



# STAR Bright

The Newsletter for Ohio STAR Programs

March 2008

## Changing Your Reading Instruction

### Inside this issue:

<a href="#">Analyzing Student Assessment Results</a>	2
<a href="#">Grouping Students for Instruction</a>	4
<a href="#">Where to Get More: Alphabetics</a>	6
<a href="#">Where to Get More: Vocabulary</a>	6
<a href="#">Where to Get More: Fluency</a>	6
<a href="#">High 5's for Work Underway</a>	7
<a href="#">More Professional Development Options</a>	7
<a href="#">STAR Programs</a>	8
<a href="#">STAR Contacts</a>	8

Thirty eager STAR folks came together at the end of January for two days of intensive training on alphabetics, fluency and vocabulary. Because STAR is about changing how reading instruction is delivered, here are some of the statements that participants made about change:

- ★ "I have a better understanding of the strategies for fluency, alphabetics and vocabulary."
- ★ "This gave me specific ways/means to provide instruction in various components of reading. "
- ★ "This answered my fluency questions."
- ★ "I will definitely do the vocabulary graph. I have been teaching too many new words at one session and not giving enough feedback or recycling the words."

All of these statements highlight that the professional development offered through the STAR trainings and the STAR Toolkit is doing what is expected — showing teachers and program administrators how to make changes to better support the reading needs of intermediate level adults.

Are the changes easy to do? Let's look at what the participants had to say:

- ★ "We need more practice/examples in using our diagnostic assessment data to group our students."
- ★ "We'd like copies of lesson plans showing how all of the components are addressed."
- ★ "We need to know more about alphabetics."
- ★ "We need help in knowing how to group/differentiate instruction for our students in the time allotted to reading."

This issue of STAR Bright is focused on how to use the assessment data to determine the most pressing reading needs for your students and how to group students together to deliver instruction. Following the explicit instruction model, each section first explains the general process to use, then models how to use the process and finally is followed by guided practice (your answers can be compared to ours on the SWRC website). Independent application occurs when you use the process with your own STAR class profiles. We hope that teachers and administrators will try these samples together to build instructional expertise and to identify programmatic structures that may need to change to support the best results for STAR students.



### Coming in the June Issue:

- ★ Comprehension
- ★ Lesson planning

## Upcoming Training

### OAACE Conference

April 17-18, 2008—Crowne Plaza Columbus North  
(please check conference schedule for specific time/day)

Some sessions to consider include:

- ★ *The Building Blocks of Vocabulary*
- ★ *A Baker's Dozen of Vocabulary Practice Activities*
- ★ *Using Explicit Instruction in Adult Education*

### STAR Institute III

April 28-29, 2008—Quality Inn, Bellville, Ohio

- ★ *Comprehension Instruction*
- ★ *Program Planning*

The STAR Institute III is only open to STAR 2 programs. Specific details will be distributed through the e-lists.

## Analyzing Student Assessment Results

*How do I determine my students' instructional needs?* This is a common question among STAR teachers. To help you analyze the assessment results for each student, try these steps.

1. **Complete relevant diagnostic assessments on the students.** In order to analyze your student's needs and to later group your students for instruction, you must have a full battery of information on their reading needs. If you need help with the flow of diagnostic assessments, go to STAR toolkit: Assessment> What are some key points to remember about diagnostic assessment> Resources (blue box).
2. **Record individual student results on their Reader Profile.** A sample reader profile is available in the online toolkit at: Assessment> How do you create a reader profile> Tool (red box). This profile reports a student's "Mastery" level in the four components.

Reader Profile								
Student Name	TABE/ CASAS  Reading GLE	Alphabetics		Fluency			Vocabulary	Comprehension
		Word Identification Mastery Level	Phonics Test (as needed)	Mastery Level	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)	Mastery Level	Mastery Level
<b>Additional comments:</b> <b>Analysis of Assessment Results:</b> Strengths: Weaknesses:								

3. **Analyze the diagnostic assessment results for each individual student.** You are essentially determining which component(s) are effecting the TABE/CASAS score. Remember diagnostic assessments help explain "why" a student scored as they did on the standardized assessment.

