



PROFESSIONAL LEARNING COMMUNITIES FACILITATOR'S GUIDE

For the What Works Clearinghouse Practice Guide

***Foundational Skills to Support Reading for Understanding
in Kindergarten Through 3rd Grade***

U.S. Department of Education

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Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

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*Dimino, J. A., Taylor, M., & Morris, J. (2015). *Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide: Teaching academic content and literacy to English learners in elementary and middle school* (REL 2015–105). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

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Introduction

This facilitator’s guide is designed to assist professional learning communities (PLCs) in applying evidence-based strategies to help K-3 students acquire the language and literacy skills needed to succeed academically. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply the key ideas and strategies presented in the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide, produced by the What Works Clearinghouse™, an investment of the Institute of Education Sciences at the U.S. Department of Education. The knowledge and resources provided will assist educators in meeting kindergarten through third grade students’ instructional needs and the rigorous requirements of state college and career readiness standards. This guide provides teachers, reading coaches, principals, and other educators with instructional recommendations that can be implemented in conjunction with existing standards or curricula and does not recommend a particular curriculum. To gain the best results from this process, the PLC facilitator should have a copy of this guide and, prior to each session, should study the relevant section and prepare all the materials to ensure an efficient and productive learning experience.

Professional Learning Communities

PLCs are a form of professional development in which small groups of educators with shared interests work together with the goals of expanding their knowledge and improving their craft. Typically, a professional learning community consists of a team of teachers that meets regularly to learn new topics, share ideas, and problem solve. Teams determine the topics they want to learn and the methods they want to use to gain the knowledge. A team might read and discuss articles or books. A facilitator or team leader might guide the team in learning a new topic, perhaps through the use of professional development materials designed to walk the team through the content. Or a team might attend trainings or conferences on an area of interest or ask an expert to speak to the group.

PLC members often share the goal of improving student achievement by improving their own teaching practice. This shared interest brings coherence and continuous learning to their professional development (Vescio, Ross, & Adams, 2008). In a recent review of the research literature on learning communities, Vescio et al. (2008) note: “all combinations of individuals with any interest in schools are now calling themselves PLCs” (p. 82). Although the names and purposes of learning communities may vary, these groups commonly share a focus on learning, collaboration, and reflective dialogue.

Research on professional development practices suggest that in some cases PLCs can foster teacher learning (Borko, 2004; Buysse, Sparkman, & Wesley, 2003; Englert & Tarrant, 1995; Little, 2002; Wilson & Berne, 1999) and improve the professional culture of a school (Vescio et al., 2008). Professional development materials for use in PLCs have been developed to promote teacher learning on a variety of topics, such as mathematics

(University of Massachusetts, <http://www.umassmed.edu/rsrc/mlc/>) and vocabulary (Dimino & Taylor, 2009), with some evidence of success. The cited examples include several components of professional development that teachers invariably identify as effective—coherence across sessions, concreteness and specificity of discussions, and opportunities to link the principles to the realities of the teaching situation in the particular school or district (e.g., Desimone, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Humberman & Miles, 1984).

Forming Professional Learning Communities

There are no cut-and-dried rules for forming PLCs. A PLC may comprise teachers from the same grade level or from multiple grade levels. In middle schools, where departmentalization is a common practice, PLCs may be formed according to subject area. PLCs may also consist of teachers from different schools within a district.

PLC Facilitators

Similar to the rules for forming PLCs, there are no hard and fast rules for choosing PLC facilitators. Given the rich content in literacy instruction addressed in this guide, ideally an educator with a strong literacy background and good communication skills should serve as the facilitator. It is also important that facilitators be regarded as leaders in their schools and have the ability to relate well to adult learners. However, there may be groups who decide that the role of facilitator should rotate among participants of the PLC.

Instructional Coaches and Mentor Teachers

There may be occasions where a PLC includes instructional coaches and/or mentor teachers. In many districts, coaches and mentors are support staff who work outside the classroom and, thus, do not teach classes of their own. At the end of each session in this guide, PLC participants are asked to prepare a lesson to practice the strategies they have learned during the session. If any PLC participants are support personnel, such as coaches or mentors, they will need to collaborate with classroom teachers to teach or co-teach the lesson to students.

Five-Step Process for PLC Sessions

This facilitator's guide uses a five-step process for collaborative learning. The process was adapted from Wald and Castleberry's (2000) five stages of work for teams, or groups, engaging in a collaborative learning cycle. The five stages represent an inquiry-action cycle that encourages teams to **debrief, define, explore, experiment, and reflect and plan**. Explanations of these steps are provided in Exhibit 1 to assist facilitators in guiding PLC participants as they learn and apply the information in the *Foundational Skills to Support Reading for Understanding for Kindergarten Through 3rd Grade* practice guide (foundational skills practice guide). As the group explores the practice guide's recommendations and How-to steps, it is important to follow this five-step process.

Exhibit 1: Five-Step Process for PLC Sessions**Debrief**

Ask the group to share the instructional strategies and activities that they implemented in their classrooms and to explain how students responded, both orally and in writing. Next, ask participants to share how they might change or adapt their lessons to increase student learning.

**Define Session Goals**

Identify the focus and the specific goals of the session.

**Explore New Practices and Compare Them to Current Practices**

Access participants' background knowledge and experiences related to the topic of the session. Move into new learning by discussing specific features of each recommendation along with the supporting evidence. Compare current practices with newly learned concepts.

**Experiment with Newly Learned Strategies**

Collaborate with participants to practice applying activities and strategies that were addressed in the practice guide.

**Reflect and Implement**

Guide the group in thinking about how the new learning relates to their previous knowledge and practice. Then, as a group, plan how the activities and strategies studied will be implemented in participants' classrooms prior to the next PLC session. Remind the group to be prepared at the start of the next session to share their experiences in implementing the strategies.

Conducting the PLC Sessions

The purpose of this facilitator's guide is to provide PLC facilitators with a game plan for conducting each session. The directions provided include guidance for facilitators, but typically, specific language or a script is not provided, as this defeats the purpose of a PLC. The intent is for the facilitator to read the directions and use his or her own unique style to convey the information, discuss topics, explain activities, and so forth. Reading the directions verbatim to the group is not recommended, as doing so may reduce participants' active engagement. It is recommended that the facilitator print this guide double-sided, in color, and place in a three-ring binder.

When answers to discussion questions are from the foundational reading skills practice guide, they are noted in this guide in parentheses and in italics following each discussion question. If no answer is indicated, then answers will vary depending on participants' knowledge and experience. This guide also includes space for the facilitator to take notes. To prepare for each session, facilitators should read the complete section on that session in this guide as well as the related portion of the foundational reading skills practice guide. In addition, facilitators should study and prepare all handouts and gather any other needed materials.

Finally, a participant's guide includes the activities in which the participants engage during PLC sessions. It is recommended that each participant print the participant's activities and place it in a three-ring binder. All PLC materials are available electronically for your convenience at <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4541>.

Small-Group and Whole-Group Activities

Each session includes small-group and whole-group activities. Small-group activities give participants an opportunity to work in pairs or triads before sharing with the entire group. These two types of activities are clearly explained in this facilitator's guide.

Videos

This PLC includes the use of multiple online videos, therefore an internet connection is required during the sessions. These videos illustrate the practices presented in selected How-to steps in the foundational reading skills practice guide. Viewing Guides are provided to help PLC participants process these videos. When videos are viewed, PLC participants will share their reflections guided by discussion questions. Key points aligned to each video are noted in call out boxes to assist the facilitator in focusing the discussion. The videos are available online at <https://www.youtube.com/playlist?list=PLVHqsnePfuLo3KA8dspX6558xwZxVr2rB>.

Timeline for Completing the Sessions

The timeline for completing this set of learning sessions is flexible. To address the content of the four recommendations in the foundational reading skills practice guide, this facilitator's guide presents a total of ten 75-minute sessions. However, some PLCs may want to take longer to discuss certain topics in more depth. Alternatively, if 75 minutes is not available to complete an entire session, PLCs could decide to divide a session into shorter time segments.

The number of sessions allocated to address each practice guide recommendation is listed in Table 1. However, the session breakdown shown is only a suggested timetable. Please note that there is a brief introductory session that can be used prior to conducting Session 1. Another option is to add the introductory session to the beginning of the Session 1.

The foundational reading skills practice guide presents four recommendations for teaching students to read in grades K-3. Recommendation 1: Academic Language and Recommendation 3: Decode, Analyze, Write, and Recognize Words include three sessions each. Recommendation 2: Phonological Awareness and Letter–Sounds and Recommendation 4: Fluency and Reading Comprehension include two sessions each.

This facilitator’s guide is structured by the developmental progression of learning to read represented in the practice guide. Therefore, it is recommended that PLCs complete the sessions in sequential order, beginning with the introductory session.

Table 1: Overview of the PLC Sessions

Recommendation	PLC Session	PLC Topic
	Introductory Session	Introduction to the Practice Guide
1: Academic Language	1	Inferential Language
	2	Narrative Language
	3	Academic Vocabulary
2: Phonological Awareness and Letter–Sounds	4	Segments of Sound in Speech
	5	Letter–Sound Relations Letter–Sound and Phonemic Awareness Link
3: Decode, Analyze, Write, and Recognize Words	6	Blending Common Sound–Spelling Patterns
	7	Common Word Parts Decodable Words
	8	High-Frequency Words Non-Decodable Words
4: Fluency and Reading Comprehension	9	Accurate & Efficient Word Identification Self-Monitor & Self-Correct
	10	Oral Reading with Feedback



Vacuum

A Handful of Pennies

$3 \cdot 10 + 1 = 31$ $10 + 1 = 11$ $2 \cdot 10 + 6 = 26$
 $3 \cdot 50 + 2 \cdot 50 + 5 = 50 + 3 = 60 + 2 = 63$
 $10 + 3 = 13$ $10 + 1 = 11$ $2 = 20$

Mm Nn Oo Pp Qq Rr Ss



Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide



Laptop, screen, speakers, and internet access



Chart paper/whiteboard and markers



Sticky notes

1. Professional learning communities (PLCs) may vary in how they go about working together as a group. If you have an established PLC, take some time to review the ground rules. If this is your first experience working with a PLC, discuss the topics below before beginning the session:
 - Roles and responsibilities of participants (e.g., facilitator, recorder, timekeeper) and whether these roles will rotate among participants from session to session.
 - Ground rules
 - Time allocated to each session
 - Schedule for completing the 10 (or more) sessions

2. Identify and explain the five-step process that will be used during the PLC sessions:

Step 1: Debrief

Participants will share the instructional strategies and activities that they implemented in their classrooms as a follow-up to the previous PLC session and explain how students responded, both orally and in writing. Participants will then share how they might change or adapt their lessons to increase student learning.

Step 2: Define Session Goals

The group will identify and discuss the focus and specific goals of this session.

Step 3: Explore New Practices and Compare Them to Current Practices

The group will access prior knowledge and experiences related to the topic of the session. Participants will move into new learning by discussing specific features of each recommendation along with the supporting evidence. Participants will then compare current practices with newly learned concepts.

Step 4: Experiment with Newly Learned Strategies

With the facilitator's guidance, the group will practice applying activities and strategies addressed in the practice guide.

Step 5: Reflect and Plan

With the facilitator's guidance, the group will think about how the new learning relates to their previous knowledge and practice. The group will then plan how to implement the activities and strategies in their classrooms prior to the next PLC session. Participants will be instructed to be ready at the start of the next session to share their experiences in implementing the strategies.

3. Take time to focus the group's attention on the goals of the ten PLC sessions:
 - To build an awareness of the content in the foundational reading skills practice guide
 - To apply the research-based teaching practices to help K-3 students acquire the language and literacy skills needed to be independent, successful readers.
4. Explain that the practice guide summarized the research on teaching foundational reading skills to students in kindergarten through third grades and is a companion to the guide, *Improving Reading Comprehension in Kindergarten through 3rd Grade* (<http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=14>). The foundational reading skills practice guide provides recommendations and How-to steps for implementing evidence-based teaching practices. The knowledge teachers acquire should prove useful as they strive to meet the rigorous requirements of state college and career readiness standards. In addition, the practice guide can serve as a resource for participants.
5. Use a jigsaw activity to have the team review the information in the introduction (pages 1-5) of the foundational reading skills practice guide. In a jigsaw activity, each participant is assigned a portion of the text to read silently and then summarize for the group. This activity will help the team understand the development of the practice guide, preview the recommendations, and review the summary of supporting research.

If further explanation seems necessary, highlight the following for the group: The foundational reading skills practice guide provides recommendations intended to describe the essential components of good classroom instruction for English-speaking general education students and provide teachers with deep knowledge and shared understanding of these critical components.

6. Have the group examine in more depth the overview of the recommendations and How-to steps on page 2 of the practice guide. Create a poster-sized chart of this information to display at each session as a way to help PLC participants remain focused on the purpose of their work.
7. Lead the group in a brief walk-through of the remainder of the practice guide. Make sure each participant has sticky notes. As you proceed through the overview, participants should place a sticky note on the first page of each section and label the note to indicate the topic. These notes will help participants quickly find what they need until they become familiar with the practice guide. Table 2 provides an overview of the practice guide and suggests labels for each section.

Table 2: Overview of the Foundational Reading Skills Practice Guide

Section/Topic (Page)	Description
Title Page (page i)	Lists the panel members, research staff, and other contributors for the practice guide.
Table of Contents (page iii)	Lists the main sections, tables, and exhibits in the guide. (Label: Table of Contents)
Introduction (page 1)	Provides background on the practice guide's development, the overarching themes of the guide, a list of the recommendations, a summary of supporting research, how to use the guide, and the alignment of the guide with existing practice guides. (Label: Introduction)
Overview of Recommendations (pages 2)	Lists the practice guide's four recommendations and the How-to steps for carrying out each one in the classroom. These How-to steps provide the nuts and bolts, giving specific ideas and teaching strategies for each recommendation. (Label: Overview of Recommendations)
IES Levels of Evidence for Practice Guides (page 3)	A table shows the level of evidence for each recommendation. In brief, the practice guide uses three ratings— <i>strong</i> , <i>moderate</i> , and <i>minimal</i> —to describe the level of research evidence available to support a given recommendation. (Label: Levels of Evidence)
Recommendations 1-4 (page 6)	<p>Each recommendation includes a description, a summary of the level of evidence, and How-to steps for carrying out the recommendation in the classroom. Each How-to step presents supporting examples and visuals. At the end of each recommendation, there is a section on potential obstacles and the panel's advice to overcome the obstacles to help address questions and concerns readers may have.</p> <ul style="list-style-type: none"> • <i>Recommendation 1 (page 6)</i>: Teach students academic language skills, including the use of inferential and narrative language, and word knowledge. (Label: Recommendation 1: Academic Language) • <i>Recommendation 2 (page 14)</i>: Develop awareness of the segments of sound in speech and how they link to letters. (Label: Recommendation 2: Phonological Awareness and Letter–Sounds) • <i>Recommendation 3 (page 22)</i>: Teach students to decode words, analyze word parts, and write and recognize words. (Label: Recommendation 3: Decode, Analyze, Write, and Recognize Words) • <i>Recommendation 4 (page 32)</i>: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Label: Recommendation 4: Fluency and Reading Comprehension)
Glossary (page 38)	Provides a glossary of terms. (Label: Glossary)
Appendices (page 43)	<ul style="list-style-type: none"> • <i>Appendix A (page 43)</i>: Provides more detail about how the Institute of Education Sciences chooses topics for practice guides, how the guides are developed, levels of evidence, and how expert panels come to consensus on recommendations. (Label: Appendix A-Practice Guides) • <i>Appendix B (page 47)</i>: Provides biographical information for the panel members and research staff. (Label: Appendix B-Bios) • <i>Appendix C (page 51)</i>: Addresses disclosure of panel members' potential conflicts of interest. (Label: Appendix C-Disclosures) • <i>Appendix D (page 52)</i>: Discusses the rationale for evidence ratings. (Label: Appendix D-Evidence Ratings)
References (page 91)	Provides bibliographical entries for the practice guide. (Label: References)

8. Assist the group in gaining additional familiarity with the foundational reading skills practice guide through the following activities:

- a. To prepare the team for reading about the levels of evidence assigned to the recommendations, provide the following explanation of what it means to achieve rigorous standards of research:

This foundational reading skills practice guide is based on the same standards of research evidence used in fields such as medicine and public health. First, the evidence must come from one of two types of studies—a randomized controlled trial or a quasi-experimental research study. In a randomized controlled trial, students, classes, or even schools are randomly assigned to either an experimental or a control group. In contrast, in a quasi-experimental research study, students, classes, or schools are not randomly assigned; however, the researchers demonstrate that the groups are equivalent at the study's start. Second, in addition to the evidence coming from one of these two types of studies, the study's results must show a positive impact on student learning on one or more valid outcome measure.

- b. Explain that the levels of evidence and the criteria for each of the three ratings (*strong*, *moderate*, and *minimal*) are described in Appendix A on pages 43-46 of the foundational reading skills practice guide. Have participants read these pages. Then ask participants to share out their understanding of the key aspects of the three levels of evidence. It is important to note that a minimal evidence rating does not indicate that the recommendation is any less important than other recommendations with a strong or moderate evidence rating. It indicates that more research is needed in this area.
 - c. Examine Table 1.1 on page 3 of the practice guide as a group. Ask the participants, in light of what they have learned about levels of evidence, to react to the information presented in the table, including any levels of evidence that may surprise them. Share your understanding of the critical issue regarding the importance of a recommendation with a minimal rating.
9. Assign the group pages 6-9 of the practice guide to read for the next session.

Recommendation 1

Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

- * **How-to Step 1: Engage students in conversations that support the use and comprehension of inferential language.**

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 6-9



Activity 1: Inferential Language Examples
Activity 2: Developing Inferential Language
Activity 3: Prepare to Share



Video 1: Inferential Language, Read Aloud & Discussion, Grades K/1
Video 2: Inferential Language, Read Aloud & Discussion, Grade 3



Debrief

Review the goals discussed in the introductory session. Ensure each participant has the PLC Participant's Activities and the *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* practice guide.



Define Session Goals

1. Read Recommendation 1 and How-to Step 1 out loud to the group.
2. Ask the group to discuss initial thoughts or questions about Recommendation 1 and the first How-to step.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Working in small groups of two or three, have the participants share what they currently do to engage students in conversations about topics beyond their immediate context (i.e., inferential language). In other words, share what they currently do to help students make predictions, reason, problem-solve, etc.
2. Lead a whole-group discussion of the challenges that arise in teaching students to use inferential language.

Move into New Learning

3. Ask the group to read and discuss the summary of evidence paragraph found on pages 7-8 of the practice guide. (*The research supports teaching academic language skills, specifically, inferential language, narrative language, and academic vocabulary.*)

Remind the group that a minimal evidence rating does not indicate that the recommendation is any less important than other recommendations with a strong or moderate evidence rating. It indicates that more research is needed in this area.

