Protocol for Intensified Instruction

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ECI 543

Introduction: This lesson protocol is designed for students who are struggling with both reading confidence as well as making meaning and comprehension within a given reading text. The following protocol will give students 45 min to work on their comprehension skills through a series of activities that also allow the teacher to scaffold moments of book choice and internal inquiry as well as reading stamina and prosidy to allow for reading confidence. The aspects of this protocol utilize research from Fountas, Pinnell, Amendum, and Words Their Way. The lesson also incorporates student questioning and research within the written portion of the protocol as well as the text selection. *During week 1* students will select a driving question or inquiry that will guide both teacher and student selection of teaching texts and personal texts. The teacher and student should brainstorm topics of interest for the student and the teacher should help the student develop a question that they will stay interested in and that they can read about for multiple teaching session. The teacher will provide a lotus where the student will record the inquiry question in the center. This lotus will be used to record new learning in the weeks to come. The lotus is meant to drive the instruction in that students can record any new learning about their inquiry topic during the weeks ahead. It is not a formal process, and can change and mold into what the student sees fit. The inquiry question will be used to guide not only the texts chosen, but also the writing that occurs toward the end of the lesson. The teacher will pair student need with inquiry need to prepare the lesson provided. The student will respond to his inquiry weekly on a lotus where he will gather his thinking and learning. Through student choice of guiding inquiry topic, the student student is able to drive overall content while the teacher is still able to use assessment (both formal and informal) to drive need and weekly instruction.

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| Lesson Component | Detailed Description |
| Fluency  3-5 min | Students will complete a repeated oral reading where they will read a teacher selected poem or short excerpt to open the lesson weekly. The student will focus not on speed, but on prosody, phrasing, and understanding within the pace of the text (Fountas, 2012). The teacher will record the student’s reading and play it back for a quick listen and self-assessment: Did I read the words correctly? Did I read like a robot? Did I notice punctuation? Did I read not to fast and not too slow for this text? The student, once they have finished self assessing, will set a goal for the next reading. The student will read the same text for 1 month of meeting, repeating the text 8 times before retiring it and having a new short text or poem. |
| Introduction of Text and Teaching Points  5 min | The student should be given a text that is of instructional level and provides opportunity for specific teaching points needed. The text should be one that the student sees as a real story with complex vocabulary (Pinnell, 1990). The text should also be a text that relates to the student’s original inquiry question developed during week one of the instructional setting. Before reading, the student should take out his inquiry lotus and review his driving inquiry question. While reading, this question should drive learning and the teacher should discuss how the inquiry question drove text selection. Once the teacher has given the text to the student, the teacher should VERY CLEARLY state the goals for the lesson of the day. “By the end of our lesson today you and I will be able to \_\_\_\_\_\_\_.” The student should then be given the opportunity to preview the text. Depending on the text, the teacher can allow the student to preview the text in its entirety, or preview specific parts of the text. While previewing, the teacher should be pointing out key vocabulary as well as key parts in the pictures that the student needs to pay special attention to (Pinnell, 1990). This is also a time for the student to record questions they have about the text and about their inquiry topic relating to the text in the inquiry lotus. |
| Explicit Teaching and shared reading  5 minutes | The teacher will have already introduced the text and teaching points, but at this stage in the lesson the teacher will teach and model explicitly based on student need and data. The teacher should look at the student’s informal running record from the week before along with formal data collected during initial assessments from student needs. This explicit teaching should include comprehension support and strategies (Amendum, 2013).  The teacher will take the comprehension strategy taught during the explicit teaching portion and participate in a shared reading utilizing that strategy. The teacher will read a short portion of the text aloud, modeling the strategy so students can see what the strategy looks like within a text. The teacher will also model thinking about the inquiry question and recording thinking in the inquiry lotus. |
| Independent Reading of Text  10 minutes | This activity involves solving words, monitoring and correcting, searching for and using information, summarizing information in a way that the reader can remember it, adjusting reading for different purposes and genres, and sustaining fluency (Fountas, 2012). The teacher will allow students to read the chosen text independently, listening to the reading being done. This is the time when the teacher helps the student apply the taught strategy independently, correcting mistakes and noting areas of teaching for future lessons. This is also a time for an informal running record. Because the student is reading a text relating to his or her question, the student will also use this time to record and think about how this text answers his or her inquiry question. |
| Respond in Writing  5 minutes | After reading the student will respond to his reading via a comprehension question that involves reflecting on the text as well as returning for the text for support. The inquiry question will be used to guide the writing that occurs toward the end of the lesson. The teacher will pair student need with inquiry need to prepare the question to respond to. For example if the student needs to work on retelling and their inquiry question was surrounding the way cars work the teacher may create a question that asks the student to summarize “Based on the text, how do cars run?” This type of question allows new skill review to pair with natural, student driven inquiry. |
| Word Work  5 minutes | Word work will be based on words their way lessons and words surrounding these lessons. The teacher will plan to work on sorting as well as spelling words and noticing patterns within specific word sorts. Students will also be asked to find specific word patterns in their texts, poems, and articles. \*\*Type of sorting and spelling will be dependent on student’s Words Their Way evaluation (Bear, 2000). |
| Independent Choice Reading with Conferring  10 minutes  Fontas 271 | The teacher will allow the student 10-15 minutes of independent reading time in a book of choice on their independent reading level. From time to time, the teacher will need to model choosing books on this level, however this time is reserved for the students reading of books of his or her interest and choice (Fountas, 2012). This book of choice can be related to the student’s inquiry question (and hopefully the student will be so interested they will choose books related to the topic) but if this is the student’s choice reading time so the book is of his choice. The teacher listens to the student read and confers with the student during this time, discussing what this student is thinking, what strategies the student is using, questions the student is independently asking, and predictions the student is making. This is also a time for the teacher to model natural comprehension as the student is reading aloud. The teacher should be making notes as to the students natural think alouds for further teaching purposes.  At the end of the conferring session the teacher and student should check in about the inquiry question being evaluated. The student should give feedback as to what types of texts they still need, what they have learned so far, and whether the inquiry needs to continue or whether a new question should be developed. |

Works Cited

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