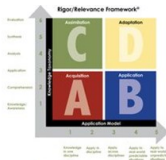# Leading in Reading

Building a Brighter Future...Elementary Edition

News for teachers by teachers to collectively showcase your schools and your craft

Nov. & Dec. 2016 Issue

Literacy Strategy, Question Formulation Technique

Created By Amanda Napolitani & Hope Rataski

A very important strategy teachers need to implement in their classrooms across the grade levels is the **Question Formulation Technique**. This strategy makes it possible for anyone, no matter their level of income or education, to learn how to produce and improve their own questions and then strategize on how to use them.

The Question Formulation Technique includes the following steps:

1. Design a question focus.
2. Produce questions.
3. Work with closed-ended and open-ended questions.
4. Prioritize questions.
5. Plan next steps.
6. Reflect.

Initial research on use of the Question Formulation Technique in a classroom environment has shown that the development of these questioning skills and behaviors empowers the learners to conceptualize and express their thinking without having to depend primarily on teacher questioning to provoke or promote their natural curiosities. The teachers who have used the technique in primary, middle, and high school classrooms across all subject areas in a wide range of communities have reported newly energized students who are excited by learning to ask their own questions.

The link for the lesson plan is, http://www.ibmidatlantic.org/Experiencing-the-QFT.pdf
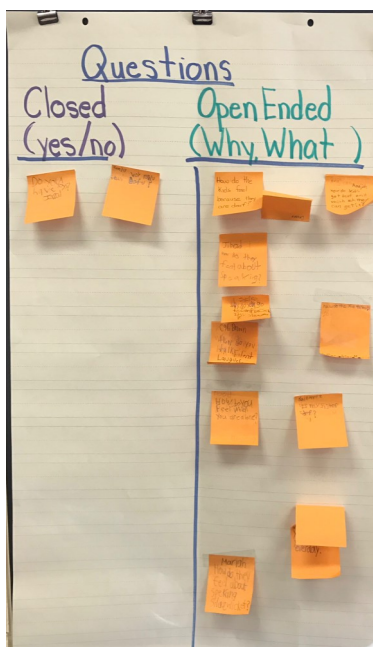
Important Dates:

- 12-12-16 to 12-22-16 Link It Testing Form B
- 12-14-16 Delayed In-Service
- 1-23-17 to 2-3-17 HMH Testing-RI/PI/FRA/MI
- 1-11-17 Delayed In-Service
- 2-8-17 Delayed In-Service

Inside this issue:

Shout Out Board!
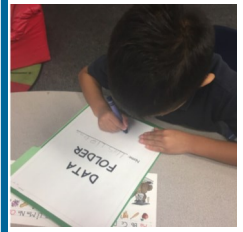## Based on Literacy Twitter Posts

Enrichment students in Ms. Rataski's & Ms. Shader's class are learning how to code.

GAINING YARDS ON iRead

Students are creating their own data folders and making gains in iRead in Ms. Jackson's class.
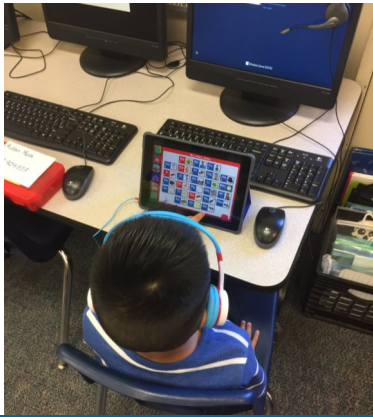
Mr, Trivella's class is fostering students' academic responsibility by providing them with tools to self monitor their iRead progress.
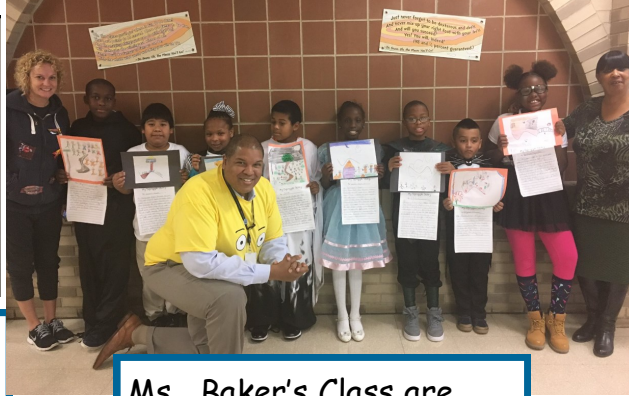
Ms. Baker's Class are showcasing their writing

