

## Briefing for Reading Specialists

# Literacy @ K-3: Linking Assessment to Instruction

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Virginia Department of Education

2013-14



## Welcome

School Division	Elementary School
Alexandria	Jefferson Houston John Adams Patrick Henry
Bedford Co.	Big Island
Bristol	Highland View

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## Welcome

School Division	Elementary School
Buena Vista	Enderly Heights
Carroll Co.	Gladesboro
Cumberland	Cumberland
Danville	Woodberry Hills
Franklin City	S.P. Morton

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## Welcome

School Division	Elementary School
Galax	Galax
Hampton	Cesar Tarrant Jane H. Bryan John B. Cary Paul Burbank

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## Welcome

School Division	Elementary School
Manassas City	Baldwin Jennie Dean Richard C. Haydon
Martinsville	Albert Harris
Petersburg	A. P. Hill

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## Welcome

School Division	Elementary School
Norfolk	Jacox P. B. Young, Sr. Tidewater Park
Prince Edward	Prince Edward
Richmond City	Oak Grove/Bellemeade

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## Overview

- I. Reading and Writing Nonfiction Texts: Essential to Waiver Schools
- II. Assessment-to-Instruction Decision Making
- III. SOL Waiver Implementation: Opportunities & Challenges



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Literacy @ K-3

## Reading and Writing Nonfiction Texts: Essential to Waiver Schools



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## Instructional Priorities

- Integrate the waived content into reading lessons as often as possible
- Firm up basic reading skills
- Don't forget English (tier 2) and content (tier 3) vocabulary



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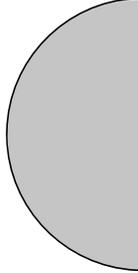
## Nonfiction Text Features

-  **Boldface**
-  *Italics*
-  Captions
-  **Headings & Subheadings**
-  **Graphics**



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## Nonfiction Text Structures



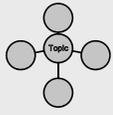
### Examples of Text Structures

- Chronological or Sequential
- Comparison – Contrast
- Cause – Effect
- Problem – Solution
- Enumeration or Listing
- Concept – Definition
- Spatial Layout
- Classification
- Order of Importance
- Question – Answer



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## Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
<b>Description</b> <ul style="list-style-type: none"> <li>• Provides a specific topic and its attributes</li> <li>• Main idea(s) is/are supported by descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>• Above</li> <li>• Across</li> <li>• All</li> <li>• Also</li> <li>• Appears to be</li> <li>• As an example</li> </ul>	<ul style="list-style-type: none"> <li>• Behind</li> <li>• Below</li> <li>• Beside</li> <li>• By observing</li> <li>• Characteristics are</li> <li>• For example</li> <li>• For instance</li> </ul> 
<b>Sequence</b> <ul style="list-style-type: none"> <li>• Provides information/events in chronological order</li> <li>• Details are in specific order to convey specific meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Additionally</li> <li>• After</li> <li>• After that</li> <li>• Afterward</li> <li>• Another</li> <li>• At ___ (time)</li> <li>• Before</li> <li>• During</li> </ul>	<ul style="list-style-type: none"> <li>• Finally</li> <li>• First</li> <li>• Following</li> <li>• Initially</li> <li>• Last</li> <li>• Later</li> <li>• Meanwhile</li> <li>• Next</li> </ul> 



2013-14 Source: Margarita Calderón, Ph.D.

### Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
<b>Problem-Solution, Cause-Effect</b> <ul style="list-style-type: none"> <li>Problems are identified and solutions are provided</li> <li>Causes of conditions or problems are identified</li> </ul>	<ul style="list-style-type: none"> <li>Accordingly</li> <li>Answer</li> <li>As a result</li> <li>Because</li> <li>Challenge</li> <li>Decide</li> <li>Fortunately</li> <li>If /then</li> </ul>	<ul style="list-style-type: none"> <li>Issue</li> <li>One reason is</li> <li>Outcome is</li> <li>Problem</li> <li>So</li> </ul>
<b>Comparison-Contrast</b> <ul style="list-style-type: none"> <li>Two or more concepts presented as how they are alike and different</li> </ul>	<ul style="list-style-type: none"> <li>However</li> <li>But</li> <li>As well as</li> <li>Similarly</li> <li>Although</li> <li>On one hand/ on the other hand</li> <li>Not only/ but also</li> <li>Either/ or</li> </ul>	

2013-14 Source: Margarita Calderón, Ph.D.