- A. Pick a student to analyze.
- B. Look across the scores and consider the range in component levels.
  1. Are there any "outliers" - high or low?
  2. How do the mastery levels compare to the TABE/CASAS score?
- C. Look at each component's results to determine if this component is a strength or a weakness.
  1. Is the score 8+? If yes, the student has a strength in this component and should not need explicit instruction.
  2. Is the score 4 or below? If yes, the student has a demonstrated weakness in this component and will need explicit instruction to build skills.
    - a. If the component being reviewed is Alphabetics, the student should have taken a phonics assessment. You then want to see if there were patterns of errors.
  3. Is the score 5-7?
    - a. Alphabetics: the student should be able to work with higher level Alphabetics.
    - b. Fluency: the student will need explicit instruction in fluency. You will want to look at Rate/Prosody and Accuracy sub-scores to help determine which area(s) need specific instruction. You will also want to monitor the student's fluency work to help determine if Alphabetics and/or Vocabulary is impacting their accuracy.
    - c. Vocabulary: the student will need explicit instruction in vocabulary, specifically Tier 2 words.
    - d. Comprehension: the student will need explicit instruction in comprehension.
- D. Review any additional comments included on the Reader Profile.
- E. Summarize the student's strengths and weaknesses.

## Working with Sample Students

Class 1 Student Name	TABE/ CASAS Reading GLE	Alphabetics		Fluency			Vocabulary Mastery Level	Comprehension Mastery Level
		Word Identification Mastery Level	Phonics Test (as needed)	Mastery Level	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)		
<i>Smith</i>	7	6	—	5	8	6	4	5
<i>Stevens</i>	4	6	—	5	7	6	3	4
<i>Jenkins</i>	5	5	—	2	4	3	3	3
<i>Tomlinson</i>	8	8	—	6	8+	7	7	6
<i>Allen</i>	6	5	—	4	7	5	3	7
<i>Brown</i>	5	8	—	4	6	5	4	5
<i>Johanson</i>	4	4	Basic	3	5	4	5	3
<i>Moore</i>	6	6	—	6	8	7	3	4

Smith has strengths in Alphabetics and Accuracy. However, this student will need work in Vocabulary and Comprehension. Fluency will also need to increase.

Stevens needs Vocabulary and Comprehension. This student will also need fluency assistance.

Jenkins scored Intermediate level on the TABE. However, Fluency, Vocabulary and Comprehension are at the Basic level. This student will need considerable assistance in these three components.

Tomlinson has strengths in Alphabetics and Accuracy. Specific work in Comprehension and building additional Vocabulary should help this student be ready to advance.

Allen has strengths in Comprehension and Accuracy. However, overall Fluency was low. This is probably related to low Vocabulary. Instruction will need to be focused primarily on building vocabulary and rate/prosody.

Brown has a strength in Alphabetics. Like Allen, this student’s Vocabulary was low and is probably impacting Fluency. Additionally, Brown needs Comprehension instruction.

Johanson is scoring low across the components. This student may not be fully ready for Intermediate reading instruction and should be monitored in all areas.

Moore has a strength in Accuracy, which is probably due to moderate decoding skills (GLE). However, Vocabulary and Comprehension scores are low and will need extensive support to build these components.

## For Additional Practice

Using the data below, determine the instructional needs for each student. Visit the SWRC website under “STAR” to check your responses.

Class 2 Student Name	TABE/ CASAS Reading GLE	Alphabetics		Fluency			Vocabulary Mastery Level	Comprehension Mastery Level
		Word Identification Mastery Level	Phonics Test (as needed)	Mastery Level	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)		
<i>Danielson</i>	6	5	—	4	6	5	5	6
<i>Aarons</i>	6	6	—	3	5	4	5	6
<i>James</i>	7	8	—	7	8+	8	6	8
<i>Warren</i>	7	7	—	6	8+	7	6	10
<i>Adams</i>	7	6	—	7	8+	8	5	6
<i>Jones</i>	5	4	Given, ok	5	7	6	5	6
<i>Gibson</i>	6	5	—	6	8+	7	6	7
<i>Roberts</i>	5	5	—	4	6	5	7	5

*Next Step – Grouping*

## Grouping Students for Instruction

*I have analyzed each student's instructional needs. Now, how do I determine my student groups?* Before dividing your students into instructional groups, you need to consider a few things:

- What is my classroom set-up? (e.g. how much time do I dedicate to Intermediate reading instruction? How many sessions per week do I provide reading instruction?)
- What is the instructional staffing for my class? (e.g. are there multiple teachers who could “team” teach? Do I have aides or volunteers to help support meeting my students’ instructional needs?)
- How often do I take in new students? (e.g. is my class “open door”? Will I have new students to add to groups monthly?)

