

Slides Added to the Handout for NH RESPONDS Tier 3 Literacy Conference

May 18, 2011

Evaluation Reflections from Day 1

- Overall ratings suggest you agreed that the learning goals for the day were met.
- Some people want more team time, some people want less team time.
- Several people want more on interventions
- General appreciation for the presenting and teaching style
- Some people wanted more content, more advanced, faster; some people wanted more review, slower pace
- LOTS of GREAT examples of two-way communication with families



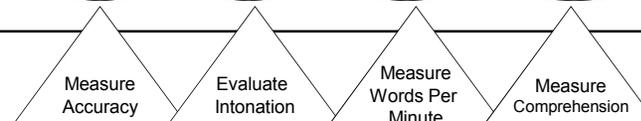
Family Engagement

- Meetings/Conferences
- Newsletter
- Parental Involvement on Oversight & Implementation Teams
- Pamphlets/Brochures
- Planning/Beginning Stages
- Presentations
- Curriculum Nights
- Email/Website
- Share/Discuss
- Create Information Forms
- Handbook

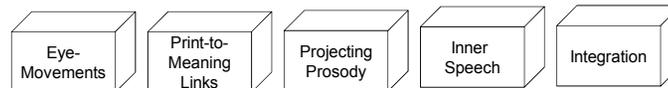


Whole Text Print Processing and Fluency

Fluency = Reading with Accuracy + Reading with Intonation + Reading at Appropriate Rate + Reading with Comprehension



Cognitive Constructions that Support What We Can See and Measure



Profile 1

What should be included in an instructional lesson?

1. Warm up readings of familiar, easy texts
2. Introduction of a few words for exposure in a text and put on/in Word Wall
3. Choral reading of a new text (teacher lead) or teacher-lead purposeful shared reading; repeated readings
4. Language Experience (interactive writing) based on shared experience; re-reading story pointing to words as read
5. Writing:
 - Coaching to use Word Wall for spelling
 - Can't Stop Writing
 - Open Word Wall dictation
6. Repeated readings
7. Independent reading in an easy text of choice

Profile 2

What should be included in an instructional lesson?

1. Warm up readings of familiar, easy texts
2. Making Words with Word Sorts; put example pattern words on/in Word Wall
3. Word Analysis in text:
 - Rounding up the Rhymes: finding words that rhyme in a text
 - Guess the Covered Word
 - Compare/contrast
 - Context plus initial phonics sounds
4. Activities focused on the Word Wall words:
 - Be a Mind Reader type activities
 - Games and open Word Wall dictation using words from the Word Wall
5. Structured phonics activities depending on area(s) of need
6. Writing with coaching to use Word Wall
7. Independent reading in an easy text of choice

Profile 3

What should be included in an instructional lesson?

1. Teacher lead choral reading of easy books (with patterns)
2. Rhyming, blending, substituting
3. Guess the Covered Word: initial sounds plus context
4. Word Sorts
5. Analyzing words: first and last sound
6. Writing- drawing and writing; emphasizing invented spelling
 - 5-Step writing lesson (think, draw, write, name/date, share)
7. Independent reading of easy book of choice

Profile 4

- Understanding language at the sentence level
- LC was lowest (WI may not be that much stronger)

What should be included in an instructional lesson?

1. Warm up read – for listening comprehension – simple comprehension purpose –
 - e.g., read to make a prediction, read to confirm a prediction, read to describe how the character might look
 - Using text at the first grade level or lower
2. DRTA – Directed Reading Thinking Activity or DRLA
 - Predict, read, prove – capture language and put it down
3. Reading a book more than one time – Reading for multiple purposes / Reading multiple books for the same purpose
4. Writing your own book – utilize picture books like Yo! YES!
5. Language experience activity – e.g. get photos of student in an activity and write about it
6. Easy Reading – need books available at the independent reading level - based on listening comprehension
 1. TarheelReader.org
 2. PowerPoint Books
 3. Visualize & Verbalize is a program example