



# Elementary Reading/Literacy Block Reboot!



**Just Read, Florida!**  
**October 21, 2016**

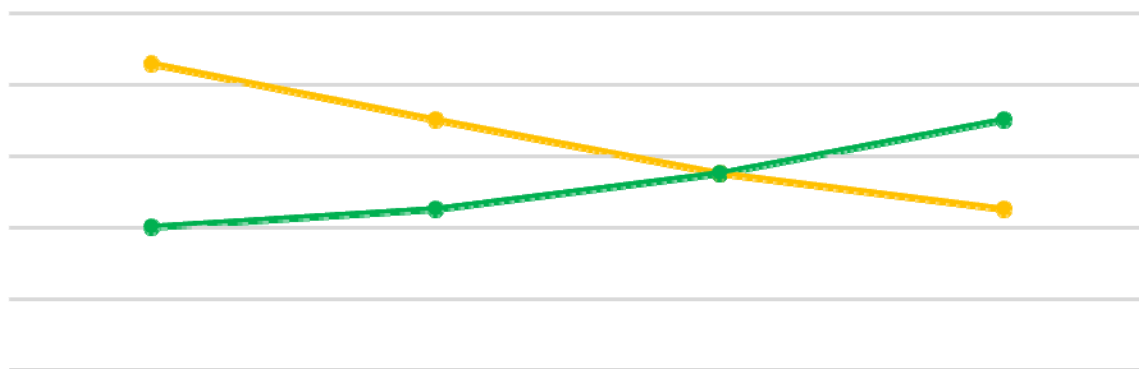
# Agenda

- 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

- Increasing the percentage of students reading **at or above grade level**.
- Decreasing 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  
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 – 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade – 5<sup>th</sup> 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



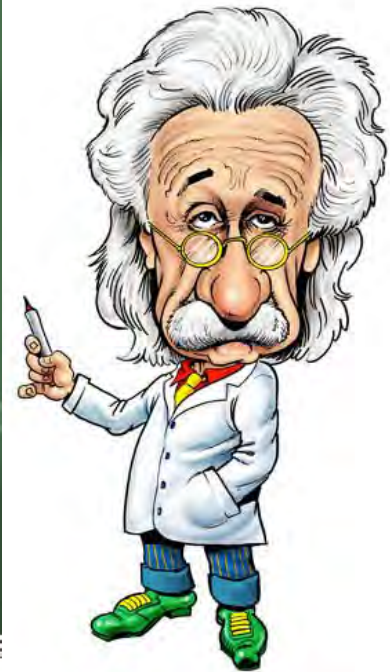
# What is Differentiated Reading Instruction?