Knowing what resources you have for time and staffing will be important in determining how many groups you can manage. Then you can move into determining your student groups. To help you divide your students into manageable instruction groups, try these steps.

**1. Record class results.** The sample below provides the teacher with a broad view of the students in the class. Note that the chart records “Instructional” levels to aid in planning.

Class 1	TABE/ CASAS	Alphabetics		Fluency		Vocabulary	Comprehension
		Word Identification Mastery Level	Phonics Test (as needed)	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)		
<i>Smith</i>	7	6	—	8	6	5	6
<i>Stevens</i>	4	6	—	7	6	4	5
<i>Jenkins</i>	5	5	—	4	3	4	4
<i>Tamlinson</i>	8	8	—	8+	7	8	7
<i>Allen</i>	6	5	—	7	5	4	8
<i>Brown</i>	5	8	—	6	5	5	6
<i>Johnson</i>	4	4	Basic	5	4	6	4
<i>Moore</i>	6	6	—	8	7	4	5

### 2. Analyze the diagnostic assessment results for the class.

- Pick a component to analyze.
- Given the chosen component's instructional needs, can I do large group or do I need smaller groups?
  - Vocabulary can generally be large group using Tier 2 words.
  - Fluency groups are intended to be small to allow for reading times and for the teacher to be able to monitor progress.
  - Alphabetics at the basic level is often individualized, while higher levels can be in small groups.
  - Comprehension can be introduced large group and then practiced individually or in small groups.
- Look down that column and consider the range in levels.
  - Are there any “outliers” - high or low?
  - Is there a natural division based on these numbers?
- Sort students into the desired groups.
- Make instructional planning notes.
- Repeat steps with other components.
- Summarize grouping needs.

## Working with a Sample Class

- A. Pick a component to analyze. Let's start with Vocabulary.
- B. Given the chosen component's instructional needs, can I do large group or do I need smaller groups? Vocabulary can generally be large group using Tier 2 words
- C. Look down that column and consider the range in levels.  
Are there any "outliers" - high or low? There are four at GL4, two at GL5, one at GL6 and one at GL8.
- D. Sort students into the desired groups. One group
- E. Make instructional planning notes, as needed. Limit the number of words being introduced at a time to allow for possible additional supports since many are low Intermediate (50% had a mastery grade level of 3).
- F. Repeat steps with other components.

**Alphabetics:** How many students needed an additional Phonics test? In this class, only one, Johnson. This student will need some additional work in basic alphabetics skills; this may need to occur outside of class or with the help of an aide or other support. The remaining students were GL5 or above. Notably, Tomlinson also scored at GL8 indicating a good grasp of decoding skills. The entire Class I, therefore, does not have a specific need for basic Alphabetics instruction, but may intermittently need a higher level skill such as syllabication or affixes touched upon (this may also come up in vocabulary instruction).

**Comprehension:** What is the range in levels? There are two at GL4, two at GL5, two at GL6, one at GL7 and one at GL8. This is a fairly balanced division. The teacher could "Explain," "Model," and do "Guided Practice" of a comprehension technique using a GL6 passage with the entire group. Then divide them into two groups, (GL4-5) and (GL6-8), for additional "Guided Practice" and "Independent Application" of the technique.

**Fluency:** What is the range in levels for Rate and Prosody? Jenkins seems to be an outlier at GL3 and will need additional support for Accuracy as well. However, there are one at GL4, two at GL5, two at GL6, and two at GL7. Since fluency groups are intended to be small and instructional time should be short, try to divide into two groups, (GL3-5) and (GL6-7).

- G. Summarize grouping needs.

Class I would have the following reading groups:

- Vocabulary – 1
- Alphabetics – None (incorporated into Vocabulary for all but Johnson who would need outside support)
- Comprehension – 2
- Fluency – 2

## For Additional Practice

Using the class data below, determine your grouping needs. Visit the SWRC website under "STAR" to check your grouping responses.

