

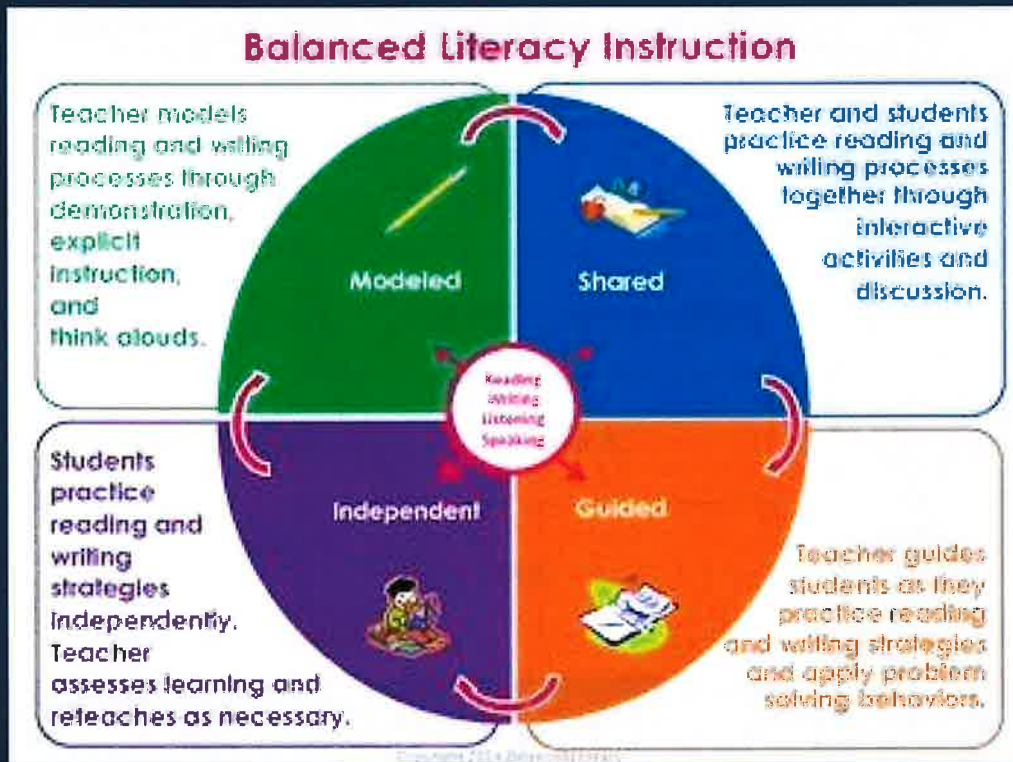
Reading Well by 3rd Grade through Balanced Literacy



Jamie Chamberlain
Literacy Coach
Wildwood and OHA Elementary

What is Balanced Literacy?