- 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





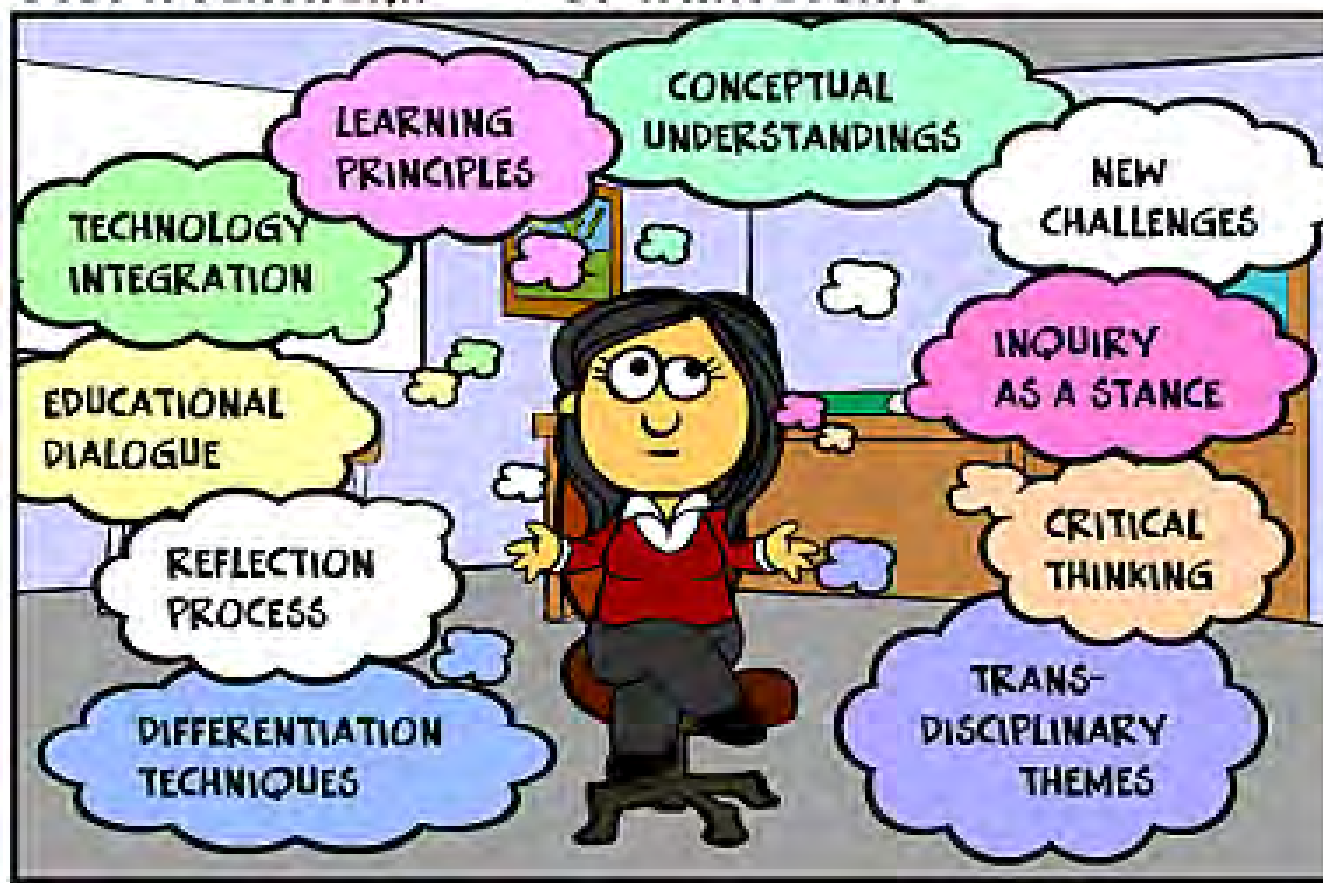
## A Picture of Differentiated Small Group Instruction

- 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?

**JUST A TEACHER.. - BY WHATEDSAID**





Group 1	Group 2	Group 3
<ul style="list-style-type: none"> <li>• Phonemic awareness and phonics</li> <li>• Alphabet tracking</li> <li>• Initial sound sorting</li> <li>• Letter names and sounds</li> <li>• Sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness and phonics</li> <li>• Say-it-and-move-it</li> <li>• Sounding and blending</li> <li>• High-frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics and word recognition</li> <li>• Sounding and blending</li> <li>• High-frequency words</li> </ul>
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
<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Fluency</li> <li>• Teaching letter patterns</li> <li>• Echo reading</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Decoding by analogy</li> <li>• Choral partner reading</li> </ul>	<ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Decoding by analogy</li> <li>• Rereading</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Tier 2 words</li> <li>• Rereading</li> </ul>
	Partner time	Partner time	Partner time
<p>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</p>			

**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







# 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

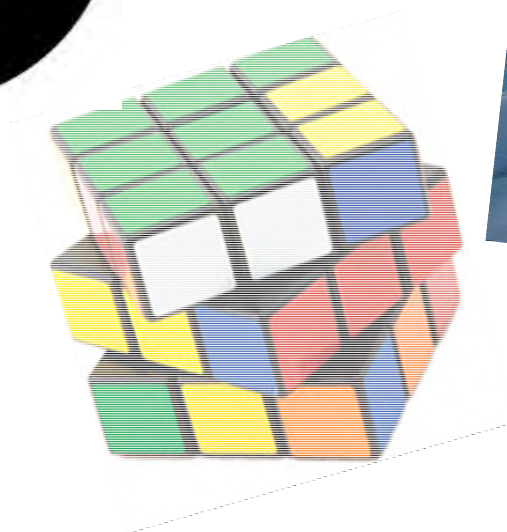
- Use often and for a variety of purposes.
- Encourage HOT questions at every grade and achievement level.
- Scaffold questions.
- Vary question levels.
- Use sentence starters.
- Ensure rigor.
- Emphasize “how” and “why” questions.