Class 2 Student Name	TABE/ CASAS Reading GLE	Alphabetics		Fluency		Vocabulary Instructional Level (Mastery +1)	Comprehension Instructional Level (Mastery +1)
		Word Identification Mastery Level	Phonics Test (as needed)	Accuracy Instructional Level (highest 1)	Rate/Prosody Instructional Level (highest 2)		
Danielson	6	5	—	6	5	6	7
Aarons	6	6	—	5	4	6	7
James	7	8	—	8+	8	7	9
Warren	7	7	—	8+	7	7	11
Adams	7	6	—	8+	8	6	7
Jones	5	4	Given, ok	7	6	6	7
Gibson	6	5	—	8+	7	7	8
Roberts	5	5	—	6	5	8	6

## Where to Get More: Vocabulary

### Articles/Professional Resources

*The Clarifying Routine: Elaborating Vocabulary Instruction*  
By: Edwin S. Ellis (2002)  
[www.idonline.org/article/5759](http://www.idonline.org/article/5759)

*Enhancing Vocabulary Instruction for Secondary Students.*  
Professional Development Guide.  
[www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1a/7e/8e.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/7e/8e.pdf)

*Vocabulary: Research and Teaching Strategies*  
[www.calpro-online.org/documents/AdultVocabulary.pdf](http://www.calpro-online.org/documents/AdultVocabulary.pdf)

### Websites

*Digging Deeper into Tier 2 words*  
[www.weac.org/News/2004-05/may05/read.htm](http://www.weac.org/News/2004-05/may05/read.htm)

*A High-Incidence Academic Word List*  
[webl.d25.k12.id.us/home/title/download/HighInvocab.pdf](http://webl.d25.k12.id.us/home/title/download/HighInvocab.pdf)

*Vocabulary Puzzles and Games* (leveled)  
[www.vocabulary.com](http://www.vocabulary.com)

*Vocabulary Quizzes*  
[quizlet.com/](http://quizlet.com/)

### Other Support

*Adult Fluency and Vocabulary Instruction* (video of adult class)  
<http://mlots.org>

## Where to Get More: Fluency

### Articles/Professional Resources

*Teaching Fluency* (Scholastic)  
[content.scholastic.com/browse/article.jsp?id=4466](http://content.scholastic.com/browse/article.jsp?id=4466)

*Fluency: Research and Teaching Strategies*  
[www.calpro-online.org/documents/AdultFluency.pdf](http://www.calpro-online.org/documents/AdultFluency.pdf)

*Oral Reading Fluency in Adults* (Note: UK study but very helpful)  
[www.nrdc.org.uk/publications\\_details.asp?ID=109](http://www.nrdc.org.uk/publications_details.asp?ID=109)

### Website

*Fluency in Young Readers* (links to information and fluency charts)  
[www.busyteacherscafe.com/units/fluency.htm](http://www.busyteacherscafe.com/units/fluency.htm)

## Where to Get More: Alphabetics

### Articles/Professional Resources

*Alphabetics: Research and Teaching Strategies*  
[www.calpro-online.org/documents/AdultAlphabetics.pdf](http://www.calpro-online.org/documents/AdultAlphabetics.pdf)

*Phonics Primer* (National Right to Read Foundation)  
[www.nrrf.org/PhonicsPrimer.pdf](http://www.nrrf.org/PhonicsPrimer.pdf)

*We All Can Read* (3rd grade through Adult Edition)  
[www.weallcanread.com](http://www.weallcanread.com) (book, DVDs, online options)

### Websites

*Word Slides*  
[literacynetwork.verizon.org/TLN/fileadmin/print\\_resources/tt\\_wordslide.pdf](http://literacynetwork.verizon.org/TLN/fileadmin/print_resources/tt_wordslide.pdf)

*Greek and Latin Roots*  
[www.kent.k12.wa.us/KSD/MA/resources/greek\\_and\\_latin\\_roots/transition.html](http://www.kent.k12.wa.us/KSD/MA/resources/greek_and_latin_roots/transition.html)

*Affixes*  
[www.readskill.com/Resources/ProductDemos/pdf/RM\\_Prefixes\\_Suffixes.pdf](http://www.readskill.com/Resources/ProductDemos/pdf/RM_Prefixes_Suffixes.pdf)

