Yay, congrats to me! I just got a job as a Literacy Coach at Sherman Elementary School in Henrietta. Now, where do I start? The pressures of being a new literacy coach can be quite overwhelming, even before you step foot into the classrooms or meet your teachers. For example, in the article, Lessons learned about coaching from Reading First in Georgia by Amanda Beaty, Beaty is a Reading First coordinator for the Georgia Department of Education and she discusses the abundance of funding the school got from that state for materials and trainings for the Reading First program being implemented in their school. The problem was that there was too much material for one literacy coach to handle all by herself. It was hard for her and her staff to keep up with the trainings. In the article she states that, "Coaches provided much of the leg work for selecting, organizing and introducing these new resources. This embarrassment of riches was not limited to materials. We also had continuing access to professional learning that was so extensive and targeted to our needs that it seemed that we could not learn quickly enough" (Beaty, 2009).
I am proud to say that I am a very organized person but doing a job like literacy coaching can be a lot of work even for the most organized of coaches. Within my new job at Sherman I would start first by learning as much as I possibly can about the schools curriculum and programs that the district have bought into such as Daily 5, CAFE or Basal Readers. While learning the ins and out of the material and documenting my work, I would begin to make my presents known in the school building and classrooms just to let the teachers know that I was there and what I was there to do. I would make sure the administrator and teachers knew of my job description and what they could and could not count on me to do. Also I would start giving guidance throughout the school initially by arranging to meet with the teachers who want to meet with me first to avoid the idea of pushing my services onto someone who felt they didn’t need them. I would use my lack of knowledge of the curriculum to invite teachers in to “coach” me. Not in a formal setting such as a seminar or training but I would begin to build trusting relationships with the teachers and staff in the building by showing them my human side. For example, Beaty (2009), states that “teachers would have seen that the literacy coach was the one who was learning and that he or she was the first one taking the difficult step of teaching in public” when discussing the idea of having regional coaches come into the schools and teach the coaches in the schools the training material. I am not perfect and I don’t know it all. I would make it clear to my staff that I am an expert in what I do (coaching) but I’m still getting to know the specific curriculum and the way the school is run. Trainers need to be trained first before they can train others.

Once I have a strong trusting relationship base with the faculty and staff and they are fully aware of what they can expect from me I will begin the hard work of modeling lessons. But when will I have time? Can I coach after school? Can I coach during school? And how often will my administrators and teachers allow me to coach them, once a month or weekly? To tackle this next hurdle I would consider my options. I would need support from my administration. In the article, What Supports do Literacy Coaches Need from Administrators in Order to Succeed by Nancy Shanklin, she states that, coaches “need time to plan for all of the work they are doing. At least once a month they need the opportunity to attend professional development sessions to enhance their own knowledge and skill” (Shanklin, 2007). Literacy coaches and educators in general have to become lifetime learner. In the article, Do’s and Don’ts for Literacy Coaches: Advice from the Field by Rita Bean and Diane DeFord, the authors discuss the importance of “holding a collaborative stance to be a learner” so that we can “build new knowledge and extend our understanding toward common goals” (Bean & DeFord).

Rationale for Choice:
This book is National Council of Teachers of English (NCTE) Notable Children’s Book in the Language Arts Selection and it is also a Smarties Prize Winner. I chose this book because my mother used to read it to me when I was little and I have always enjoyed reading it to others. I also chose this book because it goes along with my cause and effect theme due to the fact that Sid the cat gets into so much trouble and is so sneaky in his actions. For example, Sid is dishonest with his owners so that he can get 6 dinner, bed, and places to live therefore when his owners find out about his secret, he only gets one dinner for being so sneaky.

Method for Activating Prior Knowledge and Previewing Text and Mini Lesson:
My mini-lesson will be about the cause and effect of events. The CAFE Book, by Boushey and Moser was used as a foundation to my lesson structure. I will start the mini-lesson by discussing with the audience the purpose of the lesson, which is to be able to identify the cause and effect of an event. The “cause” is why an event happens and an “effect” is an event that happens because of the cause. For example, if you slam a door (cause) then there will be a loud noise (effect). I will create a visual prompt to use throughout the mini-lesson and the read aloud. This visual prompt will be a white board which I will use to show examples of cause and effect situation and also I will use the verbal and visual cues of “cause: why did it happen?” and “effect: what happened?”. Another visual prompt will be a picture of a girl holding an umbrella (effect) and a picture of a rain cloud (cause). These visual prompts will be posted on the white board for the audience’s continuous use. The examples of cause and effect that I will use on the white board will include, He dropped an egg on the floor… therefore the egg broke, It started raining during recess… therefore we had to go inside to play. He had a milk mustache… therefore I laughed out loud. I will also ask the audience if anyone has any other examples of cause and effect situations, to hopefully reengage the members of the audience who already have prior knowledge of cause and effect or to just clarify audience confusions.

I will explain to the audience that the secret to identifying the cause and effect of an event is to look for clue words such as, because, if, then, since, so, therefore, and as a result of. While we read we will use language that supports inferring such as, “what are the clue words?” or what happened and why did it happen?”. I will also explain that if the key words are not stated in the text, we must infer the cause of the event by asking ourselves a question such as, “why do we think this happened?”. 
In addition to the administration supporting the education of the coaches, the coaches need other supports such as time either during or after school to coach their staff. They “may need orientation to what data is collected and how the data is currently analyzed”, they may “need help learning to use a school’s data management system” and also they may “need to learn how to lead teachers in discussion of their data” while “reinforcing that the coach’s role is not to be evaluative, but to assist teachers in reflecting upon their work, learning new practices, analyzing student work and assessments, and designing more effective lessons” (Shanklin, 2007). As the new Literacy Coach at Sherman I would rely on my faculty and staff to support me in the same way that I am supporting them. Shanklin states in her 2006 article, "What are the Characteristics of Effective Literacy Coaches?" hat “all types of coaching need to be supportive rather than evaluative if they are to produce desirable changes in practice.” (Shanklin, 2006).

The approach that I would use to model lessons to teachers would be to meet with my teacher individually either between classes or in a one on one meeting or in whole groups such as study groups or training to discuss what strategies they are currently using in their classrooms and what is going well with their implementations. Then we would collaborate as co-teaching team members to figure out what is not going as well and how we can tweak it so it fits better with the needs of the students in their particular classrooms. I would then do my research on both the students in the class and the research based strategies that are optional in the situation and model the new tweaked behaviors that we discussed to ensure that the changes would take place. When responding to the teacher with advice I will use choice words which take blame and judgment out of the conversation and imply equal responsibility in the situation at hand. I will try to respond to them in a way that makes them feel as if we are doing this together and that the teacher themselves is not completely at fault or responsible for the lack of success, if this is the case.

It is important though at this time to keep in mind that everyone has different views on education and what teaching methods work the best. As Bean and DeFord state in their article, “coaches must be flexible and adjust what they do, depending on needs, interests, and the personalities of teachers” (Bean & DeFord). In this article they also state that, “depending on a specific situation, teachers will want to work in different ways. It is important, then, to remember that with the same teacher, a coach may serve as an expert, and then at a later date, work collaboratively to discuss a specific problem that has arisen” (Bean & DeFord). This meaning that teachers do not always need to be told exactly what to do, at time they may need a lot of guidance to correctly model a strategy in their classroom, but at times the teacher will only need small bits of feedback just to reassure themselves that they are doing the right thing. It’s easy to second-guess yourself and literacy coaches take a little bit of the pressure off of teachers by giving the gentle guidance needed to succeed.

After the mini-lesson I will use a picture walk to activate engagement and questioning to activate prior knowledge. Questions will include, “what do you notice about the cover?” “what can you predict about the story by looking at the cover?”, “who do you think Sid is?”, and “what do you think the effect of eating six dinners is going to be?”. During this time and throughout my reading I will make sure to hold the book at an appropriate level and positioning to ensure that all of the audience can see the text and pictures within the book. I will also make sure to talk at a suitable volume level and pace and use expression throughout the book appropriately. Also I will give the audience a background on Sid and the type of neighborhood he lives in. For example, Sid lives in a small community similar to Geneseo. The houses are close together and Sid can walk around the neighborhood freely. I will show pictures from pages 1 and 2 to give audience an idea of what Sid’s neighborhood looks like.


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6 – briefly to ask audience, “How does Sid look after eating all of that food?” “Why do you think he looks this way?” – I will then discuss the cause an effect of this part of the story while modeling to the audience how we can use the text and picture to infer the cause and the effect of the situation. I will say things such as, “I can see in the picture that Sid looks really plump and full and tired, I think he may have ate too much! So lets think, what happened in this part? What was the effect? And why did it happen? What was the cause?”

12 – briefly to model to the audience again how I use the text to figure out what the cause and the effect of the situation is. I will say things such as, “Sid has a lot of beds and dinners and names and scratching places, that is what is happening in the story, it is the effect of Sid’s actions, but why is it happening? What is the cause of this effect?”Lets use the book to see if we can find out! Sid’s owners are all neighbors but they don’t
The use of literacy coaches has been a successful endeavor according to Michelle Vanderburg and Diane Stephens, authors of the 2009 article, What Teachers Say They Changed Because of Their Coach and How They Think Their Coach Helped Them. Within this article the Vanderburg and Stephens analyzed interviews with 35 teachers who worked with a coach for 3 years while in the first iteration of the South Carolina Reading Initiative (SCRI K-5) and discovered the various positive outcomes of the use of coaching within the school. For example, within the article the authors state that, “these teachers now had a place to voice their concerns, a place to work out their problems, and a place to celebrate their accomplishments,” “teachers spoke of how their coach encouraged their learning by helping them feel comfortable to ask questions and seek advice” and “teachers also valued how accessible their coaches were to come into their classrooms to observe or model a lesson” (Vanderburg & Stephens, 2009).

In conclusion, I decided to use what I have learned about literacy coaching to teach and adult, my mother Diane, how to create a PowerPoint presentation on her computer pertaining to a month-long business trip she had just taken. She was new to Mac Microsoft Office 2011 therefore I taught her the basic steps to creating a PowerPoint presentation including, opening up PowerPoint and choosing a template to work with, then I showed her how to add slides, pictures and text within the presentation, and lastly I showed her the proper way to save the document onto her computer. I then observed her doing the steps that I had shown her. She talked herself through the steps out loud and I tried my best to not jump in when I saw her getting sidetracked. I figured she would learn better if I allowed her to identify her errors on her own, I wanted to give her the chance to come to me for help instead of me pushing my services onto her, just as I would want to do for my teacher if I were their literacy coach. I then provided her with coaching after she got stuck on how to add a slide to the presentation. I talked her through the process verbally while modeling how to do it, and then I allowed her to do it on her own using the strategies that I had modeled to her. I observed her work and gave her feedback. Throughout this process I ensured her that I had the same troubles that she did when I first started using PowerPoint on my Mac and used choice words within my responses to her questions to make sure she felt comfortable with my coaching and not intimidated. Also I told her that I would help her the next time she had to make a presentation to ensure that she had the opportunity for professional development within her job because the place that she works does not offer professional developments such as these.

I talked to each other. I think this could cause a problem? Each owner thinks they are Sid’s only owner. The cause of Sid having 6 beds, dinners, names and scratching places is that his owners don’t know about each other. The effect is that he gets spoiled.

• 14 – possible short group discussion about “What might happen to Sid next in the story?” “Do you think they is going to be an effect to his actions?” This pause will warm students up to start making inferences about the story and start thinking about drawing information from the story and putting it into cause and effect groupings. I will explain that shortly they will show me that they know how to use the skills taught in the mini-lesson.

• 16 – briefly prompt the audience that they should be looking for a cause and effect situation.

    • Cause: Sid was out in the damp, cold weather.
    • Effect: Sid got a nasty cough.

We will then go over the cause an effect situation above to make sure all of the audience caught the cues.

• 22, 24 and 28 – to prompt audience again to look for the cause and effect situations within the story and discuss them as a group.

    • Cause: Sid went to the same vet 6 times with the same cough.
    • Effect: The vet got suspicious and called the owners and Sid’s secret was discovered.
    • Cause: Sid was dishonest.
    • Effect: Sid now only gets one dinner
    • Cause: Sid moved to a different neighborhood
    • Effect: Sid gets his 6 dinners again

• 29 – to wrap up the story and reinforce the cause and effect lesson by discussing the different cause and effect situations within the story. Such as, Sid was honest in the end (cause); Sid was Happy in the end (effect).

Interactive Questions that Engage Readers in a Shared Language:

• What do you notice about the cover? What can you infer about the story by looking at the cover?
• Who do you think Sid is?
• How does Sid look after eating all of that food? Why do you think he looks this way? What do you think is the cause to this effect?
• What do you think is going to happen next? Are Sid’s owners going to find out about his secret? Do you think there is going to be an effect to his actions? What is the cause to the effect of the situation?
• What strategies can we use to figure out what the cause and effects of the story are?
• What happened and why did it happen?
I think teaching my mother how to create a PowerPoint made me reconsider my coaching methods. My mother has been a cooking coach to me my whole life and I made sure to reflect upon my experiences in the kitchen with her so that I could not make the same errors she did. She would take over the cooking if I started doing something wrong so this lead me to reflect on how that made me feel and how it did nothing but hurt my cooking confidence. I decided to focus on letting her discover her own errors and not jumping in immediately to fix them. Reflecting on past coaching experiences definitely created a better understanding of what it means to not only be a coach but also how it feels to be a student. It is so important to reflect on your work and to be a lifetime learner.

Literacy Coaching Guide
Top Ten Literacy Coaching Beliefs PowerPoint

Follow-up Engagements Based on Text

For a follow-up activity to the story I will have the audience think of a time when they were dishonest and the effects of their actions. They will verbally tell their peers or a buddy their event. If the individual cannot think of a time they were dishonest they can make up a cause and effect scenario from their lives to share. Then to review the cause and effect material, we will do a short matching game on the white board, if there is time. This matching game will consist of cause statements and effect statements that will be individually placed onto the board with either tape or magnets and the audience will come up one at a time and match them in the correct grouping.

Interactive Read Aloud
What Is comprehension?

The process of readers interacting and constructing meaning from text, synthesizing the use of prior knowledge, and the information found in the text.

**Research shows that as the amount of background concerning text increases, the ability to comprehend correlates.**

Skillful readers use:

- prior knowledge, making meaningful connections, inferring, asking questions to determine importance, synthesize these strategies with text

Build background knowledge

- use informational texts, maintain rich literate environment, create visual/graphic organizers to connect concepts, teach how to make connections and activate schema

Risk factors for comprehension difficulty:
Poor attendance, behavioral problems, low academic achievement, low socioeconomic status, mobility issues, retention, ADD or ADHD

Other reasons for difficulty:

- underprivileged literacy environment - few language skills, nobody reads to them, negative motivation, lack of access to literature

**Struggling readers lack the knowledge of strategies needed to fix breakdown in during reading. They need to be explicitly taught strategies to fix their reading when it is not making sense.**

**KEY COMPONENTS AND IDEAS:**

Activating prior knowledge is an important part of the reading process.

Motivation increases engagement.

Promote reading at home to practice strategies

Help students observe themselves read so they can develop their own "fix it" toolbox.

Picture books spark higher level thinking skills

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**What Every Teacher Should Know about Comprehension: The Inside Track** by Maureen McLaughlin

To teach students to be successful readers, we need to know what comprehension is, how it works, and how we can help our students to comprehend what they read.

Principle 1. Base your understanding of Comprehension on the Social Constructivist Nature of Reading

- Involves intentional problem solving, thinking process, content is influenced by the person’s prior knowledge and experience.
- Meaning constructed when readers make connections between prior knowledge and what they are reading
- Schema based learning development - connect to what is already known
- Social constructivist nature of comprehension suggests that readers refine understandings by negotiating meaning with others.
- Focus on social interactions reflect Vygotsky’s 1978 principle of social mediation.

Principle 2. Understand Students’ Roles in the Reading Comprehension Process

- Good readers have clear goals and self-monitor
- Metacognitive readers-monitor their own thinking while reading
- Readers also generate questions at different points to become problem solvers
- When understanding breaks down good readers know “fit it up” strategies
- Include: changing the pace of reading, using context clues, cross checking cueing systems

Principle 3: Be an Influential Teacher:

International Reading Association (2000) stated that Teacher’s knowledge that makes the difference

Teacher’s role: Create experiences and environments that introduce, nurture, or extend students’ abilities to engage with text.

Explicit instruction, which includes:

- Modeling, Scaffolding, Facilitating, Participating

Influential reading teacher is to do the following:
• Believe all children can learn, Differentiate instruction, Understand that reading and comprehension are social processes, Teach in print rich and concept rich environments, Have knowledge about various aspects of literacy, Provide opportunities to read, write and discuss, Teach for variety of purposes using diverse methods, materials and patterns, Understand skills and strategies, Use formative assessments to build on strengths, and Monitor students learning.