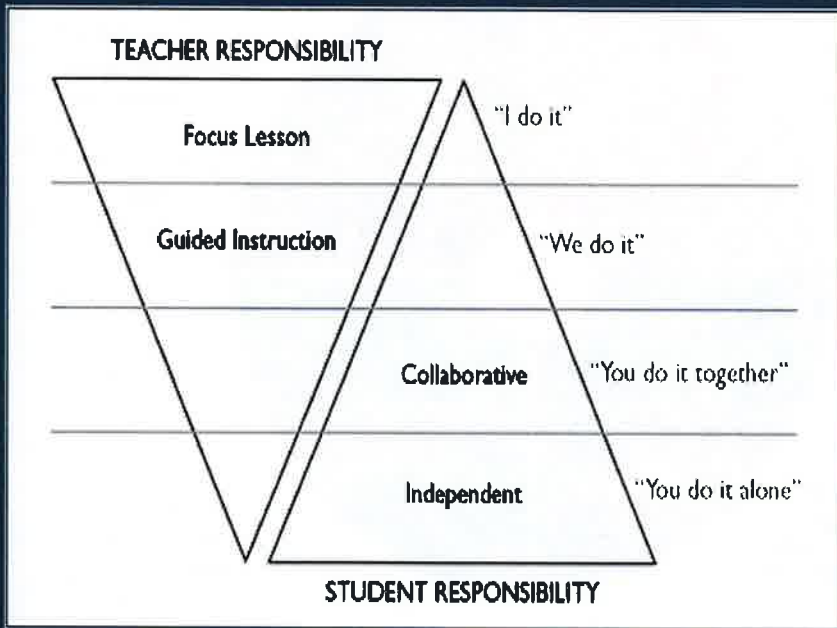
Balanced Literacy Approach



Components

- Whole group
- Small group
- Independent
- Phonics/Vocabulary
- Writing

Balanced Literacy = Gradual Release

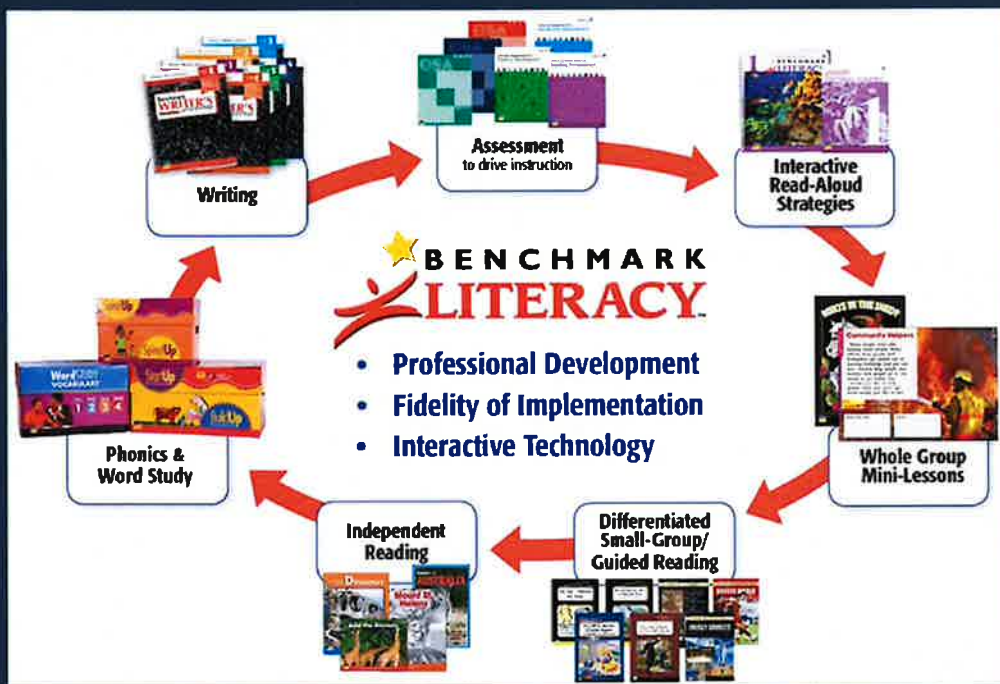


- Whole group (model) = “I Do It”
- Small group (guided) = “We Do It”
- Small group (collaborative) = “You Do It Together”
- Independent (alone) = “You Do It”

Source: From *Better learning through structured teaching: A framework for the gradual release of responsibility* (p. 4), by D. Fisher and N. Frey, 2008, Alexandria, VA: ASCD. Copyright 2008 by ASCD. Reprinted with permission.

