

## Happy New Year!

**Reminder: All schools must use the new TRC questions at MOY.**

### CALENDAR OF EVENTS MOY Window

The MOY Window default for program schools is January 9– 31. As with all of your testing windows, you have the option to register personalized dates online). For personalized MOY dates, please choose a 15-day window within 80 to 105 days of instruction. Do not split the window over the winter break. (For example, if school starts on 8/25, the 80th day falls on January 4). You can select your MOY or EOY window by [clicking here](#).

### Professional Development COMING IN 2012

- Assessment Fidelity Visits
- Onsite Principal Action Planning
- Regional Workshops for Teachers or ELA Leaders
- Teacher and ELA webinar (round 2)- In February
- Reading 3D Trainings for New Principals (round 2)- In February.

**Welcome back!** We hope that everyone had a wonderful holiday season and a restful and enjoyable break. We start off the 2012 school year with quite a bit to look forward to! In this newsletter, we'd like to share a calendar of events for 2012, share tips on what to do with students who enter the school year in between benchmarks, answer question about the Progress Monitoring Library and share a success story. As always, please feel free to contact us with any questions at [InfoNC@wgen.net](mailto:InfoNC@wgen.net). We all look forward to another wonderful year!

#### Wireless Generation Durham Office Ribbon Cutting

November 28<sup>th</sup> marked the official opening of the new Wireless Generation Durham office. The 12,000 square foot space is located in the American Tobacco Historic District and will be home to about 65 employees. The Ribbon Cutting ceremony on the 28<sup>th</sup> was attended by many familiar North Carolina faces, including former Governor Jim Hunt and the Mayor of Durham, Bill Bell. Several important partners in education at the Department of Public Instruction and many district and school level leaders were also in attendance.

"My top priorities are growing jobs and improving schools," says North Carolina Governor Bev Perdue. "Welcoming Wireless Generation to Durham is exciting, both because the company is creating the kind of knowledge economy jobs that North Carolina needs in the 21st Century, and because the education tools that the company creates are being used in my Ready, Set, Go! initiative." "The talent in the Triangle area makes it the right place for Wireless Generation to grow," says Larry Berger, co-founder and CEO of the ten-year-old Wireless Generation. "As a national company on a course toward expansion, we're grateful for the support from Governor Perdue and from the local Chamber in helping us find the right community in a state committed to education innovation."

In Durham, Wireless Generation's expanding software development team will work on a variety of educational products starting with building a data system for multiple states that will help foster collaboration among teachers and administrators and support student achievement. North Carolina is among five states piloting this national initiative, known as the Shared Learning Collaborative, to be built with philanthropic support under the auspices of a national group of school administrators.

The Durham office, adjacent to the Durham Bulls Stadium, hosted the NC Advisory Board Meeting on December 9<sup>th</sup>, and will also be a location for trainings, meetings and other gatherings moving forward. We are excited to be a neighbor in such a great state!

#### Success Story: Troy Elementary, Montgomery County

Anne Evans, Instructional Facilitator shares some of her schools successes about writing below. "Students write every day at Troy Elementary. Writing is considered to be linked to our students learning to read! Through Reading 3D our teachers can pin point the exact needs of our students. DIBELS measures focusing on the sound/symbol relationships and TRC with the comprehension and vocabulary focus helps teachers instruct students connecting reading and writing to be successful. We do not use a "canned" writing program here at Troy Elementary. Our highly qualified teachers, along with the in depth data from Reading 3D, are our Best Practices. Here are some things that we are working on."

- Mini Lessons are focused on Common Core Standards in Writing and Language. The TRC Written Comprehension questions help us address the goals of using words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- One commonality among all the K-2 teachers was the importance of Modeling. Teachers all model what the expectations are when writing. We also use Read Aloud books as model text.
- Conferencing with students before, during and after writing, which would include critical conversations about pre-writing using Graphic Organizers, during writing with revising and after writing with editing and publishing.
- Our Librarian does a lot of writing with our students. "Students write when they have to recall facts about animals, biographies, holidays or research from lessons that have been taught in library classes." Terrie Thomas, Media Specialist.
- Ettie Howard, WG Consultant, commented "This school had great writing on the wall from each and every class. They students obviously were doing their sound/symbol correspondence work and working with comprehension. It was so heart warming to see that quality student work displayed!"

