



# Wyoming Department of Education

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## MEMORANDUM NO. 2011-080

**TO:** School District Superintendents  
Curriculum Coordinators

**FROM:** Cindy Hill

**DATE:** May 23, 2011

**SUBJECT:** Wyoming Department of Education Reading Success Institutes

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### PLEASE SHARE

Attached you will find, an invitation to participate in the Wyoming Department of Education Reading Success Institutes. Please encourage your staff and colleagues to take advantage of this opportunity to learn techniques that improve reading scores for Wyoming students.

Thank you for your anticipated participation.

CH:kl

Attachment

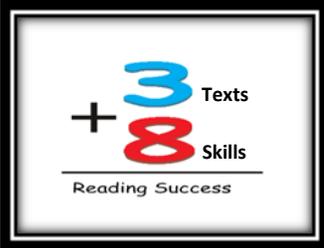


WYOMING  
DEPARTMENT OF EDUCATION

## WDE Reading Success Institutes

**Urgent**

- Deliver improved reading scores
- Apply what Popham and Farr call “instructionally supportive assessment”
- See and practice PAWS **3+8 Reading Success** models
- Take away prompts that grow comprehension and lessons (face-to-face and virtual) to use in your classroom and with teacher teams
- Practice Constructed Response calibration
- Earn University of Wyoming or PTSB credit, optional
- Work with WY grade-specific teacher/facilitators in WY-wide PLC



**T2T** Teacher-to-Teacher  
 Join the learning journey with other successful Wyoming teachers—  
 grades 3-8 and 11—  
 to improve reading achievement on all assessments.

**MARK YOUR CALENDARS!!!**  
*Sheryl Lain encourages teachers to attend.*

### 2011 Institute Dates and Locations

August	
5-6	Casper
8-9	Cody
9-10	Riverton
10-11	Lander
11-12	Pinedale
12-13	Evanston
15-16	Afton
19-20	Newcastle
26-27	Torrington
September	
9-10	Rock Springs
16-17	Saratoga
23-24 (TBA)	Jackson
30	Sheridan
October	
1	Sheridan
7-8	Gillette
14-15	Cheyenne
21-22	Buffalo
28-29	Laramie
November	
4-5	Douglas
11-12	Wheatland



SMART Goal: Increase PAWS reading achievement 14% by reaching all Wyoming teachers.



**Contact Amy Enzi for information and register by e-mail at: [enziwyt2t@yahoo.com](mailto:enziwyt2t@yahoo.com)**

**Include the following items:**

- Your Name
- School
- Grade level that you teach
- Contact information for the summer
  - Your e-mail address
  - Telephone number

The Story behind the Institutes  
by Sheryl Lain

Wyoming reading scores on PAWS should be better. That was my belief long before I joined the Wyoming Department of Education (WDE) in January 2011. I didn't know why, but reading did not show the improvement that students and teachers work so hard to achieve. Then, about a month after arriving at the WDE, I met Jim Popham, a famous national assessment researcher and guide, who was in on the groundwork with Wyoming assessments. He took me aside and told me this story, "The PAWS reading portion was researched by Roger Farr who, with Popham, wanted to make large-scale assessments "instructionally supportive." So, Farr created "Purposeful Reading" wherein he detailed 3+8—the three kinds of texts people use and the eight most substantive reading strategies arrayed around these texts. This 3+8, coupled with the rubric to score constructed responses and the 8 basic prompts, should be shared widely with Wyoming teachers." That's what Popham said.

Dr. Popham continued, "Wyoming had not completed instruction of 3+8." That is what the 10 hour Institute coming to your area is all about—a heavy lift in a short time focusing on improving our student's reading skills. And what better way to get this word out than to get teachers to teach teachers? Therefore, I have enlisted a teacher corps led by Amy Enzi. The first group of teachers will pass the baton to other teachers as we move through the months of training from August to December. We are working hard to share the three kinds of texts, the eight strategies, prompts, student papers, calibration of these papers—all wrapped up by modeling reading strategy lessons in whole class and small group settings. We will learn and practice together in grade level groups, and, for breaks, we will listen to the wise, comforting, and inspiring words of Jim Popham, Richard Allington, and others—words and images we've captured on video from their recent Wyoming visit.

A side note: the 8 Farr strategies match Common Core reading as well as the older version of WY reading standard/benchmarks. These are the same strategies as explained by Pearson and modeled by the PEBC. It's lovely how all of this converges!

The following is a tentative agenda about how we will share and practice the 3+8.  
Tentative Workshop Agenda \*

<b>FRIDAY</b>	
4:45 p.m.-5:15 p.m.	Registration
5:15 p.m.-6:00 p.m.	Small groups in classrooms by grade level Getting to Know You: Building Community
6:00 p.m.-6:15 p.m.	Drink and Drain—Snacks
6:15 p.m.-6:30 p.m.	UW and PTSD issues, course syllabus, how to avail themselves of video club
6:30 p.m.-6:50 p.m.	What is 3+8? Overview. Why it grows readers? <a href="#">Popham video</a>
6:50 p.m.-7:15 p.m.	Read Roger Farr: Why will 3+8 grow readers? Debrief
7:15 p.m.-8:00 p.m.	3+8 in action! Narrative text plus strategies of: plot, theme, literary elements T2T Teacher #1: Model with a workshop approach.

<b>SATURDAY</b>	
8:00 a.m.-8:20 a.m.	Warm up.
8:20 a.m.-9:30 a.m.	Narrative Revisit modeling whole class approach Organization of constructs Rubric See student samples Prompt writing on 3 narrative strategies
9:30 a.m.-9:45 a.m.	Break
9:45 a.m.-11:30 a.m.	Expository Model in small group (guided) approach See kid samples Prompt writing
11:30 a.m.-12:30 p.m.	LUNCH
12:30 p.m.-1:45 p.m.	Functional Model whole class again See Sam Bennett, PEBC, in action See student samples Prompt writing
1:45 p.m.-2:30 p.m.	Calibrate
2:30 p.m.-2:45 p.m.	Break
2:45 p.m.-3:45 p.m.	Meet Allington and Debrief
3:45 p.m.-4:00 p.m.	Closing Celebration
4:00 p.m.	Goodbye from Wyoming's largest PLC!

**3+8**

**Functional Text**  
Read to determine relevance and importance of functional information.  
Read to select and apply relevant information

**Expository Text**  
Read to understand a text's major points and supporting details.  
Read to understand the text's organizational exposition and how that organization serves the writer's purpose.  
Read to understand how the information in the text applies to broader topics and issues.

**Narrative Text**  
Read to recognize and understand an author's development of character, setting, and mood as basic story elements.  
Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.  
Read to understand the theme of a story and how the author develops it.