READ TO ACHIEVE 2011
NO TIME TO LOSE

Presented by Tina Pelletier and Dian Preswich

Winter Webinar Dec. 2011   tina@pelletierconsulting.net

Participant Polling

1. I conduct progress monitoring on a regular basis.

2. My students read text more than 50% of the time we are together in a group

3. I see my students 5 times a week for a full 30 minutes

4. More than 65% of my students are showing on target progress toward benchmark

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Out of the Mouths of Babes…
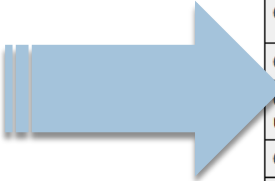
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Webinar Goals:

- *Examine critical elements of TIME*
- *Examine Benchmark goals and what it will take to reach them*
- *Examine strategies for shifting independence to students*
- *Set winter focus goals*

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Finding Class Progress Graphs

	WEB	PDF		
Summary Report	WEB	PDF		Means and progress over time by project, school or district
Yearly Box Plot unavailable for Math	WEB	PDF		Distribution of benchmark scores by measure across multiple assessment periods (see example).
* Available as part of the Combined PDF Report				

Class Reports

Report	WEB	PDF	Purpose	Description
Class List Report	WEB	PDF	Screening; Outcome	Scores, percentiles, and instructional recommendations for a single assessment period and class
Class Progress Graph		PDF		Student scores for one class and measure, graphed over time
Class Progress Monitoring unavailable for easyCBM Math	WEB	PDF	PM	Progress monitoring scores for a class.
Class Progress Summary	WEB	PDF		Student scores for one class over an academic year
Summary of Effectiveness by Class unavailable for easyCBM Math		PDF	PM	Progress of students by Instructional Recommendation over time
* Available as part of the Combined PDF Report				

Student Reports

Report	WEB	PDF	Purpose	Description
Individual Student Performance Profiles		PDF	PM	Student performance across grades K - 6 for each student in a class
Student History	WEB	PDF		An individual student's Benchmark scores (DIBELS 6th Edition, DIBELS Next, and easyCBM Math) and district-defined Outcome Measures across years

Data Sets

Report			Description	

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Kindergarten Fall Priorities

- Close the *Letter Name* gap in ...use focus boards

- Add a *phonemic awareness boost* to your program
  - Sounds and Letters is a good resource
  - Stretch and Shrink...**blending and segmenting sounds** before and after literacy block
  - **Establish language patterns...**look for students with low language skills and provide extra intervention
  - Boost introduction of **High Frequency words**

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First Grade Fall Priorities

+ **Establish blending skills** by using blending charts daily

+ Assess knowledge of **High Frequency words**

+ Include **extra daily practice** with decodable text

+ Boost **practice** in your phonics lessons

+ Boost the **modeling** when student response is not strong

+ Whatever program or resource you use…BLENDING skills are keys to success. Make sure there is enough practice embedded

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Second Grade Fall Priorities

- Establish **blending skills** using a 'blending chart'

- Borrow **second half of first grade decodable text** and boost reading practice

- Assess **High Frequency** word knowledge (first 300 dolch words)