*Syllabication Rules*  
[www.readskill.com/Resources/TipsForTeachers/pdf/Syllabication\\_7.pdf](http://www.readskill.com/Resources/TipsForTeachers/pdf/Syllabication_7.pdf)

*Syllabication Quizzes*  
[www.edhelper.com/language/Syllabication.htm](http://www.edhelper.com/language/Syllabication.htm)

### Other Supports

*English is Soup* (ESL resource very helpful for phonemic awareness)  
[literacy.kent.edu/Midwest/Materials/ndakota/soup/index.html](http://literacy.kent.edu/Midwest/Materials/ndakota/soup/index.html)

*The Phonics Page* (includes QuickTime Phonics lessons which systematically teaches phonetic patterning )  
[www.thephonicspage.org](http://www.thephonicspage.org)

*Multisensory Structured Language Programs* use direct instruction of language skills in a systematic pattern that builds upon itself. Examples include:

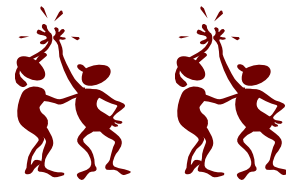
- ★ Wilson ([www.wilsonlanguage.com](http://www.wilsonlanguage.com))
- ★ Stevenson ([www.stevensonreading.com](http://www.stevensonreading.com))
- ★ Orton-Gillingham ([www.orton-gillingham.com](http://www.orton-gillingham.com))

To learn more about MSLPs, visit [www.idonline.org/article/6332](http://www.idonline.org/article/6332)



## High 5's for Work Underway!

*At STAR Institute 2, programs shared highlights and challenges of their work in two areas of STAR implementation – diagnostic assessment and planning for instruction. Below are the positives for assessment and the ongoing challenges for planning for instruction.*



### Positives related to Diagnostic Assessment

**Apollo:** We learned some interesting things about students that we had not known before.

**C-Tec:** Our team has worked effectively and there has been a positive response from our students.

**EFCTS:** Our team learned much more about our students' strengths and challenges in reading.

**Project Learn:** The results confirmed personal and staff perceptions of students' strengths and needs. The students responded positively.

**TCTC:** We decreased the time needed for the assessments and increased our comfort level. We had a positive response from our students.

**Vanguard-Sentinel:** We assessed over 30 students and they liked it! We designed a fluid, easy to use assessment packet.

### Challenges related to Planning for Instruction

**Apollo:** Teaching to different reading levels and finding time to plan instruction for those levels are challenges.

**C-TEC:** We are still working on finding time to effectively plan and gathering diverse reading materials for our diverse group of students.

**EFCTS:** Deciding where to start and how to manage our non-STAR students remain challenges for us.

**Project Learn:** Inconsistent student attendance and planning instruction for a small multi-level class with one teacher still need our team's attention.

**TCTC:** We face difficulty in arranging instructor planning meetings due to scheduling conflicts.

**Vanguard-Sentinel:** Open enrollment and the lack of a solid curriculum are issues we still have to address.

## More Professional Development Options

### Thinkfinity.org



Portal to lesson plans, podcasts and more! Access over 50 free online professional development trainings that range from 30-90 minutes through the Thinkfinity Literacy Network (<http://literacynetwork.verizon.org/tln/>)

Some courses to consider include:

- ★ *A Way With Words: Strategies for Strengthening Adult Learners' Vocabularies*
- ★ *Developing Reading Fluency*
- ★ *Phonemic Awareness: Instruction for Adult Literacy Learners*

### PD from SWABLE Resource Center



#### Online Training

- ★ *REA 101: Overview of EBR!*

#### Media Packages Related to Reading

- ★ *Reading in the Content Areas*
- ★ *Comprehending Content*
- ★ *Thoughtful Reading*
- ★ *Building Academic Background Knowledge (Vocabulary)*

**Southwest  
ABLE  
Resource Center**



c/o Sinclair Community College  
444 West Third Street  
Room 12-201  
Dayton, Ohio 45402  
Phone: 937-512-5375 or  
800-558-5374 (Ohio only)  
Fax: 937-512-3434



**Web Sites to  
Bookmark**

[www.sinclair.edu/facilities/swable](http://www.sinclair.edu/facilities/swable)  
[www.startoolkit.org](http://www.startoolkit.org)

