READ TO BE READY

Building thinkers in Tennessee

Coach Training Manual

Responding to Texts Through Interactive Speaking and Writing Activities

Tennessee Department of Education | 2017

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Responding to Texts Through Interactive Speaking and Writing Activities

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Critical Attributes for Semester 4

Interactive Speaking

- Integrate the Tennessee Academic Standards
- Plan for interactive speaking activities that expand understanding of concepts and texts by listening to and responding to peers
- Establish routines for listening to and responding to peers
- Engage students in interactive speaking activities where they express their own ideas clearly and accurately, build on each other's thinking, and use text-based evidence
- Use facilitative talk to demonstrate and prompt for effective discussion
- Observe and analyze student responses to inform teaching decisions and gain evidence of learning

Shared and Interactive Writing

- Integrate the Tennessee Academic Standards
- Plan for shared and interactive writing activities that demonstrate the writing process and provide opportunities for students to expand their conceptual knowledge and understanding of texts
- Utilize language that supports students in composing and constructing a variety of text types
- Facilitate opportunities for students to write daily and over extended time frames to apply their learning
- Use assessment of writing behaviors to inform teaching decisions and gain evidence of learning

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/readtoberready.

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.

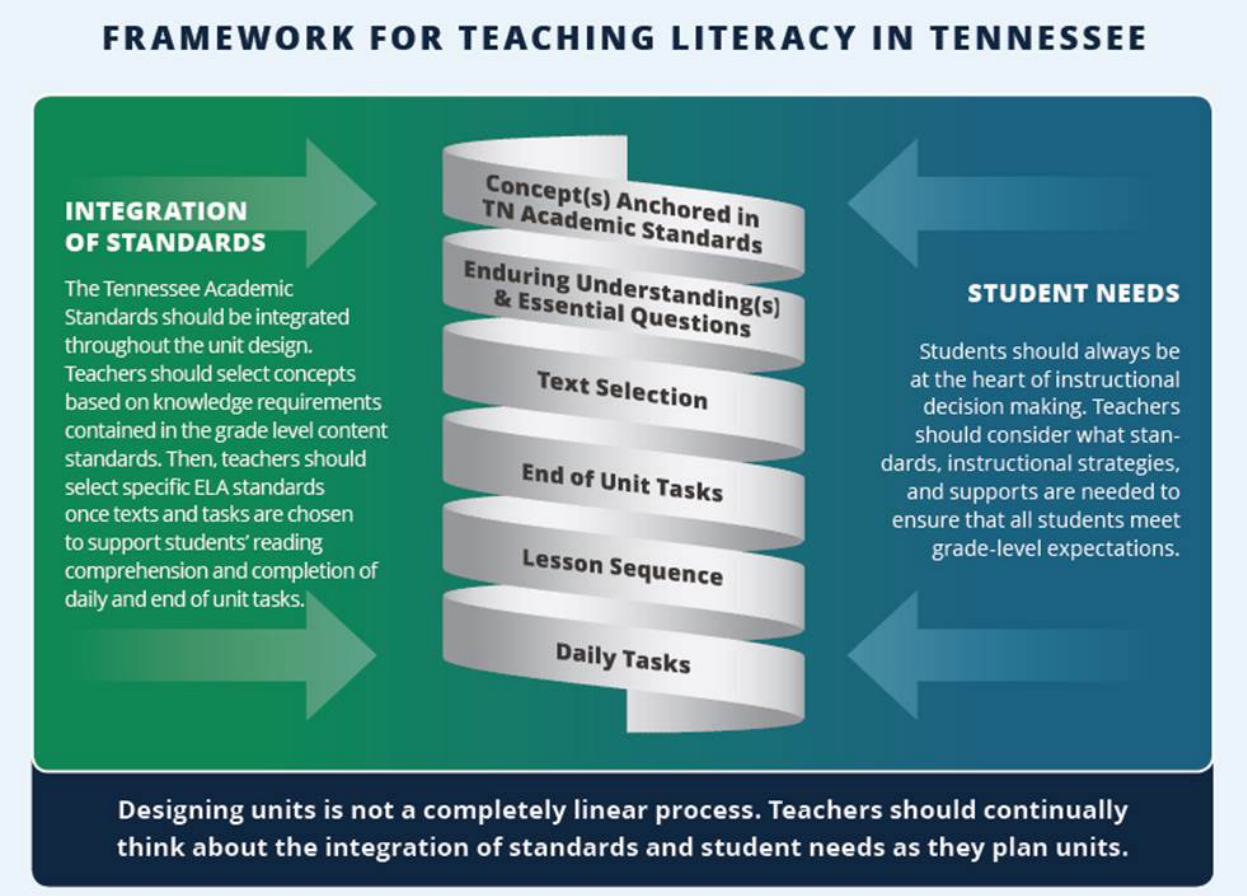
Reflect

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?

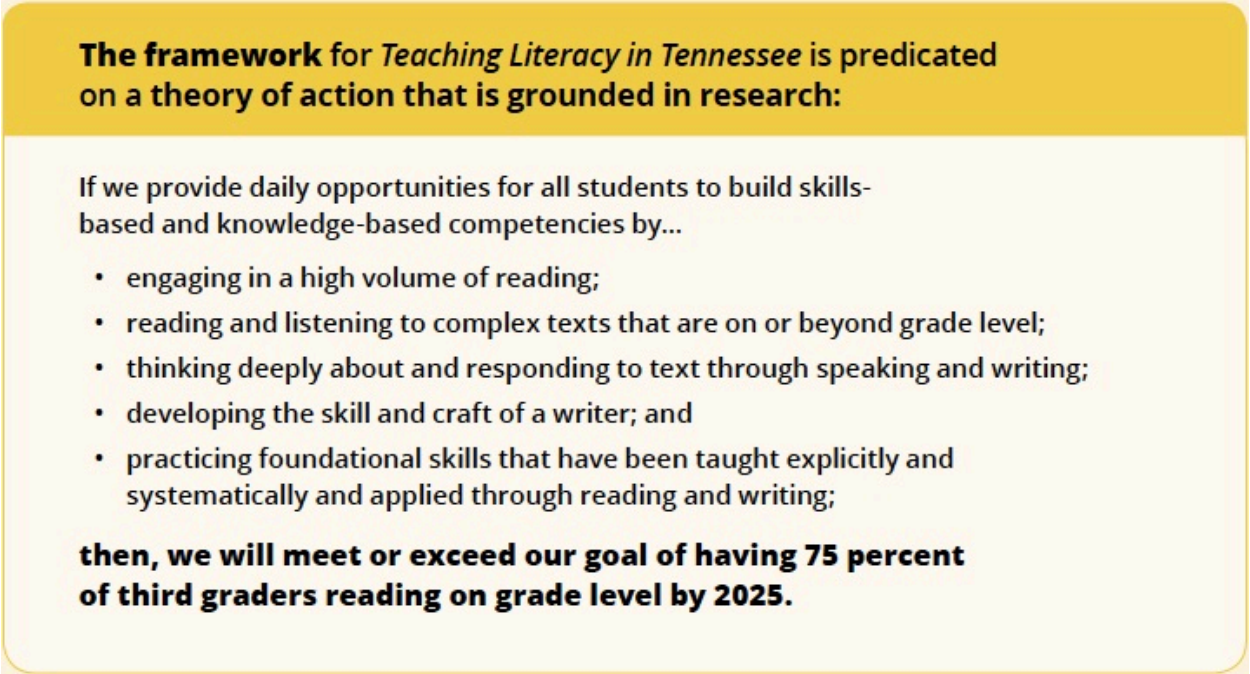
Framework for Teaching Literacy in Tennessee

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.

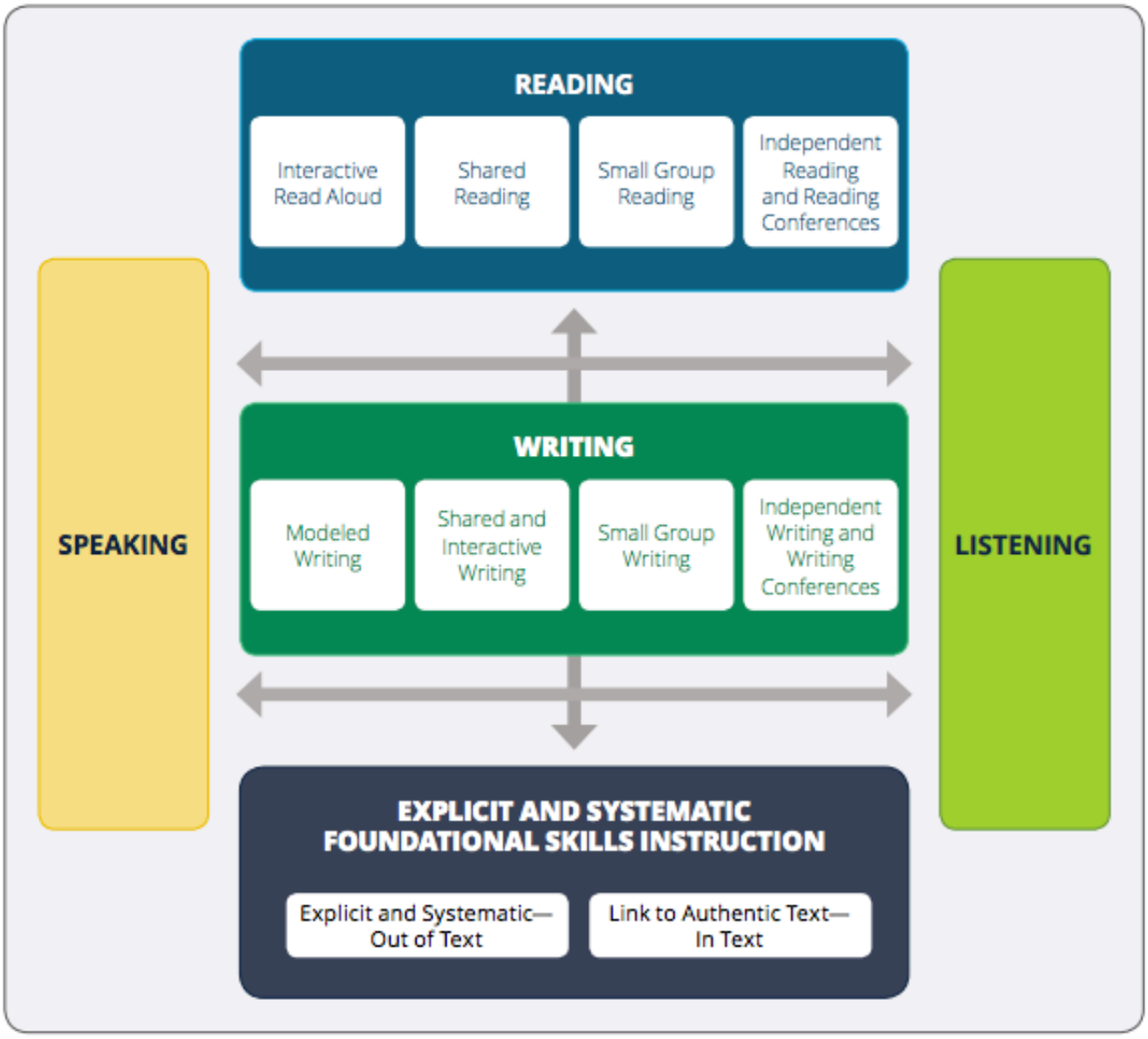


(Tennessee Department of Education, 2017, p. 10)

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: Responding to Texts Through Interactive Speaking Activities

Objectives

- Revisit our resources and identify new resources
- Develop an understanding of oral language as a foundation for literacy learning
- Define interactive speaking and investigate why it is important
- Explore the Tennessee English Language Arts Standards and the relationship between thinking, speaking, listening, reading, and foundational skills
- Consider the roles of the students and the teacher in interactive speaking
- Examine some of the essential routines for interactive speaking
- Understand the planning process for before, during, and after interactive speaking
- Explore and expand the use of facilitative language for teaching, prompting, and reinforcing effective speaking skills

Link to Tennessee English Language Arts Standards

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

TEAM Connections

- Standards and Objectives
- Motivating Students
- Activities and Materials
- Questioning
- Feedback
- Thinking
- Instructional Plans

Revisiting Our Resources

Tennessee English Language Arts Standards

The Tennessee English Language Arts (ELA) Standards (Tennessee Department of Education, 2016) continue to be the guide for instruction. They serve as learning outcomes for every grade level. These standards are foundational to the ELA progression of skills that ensure all students meet grade-level expectations. While all standards are important to our work, the Tennessee ELA Standards for Speaking and Listening and for Writing will be explored thoroughly this semester.

Teaching Literacy in Tennessee

Teaching Literacy in Tennessee is a practical guide for developing readers, writers, and thinkers. It describes the most high-leverage teaching practices for assuring success for all students in school and beyond. These instructional strategies are based on research takeaways about what students in the early grades need as readers. These include regular opportunities for students to:

- engage with large amounts of complex texts;
- think, speak, and write about texts; and
- practice foundational skills and apply them to reading and writing.

The Fountas & Pinnell Literacy Continuum

The Fountas & Pinnell Literacy Continuum (2017a) will be a valuable reference throughout this semester, specifically the Oral and Visual Communication and the Writing About Reading continuums. The extensive lists of behaviors and understandings can be used to inform instruction and provide a way to look for evidence of learning. This resource can also be used:

- to guide curriculum planning;
- to link assessment to instruction;
- to guide evaluation of student progress;
- as a resource for reporting specific information to parents; and
- to guide intervention.

Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

"The Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum"* (the Alignment Document) provides a sampling of the literacy behaviors that represent observable evidence of the standards. The sample behaviors are taken from a comprehensive description of observable reading, writing, listening, speaking, and foundational skills from *The Fountas & Pinnell Literacy Continuum*. You will be referring to the Alignment Document to support your work this semester with responding to texts through interactive speaking and writing activities.

Discuss

How have each of these resources helped to clarify your vision for proficiency in literacy and high-impact teaching?
How have you used these resources in professional learning sessions?
How have you used these resources in each phase of the coaching cycle?

Identifying New Resources

Prompting Guide, Part 1: A Tool for Literacy Teachers

The Fountas & Pinnell Prompting Guide, Part 1 (2016a) is a tool for all teachers of literacy. It is a resource that provides brief and explicit language of varying levels of support teachers can use to teach, prompt for, and reinforce strategic actions in readers and writers. *Prompting Guide, Part 1* contains language to support readers' use of early reading behaviors and strategic actions for processing texts, and writers' use of early writing behaviors and strategic actions for composing and constructing texts.

Prompting Guide, Part 2 *for* Comprehension: Thinking, Talking, Writing

The Fountas & Pinnell Prompting Guide, Part 2 (2016b) is also a tool for literacy teachers. It contains language of varying levels of support teachers can use in many elements of the literacy block to support students in thinking, talking, and writing about reading. While the language in *Prompting Guide, Part 1* mainly supports within-the-text thinking, the language in this guide supports thinking beyond and about texts, deepening students' comprehension of a variety of genres and content areas.

Reflect on Current Understandings

Over the next several days, we will explore the relationship between speaking and listening, reading, writing, and the foundational skills. In preparation for this work, reflect on your current understandings by noting the following:

- ✓Place a check mark next to statements that confirm your current understandings.
- ★Place a star next to statements that you hope to learn more about.
- ? Place a question mark next to statements that challenge your current understandings.

Responding to Texts Through Interactive Speaking Activities	
Oral language is the foundation of all literacy learning.	
Daily interactive read aloud supports students in developing the habit of listening with attention and remembering details, as well as internalizing syntactic patterns of written language, text structures, vocabulary, and content knowledge.	
Students deepen their understanding of texts they have read or heard read aloud by engaging in conversations about them.	
Student talk can reveal thinking within, beyond, and about texts.	
Students need to learn the conventions of discussion, such as taking turns and building on others' ideas, as well as how to listen and respond to others in order to sustain a text discussion.	
Responding to texts through interactive speaking takes place across the day in various elements of the literacy block.	
Teachers and students create routines for talking together and make them visible on anchor charts.	
Talk routines like "Say Something," "Turn and Talk," and "Talking Sticks" can support students in talking about texts and building conceptual knowledge and literary knowledge.	
Teachers support interactive speaking through demonstration, prompting, and reinforcing.	
Responding to text through interactive speaking requires planning for before, during, and after the reading.	

What is interactive speaking?

According to the Tennessee English Language Arts Standards:

> These speaking and listening skills—like reading and writing skills—are founded upon the belief that students must "have words in order to use words." The K–5 Foundational standards work in conjunction with the K–5 Speaking and Listening standards to help young students build their skills in understanding spoken words and sounds, speak in complete sentences, ask and answer questions and describe and report on topics. . . . Speaking and listening skills also aid reading comprehension and encourage engagement with texts and ideas. Researchers have long suggested a link exists between oral language and reading comprehension and that high-quality peer discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers. (Tennessee Department of Education, 2016, p. 40)

Oral communication is the foundation of all learning that occurs in the classroom. Through accountable talk, students share their thoughts, ideas, and reasoning. According to *The Fountas & Pinnell Literacy Continuum:*

- Students learn by talking.
- Students need to process a large amount of written language.
- The ability to read and comprehend texts is expanded through talking and writing.
- Learning deepens when students engage in reading, talking, and writing about texts across many different instructional contexts.

(Fountas & Pinnell, 2017a, p. 2)

Students' talk is their thinking. When students talk, they are trying out their thinking and understanding with others. Interactive speaking is a collaborative conversation in which two or more speakers are communicating their thoughts, ideas, and feelings to each other. In order for it to be effective, each person needs to learn ways of listening, responding, and building on each other's thoughts and ideas that extend and deepen the conversation. Through interactive speaking, students learn how to listen to others, share their ideas, and expand their verbal ability. Teachers need to honor, encourage, and engage students in collaborative conversations in their classrooms on a daily basis.

Interactive speaking needs to be intentional. It is not "just talk." Interactive speaking has everything to do with learning. This accountable talk is meaningful, respectful, and mutually beneficial to both the speaker and the listener. It stimulates higher-order thinking, helping students to learn by expressing ideas, providing rationales, asking and answering questions, listening, and communicating their knowledge and understanding. The teacher and the learners all hold each other accountable to accurate knowledge building, to rigorous thinking, and to the community (Michaels, O'Connor, Hall, & Resnick, 2013).

Teachers can foster students' ability to speak articulately by teaching some sentence stems that help children to shape their language. The chart that follows provides many examples that are organized by purpose.

Purpose	Language Stems
Observe/ Comment	I noticed that … I think that … This is helpful because … This is interesting because … This is confusing because … This makes sense because … I noticed that the author said … This (sentence, phrase) here is confusing because … This (sentence, phrase) makes sense because …
Clarify	Now I understand … No, I think it means … At first I thought …, but now … I agree with you, and … What this means is … Now I understand the part of the text here … No, I think this part of the text means … At first I thought this (sentence, phrase) meant …, but now … I agree with you, and this part of the text here confirms … What this (sentence, phrase) here means is …
Infer	One thing I think is … I wonder if … When the author said _____, it made me think …
Connect	This reminds me of … This is similar to … This … makes me think of … This … is like … because … This (sentence, phrase) reminds me of … This (sentence, phrase) is similar to … This (sentence, phrase) … makes me think of … This (sentence, phrase) also … This (sentence, phrase) … is like this (sentence, phrase) … because
Question	What might happen if … ? Do you think that …? What evidence supports …? In other words, are you saying …? How did this (sentence, phrase) …? In what ways is this (sentence, phrase) like … ? Do you think that this (sentence, phrase) …? What evidence from this text supports …? In other words, are you saying this (sentence, phrase) …?

(Adapted from Beauchamp, 2013)

The following chart outlines what interactive speaking is and is not. As you read through this chart, note the differences between the two columns.

Characteristics of Interactive Speaking	
Interactive speaking is…	**Interactive speaking is not…**
• a genuine conversation between individuals that strengthens a community of learners by helping to make the responses, opinions, and perspectives of individuals known	• a question/answer exchange between the teacher and students that reveals only literal information
• a way to deepen students' understanding of texts and conceptual understandings by sharing evidence from texts	• disconnected and random thought responses to a topic
• listening and responding to ideas expressed by others	• students talking over each other to be heard rather than listening to and building off each other's comments
• intentional and focused in a particular direction	• made up of statements that loosely connect to topics/ideas mentioned in the text
• facilitated by the teacher through demonstration and through prompts that call for thinking and for interactions among students	• facilitated by the teacher through questioning alone
• facilitated in whole group as well as in pairs and triads	• facilitated solely as a back and forth, question then answer exchange between one student and the teacher, another student and the teacher, another student and the teacher, etc.
• characterized by the social conventions of academic discussion, taught through demonstration, that allow for a respectful exchange of ideas (e.g., "I agree because…," "I disagree because…," "I'd like to add…," etc.)	• characterized only by the social conventions of informal and colloquial talk that students use outside of the classroom

• characterized by prioritizing conceptual understanding and meaning making.
  ○ e.g., "what I think the author *really* means is…"
• a way to build a shared language and academic vocabulary over time
	• characterized by prioritizing the use of academic terminology and "thinking labels"
	  ○ e.g., "I have an inference I want to share…"

(Fountas & Pinnell, 2006)

Interactive Speaking: Second Grade

As you watch a video of a teacher and her second grade students, note in the column on the right examples of how she facilitates interactive speaking before and after reading.

Interactive speaking is…	Observational Notes
• a genuine conversation between individuals that strengthens a community of learners by helping to make the responses, opinions, and perspectives of individuals known	
• a way to deepen students' understanding of texts and conceptual understandings by sharing evidence from texts	
• listening and responding to ideas expressed by others	
• intentional and focused in a particular direction	
• facilitated by the teacher through demonstration and through prompts that call for thinking and for interactions among students	
• facilitated in whole group as well as in pairs and triads	
• characterized by the social conventions of academic discussion, taught through demonstration, that allow for a respectful exchange of ideas (e.g., "I agree because…," "I disagree because…," "I'd like to add…," etc.)	

Discuss

What evidence do you see that the students understand expectations for speaking and listening?
How does the teacher facilitate the conversation?
What evidence of thinking does the student talk provide?
Which behaviors might the teacher consider next?

Speaking and Writing to Deepen Comprehension

Interactive Read Aloud Experience

Listen to and participate in the reading of a high-quality, content-rich, complex text.

Individual Written Response to Text

In the space below, write a paragraph explaining one incorrect idea people had about our solar system. Include specific evidence that led people to change their minds, and explain what new understanding people had. In your paragraph, be sure to introduce the topic, include facts, definitions and details, provide a conclusion, and use linking words and phrases to connect ideas. You may use the information from the graphic organizer as we thought through some examples together, or you may choose another example from the text.

Connect

Write or draw what the read aloud and discussion have prompted you to consider about the field of literacy and about your role as a lead learner. You may use any genre or style to communicate your thoughts and ideas.
How did hearing others' responses clarify, enhance, or change your thinking?
How did the experience of writing/drawing about the reading change or deepen your understanding?

Reading is Thinking: Understanding Systems of Strategic Actions

Interactive speaking is an instructional strategy that helps students construct understanding. It can be used across content areas as a way for teachers to support students as they articulate their ideas, listen to each other, and respond through conversation. If we define reading as a meaning-making process, then interactive speaking provides opportunities for students to use talk to express and clarify their thoughts and for teachers to notice, teach for, and support the ways that students think about text.

The following circular diagram shows the complexity of the thinking that needs to occur in order to read for meaning. This diagram helps us to understand the kinds of complex thinking that readers do as they read a text. Notice the "wheel" is divided into three broad categories of thinking: Thinking Within the Text, Thinking Beyond the Text, and Thinking About the Text. These processing networks are operating in the brain. All of the systems work simultaneously to make meaning during reading.

Thinking Within the Text (blue, top of the wheel) describes the systems of strategic actions that are observable during oral reading, with the exception of summarizing. Evidence of summarizing can be collected through talk and writing.

Readers think Beyond the Text (green, bottom right section) when they use information from their personal experiences, including their content knowledge and genre expectations, in order to understand what is not explicitly stated. They make predictions. They make connections to their own lives and connections between texts. They synthesize new information with their previous understandings.

When readers are Thinking About the Text (bottom left, lavender) they consider that the text is an object that can be analyzed. Readers consider how the text was created, how it is organized, the author's use of language and literary devices, etc. Readers critique the text to consider the writer’s qualifications, to detect bias, and to evaluate if the author achieved his or her purpose. Evidence of both Beyond the Text and About the Text behaviors are observable through talk and writing.

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Question Analysis

Which strategic actions have the questions supported students in using?
How were the questions crafted to support those actions?
What might be some other ways a teacher could support students in utilizing the strategic actions during an interactive read aloud or shared reading experience?

Why is interactive speaking important?

> Speaking and listening skills are necessary for young people to be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Speaking and Listening standards serve as a bridge between reading and writing skills: in the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. (Tennessee Department of Education, 2016, p. 40)

Read through the following Tennessee English Language Arts Standards for Speaking and Listening Cornerstones:

> **SL.CC.1** - Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on each other's ideas and expressing their own clearly and persuasively.
> **SL.CC.2** - Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
> **SL.CC.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
> **SL.PKI.4** - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
> **SL.PKI.5** - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
> **SL.PKI.6** - Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
> (Tennessee Department of Education, 2016, pp. 42–48)

A closer look at the Tennessee English Language Arts Speaking and Listening Standards provides us with more to consider. Each of the Speaking and Listening Standards links directly to several of the Foundational Skill Standards, the Reading Literature Standards, the Reading Informational Text Standards and the Writing Standards. These links address the importance of speaking and listening being part of a student's development as a reader and a writer.

Standard		Link to Speaking and Listening Standards
Reading: Literature	**2.RL.KID.3**: Describe how characters in a story respond to major events and challenges.	1. Participate in collaborative conversations 2. Recount key ideas and details 3. Ask and answer questions 4. Tell a story using coherent sentences 5. Add audio or visual elements to clarify 6. Speak in complete sentences
Reading: Literature	**2.RL.KID.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Reading: Informational Text	**1.RI. IKI.7:** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	
Foundational Literacy	**K.FL.VA.7c:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Writing	**3.W.TTP.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.	

(Tennessee Department of Education, 2016, pp. 16, 28–29, 35, 52)

Discuss

What are you noticing about the Speaking and Listening standards and their connection to the other Tennessee English Language Arts Standards?
How has this experience clarified your understanding of the Elements of the Literacy Block graphic on page 12 and the role of speaking and listening in all literacy learning?

Defining Roles in Interactive Speaking

When thinking about how to implement interactive speaking activities, it is important to consider the role of the teacher and the role of the students. Read the chart below, "Understanding Roles During Interactive Speaking Activities." Highlight any of the teacher or student actions you have observed in the classrooms you support.

Understanding Roles During Interactive Speaking Activities	
Teacher	**Students**
Learning Community	
• Creates a community of learners that honors, respects, and welcomes all voices and uses language that supports purposeful and productive group discussion, accountability to knowledge, the community, and rigorous thinking.	• Actively participate in classroom talk • Listen attentively • Elaborate and build on one another's ideas • Clarify and expand propositions
• Determines an appropriate group size for discussions (whole group and small group). Group size may vary based on student needs and tasks.	• Actively participate in the group
• Models behavioral cues that indicate engagement in discussion. Things like pointing, leaning in, making eye contact, and nodding indicate interest and interaction.	• Use behaviors that indicate engagement in discussion, i.e., pointing, nodding, leaning in, making eye contact, etc.
• Provides supports that make students feel safe to talk.	• Welcome multiple perspectives
Knowledge Building	
• Encourages argumentation by modeling, providing sentence frames and anchor charts (Newman, 2010). • Teaches language needed in making claims and providing evidence to support them, asking for clarification and reaching consensus. (e.g., This shows that ___. For example, in the text on page ___, ____, When the writer said, ___, I thought _____.)	• Provide specific and accurate information • Provide evidence for claims and arguments • Stay committed to "getting it right" • Receive feedback on what they are learning and the kind of thinking they are doing

Understanding Roles During Interactive Speaking Activities	
Teacher	**Students**
Rigorous Thinking	
• Provides meaningful and complex tasks related to texts read, the readers and writers, and instructional goals as described in the Tennessee English Language Arts Standards.	• Stay focused on the task and text • Keep talk grounded in the text
• Purposefully plans a variety of text dependent questions that help students think within, beyond, and about the text and build knowledge when responding to questions about complex texts.	• Bring together (synthesize) several sources of information • Construct explanations • Create hypotheses about concepts and ideas • Challenge evidence presented

(Adapted from Fisher & Frey, 2014, and Michaels, O'Connor, Hall, & Resnick, 2013)

Video Viewing: Interactive Speaking

As you watch the video of a teacher engaging her third grade students in an interactive read aloud, note your impressions about the following:

- balance of teacher talk and student talk;
- how the teacher facilitates interactive speaking through demonstration and prompting;
- how the students respond to the teacher and to each other; and
- the tone and quality of the conversation.

Observations

Discuss

What do you notice about the balance of teacher and student talk?
What do you notice about the teacher's ability to facilitate conversation and keep it grounded in the text?
What do you notice about the quality and tone of the conversation?

Review the Tennessee English Language Arts Speaking and Listening Standards for grade 3 and the associated behaviors from *The Fountas & Pinnell Literacy Continuum* (2017a) on pages 77–78 of the Alignment Document. Identify some behaviors/understandings that the teacher might consider helping these students take on next.

List at least two of them below:

1. _____

2. _____

Teachers need to plan for interactive speaking activities that support the Tennessee English Language Arts Standards. After carefully selecting texts that support unit concepts, enduring understandings, and content standards, teachers will want to refer to the Tennessee English Language Arts Standards for Speaking and Listening as well as the Reading standards. Planning for teaching, prompting, and reinforcing of behaviors and understandings will strengthen comprehension and knowledge building while developing a community of learners who engage in thoughtful and academic discussions around topics and texts.

Reflect

Consider the qualities of effective interactive speaking that were evident in the video. Which of these might the teachers in your school/district need the most help developing?

How to Establish Routines for Interactive Speaking Activities

Even when an inviting and safe community has been established, students need help with understanding the expectations for participation and the social conventions for interacting with their peers. One effective routine for introducing these expectations is the Turn and Talk routine where students break into pairs or triads to share their thinking with partners.

Read the section below, "Establishing and Implementing Classroom Routines: Turn and Talk," to learn more about how to facilitate this talk structure with students. Highlight or notate big ideas.

Establishing and Implementing Classroom Routines: Turn and Talk

Turn and Talk allows students first to lead and develop their own conversations about text, and then to share their thinking with the class as a whole. When students are provided the space and time with their peers to collect and verbalize their thoughts about the text, they are provided with a low-risk setting in which to develop their thinking. Once this routine is established, teachers can both lead a deeper discussion with the whole class and make students' learning visible through writing.

