

# Regie Routman in Residence: THE PRINCIPAL'S COMPANION

## FOR IMPLEMENTING CCSS AND DESIGNING/IMPLEMENTING AN RTI MODEL

### Transforming our Teaching Through *Reading/Writing Connections*

by Regie Routman with Sandra Figueroa

SESSION/Videos	IMPLEMENTING CCSS	DESIGNING/IMPLEMENTING RTI MODEL
<b>1 Welcome to Regie Routman in Residence</b> <u>30 minute video-</u> <ul style="list-style-type: none"> <li>Overview of the Professional Development</li> <li>Core Beliefs About Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>Establishes <u>how to</u> organize and run Professional Learning Communities (PLCs) that compare student products relative to the expected rigor of the Common Core State Standards (CCSS)</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and run PLCs that examine student products relative to expected performance and foundation for <b>Tier 1, Tier 2, and Tier 3</b></li> </ul>
<b>2 Applying the Optimal Learning Model to Your Teaching</b> <u>11 minute video-</u> <ul style="list-style-type: none"> <li>Understanding the Optimal Learning Model</li> </ul>	<ul style="list-style-type: none"> <li>Shows how the Optimal Learning Model (OLM-- "I do it", "We do it", "You do it"), a gradual release of responsibility model, assisted by ongoing formative assessment, guarantees mastery of CCSS</li> </ul>	<ul style="list-style-type: none"> <li>Uses the Optimal Learning Model (OLM), assisted by ongoing formative assessment</li> <li>Organizes structure for, and means of, communication between the classroom and intervention teachers</li> <li>Creates an intervention tier within the classroom that is seamless with universal instruction (<b>Tier 1</b>)</li> </ul>
<b>3 Examining Our Beliefs About Reading/Writing Connections</b> <u>18 minute video-</u> <ul style="list-style-type: none"> <li>Interview with a First-Grade Teacher</li> <li>Interview with a Fourth-Grade Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Unveils the "why" behind the CCSS</li> <li>Measures degree to which a staff is ready to implement CCSS</li> <li>Shows how goals and beliefs that are consistent with CCSS and best practices can raise teacher effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Unifies the staff around the "why" of instruction and assessment, staff more readily creates the structure for and selects the interventions that best match students and school culture</li> </ul>
<b>4 Setting Up the Classroom for Independent Readers and Writers</b> <u>35 minute video-</u> <ul style="list-style-type: none"> <li>Start with Your Own Stories</li> <li>Organizing an Outstanding Classroom Library</li> <li>Let Assessment Inform You: What Do Good Readers and Writers Do?</li> <li>Connect Real-World Writing and Reading</li> <li>Independent Practice: Students Writing and Reading</li> <li>Celebration/Evaluation: Fourth-Grade Writing</li> </ul>	<ul style="list-style-type: none"> <li>Organizes a classroom environment where all students are able to read and write a range of coherent and interesting texts and to increase text level complexity, even in kindergarten</li> <li><b>CCSS #10- Read and comprehend complex literary and informational texts independently and proficiently</b></li> </ul>	<ul style="list-style-type: none"> <li>Ensures that time, texts, teaching, talk, tasks and tests are well established along with the foundation of <b>Tier 1</b> whole class instruction</li> <li>Establishes that reading and writing are real-world processes and authentically connects those processes to purposeful reading and writing in school</li> </ul>
<b>5 Reading and Writing Lots of Texts</b> <u>62 minute video-</u> <u>Part 1: Reading Aloud</u> <ul style="list-style-type: none"> <li>Shared Writing</li> <li>Shared Reading</li> <li>Reading Aloud as a Springboard for Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>Builds the foundation for college and career readiness. <b>According to CCSS, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.</b></li> </ul>	<ul style="list-style-type: none"> <li>Ensures that teachers expertly engage all students in high-quality texts and tasks all day long. Long-term support revolves around effective practices put into place by knowledgeable teachers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Shared Writing</li> <li>• Transitions from Reading to Writing</li> <li>• Shared Reading and Writing: Creating texts About Kindergarten</li> </ul> <p><u>Part 2: Writing Readable Texts</u></p> <ul style="list-style-type: none"> <li>• Demonstration Writing: “My Cat Norman”</li> <li>• Before Writing: Scaffolded Public Conversations</li> <li>• Setting Expectations for Independent Writing</li> <li>• Independent Practice: Writing and Roving Conferences</li> <li>• Public Celebration Conferences</li> <li>• Independent Writing, continued</li> <li>• Public Celebration Conferences</li> <li>• Independent Writing and Roving Conferences: One teacher 23 students, 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses literature as a spring for connecting reading CCSS with writing CCSS.</li> <li>• <b>CCSS, Reading, Key Ideas and Details, #1- <i>Read closely to determine what the text says explicitly, and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></b></li> <li>• <b>CCSS, Writing, Text Types and Purpose, #3- <i>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Builds on the idea that reading and writing are reciprocal processes and demonstrates how to connect reading with writing in <b>Tier 1</b> and <b>Tier2</b></li> <li>• Shows how, with teacher guidance, children’s life stories, in and out of school and first told orally, can be developed into written texts that often become the easiest texts for students to read</li> </ul>
6	<p><b>Reading to Writing: Creating Relevant Texts</b> <u>31 minute video-</u></p> <ul style="list-style-type: none"> <li>• <u>Day 1-</u> Interactive Read-Aloud: <i>I Love Saturdays y Domingos</i></li> <li>• Moving from Reading to Shared Writing: “I Love Saturdays”</li> <li>• <u>Day 2 -</u>Moving from Shared Writing to Shared Reading to Word Work</li> <li>• <u>Day 3-</u> Extending Shared Writing Through Independent Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Shows how shared writing can be used to create multiple texts for shared, guided, and independent reading</li> <li>• <b>CCSS, Reading, Key Ideas and Details, #2- <i>Recount stories, including fables and folktales form diverse cultures, and determine their central message, lesson, or moral</i></b></li> <li>• <b>CCSS, Writing, Text Types and Purpose, #3- <i>Write narrative in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings...</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Integrates the RTI Framework and gradual release model (Optimal Learning Model) for all instruction).</li> <li>• Models explicitly how to provide all students with visual process, language examples, and how to use engaging texts as a cognitive “hook” to build on what students already know and do and apply that to new learning (<b>Tier 1</b>)</li> </ul>
7	<p><b>Shared Writing to Reading</b> <u>26 minute video-</u></p> <ul style="list-style-type: none"> <li>• <u>Day 1-</u> Establishing the Purpose for Shared Writing</li> <li>• <u>Day 2-</u> Small-Group Revision</li> <li>• <u>Day 3-</u> Whole-Group Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Observes a teacher working with students to compose and revise a continuous text/story over time</li> <li>• <b>CCSS, Writing Production and Distribution of Writing, #6- <i>With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Releases responsibility of the reading/writing connection from high level (whole group) of instructional support to decreased level (small group) of support (<b>Tier 1 &amp; Tier 2</b>)</li> <li>• Demonstrates, with teacher guidance, how to use simultaneous, heterogeneous, small groups to revise and strengthen a class-authored text</li> </ul>

