

## **Coach Training Manual Cohort 2**

Coaching Shared Reading

Tennessee Department of Education | 2017

# Responding to Texts Through Interactive Speaking and Writing Activities

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# Critical Attributes for Semester 2

## Shared Reading

- Integrate the Tennessee Academic Standards
- Analyze and select high-quality and appropriately-complex text
- Incorporate shared reading into text sets
- Craft text-dependent questions
- Integrate vocabulary instruction
- Model during shared reading
- Use support structures to make text accessible to all students
- Create daily and end of unit tasks

# Module 1: Reflect on Past Learning

## Objectives

- Recognize the hard work and dedication of our Read to be Ready Coaches
- Celebrate the success that has occurred and identify causal factors that led to these successes
- Consider characteristics that encourage and foster learning
- Investigate how interactive speaking and writing fit within the framework for *Teaching Literacy in Tennessee*

# Read to be Ready Coach of the Month

Each month we will be accepting nominations from the department's Reading Coach Consultants and from teachers across the state for the Read to be Ready Coach of the Month. Coaches who receive this honor will be spotlighted on the Read to be Ready website at <http://www.tn.gov/readtobeready>.

We are excited to announce the recipients of the Read to be Ready Coach of the Month award!

# Being a Learning Leader

Michael Fullan, a worldwide authority on educational reform, states the following about the challenge of change in school improvement:

- The change process is about establishing the condition for continuous improvement in order to persist and overcome inevitable barriers to reform. It is about innovativeness, not just innovation.
- Developing a culture for learning involves a set of strategies designed for people to learn from each other and become collectively committed to improvement.
- When school systems establish cultures of learning, they constantly seek and develop teachers' knowledge and skills required to create effective new learning experiences for students.
- Turning information into actionable knowledge is a social process. Thus, developing learning cultures is crucial. Good policies and ideas take off in learning cultures, but they go nowhere in cultures of isolation.

(Fullan, 2009, pp. 11–13)

When we think about school change, it is helpful to consider characteristics that lend themselves to a culture/system that encourages and fosters learning. The following are such characteristics:

- The responsibility for learning is shared.
- There is a commitment to ongoing learning.
- Learning is grounded in the work of students and teachers.
- Learning takes place in an atmosphere of inquiry.
- Learning is accomplished through conversation.
- Data are used for practical purposes.
- Communication takes place within and beyond the community.

(Lyons & Pinnell, 2001, p. 171)

Any of the above characteristics can lead to success, and their absence in a learning community can be a barrier/challenge to success. Through problem-solving and innovation, leaders of learning can work to create and support these characteristics that foster learning and school improvement.

## Reflect

Think about the characteristics that foster professional learning. Identify some characteristics that have improved in your school/district and then reflect on those which may need some attention. Record your thinking in the chart provided.

Which characteristics have improved?	Which characteristics need improvement? What might be getting in the way?	What are your action steps?

## Apply

As you consider the table above, how do the thoughts from Fullan and from Lyons and Pinnell help you think about the complexity of school improvement in your own school/district?

# Reflect on Past Learning

In order for professional learning to improve teaching, learners must engage with each other in ways that create opportunities to build common understandings, to reflect together on how their learning is impacting students, and to make plans for refinement.

Improving teaching requires the kind of deep focus on content knowledge and innovations in delivery to all students that can only come when teachers are given opportunities to learn from experts and one another, and to pursue teaching as a scientific process in which new approaches are shared, tested, and continually refined across a far-flung community. (Collins, 2010, para. 3)

Read the above quote and reflect in the space provided about how your work as a coach has supported teachers in deepening their content knowledge and refining their instructional practice.

## Reflect

How has your content knowledge (especially in the areas of interactive read aloud, shared reading, teaching foundational skills through reading and writing, and coaching) deepened through the past semesters' Read to be Ready professional development and through the professional development you have been providing for teachers?

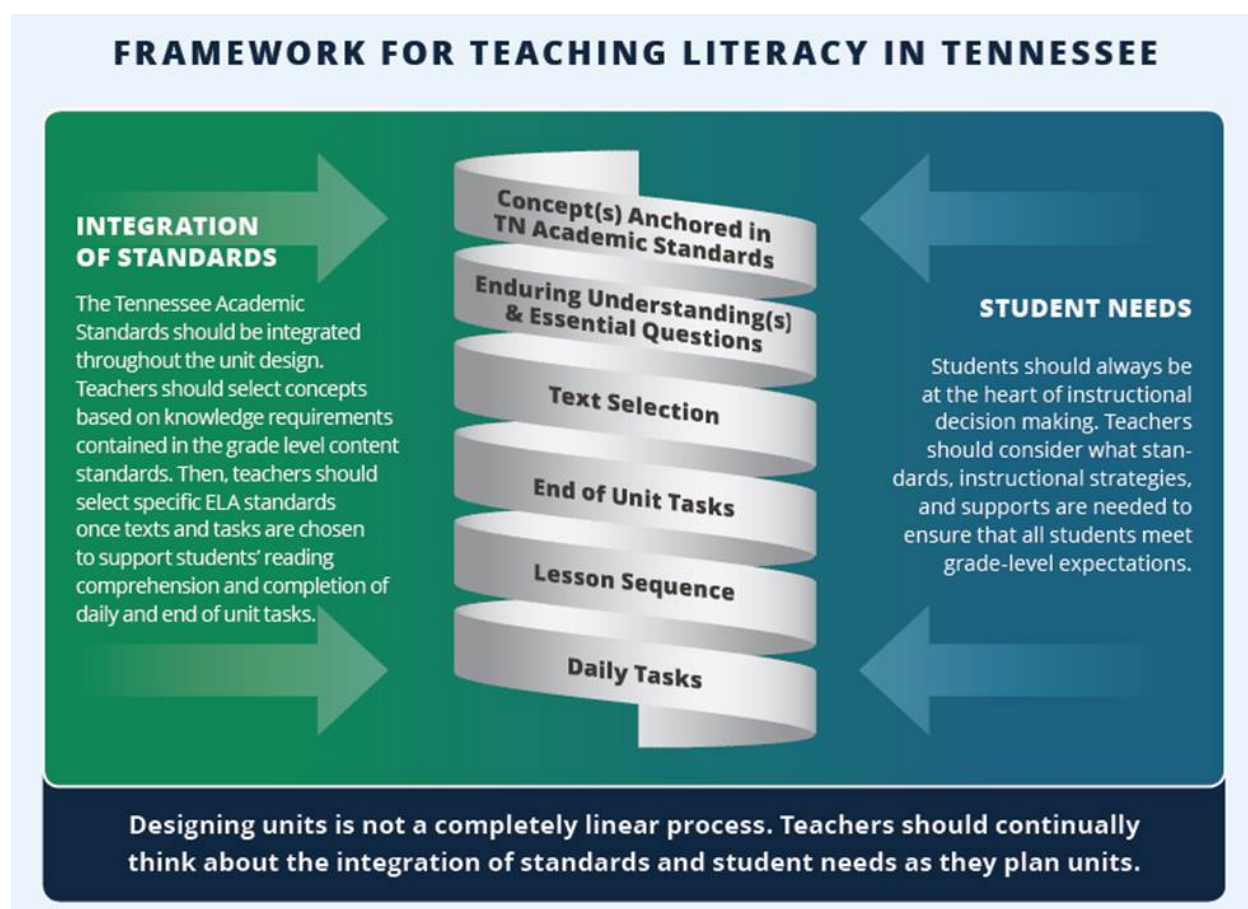
How have the first three phases of the coaching cycle (learn and plan, apply, and reflect) helped you to support teachers in building their understanding and implementation of interactive read aloud, shared reading, and teaching foundational skills through reading and writing in their classrooms?



What changes in practice do you see in the literacy classrooms you support? What evidence is informing you of those changes? What specifically might have contributed to these changes?

# Framework for Teaching Literacy in Tennessee

Consider the framework for Teaching Literacy in Tennessee below. This framework helps teachers think about a flexible way of constructing units of study that build enduring understandings of concepts that are anchored in the Tennessee Academic Standards and in the needs of students. The Tennessee English Language Arts Standards offer multiple strands, including reading, language, writing, speaking and listening, and foundational skills. Standards from all of the strands are integrated within a sequence of lessons to support students in developing both skills-based and knowledge-based competencies that are based on the demands of texts and student needs. Teachers carefully select texts and design a series of lessons with daily activities that lead up to an end-of-unit task. Daily tasks provide teachers with evidence of student learning that informs their instruction. Rich, authentic end-of-unit tasks allow students to display the skills and knowledge they have gained around the enduring understandings. Teachers must determine the level of support students will need within lessons and across units in order to deepen their understandings of the content and expand their ability to transfer their knowledge and skills to independent work.



(Tennessee Department of Education, 2017, p. 11)

Read the theory of action for Teaching Literacy in Tennessee in the graphic below. Notice the importance of speaking and writing.

**The framework for *Teaching Literacy in Tennessee* is predicated on a theory of action that is grounded in research:**

If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

**then, we will meet or exceed our goal of having 75 percent of third graders reading on grade level by 2025.**

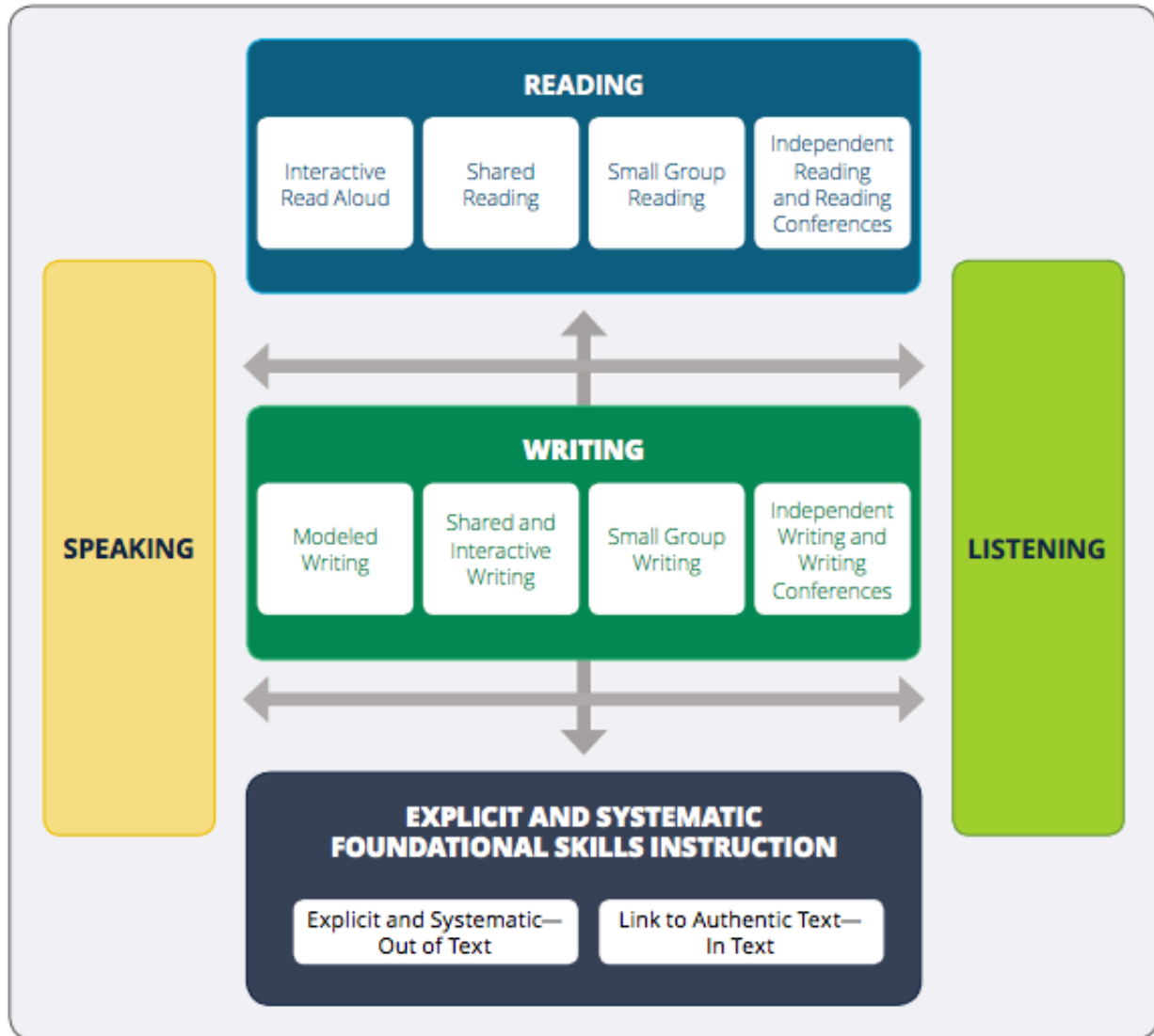
(Tennessee Department of Education, 2017, p. 10)

### Reflect

How do you see the framework for Teaching Literacy in Tennessee coming to life in your school or district?

As you reflect, consider the successes and challenges you've encountered.

# Elements of the Literacy Block



(Tennessee Department of Education, 2017, p. 13)

## Discuss

How does the Elements of the Literacy Block graphic illustrate the role of speaking and listening in relation to all other elements of the literacy block?

How does the Elements of the Literacy Block graphic begin to help you think about the role of shared and interactive writing within the writing continuum and in relation to reading and foundational skills instruction?

How have the teachers you support used the framework for Teaching Literacy in Tennessee (p. 10) and the Elements of the Literacy Block (p. 12) to create daily opportunities to build the competencies described in the theory of action (p. 11)?

# Closing Words

Just as one rain shower will not grow a field of flowers, one person or group will not devise a plan that transforms our educational system perfectly. But if we can learn to offer ideas grounded in imagination, grown with hope, and empowered by action and belief, we will be well on our way toward creating something new. (Reynolds, 2014, p. xiii)

## Reflect

# Module 2: Introduction to Shared Reading

## Objectives

- Understand the purpose and goals of shared reading and how it contributes to students' reading growth and achievement
- Understand how shared reading fits into a larger literacy block
- Make connections to past learning, with a specific focus on key similarities and differences between shared reading and interactive read alouds

## Link to Tennessee Academic Standards

Shared reading lessons focus on the explicit teaching of **Foundational Literacy** and **Reading** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through questioning, discussion, and tasks.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

# Shared Reading: Anticipation Guide

Reflect on your current understanding of shared reading. Complete the anticipation guide below. In the blank rows, write in your own beliefs about shared reading.

During shared reading...	I Agree	I Disagree	I'm Not Sure
Teachers and students share texts together			
Texts are high quality and reflect appropriate complexity expectations for students' grade level			
Each student has a copy of the text or views the text as a Big Book, on the projector, or on a poster			
Teachers model thinking about text ideas, word identification, and the author's use of language			
Students have opportunities to read part or all of the text, with support from the teacher			
Students actively listen, read, think, talk, and write about the text			
Shared reading falls between read aloud and guided reading in the gradual release of responsibility model of instruction			



# Shared Reading: Video

Watch a video of a first grade shared reading lesson using the text *In the Small, Small Pond*. Complete the chart below, and reflect on the discussion questions.

*Shared Reading **Looks Like***

*Shared Reading **Sounds Like***

*Shared Reading **Feels Like***

## Discussion

- What **similarities** are there between the shared reading lessons in your school and the approach you saw in the video?
- What **differences** are there between the shared reading lessons in your school and the approach you saw in the video?

# What is Shared Reading?

Form a group of three. Have each member of your trio read one of the following sections about shared reading. Highlight or underline key ideas. Then, work together to complete the following chart on a piece of poster paper. You will have opportunities to add to and update your chart throughout this module.

What We <b>Know</b> or Have <b>Learned</b> about Shared Reading and Why it is Important	<b>Questions</b> We Still Have about Shared Reading

## Section 1

"Shared reading offers rich instructional opportunities as teachers share in the workload while students access the text too. Embedded in the middle of the gradual release of responsibility, shared reading has elements of a read-aloud and guided reading, but it's most valuable for explicit demonstration opportunities with shared text."

- Burkins, 2016

"This [shared reading] approach changes attitudes toward reading," observed [Dr. Janet Allen]. "For many students who have struggled in school, reading has come to represent failure, risk, embarrassment and struggle. Shared reading is a place where everyone can find success and those walls begin to crumble. Success breeds success, and these shared experiences set students up to want to read something else."

- [www.educationworld.com](http://www.educationworld.com)

"In order to read with understanding we call up and use a repertoire of strategies acting upon stores of knowledge to extract messages from print. Reading and writing acquisition involves the active construction of that repertoire, with comprehending having a central role...learning of this kind depends upon children being active processors of printed information."

- Marie Clay, 1991

"In shared reading, students begin to assume some responsibility for the reading work as they participate in shared reading...The idea behind shared reading is that, unlike read-aloud during which students are only listening to the story, the teacher uses a Big Book or provides texts for students, so that all students have access to the print. During shared reading, teachers scaffold students by explicitly teaching them to how to strategically use the text to support reading."

- Burkins and Croft, 2010

## Section 2

"Shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression...It is through shared reading that the reading process and reading strategies that readers use are demonstrated. In shared reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers."

- [www.readingrockets.org](http://www.readingrockets.org)

"The most unique feature of the Common Core State Standards for ELA & Literacy may be the absolute insistence that all students read and comprehend literary and informational text of grade-level complexity, including poetry, drama and narrative, history/social studies, science and technical texts, independently and proficiently (RL and RI standard 10). Students need to demonstrate this facility by reading texts that get progressively more complex. Since standard 10 divides text complexity into grade bands rather than stepping up complexity grade by grade, the "in-between" periods allow for "scaffolding as needed" for texts near the high ends of the bands."

"No single aspect of the standards is more challenging to implement than this. Many students will need support and scaffolding for sure. But what they need first is full access to complex texts much more frequently than has been customary in most settings. This requires a major shift in practice that will be a departure from what many teachers are accustomed to, which is the practice of always giving students "just-right" texts, or leveled readers, as the core of their instructed reading...Going forward, for much of their instructional reading time, students will need to be supported and encouraged in reading grade-level complex text (Shanahan 2012). Differentiation will primarily come in varying the supports required to allow each student access to text of grade-level complexity."

- Liben & Liben, 2013

"Shared reading allows students to observe the reading process and to practice reading strategies or concepts in the safety of a group. The same text is read and reread several times over a few days. Initially the teacher takes the lead, and then gradually pulls back as students progressively master the text. In each reading, children are encouraged to focus on or discover new concepts."

- WGBH Educational Foundation, [www.learner.org](http://www.learner.org)

### Section 3

"As with all components of balanced literacy instruction, shared reading provides rich opportunities for students to discover the pleasures of reading. Because students gather around the teacher in groups, a sense of community is established and students feel encouraged and confident to read along in an enthusiastic environment. Also, young readers are introduced to different genres and authors. A variety of reading strategies are demonstrated during shared reading, dependent upon what is appropriate for the context of the story and the genre."

- [www.k12reader.com](http://www.k12reader.com)

"Through shared reading, children experience and enjoy literacy texts they are not yet ready to read independently. Teachers focus on specific concepts of print and strategies of reading; teaching is often direct and explicit, but it takes place within a highly meaningful context. Sometimes teachers select texts the children themselves have written during interactive writing. At other times teachers choose powerful examples of children's literature that contain vivid language and will hold the interest of children over multiple readings. The power of literature provides support for children to develop a sense of story and how narrative and expository texts are organized. As children become a community of readers, the teacher encourages them to use all that they know, to search for meaning, and to take risks."

- Button & Johnson, 1997

"Benefits of Shared Reading:

- Rich, authentic, interesting literature can be used, even in the earliest phases of a reading program, with children whose word-identification skills would not otherwise allow them access to this quality literature.
- Each reading of a selection provides opportunities for the teacher to model reading for the children.
- Opportunities for concept and language expansion exist that would not be possible if instruction relied only on selections that students could read independently.
- Awareness of the functions of print, familiarity with language patterns, and word-recognition skills grow as children interact several times with the same selection.
- Individual needs of students can be more adequately met. Accelerated readers are challenged by the interesting, natural language of selections. Because of the support offered by the teacher, students who are more slowly acquiring reading skills experience success."

- Houghton Mifflin Company, [www.eduplace.com](http://www.eduplace.com)

# Shared Reading at Different Grade Levels

Shared reading looks different at different grade levels, given variations in students' developmental readiness, the expectations of grade level standards, and students' independent reading abilities. At the same time, many features of effective shared reading instruction are consistent across grade levels.

Read the following two pages that explain the traits of shared reading instruction at the grades K-1 level and at the grades 2-3 level. Highlight or underline key ideas. Then, reflect on the following questions.

## Discussion

- What are key **differences** between shared reading in grades K-1 and shared reading in grades 2-3?
- What are key **similarities** between shared reading in grades K-1 and shared reading in grades 2-3?
- Update your group's chart:

What we <b>Know</b> or Have <b>Learned</b> about Shared Reading and Why it is Important	<b>Questions</b> we Still Have about Shared Reading

# Shared Reading in Grades K-1

Shared reading in grades K-1 can and should look different than shared reading in grades 2-3, given students' developing reading abilities and the demands of the standards. Students in these early grades should engage in rigorous and thoughtful shared reading lessons that are also developmentally appropriate.

Shared reading lessons in K-1 should	Shared reading lessons in K-1 should NOT
Provide all students with visual access to the text, using big books, posters, projectable texts, and individual copies of the text (as students are ready)	Use texts that are too small to see, or rely on individual copies of the text when students are still learning how to track print independently
Provide all students with cognitive access to the text, through differentiation	Only include students who the teacher thinks are "ready for reading"
Provide scaffolded collaborative reading experiences with the teacher (e.g., echo reading, choral reading), with a partner or small group, and/or independently; all students should be supported to ultimately read the text on their own	Include only teacher read aloud
Integrate a range of grade level standards, including Foundational Literacy standards and Reading standards	Focus exclusively on either Foundational Literacy standards or Reading standards
Connect to content area standards when possible, such as science and social studies	Focus only on the mechanics of reading
Include teacher modeling of comprehension strategies (e.g. predicting, inferring) and word attack strategies (e.g. chunking words, context clues), as well as provide opportunities for students to practice these same strategies	Focus on either comprehension strategies or word attack strategies only; include only teacher modeling or only student practice
Include teacher modeling of fluent reading, and provide students with opportunities to practice reading with appropriate accuracy, rate, and expression	Only focus on reading accuracy
Support students in developing vocabulary and world knowledge	Focus only on skills or strategies
Use authentic texts, when possible, and represent an appropriately-diverse range of text types	Only commissioned passages; only decodable readers

# Shared Reading in Grades 2-3

Shared reading in grades 2-3 is a critical instructional method for ensuring students practice and develop **Cornerstone Standard 10: Range of Reading and Text Complexity**. Students in these grades should regularly participate in rigorous and differentiated shared reading lessons.

Shared reading lessons in 2-3 should	Shared reading lessons in 2-3 should NOT
Provide all students with visual access to the text, using basal readers, individual copies of texts, or photocopies of text sections	Present texts that are difficult to view, such as having partners share a single copy of the text
Provide all students with cognitive access to the text, through differentiation	Only include students who are reading on or above grade level
Consider students' strengths and needs and provide supports and scaffolds when needed to access text, such as scaffolded collaborative reading experiences (e.g., echo reading, choral reading, partner reading); create a safe and supportive learning setting	Expect all students to engage with the text the same way at the same time; include structures like Round Robin Reading or Popcorn reading that may set certain students up to struggle
Provide opportunities for all students to read the text	Include only teacher read aloud, or invite only "strong readers" to read sections
Integrate a range of grade level standards, including Foundational Literacy standards and Reading standards	Focus exclusively on either Foundational Literacy standards or Reading standards
Focus on the most important ideas, information, and language within the text	Try to teach everything, or focus too narrowly and neglect important meaning
Connect to content area standards when possible, such as science and social studies	Focus only on the mechanics of reading
Include teacher modeling of comprehension strategies (e.g. predicting, inferring) and word attack strategies (e.g. chunking words, context clues), as well as provide opportunities for students to practice these same strategies	Focus on either comprehension strategies or word attack strategies only; include only teacher modeling or only student practice
Include teacher modeling of fluent reading, and provide students with opportunities to practice reading with accuracy, rate, and expression	Only focus on reading accuracy
Support students in developing vocabulary and world knowledge	Focus only on skills or strategies
Use authentic texts, when possible, and represent an appropriately-diverse range of text types	Only commissioned passages; only decodable readers



## Shared Reading: Video

Now watch extended video of the first grade shared reading lesson using the book *In the Small, Small Pond*. Consider the research you just studied, and make new connections between this video and your learning. As you watch, reflect on the questions below.

How does the teacher <b>integrate standards and objectives</b> across <b>multiple reads</b> ?	
How does the teacher use <b>modeling</b> and <b>questioning</b> to guide students to deeper levels of understanding of the text?	
How do the teacher and students <b>share the text</b> ? How are students actively engaged in <b>reading</b> and <b>thinking</b> about the text?	
How does the teacher <b>differentiate</b> her instruction to make the text <b>accessible to all students</b> ?	
What else do you notice about effective shared reading instruction?	

# Shared Reading and Close Reading

Read the following excerpt from *Using Shared Reading and Close Reading to Bridge Intervention and the Common Core* by Dr. Karen C. Waters, originally published in the Connecticut Reading Association Journal. Then, discuss the questions at the end of the passage.

*[This Article is brought to you for free and open access by the Isabelle Farrington College Of Education at DigitalCommons@SHU. It has been accepted for inclusion in Education Faculty Publications by an authorized administrator of DigitalCommons@SHU. For more information, please contact ferribyp@sacredheart.edu].*

**Note:** Tennessee adopted the Common Core State Standards (CCSS) in 2010. Since then, the standards have gone through a rigorous revision process led by Tennessee educators, resulting in a set of college and career readiness standards unique to Tennessee. However, the revised standards are still anchored by the same instructional shifts and focus on critical thinking. Therefore, the information presented in this article remains highly relevant for Tennessee educators.

“While classroom teachers are grappling with the CCSS and their implications for instruction in the core curriculum, designing effective intervention to meet the needs of diverse struggling readers poses another challenge, especially because Response to Intervention (RTI) as an instructional framework frequently emphasizes the teaching of discrete skills. Experts have concluded that intervention focusing primarily on foundational skills without instruction in comprehension is not only contrary to literacy research, but also antithetical to the shift to contextualized literacy instruction, resulting in fragmented instruction for those most in need. At the same time, inherent within both CCSS and RTI is the goal for students to read increasingly complex texts. While the CCSS presumes the internalization of the foundational skills to identify the central ideas and themes of a text, isolated skill instruction continues to dominate RTI.

Bridging the divide between RTI and the CCSS will require thoughtful and deliberate scaffolding to provide universal access for all students. Two approaches for advancing student reading achievement include the time-honored strategy of shared reading and not-quite-as-familiar-strategy of close reading, which provide the pedagogical anchors for this article. Though the parameters separating the two formats are not clear-cut, shared reading emphasizes accurate and fluent oral reading through repeated readings, while close reading focuses on deep comprehension of main ideas and central themes by returning to the text. Combined use of these strategies within the traditional intervention format just might provide the link from tiered instruction to the core curriculum and a transition from the development of fundamental skills to purposeful, critical reading.”

## **A Closer Look at the Features of Shared Reading and Close Reading**

The research-based shared reading experience (SRE) (Holdaway, 1979) and close reading (Fisher & Frey, 2012) are two instructional routines, rooted in constructivism, that hold promise for bridging the divide between intervention and core instruction. Originally intended as a format to increase fluency and accuracy in oral reading for emergent readers, the shared reading experience (Holdaway, 1979) has evolved and expanded to encompass a variety of lessons for the explicit teaching of comprehension, vocabulary, text features and text structures, which has been successful in meeting the developmental needs of older struggling readers (Stahl, 2012).

The work of Fisher, Frey and Lapp (2008, 2012), and Stahl (2012) in shared and close reading provided the inspiration for a combined protocol for teaching these foundational and meaning-making skills. A review of the individual elements comprising both strategies reveals a blurring of the parameters between shared and close reading for navigating the demands of increasingly complex text. However, the component of teacher modeling (Fisher, Frey, & Lapp, 2008), establishes shared reading as the precursor to the integration and assimilation of skills required for deep comprehension (Stahl, 2012).

### **Shared Reading**

Explicit teaching of text structure, text features, vocabulary and comprehension (Stahl, 2012) are addressed through repeated readings. Foundational skills and word work activities are extracted from the text and then contextualized to ensure cohesion among skills. In shared reading, teachers use think-alouds to show their thought process, and provide fluent models of oral reading as students follow along with copies of the text. Students then pose questions, discuss central themes with a partner, and construct written responses to the text. Implemented initially as a read-aloud using a “stretch” text that may be too difficult, shared reading scaffolds instruction in a gradual release model that ultimately enables the learner to read the story with little teacher assistance (2012).

The benefits of shared reading, notwithstanding, the preponderance of legislative mandates and reform policies of the last decade, have succeeded in diminishing shared reading practices at the elementary level (Fisher et al., 2008). However, with renewed emphasis on reading for meaning and a “vision of what it means to be literate person in the twenty-first century,” (CCSSO, 2010, p. 3) teachers are now forced to reexamine those components of the daily reading block that will “develop the skills in reading, writing, speaking, and listening” (p. 3). Returning to the time-honored and evidence-based practice of shared reading for developing fluent oral reading through repeated readings of the same text (Eldredge, Reutzel, & Hollingsworth, 1996, cited by Stahl, 2012) can have significant benefits for all students, regardless of their level of instruction.

## Close Reading

Whereas shared reading emphasizes the rereading of text to develop fluency, the instructional routine of close reading presumes the internalization of the foundational skills of decoding and academic vocabulary in order to focus on the deeper meaning of text. However, to assume that close reading enters where shared reading leaves off is perhaps an oversimplification of both strategies; suffice to say that the repeated readings associated with close reading emphasize critical analysis of what Fisher and Frey (2012) refer to as the “deep structures” (p. 179) of text. Internal text structures, the exactness of the author’s word choices, the implicit and the explicit messages, and how the reader connects ideas within a text and in combination with other texts to construct his own beliefs and knowledge are the features that undergird the concept of close reading.

## Zone of Proximal Development

Inherent within both methodologies is Vygotsky’s (1978) theory of the zone of proximal development (ZPD), the province between what a learner can do independently and the level of proficiency that can be attained through expert coaching. Additionally, the flexible pedagogies of shared and close reading invite inclusive, scaffolded, and multiple ways to accommodate students’ needs effectively, and align with the Universal Design for Learning Guidelines for students with special needs (UDL) (CAST, 2011). Designed to be used with all learners, the frameworks of shared and close reading can be molded to provide for special needs students through adherence to the precepts governing successful intervention.

- Retrieved from [http://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1182&context=ced\\_fac](http://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1182&context=ced_fac)

## Discussion

- How are shared reading and close reading similar? How are they different?
- How are shared reading and close reading both effective strategies for meeting the demands of our standards?
- Update your group’s chart, using information from this article as well as the video you just watched:

What we <b>Know</b> or Have <b>Learned</b> about Shared Reading and Why it is Important	<b>Questions</b> we Still Have about Shared Reading

# How Do We Support All Students in Accessing Grade Level Texts?

“The results of this study suggest that children can benefit from reading material well below the 95 percent accuracy rate traditionally recommended for instruction. In fact, students appeared to benefit from reading stories in the first sampling even though they were reading them with an average accuracy rate of 85 percent, which would be considered frustration level. Students were able to benefit from reading material at these lower levels of accuracy because of the higher support they were given for the reading through the routines of the program. In this program, students were supported in their reading by having multiple exposures to the same material, by having stories read to them, by exposure to the vocabulary prior to their own reading, by reading the story at home one or more times, possibly by echo reading, and by partner reading...We argue that the instructional reading level for a given child is inversely related to the degree of support given to the reader. That is, the more support given, the lower the accuracy level needed for a child to benefit from instruction. In classroom organizations such as our fluency-oriented instruction, students benefited from reading material of greater relative difficulty because they were given greater amounts of support for that reading.”

- Stahl & Heubach, 2005

“The scientific evidence on the importance of knowledge for comprehension and critical thinking is overwhelming. Consider just one iconic study by Donna Recht and Lauren Leslie that looked at junior-high students who were either “good” or “poor” readers based on test scores. In both groups, there were some who knew a lot about baseball and some who knew little. All of the kids were then given a passage describing a half inning of a baseball game along with a test of their comprehension. If reading comprehension were a “skill” that could be taught, practiced, and mastered—the way most schools teach and test it today—then the students who were “good” readers should have had no trouble outperforming the “poor” readers. Yet “poor” readers who knew a lot about baseball easily outperformed “good” readers who knew little about the game. In other words, knowing a lot about the subject made the poor readers good readers.

Evidence like this calls into question what it means to be a strong or weak reader. Children who know more about the world—those with the broadest base of background knowledge and largest vocabularies—are more likely to show good scores on reading tests. The reason is simple: Both broad general knowledge and topic-specific knowledge are necessary to extract and construct meaning from language. The problem is, schools spend astonishingly little time building knowledge—and our most disadvantaged students get the least.”

- Knowledge Matters, [www.knowledgematterscampaign.org](http://www.knowledgematterscampaign.org)

## Discussion

- What kind of instructional setting is required for students to be able to access grade level texts successfully?
- How can teachers approach instructional planning in a way that ensures students get the differentiation and background knowledge they need?

### **TEAM Connection: Teacher Knowledge of Students**

When teachers utilize appropriate scaffolds during shared reading, all students are able to access grade level texts successfully. The use of interactive read alouds to build background knowledge and vocabulary can provide an appropriate scaffold for supporting students in accessing grade level text. Providing differentiated supports during shared reading allows all students to master what is being taught.

# Shared Reading and the Literacy Block

Watch how this kindergarten teacher organizes her literacy block. As you watch, reflect on the questions below.

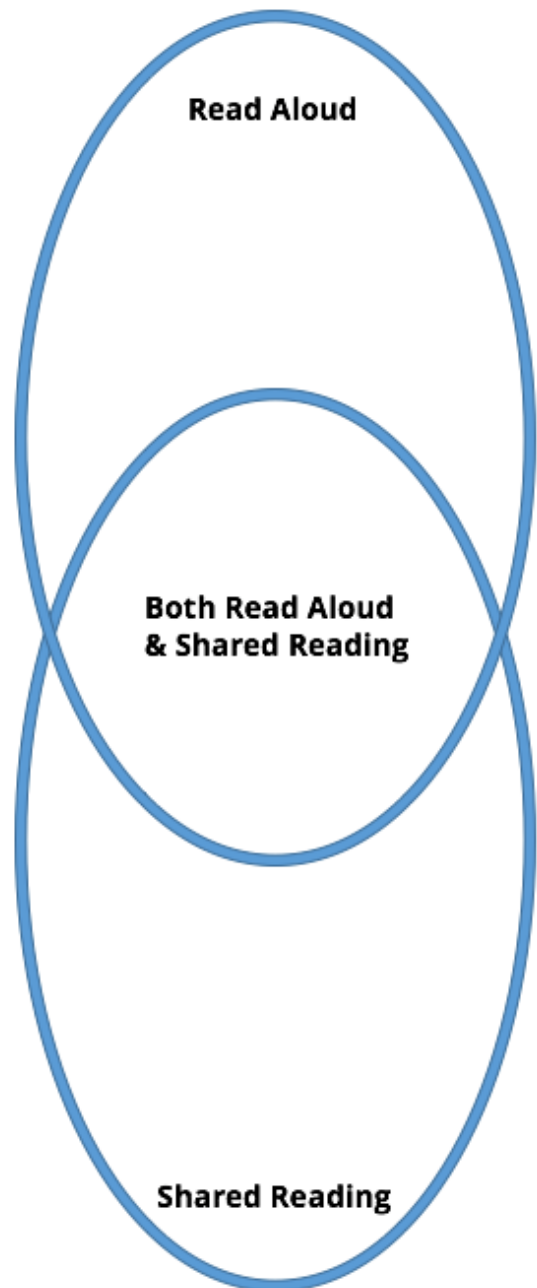
What does Ms. Owen believe about reading instruction? How does she demonstrate this belief through the instructional decisions she makes?	
What does Ms. Owen's literacy block look like? What is the purpose of each of the components of her literacy block?	
What does shared reading look like in Ms. Owen's class?	
What skills and standards does she teach through her shared reading lesson?	
How does Ms. Owen's literacy block look similar or different from teaching at your school?	

- WGBH Educational Foundation, retrieved from <https://www.learner.org/resources/series162.html#> (minutes 0:45-4:42 and 9:45-11:20)

# Making Connections between Read Alouds and Shared Reading

Review the statements on the left side of this page that describe traits of read aloud, shared reading, or both. Draw a line from the description to the appropriate section on the right.

Texts are above grade level
Texts are on grade level and align with appropriate text complexity expectations
Text-dependent questions are thoughtfully scaffolded to guide students to deeper levels of understanding of the text
Teacher reads aloud the text
Texts are selected purposefully, considering both complexity and quality, as well as the use of diverse text types
Students share responsibility for reading the text
Focus on the application of comprehension strategies, such as inferring, summarizing, predicting, etc.
Focus primarily on Reading standards
Focus on building vocabulary and world knowledge; lessons connect to content area standards
Focus equally on Reading <u>and</u> Foundational Literacy standards, including fluency
Develop students' interest in reading
Daily and culminating tasks support students' comprehension
Teachers model the thinking and actions of proficient readers
Focus on the application of both comprehension strategies and word attack strategies





# Synthesis: Shared Reading

Reflect on all that you've learned so far about shared reading. Then, discuss the following questions.

## Discussion

- In your own words, what is shared reading? What are the most important characteristics of an effective shared reading lesson?

- How does shared reading support students' reading achievement?

- Update your group's chart:

What we <b>Know</b> or Have <b>Learned</b> about Shared Reading and Why it is Important	<b>Questions</b> we Still Have about Shared Reading

# Shared Reading Planning Sheet

What area of shared reading are you interested in exploring?

- ☐ Selecting high-quality and appropriately-complex texts
- ☐ Analyzing texts
- ☐ Standards alignment and integration
- ☐ Crafting text-dependent questions
- ☐ Integrating vocabulary instruction
- ☐ Modeling during shared reading
- ☐ Planning support structures to make text accessible to all students
- ☐ Incorporating shared reading into text sets
- ☐ Creating daily and culminating tasks

## Reflection

- What is your goal?
  