Planning and Establishing a Routine with Turn and Talk

In order to master new skills in Turn and Talk, both in partners and with the class as a whole, teachers need to establish a routine through a repetition of the same series of steps each day:

1. To facilitate conversation during Turn and Talk, teachers first create an area in the classroom that allows for partners to sit in close proximity.
2. With intention, teachers partner students into pairs and trios/triads.
3. Teachers establish expectations of topics/content/questions to be discussed, as well as the ways in which students can be engaged listeners and effective speakers.
4. Teachers devise a signal, such as a word, a phrase, or a call-and-response with the class, for partners to return to their seats or come back together as a whole class.
5. Teachers create opportunities for students to solve problems and to develop resilience to changing circumstances.

As teachers plan to incorporate Turn and Talk activities into their daily classroom tasks, they need to consider the environment in which these student-led conversations can occur. Will students remain at their desks? Will they move to a designated area in the classroom, where pairs and trios can sit in close proximity to facilitate conversation?

It is important that teachers are intentional about their choices for students' partners. Each student needs to have an opportunity to speak during Turn and Talk, and when applicable, it is beneficial to pair less proficient speakers with students who speak with slightly more oral fluency. Such strategic, intentional partnering can help to facilitate conversation, but it is

critical for teachers to establish expectations of the ways in which students speak to one another, listen to one another, and verbalize their thoughts about the text. Students need to understand how to take turns, allow one another equal time to speak, be active listeners, and prompt their partner to expand upon their ideas and ask clarifying questions.

Teachers need to consider how to conclude Turn and Talk activities based on their students:

- What would be the most effective signal for a teacher's students to come together as a class? Should it be a quiet signal, a non-verbal signal, or a call-and-response with students?
- How does a teacher expect students to respond upon hearing the signal? Should they stop speaking immediately? Will students be given time to finish their conversation?
- Will a teacher provide a preliminary signal and then a final signal?

Once teachers have established Turn and Talk as a routine and students have mastered the steps in that routine, teachers can allow for more flexibility in partnering students. Teachers can create opportunities for students to solve problems effectively and to become more resilient to a change in the routine. For example, students can have opportunities to choose their own partners. Mastery of routines and procedures will also provide teachers the chance to partner students strategically, in different combinations, in order to focus on different teaching goals.

Implementing Turn and Talk

Teachers need to consider the questions they provide to students for a Turn and Talk activity. It is important that questions be open ended, that they allow students the opportunity to develop their thinking, and that they prompt students to provide thorough responses that go back into the text and that help expand their thinking about the text.

At the same time, effectively implementing Turn and Talk activities support the development of interactive skills such as speaking and active listening. Each student will arrive in the classroom with a unique understanding of how to use language and how to interact with others, so it is important to model each step of Turn and Talk before using the activity in class.

Observing Turn and Talk

Turn and Talk, when effectively implemented, can provide opportunities for teachers to observe their students' levels of understanding of the content, as well as the kinds of language, vocabulary, and sentence structures that students use to articulate their understanding. In this way, teachers can use their observation of Turn and Talk as a form of assessment and of charting students' development. Even when, in some instances, students are not asked to share their partner conversations with the larger group, the teacher should circulate and listen in order to understand misunderstandings and any trends in responding. It is important that teachers address the content of conversations with the larger group when the Turn and Talk concludes.

Recording Thoughts and Understandings Developed Through Turn and Talk
When students come back together as an entire class after Turn and Talk, the peer-to-peer conversations have provided support for their understanding of the text before they reflect on those understandings as a class. Teachers can model the power of writing to record and make visible students' thoughts and understanding through the use of anchor charts.

Anchor charts contain important elements of lessons and understandings, which can be reinforced when the charts are displayed in the classroom as a reference for students. The class can expand upon this list as they develop new skills.

(Adapted from "Turn and Talk Procedures and Routines," 2012)

Notes: Turn and Talk Routine	
Selecting Partners	
Teaching Routines	

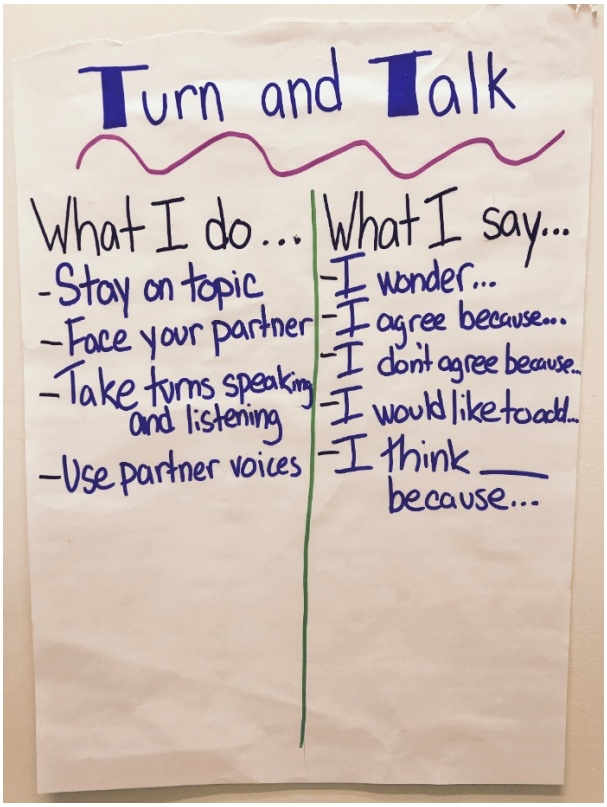
Notes: Turn and Talk Routine	
Anchor Charts	
Observing Turn and Talk	
Open-Ended Questions	

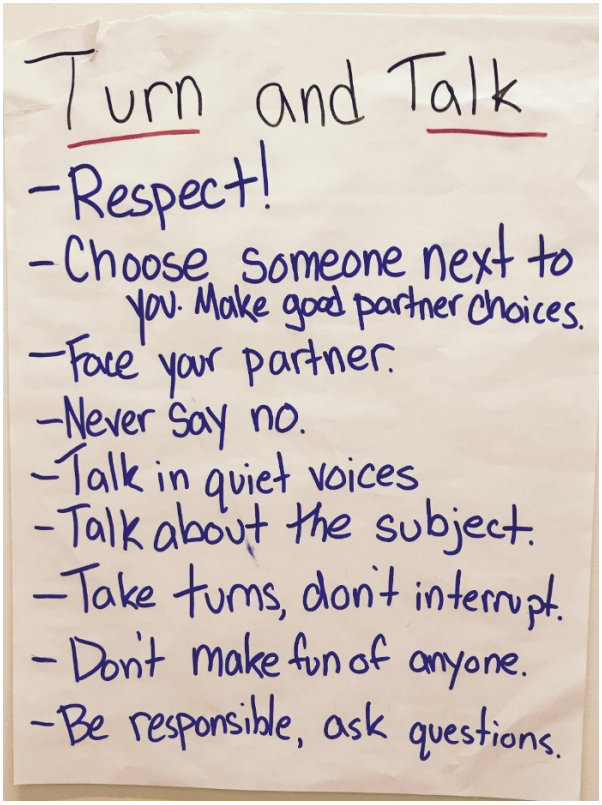
Notes

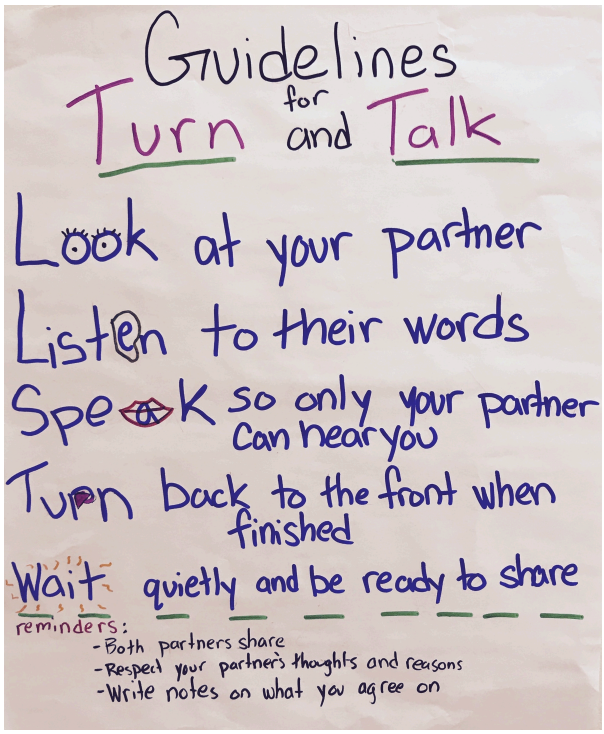
Consider a talk structure (other than Turn and Talk) that you have found helpful that you think teachers might have success using with their students. Make some notes to yourself about the value of using this talk structure.

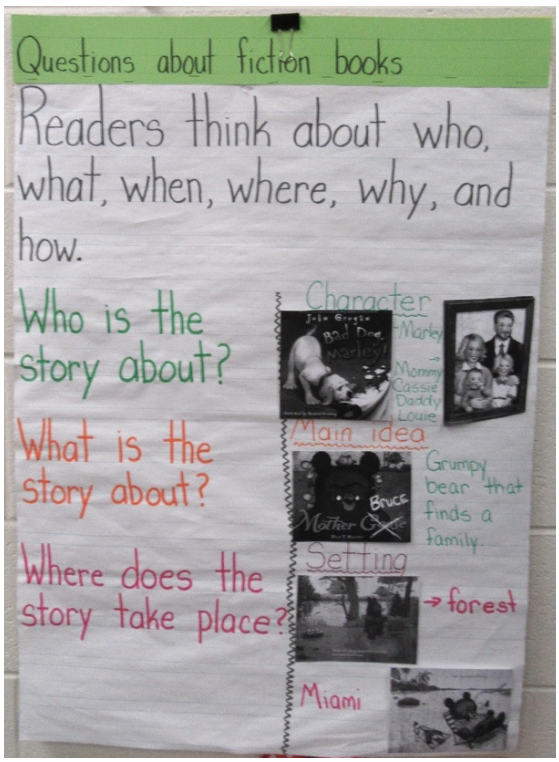
Anchor Charts

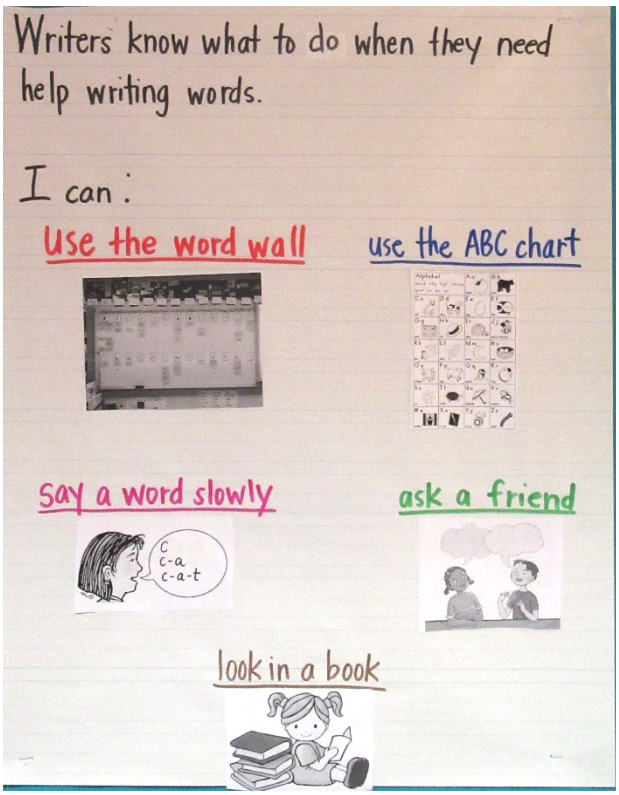
Anchor charts are a visible reminder of content, strategies, processes, cues, or guidelines that have been explored in the classroom. Teachers model the creation of anchor charts as they work with students to debrief strategies, record important facts, record steps in a process, or list criteria. You can add students' ideas to anchor charts as they apply new learning, discover new ideas, or think of useful strategies. It is very helpful to create charts of a few helpful language stems they can use to get started and keep the discussion going.

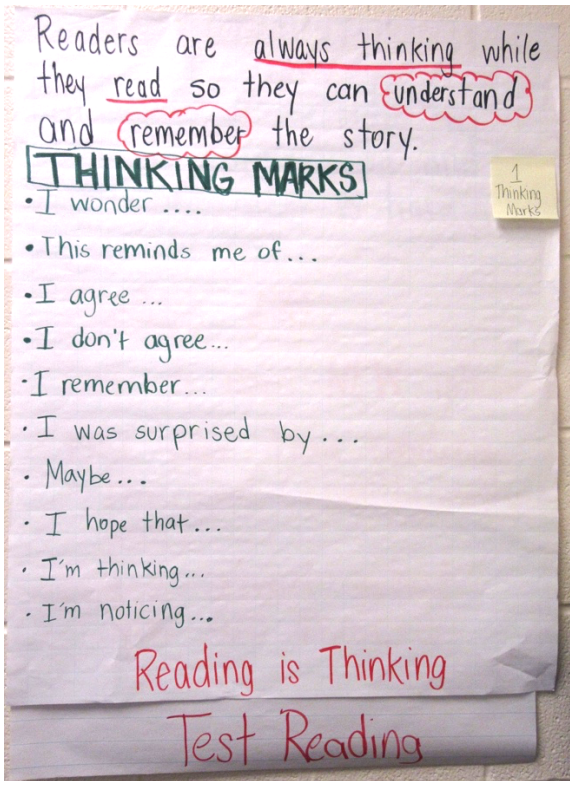





Guidelines for Turn and Talk
Look at your partner
Listen to their words
Speak so only your partner can hear you
Turn back to the front when finished
Wait quietly and be ready to share
reminders:
-Both partners share
-Respect your partner's thoughts and reasons
-Write notes on what you agree on


Questions about fiction books
Readers think about who, what, when, where, why, and how.
Who is the story about?
Character
Marley
Mommy
Cassie
Daddy
Louie
What is the story about?
Main idea
Grumpy bear that finds a family.
Where does the story take place?
Setting
→ forest
Miami


Writers know what to do when they need help writing words.
I can:
Use the word wall
use the ABC chart
say a word slowly
c
c-a
c-a-t
ask a friend
look in a book


Readers are always thinking while they read so they can understand and remember the story.
THINKING MARKS
1 Thinking Marks
• I wonder ....
• This reminds me of...
• I agree ...
• I don't agree...
• I remember...
• I was surprised by...
• Maybe...
• I hope that...
• I'm thinking...
• I'm noticing...
Reading is Thinking
Test Reading

Discuss

Study the examples of anchor charts to answer the questions below.

What kind of information do you notice on the charts?
Look back at pages 33–34. How might you adapt these anchor charts to support students in taking on the roles you highlighted as areas of opportunity?
Why would it be important to create these anchor charts **with** students rather than **for** students?

A Teacher's Reflections on Facilitating Talk

View the video of Kacy discussing the importance of teaching her second graders how to talk to each other.

Discuss

How does Kacy see talk as essential to literacy learning?
What does Kacy understand about her role as facilitator of productive talk in her classroom?
What are some helpful suggestions Kacy offered?

Language to Support Thinking, Talking, and Writing About Reading

Effective teachers are intentional and precise about the language they use to help students think deeply about complex texts. They can offer high levels of support when they demonstrate ways of thinking and talking about texts. Prompts or questions call for thinking about texts with a little less support. Finally, teachers can reinforce effective thinking and talking about texts by using explicit and powerful language to affirm the thinking that students share.

The following chart contains examples of language from *Prompting Guide, Part 2* (2016b) that teachers might use to teach, prompt for, or reinforce thinking, talking, and writing about reading. This language can be used in whole group teaching, small group teaching, or in individual conferences with students to support knowledge building.

When you observed Kacy working with her second graders, you noticed the language she used to facilitate student talk. Now, let's think about how a teacher can use facilitative language to support student learning and independence. You will notice that since talk and writing are both thinking, the language you use in teaching can apply to both instructional strategies.

Language to Support Thinking, Talking, and Writing About Reading		
Teach	**Prompt**	**Reinforce**
Within the Text		
Searching for and Using Information (meaning) You can think about what information the illustrations (graphic-chart, diagram map, sidebar, etc.) give you. (Demonstrate)	What information does the illustration (graphic-chart, diagram map, sidebar, etc.) give you?	You used the information in the illustration (graphic-chart, diagram map, sidebar, etc.) to understand more.
Monitoring and Self-Correcting (for meaning) When you are reading and something doesn't make sense to you, you can reread and think about what the writer is saying.	Read that again and think: What is the writer saying?	You noticed it didn't make sense so you read it again and figured it out.
Summarizing You can think about a few sentences that tell the most important information in the book (story). (Demonstrate)	What are a few sentences that would tell the most important information in the book (story)?	You told the most important information in the book (story) in a few sentences.

Beyond the Text		
Predicting: You can use information from the book (story) to confirm or change your predictions. (Demonstrate)	What information from the book (story) helped you change your predictions?	You used information from the book (story) to confirm or change your predictions.
Inferring: You need to think about what the character really meant by saying something. (Demonstrate)	What did the character really mean when he said that?	You thought about what the character really meant when he said that.
Language to Support Thinking, Talking, and Writing About Reading		
Teach	**Prompt**	**Reinforce**
About the Text		
Analyzing: You can think about what you already know about this type of book (genre) to help you know what to expect. (Demonstrate)	What do you already know about this type of book (genre) that helps you know what to expect?	You thought about what you already know about this type of book (genre) to help you know what to expect.
Critiquing: You can think about what you like (or dislike, find most interesting, confusing, challenging) about a book (story). (Demonstrate)	What did you like (or dislike, find most interesting, confusing, challenging) about the book (story)?	You thought about what you liked (or disliked, found most interesting, confusing, challenging) about the book (story).

(Fountas & Pinnell, 2016b)

Discuss

How is this chart helpful in identifying language that provides different levels of support for teaching students to think, talk, and write about texts?
How might you use this chart to help teachers understand the levels of support in the language they use to support thinking, talking, and writing about reading?

Use the "Language to Support Thinking, Talking, and Writing About Reading" chart as a guide to identify language that you might use to teach, prompt, and reinforce the standards in the chart below. For more information on helpful language, see *Prompting Guide, Part 2* (Fountas & Pinnell, 2016b).

Tennessee ELA Standard	Teach	Prompt	Reinforce
1.RI.IKI.7: Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	*Labels can help you understand what the author wants you to notice in the illustration.* *Sometimes headings help us know the key idea of a section.*	*How does the label help you to understand what the author wants you to notice in the illustration?* *How can the heading help you think about the key idea?*	*You used the label to understand what the author wants you to notice in the illustration.* *You used the heading to think about the key idea.*
2.RL.KID.2: Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
3.RL.IKI.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			

In the chart below, notice how a teacher might use varied levels of support for interactive speaking through the language she uses during interactive read aloud.

Varied Levels of Support for Interactive Speaking During Interactive Read Aloud	
Grade 1	
Standard	**1.SL.CC.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Demonstration	During the discussion of a read aloud text, **the teacher models** language that speakers and listeners use as well as provides text-based evidence. For example, "I notice on this page the writer asks a question, "What is red, white, and blue and flies? I think he is asking that so I will think about what is coming next." Or, "I know this part will be about the flag because the writer asked a question and I know the answer is the flag." As a reader, I look for questions that an author may ask to alert me to look for answers to those questions."
Shared Demonstration	During the discussion of a read aloud text, **the teacher models some more and prompts** for language and the use of text-based evidence. For example, "I know the writer cares about the environment because right here he says, 'We must all be a part of taking care of our world.'" or "Say more about that." "How do you know?" "Where in the text does it say that?" The daily task along the gradual release is for students to provide evidence from the texts they are reading during interactive read aloud, shared reading, small group reading, and independent reading.
Guided Practice	During the discussion of a read aloud text, **the teacher reinforces** the language and talk that she observes. For example, "I heard you asking each other to say more about something," or, "What makes you think that?" and, "Not only did you tell us what you were thinking, you also gave examples from the book."
Independent Practice	During the discussion of texts, **the teacher observes** for independent use of evidence from texts to answer questions, and **students use** probing questions that ask for more information or evidence from the text. For example, "What do you mean by that?" "Say more about that," and "I think they are travelling for many days because right here in the book it says…"

Reflect

How does this activity help you think about how teachers can shape the level of support(s) to teach students how to think, talk, and write deeply about texts?

> The language teachers use can help readers learn how to focus and expand their thinking through speaking and writing. Adjusting the language of teaching as readers take on more of the behaviors and understandings helps to move students towards independence. (Clay, 2005, p. 202)

Planning for Interactive Speaking Activities

Interactive speaking takes place across the day in various instructional strategies. Teachers need to plan for before, during, and after the activity. Read the Guide to Planning Interactive Speaking Activities below.

Guide to Planning Responding to Texts Through Interactive Speaking Activities
Before the Activity • Base speaking activities on texts read during interactive read aloud and shared reading to support conceptual knowledge and enduring understandings as the foundation for interactive speaking. • Select high-quality, appropriately complex texts for interactive read aloud, shared reading, and small group reading instruction. • Select goals from the Reading and Speaking and Listening strands of the Tennessee English Language Arts Standards. • Plan questions and prompts around concepts and enduring understandings that will facilitate student talk before, during, and after the reading to support thinking within, beyond, and about the text.
During the Activity • Model and teach behaviors that indicate engagement and interest in discussion with others, such as: making eye contact, leaning in to the speaker, pointing, and nodding. • Support the language of text-based discussion/argumentation by modeling and providing language/sentence frames. Post these on anchor charts and add sentence frames as new ones are introduced into conversations. • Listen for, question, and prompt responses that provide evidence to guide thinking and keep students talking. • Extend learning and understanding to a writing activity (shared and/or interactive or independent writing).

After the Activity
• Reflect on the level of productive student talk and engagement, including the language and structures used to facilitate the talk (e.g., talking stems and talk structures). Consider the following questions:
  ○ Were students able to think within, beyond, and about the text as they spoke in partners?
  ○ Did their ideas build on one another?
  ○ Did they use language stems from anchor charts?
  ○ What level of support did you provide: teaching, prompting, or reinforcing their responses?

Discuss

How can teachers use the guide to plan efficiently and effectively?
How might you use this guide in your coaching role?

Interactive Speaking: Synthesis

Return to the chart "Responding to Texts Through Interactive Speaking Activities" that you completed at the beginning of this module. Review any statements you marked with a star or a question mark.

Read the following quotes at your tables about the importance of building upon the child's understanding of language to support all other literacy learning.

1. "Language provides powerful sources of information for literacy activities" (Clay, 2013, p. 16).
2. "…teachers must remember that the child's ultimate resource for learning to read and write is his spoken language" (Clay, 2005, p. 2).
3. "Classroom discourse supports children's learning. When they engage in discourse about a variety of topics, children use language to communicate with each other, and at the same time learn how to use language in new ways. They expand their language knowledge in important ways because they have new models of language (from peers, from the teacher, and from literature) and because they have new subjects for discussion. Developing oral language through experiences is a primary goal of the language arts curriculum. In a sense, the teacher and children are building an oral text that they continue to expand and share" (McCarrier, Pinnell, & Fountas, 2000, p. 73).
4. "By participating actively in conversations surrounding text, students engage in a meaning-driven use of language that supports comprehension and their ability to write about their reading" (Fountas & Pinnell, 2017b, p. 49).
5. "Texts provide common ground for the conversation-terrain on which people with different experiences and ideas can engage. Texts offer pathways to content, sometimes through enduring ideas that cut across time and cultures" (City, 2014, p. 15-16).
6. "In authentic text-based discussions, teacher talk is limited to and carefully focused on asking thoughtful, open-ended questions that prompt students to seek understanding, not arrive at a predetermined answer" (Billings & Roberts, 2014, pp. 61-62).

Discuss

What are two or three new understandings you have gained about interactive speaking activities?
As you considered the quotes in connection to your learning, how did they support your thinking?
What questions do you still have?

Closing Words

> Students learn by talking. Talking represents the student's thinking. We engage students in conversation that is grounded in a variety of texts—those that students read, hear read aloud, or write—and that expands their ability to comprehend ideas and use language to share thinking. (Fountas & Pinnell, 2017a, p. 2)

Module 3: Responding to Texts Through Interactive Writing Activities

Objectives

- Explore the Tennessee English Language Arts Standards and the relationship between thinking, speaking, listening, reading, writing, and the foundational skills
- Define shared and interactive writing and investigate why they are important
- Identify text types that connect to the Tennessee English Language Arts Standards
- Consider the roles of the students and the teacher in shared and interactive writing about reading
- Examine some of the essential routines for shared and interactive writing
- Expand the use of explicit language for teaching, prompting, and reinforcing learning during shared and interactive writing
- Understand the planning process for before, during, and after shared and interactive writing activities

Link to Tennessee English Language Arts Standards

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

TEAM Connections

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- **Lesson Structure and Pacing**
- Activities and Materials
- Teacher Content Knowledge
- **Environment**

Reflect on Current Understandings

This module will explore how to support students in moving from talk about texts to written response. In preparation for this work, reflect on your current understandings by noting the following:

✓Place a check mark next to statements that confirm your current understandings.
★Place a star next to statements that you hope to learn more about.
? Place a question mark next to statements that challenge your current understandings.

Responding to Texts Through Shared and Interactive Writing Activities	
Responding to texts through talk and writing gives students the opportunity to expand their understandings.	
Reading supports students' understandings as writers.	
Writing supports students' understandings as readers.	
Responding to texts through writing gives students the opportunity to carefully compose their thoughts into a message.	
Teachers provide varied levels of support in order to help students develop understandings they can apply to independent writing.	
There are many ways to respond to texts within the literacy framework and across content areas.	
Students benefit from the opportunity to co-construct more complex texts and language than they can create on their own.	
Teachers plan for teaching before, during, and after writing lessons to promote literacy skills, content knowledge, and language learning.	
Explicit language for teaching, prompting, and reinforcing writing behaviors supports language, content, and literacy learning in shared and interactive writing.	
When responding to students' needs as writers, teachers must make decisions in the moment.	
Through shared and interactive writing, teachers model and students are invited to participate in all aspects of the writing process with support so they can take on writing behaviors independently.	
Shared and interactive writing are much more effective when time, space, and materials are organized and routines have been established.	

What are the instructional strategies for teaching writers?

Students need time each day to engage in independent writing tasks that require them to:

- apply knowledge and skills;
- build and demonstrate text comprehension;
- provide opportunities to write to develop the skill of a writer in connection to text; and
- select topics, determine forms, consider purposes and audiences, and make decision about craft.

(Tennessee Department of Education, 2017)

As these daily tasks build toward an end-of-unit task, teachers have many opportunities to observe how students are taking on the learning.

To support students' development as independent writers in connection to their reading, it is critical for them to participate in writing demonstrations. To demonstrate the reading-writing connection while supporting students' writing development, teachers can use three instructional strategies: modeled writing, shared writing, and interactive writing. Once students have built their understandings through demonstrations, they need opportunities to apply their learning to independent writing.

What is Modeled Writing?
Modeled writing allows teachers to think aloud in order to share the kinds of decisions that writers make. During modeled writing, the teacher may write in front of students or choose to interact with students around a writing piece that was prepared prior to the lesson.

What is Shared Writing?
Shared writing is an instructional strategy that makes the writing process visible to students as they participate in every aspect, from developing an idea to creating the final product. While the teacher facilitates the participation of the whole group, she also scribes the message.

> The teacher and students compose a text together. The teacher is the scribe…Students contribute each word of the composition and reread it many times. Sometimes the teacher asks younger students to say the word slowly as they think about how a word is spelled. At other times the teacher (with student input) writes the composition…quickly. The text becomes a model, example, or reference for student writing and discussion. (Fountas & Pinnell, 2017a, p. 225)

Shared writing can be used to demonstrate and co-construct any writing task, form, purpose, and genre. Compositions can be short and completed in one session, or they can be longer and extend over several sessions.

What is Interactive Writing?

> Interactive writing is identical to and proceeds in the same way as shared writing with one exception: Occasionally the teacher, while making teaching points that help students attend to various features of letters and words, will invite a student to…contribute a letter, word, or part of a word. This process is especially helpful to beginning readers because their contributions to the actual writing have high instructional value. For student contribution, the teacher selects a word or word part that is "just acquired or nearly known" by the student. (Fountas & Pinnell, 2017a, pp. 225–226)

Interactive writing holds great power for developing reading and writing behaviors. "The encoding and decoding (building up and breaking down) processes are demonstrated while the teacher engages students in creating text (Swartz, Klein, & Shook, 2002)" (Borba, Winter 2010–2011, p. 17). This emphasis on process rather than product allows teachers to support beginning readers and writers in letter/sound knowledge and high-frequency words within the context of the lesson. As students become more proficient, the teacher may support them in using spelling patterns, syllables, and in word-solving actions to use what is known about parts of words to solve unknown words. Later, demonstrations may turn to the use of grammar, editing procedures, the use of descriptive language, text organization, spelling, and writing in a variety of genres and forms. From the beginning, students are taught to reread after a word or phrase is written to make sure the text makes sense and sounds right.

Shared and interactive writing provide opportunities for collaboration between the teacher and students in creating a written text that is more complex than students would be able to construct on their own. The message is determined by the group through discussion and negotiation, and the teacher guides the students through the writing process while supporting them with the application of strategies writers use to compose and construct a text.

What is Small Group Writing?

During small group writing, teachers temporarily bring together a few students who have similar needs as writers in order to provide targeted instruction. Groups may meet several days in a row or over the course of several weeks to meet their goal. Teachers may use this strategy as an opportunity to demonstrate a skill or strategy that the majority of the class already controls or to provide more practice with a skill that was introduced to the whole group. They can also use small group writing to accelerate students who are above grade level. During small group writing, teachers may involve all group members in additional writing demonstrations or support students in applying their learning to their individual pieces.

