




BEST PRACTICE LITERACY

Follow Up
Effingham 2nd Grade
Professional Development

LET'S CELEBRATE!

- ▶ Expertise shifts - Teachers and Students
 - ▶ Confidence
 - ▶ Joyful Teaching and Learning
 - ▶ Classroom Management - Train the Troops!
 - ▶ Explicit Literacy Language
 - ▶ Organization and Scheduling
 - ▶ Collegial Observations



The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side and bottom of the frame, creating a modern, dynamic feel. The central text is contained within a dark blue rectangular box.

**“Do the best you
can until you know
better. Then when
you know better,
do better.”**

- Maya Angelou

Facebook/ZeroDean

Balanced Literacy Classroom Management

- ▶ Structures = Gradual Release Model
 - ▶ I do, you watch:
Literacy Mini Lesson
 - ▶ We do together:
Guided Reading
 - ▶ You do independently:
Literacy Stations and Independent Reading

LITERACY MINI LESSONS

- ▶ Classroom Management Structures
- ▶ Common Core State Standards
- ▶ Comprehension, Word Work
- ▶ Varied Text Types and Text Structures
- ▶ Explicit Literacy Language
- ▶ Fountas and Pinnell's CONTINUUM
- ▶ 15 Minutes
- ▶ Revisit Text for Different Purposes

Interactive Read-aloud

- ✧ Allows teachers to introduce students to engaging, entertaining, and thought provoking literature.
- ✧ When students are actively listening to and discussing a text, all of the strategic actions for comprehending are in operation.
- ✧ The teacher is able to model fluent and expressive reading, demonstrate how readers think, and elicit student discussion through accountable talk.



If you want kids to
WANT to READ

Then read amazing
books aloud EVERY
single day.

GUIDED READING

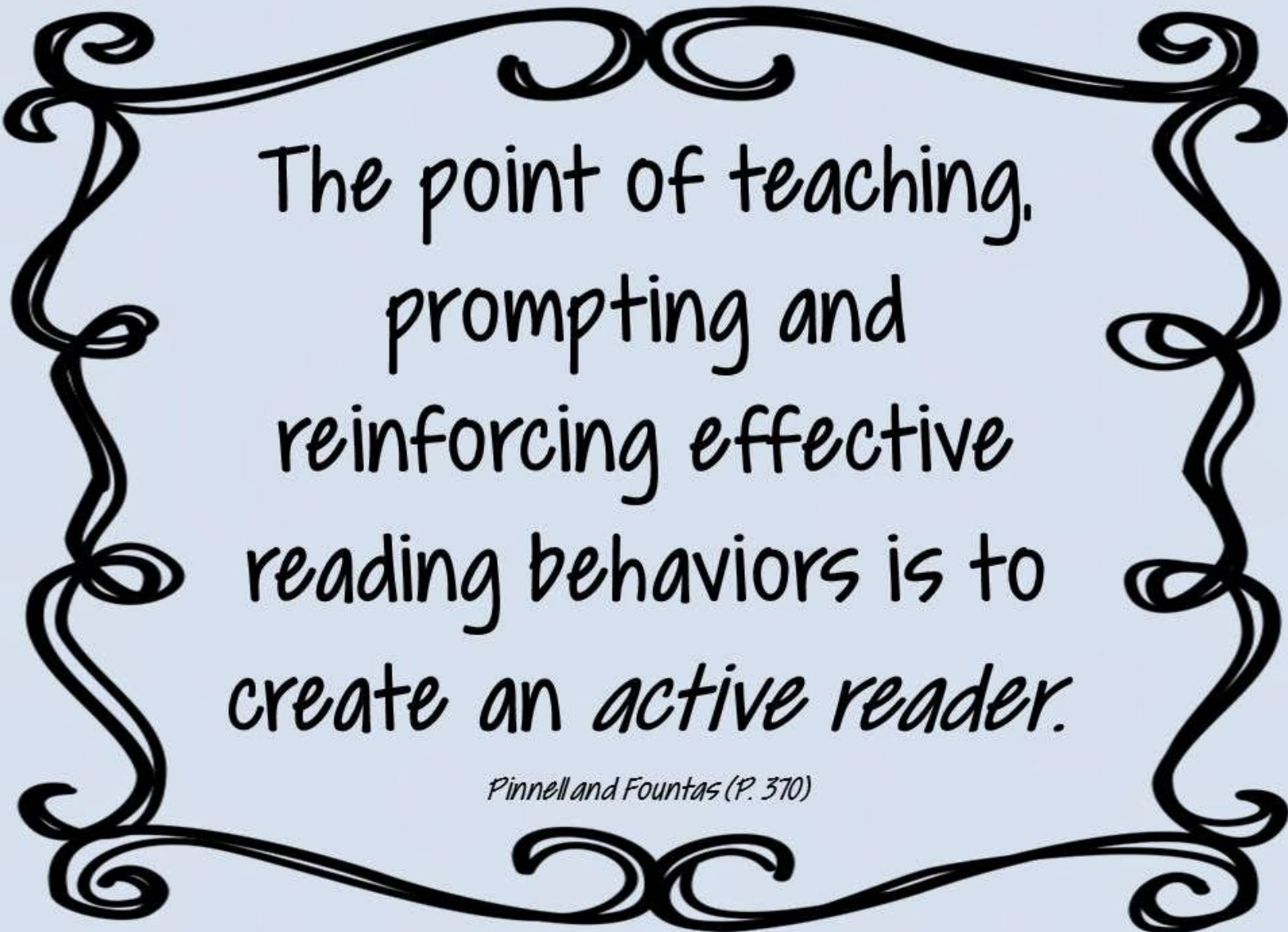
- ▶ Number of Groups and Flexible Groups
- ▶ Band of Levels
- ▶ Frequency of Groups and Group Length
- ▶ Outliers
- ▶ Instructional Focus: CCSS repeat?
CONTINUUM for that Level (reading behaviors *and* word work), In the Moment
Explicit Support
- ▶ Lesson Components (Parts 1 and 2)

