

**Powerful Practice (Guided Reading) ---> Students engage in customized learning when teachers record students' reading behaviors and strategies during guided reading and: 1) craft meaningful questions during discuss the meaning 2) teach for processing strategies based on students' needs.**

	Input				Professional Reading	Practice	Observation/Coaching/Feedback/Parents	LASW, Assessments	Learning Walks
	Grade Level	ILT	Early Release	CPS PD Day					
<b>Week 31</b> 4/19 - 4/23 conferences 4/21	Cycle overview. 1.Study the <b>Processing a Written Text: Ways of Thinking</b> chart. How does this chart relate to the reading behaviors (e.g behaviors on GNORB), and the <i>Discuss the Meaning</i> and <i>Teach for Processing Strategies</i> portions of the GR lesson? 2)Pass out reading pp. 45-51 and assign jigsaw sections to focus on over the next week. Agree on a protocol and expectations for discussing the following week. (examples - LASW, Guiding questions, Anecdotes, implications for instruction and planning, personal experiences, etc.)				"Thinking Within, Beyond and About a Text Chart" p.33 <u>Teaching for Comprehending and Fluency</u>	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning</i> and <i>Teach for Processing Strategies</i> .	Report Card Pick Up 4/21		
<b>Week 32</b> 4/26 - 4/30	1)Jigsaw reading discussion about the six ways to think <b>within the text</b> . Bring materials discussed at last meeting to share. How would this look when planning for the <i>Discuss the Meaning</i> and <i>Teach for Processing Strategies</i> portions of the GR lesson. 2)Pass out reading pp. 52 - 61 and assign jigsaw sections to focus on over the next week. Agree on a protocol and expectations for discussing the following week. (examples - LASW, Guiding questions, Anecdotes, implications for instruction and planning, personal experiences, etc.)	4/30 3-5 if needed			<u>Teaching for Comprehending and Fluency</u> pp. 45-51	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning</i> and <i>Teach for Processing Strategies</i> .			

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<b>Week 33</b> 5/3 - 5/7	<b>Math Focus</b>		5/3/2010- One option for PD can be Observation Rooms of GR lessons (need interested upper grades teachers, like last time)		<u>Teaching for Comprehending and Fluency</u> pp. 52-61	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .			
<b>Week 34</b> 5/10 - 5/14	1)Jigsaw reading discussion about the six ways to think <b>about the text and beyond the text</b> . Bring materials discussed at last meeting to share. How would this look when planning for the Discuss the Meaning and Teach for Processing Strategies portions of the GR lesson.	5/14 3-5 Plan for Rigby & Peer Observations			<u>Teaching for Comprehending and Fluency</u> pp. 52-61	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .			
<b>Week 35</b> 5/17 - 5/21	Peer Planning focusing on <i>Discuss the Meaning and Teach for Processing Strategies</i> while keeping the <b>Processing a Written Text: Ways of Thinking</b> chart in mind. Refer to resources (e.g. <i>Comprehension Strategy Prompts, GONRB</i> , previous readings on reading strategies and behaviors, etc.). Plan to teach lesson the following week during peer observations.				"Comprehension Strategy Prompts Chart" & "Monitoring Understanding Questions"	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .		Rigby Round 3	
<b>Week 36</b> 5/24 - 5/28	<b>Math Focus</b>	5/24 3-4	5/24/2010- Early Release - Training on Scantron Assessment, self-directed time			Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .	Peer Observation (begin debrief during mornign staff mtg if time)	Rigby Round 3	

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<b>Week 37</b> 5/31 - 6/4 Memorial Day	Data Wall Conversations					Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .		June 1, 2, 4 - End of year Interim assessments	
<b>Week 38</b> 6/7 - 6/11	<b>Culminating Activity-</b> 1) Debrief on peer observations 2) Review/think back on cycles: Which cycle did you like the best? Least? In which area do you feel you have grown the most? What were some challenges? What is something you're walking away with? How are learning cycles important for the school as a learning community?	6/7 3-4, 6/11 3-5- Discuss and decide way to prepare student reading data for next year	6/7/2010 Early Release - choice PD - Leveling Library, Mini Lesson, Word Work, Observation Room		Review all the Cycles we've done this year and bring them to the grade level meeting.	Planning and delivering GR lessons with an emphasis on <i>Discuss the Meaning and Teach for Processing Strategies</i> .	Home-School Connection: 1. Include ways to keep kids reading during the summer in the presentation 2. Give "Comprehension Strategy Prompts" (need in Spanish) 3. Secure location & people to provide child care		Learning Walk to inform next Learning Cycle
<b>Week 39</b> 6/14 - 6/18	<b>Prepare student reading data</b> for next year's teacher (re-schedule GL meetings for teachers that have it on Thurs)			6/17/2010- The purpose of TIA (Targeted Leadership Consulting, 90-90-90 research, <u>Leadership for Equity and Excellence</u> , etc.)					