



Read to be Ready Coaching Network Fall Convening Cohort 2

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



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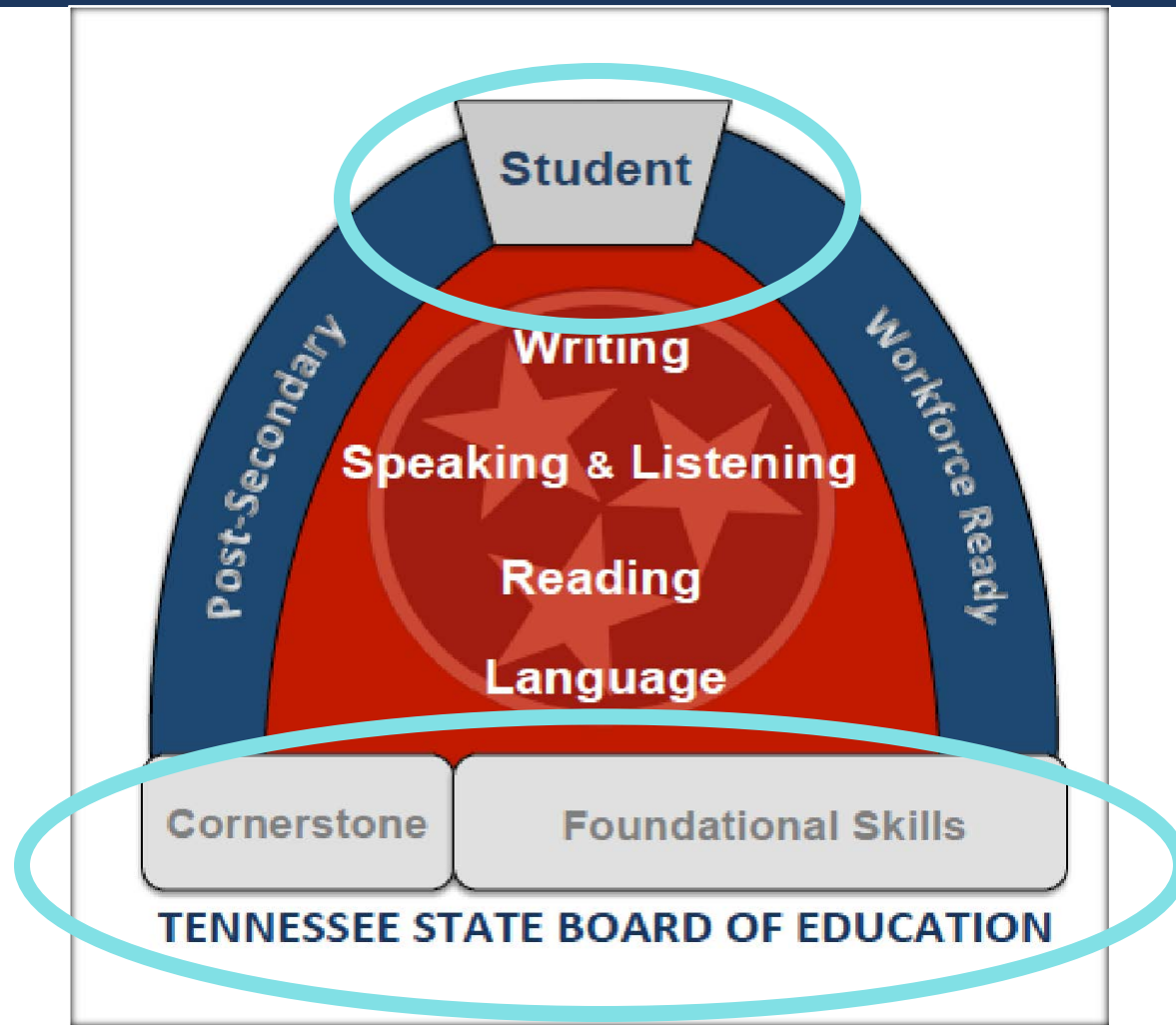
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Module 2: Read to be Ready

Objectives

- Review the key messages and goals of the Read to be Ready campaign and reflect on Tennessee's current literacy landscape
- Preview the purpose and objectives of this training and how they connect to the broader Read to be Ready campaign
- Develop an understanding of the vision for Teaching Literacy in Tennessee

Link to Tennessee Academic Standards



Read to be Ready

Chapter 1: Early literacy matters

Chapter 2: But it's never too late

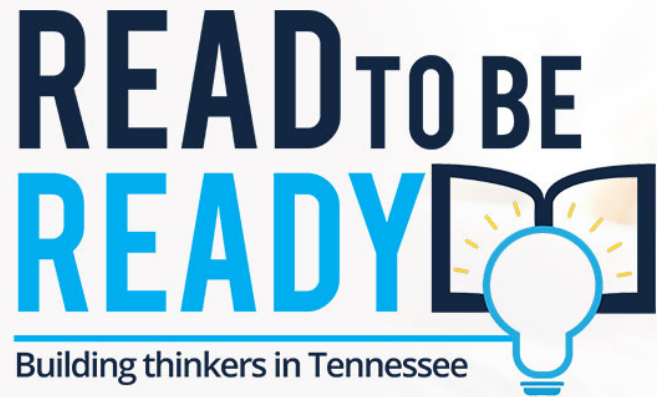
**Chapter 3: Reading is more than just
“sounding out” words**

**Chapter 4: Teacher knowledge and
practice are critical**

Chapter 5: It takes a community

Chapter 1: Early literacy matters

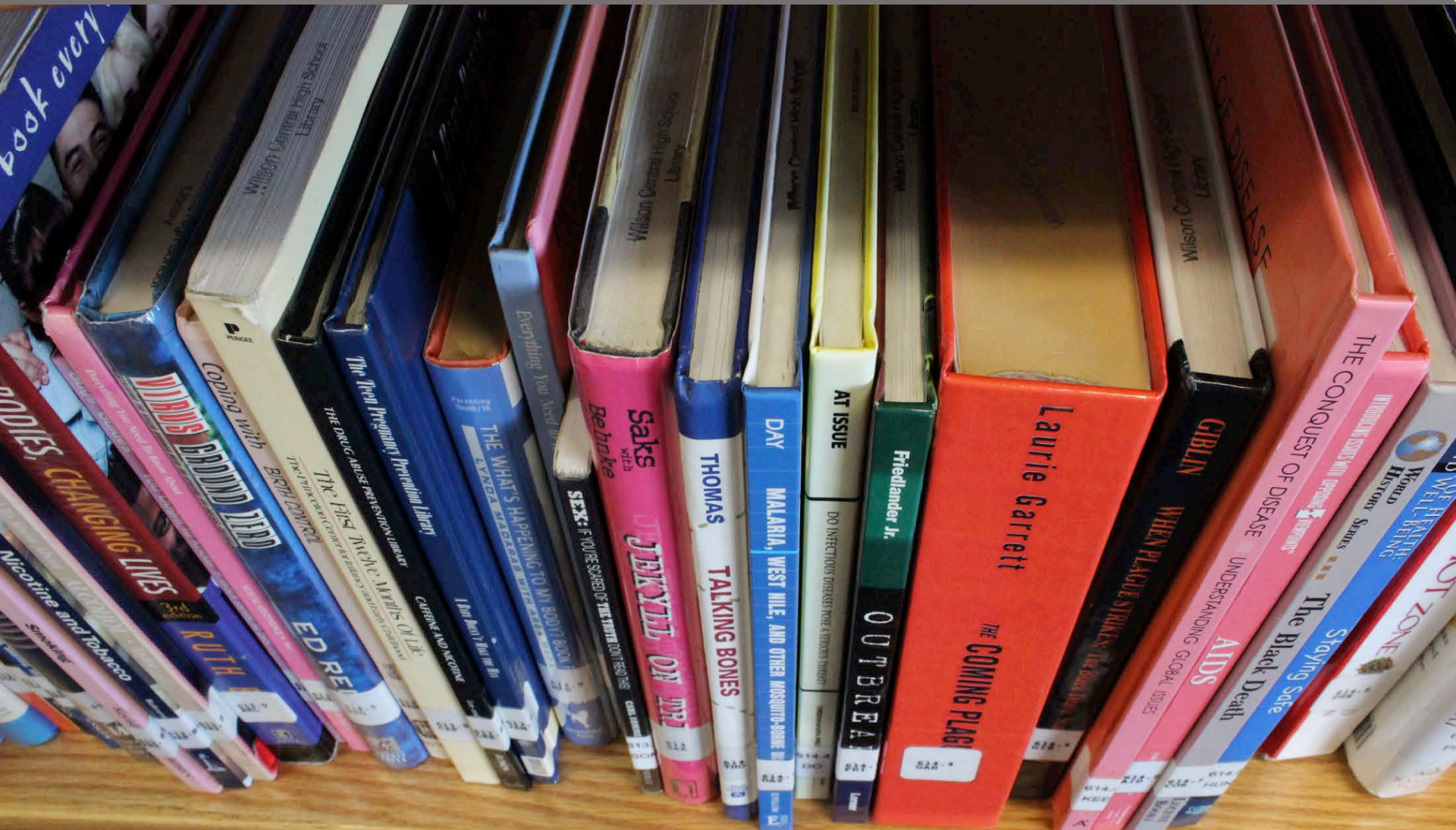
Early language and literacy development must begin at birth because of its direct impact on later success in reading and in life.





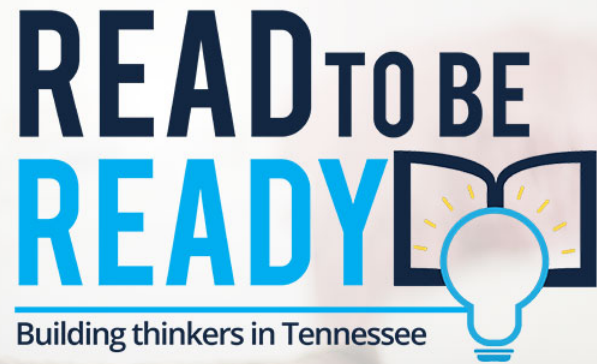
Chapter 2: But it's never too late

With quality resources and support, even those who are not reading on grade level by third grade can catch up.



Chapter 3: Reading is more than just “sounding out” words

Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us.



Reading is thinking



Chapter 4: Teacher knowledge and practice are critical

Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.



Chapter 5: It takes a community

We each hold a piece to the puzzle and we must do our part to improve literacy in Tennessee.



READ TO BE READY



**75 percent of Tennessee students
reading on grade level by 2025**

Tennessee's Literacy Landscape

- Turn to page 6 in *Teaching Literacy in Tennessee*
- Review the findings from the two studies: *Setting the Foundation and Building the Framework*
- Make note of the data that stands out to you
- Answer the question: How does this data resonate with the experience of students in your district?

Theory of Action

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;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

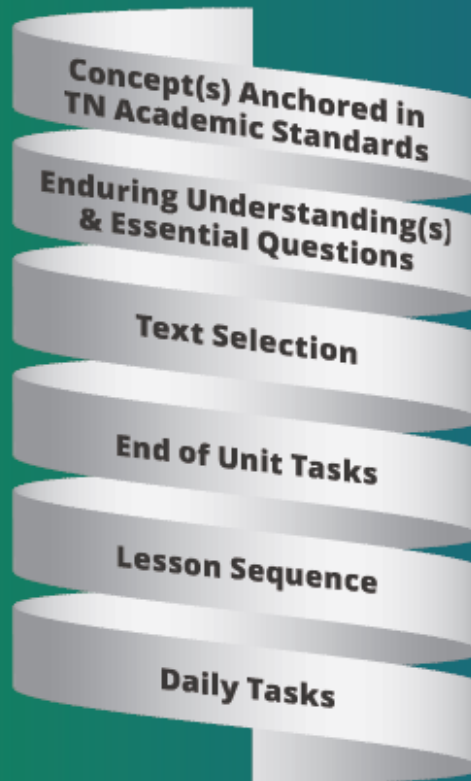
Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.

Unit Design Framework

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.


Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

A Focus on Building Knowledge

- Read the article printed in your manual. As you read, focus on the following questions:
 - What resonates with you when you read this article?
 - How does this article connect with the theory of action and the framework outlined in Teaching Literacy in Tennessee?
 - How might interactive read alouds support students in building knowledge?

ISSUE BRIEF #2, March 2016

www.KnowledgeMattersCampaign.org



Knowledge Matters

Restoring Wonder and Excitement to the Classroom

Top Three Takeaways

1. Some strategies that boost reading scores in the short term are counterproductive long term.

Building Knowledge

How Washoe's Core Task Project Revealed the Key to the Common Core and Reading Comprehension

By Torrey Palmer

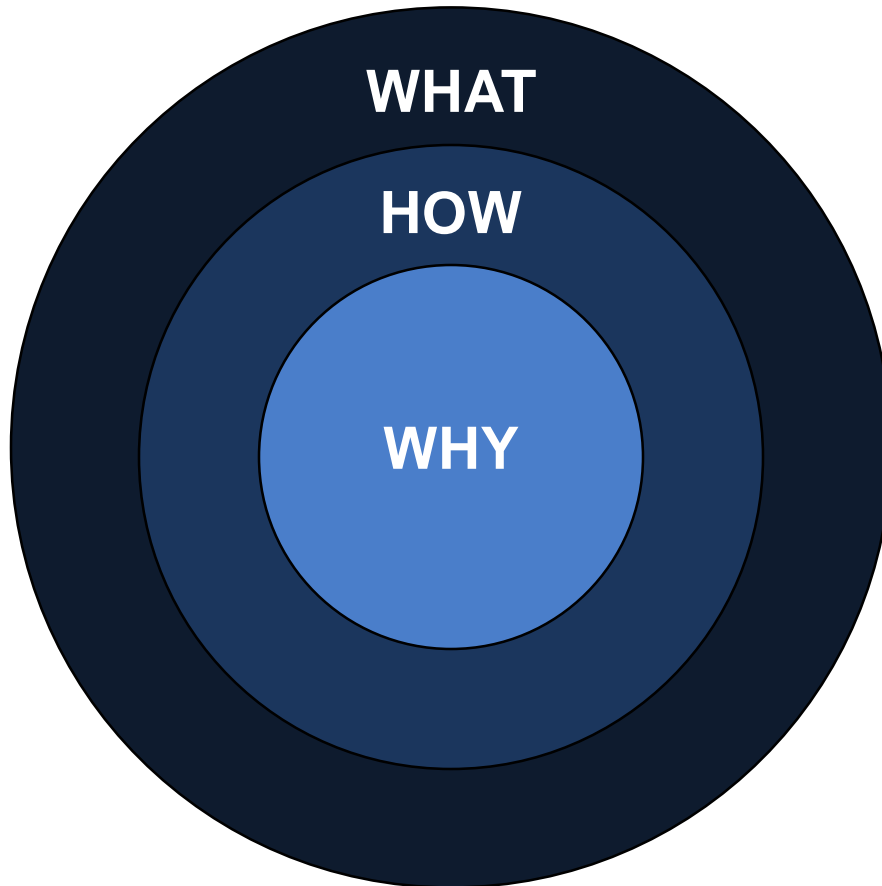
As a second- and third-grade teacher in the early 2000s, and a fifth- and sixth-grade teacher in the latter part of the decade, I developed as an educator under No Child Left Behind (NCLB). Like thousands of others during this era, I taught in a large, diverse district where we worked relentlessly to boost graduation rates and close achievement gaps, often on a shoestring budget.* My former district, Washoe County, Nevada, serves 64,000 students. Across 63 elementary schools, 39 percent of the students are Hispanic and 45 percent are

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Module 3: Read to be Ready Coaching Framework

Simon Sinek's Golden Circle



- **Why: Your Purpose**
 - What do you believe? Your motivation?
- **How: Your Process**
 - Specific actions taken to realize your *why*
- **What: Your Result**
 - What do you do? The result of your *why* (your proof)

Turn and Talk

- What are the implications of the golden circle on your work as a reading coach?
- Why is it important that you start with the “why” when you begin to work with your teachers on these instructional outcomes?

