

Elementary Reading Coach Foundational Training



DAY TWO



*The key is in not spending time,
but in investing it.*

-Stephen R. Covey

For change to happen, for shifting our way of thinking we must, establish a purpose, create routines, explain in detail (I, We, You) and Give It Time.

Coach's Craft

Technology to support coaching
Coach's log
Coach's compact
Coach's schedule

Coaching Conversations
Time management
Developing Relationships
Role of the Coach

Assessment/ Intervention

FAIR
FCAT
Voyager

Purposes of Assessment
Small Group Intervention
Data Chats

Literacy Leadership

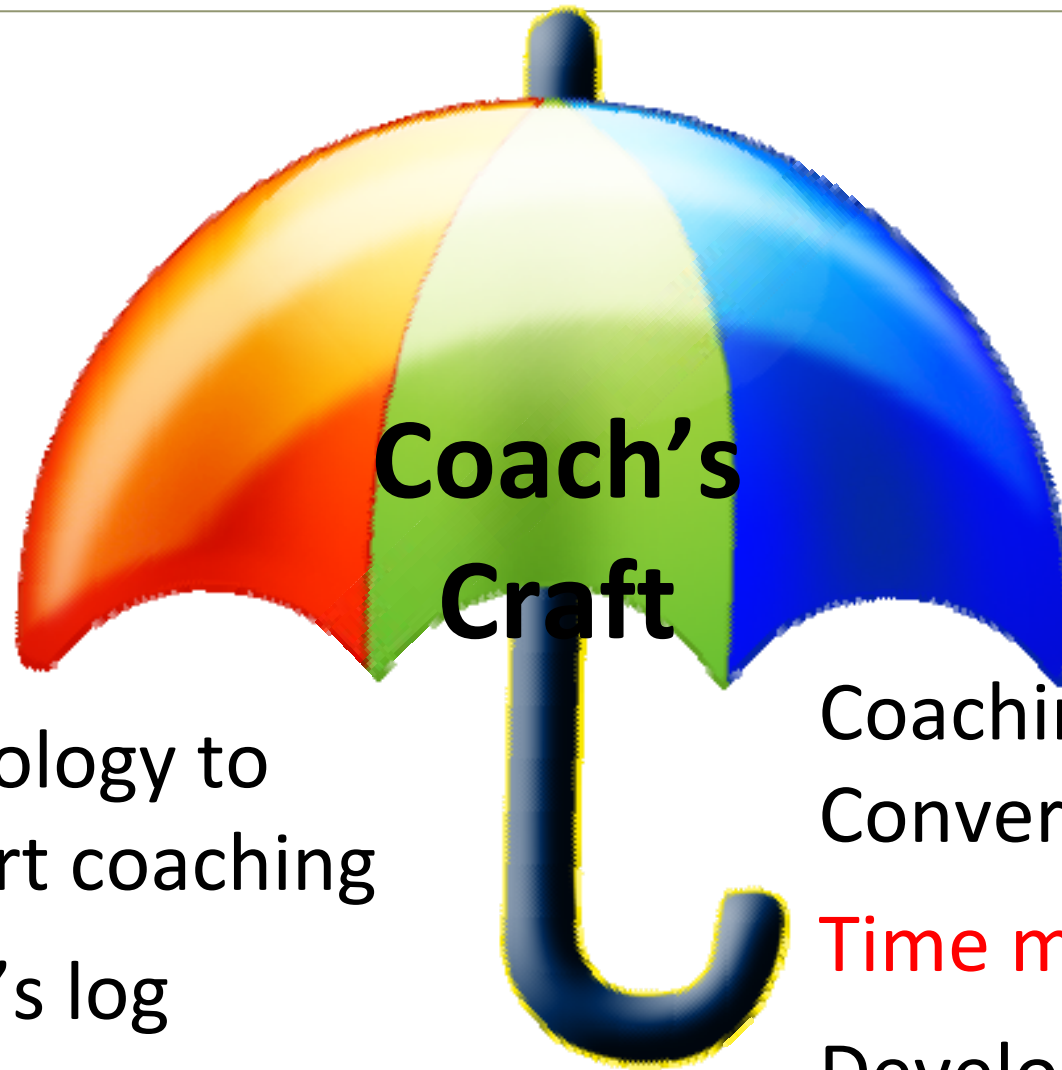
Literacy Leadership Teams
Lesson Study
Response to Intervention
Facilitative Leadership

