The Homework Schedule

- Here is an explanation of the school homework policy for the average student. Students should not spend more than ninety minutes per night. This time should be budgeted in the following manner if the student desires to achieve moderate to good grades in his/her classes.

- 15 minutes looking for assignment
- 11 minutes calling a friend for the assignment
- 23 minutes explaining why the teacher is mean and just does not like children
- 8 minutes in the bathroom
- 10 minutes getting a snack
- 7 minutes checking the TV Guide
- 6 minutes telling parents that the teacher never explained the assignment
- 10 minutes sitting at the kitchen table waiting for Mom or Dad to do the assignment

Using NWEA Data With Guided Reading

By Jan Hinton, Kathy Pattengale
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Planning Instruction

- **Balanced Literacy**
  - Independent reading
  - Shared reading
  - Guided reading
  - Word study

Guided Reading
(Small Group Differentiated)

- Students need repeated opportunities to read instructional level text.

- Instructional level text refers to text that a student can read and understand with explicit instruction and support from the teacher.

- The teacher must bring together homogeneously grouped readers.

Guided Reading

- Utilizes homogenous groups
- Optimizes reading instructional time
- Allows all students the opportunity to progress
- Helps the teacher pinpoint students' difficulties
- Increases reading comprehension
- Facilitates formative assessment

Components of Guided Reading

- Comprehension

- Fluency

- Word Study

Comprehension

- Utilizes strategies to understand the text
- Sets a purpose for reading
- Participates actively in the thinking processes necessary to understand the text
- Thinks critically about the text

Fluency

- Reading
  - Smoothly
  - Accurately
  - Quickly
  - With expression

Word Study

- Systematic and developmental study of words
- Focuses on
  - Phonics
  - Spelling
  - Vocabulary development

Meeting the Needs of Intermediate Level Learners

- Evolving reader stage

- Maturing reader stage

- Advanced reader stage

Evolving Readers

- Late 2nd - Late 4th grade
- Extensive sight vocabulary
- Moving from basic decoding to comprehension of text
- Developing fluency

Maturing Readers

- Continuing to grow in ability to understand and evaluate text

- Requiring less teacher directed support

- Developing strategies and fluency necessary to be considered an advanced reader

Advanced Readers

- Have well developed reading skills
- Are able to comprehend and critique a variety of texts and genres
- Developing the critical thinking skills necessary to evaluate complex text

Implementing Guided Reading

- Analyzing the data

- Goal setting

- Planning instruction

- Setting up and managing guided reading

Analyzing the Data

Reports to Analyze

- Lexile Report
- Class Breakdown by Overall RIT
- Distribution of Students by Quartiles
- Projected Performance by Subject
- % of Students Meeting Targets

Using Lexiles for Guided Reading

- Measures text difficulty and reading ability
- Ranges from 200L to 1700L
- Matching a reader's Lexile to text leads to an expected 75% comprehension rate (instructional level)
- Can adjust anticipated comprehension by choosing more or less difficult text. (50L above or 100L Below)
- Lexile and NWEA Booklists available

Class Breakdown by Overall RIT Bands

- Represents difficulty of test items
- Ten point ranges
- Used with Descartes to plan instruction

Quartiles

- Shows proportion of students in each quartile band
- 24% Low
- 25-49% Mid Low
- 50-74% Mid High
- 75%-100% High
- Useful in flexible grouping, small group, differentiated instruction

Projected Performance by Subject

- Helps determine proficiency projections
- Shows proportion of students projected to perform in each proficiency category of ISAT
- Interactive version allows teachers to sort fields
- Goal setting template icon
- Individual booklists icon

Goal Setting Form

- Dynamic Reports
  - Student Goal Setting Worksheets
  - Initial RIT
  - Typical Point Growth
  - Target RIT
  - Growth Goals

% of Students Meeting Target

- Achievement Status Growth Summary Report
- Achievement Status Growth Targets Report

Planning for Instruction

Using Descartes to Plan Guided Reading

Using Descartes to determine what the student

- – has learned (skills and concepts to enhance)

- – is learning (skills and concepts to develop)

- – needs to learn (skills and concepts to introduce)

Interpreting Descartes

- 75% accuracy

  - Related skills and concepts appropriate to enhance

- 50% accuracy

  - Related skills and concepts appropriate to develop

- 25% accuracy

  - Related skills and concepts appropriate to introduce

Descartes Reading Goal Strands

- Literary Works

- Literature

- Reading Strategies/Comprehension

- Word Analysis Vocabulary

Selecting Materials

Planning Instruction

- **Guided Reading**
  - Novels
  - Literature circles
  - Leveled books
  - Theme sets

Planning Instruction

- **Guided Reading**
    - Cluster students by Lexile scores
    - Select leveled materials
    - Select books at appropriate Lexile levels
    - Identify skills and strategies
    - Create a management system

Planning Instruction

- **Guided Reading with Novels**
  - *A Stranger Came Ashore* 1060L
  - *The Lion, the Witch & the Wardrobe* 940L
  - *The Witch of Blackbird Pond* 850L
  - *My Brother Sam is Dead* 770L
  - *Tuck Everlasting* 770L
  - *The Transall Saga* 630L

Planning Instruction

- **Mystery**
  - *The Wolves of Willoughby Chase 1020L*
  - *Canyons by Gary Paulsen 930L*
  - *From the Mixed Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsberg 700L*
  - *Back in Time with Thomas Edison by Dan Gutman 710L*
  - *A to Z Mysteries by Ron Roy 520L*

Planning Instruction

- **Survival Novels**
  - *Woodsong* 1090L
  - *Island of the Blue Dolphins* 1000L
  - *The Sign of the Beaver* 770L
  - *Stone Fox* 550L

Setting Up and Managing Groups

Setting Up and Managing Groups

- Use Lexiles and RIT bands
- Consider longitudinal data & classroom performance
- Set up groups ranging from 3 to 8 students
- Struggling or emergent readers meet more often for shorter amounts of time (10 to15 minutes)
- More advanced readers (15-30 minutes)
- Schedule during independent reading
- Use staff and parent volunteers flexibly

www.nwea.org/support/kb