Elementary Reading/Literacy Block Reboot!

Just Read, Florida!

October 21, 2016

Agenda

- Welcome and Agenda
  - Reading Block Overview
  - Using Data to Support Learning
  - Teacher-led Small Group
  - Higher Order Questioning
  - Independent Literacy Centers
  - Multisensory Instruction
  - Closing/Evaluation

Reading Block Goals

- <u>Increasing</u> the percentage of students reading **at or above grade level.**

- <u>Decreasing</u> the percentage of students with serious **reading difficulties.**

Reading Block Goals
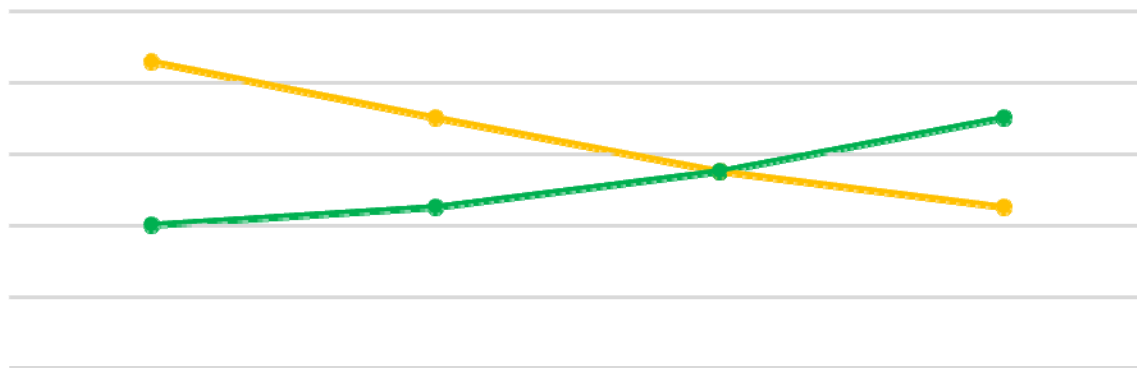
Reading Block Expectations

State Board Rule 6A-6.053

K-12 Comprehensive Research-Based Reading Plan
<u>Elementary</u>

- Uninterrupted Reading Block (90+ minutes)
- Research-based curriculum – CCRP/SIRP/CIRP
- Whole group initial instruction (CCRP)
- Small group differentiated instruction – driven by assessment data (SIRP)
- Immediate Intensive Intervention driven by assessment data (CIRP)

Reading Block Expectations

- Scientifically based reading instruction includes *explicit* and *systematic* instruction in the following areas:
    - Oral Language
    - Phonemic Awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Comprehension

Reading Block Expectations

The Main Thing is to Keep the MAIN Thing the Main Thing!

Using Data to Support Learning

Using Data to Support Learning

What data do you use in your classroom/district to support learning?

- Kindergarten – 2nd grade
- 3rd grade – 5th grade

Share your answer at:

https://padlet.com/JRF/fra1

What is Assessment?

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences.

The process culminates when assessment results are used to improve subsequent learning.

Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000

Types of Assessments

Pre-Assessments

- Administered before students begin a lesson, unit, course or academic program.

Screening Assessments

- Used to determine whether students may need specialized assistance or services.

Diagnostic Assessments

- Used to determine student's strengths, weaknesses, knowledge and skills.

Types of Assessments (con't.)

Formative Assessments

- In-process evaluations of student learning that are typically administered multiple times during a unit.

Summative Assessments

- Used to evaluate student learning at the conclusion of a specific instructional period (unit, course, semester or school year).

What Data are Used to Make Decisions?

Informal Assessments

teacher observations, conversations, anecdotal records, portfolios

Formal Standardized Assessments

FSA	i-Ready
TerraNova	NWEA MAP

What Data are Used to Make Decisions?

