


<b>Facilitator Materials:</b> <ul style="list-style-type: none"> <li>• Highlighters for each table</li> <li>• Vocabulary Strategies Handout for all participants</li> <li>• “Taco Head” Reading Passage for all participants</li> <li>• Note and Notice Handout</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly review the content (texts for the training), <b>Slido</b> platform and equipment before the presentation</li> </ul>
	<ul style="list-style-type: none"> <li>• This guide was developed for the purposes of delivering this course in-person using interactive platform, <i>Slido</i></li> </ul>
	<ul style="list-style-type: none"> <li>• This session contains role-play activities, so it is advised to sit participants at tables in groups of 4 or 5 with enough copies of “Vocabulary Strategies Handout” at each table. Group members will rotate roles of student and teacher for role-play activities as needed. A stopwatch or timer app will be needed for activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Open the Power Point Presentation associated with this guide</li> </ul>
	<ul style="list-style-type: none"> <li>• Project the PowerPoint presentation, ensuring it is visible to all participants</li> </ul>
	<ul style="list-style-type: none"> <li>• Some key talking points and questions are included in this guide but be prepared to add your own commentary and questions as well.</li> <li>• Aim towards generating a response from the learner(s) at least once every five minutes; this will keep learners engaged and will encourage them to follow along closely. Examples of these types of responses have been noted using <b>ASK</b>.</li> </ul>

Slides	Approximate Timing	Summary
1-4	10 min	Welcome- Norms, Objectives, Course Introduction
5-7	2 min	Engagement- Question/Answer slides
8	2 min	Six Strategies
9-10	4 min	Strategy 1-Vocabulary
11	3 min	Strategy 2-Targeted Sentences
12	15 minutes	Role Play
13	2 min	Strategy 3-Background Information
14	3 min	Strategy 4-Read Together
16	10 min	Strategy 5-Chunking
17	2 min	Strategy 6-Multiple Reads
18	4 min	Q&A
19	3 min	Evaluation

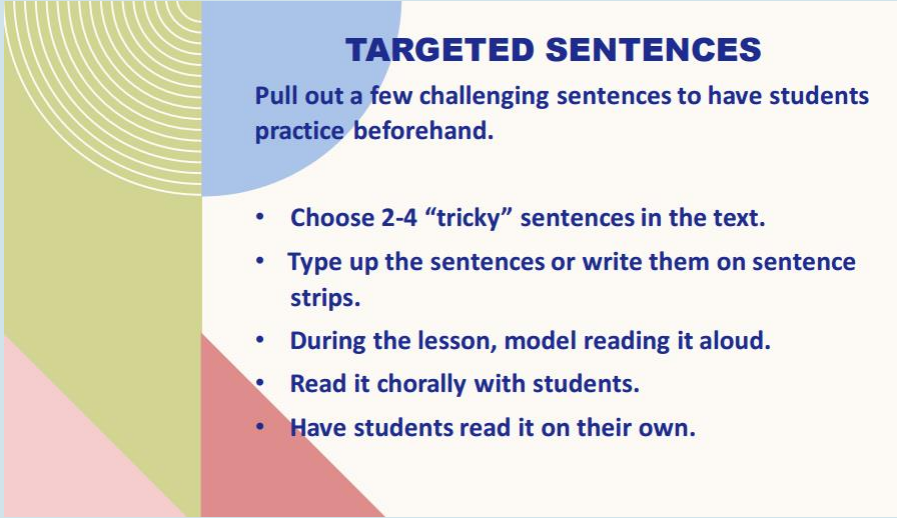
Slide#) Duration	Slide	Facilitator Notes
10 mins	<div><div><h1>READING STRATEGIES FOR ACCESSING GRADE-LEVEL TEXTS</h1><p>A Guide to Helping Striving Readers Succeed</p></div><div><h2>AGENDA</h2><ul style="list-style-type: none"><li>• Norms</li><li>• Objectives</li><li>• Introduction</li><li>• Strategies</li><li>• Q &amp; A</li><li>• Evaluation</li></ul></div><div><h2>OBJECTIVES:</h2><ul style="list-style-type: none"><li>• Gain an awareness of reading strategies to assist striving readers in accessing grade-level texts across various content areas</li><li>• Demonstrate the ability to implement at least two of the five strategies to assist striving readers in accessing grade-level texts across various content areas</li></ul></div></div>	<p><b>DO:</b></p> <ul style="list-style-type: none"><li>• Welcome learners to Reading Strategies</li><li>• Have learners scan the Slido code</li><li>• Introduce yourself- Slide 1</li><li>• Review Agenda from slide 2</li><li>• Review Norms and Objectives from the slides 3-4</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Hello, my name is_____ and welcome to <i>Reading Strategies for Accessing Grade-level Texts</i>. Today we will cover some reading strategies taken from best practices that will help you in assisting struggling readers to access grade-level texts. You will effectively know how to guide students who read below grade-level toward texts that are at their appropriate level.</li><li>• Read Agenda and Objectives slides 2-4</li><li>• Accessing grade-level texts</li><li>• a. What does that mean? We have all been there. Our students are in a particular grade and expected to read the texts assigned to that grade level, yet their reading evaluations inform us that they are reading one, two or even three grade levels below where they should be.</li><li>• Why the need?</li><li>• a. The number of students entering classrooms reading below grade-level has increased consistently over the years.</li><li>• b. Students are underperforming on assessments due to this deficiency.</li><li>• c. Teachers have voiced that they feel ill-equipped to reach students at lower levels while meeting the needs of students reading on grade-level.</li></ul>

