



## Lasting Impacts Through Targeted Responding to Reading Instruction

**Principal Name:** Kristin Rodman  
**School Name:** Sugar Grove Elementary  
**Team Members' Names:** Shayla Jacobs and Rebekah Worth  
**Principal's Email Contact:** rodmank@centergrove.k12.in.us

### **Background Leading to Our Inquiry (Slide 2)**

As a new administrator to a building you spend a lot of time making small changes and digging into data to find strengths and weaknesses within the school to building and grow. Last summer as we were digging through our ILEARN data, we learned that we were missing a lot of points in students written responses. We, as a school, decided that were not spending enough time teaching our students how to write in response to reading. We teach writing in isolation, but not in response to a reading.

### **The Purpose of Our Inquiry (Slide 3)**

Therefore, the purpose of our action inquiry was to find a way to Finding a way to provide intentional feedback to teachers on the purpose of Responding to Reading and the expectations. Teachers would then be able to teach and provide that same intentional feedback to students with responding to reading. We would have more confident writers when they are given a passage, and need to respond.

### **Our Wondering (Slide 4)**

With this purpose, we wondered if we intentionally target ONE instructional area (organization and purpose) when teaching responding to reading, then we provide teachers with feedback, professional development, and coaching will this increase our students responding to reading scores on the ILEARN assessment.

### **Our Actions (Slide 5-6)**

Our Teachers started with giving students a reading with a prompt that the students needed to complete. Once that was given, the Principal graded each of the responses, provided feedback on each students response and then provided immediate feedback to the teachers.

Our teachers intentionally taught students the RACE strategy in grades K-5 starting with Restating, then Restating and Answering and moving forward from there. In all grades we utilized the ILEARN rubric to score the responses, with a modified rubric in K-1. We continued doing monthly responses from September to March for grades 3-5 and September to May for Kindergarten through 2<sup>nd</sup> grade.

As a building we continued to utilize the district resource for writing, while working to improve our cross-curricular connection with Reading and Writing.

### **Data Collection (Slide 7)**

Each month our students participated in an on-demand response to reading. The responses were collected by our Instructional Coach and then submitted to the Principal for scoring. Each response was scored utilizing the ILEARN rubric and then entered into a data sheet.

### **Our Data (Slides 8-10)**

In our data we noticed that as our students were presented with fiction reading, the responses were often more elaborate and scored higher. When we started to work in more nonfiction text and varied the types of responses (narrative, informational, opinion) our students needed more and more instruction on how to do these in response to a reading. In the data you are able to see that the number of students receiving a 2, 3, or 4 has increased significantly, with the number of students receiving 0 reducing significantly as well.

### **Our Discoveries (Slide 11)**

Targeting *Organization and Purpose* and receiving intentional feedback from our Principal (Mrs. Rodman) and Instructional Coach (Mrs. Jacobs) gave students more confidence as writers and helped to guide teachers to be more effective in Writing instruction.

When students are given immediate feedback, they were able to develop an awareness of their own learning, recognizing mistakes, and developing strategies to further support their individualized growth as a writer.

As teachers were able to keep a central focus across all types of writing, teachers became more confident in their instructional practices, which directly impacted our students. As we continue this practice going forward, the background instruction will become less, and the depth of our instruction can increase significantly because students will come to enter each year with a better understanding of the process.

### **Where We Are Headed Next (Slide 12)**

We will continue to grow and develop *Organization and Purpose* through continued intentional feedback. Our next step will be to begin developing *Evidence/Development* and *Elaboration* through more targeted instruction and focused feedback on this area utilizing the ILEARN scoring rubric. Teachers will begin trading monthly writing responses with other teachers. This takes out the “*teacher bias*” when grading student writing.

We will continue to track student growth and progress on monthly writing responses.

### **Bibliography (Slide 13)**

Hale, Elizabeth (2014). Readers Writing: Lessons for Responding to Narrative and Informational Text. Portland, Maine: Stenhouse Publishers

Savage J. (1998). Teaching reading & writing: Combining skills, strategies, and literature, 2nd ed. Boston, MA: McGraw-Hill).