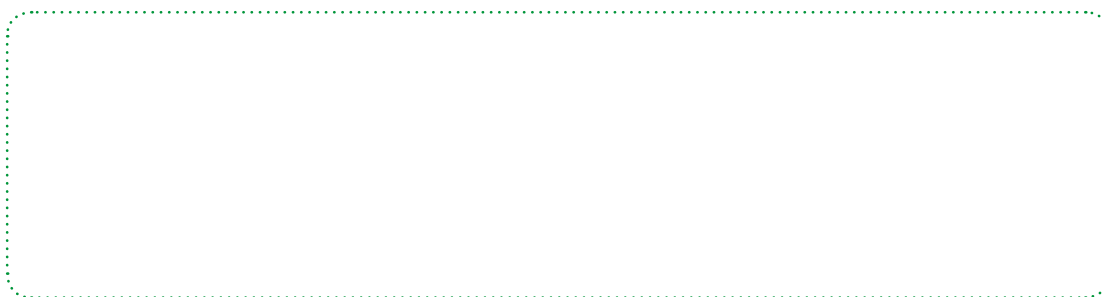
4. Ask the group at which grade level(s) should we teach academic language? (*K-3.*)
5. Ask the group to review Example 1.1 on page 7 of the practice guide. Discuss how academic language skills and social-language skills differ. (*Academic language skills usually require instruction while social-language skills are typically developed informally, outside of school, through interactions with family and friends.*)
6. Ask the group to skim How-to Step 1 on pages 8-9 of the practice guide to refresh their memory of the importance of facilitating conversations that support the use and comprehension of inferential language. Discuss the following questions:
 - a. **What is inferential language?** (*Inferential language focuses on topics removed from the here and now; moves beyond the immediate context.*)
 - b. **What are examples of what inferential language skills require students to do?** (*Examples: predict, reason, problem-solve, hypothesize, and/or contrast.*)
 - c. **What can you do to develop students' inferential language?** (*Teachers can engage students in conversations before, during, or after read alouds and implement other activities using higher-level thinking and open-ended questions. As students progress, teachers can ask increasingly complex questions.*)
 - d. **Review Example 1.2 on page 8 of the practice guide. What are other examples of open-ended questions for narrative/informational text?** (*Answers will vary.*)
 - e. **What are two things that a teacher should do when developing students' inferential language?** (*Model and prompt students.*)

Inferential Language

- f. Why is it important to model how to provide reasoned answers that fully address the question? *(Answers will vary.)*
- g. Why is it important to prompt students? *(Answers will vary.)*
- h. When students' inferential language develops, how can teachers extend their learning? *(Students can engage in small-group conversations with a designated student as the leader.)*

Compare Current Practice

- 7. Ask the group to review and discuss the potential obstacles to implementing Recommendation 1 and the panel's advice on page 13 of the practice guide.
- 8. Ask the group to discuss obstacles they have experienced and ways in which they have overcome them.



Experiment with Newly Learned Strategies

- 1. Tell the group that they will analyze the classroom conversation found in Example 1.3 on page 9 of the practice guide. Ask the group to work in small groups to complete **Activity 1: Inferential Language Examples**.
- 2. Use the following questions to lead a whole group discussion:
 - a. How did the teacher model during this discussion? *(See 4th comment made by the teachers for an example.)*
 - b. How did the teacher prompt students to develop their inferential language? *(Answers will vary. The teacher modeled and prompted students to extend answers to questions.)*
 - c. Can you identify an open-ended discussion prompt the teacher used? *(Example: "What makes wild cats seem wild?") Give an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt. (Example: "Can you put the question and the answer together in one sentence?")*

Activity 1
Inferential Language Examples

Directions: Analyze the classroom conversation found in Example 1.3 of the practice guide on page 9. Write an example of how the teacher developed student inferential language in the second column.

The teacher...	Specific Examples (Practice Guide, Example 1.3, page 9)
modeled how to provide reasonable answers that fully address a question and demonstrate critical thinking.	
drew more information from a student who provided a limited response to the teacher's prompt.	
provided open-ended discussion prompts.	

Circle all the key statements made by Student 1. How could the teacher provide an inferential language prompt to these statements?

Inferential Language

d. Look at the last statements made by Student 1. How could the teacher provide an inferential language prompt to those statements? (Answers will vary.)

- Prepare to show the video(s) Inferential Language, Read Aloud and Discussion. Two grade-based videos are available for this title, as described in the table below. Choose the video that is closest to the grade-level span that the participants teach. Or, watch both videos. Ask participants to complete **Activity 2: Developing Inferential Language** as they watch the video.

Videos: Recommendation 1, How-to Step 1 (Inferential Language)

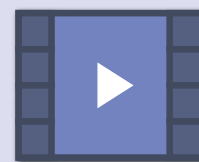
Video	Grade	Activity	Description	Length
1	K/1	Read aloud and discussion	<ul style="list-style-type: none"> Whole class 16 students Text: <i>Lions</i> Questions to facilitate discussion and elicit critical thinking 	5:13
2	3	Read aloud and discussion	<ul style="list-style-type: none"> Whole class 17 students Text: <i>I Want to Buy a Computer Game</i> Questions to facilitate discussion and elicit critical thinking 	5:25

- Before discussing the video and the handout, explain that the purpose was to demonstrate how inferential language can be developed through text-based discussions.
- Have the group discuss the following about the video:
 - What are examples of the teacher modeling how to provide reasonable answers that fully address a question and illustrate critical thinking?
 - Give an example of how the teacher drew more information from a student who provided a limited response to the teacher's prompt.
 - What are examples of the teacher providing open-ended discussion prompts?
 - What materials or resources did the teacher use?
 - What evidence of student learning did you notice during the lesson?
 - What did you notice about the degree to which the students appeared attentive and interested?

Activity 2
Developing Inferential Language
Grades K-1 or Grade 3

Directions: As you watch the video, analyze the discussion about the text. Write an example of how the teacher developed students' inferential language in the second column.

The teacher...	Specific Example(s) from the Video(s)
modeled how to provide reasonable answers that fully address a question and illustrate critical thinking.	
drew more information from a student who provided a limited response to the teacher's prompt.	
provided open-ended discussion prompts.	

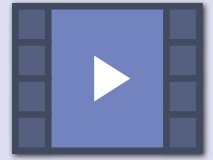


Key Points About Video 1 (Grade K/1)

Through discussion, the teacher:

- Modeled how to provide reasoned answers (e.g., "I like how you put the question and the answer together, you said, I can describe my cat as black and having sharp claws.")
- Drew more information from students who provided a limited response (e.g., "Tell your partner why you think a lion is a wild cat.")
- Asked open-ended questions (e.g., "How can you describe that cat?")
- Prompted students to add additional details to their answers (e.g., "You mentioned a cat going outside. What do you think would happen if a pet cat that is used to being inside, goes outside?")

Key Points About Video 2 (Grade 3)



Through discussion, the teacher:

- Drew more information from students who provided a limited response (e.g., “Emma, what in the text made you think that?”)
- Asked open-ended questions (e.g., “What would you have done if you were in Luis’ situation?”)
- Prompted students to answer in complete sentences (e.g., “As you are sharing today, I want you to be really careful to answer in complete sentences as well as use our discussion prompts to deepen our conversation.”)
- Prompted students to add additional detail to their responses (e.g., “Would someone like to add on to Lily’s thinking?”)



Reflect and Implement

Reflect

1. Is there anything you learned during this session that confirms or contradicts what you already knew about engaging students in conversations that support the use and comprehension of inferential language?
2. Brainstorm ideas about what strategies you would add or change to develop students’ inferential language.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce key concepts presented in this session, assign the following activity:
 - a. Select a text for a read aloud activity with the goal of developing students’ inferential language. Complete **Activity 3: Prepare to Share**.

Activity 3
Prepare to Share

Directions: Select a text for your read aloud activity. Use the table below to prepare inferential language discussion prompts. Describe how you will model how to provide reasoned answers that fully address the questions and describe critical thinking.

Title of text selection: _____

Brief description of the content: _____

Rationale for selecting this text: _____

Before the lesson:	
How I plan to model:	_____
Inferential language prompts I plan to use:	_____

What happened during the lesson?	
How I modeled:	_____
Examples of inferential language prompts I used and how students responded:	_____

Inferential Language

- b.** At the beginning of the next PLC session, each participant should be prepared to share the following:
 - The title of the text selection, its content, and why it was selected.
 - Discuss modeling how to provide reasoned answers that fully address the questions and illustrate critical thinking.
 - Discuss inferential language discussion prompts used.
- 6.** Assign the group pages 9-11 of the practice guide to read for the next session. Ask each participant to bring two student texts (story or factual) to the next session.



Recommendation 1

Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

- * **How-to Step 2: Explicitly engage students in developing narrative language skills.**

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 9-11



Activity 3: Prepare to Share (completed)
Activity 4: Narrative Language Skills Examples
Activity 5: Video Viewing Guide, Narrative Language Skills, Prediction
Activity 6: Video Viewing Guide, Narrative Language Skills, Retell
Activity 7: Video Viewing Guide, Narrative Language Skills, Main Idea
Activity 8: Video Viewing Guide, Narrative Language Skills, Cause & Effect
Activity 9: Narrative Language Skills Lesson Plan Template: Small Group
Activity 10: Narrative Language Skills Lesson Plan Template
Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect
Activity 11: Prepare to Share
Text (story or factual) to teach one of the following: prediction, retell, main idea, or cause and effect



Video 3: Narrative Language, Connectives
Video 4: Narrative Language, Prediction, Kindergarten
Video 5: Narrative Language, Retell, Grade 1
Video 6: Narrative Language, Main Idea, Grade 1
Video 7: Narrative Language, Cause & Effect, Grade 3



Debrief

Ask the group to use their completed **Activity 3: Prepare to Share** to debrief from Session 1. The activity was to select a text for a read aloud activity with the goal of developing students' inferential language. Use the following to guide the discussion:

1. Share the title of the text selection, its content, and why it was selected.
2. Discuss how you modeled for students how to provide reasoned answers that fully address the questions and illustrate critical thinking.
3. Discuss the inferential language discussion prompts used and how the students responded.

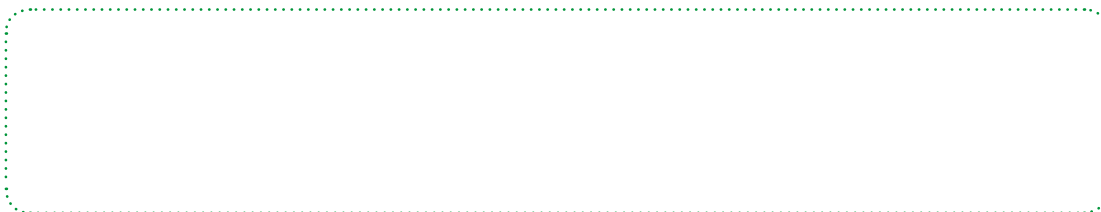
The form is titled "Activity 3: Prepare to Share". It contains the following sections:

- Directions:** Select a text for your next read aloud activity. Use the table below to prepare inferential language discussion prompts. Describe how you will model how to provide reasoned answers that fully address the questions and illustrate critical thinking.
- Title of text selection:** _____
- Brief description of the content:** _____
- Rationale for selecting this text:** _____
- Model the lesson:** _____
- How I plan to model:** _____
- Inferential language prompts I plan to use:** _____
- What I happened during the lesson? How I responded:** _____
- Examples of inferential language prompts used and how students responded:** _____



Define Session Goals

1. Review the major themes covered in Session 1:
 - a. Recommendation 1 addresses teaching students academic language. How-to Step 1 emphasizes engaging students in conversations that develop their inferential language. Inferential language focuses on topics removed from the here and now, requiring students to predict, reason, problem-solve, hypothesize, and/or contrast. Developing inferential language skills requires teachers to model how to provide reasoned answers that fully address the questions and illustrate critical thinking. It also requires teachers to implement discussion prompts during classroom discussions that encourage students to use inferential language skills to respond to those prompts.
2. Define the goal for Session 2 by reading How-to Step 2 out loud to the group. Explain that the goal of this session is to learn how to develop students' narrative-language skills, which includes connecting story grammar (e.g., setting, characters, plot, etc.) using grammatical and linguistic structures. We will learn about activities to engage students in narrative language skills.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to Step 2.





Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Ask participants to jot down their individual perceptions of what is meant by narrative language skills. Debrief with the group.
2. Working in small groups of two or three, have participants describe their current instructional practices for explicitly engaging students in developing narrative language skills and the degree to which they consider these practices to be effective.
3. Lead a whole-group discussion on the assumptions about student learning that drive participants' current practices and ask participants of each small group to share their thoughts with the whole group.
4. Discuss the challenges currently faced when it comes to developing students' narrative language skills.

Move into New Learning

5. Ask the group to skim the key ideas about How-to Step 2 on pages 9-11 of the practice guide to refresh their memory about the importance of explicitly engaging students in developing narrative language skills. Lead the group in discussing the following:
 - a. Look at Table D4 in Appendix D of the practice guide (page 65). Review the final column of the table to determine which How-to steps each study includes. Find studies that include 2 in the final column (this indicates How-to Step 2 was a part of the study). For example, Baker et al. (2013) includes How-to Steps 1, 2, and 3 and this intervention describes students retelling a book (see column 3 for a summary of the intervention). Discuss a few other studies in this manner.
 - b. On page 9, the practice guide states that it is important for beginning readers to develop narrative language skills to understand text and engage in discussions that extend across multiple sentences. Narrative language skills include the ability to organize information in a logical sequence and connect that information using complex grammatical structures. Review Example 1.4 on page 10. Create your own examples of each grammatical structure in the table at the top of **Activity 4: Narrative Language Skills Examples**. Share examples with the group. (*Answers will vary.*)
 - c. Key elements of narrative language are used to describe experiences or events and include elements of linguistic structure. Review Example 1.5 on page 10 of the practice guide. Create your own examples of linguistic structures in

Activity 4
Narrative-Language Skills Examples

Narrative language skills include the ability to organize information in a logical sequence, as well as connect that information using appropriate complex grammatical structures.

Complex Grammatical Structures		
Structure	Description	Example
Compound sentences	Two complete but related thoughts, joined by a conjunction.	
Subordinate clauses	A clause following a preposition that requires a primary clause and cannot stand on its own.	
Prepositional phrases	A phrase demonstrating the relationship between two subjects through a preposition.	
Adverbial clauses	A clause that modifies a verb, adjective, or adverb.	

Key elements of narrative language are used to describe experiences or events and include elements of linguistic structure.

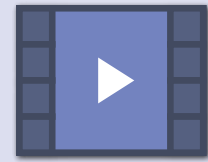
Elements of Linguistic Structure		
Element	Description	Example
Connectives	Using conjunctions, adverbs, and other devices to create connections between parts of a narrative.	
Noun phrases	Using noun phrases (e.g., article + adjective + noun) for general descriptions.	
Verb phrases	Reflecting verbs to denote the timing of events.	
Pronoun references	Providing clear references to persons.	

Narrative Language

the table at the bottom of **Activity 4: Narrative Language Skills Examples**. Share examples with the group. (*Answers will vary.*)

Discuss ways in which participants could use the tables on **Activity 4** as a resource to further students' narrative language skills. Do students need to master basic text-reading skills before they develop narrative language skills? (*No.*) Why not? (*A teacher can read a book to the students, for example, and then facilitate a discussion about the book.*)

6. Show Video 3: Narrative Language, Connectives. After viewing the video discuss the following:
 - a. **What are connectives?** (*Connectives are conjunctions, adverbs, and other devices used to create connections between parts of a narrative.*)
 - b. **Why are connectives important to teach?** (*Example: Connectives can help students connect their thoughts and engage in discussions that extend across multiple sentences.*)
 - c. **At which grade-level should teachers model connectives?** (*Teachers can model connectives at all grade levels.*)
 - d. **How might you incorporate teaching connectives to enhance students' narrative language skills?** (*Answers will vary.*)
7. The practice guide recommends engaging students in narrative language use through predicting or summarizing stories or factual information. Scaffolding is an important part of instruction. Describe to a partner, in your own words, how the practice guide recommends teaching students to summarize/predict. Remember to include examples of scaffolding in your description. Debrief with the whole group. (See pages 10-11 of practice guide.)
8. Prepare to show the Narrative Language Skills video(s). Four videos are available for this title, as described in the table below. Choose the video(s) that the group is most interested in learning more about or view all four. Remind the group that the videos are available online so they can review them on their own at their convenience.



Key Points About Video 4 (Prediction)

- Students developed narrative language skills by making predictions about a story read aloud by the teacher.
- The lesson was taught explicitly. The teacher modeled, provided examples of how to make predictions, and provided guided practice for students to make their own predictions.
- The teacher facilitated a whole group discussion and provided opportunities for students to discuss in pairs.
- The teacher scaffolded student responses by prompting students to use evidence from the text to support their predictions.

Key Points About Video 5 (Retell)

- Students developed narrative language skills by retelling information about a butterfly's life cycle from an article.
- The teacher facilitated a whole group discussion and provided opportunities for students to discuss in pairs.
- The teacher scaffolded instruction by using prompts (e.g., "What happened first...?" "What can you add to that...?")
- The teacher scaffolded instruction by providing a graphic organizer to help students organize the information from the article in a logical sequence.
- The teacher prompted students to connect their responses to events in the article. She encouraged students to use the text and "trigger words" (e.g., first, next) to sequence a butterfly's life in logical order.

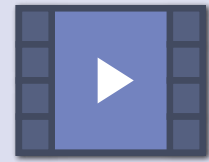


Narrative Language

Videos: Recommendation 1, How-to Step 2 (Narrative Language Skills)

Video	Grade	Activity	Description	Length
4	K	Prediction	<ul style="list-style-type: none"> • Whole Class • 20 students • Text: <i>The Mitten Tree</i> by Candace Christiansen • Prediction Questions 	5:00
5	1	Retell	<ul style="list-style-type: none"> • Whole Class • 16 students • Text: <i>Butterfly's Life</i> by Linda Ruggieri • Graphic Organizer 	5:15
6	1	Main Idea	<ul style="list-style-type: none"> • Whole Class • 18 students • 2 pictures • Smart board 	5:24
7	3	Cause & Effect	<ul style="list-style-type: none"> • Whole Class • 16 students • Text: <i>Backpacks Mean Backaches</i> • Graphic Organizer 	7:13

9. Before showing each video, briefly review the directions on the accompanying video viewing guide (**Activities 5, 6, 7, & 8**). Have the group complete each activity as they watch each video. After watching each video, lead a discussion about the characteristics present in the lesson and specific examples of narrative language use. Use the following questions to guide each discussion:

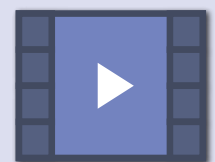


Key Points About Video 6 (Main Idea)

- Students developed narrative language skills by determining the main idea of pictures.
- The teacher taught the lesson explicitly by explaining why we find the main idea and how it will help with reading. She provided and explained three steps to find the main idea. She also provided guided and independent practice.
- The teacher facilitated a whole group discussion as well as opportunities for students to discuss in pairs. As students talked in pairs, she listened and provided feedback in the form of prompts.