Goal Setting
Common language
Collaborative Structures

Instruction

Instructional Strategies
Instructional Routines

K-12 CRRP
Standards
Core Reading Program



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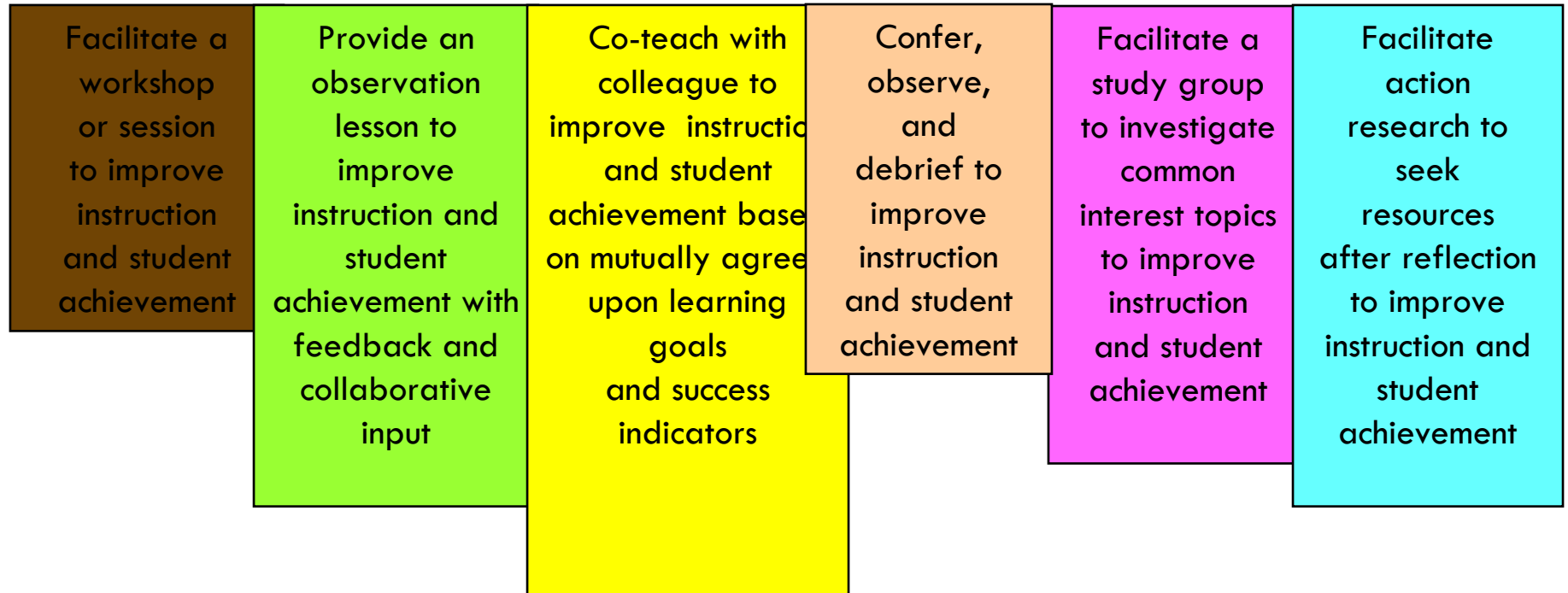
Coach's Log



The following categories from the Coach's Log encompass the heart of the coaching process:

- Professional Development (Whole Faculty)
- Professional Development (Small Group)
- Planning
- Modeling Lessons
- Coaching
- Coach-Teacher Conferences

Coaching Continuum



Highly directive...

Highly reflective...



Assessment/ Intervention

FAIR

FCAT

Voyager

Purpose of
Assessment

Small Group
Intervention

Data Chats

Monitoring Implementation



- The interventionist has been trained in the intervention
- Students are attending as prescribed
- Intervention group size, frequency and duration is consistent with program guidelines
- Administrator walk-throughs and coaching visits have occurred regularly
- 70% of the students receiving the intervention have a positive response



