Connect 4 Instruction:
Making BAS/DRA2 Data Valuable for All

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http://tinyurl.com/SwerdConnect4
Connect: Which one?
• How to use BAS/DRA2 data to provide Just-In-Time Instruction
• Use levels and data to inform instruction through the use of anecdotal tools
• Create teaching points that are supported by these tools
• Identify manageable and simple ways to keep up with student instructional level data
Literacy Focus Areas

Elementary Focus Areas

- Phonics
- Guided Reading
- Writing Workshop
Fulton County Schools Literacy Vision
All students will be readers, writers, listeners, and speakers in order to learn to their full potential.

Fulton County Schools Literacy Mission
Provide each student with evidence-based, explicit literacy instruction; personalized supports; and resources across all content areas so that each student will achieve above average growth each year.

**Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

**Guided Reading:** A teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Teachers work with a small group of students who demonstrate similar reading behaviors and read on similar instructional levels.

**Writing Workshop:** A deliberately predictable environment with three basic time components: teaching time, writing time, and sharing time. The workshop typically starts with explicit instruction, usually in the form of a 10-minute minilesson.
Connect: What was your experience in Reading Groups?
• Throughout today, keep a reader that you have taught that you wish you had a “do-over” with.
• Mine is a student in my very first class and her fluency 😊.
How would you have liked for these two experiences to be different?
What and why are we assessing?

DRA2

“provides teachers with information that helps teachers determine each student’s independent reading level and identify what the student needs to learn next.”

BAS

“the benchmark instructional level is the highest level at which a student can read with good opportunities for learning through teaching.”
### After the Assessment is Complete

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Med</td>
<td>High</td>
<td>Med</td>
<td>High</td>
<td>Med</td>
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<tr>
<td>Low</td>
<td>Low</td>
<td>Low</td>
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</table>

Below grade level readers need to be taught in Guided Reading EVERY DAY.

On grade level readers 3-4 days per week.

Above grade level readers 2-3 days per week.

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55 to 60 minutes of Guided Reading instruction daily
2 to 3 groups per day

[bit.ly/grlevelc](bit.ly/grlevelc)
Students are similar in their development of a reading process so that it is efficient to teach them in a group.

H=14
J=18
L=24
M=28
An oversight teachers make is after forming the small group, they select the **text** and not the **emphases** for instruction 😞.

This is where that BAS and DRA2 data comes in! 😊
<table>
<thead>
<tr>
<th>Student</th>
<th>Noticed Behaviors and Understandings to Teach For and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/14</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>J/18</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>L/24</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>L/24</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>L/24</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>L/24</td>
<td><img src="image6.png" alt="Image" /></td>
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<tr>
<td>M/28</td>
<td><img src="image7.png" alt="Image" /></td>
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</tbody>
</table>
### General Areas of Reading

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring and Correcting</td>
<td>Sustained Reading</td>
</tr>
<tr>
<td>Searching For and Using Information</td>
<td>Expression and Paraphrasing</td>
</tr>
<tr>
<td>Multi-Tracking Fluency</td>
<td>Rate</td>
</tr>
<tr>
<td>Adjusting</td>
<td>Accuracy: Word Analysis</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Predicting</td>
</tr>
<tr>
<td>Predicting</td>
<td>Referring</td>
</tr>
<tr>
<td>Making Connections</td>
<td>Reflection</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>Muiling Connections</td>
</tr>
<tr>
<td>Inferring</td>
<td></td>
</tr>
<tr>
<td>Analysing</td>
<td></td>
</tr>
<tr>
<td>Critiquing</td>
<td></td>
</tr>
</tbody>
</table>
## Specific Areas of Reading

**Accuracy**
- Monitoring and Correcting
- Searching for and Using Information

**Fluency**
- Maintaining Fluency
- Adjusting
- Summarizing
- Predicting
- Making Connections
- Synthesizing
- Inferring
- Analyzing
- Critiquing

**Comprehension**
- Sustained Reading
- Expression and Pacing
- Rate
- Accuracy: Word Analysis
- Predicting
- Referring
- Reflection
- Making Connections
Specific Areas of Reading

