

# PD Support Materials

## Fluency

### Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

#### PD Goals

- ▶ To set a context for delving into Teach with Tech and the Lesson in Action
- ▶ To elicit prior knowledge and build background knowledge

#### PD Materials

- ▶ The slideshow within the Instructional Strategy Guide
- ▶ Discussion questions (embedded within the slideshow and provided as a handout below)

#### PD Activity

- ▶ Ask teachers to review the slideshow (either before or during the session)
- ▶ Elicit conversation using discussion questions
- ▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Discussion Questions for the Fluency Slideshow

### DISCUSSION QUESTIONS

1. What challenges do your struggling students face in terms of developing fluency?
2. In what ways can building fluency skills support reading comprehension?

### DISCUSSION QUESTIONS

1. In what ways could you differentiate instruction to help students develop their fluency skills?
2. How could you vary the materials or content your students use to develop fluency?
3. What role could your students' interests play in building fluency skills?

### DISCUSSION QUESTIONS

1. How do you explain that fluency involves accuracy, speed, expression, and understanding?
2. What types of materials (e.g., story, poem) would you use to model fluent reading?
3. Which technology tools can support differentiated instruction?

## Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which offers suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

### PD Goals

- ▶ To examine and discuss evidence-based practices in terms of:
  - What they are and how they can be used to differentiate instruction
  - How technology tools can be integrated to further meet the needs of struggling students
- ▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

### PD Materials

- ▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- ▶ A companion chart (below), titled ***Differentiate the Strategy***. The chart is divided into three columns:
  - The left-hand column, “Evidence-Based Practices,” which is divided into three sections (one for each of the three evidence-based practice headings)
  - The middle column, “PowerUp Suggested Strategies,” which lists the strategies presented within PowerUp
  - The right-hand column, “Differentiating Instruction with Technology,” which has been left blank so that it can be used to record ideas brainstormed by the group of teachers in your school

### PD Activity

- ▶ Review Teach with Tech (contained within the Instructional Strategy Guide)
  - Review the strategies under each of the three evidence-based practice headings:
    - Discuss how relevant they are to your students’ needs
    - Compare them with current classroom practices
    - Identify new ideas that could be implemented
  - Discuss the accompanying Quick Views
  - Explore and discuss the identified UDL Guidelines
- ▶ Introduce the companion chart titled ***Differentiate the Strategy***
  - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column (“Differentiating Instruction with Technology”) by:
    - Exploring possible technology tools available in the school
    - Sharing ideas
    - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Differentiate the Strategy: Fluency

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Explain that fluency means recognizing and pronouncing the words accurately; reading at the right level of speed for the purpose and level of the text; and using the voice to express meaning (e.g., character, plot, tone), including pausing when the punctuation instructs you to do so.	
	Explain to students that you will help them to use different strategies to build fluency.	
	Show students how to use online and offline tools to track their oral reading performance as a way to set goals and track their improvement.	
Give Students Strategies and Models	Model fluent and expressive reading daily by taking advantage of audiobooks, e-books, online videos, and podcasts.	
	Model how to address different types of oral reading issues (e.g., stopping to think aloud about what isn't working and then trying again).	
	Demonstrate and model how students can self-assess fluency by using a graph or qualitative checklist to monitor and improve expressive reading, creating a video podcast showing the self-assessment process, and posting podcasts on the class website and inviting feedback.	
Provide Ongoing Formative Assessment	Teach students how to select texts that are at the appropriate instructional or independent level, depending on the fluency goal.	
	Provide struggling readers with options for assisted reading and paired reading (reading aloud together, alternating reading, echo reading). Students can work with an older student reading buddy, special education teacher, literacy specialist, or adult volunteer.	
	Use technology tools to engage students in performing text. Introduce technology by showing videos of students performing choral readings and readers' theater. Have students audiotape and/or videotape while practicing so that they can see and hear what needs to be improved before performing for an audience. Post final performances on the school website.	

## Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

### PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

### PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

### PD Activity

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the **Scavenger Hunt** handout to discuss how the teacher is:
  - Aligning the lesson with the Common Core State Standards
  - Employing the strategies suggested in Teach with Tech
  - Using technology to support struggling students
  - Personalizing instruction through differentiation
  - Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
  - Evidence-based practices
  - Differentiated instruction and UDL
  - Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
  - Discuss the sequence of the instructional steps: What? Why? How?
  - Discuss how the instructional steps can be used as a basis for lesson planning
  - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

## Scavenger Hunt



**Within the Lesson in Action, can you find an example of how the teacher...**

1. Aligns instruction to meet the Common Core State Standards?
2. Uses one of the Teach with Tech suggested practices?
3. Uses technology to support struggling students?
4. Personalizes instruction through differentiation?
5. Translates UDL principles into action?

**If you can't find an example, what would you have done?**