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Elementary Reading/Literacy Block Reboot!



Just Read, Florida!
October 21, 2016

www.FLDOE.org

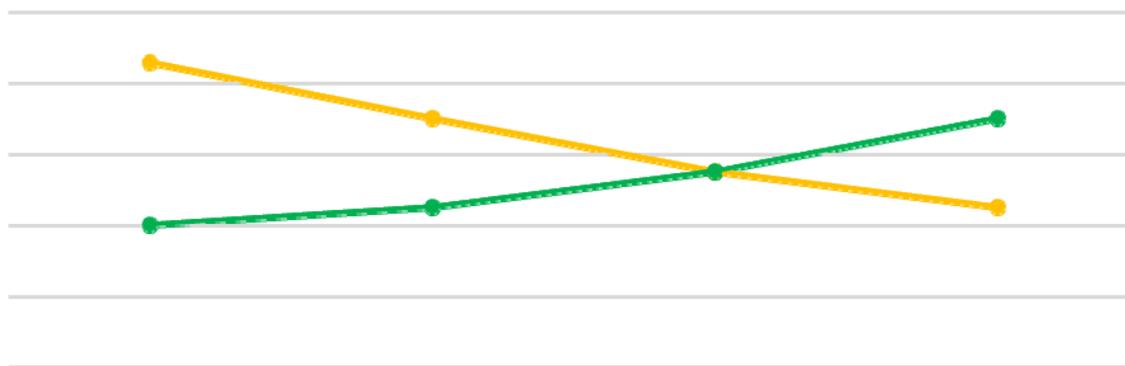
Agenda

- 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 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!



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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



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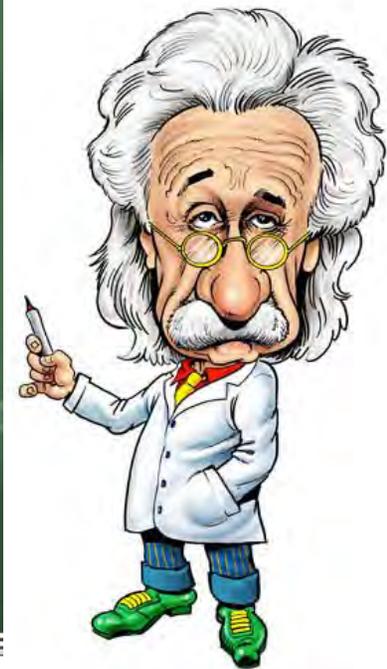
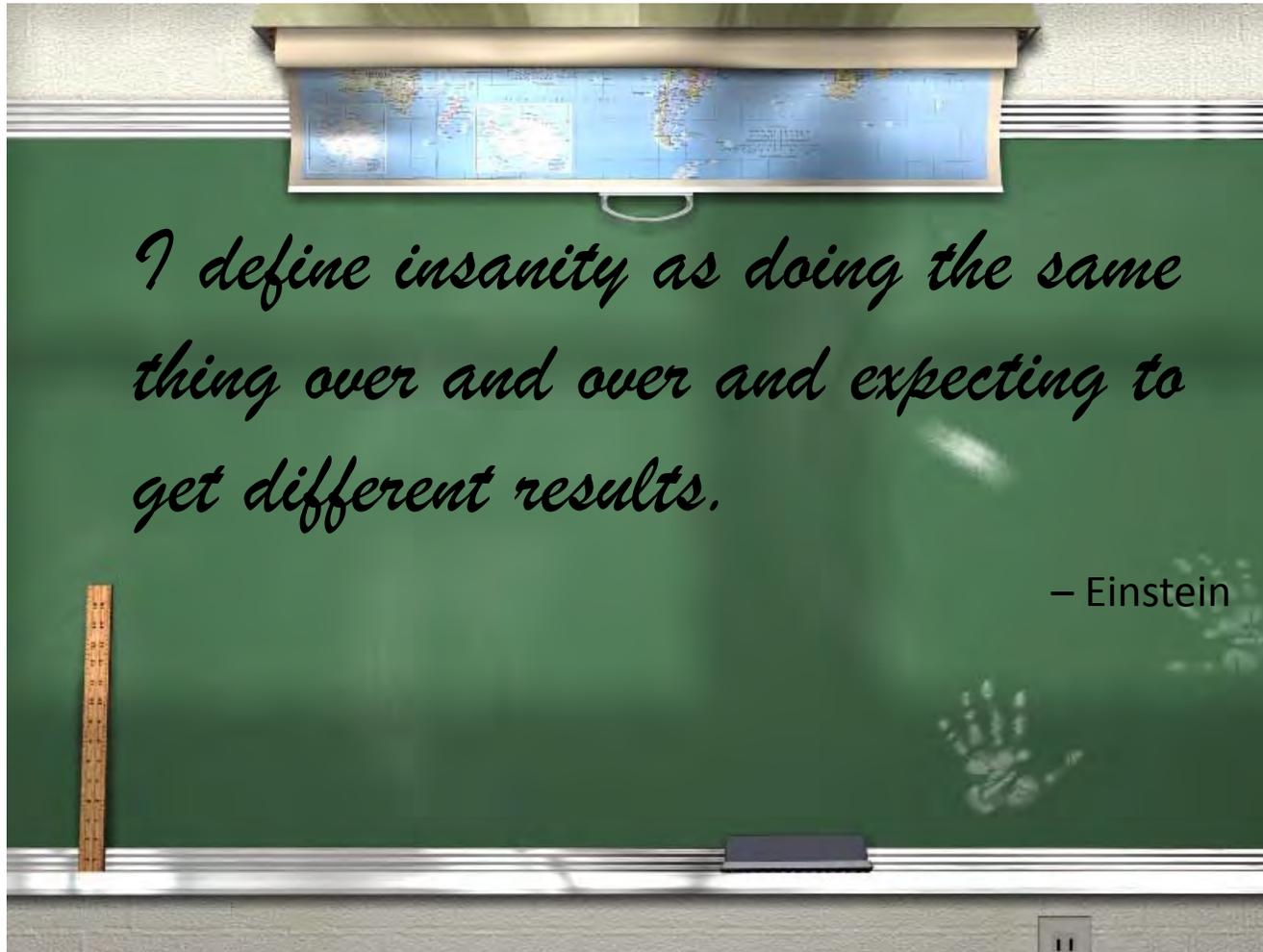
Small Group Differentiated Instruction