## 3 FREQUENTLY ASKED QUESTIONS & BEST PRACTICES

### I still don't understand about the PM Library. Where do I get the text for the books the students read?

- Login to [www.mclasshome.com](http://www.mclasshome.com).
- Click **Book Management**- here you will see a list of about 6,000 titles, by different publishers.
- Teachers should look in their classrooms or bookrooms to see what resources they have available.
- If you can't find enough books, contact Carolyn Guthrie from DPI or Carolyn Southerland from Wireless Generation and they can assist you in finding sets that will meet your needs.
- If you have 3 or books on a level, that is enough. It is Best Practice to try and select an assortment of fiction and non-fiction books to use throughout the year.
- Once your teachers have the PM book text on their handhelds and the books in a hanging file folder box or basket by their "Teacher Table" where they teach small groups and assess. The hanging files can hold the sorted Leveled books and the Written Comprehension questions for Levels F and above. The organization of the materials will make the PM process go much quicker.
- Look around at the book list on My Booklist and it will become clear how to choose and sync the words onto the handheld. If you need assistance, your local Master Trainer is well-versed in this process or contact WG Customer Care (800-823- 1969, opt 3).

Home Current School

My Assessments

Administration

Reporting

Support & Resource Center

My Settings

**Book Management**

My Book List

Book Management

My Handheld Book List

Total books in My Book List: 33

Level	Title	Publisher	Series	Language	Type
A*	Animal Moves	Wright Group	Sunshine	English	Non-Fiction
A*	Taking Care of Pets	Red Brick Learning	Yellow Umbrella Books	English	Non-Fiction
B*	Best Friends	Lee & Low	Bebop	English	Fiction
B*	I See Patterns	Red Brick Learning	Yellow Umbrella Books	English	Non-Fiction
B*	My Baby Sister	Sundance	Alphakids	English	Non-Fiction
C*	City Signs	Newbridge	Discovery Links Social Studies	English	Non-Fiction
C*	Three Little Pigs	Wright Group	Sunshine	English	Fiction
D*	Brothers	Capstone	Families	English	Non-Fiction
D*	Saturday Mornings	Mondo Publishing	Book Shop	English	Fiction
E*	Show and Tell	Sundance	Alphakids	English	Fiction
E*	Washing Our Dog	Sundance	Alphakids	English	Non-Fiction
F*	Great Day	Sundance	Alphakids	English	Fiction
F*	Where Are the Eggs?	Newbridge	Discovery Links	English	Non-Fiction
G*	A Sea of Animals	Compass Point	Spyglass Books/Life Science	English	Non-Fiction
G*	Harvest Time	Compass Point	Spyglass Books/Earth Science	English	Non-Fiction
H*	We Need Water	Capstone	Water	English	Non-Fiction
H*	What's Cooking?	Mondo Publishing	Book Shop	English	Fiction
I*	How Owl Changed His Hoot	Wright Group	Sunshine	English	Fiction
I*	The Penguin Chick	National Geographic	Windows on Literacy	English	Non-Fiction
J*	Keeping Bees	Newbridge	Discovery Links	English	Non-Fiction
J*	Sea Otters	Wright Group	Storyteller	English	Non-Fiction
K*	Getting to Know Sharks	Sadlier-Oxford	Fluent Readers	English	Non-Fiction
K*	Why Coyote Howls at Night	Sadlier-Oxford	Little Books Readers	English	Non-Fiction
L*	Harriet Tubman	Capstone	First Biographies	English	Non-Fiction
[M*]	Sand	National Geographic	Windows on Literacy	English	Non-Fiction
N*	The Dog Who Wouldn't Stay Home	Wright Group	On the Mark Assessment	English	Fiction
N*	The Wishing Sky	Wright Group	Sunshine	English	Fiction
O*	Old Jasper	Wright Group	Sunshine	English	Fiction