Literacy Leadership

Literacy Leadership
Teams

Lesson Study

Response to
Intervention

Facilitative Leadership

Goal Setting

Common Language

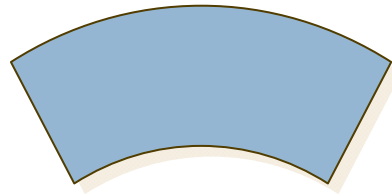
Collaborative Structures

To Support the Needs of the Staff and Students



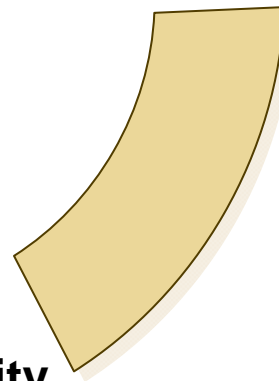
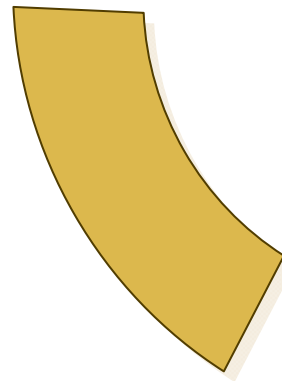
- Reading Leadership Teams may...
 - gather knowledge about literacy & resources
 - facilitate workshops
 - organize study groups
 - initiate action research
 - support peer coaching
 - participate in observation lessons
 - examine student artifacts

Effective Reading Leadership Teams



Collaboration

Culture



Collegiality

Getting Started...



- identify need
- get building support
- set structure and expectations
- meet with active participation
- report progress regularly
- hold culmination meeting

How Do We Build Capacity?



- Sharing responsibility
- Inquiry & Dialogue
- Using data to make teaching decisions
- Resulting in increased synergy



Think and Share...



- How would you rate collegiality, collaboration, and culture at your school?
- What does it look like right now?
- What is your vision?

Rtl – “The Triangle”



Tier III Assessment

Curriculum-based assessments
Progress Monitoring Graph/Rtl
(Eligibility Assessment)

Tier III Individualized Interventions

Academic Intervention Plan
Individual Tutoring
Intensive Intervention Services

Tier II Assessment

Curriculum-based Assessments
Classroom observations
Intervention Data
(peer group comparisons)

Tier II Targeted Interventions

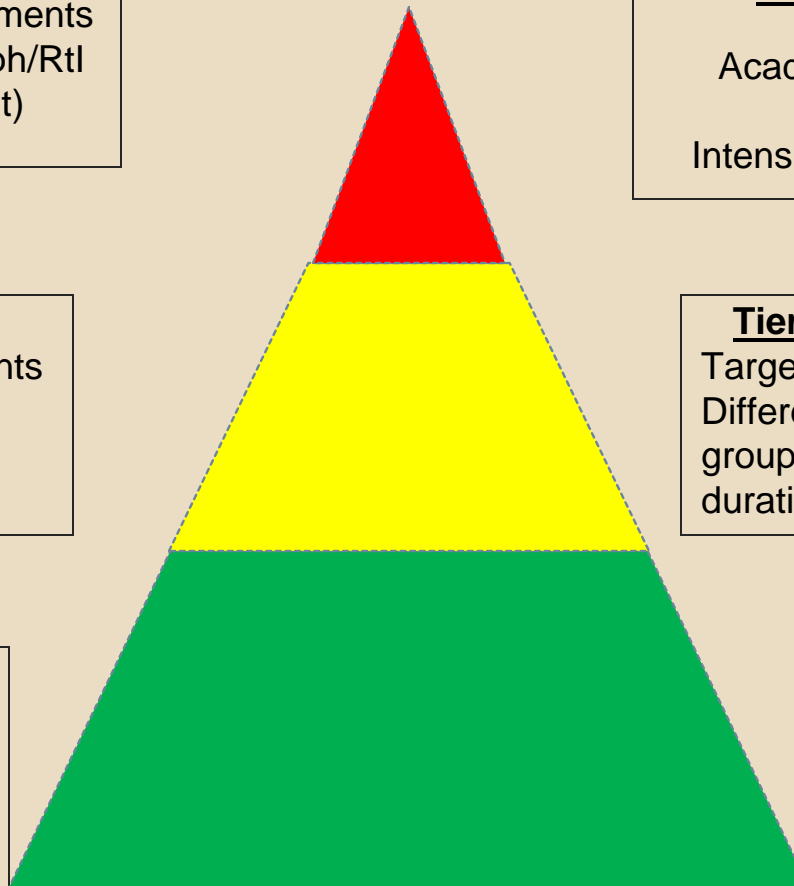
Targeted Group Interventions
Differentiated Instruction & Small
groups to increase intensity and
duration