### Text Structures Resources

**Description**  
Describes something

**Problem and Solution**  
Identifies a problem and a solution to the problem

**Sequence**  
Provides a series of steps

**Cause and Effect**  
Presents cause and effect relationships

2013-14 Source: <http://www.melodyshaw.com/files/TextStructureResources.pdf>

### Grade 3 SOL Example

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### VSRA Conference Session

**Instructional Strategies**

**Get Real! 10 Strategies for Reading & Writing Nonfiction Texts**

Thomas Santiago  
English & Reading Specialist  
Virginia Department of Education

VSRA 2014 Conference  
March 20-22, 2014 • The Hotel Roanoke  
Roanoke, VA

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### Literacy @ K-3

## Assessment-to-Instruction Decision Making

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### Basic Testing Protocol

Give screening test in a given area (and in more basic areas if need be)

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If screening identifies a problem area, give a diagnostic test to determine skill needs

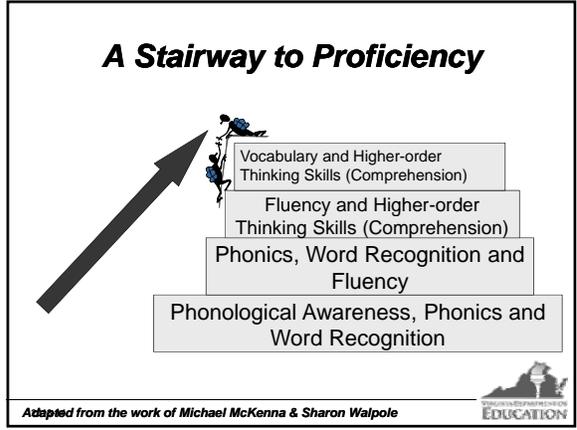
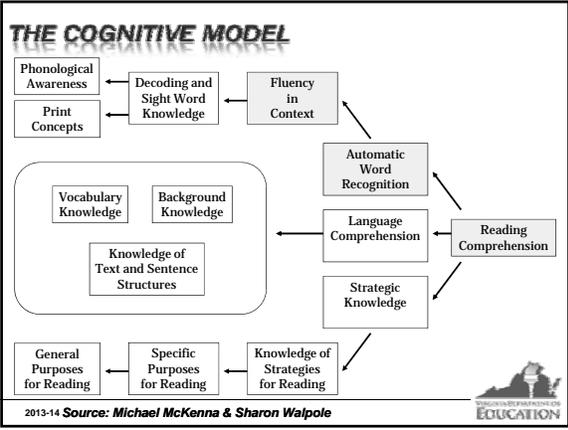
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Instruction

↓

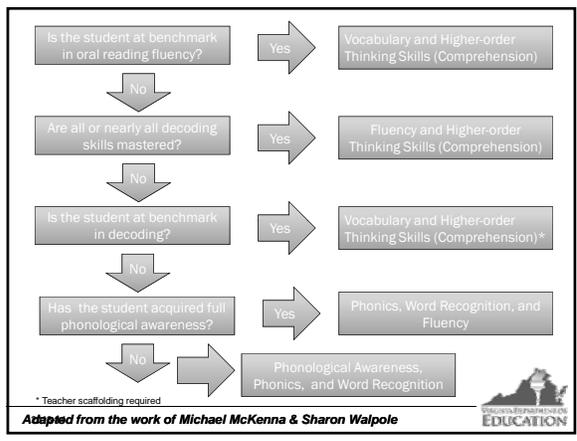
Give progress monitoring tests periodically to determine impact of targeted instruction

Source: Michael McKenna & Sharon Walpole



Small Group Focus	Student Characteristics
Phonemic Awareness and Phonics/Word Recognition	Need letter names, sounds, full segmentation
Phonics/Word Recognition and Fluency	Can segment and blend, but need to work on decoding and automatic word recognition
Fluency and Higher-order Thinking Skills (Comprehension)	Few decoding problems, but weak automaticity
Vocabulary and Higher-order Thinking Skills (Comprehension)	At or above grade level in fluency measures

2013-14 Source: Michael McKenna (see last slide for disclaimer)



