Reading Academy
2-5
Day 3
4-16-2014

Ingham Intermediate
School District
A Regional Educational Service Agency

Reading Academy 2-5
Day 3

April 16, 2014

Presented by:

Lori Bailey

Assignment Review

Learning Targets

Participants will be able to:

- *Know the Foundation Skills for your grade level in Comprehension included in the Common Core and use strategies in the classroom to address these foundational comprehension skills*

- *Use strategies to build an effective reading block*

- *Articulate the instructional practices that have the largest impact on learning outcomes*

- *Articulate the purpose of Independent Practice and how to ensure practice activities are appropriate*

Day 1 Assignment

Prior to Reading Academy Day 2, you were asked to work on the following:

- *Implement one or more of the engagement strategies into your classroom lesson plans*

- *Observe your partner while practicing a new engagement strategy and provide feedback*

- *Share your experiences and feedback with the group on Day 2*

Day 2 Assignment

Prior to Reading Academy Day 3, you were asked to work on the following:

1. Use the Foundation Principle plan in the your classroom
2. Use at least one new literacy activity in the areas of Phonics and Word Recognition or Vocabulary
3. Share the activity with your partner, talk about how it went and exchange activities
4. If your partner recommends it, use their activity in your own classroom
5. Record the results of both the Foundation Principle Plan and the literacy activities on the form provided
6. Plan to share the activities, with recommendations, on Day 3

Explicit Instruction:

Focus on Critical Content –

Comprehension

Activity

1. Review the goals that you set for Days 1 and 2.

2. Record Glows and Grows – note at least three positives and one area you would like to grow in. Write a measurable goal for this grow.

   Remember to write SMART goals:
   - *Specific, Measurable, Achievable, Realistic, Timely*
   - *Ex: I will incorporate a new verbal or written response format into my lesson plans for 3 lessons per week starting on April 21st.*

3. Share with your partner.

Recall the Essential Components of Reading Instruction

1. Phonemic Awareness
2. Alphabetic Principle/Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Focus on Critical Content: Comprehension

Text Comprehension is

the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The Rand Report, 2002

CCSS for Literature – Grade 2

- Ask and answer who, what, where, when, why and how questions in a text
- Recall stories and identify the central meaning or message
- Describe how characters respond to events
- Describe the meaning of words and phrases
- Acknowledge differences in points of view
- Use illustrations and words to understand characters, setting, and plot
- Compare and contrast two stories
- Read and comprehend grade-level text

CCSS, 2010

CCSS and Comprehension

- The other Big 5 Ideas of Reading set the stage for students to develop their fluency and comprehension skills.
- You can use the Common Core State Standards to decide on critical skills to teach.
- The following slides include the CCSS Foundation Skills for your grade level.

- *Activity: Team up with a partner. Each partner read one of the next slides for your grade (2, 3, 4, or 5). Share highlights with your partner.*

CCSS for Informational – Grade 2

- Ask and answer who, what, where, when, why and how questions in a text
- Identify the main topic or focus of text
- Connect events, ideas, or procedural steps in text
- Describe the meaning of words and phrases
- Use text features to find key information/facts
- Identify main purpose of text
- Explain how images/diagrams explain text
- Describe how reasons support author's point
- Compare/contrast important points between texts
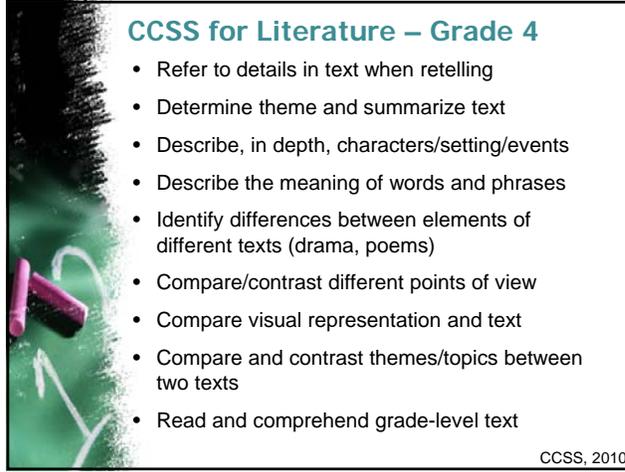- Read and comprehension grade-level informational text

