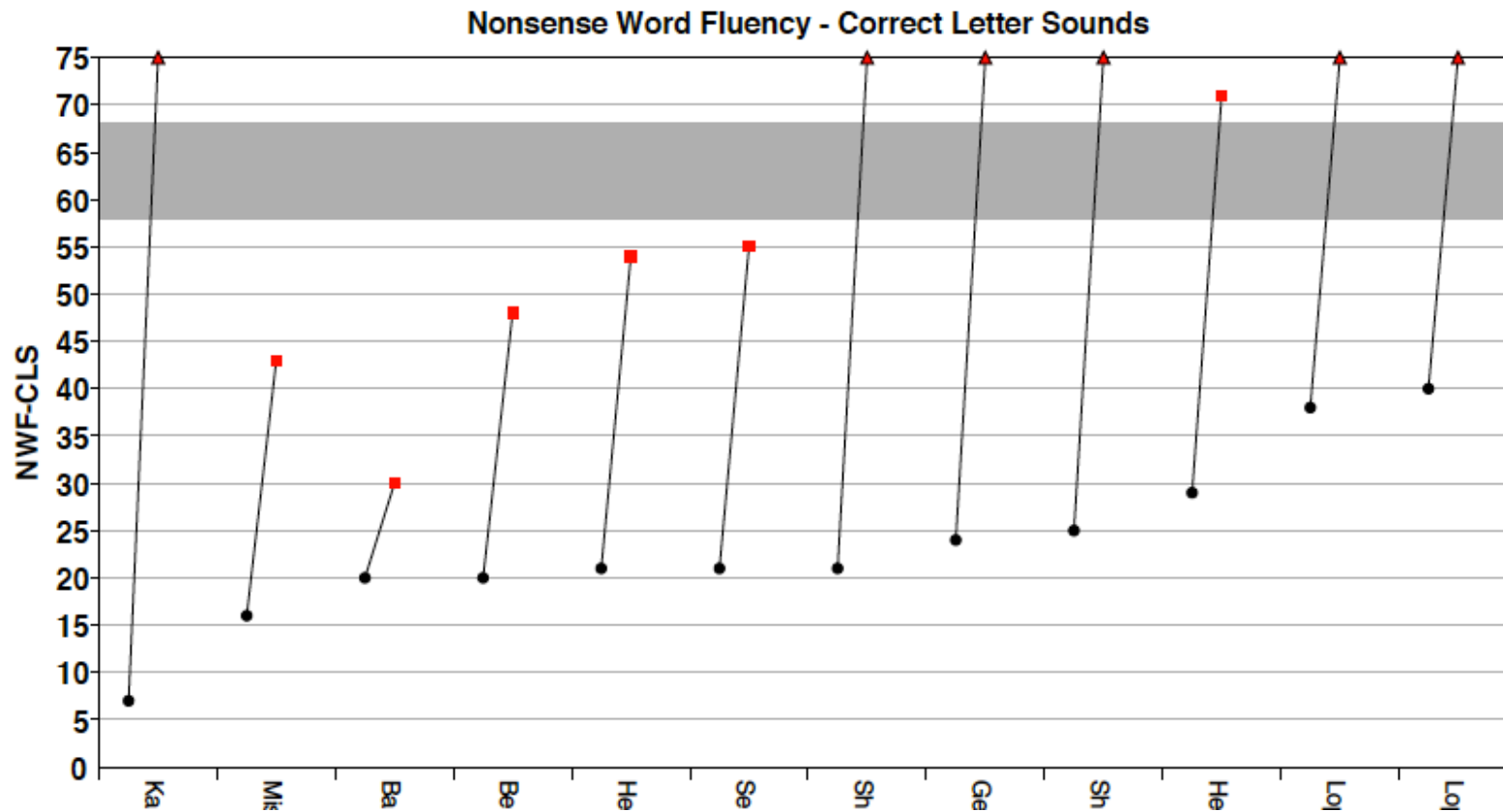
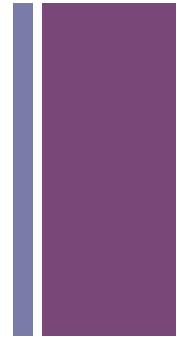
Non-fiction



And you, you can run fast. You can jog. You can sprint, and you can zip.