Slide#) Duration	Slide	Facilitator Notes
2 min.	<div><div><div><div><div></div><div>Presentation title</div><div></div></div><div><div>slido</div><div>5</div></div></div><div><div><div><div>✓</div><div>-</div></div><div><div>○</div><div>-</div></div></div><div>According to the National Center for Education Statistics, what percentage of fourth graders in the U.S. do not read on grade-level?</div></div></div><div><div>① Start presenting to display the poll results on this slide.</div></div></div>	<p><b>DO:</b></p> <ul style="list-style-type: none"><li>• Show question slide 5</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• I have a question here based on information from the National Center for Education Statistics and I would like to know which answer you believe is correct. "Select your response please"</li></ul> <p><b>DO:</b> Click to reveal answer</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• <b>If you guessed 66%, you are correct.</b></li></ul>



Slide#) Duration	Slide	Facilitator Notes
3 min.	<div><p>So, why does 4<sup>th</sup> grade matter anyway? Students have plenty of time to catch up, right?</p></div> <div><p>Reading strategies for accessing grade-level texts</p><p><b>WRONG!</b></p><ul style="list-style-type: none"><li>• Fourth-grade reading proficiency is an important indicator of educational development.</li><li>• By the time a child reaches fourth grade, they are expected to be able to read in order to learn other subjects.</li><li>• If a child is not proficient in reading by this age, it becomes harder for them to succeed academically and since reading ability is likely to further decline with each year, students who don't read on-level by fourth grade are more likely to drop out of school later in life.</li></ul></div>	<p><b>DO:</b> Show commentary slides 6</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Some of you might be wondering, “Why does 4th grade matter anyway? Students have plenty of time to catch up, right?”</li></ul> <p><b>DO:</b> Show commentary slides 7</p> <p><b>ASK:</b> Could I have someone to read the reasons why 4<sup>th</sup> grade is such an important year for acquiring appropriate reading skills?</p> <p><b>ASK:</b> How many of you were aware of this important fact?</p> <p><b>SAY:</b> That’s why it is so important that we find ways to keep learners from falling behind and help those who have already fallen behind to catch up.</p>

