



Department of
Education

Read to be Ready

Responding to Texts Through
Interactive Speaking and Writing
Activities

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*

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Opening Celebrations

The Tennessee Titans logo, featuring the letters "TN" in white, bold, serif font centered within a red square.

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Coach of the Month

Read to be Ready Content Review Committee

- **Kristen Brockman** – Teacher, Hamblen County Schools
- **Rachel Campbell** – Teacher, Elizabethton City Schools
- **Carissa Comer** – Read to be Ready Coach, Putnam County Schools
- **Tracy McAbee** – Principal, Polk County Schools
- **Krista Murphree** – Teacher, Rutherford County Schools
- **Tyler Salyer** – Assistant Principal, Collierville Schools
- **Lynn Tschaplinski** – District Elementary Reading Coordinator & Reading Specialist, Oak Ridge City Schools

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Module 1: Being a Learning Leader

Characteristics that Foster Learning

- 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

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**Reflect on
Past Learning**

Reflect on Past Learning

“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

Directions

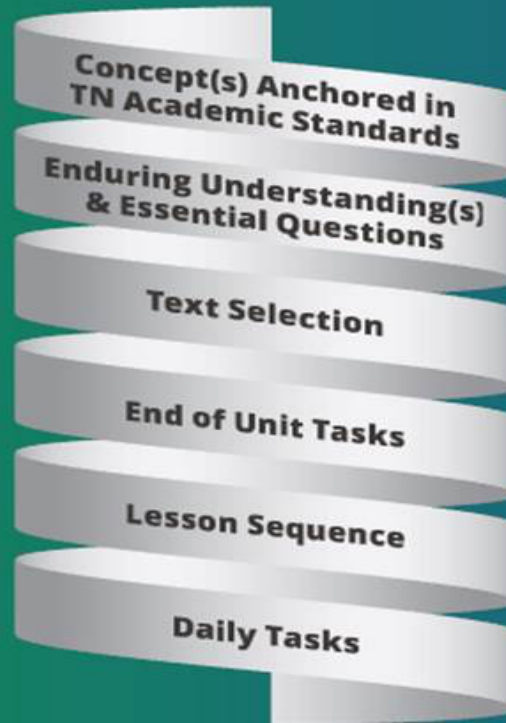
- Use the snowball protocol
- Record three reflections (one per sticky note).
 - Toss your snowballs until the music stops.
 - Pick up three snowballs.
 - Do an open sort at the table. Once sorted, add anything that might be missing.
 - Label your sort using the sentence strips.
 - Share with whole group.

Framework for Teaching Literacy in Tennessee

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

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

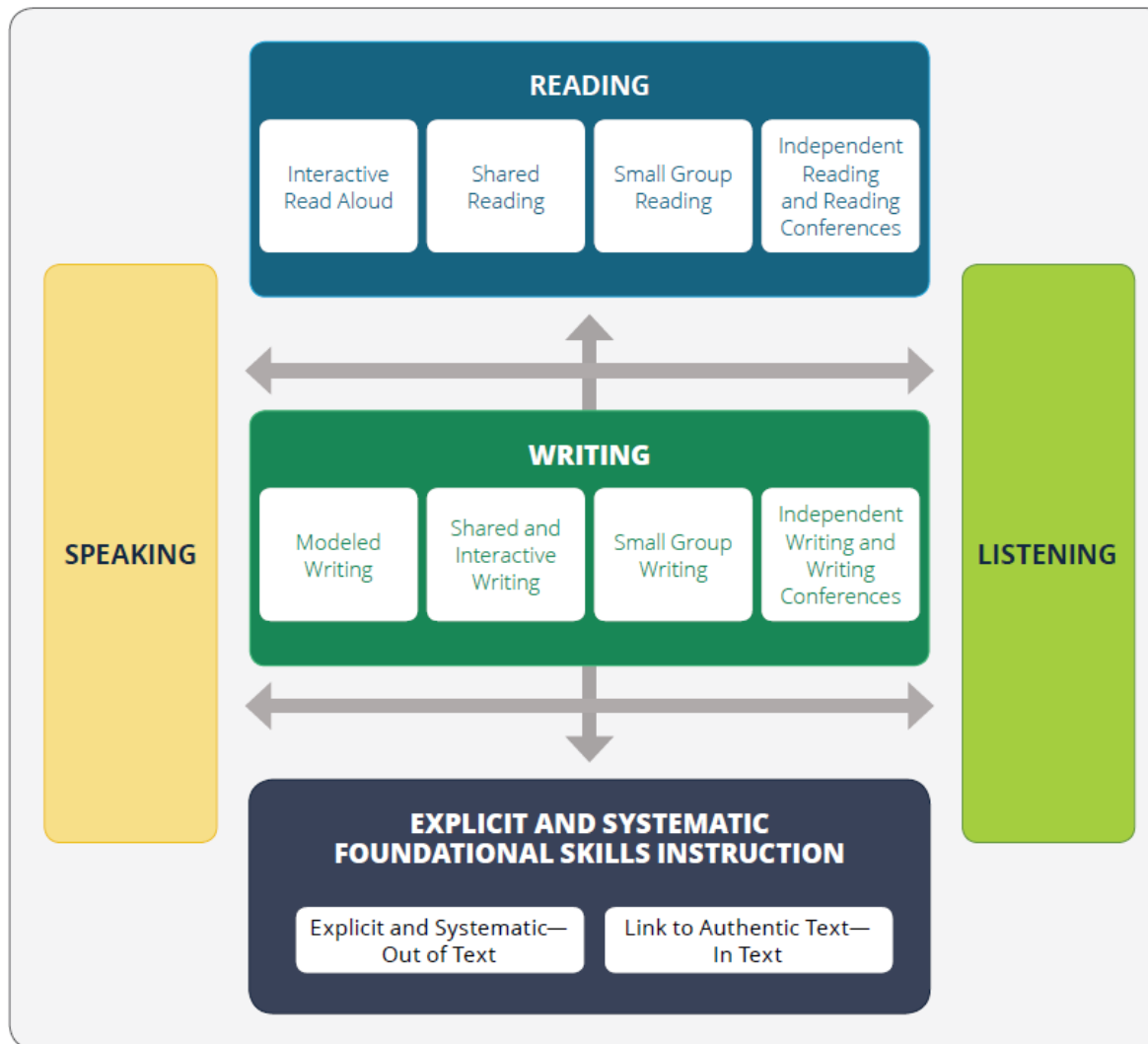


STUDENT NEEDS

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

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

Elements of the Literacy Block



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

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Break



Department of
Education

Read to be Ready

**Responding to Texts Through
Interactive Speaking and Writing
Activities**

Celebrate the Work in Our Region

- Think of one success that you have experienced at your school or district supporting your colleagues with the work of Read to be Ready.
- Share successes at your tables using the Round Robin structure.

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Module 2

Responding to Texts Through Interactive Speaking Activities

Objectives

- 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

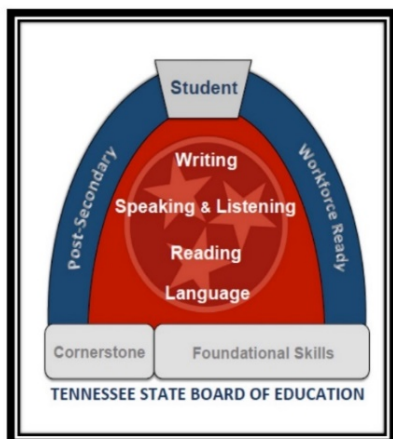
Link to Tennessee English Language Arts Standards

- 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.

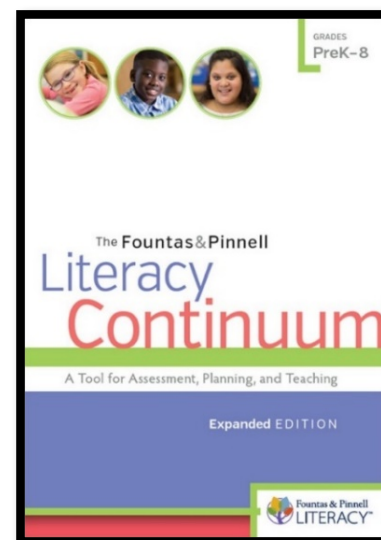
TEAM Connection

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

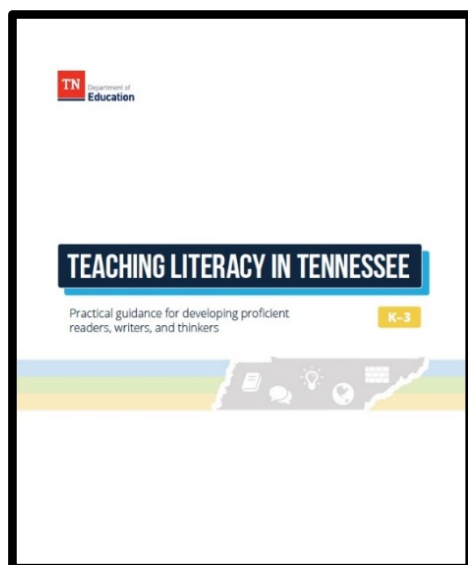
Revisiting Our Resources



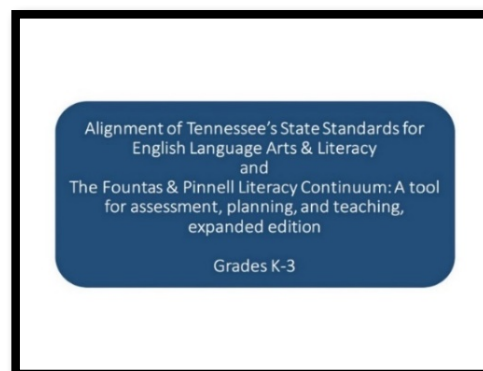
Tennessee
English
Language Arts
Standards



