**Session: MS/HS Guided Reading Intervention**

**Facilitator:**

**Date and Time:** June 23-24th (NY & CT/RI)

**Topic:** Reading Intervention

**Total Time:** 180 minutes- 3 60 minute session

* Structure Overview + Fluency
* GR Conferring – Accuracy
* GR Conferring - Comp

**Intended Audience:** Leaders – Turnkeyed to Teachers

**Pre-Work Estimated Time:** 180 hours

**Pre-Work Instructions:**

**Supporting/Table Facilitators:** Chase (NY) & Katie (CT/RI)

**Videos Used:** Various (Danielle/Leslie – Fluency & Anna Reeves and Caitlin - GR)

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| **Aims:**  |
| School leaders will be able to:* Part 1 – GR Overview: Know the structure and non-negotiables of GR.
* Part 2– Fluency Practice: Execute an effective fluency practice during GR.
* Part 3 – Fluent Reading Conferring: Execute an effective fluency (Accuracy focused) conference during GR.
* Part 4 – Comprehension Conferring: Plan and execute an effective comprehension conference during GR.
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| **Session Description:**This session is a practiced based session that will give leaders and teacher practice on executing the key components of a GR Lesson. It is about responding to the student reading/responses with the appropriate amount of support to get scholars to independent reading. Leaders/Teachers will work on skills to support scholars to read fluently to understand the text at a literal and inferential level. This session is a 1 to 1 turnkey session that leaders should do with their teachers.  |
| **Key Points*** **Guided Reading is providing scholars strategic support based on data to bridge the gap between independent and guided reading.**

*Guided reading should not be teaching new content, but rather giving time and support to getting scholars to attempt fluent reading and comprehension on an instructional text, with support from a teacher.** **Teachers to need to support scholars to read fluently during GR.**

*We listen to scholars read during GR to assess their (accuracy, rate, prosody) as the temperature check on reading. Pitfall – Teachers let scholars read dysfluently which makes it much more difficult to understand the text.** **Teachers need to support scholar’s attempts to comprehend a text at a literal and inferential level.**

*Scholars need help independently comprehending texts that are on their instructional level to help them build out ways to think about a text.** **Teachers need to support scholars in daily fluency practice.**

*Scholars in intervention need practice reading grade level texts fluently to support this element of their reading development.* | **Potential Misunderstandings*** **Guided reading is only a comprehension intervention**.

*Guided reading is primarily a comprehension support, and in order to comprehend well a big part of this is reading fluently first. Scholars need to be able to independently read a text at 98% accuracy or higher. This support SHOULD NOT be isolated to phonics.** **Guided reading can only be taught well by veteran teachers.**

*Veteran teachers tend to be stronger at GR because of their attention to data and responding to scholars. There are specific skills that any teacher can be proficient in quickly and will drive stronger reaching achievement.** **Scholars who read at 98% accuracy on an instructional text, do not need fluency practice.**

*False, scholars who read at this level of accuracy need a great deal of support in fluent reading (accuracy+rate+prosody). This is usually the bridge to stronger independent reading and comprehension. You can do fluency practice with all scholars grades 2+ on grade level texts. The research is very clear here.* |
| Framing***Where have we been?**** Last year we focused our time on fluency and guided reading conferring.
* Because it was new our focus was on the WHAT to do rather than the HOW.
* This past year, many schools tried fluency and GR in different ways and we learned a few lessons.
	+ Embedding fluency practice as part of GR works well and supports scholars reading development.
	+ We need to hold scholars to fluent reading during GR and confer on it where needed.
	+ Teachers of all skill level can confer on fluent reading and comprehension if they practice it and are coached to do so.
* This year, we want to ensure all GR teachers know how to execute fluency practice, fluency and comprehension conference with scholars.

***Why are we focusing on this right now?**** We are at a place where schools consistently have reading intervention time for GR & Fluency. The structures are in place. Also, the vast majority of schools use data to determine which students are in which groups and observing and providing feedback on interventions.
* However, when we observe scholars reading aloud or providing partial understanding of the text, we are not consistently able to get them the right level of support that over time leads to stronger independent readers.
* What we’ve observed is that too often the level of support is mismatched or teachers lack the knowledge and skills to provide support in the moment when they see a scholar struggling to understand or read fluently. We aren’t breaking it down or using BPQs effectively to get a scholar there and the scholar move from teacher-monitoring, to self-monitoring, to self-correcting to independent.

***How will we close this EXECUTION GAP?**** Therefore, this year we will focus on MODELLING and PRACTICE/DRILLS to directly address the execution gap.
* SSLs and Teachers will be able to …
	+ Execute an effective and efficient fluency practice.
	+ Execute an effective fluency and comprehension conference with the most common mistakes and misunderstandings that we see.