CCSS, 2010
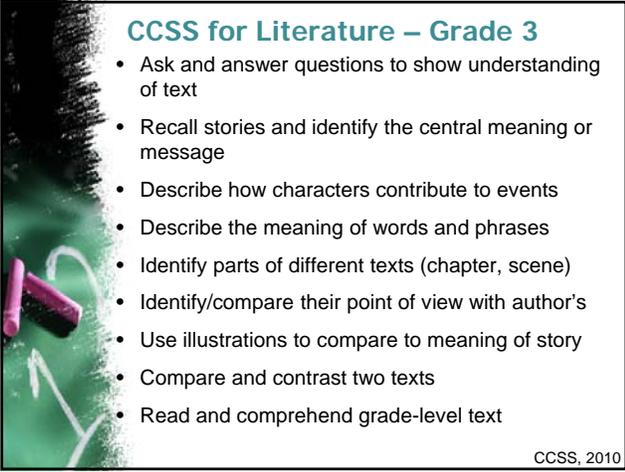
CCSS for Literature – Grade 3

- Ask and answer questions to show understanding of text
- Recall stories and identify the central meaning or message
- Describe how characters contribute to events
- Describe the meaning of words and phrases
- Identify parts of different texts (chapter, scene)
- Identify/compare their point of view with author's
- Use illustrations to compare to meaning of story
- Compare and contrast two texts
- Read and comprehend grade-level text

CCSS, 2010

CCSS for Literature – Grade 4

- Refer to details in text when retelling
- Determine theme and summarize text
- Describe, in depth, characters/setting/events
- Describe the meaning of words and phrases
- Identify differences between elements of different texts (drama, poems)
- Compare/contrast different points of view
- Compare visual representation and text
- Compare and contrast themes/topics between two texts
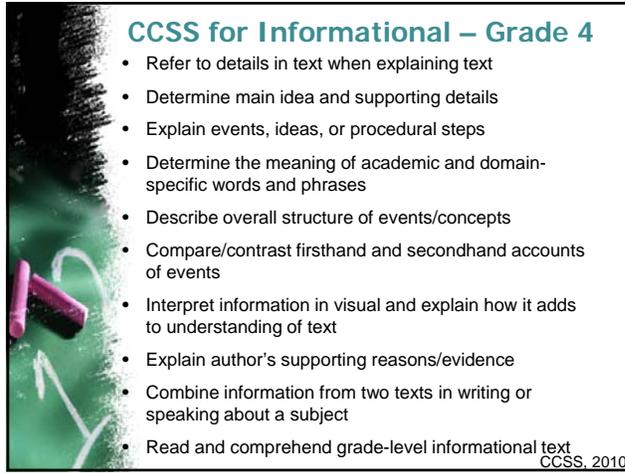- Read and comprehend grade-level text

CCSS, 2010
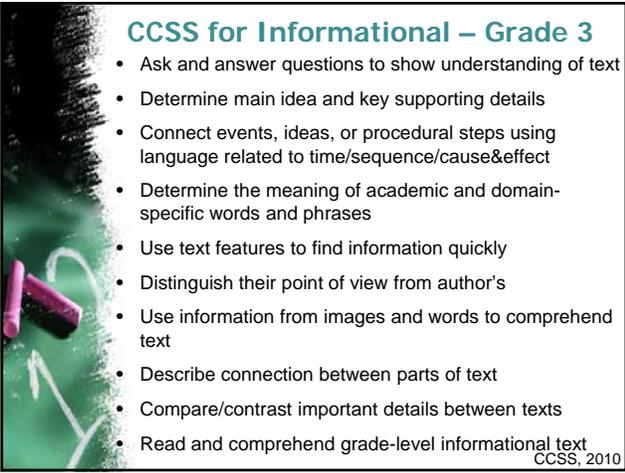
CCSS for Informational – Grade 3

- Ask and answer questions to show understanding of text
- Determine main idea and key supporting details
- Connect events, ideas, or procedural steps using language related to time/sequence/cause&effect
- Determine the meaning of academic and domain-specific words and phrases
- Use text features to find information quickly
- Distinguish their point of view from author's
- Use information from images and words to comprehend text
- Describe connection between parts of text
- Compare/contrast important details between texts
- Read and comprehend grade-level informational text

CCSS, 2010

CCSS for Informational – Grade 4

- Refer to details in text when explaining text
- Determine main idea and supporting details
- Explain events, ideas, or procedural steps
- Determine the meaning of academic and domain-specific words and phrases
- Describe overall structure of events/concepts
- Compare/contrast firsthand and secondhand accounts of events
- Interpret information in visual and explain how it adds to understanding of text
- Explain author's supporting reasons/evidence
- Combine information from two texts in writing or speaking about a subject
- Read and comprehend grade-level informational text