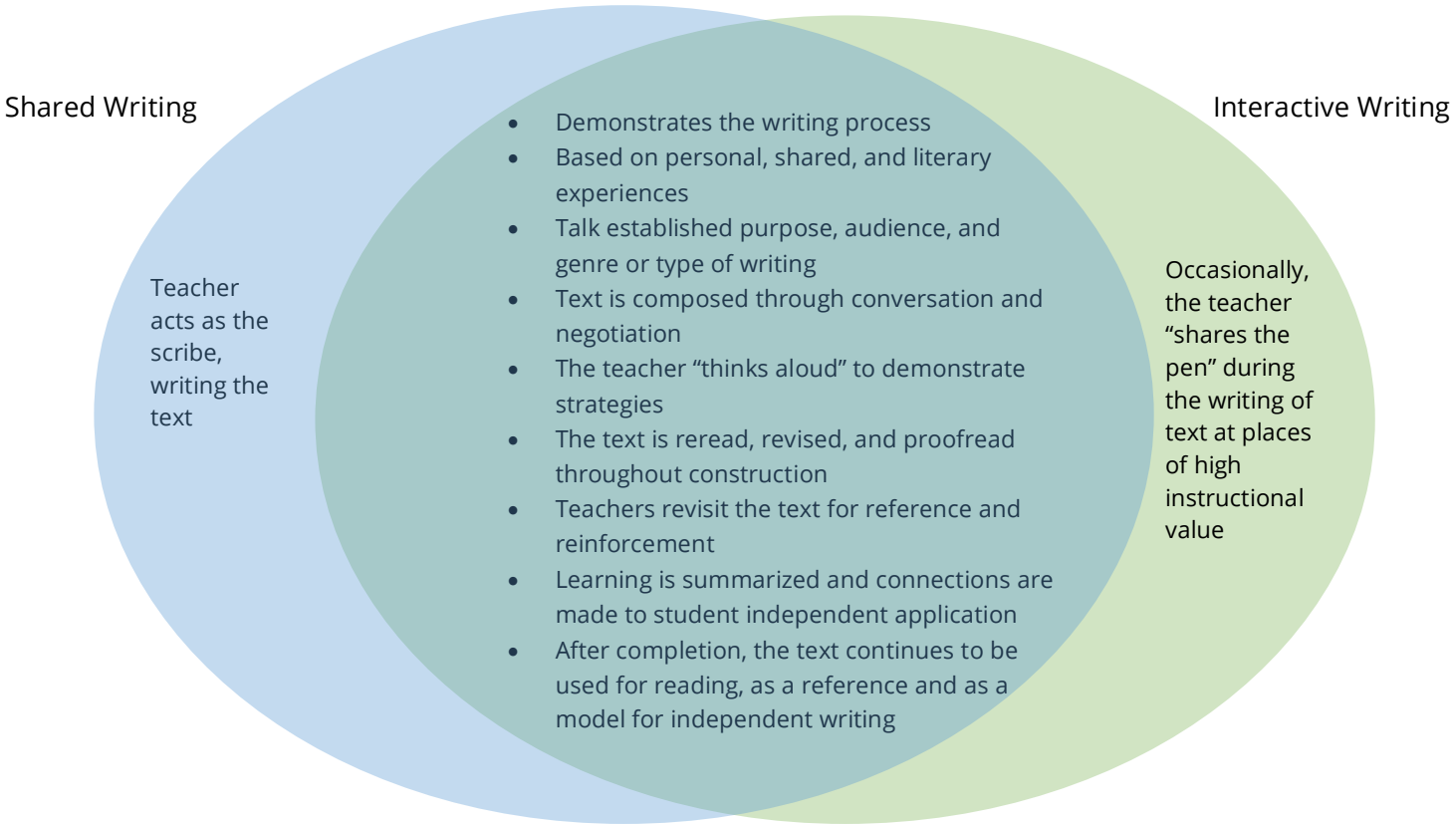
Based on what teachers learn about students as they observe them in small groups or individually, teachers can flexibly use modeled writing, shared and interactive writing, small group writing, and independent writing to design a high-quality literacy block that meets the needs of all learners and provides varying levels of support and responsibility as students become increasingly competent.

What are Independent Writing and Writing Conferences?
Independent writing is a time for students to apply their writing skills and content knowledge to individual writing tasks. Whether they are responding to a prompt for on-demand writing about reading or self-selecting a topic, independent writing gives students a chance to use their new understandings about craft, conventions, and content as they purposefully compose, draft, and revise writing pieces across genres. When students are asked to complete an end-of-unit task independently, they will have opportunities to meet multiple standards while demonstrating "their critical thinking and textual analysis skills and their conceptual knowledge" (Tennessee Department of Education, 2017, p. 39).

As teachers observe independent writing, they identify trends and patterns across their classrooms in order to determine what their next teaching move will be. They can determine what teaching will benefit the whole group. They can identify students with similar needs in order to bring them together strategically for targeted small group teaching. Teachers use independent writing conferences to address the specific needs of each writer. Teachers systematically analyze students' written responses to text to learn more about how the students are taking on newly acquired writing behaviors as well as how they are comprehending texts.

Maximizing Instruction to Develop Writers in Tennessee
Because shared and interactive writing provide powerful, highly engaging opportunities for the co-construction of texts, the strategies of interactive and shared writing will be the focus of this semester's work.

Shared Writing vs. Interactive Writing



The following chart outlines what shared and interactive writing are and are not. Read through the chart and notice the differences between the two columns.

Characteristics of Shared and Interactive Writing	
Shared and interactive writing are…	**Shared and interactive writing are <u>not</u>…**
• instructional strategies that require students to participate with the teacher in the writing process	• instructional strategies that place the students in the passive role of observer with the teacher in the active role of thinker and writer
• highly supported by the teacher through intentional facilitation of the conversation, the composition, and the construction of the text	• so highly supported by the teacher that students have no ownership of the text written
• instructional strategies that support, enhance, and extend content and literacy learning	• instructional strategies that support only foundational skills
• instructional strategies that allow students, together with their teacher, to collaboratively create texts as a resource for reading and writing	• instructional strategies that allow students, together with their teacher, to create texts without the intention of ever using them for reading and writing
• instructional strategies that support the *process* of moving from ideas to a thoughtful and readable message	• instructional strategies that value a final *product* over the process of writing
• instructional strategies that provide opportunities for the class/group to reflect on a shared experience	• instructional strategies that provide opportunities for individuals to share their own unique experiences and understandings
• engaging and fast paced	• laborious and drawn out
• instructional strategies aimed at meeting the needs of a range of learners simultaneously	• instructional strategies aimed at meeting the needs of a specific individual

Discuss

What is something new you have learned about shared and interactive writing so far?

Shared and interactive writing can provide a bridge between interactive speaking and independent writing about reading. These strategies require students to apply all of their skill and knowledge competencies to their writing, with a high level of teacher support.

Essential Elements of Shared and Interactive Writing Lessons

Shared and interactive writing are highly structured and organized, yet flexible and student-driven instructional strategies. By using the essential elements of shared and interactive writing, teachers can include students in each phase of the writing process (notice the labels within the body of the chart for pre-writing, drafting, revising, editing, publishing) and demonstrate its recursive nature. The writing process is embedded into these instructional strategies, but it is the teacher's job to make the connections explicit to students so they are able to apply the process to their own writing. Teachers make these connections explicit by being sure to summarize the learning at the end each lesson in a way that gives students a strong rationale for using a strategy when they are working independently. Teachers might also give students an opportunity to turn and talk to a partner about the specific way they might apply their learning to their daily task.

Read the essential elements of shared and interactive writing listed in the chart below. These are not rigid parts or steps, but rather a way of thinking about how to scaffold writers as they respond to reading and develop a writing process. Notice that the first three elements occur before the teacher and students even touch a pen and that the last two elements happen after the text has been co-constructed (McCarrier, Pinnell, & Fountas, 2000).

Essential Elements of Shared and Interactive Writing	
Before Text Construction	**Experiences** Shared text and knowledge-based experiences (that occur during interactive read aloud, shared reading, or small group instruction) provide a foundation for shared and interactive writing.
	Talk Talk supports deeper understanding of the text related to literary and content knowledge. Through talk the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task, including opinion pieces, informative/explanatory texts, and narratives. [prewriting]
	Compose Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group in order to compose a message that all students agree best communicates their thinking and ideas presented in the text. [prewriting]
During Text Construction	**Construct** *Shared and Interactive Writing*: The teacher and students work together to write the text. *Interactive Writing Only:* **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation. [drafting]
	Reread, Revise, Proofread The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form. [revising, editing, publishing]
After Text Construction	**Revisit** Teachers may revisit the completed text to briefly review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading.
	Summarize the Learning Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent writing.

(Adapted from McCarrier, Pinnell, & Fountas, 2000)

Analyze

What do you notice about how the essential elements of shared and interactive writing (chart on p. 63) encompass the framework for *Teaching Literacy in Tennessee* (p. 10) in which students listen to, read about, think about, talk about, and write about texts?

Video Example: First Grade Interactive Writing

Watch a coach and classroom teacher co-teach an interactive writing lesson with a group of first graders. We will view the video twice. The first time you watch, record what you notice the teachers are doing during each element of the interactive writing lesson. Try to record specific language that you hear. When you watch the video the second time, record what you observe the students doing.

Essential Elements of Interactive Writing Lesson	**Teacher(s)**	**Students**
Experiences Shared text and knowledge-based experiences (that occur during interactive read aloud, shared reading, or small group instruction) provide a foundation for shared and interactive writing.		
Talk Talk supports deeper understanding of the text related to literary and content knowledge. Through talk the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task, including opinion pieces, informative/explanatory texts and narratives. [prewriting]		
Compose Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group to compose a message that all students agree best communicates their thinking and ideas presented in the text. [prewriting]		
Construct *Shared and Interactive Writing:* The teacher and students work together to compose the text. *Interactive Writing Only*: **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation. [drafting]		

Essential Elements of Interactive Writing Lesson	Teacher(s)	Students
Reread, Revise, Proofread The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form. [revising, editing, publishing]		
Revisit Teachers may revisit the completed text to briefly review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading.		
Summarize the Learning Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent writing.		

(McCarrier, Pinnell, & Fountas, 2000)

Discuss

How did the teacher (and coach) support the children within each of the essential elements of the interactive writing lesson?
What contributions did the students make throughout the lesson?
Which Tennessee Foundational Literacy standards were supported in the teacher's instruction?
How did the talk and writing during this lesson support the students in comprehending the text?

Why use shared and interactive writing?

In order to become independent, writers need a strong model of how to use the writing process to go from an idea in their head to a composed, coherent, readable product. Regardless of the subject matter, shared and interactive writing are instructional strategies in which the teacher can invite students into the process with support and result in a product that can be used to expand the repertoire for independent writing.

Students gain additional opportunities to develop content knowledge when they write about texts. In order to write, they must clarify their understandings, organize their ideas, and compose their thoughts into written language. Thinking, talking, and writing provide additional opportunities to build knowledge-based competencies.

Responding to Texts Through Writing

As students learn to make their thinking and talk about texts visible to others, shared and interactive writing can provide them with a strong vision for all of the ways readers respond to text through writing. Whether through drawing or writing, students need support in developing a menu of meaningful ways to share their thinking that they can apply to their independent writing.

Use the “Double Entry Journal” that follows to explore a few important quotes about the importance of responding to text through writing and drawing. On the left side, read and highlight phrases or words that seem significant. In the right column, write your reactions, responses, explanations, and ideas.

Double Entry Journal: The Importance of Responding to Text Through Writing	
1. "Our understanding is enhanced when we communicate with others about our thinking. Oral language as the primary source for thinking leads naturally to written conversation, which, in turn, helps readers expand their thinking and use oral language with greater skill. If we ask young children to write (and draw) in response to their reading from the beginning, they will be able to use this tool in response to reading and expand their own thinking about texts. Understanding reading begins with thinking, talking, and representing ideas" (Fountas & Pinnell, 2006, p. 438).	
2. "Writing well about reading isn't a simple goal. It incorporates both the thinking readers do as they read and the ability to compose text in a way that both captures and furthers that thinking" (Serravallo, 2015, p. 35).	

Double Entry Journal: The Importance of Responding to Text Through Writing	
3. "…We have to teach writing while children are learning to speak, read, and write in English. We cannot wait until children reach a certain level of English proficiency before we introduce them to writing, and we cannot teach writing under the guise of fill-in-the-blank worksheets or other narrow language exercises that are frequently used with English language learners. When multilingual children engage in writing projects that are personally relevant, build on their background knowledge, and require them to write for authentic reasons, ELLs become more engaged in writing and develop understandings about writing processes and practices." (Laman, 2013, p. xvii)	
4. "Writing is a slowed-down process that allows children to attend to the details of letters and words." (Fountas & Pinnell, 2008, p. 294)	

Writing about reading is focused on a response to a book, not a retelling of it. Students respond to what they've read by reacting to the work of an author: language and word choices, themes and big ideas, and the author's stance or bias. Students may give an opinion or critique of what they've read. They learn to consider many forms of writing to use as they respond to reading: e.g., letters to the author, a list of notes about a text, a book recommendation to others, a longer response to a piece of reading, an organized informational report summarizing learning, or a persuasive piece of writing toward or against the author's stance.

Analyze Response to Text

Refer back to the Systems of Strategic Actions Wheel on page 28 to analyze (assess) the kinds of thinking that were evident in **your own** writing following the interactive read aloud. NOTE: You would never ask young students to name their thinking in this way. The purpose of this experience is to learn how to support teachers in being able to more closely analyze the thinking of readers. Teachers need to develop their abilities to use both written response to reading and talk as evidence of comprehending.

Analyze and Reflect

What evidence of thinking within the text do you see in your writing (or drawing)? Have you summarized information?
What evidence of thinking beyond the text do you see in your writing (or drawing)?
What evidence of thinking about the text do you see in your writing (or drawing)?
How does this analysis help you understand more about the systems of strategic actions and how readers process texts?
How does this experience help you understand more about the value of responding to texts through writing?

Using a Variety of Genres and Forms in Shared and Interactive Writing

Shared and interactive writing provide opportunities to teach students the many genres and forms for responding to reading as well as the writing process. Teachers provide the appropriate amount of support needed—based on the needs of their students, the standards, and the demands of the task—to build student skill and conceptual knowledge. Once students have had several opportunities to co-construct with the teacher during shared or interactive writing, they can begin to take on the form or genre of writing independently to express their thinking about texts. Multiple writing demonstrations and opportunities to co-construct texts is an appropriate way to scaffold the learners toward independence.

Teachers may choose to use shared and interactive writing to create classroom tools and resources with the students. Completed writing pieces that are displayed become valuable visual anchors for students as they apply their learning to independent tasks. Because they have taken part in creating them, the familiar text becomes a resource for independent writing.

Genres for Writing
Functional Writing: Students often use functional writing to respond to their reading. They may take notes while reading for later use in a presentation or larger written piece. They may create an outline of a text to support understanding about the content as well as the organization. Students may also write notes and letters to others to communicate what they are thinking.
Narrative Writing: Students write narrative texts to tell a story. It may be a summary of a story they have read or an experience in their own life that is similar to that in a text. It may even be a recounting of events in the life of the subject of a biography.
Informational/Explanatory Writing: Students create informational writing about their reading to organize facts. They may create a "how-to" article or "all about" book based on their reading, or a report with information presented in an organized way. Author and illustrator studies can result in informational writing about the author or illustrator studied.
Opinion Writing: Students can write their opinions about topics and texts in many ways. Letters, book reviews and recommendations, articles, and essays can all be written from an argumentative or a persuasive stance.

(Fountas & Pinnell, 2017a)

The chart on the following pages identifies a variety of genres and forms for writing about reading that could be appropriate to support students across the grade levels K–3 in the corresponding Tennessee Writing standards. Notice that some genres and forms appear across grade levels, increasing in sophistication and complexity from grade to grade. In kindergarten and grade one, "[g]enres and forms for writing about reading are demonstrated through interactive, shared, or modeled writing, often with close attention to mentor texts" (Fountas & Pinnell, 2017a, p. 175), with the expectation that students will apply what they learn to independent tasks.

In grades 2 and 3, the teacher may still demonstrate the writing process through shared writing. Using a variety of genres and forms to write about reading and looking closely at mentor texts ultimately informs students' ability to create many different types of writing independently, including those outlined in the Tennessee Writing standards. Using shared writing as a way to demonstrate effective ways to respond to texts will impact the writing that students do for other purposes.

Examples of Genres and Forms for Responding to Reading				
Tennessee Writing Standard	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
1. Write opinion pieces to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• **Lists** of favorite: authors, books, characters, etc. • **Drawings** representing favorite: parts of a story, characters, books, etc. • **Short sentences** giving an opinion about a text, topic, author, illustrator, character, etc. • **Simple letters** to other students, classes giving opinions about a text, author, character, etc.	• **Lists** of favorite: authors, books, characters, topics, etc. • **Short sentences** stating an opinion about a text, topic, author, illustrator, or character, supplying reasons and a sense of closure • **Simple letters** to other students, classes or authors and illustrators stating an opinion about a text, topic, author, illustrator, or character, supplying reasons and a sense of closure • **Book recommendations** stating an opinion about a text, topic, author, illustrator, or character, supplying reasons for the opinion and providing a sense of closure • **Posters** about a text or topic that tell about it in a persuasive way	• **Letters** to authors, illustrators, other students, or teacher (including those in reader's notebooks) stating opinions about a topic/text, reasons to support the opinion and a conclusion • **Sentences** stating an opinion about a topic/text, reasons to support the opinion and a conclusion • **Book recommendations** that introduce the text, state an opinion, supply reasons to support the opinion and a conclusion • **Essays** stating an opinion about a topic or text, reasons to support the opinion, and a conclusion • Posters about a text or topic that illustrate (in pictures and words) an opinion	• **Letters** to authors, illustrators, other students, or teacher, stating opinions about a topic/text, reasons that support the opinion, and a concluding statement • **Book recommendations** stating opinions about a topic/text, reasons that support the opinion, and a concluding statement • **Essays** stating an opinion about a topic or text, reasons to support the opinion, and a conclusion • **Posters** about a text or topic reasons to support the opinion, and a conclusion • **Longer responses** in reader's notebooks that expand on an opinion from notes, short writes, or graphic organizers

Examples of Genres and Forms for Responding to Reading				
Tennessee Writing Standard	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• **Drawings with labels** related to information from text • **Lists** of facts from a text • **Short sentences** of information from a text	• **Drawings with labels** that show information from text • **Lists** of facts from a text with illustrations • **Short sentences** and/or drawings that name a topic, tell facts about the topic and provide closure • Summaries of what was learned from a text with headings	• **Drawings with labels** representing information from a text to serve as reminders for later use in discussion or writing • **Notes** recording information from a text on sticky notes or in Reader's Notebooks as reminders for later use in discussion on writing • **Webs or grids** showing connection of information within or across texts • **Short reports** of interesting information from a text that introduce a topic, provide facts and a conclusion • **Lists of facts** from a text with illustrations • **Summaries** of what was learned from a text with headings to organize facts	• **Notes** recording information from a text related to a topic(s) on sticky notes or in Reader's Notebooks as reminders for later use in discussion on writing • **List** of facts from a text supported with illustrations • **Reports** of information about a topic from a text (or texts) including illustrations, precise language, organizational tools, (table of contents, headings, subheadings, title) and glossary, index, etc. • **Outline** of main ideas and details of a text

Examples of Genres and Forms for Responding to Reading				
Tennessee Writing Standard	**Kindergarten**	**Grade One**	**Grade Two**	**Grade Three**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	• **Drawings** that show an important event or events in a text • **Innovations on texts**: new ending, variation on aspects of the text • **Short sentences** telling important events in a text • **Short sentences** summarizing a text	• **Drawings** of events or characters of a text (with details to show actions, thoughts, and feelings) in sequential order • **Notes** about events, characters in a story for later use • **Charts** or drawings to show sequence of events (with details to show actions, thoughts, and feelings) • **Two column charts** to compare (characters, versions of story, settings, etc.) • **Webs** with character traits attached • **Innovations on texts**: new ending, variation on aspects of the text • **Short sentences** telling sequence of events in a text • **Short sentences** summarizing a text	• **Notes** about events, setting, characters, words, etc.) from a story on sticky notes or in Reader's Notebooks as reminders for later use in discussion on writing • **Story maps** including title, author, setting, plot (in time order), characters, problem and solution • **Two column charts** to compare (characters, versions of story, settings, etc.) • **Webs** with character traits, events, etc. attached • **Sentences** summarizing a text including topic, theme or message • **Charts or drawings** to show sequence of events	• **Notes** about events, setting, characters, words, etc. on sticky notes or in Reader's Notebooks as reminders for later use in discussion on writing • **Two column charts** comparing elements of texts • **Plot summaries** with a statement of the central topic, theme, or message of a text • **Scripts** for readers' theatre • **Cartoons or comics** presenting a story or information • **Story maps** (with title, author, setting, etc.) or timelines illustrating event sequences • **Storyboards** that include the most important events of a text in sequential order

(Fountas & Pinnell, 2017a)

The structure of shared and interactive writing lessons provides optimal opportunities for teachers to guide students through the process of choosing genres for specific purposes. When writers write, they have a purpose in mind and select a genre accordingly. As the teacher roots the conversation in the content of a shared experience, she helps students decide what content might be shared and with whom. From there, they can lead students to consider what genre would be most effective for communicating their message. Students develop rationales for choosing genres and forms for writing about reading that can be applied to their independent writing.

The examples in the chart that follows illustrate how a teacher might negotiate these conversations across genres.

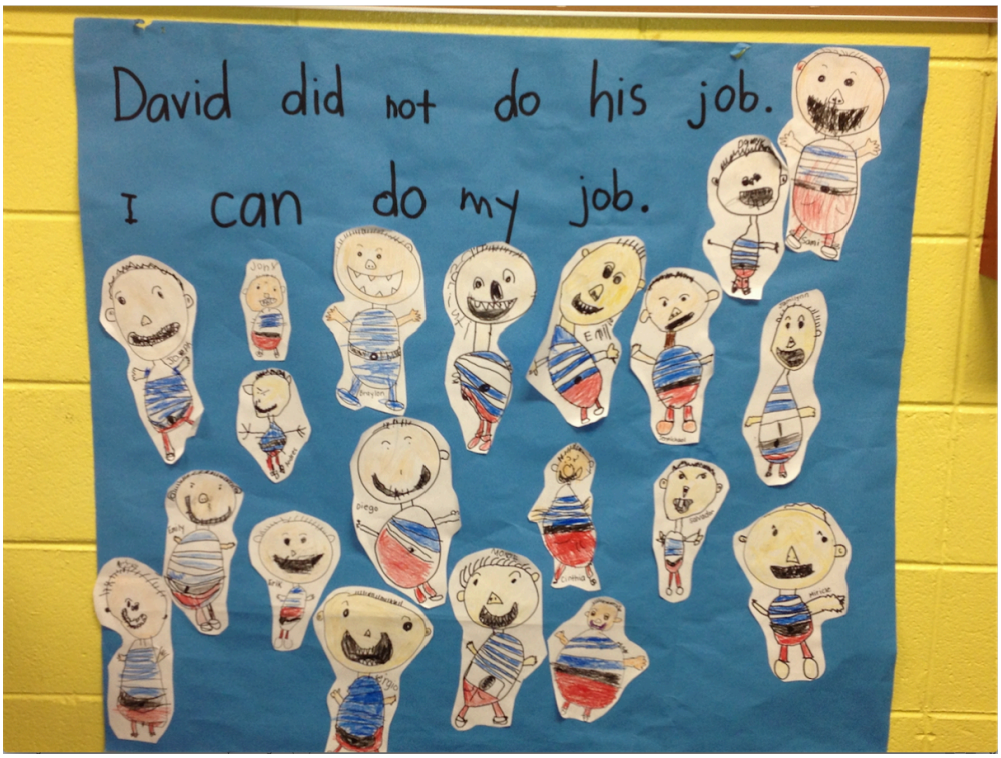
Writing Standard	Linking Purpose to Genre	Prompting Language
Write arguments *to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*	After reading Mo Willems's pigeon series during interactive read aloud, the teacher notices that most of the students in her class are reading and rereading the texts during any possible moment from independent reading to indoor recess. The teacher suggests that it might be helpful to write a letter to the students in other classrooms at their grade level explaining why these books have become favorites.	Language to Prompt for Writing a Friendly Letter: • *How might we share a message with the other classes?* Language to Prompt for Opinion Writing: • *What is our opinion about this series?* • *What reasons might we provide to support our opinion?* • *How might we end this piece to make sure the readers understand our opinion?*
Write ***informative/explanatory*** *texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*	The class has completed a unit on animal adaptation in which they read several books on a topic during interactive and shared reading. The teacher helps students get excited about sharing what they have learned with their parents when they come for report card conferences. The teacher helps them narrow down and organize their new understandings.	Language to Prompt for Synthesizing • *What was the most interesting new information you learned about from this unit?* Language to Prompt for Writing Informational Texts: • *How could we explain the big ideas about adaptation that we learned about across all of the texts we read?* • *How might we share some clear examples of adaptation that would help others understand the big ideas?*

Writing Standard	Linking Purpose to Genre	Prompting Language
Write ***narratives*** to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Students have read several versions of Cinderella stories from a variety of cultures. They want to create a display to share their observations of how the versions are alike and different with the larger school community. The teacher helps them decide that it is important to create a summary of the plot in order to highlight what is the same across the versions.	Language to Prompt for Summarizing: • *Do you think it will be helpful to share the most important parts of this story that are the same across Cinderella stories before we share what is different?* Language to Prompt for Narrative Writing: • *What happens first?* • *What happens next?* • *Then what?* • *And then?* • *What happens at the end?*

Examples of Shared and Interactive Writing

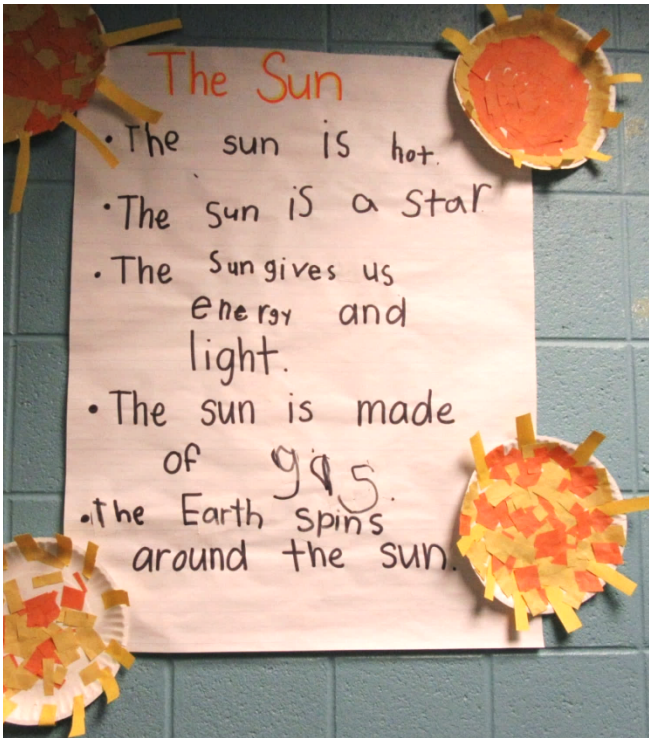
Analyze the following writing samples. Notice the genre and purposes for the writing. Also, look for evidence of teaching for the Tennessee English Language Arts for Writing.

David

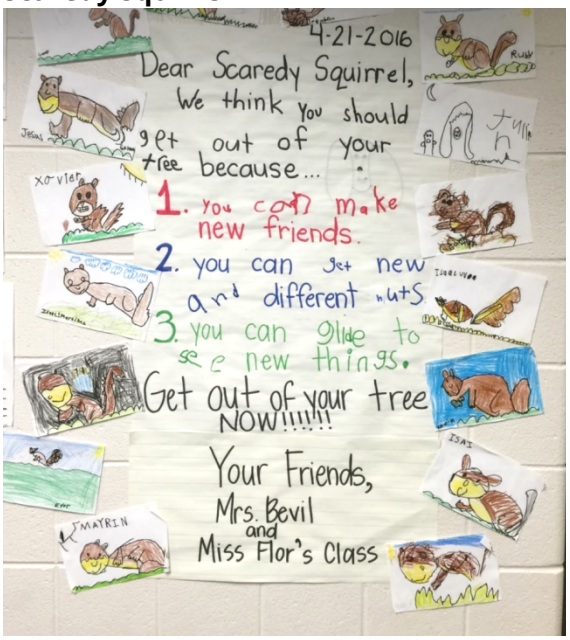


Insects

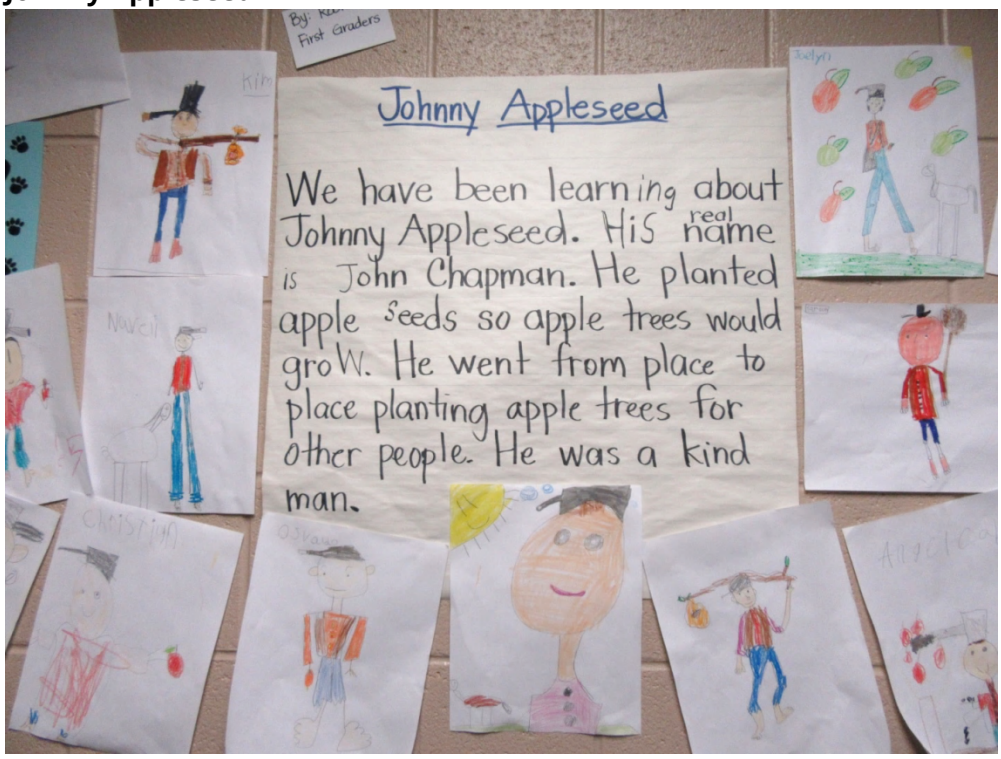
The Sun



Scaredy Squirrel



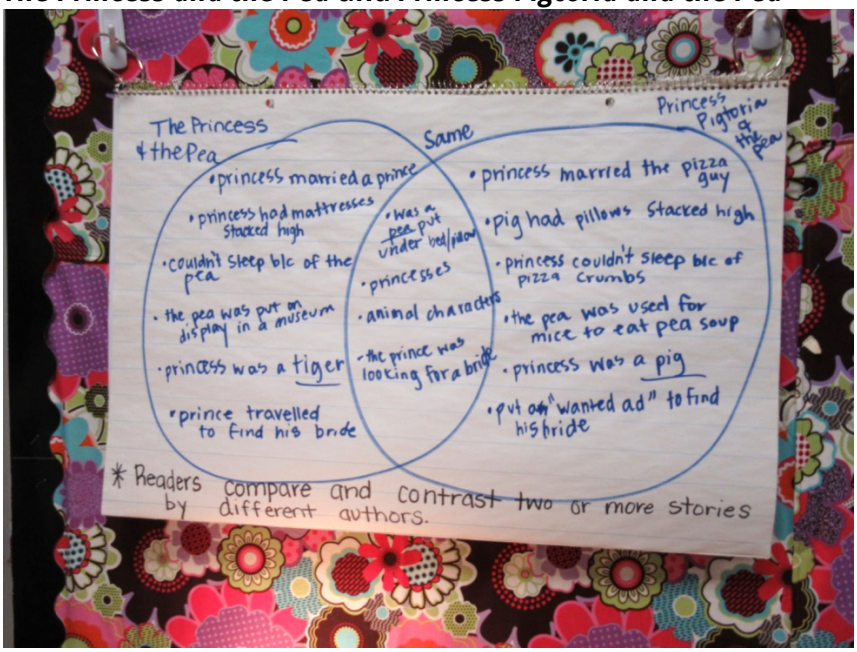
Johnny Appleseed



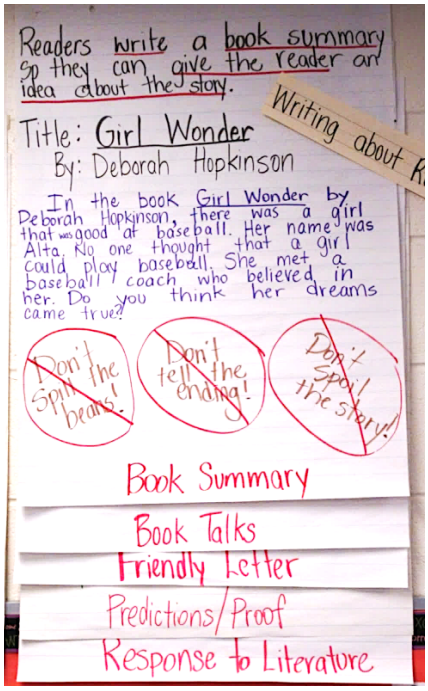
Martin Luther King, Jr.