Structure of GR* 10 min. – Fluency Practice
* 5 min. – Introduction
* 20-25 min. – Conferring
* 5 min. – Discussion

Fluency Conferring* Temperature check for reading. Teacher listens to the scholar read a few times a week looking at accuracy, rate, and prosody.
* Scholars make some common errors- suffix, vowel, irregular words, and syllable errors.
* Steps:
	1. Notice Errors
	2. ID the root of the error
	3. Match with the appropriate prompt
	4. Provide more at bats to reinforce or prompts in the same text
	5. Transfer the skill

Comprehension Conferring* Listen to the scholars retell against your exemplar response
	1. Pinpoint misunderstanding
	2. Respond to the misunderstanding
	3. Transfer the skill
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| **AGENDA AT A GLANCE*** Reflection (5)

Invest – Look at Data (10)* Session Aims and Agenda (2)
* Airtight Activity & Key Points and Misunderstandings (20)
* GR – Fluency Practice (30)
	+ Model
	+ Practice Drill
* GR – Fluency Conferring (45)
	+ Model
	+ Practice Drill
* GR – Comprehension Conferring(45)
* Applying to your Context (15)
* Reflection & Closing (5)
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| ***Materials*** | ***Assessment & Follow-up*** |
| * Drill Packet for Participants
* Facilitator Drill packet & model scripts
* Cheat Sheet
* Bell
* PPT deck
* Video/Role play scripts
* Guided Notes packet
* Room to move around/practice
 | **Assessment: ?****Follow-up by Principals & Deans (dates):*** By 7/31, Academic Intervention Owner will share with their TSS point person who they need to train during ATT at school sites.
* By 7/31, Academic Intervention Owner will share with their TSS point person if they will use the in-person or computer based training.
* August/September, TSS Point People attend I person training and track online training.
* By 9/15, Academic Intervention Owner will train all GR teachers, and create focus areas for coaching.
* By 9/30, TSS Point People, follow-up with Academic Intervention Owner on coaching plans and training follow-up
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| **Additional Instructions/Notes for Facilitator**Leaders will have all the session plans and materials to do this session with teachers. Leaders have the following choices in terms of turnkeying:Time1. School Site ATT
2. BOY

Presentation Format1. In-Person by SSL
2. In-Person by SSL & TSS Point Person
3. Online Module with Results

AND1. All at once
2. In a series over a few weeks
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| Living the Learning (LtL) Legend:O= OpeningAA= Airtight ActivityK= Key PointsM= Additional ModelA= ApplicationC: Closing/Reflection |

Session Detail

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| ***Min*.** | ***Session Component*** |
| 18 | Opening: * Why this session
* Hook/Investment – Data from the EOY Screener of triggers and categories
* Aims & Agenda
* Online Module – Preview that these materials
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| 20 (Try and get Opening shortened to get more minutes for AAs) | Airtight Activity #1 – Guided Reading Overview* SAY: *Before we can go any further we need to first get the first vision of what strong GR looks like for next year. You will observe a fluency practice then GR Introduction, Conferring (Accuracy & Comp.) As you observe on pg. x note what key components that make this a strong intervention. I will be intentionally skipping the discussion at the end because it’s very similar to the discussion that would occur to during lit. block/class.*
* SAY: *(Choose 1 participant) To ensure I’m clear on what you’re doing as we watch, can you tell us what is your thinking job?*
* <10 min.> Video of Danielle and Anna Reeves GR Block: (10 minute max)
	+ Fluency Practice – *What are the key parts of strong fluency practice?*
	+ GR Introduction – *What are the key components of the GR Introduction?*
	+ GR Conferring – *What are the key parts of a GR Conference?*
	+ GR Discussion – *What are the Key parts of GR Conference?*
* Draw out the **Key Points** around framing & clarify any misconceptions (5 mins)

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| **Portion** | **Key Components** | **Evidence** | **BPQs** |
| Fluency Practice*Fluent reading and automaticity* | * Partner and whole group
* Data-driven
* Grade level Texts
* Reinforced Fluent reading
 | * Scholars had 3 opportunities to read the text over.
* They received feedback from a partner.
 | * How many times did scholars get practice reading fluently?
* What is the impact on fluent reading?
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| GR- Conferring – Fluency*Support the scholar’s fluent reading* | * Scholar Reads
* Teacher IDs errors & Responds
* Teacher records data
 | * Running Record
* Punches errors
* Narrates what the scholar needs to do better
 | * What is the process that she uses to id mistakes?
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| GR Conferring – Comprehension*Support a scholar to literally and deeply comprehend a text* | * Scholar shares their thinking
* Teacher pinpoints misunderstand & responds
* Transfer of the skill
 | * X tells what he read about.
* Anna responds to the misunderstanding by prompting.
* She transfers the skill and records it in the tracker?
 | * How does Anna use the tracker?
* What purpose does it serve?
* How does Anna choose what she’s conferring on ?
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* SAY: *What are the key components of the Fluency and Guided Reading intervention? (Cold Call) Name 1 element of Fluency. Why is that important?*
* Name the key points clearly 1 more time and have folks reference their notes to the FOIs
* SAY: *I want to name a few differences and similarities with GR and Lit and then Elementary school GR for folks that have that context:*
	+ Difference and Similarities to BPQs in Lit class. – *They are very very similar, in terms of breaking down the understanding – the difference is that you want to keep your prompting to a 2-3 prompts and the move to demonstrate for the scholar, because these should be strategies they know and your supporting them in using them in the text. In GR, our prompts and support are around strategy but in Lit it’s around the text itself.*
	+ Difference and Similarities to Elementary – *In Elementary GR is less of an intervention but a key component of reading. I say that to explain structurally GR is a bit different. There is more emphasis on the discussion at the end and more explicitly strategy teaching because kids are closer together in their needs.*
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| 31 | Application #1 – Fluency PracticeObjective: Participants will get multiple at bats to practice running the fluency practice during the start/end of GR conferencing using the Tier 1-2 Passages.Directions = **2 minutes***You will practice the various components of the fluency tier 1 program for each day (Choral reading, partner reading, feedback and record). In each round we will tackle a new segment.***Drill:** Practice Daily Fluency PracticeRound 1 – Groups of 3 – Modeling Fluent Reading**Model:** 2 minutes - Teacher reads aloud the passage modeling fluent reading and monitoring scholars reading.* 1 min. reading (focus on reading with meaning)
* 1 min. highlight tricky word or emphasis
* No feedback
* **Total = 6 minutes**