Objectives

- Understand the Read to be Ready Coaching Framework
- Be prepared to implement each phase of the coaching cycle to support teachers in literacy learning

Foundational Beliefs and Tenets of Effective Coaching

- Explore the foundational beliefs and the tenets of effective coaching.
 - What resonates with you?
 - What might you expect to see in the coaching framework based on these beliefs and tenets?

Our Theory of Action

Build literacy coaches' content knowledge in early literacy and develop their coaching skills



Build classroom teachers' content knowledge in early literacy and provide them with strong models of effective instructional practice



Support teachers in sustained implementation of research-based, high-impact instructional strategies through ongoing study and coaching support



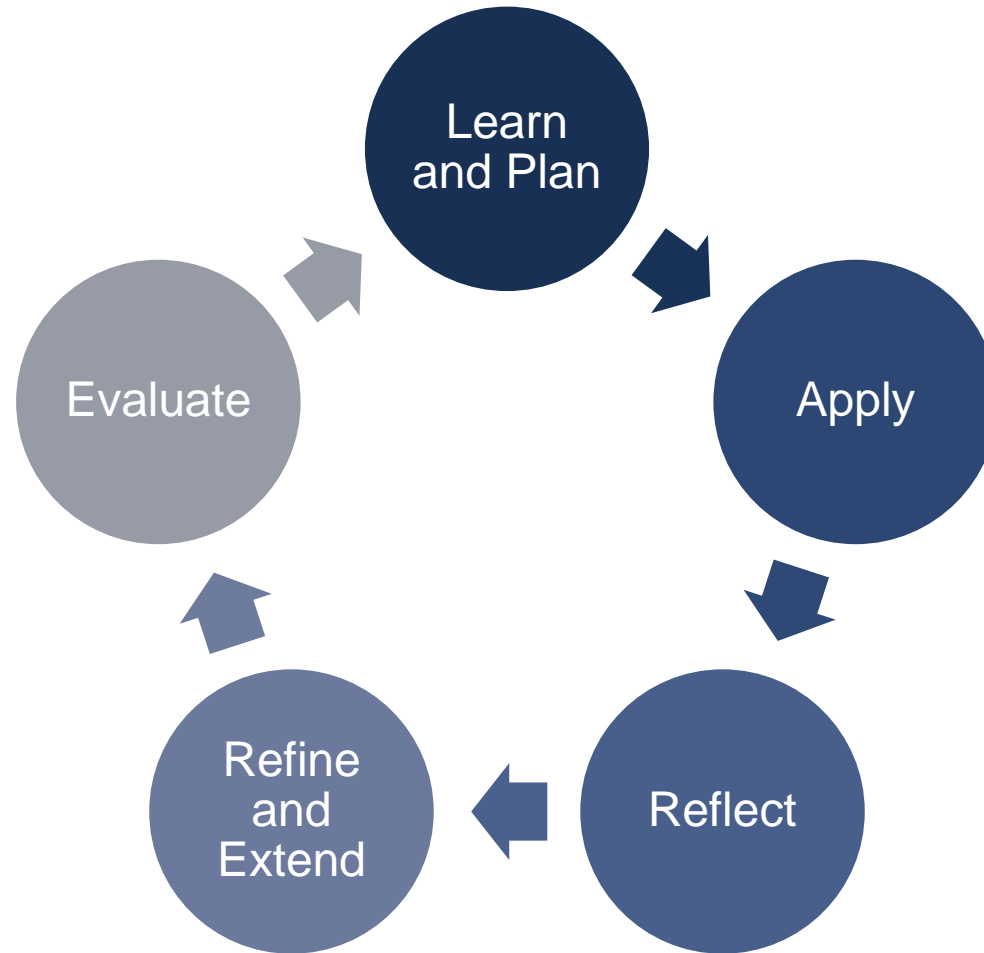
Increase student learning and literacy achievement



Instructional Outcomes

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Teaching Foundational Skills through Reading and Writing
	Semester 2	Responding to Texts through Interactive Speaking and Writing Activities
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

The Coaching Cycle



Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

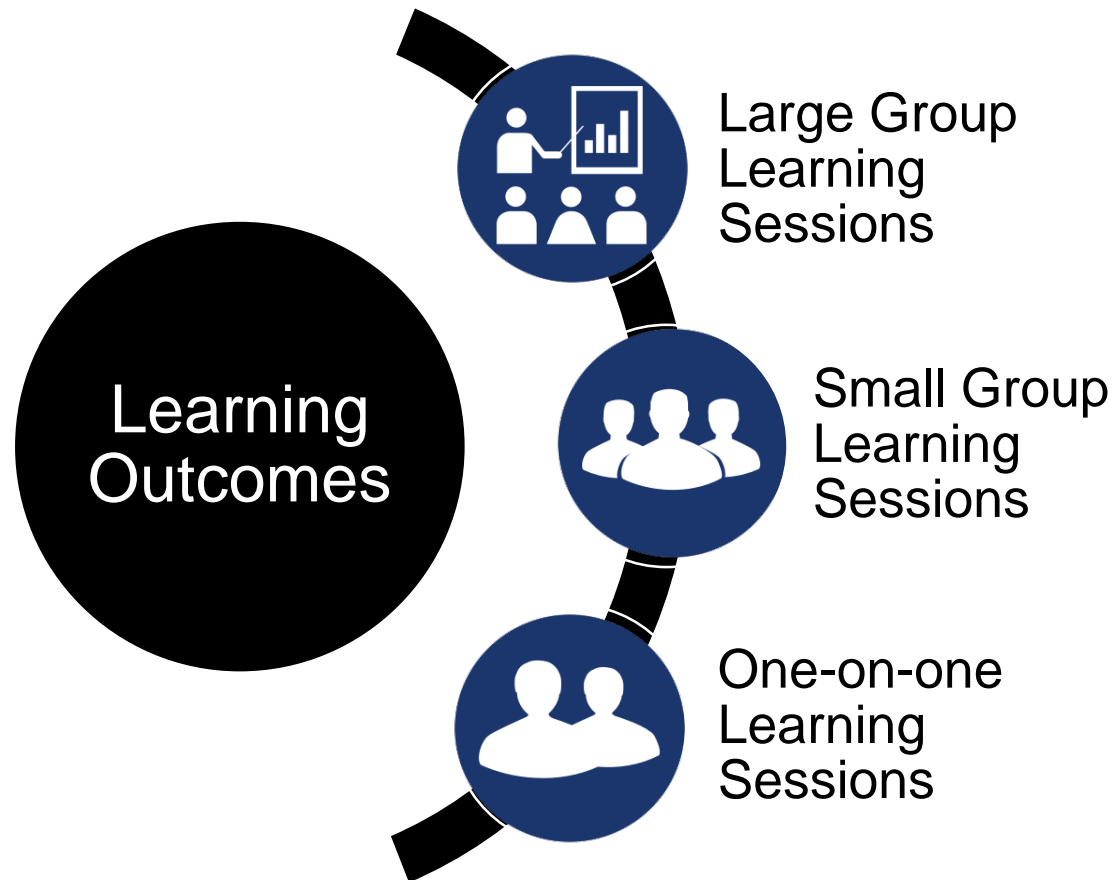
Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Text Annotation Activity

- Read about the “Learn and Plan” phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning.
 - + This connects to what I have experienced first hand.
 - ? This is something I wonder about.

Learning Session Orientation



Planning



Model Planning

- The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.



Co-Planning

- The coach and the teacher(s) interact as co-equal parties engaged in shared decision making working towards a common goal. This may be conducted one-on-one or may be facilitated with a larger group.



Planning Conversations

- The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson.

Coaching Roles



Rogers, L. & Wegley, K. (2015) Building trust, capacity, and ownership: Thoughtful, skillful, & intentional communication. Learning Forward Conference Presentation December 2015

Wellman, B. & Lipton, L. (2003). Mentoring matters: A practical guide to learning-focused relationships. Arlington, MA: MiraVia

Talking Chips Table Talk

- Each person take two talking chips.
- Using the talking chips at your table, discuss the questions printed in your manual.
- Each time you respond, you put a chip into the center of the table. When you are out of chips, you cannot add anymore to the conversation.
- Each person can use up to two chips per question. After everyone has shared at least once, pick up the chips and move to the next question.

Text Annotation Activity

- Read about the “Apply” phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning.
 - + This connects to what I have experienced first hand.
 - ? This is something I wonder about.

Group Reflection

- Why is the “Apply” phase essential to ensuing high-quality coaching support?
- How might the “Apply” phase assist us in creating coaching relationships that reflect the tenets for coaching in the Read to be Ready coaching network?

Supporting Transfer



Modeling

- Demonstration lessons are conducted in the classroom of the teacher
- The opportunity for the teacher to observe the practice in another teacher's classroom
- Utilizes preplanned look-fors in both teacher practice and student outcome



Co-Teaching

- Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction
- Utilizes preplanned specific look-fors connecting implemented teacher practices and student outcomes



Observing

- Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.

Text Annotation Activity

- Read about the “Reflect” phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning.
 - + This connects to what I have experienced first hand.
 - ? This is something I wonder about.

Partner Share

- A and B will take turns responding to a prompt.
- At the signal, one will speak and one will listen.
- At the timer, the other will speak while the first speaker listens.
- Each time no one is able to repeat anything that was said by the other.
- At the second timer, you may check for clarification with each other.

Coaching Skills

“Coaching is a way of listening and speaking to colleagues that assumes a belief that others are whole and capable...Coaches operate with an underlying assumption that giving advice to others undermines the confidence and self-worth of others. Coaching conversations require leaders that think of themselves as partners and collaborators, rather than experts and bosses.”

Cheliotas and Reilly, 2010, p. 9

Coaching Skills

- Demonstrate Active Listening
- Question to Promote Reflection
- Ground Conversation in Evidence
- Maintain Rapport

Coaching Roles



Rogers, L. & Wegley, K. (2015) Building trust, capacity, and ownership: Thoughtful, skillful, & intentional communication. Learning Forward Conference Presentation December 2015

Wellman, B. & Lipton, L. (2003). Mentoring matters: A practical guide to learning-focused relationships. Arlington, MA: MiraVia

Reflective Conversation Moves

Remember to ground the conversation

Evidence in teacher and student data

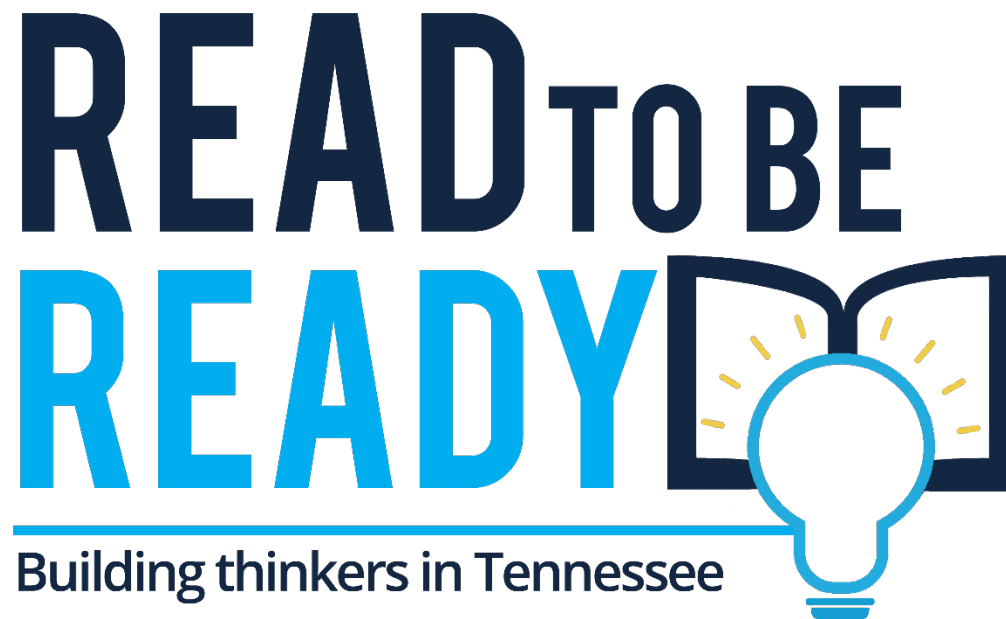
Find connections between the instructional triangle

Lead teachers to deepen understanding

Explore possibilities

Commit to refinement or extension

Take time to reflect on the process



Reflective Session: ***It's a Hummingbird's Life***

Stand up, Hand up, Pair Up

- Partner A will answer the first two questions.
- Partner B paraphrase and add on.
 - Does the coach follow the map?
 - How does the coach ensure that the teacher is doing the majority of the thinking?

Stand up, Hand up, Pair Up

- Partner B answers the next two questions.
- Partner A paraphrase and then add on.
 - Which skills does the coach use?
 - How do those skills impact the conversation?

Text Annotation Activity

- Read about the refine and extend phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning.
 - + This connects to what I have experienced first hand.
 - ? This is something I wonder about.

Generate Questions

- Independently craft two open-ended questions that might get another person to explain why this phase of the coaching cycle is important.

Partner Share

- Partner A asks their questions first.
 - Partner B answers.
 - Then Partner A paraphrases.
- Partner B asks their questions.
 - Partner A answers.
 - Then Partner B paraphrases.

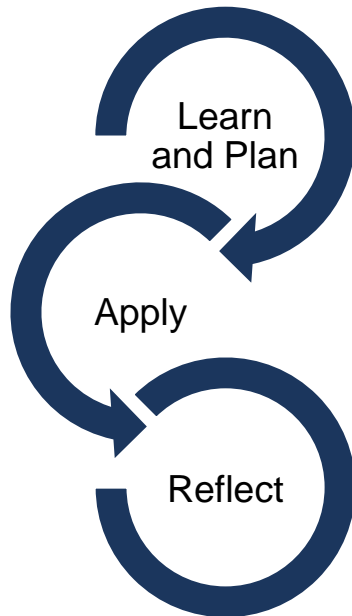
Question Check

- Were the questions open-ended?
- Were the questions are positively framed?
- Did the questions elicit multiple solution paths?
- Did the questions allow for clarification of thoughts and ideas?