  
  
  
  
  
  
  
  
  
- How will you know that you achieved this goal?
  
  
  
  
  
  
  
  
  
  
- What are some steps for learning more about your shared reading area of interest?
  
  
  
  
  
  
  
  
  
  
- What are your next steps to move to application with this area?
  
  
  
  
  
  
  
  
  
  
- How could this area of interest impact student learning?

# Module 3: Selecting Texts for Shared Reading

## Objectives

- Understand the criteria for shared reading text selection
- Review expectations for text complexity in grades K-3
- Practice analyzing texts for shared reading at various complexity levels
- Identify traits of high-quality and content-rich shared reading texts
- Make connections to past learning

## Link to Tennessee Academic Standards

Shared reading lessons focus on the explicit teaching of **Foundational Literacy** and **Reading** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through questioning, discussion, and tasks.

This module also looks at how to teach content area standards, including **Science** and **Social Studies**, through shared reading lessons.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

# Selecting Texts for Shared Reading

When selecting texts for shared reading, the following criteria should be considered:

Criterion	Guiding Questions
<b>Alignment to Instructional Aims</b>	<ul style="list-style-type: none"> <li>• Does the content of this text align with the topic or theme of my unit?</li> <li>• Does the content and structure of this text align with what my pacing guide says I should be teaching? (if applicable)</li> <li>• Does the content and structure of this text align with the learning targets of my intervention and/or enrichment lessons? (if applicable)</li> </ul>
<b>Students' Age, Strengths, Needs, and Experiences</b>	<ul style="list-style-type: none"> <li>• Is the content of this text appropriate for my students given their age?</li> <li>• Will the content and structure of this text provide my students with opportunities to practice specific skills or strategies that they need to improve on?</li> <li>• Will the content and structure of this text provide my students with opportunities to strengthen skills or strategies they they've already started to develop?</li> <li>• Is the content of this text appropriate for my students given their current level of background knowledge? If not, is there an opportunity to pre-teach content, vocabulary, or themes that are necessary for comprehension of this text and the building of new knowledge?</li> <li>• Does this text provide new information and concepts for my students? Or, would it just teach what my students already know?</li> </ul>
<b>Grade Level Text Complexity Expectations</b>	<ul style="list-style-type: none"> <li>• Does the quantitative complexity of this text match expectations for my students' grade level?</li> <li>• Does the qualitative complexity of this text match expectations for my students' grade level?</li> </ul>
<b>Traits of High-Quality and Content-Rich Text</b>	<ul style="list-style-type: none"> <li>• Does this text possess traits of high-quality and content-rich text? <i>(See page 74 for a list of these traits.)</i></li> <li>• Does this text promote knowledge building or the development of productive traits and habits?</li> <li>• Does the content of this text connect to my students' interests?</li> <li>• Does this text encourage positive perceptions about my students' identities and communities?</li> </ul>

## Example: Selecting Texts for Shared Reading

Text selection criteria:

- Alignment to instructional aims
- Students' age, strengths, needs, and experiences
- Grade level text complexity expectations
- Traits of high-quality and content-rich text

Watch this teacher explain why she selected a particular text for shared reading. Reflect on the following questions.

How does this teacher consider her <b>instructional aims</b> when selecting a text?	
How does this teacher consider her <b>students</b> when selecting a text?	
How does this teacher consider <b>text complexity expectations</b> when selecting a text?	
How does this teacher consider traits of <b>quality</b> and <b>richness</b> when selecting a text?	
What <b>other factors</b> does this teacher consider when selecting a text for shared reading?	

# Grade Level Text Complexity Expectations

3	<b>3.RL.RRTC.10</b> Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	<b>3.RI.RRTC.10</b> Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	<b>2.RL.RRTC.10</b> Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<b>2.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
1	<b>1.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for grade 1.	<b>1.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for grade 1.
K	<b>K.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	<b>K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten.

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L

## Caveat to Selecting Grade-Appropriate Texts

“The standards call for students to read within the range throughout the grade-band. The quantitative measures are only one-third of the decision-making process when selecting texts, and careful consideration needs to be given to the other qualitative measures, which include the text itself, inter-textual complexity, task complexity, and reader considerations. As students move through the grade-band, they should experience supportive texts in the lower ends of the range to prepare them for the more challenging texts in the upper ends of the range. Some texts, such as poems and dramas, are not suitable for quantitative measures, yet they are central genres to developing student awareness of word power and syntax.

At the K-1 grade band, complex text is accessed primarily through read-aloud because students are not generally able to read with sufficient fluency to allow them to read complex texts independently. Independent reading is developed with students below the 2-3rd grade band through decodable and leveled texts.”

- Tennessee Academic Standards

# Grade Level Text Complexity Expectations

## Discussion

- According to the standards, what kinds of texts should students be reading at different grade levels?
- What is the key difference in text complexity expectations for grades K-1 and grades 2-3, according to the standards?
- Given what you know about the importance of text complexity, why is this standard important for students' reading achievement?

# Texts Illustrating the Complexity, Quality, and Range of Student Reading for Grades K-1

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K <sup>1</sup>	<ul style="list-style-type: none"> <li>• <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)*</li> <li>• <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967)</li> <li>• <i>A Story, A Story</i> by Gail E. Haley (1970)*</li> <li>• <i>Pancakes for Breakfast</i> by Tomie DePaola (1978)</li> <li>• <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*</li> </ul>	<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Alikei (1962)**</li> <li>• <i>Truck</i> by Donald Crews (1980)</li> <li>• <i>I Read Signs</i> by Tana Hoban (1987)</li> <li>• <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)*</li> <li>• <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*</li> </ul>
1 <sup>1</sup>	<ul style="list-style-type: none"> <li>• "Mix a Pancake" by Christina G. Rossetti (1893)**</li> <li>• <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)*</li> <li>• <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**</li> <li>• <i>Frog and Toad Together</i> by Arnold Lobel (1971)**</li> <li>• <i>Hi! Fly Guy</i> by Tedd Arnold (2006)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**</li> <li>• <i>Starfish</i> by Edith Thacher Hurd (1962)</li> <li>• <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)**</li> <li>• <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)*</li> <li>• <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*</li> </ul>

\* Read-aloud

\*\* Read-along

<sup>1</sup> Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their world knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

- Retrieved from [www.corestandards.org](http://www.corestandards.org)



# What is Appropriate Complexity for Grades K-1?

Review the sample K-1 text excerpts provided. Then, complete the following chart.

## Kindergarten

- *A Boy, a Dog, and a Frog* by Mercer Mayer – Independent reading
- *Pancakes for Breakfast* by Tomie De Paola – independent reading
- *Truck* by Donald Crews – Independent Reading
- *My Five Senses* by Alike – Read Along
- *Kittens First Full Moon* by Kevin Henkes – Read Aloud
- *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page – Read Aloud

## First Grade

- *Hi! Fly Guy* by Tedd Arnold – Independent Reading
- *Little Bear* by Else Holmelund – Read Along
- *Frog and Toad Together* by Arnold Lobel – Read Along
- *A Tree is a Plant* by Clyde Robert Bulla – Read Along
- *Mr. Popper's Penguins* by Richard Atwater – Read Aloud
- *How People Learned to Fly* by Fran Hodgkins and True Kelley – Read Aloud

Grade Level	What are consistent traits of these exemplar texts?	How do these texts support students' reading development?	How do these texts align with K-1 ELA standards?
Kindergarten			
Grade 1			

# Reading Aloud, Reading Along, and Independent Reading in K-1

Students in grades K-1 benefit from a range of engaging and supportive reading experiences. Review the following chart, and analyze the examples provided.

Method	Description	Text Examples	Notes
<b>Read Aloud</b>	Teacher reads aloud the full text. The text is 1-2 grade levels above students' current grade level.		
<b>Shared Reading / Read Along</b>	Text is appropriate for students' grade level, but may contain some sections or text features of higher complexity. Students can comprehend some sections on their own, and need support from the teacher to access other sections.		
<b>Independent Reading</b>	The text represents grade level complexity expectations. Most students can independently comprehend the text.		

## Discussion

- What are the most important distinctions between these various text types?
- Why is engagement with all of these text types important for students and their reading development?

# Sample Shared Reading Texts for K-1

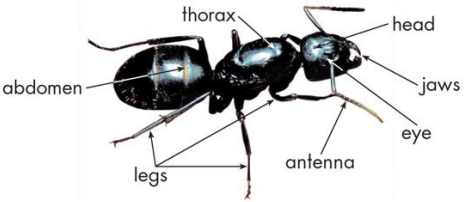
## Songs and Poems

<p>One elephant went out to play, Out on a spider's web one day. He had such enormous fun, He called on another elephant to come</p>	<p>When I go walking down the street, I look for friends I'd like to meet. We stop to wave and say hello, We chat and laugh before we go.</p>
--	---

## Predictable Texts

<p>I can see the red ball. I can see the green grass. I can see the blue sky. I can see the brown dog. I can see the yellow sun.</p>	<p>Firefighters can help. Firefighters help by putting out fires. Police officers can help. Police officers help by keeping people safe. The librarian can help. Librarians help by sharing books.</p>
--	--

## Leveled Texts

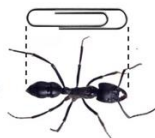



**What Do Ants Look Like?**  
Ants are insects.  
Their bodies have three parts,  
and they have six strong legs.

Ants, Ants, and More Ants • Level G

5

Ants can be tiny or large.  
Some big ants are as  
large as a paper clip.  
Ants are very strong  
for their size.

A very big ant

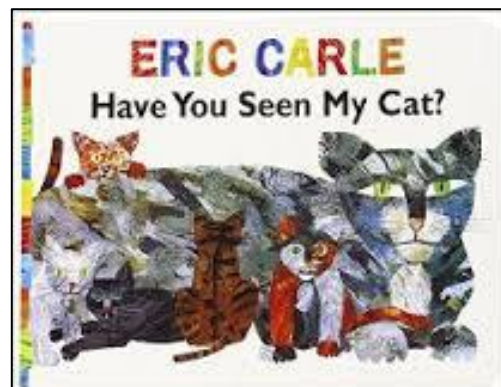
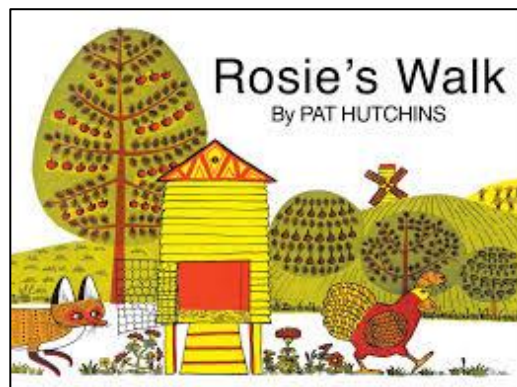
A very small ant

Ants, Ants, and More Ants • Level G

7

- Retrieved from <https://www.readinga-z.com/samples/leveled-reading.html>

## Trade Books




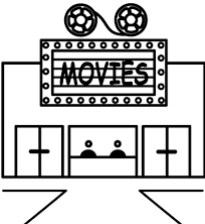
# Example: Shared Reading Text for Emerging Readers


## I Like My Community!

I like to go to the  park.

I like to go to the  store.

I like to go to the  restaurant.

I like to go to the  movie theater.

I like to go to the  library.

I like to go to my  school.

I like my community!

# Example: Shared Reading Text Analysis

**Text:** I Like My Community

**Grade Level:** Kindergarten

<b>Text Title</b>	I Like My Community	<b>Lexile</b>	N/A – This is a teacher-created text.
<b>Qualitative Complexity</b>			
<b>Levels of Purpose and Meaning</b>		<b>Text Structure</b>	
The purpose of this text is straightforward - it is to help students understand that their community is made up of different places.		The text organization is simple and repetitive and varies in only two places: “my school” instead of “the school”, and the last line of the text, which is the same as the title. The graphics are important and provide students with necessary clues about word meanings.	
<b>Language Features</b>		<b>Knowledge Demands</b>	
This text is simple and designed to support high-frequency word recognition. Most if not all of the community-related vocabulary words will be familiar to students (e.g. park, restaurant).		Knowledge of community places is important to understanding the text’s purpose. Most of my students have this background knowledge, but I can help deepen their understanding by making connections between the community places in the text and the specific, real places in our own neighborhood (e.g. Orchard Park, the Dollar General Store, the Cracker Barrel restaurant, etc.).	

<b>Reading Standards</b>	<b>Content Area Standards</b>
Because this is a low-level text, there are few opportunities for questioning or analysis. However, I can make a connection to <b>K.RL.IK.7</b> (With prompting and support, orally describe the relationship between illustrations and the story in which they appear), because the illustrations in this short text provide explicit clues about the words that proceed them. The idea that words and illustrations go together is an important concept for my young readers, so I should make sure to bring in that teaching point. Also, this text is appropriately-complex for my students to read at their grade level, so this text aligns with <b>K.RL.RRTC.10</b> .	This text fits well into a text set/unit on community. Specifically, it aligns with <b>Social Studies standard K.1</b> : Describe familiar people, places, things and events, with clarifying detail about a student’s home, school, and community.

Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
When reading this basic text, we'll practice many sub-standards within <b>K.FL.PC.1</b> , including: tracking from left to right and top to bottom, one-to-one correspondence, recognizing spaces between words, and distinguishing words from graphics. We can also practice recognizing the letters that we know in the words we see (e.g. the word "store" begins with the letter Ss).	There are a few ways that I could give my students practice with <b>K.FL.PA.2</b> in connection with this text. Because this text contains various multi-syllabic words (e.g. community, restaurant, theater), we could practice counting and blending the syllables in these words. We can also practice identifying the initial sounds of these words.
Phonics and Word Recognition	Fluency
This text lends itself very well to <b>K.FL.PWR.3.c</b> – Read common high-frequency words by sight. There aren't any regularly-spelled CVC words in this text, so the focus really is on high-frequency words. I could point out that "like" and "go" are examples of words with long vowel sounds ( <b>K.FL.PWR.3.b</b> ).	This text also aligns well with <b>K.FL.F.5</b> – Read emergent-reader texts with purpose and understanding. With some support, students should be able to read this grade-level text fluently.
Vocabulary Acquisition	Additional Notes
This text could connect well to <b>K.FL.VA.7b.i</b> – Sort common objects into categories to gain a sense of the concepts the categories represent. The category of "community" includes the various places listed in this text, and students could develop this concept further by identifying specific places within each category (e.g. McDonalds, Subway, and Papa Johns all belong within the category of "restaurants".) I could also address <b>K.FL.VA.7a</b> by discussing the multiple-meaning words in this text, which are "park" and "store".	This is a simple text designed primarily to increase students' knowledge of high-frequency words and improve their reading fluency. It would fit well in the first few months of school because it is predictable, introduces early high-frequency words, doesn't require blending, and includes well-known vocabulary. This text also supports grade level Social Studies standards.

## **Reader and Task Considerations**

### **Will my students enjoy this text? Will they find it engaging?**

*My students will enjoy this text because it gives them an opportunity to feel successful as developing readers. I think they'll also enjoy making connections to favorite places in their own community.*

### **What will challenge my students most in this text? What supports can I provide?**

*For early readers, getting the one-to-one correspondence correct could be a challenge. This is a text that students could easily just memorize and not make the sound-print connection. I need to model this explicitly and provide some scaffolds, such as covering up parts of the sentence and reading one word at a time. Recognizing the changes in the predictable text could also be a challenge ("my" instead of "the"), so I will need to model and think aloud about my word recognition when reading this line.*

### **How will this text help my students build knowledge about the world?**

*This text helps students build an understanding of the places in their community, which is a grade level Social Studies standard. While the text doesn't provide much useful information on its own, it could be used to help introduce a larger unit that does build depth of knowledge about places, their uses, and the people that work in them.*

### **How can I connect this text to other texts we've read or will read?**

*There are many high-quality read alouds on the topic of community that could be paired with this shared reading passage, including Community Helpers from A-Z, City Green, Do Something in Your Community, and Franklin's Neighborhood.*

### **Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

*Students could complete tasks related to categorizing words and concepts, such as sorting real places in their own community into the categories listed in the text (stores, restaurants, etc.). Students could also complete a writing task where they extend the text, using the frame "I like to go to \_\_\_" and choosing a different community place. Students could illustrate their sentence and we could assemble the pages into a class book. Or, to promote reading fluency, students could present oral readings of this text to peers or to another audience, such as parents or students in the Pre-K class.*

# Adapting Shared Reading Texts for Emerging Readers

Review the adapted version of *I Like My Community* on the following page. Then, answer the questions below.

## Discussion

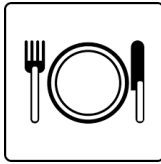
- How did the teacher adapt the original text?
- Is the adapted text more or less rigorous? How?
- What additional standards can the teacher bring into her instruction, based on the adaptations made?

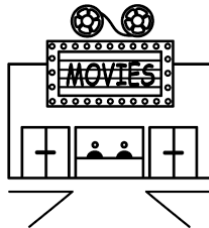



# My Community

My community has a  park.

My community has a  store.

I can go to the  restaurant.

I can go to the  movie theater.

I am at the  library.

I am at my  school.

This is my community!

# Practice: Shared Reading Text Analysis

**Text:** I Want to See America

**Grade Level:** Kindergarten

<b>Text Title</b>	I Want to See America	<b>Lexile</b>	N/A – This is a teacher-created text.
<b>Qualitative Complexity</b>			
<b>Levels of Purpose and Meaning</b>		<b>Text Structure</b>	
<b>Language Features</b>		<b>Knowledge Demands</b>	

Reading Standards	Content Area Standards
Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
Phonics and Word Recognition	Fluency
Vocabulary Acquisition	Additional Notes

## **Reader and Task Considerations**

**Will my students enjoy this text? Will they find it engaging?**

**What will challenge my students most in this text? What supports can I provide?**

**How will this text help my students build knowledge about the world?**

**How can I connect this text to other texts we've read or will read?**

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

# I Want to See America

I want to see the  American flag.

I want to see a  bald eagle.

I want to see the  Statue of Liberty.

I want to see the  White House.

# Kindergarten

## The World Around Us

**Course Description:** *Kindergarten students will build upon experiences in their families, schools, and communities as an introduction to social studies. Students will explore different traditions, customs, and cultures within their families, schools, and communities. They will identify basic needs and describe the ways families produce, consume, and exchange goods and services in their communities. Students will also demonstrate an understanding of the concept of location by using terms that communicate relative location. They will also be able to show where locations are on a globe. Students will describe events in the past and in the present and begin to recognize that things change over time. They will understand that history describes events and people of other times and places. Students will be able to identify important holidays, symbols, and individuals associated with Tennessee and the United States and why they are significant. The classroom will serve as a model of society where decisions are made with a sense of individual responsibility and respect for the rules by which they live. Students will build upon this understanding by reading stories that describe courage, respect, and responsible behavior.*

### **Culture**

K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.

K.2 Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.

K.3 Compare family traditions and customs among different cultures.

K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

### **Economics**

K.5 Distinguish between wants and needs.

K.6 Identify and explain how the basic human needs of food, clothing, shelter and transportation are met.

K.7 Explain the benefits of saving money.

K.8 Explain why people work and recognize different types of jobs, including work done in the home, school, and community.

K.9 Give examples of how family members, friends, and/or acquaintances use money directly or indirectly (cash, check or credit card) to make purchases.

K.10 Use words relating to work including wants, needs, jobs, money, buying and selling, in writing, drawing and conversation.

## **Geography**

K.11 Use correct words and phrases that indicate location and direction, including *up, down, near, far, left, right, straight, back, in front of, and behind*.

K.12 Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.

K.13 Identify the student's street address, city/town, school name, and Tennessee as the state in which they live.

K.14 Locate Tennessee and the United States on a map.

## **Government and Civics**

K.15 Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility, and rules.

K.16 Identify the following state and national symbols:

- The American flag and its colors and shapes
- The Tennessee flag and its colors and shapes
- The words of the Pledge of Allegiance
- The Tennessee state flower (Iris) and bird (Mockingbird)
- The national symbols of the bald eagle, Statue of Liberty, and the White House

K.17 Re-tell stories that illustrate honesty, courage, friendship, respect, responsibility and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

K.18 Recognize and name the current President of the United States.

K.19 Use drawings, dictating, and writing to participate in shared research describing the role of the President.

K.20 Identify roles of authority figures at home, at school, and in government to include parents, school principal, volunteers, police officers, fire and rescue workers, mayor, governor, and president.

K.21 Explain the purpose of rules and laws.

K.22 Demonstrate good citizenship and identify characteristics of citizens of the United States as described in the Constitution.

## **History**

K.23 Identify sequential actions, including *first*, *next*, and *last* in stories and use them to describe personal experiences.

K.24 Use correct words and phrases related to chronology and time (now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday, last or next week, month, year; and present, past, and future tenses of verbs).

K.25 Identify days of the week and months of the year.

K.26 Locate and describe events on a calendar, including birthdays, holidays, cultural events, and school events.

K.27 Scan historic photographs to gain information and arrange in sequential order.

K.28 Use a combination of drawing, dictating, and writing to narrate a single event or several related events.

K.29 Participate in shared research projects to identify and describe the events or people celebrated during state and national holidays and why we celebrate them:

- Martin Luther King, Jr. Day
- Presidents' Day (George Washington and Abraham Lincoln)
- Memorial Day
- Independence Day
- Columbus Day
- Veterans' Day
- Thanksgiving

K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee:

- David Crockett
- Sequoyah
- Andrew Jackson
- James K. Polk
- Andrew Johnson
- Alvin C. York

# Example: Shared Reading Text Analysis

**Text:** *In the Small, Small Pond* by Denise Fleming

**Grade Level:** Grades K-1

<b>Text Title</b>	In the Small, Small Pond (Poetry)	<b>Lexile</b>	NP (non-prose)
Qualitative Complexity			
Levels of Purpose and Meaning		Text Structure	
<b>Slightly Complex</b> The topic of this text is narrowly focused around animals that live in ponds and their actions. Students should be able to easily identify the author's purpose as wanting to introduce readers to these animals and their habitat.		<b>Slightly Complex</b> Each page follows the same syntactical pattern of verb-verb-noun-verb, and there is a clear beginning and end to the text. The illustrations are large and rich and help convey the meaning of the text (This text is a Caldecott Honor Book). <i>Note: This text could be considered <b>Moderately Complex</b> for students who are unfamiliar with poetry/non-prose text structures.</i>	
Language Features		Knowledge Demands	
<b>Moderately Complex</b> While the syntax is consistent, this text is filled with Tier II vocabulary words, including <i>scatter</i> , <i>swoop</i> , <i>plunge</i> , and <i>stack</i> . The rhyme pattern is consistent, and there is some alliteration.		<b>Moderately Complex</b> Some of the animals featured in this text will be familiar, but many will be new to students, and especially challenging for students who possess little background knowledge about ponds. Terms such as <i>tadpole</i> , <i>minnow</i> , <i>swallow</i> , and <i>muskrat</i> will need to be taught explicitly.	

Reading Standards	Content Area Standards
This text lends itself well to recalling details (e.g. "What do herons do in the pond?") and identifying main idea, so aligns with <b>1.RI.KID.1</b> and <b>1.RI.KID.2</b> . A challenge in comprehending this text may be the many animals that are included and keeping all of them and their actions straight – students could benefit from organizing the animals and their actions in a graphic organizer ( <b>1.RI.KID.3</b> ). Given the language demands of this text, <b>1.RI.CS.4</b> should be a focus of instruction. The rich illustrations in this text provide additional meaning, and on some pages fill in information left out by the text's words (e.g. on pages 12-13 the text says "drowse, doze,	This text introduces students to the habitat of a pond and the kinds of animals that live in ponds. It lends itself well to Life Science Standard 5: <b>GLE 0107.5.1</b> - Investigate how plants and animals can be grouped according to their habitats.



eyes close” and the illustration is where readers see that this sentence refers to turtles) – a link to <b>1.R1.CS.6</b> .	
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<b>Foundational Literacy Standards</b>	
<b>Print Concepts (K-1)</b>	<b>Phonological Awareness (K-1)</b>
While the non-prose structure of this text doesn't lend itself well to basic instruction in print concepts, it could be used to introduce or teach the distinguishing features of poetry, notably that in this genre not all sentences begin with a capital letter and end with a period.	If used in Kindergarten, this text provides many opportunities to practice recognizing rhyming words ( <b>K.FL.PA.2.a</b> ). In first grade, the alliteration used on some pages could provide opportunities to teach and practice isolating initial sounds ( <b>1.FL.PA.2.c</b> ).
<b>Phonics and Word Recognition</b>	<b>Fluency</b>
This text provides many opportunities to decode grade-level phonics patterns ( <b>1.FL.PWR.3</b> ), including: -le ending; long vowels, including final -e; common vowel and consonant digraphs, including ck, sh, qu, and oo; soft g; and, r-controlled vowels.	The varied phonics patterns and rich vocabulary make this a quantitatively complex text for first grade, but with appropriate scaffolding will offer students an opportunity to practice reading with sufficient accuracy and fluency to support comprehension ( <b>1.FL.F.5</b> ). The rhythmic verse of the poem will particularly support students in practicing phrasing.
<b>Vocabulary Acquisition</b>	<b>Additional Notes</b>
Based on a complexity analysis of this text, vocabulary is an area for instructional focus. This text gives students many opportunities to use context clues to infer the meaning of unknown words ( <b>1.FL.VA.7a</b> ); the repetitive syntax provides an easy opportunity to categorize the words, e.g. animal names, and verbs that describe the animals' actions ( <b>1.FL.VA.7b</b> ); and, the creation of aligned speaking and writing tasks should give students plenty of chances to use the vocabulary words learned from this text in their own speech and writing ( <b>1.FL.VA.7c</b> ).	While this text appears simple on the surface, the complexity of its language and vocabulary will give students a lot to think about. Focusing instruction around Phonics and Word Recognition and Vocabulary standards will support students in comprehending sentence-level meaning, and set them up to apply the Reading standards needed to comprehend the text as a whole.

## Reader and Task Considerations

### **Will my students enjoy this text? Will they find it engaging?**

My first graders will enjoy the lyrical rhyme of this text, and will also really enjoy the large, beautiful, and unique illustrations. Students who have some background knowledge about pond life will enjoy recognizing the animals and habitats they know. There are multiple state parks in the area with ponds, and I think all my students will enjoy learning about a habitat that they can find nearby.

### **What will challenge my students most in this text? What supports can I provide?**

The language and knowledge demands of this text are moderately complex, and the first few reads will be especially challenging for my English learners and my students who are unfamiliar with pond life. I'll need to build their knowledge of pond animals through other materials (e.g. read aloud texts, photos, videos) to make the meaning of this text accessible to all my students.

### **How will this text help my students build knowledge about the world?**

This text is a great introduction to animals who live in ponds and to the pond as a habitat – it aligns perfectly to the Biodiversity and Change science standard about categorizing animals by habitat. This text fits well within a larger unit where we learn about other habitats and categorize the kind of animals and plants that live in each.

### **How can I connect this text to other texts we've read or will read?**

So far in the year we haven't read any other books about ponds, but I have the text *Pond Circle* in my library, which I've used in a food chain unit but that also fits well in a habitat unit. I'll also look through some of the *Little Quack* books that I have – while they won't provide much new information about ponds, students might enjoy reading familiar texts for a new purpose (e.g. noticing details about Little Quack's home and the animal friends he plays with). An important step will be finding a non-fiction text about pond life that I can read aloud to support this text – I'll ask my school librarian about that.

In addition to pond life, I'll need to find texts that feature other habitats if I want to build a text set around this science standard. We already did a mini-unit on rain forest animals, and I can bring back some of those texts for another read, such as *The Great Kapok Tree* and *Rain Forest Babies*. *The Great Kapok Tree* has a lexile of 670, which is on the high end for first grade, but since my students are familiar with it we may be able to read it again as a shared reading piece. My co-teacher has a series of books on desert life that I can borrow, including *Creatures of the Desert World*, a National Geographic read aloud text, and *Way Out in the Desert*, which has repetitive and poetic text that we could use for shared reading (590L). We have the text *Nanuk Flies Home* in our library (540L), which is a narrative text about a polar bear and his mother, but

that includes some information about the arctic habitat. I could talk to our librarian about a non-fiction read aloud that I could pair. Studying ponds, deserts, the rainforest, and the arctic should build a strong unit, and I'll keep my eyes out for other texts that could fit well too!

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

The repetitive structure of this text lends itself well to story extensions. Students can choose a pond animal that they learn about from another text and write a sentence using the same structure. I could also introduce the idea of categorizing words by meaning and have students sort the words from this text (**1.FL.VA.7b**), or have them complete a graphic organizer that lists the different animals and describes their actions (**1.RI.KID.3**). A rigorous task for the whole habitat unit could be choosing a different habit, such as the arctic, and writing their own story (e.g. In the White, White Arctic, or In the Dry, Dry Dessert), using the structure of *In the Small, Small Pond* as a mentor text.

# Example: Shared Reading Text Analysis

**Text:** *Owl at Home* by Arnold Lobel

**Grade Level:** Grades 1-2

<b>Text Title</b>	Owl at Home (narrative)	<b>Lexile</b>	370L
Qualitative Complexity			
Levels of Purpose and Meaning		Text Structure	
<b>Moderately Complex</b> The five short stories in this text are all about Owl at his house. They are all humorous and often ironic, and many deal with the idea that while Owl lives by himself, he is not always alone. While the purpose seems to be to entertain the reader, students will have to read closely and think critically to understand the humor of the various stories and to comprehend the theme of loneliness/friendship that spreads across all five stories.		<b>Moderately Complex</b> Each story is clear and chronological, and illustrations assist comprehension but are not necessarily essential. The structural challenge of this text seems to be that it's organized as a compilation of stories – students will have to collect details from all five stories to draw conclusions about Owl's character, enjoy the repeated humor, and understand the theme of loneliness/friendship.	
Language Features		Knowledge Demands	
<b>Moderately Complex</b> This text contains Tier II words, such as thumping, shiver, slammed, and pleasant. Owl's use of monologue is a unique language feature and is essential to understanding events		<b>Slightly Complex</b> The theme and events of the story are relatable and don't require explicit background knowledge.	

Reading Standards	Content Area Standards
This text's engaging narratives provide many opportunities for students to apply various reading standards, including <b>1.RL.KID.1</b> , <b>1.RL.KID.2</b> , and <b>1.RL.KID.3</b> . Owl is an expressive character, so there are places where students could identify words and phrases that suggest feelings or appeal to the senses ( <b>1.RL.CS.4</b> ), especially in the short story "Tear-Water Tea". Students could describe Owl as a character and describe the various interesting events of the stories ( <b>1.RL.IKI.7</b> ), as well as compare Owl's responses to events across the five stories ( <b>1.RL.IKI.9</b> ).	Owl is a fictional character who behaves like a human rather than an owl, so readers learn nothing about owls, their habitat, or their behaviors by reading this text. Some stories could be connected to other topics, such as the study of winter storms in the short story "The Guest" and study of the moon in the short story "Owl and the Moon", but neither of these stories provide specific information about either of those scientific topics.

Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
N/A	N/A
Phonics and Word Recognition	Fluency
This text contains words with different long and short vowel patterns (home, feels, fire), multisyllabic words (supper, perhaps, darkness), and words with common suffixes (knocking, pushed, loudly) <b>(1.FL.PWR.3)</b> . The authentic nature of this text challenges students to apply many phonics and word recognition skills at once.	This text is particularly strong for students to practice their expression because Owl frequently uses questions and exclamations in his monologues <b>(1.FL.F.5)</b> .
Vocabulary Acquisition	Additional Notes
This text contains many compound words (outside, fireplace, hallway), and phrases that may be unfamiliar to students (eyes began to water, winding a clock, getting along) <b>[2.FL.VA.7a]</b> . Also, in some stories there are words that serve as strong examples of different “shaded of meaning”, such as the difference between “knocked” and “banged” <b>(2.FL.VA.7b)</b> .	This text is probably most appropriate for students at the end of first grade or beginning of second grade, given its topic and complexities. Stories could be read on their own, but the most meaning is derived when they are read together as an anthology.

## Reader and Task Considerations

### **Will my students enjoy this text? Will they find it engaging?**

*I think my students will enjoy this text because Owl is an entertaining character and each story contains humor and irony that make them fun to read. My students are also very familiar with the Frog and Toad series and will like reading another set of stories by Arnold Lobel.*

### **What will challenge my students most in this text? What supports can I provide?**

*Reading all five stories in this collection will take some time, and to truly comprehend the meaning of this book students will need to recall details from all stories and draw conclusions across stories. This will take a lot of memory and thinking! I will have to scaffold readings thoughtfully and find ways for students to document key ideas and thinking along the way. Additionally, some of my students may need support in understanding the ironic humor of some of these stories. I may need to craft specific questions that prompt them to pick up on these ideas.*

### **How will this text help my students build knowledge about the world?**

*This text on its own does not build much if any content knowledge. The fact that tears are salty is one interesting fact, and references to winter storms and the moon may draw some on students' background knowledge. The text is helpful in building students' understanding of humor and irony. This text is probably best used within a narrative-based unit focused on analyzing traits of high-quality literature.*

### **How can I connect this text to other texts we've read or will read?**

*This text would fit well in an Arnold Lobel author study. Students could compare and contrast Lobel's writing across texts. It could also fit within a genre-based unit focused on story collections. Students could read various anthologies and build skill in reading and making sense of that text type.*

### **Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

*Students could write about Owl as a character, citing evidence from the text's various stories as evidence for their descriptions. Students could compare the various events that occur in each of the five stories, or explain why the different situations are humorous. Students could also write their own Owl at Home story, based on the structure and themes of the stories in this text.*

### **TEAM Connection: Expectations**

When teachers take into account the content and complexities of the texts they will use and make thoughtful decisions about tasks that will be both rigorous and appropriate for students, teachers are better able to optimize instructional time, teach more material, and demand better performance from every student.

# Practice: Shared Reading Text Analysis

**Text:** *Architects Design* (Readworks)

**Grade Level:** Grade 1

<b>Text Title</b>	Architects Design (informational)	<b>Lexile</b>	270L
<b>Qualitative Complexity</b>			
<b>Levels of Purpose and Meaning</b>		<b>Text Structure</b>	
<b>Language Features</b>		<b>Knowledge Demands</b>	

Reading Standards	Content Area Standards
Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
Phonics and Word Recognition	Fluency
Vocabulary Acquisition	Additional Notes

## **Reader and Task Considerations**

**Will my students enjoy this text? Will they find it engaging?**

**What will challenge my students most in this text? What supports can I provide?**

**How will this text help my students build knowledge about the world?**

**How can I connect this text to other texts we've read or will read?**

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**



## Architects Design



People live in homes. They shop in malls. They work in offices. Who designs these places? Architects do!

Architects come up with ideas to build things. They talk to the person who hires them. They find out what needs to be built.

Architects think of a good design. They make sure the building is safe. They want it to look nice too.

Architects draw sketches. They also build models. That helps architects share their ideas. Now other people can see what the building will look like.

## Synthesis: Selecting and Analyzing Texts for K-1 Readers

3	What are <b>three important ideas</b> when selecting and analyzing texts for K-1 readers?
2	What are <b>two new</b> pieces of information or insight that you <b>learned</b> about selecting and analyzing texts for K-1 readers?
1	What is <b>one question</b> you still have about selecting and analyzing texts for K-1 readers?

# Texts Illustrating the Complexity, Quality, and Range of Student Reading for Grades 2-3

## Grades 2-3 Text Exemplars .....

### Stories .....

Gannett, Ruth Stiles. *My Father's Dragon* .....

Averill, Esther. *The Fire Cat*.....

Steig, William. *Amos & Boris*.....

Shulevitz, Uri. *The Treasure*.....

Cameron, Ann. *The Stories Julian Tells* .....

MacLachlan, Patricia. *Sarah, Plain and Tall* .....

Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*..

Stevens, Janet. *Tops and Bottoms*.....

LaMarche, Jim. *The Raft*.....

Rylant, Cynthia. *Poppleton in Winter*.....

Rylant, Cynthia. *The Lighthouse Family: The Storm* .....

Osborne, Mary Pope. *The One-Eyed Giant*  
(*Book One of Tales from the Odyssey*) .....

Silverman, Erica. *Cowgirl Kate and Cocoa* .....

### Poetry .....

Dickinson, Emily. "Autumn." .....

Rossetti, Christina. "Who Has Seen the Wind?" .....

Millay, Edna St. Vincent. "Afternoon on a Hill." .....

Frost, Robert. "Stopping by Woods on a Snowy Evening." .....

Field, Rachel. "Something Told the Wild Geese." .....

Hughes, Langston. "Grandpa's Stories." .....

Jarrell, Randall. "A Bat Is Born." .....

Giovanni, Nikki. "Knoxville, Tennessee." .....

Merriam, Eve. "Weather." .....

Soto, Gary. "Eating While Reading." .....

**Informational Texts.....**

Aliki. *A Medieval Feast*.....

Gibbons, Gail. *From Seed to Plant*.....

Milton, Joyce. *Bats: Creatures of the Night*.....

Beeler, Selby. *Throw Your Tooth on the Roof:  
Tooth Traditions Around the World*.....

Leonard, Heather. *Art Around the World*.....

Ruffin, Frances E. *Martin Luther King and the March on Washington* .....

St. George, Judith. *So You Want to Be President?*.....

Einspruch, Andrew. *Crittercam* .....

Kudlinski, Kathleen V. *Boy, Were We Wrong About Dinosaurs*.....

Davies, Nicola. *Bat Loves the Night*.....

Floca, Brian. *Moonshot: The Flight of Apollo 11* .....

Thomson, Sarah L. *Where Do Polar Bears Live?*.....

- Retrieved from [www.corestandards.org](http://www.corestandards.org)

# What is Appropriate Complexity for Grades 2-3?

Review the sample grades 2-3 text excerpts provided. Then, complete the following chart.

