

Briefing for Reading Specialists

Literacy @ K-3: Linking Assessment to Instruction

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Welcome

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

Welcome

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

Welcome

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

Welcome

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

Welcome

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

Overview

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

Literacy @ K-3

Reading and Writing Nonfiction Texts: Essential to Waiver Schools

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**

Nonfiction Text Features



Boldface



Italics



Color



Captions



Headings & Subheadings



Graphics

Nonfiction Text Structures

Examples of Text Structures

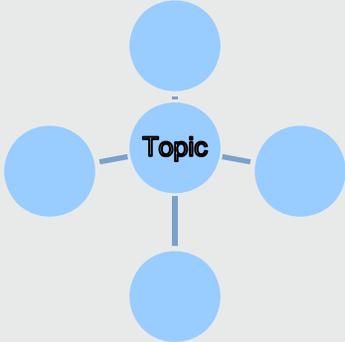
- Chronological or Sequential
- Comparison – Contrast
- Cause – Effect
- Problem – Solution
- Enumeration or Listing
- Concept – Definition
- Spatial Layout
- Classification
- Order of Importance
- Question – Answer

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

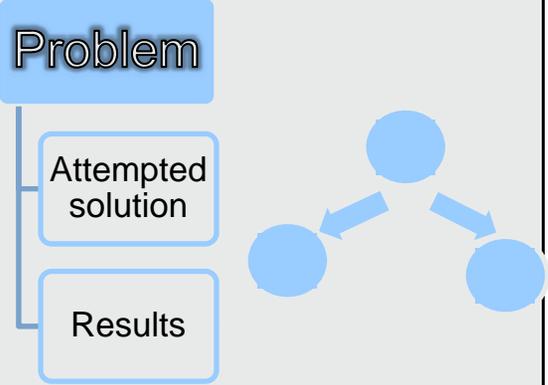
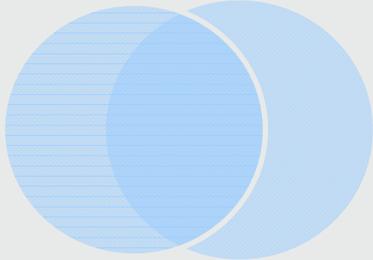
<p>Description</p> <ul style="list-style-type: none"> • Provides a specific topic and its attributes • Main idea(s) is/are supported by descriptive details 	<ul style="list-style-type: none"> • Above • Across • All • Also • Appears to be • As an example 	<ul style="list-style-type: none"> • Behind •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

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

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

Text Structures Resources

Description
Describes something

looks like

tastes like

smells like

sounds like

feels like

examples are

for example to begin with in addition most important in front about has	Signal Words characteristics are also such as another beside is have	for instance in fact to illustrate furthermore near are does
---	--	--

(Adapted from Tompkins, 2006)
Shared by Rocky Cox, Valley Center

Sequence
Provides a series or steps

1. _____
2. _____
3. _____
4. _____
5. _____

first on (date) next then	Signal Words second not long after at the same time	before after that finally
------------------------------------	---	---------------------------------

(Adapted from Tompkins, 2006)

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

because since the problem is the puzzle is the dilemma is the question is	as a consequence this led to so that nevertheless accordingly one reason for the problem	if so perhaps possibly	a solution is solutions are this resulted in one answer is therefore
--	--	---------------------------------	--

Adapted with permission from Haley & Wheeler (2003)
Shared by Rocky Cox, Valley Center

Cause and Effect
Presents cause and effect relationships

because therefore this leads to accordingly may be due to for this reason	Signal Words if...then since so that because of effects of	as a result consequently nevertheless in order to thus
--	--	--

(Adapted from Tompkins, 2006)



Grade 3 SOL Example

The screenshot shows a digital reading interface. At the top, there is a toolbar with icons for a mouse, eraser, highlighter, and a red 'X' icon, along with a 'Help' button. The user's name 'John H. Doe' and the page title 'Grade 3 Reading Practice Items (201...' are visible in the top right corner, along with an 'Exit' button.