CCSS, 2010

CCSS for Literature – Grade 5

- Quote from text when referring to it
- Determine theme and summarize text
- Compare/contrast characters/settings/events
- Describe the meaning of words and phrases
- Identify how parts of a story fit together and create a structure
- Identify how points of view influence events
- Analyze/compare visual representations, multimedia, and text
- Compare and contrast themes of stories within same genre
- Read and comprehend grade-level text

CCSS, 2010

What can I do in the classroom?

Identify and teach the Foundation Skills from the CCSS that are already available in your reading core and be sure they are included in daily reading instruction.

CCSS for Informational – Grade 5

- Accurately quote from text when explaining it
- Determine two or more main ideas/supporting details and summarize text
- Explain relationship between people/events/ concepts in text
- Determine the meaning of academic and domain-specific words and phrases
- Describe overall structure of events/concepts in two or more texts
- Analyze and compare multiple accounts of events
- Refer to information from multiple print/digital sources
- Connect author's reasons/evidence to specific points
- Combine information from several texts in writing or speaking about a subject

CCSS, 2010

- *Read and comprehend grade-level informationa; text*

In addition, the following slides are activities taken from the Florida Center for Reading Research (fcrr.org).

The activities are grounded in scientifically based reading instruction and include strategies related to different areas of comprehension (text structure for narrative or expository, text analysis, monitoring understanding)

All of the activities can be found on the IISD Literacy wiki under Reading Academy 2-5 Day 3

Jigsaw Activity

- Form a group of 2 or 4 people, and assign each person a number: 1-2 or 1-4
- Refer to the printed handouts on your table labeled 1, 2, 3, 4, 5, 6, 7, 8
- Read your assigned FCRR strategies and report out to the rest of the group what your strategies include

Group of 2:	*Group of 4:*
1s: #1,3,5,7	*1s: #1,5*
2s: #2,4,6,8	*2s: #2,6*
	3s: #3,7
	4s: #4,8

Expository – Keys to the Main Idea

Benchmarks

- The student will identify details and main idea in text (Grades 2-3)

Materials

- Expository text
- Sticky notes
- Student sheet (graphic organizer)
- Pencil

Florida Center for Reading Research, fcrr.org

Narrative – Retell Ring

Benchmarks

- The student will retell a story (Grades 2-3)

Materials

- Narrative text
- Laminated retelling cards
- Binder ring

Florida Center for Reading Research, fcrr.org

Text Analysis – Incredible Inferences

Benchmarks

- The student will identify inferences (Grades 2-3)

Materials

- Inference triangles
- Inference cards
- Answer key
- Game pieces

Florida Center for Reading Research, fcrr.org

Text Analysis – Cause and Effect Match

Benchmarks

- The student will identify the relationship between cause and effect (Grades 2-3)

Materials

- Cause and effect cards

Florida Center for Reading Research, fcrr.org

Monitoring for Understanding – Answer Know-How

Benchmarks

- The student will identify question types to comprehend text (Grades 4-5)

Materials

- Header cards
- Passage
- Question cards

Florida Center for Reading Research, fcrr.org

Monitoring for Understanding – Agree to Disagree

Benchmarks

- The student will use prior knowledge to comprehend text (Grades 4-5)

Materials

- Text
- Agree and Disagree cards
- Statement cards

Florida Center for Reading Research, fcrr.org

Expository – Distinguishing Details

Benchmarks

- The student will identify significant and minor details in text (Grades 4-5)

Materials

- Expository text
- Highlighter
- Determining Important Details tent card
- Pencils

Florida Center for Reading Research, fcrr.org

Expository – In My Own Words

Benchmarks

- The student will paraphrase text (Grades 4-5)

Materials

- Expository text
- Student sheet
- Dictionary
- Pencil

Florida Center for Reading Research,
fcrr.org

Text Comprehension

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

Effective comprehension strategy instruction is explicit, or direct.

- ➤ *Direct Explanation*
- ➤ *Modeling (often "thinking aloud")*
- ➤ *Guided Practice*
- ➤ *Application*

(*Put Reading First*, pp. 41, 45)

Text Comprehension

Skilled reading involves the conscious application of comprehension strategies.

