

The Race to the End.

Every Minute Counts
Tina Pelletier January 2011



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

Good Instruction...

- Is 15 to 20 times more powerful than family background and income, race, gender, and other explanatory variables. Hershberg (2005)
- In *Elevating the Teaching Profession* by Arne Duncan
 - All of the department's new or redesigned programs provide powerful incentives for states and districts to make far-reaching changes to teacher evaluation and professional development-from *Race to the Top*, to the 2009 School Improvement Grants, the Teacher Incentive Fund, and Title I and IDEA funds under the American Recovery and Reinvestment Act.

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!

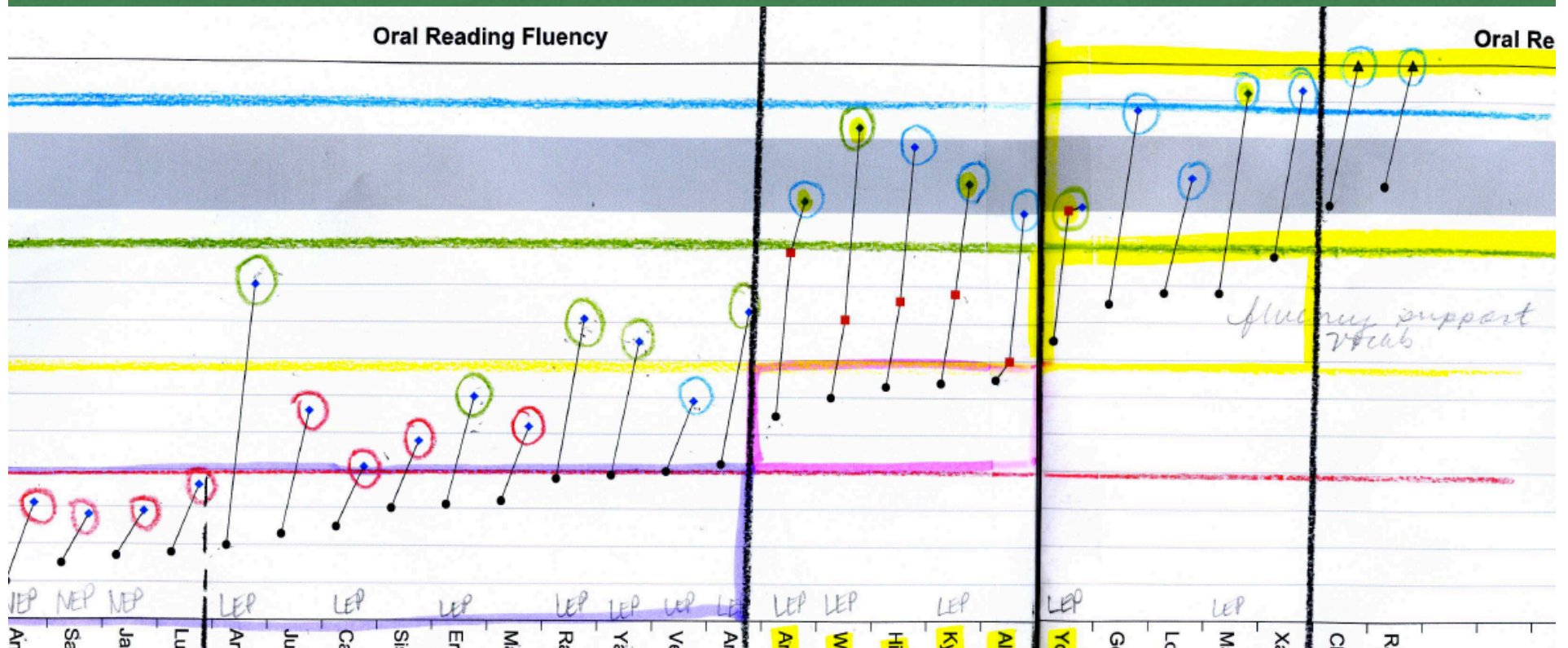
Collaborative Data Meetings

- Focus discussions first on who make 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
- Grades 3: test practice DAILY with curriculum materials



