

BEING A READER™ ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL

About This Tool

This tool can be used by teachers for self-reflection and by school leaders and instructional coaches to identify areas of implementation and professional learning support.

The “Elements of Effective Implementation Reflection Tool” is organized into the *Being a Reader* instructional strands.

Protocols for Use

The protocols below offer ways to use this tool at your school site.

INDIVIDUAL TEACHER SELF-REFLECTION PROTOCOL

The teacher self-reflection protocol outlined below can be used at grade-level team meetings.

- Prior to meeting, ask the teachers to each bring their grade-level *Teacher’s Manuals*, one *Small-group Teacher’s Manual*, and their *Assessment Resource Book*.
- Determine which strand(s) of *Being a Reader* teachers will consider for self-reflection:
 - Shared Reading (K–1)
 - Handwriting (K–1)
 - Independent Work (K–2)
 - Word Study (2)
 - Small-group Reading (K–2)
- Invite the teachers to spend a few minutes reviewing previous instruction in the determined strand. Encourage the teachers to think about what they noticed during these lessons. Ask questions to support the teachers as they reflect, such as:
 - Q *How did your students respond to this instruction?*
 - Q *What evidence did you have that the lesson goals were met?*
 - Q *Which supports from the Teacher’s Manual were helpful for you as you were planning for these lessons?*
- Allow time for the teachers to share their thinking with a partner.

- Distribute a copy of the “*Being a Reader* Elements of Effective Implementation Reflection Tool” to each teacher and allow time for the teachers to review it.
 - Let the teachers know that this is a self-reflection tool that can be used to provide common language around the instruction in each *Being a Reader* strand.
- Invite the teachers to identify areas where they feel confident/strong. They might mark these with a plus (+) sign. Also ask them to identify areas where they would like to develop/grow, and encourage them to mark these with a delta (Δ) sign. Let them know that it is not necessary to put a symbol on every line, and in fact research suggests that it is most helpful for them to only pick a few areas that they would like to focus on at this time.
- Ask the teachers, “What are the implications of your reflections today for your planning and teaching?” Allow time for the teachers to talk and to ask questions that they may have about the program.
- Let the teachers know that they can continue to use this tool both individually and as a team as they reflect upon their instruction.

WALKTHROUGHS/INSTRUCTIONAL ROUNDS PROTOCOL FOR LEADERS AND COACHES

- Prior to observing in classrooms, determine which strand of *Being a Reader* you might observe. Note which section of the tool you will use to record your notes:
 - Shared Reading (K–1)
 - Handwriting (K–1)
 - Independent Work (K–2)
 - Word Study (2)
 - Small-group Reading (K–2)
- Prior to observing, ask the teacher(s) to identify the week and day of instruction that you will observe during the walkthroughs.
- Access the *Digital Teacher’s Sets* on the CCC Learning Hub (ccclearninghub.org) for the grade levels you will be observing. Then locate the lessons or activities you will observe in each classroom.
- When taking notes during the observation, you might indicate the amount of time a teacher spends on an aspect of the lesson or indicate whether you observed a certain descriptor in the “Observed” column. In addition, make note of any observations or wonderings that you may have in the “Notes” section.

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SHARED READING STRAND (GRADES K-1)

Name of Teacher: _____ Date: _____

Lesson (Week, Day): _____

In an effective implementation of *Being a Reader*, the teacher:

- Creates an atmosphere that supports reading instruction (e.g., displays charts from lessons as directed, provides access to many texts of different genres at varying levels for independent reading, displays big books and/or poems for student accessibility during and after the lesson, maintains a student-friendly word wall, etc.).
- Plans, prepares, and teaches all strands of *Being a Reader*.
 - **K-1:** Shared Reading, Handwriting, Small-group Reading, and Independent Work
 - **Grade 2:** Word Study, Small-group Reading, and Independent Work
- Uses program features (e.g., Teacher Notes, Assessment Notes, ELL Support, Special Considerations) to differentiate instruction to meet the needs of individual students and the class. Uses resources from the CCC Learning Hub to support instruction.

Shared Reading

During Shared Reading, the teacher reads and rereads selected enlarged text with the whole class, modeling effective reading behaviors and strategies.

- **Day 1:** The teacher introduces the text, reads it aloud, and leads a class discussion about the text. Then the teacher rereads the text and invites the students to join in as they are able.
- **Days 2 and 3:** The teacher rereads the text from Day 1 and draws the students' attention to various aspects of the text. The students engage in various reading activities related to the text.