Key Points About Video 7 (Cause & Effect)

- Students developed narrative language skills by finding the cause and effect in an article about backpacks.
- The teacher ensured student learning by teaching the lesson explicitly. She provided examples of cause and effect, taught clue words to look for cause and effect, and provided guided and independent practice. She also modeled and provided guided practice on how to color code text to analyze it for cause and effect.
- The teacher facilitated a whole group discussion as well as provided opportunities for students to talk in pairs. As students talked in pairs, she listened and provided feedback in the form of prompts.
- The teacher provided scaffolding in the form of prompts: "The cause doesn't always go at the beginning of the sentence." "What came first, backaches or the heavy backpacks?"



Narrative Language

- a. What did students learn?
- b. Was there evidence of narrative language use?
- c. What steps did the teacher take to ensure student learning?
- d. How was the lesson taught explicitly?
- e. How was feedback provided to the students?
- f. What materials or resources did the teacher use?
- g. What did you notice about the degree to which the students appeared attentive and interested?

Compare Current Practice

10. Ask the group what ways their teaching practices are similar to or different from those shown in the Narrative Language Skills video(s), in which the teacher provided explicit instruction to develop narrative language skills through lessons about:
 - a. Prediction
 - b. Retell
 - c. Main Idea
 - d. Cause & Effect
11. Ask the group if, in light of what they have learned from the video(s), are there any changes or additions they might make to their instruction to develop narrative language skills. Do these changes or additions seem feasible to you?

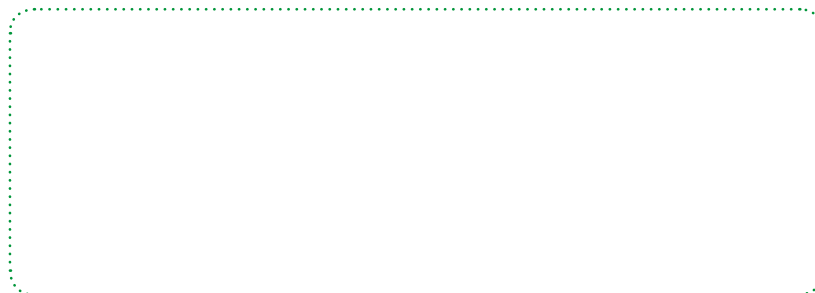


Experiment with Newly Learned Strategies

1. Organize participants into small groups of two or three and have each group use **Activity 9: Narrative Language Skills Lesson Plan Template: Small Group** to develop a lesson plan for teaching narrative language skills explicitly. Each group will choose a story or factual text and one of the following: prediction, retell, main idea, or cause and effect and use the template to describe how they would teach narrative language skills using the selected text.

Narrative Language

- To debrief, have each small group share their lesson plan with the whole group. Focus discussion on how elements of linguistic structure and complex grammatical structure were incorporated into the lesson. Also, discuss scaffolding techniques.



Activity 9

Narrative-Language Skills Lesson Plan Template: Small Group

Grade Level _____

Select one focus: prediction, retell/summary, main idea, cause & effect _____

Text and Materials _____

Whole Group or Small Group _____

Teaching Procedure (include scaffolding techniques) _____

How elements of English structure and complex grammatical structure are incorporated _____

Describe how student learning is measured _____

Reflect and Implement

Reflect

- Is there anything you learned during this session that either confirms or contradicts what you already knew about explicitly engaging students in developing narrative language skills?
- Brainstorm ideas about what strategies you would add or change to develop students' narrative language skills.
- Discuss ideas for how to implement these additional strategies.
- What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Activity 10

Narrative-Language Skills Lesson Plan Template

Grade Level _____

Select one focus: prediction, retell/summary, main idea, cause & effect _____

Text and Materials _____

Whole Group or Small Group _____

Teaching Procedure (include scaffolding techniques) _____

How elements of English structure and complex grammatical structure are incorporated _____

Describe how student learning is measured _____

Implement

- To reinforce the key concepts presented in this session, assign the following activity:
 - Using **Activity 10: Narrative Language Skills Lesson Plan Template**, each participant should develop a lesson plan to teach narrative language skills explicitly. Participants should then teach their lesson to students.
 - Each participant should complete **Activity 11: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond the following:
 - Which skill did you select: prediction, retell/summary, main idea, cause & effect?
 - Which text did you select and why? What other materials did you use?
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold instruction?
 - How did you measure student learning?

Activity 11

Prepare to Share

Directions: To reinforce the key concepts presented in this session, use Activity 10: Narrative Language Skills Lesson Plan Template to develop a lesson and then teach it for your students. Then complete the items below to reflect on the debrief segment of the next PLC session.

Which skill did you select: prediction, retell/summary, main idea, cause & effect? _____

Which text did you select and why? What other materials did you use? _____

Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them. _____

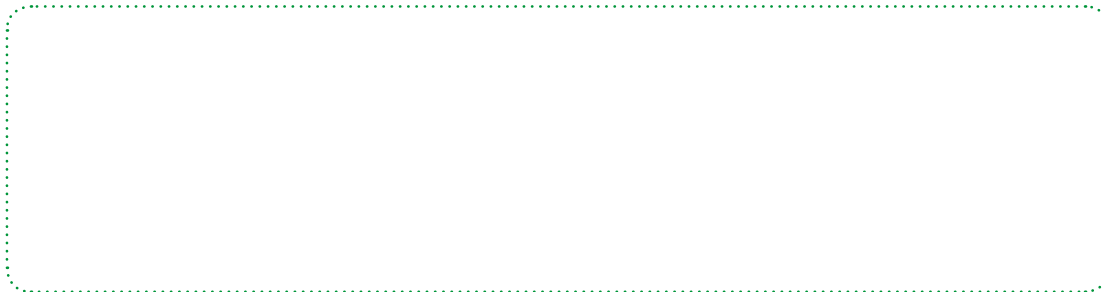
Describe the lesson you taught. How did you explicitly incorporate elements of linguistic structure and complex grammatical structure into the lesson? _____

How did your students respond to your instruction? How did you scaffold instruction? _____

How did you measure student learning? _____

Narrative Language

- Did you teach the lesson in small or whole group?
 - Describe the lesson you taught. How did you explicitly incorporate elements of linguistic structure and complex grammatical structure into the lesson?
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold instruction?
 - How did you measure student learning?
6. Assign the group pages 11-12 of the practice guide to read for the next session. Also, ask each participant to bring a brief, engaging student text.



Academic Vocabulary in the Context of Other Reading Activities

Recommendation 1

Teach students academic language skills, including the use of inferential and narrative language, and word knowledge.

- * **How-to Step 3: Teach academic vocabulary in the context of other reading activities.**

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 11-12



Activity 11: Prepare to Share (completed)
Activity 12: Video Viewing Guide, Academic Vocabulary in Text
Activity 13: Academic Vocabulary Lesson Plan Template
Activity 14: Prepare to Share
Brief engaging text



Video 8: Morphology
Video 9: Academic Vocabulary in Text



Debrief

Ask the group to use their completed **Activity 11: Prepare to Share** to debrief from Session 2. The activity was to develop a lesson plan to teach narrative language skills explicitly and then implement that lesson with students. Use the following questions to guide the discussion:

1. Which skill did you select: prediction, retell/summary, main idea, cause & effect?
2. Which text did you select and why? What other materials did you use?
3. Did you teach the lesson in small or whole group?
4. Describe the lesson you taught. How did you explicitly incorporate elements of linguistic structure and complex grammatical structure into the lesson?

Activity 11
Prepare to Share

Directions: To reinforce the key concepts presented in this session, use **Activity 10: Narrative Language Skills Lesson Template** to develop a lesson and then teach it to your students. Then complete the items below in order to during the debrief segment of the next 10 session.

Which skill did you select: prediction, retell/summary, main idea, cause & effect?

Which text did you select and why? What other materials did you use?

Did you teach the lesson in small or whole group?

Describe the lesson you taught. How did you explicitly incorporate elements of linguistic structure and complex grammatical structure into the lesson?

Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

How did your students respond to your instruction? How did you scaffold instruction?

How did you measure student learning?

Academic Vocabulary in the Context of Other Reading Activities

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
6. How did your students respond to your instruction? How did you scaffold instruction?
7. How did you measure student learning?



Define Session Goals

1. Review some of the major themes covered in Session 2:
 - a. Recommendation 1 addresses teaching students academic language. How-to Step 1 emphasizes engaging students in conversations that develop their inferential language. Inferential language focuses on topics removed from the here and now, requiring students to predict, reason, problem-solve, hypothesize, and/or contrast. Developing inferential language skills requires teachers to model how to provide reasoned answers that fully address the questions and illustrate critical thinking. It also requires teachers to implement discussion prompts during classroom discussions that encourage students to use inferential language skills to respond to those prompts.
 - b. How-to Step 2 stresses the importance of engaging students in developing narrative language skills. Narrative language skills include the ability to organize information in a logical sequence and connect that information using complex grammatical structures (e.g., compound sentences, subordinate clauses, prepositional phrases). Key elements of narrative language are used to describe experiences or events and include elements of linguistic structure (e.g., connectives, noun phrases, pronoun references).
2. Define the goal for Session 3 by reading How-to Step 3 out loud to the group. Explain that the goal of this session is to explore ways to make academic vocabulary an integral part of students' reading, writing, speaking, and listening.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to Step 3.



Academic Vocabulary in the Context of Other Reading Activities



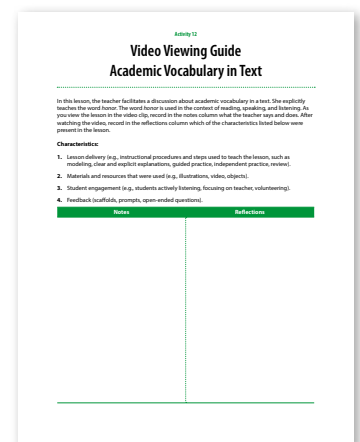
Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Ask the group to take a minute to jot down their individual perceptions about what it means to teach academic vocabulary in the context of other reading activities. Debrief with the group.
2. Organize participants into small groups of two to three. Ask each small group to describe their current instructional practices for explicitly teaching academic vocabulary in the context of reading activities and then discuss the degree to which they consider these practices to be effective.
3. Lead a whole group discussion on the assumptions about student learning that drive participants' current practices and ask each small group to share their thoughts with the whole group. What challenges are you currently facing when it comes to teaching academic vocabulary in the context of reading activities?

Move into New Learning

4. Ask the group to skim How-to Step 3 on pages 11-12 of the practice guide to refresh their memory of the importance of teaching academic vocabulary in the context of other reading activities. Lead the group in discussing the following:
 - a. Ask the group to review Table D.4 on page 65 in Appendix D. Review the last column to determine which studies include How-to Step 3 (the last column will include "3"). Review and discuss the description of those interventions (column 3). What are specific examples from these studies of teaching academic vocabulary in the context of other reading activities?
 - b. The practice guide states that academic vocabulary consists of words that are common in writing and other formal settings and that students need to learn to understand written text. Academic vocabulary frequently appears in instructions for assignments and activities across subject areas. Examples of academic vocabulary include: *listen, examine, locate, define, select, contrast, estimate, and concentrate*. Ask the group to list a few more academic vocabulary words. Academic vocabulary can also include stock phrases that are uncommon in speech, such as the phrase *away they went*. Ask the group to list a few other examples of stock phrases.
 - c. Ask the group to review the first three paragraphs under this How-to Step on page 11 in the practice guide.

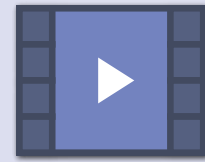


Academic Vocabulary in the Context of Other Reading Activities

- i. Which words are recommended to teach? (*Words that are relevant in many subject areas and words that support content that students are reading and learning.*)
 - ii. What does the panel suggest about a common set of vocabulary words? (*The panel suggests that schools or grade-level teams develop a common set of vocabulary words that align with reading selections and curriculum standards for the year. Words should appear frequently across the year in a variety of contexts and are likely unfamiliar to most students. The common set of words can draw on lists of academic vocabulary and common root words.*)
 - d. Discuss how to teach these words and phrases explicitly. Review Example 1.6: Academic vocabulary instruction on page 12 and discuss this instructional strategy. Ask the group to describe some ways they identify academic vocabulary words to teach and about ways in which they explicitly teach academic vocabulary in the context of other reading activities.
5. Morphology refers to the knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes, and/or roots and base words). Teaching morphology to students is one way to help them understand academic vocabulary. Show Video 8: Morphology. After viewing the video discuss the following:
- a. **What is morphology?** (*Morphology is the knowledge of meaningful word parts in a language.*)
 - b. **What are examples of morphology?** (*Typically, morphology refers to the knowledge of prefixes, suffixes, and/or roots, and base words.*)
 - c. **At which grade-level should teachers model morphology?** (*Morphology can be taught at first, second, and third grades.*)
 - d. **How might you incorporate teaching morphology to enhance students' academic vocabulary?** (*Answers will vary.*)
6. Prepare to show Video 9: Academic Vocabulary in Text. The context of the video is described in the table below. Briefly review the directions on **Activity 12: Video Viewing Guide, Academic Vocabulary in Text**. Have participants complete the activity as they watch the video.

Video: Recommendation 1, How-to Step 3 (Academic Vocabulary in Text)

Video	Grade	Activity	Description	Length
9	2	Academic Vocabulary in Text	<ul style="list-style-type: none"> • Whole Class • 17 students • Text: <i>Coins!</i> 	6:54



Key Points About Video 9 (Academic Vocabulary in Text)

- The students developed narrative language skills by participating in a discussion about the article, *Coins!*
- The teacher facilitated a whole group discussion as well as opportunities for students to talk in pairs.
- The teacher used prompts (e.g., "Coins are ____.") to guide the discussion. She also referred to the prompts listed on chart paper (e.g., "I agree with ____ and also think ____.") to help students continue the conversation.
- Students used the text to support their responses.
- Students determined the meaning of the word *debate* by reading the article. The teacher explained that sometimes the definition of a word is provided in the text to help us understand that word.
- The teacher taught the word *honor* explicitly by providing a student-friendly definition and examples of the word. Students related the word *honor* to their own experiences by including it in a sentence of their own. Students read the word in the article and also posted it on the word wall for future use in their writing and discussions.

Academic Vocabulary in the Context of Other Reading Activities

7. Before discussing the video, explain that its purpose was to demonstrate how to explicitly teach academic vocabulary in the context of reading, speaking, and listening. Discuss the characteristics present in the lesson by having the group share their reflections from the activity. Discuss how the teacher taught academic vocabulary in text. Then, discuss the following questions about the video:
 - a. What did students learn?
 - b. What steps did the teacher take to ensure student learning?
 - c. How was the lesson taught explicitly?
 - d. How was feedback provided to the students?
 - e. What materials or resources did the teacher use?
 - f. What did you notice about the degree to which the students appeared attentive and interested?

Compare Current Practice

8. Discuss the following:
 - a. In what ways are your teaching practices similar to or different from those shown in the video *Academic Vocabulary in Text*?
 - b. In light of what you have learned, are there any changes or additions you might make to your academic vocabulary instruction?
 - c. Do these changes or additions seem feasible to you?



Experiment with Newly Learned Strategies

1. Review the example of how the word *investigate* can be taught explicitly in Example 1.6 on page 12 of the practice guide. Organize the group into small groups of two to three and have each group use **Activity 13: Academic Vocabulary Lesson Plan Template** to develop a lesson plan for teaching an academic vocabulary word explicitly. The lesson plan should include a student-friendly definition, examples, discussion

Activity 13

Academic Vocabulary Lesson Plan Template

Title of the text: _____

Target word: _____

Student-friendly definition: _____

Examples (include examples from the text): _____

Discussion prompts to increase use of the target word after reading the text: _____

Describe how you will incorporate structured student discussion, writing activities, and other activities that increase students' exposure to and engagement with the target word throughout the year: _____

Academic Vocabulary in the Context of Other Reading Activities

prompts, and activities to increase students' exposure to and engagement with the target word throughout the year.

Each small group should determine which academic vocabulary word they plan to teach. The small groups may all develop lessons for the same word or for different words.

2. To debrief, have each small group share out the following:
 - a. Identify the academic vocabulary word you selected and read the student-friendly definition you developed. Did anyone have a different definition?
 - b. Give an example of the word. Any other examples?
 - c. Describe the lesson you developed, including discussion prompts to increase use of the target word after reading the text.
 - d. Describe how you integrated structured student discussions, writing activities, and other activities that increase students' exposure to and engagement with the target word.



Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about planning academic vocabulary instruction?
2. Brainstorm ideas about what strategies you would add or change as you plan to teach academic vocabulary in the context of other reading activities.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Academic Vocabulary in the Context of Other Reading Activities

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should choose a brief, engaging text and select 2-3 academic vocabulary words to explicitly teach to help students comprehend the text.
 - b. Use the format from **Activity 13: Academic Vocabulary Lesson Plan Template** to develop a lesson designed to teach the selected academic vocabulary words. Teach the lesson to students.
 - c. Each participant should complete **Activity 14: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - List the words you selected to teach and explain why you chose them.
 - Describe the lesson you taught.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction?
 - How did the use of student-friendly definitions, examples, discussion prompts, and activities to promote word-learning help your students comprehend the text?
 - Describe how you incorporated structured discussion, writing, and other activities to increase students' exposure to and engagement with the target words.
6. Assign the group pages 14-18 of the practice guide to read for the next session.

Activity 13
Academic Vocabulary Lesson Plan Template

Title of the text: _____

Target word: _____

Student-friendly definition: _____

Examples (include examples from the text): _____

Discussion prompts to increase use of the target word after reading the text: _____

Describe how you will incorporate structured student discussion, writing activities, and other activities that increase students' exposure to and engagement with the target word throughout the year: _____

Activity 14
Prepare to Share

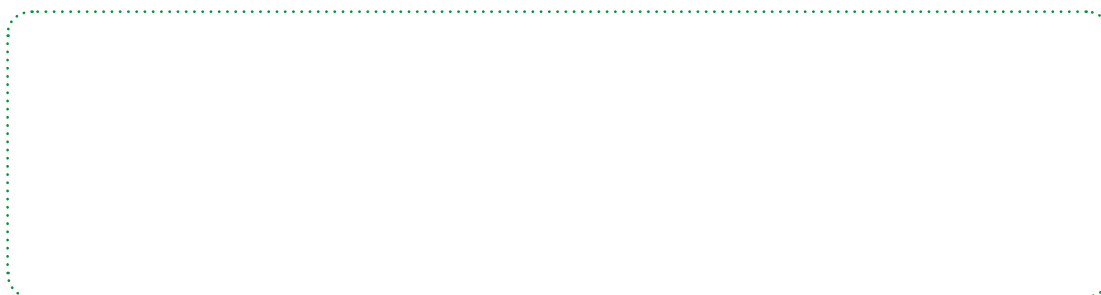
Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

- a. Choose a brief, engaging reading selection.
- b. Choose the 2-3 academic vocabulary words you will teach to help students comprehend the text.
- c. Using the format of **Activity 13: Academic Vocabulary Lesson Plan Template**, develop a lesson designed to teach the vocabulary words explicitly.
- d. Teach the lesson to your students.
- e. Then complete the items below to refer to during the Debrief segment of the next PLC session.