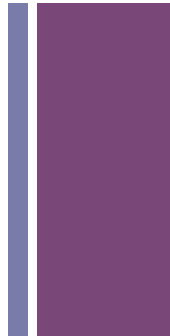


# So how about First Grade?





# + Group B

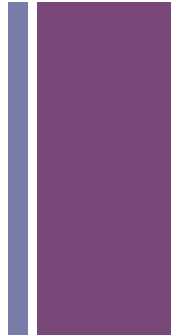


Benchmark Score	February				March				April				May			
	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4	Wk1	Wk2	Wk3	Wk4
<b>Reading Fluency - Words Correct</b>																
	71		52		50											
	32		23		33											
	74		61		77											
	24		25		31											
<b>Reading Fluency - Errors</b>																
	6		2		4											
	4		3		4											
	3		2		3											
	5		5		6											
<b>Reading Fluency - Accuracy</b>																
	92		96		93											
	89		88		89											
	96		97		96											
	83		83		84											
<b>Reading Fluency - Retell</b>																



# + What does Jamie do?

- She plans carefully based on her data!
- She carefully monitors the students as they perform any task
- She carefully selects text and pre-teaches difficult words and new skills
- Students are **READING** more than 80% of the time she has them through fluency rereading of familiar text and reading of the new book everyday.
- She maximizes her time in the 30 minutes they are with her
- She has provided incentives for outside of class reading





LLI Odd Lesson: 71 G Grade: 1st

Re-Reading (5 min)	No re-read. Intro to class and procedures (1st day)
Phonics/Word Work (5 min)	Intro. Alphabet Linking Chart/Consonant Cluster sounds and words. Picture Pieces! Linking Chart
New Book on Instructional Level (15 min)	Goldie and the Three Bears (G) - "What do you know about this story?" - talk through/read to/read with
Letter/Word Work (5 min)	High Freq. focus board 1-25 - stretch ... word - use rubberband!

Group #1 *All reminded to bring parent letters!*

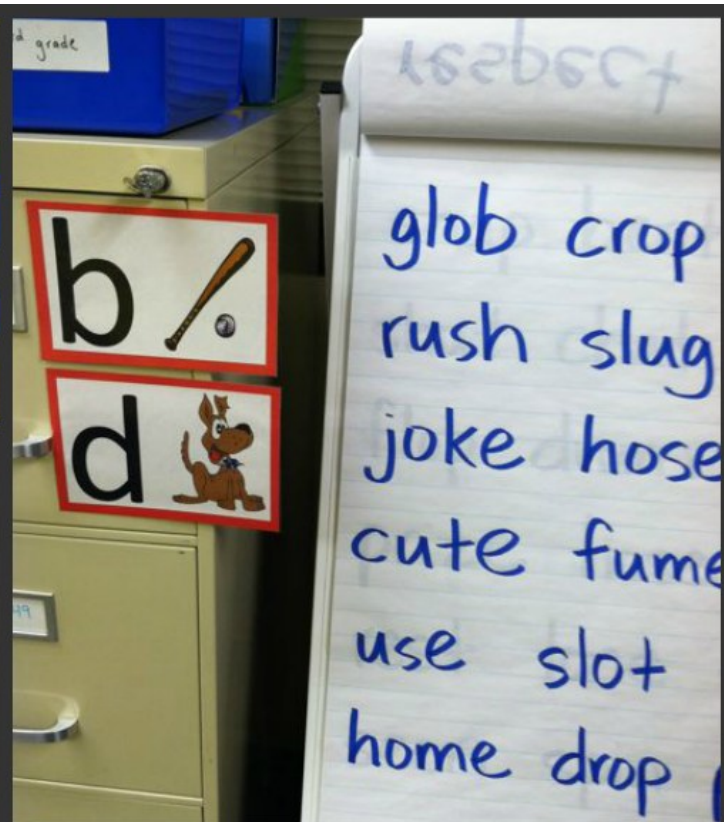
Students	Zackery	Samiah	Sadie	Anthony	—
Monitoring Notes	behavior problems				

Group #2 - upset about leaving PE. I explained they would have their regular <sup>special</sup>

Students	Devyn	Alonna	D'Naye	Matthew	—
Monitoring Notes		Very talkative!		- mean upset w/o reading level. Max Emerit!	