*The Fountas &
Pinnell Literacy
Continuum*

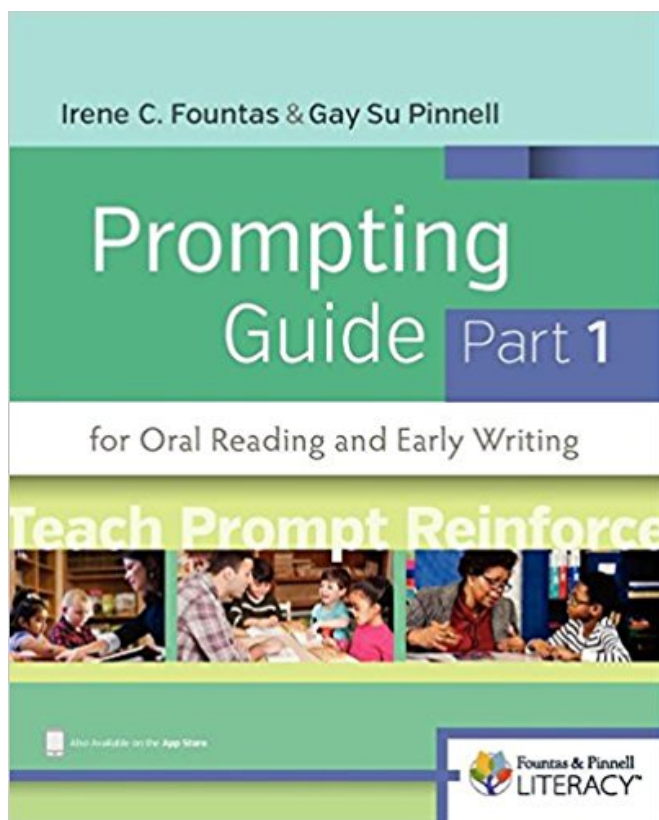


*Teaching
Literacy in
Tennessee*

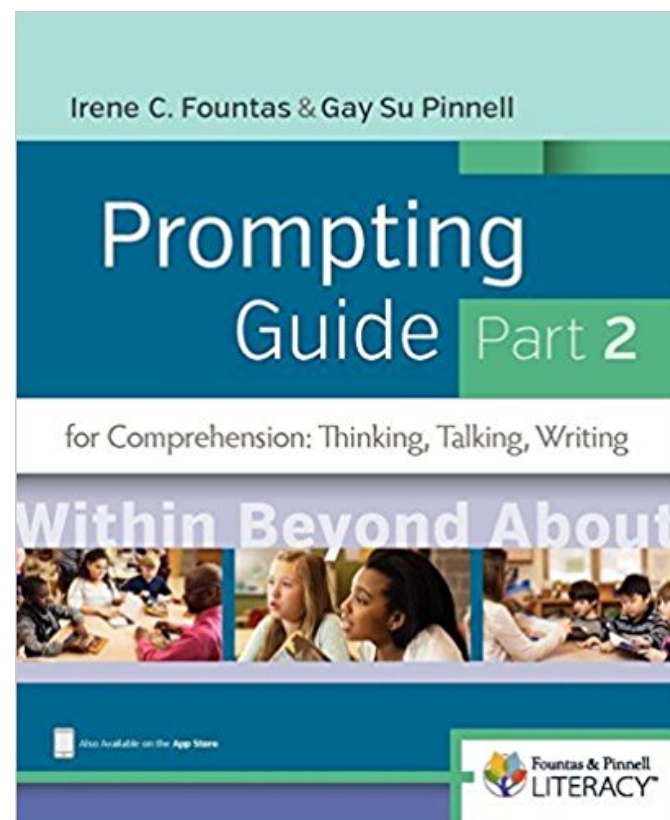


Alignment of
Tennessee English
Language Arts
Standards and *The
Fountas & Pinnell
Literacy Continuum*

Identifying New Resources



Fountas & Pinnell, 2016a



Fountas & Pinnell, 2016b

Reflect on Current Understandings

✓ 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.

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**What is interactive
speaking?**

What is interactive speaking?

"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..."

Tennessee English Language Arts Standards

Say Something Talk Structure

- During this talk structure, each person takes a turn saying something about their thoughts related to the big ideas.
- One person begins by making a comment about one of the quotes while the others listen.
- The next person may make a comment reacting to or adding to the original comment or introducing a new idea.
- Continue the process until everyone has had a chance to share.

Characteristics of Interactive Speaking

Characteristics of Interactive Speaking

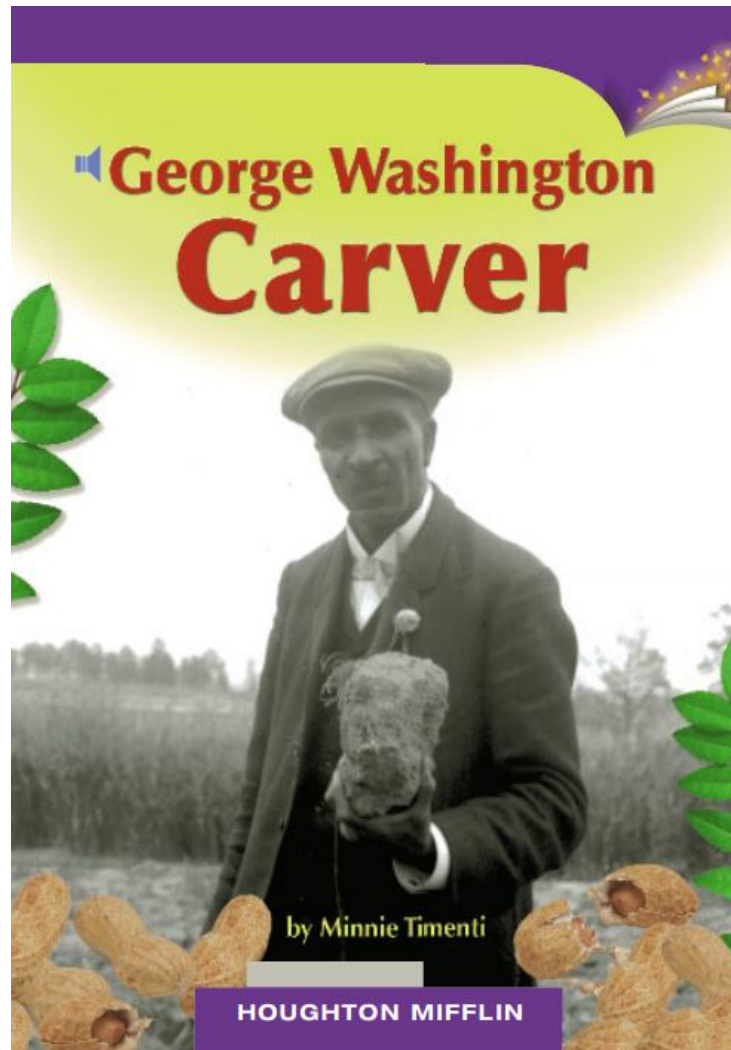
Interactive speaking is...

**Interactive speaking is
not...**

Guidance for Viewing Videos

- Read through the guidance for watching videos of teaching found in Appendix A, page 185.

Video: Second Grade



Speaking & Writing to Deepen Comprehension

- Listen to and participate in the reading of *Boy, Were We Wrong about the Solar System* by Kathleen V. Kudlinski

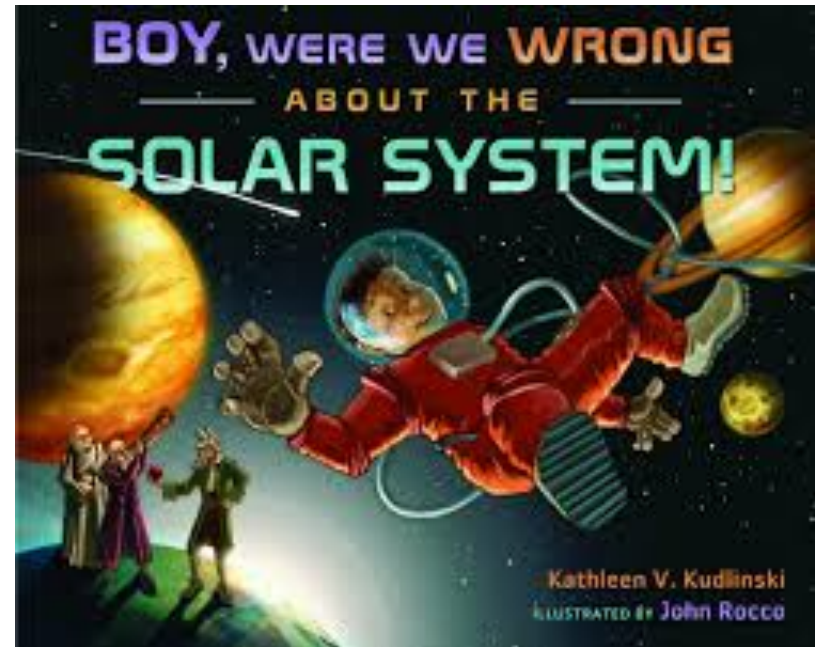


Table Discussion

- 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)

Group Discussion

- Why is it important for students to have opportunities to discuss and write about text?

Group Discussion

- Why is it important for students to have opportunities to discuss and write about text?
- Why is it important for that text to be high-quality, content-rich, and complex?

Reading is Thinking: Understanding Systems of Strategic Actions

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MATERIAL

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Systems of Strategic Actions

Use the strategic actions wheel to analyze the question sequence for the read aloud. Answer the following questions.

- 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?

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**Why is interactive
speaking important?**

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 English Language Arts Standards

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How to Implement Interactive Speaking Activities

Defining Roles in Interactive Speaking

- After reading “Understanding Roles During Interactive Speaking Activities,” discuss the following questions at your tables:
 - Which of these might be the easiest actions to implement? Why?
 - Which of these might be the most challenging actions to implement? Why?
 - How will you address these challenges?

