

Slide 1

**Conducting Effective Reading
Walk Throughs**

Presented by:
Kim Marcum
kimmarcum@comcast.net

Slide 2

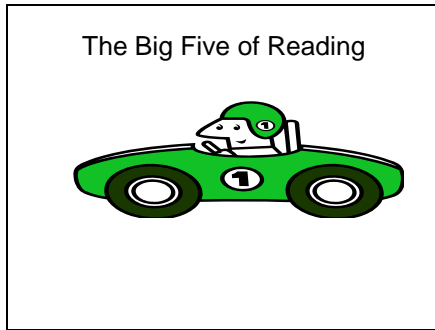
Workshop Goals

- 1. To learn what literacy skills make a difference in student achievement in grades k-3
- 2. To learn effective instructional practices that facilitate the learning of important literacy skills.
- 3. To learn techniques for focused and efficient observations that will result in student achievement .

Slide 3

What Should Be Taught?

Slide 4



Slide 5

- Phonics and Phonemic Awareness = Engine
- Fluency = Wheels
- Vocabulary = Chassis
- Comprehension = Steering Wheel

Slide 6

- Primary Skills
- Build the Engine
 - Strong focus on decoding skills
 - Stanovich research on repetition
 - 4-14 repetitions competent learner
 - 250-350 a child with special needs
- Explicit phonics and phonemic awareness
Spend more time on decoding in core curriculum

Slide 7

Whoever teaches the most in the shortest amount of time wins!

1. Signals
2. Perky Pace

Slide 8

Give Them Wheels with Fluency

- Read Naturally (k-12)
- Six Minute Solution (intermediate and secondary)
- Six Minute Solution Primary (1-3)
- Repeated Readings of Text
- Fluency timings and charting

Slide 9

A Beautiful Chassis with a Classy Vocabulary

- Isabel Beck's *Bringing Words to Life- Robust Vocabulary Instruction* (primary)
- First-grade higher-SES knew twice the words of lower-SES students (Graves & Slater, 1987)
- High school seniors near the top of their class knew four times the number of words than their lower performing classmates (Smith, 1941)
- Select Tier 2 words to teach – words that generalize or travel well- 400 words per year

Slide 10

Steps for Vocabulary Instruction

1. Use the word in the context of the story
2. Students say the word
3. Give a student friendly definition
4. Give examples other than the text
5. Students interact with the word
6. Students recall the word
7. Post story cover with post it names of students who use the new word

Slide 11

**Give Them a Steering Wheel
with Comprehension Skills**

Slide 12

Before Reading Practices

- Teach the pronunciation of difficult to read words.
- Teach the meaning of critical, unknown vocabulary words.
- Teach or activate any necessary background knowledge.
- Preview the story or article.

Slide 13

**Explicitly Teach the Lesson
Comprehension Strategy**

- Decoding
- Predictions
- Self Question
- Mental Images
- Summarize
- Read Ahead
- Reread
- Use context to confirm meaning
- Use Text Structures and Formats
- Adjust Reading Rate

Slide 14

**Ask appropriate questions during
passage reading.**

BIG IDEA:
Asking students questions during passage reading has proven effectiveness in improving the comprehension of students.

(Morrow & Gambrell, 2001)

Slide 15

**Ask appropriate questions during
passage reading.** Two approaches

- 1. Traditional Skill-Based Questions**
- 2. Question the Author**

Slide 16

Ask appropriate questions during passage reading. Traditional Skill-Based Questions

- Utilize the questions provided in the reading program.

OR

- Generate questions on the text.

Slide 17

Ask appropriate questions during passage reading. Types of questions

Memory Questions (who, what, when, where)
Convergent Thinking Questions (why, how, in what ways)
Divergent Thinking Questions (imagine, suppose, predict, if/then)
Evaluative Thinking Questions (defend, judge, justify, what do you think)

(Cardello, 1998)

Slide 18

Ask appropriate questions during passage reading. Questioning the Author

The teacher asks questions such as:

- What is the author trying to tell you?
- Did the author say it clearly?
- What does the author mean by this?
- Why is the author saying this ?
- What is the author getting at?
- What is the author's message?
- What picture is the author giving us?
- What do you think the author wants us to know from all of this?

(Beck, McKeown, Hamilton, & Kucan, 1997)

Slide 19

Ask appropriate questions during passage reading. Questioning the Author

Guidelines for formulating questions.

- Intersperse questions at reasonable places.
- Formulate questions that are open ended.

Slide 20

Teach strategies that can be applied to passage reading. Competent Reader Strategies

Comprehension strategies are used:

- "to relate ideas in a text to what they already know;
- to keep track of how well they are understanding what they read;
- when understanding breaks down, try to identify what is causing the problem and how to overcome it."