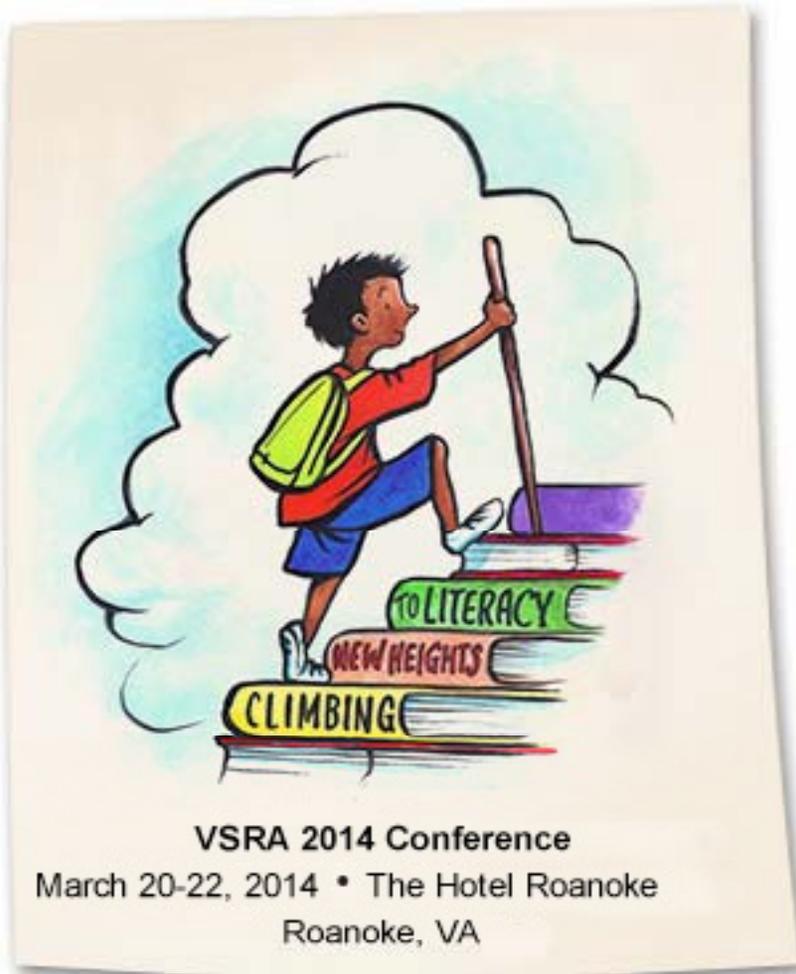
The main content area is divided into two columns. The left column contains two paragraphs of text:

Made to Hunt
3 A cheetah is also made to be a great hunter. It has sharp eyesight. A cheetah can see other animals up to three miles away. Good eyesight helps the cheetah find its prey so it can plan an attack. A cheetah's coat is also very useful. The coat is tan with black spots. This coloring allows a cheetah to blend in with the tall, brown grass in Africa. Other animals do not see it hiding, so a cheetah can sneak up on rabbits, birds, and other animals.

Saving the Cheetah
4 Today there are many threats to the cheetah. Parts of Africa are being turned into farms and ranches. This change forces the cheetah and other animals to find new places to live, which is not always easy. Cheetahs are also being hunted by other animals such as lions and hyenas. However, zookeepers and wildlife experts are trying to save the cheetah. Maybe with their help, cheetahs will grow larger in number.

