

Regie Routman In Residence: THE PRINCIPAL'S COMPANION

FOR IMPLEMENTING CCSS AND DESIGNING/IMPLEMENTING AN RTI MODEL

Transforming our Teaching through *Reading to Understand*

by Regie Routman with Sandra Figueroa

SESSION/Videos	IMPLEMENTING CCSS	DESIGNING/IMPLEMENTING RTI MODEL
<p>1 Welcome to Regie Routman in Residence <u>22 minute video:</u></p> <ul style="list-style-type: none"> Welcome from Regie A Guiding Philosophy Becoming an Expert at Smartness 	<ul style="list-style-type: none"> Establishes <u>how to</u> organize and run Professional Learning Communities (PLCs) that compare student products relative to the expected rigor of the Common Core State Standards (CCSS) 	<ul style="list-style-type: none"> Establishes and runs PLCs that examine student products relative to expected performance
<p>2 Applying the Optimal Learning Model to Your Teaching <u>11 minute video:</u></p> <ul style="list-style-type: none"> Understanding the Optimal Learning Model 	<ul style="list-style-type: none"> Shows how the Optimal Learning Model (OLM-- “I do it”, “We do it”, “You do it”), a gradual release of responsibility model, assisted by ongoing formative assessment, guarantees mastery of CCSS 	<ul style="list-style-type: none"> Uses the Optimal Learning Model (OLM), assisted by ongoing formative assessment Organizes structure for, and means of, communication between the classroom and intervention teachers Creates an intervention Tier 2 within the classroom that is seamless with universal instruction (Tier 1)
<p>3 Examining Our Beliefs About Reading to Understand <u>14 minute video:</u></p> <ul style="list-style-type: none"> Two Teacher’s Voices: Changing Beliefs and Practices Over Time 	<ul style="list-style-type: none"> Unveils the “why” behind the CCSS Measures degree to which a staff is ready to implement CCSS 	<ul style="list-style-type: none"> Unifies the staff around the “why” of instruction and assessment; staff more readily creates the structure for and selects the interventions that best match students and school culture
<p>4 Knowing Yourself as a Reader <u>26 minute video:</u></p> <ul style="list-style-type: none"> Share Your Reading Life Organize an Outstanding Classroom Library Keep a Reading Log 	<ul style="list-style-type: none"> Shows the crucial “how” and “why” of setting up a classroom library that is connected to a carefully monitored, independent reading program focused on reading texts with deep understanding Establishes independent reading process where all students read a massive amount of appropriate texts in a variety of genres; Supports the CCSS range and content of student reading : To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of 	<ul style="list-style-type: none"> Increases the amount of reading for all students and, especially, students who struggle to make sense of text. Establishes whole school independent reading practice and individual student accountability (Tier 1 and Tier 2). Promotes practice and accountability of highly engaging, high interest, self-selected texts, in a variety of genres (Tier 1 & Tier 2)

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		<i>stories, dramas, poems, and myths, from diverse cultures and different time periods.</i>	
5	<p>Helping Students Choose Just-Right Books <u>29 minute video:</u> Day 1</p> <ul style="list-style-type: none"> Demonstrating Choosing a Just-Right Book and Focusing on Meaning (Grade 1) <p>Day 2</p> <ul style="list-style-type: none"> Choosing a Just-Right Book and Focusing on Meaning (cont.) Using Shared Writing to Develop Criteria for Choosing a Just-Right Book (Grade 4) 	<ul style="list-style-type: none"> Demonstrates <u>how to</u> self-select nonfiction and fiction texts within appropriate grade level reading range and level of text complexity. Demonstrates how to teach all students: CCSS # 10- Read and comprehend complex literary and informational texts independently and proficiently. 	<ul style="list-style-type: none"> Ensures that all students are reading for understanding texts that are at an independent level of complexity with 96-100% accuracy rate, with fluency and expression (Tier 1 & Tier 2) Provides all students with tools to independently apply what they have learned on their own. Ensures that all students control and monitor their own reading daily and are highly engaged in practicing what was taught with real, relevant, books and not just isolated skills, strategies and/or activities about reading.
6	<p>Checking Students' Understanding Through Informal Reading Conferences <u>25 minute video:</u></p> <ul style="list-style-type: none"> Naming and Practicing What Good Readers Do: Kristy (Grade 4) Evolving Views of a Classroom Teacher: Ginny Vale (Grade 4) Handing over Responsibility to Students: A Follow-Up Conference with Juan (Grade 5) 	<ul style="list-style-type: none"> Models how to check students' understandings through Informal Reading Conferences by naming and practicing what <i>Good Readers</i> do, and how to gradually hand over responsibility for the learning to students so they are successful. Provides a structure for informal reading conferences that are meaningful, authentic, and individual. 	<ul style="list-style-type: none"> Provides a side-by-side, one-on-one ongoing (Informal Reading Conference) assessment to note a student's strengths and needs and to inform and support reading instruction, competency, reading confidence, and independence Ensures all students are progress-monitored based in reading for understanding first, not just fluency and accuracy (Tier 1 and Tier 2) Demonstrates how to celebrate strengths, assess, teach what's needed, and set meaningful goals, all of which are tailored individually for every student. (Tier 1 and Tier 2)
7	<p>Using an Informal Reading Conference to Change a Child's Reading Life <u>35 minute video:</u></p> <ul style="list-style-type: none"> An Interview with a Former Struggling Reader: Jordan (Grade 5) Intervening with a Struggling Reader: Jonelle (Grade 6) 	<ul style="list-style-type: none"> Implements Informal Reading Conferences as a powerful first step in ensuring CCSS Foundation Skills are solidly in place. Fosters students' understanding and working knowledge of print concepts, the alphabetic principle, and basic conventions of the English writing system Observes important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Ensures we teach students what they need and are ready to learn Differentiates reading instruction 	<ul style="list-style-type: none"> Demonstrates the impact of reading a massive amount of texts that are self-selected, high interest, and engaging as essential to all students learning to read and reading to learn. Second language learners and students who struggle must read with understanding and not just pretend to read. <p>Informal Reading Conferences are the first step in ensuring the majority of the reading time in Tier 2 is spent on reading, discussing, and developing skills and strategies through reading a variety of engaging texts that are at an easy accuracy rate (96-100%) and that promote fluency and reading for understanding</p>

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		for strong readers as well as struggling readers	
8	<p>Thinking Aloud with Nonfiction Text <u>31 minute video:</u> Interactive Read Aloud: <i>Owen and Mzee</i></p> <ul style="list-style-type: none"> • Providing Necessary Background Information and Strategies: Before Reading • Detecting a Text's Most Important Ideas: During Reading • Checking for Understanding: At the End of the Story and After Reading • Connecting Demonstration with Guided Practice 	<ul style="list-style-type: none"> • Provides the necessary background information and strategies before reading • Models how to detect a text's most important ideas during reading • Demonstrates how to check for understanding throughout • Connects demonstration with follow-up, guided practice • Models how CCSS Key Ideas and Details are applied: • <i>#1 Read Closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> • <i>#2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> • Analyzes how and why individuals, events, and ideas develop and interact over the course of a text 	<ul style="list-style-type: none"> • Shows and tells what good readers of nonfiction text do before releasing the responsibility to students in guided practice • Exemplifies what students do during guided practice when students have been provided with explicit modeling, and shared experiences (Tier 1 & Tier 2)
9	<p>Shared Read-Aloud with Nonfiction Text ("I Do It," "We do it," "You Do It," <u>36 minute video:</u> <i>Sixteen Year In Sixteen Seconds: The Sammy Lee Story</i> Intermediate Grades <u>Day 1- Shared Read Aloud</u></p> <ul style="list-style-type: none"> • Setting the Purpose for Learning • Demonstrating Inferring and Vocabulary Strategies • Determining Most Important Events and Ideas • Small-Group Guided Practice <p><u>Day 2- Shared Read-Aloud</u></p> <ul style="list-style-type: none"> • Reviewing the Story-in-Process: Small-Group Guided Practice • Thinking Aloud and Interpreting the text • Self-Evaluation 	<ul style="list-style-type: none"> • Infuses rigor through informational text by explicitly showing and telling through the strategy of a Shared Read-Aloud. • Demonstrates and shows <u>how to</u> share comprehension responsibility with students • Models reading increasingly complex informational texts by showing <u>how to:</u> • <i>CCSS #1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</i> • <i>CCSS #2- Determine two or more main ideas of a text and explain how they are supported</i> • <i>CCSS #3- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts.</i> 	<ul style="list-style-type: none"> • Ensures high quality Tier 1 instruction by showing and telling students what to do as effective, comprehending readers. The Shared Read-Aloud strategy is a tool that combines teacher think-alouds with shared reading with student-led, guided practice. By being "thoughtfully explicit" in the language and strategies we use and prompting students to apply similar language and strategies as their own, we help them make sense of the text and the world while, also, making learning engaging, meaningful, and purposeful

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10	<p>Grouping for Guided Reading in the Intermediate Grades <u>34 minute video:</u></p> <ul style="list-style-type: none"> • Refining Guided Reading: An Interview with a Third-Grade Teacher • Promoting Deeper Understanding of Texts • Debriefing After the Guided Reading Group 	<ul style="list-style-type: none"> • Discusses the importance of ensuring all intermediate students are reading and comprehending complex literary and informational text independently and proficiently through small group guided reading groups. • Models CCSS #10- Read and comprehend literature and informational texts independently and proficiently 	<ul style="list-style-type: none"> • Ensures that high-quality Tier 1 instruction requires that students are engaged in reading at least 50% of the time (Allington's Six Ts). During guided reading students take over the responsibility of the learning. Students become proficient readers only if they have many opportunities to read books they can read and understand (at 90-96% accuracy rate, at a minimum)
11	<p>Accelerating Readers Through Guided Reading ("You Do It," "We Do It") <u>34 minute video:</u></p> <p><u>Group 1: First Grade</u> Connecting Word Work with Meaning Day 1- Reading the Story: <i>Danny Likes Red</i> Day 2- Students Write a Readable Text, "We Like" Day 3- Reading a New Book Together</p> <p><u>Group 2: First Grade</u> Checking and Teaching for Understanding Day 1- Helping Young Readers Realize a Story Has to Make Sense Day 2- Monitoring for Understanding Day 3- Rechecking for Meaning</p>	<ul style="list-style-type: none"> • Demonstrates <u>how to</u> implement the CCSS Foundational Skills. Guided Reading groups connect meaning with print even as students begin to read: • CCSS Reading Standard for Literature #2- Retells stories, including key details, and demonstrate understanding of their central message or lesson • CCSS Print Concepts #1- Demonstrates understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. <i>Recognize the distinguishing features of a sentence</i> • CCSS Phonological Awareness #2- Demonstrates understanding of spoken words, syllables, and sounds (phonemes). • CCSS Phonics and Word Recognition #3-Know and apply grade-level phonics and word analysis skills in decoding words • CCSS Fluency #4- Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Explicitly illustrates how guided reading provides the learner sustained practice of what has previously been explicitly modeled and tried out with support. The student is encouraged and supported to be in charge of doing the work and taking over most of the responsibility for learning .The role of the teacher is more of the facilitator or responsive guide on the side—celebrating, assessing, and explicitly teaching, as needed, all the while instructing, supporting, and scaffolding to encourage independence. Guided practice is an important part of Tier 1, Tier 2, and Tier 3
12	<p>Developing Independence Through Oral Retelling and Summarizing <u>39 minute video:</u> <u>Oral Retelling</u></p> <ul style="list-style-type: none"> • Reading and Thinking Aloud • Celebration and Guided Practice with Carlos • Student Learning: Growth Over Time (Jan.-May) • Celebration/Evaluation: Zavier 	<ul style="list-style-type: none"> • Models <u>how to</u> teach oral retelling (grades K-1) and summarizing (grades 2+) • CCSS Literature #2- Retells stories, including key details, and demonstrates understanding of their central message or lesson. 	<ul style="list-style-type: none"> • Teaches how exemplary teachers engage students in active Tier 1, Tier 2, and Tier 3 instruction on how to make meaning from literature and informational texts. • Models retelling of authentic reading texts so students can observe and understand thinking before applying new learning independently

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	<p><u>Summarizing</u> Assessment Before Teaching: What Do We Know About Reading Nonfiction?</p> <ul style="list-style-type: none"> • Reading and Thinking Aloud • Guided Practice: Small Group Work • Celebration/Evaluation of Group Process 	<ul style="list-style-type: none"> • CCSS Informational #2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 	<ul style="list-style-type: none"> • Demonstrates how and why summarizing is a necessary critical thinking skill for understand the main ideas of any text. (Tier 1)
13	<p>Facilitating Student-Directed Literature Conversations <u>60 minute video:</u></p> <p><u>Part 1: Setting Students Up for Small-Group Reading</u></p> <ul style="list-style-type: none"> • Previewing of Nonfiction Texts • Learning to Ask Big Questions • Setting Expectations for Small-Group Reading • Celebration/Evaluation of Learning • The Next Day: Deciding “Three Most Important Things” <p><u>Part 2: Demonstrating and Trying out Literature Conversations</u></p> <ul style="list-style-type: none"> • A “Fish Bowl” Demonstration • Debriefing the “Fish Bowl” Demonstration • Sample Student-Directed Literature Conversations • Celebration/Evaluation of Group Process 	<ul style="list-style-type: none"> • Demonstrates facilitating a student centered process for showing students how to take over the responsibility of learning to read and understand informational texts: • CCSS, Key Ideas and Details, #1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • CCSS, Key Ideas and Details, #2- Determine two or more main ideas of the text and explain how they are supported by key details, summarize the text • CCSS, Key Ideas and Details, #3- Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text • CCSS, Craft and Structure, #5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • CCSS, Integration of Knowledge and Ideas, #8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<ul style="list-style-type: none"> • Applies the Optimal Learning Model to engages students to use a variety of real-world strategies to guide and direct their own student-led conversations about informational texts. • Values students’ thinking valued, and deepens their level of understanding through directed literature conversations (Tier 1, Tier2, Tier 3) • Demonstrates and teaches students how students can assess their own learning and participation in literature conversations by noting their strengths and weaknesses and setting goals for how they can do better, both as a group and individually
14	<p>Re-examining Our Beliefs and Celebration of Learning <u>12 minute video:</u></p> <ul style="list-style-type: none"> • Changing Expectations and Beliefs: A Student Speaks to Teachers and Students 	<ul style="list-style-type: none"> • Assesses learning over time for both teachers and students. A student and teacher reflect on intentional learning that has been coherently structured to develop reading skills and rich content knowledge 	<ul style="list-style-type: none"> • Implements and stays focused on expert Tier 1 instruction and differentiation requiring a variety of effective instructional strategies, resources, and approaches; gives students’ the motivation to learn to become literate. (Tier 1 and Tier 2)

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