Whole Group Instruction

Wildwood Elementary



OH Anderson Elementary



Small Group Instruction

Wildwood Elementary

OH Anderson Elementary

Guided Reading



Guided Reading

Book Clubs

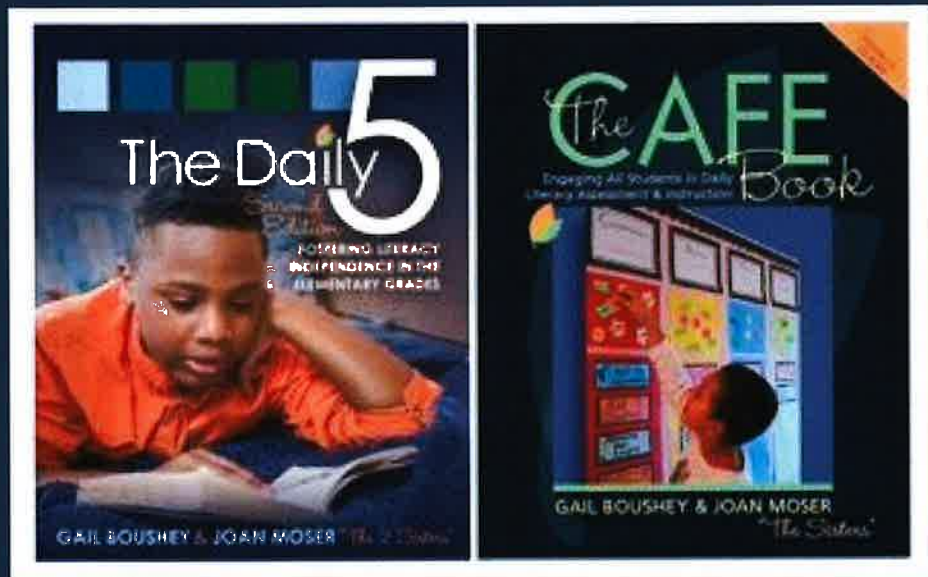
Literature Circles

Book Partnerships

Skill/Strategy Groups

Independent Reading

Wildwood & OH Anderson



I PICK GOOD FIT BOOKS



I Choose a book.

Purpose? Why do I want to read it?

Interest- Does it interest me?

Comprehend- Do I understand?

Know- I know most of the words.

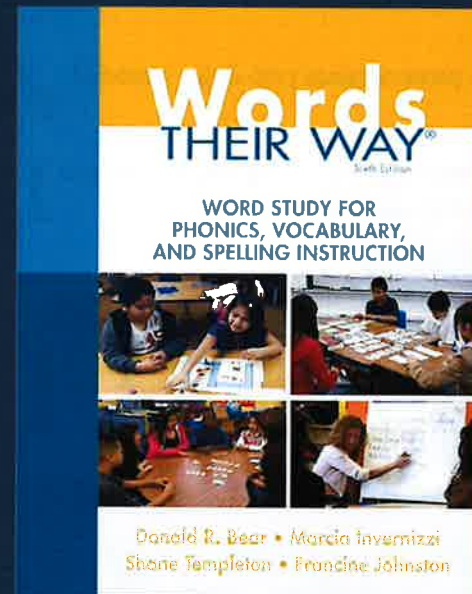
Phonics/Vocabulary

Wildwood Elementary



K = StartUp Phonics
1st = BuildUp Phonics
2nd = SpiralUp Phonics

OH Anderson Elementary



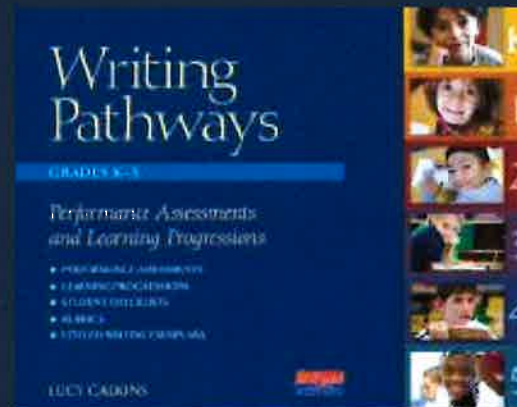
Additional support is needed in this area
at OH Anderson

Writing

Wildwood Elementary



OH Anderson Elementary



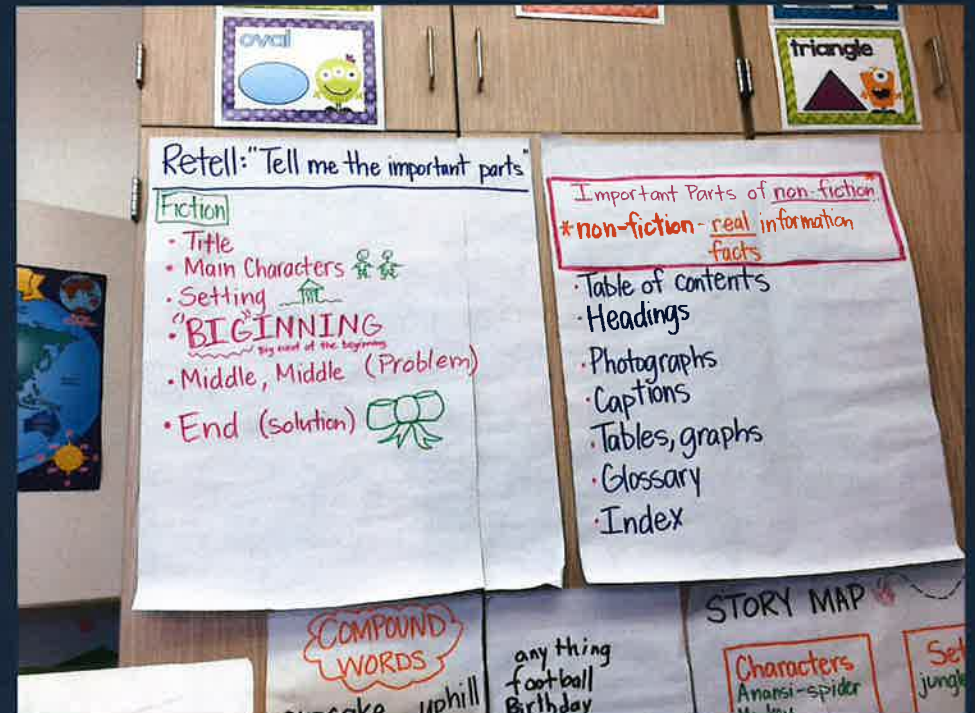
Additional support is needed in this area
at OH Anderson

**Let's See This in
Action!**

Whole Group Instruction

[Watch video clip](#)

- Deanna Laue's Whole Group Inferencing Lesson - 1st Grade



Anchor charts are often created during whole group instruction

Small Group Instruction

Watch video clips

- Michlyn Newman's Guided Reading Book Introduction - Kindergarten
- Trish Haugh's Guided Reading Comprehension Conversation - 2nd Grade



Mrs. Johnson's 2nd graders participate in a guided reading group!

Independent Reading



Mrs. Robinson's Kindergarten students shop for "Good Fit Books" in her classroom library!



Mrs. Edinger confers with a 2nd grader about her "Good Fit Book!"

Daily 5



A 1st grader in Mrs. Horihan's class responds to her guided reading text during "Work on Writing!"



2nd graders build their stamina during "Read to Someone!"



A Kindergartener in Mrs. Tansom's class uses the interactive word wall during "Word Work!"

“I learned about characters, setting, problem, solution and the beginning, middle and end. It makes me smarter to learn to read more!”

~Amir, 2nd grade

Quotes from Kids!

“I have learned how to read! Like the word cannot. Characters can be different people. I look in the book for text evidence and that means what’s in the story!”

~Cody, Kindergarten

“I like to do reading. You have to focus and track with your finger. I’m a better reader because you have to look at the words and then recognize the words!”

~Aemilia, Kindergarten

“I practice reading in the tent during Read to Self!”

~Brooklyn, 1st grade

“I learned comprehension like inferencing is looking at clues! I also learned how to pick good fit books”

~Brody, 1st grade

“I’ve learned different words and that different people and animals (characters) have different points of view of things!”

~Katherine, 2nd grade

Reading Well by 3rd Grade

The Research

“Now, more than at any other point in history, education is the foundation for a healthy, productive life, a strong democracy and an economically prosperous nation. Today, we face crises across the education landscape: too many students fall through the cracks as they navigate our education system and are not prepared for the demands of college and the 21st-century workforce.”

- College Board & Advocacy Center - 2012

The Research

- High school graduation can be reasonably predicted by knowing third-grade reading scores. A person who is not at least a modestly skilled reader by the end of third grade is less likely to graduate from high school (Snow, Burns, & Griffin, 1998).

68⁰%



68% of 4th grade public school students in the United States scored below proficient reading level in 2009. Rates vary from a high of 82% in Louisiana to a low of 53% in Massachusetts.

DEFINITION Fourth grade students who scored below proficient as measured and defined by the National Assessment of Educational Progress (NAEP) reading test in 2009.

NOTES Estimates for number of students represented are not available. Data include public school students only and therefore national data may not match other data cited in the report for all students.

SOURCE U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

The Research

In 1997, The National Reading Panel (NRP) was asked by Congress to assess the status of research-based knowledge about reading, including the effectiveness of various approaches to teaching children to read. The report was published in 2000, and since that time, it has influenced reading instruction and policy at many levels, as well as across the United States. Minnesota Statute 122A.06 subd.4 is based on this National Reading Panel report and states literacy “program(s) or collection of practices must include at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.”

The Research

The Minnesota Statute 122A.06 subd.4 also states, “Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills.”

This legislation is commonly referred to as

“Reading Well by Third Grade.”

The Research

The development and implementation of the English Language Arts Common Core Standards developed to “prepare America’s students for college and career” is supportive of the National Reading Panel’s research.

(Common Core Standards <http://www.corestandards.org/ELA-Literacy>.)

The Research

The National Reading Panel, No Child Left Behind, and the Common Core English Language Arts standards support the development of five core instructional areas of reading as foundational to reading development.

These five core instructional areas of focus are fluency, phonemic awareness, phonics, reading comprehension, and vocabulary development.

The Research

Minnesota Statute 122A.06 provides definitions for each of these 5 areas.

"Fluency is the ability of students to read text with speed, accuracy, and proper expression."

The Research

Phonemic awareness is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.”

The Research

"**Phonics** is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling."

The Research

"**Reading comprehension** is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes."

The Research

"Vocabulary development is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary."

Fountas & Pinnell



Fountas & Pinnell
INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (See Key)	1st Interval of Year (See Key)	2nd Interval of Year (See Key)	End of Year (See Key)
Grade K	Ca	Dc	Ea	E+
	B	C	D/E	C+
	A	B	C	Below C
Grade 1	E+	G+	H+	H+
	D/E	F	H	F/H
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	G+	L+	M+	M+
	I	O	S	S/O
	F	J	N	L
	Below I	Below J	Below N	Below L
Grade 3	N+	O+	P+	Q+
	M/W	N	O	P/O
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/O	Q	R	S/T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V/W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z+
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z+	Z+	Z+	Z+
	Y	Z	Z	Z
	X	Y	Z	Y
	Below X	Below Y	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

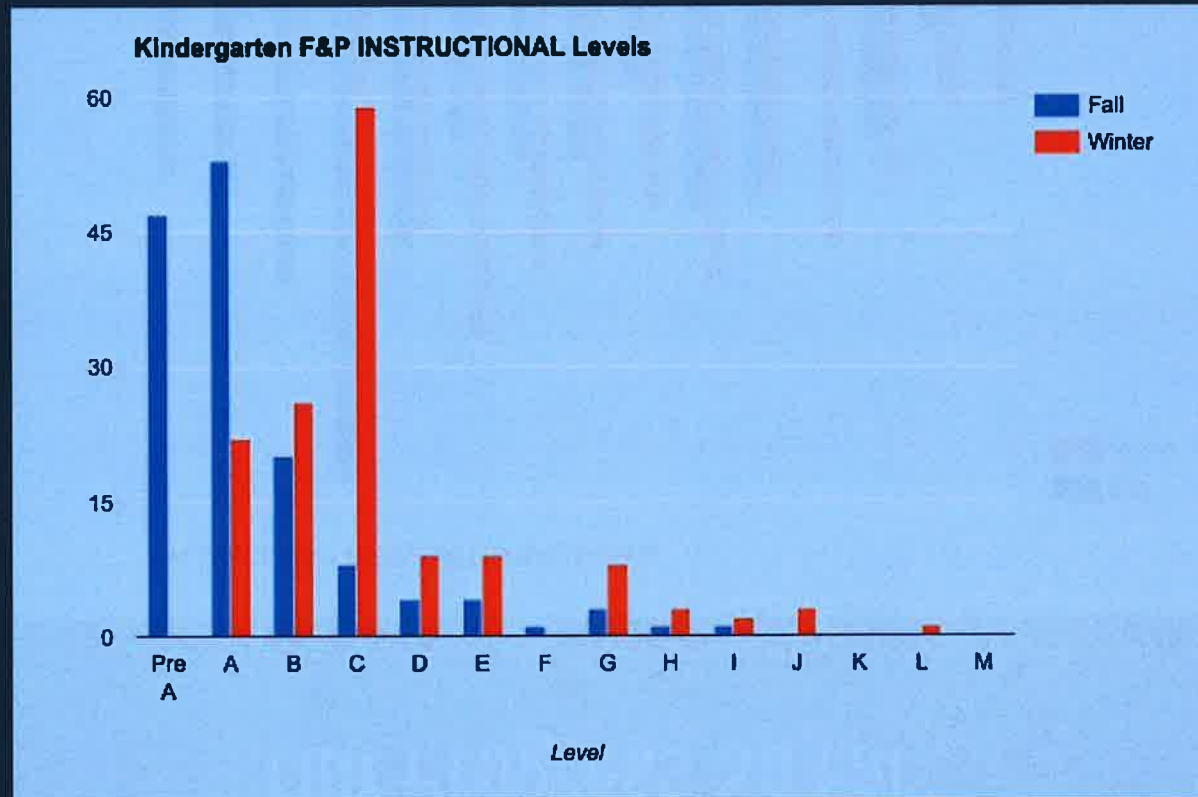
- Stretch Expectations**
- Reach Expectations**
- Approach Expectations**
Reach Next Year Milestones
- See Next Year Expectations**
Make Immediate Interventions

The Instructional Level Expectations for Reading Plan is intended to provide general guidelines for grade-level goals, which should be adjusted based on school district requirements and professional teacher judgment.