- *Martin Luther King and the March on Washington* by Frances E. Ruffin
- *Boy, Were We Wrong About Dinosaurs!* by Kathleen V. Kudlinski
- *From Seed to Plant* by Gail Gibbons
- *Poppleton in Winter* by Mark Teague
- *The Raft* by Jim LaMarche
- *Tops and Bottoms* by Janet Stevens

Grade Level	What are consistent traits of these exemplar texts?	How do these texts support students' reading development?	How do these texts align with Grades 2-3 ELA standards?
Literary			
Informational			

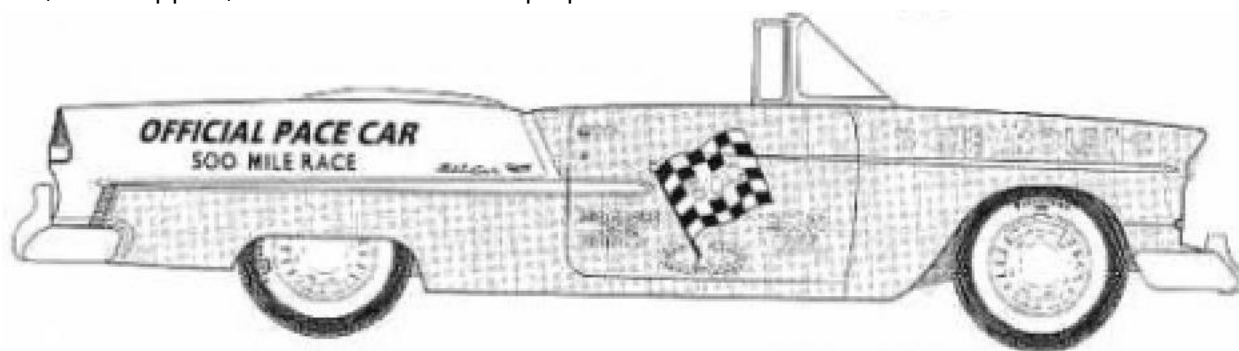
## Timing Text Selection in Grades 2-3

Students' reading abilities develop dramatically as they progress through grades 2 and 3. Teachers should thoughtfully select texts that represent grade level complexity and align with students' development and readiness. The "high end" of the complexity band for these grade levels may look different at different points in the year, with more texts coming from the 500-600 lexile range in the beginning of the year, and from the 700-800 lexile range toward the end of the year.

3	<b>3.RL.RRTC.10</b> Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	<b>3.RI.RRTC.10</b> Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	<b>2.RL.RRTC.10</b> Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<b>2.RI.RRTC.10</b> Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

Grade	The Lexile Framework
2-3	420L to 820L

Consider the analogy of a pace car. Shared reading selections should push students as readers, but, with support, still allow them to keep up.



### Discussion

- Consider the text samples you just reviewed. Which texts might be better suited for different points in the year, given their complexity and students' readiness?

# Example: Shared Reading Text Analysis

**Text:** *Starfish* by Edith Thacher Hurd

**Grade Level:** Grades 1-2

Text Title	Starfish (informational)	Lexile	AD 170L
Qualitative Complexity			
Levels of Purpose and Meaning		Text Structure	
<b>Slightly Complex</b> The purpose of this text is clear and narrow – it is to provide information about starfish, including how they move, eat, and what they look like.		<b>Slightly Complex</b> Connections between ideas are clear and explicit and information is presented sequentially. For example, all of the information about how a starfish regrows its rays is one page, all of the information about its eggs is on one page, etc. While this is an informational text, there are no text features unique to this genre, such as headers, charts, or maps. The illustrations are large and colorful and match what the text says.	
Language Features		Knowledge Demands	
<b>Moderately Complex</b> The language is largely conventional and straightforward, and sentence construction is often repetitive (e.g. “Some are fat. Some are thin. Some are prickly.”). There are some compound sentences and examples of non-traditional language, such as on page 26 when “EAT” is written in all caps to emphasize the amount of food baby starfish eat. There are some Tier II vocabulary words that may be unfamiliar to students, including <i>prickly</i> , <i>tangle</i> , <i>glide</i> , and <i>brittle</i> .		<b>Moderately Complex</b> This text assumes some prior knowledge of ocean life, including understanding what “pools” mean in the context of the ocean, and other types of ocean animals, such as mussels and oysters. While the illustrations are highly supportive of the text, some illustrations include images of other ocean animals not mentioned in the text, which could be confusing for certain readers.	

Reading Standards	Content Area Standards
This text presents lots of information about starfish, giving students many opportunities to recall key details, determine key ideas of text sections, and make connections between ideas ( <b>2.RI.KID.1, 2.RI.KID.2, 2.RI.KID.3</b> ). There are some opportunities for students to determine the meanings of words within the text, including both	This text helps students understand the ocean habitat, and provides one example of an animal that lives in there ( <b>GLE 0207.2.2</b> ). Also, starfish have some unique physical features, and this text provides many examples of how the starfish’s traits help it survive in the ocean (e.g. it can regrow rays, it can crawl over mussels and clams to eat them



Tier II words (e.g. scratchy) and Tier III words (e.g. clam) ( <b>2.R1.CS.4</b> ). This text's rich illustrations provide opportunities for students to use them, as well as the text's words, to describe the book's key ideas; for example, explaining the physical characteristics of a starfish ( <b>2.RI.IKI.7</b> ).	because its stomach is on its underside). This aligns well to <b>GLE 0207.5.1</b> .
<b>Foundational Literacy Standards</b>	
<b>Print Concepts (K-1)</b>	<b>Phonological Awareness (K-1)</b>
N/A	N/A
<b>Phonics and Word Recognition</b>	<b>Fluency</b>
This text provides students with many opportunities to practice <b>2.FL.PWR.3</b> , including: long vowels and common vowel teams (pool, deep, arms, slide, rays), inflectional endings and suffixes (biggest, slowly), and two-syllable words (starfish, tiny, basket).	This text is not quantitatively complex for my students, so most students should be able to read it with accuracy and appropriate rate. However, this text does provide opportunities for students to practice reading with appropriate phrasing and expression, especially with longer sentences that include multiple clauses linked together (e.g. "When a starfish is hungry, it slides and it glides on its tiny tube feet", "They move with the waves and the tide, up and down, up and down"). This text also provides some opportunities for students to confirm or correct their understanding of words, including multiple meaning words that are important to the text's meaning, like "wave" and "slide" ( <b>2.FL.F.5</b> ).
<b>Vocabulary Acquisition</b>	<b>Additional Notes</b>
This text is moderately complex in terms of language conventionality, so students will have multiple opportunities to explore and practice working with unknown words and their meanings ( <b>2.FL.VA.7a</b> ). "Mussels" will be a fun word to explore, since students know the homophone "muscles".	While the lexile is lower, this text is listed as AD (adult directed). While I think my students can read most sections independently, I'll still need to plan some scaffolds to ensure it's accessible to all.  If I can find other texts about starfish for students, I could also incorporate <b>2.RI.IKI.9</b> .

## Reader and Task Considerations

### **Will my students enjoy this text? Will they find it engaging?**

*Yes, I think my students will enjoy this text. They have shown interest in learning about different types of animals, and studying ocean life will likely be new and interesting since many of my students have only ever traveled within Tennessee. I know a handful of my students have been to the aquariums in Chattanooga and Gatlinburg and may have seen starfish there, so I could make that connection to initiate interest.*

### **What will challenge my students most in this text? What supports can I provide?**

*While most of this text is decodable for most of my students, some of the content knowledge and vocabulary will be very new. Few of my students have seen starfish, so they're limited in their knowledge by what they've seen in other texts or on TV. I'll need to build some background knowledge before we jump into this text to support all my students in accessing its information. I could build this background through a paired interactive read aloud or by sharing video clips or photographs of starfish and other ocean life.*

### **How will this text help my students build knowledge about the world?**

*This informational text will build my students' knowledge of starfish and also introduce them to ideas related to ocean life broadly, such as where ocean animals live and how they move. This is especially important for my students since few if any of them have ever been to the ocean.*

### **How can I connect this text to other texts we've read or will read?**

*We've read a few books with characters or settings from the ocean, such as *Rainbow Fish* by Marcus Pfister, *Swimmy* by Leo Leoni, and *A House for Hermit Crab* by Eric Carle. I could invite students to remember these texts and consider what they learned about ocean life from these earlier readings. However, when I think about texts we've already read about ocean life, none of them have been informational. I should focus on finding more non-fiction texts that connect with the ideas in this *Starfish* book.*

*There's a short appendix section in this book titled "Find Out More About Starfish" and it suggests three other books: *Seashells, Crabs and Sea Stars* by Christine Klump Tibbitts; *My Visit to the Aquarium* by Alike; and, *Life in a Tide Pool* by Allan Fowler. I also did a quick search of our school library and found a text titled *Star of the Sea: A Day in the Life of a Starfish* by Janet Halfmann, which I could use as an interactive read aloud to build students' knowledge before engaging with the *Starfish* text.*

**Considering this text’s content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

*This text presents so many interesting facts about starfish, and a rigorous culminating task should provide my students with an opportunity to share these facts in a unique way to an authentic audience. My students could make a poster or a PowerPoint presentation that includes pictures and captions or sentences about starfish, and then share their media with another classroom or with family members. We could create a collaborative class book or PowerPoint, with each student taking responsibility for one or two pages/slides.*

*Another option would be to include this text within a larger unit about ocean animals or animal habitats. As a culminating task, students could select a different animal and write a multi-page book with an illustration and caption or sentence on each page.*

# Example: Shared Reading Text Analysis

**Text:** *Knoxville, Tennessee* by Nikki Giovanni

**Grade Level:** Grades 2-3

<b>Text Title</b>	Knoxville, Tennessee (poem)	<b>Lexile</b>	NP (non prose)
<b>Qualitative Complexity</b>			
<b>Levels of Purpose and Meaning</b>		<b>Text Structure</b>	
<b>Slightly Complex</b> The author introduces the main idea of this poem in the first two lines – “I always like summer best” – with the rest of the poem providing reasons for why the author loves summer. This is a straightforward theme that many of my students can relate to.		<b>Very Complex</b> There are 24 lines in this poem without any punctuation! While the ideas and examples in this poem are cohesive, it is unclear at times when one thought ends and the next begins. It’s even unclear where certain phrases start and stop. Making sense of the line breaks will be very challenging to students.	
<b>Language Features</b>		<b>Knowledge Demands</b>	
<b>Moderately Complex</b> The language in this poem is largely explicit and easy to understand. The vocabulary is mostly familiar, though some students may not be familiar with okra, cabbage, or buttermilk. The event of a “homecoming” may also be unfamiliar. The real language challenge in this poem is the sentence structure. This poem is one long sentence composed of many phrases without any punctuation to break it up.		<b>Slightly Complex</b> The scene that this poem brings to mind is a familiar one for most of my students – eating barbecue at a church picnic, visiting the mountains, walking barefoot, etc. However, I need to be careful to clarify the meaning of words that are significant to the imagery of this poem, such as the foods listed and the concept of a homecoming.	

<b>Reading Standards</b>	<b>Content Area Standards</b>
The author provides lots of evidence to support the main understanding/claim of liking summer the best, which provides students with an opportunity to explain this claim by citing specific examples and details ( <b>3.RL.KID.1</b> ). This text is a strong introduction to point of view because the author makes her point of view/claim about summer very clear ( <b>3.RL.CS.6</b> ). And while I imagine many of my students also like summer the best, this text provides practice in recognizing that readers and	This text provides some connections to the North America section of the World Geography and Culture standards in third grade. It includes examples of food and customs native to the southern region ( <b>3.14</b> ), as well as highlight an important author/writer from the south ( <b>3.16</b> – Nikki Giovanni was born in Knoxville).

authors may at times have different points of view about an idea or concept. This is an appropriately complex text for my students to read at this point in the year and provides them with an opportunity to practice reading, understanding, and enjoying poetry (3.RL.RRTC.10).	
<b>Foundational Literacy Standards</b>	
<b>Print Concepts (K-1)</b>	<b>Phonological Awareness (K-1)</b>
N/A	N/A
<b>Phonics and Word Recognition</b>	<b>Fluency</b>
This text includes some (though few) words with common prefixes and derivational suffixes, Latin suffixes, and multi-syllable words, such as: barbecue, buttermilk, homecoming, barefooted (3.FL.PWR.3).	One of the fluency sub-standards for third grade references poetry specifically, and this poem will provide opportunities for students to figure out a poem's structure and practice reading it with effective phrasing and expression (3.FL.F.5).
<b>Vocabulary Acquisition</b>	<b>Additional Notes</b>
This poem's structure makes it moderately complex in terms of language conventionality, but the vocabulary itself is not particularly advanced. There are a few examples, though, when students can use the poem's context and their existing word knowledge to better understand word meaning (e.g. break apart the compound word "homecoming" to infer its meaning) (3.FL.VA.7).	The complexity of this poem is primarily found in its structure, and will be a great emphasis for instruction!

## Reader and Task Considerations

### Will my students enjoy this text? Will they find it engaging?

*I think my students will enjoy this text. It's a theme they can all relate to – the joys of summer – and most of them have visited Knoxville or are familiar with nearby areas. I also think they'll enjoy reading a poem that was written by a Tennessean.*

### What will challenge my students most in this text? What supports can I provide?

*The structure of this poem will definitely be complex for my students. I will have to provide lots of rereading opportunities for students to experiment with different phrasing, as well as opportunities to discuss how different phrasing affects our understanding of the text.*

**How will this text help my students build knowledge about the world?**

*Many of my students haven't had a lot of opportunities to engage with poetry, and this text gives them a chance to do so with a fun and engaging concept. I could also build in time for my students to learn more about the poet, her life growing up in Tennessee, and other works she's created as a poet. Studying biographies of important local figures is one important part of building community and world knowledge!*

**How can I connect this text to other texts we've read or will read?**

*We've read a couple other poems that were included in our basal series, so I could remind students of those poems and create opportunities to compare and contrast those poems. I think my students would really enjoy a unit based around works from Tennessee authors and/or about places and events in Tennessee – I'll do some online research and talk with my librarian and try to track down some other texts that feature Tennessee and help develop students' interest and pride in their home state.*

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

*This text lends itself well to serving as a mentor text. Students could use the opening sentence "I always like \_\_\_\_ best" and fill in their favorite season. Then, they could use a similar text structure to list all of the reasons for why that season is their favorite. If this text becomes part of a larger set featuring people and places in Tennessee, students could choose a person or event to research and write about.*

# Practice: Shared Reading Text Analysis

**Text:** *Where Do Polar Bears Live?* by Sarah L. Thomson

**Grade Level:** Grades 2-3

<b>Text Title</b>	Where Do Polar Bears Live? (informational)	<b>Lexile</b>	690L
<b>Qualitative Complexity</b>			
<b>Levels of Purpose and Meaning</b>		<b>Text Structure</b>	
<b>Language Features</b>		<b>Knowledge Demands</b>	

<b>Reading Standards</b>	<b>Content Area Standards</b>
<b>Foundational Literacy Standards</b>	
<b>Print Concepts (K-1)</b>	<b>Phonological Awareness (K-1)</b>
<b>Phonics and Word Recognition</b>	<b>Fluency</b>
<b>Vocabulary Acquisition</b>	<b>Additional Notes</b>

## **Reader and Task Considerations**

**Will my students enjoy this text? Will they find it engaging?**

**What will challenge my students most in this text? What supports can I provide?**

**How will this text help my students build knowledge about the world?**

**How can I connect this text to other texts we've read or will read?**

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**



# Practice: Shared Reading Text Analysis

**Text:** *Sarah the Seagull* by Gabrielle Sierra (Readworks)

**Grade Level:** Grade 2

Text Title	Sarah the Seagull (narrative)	Lexile	710L
Qualitative Complexity			
Levels of Purpose and Meaning		Text Structure	
Language Features		Knowledge Demands	

Reading Standards	Content Area Standards
Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
Phonics and Word Recognition	Fluency
Vocabulary Acquisition	Additional Notes

## **Reader and Task Considerations**

**Will my students enjoy this text? Will they find it engaging?**

**What will challenge my students most in this text? What supports can I provide?**

**How will this text help my students build knowledge about the world?**

**How can I connect this text to other texts we've read or will read?**

**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

## Sarah the Seagull

By Gabrielle Sierra



Sarah the seagull and her mom lived in New York by the sea.

Every day Sarah and her mom would fly over the waves, diving in to eat the small fish and crabs that swam in the shallow water. Sometimes people would feed Sarah and her mother a sandwich or some potato chips. They always had a lot to eat.

At night, Sarah and her mother would rest under the roof of a nearby building. They were warm, and they had a nice life.

But one day it started to get colder. The little fish that were always swimming in the waves were a lot harder to find. There were no more people coming to the beach, so no one was there to feed Sarah and her mother any sandwiches or chips.

"It is time to fly south for the winter," said Sarah's mom.

"Why?" asked Sarah.

"Because it has gotten too cold here," explained Sarah's mom. "Too cold for us to live here right now. There is no food, and it will soon get even colder."

"But this is our home," said Sarah.

"Don't worry," said Sarah's mom. "We will come back when it is warm again. We are birds, we can change where we live and still be happy. We can have more than one home."




So Sarah and her mom said goodbye to the beach and flew away. They flew and they flew, until they were out of the cold and back into the warm weather. They flew all the way to Miami, Florida.

There, they found a new beach. It was filled with fish, and there were lots of people to give them sandwiches and chips. Sarah's mom even found a new roof for them to sleep under.

"I like this other home," said Sarah. "It is warm, and we have food. This is a nice place too."

"I told you it would be nice," said Sarah's mom. "And when it gets warmer in New York again, we will go back. That is the nice part about being a bird. We can fly to new places whenever we want."

## Synthesis: Selecting and Analyzing Texts for Grades 2-3

What did you <b>already know</b> about selecting and analyzing texts for grades 2-3? 	What did you <b>learn</b> about selecting and analyzing texts for grades 2-3? 	What else do you <b>want or need to know</b> about selecting and analyzing texts for grades 2-3? 

# Pairing Complexity with Quality

While the standards emphasize appropriate complexity, it is important for students to engage with texts that also exemplify exceptional craft, present useful information, and are interesting and enjoyable to read.

Traits of High-Quality Literary Texts	Traits of Content-Rich Informational Texts
<ul style="list-style-type: none"> <li>• Thematically-rich issues</li> <li>• Complex or interesting plot</li> <li>• Round characters</li> <li>• Rich language</li> <li>• Engaging illustrations</li> <li>• New or interesting settings</li> </ul>	<ul style="list-style-type: none"> <li>• Provides new information</li> <li>• Builds knowledge</li> <li>• Useful to the real world</li> <li>• Relevant to students' existing questions or interests</li> <li>• Helps students solve problems</li> <li>• Helps student connect their own experiences to the broader world</li> <li>• Sparks curiosity; prompts further research or inquiry</li> </ul>
Additional Considerations for Both Literary and Informational Text	
<ul style="list-style-type: none"> <li>• Content aligns to instructional aims</li> <li>• Content is appropriate given students' age, strengths, needs, and experiences</li> <li>• Builds students' knowledge and vocabulary</li> <li>• Texts include characters, settings, and experiences that affirm students' identities and communities and promote positive views of other cultures</li> </ul>	

## Discussion

- Consider the example texts we have reviewed and discussed so far. Which traits of high-quality or content-rich texts can be found in those examples?

### TEAM Connection: Motivating Students

Utilizing texts that exemplify exceptional craft, present useful information, and are interesting and enjoyable to read can present opportunities for teachers to develop learning experiences where inquiry, curiosity, and exploration are valued.

# Shared Reading and Text Sets

"Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K-2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*."

- Excerpt from [www.corestandards.org](http://www.corestandards.org)

Elementary Classrooms	Middle Grade ELA Classrooms	High School English Classrooms
50% literature with introduction to the different genres.	Emphasis on literature with an integrated examination of themes across genres; some specific genre studies.	Emphasis on literature and the interaction among archetypal story patterns and the references of classical, traditional, and religious texts in contemporary texts.
50% informational text with introduction to the different text features and text structures in scientific and social science texts.	Literary nonfiction as a means of exploration on matters of science, social studies, and other specialized disciplines.	Literary nonfiction as a means of contemplation of concepts on matters of science, social studies, and specialized disciplines.
	Informational text as it can be used to research and support an argument.	Sophisticated informational text from specialized disciplines as it can be used to research and support an argument.
<b>Background to Guide Decision-Making</b> Students need to experience a range in text variety, complexity, and length. As teachers wrestle with the percentage of time, they focus not on the formula, but on the intention of using a balance of informational texts to build background knowledge to lead into and/or supplement a more complex anchor text. Units of texts need to be thematically aligned to support the development of background knowledge, which supports comprehension.		

- Tennessee Academic Standards

## Discussion

- How can shared reading fit within a larger literacy curriculum that engages students with diverse text types and builds knowledge?

# Sample Text Set

**Topic:** Spiders

**Grade Level:** 1<sup>st</sup> grade

**Unit Focus:** Students learn about spiders through study of informational and narrative text. Students read several Anansi (Spider) stories, which present the character as both a trickster and a helper. They explore character motivation and how animals interact with other animals and adapt to their living conditions. Students use evidence from informational and literary texts to inform and support their opinions.

**Anchor Text:** Spiders by Gail Gibbons (informational)

**Culminating Task:** Students write an opinion essay arguing whether spiders are helpful or harmful, citing evidence from multiple texts to support their argument.

**Focus Standards:**

- **1.RI.KID.2** – Identify the main topic and retell key details of a text
- **1.RL.KID.2** – Retell stories, including key details, and demonstrate understanding of their central message or lesson
- **1.W.TTP.1** – With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure

Read Aloud Texts	Shared Reading Texts	Other Media
<i>Spiders</i> by Gail Gibbons (informational - 640L)	<i>Mighty Spiders!</i> by Fay Robinson (informational – 320L)	<a href="http://kids.nationalgeographic.com/animals/tarantula/#tarantula-closeup-hand.jpg">http://kids.nationalgeographic.com/animals/tarantula/#tarantula-closeup-hand.jpg</a> (website)
<i>Spiders Are Not Insects</i> by Allan Fowler (informational – 550L)	<i>Spiders</i> by Readworks <a href="http://www.readworks.org/passages/spiders">http://www.readworks.org/passages/spiders</a> (informational – 380L)	<a href="http://kids.nationalgeographic.com/animals/black-widow/#black-widow-sideways-web.jpg">http://kids.nationalgeographic.com/animals/black-widow/#black-widow-sideways-web.jpg</a> (website)
<i>Diary of a Spider</i> by Doreen Cronin (narrative - AD510L)	<i>Why Spider Spins Tales: A Story from Africa</i> (folktale – lexile not available)	How to build a spider's web: <a href="http://pbskids.org/lab/videos/80/">http://pbskids.org/lab/videos/80/</a> (video)
<i>Be Nice to Spiders</i> by Margaret Bloy Graham (narrative – lexile not available)	<i>Anansi and the Moss-Covered Rock</i> by Eric A. Kimmel (folktale – 380L)	
<i>The Spider and the Fly</i> by Tony diTerlizzi (poem)	Poems about spiders ( <a href="http://www.rea.canteach.ca/elementary/songspoems46.html">http://www.rea.canteach.ca/elementary/songspoems46.html</a> )	

- Adapted from Louisiana Believes ELA Grade 1 Unit on Spiders, retrieved from <https://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning>



# Sample Text Set

**Topic:** Animal Habitats & Adaptations (\*Note that this text set example was developed for the 2016-2017 school year and utilizes the science standards that were in place at that time.)

**Grade Level:** Grades 2-3

**Unit Focus:** Students explore four different habitats - forest, desert, ocean, and the arctic – and the relationship between plants, animals, and their environments through paired read aloud and shared reading experiences. Students revisit the anchor text, an illustrated guide, during each phase of study.

**Anchor Text:** *DK Eyewitness Books: Ecology* by Steve Pollock

**Culminating Task:** Students choose one habitat to study further independently. With support from the school librarian, students research their habitat by finding texts, articles, and relevant online media. Students create a three-slide PowerPoint presentation with text and images that describe the habitat, the types of plants and animals that live there, and at least two specific examples of plant or animal features that make them well-suited for their habitat.

**Focus Standards:**

- **GLE 0207.2.1** Investigate the habitats of different kinds of local plants and animals.
- **GLE 0207.2.2** Investigate living things found in different places.
- **GLE 0207.2.3** Identify basic ways that plants and animals depend on each other.
- **GLE 0207.5.1** Investigate the relationship between an animal's characteristics and the features of the environment where it lives.

Read Aloud Texts	Shared Reading Texts	Other Media
<i>DK Eyewitness Books: Ecology</i> by Steve Pollock (informational - !G1250L)	<i>Who Lives Here? Forest Animals</i> by Deborah Hodge (informational – AD790L)	<a href="http://environment.nationalgeographic.com/environment/habitats/desert-profile/">http://environment.nationalgeographic.com/environment/habitats/desert-profile/</a>
<i>One Small Place in a Tree</i> by Barbara Brenner (informational – AD 610L)	<i>Here Is the Southwestern Desert</i> by Madeleine Dunphy (poem – lexile not available)	<a href="http://ocean.nationalgeographic.com/ocean/">http://ocean.nationalgeographic.com/ocean/</a>
<i>The Magic School Bus Gets All Dried Up</i> by Joanna Cole (informational – lexile not available)	<i>Desert Song</i> by Tony Johnston (poem – AD430L)	<a href="http://pbskids.org/wildkratts/habitats/">http://pbskids.org/wildkratts/habitats/</a>
<i>Down, Down, Down: A Journey to the Bottom of the Sea</i> by Steve Jenkins (informational – NC1040L)	<i>Life in a Tide Pool</i> by Allan Fowler (informational – 520L)	<a href="https://jr.brainpop.com/science/habitats/">https://jr.brainpop.com/science/habitats/</a>
<i>Survival at 40 Below</i> by Debbie S. Miller (informational – 1000L)	<i>Where Do Polar Bears Live?</i> by Sarah L. Thomsen (informational – 690L)	

# Blank Text Set Planning Template

<b>Text Set Title:</b>	
<b>Text Set Grade Placement:</b>	
<b>Enduring Understandings</b>	
<b>Texts and Resources</b>	
<b>Anchor Text</b>	<b>Title:</b> <b>Author:</b>
<b>Supporting Works</b>	<b>Narrative Book(s)</b>
	<b>Informational Book(s)</b>
	<b>Article(s)</b>
	<b>Poem(s)</b>
	<b>Digital Text(s)</b>
	<b>Infographic(s)</b>
	<b>Other Media</b>
<b>Supporting Works will be introduced/taught in the following order:</b>	

Standards	
Knowledge developed through this set	Skills developed through this set
Tasks	

# Building Knowledge Across Grade Levels through Strategic Text Selection

The example texts for this module were intentionally selected to demonstrate alignment to a single content area standard, and model how texts can be used to build and deepen knowledge across grade levels, according to the progression of the standard.

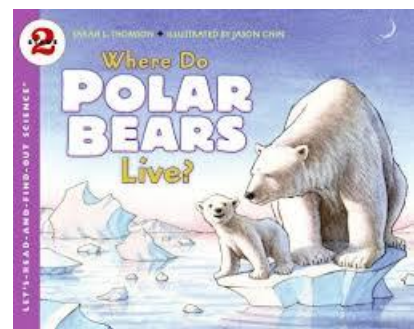
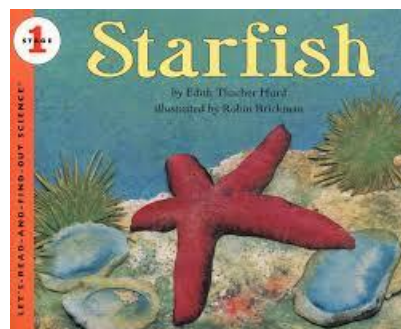
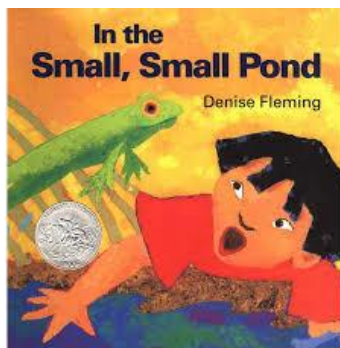
Schools and districts may want to consider developing lessons or text sets with vertical collaboration to ensure text-based instruction aligns to the progression of the standards and builds student knowledge over time.

\*Note that these examples were developed for the 2016-2017 school year and are representative of the science standards that were being implemented at that time. Additional examples utilizing the science standards for 2018-2019 are available online in the unit starter resources.

## Life Science

### Standard 5: Biodiversity and Change

Grade Level	Standard
Kindergarten	<b>GLE 0007.5.1</b> Compare the basic features of plants and animals.
First	<b>GLE 0107.5.1</b> Investigate how plants and animals can be grouped according to their habitats.
Second	<b>GLE 0207.5.1</b> Investigate the relationship between an animal's characteristics and the features of the environment where it lives.
Third	<b>GLE 0307.5.1</b> Explore the relationship between an organism's characteristics and its ability to survive in a particular environment.



# Module 4: Planning Lessons for Shared Reading

## Objectives

- Watch and reflect on a shared reading lesson
- Analyze exemplar shared reading lesson plans
- Create shared reading lessons that integrate standards and scaffold rigor across multiple reads

## Link to Tennessee Academic Standards

Shared reading lessons focus on the explicit teaching of **Foundational Literacy** and **Reading** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through questioning, discussion, and tasks.

This module also looks at how to teach content area standards, including **science** and **social studies**, through shared reading lessons.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem-Solving

# A Guide to Planning Shared Reading Lessons

1. Identify the instructional aims for the lesson series.
2. Select a high-quality and appropriately-complex text, based on grade level complexity expectations, that supports the instructional aims.
3. Analyze the text for qualitative complexity, considering its levels of purpose and meaning, structure, language features, and knowledge demands.
4. Analyze the text for alignment to Tennessee Reading and Foundational Literacy Standards.
5. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Create a culminating task.
6. Create a series of text-dependent questions that focus on the text's central meaning and that draw students' attention to the most important features of the text. Ensure questions are sequenced in a way that builds rigor and deepens understanding across reads. Check for alignment to the culminating task.
7. Locate important vocabulary words and language in the text and integrate questions and modeling that highlight their meaning and significance. Identify vocabulary that might be unfamiliar to students and determine how you will teach those words (implicit, embedded, or explicit instruction).
8. Review the standards alignment analysis (Step 4). Add teacher modeling, think alouds, and additional questions that support students in practicing the standards. Include models and opportunities to practice word attack strategies, comprehension strategies, and reading fluency.
9. Determine how many reads are needed for students to gain a deep understanding of the text and practice relevant standards.
10. Create daily tasks for each reading that allow students to demonstrate comprehension and that scaffold students' understanding toward the culminating task.
11. Review the text-dependent questions (Step 5). Assign questions to each read, and craft additional questions if needed. Check for alignment to the daily tasks.
12. Plan opportunities for collaborative student discussion around text meaning, including opportunities to debate questions, share predictions, draw conclusions, etc.
13. Plan for differentiation. Determine support structures and grouping strategies, such as selecting passages for modeled reading or choral reading with partners, that increase text accessibility for all students. Identify how students will engage with each section of the text (e.g., reading along, rereading specific sections, making notations).
14. Plan additional supports, such as anchor charts and graphic organizers, as needed.

- This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project and *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

# Structures for Supporting Shared Reading

An important part of planning for shared reading is strategically including structures that support all students in accessing grade level text.

Structure	Description	Purpose
<b>Teacher Read Aloud / Modeled Reading</b>	The teacher reads aloud sections of the text that are particularly complex, dense, or critical for comprehension. Students follow along by tracking print or “reading in their head”. Then, teacher and students revisit that section for further practice and study. Modeled reading can include audio recordings of the text.	<ul style="list-style-type: none"> <li>• Introduces students to text information through listening comprehension</li> <li>• Models fluent reading</li> <li>• Ensures text section is read accurately</li> <li>• Appropriate for lengthier sections of text</li> </ul>
<b>Echo Reading</b>	The teacher reads aloud a sentence or series of sentences to students, then students reread the same section aloud. Echo reading can be done in whole or small group settings.	<ul style="list-style-type: none"> <li>• Introduces students to text information through listening comprehension</li> <li>• Models fluent reading</li> <li>• Engages all students in the act of reading</li> </ul>
<b>Cloze Reading</b>	The teacher reads aloud while students follow along. The teacher stops reading and students continue by reading the next word or finishing the sentence. Cloze reading can be done in whole or small group settings.	<ul style="list-style-type: none"> <li>• Allows teacher to be strategic about which words she wants students to read without support</li> <li>• Engages all students in the act of reading</li> </ul>
<b>Choral Reading</b>	The teacher reads aloud while students also read. Often the teacher reads in a louder voice/students read in a soft or whisper voice. Choral reading can be done in whole or small group settings.	<ul style="list-style-type: none"> <li>• Provides supports to some readers while simultaneously allowing others to read at their own pace</li> <li>• Engages all students in the act of reading</li> </ul>
<b>Partner Reading</b>	Students are strategically paired together and share the text reading. Partners can choral read together, or take turns reading pages or sections. Teachers may identify which student will read which section of the text.	<ul style="list-style-type: none"> <li>• Well-suited for meeting individual student strengths and needs, through strategic pairing of readers</li> <li>• Engages all students in the act of reading</li> </ul>
<b>Independent Reading</b>	Students read the text or text section independently. Then, teacher and students discuss the passage together. Students may be given a thinking or writing prompt to reflect on while they read before	<ul style="list-style-type: none"> <li>• Engages all students in the act of reading; gives all students opportunities for productive struggle with grade level text</li> </ul>

	transitioning into partner or group discussion.	
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### **Discussion**

- Reflect on the gradual release of responsibility instructional framework that was discussed in Module 2. Which of the structures listed in this chart provide higher teacher support? Which provide greater student ownership?
- How could a teacher use structures from this chart to sequence readings and scaffold toward greater student ownership?
- Think of different students and classrooms in your school. Consider their strengths and needs. Which structures are most appropriate for which students? Why?



# Additional Structures for Supporting Text Access

Structure	Description	Purpose
<b>Text Previews</b>	Introduce the text to targeted students prior to whole group instruction. During a text preview the teacher can read sections aloud, read it with students (through echo reading, choral reading, etc.), or invite students to read it independently.	<ul style="list-style-type: none"> <li>Provides time for students to engage with the text in a low-risk setting</li> <li>Allows more time for student processing</li> </ul>
<b>Paired Text Selections</b>	Introduce information or themes to students through other texts prior to study of a particular shared reading text. This can be done through an interactive read aloud on the same topic, an easier shared reading passage on the same theme, or guided or independent reading texts that introduce similar concepts.	<ul style="list-style-type: none"> <li>Introduces potentially new or complex information in a low-risk setting</li> <li>Builds students' background knowledge</li> </ul>
<b>Vocabulary or Concept Preview</b>	Introduce specific information prior to text study, such as important vocabulary words or key concepts or themes. For example, if the text setting is a drought, introduce the concept of having no water and give students an opportunity to consider how a drought might impact people or places.	<ul style="list-style-type: none"> <li>Builds students' background knowledge</li> </ul>
<b>Additional Rereadings</b>	In between whole group shared readings, have students practice reading the text in partners or independently in other settings, such as guided reading, independent reading, or collaborative learning centers.	<ul style="list-style-type: none"> <li>Provides students with more opportunities to practice decoding and comprehension</li> </ul>
<b>Questioning and Discussion</b>	The teacher asks targeted questions to prompt and assist student thinking, and provides opportunities for students to share their thinking and hear the thinking of others through collaborative discussions.	<ul style="list-style-type: none"> <li>Supports students' comprehension</li> </ul>
<b>Targeted Small Groups</b>	Teacher works with purposefully-selected small groups before or after reading to provide additional support, such as reading aloud additional text sections, previewing the text, etc.	<ul style="list-style-type: none"> <li>Provides specific support to specific students when needed</li> </ul>

# Sample Approaches to Shared Reading Support

**Analysis of the text indicates...**the text is quantitatively very complex for students, given their grade level. They will likely have difficulty decoding many sections of the text on their own.

Read	Approach	Rationale
First Read	Teacher reads aloud the full text to students. Teacher models word attack strategies and language comprehension, and asks questions that support a literal understanding of the text.	Students' inability to decode the text will prevent them from understanding it, and may cause them to feel frustrated and become disinterested in the text. Reading the text aloud builds their schema for the text's language and vocabulary. Students are engaged through listening and questioning.
Second Read	Choral read challenging sections, and students independently read sections that are more easily decodable. Teacher models and support word reading, and asks questions that support an inferential understanding of the text. Students are encouraged to revisit the text independently during Centers.	Students continue to receive decoding support, while taking on more ownership for reading and thinking.
Third Read	Teacher pairs students strategically for partner reading. Teacher circulates and supports individual students as needed. Then, students come together as a whole class for questioning and discussion, revisiting specific sections of the text for further close reading. Teacher and students work together to understand the text at an inferential or analytical level. Teacher works with a small group later in the day to provide extra support in preparation for independent application.	Students carry majority ownership for reading, and focus shifts from language comprehension to meaning making at the text level.
Fourth Read	Teacher poses an inquiry question that requires students to analyze the text's details. Students read the text independently and annotate the text. Teacher circulates and supports individual students as needed.	All students are given an opportunity to read and think about the text independently, applying the standards and strategies they've practiced in previous readings. Focus is on demonstrating deep comprehension of the text.

**Analysis of the text indicates...**most students can decode the text independently, but the text is particularly complex in structure and levels of meaning.

Read	Approach	Rationale
First Read	Students read the text independently and think about or record questions they have about what the author is trying to say. Teacher circulates and supports individual students as needed.	Give students an opportunity to decode a grade level text on their own and allow them to wonder about the text's meaning.
Second Read	Teacher reads aloud certain sections of the text that are particularly complex in structure, and models the use of comprehension strategies. Students read other sections independently, and discuss questions in partners or whole group designed to assist their early comprehension.	Teacher provides multiple structures (read aloud, modeling, questioning) to support students in comprehension. Focus is on the various levels of meaning of the text.
Third Read	Together teacher and students engage in close reading of specific sections of text that convey meaning through structure. Other sections of text are not revisited. Focus is on careful analysis, with lots of opportunities for questioning, discussion, and writing.	Focus is on textual analysis and meaning making. Teacher pulls back, supporting comprehension through strategic questioning only, while students take on majority ownership for generating ideas and defending them with evidence.
Fourth Read	Students read a poem that parallels the text they've studied in terms of structure and levels of meaning. Students read the poem in partners and identify similarities in the authors' approach. Students share ideas in a whole group setting, and transition to independent writing about how and why authors use text structure to convey meaning, citing specific examples from the two texts studied. Teacher provides differentiated support to individual students as needed.	Students analyze and comprehend independently, with little to no support from the teacher.

**Analysis of the text indicates...**the text is appropriately complex for students' grade level on both quantitative and qualitative measures.