### Small Group Focus: Phonological Awareness, Phonics and Word Recognition

Who	Materials	Instructional Strategies
These students need to work on learning letter names and sounds, and they are not yet able to segment phonemes automatically	<b>PA:</b> Lists of words containing targeted phonological patterns for teacher to pronounce to students (text not visible to students) <b>Phonics/WR:</b> Letters and words	<b>PA:</b> <ul style="list-style-type: none"> <li>Initial sound sorting with pictures</li> <li>Segmenting/blending with pictures or word lists</li> <li>Elkonin boxes</li> </ul> <b>Phonics/WR:</b> <ul style="list-style-type: none"> <li>Letter names/sounds with letter cards or plastic letters</li> <li>Sounding and blending with word lists</li> <li>Letter patterns with word lists/cards</li> <li>High frequency words with word cards/Elkonin boxes</li> </ul>

2013-14 Adapted from the work of Michael McKenna & Sharon Walpole

### Small Group Focus: Phonics, Word Recognition and Fluency

Who	Materials	Instructional Strategies
Students need to work on decoding, but they can segment and blend phonemes to read some words	<b>Words and decodable texts</b> <ul style="list-style-type: none"> <li>Use phonics controlled texts from your core or supplemental materials</li> <li>Use titles that match the phonics items of your focus</li> <li>Consider below-grade level texts</li> </ul>	<b>Phonics/WR:</b> <ul style="list-style-type: none"> <li>Letter names/sounds with letter cards or plastic letters</li> <li>Sounding and blending with word lists</li> <li>Letter patterns with word lists/cards</li> <li>High frequency words with word cards/Elkonin boxes</li> <li>Decoding by Analogy with clue words, new words</li> </ul> <b>Fluency:</b> <ul style="list-style-type: none"> <li>Echo, choral, partner, whisper reading</li> <li>Timed repeated readings- texts, chart, stopwatch</li> <li>Choral partner reading</li> </ul>

2013-14 Adapted from the work of Michael McKenna & Sharon Walpole

### Small Group Focus: Fluency and Higher-order Thinking Skills (Comprehension)

Who	Materials	Instructional Strategies
<p><b>These children have relatively few decoding problems, but they lack automaticity</b></p>	<p><b>Leveled texts:</b></p> <ul style="list-style-type: none"> <li>Do not rely upon phonics-controlled texts</li> <li>To build fluency, use texts that are at or slightly below grade level and are rich in content</li> <li>Part of increasing fluency is increasing reading volume, so have many texts available</li> </ul>	<p><b>Phonics/WR:</b></p> <ul style="list-style-type: none"> <li>Letter patterns with word lists/cards</li> <li>High frequency words with word cards/Elkonin boxes</li> <li>Decoding by Analogy with clue words, new words</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Echo, choral, partner, whisper reading</li> <li>Timed repeated rereadings- texts, chart, stopwatch</li> <li>Choral partner reading</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Summary/Inference questions</li> <li>Predicting</li> </ul>

2013-14 Adapted from the work of Michael McKenna & Sharon Walpole

### Small Group Focus: Vocabulary and Higher-order Thinking Skills (Comprehension)

Who	Materials	Instructional Strategies
<p><b>These students are reaching appropriate benchmarks or are above grade level for fluency and decoding</b></p>	<p><b>Variety of texts</b></p> <ul style="list-style-type: none"> <li>Do not rely on phonics-controlled texts</li> <li>Use texts that are interesting and engaging and are rich in content</li> <li>Use texts that provide a reasonable challenge</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Fruyer Model</li> <li>Concept of Definition Map</li> <li>Semantic Feature Analysis</li> <li>Concept Sorting</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold;">Fruyer Model</p> <p style="font-size: x-small;">Definition in your own words</p> <p style="text-align: center;">Word</p> <p style="text-align: right; font-size: x-small;">Facts/Characteristics</p> <p style="text-align: left; font-size: x-small;">Examples</p> <p style="text-align: right; font-size: x-small;">Nonexamples</p> </div>

2013-14 Adapted from the work of Michael

### Examples of Classroom/formative assessments

Phonemic Awareness	Phonics	Word Recognition/Vocabulary	Fluency	Comprehension
<ul style="list-style-type: none"> <li>Bruce's Word Analysis Test</li> <li>Yopp-Singer Test of Phoneme Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>Informal Phonics Inventory (IPI)</li> <li>Quick Phonics Screener (QPS)</li> </ul>	<ul style="list-style-type: none"> <li>Fry Instant Word Lists</li> <li>Fry Instant Phrases and Short Sentences</li> <li>Dolch Word Lists</li> <li>Word Study Lists</li> <li>Lists from other sources</li> </ul>	<ul style="list-style-type: none"> <li>Timed Repeated Readings</li> <li>PALS Quick Checks</li> <li>NAEP Oral Reading Fluency Scale</li> <li>Hasbrouck and Tindal Oral Reading Fluency Norms</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple measures (retellings, checklists)</li> </ul>