- Boost **READING of grade level text**

- Increase **active engagement** during small group reading

- Establish **routines for partner reading** practice
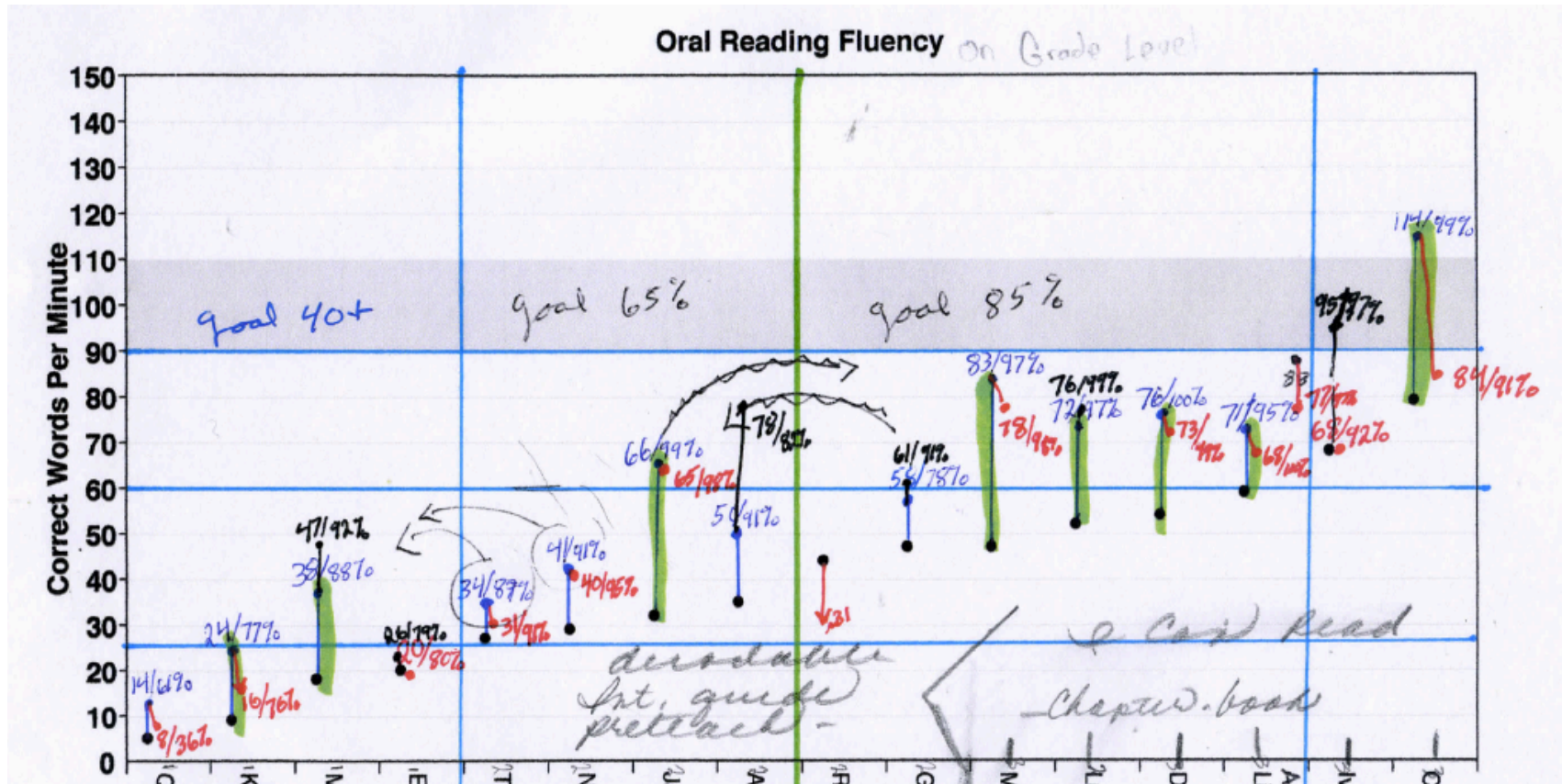
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Third Grade Fall Priorities

+ Increased **active engagement and text focus in** small group reading...GOAL...no round robin reading!

+ Make sure students **read more than teacher** talks!

+ Use **weekly program lesson assessments** for modeling, guiding, and practice to establish strategic thinking skills

+ Teach multisyllabic decoding strategies-

+ Pull out and preteach multisyllabic words out of every text!

+ Strive for the **'achievement' goal of 130-137 WPM** and get there as quickly as possible!

