



Consortium on Reading Excellence®

Your Implementation Partner
for Literacy Achievement

Program Resource Packet



Macmillan/McGraw-Hill

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CORE Mission

CORE serves as a trusted advisor at all levels of K–12 education, working collaboratively with educators to support literacy achievement growth for all students.

Our literacy implementation support services and products help our customers build their own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven tools, and developing literacy leadership.

As an organization committed to integrity, excellence, and service, we believe that with informed school and district leaders, expert teaching, and well-implemented programs, all students can become proficient readers and writers.

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Introduction

Elementary schools are working hard to implement new reading programs. The textbook publishers have done a wonderful job developing research-based materials to support effective reading instruction. However, implementing these programs can be a daunting task. In order to assist you with this job, this packet contains resources aligned to your program that can be used by administrators, coaches, and classroom teachers. Inside this packet you will find the following implementation tools:

- 10- or 15-minute walk through observation forms to help administrators and coaches quickly gauge instructional needs. These forms may also be used by classroom teachers.
- Specific grade-by-grade observation checklists for more detailed classroom observation.
- Assessment and Pacing Guides to be used by administrators, coaches, and teachers to develop a school assessment plan using the program assessment resources and to lay out a pacing calendar to align instruction and testing.
- A small-group instruction planner to be used by all staff to assist in effective program implementation.
- Sample 90-minute reading block schedules to help you plan your instructional organization and time.

We hope you will find these resources useful as you implement your new reading programs.

In addition to these resources CORE provides site implementation to assist you to effectively use your program. We provide classroom demonstration lessons, observation and feedback, and grade-by-grade work sessions to assure teachers develop program expertise. In addition, CORE offers a Leader Institute and Coach Institute for principals and coaches to support full implementation of an effective reading program.

RED SECTION—Read the Literature	
Note section observed:	
<ul style="list-style-type: none"> ■ Build Background ■ Read the Big Book ■ Literature Response 	
Teacher uses Building Background activity to prepare students for reading.	
Teacher introduces vocabulary .	
Teacher uses Modeling for the Comprehension Skill and/or Strategy.	
Teacher pauses for questions and/or discussion points if indicated in TE.	
Teacher scaffolds reading of Leveled Books (Day 5) .	
Teacher utilizes Decodable Stories as outlined in the TE.	
GREEN SECTION—Build Skills	
Teacher uses Modeling to focus on the Skill and/or Strategy during the reading using Teaching Charts.	
Teacher follows the Teach, Practice, and Assess model.	
Teacher utilizes activities for Meeting Individual Needs .	
Interactive Writing activities are incorporated into daily lesson plans.	

SMALL-GROUP TIME	
Teacher provides daily small-group time for students. Weekly Center Activities outlined in the TE are set up and instruction provided in	
<ul style="list-style-type: none"> ■ Phonics ■ Writing ■ Reading and Listening ■ Math ■ Social Studies/Science ■ Working with Words 	
LEVELED BOOKS	
Teacher provides small-group and/or independent reading times using leveled books or classroom library.	

UNIVERSAL ACCESS	
Teacher uses Language Support Book, Meeting Individual Needs resources, and Teaching Tips in the side notes to provide extra support, challenge, and ESL instruction to groups or individuals.	
Practice workbooks are utilized for leveled practice (if available).	
ASSESSMENT	
Teacher is administering Unit Tests at the appropriate times.	
Teacher is using the Macmillan/McGraw-Hill observation tips and Assessment Checklists to track progress.	
A student portfolio is developed for each student which may include observation checklists, writing from the Interactive Writing Workshop, other writing projects or artwork, and student selected work.	
Teacher uses Student Profile booklet to track individual student progress.	
Teacher modifies instruction based on assessments.	

Small-Group Time Planner

This planner is a *suggested* sequence to get you started with small-group time. If your class is having a hard time following the rules and procedures, you may need to repeat a step several times or decrease the daily minutes spent on small-group time until you feel satisfied that they can maintain independence. If either is the case, it may take you longer than 21 days to complete this planner. OR you can move through the planner more quickly by increasing the daily minutes sooner than is suggested. This would allow more than one group to practice in a given area on a given day.

DAY	DATE	TIME (min.) (Flexible)	SMALL-GROUP TIME GOAL	What is the TEACHER doing?	What are the STUDENTS doing?
Phase I of Small-Group Time: Whole-Group Teacher Monitors					
1		15	Introduce small-group time rules	<ul style="list-style-type: none"> ■ Teacher explains each of the rules for small-group time using a poster that will be hung up in the classroom. ■ Teacher chooses students to model each rule while the whole class watches. 	<ul style="list-style-type: none"> ■ Students learn about rules and discuss the importance of each rule with the whole group. ■ Individual students model for others what the rules mean.
2		15	Practice small-group time rules	(Same as Day 1 above)	(Same as above)
3		15	Practice small-group time rules	<ul style="list-style-type: none"> ■ Teacher quickly reviews each of the rules for small-group time. ■ Teacher chooses students to model some rules while the whole class watches. ■ Teacher gives students a task (that needs little explanation) to do independently at their seats. ■ Teacher monitors room but does not engage with students! ■ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ■ Students listen while teacher reviews rules. ■ Individual students model for others what the rules mean. ■ All students work independently at their seats. ■ Students actively participate in a debriefing session.
4		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
5		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
6		15	Practice small-group time rules	(Same as Day 3 above)	(Same as above)
7		15	Introduce Reading Area	<ul style="list-style-type: none"> ■ Teacher introduces and explains each of the rules for the Reading Area. ■ Teacher chooses students to model each rule while the whole class watches. 	<ul style="list-style-type: none"> ■ Students learn about Reading Area rules and discuss the importance of each with the whole group. ■ Individual students model for others what the rules mean.
8		15	Review rules for Reading Area	<ul style="list-style-type: none"> ■ Teacher reviews rules for small-group time and the Reading Area. ■ Teacher chooses students to model some rules while the whole class watches. 	(Same as above)