



PROFESSIONAL LEARNING COMMUNITIES PARTICIPANT'S ACTIVITIES

For the What Works Clearinghouse Practice Guide

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

U.S. Department of Education

John B. King, Jr., *Secretary*

Institute of Education Sciences

Ruth Curran Neild, *Deputy Director for Policy and Research, Delegated Duties of the Director*

National Center for Education Evaluation and Regional Assistance

Joy Lesnick, *Acting Commissioner*

Amy Johnson, *Action Editor*

Sandra Garcia, *Project Officer*

REL 2016-227a

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts unbiased large-scale evaluations of education programs and practices supported by federal funds; provides research-based technical assistance to educators and policymakers; and supports the synthesis and the widespread dissemination of the results of research and evaluation throughout the United States.

September 2016

This publication and ancillary materials were prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0011 by Regional Educational Laboratory (REL) Southeast, administered by Florida State University. The content of the publication and ancillary materials does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This REL publication and ancillary materials are in the public domain. While permission to reprint or use this publication and ancillary materials is not necessary, it should be cited as:

Kosanovich, M. & Foorman, B. (2016). *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* (REL 2016-227a). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

This publication and ancillary materials are available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.

Photo Credits

Photographic images used by the Regional Educational Laboratory Southeast at Florida State University on the indicated pages (cover, and D) supplied by Thinkstock in compliance with Florida State University's annual license agreement.

PROFESSIONAL LEARNING COMMUNITIES

PARTICIPANT'S ACTIVITIES

For the What Works Clearinghouse Practice Guide

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

Developed by

Marcia Kosanovich, Ph.D.

Barbara Foorman, Ph.D.

REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

September 2016



Acknowledgements

The authors would like to thank individuals for their contributions. We acknowledge the authors of the Professional Learning Community materials that support the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* practice guide*. With those authors' permission, the same format and five-step process for implementing PLC sessions were utilized.

*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>.

Design:

James Cole
Nathan Archer
Naveed Easton
Florida Center for Reading Research at Florida State University

Reviewers:

Joe Dimino, Ph.D.
Instructional Research Group
Ann McDonnell, M.A.
Florida Center for Reading Research at Florida State University

School featured in videos:

P.K. Yonge Developmental Research School, University of Florida
Dr. Lynda Hayes, Director

P.K. Yonge Teachers featured in videos:

Ms. Anjum Ahmed
Ms. Natalie Andrews
Ms. Blake Beckett
Ms. Rachel Chastain-Gross
Ms. Angie Flavin
Ms. Elizabeth Jacobbe
Ms. Michele Krank
Ms. Jill Ozog
Ms. Laura Warner
Ms. Dicy Watson
Ms. Amanda Wilson

Contents

Session 1	1
Activity 1: Inferential Language Examples	1
Activity 2: Developing Inferential Language	2
Activity 3: Prepare to Share	3
Session 2	3
Activity 3: Prepare to Share (completed)	3
Activity 4: Narrative Language Skills Examples	4
Activity 5: Video-Viewing Guide, Narrative Language Skills, Prediction	5
Activity 6: Video-Viewing Guide, Narrative Language Skills, Retell	6
Activity 7: Video-Viewing Guide, Narrative Language Skills, Main Idea.....	7
Activity 8: Video-Viewing Guide, Narrative Language Skills, Cause & Effect	8
Activity 9: Narrative Language Skills Lesson Plan Template.....	9
Activity 10: Narrative Language Skills Lesson Plan Template	10
Activity 11: Prepare to Share	11
Session 3	11
Activity 11: Prepare to Share (completed)	11
Activity 12: Video Viewing Guide, Academic Vocabulary in Text.....	12
Activity 13: Academic Vocabulary Lesson Plan Template	13
Activity 14: Prepare to Share	14
Session 4	14
Activity 14: Prepare to Share (completed).....	14
Activity 15: Video Viewing Guide, Phonological Awareness	16
Activity 16: Phonological Awareness Lesson Plan Template-Small Group	20
Activity 17: Phonological Awareness Lesson Plan Template	21
Activity 18: Prepare to Share.....	22
Session 5	22
Activity 18: Prepare to Share (completed).....	22
Activity 19: Video Viewing Guide, Teaching Letter-Sounds.....	24
Activity 20: Video Viewing Guide, Word-Building	25
Activity 21: Word-Building Lesson Plan Example	26
Activity 22: Word-Building Lesson Plan Template.....	27
Activity 23: Prepare to Share	28

Session 6.....	28
Activity 23: Prepare to Share (completed)	28
Activity 24: Building Words with Sound Boxes Lesson Plan Example	29
Activity 25: Building Words with Sound Boxes Lesson Plan Template	31
Activity 26: Building Words with Sound Boxes Lesson Plan to Implement	32
Activity 27: Prepare to Share	33
Session 7.....	33
Activity 27: Prepare to Share (completed).....	33
Activity 28: Video-Viewing Guide, Decodable Words in Isolation and in Text	35
Activity 29: Manipulating Word Parts with Sound Boxes.....	36
Activity 30: Decodable Words in Isolation and in Text Activity	38
Activity 31: Decodable Words in Isolation and in Text Lesson Plan Template	39
Activity 32: Prepare to Share	40
Session 8.....	40
Activity 32: Prepare to Share (completed).....	40
Activity 33: Video-Viewing Guide, High-Frequency Words	42
Activity 34: High-Frequency Words Lesson Plan	43
Activity 35: Non-Decodable Words	44
Activity 36: Prepare to Share	45
Session 9.....	45
Activity 36: Prepare to Share (completed).....	45
Activity 37: Video Viewing Guide, Word Reading Strategies.....	47
Activity 38: Video Viewing Guide, Fix It Game.....	48
Activity 39: Prepare to Share.....	49
Session 10	49
Activity 39: Prepare to Share (completed).....	49
Activity 40: Video-Viewing Guide, Opportunities for Oral Reading Practice With Feedback.....	51
Activity 41: Oral Reading With Feedback Lesson Plan Template	53
Activity 42: Prepare to Share	54

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 students' 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 illustrate critical thinking.	
drew more information from a student who provided a limited response to the teacher's prompt.	
provided open-ended discussion prompts.	
Look at the last statements made by Student 1. How could the teacher provide an inferential language prompt to those statements?	

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.	

Prepare to Share

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: _____

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.	

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 supplements a primary clause and cannot stand on its own	
Adverbial clauses	a clause that modifies a verb, adjective, or adverb	
Prepositional phrases	a phrase demonstrating the relationship between two subjects through a preposition	

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 conjunctives, adverbs, and other devices to create connections between parts of a narrative	
Noun phrases	using noun phrases (e.g., article + adjective + noun) for precise descriptions	
Verb phrases	inflecting verbs to denote the timing of events	
Pronoun references	providing clear references to pronouns	

Video Viewing Guide

Narrative Language Skills: Prediction

In this video, the teacher explicitly engages students in developing narrative language skills through a lesson on prediction. As you view the lesson in the video, record in the Notes column some examples of what the teacher says and does. *Record specific examples of narrative language skills.* After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).
5. Focus on narrative language skills (e.g., organize information, connecting information, use of complex grammatical structures/elements of linguistic structure).

Notes	Reflections

Video Viewing Guide

Narrative Language Skills: Retell

In this video, the teacher explicitly engages students in developing narrative language skills through a lesson on sequencing (retell). As you view the lesson in the video, record in the Notes column what the teacher says and does. *Record specific examples of engaging students in narrative language skills.* After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).
5. Focus on narrative language skills (e.g., organize information, connecting information, use of complex grammatical structures/elements of linguistic structure).

Notes	Reflections

Video Viewing Guide

Narrative Language Skills: Main Idea

In this video, the teacher explicitly engages students in developing narrative language skills through a lesson on main idea. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Record specific examples of engaging students in narrative language skills.* After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).
5. Focus on narrative language skills (e.g., organize information, connecting information, use of complex grammatical structures/elements of linguistic structure).

Notes	Reflections

Video Viewing Guide

Narrative Language Skills: Cause & Effect

In this video, the teacher explicitly engages students in developing narrative language skills through a lesson on cause and effect. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Record specific examples of engaging students in narrative language skills.* After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).
5. Focus on narrative language skills (e.g., organize information, connecting information, use of complex grammatical structures/elements of linguistic structure).

Notes	Reflections

Narrative Language Skills

Lesson Plan Template: Small Group

Grade Level

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

Text and Materials

Whole Group or Small Group

Teaching Procedure (include scaffolding techniques)

How elements of linguistic structure and complex grammatical structure are incorporated.

Describe how student learning is measured.

Narrative Language Skills Lesson Plan Template

Grade Level

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

Text and Materials

Whole Group or Small Group

Teaching Procedure (include scaffolding techniques)

How elements of linguistic structure and complex grammatical structure are incorporated.

Describe how student learning is measured.

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 to refer to during 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 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?

Video Viewing Guide

Academic Vocabulary in Text

In this lesson, the teacher facilitates a discussion about academic vocabulary in a text. She explicitly teaches the word *honor*. The word *honor* is used in the context of reading, speaking, and listening. As you view the lesson in the video clip, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).

Notes	Reflections

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 discussions, writing activities, and other activities that increase students' exposure to and engagement with the target word throughout the year: _____

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.

4. How did your students respond to your instruction?

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 student discussion, writing, and other activities to increase students' exposure to and engagement with the target words.

Video Viewing Guide

Phonological Awareness

Directions: Use the guiding questions/prompts that follow each video title below to record evidence about the video. For some videos, you will record information about the following important characteristics: lesson delivery, materials, student engagement, and teacher feedback (see last page of this handout for details). For other videos, you will record what you learned that confirms or contradicts what you already knew about teaching a specific skill.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, guided practice, independent practice, review).
2. Materials and resources that were used (e.g., illustrations, video, objects).
3. Student engagement (e.g., students actively listening, focusing on teacher, volunteering).
4. Feedback (e.g., scaffolds, prompts, open-ended questions).

Video 10: Sentence Segmentation, Grade K

Students learned:

Materials/resources:

Student engagement:

Teacher feedback:

After watching the following video, record what you learned that confirms or contradicts what you already knew about teaching the specific skill.

Video 11: Compound Words, Grade K

After watching the following video, record information about important characteristics.

Video 12: Syllables, Grade K

Students learned:

Lesson delivery:

Materials/resources:

Student engagement:

Teacher feedback:

After watching the following video, record what you learned that confirms or contradicts what you already knew about teaching the specific skill.

Video 13: Onset & Rime; Rhyme, Grade K

After watching the following video, record information about important characteristics.

Video 14: Phonemes Linked to Letters, Grade 1

Students learned:

Lesson delivery:

Materials/resources:

Student engagement:

Teacher feedback:

After watching the following video, record what you learned that confirms or contradicts what you already knew about teaching the specific skill.

Video 15: Phonemes, Grade 1

Explanation of Characteristics

- 1. Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge. Also look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.
- 2. Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.
- 3. Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.
- 4. Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback by communicating clearly what the student did correctly. When the student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate the correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

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.

Phonological Awareness Lesson Plan Template

Grade Level

Targeted phonological awareness skill(s)

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.

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.

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

5. How did you measure student learning?

Video Viewing Guide

Teaching Letter–Sounds

In this video, the teacher introduces a letter–sound explicitly. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Specifically note evidence provided in the practice guide for teaching students letter–sound relations (How-to Step 2).* 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 explanations, 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 (e.g., scaffolds, prompts).
6. Focus on letter–sound relations (e.g., letter name and sound, memorable picture and word to represent that phoneme, continued practice for students).

Notes	Reflections

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. *Specifically note evidence provided in the practice guide about word building (How-to 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 explanations, 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 (e.g., scaffolds, prompts).
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

Word-Building Lesson Plan Example

Word building lessons are sequences of words, where each subsequent word is different from the previous word usually by one letter (e.g., *mad, sad, sat, pat, mat, mad, map, sap*). Below is a lesson plan adapted from *Making Sense of Phonics* (Beck & Beck, 2013).

Previously learned letter-sounds	/s/, /t/, /f/, /a/, /p/
New letter-sound for this lesson	/i/
Materials	<ul style="list-style-type: none"> • Large letter cards for teacher demonstration: s, t, f, a, p, i • Pocket chart for teacher modeling • A set of individual letter cards for each student (s, t, f, a, p, i) • Individual word pockets for each student for sorting letters and spelling words
Teaching Procedure <ul style="list-style-type: none"> • Teacher Model • Guided Practice • Prompts • Scaffolding 	<p>“We are going to use our letter cards to build words. The first word is <i>sit</i>. Watch as I build the word <i>sit</i>.” (Build the word with large letter cards, read the word, ask the children to read it.)</p> <p>“Now, I’m going to change one letter in <i>sit</i> to make a new word. I am changing the <i>s</i> to the letter <i>f</i>. The new word is <i>fit</i>. Read the word with me (<i>fit</i>). Now, I’m going to change one letter in <i>fit</i> to make a new word.” (Change the <i>f</i> in <i>fit</i> to <i>p</i> and have students read the word: <i>pit</i>.)</p>
Words Students Build Students will build each word using this sequence, changing one letter from the previous word.	<i>sit</i> <i>sat</i> <i>fat</i> <i>fit</i> <i>sit</i> <i>sip</i> <i>sap</i> <i>tap</i> <i>sap</i>
Link to Writing Students use previously learned letter-sounds to write sentences.	Can a bat fit on a cap? Can a man sit on the lap of a kid?
Evidence of Student Learning	Teacher observation. Independent practice is provided for each word.

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 learned letter–sounds

New letter–sound for this lesson

Materials

Teaching Procedure

- Teacher Model
- Guided Practice
- Prompts
- Scaffolding

Words Students Build

Students will build each word using this sequence, changing one letter from the previous word.

Link to Writing

Students use previously learned letter–sounds to write sentences.

Evidence of Student Learning

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 targeted 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.

Building Words with Sound Boxes

Lesson Plan Example

Directions: Sound boxes can be used to build words with specific sound–spelling patterns. Each distinct and recognizable sound should have its own sound box; consonant digraphs and other letter combinations that produce one sound should have one box for the group of letters. For silent-e words, place the e outside the set of boxes (see Example 3.4 on page 26 of the practice guide for examples). Review this example of a lesson plan for using sound boxes to build words.

Recently taught sound–spelling patterns	<i>ai, ay, ar, ew</i>
List of words that demonstrate the recently taught sound–spelling pattern	<i>paid pay main star blew part chew safe</i>
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 the first one and reminds students that each box represents one sound (so there may be more than one letter in each box). Students write the words in the boxes as the teacher says them one at a time. Check student work after each word. Provide prompts and scaffolding as needed.
Extension	Have students come up with two words that have the targeted sound–spelling pattern and build the sound boxes for each word.
Evidence of Student Learning	Teacher observation. Independent practice is provided for each word.

Building Words with Sound Boxes Lesson Plan Example-continued

p	ai	d
----------	-----------	----------

p	ay
----------	-----------

m	ai	n
----------	-----------	----------

s	t	ar
----------	----------	-----------

b	l	ew
----------	----------	-----------

p	ar	t
----------	-----------	----------

ch	ew
-----------	-----------

s	a	f
----------	----------	----------

e

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	<i>sh, -ck, ea, ay</i>
List of words that demonstrate the recently taught sound–spelling pattern	
Develop an activity sheet of sound boxes for each word where 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	

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 pattern	
Develop an activity sheet of sound boxes for each word where 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	

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 recently taught sound–spelling patterns in your classroom.
- b. Using **Activity 26: Building Words with Sound Boxes Lesson Plan to Implement**, develop a lesson designed to teach sound–spelling patterns.
- 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 sound–spelling patterns did you target? How did you determine which skill to teach? Which words did you select? 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.

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

5. How did you measure student learning?

Video Viewing Guide

Decodable Words in Isolation and in Text

In this video, the teacher facilitates small group instruction as the students read decodable words in isolation and in text. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Focus on how the teacher taught and how the students read decodable words in isolation and in text.* 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 (instructional procedures and steps used to teach the lesson, such as modeling, clear and explicit explanations, 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 (scaffolds, prompts, open-ended questions).
6. Focus on decodable words (e.g., word lists, short decodable text, underline letter combinations).

Notes	Reflections

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 affixes	<i>re-, non-, -ing, -ed</i>
List words that students will place in sound boxes. Words should include recently taught affixes.	
On the next page, develop an activity sheet of sound boxes for each word. Fill it in for an answer key.	
Materials	Activity sheet for each student (empty sound boxes) Pencil for each student
Teaching Procedure	
Evidence of Student Learning	

Manipulating Word Parts with Sound Boxes Activity Sheet-continued

Decodable Words in Isolation and in Text Activity

Directions: Consider the text, *Among the Trees*, as you answer the questions related to How-to Step 4 (Decodable Words).

Among the Trees
Level 9, Set 2, Book 1
ReadWorks.org

Deer can often be found in places with lots of trees. Deer like to eat leaves and seeds of trees. By lying down under tree branches, deer can rest and hide from other animals.

Deer take lots of short naps. They do not sleep very long at any one time. Deer need to be ready to run away if other animals find their hiding places.

1. Which letter sounds or sound–spelling patterns could this text be used for students to practice reading decodable words in text?

2. List the decodable words you would use from the text to teach in isolation.

3. Which recommended strategies from How-to Step 4 would you use? Describe how you would teach these words in isolation and in text.

4. What materials would you need?

5. How would you measure student learning?

Decodable Words in Isolation and in Text

Lesson Plan Template

Directions: Use information from How-to Steps 3 and 4 from the practice guide to develop a lesson plan. Answer the questions below to help plan. Teach the lesson to students.

1. Which common word parts will be taught?

2. Which text will be used? Why? List the decodable words you would use from the text to teach in isolation.

3. Describe how you will teach these words in isolation and in text.

4. What materials do you need?

5. How will you measure student learning?

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. Use **Activity 31: Decodable Words in Isolation and in Text** to develop a lesson.
- b. Teach the lesson to your students.
- c. Complete the items below to refer to during the Debrief segment of the next PLC session.

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 this lesson?

Describe the lesson you taught and the materials you 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?

Video-Viewing Guide

High-Frequency Words

In this video, the teacher facilitates small group instruction as the students practice reading high frequency words. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Focus your notes on how high-frequency words are taught.* 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 explanations, 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 (e.g., scaffolds, prompts, open-ended questions).
6. Focus on high-frequency words (e.g., word lists, short decodable text, underline letter combinations).

Notes	Reflections

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.

1. Which activity did you select? Which high-frequency words will be taught/practiced?

2. Describe the teaching procedure. How will you respond to errors?

3. What materials do you need?

4. How will you measure student learning?

Non-Decodable Words

Directions: Consider the second grade text below. Determine which non-decodable words essential to the meaning of the text you would teach as whole words.

List non-decodable words to be taught as whole words:

Describe the teaching technique to teach the non-decodable words:

Let's Explore Caves! (2nd Grade, ReadWorks.org)

The Cool World of Caves

Caves are home to many different animals. Like any home, a cave suits the creatures that live in it. Some animals can survive only in a cave's unique ecosystem. An ecosystem is an environment in which certain plants and animals depend on each other to live. So, just what lives in caves?

A Blind Find

You might see blind salamanders in caves, but they won't see you! Blind salamanders do not need sight. They live in the darkest parts of caves—in water or on land. They are able to catch food by feeling the movements of other animals.

Going Up or Down?

When water mixes with calcium and drips inside caves, it hardens and builds up over time. That creates cone-shaped objects called stalactites and stalagmites. Stalactites hang from the ceiling. Stalagmites rise from the ground. Sometimes they meet and form columns. A cave is an empty space inside Earth. Its opening is usually on the side of a hill. Caves are filled with a lot of interesting things. What hangs out in caves?

Hanging Around

Many bats sleep in cave doorways. They fly out to find food. Some bats hibernate in caves during the winter.

Lots of Legs

Millipedes like to chill out in the cool, damp middle sections of caves. They can have anywhere from 80 to 400 legs! Having so many legs helps them dig their way underground.

Sneaky Snake

Rat snakes do not live in caves, but they sure do like to visit! Rat snakes slither through cave openings to look for food.

Prepare to Share

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

High-Frequency Words: Develop a plan to have students practice high-frequency words outside of regular literacy instruction (see Example 3.10 on page 30 of the practice guide as an example).

High-Frequency Words

1. 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: Determine which non-decodable words essential to the meaning of a text you plan to have your students read and teach those words as whole words. Complete the items below to refer to during the Debrief segment of the next PLC session.

Non-Decodable Words

1. 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?

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?

Video Viewing Guide

Word Reading Strategies

This video illustrates students reading orally while the teacher scaffolds and provides feedback. As you view the lesson in the video, record in the Notes column what the teacher says and does. *Focus attention on teacher feedback to support accurate and efficient word identification.* 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 explanations, guided practice, independent practice, review).
3. Materials and resources that were used (e.g., illustrations, video, objects).
4. Focus on teacher feedback to support accurate and efficient word identification (e.g., model strategies, scaffold, prompts). Record specific challenging words and how the teacher provided feedback and support.

Notes	Reflections

Video Viewing Guide

Fix It Game

This video illustrates a small group of students reading orally while the teacher facilitates self-monitoring and self-correction activities by playing the Fix It Game. As you view the lesson in the video, record in the Notes column what the teacher says and does. 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 explanations, guided practice, independent practice, review).
3. Materials and resources that were used (e.g., illustrations, video, objects).
4. Focus on teacher feedback to support accurate and efficient word identification (e.g., model strategies, scaffold, prompts). How did the teacher support students in self-monitoring for understanding and to self-correct word-reading errors?

Notes	Reflections

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. Develop a lesson plan to model strategies, scaffold, and provide feedback about accurate and efficient word identification to students as they read orally. Include how you will teach students to self-monitor for understanding and to self-correct word-reading errors.
- b. Implement the lesson with a small group of students who struggle with word identification.
- c. Complete the items below to refer to during the Debrief segment of the next PLC session.

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.

4. How did your students respond to your instruction?

5. How did you measure student learning?

Video-Viewing Guide

Opportunities for Oral Reading Practice With Feedback

Fluency Activities

Evidence viewed in the video that matches information from the practice guide

Repeated Reading: The teacher works one-on-one with a student.

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.

To implement partner reading, establish a routine and provide plenty of opportunities for students to practice the routine with teacher feedback. It is important that students practice giving feedback to their partners politely.

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.

Fluency Activities

Evidence viewed in the video that matches information from the practice guide

Choral Reading: Students read the same text at the same time in small groups while the teacher carefully monitors to ensure that all students are participating, as opposed to copying their peers.

Echo Reading: A more experienced reader (often the teacher) reads a section of the text aloud and then the student reads the same section aloud.

Alternated Reading: In a small group, each student reads a small section of the text out loud while the teacher provides feedback.

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 students make a word-reading error.

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. 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.
- b. Implement the lesson with a small group of students.
- c. Complete the items below to refer to during the Debrief segment of the next PLC session.

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.

4. How did your students respond to your instruction?

5. How did you measure student learning?