Round 2 – Groups of 3 – Partner Reading*In this round, you will set up scholars to partner read and then listen in to scholars* **Model:** 2 minutesTeacher gives directions. Look at your previous days word count and remember the feedback you received. Begin reading in 3,2,1 and teacher listens in to the scholars.* Teacher - 1 minute to give directions and listen to partners read.
* Coach - 30 second feedback from cheat sheet
* Teacher - 30 seconds replay

**Total = 8 minutes**Round 3 – Groups of 3 – Layering on Partner Reading Feedback*In this round, we will continue with the set-up of partner reading and then listening to scholars. This time we will also have scholars give each other feedback.* **Model:** 2 minutesTeacher gives directions. Look at your previous days word count and remember the feedback you received. Begin reading in 3,2,1 and teacher listens in to the scholars read and give feedback.* Teacher - 1 minute to give directions and listen to partners read and give feedback.
* Coach - 30 second feedback from cheat sheet
* Teacher - 30 seconds replay

**Total = 8 minutes**Round 4 – Groups of 3 – Layering on Partner Reading Whole Group Feedback and recording results*In this round, we will continue with the set-up of partner reading and then listening to scholars read and then give feedback to one another. Teacher will give whole group feedback and prompt scholars to record their materials.***Model:** 2 minutesTeacher gives directions. Look at your previous days word count and remember the feedback you received. Begin reading in 3,2,1 and teacher listens in to the scholars read and give feedback. Teacher give feedback to the whole group based on observations and listening and prompts scholars to record their word counts.* Teacher - 1 minute to give directions and listen to partners read and give feedback.
* Coach - 30 second feedback from cheat sheet
* Teacher - 30 seconds replay

**Total = 8 minutes*** SAY – *Take 1 min. to record in your guided notes what made this difficult. What would need to be true to ensure that teachers practice this well.*
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| 45 | Application #2 – Guided Reading Fluency ConferringObjective: Participants will get multiple at bats to practice reinforcing fluent reading during GR Conferencing using a set of fluency/decoding prompts.SAY: *The next step in a GR session after doing fluency will be to introduce the book you’re about to do in GR. Given that each introduction will vary based on data, text, students and where you are currently in a text, we will not practice that portion. I’ve found that tends to be an area that is easier to get right than the conferring part. Therefore, I’m intentionally, spending our time now on the conferring.* *There are two times of conferences one can hold. They can be combined into one or as Anna does you can have 2 conferences with every scholar. Right now we will dive into the fluency conferences where the goal of the instructor is to ensure that the scholar is reading with 98% accuracy or higher, an appropriate rate and prosody to support comprehension.* *In this drill we will practice the various pieces of the fluency conference with increasing difficulty and I’ll layer on the skills as we go. Each round I will model and you will then work in groups of three to practice and get feedback. Let’s get started on the first round.*Directions = **2 minutes***You will listen to a scholar reading. As the scholar reads, please mark the passage below with errors and the root cause of the error. I’ll first model and then we will do this together.* **Drill:** Practice Fluency ConferencesRound 1 – Whole Group**Model:** 2.5 minutesListen to dysfluent reading and model identifying the error and the root as the passage is read aloud. (1) short vowel (2) suffix (3) syllable error/chunking (4) irregular words. *Show participants the most common errors and the phonics one-pager.* * 2.5 minutes to mark-up a text as it is read aloud
* 5 minutes to pair and whole group debrief – errors and id the root cause of the error
* SAY: *What is one error that you identified - what was the root cause?*
* **Total = 10 minutes**