The right column contains a question: "Which sentence belongs in the empty box?" Below the question is a table with two columns: "When:" and "Then:". The "When:" column contains three boxes with the following text: "Cheetahs use their energy very quickly.", "Lions and hyenas hunt cheetahs.", and "The number of cheetahs in Africa becomes smaller." The "Then:" column contains three boxes with the following text: "Cheetahs stop to rest if they do not catch their prey.", an empty box, and "Ranchers ask wildlife experts for help to find new land." Below the table is a box with the text: "Lions and hyenas eat different food." A pink oval highlights the directions: "Directions: Click and drag the correct answer to the box." The interface also includes a "Page 2 of 2" indicator, a "Flag for Review" button, and navigation buttons for "Previous" and "Next".

VSRA Conference Session



Instructional Strategies

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

Thomas Santangelo
English & Reading Specialist
Virginia Department of Education

13-14

VIRGINIA DEPARTMENT OF
EDUCATION

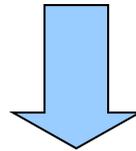
The book cover shows an open book with a pencil and the letters 'ABC' on top. The background is purple and blue.

Literacy @ K-3

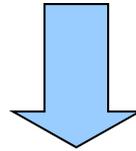
Assessment-to-Instruction Decision Making

Basic Testing Protocol

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



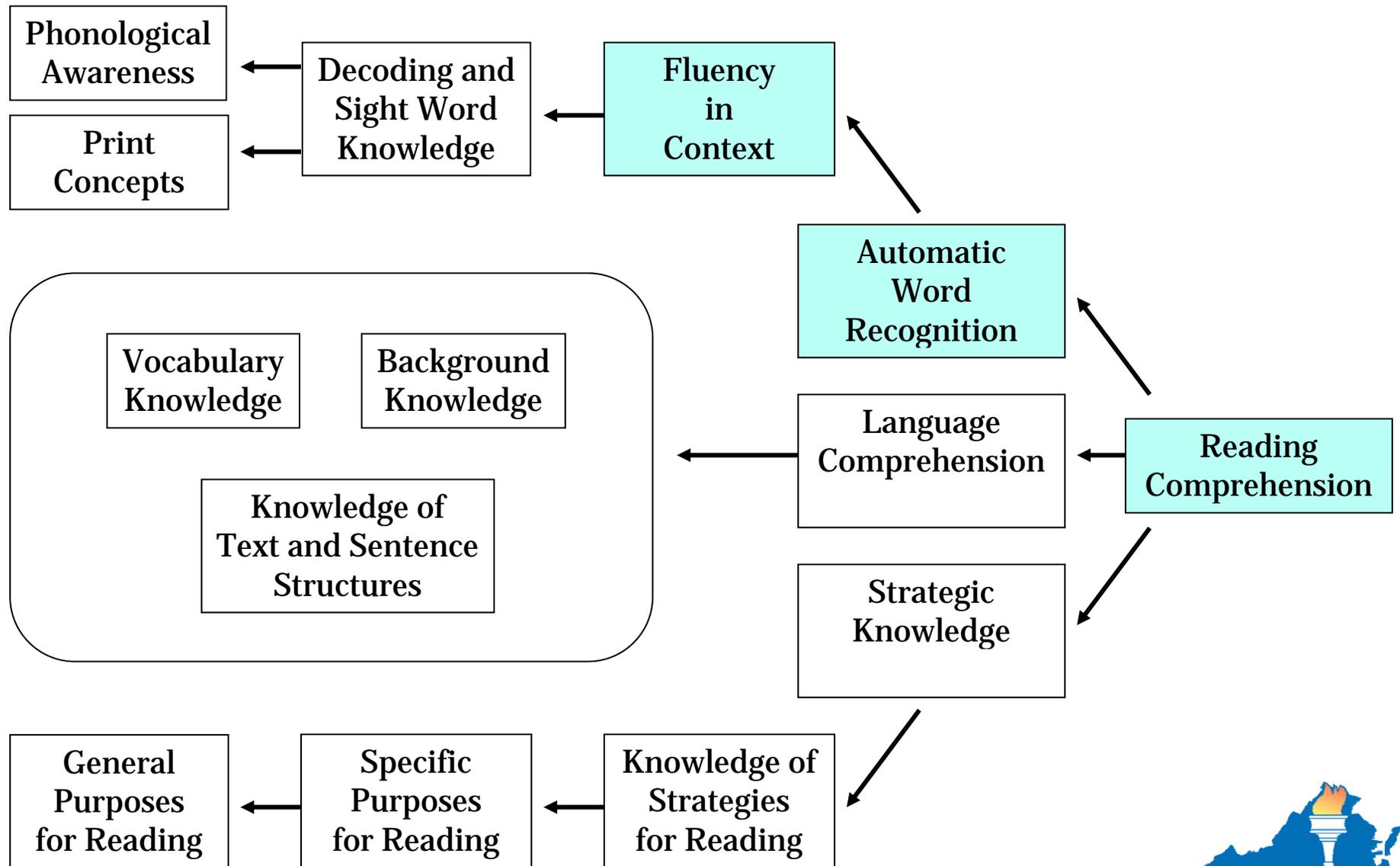
If screening identifies a problem area, give a
diagnostic test to determine skill needs