## Effective questioning

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





## Higher Order Question Grid

	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

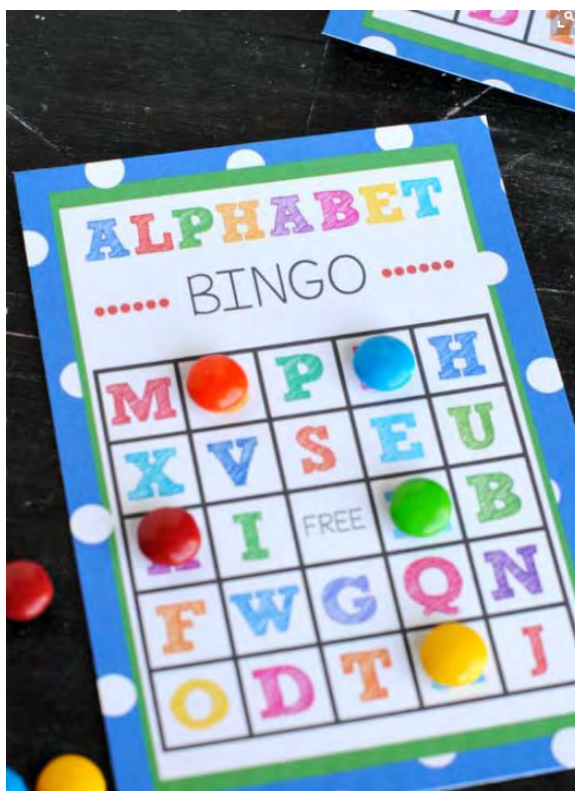
- Differentiated Learning Centers
  - All students = differentiated instruction + centers
  - High-risk students = differentiated instruction + differentiated intervention + differentiated centers



## 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



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





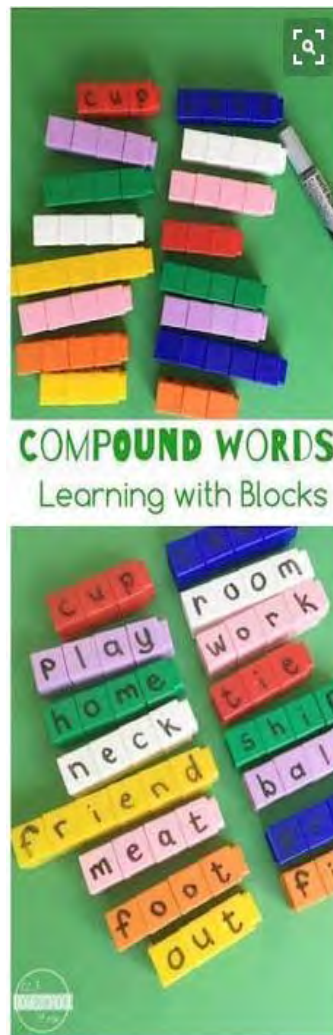
## Academically Engaging



Which literacy standards would you integrate into these centers?

<https://padlet.com/JRF/fra2>

# Reflection



## Independent Literacy Centers

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





## Planning and Organization



# Planning and Organization





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# Multisensory Reading Strategies