Ms. Cecere Skill Based Literacy Centers

Mrs. Ferber's All Star Team has taken ownership of our progress on IRead. Through our weekly growth chart, we are progress monitoring gains achieved in our data folders and data wall. Team Ferber is on the road to SUCCESS!

Ms Wehner's students are moving through iRead lessons on their iPads,

Ms. Williams-Davis's Class Focus on Personal Narratives & Center Rotations
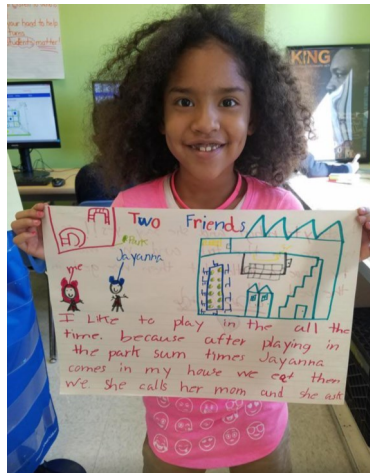
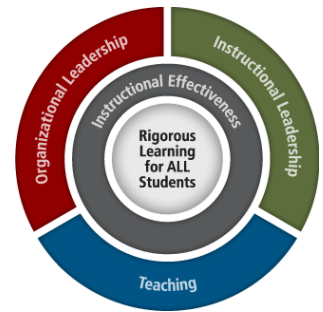Mrs. Johnson's class, creating a Quad D experience

Asbury Park Elementary School Goals for 2016-17
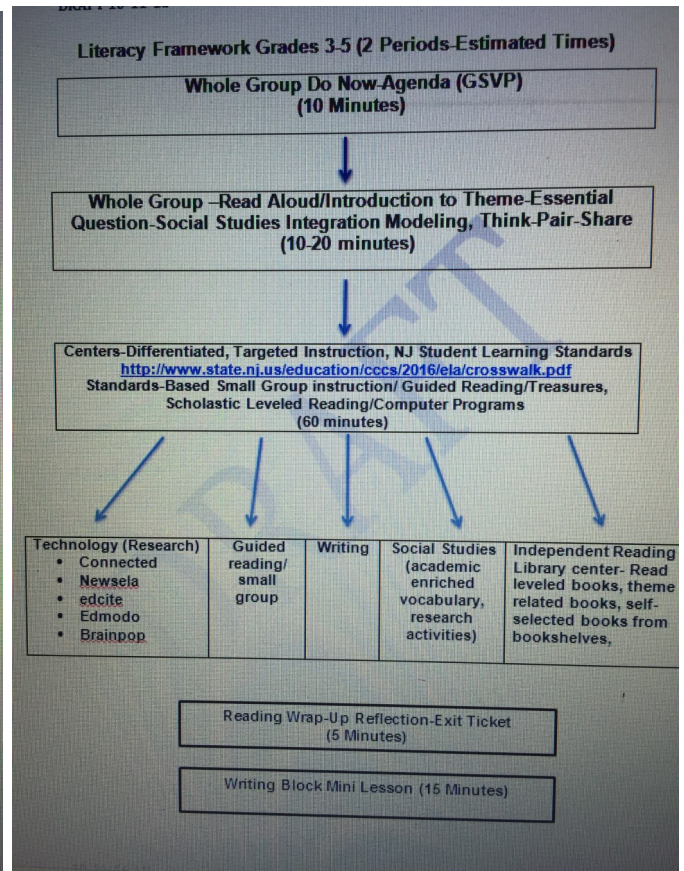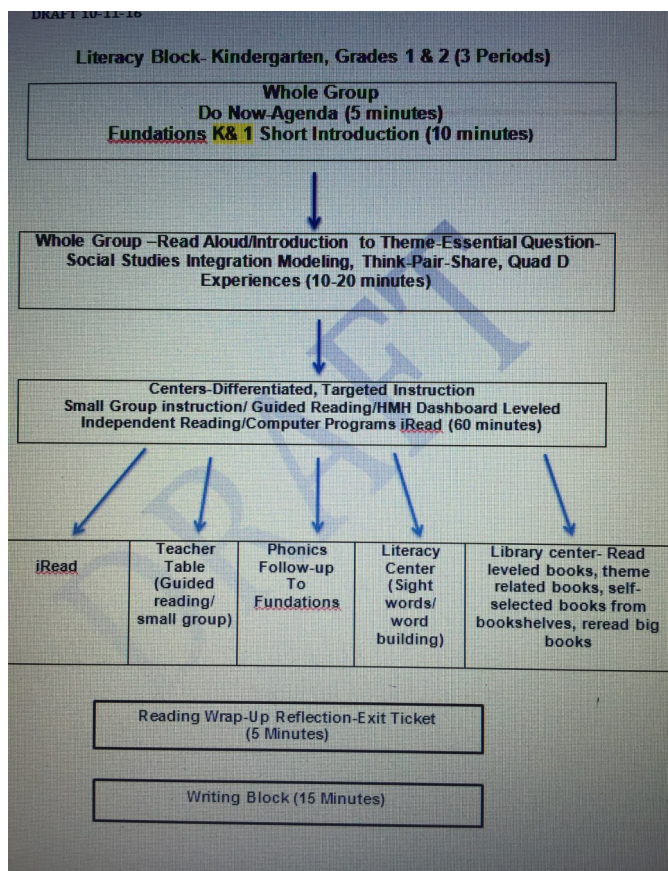## Based on our Elementary ILT Teams

