



8	.92	.82	.92	.82	.91	.81	51
9	.95	.88	.95	.87	.95	.87	59
10	.90	.80	.91	.81	.91	.80	69

Across all assessment periods and grades, more than 90% of students who obtained an FSP of at least 0.85 at any time point passed the FCAT at level 3 or above. A secondary analysis of the predictive power of the FSP used a cut-point of 0.70. At this level of proficiency (a strong prediction of FCAT success still existed). The results from these analyses lend support for the continued use of the FAIR RC screen as a tool to identify students throughout the year who are likely to pass the FCAT.

The results from these analyses lend support for the continued use of the FAIR RC screen as a tool to identify students throughout the year who are likely to score at or above Level 3 on FCAT Reading. Please call us if you have experience difficulty while using the FAIR assessment process. For assistance with FAIR the PMRN Help Desk can be reached through email at [helpdesk@fcr.org](mailto:helpdesk@fcr.org) or phone 850-644-0931 or 866-471-5019. For assistance with using data from reading screeners to inform instruction please contact Stuart Greenberg at [stuart.greenberg@fldoe.org](mailto:stuart.greenberg@fldoe.org) or by phone at 850-245-0503.

### FAIR Update

We have received FAIR Braille/Large Print Materials from 38 districts and are currently in the process of filling these orders. If your district needs these materials and has not completed the ordering process, please visit: <http://www.surveymonkey.com/s/R39WXQG>.

The total number of unduplicated students tested in FAIR as of September 13, 2012 is 733,358 .

### NGCAR-PD Practicum Meetings/registration reminders/Dropbox information

Please register your team for the NGCAR-PD Practicum technical assistance in your area if you haven't already done so. To register, please complete the attached document and submit electronically to Latasha Alexander at [Latasha.Alexander@fldoe.org](mailto:Latasha.Alexander@fldoe.org). The schedule is also attached for your convenience.

### Dropbox information

Just Read, Florida! is sending an email request to all NGCAR-PD Trainers to join a Dropbox folder at [www.dropbox.com](http://www.dropbox.com) so that trainers will always have access to the latest NGCAR-PD files.

Dropbox is a free website and application. It offers a form of 'cloud computing' or web-based computing, and all of the files in this shared folder are saved online. Trainers will just need to setup a free account to access the files. Once the request is received via email, just click on the "View folder" link. This will take the trainer to the Dropbox site. If the trainer does not have a Dropbox account, just click on 'Login' then 'Create Account.' The trainer will then enter their first name, last name, email address, and create a password. Once the account is created, trainers can take the Dropbox tour or just dive right in to the NGCAR-PD folder. All of the files are ordered in the same way that they were on the thumb drives, which makes them easy to follow sequentially.

Users can log into Dropbox from anywhere and access the NGCAR-PD files and any other files that users add to their own Dropbox folders. They can also download the Dropbox application, which will create a new folder and quick way to access the files. Users may need to touch base with their IT department to install any new application.

We ask that no attempt be made to modify or add files within the NGCAR-PD Dropbox folder. All of the files may be copied into a folder on the user's local computer or onto their thumb drive. We will keep a log of any changes made to files in a Word document named, "NGCAR-PD file updates after August 2011." If you have any questions regarding the use of the Dropbox folder, please contact the Just Read, Florida! Office at [justread@fldoe.org](mailto:justread@fldoe.org) or 850-245-0503.

**CCSS Kindergarten follow-up** – See attachments

**CIS Planning documents, brochure:** New NGCAR-PD Website - <http://www.justreadflorida.com/NGCAR-PD.asp>

### Close Reading

Reading and writing go hand in hand. The better you understand a text, the more likely you are to successfully communicate your thoughts about it in writing. So it's important to develop strong skills in both areas. With that in mind, here's how to improve your reading comprehension. Be an active reader. Instead of passively reading a text, take notes about important story elements, key factual information and significant ideas in the text

Teachers should model how to monitor what is being said from paragraph to paragraph, draws a clear distinction between the thinking of an author and their own thinking. Using close reading, understanding text is purposeful, a reader adjusts reading to specific goals. Being integrated, it interrelates ideas in the text with ideas it already commands. Being critical, it assesses what it reads for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. Adapted from College Board and Richard Paul and Linda Elder.

### Data Query

The Just Read, Florida! Office asked the Education Data Warehouse at FLDOE to run a data query for each district to provide you the number and percent of students by grades that have ever scored level 3 in reading that are currently level 1 or 2. We find that many students are not keeping pace from grade to grade with expected yearly student achievement growth. There is also the factor of expectations not being well aligned across grade levels.

### Teaching and Learning Processes to Accelerate Reading Achievement

1. Increasing Text Complexity and Text Based Questions
2. A significant percentage of questions/tasks are text dependent. High quality sequences of text dependent questions elicit a sustained attention to the specifics of the text and their impact.
3. Questions and tasks require the use of textual evidence, including supporting logical inferences from the text.
4. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation.
5. Rather than emphasizing more general strategies and questions, text specific questions and tasks reinforce focus on the text and cultivate independence.

Ensuring that all teachers in middle and high school use these strategies will result in accelerated reading achievement.

Staff from Just Read, Florida! can provide onsite staff development to your district staff or selected schools on a 6 hour comprehension staff development: Comprehension Instructional Sequence (CIS). During September and October staff from JRF will be in districts providing follow-up staff development on Next Generation Content Area Reading Professional Development (NGCAR - PD) and the implementation of the Common Core State Standards. The Comprehension Instructional Sequence supports the close reading and attention to text details called for in the implementation of the CCSS.

Best,

Stu, Cari, Katie, Kevin, Laurie & Ruth

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