Tier I Assessment

Benchmark Assessment
Universal Screening- District
Curriculum-Based
Assessments

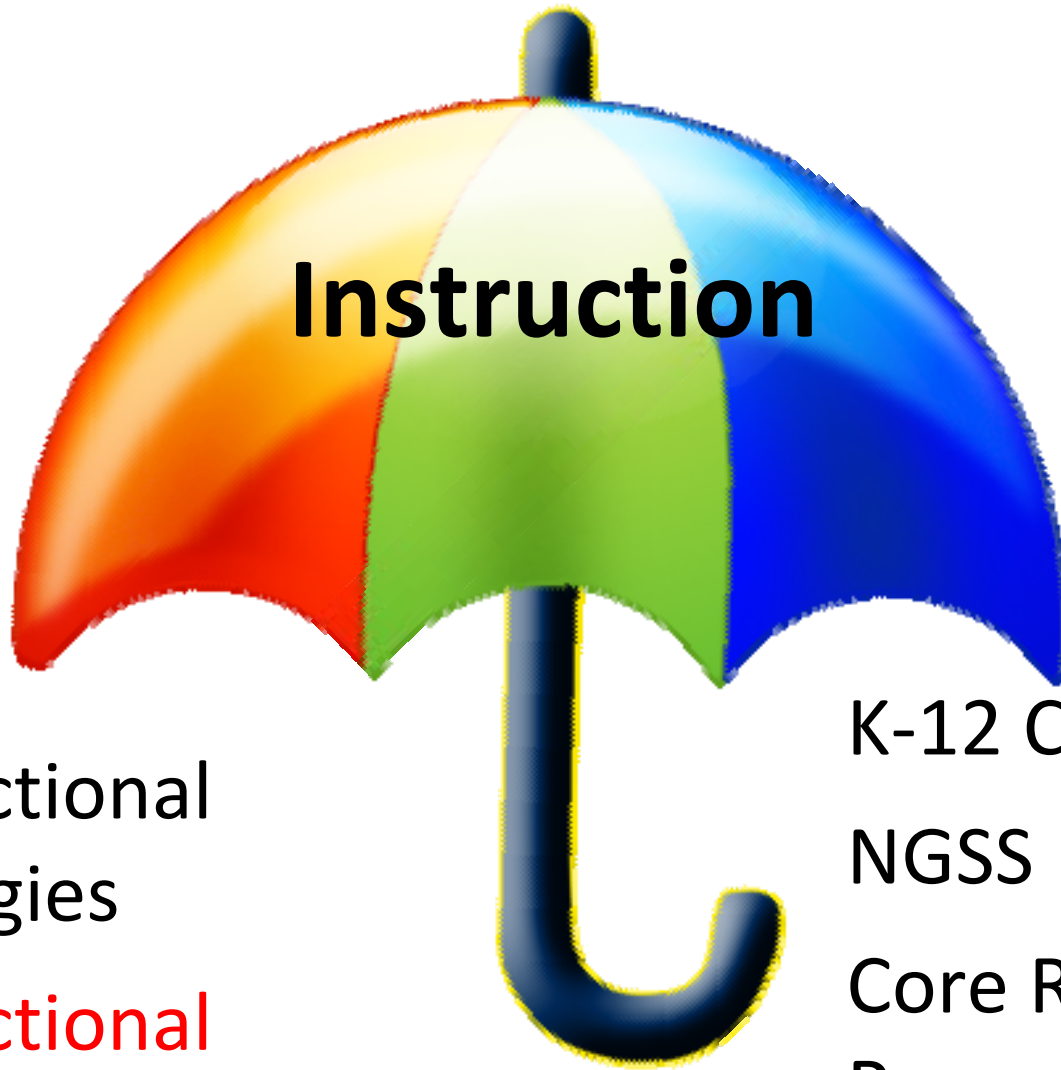
Tier I Curriculum

Whole Class instruction
Differentiated Instruction
and
Accommodations



Who Gets What When and How?

	Tier 1	Tier 2	Tier 3
Time	90	120	180
Curricular Focus	6 areas	Less than 6	2 or less
Curricular Breadth	Core	Core + Intervention	Core + Intervention + Intensive
Frequency of Progress Monitoring	Yearly or greater	Monthly or Greater	Weekly
Who/What	Everyone/ HM + TLC +Center Activities	FCAT Level 1 &2 PRS = 16-44% Box 3+4, Box 3+5 Voyager	Unresponsive to Tier 2 Technology-based, adaptive, intensive.