**Principle 4: Motivate and Engage Students:**

Motivation is key in the classroom you need to be a model teacher, have a book rich classroom environment, give your students opportunities for choice, and have literacy related incentives that reflect the value of reading

**Principle 5: Teach Reading Comprehension Strategies**

- Previewing—Activating prior knowledge, predicting, and setting purposes for reading
- Self-questioning—Generating questions to guide reading
- Making connections—Relating reading to self, text, and others
- Visualizing—Creating mental pictures of text while reading
- Knowing how words work—Understanding words through strategic vocabulary development, including the use of graphophonic, syntactic, and semantic cueing systems
- Monitoring—Asking “Does this make sense?” and adapting strategic processes to accommodate the response
- Summarizing—Synthesizing important ideas
- Evaluating—Making judgments about text content and the author’s craft

Explicit instruction increases comprehension; Teachers gradually release responsibilities to students


Explicitly teaching comprehension strategies affords teachers opportunities to monitor students in various stages of learning.

**Principle 6: Foster the Development and Use of Vocabulary**

“Learning new concepts and words that encode them is essential to comprehension development

Vocabulary development is influenced by the amount and variety of text students read

Teacher read-alouds offer students access to a variety of levels of text

Effective vocabulary instruction is characterized by the following:

- Environment that fosters word consciousness or the awareness and interest in using new words
- Students who actively participate in the process
- Instruction that integrates vocab with the curriculum and word learning across subject areas
- Instruction that provides both definitional and contextual information
- Teachers who provide multiple exposures to words
- Teachers who provide ongoing opportunities to use the words
- Explicit learning and learning from context should be balanced.

To infuse vocabulary across curricula do the following:

- Classroom must be full of accountable talk and writing
- Intentionally teach individual words
- Build and strengthen students’ word learning strategies and understandings of roots and affixes
- Develop word consciousness by introducing categories of word relations
- Use technology to make word investigations more rewarding

**Principle 7: Provide Students with a Variety of types and Levels of Texts**

Providing multiple reading genres enhances motivation and increases comprehension. Student interest plays a role in text selection. To find out interests you could use, Interest inventories, Literacy histories, or interviews with cross age partners.

**Principle 8: Encourage Students to Use Multiple Modes of Representing Thinking**

Beyond written and oral include: sketching, dramatizing, singing and hands on activities like creating projects; We all do not learn in the same way therefore the students can build on their strengths.

**Principle 9: Embed Formative Assessments in your Everyday Teaching**

Captures their performance and gives insights into understandings at a given point in the learning experience. Assessments not viewed as an add-on but a natural component of the teaching and learning.

- Examples of formative assessments include teacher observation of student reading, discussion, informal written responses, and strategy applications.

**Principle 10: Teach Students to Comprehend at a Deeper Level**

Deeper level: require students to understand beyond the information on the printed page or screen and critically analyze the author’s message. Examine and dispute the power relations that exist between readers and author’s focus on the problem and its complexity reflection. Involves thinking beyond the text to understand: why the author wrote about a particular topic, why he or she wrote from a particular perspective, and why some ideas were included and others were not.
REAP
READ, ENCODE, ANNOTATE, and PONDER

REAP is based on the premise that readers have the highest levels of comprehension when asked to communicate ideas they have learned from a passage they have read.

- Aim of REAP: to help readers synthesize the author’s thoughts in their own words, thus improving their comprehension and writing skills.

REAP was developed to help students improve their reading, writing, and thinking and was also designed as a method to teach students ways of responding differently to a text. Students respond with simple summaries (brief or may require complex critical creativeness) or making notes from a text.

- Language learning is usually based on comprehension activities such as thinking over information acquired through listening and reading, then forming and evaluating cause and effect relationships.
- Before reading, while reading, and after reading are the three stages of the reading process.

Throughout the reading process, students are:

- Establishing a relationship between initial learning and text meaning
- Thinking about the meaning of text
- Making conclusions about the text
- Using prior knowledge for comprehension
- Controlling reading speed
- Making predictions about the meanings of unfamiliar words
- Making predictions about the meanings of unknown groups of words or sentences in the text.

The REAP strategy was developed for composing annotations of texts. This strategy helps to improve writing skills, metacognitive awareness, and comprehension of main ideas.

- Read - The first step of the strategy is to read the text!
- Encode - After reading the text, the information is paraphrased by the reader into his/her own words.
- Annotate - Annotations are brief summaries of a text that explain and/or critique the text. Students take notes.
- Ponder - The reader evaluates their annotations for accuracy and completeness. Student considers how the text relates to other readings or related issues.

High 5!
1. **Activating Prior Knowledge** - helps readers make connections between what they know and what they’re reading. Teacher can ask questions or present facts to help students make connections. Teach the meaning of words and provide additional information if necessary.

2. **Questioning** - Prior to, during, and after reading.
   - **Right there question** - what are the facts here?
   - **Think and search** - what does the writer want me to figure out based on the facts?
   - **Beyond the text** - what is not being said here that I should check by doing some background research?
   - **A sequential book/text** - ask themselves what will happen next?
   - **Descriptive text** - ask themselves what the subtopics are

3. **Analyzing Text Structure: Narrative or Expository** - looking at keywords, subheadings and other text features can reveal the structure the writer is using. Teachers need to teach each type of expository text structure (eg. cause-effect, description, problem-solution) so students can internalize all the structures, each one needs to be taught separately. **Expository texts**:
   - **1. Texts that describe list, web and matrix (most frequent)**
     - **List** - most simple (eg. grocery list)
     - **Web** - more complex, looks like a spider web, describes one thing or idea, but a web has categories
     - **Matrix** - most complex, describes more than one thing, it compares or contrasts 2 or more topics
   - **2. Texts that are affected by time (Sequential Structures) present a series of steps that progress over time**
     - **String** - step-by-step description of events given, could refer to an order to follow
     - **Cause-effect** - ideas/events interact with one another
     - **Problem-solution** - writer states a problem or poses a question followed by a solution/answer in the text

4. To develop narrative text structure awareness teachers should teach:
   - **1. Characters** *(Major or Minor; Compare/Contrast)*
   - **2. Setting** *(When and Where)*
   - **3. Plot** *(Problem, Response, Action, Outcome)*
   - **4. Theme** *(Message underlying story & Story Web)*

4. **Creating Mental Images** - helpful for students to image the structure; that is to visualize it while reading so they can later make a diagram of it. Diagrams help students make the structure complete. Structures help students to see relationships between ideas and concepts.

5. **Summarizing** - the ability to delete irrelevant details, combine similar ideas, condense main ideas and connect major themes into concise statements that capture the purpose of reading for the reader. Summarizing is embedded within text structure awareness.

Steps the reader will take:
   - **Read** the text. **Identify** the text structure used. **Make** a diagram of the structure. **Discard** redundant info (key ideas remain). **Circle** only the critical ideas that you need for the summary.

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**Comprehension Under Construction (CUC)**

"we want students to not only use the toolbox but also arrive at the job site eager to work."

**Comprehension Under Construction (CUC) is a strategy which veers away from the typical Basal reader style strategies and sticky note extravaganza that classrooms have been using.**

The bottom line is that we want our students to do more than recite a list of strategies, we want them to actually use the strategies, unprompted and to do so without having to record the event on a sticky note.

"Deconstructing comprehension into many skills leaves the reassembling of those skills in some coherent whole up to the teacher and readers, and the core programs rarely reference and old skill when introducing a new skill"

"The asking of inference or main-idea questions by the teacher may undermine the very metacognitive process that students need to acquire, the decision to invoke a strategy when the reader needs it"

Adopts a less is more approach to comprehension construction, we want to appoint students as "independent contractors."

Rediscovering RT; less teacher talk, more student walk
CUC lessons always begin with the teacher adopting the role of the “Foreman”. Specifically the foreman surveys the job site (solicits background knowledge) and introduces the 4 workers who will build the group’s collective comprehension.

1. Archie the Architect, who draws up the blueprint to predict what the building will look like.
2. Joe the Job Inspector, who clarifies the meaning of words and ideas.
3. Eric the Electrician, who keeps the group “wired” with questions that provoke sparks.
4. Bernie the Bricklayer, who cements understanding by connecting main ideas, brick by brick, into a cohesive summary.

Four Comprehensive Stages

1. Teacher led stage (teachers models each role at the construction site)
2. Collaborative stage
   a. the individual hats are given to students along with personal blueprints
   b. after proficiency is attained, the foreman announces a “strategy switcheroo” and the hats are passed onto someone new in the group.
3. Reciprocal stage
   a. the group functions more independently, hats are initially rotated on a lesson-to-lesson basis, as in literature circles.
4. Metacognitive stage
   a. each lesson ends with the query, “who helped you most today? was it Archie? why was this strategy helpful?”
   b. the more often the teacher shares personal examples of strategy usage and models to the students, the more the students understand the relevance of the toolbox.

- Comprehension Under Construction Lesson Plan
- Comprehension Under Construction Toolbox

**VIDEOS, RESOURCES AND LINKS**

Nancie Atwell - THE READING ZONE
Jeffrey Wilhelm - ACTION STRATEGIES FOR DEEPENING COMPREHENSION

Comprehension Brochure
Top10 Comprehension Principles
Comprehension Family Feud

Teaching visualization through read aloud
Teaching information text using text features and annotations
Teaching comprehension strategies through song

Strategies for comprehension from McGregor's Comprehension Connections

Comprehension PowerPoint
Comprehension Annotated Bibliography
Prior Classroom Knowledge

To activate prior knowledge before our presentation, the class will read/review pgs 24, 154-169 in the CAFE book.

From our survey we could see that the top strategies that our class seemed familiar with were:

- Checking for understanding, schema, using text features, sequencing and inferring.

The strategies that the class responded as not being familiar with or not feeling comfortable teaching were:

- Reciprocal teaching, synthesizing, paraphrasing, monitoring and fixing it up.
- Specific strategies that include these such as: High-5, REAP, and Comprehension under construction.

What strategies do they use when they read? (most popular answers from survey)

- Summarizing, Using visuals, Checking for understanding, Re-reading

Assessment Measures

Formal = AIMS Web, Dibels, Reading A-Z, DRA - Developmental Reading Assessments, etc.
Informal = CAFE Conferencing, Ask questions that require student to make inferences, Draw pictures or mental images, Write summaries, etc.
Reflection of Theory and Practice

For our presentation we used many different texts to support our instruction.

1) Small-Group Instruction, Chapter 6
   - Allows us to meet the needs of our classmates by working in small groups.
   - More one-on-one time with our classmates.
   - Time is used more efficiently.

2) Elementary Literacy Coaches: The Reality of Dual Roles by Sharon Walpole and Katrin Blamey
   - We informed our class about comprehension, we demonstrated three strategies in depth and practiced them in small groups and gave feedback about each strategy.
   - We modeled the strategies, we discussed them, and we watched them do the strategy so we could coach where needed so they were using the strategy correctly and effectively.
   - Coach as an assessor: We assessed each classmate during the small instructional time to make sure they understood the strategy as they were practicing it.
   - Coach as an observer: We observed our classmates practicing each strategy.
   - Coach as a modeler: We modeled each of the three strategies we chose before letting our classmates practice them.

3) Words Their Ways
   - Our classmates facilitated in their own learning by being encouraged to think on their own and volunteer their thoughts rather than simply answering questions.

4) Choice Words
   - We used choice words to facilitate an encouraging learning environment.
   - We were careful to monitor the way we encouraged our classmates in their learning in order to show them that they are in charge and responsible for what they had learned.

5) Reading Is Thinking: Within, Beyond, and About the Text
   - We encouraged our classmates to connect their thinking of a text to an author’s thinking. When one comprehends something one makes connections to self, to text, and to the world. When reading you are thinking within, beyond and about the text. All three of these occur simultaneously before, during, and after reading.

6) The CAFE Book
   - We used the CAFE book to link the audiences prior knowledge to all of our additional strategies that we brought into our presentations.
   - The CAFE book was also used as a reference to what good modeling looks like in teaching.

7) Comprehension Under Construction (CUC)
   - We used CUC because it is a fun and interactive way for students to learn the comprehension strategies within.
   - CUC involves a kinesthetic and tactile instruction method.

8) REAP Strategy
   - We found that the REAP strategy was an easy way for students to remember different ways to help them comprehend what they are reading. Many strategies from the CAFE menu connected with the strategies in REAP.