What is Differentiated Reading Instruction?

- Teacher-led
- Individual or small group
- Matching instruction to diverse needs
- Flexible







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



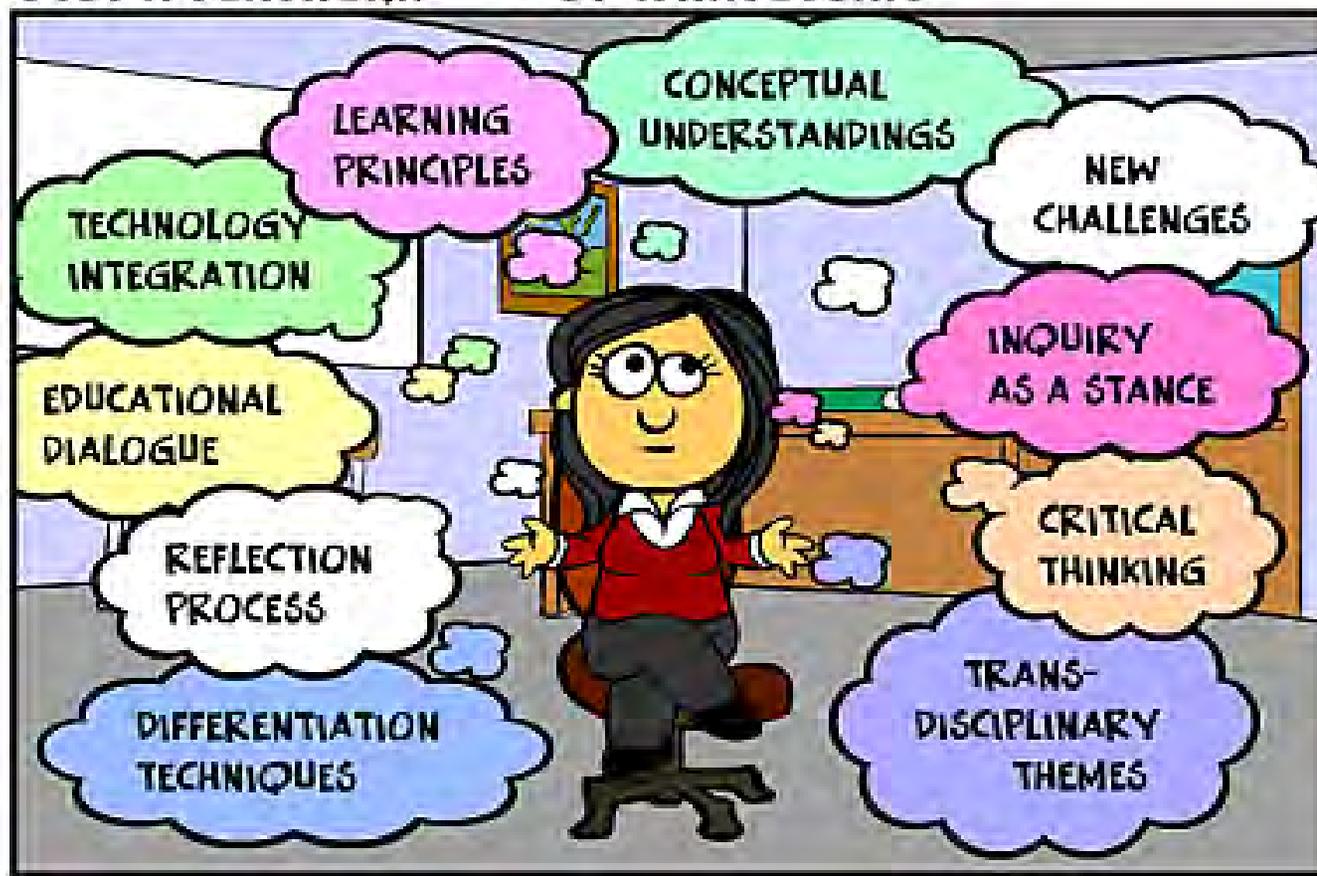
A Picture of Differentiated Small Group Instruction