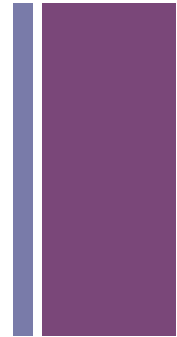
Group #3

Students					
Monitoring Notes					



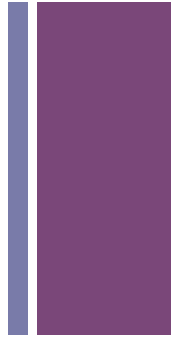
## Books We've Read

	2/5	2/6	2/7	2/8	2/9	2/13	2/14	2/15	2/16	2/17	2/21	2/22	2/23	2/24	2/27	2/28	2/29	3/1	3/2
Ellis																			
la																			
very																			
erson																			



# + Watch as Jamie shows her students how to read words with endings...

- Consider her procedures and routines
- Feel her 'wait time'
- Watch as she watches for their response
- Listen for her corrections
- Notice her pacing
- Enjoy her accent! 😊





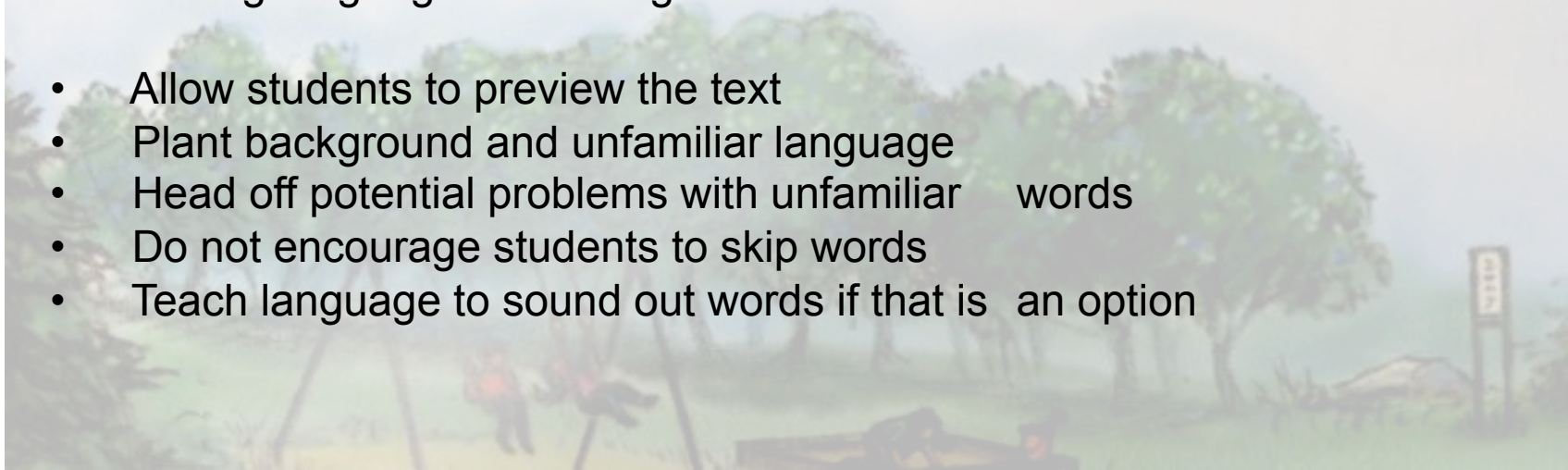


# Book Introductions

The ants marched to the park. They looked around and smiled. All over the park, they saw people having picnics. There were sandwiches, cookies, and chips laid out on paper plates.

## Scaffolding language and background

- Allow students to preview the text
- Plant background and unfamiliar language
- Head off potential problems with unfamiliar words
- Do not encourage students to skip words
- Teach language to sound out words if that is an option



# + Data Analysis

Name	Grade	Goal 90 + ORF	On or Above aim line	past 3 scores
Student A	2	no	no	43, 65, 70
Student B	2	no	no	44, 51, 58
Student C	2	no	no	
Student D	2	no	no	34, 36, 50
Student E	2	no	no	22, 41, 49
	5	0%	0%	
		0 of 5	0 of 5	

If you have data that looks like this:

- 1) Check the accuracy rates. Look for accuracy rates above 96%
- 2) If the accuracy rate is low, check the words they did not read correctly. Chances are they will be two-syllable words and words with inflected endings.
- 3) Administer a phonic survey to cross-check

A good resource is the Quick Phonics Screener

Available here: <http://www.readnaturally.com/products/qps.htm#assessmt>

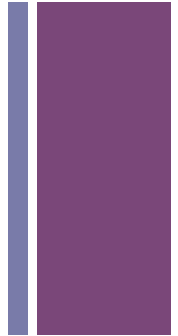
# + Third Grade

37			Goal		
38	Name	Grade	110+ NWF	On or Above aim line	past 3 scores
39	Student A	3	no	yes	87, 91, 100
40	Student B	3	no	yes	78, 89, 89
41	Student C	3	no	no	69, 63, 93
42	Student D	3	no	yes	108, 94, 93
43	Student E	3	no	no	104, 68, 88
44	Student F	3	no	yes	77, 101, 80
45	Student G	3	no	no	62, 72, 72
46	Student H	3	no	no	74, 85, 86
47	Student I	3	no	no	80, 91, 85
48	Student J	3	yes	yes	138, 118, 122
49	Student K	3	no	no	80, 71, 94
50	Student L	3	no	yes	90,99,90
51	Student M	3	no	yes	106, 114, 88
52	Student N	3	no	yes	103, 101, 98
53	Student O	3	no	yes	72, 99, 100
54	Student P	3	no	yes	92, 92, 90
55		16	0%	63%	
56			1 of 16	10 of 16	
57	Overall Data				
58	36 Students overall		33%	67%	
59	\	made target 3x		projected to make goal	
60					
61					