Video Grade 3: Atlantic

- View the lesson and record 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
 - the tone and quality of the conversation

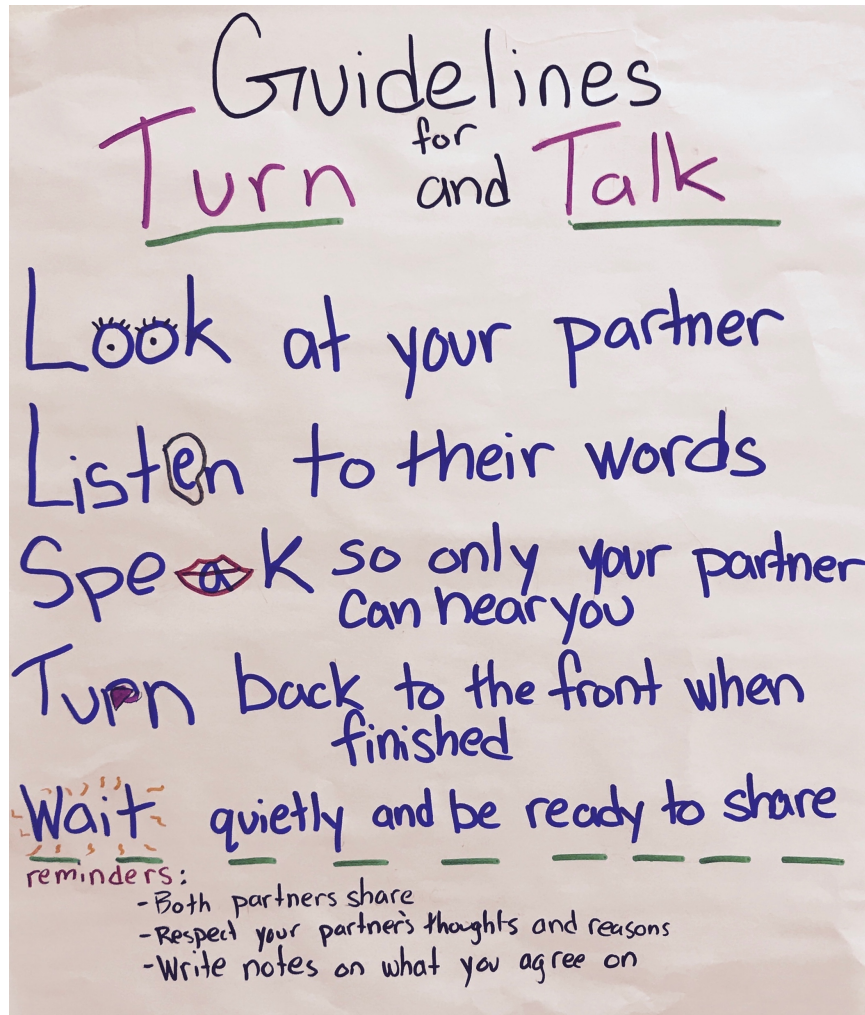
How to Establish Routines for Interactive Speaking

- Read “Establishing and Implementing Classroom Routines: Turn and Talk.”
- Turn and talk with a partner to discuss some of the big ideas you gathered from the reading about:
 - selecting partners
 - teaching routines
 - anchor charts
 - observing turn and talk
 - open-ended questions

How to Establish Routines for Interactive Speaking

- Consider some of the other talk structures that we have used in our work together:
 - Round Robin
 - Stand Up, Hand Up, Pair Up (SU, HU, PU)
 - Heads together
 - Jigsaw
 - Talking Sticks/Talking Chips
 - Say Something

Anchor Charts



- Study the examples of anchor charts in your manual.
- Discuss the questions in the manual at your table.
- Record notes in your manual to help you remember what was discussed.

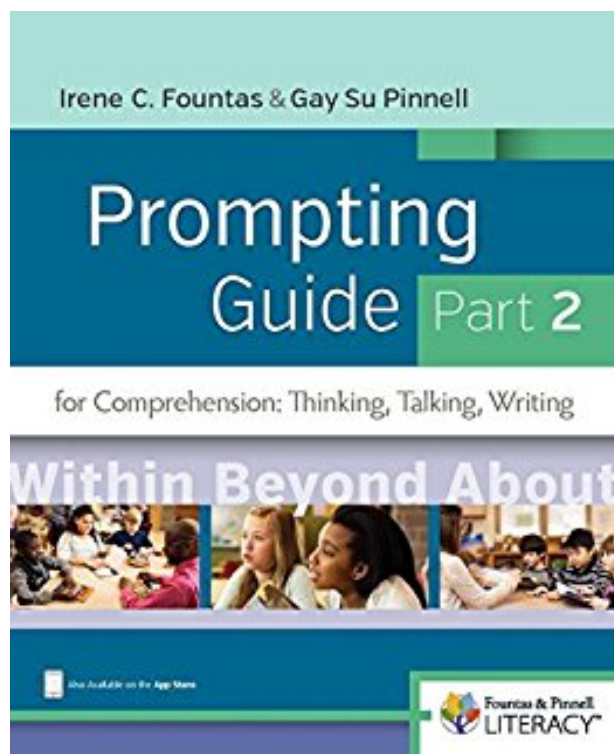
A Teacher's Reflections on Facilitating Talk

- Read over the questions about Kacy on page 44.
- Watch the video interview of a second grade teacher as she shares how she teaches her students to talk to each other.
- The transcript of the discussion is provided for you on page 191 in Appendix A.
- Take notes in the space provided.

Language to Support Thinking, Talking, and Writing About Reading

- 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?