1. List two or three words you selected to teach and explain why you chose them.

2. Describe the lesson you taught.

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.



Recommendation 2

Develop awareness of the segments of sounds in speech and how they link to letters.

- * **How-to Step 1: Teach students to recognize and manipulate segments of sound in speech.**

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 14-18



Activity 14: Prepare to Share (completed)
Activity 15: Video Viewing Guide, Phonological Awareness
Activity 16: Phonological Awareness Lesson Plan Template-Small Group
Activity 17: Phonological Awareness Lesson Plan Template
Activity 18: Prepare to Share



Video 10: Sentence Segmentation
Video 11: Compound Words
Video 12: Syllables
Video 13: Rhyme
Video 14: Onset & Rime
Video 15: Phonemes Linked to Letters
Video 16: Phonemes



Debrief

Ask the group to use their completed **Activity 14: Prepare to Share** to debrief from Session 3. The activity was to choose a brief, engaging text and select 2-3 academic vocabulary words to explicitly teach to help students comprehend the text. Discuss the following:

1. List the words you selected to teach and explain why you chose them.
2. Describe the lesson you taught.
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction?

Activity 14
Prepare to Share

Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

- Choose a brief, engaging reading selection.
- Choose the 2-3 academic vocabulary words you will teach to help students comprehend the text.
- Using the format of **Activity 12: Academic Vocabulary Lesson Plan Template**, develop a lesson designed to teach the vocabulary words explicitly.
- Teach the lesson to your students.
- Then complete the items below in order to during the Debrief segment of the next PLC session.

1. List two or three words you selected to teach and explain why you chose them.
2. Describe the lesson you taught.
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

Segments of Sound in Speech

5. How did the use of student-friendly definitions, examples, discussion prompts, and activities to promote word learning help your students comprehend the text?
6. Describe how you incorporated structured discussion, writing, and other activities to increase students' exposure to and engagement with the target words.



Define Session Goals

1. Remind the group that the first three sessions of this PLC addressed academic language. Specifically, how to teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
2. Define the goal for this session by reading Recommendation 2 and How-to Step 1 out loud to the group. Explain that the goal of this session is to understand the importance of and ways to teach students to recognize and manipulate segments of sound in speech. Ask the group to generate some questions about the step they hope the session will answer. Make a list of the questions.
3. During the session, refer to the questions and try to address each one as appropriate. Some of the questions may not be answered in the session. In this case, participants may opt to research the topics on their own or in collaboration with other participants and report back to the group.

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Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Working in small groups of two to three, ask the group to discuss what they know about teaching students to recognize and manipulate segments of sounds in speech.
2. Ask each small group to share with the whole group one idea that was discussed.

Segments of Sound in Speech

Move into New Learning

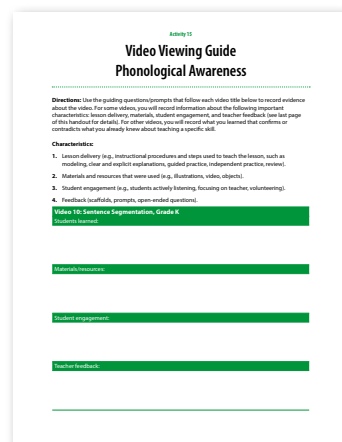
3. Ask the group to refer to pages 14-15 of the practice guide to prompt their thinking about the implications of the research to support Recommendation 2. The 17 studies cited in the practice guide for Recommendation 2 all provide evidence for developing students' awareness of the segments of sounds in speech and how they link to letters.
4. Ask the group to review How-to Step 1 found on pages 15-18 in the practice guide and lead a discussion about the following:
 - a. Why is it important to teach phonological awareness? (*Phonological awareness prepares students to learn about the individual sounds that letters represent and then recognize those sounds and letters as they are used in words.*)
 - b. The panel recommends a sequence in which to teach phonological awareness which begins by introducing students to larger segments of speech (words and syllables) and gradually drawing their attention to smaller and smaller sound segments. Discuss the specific sequence of phonological awareness skills and describe an activity to support each skill.
 - c. Discuss the use of Elkonin sound boxes to build phonemic awareness. What are important instructional techniques when using sound boxes to build phonemic awareness? (*Begin using two- or three-phoneme words and words with continuous sounds. When using letter-tiles, select words that contain letter-sounds students have already learned. An advanced activity with sound boxes is having the students write the letters in the boxes, rather than pulling down manipulatives or letter tiles.*)

Compare Current Practice

5. Prepare to show the series of seven videos for Phonological Awareness. Show each video in the order in which they are listed in the table below. Remind participants that the order in which you view the videos follow the developmental progression of phonological awareness.
6. Explain that during each video, participants will record information about the video using **Activity 15: Video Viewing Guide, Phonological Awareness**. Lead the group in a discussion about the notes they recorded for each video before showing the next video. Use the following as a guide for those videos that include animations:
 - a. How are the strategies similar to or different from the way you teach?
 - b. In light of what you learned from the video, are there any changes you might make to instruction?
 - c. Do these changes seem feasible to you?

Use the following as a guide for those videos that include classrooms (teacher and students):

- d. Students learned: Describe the goal of the lesson and how students demonstrated what they learned.
- e. Lesson delivery: Describe the purpose for activity, modeling, explicit explanations, guided practice, independent practice.



Segments of Sound in Speech

- f. Materials/Resources: Describe the materials and resources used.
- g. Student engagement: Describe the degree to which students are actively engaged, focusing on the teacher, volunteering, asking questions, responding to the teacher.
- h. Teacher feedback: Describe the teacher-student interactions, specific feedback, scaffolding, prompts, clarifications.

Videos: Recommendation 2, How-to Step 1, (Segments of Sound in Speech)

Video	Grade	Description	Length
10	K	<ul style="list-style-type: none"> • Sentence Segmentation • Small Group • 4 students • Six manipulatives per student 	5:17
11	K	<ul style="list-style-type: none"> • Compound Words • Picture cards 	1:19
12	K	<ul style="list-style-type: none"> • Syllables • Small Group • 5 students • Two manipulatives per student 	2:51
13	K	<ul style="list-style-type: none"> • Rhyme • Picture cards for rhyming (examples and non-examples of rhyme) 	1:09
14	K	<ul style="list-style-type: none"> • Onset & Rime • One syllable word picture cards cut apart (cut to divide the onset and rime) 	1:28
15	1	<ul style="list-style-type: none"> • Phonemes Linked to Letters • Small Group • 4 students • Elkonin boxes, manipulatives, letter-tiles 	4:53
16	1	<ul style="list-style-type: none"> • Phonemes • Picture cards of one syllable words (initial sound word sort) 	1:16



Key Points About Video 10 (Sentence Segmentation)

- Students learned to segment words in sentences.
- The teacher provided explicit instruction by modeling, explaining, providing guided practice, and scaffolding.
- Chips were used to represent words.
- Students were engaged in the lesson and on-task.
- Scaffolding:
 - The teacher helped students who had difficulty with left to right orientation for *Dogs chase cats*.
 - The teacher provided corrective feedback and more opportunities for all students to practice *The man wore a green hat* when students omitted the word *green*.

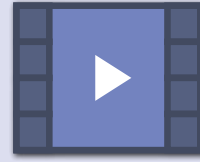
Key Points About Video 12 (Syllables)

- Students learned to blend and segment syllables in words. Hearing syllables in words will help provide the foundation to decode words when reading and writing.
- Blending and segmenting syllables is considered a precursor skill to phonemic awareness and letter-sounds.
- The teacher modeled and provided guided practice.
- Index cards were used to represent syllables.
- Students were engaged and on-task.



Key Points About Video 15 (Phonemes Linked to Letters)

- Students learned how to segment and blend phonemes in two and three phoneme words. They practiced with both sounds (chips) and letters to reinforce the link between phonemic awareness and letter-sounds.
- The teacher modeled and provided guided practice.
- Materials included sound boxes, chips to represent phonemes, and letter tiles.
- Students were engaged and on-task.



Experiment with Newly Learned Strategies

1. Organize participants into small groups of two to three. Have each group select one phonological awareness skill and develop a lesson using **Activity 16: Phonological Awareness Lesson Plan Template-Small Group**.
2. Ask small groups to share with the whole group the lesson plan they developed.

Activity 16
Phonological Awareness
Lesson Plan Template: Small Group

Grade Level _____

Targeted phonological awareness skill _____

Which data was used to determine the targeted skill? _____

Materials _____

Whole Group or Small Group _____

Teaching Procedure (include scaffolding techniques) _____

Describe how student learning is measured _____



Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about teaching students to recognize and manipulate segments of sounds in speech?
2. Brainstorm ideas about what strategies you would add or change to teach students to recognize and manipulate segments of sound in speech.
3. Discuss ideas for how to implement these additional strategies.

Segments of Sound in Speech

4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should select a phonological awareness skill(s) that, based on data, at least some students in their class need to develop. It should be different from the one they selected for the previous small group activity.
 - b. Use **Activity 17: Phonological Awareness Lesson Plan Template** to develop a lesson designed to teach the selected skill(s). Teach the lesson to students.
 - c. Each participant should complete **Activity 18: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - Which phonological awareness skill(s) did you teach explicitly? How did you determine which skill to teach? How many students participated in the lesson?
 - Describe the lesson you taught and materials used.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold your instruction?
 - How did you measure student learning?
6. Assign the group pages 18-21 of the practice guide to read for the next session.

Activity 17
Phonological Awareness Lesson Plan Template

Grade Level _____

Targeted phonological awareness skill(s) _____

Which data was used to determine the targeted skill? _____

Material _____

Whole Group or Small Group _____

Teaching Procedure (include scaffolding techniques) _____

Describe how student learning is measured _____

Activity 18
Prepare to Share

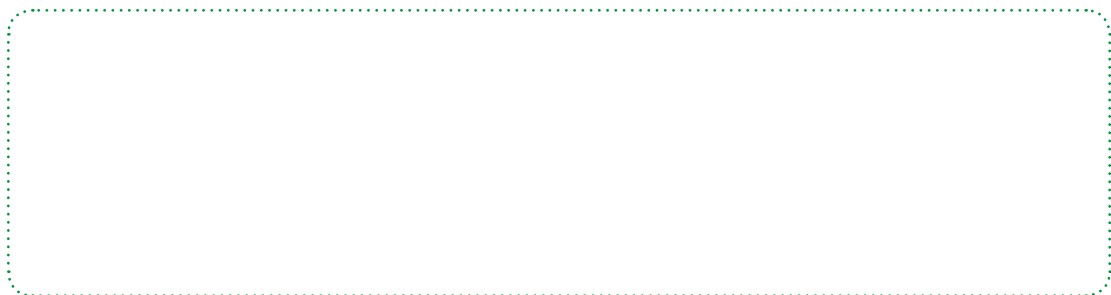
Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

- a. Select a phonological awareness skill(s) that at least some students in your classroom need to develop.
- b. Using Activity 17: Phonological Awareness Lesson Plan Template, develop a lesson designed to teach the targeted phonological awareness skill(s) explicitly.
- c. Teach the lesson to your students.
- d. Complete the items below to refer to during the Debrief segment of the next PLC session.

1. Which phonological awareness skill(s) did you target? How did you determine which skill(s) to teach? How many students participated in this lesson? _____

2. Describe the lesson you taught and the materials you used. _____

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them. _____



Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

Recommendation 2

Develop awareness of the segments of sounds in speech and how they link to letters.

- * How-to Step 2: Teach students letter-sound relations.
- * How-to Step 3: Use word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 18-21



- Activity 18: Prepare to Share (completed)
- Activity 19: Video Viewing Guide, Teaching Letter–Sounds
- Activity 20: Video Viewing Guide, Word-Building
- Activity 21: Word-Building Lesson Plan Example
- Activity 22: Word-Building Lesson Plan Template
- Activity 23: Prepare to Share



- Video 17: Letter–Sounds
- Video 18: Word-Building
- Video 19: Letter–Sound to Phonemic Awareness Link: CVCe
- Video 20: Advanced Word-Building



Debrief

Ask the group to use their completed **Activity 18: Prepare to Share** to debrief from Session 4. The activity was to select a phonological awareness skill(s) that, based on data, at least some students in their class need to develop, create a lesson plan, and teach that plan to students. Facilitate a discussion:

1. Which phonological awareness skill(s) did you target? How did you determine which skill(s) to teach? How many students participated in this lesson?
2. Describe the lesson you taught and the materials you used.

Activity 18

Prepare to Share

Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

- a. Select a phonological awareness skill(s) that at least some students in your classroom need to develop.
- b. Using **Activity 17: Phonological Awareness Lesson Plan Template**, develop a lesson designed to teach the targeted phonological awareness skill(s) explicitly.
- c. Teach the lesson to your students.
- d. Complete the items below to refer to during the Debrief segment of the next PLC session.

1. Which phonological awareness skill(s) did you target? How did you determine which skill(s) to teach? How many students participated in this lesson?
2. Describe the lesson you taught and the materials you used.
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction? How did you scaffold your instruction?
5. How did you measure student learning?



Define Session Goals

1. Recommendation 2 addresses evidence-based ways in which to teach phonological awareness and letter–sounds. The previous PLC session covered How-to Step 1, recognizing and manipulating segments of sounds in speech.
2. Define the goal for this session by reading How-to Steps 2 and 3 out loud to the group.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to steps.

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Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

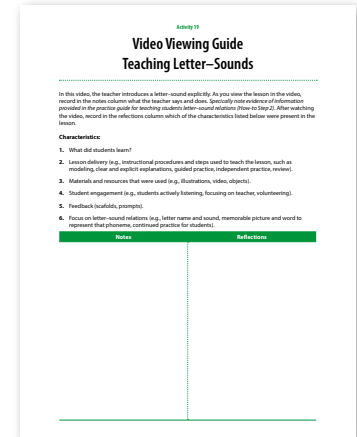
1. Ask participants, working in small groups of two to three, to describe how they teach students letter–sounds.
2. Ask each small group to share with the whole group one idea discussed.
3. Lead a whole-group discussion about how word-building and other activities can be used to link students' knowledge of letter–sound relationships with phonemic awareness.
4. Ask the group to discuss what challenges they currently face when they teach students letter–sounds. Discuss challenges they currently face when teaching students to link knowledge of letter–sound relationships with phonemic awareness.

Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

Move into New Learning

5. Explain to the group that researchers have found that once students have learned how to isolate phonemes in speech (phonemic awareness), we should teach students each letter of the alphabet and their corresponding sounds, working with a few phonemes at a time.
6. Ask the group to review information found in How-to Step 2 on pages 18-19 of the practice guide. Lead a discussion about the following:
 - a. What sequence is recommended when teaching letter–sound relations? (*Build upon familiar letters. Present consonants and short vowel sounds represented by single letters first. Then, introduce consonant blends and common two-letter consonant digraphs. Then, teach long vowels with silent e and finally, two-letter vowel teams. Begin with the most common sound each letter or letter combination represents.*)
 - b. What does the panel recommend about teaching consonant blends (e.g., fl, sm, st)? (*Teach each sound in a blend and then ask students to blend the sounds together.*)
 - c. How should digraphs (e.g., sh, th, ch) be taught? (*A digraph makes a single sound and must be taught as a unit.*)
 - d. Discuss the instructional procedure for teaching a new letter–sound (page 19 of the practice guide).
7. Prepare to show Video 17: Letter–Sounds. Details are in the table below.
 - a. Briefly review **Activity 19: Video Viewing Guide, Teaching Letter–Sounds**. Remind the group that as they watch the video to specifically note evidence provided in the practice guide regarding teaching students letter–sound relations.
 - b. After watching the video ask participants to share their reflections and discuss the following:
 - What did students learn?
 - What steps did the teacher take to reach this goal?
 - How was the lesson taught explicitly?
 - How was feedback provided to the students?
 - What materials or resources did the teacher use?
 - What did you notice about the degree to which the students appeared attentive and interested?



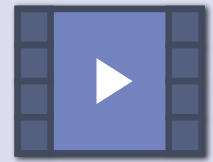
Video: Recommendation 2, How-to Step 2 (Letter–Sound Relations)

Video	Grade	Description	Length
17	K/1	<ul style="list-style-type: none"> • Letter–Sounds • Whole Class • 15 students • Letter–sound cards, mini-whiteboard, and marker per student 	5:03

Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

Key Points About Video 17 (Letter–Sounds)



- Students learned a new letter–sound (/p/) and practiced previously learned letters–sounds.
- Students used phonemic awareness to help them segment words and then linked that knowledge to letter–sounds they have learned to spell words.
- Students spelled familiar words using learned letter–sounds.
- The teacher explicitly taught the new letter–sound by modeling and providing guided practice.
- The teacher provided feedback to students when an error occurred. When students said /puh/ instead of /p/, she modeled and explained how to pronounce /p/ and provided opportunities for student practice.
- Materials included a letter–sound card with upper and lower-case p, letter–sounds previously learned, whiteboards, and dry erase markers.
- Students were academically engaged and responded to teacher cues and questions.
- When student had difficulty spelling *mad*, the teacher scaffolded instruction by having him say each sound in the word as he spelled it.

8. Ask the group to review How-to step 3 on pages 19–20 of the practice guide. Use the following to discuss word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness:

- **What is the final step in teaching students the alphabetic principle?** (*Connecting their awareness of how words are segmented into sounds with their knowledge of different letter–sound relationships.*)
- **How does this step support students’ literacy learning?** (*This allows students to begin spelling and decoding words.*)
- **What materials/resources can teachers use during word-building activities?** (*Sound boxes with letter tiles and word-building activities.*)
- **Review Example 2.5: Advanced word-building on page 20. Discuss how this type of activity supports students’ literacy learning.**

Compare Current Practice

9. Prepare to show Video 18: Word-Building. Details about this video are in the table below.
10. Briefly review **Activity 20: Video Viewing Guide, Word-Building**. Remind participants to specifically note evidence provided in the practice guide about word-building. After watching the video ask participants to share their reflections using the following:

- **What did students learn?**
- **What steps did the teacher take to reach this goal?**
- **How was the lesson taught explicitly?**
- **How was feedback provided to the students?**
- **What materials or resources did the teacher use?**
- **What did you notice about the degree to which the students appeared attentive and interested?**

Activity 20

Video Viewing Guide Word-Building

In this video, the teacher teaches a word-building activity. As you view the lesson in the video, record in the notes column what the teacher says and does. Identify any evidence or information provided in the practice guide about word-building that is Step 3. After watching the video, record in the reflections column which of the characteristics listed below were present in the lesson.

Characteristics

1. What did students learn?
2. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit expectations, guided practice, independent practice, review).
3. Materials and resources that were used (e.g., illustrations, video, objects).
4. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
5. Feedback (teacher, peer-to-peer).
6. Focus on linking students’ knowledge of letter–sounds with phonemic awareness (e.g., letters were used to help students learn how words are composed and how each letter of phoneme in a word contributes to its spelling and pronunciation).