Slide#) Duration	Slide	Facilitator Notes
<b>Less than 2 min.</b>		<p><b>DO:</b> Show Six Strategies Slide 8</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Here are the six strategies we'll be discussing today:</li><li>• Vocabulary</li><li>• Targeted Sentences</li><li>• Background Information</li><li>• Read Together 1<sup>st</sup> Read</li><li>• Chunk Texts</li><li>• Multiple Reads</li></ul> <p><b>ASK:</b> How many of you are familiar with at least one of the strategies?</p> <p>How many of you have used at least one of these strategies before?</p>

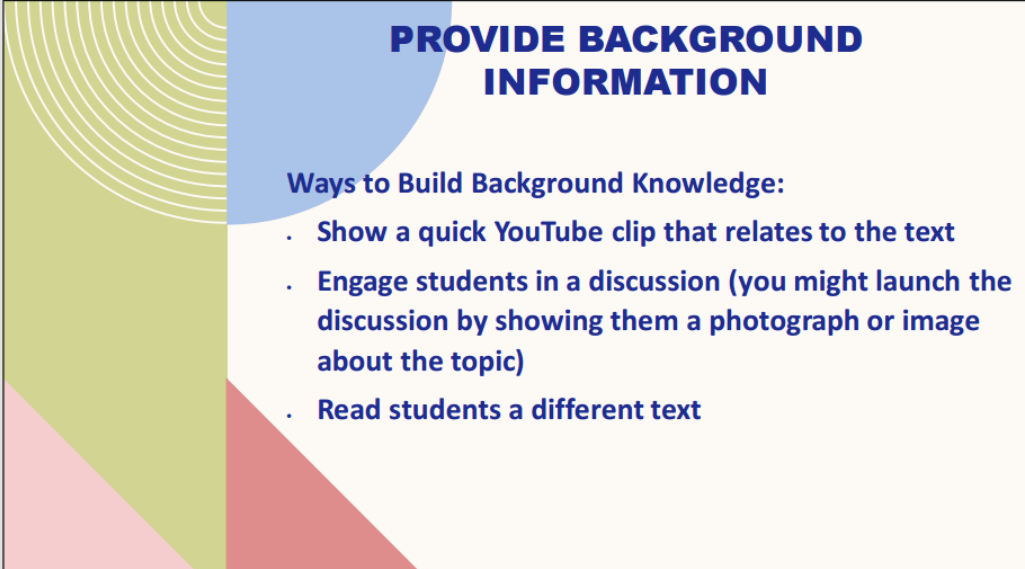
Slide#) Duration	Slide	Facilitator Notes
4 min.		<p><b>DO:</b> Show Slide 9 Vocabulary</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"> <li>When pre-teaching vocabulary, prior to each lesson, the instructor should go through the reading and make a list of words that you anticipate students may struggle to decode or comprehend. Then, as a quick introduction, write each word on a white board or index card and show one at a time.</li> </ul> <p><b>DO:</b></p> <ul style="list-style-type: none"> <li>Show Slide 10 Vocabulary</li> </ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"> <li>Can someone read this next slide that explains a few more things to look for as it relates to vocabulary?</li> </ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"> <li>Are any of you familiar with any of these strategies? Would anyone like to share which ones you have used successfully?</li> </ul> <p><b>DO:</b> Choose two or three learners to share experiences if they would like.</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"> <li>Now, with this strategy, it's important to note that if you end up with too many words to discuss in the first few minutes of your lesson, consider shortening the amount of text students will be reading during the lesson.</li> </ul>