Refine or Extend

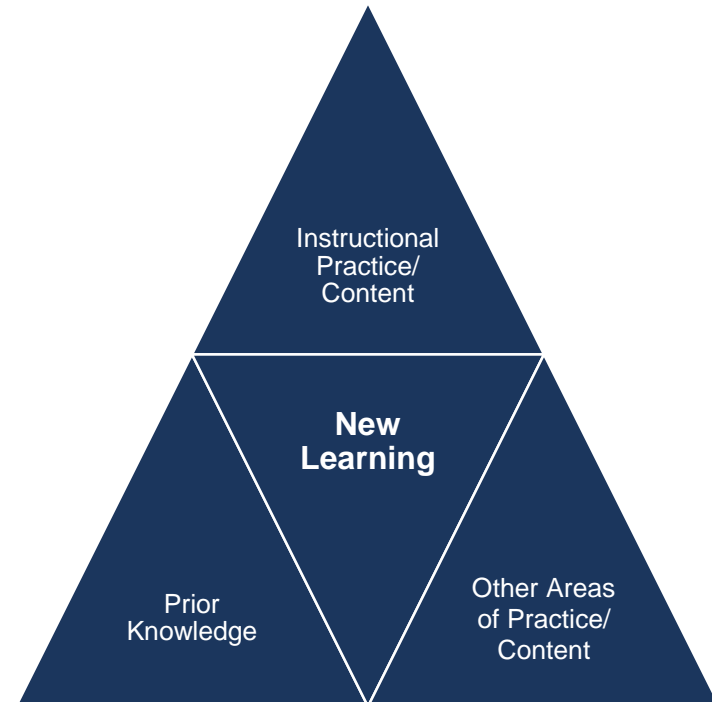
Refine

Repeat Portions of the Coaching Cycle



Extend

Make Connections





Video Group Debrief

- Who is in control of the “Refine and Extend” portion of the conversation?
- How does the coach support the teacher in reflecting to make decisions about what to refine and/or extend?
- What will the teacher and the coach do during the “Refine and Extend” phase of the coaching cycle?

Text Annotation Activity

- Read about the evaluate phase of the coaching cycle. Annotate the text using the following marks:
 - ✓ This connects to what I believe about high-quality professional learning.
 - + This connects to what I have experienced first hand.
 - ? This is something I wonder about.

Turn and Talk

- What data was used in setting the instructional outcomes for the Read to be Ready coaching network?
- What changes do you expect to see in your teachers and students?
- What data might you use to help you track and monitor your progress?

Read Aloud

- *Sam and Dave Dig a Hole*

Written by Mac Barnett

Illustrated by Jon Klassen

- Consider how this story connects to the idea of evaluating our progress in multiple ways.

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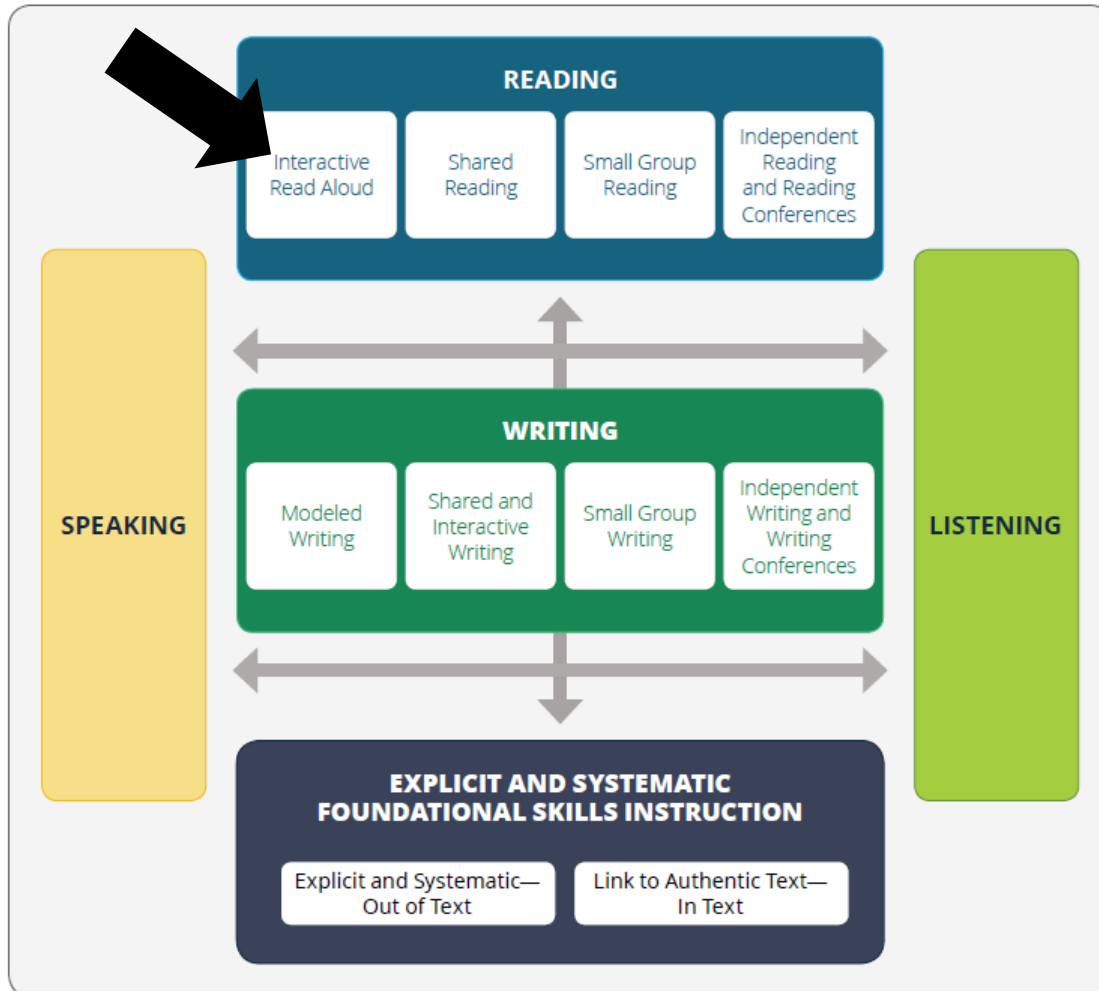
Module 4: Introduction to Interactive Read Aloud

Objectives

- Understand how interactive read aloud fits within the larger literacy block.
- Understand what an interactive read aloud is and recognize why repeated interactive read alouds are a critical instructional strategy for early literacy development.

Instructional Strategies for Reading

ELEMENTS OF THE LITERACY BLOCK



IRA Definition: Interactive read aloud is an instructional strategy in which students actively listen and respond to above grade level complex text.

What is an Interactive Read Aloud?

- Read the research excerpts printed in your manual.
- Underline or highlight key words or phrases that help you better understand the purpose of repeated interactive read alouds.

Discussion

- What might be some teacher actions that are essential to implementing effective interactive read alouds?
- How does your list here align with the critical attributes for interactive read aloud listed at the front of your manual?

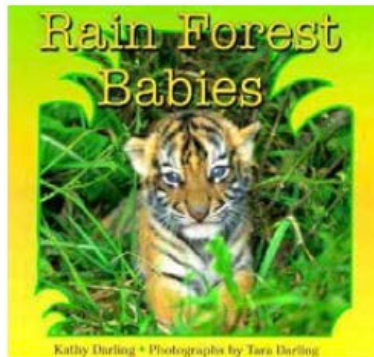
Critical Attributes

- Integration of standards
- Selection of high-quality, content-rich, complex text
- Collection of text set
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic tasks

Interactive Read Aloud – Classroom Video

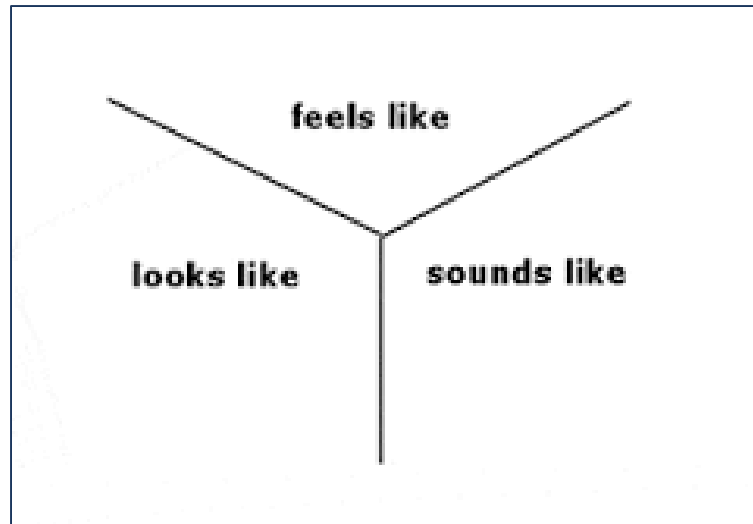
■ First Grade

- How did this teacher build students' background knowledge to support their engagement with the text?
- How did this teacher model comprehension strategies?
- In what ways are the students engaging with the text and with their peers?
- Is this read aloud a complex, content-rich text? Why or why not?



Synthesis: What is an Interactive Read Aloud?

- Based on the research excerpts, the Critical Attributes list, and the video clip you watched, draw or write your own definition of an interactive read aloud using the graphic organizer printed in your manual.



Characteristics of Interactive Read Aloud

Interactive Read Alouds Should...	Interactive Read Alouds Should <u>Not</u> ...
Use texts that are purposefully selected	Use any book grabbed off the shelf
Include teacher modeling, think aloud, and interactive dialogue	Invite students to listen only
Utilize purposeful repeated readings	Be “one and done”
Engage students with text-dependent questions	Ask a questions at the end
Build knowledge	Focus on the mechanics on reading



Why read a text more than once?

- Because high-quality complex texts are rich with content and meaning, it is nearly impossible to explore and comprehend every idea in one sitting. **The purpose of repeated reading is to provide students with multiple opportunities to explore different features and meanings of the text over time, in a supported, scaffolded, and challenging setting.**
- Through repeated reading students learn and apply important comprehension strategies that they can use later when reading independently.
- Repeated readings promote vocabulary acquisition: “Repeated readings may have a positive influence on children’s receptive vocabulary because several exposures to a book and its vocabulary provide children with additional opportunities to encode, associate, and store new information.” (Biemiller and Boote, 2006)



**Module 5: Selecting
High-quality, Content
Rich Texts for
Interactive Read Aloud**

Objectives

- Understand measures of text complexity and practice analyzing and selecting texts for read aloud.
- Understand the importance of balancing text complexity measures when selecting texts.
- Explore characteristics of high-quality and content-rich texts.

Selecting Texts for Read Aloud

Specifically, reading aloud builds oral language and vocabulary, listening comprehension—a precursor to reading comprehension—content knowledge, concepts of print and alphabet knowledge and phonological awareness.

Equally important, reading aloud is one way we enculturate young children into literacy—helping them acquire the language, values, practices and dispositions of the literate world.

- Hoffman, Teale & Yokota, *Young Children*, 2015

Activity: Selecting Texts for Read Aloud

Create a list of books that you read aloud to students this past year and the reason(s) why you chose each particular text.

Read Aloud Book Title	Reason(s) for Selecting this Text

- Do the texts we choose to read to students impact the “language, values, practices and dispositions” they develop as early readers? Why or why not?

Share: Selecting Texts for Read Aloud

Eye Contact: Make eye contact with someone across the room. Grab your manual, and move to this person. Discuss your responses.

Read Aloud Book Title	Reason(s) for Selecting this Text

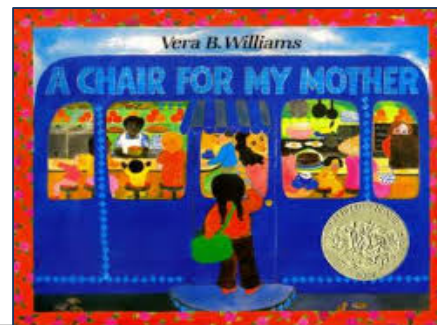
- Do the texts we choose to read to students impact the “language, values, practices and dispositions” they develop as early readers? Why or why not?

Selecting Texts with Purpose

The first step in selecting a text for read aloud is determining if the text is **purposeful**.

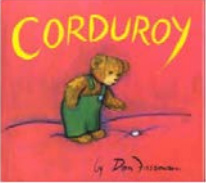
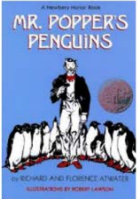

- Does engagement with this text make sense given my current **instructional aims**?
- Is the content of this text appropriate for **my students**, given their age, strengths, needs, and experiences?

If you answer “no” to either of these questions, select a different text!



Practice: Selecting Texts with Purpose

Consider the following texts and the likely strengths, needs, and experiences of your students. Would you select these texts for the **first month of school**? Why or why not?

Text	Summary
	In this picture book, a bear leaves the safety of his department store shelf in order to do almost anything to be adopted by a little girl.
	In this chapter book, a penguin is sent to Mr. Popper's doorstep, and later another joins. He has a large freezing plan installed in his cellar, where the two penguins hatch and raise their young. With a family of 8 penguins, Mr. Popper trains them and creates a traveling act.
	The events of September 11, 2001 changed the world forever. In the fourth installment of the Actual Times informational text children's series, Don Brown narrates the events of the day in a way that is both accessible and understandable for young readers.

Activity: Text Complexity and Why It Matters

In a group of four, read the excerpts in your participant manual. Highlight information that is personally impactful. Then, discuss the following questions:

- What is text complexity and why does it matter?
- Why is exposing students to complex texts in the early grades important?
- How can we expose young students to complex texts in ways that are developmentally appropriate?