The effective use of these strategies is driven by metacognition.

Comprehension Strategies

- Monitoring Comprehension
- Connecting to World Knowledge
- Predicting
- Recognizing Text Structure
- Asking Questions
- Answering Questions
- Constructing Mental Images
- Summarizing

Metacognitive Strategies:

"We need to develop an awareness of what we are doing, where we are going, and how we are going there; we need to know what to do when we do not know what to do." (Hattie, 2012)

- *Making connections*
- *Visualizing*
- *Questioning*
- *Inferring*
- *Determining Importance*
- *Synthesizing*
- *Monitoring*

Instruct & Employ Strategies:

Before reading

During reading

After reading

In Kid-friendly Terms

Making connections………………Connecting
Visualizing………………………...Picturing
Questioning…………………........Wondering
Inferring…………………………….Figuring out
Determining Importance…………Noticing the important parts
Synthesizing………………………Figuring out
Monitoring…………………………Noticing when you stop understanding

(Boyles, Constructing Meaning)

Before Reading

- Teach key vocabulary
- K-W-L
- Preview, browse with a purpose
- Frontload background knowledge
- Make connections to theme
- Use story structure chart to supply setting and characters
  (Moats, 2004)
- Read once through without stopping

During Reading

- Pose queries at critical junctures in text

- Model the thoughts and questions of an inquiring reader by thinking aloud

- Teach children to:
  - a) ask for clarification
  - b) summarize
  - c) anticipate
  - d) ask questions of the author as they read
  - e) Adjust reading speed to fit the text difficulty

  (Moats, 2004)

- Visualize or construct a mental image of settings, events, concepts

After Reading

- Complete an appropriate graphic organizer

- Write a summary

- Retell a narrative or sequence of events, with visual prompts available

- Act out or illustrate the content

- Respond to key questions in writing/drawing, then discuss with others   (Moats, 2004)

- Extend to other projects, products

Monitoring Comprehension

Click
Reading is going smoothly

Clunk
Reading is impeded

Word Clunk
A word is not recognized

Meaning Clunk
A word, sentence, or passage is not understood

Word Recognition Strategies

Decoding
Phonics

Word-Learning Strategies

Comprehension Strategies

Fix-Up Strategies

Teaching Reading Sourcebook

Activity

- Pick one of the strategies on the previous slide

- Practice how you would explicitly teach your students how to do this strategy.

- When you are finished, switch roles.

Summing Up

- Text comprehension is important because comprehension is the reason for reading

- Text comprehension is purposeful and active

- Text comprehension can be developed by teaching comprehension skills and metacognitive strategies

- Text comprehension strategies must be taught through explicit instruction

(*Put Reading First,* 2006)

Introduction to John Hattie's work

- John Hattie conducted a meta-analysis (gathering information from numerous research studies about education) on the effects of many different strategies on student achievement. As a result of this work he has written three books. Today we will begin to talk about effect sizes as related to best practice.

- The effect size of 1.0 is typically associated with advancing children's achievement by two or three years. When implementing a new program an effect size of 1.0 would mean that, on average, students receiving the treatment would exceed 84% of the students that are not receiving the treatment.

Visible Learning for Teachers: Maximizing Impact on Learning

John Hattie; Routledge Publishing (2012)

Key Question: How can we have the biggest impact on our students' learning?

- The effect size of $d = 0.40$ is the hinge-point for identifying what is and what is not effective in measuring student achievement. One year of education typically results in an effect size of 0.40…but we want to do better than that.

- Setting the bar at an effect size of $d = 0.0$ is so low as to be dangerous. Don't be fooled when reading research studies.
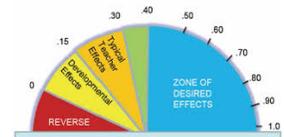
Before we get started:

1. Close your workbooks!

2. Read and complete the checklist of high, medium and low effect sizes by yourself.
   Hint: 10 low, 9 medium, 11 high

3. When you are finished turn your paper over.

4. Check your answers as we go over the effect sizes for each area.

Low Effect on Student Achievement

Influence	Effect Size
Retention	-0.13
Student control over learning	0.04
Whole-language programs	0.06
Teacher subject matter knowledge	0.09
Gender (male compared with female achievement)	0.12
Ability grouping/tracking	0.12
Matching teaching with student learning styles	0.17
Within-class grouping	0.18
Reducing class size	0.21
Individualizing instruction	0.22