Instruction

Instructional
Strategies

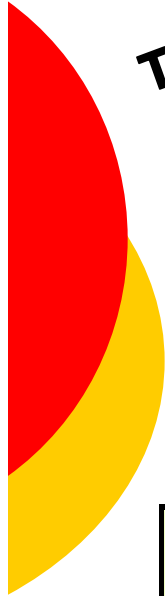
Instructional
Routines

K-12 CRRP

NGSS

Core Reading
Program

The 90 minute Language Arts/Reading Instructional Block



Teacher Directed Instruction
Grade-Level Text
CORE Instruction (CCRP-Houghton Mifflin)



Teacher-Led Center Guided Reading/Skills and/or Strategy Groups Instructional Level Text	
Independent Center	Independent Center
Possibility for a third rotation, if necessary	

RtI requires responsive instruction that is differentiated in both whole and small groups.

90 minute Reading Block

Class A

This class has mostly ON-GRADE level readers



Students accessing the text independently or with a partner, small group accessing the text with the help of the teacher

The teacher pulls small group for more direct instruction and to guide comprehension during the reading

Class B

This class has mostly BELOW-grade-level readers



Students receive instruction with on-grade level text

Instructional Procedure

Plan Instructional Focus

- Select appropriate informational and/or literary text
- Target Primary & Secondary* benchmark
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question depending of the length of the piece and the obvious text structure
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonics Patterns/Grammar/Structure/Spelling
- Provide multiple opportunities to reread for Fluency

Teacher Directed Instruction – Selected Grade Level Text

Before:

- Activate/build background knowledge
- Introduce critical concept vocabulary using webs/maps
- Preview and predict selection
- Set a purpose for reading

During:

- **Initial Reading** to adjust prediction, summarize, and address Author's Purpose
- **Repeated readings** using various modes (shared reading, buddy reading, silent reading) to develop fluency, vocabulary connections to draw inferences and make benchmark connections

After:

- Use selection to teach appropriate strategy/organizer for retention and application of benchmarks and questioning.

Teacher Modeling/Think Aloud

- Teacher/student analyze questions by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses

Compare and Justify

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

Develop Better Responses

- Use student responses to build and model complete paraphrased text-based answers

Application For Ongoing Instruction

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author's Purpose, and Vocabulary.

Small Group – Teacher-Led Center

At the Teacher Led Center the teacher is conducting either a skill-focused lesson or a guided reading lesson.

- Skill- focused lesson - explicitly instructing a small group based on identified needs
- Guided reading lesson – explicitly instructing each readers’ development of “good reader” strategies allowing the learner to problem-solve during reading and/or have them apply the skill/strategy taught during a Skill-focused lesson. Some learners are developing basic reading strategies while others need assistance developing more complex understandings of the text.

Skilled-focused Model Lesson

Planning the Instructional Focus



Select appropriate informational and/or literary text	
Primary Benchmark:	
Secondary Benchmark:	
Choose: <ul style="list-style-type: none">• Obvious text structure• Strategy / Graphic Organizer• Question Task Card; for primary benchmark question	
Determine: <ul style="list-style-type: none">• Critical Concept Vocabulary• Vocabulary from the text aligned with other vocabulary benchmark;	
Phonic; Pattern; Grammar Word Structure Spelling;	

Purpose of Guided Reading

Students will develop comprehension and fluency as they process a variety of increasingly challenging texts at their instructional level. As a result, students will be able to:

- Connect **prior knowledge** to text
- Expand **vocabulary**
- **Problem solve** strategically
- **Predict** and **adjust predictions** accordingly **while reading**
- Read for **meaning**
- **Apply Strategies** to different genre and text structures
- **Read** increasing challenging text **fluently** and with **comprehension**



How is Guided Reading Taught?

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- Students are grouped according to their **instructional level**
- Students are accurately **matched** to **text**
- Groups meet **regularly** for approximately 20 minutes.
- Least proficient are seen daily
- **Teachers model good reader strategies** and provide **skill-focused** mini-lessons (as needed)
- Learners **transfer** and **apply strategies** to the text during the two day cycle as they read independently
- As students progress they are moved to higher levels

GOAL: **COMPREHENSION**



Good Reader Strategies

Look
at the Pictures



Get your MOUTH



ready to make the first
sound



CHUNK IT

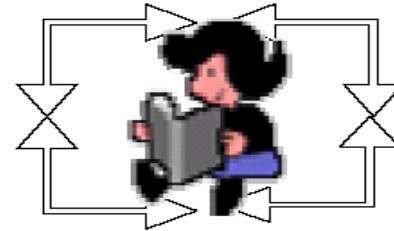
By looking for parts you
know

Skip



Then go back
Read SKIP Read

Re-READ



Go back and read again

THINK



about the meaning of
the story...