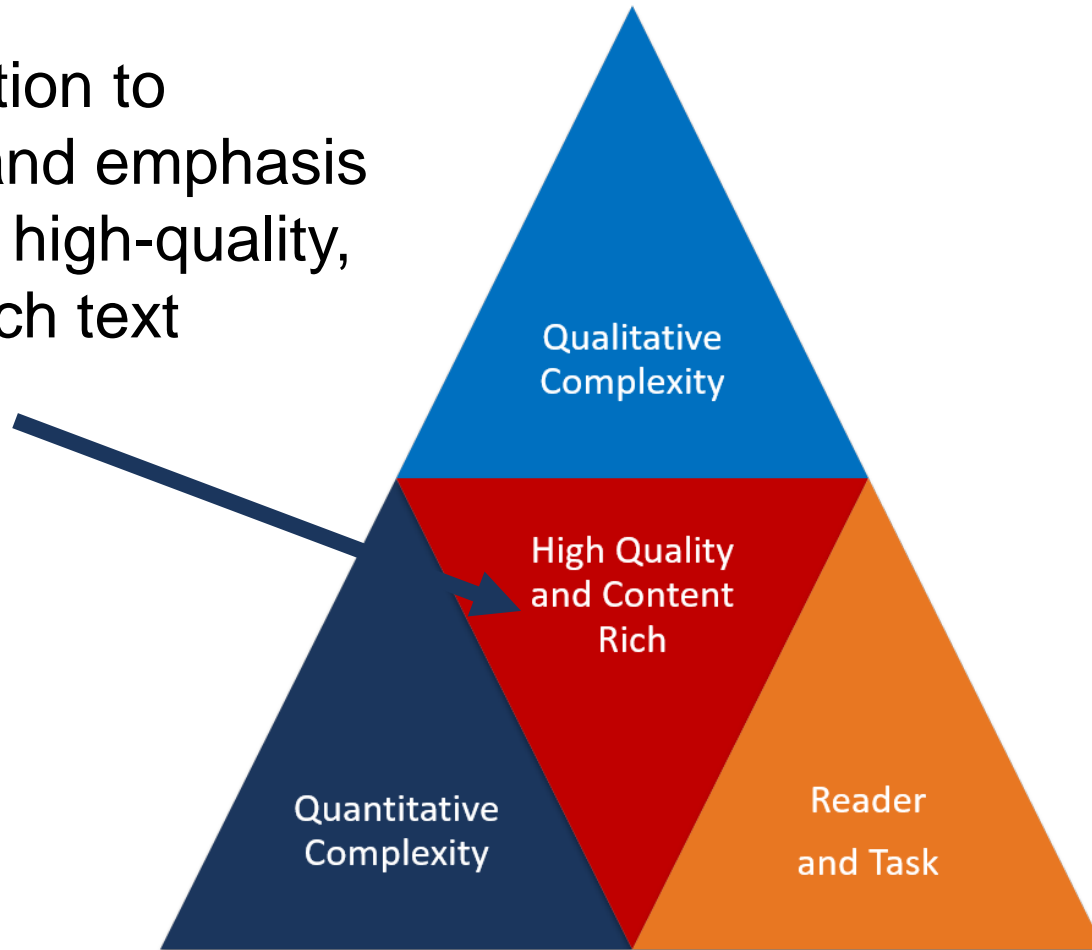
Remember...

In the early grades, children must be exposed to complex text in order to build strong foundations for high-level reading and writing. Because children's independent reading skills are still developing, interactive teacher read alouds serve to engage children with appropriately-complex texts.

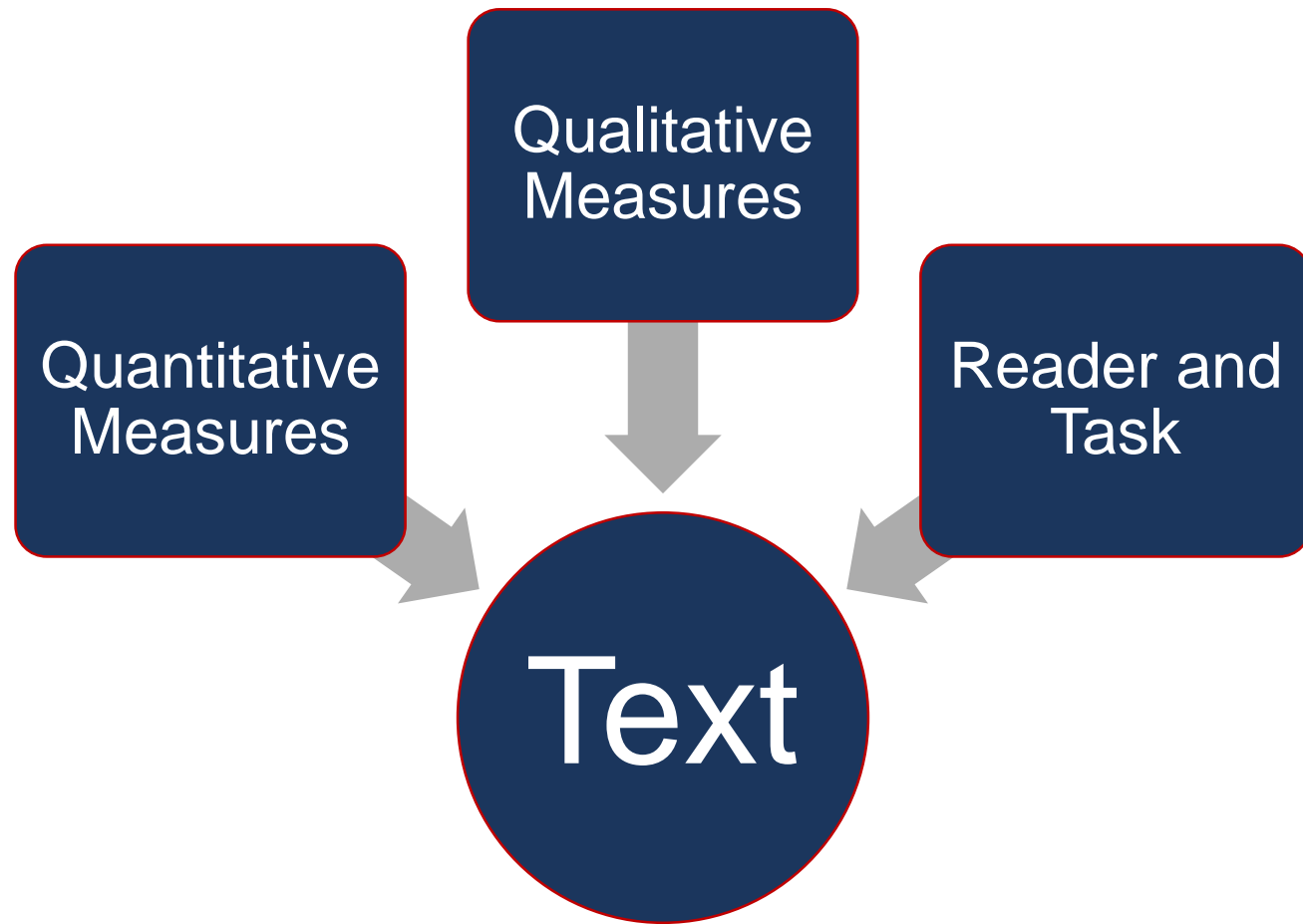


Updated Complexity Pyramid

New addition to pyramid and emphasis in K–5 on high-quality, content-rich text



Text Complexity Measures

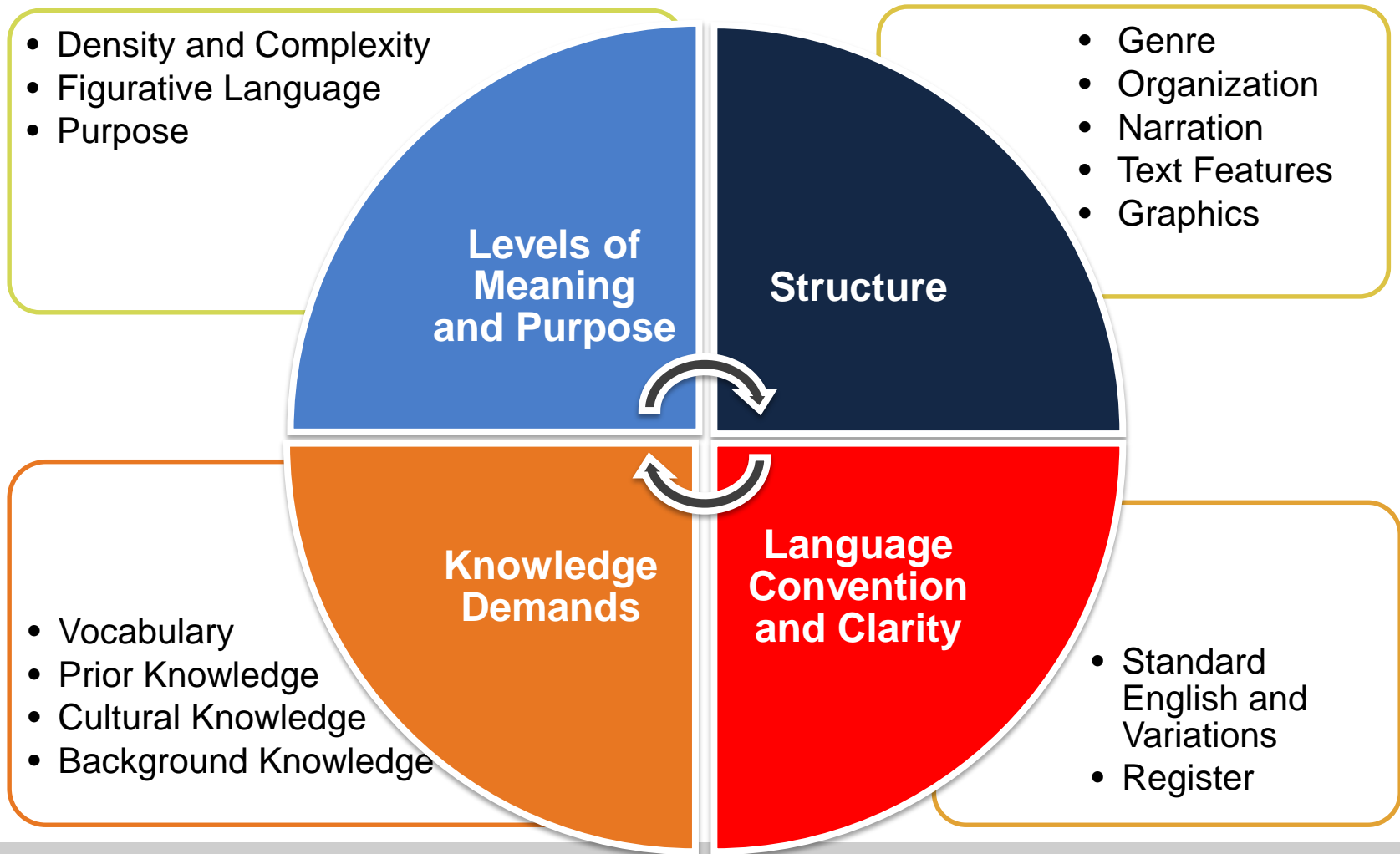


Quantitative Measures of Text Complexity

Lexile Measures by Grade Band

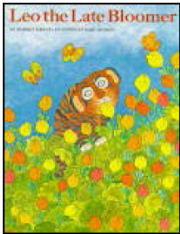
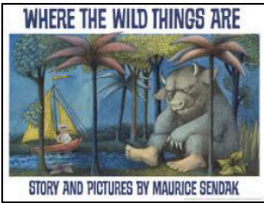
Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740L to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

Qualitative Measures of Text Complexity



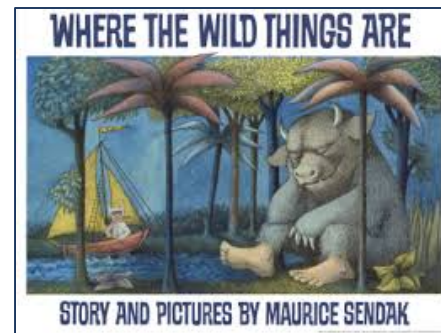
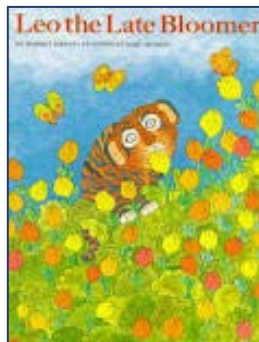
Example: Quantitative Analysis Comparison

- Read the text excerpts printed in your manual. Then, discuss the following question with a partner:
- What do you notice about the **quantitative complexity** of these texts? What features make one more complex than the other?

	Lexile: 120	"Leo couldn't do anything right. He couldn't read. He couldn't write. He was a sloppy eater. And, he never said a word. "What's the matter with Leo?" asked Leo's father. "Nothing," said Leo's mother. "Leo is just a late bloomer."
	Lexile: AD 740	"That very night in Max's room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around and an ocean tumbled by with a private boat for Max and he sailed off through night and day and in and out of weeks and almost over a year to where the wild things are"

Example: Qualitative Text Complexity

- Read the two examples of qualitative text analysis in your manual. Reference the rubric for literature. Then, discuss the following questions with your table:
 - What makes a text more or less qualitatively complex?
 - How are these two texts similar and different in terms of their qualitative complexity? Find specific examples.
 - What other reflections do you have about qualitative complexity?



Reader and Task Considerations

- After analyzing a text for complexity, consider
 - The needs and interests of the reader (your students!), and
 - The type of task that will support students in comprehending the text's meaning(s).

Reader Considerations

- What prior background knowledge or experience will readers need to successfully access and comprehend the text? Do readers already have this background knowledge and experience?
- What cultural information will students need to know to access/engage with/comprehend the text?
- What vocabulary will readers need to know to access and comprehend the text? Will readers need to know domain-specific (specific to a discipline) vocabulary?
- How much support will readers need to access/comprehend the text? What will challenge my students most in this texts? What supports and/or extensions can I provide?
- Will my students enjoy this text? Will they find it engaging?

Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text.

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text.

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

Read the chart in your manual.

Circle the row that your teachers consider most consistently.

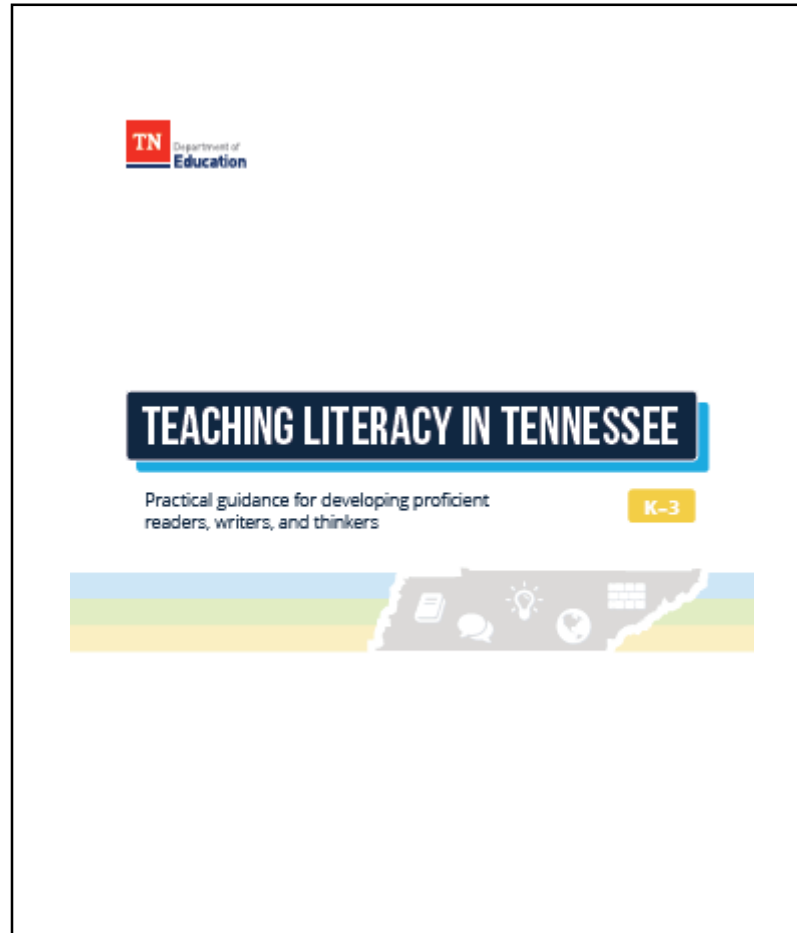
Draw a square around the row that your teachers need more practice considering.

