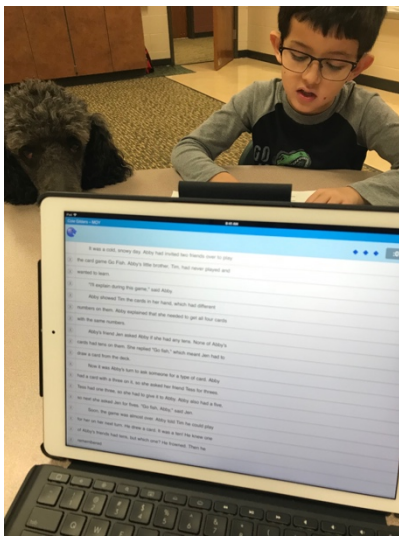


Title I Newsletter

December 15, 2017

Reading with Dwight

Dwight looks on as Cole Gilders, from Mrs. Bettinger's first grade classroom, reads a passage from the DIBELS benchmark assessment. All students at Delta Elementary completed this assessment in December. The Title teachers are working with new



iPad Pros to record the

data from the assessments. Using the iPads allows the Title teachers to quickly identify the needs of each student and use the data to plan the next instructional steps for students.

Cindy Savage
Title I Teacher

DAZE TEST

Third grade students from Mrs. Black's classroom are taking the Daze test, which is a test component of DIBELS. Daze measures the reasoning process that constitutes

comprehension.



It assesses the student's ability to construct meaning from text using word recognition skills, background information, prior knowledge, and reasoning skills. This test is taken by all third and fourth grade students.

Patty Slagle
Title I Teacher

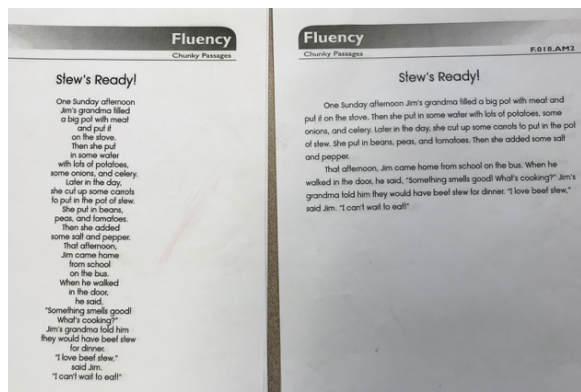
SMART Reading Tips for the Holidays

1. Read for fun! Whether your child is in the mood for holiday stories or the newest installment from a favorite series, make time for bedtime stories on a daily basis.
2. Stock up on books at the local library. Help your child pick out books they are interested in reading over the winter break.
3. Make the most of travel time. You can look for license plates from different states, try to find the alphabet on the license plates, or read street signs and billboards you see along the way.
4. Create a new tradition. A little predictability is comforting for kids. Starting a special Winter Break Story Time can be a new tradition that links reading with happy memories. Add some hot cocoa for even more fun.

Retrieved from the following link: www.getsmartoregon.org/smart-reading-tips-for-the-holidays/

Chunky Passage Intervention

In this intervention, each student is provided a copy of the chunked passage (left side of picture) and the whole passage (right side of picture). Taking turns, one student reads all of the lines of the text from the chunked passage and then reads the unaltered passage while another student reads along silently. Then, roles are reversed. Chunking helps students increase fluency by seeing sentences broken down into smaller pieces. When connected text is divided into meaningful phrases it can help enhance fluency and comprehension. This can be done at home with any leveled reading text. You can also use lines or slashes to divide the passage into meaningful phrases. Happy Chunking!



Regina Babcock

Title I Teacher