

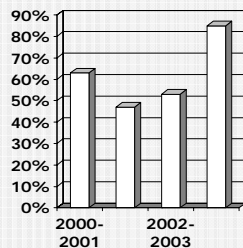
Implementing Literacy Groups in the 1st Grade

- One school's journey as it implements literacy groups for all first grade students. Learn how to organize the week through lesson plans that include leveled text and writing.
- Kristi McCullough, Literacy Coordinator, Western Wayne Elem.

Western Wayne Elementary had come to the realization that change was a necessity in order to reach our lowest achieving students that were becoming a growing number of our student population. Our teachers were inspired by another school that was very similar to us in size, population, poverty, and achievement levels, Laurel Elementary. We began to devise our own plan for change, and this is our story.

Unsatisfactory Discontinuation Rates

- 2000-2001 63%
- 2001-2002 47%
- 2002-2003 53%
- 2003-2004 85%



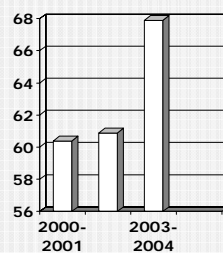
Change in Rates

- In the past, too many RR students were not making adequate progress in reading levels. Resulted in testing and qualifying for special education.
- Now, students were given much more reading practice in classrooms, not just RR. Literacy groups were inclusive.

Low standardized test scores

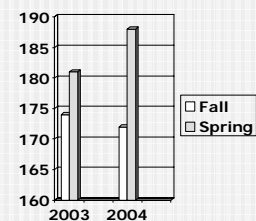
CAT 5 test for 1st grade

- 2000-2001 60.4
- 2001-2002 60.9
- 2003-2004 67.9



Northwest Test Scores

- 2002-2003
Fall average 174
Spring average 181
7 point growth
- 2003-2004
Fall average 172
Spring average 188
16 point growth



Reading Curriculum

Heavy on phonics, not on meaning	Decodable books	Contrived Vocabulary	Lacking Meaning
"Sounding It Out"	Not enough real reading	Lack of time to practice	Not adequate writing practice

Teachers Dissatisfied

- Report card checklist devised as a performance assessment based on the Indiana Academic Standards



Not Making Gains

- Low achieving students continued to perform below grade level despite pull out programs: 1st & 2nd gr. Literacy groups, MIMD, LD, ED.

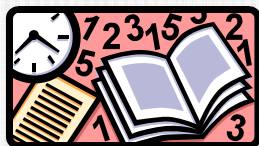


Training

- Reading Recovery teachers attended training at another school over the summer to learn how to implement groups
- K-2 Teachers, all assistants and all special education teachers were trained at our school in August

Trained to give assessments

- Running Records
- Observation Survey Testing
 - Text Reading Level
 - Letter Identification
 - Concepts about Print
 - Word Test
 - Writing Vocabulary
 - Hearing and Recording Sounds



Four Blocks

- Kindergarten-Building Blocks
- 1st, 2nd, 3rd-Four Blocks
- 4th, 5th-Big Blocks



Four Blocks

Self-Selected Reading	Working with Words	Guided Reading	Writing
Teacher read alouds and independent reading	Phonics	Comprehension Strategies, Vocabulary	Writing Process and Editor's Checklist

Self-Selected Reading



SSR 2nd grade



Word Wall



Charts for Writing



Assessment for Groups

- First Grade
 - Complete Observation Survey
- Kindergarten
 - Scott Foresman Leveled Text
- Second Grade
 - Rigby PM Benchmark Kit

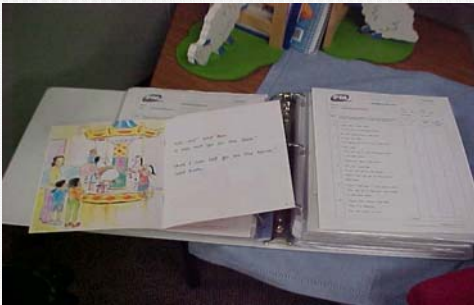
Observation Survey



Rigby PM Benchmark Kit



Level 6 Book



Organization is the Key

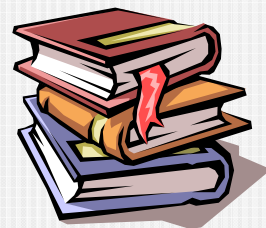
- Have a book room where all supplies can be located
- Books shelved by level
- Each classroom list of groups is displayed with the facilitator's names able to move from group to group

Class Group Lists



Day by Day Components

- Monday-New Book
- Tuesday-Writing
- Wednesday-New Book
- Thursday-Word Work or Comprehension
- Friday-Planning



Monday-New Book

- Familiar Reading/Running Record
Students are engaged in familiar reading of old books.
Teacher takes a running record of one child.
- Introduction of New Book, Book Walk, Choral Reading of Text. Teacher listens to each child read a few pages on own. Comprehension discussion and record sentence to write for tomorrow.