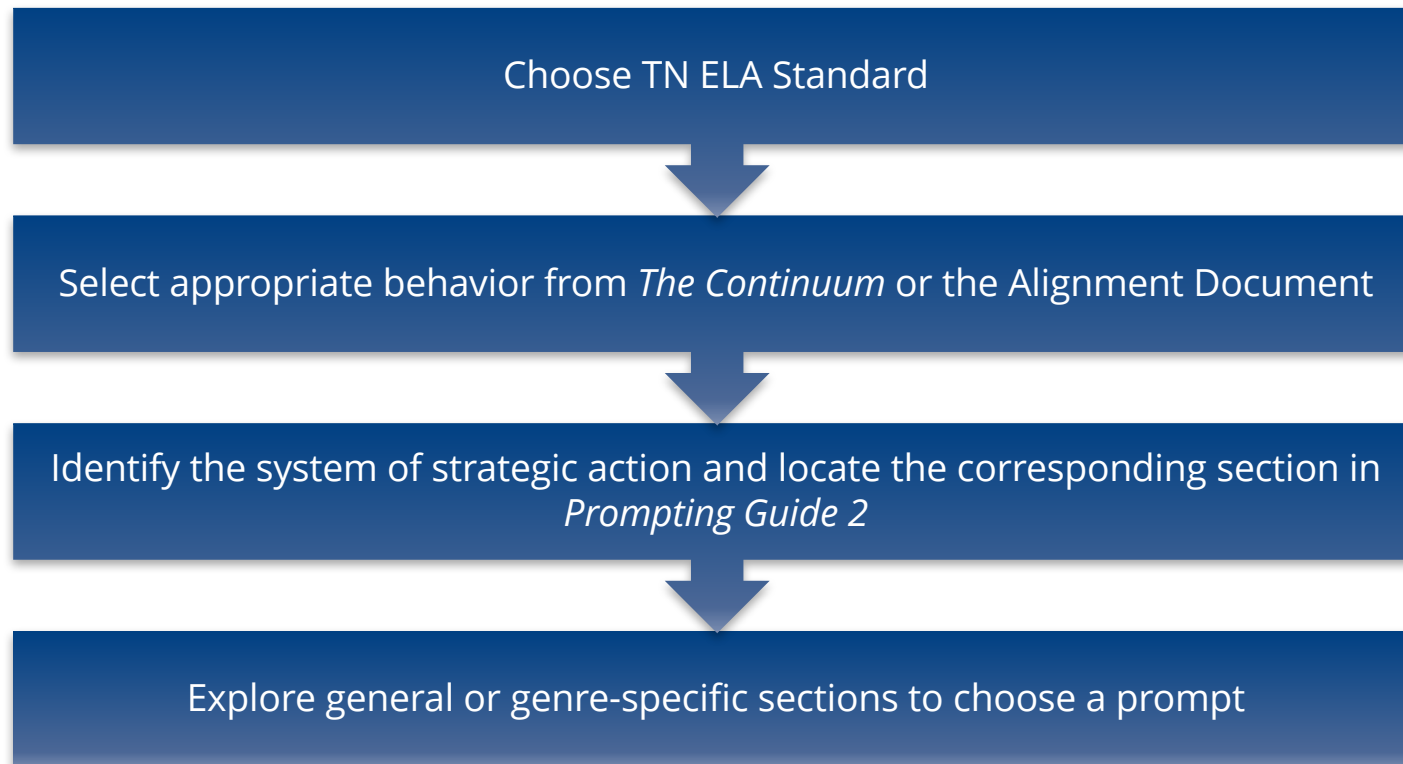
Introduction to *Prompting Guide 2*



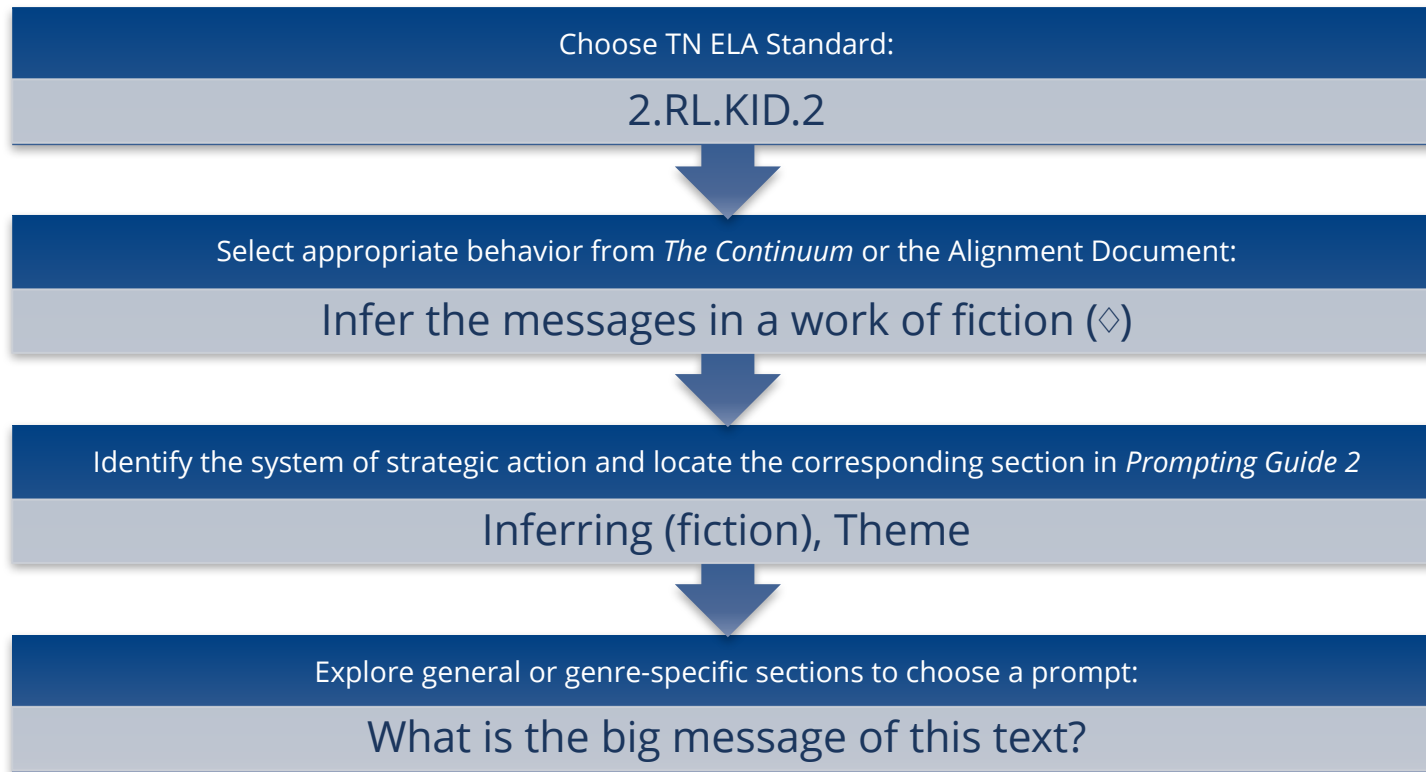
All Read:

- “Language for Teaching Systems of Strategic Actions,” p. 3
- “Using the Language Prompts,” p. 6.

From Standards to Teaching Language



From Standards to Teaching Language



Language to Support Thinking, Talking, and Writing About Reading

Tennessee ELA Standard	Teach	Prompt	Reinforce
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.			

Varied Levels of Support for Interactive Speaking During Interactive Read Aloud

- Reflect:
 - How does this activity help you think about how teachers can shape the level of support 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

Planning for Interactive Speaking Activities

- Read the “Guide to Planning Responding to Reading Through Interactive Speaking Activities.”
- Reflect

Oral Language as a Resource for Literacy Learning

Oral language is the foundation for all literacy learning. It is the system through which we use spoken words to express knowledge, ideas, and feelings. It has a strong relationship to reading comprehension and writing. Teachers need to think about how they are utilizing speaking as a tool for literacy learning and supporting students' development of oral language across the day. They also need to understand how talking about texts supports comprehension and writing.

- Read through quotes.

Interactive Speaking: Synthesis

- Return to the chart, “Responding to Texts Through Interactive Speaking Activities” in the section “Reflecting on Current Understandings.”
- Review any statements you marked with a star or a question mark.
- Then read the quotes on page 52 in your manual.
- Synthesize your learning using the reflection questions on page 53 in your manual.

Closing Thoughts

“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, 2017



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Responding to Texts Through
Interactive Speaking and Writing
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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

TEAM Connection

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

Reflect on Current Understandings

- ✓ 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.

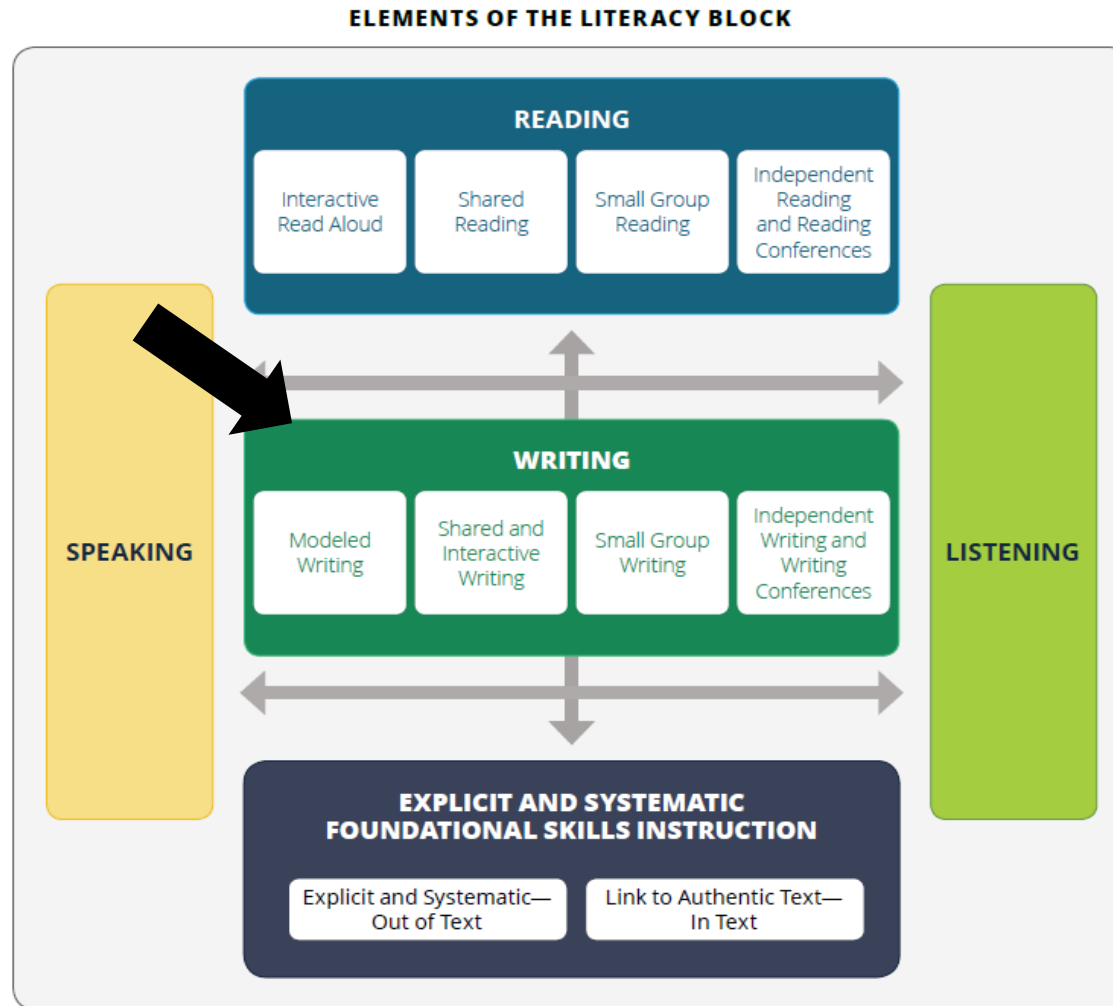
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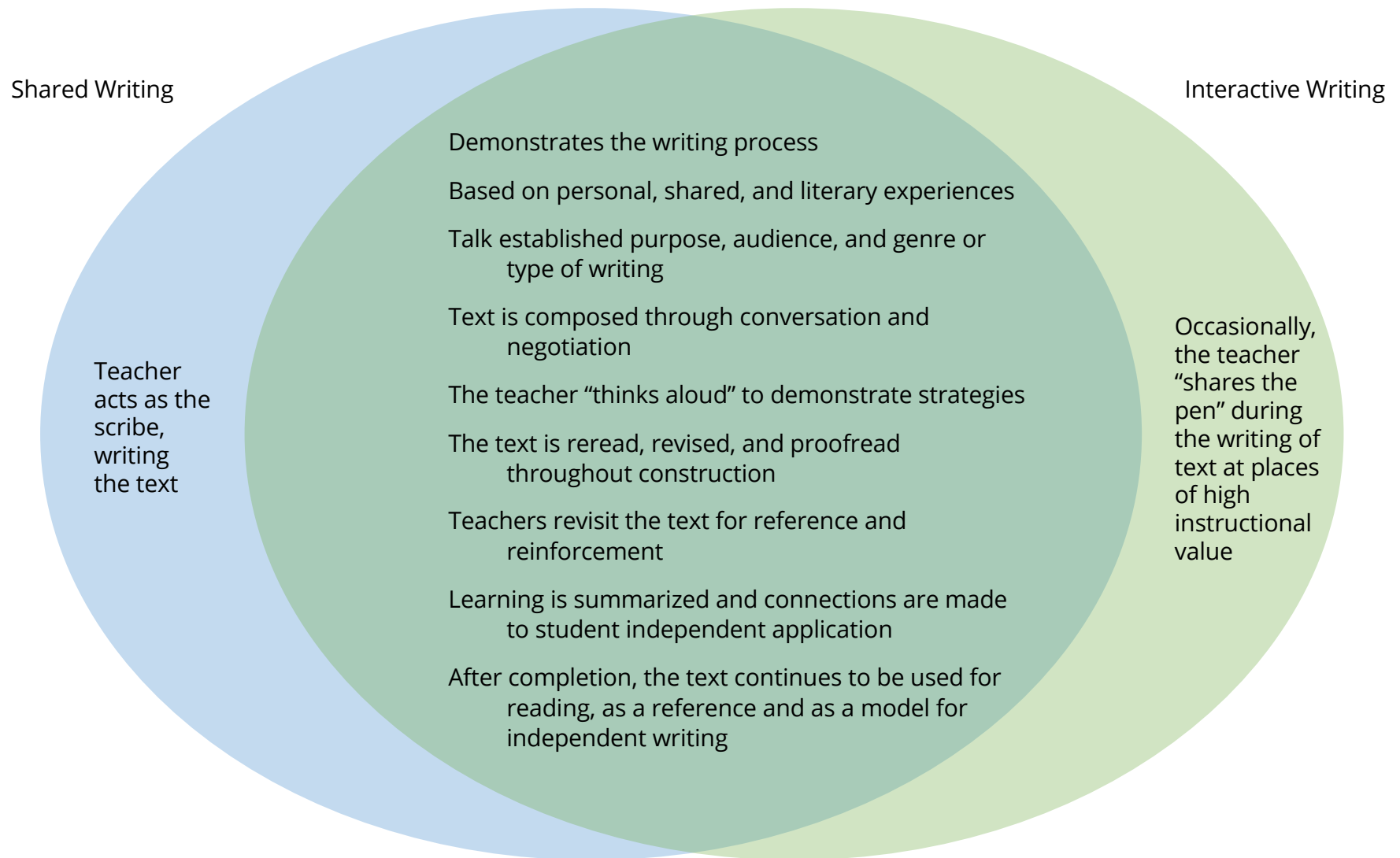
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**What are shared and
interactive writing?**

Instructional Strategies for Writing



What are shared & interactive writing?