### If a student moves into our school between Benchmarks, what do we do to get the student in the right group?

- TRC Progress Monitoring is available at any time for any student.
- If you have a new student move in close to the next Benchmark period, it would be fine to wait a few weeks to Benchmark in DIBELS with the others. You could pull the student into group work based on their records and a quick TRC read with the student.
- If the Benchmark window had closed recently, we suggest going ahead and doing a DIBELS Benchmark, out of the window, so that no down time is wasted on getting them in the right group for intervention. Then you can go on and Progress Monitor with TRC accurately based on their DIBELS scores. (Without the DIBELS benchmark, as you know, the PM is not available for that child.)
- If your benchmark window is closed, not to worry. You can still gather information for a new student on the mobile device and sync to save and store the information and it will report as having been completed.

### Is it Best Practice to ask the oral questions prior to the written questions being attempted?

- Yes, it is certainly appropriate, if the student has completed enough of the book to be able to answer and demonstrate understanding.
- Use your teacher Professional judgment. If the question is about the end of the book, then they will have to finish reading the book in order to answer completely.
- If the book has been finished in the range of the approximately 150 word sample, then yes, they can answer the oral questions and go on to the written.
- The reason the student is asked to finish reading the book is so that the comprehension is about the whole text, and not just a detail or two from the beginning of the book.

## Article of Interest

### Fourth- and Eighth-Grade Mathematics Scores Rise in Several Urban School Districts

Charlotte-Mecklenburg  
Schools, grade 4 is mentioned

<http://www.ednetinsight.com/news-alerts/featured-news/fourth--and-eighth-grade-mathematics-scores-rise-in-several-urban-school-districts.html>

## NC Diagnostic Assessment Support: Department of Public Instruction:

Carolyn Guthrie  
(carolyn.guthrie@dpi.nc.gov)

### Wireless Generation:

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### Technical questions:

Wireless Generation  
Customer Support  
1-800 823-1969, option 3  
(help@wgen.net)

### Kit and material

**questions:** Wireless  
Generation Implementation  
Team  
1-800-823-1969, option 8

## Generic Parent Letters now available on mCLASS Home

This letter, which uses parent-friendly language, explains what Reading 3D is, what it is used for and why it is important. It is meant to be generic, so everyone can use it! To access, simply logon to mCLASS Home and go to the Support and Resource Center tab. The Generic Parent Letter will be found on the right-hand side, under User Guides. When you click on it, you will be asked to Open or Save this letter. We suggest you save it and edit the letter to include your school or district's name.

Dear Parents and Guardians,

**<Enter your district name>** is focused intensively on improving academic achievement for all students. Our teachers use proven instructional strategies and closely track student progress through a system of periodic assessments that keep us informed about each child's needs. If a student faces a challenge, we will know it early and address it immediately.

We are committed to providing you with the ability to track and support your child's progress. Therefore, your child will be assessed three times this year with a tool called mCLASS®:Reading 3D™.

mCLASS:Reading 3D will provide instant analysis of your child's development in grade-appropriate foundational reading skills. Teachers will use the data from the assessments to better focus their instruction on your child's specific skill needs, in areas that may include:

- Hearing and using sounds in spoken words (Phonemic Awareness)
- Knowing sounds of letters and sounding out written words (Alphabetic Principle)
- Reading words in stories easily, quickly, and correctly (Accuracy and Fluency)
- Understanding what they read (Reading Comprehension).

After each assessment period you will receive a letter outlining your child's specific assessment results and information about your child's progress as a reader. The letter will also include easy, fun learning activities that you and your child can do at home together to reinforce the skills your child is learning in school. The teacher's efforts in school, combined with your support at home, will ensure that your child completes the school year reading with mastery and confidence.

If you have any questions about the assessment, the activities, or your child's classroom work and progress, please talk to your child's teacher, who is ready to help. The classroom door is always open.

Thank you for all your efforts.

Sincerely,

<enter sender's name>