Read	Approach	Rationale
First Read	Teacher and students walk through the pages together, and students are invited to point out words, phrases, or pictures that they know. Students discuss what they think the text could be about. Teacher and students echo read the text one time. Teacher invites students to confirm or change their predictions about the text's meanings based on their first read. Then, students receive individual copies of the text and are encouraged to read the words and sentences that they can and to notice more details about the illustrations.	Since students are able to access parts of the text on their own with limited support, an inquiry approach invites them to think creatively about the text. Decoding support is provided through echo reading to encourage early language comprehension. Students read independently, decoding what they can, based on their individual abilities and readiness.
Second Read	Teacher begins with explicit vocabulary instruction, focusing on decoding, pronunciation, and meaning. Then, teacher guides students through one reading of the text using echo reading, stopping to notice and reread the specific vocabulary words studied earlier. Teacher and students choral read together, with the teacher occasionally pausing to think aloud about words, their spelling, and their meaning, as well as asking questions that prompt students to notice repeated patterns. Students revisit their individual copies of the text and continue to independently practice word reading and thinking about word meaning. Teacher circulates during this time to ask questions and support individual students as needed.	Focus is on word and language comprehension, with the teacher providing explicit support through echo reading, choral reading, modeling, think alouds, and questioning. Students continue to move toward independent reading of the text through individual application.
Third Read	Students read and reread the text independently, while the teacher works with a small group to read the text chorally. Then, the whole class engages in questioning and discussion around the text's meaning and the author's purpose in writing it.	Focus shifts from language comprehension to meaning making at the text level. The majority of students are expected to read the text independently, and comprehension extends to the inferential or analytical level.

## Practice: Approaches to Shared Reading Support

Choose one of the scenarios below. Then, work with a small group to map out a potential approach to supporting students in accessing the text.

- **Analysis of the text indicates...**most students can decode the text independently, but the text is very complex in its knowledge demands.
- **Analysis of the text indicates...**the text has high quantitative complexity and is also qualitatively complex in terms of language conventionality. But, the text has low complexity in structure, knowledge demands, and levels of meaning.
- **Analysis of the text indicates...**half of students can decode the text independently, but half will have difficulty understanding the text at the word level. The qualitative complexity is appropriate for all students, given their grade level and experiences.

Read	Approach	Rationale
First Read		
Second Read		
Third Read		
Fourth Read		
Fifth Read		

# Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
  - a. Literal: Understanding what the text says at a surface level from the key ideas and details
  - b. Inferential: Understanding what the means and how it works from the perspective of craft and structure of the text
  - c. Analytical: Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

- Retrieved and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

# Think Aloud Planning

Strategy	Description	Think Aloud Stems
<b>Activating Prior Knowledge</b>	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	<ul style="list-style-type: none"> <li>As I think about this topic, I know that...</li> <li>From what I have already read, the meaning that I am constructing is...</li> <li>The author's clues (or ideas) cause me to predict that...</li> </ul>
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	<ul style="list-style-type: none"> <li>I wonder why...</li> <li>I am curious about...</li> <li>I am interested in learning how...</li> </ul>
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	<ul style="list-style-type: none"> <li>As I read the author's words, I see...</li> <li>As I am reading, the pictures that are forming in my mind are...</li> </ul>
<b>Monitoring, Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	<ul style="list-style-type: none"> <li>One part that left me confused was...</li> <li>One area that I will go back and reread is...</li> <li>One strategy that I will use to help me understand is...</li> </ul>
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	<ul style="list-style-type: none"> <li>Based on what I know and the text clues, I infer...</li> <li>The text evidence and my own knowledge leads me to think that...</li> </ul>
<b>Summarizing / Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	<ul style="list-style-type: none"> <li>My understanding of the text in my own words is...</li> <li>The passage says that...</li> <li>The main points from my reading are...</li> </ul>

- Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010).

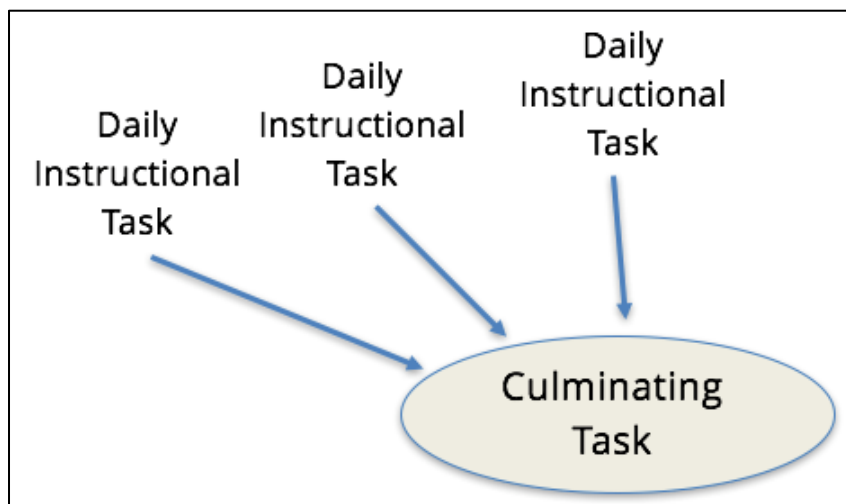
# Planning Rich, Authentic Tasks

A task is an instructional activity that students complete after reading or listening to a text. An effective task should:

- Focus students' comprehension around the most important information and ideas in the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent and require textual evidence/.
- Require thoughtful reading and rereading of the text

## Example

Text	Possible Instructional Task
<b>The Mitten</b> by Jan Brett	Draw a timeline that illustrates the sequence of the story. Then, add captions, using transition words to help the reader understand the different events that happened.
<b>Frogs</b> by Gail Gibbons	Write a one-paragraph essay describing the life cycle of a frog. Your paragraph should include transition words that help the reader understand the difference phases in the life cycle. Then, draw and label an illustration that supports your paragraph.
<b>The Stories Julian Tells</b> by Ann Cameron	Write an opinion essay with an introduction that identifies a central message or lesson that is learned from <i>The Stories Julian Tells</i> and a body paragraph that describes how that message is conveyed through Julian, Huey, and his father. Make sure to refer to the text to provide reasons that support your opinions.





# Additional Strategies for Shared Reading

## To Assist Decoding:

- Write sentences from the text on sentence strips. Then, cut apart the sentence strip in between each word, and mix up the words. Invite students to put the sentence back together, using their knowledge of decoding and syntax to rearrange the words correctly.
- If using a big book text or text on a poster, cover certain words with sticky notes before the shared reading lesson. Read with students, and when you get to a word that's covered give students time to think about what the hidden word is, how it's spelled, and what it means. Have students dictate the spelling, or spell the word independently using a marker board or piece of paper. This strategy prompts students to use context clues to determine the hidden word, and provides an opportunity for spelling practice.
- Write the text or sections of the text on a poster or sentence strips. Together, color code the words using highlighter or markers based on their phonics pattern (e.g., underline all words with the sh digraph using pink, underline all words with the ch digraph using yellow, etc.). Give students individual paper copies of the text and have them color code additional phonics pattern independently or with a partner. *Note: Make sure students practice reading the words, not just underlining them!*

## To Preview Content or Vocabulary:

- Show video clips or images. For example: if the story is set in an African savannah, show images of that environment; if the text uses technical vocabulary related to astronomy, show a video of an astronaut using those words in the context of a space flight; or, if the text includes historic characters, show images or video of that figure speaking.
- Bring "realia", or real life objects that can be viewed and touched. For example: if a text is about foods from different cultures, bring samples for students to look at and taste, or if the text uses vocabulary related to medicine, partner with a local physician to bring in medical tools such as a stethoscope, otoscope, or blood pressure cuff.

# Differentiation

Differentiated instruction is a teacher’s proactive response to learner needs. Differentiated instruction is guided by several factors, including environment, quality curriculum, assessment, and student variance

When determining methods for differentiation, educators should consider the holistic needs of students, including:

- **Learning profile** – a student’s preferred approaches to learning
- **Readiness** – a student’s specific proximity to specified learning goals
- **Interests** – a student’s passions, affinities, and kinships that motivate learning

Additionally, three specific methods for effectively differentiating instruction are detailed in the following chart:

Method	Definition	Examples
<b>Content</b>	“what the student needs to learn or how the student will get access to the information”	<ul style="list-style-type: none"> <li>• Use different texts on the same topic that present the information or theme in varied ways</li> <li>• Use different texts on the same topic that vary in their complexity measures</li> <li>• Use different texts or questions tailored to student interests</li> <li>• Use multiple texts, supplementary print resources, digital media, etc. to frame the concept</li> </ul>
<b>Process</b>	“activities in which the student engages in order to make sense of or master the content”	<ul style="list-style-type: none"> <li>• Provide different ways of reading the text, such as echo, choral, or partner reading</li> <li>• Use varied graphic organizers to support knowledge building</li> <li>• Provide modeling, demonstrations, and think-alouds that show what proficient readers do</li> <li>• Integrate opportunities for cooperative student talk</li> <li>• Allow students to work independently, with a partner, or small group to complete shared reading-related tasks</li> <li>• Analyze within one text or across multiple texts</li> </ul>
<b>Product</b>	“culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit”	<ul style="list-style-type: none"> <li>• Provide multiple assessment options, such as writing an editorial, creating a brochure, giving a speech, or building a diorama</li> <li>• Offer different modes for presenting the product, including writing, speaking, or drawing</li> </ul>

- Borrowed and adapted from Tomlinson, 2000 & 2001 and Hess, 2012

# Balancing Differentiated Support with Productive Struggle

“The standards demand careful and close reading and then for the reader to provide evidence from the text for assertions about it. Practicing disciplined, careful reading can and will assist all students in learning how to deal with complex text. Facile and capable students will need to slow down and apply more care and discipline to their findings about text. Weaker readers, frequently referred to as ‘struggling’ readers, will find that effort and tenacity are virtues that are rewarded when the pace is slower and the text denser. Finding and presenting an evidence base for what you believe cultivates habits of mind that will enable students to become deep and excellent readers.”

- Retrieved from <http://achievethecore.org/page/687/both-and-literacy-instruction>

“Students can experience productive struggle when given a task slightly beyond their abilities. As educators provide support for tackling a challenging problem through different approaches, they can help build critical thinking skills and develop grit. The objective isn’t necessarily to get to the right answer, but to engage in this process to advance learning and develop perseverance.”

- Retrieved from <http://www.eschoolnews.com/2014/09/05/productive-struggle-strategies-429/>

“Yet, it is in these very moments of struggle that students learn the cognitive strategies for dealing with difficulty. They learn how to ask relevant questions, they identify difficult moments in the text and acknowledge them for what they are—difficult moments—to be tackled rather than avoided. In the spirit of rescuing students, teachers sometimes end up doing all the work, from providing definition for every potential unknown word, to detailing and summarizing a text before students have even read it.”

- Retrieved from <http://www.inquirybydesign.com/struggle-is-not-a-dirty-word-the-importance-of-productive-struggle-part-1/>

## Discussion

- In your own words, what is “productive struggle”?
- Why is productive struggle important for students and their learning?
- What does a balance of productive struggle and differentiated support look like?

# Example: Shared Reading Lesson Plan

Text: <i>In the Small, Small Pond</i> by Denise Fleming																																	
Culminating Task	In this mini-unit, students read multiple texts about pond life in both read aloud and shared reading settings. Texts include: <i>Around the Pond: Who's Been Here?</i> by Lindsay Barret George (read aloud); <i>In the Small, Small Pond</i> by Denise Fleming (shared reading), <i>Pond Circle</i> by Stefano Vitale (read aloud poem); excerpts from <i>Song of the Water Boatman and Other Pond Poems</i> by Joyce Sidman (shared reading); excerpts from <i>Animals of Rivers, Lakes, and Ponds</i> by Sandra Donovan (read aloud). At the end of this unit students will select one animal that lives in the pond habitat and write a six-sentence informational piece about that animal, including an opening sentence, four detail sentence, and a closing sentence ( <b>1.W.TTP.2</b> ). Students will work with the art teacher to create an illustration of their animal in a pond environment using sponge paint and other mixed media, using the Caldecott-winning illustrations from <i>In the Small, Small Pond</i> as a mentor text ( <b>Visual Arts Standards 1.1, 1.2, and 1.4 and 1.SL.PKI.5</b> ).																																
	<b>Standards</b> 1.FL.PWR.3, 1.FL.F.5, 1.FL.VA7 1.RI.KID.3, 1.RI.CS.4, 1.RI.CS.6 1.RI.RRTC.10																																
	<b>Daily Task</b> Students read the text independently and respond orally to text-dependent questions, including: <ul style="list-style-type: none"> <li>• Read this line for me please. (to assess decoding and fluency)</li> <li>• What is this word? (to assess decoding)</li> <li>• What animal is this? (to assess decoding and comprehension)</li> <li>• What does this animal do at the pond? (to assess comprehension)</li> </ul> Teacher uses the following checklist to collect data: <table border="1"> <thead> <tr> <th>Student Name</th><th>Reads ___ / ___ words accurately when reading whole phrases</th><th>Reads ___ / ___ isolated words accurately</th><th>Identifies ___ / ___ animals correctly</th><th>2 = Full explanation of what the animal does 1 = Partial explanation 0 = No explanation</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Student Name	Reads ___ / ___ words accurately when reading whole phrases	Reads ___ / ___ isolated words accurately	Identifies ___ / ___ animals correctly	2 = Full explanation of what the animal does 1 = Partial explanation 0 = No explanation																								
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Day 1	<b>Lesson Description</b> ( <i>Includes text-dependent questions, modeling and think alouds, and notes for differentiation</i> )  Lead students through a <b>text preview</b> . Place sticky notes over the words on the page, and then show students each page with a focus on the illustrations. ( <i>This is a Caldecott Honor book, so the illustrations are rich, interesting, and full of detail.</i> ) Invite students to predict the kinds of words they might find in this text,																																

based on the illustrations, and also based on information they learned about ponds from the interactive read aloud they just studied (*Around the Pond: Who's Been Here?* by Lindsay Barrett George).

Continue the focus on language. **Explicitly teach vocabulary** that students may be unfamiliar with, using vocabulary cards:

- **wiggle** – move up and down and side to side quickly
- **wade** – walk through water
- **hover** – float or hang in the air
- **scatter** – to move quickly in different directions
- **claws** – sharp pointy fingers on an animal

Additional vocabulary notes for during reading:

- **jiggle and wriggle** – **embedded** vocabulary instruction – quickly explain that these words are similar to the word “wiggle” in meaning, and point out the curvy shape of the tadpoles
- **waddle** – **embedded** vocabulary instruction – model using text features to discern the meaning of an unfamiliar word, point out the shapes of the letters and model the movement they make, which is a waddling movement
- **shiver and quiver** – **implicit** vocabulary instruction – make a shivering gesture while reading these words
- **drowse and doze** – **embedded** vocabulary instruction – model using context clues to discern the meaning of an unfamiliar point, point out the words “eyes close” and think aloud about what it often means when animals or people close their eyes, and point out the illustration of the turtle with its eyes closed, make a prediction that these words probably have to do with sleep, and think aloud about how you’ll look them up in a dictionary later to confirm your prediction
- **lunge** – **implicit** vocabulary instruction – make a lunging gesture while reading this word
- **plunge** – **embedded** vocabulary instruction – make a plunging gesture with your hand while reading, and also provide a quick definition that plunge means to “dive quickly into the water”, ask students to use the illustration to figure out why the heron is plunging (it is diving after the frog)
- **swirl and twirl** – **implicit** vocabulary instruction – make a twirling gesture with your finger while reading the words and point to the swirling colors in the illustration
- **swoop** – **implicit** vocabulary instruction – making a swooping gesture with your hand while reading the word
- **stack** – **implicit** vocabulary instruction – making a stacking gesture with your hands while reading the word
- **chill** – **implicit** vocabulary instruction – making a chilled/shivering gesture while reading the word

**First Read – Read aloud** the text one time, which a focus on vocabulary instruction. Recall students’ earlier predictions about the words they would encounter, when relevant (e.g. if a student predicted the word “raccoon”, point that out when we get to the raccoon page).

**Second Read – Echo read** the text one time. The focus of this read is identifying the animals. On each page, echo read the sentence and then use the information from the sentence to fill in the following chart as a class (chart is written on a poste). Continue to emphasize vocabulary through gestures and repeated definitions.

Animal Name	What the Animal Looks Like	What the Animal Does

**Text-dependent Questions:**

- What is the name of this animal? (follow-up questions: how do you spell that, what is the vowel sound, how many syllables?)
- Based on the text’s illustrations, how can we describe what this animal looks like? (when completing the chart, model using pictures and labels)
- Based on the words the author used and the text’s illustrations, what do we know about what this animal does at the pond? (follow-up questions: why do you think that, how do you know? model how to draw inferences based on evidence and background knowledge, as needed)

**Pages 7-8** – This page shows the dragonfly, but the author doesn’t tell the reader the name of the insect. Model referring to a different source (DK Eyewitness Books: Pond and River) to find this information. Have students identify the real-life picture of the dragonfly, and then find that page in the text. Model the same strategy on **pages 19-20** with crayfish.

**Pages 9-10** – This page shows the turtle, but the author doesn’t use the word “turtle”. Invite students to think about how we know what animal the author is talking about (use the illustration and background knowledge). Model the same strategy on **pages 21-22** with ducks and **pages 23-24** with raccoons.

	<p><i>If time is limited, start this chart on Day 1 and finish on Day 2.</i></p> <p>Show students their individual copies of the text. Model quickly how the clipart/illustrations at the end of each line correspond with the text. Model finding words I know, challenging myself to decode words that are new, while also showing how it's okay at this point if I can't read all of the words fluently (remind students we will continue to read this text over the next few days). Give students five minutes to read the text independently. Circulate while students are reading and gather data around students' current level of mastery/progress. Ask the following questions, and use the data collection chart to record observations and responses:</p> <ul style="list-style-type: none"> <li>• Read this line for me please.</li> <li>• What is this word?</li> <li>• What animal is this?</li> <li>• What does this animal do at the pond?</li> </ul>
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## Day 2

### Standards

1.FL.PA.2, 1.FL.PWR.3, 1.FL.WC.4, 1.FL.F.5, 1.FL.VA.7

1.RI.CS.4

1.RI.RRTC.10

### Daily Task

Students read the text independently and respond orally to text-dependent questions, including:

- Read this line for me please.
- What is this word?
- Write this word in your sound spelling box.
- What is this animal and what kinds of things does it do at the pond?

Teacher uses the following checklist to collect data. Teacher looks for growth on the questions that were also asked yesterday, as well as evidence of mastery on new questions:

Student Name	Reads ___ / ___ words accurately when reading whole phrases	Reads ___ / ___ isolated words accurately	Encodes ___ / ___ words accurately	2 = identifies and describes animal clearly 1 = identifies and describes animal somewhat, relying mostly on the words in the text 0 = unable to identify or describe animals


**Lesson Description** *(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)*

Tell students that we will continue reading the book *In the Small, Small Pond*. Remind students that yesterday we talked a lot about the text's words and their meanings. With think time, invite students to recall words from the text. Have students share their responses with a partner, and then call on students to share with the whole group. Use this discussion as a springboard into **vocabulary review**, using the vocabulary cards from the previous day.

**First Read** – For review, **choral read** the text with students. Remind students to read in a whisper voice while the teacher reads in a louder voice. While reading, use gestures to support vocabulary comprehension. Draw students' attention to the names of animals, and reference yesterday's chart.

**Second Read** – This read focuses on word recognition and supports connections between decoding and encoding. Choral read, stopping on the following pages:

**Pages 3-4 – Think aloud** the following: "I notice a word pattern on this page. The words *wiggle*, *jiggle*, and *wriggle* all rhyme, and they all have the same ending. The ending sound is /l/, and it's spelled with the letters -le. I'm going to think some more about the word jiggle – it has four sounds, /j/ /i/ /g/ /l/. If I were to spell this word and write each sound in one of these boxes, it would look like this." Model completing Elkonin boxes (drawn on a poster). Once written, model reading the word sound by sound and blending, and connect back to the context of the sentence.

In the Small, Small Pond Sound Spelling Boxes					

**Pages 5-6** – Choral read the page. Then, repeat the previous routine with the word "waddle" on this page, reminding students first of the word's meaning. Together with students, segment the sounds, and ask students how they



would write the word if they could only put one sound in each box. Allow think time, and invite one student to come up to the poster to write the word and explain their thinking.

**Pages 7-8** – Choral read the page, revisiting vocabulary words. Model how to write “shiver” in the Elkonin boxes, **thinking aloud** about each sound, especially the digraph sh and the r-controlled vowel –er. Pass out student copies of the Elkonin boxes template (in sheet protectors with dry erase markers). Ask students, “If the word *shiver* has four sounds, and these are the way those sounds are spelled (point to example), then how would we write the word *quiver*?” Observe students as they work, providing feedback to individuals as needed. Review the answer quickly together.

**Pages 9-10** – Repeat the same process with “doze” and “close”, alternating between a teacher-led model and student practice. Here, emphasize the teaching point that in CVCe words the final e does not make its own sound.

**Pages 11-12** – Repeat with “lunge” and “plunge”. Think aloud about how “good readers and writers can use their knowledge of rhyming words and word patterns to figure out words they don’t know. For example, if I know that this is the word ‘lunge’, I can notice many of those same letters in the word ‘plunge’, so even if I’ve never seen the word ‘plunge’ before, I can figure out how to read it.”

**Pages 13-14** – Repeat with “splatter” and “scatter”. To increase rigor, do not model the word “splatter” and have students write it on their own. Additionally, cover up the word “scatter” with a sticky note, challenging students to use their knowledge of the word “splatter” to figure out how to spell “scatter”.

**Pages 15-16** – Repeat the same process with “swirl” and “twirl”, modeling only if needed, and otherwise having students practice segmenting sounds and writing on their own.

**Pages 17-18** – Repeat with “swoop” and “scoop”.

Consider just choral reading **pages 19-22**, since the sound-spelling patterns on those pages are simpler and students may not need to review them (clack, crack, dip, flip).

**Pages 23-24** – Repeat with “splash” and “flash”.

**Pages 25-26** – Don’t show students the page initially. Rather than encoding the rhyming words “pack” and “stack”, challenge students to spell the word “muskrats”. Then, show students the page and choral read.

	<p><b>Pages 27-28</b> – Final practice with the words “breeze” and “freeze”</p> <p><b>Page 29</b> – Choral read the final page</p> <p>While this lesson focuses on foundational skills, continue to emphasize the meaning of words and how the author uses those words to teach us about different animals and what they do at the pond.</p> <p>Pass out students’ individual copies of the text again. Give students time to read independently. Let students hold on to their Elkonin boxes and invite them to practice encoding while they read. While students are practicing, circulate and ask the following questions. Use the same data collection chart as yesterday, with the new encoding column, and look for growth.</p> <ul style="list-style-type: none"> <li>• Read this line for me please.</li> <li>• What is this word?</li> <li>• Write this word in your sound spelling box.</li> <li>• What is this animal and what kinds of things does it do at the pond?</li> </ul>
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Day 3

**Standards**

1.FL.F.5, 1.FL.SC.6 (*not directly modeled, but practiced through the writing task*),  
1.FL.VA.1  
1.RI.KID.2, 1.RI.CS.6, 1.RI.IKI.7  
1.RI.RRTC.10

**Daily Task**

This is the final day with the text and students should be able to demonstrate significant progress toward reading the text independently and fluently.

During independent reading, measure their fluency using the following chart:

Student Name	2 = Reads with a consistent rate that supports comprehension 1 = Reads too slow or too fast in parts, rate sometimes disrupts comprehension 0 = Rate does not support comprehension	2 = Makes few if any errors, consistently self-corrects when needed 1 = Makes some errors, sometimes self-corrects 0 = Makes too many errors to support comprehension	2 = Consistently reads with appropriate expression 1 = Sometimes reads with expression 0 = Does not read with expression

Additionally, students will complete a writing task where they identify the purpose of the text and list at least two details from the text that support that purpose. Students will include an illustration that supports their writing. Students will complete this template:

	<p>This book is about _____ _____.</p> <p>Details that support this idea are _____ _____ _____ _____</p>	
	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Strategically pair students for <b>partner reading</b>, with above grade and on grade level readers together, and on grade and below grade level readers together. Have students take turn reading the text, alternating reads, for 8 minutes.</p> <p>Before cuing students for partner reading, <b>model</b> reading with fluency and pose the following questions, in a whole group setting: <i>"This is our third day reading the book In the Small, Small Pond and it's time for you to read it on your own, with your partner as a listener. Remember that when we're reading we pay attention to three things (reference fluency anchor chart):</i></p> <ol style="list-style-type: none"> <li><i>1. Reading with appropriate rate – that means not reading too fast or too slow</i></li> <li><i>2. Reading with accuracy – that means reading the words correctly, and if we make a mistake when we read a word we go back and fix it</i></li> <li><i>3. Reading with expression – that means when we read it sounds like we're talking to a friend</i></li> </ol> <p><i>I'm going to read our text one time, and as I read listen to my rate, accuracy, and expression..."</i> Read text aloud to students. Based on data from yesterday, choral read if needed to practice fluency before transitioning into partner reading.</p> <p><i>"As you're reading with your partner, I also want you to think about the story. Specifically, think about this question: What is this book about?"</i></p> <p>Have questions written on a poster, and invite students to read the questions with you.</p>	

	<p>Transition to partner reading. Teacher circulates during reading to listen to students and provide feedback as needed. Assess students' reading fluency using a fluency chart.</p> <p>Bring students back together whole group. Say, <i>"Now that we've practiced reading our story and know it really well, let's think more about its meaning. Take 5 seconds of think time, and then turn and talk with your partner and answer the question: What is this book about?"</i></p> <p>Call on students to share their thinking with the group. Ask follow-up questions, such as "Why do you think that?" or "What's an example from the text that makes you think that?". Guide students to one of the following conclusions. Press students to explain their answers by citing specific details from the text, gathering evidence from both words and illustrations:</p> <ul style="list-style-type: none"> <li>• The book is about pond animals ("because it talks about a lot of animals and all of them live at the pond, like geese, tadpoles, raccoons, and minnows")</li> <li>• The book is about pond animals and how they move (e.g. "the swallow swoops in the air" "the heron lunges for fish and plunges its beak in the water")</li> <li>• The book is about pond animals and what they do at the pond (e.g. "muskrats stack leaves and sticks to make their homes" "turtles doze on logs")</li> </ul> <p>After whole group discussion, show students the template for their daily task where they will write about the text's purpose and provide supporting details. If needed, model thinking aloud about how to fill in parts of the template.</p>
Additional Notes	<p>With additional days, consider a mini-lesson based around standard 1.RI.IK.9. Have students compare and contrast the content and structure of <i>In the Small, Small Pond</i> with the other texts they've studied in this unit about ponds, including read alouds.</p> <p>Possible student responses for similarities:</p> <ul style="list-style-type: none"> <li>• Texts list the names of different kinds of animals that live at ponds</li> <li>• Texts provide some information about these animals</li> </ul> <p>Possible student responses for differences:</p> <ul style="list-style-type: none"> <li>• Illustrations are paintings, not photographs</li> <li>• Author uses rhyming words</li> <li>• More information about each animal is provided in other texts (this text gives one line about each animal)</li> </ul>

## ***In the Small, Small Pond Lesson Reflection***

Recall the shared reading video you watched earlier as well as the text analysis (page 48) of the book *In the Small, Small Pond*. Considering all of those artifacts, respond to the questions below.

### **Discussion**

- What were the teacher's goals for student learning for this lesson?
  
  
  
  
  
  
  
  
  
  
- Which traits of effective shared reading instruction are apparent in this lesson? (*Review the chart of effective K-1 shared reading practices on page 16 if needed.*)

## Example: Shared Reading Lesson Plan

<b>Text:</b> <i>Starfish</i> by Edith Thacher Hurd	
<b>Culminating Task</b>	<p>This text is part of a larger unit on animals and their habitats, with an overall focus on how different animals' characteristics help them survive in their environments. These other animals include: hummingbirds (able to hover in the air and have long beaks that allow them to drink nectar from flowers), camels (store water in their humps), and polar bears (have white fur that blends in with the ice, and dark skin that absorbs heat from the sun). After studying these animals as a class, students will choose from a list of other animals, independently conducting research and then writing an extended informational piece about that animal, its habitat, and how its unique characteristics help it survive.</p>
<b>Day 1</b>	<p><b>Standards</b>  <b>ELA:</b> 2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4 <b>Science:</b> GLE 0207.2.2, GLE 0207.5.1            *Please note that this lesson was conducted in the 2016-2017 school year.</p>
	<p><b>Daily Task</b>            Students recall details and information from the text to independently complete the following template through writing:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 60%;"> <p>Facts I Learned About Starfish</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> <p>Questions I Still Have About Starfish</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>
	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Revisit the KWL/KLQ (Know/Learned/Questions I Still Have) chart that was created during today's interactive read aloud of the text <i>Star of the Sea: A Day in the Life of a Starfish</i> by Janet Halfmann. Tell students that they will continue to learn more about Starfish and the ocean through their shared reading text: <i>"As we read this text today, our goal is to think about what we're learning and to ask and answer questions about the new information we discover. As we read,</i></p>

*we're going to add notes to the Learned and Questions I Still Have sections of our chart."*

"Before we start reading, we're going to think about some of the words we'll see in the text and their meanings. That way, when we come across them in the text, we'll be able to read and understand them. Some of these words we're already familiar with because we heard them in our *Day in the Life of a Starfish* book that we read earlier." **Explicitly teach vocabulary** that students may be unfamiliar with, using vocabulary cards:

- **tube feet** (described in the read aloud)
- **mussels, oysters, clams** (mussels are described in the read aloud)
- **tide**

**First Read** – Teacher **reads aloud** text while students follow along with individual copies. For engagement and to provide students opportunities to think about words on their own, students will be asked to **cloze read** certain pages.

### **Opening Pages**

**Think aloud** about how this is a non-fiction book: *"This is a non-fiction text, which means that we'll learn real facts about starfish. However, this text looks different from some other non-fiction books I've read. First, I notice that there is not a table of contents. I also don't see headers or sub-headers like I sometimes see in non-fiction books. And, the pictures are illustrations, and not real life photographs or pictures. This book is a good example of how non-fiction texts can look different, but how they all provide us with information and facts about something in our world...Remember that as we read, we're thinking about what we already know about starfish, what we are learning about them from this new text, and what new questions we have."*

### **Page 5**

**Vocabulary:** "pools by the sea" – ask students what they think this means, given their knowledge of swimming pools (provide think time). Invite students to share their ideas with the class. Quickly show images of tide pools to help students understand the difference between starfish living "deep down in the sea" and living in "pools by the sea".

### **Page 6**

**Cloze read** the adjectives on this page.

### **Page 9**

**Vocabulary:** "ray" – the text provides a definition of "ray", but given the importance of this term stop and have students reread the sentence, and then tell their partner what a "ray" is. Have students share out with the class and make sure there is whole group understanding before moving on.

**Page 10**

**Vocabulary:** “glide” – Say: “*This page tells us information about how starfish move. Based on what we read on this page, what do you think the word ‘glide’ means?*” Provide think time, and have students share their thoughts with a partner. Then, invite whole group discussion.

**Page 13**

Tell students to look at the illustration, and then provide additional photographs of the basket starfish. Ask: “*How is the basket starfish different from the other types of starfish we’ve read about?*” Provide think time and partner discussion. Press students to cite specific evidence from the text (i.e., they do not have tube feet, they move with their rays, they have a lot of rays).

**Stop here** and update the **KLQ chart**. Have students think independently about what they already knew about starfish (including what they now know from the earlier read aloud) and what they can add to the L and Q columns. Then, have them share with a partner before discussing as a whole group. If needed, invite students to flip back through the pages to help remember what they’ve read. Press students to cite specific details from the text as the basis for their questions and responses.

**Pages 14-15**

Stop to review the **vocabulary** word “brittle”. **Cloze read** these pages, having students read common high-frequency words, easily decodable words, and words and phrases we’ve already studied (i.e., pools by the sea, tube feet). Stop and ask: “We’ve learned about two new types of starfish on these pages. What did we learn about them?” Provide wait time, partner discussion, and quick whole group sharing. Press students to cite specific details from the text. Invite students to infer the answer to the question “Why do you think these starfish are hiding?”

**Page 16**

**Vocabulary:** “underside” – ask students what this word means. Remind students that it’s a compound word, and to think about the word parts they see.

**Pages 17-18**

**Cloze read** these pages. Review the words “mussels”, “oysters”, and “clams” as needed. Have students read full sentences when the sentence structure is repetitive. **Stop here** and update the **KLQ chart**. Have students think independently about what they already knew about starfish (including what they now know from the earlier read aloud) and what they can add to the L and Q columns. Then, have them share with a partner before discussing as a whole group. If needed, invite students to flip back through the pages to help



remember what they've read. Press students to cite specific details from the text as the basis for their questions and responses.

**Pages 21-24**

**Cloze read** these pages. Review the word "tide" if needed. Stop and ask students what it means for the starfish to "grow scratchy and hard", as "scratchy" may be a new form of the word "scratch" for some of them. **Stop here** and update the **KLQ chart**. Have students think independently about what they already knew about starfish (including what they now know from the earlier read aloud) and what they can add to the L and Q columns. Then, have them share with a partner before discussing as a whole group. If needed, invite students to flip back through the pages to help remember what they've read. Press students to cite specific details from the text as the basis for their questions and responses.

**Pages 26**

**Cloze read** this page. Ask students why they think "EAT" is written in all capital letters.

**Page 28**

**Cloze read** this page. Use **embedded vocabulary** instruction to teach the word "prickly" – sharp or pointy – and have students find which starfish on this page is prickly. Also, use **embedded vocabulary** instruction to teach the word "tangle" – twisted together – and have students find which starfish on this page is "just a tangle". Invite students to think about which other kind of starfish we read about today could be described as "just a tangle" (the basket starfish).

**Pages 30-31**

**Cloze read** the final two pages.

*Say: "Our goal today was to read a new book about starfish and think about what we learned from the text and what questions we still have. To do that, we created and updated a KLQ chart. And, to help us continue our thinking, we're going to write about our ideas." Show students the daily task template. If needed, model how to start completing it, using specific details from the text and flipping back to certain pages to find specific information.*

As students write, the teacher circulates to observe progress and share feedback.

Let students reread the text as an option during Centers.

*If time is limited, read pages 1-18 today and pages 19-31 tomorrow.*

Day 2	<p><b>Standards</b>  <b>ELA:</b> 2.RI.IK.7, 2.W.TTP.2 <b>Science:</b> GLE 0207.5.1  *Please note that this lesson was taught in the 2016-2017 school year.</p>																					
	<p><b>Daily Task</b>  Students work independently and in partners to answer the following inquiry question through speaking and writing: How do the starfish's characteristics help it survive in the ocean?</p> <p>This prompt is based on <b>Life Science standard GLE 0207.5.1</b> – Investigate the relationship between an animal's characteristics and the features of the environment where it lives. It also will give students practice with <b>Writing standard 2.W.TTP.2</b> – Write informative/explanatory texts that: introduce a topic, use facts and definitions to provide information, and provide a concluding statement or section.</p>																					
	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Pose the inquiry question prior to the interactive read aloud and the shared reading. During the read aloud, gather evidence as a class about the starfish's characteristics and how they help the starfish survive in the ocean. Model using both text and illustrations to gather evidence, describe the text's ideas, and clarify understanding of the topic. (See chart and example below)</p>																					
	<p style="text-align: center;"><b>How do the starfish's characteristics help it survive in the ocean?</b></p> <table border="1"> <thead> <tr> <th>Starfish Characteristic</th><th>How this Characteristic Helps the Starfish Survive</th></tr> </thead> <tbody> <tr> <td>The starfish's mouth is on its underside.</td><td>Starfish can crawl over their food to eat it.</td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> </tbody> </table> <p><b>Choral read</b> the text together. Stop on the following pages and have students orally respond to the prompt, describing the characteristic and explaining how it helps the starfish survive: <b>page 15, page 24, page 31</b>. Tell students it's fine if they find evidence in this text that was also in the read aloud text.</p>	Starfish Characteristic	How this Characteristic Helps the Starfish Survive	The starfish's mouth is on its underside.	Starfish can crawl over their food to eat it.																	
Starfish Characteristic	How this Characteristic Helps the Starfish Survive																					
The starfish's mouth is on its underside.	Starfish can crawl over their food to eat it.																					

	<p>Teacher circulates during discussion and presses students to cite specific evidence from the text (words and illustrations) to justify their answers. Provide students with the same note taking template that was used in the whole class read aloud lesson.</p> <p>After reading and discussion, bring students together to review expectations for the daily writing task. Remind students what an introduction is, and give students an opportunity to orally brainstorm potential opening sentences for this piece. Then, review what it means to provide and explain facts and information, and orally brainstorm again. Finally, review what a concluding statement is, and give students a chance to discuss potential concluding statements with a partner. Transition students to their desks for independent writing.</p>
Additional Notes	<p>With additional time or days, consider adding any of the following:</p> <ul style="list-style-type: none"> <li>• Discussion and writing around the main purpose of the text and determining what the author wants the reader to answer, explain, or describe (<b>2.RI.CS.6</b>).</li> <li>• Comparing and contrasting the most important points presented in this shared reading text and the interactive read aloud text (two texts on the same topic – <b>2.RI.IKI.9</b>).</li> <li>• Provide some more information about the starfish's life cycle and compare its life cycle to the life cycle of other animals (<b>GLE 0207.4.1</b>)</li> </ul>

## Watch: Shared Reading Lesson

Watch a video of a second grade shared reading lesson using the text *Starfish*. Based on the video and the accompanying lesson plan and text analysis (page 63), reflect on the questions below.

How do the teacher and students <b>share responsibility</b> for reading and comprehending this text?	
How does the teacher provide opportunities for students to practice various <b>standards</b> through their reading?	
How does the teacher <b>model</b> proficient use of reading strategies while providing opportunities for students to also <b>struggle productively</b> ?	
How does the teacher provide <b>support</b> and <b>differentiation</b> to allow all students to access the content of this text?	
How does this lesson <b>build students' knowledge</b> ?	