+ Establish a structure for independent reading

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Plan, Do, Study, Act

Teacher:		Grade:	Dates - Day 1: _Sept. 6_ Day 10: _Sept. 19_
Focus Group: #6 #5 (#4) #3 #2 #1			Grade: K 1 (2) 3 4 5

Plan	Do

Plan (Goal) – Identify the area of need out of the five components of reading:

PA   (P)   V   F   C

The learner will improve _reading whole words_ skills by: _reading 15-20 words in 10 days._

Do (Strategy) – Identify strategies for intervention

- Fast track blending cvc words (20-30 words) 10 minutes daily
-
-
-

Act – Next steps

Who needs re-teaching?

Who moves on to another strategy?

How do I know the skill was mastered?

Study – Implementation of strategies

Data Source (i.e. FSF, ORF, Selection Test): _____

Student	Initial Score	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Progress Monitoring
	NWF	9/6	7	8	9	12	13	14	15	16	19	NWF
John	53/5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	55/10
Mary	58/4		✓	✓	✓	✓	✓	✓	✓	✓	✓	53/11
Luke	48/1	✓	✓	✓	✓	AB	✓	AB	✓	✓	✓	56/6
Helen	48/3	✓	✓	✓	✓	✓	✓		+	+	+	60/12
Andre	48/0	—	—	—	✓	—	✓	✓	✓	✓	✓	48/9

Act	Study

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Working Graph

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Remaining Time…

- Add data to the system so you can access class progress graphs

- Draw lines and set goals

- Create a plan

- Discuss strategies to support goals

- Set your two-week targets!

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No Time to Lose

- Increase instructional time is perfectly consistent with the landmark research of the Carnegie Institute done in the 1950s. Time on task has a high correlation with increased learning.
    - An academic day has 375 minutes (6.5 hours). How many of those minutes are spend in direct instructional time? What about reading? What if the schedule shows a 60-minute reading block, but the teacher rotates from the high-skill, to medium, to low-skill groups? Is so, each student is getting only 20 minutes of direct reading instruction…what if the schedule for a group shows 30 minutes but it is really on 20 minutes?

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Keep Track of Time

- Use your PDSA forms or another form to track the days you meet with each group. Look for patterns in the data that might explain why some groups make better progress than others.

- Don't skip a beat with your most at-risk students or your most at-risk groups

- "The Hands and Feet of Genius"

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Missing 5 minutes…

- Every day for one group means:
  - 5 minutes X 5 days=25 minutes

  - These students essentially have 1 less day of instruction than everyone else.
  - One less day per week X 30 weeks=30 less days of instruction
  - 30 days X 30 minutes=900 minutes
  - 900 minutes divided by 60 mins in a hour…
  - Equals 15 less hours of instruction…and practice!

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Benchmark Goals

DIBELS® Next Summary of Benchmark Goals and Cut Points for Risk

Measure	K Beg	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
DIBELS Composite Score	26 / 13	122 / 85	119 / 89	113 / 97	130 / 100	155 / 111	141 / 109	190 / 145	238 / 180	220 / 180	285 / 235	330 / 280	290 / 245	330 / 290	391 / 330	357 / 258	372 / 310	415 / 340	344 / 280	358 / 285	380 / 324
First Sound Fluency (FSF)	10 / 5	30 / 20																			
Letter Naming Fluency (LNF)	No benchmark set for LNF																				
Phoneme Segmentation Fluency (PSF)		20 / 10	40 / 25	40 / 25																	
Nonsense Word Fluency (NWF) — Correct Letter Sounds		17 / 8	28 / 15	27 / 18	43 / 33	58 / 47	54 / 35														
NWF — Whole Words Read			1 / 0	8 / 3	13 / 6	13 / 6															
DIBELS Oral Reading Fluency (DORF) — Words Correct					23 / 16	47 / 32	52 / 37	72 / 55	87 / 65	70 / 55	86 / 68	100 / 80	90 / 70	103 / 79	115 / 95	111 / 96	120 / 101	130 / 105	107 / 90	109 / 92	120 / 95
DORF — Accuracy					78% / 68%	90% / 82%	90% / 81%	96% / 91%	97% / 93%	95% / 89%	96% / 92%	97% / 94%	96% / 93%	97% / 94%	98% / 95%	98% / 95%	98% / 96%	99% / 97%	97% / 94%	97% / 94%	98% / 96%
DORF — Retell						15 / 0	16 / 8	21 / 13	27 / 18	20 / 10	26 / 18	30 / 20	27 / 14	30 / 20	33 / 24	33 / 22	36 / 25	36 / 25	27 / 16	29 / 18	32 / 24
DORF — Retell Quality of Response								2 / 1	2 / 1	2 / 1	2 / 1	3 / 2	2 / 1	2 / 1	3 / 2	2 / 1	2 / 1	3 / 2	2 / 1	2 / 1	3 / 2
Daze										8 / 5	11 / 7	19 / 14	15 / 10	17 / 12	24 / 20	18 / 12	20 / 13	24 / 18	18 / 14	19 / 14	21 / 15