### **Additional Resource (Slide 14)**

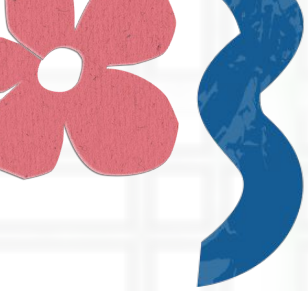
As part of our project, Mrs. Jacobs took all the Readings and prompts that students completed each month and create a quick reference guide for each access to the resources we utilized or created in order to make this learning opportunity available for staff and students.



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AMAZING



# Background Information

## ILEARN Data

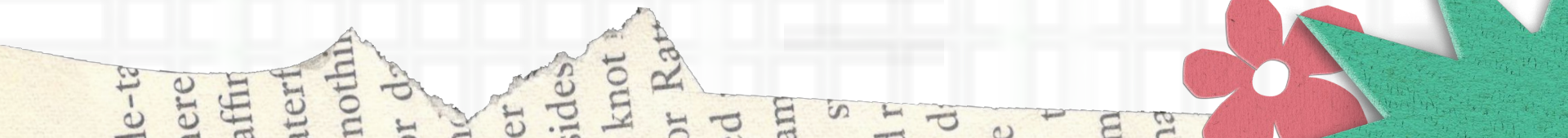
When digging into ILEARN data, we found that we were missing quite a few points in the *writing task* part of the ILEARN assessment.

## Organization and Purpose

Data	
4	30
3	71
2	107
1	74
0	52



## Evidence/Development & Elaboration

Data	
4	31
3	68
2	111
1	72
0	52







# Purpose of the Inquiry

- Finding a way to provide intentional feedback to teachers on the purpose of Responding to Reading and the expectations.
  - Teachers would then be able to teach and provide that same intentional feedback to students with responding to reading.
  - We would have more confident writers when they are given a passage, and need to respond.
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# Wondering . . .

**If we intentionally target ONE area (organization and purpose) when teaching responding to reading, then we provide teachers with feedback, professional development, and coaching will this increase our students responding to reading scores on the ILEARN assessment.**





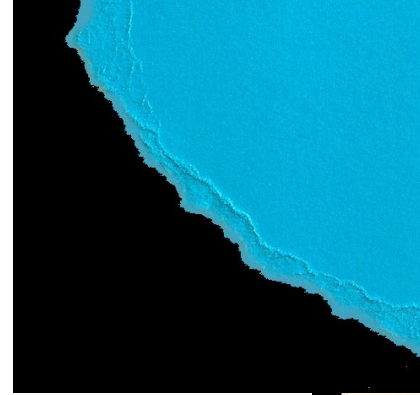
# Action Steps

**R**estate the question

**A**nswer the question

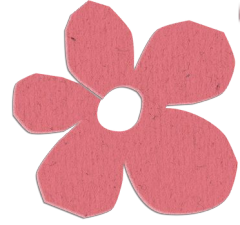
**C**ite evidence

**E**xplain your answer and elaborate





# Timeline of the Work



August-September

**R**

**Re-state the question**



October

**A**

**Answer all parts of the question**



November

**C**

**Cite the text to support your answer**



December

**E**

**Explain your citation**





# Data Collection

Each month students responses were given to students. All responses were gathered and Mrs. Rodman would score those responses based on the ILEARN rubric in *Organization and Purpose* only. Students were scored on the 4 point rubric.

After responses were scored, teachers were sent an email about strengths and areas of improvement for the team as a whole. The scores were entered on a data sheet for each student in each grade.