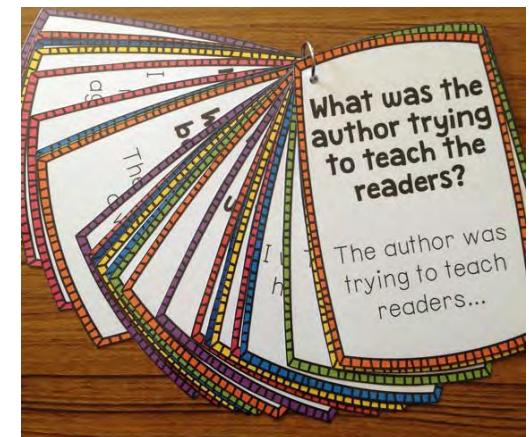


## Multisensory Instruction: What is it?

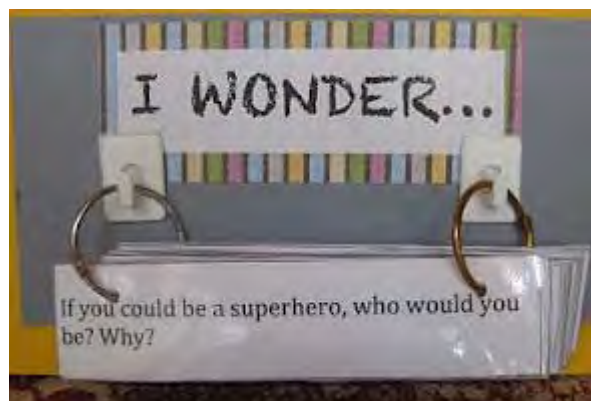
- Involves the use of visual, auditory, kinesthetic and tactile learning modalities—more than one sense is activated simultaneously during learning.
- Should be taught in a systematic and explicit manner.
- Beneficial for ALL students, not just for students with reading deficiencies.

## Multisensory Strategies: Oral Language

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



# Multisensory Strategies: Oral Language





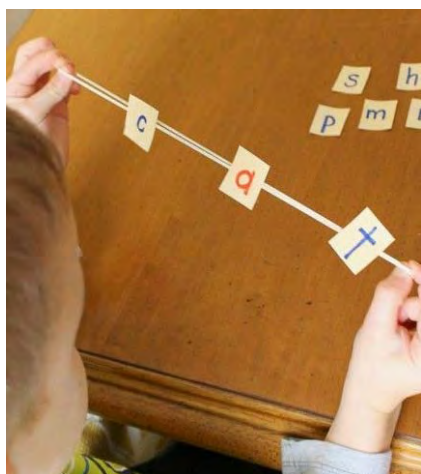
## Multisensory Strategies: Phonemic Awareness

**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

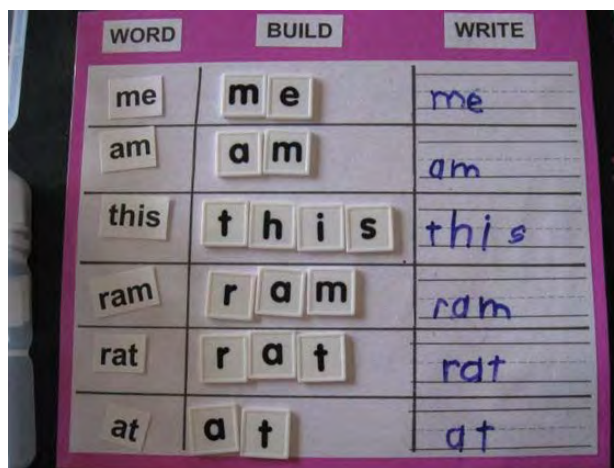


## Phonemic Awareness: Helpful Information

- <http://www.begintoread.com/articles/phonemic-awareness.html>
- <http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>