Daily Tasks

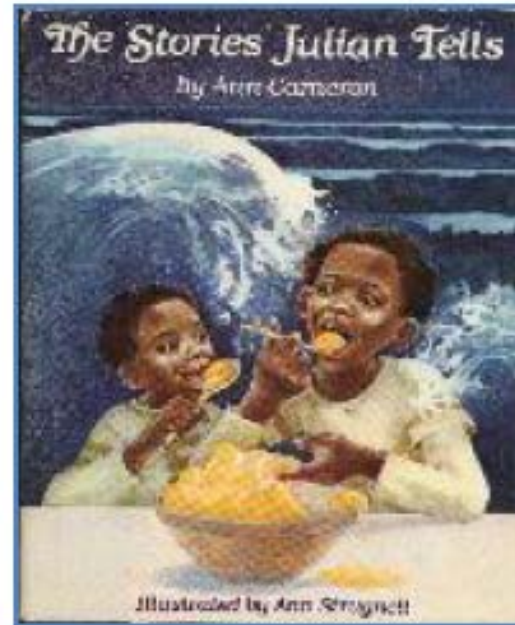
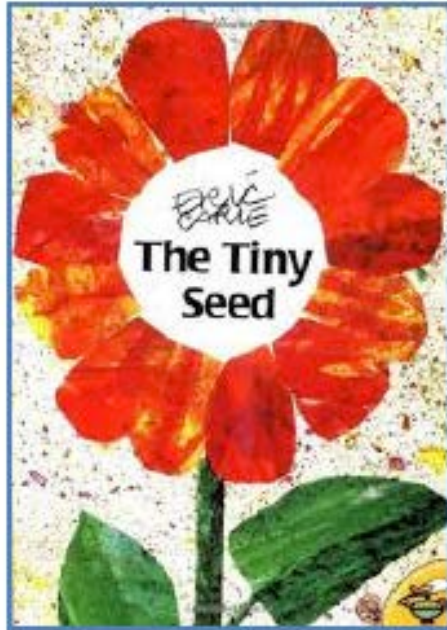
A daily task is an instructional activity that students complete after reading or listening to a text. An effective daily task should:

- support students in comprehending the meaning(s) of the text;
- hinge on a thoughtful prompt that is based on Tennessee Academic Standards;
- provide opportunities to express comprehension through speaking, drawing, or writing; and
- be appropriately complex.

Reader and Task Considerations



Example: Text Complexity Analysis



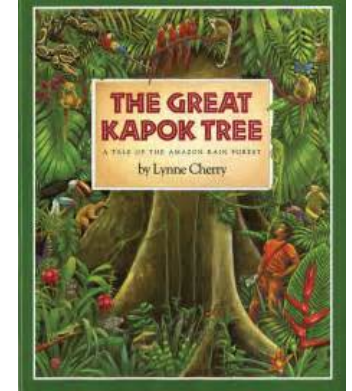
- How does analyzing the complexity of the text help you better understand the text and what students need to know and do to comprehend it?

Practice: Text Complexity Analysis

The Great Kapok Tree by Lynne Cherry

Quantitative Complexity:

Qualitative Complexity (*rubric is on page 81*)



Levels of Meaning/Purpose:	Structure:
Language Conventionality and Clarity:	Theme and Knowledge Demands:

As you work through this text, reflect on how analyzing its complexity helps you better understand what students will need to know and do to comprehend it.

Balancing Measures of Text Complexity

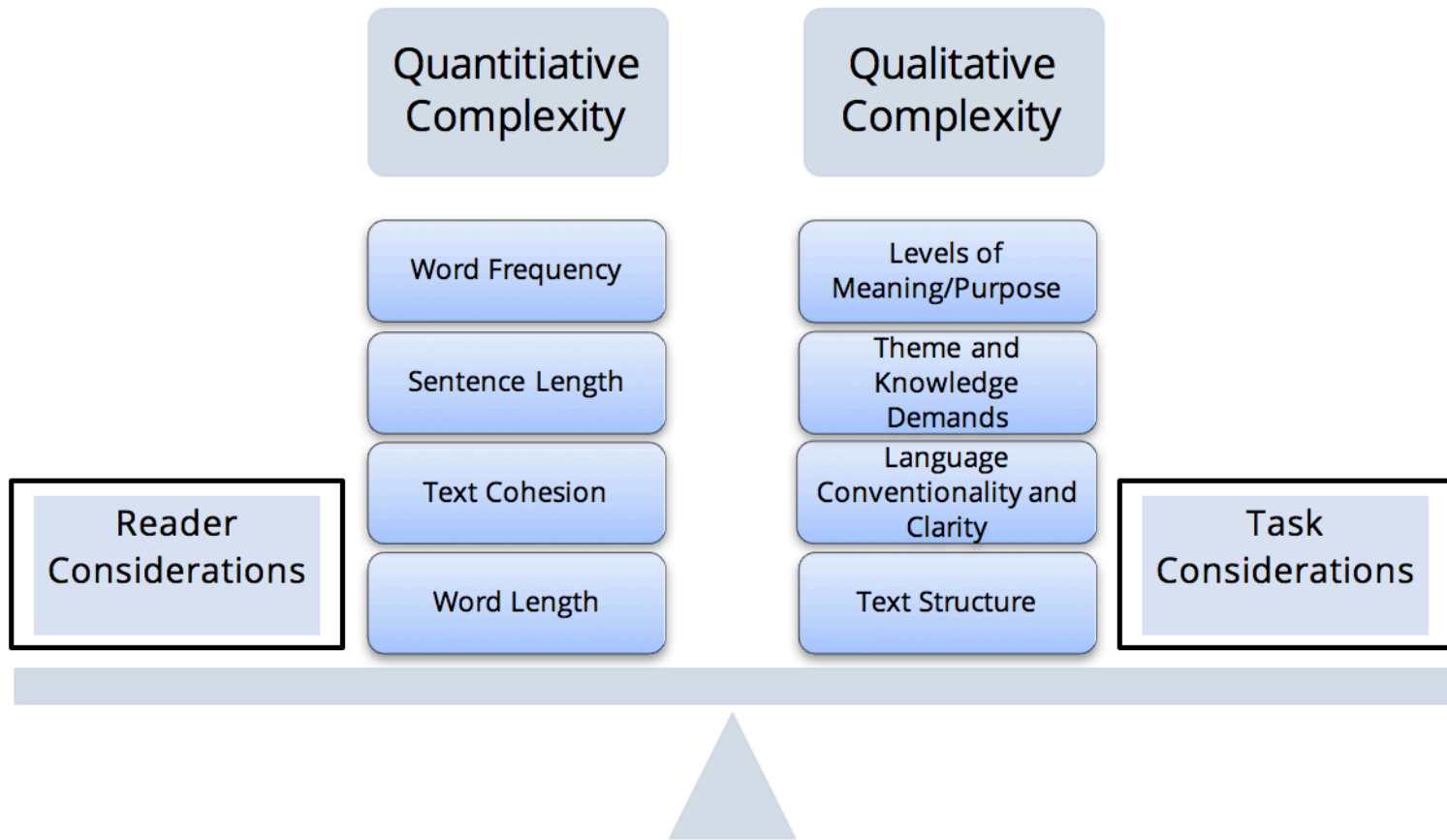
Review the information printed in your manual. Then, discuss the questions below.

- What does it mean for texts to be appropriately complex?
- In your own words, what does it mean to “balance” measures of text complexity?



- **\$2 Summary** – With each word worth 10 cents, write a \$2 summary of what it means to balance measures of text complexity.

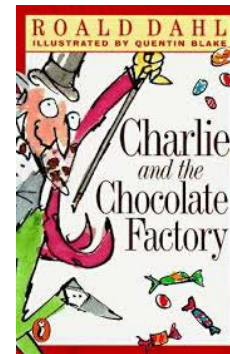
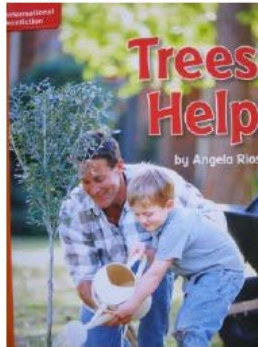
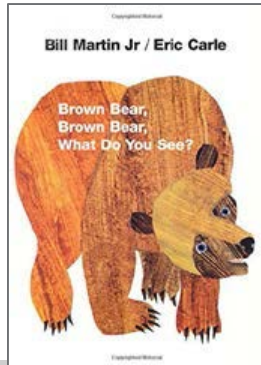
Balancing Measures of Text Complexity



Text Complexity and Purpose for Reading

Engaging students with complex texts is important for developing their knowledge and vocabulary and preparing them for the demands of future grade levels. However, not every text students engage with should be complex. **The purpose of the reading activity should inform the type and complexity level of the text selected.**

- How are these texts different?
- Would these texts make good interactive read alouds?
- How would you use these texts in your classroom? What is the difference in purpose?

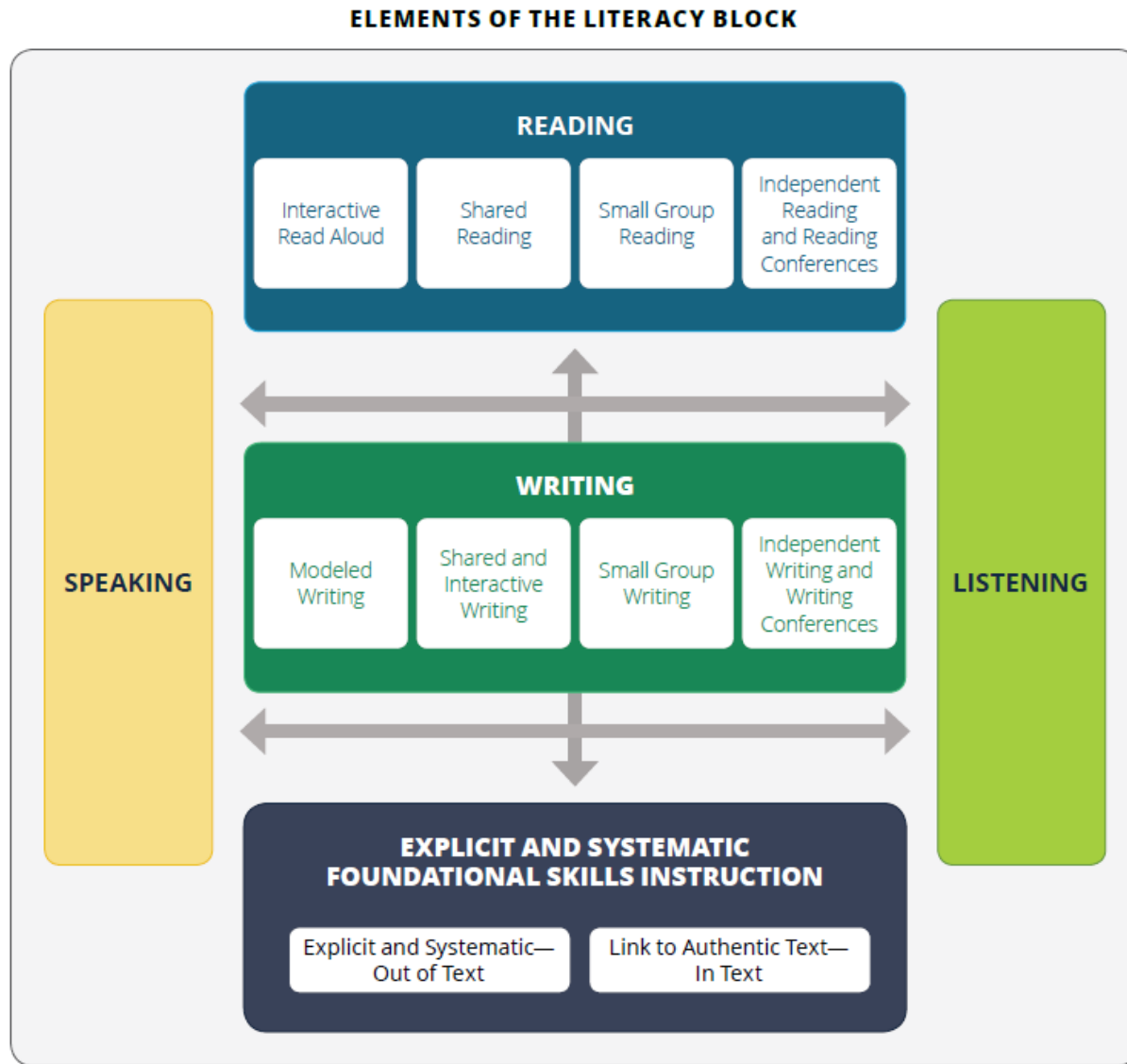


Layering Texts to Balance Complexity

Text sets:

- build knowledge around a concept within the unit;
- provide meaningful connections between texts;
- are made of authentic, rich texts worthy of study;
- include a range of text types (literary and informational) and genres;
- include texts that represent various forms of complexity; and
- include visual media, such as videos, maps, timelines, and other graphics or text features.

An Interconnected ELA Block



Text Sets

Read the remaining information in your manual on text sets.

- How does the selection of high-quality read aloud texts influence the overall text set development?
- How might the selection of other texts in the unit aid in the selection of the read aloud texts?

Exploring Text Sets

Let's review the text set used in the *Teaching Literacy in Tennessee* vignette.