**Ohio STAR Contacts**

**Karen Scheid**  
*ODE Consultant*  
(614) 466-5015  
[karen.scheid@ode.state.oh.us](mailto:karen.scheid@ode.state.oh.us)

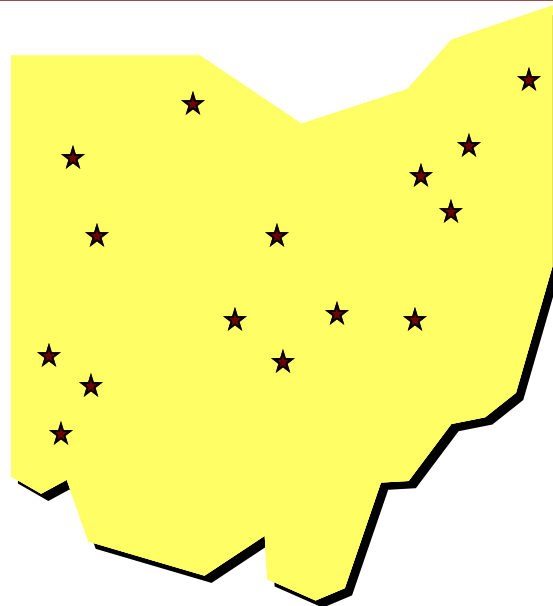
**Lynn Reese**  
*SWRC Coordinator*  
(937)512-5202  
[lynn.reese@sinclair.edu](mailto:lynn.reese@sinclair.edu)

**Kathy Knall**  
*SWRC Researcher/Trainer*  
(937)512-5364  
[kathy.knall@sinclair.edu](mailto:kathy.knall@sinclair.edu)

**Jennifer Davis**  
*SWRC PD Specialist*  
(937)512-5374  
[jennifer.davis@sinclair.edu](mailto:jennifer.davis@sinclair.edu)

**Ann Marie Convey**  
*SWRC Events Specialist*  
(937)512-5375  
[ann.convey@sinclair.edu](mailto:ann.convey@sinclair.edu)

**Ottilia Zimbowa**  
*SWRC Clerical Assistant*  
(937)512-2326  
[ottilia.zimbowa@sinclair.edu](mailto:ottilia.zimbowa@sinclair.edu)



**STAR 1 Programs**

**Canton**

Jane Meyer  
Connie Lenzer  
Sue Rohr

**Maplewood (Ravenna)**

Doris Schoning  
Julie Skilton  
Laure Gaunter  
Joyce Horning

**Mid Ohio ESC (Cardington)**

Lisa Ebert  
Nancy Burdsall  
Marcia Pemberton

**Dayton**

Joyce Dent  
Monty Reece  
Nancy Aubel  
Stella Edwards

**Miami Valley CTC (Clayton)**

Amy Leedy/Sonja Brown  
Joy Whitehair  
Laurie Duren  
Ellen Cabeen  
Kathy Fortney  
Elaine Aldridge

**Putnam ESC (Ottawa)**

Jack Betscher  
Marelese Stever  
Leah Otto  
Estella Martinez

**Hamilton**

Kathy Petrek  
Nancy Simmons  
Millie Kuth  
Tawna Eubanks

**Mid-East CTC (Zanesville)**

Charney Fitz  
Michael Willey  
Scott Meredith

**Tolles (Plain City)**

Gail Morgan  
Candy Bettinger

**STAR 2 Programs**

**Apollo (Lima)**

Joyce Tracy  
Frances Strayer  
Deb Workman  
Barb Heffner

**Eastland-Fairfield (Groveport)**

Sherry Childers  
Mary Hartman  
Jerry Leslein  
Jerusha McClendon  
Charlotte Putt  
Pat Wolford

**Trumbull (Warren)**

Bill Gerrity  
Beth Anne Harlan  
Teri Lacy  
Dorothy Spodar  
Rebecca Boyle  
Beth Trace

**C-TEC (Newark)**

Holly Pletcher  
Karen Ross  
Denise Ploetz  
Jeff Miller  
Joanne Stout

**Project Learn (Akron)**

Rick McIntosh  
Susan Trebisky  
Kalter Kiess  
Tom Betz  
Frank Wagel

**Vanguard-Sentinel (Fremont)**

Dennis Newman/Patti Diaz  
Nicole Cover  
Kathy O'Donnell  
Cherie Stroempl  
Cindy Weber