- SOLVING WORDS
  - Reading Words
    - Recognize a large number of high-frequency words quickly and automatically
    - Recognize multiple-base words or take them apart by syllables to solve them
  - Read print using a-wide range, most supported by pictures and language structure
  - Read a range of regular and irregular print that is supported by language structure
  - Read words that show comparison with the suffixes or root ending
  - Read words of all forms with inflectional endings
  - Use letter-sound relationships to read words of one or more syllables
  - Notice phonetic sounds in words
  - Use many different strategies
  - Read a wide range of printed material
  - Read a variety of print
  - Notice parts of words
  - Solve words rapidly while processing continuous text and with minimum overt self-correction
  - Read many words with affixes (prefixes and suffixes)

- Vocabulary
  - Expand meaning of a word by connecting it to other words
  - Show the meaning of a new word from context
  - Add to and boundary through reading
  - Connect words to synonyms and antonyms to expand understanding
  - Understand many words in context
  - Increase vocabulary for the age group
  - Understand words that appear in the language of literature and in written texts
  - Understand the meaning of regular and irregular words
  - Understand that some words have no rules for spelling
  - Understand many words that have multiple meanings and identify the specific meaning that applies in a sentence or paragraph
  - Understand the meaning of comparative words
  - Understand the meaning of superlative words
  - Understand the meaning of numbers
  - Understand the meaning of classes of words

- MONITORING AND SELF-CORRECTING
  - Read a word or phrase occasionally or to monitor and self-correct
  - Self-correct close to the point of error
  - Use multiple sources of information (visual information in print, meaning/picture, graphic, language structure) to monitor and self-correct
  - Self-monitor and self-correct using recognition features of words
  - Self-monitor and self-correct using recognition of known words
  - Use awareness of numerical structure and of character attributes to self-monitor and self-correct
  - Use understanding of dialogue to self-monitor and self-correct
  - Use current knowledge of a simple logic to self-monitor and self-correct

- READING ENGAGEMENT
  - Teach student strategies to select "just right" texts for independent reading
  - Introduce student to reading outside of a variety of genres
  - Model and discuss why readers have favorite books and authors

- Sustained Reading
  - Model and support the use of sustained reading time
  - Develop clear expectations for number of independent readings
  - Provide opportunities for steady reading

- DRAG FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS
  - Model and teach how to recall a story
  - Model and teach how to identify important details to include in a retelling
  - Support retelling a story in response
  - Encourage student to use characters' names when retelling a story
  - Model and teach how to identify important details to include in a retelling
  - Model and support using key vocabulary/strings from the text in a retelling
  - Model and teach how to create and use story maps to aid retelling

- Selection
  - Support and reinforce student's responses to books
  - Provide opportunities to select a favorite book, log TV show, etc., and see why it is a favorite
  - Help student identify favorite part of books
  - Demonstrate how to support more's opinions

- MAKING CONNECTIONS
  - Model and teach how to make text-to-self connections
  - Model and teach how to make text-to-text connections

- OTHER
Then... Select the Text

- Engaging?
- Reflect members of the group?
- High quality writing?
- Varied illustrations?
- Reasonable challenge?

<table>
<thead>
<tr>
<th>Preparation</th>
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</thead>
<tbody>
<tr>
<td>Form a Small Group</td>
</tr>
<tr>
<td>Identify Emphases</td>
</tr>
<tr>
<td>Select a Text</td>
</tr>
<tr>
<td>Analyze the Text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form a Small Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are similar enough in their reading competencies so that a text at a particular level will offer learning opportunities for each of them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify Emphases</th>
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<tbody>
<tr>
<td>Select a few behaviors and understandings to notice, teach for, and support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select a Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text is appropriate for the group.</td>
</tr>
<tr>
<td>The text offers challenge and opportunity to learn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the demands of the text and opportunities for learning.</td>
</tr>
<tr>
<td>Match with student needs.</td>
</tr>
</tbody>
</table>
What are the demands of this text?

What are the opportunities for learning?

Which of these match with student needs? Those needs you found when you examined their data? 😊
Planning Sheet for Guided Reading Groups

Priorities for the group:

<table>
<thead>
<tr>
<th>Tiara</th>
<th>Bradley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex</td>
<td>Donnie</td>
</tr>
<tr>
<td>Zach</td>
<td></td>
</tr>
</tbody>
</table>
What happens after the BAS/DRA2 noticings have been addressed?