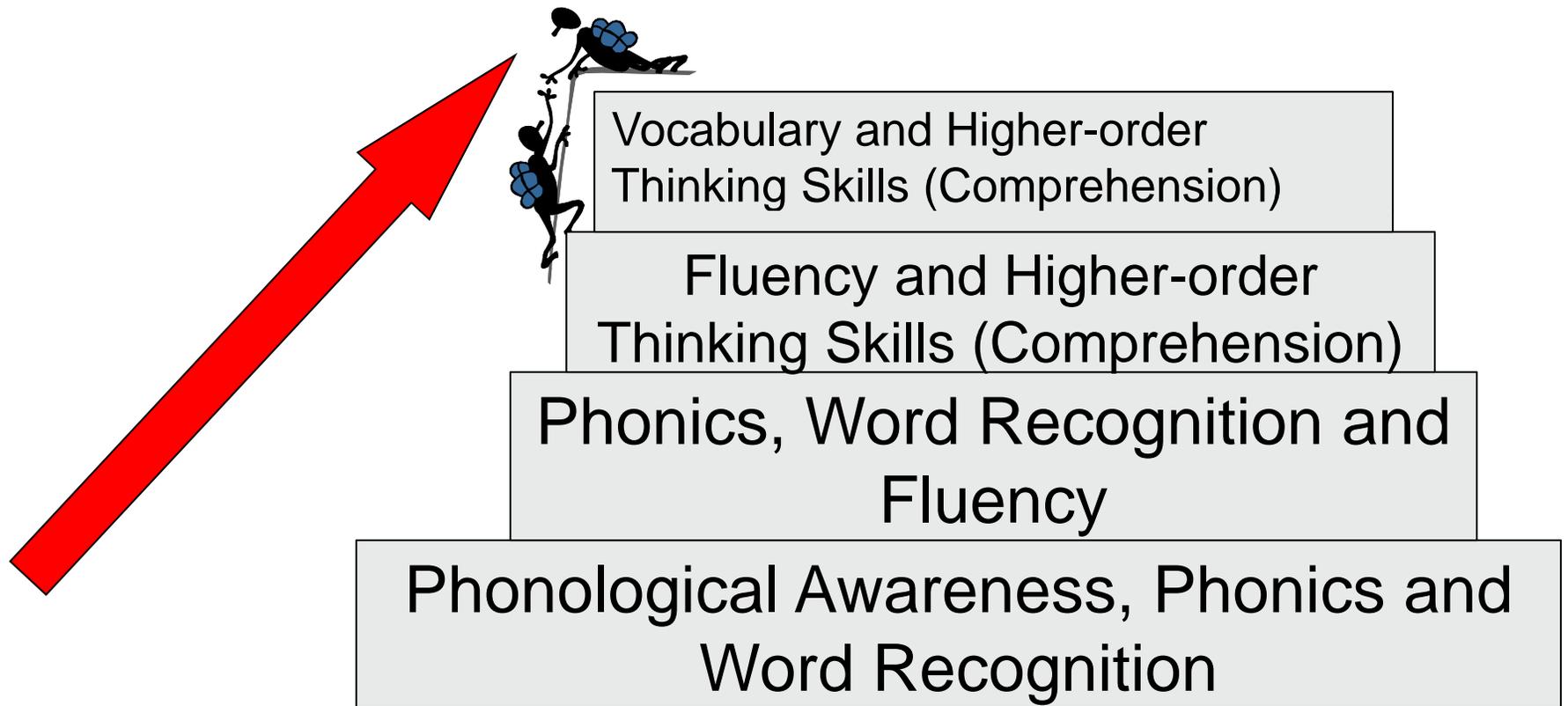
Instruction

Give progress monitoring tests periodically
to determine impact of targeted instruction