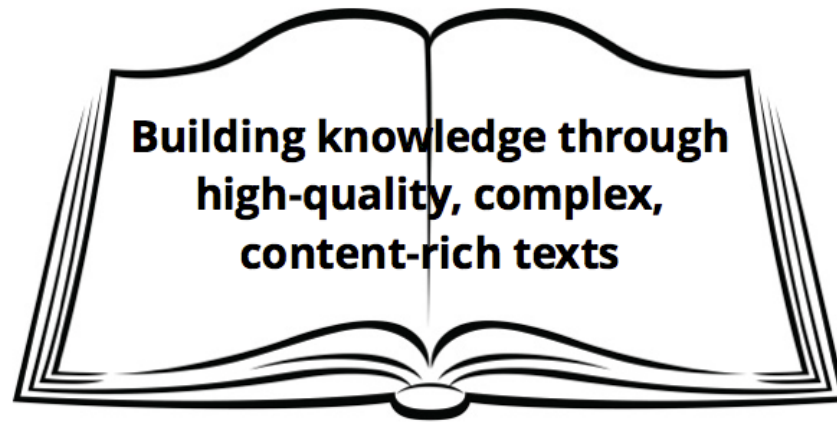
Text Set Example

Text Title/Author	Quantitative Complexity	Purpose
From Seed to Plant by Gail Gibbons	660L	Interactive Read Aloud (previous lesson) Build knowledge of concepts, complex sentence structure, and academic vocabulary. Text structure (e.g., labeling of illustrations) Interactive Writing - Organization used as a model for students' writing during interactive writing strategy
Be A Friend to Trees by Patricia Lauber	500L	Interactive Read Aloud (previous lesson) Build knowledge of concepts and academic vocabulary
Nature's Green Umbrella: Tropical Rain Forests by Gail Gibbons	880L	Interactive Read Aloud (previous lesson)- Build knowledge of concepts, complex sentence structure, and academic vocabulary
If I Ran the Rain Forest by Bonnie Worth	600L	Shared Reading text to build knowledge of concepts, complex sentence structure, and academic vocabulary
What is the Rain Forest? (video) WatchKnowLearn	N/A	Build knowledge of concepts and academic vocabulary
The Great Kapok Tree by Lynne Cherry	670L	Interactive Read Aloud - Build knowledge of text concepts, complex sentence structure, and academic vocabulary
Trees Help by Angela Rios		Shared Reading text – Build conceptual knowledge and apply foundational skills (vowel sounds) to identify targeted words in the text

Text Set Example

Text Title/Author	Quantitative Complexity	Purpose
Food for Life: Rainforest by Kate Riggs	330L	Small group independent reading- Example of one text students may choose to read independently
Let's Go to the Rainforest by Fiona Kenshole	370L	Small group independent reading – Build and practice fluency skills – reading with appropriate pace and expression, and accuracy
Animals of the Amazon Rainforest (series) by Katie Gillespie	370-480L	Writing Station- Apply text structure to write informational texts
Chimpanzees by Helen Frost	250L	Independent Writing Station- Apply text structure to write informational texts
Places Plants and Animals Live by Katie Knight	<i>Leveled Reader - E</i>	Teacher-led small group reading –Apply foundational skills (final plural consonants) to text reading
Animal Homes by Karen Kennerly	410L	Fluency teacher-led group – Practice fluency paired with comprehension while reading text
Rain Forest by Helen Cowcher	550L	Comprehension teacher-led group – Build comprehension of text structures that impact text meaning
Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter	730L	Next text in unit (read aloud) Build knowledge of concepts, complex sentence structure, and academic vocabulary

High-Quality Texts



Reflection

Revisit the list of read aloud texts you generated at the beginning of the module. Then, answer the questions in your manual.

- Considering the information on text complexity and quality, would you still choose those same texts in the future?
- **How will this information on text complexity and quality impact the way you select texts for future read alouds?**

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Module 5: Preparing to Teach Interactive Read Alouds

Objectives

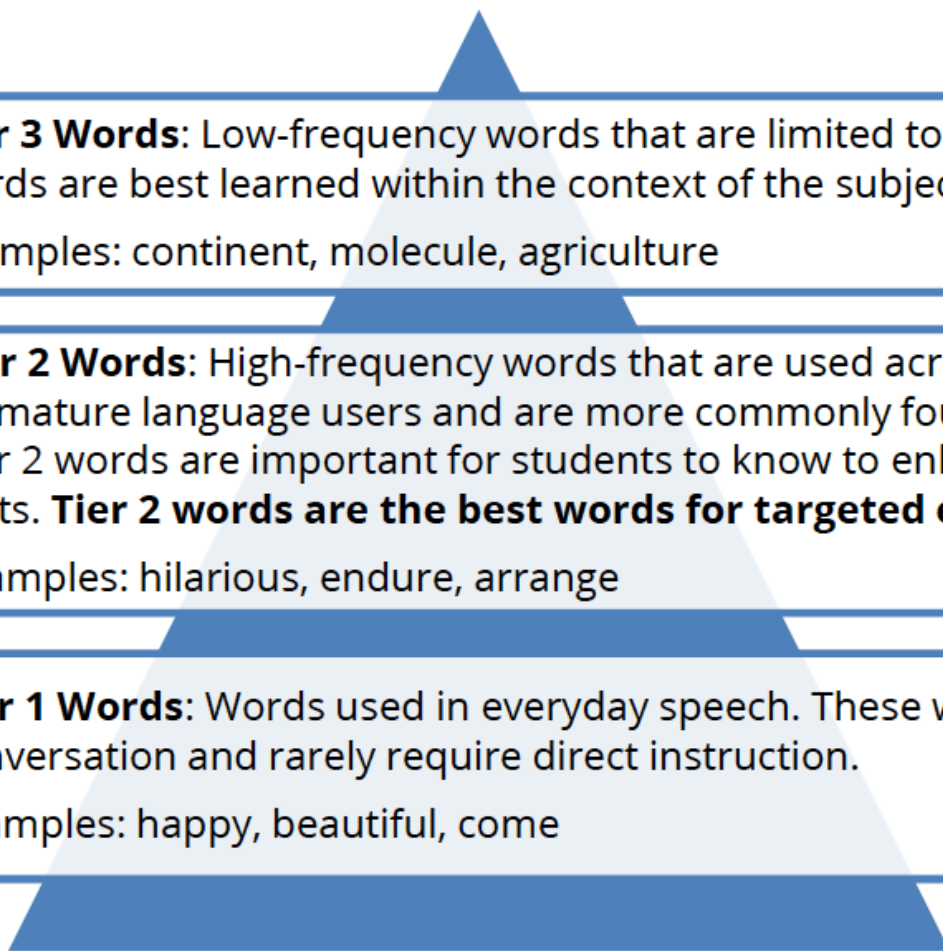
- Be able to purposefully plan for vocabulary instruction during an interactive read aloud
- Be able to plan for question sequences that develop conceptual understanding through text discussion
- Be able to plan for think alouds that support meaning-making
- Be able to plan for daily and culminating tasks that engage students in speaking, drawing, and writing about texts
- Develop an understanding of end-of-unit tasks and their purpose

Guide to Planning an Interactive Read Aloud

Review the guide to planning an interactive read aloud and the critical attributes listed at the beginning of this manual.

- What are some key instructional practices that are essential to implementing high-quality interactive read alouds?
- What do teachers need to consider as they plan for an interactive read aloud?

Impactful Vocabulary Instruction



Tier 3 Words: Low-frequency words that are limited to a specific content domain. These words are best learned within the context of the subject matter.

Examples: continent, molecule, agriculture

Tier 2 Words: High-frequency words that are used across contexts. These words are used by mature language users and are more commonly found in text than in everyday speech. Tier 2 words are important for students to know to enhance comprehension of selected texts. **Tier 2 words are the best words for targeted explicit vocabulary instruction.**

Examples: hilarious, endure, arrange

Tier 1 Words: Words used in everyday speech. These words are typically learned through conversation and rarely require direct instruction.

Examples: happy, beautiful, come

- Adapted from *Bringing Words to Life* by Beck, McKeown, & Kucan, 2002.

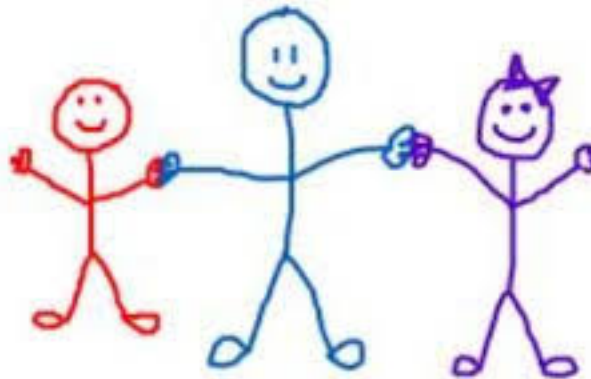
Impactful Vocabulary Instruction

- ***Implicit Vocabulary Instruction:*** Teachers support students by drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
- ***Embedded Vocabulary Instruction:*** Teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but are not essential to the story.
- ***Explicit Instruction:*** Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

Learning Vocabulary in Context

Pictionary: With a group of three, create a visual that illustrates the three levels of vocabulary instruction.

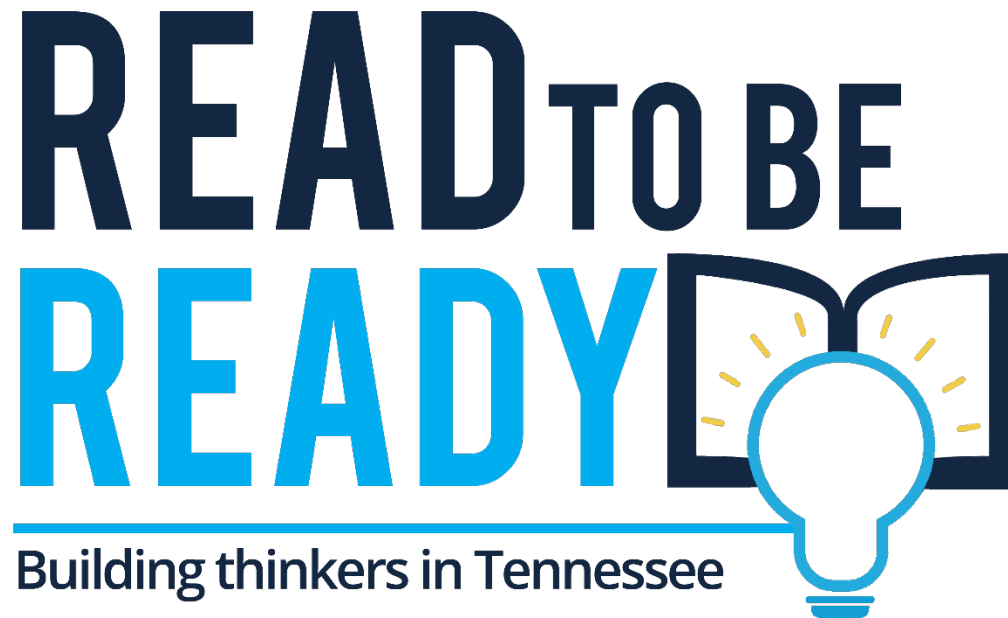
- Implicit
- Embedded
- Explicit



Remember...

- A common misconception is that vocabulary should be taught from a list. However, research shows that this method of vocabulary instruction is not as effective as when students learn vocabulary and word meanings in context.
- The Tennessee Academic Standards do not include a vocabulary list. Additionally, **TCAP** vocabulary items will require students to use context to determine the meaning of words.





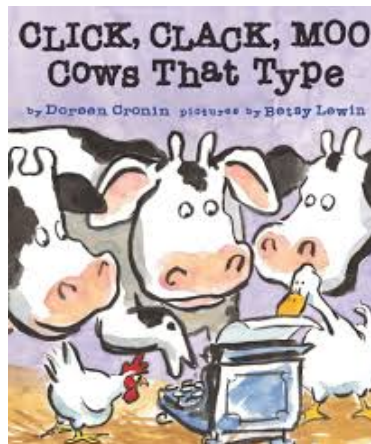
Interactive Read Aloud: ***It's a Hummingbird's Life***

Table Discussion

- What types of vocabulary instruction did you observe?
- What did you notice about the students' acquisition of the vocabulary words?
- What opportunities were provided for students to utilize the vocabulary words?

Teaching Vocabulary through Interactive Read Aloud

- Read the steps for teaching vocabulary through read alouds (page 110).
- Analyze the example for the text *Click Clack Moo*.
- Then, discuss the following question with a small group:
 - What is most important to think about and do when selecting words for vocabulary instruction?



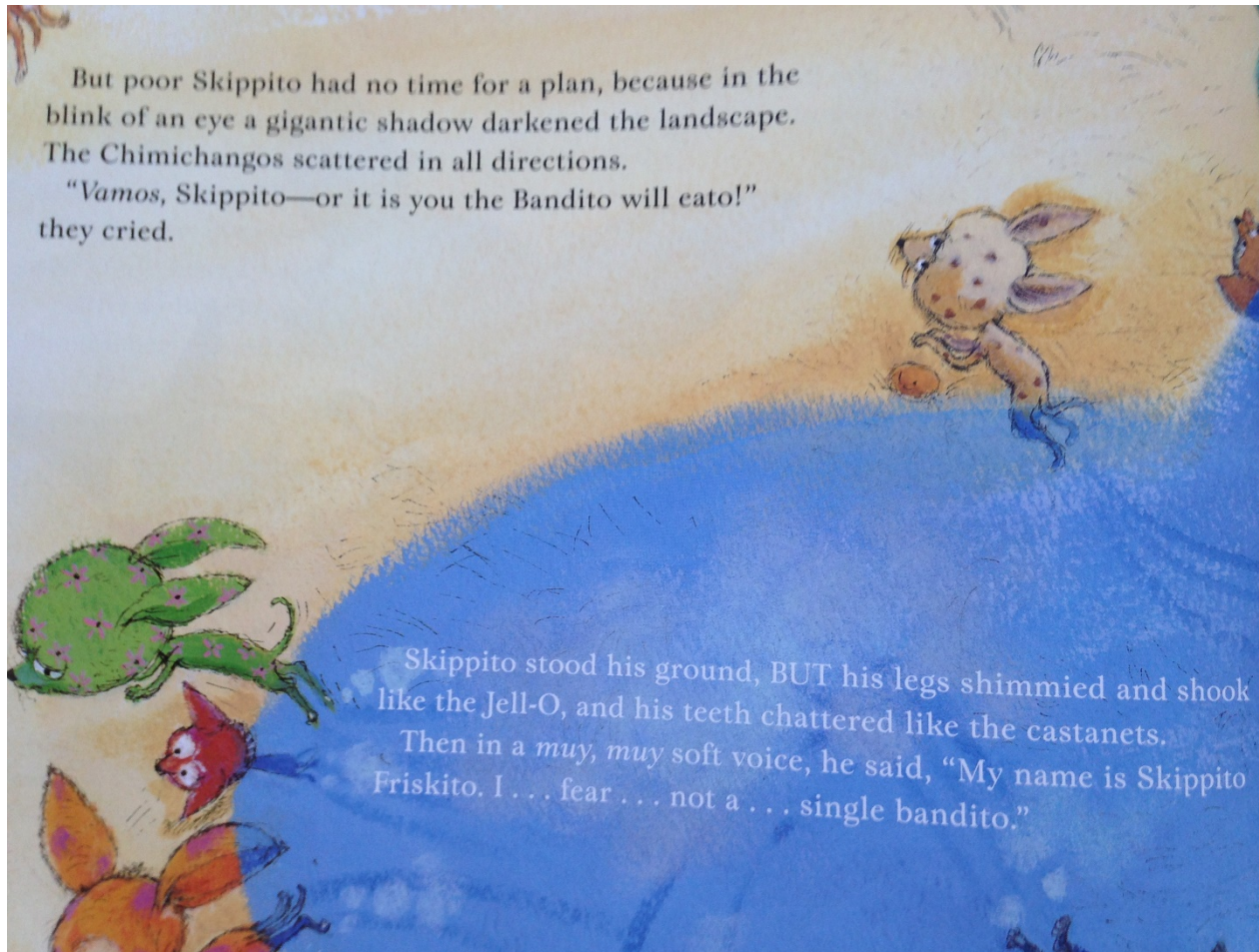
Practice: Selecting Vocabulary Words to Teach During Read Alouds

- Read the excerpt from *Skippyjon Jones*.
- Follow the steps for selecting vocabulary words to teach through an interactive read aloud.