WORD WORK (letters, phonics, vocabulary)

- ▶ Word Work is slippery for students - vary the approach.
 - ▶ Chart paper, Reading Notebooks, Magnetic Letters, Wipeboards, Butcher Paper, Magnadoodles, iPads, Tabletop Easel, Locating in Book, Elkonin Boxes, Post Its... Can you think of more?
 - ▶ Before Reading for 3-5 minutes. Perhaps after reading if you observe specific word issues (brief).
 - ▶ CONTINUUM Word Work for that Instructional Level.
 - ▶ Make sure you teach for transfer! Notice that Word Work in Text and Writing.

The bulk of time in
Guided Reading is spent



A decorative black scrollwork border frames the text. The border consists of elegant, flowing lines that form a rectangular shape with rounded corners and intricate flourishes at the top, bottom, and sides.

The point of teaching,
prompting and
reinforcing effective
reading behaviors is to
create an *active reader*.

Pinnell and Fountas (P. 370)

Zooming in: Comprehension Conversation in Guided Reading

- ▶ Model with a Colleague
- ▶ Reiterate during Mini Lessons
- ▶ Practice and Expect during Guided Reading
- ▶ Within, Beyond, About = Deeper Understandings
- ▶ Explicit Literacy Language
- ▶ Return to the Text
- ▶ Highlight and Praise Good Conversational Moves
- ▶ Record/Video and Revisit with Students?

“Your goal is to help children
think like readers.”

Fountas & Pinnell

Teaching for Comprehending and Fluency, p. 353

What is a Literacy Work Station?

- ▶ It is an area in the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforce and/or extend learning, often without the assistance of the classroom teacher.



We Learn By DOING...

Not many years ago I began to play the cello. Most people would say that what I am doing is “learning to play” the cello. But these words carry into our minds the strange idea that there exists two very different processes: (1) learning to play the cello; and (2) playing the cello. They imply that I will do the first until I have completed it, at which point I will stop the first process and begin the second. In short, I will go on “learning to play” until I have “learned to play” and then I will begin to play.

Of course, this is nonsense. There are not two processes, but one. We learn to do something by doing it. There is no other way.