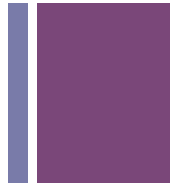
# + Third Grade Analysis:

Use the same process:

- Be sure to check accuracy rates first! If the accuracy rate is above 96% it is purely a practice issue...
- If the accuracy rate is below 96%, look to see what words were misread. Make a list! Chances are for these rates they are mostly multisyllabic words with more than two syllables.
- Some errors might be structural.



# + Cross Check your Data!



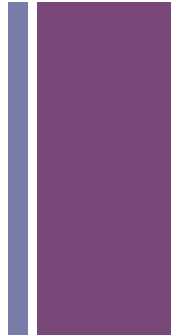
90-110				110 & above			
Student	Spring MAPS	DIBELS PM (Bold = Winter Benchmark)		Student	Spring MAPS	DIBELS PM (Bold = Winter Benchmark)	
*Student 6	204 P (+19)	85, <b>97, 110, 120, 95, 87, 129, 104</b>	106	Student 14	204 P (+15)	90, <b>109, 110, 134, 112, 116, 140, 124</b>	121
Student 7	192 P (+12)	75, <b>79, 88, 66, 112, 132, 103, 102, 96, 90, 120, 97, 148</b>	102	Student 15	217 A (+11)	131, <b>135, 147, 117, 152</b>	138
*Student 8	186 PP (+13)	68, <b>85, 83, 104, 86, 103, 90, 100, 98</b>	93	Student 16	204 P (+16)	96, <b>104, 112, 154, 113, 122, 130, 116</b>	122
Student 9	194 P (+24)	44, <b>84, 61, 91, 79, 97, 99, 68</b>	83	Student 17	217 A (+24)	101, <b>116, 117, 122, 135</b>	123
Student 10	199 P (+7)	102, <b>111, 99, 109, 125, 93</b>	107	*Student 18	206 P (+8)	148, <b>137, 128, 138, 167</b>	143
**Student 11	206 P (+24)	71, <b>97, 105, 121, 114, 99, 135, 118</b>	113				
*Student 12	198 P (+9)	84, <b>94, 114, 127, 116, 112, 102, 122, 119</b>	113				
Student 13	203 P (+13)	74, <b>105, 107, 109, 95, 105, 112, 85-</b>	105				
*Student D	197 P (+8)	38, <b>78, 80, 101, 88, 108, 96</b>	92	**Student N	204 P (+6)	<b>123, 117, 117, 122</b>	120
**Student E	203 P (+3)	37, <b>81, 92, 100, 88, 93, 98</b>	92	**Student O	197 P	<b>115, 145, 117, 144</b>	130
*Student F	189 PP (+1)	72, <b>90, 123, 103, 95, 126, 122</b>	110	Student P	206 P (+6)	103, <b>135, 137, 126, 154</b>	138
*Student G	196 P (+11)	80, <b>104, 109, 106, 98, 118, 103</b>	106	**Student Q	194 P (+6)	39, <b>113, 164, 127, 133, 148</b>	137
Student H	204 P (+24)	68, <b>70, 80, 83, 88, 104, 99, 101, 97, 137, 114</b>	97	Student R	217 P (+12)	153, <b>151, 136, 150, 218</b>	146
**Student I	194 P (+24)	65, <b>82, 99, 109, 97, 102, 128, 122</b>	110				
Student J	193 P (+21)	66, <b>108, 99, 128, 102, 130</b>	113				
Student K		79, <b>95, 71, 104, 144, 123</b>	117				
**Student L	211 P	<b>79, 101, 84, 105, 101, 108, 132</b>	101				
Student M	197 P (+8)	46, <b>79, 75, 109, 89, 80, 105, 122</b>	94				

MAPS  
Benchmark  
Data

Progress  
monitoring  
median

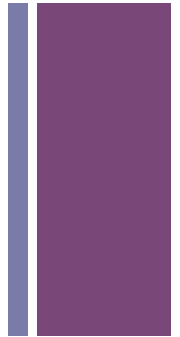
# + Median Progress:

- Look at three scores at a time
- Take the median to analyze progress at any given point
- Example:
  - 72, 68, 94, median is {72}
  - {72} 104, 89 median is now {89}
  - {89} 68, 92 median is still {89}
  - {89} 99, 102 new median is {99}
- data is moving in the right direction!