Ben Franklin

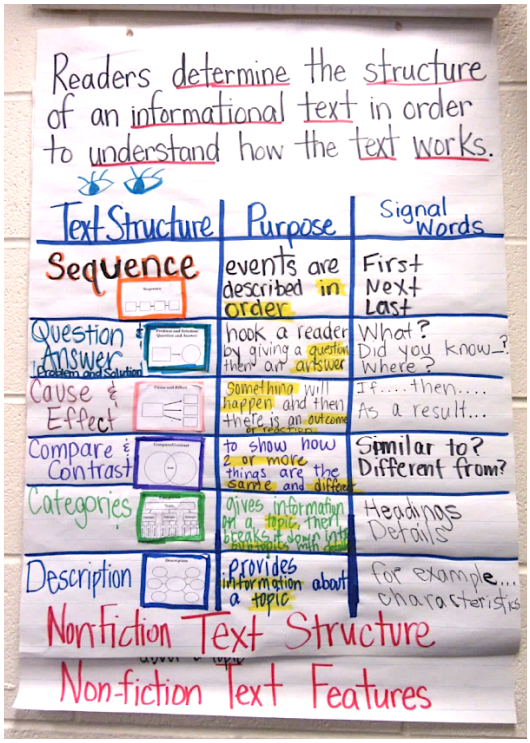
The Princess and the Pea* and *Princess Pigtoria and the Pea



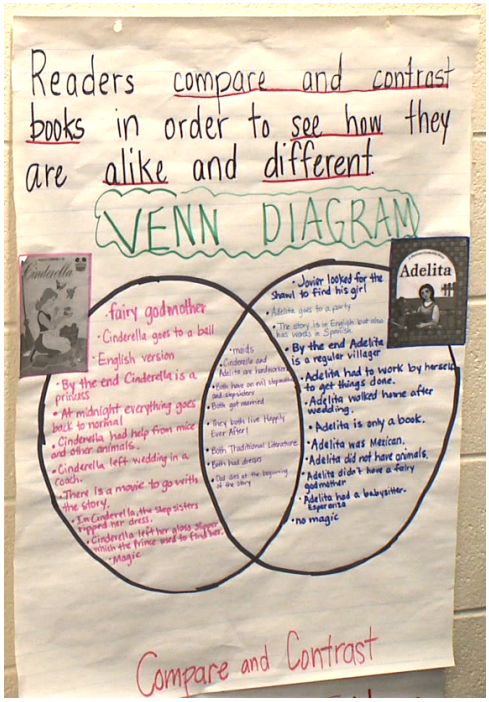
The Girl Wonder



Nonfiction Text Structures



Cinderella vs. Adelita



Discuss

What text types (genres and forms) are represented in the writing samples? Make a list below.
In what ways are the Tennessee English Language Arts Standards for Writing evident in these samples?
What other standards were addressed in these writing samples?

Analyze the kinds of thinking demonstrated in the writing samples. Consider if the writing shows evidence of thinking within, beyond, and about the text. Indicate the kinds of thinking revealed by placing an **X** in the appropriate columns. The first one has been done for you**.**

Writing Piece	**Within**	**Beyond**	**About**
David	**x**	**x**	
Insects			
Scaredy Squirrel			
The Sun			
Johnny Appleseed			
Martin Luther King, Jr.			
Ben Franklin			
The Princess and the Pea and *Princess Pigtoria and the Pea*			
Girl Wonder			
Nonfiction Text Structures			
Compare and Contrast			
Cinderella vs*. Adelita*			

Writing for Other Authentic Purposes

A fundamental aspect of shared and interactive writing is to write for authentic purposes. The writing is based on a shared school experience. The writing task can be focused on a recent read aloud or shared reading experience or might be related to a field trip, school event, or a science or social studies topic. The chart that follows provides some suggestions for using shared and interactive writing for other authentic purposes.

Content Area Learning
• Lists (facts, words related to a theme, etc.) • Definitions • "Facts About…" chart • "How to…" charts • Summaries • Word charts • Math word problems/concepts • Graphs • Reports
Community Building
• Classroom guidelines (Rules) • Classroom helpers • Patterned sentences: "Jose likes to…." and "Keira likes to…." • Invitations • Room labels (centers, clock, chair, desk, etc.)
Shared Experiences Outside of the Classroom
• Friendly letters home about special events • Field trip plans • Thank you notes • Recipes
Other
• • • •

Reflect

Why are shared and interactive writing important instructional strategies?

How to Establish Routines for Shared and Interactive Writing

“Make every routine related to interactive writing part of the lesson plan and the lesson evaluation. Soon, routines will become so much a part of the activity that no one will have to think about them” (McCarrier, Pinnell, & Fountas, 2000, p. 56).

All the routines in the list below require teaching and should be part of shared and interactive writing lessons from the very beginning. Without established routines, it will be difficult to focus on composing, constructing, and revisiting the written text. Students will require a varied level of support in taking these routines on based on their prior experience with shared and interactive writing.

Routines for Shared and Interactive Writing:

- Sit in a way that creates a safe path to the easel.
- Leave space in front of easel for the writer.
- Sit on your bottom and look at the easel and the teacher.
- Keep your eyes on the easel and the writer.
- Listen carefully to others.
- Take turns.
- Offer ideas.
- Come quickly and safely to the easel when it is your turn to write.
- Use the pointer in a responsible and safe way.
- Stand to the side of the easel while pointing.
- Use large enough print for your friends to see what you are writing.
- Return to your seat quickly and safely when you have finished.
- Say the words slowly with the teacher.
- Think along with the writer.
- Move out of the way when others are going up to the easel.
- Use resources in the room to help with your writing.

(McCarrier, Pinnell, & Fountas, 2000)

Discuss

Consider a grade level that you support. With a partner at your table, choose a routine that seems particularly important to teach for that grade level. Record a step-by-step plan for teaching this routine. Identify some language for teaching that is clear and purposeful.

Grade Level	Kindergarten
Routine	Leave Space in Front of the Easel

Plan for Teaching	• Share rationale with students. Provide students with enough space to stand and write when they come to the easel to share the pen so that they are safe and comfortable.
	• Model with a student what it looks like to have easel space. Demonstrate how they can move across a line of print to read and return sweep.
	• Demonstrate a non-example where a student is "stuck".
	• Ask students how they might solve the problem if there isn't enough easel space:
	  • If they notice, scoot back or to the side. Note that all people on the rug might have to scoot, not just the front row, in order to make sure everyone is comfortable.
	  • Respond to teacher's request to "Make easel space, please."
	• Remind the students for the rationale for "Easel Space."

Teaching Language	"When a friend comes to the easel to share the pen for interactive writing, it is very important that they have enough space to stand and write, so that they are safe and comfortable."

Grade Level	
Routine	
Plan for Teaching	
Teaching Language	

How to Create a Physical Environment That Supports Shared and Interactive Writing

It is well known that the physical environment of the classroom has a tremendous impact on student learning. Organized space and materials in the classroom will support efficient implementation of interactive writing.

"…Interactive writing is much more effective if it takes place within an orderly, well-managed classroom environment" (McCarrier, Pinnell, & Fountas, 2000, p. 33).

How are other instructional strategies (interactive read aloud, shared reading, foundational skills) supported by an orderly and well-managed classroom?

Equipment and Materials

Equipment and materials needed during shared and interactive writing lessons need to be easily accessible and arranged in an orderly way.

Read through the list of equipment and materials in the chart that follows noting the purpose of the item and any special consideration. The first couple items have been completed for you as examples.

Equipment or Material	Why It Might Be Important to Use During Interactive Writing Lessons	Special Features or Considerations
Easel	*Place with a slanted surface that students can easily reach (and see) for writing and reading the message*	• *Sturdy, not lightweight, so it does not tip when children lean on it* • *Large writing surface* • *Adjustable or low enough for students to reach* • *Portable so it can be moved if group meeting space moves*
Smartboard	*Use of technology that is available in many classrooms.* *Allows for quick corrections and multiple attempts can be deleted.*	• *If capable of saving and printing completed text, students can revisit the text as a resource for shared reading and a reference during independent writing.* • *Teacher decides if using a keyboard to type or a pen to demonstrate letter formation will better meet the needs of students.*
Group meeting area		
Variety of paper types to suit the purpose for writing		
Markers		
Correction Tape		
Magnetic Letters		
Magna Doodle™/ Whiteboard		
Pointers		

References and Resources

References and Resources	Why It Might Be Important to Use During Interactive Writing Lessons	Special Features or Considerations
Name Chart		
Alphabet Chart		
Word Wall		
Word Charts		
Anchor Charts		

Reflect

How might you support teachers in understanding the physical environment and materials that support shared and interactive writing?
How might you support teachers in understanding how physical environments and materials vary across grade levels?

How to Structure Shared and Interactive Writing Lessons

The essential elements of shared and interactive writing (left column) provide a structure for organizing shared and interactive writing experiences. Within each element, the teacher must consider which teaching moves will best support learning.

<table>
<tr><th colspan="3">Essential Teaching During Shared and Interactive Writing</th></tr>
<tr><th colspan="2">Essential Elements of Shared and Interactive Writing</th><th>Teaching Moves to Consider</th></tr>
<tr><td>Experiences</td><td>Shared text and knowledge-based experiences (that occur during interactive read aloud, shared reading, or small group instruction) provide a foundation for shared and interactive writing.</td><td rowspan="2">The talk surrounding a shared experience is the foundation for beginning a writing piece. If the piece is constructed over several days, the conversation that students engage in on day one informs all subsequent days so it may have to be revisited as needed.
If new experiences inform or change the writing content, then more talk must precede composition.
Teacher notes can serve as useful record of the conversation that students had about the rationale for the purpose, audience, and genre or form.</td></tr>
<tr><td>Talk</td><td>Talk supports deeper understanding of the text related to literary and content knowledge. Through talk, the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task, including opinion pieces, informative/explanatory texts, and narratives [prewriting].</td></tr>
<tr><td>Compose</td><td>Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group and composes a message that all students agree best communicates both their thinking and the ideas presented in the text [prewriting].</td><td>It is helpful to record the agreed-upon message quickly in a notebook for reference during the lesson and if the writing happens across several days.
Decide together if and how specific evidence from a text will be included in the composition.
Have students repeat the first meaningful phrase or sentence several times to hold in their memory before writing begins.</td></tr>
</table>

(The chart continues on the following page.)

Essential Teaching During Shared and Interactive Writing		
Essential Elements of Shared and Interactive Writing		**Teaching Moves to Consider**
Construct	Shared and Interactive Writing: The teacher and students work together to compose the text. Interactive Writing Only: **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation [drafting].	• When approaching an unknown word, ask students to say it slowly, listening for each sound. Model this process, articulating slowly and clearly. Monitor students' ability to follow the model and insist students do this when prompted. • High-frequency words can be written in quickly (either by the teacher or student). Some words are almost under student control and can be reviewed as "a word we almost know," with further instruction provided to support learning. • Multisyllabic words might be clapped out then analyzed part by part. Fill in any tricky parts of words that are too complex for students. • Word-by-word writing during interactive writing brings sharp attention to the print by slowing down • Chunking portions of the message into phrases or sentences brings attention to meaning, craft, purpose, and genre with opportunities to address targeted foundational skills. • Throughout the construction of the text, the teacher makes decisions based on what she knows about her students, such as: o strategically asking individual students to contribute in ways that will be helpful for the whole group and the individual student selected; o being careful not to try to teach too much; and o selecting clear and memorable examples so students have an understanding of what to apply to their own writing.
Reread, Revise, Proofread	The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form [revising, editing, publishing].	• During word-by-word writing, is critical to reread frequently to maintain meaning. • Rereading provides writers an opportunity to reflect on how their piece is addressing the purpose and audience. • Rereading provides opportunities for writers to make changes as they write, demonstrating the recursive nature of the writing process.
Revisit	Teachers may revisit the completed text to briefly review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading.	• Make connections to word study lessons. • Make teaching points generative so that writers understand that they can apply their learning to independent reading and writing.
Summarize Learning	Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent writing.	

(Adapted from McCarrier, Pinnell, & Fountas, 2000)

Extending the Learning

Because the shared or interactive writing text has been co-composed, co-constructed, and reread so many times during the writing process, the text becomes a resource that may be used for:

- rereading during shared or independent reading;
- providing a model during independent writing;
- word study lessons;
- reading at home, if it is reproduced and distributed; and
- sharing learning with members of the community outside of the classroom.

Discuss

In what ways do the essential elements provide a structure for an interactive writing lesson?
How can the essential elements be used to demonstrate the recursive nature of the writing process to students?

How to Plan for Responding to Texts Through Shared and Interactive Writing Activities

Some of the planning for shared and interactive writing involves what will happen **before** the text is written. Some of the planning for interactive writing involves decisions that are made **during** the construction of the text (i.e., writing of the text). Some of the planning for interactive writing involves decisions made for teaching **after** the text is written.

Guide to Planning Responding to Texts Through Shared and Interactive Writing Activities
Before Writing • Base writing on shared texts that have been read during interactive read aloud and shared reading to support conceptual knowledge and enduring understandings as the foundation for interactive writing. • Select goals for teaching based on the Tennessee Academic Standards, the curriculum, and the needs of the students (as determined through observation and assessment). • Engage students in talk to establish a purpose, audience, and genre or type of writing that will best accomplish the task including opinion pieces, informative/explanatory texts, and narratives. • Support the students in composing the message they would like to create by accepting contributions from students and synthesizing their ideas to compose a message that the group agrees best communicates their thinking and ideas presented in the text. (“What do we want to say?” “How would we say that?”)
During Writing • Model and engage students in aspects of the writing process. • Work with the students to construct the text, writing the parts of the text that they already have under control or those that are beyond their thinking at this point in time, and share the pen with students to come up and write portions of the text with high instructional value. Plan for strong teaching language at those places where the pen is shared. • Each time something is added to the text, reread what has been written so far and encourage students to contribute what will come next (remembering the message that was previously agreed upon) revising and proofreading until the text is complete.
After Writing • Revisit the completed text to review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading. The text can be read as a shared reading. • Summarize the concepts that were introduced and reinforced each day during the construction of the text. • Encourage students to apply what they have learned during interactive writing to their independent writing.

Sample Plan Lesson Plan (McCarrier, Pinnell, & Fountas, 2000)

Essential Elements of Shared and Interactive Writing	**Instructional Plan** Grade 1: Response to *Ish* By Peter Reynolds (2004)
Experiences Shared text and knowledge-based experiences (that occur during interactive read aloud, shared reading, or small group instruction) provide a foundation for shared and interactive writing.	**Shared experience:** Interactive Read Aloud: *Ish* by Peter Reynolds
Talk Talk supports deeper understanding of the text related to literary and content knowledge. Through talk the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task, including opinion pieces, informative/explanatory texts and narratives [prewriting].	**Prompts to begin the conversation:** What was the message the author wanted us to learn from this book? What are some ways we can share what we learned from this book?
Compose Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group to compose a message that all students agree best communicates their thinking and ideas presented in the text.	**Message decided upon:** Students decided to write a book recommendation for their friends and hang it in the hallway. "We read the book *Ish*. We learned to never give up. The illustrations helped to show how Ramon felt when his brother laughed at him. Read *Ish* by Peter Reynolds to find out what made Ramon feel better."

Construct
Shared and Interactive Writing: The teacher and students work together to write the text.
 	
Interactive Writing Only: **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation [drafting].
	Potential teaching points (Goals identified from TN English Language Arts Standards and the Alignment Document)
	• 1.FL.VA.7c: Use words acquired through reading
	• 1.W.TTP.1: Write opinion pieces about texts
	• 1. RL. KID.2: Write about the author's message
	• 1. FL.WC.4: Know and apply grade level phonics and word analysis skills
	  ○ Recognize beginning and ending consonant sounds
	  ○ Use what they know about words to help them write new words
	  ○ Write and read high frequency words
	(All FL standards addressed)

Reread, Revise, Proofread The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form [revising, editing, publishing].	**Observations:** Supported students in rereading to maintain meaning and syntax and to confirm message.
Revisit Teachers may revisit the completed text to briefly review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading.	**Concepts revisited:** Locate high frequency words they can read and write quickly
Summarize the Learning Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent application.	**Teaching points:** Endings like -ed in learned and -er in never Reread when we write to help us remember the message

See Appendix C for a blank form and more examples of pre-planned and responsive teaching in the moment during an interactive writing lesson.

Discuss

How might this instructional plan support teachers as they plan for shared and interactive writing?
How might this form serve as a record of teaching points and observations made during shared and interactive writing?

Teachers need to plan for shared and interactive writing lessons that address the Tennessee English Language Standards and meet the needs of their learners. High-quality texts form the foundation for shared and interactive writing that supports the Tennessee English Language Arts Standards. Teaching supports the application of skills and understandings to daily tasks that build toward the end-of-unit task.

Planning for Daily and End-of-Unit Writing Tasks

Teachers use shared and interactive writing to model the writing process and the variety of genres and forms for responding to reading. Daily tasks allow students to demonstrate their developing knowledge as they are prompted to think about the most important concepts presented in the texts that are read across the daily literacy block. They build in complexity throughout lesson sequences. Daily tasks can culminate in a rich, authentic end-of-unit writing task that provides students with the opportunity to use the writing process to share the content knowledge they have gained during the unit. Some possible examples include the creation of pamphlets, booklets, reports, blog posts, and PowerPoint presentations.

The "Examples of Genres and Forms for Responding to Reading" chart presented on pages 73–75 in your manual provides a variety of forms of writing teachers can choose from for both daily tasks and end-of-unit tasks.

Language for Teaching During Shared and Interactive Writing

Effective teachers think about the language they use to help students compose and construct texts. Teachers offer high levels of support when they demonstrate strategic actions. Prompts or questions offer less support, calling for the writer to take action. Finally, teachers can reinforce effective writing behaviors observed through their use of explicit and powerful language.

The following chart provides some examples of language from *Prompting Guide, Part 1* (2016a) that teachers might use to teach, prompt, or reinforce early writing behaviors and strategic actions for composing and constructing texts.

Language for Teaching During Shared and Interactive Writing		
Teach (Demonstrate)	**Prompt**	**Reinforce**
Composing Sentences		
You can think about how to say what you want to say.	How would you say that?	That sounds like a clear way to say that.
Make a claim supported by evidence		
On page _____ the writer says ____. Here is a part that shows_____.	What makes you think that? How do you know that?	You supported your claim with evidence.
Make a connection		
That makes me think of ____. That reminds me of _____.	Does this (specific part of the text) remind you of_____? What other text does this make you think of?	You're connecting ___ to ____.
Share a Big Idea		
I think the writer is really trying to say _____. Some important ideas that the author has made me think about are ____.	Think about what the writer is really trying to say.	You understand the writer's message.

Language for Teaching During Shared and Interactive Writing		
Teach (Demonstrate)	**Prompt**	**Reinforce**
Summarize Conversation		
Some important ideas to remember here are ____. How could we say that in just a couple of sentences?	Can you summarize what we just said?	You've shared the most important ideas.
Early Writing Behaviors		
You start your writing here.	Where do we start writing?	You started your writing all the way over on the left side of the page.
Verbal Path for Letter Formation		
You can say words to help you form letters correctly. Listen to how I write the letter *e*. Pull across, back, and around.	Say the words to help you write the letter.	You knew how to make the letter correctly.
Constructing Words		
You can say words slowly and write the sounds you hear.	Say it slowly and write what you hear.	You said it slowly and wrote the sounds you heard.
Conventions		
You show it is a question by using a question mark.	How do you show it is a question?	You used a question mark to show it is a question.
Revise		
We might say it different way.	How else might we say that?	That is an interesting way to say that. That is a clear way to share your thinking.
Revisiting the Text for Word Study		
We can look back at some of the (letters, spaces, marks, etc.) words we wrote. Frog begins with the consonant cluster *fr-*.	What word begins with a consonant cluster?	You found the word quickly because you knew it began with a consonant cluster.

(Fountas & Pinnell, 2016a and 2016b)

Reflect

Why is it important for teachers to utilize different levels of language to prompt and reinforce early writing behaviors and strategic actions for composing and constructing texts?
How is this process similar to the language used to teach, prompt, and reinforce oral language and discussion (see chart on pages 45–46)? How is it different?
What language might be a challenge for teachers to adopt? How might you support them in learning to utilize these varying levels of language?

Teachers can support students as writers by using powerful language that demonstrates, prompts, and reinforces writing behaviors. Considering the needs of students and the task helps teachers adjust their language to offer the appropriate support.

Varied Levels of Support for Writing	
Standard	Grade 2: Write informative/explanatory texts (2.W.TTP.2) a. Introduce the topic b. Use facts/and definitions to provide information c. Provide a concluding statement or sections
Demonstration	A teacher wants to support her students in being able to take notes to remember important information in a book on a topic they are researching for writing. She may use **modeled writing** to present a chart she created in advance with notes she has taken about an informational book the class has read previously. She discusses how she decided what to write down in her notes that will help her remember important things about the book that she may want to include in her writing later. She explains, "Use short phrases and bullet points to record the most important ideas from a text."
Shared Demonstration	Referring to a book previously read, the teacher may decide to use **shared writing** to support students in understanding how to think about important information in a book and paraphrase it to take notes. **Together, they create** a list of notes from a well-known text. She reminds them, "We can use our own words to write down the most important information from a text." She may have some students discuss how they use text features to determine if information is important for understanding the key ideas of a text. Other students might provide suggestions for paraphrasing information. As students raise their hands, she asks, "What is another way we might say that?" She may also take an opportunity to demonstrate how to use consonant cluster chart to hear and record the initial sounds of a new content-specific vocabulary word. "Say the word slowly to hear the initial sounds," she says.
Guided Practice	The teacher may notice that students in a small group need support with determining the most important information from an informational text. She writes on her lesson plan a few important **prompts** that she wants to remember: • How might the headings help you? • How has the author organized this text (by topic, in time, by comparing and contrasting)? As they use these prompts to identify important information she encourages them to refer to the co-constructed anchor chart as a model for taking notes.
Independent Practice	The teacher notices that a student is paraphrasing from a book he is reading to create short, focused notes. She **reinforces** this behavior by saying, "You're using your own words and capturing the most important information. This is going to help you when you begin writing."

Discuss

How might you use this chart to help teachers understand the levels of support in the language they use to support thinking, talking, and writing about reading?
What are you learning about how language scaffolds learning?

Video Example: Teaching Language in Shared Writing About *Atlantic*

Record powerful language that Kelly used to support her third graders as readers and writers in the chart below. Decide if it is teaching, prompting, or reinforcing language, and place it in the appropriate column.

Language for Responding to Text Through Shared Writing			
	Teaching	**Prompting**	**Reinforcing**
Readers: *Thinking Within, Beyond, And About the Tex*t			
Writers: *Compose, Construct, Reread, Revise*			

(For more information, see *Prompting Guide, Part 1* and *Prompting Guide, Part 2* (Fountas & Pinnell, 2016a and 2016b)

The Reciprocity of Reading and Writing

Writing Like Readers: Learning about Genre and Craft Through Reading

Shared and interactive writing can be used as opportunities to co-construct writing pieces that are influenced by the texts that students have studied as readers at all grade levels. If we take the stance that "all texts students encounter are potential mentors for them as growing writers" (Fountas & Pinnell, 2012, p. 392), then shared and interactive writing are highly supportive strategies in which teachers invite students to try out crafting techniques with social support. Students begin to read published books, the individual writing work of their classmates, and the writing pieces that have been co-constructed during shared and interactive writing through the eyes of writers. They learn from mentor authors and apply things they have noticed related to genre, form, organization, language use, word choice, and voice to their independent writing.

The more widely students read across text types, the more sophisticated and complex their vision for written texts will become. The more widely teachers use shared and interactive writing, the more easily students will be able to incorporate their growing understanding into their own writing, and consider what they know as readers as a resource for their writing and vice versa. As students slow down to look closely at text via their own writing, they will notice more about the craft decisions and nuances that characterize certain text types, and improve their ability to closely read complex text. Shared and interactive writing can help students become more noticing readers.

Shared and interactive writing provide an opportunity to continue to support students as they develop as both readers and writers. As students become more proficient, teachers can decide whether shared or interactive writing best supports their goals. The reciprocity of speaking, reading, writing, and foundational skills is a cycle that supports literacy growth through a lifetime.

The chart that follows lists a sampling of effective reading behaviors that can be applied to writing. Students learn about writers' craft during interactive, shared, and small group reading. Then, teachers can help students apply what they have learned to their own writing.

Reciprocity of Reading and Writing: Writing Like Readers	
Writers	**Readers**
Writers select a genre and form based on their purpose and audience	Readers notice how the genre and form are related to the purpose of a text.
Writers choose specific language to communicate a specific message to their audience.	Readers notice the specific language in a text that helps them understand the author's message.
Writers include story elements in a fiction text.	Readers notice story elements in a fiction text.
	Readers gain new or enhanced understandings from examining graphics and illustrations.
	Readers notice when narrative texts are organized chronologically.
	Readers think about what the author is trying to show them about a character by thinking about what that character says and does.
	Readers notice interesting words that a writer has chosen.
	Readers notice that informational texts have an organizing structure.
	Readers notice the text features in informational texts.
	Readers learn content-specific vocabulary from informational texts.
	Readers consider the author's purpose.
	Readers follow arguments in an opinion piece.
	Readers think about the credibility of the author.

Learning About Print

Interactive writing and other early writing experiences provide children with opportunities that support their learning in both reading and writing. In a book called *How Very Young Children Explore Writing,* Marie Clay (2015) explains her view that early writing experiences provide children with opportunities that support their learning in both reading and writing. Through their early attempts at writing, children realize that, "What I say, I can write. And, what I write, I can read" (p. 7).

Think about all that a young child must learn in order to develop as a writer. Certain foundational concepts about how print works must come under a child's control in order for writing fluency to develop. This typically happens by the end of kindergarten or the beginning of first grade. On occasion, teachers will encounter older students who have not yet mastered these early writing strategies.

Notice the writing behaviors in the chart below. Think about how building understanding of these behaviors during shared and interactive writing will support students' understandings about how print works.

Reciprocity of Reading and Writing: Learning About Print	
Writers	**Readers**
Writers learn how to use language to compose a message.	*Readers use language to understand a message.*
Writers hear the individual words in a sentence.	*Readers point to individual words in a sentence.*
Writers use white space to show readers each word in the sentence.	*Readers use white space to know where a word begins ends.*
Writers place letters and words on a page to show the kind of writing (e.g., list, letter, story).	
Writers say words slowly to hear each sound.	
Writers listen for the order of the sounds in each word.	
Writers think about the letter or letters that represent each sound.	
Writers think about what the letter that represents each sound looks like.	
Writers use what they know about how the letters look to make their forms on paper.	
Writers can write some words they know quickly to produce the message.	
Writers use what they know about words to write new words.	
Writers have a variety of ways to construct words.	
Writers apply phonics and word analysis skills to spell one, two and three syllable words correctly including spelling patterns, consonant blends, contractions, homophones, plurals and possessives, and words with prefixes and suffixes.	*Readers apply phonics and word analysis to take apart words.*
Writers can write many words they know quickly and accurately.	*Readers read the words they know quickly and accurately*
Writers use nouns, pronouns, and plural nouns.	
Writers use adjectives, adverbs.	
Writers write simple sentences and use conjunctions to form compound sentences.	
Writers use capital letters and punctuation correctly.	
Writers join sentences related to a topic into a paragraph.	
Writers use the appropriate layout conventions for a specific form to organize their writing (letters, lists, outlines, reports, etc.)	

(Fountas, 2004)

Discuss

How do the “Reciprocity of Reading and Writing” charts help you think about the reciprocal nature of reading and writing?
Once students have gained control of the early writing strategies and ultimately develop fluency as writers and word solvers, what are the benefits of using shared writing to support their ability to access complex texts as readers and writers?
How might shared writing be used to support students in expressing the conceptual understandings they are taking on in reading in more sophisticated ways?

Synthesis: Interactive Speaking and Writing

Speaking and writing are the tools of a literate community. We use language to communicate, inquire, and learn more. Interactive speaking and shared and interactive writing are instructional strategies that teachers use to invite students into conversations across the content areas.

Planning for Interactive Speaking and Writing Activities

With thoughtful planning, interactive speaking and writing activities can be easily and effectively integrated into any teaching context. Teachers need to intentionally include opportunities for students to construct meaning through talk in every reading and writing experience. Teachers can also make decisions about how to use shared or interactive writing to expand thinking and support comprehension during reading. Whether students are taking notes on critical content knowledge that they are building during interactive read aloud, creating vocabulary webs, or making a list of actions that readers can take when they come to an unknown word, writing is an essential way for readers to reflect and expand upon their understandings.

It is always important to reflect on lessons and consider opportunities for teaching. As teachers plan lessons to support the building of enduring understandings, daily tasks can build skills and knowledge. End-of-unit tasks provide opportunities for students to apply the teaching that has supported them in thinking, talking, and writing about reading.

Annotate a Lesson

Revisit an exemplar lesson from Semester 2 (found in Appendix C, pp. 203–230) to consider how interactive speaking and writing activities might be incorporated in ways that deepen students' understandings. Respond to these questions in the body of the lesson itself.

- Identify possible ways to incorporate interactive speaking talk structures or language stems from this manual or from *Prompting Guide 2* (Fountas & Pinnell, 2016b) that would enhance and expand the speaking opportunities in the lesson.
- Identify possible opportunities to use shared or interactive writing for the daily tasks and end-of-unit task.
- Identify possible opportunities for daily individual writing tasks in which students can apply what they have learned from shared and interactive writing.

Reflect

What did you learn from the experience of annotating a lesson?
How might you incorporate this experience into the work you do with teachers?

Reflect on Responding to Texts Through Shared and Interactive Writing Activities

Return to the chart at the beginning of the module "Reflect on Current Understanding: Responding to Texts Through Shared and Interactive Writing Activities." Reread the statements that you placed a star or question mark next to. Consider how your thinking has grown throughout this module.