# Practice: Shared Reading Lesson Plan

Text: Where do Polar Bears Live?	
<b>Culminating Task</b>	
<b>Day 1</b>	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>
<b>Day 2</b>	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>

Day 3	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>
Day 4	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>

# Practice: Shared Reading Lesson Plan

Text: Sarah the Seagull	
<b>Culminating Task</b>	
<b>Day 1</b>	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>
<b>Day 2</b>	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>

Day 3	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>
Day 4	<b>Standards</b>
	<b>Daily Task</b>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, vocabulary, and notes for differentiation)</i>



# Shared Reading and Basal Texts

Some shared reading passages from basal curricula are strong examples of high-quality and appropriately-complex texts. Other passages may not meet expectations for grade level complexity or may not present enough traits of high-quality texts to merit students' time and attention. Educators should analyze basal texts in the same way they would analyze trade books or other passages and use their professional judgment about whether a text should be used or whether they should find an alternative passage.

Consider the strengths and gaps in your basal curriculum. Review the chart below, and make notes about which action steps you can take to strengthen basal-based shared reading instruction.

## Reflect and Act

Are the basal passages sequenced in an order that connects topics and themes into cohesive units?	Yes →	Great! Your basal has provided a strong topical or thematic base for a unit. Consider additional texts or media that could be added to the unit to deepen students' knowledge even more.
	No →	Consider reordering the texts into topic or theme-based units. For example, if there are multiple non-fiction texts about animals, see if they can be grouped into a single unit with connections to science standards.

Are the basal passages appropriately complex for your grade level and students?	Yes →	Great! Now review the passages for quality, richness, and alignment to students' interests.
	No, too complex →	Determine if some passages are better suited for a teacher read aloud. Or, revisit the list of support structures in this manual and consider ways to differentiate instruction to make the text more accessible. If needed, supplement the basal with texts that are more appropriate for students.
	No, not complex enough →	Determine if some passages are on students' instructional or independent reading levels and use these texts in guided reading groups or for independent reading. Find more appropriately-complex texts for shared reading.

# Shared Reading: Synthesis

Revisit the chart from Module 2. With your group of three, make final additions and updates.

What we <b>Know</b> or Have <b>Learned</b> about Shared Reading and Why it is Important	<b>Questions</b> we Still Have about Shared Reading

Determine which questions still need answers. Record those questions on a sticky note and give them to your facilitator.

Then, write a list of the top five ideas about shared reading you want to make sure to communicate with the teachers you work with.

## Key Ideas and Information to Share

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

# Looking Ahead – Strengths, Opportunities, and Challenges

Reflect on your school's current instructional practices. Consider your school and district setting, including your schedule, curriculum, and other instructional expectations.

- What are your school's current strengths when it comes to teaching shared reading?
- What opportunities does your school have to improve your existing shared reading practices?
- What challenges might your school face in implementing high-quality shared reading lessons with your students?

Identify the top two challenges. Then, find a colleague who shares your challenge, and together brainstorm potential solutions.

Challenge	Solution

# Module 5: Supporting the Application of Shared Reading in the Classroom

## Objectives

- Articulate the importance of supporting the transfer of new learning to the classroom
- Differentiate the supports provided to teachers during the Apply phase
- Plan for the Look-fors and evidence that will be collected during a model, co-teach, or observation of shared reading

## Link to Tennessee Professional Learning Standards

- Implementation
- Data
- Outcomes
- Learning Community

## TEAM Connection

- Assessment Plans
- Teacher Knowledge of Students

# Professional Learning for Shared Reading

## Professional Learning Planning Guide for Shared Reading

### What are some areas where teachers might need support when implementing high-quality shared reading lessons?

- ☐ Selecting high-quality and appropriately-complex texts
- ☐ Analyzing texts
- ☐ Standards alignment and integration
- ☐ Crafting text-dependent questions
- ☐ Integrating vocabulary instruction
- ☐ Modeling during shared reading
- ☐ Planning support structures to make text accessible to all students
- ☐ Incorporating shared reading into text sets
- ☐ Creating daily and culminating tasks

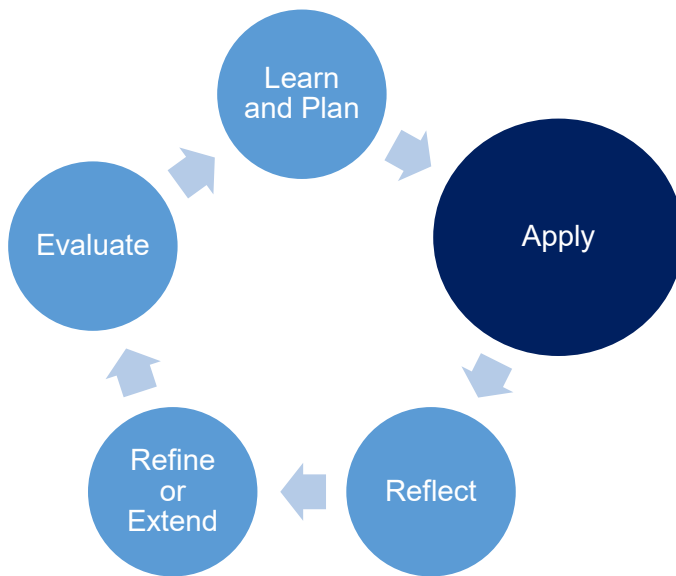
### Guiding Questions for Planning a Learning Session




- What data will I use to establish a purpose for the new learning?
- What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
- What new learning will I provide for teachers?
- How will I engage teachers in generating that new learning for themselves?
- What tools or resources might I use for this new learning?
- What will I look for as teachers prepare to take this learning back to their classrooms?
- How will we set the measurement criteria for the cycle? What evidence might we collect?

### Discussion

- How might you use this planning guide as you begin to plan learning sessions for shared reading?
- Where is there overlap between the knowledge and skills needed to plan shared reading lessons and the knowledge and skills need to plan interactive read alouds?

# The Coaching Cycle



Ensures transfer to the classroom through on-going, job-embedded support		
<b>Model</b> 	<b>Co-Teach</b> 	<b>Observe</b> 
Demonstration lessons that are conducted in the classroom of the teacher or the opportunity for the <b>teacher to observe</b> the practice in another teacher's classroom with preplanned look-fors in both teacher practice and student outcomes	Preplanned for delivery of the lesson as a team where the <b>teacher and the coach both have roles in the delivery and/or observation</b> of the instruction with preplanned look-fors in both teacher practice and student outcomes	<b>Coach observes</b> the teacher with preplanned look-fors in both teacher practice and student outcomes

## Discussion

- What are examples of how you have been supporting teachers in the classroom?

# Why Support the Application of Learning in the Classroom?

“Teachers need ample time to practice with a coach’s support. Research shows that students make significant gains when their teacher is engaged in sustained, intensive professional learning. Teachers typically need close to 50 hours of learning and practice in an area to improve their skills and their students’ learning. Researchers have described the “implementation dip” of practice — the awkward and frustrating period that occurs when teachers integrate a new skill into existing practice. During this time, they need support to push through to mastery. Coaching can be a powerful mechanism to combat this dip, but only if coaches can help teachers during the implementation stage by regularly observing, giving feedback, and encouraging teachers to continue to practice new skills.”

-University of Florida Lastinger Center for Learning, Learning Forward, and Public Impact, 2016

“Teaching is an intellectually challenging vocation much too important and complex to do in isolation. In teaching, two (or more) heads *are* better than one. Part of this process of acculturation involves embracing the notion that learning is a social activity (Vygotsky, 1978) that requires community engagement for renewal.”

- Moran, 2007

“The carrot and stick may, on occasion, prod people to meet minimum standards, but only high-trust connections can inspire greatness. Such connections free up teachers to take on new challenges by virtue of the safety net they create.”

- Tschannen-Moran and Tschannen Moran, 2011

# Connection to Professional Learning Standards

<b>Implementation</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.	Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.	Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.
An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.	A model or example of the learning is provided that demonstrates how the learning will be implemented.	Learning is presented in a way that is clear and understandable.
Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.	Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.	Learning loosely connects to other learning opportunities.
<b>Specific, goal-oriented plans are made for on-going support of participants that are differentiated and scaffolded to meet all individual and group learning needs.</b>	Defined and specific plans are made for support of participants in connection to the learning.	Plans are made for support of some participants.
<b>Opportunities for constructive feedback and reflection are utilized by all participants and planned for both within the learning session and through ongoing job-embedded support.</b>	Opportunities for feedback and reflection are provided and utilized by most participants.	Intermittent opportunities for feedback and/or reflection are provided.

## Discussion

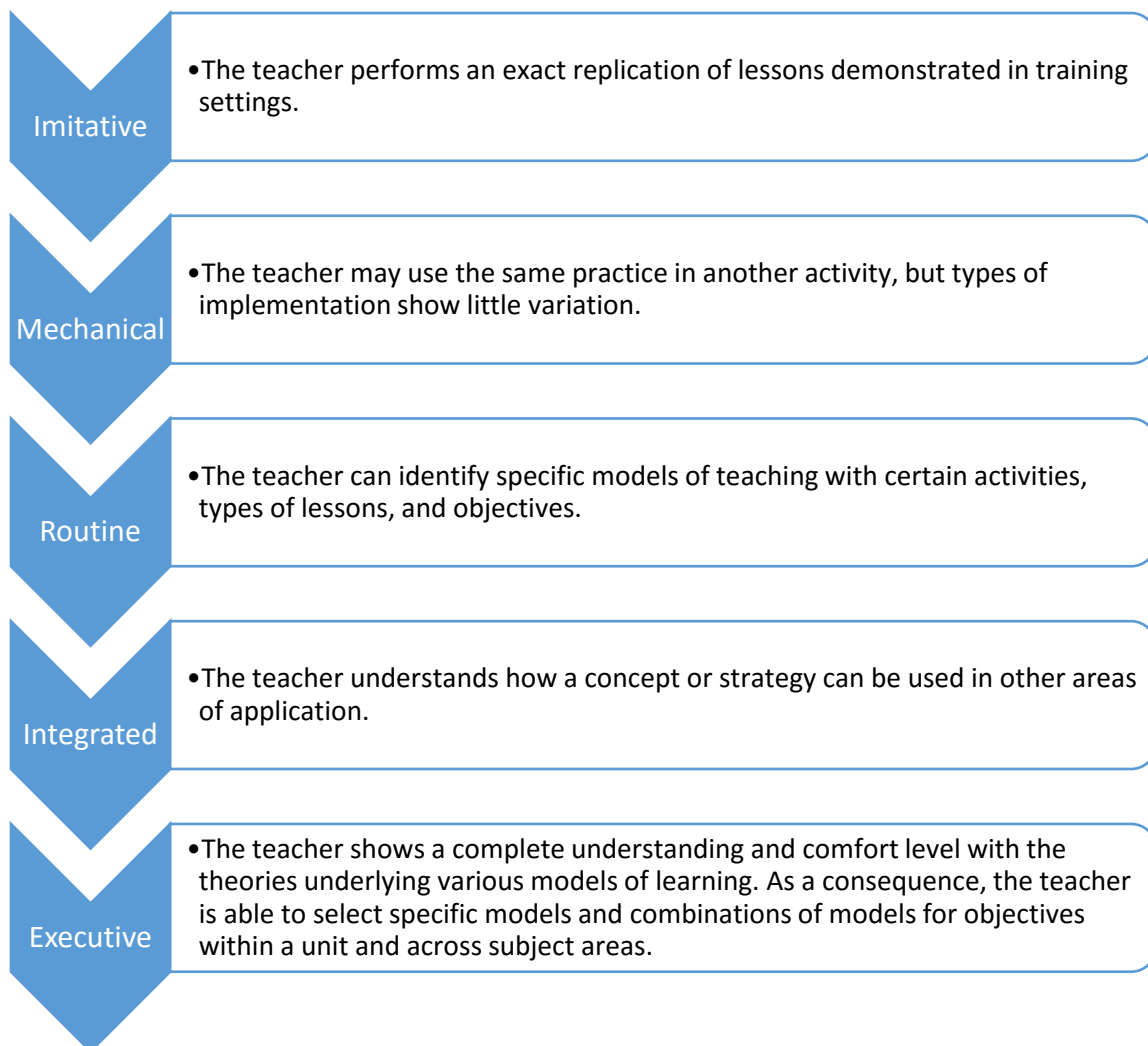
- Why is supporting the transfer of learning to the classroom an essential part of your role as a coach?
- How do you ensure that your support is specific, goal-oriented, and differentiated to meet teacher needs?



# Differentiating Support

Moran (2007) discusses the ways in which teachers progress in their skills and knowledge over time. She shares two developmental continua that demonstrate these changes in teacher practice. One of those models is referenced in the chart below.

**Levels of Transfer (Joyce & Showers, 2002)**



## Discussion

- What role might a teacher's position on the developmental continuum play in our selection of the type of support we might need to provide during the Apply phase?

# The Coaching Role in the Apply Phase

Just as we differentiate for students by content, process, and product, the same is true for the teachers we support. We can differentiate the pedagogical content of focus, or the part of shared reading implementation we are supporting. We can also differentiate by product, the ways in which we will look for evidence of the learning. For some we may need to continue to support the lesson plan, where others may need support in the implementation. We can also differentiate by process, by the type of support we provide to our teachers as they apply learning in their classrooms. Let's consider the three ways that we can differentiate by process.

## Modeling

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."

- Albert Bandura, Social Learning Theory, 1977

Bandura (1977) theorized four components to an effective model: attention, retention, reproduction, and motivation. Let's explore how we can generate these four qualities in our work as coaches.

Attention	Retention	Reproduction	Motivation
<ul style="list-style-type: none"><li>• Provide look-fors</li><li>• Provide a graphic organizer</li><li>• Ensure the expectations for observation of the model are clear</li></ul>	<ul style="list-style-type: none"><li>• Reflect on the model</li><li>• Provide additional support in planning the next lesson</li></ul>	<ul style="list-style-type: none"><li>• During reflection make a clear call to action</li><li>• Provide support in implementation</li></ul>	<ul style="list-style-type: none"><li>• Highlight student outcomes</li><li>• Ground reflection in the changes for students</li></ul>

## Discussion

- How can you ensure that your modeling is well received by the teacher and results in changes to their instructional practice?

## Co-teaching

Co-teaching is the partnering of two teachers in the delivery of instruction. Before co-teaching, the coach and teacher need to plan for the roles each will take during the lesson, as well as what they will look for in their instructional practices and student outcomes. Consider the explanations below that detail the different ways you might utilize co-teaching as teachers implement instructional practices into their everyday instruction.

1. **Supportive Co-teaching** - where the teacher takes the lead role and the coach rotates among students to provide support for engagement and expectations during instruction. During this type of co-teaching, the coach is the primary person responsible for collecting evidence connected to the agreed upon Look-fors.

Example: A teacher is nervous about how her students will respond when she engages them in on-grade level text to read with partners. The coach utilizes supportive coaching by actively monitoring and supporting students during the shared reading partner activities. As the coach circulates, she records both teacher actions and student actions using the evidence collection sheet, collecting the evidence that she and the teacher agreed upon prior to the lesson.

2. **Complementary Co-teaching** - where a coach does something to supplement or complement the instruction provided by the classroom teacher (e.g., models turn and talk, inserts probing questions, sets up group work expectations). During this type of co-teaching the teacher will be the primary person responsible for collecting evidence connected to the agreed upon Look-fors.

Example: A teacher has worked to generate a series of analytical, text dependent questions to support students in acquiring a deeper understanding of the text. As she plans with the coach, she states that she struggles with what to do when students don't answer her questions correctly the first time. The coach utilizes complementary co-teaching by planning to insert additional probing questions as needed when students are unable to answer the teacher's pre-planned questions. The teacher will utilize the evidence collection sheet to record the questions that the coach inserts and how her students respond to those questions.

3. **Team Teaching** - where the coach and teacher co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class. In this type of co-teaching both the teacher and the coach will share responsibility in collecting evidence connected to the agreed upon Look-fors.

Example: The coach and the teacher have co-planned a shared reading lesson together. They have divided segments of the instruction, assigned specific questions that each will ask, and noted which students they will support as they circulate. They have agreed upon an area of their instructional practice where they will focus their reflection. Both utilize the evidence collection sheet to take anecdotal notes as they work together during the lesson. They also share the responsibility for collecting additional student evidence and/or artifacts.

- Adapted from <http://www.teachhub.com/effective-co-teaching-strategies>

## **Discussion**

- How might you know when to use the different forms of co-teaching?
- Why is co-teaching an effective way to support the transfer of practices to the classroom?

## Observations

Observing teacher practice and providing feedback can also provide effective support to teachers, but only when it feels supportive rather than evaluative. Consider the following two excerpts:

“How can schools develop the kind of environment that supports adult learning and teaching, thereby improving opportunities for student learning? Investing in coaching is one way to build toward collaborative adult learning. Coaches relate as partners, not as experts, authorities, or healers. Coaching relationships flourish when they are based on trust—when the connection between two colleagues feels right. Essential to the relationship are the skills and tools that coaches bring to the partnership:

- Listening without judgement.
- Observing in classrooms and describing what is seen.
- Using techniques that build trust within the coaching relationship.
- Honoring confidentiality.
- Supporting reflections using open-ended questions or Socratic dialogue.
- Elicit solutions and strategies from the person being coached.
- Using data to set goals, analyze issues, and measure success.
- Using communication strategies to promote thinking and learning.

A coach’s job is to support and enhance the school leader’s skills, resources, and creativity. The coach provides a focus and supports learning that the leader is not likely to do alone. Leading coaching and peer-coaching offer schools opportunities for cultivating job-embedded professional development, which ultimately serves all learners—both the adults and the students they teach. With a focus on reflection, content, practice, and relationship, coaching can help leaders improve student learning and overall satisfaction within the professional learning community.”

- Carr, Herman, & Harris, 2005

“The way we interact with others makes or breaks most coaching relationships. Even if we know a lot about content and pedagogy and have impressive qualifications, experience, or post graduate degrees, people will not embrace learning with us unless they're comfortable working with us...Equality is a necessary condition of any partnership. In true partnerships, one partner does not tell the other what to do; both partners share ideas and make decisions together as equals. Problems arise, however, when people feel they don't have the status they believe they deserve.

Usually, if we feel that someone who is helping us thinks that he or she is better than we are, we resist their help. For this reason, coaches need to be sensitive to how they communicate respect for the teachers with whom they collaborate.”

- Knight, 2011

## **Discussion**

- How do we ensure that our observations of practice are supportive for teachers?
- What role does establishing look-fors and evidence prior to an observation have in developing and maintaining teacher trust?

## Watch: Co-teaching of a Shared Reading Lesson

Watch a video of a coach utilizing co-teaching for a shared reading lesson. As you watch, reflect on the questions below.

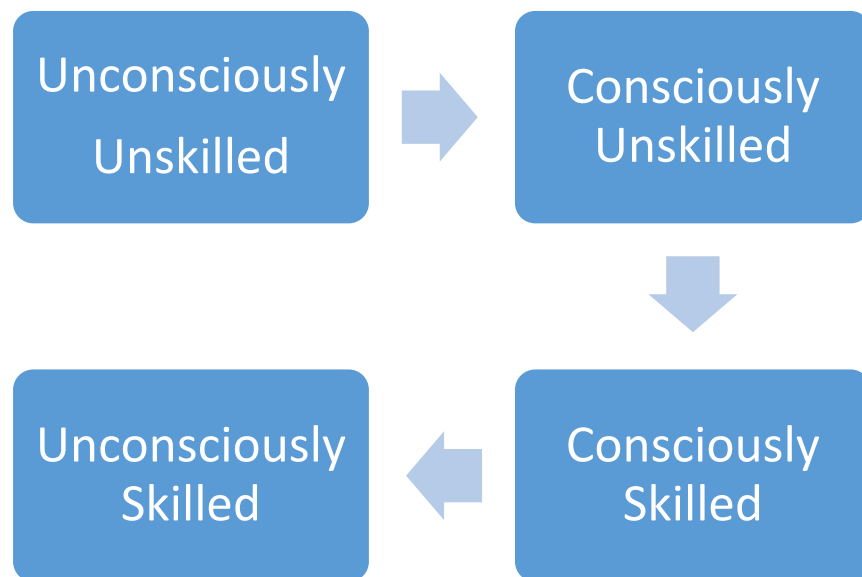
What is the <b>focus</b> of learning for the coaching cycle?	
How do the coach and the teacher <b>share responsibility</b> for elements of the shared reading lesson?	
How are the coach and the teacher <b>collecting evidence</b> related to their pre-determined look-fors?	
What <b>student evidence</b> might the teacher and coach use when they move into the reflect phase?	
Based on the look-fors and evidence gathered, should the coach and teacher <b>move to the refine phase or extend phase</b> for this coaching cycle focus? Why?	

# Understanding Your Teachers

As we make decisions about how to differentiate for teachers, we also need to consider the emotions that new learning can bring. Recognizing where a teacher is on the scale of both awareness and skill can help us craft an approach to learning that teachers find supportive rather than evaluative.

## Conscious Competence Matrix

The Learning stages model outlined below was developed in the 1970s by Noel Burch to describe the psychological states a person goes through as they learn a new skill. This model takes a teacher's awareness into account as an essential component to their response to new learning.



## Unconscious Incompetence

*"I don't know what I don't know."*

During this stage, a teacher is unaware that a skill or instructional practice is needed. Before a teacher can incorporate a new skill or practice, he/she must learn that the skill or practice exists and the ways in which that skill or practice might improve his/her craft.

## Conscious Incompetence

*"I know what I don't know."*

In this phase, a teacher begins to recognize a deficit in their instructional practices. Perhaps they learn of a new strategy or about how to improve upon an existing strategy. The teacher



recognizes a need to improve their practice. This stage can often be uncomfortable for learners as it requires an acknowledgment that he/she could do things a different or better way.

### **Conscious Competence**

*"I grow and know and it starts to show."*

Following the purposeful focus of learning on a skill or instructional practice, a teacher moves into the phase of conscious competence when they begin to master the skill and are able to recognize the practices they are doing to successfully implement the skill or strategy.

### **Unconscious Competence**

*"I simply go because of what I know."*

As a teacher moves into this phase, they begin to do the skill with automaticity and without the need to focus attention on ensuring mastery.

-Adapted from Adams, L., 2016  
[www.gordontraining.com](http://www.gordontraining.com)

## **Skill/Will Matrix**

Jackson (2013) states teachers possess varying degrees of both skill and will. She proposes that every teacher's unique set of needs should inform the type of instructional leadership provided.

Jackson describes four teacher profiles:

- 1. High will/low skill**
- 2. High will/high skill**
- 3. Low will/high skill**
- 4. Low will/low skill**

"It is critical to provide teachers with differentiated leadership as it is to provide students with differentiated instruction. Tailoring your leadership approach to the skill and will of the individuals you are leading is key to helping all teachers embrace change and significantly improve their practice."

- Jackson, 2013

## **Discussion**

- How might understanding a teacher's level of conscious competence help us craft an effective approach to support?
  
  
  
  
  
  
  
  
  
  
- How might considering a teacher's skill and will influence our approach to support?

# Planning for Look-fors and Evidence Collection

"It's not feasible for a literacy coach to focus on teaching every teacher the discrete skills necessary to use every instructional tool available; a better plan is to facilitate teachers' deliberate and careful consideration of what they do and why they do it. Over time, this integration of reflection will generalize to other instructional routines, tools, and content that teachers may choose to incorporate into their classroom. Joyce and Showers (2002) agree. They suggest that "a faculty is much better positioned to change something if it can focus on a top priority in a way that simultaneously acknowledges both the presence and importance of everything on the list and the near impossibility of addressing all of them effectively at one time" (p. 5)."

- Moran, 2007

"By appreciating a teacher's current level of competence, coaches value the natural learning processes of those they coach. Encouraging teachers to clarify what they want and need, to build on their strengths, and to experiment in the service of mutually agreed-on goals empowers them to take more initiative and responsibility for their own learning and professional development."

- Tschannen-Moran & Tschannen-Moran, 2011

## Discussion

- Why is it important to have an agreed upon focus for your coaching work?
- How might you decide what the focus of your coaching cycle will be?

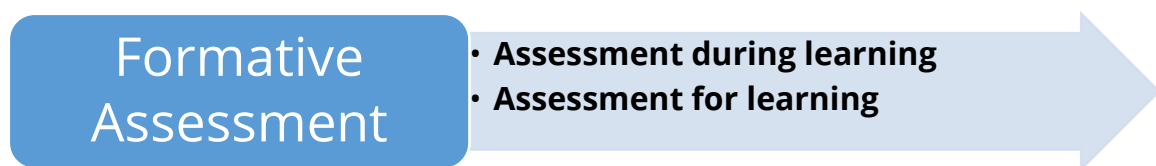
# Connection to Formative Assessment

"Assessment that takes place while instruction is in progress has been shown to have a positive effect on student learning (Atkin & Coffey, 2003; Black & Harrison, 2001; Black & Wiliam, 1998a). That is, for instruction to be successful in helping students achieve learning goals, teachers must assess their students *while learning is in progress* to gain information about students' developing understanding in order to adapt instruction (Black, 1998). This kind of assessment, called *formative assessment*, can be conceived as assessment *for* learning and not *of* learning (Black & Wiliam, 1998b; Pellegrino, Chudowsky, & Glaser, 2001). Black and Wiliam (1998a) defined formative assessment as "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 8). Assessment becomes formative in nature only when the teacher uses that information to adapt instruction, and/or the student uses the information to influence his or her learning (Black, 1998)."

- Furtak & Ruiz-Primo, 2008

"When teachers are provided with a systematic, reflective, collaborative, and supportive process for planning for instruction and assessment, their practice changes."

- DiRanna, Osmundson, Topps, & Gearhart, 2008



## Discussion

- Why is it important that our coaching cycle utilize formative assessments of student progress as the foundation of our reflective conversations?
- How might the selection of these assessment methods in our coaching cycle strengthen our teachers' ability to formatively assess students on a daily basis?

# Student Evidence in Shared Reading

Chappuis, Stiggins, Chappuis, & Arter (2012) describe four **Learning Targets** that should be considered in the collection of student evidence. These are: **Knowledge Targets**, **Reasoning Targets**, **Performance/Skill Targets**, and **Product Targets**.



**Knowledge Targets:** require students to know and understand facts, procedures, and concepts  
Examples: understanding vocabulary words, identifying the characteristics, reciting facts on a topic



**Reasoning Targets:** require students to use mental processes that utilize their knowledge to solve problems  
Examples: making inferences, drawing conclusions, comparing and contrasting



**Performance/Skill Targets:** require demonstration or performance  
Examples: reading fluently, segmenting sounds, blending sounds



**Product Targets:** require students to combine their knowledge, reasoning, and skills to produce a product  
Examples: write a research report, create a timeline that illustrates the influence of an event on characters in a story, create an illustration that compares and contrasts two characters or two texts

## Discussion

- What are some connections you can make from these four learning targets to the concept of integrating skills-based and knowledge-based competencies within our Tier I literacy instruction?
- How might the learning targets for the day influence the types of evidence you might collect?
- How might we assess for the different types of learning targets?

# Assessment Methods

Chappuis, Stiggins, Chappuis, & Arter (2012) also discuss the different types of assessments that might be utilized for formative assessment: selected response, written response, performance assessment, and oral response. In addition, the TEAM rubric highlights the following as ways to measure student performance: project, experiment, presentation, essay, short answer, multiple choice test, and extended written responses. In the questioning indicator, the TEAM rubric also highlights that effective questioning includes active responses that include whole class signaling, choral responses, written and shared responses, or group and individual answers.

## **Selected Response/Whole Class Signaling/Choral Responses**

Selected response, short answer, and active responses are methods that allow students to demonstrate basic knowledge acquisition. In a shared reading lesson, this might be asking students to raise their hand if they agree, or to record an answer on a white board and raise it in the air. This would also include having students perform an action related to a new vocabulary word. These quick methods of formative assessment allow teachers to know that students are on track in their learning.

## **Written Response/Essay/Short Answer**

Written responses require students to construct a written answer to a question, prompt, or task. These might include on demand writing or process writing depending on the learning targets to be assessed. Written responses can provide formative assessments of knowledge and reasoning around specific content, as well as on the skills of writing and spelling. Written responses might include short daily tasks or longer culminating tasks that occur after a shared reading experience.

## **Performance Assessment/Presentation**

During shared reading, performance assessments are based on observations of student reading performance. These might include observations of students reading fluency, segmenting or blending sounds, or reading with expression. Performance assessments can only be conducted when the teacher is directly observing the student action.

## **Oral Response/Presentation/Speaking**

Oral response or opportunities for students to speak and discuss in response to questions or prompts allow students the opportunity to demonstrate their knowledge and reasoning. These opportunities not only provide opportunities for formal assessment of student progress, but also provide opportunities for students to practice their speaking skills. Anecdotal notes gathered as students respond to questions and prompts can provide valuable information that can be used to inform future instruction and determine appropriate scaffolds and supports.

## Example: Evidence Collection Planning

Look at the sample evidence collection planning table for *In the Small, Small Pond*. What are the learning targets? How do the assessment methods align to those learning targets?

<b>Enduring Understanding:</b> The unit goal is for students to learn information about pond life, including the kinds of plants and animals that live in ponds (connects to life science standard 0107.5.1 about habitats). For ELA, students must understand that proficient readers apply a range of skills and types of thinking while reading, including strategies to decode and strategies to comprehend text meaning.			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Students will be able to recall the names of the pond animals referenced in this book, along with basic information about what they look like and what they do at the pond (e.g. turtles crawl on logs and sleep, herons hunt for fish).	Students will be able to 1) recall information directly stated in the text, and 2) use words, illustrations, and their own background knowledge to draw inferences about pond animals (e.g. the words say “pile, pack, muskrats stack”, the illustration shows them stacking plants and dirt and packing it down”, students could conclude they are building a home or den).	Students will be able to decode words with varied vowel patterns and inflectional endings (e.g., shiver, drowse, plunge) and read the text with appropriate rate, accuracy, and expression.	Students will be able to complete two sentence frames about the text’s purpose by writing, and draw an illustration that supports their writing and includes details from the text.
Assessment Method	Assessment Method	Assessment Method	Assessment Method
Questioning through student conversations, documented through a teacher observation chart	Whole group collaborative chart (Day 1), questioning through student conversations with responses documented in a teacher observation chart	Teacher observation chart	Completed written task (Day 3)

## Example: Evidence Collection Planning

Look at the sample evidence collection planning table for *Starfish*. What are the learning targets? How do the assessment methods align to those learning targets?

<b>Enduring Understanding:</b> The unit goal is for students to study different animals and their habitats, and to understand that animals possess unique characteristics that help them survive in their habitat. The enduring understanding of this particular lesson is an example of the unit-level goal – starfish possess unique characteristics, like the ability to regrow rays and lay eggs in the water, that enable them to survive in the ocean.			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Students will learn about starfish and the ocean environment, and how animals possess characteristics that make them uniquely well-suited to live in their environments.	Students will gather information from the text and make inferences to answer the question: How do the starfish's characteristics help it survive in the ocean?	Students will follow agreed upon rules for discussions. Students will build on the ideas of others by linking their comments to the remarks made by others and to the text.	Students will speak and write about the text. Specifically, students will produce a written informational piece that introduces the topic, provides facts, and provides a concluding statement.
Assessment Method	Assessment Method	Assessment Method	Assessment Method
Questioning, discussion, and daily tasks	Questioning, discussion, and daily tasks	Listening to the discussions, collecting anecdotal notes	Day 2 Task



## Practice: Evidence Collection Planning

Utilizing the lesson plan that you generated for *Where do Polar Bears Live?*, complete the graphic organizer below to determine the learning targets for your lesson and the assessment methods that you could be used to gather evidence of this learning.

Enduring Understanding:			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Assessment Method	Assessment Method	Assessment Method	Assessment Method

## Practice: Evidence Collection Planning

Utilizing the lesson plan that you generated for *Sarah the Seagull*, complete the graphic organizer below to determine the learning targets for your lesson and the assessment methods that you could be used to gather evidence of this learning.

Enduring Understanding:			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Assessment Method	Assessment Method	Assessment Method	Assessment Method

# Evidence Collection During the Apply Phase

Evidence collected during the apply phase will serve as the foundation for the reflecting conversations that occur in the reflect phase. Ensuring that the evidence collected will deepen reflection on instructional practices is then critical for effective implementation of the cycle as a whole. Look at the evidence collection guide below. Consider the decisions that will need to be predetermined before you enter the apply phase with a teacher.

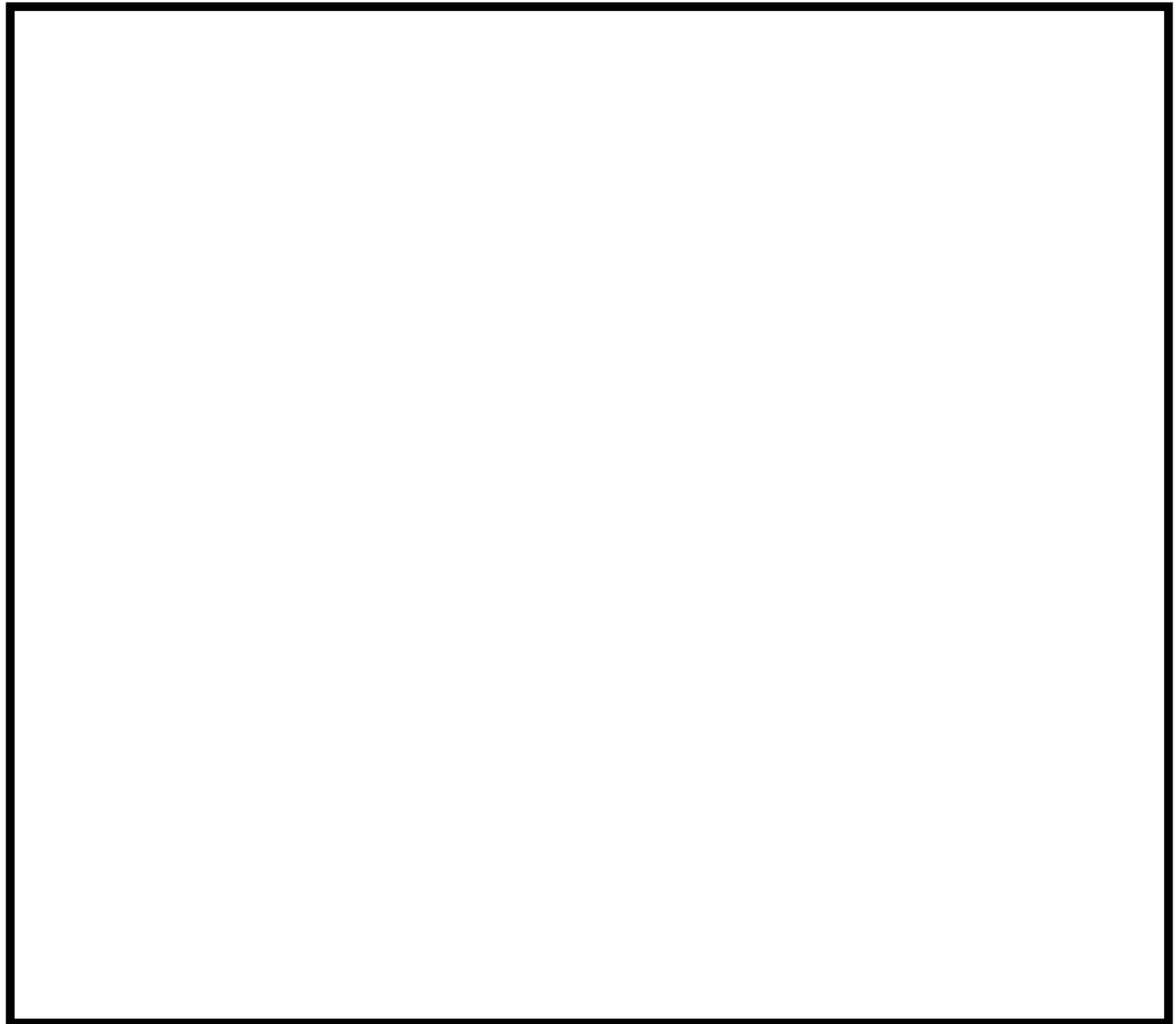
<b>Focus of Model/Co-teach/Observation:</b> To determine how... <ul style="list-style-type: none"> <li><input type="checkbox"/> My selection of high-quality and appropriately-complex texts</li> <li><input type="checkbox"/> My analysis of texts will influence my ability to _____ and how that</li> <li><input type="checkbox"/> The alignment and integration of Standards</li> <li><input type="checkbox"/> Crafting text-dependent questions</li> <li><input type="checkbox"/> Integrating vocabulary instruction</li> <li><input type="checkbox"/> Modeling during shared reading</li> <li><input type="checkbox"/> Planning support structures to make text accessible to all students</li> <li><input type="checkbox"/> Incorporating shared reading into text sets</li> <li><input type="checkbox"/> Creating daily and culminating tasks</li> </ul>	
will impact my students' ability to _____.	
<b>Evidence to be collected:</b> <ul style="list-style-type: none"> <li>• What learning targets will be the focus of the lesson?</li> <li>• Which of these learning targets will be impacted by the instructional practice of focus?</li> <li>• What assessments methods will be utilized to gather information about student progress towards these learning targets?</li> <li>• How might the evidence from these assessment methods be collected?</li> </ul>	
<b>Teacher</b> <ul style="list-style-type: none"> <li>• What is the teacher doing related to the instructional area of focus?</li> </ul>	<b>Student</b> <ul style="list-style-type: none"> <li>• What agreed upon evidence is present?</li> <li>• What trends are observable in the evidence being collected?</li> </ul>

## Discussion

- What decisions will need to be predetermined before entering the Apply phase?
- Why is it important for the coach and teacher to know what evidence will be collected?

# Supporting Shared Reading Within a Balanced Literacy Block

Draw a graphic to depict a balanced literacy block. Consider: As you consider the six instructional outcomes, where does shared reading fit within the literacy block?

A large, empty rectangular box with a thick black border, intended for drawing a graphic to depict a balanced literacy block.

## Reflection: Connections to School and District

Look back at the goals you set for your own learning for this training. Then, reflect on the following questions.

- How has the information provided in the last two days connected to the goals you set for yourself and your learning?
- What is your biggest take-away from this training?
- What are your next steps as you go back to your school and district?