John Holt



LITERACY SHARE TIME



- ▶ Tie a bow on your Literacy Block for 5 minutes.
- ▶ Whole Group.
- ▶ Do not skip.
- ▶ Teacher celebrates students using literacy language.
- ▶ Students celebrate students using literacy language.
- ▶ Students celebrate selves using literacy language.
- ▶ Deal (briefly) with management issues.



“ Teaching in small groups not only gives me the opportunity to meet the educational needs of my students but it also means I get to love and empower them for every accomplishment they make along the way. We celebrate and educate, and above all we learn to love reading and each other! ”

🗨️ Kayleigh Goodrum, 3rd Grade Teacher & Boundless Possibilities Sweepstakes Winner.

[Learn more about Guided Reading in your classroom ►](#)


**GUIDED
READING
PROGRAMS**

What is Balanced Literacy?

Balanced Literacy is a best practice literacy learning environment is a flexible framework for teaching language and literacy. It is a way of thinking about and delivering the range of reading and writing activities that are essential for promoting literate behaviors. The environment is a flexible organization that engages children in a variety of literacy experiences.

Fountas and Pinnell





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BENCHMARK ASSESSMENT SYSTEM

BAS TIPS!

Beth Olsen





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**GUIDED
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PROGRAMS**

Benchmark Assessment System BAS

- ▶ It's an authentic snapshot of reading strategies use/neglected and comprehension - we must know our students as readers.
- ▶ Even so - children are _____.
- ▶ Expert assessment combined with professional judgement = the best reading level for students.
- ▶ Not only does the BAS assess students - it teaches teachers!
- ▶ Yes, it takes time - because reading and children are complex. BAS classroom management...

Information Source	What it means... according to Marie Clay (2000, 2001)	If a Reader ... Then teach for ...
Meaning (semantic)	Refers to the reader thinking about what would make sense and reading words that match the picture and or what's happening so far in the text	If a student is relying primarily on meaning, it will be beneficial to support his reading with strategies that promote looking at letters
Structure (syntactic)	Means readers use their knowledge of sentence structure, grammar and parts of speech to read words that agree with the written form of standard English.	If a student is relying primarily on structure, it will be beneficial to support his reading with strategies that promote meaning and visual cues
Visual (graphophonic)	Means that the readers look at the letters in the word and use what they know about how words work to read a word that looks like the word in print.	If a student is relying primarily on visual cues, it will be beneficial to support his reading with strategies that promote meaning and structure.





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BAS Tips

- ▶ Be organized - grab and go. Have a system for keeping up with forms
- ▶ Read your BAS Guide. Watch your BAS Videos.
- ▶ Be alert to student fatigue factor.
- ▶ Read book and assessment form prior to assessing - Be ready to be responsive on the form.
- ▶ You can give nebulous prompts. You can repeat the questions/prompts. Try not to rephrase.
- ▶ You cannot tell them to look back in book (unless the form says to).
- ▶ Analyze for MSV - especially for below benchmark students.
- ▶ Use the alternate text if left wondering. Collaborate with a colleague. Consider what you as a professional already know from student's guided reading.

You CAN Prompt During the Comprehension Conversation

- ▶ Prompts to encourage a child to reveal his/her comprehension:

Tell me more!

Why do you say / think that?

That's so interesting...what else?

And then what happened?

