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| Provide high-quality, scientifically based reading instruction that connects listening, speaking, reading, writing, and thinking. |

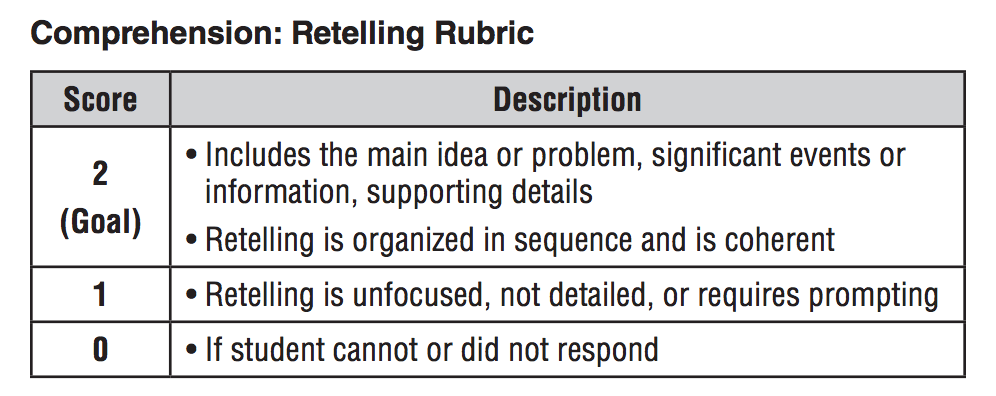
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| **Subject** | **Time** | **Resources** |
| Data | 10 min. | CBA Review  Historical Student Data |
| Tier 1 Priority focus: Workshop Model   * Strategy to utilize during guided reading | 5 min. | PLC Question #3  What do we do if they don’t get it? |
| Running Records   * Response to data collected * Model of running record * Analyze running record * Lesson example * [How to locate HMH Running Record Resources](https://docs.google.com/document/d/1iSEVfaQK7oQyrW9nuh3GbunIUn9gCD9hB89dU0WziY0/edit?usp=sharing) * Retelling Rubric * Adding additional resources (leveled readers) |  | [Running Records](https://drive.google.com/file/d/10chLoXW-CvnHGTXvjZDaEgsPEW0QbBsb/view?usp=sharing)  [Running Records Cheat Sheet](https://drive.google.com/file/d/1-4-XdJAiy3IeRjMOLLC9Ysz8DZ2fddSq/view?usp=sharing)  [Phonics Terminology](https://drive.google.com/file/d/1Q4IGjPQf6gkjxWad9yavgMzNkkESRWRX/view?usp=sharing)  [Word Work Resource](https://docs.google.com/document/d/1zzhppqAIt6fd8UYs2OBYvNkGAZ0UbThtx3pr-TFYQas/edit?usp=sharing)  [HMH Resources](https://drive.google.com/file/d/1q0AFeeKZn14KD9WUoX2MJ8rkpx2bpU_n/view?usp=sharing)  [Add addition leveled readers HMH Ed](https://docs.google.com/document/d/1l6mubKLxJcSZB0NbndtjXw8rNgI8j5sREjzpZc-pKFU/edit?usp=sharing) |

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| **Assess →** | **Decide →** | **Guide** |
| Identify your readers’ strengths and needs. | Decide which word study activities will address their needs. | Plan and teach a word study lesson during guided reading. |

\*Phonics refers to the instructional strategies used to teach children to decode words.

\*Phonics instruction should be limited to *one or two* types of manipulation at a time to give children a chance to master the concepts presented.

\*Children are better able to use their phonics knowledge to improve decoding as well as comprehension when the texts they are reading contain a *high percentage of words that followed the patterns introduced* by the teacher.



Look for assessments with questions that are based on a specific standard.

Fluent readers who do not comprehend what they are reading. How can we help?