On a separate sheet of chart paper, create a list of questions you have related to supporting responding to texts through shared and interactive writing to share with your facilitator. These questions will be considered when designing future learning sessions.

Reflect

How has your thinking grown throughout this module?
What questions do you still have?

Module 4: Observation and Assessment

Objectives

- Investigate how to collect, analyze, and use data from interactive speaking to assess student progress towards mastery of the Tennessee English Language Arts Standards
- Investigate how to collect, analyze, and use student writing to determine strengths, needs, and plans for instruction
- Consider the importance of using systematic assessment to notice and record change over time in students' speaking and writing competencies
- Collect evidence of students' speaking and writing behaviors throughout the day to inform teaching decisions during interactive read aloud, shared reading, shared and interactive writing, independent writing, and foundational skills

Link to Tennessee English Language Arts Standards

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

TEAM Connection

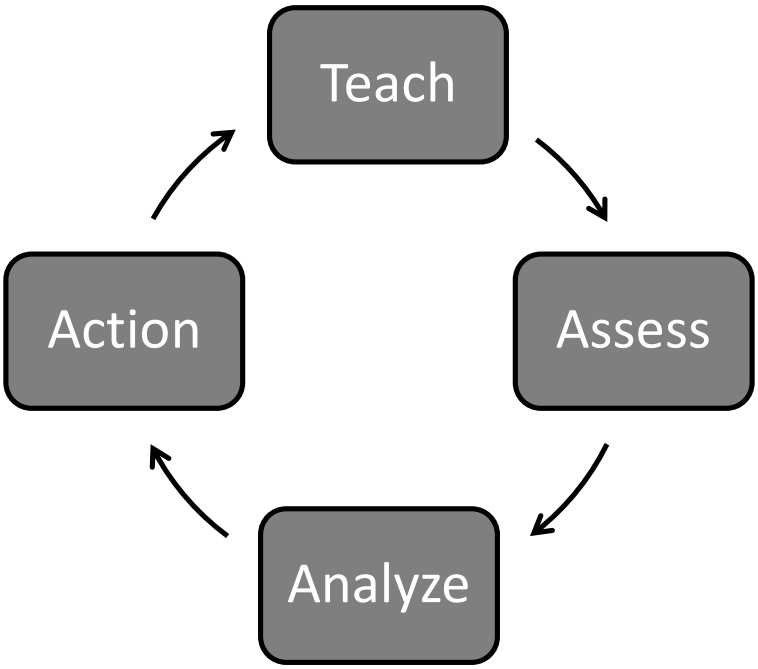
- Standards and Objectives
- Instructional Plans
- Student Work
- **Assessment**
- Expectations
- Environment
- **Respectful Culture**

Reflect on Assessment

"Educators have come to rely mainly on systematic testing of outcomes rather than systematic observation of learning" (Clay, 2005, p. 5).

Assessment is a natural starting point for instruction. As teachers learn about what students are able to do, they can build on understandings and move them forward in their literacy learning.

The responsive cycle of assessment illustrated below begins and ends with collecting evidence of thinking during interactive speaking and writing activities (Assess). Teachers then analyze the behaviors they have observed as evidence of thinking (Analyze). Based on their analysis, and with the Tennessee English Language Arts Standards at the forefront of their decision making, teachers make a plan for instruction (Action). They work with students based on their plan (Teach) and look for evidence of changes in their behaviors (Assess).



Reflect

What assessments are currently used to gather information about K–3 students as speakers and writers? Use the chart below to write down all the ways information about students as speakers and writers is gathered at your school/district.

Assessment of Speakers	Assessment of Writers

Discuss

How have you collected information about students' competencies in responding to reading?
How is evidence of speaking and writing used to analyze student behaviors, to make plans of action, and to inform teaching decisions?

Assess Speakers and Writers

Observation and assessment are critical for effective teaching. A great deal of information can be gained when teachers observe student talk and writing. This information can be used to inform teaching decisions during interactive speaking and writing activities. Consider the following quotes about the role of observation and assessment:

1. "Careful, systematic assessment helps us in four important ways…First, and most important, it allows you to know children, as a starting point for making instruction effective. Second, it provides a way to report to administrators. Third, it provides a foundation for talking to parents. Finally, systematic assessment will allow you and your colleagues to determine the power of your instructional program. Effective use of interactive writing can help children acquire critical concepts about the uses and characteristics of written language. Effective use of assessment can help you focus interactive writing to help your young students in precisely the areas they need" (McCarrier, Fountas & Pinnell, 2000, pp. 186–187).

2. "When considering the range of classroom-based assessment tools available to teachers, one of the richest sources is also one of the most accessible: teacher and student talk. These dialogic exchanges often provide the first, and perhaps most spontaneous and telling glimpses into students' developing understandings (Auckerman, 2007)" (as cited in Ford-Connors, Robertson, & Paratore, 2016, p. 50).

3. "It is only when we know our children well and listen closely to their use of language that we can get inside the child's frame of reference and support the child's next forward moves. We must spend time talking *with* children, not *at* them. We must arrange our programs so that particular adults know particular children well, including the ways in which they use language" (Clay, 2014, p. 10).

4. "As we observe children's behavior, we need to keep in mind a continuum of learning. We need to be able to identify characteristics and behaviors as we guide children toward literacy. The goal is to support them in using what they know to get to what they do not yet know. That means knowing our learners and working 'on the edge' of learning" (McCarrier, Fountas & Pinnell, 2000, p. 203–204).

Connect

How do these quotes help you think about where you might need to leverage support for observation and assessment that informs instruction during interactive speaking and shared and interactive writing?

Observing and Assessing Speakers and Writers to Document Progress and Inform Teaching

Teachers can assess what students understand about texts by listening closely and analyzing their talk and writing. They can use this information to evaluate students' current understandings and plan for instruction. Effective teachers continually observe and assess and use their records as a place to look back for students' strengths, needs, and progress. This information allows them to select the best activities and teaching points to meet the needs of their students. Assessments can reveal patterns across small and whole groups and should guide planning.

In order to assess progress, teachers need to develop a vision for proficiency by creating task-specific expectations. Task-specific expectations are teacher-generated characteristics of expected student work related to concrete skills and/or content knowledge aligned to the Tennessee English Language Arts Standards. These expectations promote clarity and understanding and can serve as a feedback tool for teachers and students. Task-specific expectations for student work outcomes can have a significant impact on the depth of the work that is produced by students. The more that students know the expectations for student work outcomes, the more likely they are to self-monitor their own learning and set their own goals. Additionally, when teachers make it a consistent practice to develop task-specific expectations, they learn about their students' strengths and areas of need.

Take a look at the scoring rubrics connected to the student growth portfolio model. Notice how the rubric provides measurement criteria at different performance levels and ties the standards together in an integrated way. Highlight the changes in verbs and descriptive language across the levels of performance. Record your noticings below:

First Grade ELA Informational/Explanatory Scoring Rubric
Option C: Identify the main topic and retell key details of a text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	Writes letters and words (encoding) using appropriate phonics and word analysis skills	Written piece *Possible* audio/video
1.RI.KID.2 Identify the main topic and retell key details of a text	Writes words to identify the main topic and retell key details of a text	
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure	Writes words to write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure	

1.FL.WC.4	**Level 1**
	Does not attend to phonics or word analysis skills while writing letters and words
	Level 2
	Writes one-syllable words inconsistently or inaccurately when using common consonant spelling patterns, initial and final consonant blends, and CVCe common vowel teams
	Level 3
	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables
	Level 4
	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in -y or -ly, are compounds, or have two closed syllables AND spells at least 50% of untaught words phonetically
	Level 5
	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, and initial and final consonant blends and CVCe, common vowel teams, final y, r-controlled vowels and two syllable words that end in --y or -ly, are compounds, or have two closed syllables AND spells ALL untaught words phonetically
	Level 6
	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives
	Level 7
	Writes with conventional spelling for one-syllable words including position based-patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives, AND uses conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes

1.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to spell one- and two-syllable words with more complex spelling patterns is moving towards evidence of conventional spelling.

1.RI.KID.2	**Level 1**
	Writes words that do not identify the main topic or retell three key details
	Level 2
	Writes words to identify the main topic but **does not retell** three key details or OR retells three key details but **does not** identify the main topic
	Level 3
	Writes words to **correctly identify** the **main topic** AND retells **three key details** with descriptive words, including a sense of **closure**
	Level 4
	Writes words to **correctly** identify the main topic AND retells **four key details** with descriptive words, including a sense of closure
	Level 5
	Writes words to correctly identify the main topic AND retells four key details with descriptive words, including a **closing statement**
	Level 6
	Writes words to identify the main topic of a **multi-paragraph** text as well as the main ideas of **three** specific paragraphs within an assigned informational text
	Level 7
	Writes words to identify the main topic of a **multi-paragraph** text as well as the **focus** of **four** specific paragraphs within an assigned informational text

1.RI.KID.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student can identify the main topic, retell key details, and summarize (eventually within multi-paragraphs). This leads to understanding that a main topic is developed through subtopics in subsequent paragraphs. To move beyond the level 3 performance level, the student work must show evidence of increased use of key details and a stronger use of closing statements, not just closure. To move from a level 5 to a level 6, the student work must show evidence of multiple paragraphs that are written with strong focus and organization.

1.W.TTP.2	**Level 1**
	Writes words that are off topic and are not related to the assigned text
	Level 2
	Writes words that **do not** name the topic from an informative/ explanatory text OR is **missing** at least three facts about the topic, OR provides **no sense** of closure
	Level 3
	Writes words to **name** the topic from an informative/ explanatory text AND supplies **three** facts about the topic, AND provides **some** sense of closure
	Level 4
	Writes words to **name** the topic from an informative/ explanatory text and supplies **four** facts about the topic, and provides **some** sense of closure
	Level 5
	Writes words to **introduce** a topic from an informative/ explanatory text and supplies **five** facts about the topic, and provides **some** sense of closure
	Level 6
	Writes words to introduce a topic from an informative/ explanatory text, uses **three** facts and definitions to provide information, and provides a **concluding statement** or **section**
	Level 7
	Writes words to introduce a topic from an informative/ explanatory text, uses **four** facts and definitions to provide information, and provides a **concluding statement** or **section** in an informative/explanatory text

1.W.TTP.2 Scoring Notes: The difference among the levels for this standard is the extent to which the student's ability to write an informational/ explanatory text is moving towards providing information in more explicit ways. Beyond level 3, the student work levels are distinguished by the degrees to which facts are written about the topic. To move from a level 5 to level 6 requires that the written piece provide more in-depth information (including facts and definitions) with stronger organization, evident by a concluding statement that summarizes the information that was shared.

Discuss

How do the descriptors align to the standards?
How might this help you assess students' progress towards mastery of the Tennessee English Language Arts Standards?
How might you collect this data?
How might we apply the same characteristics that make this a strong scoring rubric to the task-expectations we create for daily tasks?

Let's look back at the culminating task described by Mr. Hermann in Teaching Literacy in Tennessee:

> Mr. Hermann will have his students grappling with the essential questions for this unit by collaboratively working in small groups to create a poster in response to the prompt: "Why do humans need to preserve trees?" They are reminded to go back to their charts developed for "The Great Kapok Tree" about why trees are important, their science notebooks, and their daily informational writing tasks. Students use evidence from multiple texts to support their conclusions. Mr. Hermann tells his students that he will display these posters in the hallway so that his class can inform the other students and adults in their school about the role of trees in maintaining earth's ecosystems.
>
> (Tennessee Department of Education, 2017, p. 26)

Generate a set of task-specific expectations for student work in connection to this task. What might the teacher be looking for in individual student performance as they complete this task? Which standards might be assessed? What words might delineate differences in student performance? How might the teacher capture this in order to assess progress?

Task-expectations Summary

Standard(s)	Measurement Criteria for this task (Level 3)	Potential Sources of Evidence
1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	Names topic. Supplies 3 facts.	Poster
1.L.S.2 Ecosystems: Interactions, Energy, and Dynamics – Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.	Facts – explain how plants depend on the environment.	Poster
1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.		

For this task, consider what might be your level 1, level 2, level 3, and level 4 performance expectations. What will delineate progress towards the rigor of the standards?

Task-expectations Scoring Rubric

Level 1	Level 2	Level 3	Level 4
Poster is related to the rainforest, but does not address the topic.	Poster has a title, but it might not be relevant. Poster includes 2 facts about the rainforest.	Poster includes title that names the topic. Poster includes 3 relevant facts.	Poster includes an appropriate title and more than 3 relevant facts.

Level 1	Level 2	Level 3	Level 4

Level 1	Level 2	Level 3	Level 4

Consider how teachers might progress in the process of learning to generate task-expectations that support them in assessing progress towards multiple standards. How might you support teachers in developing this skill?

Task-expectations Development Progression for Teachers

Emerging	**Progressing**	**Progressing**	**Accomplished**
Teacher completes the task-expectations summary, outlining 1–2 standards that can be assessed in the task with clear expectations for level 3 in connection to the standards and noting how that evidence might be collected.	In addition to completing the task-expectations summary, the teacher is beginning to create a delineation of progress for at least one level in addition to level 3 for at least one standard.	In addition to completing the task-expectations summary, the teacher is creating delineations of progress for 1–2 levels in addition to level 3 for 2 or more standards.	In addition to completing the task-expectations summary, the teacher is creating a clear delineation of progress towards level 4 for all possible standards that could be assessed.

*Note: As teachers progress towards becoming accomplished in writing their own task–expectations, they will also grow in their sophistication in the language they use to delineate progress.

Observing Interactive Speaking: Focus Questions

Teachers will want to assess the quality of the text talk that occurs in their classrooms. In her article, "Text Talk: Engaging Readers in Purposeful Discussions," McElhone (2014) provides a list of questions to think about when observing readers while they discuss texts. The answers to these questions provide teachers with valuable information related to the quality and quantity of talk that is happening, as well as the knowledge students are building as they engage in conversations about texts.

Reflecting on Interactive Speaking	
Who is participating? Who is silent?	
Do students offer expressive or emotional responses to the text?	
Do students articulate new learning from the text?	
Do students make critical inferences and judgments about the text?	
Do students communicate their points clearly?	
Do students use talk to try out ideas that might not be fully formed? (This kind of exploratory talk is often marked by hesitations and incomplete statements.)	
Do students connect their contributions to what came before, or does each contribution send the conversation in a new direction?	
Do students respond to one another's ideas uncritically (e.g., not noticing when their idea contradicts the one that came before)? Do students challenge one another's ideas in a respectful way?	
Do students elaborate on their ideas by explaining, giving reasons or examples, or pointing to evidence in the text?	
Do students collaborate to try to reach a consensus about questions or interpretations? (Collaborating toward consensus pushes students to reason together, rather than simply holding on to their initial impressions.)	
How is student talk evidence of their progress towards the enduring understandings for the unit?	

(Adapted from McElhone, 2014)

Discuss

How might the questions above guide teachers in their observations of student talk about texts and in their reflection of their own teaching?
How might these questions help teachers think about next steps for instruction?

Shared and Interactive Writing: Assessment Inventory

It is important to know what students understand as speakers, readers, writers, and word solvers when planning for instruction in shared and interactive writing. Observations, assessments, and analysis of individual student reading and writing behaviors allow teachers to draw conclusions about student strengths and needs across the whole group and plan for instruction. The Tennessee English Language Arts Standards and assessment are the foundation for planning shared and interactive writing.

Shared and interactive writing can support students in building a writing process. This includes developing knowledge of a variety of genres and forms for writing about reading and all of the phases of the recursive process of writing from planning through publishing.

Recall the assessment inventory for foundational skills that you explored during semester three. The charts below are organized similarly and include assessments of additional writing competencies for writing genre and writing process that can be gathered and used to inform instruction in shared and interactive writing.

For each competency listed, the following information is provided:

- how the competency is tied to the Tennessee English Language Arts Standards;
- why the competency is important to classroom teachers and to writers;
- how to gather data about the competency; and
- how you might use information about the competency to make instructional decisions during shared and interactive writing.

Knowledge of a Variety of Genres and Forms for Responding to Texts	**How to address during shared and interactive writing**
TN Standards: W.TTP.1 W.TTP.2 W.TTP.3 W.RBPK.7 W.RBPK.8 W.RBPK.9 W.RW.10	• Use this information to introduce and engage students in the composition and construction of a variety of genres and forms for writing about reading during shared and interactive writing. • Notice which students are taking on genre and forms and introduce or reinforce others they might not be aware of or comfortable using yet.
Why is this information important to classroom teachers?	
Knowing a variety of genres and forms for writing about reading provides students with a repertoire to choose from when responding to texts through writing.	
How might I gather this information?	
Review the writing students do for daily and end-of-unit tasks. (Refer to the Alignment Document and the "Examples of Genres and Forms for Responding to Reading" chart presented in Module 3.)	

Knowledge of the Writing Process	How to address during shared and interactive writing
TN Standards: W.TTP.1 W.TTP.2 W.TTP.3 W.PDW.4 W.PDW.5	• Use this information to introduce and engage students in all phases of the writing process during shared and interactive writing, highlighting those that need further instruction.
Why is this information important to classroom teachers?	
The recursive process of moving from idea to talk to draft to final product with a purpose and audience in mind is used across genres, forms, and content areas.	
How might I gather this information?	
Review the writing students do for daily and end-of-unit tasks. (Refer to the Alignment Document and the "Examples of Genres and Forms for Responding to Reading" chart presented in Module 3 during the process of production.) Note how students are working through the phases of the writing process (prewriting, drafting, revising, editing and proofreading, and publishing).	

Responding to Text Through Independent Writing	How to address during shared and interactive writing
TN Standards: All reading and writing standards	• Support students' responding to texts read during interactive read aloud and shared reading. Teach, prompt, and reinforce thinking within, beyond, and about texts.
Why is this information important to classroom teachers?	
Written responses to what has been read provide evidence of thinking within, beyond, and about texts. Written responses to reading can indicate how well students have understood a text.	
How might I gather this information?	
Review students' writing about reading for evidence of thinking within, beyond, and about texts they have read. Use the systems of strategic actions to consider the thinking readers are doing.	

You previously explored an assessment inventory for teaching foundational skills during Semester 3. In the abbreviated version below, notice how the data that you may already be collecting can be also be used to inform teaching and increase the instructional power of shared and interactive writing.

Phonological Awareness	**How to address during shared and interactive writing**
TN Standard: FL.PA.2	
Why is this information important to classroom teachers?	• Ask students to indicate words that sound the same (analogy) in order to support writing an unknown word. • Clap syllables to identify how many parts words have, and support students in hearing parts of words and sounds in words.
• Phonological awareness involves the ability to identify and make rhymes, hear syllables in words, hear parts of words (onset and rime) and hear sounds in words (phonemes). • An oral task initially, then it moves to connecting the sounds with letters (phonics).	

Letter Knowledge	**How to Address During Shared and Interactive Writing**
TN Standards: FL.PC.1 FL.WC.4	
Why is this information important to classroom teachers?	• Ask students to write individual letters as they recite the verbal path to teach proper letter formation. • Connect letters in words to letters in names. • Ask students to locate letters, notice their features, and find them at the beginning, middle, or end of words.
• Letter knowledge is the key in moving from oral to written language. It is the awareness of the symbols in a writing system. • Letter knowledge refers to what children need to learn about the graphic characters (alphabetic symbol)—how they look, how to distinguish them from one another, how to detect them within continuous text, and how to use them in words.	

Concepts about Print and How it Works	How to Address During Shared and Interactive Writing
TN Standard: FL.PC.1	
Why is this information important to classroom teachers?	• Use terms related to literacy such as "letter," "word," "space," "period," "capital/uppercase" • Count number of words in a sentence before writing • Locate words using visual information • Talking about the beginning of a sentence and or the beginning letter of a word during construction
• Concepts about print lets us know what children are attending to and/or ignoring while reading and writing. • What children are learning about the ways print works (left to right directionality, return sweep, 1:1 correspondence).	

High Frequency Words (Reading Vocabulary)	How to Address During Shared and Interactive Writing
TN Standard: FL.PWR.3	
Why is this information important to classroom teachers?	• Students use this knowledge of words, visual features, and letter-sounds relationships to monitor rereading of shared and interactive writing texts. • Teachers make it explicit that what can be read quickly can also be written quickly.
• High-frequency words are a valuable resource as children build their reading and writing processing systems. They appear often and can sometimes be used to help in solving other words. Recognizing high-frequency words automatically frees attention for understanding as well as for solving other new words.	

Writing Vocabulary	How to Address During Shared and Interactive Writing
TN Standard: FL.WC.4	
Why is this information important to classroom teachers?	• If most students completely control the writing of a word, the teacher writes it quickly during interactive writing, saving teaching points for words students can't yet write easily. • Use known words during interactive writing as an example for an analogy to support writing unknown words ("If you know the, you can write then," "If you know look, you can write book.")
• Writing vocabulary captures what children are learning about words and how to write them. • Examining the results of children's writing will tell you not only the words children can spell accurately, but also what they are thinking about words and how they work as they use grade-level phonics and word analysis skills.	

Letter-sound Relationships: Hear Sounds and Write Words	How to Address During Shared and Interactive Writing
TN Standards: FL.PWR.3 FL.WC.4	
Why is this information important to classroom teachers? • A finite set of 26 letters, two forms of each, is related to all the sounds of the English language (44 phonemes). The sounds of oral language are related in both simple and complex ways to the 26 letters of the alphabet. Children tend to learn the "regular" connections between letters and sounds first. In addition, they must learn that letters often appear together and make two sounds. • Sometimes a cluster of two letters make one sound. Children learn to look for and recognize these letter combinations as units which makes their word solving more efficient.	• Use the information you gather about the sounds students can hear and record in words to support them in writing words during interactive writing. Ask students to say words slowly. Some you will write for them and others will be produced (letter-by-letter, cluster-by-cluster, etc.) through sharing the pen. • Use the information you gather about students' understandings of concepts about print as you observe the process of dictation (such as directionality, return sweep, spacing) to demonstrate how to move from left to right across a word or line of text, how to move from the top to the bottom of the page, and how to leave space between words.

Spelling Patterns	How to Address During Shared and Interactive Writing
TN Standards: FL.PWR.3 FL.WC.4	
Why is this information important to classroom teachers? • Knowing spelling patterns or word parts helps children notice and use larger parts of words, thus making word solving faster and easier in reading and writing.	• Use knowledge of spelling patterns known by most of the students in the class to support students during construction of a text in using parts of words to write new words. Introduce unknown spelling patterns during explicit teaching of foundational skills and reinforce during interactive writing.

Word Meaning and Vocabulary	How to Address During Shared and Interactive Writing
TN Standard: FL.VA.7	
Why is this information important to classroom teachers?	• Through conversation, support students in learning specific vocabulary to talk about writing, i.*e. letter, word, period, space, uppercase, lowercase, bold,* etc. as well as meanings of words, and selection of appropriate words related to content areas.
• Vocabulary refers to the words one knows as part of language. Students need to know the meaning of the words in the texts they read and write. It's important for them to constantly expand their listening, speaking, reading, and writing vocabularies.	

Word Structure	How to Address During Shared and Interactive Writing
TN Standards: FL.PA.2 FL.PWR.3 FL.WC.4 FL.VA.7	
Why is this information important to classroom teachers?	• Support students' understandings of how words work by breaking words into parts to write, discussing parts of words that contribute to the meaning (e.g., *–able* and *-ist* endings added to words), and using parts of words they know to help them solve words they do not know.
• Looking at the parts of words not only provides useful information for decoding but also provides clues to the meanings of words.	
Reading Fluency	**How to Address During Shared and Interactive Writing**
TN Standard: FL.F.5	
Why is this information important to classroom teachers?	• Reread text after something is written to build fluency. Words written in phrases can be reread in phrases. Discuss punctuation writers use that support phrasing, pausing, intonation, and stress.
• Reading fluency refers to the ability to read continuous text with appropriate rate, phrasing, appropriate pausing, intonation, and stress. The reader smoothly integrates and adjusts these operations as necessary in order to process the meaning, language and print simultaneously.	

Coding Oral Reading Behaviors	How to Address During Shared and Interactive Writing
TN Standards: FL.PC.1 FL.PWR.3 FL.F.5 FL.VA.7	
Why is this information important to classroom teachers? • Opportunities to listen to a reader read a "known" text (one that's been read once before) allows the teacher to see how all the work that's come before is influencing what the reader does when he's reading without instruction. • Using an "unknown" text (a new text the reader hasn't read before) helps teachers decide where a student might be placed for instructional purposes. Identify student's needs as a place for instruction to begin.	• Use this information as a guide for the complexity of the text created during shared and interactive writing that students will be required to reread. (The level of complexity of texts created during shared and interactive writing should be more complex than what the student could create on their own, but not so complex that they demand too much of students to reread.) • This information can also be used to make decisions about increasing the complexity of texts created during shared and interactive writing. • Support students' understandings of how words work by breaking words into parts to write, discussing parts of words that contribute to meaning (e.g., –able and –ist), endings added to words, and using parts of words they know to help them solve words they do not know.

Discuss

What assessment data (that inform shared and interactive writing) are already being gathered? How has it been or might it be helpful for setting teaching priorities?
What new assessment information seems important to collect? How might it inform instruction?

Developing a System for Writing Assessment That Drives Instruction

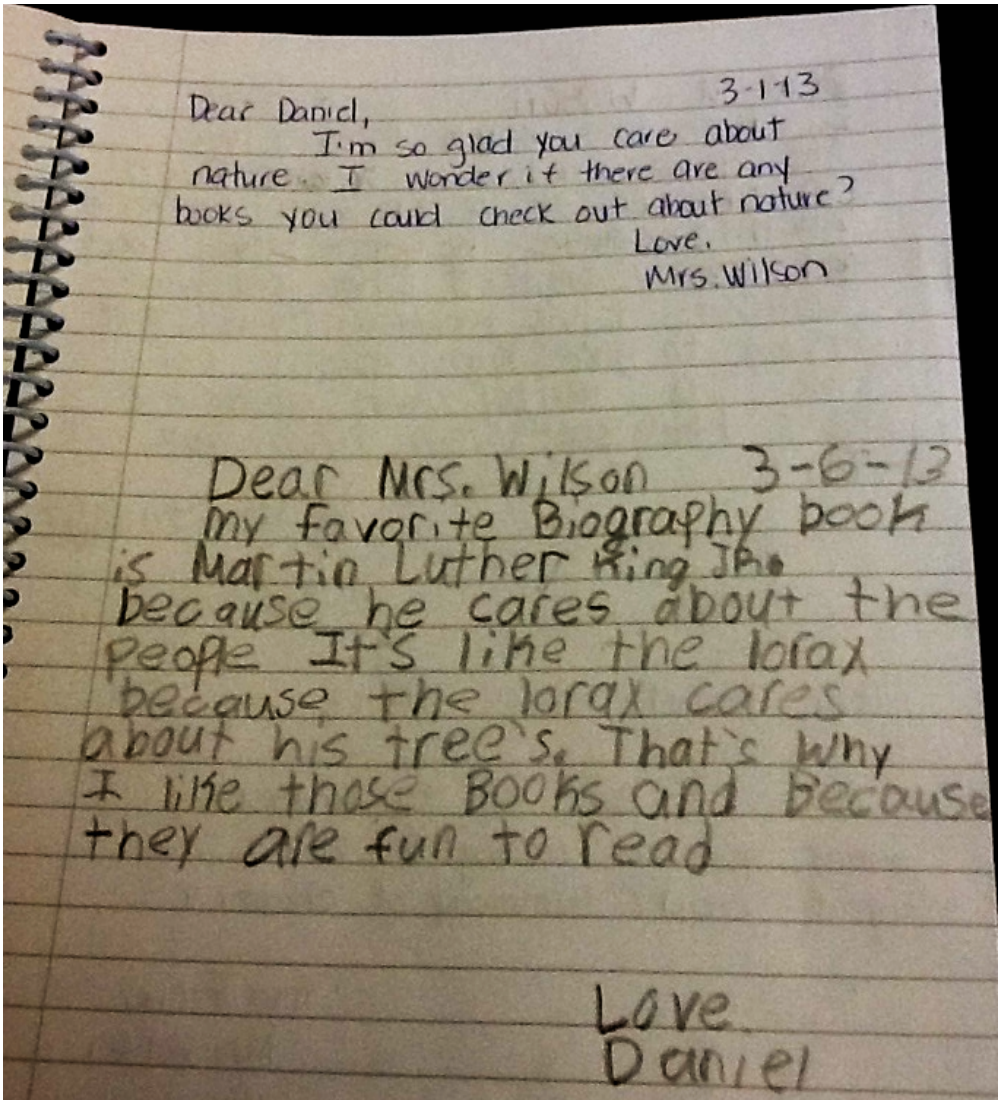
A simple note-taking system can help teachers record behaviors and understandings they notice when looking at student writing samples. Teachers can analyze anything the student writes independently: samples from writing folders, stick-on notes, journal entries, prompted writing, or dictated writing. They might find the chart that follows, "Analyzing Independent Student Writing," helpful for looking closely at any piece of writing.

When looking closely at an independent written response to reading, a teacher might find it useful to notice the thinking that the student is doing as a writer *and* as a reader. In that case, the teacher may want to use the chart that follows called "Analyzing Written Response to Text Through Independent Writing."

Both of the charts ("Analyzing Independent Student Writing" and "Analyzing Written Response to Text through Independent Writing") help teachers sort their observations into three categories: what the student understands, what the student partially understands, and what the student does not currently understand. Using these categories helps teachers to identify the strengths and needs of individuals and across the group that can be addressed during shared and interactive writing activities (and in other places during the day). The partial understandings often hold the most potential for learning, because they define the "zone" in which the student might be able to take on a task independently with some teaching support. Teaching in this zone is a powerful way to lead development forward (Dixon-Krauss, 1996).

With the goals of the Tennessee English Language Arts Standards, teachers can use the Alignment Document to prioritize teaching opportunities. Teachers can choose to use one form for each student, adding notes cumulatively each time they examine student writing to understand individual progress, or place all students on one form to consider needs across the whole group. (See Appendix D for reproducible forms.)

Look at Daniel's writing sample below. Notice what his teacher observed about his writing and the teaching he will need next.



Dear Daniel, 3-1-13
I'm so glad you care about nature. I wonder if there are any books you could check out about nature?
Love,
Mrs. Wilson

Dear Mrs. Wilson 3-6-13
my favorite Biography book is Martin Luther King Jr. because he cares about the people It's like the lorax because the lorax cares about his tree's. That's why I like those Books and because they are fun to read

Love
Daniel

Analyzing Written Response to Text Through Independent Writing*: Martin Luther King, Jr.*, Grade 3			
Name: Daniel	**Understands**	**Partially Understands**	**Does not currently understand**
Writer (craft & con-ventions)	• Writes many high-frequency words correctly	• The form and layout of a friendly letter • Write a cohesive paragraph with main idea and detailed structure • Apostrophes	
Reader	• Opinions about texts can be written in a friendly letter • Makes connections to other texts	• Express opinions about texts and support opinions with rationales and evidence	• Other genres/forms for writing about reading
Possible Teaching Opportunities			
• **Shared writing** - introduce and model a variety of forms for writing about reading, reinforce the formation of paragraphs with main ideas and details, including evidence to support opinions • **Interactive read aloud** - support students in providing evidence from a text to support opinions • **Independent writing** - support rereading to revise for additional evidence to support opinions and cohesive paragraphs around a topic or text, as well as using other genres/forms for writing about reading			
Tennessee English Language Arts Standards Addressed			
3.W.TTP.1 3.RL.KID.2 3.RI.KID.2 3.FL.SC.6			

Discuss

Is there anything else that you would add to the chart?
How could this analysis help to inform the work Daniel's teacher does during interactive writing?
How might it inform teaching at other times during the day (interactive read aloud, shared reading, independent writing)?