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.*

High Effect on Student Achievement

Influence	Effect Size
Concept Mapping	0.60
Comprehension Programs	0.60
Vocabulary programs	0.67
Acceleration (for example, skipping a year)	0.68
Meta-cognitive strategy programs	0.69
Teacher-student relationships	0.72
Reciprocal teaching	0.74
Feedback	0.75
Providing formative evaluation to teachers	0.90
Teacher credibility in the eyes of the students	0.90
Student expectations	1.44

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.*

Medium Effect on Student Achievement

Influence	Effect Size
Using simulations and gaming	0.33
Teacher expectations	0.43
Professional development on student achievement	0.51
Home environment	0.52
Influence of peers	0.53
Phonics Instruction	0.54
Providing worked examples	0.57
Direct instruction	0.59
Cooperative vs. individualistic learning	0.59

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.*

Results

- Which results were surprising to you?

- What questions were raised in your mind, based on the results of John Hattie's meta-analysis?

- Does this information effect the work you do in your classroom/school?

A Significant Conclusion from Visible Learning; (2009)

Teachers are among the most powerful influences in learning.

Which leads to the question:

What does Visible Learning look like?

All adults in this school recognize that:
- There is variation among teachers in their impact on student learning and achievement;
- All (school leaders, teachers, parents, students) place high value on having major positive effects on all students; and
- All are vigilant about building expertise to create positive effects on achievement for all students.

Expert Teachers:

- *Can identify the most important ways in which to represent the subject that they teach; combining the introduction of new content with prior knowledge, relating current lesson content to other subjects and changing lessons according to student needs.*

- *Are proficient at creating an optimal classroom climate for learning; a climate of trust in which error is welcomed and student questioning is high.*

- *Monitor learning and provide feedback; checking understanding and progress of learning so that they can change the lesson for maximum success.*

Experienced vs. Expert Teachers: Research shows there is a difference!

(Bad)Experienced Teacher

If you fail it's not my problem.

Expert Teacher

Let's work together so that we can all be successful. Tell me what questions you have.

Expert Teachers:

- *Believe that all students can reach the success criteria; showing a belief that intelligence and skills are changeable rather than fixed, even if there is evidence to show it may not be.*

- *Influence surface and deep student outcomes; not just on achievement measures but on students willingness to stay at school, willing to take risks, developing into citizens, developing multiple learning strategies, etc.*

Expert Teachers do not:

- Use grading as punishment
- Combine academic and behavioral performance
- Elevate quiet compliance over academic work
- Excessively use worksheets
- Have low expectations
- Defend low-quality learning as "doing their best"
- Prefer perfection in homework over risk-taking that involves mistakes
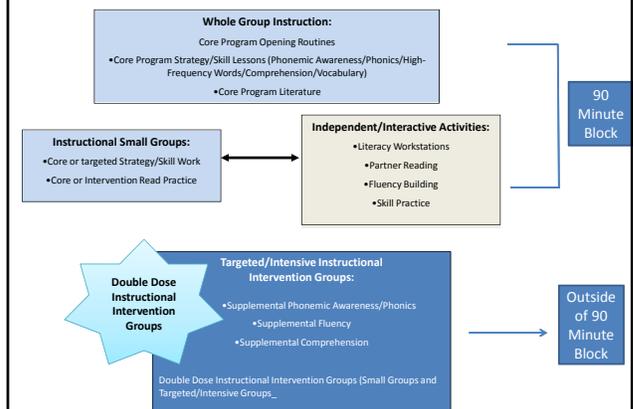- Conceive explanations as to why they have little or no impact on their students

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Putting it All Together:

Building an Effective 90 Minute Reading Block

With that in mind…

Next we will review some important instructional components which will serve to support and maximize your reading instructional periods:

- Structuring your reading block
- Differentiating and grouping
- Providing practice
- Providing feedback

Differentiated Reading Model

Whole Group Instruction:
Core Program Opening Routines

•Core Program Strategy/Skill Lessons (Phonemic Awareness/Phonics/High-Frequency Words/Comprehension/Vocabulary)

•Core Program Literature

Instructional Small Groups:
•Core or targeted Strategy/Skill Work
•Core or Intervention Read Practice

Independent/Interactive Activities:
•Literacy Workstations
•Partner Reading
•Fluency Building
•Skill Practice

90 Minute Block

Double Dose Instructional Intervention Groups

Targeted/Intensive Instructional Intervention Groups:
•Supplemental Phonemic Awareness/Phonics
•Supplemental Fluency
•Supplemental Comprehension

