Using *Staff Development with* **The Comprehension Toolkits** (2011) with the *Toolkit* Second Edition (2016)

Although *Staff Development with* **The Comprehension Toolkits** *(*2011*)* was created for the first editions of the *Toolkits,* with a few adjustments you can use it to organize, plan, and administer teacher training with the second editions. Here are some general changes to watch out for. After this chart, find notes to help you navigate each *Staff Development* chapter.

When you see this first edition reference in *Staff Development…*	Do this with the second edition *Toolkit:*
Teacher's Guide	Use the *Tools for Teaching Comprehension* Teacher's Guide.
Extend and Investigate	Look in the chapter notes below to find out where the information is now located. *Content Literacy: Lessons and Texts for Comprehension Across the Curriculum* has replaced *Extend and Investigate* in *The Intermediate Toolkit.*
Specific page numbers	Ignore them. • Go with the general description of the location. For example, when the book references "Lesson 7, 'Merge Thinking with New Learning,' pages 46-61 in *Activate and Connect,"* just find Lesson 7. AND/OR • Check the chapter notes below.
The Comprehension Toolkit	Go to *The Intermediate Comprehension Toolkit* (the blue and white box or book)
Lesson Guide	Look, instead, for the **Lesson Frame** at the beginning of each *Toolkit* lesson**.** In the second edition, the Lesson Guide was moved to the front of the lesson to "frame" the upcoming lesson. Its function is the same: to provide an outline of the lesson that can be applied to any text or inquiry.

Starting and Sustaining Toolkit Staff Development

Pages 8–10: Giving an Overview, Introducing the *Toolkits*
If you are introducing the second edition *Toolkit* materials to a group, look online
at www.comprehensiontoolkit.com for visuals you can project. Look for:
- an "unpacking video" in both the Overview and Professional Support tabs that takes you through the parts of each kit
- a product brochure that walks through a typical *Toolkit* lesson
  (Ignore the first edition PowerPoint references here.)

In addition, it is helpful if each member of the group has a copy of the *Tools for Teaching Comprehension* Teacher's Guide. Inside the front cover of this book, a schematic summarizes "How to Teach a *Toolkit* Lesson." Open out the front cover flap for an overview of "How *Toolkit* works."

Chapter 1: Comprehension Strategies

Workshop
Understanding Comprehension

Pages 24-25: Define *Toolkit* strategies
Find explanations for the comprehension strategies in the *Tools for Teaching Comprehension* teacher's guides: "Six Key Comprehension Strategies."

Page 25: Study how a strategy plays out in a *Toolkit* strategy book
Paragraph 2: Suggest that teachers focus on the lesson's Overview and the Lesson Frame in the first four pages of every lesson to get a sense of what the strategy involves, etc.

Chapter 2: Active Literacy

Ongoing Support: Study Groups

Page 41: Summarize active literacy practices.
The Teacher's Guide has been reorganized in the second edition, so use the handout on the *Staff Development Resources CD-ROM* for this study group

Chapter 3: Text Selection

Workshop
Session 1: Developing Text Selection Criteria

Page 53: Discuss the principles behind *Toolkit* text section
In the *Tools for Teaching Comprehension* teacher's guides, direct participants' attention to teaching practice 2, "Choosing Compelling Texts" in "Six Effective Teaching Practices for Fostering Comprehension."

Session 2: Selecting Texts and Planning a Lesson

Page 55: Review instructional options for teaching with texts
In the *Tools for Teaching Comprehension* teacher's guides, look for the teaching structures noted in teaching practice 3: "Provide Explicit Instruction" in "Six Effective Teaching Practices for Fostering Comprehension."

Page 57: Ongoing Support: Study Groups
Nonfiction libraries.
All the *Toolkit* bibliographies are now online.

Page 59: Frequently Asked Questions
Paragraph 2: Note that the Lesson Guide, formerly at the end of a lesson, is now the Lesson Frame at the beginning, but it still serves the same function described here.

Page 60: Frequently Asked Questions
Paragraph 2:
- The "Genres of Textbook Reading" section of *Extend and Investigate* has been dropped from the second edition.
- Bullet 1: Ignore the page references. Go right to the back of each *Source Book.*
- Bullet 2: All the *Toolkit* bibliographies are now online.

Chapter 4: Gradual Release of Responsibility and Conferring

Workshop
Session 1: Understanding the Gradual Release of Responsibility Model

Page 66: Materials
- Videos from *The Primary Comprehension Toolkit* DVD-ROM can now be found online with the primary resources.
- A one-page summary of the Gradual Release of Responsibility teaching steps is in the *Tools for Teaching Comprehension* teacher's guide in the "Six Effective Teaching Practices for Fostering Comprehension" section, teaching practice 3: "Teach with the Gradual Release of Responsibility."

Session 2: Implementing Effective Conferences

Page 70: Materials
- The *Primary Toolkit* Lesson 16 models of effective conferences are in the "Collaborate" section, pages 12 and 13 in the second edition.

Pages 71–72: Workshop Steps
- **Examine a *Toolkit* conference**.
  Provide copies of pages 12 and 13 in the second edition of *The Primary Comprehension Toolkit*, *Determine Importance*, Lesson 16.
- **Analyze additional *Toolkit* conferences.**
  Ignore the page references in the staff development book and use the following:
  The Primary Comprehension Toolkit, second edition
    - *Activate and Connect,* Lesson 5, Practice Independently, pages 27–28
    - *Activate and Connect,* Lesson 6, Practice Independently, page 46
    - *Ask Questions,* Lesson 10, Collaborate or Practice Independently, page 48
    - *Infer and Visualize,* Lesson 13, Practice Independently, pages 43–44
    - *Summarize and Synthesize,* Lesson 21, Collaborate or Practice Independently, page 44
  The Intermediate Comprehension Toolkit, second edition
    - *Monitor Comprehension,* Lesson 3, Collaborate, page 41
    - *Ask Questions,* Lesson 8, Practice Independently, pages 28–29
    - *Determine Importance,* Lesson 17, Collaborate, pages 27–28
    - *Summarize and Synthesize,* Lesson 22, Practice Independently, pages 14–16

Chapter 5: Modeling: Think-Alouds and Demonstrations

Workshop
Session 1: Exploring Effective Think-Alouds and Demonstrations
Workshop Steps

Page 82: Share the goals and explain the terms *think-aloud* and *demonstration*
Refer again to the *Tools for Teaching Comprehension* teacher's guide, "Six Effective Teaching Practices for Fostering Comprehension" section, teaching practice 3, "Provide explicit instruction," for further explanation.

Session 2: Creating Think-Alouds
Materials

Page 84
- The poem "Secrets" can be found online at www.comprehensiontoolkit.com with the "Staff Development Resources" for Chapter 5.
- Ask teachers to bring the Lesson Frames from Lesson 12 in either the *Primary* or *Intermediate Toolkits* in place of the Lesson Guides.

Page 85: A handout of "Steps for Creating a Think-Aloud" can be found online in the "Staff Development Resources" for Chapter 5.

Ongoing Support: Study Groups

Page 87: Doing ongoing reading and study.
The Beth Davey article can be found online at www.comprehensiontoolkit.com in the "Staff Development Resources" for Chapter 5.

Chapter 6: Assessment and Evaluation

Workshop
Session 1: Differentiating Between Assessment and Evaluation

Page 95: Discuss assessment and evaluation
In the *Tools for Teaching Comprehension* teacher's guide, ask teachers to read and take notes on teaching practice 5, "Differentiating, teaching, and assessing with the end in mind," in the "Six Effective Teaching Practices for Fostering Comprehension" section before turning and talking and then discussing the section.

Page 97: Note *Toolkit* lesson goals
The "Goals & Assessment" section is on the overview spread at the beginning of the lesson, page 5 in the second edition. "Reflect and Assess" is at the end of the lesson, page 15 in the second edition.

Session 2: Implementing Effective Evaluation

Page 99: Materials
Find the "Annotated Rubric for Strategy 2: *Activate and Connect*" at the back of the intermediate strategy book, page 48 in the second edition.

Page 100
- **Revisit the *Toolkit* philosophy on assessment and evaluation:** In the second edition, this is explained in teaching practice 5, "Differentiating, teaching, and assessing with the end in mind," in the "Six Effective Teaching Practices for Fostering Comprehension" section.
- **Point out the annotated rubrics:** Find the "Annotated Rubric for Strategy 2: *Activate and Connect*" at the back of the strategy book, page 48 in the second edition.
- **Review the *Toolkit* master trackers:** The trackers are online at www.comprehensiontoolkit.com with both the *Primary* and *Intermediate Toolkit* resources.

Ongoing Support: Study Groups

Page 104: Studying a variety of responses.
The "Assessment" video can be found with the *Intermediate Comprehension Toolkit* resources online at www.comprehensiontoolkit.com.

Chapter 7: Content Literacy Across the Curriculum

The second edition of each *Toolkit* contains a new book, *Content Literacy: Lessons and Texts for Comprehension Across the Curriculum,* with lessons specifically designed to promote flexible use of comprehension strategies to learn science and social studies content.

Introduction

Page 112: What Is Content Literacy Across the Curriculum?
To support teachers' use of the *Toolkits* in science and social studies, we encourage them to:
- Read and reflect on the Introduction to *Content Literacy: Lessons and Texts for Comprehension Across the Curriculum*
- Review teaching practice 6, "Teaching comprehension across the curriculum" in the *Tools for Teaching Comprehension* teacher's guides
- Watch and discuss "Using the *Toolkit* in Science and Social Studies" PowerPoint in *The Primary Comprehension Toolkit* resources online at www.comprehensiontoolkit.com
- Study and use the Lesson Frames at the beginning of each lesson.

Workshop
Session 1: Exploring Lesson Frames

In the *Toolkits'* second editions, the Lesson Guides have been moved to the beginning of the lessons to "frame" the instruction and encourage use of texts beyond those supplied with the lessons. The Frames and Guides are identical in form and function in both editions, so throughout this workshop simply replace the label "Lesson Guide" with "Lesson Frame."

The inquiry framework referenced throughout this chapter has been updated in the second edition and can be found in the *Tools for Teaching Comprehension* teacher's guides. Look for it in the "Six Effective Teaching Practices for Fostering Comprehension" section at the end of teaching practice 6, "Teaching comprehension across the curriculum."

Page 115: Study a Lesson Guide
Ignore the page numbers. Go right to the Lesson Frame beginning the lesson.

Session 2: Understanding Inquiry Framework

Page 116: Materials
- "Hallmarks for Creating an Environment for Thoughtful Content Literacy Instruction" can be found at the end of the Introduction to both *Content Literacy* books.
- Ask teachers to bring their *Tools for Teaching Comprehension* teacher's guides instead of the materials listed here.
- The slideshow formerly on the *Primary Comprehension Toolkit* DVD-ROM is now online at www.comprehensiontoolkit.com.

Page 117: Workshop Steps
View a slideshow of a content-area unit
The slideshow can be found with the *Primary Comprehension Toolkit* resources at
www.comprehensiontoolkit.com.

Page 118: Study overviews of the inquiry framework
In the second edition, the inquiry framework is in both the primary and intermediate *Tools for Teaching Comprehension* teacher's guides. Look for it at the end of teaching practice 6, "Teaching comprehension across the curriculum," in the "Six Effective Teaching Practices for Fostering Comprehension" section.

Session 3: Planning a Content-Area Unit

Page 119: Materials
For each participant.
Use the fifteen-page content literacy section entitled "Content Literacy: Social Studies and Science Reading" from the *Staff Development* CD-ROM. The first edition's *Extend & Investigate* has been replaced by *Content Literacy* in the second edition.

Page 119: Workshop Steps
Review the inquiry framework
Use copies of the fifteen page "Content Literacy: Social Studies and Science Reading" handout from the CD-ROM. Point out that the Topic Study Overview is an elaborated version of the updated inquiry framework they studied in Session 2.

Page 120: Plan a content unit
In both the primary and intermediate second editions, the summary charts of the *Toolkit* lessons begin inside the back covers of the *Tools for Teaching Comprehension* teacher's guides and continue when you open the fold.

Ongoing Support: Study Groups

Page 123, Choice of text and lessons for content units of study. (continued**)**
*   **First full paragraph:** In the second edition, the two-page summary charts referenced here are inside the back covers of the *Tools for Teaching Comprehension* teacher's guides.
*   **Third full paragraph:** All *Toolkit* bibliographies are online at www.comprehensiontoolkit.com.

Pages 124 and 125
The "Genre of textbook reading" and the "Genre of test reading" materials have been dropped from the second edition.