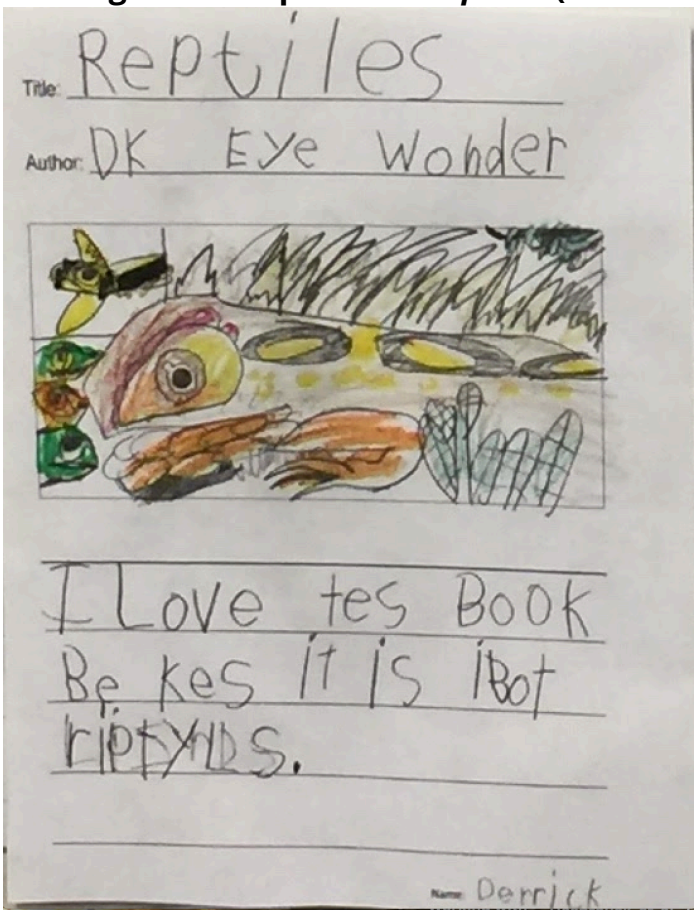
Analyzing Student Writing Activity

For the following writing samples, use the "Analyzing Written Response to Text Through Independent Writing" chart along with the Alignment Document chart to note what the student understands, partially understands, and does not currently understand about:

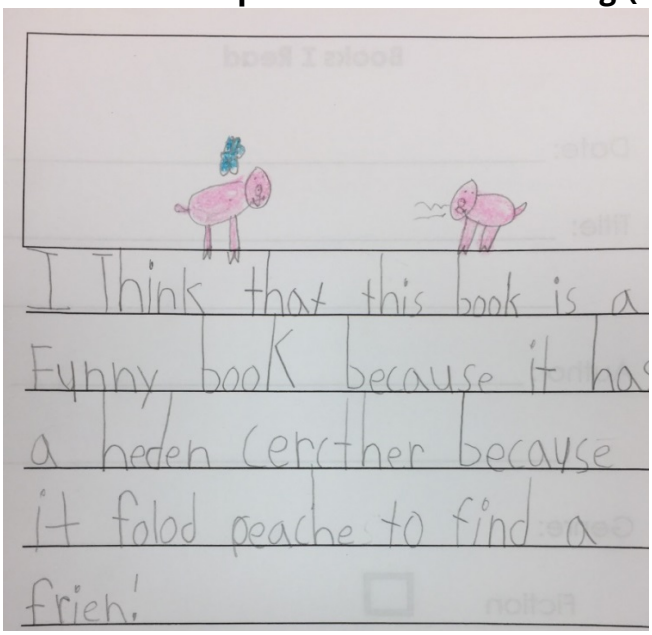
- Forms and Genres for Responding to Reading
- The Writing Process
- Responding to Texts
- Foundational Skills

Analyzing Written Response to Text Through Independent Writing			
Name:	**Understands**	**Partially Understands**	**Does Not Currently Understand**
Writing			
Reading			
Possible Teaching Opportunities			
Tennessee English Language Arts Standards Addressed			

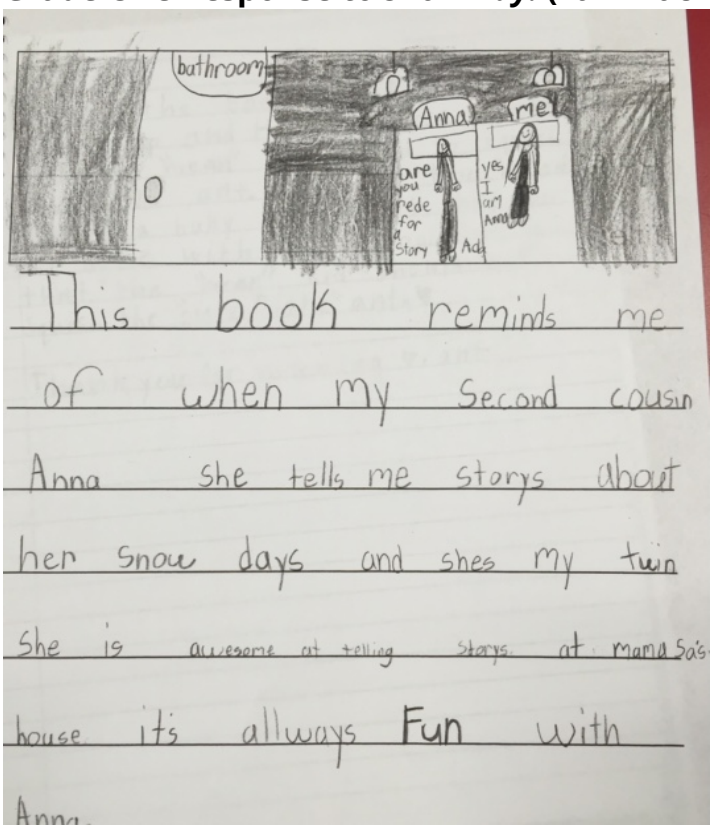
Kindergarten Response to *Reptiles* (DK Publishing, 2013)



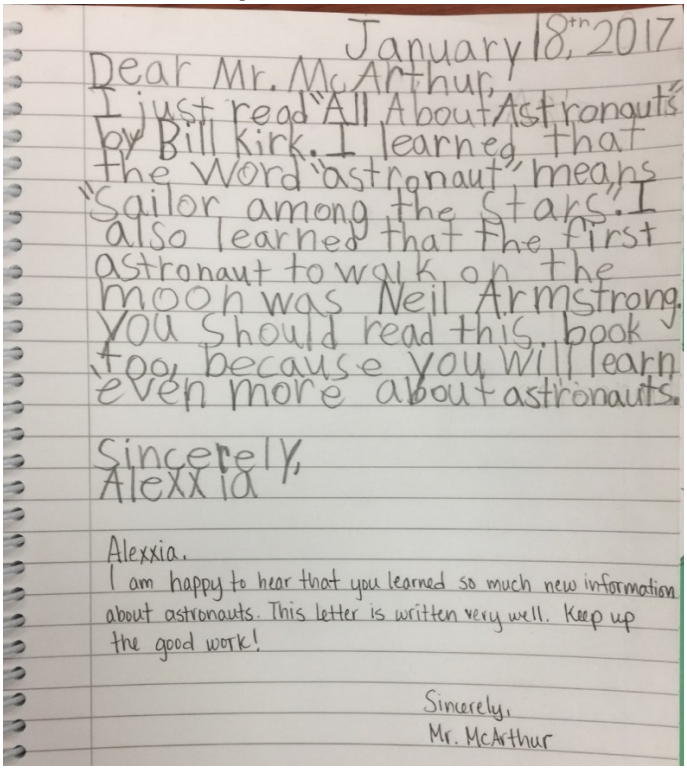
Grade One Response to *Peaches the Pig* (Riley & Childers, 1995)



Grade One Response to *Snow Day!* (Laminack & Gustavson, 2010)



Grade Two Response to *All About Astronauts* (Kirk, 2009)



Reflect

What was helpful about this process?
How might you share this process with teachers in your school/district?

Assessing Change Over Time in Writing to Inform Teaching

With effective teaching, writers develop and change over time. Teachers notice these changes through ongoing assessment and respond to students' learning needs by adjusting their instruction. Written texts created during shared and interactive writing reflect the students' growing skills and growing body of knowledge. Teachers can use their observations and assessments to adjust their teaching and increase the complexity of shared and interactive writing activities across the year.

Looking at Shared and Interactive Writing Samples

Carefully re-examine the shared and interactive writing samples that you explored in Module 3 on pages 78–82. This time, order the writing samples from least complex to most complex. Number each of the ten samples, using 1 to indicate the least complex and 10 to indicate the most complex. Use the following criteria to guide your decision:

- Use of illustration
- Length of text
- Genres and forms
- Student writing vs. teacher writing
- Types of student contributions vs. teacher contribution

Writing Piece	**Least Complex**	**More Complex**	**Most Complex**
David			
Insects			
Scaredy Squirrel			
The Sun			
Johnny Appleseed			
Martin Luther King, Jr.			
Ben Franklin			
The Princess and the Pea and *Princess Pigtoria and the Pea*			
Girl Wonder			
Nonfiction Text Structures			

Discuss

How do these artifacts provide evidence of change over time?
As a coach, how might you help teachers think about how writers grow and change over time? How might you help them think about using interactive writing or shared writing to meet the needs of students throughout the year?

Reflect on Observation and Assessment

Consider the objectives for interactive speaking and writing that were explored during this module.

- Investigate how to collect and use data from interactive speaking to assess student progress towards mastery of the Tennessee English Language Arts Standards
- Analyze student writing to determine strengths, needs, and plans for instruction
- Consider the importance of using systematic assessment to notice and record change over time in student competencies
- Collect behavioral evidence from speaking and writing throughout the day to inform teaching decisions during interactive read aloud, shared reading, interactive writing, independent writing, and foundational skills

Reflect

What are two or three of your biggest takeaways from this module?
How might you share this information with the teachers you support?

Module 5: Supporting the Refinement or Extension of Effective Teaching

Objectives

- Identify the role of refining or extending learning in sustaining improvement in teacher practice
- Support refinement of the goals set for the coaching cycle
- Support extension of learning gained during a coaching cycle

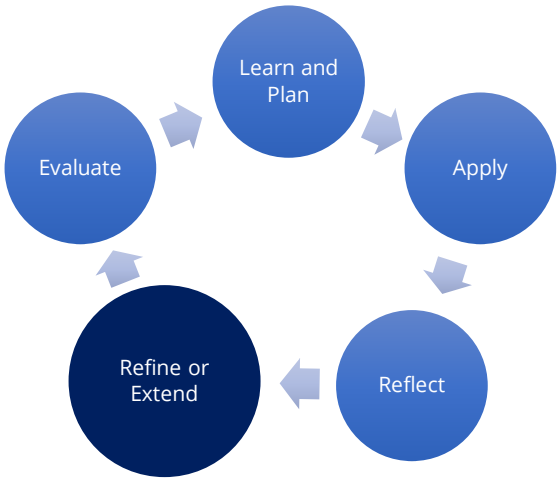
Link to Tennessee Professional Standards

- **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.
- **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.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Learning Community:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

TEAM Connection

- Assessment Plans
- Teacher Knowledge of Students

The Coaching Cycle in the Refine or Extend Phase



The most important job of literacy coaches is to cultivate a reflective stance in themselves and in the teachers with whom they work.

The primary goal of coaching is to help to develop reflective teachers who:

- see themselves as professionals working in a complex field;
- are willing to continue learning throughout their careers;
- take responsibility for expanding their instructional repertoire and deepen their understandings;
- collaborate with others to work towards coherence for students; and
- welcome coaching as a professional learning opportunity.

(West & Cameron, 2013)

The Reflect phase of the coaching cycle highlights the importance of this stance, but self-reflection permeates all other phases as well.

The power of reflective teaching comes when it leads to changes in beliefs and ultimately in the ways in which teachers interact with their students. Making changes to teaching practices can be difficult and overwhelming. Social support makes learning easier for both children and adults:

> Vygotsky's sociocultural theory contends that children grow into the intellectual community that surrounds them…When teachers engage in rich academic conversations that inquire deeply into content and pedagogy they have a better shot at cultivating student capacity to engage in rich academic discourse. Through discourse we find out what others are thinking and learn to stay open to and become willing to

> consider various perspectives. If we can stay in dialogue we can develop richer understanding of the content under discussion. (West & Cameron, 2013, p. 3)

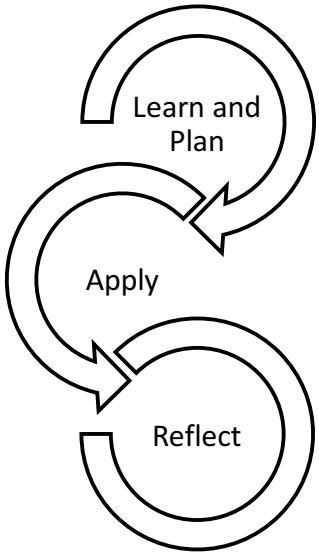
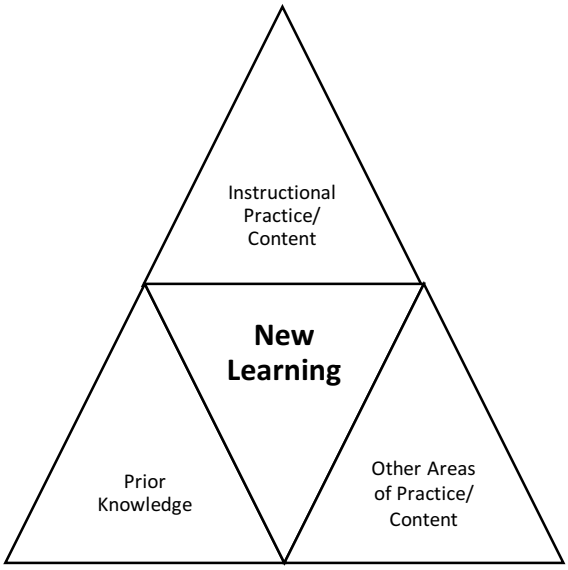
The coaching conversation should be a safe and supportive space where dialogue and inquiry lead to new learning.

Discuss

How have you worked to develop a safe and supportive space for teacher dialogue and inquiry?
How are the opportunities you have created for teachers to engage in rich academic discussion providing models for teachers that could be replicated in the classroom?
What are some examples of how your use of dialogue with teachers helped you grow as a coach?

During the "Refine or Extend" phase of the coaching cycle, the teachers receive support in committing to a plan of action that grows from reflections on their teaching and "continues to strengthen professional practice over time" (Tennessee Department of Education, 2017, p. 51).

The chart below defines *refine* and *extend* as two pathways for moving forward:

<table>
<tr><th colspan="2">Refine or Extend</th></tr>
<tr><td colspan="2">Support refinement in connection to the goals set for the coaching cycle, or prompt the teacher to make connections and extend the new learning to other areas of the teacher's practice</td></tr>
<tr><td>Refine:
Repeat Portions of the Coaching Cycle</td><td>Extend:
Make Connections</td></tr>
<tr><td>While staying focused on the goals for this coaching cycle, the coach and the teacher may identify additional areas for either refining the same pedagogical skill or a related pedagogical skill. To refine these skills, the coach and the teacher may opt to go back through certain portions of the coaching cycle. The collaborative decision about next steps should be based on student and teacher needs.
 
</td><td>The teacher makes connections between the new learning, best practice for instruction (evaluation language), prior knowledge and other areas of the teacher's instructional practice (i.e., subjects and classes). The teacher applies that learning in a new context and/or supports other teachers in gaining that new learning as well.
 
</td></tr>
</table>

The outcome of the coaching conversation should be a plan of action to refine or extend that takes the following information into account:

- What is my rationale for taking this next step?
- How will I take this next step?
- What support will I need?
- What will success look like?

The Importance of Refinement or Extension for Adult Learning

Take a moment and think about something new you have learned as an adult where you may have had the support of an expert other or a coach as you refined your understandings and behaviors (golf, sewing, scrapbooking, using technology, painting, etc.). Analyze your learning experience by answering the following questions.

Discuss

Describe the content and context of your learning experience.
What helped move you forward in your learning?
If someone helped you, what role did they play in your learning process? How did they help you?
What challenges emerged during your learning process? How did you handle them?
Did you seek out any other kinds of help (YouTube, online tutorial, etc.) in order to refine or extend your own learning?

Reflect

What does this help you understand about the process of learning something new?
What insight does this give you about working with teachers?

The Role of the Coach in the "Refine or Extend" Phase

Refining or extending requires the teacher, with guidance from the coach, to determine a next step. Consider how the following quotes help you think about why teachers need support with refining or extending their understanding and practices:

- "Change is non-linear, loaded with uncertainty..." (Fullan, 1993, p. 24).

- "The true direction of the development of thinking is not from the individual to the social, but from the social to the individual" (Vygotsky, 1986, p. 36).

- "As a teacher educator, you analyze teachers' current learning and knowledge, assess what else they need to learn, and provide professional training and support that improves their teaching. Ideally, this support is provided in such a way that teachers become more independent in their learning, able to use new procedures, sample student behavior as evidence of learning, and refine [or extend] their techniques accordingly" (Lyons & Pinnell, 2001, p. 11).

Discuss

What do these quotes imply about the process of refining or extending learning?
How is this helping you think about your work as a coach?

How to Plan for Effective Reflective Conversations to Support Refinement or Extension

"Coaching is a conversation directed toward inquiry: the staff developer (coach) and teacher are making hypotheses and searching for information. Their greatest sources of data are their observations of children as they look for evidence of learning" (Lyons & Pinnell, 2001, p. 142).

Effective coaching conversations are:

- connected to learning that is occurring in the classroom;
- specific to something the teacher is learning and trying to put into place in the classroom;
- grounded in recorded evidence from the coach (e.g., specific language used by the teacher and responses by the students);
- reflective and constructive in nature where the coach and the teacher are both engaged in the conversation and active listeners; and
- focused on new learning and goal setting that will improve the teaching.

It is important that coaches approach conversations with the intention of using inquiry to meet teachers where they are and guide them towards thoughtful and actionable next steps. During the reflective conversation, the coach guides the teacher towards either refinement or extension. A coach could use the following guiding questions as they plan for the reflective conversation to assist them in supporting teachers in committing to refinement or extension.

Plan for a Reflective Conversation to Refine or Extend	
Learn and Plan	What goals were set during the “Learn and Plan” phase of the cycle?
Apply	What were the outcomes of the application phase for students and teachers? • Which outcomes might need to be revisited and refined? • Which outcomes were successfully achieved and could be extended?
Reflect to Refine or Extend	• What coaching language will most effectively guide the teacher to reflect on these application outcomes? • Which tools will most effectively guide the teacher to reflect on these application outcomes? • What coaching language will lead to a plan of action for refining or extending learning?

Discuss

How might the questions listed in the chart “Plan for a Coaching Conversation to Refine or Extend” support you in preparing for a reflective conversation?
What systems have you developed for keeping track of coaching cycles for individual teachers? With these reflection questions in mind, what additional information might be important to include?

Language to Support Refinement or Extension

The following is a list of coaching language that supports refinement, extension, or both. With a partner, read each question or statement to determine if it leads to refinement of thinking, extension of thinking, or if it could be used to both refine and extend.

Coaching Language	Refine	Extend	Both
You seemed pleased when _____.			
Where were you feeling the students were most engaged?			
Where might you focus your attention?			
What might you try next with this group?			
What might be some ways that you could continue to reinforce the students' (insert student evidence lookfors)?			
What made you think you were not clear?			
What could happen if you _____?			
How do you know your lesson was effective?			
What would you like to do next?			
What else might you try?			
How did you plan for (insert instructional practice) for this lesson? How did planning for ____ that way influence students' ____?			
How did your student work compare to the outcomes you wanted?			
What went well in your teaching today?			
How did what you heard students say compare to what you wanted to hear?			
What else would you like to do?			
What might be some ways you could adjust your (insert instructional practice) to see different results?			
What do you want to focus on next with your teaching of _____?			
What adjustments are you considering that might positively impact what you are seeing from your student data?			
What might be some other times it would be helpful to (insert instructional practice)?			
You expressed concern about _____. What are you now thinking?			
What might be some ways you could support other teachers in developing their ability to (insert instructional practice)?			
What are your priorities for helping the children become more effective _____?			
You said that some students were not taking the learning on as well as you had hoped. How might you adjust your plans to address this?			
What tools might you consult for additional support?			

Discuss

How did this activity help you think about the importance of language used during coaching?
What might you do to begin to adopt some of this coaching language into your coaching conversations?

Refine or Extend in Action

View the coaching conversation between the teacher and the coach. Record as much of the conversation as you can in the t-chart below. Pay particular attention to the coach's language.

Coach	Teacher

Coach	Teacher

Discuss

Describe the tone of the coaching conversation.
What helpful language did you notice the coach using? How did this language elicit the teacher to share her thinking?
What was the role of the coach in helping Yebel commit to a plan of action (refine or extend)?
How did the coach's and teacher's notes on the lesson support the conversation?

Tools to Support Observation, Reflection, and the Analysis of Teaching

In modules 2 and 3, the “Guide to Planning Responding to Texts Through Interactive Speaking Activities” and the “Guide to Planning Responding to Texts Through Shared and Interactive Writing Activities” were introduced as tools for planning. They can also be used to identify opportunities to refine or extend understandings about these instructional strategies.

In Module 4, you considered how to use the list of questions from “Text Talk: Engaging Readers in Purposeful Discussions” (McElhone, 2014) to analyze the quality and quantity students are building as they engage in conversations about texts.

“The Developing Language and Literacy Teaching Rubric” (DLLT) was explored during Semester 3 as a tool that provides examples of the kinds of teaching and behaviors that might be evident in classrooms for word study. Additional rubrics have been included for the purpose of observation, refinement, and extension of the following:

- General Characteristics of Teaching
- Teaching for Processing Across Instructional Strategies
- Interactive Writing

Guide to Planning Responding to Texts Through Interactive Speaking Activities
Before the Activity • Base speaking activities on texts read during interactive read aloud and shared reading to support conceptual knowledge and enduring understandings as the foundation for interactive speaking. • Select high-quality, appropriately complex texts for interactive read aloud, shared reading, and small group reading instruction. • Select goals from the Reading and Speaking and Listening strands of the Tennessee English Language Arts Standards. • Plan questions and prompts around concepts and enduring understandings that will facilitate student talk before, during, and after the reading to support thinking within, beyond, and about the text.
During the Activity • Model and teach behaviors that indicate engagement and interest in discussion with others, such as making eye contact, leaning in to the speaker, pointing, and nodding. • Support the language of text-based discussion/argumentation by modeling and providing language/sentence frames. Post these on anchor charts and add sentence frames as new ones are introduced into conversations. • Listen for, question, and prompt responses that provide evidence to guide thinking and keep students talking. • Extend learning and understanding to a writing activity (shared and/or interactive or independent writing).
After the Activity • Reflect on the level of productive student talk and engagement, including the language and structures used to facilitate the talk (e.g., talking stems and talk structures). Consider: o Were students able to think within, beyond, and about the text as they spoke in partners? o Did their ideas build on one another? o Did they use language stems from anchor charts? o What level of support did you provide: teaching, prompting, or reinforcing their responses?

Guide to Planning Responding to Texts Through Shared and Interactive Writing Activities
Before Writing • Base writing activities on shared texts that have been read during interactive read aloud and shared reading to support conceptual knowledge and enduring understandings, as the foundation for interactive writing. • Select goals for teaching based on the Tennessee English Language Arts Standards, the curriculum, and the needs of the students (as determined through observation and assessment). • Engage students in talk to establish a purpose, audience, and genre or type of writing that will best accomplish the task including opinion pieces, informative/explanatory texts, and narratives. • Support the students in composing the message they would like to create by accepting contributions from students and synthesizing their ideas to compose a message that the group agrees best communicates their thinking and ideas presented in the text. ("What do we want to say?" "How would we say that?")
During Writing • Model and engage students in aspects of the writing process. • Work with the students to construct the text, writing the parts of the text that they already have under control or those that are beyond their thinking at this point in time, and share the pen with students to come up and write portions of the text with high instructional value. Plan for strong teaching language at those places where the pen is shared. • Each time something is added to the text, reread what has been written so far and encourage students to contribute what will come next (remembering the message that was previously agreed upon) revising and proofreading until the text is complete.
After Writing • Revisit the completed text to review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading. The text can be read as a shared reading. • Summarize the concepts that were introduced and reinforced each day during the construction of the text. • Encourage students to apply what they have learned during interactive writing to their independent writing.

Reflecting on Interactive Speaking	
Who is participating? Who is silent?	
Do students offer expressive or emotional responses to the text?	
Do students articulate new learning from the text?	
Do students make critical inferences and judgments about the text?	
Do students communicate their points clearly?	
Do students use talk to try out ideas that might not be fully formed? (This kind of exploratory talk is often marked by hesitations and incomplete statements.)	
Do students connect their contributions to what came before, or does each contribution send the conversation in a new direction?	
Do students respond to one another's ideas uncritically (e.g., not noticing when their idea contradicts the one that came before)? Do students challenge one another's ideas in a respectful way?	
Do students elaborate on their ideas by explaining, giving reasons or examples, or pointing to evidence in the text?	
Do students collaborate to try to reach a consensus about questions or interpretations? (Collaborating toward consensus pushes students to reason together, rather than simply holding on to their initial impressions.)	
How is student talk evidence of their progress towards the enduring understandings for the unit?	

(Adapted from McElhone, 2014)

Developing Language and Literacy Teaching Rubric: General Characteristics of Teaching

Classroom Materials and Organization

__Materials are not organized; it is almost impossible to quickly find or distribute materials.	__Some materials are organized for efficient use by the teacher and students.	__Most materials are organized for efficient use by the teacher and students.	__Materials are highly organized for efficient use by the teacher and students.
__Students cannot access and use materials independently.	__Students have some difficulty finding and using materials.	__Most of the materials are organized in ways that help students use them independently.	__Organization works for maximum student independence; use and placement of materials in the classroom is obvious;
__No (or few recently created) classroom-generated charts are posted in the room	__Some charts are posted but little evidence that students or teacher refers to them.	__Student/teacher generated charts are posted but not always accessible to students or relevant to work underway.	__Student/teacher generated charts are accessible, relevant and routinely used by teacher and students to guide learning.

Quality of Interactions

__The teacher seldom listens and responds to students.	__The teacher occasionally listens and responds to students.	__The teacher usually listens and responds to students.	__The teacher consistently listens and responds to students.
__Students have almost no opportunities to talk to and learn from each other.	__Students have a few opportunities to talk to and learn from each other.	__Students have some opportunities to talk to and learn from each other.	__Students have many opportunities to talk to and learn from each other.
__Student discussion is unfocused; students don't often respond to other students' comments or remain clearly on topic	__Student discussion is active but only occasionally between students and focused; comments may be based more on personal experience rather than the text.	__Student discussion shows interaction among students; they occasionally build on each other's comments; students do not consistently base their comments from evidence in the text	__Student discussion builds on the comments of other students; students provide evidence to support their ideas based on the text

Sense of Community

__There is little or no evidence that the teacher helps students to take responsibility for their own behavior and learning and to demonstrate respect for the learning of others. Teacher controls interaction of students.	__The teacher helps students to take some responsibility for their own behavior and learning and to demonstrate respect for the learning of others some of the time.	__The teacher helps students to take responsibility for their own behavior and learning and to show respect for the learning of others most of the time.	__The teacher helps students to take high degree of responsibility for their own behavior and learning and to show respect for the learning of others (e.g., students know routines and why they use them; they help and treat others with respect).

Developing Language and Literacy Teaching Rubric: Teaching for Processing Across Instructional Strategies

Teaching for Processing Across Instructional Strategies

Within the Text Teaching <u>Key contexts</u>**:** Interactive read aloud, shared reading, small group instruction, individual conferences	__Teacher does not demonstrate or prompt for thinking about the text in a literal way.	__The teacher sometimes provides support to help students notice, remember, and use specific information important to the literal understanding of the text.	__The teacher provides moderate support to help students notice, remember, and use specific information in fiction and factual texts so that they can gain literal understanding.	__The teacher helps students notice specific information contained in both fiction and factual texts that is vital to the literal understanding of the text and helps them to have an overall understanding.
	__Teacher highlights important literal information but seldom engages students in finding the information on their own.	__The teacher sometimes "tests" or "checks" for literal understanding rather than teaching students how to find the information.	__Teacher uses prompts and questions to engage students' thinking about important literal aspects of the text; students do some work in finding or recalling the information.	__Teacher helps students learn how to search for and use information that is in the text.

Beyond and About the Text Teaching <u>Key contexts</u>: Interactive read aloud, shared reading, small group instruction, individual conferences	__Most questions or prompts do not require students to go beyond the literal level of the text.	__Some questions or prompts require inference or analysis but do not explicitly focus on building understanding (i.e., more of a "test" or "check" of understanding).	__Teacher asks questions that prompt thinking beyond the literal text but may accept recall answers (literal); may request supporting evident or elaboration but student responses do not build evidence from the text.	__Teacher consistently asks questions that extend the meaning of the text and often bring out multiple perspectives; consistently prompts student for evidence from the text that elaborates and supports their answers.
	__Seldom engages students in discussion about their prior knowledge about a topic or text.	__Engages students about prior knowledge or experience but discussion may not be relevant to the text or often becomes off topic	__Teacher helps students access prior knowledge relevant to the text or writing but does not relate it to new knowledge or show how it can support their understanding of the text	__Teacher helps students access and use relevant prior knowledge to understand meaning beyond the literal text; teacher helps students synthesize new knowledge in support of understanding the text.
	__Teacher discusses primarily literal or factual ideas from texts with limited demonstration or modeling of her own understanding; doesn't frequently make comments that show inference or analysis	__Teacher discusses ideas that go beyond the literal understanding of the text but does not explicitly demonstrate her thinking as a model for students	__Teacher demonstrates her own inferential thinking and sometimes models her thinking process; explanations may be brief or somewhat unfocused and not explicitly tied back to how readers can use the strategy.	__Teacher models his/her own inference and analysis about texts and supports students in using these strategies; explicitly demonstrates how readers can apply these strategies.