Read aloud the below excerpt making the mistakes as I read.The dark sky, filled with angry swirling clouds, reflected (reflect) Greg Ridley’s mood as he sat (sit) on the stoop (stop) of his building. His father’s voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math. “I had to leave school when I was thirtheen,” his father had said, “that’s a year younger than you are now. If I’d had half the chances (chance) that you have, I’d…” Greg had sat in the small, pale (pal) green kitchen listening, knowing the lecture (lectur) would end with his father saying he couldn’t play ball with the Scorpions (Scorp-i-on-s). He had asked his father the week before, and his father had said it depended on his next report card. It wasn’t often the Scorpions (Scorp-i-on-s) took on new players, especially fourteen-year olds, and this was a chance of a lifetime for Greg. He hadn’t been allowed (allowded) to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing. Report cards were due in a week, and Greg had been hoping for the best. But the principal had made it clear when she sent that letter saying Greg would probably fail math if he didn’t spend more time studying.  “And you want to play *basketball?*” His father’s brows knitted over deep brown eyes. “That must be some kind of joke. Now you just get into your room and hit those books.” That had been two nights before. His father’s words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears. It was beginning to cool. Gusts of wind made bits (bit) of paper dance between parked (parkted) cars. There was a flash of nearby lightning, and soon large drops of rain splashed (splashted) onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the street instead. Down the block there was an old tenement (teneement) that had been abandoned for some months. Some of the guys had held an impromptu (inprompta) checker tournament there the week before, and Greg had noticed that the door, once boarded (boarded) over, was now slightly ajar (ajer). Pulling his collar (collair) up as high as he could, he checked (Check –ed) for traffic and made a dash across the street. He reached the house just as another flash of lightning changed the night to day for an instant, then returned the graffiti-scarred (scared) building to the grim shadows. He vaulted (valted) over the outer stairs and pushed tentatively on the door. It was open, and he let himself in.* SAY: *On pg. x, you have the most common errors when a scholar is reading. That is not to say that there will not be others, there will be. However, this covers about 85% of the errors in my experience.*
* SAY: *If a scholar receives phonics instruction, then you should be aligning their support with their phonics instruction for greater likelihood of a match.*

Round 2 – Groups of 3 – Layering on Prompting*In this round, you will listen to a scholar reading. As the scholar reads, prompt for errors by identifying the error and root cause, and matching the appropriate prompt.* **Model:** 2 minutesOne student, one teacher, one coach. Student reads making short vowel errors once every two lines. The teacher ids the error, ids the root of the error, and matches a prompt. * Scholar and Teacher - 1 minute to read and prompt
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

**Total = 8 minutes**Round 3 – Groups of 3 – Layering on More At Bats*In this round, you will listen to a scholar reading and did as you did in the previous round and now adding on giving the scholar more at bats.***Model:** 2 minutesStudent reads making a chunking/syllable error every 2 lines for half the page and without error in the second half of the page, teacher notices the error, Ids the root, and matches an appropriate prompt, and reinforces or further prompts on additional at bats in the remainder of the passage. Reinforces will look like a thumbs up or perfect.* Scholar and Teacher - 2 minute to read, prompt, and reinforce
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

**Total = 11 minutes**Round 4 – Groups of 3 – Layering on Transfer Skill*In this round, you will listen to a scholar reading and did as you did in the previous round and now adding on transferring the skill to all future reading of texts.***Model:** 2 minutesStudent reads making an suffix error with –ed/-s every 2 lines for half the page and without error on the second half of the page, teacher notices the error, id’s the root and matches an appropriate prompt, reinforces and transfers the skill.* Scholar and Teacher - 3 minute to read, prompt, reinforce, and transfer
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

**Total = 14 minutes** |
| 54 | Application #3 – Guided Reading Comprehension ConferenceObjective: Participants will get multiple at bats to practice responding to misunderstanding in GR comprehension conference using a set of BPQs. SAY: *The other type of conference you’ll have with a scholar is the comprehension conference. No we will move into that conference.* Directions = **2 minutes***You will listen to a scholar respond to a prompt to “Tell me what you read about.” (Retell). You will determine if the scholar has full, partial, or no comprehension of the text. There will be feedback from the coach and a quick replay. Before we can get started please read the text “The Treasure of Lemon Brown” by Walter Dean Myers, and create an exemplar re-tell using the criteria for a successful retell. (Show what should be included).*Strong Re-tells have:

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| **Component** | **BPQ/Prompts** |
| Name & Brief description of the Main Character(s) | -Who is the character?- Describe the character. |
| Identification of the Setting – When and Where | - When and/or where does this take place? |
| Names and Explains the Main Problem | - What is the main problem?- Why is this a problem? |
| At least 3 sequential events that explain how the problem is getting solved. | - What are three major events in this part that relate to the problem? |
| Solution (if applicable) | - How is the problem solved? |

Exemplar:*There is a boy named Greg Ridley, who is a high school student from Harlem who really wants to be a part of the basketball team, The Scorpions. The problem is that Greg is doing poorly in math and will likely not pass if he doesn’t study. Two nights ago, Greg’s father has said that he can’t play basketball ball for the team with whom he’s been dreaming of playing because of his grades. Mr. Ridley banishes Greg to his room to study. Now, as Greg remembers what his father said, he decides to leave the house instead of studying to get away. He goes to an old abandoned tenement house. At first, he thinks he’s alone but then hears some sounds who he discovers are a man named Lemon Brown who lives there.***Drill:** Practice Comprehension ConferencesRound 1 – Whole Group – Gathering Data**Model:** <2.5 minutes> - No ModelListen to a scholar’s retell of this portion of the text using your exemplar and checklist what determine if the scholar has little, partial, or full retell. (Literal Comprehension)* 1 minutes to listen and pinpoint (no understanding)

*T: Tell me what you read about.* *S: This boy named Greg Ridley wants to join the basketball team.** Show on your hands – No (Fist), Partial (1 finger), or Full (3)
* Missing setting, problem, events, and solution
* 1 minutes to listen and pinpoint (partial understanding)