Notes	Reflections

Letter–Sound Relations

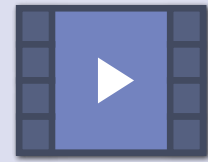
Letter–Sound and Phonemic Awareness Link

11. Prepare to show Video 19: Letter–Sound to Phonemic Awareness Link: CVCe and Video 20: Advanced Word-Building. Details about these videos are in the table below.
12. After each video, discuss the following:
 - How are the strategies similar to or different from the way you teach?
 - In light of what you have learned about teaching advanced word-building, are there any changes you might make to instruction?
 - Do these changes seem feasible to you?

Videos: Recommendation 2, How-to Step 3 (Word-Building)

Video	Grade	Description	Length
18	1	<ul style="list-style-type: none"> • Word-Building • Small Group • 4 students • Sound boxes for each student, letter-tiles 	5:46
19	1	<ul style="list-style-type: none"> • Letter-Sound to Phonemic Awareness Link: CVCe • Letter cards/tiles or magnetic letters 	2:17
20	1	<ul style="list-style-type: none"> • Advanced Word Building • Letter cards/tiles or magnetic letters 	2:43

13. Ask the group to review the potential obstacles to implementing Recommendation 2 and the panel’s advice on page 21.
14. Ask the group to discuss obstacles they have experienced and ways in which they have overcome them.



Key Points About Video 18 (Word-Building)

- Students learned to link phonemic awareness to knowledge of letter–sounds to spell words.
- The teacher modeled and scaffolded beginning spelling and decoding.
- The teacher asked students to explain how they changed the spelling of a word to a new word.
- Students said, segmented, spelled, and read consonant-vowel-consonant (CVC) words.
- Students manipulated letter–sounds in words to spell other words.
- Materials included sound boxes and letter tiles.



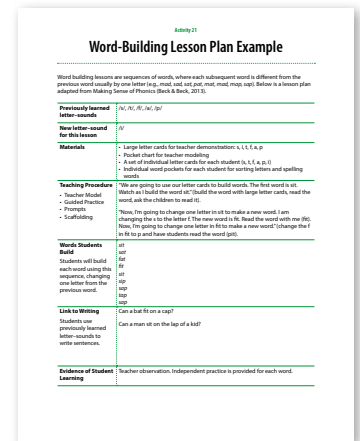
Experiment with Newly Learned Strategies

1. Review **Activity 21: Word-Building Lesson Plan Example**, which provides an example of a word-building lesson. Then, review **Activity 22: Word-Building Lesson Plan Template**.

Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

2. Organize participants into small groups of two to three and have each small group develop a word-building lesson plan, using **Activity 22: Word-Building Lesson Plan Template**. Encourage participants to create a plan that matches their students’ needs.
3. To debrief, have each small group share the following with the whole group:
 - a. Identify the previously learned letter–sounds and the new letter–sound taught.
 - b. Describe the materials for the lesson.
 - c. Describe the teaching procedure.
 - d. List the sequence of words students build.
 - e. Describe the link to writing.
 - f. Describe the evidence of student learning.



Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about teaching letter–sound relations? What about using word-building and other activities to link students’ knowledge of letter–sounds with phonemic awareness?
2. Brainstorm ideas about what strategies you would add or change to teach students letter–sound relations and how to link students’ knowledge of letter–sound relationships with phonemic awareness.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Letter–Sound Relations

Letter–Sound and Phonemic Awareness Link

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should select a letter–sound or word pattern (e.g., CVCe) that, based on data, at least some students in their class need to develop. It should be different from the one they selected for the previous small group activity.
 - b. Use **Activity 22: Word-Building Lesson Plan Template** to develop a lesson designed to teach the selected skill. Teach the lesson to students.
 - c. Each participant should complete **Activity 23: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - Which letter–sound(s)/word pattern did you teach explicitly? How did you determine which skill to teach? How many students participated in the lesson?
 - Describe the lesson you taught and materials used.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold your instruction?
 - How did you measure student learning?

6. Assign the group pages 22-26 of the practice guide to read for the next session.

Activity 22

Word-Building Lesson Plan Template

Directions:

1. Each team member should select a letter–sound or word pattern (e.g., CVCe) that, based on data, some students in their class need to develop.
2. Develop a lesson designed to teach the selected skill. Teach the lesson to students.
3. Complete **Activity 23: Prepare to Share** and be prepared to share at the start of the next PLC session.

Previously Taught Letter–sound(s)	
New Letter–sound for this lesson	
Materials	
Teaching Procedures	
<ul style="list-style-type: none"> - Teacher Model - Guided Practice - Prompts - Scaffolding 	
Words Students Build	
Students will build with model using the sequence, changing one letter from the previous word.	
Link to Writing	
Students use previously learned letter–sound(s) to write sentences.	
Evidence of Student Learning	

Activity 23

Prepare to Share

Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

- a. Select a letter–sound(s) or word pattern (e.g., CVCe) that at least some students in your classroom need to develop.
- b. Using **Activity 22: Word-Building Lesson Plan Template**, develop a lesson designed to teach the selected skill explicitly.
- c. Teach the lesson to your students.
- d. Complete the items below to refer to during the Debrief segment of the next PLC session.

1. Which letter–sound(s)/word pattern did you target? How did you determine which skill to teach? How many students participated in this lesson?
2. Describe the lesson you taught and the materials you used.
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.



Blending Common Sound–Spelling Patterns

Recommendation 3

Teach students to decode words, analyze word parts, and write and recognize words.

- * **How-to Step 1:** Teach students to blend letter–sound and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
- * **How-to Step 2:** Instruct students in common sound–spelling patterns.

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 22-26



Activity 23: Prepare to Share (completed)
Activity 24: Building Words with Sound Boxes Lesson Plan Example
Activity 25: Building Words with Sound Boxes Lesson Plan Template
Activity 26: Building Words with Sound Boxes Lesson Plan to Implement
Activity 27: Prepare to Share
Pocket chart for each small group
Letter cards for each small group
White board and marker for each small group



Video 21: Blending by Chunking; Blending by Sounding Out
Video 22: Building Words with Sound Boxes
Video 23: Vowel Pattern Word Sort



Debrief

Ask the group to use their completed **Activity 23: Prepare to Share** to debrief from Session 5. The activity was to select a letter–sound or word pattern (e.g., CVCe) that, based on data, at least some students in their class need to develop. Participants were to design and implement a lesson. Facilitate a discussion:

1. Which phonological awareness skill(s) did you target? How did you determine which skill(s) to teach? How many students participated in the lesson?
2. Describe the lesson you taught and the materials you used.

Activity 23
Prepare to Share

Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PFC session.

1. Select a letter–sound(s) or word pattern (e.g., CVCe) that at least some students in your classroom need to develop.
2. Using **Activity 23: Word-Building Lesson Plan Template**, develop a lesson designed to teach the targeted skill explicitly.
3. Teach the lesson to your students.
4. Complete the items below to refer to during the Debrief segment of the next PFC session.

1. Which letter–sound(s) or word pattern did you target? How did you determine which skill to teach? How many students participated in this lesson?

2. Describe the lesson you taught and the materials you used.

3. Did you teach this lesson as planned? If not, describe any adjustments you made and why you made them.

Blending

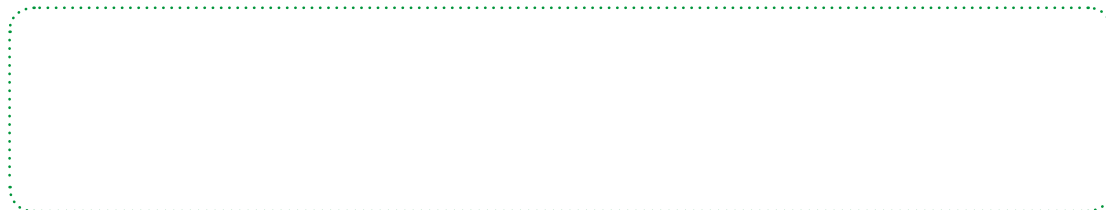
Common Sound–Spelling Patterns

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction? How did you scaffold your instruction?
5. How did you measure student learning?



Define Session Goals

1. Recommendation 3 addresses teaching students to decode words, analyze word parts, and write and recognize words. Explain that this session reviews the first and second How-to steps for carrying out Recommendation 3.
2. How-to Step 1 addresses teaching students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. How-to Step 2 discusses instructing students in common sound–spelling patterns. These steps are found on pages 22–26 of the practice guide.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to Steps.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Remind the group that the level of evidence for this recommendation is strong. Teaching students to decode and recognize words and word parts was one of the effective instructional techniques identified by the National Reading Panel (NRP). Recent evidence reviewed for this practice guide supports the NRP’s conclusions.
2. Have participants, working in small groups of two to three, share how they teach blending and common sound–spellings.
3. Lead a whole-group discussion of the challenges that arise when teaching students how to blend and how they teach common sound–spellings.

Blending

Common Sound–Spelling Patterns

Move into New Learning

4. Review with the group Table D.6 on page 77 in Appendix D. These studies describe the eighteen studies supporting Recommendation 3. Ask the group to discuss the nature of the studies that specifically address How-to Steps 1 and 2. The last column of the table notes the related How-to Steps each study addresses. One way to approach this discussion is to look at those studies that include both Steps 1 and 2 (e.g., Gunn et al., 2005) and read/discuss the intervention condition as implemented in the study located in column 3.
5. How-to Step 1 addresses teaching students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Refer to pages 23-25 of the practice guide. Lead a discussion about blending:
 - **What is the definition of blending?** (*Blending is the process of reading a word systematically from left to right by combining each successive letter or combination of letters into one sound.*)
 - **Which type of words should you use when beginning to teach blending?** (*Simple, familiar, consonant-vowel-consonant words.*) **Why?** (*Answers may vary but could include that beginning with familiar words will help students be successful in learning how to blend.*)
 - **What are two types of blending?** (*Sounding out and Chunking.*) **Describe each one.** (*See page 23.*)
 - **What is another way to demonstrate chunking or sounding out?** (*Use a pocket chart with letter tiles, magnetic letters, or sound boxes. Space the letters out initially, and then move the tiles together as you read the word.*)
 - **What are important things to address regarding pronunciation when teaching students to blend words?** (*Teach students to “sound out smoothly,” elongating and connecting the sounds as much as possible. For example, /mmaaannn/ rather than /m/.../a/.../n/. Also, listen for students who add a schwa sound, “uh,” after stop sounds. For example, /b/ pronounced /buh/. This may affect students’ ability to blend sounds into recognizable words.*)
6. Prepare to show Video 21: Blending by Chunking; Blending by Sounding Out. Video details are found in the table below. This video shows two different ways in which to teach blending. The first part of the video shows blending by chunking and the second part shows blending by sounding out.
 - a. Before showing the video, have participants refresh their memory of Example 3.1 on page 24. After the video, discuss the differences between the two instructional techniques. Who uses which technique? Share experiences using each of the techniques.
7. Refer to the bottom of page 24 of the practice guide. Does anyone use a pocket chart and letter cards to teach blending by chunking? Discuss experiences of those who do.
8. Refer to page 25 of the practice guide. How-to Step 2 addresses teaching students common sound–spelling patterns. Lead a discussion about this step:
 - **What is important to do when teaching letter combinations or sound–spelling patterns?** (*Present letter combinations to students one at a time, with ample time to focus on each combination and its pronunciation, and with plenty of examples from familiar words to illustrate the pronunciation.*)

Blending

Common Sound–Spelling Patterns

- Review Example 3.3 on page 25. Why is it important to understand consonant, vowel, and syllable-construction patterns and teach them to students? (It enables students to identify more complex words by pronouncing small parts of the word as they read.)
 - Review the three activities to introduce and practice sound–spelling patterns found on page 26. Are there any here that you would like to incorporate into your instruction? (Answers will vary.)
9. Prepare to show Video 22: Building Words with Sound Boxes. Before showing the video, have the group refresh their memory of Example 3.4 on page 26 of the practice guide. After showing the video, lead a discussion:
- Where should a silent-e be placed? Why? (The silent-e should be placed outside of the sound boxes because it doesn't represent a spoken phoneme.)
 - Where should a consonant digraph (e.g., sh, th, ph) be placed? Why? (Consonant digraphs [e.g., sh, the, ph] should be placed together in one box because they represent one phoneme.)
 - Where should a vowel team (e.g., oa, ea, igh) be placed? Why? (Vowel teams [e.g., oa, ea, igh] should be placed in one box because they represent one phoneme.)
 - Where should an r-controlled vowel (e.g., ar, er, ir) be placed? Why? (R-controlled vowels are placed in one box because they are considered a letter combination.)
10. Prepare to show Video 23: Vowel Pattern Word Sort. This video illustrates a word sort focused on vowel patterns. In this activity, students are provided word cards with the target pattern. Cards are sorted into groups. After showing the video, lead a discussion:
- What do word sorts help students do? (Word sorts provide students practice identifying and using sound–spelling patterns.)
 - How can word sorts be incorporated into your instruction? (Word sorts can be used in small teacher-directed groups and as an activity at student reading centers or work stations.)
 - How could this activity be extended? (This activity could be extended by asking students to think of other words with the target sound–spelling pattern(s), write the words on index cards, and sort them.)

Videos: Recommendation 3, How-to Step 1 (Blending) and Step 2 (Common Sound–Spelling Patterns)

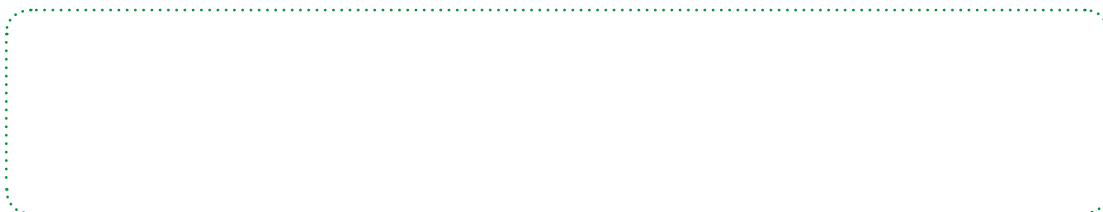
Video	How-to Step	Grade	Description	Length
21	1	1	<ul style="list-style-type: none"> • Blending by Chunking • Blending by Sounding Out 	2:17
22	2	2	<ul style="list-style-type: none"> • Building Words with Sound Boxes 	2:23
23	2	2	<ul style="list-style-type: none"> • Vowel Pattern Word Sort 	1:23

Compare Current Practice

11. Lead a discussion about the following:
- In Video 21: Blending by Chunking; Blending by Sounding Out, two instructional techniques were illustrated. How are these techniques similar to or different from the way you currently teach blending?

Common Sound–Spelling Patterns

- b. The other two videos illustrated How-to Step 2, which is to instruct students in common sound–spelling patterns. The first video used sound boxes and the other video showed a word sort. How are these activities similar to or different from the way you currently teach common sound–spelling patterns?
12. Ask the group to review and discuss the potential obstacles to implementing Recommendation 3 and the panel’s advice on page 31.
 13. Ask the group to discuss obstacles they have experienced and ways in which they have overcome them.



Experiment with Newly Learned Strategies

Activity 1—Blending

1. Organize participants into small groups of two or three and have them practice teaching blending by chunking with a pocket chart and letter cards (see Example 3.2 on page 24 of the practice guide) and blending by sounding out using a whiteboard and marker (see Example 3.1 on page 24 of the practice guide). Participants can either select words or use the following words: map, sit, sat, fin.
2. Ask each small group to share with the whole group their thoughts and experiences using these two techniques to teach blending.

Activity 2—Common Sound–Spelling Pattern

3. Organize participants into groups of two to three and briefly review **Activity 24: Building Words with Sound Boxes Lesson Plan Example** and **Activity 25: Building Words with Sound Boxes Lesson Plan Template**. Each group will complete a lesson plan on building words with sound boxes. Recently taught sound–spelling patterns are provided. Each small group will determine the list of words, develop an activity sheet of sound boxes correlated to the list of words, list materials, describe the teaching procedure, and note an extension and evidence of student learning.

Activity 24 Building Words with Sound Boxes Lesson Plan Example	
Objectives: Sound boxes can be used to build words with specific sound–spelling patterns. Each district and recognizable sound should have its own sound box, consistent digraphs and other letter combinations that produce one sound should have one box for the group of letters. For shared words, place the r outside the set of boxes (see Examples 3.4 on page 24 of the practice guide for examples). Review the example of a lesson plan for using sound boxes to build words.	
Recently taught sound–spelling patterns	at, ee, ee, ee
List of words that demonstrate the recently taught sound–spelling patterns	pot pot pot pot pot pot pot pot pot pot
Develop an activity sheet of sound boxes for each word where each sound–spelling pattern has its own box.	See below (sound boxes will be empty for students).
Materials	Activity sheet (empty sound boxes) for each student Pencil for each student
Teaching Procedure	Teacher models how the one and one-half boxes that each box represents one sound (so there may be more than one letter in each box). Students write the words in the boxes on the master copy from one to six times. Check student work after each word. Provide prompts and scaffolding as needed.
Evaluation	Have students compare with four peers that have the targeted sound–spelling pattern and build the sound boxes for each word.
Evidence of Student Learning	Teacher observations. Independent practice is provided for each word.

Blending

Common Sound–Spelling Patterns

4. Ask each small group to share their lesson plan with the whole group.



Activity 25

Building Words with Sound Boxes Lesson Plan Template

Directions: Complete the lesson plan template below. The recently taught sound–spelling patterns are provided. Your group will determine the list of words, develop an activity sheet of sound boxes correlated to the list of words, list materials, describe the teaching procedure, and note an extension and evidence of student learning.

Recently taught sound–spelling patterns	PK, K, 1, 2, 3
List of words that demonstrate the recently taught sound–spelling patterns	
Develop an activity sheet of sound boxes for each sound pattern, each sound–spelling pattern has its own box.	Develop the activity sheet (sound boxes).
Materials	Will students write the letters in the sound boxes? Or, will students use a provided collection of letter tiles that includes all the letters and spelling patterns needed to create the words?
Teaching Procedure	
Extension	
Evidence of Student Learning	

➔ Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about teaching blending or common sound–spelling patterns?
2. Brainstorm ideas about what strategies you would add or change to teach students blending or common sound–spelling patterns.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should develop and implement a lesson plan on building words using sound boxes. Each participant will select recently taught sound–spelling patterns in their own classroom and develop a list of words using those sound–spelling patterns. Next, develop an activity sheet of sound boxes correlated to the list of words. List the materials, describe the teaching procedure, and note an extension and evidence of student learning.
 - b. Use **Activity 26: Building Words with Sound Boxes Lesson Plan to Implement** to develop a lesson and then teach the lesson to students.
 - c. Each participant should complete **Activity 27: Prepare to Share**. At the start of the next PLC session, participants should be

Activity 26

Building Words with Sound Boxes Lesson Plan to Implement

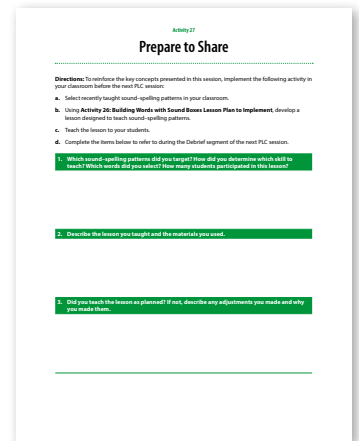
Directions: Develop and implement a lesson plan on building words using sound boxes. Select recently taught sound–spelling patterns in your classroom and develop a list of words using those sound–spelling patterns. Next, develop an activity sheet of sound boxes correlated to the list of words. List the materials, describe the teaching procedure, and note an extension and evidence of student learning.

