

SLIDE 60: THE FIVE ESSENTIAL COMPONENTS

Chapter 3
**Incorporating
 the Five Essential
 Components of
 Scientifically Based
 Reading Instruction**

Participant's Guide Page:

PG 3.3

Facilitator Support:

Assign small sections of Chapter 3 to small groups.

Approximate time for Overview of Chapter 3 activity:

4-Day or 5B schedule—10 minutes; 5A schedule—
20 minutes

Approximate time for Chapter 3: 4-Day or 5B schedules—
3.5 hours; 5A schedule—7 hours

KEY POINTS

Overview of Chapter 3

- Divide Chapter 3 into small reading assignments. Distribute assignments to participants as they enter and sign in for Day Two.

Say: “Let’s use the reading strategy of modified text talk to familiarize ourselves with Chapter 3, *Incorporating the Five Essential Components of Scientifically Based Reading Instruction*. Take the next five minutes to skim your assigned section of Chapter 3 before our group discussion. Note questions that occur to you on the sticky notes at the center of your table. Select your most pressing question to share with the group.”

Hold up a sticky note. Point to the Questions poster.

Say: “You’ll read your question and post it on our Questions poster. These questions will be used as a review of material at the end of our discussion to ensure all your questions are answered. The Questions poster will be available throughout the training. If a question occurs to you at any time, ask it immediately or feel free to post it for later review.”

SLIDE 61: CHAPTER 3 OBJECTIVE

Chapter 3 Objective

Reading coaches will use their knowledge of and expertise in scientifically based reading instruction (SBRI) to improve reading instruction and students' reading achievement.

Slide 61

Participant's Guide Page:

PG 3.5

Facilitator Support:

Coaching Objectives Orientation activity: FG 23

KEY POINT

Chapter 3 Objective

- Refer to Chapter 3 Objective.
- Review the Coaching Objectives Orientation activity by noting how many red, yellow, and green marks showed up for this objective.

Say: *"When we completed the Coaching Objectives Orientation activity (#) of you marked this with red checks, meaning it was an objective you'd like us to 'STOP' and spend the most time reviewing. (#) of you marked it with yellow checks, meaning you'd like us to 'Go Slowly.' (#) of you checked green, meaning it was the lowest priority."*

SLIDE 62: DEFINING SBRR

SBRR:

- Employs systematic, empirical methods;
- Involves rigorous data analyses;
- Relies on measurements that provide valid data;
- Has been accepted by peer-reviewed journal.

Slide 62

Handouts/Materials:

Vocabulary Word Wall—Validity

Vocabulary Word Wall—Reliability

Vocabulary Word Wall—Scientifically Based Reading Research

Participant's Guide Page:

PG 3.5

Facilitator Support:

Approximate time for Definition activity: 5 minutes

KEY POINTS

Discuss Components of SBRR

Define *Validity* and *Reliability*

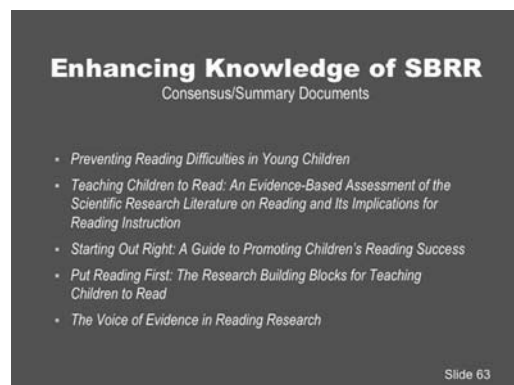
- Ask participants whose names start with a consonant to find the definition of *validity* in their *Participant's Guide*.
- Ask participants whose names start with a vowel to find the definition of *reliability* in their *Participant's Guide*.
- As participants find the definitions, ask them to write the page number on their whiteboards and hold their pens in the air.
- Ask a participant to read each definition.