Developing Language and Literacy Teaching Rubric: Interactive Writing

Interactive Writing	**Time began: _____**	**Time ended: _____**	

Preparing: The teacher:

__Elicits very little or no talk before beginning to write.	__Elicits some talk and reference to experience before writing.	__Prepares students for writing by engaging them in interesting experiences and discussion.	__Engages children in interesting experiences and a rich and purposeful discussion before writing.
__Does not connect writing to any apparent experience or conversation.	__Does not make writing a logical and purposeful outcome of the experience or discussion.	__To some degree, makes writing connected to previous experience and conversation; writing is purposeful.	__Makes writing a highly purposeful and connected activity.

Composing: The teacher:

__Does not have children participate in composing or do so in a minimal way.	__Engages children in some negotiation of the message but, ultimately, imposes own message.	__Invites children to actively participate in the composition of the message (although often at the word level) with some negotiating word choice and sequence with the teacher.	__The teacher engages children in a lively negotiation; options are offered by several children; serious consideration is given to word choice and sequence.

Writing: The teacher:

__Either does not invite children to participate in writing letters and words on the chart OR has them contribute most letters and words so that the writing is too long and tedious.	__Makes the writing interactive and has some effective teaching points, but the lesson moves slowly and is somewhat inefficient.	__Provides well-pace and smooth interactive writing, with children contributing at teacher selected points (most are appropriate); pace is generally good but may be slightly too long or too brief.	__Keeps the writing moving along at a good pace with superbly selected teaching points; children make contributions that have high instructional value.
__Is not selective in orchestrating child participation OR the participation has very little instructional value.	__Makes a few teaching points and selects some children's contributions that have instructional value but others do not.	__Makes teaching points that have moderate instructional value; there is some evidence that the points are well chosen for students (based on their needs).	__Selects a few teaching points that offer new learning without unnecessarily involving children doing what they already know well; children contribute to the writing in ways that have high instructional value.

Adapted from Hough, et al., 2013

Discuss

How might documents like these support teachers in reflecting on the lesson?
How might you use each of these documents to guide reflection towards refinement or extension?
How might you use these tools in ways that are manageable for improving instruction?

Roleplay: Refine or Extend

In order to improve our ability to support coaches in determining plans of action that refine or extend their learning, it is important to practice our craft. To prepare for a coaching roleplay, we will take another look at a teaching example, the shared reading of *The Snowman* poem. This time we are honing in on coaching around interactive speaking.

Understand the Coaching Context

Alesa greatly values interactive speaking as way to build community and common understanding in her kindergarten classroom. She has been working to help her students develop their oral language so they are able to express complete thoughts in their responses.

She has modeled building on each other's thinking by using the language stems "I agree with ____ because…" or "I disagree with _____ because…" Many students are able to demonstrate this speaking behavior when prompted, and Alesa is hoping to hear them use this language with increasing independence. Recently, she has been modeling how to explain thinking by using the language, "I think _____ because…"

Her next goal is to prompt the students for their thinking by asking, "How do you know?" Alesa would like to hear from all voices during the lesson. She identified "What else…?" as a prompt that can elicit additional comments and requires students to listen to prior contributions.

During a "Learn and Plan" coaching conversation, Alesa and her coach used the worksheet below to set goals and determine what evidence would be collected for the application.

Evidence Collection During the Apply Phase

Focus of Model/Co-teach/Observation:

To determine how...*(check one below)*

- ☐ The alignment and integration of Tennessee English Language Arts Standards
- ☑ Planning for interactive speaking activities that expand understanding of concepts and texts by listening to and responding to peers
- ☐ Establishing routines for listening to and responding to peers
- ☐ Engaging students in interactive speaking activities where they express their own ideas clearly accurately, build on each other's thinking, and use text-based evidence
- ☐ Using facilitative talk to demonstrate and prompt for effective discussion
- ☐ Observing and analyzing student responses to inform teaching decisions and gain evidence of learning

will impact my students' ability to...

Listen to each other in order to build common understanding about the text (standard SL.CC.1)

Evidence to be collected:

- Which prompts did the teacher use to get students to consider prior comments in their response?
- Did the prompt "what else..." increase participation in the conversation?
- In what ways did students connect their contributions to what came before, or did each contribution send the conversation in a new direction?
  - Do they use the language of agree or disagree?
  - Do students elaborate on ideas by explaining, giving reasons or examples, or by pointing to evidence in the text?

Plan for a Coaching Conversation to Refine or Extend	
What goals were set during the "Learn and Plan" phase of the cycle?	
What were the outcomes of the application phase for students and teachers? • Which outcomes might need to be revisited and refined? • Which outcomes were successfully achieved and could be extended?	
• What coaching language will most effectively guide the teacher to reflect on these application outcomes? • Which tools will most effectively guide the teacher to reflect on these application outcomes? • What coaching language will lead to a plan of action for refining or extending learning?	

Note-Taking Sheet

Coach	Teacher

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.

Reflect

Why did you decide to refine or extend?
What are the takeaways from the classroom teacher?
What are the takeaways from the coach?

What did the scribe notice about the way the coach supported the teacher in refining or extending?

Professional Learning Planning Guides

As you plan for professional learning sessions, it is important to reflect upon the strengths and needs of the teachers with whom you are working. The “Professional Learning Planning Guide” is another useful tool that allows coaches to examine the areas in which teachers might need support when teaching responding to texts through interactive speaking and writing activities. Once this tool has been used to identify a focus for future learning sessions, the “Guiding Questions for Planning to Teach Responding to Text through Interactive Speaking and Writing” can help to clarify how you might go about deciding to refine or extend.

Read and Discuss

Read through the “Professional Learning Planning Guide” and the “Guiding Questions for Planning to Teach Responding to Text Through Interactive Speaking and Writing.”

Interactive Speaking

- □ Integrate the Tennessee Academic Standards
- □ Plan for interactive speaking activities that expand understanding of concepts and texts by listening to and responding to peers
- □ Establish routines for listening to and responding to peers
- □ Engage students in interactive speaking activities where they express their own ideas clearly and accurately, build on each other’s thinking, and use text-based evidence
- □ Use facilitative talk to demonstrate and prompt for effective discussion
- □ Observe and analyze student responses to inform teaching decisions and gain evidence of learning

Shared and Interactive Writing

- □ Integrate the Tennessee Academic Standards
- □ Plan for shared and interactive writing activities that demonstrate the writing process and provide opportunities for students to expand their conceptual knowledge and understanding of texts
- □ Utilize language that supports students in composing and constructing a variety of text types
- □ Facilitate opportunities for students to write daily and over extended time frames to apply their learning
- □ Use assessment of writing behaviors to inform teaching decisions and gain evidence of learning

Guiding Questions for Planning to Teach Responding to Text Through Interactive Speaking and Writing

- 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?

Discuss

How might you use this planning guide to support teachers with refining or extending learning in responding to texts through interactive speaking and writing activities?
Once you have determined what the content of a learning session will be, how might "Guiding Questions for Planning to Teach Responding to Text Through Interactive Speaking and Writing" support the way you structure the session?

Connection to Professional Learning Standards

The following is an excerpt from the "Standards for Professional Learning" adopted by the Tennessee Department of Education:

"The Standards for Professional Learning are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning. All elements are essential to realize the full potential of educator professional learning. The Standards for Professional Learning describe the attributes of effective professional learning to guide the decisions and practices of all persons with the responsibility to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning.

Prerequisites

Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics:

- Educators' commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels, and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

Standards for Professional Learning

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.

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."

(Tennessee State Board of Education, 2012, pp. 3–4)

Discuss

How did the professional development you just received meet the standards for professional learning in each area?
How do you see these implicit prerequisites as essential to the success of the coaching model?
In your role as coach, how can you foster a culture that values professional learning and professional ethics?

Connections to School and District

"Change is the end result of all true learning."
- Leo Buscaglia (Buscaglia, 1972, p. 111)

"It takes as much energy to wish as it does to plan."
- Anonymous (Popik, 2014)

Reflect

How has the information provided in the last three days connected to the goals you have for professional learning?
What are your biggest take-aways from this training?

What part(s) of the content from our work together would you still like to learn more about?
What are your next steps as you go back to your school and district?

Long-Range Planning Guide

We have learned a lot of new material over the last 3 days. It is important to consider the needs of your teachers and students before making a plan to deliver this content. Take a moment to go through the following steps and complete a long-range plan for interactive speaking and writing.

Focus (What is the focus of the long-range plan?)				
Professional Learning Needs (What are the specific learning needs? Why are these the needs?) Make these small, actionable learning objectives. Consider the most impact in changing outcomes.				
Evidence of Success (How will you know learning has occurred? What will success look like?)				
Support Structures (Where will the learning take place? Match the best structure for each different learning need and size of group that needs that learning.) **PD day, after-school session, during grade-level meeting, planning conversation**				
Calendar (Sequence learning needs and support structures and put in calendar. How long might each take to reasonably support?)				
Data (What data will be used to know that learning has occurred?)				
Return to what success will look like. Do you want to make any changes?				
Coach Support (How can I support you in implementing this plan?)				

Coaching Cycle

Over-Arching Goal for the Grade-Level Cycle What data was used to identify this goal? What did the data reveal?				
Separate Goal for each Teacher				
T1	T2	T3	T4	T5
Set student learning goals with the teacher if applicable. How will the above instructional strategy help meet the student learning goal? How will you monitor progress?				
Learning Session Choices for **"Learn and Plan"** Schedule in your calendar. Structured Professional Development, Planning Session (modeled, co-plan, planning conversation) Decide "look-fors."				
"Apply Phase" Remember the "look-fors". Schedule in your calendar (model, co-teach, observe).				
"Reflect" Schedule in your calendar. How did using _____ impact students? How did it impact the teacher? Connect the Instructional Triangle. Did students/teacher meet their goal? Why? Why not? What was successful? Where did they struggle?				
"Refine or Extend" What are some things you want to continue to do? What might be some things you would like to try as a result of our conversation today?				
"Evaluate" What has been most beneficial in this coaching cycle? What are your key takeaways?				

Appendix A (Module 2)

Discussion/Talk Structures

In many cases throughout the modules, discussion occurred in groups or with partners. When specific talk structures were used, they were named and described. Below is an alphabetical list of the talk structures that were used throughout the semester for your reference.

A/B Partner Talk Protocol: Participants talk together in pairs by following these steps:

1. Partner A shares an idea or ideas.
2. Partner B listens actively to Partner A's ideas and poses questions to ensure understanding.
3. Partner A responds to Partner B's questions or asks for clarification, if needed.
4. Partners A and B repeat steps 2 and 3 to respond to remaining discussion questions.
5. Partners switch roles and repeat steps 1–4.
6. Both partners reflect on their understanding in writing.

(Thompson, 2016)

Four As: Members of the group 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, the group holds a conversation in light of each of the As.

(City, 2014, p. 15)

Heads Together: "Members of a group discuss a quote, question, problem, etc. Groups then share their thinking with the larger group" ("Numbered Heads Together," n.d., para. 1–2).

Jigsaw: The reading selection is divided into as many parts as there are groups (suggested 3–4). Participants are told they will be summarizing the main points of the section they are assigned to read to the other members of their table group (home group). Count off 1–3 or 4 depending on number of groups and participants move to their "expert" group with other members with the same number. Each participant reads and discusses the assigned section at their tables (fill out an information sheet/chart) and decides how they will present the information to their home groups. Participants then return to their home groups and present the information from the section of the material they read to others in their group. All participants are responsible for learning all material, and an optional assignment to summarize or report information learned may be given. (Aronson & Social Psychology Network, n.d.)

Say Something: Participants take turns saying something about their thoughts related to a particular topic, quote, question, situation, etc. One person starts off and makes a comment while others listen. The next person may make a comment reacting to or adding to the original

comment or adding a new idea. This process continues until everyone (at the table or in the group) has had an opportunity to contribute to the discussion.

Some useful stems are listed below to support the discussion.

Purpose	Language Stems
Observe/ Comment	I noticed that ... I think that ... I saw (heard)... This is helpful because ... This is hard because ... This is confusing because ... This makes sense because ... I noticed that the author said ... This (sentence, phrase) here is confusing because ... This (sentence, phrase) makes sense because...
Clarify	Now I understand ... No, I think it means ... At first I thought ..., but now ... I agree with you, and ... What this means is ... Now I understand the part of the text here ... No, I think this part of the text means ... At first I thought this (sentence, phrase) meant..., but now... I agree with you, and this part of the text here confirms ... What this (sentence, phrase) here means is ...
Infer	One thing I think is ... I wonder if ... When the author said _____, it made me think...
Connect	This reminds me of ... This is similar to ... This ... makes me think of ... This ... is like ... because ... This (sentence, phrase) reminds me of ... This (sentence, phrase) is similar to ... This (sentence, phrase) ... makes me think of ... This (sentence, phrase) also ... This (sentence, phrase) ... is like this (sentence, phrase) ... because
Question	What might happen if ... ? Do you think that ...? What evidence supports ...? In other words, are you saying...? How did this (sentence, phrase) ...? In what ways is this (sentence, phrase) like ... ? Do you think that this (sentence, phrase) ...? What evidence from this text supports ...? In other words, are you saying this (sentence, phrase) ...?

(Adapted from Beauchamp, 2013)

Single Round Robin: “Each participant responds one time to the question or problem posed” (Shaw, n.d., p. 25).

Stand Up, Hand Up, Pair Up: Participants think about a question or problem. When prompted by the facilitator to “Stand up, hand up, pair up,” participants stand up, put their hand up, and pair up with a participant at a different table or place in the room to discuss the question or problem posed (Clowes, 2011).

Talking Sticks: Each person in the group places their pencil or pen in the middle of the table. To make a comment, each person must pick up their “talking stick.” When they are finished commenting, the stick is placed down in front of them. They are not permitted to comment again on that question until all other members of the group have picked up their talking sticks and had a chance to respond. If a member of the group does not want to comment, they may pick up their stick and say, “pass.” When all have had a chance to comment, the group can move on to the next discussion question (Kusnick, 2013).

Think, Pair, Share: Participants think individually about a question or prompt. They then share their thinking with a partner and may later share their thinking with another pair or the whole group (“Think-Pair-Share,” n.d.).

Turn & Talk: Participants turn and talk with a partner, a triad or a circle comprised of two pairs related to a question, or open-ended prompt for a brief period of time. After the turn and talk, participants share out to the larger group (Fountas & Pinnell, 2006).

Tip Sheet: Using Teaching Videos in Professional Development

A video clip that provides a real-life example of a teacher working with students is useful for professional learning and development. The goal in using these video clips is to provide a shared experience that you can reflect upon in your own understanding of teaching. The videos provided are examples, *not* exemplars of teaching. The teacher has graciously shared their own teaching so it can be a vehicle for your conversation and professional learning.

In order to keep the focus on the teaching and learning demonstrated during the video clips, professional developers should facilitate discussions that are thought provoking and generative in nature. The purpose is not to "fix" the teaching, but to use the examples of teachers and students working together to think about one's own teaching. Thought-provoking discussions around teaching examples help identify issues and problems that we experience as teachers and generate questions that can lead to problem solving.

Though there is no such thing as perfect teaching, the clips selected will provide an appropriate example for discussion. The questions below provide an important lens for considering videos of teaching, and can help maintain focus on teaching and learning.

Teacher Planning and Facilitation of Instruction

1. What are the teacher's goals for this lesson and how did she/he organize the lesson to address those goals?
2. How is the instruction structured to promote a high level of student engagement?
3. How does the teacher use knowledge of the students during the lesson?
4. What do you notice about the teacher's use of language (e.g., clarity, appropriate amount of talk, relevance to the lesson/unit, responsiveness to students' comments, etc.)?
5. What refinements can the teacher apply from this lesson to inform future lessons?

Student Participation and Learning

1. What evidence demonstrates students' previous learning?
2. How are students engaging in the reading/writing/language processes?
3. What evidence might indicate that the students fully understand, partially understand, and/or don't yet understand the concepts?
4. What is evidence of student learning as a result of the teaching?
5. How did students respond to the materials the teacher selected?
6. What do you notice about the students' use of language (clarity, amount, relevance to the lesson)?

Interactive Read Aloud for Coaches: *Boy, Were We Wrong About the Solar System* by Kathleen V. Kudlinski and John Rocco (2008)

Grade 3

Note: This read-aloud plan can be found in the Grade 3 Unit Starter. It has been re-designed here for coach and teacher training purposes. Please refer to the Unit Starter for an overview of the concepts and enduring understandings of the unit.

Desired Understandings for This Text

As we make observations about the world around us, we may question our current thinking. As we learn new things, we may change the way we think about our world and universe. Over time, people made observations about our world that made them question whatever the current thinking was at that time. As new tools and instruments were created or improved, people learned information that changed the way they thought about the Earth, our solar system and our universe.

The purpose of this read-aloud is for students to understand that people have been modifying their understanding of the universe for thousands of years, and we will continue to adjust our thinking as we continue to learn more.

For R2BR training, we will also connect this to the idea of being life-long literacy learners in our roles as teachers and coaches.

Before Reading: We are going to read this text to see how people's ideas about the solar system changed over time.

In the third grade unit, this text introduces several concepts we will explore more deeply throughout the unit. The purpose of this text is to plant seeds about content and set the stage for students to think about their thinking and how it might change as they learn new information.

The teacher and students will complete a graphic organizer together that demonstrates examples of what the current thinking was at that particular time, why they thought that, what evidence led people to challenge that thinking and what the new understanding was as a result.

Standard(s)	Question Sequence
	…flat, steady Earth. Boy, were they wrong!
3.RI.CS.4	What does the word "heavens" mean in this context? (Teacher provides definition if needed.)
3.RI.KID.2	What did people think was true about the earth, long ago? (Record on graphic organizer.)
	…the earth must be round too.
3.RI.KID.2 & 3.RI.KID.3	How did people's ideas about earth change? What evidence led them to those conclusions? (Turn and talk, then record on chart.)
	…maybe the heavens weren't unchanging.
3.RI.KID.2 & 3.RI.KID.3	What did people realize is true about the planets? What evidence did they have that this was true? (Turn and talk, then record on chart.)
	…They found Neptune.
3.RI.KID.3	What made scientists think there might be a planet near Saturn?
	…they found Uranus.
3.RI.CS.4	What does "channels" mean in this context? (The teacher provides definition if needed.)
3.RI.KID.1 & 3.RI.KID.3	What created the channels on Mars? How is this similar or different from how people thought the channels were made?
	…boy were we wrong about Pluto.
3.RI.KID.3	How were we wrong about Pluto?
	…a whole solar system circling another star.
3.RI.KID.3	Is our solar system the only solar system? How do you know?
	…visit other solar systems we've seen.
3.RI.KID.3	What causes people to change their minds about the solar system? Do you think we will keep changing our minds about the solar system? Why do you think this?

Daily Task

This follows the question sequence. Ask coaches and teachers to do the following:

"In your journal, write a paragraph explaining one incorrect idea people had about our solar system. Include specific evidence that led people to change their minds, and explain what new understanding people had. In your paragraph, be sure to introduce the topic, include facts, definitions and details, provide a conclusion and use linking words and phrases to connect ideas. You may use the information from the graphic organizer as we thought through some examples together, or you may choose another example from the text."

Exemplar Student Response

(There are several examples students may write about to address the questions from the task.)

A long time ago people didn't know that much about the solar system. People used to think the Earth was the center of universe, because all they knew about the universe was based on what they could see from Earth. When the first telescope was created, people were able to see things they were not able to see before then. They learned new things such as how Venus changed shape like the moon. They inferred that this must be happening because the sun was shining on it from different angles. This would mean Venus must be circling the sun. Once they learned this new information, they inferred the other planets must also be circling the sun including Earth. Their new understanding was that the Earth was not the center of the universe. The more people discovered about the solar system, the more they learned they had been wrong.

Aligned Standards

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for their answers.

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

3.RI.SC.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.ESS1.1: Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.

Follow-up Discussion

How did I as the teacher provide opportunities for discussion (i.e., structures, questions, prompting)?
How did engaging in these opportunities deepen understanding of the enduring understanding? In this case, how did our discussion support your understanding of how people's views of the universe changed over time?
How did the teacher utilize your responses to advance your thinking? What might be some ways that your thinking could have been extended? Were there opportunities to clarify misconceptions?
How did these opportunities to talk and write about text support students in standards acquisition (reading, writing, science)?

If we have time, follow this with a discussion, and ask the following questions.

How might this read aloud and these concepts relate to our work in literacy?
How does this connect to our role as lead learners in literacy?
Why is it important for us to continually refine our understanding of best practice?

Second Coach/Teacher Task: Write or draw what the read aloud and discussion have prompted you to consider about the field of literacy and your role as a lead learner. You may use any genre or style to communicate your thoughts and ideas.

Teacher Reflection Transcript

Kacy discusses her use of talk structures and interactive speaking in the classroom.

Kacy, can you talk some about how you help students learn how to have a conversation together and then build on one another's thinking? How do you structure that up in the classroom so they can take that on?

I help my students learn how to have a conversation or talk back and forth, to discuss on their own, by just at the beginning of the year starting with deciding on some talk moves. We decided to, they wanted to make this [gesture] "I would like to add on to so-and-so." And this [gesture] "I agree with so-and so," and this [gesture] "I disagree with so-and-so." Those are basically the three that we use. Then they just start practicing them.

I heard them too, they sometimes used language that's really lovely about, "I'd like to add on to what so-and-so said." I noticed that you have those talk stems up on your board there. Could you talk a little bit about how you also help them with the language that they're using? It sounds very conversational, not only with the hand signals, but then with their language. Could you talk a little bit about that as well, in terms of how you facilitate that?

We actually all made these, most of us, in a professional development we had here in the building with our reading coach. We decided on some talk stems that would be good for our kids to use to begin responding to each other. We all just made them and put them in our rooms, and started working on the kids to where they were responding appropriately to each other. Then some of us have read books like classroom discussions in math, and our reading coach has done several professional developments on different accountable talk sessions.

Could you talk a little bit about why you feel that's so important for your students?

I could tell that they really seemed to be learning more sometimes from each other talking than from me talking. I can still tend to think that they're not learning unless my mouth is moving! It's been obvious to me how much more gets discussed and how many more things get said, for them to learn from each other, when they get to respond to each other that way.

And I think about what a wonderful lifelong skill that is, to learn how to hold a conversation and listen carefully to one another.

They also learn to listen carefully because, when they're communicating with each other, they're not just waiting for me to focus in on them. I've also noticed the difference in that. A whole lot more of them are listening because they're communicating back and forth.

Appendix B (Module 3)

Shared Writing Transcript

Atlantic, by Brian Karas

Teacher: Ok, boys and girls, we've been talking so much in science about the environment and about oceans, and how oceans are such an important resource for us. And they are also an important habitat for lots of different animals, and we've been talking about how we have an important role to play in that. Our book that we read yesterday, *Atlantic,* by Brian Karas, was such a powerful book, and I would love for you to turn and talk in just a second and talk about what made this book so powerful. And what did we notice, and what was he trying to tell us about the ocean? Turn and talk really quick.

Student 1 (during Turn and Talk): To make sure you don't waste nothing in the ocean.

Student 2 (during Turn & Talk): To make sure you keep the ocean clean and stuff like that. And also about the ocean.

Teacher: Let's share out really quick. What did we notice about Mr. Karas's book and what was his message? What was important about it? Elena?

Elena: It was important because, it's like, it's part of our world, and like, we need to take care of it.

Teacher: I'm so glad you brought that up. Was anyone else thinking about that too? That that was one of the things that we read about and that we've been learning about? Ashley, add to that.

Ashley: At the end, he wrote something about the ocean, and the ocean was talking, for the readers to think it isn't that boring.

Teacher: You're talking about this part?

Ashley: Yep. And the readers can read it, and they don't think it's that boring.

Teacher: You brought up that it was told from the ocean's perspective which was such a cool thing that the author did. How did it help us again? How did it help? Sergio, talk to me about that.

Sergio: How to take care of the ocean. Don't throw stuff away.

Teacher: And how did it help us that it was told in the ocean's perspective, that the ocean was telling you all these things? How did that help us understand the power of that message? Why was that important? Why did the author choose that?

Sergio: Because the animals live in the ocean.

Teacher: Who else can unpack that for us? Arella, why was that so important?

Arella: Well, because the ocean is alive too. And you want to be respected, and you should respect the ocean too.

Teacher: I'm glad you brought up about, talked about how it's kind of alive. Remember how he talked about all these things? It was rubbing shoulders with continents and he described the ocean as raging and having fingers, and all kinds of things that were human qualities. He was telling it like it was alive. Like it was this thing that we knew. The ocean was telling us this story, and that made us feel more connected to the ocean. So then at the end when the author wrote about, "Protect me," right? "Protect me. Take care of me. Respect me." That helped us to be more empathetic.

We noticed so many great things that Brian Karas did as an author and as an illustrator. I want us to be thinking about those things as we continue on, and I was thinking it would be really cool if we wrote to Brian Karas, to thank him for his lovely book that we enjoyed so much. Thumbs up if that is something you would like to do. I think that would be really cool. I was looking on his website, and he wrote a little message on there. He put his email address on, and he said, "Please contact me at this email address. I try to answer all of my emails. Please have patience and I will write you back. Please write to me." Do you think you guys would be up for that? Could we write him an email? So, when I have a really email important that I want to write, there is something that I do as a writer, and it's something that we always do as writers. What do you think I do first? I grab my pen. What do I do, Sergio?

Sergio: Draft it.

Teacher: Draft it. That's exactly right. So that's what we're going to do together. If we were going to write a letter to Mr. Karas, what would we want to say to him? Would you turn and talk real quick? And you want to list off the things you would like to say to him if you were going to write a letter.

Student 1 (during Turn & Talk): I would say thank you for your book, *Atlantic*.

Student 2 (during Turn & Talk): I would say thank you for your book. It was very unique and interesting.

Teacher: What did you guys talk about would be a good first sentence? Sergio, what did you and Rubin say?

Sergio: I liked your book, and I liked how you used personification.

Teacher: Ooh. You liked his book…He doesn't know us, if we're going to tell him that we liked his book, he might have other books that he's written. In fact, I know that he's written other books. Should we name the book?

Sergio: Yeah.

Teacher: We want to be specific about which book we just read. And I love that you brought up personification, because we thought that was really important to his message, didn't we? Good, thanks!

Student: We just read your book, *Atlantic*, and we just want to say thank you for writing the book.

Teacher: We just read your book, *Atlantic*, and we just want to say thank you for writing your book. Okay, let's hold on to that.

Student: How about he doesn't know personification?

Teacher: Do we think he knows about personification?

Student: Yeah, that's why he put it there.

Teacher: That was something that he was using as a writer. He was using that, and Gio, as a writer, you can use that too.

Student: Thank you for your book, *Atlantic,* because it was very unique and interesting.

Teacher: We have a couple different choices here about how we can start out. "Dear Mr. Karas, Thank you for your book, *Atlantic*. It was very unique and interesting." Okay? Or we could say, Ashley will you share yours?

Ashley: We just read your book *Atlantic,* and we just want to say thank you for writing the book.

Teacher: What I think we can do is take both of those sentences and put them together in a great opening sentence. "We just read your book, *Atlantic.*" And what do we do with a book title?

Students: Underline it.

Teacher: Underline it. "We just read your book," comma, right? We paused. "…*Atlantic,* and we want to thank you for writing such a unique and in-ter-est-ing. Clap it out with me.

All: In-ter-est-ing.

Teacher: I can handle this. I can chunk that. In-ter-est-ing. We always go back as writers and figure out what we're missing. "We just read your book, *Atlantic*, and we want to thank you for writing such a unique and interesting book." Am I done?

Students: Mh hm (no).

Teacher: What do I need?

Students: Period.

Teacher: Right, this is a statement. We've got that first line. Done. What next? What else do we want to tell him? What are some more thoughts that you have? Ashley what do you think?

Ashley: Maybe we could tell him what the parts that we liked that he did.

Teacher: Ooh! Yes. We could tell him about the different parts that we liked. Sergio already brought up how we loved the personification. What are some other parts that you guys really enjoyed in his book? Ruben, what was something else?

Ruben: I liked how he used, like, when he made the page about the fisher, where they go fishing in there. I like how he used the light blue.

Teacher: Is this the page you were thinking about? Tell me about this page. What did you like that the author did?

Ruben: Like, how he used a lighter blue to make all the things that are in the ocean.

Teacher: He's showing you that the ocean is alive right there with all kinds of things, all kinds of creatures. I love that. That's an amazing detail that he added. What other parts? What other things did the author do that we enjoyed so much that we want to tell him and thank him? Sage, is there anything that you liked?

Sage: I liked that part because…

Teacher: This part?

Sage: Mh hm (yes). I like that part because it had all the words that are kind of…It's kind of like a collage almost.

Teacher: It is like a collage.

Sage: And you could read the words if you wanted to.

Teacher: Does that make you want to read the book more and more? It makes it more interesting. And it goes with his words. He's talking about how "artists paint pictures of me," the

ocean, “and poets know me with their beautiful words.” Because the ocean inspires so many people, so he’s bringing that to life up here too. Arella?

Arella: I liked the part when he doesn’t make the words straight and their swirly.

Teacher: I liked that too! We had talked about how that was a choice that he made. Let me get to it. Right here? Why did he do that? Why would the author choose to do that when he’s writing a book about the ocean?

Student: Maybe, like how the ocean always turns, and it’s always swirly.

Teacher: It’s always moving and ebbs and floods. I loved that too. And the arrows. Do the arrows remind you of anything? Are you guys thinking about the water cycle a little bit when you see that? How the ocean is so important to us for that reason? We’ve talked a little about that before. We’re going to talk more about that too. What about, I know a lot of us talked in our discussion about the last page, “Some Things About Me.” Thumbs up if you thought this was important and you enjoyed this. Did we understand his message that he was giving to us? Sori, what did we understand about his message?

Sori: We understand that he’s trying…that…

Teacher: What was his message about the ocean that was so important in that part? What should we do? (pause) Elena, what should we do for the ocean?

Elena: We should not trash it, and take care of it.

Teacher: That we should take care of it. We want to make sure that Mr. Karas understands that we’re thankful for his book, that we understood his message, and that we loved all the different choices that he made with his words and his illustrations to help us as readers love the book. So how can we say that? What’s next? “We just read your book, and we want to thank you for writing a unique and interesting book.” Now we want to talk about the different parts. How could we say that? “There were many different….” What? Sergio?

Sergio: Unique parts of the story.

Teacher: We’ve used the word unique. There were many unique parts of your story. What could we say? **Ruben**, what could we say?

Ruben: There were many different parts where you used personification.

Teacher: We want to bring that up. Good. We want to talk about that, what else?

Ashley: Or you could do, “There were many different kinds of things that we loved. For example, we loved at the end when you talked about the ocean and the ocean was talking and you said that we need to take care of the ocean.”

Teacher: Very nice. We want to… As writers we are thinking of all of these things, and we want to put it all together. So we want to say what Sergio said, "There were many parts of the book that we loved that were unique and interesting." And we also want to say, "For example," and name those things, because we're thanking him for all the things that he did. "There were many…" What can I say instead of unique? "There were many…" What kind of parts? Instead of unique again, is there another word I could use here that would work? Michael, what do you think?

Michael: Powerful?

Teacher: Powerful. Thumbs up if you agree that we should use powerful. That was a word that came up in our discussion a lot—thank you, Michael—when we were talking about *Atlantic.* It was a really powerful story. "There were many powerful…" Remember our suffix "-ful?" Full of?

