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

|  |  |  |
| --- | --- | --- |
| **Subject** | **Time** | **Resources** |
| Data | 10 min. | CBA ReviewHistorical Student Data |
| Tier 1 Priority focus: Workshop Model* Strategy to utilize during guided reading
 | 5 min.  | PLC Question #3What 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) |

|  |  |  |
| --- | --- | --- |
| **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?