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





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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



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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

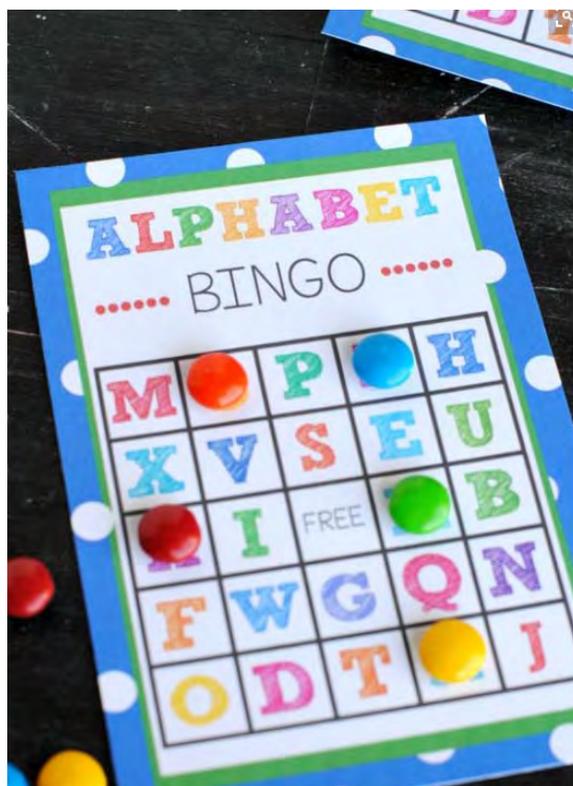
- Differentiated Learning Centers
 - All students = differentiated instruction + centers
 - High-risk students = differentiated instruction + differentiated intervention + differentiated centers



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



COMPOUND WORDS
Learning with Blocks



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

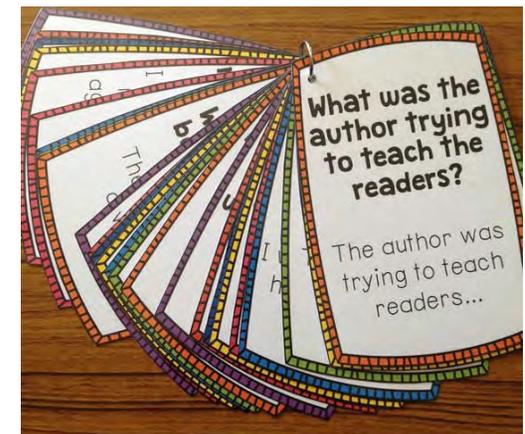


Multisensory Instruction: What is it?