*T: Tell me what you read about.**S: There is a boy named Greg Ridley, who really wants to be a part of the basketball team, The Scorpions. The problem is Greg’s father has said that he can’t play basketball ball for the team with whom he’s been dreaming of playing because of his grades. Greg decides to leave the house instead of studying to get away. He goes to an old abandoned tenement house.* * Show on your hands – No (Fist), Partial (1 finger), or Full (3)
* Partial - Missing setting, full problem, and only 2 events
* 1 minute to listen and pinpoint (partial understanding)

*T: Tell me what you read about.**S: There is a boy named Greg Ridley, who really wants to be a part of the basketball team. The problem is that Greg is doing poorly in math and will likely not pass if he doesn’t study. Greg’s father has said that he can’t play basketball ball for the team with whom he’s been dreaming of playing because of his grades.* * Show on your hands – No (Fist), Partial (1 finger), or Full (3)
* Partial - Missing setting, and events and solution
* **Total = 4 minutes**

**Whole Group Debrief**:Which was the hardest to pinpoint? *Partial, because they are on track but not quite there. It makes it harder to figure out how to support.*What is the key to ensure success in the moment? *Strong internalized exemplar.*Round 2 – Groups of 3 – Layering on Pinpointing the Misunderstanding*In this round, you will listen to a scholar respond to “Tell me what you just read about.” and you will listen to a scholar response. As the scholar reads, prompt for further data collection by saying ,”What else?” or “Tell me more.” Then, adding on the analysis piece of what they understand and what they did not understand by comparing it against the exemplar/checklist.**Student’s Role: In order to be authentic, you’ll use the script so that the teacher is blind to what you’re doing.**Coach’s Role: Provide feedback on how the teacher confers with the scholar.***Model:** 2 minutes*T: Tell me what you read about.**S: There is a boy named Greg Ridley, who really wants to be a part of the basketball team. The problem is that Greg is failing math and will likely not pass if he doesn’t study. Greg’s father has said that he can’t play basketball ball.* *T: What else?**S: He decides that he is going to leave the house instead of going to his room to study. [Scholar does not have description of character, setting, OR at least 3 events in BME]***Feedback for Model**: Gather enough data, by saying uh-huh, what else?One student, one teacher, one coach. Student responses to “Tell me what you just read about”. The teacher says tell me more, what else. * Scholar and Teacher - 1 minute to listen to scholar response and ask for tell me more or what else (Providing partial understanding or full understanding) Teacher will also check off what parts of the re-tell was present for each rotation (A-C)
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

**Total = 8 minutes**

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| **Roles** | **A – Partial Problem, Setting, & Events** | **B – Partial Problem** | **C - Character or setting; Problem, Events sequential** |
| Student – Part 1 | There is a boy named Greg who is failing his math class, and his dad said that he can’t play ball because of it. So he leaves and finds an abandoned house and meets at guy named Lemon Brown. | There is a boy named Greg who lives with his dad in Harlem. He is upset because he doesn’t think we will be able to join the boys basketball team. His grades are not strong. He walks out of his house one night to find an abandoned house where he meets a guy named Lemon Brown who he has seen picking through trash before. | A kid meets a boy named Lemon Brown that is scary and maybe homeless. He meets him at an abandoned house and hears noises.  |
| Student - Part 2  | The boy seems scared. | That’s all I know. | The boy likes basketball. He wants to be on a team. |
| Analysis | **Partial Problem, Setting, & Events** | **Partial Problem** | **C - Character or setting; Problem, Events sequential** |

Round 3 – Groups of 3 – Layering on Responding to Misunderstanding*In this round, you will listen to a scholar reading and did as you did in the previous round and now adding on a response to the scholar that reinforces, further prompts to guide, or demonstrates.***Model:** 2 minutesStudent responds with partial understanding, Teacher prompts for tell me more. The scholar repeats themselves AND teacher assess that the scholar that has partial understanding by pinpointing the specific area that the scholar needs and responds by further prompting to get to full understanding.*T: Tell me what you read about.**S: There is a boy named Greg Ridley, who really wants to be a part of the basketball team. The problem is that Greg is failing math and will likely not pass if he doesn’t study. Greg’s father has said that he can’t play basketball ball.* *T: What else?**S: He decides that he is going to leave the house instead of going to his room to study. [Scholar does not have description of character, setting, OR at least 3 events in BME]**T: Anything else?**S: No.**T: What occurs after he leaves his house?**S: <Scholar goes into the text> He goes into an abandoned house and meets a guy named Lemon Brown. At first he didn’t know where the sound was coming from.**T: Why is this important?**S: Not sure.***Feedback for Model**: ?* Scholar and Teacher - 3 minute to listen, prompt, and respond
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

