

Teacher Timeline

How can I do all of this? That’s the number one question I get when I coach. The quick answer is you can’t. There are so many effective activities from which to choose. While some of these activities overlap, teachers can really only do one at a time. While some students can be reading silently and others can be working in literacy centers, the teacher can only be in one place.

My timeline might work for you and you are free to use it. I created it after many years of teaching the proficient reader strategies. This plan works for students who come to me with little background knowledge of such strategies. It will more likely serve as a model for you. Lay out your goals for your grade level, taking into account your state or school standards, your students, and your teaching style. Talk with others at your school. Start by identifying the strategies you want to study in depth this year. (My first year, I identified 4 strategies to teach in-depth).

Put the foundation pieces in place slowly. Let the children get in a groove as well. I’m not saying that we can’t be flexible and add a piece here and there as we see the need. But when we’re starting out, it’s helpful to make a wish list of hoped-for accomplishments. Then lay them out on a timeline so that we make progress over the course of the year(s).

And remember, breathe deeply and say to yourself, I can’t do all of this today! (Just like decorating my house.) That’s why you’re making a tentative plan!

Choices for Literacy Block

Unite study around genre, author, strategy, OR topic.		
	Teacher Choices	Student Choices
The Mini Lesson Time (5 - 30 minutes)	<ul style="list-style-type: none"> • Reviewing. • Read Aloud • Shared Reading • Think aloud. • Demonstrating/Modeling. • Tweaking reader responses. • Teaching procedures. • Vocabulary discussions. 	<ul style="list-style-type: none"> • Participating: whole class, small group or 1:1. • Writing: goals, reader response, pre-reading activity, data notebook. • Predicting, overviewing, scanning, determining schema
Work Time (20-40 minutes)	<ul style="list-style-type: none"> • 1:1: Conferencing /Teaching/ Assessment/ Running Records • Groups: guided reading, strategy circles, literature circles, conferences. • Talk: Socratic Seminar, Reciprocal Teaching, Discussion Groups • Readers Theater/ Fluency activities. • Facilitating vocabulary activities/ Spelling Investigations/ inquiry • Integrated experiences/experiments. 	<ul style="list-style-type: none"> • Reading self-selected book. • Partner reading. • “Group-book” reading. • Centers. • Independent contracts. • Independent Book Clubs. • Reader response. • Self-assessment/data notebook/portfolio. • Research/ Investigating/Inquiry. • Writing.
Closure Time (5-10 minutes)	<ul style="list-style-type: none"> • Monitoring. • Teaching one-on-one. • Modeling. • Reflecting. • Facilitating discussion. 	<ul style="list-style-type: none"> • Writing: Response journals. • Discussing: All class share time. • Evaluating: exit sheets, commitment contracts.

“How-do-I-do-all this?” Timeline

ONE possibility...

	Groups	Reading strategy	Genre	Vocab	Daybook	Assessment	Test Prep
First 10 days	Read a book together	Overview	Realistic fiction, Poetry	Introduce vocab page	Introduce daybooks	Listen to every child read individually	Cognition
Sept	Assign group-book based on ability.	Fix-up	Realistic fiction, Poetry	Independent vocab search, Spot and dot, respellings	I-learned statements	Student surveys, creating anecdotal note system	Cognition
Oct	Grouped by interest.	Connecting	Historical fiction Social studies	Words in context Metaphors Analogies	Daily and weekly reflections	Star Charts	Connections Analogies Reference books
Nov	Pairs of students choose books.	Retell & Summarize	Biography Drama Poetry	Nouns & verbs Webbing	Partner journals	Grading daybook, fluency	Author's purpose (cognition)
Dec-Jan	Choice group-book based on ability: challenging	Questioning	Nonfiction Poetry	Question stems	Double-entry journals	Test language (think and search, etc.) Book Club Records	Interpretation
Feb	Reading Workshop: Independent reading. Centers.	Visualizing & sensory imaging	Fantasy, science Fiction, lyrics	Visualize to remember, grade-level milestones (Marzano), Action verbs	Graphic organizers & mind maps	Bring own question to discussion group	Interpretation
Mar	Grouped by interest.	Predicting & Inferring	Mystery, cartoons, poetry	Word splash, Anticipation guides	Reader response	Embedding EOG questions	Cognition
Apr	Choice book-group reading.	Determining Importance	Science inquiry project	Nonfiction features of text, Concept wheels	Double-entry journals	Tests and test language	Critical stance
May	Ability groups.	Synthesis	Short passages		Applying methods to tasks	Picking the right strategy for the task	Review

The general finding is that when readers are given **cognitive strategy instruction**, they make **significant gains** on measures of reading comprehension over students trained with conventional instruction procedures.

They read better.

There Is A Lot to Teach!

Proficient Reader Strategies Outline + Writing

by Karen Haag

Fix Up	Six Systems: <ul style="list-style-type: none"> • grapho-phonetic (letter-sound relationship) • pragmatic (purpose) • schematic (prior knowledge) • semantic (meanings) • syntactic (structure of language) • lexical (derivation of language) 	<u>Author Language</u> Word choice, sentence length
Connect	<ul style="list-style-type: none"> • Before, during and after reading. • Using the known to figure out the unknown. • Text to Text, Text to Self, Text to World • Stop and Think 	Metaphors Double-entry journals Characterization
Question	Question Types Before, during, and after reading: <ul style="list-style-type: none"> • Reference the text. • Personal experience. • Clarify meaning. • What's coming next? • Unfamiliar words. • Author's purpose. • Can't be answered. Socratic Seminars	Details – what kinds of details make effective writing? Fluid Conference circles
Visualize	<ul style="list-style-type: none"> • Using all sensory images to get meaning...from reading ... from writing ... from personal experience. 	Descriptive language, dialogue
Infer	<ul style="list-style-type: none"> • Making predictions. • Using personal experience to infer. • Referencing the text. • Hypothesizing and confirming. • Drawing conclusions based on evidence. 	Foreshadowing and other literary elements
Determine What Is Important	<ul style="list-style-type: none"> • Sifting important from unimportant details and ideas. • Determining main ideas and themes. 	Outlining, planning
Synthesize	<ul style="list-style-type: none"> • Retelling. • Paraphrasing. • Summarizing. • Changing your mind. • Opinion vs. Fact. • Applying knowledge to new situations. • Making meaning my own. Reciprocal teaching,	Retelling and telling stories as a planning or revision strategy, Focus statements as a planning or revision strategy