Compare SBRR with “Best” Practice

DEFINITIONS

- **Validity:** The degree to which a test measures the specific skills and concepts it claims to measure.
- **Reliability:** Consistency of an assessment measure; distinguished into several types: internal reliability (consistency within the test itself); test-retest reliability (consistency over time), alternate form reliability (whether different forms of the test have consistent results), and inter-rater reliability (consistent results when different assessors administer the same test).
- **Scientifically Based Reading Research (SBRR):** Empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge; includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observation methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

SLIDE 63: ENHANCING KNOWLEDGE OF SBRR



Handouts/Materials:

Copy of each resource for display

Examples of peer-reviewed journals and books for display

Vocabulary Word Wall—Preponderance of Evidence

Vocabulary Word Wall—Meta-Analysis

Participant's Guide Page:

PG 3.6

KEY POINT

SBRR Resources

- Note that the first two texts are foundational research. The other three are summaries based on these two documents.

DEFINITIONS

- **Preponderance of Evidence:** A phrase used when theories taken collectively or multiple experiments lead to a strong conclusion if the data converge; when the community of scientists agree and support one theory rather than another.
- **Meta-Analysis:** Statistical procedure for combining data from multiple studies.

SLIDE 64: IMPORTANT SBRR CONCLUSIONS

Important SBRR Conclusions

- Early high quality instruction can prevent reading difficulties
- Explicit and systematic instruction in the five essential components must be provided
- Most older struggling students can learn to read although it becomes more difficult as students fall progressively further behind

Slide 64

Handouts/Materials:

Display *Preventing Reading Difficulties in Young Children*

Display National Reading Panel Report

Vocabulary Word Wall—Pedagogy

Participant's Guide Page:

PG 3.6

Facilitator Support:

www.nationalreadingpanel.org

KEY POINTS

Link among SBRR, Coaching, and Student Results

- To promote change and continuous improvement, coaches support teachers in implementing SBRR strategies, programs, and assessments.

Important Conclusions of SBRR

DEFINITION

- **Pedagogy:** How instruction is carried out; the method and practice of teaching.

SLIDE 65: THE FIVE ESSENTIAL READING COMPONENTS

The Five Essential Reading Components				
	K	1	2	3
Phonemic Awareness	✓	✓		
Phonics	✓	✓	✓	✓
Fluency		✓	✓	✓
Vocabulary	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓

Slide 65

Participant's Guide Pages:

PG 3.6–7

Facilitator Support:

Approximate time for The Five Essential Reading Components Survey activity: 4-Day or 5B schedule—10 minutes; 5A schedule—20 minutes.

KEY POINTS

Process & Practice Activity: The Five Essential Reading Components Survey (Resource 3.1)

- Ask participants to write the letter of the correct answer to each statement of the reading components survey on page PG 3.7.
- Allow 7 minutes if following 4-Day or 5B schedule. Allow 10 minutes if following 5A schedule.
- Discuss the answers on page PG 3.29 for 3 minutes if using 4-Day or 5B schedules, for 10 minutes if using 5A schedule.

Which Components Are Addressed at Which Grade Level?

- These are general guidelines based on the research consensus for beginning reading instruction.

SLIDE 66: PHONEMIC AWARENESS

Phonological and Phonemic Awareness

Phonological Awareness
Understanding the different ways that spoken language can be broken down into smaller units

Phonemic Awareness
Ability to hear, identify and manipulate sounds in spoken language

Slide 66

Handouts/Materials:

Vocabulary Word Wall—Phonological Awareness

Vocabulary Word Wall—Phonemic Awareness

Vocabulary Word Wall—Phonemes

Participant's Guide Pages:

PG 3.8–9

Facilitator Support:

Pre-enlist participants to provide a short demonstration lesson to reinforce phonemic awareness

Approximate time for Phonemic Awareness Demonstration:
4-Day or 5B Schedule—10 minutes; 5A Schedule—30 minutes

KEY POINTS

Discussion of Phonemic Awareness

Explain the Difference Between *Phonemic Awareness* and *Phonological Awareness*

- Stress that the big concept is phonological awareness.
- Think about the unit you are using to blend, segment, or manipulate—if you are working at the **phoneme** (individual sound) level, it is phonemic awareness or could be considered phonological. If you are working with sentences, words, or syllables, it is **phonological** awareness.
- Discuss strengths of demonstration for 3 minutes if following 4-Day or 5B schedule or 9 minutes if following 5A schedule.
- Ask the pre-enlisted participants to provide the short demonstration lesson to reinforce phonemic awareness.
- Allow 7 minutes for phonemic awareness demonstration if following 4-Day or 5B schedule. Allow 21 minutes for up to three demonstrations if following 5A schedule.