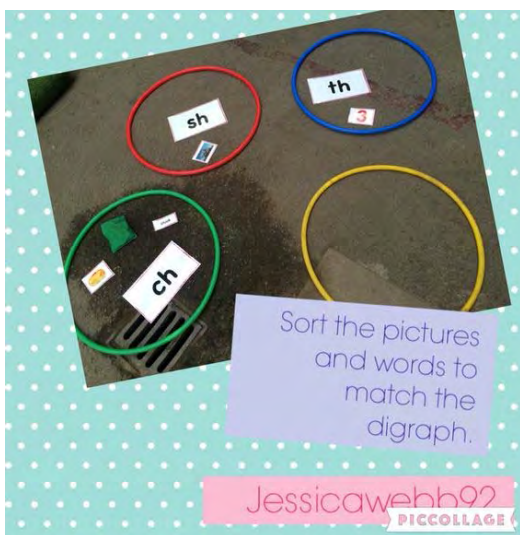
## Multisensory Strategies: Phonics

**Phonics:** the connection between sounds and letters.





# Multisensory Strategies: Phonics



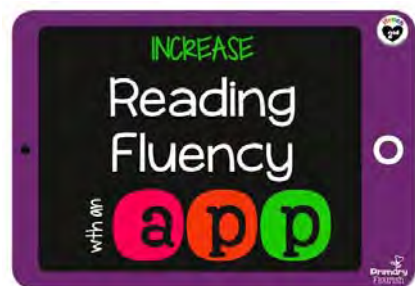
## Multisensory Strategies: Fluency

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

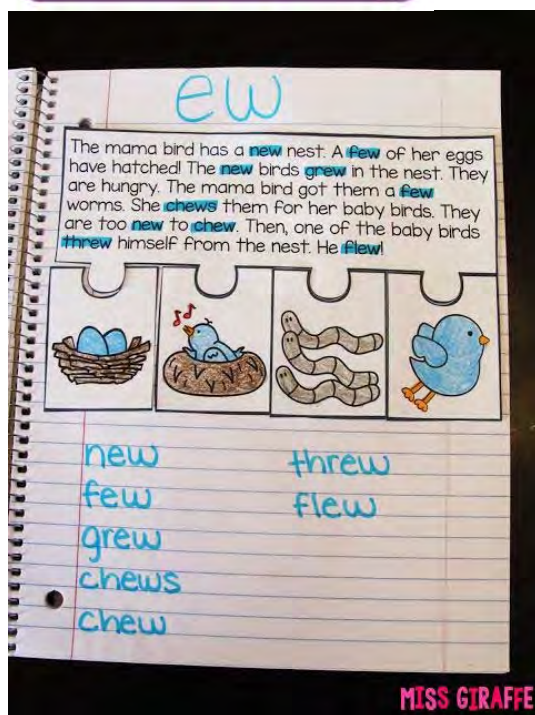




# Multisensory Strategies: Fluency



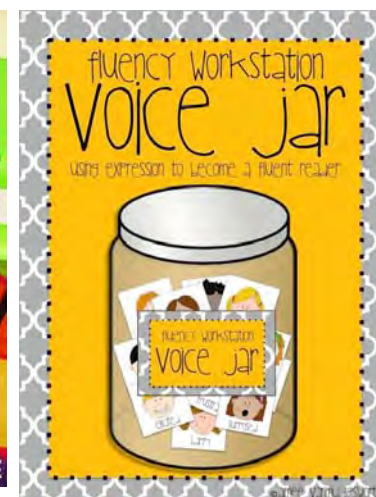
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MISS GIRAFFE

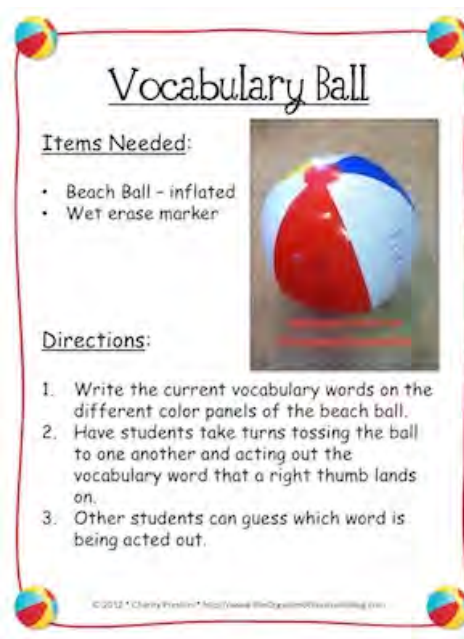
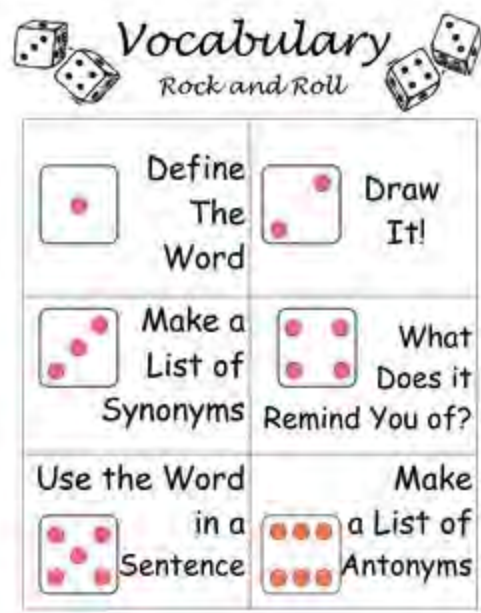


