Elementary Reading/Literacy Block Reboot!

Just Read, Florida!

October 21, 2016

www.FLDOE.org
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

• Increasing the percentage of students reading at or above grade level.

• Decreasing the percentage of students with serious reading difficulties.
Reading Block Expectations

State Board Rule 6A-6.053

K-12 Comprehensive Research-Based Reading Plan

Elementary

- 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

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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

<table>
<thead>
<tr>
<th>Traditional Small Groups</th>
<th>Differentiated Small Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students grouped based on levels:</td>
<td>Students grouped based on reading data</td>
</tr>
<tr>
<td>Below, at or above grade level</td>
<td></td>
</tr>
<tr>
<td>Leveled books</td>
<td>Variety of sources, numerous leveled books</td>
</tr>
<tr>
<td>Comprehension focus</td>
<td>Decoding and comprehension focuses</td>
</tr>
<tr>
<td>No systematic word study</td>
<td>Systematic word study</td>
</tr>
<tr>
<td>No word bank</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Phonemic awareness and phonics</td>
<td>• Phonemic awareness and phonics</td>
<td>• Phonics and word recognition</td>
</tr>
<tr>
<td>• Alphabet tracking</td>
<td>• Say-it-and-move-it</td>
<td>• Sounding and blending</td>
</tr>
<tr>
<td>• Initial sound sorting</td>
<td>• Sounding and blending</td>
<td>• High-frequency words</td>
</tr>
<tr>
<td>• Letter names and sounds</td>
<td>• High-frequency words</td>
<td></td>
</tr>
<tr>
<td>• Sounding and blending</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent extension</th>
<th>Independent extension</th>
<th>Independent extension</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Small-group center</th>
<th>Small-group center</th>
<th>Small-group center</th>
</tr>
</thead>
</table>

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.

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

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding</td>
<td>Word recognition</td>
<td>Word recognition</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Fluency</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
<td>Fluency</td>
</tr>
<tr>
<td>Teaching letter patterns</td>
<td>Fluency</td>
<td>Fluency</td>
<td>Tier 2 words</td>
</tr>
<tr>
<td>Echo reading</td>
<td>Decoding by analogy</td>
<td>Decoding by analogy</td>
<td>Rereading</td>
</tr>
<tr>
<td></td>
<td>Choral partner reading</td>
<td>Rereading</td>
<td></td>
</tr>
</tbody>
</table>

| 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.

“One Size Will Not Fit All”
Higher Order Thinking
Higher Order Questioning
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.
# Higher Order Question Grid

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>was / were</th>
<th>do / does / did</th>
<th>can / could</th>
<th>shall / should</th>
<th>would</th>
<th>might</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td></td>
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<td></td>
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<tr>
<td>What</td>
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<tr>
<td>Why</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>isn’t</td>
<td>wasn’t were not</td>
<td>don’t didn’t</td>
<td>can’t couldn’t</td>
<td>shouldn’t</td>
<td>wouldn’t</td>
<td>might not</td>
</tr>
</tbody>
</table>
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
Independent Literacy Centers

- **Flexible centers** – 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

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>novel</td>
<td>fairy tale</td>
<td>short story</td>
<td>editorial</td>
<td>novella</td>
</tr>
<tr>
<td>fable</td>
<td>journal</td>
<td>science fiction</td>
<td>text book</td>
<td>mystery</td>
</tr>
<tr>
<td>poem</td>
<td>sonnet</td>
<td>Free Space</td>
<td>non fiction</td>
<td>romance</td>
</tr>
<tr>
<td>column</td>
<td>satire</td>
<td>self-help</td>
<td>memoir</td>
<td>fiction</td>
</tr>
<tr>
<td>essay</td>
<td>myth</td>
<td>fantasy</td>
<td>biography</td>
<td>history</td>
</tr>
</tbody>
</table>
Academically Engaging
Academically Engaging

Which literacy standards would you integrate into these centers?

https://padlet.com/JRF/fra2
Reflection
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.

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Multisensory Strategies: Oral Language
Multisensory Strategies: Phonemic Awareness

Phonemic Awareness: the ability to hear, identify and manipulate 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


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
Multisensory Strategies: Vocabulary

**Vocabulary**: the words we must understand to communicate effectively.

[Images of activities and games for teaching vocabulary]
Multisensory Strategies: Vocabulary

**VOCAB TWISTER**

**DIRECTIONS:**
Use adhesive velcro to connect a vocabulary word to each color circle. As you read a definition, players (two teams, 3-4 per team) put a hand or foot on the proper word. The Twister Game can be made from coloring circles with permanent markers on a plastic shower curtain.

**VOCABULARY GAME Splat**

**SYNONYM BLOCKS MATCHING GAME**

**VOCABULARY TRADING CARDS**
Multisensory Strategies: Comprehension

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


• 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/.

Just Read, Florida! Contacts

Richard Myhre – Executive Director, Richard.Myhre@fldoe.org

April Johnson – April.Johnson@fldoe.org

Hope Colle – Hope.Colle@fldoe.org

Heather Willis-Doxsee – Heather.Willis-Doxsee@fldoe.org

Charlotte Johnson-Davis - Charlotte.Johnson-Davis@fldoe.org

Fanita McNeal – Fanita.McNeal@fldoe.org

Phone – 850-245-0503

JustRead@fldoe.org

www.FLDOE.org