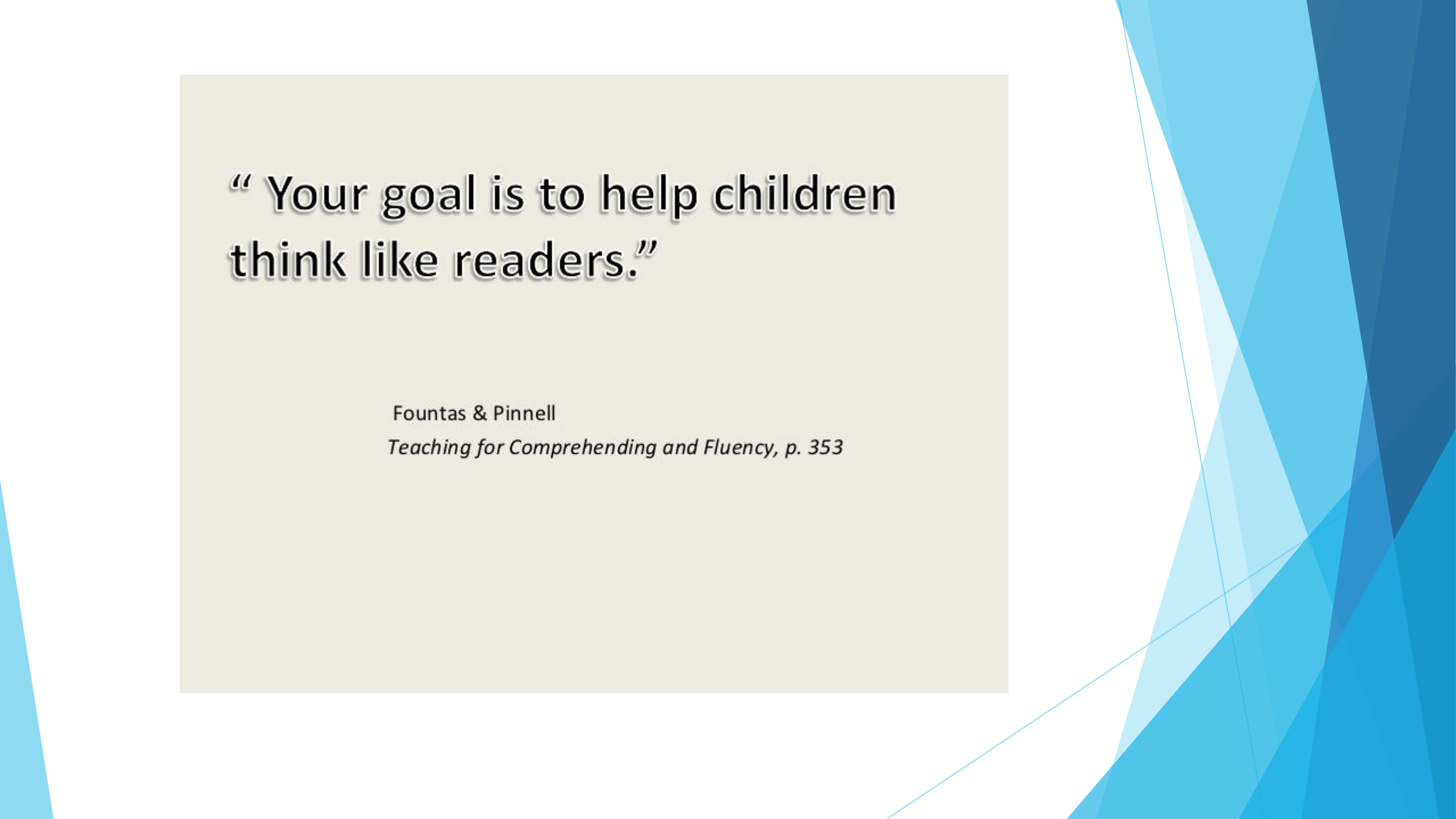
What else can you tell me?

Say more about your thinking.

Why is that important?

Talk more about that...

What do you think about that?



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think like readers.”

Fountas & Pinnell
Teaching for Comprehending and Fluency, p. 353

Where can you turn for help?

- ▶ **BAS Guide**
- ▶ **BAS Videos**
- ▶ **Colleagues**
- ▶ **Internal Literacy Consultants**