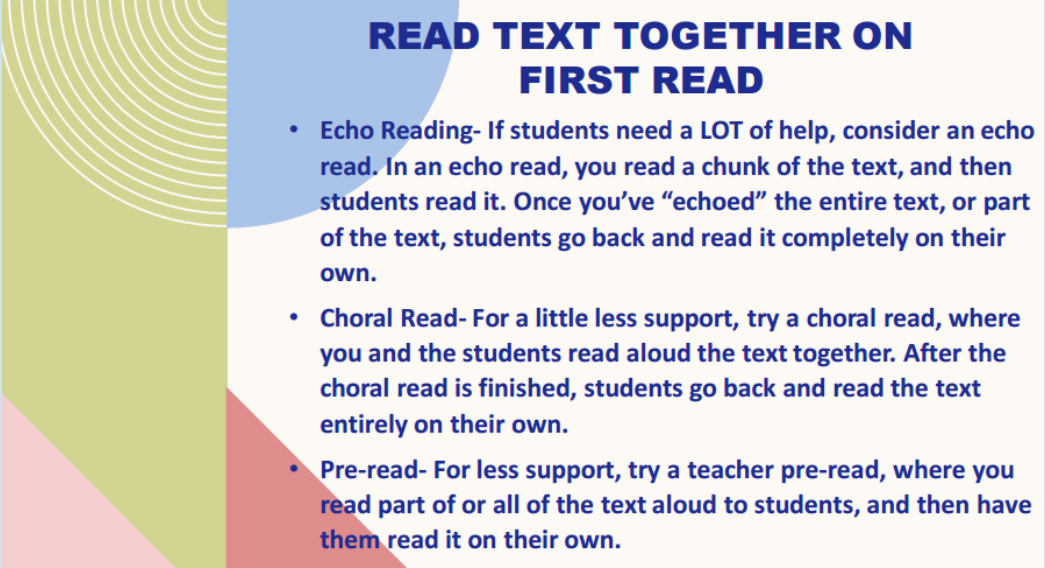
Slide#) Duration	Slide	Facilitator Notes
3 min.		<p><b>DO:</b> Show Slide 11</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• This next strategy is called, “targeted sentences”. It’s similar to the vocabulary strategy and can be done in combination with the vocabulary to save time. When implementing this strategy, the instructor should pull out a few challenging sentences to have students practice beforehand. Choosing 2-4 “tricky” sentences in the text is ideal. These sentences may be longer than other sentences in the text, contain tricky words, include difficult syntax, or include important vocabulary words.</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Can someone read the bullet points on the slide that explain more about how to use the strategy?</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Now, with this strategy, it’s important to note that if you discuss anything about the sentences, keep that discussion brief. Your main goal here is simply to get students familiar with the sentence.</li></ul>

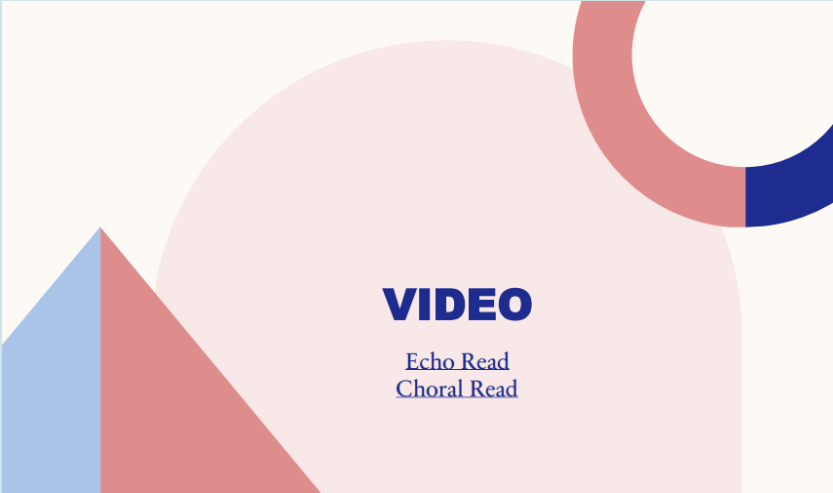
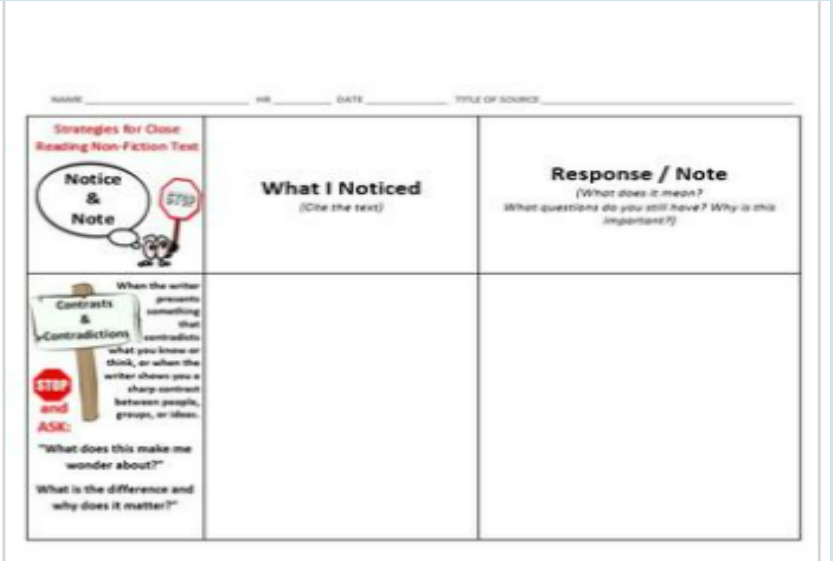


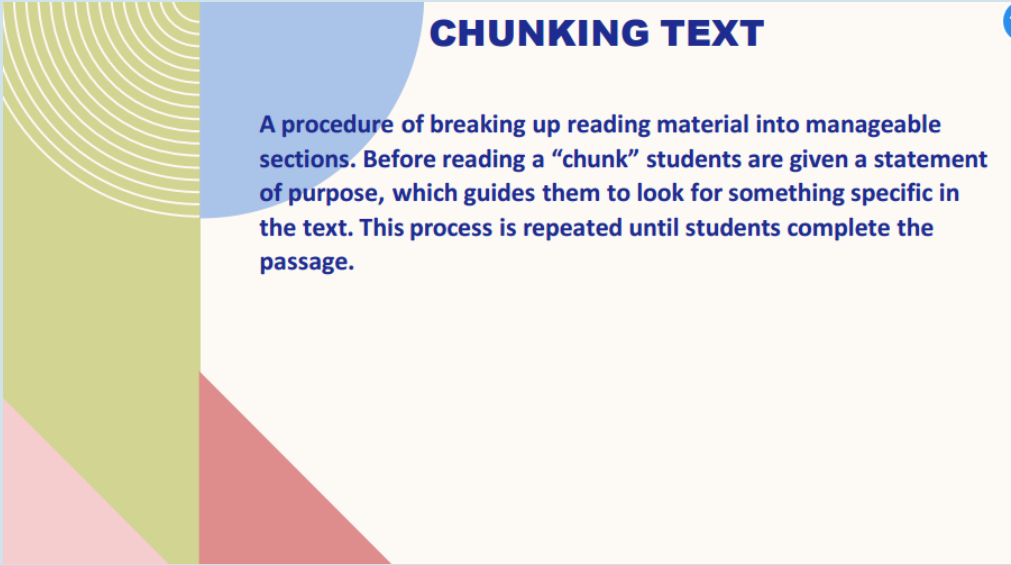
Slide#) Duration	Slide	Facilitator Notes
1) 15 minutes	<div></div> <div></div>	<p><b>NOTE:</b> Learners should already be grouped by tables.</p> <p><b>DO:</b></p> <ul style="list-style-type: none"><li>• Show Slide 12- Role Play</li><li>• Hand out the text excerpt, “Taco Head” and highlighters.</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• In your groups, each of your will read the text, either separately or as a group. As you read, I would like for you to highlight vocabulary words or sentences based on the two strategies we have discussed so far. Please use your Vocabulary Strategies <u>handout</u> at your tables to help with this assignment. Once you are finished reading and highlighting, you will discuss within your group which words/sentences you selected for each strategy and why. Then each group will share out with the whole group.</li><li>• <b>DO:</b> Set a timer or stopwatch for 10 minutes. Walk around and assist and or listen to the conversations within groups. Feel free to offer commentary or help as needed. Once time is up--</li></ul> <p><b>SAY:</b> Ok, let’s come together and share what we found.</p> <p><b>ASK:</b> Are there any volunteers that would like to share first?</p> <p><b>DO:</b> Set the timer/stopwatch for 5 minutes. Allow each group to share a word and or sentence they chose and their rationale. Give feedback as needed.</p>

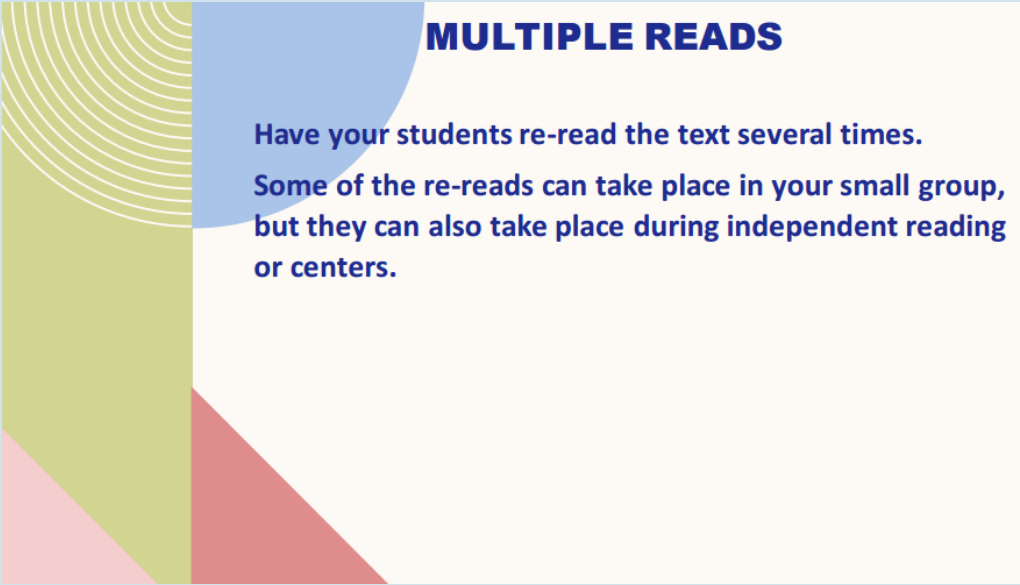



Slide#) Duration	Slide	Facilitator Notes
2 min.	 <p><b>PROVIDE BACKGROUND INFORMATION</b></p> <p>Ways to Build Background Knowledge:</p> <ul style="list-style-type: none"><li>• Show a quick YouTube clip that relates to the text</li><li>• Engage students in a discussion (you might launch the discussion by showing them a photograph or image about the topic)</li><li>• Read students a different text</li></ul>	<p><b>DO:</b> Show Slide 13</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• The third strategy we will discuss is “Background Information. As reading teachers, we all know the role that background knowledge plays in learning, especially when it comes to understanding unfamiliar content. A reader’s ability to comprehend a text (and even decode it, to a small degree) largely depends on his or her background knowledge. When it comes to helping students tackle challenging texts, we often need to build their background knowledge. Here are some ways to do this:</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Can someone read the bullet points on the slide that explain more about how to use the strategy?</li></ul>


Slide#) Duration	Slide	Facilitator Notes
3 min.	 <p><b>READ TEXT TOGETHER ON FIRST READ</b></p> <ul style="list-style-type: none"><li>• Echo Reading- If students need a LOT of help, consider an echo read. In an echo read, you read a chunk of the text, and then students read it. Once you’ve “echoed” the entire text, or part of the text, students go back and read it completely on their own.</li><li>• Choral Read- For a little less support, try a choral read, where you and the students read aloud the text together. After the choral read is finished, students go back and read the text entirely on their own.</li><li>• Pre-read- For less support, try a teacher pre-read, where you read part of or all of the text aloud to students, and then have them read it on their own.</li></ul>	<p><b>DO:</b> Show Slide 14</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• The next strategy we will discuss is “Read Together on 1<sup>st</sup> Read” This strategy is pretty much self explanatory. However, there are some effective ways we can go about doing this.</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Can someone read the bullet points on the slide that explain more about how to use the strategy?</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Keep in mind that each of the types of 1<sup>st</sup> read strategies depend on your students’ needs, so you should choose the one that is most adequate for your group of students. This might require that you use a different strategy for different classes or groups.</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Are there any questions?</li></ul> <p><b>DO:</b> Address any questions about the “Read Together on 1<sup>st</sup> Read” strategy before proceeding.</p>

Slide#) Duration	Slide	Facilitator Notes						
15 minutes	<div><p><b>VIDEO</b></p><p>Echo Read Choral Read</p></div> <div><p>NAME _____ MR _____ DATE _____ TITLE OF SOURCE _____</p><table><thead><tr><th>Notice &amp; Note</th><th>What I Noticed (Cite the text)</th><th>Response / Note (What does it mean? What questions do you still have? Why is this important?)</th></tr></thead><tbody><tr><td><p>When the writer presents something that contradicts what you know or think, or when the writer shows you a sharp contrast between people, groups, or ideas.</p><p><b>STOP and ASK:</b></p><p>"What does this make me wonder about?"</p><p>What is the difference and why does it matter?"</p></td><td></td><td></td></tr></tbody></table></div>	Notice & Note	What I Noticed (Cite the text)	Response / Note (What does it mean? What questions do you still have? Why is this important?)	<p>When the writer presents something that contradicts what you know or think, or when the writer shows you a sharp contrast between people, groups, or ideas.</p> <p><b>STOP and ASK:</b></p> <p>"What does this make me wonder about?"</p> <p>What is the difference and why does it matter?"</p>			<p><b>DO:</b> Hand out "Note and Notice" handout Prepare the videos: "Echo Reading" and "Choral Reading"</p> <p>*Note- Each videos</p> <p><b>SAY:</b> Now, we are going to complete an activity where we will watch 2 videos. The first video will demonstrate an echo read and the second video will demonstrate a choral read.</p> <p><b>ASK:</b> Has anyone done either of these before?</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>As we watch the videos, you will fill out your "Note and Notice" handout. In the "What I Noticed" column, you will note anything that you felt is important. In the "Response" column, you will write things you notice about the process and why you think it is important. Then we will discuss your findings as a group.</li></ul> <p><b>DO:</b></p> <ul style="list-style-type: none"><li>Show each video and walk around and answer any questions that arise.</li><li>After the videos end, hold a 7-10 minute discussion (set timer), calling upon random participants to talk about the two strategies and ways to implement each of them. Address any questions or inaccuracies.</li></ul>
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10 minutes		<p><b>DO:</b> Show Slide 16</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Strategy # 5 is “Chunking.” If a text is challenging for students, consider tackling it over more than one lesson OR consider removing parts of the text completely. Comprehension is easier for students when you work with smaller amounts of text. You may need to have students read a chunk, then discuss it, read more, discuss it, etc.</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Can someone read the definition of “chunking” on the slide?</li><li>• How many of you already use this strategy with your learners?</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Take out the reading passage, “Taco Head” again and let’s go through page one of the text and practice chunking. Remember, when chunking, you need to give learners a specific purpose. So, for this exercise, we are looking for the conflict in the text.</li></ul> <p><b>DO:</b></p> <ul style="list-style-type: none"><li>• Model reading the 1<sup>st</sup> page and stopping after each paragraph to discuss until you reach the end of the page.</li></ul> <p><b>ASK:</b> Does anyone have any questions about how to use this strategy?</p>

Slide#) Duration	Slide	Facilitator Notes
2 minutes		<p><b>DO:</b> Show Slide 17</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Strategy # 6 is “Multiple Reads.” If you’ve helped students get through a text once, great. However, students need a chance to feel comfortable with the text! This is when you want to read it a second or even a third time.</li></ul> <p><b>ASK:</b></p> <ul style="list-style-type: none"><li>• Can someone read the slide on Multiple Reads?</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• I am sure many of you already use this strategy, but you may not have thought to allow multiple readings in different ways such as stations or during independent reading. It’s a simple thing that is easy to implement but adds a lot of value to students’ ability to comprehend.</li><li>• </li></ul> <p><b>ASK:</b> Are there any questions about multiple reads?</p>

Slide#) Duration	Slide	Facilitator Notes
4 min	<div data-bbox="518 432 1509 1001"><p>Presentation title <b>slido</b> 18</p><p>Audience Q&amp;A Session</p><p>Start presenting to display the audience questions on this slide.</p></div>	<p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• We will spend a few minutes answering any questions you might have. Go ahead and type your questions into your phone and I will try to answer them in the order they appear in the slide. If there are any questions I can't answer, I will get with the appropriate people and get the answers sent over to your Department Chairperson.</li></ul> <p><b>DO:</b></p> <ul style="list-style-type: none"><li>• Show Slide 18</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• I hope you all learned how to use some strategies that you will be able to use to improve your students' reading skills. Your Department Chairpersons will be following up to see if anyone needs help with implementation.</li></ul>

Slide#) Duration	Slide	Facilitator Notes																																																																		
3 minutes	<div><div><h1>COURSE EVALUATION</h1><p>Scan the QR Code to participate in the course evaluation.</p></div><div><h2>TRAINING EVALUATION FORM</h2><p>for instructors in ISD teacher training program September - December 2022</p><p>Training Title            Reading Strategies Location of Training    : Trainer                    :</p><p>Please rate how much you agree with the following statements.</p><table><tr><th></th><th>Strongly Agree</th><th>Agree</th><th>Neutral</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>The objectives of the training were clearly defined.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Participation and interaction were encouraged.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The topics covered were relevant to me.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The content was organized and easy to follow.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The materials distributed were helpful.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>This training experience will be useful in my work.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The trainer was well prepared.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The training objectives were met.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The training was completed in the allotted time.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>The training materials &amp; book was good and sufficient.</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table><p>We appreciate your participation in the surveys and training. Send us an email at <a href="mailto:hello@reallygreatsite.com">hello@reallygreatsite.com</a> to leave a comment.</p></div></div>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	The objectives of the training were clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The topics covered were relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The materials distributed were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This training experience will be useful in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The trainer was well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The training objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The training was completed in the allotted time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The training materials & book was good and sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p><b>DO:</b> Show Slide 19</p> <ul style="list-style-type: none"><li>Have participants scan the QR code and complete the course evaluation.</li></ul> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>Thank you for participating in this training. Before we end, I would like for you to complete a course evaluation to provide some feedback on today’s learning. Once you are finished, you are free to leave.</li></ul>
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The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
The materials distributed were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
This training experience will be useful in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
The trainer was well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
The training objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
The training was completed in the allotted time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															
The training materials & book was good and sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																															



Slide#) Duration	Slide	Facilitator Notes
3 minutes		<p><b>DO:</b> Show Slide 20</p> <p><b>SAY:</b> I am also leaving my contact information here for anyone who would like to connect with me after today.</p>