Classroom

reading programs

teacher generated assessments

running records

student work samples

Formal and Informal Student Surveys

student interest surveys

classroom discussions/collaboration

learning profiles

teacher-student interviews

How to Use Data

- Identify student's needs

- Form flexible groups

- Assess effectiveness of classroom instruction

- Measure student's progress

- Meet the needs of individual student's learning styles

- Determine and re-evaluate previous decisions for effectiveness

What does it look like in the classroom?

"Things get done only if the data we gather can inform and inspire those in a position to make a difference."

Mike Schmoker

Small Group Differentiated Instruction

What is Differentiated Reading Instruction?

➢Teacher-led

➢Individual or small group

➢Matching instruction to diverse needs

➢Flexible

I define insanity as doing the same thing over and over and expecting to get different results.

– Einstein
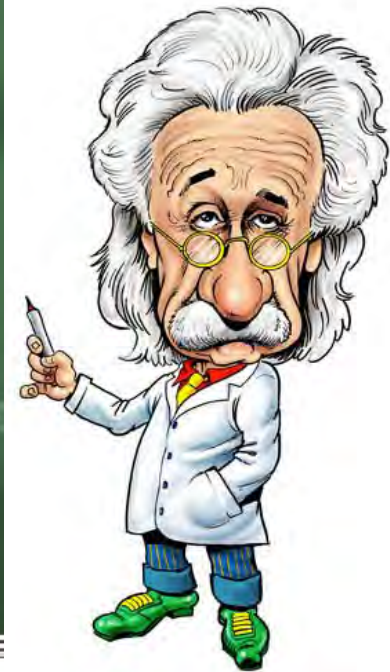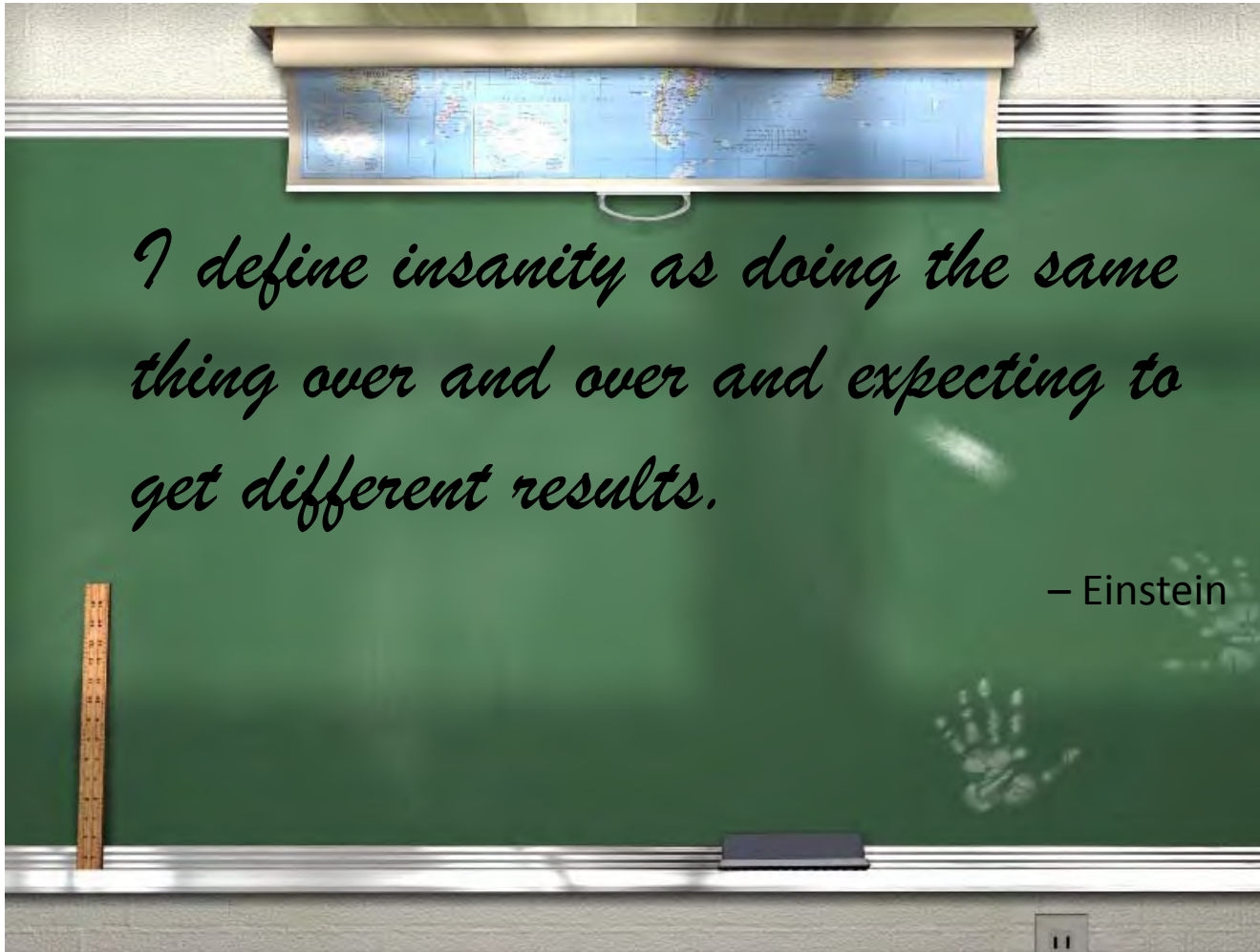
Traditional vs Differentiated

