

# Duval County Public Schools

## Intensive Reading Grades 6-8 2008-2009



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**Adopted Course Materials:**  
*Scholastic's READ 180*

## 6<sup>th</sup> – 8th Grade Intensive Reading Curriculum Explanation

### Student Placement and Progress Monitoring

Florida Statute 1011.62 requires middle and high school students who score at Level 1 on FCAT Reading to complete an intensive reading course; students who score at Level 2 on FCAT Reading to be placed in an intensive reading course or a content area course where reading strategies are delivered; and that the Florida Department of Education provide strategies for diagnosing and meeting the needs of students reading below grade level.

The FLDOE provides a placement chart that stipulates the level of remedial reading services FCAT Reading Level 1 and 2 students are to receive on its website at [http://info.fl DOE.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf) (chart relating to grades 6-8 attached). As can be seen from this placement chart, placement for FCAT Reading Level 1 and 2 students is also dependent upon their reading fluency rate. To determine this initial reading fluency rate the Florida Center for Reading Research developed the Florida Oral Reading Fluency (FORF) assessment and scoring guides (available online at [http://www.fcrr.org/forf\\_mazes/forf.htm](http://www.fcrr.org/forf_mazes/forf.htm)). The FORF measurement consists of on-grade-level passages that students read aloud while being timed for one minute. This is an individually administered measure. Two passages are administered and results of both are averaged to get a score of words read correctly in one minute (wcpm). This score reflects a student's accuracy and fluency. The Fluency Cut Score Chart for the fall of 2007 used to distinguish fluent from disfluent students is attached.

To satisfy the requirements of legislation requiring that students scoring at Level 1 and Level 2 on the FCAT Reading take tests to monitor their progress in reading during the following year, the FORF measurement is administered during the following 2007-2008 assessment windows: September 17-28, January 25-February 7, and April 30-May 20. FORF scores for all FCAT Reading Levels 1 and 2 students must be input on the PMRN screen. A student's FORF score can then be compared to a risk levels chart to serve as an indicator for level of instruction. Scores on the FORF test should increase from the fall, to winter, to spring, if the student is making good progress in becoming a better reader.

The risk levels associated with the FORF measurement were developed by examining the relationship of these tests to performance on the FCAT, and then projecting an expected rate of growth during the year. A student scoring in the high risk range needs intensive intervention that includes explicit and systematic instruction. However, since the FORF is a diagnostic assessment, teachers may need to gather further information to plan a comprehensive instructional strategy. If a published intervention program is used to guide intensive instruction, a placement test from the program can be used to form instructional groups. Typically, most students at "high risk" will need intensive instruction in reading fluency and accuracy, vocabulary, and reading comprehension strategies. A student scoring in the moderate risk range needs less intensive instruction along with extra reading practice and teacher support. Typically, the greatest instructional needs of students in this category fall in the area of vocabulary and comprehension strategies. A student scoring in the low risk range should be able to succeed in regular classroom curriculum without any special instructional considerations.

## Intensive Reading Course Curriculum Grades 6-8

The curriculum for the Middle School Intensive Reading Course (grades 6-8) consists of *Scholastic READ 180*. This is an intensive reading intervention program designed to meet the needs of students in grades 4-12 whose reading achievement is below the proficient level. The program is designed to directly and systematically address individual needs through a daily 90-minute instructional model of adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Crucial components of the program include a scientific research base of more than 20 years, proven and consistent results, comprehensive instruction, purposeful assessment, data-driven instruction, and meaningful professional development. The Florida Reading Center for Research (FCRR) evaluated *READ 180* as having instructional content and design consistent with current reading research. *READ 180* has the following identified strengths: research-based comprehension instructional techniques; repetition of and multiple exposures to vocabulary with corrective feedback; provision of scaffolding; and universal accessibility features (adjustable font size, keyboard navigation, text captioning).