<i>Skippyjon Jones</i> by Judy Schachner					
Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word?



Practice: Selecting Vocabulary Words to Teach During Read Alouds



Vocabulary Routine for Explicit Instruction

- Say the word; teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text—either by reading the sentence in which it appears or explaining the context in which it appears.

Text Dependent Questions

- Teachers should design question sequences that help students make meaning of the text.
- Teachers should purposefully plan questions in advance with attention to the enduring understanding(s) and essential questions.
- Teachers should organize questions of varying levels to support students in gaining a deep understanding of the text.
- As teachers consider the daily tasks, questions should support students in recall, application, analysis, creation, and evaluation of the content.

Strategic Actions Wheel

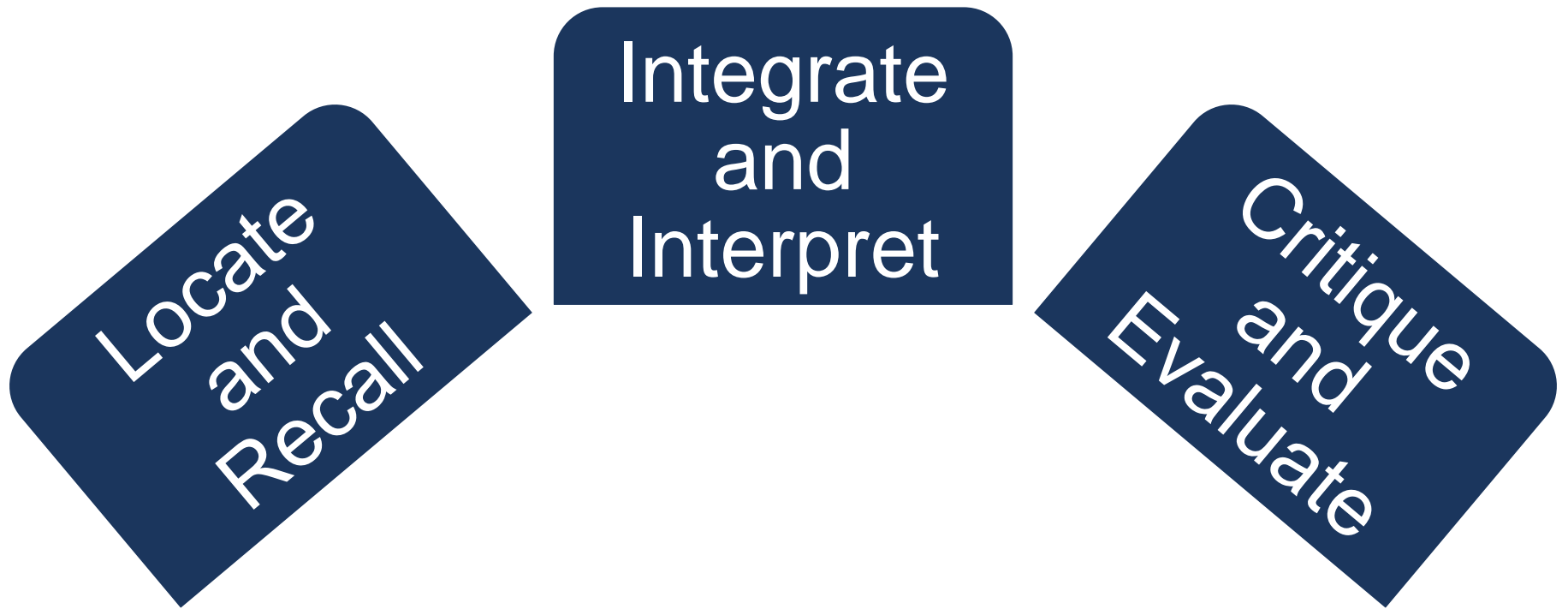
Review the “Systems of Strategic Actions” wheel on the front cover of The Fountas and Pinnell Literacy Continuum and review the Tennessee Academic Standards for reading.

- What types of questions might teachers need to craft to support students in making meaning from text?
- How might teachers consider organizing these questions to support the reading standards?
- Why is it important that students have the opportunity to discuss complex texts?

Leading Literacy Discussion

- Use structures for academic talk and collaboration (e.g., turn and talk, accountable talk, cooperative learning, etc.) that generate engagement for all students
- Ask students to share partner conversations with the full group
- Make explicit connections between students' ideas and the text discussion and/or clarify misconceptions by returning to text ideas
- Use graphic organizers designed to capture student thinking during collaborative conversations
- Incorporate students' tasks and writing as prompts for discussion during repeated readings or with related texts in the text set

Guide to Planning Questions



Using Think Alouds to Make Meaning

- Modeling makes invisible cognitive processes more tangible for students.
- Teachers verbalize their own thinking process about a text to support students in knowing what proficient readers and writers do.
- As teachers plan for how they will model their thinking, they should consider the processes they use to make sense of what they read.

Think Aloud and Question Practice

- Review the text *The Great Kapok Tree*. Imagine that you are planning an interactive read aloud of this text.
- Utilize the table from the previous page to plan 1-3 brief think alouds in connection with this text.
- In addition, utilize either the “Systems of Strategic Action” wheel or the Guide to Planning Questions to craft some text dependent questions that could promote discussion of the text.

Lesson Plan Review

Areas of Strength	Areas to Strengthen

Defining Rigorous Tasks

Rigor is defined in *Teaching Literacy in Tennessee* as a level of work that appropriately challenges student thinking. For a task to be rigorous, it should not only allow students to demonstrate their understanding of the content, but it should engage students in applying that knowledge in meaningful ways.

TEAM Connection

The TEAM Rubric suggests that highly effective student work requires students to:

- organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;
- draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and
- connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

Progression of Task Development

Progression of Task Design

Starting	Progressing	Refining	Accomplished
Teacher designs a task connected to a single read aloud that aligns with the Tennessee Academic Standards.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple reads of a single text.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple texts in a set.	Teacher designs a series of tasks, aligned to the Tennessee Academic Standards, which build in rigor across multiple texts in a set and purposefully prepare students for a rigorous end-of-unit task.

Developing Rigorous Tasks


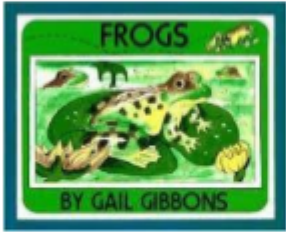
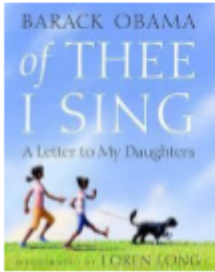
Review the Hess Cognitive Rigor Matrix on page 126. This matrix aligns the six Bloom's Taxonomy levels along the columns of the matrix and the four Webb's Depth-of-Knowledge levels along the rows to create a tool for ensuring cognitive rigor in assessments and tasks.

Stand Up, Hand Up, Pair Up

- Why is it important to engage students in rigorous tasks?
- How might the Hess matrix assist teachers in designing rigorous tasks?

Analyzing Daily Tasks

Example

Text	Possible Daily Task
	Create a timeline that illustrates the sequence of the story by organizing a series of pictures. Then, add captions, using transition words to help the reader understand the different events that happened.
	Write a one-paragraph essay describing the life cycle of a frog. Your paragraph should include transition words that help the reader understand the different phases in the life cycle. Then, draw and label an illustration that supports your paragraph.
	Students choose one of the thirteen historical figures discussed in the book <i>Of Thee I Sing</i> . Students will write an opinion piece about why the historical figure they chose is an inspirational figure, using specific evidence from the text <i>Of Thee I Sing</i> as well as other sources.

Developing Culminating Tasks

- All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, drawing, and/or writing. Instructional tasks should **push students to think deeply about a text** and to make connections across texts and to the broader world.



What is a Culminating Task?

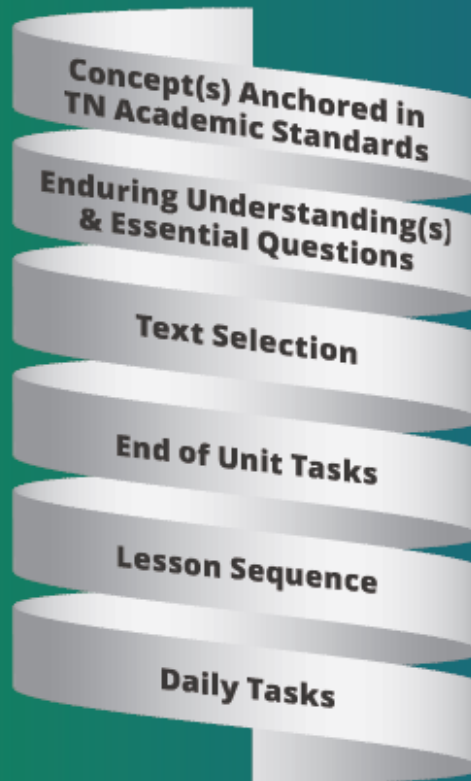
- Read the description in your manual, along with the criteria for an effective culminating task. Highlight or underline the words or phrases that best develop your understanding of this topic.
- Then, review the examples on the proceeding pages.
- Stand up, find a partner who you haven't talked with yet, and discuss the following question:
 - How do these example culminating tasks align to the criteria for an effective culminating task?

Planning End of Unit Tasks

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.



STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

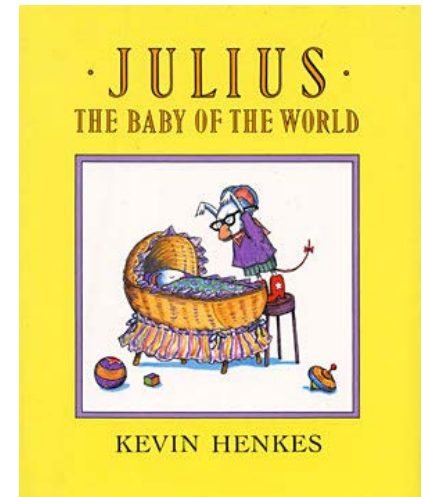
Authentic End of Unit Tasks

Ask students to:

- Organize, interpret, analyze, synthesize, and evaluate information rather than simply reproduce
- Draw conclusions, make generalizations, and develop arguments that are supported through extended writing
- Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.

Example: Repeated Interactive Read Aloud - Video

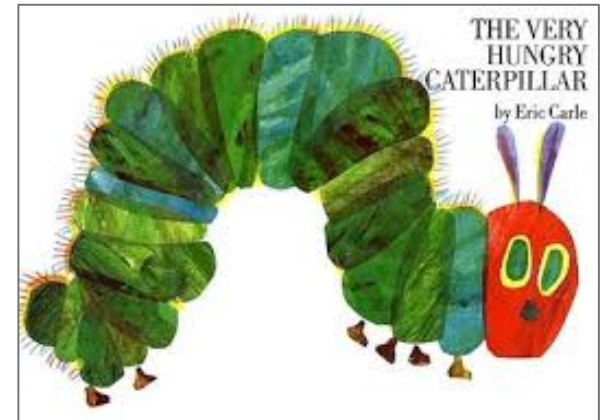
- Watch how this educator thinks through all the pieces of a repeated interactive read aloud with the text *Julius, the Baby of the World* by Kevin Henkes.
- How did she **select the text**; what did she notice about its complexity?
- How did she analyze the content of the text and determine its **key ideas and meaning**?
- How did she **scaffold questions** to support deeper understanding of the text?
- How did she plan **daily tasks** that gave students additional opportunities to think about the text?



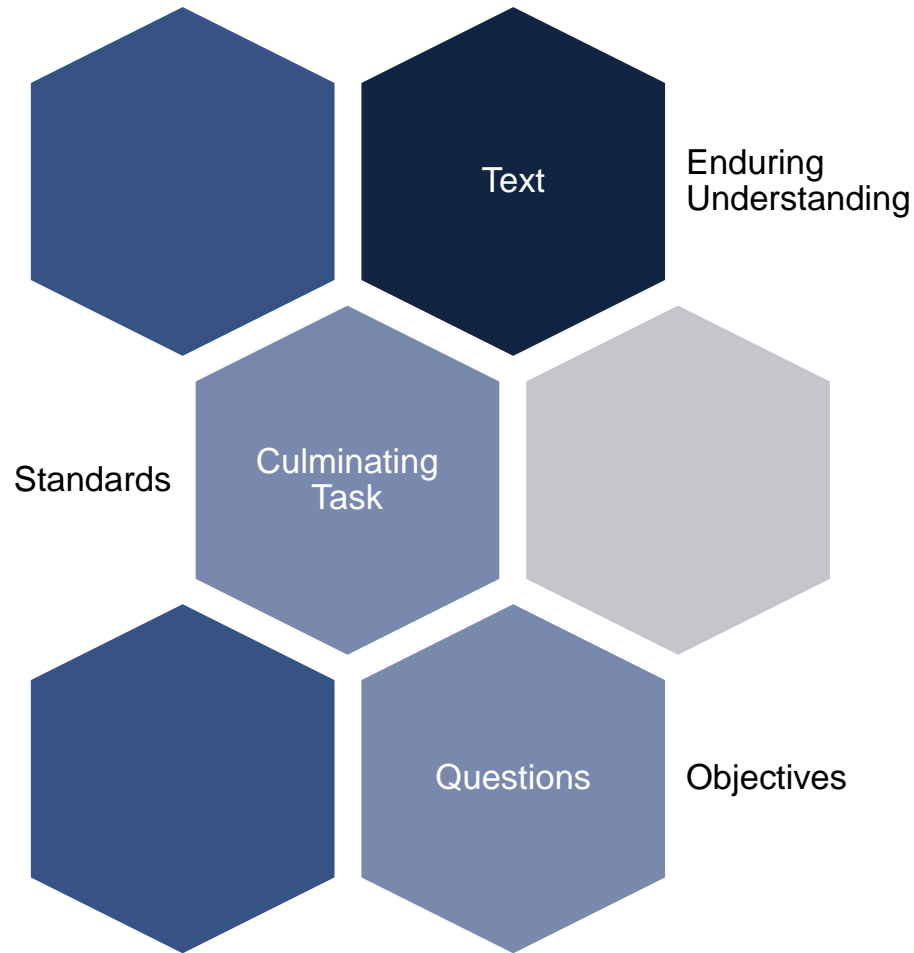
Video #2: Repeated Interactive Read Aloud

Watch how this educator puts repeated interactive read alouds together, using with the text *The Very Hungry Caterpillar* by Eric Carle.