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| **Roles** | **A – Partial Problem, Setting, & Events** | **B – Partial Problem** | **C - Character or setting; Problem, Events sequential** |
| Student – Part 1 | There is a boy named Greg who is failing his math class, and his dad said that he can’t play ball because of it. He leaves and finds an abandoned house and meets at guy named Lemon Brown. | There is a boy named Greg who lives with his dad in Harlem. He is upset because he doesn’t think we will be able to join the boys basketball team. His grades are not strong. He walks out of his house one night to find an abandoned house where he meets a guy named Lemon Brown who he has seen picking through trash before. | A kid meets a boy named Lemon Brown that is scary and maybe homeless. He meets him at an abandoned house and hears noises.  |
| Student - Part 2  | The boy seems scared. | That’s all I know. | The boy likes basketball. He wants to be on a team. |
| Analysis | Partial | Partial | No Understanding |
| Teacher Response | Prompt | Prompt | Demonstrate |
| Student Script (Not Given) Ideally what the scholars can say.) | **- Where and when does this take place?** *Harlem, rainly day*- **Why does Greg do that?** *His father said he should forget about basketball and that he needs go to his room and study. Greg is probably upset and so instead of studying he leaves the house and goes to the abandoned house to get away and he meets a guy named Lemon Brong.* | - **What is the problem?***He has bad grades in math class and can’t join the boys basketball team. His dad said that unless his grades improve he can forget about basketball.***- Why is that a problem?***He really wants to be a part of the boys basketball team, the Scorpions. He has wanted to join the team for a long time.* | **When we re-tell a story there are five parts we want to include (Character, setting, problem, events related to solving the problem, and the solution). I’m going to showing you want this sounds like.** |

**Total = 15 minutes**Round 4 – Groups of 3 – Layering on Transferring the Skill*In this round, you will listen to a scholar reading and did as you did in the previous round and now adding on a response to the scholar that reinforces, further prompts to guide, or demonstrates. Then transfer the skill by narrating what the scholar did and what you want them to do moving forward. Scholar repeats back what they will be doing and records it.***Model:** 2 minutesStudent responses to tell me more with parital understanding of the text, the teacher than provides prompts to get them to full understanding and then reinforces and transfers the skill.*T: Tell me what you read about.**S: There is a boy named Greg Ridley, who really wants to be a part of the basketball team. The problem is that Greg is failing math and will likely not pass if he doesn’t study. Greg’s father has said that he can’t play basketball ball.* *T: What else?**S: He decides that he is going to leave the house instead of going to his room to study. [Scholar does not have description of character, setting, OR at least 3 events in BME]**T: Anything else?**S: No.**T: What occurs after he leaves his house?**S: <Scholar goes into the text> He goes into an abandoned house and meets a guy named Lemon Brown.* *T: Why is this important?**S: Not sure.**T: Yes, we don’t know much about him yet, but this was a major event in this part of the story. You were able to tell me who this story was about, the problem, and a little bit about what occurred. As a good reader when you re-tell you want to be sure to include at least three events that are important to solving the characters problem. What are you working on?**S: When I re-tell a story, I should include not only the character, setting, problem, but also major events in order that occur.** Scholar and Teacher - 3 minute to listen to scholar, gather data, respond -prompt, reinforce, and transfer
* Coach - 30 second feedback from cheat sheet
* Scholar and Teacher 30 seconds replay

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| --- | --- | --- | --- |
| **Roles** | **A – Partial Problem, Setting, & Events** | **B – Partial Problem** | **C - Character or setting; Problem, Events sequential** |
| Student – Part 1 | There is a boy named Greg who is failing his math class, and his dad said that he can’t play ball because of it. He leaves and finds an abandoned house and meets at guy named Lemon Brown. | There is a boy named Greg who lives with his dad in Harlem. He is upset because he doesn’t think we will be able to join the boys basketball team. His grades are not strong. He walks out of his house one night to find an abandoned house where he meets a guy named Lemon Brown who he has seen picking through trash before. | A kid meets a boy named Lemon Brown that is scary and maybe homeless. He meets him at an abandoned house and hears noises.  |
| Student - Part 2  | The boy seems scared. | That’s all I know. | The boy likes basketball. He wants to be on a team. |
| Analysis | Partial | Partial | No Understanding |
| Teacher Response | Prompt | Prompt | Demonstrate |
| Teacher Script | Hmm. . .**- Where and when does this take place?** *Harlem, rainly day*- **Why does Greg do that?** *His father said he should forget about basketball and that he needs go to his room and study. Greg is probably upset and so instead of studying he leaves the house and goes to the abandoned house to get away and he meets a guy named Lemon Brong.* | - **What is the problem?***He has bad grades in math class and can’t join the boys basketball team. His dad said that unless his grades improve he can forget about basketball.***- Why is that a problem?***He really wants to be a part of the boys basketball team, the Scorpions. He has wanted to join the team for a long time.* | **When we re-tell a story there are five parts we want to include (Character, setting, problem, events related to solving the problem, and the solution). I’m going to showing you want this sounds like.** |
| Teacher Script | - During your retell, you were able to tell me\_\_\_\_, and we worked t\_\_\_\_\_\_\_.- As you read, you need to remember to always \_\_\_\_\_\_.-What will you work on as you read? | - - During your retell, you were able to tell me\_\_\_\_, and we worked t\_\_\_\_\_\_\_.- As you read, you need to remember to always \_\_\_\_\_\_.-What will you work on as you read?? | - During your retell, you were able to tell me\_\_\_\_, and we worked t\_\_\_\_\_\_\_.- As you read, you need to remember to always \_\_\_\_\_\_.-What will you work on as you read? |