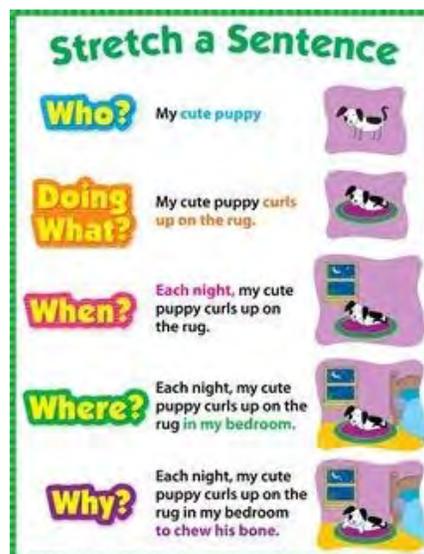
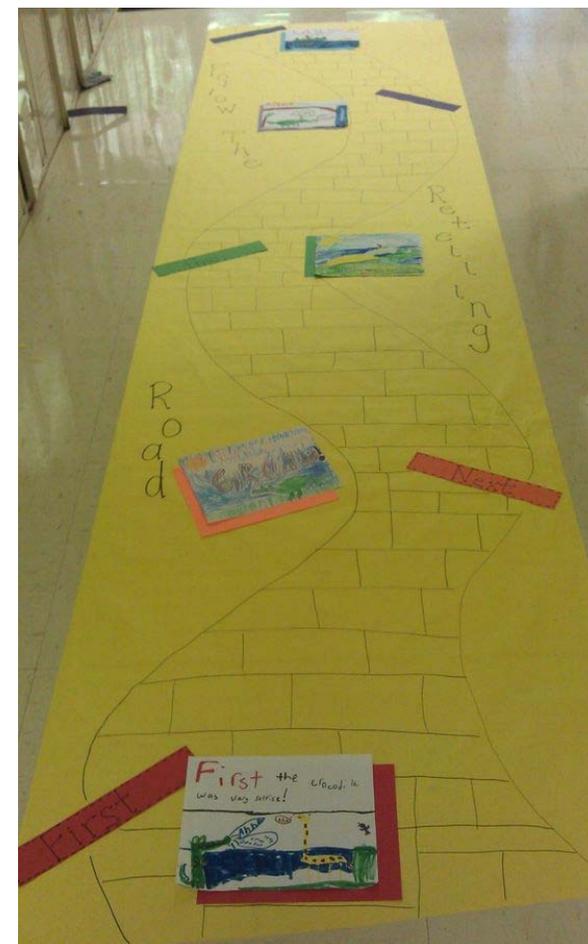
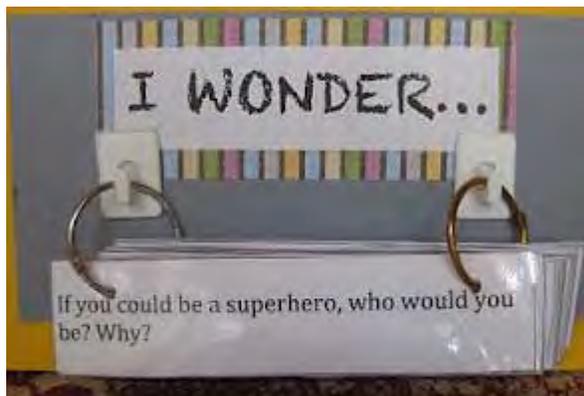
- Involves the use of visual, auditory, kinesthetic and tactile learning modalities—more than one sense is activated simultaneously during learning.
- Should be taught in a systematic and explicit manner.
- Beneficial for ALL students, not just for students with reading deficiencies.