(Each cell shows the Benchmark Goal / Cut Point for Risk. Grade columns: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade — each divided into Beg, Mid, End.)

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later importing reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

Pay Attention to Accuracy

Name: _____   Class: _____

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

DORF Words Correct = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

NWF WWR Score _____ x 2 = _____ [1]

DORF Words Correct = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year	
DORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93

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Strategies for Increasing Accuracy

- Use a phonic screener to determine out of context skill (CORE phonics screener or Quick Phonics Screener or Word Analysis on DRA2)

- Examine errors in passage reading

- Point and focus

- Be explicit with students

- Use passages to focus attention on print-Six Minute Solution

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Point and Focus

Just use a pencil or pen to redirect students to the error.

Use little teacher talk. Praise 'fix-up' at the end of the passage with simple language such as…"nice job fixing up that word to make that sentence make sense!"

If student doesn't know the word prompt the strategy most relevant to quickly figure out the word.

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Decoding by Analogy

Building Word Recognition   55
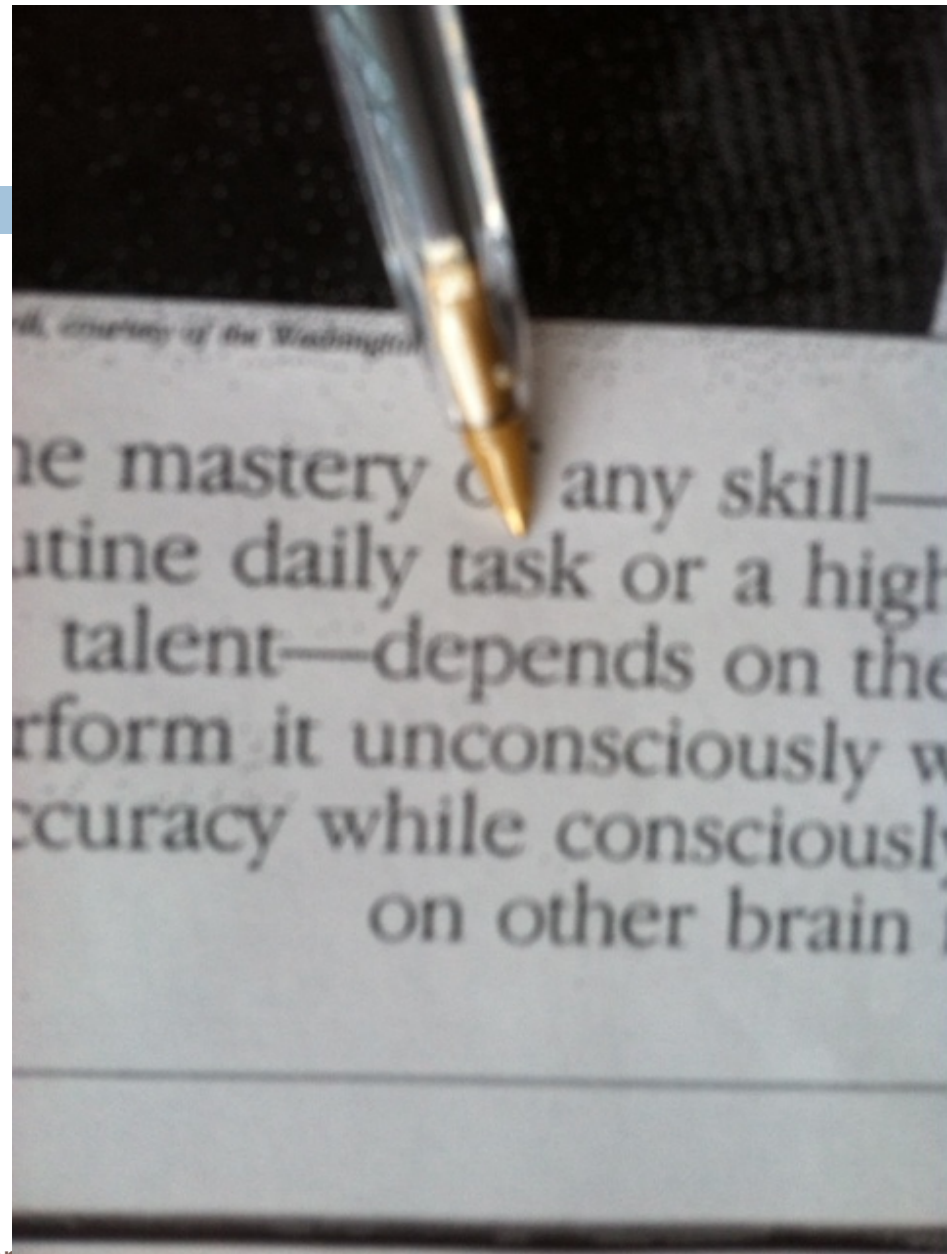
a	broke	discover	fun	his	map	place	slide	these	water
about	bug	do	get	horn	me	plane	smart	they	way
after	but	does	girl	how	more	president	smile	thing	we
all	by	down	five	hurt	music	price	snake	think	went
am	can	dragon	glad	I	my	question	some	this	were
an	car	dream	glove	if	name	rain	sound	those	what
and	careful	end	go	in	no	red	spider	time	when
animals	champ	excitement	good	is	noise	right	splash	to	where
are	city	fell	grab	it	not	run	spring	too	which
ask	clock	find	green	job	now	said	stop	treat	who
at	club	fine	grew	jump	of	saw	street	truck	will
back	coat	fish	gym	kick	off	scary	swim	two	with