Name	Fall BM	Acc.	Winter BM	Acc.	Growth	NWF CLS	CLS total	Acc.	NWF WRC	WRC total	Acc.	
1	65/14	82	76/5	94	11	53	70	75	10	25-Jan	40	
2	73/1	99	69/3	96	-4	69	85	81	14	30	46	
3	71/3	96	64/4	94	-7	90	94	96	30	33	90	
4	70/4	95	71/2	97	1	77	84	92	22	31	71	
5	60/6	91	63/7	90	3	73	79	92	21	28	75	
6	60/2	97	58/4	94	-2	73	89	82	15	31	48	
7	63/1	98	65/2	97	2	88	103	85	22	36	61	
8	55/6	90	66/6	92	11	93	97	95	30	34	88	
9	57/2	97	55/6	90	-2	54	58	93	17	21	80	
10	62/4	94	66/9	85	4	68	79	86	18	28	64	
11	54/4	93	57/8	88	3	20	25	80	4	10-Jan	40	

A	B	C	D	E	F
	Fall		Winter		
Name	BM	Acc.	BM	Acc.	Growth
1	40/8	83	59/3	95	19
2	29/5	85	43/7	86	14
3	26/7	79	53/6	90	27
4	29/9	76	36/6	85	7
5	30/7	81	47/4	92	17
6	32/4	89	43/6	84	11
7	31/5	86	54/5	92	13
8	41/6	87	62/0	100	21
9	41/3	93	73/3	96	32
10	41/3	93	71/1	99	30
11	43/15	74	72/27	73	29
12	44/4	92	73/3	96	29
13	46/3	94	60/3	95	14
14	42/2	96	68/1	99	16



Students on the Edge

What Do These Students Need?

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

Improving Reading Comprehension in Kindergarten Through 3rd Grade





LITERACY RESOURCES

Improving Reading Comprehension In Kindergarten Through 3rd Grade

Attached is the Institute for Education Sciences Practice Guide, *Improving Reading Comprehension In Kindergarten Through 3rd Grade*. The Institute for Education Science (IES) publishes practice guides in education to bring the best available evidence and expertise of current challenges in education. The authors combine their expertise with the findings of rigorous research to develop their recommendations. The goal of this guide is to offer educators specific research-supported recommendations for teaching reading comprehension to students in the primary grades. The guide is relevant to all reading programs, including those no longer receiving Reading First funding and can be accessed at

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

RESOURCES

The five recommendations in this guide are detailed:

Recommendation 1 encourages the teaching of comprehension strategies that help students understand what they read, retain information, and progress toward independence in reading.

Recommendation 2 is about helping students recognize that text is organized or “structured” in a variety of ways depending on the point the author is making. Recognizing text structure is presented as another way to help students understand and recall what they read.

Recommendation 3 suggests text discussion as an approach that allows students to more deeply explore the ideas in text. In guiding discussion, teachers can model the ways for students to think about text when they are reading independently.

Recommendation 4 emphasizes the importance of choosing texts that support the goals of teaching and improving reading comprehension.

Recommendation 5 recognizes the intellectual demand of reading comprehension and outlines how teachers can motivate students to improve their efforts to comprehend text.

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

Winter/Mid-Year Data: 3r grade

Student	Dibels/ ORF (WPM/errors)	DRA Level	Fountas & Pinnell Level
1	111/1	40+	Q+
2	95/2	34/38	O/P
3	94/5	30/34	N/O
4	85/3	34	O
5	89/2	30	N
6	89/6	30	N
7	66/5	30	N
8	61/6	34	O
9	65/7	30	N

Students 1, 2, 3 likely need multisyllabic word analysis strategies...or just fluency practice. How can we tell? Look at the accuracy rates AND examine the test booklets! Use phrase reading to get through text.

Pull out 8-10 multisyllabic words in each reading segment to preteach structural analysis. Everyday!!

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. 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?

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!