Essential Elements of Shared and Interactive Writing Lessons

- Analyze: Essential Elements of Shared & Interactive Writing
- What do you notice about how these essential elements encompass the framework for Teaching Literacy in Tennessee in which students **read about**, **think about**, **talk about**, and **write about** texts?

Video Example: First Grade Interactive Writing

- Watch a video of a first grade class engaging in interactive writing.
 - Notice each of the essential elements and what the teacher is doing during each one.
 - Notice each of the essential elements and what the students are doing during each one.
 - Use the chart in your manuals to take notes.

Video Example: First Grade Interactive Writing

1. How did the teacher (and coach) support the children within each of the essential elements of the lesson?
2. What contributions did the students make throughout the lesson? How did the teachers actions promote that engagement?
3. Which Tennessee Foundational Skills were supported in the teacher's instruction?
4. How did the talk and writing during this lesson support the students in comprehending the text?

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**Why Use Shared and
Interactive Writing?**

Why use shared and interactive writing?

- Students need strong models of the writing process
- Thinking, talking, and writing provide additional opportunities to build knowledge-based competencies
- Shared and interactive writing help students develop a menu of meaningful ways to share their thinking that they can apply to their independent writing

Analyze Response to Text



(Fountas & Pinnell, 2017a, inside front cover. Reprinted with permission. Do not copy.)

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

Shared and interactive writing provide opportunities for teachers to introduce and model writing about reading in different genres and forms.

- Functional Writing
- Narrative Writing
- Informational Writing
- Opinion Writing

	Within	Beyond	About
David	X	X	
Insects	X	X	
Scaredy Squirrel	X	X	
The Sun	X		
Johnny Appleseed	X	X	
Martin Luther King, Jr.	X	X	
Ben Franklin	X	X	
The Princess & the Pea & Princess Pigtoria and the Pea	X	X	X
Girl Wonder	X	X	
Nonfiction Text Structure			X
Cinderella vs. Adelita	X	X	X

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How to Implement Responding to Texts Through Shared and Interactive Writing Activities

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

How to Structure Shared and Interactive Writing Lessons

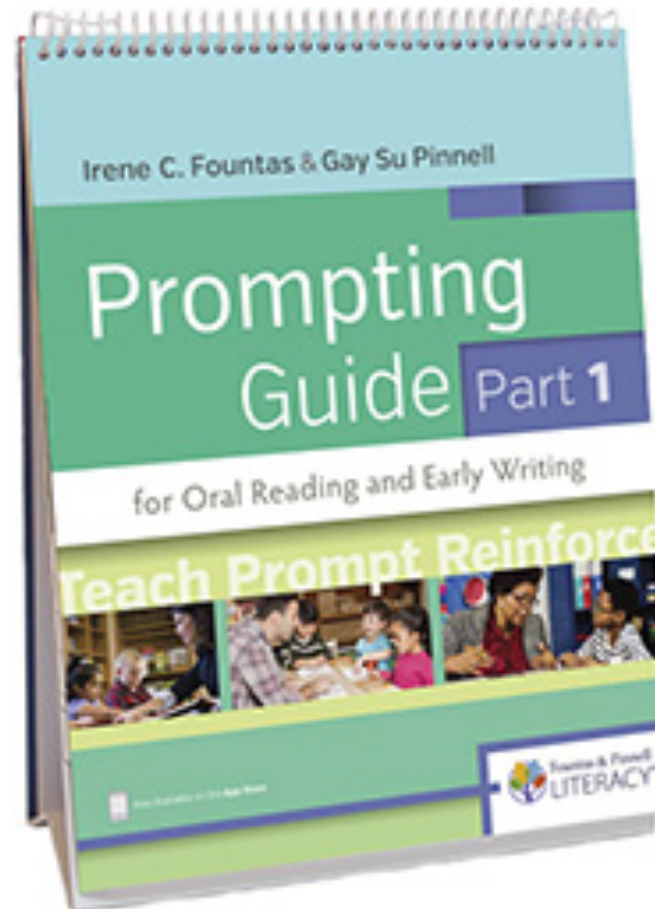
- Read “Teaching Moves to Consider” Number off 1–4. Go to the corner of the room that is representative of your number. Discuss the assigned section:
 1. Experiences & Talk
 2. Compose
 3. Construct & Reread, Revise, Proofread
 4. Revisit & Summarize Learning
- All read
 - Extending the Learning
- Return to table and each person share the most important information from their section.
- Discuss reflection questions when you are finished sharing

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

- Read the “Guide to Planning Responding to Texts Through Shared & Interactive Writing Activities”
- Interactive Writing Lesson Plan: *Ish*
- “Planning for Daily and End of Unit Writing Tasks”

Language for Teaching During Shared and Interactive Writing

- *Prompting Guide, Part 1*



Language for Teaching During Shared and Interactive Writing

- How is this chart helpful in demonstrating the different levels of language teachers can use to prompt and reinforce early writing behaviors and strategic actions for composing and constructing texts?
- How is it similar to the chart of “Language to Support Thinking, Talking, and Writing About Reading” (Module 2)? How is it different?

Varied Levels of Support for Writing

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.

Video Example: Teaching Language in Shared Writing

- Identify language that Kelly used to support her third graders as readers and writers.

Teach, Prompt, Reinforce: Find a partner

- Discuss Kelly's use of language to teach, prompt, and reinforce.
- Decide, would you move towards refinement or extension during the reflective conversation?
- Be prepared to justify your decision with the group.

You might use some of the following stems to support your conversation:

I agree because.../I disagree because...

Some evidence I observed in Kelly's lesson was...

This would support Kelly's students because...

The Reciprocity of Reading and Writing

- Writing Like Readers
- Learning About Print

Synthesis: Interactive Speaking & Writing

- Select a song that represents the relationship between reading and writing.
- Your group will sing a few lines of the song and then share how it demonstrates the connection between reading and writing.

Reflect on Responding to Texts Through Shared and Interactive Writing Activities

- “Reflect on Current Understanding: Responding to Texts Through Shared and Interactive Writing Activities”
- Review any statements you marked with a star or a question mark.
- Chart questions.

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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 Academic Standards

Link to Tennessee Academic 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

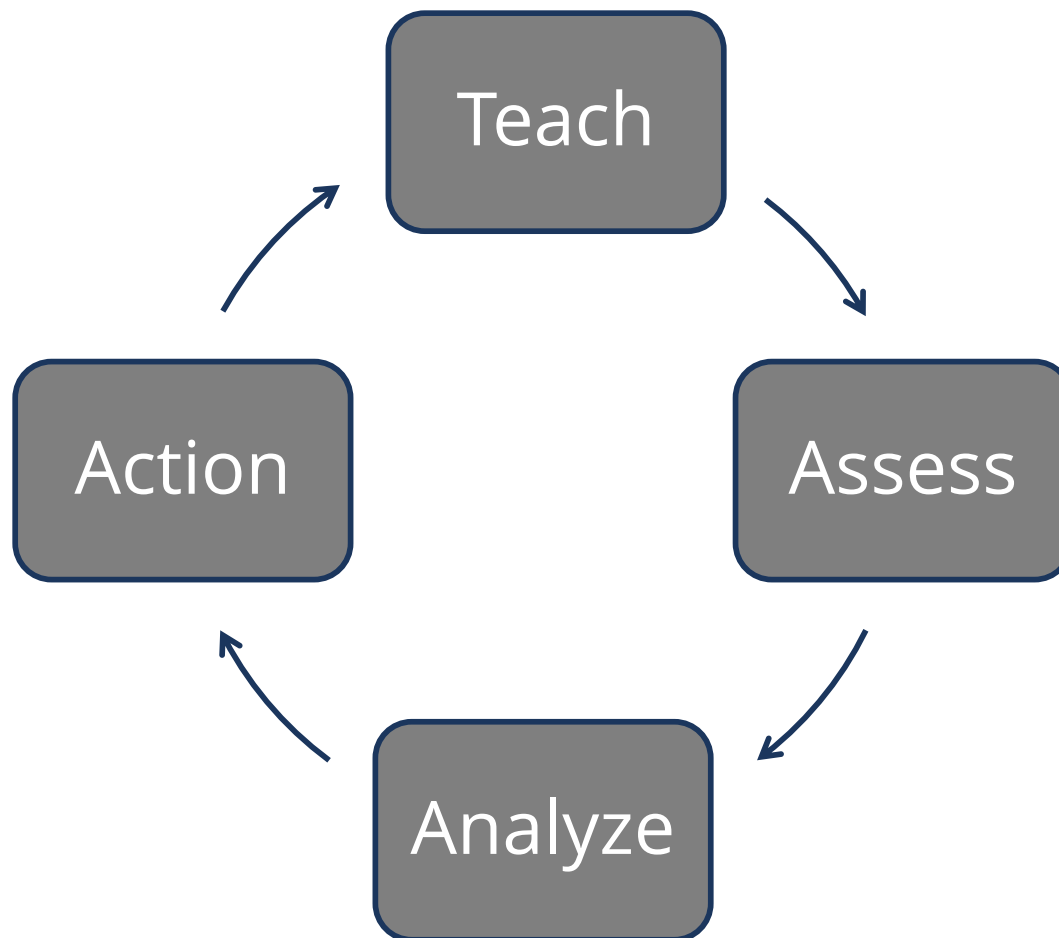
- Standards and Objectives
- Instructional Plans
- Student Work
- **Assessment**
- Expectations
- Environment
- **Respectful Culture**

Reflect on Assessment

“Educators have come to rely mainly on systematic testing of outcomes rather than systematic observation of learning.”