Recently taught sound–spelling patterns	
List of words that demonstrate the recently taught sound–spelling patterns	
Develop an activity sheet of sound boxes for each sound pattern, each sound–spelling pattern has its own box.	Develop the activity sheet.
Materials	Will students write the letters in the sound boxes? Or, will students use a provided collection of letter tiles that includes all the letters and spelling patterns needed to create the words?
Teaching Procedure	
Extension	
Evidence of Student Learning	

Common Sound–Spelling Patterns

prepared to respond to the following:

- Which sound–spelling patterns did you target? How did you determine which skill to teach? Which words did you select? How many students participated in the lesson?
 - Describe the lesson you taught and materials used.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold your instruction?
 - How did you measure student learning?
6. Assign the group pages 26-28 of the practice guide to read for the next session. Ask participants to bring a decodable text to the next session.



Common Word Parts

Decodable Words in Isolation and in Text

Recommendation 3

Teach students to decode words, analyze word parts, and write and recognize words.

- * How-to Step 3: Teach students to recognize common word parts.
- * How-to Step 4: Have students read decodable words in isolation and in text.

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 26-28



- Activity 27: Prepare to Share (completed)
- Activity 28: Video Viewing Guide, Decodable Words in Isolation and in Text
- Activity 29: Manipulating Word Parts with Sound Boxes
- Activity 30: Decodable Words in Isolation and in Text
- Activity 31: Decodable Words in Isolation and in Text Lesson Plan Template
- Activity 32: Prepare to Share Decodable Text



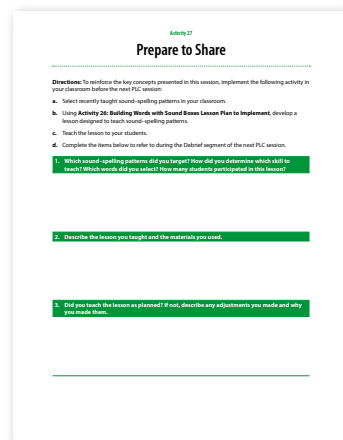
- Video 24: Base Word, Prefix, Suffix
- Video 25: Syllable Sort
- Video 26: Contractions
- Video 27: Derivational Suffix
- Video 28: Word Analysis Strategy
- Video 29: Decodable Words in Isolation and in Text



Debrief

Ask the group to use their completed **Activity 27: Prepare to Share** to debrief from Session 6. Participants were to develop and implement a lesson plan on building words using sound boxes. Lead a discussion:

1. Which sound–spelling patterns did you target? How did you determine which skill to teach? How many students participated in this lesson?
2. Describe the lesson you taught and the materials you used.



Decodable Words in Isolation and in Text

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction? How did you scaffold your instruction?
5. How did you measure student learning?



Define Session Goals

1. Read Recommendation 3 out loud to the group. Remind participants that the first session covered How-to Step 1, blending words, and How-to Step 2, common sound-spelling patterns.
2. Explain that this session addresses the third and fourth How-to steps for carrying out Recommendation 3. How-to Step 3 addresses teaching students to recognize common word parts. How-to Step 4 addresses reading decodable words in isolation and in text. These steps are found on pages 26-28 of the practice guide.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to Steps.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Organize the group into small groups of two or three. Ask each small group to discuss how they teach students to recognize common word parts (e.g., suffixes, contractions, prefixes, roots). Ask each small group to also discuss how they engage students in reading decodable words in isolation and in text. What does that instruction look like?
2. Ask each small group to share with the whole group one idea that was discussed.
3. Ask the whole group to discuss the challenges they are currently facing in teaching students to recognize common word parts. What challenges are they currently facing when teaching students to read decodable words in isolation and in text?

Common Word Parts

Decodable Words in Isolation and in Text

Move into New Learning

4. How-to Step 3 addresses teaching students to recognize common word parts. Refer to pages 26-27 of the practice guide. Lead a discussion:
 - **How do we help students learn how to analyze words?** (*Isolate and identify meaningful word parts that share a similar meaning or use.*)
 - **How does knowing how to analyze words by recognizing common word parts help students?** (*It can enable young readers to effectively read more challenging words and use their knowledge of the meaning of different word parts to infer meaning for a multisyllabic word.*)
 - **What are examples of common word parts?** (*Suffixes, contractions, prefixes, and roots.*)
 - **What is one way to have students practice newly learned word parts?** (*Manipulate word parts using sound boxes.*) **Discuss Example 3.5 on page 27.**
5. Prepare to show Video 24: Base Word, Prefix, Suffix. This video shows how to help students recognize common word parts by combining base words and affixes to make new words. See the table below for details.
 - a. Before showing the video, discuss the definitions of base word, prefix, suffix, affix. Refer to the glossary of the practice guide if needed. After viewing the video, discuss how you could use/adapt the strategy in the video to help students recognize base words, prefixes, and suffixes.
6. Prepare to show Video 25: Syllable Sort. This video shows a way for students to practice recognizing common word parts by sorting words by syllable type.
 - a. Before showing the video, discuss the nature of conducting a word sort. Who uses word sorts in their classroom? Ask participants to describe how they use word sorts. After showing the video, discuss how you could use/adapt the strategy in the video to help students recognize syllables.
7. Prepare to show Video 26: Contractions. This video shows a way for students to practice recognizing common word parts by forming contractions.
 - a. Before showing the video, discuss how participants teach contractions. After showing the video, discuss how you could use/adapt the strategy in the video to help students recognize contractions.
8. Prepare to show Video 27: Derivational Suffix. This video shows how derivational suffixes are added to common Latin/Greek vocabulary as a way for students to practice recognizing common word parts.
 - a. Before showing the video, discuss the definition and examples of a derivational suffix (a suffix is added to a root or base word to form another word: *-ness* in happiness, *-able* in floatable, *-tion* in education). After showing the video, discuss how you could use/adapt the strategy in the video to help students recognize derivational suffixes.
9. Prepare to show Video 28: Word Analysis Strategy. This video illustrates the word analysis strategy found in Example 3.6 of the practice guide.
 - a. Before showing the video, review and discuss the word-analysis strategy found in Example 3.6 on page 27 of the practice guide. Discuss how you could use/adapt the strategy in the animation to help students use a word analysis strategy.

Common Word Parts

Decodable Words in Isolation and in Text

Videos: Recommendation 3, How-to Step 3 (Common Word Parts)

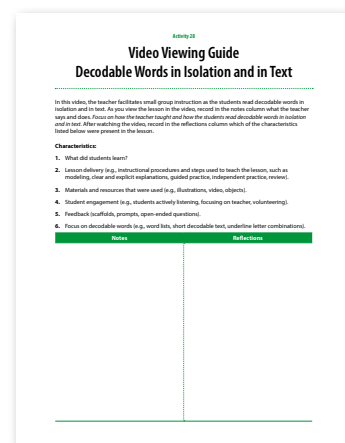
Video	Grade	Description	Length
24	3	• Base Word, Prefix, Suffix	2:34
25	3	• Syllable Sort	1:08
26	3	• Contractions	1:24
27	3	• Derivational Suffix	1:59
28	3	• Word Analysis Strategy	2:13

10. Refer to page 28 of the practice guide. How-to Step 4 addresses teaching students to read decodable words in isolation and in text. Lead a discussion about this step:

- What are ways to provide opportunities for students to practice the letter–sounds and sound–spelling patterns taught? (Use word lists, decodable sentences, and short decodable texts.)
- Are there any techniques listed that you would like to incorporate into your instruction? (Answers will vary.)
- Review Example 3.7 on page 28. Which sound–spelling pattern have these students recently learned and are practicing in this example? (oi.)

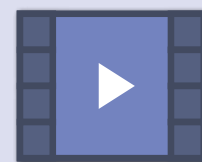
11. Prepare to show Video 29: Decodable Words in Isolation and in Text. This video shows a teacher teaching a small group of first grade students. The students are practicing *ee* and *ea* (long-e) in isolation and in text. See the table below for details.

- a. Briefly review **Activity 28: Video Viewing Guide, Decodable Words in Isolation and in Text**. Remind participants to focus on how the teacher taught and how the students practiced reading decodable words in isolation and in text. After showing the video, ask participants to refer to their video viewing guides and discuss how the teacher provided opportunities for the students to practice reading words in isolation and in text. Ask participants what instructional components they saw in the video that matched the strategies described in the practice guide.



Key Points About Video 29 (Decodable Words in Isolation and in Text)

- Students learned the *ea* and *ee* sound–spelling pattern. They read *ea* and *ee* in isolation, in words, and in text.
- Explicit instruction included teacher modeling, explaining, guided practice with feedback, and independent practice.
- Students underlined *ee* and *ea* in words. Students also read *ee* and *ea* in isolation, in individual words in word lists, and in decodable text.



Common Word Parts

Decodable Words in Isolation and in Text

Video: Recommendation 3, How-to Step 4 (Decodable Words in Isolation and in Text)

Video	Grade	Description	Length
29	1	<ul style="list-style-type: none"> Decodable Words in Isolation and in Text Small Group 5 students Letter-cards, pocket chart, word 	7:44

Compare Current Practice

12. Lead a discussion about the following:
 - a. How-to Step 3 videos depicted ways in which students could practice recognizing common word parts. How are these techniques similar to or different from the way you currently teach students to recognize common word parts?
 - b. The How-to Step 4 video illustrated a way to instruct students in reading decodable words in isolation and in text. How are the activities the teacher used in the video similar to or different from the way you currently have students read decodable words in isolation and in text?

Experiment with Newly Learned Strategies

Activity 1—Common Word Parts

1. Organize participants into small groups of two or three and have them practice manipulating word parts with sound boxes using **Activity 29: Manipulating Word Parts with Sound Boxes**. Each small group works together to complete the lesson plan.
2. Ask each small group to share their word list and answer key with the whole group.

Activity 2—Decodable Words in Isolation and in Text

3. Organize participants into groups of two to three and review **Activity 30: Decodable Words in Isolation and in Text**. Have each small group consider the text (Among the Trees) and answer the questions.

Activity 29

Manipulating Word Parts with Sound Boxes Activity

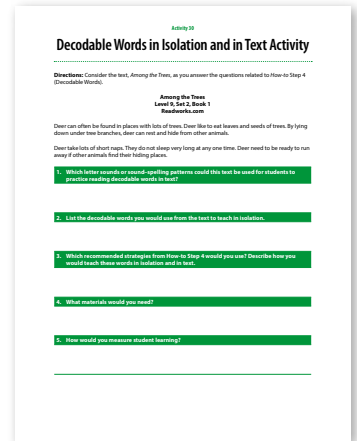
Directions: Students can practice building and modifying words by adding prefixes and suffixes to words in sound boxes (see Example 3.5 on page 27 of the practice guide). In your small group, complete the lesson plan below.

Recently taught	<i>an, non, -ing, -ed</i>
affixes	
List words that students will place in sound boxes. Words should include recently taught affixes.	
Develop an activity sheet of sound boxes for each word. Fill in with an affix.	
Materials	Activity sheet for each student (empty sound boxes) Pencil for each student
Teaching Procedure	
Evidence of Student Learning	

Common Word Parts

Decodable Words in Isolation and in Text

4. Ask each small group to share their answers to the questions with the whole group.
 - Which letter–sounds or sound–spelling patterns could this text be used for students to practice reading decodable words in text?
 - List the decodable words you would use from the text to teach in isolation.
 - Which recommended strategies from How-to Step 4 would you use? Describe how you would teach these words in isolation and in text.



Activity 3—Word Analysis Strategy

5. Organize participants into small groups of two to three and have them practice the word-analysis strategy found in Example 3.6 on page 27 of the practice guide. Example words that may be used if needed: adapting, preheated, compressing, attachment, informal. The word-analysis strategy consists of the following five steps:
 - Circle recognizable word parts. Look for prefixes at the beginning, suffixes at the end, and other familiar word parts.
 - Underline the other vowels.
 - Say the different parts of the word.
 - Say them again fast to make it a real word.
 - Make sure the word makes sense in the sentence.



Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about teaching students to recognize common word parts? What about to read decodable words in isolation and in text?
2. Brainstorm ideas about what strategies you would add or change to teach students to recognize common word parts. Brainstorm ideas about what strategies you would add or change to teach students to read decodable words in isolation and in text.

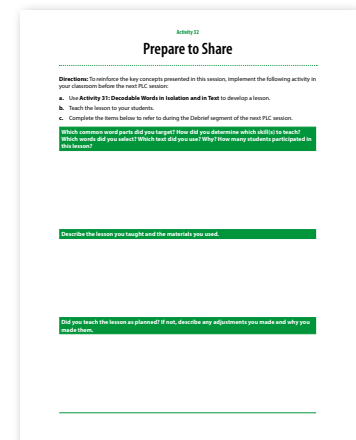
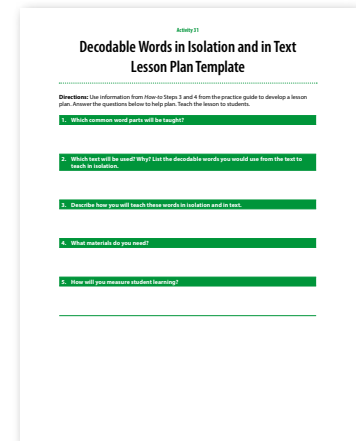
Common Word Parts

Decodable Words in Isolation and in Text

3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should develop and implement a lesson plan on teaching students to recognize common word parts and read decodable words in isolation and in text. Each participant will select common word parts that his/her students need to learn and describe how those word parts will be taught. A text will be selected that contains words that include those common word parts. The lesson plan will describe activities that will be used to have students read decodable words in isolation and in text. Activities used for this lesson plan are from the practice guide.
 - b. Use **Activity 31: Decodable Words in Isolation and in Text Lesson Plan Template** to develop a lesson and then teach the lesson to students.
 - c. Each participant should complete **Activity 32: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - Which common word parts did you target? How did you determine which skill(s) to teach? Which words did you select? Which text did you use? Why? How many students participated in the lesson?
 - Describe the lesson you taught and materials used.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold your instruction?
 - How did you measure student learning?
6. Assign the group pages 28-30 of the practice guide to read for the next session.



High-Frequency Words Non-Decodable Words

Recommendation 3

Teach students to decode words, analyze word parts, and write and recognize words.

- * **How-to Step 5:** Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- * **How-to Step 6:** Introduce non-decodable words that are essential to the meaning of the text as whole words.

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 28-30



Activity 32: Prepare to Share (completed)
Activity 33: Video Viewing Guide, High-Frequency Words
Activity 34: High-Frequency Words Lesson Plan
Activity 35: Non-Decodable Words
Activity 36: Prepare to Share



Video 30: High-Frequency Words
Video 31: Non-Decodable Words



Debrief

Ask the group to use their completed **Activity 32: Prepare to Share** to debrief from Session 7. The activity was for each participant to develop and implement a lesson plan on teaching students to recognize common word parts and read decodable words in isolation and in text. Each participant was to select common word parts that his/her students needed to learn and describe how those word parts will be taught. A text was selected that contained words that included those common word parts. The lesson plan described activities to have students read decodable words in isolation and in text. Activities used for this lesson plan are from the practice guide. Lead a discussion:

1. Which common word parts did you target? How did you determine which skill(s) to teach? Which words did you select? Which text did you use? Why? How many students participated in the lesson?

High-Frequency Words

Non-Decodable Words

2. Describe the lesson you taught and the materials you used.
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction? How did you scaffold your instruction?
5. How did you measure student learning?



Define Session Goals

1. Explain that this session addresses the fifth and sixth How-to steps for carrying out Recommendation 3. As a reminder, Recommendation 3 addresses teaching students to decode, write, analyze, and write words.
2. How-to Step 5 addresses teaching regular and irregular high-frequency words. How-to Step 6 addresses non-decodable words. These steps are found on pages 28-30 of the practice guide.
3. Ask the group to discuss initial thoughts or questions about the recommendation and How-to Steps.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Organize participants into small groups of two or three. Ask each small group to think about and discuss how they teach students high-frequency words and non-decodable words essential to the meaning of text. Describe the instruction when teaching these two types of words.
2. Ask each small group to share with the whole group one idea that was discussed.
3. Ask the group to discuss the challenges they are currently facing in teaching students high-frequency words and non-decodable words essential to the meaning of text.

High-Frequency Words Non-Decodable Words

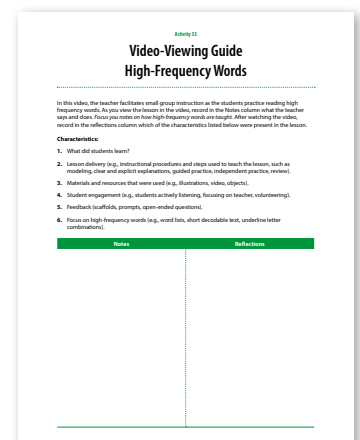
Move into New Learning

4. How-to Step 5 addresses teaching regular and irregular high-frequency words so students can recognize them efficiently. Refer to pages 28-29 of the practice guide. Lead a discussion:
 - **What are high-frequency words?** (*Words that appear frequently in all kinds of texts.*)
 - **Why should we teach high-frequency words?** (*Learning to recognize them quickly will speed up the reading process so that students can focus more on the meaning of the text.*)
 - **What is the difference between an irregular high-frequency word and a regular high-frequency word?** (*Irregular words have exceptions to the typical sound–spelling patterns and are not easy for early readers to decode. Regular words can be read by applying letter–sound skills.*)
 - **Ask the group to make a short list of examples of irregular high-frequency words and regular high-frequency words (other than those in the practice guide). How should we teach each type of high-frequency word?** (*Teachers can use different strategies for teaching these words, ranging from teaching them within the decoding sequence and correcting the pronunciation, to labeling them as rule-breakers and teaching them holistically, or having the student spell/write the words so as to draw attention to the middle sounds of the word.*)

5. Discuss the list of activities teachers can use to teach and provide practice on high-frequency words found on page 29 of the practice guide:
 - Flash cards
 - Find high-frequency words in text
 - High-frequency word wall
 - Practice high-frequency words outside of regular literacy instruction
 - Have students say, spell, write, and say again a high-frequency word printed on a card or encountered in text

6. Ask the group how the example activities foster students recognizing high-frequency words efficiently. Discuss the following:
 - a. What other opportunities do you provide in your classroom for students to learn high-frequency words? (*Answers will vary.*)
 - b. Have the group review Example 3.10 on page 30. This activity is a way to have students practice high-frequency words outside of their regular literacy instruction. Have participants describe ways they do this.