Traditional Small Groups	Differentiated Small Group
Students grouped based on levels: Below, at or above grade level	Students grouped based on reading data
Leveled books	Variety of sources, numerous leveled books
Comprehension focus	Decoding and comprehension focuses
No systematic word study	Systematic word study
No word bank	Vocabulary
	Writing

Components of Differentiated Small Group Instruction

➢Oral Language

➢Phonemic Awareness

➢Phonics

➢Fluency

➢Vocabulary

➢Comprehension

A Picture of Differentiated Small Group Instruction

- Student needs addressed

- Explicit instruction

- Small number of students

- Instruction is modified and clarified

- Use of a variety of instructional strategies

- Multiple data sources

- Systematic progress of skills

So What Does This Look Like?

Group 1	Group 2	Group 3
• Phonemic awareness and phonics • Alphabet tracking • Initial sound sorting • Letter names and sounds • Sounding and blending	• Phonemic awareness and phonics • Say-it-and-move-it • Sounding and blending • High-frequency words	• Phonics and word recognition • Sounding and blending • High-frequency words
Independent extension	Independent extension	Independent extension
Children will work on a specific alphabet activity each day.	Children will write for sounds from a specific prompt each day.	Children will write for sounds from a specific prompt each day.
Small-group center	Small-group center	Small-group center
Children will choose among three small-group centers each day (writing for sounds, word work, listening comprehension), but they must work in each center at least once a week.	Children will choose among three small-group centers each day (writing for sounds, word work, listening comprehension), but they must work in each center at least once a week.	Children will choose among three small-group centers each day (writing for sounds, word work, listening comprehension), but they must work in each center at least once a week.

FIGURE 8.7. A big-picture plan for kindergarten small-group differentiated instruction.

Walpole & McKenna (2007). *Differentiated reading instruction: Strategies for the primary grades*. New York: Guilford.

Group 1	Group 2	Group 3	Group 4
• Decoding • Fluency • Teaching letter patterns • Echo reading	• Word recognition • Vocabulary • Fluency • Decoding by analogy • Choral partner reading	• Word recognition • Vocabulary • Fluency • Decoding by analogy • Rereading	• Vocabulary • Fluency • Tier 2 words • Rereading
	Partner time	Partner time	Partner time
Paired rereading of daily text; high-frequency-word practice; summary of daily text; concept of definition map; semantic feature analysis; summary of read-aloud; independent comprehension activities; new paired reading from classroom library			

FIGURE 11.6. A big-picture plan for third-grade differentiated needs-based instruction.

Walpole & McKenna (2007). *Differentiated reading instruction: Strategies for the primary grades*. New York: Guilford.

