

Rogers Elementary Reading Fact Sheet

Children Become Life-Long Learners by Reading at School AND Home.

Readers Workshop

The Readers Workshop Model is implemented in all Kindergarten-5th grade classrooms for core reading instruction. Through Readers Workshop, students are instructed with a common mini-lesson, provided choice about leveled books to read, provided time to read, and a classroom structure that allows for more focused teacher to student interaction with reading during conferences. Readers Workshop units on nonfiction texts focus on the grade level curriculums in science and social studies.

Reading Assessments

- **DIBELS**- administered fall, winter, and spring to all kindergarten-2nd grade students; and select students in grades 3rd-5th who are reading below benchmark.
- **DIBELS[®] Overview** - DIBELS are individually administered measures of student skills in each of the key basic early literacy skills. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.
- **DIBELS** are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.
- **Fountas and Pinnell (F & P Benchmark Assessment System)**- administered to all students each fall and spring; and select students in winter who are reading below benchmark. A benchmark assessment system is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

Why is the benchmark assessment a valuable use of time?

- Determine your students' independent and instructional reading levels.
- Determine reading placement levels and group students for reading instruction.
- Select texts that will be productive for student's instruction.
- Assess the outcomes of teaching.
- Assess a new student's reading level for independent reading and instruction.
- Identify students who need intervention.
- Document student progress across a school year and across grade levels

<http://www.heinemann.com/fountasandpinnell/handouts/TextLevelLadderOfProgress.pdf> (Text Gradient)

Accelerated Reader (AR)

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer with basic comprehension questions. Passing the quiz is an indication that your child understood what was read. AR gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

<http://www.arbookfind.com/UserType.aspx>

<http://doc.renlearn.com/KMNet/R003985016GG79F2.pdf> (Parents Guide to Accelerated Reader)

Read at Home (RAH)

The goal is to read at least 15 minutes per day, at least 5 days per week at home. This practice builds lifelong independent reading habits. Students document *how many minutes* they read and record it on their RAH weekly log. Students' RAH progress is reflected in the reading section of their report card under "shows effort".

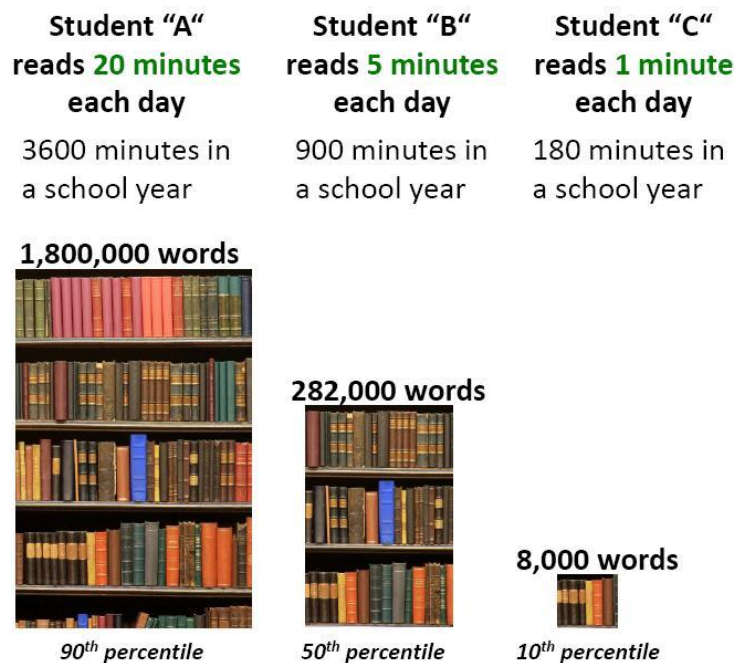
Response to Intervention (RTI)

RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, learning specialists, and support teachers. Progress is closely monitored to assess both the learning rate and level of performance of individual students.

Communication

Student progress in reading will be communicated to parents through a variety of methods including progress reports, quarterly report cards posted to Family Access, parent-teacher conferences, AR reports, progress monitoring data, etc. Parents will receive documentation of Dibels assessment results and F&P results via the Rogers Parent Letters for Literacy Assessments. If at any time you have questions or concerns regarding your child's progress in reading, please contact his/her teacher and assigned support staff if applicable.

Why Can't I Skip My 20 Minutes of Reading Tonight?



By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)