Clay, 2005

Reflect on Assessment



Reflect on Assessment

Assessment of Speakers	Assessment of Writers

Discussion – Talking Sticks Structure

- All place their pens in the middle of the table
- To comment, pick up your “talking stick”
- Take turns until all have shared out on first question
- When finished, return pens to the middle of the table
- Repeat procedure to discuss the second question

Assess Speakers and Writers

Discuss quotes on observation and assessment:

- Count off 1–4
- Move to the sign that corresponds with your number
- Talk about how it confirms, changes, or makes you wonder about your understandings
- Be prepared to share out with the whole group

Quote 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

Quote 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).”

Ford-Connors, Robertson, & Paratore, 2016

Quote 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

Quote 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

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.

- 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.

Analyze Speaking to Document Progress and Inform Teaching

- 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?

Teaching Literacy in Tennessee: Mr. Hermann's Task

“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)

Task-expectations Summary

Generate a set of task-specific expectations for student work in connection to Mr. Hermann's task.

Task-expectations Summary

Standard(s)	Measurement Criteria for this task (Level 3)	Potential Sources of Evidence

Task-expectation Development Progression for Teachers

- How might you support teachers in developing this skill?

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.

Analyze Speaking to Document Progress and Inform Teaching

1. Who is participating? Who is silent?
2. Do students offer expressive or emotional responses to the text?
3. Do students articulate new learning from the text?
4. Do students make critical inferences and judgments about the text?
5. Do students communicate their points clearly?
6. 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.)
7. Do students connect their contributions to what came before, or does each contribution send the conversation in a new direction?
8. 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?
9. Do students elaborate on their ideas by explaining, giving reasons or examples, or pointing to evidence in the text?
10. 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.)
11. How is student talk evidence of their progress towards the enduring understandings for the unit?

Shared and Interactive Writing: Assessment Inventory

All read:

- Knowledge of a Variety of Genres and Forms for Responding to Texts
- Knowledge of the Writing Process
- Responding to Text Through Independent Writing

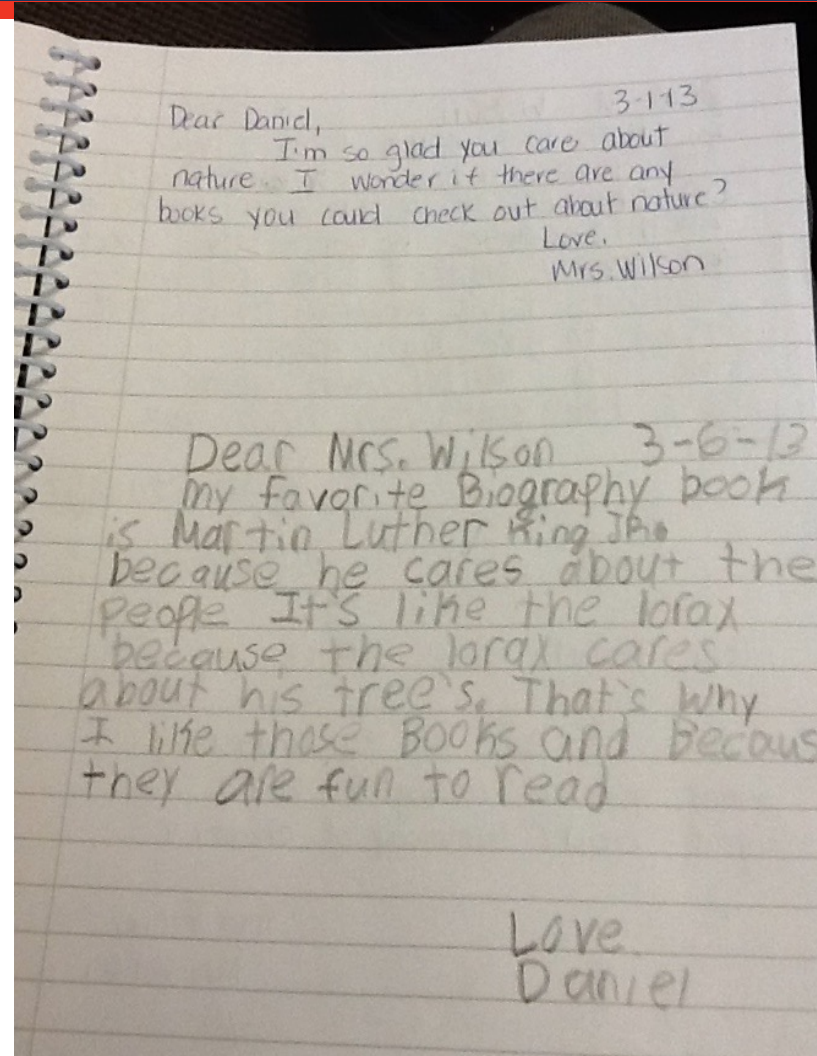
Connect to the foundational skills assessment inventory:

- Letter Knowledge
- How Print Works
- Word Knowledge (Reading & Writing)
- Letter-Sound knowledge
- Oral Reading Behaviors
- Knowledge of Spelling Patterns

Developing a System for Writing Assessment that Drives Instruction

Analyzing Independent Student Writing		
Understands	Partially Understands	Does not currently understand
Possible Teaching Opportunities		
Tennessee English Language Arts Standards Addressed		

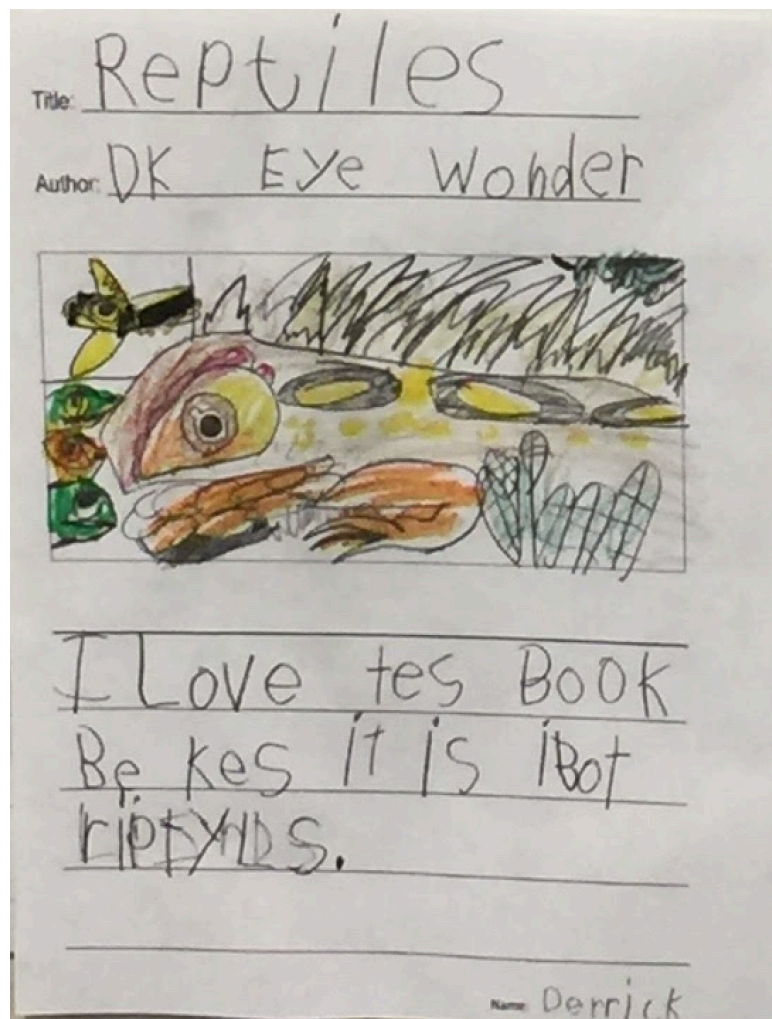
Analyzing Student Writing: *Martin Luther King, Jr.*



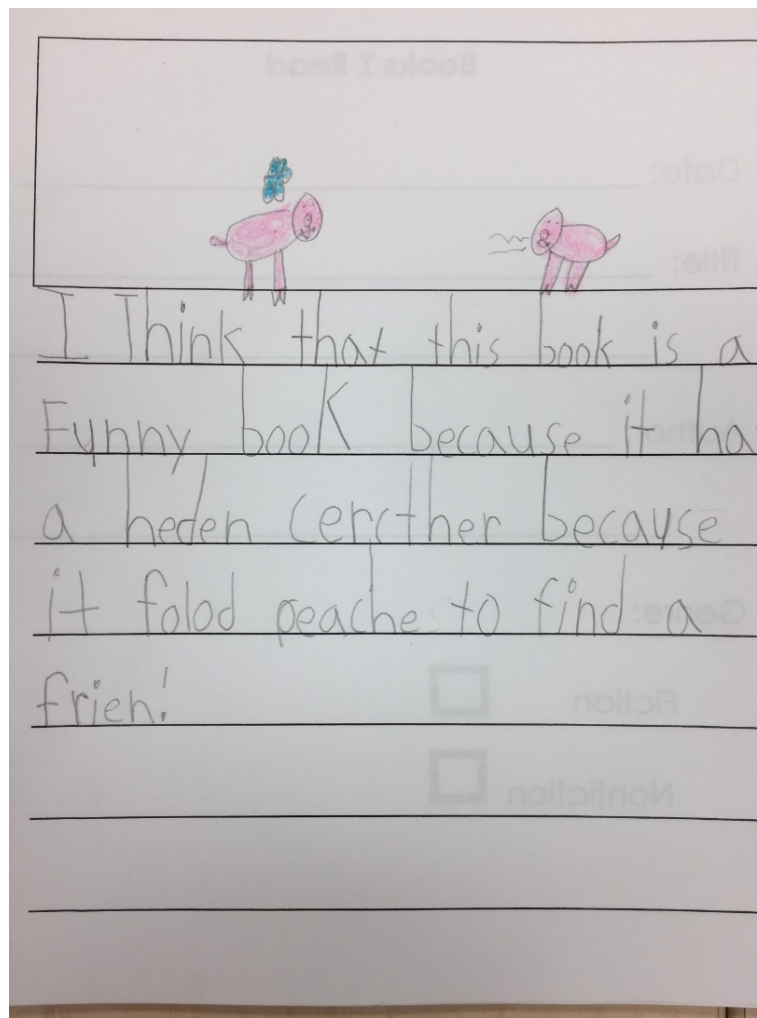
Analyzing Student Writing Activity

1. Your table group will be assigned a writing sample to analyze.
2. Use the “Analyzing Student Writing” chart to note what the student understands, partially understands, and does not currently understand.
3. Based on what you notice about the strengths and needs of this writer, what might he be ready to learn?
4. Record teaching opportunities and the Tennessee Standards to be addressed.