Multisensory Strategies: Oral Language

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



Multisensory Strategies: Oral Language

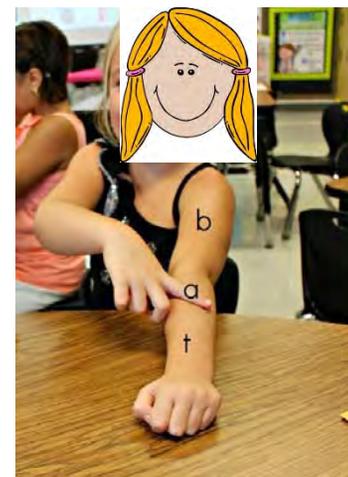
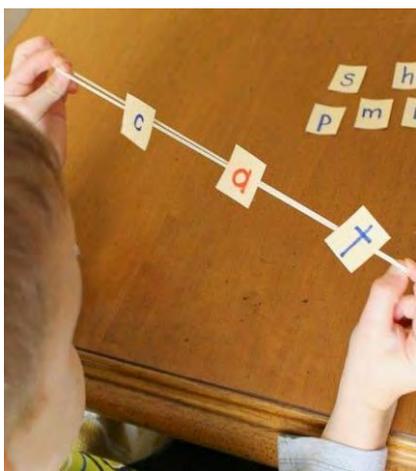


Multisensory Strategies: Phonemic Awareness

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

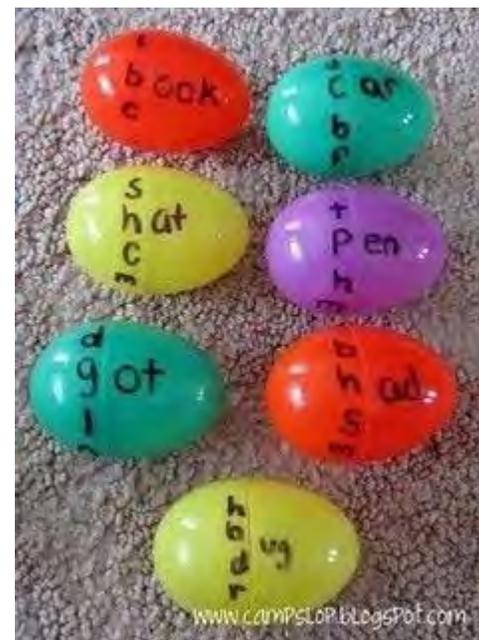
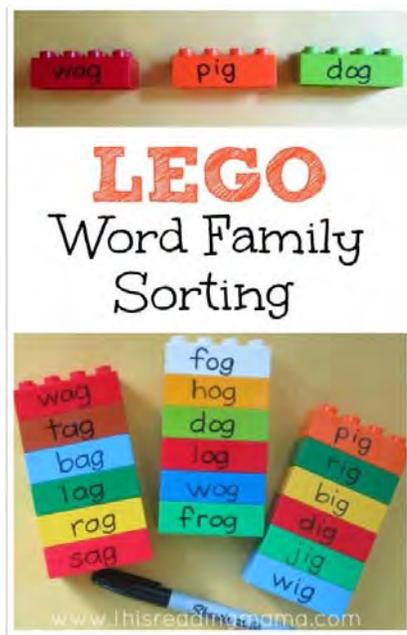
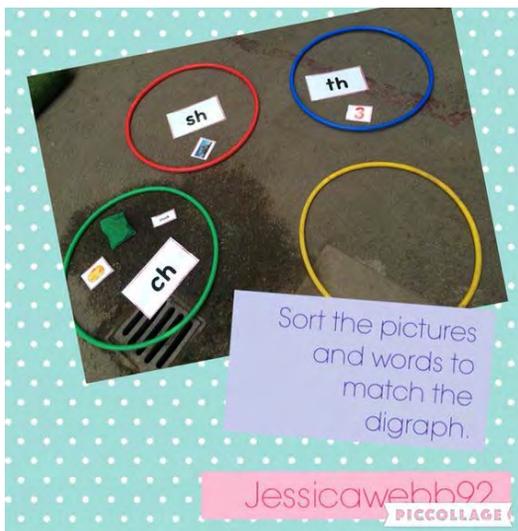
- <http://www.begintoread.com/articles/phonemic-awareness.html>
- <http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities>

Multisensory Strategies: Phonics

Phonics: the connection between sounds and letters.