Double Dose Instructional Intervention Groups (Small Groups and Targeted/Intensive Groups_

Outside of 90 Minute Block

Slide 1 (top-left): 90 Minute Reading Block Planning

Instruction	Range of Time	Class Configuration						Activity Ideas
INITIAL READING BLOCK 90+ minutes minimum daily _____ scheduled minutes	**TOTAL TIME:** _____ min. daily	**Whole Group**						**CORE Program Work:** **Phonemic Awareness** (Segmenting Sounds, Blending Sounds) **Phonics & Fluency** (Sound-letter relationships, blending & decodables, dictation & spelling, structural analysis) **Vocabulary & Comprehension:** (Robust vocabulary instruction, pre-reading strategies, during reading strategies, after reading strategies)
	TOTAL ROTATION TIME: _____ min. daily	Small Groups (Teacher-led instructional focus) Include objectives, modeling, guided practice, feedback, pre/reteaching, etc.)						**Focus 1:** Mastery of grade-level Core with extension activities.
		_____ min. daily per group	M	T	W	TH	F	**Focus 2:** Mastery of grade-level Core
		Session 1:						**Focus 3:** Additional explicitness and practice (preteaching and reteaching) to achieve mastery of Core materials
		Session 2:						**Focus 4:** Mastery of grade-level Core with additional fluency practice
		Session 3:						**Focus 5:** Additional explicitness and practice to achieve mastery of Core materials and reteaching of critical deficient decoding skills
Additional Intensive Intervention (30+ minutes)	**TIME:** _____ min. daily		M	T	W	TH	F	**Focus 6:** Explicit small group instruction to master basic phonemic awareness and decoding skills, vocabulary and comprehension instruction, and extra practice to become fluent with mastered skills Additional work with intervention (Tier 3) or supplemental (Tier 2) programs
		Intervention Session						

Slide 2 (top-right)

Differentiating within your Reading Block

- Whole Group Instruction: leveling the playing field by engaging all learners

- Small Group: putting students with like needs together for instruction of specific skills

- Independent Activities: providing students with opportunities to master taught skills

Slide 3 (bottom-left)

Activity

With your partner review the Reading Block template and the two samples.

Do your core reading materials delineate lessons for whole group instruction as well as small group instruction?

If you do not have a core basal program, what do you include in your whole group instruction and how do you plan for the small groups?

Slide 4 (bottom-right)

Differentiating During Whole Group Instruction

- How do we ensure opportunities to respond, receive feedback, and ensure success?
  - *Choral responses*
  - *Partner sharing*
  - *Physical responses*
  - *Written responses*
  - *Common strategies*

Differentiating During Small Group Instruction

- What do you need to know?
  - ➢ *How will children be grouped for support?*
  - ➢ *What specific skills will you teach?*
  - ➢ *What curriculum and/or instructional program will you use?*
  - ➢ *What materials/strategies will you use?*

- What data can you use? *(adapted from DMG, 2011)*
  - ➢ *Class List Report (DIBELS Next)*
  - ➢ *Scores & Percentiles Report (AIMSweb)*
  - ➢ *Instructional Sorts (completed earlier)*
  - ➢ *Diagnostic testing (look at error patterns)*

Differentiating During Small Group Instruction

- Flexible groups so that groups meet the specific needs of students assigned to them

- Considerations:
  - ➢ *Size of group: 3-5 for struggling readers*
  - ➢ *Number of days per week*
  - ➢ *Number of minutes per day: 10, 20, 30 minutes per day*
  - ➢ *Type of lesson structure: skill-focused or guided reading*
  - ➢ *Content and level of the lesson: reading skills and level of instruction*

Differentiating During Small Group Instruction

- What is "instructional grouping?"
  - ➢ *Students are grouped according to specific needs for support (not based on need for support table – i.e. Tier 2)*
  - ➢ *Instructional groups are dynamic and flexible*

- Why group students for instruction?
  - ➢ *Instruction that groups students according to skills allows instruction focused on their needs*
  - ➢ *Grouping according to skills results in improved achievement*
  - ➢ *Greater opportunities to respond*
  - ➢ *Enables close monitoring of student performance*
  - ➢ *Enables performance feedback*
  - ➢ *Enables remediation of chronic errors*

(DMG, 2011)

Grouping

- Students with reading difficulties who are taught in small groups learn more than students who are instructed as a whole class (National Reading Panel, 2000).