# Module 7: Supporting Teacher Reflection on Shared Reading

## Objectives

- Identify the role of reflection in sustaining improvement in teacher practice
- Examine coaching language that positions the teacher and coach as collaborative partners in reflection and learning
- Consider the role of active listening, paraphrasing and questioning to promote deep reflection
- Explore language of reflective coaching conversations

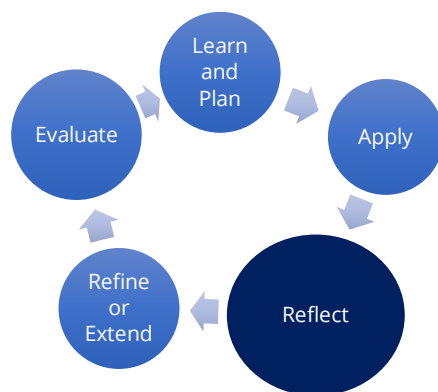
## Link to Tennessee Professional Standards

- Implementation
- Data
- Outcomes
- Learning Community

## TEAM Connection

- Assessment Plans
- Teacher Knowledge of Students

# The Coaching Cycle



The goal of coaching is to deepen teacher knowledge and understanding and improve instruction to ultimately increase student learning. Coaches are learners alongside teachers and are a part of the learning community. You have supported teachers in their learning about instructional outcomes as well as their planning for instruction. During the application phase of the coaching cycle, you may have modeled an instructional outcome for them, taught alongside them, or observed them as they taught and had a conversation afterward. Read the following chart and consider how you can incorporate reflecting about a teacher’s new learning into the coaching cycle.

Reflect Phase		
Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer		
Coaching Stance Continuum		
Consultant	Collaborator	Coach
<p><b>R</b>emember to ground the conversation  <i>Ground the reflection by analyzing student work and formative assessment data</i></p> <p><b>E</b>vidence in teacher and student data  <i>Ensure the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provide an opportunity for dialogue that facilitates understanding</i></p> <p><b>F</b>ind connections between the instructional triangle  <i>Prompt reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (content, pedagogy, and student learning)</i></p> <p><b>L</b>ead teachers to deepen understanding  <b>E</b>xplore possibilities  <i>Deepen the teacher’s content and pedagogical knowledge</i></p> <p><b>C</b>ommit to refinement or extension  <i>Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p> <p><b>T</b>ake time to reflect on the process  <i>Provide an opportunity to solidify the purpose of reflecting together and the information to guide future coaching practices</i></p>		

**Discussion**

What are examples of how you have helped the teachers you work with to develop a reflective process?

What have you noticed about teachers' abilities to reflect on student data? On their actions? On their own understandings?



# How Does Reflection Sustain Improvement in Teacher Practice?

Lyons and Pinnell (2001) explain that “through coaching, you can help teachers establish the analysis and reflection that leads to independent learning” (p. 19). Although many of the instructional strategies in which we teach have routines and procedures, they also require that teachers feel confident in their ability to be flexible and responsive in order to meet the needs of diverse learners who are constantly growing and changing. This requires constant reflection.

Effective reflection demands more than simply noticing a hunch that you are having, even though it might begin with a gut feeling. As teachers, we must all constantly build our literacy content knowledge, while simultaneously improving our ability to see how our actions impact student behaviors. Coaches can support teachers in doing both. When coaches use reflecting conversations to help teachers look carefully at their own language and at students’ behaviors around reading, writing, and talk, they are providing teachers with a process that leads to an internalized reflective practice that will continue to strengthen over time.

Read the following quotes and summaries. Then, with your group, discuss what these authors are helping you understand about the role of reflection in sustaining improvement in teacher practice.

## Chart your thinking

1. "Coaching for self-reflection is a collaborative model in which the coach and the teacher work in partnership to make more effective decisions about classroom instruction. The ultimate goal of working with a literacy coach is to deepen the teacher's understanding of how students learn by facilitating self-reflection to bring about change in classroom instruction, which has the potential to lead increased student achievement. Rodgers and Rodgers (2007) wrote:

By supporting and fostering conversations about teaching...the coach has the opportunity to provoke not only deep reflection but also action regarding teaching. Through careful analysis, teachers have an opportunity to enhance practices that work, reform practices that don't work as well as they could, and abandon practices that seem to hinder what works. (p. 13)

In this model of coaching, a critical component of coaching conversations was the use of concrete data on the teacher's instruction to facilitate self-reflection and change. This critical component is often the missing piece to reading reform efforts."

(Peterson, Taylor, Burnham, & Schock, 2009)

2. As a staff developer you work alongside teachers in different classrooms, and together you reflect, analyze, and interpret students' work (e.g., writing workshop, interactive writing) and build personal and collective theories of literacy learning. Schon (1983) refers to this collaborative inquiry as reflection-in-action and suggests that the critical component is the examination and testing of different rationales—grounded in student work—to explain the impact of teaching on student learning. As a result of this analytic/reflective process, teachers construct a more complex and complete understanding of literacy learning and learn to adjust instruction to meet an individual student's needs. (Lyons & Pinnell, 2001, p. 155)
3. In their article "Differentiated Coaching: Fostering Reflection With Teachers" (2011) Stover, Kissel, Haag, & Shoniker define the role of the coach in fostering a reflective practice that allows teachers to do the following:
  - Increase understanding by linking new experiences with prior knowledge
  - Acknowledge the realities of their classroom practice
  - Make decisions about instruction based in evidence that promote student learning
  - Ultimately increase student achievement

(Stover, Kissel, Haag, & Shoniker, 2011)

Coaches support teachers in building their literacy content knowledge as well as reflecting on the impact their teaching has on student behaviors and understandings. Through conversations, coaches support teachers in reflecting on their practice and the impact it has on their students.

**Consider**

What are some key understandings that tie these quotes together?

How can coaches support teachers in analyzing data through reflective conversations?

Coaches support teachers in reflecting on their learning and application of instructional practices in the classroom. Let's explore some coaching moves that can support teachers in reflecting on their practice.

# The Coaching Role in the Reflection Phase: Listening, Paraphrasing & Questioning

We have spent time developing strong rationales for *why* we want to help teachers develop a reflective practice. It is also critical to consider *how* we can do this more effectively. Let's discuss some specific coaching moves you can use to support teachers.

## Active Listening to Support Reflection

As teachers reflect during coaching conversations, it is critical that coaches actively listen in order to:

- Make the teacher feel heard as they reflect
- Learn and understand where the teacher is coming from to meet them where they are and lift their thinking
- Avoid providing an autobiographical response or a solution

During active listening, coaches make sure to maintain rapport by using non-verbal cues.

These include:

- Maintaining eye contact
- Matching body language and positioning
- Nodding head
- Communicating a relaxed, open, and inviting stance through facial expressions

## Read & Discuss

Read more about the power of being present and listening to understand in “Active Listening: The Key To Transforming Your Coaching” by Elena Aguilar:

### **Active Listening: The Key To Transforming Your Coaching**

By **Elena Aguilar** on April 27, 2014 8:05 PM

I'm just about ready to declare that active listening is the highest priority skill for a coach to master and that it must be mastered prior to success using any other strategy. This is because I have seen and experienced innumerable instances where a coaching conversation either results in deep insight and big changes as a result of the coach's skill in using active listening or because a conversation has struggled because a coach didn't use active listening.

#### **Active Listening Defined**

Active listening is a deceptively simple skill. It's a communication technique which requires that the listener feed back what the other person has said and reflect that hearing the complete message that was expressed. Here's the biggest challenge: You can only do this if you're paying really close attention. Your mind can't wander, you can't drift into your own memories, you can't start generating solutions for the issue at hand, and you can't start mentally arguing with the speaker. You have to fully concentrate to get what it is the speaker is saying.

You're probably familiar with active listening--or paraphrasing--statements. They sound like:

- I hear that you worked really hard on that lesson and it didn't go as you wanted. You sound frustrated.
- It sounds like you're feeling really good about that interaction, that it went the way you'd hoped it would.
- What I'm hearing is that you'd like more acknowledgement of your work. You wish your principal had appreciated your efforts at the staff meeting.

The basic active listening stems: I hear...It sounds like...What I'm hearing is...So...In other words...

#### **Active Listening Challenges**

There are a few tricky things about using active listening. First, it can be hard not to sound like a parrot. If you just repeat back what the speaker has said, he/she won't feel heard, because it's not about accurately remembering and repeating the words. However, using some of the speakers' words can also help the speaker feel like you really listened--you paid attention to the exact words. Repeating a few words that might have been particularly meaningful to the speaker can be effective.

The second challenge is to be cautious that you're not overly interpreting what someone else is saying. For example, you might say, "It sounds like you were really angry when your teaching partner said..." And the speaker might respond by saying, "No, I wasn't really angry. I was just upset, I wasn't angry." If you overly interpret too much, you risk losing your coachees trust in your ability to understand him/her.

One of the ways to navigate these tricky parts is to always add a statement to the end of an active listening stem that is something along the lines of, "Did I get that right?" Or "Is that correct? Or is there anything else you want me to know?" This allows the speaker to clarify what was said, to take ownership of the communication, or even to change his/her mind. For example, someone might say, "It's true--I did sound really angry. But now that I think about it, it wasn't so much anger as hurt. I felt really disrespected."

### **The Key to Active Listening: Empathy**

One question I'm often asked about active listening is "How can you do it and not sound like a robot? How can you make it authentic?" I understand this question--when I first started incorporating active listening into my coaching (and into conversations with my husband!) I felt like those "I-hear-that-you..." came sputtering out. I was trying hard to show that I could do this thing and that I'd heard the precise language. But I hadn't quite understood what the whole active listening thing is all about.

Here's the key, the core, the reason why it's so powerful and transformational: Active listening is about empathy. It's not so much about the exact words that you use as the listener, it's about the feeling behind them. It's about *who you are being* when you use them--are you being a caring, compassionate coach? Or are you being someone who is trying to be right--to get the right sentence stem out of her mouth?

For me, once I'd tackled my own monster judgments, I was truly able to listen to another person and get their message. I learned to manage distractions and stay focused, to listen for the underlying sentiments, and then to find the words--simple ones often work best--to convey that I heard and felt what the speaker was communicating.

When someone actively listens to us with empathy, we feel it. We feel acknowledged and recognized. We feel that the listener has connected with us and seen us. It's a powerful experience.

When a coach (or principal or parent or spouse) uses active listening it can create an opening into other conversations. I've seen this over and over and over again. Coaches who effectively use active listening can guide their coachees into all kinds of conversational explorations--into the scary realm of equity, into conversations about beliefs, and into making big changes in their classrooms. But without using active listening--without verbal ways to express empathy--those conversations struggle.

New coaches often ask me, "What's the one thing I can work on to improve my coaching?" Active listening. It's foundational for building trust and connection between you and your client.

As first appeared on edweek.org's *The Art of Coaching Teachers* on April 27, 2014. Reprinted with permission from the author.

Using the Four A's talk structure, read the text with the following four questions in mind:

What do you *agree* with in the text?

What *assumptions* does the author hold?

What would you *argue* with?

What parts do you *aspire* to?

When all have finished reading, have a conversation in light of each of the A's.

(City, 2014, p. 15)

### Share

What are the big ideas about active listening that you are taking away from this article?

### Paraphrasing to Support Reflection

Paraphrasing what you have heard a teacher say is one very effective way to facilitate reflection and confirm listening. Coaches paraphrase in order to:

- **Empathize** with the teacher's reflection (convey an understanding of feeling)
- **Clarify** the teacher's reflection (seek more information to better understand)
- **Confirm** the teacher's reflection (state that you are on the same page)
- **Summarize** the teacher's reflection (organize the information for the speaker)

The chart below contains the four reasons for paraphrasing and some examples of statements you may have heard teachers make. Work with a partner to paraphrase the teacher statements below with a specific goal (empathize, clarify, confirm or summarize) in mind. Write what you might say to a teacher in each box in order to empathize, clarify, confirm or summarize.

<b>Teacher Statement</b>	<b>Empathize</b>	<b>Clarify</b>	<b>Confirm</b>	<b>Summarize</b>
The kids in this group sound like robots, and I am not sure why.	<i>EX: There are so many dimensions to fluency that sometimes it is a challenge to determine what is getting in the way of fluent reading.</i>	<i>EX: It sounds like you are having a hard time determining what dimensions of fluency need to be improved.</i>	<i>EX: Fluent, expressive reading is so important.</i>	<i>EX: You're saying that students are struggling to read in an appropriately expressive way.</i>
I feel like I am spending a lot of time teaching word study lessons but I am not sure if my students are understanding the principles I am teaching.	<i>EX: Phonics Assessment can be so tricky because you ultimately want to see how students are applying their learning to their reading and writing.</i>	<i>EX: It sounds like you're not sure how to assess how well your students are applying their new learning to reading and writing.</i>	<i>EX: It is always our goal that students apply their new learning to reading and writing.</i>	<i>EX: You are just not sure how to assess if your students are applying their learning to their reading and writing.</i>
The range of word solving abilities in my class is vast.				
I really want to get to the share portion of the whole-group word study lesson, but I almost always run out of time.				
I get confused about some of the terminology related to foundational skills.				



Teacher Statement	Empathize	Clarify	Confirm	Summarize
I'm never quite sure what to teach next.				

### Questioning to Support Reflection

Questioning can lead to reflection. Establishing rapport and a collegial relationship supports coaches in engaging in reflective conversations with teachers. West and Cameron (2013) explain why questions are the key to reflection and to successful coaching.

Read the excerpt below and consider why coaches ask questions and what makes for effective questions.

In order to understand what a teacher wants and values, her goals and struggles, and how to be of assistance, coaches need to ask a lot of probing questions. Coaches need to make sure their motivation in doing so comes from a place of genuine curiosity and willingness to support learning. Questions that are thinly veiled interrogations, that back teachers into corners or make them feel exposed and ignorant will quickly damage any coaching relationship. Trust can be built through questions; it can also be destroyed through questions (West & Cameron, 2013, pp. 84-85).

When we take an inquiry stance in coaching, and ask in order to genuinely understand, so much is gained.

- We develop relationships where the teacher's voice is honored.
- We learn about what a teacher values and beliefs.
- We can unpack a teacher's thinking in order to build on her understandings.
- We can build a repertoire of ways to reflect that teachers can internalize and use independently.

Effective questions that promote reflection have the following characteristics:

- Open-ended (questions primarily begin with "how or "what")
- Positively framed
- Elicit multiple solution paths
- Allow for clarification of teacher's thoughts and ideas
- Focused and deepen the teacher's reflection around the instructional strategy and content goals

We can also use questioning to call for certain actions and ways of reflecting during coaching conversation. Teachers may be asked to reflect through questions that provide opportunities for the teacher to:

- Discuss objectives
- Explore evidence
- Make connections to the instructional triangle
- Deepen understanding
- Explore new possibilities
- Commit to refinement
- Commit to extension
- Discuss the benefit of their reflective conversation

**Discuss as a table group:**

What are some challenges you have in asking questions of teachers?
How is the information above helpful in building your understanding of the importance of questions in reflective coaching conversations?

Now that we have talked about specific coaching moves, let's explore some tools that coaches can use for setting goals, observation, and reflection.

## Coaching Observation Checklist

Take a look at another tool for reflection, the “Coaching Observation Checklist” below. How might this checklist be a helpful guide for coaches to use in reflecting on their own practice?

- Demonstrates Active Listening
  - ☐ Listens to learn and understand
  - ☐ Pauses and allows think time
  - ☐ Paraphrases
  - ☐ Avoids autobiographical responses or providing immediate solutions
- Questions Promote Reflection
  - ☐ Questions are open-ended (questions primarily begin with “how or “what”)
  - ☐ Questions are positively framed
  - ☐ Questions elicit multiple solution paths
  - ☐ Questions allow for clarification of teacher’s thoughts and ideas
  - ☐ Questions are focused and deepen the teacher’s reflection around the instructional strategy and content goals
- Grounds Conversation in Evidence
  - ☐ Focuses conversation on goals for student learning
  - ☐ Elicits the teacher to make connections between pedagogical practice and student results
  - ☐ Provides teacher with requested evidence collection as needed
- Maintains Rapport
  - ☐ Maintains eye contact
  - ☐ Matches body language and positioning
  - ☐ Nods head
  - ☐ Expression is relaxed, open, and inviting

Just as teachers engage in reflecting on their practice, so should coaches. Reflection most often leads to seeking out information and professional learning to target needs and improve practice.

Consolidating Our Learning to Support Interactive Read Aloud and Shared Reading			
		Interactive Read Aloud	Shared Reading
LEARN & PLAN	How does this instructional strategy impact student learning?		
	What is the value of developing teacher expertise in this area?		
	What should a teacher consider when planning for this instructional strategy?		
	What data will inform planning?		
	How will teachers know if they are meeting the goals they have selected for students?		
	What will indicate that a lesson has been successful?		
APPLY	What professional and student resources might be used?		
	What materials does a teacher need to implement effectively?		
	What routines and structures need to be in place in order for teaching and learning to be effective?		

**Discuss the following with your table group:**

How might you use the information on these charts to plan coaching sessions?

How might constructive experiences like these be integrated into your learning sessions to build common understandings and trust amongst the teachers that you work with?

We have explored together some helpful tools and resources for our coaching and learning sessions. Now, let's take a look at some classroom teaching. Keep in mind the coaching moves and tools to support observation, reflection, and analysis of teaching.

# Observation of Teaching

In order to refine the work we do as coaches, it is important to practice our craft. Let's revisit a first grade teaching example of the shared reading lesson for *In the Small, Small Pond* in order to prepare for a coaching roleplay.

## Prepare for Roleplay

- Review the lesson plan on p. 112 of your manual.
- Review your notes about the lesson from your first viewing on p. 25 of your manual.
- Watch clip of lesson again.
- Add any additional observations to your notes. Pay particular attention to places where you might want to support further reflection by the teacher in order to improve her practice.

**Additional Notes:**

Where in this lesson might you want to support further reflection by the teacher in order to improve her practice?

Now that you have reviewed the lesson carefully, let's make a plan for coaching.

# Planning for Coaching

The “Coaching Moves and Purposes” document located in the Appendix provides a useful framework for coaches to use when planning for reflective coaching conversations. It provides a predictable structure for teachers that will support them in engaging in a genuine, collegial conversation about their teaching.

## Prepare for Roleplay

In preparation for roleplaying a coaching conversation about the lesson you just observed, work in triads to do the following:

- Consider your reflections on the lesson.
- Based on what you observed and discussed, plan together for a coaching conversation to support this teacher in reflecting on her teaching.
- Use the “Coaching Moves and Purposes for a Reflective Coaching Conversation” for examples of coaching questions or statements to be used in a reflective conversation.
- Record the language that you plan to use in this conversation in the chart below.

<b>Planning for a Reflective Coaching Conversation</b>	
<b>Ground the Conversation in Student Evidence</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding	
<b>Connect the Instructional Triangle</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle	
<b>Deepen Understanding and Explore Possibilities</b> Means of deepening the teacher’s content and pedagogical knowledge	
<b>Refine or Extend</b> Means of acknowledging critical content or pedagogical information & providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas	
<b>Reflect on Process</b> Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices	



### **Role Play Coaching**

- Select one person to be the teacher, one to be the coach, and one to be the scribe.
- Engage in a coaching conversation that helps the teacher reflect on the lesson.

### **Reflection on the Coaching**

As the classroom teacher what are you taking away?

As the coach, what are you taking away?

As the scribe, what did you notice about the way the coach supported the teacher in reflecting?

# Providing Differentiated Support for Reflective Practice

Just as students are at different places in their learning, so too are teachers. Just as it is important to differentiate support for students, it is also important to differentiate support for teachers. Each time we work with a teacher, we think about their current understandings and meet them where they are.

“For meaningful change to occur, teachers must have a voice in the process of their own learning. Therefore, coaches must heed teachers’ voices so that coaching is differentiated to the needs and interests of their teachers” (Stover, Kissel, Haag, & Shoniker, 2011, p. 499).

## Think, Pair, Share

What are some of the challenges you face as a literacy coach in meeting the different professional development needs of teachers?

In what ways have you differentiated coaching to support those needs?

## **Working with Teachers Who Find Reflection Difficult**

Skepticism and cynicism have been identified as learning stances that make communication in the coaching relationship difficult (West & Cameron, 2013).

A skeptic is characterized by their cautious approach to new learning and practices. Their skepticism actually makes them a very valuable participant, as they raise issues that we may not yet have considered. Pointing skeptics towards reflecting on evidence in student behaviors can be a way to help them take on new thinking and practices.

A cynic is defined as someone who has experienced so many change initiatives during their career that they have lost faith that any new way of thinking will be around long enough to make a real difference. These colleagues often care very deeply about their teaching practice, despite their lack of engagement in reflecting on how new information might be incorporated into their teaching.

No matter what category they fall into, teachers may find reflecting difficult. While we might be inclined to avoid interactions with these challenging colleagues, doing so will “widen the gap between those teachers who become more skillful through coaching and those who don’t engage in coaching” and can defeat “the purpose of coaching as a process for developing school-wide coherence in instruction” (p. 84).

## **Understanding Resistance**

As a table group, try to brainstorm reasons that a teacher might show skeptical or cynical behaviors. Whether they are cautious or jaded, what might really be getting in the way of reflecting on new learning in meaningful ways?

## **Examining Evidence of Resistance Activity**

1. In small groups, generate a list of three statements that you might hear (or have actually heard!) from a skeptical or cynical teacher. Record these in the “Teacher’s Comment” column.
2. Next respond to this comment. Do you agree or disagree? Try to get behind the teacher’s thinking. Hypothesize about why this teacher might be saying this. Are they cynical? Are they skeptical?
3. Make an action plan. Determine an action that will address the teacher’s concern and/or help to expand their understandings.
4. Plan for some language, including paraphrasing, that will open a conversation with the teacher and begin to address the issue.

<b>Teacher Comment</b>	<b>Thoughts/Responses/Hypothesis</b>	<b>Action Plan</b>	<b>Language to Support Action Plan</b>
<i>My students complete the word study activities but it doesn't seem like they can apply what they are learning to their reading and writing.</i>	<i>Wonder how the teacher understands what it looks like to teach and prompt for the application of foundational skills in text.</i>	<i>With teacher, examine shared reading, small group instruction, and/or interactive writing lesson plans to find opportunities to link and apply foundational principles. Identify language to make those links.</i>	<i>It sounds like students may need some more explicit support in linking what they are learning in word study lessons to reading and writing. Let's take a look at your plans to see if there might be some opportunities to make these connections very clear to the students. Then we can think together about some language you might use to make these links.</i>

(Casey, 2006, pp. 30-31)

It can be helpful to plan for language of resistance so you are able to respond in a positive and professional way.

## Developing Collegial Relationships with All Teachers

West & Cameron provide some suggestions for developing a collegial relationship with all teachers:

1. Develop a personal relationship in order to understand them as a human being and as a professional. Look for common points of interest. Help them reflect on their teaching and re-ignite their passion by connecting content to their values and beliefs.
2. Include them in learning sessions and reflecting where they can construct understanding with peers. Responses from peers can often lead to reflection because they may perceive the coach as an “outsider” and their colleagues as “insiders.”
3. When colleagues push back on ideas, do not dismiss their idea, but nudge them to provide rationale and alternative solutions. Try to understand their perspective and position them as problem solvers in this work.
4. Acknowledge the experience and expertise of all participants. Connect reflection to prior knowledge.

(West & Cameron, 2013, pp. 84-85)

Keep these suggestions in mind as we think about difficult coaching situations we have experienced and strategies we can use to build relationships with resistant teachers.

## Tackling Will Gaps

1. Reflect: Take a moment to write about a difficult coaching situation you have experienced.
2. Read: At your tables, jigsaw read “Tackling Will Gaps: When a Coachee Doesn’t Want to Change,” Elena Aguilar (2016).
  - All read introduction and the section called “What are Will Gaps?”
  - Jigsaw the six strategies to tackle will gaps.
  - Share out with colleagues at your table about the main idea of the portion of the article that you read.
3. Share: With a partner, share your difficult coaching situation and brainstorm how one of the strategies from this article or from West & Cameron’s suggestions might support you in connecting more effectively with this colleague in the future.

Teachers are at a variety of places in their professional journeys. Coaches will need to understand resistance and work to establish collegial relationships that allow all teachers to grow in their learning.

## **Tackling Will Gaps: When a Coachee Doesn't Want to Change**

By **Elena Aguilar** on May 2, 2016 8:25 AM

One of the key transformational coaching tools is the concept I've termed, "Mind the Gap." This idea (which I didn't create) suggests that in order to effectively do something, we need knowledge, skills, capacity, emotional intelligence, and will. Many coaches feel that the hardest gap to address is the will gap and so I want to offer you some strategies to do so. Before we talk strategy, let's make sure we're on the same page in defining a will gap.

### **What Are Will Gaps?**

Within this concept, will is defined as motivation, commitment, passion, and engagement. True will gaps are rarer than you think. Most of the time, when I've perceived others as having big will gaps (meaning I thought they were resistant) what I discovered as a got to know them was that they had big *skill* and *knowledge* gaps. When we can't do something, we often mask that with appearing to be disengaged or resistant. This is why coaches need to be cautious about concluding that someone has a will gap.

Will gaps come in different sizes. Sometimes a skill gap leads to a will gap and they become so entwined with each other that we can't tease them apart--and a little will gap emerges. And sometimes if we close a little will gap, we can get at the skill or knowledge gaps in a more efficient and strategic way.

I've found that a coach's fear of someone else's will gap can make the will gap seem bigger than it is. We get anxious when we face push back, questions, or even resistance and that can lead us to perceive a larger gap than may really be there. And sometimes, we turn a question (that feels like push back) into a will gap.

Let's get to what you can do when you perceive a will gap.

### **1) Ready Yourself**

You'll only really close a will gap if, as a coach, you approach it with compassion. When I suggest that you ready yourself, I'm suggesting that you remember that you too, at some point in the past, present or future, will have a will gap. At some point, you may feel hesitant to do something (perhaps you have a will gap to approach someone else's will gap).

Enter the will gap conversation with compassion, humility and curiosity. Whenever you notice that the person you're coaching might be struggling with will, (or engagement, motivation or passion) activate your compassion. Soften your heart, and let your eyes reflect that softening. Take a deep breath and know that will gaps can be closed, and that you know enough as a coach to do so. And then try the following strategies.

## **2) Activate Autonomy**

Will gaps can be connected to feelings of disempowerment. When we feel disempowered, we start disengaging. So for coaches, our work is to put the learner back in the driver's seat. We need to remind our client (or "coachee") that he or she can make decisions and has autonomy.

You can find many moments in a conversation when you can re-ignite autonomy. This can sound like:

- What would you like to talk about today?
- Of those three things, what order would you like to talk about them in?
- How much time would you like to allocate to each of those things you want to talk about?
- What do you think we could talk about that would help you feel better?
- What's one thing you might be able to try that would help you address that challenge?

Any time you are inviting your client to determine the direction of the conversation, of the work together, or of his or her decisions in the classroom, you're lighting the fires of self-determination. Kindle that autonomy back into a raging fire and you'll close will gaps.

## **3) Connect to Core Values**

There's a much greater likelihood that we'll feel a will to do something when we can see how the *why* of doing it connects to our core values or personal mission. This is the work, then, of a coach: To help our clients see the connections between the discrete pieces that we want to coach them on and their core values. Here's an example of what this could sound like:

- "I know you've been reluctant to introduce the think-pair-share structure to your kindergarteners. I also remember you sharing that you really want your kids to be prepared for first grade. I'm wondering what connections you see between your kids using TPS and being ready for first grade? How could TPS help them be ready? Which specific skills could they develop by using this structure?"
- Or you can try this: "I know you feel frustrated that you need to write lesson plans. It might help if we can find some connections between what you're being asked to do (writing the plans) and your core values. Would you be willing to explore that?"

## **4) Connect to School Mission**

Will gaps can also be diminished if we can see the connection between the thing that we're not engaged in or feeling resistant to, and the larger school or organizational mission. This, of course, implies that the school's mission and vision are clearly articulated and alive (not just written on some document). This can sound like this:

"It seems like you're not onboard with our new advisory program this year. When I've been in your room during advisory, your kids have been doing study hall rather than the curriculum that we developed. I know you value our school's mission to develop young people who are empathetic and self-aware. Can we talk about how advisory might support our kids to reach this vision?"

### 5) Ask questions

These are the kinds of questions I ask when I'm sensing a will gap. I ask them with compassion, mindful of my body language and tone of voice, and I ask them with an intent to confront, or interrupt the fixed mindset.

- "What would it take for you to implement think-pair-share with your kindergarteners?"
- "What would need to happen for you to try this?"
- "Would you be willing to try it?"
- "On a scale of 1-10, how reluctant do you feel to try TPS with your kindergarteners?" If the response is higher than zero, then you say: "Great! If your willingness is at a 2, then let's go with that!"
- You can also ask, "I'm curious if you have any will at all to try this? You can be honest - and if you have none at all, then that's useful for me to know. But if you have any will, then I can figure out how we work with that."

### 6) The Art of Nudging

When I encounter will gaps, I decide that I won't be scared of the other person's resistance. And I won't give up. I often think that the art of coaching is the art of nudging--and when I find will gaps, I attempt to nudge and nudge until either it's clear that the other person doesn't want to change or until change happens.

If someone doesn't want to change, there may be implications. For example, if it's expected that the new advisory program be used, then it's now an administrator's responsibility to follow up. As a coach, my job isn't accountability, it's to cultivate growth. My job ends when someone doesn't want to grow.

I practice transformational coaching, and within this framework, *we can't make people do things*. Doing things out of fear or accountability or compliance isn't transformation. This doesn't mean that a teacher can opt out of a program or initiative that a school has adopted, it doesn't mean that a teacher can yell at kids or sit at her desk all day. If that's what a teacher is doing and refuses to change, it's not a coaching conversation. But will gaps, within a coaching context, can be closed. Go forth and close them!

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# Reflection: Connections to School and District

When new experiences are encountered and mediated by reflection, inquiry, and social interaction, meaning and knowledge are constructed. Learning takes place, as does adult development. When actively engaged in reflective dialogue, adults become more complex in their thinking about the world, more tolerant of diverse perspectives, more flexible and open toward new experiences. Personal and professional learning require an interactive professional culture if adults are to engage with one another in the processes of growth and development. (Lambert, p. 35, 2002)

Look back at the goals you set for your own learning for this training. Then, reflect on the following questions.

How has the information provided in the last three days connected to the goals you set for yourself and your learning?	
<b>Content</b>	<b>Coaching</b>
What is your biggest take-away from this training?	
<b>Content</b>	<b>Coaching</b>
What are the next steps as you go back to your school and district?	
<b>Content</b>	<b>Coaching</b>

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## TEAM Connections: Shared Reading Grades K-1

Shared reading lessons in K-1 should	Shared reading lessons in K-1 should NOT	TEAM Connections
Provide all students with visual access to the text, using big books, posters, projectable texts, and individual copies of the text (as students are ready)	Use texts that are too small to see, or rely on individual copies of the text when students are still learning how to track print independently	<b>Instructional Plans:</b> Instructional plans include evidence that the plan is appropriate for the age of all learners.
Provide all students with cognitive access to the text, through differentiation	Only include students who the teacher thinks are “ready for reading”	<b>Expectations:</b> Teachers set high and demanding academic expectations for every student.
Provide scaffolded collaborative reading experiences with the teacher (e.g., echo reading, choral reading), with a partner or small group, and/or independently; all students should be supported to ultimately read the text on their own	Include only teacher read aloud	<b>Teacher Knowledge of Students:</b> Teacher practices display understanding of each student’s anticipated learning difficulties.  <b>Grouping:</b> The instructional grouping arrangements adequately enhance student understanding and learning efficiency.
Integrate a range of grade level standards, including Foundational Literacy standards and Reading standards	Focus exclusively on either Foundational Literacy standards or Reading standards	<b>Instructional Plans:</b> Instructional plans include measurable and explicit goals aligned to state content standards.
Connect to content area standards when possible, such as science and social studies	Focus only on the mechanics of reading	<b>Instructional Plans:</b> Instructional plans include activities, materials, and assessments that integrate other disciplines.
Include teacher modeling of comprehension strategies (e.g. predicting, inferring) and word attack strategies (e.g. chunking words, context clues), as well as provide opportunities for	Focus on either comprehension strategies or word attack strategies only; include only teacher modeling or only student practice	<b>Presenting Instructional Content:</b> Presentation of content includes effective modeling of thinking process by the teacher and/or students guided by the teacher to

students to practice these same strategies		demonstrate performance expectations.
Include teacher modeling of fluent reading, and provide students with opportunities to practice reading with appropriate accuracy, rate, and expression	Only focus on reading accuracy	<b>Presenting Instructional Content:</b> Presentation of content includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations.
Support students in developing vocabulary and world knowledge	Focus only on skills or strategies	<b>Teacher Content Knowledge:</b> The teacher highlights key concepts and ideas and uses them as bases to connect other powerful ideas.
Use authentic texts, when possible, and represent an appropriately-diverse range of text types	Only commissioned passages; only decodable readers	<b>Activities and Materials:</b> Activities and materials include texts and tasks that are appropriately complex.

## TEAM Connections: Shared Reading Grades 2-3

Shared reading lessons in 2-3 should	Shared reading lessons in 2-3 should NOT	TEAM Connections
Provide all students with visual access to the text, using basal readers, individual copies of texts, or photocopies of text sections	Present texts that are difficult to view, such as having partners share a single copy of the text	<b>Instructional Plans:</b> Instructional plans include evidence that the plan is appropriate for the age of all learners.
Provide opportunities for all students to read the text	Only include students who are reading on or above grade level	<b>Expectations:</b> Teachers set high and demanding academic expectations for every student.
Provide all students with cognitive access to the text, through differentiation	Expect all students to engage with the text the same way at the same time; include structures like Round Robin Reading or Popcorn reading that may set certain students up to struggle	<b>Teacher Knowledge of Students:</b> Teacher provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
Consider students' strengths and needs and provide supports and scaffolds when needed to access text, such as scaffolded collaborative reading experiences (e.g., echo reading, choral reading, partner reading); create a safe and supportive learning setting	Include only teacher read aloud, or invite only "strong readers" to read sections	<b>Teacher Knowledge of Students:</b> Teacher practices display understanding of each student's anticipated learning difficulties.  <b>Expectations:</b> Teacher generates learning opportunities where all students can experience success.
Integrate a range of grade level standards, including Foundational Literacy standards and Reading standards	Focus exclusively on either Foundational Literacy standards or Reading standards	<b>Instructional Plans:</b> Instructional plans include measurable and explicit goals aligned to state content standards.
Focus on the most important ideas, information, and language within the text	Try to teach everything, or focus too narrowly and neglect important meaning	<b>Teacher Content Knowledge:</b> Limited content is taught in sufficient depth to allow for the development of understanding.
Connect to content area standards when possible, such as science and social studies	Focus only on the mechanics of reading	<b>Instructional Plans:</b> Instructional plans include activities, materials, and assessments that integrate other disciplines.

Include teacher modeling of comprehension strategies (e.g. predicting, inferring) and word attack strategies (e.g. chunking words, context clues), as well as provide opportunities for students to practice these same strategies	Focus on either comprehension strategies or word attack strategies only; include only teacher modeling or only student practice	<b>Presenting Instructional Content:</b> Presentation of content includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations.
Include teacher modeling of fluent reading, and provide students with opportunities to practice reading with accuracy, rate, and expression	Only focus on reading accuracy	<b>Presenting Instructional Content:</b> Presentation of content includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations.
Support students in developing vocabulary and world knowledge	Focus only on skills or strategies	<b>Teacher Content Knowledge:</b> The teacher highlights key concepts and ideas and uses them as bases to connect other powerful ideas.
Use authentic texts, when possible, and represent an appropriately-diverse range of text types	Only commissioned passages; only decodable readers	<b>Activities and Materials:</b> Activities and materials include texts and tasks that are appropriately complex.

# Making Connections between Read Alouds and Shared Reading

Read Aloud	Both Read Aloud and Shared Reading	Shared Reading
<p>Texts are above grade level</p> <p>Teacher reads aloud the text</p> <p>Focus primarily on Reading standards</p> <p>Focus on the application of comprehension strategies, such as inferring, summarizing, predicting, etc.</p>	<p>Texts are selected purposefully, considering both complexity and quality, as well as the use of diverse text types</p> <p>Text-dependent questions are thoughtfully scaffolded to guide students to deeper levels of understanding of the text</p> <p>Teachers model the thinking and actions of proficient readers</p> <p>Focus on building vocabulary and world knowledge; lessons connect to content area standards, including science, social studies, health, technology, and the arts</p> <p>Daily and culminating tasks support students' comprehension</p>	<p>Texts are on grade level and align with appropriate text complexity expectations</p> <p>Students share responsibility for reading the text</p> <p>Focus equally on Reading <u>and</u> Foundational Literacy standards, including fluency</p> <p>Focus on the application of both comprehension strategies and word attack strategies</p>

### Text Complexity: Qualitative Measures Rubric<sup>1</sup>

#### LITERATURE

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li>○ <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is clear, chronological or easy to predict</li> <li>○ <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).



## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li>○ <b>Text Features:</b> If used, are essential in understanding content</li> <li>○ <b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li>○ <b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li>○ <b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li>○ <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li>○ <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li>○ <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li>○ <b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li>○ <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2016).

# Evidence Collection Guide

## Focus of Model/Co-teach/Observation:

To determine how...

- ☐ My selection of high-quality and appropriately-complex texts
- ☐ My analysis of texts will influence my ability to \_\_\_\_\_ and how that
- ☐ The alignment and integration of Standards
- ☐ Crafting text-dependent questions
- ☐ Integrating vocabulary instruction
- ☐ Modeling during shared reading
- ☐ Planning support structures to make text accessible to all students
- ☐ Incorporating shared reading into text sets
- ☐ Creating daily and culminating tasks

will impact my students' ability to \_\_\_\_\_.