Multisensory Strategies: Phonics

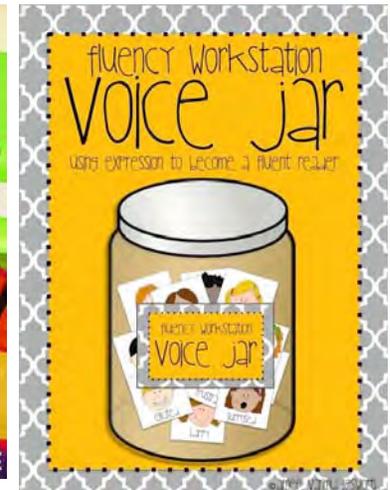
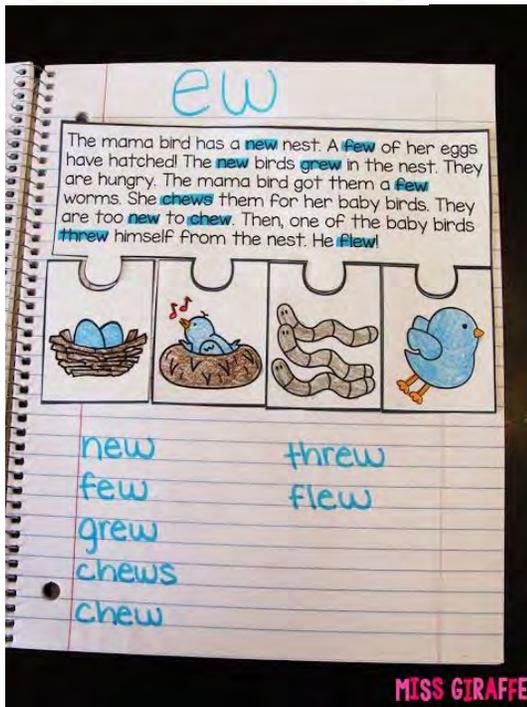
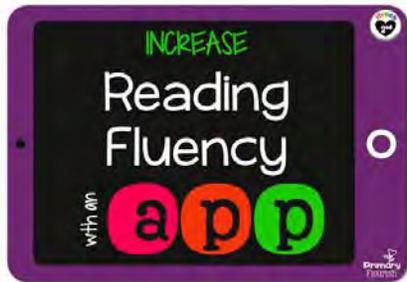


Multisensory Strategies: Fluency

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



Multisensory Strategies: Fluency



Multisensory Strategies: Vocabulary

Vocabulary: the words we must understand to communicate effectively.

Vocabulary
Rock and Roll

	Define The Word		Draw It!
	Make a List of Synonyms		What Does it Remind You of?
	Use the Word in a Sentence		Make a List of Antonyms

Vocabulary Ball

Items Needed:

- Beach Ball - inflated
- Wet erase marker



Directions:

1. Write the current vocabulary words on the different color panels of the beach ball.
2. Have students take turns tossing the ball to one another and acting out the vocabulary word that a right thumb lands on.
3. Other students can guess which word is being acted out.

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Toss and Answer Muffin Tin Game



Easy game to build vocabulary!