**Total = 14 minutes** |
| 10 | Application #4 – Applying to your ContextLeaders will have all the session plans and materials to do this session with teachers. Leaders have the following choices in terms of turnkeying:Time1. School Site Turnkey
2. Attend September PD run by me

Presentation Format1. In-Person by SSL
2. In-Person by SSL & TSS Point Person

AND1. All at once
2. In a series over a few weeks

Take 10 min. to name what you are Choosing to do and send an email to your principal naming the need for this session and when and how you’ll give it.I’m setting a priority on this yearFeedback on the planWho will I train?What is idealConstraintsMy strong recommendationsImpact of us not doing it.Impact of us doing this is.1. Specific skill we need but are currently not doing it
2. Example
3. Training
* Rationale
* Bring back the frame.
 |
| 5 | Closing/ReflectionsThinking About the Drills* What was most beneficial for you? What will be most beneficial for our teachers
* What was most difficult for you? How can you mitigate this for when you turnkey?

Meta moments –PD |

**ADDITIONAL NOTES/REFERENCE:**

**“The Treasure of Lemon Brown”**

*by Walter Dean Myers*

*Lexile 850*

 The dark sky, filled with angry swirling clouds, reflected (reflect) Greg Ridley’s mood as he sat (sit) on the stoop (stop) of his building. His father’s voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math.

 “I had to leave school when I was thirtheen,” his father had said, “that’s a year younger than you are now. If I’d had half the chances (chance) that you have, I’d…”

 Greg had sat in the small, pale (pal) green kitchen listening, knowing the lecture (lectur) would end with his father saying he couldn’t play ball with the Scorpions (Scorp-i-on-s). He had asked his father the week before, and his father had said it depended on his next report card. It wasn’t often the Scorpions (Scorp-i-on-s) took on new players, especially fourteen-year olds, and this was a chance of a lifetime for Greg. He hadn’t been allowed (allowded) to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing. Report cards were due in a week, and Greg had been hoping for the best. But the principal had made it clear when she sent that letter saying Greg would probably fail math if he didn’t spend more time studying.

 “And you want to play *basketball?*” His father’s brows knitted over deep brown eyes. “That must be some kind of joke. Now you just get into your room and hit those books.”

 That had been two nights before. His father’s words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears.

 It was beginning to cool. Gusts of wind made bits (bit) of paper dance between parked (parkted) cars. There was a flash of nearby lightning, and soon large drops of rain splashed (splashted) onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the street instead. Down the block there was an old tenement (teneement) that had been abandoned for some months. Some of the guys had held an impromptu (inprompta) checker tournament there the week before, and Greg had noticed that the door, once boarded (boarded) over, was now slightly ajar (ajer).

 Pulling his collar (collair) up as high as he could, he checked (Check –ed) for traffic and made a dash across the street. He reached the house just as another flash of lightning changed the night to day for an instant, then returned the graffiti-scarred (scared) building to the grim (grime) shadows. He vaulted (valted) over the outer stairs and pushed tentatively on the door. It was open, and he let himself in.

 The inside of the building was dark except for the dim light that filtered through the dirty windows from the streetlamps. There was a room a few feet from the door, and from where he stood at the entrance, Greg could see a square patch of light on the floor. He entered the room, frowning at the musty smell. It was a large room that might have been someone’s living room at one time. Squinting, Greg could see an old table on its side against one wall, what looked like a pile of rags or a torn mattress in the corner, and a couch, with one side broken, in front of the window.

 He went to the couch. The side that wasn’t broken was comfortable enough, though a little creaky. From this spot he could see the blinking neon sign over the bodega on the corner. He sat awhile, watching the sign blink first green then red, allowing his mind to drift to the Scorpions, then to his father. His father had been a postal worker for all Greg’s life, and was proud of it, often telling Greg how hard he worked to pass the test. Greg had heard the story too many times to be interested now.

 For a moment Greg thought he heard something that sounded like a scraping against the wall. He listened carefully, but it was gone.

 Outside the wind had picked up, sending the rain against the window with a force that shook the glass in its frame. A car passed, its tires hissing over the wet street and its red taillights glowing in the darkness.

Greg thought he heard the noise again. His stomach tightened as he held himself still and listened closely. There weren’t any more scraping noises, but he was sure he had heard something in the darkness – something breathing!

 He tried to figure out just where the breathing was coming from; he knew it was in the room with him. Slowly he stood, tensing. As he turned, a flash of lightning lit up the room, frightening him with its sudden brilliance. He saw nothing, just the overturned table, the pile of rags and an old newspaper on the floor. Could he have been imagining the sounds? He continued listening, but heard nothing and thought that it might have just been rats. Still, he thought, as soon as the rain let up he would leave. He went to the window and was about to look out when he heard a voice behind him.

 “Don’t try nothin’ ‘cause I got a razor here sharp enough to cut a week into nine days!”

 Greg stood frozen, except for the shaking in his knees. The voice was high and brittle, like dry twigs being broken, surely not one he had ever heard before. There was a shuffling sound as the person who had been speaking moved a step closer. Greg turned, holding his breath, his eyes straining to see in the dark room.