(Lehr & Osborne, 2006)

Slide 21

Teach strategies that can be applied to passage reading. Competent Reader Strategies

- **Comprehension Monitoring**
Monitor how well you understand what you are reading.
 - *Does this make sense?*If it doesn't make sense, use a **fix-up strategy**
 - *Reread.*
 - *Look back.*
 - *Read ahead.*
 - *Restate in your own words.*

Slide 22

Teacher Uses Direct Instruction

- I do - I say it
- We do - We say it together
- You do – You say it by yourself

- Correct with I do, We do, You do

Slide 23

**Active Participation:
Engaging Them All**

Slide 24

Ways to Engage

- Choral Read
- Partner Read
- Cloze Oral Reading
- Radio Reading
- Partner answers
- White board answers
- Actions

Slide 25

Sharing Data as a Component of the Pre Conference

- Use class bar graph report
- Ask what are you doing to challenge these students?
- What are you doing to move these students to benchmark?
 - Ask to see progress monitoring chart for individual students
 - Why do you think this student is not moving?
 - What changes are you making for this student?

Slide 26

The Pre Conference Big Ideas

1. Focused on District and State Achievement Goals
2. Promotes Teacher Reflection
3. Reflects Decisions Based on Assessment Results

Slide 27

Pre Conference Questions
*Exerts from *Teacher Evaluation to Enhance Professional Practice* by Charlotte Danielson*

- 1. Describe the students in your classroom.
- What are the goals for the lesson?
- What data did you use to determine these goals? (Principal should be prepared with data.)
- How do these goals support the district goals?

Slide 28

Questions Continued

- How do you plan to engage students in the learning?
- What difficulties do students typically experience in this area, and how do you anticipate these difficulties?
- How do plan to assess student achievement of the lesson goals?
- How will you use the results of the assessment?

Slide 29

The Observation

- **BETTER OBSERVATIONS** (Joe Robinson, Mo Anderson)
- **B=Before**
 - What information has the teacher shared prior to the visit?
 - What is happening in the classroom as you stand outside the door?

Slide 30

Observation

- **E = Engagement of students in reading tasks**
 - Students reading – choral, partner reading, cloze reading, into phone, along with tapes
 - Responding to Questions- telling a partner, writing responses, choral response to the everyone signal

Slide 31

Observation

- T = Teaching directly
 - I do, We do, You do
 - Teacher asking high level questions
 - Teacher re-teaching when answers are incorrect

Slide 32

Observation

- Time Used Efficiently
 - Students enter and are reading in less than three minutes
 - Routines and procedures have been taught
 - Students demonstrate understanding of procedures
 - Students move to reading groups quickly
 - Students transition quickly
 - Teacher uses a perky pace

Slide 33

Observation

- E= Environment Supports Reading
 - Word wall-Alphabet/Sound Cards
 - Visible Celebrations of Student Successes –
 - Textbooks, and materials available
 - Rich Classroom Library
 - Room Design Promotes Reading and Easy Monitoring

Slide 34

Observation

- R =Results and Use of Data
 - Teacher monitors student reading
 - Teacher adjusts for individual reading needs, providing intervention based on progress data
 - Teacher record progress
 - Teacher re-teaches based on monitoring

Slide 35

R=Results

- Small group instruction is based on data
 - Correct level of difficulty
 - Correct unit
 - Focus boards with skills directly related to skills students need
- Teacher provides immediate intervention based on data
- Teacher or student refer to data in relationship to grade level expectations

Slide 36

Check Lists to Guide Your Observation

- State Reading First Check Lists

Slide 37

Narrative Verbatim Notes

- Fully described explanations of judgments that have been made
- Examples and quotes from the lesson
- Describe problems and remedial recommendations
- Valuing- Value statements should not be used unless accompanied by example, anecdote, illustration, or description

Slide 38

The Post Conference

- Big Ideas
 - The teacher needs to reflect on the lesson
 - The principal is both a guide and a teacher
 - The dignity of determining how to improve the lesson should be given to the teacher

Slide 39

Danielson Reflective Questions for a Post Conference Discussion

- As I reflect on the lesson, to what extent were students productively engaged?
- Did the students learn what I intended? Were my instructional goals met? How do I know?
- Did I alter my goals or instructional plan as I taught the lesson? If so why?

Slide 40

Reflective Questions Continued

- If I had the opportunity to teach this lesson again, what would I do differently?
- Provide several examples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Slide 41

Post Conference for Teachers Needing Clear Direction

- In terms of the goal you set for the lesson, how do you feel the lesson went?
- Principal responds with further reflective questions
 - Why do you think that was?
- How has the student data changed?
- Share one strength- I noticed you pre-taught the vocabulary words before students began reading, which seemed to enhance comprehension."