## Evidence the teacher would like collected:

Teacher	Student

# Sample: Shared Reading Text Analysis

Created by Kristen Brockman, Teacher, Hamblen County Schools

**Text:** I Am a Community Worker

**Grade Level:** Kindergarten

Text Title	I Am a Community Worker	Lexile	Reading A-Z book, Level B
Qualitative Complexity			
Levels of Purpose and Meaning		Text Structure	
Although the topic of this text is narrowly focused on community helpers, it would be slightly complex for the tenth week of kindergarten instruction. The purpose of this text is to introduce students to various community helpers and to develop the ability to recognize different types of jobs in the community ( <b>K.8</b> ). This book will also serve as a starting point for broadening knowledge and understanding of authority figures in the government, specifically police officers ( <b>K.20</b> ).		The text organization is simple and predictable, using high-frequency words most students will know. The photographs of the community helpers on each page serve two purposes. First, they provide students with strong visual clues to assist in decoding the single unfamiliar word on each page. Secondly, because the photographs contain more information than the text itself, they provide students with opportunities to make inferences about each community helper and the tools he or she uses on the job.	
Language Features		Knowledge Demands	
This text is relatively simple and designed to assist in high-frequency word recognition. Most students will be familiar with the majority of the community helper names. However, a handful of the community helpers will likely be unfamiliar to most of the students (e.g. pilot, construction worker, vet). The content of the text is comprised only of high-frequency words and specific titles of the community helpers.		Knowledge of community helpers is imperative to text comprehension. Most students have background knowledge of policeman, doctor, and fireman. However, many, if not all, lack background knowledge of pilot, construction worker, and vet. Students' background knowledge and schema will be further developed by participating in community helper day, when various community helpers visit the classroom and discuss their jobs with the students. During their visits, students will see many of the tools each community helper uses and will have the opportunity to practice asking questions ( <b>KFL.SC.6</b> ). This text will be more complex for the English Language Learners in my class.	

Reading Standards	Content Area Standards
This is a low-level text, which means there are few opportunities for higher-order questioning and/or analysis of the text. However, there are many opportunities to connect to other standards. This	The content of this text fits nicely into a larger unit of study on community helpers/workers. Specifically, it aligns with Social Studies Standards <b>K.8</b> and <b>K.20</b>

<p>text lends itself nicely to <b>K.RI.IKI.7</b>. The clear and concise photographs provide explicit clues for the unfamiliar text on each page. The idea that illustrations and text must match is an important concept for beginning readers. This knowledge can also carry over into students' writing. Although this text is considered low-level, it is appropriately complex for kindergarten students. Therefore, it also aligns to <b>K.RI.RRTC.10</b>.</p>	
Foundational Literacy Standards	
Print Concepts (K-1)	Phonological Awareness (K-1)
<p>While reading this text, students will practice skills within <b>K.FL.PC.1</b>, including:</p> <ul style="list-style-type: none"> <li>Track print from left to right, top to bottom, and page-by-page <b>K.FL.PC.1.a</b></li> <li>Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print <b>K.FL.PC.1.c</b></li> </ul> <p>Students can also practice recognizing letters that they know within words (<b>K.FL.PC.1.d</b>).</p>	<p>The community helper names are multi-syllabic, thus providing students an opportunity to count and blend the syllables, as well as identify syllable types <b>K.FL.PA.2.b</b>. Students can also practice identifying the initial and final phonemes of each word <b>K.FL.PA.2.d</b>. This text could also be used to reinforce rhyming <b>K.RL.PA.2.a</b>. Students could work with partners to create lists of words that rhyme with "I" and "am."</p>
Phonics and Word Recognition	Fluency
<p>This text contains three high-frequency words per page and one unknown word, which is the name of the community helper (<b>K.FL.PWR.3.c</b>). Students may practice decoding skills by using picture clues and their knowledge of beginning sounds to decode the unfamiliar word on each page (<b>K.FL.PWR.3.a</b>). The teacher can explicitly teach the word <i>am</i> (short vowel – breve, closed syllable, etc.).</p>	<p>This text is aligned to <b>K.FL.F.5</b>: Read emergent-readers with purpose and understanding. With appropriate support in the beginning, students should be able to fluently read this grade-level text by the end of the week.</p>
Vocabulary Acquisition	Additional Notes
<p>Given the number of English Language Learners in my class, vocabulary instruction is imperative. Many students will require explicit instruction on the specific names and roles of many of the community helpers/workers included in the text (<b>K.RI.CS.4</b>). It will be necessary for all students to understand the usage of the pronoun <i>I</i>.</p>	<p>The primary purpose of this text is to give students practice with fluently reading a book containing high-frequency words, thus allowing them to improve overall reading fluency <b>K.FL.F.5</b>, <b>K.RI.RRTC.10</b>. Because this is a Reading A-Z book, it will be effortless to put a copy of the book in each student's hands. Additionally, Reading A-Z provides the book in a projectable format, which is excellent for shared reading. This text is highly appropriate for the tenth week of school for many reasons. The text is:</p> <ul style="list-style-type: none"> <li>Predictable</li> <li>Uses previously introduced high-frequency words</li> </ul>

	<ul style="list-style-type: none"> <li>• Provides picture clues to assist with decoding the unfamiliar word on each page</li> <li>• Supports grade level Social Studies Standards.</li> </ul>
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## **Reader and Task Considerations**

### **Will my students enjoy this text? Will they find it engaging?**

My students will enjoy this text for multiple reasons. My kindergartners consistently show increased interest when reading informational text. When coupled with the fact that they will be able to read this text independently relatively early in the week, their excitement level will increase. Because we will have visits from each of these community helpers/workers next week, students will enjoy learning about the upcoming visitors.

### **What will challenge my students most in this text? What supports can I provide?**

Some students, primarily English Language Learners, will struggle with tracking print this early in the year. Some students still have difficulty with directionality. It will be crucial for me or a high-ability student to model tracking print by moving from left to right, top to bottom, and page-by-page. It is equally important that I explicitly teach and model reading one word at a time and we only say a new word when we move our pointers. Because this is a low-level, predictable text, students may be inclined to recite the words from memory instead of actually tracking the print and reading the text.

### **How will this text help my students build knowledge about the world?**

This text is a wonderful introduction to community helpers/workers. It will help my students understand various job titles and job descriptions. This text does align with kindergarten Social Studies standards. While it does not provide in-depth information about each community helper, it does have several picture clues which students can use to practice inferring information, and thus deepen their understanding. Additionally, this text is being used as one small part of a larger unit of study that builds student knowledge of various community helpers.

### **How can I connect this text to other texts we've read or will read?**

We are conducting a two-week study on community helpers. During this time, students will be exposed to several read-alouds related to various community helpers. Fortunately, our school has a large book room containing sets of leveled reading texts. During our community helpers unit, texts related to community helpers will be pulled from our book room and used for small group guided reading instruction. As students master these texts, they will be moved to the independent reading basket. This unit will also take advantage of some community helpers

nonfiction texts created by my kindergarten team. We will use these during our grade level RTI time to build knowledge and to improve particular skill deficits.

**Considering this text’s content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

Tasks relating to this text provide opportunities for differentiated instruction. Below-grade-level students and English Language Learners could complete a writing text where they extend the text, using the sentence frame “I am a \_\_\_\_” and choose a community helper not included in the text. This could also be linked to the reading standard **RI.IK.1.7**, which would require students to create an illustration for their page that provides information not included in the text but that contributes to and clarifies the text.

Students functioning on or above grade level, will use laptops and incorporate grade-level-appropriate technology standards to research a community helper of his or her choosing. They will then write a simple 5-6 page story from the community helper’s point of view. For example, I am a teacher. I help kids learn. I use technology. I plan fun activities. My job is important.

These writing activities can be linked to the following standards:

**K.W.RW.10 , K.FL.WC.4.a, K.FL.WC.4.b, K.FL.WC.F.f, K.FL.SL.6.b, K.RL.SC.6.h**

# Practice: Shared Reading Text Analysis

Created by Krista Murphree, Teacher, Rutherford County Schools

**Text:** Rosie Revere, Engineer

**Grade Level:** 2<sup>nd</sup> grade

<b>Text Title</b>	Rosie Revere, Engineer	<b>Lexile</b>	860L
<b>Qualitative Complexity</b>			
Levels of Purpose and Meaning		Text Structure	
This text explores levels of meaning that are difficult to identify and themes that are subtle. The theme is revealed over the entirety of the book.		The text structure is very complex as it includes complex characters and the illustrations extend the meaning of the story.	
Language Features		Knowledge Demands	
Vocabulary is complex and unfamiliar. Some parts of this book have subject specific and academic words. This text has complex sentences that often contain multiple concepts.		Experiences portrayed in this book are distinctly different from the reader. This text also alludes to cultural elements.	

<b>Reading Standards</b>	<b>Content Area Standards</b>
2.RL.KID.3 Describe how characters in a story respond to major events and challenges. 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	Science: GLE 0207.T/E.2 Apply engineering design and creative thinking to solve practical problems.  Social Studies: 2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.
<b>Foundational Literacy Standards</b>	
Print Concepts (K-1)	Phonological Awareness (K-1)
N/A	N/A
Phonics and Word Recognition	Fluency
2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to

	confirm or self-correct word recognition and understanding of words; reread as necessary
Vocabulary Acquisition	<b>Additional Notes</b>
Engineer, swooping, dispenser, inventions, wheezed, perplexed, dismayed, dynamo, lingers, sputtered, thrill, approached, hauled, baffled, crept.	

## Reader and Task Considerations

### Will my students enjoy this text? Will they find it engaging?

My students will enjoy this text and find it engaging! This is a rhyming story about a girl who is shy during the day and at night she is a brilliant inventor of gadgets and gizmos. The students will become empathetic to how down and embarrassed Rosie feels when her gizmo is made fun of by her uncle. The students will watch as the character models how to handle failures. She is upset by the setback but Rosie does not give up! She ends up striving.

### What will challenge my students most in this text? What supports can I provide?

The most challenging part of this book is the vocabulary and the contrasting impact that the two supporting characters had on Rosie. The vocabulary will impact the meaning of this story so it's important that these words are explicitly reviewed and referenced to. I will create a vocabulary board so the words are posted for the students to see. I will also have literacy centers based around the book and the vocabulary.

It will also be important for the students to understand the impact made by Rosie's Uncle Fred and her Aunt Rose. They have contrasting impacts on how Rosie views herself and her actions. To support the students, we will have class discussions upon re-reading this text on the changes made to the main character, Rosie. I will also provide a graphic organizer to dissect her reactions to the supporting characters.

### How will this text help my students build knowledge about the world?

This text opens the world of engineering to my second-grade class. This book leads into discussions about the engineering process and the ability to make mistakes. This book will build the students' knowledge of how to handle failure when faced with adversity.

### How can I connect this text to other texts we've read or will read?

This text connects books to be read about Amelia Earhart and the fictional character Rosie the Riveter from WWII. This book leads into discussion and application of the engineering process through STEAM projects.



**Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?**

Depending on what subjects you are integrating I feel one of the following tasks would be appropriately complex. The first would be a research paper on Amelia Earhart and how she overcame adversity just like Rosie in the book. Another task could be to take the engineering process and apply the concept by constructing a greenhouse to show the life cycle of a plant. The student would write down how they went through each step of the process like Rosie. They would also indicate mistakes made and how they helped them make a better product.

# Example: Shared Reading Lesson Plan

Created by Carissa Comer, Read to be Ready Coach, Putnam County Schools

<b>Text: Nursery Rhyme - Little Miss Muffet</b>	
<b>Culminating Task</b>	<p>Group Project - Choice for Project:            *Story "WEB"/Written/Illustrations            Students will retell nursery rhyme in groups: using written words-text, illustrations, characters/setting/problem/solution... beginning/middle/end...</p> <p><b>or</b></p> <p>*Dramatic Play-they will orally act out and retell Little Miss Muffet with characters and create setting and have prompts</p>
<p><b>Day 1</b></p> <p><b>*During the week materials needed:</b></p> <p><b>Teacher should also have the book, Spiders By Gail Gibbons-this will be the Repeated Interactive Read Aloud for the week</b></p> <p><b>BEFORE TEACHING: Materials Needed: Chart Paper</b></p> <p><b>Printed on Large Chart Paper by teacher for ALL students to see Nursery Rhyme-Little Miss Muffet</b></p> <p>Little Miss Muffet-title            Little Miss Muffet            sat on a tuffet,            eating her curds and whey;            along came a spider,            who sat down beside her            and frightened Miss Muffet</p>	<p><b>STANDARDS FOR WEEK:</b></p> <p>1.FL.PC.1            1.FL.PWR.3            1.FL.WC.4            1.FL.F.5            1.FL.SC.6            1.FL.VA .7 a b            1.RL.KID.1            1.RL.KID.3            1.RL.CS.4            1.RL.IKI.7            1.RL.RRTC.10            1.W.RW.10            1.SL.CC.2            1.SL.CC.1            1.SL.PKI.4            1.SL.PKI.5</p> <p><b>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</b></p> <p><b>GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</b></p> <p><b>Daily Task</b></p> <p>Students will have a human and spider template to complete-labeling senses on both and/<b>or</b> Students will write and illustrate what their senses look like compared to how a spider uses its sense of touch to explore. (Spider has fine hairs on its body/legs/mouth)</p> <p><b>Lesson Description</b></p> <p>Students are seated on rug and teacher reads rhyme, "Little</p>

<p>away</p> <p><b>Individual copies for students-LARGE PRINT ON FULL SHEET</b></p> <p><b>Vocabulary-on chart</b>  <b>Arachnophobia-</b>  <b>(uh*rack*ni*FOE*bee*uh)</b>  <b>pronunciation</b>  <b>a person who is terrified of spiders</b></p> <p><b>Teacher will break the word into syllables-word parts for the student</b></p> <p><b>a-rach-ne-pho-bi-a</b></p> <p><b>Arachnid</b>  <b>(uh*RACK*nid)</b>  <b>pronunciation</b>  <b>a-rach-nid</b></p> <p><b>tuf-fet</b>  <b>tuffet-picture of tuffets</b></p>	<p>Miss Muffett" (written on chart paper). Teacher reads and points to each word (tracking).</p> <p>Teacher asks students to read along with her/him as teacher tracks with pointer or finger.</p> <p>Teacher asks students to read aloud as she tracks again with finger or pointer.</p> <p>Teacher: please turn and talk to your shoulder partner...what is this nursery rhyme about?</p> <p>Teacher listens to students...calls on students to share answers.</p> <p>Why do you think this? Looking at the text, can you find evidence that supports your answer? Student shares evidence from text.</p> <p>Teacher then talks about character Miss Muffet... Why is Miss Muffett capitalized? (Proper Noun) Why is she titled Miss? Do you think she is an adult or girl? What word in the text tells us this?</p> <p>Teacher then guides students to find a word that rhymes with Muffet—tuffet—teacher thinks aloud...what is a tuffet? How many syllables do muffet and tuffet have? What is the short vowel in the first syllable? Is it open or closed? How do I know what makes it a closed syllable? What is the vowel in the next syllable? Is it open or closed? Why? I see in the next line—she sat on a tuffett—I am thinking that if she sat on it...it has to be a seat...and I wanted to know what the seat looked like so I brought a picture so I could see what a tuffet looked like.</p> <p>The next line says...eating her curds and whey...I wonder what curds and whey are? Turn to your partner and predict what you think curds and whey are. Teacher listens to responses and then gives students opportunity to explore curds and whey with their senses: What does it sound/feel/taste/look/smell like?</p> <p>Looking at the book, Spiders...by Gail Gibbons...I can read a fact about spiders..."Spiders have an excellent sense of touch. Their bodies, mouths and legs are covered with fine sensory hairs." How can we compare our sense of touch to a spider? How do you think a spider might "touch" the curds and whey? Do we</p>
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	<p>have sensory hairs on our bodies...mouths...legs to “touch”?</p> <p>Teacher takes answers and charts.</p> <p>Students will use these to complete daily task.</p>
<b>Day 2</b>	<p><b>Standards</b></p> <p>1.RL.KID.1</p> <p>1.RL.KID.2</p> <p>1.RL.KID.3</p> <p>1. RL.CS.4</p> <p>1.RL.RRTC.10</p>
	<p><b>Daily Task</b></p> <p>Students will write about or illustrate a spider</p> <p>Frightening Miss Muffet-they will infer whether the spider was big or small</p>
	<p><b>Lesson Description</b></p> <p>Students now have their <b>own copy</b>-they can either be seated on rug with clipboards and their pencil pouches (supplies) or at their desks in groups.</p> <p>Teacher reads first as students track with a finger or pointer. Students read together with teacher and track.</p> <p>Students read together-chorally and track with their fingers.</p> <p>Teacher asks students to reflect back to yesterday and recall the curds and whey. Teacher starts to build background knowledge with spiders Reflecting back to our read aloud book, Spiders..by Gail Gibbons...in the back Spiders, spiders, spiders...I am reading about the nursery rhyme “Little Miss Muffet” and that she was a real little girl...her father was a spider expert and used to make her eat mashed spiders when she was sick. About 200 years ago, this was a cold remedy-teacher teaches remedy (embedded- which is a medicine or treatment..like you take today—a cold medicine). Now look at my chart and follow the words as I read-teacher tracks with pointer.</p> <p>Teacher rereads the rhyme...I want you to think about how her father made her eat mashed spiders...</p> <p>Little Miss Muffet sat on a tuffet, eating her curds and whey;</p>

	<p><u>along came a spider,</u>  <u>who sat down beside her</u>  <u>and frightened Miss Muffet</u>  <u>away.</u></p> <p>Now you reread with me the part beginning with along...teacher makes sure everyone has found the word "along"...</p> <p>Looking at this spider...who frightened...what does frightened mean? Are there other words-synonyms-that could mean frightened? List those...does anyone know what a person is called who is afraid of spiders?</p> <p>Everyone look at chart with this printed and the pronunciation printed "arachnophobia", or fear of spiders. Have students repeat word. Now let's look at the pronunciation of this big word! Teacher points to the parts and models the word parts/syllables (uh*rack*ni*FOE*bee*uh) spiders are part of an animal group called arachnids.</p> <p>Do you think Miss Muffet was afraid of spiders? Why? Turn and talk to your partner. Teacher listens to response. Which words in the text tell us that she was afraid? How has learning about Miss Muffet's step father giving her mashed spiders for a remedy changed your thinking about spiders? Do you have any "WONDERS"?</p> <p>Teacher will list "Wonders" on chart paper to explore later.</p>
<p><b>Day 3</b></p> <p>DURING THIS DAY SHARED READING—we will focus on grammar—the lesson will depend on the students' knowledge and their engagement...listed in this day are just suggestions that could be used...teacher needs to be mindful of students and let them drive instruction. So many skills can be taught today.</p>	<p><b>Standards</b>  1.FL.SC.6  1.FL.VA.7a/b/c</p> <p><b>Daily Task:</b>  Students will be placed into groups: groups will be supported/diverse in abilities. They will be given one noun and verb from rhyme OR they can choose their own noun and verb from rhyme and create their own sentences/rhyme:  Teacher will model with this:  Spider/sat..    <i>The little girl sat on the moon,  eating her cottage cheese  along came a big spider,  who sat down beside her  and the little girl handed it her spoon!</i>  OR</p>

	<p><i>If students struggle...teacher will support...they can orally discuss and illustrate!</i></p> <p><i>Students can act out:</i></p> <p><i>Students in circle holding word cards: one student will pick another word and add to it:</i></p> <p><i>EX; I am holding little..I choose Muffet-</i></p> <p><i>Little Miss Muffet sat on a tuffet.</i></p>
	<p><b>Lesson Description</b></p> <p>STUDENTS HAVE THEIR OWN COPY...</p> <p>Today we will read together.</p> <p>Students read and track with fingers.</p> <p>Students read together with teacher monitoring and listening.</p> <p>Students take turns reading to each other (partner read)</p> <p><i>Little Miss Muffet</i></p> <p>Little Miss Muffet sat on a tuffet, eating her curds and whey; along came a spider, who sat down beside her and frightened Miss Muffet away.</p> <p>Today, we are going to talk about the grammar/language mechanics in our rhyme, sentences, and sentence structure.</p> <p>Teacher will model and think aloud</p> <p>Students will highlight parts of speech as we discuss them together—teacher will have rhyme on promethean board and complete it with students..</p> <p>We talked about Miss Muffet and what part of speech she is...Proper Noun...</p> <p>Teacher asks students what word describes Miss Muffet?</p> <p>Little...what part of speech describes a noun? Adjective...</p> <p>I see the word sat -look at sat...what part of speech is sat? Verb.</p> <p>I sat means that I have already done it...it is called an irregular verb tense because it changed forms...from sit to sat..I could not just add -ed to it...sitted is not a word..but sitting is...</p> <p>where else do we see sat?.. what part of speech is eating?</p> <p>Verb...what is the base word? What is the inflectional ending added to eat-ing..what does -ing mean? Happening now...can I change eat to eaten? No it becomes ate..like sat...</p> <p>what part of speech is curds and whey?</p> <p>Noun—can we locate any other nouns?</p> <p>Spider/tuffet</p>

	<p>Do you know what part of speech “her” is?  Pronoun—it takes the place of the Proper Noun-Miss Muffet ....  Let’s look at “who” can anyone find the text evidence - what does the pronoun “who” take the place of? What is “who”? spider..</p>
<b>Day 4</b>	<p><b>Standards</b>  Standards will encompass all week with Culminating Task</p>
	<p><b>Culminating Task Preparation</b>  Students will begin working on projects so they will be prepared to present to class tomorrow-Day 5.</p>
	<p><b>Lesson Description:</b>  Students read their own copy and track aloud together with teacher.  Students read to each other.</p> <p>Little Miss Muffet  Little Miss Muffet  sat on a tuffet,  eating her curds and whey;  along came a spider,  who sat down beside her  and frightened Miss Muffet  away.</p> <p>Yesterday, we “wondered” ...teacher thinks aloud the wonders and asks students how we would find answers?  Would we refer to the text? Use context clues?  Would we use our schema about it? Do we have an experience/connection?  Can you find it in another resource?  Could we ask a friend?  Teacher explains that she has learned so much with Little Miss Muffet this week and can’t wait to see the presentation of the projects.  But first, teacher has her think aloud of her project she chose: Story Web....she shares her “web” with play on words with the students.</p> <p>Preparation for task:  Yesterday, we discussed our projects and you made choices as a group what you would like to do.  Today, we will put all our knowledge together and complete our project to present to the class tomorrow.  Students will work on projects to present tomorrow.  Teacher has assigned roles for each group.</p>

	<p>EXTENSION:</p> <p>Study of spiders and types with Repeated Interactive Read Alouds and text sets-articles/videos</p> <p>Students will continue study of Spiders...building on the topic of Insects-comparing and contrasting</p> <p>The differences of insects and spiders...characteristics of both.</p> <p>How each “bug” is helpful and harmful. Describing details.</p>
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# Example: Shared Reading Lesson Plan & Observation

Created by Ann Marie Schulz, Dean of Instruction, Metro Nashville Public Schools

<b>Text:</b> Hello Everybody song, People In Your Neighborhood song, What Is My Job song, In My Community poem, The Bus For Gus, Who Is a Good Citizen at School, Everybody Works, A Community of People	
<b>Culminating Task</b>	Throughout this week in the unit of study, students will read about and identify helpers in their school and community including familiar people, places, and things. In addition, students will identify authoritative roles, characteristics of a community, and why people work. For a culminating task, students will use a combination of drawing, dictating, and writing to describe familiar people, places, things, and events in their community using detail and vocabulary words relating to jobs. For a product, students will choose between creating a booklet (paper and pencil) or creating a PowerPoint. The teacher will provide examples from past classes to serve as mentor texts.
<b>Day 1</b>	<b>Standards</b> RF.K.1, RF.K.2d-e, RF.K.3 b-c, RL.K.1,2,4,10, LK.5 a, c, SL.K 2-3, K.1, 10, 20
	<b>Daily Task</b> Read The Bus for Gus (anchor text-familiar read) <ul style="list-style-type: none"> <li>• Focus on: book knowledge, directionality, auditory conventions, personal schema, semantic cuing system (predicting and synthesizing), syntactic cuing system, and grapho-phonic cuing system.</li> <li>• Focus on how people have different needs and wants and why people work.</li> </ul> <p>After whole group shared reading, students will read the text independently. Teacher will circulate during this time and record notes about students' reading and their ability to answer text-dependent questions (based on focus areas listed above), and record these notes on an observation chart.</p> <p>* Although The Bus For Gus is a familiar read, Day 1 could be spread out over 2-3 days depending on the students, their needs, and time constraints.</p> <p>** Materials for Shared Reading are: meeting area, pointers of various kinds, highlighter tape, sticky notes, gathering song, familiar song, poems, passages, big books, charts, familiar text, and a love for learning ☺</p>
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i>
	T/S begin warm up by singing familiar songs and chants

	<ul style="list-style-type: none"> <li>• Hello, Everybody, So Very Glad to See you (Hello, Hola, Dem Bas! Hajur (community/culture)</li> <li>• What Is My Job, Can You Guess? (anchor song for community)</li> </ul> <p>T- begins lesson by showing the big book The Bus For Gus by Suzanne Bloom on the easel. T- explains this text is a familiar read because we read it during the first weeks of school. T- ask students to look at the cover of the book and the title. T activates prior knowledge (APK) by asking students to share what they remember about the story. If needed T will ask text-dependent questions to APK such as, Who is Gus? What do the pictures/illustrations tell us? What were some details you remember about the story?</p> <p>T- reminds students how they synthesized the story by changing their mind as they read the text and clarified predictions when they encountered more information.</p> <p>T- points out the front cover and activates prior knowledge about buses, in particular buses that are yellow. T-asks students what they know about yellow buses and their purpose.</p> <p>T- models and reads, T/S read and interact with text focusing on various skills/strategies:</p> <p>Beginning: front cover, author/illustrator, title page/dedication</p> <p>Page 3</p> <p>T- reads page (focus on directionality, one-to one correspondence)</p> <p>T- points out illustrations - Do you think this is a bus for Gus? Why not?</p> <p>T- it's a taxi, what sound do you hear at the beginning of taxi, listen t-axi, taxi. T calls on a student to answer then asks student to place highlighter tape over the /t/ and T-makes reference to the sound again. T explicitly discusses the word taxi with students and adds this word to a chart (with a visual representation) and tells them they will create a list of words today from the text and revisit during writer's workshop.</p> <p>Pages 4-5</p> <p>T- points out the word taxi on the page. T- asks again, does taxi start with /t/, do you see it on the page? Do you see it on our chart?</p> <p>T- orally discusses the ending sound of the word /t-axi/. It sounds like it ends with a long e sound. Sometimes words end with the letter i or y, but can make the long e sound like the word taxi. T- Is a taxi a bus? How do you know?</p> <p>T-Can a taxi carry people to places? Yes, taxis are types of transportation in our community, they can carry people. T- look at the "" marks, This tells us the</p>
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	<p>character is talking. Let's read like the character. Watch me first, then we will read it together, then I will call on someone to come up and read it.</p> <p>Pages 6-7</p> <p>T- do you think this is a bus for Gus? Why not? We learned that taxis were a type of transportation that carry people places on the last page, what type of transportation do you think this will be? Why? Look at Tess, what do you think she is doing? What are the other characters doing/wearing? What do you think they are waiting on? Why?</p> <p>Pages 8-9</p> <p>(The word truck is covered with a sticky note.) T reads sentence and stops at the note. T- asks students to predict what they think the word will be. T- makes a list of words on the easel from student responses. T- checks for understanding (CFU) and asks clarifying questions like, if it's truck, what letter will it start with? What letter will it end with? T/S check word to see if they predicted the right word.</p> <p>T- asks students what kind of community helper drives the tow truck? What do tow trucks do/why? T explicitly discusses the word tow truck with students and adds to the chart (with a visual representation) along with the taxi and tells them they will come back to this chart of words during writers workshop.</p> <p>T- thinks aloud-Hmmm, <i>job</i>. I am thinking after reading the text, if you have a job, that means you work somewhere or on something like a tow truck driver. How do tow truck drivers help our community? T- asks who wants to have the <i>job</i> of a tow truck driver one day? T explicitly discusses the word job with students and adds to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writers workshop.</p> <p>Pages 10-11.</p> <p>T- asks students to look at the characters in the story and think about what they are doing? Why are these people waiting on the sidewalk? What do you think they are waiting on? T- points out the sign-Bus Stop (illustrated on previous pages but no discussion) the first word is covered up (bus). T- points out the word /stop/ and says the word. T- has students say the word with her again by segmenting the word together. T/S read the word together again. T- says this word says <i>stop</i>, what kind of stop is this? What would the people be waiting on? T- models think aloud—hmm, I heard some of you say bus stop. T- do you think the people are waiting on the bus? If the covered word is bus, I wonder what letter /bus/ begins with, repeats focusing on ending /s/. T- reveals /bus/ for clarification. T/S read the word /bus/ together and point out beginning/ending sounds. T/S read sign together. T- why do you think the people are waiting by the sign? T explicitly discusses the word bus stop with</p>
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	<p>students and adds to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writers workshop.</p> <p>T- points out part of the vehicle shown on p. 10 and asks students to predict what they think it is. T- a vehicle is a type of transportation like a car or truck or bus or train, etc...,T- has students turn to their talking partner and discuss.</p> <p>Pages 12-13.</p> <p>T- asks students if their predictions were right.</p> <p>T- reads sentence “No, Tess, This is a fire engine.” but omits the covered word (fire) T- asks students to predict the word that is covered and goes through the same series of beginning/ending sounds before revealing the word.</p> <p>T asks if this is a bus for Gus? Why not? What does this vehicle do? Who are the community helpers that drive and ride on this? T explicitly discusses the word fire engine with students and adds to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writers workshop.</p> <p>T- points out the sign that says Bus Stop on p. 11 and writes the word stop on the board. T- turns back to p. 13 and asks the students if they notice something different on this sign. T- writes the word /post/ on the board under stop. T- asks if students notice anything about the two words. Students will guide instruction here and T will ask clarifying questions based on student noticings. T wants students to realize the letters are the same, but when placed in a different order they can make new words. This will occur again on pages 21 (spot) and 25 (pots)</p> <p>Pages 14-15</p> <p>T continues to read the text allowing students to chime in and read the familiar chant/repetitive text—Is this a bus for Gus? T- points out sight word /the/ and students identify them with highlighter tape. T- points out the sight word /Is/. (Think aloud) I’m thinking it begins with an uppercase I because it is at the beginning of a sentence and I know letters at the beginning of a sentence begin with an uppercase letter just like this word-Is.</p> <p>Pages 16-17</p> <p>T reads text No, Tess. This is an ice-cream truck with the word truck covered just like on page 9. Most students should recognize the repetitive text at this point. T- says, I hear some of you saying /truck/. If it’s truck, what letter will it begin with? What letter will it end with? Do you think it matches this word (truck) on our chart? T- reveals sticky note.</p> <p>** (If students do not say the word truck, then the T will ask students to predict. T- makes a list of potential words from students. T- asks which words would make sense. T- reads the sentence again and asks could the word be</p>
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	<p>/truck/? If students say yes, then T- asks what letter the word begins with and ends with if it were truck. T- has students segment the word with her aloud. Do you hear the /t/ and /k/ sounds? T- reveals the covered word for clarification. T- asks students if the word says truck? How do you know?)</p> <p>T- reads the sentence again for fluency. T-asks if they have seen an ice-cream truck in their neighborhood? T- asks who this community helper is and would they have to pay money to this person for their ice cream? Why do people in communities work? (people have different needs and wants—(enduring understanding) T- discusses Needs- it's what we need to survive like food, water and shelter. Wants are things we would like to have like ice cream. T- do we need ice cream to survive/to live (a need) or is it something we would like (a want)?How does that help our community? (jobs, money, community, culture) T explicitly discusses the word ice cream truck with students and adds to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writers workshop.</p> <p>Pages 18-19</p> <p>T continues to interactively read the familiar chant/text with students. T says, I am looking for the word /the/ can you help me find that word on this page? T- calls on a S to come up and point to the word. T/S check it with others. S places highlighter tape on /the/. Student will get the answer even if they have to ask a partner—giving up is not an option. © T- repeats with Is, giving clues like, I am looking for the word Is. I know this word has an uppercase I because it's at the beginning of the sentence. T calls on a student to find it/highlight it with highlighter tape.</p> <p>T- has students look at the illustrations and think about what they notice. What is Tess doing? What do you notice happening? Look at this character, what do you think she is thinking? Look at Gus, what do you think he is noticing? How do you think he is feeling?</p> <p>Let's go back to page 12. T- What changes do you notice on each page from 12-18?</p> <p>Why do you think this is happening? (beyond the text thinking/inferencing) If needed, teacher will do a think aloud... I'm thinking if I am carrying items and I keep waiting, I get tired. Does that happen to you? Let's go back to the characters and see what we notice. Are they carrying items? Are they waiting for a long time? Do you think they are getting tired? We call this thinking <i>inferencing</i>. The author didn't tell us they were tired so they put their items down in the text, but we can infer because they keep waiting for the bus and they are probably tired of holding their items.</p> <p>Pages 20-21</p>
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	<p>T- reads interactive chant with students. The word truck is covered again. T- goes through same process again with this word.</p> <p>T- points out the word garbage and highlights the letter /g/. T asks what sound this letter makes and asks students to say it with her then they read the word together as T pushes across the letters as they read. T calls on S to come and highlight the letter /g/</p> <p>T- asks S have they seen a garbage truck in their neighborhood? What do garbage trucks do? What do garbage workers do? Another name for garbage truck driver is Sanitation truck driver. They are keeping our neighborhood clean. Sanitation means clean.</p> <p>T- asks how garbage/sanitation workers help their community?</p> <p>T explicitly discusses the word garbage/sanitation truck with students and adds both words to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writer's workshop.</p> <p>T- calls students' attention to the WW chart. Let's think about the types of trucks we've read about in the story. T- reads all the types. What word do you hear us saying over and over? If you wanted to write the word truck only, what could you do? T- calls on students. If you wanted to write the word truck, where would you find it? T- calls on several students to point out the word truck listed in several places. What does truck begin with? End with?</p> <p>T- points out /ck/. Sometimes words end with /ck/. Ck says the same sound as /k/ just like we see in truck.</p> <p>T- points out the Bus Stop sign and ask students if they think it says "stop"? T- points out the word stop on the board to help students clarify. T- says and blends the word for students then asks them to say the word with her. T- asks what does the word /stop/ begin with. Repeats for ends with.</p> <p>T- (think aloud) Hmmm. I'm thinking I can use this strategy when reading. I can look at the beginning of the word and the end of the word. I can check my picture and my word and think about what looks right, sounds right and what makes sense as I try reading an unknown word. Readers, today and every day you can practice this strategy when you read.</p> <p>Pages 22-23</p> <p>T/S read the page together and predict what they think the hood of the next vehicle is. What do you think this is? (points to backhoe bucket) T- Have you seen something that looks like this in your community before? Depending on responses, teacher either moves on or discusses the object in more detail.</p> <p>Pages 24-25</p> <p>T/S confirm predictions and discuss what a backhoe is and what it does in the community. T- asks students if they have seen a backhoe working in their</p>
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	<p>community? What is the community helper called? (construction worker) How do they help provide needs and wants in our community? T- remember, needs mean what we need to survive and wants means what we would like to have. (they build stores, buildings, houses, schools, hospitals, fire stations, etc...) T explicitly discusses the words backhoe and construction worker with students and adds both words to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writer's workshop.</p> <p>T- points out how the sign doesn't say Bus Stop. T- has students compare the word to stop on the board. T/S decode the CVC word together (pots).</p> <p>T- (think aloud) I'm noticing students are beginning to pick up their backpacks and helping others pick up items. I wonder why this is happening? T- asks students to share their ideas and checks for understanding of inferences (beyond the text thinking). T- remember, the author may not say it in the text, but we can infer (why we think something is happening based on our schema or what we know) they see the bus because we think about what we do when we see the bus coming, we make sure we are ready and have our items ready.</p> <p>P. 26-27 T-asks students to look at Gus and think about how he is feeling? Why? Will the bus ever come for Gus? T- I'm noticing the people on these pages have all of their items and are now looking in the same direction. T asks students to talk with their talking partner---What can you infer? T- that's right, they are waiting for the bus. Did the author tell us this in the text? How did we know they were waiting on the bus? What are the characters doing differently on this page to let us know they see the bus?</p> <p>P. 28-29 T/S confirm the bus comes for Gus. T- what kind of bus is this? Where does it take children? Have you been on a school bus before? (recent field trip) How does this bus driver help in our community? How does the bus driver help with our needs in the community? T explicitly discusses the words school bus with students and adds both words to the chart (with a visual representation) along with the other words and tells them they will come back to this chart of words during writer's workshop.</p> <p>S reread the text independently for clarity and sequencing. T circulates to listen to students' reading and ask questions related to the teaching points of the whole group lesson.</p>
<b>Day 2</b>	<p><b>Standards</b> RF.K.1, RF.K.2a, d-e, RF.K.3 b-c, RL.K.1,2,4,10, LK.5 a, c, SL.K 2-3, K.1, 10, 20</p>

	<p><b>Daily Task</b></p> <p>Shared Read: A Community of People (readworks.org passage)  Focus: Characteristics of a community  Focus on book knowledge, directionality, auditory conventions, personal schema, semantic cuing system (predicting and synthesizing), syntactic cuing system, grapho-phonetic cuing system</p> <p>After whole group shared reading when students have the opportunity to read the text independently, the teacher circulates and observes. She makes notes about students' decoding and reading fluency, and asks two text-dependent questions:</p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Who are people in a community and what do they do?</li> </ul> <p>She records observations and student responses in a chart, which she will use to inform upcoming whole and small group lessons.</p> <hr/> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Warm up poem - In My Community (read 2x I do, we do)</p> <p>Learn new community song: Who Are The People In My Neighborhood—these are the people in my neighborhood (3 community figures- bus driver, postman, trash collector). T/S read chart and sing.</p> <p>T- reads title of passage. A Community of People. T- asks students to think about the word community. T- reminds students they live in a community, they attend school in their community and they have people that work in their community. T- asks students to share what they think a community is. T reads through the passage once, modeling fluent reading, following words with her pointer.</p> <p>T- goes back to her original question- What do you think a community is? T has talking partners share with each other. T- asks text dependent questions like: In the text it says... T- points out the evidence. T- do you agree? Why? T- asks more text dependent questions like what community helpers were mentioned in the passage? T- points out skills with this such as beginning/ending sounds, punctuation, uppercase letters beginning of sentences, sight words /is/, /a/, /the/ and new sight words (like, you, in). Students share in the interactive part of the shared read by reading along when they recognize words, highlighting words on the passage (on the Elmo), etc.</p>
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	<p>After whole group shared reading, students receive individual copies of the text and practice reading on their own (some students will only find words or phrases they know, while others will attempt to read full sentences). Teacher circulates during this time and observes students' reading practices. She asks two text-dependent questions:</p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Who are people in a community and what do they do?</li> </ul> <p>If students talk about community members that did not appear in this text, draw their attention back to the text.</p>
Day 3	<p><b>Standards</b> RF.K.1, RF.K.2a, d-e, RF.K.3 b-c, RL.K.1,2,4,10, LK.5 a, c, SL.K 2-3, K.1, 10, 20</p>
	<p><b>Daily Task</b> Shared Read: A Community of People Focus: Characteristics of a community, people have different needs and wants, why people work Focus on book knowledge, directionality, auditory conventions, personal schema, sematic cuing system (predicting and synthesizing), syntactic cuing system, grapho-phonc cuing system</p> <p>After whole group shared reading, students practice reading on their own. Teacher circulates during this time and observes students' reading practices. She asks three text-dependent questions:</p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Who are people in a community and what do they do?</li> <li>• Why is (say community helper that the student named) important?</li> </ul> <p>The first two questions are repeats from yesterday – teacher notes how students' level of understanding has increased and if their responses contain more detail. She records observations and student responses on a chart, and uses this data to inform later instruction.</p>
	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Warm up poem - In My Community (read 2x I do, we do) Who Are The People In My Neighborhood—these are the people in my neighborhood (add 3 more community figures- teacher, police officer, fireman). T/S read chart and sing.</p> <p>T- reads passage from Elmo and has students follow along on their sheet. T/S practice skills such as highlighting sight words (is, a, the, like, you, in) highlighting punctuation (. ?) Uppercase letters that begin sentences, beginning letters for the words community, teachers, firefighters, police officers, school.</p>