(continues)

During Shared Reading Instruction, the teacher:	Observed	Notes
Prepares the big book or poetry chart prior to the lesson		
Gathers the students closely for instruction		
Introduces the purpose of the lesson		
Explains why the students will do something and how it will help them as readers		
Asks the questions in the lessons as written		
Uses cooperative structures as suggested in the lessons		
Observes cooperative structures and intervenes when students have difficulty		
Paces the lesson to maintain student interest and engagement		
Asks the students to reflect on what they learned and how they interacted		
Encourages the students to think about and discuss any problems they had when working with their partners		
Invites the students to “join in” the reading on Day 1		
Invites the students to “join in” the reading activities as outlined on Day 2 or 3 (e.g., choral reading, echo reading, identifying high-frequency words, exploring letter-sound relationships, pattern, and rhyme, etc.)		
Increases comprehension and engagement using embedded supports such as: <ul style="list-style-type: none"> ▪ Hand motions (when applicable) ▪ Suggested vocabulary ▪ Suggested ELL support 		

(continues)

(continued)

During Shared Reading lessons, the students:	Observed	Notes
Join in the reading on Day 1 when able		
Engage in the reading activities on Day 2 or 3 (e.g., choral reading, echo reading, identifying high-frequency words, exploring letter-sound relationships, pattern, and rhyme, etc.)		
Engage with partners during “Turn to Your Partner” and/or “Think, Pair, Share”		
Take responsibility for their learning and behavior		

(continues)

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL HANDWRITING STRAND (GRADES K-1)

Name of Teacher: _____ Date: _____

Lesson (Week): _____

In an effective implementation of *Being a Reader*, the teacher:

- Creates an atmosphere that supports reading instruction (e.g., displays charts from lessons as directed, provides access to many texts of different genres at varying levels for independent reading, displays big books and/or poems for student accessibility during and after the lesson, maintains a student-friendly word wall, etc.)
- Plans, prepares, and teaches all strands of *Being a Reader*:
 - **K-1:** Shared Reading, Handwriting, Small-group Reading, and Independent Work
 - **Grade 2:** Word Study, Small-group Reading, and Independent Work
- Uses program features (e.g., Teacher Notes, Assessment Notes, ELL Support, Special Considerations) to differentiate instruction to meet the needs of individual students and the class. Uses resources from the CCC Learning Hub to support instruction.

Handwriting

- At first, handwriting instruction focuses on hand and finger strengthening, pencil grip, posture, and paper placement. Once Independent Work rotations begin (around Week 8 in grade K and Week 5 in grade 1), instruction shifts to letter formation.

During Handwriting instruction, the teacher:	Observed	Notes
Engages the students in hand and finger strengthening, pencil grip, posture, and paper placement in the early weeks		
Introduces the letters by modeling air writing and modeling writing on the wipe-off board		
Describes and models stroke sequence		
During Handwriting instruction, the students:	Observed	Notes
Use correct stroke sequence to form letters and use appropriate pencil grip, good posture, and proper paper placement		

(continues)

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL WORD STUDY STRAND (GRADE 2)

Name of Teacher: _____ Date: _____

Lesson (Week, Day): _____

In an effective implementation of *Being a Reader*, the teacher:

- Creates an atmosphere that supports reading instruction (e.g., displays charts from lessons as directed, provides access to many texts of different genres at varying levels for independent reading, displays big books and/or poems for student accessibility during and after the lesson, maintains a student-friendly word wall, etc.)
- Plans, prepares, and teaches all strands of *Being a Reader*:
 - **K-1:** Shared Reading, Handwriting, Small-Group Reading, and Independent Work
 - **Grade 2:** Word Study, Small-Group Reading, and Independent Work
- Uses program features (e.g., Teacher Notes, Assessment Notes, ELL Support, Special Considerations) to differentiate instruction to meet the needs of individual students and the class. Uses resources from the CCC Learning Hub to support instruction.

Word Study

Word Study instruction focuses on developing strategies needed to decode polysyllabic words.

- Weeks 1–8 provide opportunities to review and solidify complex-vowel spelling patterns.
- Weeks 9–10 provide instruction on inflectional endings *-ed* and *-ing*.
- Weeks 11–12 focus on alphabetizing.
- Weeks 13+ are devoted to syllabication instruction and common affixes.

(continues)

During Shared Reading instruction, the teacher:	Observed	Notes
Prepares materials as needed for the lesson		
Gathers the students closely for explicit instruction		
Reviews the previous lesson and connects it to today's lesson		
Introduces the purpose of the lesson		
Explains why the students will do something and how it will help them as readers		
Efficiently paces the lesson in order to stimulate students' curiosity about word work		
Facilitates (rather than directs) the students' thinking during whole-class work		
Asks the questions in the lesson as written		
During Guided Spelling, supports students to help them spell effectively		
Uses cooperative structures as suggested in the lessons and in facilitation tips		
Observes partner work carefully and intervenes when students have difficulty		
Asks the students to reflect on what they learned and how they interacted		
Encourages the students to think about and discuss any problems they had when working with their partners		
Uses the Word Study Notebooks as outlined in the lessons		

(continued)

During Word Study instruction, the students:	Observed	Notes
Engage in the sorts as guided		
Discuss the open sorts with their partners and reach agreement as needed		
Take responsibility for their own learning		
Share the work with their partners		

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL SMALL-GROUP READING STRAND (GRADES K-2)

Name of Teacher: _____ Date: _____

Lesson (Set, Week, Day): _____

In an effective implementation of *Being a Reader*, the teacher:

- Creates an atmosphere that supports reading instruction (e.g., displays charts from lessons as directed, provides access to many texts of different genres at varying levels for independent reading, displays big book(s) and/or poems for student accessibility during and after the lesson, maintains a student-friendly word wall, etc.)
- Plans, prepares, and teaches all strands of *Being a Reader*:
 - **K-1:** Shared Reading, Handwriting, Small-Group Reading, and Independent Work
 - **Grade 2:** Word Study, Small-Group Reading, and Independent Work
- Uses program features (e.g., Teacher Notes, Assessment Notes, ELL Support, Special Considerations) to differentiate instruction to meet the needs of individual students and the class. Uses resources from the CCC Learning Hub to support instruction.

Small-group Reading Sets 1-5 (for Sets 6-12 see page 13)

Word Study instruction focuses on developing strategies needed to decode polysyllabic words.

Small-group Reading lessons provide targeted, differentiated reading instruction. The lessons in Sets 1-5 provide emerging readers with instruction in phonological awareness, concepts of print, phonics, decoding, high-frequency word recognition, and comprehension along with application practice through guided spelling and rereading of texts. Preparation for and instruction in Small-group Reading Sets 1-5 includes:

- The **Placement Assessment for Small-group Reading Sets 1-5** is used to determine the set in which individual students should begin small-group reading instruction.
- The **Mastery Tests** are administered at regular intervals to provide data on the mastery of foundational skills for instructional decision making.
- **Foundational skills** instruction that may be observed includes:
 - Phonological awareness activities (blending, segmenting, identifying initial/ending/medial sounds)
 - Introducing and/or reviewing spelling-sounds
 - Sound sorts

(continues)

(continued)

- Introducing strategies for reading polysyllabic words
- Introducing and/or reviewing high-frequency words
- Fluency practice
- Comprehension strategies
- Guided Spelling practice
- **Reteaching Guidance** is provided in the Teacher Notes and recommendations for reteaching content appear in the lessons at regular intervals. Sets also include additional student texts for reteaching purposes.

During the lesson, the students:	Observed	Notes
Follow procedures they have learned and practiced		
Listen attentively during the read-aloud		
Engage with their partner during cooperative structures		
Contribute diverse ideas, opinions, and comments to whole-group discussions		
Give evidence from the text to support their thinking		
Agree and disagree with one another and explain their thinking		
Contribute ideas that are different from other people's ideas		
Look at the person who is speaking during whole-class discussions		
Respond to one another in a respectful way		
Take responsibility for their learning and behavior		

(continues)

During Small-group Reading Instruction (Sets 1–5), the students:	Observed	Notes
Do the work in the phonological awareness, phonics, and high-frequency word activities		
Engage in reading and rereading the texts		
Take responsibility for their learning and behavior		

Small-group Reading Sets 6–12 (for Sets 1–5 see page 10)

Small-group Reading provides targeted, differentiated reading instruction. The instruction in Sets 6–12 provides developing readers with instruction in reading strategies and encourages application of the strategies by reading appropriate leveled texts. Preparation for and instruction in Small-group Reading Sets 6–12 includes:

- The **Reading Levels Correlation Chart** (*Assessment Resource Book* pg. xlii) or the **Placement Assessment for Small-group Reading Sets 7–12** is used to determine the set in which individual students should begin small-group reading instruction.
- Across the sets, instruction develops:
 - Fluency
 - Word analysis
 - Comprehension
 - Self-monitoring and self-correcting
 - Generating independent thinking

During Small-group Reading Instruction (Sets 6–12), the teacher:	Observed	Notes
Prepares materials as needed for the lessons		
Encourages the students to talk to each other, not to the teacher		
Asks the questions as written		
Monitors students' comprehension and fluency		
For self-reflection or discussion: Uses Group Assessment Notes and the Individual Reading Observation to inform instruction		

During Small-group Reading Instruction (Sets 6-12), the students:	Observed	Notes
Apply, practice, and discuss reading strategies and/or procedures introduced during discussions of the text		
Engage in reading and rereading the texts (e.g., reading independently, reading in pairs, echo reading, reading for listeners) and sharing their thinking in reading journals		
Take responsibility for their learning and behavior		

ELEMENTS OF EFFECTIVE IMPLEMENTATION REFLECTION TOOL INDEPENDENT WORK STRAND (GRADES K-2)

Name of Teacher: _____ Date: _____

Lesson (Week, Day): _____

In an effective implementation of *Being a Reader*, the teacher:

- Creates an atmosphere that supports reading instruction (e.g., displays charts from lessons as directed, provides access to many texts of different genres at varying levels for independent reading, displays big book(s) and/or poems for student accessibility during and after the lesson, maintains a student-friendly word wall, etc.)
- Plans, prepares, and teaches all strands of *Being a Reader*:
 - **K-1:** Shared Reading, Handwriting, Small-Group Reading, and Independent Work
 - **Grade 2:** Word Study, Small-Group Reading, and Independent Work
- Uses program features (e.g., Teacher Notes, Assessment Notes, ELL Support, Special Considerations) to differentiate instruction to meet the needs of individual students and the class. Uses resources from the CCC Learning Hub to support instruction.

Independent Work

Independent Work provides the students with choice in what they do as they independently read, write, and do word work. There are two types of independent work lessons:

- The **Setting the Foundation** lessons are whole-class lessons where the teacher introduces independent work rotations. The students generate ideas for independent work and practice work habits as they learn the procedures for independent reading, writing, and word work. The amount of time spent on foundation setting lessons varies by grade level:
 - **Grade K:** 6–8 weeks
 - **Grade 1:** 4–6 weeks
 - **Grade 2:** 4–6 weeks
- **Weekly Check-in Lessons** are whole-class lessons used to support on-going success with independent work once small group reading instruction has started. Specific lessons are provided in Appendix B, “Independent Work Resources.”

(continues)

During the Setting the Foundation Lessons for Independent Work, the teacher:	Observed	Notes
Establishes routines and work habits needed for independent work by teaching the lessons as intended		
Supports students in becoming independent and responsible decision makers		
Supports the development of individual student "toolboxes" for gathering and organizing independent work		
During the Setting the Foundation Lessons for Independent Work, the students:	Observed	Notes
Provides instruction to support students' engagement in the Independent Work rotations (Check-in lessons located in Appendix B)		
May find it appropriate during this time to: <ul style="list-style-type: none"> ▪ Observe ▪ Confer ▪ Assess Introduce new materials/activities		
May find it appropriate to ask students to reflect on how they interacted with peers and/or productively worked during independent work rotations		
To support Independent Work rotations, the teacher:	Observed	Notes
Organizes materials and independent work areas to support meaningful literacy activities (including maintaining Independent Work Toolboxes which might include Word Work Folders, Poetry Readers, Writing Notebooks, journals, books, etc.)		
Connects independent work activities to reading, writing, and word work instruction		
Differentiates independent work activities to meet student needs		
Pulls small groups and facilitates instruction with minimal interruption from students		

To support Independent Work rotations, the students:	Observed	Notes
Demonstrate work habits and the ability to make responsible decisions		
Engage in productive literacy work independently and/or alongside peers, allowing the teacher to engage with small groups with minimal interruption		
Apply and/or practice skills learned across strands during their independent work activities		