"One Size Will Not Fit All"

Higher Order Thinking

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Higher Order Questioning

![Florida Department of Education logo]

Why Ask Questions?

- Determine how effectively students are learning.

- Assist with planning instruction.

- Give students an opportunity to show what they know.

- Help improve social skills.

- Provide challenges.

- Provide opportunities for students to ask questions.

- Lead students to question their own learning.

Using Higher Order Questioning Effectively

- Use often and for a variety of purposes.

- Encourage HOT questions at every grade and achievement level.

- Scaffold questions.

- Vary question levels.

- Use sentence starters.

- Ensure rigor.

- Emphasize "how" and "why" questions.

Effective questioning

- Plan for higher order questions.
- Make sure the questions are logical and sequential.
- Allow for wait time.

Accessibility
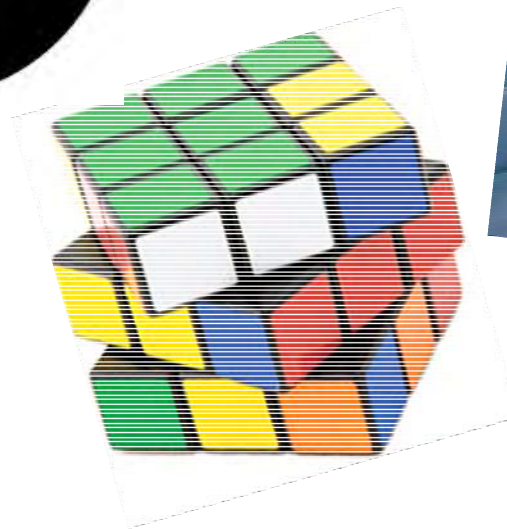
Higher Order Question Grid

	is	was / were	do / does / did	can / could	shall / should	would	might
Who							
What							
When							
Where							
Why							
How							
	isn't	wasn't were not	don't didn't	can't couldn't	shouldn't	wouldn't	might not

Designing Effective Questions

- Read the article "Tree Cookies."

- Use the Higher Order Question Grid to formulate questions in each quadrant.

"A good teacher makes you think even when you don't want to."

Fisher, 1998, Teaching Thinking

Independent Literacy Centers

Independent Literacy Centers

- Differentiated Learning Centers
  - Student centers
    group, pair, individual
  - Flexible groups
- Academically Engaging
- Accommodations
- Planning and Organization

Independent Literacy Centers

- Differentiated Learning Centers
  - All students = differentiated instruction + centers

  - High-risk students = differentiated instruction + differentiated intervention + differentiated centers

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Independent Literacy Centers

- <u>Flexible centers</u> – meeting student's needs at different levels of performance.

  Be ready to make changes as student performance increases (instructions and expectations).

- Center small groups/pairs are created based on instructional strengths and needs.

- Staying on Task – monitor student progress frequently in order to make instructional changes, small group changes and to accelerate learning.

Academically Engaging
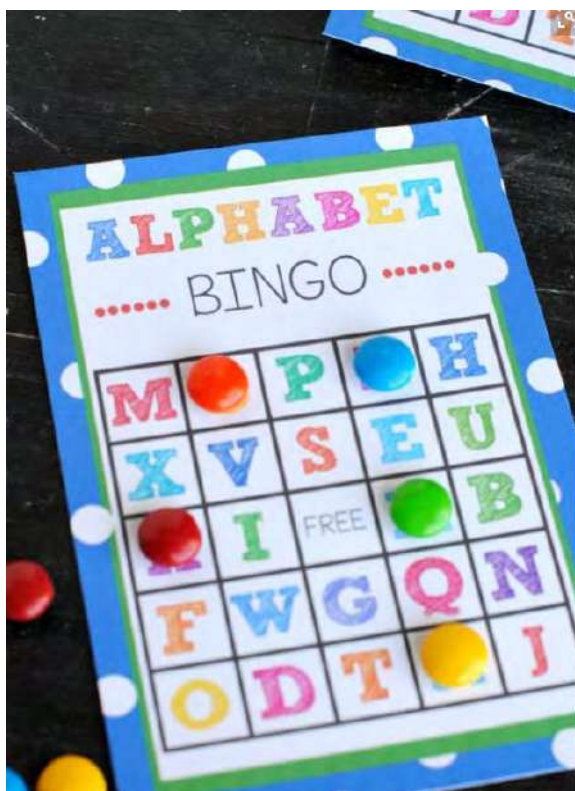
B	I	N	G	O
novel	fairy tale	short story	editorial	novella
fable	journal	science fiction	text book	mystery
poem	autobiography	Free Space!	non fiction	romance
column	satire	self-help	memoir	fiction
essay	myth	fantasy	biography	history