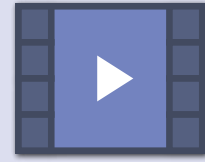
7. Prepare to show Video 30: High-Frequency Words. This video shows a teacher providing a small group of second graders opportunities to practice reading high-frequency words. Details about the videos in this session are found in the table below.



High-Frequency Words

Non-Decodable Words

- a. Before showing the video, ask participants to review Example 3.9 on page 29 of the practice guide.
 - b. Briefly review **Activity 33: Video Viewing Guide, High-Frequency Words**. Remind participants to focus on how high-frequency words are taught. Show the video High-Frequency Words.
 - c. Ask participants to refer to their video viewing guides and discuss how the teacher provided opportunities for the students to practice high-frequency words so students can recognize them efficiently. What instructional components did you see in the video that matched the strategies described in the practice guide?
8. Refer to page 30 of the practice guide. How-to Step 6 addresses introducing non-decodable words essential to the meaning of the text as whole words. Lead a discussion about this step:
- **What is a non-decodable word?** *(A non-decodable word is a complex word that contains sound–spelling patterns that students have not learned, but that are important to the text.)*
 - **List some examples of non-decodable words.**
 - **Why is it important to introduce non-decodable words that are essential to the meaning of text as whole words?** *(To expand students reading opportunities beyond decodable texts.)*
 - **Why does the panel recommend limiting the number of non-decodable words introduced at a time?** *(Learning them holistically places considerable demand on students' memory.)*
9. Prepare to show Video 31: Non-Decodable Words. This video shows a teacher teaching a few non-decodable words that are essential in understanding the text before students read the text. As participants watch the video, ask them to think about aspects of the video that match the strategies described in the practice guide:
- **What instructional components did you see in the video that matched the strategies described in the practice guide?**



Key Points About Video 30 (High-frequency Words)

- The teacher taught two new words (*example* and *group*) and provided practice with previously learned words.
- The teacher provided opportunities for students to read and spell words.
- The teacher provided feedback and more opportunities for students to practice difficult words (e.g., *kind*).
- The teacher encouraged students to keep practicing the words so they become automatic.

Key Points About Video 31 (Non-Decodable Words)

- The teacher reviewed complex words (*molars, incisors, canines*) that would be encountered in text.
- Words were reviewed prior to reading the text.
- The number of words introduced was limited (three words) and they were taught as whole words.



High-Frequency Words Non-Decodable Words

Video: Recommendation 3, How-to Step 5 (High-Frequency Words) and How-to Step 6 (Non-Decodable Words)

Video	How-to Step	Grade	Description	Length
30	5	2	<ul style="list-style-type: none"> High-Frequency Words Small Group 5 students High-frequency word cards, mini-whiteboards, markers 	3:52
31	6	2	<ul style="list-style-type: none"> Non-Decodable Words Whole Group 11 students Text: <i>Chomp!</i>, <i>Different Teeth Have Different Jobs</i> 	2:58

Compare Current Practice

10. Have the group discuss the following:

- The High-Frequency Words video showed a teacher providing a small group of second graders opportunities to practice reading high-frequency words. How are the techniques she used similar to or different from the way you currently teach regular and irregular high-frequency words so that students can recognize them efficiently?
- The other video illustrated How-to Step 6, which introduces non-decodable words that are essential to the meaning of the text as whole words. How are the activities that the teacher used in the video similar to or different from the way you currently introduce non-decodable words essential to the meaning of the text?



Experiment with Newly Learned Strategies

Activity 1—High-Frequency Words

- Organize participants into small groups of two or three and have them select one of the activities on page 29 in the practice guide that describe how to provide practice on high-frequency words. Select one that you currently do not implement in your classroom. Use **Activity 34: High-Frequency Words Lesson**

Activity 34

High-Frequency Words Lesson Plan

Directions: Select one of the activities on page 29 of the practice guide that describes how to provide practice on high-frequency words. Select one that you currently do not implement in your classroom. Use this handout to describe how you would implement the activity.

- Which activity did you select? Which high-frequency words will be taught/practiced?
- Describe the teaching procedure. How will you respond to errors?
- What materials do you need?
- How will you measure student learning?

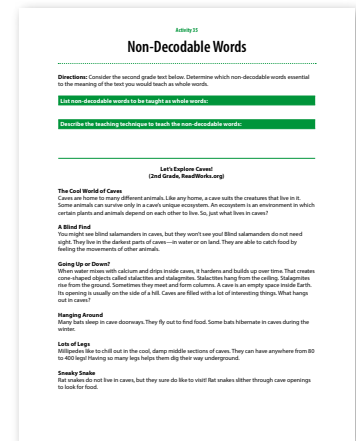
High-Frequency Words Non-Decodable Words

Plan to describe how each small group would implement the activity in their classroom. Small groups work together to complete the lesson plan.

2. Ask each small group to share their plan with the whole group.

Activity 2—Non-Decodable Words

3. Organize participants into small groups of two to three and review **Activity 35: Non-Decodable Words**. Have each small group consider the text (*Let's Explore Caves*) and determine which non-decodable words essential to the meaning of the text they would teach as whole words.
4. Ask each small group to share their non-decodable words and teaching technique with the whole group.



Reflect and Implement

Reflect

1. Is there anything you learned in this session that either confirms or contradicts what you already knew about teaching high-frequency words or teaching non-decodable words essential to the meaning of a text?
2. Brainstorm ideas about what strategies you would add or change as you plan instruction focused on teaching high-frequency words and non-decodable words essential to the meaning of a text.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

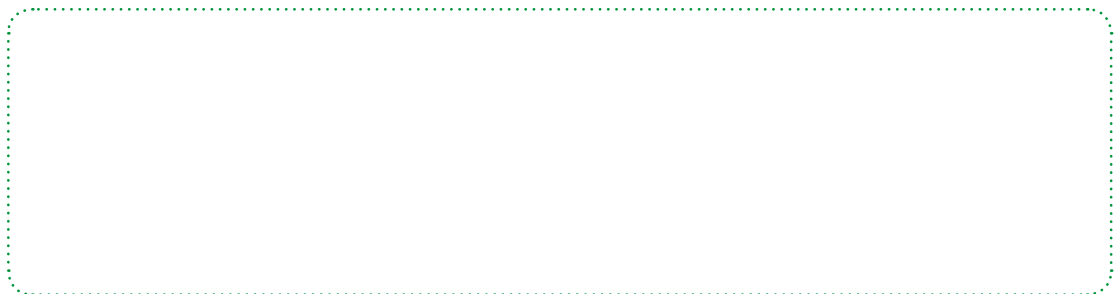
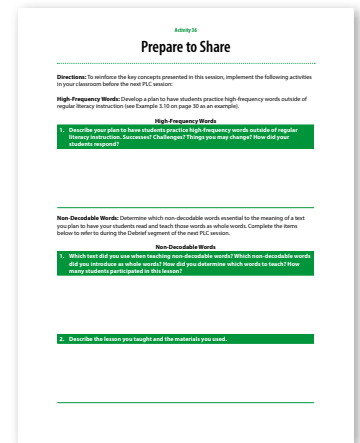
Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should develop a plan to have students practice their high-

High-Frequency Words Non-Decodable Words

frequency words outside of their regular literacy instruction (see Example 3.10 on page 30 of the practice guide). Additionally, each participant determines which non-decodable words essential to the meaning of a text they plan to have their students read and teach those words as whole words.

- b. Each participant should complete **Activity 36: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following.
- **High-frequency words.** Describe your plan to have students practice high-frequency words outside of regular literacy instruction. Successes? Challenges? Things you may change? How did your students respond?
 - **Non-decodable words.** Which text did you use when teaching non-decodable words? Which non-decodable words did you introduce as whole words? How did you determine which words to teach? How many students participated in this lesson?
- Describe the lesson you taught and materials used.
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction? How did you scaffold your instruction?
 - How did you measure student learning?
6. Assign the group pages 32-35 of the practice guide to read for the next session.



Accurate and Efficient Word Identification

Self-Monitor and Self-Correct

Recommendation 4

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

- * **How-to Step 1:** As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
- * **How-to Step 2:** Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 32-35



Activity 36: Prepare to Share (completed)
Activity 37: Video Viewing Guide, Word Reading Strategies
Activity 38: Video Viewing Guide, Fix It Game
Activity 39: Prepare to Share



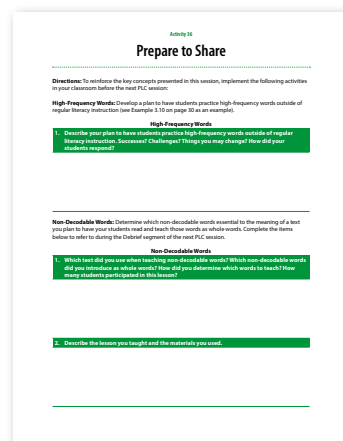
Video 32: Word Reading Strategies
Video 33: The Fix It Game



Debrief

Ask the group to use their completed **Activity 36: Prepare to Share** to debrief from Session 8. The activity was to develop a plan to have students practice high-frequency words outside of regular literacy instruction. Additionally, participants were to determine non-decodable words essential to the meaning of a student text and teach those words as whole words. Lead a discussion:

1. **High-frequency words.** Describe your plan to have students practice high-frequency words outside of regular literacy instruction. Successes? Challenges? Things you may change? How did your students respond?
2. **Non-decodable words.** Which text did you use when teaching non-decodable words? Which non-decodable words did you introduce as whole words? How did you determine which words to teach? How many students participated in this lesson?



Accurate and Efficient Word Identification Self-Monitor and Self-Correct

- a. Describe the lesson you taught and materials used.
- b. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
- c. How did your students respond to your instruction? How did you scaffold your instruction?
- d. How did you measure student learning?



Define Session Goals

1. Read Recommendation 4 out loud to the group. Explain that this session reviews the first and second How-to Steps for carrying out Recommendation 4.
2. Read How-to Step 1 out loud to the group. Read How-to Step 2 out loud to the group. These steps are found on pages 32-35 of the practice guide.
3. Ask participants to generate “I want to figure out how to...” statements that are related to How-to Steps 1 and 2.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Organize participants into small groups of two to three. Ask each small group to share how they ensure that each student reads connected text every day. Also, have small group discuss how they teach students to self-monitor for understanding and self-correct word-reading errors.
2. Lead a whole-group discussion of the challenges that arise when implementing strategies to support students’ reading accuracy, fluency, and comprehension.

Move into New Learning

3. Ask the group to review the top of page 33 in the practice guide, which introduces and describes the level of evidence for Recommendation 4. How many studies found positive

Accurate and Efficient Word Identification

Self-Monitor and Self-Correct

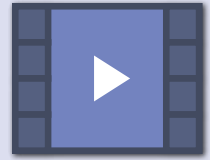
effects that contributed to the moderate level of evidence? (18 studies.)

4. Refer to page 32 and lead a discussion about the following:
 - **What does reading connected text accurately, fluently, and with appropriate phrasing and comprehension require?** (Students need to identify words quickly, integrate ideas in the text with their background knowledge, self-monitor understanding, and apply strategies to support comprehension and repair misunderstandings.)
 - **When should we begin having students read connected text daily?** (As soon as students can identify a few words.)
 - **What type of text should students interact with when reading to practice reading accuracy, fluency, and comprehension?** (A variety of connected texts, including texts of varied levels, diverse genres, and wide-ranging content. Both informational and narrative texts should be read.)
5. How-to Step 1 tells us that as students read orally, we should model strategies, scaffold, and provide feedback to support accurate and efficient word identification. The practice guide emphasizes that students need to practice reading connected text while they are learning the alphabetic principle and decoding, as described in Recommendations 2 and 3. To help students decode and identify words, the practice guide recommends:
 - **Planning activities in which students receive support from a more proficient reader. Why?** (The more proficient reader can provide constructive feedback and support.)
 - **Working one-on-one or in small groups. Why?** (Students get more opportunities to practice and more scaffolding in these formats.)
 - **Using instructional-level text with examples of recently taught sound–spelling patterns. Why?** (Instructional-level text provides some challenge without overwhelming the student.)
6. Discuss text levels found in Example 4.1 on page 33 of the practice guide. Discuss in which situations each text level should be used. (Example: Independent level texts should be used when students read independently. Instructional level text should be used when the student is reading with a more proficient reader who can offer support. Frustration level text should not be used, unless the teacher is reading it to the students.)
7. What should be done when students encounter words they find difficult to read? (Students should be reminded to apply decoding and word-recognition skills and strategies they have learned and then re-read the word in context.)
8. Review the prompts in Example 4.2 on page 34.
 - **What is the recommended error-correction when students cannot decode words or sound–spelling patterns using their existing knowledge and strategies?** (Tell the student the words or sound–spelling patterns, ask them to repeat the word, and then reread the sentence.)
 - **What is the panels’ recommendation about students guessing at words or teachers giving hints about difficult words?** (The panel discourages allowing students to use guessing strategies.) **Why?** (Guessing strategies will not be effective with more-advanced texts.)
 - **Discuss the last paragraph of How-to Step 1, which describes types of scaffolds and their relation to gradually releasing responsibility to students.**

Accurate and Efficient Word Identification

Self-Monitor and Self-Correct

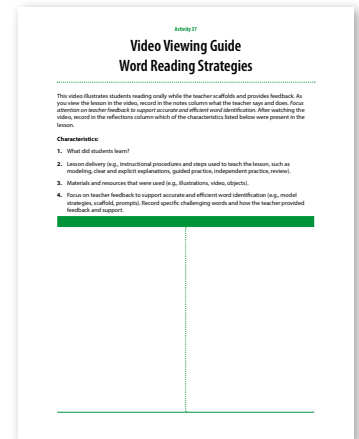
Key Points About Video 32 (Word Reading Strategies)



- *Graduate* was a difficult word. The teacher had the student break the word down into three parts. She asked him to read the part he knew (*grad*), helped him with the long u sound, and had him read *ate*. When he still had difficulty, she told him the word, had him repeat the word, and read the sentence again.
- Another student left off the *-ing* from *fishing*. The teacher pointed to the ending (*-ing*) to focus the student's attention on it. The student read the whole word and the teacher asked her to read the sentence again.
- The third student had difficulty with the word *created* and the teacher helped him break the word into parts. He read the word correctly and then reread the sentence.

9. Prepare to show Video 32: Word Reading Strategies.

- This video illustrates students reading orally while the teacher scaffolds and provides feedback. See details of all the videos in this section in the table below. Briefly review **Activity 37: Video Viewing Guide, Word Reading Strategies**. Remind participants to record specific challenging words and how the teacher provided feedback to support accurate and efficient word identification.
- After viewing the video, discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification. How did she do this?

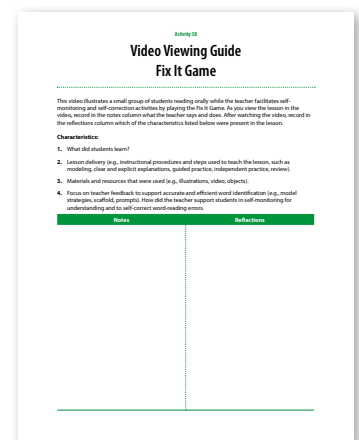


10. Refer to page 34 of the practice guide. How-to Step 2 addresses teaching students to self-monitor their understanding of the text and to self-correct word-reading errors. Lead a discussion about this step:

- **How do competent readers recognize when the text does not make sense?** (*Competent readers recognize when the text does make sense because they know when they misread a word and correct their error.*) **Why don't all students do this?** (*Often students do not recognize word-reading errors because they have not been paying attention to their own reading to know whether their reading makes sense.*)
- **Review the Fix It Game in Example 4.3 on page 35. How does this game teach students to self-monitor understanding and to self-correct word-reading errors?** (*The teacher models making a word-reading error and students need to determine the error and fix it to make the sentence make sense.*)
- **How does the panel recommend correcting word-reading errors on words a student should be able to read?** (*Pause so the student can correct the error and then provide support if needed.*) **What if the student cannot identify the error on his/her own?** (*Read the sentence exactly as the student did, including the error. Ask the student if it made sense or sounded right.*)

11. Prepare to show Video 33: The Fix It Game.

- This video shows a teacher facilitating self-monitoring and self-correction activities by playing the Fix It Game. Briefly



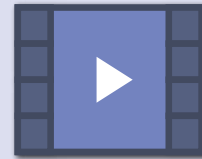
Accurate and Efficient Word Identification

Self-Monitor and Self-Correct

review **Activity 38: Video Viewing Guide, Fix It Game**. Remind participants to note how the teacher supports the students' self-monitoring of understanding and self-correcting word-reading errors.

- b. After viewing the video, discuss which words presented opportunities for the teacher to model, scaffold, and provide feedback to support accurate and efficient word identification. How did she do this?

Key Points About Video 33 (The Fix It Game)



- The teacher explicitly taught how to fix misread words using sentence strips.
- Students read a text out loud while the teacher listened and scaffolded instruction for words in which the students had difficulty.
- The teacher asked the student to fix the word *exit* (*excited*). The student was able to do so without assistance.
- The teacher asked another student to fix *lined* (*lined*). When the student could not fix it, she told him the word and had him reread the sentence. She explained the meaning of *lined*.
- The teacher asked a third student to fix *drapping* (*draping*). When the student couldn't fix it, the teacher explained that it was probably an unfamiliar word, showed her how to analyze the word to read it, and shared the meaning of the word. The student reread the sentence.

Videos: Recommendation 4, How-to Step 1 (Support Accurate and Efficient Word Identification) and How-to Step 2 (Self-Monitor Understanding and Self-Correct Word-Reading Errors)

Video	How-to Step	Grade	Description	Length
32	1	3	<ul style="list-style-type: none"> • Word Reading Strategies • Small Group • 3 students • Text: <i>Lessons from Fishing</i> 	4:18
33	2	3	<ul style="list-style-type: none"> • The Fix-It Game • Small Group • 4 students • Text: <i>The Big Hike</i> 	5:50

Compare Current Practice

12. Have the group discuss the following:

- a. How-to Step 1 emphasizes that as students read orally, the teacher should model strategies, scaffold, and provide feedback to support accurate and efficient word identification. How are the techniques described in the practice guide and illustrated in the first video similar to or different from the way you currently support accurate and efficient word identification?
- b. How-to Step 2 emphasizes teaching students to self-monitor understanding and self-correct word-reading errors. How are the techniques described in the practice guide and illustrated in the second video similar to or different from

Accurate and Efficient Word Identification Self-Monitor and Self-Correct

the way you currently teach students to self-monitor for understanding and self-correct word-reading errors?

13. Ask the group to review the potential obstacles to implementing Recommendation 4 and the panel's advice on page 37.
14. Ask the group to discuss obstacles they have experienced and ways in which they have overcome them.



Experiment with Newly Learned Strategies

Activity 1—Word Reading Strategy Prompts

1. Organize participants into pairs and have them practice prompting each other to apply word-reading strategies using prompts from Example 4.2 on page 34. Participants can use a word list of their own or use the following provided lists. Easier words: *mud, mute, coat, boil, surf, found*. More difficult words: *export, partner, market, confirm, yesterday, contraction*.
2. Ask each small group to share with the whole group their thoughts and experiences using these two techniques (one for less advanced readers and one for more advanced readers) to prompt students to apply word-reading strategies.