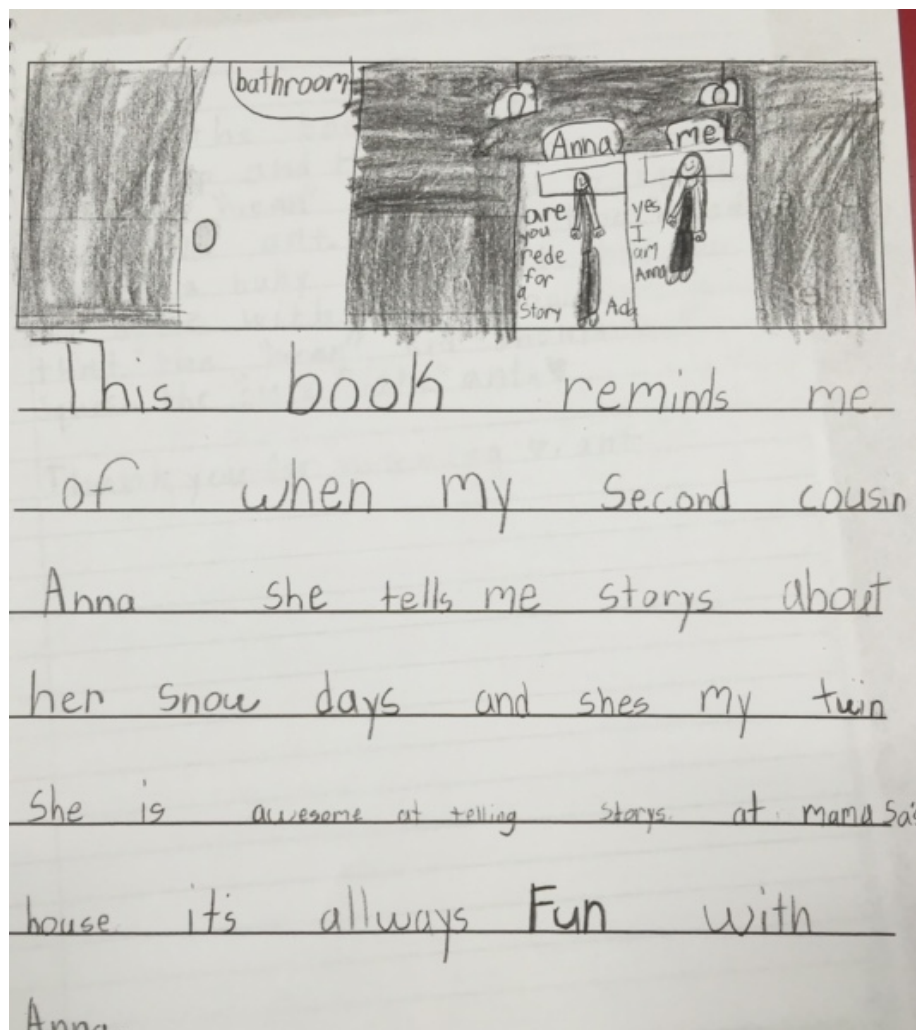
Responses to Text: *Reptiles*



Responses to Text: *Peaches the Pig*



Responses to Text: Ada, *Snow Day!*



Responses to Text: *All About Astronauts*

January 18th, 2017
Dear Mr. McArthur,
I just read "All About Astronauts"
by Bill Kirk. I learned that
the word "astronaut" means
"sailor among the stars." I
also learned that the first
astronaut to walk on the
moon was Neil Armstrong.
You should read this book
too, because you will learn
even more about astronauts.

Sincerely,
Alexxia

Alexxia.
I am happy to hear that you learned so much new information
about astronauts. This letter is written very well. Keep up
the good work!

Sincerely,
Mr. McArthur

Assessing Change Over Time in Writing to Inform Teaching

1. Carefully re-examine the shared and interactive writing samples that you explored in Module 3.
2. Number the writing pieces in chronological order by analyzing their complexity in terms of:
 - Use of illustration
 - Length of text
 - Genres and forms
 - Student writing vs. teacher writing
 - Types of student contributions vs. teacher contribution

Assessing Change Over Time in Writing to Inform Teaching

Least Complex

- David
- Insects

More Complex

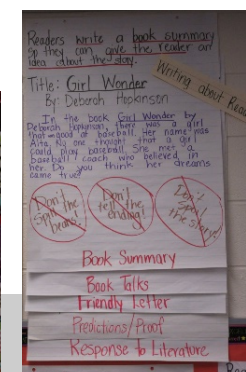
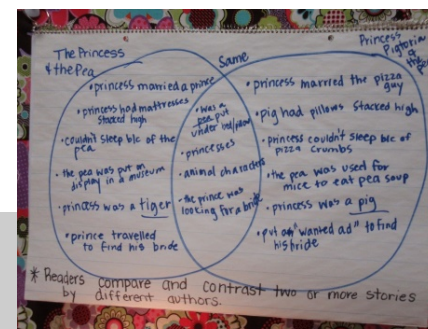
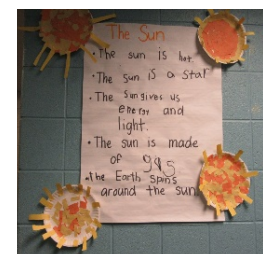
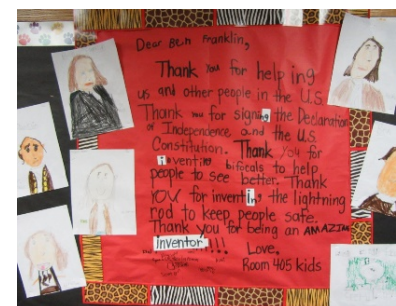
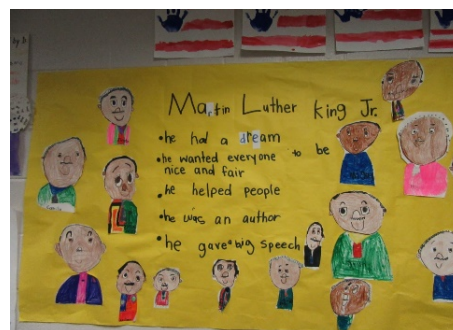
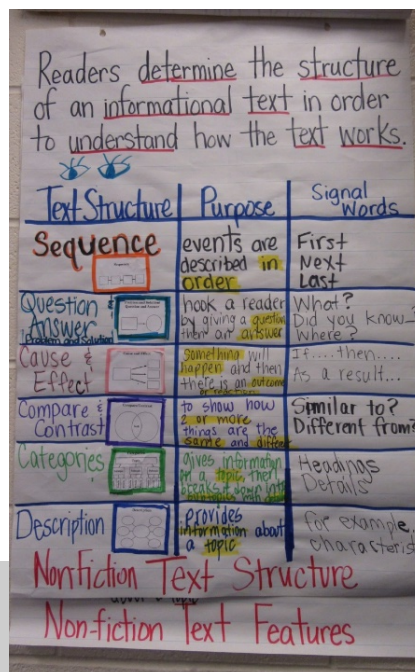
- The Sun
- Scaredy Squirrel
- Johnny Appleseed
- Martin Luther King, Jr.
- Ben Franklin

Most Complex

- Cinderella vs. Adelita
- Girl Wonder
- Structure of Nonfiction texts

Assessing Change Over Time in Writing to Inform Teaching

- What did you notice?
- What are you wondering?
- What are you learning as a coach about change over time in the teaching of shared & interactive writing?



Reflect on Observation and Assessment

Consider the big ideas about observation, assessment, and planning listed on page 145 of your manual.