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8	<b>Word Work: Teaching and Assessing Skills in Context</b> <u>30 minute video-</u> <ul style="list-style-type: none"> <li>Mystery Message</li> <li>Reading Aloud: <i>Stand Tall, Molly Lou Melon</i></li> <li>Share Writing: A Letter to Parents</li> <li>Shared Reading and Illustrating of Class-Authored Text</li> <li>More Word Work with a Class-Authored Text</li> <li>Celebration: Tyana</li> <li><b>Additional Word Work videos on website:</b> e.g., word walls, cut-up sentences, word sorts, messages</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and applies a variety of CCSS Foundation Skills in the context of reading and writing.</li> <li><b>CCSS, Reading Print Concepts, #1- <i>Demonstrate understanding of the organization and basic features of print</i></b></li> <li><b>CCSS, Reading, Phonological Awareness, #2- <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</i></b></li> <li><b>CCSS, Reading, Phonics and Word Recognition #3- <i>Know and apply grade-level phonics and word analysis skills in decoding words</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Integrates and applies meaningful word work and skill ideas within the meaningful context of reading and writing (<b>Tier 1, Tier 2 Tier 3</b>)</li> <li>Maximizes efficiency, effectiveness, and enjoyment of word work instruction</li> </ul>
9	<b>Writers Become Readers Through Daily Writing</b> <u>31 minute video-</u> <ul style="list-style-type: none"> <li>What do Smart Writers Do?</li> <li>Telling the Story Before Writing it: Finding the Topic</li> <li>Demonstrating Brainstorming and Writing</li> <li>Public Conferences: Celebrating and Moving the Writing Forward</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates how the CCSS for writing instruction help ensure students gain adequate mastery of a range of skills and application.</li> <li><b>CCSS, Writing Text Types and Purpose, #2- <i>Write informative/Explanatory texts to examine a topic and convey/ideas and information: a, b, c, d, &amp; e.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Ensures high quality <b>Tier 1</b> instruction by explicitly connecting that writers write for readers and that readers understand what good writers do</li> <li>Demonstrates how writers plan and organize before , during, and after writing</li> <li>Applies continuous assessment to inform and support both reading and writing. RTI assessment must include universal screening and progress monitoring (<b>Tier 1, Tier 2</b>)</li> </ul>
10	<b>Reading and Writing Book Reviews</b> <u>31 minute video-</u> <u>Day 1-Sharing Your Writing &amp; Reading</u> <ul style="list-style-type: none"> <li>Reading Aloud Book Reviews</li> <li>Shared Writing: What do We Know About Book Reviews?</li> <li>Shared Writing, continued</li> </ul> <u>Day 2- Shared Writing: Criteria</u> <ul style="list-style-type: none"> <li>Shared Writing: Preparing to Write Book Reviews</li> <li>Ensuring All Students Are Ready</li> <li>Independent Writing/Roving Conferences</li> <li>Changing Beliefs and Practices</li> </ul>	<ul style="list-style-type: none"> <li>Uses a familiar reading book to teach writing for understanding through the vehicle of book reviews</li> <li><b>CCSS, Reading, Key Ideas and Details, #2- <i>Recount stories, including fables and folktales from diverse cultures, and determine their central message</i></b></li> <li><b>CCSS, Writing, Text Types and Purposes, #1- <i>Write an opinion piece on topic or texts, supporting a point of view with reasons and information: a, b, c, &amp; d</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Uses real-world reading and writing practices to ensure students are engaged in meaningful, and purposeful reading and writing activities (<b>Tier 1, Tier2, Tier 3</b>)</li> </ul>
11	<b>Reading and Writing Poetry</b> <u>31 minute video-</u> <u>Day 1-Getting Ready to Write Poems: Immersion in Poetry</u> <ul style="list-style-type: none"> <li>Demonstrating Poetry</li> <li>Scaffolding Poetry Writing Before Kids Write: Public Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates reading and writing free verse poetry to encourage students to freely express ideas and appreciate and try out rich language</li> <li><b>CCSS, Reading, Key Ideas and Details, #2 – <i>Determine a theme of a story, drama, or poem from</i></b></li> </ul>	<ul style="list-style-type: none"> <li>Meets RTI students' daily goals: <ul style="list-style-type: none"> <li>Implements high-quality expert teaching for all students</li> <li>Integrates differentiated instruction using resources that extend beyond a commercial or packaged program</li> <li>Targets more intense support by</li> </ul> </li> </ul>

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	<p><u>Day 2-</u> Celebrating Kids' Poems: Public Conferences</p> <ul style="list-style-type: none"> <li>Revisiting the "What Do We Know About Poetry?" Chart</li> </ul> <p><u>Day 3-</u> Celebrating Revision Efforts</p> <ul style="list-style-type: none"> <li>Planning for Poetry Anthology</li> <li>Shared Poetry Writing: Writing a Poem That Matters</li> </ul>	<p><i>details in the text, including how character in a story, drama, or poetry respond to challenges of how the speaker in a poem reflects upon a topic; summarize the text.</i></p> <ul style="list-style-type: none"> <li>CCSS, Reading, Craft and Structure, #4- <i>Determine the meaning of words and phrases as they are used in a text, including figurative language--metaphor and similes</i></li> <li>CCSS, Reading, Craft and Structure, #5- <i>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</i></li> </ul>	<p>aligning on-going formative assessment with classroom instruction</p> <ul style="list-style-type: none"> <li>Monitors individual student's progress that is continuous, reliable, and authentic through informal and rigorous assessment, i.e., public conferences and one-on-one conferences, that are supported by celebration, explicit teaching, and goal setting <b>(Tier 1 and Tier 2)</b></li> </ul>
12	<p><b>Reading and Writing Nonfiction Reports</b></p> <p><u>31 minute video-</u></p> <ul style="list-style-type: none"> <li>Coaching the Teacher: Giving Feedback</li> <li>Valuing Audience and Purpose</li> <li>Examining Nonfiction Texts</li> <li>Turning Notes into Paragraphs: Demonstration Writing</li> <li>Turning Notes into Paragraphs: Shared Writing</li> <li>Conferring with Students</li> </ul>	<ul style="list-style-type: none"> <li>Applies qualities and characteristics of reading and writing nonfiction/informational texts</li> <li>CCSS, Reading, Key Ideas and Details, #2 – <i>Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.</i></li> <li>CCSS, Writing, Text Types and Purpose, #2- <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</i></li> </ul>	<ul style="list-style-type: none"> <li>Models and provides students with explicit step-by- step examples of how to write a research report before releasing the full responsibility to the students</li> <li>Shares the learning experiences with the students in order to provide scaffolds and allows students to take full control of reading and writing nonfiction reports in small groups before asking students to take the full responsibility.</li> <li>Demonstrates thinking aloud, revealing what goes on in our minds as we read and write reports, showing and telling; makes way for students to apply and transfer their learning later and is an essential part of <b>Tier 1</b></li> </ul>
13	<p><b>Using Writing to Reach and Teach Struggling Learners</b></p> <p><u>32 minute video:</u></p> <ul style="list-style-type: none"> <li>Scenes with Primary Students</li> <li>Scenes with Intermediate Students</li> </ul>	<ul style="list-style-type: none"> <li>Observes how a teacher can effectively work successfully with all students, regardless of former struggle or failure</li> <li>CCSS, Writing, Production and Distribution of Text, #3- <i>Write narrative in which they recount a well-elaborated event or short ...</i></li> </ul>	<ul style="list-style-type: none"> <li>Establishes ongoing, meaningful, informal and formal assessment aligned with expert teaching (<b>Tier 1 &amp; Tier 2</b>)</li> </ul>
14	<p><b>Re-Examining Our Beliefs and Celebration of Learning</b></p>	<ul style="list-style-type: none"> <li>Ensures that students gain adequate CCSS mastery of a range of skills and applications</li> </ul>	<ul style="list-style-type: none"> <li>Teachers reflect upon and celebrate how their changing beliefs have impacted and improved their effectiveness in instruction/assessment</li> </ul>