# Data

## Kindergarten Scores

ILEARN Rubric Score	0	1	2
September	21	44	29
January	1	12	86
March	2	55	47

Responding to Reading TEXT Genres

**September** - Realistic Fiction

**January** - Fantasy

**March** - Informational/Expository

## First Grade Scores

ILEARN Rubric Score	0	1	2	3
September	45	38	30	3
January	5	18	30	69
March	2	7	63	40

Responding to Reading TEXT Genres

**September** - Realistic Fiction

**January** - How To Fiction

**March** - Realistic Fiction (longer length, independently read)



# Data



## Second Grade Scores

ILEARN Rubric Score	0	1	2	3	4
September	63	29	8	6	7
January	9	9	16	40	40
March	5	8	23	22	54

Responding to Reading TEXT Genres

**September** - Informational/Expository

**January** - Realistic Fiction (independently read)

**March** - Informational/Expository (independently read)

## Third Grade Scores

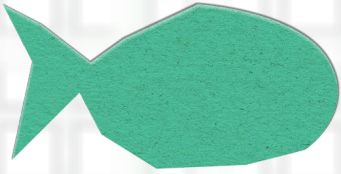
ILEARN Rubric Score	0	1	2	3	4
September	53	18	18	6	0
January	1	22	37	32	6
March	1	17	19	39	20

Responding to Reading TEXT Genres

**September** - Realistic Fiction (ONE Text)

**January** - Informational (TWO Sources, Opinion Writing)

**March** - Expository (TWO Sources, Informational Writing)



# Data

## Fourth Grade Scores

ILEARN Rubric Score	0	1	2	3	4
September	31	31	25	18	5
January	3	4	21	36	43
March	2	11	36	27	32

### Responding to Reading TEXT Genres

**September** - Expository (Short Answer Response)

**January** - Informational (THREE Sources, Informational Article)

**March** - Expository (TWO Sources, Opinion Writing)

## Fifth Grade Scores

ILEARN Rubric Score	0	1	2	3	4
September	19	34	19	11	6
January	2	8	18	34	31
March INFORMATIONAL	0	4	10	6	10
March NARRATIVE	0	3	3	4	9
March OPINION	0	0	9	2	23

### Responding to Reading TEXT Genres

**September** - Informational (Short Answer Response)

**January** - Expository (ONE Source, Informational Writing)

**March** - VARYING Genres (MULTIPLE Sources)

# Discoveries

Targeting *Organization and Purpose* and receiving intentional feedback from our Principal (Mrs. Rodman) and Instructional Coach (Mrs. Jacobs) gave students more confidence as writers and helped to guide teachers to be more effective in Writing instruction.

When students are given immediate feedback, they were able to develop an awareness of their own learning, recognizing mistakes, and developing strategies to further support their individualized growth as a writer.

As teachers were able to keep a central focus across all types of writing, teachers became more confident in their instructional practices, which directly impacted our students. As we continue this practice going forward, the background instruction will become less, and the depth of our instruction can increase significantly because students will come to enter each year with a better understanding of the process.



# What's Next?

1. Continue to grow and develop *Organization and Purpose* through continued intentional feedback.
2. Begin developing *Evidence/Development* and *Elaboration* through more targeted instruction and focused feedback on this area utilizing the ILEARN scoring rubric.
3. Teachers will begin trading monthly writing responses with other teachers. This takes out the “*teacher bias*” when grading student writing.
4. We will continue to track student growth and progress on monthly writing responses.



# Bibliography



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## Sugar Grove Elementary School

Mrs. Kristin Rodman, Principal  
rodmank@centergrove.k12.in.us

### MONTHLY *Responding to Reading* Writing (Performance) Tasks

You are invited to scan each **QR Code** below (by grade level) to view an electronic copy of the selected *read-alouds*, *short passages*, or *scholarly* sources that students used to articulate a short and/or long reading response.

Within each respective grade level, the months' text genre and response type were selected based upon its *complexity*, level of *written response expectation(s)*, and the overall increase of *academic rigor* in collaboration with our school district's Writing Scope and Sequence.



Kindergarten



First Grade



Second Grade



Third Grade



Fourth Grade



Fifth Grade