

# **Connecting Intervention, Coaching, and Staff Development**

Lisa Puckett  
Prairie View Elementary  
Goshen, IN

February 10, 2009  
2009 Reading Recovery  
& Classroom Literacy Conference

# P.V. Common Threads in Reading

*All teachers at P.V. share these beliefs about how reading instruction will impact student learning at high levels:*

- *Students learn to read by reading and reading is connected to writing.*
- *Student response to reading (written or oral) is important to comprehending. Conversation with students about reading is important for making meaning.*
- ***Students learn to read best when taught within their ZPD***
- *Students learn to read and write best when they feel emotionally safe.*

# One Reader at a Time

## **Monitoring the reading progress of Juan**

Lisa Puckett/Literacy Coach & Intervention  
Prairie View Elementary School, Goshen, IN

# Juan's strengths as a reader:

- Bilingual
- Positive about school
- Wants to learn
- Willing to take risks in learning
- Loves to talk/discuss what we are reading and connect it to his life experiences
- Has strong inferring skills

# Juan's literacy obstacles

- He has been a below benchmark reader for 4.5 years
- We as educators have not yet figured out how to teach him to read for meaning
- The gap between he and his peers has widened as self sustaining peers excel (Matthew effect)
- He has developed ways of getting by
- Has not experienced/developed an intrinsic reward or motivation for reading
- It has been difficult for teachers to teach in his zpd as the gap widens
- Great reading slide back over the summer

# My General Goals

- To nurture an intrinsic desire to read by going deep in discussions (making it rewarding and meaning-FULL to read)
- To envelope all GR vocab study in meaningful context of the story (NOT preteach vocab isolated from meaning)
- Teach in his ZPD

# Baseline data

## **Baseline data** (Rigby)

10-15-07 level N-86% (Q b'mark)

12-19-08 level N-89% (R)

Level N

Accuracy-89%

SC: 1:7

Fluency: 2

Miscue Analysis:

M-5

S-12

V-24

# What Juan needs to understand:

## Specific Goals:

- Juan needs to balance his use of MSV at word attempts—he needs to stop when meaning breaks down, then search, reread, try something, and finally, check
- He needs to understand that it is **his job** to monitor for comprehension—He needs to stop when understanding breaks down to search for meaning

# My mentor text

One Child at a Time

By

Pat Johnson

# Book Choice

## THE YEAR OF THE PANDA

### Pros

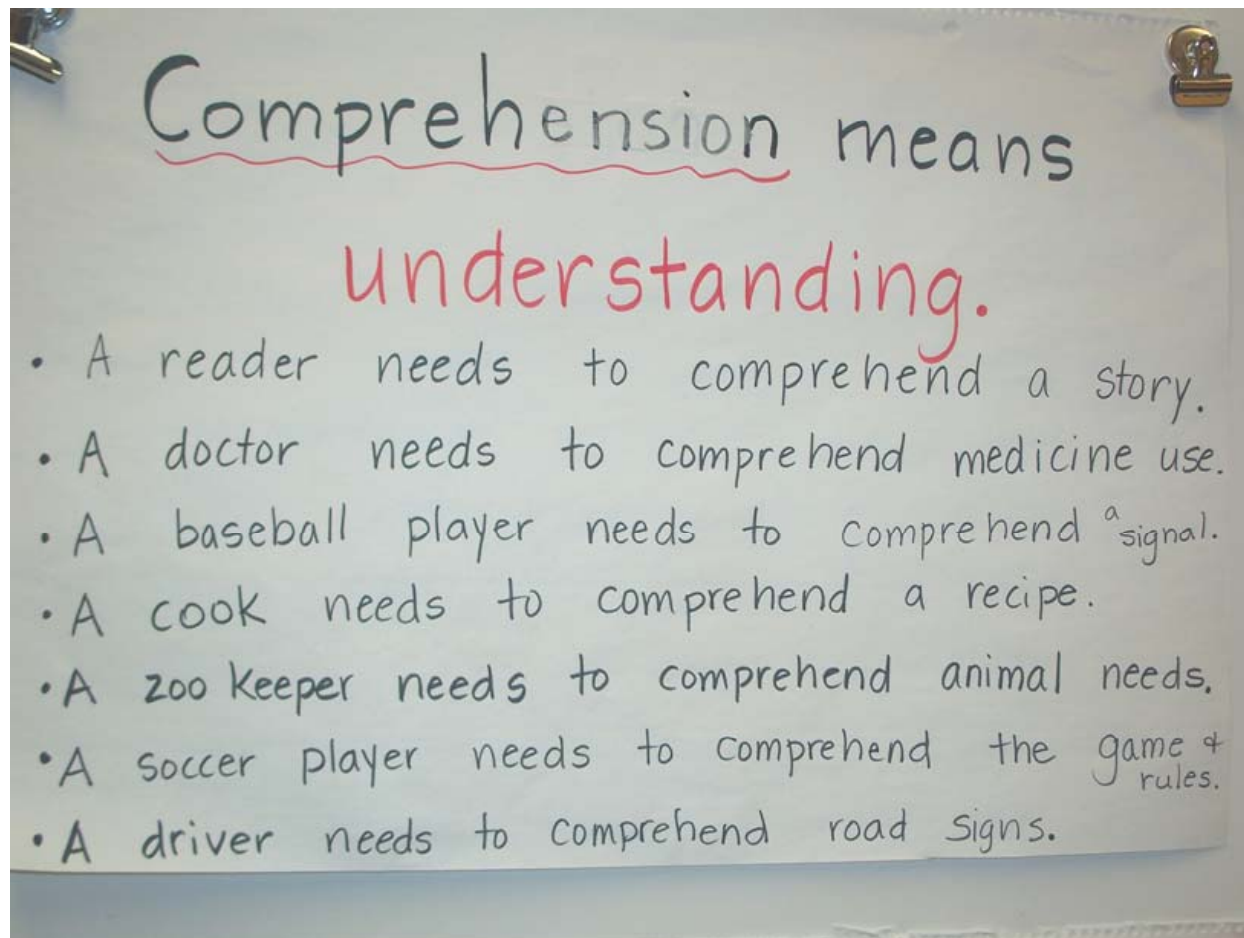
- High Interest
- Reading level
- Discussability

### Concerns

- Prior knowledge/China

# Action Plan: mini lessons and teaching points

## 1. Comprehension is understanding

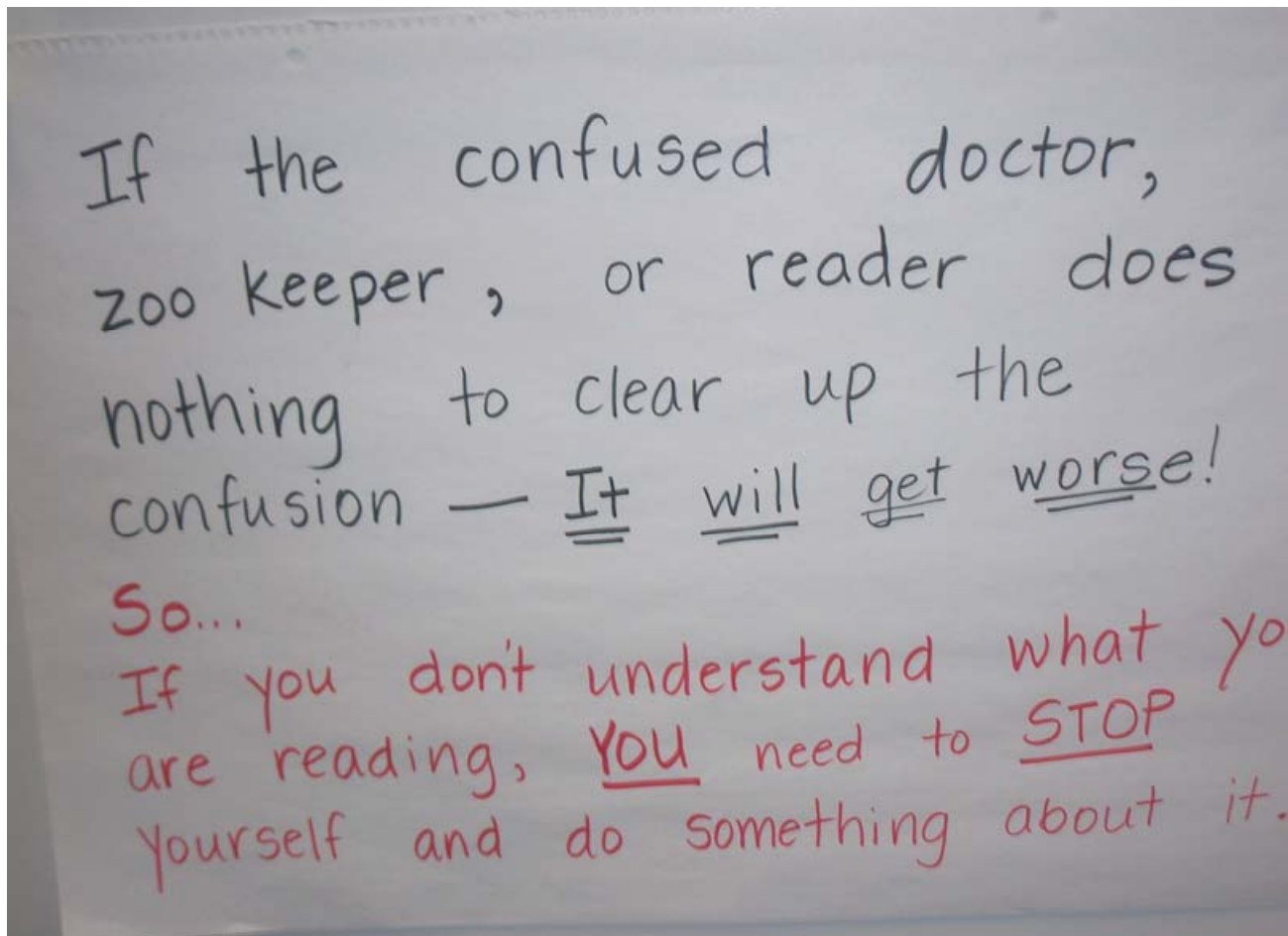


Comprehension means  
understanding.

- A reader needs to comprehend a story.
- A doctor needs to comprehend medicine use.
- A baseball player needs to comprehend <sup>a</sup>signal.
- A cook needs to comprehend a recipe.
- A zoo keeper needs to comprehend animal needs.
- A soccer player needs to comprehend the game & rules.
- A driver needs to comprehend road signs.

2. It is the reader's job to know when it does not make sense and...

### 3. STOP



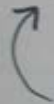
# Mini lessons and teaching points continued

4. Search (reread)
5. Look for parts
6. When you read and get back to the tricky word—make the first sound and think about what would make sense that starts like that?
7. TRY SOMETHING
8. Check it—does it look right, sound right, make sense?

## 9. Using context clues

not all of the time.

### Context Clues



I was confused about this object, until I learned how it was used. (dissolved in water and applied to paper with a paintbrush)

Readers notice how words are used to figure out the meaning.

# After 9 days...

## **Baseline data (Rigby)**

10-15-07 level N-86% (Q b'mark)

12-19-08 level N-89% (R)

Accuracy-89%

SC-1:7

Fluency: 2/3

## Miscue Analysis:

M-5

S-12

V-24

## **Current data (GR RR)**

2-5-08 Level N

Accuracy-95%

SC-1:2 (Out of 19 miscues, 9  
were successfully sc)

Fluency: 3

## Miscue Analysis:

M-12

S-13

V-17

Page	T-Teacher S-Student	Analysis of Errors and Self-corrections	
		Count	Information used
		E	SC
		MSV	MSV
	T: Juan what you just did there is <u>so</u> big! This is going to make reading better for you if you keep this up. Do you know what you just did?		
	S: I stopped when it didn't make sense & I tried something else.		
	T: Did it work?		
	S: yes, a lot of the time.		
	T: Have you been trying to do this during ind. reading too? Has it been helpful?		
	S: (quarry pause) ☹ Well, to be honest, I still just keep going when I'm reading in my head.		
	T: What will happen if you just keep going?		
	S: It will get worse (comprehension)		
	T: So, what are you going to do?		
	S: try to make myself stop.		