► 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 swimmers jump into the water until they run across the finish line. The

<p>M DRA 28</p> <p>Benchmark: Almost all second graders should be able to independently read, with understanding and fluency, books at level 28.</p>	<ul style="list-style-type: none"> 📖 Chapter books are longer texts (sixty to one hundred pages) with short chapters and few pictures 📖 Informational books are shorter with new information and text features 📖 Includes a full range of genres with more biographies included 📖 Text have subtle meanings that require interpretation and more background knowledge 📖 More complex and expanded plots 📖 More complex themes (i.e., respect for difference, loneliness, independence) 📖 Vocabulary may be introduced to create feeling or mood 📖 Writer's style may be clearly marked by use of words, sentence structure, descriptions of characters, or humor <p>Text Examples: <i>Matt Christopher: Man Out at First, A picture Book of Frederick Douglass, Caves</i></p>
<p>N DRA 30</p>	<ul style="list-style-type: none"> 📖 Chapter books are usually one hundred or more pages with short chapters and memorable characters 📖 Nonfiction titles are generally shorter and may present social issues

Sources: *Leveled Books for Readers Grades 3-6* (Fountas & Pinnell) and *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Fountas & Pinnell)

<p>N (cont.)</p>	<ul style="list-style-type: none"> 📖 Topics of informational books and settings for narratives go well beyond readers' personal experiences 📖 Complex picture books illustrate themes and build experience in character interpretation 📖 More demand on the reader to use a variety of strategies to understand plot, theme, and new vocabulary 📖 Writers use devices such as irony and whimsy to create interest and communicate the nature of characters <p>Text Examples: <i>Shoeshine Girl, My Name Is Maria Isabel, Helen Keller: Courage in the Dark</i></p>
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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

Winter/Mid-Year Data: 2nd grade

Student	Dibels/ ORF (WPM/Errors)	DRA Level	Fountas & Pinnell Level
Samuel	77/4	24	K
Brandon	74/3	30	N
Veronica	75/2	20	K
Felicite	60/5	24	K
Zachary	60/2	20	K
Lodan	61/5	28	L
Caleb	50/3	28	M
Emilia	58/7	18	J
Johnnie	57/8	12/14	G/H

- Difficulty reconciling similar fluency rates but lower DRA levels from 3rd grade
- Examine whether that is really a vocabulary issue.
- Look at DIBELS test booklets and analyze error patterns.
- Levels G to N! Wide range of text choices but DIBELS is consistent if you examine the booklets for error patterns!

<p>K DRA 20</p>	<ul style="list-style-type: none"> 📖 Includes longer, slightly more complex chapter books with more characters 📖 Books have one plot, but many episodes are carried over a period of time 📖 Shorter books have more difficult vocabulary (not often used in speech by children), challenging content, or more complex themes 📖 Genres include realistic fiction, fantasy, and nonfiction (informational texts) 📖 Some fables or legends and historical fiction may be include (not requiring extensive background knowledge to understand) 📖 Large amount of dialogue used to determine what is going on in the plot 📖 Characters show various perspectives 📖 Illustrations are placed throughout the text and are used to enhance enjoyment and helps students visualize 📖 Readers explore the various connotations of words <p>Text Examples: <i>Nate the Great and the Tardy Tortoise, Frog and Toad are Friends, What Happens When You Recycle?</i></p>
<p>L DRA 24</p>	<ul style="list-style-type: none"> 📖 Includes chapter books with fewer illustrations and complex picture books 📖 Texts contain many multisyllable and technical words 📖 Words are used for a range of connotative meanings 📖 Print size is varied but often much smaller 📖 Most sentences end in the middle of lines and continue from one line to the next 📖 Includes a full range of genres from realistic fiction to biography 📖 More characters are speaking with dialogue not always assigned 📖 Plots and characters are more sophisticated 📖 Characters develop and change in response to events in the story 📖 Events in chapters build on each other requiring the reader to recall and keep track of information <p>Text Examples: <i>Pinky and Rex and the Spelling Bee, Horrible Harry in Room 2B, Looking at Insects</i></p>