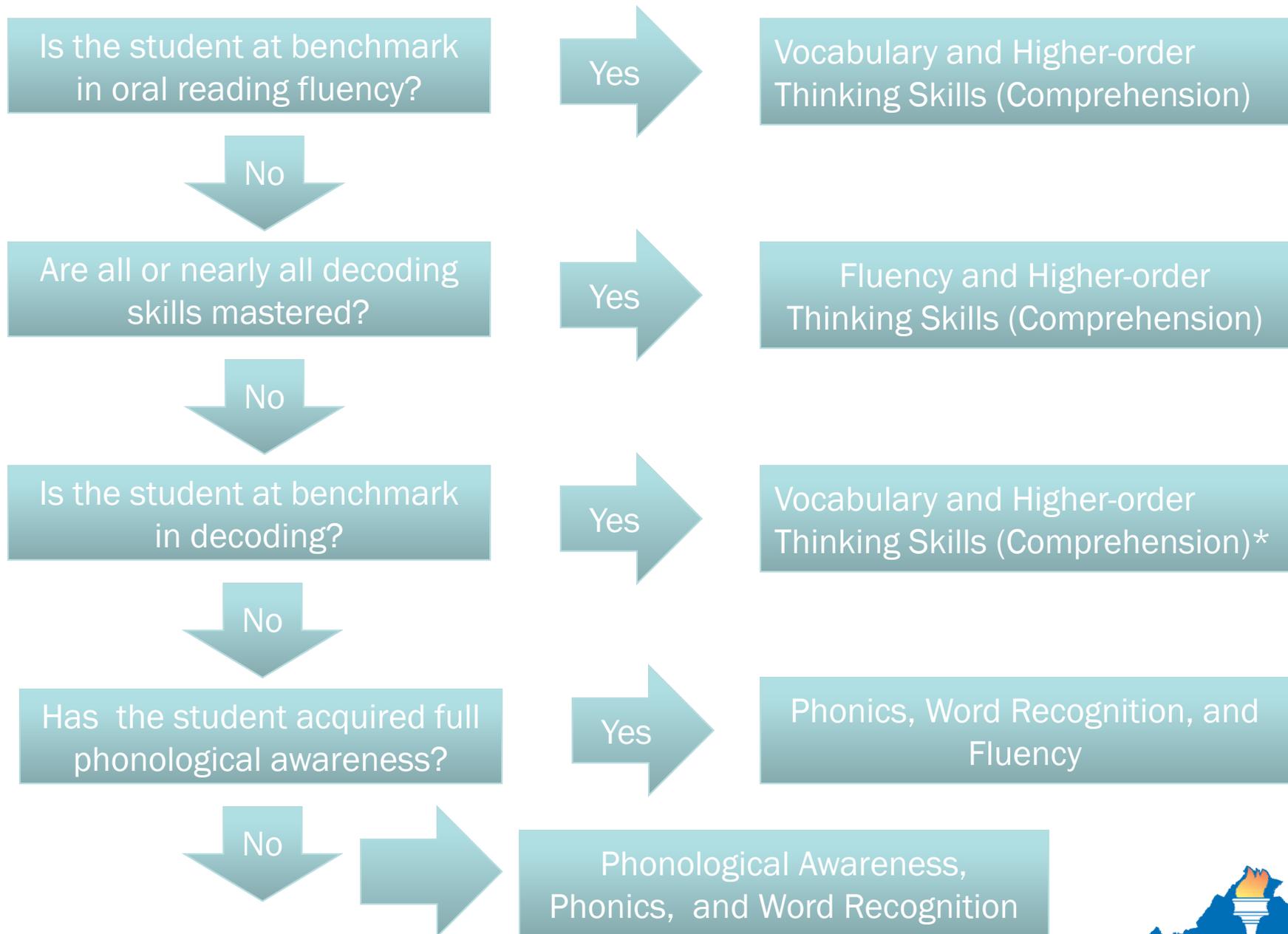
THE COGNITIVE MODEL



A Stairway to Proficiency



<u>Small Group Focus</u>	<u>Student Characteristics</u>
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



* Teacher scaffolding required

Adapted from the work of Michael McKenna & Sharon Walpole





Vocabulary and Higher-order Thinking Skills (Comprehension)

Fluency and Higher-order Thinking Skills (Comprehension)

Phonics, Word Recognition and Fluency

Phonological Awareness, Phonics and Word Recognition

Small Group Focus: Phonological Awareness, Phonics and Word Recognition

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



Vocabulary and Higher-order Thinking Skills (Comprehension)

Fluency and Higher-order Thinking Skills (Comprehension)

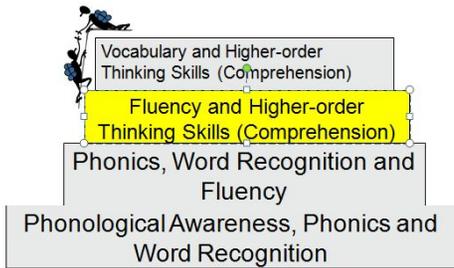
Phonics, Word Recognition and Fluency

Phonological Awareness, Phonics and Word Recognition

Small Group Focus: Phonics, Word Recognition and Fluency

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





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

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

Vocabulary and Higher-order Thinking Skills (Comprehension)

Fluency and Higher-order Thinking Skills (Comprehension)