The First Grade Parade



# Multisensory Strategies: Vocabulary

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





# Multisensory Strategies: Vocabulary

## VOCAB TWISTER

GLACIER	TSUNAMI	ATOM	ION
	KINETIC THEORY	MEIOSIS	SOLAR FLARES
	CATALYST		

**Vocabulary 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.

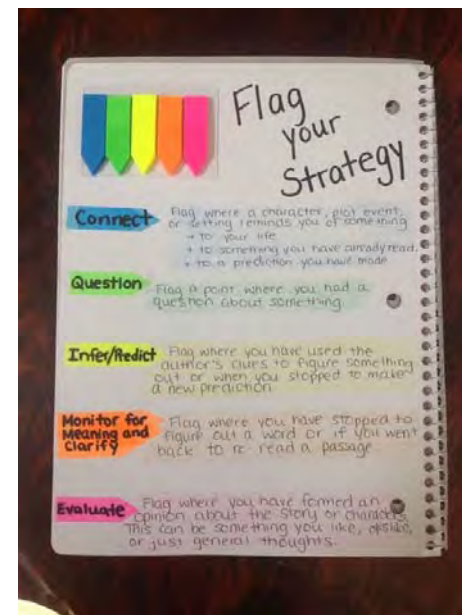
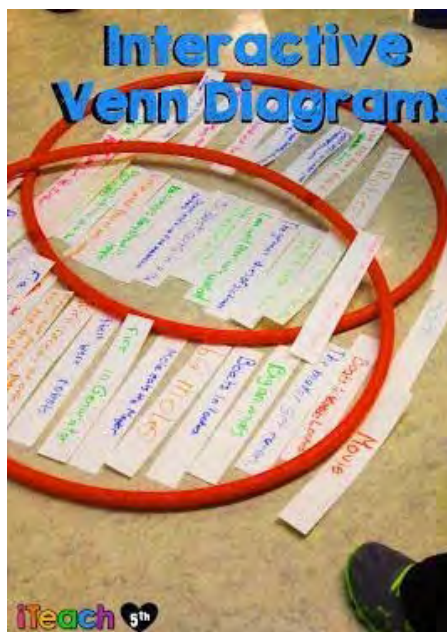
## VOCAB TWISTER



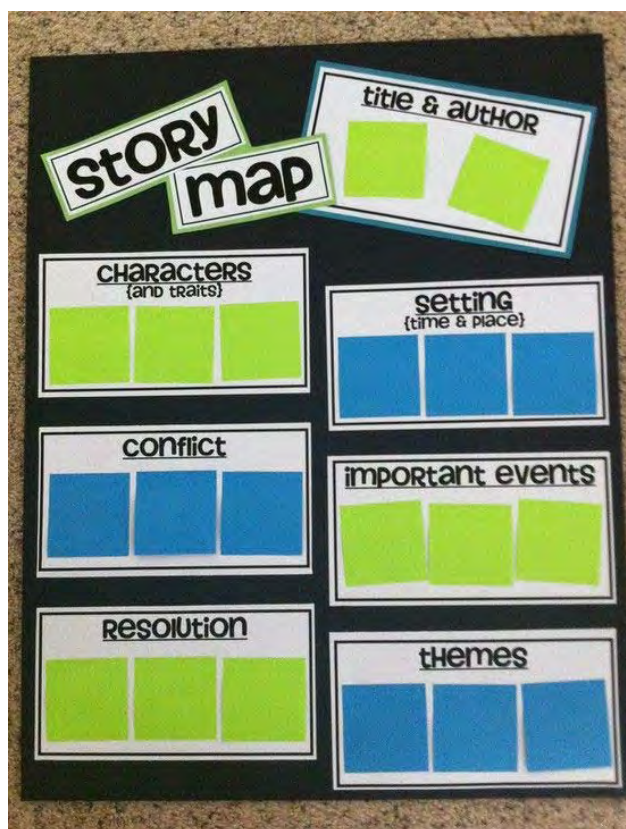


# Multisensory Strategies: Comprehension

**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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