Familiar Reading & Running Record



Introducing a New Book



Doing a Book Walk



Locating a New Word



Choral Reading Level 4 Book



Choral Reading
Level 9 Book



Listening to Students Read
New Book Individually



Listening to New Book



Listening to New Book



Discussion about Story



Generating an Idea for
Tomorrow's Sentence



Tuesday-Writing

- Familiar Reading/Running Record
- Write a sentence together about previous story. Teacher models stretching words, clapping syllables, using the word wall. Teacher points out features in print.
- Students reconstruct sentence using cut-up sentence strip.

Constructing Sentence



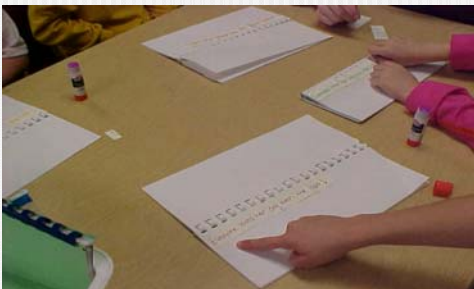
Taking a Word to Fluency



Cut-up Sentence



Reconstructing and Gluing Cut-up Sentence



Wednesday-New Book

- Familiar Reading/Running Record
- New Book/Comprehension Discussion
- Reassembling cut-up sentence from Tuesday allows the child to practice one-to-one correspondence of words spoken and words written, directional behaviors, checking and monitoring behaviors.

Running Record in the Book Room (2nd grade group)



Running Record Level 4 Group



New Book Introduction



Listening to New Book Individually



Listening to New book



Thursday-Word Work & Comprehension

- Familiar Reading/Running Record
- Phonics or Comprehension activities according to the needs of each leveled group
- Guess the Covered Word Posters

Familiar Reading



Guess The Covered Word



Friday-Team Planning at Facilitator's Meeting

- Planning and Professional Development
- Each team discusses the needs of each group
- Book levels monitored closely
- Students may be moved to another group that better serves their needs
- Facilitators rotate to a new group each week so that RR and classroom teachers can monitor progress of students within a five week period

Planning Time for Facilitators



Rotation of Grade Levels

- First Grade-all students, all year
- Second Grade-at risk students, fall
- Kindergarten-rotation of classrooms, spring



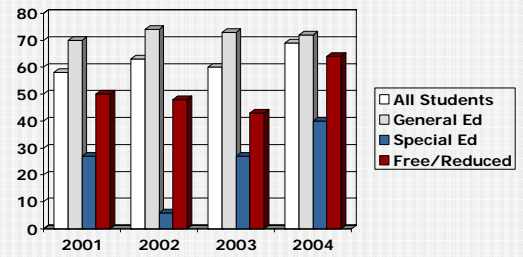
Evaluation of Student Progress

- Fall average text reading level for 1st graders~*~5.25
- Midyear students were reassessed to reorganize groups. All groups had to moved up in levels.
- Spring average text reading level for 1st graders~*~23.73

3rd Grade I-STEP Reading

	2001	2002	2003	2004
All	58	63	60	69
Gen Ed	70	74	73	72
Special Needs	27	6	27	40
Free Reduce	50	48	43	64

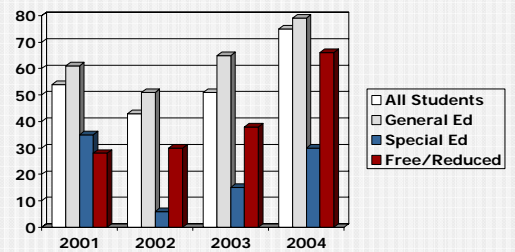
3rd Grade I-STEP Reading



3rd Grade I-STEP Math

	2001	2002	2003	2004
All	54	43	51	75
Gen Ed	61	51	65	79
Special Needs	35	6	15	30
Free Reduce	28	30	38	66

3rd Grade I-STEP Math



Funding

- Title I Funds
- Early Intervention
- Literacy Grant from State
- G/T Funds to purchase books
- Professional Development funds to pay for trainings



Literacy Groups Mean Literacy for All

- Literacy groups can help meet the needs of all students in one classroom. Advanced, gifted, at-risk, or LD.



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