Anecdotes are simply short pieces of information taken during the lesson. They can relate to:

- Skills
- Strategies
- Interests
- Attitudes
What might the data have shown?

- Skills
- Strategies
- Interests
- Attitudes
<table>
<thead>
<tr>
<th></th>
<th>Guided Reading Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Larson</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Maha</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Remy</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Courtney</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sherrell</strong></td>
</tr>
</tbody>
</table>

**Larson** - NF text: understands characteristics of biography. Entering into the nitty gritty details - the flight deck, the flight path, etc. Also, understands the importance of time and events in a biography.

**Maha** - NF text: uses background knowledge of flying to provide relevant info. Shared how acrobatics and stunts relates to the text.

**Remy** - NF text: shares lesson of the biography with group. Understands importance of time and period in biography.

**Courtney** - NF text: unsure of chronological events in biography. Difficulty with content specific words - i.e., acrobatics, stunt flying, sweeping decks.

**Sherrell** - NF text - Absent today.

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**Julia, Level 5**

- Demonstrated many overt self-corrections
- Summarized in an organized way, including almost all of the important ideas and information stated in the text
- Articulated inferences but without citing evidence to support them
- Showed some evidence of ability to think analytically about the text
- Noticed text qualities that are interesting
- Provided evidence for opinions

**Craig, Level 5**

- Summarized in an organized way with all the important information
- Stated some inferences with evidence
- Stated main idea in vague terms
- Used minimal academic language

**Cheyenne, Level T**

- Summarized events in an organized way
- Inferred mother/daughter relationship
- Noted character changes and gave evidence for the change
- Had difficulty in analysis and critical thinking

**David, Level T**

- Summarized most of the important information
- Stated big ideas in vague ways
- Did not make predictions or connections between the problem and solution
- Did some analysis but had difficulty with critical thinking
- Did not use academic language
- Demonstrated too much overt processing

**Sam, Level 5**

- Summarized all of the important information in an organized way
- Consistently read over punctuation
- Had slow processing of multisyllable words efficiently; too many self-corrections
- Inferred characters' motivations without citing evidence
- Was unable to clearly state the writer's message

**Cardell, Level T**

- Had laborious processing around text and didn't adjust reading of text features
- Tended to ignore syntax and read over punctuation
- Summarized some important information in organized way
- Stated big ideas
“Dad is strict because he is tall.”

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>WHAT WE CAN INFER</th>
<th>TEXT EVIDENCE TO SUPPORT THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad</td>
<td>strict</td>
<td>He has a booming voice when he is angry, kids are nervous and hide under bed. Gives consequences when boys are naughty.</td>
</tr>
</tbody>
</table>
"Dad is strict because he is tall."
When readers (we)...

It helps/improves/benefits...

This is called...(and now let’s do it) 😊
“When we look at the title and the cover picture we can learn what the book is going to teach us...this helps us by figuring out the main topic and important details.”
Which System to Use?
Anecdotal Record: Fiction (1st Grade)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Book Title:</th>
<th>Level:</th>
<th>Pic. Walk:</th>
<th>Oral Language</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decoding/Oral Reading</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.RFS.3</td>
<td>Central Message/Lesson</td>
</tr>
<tr>
<td>1.RFS.4</td>
<td>Feeling words/phrases</td>
</tr>
<tr>
<td>RL.1</td>
<td>T-T Compare/Contrast</td>
</tr>
<tr>
<td>RL.2 &amp; SL.4</td>
<td>Knows Genre &amp; Purpose</td>
</tr>
<tr>
<td>RL.3</td>
<td>Narrator/identification</td>
</tr>
<tr>
<td>RL.7</td>
<td>Clarifies unknown words using context clues</td>
</tr>
<tr>
<td>L.4</td>
<td>Figurative Language ID (with support)</td>
</tr>
<tr>
<td>L.5</td>
<td>Speaks/repeats using vocabulary from the text</td>
</tr>
<tr>
<td>L.6</td>
<td>Speaks/repeats complete sentences</td>
</tr>
<tr>
<td>L.7</td>
<td>Too Easy</td>
</tr>
<tr>
<td>L.8</td>
<td>Too Hard</td>
</tr>
<tr>
<td>L.9</td>
<td>Just Right</td>
</tr>
</tbody>
</table>

Reading Behaviors/Observations: