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LeafLIT



S O U T H E R N N E V A D A R E G I O N A L P R O F E S S I O N A L
 D E V E L O P M E N T P R O G R A M

New Teacher Tips and Tricks

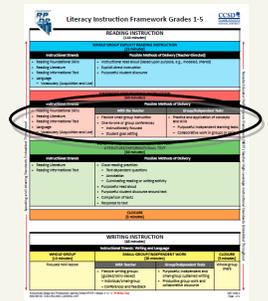
RPDP FALL CLASSES

- RPDP 524A Reading Instruction in the CCSS
- RPDP 524C K-1 Literacy Centers
- RPDP 524D 3-5 Literacy Work Stations

Classroom management is crucial. It's so important that you will be teaching classroom management before you teach your grade level standards. Why? Because if your classroom is not managed well, your students will not be learning. Harry Wong, an expert in assisting teachers with classroom expectations and procedures says this, "You do not discipline a restaurant, you manage it. You do not discipline a classroom, you manage it." Management encompasses many things, but first and foremost it involves procedures and routines. Here is a short [article](#) by Harry Wong in which he lays out the criteria for a successful year of classroom management and how to sustain it.

Differentiated Reading Instruction

The Differentiated Reading Instruction portion of the Literacy Framework offers many opportunities for you to meet the needs of all of your learners. Flexible groups and lessons are driven by formative assessment. The lessons you plan are based on the instructional strands within the NVACS; Reading Informational, Reading Literature, Reading Foundational Skills, and Language. During this time, the students who are not working directly with you should be engaged in purposeful learning tasks (independently or in pairs/groups), where they are practicing and applying the concepts and skills that were explicitly taught during whole group or small group instruction.



It's all about the group!

Depending on your purpose, small group instruction can be either a skill/strategy based group or a traditional guided reading group. Here are some elements of each type:

Guided Reading

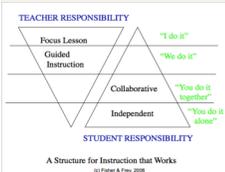
- Focuses on overall comprehension or fluency
- Students are grouped by reading level
- Reading level is determined by benchmark assessments such as a DRA, AIMSweb, MAPS, etc.
- All students have the same text
- Text is teacher selected and is based on the students' INSTRUCTIONAL reading level
- Lesson structure (before, during, and after reading practices)

Skill/Strategy Based

- Focuses on isolated skill/strategy or the Standards
- Groupings are flexible and are determined by formative assessment
- Students may have different reading levels
- Students may have different texts
- Text may be teacher or student selected
- Text is on students' INSTRUCTIONAL or INDEPENDENT reading level

LESSON EXAMPLES WHEN MEETING WITH THE TEACHER

Example of a Strategy Lesson

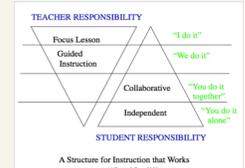


This [video](#) shows an example of a primary teacher pulling a small group to address RL standard 1– ask and answer questions based upon the text (video 3.8). Notice that this is a mixed ability group and the teacher uses a common text to teach the strategy of questioning. The teacher uses the gradual release model and annotation of text to identify key details to create questions within this small group. This video came from the text called Rigorous Reading by Fisher and Frey.

Example of a Guided Reading Lesson

Here, an intermediate teacher introduces [literature circles](#) (video 4.1) and the different roles assigned to students in order to assist in the comprehension of the text when students meet together as a group. This video came from the text called

Rigorous Reading by Fisher and Frey.



Some lesson focus ideas

- Annotating and interacting with the text.
- Phonics lesson- building words
- Fluency lesson- ([rubric](#) by Tim Rasinski)
- Text -Dependent Questions- citing the text to answer questions
- Comprehension strategies- retelling, questioning, visualizing, fix-up strategies

Examples of Independent/Group Learning Tasks

- Time to read (independent, partner, literature circles)
- Centers/Literacy Work Stations (focused on the target skills/concepts)
- [Collaborative Annotation](#)
- Retelling in sequence using pictures or text
- Book projects that link to comprehension- Ex- questions or letter to the author, [nonfiction reading projects](#), [task cards](#)

Conferring with students is a crucial piece of this portion of the Literacy Framework. Conferring allows us to make instructional decisions that push our students toward better reading habits as well as address their deficits through grouping. Conferring is a form of formative assessment and it directly ties to the NEPF. Conferring is individualized, and assists students in goal setting. This addresses Standard 4, Indicators 1 and 3. It is also a formative assessment for the teacher, linking student performance to actionable instruction, which directly ties to Standard 5, Indicators 1-4. This [video clip](#) from the Teachers College, shows how a teacher confers with a student to lift his level of writing to a more sophisticated piece.



[NEPF information located on rpd.net](#)

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks Have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaningful Learning Through Discourse and Other Strategies	STANDARD 4 Students Engage in Learning Activities to Increase Understanding and Responsibility for Their Learning	STANDARD 5 Assessment is Embedded in Instruction
Indicator 1 Teacher activates all student prior understandings of new concepts and skills	Indicator 1 Tasks successfully employ all student cognitive abilities and skills	Indicator 1 Teacher provides opportunities for individual, productive discourse between the teacher and students and among students	Indicator 1 Teacher provides opportunities for individual, productive discourse between the teacher and students and among students	Indicator 1 Teacher structures assessment to be appropriate based on all of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher designs assessment tasks with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher analyzes all students to use existing knowledge, prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take active ownership of their learning through self-monitoring	Indicator 3 Teacher structures assessment to promote learning during the process of learning
Indicator 4 Teacher provides all students opportunities to build on or challenge their understandings	Indicator 4 Teacher operates with a deep understanding of student cognitive, personal ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive effective experience for all students	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive effective experience for all students	Indicator 4 Teacher designs actions based on the progress of the learner for all students

DON'T FORGET ABOUT FAMILY ENGAGEMENT!



There are six National Standards for Family-School Partnerships set forth by the National PTA. Each standard has indicators and performance levels for implementation. This month, we focus on **Standard 2; communicating effectively with our families**. Communication with our families is extremely important in ensuring that they have a voice and role in their child's learning. One way to effectively communicate with families is to provide information that pertains to their child's classroom through a weekly newsletter. The content of the newsletter explains to parents what standards and topics are being taught that week in the classroom. This gives our busy parents an opportunity to dialog with their children about academics and allows them to be supportive of you in your instruction by being aware of what is being taught and the topics/strategies/standards you are covering. For our bilingual families, having this communication in their native language is very beneficial in terms of keeping them "in the loop" as to what their children are learning. Google Translate is a great site to use for translating English to another language. Along with the content of the letter to families, include your Interact email in case parents have questions. Including your email enables parents to have that two-way communication with you if they aren't able to see you before or after school. Sarah Alsterlind, a fifth grade teacher at Stuckey ES has offered to share her [classroom letter](#) to show how she connects with her families.

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning. View all six National Standards at : <http://www.pta.org/nationalstandards>

Book Pick of the Month!



This book is a fabulous resource when wanting to group students for differentiated strategy instruction.

The author Jennifer Serravallo offers suggestions for linking your lessons to independent learning tasks based upon assessment. She gives helpful grouping strategies and schedules as well as engagement strategies that will get kids interested in reading.