be	come	five	had	know	old	school	talk	unhappy	work
because	could	flag	happy	let	on	see	teacher	up	would
best	creature	fly	has	like	one	shark	that	us	write
big	cricket	food	have	look	or	she	the	use	year
bleed	dance	for	he	long	out	ship	their	vacation	yes
blue	Dave	friend	her	made	over	show	them	very	you
boy	day	frog	here	make	people	skate	then	want	your
brave	did	from	him	many	phone	sleep	there	was	zoo

FIGURE 4.4. Words used to teach decoding by analogy. Adapted from White (2005). Copyright 2005 by the International Reading Association. Adapted by permission.

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Prompting by Analogy Example

- The word is 'frightening'
  - I don't know this word. I see the spelling pattern *igh*. I think of a word I know with the same pattern. It might be on the wall. If I know *night*, this part might be *fright*. The next pattern I see is 'en' If I know *pen*, this might be '*ten*.' Put it together and I get 'fright-ten' add the ending 'ing'
    - *frightening*

  You try it with the word 'questioned'

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Partner Reading

- Establish routines for READERS and CHECKERS
- Make sure students have prompts for fixing up errors
  - Check that…
  - Try that again
  - Oops…look at that word carefully
- Make sure students know to wait to let their partner work it through

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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!

- After school tutoring sessions based on test prep skills

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

(Preparation: Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

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?

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

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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

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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

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Questions, Issues, Concerns

- You have the floor....

- tina@pelletierconsulting.net
- Read to Achieve thanks you for your time today!