9) High Five Strategies
   - We found the strategies taught in the high five format were research proven top five strategies repeated through the literature, therefore we chose these to model and teach.

10) Comprehension Connections
Reflection

Throughout this course I have learned a great deal of information that has improved both my professionalism as an educators and my knowledge of using different methods and materials for literacy instruction. First of all I have learned to reevaluate the reading and literacy in my life and think about how often and what I am reading throughout the day. I have learned what it means to be a coach in its many forms and how choice words and phrases need to be used throughout your coaching to avoid possible superiority or authority misunderstandings from occurring. Through my research on literacy coaching I have learned strategies and tips for making my presence known as a coach, working with groups of peers, teachers, administrators, etc., building judgment-free, supportive, and trusting relationships, and helpful ways to approach those unavoidable uncomfortable issues that arise in schools. I have learned to be patient in my coaching and this has helped me become a more reflective professional because as a literacy coach, or any coach for that matter you must reflect upon how you are viewed as a professional, how you treat the professionals that you work with and how you can improve upon your work each day. Educators are lifetime learners!

Also throughout the semester I have learned the appropriate way to conduct an interactive read-aloud. I learned the importance of asking questions before, during, and after reading to ensure that the audience was engaged in the reading, understood the book and could make predictions and infer in their comprehension. Additionally I have learned the proper way to hold the book being read in a read-aloud, so that your entire audience can interact with it at the same time. I have learned the value of “big books” and how they give teachers the opportunity to get their students completely engaged while reading. This project has taught me to become more of a constructivist educator because as a teacher you need to guide the students to build their own knowledge from the instruction that you construct for their individual learning needs.

The instructional inquiry project taught me a great deal about the school district that I currently live and work in. It was interesting to see the aspects of literacy throughout the community and how they connected with the literacy needs in the school district. This project taught me a lot about the methods and materials that I would like to use in my classroom someday. It was good to get the inside scoop on the programs that are used in the school today, such as Café or Daily 5 and the effectiveness of there implementations. This project has taught me to become a more reflective teacher and researcher because every program that we implement in our schools is going to have glitches, but it is our job as teachers to uncover ways to work with the glitches while construct instructional programs that guide our students to success.

The Theory and Practice Presentation project was tremendously helpful for my professional development. It was quite the experience working with a group of six individuals. I feel that I took this project very seriously and project taught me a lot about collaboratively planning in regards to scheduling meetings and setting assignment component due dates and the need for reliability within collaboration. I learned a lot about the Café program and the ins and outs of how you can connect new and interesting strategies, such as REAP, High 5 and Comprehension Under Construction, to the Café menu strategies to enhance student engagement and interactions in the classroom. I learned how and why people struggle with comprehension and what we can do as educators to ensure that our students don’t fall behind, such as conferencing and keeping up to date with student progress and needs through thorough documentation. This project has also taught me the greatness of Wiki spaces. I never even knew what a Wiki was before this semester and you have turned me into a Wiki lover! It is a great educational tool! This project has led me to become a more reflective teacher, professional, researcher, and constructivist educator because it forced me to play several roles within our preparation and presentation. I was forced to research thoroughly and reflect upon the many strategies that could be used to teach comprehension and choose the ones that would create the best coaching and learning environment for my peers. It has made me a more professional person because it taught me about collaborating with an assortment of people who have a variety of teaching/learning preferences.

In conclusion, the projects and assignments that were assigned for this class were relevant to my literacy aspirations and educational needs and I thought it was a lot of fun! I like how the assignments were spread our throughout the semester and not clumped together, I felt in control of my workload the entire semester. I really appreciate the detailed syllabus that was given. It was very easy to
navigate and the rubrics always coordinated with the described assignment. I feel it was a well-constructed class and the information taught was relevant to the methods and materials used within the schools in the surrounding areas. It was a very helpful class in preparing me to become a better classroom planner.

Throughout this semester I have taken the assigned work very seriously and have put a significant amount of work into this class and feel as if I have earned an A+. I believe I have earned this grade because I have gone above the requirements of each assignment in hopes of making it the very best it could be, even if that meant doing extra work. I was not late, nor did I miss any scheduled class time and I feel I used the class time provided to learn as much as I could to better myself as an educator. I have reflected upon my work in this class and used your feedback to better my teaching and professionalism.