	<p>T- asks inferring/text dependent questions from the projected text and says: in the text it says some people deliver mail. Who delivers mail? What characteristics do they have? In the text it says, some people work in stores. What kind of stores do you think they work in? Do you have those stores in your community? Have you seen those workers? What do they do? Why is their job important?</p> <p>T- reads passage one more time and thinks aloud—after reading this passage, I am thinking about characteristics of our community. I am thinking a community is a place where we live, work and play. Do you agree? Why/talk to your talking partner. T/S discuss.</p> <p>T- thinks aloud- I am also thinking after reading this passage that people have different wants and needs in a community. Why is it important that we have community workers like a bus driver, a postman, a garbage collector, a teacher, a doctor, a firefighter, police officer, a store worker at school? Students discuss with partners and then share with the whole group.</p> <p>After whole group shared reading, students practice reading on their own. Teacher circulates during this time and observes students' reading practices. She asks three text-dependent questions:</p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Who are people in a community and what do they do?</li> <li>• Why is (say community helper that the student named) important?</li> </ul> <p>The first two questions are repeats from yesterday – note how students' level of understanding has increased and if their responses contain more detail.</p>
<b>Day 4</b>	<p><b>Standards</b> RF.K.1, RF.K.2a, d-e, RF.K.3 b-c, RL.K.1,2,4,10, LK.5 a, c, SL.K 2-3, K.1, 10, 20 W.K.2</p>
	<p><b>Daily Task</b> Big Book: Everybody Works (informational) by Shelley Rotner and Ken Kreisler Focus: features of informational text/community members/why people work Focus on book knowledge, directionality, visual conventions, auditory conventions, personal schema, semantic cuing system, syntactic cuing system</p> <p>Writing: students will use a combination of drawing, dictating, and writing to describe familiar people, places, things, and events in their community using detail and vocabulary words relating to jobs. For a product, students will choose between creating a booklet (paper and pencil) or creating a PowerPoint. The teacher will provide examples from past classes to serve as mentor texts.</p>

	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Warm up poem In My Community (read 3x I do, we do, you do)  Who Are The People In My Neighborhood—these are the people in my neighborhood (add 3 more community figures- doctor, grocer, barber)  T/S read chart and sing. T adds community helpers and their lyrics by song.</p> <p>T spends time during warm up of text focusing on key features of an informational text: reading for information, table of contents, and photographs</p> <p>T- writes the title Everybody Works on the board. T- has students think about what they have read and discussed this week about workers and their community. T- asks students to think about the title and what they might see in the text. T- asks students to think about why the author might have titled the book Everybody Works? What jobs might you see in the text? Why is it important that everybody works in the community? (beyond the text thinking)  T- Shows text on the easel and asks students if they predicted they would see a firefighter? How is a firefighter a community helper? What are the characteristics of a firefighter? Who wants to be a firefighter when they grow up?  The title is called Everybody Works, what other jobs might we read about in the text?  T- points out text features in book and discusses author, photographs vs illustrations, title page, dedication, and table of contents.</p> <p>T- points out the Table of Contents and explains students how informational texts work – you can read the whole text, or you can use the table of contents to find a particular section that you most want to read  T- read section titles from the table of contents and have students practice using the table of contents to find specific text sections. Where can we read about Everybody Works? Where can we read about The Elves and the Shoemaker? Where can we read about The Lion and the Mouse?</p> <p>T- think about the word shoemaker. What do you think this community helper does? Why are they important to the community? Have you ever had a pair of shoes repaired? T- tells students we still have shoemakers and shoe repair stores, but they are not as common as they used to be in communities.</p> <p>T- draws students back to the content selection Everybody Works. What page can we begin reading about this content? What do you think we will read about?</p>
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	<p>T/S interactively read each page focusing on the text (uppercase, spaces, punctuation, sight words and photographs). Skills are modeled and words are highlighted using pointers or highlighting tape.</p> <p>Phonics and text features notes:  Pages 5, 6, 8, 10, 13, 15 (-ing)  Pages 15, 27 (ow-grow), (oo-food) (low, tow, sow) (mood, school, too, boo)  Page 23 (ee- need) (seed, feed, breed) these things can be pointed out in the text using photographs  Pages 9, 10, 15, 20, 22, 27 (commas)  Page 24 (hyphen)</p> <p>T- pulls students back to main idea of text—everybody works. T- asks what did you notice about people working in the text? What have you noticed about community helpers and their jobs as we have sung songs and read poems and books this week?</p> <p>Create A Tree Map: A Community Is:_____ (refer to A Community of People readworks passage if needed)</p> <p>Complete a graphic organizer: Community Helpers <u>Are</u>, <u>Have</u>, <u>Help</u> (e.g. Community helpers are - nice, all ages, people who live in my neighborhood, etc. Community helpers have – jobs, tools, special places to work at, etc. Community helpers help – kids, grownups, people find books, pick up trash, take care of your pets, etc.)</p> <p>What is a community? revisit A Community of People  What are characteristics of community workers (discuss songs and poems and books read this week about community helpers)</p> <p>Discuss how students have learned about community helpers this week. Ask students to tell their talking partner their favorite community helper and what their community helper does.</p> <p>You do/Assessment:  Begin work on culminating task. T shows examples from past classes to serve as mentor texts/models.</p>
<b>Day 5</b>	<p>Continue work with culminating task, if needed. Provide all the texts from this unit of study to students and allow them to reread various texts to help them with their task or for enjoyment.</p>

# Example: Shared Reading Lesson Plan

Created by Rachel Campbell, Teacher, Elizabethton City Schools

<b>Text:</b> Fruits Have Seeds by Linda Ruggieri	
<b>Culminating Task</b>	RI.1.3 Students will write a paragraph responding to the following prompt: Seeds from fruit can grow into new plants. What must happen first before these seeds can grow into new plants? Use information from the text to support your answer. Students may also use examples from the anchor text <i>The Tiny Seed</i> by Eric Carle.
<b>Day 1</b>	<b>Standards</b> RI.1.10
	<b>Daily Task</b> Teacher monitors students' responses during whole group discussion, with specific attention to their ability to make text-to-text connections. Additionally, the teacher records anecdotal notes about students' progressing decoding and fluency skills as they read independently at the conclusion of the lesson.
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i> <ul style="list-style-type: none"> <li>• Gather students at the rug.</li> <li>• Ask: What have we been learning about over the past couple of weeks? (seeds/plants/flowers)</li> <li>• Today we are going to read an article called Fruits Have Seeds. Can you point to the title of the article? Let's read it together.</li> <li>• Give me a thumbs up if you can think of a kind of fruit that has seeds. Turn to your partner and share.</li> <li>• Teacher reads aloud the text and students follow along with their own copies.</li> <li>• Think back to the examples of fruits you talked about with your partner. What did the seeds look like? How many were there?</li> <li>• Think of other texts we have read, like <i>The Pumpkin Book</i> by Gail Gibbons. What did we learn about the seeds in pumpkins?</li> <li>• Have we learned about any other type of plant with seeds?</li> <li>• We will read this article more carefully over the next several days and you will become experts on seeds and how plants grow.</li> <li>• Provide time for students to practice reading the text independently. Some students will focus on word identification, while others will be able to read full sentences. The teacher observes during this time.</li> </ul>
<b>Day 2</b>	<b>Standards</b> R.1.10, 1.FL.PWR.3.c
	<b>Daily Task</b>

	<p>Students will generalize and create a word attack strategy poster for words that make the long e sound spelled <i>ee</i>. Posters will include their strategy/generalization and example words.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <ul style="list-style-type: none"> <li>• Begin by telling your partner what the text is about.</li> <li>• Let's reread it today. This time you will be reading along with me.</li> <li>• Reread chorally, with the teacher pausing on some words and letting students read them without guidance (i.e. known sight words).</li> <li>• What word do you see repeated again and again in the text? (seed)</li> <li>• Let's zoom in on that word. I hear a long e in the word, but I don't see a sneaky e. What is making that long e sound? Discuss with your peanut butter and jelly partner what could possibly be making that long e sound.</li> <li>• Bring back to whole group discussion: Let me stretch it out s-ee-d. I know the s makes the /s/ sound and the d makes the /d/ sound. I guess that the ee in the middle of the word is making the long e sound. Thumbs up if you agree with me.</li> <li>• Let's make a generalization. Tell your partner what you could do when you are reading and see a word with ee. What could you try?</li> <li>• Let's make a poster to hang up in our room with your generalization on it.</li> <li>• Create poster together and brainstorm words to add to it as an example.</li> <li>• Provide time for students to reread the text independently to improve word recognition and fluency.</li> </ul>
Day 3	<p><b>Standards</b> RI.1.10, RI.1.3</p> <p><b>Daily Task</b> In groups of four, students will make a four corner poster displaying the main idea of the text in the center and four key details in the four corners surrounding it.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <ul style="list-style-type: none"> <li>• Begin by having partners read the text together. If partners finish early, have them summarize what they have read with each other.</li> <li>• Ask: What is the text mostly about? (seeds)</li> <li>• When we identify what a text is mostly about we are finding the main idea.</li> <li>• How could I put my main idea into a sentence? I know! I could use the title to help me: Fruits Have Seeds. Is that what the text is mostly about? Does that help me come up with the main idea?</li> <li>• A main idea has supporting details, or things that refer back to what the text is about. What are some supporting details, or facts, that we</li> </ul>

	<p>see in the text? Discuss with your partner and we will share out in one minute.</p> <ul style="list-style-type: none"> <li>• Discuss students' ideas as a whole group. Press students to provide different examples, and connect them back to the main idea.</li> <li>• You are going to go back to your table. On your table, you already have large squares of construction paper. In the middle, you need to write the main idea of the article. Stop after you do that. Go back to your table.</li> <li>• Let students write the main idea in the middle of the paper.</li> <li>• Each of you at your table need to come up with a supporting detail, or fact, that supports "fruits have seeds." Highlight that sentence in your copy of the text now.</li> <li>• Each of you will write your supporting detail on your corner and sign your name. When you have finished, come to the rug and sit with your group. You have two minutes to complete this part of the activity.</li> <li>• After students finish, have them share their supporting details. Ask other groups if they agree, and press them to answer 'why', going back to the text to recall specific words/sentences/pieces of evidence.</li> </ul>
Day 4	<b>Standards</b> RI.1.10, 1.FL.F.4.b
	<b>Daily Task</b> Students will practice reading the text fluently, focusing on the second paragraph and how we read sentences with ending punctuation other than periods. Teacher will record observations in a chart, with a specific focus on reading with appropriate expression based on end punctuation.
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i> <ul style="list-style-type: none"> <li>• Have students sit around the room and whisper read the text independently. I will circulate the room while my teaching assistant reads with my lowest group. If she is unavailable during this time, I will record myself reading the text fluently and have it available for my struggling readers to use to follow along.</li> <li>• After it appears that most readers are finished, ask everyone to return to the rug.</li> <li>• Say: "You have all learned so much this week about seeds. You are showing and telling me the new things you learn with so much excitement in your voice and you are asking questions by the dozen, which is exactly what we want! However, when I heard you reading today, I heard robot reading. Do you know what that is? It's when a reader sounds like a robot. They don't get excited, or sound worried, or ask questions."</li> <li>• Point to the second paragraph of the text. Do all of these sentences end in a period? What does that mean I have to do with my voice while I'm reading?</li> <li>• Let's practice together: Read the second paragraph together.</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I know to make my voice go up at the end of a sentence (question mark)? How do I know to sound excited (exclamation mark)? How do I know that my voice should sound normal (period)?</li> <li>• Reread paragraph two to you partner. Your partner should be listening and give you feedback using one of the following thinking stems: I think you did a great job reading fluently because _____ or I think you could make your reading even better by _____. Remember to be respectful of your friend's feelings.</li> <li>• After partner one does it, switch roles and do it again.</li> <li>• Cue students to go back to independent reading. Circulate and provide specific feedback on readers' expression.</li> </ul>
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# Sample: Shared Reading Lesson Plan

Created by Tyler Salyer, Assistant Principal, Collierville Schools

Text: The Great Kapok Tree: A Tale of the Amazon Rain Forest (Lexile 640) 2 <sup>nd</sup> Grade	
<b>Culminating Task</b>	Students discuss the importance of the Kapok tree to the different animals and draw conclusions about the importance of all trees to the rainforest. Teacher provides additional texts and resources about trees, their uses, and the threat of deforestation for independent exploration. Students brainstorm a list of all the items they use in their daily lives that are made from trees. Then, working in groups, students choose one product that is currently made from wood but could be made from a different material and write and perform a commercial about that product. The commercial should be both informative and persuasive, sharing details about deforestation and its effect on the rain forest, and using this information to convince viewers to purchase their product. This task provides an opportunity for students to collaboratively work together and practice related writing and speaking and listening standards.
<b>Day 1</b>	<b>Standards</b> 2.RL.KID.1, 2.RL.CS.5, 2.RL.IKI.7, 2.RL.RRLTC.10, 2.SLS.CC.1, 2.SLS.CC.2
	<b>Daily Task</b> Students' retell the story, using a graphic organizer. Graphic organizer requires students to describe the characters and setting and list multiple significant plot points.
	<b>Lesson Description</b> ( <i>Includes text-dependent questions, modeling and think alouds, and notes for differentiation</i> )  Introduce the book by highlighting the title and author.  Read the introduction on the inside cover of the book. In the introduction to the story, the author stated "This is the story of a community of animals that live in one such tree (Kapok) in the rain forest." What does community mean? How might members of a community depend on one another?  Show students the beginning pages with the world map of the tropical rain forests. Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.  The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.
<b>Day 2</b>	<b>Standards</b>

	<p>2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7, 2.RL.RRLTC.10, 2.SLS.CC.1, 2.SLS.CC.2</p> <p><b>Daily Task</b> T Chart</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i>  <b>Focus for the day- Pages 1-11</b></p> <p>Create a “T Chart” to gather information about the animals and their dependence on the rain forest. Update this chart with the introduction of each new animal throughout the next two days. Details about the animal that spoke to the man go on one side and the other side is the reason the animal gave to not chop down the tree using text evidence to support your ideas. If time permits you could do an interactive writing by calling students up to help write.</p> <p>Page 1 How was the forest alive?</p> <p>Why were the creatures suddenly quiet?</p> <p>Page 3 Go back a page and ask, “What do we now know that tells us why the other man pointed to the tree?” What caused the man to fall asleep?</p> <p>Write the word “slithered” for students to see. Have them repeat the word after you. Show students the picture on page. Have students explain what the word slithered means using words and motions.</p> <p>Discuss what “...generations of my ancestors...” means.</p> <p>Page 8 Explain that a troupe is a group of performers. Have students give other examples of collective nouns. For example, a bunch of flowers, a school of fish, a set of tools, a class of children.</p> <p>Page 10 What does the author mean by, “Where once there was life and beauty only black and smoldering ruins remains”? Use the example of what happens when a candle or match is put out (smoke but no flame) to help students make a connection to smoldered.</p> <p>Vocabulary to emphasize-</p> <ul style="list-style-type: none"> <li>• Page 1- Kapok Tree</li> <li>• Page 4- Ancestors</li> <li>• Page 6- Pollinate</li> </ul>
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	<ul style="list-style-type: none"> <li>Page 8- Scampered</li> </ul>
<b>Day 3</b>	<b>Standards</b> 2.RL.KID.1, 2.RL.IKI.7, 2.RL.RRLTC.10, 2.SLS.CC.1, 2.SLS.CC.2
	<b>Daily Task</b> Complete T Chart
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i> <b>Focus for the day- Pages 12-21</b>  Page 12 What do you notice about the frogs in the picture that is different than some of the frogs you've seen before? Turn and talk to your partner.  Page 14 Why did no one notice the jaguar?  What do trees provide for the jaguar? Was this a good thing or bad thing?  Page 18 The author wrote, "...what happens tomorrow depends on what you do today." What does this mean? Have students visualize a world without trees. What other things that you do today make an impact on the world tomorrow?  Page 20 Read the first two sentences. Did the sloth climb quickly or slowly?  Explain what plodded means. Have students role play the sloth. Remind students to modify their voice to mimic the way the sloth spoke (in a deep, lazy voice).  Vocabulary to emphasize- These are multiple meaning words. The teacher should talk about each word meaning and then students decide which is being used in the text using context clues. <ul style="list-style-type: none"> <li>Page 12- piped</li> <li>Page 14- padded</li> <li>Page 20- feast</li> </ul>
<b>Day 4</b>	<b>Standards</b> 2.RL.KID.1, 2.RL.KID.3, 2.RL.CS.5, 2.RL.IKI.7, 2.RL.RRLTC.10, 2.SLS.CC.1, 2.SLS.CC.2
	<b>Daily Task</b> Complete T Chart Skit- See below
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i> <b>Focus for the day- Pages 22-30</b>

	<p>Page 22 Show appropriate pictures of the Yanomamo tribe. What do you notice about the child from the picture?</p> <p>What does the child mean when he asks the man to “look upon us all with new eyes?”</p> <p>Page 24 How is what the man sees now different from what he saw in the beginning of the story? (Review pages 1-3 with the students)</p> <p>Why were all the animals and the rain forest child staring at the man when he woke up?</p> <p>Page 26 How did the man’s view of the forest change from what he had learned?</p> <p>Page 28 What is the man about to do? What does this tell you about the man?</p> <p>What do you think was going through the man’s mind when he turned and looked at the animals and child?</p> <p>Page 30 Why did the man change his mind and drop his ax and walk out of the rain forest?</p> <p>What was the author’s purpose for writing the book? What overall moral or theme was the story trying to teach you?</p> <p><b>Skit-</b> Do you think that he will get in trouble for not doing what he was supposed to do? In groups of two get together and plan a short skit of what might happen when the large man returns to find the Kapok tree still standing. If you were the smaller man how would you defend your decision to let the Kapok tree live? Be ready to perform your skit for the class.</p> <p>Vocabulary to emphasize-</p> <ul style="list-style-type: none"> <li>• Page 22- murmured</li> <li>• Page 24- wondrous</li> <li>• Page 26- streaming</li> <li>• Page 26- fragrant</li> </ul>
<b>Day 5</b>	Students work on culminating task.

# Sample: Shared Reading Lesson Plan

Created by Lynn Tschaplinski, District Elementary Reading Coordinator & Reading Specialist, Oak Ridge City Schools

Text: <i>There's an Owl in the Shower</i> , Chapter 1 by Jean Craighead George	
<b>Culminating Task</b>	After extensive discussion and shared note-taking on day 3, students write a description of the major problem presented in chapter 1 in their response journal, explaining and demonstrating an understanding of its complexities. (The major problem is that Borden's father loses his job as a logger when the U.S. Forest Service halts cutting of the old growth forest in order to protect spotted owls from extinction. Borden views this as unfair because they are prioritizing the survival of the spotted owl over jobs of people and the economy when his father loses his job because of this decision and the family keenly experiences the negative consequences of this decision.)
<b>Day 1</b>	<p><b>Standards</b></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in</p>

	<p>order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p> <p>L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6</p> <p>3.LS4.3 Explain how changes to a environment's biodiversity influence human resources.</p> <p><b>Daily Task</b> Have students work in partners to describe the meaning of three or four Tier 3 vocabulary terms from chapter 1. They will draw from discussion during shared reading, their student science book, and context/information from the book to describe what terms mean in their own words, including labeled illustrations (e.g., habitat, extinction, temperate). Illustrations and descriptions/definitions would be displayed on a science vocabulary wall.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i> Students use their individual copies of the chapter book, <i>There's an Owl in the Shower</i> (Guided Rdg level Q, GLE 4.0, 670L) by Jean Craighead George, to follow along as the teacher reads this aloud. This would be used in 3<sup>rd</sup> grade near the end of the year as a shared read.</p> <p>Stop at various points in the reading to ask questions to confirm and clarify characters, setting, and explicit understandings of events.</p> <p>Use think alouds at points in the reading to introduce tier 3 vocabulary (Hmmm . . . I've heard that word before, "extinction", what does that mean?) and have student discussion, including sharing of background knowledge as some of these words will have been previously used. Once the definition of "extinction" has been established, discuss what the phrase, "on the brink of extinction" would mean.</p> <p>Use pictures of a temperate forest on the promethean board to introduce the term, "temperate".</p>
<p><b>Day 2</b></p>	<p><b>Standards</b> 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ol>

	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p> <p>L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6</p> <p>3.LS4.3 Explain how changes to a environment's biodiversity influence human resources.</p>
	<p><b>Daily Task</b></p> <p>Building on the shared reading and whole group instruction around setting, students describe the main setting of the story, citing specific details from chapter one in their response journal.</p> <p>Lower-achieving students will provide shorter, less specific written descriptions while high-achieving students will be expected to provide more detailed answers.</p>
	<p><b>Lesson Description</b> (<i>Includes text-dependent questions, modeling and think alouds, and notes for differentiation</i>)</p> <p>Tier 2 Vocabulary</p> <p>Read sections of chapter 1 aloud again with students following along, focusing on tier 2 vocabulary (e.g. impeccably, ranted, measly). For example,</p>

	<p>model some “ranting” (embedded instruction) while reading this section. Through think aloud, model how to use context to generate likely meanings of unknown words.</p> <p>Setting</p> <p>Discuss setting. By this point in the year in 3<sup>rd</sup> grade, most students have a solid understanding of the concepts of both setting and characters. Review what a setting is in fictional books. Elicit from students where the section in chapter 1 is that describes the setting in detail. Reread with all following along. Use a “turn and talk” having partners taking turns describing the specific setting of this story by adding more to what your partner said about the setting. As a whole group, share student thinking and discuss some of the details of a setting using text evidence. For the task, they immediately go back on their own to put it in writing in their own words.</p>
Day 3	<p><b>Standards</b></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.3.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>



	<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p> <p>L.3.1, L.3.2, L.3.3, L.3.5, L.3.6</p> <p>3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.</p> <p><b>Daily Task</b> Independently, write a description of a character. Then meet with 1-2 partners who wrote a description of the same character, share your descriptions, and add more details or attributes, as needed, based on the sharing and discussion.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>Focus: Detailed descriptions of the characters introduced in chapter 1. Teacher models and does a shared writing of a detailed description of the character. Students find and read aloud text evidence of characteristics, including physical attributes, personality traits and motivations/feelings. Type or write the sample description on projector or on the EWB and have students copy it into their reading journal.</p>
<p><b>Day 4</b></p>	<p><b>Standards</b></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>d. Read grade-level text with purpose and understanding.</li> <li>e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>

	<p>f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)</p> <p>L.3.1, L.3.2, L.3.3, L.3.5, L.3.6</p> <p>3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.</p>
	<p><b>Daily Task</b></p> <p>Students finish character descriptions using the same routine outlined on Day 3.</p>
	<p><b>Lesson Description</b> (<i>Includes text-dependent questions, modeling and think alouds, and notes for differentiation</i>)</p> <p>Discuss the major problem of the book introduced in chapter, and in the course of this, also cause and effect. Students read aloud evidence from text regarding the major problem and its complexities. Students locate and share examples of cause and effect from Chapter 1 after the teacher models the first example. The discussion of cause and effect reinforces the complexity of the problem, i.e. halting the cutting of old growth forest in an effort to preserve the habitat of the endangered spotted owl.</p>

# Example: Shared Reading Lesson Plan & Observation

Created by Tracy McAbee, Principal, Polk County Schools

<b>Text: Koko's Kitten</b>	
<b>Culminating Task</b>	<p><b>Unit goal:</b> Within this unit students are practicing the skill of summarizing, with specific emphasis on discerning relevant from irrelevant information. At the end of the unit, students will independently write summaries of sections, chapters, and of a full text, using the text "The One and Only Ivan", a chapter book about a gorilla who lives in a cage at the mall.</p> <p><b>Overall goals for this text:</b> Students will demonstrate throughout the shared reading that they can notice the pattern -ook and other oo words, recognize and understand quotation marks, empathize with a character as well as compare points of view, answer text dependent questions and give reasons from the text, and summarize a selection of text. This text will also help them build knowledge about gorillas and their emotions, which will be helpful background for when they later study the text "The One and Only Ivan".</p>
<b>Day 1</b>	<p><b>Standards</b>            Literature 3.1, 3.3, 3.4,3.5,3.6,3.7            Foundational Skills 3.4 a,b,c            Speaking and Listening 3.1 a,b,d, 3.6            Language 3.2c, 3.4</p>
	<p><b>Daily Task</b>            Students read the text independently at their desk. Teacher uses a chart to record notes about students' decoding, with specific attention to identification and pronunciation of -ook and oo words. Teacher also takes notes on students' ability to summarize sections or pages of text; this is a skill that will be practiced all week, and the teacher is looking for improvement over time.</p>
	<p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>All students have a copy of the text.</p> <p>Teacher reads pp 1-12. Teacher then asks students to echo read p 2.</p> <p>Teacher has students notice "eat, drink, (get) old." Teacher explains that quotation marks frame what a character actually says.</p>

	<p>Teacher asks students on which holiday Koko was born? T- has students tell her where in the text the information is located.</p> <p>T- has a blank anchor chart titled "Vocabulary". She pulls out the word "sign", writes it on the chart and explains how it is used in "sign language". She then asks students to turn and talk about what they know about sign language. She also asks them to discuss any other meanings for "sign". S- briefly share out with entire class.</p> <p>T-asks students to echo read page 3. The teacher has a separate blank chart paper titled "Noticing patterns". She draws a T-chart and writes the word "book" on one side and "boots" on the other. She draws the student's attention to the fact that oo followed by a k sounds different than oo followed by any other letter. (The teacher knows that many of her students are sorting this pattern in their word study centers)</p> <p>T- asks students to turn and talk about if Koko can understand human emotions....and asks them to tell how they know this. Students briefly share out.</p> <p>T- then states that she is going to think aloud about what has happened on these pages, and gives a brief summary. She explicitly tells the class why she chose the main points. (The teacher plans to model and have students practice the comprehension strategy summarizing throughout this week's shared reading)</p> <p>T- tells students to notice any oo words as she reads page 4. The students tell her they saw "looked" and "proof". She writes them on the chart and asks students if they are pronounced differently and why? She asks students if they can think of another oo word. A student says "shook" and she lists it as well. The teacher pulls out "assortment" to add to the vocabulary chart. She asks students to tell her the definition and explain how they know that. She asks them "what in the text helped you know that word?"</p> <p>The teacher asks the students to read pp 5-12 independently at their desks. As students read the teacher circulates and listens. She asks students to identify words with the -ook and oo sound and to explain their pronunciation. She records this information in a chart. She asks students to summarize sections or pages of text when relevant and records notes in her chart.</p> <p>Students are instructed to reread pages 1-12 at home to a "lucky listener".</p>
<b>Day 2</b>	<p><b>Standards</b></p> <p>Literature 3.1, 3.3, 3.4,3.5,3.6,3.7</p> <p>Foundational Skills 3.4 a,b,c</p>

	Speaking and Listening 3.1 a,b,d, 3.6 Language 3.2c, 3.4
	<p><b>Daily Task</b> Teacher uses observation chart to record notes about students' oral summaries. She compares these notes to those taken on the previous day and looks for progress and areas where additional modeling or explicit instruction are needed.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>T- has students choral read pp 5-12 with her. She then asks them to get with a partner and partner read the pages. She has sticky notes at the tables and asks them to write down any words they cannot pronounce or do not know the meaning of and stick it beside the word in the text.</p> <p>T- notices that many do not know "express". She writes the word express on the Vocabulary chart and thinks-aloud the definition and how she uses context clues to get the meaning. She then asks if there are any other meanings for the word "express". One student tells her "I thought it meant fast"...and the class has a brief conversation about the multiple meanings of "express".</p> <p>T- asks the students "why is Koko mad about getting a toy cat for Christmas?" S- have a conversation about the question and provide evidence for their answer.</p> <p>T- asks students if they found any pattern words and they point out the word "understood" and she asks a student to add it to the "noticing patterns" chart.</p> <p>T- choral reads pp 7-12 with the class. She goes ahead and adds the words "took", "soon", and "poor" to the chart. She asks the students on which side she should put the word "poor". The students come to the conclusion that it doesn't belong on either side so she makes a place at the bottom of the chart that says "odd-ball words".</p> <p>T- does a quick recap of her think-aloud about summarizing from the previous day. She then asks the students to get with their pair partner and decide on a summary for pages 7-12. The teacher circulates and listens in and asks guiding questions as students struggle with what should be stated and what should not be stated. (This is an oral, not a written, summary.)</p> <p>T- gets the students to share out their summary of the pages.</p>
<b>Day 3</b>	<p><b>Standards</b> Literature 3.1, 3.3, 3.4,3.5,3.6,3.7</p>

	<p>Foundational Skills 3.4 a,b,c Speaking and Listening 3.1 a,b,d, 3.6 Language 3.2c, 3.4</p>
	<p><b>Daily Task</b> Teacher uses an observation chart to make notes about students' ability to orally describe differences in point of view. This is a previously-studied skill, and the teacher will look for progress from past observations when she asked questions about point of view.</p> <p><b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i></p> <p>T- choral reads pages 12-24 (many of these pages are pictures). She then draws their attention to where Koko signs "Cat bite. Obnoxious." T- asks students what quotation marks are and how should they be used. She writes obnoxious on the "Vocabulary" chart and tells students what the word means. She then asks them to get into pairs and discuss if Koko used the word properly and why/why not. Students share out their thinking and provide reasons for their response.</p> <p>T- has the students partner read pages 14-24.</p> <p>T- writes the words "dialogue" and "topic" on the vocabulary chart. She has the students choral read page 16 and stop at the word "topic". She asks students if they know what it means, and if not, what strategies can they use to help them figure out the definition. She then points out "dialogue". She asks the students to turn and talk and have a dialogue about the word "topic".</p> <p>T- asks students find the pattern word and they quickly list "took".</p> <p>T- tells the class to watch for pattern words as they read page 18. The students notice the word "floor". She asks a student to come and add it to the T-chart. The student places it with the odd-ball "poor". The teacher is trying to get them to see that both odd-balls have an "r" after the oo pattern. Soon, a student makes that observation.</p> <p>T- changes from practicing summarizing to introducing point of view because the text is a great opportunity for this skill. She asks the students to pair up and compare Koko's point of view about the game "Blow it" with Ball's point of view.</p> <p>S- share out their comparisons</p>
<b>Day 4</b>	<p><b>Standards</b> Literature 3.1, 3.3, 3.4,3.5,3.6,3.7 Foundational Skills 3.4 a,b,c</p>

	Speaking and Listening 3.1 a,b,d, 3.6 Language 3.2c, 3.4
	<b>Daily Task</b> Students write summaries about what happened after news spread of Ball's death.
	<b>Lesson Description</b> <i>(Includes text-dependent questions, modeling and think alouds, and notes for differentiation)</i>  T- has students partner read pages 21-24. She tells them to look for pattern words and to write any unknown words down on a sticky note and place them beside the sentence. As she circulates and listens she notices that several students wrote down the word Manx. She writes "Manx" and "sympathy" on the vocabulary chart. She asks students to share pattern words and they tell her "hoots", "soon", and "looking". She then asks the students to help her figure out the words "Manx" and "sympathy". She asks guiding questions to encourage them to explain how the text had clues to help them.  T-asks the students to choral read page 21 where Ball is killed by a car. She asks them why do they think Koko signed "Blind" after a few days of being told Ball had been killed.  S- share out thoughts.  T- asks students to choral read pp 22-23. She then puts them in pairs and asks them to write a summary of what happened after news spread of Ball's death.

# Shared Reading Summary Table

Method of Instruction	Indicators	Alignment to Standards
<p><b>Shared Reading</b></p> <p><i>All students in grades K-3 benefit from daily practice with appropriately-complex on-grade level texts. Texts in K-1 are inherently shorter, given expectations for developmental appropriateness, and will likely require less time to study.</i></p>	<ul style="list-style-type: none"> <li>• Students read appropriately-complex grade level texts</li> <li>• Teachers ensure the text is accessible to all students by providing differentiated support throughout multiple re-readings</li> <li>• Goal is to enable all students to read and comprehend on-grade level texts independently; teacher provides more support during earlier reads and students progressively take on more responsibility for fluent reading and thinking as their familiarity with the text and comprehension builds</li> <li>• Focus is on the modeling and application of: grade level standards, including Foundational Literacy standards and Reading standards; comprehension strategies, including predicting, inferring, and summarizing; and, word attack strategies, such as using context clues or chunking a longer word into smaller parts to decode and discern meaning</li> <li>• Lessons include thoughtfully-sequenced text-dependent questions that focus on content, structure, vocabulary, and knowledge building</li> <li>• All students have physical access to the text, through the use of big books, projectable texts, basal readers, or individual copies</li> <li>• Lessons use authentic texts whenever possible (not commissioned)</li> <li>• Students have an opportunity to respond to each reading of the text through speaking, drawing, dictation, writing, or dramatization</li> </ul>	<ul style="list-style-type: none"> <li>• FL.PC.1, FL.PA.2, FL.PWR.3, FL.F.5, FL.VA.7</li> <li>• R.KID.1, R.KID.2, R.KID.3, R.CS.4, R.CS.5, R.CS.6</li> <li>• R.IKI.7, R.IKI.8, R.IKI.9, R.RRTC.10</li> <li>• SL.CC.1, SL.CC.2, SL.CC.3, SL.PKI.4, SL.PKI.5</li> <li>• FL.WC.4, FL.SC.6</li> <li>• W.TTP.1, W.TTP.2, W.TTP.3, W.RBPK.7, W.RBPK.8, W.RBPK.9 (Grades 3-12 only), W.RW.10</li> </ul>



## Coaching Moves and Purposes for a Reflective Coaching Conversation

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center"><b>Ground the Conversation in Student Evidence</b></p> <p align="center"><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
<u>Discuss objectives</u>	<ul style="list-style-type: none"> <li>• What were your goals for this lesson? What did you want students to say or do to let you know it was successful?</li> <li>• Talk to me about why you wanted students to complete this particular task. What were you hoping students would learn?</li> </ul>
<u>Explore student and teacher evidence</u>	<ul style="list-style-type: none"> <li>• What were your impressions of how the lesson went? What leads you to believe it went well/did not go well?</li> <li>• How did your use (insert instructional practice) influence your students' ability to (insert student evidence look-fors)? How do you know?</li> <li>• How did your student work compare to the outcomes you wanted?</li> <li>• What evidence supports that your students understand ____?</li> <li>• How did you engage students in developing their understanding of (insert topic here) during the lesson? How did what you heard students say compare to what you wanted to hear?</li> <li>• What does the students' work tell us about students' ability to (insert student evidence look-fors)?</li> </ul>
<p align="center"><b>Connect the Instructional Triangle</b></p> <p align="center"><i>Purpose: Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
<u>Utilize open-ended, probing questions</u>	<ul style="list-style-type: none"> <li>• What are some of your hunches about why students ____?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for (insert instructional practice) for this lesson? How did planning for ____ that way influence students' ____?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
	<p>instructional practices that caused (insert observations of student work)?</p> <ul style="list-style-type: none"> <li>How did (insert instructional practice) impact the responses you heard from students?</li> </ul> <p>What effect did your instructional decisions have on the results that you saw in your student work?</p>
<p><u>Provide evidence from lesson:</u> When a teacher is not accurately surfacing areas of focus, the coach may provide evidence of what he/she noticed in the lesson and prompt further inquiry</p>	<ul style="list-style-type: none"> <li>I noticed when the students were asked to ____, students ____.</li> <li>We identified that the success indicators for this lesson were _____. As you look at the student evidence, one thing that I notice is _____. What else are you noticing?</li> </ul> <p><i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</p>
<p style="text-align: center;"><b>Deepen Understanding and Explore Possibilities</b>  Purpose: <i>Means of deepening the teacher's content and pedagogical knowledge</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>What might be some ways that you could continue to reinforce the students' -(insert student evidence look-fors?</li> <li>What might be some ways (insert instructional practice) could continue to impact your students?</li> <li>How might your (insert instructional practice) be impacting your student data? What might be some ways you could adjust your (insert instructional practice) to see different results?</li> </ul>
<p><u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or solutions</p>	<ul style="list-style-type: none"> <li>Some possible options might be...</li> <li>What thoughts do you have about using...</li> <li>As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>Here is an example of a way...</li> </ul>
<p style="text-align: center;"><b>Refine or Extend</b>  Purpose: <i>Means of acknowledging critical content or pedagogical information &amp; providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p>	
<p><u>Discuss purpose</u></p>	<ul style="list-style-type: none"> <li>Why is it important to...?</li> <li>What might be some reasons you would want to...?</li> <li>How might ____ impact student learning?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<u>Commit to refinement</u>	<ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do? What are some things you want to try as a result of today's conversation?</li> <li>• What teacher actions or adjustments are you considering that might positively impact what you are seeing from your student data?</li> </ul>
<u>Commit to extension</u>	<ul style="list-style-type: none"> <li>• What might be some ways you could support other teachers in developing their ability to (insert instructional practice)?</li> <li>• How might (insert instructional practice) assist you in (insert other content area)?</li> <li>• What might be some other times it would be helpful to (insert instructional practice)?</li> </ul>
<p style="text-align: center;"><b>Reflect on Process</b></p> <p><i>Purpose: Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i></p>	
<u>Close the conversation</u>	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> <li>• How has the support this week helped you?</li> <li>• What have you found most beneficial in this coaching cycle?</li> </ul>

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