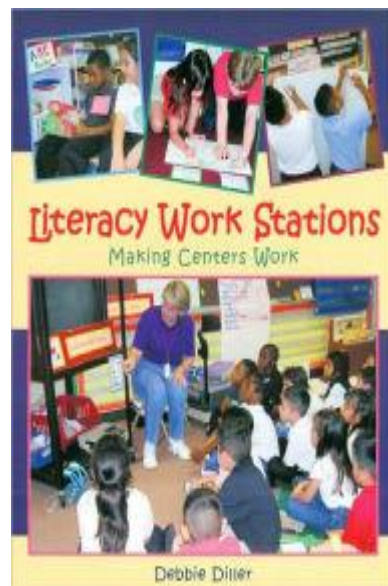
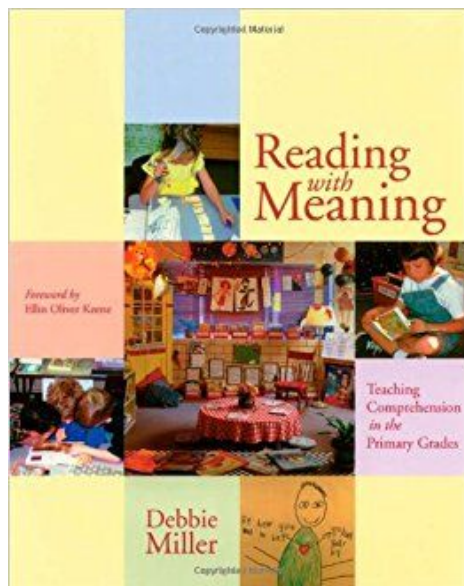
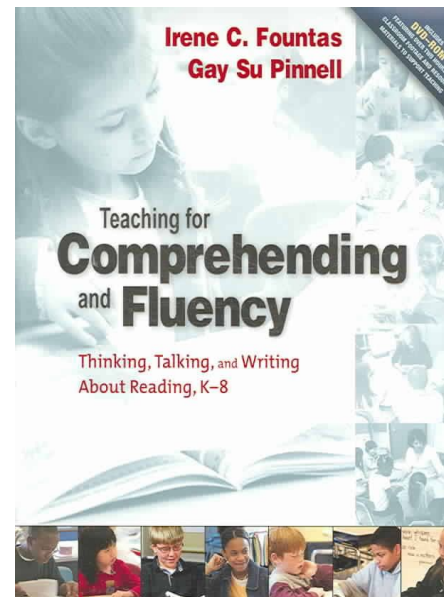
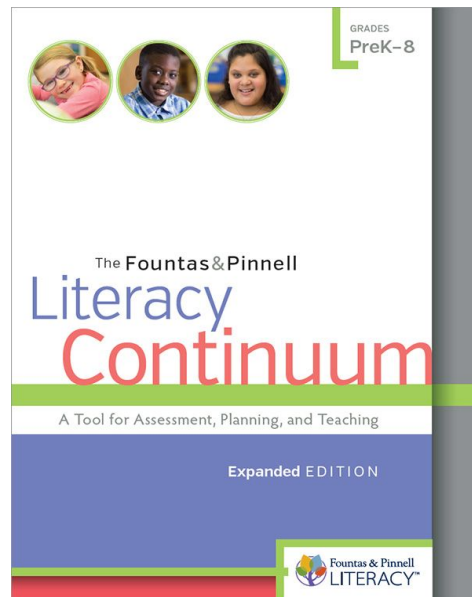
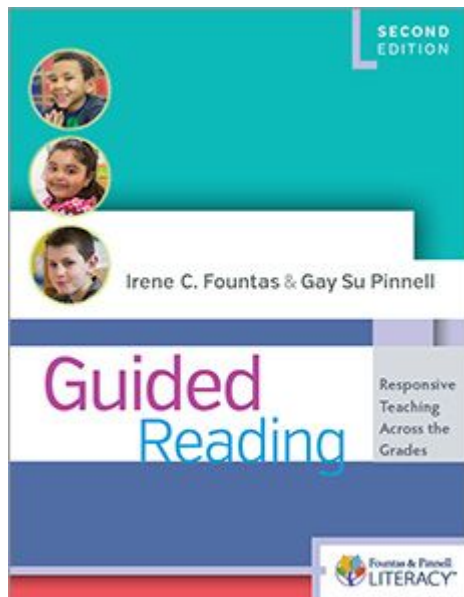
Q and A



BIG IDEAS



- ▶ We are always improving our craft! Do professional reading, observe colleagues, ask questions, heinemann.com, be kind to yourself...
- ▶ Always be joyful in your work - we achieve when supported.
- ▶ Use explicit, shared literacy language.
- ▶ Communicate with Interventionists.
- ▶ Teach the parents.
- ▶ Be responsive. Be flexible. NOTICE AND PRAISE.
- ▶ Go slow to go fast!



What are your questions?

Time permitting, let's watch Guided Reading in Action.