Students: Power.

Teacher: "Powerful parts of your book that we loved." Right? That's what keeps coming up. And then Ashley brought up, "For example." This is where we can talk about all of those things. "For example…" What do I need? What have we done as writers before? What do I need right here? "For example…" Tell your partner really quick what I need to add.

(Students turn and talk)

Teacher: Back to me. Show me with your finger what I need to add. Everybody, what do I need to add?

Students: Comma!

Teacher: "For example," ok. Now, as writers we need to figure out, how are we going to tell Mr. Karas the different parts that we loved that were so powerful? How can I say this? Michael, what do you think?

Michael: We liked how you used a lot of powerful words that made the ocean like a human being.

Teacher: The human being part, good. Exactly. That's exactly what we want to say, because that's what stands out to us the most. We want to tell him that was really important. It was a very powerful part. "For example…" Here we go. "For example, when you…" Do you think we could say "personified?" Since we're all familiar with that, do you think we could say that?

Students: Yeah.

Teacher: Yeah, he understands that. "When you personified the ocean…" I'm going to pause here. Show me with your finger, what do I need? Comma. What did that do for us as readers? "When you personified the ocean…" Arella, what do you think? What would you write?

Arella: Maybe you could write that it made me go deeper into the book?

Teacher: I like that phrase "it made me" something. "It made me go deeper into the book" with what? With your thinking?

Arella: In my listening and my reading.

Teacher: It made you more interested. I love that. What would you write, Sage?

Sage: It made me become more interested in the book.

Teacher: Both of you are thinking the same thing. We can put that together. For example, "When you personified the ocean, it made me…" Ohh, "it made *me*…" But who is this letter from?

Students: Us.

Teacher: Us. I'm going to fix that really quick. What do I want to write? "It made us…" And we were talking about how it made us more interested and think deeper. "It made us think more deeply." And when you were interested, did you want to keep reading? "It made us think more deeply and…" What?

Student: It made us want to read more.

Teacher: It made us want to read more. "It made us think more deeply and want to read more…" What do I need?

Students: Period.

Teacher: We discussed a lot yesterday about that personification of the ocean that the author used and how important that was. Not only did it make us think more deeply and want to read more, how else did it help us?

Ashley: It helped us to be more interested.

Teacher: What else about the ocean? What was that big message?

Arella: It made us think more about the ocean and think about how we can take care of it.

Teacher: How we can take care of it, good. The ocean felt like something that was talking to us, saying, "Please save me. Please take care of me." He did that on purpose so that it would make us more compelled to do our part, right? We want to make sure that he knows that we understand that message. We can add to this to tell him more. "It made us think more deeply and made us want to read more." We want to add something. What is a transition word I could put in here to add something else to that thought?

Rubin: Also?

Teacher: Also. Two snaps for Rubin. *[Students snap fingers and cheer, "Oh, yeah."]* "Also…" What do I need, Rubin?

Rubin: Comma.

Teacher: That's right. "Also, it made us…" What? What did we just say? "…care more about…" What do we need to do? What about the ocean? About helping?

Students: The environment.

Teacher: "Also, it made us care more about doing our part to protect the ocean." When we talk about doing our part to protect the ocean, we're talking about how the ocean is there. It's always there, and it's really up to us to how it might change or not change. So, we have a really important part to protect it, to keep it clean, to make it a nice place for creatures to live, and to preserve it, right? What we do has a big impact, a big effect on the ocean and what it's like. Let's practice reading it to make sure that it has all the parts that we want in it.

All: "Dear Mr. Karas, we just read your book, *Atlantic,* and we want to thank you for writing such a unique and interesting book. There were many powerful parts of your book that we loved. For example, when you personified the ocean it made us think more deeply and want to read more. Also, it made us care more about doing our part to protect the ocean." And we can write "Sincerely," because we don't really know him. "Sincerely, Ms. B's Class." When you're writing, remember all these things that we just talked about today. We talked about the suffix 'ful' in powerful. We talked about transition words: "For example," and what was the other one that Rubin brought up? "Also." When you're writing you can do these same things to make a really solid message and to write well if you're writing a letter or an email. I'm going to type this up and I'll even let you see it, and we'll send it to Brian Karas so he can read it and he can hear about how much we loved his book and how much we understood his message. How we enjoyed reading it so much. Thanks so much for helping me write this today.

Appendix C (Module 3)

Shared and Interactive Writing Form (Blank)

Essential Elements of Shared & Interactive Writing	**Instructional Plan**
Experiences Shared text and knowledge-based experiences (that occur during interactive read aloud, shared reading, or small group instruction) provide a foundation for shared and interactive writing.	**Shared experience:**
Talk Talk supports deeper understanding of the text related to literary and content knowledge. Through talk the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task, including opinion pieces, informative/explanatory texts and narratives. [prewriting]	**Prompts to begin the conversation:**
Compose Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group to compose a message that all students agree best communicates their thinking and ideas presented in the text.	**Message decided upon:**
Construct Shared & Interactive Writing: The teacher and students work together to write the text. Interactive Writing Only: **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation. [drafting]	**Potential teaching points (Goals identified from Tennessee English Language Arts Standards and the Alignment Document)**
Reread, Revise, Proofread The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form. [revising, editing, publishing]	**Observations:**
Revisit Teachers may revisit the completed text to briefly review and reinforce concepts and ideas related to word solving, print concepts, and information presented in the reading.	**Concepts revisited:**
Summarize the Learning Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent application.	**Teaching points:**

Examples of Pre-planned and Responsive Teaching in the Moment During Interactive Writing

Essential Elements of Interactive Writing	Pre-Planned	Responsive Teaching in the Moment
Experiences *Personal experiences* children bring from their homes and communities, *shared experiences* in the classroom, like field trips, visitors and experiments, and *literary experiences* during interactive read aloud and shared reading provide a foundation for interactive writing.	Interactive read alouds and shared reading related to authors, genres, themes, and content areas provide common literary experiences. Planned experiences like field trips, class visitors, Back to School Night, class pets, and class experiments can all provide a purpose for writing. Beginning of the year activities to get to know one another, families, homes, communities, etc., provide reasons to write.	Unexpected occurrences: weather, fire drill, class visitor, need to solve a problem on the playground, in the hallway, at centers, etc., can be monopolized for shared and interactive writing opportunities.
Talk Talk supports learning and oral language is developed during the learning experiences in the classroom. Through talk the teacher helps children establish a purpose, audience, and genre or type of writing that will best accomplish the task. [prewriting]	The teacher makes instructional decisions regarding the purpose and genre or type of writing that will emerge from activities in the classroom, for example, a drawing of a plant with labels for each part and supports students through conversation to identify the purpose, audience and genre.	As students engage in a conversation about the purpose for writing and genre or type of writing, the teacher needs to support them in thinking about which type of writing will best support their purpose, "So which will help us remember each part of the plant better, a list of the parts or a drawing that has each part labeled?"
Compose Through conversation, the teacher helps students negotiate the exact language of the text. She synthesizes the ideas that are contributed by more than one member of the group in order to compose a message that all students agree best communicates their thinking. [prewriting]	The teacher thinks about a possible message that will be complex enough to provide teaching opportunities that meet the needs of the learners, knowing that the exact message will come from the negotiation of the text students contribute.	As students contribute suggestions for the text, the teacher must synthesize their ideas into a message that best communicates the message and meets the approval of all or most of the students.

Construct The teacher and students work together to write the text. **Occasionally** and **intentionally**, the teacher **shares the pen** with students to write at points of high instructional value: letters, clusters, words, punctuation. [drafting]	The teacher selects some goals for teaching based on her knowledge of her students, the standards and curriculum. For example, saying words slowly to identify sounds in words, focusing on particular high frequency words, exposing students to particular genres or forms for writing about reading.	During actual construction of the text, the teacher will share the pen at places that will help achieve the goals planned and others that might come up as students construct the message, for example, using what they know about words to get to new words, letter formation, etc.
Reread, Revise, Proofread The children and teacher reread the text each time something new is added to support writers in remembering the message, continuously revising and proofreading as they go, so it is written in a conventional form. [revising, editing, proofreading]	The teacher plans to reread each time something new is added.	Students may notice something they want to add or change within the message and teachers engage in a conversation to help them make decisions about the writing of the text, e.g., adding a word or phrase to make the sentence flow better
Revisit Teachers may revisit the completed text to briefly review and reinforce concepts related to word solving or print concepts. [presenting]	The teacher plans to revisit the text to review concepts.	Students may revisit the completed text during independent reading or writing as a reference.
Summarize the Learning Teachers summarize key understandings that were introduced or reinforced during production. Teacher makes connections to independent application. [presenting]	Each day during text construction, the teacher summarizes the concepts that were introduced or reinforced during that time and encourages students to use those strategies in their independent writing.	
Extend The piece continues to be used as an instructional tool: displayed, used in shared reading, illustrated and added to a mural or class book, etc. [presenting]	The teacher plans for opportunities to use the completed text as a resource in the room.	Students refer to the completed piece during independent work.

(Adapted from McCarrier, Pinnell, & Fountas, 2000)

Lesson Plans for Annotating Activity (Opportunities for Interactive Speaking and Shared and Interactive Writing)

Example: Shared Reading Lesson Plan

<table>
<tr><th colspan="2">Text: In the Small, Small Pond by Denise Fleming</th></tr>
<tr><td>Culminating Task</td><td>In this mini-unit, students read multiple texts about pond life in both read aloud and shared reading settings. Texts include: Around the Pond: Who's Been Here? by Lindsay Barret George (read aloud); In the Small, Small Pond by Denise Fleming (shared reading), Pond Circle by Stefano Vitale (read aloud poem); excerpts from Song of the Water Boatman and Other Pond Poems by Joyce Sidman (shared reading); excerpts from Animals of Rivers, Lakes, and Ponds 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 sentences, and a closing sentence (1.W.TTP.2). 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 In the Small, Small Pond as a mentor text (Visual Arts Standards 1.1, 1.2, and 1.4 and 1.SL.PKI.5).</td></tr>
<tr><td rowspan="2">Day 1</td><td>Standards
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</td></tr>
<tr><td>Daily Task
Students read the text independently and respond orally to text-dependent questions, including:
Read this line for me please. (to assess decoding and fluency)
What is this word? (to assess decoding)
What animal is this? (to assess decoding and comprehension)
What does this animal do at the pond? (to assess comprehension)
Teacher uses the following checklist to collect data:<table><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><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></table></td></tr>
</table>

	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) Lead students through a **text preview**. Place sticky notes over the words on the page, and then show students each page with a focus on the illustrations. (*This is a Caldecott Honor book, so the illustrations are rich, interesting, and full of detail*.) 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. *If time is limited, start this chart on Day 1 and finish on Day 2.* 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: • Read this line for me please. • What is this word? • What animal is this? • What does this animal do at the pond?

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. **Pages 27–28** – Final practice with the words “breeze” and “freeze” **Page 29** – Choral read the final page 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. 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. • 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?

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:

This book is about _____
_____.

Details that support this idea are
_____
_____
_____
_____

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

Strategically pair students for **partner reading**, with above grade and on grade level readers together, and on grade and below grade level readers

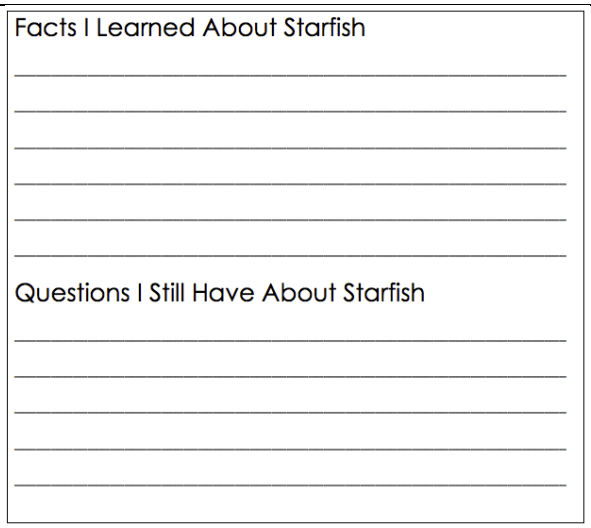
	together. Have students take turn reading the text, alternating reads, for 8 minutes. Before cueing students for partner reading, **model** reading with fluency and pose the following questions, in a whole group setting: "*This is our third day reading the book In the Small, Small Pond and it's time 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): 1. *Reading with appropriate rate – that means not reading too fast or too slow* 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* 3. *Reading with expression – that means when we read it sounds like we're talking to a friend* *I'm going to read our text one time, and as I read listen to my rate, accuracy, and expression…"* Read text aloud to students. Based on data from yesterday, choral read if needed to practice fluency before transitioning into partner reading. "*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?* Have questions written on a poster, and invite students to read the questions with you. 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. Bring students back together whole group. Say, "*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?*" 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: • 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")

	• 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") • 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") 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.

Additional Notes	With additional days, consider a mini-lesson based around standard 1.RI.IKI.9. Have students compare and contrast the content and structure of *In the Small, Small Pond* with the other texts they've studied in this unit about ponds, including read alouds. Possible student responses for similarities: • Texts list the names of different kinds of animals that live at ponds • Texts provide some information about these animals Possible student responses for differences: • Illustrations are paintings, not photographs • Author uses rhyming words • More information about each animal is provided in other texts (this text gives one line about each animal)

Example: Shared Reading Lesson Plan

Text: *Starfish* by Edith Thacher Hurd	
Culminating Task	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.
Day 1	**Standards** **ELA**: 2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.4 **Science**: GLE 0207.2.2, GLE 0207.5.1
	Daily Task Students recall details and information from the text to independently complete the following template through writing:



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

Revisit the KWL/KLQ (Know/Learned/Questions I Still Have) chart that was created during today's interactive read aloud of the text *Star of the Sea: A Day in the Life of a Starfish* by Janet Halfmann. Tell students that they will continue to learn more about Starfish and the ocean through their shared reading text: "*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, 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	**Standards** **ELA**: 2.RI.IKI.7, 2.W.TTP.2 **Science**: GLE 0207.5.1
	Daily Task 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? This prompt is based on **Life Science standard GLE 0207.5.1** – Investigate the relationship between an animal's characteristics and the features of the environment where it lives. It also will give students practice with **Writing standard 2.W.TTP.2** – Write informative/explanatory texts that: introduce a topic, use facts and definitions to provide information, and provide a concluding statement or section.
	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) 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).

How do the starfish's characteristics help it survive in the ocean?

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.

Choral read 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: **page 15, page 24, page 31**. Tell students it's fine if they find evidence in this text that was also in the read aloud text.

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.

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.

Additional Notes

With additional time or days, consider adding any of the following:

- Discussion and writing around the main purpose of the text and determining what the author wants the reader to answer, explain, or describe (**2.RI.CS.6**).
- 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 – **2.RI.IKI.9**).
- Provide some more information about the starfish's life cycle and compare its life cycle to the life cycle of other animals (**GLE 0207.4.1**)

Sample: Shared Reading Lesson Plan

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

Text: There's an Owl in the Shower, Chapter 1 by Jean Craighead George	
Culminating Task	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.)
Day 1	**Standards** 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. 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. RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 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. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly. 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.) L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.
	Daily Task 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.
	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) Students use their individual copies of the chapter book, There's an Owl in the Shower (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 3rd grade near the end of the year as a shared read. Stop at various points in the reading to ask questions to confirm and clarify characters, setting, and explicit understandings of events. 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. Use pictures of a temperate forest on the promethean board to introduce the term, "temperate."
Day 2	**Standards** 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. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 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.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 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. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly. 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.) L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.
	Daily Task 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. Lower-achieving students will provide shorter, less specific written descriptions while high-achieving students will be expected to provide more detailed answers.
	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) Tier 2 Vocabulary Read sections of chapter 1 aloud again with students following along, focusing on tier 2 vocabulary (e.g., impeccably, ranted, measly). For example,

	model some “ranting” (embedded instruction) while reading this section. Through think aloud, model how to use context to generate likely meanings of unknown words. Setting Discuss setting. By this point in the year in 3rd 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.
Day 3	**Standards** 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. 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.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 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.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

	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. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly. 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.) L.3.1, L.3.2, L.3.3, L.3.5, L.3.6 3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.
	Daily Task 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.
	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) 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.
Day 4	**Standards** 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. 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.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RF.3.4 Read with sufficient accuracy and fluency to support comprehension. d. Read grade-level text with purpose and understanding. e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 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.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 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. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly. 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.) L.3.1, L.3.2, L.3.3, L.3.5, L.3.6 3.LS4.3 Explain how changes to an environment's biodiversity influence human resources.
	Daily Task Students finish character descriptions using the same routine outlined on Day 3.
	Lesson Description (*Includes text-dependent questions, modeling and think alouds, and notes for differentiation*) 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.

Sample: Shared Reading Lesson Plan

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

<table>
<tr><th colspan="2">Text: Nursery Rhyme - Little Miss Muffet</th></tr>
<tr><td>Culminating Task</td><td>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…
or
*Dramatic Play-they will orally act out and retell Little Miss Muffet with characters and create setting and have prompts</td></tr>
<tr><td rowspan="3">Day 1

*During the week materials needed:

Teacher should also have the book, Spiders By Gail Gibbons-this will be the Repeated Interactive Read Aloud for the week

BEFORE TEACHING:
Materials Needed:
Chart Paper

Printed on Large Chart Paper by teacher for ALL students to see
Nursery Rhyme-Little Miss Muffet
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
away</td><td>STANDARDS FOR WEEK:
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
GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.
GLE 0107.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</td></tr>
<tr><td>Daily Task
Students will have a human and spider template to complete-labeling senses on both and/or 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)</td></tr>
<tr><td>Lesson Description
Students are seated on rug and teacher reads rhyme, “Little Miss Muffett” (written on chart paper). Teacher reads and points to each word (tracking).</td></tr>
</table>

Individual copies for students-LARGE PRINT ON FULL SHEET **Vocabulary-on chart** **Arachnophobia-(uh*rack*ni*FOE*bee*uh) pronunciation** **a person who is terrified of spiders** **Teacher will break the word into syllables-word parts for the student** **a-rach-ne-pho-bi-a** **Arachnid** **(uh*RACK*nid) pronunciation** **a-rach-nid** **tuf-fet** **tuffet-picture of tuffets**	Teacher asks students to read along with her/him as teacher tracks with pointer or finger. Teacher asks students to read aloud as she tracks again with finger or pointer. Teacher: please turn and talk to your shoulder partner…what is this nursery rhyme about? Teacher listens to students…calls on students to share answers. Why do you think this? Looking at the text, can you find evidence that supports your answer? Student shares evidence from text. 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? 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 tuffet—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. 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? 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 have sensory hairs on our bodies…mouths…legs to "touch"?

	Teacher takes answers and charts. Students will use these to complete daily task.
Day 2	**Standards** 1RL.KID.1 1.RL.KID.2 1.RL.KID.3 1. RL.CS.4 1.RL.RRTC.10
	Daily Task Students will write about or illustrate a spider Frightening Miss Muffet-they will infer whether the spider was big or small
	Lesson Description Students now have their ***own copy*-**they can either be seated on rug with clipboards and their pencil pouches (supplies) or at their desks in groups. Teacher reads first as students track with a finger or pointer. Students read together with teacher and track. Students read together-chorally and track with their fingers. 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. Teacher rereads the rhyme…I want you to think about how her father made her eat mashed spiders… Little Miss Muffet sat on a tuffet, eating her curds and whey; <u>along came a spider,</u> <u>who sat down beside her</u>

	and frightened Miss Muffet away. Now you reread with me the part beginning with along…teacher makes sure everyone has found the word "along"… 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? 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. 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"? Teacher will list "Wonders" on chart paper to explore later.
Day 3 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.	**Standards** 1.FL.SC.6 1.FL.VA.7a/b/c
	Daily Task: 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.. *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!* *OR* *If students struggle…teacher will support…they can orally discuss and illustrate!* *Students can act out:*

	Students in circle holding word cards: one student will pick another word and add to it: *EX; I am holding little..I choose Muffet-* *Little Miss Muffet sat on a tuffet.*
	Lesson Description STUDENTS HAVE THEIR OWN COPY… Today we will read together. Students read and track with fingers. Students read together with teacher monitoring and listening. Students take turns reading to each other (partner read) *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. Today, we are going to talk about the grammar/language mechanics in our rhyme, sentences, and sentence structure. Teacher will model and think aloud Students will highlight parts of speech as we discuss them together—teacher will have rhyme on promethean board and complete it with students.. We talked about Miss Muffet and what part of speech she is…Proper Noun… Teacher asks students what word describes Miss Muffet? Little…what part of speech describes a noun? Adjective… I see the word sat -look at sat…what part of speech is sat? Verb. 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… where else do we see sat?.. what part of speech is eating? 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 eated? No it becomes ate..like sat… what part of speech is curds and whey? Noun—can we locate any other nouns? Spider/tuffet 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…
Day 4	**Standards** Standards will encompass all week with Culminating Task
	Culminating Task Preparation Students will begin working on projects so they will be prepared to present to class tomorrow-Day 5.
	Lesson Description: Students read their own copy and track aloud together with teacher. Students read to each other. 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. 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. 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.

	EXTENSION: Study of spiders and types with Repeated Interactive Read Alouds and text sets-articles/videos Students will continue study of Spiders…building on the topic of Insects-comparing and contrasting The differences of insects and spiders…characteristics of both. How each “bug” is helpful and harmful. Describing details.

Appendix D (Module 4)

Hess Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how ○ Define/describe facts, details, terms, principles ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words ○ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	○ Apply a concept in a new context ○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	○ Illustrate how multiple themes (historical, geographic, social) may be interrelated ○ Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) ○ Decide which text structure is appropriate to audience and purpose	○ Categorize/compare literary elements, terms, facts/details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres	○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text ○ Use reasoning, planning, and evidence to support inferences	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions drawn	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

(Hess, 2009)

Kindergarten ELA Informational/Explanatory Scoring Rubric

Option C: Identify the main topic and retell key details of a text

Standard	Level 3 Measurement Criteria	Source of Evidence (Student Work)
K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly	Writes letters and words (encoding) using appropriate phonics and word analysis skills	Drawing and/or written piece *Possible* audio/video
K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text	Writes words and pictures to identify the main topic and retell key details of a text	

K.FL.WC.4	**Level 1**
	Writes letters and words (encoding) without using phonics and word analysis skills, such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing
	Level 2
	Writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant
	Level 3
	Writes words with accurate one-to-one correspondence with the most frequent sound for each consonant AND writes words VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels
	Level 4
	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs
	Level 5
	Writes words with accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels AND CCVC with blends and digraphs AND CVCe
	Level 6
	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels
	Level 7
	Writes one-syllable words with common consonant spelling patterns, VC, CVC, consonant digraphs, double letters, AND initial and final consonant blends AND CVCe, common vowel teams, final y, r-controlled vowels AND two and three syllable words with combined syllable types

K.FL.WC.4 Scoring Notes: The difference among the levels for this standard is the extent to which the student's use of writing pictures and words to show understanding of one-to-one correspondence and simple vowel patterns is moving towards the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

K.RI.KID.2	**Level 1**
	With prompting and support, writes words and pictures that do not identify the main topic, nor any details
	Level 2
	With prompting and support, writes words and pictures to show that they can identify the main topic, but **does not retell two key details** of an assigned text
	Level 3
	With prompting and support, writes words and pictures to show that they can **correctly identify** the **main topic** AND retell **two key details** of an assigned text
	Level 4
	With limited prompting and support, writes words and pictures to show that they can **correctly identify** the **main topic** AND retell **three key details** of an assigned text
	Level 5
	Independently writes words and pictures to show that they can **correctly identify** the **main topic** AND retell **three key details,** with at least **two** descriptive words, of an assigned text
	Level 6
	Without prompting and support, writes words to correctly identify the **main topic** AND retell **at least three key details** with at least **two** descriptive words, including a **sense of closure**, of an assigned text
	Level 7
	Without prompting and support, writes words to identify the main topic of a **multi-paragraph text** and the focus or subtopics within specific paragraphs

K.RI.KID.2 Scoring Notes:
The difference among the levels for this standard is the extent to which the student's ability to identify the main topic and retell key details is moving towards a more *in-depth understanding of how the main topic is developed through subtopics in subsequent paragraphs.* To meet the level 3 (which is grade level), the details must be relevant and important to the main topic. To score a level 5, the student work artifact must include at least two descriptive words that provide a stronger understanding of the key details. As levels increase, so does the amount of relevant and important details, as well as evidence of increased comprehension, by including a sense of closure in level 6. Level 7 measures the same skills but will include multiple topics.

K.W.TTP.2	**Level 1**
	With prompting and support, writes with words and pictures that do not identify the topic of the assigned text
	Level 2
	With prompting and support, writes with words and pictures to **identify** the topic and **no details** about the assigned text
	Level 3
	With prompting and support, writes with words and pictures to **identify** a **single topic** AND includes **two** details about the assigned text
	Level 4
	With **little** prompting and support, writes with words and pictures to **identify** a **single topic** AND includes **three** detail**s** about the assigned text
	Level 5
	Independently writes with words and pictures to **identify** the topic AND **three details** AND includes a sense of **closure** about the topic of the assigned text
	Level 6
	Independently writes with words and pictures to **identify** the topic AND includes **at least three** details AND includes a **sense of introduction** AND **closure** about the topic of the assigned text
	Level 7
	With prompting and support, **write** words that **introduce** a topic, AND includes at least **four facts** to s**upport the topic**, AND includes a **concluding statement**

K.W.TTP.2 Scoring Notes:
The difference among the levels for this standard is the extent to which the student's ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at level 2 because level 3 (which is grade level) must also include two details. All performance levels above level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present.

Analyzing Student Writing Form

Analyzing Independent Student Writing		
Understands	**Partially Understands**	**Does Not Currently Understand**
Possible Teaching Opportunities		
Tennessee English Language Arts Standards Addressed		

Analyzing Written Response to Text Through Independent Writing			
Name:	**Understands**	**Partially Understands**	**Does Not Currently Understand**
Writing			
Reading			
Possible Teaching Opportunities			
Tennessee English Language Arts Standards Addressed			

Appendix E (Module 5)

Coaching Moves & Purposes

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Ground the Conversation in Student Evidence 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*	
Discuss objectives	• What were your goals for this lesson? What did you want students to say or do to let you know it was successful? • Talk to me about why you wanted students to complete this particular task. What were you hoping students would learn?
Explore student and teacher evidence	• What were your impressions of how the lesson went? What leads you to believe it went well/did not go well? • How did your use (insert instructional practice) influence your students' ability to (insert student evidence look-fors)? How do you know? • How did your student work compare to the outcomes you wanted? • What evidence supports that your students understand ___? • 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? • What does the students' work tell us about students' ability to (insert student evidence look-fors)?

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Connect the Instructional Triangle Purpose: *Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle*	
<u>Utilize open-ended, probing questions</u>	• What are some of your hunches about why students ___? • What effect did your (insert instructional practice) have on your student outcomes? • How did you plan for (insert instructional practice) for this lesson? How did planning for ____ that way influence students' ____? • Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert observations of student work)? • How did (insert instructional practice) impact the responses you heard from students? What effect did your instructional decisions have on the results that you saw in your student work?
<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	• I noticed when the students were asked to _____, students _____. • 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? *Follow-up question*…How do you think (insert instructional practice referenced) influenced your student outcomes?

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Deepen Understanding and Explore Possibilities Purpose: *Means of deepening the teacher's content and pedagogical knowledge*	
Utilize open-ended, probing questions	• What might be some ways that you could continue to reinforce the students' (insert student evidence look-fors)? • What might be some ways (insert instructional practice) could continue to impact your students? 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?
Provide research-based options: When the teacher struggles to surface focused ideas or solutions	• Some possible options might be… • What thoughts do you have about using…? • As we consider (anchor document or thought), what might be some ways that (insert practice)… Here is an example of a way…

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Refine or Extend Purpose: *Means of acknowledging critical content or pedagogical information and providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas*	
<u>Discuss purpose</u>	• Why is it important to…? • What might be some reasons you would want to…? How might ____ impact student learning?
<u>Commit to refinement</u>	• How might you apply what we discussed today? • You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson? • What will you do in your next lesson based on today's conversation? • 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? What teacher actions or adjustments are you considering that might positively impact what you are seeing from your student data?
<u>Commit to extension</u>	• What might be some ways you could support other teachers in developing their ability to (insert instructional practice)? • How might (insert instructional practice) assist you in (insert other content area)? What might be some other times it would be helpful to (insert instructional practice)?

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Reflect on Process Purpose: *Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices*	
<u>Close the conversation</u>	• How has today's conversation impacted your thinking? • As you reflect on our time together, what has helped you? • How has our conversation today helped you? • What was most beneficial about our session today? • How has the support this week helped you? What have you found most beneficial in this coaching cycle?

Evidence Collection During the Apply Phase

Focus of Model/Co-teach/Observation:

To determine how…*(check one below)*

- ☐ The alignment and integration of Tennessee English Language Arts Standards
- ☐ Planning for interactive speaking activities that expand understanding of concepts and texts by listening to and responding to peers
- ☐ Establishing routines for listening to and responding to peers
- ☐ Engaging students in interactive speaking activities where they express their own ideas clearly and accurately, build on each other's thinking, and use text-based evidence
- ☐ Using facilitative talk to demonstrate and prompt for effective discussion
- ☐ Observing and analyzing student responses to inform teaching decisions and gain evidence of learning

will impact my students' ability to…

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Evidence to be collected:

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Professional Learning Feedback Tool

Professional Learning Feedback Tool This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.		
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.		
Transforming	**Developing**	**Emerging**
Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals. Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals. Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance. Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.	A sense of purpose is established by the Presenters/Leaders/Facilitators through the connection of educator, student, or system data to individual, team, and/or system goals. Quantitative or qualitative measurement criteria are set by the presenters/leaders/facilitators for the established goals and the plan for monitoring is shared with participants. The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance. Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.	The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated. Quantitative and qualitative data exists that could be useful for monitoring progress towards goals. A plan for monitoring the impact of learning on student performance is not clearly articulated. Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.
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.		
Transforming	**Developing**	**Emerging**
Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group. Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals. Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals. Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.	Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data. Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement. Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively. Participants have personal accountability and make plans for implementation of learning.	Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants. Presenters/Leaders/Facilitators present materials to the participants. Presenters/Leaders/Facilitators provide some opportunities for discussion. Presenters/Leaders/Facilitators encourage participants to implement learning.

Implementation Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
Transforming	**Developing**	**Emerging**
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.
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.	Defined and specific plans are made for support of participants in connection to the learning.	Plans are made for support of some participants.
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.	Opportunities for feedback and reflection are provided and utilized by most participants.	Intermittent opportunities for feedback and/or reflection are provided.
Outcomes Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
Transforming	**Developing**	**Emerging**
Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.	Objectives for the learning are focused on professional needs aligned to established goals	Objectives for the learning are focused on professional practices.
Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.	Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.	There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.
Participants ensure that individual student goals are aligned to the rigor of the academic standards.	Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.	Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.
Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.	Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.	Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.

(Tennessee Department of Education, 2016, pp. 1–2)

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