Houghton Mifflin Harcourt

Our Progress So Far...

Kindergarten



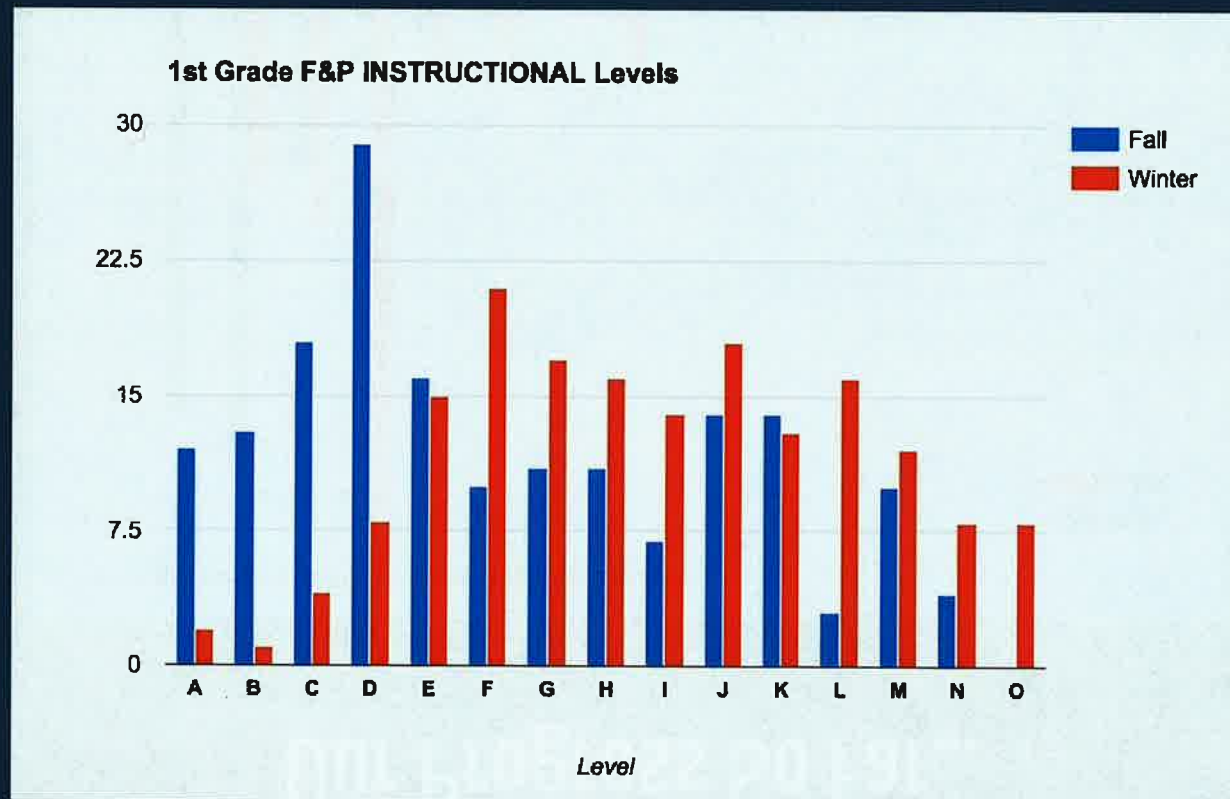
- There are approximately 38 students in Kindergarten receiving additive reading support.

- Fall Goal: Level A
- Fall Average: Level A
- Winter Goal: Level B
- Winter Average: Level C

Our Progress So Far...

1st Grade

- There are approximately 67 students in 1st grade receiving additive reading support.