Academically Engaging

Academically Engaging

Which literacy standards would you integrate into these centers?
https://padlet.com/JRF/fra2

Reflection

COMPOUND WORDS
Learning with Blocks

Mrs. Jones's Kindergarten

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Independent Literacy Centers

- Accommodations
  - ➤ Providing tools necessary for all students to access text.
  - ➤ Being aware of tactical needs.

Planning and Organization

Planning and Organization
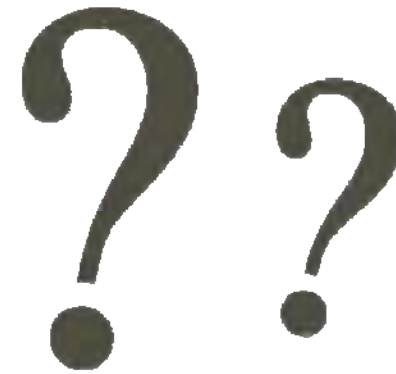
Multisensory Reading Strategies

Multisensory Instruction: What is it?

- Involves the use of visual, auditory, kinesthetic and tactile learning modalities—more than one sense is activated simultaneously during learning.

- Should be taught in a systematic and explicit manner.

- Beneficial for ALL students, not just for students with reading deficiencies.

Multisensory Strategies: Oral Language

Oral Language: the system through which we use spoken words to express knowledge, ideas and feelings.

Multisensory Strategies: Oral Language

I WONDER...

If you could be a superhero, who would you be? Why?

roll & retell

What is the story mostly about?

Who are the main characters?

Where does the story take place?

When does the story take place?

What happened at the beginning, middle, and end of the story?

What questions do you have about the story?

Primary PRESS

STORY TELLING BASKET
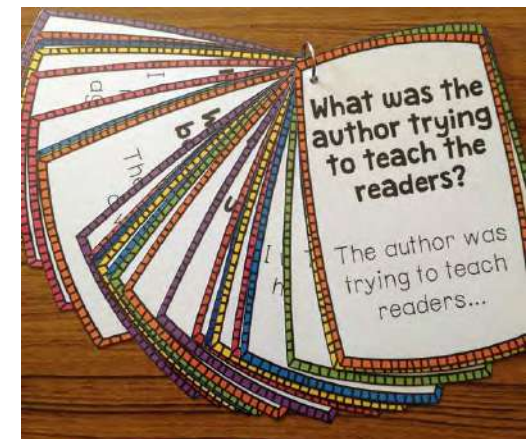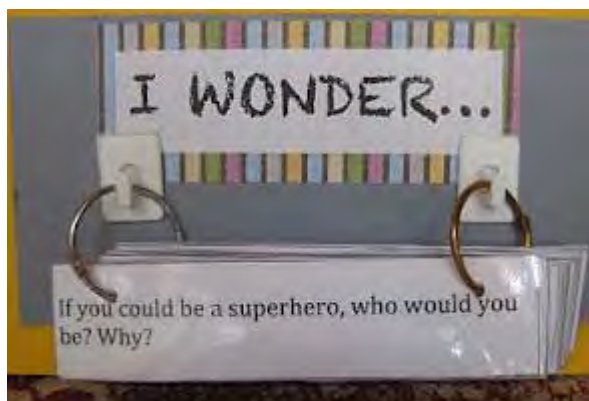
Stretch a Sentence

Who?   My cute puppy

Doing What?   My cute puppy curls up on the rug.

When?   Each night, my cute puppy curls up on the rug.

Where?   Each night, my cute puppy curls up on the rug in my bedroom.

Why?   Each night, my cute puppy curls up on the rug in my bedroom to chew his bone.

Multisensory Strategies: Phonemic Awareness

Phonemic Awareness: the ability to <u>**hear**</u>, <u>identify</u> and <u>manipulate</u> individual sounds (phonemes) in spoken words.

The word dog is made up of three phonemes /d/-/o/-/g/

Multisensory Strategies: Phonemic Awareness

Phonemic Awareness: Helpful Information

- http://www.begintoread.com/articles/phonemic-awareness.html

- http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities

Multisensory Strategies: Phonics

Phonics: the connection between sounds and letters.
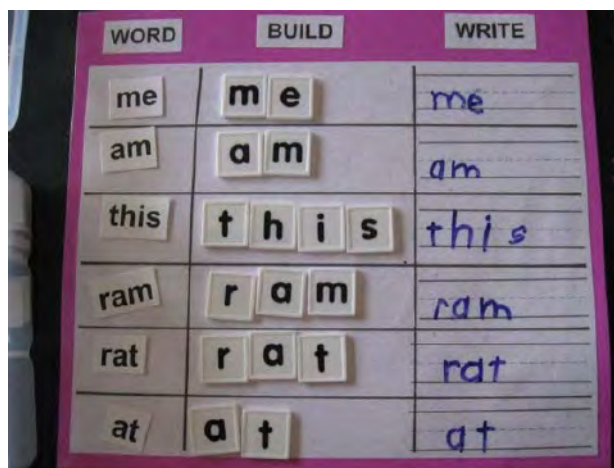
Multisensory Strategies: Phonics
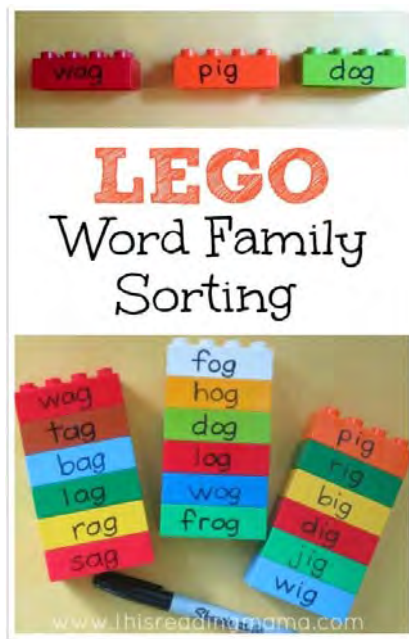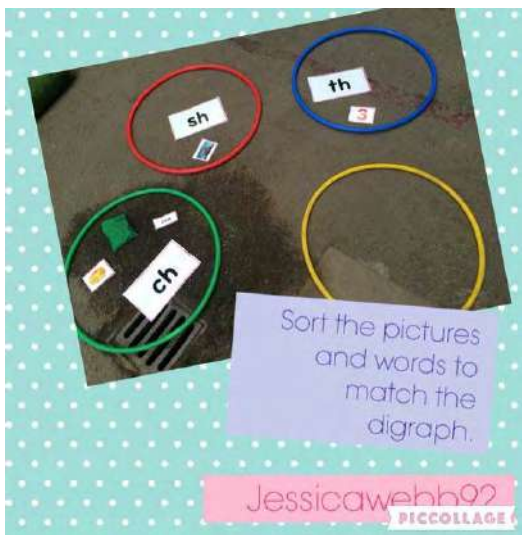
Multisensory Strategies: Fluency

Fluency: the ability to read with speed, accuracy and proper expression as a bridge to comprehension.

Multisensory Strategies: Fluency

INCREASE
Reading
Fluency
with an app
Prima Flourish

READER'S THEATER

Differ Kinder

ew

The mama bird has a new nest. A few of her eggs have hatched! The new birds grew in the nest. They are hungry. The mama bird got them a few worms. She chews them for her baby birds. They are too new to chew. Then, one of the baby birds threw himself from the nest. He flew!

new   threw
few   flew
grew
chews
chew

MISS GIRAFFE

American Idol
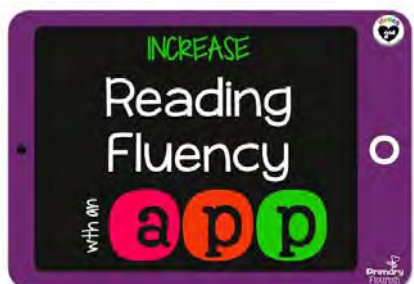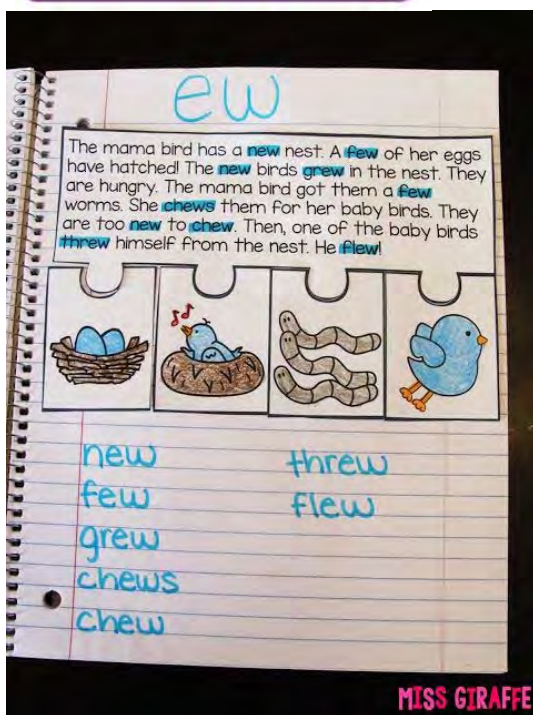
Read in your best SAD voice

The First Grade Parade

man   hat   rag

MISS GIRAFFE

fluency workstation
Voice jar
using expression to become a fluent reader

fluency workstation
Voice jar
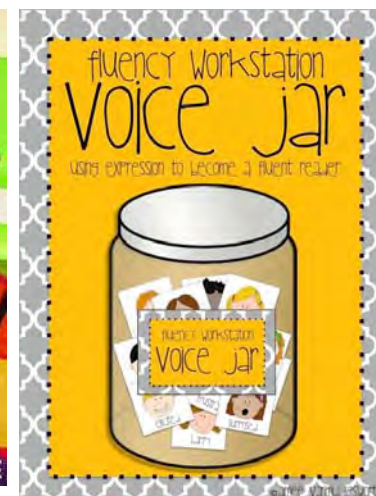
Multisensory Strategies: Vocabulary

Vocabulary: the words we must understand to communicate effectively.

