

Module 2: Off and Running

Focus Areas:	Case study Overview Literacy Attitudes Oral Reading Records - conventions	Overheads – Attachments 2_1, 2_2, 2_3, 2_4, 2_5, 2_6, 2_7, 2_8, 2_11b (all)
Materials needed:	Materials provided by ISD or site: <ul style="list-style-type: none"> • MLPP • Module 2 handout • A page from a variety of little books to be used to write scripts • Extra copies of Thinking About Yourself as a Reader and Writer • Sign-in sheets, name tags and evaluations • A-V equipment, usually an overhead and a VCR (if you need anything else, call the curriculum office of the hosting district to make arrangements) • Sample case study provided by ISD. 	Materials to be brought by the presenter: <ul style="list-style-type: none"> • Videos: <ul style="list-style-type: none"> ▪ <u>Learning Running Records with Leanna Traill</u> by Heinemann • Your prepared overheads • Blank overheads and overhead pens • Script for practicing conventions • Additional handouts you would like to share
Review of Module 1: (10 minutes)	<ul style="list-style-type: none"> ✓ Direct participants to share with a partner. ✓ Discuss selected case study student, especially the information from questions 1 and 2. ✓ Fill out the T graph. (Attachment 2_1) 	
Introduction to the Case Study: (35 minutes)	<p>Share that there are <u>four parts</u> to the case study:</p> <ol style="list-style-type: none"> 1. The questionnaire that they started last week to be completed as assigned (Attachment 2_2) 2. Documentation from the assessments administered <ul style="list-style-type: none"> ✓ Scoring sheet ✓ Student work sample or dictated responses 3. Analysis of information gathered identifying child's strengths, challenges, and instructional strategies to be used. (Tell them to be specific and to place their major emphasis on meaning-making rather than conventions.) (Attachment 2_3) 4. Take participants through an entire case study showing assessments and possible instructional strategies. Fill in attachment 2_3a. <p>Tell them that they will be administering each of the assessments in the MLPP as they attend the training. They are to administer the appropriate assessments to the child they have selected for their case study. The other assessments (the ones that are too easy or too hard for the case-study child) are to be given to other children in their building, so that the participants can practice giving each assessment.</p>	

Literacy Attitudes and Habits: (30 minutes)	<ul style="list-style-type: none"> ✓ Do Letter Activity - What book changed your heart or mind? ✓ Write independently, share in pairs, ask for 3-4 volunteers to share w/ group. ✓ Ask participants to work with the people at their table. The person with the most buttons is designated as the recorder. Have the groups list 3-5 reasons why it is important to know how a child feels about reading and writing. ✓ Describe the 3 parts of the Literacy Attitudes (pp. 1.1-1.3 in MLPP). <ul style="list-style-type: none"> • Student Self-Reflection About Reading and/or Writing (pp.1.4-1.7 in MLPP)(attachment 2_4) <ul style="list-style-type: none"> ▪ With pre-emergent and emergent students, questions are read to each child and responses are recorded by an adult. ▪ More literate students can read questions and write responses independently. • Reading and/or Writing Log (pp. 1.8-1.11 in MLPP) <ul style="list-style-type: none"> ▪ Completed by students and/or parents during a designated length of time. ▪ A completed in-school reading/writing log can also be included in the student's profile. • Teacher Observation Survey (pp. 1.12-1.13 in MLPP) <ul style="list-style-type: none"> ▪ To be used at the beginning, middle and end of the year for each student ▪ Have teachers select a partner from across the room and develop a working definition of the terms rarely observed, sometimes and usually observed. Share with whole group.
Break (15 minutes)	
Taking Oral Reading Records (75 minutes)	<ul style="list-style-type: none"> ✓ Set context for Oral Reading Records by: <ul style="list-style-type: none"> ▪ Sharing the overheard on “Why Take ORR” and “What Will I Know About Children” (Attachment 2_5). ▪ Looking at the steps to taking an oral reading record (Attachment 2_6). ▪ Previewing pages 7.4-7.6 in the MLPP (included in Attachment 2_6). ▪ Briefly explaining the 3 cueing systems (Attachment 2_7). ▪ Sharing and explaining the overhead on conventions for taking an ORR (2_8). ✓ Show the Leanna Traill video on ORR in segments or explain by yourself. <ul style="list-style-type: none"> ▪ Practice each convention separately, reading prepared script (Attachment 2_11a trainer script) (Attachment 2_11 taking ORR included in participant packet). Note: Sequence of the practice script aligns with video. ▪ Have the participants check the accuracy of their marking by comparing their ORR to yours (Attachment 2-11b trainer checking).
Assignment (10 minutes)	<ul style="list-style-type: none"> ✓ Tell participants that they are to take an oral reading record on their case study child, if appropriate, or another child, if not. ✓ Also, complete literacy attitudes interview with their case-study child. ✓ Due at Module 3.
3 Hours	Total Class Time