A

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~~ ^{sand} in the summer. 41
When he gets ~~close~~ ^{closed} 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

Error Types

most errors are compound words

[illegible]

The Sand Castle

My uncle, my dad, and my brother and I built a giant sand 13
castle at the beach. First we picked a spot far from the big waves. 27
Then we got out buckets and shovels. We drew a line to show 40
where it would be. It was going to be big! 50

We all brought buckets of wet sand to make the walls. We 62
scooped out holes for lakes and ditches. We made roads and a 74
moat around the walls. We made molds for the buildings by 85
filling the buckets with wet sand. We had to keep everything wet 97
so it wouldn't fall down. We had to work fast! 107

Then we filled up the holes with water. We had to do it over 121
and over. Finally my dad found a piece of plastic. He laid it 134
down in the holes. It kept the water from draining away so fast. 147

Finally we put shells, feathers, and rocks on the castle. We 158
added driftwood roofs. We placed plants around the walls. We 168
even found a flag to fly from the tower. We gave it a name. We 183
called it The Beach Castle. 188

The seagulls walked around it. I think they wanted to live in 200
it. Then the tide came in and waves crashed over it. A few 213
feathers and rocks were all that was left. 221

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

Winter/Mid-Year Data: First grade

Student	Dibels/ NWF/Accuracy	DRA Level	Fountas & Pinnell Level
Evan	131/94%	18+ (stopped testing at higher levels)	J+
George	65/87%	16	I
Sam	60/94%	16	I
Maria	33/80%	12/14	G/H
Carmine	36/84%	14	H
Billy	38/95%	12	G
Summer	21/81%	8	E
Michael	28/90%	6	D
Rosa	25/81%	8	E

**E
DRA 8**

- ☞ Sentences include more embedded phrases and clauses
- ☞ More variety in language including some literary language
- ☞ Topics range beyond the familiar
- ☞ Genres include realistic fiction, fantasy, and nonfiction (simple informational books)

Sources: *Leveled Books for Readers Grades 3-6* (Fountas & Pinnell) and *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Fountas & Pinnell)

E (cont.)	<ul style="list-style-type: none"> ☞ Font size may vary ☞ Texts range from ten to twenty pages ☞ Text structure is more complex, often with several simple episodes ☞ More characters, but not very developed ☞ Picture support is moderate ☞ Increase number of words and lines of print ☞ Greater variety of high frequency words ☞ Frequent dialogue and full range of punctuation ☞ More multisyllable words and less common spelling patterns
F DRA 10	<ul style="list-style-type: none"> ☞ Language reflects patterns that are more characteristic of written language than spoken language ☞ Concepts are more distant from local knowledge or the everyday world ☞ Some texts have abstract ideas which require discussion ☞ Themes emerge ☞ Genres include realistic fiction, human and animal fantasy, simple folktales, and nonfiction (informational texts) ☞ Text range from ten to thirty pages ☞ Full range of punctuation to enhance meaning ☞ Longer texts may have longer sentences and/or more lines of text per page and shorter texts may have unusual language patterns or technical words ☞ Greater variety in vocabulary
G DRA 12	<ul style="list-style-type: none"> ☞ Sentences are longer with many embedded clauses ☞ Several high frequency words which increase in difficulty ☞ Large number of decodable words with regular and irregular patterns ☞ Several episodes with a variety of characters ☞ Ideas and vocabulary are more challenging with some specialized vocabulary ☞ Story line is carried by the text ☞ Pictures support and extend meaning ☞ Readers are expected to remember information and action over a longer reading <p>Text Examples: <i>Teddy Bear for Sale, Rabbit's Party, Say It, Sign It</i></p>
H DRA 14	<ul style="list-style-type: none"> ☞ Language is not repetitious ☞ Full range of high frequency words

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

► 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

Student	Dibels/ PSF	DRA Level	Fountas & Pinnell Level
A	49	2	A
B	39	3	B
C	39	2	A
D	10	2	B
E	11	1	A
F	11	2	A
G	2	1/2	A
H	1	1/2	A
I	0	1	A

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...