- Alternate grouping formats (e.g. one-one-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs

- Continually monitor student progress, and regroup to reflect students knowledge and skills

- When students experience difficulties, break the skill down into the most critical components/skills and provide focused instruction

Planning and Evaluation Tool - Revised (PET-R)

Elements of the PET-R

- Assesses research-validated actions that should be in place to pave the way for a healthy MTSS system for reading in the following areas:

  - *Goals/Objectives/Priorities*
  - *Assessment*
  - *Instructional Practices and Materials*
  - *Instructional Time*
  - *Differentiated Instruction/Grouping*
  - *Administration/Organization/Communication*
  - *Professional Development*

## Planning and Evaluation Tool - Revised (PET-R)

What is the PET-R?

- A process tool completed by your Building Leadership Team
- Assesses the school-wide systems of support that are in place at the building level
- Assesses research-validated actions that should be in place to pave the way for a healthy MTSS system for reading

Why should we look at the PET-R?

- It can help you to examine your core instructional practices if your building/classroom has less than 80% of students at benchmark.

- It can help you determine which research-based areas your building may need to work on in order to improve MTSS related outcomes.
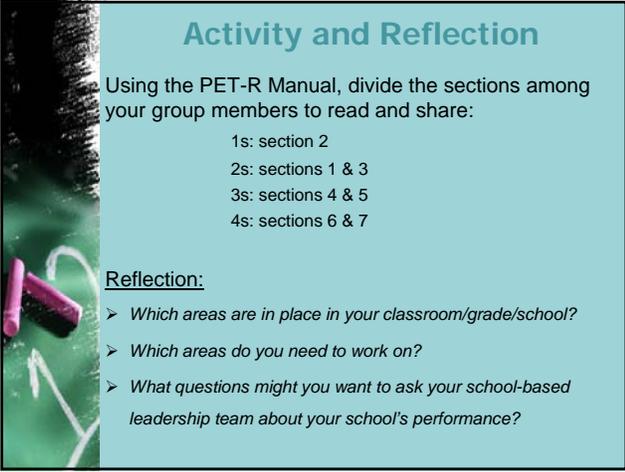
Activity and Reflection

Using the PET-R Manual, divide the sections among your group members to read and share:

> 1s: section 2
> 2s: sections 1 & 3
> 3s: sections 4 & 5
> 4s: sections 6 & 7

Reflection:

➢ *Which areas are in place in your classroom/grade/school?*

➢ *Which areas do you need to work on?*

➢ *What questions might you want to ask your school-based leadership team about your school's performance?*

Providing Appropriate Independent Practice

"It is virtually impossible to become proficient at a mental task without extended practice." Willingham, 2009

"Development of basic knowledge and skill to the necessary levels of automatic and errorless performance requires a great deal of drill and practice…" Brophy, 1986

"Use it or lose it." Unknown

Explicit Instruction:

Delivery of Instruction –
Providing Appropriate Independent Practice
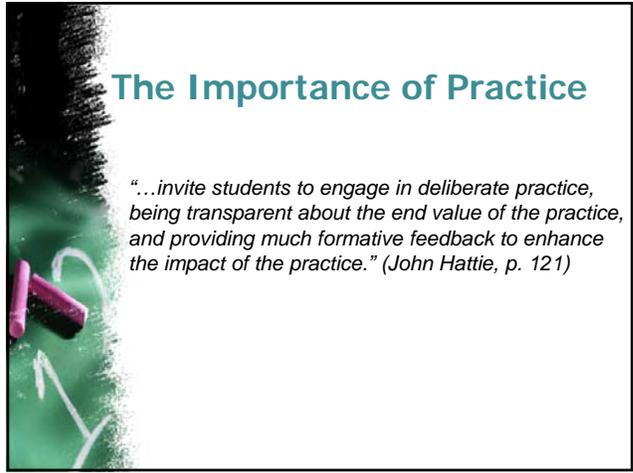
The Importance of Practice

"…invite students to engage in deliberate practice, being transparent about the end value of the practice, and providing much formative feedback to enhance the impact of the practice." (John Hattie, p. 121)

Independent Practice

It is not: Drill and Kill

It is: Drill and Skill

It is perhaps: Drill and Thrill
(when they master the skill)