Day 1 Before Reading: Story

Introduction /Setting the Scene...

Build background knowledge:

- Read title, share cover or opening page
- Elicit **predictions** and ask open-ended questions
 - Literary text:
 - “What do you think is going to happen next?”
 - “What makes you think...?”
 - Informational text:
 - “What do you think you will learn?”
 - “What makes you think that...?”

Text Exploration:

- Explore text using **key vocabulary/ structure/ concepts**
 - **Discuss** pictures/ **text features**
 - “What is happening in the picture?”
 - “What could the character be saying?”
- Implant **specific vocabulary**

Purpose for Reading:

- Establish the purpose for reading
- Focus on a **strategy** or comprehension **benchmark skill**



Day 1 During Reading:



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- Teacher behavior:
 - Move around, **observe** students' reading behaviors
 - Tap a student on the shoulder and **listen** as the student whisper reads
 - **Note how the reader is processing the text**
 - **Assist** students **problem-solve** unknown words when needed
 - Refer to *Good Readers* chart
 - **Observe** students as they monitor comprehension
- (If necessary) Remind students of :
 - Skill strategy focus
 - Identify author's craft features
 - Define key vocabulary words in relation to focus
- Students behavior:
 - reading at their **own pace, silently or using soft voices**
 - **Make connections** between text and to background knowledge, other literature previously read, and or outside world elements
 - **Practice Reciprocal teaching techniques**
 - **Read** the whole text
 - **Read** self-selected parts of the text
 - **Read** and **reread** text

Day 1 AFTER Reading:

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Revisit the text:

- Have students check, confirm or adjust predictions
- **Evaluate** and **discuss main ideas** encountered in the text
- Assess students' comprehension through discussion and questioning
 - "What did happen?" (literary text)
 - "What did you learn after reading the selection?" (informational text)
- **Return to text** for **Skill-Focused** mini-lesson:
 - Based on your observation of **students' needs**
 - Model **FCAT-like questions text features and author's craft**
 - Respond to reading
- **Review/ organize thoughts about reading**
 - Use graphic organizers
 - Re-read text- read and say something, cooperative groups, my side-your side

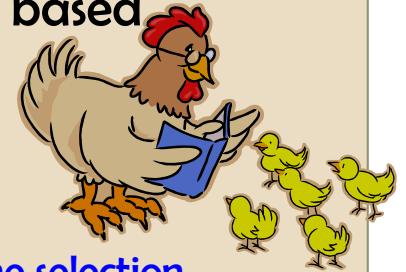
Guided Reading Day 2 Lesson Plan

The teacher identifies the strategy focus and mini-lesson objective based on observations made during previous sessions.

BEFORE

● **Reviewing the Text**

- Have students orally **retell** or **summarize** the selection
- Have students discuss the **main idea and details or the literary elements of the selection**
- Have students **identify strategies** used to determine the meaning of unknown words (e.g., context clues, prefixes, suffixes, root words, and word relationships)



DURING

● **Rereading the text**

- Students **reread text** at their own pace after **establishing purpose** for rereading.
- Prompt and question students as needed.

AFTER

● **Strategy Mini-Lesson**

- **Focus on strategy development**, print features, vocabulary, literary elements, and/or language structures
- **Pose specific comprehension questions** to focus students (e.g., story elements for literary piece, author's purpose, main idea and details for informational piece)
- **Note miscues/errors**, strengths, and focus for next mini-lesson for this group

Guided Materials Check List



- Guided Reading Day 1 & 2 Lesson Plans
- Materials
 - Good Readers Poster and Bookmarks
 - Chalkboard or White Marker Board
 - Instructional level text (match readers appropriately to text)
 - Variety of genre
 - Leveled books
- Classroom Management System
 - Rotation Chart
 - Good Reader Strategies
 - Accountability
- Centers based on instructional levels
 - Word Work (Phonics or Vocabulary)
 - Responding to Literature
 - Technology
 - Classroom Library
 - Fluency (Reader's Theater, Quick Reads, Fry Phrases)

Where Do We Go from Here?

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