Goal 1: Effectively and consistently implement a Balanced Literacy Program at all grade levels Pre-K through 5th grade for improved student achievement in reading and writing. This plan will also include strategies to engage students and require all teachers to be teachers of reading and writing.

Goal 2: Effectively and consistently design a process and procedure for having students track their own data – all students will create their own data folders. Also, teachers will create a data wall in their classrooms so students can track their progress.

Components of the Balanced Literacy Framework,
The ILT Team's Work in Progress

Literacy Block- Kindergarten, Grades 1 & 2 (3 Periods)

- Whole Group Do Now-Agenda (5 minutes) Fundations K& 1 Short Introduction (10 minutes)
- Whole Group –Read Aloud/Introduction to Theme-Essential Question-Social Studies Integration Modeling, Think-Pair-Share, Quad D Experiences (10-20 minutes)
- Centers-Differentiated, Targeted Instruction Small Group instruction/ Guided Reading/HMH Dashboard Leveled Independent Reading/Computer Programs iRead (60 minutes)
  - iRead
  - Teacher Table (Guided reading/ small group)
  - Phonics Follow-up To Fundations
  - Literacy Center (Sight words/ word building)
  - Library center- Read leveled books, theme related books, self-selected books from bookshelves, reread big books
- Reading Wrap-Up Reflection-Exit Ticket (5 Minutes)
- Writing Block (15 Minutes)

Literacy Framework Grades 3-5 (2 Periods-Estimated Times)

- Whole Group Do Now-Agenda (GSVP) (10 Minutes)
- Whole Group –Read Aloud/Introduction to Theme-Essential Question-Social Studies Integration Modeling, Think-Pair-Share (10-20 minutes)
- Centers-Differentiated, Targeted Instruction, NJ Student Learning Standards http://www.state.nj.us/education/cccs/2016/ela/crosswalk.pdf Standards-Based Small Group instruction/ Guided Reading/Treasures, Scholastic Leveled Reading/Computer Programs (60 minutes)
  - Technology (Research)
    - Connected
    - Newsela
    - edcite
    - Edmodo
    - Brainpop
  - Guided reading/ small group
  - Writing
  - Social Studies (academic enriched vocabulary, research activities)
  - Independent Reading Library center- Read leveled books, theme related books, self-selected books from bookshelves,
- Reading Wrap-Up Reflection-Exit Ticket (5 Minutes)
- Writing Block Mini Lesson (15 Minutes)

iRead

Reminders:

Growth Analytic

- Print weekly to monitor progress.