# + Your Turn

- Analyze the following progress monitoring scores using the three point median...
- 54, 59, 72, 57, 49, 64, 78, 59,



# + Success Strategies!

- We'll say it again...read, read, read
- And the research says: [http://www.educationmediagroup.com/Archives/currInst/currInst100826\\_PPICstudy.php](http://www.educationmediagroup.com/Archives/currInst/currInst100826_PPICstudy.php)

EdBrief™ | Your Online  
Education Resource

EdBrief Home | Curriculum & Instruction

Print this Article 

## PPIC Study Confirms Extra Time Spent on Reading Boosts Literacy

August 26, 2010

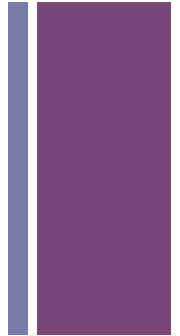
Struggling elementary and middle school students who are given extra time for reading can make sizable gains in literacy, according to a report released Thursday by the Public Policy Institute of California (PPIC).

The report is the first evaluation of the long-term effects of a sweeping reform program implemented in the San Diego Unified School District — the state's second largest and one that mirrors the demographics of other large districts — and draws lessons that can be used nationwide. It comes at a time of national debate over efforts to improve public school accountability. These efforts include setting content standards and student testing — but offer little guidance about how to help students improve.



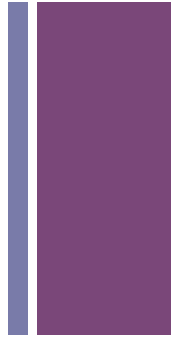
## + Check to make sure:

- Students are prereading the text silently before any choral reading
- Teachers are pulling out anticipated difficult words before reading ANY text and demonstrating structural analysis strategies
- Teachers are using phrase reading predominantly to get through the reading
- Teachers are prompting students to listen 'to the voice in their head' as they read to get the gist!



# + Read Naturally

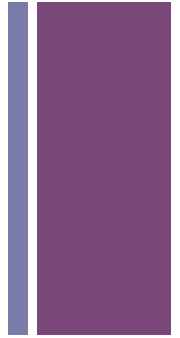
- Or use another online fluency practice program
- Make sure kids are graphing their own progress
- Have them listen to stories on tape and make sure they are tracking the text



# + Reread Paragraphs...

for purposes of thinking about {give a question}

- Reread for fluency
- Reread for specific information
- Reread for partner practice
- Reread for retelling
- Reread for summarizing
- Reread to discuss skill/strategy



# + Chapter Books

- Make sure students are taking home chapter books for extra out of school reading practice

In this chapter I think...

*Before Reading: Predicting/Inferring*

In my mind I see...

*During Reading: Visualization*

Give choices for responding to text...

This reminds me of...

*During Reading: Making Connections*

I wonder...

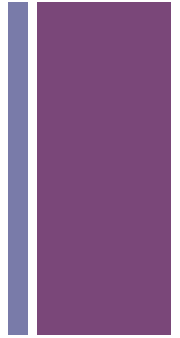
*During Reading: Questioning*

# + Students read {with teacher support} at least 50% of the time!

- Yes...but at this point of the year...think more like
- 80% students read...20% teachers talk/assist in making connections
- Research article exemplifying the correlation between reading at school/home and achievement

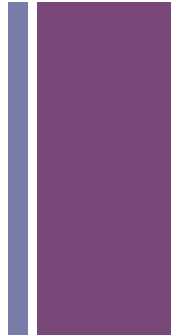
<http://www.coe.iup.edu/grbieger/Classes/LTCY698/Readings/Lonya.pdf>

- Lots of partner talk!



# + Final Check...

- Are the students supported with strategies for reading big words?
- Are the students given the responsibility to do the majority of the reading?
- Are the students reading intensively EVERY DAY?
- Are students aware of their progress/non-progress?  
Feedback on strategies...Remember...Growth Theory  
Intelligence!
- Check out this article in ASCD magazine this month
  - <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Taming-the-Wild-Text.aspx>



# + Questions, Issues, Connections!

- We'll now open the phone lines for questions, issues, and connections.
- If you have another strategy or connection that has worked with your second/third graders, type it into the chat box to share with everyone!
- Thank you for your time and attention today!