 The upper part of the figure before him was still in darkness. The lower half was in the dim rectangle of light that fell unevenly from the window. There were two feet, in cracked, dirty shoes from which rose legs that were wrapped in rags.

 “Who are you?” Greg hardly recognized his own voice.

 “I’m Lemon Brown,” came the answer. “Who’re you?”

 “Greg Ridley.”

 “What are you doing here?” The figure shuffled forward again, and Greg took a small step backward.

 “It’s raining,” Greg said.

 “I can see that,” the figure said.

 The person who called himself Lemon Brown peered forward, and Greg could see him clearly. He was an old man. His black, heavily wrinkled face was surrounded by a halo of crinkly white hair and whiskers that seemed to separate his head from the layers of dirty coats piled on his smallish frame. His pants were bagged to the knee, where they were met with rags that went down to the old shoes. The rags were held on with strings, and there was a rope around his middle. Greg relaxed. He had seen the man before, picking through the trash on the corner and pulling clothes out of a Salvation Army box. There was no sign of the razor that could “cut a week into nine days.”

***Conferring*  Feedback Cheat Sheet**

|  |
| --- |
| **Priority Points (focus on the mastery of these points first):**1. Intervening efficiently to a scholars misunderstanding.
2. Intervening with the appropriate level and match of support to get from partial to full understanding OR inaccurate to accurate reading.
 |

|  |  |
| --- | --- |
|  |  **Constructive Feedback - “Next time try…”** |
| **The Basics** | * Prompting students to use a 3 foot voice or lean-in (“Voice” or Gesture to move in)
* Economizing your language when you intervene or prompt
* Scripting out brief notes to remember what students said
* Letting the scholar lead the conference by having them explain what they understand.
 |
| **Gathering Data** | * Using an open-ended broad question to assess the scholar’s current independent thinking. (“Tell me what you read about.”)
* Using a follow-up question to encourage students to say more. (“What else?/Uh-huh/ Tell me more.”)
* Accurately analyze the response as no understanding, partial, or full by using your exemplar.
* Record the response as no understanding, partial, or full.
 |
| **Pinpointing Misunderstanding** | * Prompt no more than three times, move to demonstrate. (Remove if not in practice)
* Intervening if the scholar gives inaccurate information by steering them back to the text (Can you show me where it says that?)
* Intervening when the student’s response dodged the question completely or partially (“Did you answer the question?”)
* Identify part of the exemplar response that is missing.
 |
| **Responding to Misunderstanding** | * Demonstrate by modeling your own thinking when the scholar is very off base.
* If there are not misunderstandings, reinforce what they did that you want them to keep doing.
* Using *BPQs* to address the gaps between the scholar’s response and the exemplar response. (Enter sample sentence starters for the BPQs) What is (the problem, setting, )
 |
| **Transferring the Skill** | * Naming what the scholar did that you want them to continue doing.
* Naming what you jointly uncovered that you want them to do.
* Naming what they scholar did not do and ask them to begin doing that.
* Asking a scholar what they will be working on.
 |

**Crescendo Mini-Quiz Error & Practice Tracker**

Round 2: Error Analysis

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| --- | --- |
|  | **Round #2 – Error Analysis – Teacher 1** |
| **Coach** | **Teacher Name** | Urgent, efficient routine | Preview: Names test taking strategy | Preview: Sets clear CFS / challenge | Debrief: Show calls common error + engages all Ss | Debrief: Funneled Qs / Names Error | Debrief: Engages Ss in appl. of test taking strategy | Debrief: Re-CFU |
| Rachel | Amina |  |  |  |  |  |  |  |
| Greg |  |  |  |  |  |  |  |
| Serena |  |  |  |  |  |  |  |
| Will | Colby |  |  |  |  |  |  |  |
| Samantha |  |  |  |  |  |  |  |
| Wooly  |  |  |  |  |  |  |  |
| Chris | John Redding |  |  |  |  |  |  |  |
| John Krause |  |  |  |  |  |  |  |
| Steph Brennan |  |  |  |  |  |  |  |
| Gabe | Olivia Self |  |  |  |  |  |  |  |
| Stephen Trojan |  |  |  |  |  |  |  |
| Marie Dipinto |  |  |  |  |  |  |  |

 **Internalization & School Use Guide**

**Purpose & Context of this Session**:

**Facilitator Prep:** Each facilitator should take the necessary steps to ensure s/he understands the session and is able to deliver the session with clarity, accuracy and confidence. The preparation steps below are recommendations (general and specific to the session where applicable) and recognize that we all have our own mechanisms for preparing sessions. Ultimately, our goal with this basic guide is to assist facilitators in internalizing the session.

**All Sessions:**

1. Read the session in its entirety and preview the PowerPoint to get a feel for the flow of the session.
2. Closely read the aims and annotate the session plan for they key moments where the session most leads to these key aims.
3. Consider the potential misunderstandings and note where you might pre-empt those.
4. Read through the session, looking specifically to group directions, participant practice and directions. Visualize how these directions would go to ensure clarity and flow.
5. Script and assign times to your personalized session plan.
6. Practice.

**Notes for this specific session:**