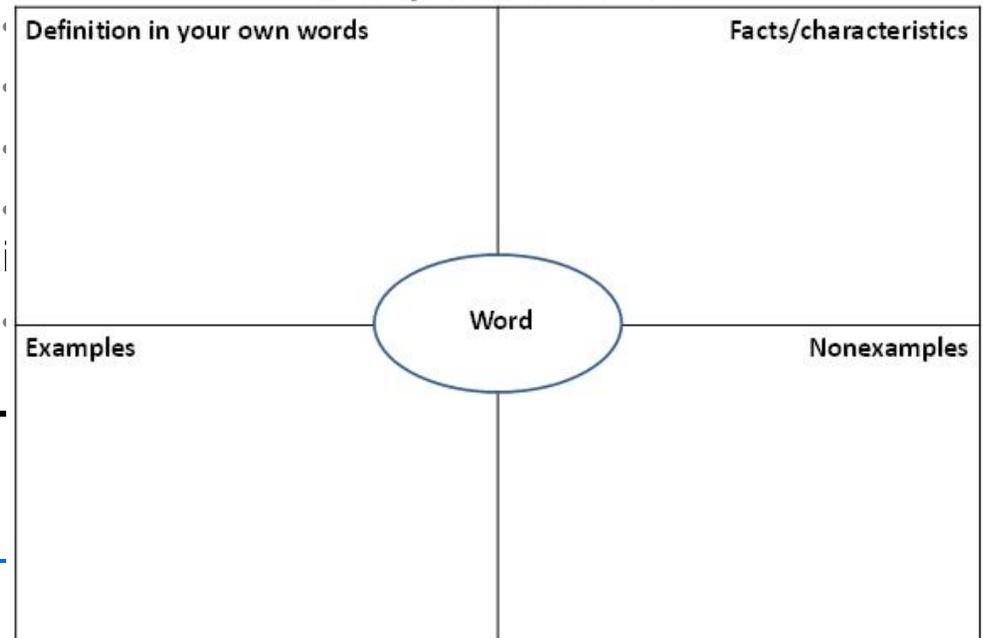
Phonics, Word Recognition and Fluency

Phonological Awareness, Phonics and Word Recognition

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

Who	Materials	Instructional Strategies
<p>These students are reaching appropriate benchmarks or are above grade level for fluency and decoding</p>	<p>Variety of texts</p> <ul style="list-style-type: none"> • Do not rely on phonics-controlled texts • Use texts that are interesting and engaging and are rich in content • Use texts that provide a reasonable challenge 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Frayer Model • Concept of Definition Map • Semantic Feature Analysis • Concept Sorting

Frayer Model



Examples of Classroom/formative assessments

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

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

2013-14



SEDL Assessment Database



[Overview](#)

Reading Assessment Database - Search/Browse the Database

subtests contains of the following words

4. Limit results to assessments testing for of these knowledge domains

- | | |
|---|--|
| <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Semantics |
| <input type="checkbox"/> Language Comprehension | <input type="checkbox"/> Syntax |
| <input type="checkbox"/> Decoding | <input type="checkbox"/> Phonology |
| <input type="checkbox"/> Linguistic Knowledge | <input type="checkbox"/> Phoneme Awareness |
| <input type="checkbox"/> Background Knowledge | <input type="checkbox"/> Knowledge of Alphabetic Principle |
| <input type="checkbox"/> Cipher Knowledge | <input type="checkbox"/> Letter Knowledge |
| <input type="checkbox"/> Lexical Knowledge | <input type="checkbox"/> Concepts About Print |
| <input type="checkbox"/> Phonological Awareness | |

