

***BACK TO SCHOOL BBQ –  
FAMILY DATA NIGHT***

**“FAMILIES PREPARING FOR SUCCESS –  
TOOLS TO PUT IN YOUR BACKPACK”**

**HAL HUTCHENS ELEMENTARY  
FAMILY DATA NIGHT – SEPTEMBER 18, 2018**

# READING INVENTORY

- *The Reading Inventory* is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.
- The results of a student's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.
- Test Administration – 4 times a year (August, October, January, May)



# **DIBELS** (DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS)

DIBELS Fluency is an assessment our teachers will use to monitor student fluency progression.

DIBELS Benchmarks will be conducted three times a year (Fall, Winter, Spring) – Students read three fluency passages and receive the median score

DIBELS Progress Monitoring will be conducted 3 to 6 weeks through out the year depending on the student's grade level and reading level.

Student DIBELS data will be used to differentiate student instruction in DI groups.

# DIBELS EXPECTATIONS

## WPM (WORDS PER MINUTE), ACCURACY

Grade Level	1	2	3	4
First	0-29	30-54	55-65	66+
Second	0-60	61-89	90-100	101+
Third	0-74	75-110	111-125	126+
Fourth	Less than 69%	70-94%	125 (96%)	125 (96%)
Fifth	Less than 69%	70-94%	140 (96%)	140 (96%)

# DEFINITION OF FLUENCY

- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

# IMPORTANCE OF FLUENCY

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

Additional Fluency Guidance/Understanding for Parents -  
<http://www.readingrockets.org/helping/target/fluency>

# DI – DIFFERENTIATED INSTRUCTION

- Students were grouped per their data (IDI/RI Scores/DIBELS Fluency Scores)
- IDI (Informal Decoding Inventory) was given to students who received below proficient on their RI/DIBELS to assist in identifying the student's reading needs
- Students go to their designated classroom for their group
- In grades 3<sup>rd</sup> – 5<sup>th</sup> some students receive System 44 and Read 180 instruction during this time.

	Group 1	Group 2	Group 3
15 minutes	Teacher Group	Silent Sustained Reading on RI Level	Written Response from Shared Reading
15 minutes	Written Response from Shared Reading	Teacher Group	Silent Sustained Reading on RI Level
15 minutes	Silent Sustained Reading on RI Level	Written Response from Shared Reading	Teacher Group

# DI CONTINUUM

Second Grade

First Grade

Kindergarten

		<b>Vocabulary and Comprehension</b>			
		Student Read Silently			
		<b>Fluency and Comprehension</b>			
		With Multisyllabic Decoding	No Multisyllabic Decoding		
		<b>Word Recognition and Fluency</b>			
		Blends and Diagraphs	R-controlled Vowels	Vowel-Consonant-e	Vowel Teams
<b>Phonological Awarness and Word Recongnition</b>					
Basic Alphabet Knowledge	Using Letter Sounds		Using Letter Patterns		

- Student's DI Group: \_\_\_\_\_



# PHONOLOGICAL AWARENESS & WORD RECOGNITION

- Group includes: Basic Alphabet Knowledge, using letter sounds, and using letter patterns.
- On this bottom step students are using what they know about oral language to enter the world of written language.
- They will learn:
  - ❖ Their letter names and sounds
  - ❖ Learn to segment and blend speech sounds
  - ❖ blend letter sounds to read simple words

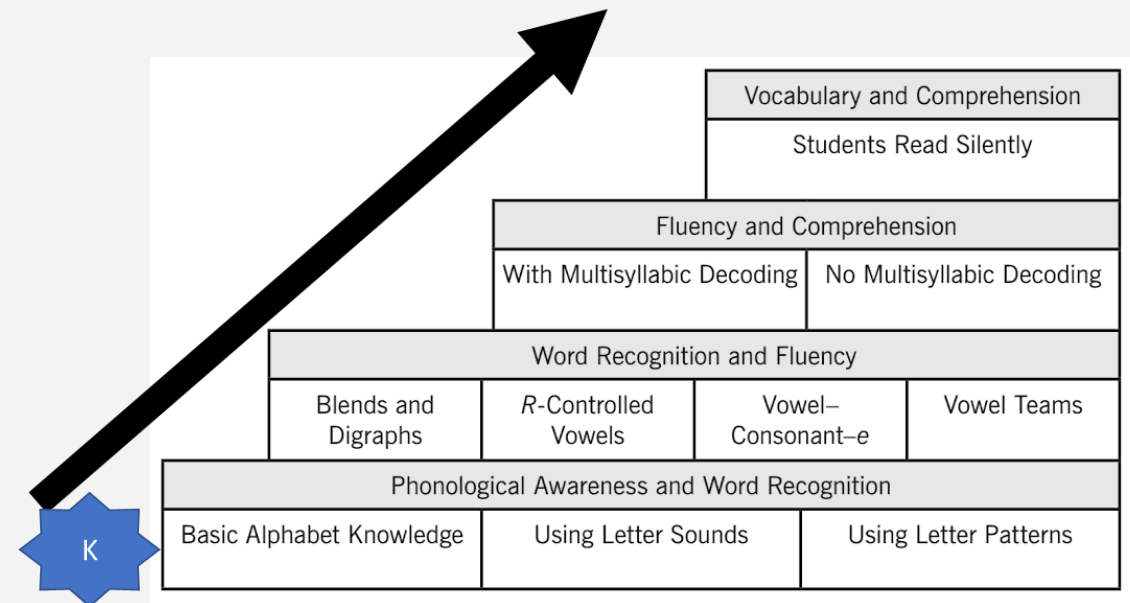


FIGURE 2.2. Skills progression in differentiation by assessed needs.

# WORD RECOGNITION AND FLUENCY

- Group Includes: Blends and Digraphs, R-controlled Vowels, Vowel Consonant-e (sneaky e), and Vowel Teams
- Students on this second step know their letter sounds and can use them to decode many unknown consonant-vowel-consonant (CVC; short vowel) words. They understand that English spellings are a code, but they are admittedly novice code breakers.

They will learn:

- ❖ phonics patterns (blends, digraphs, r-controlled vowels, vowel-consonant-e, and vowel teams)
- ❖ practice reading words in isolation and words in controlled contexts.

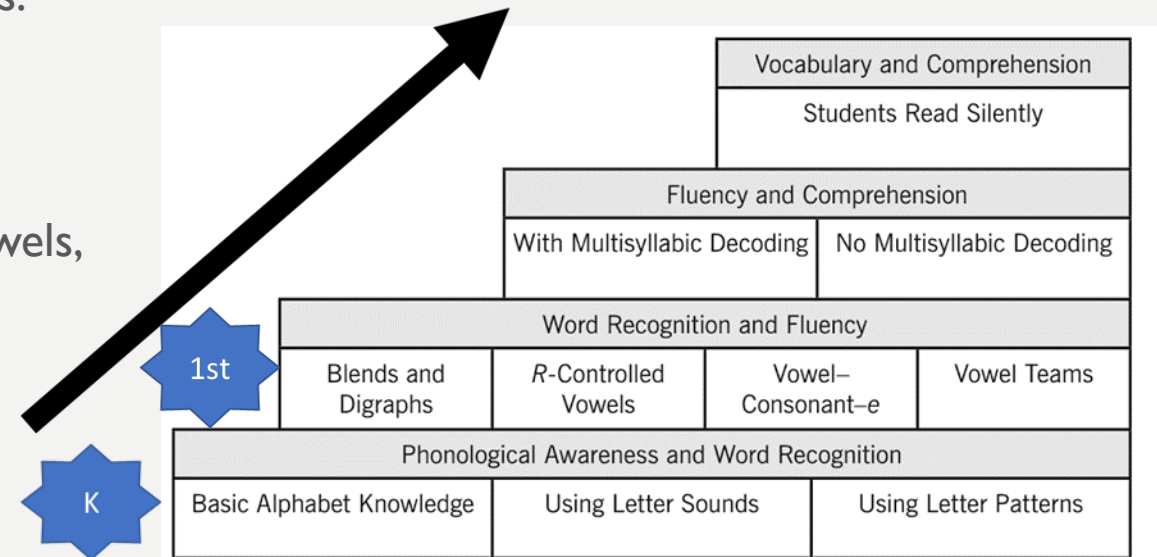


FIGURE 2.2. Skills progression in differentiation by assessed needs.

# FLUENCY AND COMPREHENSION

- - These children have relatively few decoding problems, but they lack automaticity.
- - They will work in a guided reading format where they may review particularly challenging words (for their pronunciation or their meaning) but they will use most of their times reading and rereading challenging leveled texts and discussing text meaning.

- ❖ Multisyllabic Decoding (if needed per student data)
- ❖ First Read (Echo or Choral)
- ❖ Second Read (Partner or Whisper)
- ❖ Comprehension Discussion (How and Why Questions)

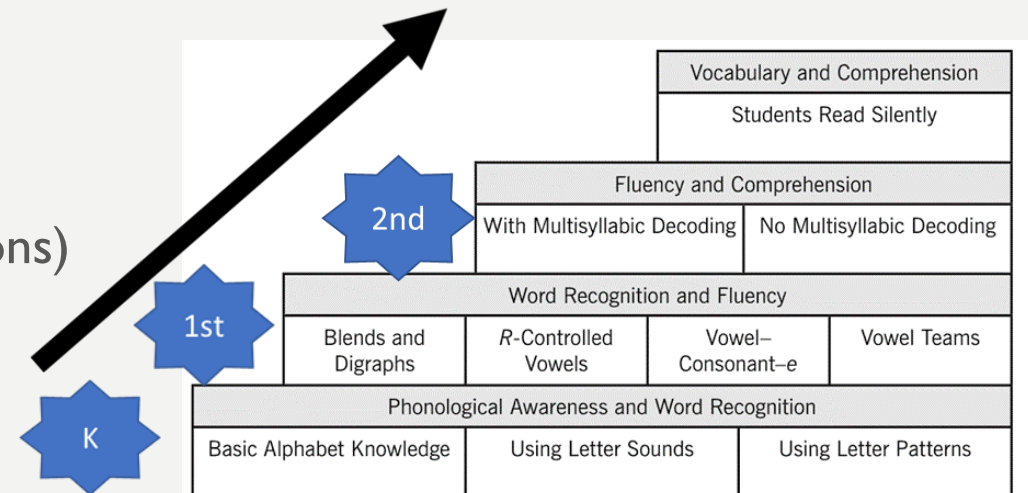


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# VOCABULARY AND COMPREHENSION

- -These children are at grade level in the areas of decoding and fluency
- They will extend what they know into new texts and new text types.

- ❖ Introduce/Review Book
- ❖ Preview/Teach Vocabulary(Before or after depending on fiction/non fiction)
- ❖ Discuss Text Structure
- ❖ Suggest Focus for Reading
- ❖ Students Read Silently
- ❖ Review Text Structure/Discuss Comprehension of Reading

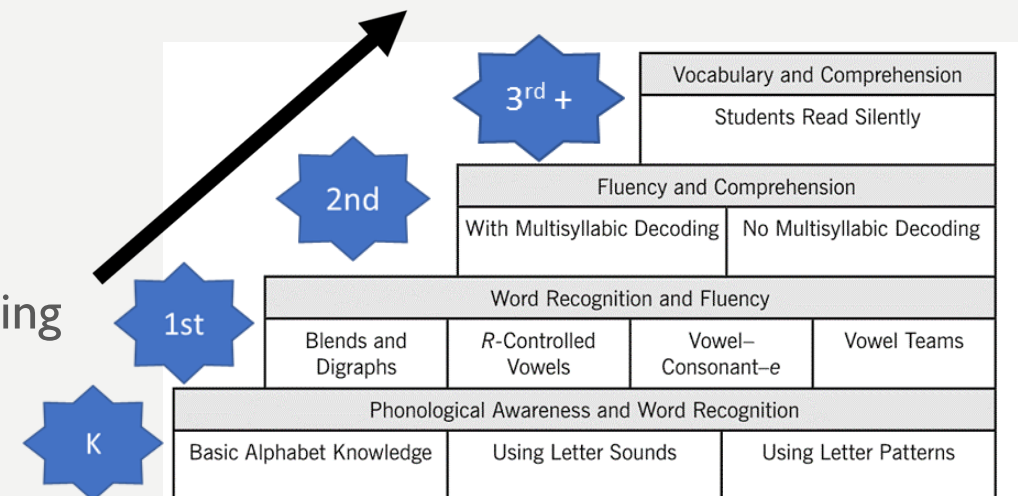




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# LEXILE RESOURCE

- <https://lexile.com/parents-students/>
- Click on  FIND BOOKS USING "FIND A BOOK"
- Enter student's Lexile score and then select categories of interest to the student
- A list of book results on student's Lexile level will be given

# RAZ KIDS

- <https://www.kidsa-z.com/main/Login>
- Type in your student's teacher's username -  
\_\_\_\_\_
- Your student will choose their name and then type in their password - \_\_\_\_\_
- Students then click on  **Level Up!**
- Students are presented with books on their reading level.