Types of Practice - Review

- Initial Practice
  - *Occurs under the watchful eye of the teacher*
  - *Provide numerous practice opportunities within the teacher-directed lesson to build accuracy*
  - *Provide immediate feedback after each item*

- Distributed Practice
  - *Studying or practicing a skill in short sessions overtime*
  - *Distributing practice overtime (versus massing practice in one session) aids retention*

- Cumulative Practice/Review
  - *Adding related skills to skills previously taught*
  - *Cumulative Review – providing intentional review of previously taught skills/strategies/concepts/ vocabulary/knowledge. The goal is to increase long-term retention*

Purpose and Benefits of Practice

- Reinforces the basic skills needed to learn more advanced skills (proficiency, fluency, automaticity)

- Protects against forgetting (retention, maintenance)

- Improves transfer (generalization)

What is a good practice activity?

- Match the **task** (the way students practice the skill) to the **skill** (what has been taught).

- Consider **other skill demands** (what is the target skill, what may get in the way)

- Provide **clear, concise** directions

- Provide **prompts or worked** examples

- Consider **time to complete** the task/assignment

Designing, selecting, or adapting assignments

- Match the task to the _____
- Consider other _____ demands
- Provide clear, concise _____
- Provide prompts or _____ examples when necessary
- Consider _____ to complete the task/assignment

Effective Peer/Group Practice

- Explicitly teach new content before practiced in dyads/groups
- Teach and assign student responsibilities and roles
- Use consistently – part of the classroom culture
- Carefully match partners
- Close teacher monitoring
- Student accountability

Selecting practice format

What format will we use?

➢ Paper-pencil

➢ Distributed practice within group instruction

➢ Partner work
- Peer Assisted Learning Strategies
- Classwide Peer Tutoring (CWPT)

Providing Feedback

On Day 1 we discussed providing immediate feedback within various response formats, as well as providing effective praise

As a review, we know this about feedback:

The Goal of feedback is to close the g_____ between c_____ performance and d_____ response.

Feedback informs students if a response is c_____ or i_____, and what can be done to i_____ performance.

Providing Feedback

Continued…

When providing corrective feedback, the feedback should be:

- i_____
- s_____
- focused on the c_____ versus i_____response
- ended with students giving the c_____ r_____

Activity – Table Time

With your group, write the following on your chart paper – be prepared to share out:

1. Generate a list of independent practice activities you currently have within your core reading materials.

2. What feedback strategies can you employ to ensure student success on independent practice activities?


Some more thoughts about providing feedback

"Feedback is most effective when students do not have proficiency or mastery…it thrives when there is error or incomplete knowing and understanding…This means that there needs to be a classroom climate in which there is minimum peer reactivity to not knowing or acknowledgment of errors" (Hattie, p. 139-140)

Novice

Advanced

Four levels of feedback:

1. Task/corrective
   - ➢ Specific, powerful for novices
2. Process
   - ➢ Develop learning strategies
3. Self-regulation
   - ➢ Self-monitoring learning
4. Self
   - ➢ Consider feedback v. praise

OOPS!!
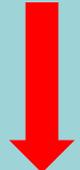
Assignment – Pick a few

1. Continue to work on your goal for active engagement. Adjust or modify the goal if needed.

2. Continue expanding the strategies for engagement that you employ in your classroom.

3. Work towards the goal you set for instructional routines at the beginning of today.

4. Evaluate and refine your 90 minute reading block to maximize effectiveness.

5. Continue to develop expertise regarding the essential components of reading instruction.

6. Provide appropriate independent practice activities and employ strategies to ensure student success.

Scope and Sequence of the Reading Academy Series

Day 1

- ➢ *Explicit Instruction*
  - Introduction to all elements
  - Content Elements
    - – Focus on Critical Content – Advanced Phonics, Accuracy, and Fluency
  - Delivery Element
    - – Require frequent responses

Day 2

- ➢ *Content and Assignment Review*
- ➢ *Explicit Instruction Foundation Principles and Strategies*
- ➢ *Explicit Instruction*
  - Focus on CCSS Foundation Skills-Phonics and Word Recognition, Vocabulary

Day 3

- ➢ *Content and Assignment Review*
- ➢ *Explicit Instruction – Focus on CCSS - Comprehension*
- ➢ *Building an Effective 90 Minute Reading Block, Differentiating*
- ➢ *Maximizing Impact on Learning*
- ➢ *Appropriate Independent Practice*

Thank you for all you do!

Contact Melanie Kahler with questions or comments.

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