DEFINITIONS

- **Phonological Awareness:** Understanding the different ways that spoken language can be broken down into smaller units (sentences into words, words into syllables, syllables into phonemes). Phonological awareness is the big umbrella term, consisting of: rhyming, alliteration, sentence segmentation, syllable blending and segmenting, onset-rime segmenting and blending, and phonemic awareness.
- **Phonemic Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in spoken words; the ability to understand that sounds in spoken language combine to make words; also used to refer to the highest level of phonological awareness; awareness of individual phonemes.
- **Phonemes:** The smallest unit of sound in our language system; combine with other phonemes to make words.

SLIDE 67: PHONEME MANIPULATIONS

Phonemic Awareness Tasks

- Isolation
- Identifying
- Categorizing
- Blending
- Segmenting
- Deleting
- Adding
- Substituting

Slide 67

Participant's Guide Page:

PG 3.8

Facilitator Support:

Identify examples for each task.

KEY POINT

Phonemic Awareness Tasks

- Review definitions on page PG 3.8
- Provide examples of each task.

SLIDE 68: INSTRUCTIONAL MAP FOR PHONEMIC AWARENESS

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority	Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination										
1a. Tell whether words and sounds are the same or different		X	X							
1b. Identify which sound is different		X	X							
1c. Identify different speech sounds			X	X						
Focus 2: Blending										
2a. Identify whether words rhyme		X								
2b. Produce a word that rhymes		X	X							
Focus 3: Segmenting										
3a. Chally blend syllables or onset-cores			X	X						
3b. Chally blend separate phonemes				X	X	X				
Focus 4: Segmentation										
4a. Clap words in sentences		X								
4b. Clap syllables in words		X	X							
4c. Tap syllables				X	X					
4d. Identify first sound in 1-syllable words	8 ^a	X	X	X	X	X				
4e. Segment individual sounds in words	8 ^a			X	X	X	X	X	X	13 ^b

^a High priority skill
^b ORFIS GP Score
^c ORFIS PPS Score
^d Optimal time for rhyme instruction not established

Slide 68

Participant's Guide Page:

PG 3.9

Facilitator Support:

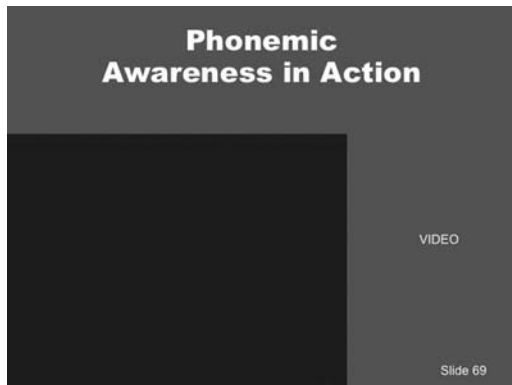
University of Oregon's Instructional Maps, K–3 (Resource 3.2)

KEY POINT

Instructional Map for Phonemic Awareness (Resource 3.2)

- Explain that these maps are the work of the University of Oregon.
- Stress organization by big ideas for each grade level.
- Focus areas are on the left.
- Numbers represent months in the school year.
- Caution: Reading programs may sequence their instruction slightly differently from the maps. It is important to use the maps as a guide, but not to change a program's systematic approach.
- Maps in their entirety are available as Resource 3.2 on pages PG 3.31–45.

SLIDE 69: PHONEMIC AWARENESS IN ACTION



Handouts/Materials:

Copies of Demonstration Lesson Focus Form (Resource 1.5)

Participant's Guide Page:

PG 3.9

Facilitator Support:

Approximate time for Phonemic Awareness Practice: 4-Day or 5B Schedule—10 minutes; 5A Schedule—20 minutes

Pre-enlist participant to provide a short demonstration lesson to reinforce phonemic awareness.

KEY POINTS

Video Clip (0:38)

- Featured Teacher in video clip
 - Nancy Dibble, Kindergarten Teacher, Apalachee Elementary School, Tallahassee, FL
- Ask participants to record on page PG 3.9 their observations of the lesson presented in the videoclip.

Process & Practice Activity: Phonemic Awareness Practice Coaching Scenario

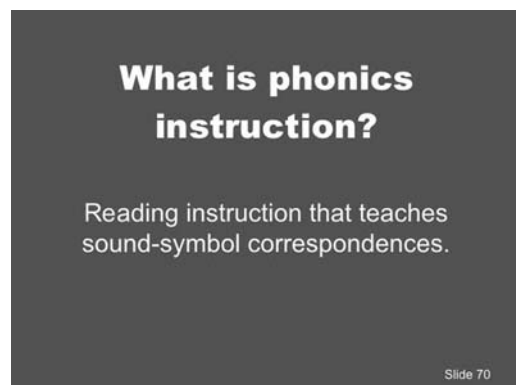
- Ask participants to read the scenario on page PG 3.9 and write their response in the space provided.
- Allow 5 minutes for phonemic awareness practice if following 4-Day or 5B schedule. Allow 10 minutes if following 5A schedule.
- Discuss with their table groups for 5 minutes if following 4-Day or 5B schedule or 10 minutes if following 5A schedule.



MAKING IT PERSONAL

Ask a pre-enlisted participant to present his or her best demonstration lesson illustrating phonemic awareness. Distribute copies of the Demonstration Lesson Focus Form (Resource 1.5) on page PG 1.45 to the other participants so they can provide reflective feedback.

SLIDE 70: WHAT IS PHONICS INSTRUCTION?



Handouts/Materials:

Vocabulary Word Wall—Phonics

Participant's Guide Page:

PG 3.10

KEY POINT

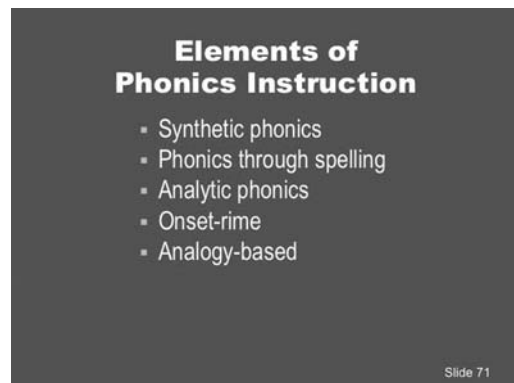
Discuss Phonics Instruction

- Discuss definition.
- Some key elements of phonics instruction:
 - Letter identification;
 - Letter-sound correspondences (one-to-one to more complex);
 - Decoding strategies that lead to automatic word recognition;
 - Decoding and reading practice in connected text;
 - Orthographic patterns (e.g., vowel patterns, syllables); and
 - Spelling (encoding) using letter-sound knowledge.

DEFINITION

- **Phonics:** The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

SLIDE 71: PHONICS INSTRUCTION

A dark gray rectangular box representing a presentation slide. At the top, the title "Elements of Phonics Instruction" is written in white. Below the title is a bulleted list of five items: Synthetic phonics, Phonics through spelling, Analytic phonics, Onset-rime, and Analogy-based. In the bottom right corner, the text "Slide 71" is visible in a small white font.

**Elements of
Phonics Instruction**

- Synthetic phonics
- Phonics through spelling
- Analytic phonics
- Onset-rime
- Analogy-based

Slide 71

Handouts/Materials:

Vocabulary Word Wall—Onset and Rime

Vocabulary Word Wall—Decoding

Participant's Guide Page:

PG 3.11

KEY POINT

Approaches to Phonics Instruction

- Phonics instruction has the greatest impact on reading achievement when it begins in Kindergarten or 1st grade.
- Discuss each approach listed on the slide.

DEFINITIONS

- **Onset and Rime:** In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the onset of “sat” is “s” and the rime is “at”; the onset of “flip” is “fl” and the rime is “ip”).
- **Decoding:** Ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; the act of deciphering a new word by sounding it out.

SLIDE 72: PHONICS IN ACTION



Handouts/Materials:

Copies of Demonstration Lesson Focus Form (Resource 1.5)

Participant's Guide Page:

PG 3.11

Facilitator Support:

Pre-enlist participant for a short demonstration lesson to reinforce phonics instruction

Approximate time for phonics demonstration: 4-Day or 5B Schedule—10 minutes; 5A Schedule—30 minutes

KEY POINT

Video Clip (1:32)

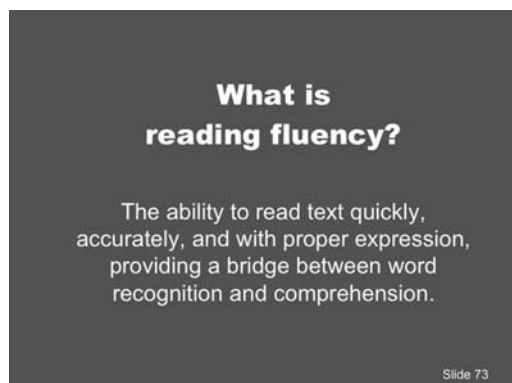
- Featured teacher in video clip:
 - Molly Arntz, Kindergarten Teacher, Mirror Lakes School, Lehigh Acres, FL.
 - Of Mirror Lakes' 850 pre-K–5 students, 60% are white, 23% are Hispanic, 13% are African American, and the remaining students are classified as American Indian, Asian, and multiracial. Slightly more than 9% of students are classified as English Language Learners. Slightly more than half of the students are eligible to receive free or reduced-price lunch.
- Allow seven minutes for phonics demonstration if following 4-Day or 5B schedule. Allow 21 minutes for up to three demonstrations if following 5A schedule.
- Debrief for 3 minutes if following 4-Day or 5B schedule or 9 minutes if following 5A schedule by discussing strengths of demonstration.



MAKING IT PERSONAL

Ask a pre-enlisted participant to present his or her best demonstration lesson illustrating phonics instruction. Distribute copies of the Demonstration Lesson Focus Form (Resource 1.5) on page PG 1.45 to the other participants so they can provide reflective feedback.

SLIDE 73: WHAT IS READING FLUENCY?



Handouts/Materials:

Vocabulary Word Wall—Fluency
Vocabulary Word Wall—Prosody
Vocabulary Word Wall—Automaticity
Vocabulary Word Wall—Repeated Reading

Participant's Guide Page:

PG 3.11

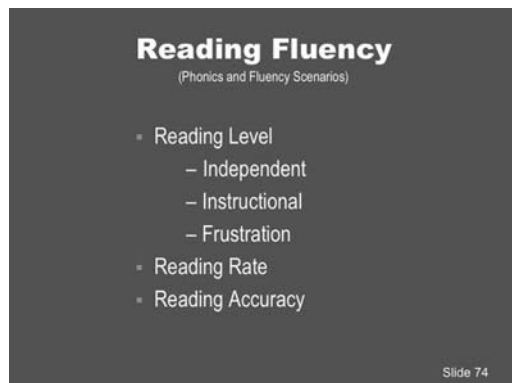
KEY POINTS

Discuss *Fluency*

DEFINITIONS

- **Fluency:** Ability to read text quickly, accurately, and with proper expression, providing a bridge between word recognition and comprehension.
- **Prosody:** Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.
- **Automaticity:** Reading without conscious effort or attention to decoding.
- **Repeated Reading:** Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

SLIDE 74: READING FLUENCY



Reading Fluency
(Phonics and Fluency Scenarios)

- Reading Level
 - Independent
 - Instructional
 - Frustration
- Reading Rate
- Reading Accuracy

Slide 74

Handouts/Materials:

Vocabulary Word Wall—Reading Level
 Vocabulary Word Wall—Reading Rate
 Vocabulary Word Wall—Reading Accuracy
 Vocabulary Word Wall—Words Correct per Minute

Participant's Guide Pages:

PG 3.11–14

Facilitator Support:

Approximate time for Fluency Practice: 4-Day or 5B Schedule—15 minutes; 5A Schedule—20 minutes

KEY POINTS

Three Reading Levels

- Independent, instructional, frustration

Define *Reading Rate* and *Reading Accuracy*

Discuss Norming Samples

Process & Practice Activity: Fluency Practice Coaching Scenario

- Ask participants to read the scenarios on pages PG 3.14 and write their responses in the space provided.
- Allow 10 minutes for fluency practice if following 4-Day or 5B schedule. Allow 15 minutes if following 5A schedule.
- Ask participants to share with their peer on the right for 5 minutes if following 4-Day or 5B schedule or 5 minutes if following 5A schedule.

DEFINITIONS

- **Reading Level:** How well a student can accurately read a text; typically three levels: independent, instructional, and frustration.
- **Reading Rate:** The speed at which a person reads.
- **Reading Accuracy:** Part of fluency; reading words in text with no errors.
- **Words Correct per Minute:** Represents the number of words a student reads correctly per minute; also indicates a student's reading fluency score on fluency assessments.

SLIDE 75: TYPES OF REPEATED ORAL READING

Types of Repeated Oral Reading

- Student-adult reading
- Choral reading
- Read aloud
- Partner reading
- Tape-assisted reading
- Readers' theatre
- Timed repeated reading
- Computer-assisted reading

Slide 75

Participant's Guide Pages:

PG 3.12

Facilitator Support:

www.aimsweb.com/measures/reading/norms.php

KEY POINT

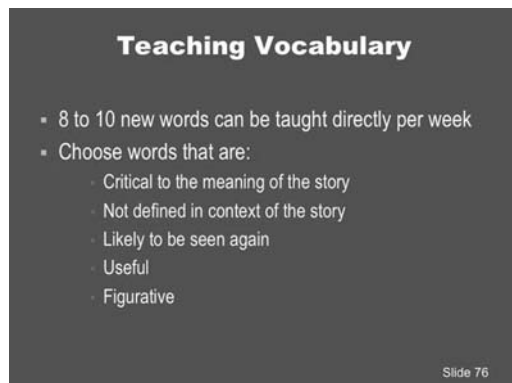
Discuss Types of Repeated Oral Reading



MAKING IT PERSONAL

As a follow-up activity, participants could work in pairs. Send pairs on a field trip to observe in pre-enlisted classrooms examples of ways to improve fluency. Each pair will share their observations with the group.

SLIDE 76: WHAT IS VOCABULARY?

A dark gray rectangular box representing a presentation slide. At the top, the title "Teaching Vocabulary" is centered in white. Below the title, there is a bulleted list of criteria for choosing words to teach. The list includes: "8 to 10 new words can be taught directly per week", "Choose words that are:", followed by a sub-list: "Critical to the meaning of the story", "Not defined in context of the story", "Likely to be seen again", "Useful", and "Figurative". In the bottom right corner, the text "Slide 76" is visible in a small white font.

Teaching Vocabulary

- 8 to 10 new words can be taught directly per week
- Choose words that are:
 - Critical to the meaning of the story
 - Not defined in context of the story
 - Likely to be seen again
 - Useful
 - Figurative

Slide 76

Handouts/Materials:

Vocabulary Word Wall—Vocabulary

Participant's Guide Pages:

PG 3.14–17

KEY POINTS

Define *Vocabulary*

Discuss Types of Vocabularies

- Listening, speaking, reading, and writing.

Process & Practice Activity: Four Stages of Word Knowledge

- Ask participants to check their vocabulary knowledge.

Explain Indirect Learning of Vocabulary

- Conversations, read-alouds, independent reading.

Demonstrate Direct Learning of Vocabulary

- Word-learning strategies before, during, and after reading.

DEFINITION

- **Vocabulary:** All of the words of our language, classed as listening, speaking, reading, and writing; essential to effective communication; important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meaning and pronunciation of words necessary for communication.

SLIDE 77: VOCABULARY IN ACTION



Handouts/Materials:

Reading-related incentive

Participant's Guide Pages:

PG 3.16–17

Facilitator Support:

Pre-enlist participant for brief demonstration lesson to reinforce vocabulary instruction.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.

Approximate time for Vocabulary Demonstration: 4-Day or 5B Schedule—10 minutes; 5A Schedule—30 minutes

Approximate time for Vocabulary Coaching Scenario: 4-Day or 5B Schedule—10 minutes; 5A Schedule—15 minutes

KEY POINTS

Discuss Isabel Beck's Tiers of Words

- **Vocabulary Demonstration:** Allow 7 minutes for vocabulary demonstration if following 4-Day or 5B schedule. Allow 21 minutes for up to three demonstrations if following 5A schedule.
- Discuss strengths of demonstration for 3 minutes if following 4-Day or 5B schedule, 9 minutes for the 5A schedule.

Video Clip (1:02)

- Featured teacher in video clip:
 - Janice Carreta, 1st Grade Teacher, Kelly Elementary School, Wilkinsburg, PA.
 - Of the Kelly School's 450 students, 99% are African American and 75% receive free or reduced-price lunch. About 9% of the students qualify for special needs programs. Student mobility is about 33%.

Process & Practice Activity: Vocabulary Coaching Scenario

- Ask participants to read the scenario on page PG 3.17 and write their response in the space provided.
- Allow 5 minutes. Allow 5 minutes for vocabulary coaching if following 4-Day or 5B schedule. Allow 7 minutes if following 5A schedule.
- Discuss for 5 minutes if following 4-Day or 5B schedule or 8 minutes if following 5A schedule, asking a volunteer to share. Reward the volunteer with a reading-related incentive.



MAKING IT PERSONAL

Ask a pre-enlisted participant to present his or her best demonstration lesson illustrating vocabulary instruction. Distribute copies of the Demonstration Lesson Focus Form (Resource 1.5) on page PG 1.45 to the other participants so they can provide reflective feedback.

SLIDE 78: COMPREHENSION STRATEGIES

Comprehension Strategies

- Comprehension Monitoring
- Graphic Organizers
- Question Answering
- Question Generating
- Story Structure
- Summarization

Slide 78

Handouts/Materials:

Vocabulary Word Wall—Comprehension

Vocabulary Word Wall—Metacognition

Vocabulary Word Wall—Cooperative Learning

Participant's Guide Pages:

PG 3.18

KEY POINTS

Define *Comprehension*

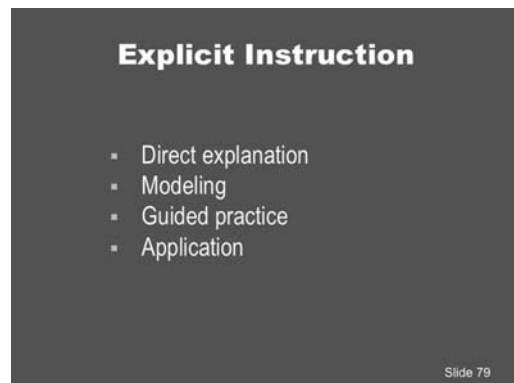
Strategies for Improving Comprehension

- Comprehension Strategies are conscious plans that good readers use to make sense of text—before reading, during reading, after reading.
- Cooperative learning is a strategy that can incorporate many of the individual strategies listed in the *Participant's Guide*.

DEFINITIONS

- **Comprehension:** Understanding what one is reading, the ultimate goal of all reading activity.
- **Metacognition:** An awareness of one's own thinking processes and how they work; the process of consciously thinking about one's learning or reading while engaged in learning or reading.
- **Cooperative Learning:** A procedure for teaching a variety of comprehension strategies in small groups, giving students more autonomy and allowing for social interaction with peers; it encourages higher-level discussions which lead to increased comprehension for students of all abilities.

SLIDE 79: EXPLICIT INSTRUCTION

A dark gray rectangular slide with the title "Explicit Instruction" in white bold text at the top. Below the title is a bulleted list of four items: "Direct explanation", "Modeling", "Guided practice", and "Application". In the bottom right corner, the text "Slide 79" is visible in a small white font.

Explicit Instruction

- Direct explanation
- Modeling
- Guided practice
- Application

Slide 79

Handouts/Materials:

Vocabulary Word Wall—Direct Explanation

Vocabulary Word Wall—Modeling

Vocabulary Word Wall—Guided Practice

Vocabulary Word Wall—Application

Participant's Guide Page:

PG 3.19

KEY POINT

Steps of Explicit Instruction

DEFINITIONS

- **Direct Explanation:** Defines or expounds on why a strategy helps comprehension and when to apply it.
- **Modeling:** Overtly demonstrating a strategy, skill, or concept that others will be learning.
- **Guided Practice:** Students carry out what the teacher has modeled; the teacher provides prompts and feedback immediately after new concepts and skills are presented.
- **Application:** Teacher helps students practice a strategy until they can put the concept into use independently.