Growing Book by Book

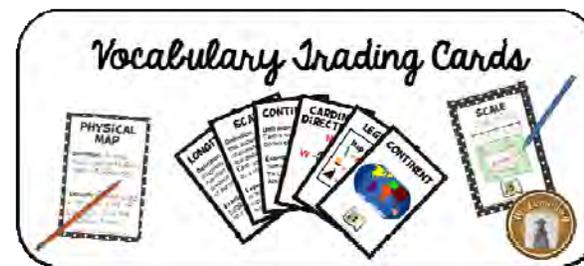
Multisensory Strategies: Vocabulary

VOCAB TWISTER

GLACIER	TSUNAMI	ATOM	ION
	KINETIC THEORY	MEIOSIS	SOLAR FLARES
	CATYLIST		

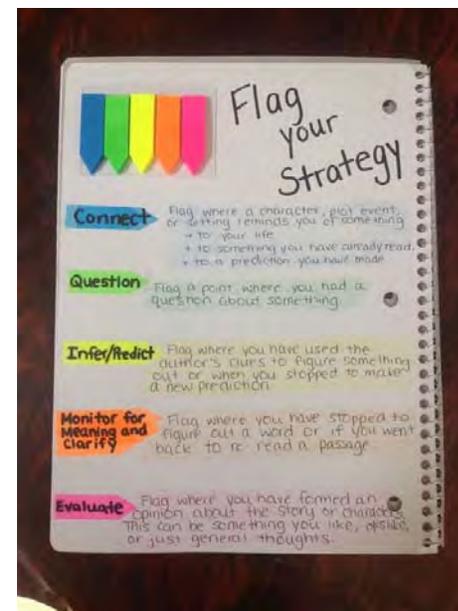
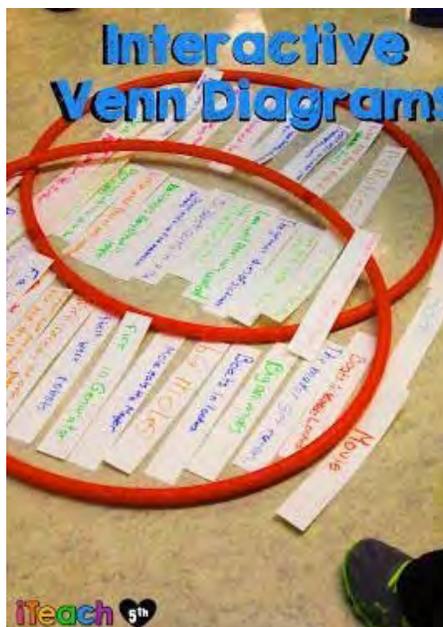
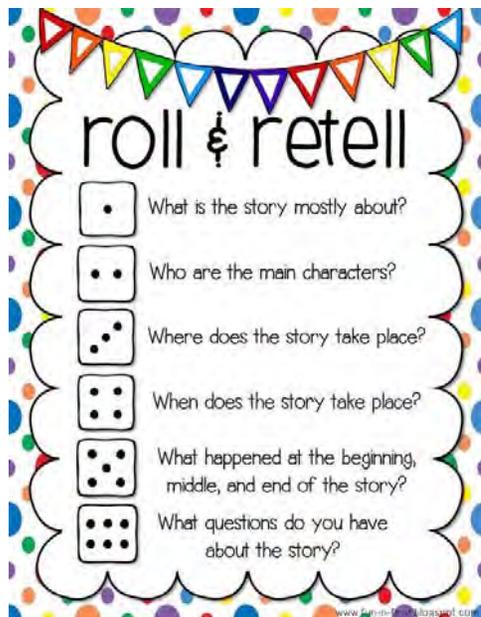
Vocabulary Twister DIRECTIONS:
Use adhesive velcro to connect a vocabulary word to each color circle. As you read a definition players (Two teams (3-4 per team) put a hand or foot on the proper word.
The Twister Game can be made from coloring circles with permanent markers on a plastic shower curtain.

VOCAB TWISTER

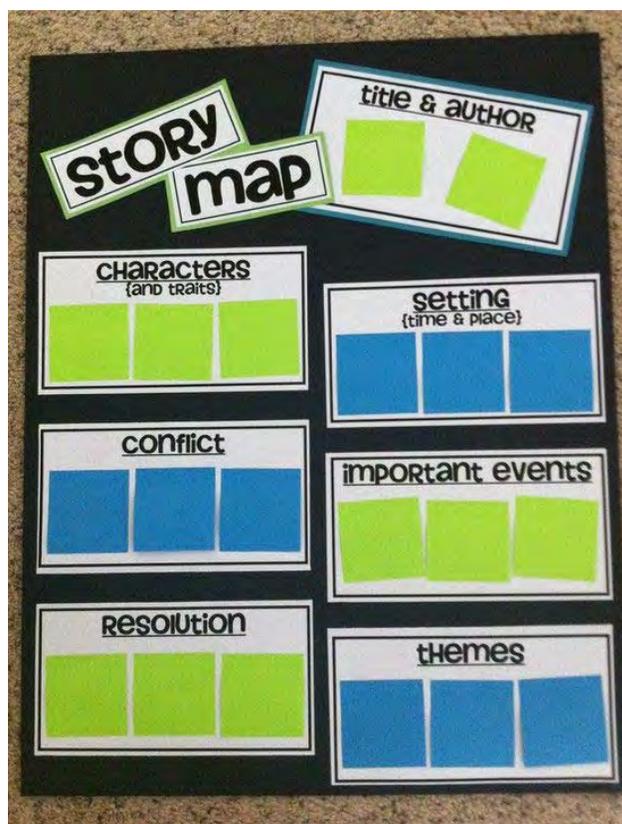


Multisensory Strategies: Comprehension

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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