### Implementation Protocol of *READ 180* in Grades 6-8

The *READ 180* implementation protocol follows a 90-minute three-part teaching plan on a daily basis:

- teacher-led whole-group direct instruction (20 minutes)
- three small-group rotations (20 minutes each)
  - individual computer-adapted instruction using the *READ 180* software
  - data driven and teacher-led small-group instruction
  - independent reading with audio books and paperbacks with computerized comprehension checks
- whole-class teacher-led wrap-up discussion (10 minutes)

The *READ 180* program includes a computerized placement/monitoring assessment to be administered to students in August, December/January, and May. The program's 90-minute instructional model encourages differentiated and flexible instruction. Teachers may provide direction instruction of a specific skill during whole group or a read aloud. Daily small-group activities allow the teacher to monitor and address each student's needs. In small-group instruction, teachers may group together students who are having difficulty with a particular skill and provide them with intensive instruction or they may conference with individual students. Parents, teachers, and administrators are encouraged to view the *Scholastic READ 180* website at <http://teacher.scholastic.com/products/read180>.

**Contacts:** Questions/comments regarding the *READ 180* program should be addressed to: Dawn Kaunike, DCPS *READ 180* Project Manager (904) 390-2365; [kauniked@duvalschools.org](mailto:kauniked@duvalschools.org).

## Student Reading Placement, Grades 6-8 Just Read, Florida! 2008-2009

Student's Reading Status	Reading Intervention Required?	Extended Time in Reading Intervention Required?	Intensive Reading or Intensive Language Arts Required? #	Content Area Reading Option Available in Placement?	Length Traditional Schedule	Length 4x4 Schedule (extra period)	Length Alternate Day Block	Teacher Certification/ Professional Development Required
L1 Fluent 6-8*	Yes	No	Yes	No	Daily 36 weeks 1 period	Daily 18 weeks	Every other day 36 weeks	RE <sub>1</sub> RC <sub>2</sub>
L1 Disfluent 6-8	Yes	Yes	Yes	No, but a content area course may be blocked with Intensive Reading/Intensive Language Arts	Daily 36 weeks 2 periods	Daily 36 weeks	Daily 36 weeks 2 period – blocked	RE <sub>1</sub> RC <sub>2</sub>
L2 Fluent 6-8	Yes	No	No, if provided through content area intervention	Yes	Daily 36 weeks 1 period	Daily 18 weeks	Every other day 36 weeks	RE <sub>1</sub> RC <sub>2</sub> CAR-PD <sub>3</sub>
L2 Disfluent 6-8	Yes	Yes	Yes	No, but a content area course may be blocked with Intensive Reading/Intensive Language Arts	Daily 36 weeks 2 periods	Daily 36 weeks	Daily 36 weeks 2 period – blocked	RE <sub>1</sub> RC <sub>2</sub>

\* Data must be provided to show that L1 students are fluent based on district placement criteria benchmarks. # Development Language Arts through ESOL or Reading: 6-8, which require RE<sub>1</sub> or RC<sub>2</sub>, may also be used. RE<sub>1</sub> = Reading Endorsement RC<sub>2</sub> = Reading Certification Teachers with elementary certification are considered highly qualified to teach sixth grade reading intervention courses. CAR-PD<sub>3</sub> = Content Area Reading Professional Development

**Progress Monitoring is required for ALL students needing reading intervention.**

**FLUENCY CUT-SCORES**  
**for Student Reading Placement**  
 FORF and DIBELS  
 Grades 6-12  
 2008-2009

Use the cut-scores in the chart to determine which students are considered fluent or disfluent readers. Level 2 fluent students will receive the required reading intervention in a content area course.

<b>Fluency Cut-Scores for Fall 2007</b>							
<b>Fall Grade Placement</b>	6*	7	8	9	10	11	12
<b>Fluency Cut Score</b>	92 and below is disfluent	114 and below is disfluent	111 and below is disfluent	116 and below is disfluent	116 and below is disfluent	116 and below is disfluent	116 and below is disfluent

\*The grade 6 cut-score is applied to the DIBELS Oral Reading Fluency measure administered in the spring to grade 5 students.

All other scores refer to the Florida Oral Reading Fluency (FORF) measure administered in the spring to students in grades 6-12.