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www.FLDOE.org

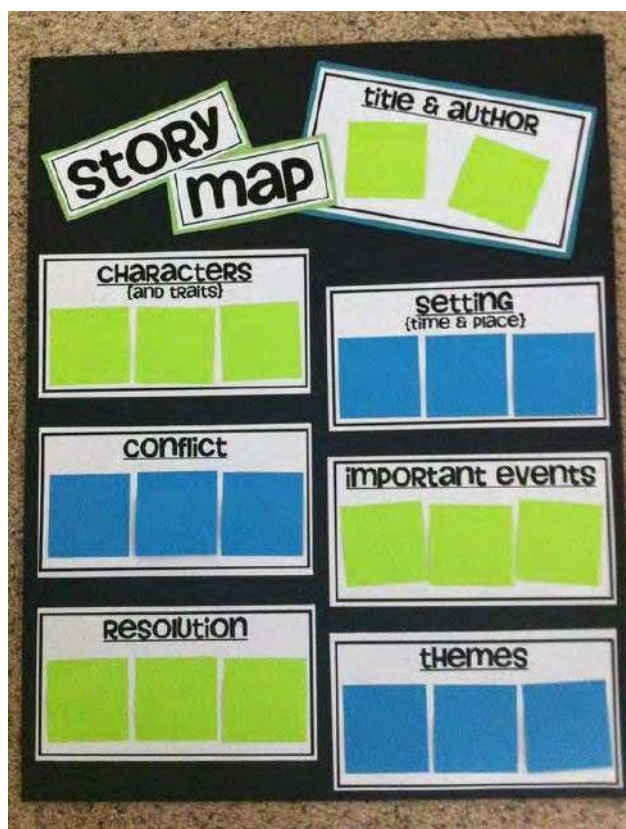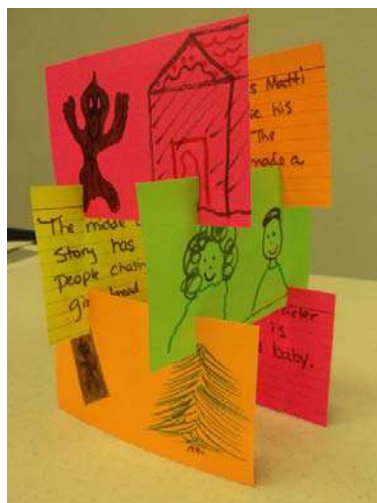# Multisensory Strategies: Vocabulary

Multisensory Strategies: Comprehension

Comprehension: the understanding and interpretation of what is read or heard.
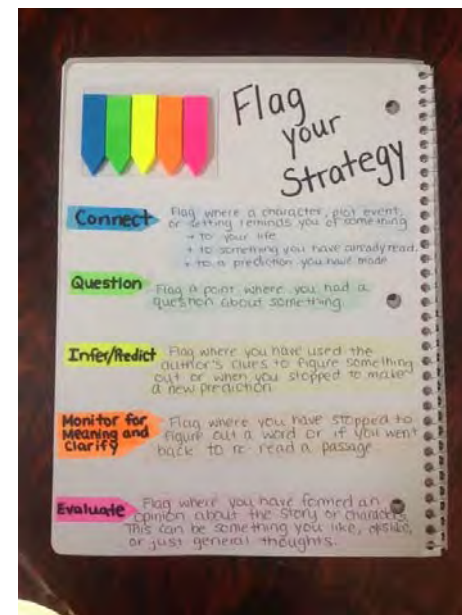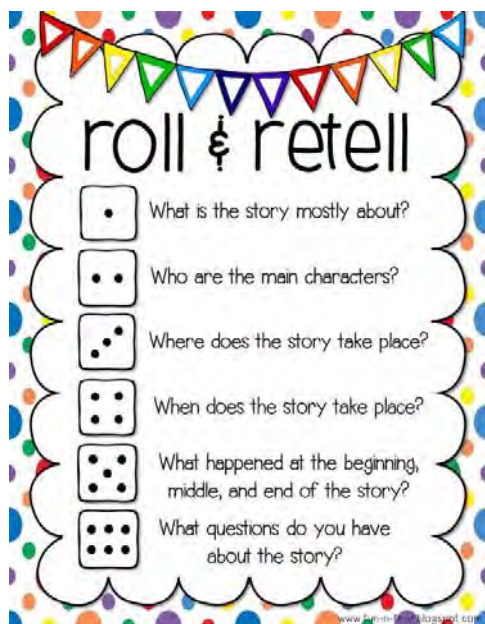
Multisensory Strategies: Comprehension

Additional Resources

- Just Read, Florida! website:
  http://www.fldoe.org/academics/standards/just-read-fl/.

- FCRR Student Center Activities:
  http://www.fcrr.org/curriculum/SCAindex.shtm.

- Just Take 20 (reading resources for families and educators):
  http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/.

- Reading Resources for Elementary Teachers from the Just Read, Florida! site:
  http://www.fldoe.org/academics/standards/just-read-fl/resources.stml.

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