- ! means a student has deferred a topic. When a student defers a topic, it means that they already went through twice without mastering the skill, therefore a third cycle is required. The students will complete the third cycle before the Success Classroom.

Student Software Performance Analytic

- Students should complete a topic in 20-60 minutes. Most students finish between 20-35 minutes.

- Letter- Sound Accuracy Scores- Show What You Know- Passing is 75%

- Letter-Sound Fluency Scores- Show What You Know Fast (timed)- Passing is 70%

- Word- Reading Accuracy Scores- Show What You Know – Passing is 75%

- Word- Reading Fluency Scores- Show What You Know Fast (timed)- Passing is 70%

- If students are in the middle of a Show What You Know (accuracy- not timed) or Show What You Know Fast (accuracy and fluency- timed) activity when it is time to log off, please let them finish before logging off. If they log off in the middle of the activity, it can affect their score.

- For students who are struggling with the fluency activities on the computer, the Consultant suggests providing them with fluency practice. Suggestions start on page 240 in the Professional Guide.
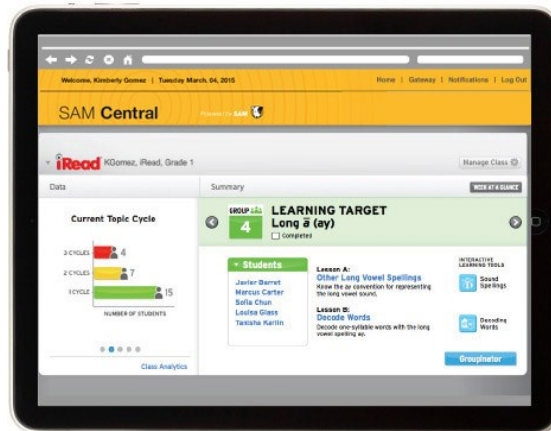
System 44

RDI

Many struggling readers have difficulty decoding words as they are reading. These decoding skills are often due to lack of phonological awareness skills. In order for a student to decode a word, that student must be able to identify the sounds in that word and then blend those sounds together. The English Language is comprised of 44 sounds. These sounds can be spelled using 250 different combinations. For instance the long /ā/ vowel sound can be spelled using eleven different letter combinations.

a (baby)	ai (rain)	ey (hey)	aigh (straight
eigh (weigh)	ea (break)	a-e (take)	ay (say)
au (gauge)	ei (vein)	et (croquet)	

Research has shown that systematic and explicit phonics instruction can improve decoding skills. In an effort to provide this explicit and systematic instruction to System 44 students, we will begin this year with a phonics focus.

You will use the Resources For Differentiated Instruction (RDI) along with the RDI pacing guide to provide systematic and explicit instruction of the 44 sounds during your Whole Group and Small Group instruction. The idea behind the pacing guide is to build decoding skills before transitioning into the 44Book. Students will still have the opportunity to build comprehension skills in the independent reading rotation using the System 44 audio books.

Please review the RDI pacing guide.

Read 180

- Read 180 goal is to have the students achieve the 100 lessons. Children must be on the software daily.

- The grouping must focus on the following groups and must happen daily:

    1. Small group with teacher using RDI/S44/R180 materials
    2. Independent reading area
    3. Online computer intervention program

Essential Reports that need to be monitored:

Participation Report (Focus on Red Flagged Students)	Comprehension Skills Report (Same focus as the Participation Report)

Useful Links:

HMH Educator Community

http://educatorcommunity.hmhco.com/

Training Zone

http://teacher.scholastic.com/products/edservicesondemand/digitaltrainingzone.asp

The Lexile Framework for Reading

https://lexile.com/

Teacher Dashboard

https://samconnect.scholastic.com/auth/zip/DASH.html

iRead Family Portal

http://www.hmhco.com/products/iread/family/