- How did she target different **standards** across the multiple reads?
- How did she support students in **engaging** with the text at different levels?
- How did she **scaffold questions** to support deeper understanding of the text?
- How did she focus on **specific sections** of the text for repeated reading?



Putting the Pieces Together



Partner Share

- Find someone with whom you have not worked.
- Share parts of your lesson plan.
- Provide each other with feedback and learn from one another.

Reflect

Create a diagram or visual of your own that illustrates your understanding of what interactive read alouds are and how they help students build knowledge and vocabulary.

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Module 7: Creating Text Sets

Objectives

- Understand the purpose for utilizing text sets in literacy instruction.
- Learn how to plan and assemble a series of texts into a unit designed to build knowledge and vocabulary around concept(s).

Link to Tennessee Academic Standards

Text sets provide rich context for teaching a wide range of standards. This module most closely aligns with the following reading standards:

- **Integration of Knowledge and Ideas – Standard #7 (R.IKI.7)**
Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- **Integration of Knowledge and Ideas – Standard #9 (R.IKI.9)**
Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
- **Range of Reading and Level of Text Complexity – Standard #10 (R.RRTC.10)** Cornerstone: Read and comprehend complex literary and informational text independently and proficiently.

Text Sets: Opening Reflection

- Read the quotes for your group. After reading the four quotes, write a short response telling how the quotes connect to each other and to the work we have been doing in this training. After writing your response, share your thoughts with someone from the other group. Then, listen to their reflection.

Group A	Group B
Table 1	Table 4
Table 2	Table 5
Table 3	Table 6

Teaching with Text Sets

- Read the information in your manual. Highlight or underline words or phrases that deepen your understanding of this topic. Then, discuss the following questions with a small group:
 - How do text sets sound similar to past teaching practices?
 - What do you think makes them different?
 - Based on the quote from Student Achievement Partners, how do text sets “grow knowledge and vocabulary”?
 - How does growing knowledge and vocabulary benefit mastery of standards in ELA and in the content areas?

Example: Text Set – Classroom Vignette

Read the classroom vignette in your manual. Annotate the vignette using the code below:

★ I agree because...

X I disagree or question this because...

! Wow! I'm experiencing a strong reaction to this part because...

? This makes me wonder...

Example: Text Set – Classroom Vignette

Jigsaw Reflection – Based on the alphabetical order of your first names, have each member of your table write a response to each question. Then, share your responses out loud.

- **Alice** - How does Ms. Jackson use this text set to develop deep knowledge and vocabulary around a specific topic?
- **Barbara** - Which texts did Ms. Jackson include in the text set? How is she using them? Do they all have the same purpose?
- **Felicia** - How does Ms. Jackson teach a range of skills and standards through these texts?
- **Kate** - Considering the criteria for strong text sets listed on the previous page, how is Ms. Jackson's text set strong?
- **Naomi** - How is this vignette similar to or different from the way you teach?
- **Sam** - What connections can you make between this vignette and other topics covered in this training?

Micro Lab

- How do text sets support students' reading achievement?
- How are read aloud lessons and text sets connected?
- How do read alouds and text sets support our bigger goal of building students' knowledge?

Procedure:

1. Group into trios.
2. Identify as A, B, or C in your group.
3. Respond to the question in turn.
4. Debrief.

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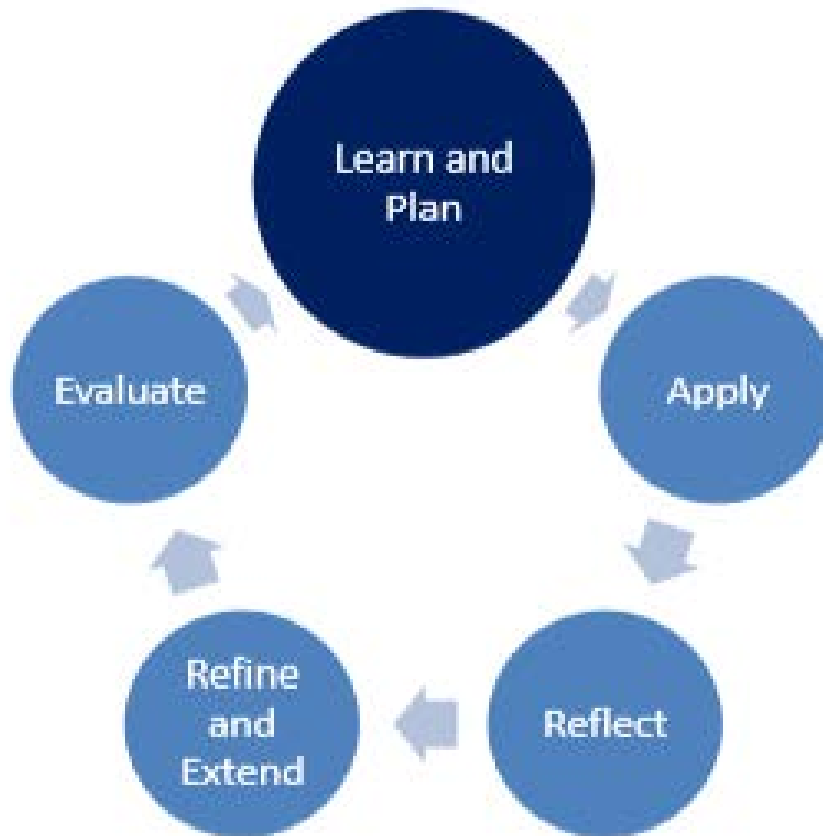
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Module 8: Supporting Interactive Read Aloud through the Learn and Plan Phase

Objectives

- Be able to deliver high-quality professional learning to teachers
- Understand the importance of designing professional learning to meet the needs of adult learners
- Understand and be able to use the professional learning feedback tool to ensure that the professional learning provided will result in improved teacher practice and student outcomes
- Be prepared to sequence the learning for interactive read aloud across the semester to support transfer to classroom application

The Learn and Plan Phase



High Quality Professional Learning

- When you consider formal professional learning that you have participated in that was effective, what elements made it effective?
 - Discuss these elements at your table.
 - Share out whole group.

Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- **OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

4 Principles of Adult Learning



Involved adult learners



Adult learners' experience



Relevance and impact to learners' lives



Problem centered

Knowles, M. (1984). *The adult learner: A neglected species*. Houston, TX: Gulf Publishing.

What does the research say about professional learning?

- Say something:
 - Partner with someone with whom you have not worked this week.
 - Both read silently the first section of text. Then Partner A says something in response to the first section of text.
 - Partner B paraphrases.
 - Both read silently the next section of text. Partner B says something and Partner A paraphrases.

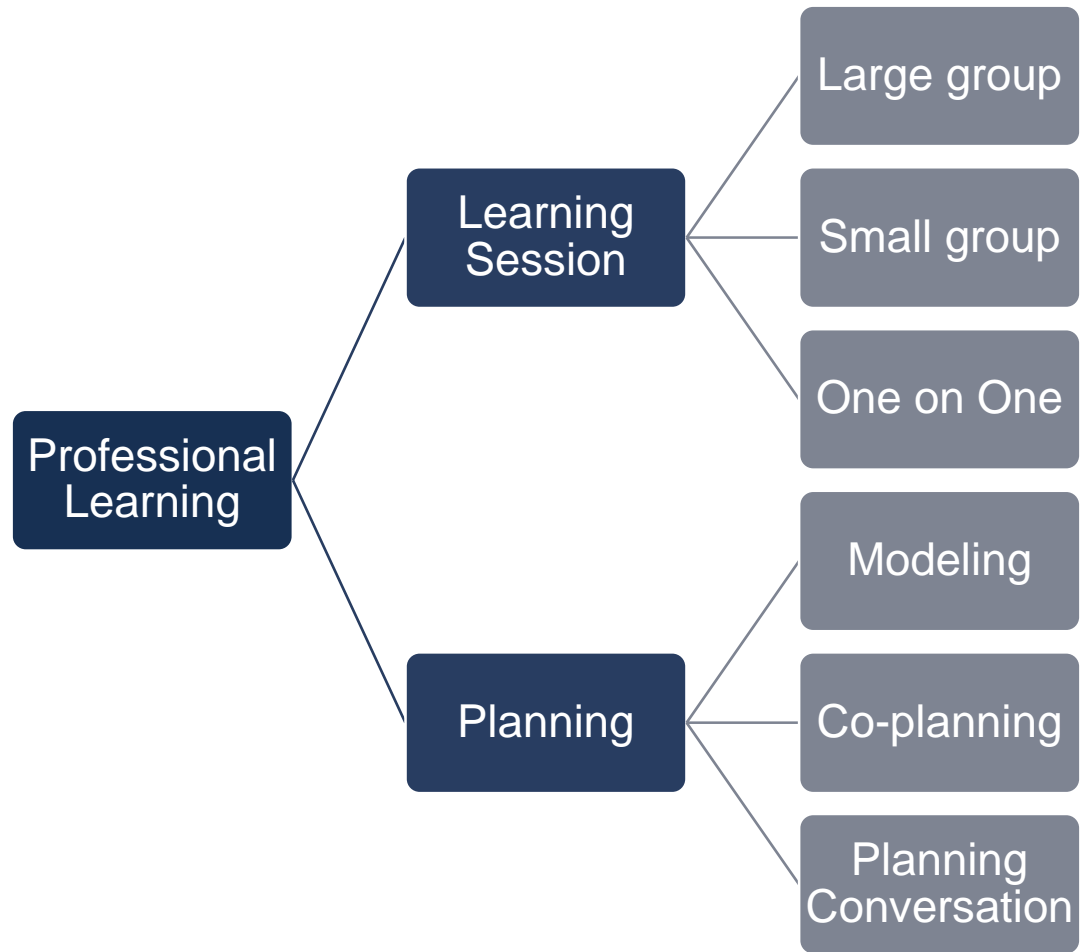
Jigsaw Carousel

- Independently highlight words that stand out to you in relationship to your standard.
- With your group, surface the most important ideas about your standard and create a graphic representation of the standard. Consider:
 - What will this look and sound like in practice?
 - Why is this an important element of high quality professional learning?

Supporting High-Quality Read Alouds

- What might be some potential support areas for teachers to achieve high-quality interactive read alouds?
 - Integrate the Tennessee Academic Standards
 - Select high quality, content-rich, complex text
 - Collect texts in a set focused around a concept
 - Create text dependent questions
 - Craft questions with attention to the conceptual knowledge and enduring understandings of the unit
 - Implement impactful vocabulary instruction
 - Use think alouds to support meaning-making
 - Engage students in synthesizing information from multiple texts
 - Create rigorous, authentic daily and end of unit tasks that are aligned to the Tennessee Academic Standard

Planning the Pathway

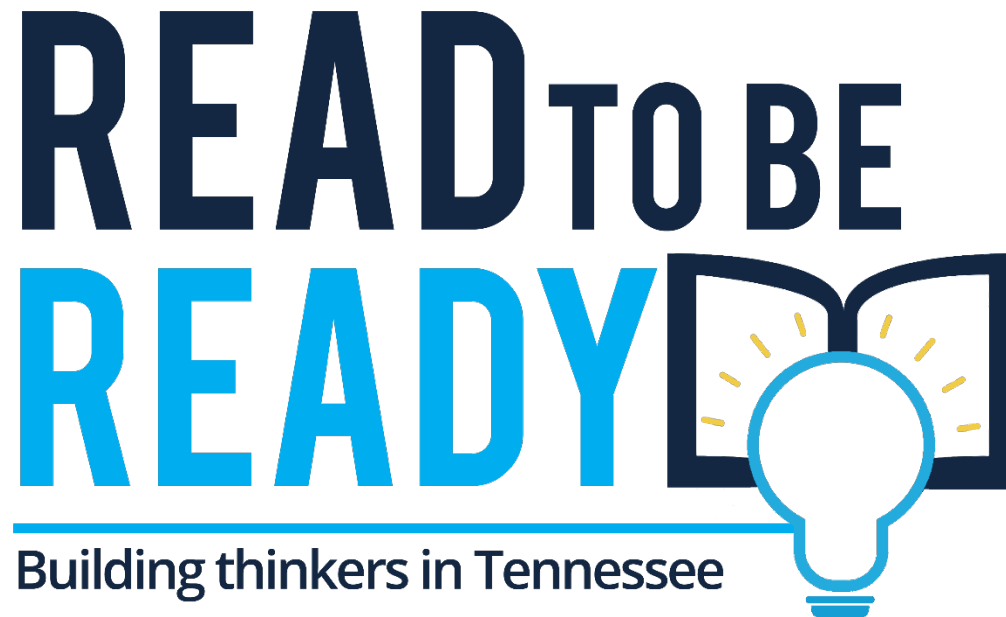


Planning the Pathway

- Use the template to draft your own long range plan for professional learning on interactive read aloud.

Consider:

- Who else might need to be involved in finalizing this plan?
- What additional steps might need to be taken?



Planning Session: ***It's a Hummingbird's Life***

Planning Conversation

- Take a look at the planning conversation moves.
 - What are the major elements of a planning conversation?
 - What do you need to solidify at the end of any learn and plan session?

Role Play a Planning Conversation

- In groups of three, role play a planning conversation. First, decide who will play each role.
 1. Teacher: will be guided through planning the questions for an interactive read aloud.
 2. Coach: will use the coaching moves for a planning conversation to guide the “teacher” in learning about planning questions for an interactive read aloud.
 3. Observer: will use the coaching observation checklist from Module 3 to provide feedback on the coaching conversation.
- When you have finished the role play, discuss the questions in your manual.

Planning Guide for Learning Session

- Review the planning guide printed in your manual. With your table discuss the following:
 - What considerations is the coach making as he/she plans for a professional learning session?
 - How might you connect the learning to meaningful student data for your teachers?
 - What are some other protocols you might use to engage teachers in the session?

Final Reflection

- How will implementing interactive read aloud improve student outcomes in your school and/or district?
- How does interactive read aloud fit within an effective literacy block?
- What might be some challenges you anticipate you will face? How might you overcome those challenges?
- Look back at the tenets for effective coaching, how will you begin to build the type of relationships with your teachers that will help you be an effective coach?

Gots and Wants

- Record your “gots.”
 - What are the things you learned in this training that you are excited to implement? What are the things you want us to be sure to continue to do in future training sessions?
- Record your “wants.”
 - What do you hope the next training session will cover? What can we provide additional information on as we support you in the field? What can we do to make the next training session better?
- Record your “Gots” and “Wants” in your manual and share those in your first visit with your RCC.

READ TO BE

READY



**75 percent of Tennessee students
reading on grade level by 2025**



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork