



Ministry of Education

READ II Grades 1-4 Mother Tongue Teacher Training *Facilitators' Guide*

Ethiopia August 2018

The READ II Project

The READ II project's overall objective is to contribute to USAID/Ethiopia's goal of improving the reading proficiency and educational attainment of 15 million children by 2022, with a focus on six target regions—Addis Ababa, Amhara, Oromia, Somali, SNNPR, and Tigray—so they can lead productive lives and drive Ethiopia's economic, social, and political development. READ II is implemented by Creative Associates International and its partners: Education Development Center (EDC), World Vision International (WVI), and Institute for Education Health and Development (InEHD).

READ II Grade 1-4 Mother Tongue Teacher Training

Facilitators' Guide

Ethiopia August 2018

Disclaimer

This guide is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents of this guide are the sole responsibility of Creative Associates International and its consortium and do not necessarily reflect the views of USAID or the United States Government.

Table of Contents

Acknowledgements	4
Training Overview	5
Module 1: Phonemic Awareness Training Plan	6
Module 2: Graphophonemic Awareness Training Plan	8
Module 3: Vocabulary Training Plan	10
Module 4: Comprehension Training Plan	12
Module 5: Fluency Training Plan	14
Module 6: Writing Training Plan	15
Module 7: Continuous Assessment Training Plan	17
Strategy Tracking Chart	19
Module 8: Reflection Training Plan	34
Gathering Evidence During Training	37
Training Evidence-Gathering Chart.....	38

Acknowledgements

This guide was produced with the financial and technical support of the American people through the United States Agency for International Development (USAID) in collaboration with the Ethiopian Ministry of Education (MoE), Regional Education Bureaus (REBs) and the READ II project.

The Ministry of Education wishes to thank the American people and individuals and groups who were directly or indirectly involved in writing, reviewing and publishing this Facilitators' Guide.

International Consultant: Amy Pallangyo

National Experts:

- Solomon Worku, MoE,
- Tsehay Misginna, MoE
- Abeba Gella, Amhara REB
- Barnabas Debelo, Oromiya REB
- Deneke Lefebo, SNNPR REB
- Teklu Equar, Tigray REB
- Begoneh Lemma, SNNPR
- Firehiwot Assefa, Addis Ababa REB
- Teshome Tsegaye, SNNPR REB

READ II Staff and Partners:

- Joan Cohen-Mitchell
- Conrad Wesley Snyder, Jr.
- Lisa Deyo
- Aster Minwyelet
- Feleke Desta
- Mesfin Derash
- Tsehaynew Tilahun
- Birhanu Gidey
- Tadesse Wolde
- Jemal Abdulkadir
- Garoma Wakjira

Training Overview

Grades I- 4 Mother Tongue Teacher Training

The READ II training for Grades I-4 Mother Tongue Teachers updates teachers on the basic approaches to early grade Reading and Writing, provides practical instructional strategies to support teachers as they work with students, and encourages teachers to adopt continuous classroom assessment during their instruction. The five-day training follows a specific schedule.

Day/Time	Topic
Day 1 – Introduction (30 minutes)	This session introduces the week-long training goals and discusses the logistics of the training week
Day 1 – Morning (3 hours)	Phonemic Awareness Concepts, Strategies and Practice
Day 1 – Afternoon (3 hours)	Graphophonemic Awareness Concepts, Strategies and Practice
Day 2 – Morning (3 hours)	Vocabulary Concepts and Strategies and practice
Day 2 – Afternoon (3 hours)	Comprehension Concepts and Strategies and practice
Day 3 – Morning (3 hours)	Fluency Concepts and Strategies and practice
Day 3 – Afternoon (3 hours)	Writing Concepts and Strategies and practice
Day 4 – All Day (6 hours)	Continuous Classroom Assessment and practice
Day 5 – Morning (4 hours)	Reflect, Plan, and Commit
Day 5 – Afternoon (2 hours)	Administrative Processes

This Facilitators' Guide includes Module Training Plans – detailed plans for each training module included above, and training evaluation tools and processes, to gather and submit training evidence to the program. In addition, training facilitators receive the following:

1. Strategy Tracking Chart – a graphic organizer where all instructional strategies included in the training are explained, and in which teachers make notes and reflect on continuous classroom assessment during training. This “take-away” document provides teachers with a quick reference for new strategies after they return to their classrooms.
2. Teacher Training Packet – These are the materials that teachers receive in training, including professional readings, and a copy of the Strategy Tracking Chart.

Module I: Phonemic Awareness Training Plan

Time: 3 hrs

Materials: Chart paper, markers, Strategy Tracking Chart

Objective(s): Understand basic concepts of phonemic awareness, as a key component of phonological awareness
 Understand phonemic awareness' value in pre-reading activities in the first six weeks of Grade I
 Be able to use phonemic awareness instructional strategies

Timing	Facilitator Will	Teachers Will
Introduce the Session 5 min	Write objectives on a chart or board, and review. Ask teachers to express their expectations from the module and post them on the wall. Ask for any questions from teachers.	Listen actively. Write their expectations on stick note, put them on the wall, and ask questions if they have any.
Reflect on What We Already Know 15 min	Ask teachers to discuss phonemic awareness at tables (5 minutes). Ask them to share their prior knowledge and challenges they experienced in teaching the same. Tell them to draw a KWL table on their note book and compile what they know and what they want to know about PA. (give a model). Briefly share in whole group what was discussed at tables.	Share their knowledge and challenges they experienced in teaching Phonetic awareness. (Use KWL chart to compile what they already know, and what they want to know)
Learn Something New 70 minutes	<p>Model the four strategies, included below. Ask teachers to take the role of students, and participate actively. (15 minutes for each strategy model)</p> <p>Playing with Sounds: Tell teachers they will learn how to teach phonemic awareness through paying with sounds. This strategy helps to practice identifying sounds in different positions in a word. Identify the first or last sound in a word (e.g. the first sound in “dog” is /d/; the last sound is /g/). Identify which word begins/ends with a different sound (e.g. Of the words “gum, hat, got”, the word “hat” starts with a different sound and the word “gum” ends with a different sound). Ask teachers to listen to the sound /m/. Say the sound out loud. Ask teachers to say the sound multiple times. Say the word mat, and ask teachers to repeat it multiple times. Ask them to say the beginning sound multiple times. Repeat this process with other sounds and words for the time available.</p> <p>Songs and Rhymes: Explain to teachers that songs and rhymes are one of the strategies to build phonemic awareness through singing songs and saying sounds. Ask teachers to listen to the sound /p/. Say words that include the sound, multiple times. Use the words Snap, Tap, Clap, Stamp. Make it into a song and rhyme game. Ask teachers to stand and use hand movements to play the /p/ game. Repeat with other rhyming words of your choice as time allows.</p>	Actively participate in model lessons.

	<p>Blending sounds: Tell teachers that blending is putting individual sounds together to make words, and ask them to get prepared to learn how to blend sounds and make words. Ask teachers to blend together spoken sounds to make a word orally (e.g. /t/ + /o/ + /p/ = top). Tell teachers that they will make words by blending sounds together. Call sounds /b/...../e/...../d/ separately, and then blend the sounds together and make the word bed, orally. Say sounds /b/...../e/...../d/ separately, this time together with teachers, and make the word bed orally. Ask teachers to say the sounds /b/...../e/...../d/ separately in unison and make the word bed, orally</p> <p>Segmenting: Tell teachers that segmenting is breaking down words into individual sounds so that children can separate the sounds in words. Tell teachers they will use some simple words and practice dividing the words up into the different sounds they hear. (e.g. “sun” would be separated into /s/-/u/-/n/). Ask teachers to separate the word dog into its individual sounds as /d/...../o/..../g/, orally and on their own. Repeat the process with the whole group to model and gather evidence of understanding. Repeat with a second example of your choice, or ask teachers to volunteer simple words. Repeat through the time available.</p>	
<p>Apply New Learning 1 hr</p>	<p>Activity 1: Arrange teachers in pairs. Ask them to create a phonemic awareness lesson, using Playing with Words strategy, to address a new sound. They create the lesson idea individually. They then share it with their partner. (20 minutes)</p> <p>Activity 2: Using the same process, ask pairs to create a new lesson using either the blending or segmenting strategies, and share with their partner. (20 minutes)</p> <p>Activity 3: Ask pairs to demonstrate their lessons, continuing as time allows. (20 minutes)</p>	<p>Arrange themselves in pairs. Design and share lessons.</p> <p>Present the lesson/ teach participants</p>
<p>Reflect & Prepare 30 min</p>	<p>5 minutes - Give a brief summary of the basic concepts of phonemic awareness, methods/strategies used to teach phonemic awareness.</p> <p>10 minutes - Ask teachers to reflect on what they learned and what they need to know more about. Ask them to complete the KWL chart they started at the beginning of the session.</p> <p>10 minutes - Ask them to use their Strategy Tracking Chart to make any additional notes about the strategies they have learned.</p> <p>5 minutes - Ask them to share their learning and needs with the whole group. (5 minutes)</p>	<p>Listen actively</p> <p>List what they learned and what they need to know on the KWL chart.</p> <p>Examine and use Strategy Tracking Chart</p> <p>Share final thoughts</p>
<p>Notes and Comments</p>	<p>See the teacher professional reading material (in Teacher Training Packet) for additional supporting trainer information.</p>	

Module 2: Graphophonemic Awareness Training Plan

Time: 3 hrs

Materials: chart paper, markers, Strategy Tracking Chart

Objective(s): Understand basic concept of Graphophonemic awareness
Be able to use Graphophonemic awareness instructional strategies

Timing	Facilitator Will	Teachers Will
Introduce the Session 5 min	Write objectives on a chart paper or chalk board, and review them with teachers. Ask teachers to express their expectations from the module on stick note and post them on the wall. Ask for any questions from teachers.	Listen actively and review the objective with the facilitator. Write their expectations on stick note and put them on the wall, and ask questions.
Reflect on What We Already Know 15 min	Ask teachers to discuss in small group at tables what they understand about graphophonemic awareness, sharing their prior knowledge and challenges they experienced in teaching. Tell them to draw a KWL table on their note book and compile what they know and what they want to know about PA.	Share their knowledge and challenges they experienced in teaching Graphophonemic awareness. Use KWL chart to compile what they already know, and what they want to know.
Learn Something New 70 minutes	<p>10 minutes - Ask teachers to define Graphophonemic awareness in their own words in table discussion. Ask them to share with whole group. Add additional information to the discussion to ensure all teachers have a basic understanding.</p> <p>20 minutes per strategy - Tell teachers you will model three strategies to teach Graphophonemic Awareness. Ask them to act as students during strategy modeling.</p> <p>Letter Tracking: Tell teachers - Letter tracking is a strategy used to identify and circle the target letter in print, to make sure students can clearly identify the target letter. First, write the letter /b/ on the board or flip chart. Ask teachers to list the names of people in the room that include the letter /b/. Write the names on the board or flip chart. Repeat reading them aloud together. Next, write other letters that have similar shapes as letter /b/ on the board or chart: p, d, q, and b. Ask teachers to volunteer to say the sound of each of these letters. Tell teachers to be careful not to mistake /b/ with these other letters, and ask them to tell you how they can be sure they are identifying /b/. Then ask teachers to identify the correct letter placement in the names, and circle the letter in each name. Return to the teacher names on the chart. Ask teachers to identify correct letter placement, and circle the letter. Continue this process with other words as time is available.</p>	<p>Discuss and share.</p> <p>Teachers will take the role of students, and actively participate in strategy demonstration, following all directions given by the facilitator.</p>

	<p>Decoding: Tell teachers - Decoding is sounding out words, by breaking them into letter sounds to understand unfamiliar words. Write the word “frog” on the board or chart. Model how to decode the word into individual letter sounds. Ask teachers to also say the sounds, breaking them down. Repeat this process with other words as time is available.</p> <p>Encoding: Tell teachers - encoding is the process of putting individual letter sounds together to make meaning (also called blending). Ask participants to write down the letters and sounds they know. Say a word that includes that sound. Ask them to repeat with you, slowing down the word to support them to hear the parts. Ask them to write the word down (not worrying about spelling, just trying to put down the right sound). Write the word on the board, asking them to check and see if they got it right. Repeat with other words as time allows.</p>	
<p>Apply New Learning 1 hour</p>	<p>20 minutes - Activity 1: Arrange teachers in pairs. Ask them to create a Letter Tracking lesson, using Playing with Words strategy, to address a new sound. They create the lesson idea individually. They then share it with their partner.</p> <p>20 minutes - Activity 2: Using the same process, ask pairs to create a new lesson for decoding, and share with their partner.</p> <p>20 minutes - Activity 3: Ask pairs to demonstrate lessons, continuing as time allows.</p>	<p>Arrange themselves in pairs. Design and share lessons.</p> <p>Present the lesson/ teach participants</p>
<p>Reflect & Prepare 30 min</p>	<p>5 minutes - Give a brief summary of the basic concepts of graphophonemic awareness, methods/strategies used to teach phonemic awareness.</p> <p>10 minutes - Ask teachers to reflect on what they learned and what they need to know more about. Ask them to complete the KWL chart they started at the beginning of the session.</p> <p>10 minutes - Ask them to use their Strategy Tracking Chart to make any additional notes about the strategies they have learned.</p> <p>5 minutes - Ask them to share their learning and needs with the whole group.</p>	<p>Listen actively</p> <p>List what they learned and what they need to know about the basic concepts of phonemic awareness, methods/strategies of teaching phonemic awareness in the KWL chart.</p> <p>Examine and use Strategy Tracking Chart</p> <p>Share final thoughts</p>
<p>Notes and Comments</p>	<p>See the teacher professional reading material (in Teacher Training Packet) for additional supporting trainer information.</p>	

	shared. Any comments needed to capture the main points of the professional reading resource.	
Apply New Learning 60 min	45 minutes - Put teachers in 3 grade groups (Grade 1, Grade 2, and Grade 3 & 4). If teachers teach across grade levels, ask them to join the group where they think they want to learn something new. Ask them to refer to the Strategy Tracking Chart, and study the strategies provided for Vocabulary. Ask them to discuss how to use the strategies, and to practice the strategies in small group. Tell them to use 15 minutes for study, discussion, and practice of each strategy. As they practice, move around the room to check on progress. Give advice and encourage them to practice the strategies together. 10 minutes – Ask for any questions teachers still have about the strategies.	Teachers read, study, discuss, and practice strategies. Teachers make any additional notes on their Strategy Tracking Chart. Strategies include: <ul style="list-style-type: none"> - Using Context Clues - Morphemes - Categorizing Words - Semantic Mapping Participate actively in final discussion
Reflect & Prepare 30 min	15 minutes – Ask tables to discuss the important new concepts and strategies they learned in the session. Ask table groups to use marker and chart paper to write the “Big Take-Away” from the module (the most important thing to remember). Ask them to post on the wall. Link the “Big Take-Aways” back to objectives, to show teachers the success of their learning. 15 minutes – Ask teachers to individually make a commitment to doing something new in Vocabulary instruction, by making “I Will” statements, including their name and school.	Table groups discuss the most important things they learned during the session, and create a large chart statement for the “Big Take-Away” from the module, which they post on the wall. Teachers write “I Will” statement, making a commitment to something new they will do during instruction. These are posted on the wall (with their name and school name included, for later use in coaching).
Additional Supporting Notes and Comments	The most important things you can do to prepare for facilitation are to <ol style="list-style-type: none"> 1. Thoroughly read and study the <i>Elements of Vocabulary</i> professional reading, building good understanding of (and ability to discuss) <ol style="list-style-type: none"> a. Decoding words, encoding words and sight words b. The four types of vocabulary that can increase students’ vocabulary stock 2. Thoroughly read and study the <i>Vocabulary Strategies</i> for all grade levels, practicing the strategies (in case you have to model), and being prepared to discuss the strategies with teachers who may struggle to understand them. 	

Module 4: Comprehension Training Plan

Time: 3 hrs

Materials: Chart Paper, Markers, Masking Tape, Notebooks, Pens/Pencils, *Elements of Reading Comprehension*, *Reading Comprehension Strategies*

Objective(s): Teachers will be able to:

- Understand the concepts of reading comprehension
- Be able to use simple comprehension strategies during instruction

Timing	Facilitator Will	Teachers Will
Introduce the Session 5 min	Post the objectives on paper or board, and review with teachers. Ask for questions from teachers before learning begins. Post their questions on chart paper, tell them they will be learning more during the session you will return to these questions at the end of the session to see that they are addressed.	Listen and ask any questions they may have.
Reflect on What We Already Know 20 min	<p>10 minutes - Post these reflection questions on paper or board:</p> <ul style="list-style-type: none"> - What does comprehension mean? - What are the purposes of comprehension instruction? - How do we help students understand what they read and hear? - How do you currently teach reading comprehension in your classroom? <p>10 minutes - Ask the training group to do a Gallery Walk, where participants walk around and read each other's responses.</p>	<p>Teachers complete an individual Quick Write – writing in their notebook in response to the reflection questions.</p> <p>Teachers do the Gallery Walk.</p>
Learn Something New 60 min	<p>20 minutes - Tell teachers to locate the professional reading for Comprehension in their Teacher Training Packet. Ask teachers to read and study the professional text for 40 minutes, underlining the main ideas in the text (since they will discuss the text after they read). Remind teachers that they must be prepared to discuss the professional reading with their table team.</p> <p>20 minutes - Post these guiding questions on paper or board:</p> <ul style="list-style-type: none"> - What are the most important ideas shared in the reading? - How does the implementation and development of comprehension instruction change from grade level to grade level? <p>Ask teachers to discuss in their table groups, responding to the guiding question.</p> <p>20 minutes – ask table groups to share what they discussed. Remind them to share only new ideas that have not yet been shared. The facilitator adds any comments needed to capture the main points of the professional reading resource.</p>	<p>Read and study. Underline the main ideas in the text and making any notes they feel are needed to help them prepare for small group discussion.</p> <p>Teachers talk in tables, responding to the guiding questions. One person in the group captures the discussion for sharing with the whole group.</p> <p>Group representatives share, only share ideas that have not yet been shared.</p>
Apply New	Put teachers in 3 grade groups (Grade 1, Grade 2, and Grade 3 & 4). If teachers teach across grade	Teachers will work in 15 minute sets

<p>Learning 60 min</p>	<p>levels, ask them to join the group where they think they want to learn something new. Ask them to locate the Strategy Tracking Chart, and the strategies provided for Comprehension. Ask teachers to spend the hour studying and practicing the strategies in small groups. Tell them to use 15 minutes for study, discussion, and practice of each strategy. As they practice, move around the room to check on progress. Give advice and encourage them to practice the strategies together.</p> <p>10 minutes – Ask for any questions teachers still have about the strategies.</p>	<p>of time to (total 45 min)</p> <ul style="list-style-type: none"> - Study a strategy - Discuss the strategy - Practice using the strategy with one another at tables - Make any additional notes on their Strategy Tracking Chart <p>Comprehension Strategies to be studied include:</p> <ul style="list-style-type: none"> - Prediction - Skimming & Scanning - Critical Questioning <p>Teachers ask questions they have about the strategies they have learned.</p>
<p>Reflect & Prepare 30 min</p>	<p>15 minutes – Ask tables to discuss the important new concepts and strategies they learned in the session. Ask table groups to use marker and chart paper to write the “Big Take-Away” from the module (the most important thing to remember). Ask them to post on the wall. Link the “Big Take-Aways “back to objectives, to show teachers the success of their learning.</p> <p>15 minutes – Ask teachers to individually make a commitment to doing something new in their classroom, by writing an “I Will” statement. Ask them to post these on the wall, including their name and school.</p>	<p>Table groups discuss the most important things they learned during the session, and create a large chart statement for the “Big Take-Away” from the module, which they post on the wall.</p> <p>Teachers write “I Will” statement, making a commitment to something new they will do during instruction. These are posted on the wall (with name and school, for later use in coaching).</p>
<p>Additional Supporting Notes and Comments</p>	<p>The most important things you can do to prepare for facilitation are to</p> <ol style="list-style-type: none"> 3. Thoroughly read and study the <i>Reading Comprehension</i> professional text, building good understanding of (and ability to discuss) <ol style="list-style-type: none"> a. Strategies that can best be used for Grades 1 and 2 b. Strategies that are suitable to Grades 3 and 4 4. Thoroughly read and study the <i>Reading Comprehension Strategies</i> for all grade levels, practicing the strategies (in case you have to model), and being prepared to discuss the strategies with teachers who may struggle to understand them. 	

Module 5: Fluency Training Plan

Time: 3:00 hrs

Materials: The revised MT curriculum

Objective(s): Participants will:

- Understand the concepts of fluency and its importance to comprehension
- be able to use grade-level fluency skills for grades 1-4 to support development of fluency in their classrooms

Timing	Facilitator Will	Teachers Will
Introduce the Session 5 min	Introduce the training topic and objectives of the session; and list down the expectations of teachers.	Listen and list down their expectations from the fluency lesson
Reflect on What We Already Know 15 min	5 minutes - Ask participants to brainstorm what they already know at tables, and share 10 minutes - Summarize what has been shared by each group by focusing on key points from the text they read in the Teacher Packet.	Brainstorm and share their view Teachers listen to the brief explanation of the trainer, take notes, and ask questions
Learn Something New 1 hr	20 minutes – Ask participants to identify the professional reading provided for Fluency in their Teacher Training Packets. Ask them to read and identify the main ideas of the reading, focusing on Lead the ‘why of teaching reading fluency?’ Ask them to answer the following questions: <ul style="list-style-type: none"> - What are the signals that students may exhibit as the result of not developing fluency? - How are fluency and reading comprehension related? - 20 minutes – conduct a whole group summary discussion of the important points from the reading. 20 minutes – Conduct a brief mini-lesson on the new strategies teachers will learn to use in the session. Demonstrate inside each 5-minute strategy overview.	Read the text and underline the main ideas in the text. Answer questions. Participate in whole group summary discussion Listen, watch demonstration, and take notes in their Strategy Tracking Chart
Apply New Learning 1 hr	20 minutes – At table groups, assign fluency strategies for practice. Make sure all new fluency strategies are being practiced by multiple groups, with each table practicing one strategy. 35 minutes – Ask each table group to demonstrate a 5-minute mini-modeling of the strategy they have practiced, using the text you have assigned. Do not comment on the presentations. See below for final discussions. 5 minutes – Have a final whole group discussion providing feedback on strategy demonstrations.	Work in groups and prepare a 5-minute model lesson Demonstrate and watch others demonstrations attentively Participate actively in the summary discussion, noting positive aspects of

	Be sure to state positive comments, and also give critical feedback for improvement.	peer modeling and providing important feedback.
Reflect & Prepare 20 min	10 minutes - Ask participants to reflect on what they have learned against their expectations about fluency. Ask the participants to write down and tell at least 3 key issues that they have learned at their tables. 10 minutes - Ask participants to state in whole group which of the new fluency strategies they intend to use and why.	Reflect on and share lessons learned State in whole group which new strategies they intend to use and why

Module 6: Writing Training Plan

Time: 3 hours

Materials: Chart Paper, Markers, Masking Tape, Notebooks, Pens/Pencils, *Elements of Writing* professional reading, *Writing Strategies*, Index Cards

Objective(s): Teachers will

- Understand the three main elements of writing, and basic instructional strategies within those elements
- Understand the developmentally-appropriate vertical alignment for writing instruction
- Be able to teach effectively across the three main elements of writing, using simple developmentally-appropriate strategies

Timing	Facilitator Will	Teachers Will
Introduce the Session 5 min	Post the objectives on paper or board, and review with teachers. Ask for questions from teachers before learning begins. Post their questions on chart paper, tell them they will be learning more during the session you will return to these questions at the end of the session to see that they are addressed.	Listen and ask any questions they may have.
Reflect on What We Already Know 20 min	10 minutes - Post these reflection questions on paper or board: <ul style="list-style-type: none"> - What does "Writing" mean? - How is writing integrated in to the mother tongue curriculum? - How do you currently teach writing in your classroom? - What do you want to learn more about concerning the teaching of writing? 10 minutes - Ask the training group to do a Gallery Walk, where participants walk around and read each other's responses.	Teachers complete an individual Quick Write – writing in their notebook in response to the reflection questions. Teachers do the Gallery Walk.
Learn Something New 60 min	20 minutes - Ask teachers to locate the professional reading for the Writing module, in their Teacher Training Packet. Briefly explain that it has information about 1) the three main elements of writing, and 2) the Reading/Writing connection. Ask teachers to read and study the itfor 20 minutes, underlining the main ideas in the text (since they will discuss the text after they read. Remind teachers that they must be prepared to discuss the professional reading with their table	Read and study the professional reading.

	<p>team.</p> <p>20 minutes - Post these guiding questions on paper or board:</p> <ul style="list-style-type: none"> - What are the most important ideas shared in the professional reading? - How does the implementation and development of writing instruction change from grade level to grade level? <p>Ask teachers to discuss in their table groups, responding to the guiding question.</p> <p>20 minutes – ask table groups to share what they discussed. Remind them to share only new ideas that have not yet been shared. The facilitator adds any comments needed to capture the main points of the professional reading resource.</p>	<p>Teachers discuss in table groups, responding to the guiding questions. They use the professional reading, underlined main ideas, and chart to discuss and respond. One person in the group captures the discussion for sharing with the whole group.</p> <p>Representatives share what was discussed. As each group shares, representatives only share ideas that have not yet been shared.</p>
<p>Apply New Learning 60 min</p>	<p>Put teachers in 3 grade groups (Grade 1, Grade 2, and Grade 3&4). If teachers teach across grade levels, ask them to join the group where they think they want to learn something new. Refer teachers to the <i>Strategy Tracking Chart</i> and writing strategies. Ask teachers to spend the hour studying and practicing the strategies in small groups. Tell them to use 50 minutes for study, discussion and practice (15 minutes per strategy). As they practice and move around the room to check on progress. Give advice and encourage them to practice the strategies together. Strategies to be studied and practiced are grade-specific and include: Grade 1 – Forming Letters, Punctuation, & From Pictures to Letters Grade 2 – Writing What We Read, Words, Fix It, & Pictures to Stories Grades 3-4 – Handwriting, Fix It, and Informational Writing Model</p> <p>10 minutes – Ask for any questions teachers still have about the strategies.</p>	<p>Teachers will work in 15 minute sets of time to</p> <ul style="list-style-type: none"> - Study a strategy - Discuss the strategy - Practice using the strategy with one another at tables - Write any additional notes in their Strategy Tracking Chart <p>Teachers will ask any final questions they have about the strategies they have learned.</p>
<p>Reflect & Prepare 30 min</p>	<p>15 minutes – Ask tables to discuss the important new concepts and strategies they learned in the session. Ask table groups to use marker and chart paper to write the “Big Take-Away” to objectives from the module (the most important thing to remember). Ask them to post on the wall.</p> <p>15 minutes – Ask teachers to individually write their own “I Will” statement (asking them to make a commitment to something new they will do for writing instruction in their classroom. Ask them to post these on the wall.</p>	<p>Table groups discuss the most important things they learned during the session and create a large chart statement for the “Big Take-Away” from the module to objectives, which they post on the wall.</p> <p>individually write their own “I Will” statement, making a visible commitment to something new they will do during writing instruction in their classroom. These are posted on the wall with their name and school name included.</p>
<p>Notes and Comments</p>	<p>The most important things you can do to prepare are to a) study the professional reading, and building good understanding of a. the three main elements of writing instruction, b) the skills that make up the 3 elements of writing, and c. How they are addressed at different grade levels</p>	

Module 7: Continuous Assessment Training Plan

Time: 6 Hours

General Overview: Day 4 will focus exclusively on the concept of Continuous Assessment. Teachers will participate in a mini-lesson on the concepts involved in continuous assessment, and then will revisit each literacy component module to examine the strategies in relationship to continuous assessment. Within each literacy component module, teachers will determine

- What they will see students **DOING** during the strategy
 - o This requires teachers to visualize the practical implementation of strategies, so they understand what they should see happening in the classroom, and whether it is happening
- What **SKILLS** will be evident as they observe students during the strategy
 - o This requires teachers to identify how the evidence they see links directly to the skills they are addressing during the strategy
- How the evidence they gather during the strategy can help them make instructional **DECISIONS**
 - o This requires teachers to explore different options for instructional response to evidence, including
 - Determining that all students have mastered the skill and moving to the next level of instruction
 - Determining that most students have mastered the skill, and providing tuition for those student still struggling
 - Determining that most students have not mastered the skill, and they need to continue to provide whole group instruction on that skill

Materials: Professional Reading Material, Strategy Tracking Chart

Objective(s): Teachers will

- Understand the basic concepts of continuous assessment
- Be able to visualize the behaviors they will see during specific strategy implementation
- Be able to identify the skills that are demonstrated by students within the strategy
- Be able to brainstorm possible instructional decisions in response to evidence

Timing	Facilitator Will	Teachers Will
Introduction, New Learning 1 hour	<p>10 minutes - Introduce objectives and process</p> <p>20 minutes – Ask teachers to turn to the professional reading in their training packet and read, making a list in their note pad of the important points.</p> <p>20 minutes - Facilitate a discussion of the important points in the text. Ask teachers to share with the whole group the key important points they wrote down. Ask teachers to pose any questions they have about the text, and provide response to those questions.</p> <p>10 minutes – Prepare teachers for mini-module process by showing the mini-module schedule on a chart, and pre-viewing the graphic organizer. Answer any questions, and encourage teachers to simply get started, that they will understand the process clearly as they begin the work.</p>	<p>Listen to objectives and process, ask questions</p> <p>Read <i>Continuous Assessment</i>, making a list of the important points in the professional reading.</p> <p>Participate actively in the discussion, sharing important points, and offering any questions they may have.</p> <p>Teachers listen and prepare. They ask any questions they may have.</p>
Mini-Module 1: Phonemic Awareness (Sample that is repeated throughout the day) 50 min	<p>20 min - Facilitate the process</p> <p>10 min – Table discussion, share what they wrote on their graphic organizer</p> <p>20 min – Conduct a whole group synthesis discussion.</p> <ul style="list-style-type: none"> - What was discussed at your table? - What are the behaviors you expect to see when you implement the strategies you have learned? - What skills are represented by these behaviors? - How can you use evidence you gather during these strategies to help you make instructional decisions? <p>Use the Continuous Assessment Facilitator Notes to support the final discussion. Make sure all important ideas are addressed. If teachers do not address them, the facilitator adds those ideas to the discussion.</p>	<p>Teachers will</p> <ul style="list-style-type: none"> - Revisit the strategies for Phonemic Awareness (using their <i>Strategy Tracking Pack</i>). - Reflect on these guiding questions: <ul style="list-style-type: none"> o What behaviors and skills will you see from students during this strategy? o What evidence can it give you to help you make instructional decisions? - Teachers will fill in the final right-hand column on the <i>Strategy Tracking Pack</i> (focused on continuous assessment) <p>Teachers discuss responses on the graphic organizer, adding notes as they discuss. Teachers participate actively in the discussion, making additional notes as needed</p>
Mini-Module 2: Phonics	Repeat the same 50 minute process as above	
Mini-Module 3: Vocabulary	Repeat the same 50 minute process as above	
Mini-Module 4: Comprehension	Repeat the same 50 minute process as above	
Mini-Module 5: Fluency	Repeat the same 50 minute process as above	
Mini-Module 6: Writing	Repeat the same 50 minute process as above	

Strategy Tracking Chart

Strategy	Skills Addressed	Steps to use the strategy	Materials	Behaviors/Evidence/Decision-Making
Phonemic Awareness				
KWL Grades 1-4	Auditory Sound Recognition	<ol style="list-style-type: none"> 1. Ask students what they already know about sounds and words they hear 2. Write it down 3. Ask students what they want to know 4. Teach lesson 5. Ask students what they learned 	board, chalk	Students demonstrate oral evidence; whether they can hear individual sounds in spoken words, and their ability to say words. If students are unable to respond to basic questions about spoken sounds, refer them for hearing testing before taking other action, and then continue with phonemic awareness instruction and other oral language development activities.
Playing with Sounds Grade 1	Auditory sound recognition, auditory word recognition, ability to use words orally	<ol style="list-style-type: none"> 1. Teacher provide examples where a specific sound is used in the initial/first position of a word 2. Students say the word beginning with the target sound after the teacher 3. Teacher ask students the sound the word begins with 4. Teacher ask students to say the word 5. Students say the word after the teacher 6. Teacher ask students what sound the word end with 	Recorded sounds & words (or teacher makes the sounds & words)	Students can say words they hear and respond with beginning sounds. This evidence shows they are aware of placement of sounds in spoken words. If students are not successful, continue work with the strategy regularly. For students who continue to struggle, first do a one-on-one check of specific skills, ask family about the child's speaking habits at home to determine if there are global speaking and listening/hearing issues. Eventually refer for hearing testing, and continue to work across phonemic awareness approaches.
Rhyme & Song Grade 1	Auditory recognition of	<ol style="list-style-type: none"> 1. Teacher says out the target sound e.g. /p/ 	Recorded sounds & songs (or	Students can say target sounds with the teacher, and eventually independently. Students will show increasing confidence in

	patterns and sounds	<ol style="list-style-type: none"> 2. Students say the sound /p/ together with the teacher and independently 3. Teacher models the song with words ending with rhyming /p/ sounds 4. Students practice the sound while singing the song whose ending sounds rhyme 	teacher makes the sounds and song)	identification and speaking throughout the lesson. This evidence can support teachers in knowing when to begin actively transitioning away from extended phonemic awareness instruction and to focus more on graphophonemic awareness instruction, a necessary transition in Grade 1.
Graphophonemic Awareness				
Letter tracking Grades 1-2	Letter/Sound Recognition	<ol style="list-style-type: none"> 1. Teacher writes target letter on board or flip chart 2. Ask students to tell their names and identify and circle the names that have the target letter 3. Teacher write the target letter mixed with other 3-5 letters of similar but different shape to the target letter on board/flip chart 4. Teacher ask students distinguish and circle the target letter from other similar letters 5. Teacher write the target letter on flash cards and ask students to practice distinguishing its shape from other similar letters 6. Teacher write a sentence/sentences containing the target letter on board/flip chart and ask 	Flash cards, chalk, board, print resources	Students can identify letter names and letter sounds, and know the difference between name and sound. Students can know the difference between letters and other letters that look similar. This evidence helps teachers adjust the pace of letter/sound introduction and review, and help them make decisions about when students are ready to decode and managing words and simple sentences in early decodable and leveled text. If students are unable, do a mini-assessment (1-2 minutes) to determine whether the student has difficulty with all letters/ sounds, or just the certain ones. If it is a targeted problem, continue with tutoring.

		<p>students to come out and circle the target letter</p> <p>7. Teacher asks students to search for the target letter in prints in the classroom and circle them</p>		
Blending Grades 1-2	Blending Sounds	<ol style="list-style-type: none"> 1. Write and show the word containing the target letters on the board/chart/flash cards 2. Show students how to blend letters and make words by sweeping your fingers under across the letters of the word as you say them 3. Teacher use flash cards to help students practice blending letters together and make word. 4. Teacher provides additional words and ask students to practice blending letters to make words as they say the sounds of the letters 	Board, chart, flash cards, chalk, papers, scissors, old cartons	Students can blend sounds during the lesson, and show confidence in attempting new blends. They can follow visually and orally with the teacher. They can explore blending sounds in small group and individually. This evidence helps the teacher identify blends that are barriers for the most students, or identify certain students who are struggling with blending.
Encoding Grades 1-2	Ability to link letter sounds into words	<ol style="list-style-type: none"> 1. Ask students to write letters using the sounds they know 2. Say a word, using sounds the students should know. Ask students to repeat the word with you several times. Ask students to write down the word, using the letter sounds they know. Repeat with other words. 	Flash cards, board	

Vocabulary				
Using Context Clues Grades 1-4	Ability to understand new vocabulary through exploration of text	<ol style="list-style-type: none"> 1. Write a passage on the board that contains unfamiliar text for students. Model the process of using context clues, by using a Think Aloud process, reading aloud and thinking about what to do when you come to the new vocabulary. Demonstrate how to a) re-read, b) read ahead, c) decode the word, d) read around the word (replacing it with another if needed) and e) look for familiar word parts. Repeat this process at least two times. 2. Provide students with a passage that contains new vocabulary (on board or in text). Tell students they will see new vocabulary. Ask them to use the same skills you have demonstrated when they come to a new word. 3. Give time for reading. 4. After reading, ask students to talk in pairs about what the new vocabulary means, and how they know. 5. Ask pairs to share with whole class, and reinforce the specific skills of using context clues. 	Passages for reading	Students can observe the modeling process. They can articulate what the teacher did to use context clues. Students will read carefully, and use some of the skills demonstrated by the teacher. To get evidence the teacher should listen to pairs as they talk about what they did during reading to “attack” new vocabulary. If evidence is lacking for students’ ability to use context clues, continue with this lesson focus regularly for several more months, and then re-check student understanding through direct discussion of how context clues can be used to understand. This skill is built over time, so patience and continually revisiting the skill is important.
Morphemes	Learning vocabulary	<ol style="list-style-type: none"> 1. Select new vocabulary that can be understood by 	New words that have	This is a difficult skill appropriate for Grades 3-4 only. It requires an extensive

Grades 3-4	through examination of word parts	<p>looking at parts of the word and linking them with familiar words.</p> <ol style="list-style-type: none"> 2. Put the words on the board. Tell students these are new words. Ask them to read them silently. 3. Tell students that they can understand new words by thinking about the parts of the word, and other words that have the same parts. 4. Demonstrate how to break the word into parts by circling or underlining important word parts. 5. Ask students to think about other words they know that have these parts in them, and what they mean. 6. Ask students to “guess” how to read the new words and what they mean, based on linking them to familiar words. 7. Complete this process with several words. 8. Tell students they can use this skill when they are reading alone and come to a word they do not understand. 	familiar word parts	vocabulary to make connections between familiar and new words. Students can identify simple common letter parts, and give ideas about what the parts mean, linking it to what the new word may mean. Teachers need to provide extensive support, as this skill begins developing at about Age 8 and continues to develop over several years. If students are unable, continue working with the skill, selecting the words carefully to be within the developmental range of students. Also revisit your approach to the lesson to see if you can simplify and improve how you approach the instruction.
Using a Word Wall	Sorting and Classifying	1. During all lessons that introduce new vocabulary,	Cards, markers or	Students can cluster most words into categories with common themes. Students at

Grades 1-4	Vocabulary, Understanding Vocabulary, Using Vocabulary	<p>write all new words on cards (in large print so all students can see them). At the end of all vocabulary lessons place the cards on the wall for ongoing use. This is the Class Word Wall.</p> <p>2. Conduct regular lessons to use the Word Wall to revisit vocabulary. Possible uses include:</p> <ul style="list-style-type: none"> a. Work with students to group words with common meanings together (or common sounds) b. Work with students to group words together can can form the beginning of sentences. c. Allow students to group words anyway they wish, and then explain what they have done and why. 	crayons, tape or push pins	Grade 1 may cluster by sound. Students at Grade 2 will provide simple classifications, such as animals, people, colors, etc. As student progress through Grades 3 and 4, they can cluster words into complex groups. If students are able to demonstrate developmentally appropriate skills, then teachers should continue to increase the scope and difficulty of new vocabulary. If students are unable to work successfully with words, teachers should design lessons to revisit vocabulary, and provide small group support for those who continue to struggle.
Semantic Maps Grades 2-4	Linking content-related vocabulary, brainstorming vocabulary	<ol style="list-style-type: none"> 1. Choose one key word from student text or content. Write it on the board. 2. Ask students to read the key word and think about other words that come to mind when they read the word. Students then make a list of all of the words. 	Writing supplies, key word selected	Students can offer words that are meaningfully linked with the key word, demonstrating understanding of the written word, and ability to use an extensive oral vocabulary. Students can categorize words and supply ideas for how to place words in the map, with extensive modeling from the teacher. This is a developmental skill, attached to increasingly difficult vocabulary,

		<ol style="list-style-type: none"> 3. Students share their word list, then as a class the words are categorized. 4. Once category names are assigned, begin mapping the words onto the board. 5. Encourage students to decide where words belong, and to suggest additional categories for the map. Example: Key Word: Bees Linked Words: Honey, Fly, Sting, Hive, Pollen, etc. 		<p>and skills develop over an extended period of time. If students are unable, use simplified key words and try again, providing additional support. Gradually increase the level of the key word, and the complexity of the broader linked concepts. If a student is unable to manipulate vocabulary by Grade 3, do a formal assessment of the student's literacy needs, and consider more targeted tutoring.</p>
Comprehension				
<p>Predict and Confirm Grades 1-4)</p>	<p>Activating prior knowledge, making predictions about text, confirming understanding</p>	<ol style="list-style-type: none"> 1. Before reading a new text, preview the text, asking questions about the title, pictures, headings, etc. Provide any new vocabulary they will see in the text. Discuss. 2. Ask them to predict what they think the text might be about, based on their prior knowledge and what they see. 3. Remind students that they are making a prediction, and will have to read to see if they are correct. 4. Give time for reading. 5. After reading, review predictions, as a process for revisiting and responding to the text. 	<p>Text</p>	<p>Students can use clues from a story or book (cover, title, pictures, key words) to make accurate predictions about text. After reading, students can remember predictions, and state in simple language whether they were correct and how they know. Students who are unable may have one of two issues: First, they simply may have difficulty predicting. This skill will build over time. Second, they may have a comprehension issue, being unable to know what they have read, and whether their predictions were correct. Continue to use this strategy regularly, and watch for improvement. If some students continue to struggle, do a quick individual assessment with similar text to see if specific students are in need of targeted comprehension tutoring.</p>

<p>Skim & Scan Grades 3-4</p>	<p>Rapid General Comprehension</p>	<ol style="list-style-type: none"> 1. Choose an informational passage. Model a Read-Aloud/Think-Aloud, where you read rapidly, thinking aloud about the process for finding information quickly (headings, main sentences in paragraphs, key words. 2. Remind students that sometimes we read slowly and carefully, and sometimes we read quickly to gain basic information. 3. Assign students a text in their reading or content textbook. Tell them you are going to time their reading, and ask them to read for as much information as possible in a short period of time. 4. Give the students time to read the passage. 5. Ask students what the passage is about. Keep taking responses until all students have shared what they remember. 6. Have students repeat the process with the same text. 7. Ask if they have any additional information to add from their first read of the text. 	<p>Text</p>	<p>This skill is built over time. Students can carefully attend to the model, and articulate some of the things the teacher did with the model. Students should also actively attempt rapid reading, and be able to articulate at least minimal information from the text. Students should rapidly improve in this skill, then plateau while new skills are built, and then continue to improve more slowly. If students are unable to increase the pace of their reading, and still retain some information, continue revisiting this lesson strategy over time, and you should see improvement. If a student fails to improve over time, conduct a general (timed and untimed) reading assessment to see if the student may regularly need more time to complete reading, and show comprehension. While speed is important, so is comprehension – it is important to realize not all students will be very fast readers.</p>
<p>Multi-level Questioning Grades 2-4</p>	<p>Critical thinking skills, text comprehension</p>	<ol style="list-style-type: none"> 1. Prepare questions to ask students after reading. Make sure you develop three levels of 		<p>Students can answer factual and inferential questions. Analytical answers may come more slowly and require modeling about how to answer them. If students are unable to</p>

		<p>questions: a) factual, b) inferential, and c) analytical.</p> <p>2. After reading, tell students you are going to ask three types of questions, questions about the facts from the story, questions where they have to draw conclusions about the story, and questions where they have to think beyond the story.</p> <p>3. Ask the questions, and give multiple students the chance to answer. Keep in mind that factual questions are the only questions that will have a single answer, and it is important to accept partial or limited responses to the other types of questions. This promotes critical thinking. Example:</p> <p>Factual: What is the name of the main character in the story?</p> <p>Inferential: What three things happened in the story that caused the most trouble?</p> <p>Analytical: What could the main character have done differently to avoid the problems he had?</p>		<p>answer, continue to ask these questions, model how to respond, and responses will improve over time. If the majority of students struggle to answer your questions, reframe and simplify your questions.</p>
Fluency				
<p>Paired reading Grades 1-4</p>	<p>Reading aloud with understanding (rate, accuracy, & expression)</p>	<ol style="list-style-type: none"> 1. Provide a grade appropriate reading text from the student reading textbook 2. Put students in pairs (one struggling and one capable reader) 	<p>Grade Appropriate Reading text (letters, words, phrases,</p>	<p>Students focused on reading silently, able to read aloud the text with appropriate rate and accuracy, Teacher calculates the number of words students could read correctly in one minute, provide feedback (e.g., repeated reading), develop re-teaching plan (modelling,</p>

		<ol style="list-style-type: none"> 3. Ask pairs to begin reading aloud together 4. Ensure them that it is possible to correct one another's errors while reading in pairs (They can read any difficult word or text together to improve their fluency) 5. Continue practicing for most of the lesson. 6. Take time at the end to talk with students about how their reading improved as they practiced. 	sentences or group of sentences or texts)	re-reading, differentiation), self-assess the quality of the lesson and improve instruction
Repeated Reading Grades 1-2	Decoding new symbols/letters/ words/connected texts with appropriate Rate, accuracy, expression and with understanding	<ol style="list-style-type: none"> 1. Select a grade appropriate reading text from the student Reading textbook 2. First, let each learner read the text silently 3. Then ask students begin to read aloud (in pairs) 4. After that nominate one student at a time to stand up and read aloud for the whole class (do not require that all students read for the whole class, just select students at random). <ol style="list-style-type: none"> 1. Follow the same procedure as far as the time allows 	Grade Appropriate Reading text (letters, words, phrases, sentences or group of sentences or texts)	
Echo Reading Grades 1-4	Decoding new symbols/letters/ words/connected	<ol style="list-style-type: none"> 2. Select a reading text in the instructional level of the students 	Grade Appropriate Reading	Students are able to read text with appropriate fluency (rate, accuracy and expression). If students are unable, place

	d texts with appropriate Rate, accuracy, expression and with understanding	<ol style="list-style-type: none"> 3. Make sure every student has a copy or access to the material for choral reading 4. First read the entire book modeling what a fluent reader would sound like and do. 5. You read one word, phrase or sentence at a time and ask learners follow along you with their fingers 6. You model fluent reading of a short segment. 7. Give appropriate instruction to students to follow your pauses 8. Have students repeat or echo the segment you just read. 7. Read next segment or sentence and have echo... repeat until done. 	text (letters, words, phrases, sentences or group of sentences or texts)	them next to a fluent reader, provide more time for practice or simplify the text you are using.
Choral reading Grades 1-4	Decoding new symbols/letters/ words/connected texts with appropriate Rate, accuracy, expression and with understanding	<ol style="list-style-type: none"> 1. Choose a text to be read by a group of students or by the whole class in unison 2. Make sure that the selected material to be read is patterned or predictable, not too long, and is at the independent reading level for most students 3. Make sure every student has a copy or access to the material to be read in choral 4. Model fluent reading ahead of group reading (Also you need to read with the group as well) 	Grade Appropriate Reading text (letters, words, phrases, sentences or group of sentences or texts)	

		<ol style="list-style-type: none"> 5. Direct students to follow along the lines by their fingers while reading in choral 6. Reread the passage and have all students in the group read the text aloud in unison 		
Writing				
Making Letters Grade 1	Letter formation	<ol style="list-style-type: none"> 1. Students watch while you use a finger to trace a letter written on the board. Talk to children about how to trace the letter (this should be the same letter being studied during graphophonemic awareness instruction). Do this 2-3 times. 2. With your back to students raise your hand and start writing the letter in the air. Do this 2-3 times. 3. Tell students to write in the air with you. Do this 2-3 times. 4. Students turn to a partner student and write the letter in the palm of the hand (tactile stage). Each student does this 1-2 times. 5. Students practice writing the letter on paper. They should write the letter 3-5 times. 	paper, pencil	Students can control their hands to trace letters, handle a pen/pencil, and form letters correctly. This skill builds over time, so practice is needed. If students are unable, work with them individually to support progress. If a student has a long-term problem, refer them for testing for a physical or neurological deficit.
Punctuation Grade 1	Using full-stop at the end of a sentence	<ol style="list-style-type: none"> 1. Write 2 sentences on the board (from student reading materials) that both lack the full-stop. 	None	Students identify punctuation and use of full stop. The evidence allows the teacher to determine the need for individual support, context-based feedback, and re-planning,

		<ol style="list-style-type: none"> 2. Read the sentence several times, using your voice to pause where the full-stop should be. 3. Tell students the full-stop is used at the end of a sentence, and the full-stops are missing. 4. Read aloud again, asking students to raise hands when they think the full-stop should be added. 5. Add the full stop when students identify the correct placement. 		self-assess the quality of the lesson and improve instruction.
Pictures to Letters to Words Grade 1	Express ideas through written form	<ol style="list-style-type: none"> 1. Give students a “writing” assignment. Link it to the reading curriculum. For example, during a theme about foods, ask children to “write” about favorite foods. 2. Tell the children they can draw, write a letter to go with the drawing, or even write a word if they are ready. 3. Give them time to write individually. 4. After they write, ask them to share their “writing” with a partner and explain what they have written. 5. Select a few children to share with the whole class. 	Pencil, paper	At Grade 1, students observe the picture and express understanding with an image, letter, or word. At Grade 2, this progresses to words and sentences. If students are unable, model and repeat the strategy over time.
Handwriting Grades 2 - 4	Write neatly and correctly	<ol style="list-style-type: none"> 1. Show vocabulary cards with familiar words and write the 	Vocabulary Cards (or	Students can focus on neatness and correctness, the teacher can identify the

		<p>word on the black board. These words should come from Vocabulary instruction. Use 4-5 vocabulary cards.</p> <ol style="list-style-type: none"> 2. Ask students to practice writing the words on paper as neatly and carefully as possible. 3. Students will write words 2-3 times, working to be neat and correct. 	written on the board)	support needed by individuals, give context-based feedback, re-plan for new lessons, and self-assess the quality of the lesson and improve instruction.
Punctuation Grades 2 - 4	Use correct ending punctuation	<ol style="list-style-type: none"> 1. Take two paragraphs from the students' Reading textbook. Write it on the board, with the punctuation removed. 2. Read the first paragraph aloud to children. Tell them that the punctuation is missing. Ask them to listen for where it belongs. 3. Read again, asking them to raise hands when the punctuation needs to be inserted. Ask students to come up and insert the punctuation. 4. Ask students to copy the second paragraph, and insert the correct punctuation where it belongs. 	Selected passages, pencil, paper	Students can write correct sentences, and identify and insert appropriate punctuation, the teacher can identify students' support needs, give context-based feedback, re-plan for future instruction, self-assess the quality of the lesson and improve instruction.

<p>Pictures to Stories Grade 2</p>	<p>Express ideas through writing</p>	<ol style="list-style-type: none"> 1. Select a picture related to the reading theme of the week, or a picture from the students' Reading textbook. 2. Place the picture where students can see it. Ask them to study the picture. Ask guiding questions: What do you see in the picture? What do you think this picture is about? Does anyone else have a different idea? 3. Ask students to write about the picture. Tell them they can list the things they see, write a description, or write a story about the picture. These choices allow for students who struggle to be successful. They also allow the student who needs to be challenged to move forward with story writing. 	<p>Picture, writing supplies</p>	<p>See above</p>
<p>Writing Informational Text Grades 3-4</p>	<p>Express ideas through writing, use informational forms of writing</p>	<ol style="list-style-type: none"> 1. Ask what students are studying this week in a specific subject area Students respond and discuss. Write Key Ideas from the discussion on the board. 2. Ask students to select a topic from the Key Ideas on the board. Tell them they will write a short informational piece about that topic. 	<p>Writing supplies</p>	<p>Students can express ideas in written form, respond and discuss on what they study, select the topic from the key written ideas, write short information, share ideas on the forms of writing and start writing as per the shared ideas, the teacher can identify students' level of performance, support needed, context-based feedback, re-plan, and self-assess the quality of the lesson and improve instruction.</p>

		<p>3. Share ideas about forms with students. What kind of writing forms can you use to write an informational text?</p> <ul style="list-style-type: none"> - Short How-To (How to do or make something) - Short Brochure (Information for the public audience) <p>4. Discuss what a How-To piece looks like (Introduction of purpose, steps in a process, sometimes a drawing that also provides information).</p> <p>5. Discuss what a Short Brochure looks like (Introduction of purpose, 2-3 sentences about each important piece of information, sometimes a drawing that also provides information)</p> <p>6. Remind them that they should use the best handwriting, spelling, sentence structure, and vocabulary words possible.</p> <p>7. Students <u>begin</u> writing.</p>		
--	--	---	--	--

Module 8: Reflection Training Plan

Time: 4 hrs

Materials: Reflection Questions (in Teacher Training Packet), 5-day planning chart (empty, in the Teacher Training Packet)

Objective(s): Participants will

- Understand what they learned during the training
- Be able to commit to new approaches and apply them during instruction

Timing	Facilitator Will	Teachers Will
Introduce the Session 10 min	Post the objectives on the board or chart, and briefly discuss. Ask teachers for any questions they have about the session.	Listen and ask questions
Reflect on Where We Started 35 min	<p>20 minutes - Ask participants to reflect on their current practice, across all elements of literacy instruction, in table groups. Ask them to share using the following Reflection Questions (post on board or chart):</p> <ul style="list-style-type: none"> - What have been the biggest successes you experience in teaching reading and writing? - What have been the biggest challenges? <p>10 minutes – Ask table representatives to share what was discussed at tables. Reflect on the commonalities shared across groups.</p>	<p>Participate in table discussions with open and honest reflection.</p> <p>Representatives summarize table discussions.</p>
Reflect on What We Learned 40 minutes	<p>20 minutes – Ask teachers to continue table reflection, focused on the following Guiding Questions:</p> <ul style="list-style-type: none"> - What have you learned this week that can help you overcome the challenges and have even more successes? - What support and assistance do you need as you return to the classroom? <p>15 minutes – Ask table Representatives to share what was discussed at tables. Reflect on the commonalities shared across groups.</p>	<p>Participate in table discussions with open and honest reflection.</p> <p>Representatives summarize table discussions.</p>
Create a Plan for New Action 120 minutes	<p>10 minutes – Set up the Action Planning process included below.</p> <p>75 minutes – Ask teachers to work individually and then in Grade-Specific table groups for review and feedback, to plan a weekly structure for addressing all elements of reading and writing that have been presented in the training.</p> <p>30 minutes – Ask table representatives to share what was planned and discussed at their tables. Provide comments and feedback. Continue this process as time allows.</p>	<p>Teachers listen and prepare for action planning process.</p> <p>Teachers will use the 5-day planning chart to make a basic plan for weekly reading and writing instruction, including the strategies they are committed to using. Teachers will share in their table groups, get feedback from partners, and make revisions based on feedback.</p> <p>Table representatives share and get comments.</p>
Looking Toward Coaching 30 min	<p>20 minutes – Ask teachers to complete the Teacher Training Evaluation.</p> <p>10 minutes – Make final comments on the training week.</p>	<p>Teachers complete the evaluation and submit.</p> <p>They make any final comments on the training week.</p>

Notes and Comments	Teachers must be held accountable in this module of the training. The process of reflection in an open setting is critical to motivate teachers and hold them accountable for future implementation of new learning.	

Gathering Evidence During Training

The training agenda and approaches are designed to provide extensive evidence about teacher instructional strengths and needs, and about what teachers learn and can do by the end of this training week. One important role of the training facilitator is to gather ongoing evidence about teacher strengths, new learning, and ongoing professional development needs. The evidence gathered during training will be used as a foundation for the enhanced coaching program that will take place in schools during Read II. During training facilitators should gather evidence from each training module, using the following evidence gathering processes:

Reflect on What We Know: This process is a part of Modules 1-7. During this time, the training facilitator is directed to chart the key points teachers share about what they already know. After training, the facilitator should label this chart (Trainer name, Module #, and Date) and keep the chart to submit to the program. In addition, in several modules, participants will complete “Big Take-Aways” and “I Wills.” These should also be submitted to the program, labeled with names and schools for use in coaching.

Learning Something New: This process is part of Modules 1-7. During this time, the training facilitator will be teaching new information, either through direct instruction or through use of professional reading materials. Teachers will respond to this instruction with ideas, key points, and questions. The training facilitator should track this information, using the Training Evidence-Gathering Table included at the end of this facilitator guide, and submit that information to the program.

Apply New Learning: This process is part of Modules 1-6. During this time, participants will be studying, learning and practicing new strategies. The training facilitator should track this process, reflecting on the quality of participant learning, using the Training Evidence-Gathering Table, and submit your reflection to the program.

Planning for Implementation: During Module 8, participants will be completing a five-day instructional plan, based on what they have learned throughout training. Training facilitators should examine these plans as participants work and share with the group. Use the Training Evidence-Gathering Table to reflect on the strengths and needs of those instructional plans, and submit that reflection to the program.

Teacher Evaluations: You have been provided with loose copies of a Teacher Training Evaluation Form. All participants must complete this form (confidentially, no identifying information should be included), and submitted to the program.

Training Facilitator Survey: At the end of this Facilitators’ Guide, you will find a Training Facilitator Survey. This is intended to gather information from you concerning your perspective on the process, quality and results of the five-day teacher training. Complete this survey, and submit it along with all other materials included above.

Training Evidence-Gathering Chart

Module I: Phonemic Awareness		
Module Component	Participant Strengths	Ongoing Needs
Reflect on What We Know		
Learning Something New		
Apply New Learning		

Module 2: Graphophonemic Awareness

Module Component	Participant Strengths	Ongoing Needs
Reflect on What We Know		
Learning Something New		
Apply New Learning		

Module 3: Vocabulary

Module Component	Module Component	Module Component
Reflect on What We Know	Reflect on What We Know	Reflect on What We Know
Learning Something New	Learning Something New	Learning Something New
Apply New Learning	Apply New Learning	Apply New Learning

Module 4: Comprehension		
Module Component	Module Component	Module Component
Reflect on What We Know	Reflect on What We Know	Reflect on What We Know
Learning Something New	Learning Something New	Learning Something New
Apply New Learning	Apply New Learning	Apply New Learning

Module 5: Fluency

Module Component	Module Component	Module Component
Reflect on What We Know	Reflect on What We Know	Reflect on What We Know
Learning Something New	Learning Something New	Learning Something New
Apply New Learning	Apply New Learning	Apply New Learning

Module 6: Writing

Module Component	Module Component	Module Component
Reflect on What We Know	Reflect on What We Know	Reflect on What We Know
Learning Something New	Learning Something New	Learning Something New
Apply New Learning	Apply New Learning	Apply New Learning