Activity 2—Fix It Game

3. Organize participants into groups of two to three and have each group create example sentences that they can use in their classroom to implement the Fix It Game. Each participant will follow Example 4.3 on page 35 and play the Fix It Game with other group members using the sentences he/she created.
 - a. Ask each small group to share with the whole group their thoughts and experiences about the small group activity.

Accurate and Efficient Word Identification

Self-Monitor and Self-Correct



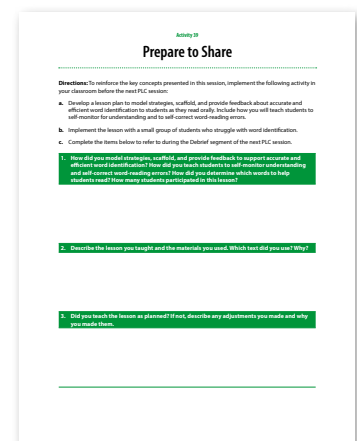
Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about modeling strategies, scaffolding, and providing feedback to support accurate and efficient word identification? Is there anything you learned during this session that either confirms or contradicts what you already knew about teaching students to self-monitor their understanding and self-correct word-reading errors?
2. Brainstorm ideas about what strategies you would add or change as you plan instruction focused on developing students' efficient word identification, self-monitoring for understanding, and self-correcting word errors.
3. Discuss ideas for how to implement these additional strategies.
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should develop a lesson plan to model strategies, scaffold, and provide feedback about accurate and efficient word identification to students as they read orally. Each participant should include how he/she will teach students to self-monitor for understanding and to self-correct word-reading errors. The lesson should be implemented with a small group of students who struggle with word identification.
 - b. Each participant should complete **Activity 39: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - How did you model strategies, scaffold, and provide feedback to support accurate and efficient word identification? How did you teach students to self-monitor understanding and self-correct word-reading errors?
 - How did you determine which words to help students read? How many students participated in this lesson?
 - Describe the lesson you taught and materials used. Which text did you use? Why?
 - Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
 - How did your students respond to your instruction?



Accurate and Efficient Word Identification Self-Monitor and Self-Correct

- How did you measure student learning?
6. Assign the group pages 35-37 of the practice guide to read for the next session. Ask each participant to bring a student text appropriate for fluency practice to the next session.



Recommendation 4

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

- * **How-to Step 3: Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.**

Resources



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide, pages 35-37



Activity 39: Prepare to Share (completed)
Activity 40: Video Viewing Guide, Opportunities for Oral Reading Practice With Feedback
Activity 41: Oral Reading With Feedback Lesson Plan Template
Text(s) to prepare a lesson plan to provide fluency practice
Activity 42: Prepare to Share



Video 34: Repeated Reading
Video 35: Partner Reading
Video 36: Choral Reading
Video 37: Echo Reading
Video 38: Alternated Reading



Debrief

Ask the group to use their completed **Activity 39: Prepare to Share** to debrief from Session 9. The activity was to develop a lesson plan to model strategies, scaffold, and provide feedback about accurate and efficient word identification to students as they read orally. Each participant should have included strategies to teach self-monitoring for understanding and self-correcting word-reading errors. The lesson should have been implemented with a small group of students who struggle with word identification. Lead a discussion:

1. How did you model strategies, scaffold, and provide feedback to support accurate and efficient word identification? How did you teach students to self-monitor understanding and self-correct word-reading errors? How did you determine which words to help students read? How many students participated in this lesson?

The screenshot shows a worksheet titled 'Activity 39 Prepare to Share'. It includes a 'Directions' section and three numbered questions for reflection. The questions are: 1. How did you model strategies, scaffold, and provide feedback to support accurate and efficient word identification? How did you teach students to self-monitor understanding and self-correct word-reading errors? How did you determine which words to help students read? How many students participated in this lesson? 2. Describe the lesson you taught and the materials you used. Which text did you use? Why? 3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

Oral Reading with Feedback

2. Describe the lesson you taught and materials used. Which text did you use? Why?
3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.
4. How did your students respond to your instruction?
5. How did you measure student learning?



Define Session Goals

1. Read Recommendation 4 out loud to the group. Read How-to Step 3 out loud to the group. This step is found on pages 35-37 of the practice guide.
2. Ask the group to discuss initial thoughts or questions about the recommendation and How-to step.



Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Have participants, working in small groups of two to three, think about and discuss how they provide students opportunities for oral reading practice with feedback.
2. Ask each small group to share with the whole group one idea that they discussed.
3. Ask the group what challenges they are currently facing in providing students opportunities for oral reading practice with feedback.

Move into New Learning

4. Refer to pages 35-37 of the practice guide and lead a discussion:
 - **What is reading fluency?** (*Reading fluency is the ability to read orally at a natural pace and with expression, including pauses at the ends of sentences.*)

Oral Reading with Feedback

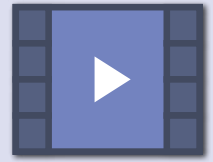
- **How can we help students learn how to read text in meaningful phrases as opposed to word by word?** (*Through modeling and feedback.*)
- **How can we help students learn how to read with expression?** (*Teachers can model how to read with expression and introduce students to punctuation marks and explain how to interpret them.*)
- **How should we use the different levels of text (independent, instructional, frustration)?** (*Provide ample opportunities for students to read independently at their independent level or to read with feedback at their instructional level. It is important not to ask students to read at their frustration level without feedback.*)
- **Review the list of activities to practice reading fluently found on page 36. Do you implement any of these activities?** (*Answers will vary.*) **Are any of these activities new to you?** (*Answers will vary.*) **Remind participants about the glossary.**
- **What is the difference between choral reading and simultaneous reading?** (*Students choral read with careful monitoring to ensure that all students are participating. Simultaneous reading is when the students and the teacher read the same text aloud at the same time.*) **In which situations might you implement each?** (*Choral reading might be used in small groups and simultaneous reading might be used with the whole class.*)
- **What is the difference between echo reading and alternated reading?** (*Echo reading is where a more experienced reader, often the teacher, reads a section of text aloud and then the student reads the same section aloud. Alternated reading is where the students and a more experienced reader, often the teacher, take turns reading continuous sections of text.*) **In which situations might you implement each?** (*Echo reading might be used with a struggling reader so that he/she can follow along and hear the text read before being expected to read it. Alternated reading might be used when students are paired to read texts or as a teacher works with a small group.*)
- **What is important to attend to when working with computerized reading devices to support fluent and accurate reading with expression?** (*Make sure that the text used is appropriate to students' word-reading and comprehension abilities so the students actively practice oral reading.*)
- **Discuss repeated reading and wide reading. What is the purpose of and difference between these two activities?** (*The purpose for repeated reading is to get students repeatedly exposed to the same words, which should help them recognize those words more efficiently. The purpose of wide reading is to expose students to more diverse vocabulary and world knowledge.*) **In which situations might you use each activity?** (*Repeated reading may be used in one-on-one teaching situations. Wide reading might be used when students read independently.*)
- **The practice guide describes three ways in which teachers can support students' fluency practice. What are they and how does each technique support fluency?** (*Pre-teaching challenging words before students read a text will help students read the text. Ask students questions after reading texts and remind them that the purpose of reading is to understand what is read. If students are not using word-identification strategies they have been taught while reading aloud, decrease fluency practice and increase activities designed to support word-reading accuracy.*)

5. Prepare to show Video 34: Repeated Reading. The table below provides details about each video in this session:

Video-Viewing Guide	
Opportunities for Oral Reading Practice With Feedback	
<p>Fluency Activities</p> <p>Repeated Reading: The teacher reads one-on-one with a student.</p> <p>Partner Reading: The student and a more experienced reader (often the teacher) take turns reading continuous sections of the text. If implemented with the whole class, students are paired intentionally so that each pair includes a stronger and a weaker reader (instructional level text is used because it provides some challenge without overwhelming the students. Roles are designated so the stronger reader reads first and the weaker reader reads second).</p> <p>To implement partner reading, establish a routine and provide plenty of opportunities for students to practice one-on-one with teacher feedback. It is important that students practice giving feedback to their partners regularly.</p> <ol style="list-style-type: none"> 1. The first reader reads the text. 2. The second reader supplies unknown words and corrects the first reader's errors. 3. The second reader reads the text. 4. The first reader supplies unknown words and corrects the second reader's errors. 	<p>Reference viewed in this video that matches information from the practice guide.</p>

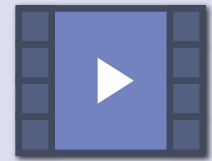
Oral Reading with Feedback

Key Points About Video 34 (Repeated Reading)



- Before the student read, the teacher briefly explained (in one sentence) what the text was about to help with comprehension.
- The teacher explained that the goal was to practice fluency and to increase the number of words read correctly each time the text was read.
- The teacher reviewed missed words after each reading by helping the student analyze the words.
- The teacher provided specific praise and encouragement.
- The teacher helped with comprehension by asking the student if she understood that the character in the text was making something.

- a. This video shows the teacher working one-on-one with a student to provide oral reading practice with feedback. Briefly review **Activity 40: Video Viewing Guide, Opportunities for Oral Reading Practice With Feedback**. Remind the group that they should record evidence from the video that matches information from the practice guide. After viewing the video, discuss participants' evidence about how partner reading was used in the classroom to help students develop fluent and accurate reading with expression.
6. Prepare to show Video 35: Partner Reading.
 - a. This video shows students partner reading. Remind the group that they should record evidence from the video that matches information from the practice guide on **Activity 40: Video Viewing Guide, Opportunities for Oral Reading Practice With Feedback**. After viewing the video, discuss participants' evidence about how partner reading was used in the classroom to help students develop fluent and accurate reading with expression.
 7. Prepare to show Video 36: Choral Reading, Video 37: Echo Reading, and Video 38: Alternated Reading.
 - a. These videos show three activities to provide oral reading practice with feedback. Before showing each video, remind participants that they should record evidence from the video that matches information from the practice guide using **Activity 40: Video Viewing Guide, Opportunities for Oral Reading Practice With Feedback**.
 - b. Show the three videos stopping after each one to discuss. After viewing the video, discuss participants' evidence about how the teacher helped students develop fluent and accurate reading with expression.



Key Points About Video 35 (Partner Reading)

- Students were paired intentionally.
- Students knew the routine and their roles.
- The teacher reminded students what it means to be a fluent reader and to provide feedback politely.
- The teacher reminded a student to follow along.
- The teacher listened to pairs read and provided feedback.

Oral Reading with Feedback

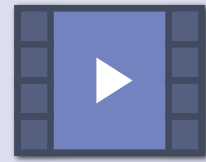
Session 10
Recommendation 4

Videos: Recommendation 4, How-to Step 3 (Oral Reading with Feedback)

Video	Grade	Description	Length
34	3	<ul style="list-style-type: none">• Repeated Reading• Individual• 1 student• Instructional-Level Text (student copy and teacher copy), timer, pencil	4:07
35	2	<ul style="list-style-type: none">• Partner Reading• Whole Group• 14 students• Instructional-Level Text	3:05
36	3	<ul style="list-style-type: none">• Choral Reading• Small Group• 4 students• Text: <i>A Dream Schedule</i>	2:52
37	3	<ul style="list-style-type: none">• Echo Reading• Small Group• 4 students• Text: <i>A Dream Schedule</i>	1:22
38	3	<ul style="list-style-type: none">• Alternated Reading• Small Group• 4 students• Text: <i>A Dream Schedule</i>	5:26

Compare Current Practice

8. Have the group discuss the following:
 - a. We have discussed and viewed videos about ways to provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression. How are these techniques similar to or different from the way you currently provide opportunities for oral reading practice with feedback?
 - b. In light of what you have learned from the practice guide, our discussions, and the videos, are there any changes or additions you might make when providing opportunities for oral reading with feedback?
 - c. Do these changes or additions seem feasible to you?



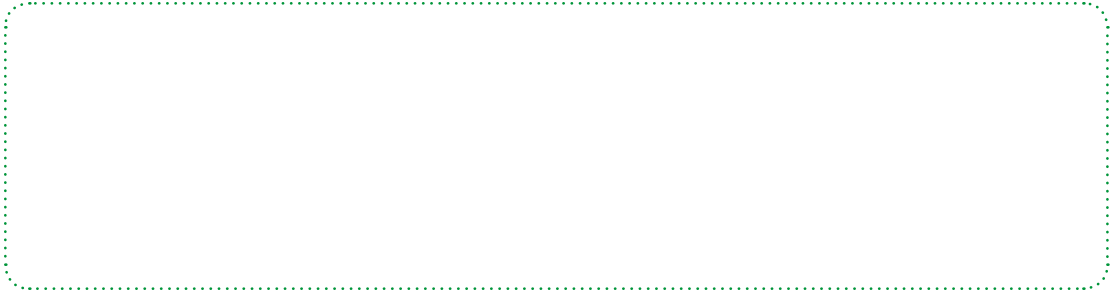
Key Points About Video 36 (Choral Reading)

- The teacher modeled fluent reading, including expression.
- The teacher monitored students to make sure they were following along.
- Scaffolding: The teacher reviewed a word that was difficult for the students (*perfectly*). She had the students break the word down into parts they knew, read the parts, read the parts together, then read the word. Finally, they reread the sentence containing that word.

Key Points About Video 37 (Echo Reading)

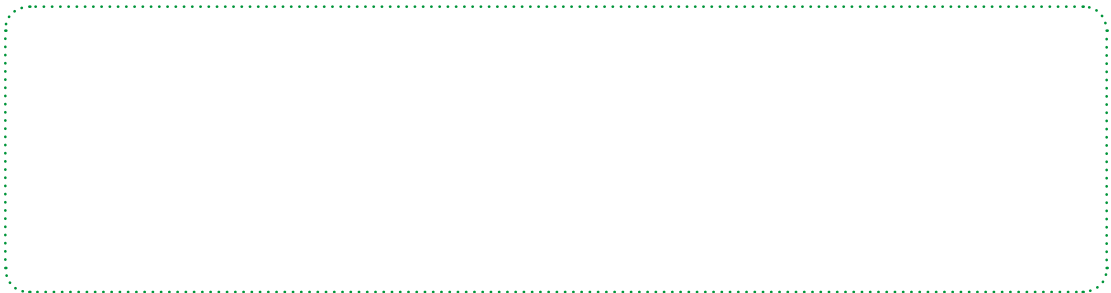
- The teacher reminded students to read from the text and not just memorize what she says.
- The teacher modeled fluent reading, including expression.
- The teacher monitored to ensure students followed along.

Oral Reading with Feedback



Experiment with Newly Learned Strategies

1. Organize participants into small groups of two or three and have them select one activity to provide practice reading fluently (see page 36 of the practice guide). For the selected activity, participants will use **Activity 41: Oral Reading Practice With Feedback Lesson Plan Template** as a guide to discuss the following information (note: this same Activity template will be used two times).
 - a. Determine group format (whole class, small group, individual).
 - b. Text level (independent, instructional, frustration).
 - c. Text title and why this text?
 - d. Any words that you will teach before reading the text? Why or why not?
 - e. Describe the lesson procedure.
 - f. Describe materials.
 - g. Describe strategies to model.
 - h. Describe how you will address expression.
 - i. Describe how you would give feedback when students make a word-reading error.
2. Ask each small group to share key points of their discussion.





Reflect and Implement

Reflect

1. Is there anything you learned during this session that either confirms or contradicts what you already knew about providing opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression?
2. Brainstorm ideas about what strategies you would add or change as you plan instruction focused on providing student opportunities for oral reading practice with feedback.
3. Discuss ideas for how to implement these additional strategies
4. What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Implement

5. To reinforce the key concepts presented in this session, assign the following activity:
 - a. Each participant should develop a plan to provide students opportunities for oral reading practice with feedback. Each participant will select one activity to provide reading fluency practice listed on page 36 of the practice guide.
 - b. Using the format of **Activity 41: Oral Reading Practice With Feedback Lesson Plan Template**, each participant should develop a lesson designed to provide students opportunities for oral reading practice with feedback. Participants should then teach their lesson to students.
 - c. Each participant should complete **Activity 42: Prepare to Share**. At the start of the next PLC session, participants should be prepared to respond to the following:
 - Determine group format (whole class, small group, individual).
 - Text level (independent, instructional, frustration).
 - Text title and why this text?
 - Any words that you will teach before reading the text? Why or why not?
 - Describe the lesson procedure.
 - Describe materials.
 - Describe strategies to model.
 - Describe how you will address expression.

Activity 41
Oral Reading Practice With Feedback
Lesson Plan Template

Directions: Select one activity to provide practice reading fluently listed on page 36 of the practice guide. Develop a plan using this template. Implement the lesson plan with students.

Group Format (whole class, small group, individual) _____

Text Level (independent, instructional, frustration) _____

Text title, Why this text? _____

Any words to teach to students before reading the text? Why or why not? _____

Describe the lesson procedure. _____

Describe materials. _____

Describe strategies to model. _____

Describe how you will address expression. _____

Describe how you will give feedback when student make a word reading error. _____

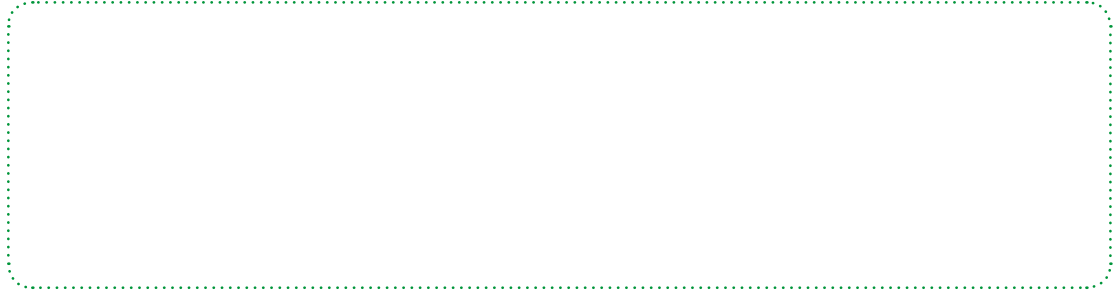
Activity 42
Prepare to Share

Directions: To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session.

1. Use **Activity 41: Oral Reading Practice With Feedback** to develop a lesson plan to provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.
2. Implement the lesson with a small group of students.
3. Complete the items below to refer to during the debrief segment of the next PLC session.
 1. How did the model strategies, activities, and provide feedback to support accurate and efficient word identification? How did you teach students to self-monitor understanding of text? Describe reading errors? How did you determine which words to help students read? How many students participated in this lesson?
 2. Describe the lesson you taught and the materials you used. Which text did you use? Why?
 3. Did you teach this lesson as planned? If not, describe any adjustments you made and why you made them.

Oral Reading with Feedback

- Describe how you would give feedback when students make a word-reading error.
6. Since this is the last PLC session, reconvene the group after about two weeks to debrief the follow-up activity from this session. Participants were to complete Activity 41 and Activity 42 from Session 10. Have participants refer to their completed activities and share their responses.



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