

# **Welcome to Coffee & Curriculum**

**ALLATOONA Elementary School**

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# Striving Readers Literacy Plan

## ELA Block

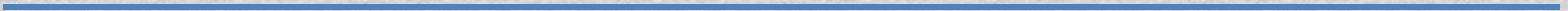
- Grades K-5 ELA block lasts for 90 min. each day
  - Each class engages in Interactive Read Alouds, Shared Reading, Differentiated Instruction, and Written Responses
  - Interactive Read Aloud – above level text
  - Shared Reading – on grade level text
  - Differentiation – based on student need
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# Curriculum and Professional Learning

- Our adopted K-3 core reading program is Imagine-It and our new writing program is Lucy Calkins Units of Study
  - Grades 4-5 use reading lessons from Comprehensive Reading Solutions (Striving Readers Grant) and writing is taught through genre instruction (Zoi Philippakos)
  - Bookworms is a K-5 supplemental reading program based on real trade books and the curriculum plans are developed by top reading researchers Sharon Walpole and Mike McKenna
  - Teachers throughout the building are participating in professional learning to implement these programs and develop a stronger understanding of literacy instruction
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# **Understanding DIBELS Next**





# What is DIBELS Next?

- **DIBELS** stands for **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills.
  - **DIBELS** assessments are short, 1-minute assessments that help teachers determine how your child is performing in early reading skills.
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# What skills are measured by DIBELS Next?

- **Phonemic Awareness:** Kindergarten, 1
  - **Phonics:** Kindergarten, 1, 2
  - **Reading Fluency:** 1, 2, 3, 4 & 5
  - **Reading Comprehension:** 3, 4, & 5
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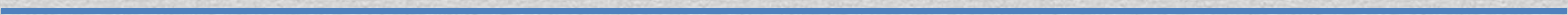


The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

Big Idea	What is it? Why is it important?	DIBELS Measures	Grades Assessed							
			K	1	2	3	4	5	6	
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF) or Initial Sound Fluency (ISF)  Phoneme Segmentation Fluency (PSF)	√							
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√					
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√	√	√
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words he or she reads. Vocabulary knowledge is very important to a student's ability to read and comprehend what is read.									
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	DIBELS Maze (Daze)				√	√	√	√	

**Test of Related Early Literacy Skills**

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√						
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# Phonemic Awareness

- The understanding that words are made up of separate sounds is called “phonemic awareness.” Phonemic awareness is a critical skill in learning to read. The First Sound Fluency (FSF) subtest assesses your child’s ability to isolate the beginning sounds in words. Your child is given a word and asked to say the first sound in the word. Example: “What is the first sound you hear in the word ‘man’?” Child:“/m/”
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# Letter Naming Fluency

- On the Letter Naming Fluency (LNF) assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted.
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# Phoneme Segmentation Fluency

- On the Phoneme Segmentation Fluency (PSF) assessment, your child is given a spoken word and asked to say each sound in the word
  - Example: “Tell me the sounds in the word ‘mop’?”  
Child: /m/ /o/ /p/”).
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# Nonsense Word Fluency

- Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the Nonsense Word Fluency (NWF) assessment, your child is shown a “nonsense word” containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit for each correct sound and added credit if he/she reads the word without saying each individual sound.
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# Oral Reading Fluency

- On the DIBELS Oral Reading Fluency (DORF) assessment, your child will read three passages appropriate for his/her grade level for one minute and then be asked to retell what was read. The teacher will calculate the words read correctly, your child's accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well.
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# DAZE

- The DAZE is a measure of your child's ability to understand what he/she reads. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two "distractor" words. Each correct word circled is counted for a score.
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# How often are students assessed?

- All students take benchmark assessments three times during the school year (fall, winter, spring)
  - Some students may be progress monitored on a specific skill more often, such as once a week or once every two weeks
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# How much time does it take?

- DIBELS measures provide valuable information without using large amounts of instructional time
  - Benchmark assessments take about 2 to 6 minutes and progress monitoring is about 1 to 2 minutes
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# How are results used?

- Student scores give information about if a student is on track for grade-level reading success
  - As a school we can identify common areas of need and provide extra help or utilize supplemental materials for specific reading skills
  - Teachers use results to prepare day-to-day reading lessons and small group instruction
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# What can I do to help my child?

- **Read** to your child often and have him or her read to you. Ask them to **tell** you what they just read. We call this “retell.”
  - **Timed** Repeated Readings- passages, lists, sentences, poems, flash cards, quotes, etc.
  - Beginning Sound Sorts (with or without pictures)
  - “I Spy” Letters and Words
  - Break words apart and put them together
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# Understanding SRI

Scholastic Reading Inventory

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# Reading Comprehension Assessment

- Used to assess and monitor students' growth in reading comprehension
  - Questions assess student's comprehension and vocabulary as applied to reading passages
  - Results indicate students' reading levels on the Lexile Framework for Reading scale (A system for measuring the comprehension levels of readers and the complexity of texts)
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# What is a Lexile ?

- Lexile measures are used to find the range of texts students are most likely to succeed and grow as readers
  - Helps students, parents, and teachers find text that is difficult enough to challenge students and allow them to grow, but not so difficult that students become discouraged
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## READING COMPREHENSION ASSESSMENT PERFORMANCE BANDS

Grade	Below Basic	Basic	Proficient	Advanced
<b>K</b>	N/A	BR	0L to 275L	280L and Above
<b>1</b>	BR	0L to 185L	190L to 530L	535L and Above
<b>2</b>	BR to 215L	220L to 415L	420L to 650L	655L and Above
<b>3</b>	BR to 325L	330L to 515L	520L to 820L	825L and Above
<b>4</b>	BR to 535L	540L to 735L	740L to 940L	945L and Above
<b>5</b>	BR to 615L	620L to 825L	830L to 1010L	1015L and Above
<b>6</b>	BR to 725L	730L to 920L	925L to 1070L	1075L and Above
<b>7</b>	BR to 765L	770L to 965L	970L to 1120L	1125L and Above
<b>8</b>	BR to 785L	790L to 1005L	1010L to 1185L	1190L and Above
<b>9</b>	BR to 845L	850L to 1045L	1050L to 1260L	1265L and Above
<b>10</b>	BR to 885L	890L to 1075L	1080L to 1335L	1340L and Above
<b>11/12</b>	BR to 980L	985L to 1180L	1185L to 1385L	1390L and Above

# Lexile Band Chart

# SRI Yearly Assessments

- The initial assessment is to measure students' reading comprehension levels and assess students' reading ability.
  - It is given two to four additional times per year to monitor students' development of reading comprehension skills and to help select reading materials according to both Lexile measure and interests, thereby encouraging reading success
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# SRI at School and Home

- SRI data is used for daily class instruction and book selections at school
  - Students' library choices are not limited to Lexile scores. Check outs are also based on student interest to help foster student motivation to read in and out of school.
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# Encouraging Reading at Home

- Create a quiet reading area at home
  - Establish a routine for reading (at least 15 minutes each day)
  - Talk about books, magazines, etc.
  - Read aloud to your child to model fluency
  - Read and ride – Play audiobooks while traveling so your child hears modeled fluent reading and ask questions about the story.
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- Parent reports for the first benchmark assessments were sent home with Progress Reports.
  - If you would like to review the information in this presentation it will be posted on the school website.
  - Thank you for coming to Coffee & Curriculum!
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