Slide 42

- Ask the teacher to reflect on an area you have pinpointed for refinement (Where in the lesson did you include ____?)
- Principal shares the data – "I counted 12 times where you called on individual students and one time when you asked everyone to respond by saying

Slide 43

The Principal Lesson

- Define the learning-
 - “Engagement means 100% of the learners are involved in the lesson. For example when everyone choral reads together that is engagement. Asking students to write an answer and share it with a partner is an example of engagement.”
 - Teacher generates multiple examples of the skill
- Share the value
 - Stanovich Research

Slide 44

- Value Continued
 - Learning increases
 - Behavior problems decrease
- Examples and Non Examples of the learning
- Teacher reflects on how he could add the new skill to the lesson

Slide 45

- Teacher reflects on how future lessons will be different – “What will be different about your lessons tomorrow?”
- Possible question for teachers who have difficulty with the concept-
 - “What resources do you need?”
- Principal commitment to follow up
 - “Great in the next couple of days I’ll stop by to see how it is going.”

Slide 46

The Quick Walk Through

- From the list of reading teacher behaviors pick a focus for the days walk through
- Spend no more than five minutes in the classroom looking for the pinpointed behavior
- Record evidence of the skill
- Quick feed back – I noticed Or I need to see

Slide 47

Levels of Instructional Competence

- See Implementation Handout

B = BEFORE, Background
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	-Students orally or physically manipulating sounds and words
	PHONICS: -Students engaged in reading : letter/sounds, sounding out, blending and segmenting, sight words -Students writing related to phonics: dictation, sight words, word families, sentences
	FLUENCY: -Students reading text orally : chorally, in partners, individually (re-reading, reading to match tape or into "phone", Reader's Theater, fluency programs)
	COMPREHENSION: (Level: Literal or Inferential) -Students answering comprehension questions as reading, or as the teacher reads aloud in K and 1st (L or I) -Students generating questions (L or I) -Students telling partners or table mates answers (L or I) -Students writing responses to text or correcting written responses to program text -Students writing on graphic organizers -Students naming and using reading comprehension strategies .
	VOCABULARY: -Students engaged answering vocabulary questions about words, talking about word meanings, using vocabulary words -Students writing - using vocabulary words, processing meaning of vocabulary , using ELL strategies
	CENTERS/SEATWORK related to reading program: -Students working on practice or extension activities of previously taught skills

T = TEACHING directly

	PHONEMIC AWARENESS: Modeling or directly teaching sound manipulation, discrimination, rhyming
	PHONICS: Modeling or directly teaching decoding, blending & segmenting, sight words, multi-syllabics
	FLUENCY: Modeling and explaining accuracy, expression and rate correcting errors
	COMPREHENSION: - Modeling and explaining reading strategies ; ELL strategies, predict, compare/contrast, summarize, clarify, question, make connections, "Look-back", graphic organizers, meta-cognition - Activating prior knowledge or giving background information -Leading a read/discuss/read/discuss cycle -Asking high level comprehension questions - Responding to student discussion to increase comprehension or language
	VOCABULARY: - Teaching word meanings, word parts, multiple exposures and processing -Using ELL strategies
	RETEACHING: based on responses or data "look back" again, more explicit directions, more practice, explanation, directed discussion, explicit demonstration, different modeling, graphic organizers, ELL vocabulary strategies, multi-syllabic decoding, blending

T = TIME used efficiently

	Students enter and work on reading immediately.
	Reading routines/procedures previously taught: - Students move to reading activities quickly - Students transition fast from activity to activity -Students start all reading tasks immediately -Oral reading and correction procedures used
	Centers/Independent work routines previously taught: -Students know how to do each center -Students move from center to center quickly -Students start center tasks immediately -Students finish center tasks with quality
	Teacher has perky pace through transitions, explanations, direct instruction, & questions, uses think time, uses efficient cues
	Students answer simple questions chorally, and higher level questions to partners
	Teacher handles misbehavior appropriately and quickly

E = ENVIRONMENT supports reading

	Room is print rich: (Scan room for evidence of use) vocabulary posted with student friendly definitions and pictures word wall, alphabet/sound cards, concept board, classroom library, graphic organizers, strategy posters, objectives
	Visible celebrations or displays of student success in reading: scores/work posted
	Appropriate reading using computer technology
	Teacher and students have texts, papers, pencils, materials needed for reading work
	Room and furniture organization promotes reading instruction

R = RESULTS monitoring, feedback, and use of data

Wh	Sm	Teacher: instruction is based on data - Monitors student reading and responses, corrects errors - Adjusts pace, instruction, grouping based on responses (reteaches) - Provides immediate/additional feedback/intervention - Records progress in an accessible manner	Students: - Refer to own data/progress - Refer to grade level expectations - Monitor own work, self-correct - Adjust work pace or product
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Name _____ Grade _____ Date _____ Time in _____ Time out _____ Observer _____

Keepers: _____

Polishers: _____

Next time, I will be looking for these!