TRANSFORMING LITERACY THROUGH COACHING, COLLABORATION, AND DATA

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YOUR LEARNING PARTNERS

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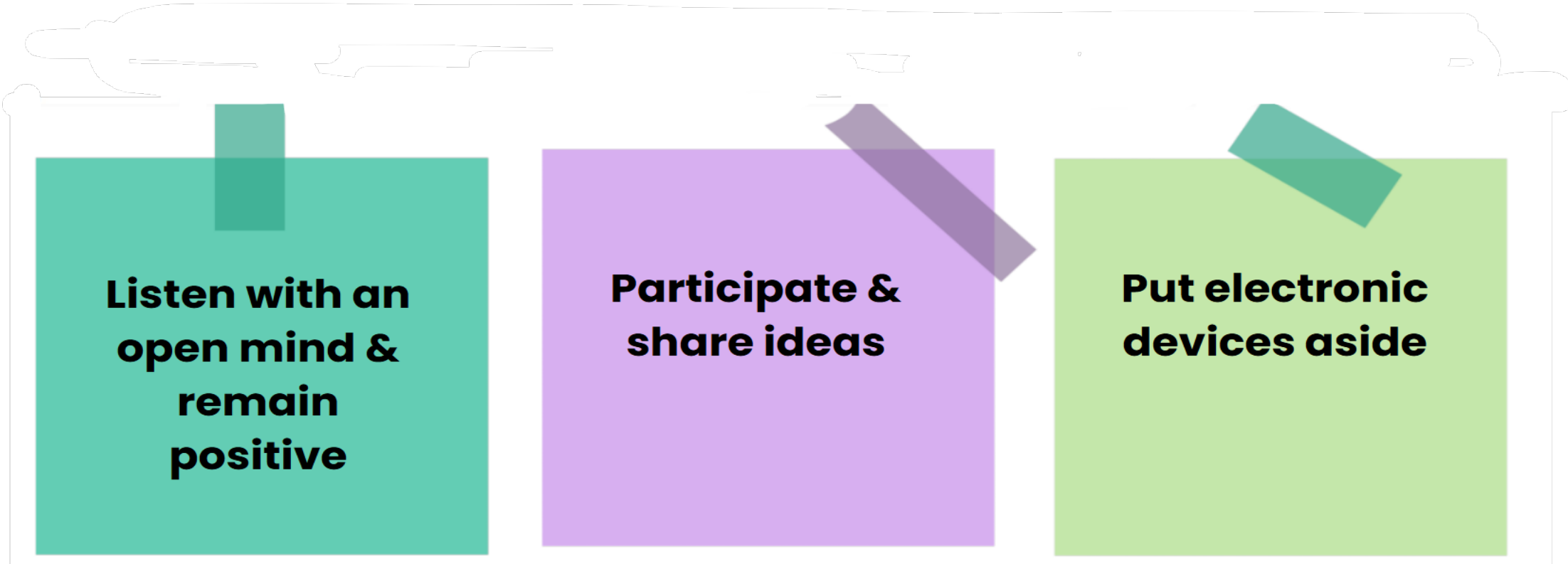
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SESSION NORMS

Listen with an open mind & remain positive

Participate & share ideas

Put electronic devices aside

SESSION OBJECTIVES

1. **Learn** how districts implement evidence-based literacy practices using data to support grades 3-12.

2. **Apply** strategies from *IES practice guides* to scaffold grade-level content and support all students, including struggling readers, in Tier 1 instruction.

3. **Utilize** coaching strategies—such as co-planning and co-teaching—to strengthen instructional implementation.

4. **Collaborate** with educators to integrate evidence-based literacy strategies with district-adopted, high-quality instructional materials.

5. **Reflect** on current practices and identify opportunities to enhance literacy instruction.

DISCUSSION PROMPT

How do you currently support students who struggle with reading?

- What strategies have been most effective?

- How do you use scaffolding to support students?

- What challenges do you face?

Providing Reading Interventions for Students in Grades 4-9

Educator's Practice Guide

A publication of the National Center for Education Evaluation (NCEE) at IES

Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.		✓	

https://tinyurl.com/ReadingPracticeGuideGrades4-9

RECOMMENDATION 3

Routinely use a set of comprehension-building practices to help students make sense of the text.

Part A: Build students' world and word knowledge so they can make sense of the text.

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

Part C: Teach students a routine for determining the gist of a short section of text.

Part D: Teach students to monitor their comprehension as they read.

EXPLICIT VOCABULARY ROUTINE

Step 1: Introduce the word's pronunciation.
Step 2: Introduce the word's meaning.
Step 3: Illustrate the word with examples. (and non-examples when helpful)
Step 4: Check students' understanding.

EXPLICIT VOCABULARY IN ACTION

MEANING THROUGH MORPHOLOGY

Circle the prefixes and suffixes and identify their meanings.

➡

Underline the remaining single vowels and vowel or vowel-consonant combinations.
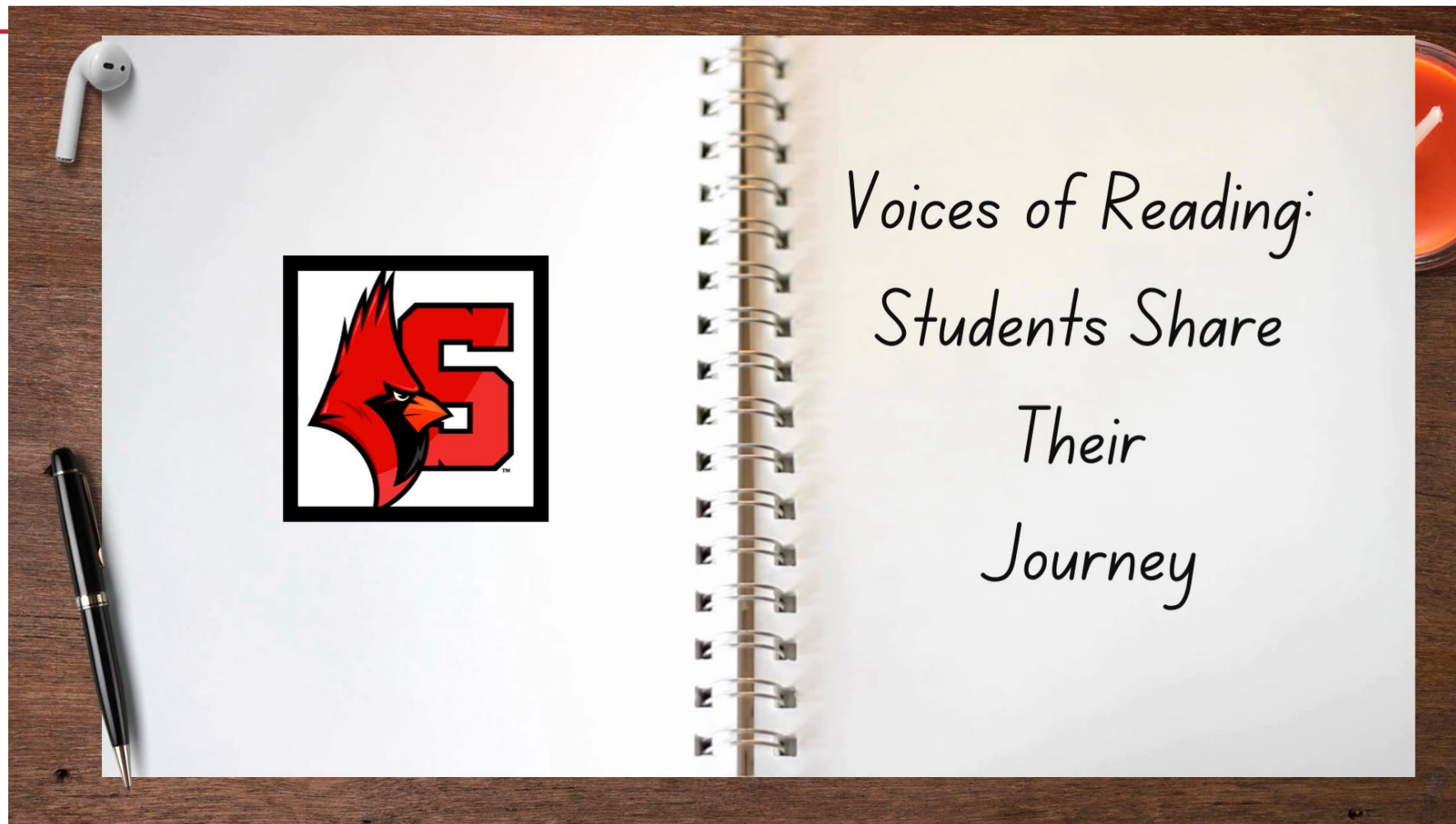
➡

Loop under each word part as you say it.

➡

Say the whole word by blending the parts together. Remember to use the morphemes to help with the meaning.

respectable

COACHING SUPPORTS

Voices of Reading: Students Share Their Journey

RECOMMENDATION 3

Routinely use a set of comprehension-building practices to help students make sense of the text.

Part A: Build students' world and word knowledge so they can make sense of the text.

Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

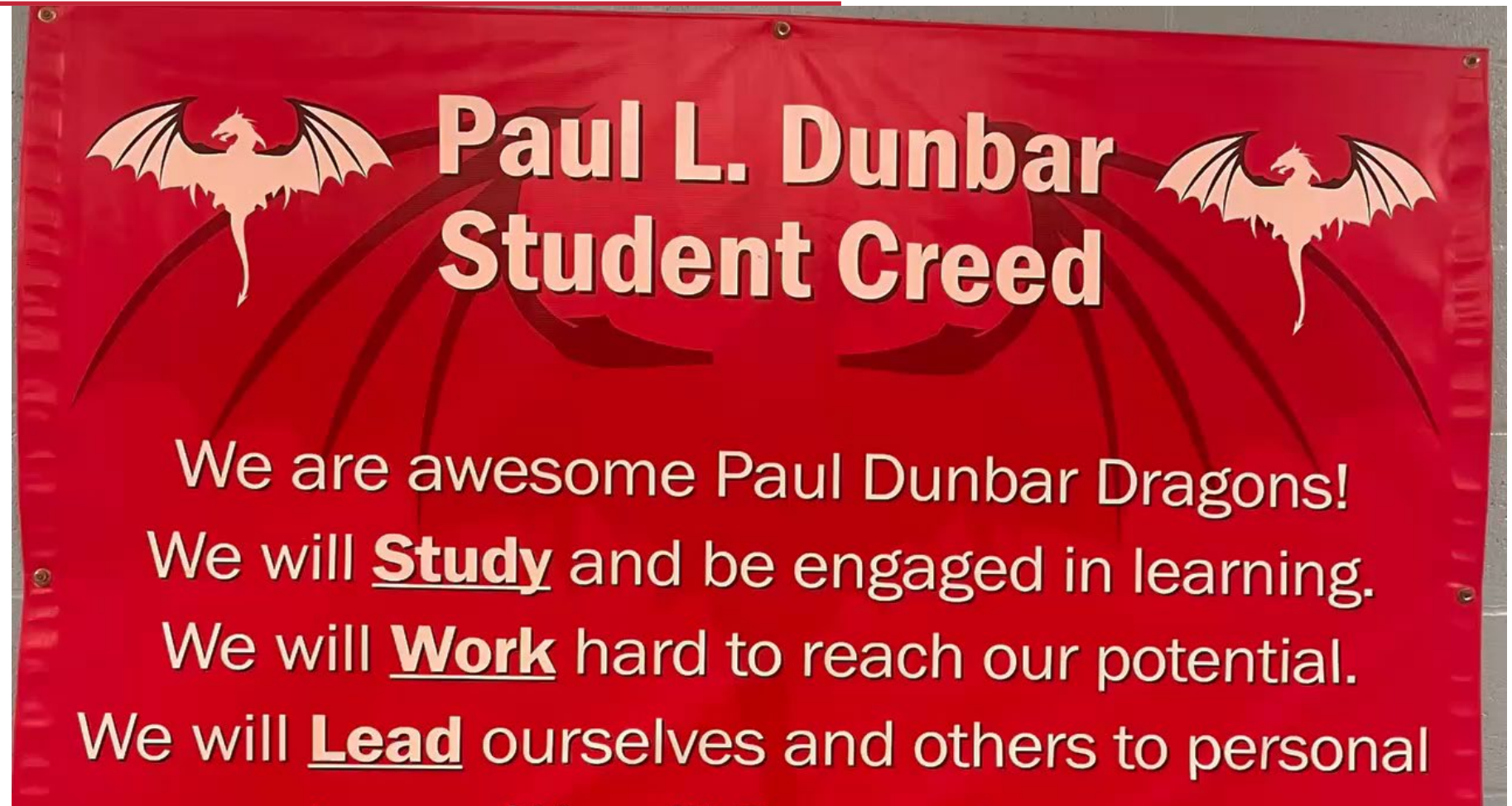**Part C:** Teach students a routine for determining the GIST of a short section of text.

Part D: Teach students to monitor their comprehension as they read.

Literacy Academy 2025

GENERATING A GIST STATEMENT

1. Identify and mark the most important person (referred to as who), place, or thing (referred to as the what) in a section of text.

2. Mark and then list the important information about the most important person, place, or thing.

3. Synthesize or piece together the important information to formulate a GIST statement.

4. Write the GIST statement in your own words.

5. Check that the GIST statement includes all the important information in a short, complete sentence that makes sense.

CLEVELAND METROPOLITAN SCHOOL DISTRICT

GIST IN ACTION

Paul L. Dunbar Student Creed

We are awesome Paul Dunbar Dragons!
We will **Study** and be engaged in learning.
We will **Work** hard to reach our potential.
We will **Lead** ourselves and others to personal

GIST PRACTICE

Ohio's Plan to Raise Literacy Achievement articulates a state literacy ==framework to promote proficiency in reading, writing, and communication for all learners.== Grounded by scientific research, the plan encourages a professional movement toward ==implementing data-based==, ==differentiated==, and ==evidence-based practices== within various educational settings. Specifically, this plan illustrates Ohio's strong ==language and literacy efforts== and the state's vision to expand and strengthen them to foster ==continuous improvement==.

Literacy Academy 2025

Excerpt from Ohio's Plan to Raise Literacy Achievement

GIST STATEMENT

Ohio's Plan to Raise Literacy Achievement promotes evidence-based, data-driven, and differentiated practices to improve reading, writing, and communication.

COACHING SUPPORTS

Data Team Meeting Protocol

Prepare It (5 minutes)	Assessment Preparation (5 minutes)
	Identify the major standards and the corresponding assessment item your team is focusing on. (Ex: End of Module Assessments, Benchmark Assessments)
	Standard(s) Assessed:
	Assessment Item:

Name It (5 minutes)	State the Error (5 minutes)
	What is the key concept/skill to be retaught?
	What is the most impactful action(s) and opportunities will students be provided to close the gap? (Ex: Students practicing chunked passaged to identify the main idea.)

Do It (25 minutes)	Plan the Reteach (15 minutes)
	Which reteach structure will be used? Please select one:
	Modeling
	Guided Discourse
	What task or activity will be used for the reteach?
	What is an exemplar response for the task or activity?
	Do First: *Independently write your script or notes for the reteach.*
	Do Next: *Please share your notes with your team. Pull at least one idea from everyone's notes to collectively develop the strongest plan. Write the final revision below.*
	Practice the Reteach (5 minutes)
	Do First: Please have one team member role-play as the teacher while the rest are students.
	Do Next: What makes this reteach effective? Discuss and write down your thoughts.
	Follow Up (5 minutes)
	When will the reteach occur?
	How will you continue to track mastery after the reteach? (Ex: Exit Tickets, Independent Practice, Do Now, etc.)

See It (15 minutes)	Analyze the Successes (5 minutes)
	Do First: *Please list the percentages for students who demonstrated full, partial (if applicable), and limited understanding below.*
	Do Next: *Where do we see student success on the assessment? Please list the standards that most students mastered. How was that success achieved?*
	Analyze the Gaps (10 minutes)
	Do First: *Review incorrect responses to the assessment item. Please list the standards that students demonstrated limited or partial understanding of.*
	Do Next: *Using the language of the standard, what are the key misconceptions for our students?*
	As a team, choose one standard from the list above and corresponding assessment item to now focus on.
	Please add the assessment item here:
	What should students know and do to show mastery of this standard?

Know	Do

REFLECTION

Action Planning		
▶ **Start**	■ **Stop**	▶▶ **Continue**
What will you **START** doing?	What will you **STOP** doing?	What will you **CONTINUE** doing?

CONTACT US

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QUESTIONS?

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2025