5. Sort results by and show

Search

Clear Form

<http://www.sedl.org/reading/rad/>

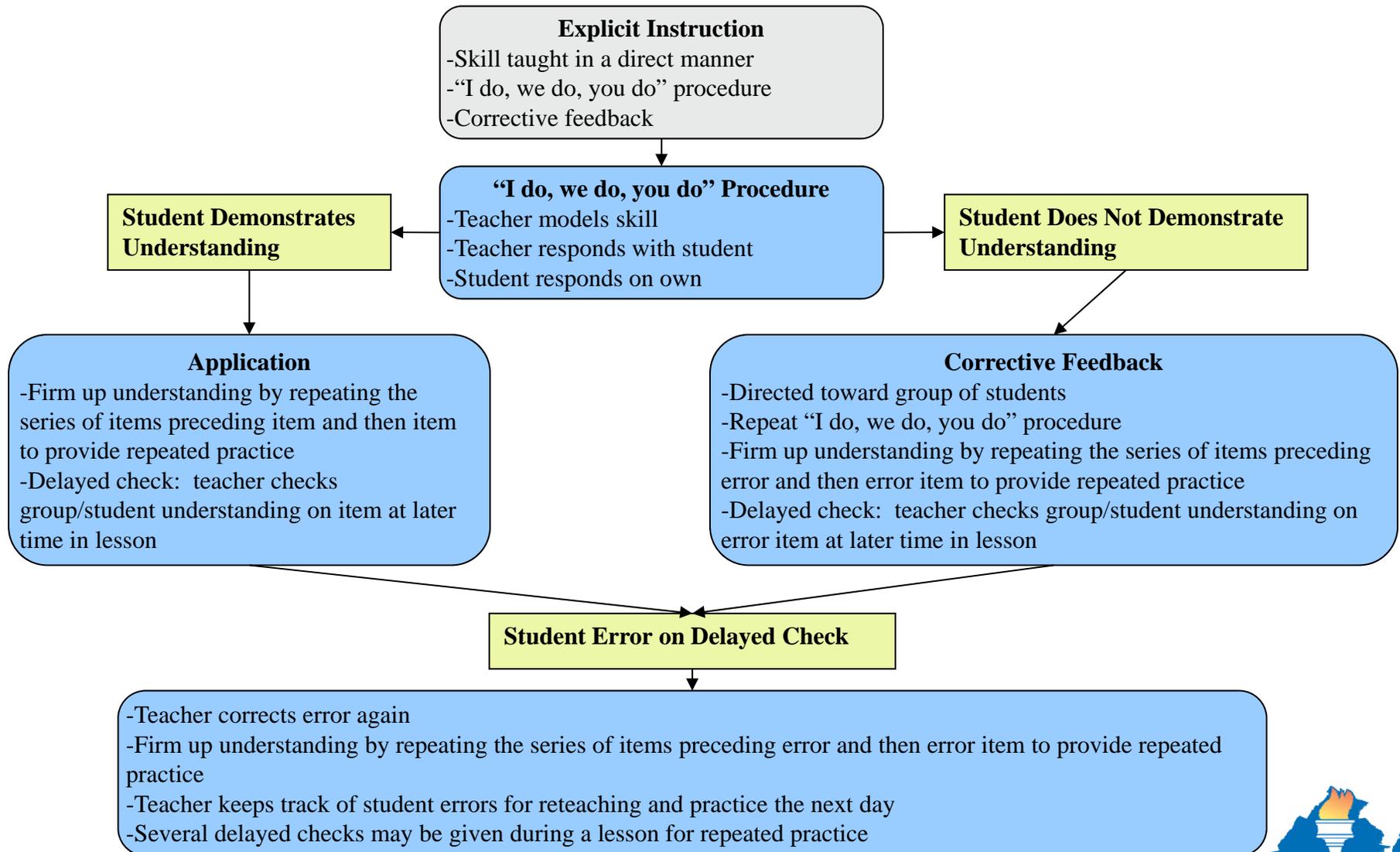


SEDL

Quality of Instruction

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

Conceptual Framework for Corrective Feedback



Literacy @ K-3

SOL Waiver Implementation: Opportunities & Challenges

Questions: Opportunities & Challenges

<u>Categories</u>	<u>School Divisions</u>
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.

Questions: Opportunities & Challenges

<u>Categories</u>	<u>School Divisions</u>
Addressing the Content	Bristol, Hampton City, Norfolk, Martinsville
<ol style="list-style-type: none">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.

Questions: Opportunities & Challenges

<u>Categories</u>	<u>School Divisions</u>
Working with Staff	Cumberland, Manassas City, Franklin City, Galax City
<p>4. Describe how your waiver reading specialist is working with staff in at least two of the following areas:</p> <ul style="list-style-type: none">• Data analysis• Model lessons• Consultation• Co-teaching <p>5. Describe any challenges to working with staff that the waiver reading specialist is working to overcome.</p>	

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



Questions: Opportunities & Challenges

<u>Categories</u>	<u>School Divisions</u>
Scheduling	Alexandria, Danville, Petersburg, Buena Vista
<p>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.</p> <p>7. Describe any additional services your waiver reading specialist provides to students and/or staff (include services to other grade levels if applicable).</p>	

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



Questions: Opportunities & Challenges

<u>Categories</u>	<u>School Divisions</u>
Ongoing Assessment	Prince Edward, Bedford Co., Richmond City, Carroll
<p>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.).</p> <p>9. How are ongoing student performance results reviewed and communicated to appropriate staff?</p>	

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



Questions



VDOE Contact Information

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



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