



**Key Question 3: What Do I Need  
to Support My Teachers'  
Capacity to Build Ready  
Literacy Classrooms?**

## Voices from the Field:

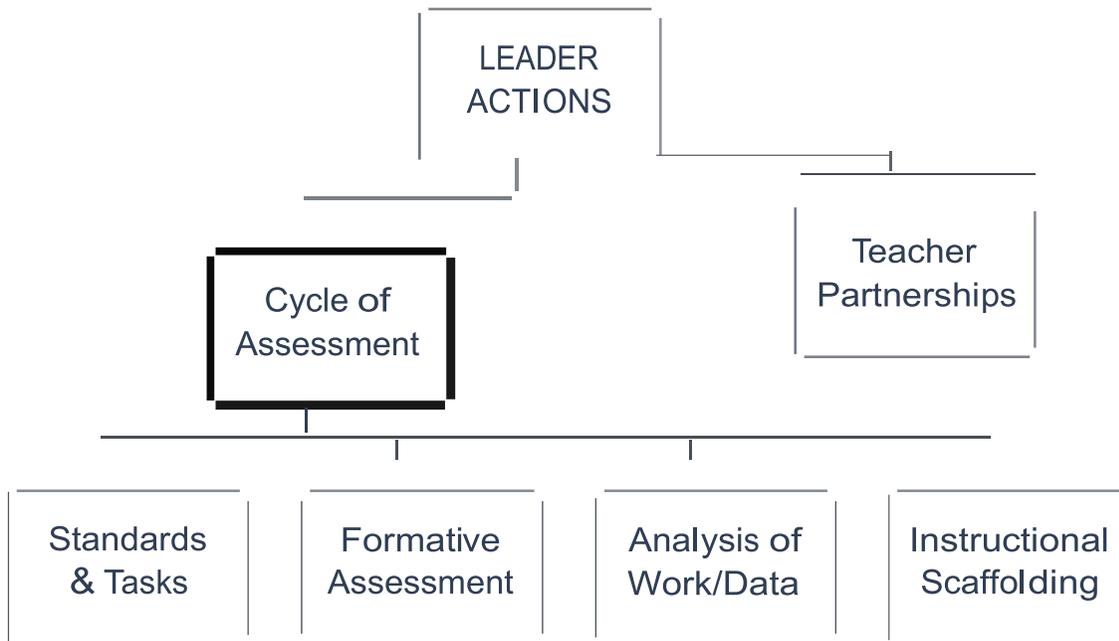
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# Reminder



# Areas for Leader Actions



II

## The Cycle of Assessment

**Teach:** Does the instruction and the tasks align to the identified learning target(s)?

**Assess:** How is student learning being measured or determined for the identified learning target(S)?

**Analyze:** How is the information from assessments being analyzed?

**Action:** What actions or changes are taking place based on the findings of that analysis?



## Teach



### *Rewind to move forward!*

From course one, we learned a common language of focus, rigor, and coherence. As we observe in classrooms, are you seeing examples of:

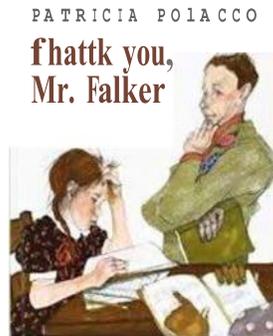
**Focus:** aligning the lesson to depth of standard

**Rigor:** developing conceptual understanding with fluency and skill and ensuring mastery through application

**Coherence:** connecting today's lesson with the lesson before and the future lesson as well as across all content

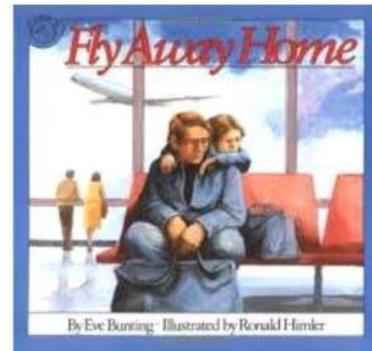
II

## Aligning Student Outcomes to



Students will be able to describe how the author characterizes Trisha and Mr. Falker, using the character's description, dialogue, and actions.

RL.2.1 RL.2.3



Students will be able to explain how the trapped bird is used as a symbol for the young narrator and how this symbol influences the narrator's feelings at the end of the story.

RL.3.1, RL 3.3

Education

# Aligning Student Outcomes to Text

- How are the standards grounded in text?
- What happens when teachers provide well-chosen text-based objectives?
- What happens when students flexibly and interchangeably apply comprehension strategies?
- What are you seeing that works?

II

## Tasks

### **Task predicts performance.**

*What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do.*

*What predicts performance is what students are actually doing.*

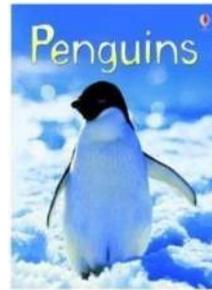
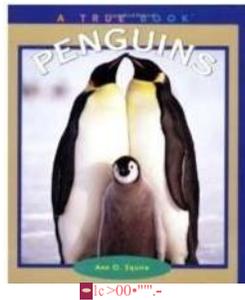
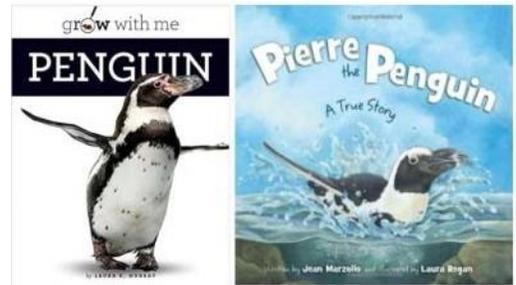
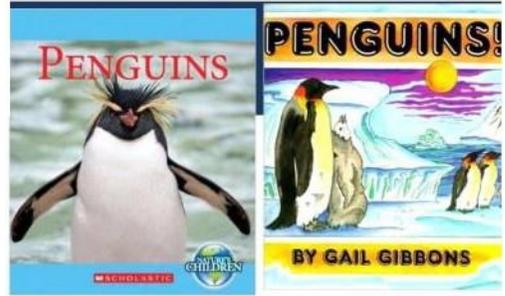
*-Richard F. Elmore (2008)*

**How does a task connect reading and writing for students?**

II

## Text Sets and Tasks

1. Penguins by Ruth Bjorklund 760L
2. Penguins by Gail Gibbons 740L
3. Penguin by Laura K. Murray 780L
4. Pierre the Penguin: A True Story by Jean Marzollo 580L
5. Penguins by Ann O. Squire 830L
6. Penguins by Emily Bone 840L
7. Penguins by Susanna Davidson 610L



## ***TEACH:*** Task Exemplar

### Task Description:

This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals.

1. In this task, the students are asked to become the experts and write in order to teach others what they know about penguins.
2. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.

Please see digital resource guide for standards alignment.



[See the exemplar task on the next pages.](#)



# Literacy

## GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

### UNIT OVERVIEW

This task is embedded in a unit that introduces students to reading and writing informational texts. Students will be encouraged to ask questions of, and answer questions about, the texts they read. Guided practice in writing informational texts, as well as opportunities for students to write independently, are part of the unit.

The purpose of this literacy bundle is to support young students in becoming "experts" on a science topic. The concept of becoming an expert may be applied in many content areas. This particular bundle focuses on animals, specifically penguins, in order to model the process. The unit may be used with any science topic that students would like to pursue. Throughout the unit, teachers should provide students with many opportunities to make meaning through shared learning experiences, exposure to texts, opportunities to discuss, and explore the topic in classroom learning centers. In early childhood, literacy work requires hands-on learning experiences for students to develop in-depth knowledge of a topic, theme, or content areas. See annotations on this page as well as pages 29-32 for examples.



### TASK DETAILS

**Task Name:** We Are Experts

**Grade:** Kindergarten

**Subject:** Science

**Task Description:** This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals. In this task the students are asked to become the experts and write in order to teach others what they know about penguins. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.



# Literacy

## Standards:



In addition to the standards listed here, this unit provides ample opportunities to develop academic and personal behaviors such as persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. See article "Developing Young Children's Self-Regulation through Everyday Experiences" [here](#).

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Materials:

Bauer, J. (2007) Cool Penguins ; Scholastic. NY

Taberski , S. (2002) Penguins are Waterbirds. Mondo: NY



Also consider materials needed for learning centers as well as different kinds of writing materials and writing instruments for the performance task. For example: writing materials: - variety of paper in different sizes - student journals - slant boards and lap desks writing instruments: - pencils with finger grips - markers, colored pencils, crayons, watercolors. It's also a good idea to keep writing tools throughout the classroom to encourage writing!



Look for the Early Childhood Elements icon throughout this document for suggestions for incorporating key early childhood education strategies into tasks and bundles.

# Exemplar Task Penguins

Kindergarten students will answer the following questions using text evidence. Their answers will include both illustrations and an explanatory response. Illustrations should use labels and provide text-based answers to the following questions:

1. What do penguins look like?
2. Where do penguins live?
4. What do penguins do?
4. What do penguins eat?



[One the next pages, you will see the annotated student work links.](#)

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was administered three weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text "Penguins"
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren't experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about animal she was an expert on. This piece is above the standard for kindergarten in that Sophie used the charted facts to write on penguins and then used the text to find further information such as the types of penguins.

#### Cool Facts

penguins could surf in there belies and in their feet to land. Penguins have big eyes to see under water.

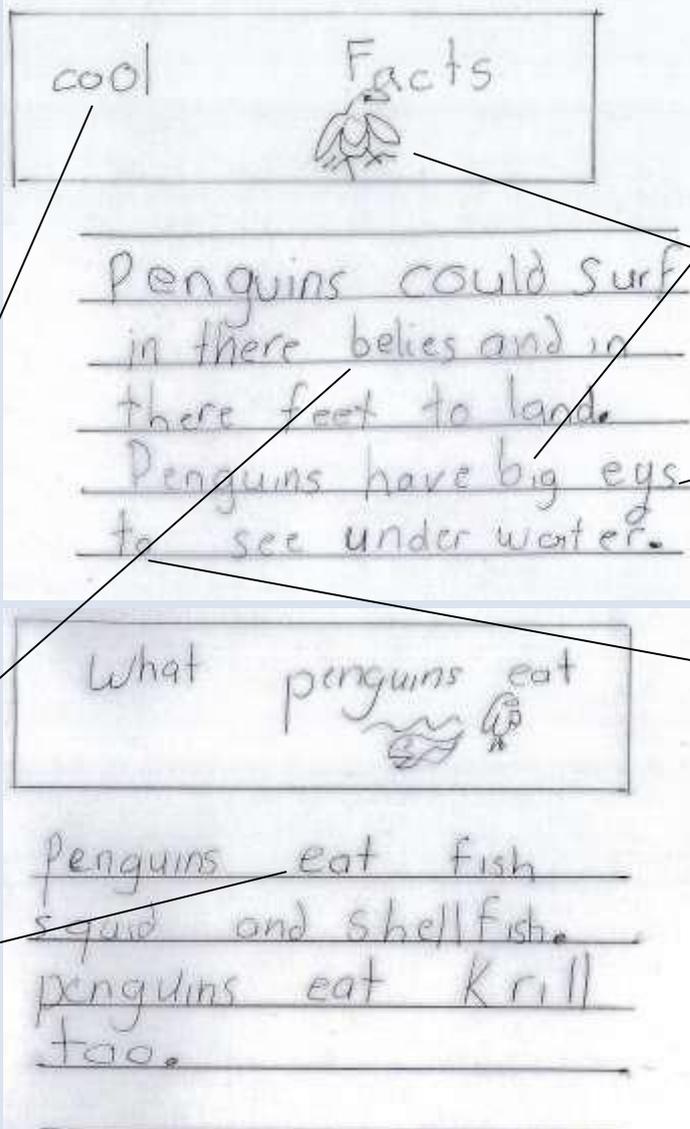
#### What penguins eat

Penguins eat fish squid and shellfish. Penguins eat krill too.

Sophie gives her writing a topic. She exceeds the standard in that she organizes her ideas under headings. (W.K.2)

Sophie can phonetically spell words she is unsure of and she has a visual knowledge of spelling patterns. (LS.K.2.c)

Sophie exceeds the standards in that she has picked up on the pattern of language from non-fiction texts and is writing in the present tense. She is able to distance herself as a writer. (W.K.2, LS.K.1f)



Sophie includes more than one idea in her piece without teacher support. (W.K.2)

Sophie draws as a way of planning for writing. (W.K.2)

Sophie is beginning to use more complex sentence structures. (W.K.2)

Adds detail to provide more information for the reader. (W.K.2)

Sophie exceeds the standard in that she extends her writing over a number of pages and grouping ideas under headings. (W.K.2)

What do penguins do?

penguins lay there eggs  
and keep them warm.  
penguins swim with there  
flippers. Penguins  
to be alive.

Sophie exceeds the standards in that she went back to the text to gather further information for her writing. She checked how many different kinds of penguins there were. (W.K.2)

What kinds of penguins

There are 17 different penguins there's a fairy, a galapagos, snare, a rock hopper and african penguins. These are the loudest penguins that they sound like donkeys

where penguins live?

penguins live in the  
Vieras/antartic of the crath and  
that place is called  
~~too~~ is antartick too.

Sophie is above average in her ability to revise and edit her work, which she does without prompting. (W.K.5 \*\*not assessed in task)

## Context for the writing

Sophie wrote a piece on penguins, revising and editing her work as she wrote. Sophie went back to the text to search for information when naming the various types of penguins. She drew on the extensive “immersion” by the teacher (read aloud, shared, guided reading, and independent reading of informational texts, and shared writing charts) to support the writing of her own piece. Sophie chose to write an additional informational text about spiders using the charts created during the unit and a book on spiders to get information for her writing.

## Sophie’s writing Rubric

### Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

**Student:**

**Teacher:**

**Class: Kindergarten**

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans for writing by using, talk, drawing, and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols, often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks ‘writing’ can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using a writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

## Teacher-student conversations

Sophie’s learning step from her previous information text was to add on to her ideas with details to add interest for the reader.

The teacher reminded Sophie of this during her conference. Together they looked at the shared writing

model where the teacher had added comments. Sophie then added to her writing.

Throughout the unit the focus had been on asking questions, and this was the organizing framework demonstrated in shared writing (using a question as a heading) with the students providing answers from the text. Sophie has followed this model, although her headings are actually statements.

# Kindergarten: At Grade Level

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask
- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

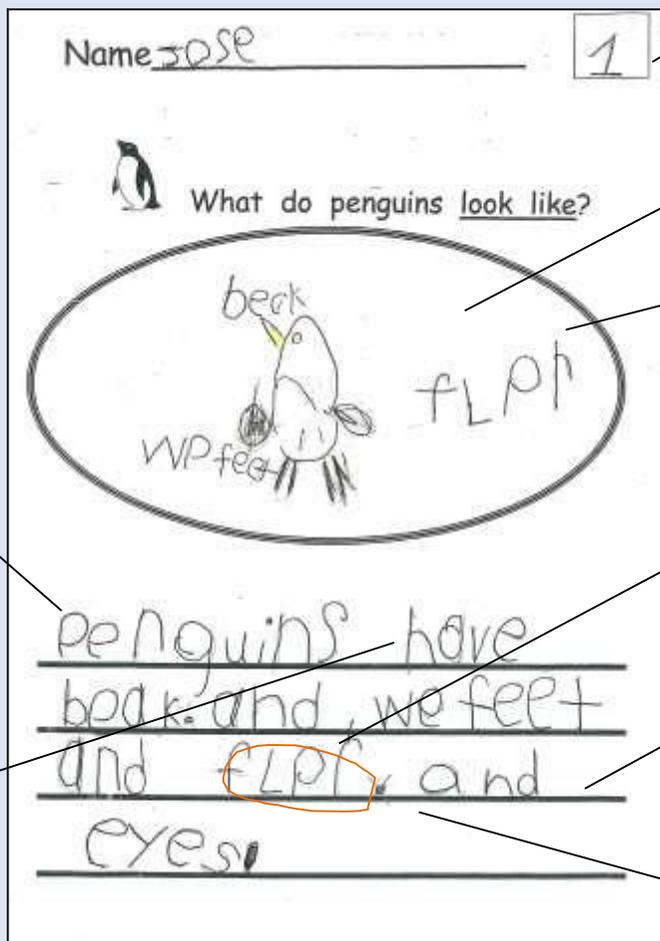
#### Transcript: *Penguins*

1. What do penguins look like?  
Penguins have beak. and we feet and flpr. and eyes.
2. Where do penguins live?  
Penguins live in the cold ice and the ice water.a
3. What do penguins do?  
Penguins cannot fly.  
penguins wdddle on the ice
4. What do penguins eat?  
Penguins like fish and skd.

Jose establishes the topic in the first sentence and supplies information about the topic. Penguins have ‘beak’ ‘feet’ ‘flPr’, and ‘eyes’. (W.K.2)

Jose exceeds the standards in that he has picked up on the pattern of language from non-fiction texts and is writing in the present tense. He has distanced himself as a writer. Jose is also able to group ideas. (W.K.2)

This piece of writing shows a clear response to the task, with Jose using a combination of drawing and writing to convey information about penguins. This piece meets the standard for kindergarten.



Jose extends writing over a number of days. Page 1 of 4 (W.K.2)

Jose draws as a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as “we’ feet, ‘flPr’ ‘penguins’, ‘beak’’. (W.K.2)

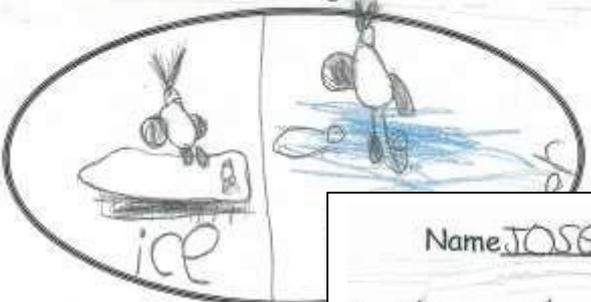
Jose can phonetically spell words he is unsure of. He identifies the dominant sounds. (W.K.2)

Jose uses a conjunction ‘and’ to join ideas in a sentence. (W.K.2)

Jose is attempting to use periods, but tends to over-use them. (W.K.2, LS.K.2.b)

Name JOSE 2

Where do penguins live?

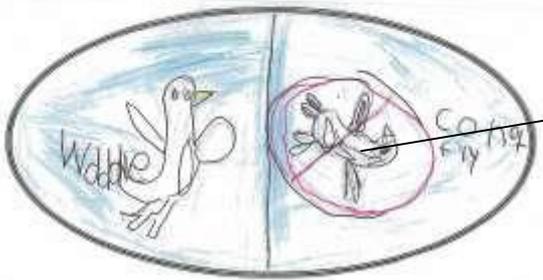


penguins  
on the ice  
and the  
water.

Jose began by selecting the paper with the question he wanted to answer. On pages 2, 3, and 4 he selected paper without questions and wrote in his own. (RI.K.1)

Name JOSE 3

What do penguins do?



penguins cannot fly.  
penguins waddle  
on the

Jose uses labeled illustrations in his writing. He uses the circle with the line through it to show penguins cannot fly. (W.K.2)

Name JOSE 4

What do penguins eat?



penguins like  
fish and squid

Jose is beginning to revise and is able to identify some of the words he is not sure how to spell. Observations of Jose showed he frequently reread what he had written to retain meaning before continuing writing. (LS.K.4.a)

## Teacher Student Conversations

After the first draft, Jose explained that he had diagrams to help readers. He read what he had written, commenting on the diagram of the penguin not being able to fly and how he put a line through it.

Teacher: That is really interesting. Do you have anything else to tell the reader about penguins?

Jose: No.

Teacher: Do you think it is ready for others to read – what are you going to do next?

Jose: Find words I don't know.

Teacher praises and moves away leaving Jose rereading his work.

## Jose's Writing Rubric

### Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

*Student:*

*Teacher:*

*Class:*

*Kindergarten*

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
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Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans by for writing using talk, drawing and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks 'writing' can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

## Where to next

To move Jose towards the next learning step, the teacher might help him to focus on:

- supporting ideas with some simple details or comments;
- varying sentence beginnings;
- paying more attention to correct use of periods.

## This could be done by...

- asking questions while conferring that prompt Jose to add detail;
- modeling of writing using these strategies, and discussion about the process;
- exploring models of writing which exemplify these strategies, giving feedback against the criteria that have been set with Jose.

# Kindergarten- Below Grade

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model.

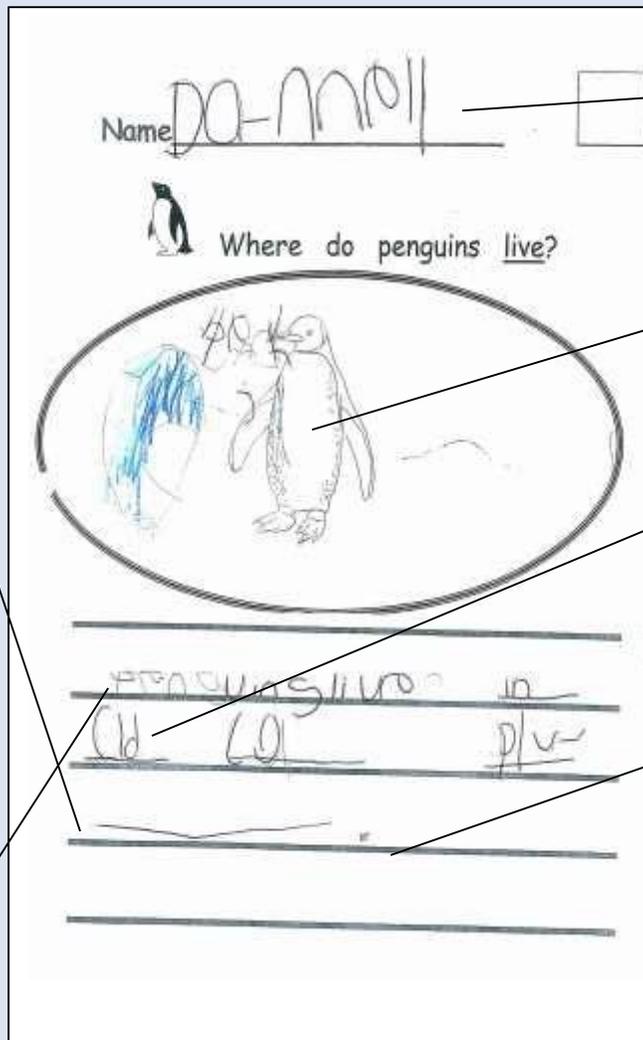
Transcript: *Where do Penguins live?*

This piece of writing shows an attempt at a response to the task, with Do-nnell using a combination of drawing and writing to convey information about penguins. This piece does not meet the standard for kindergarten.

Where do penguins live?  
penguins live in Cld Col plu-  
cold cold

Do-nnell’s writing does not meet standard because the teacher needed to draw for her (she did add to the picture). The picture has a label “beck” and this does not match his writing. The first two words were copied from the question (which shows independence). Do-nnell then became stuck. The teacher supported by having her orally rehearse what she wanted to say then helped her count the words. The teacher drew lines for the words as a support. (W.K.2)

Do-nnell has used the model provided by the teacher and begun her writing “penguins live...” (W.K.2)



Do-nnell can write her name

Do-nnell is beginning to draw as a way of planning. (W.K.2)

Do-nnell can phonetically spell words she is unsure of. She can identify most sounds. (LS.K.2.d)

Do-nnell is not yet punctuating her work. The period was put there by the teacher. (LS.K.2.b)

Do-nnell has difficulty sustaining writing independently.

heena Hervey  
(AUSSIE) for New  
City Department of  
Education

S

## Teacher Student Conversations

During the first draft:

- Teacher: Can you tell me what you want to tell the reader?
- Do-nnell: Where the penguins live
- Teacher: That will be interesting – I like the label in your diagram. Can you read what you have written so far?
- Do-nnell: penguins live
- Teacher: What do you want to say next?
- Do-nnell: in (pause) in cold cold places
- Teacher: You know how to write 'in' (teacher waits while she writes) – well done – tell me again what you are going to write next.
- Do-nnell: Penguins live in cold, cold places (counting on her fingers). Teacher draws the lines for each word and leaves Do-nnell to finish.

Do-nnell's writing rubric.

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## Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

	Level 1 Well below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
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	– writes random strings of letters	– recognizes some words in print but not yet using these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using a writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

## Where To Next

To move Do-nnell towards her next learning step, the teacher might help her focus on:

- extending ideas with some simple comments;
- getting her ideas down efficiently by using word resources around the room;
- orally rehearsing her writing to help clarify her ideas.

## This could be done by...

- ongoing class and individual discussion, prompting further detail through questioning;
- further shared reading and writing of informational texts;
- conferencing in reading and writing programs.

## Task Non-exemplar

How does this task differ from the penguin task?

Task Description:

After reading *The Playground* by Aksel Gake, The students can illustrate his or her favorite activity on the playground. The students will match label to the picture.

Standards: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

II

## *Tasks Change the Experience*



1. How does this task show students doing the thinking from the text?
2. How does this task allow students to engage in productive struggle and **rigor around literacy**?
3. How does this intentional planning cause **coherence**?
4. How does this task match the text's purpose to the depth of the standard?



## TEACH: Connecting to the TEAM Rubric

Indicators	Descriptors (Level 5- Significantly Above Expectation)
<b>Standards &amp; Objectives (Instruction)</b>	<ul style="list-style-type: none"><li>All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson.</li><li>Learning objectives are: (a) <b>consistently connected to what students have previously learned</b>, (b) know from life experiences, and (c) integrated with other disciplines.</li></ul>
<b>Instructional Plans (Planning)</b>	Instructional plans include: <ul style="list-style-type: none"><li>measurable and explicit <b>goals aligned to state content standards</b>;</li></ul>

The logo for the state of Tennessee, consisting of the letters 'TN' in white on a red square background.

[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

# The Cycle of Assessment

**Assess** : How is student learning being measured or determined for the identified learning target(s)?



# Formative Assessment

Formative Assessment (for learning)

*Formal and Informal processes teachers and students use to gather evidence for the purpose of Improving learning."*

*Difference - PURPOSE*

Summative Assessment (of learning)

*"Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness."*



## Connections to Written Expression

Writing should be an expression of understanding that synthesizes new knowledge and is incorporated into every day learning.

The goal is for the students to view writing as a way to share and express their learning.



Writing is not general skill that should be taught independent of reading.

Writing is a powerful formative and/or summative assessment.

III

## Written Expression

**Effective writing experiences** should show us the following:

- students' understanding of new knowledge;
- students' ability to synthesize new knowledge;
- students' ability to express new knowledge;
- students' mastery and misconceptions;
- struggles for groups of students;
- and, any misconceptions about the concept.

Where do you see these types of writing experiences in your school or district?



## Written Expression

When writing is an extension of reading and meaning making, how does writing become a formative assessment tool?

In using a writing sample as a formative assessment tool, the purpose would be to gather evidence to improve student learning.

What would a teacher learn from a student writing sample?



## Connecting to the TEAM Rubric (Literacy)

Indicators	Descriptors (Level 5- Significantly Above Expectation)
<b>Assessment (Planning)</b>	Assessment Plans: <ul style="list-style-type: none"> <li>• are <b>aligned</b> with state content standards;</li> <li>• have clear measurement criteria;</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require extended <b>written tasks</b>;</li> </ul>
<b>Student Work (Planning)</b>	Assignments require students to: <ul style="list-style-type: none"> <li>• <b>organize, interpret, analyze, synthesize, and evaluate</b> information rather than reproduce it;</li> <li>• draw conclusions, make generalizations, and <b>produce arguments that are supported through extended writing</b>; and</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>



[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

# The Cycle of Assessment

Assess: H

**Analyze :** How is the information from assessments being analyzed?



II

# Types of Analyses

## Specific Analysis

What does the student work show that the students know?

What does the student work show that the students do not know?

What are the students thinking?

What gaps exist in the students' thinking?

What are the implications of this work for instruction?

## Global Analysis

How well did my class do as a whole?

What are the strengths and weaknesses in the standards?

Who are strong and weak students?

What do our TVAAS reports say about our students?

Who should be in tier 2 or tier 3 intervention?



II

## Bridge to Practice

- When you walk the hallways of your building, what does student work look like?
- What kinds of writing tasks are occurring?
- We asked you to bring five samples of student work.
- Let's look at your student work.

Let's look at work samples that are deeply analyzed.



# .Bridge to Practice Work Samples

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about an animal she was an expert on. This piece is above the standard for kindergarten that Sophie used to develop facts to write on penguins and then used the text to find further information such as the uses of **enough**.

Cool Facts  
 penguins could surf in  
 their bellies and in their  
 feet to land. Penguins  
 have big eyes to see under  
 water.  
 What penguins eat  
 Penguins eat fish, squid  
 and shellfish. Penguins eat  
 kelp too.

Sophie gives her writing a  
 topic. She exceeds the  
 standard in that she organizes  
 her writing under headings.  
 (W.K.2)

Sophie can phonetically spell  
 words she is unsure of and  
 she has a visual knowledge of  
 spelling patterns. (L.S.K.2.c)

Sophie exceeds the standards  
 in that she has picked up on  
 the pattern of language from  
 non-fiction texts and is writing  
 in the present tense. She is  
 able to distance herself as a  
 writer. (W.K.2, L.S.K.1)

cool Facts

Penguins could surf  
 in their bellies and in  
 their feet to land.  
 Penguins have big eyes  
 to see under water.

What penguins eat

Penguins eat fish  
 squid and shellfish.  
 Penguins eat kelp too.

Sophie includes more  
 than one idea in her  
 piece without teacher  
 support. (W.K.2)

Sophie draws as a  
 way of planning for  
 writing. (W.K.2)

Sophie is beginning  
 to use more complex  
 sentence structures.  
 (W.K.2)

Adds detail to provide  
 more information for  
 the reader. (W.K.2)

Sophie exceeds the  
 standard in that she  
 extends her writing  
 over a number of  
 pages and grouping  
 ideas under  
 headings. (W.K.2)



# Bridge to Practice Work Samples

This piece of writing shows a clear response to the task, with Jose using a combination of drawings and writing to convey information about penguins. This piece meets the standard for kindergarten.

1. write about penguins look like.

PC19U, n> h1, L Jn.1  
 "Feet" Rlpr .am! eye.,

2. write about penguins live in.

P tns love in the colJ  
 ICC Jn.1 the ice WJter.1

3. write about penguins do/ don't.

Pen, juls anot Ay.  
 per19u1ns wJ<le on the fa.

4. write about penguins eat.

Pci1ns lol.e (isl, and sl..cl.

Name: JOSE 1

 What do penguins look like?



penguins have  
~~beak~~ and ~~we feet~~  
 and FLAP and  
 eyes.

Jose ~~was~~ writes over a number of days. Pr 1 o 1 (WK.2)

Jose draws a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as "beak", "feet", "flap". (WK.2)

Jose unphonetically spell words he is unsure of. He identifies some dominant sounds. (W.K.2)

Jose self-corrects "and" to "in". In - ion MCO (WK.2)

Jose attempts to use punctuation, but tends to omit it. (WK.2, LS K2.b)



# Bridge to Practice Work Samples

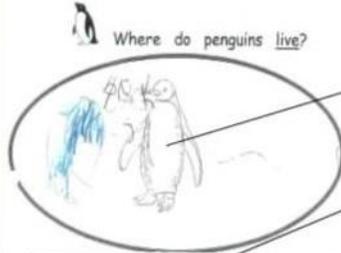
**Transcript: Where do Penguins live?**

This piece of work shows an attempt to complete the task with Do-Mel through a combination of drawing and writing to inform about penguins. This piece does not meet the standard for knowledge, grammar

Wknedo sJ\~d  
pcf)Ul>S lhc to dJCOl ptu-  
a,lda>ld

Name Do-Mel \_\_\_\_\_ her

needed to  
Oo-mer, writing donnoc  
...i" 11 becauletne  
her (the did lld<|O tho  
pleture). The pk. lIn nua  
...beck" and this does noc  
mak:11Ns Writing .The fi... iv.o  
quest>OO (whi show  
Indoepodnce). Oc>mol then  
became stuck. The teacher  
S<JPped by having her «flr  
try then help her untw .  
the words - - - -  
(W.K.2)



Do-Mel is beginning to draw as a way of planning. (W.K.2)

Do-Mel can phonetically spell words she is unsure of. She can identify sounds. (L.S.K.2.d)

Do-Mel is not yet producing her writing. The period was a free write by the teacher (L.S.K.2-b)

Do-Mel has used the model provided by the teacher and begun her writing "penguins live..." (W.K.2)

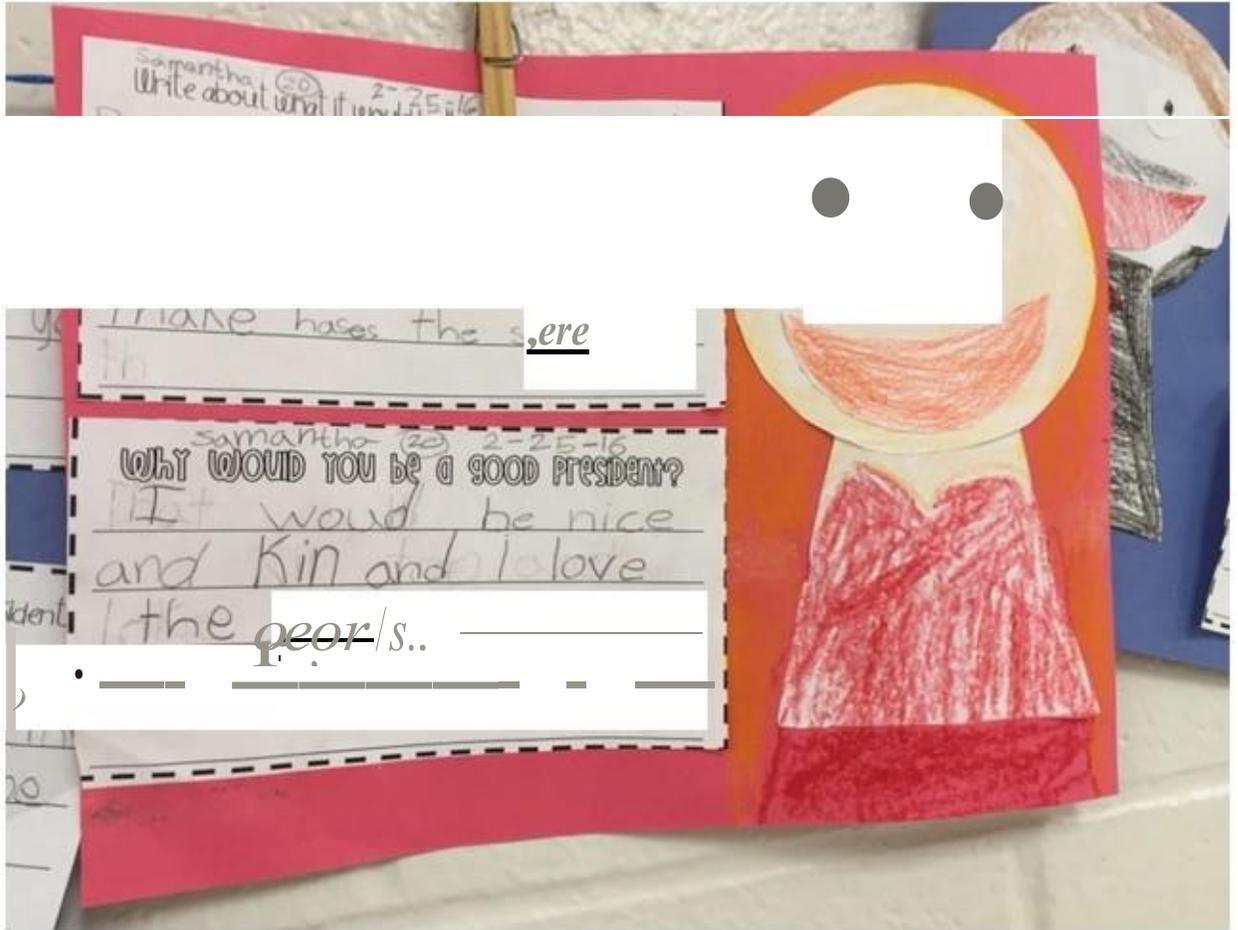
Do-Mel has difficulty sustaining writing independently.



## ***Bridge to Practice Discussion***

1. Are your work samples tied to standards?
1. How can the writing samples you have be used as a formative assessment?
2. What do the writing samples tell you about students?
3. What do they not tell you about students can do?

II



Samantha (20) 2-25-16  
Write about what if you were

make hases the s.ere  
th

samantha (20) 2-25-16  
WHY WOULD YOU BE A GOOD PRESIDENT?

It would be nice  
and kin and I love  
the peop/s..

n;ime

Would you live for ht-the fa:t-to c.o Me  
over to fo ur house to pla, o11a. ra.illf da.1?

j. .ct... Lil1 --inc

tn- fhc f.ttv vto .. come, ..

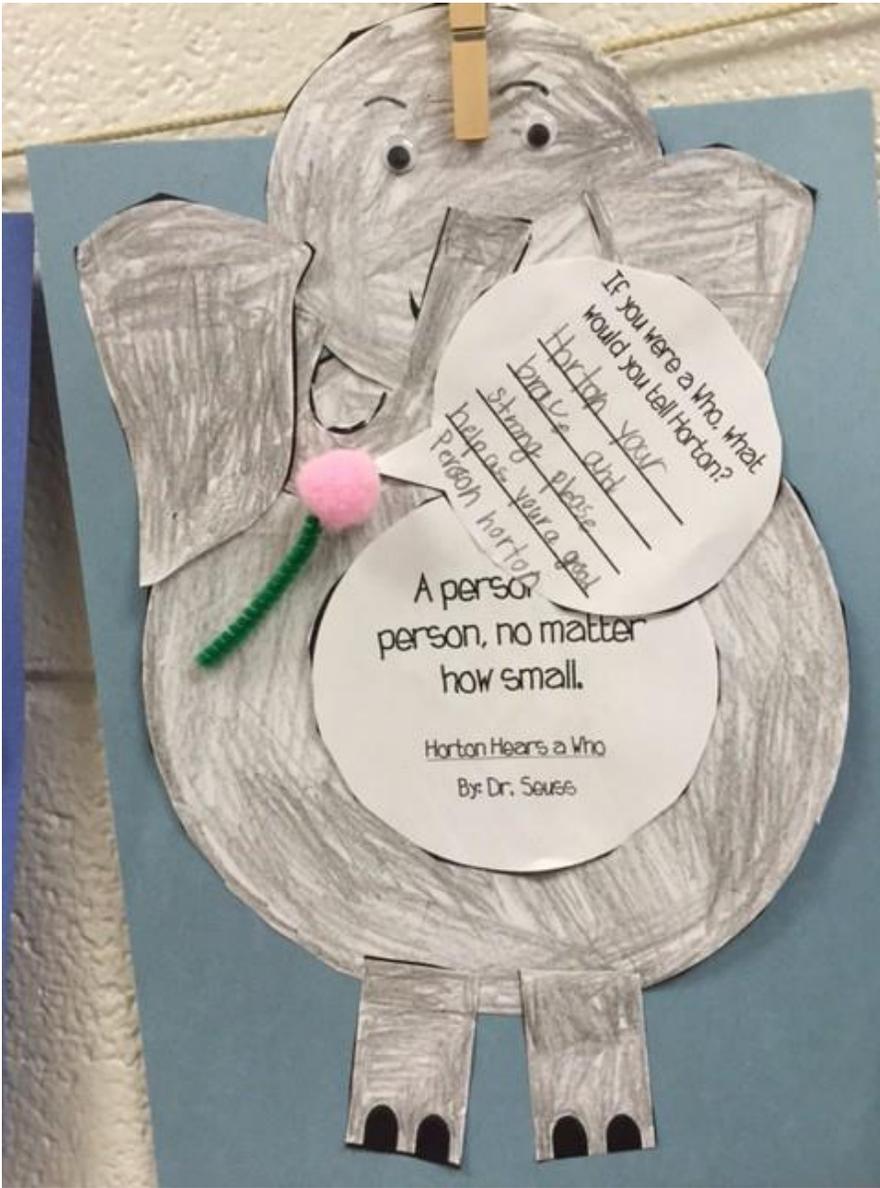
ffe v/ , une a ness.

!..6j@ 1- qld -[ vilit

a mes & Jg a baa . . . . . ca.

the do na the hat Re cqf





If you were a who, what would you tell Horton?  
Horton your  
brain and  
strength please  
Please you a goal  
Person Horton

A person  
person, no matter  
how small.

Horton Hears a Who  
By: Dr. Seuss

## ***ANALYZE:* Connecting to the TEAM Rubric (Literacy)**

Indicators	Descriptors (Level 5- Significantly Above Expectation)
<b>Assessment (Planning)</b>	Assessment Plans: <ul style="list-style-type: none"> <li>• are <b>aligned</b> with state content standards;</li> <li>• have clear measurement criteria;</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require extended <b>written tasks</b>;</li> </ul>
<b>Student Work (Planning)</b>	Assignments require students to: <ul style="list-style-type: none"> <li>• <b>organize, interpret, analyze, synthesize, and evaluate</b> information rather than reproduce it;</li> <li>• draw conclusions, make generalizations, and <b>produce arguments that are supported through extended writing</b>; and</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>



[TEAM Administrator Rubric](#)

[TEAM General Educator Rubric](#)

# The Cycle of Assessment



Analyze

**Action:** What actions or changes are taking place based on the findings of that analysis?

II

## Scaffolding

The term *scaffold*, as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts."

Guided Instruction-Fisher and Frey, 2010

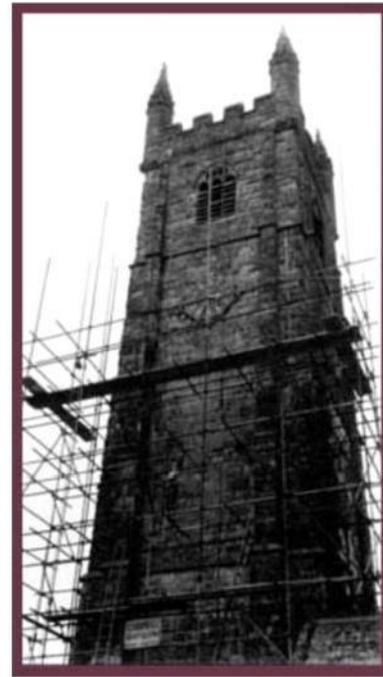


Image retrieved from <http://serc.corticon.edu/detolls/images/765.html>

# II

# Effective Use of the Gradual Release of Responsibility Model

By

**Dr. Douglas Fisher**

*Professor of Language and Literacy Education  
San Diego State University*

Evidence on effective instruction is accumulating at an amazing rate. We know that all learners need purposeful instruction in reading skills and strategies, motivation to read, access to a wide variety of texts, and authentic opportunities to read and write both inside and outside of school (Farstrup & Samuels, 2002; Fink & Samuels, 2008). We also know that students need to develop their expertise in all aspects of reading and writing, including oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension (Frey & Fisher, 2006). And we also know that the skills of the teacher, and how the teacher uses valuable instructional time, matters.

This evidence on effective literacy teaching, which includes small group instruction, differentiation, and a response to intervention, presents a challenge for many teachers and schools. Clearly, whole-class instruction will not work to improve the literacy achievement of our children. To be effective, teachers have engaged students in purposeful instruction designed to meet the needs of individual and smaller groups of students.



## The Gradual Release of Responsibility Model

A common way that teachers can do this is to use a gradual release of responsibility model (Pearson & Gallagher, 1983). The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). This gradual release

may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility “... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005).

The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

## Components of the Gradual Release of Responsibility Model

As delineated in the visual representation in Figure 1 (Fisher & Frey, 2008), there are four interactive (or interrelated) components of a gradual release of responsibility model:

- **Focus Lessons.** This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers and opportunity to build and/or activate background knowledge.

- **Guided Instruction.** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

- **Collaborative Learning.** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation.

- **Independent work.** As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

## How is the Gradual Release of Responsibility Used?

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.

Implementing the gradual release of responsibility model requires time. Instructional planning can consume hours of a teacher's time. As teachers, we have to plan for a diverse group of learners, students learning English, students who find reading easy and those who struggle, and students who need strategic intervention to be successful. As part of a gradual

release of responsibility model, curriculum must be vertically aligned. Our students do not have time to waste on skills and strategies they have already mastered. Similarly, without strong vertical alignment as part of the gradual release of responsibility model, skills can be missed.

## What is vertical alignment?

Vertical alignment is both a process and an outcome, the result of which is a comprehensive curriculum that provides learners with a coherent sequence of content. Vertical alignment ensures that content standards and reading skills and strategies are introduced, reinforced, and assessed. Vertical alignment guarantees

**“As part of a gradual release of responsibility model, curriculum must be vertically aligned.”**

that instruction is targeted on the intersection between student needs and content standards. In curricula with strong vertical alignment, content redundancy is reduced and the curriculum is rigorous and challenging.

### Why is vertical alignment important?

First and foremost, strong vertical alignment accommodates a wide variety of developmental levels and is designed to increase the intellectual, personal, physical, social, and career development of all students. Vertical alignment allows teachers increased precision in their teaching because they are not teaching content that is covered elsewhere or that students have mastered previously. Vertical alignment also ensures that specific content standards are not entirely missed as a teacher at one grade assumes someone else focused on that content.

### Conclusion

With strong vertical alignment and purposeful instruction, students learn. While there are many reasons that children struggle with reading and writing, there are not endless numbers of solutions. Students who find literacy tasks difficult deserve increased attention from their teachers, quality reading materials, and authentic opportunities to read and write. If we provide them with these essentials, we can expect great things. If we do not, we cannot expect students to know themselves or their world.

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**Teacher Responsibility**

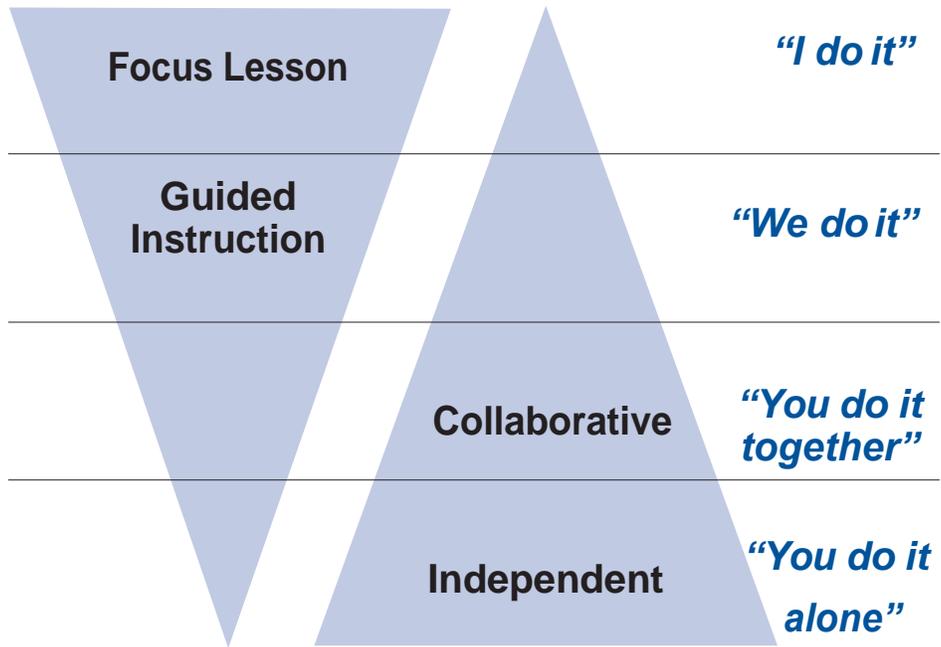


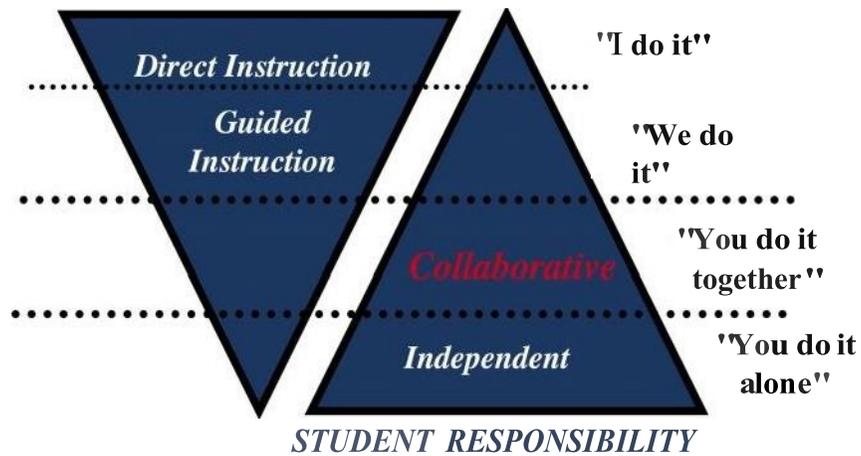
Figure 1

# Effective components of Scaffolding

## A Model for Success for All Students

### 'Gradual Release of Responsibility'

TEACHER RESPONSIBILITY



Fisher, O., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.



## Discussion

- When did "I do" occur?
- When did "we do" occur?
- When did "you do it together" occur?
- When did "you do it independently" happen?



II

# Debrief

How does *Gradual Release of Responsibility* fit into effective reading practices

| Read About It

| Think About It

| Talk About It

| Write About It



II

## Areas for Leader Actions



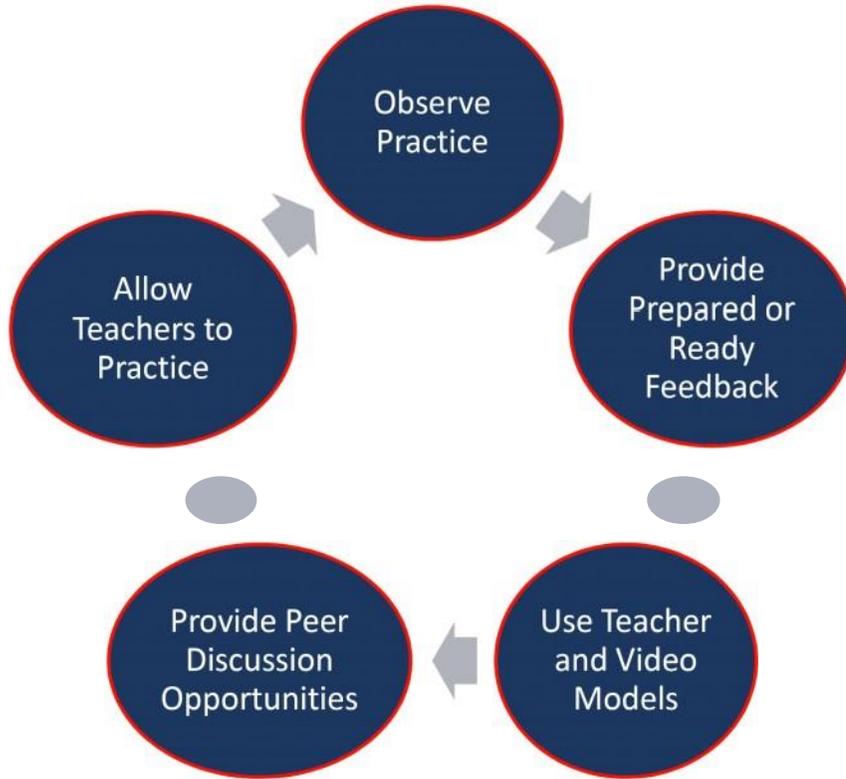
II

## How do you build teacher capacity?

**Teacher knowledge and practice are critical.** Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.



# *Building Teacher Capacity*



# Teacher Partnerships

- Teacher partnerships provided **job embedded, collaborative professional learning** focused on a specific topic.
- Partners **work collaboratively during regular times** to strengthen practice.
- Teacher partnerships build capacity and **create a culture of learning** throughout the school.



Image retrieved from  
<https://gpaenews.wordpress.com/category/gpoeo-news/page/2/>



# Leaders Build Teacher Capacity

Students need access to highly effective teachers.

Students who had highly effective teachers were **far more likely** to advance to a higher achievement level than students who did not.

Lower achieving students are **significantly less likely** to be placed in the classrooms of our highest rated teachers.



Leaders  
Actions

Support  
Teachers

to Ensure  
Student  
Readiness

III

# Teacher Partnerships

"My partner and I both have different strengths. We can both learn more from each other."

"I thought it would be a good way to learn from another educator."

## Teacher Partnership Feedback

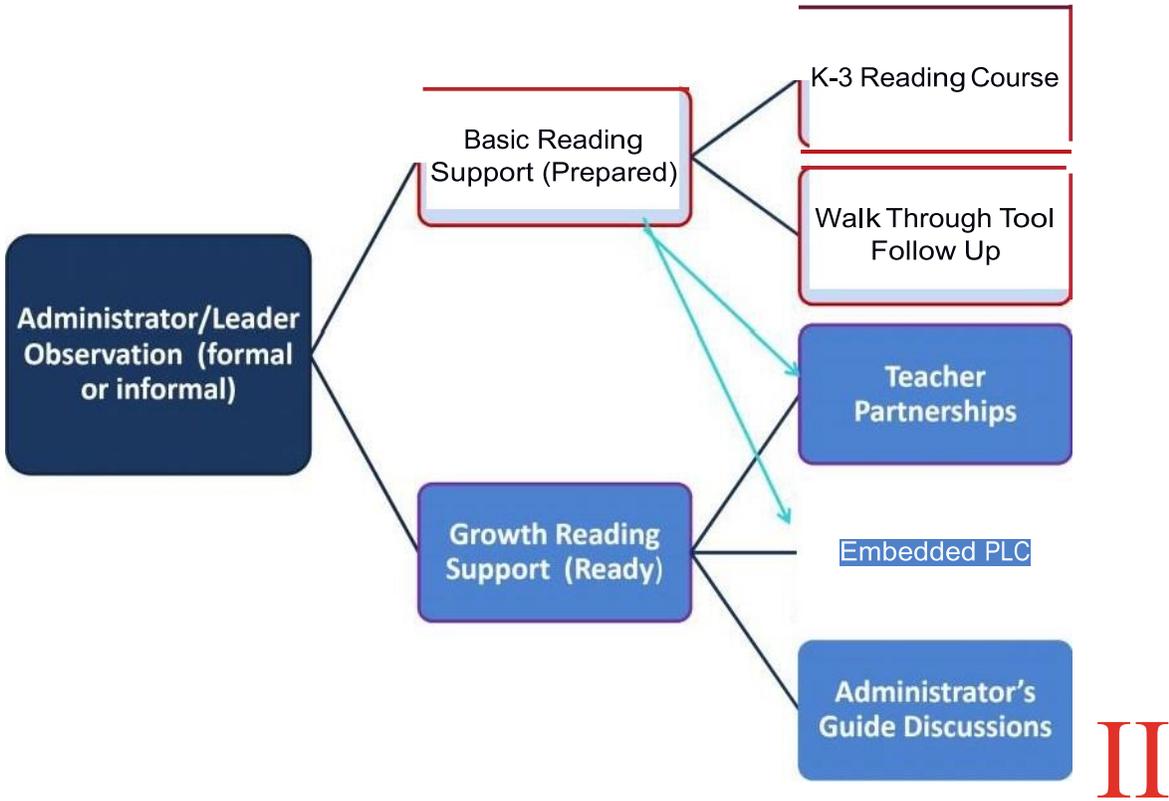
"I could already see improvement. We were very intentional about what we are doing... It's not necessarily what you wrote on your lesson plan, it's the impact that it had on your children."

"...that teacher-to-teacher [format] was just outstanding. I think she just really valued, and appreciated the teacher coming in. As an administrator, I can talk it... I can give you some strategies, I can tell you, but I think with it actually coming from a classroom teacher who's actually doing it day-to-day it

just had a lot of value."

III

# Supporting Teacher Growth



# K-3 Walkthrough Tool-See your **CORE** office.

Direct Instruction (Large and/or Small Group)	Observed	Not Observed
Comprehensive instruction is based on Tennessee Academic Standards		
The Foundational Skills Standards are not taught in isolation; there is application of the skill to connected text and dictation (spelling/encoding)		
Correctly produces and models consonant/vowel phonemes and other phonology skills		
A multi-sensory approach is used, which may include the use of manipulatives		
Instruction is explicit, differentiated, and includes scaffolds as needed during large and small group instruction		
Evidence exists that reading routines and procedures are familiar to the students		
Deliberately fosters oral language and content-specific vocabulary as a foundational skill for reading/writing		



[To reach our to your CORE Offices, click here.](#)

## Informal Walk through Guide for Participants in the K 3 Reading Course

*This guide aims to provide concrete examples of what the Tennessee Academic Standards for English Language Arts in grades K--3 look like in daily planning and practice. It is designed to reflect the structure and learning from the K--3 Reading Course. Please note that it is not expected that all of these components of standards-aligned instruction would be observable during a brief walk-through. For each element, check the box as appropriate.*

***This tool is not designed for use in evaluation.***

**Date:**

**Teacher:**

**Grade/Class:**

**Time:**

**Text Used:**

**Lesson Focus:**

**Observer:**

Direct Instruction Large and/or Small Group)	Observed	Not Observed
Comprehensive instruction is based on Tennessee Academic Standards		
The Foundational Skills Standards are not taught in isolation; there is application of the skill to connected text and dictation (spelling/encoding)		
Correctly produces and models consonant/vowel phonemes and other phonology skills		
A multi sensory approach is used, which may include the use of manipulatives		
Instruction is explicit, differentiated, and includes scaffolds as needed during large and small group instruction		
Evidence exists that reading routines and procedures are familiar to the students		
Deliberately fosters oral language and content specific vocabulary as a foundational skill for reading/writing		
Analyzes and corrects speaking, reading, and spelling errors in English orthography		
Guides students through text; asks text dependent questions; directs students to evidence in the text as meaning is constructed		
Majority of instructional time is spent listening to, reading, and responding to texts selected to advance reading skills		
Teacher uses a lesson framework (such as the Integrated Reading Lesson framework from the Reading Course) to plan instruction		
Notes:		

<b>Small Group Literacy Instruction</b>	<b>Observed</b>	<b>Not Observed</b>
Assessments (either formal or informal) are used to determine small groups		
There is evidence of regular instructional adjustment based on ongoing assessment		
Small group instruction includes explicit and systematic teaching of the Foundational Skills (print concepts, phonemic awareness, phonics, fluency)		
Evidence that the end goal of reading is to make meaning (comprehension)		
Vocabulary and oral language development is an essential component/element		
Writing is done in response to the reading/instruction		
Technology is utilized		
Notes:		

<b>Classroom Environment</b>	<b>Observed</b>	<b>Not Observed</b>
Efficient transition from large group instruction to small group instruction		
Classroom arrangement allows for whole group and small group instruction		
Most students are authentically engaged		
Corrective feedback is given		
Oral language development is supported through conversation, rich vocabulary, use of read alouds, etc.		
Notes:		

*Notes and thoughts for reflection:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Administrator Partnership

Skills	Level of Practice	Model	Feedback	Partnership
Read About It				
Think About It				
Talk About It				
Write About It				

II

## Administrator’s Guide to Effective Literacy Instruction Practices

*This guide is intended for use with effective prepared literacy teachers and provides concrete examples of effective literacy instruction. It is intended to help administrators partner teachers in building literacy practices throughout the building. This guide can assist administration and instructional coaches in identifying peer models, exemplar classroom, and feedback guidance. If a teacher attends the reading course, **begin feedback practices with the K-2 Walk Through Tool and use this document as appropriate.***

Reading Instructional Practices include:	Level of Practice	Use as an Exemplar/ Model for others	Provide Feedback and peer observation	Encourage Partnership
<b>Read about it</b>				
<ul style="list-style-type: none"> <li>Use of <b>read louds</b> to model language and vocabulary, to build knowledge and develop critical thinking skills, and to provide opportunities for students to grapple with the structure and meanings of more complex texts (use of productive struggle and scaffolding)</li> </ul>				
<ul style="list-style-type: none"> <li>Use of on grade level texts through <b>shared and interactive</b> reading apply foundational skills, develop reading fluency, and build comprehension. Provide multiple opportunities to practice rereading familiar text at the <b>right level of difficulty</b>.</li> </ul>				
<b>Think about It</b>				
<ul style="list-style-type: none"> <li>Utilizes text dependent questions during interactive read alouds to engage students in thinking activities with text.</li> </ul>				
<ul style="list-style-type: none"> <li>Provides opportunities to grapple (<b>use of productive struggle</b>) with more complex text and provides <b>scaffolds</b> to support readers Interactive Read Aloud/Shared Reading.</li> </ul>				
<ul style="list-style-type: none"> <li>Literacy instruction provides <b>scaffolds</b> for support w/ <b>gradual release</b> to independent work.</li> </ul>				
<b>Talk About It</b>				
<ul style="list-style-type: none"> <li>Tailored <b>instructional feedback</b> focusing on the learning target is provided throughout lesson to all students.</li> </ul>				
<ul style="list-style-type: none"> <li>Listening, speaking, reading, and writing are integrated throughout literacy instruction, <b>not taught</b> in <b>isolated</b> sections of a lesson.</li> </ul>				
<ul style="list-style-type: none"> <li>Provides opportunities daily to practice responding to texts through speaking and discussion.</li> </ul>				
<b>Write About it</b>				
<ul style="list-style-type: none"> <li>Provides opportunities daily to practice responding to text through written expression.</li> </ul>				
<ul style="list-style-type: none"> <li>Use oral discussions and writing to synthesize new knowledge gained from reading.</li> </ul>				

## Next Steps and Reflection

- What are the biggest actions you need to take to move classroom practice forward?
- What does a leader still want to know about literacy practices? What are ways a you can get that knowledge?
- How do model classrooms help you and your teachers develop these skills?
- How do you create actionable change in your building?