SLIDE 80: COMPREHENSION IN ACTION



Participant's Guide Pages:

PG 3.19–3.20

Facilitator Support:

Pre-enlist participant for short demonstration lesson to reinforce comprehension instruction. If using 5A Schedule, pre-enlist up to three participants.

Approximate time for Comprehension Demonstration: 4-Day or 5B Schedule—10 minutes; 5A Schedule—30 minutes

Approximate time for Critical Comprehension Coaching Scenario: 4-Day or 5B Schedule—10 minutes; 5A Schedule—15 minutes

KEY POINTS

Video Clip (1:00)

Comprehension Demonstration

- Allow 7 minutes for vocabulary demonstration if following 4-Day or 5B schedule. Allow 21 minutes for up to three demonstrations if following 5A schedule.
- Discuss strengths of demonstration for 3 minutes if following 4-Day or 5B schedule or 9 minutes if following 5A schedule.

Process & Practice Activity: Critical Comprehension Coaching Scenario

- Ask participants to read the scenario on page PG 3.19 and respond in the space provided on page PG 3.20.
- Allow 5 minutes if following 4-Day or 5B schedule. Allow 7 minutes if following 5A schedule.
- Ask a volunteer to share for 5 minutes if following 4-Day or 5B schedule or 8 minutes if following 5A schedule .
- Suggested break.



MAKING IT PERSONAL

Ask a pre-enlisted participant to present his or her best demonstration lesson illustrating comprehension instruction. Distribute copies of the Demonstration Lesson Focus Form (Resource 1.5) on page PG 1.45 to the other participants so they can provide reflective feedback.

SLIDE 81: THE FIVE READING COMPONENTS, ALIVE



Participant's Guide Page:


PG 3.21

KEY POINTS

Video Clip (1.25)

Process & Practice Activity: Teachers' Reflections

- Ask participants to think about what they saw in the video clip and answer the question on page PG 3.21 in terms of their school's implementation of the five essential components.



MAKING IT PERSONAL

Invite effective teachers from each grade level to share with participants how the five reading components come alive in their classroom.

SLIDE 82: COACHES' PERSPECTIVES



Participant's Guide Page:

PG 3.21

Facilitator Support:

Approximate time for *Reviewing a Reading Program*: 4-Day or 5B Schedule—30 minutes; 5A Schedule—60 minutes

Download *Guidelines in Reviewing a Reading Program* from centeroninstruction.org and make copies for participants.

KEY POINTS

Essential Components of a Reading Program (Resource 3.3)


- It is important to review reading programs to ensure they address the five essential reading components and reflect SBRR.
- Two tools to assist the review:
 - *Reviewing a Reading Program*; and
 - The Five Essential Components and Reading Program Worksheet (Resource 3.3).
- Review the *Reviewing a Reading Program Guidelines* and orient participants to the use of this tool.
- Allow 15 minutes for program review if following 4-Day or 5B schedule. Allow 45 minutes if following 5A schedule.
- Ask participants to share for 15 minutes three insights gained.

Video Clip (2:51)

- Ask participants to refer to *Reviewing a Reading Program* as each coach shares his or her response to the video clip.

Resources for the Five Essential Reading Components

- Ask participants to share titles of other reading component resources they use regularly.



MAKING IT PERSONAL

Have participants use *Reviewing a Reading Program* to browse their school's program. If all participants use one program, have each table review one of the five essential components and share their findings with all participants.

SLIDE 83: LEARNING CENTERS



Participant's Guide Pages:

PG 3.22–3.23

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or 7 minutes per station if following 4-Day or 5B Schedule; 60 minutes or 15 minutes per station if following 5A Schedule

KEY POINTS

Review of Chapter 3

- Address any questions from Chapter 3 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to page PG 3.22–3.23 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

CHAPTER 3 VOCABULARY WORD WALL

Validity

Reliability

Scientifically Based Reading Research

Preponderance of Evidence

Meta-Analysis

Pedagogy

Phonological Awareness

Phonemic Awareness

Phonemes

Phonics

Onset and Rime

Decoding

Fluency

Prosody

Automaticity

Repeated Reading

Reading Level

Reading Rate

Reading Accuracy (part of fluency)

Words Correct per Minute (WCPM)

Vocabulary

Comprehension

Metacognition

Cooperative Learning

Direct Explanation

Modeling

Guided Practice

Application