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



Read to be Ready

Responding to Texts Through
Interactive Speaking and Writing
Activities

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

®

Module 5: Supporting the Refinement or Extension of Interactive Speaking and Writing Activities

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

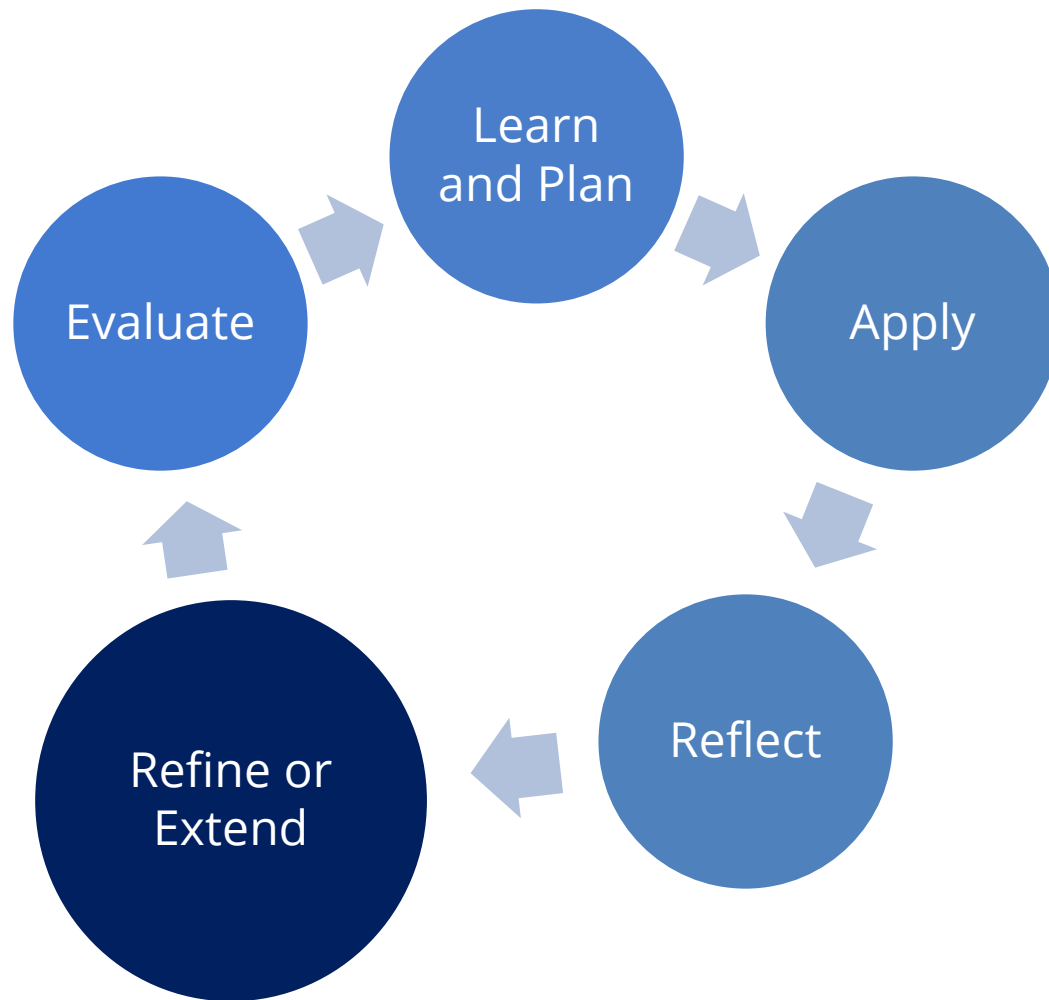
Link to Tennessee Standards for Professional Learning

- **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 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.

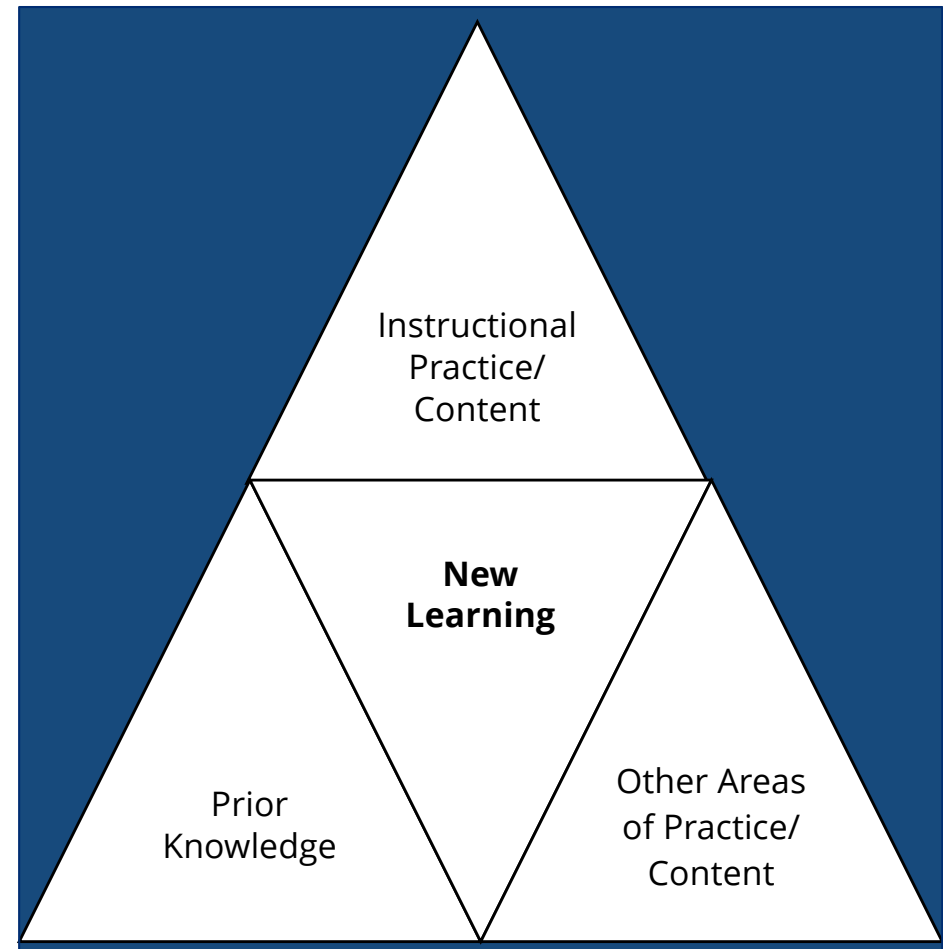
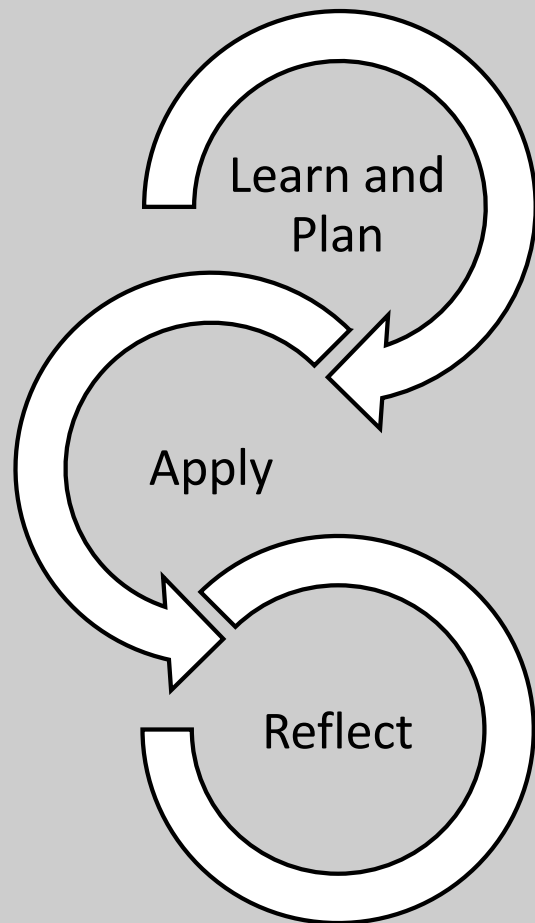
TEAM Connection

- Assessment plans
- Teacher knowledge of students

The Coaching Cycle



The Coaching Cycle in the Refine or Extend Phase



The Coaching Cycle in the Refine or Extend Phase

Reflect

**Refine
or
Extend**

Plan of Action

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

- Think about something new you have learned as an adult.
- Analyze your learning experience.
- Be prepared to share your learning experience.
- Stand Up, Hand Up, Pair Up after six minutes has passed for writing.

The Role of the Coach in the “Refine or Extend” Phase

- Read the quotes on page 152.
- Discuss the questions that follow.

The Role of the Coach in the “Refine or Extend” Phase

- "Change is non-linear, loaded with uncertainty..."

Fullan, 1993

- "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

- "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

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

Plan for a Coaching Conversation to Refine or Extend	
Learn & 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? <ul style="list-style-type: none">• Which outcomes might need to be revisited and refined?• Which outcomes were successfully achieved and could be extended?
Reflect to Refine or Extend	<ul style="list-style-type: none">• 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 an action plan for refining or extending learning?

Language to Support Refinement or Extension

Language Sorting Experience

- Read each question or statement on page 155.
- Determine if it leads to refinement of thinking, extension of thinking, or both.

Coaching Example: Refine or Extend

- View the coaching conversation between the teacher and the coach.
- Record as much of the conversation as you can in the T-chart on pages 157–158.
- Pay particular attention to the coach's language and her coaching moves.

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

- Guides to Planning
- Reflecting on Interactive Speaking
(adapted from McElhone, 2014)
- Developing Language and Literacy Teaching Rubrics
(DLLTs)

Roleplay: Refine or Extend

- Prepare for observation
 - Evidence collection
- View teaching

Roleplay: Refine or Extend

- Prepare for Roleplay in Triads
 - Reflect on the Evidence Collection Worksheet and notes to determine how to support the teacher in refining or extending her learning.
 - Use the template on page 170 to plan together for a coaching conversation that results in refinement or extension.
 - Use coaching tools and resources:
 - “Coaching Moves and Purposes to Be Used in a Reflective Coaching Conversation” for examples of coaching language (Appendix E—Page 238)
 - The language from the sorting activity on page 155
 - New coaching tools from this module
 - Standards and Alignment Document

Roleplay: Refine or Extend

- Role Play Coaching
- Reflect on the Coaching

Professional Learning Planning Guides

- Identify areas for support using critical attributes
- Reflect on “Guiding Questions for Planning to Teach Responding to Text Through Interactive Speaking and Writing”

Connection to Professional Learning Standards

- Prerequisites
- Standards
- Reflection

Connections to School and District

“Change is the result of all true learning.”

Leo Buscaglia, 1972

“It takes as much energy to wish as it does to plan.”

Anonymous

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

Long-Range Planning Guide

- What is the focus of the long-range plan?
- What are the specific learning needs? How do you know these are a need? What does the data show?
- What will be your evidence of success? How will you know that learning has occurred?

Long-Range Planning Guide

- What support structures best match each learning need?
- Sequence each learning need in your calendar.
- What data will be used to determine that learning has occurred?
- How can I support you in implementing this plan?



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

Excellence | Optimism | Judgment | Courage | Teamwork