Source: Using Formative Assessment to Improve Student Achievement in the Core Content Areas. See last slide for disclaimer.  
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### SEDL Assessment Database

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### Quality of Instruction

<b>Challenging</b>	Instruction, not practice
<b>Explicit</b>	Every item modeled; Clear instructional talk
<b>Engaging</b>	Every pupil response strategies
<b>Systematic</b>	Repetitive instructional strategies each day; New content each day; Cumulative review each day

2013-14 Source: Sarah Sayko, National Center for Reading First Technical Assistance

### Conceptual Framework for Corrective Feedback

2013 Source: Sarah Sayko, National Center for Reading First Technical Assistance

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# SOL Waiver Implementation: Opportunities & Challenges

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## Questions: Opportunities & Challenges

Categories	School Divisions
Addressing the Content	Bristol, Hampton City, Norfolk, Martinsville
Working with Staff	Cumberland, Manassas City, Franklin City, Galax City
Scheduling	Alexandria, Danville, Petersburg, Buena Vista
Ongoing Assessment	Prince Edward, Bedford Co., Richmond City, Carroll

In addition to taking the lead in the assigned category, any division may share a best practice from any category.

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## Questions: Opportunities & Challenges

Categories	School Divisions
Addressing the Content	Bristol, Hampton City, Norfolk, Martinsville

1. How are you ensuring that quality science, or history/social science content is being delivered?
2. How are you utilizing content texts in a different way to meet the content requirements? Please describe.
3. Do you address the content within the language arts block or separately? Please describe.

In addition to taking the lead in the assigned category, any division may share a best practice from any category.

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## Questions: Opportunities & Challenges

Categories	School Divisions
Working with Staff	Cumberland, Manassas City, Franklin City, Galax City

4. Describe how your waiver reading specialist is working with staff in at least two of the following areas:
  - Data analysis
  - Model lessons
  - Consultation
  - Co-teaching
5. Describe any challenges to working with staff that the waiver reading specialist is working to overcome.

In addition to taking the lead in the assigned category, any division may share a best practice from any category.

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## Questions: Opportunities & Challenges

Categories	School Divisions
Scheduling	Alexandria, Danville, Petersburg, Buena Vista

6. Describe your third grade language arts block and the roles of the classroom teacher, waiver reading specialist, and other adult supporting the ELA block.
7. Describe any additional services your waiver reading specialist provides to students and/or staff (include services to other grade levels if applicable).

In addition to taking the lead in the assigned category, any division may share a best practice from any category.

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## Questions: Opportunities & Challenges

Categories	School Divisions
Ongoing Assessment	Prince Edward, Bedford Co., Richmond City, Carroll

8. Describe the formative assessment system in place to monitor the progress of third grade students in need of support (frequency of assessments, types of assessments, monitoring system, etc.).
9. How are ongoing student performance results reviewed and communicated to appropriate staff?

In addition to taking the lead in the assigned category, any division may share a best practice from any category.

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## Questions



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## VDOE Contact Information

<u>For Questions about:</u>	<u>Please Contact:</u>
Secondary English Instruction	Tracy Robertson, 804-371-7585, <a href="mailto:tracy.robertson@doe.virginia.gov">tracy.robertson@doe.virginia.gov</a>
Elementary English & Reading Instruction	Thomas Santangelo, 804-225-3203, <a href="mailto:thomas.santangelo@doe.virginia.gov">thomas.santangelo@doe.virginia.gov</a>
Special Education Instruction	Special Education & Student Services Office, <a href="mailto:spedinstruction@doe.virginia.gov">spedinstruction@doe.virginia.gov</a>
SOL Testing Program	Office of Assessment Development, 804-225-2102 <a href="mailto:student_assessment@doe.virginia.gov">student_assessment@doe.virginia.gov</a>
SOL Score and Accountability Reports	Office of Test Administration, Scoring & Reporting, 804-225-2102, <a href="mailto:resultshelp@doe.virginia.gov">resultshelp@doe.virginia.gov</a>
Titles I, II, III, ESL, ESEA	Office of Program Administration & Accountability, 804-225-2869, <a href="mailto:ESEA@doe.virginia.gov">ESEA@doe.virginia.gov</a>
Accreditation Status, Focus and Priority Schools	Office of School Improvement, 804-225-2865



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