

**Activities to Support Reading Remediation in Third Grade
January 21, 2003**

Assistance Provided by Department of Education

- ❑ Distributed technical assistance papers and other resources including policy, sample parent letters, sample resources for teachers and parents, flow chart for third grade promotion/retention, list of diagnostic instruments that can be used to assess students' performance/deficiency in reading (see <http://www.firn.edu/doe/> and click *Third Grade Student Progression*).
- ❑ Conducted presentations for school district staff and school administrators, teachers, parent groups, and service providers.
- ❑ Distributed guidelines for district student progression plans that include required elements.
- ❑ Provided diagnostic instruments for grades K-3 at no charge to districts.
- ❑ Conducted training regarding curriculum-based measurement and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

District and School Activities to Support Remediation

Examples of assistance provided by districts and schools to students with substantial reading deficiencies include:

- ❑ Assessment and Diagnosis – Schools assessed student performance and developed individual academic improvement plans using variety of instruments
 - Dynamic Indicators of Basic Early Literacy Skills
 - Diagnostic and Scholastic Reading Inventory
 - Fox in a Box
 - Curriculum-Based Measurement
 - Early Reading Diagnostic Assessment (ERDA)
 - Diagnostic Assessment of Reading (DAR)
- ❑ Remediation and Intervention Activities
 - Personnel
 - Reading coaches working directly with teachers and students
 - District reading specialists planning weekly with teachers regarding specific benchmarks, sample lessons, and instructional strategies
 - Teacher literacy coaches providing specialized consultation and instructional modeling, resources, staff development

□ Remediation and Intervention Activities – cont.

Personnel

- Districts provided staff development regarding such topics as analysis and use of student data and critical thinking skills to be integrated into daily classroom activities
- Co-teaching with special education and general education teachers providing remediation

Instructional Strategies/Specialized Materials

- Afterschool acceleration program for students with academic improvement plans
- Tutoring provided during the school day, before and after school, and on Saturdays
- Modified schedule with increased time for reading instruction
- Reading strategies integrated into content area
- Increased time for computer assisted instruction
- Extended school day
- Read 180
- Guided, independent, interactive, modeled, oral, paired, timed reading
- Recorded books
- Progress monitoring

Next Steps

- Department of Education to:
- facilitate teleconference/regional meetings for school-based personnel
 - provide targeted redistribution of current technical assistance materials
 - collect specific information regarding district implementation of requirements
 - continue implementation of State Board of Education priority project (2.1.1. Promotion Compliance Monitoring System)