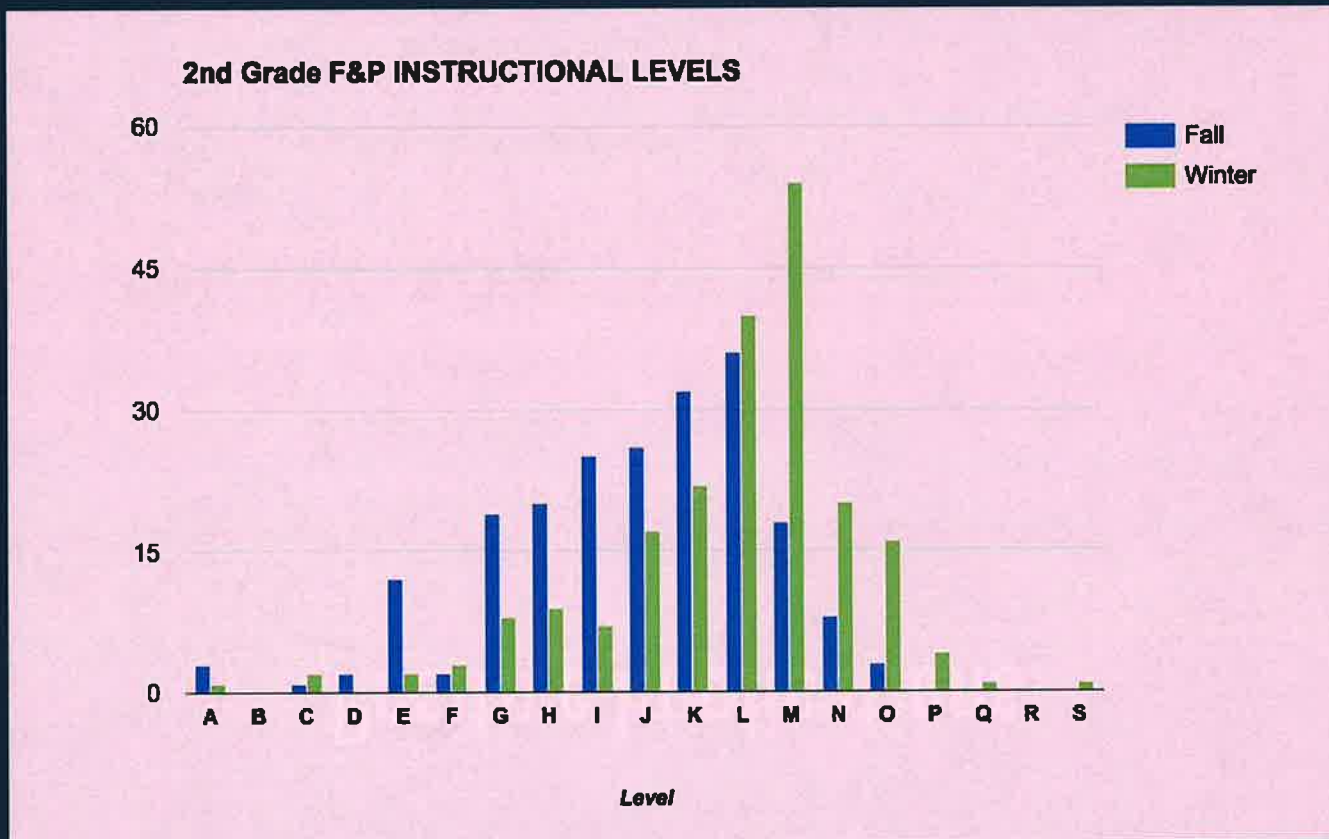


- Fall Goal: Level D/E
- Fall Average: Level F
- Winter Goal: Level F/G
- Winter Average: Level I

Our Progress So Far...

2nd Grade

- There are approximately 35 students in 2nd grade receiving additive reading support.



- Fall Goal: Level J
- Fall Average: Level J
- Winter Goal: Level K
- Winter Average: Level L

Positive Implications

- Students are doing the “heavy lifting”
- Metacognition - “thinking about their thinking”
- Comprehension skills are valued
- Students find text evidence to support their thinking
- Habits of discussion are founded and built upon
- Common language between Wildwood and OH Anderson
- Students learn to make independent choices based on their personal reading needs
- Critical thinking skills flourish

Next Steps

Next Steps

Wildwood

- Habits of Discussion
- Writing Workshop
- Conferring
- Continued professional development for guided reading best practices
- Build guided reading library

OH Anderson

- Small group reading
- Continued professional development for instructional frameworks for textual conversations
- Consistent conferring vocabulary
- Schedule changes to allow for 90 - 100 minute literacy block
- Build guided reading library