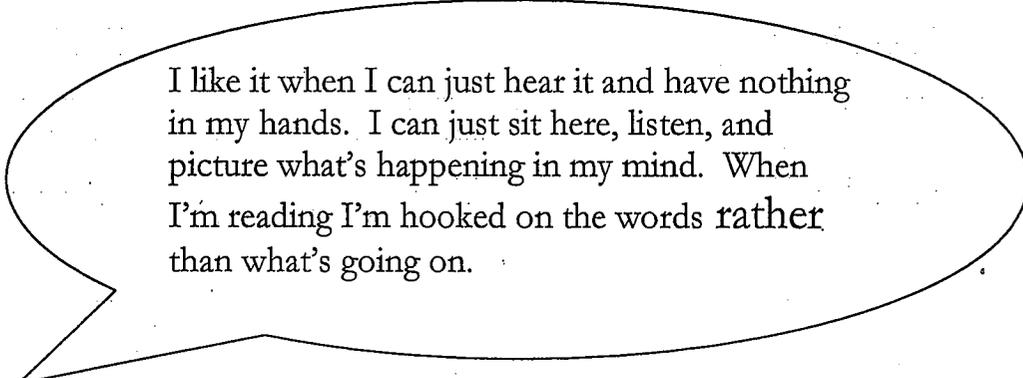


# Questions to Prompt Analysis of Teaching

1. Help teachers observe and analyze students' behavior.
  - Talk about what you noticed during [reading, writing, discussion, etc.]
  - What did important [reading/writing] behavior did you notice in your students'?
  - What did you notice about students' behavior during [any component of the lesson]?
  - How were the students different from each other in the way they responded?
  - Where in the text did they have trouble? What do you think caused the problem?
  
2. Help teachers become aware of the impact their decisions have on students.
  - Why did you select this text?
  - What were you hoping would happen during your introduction?
  - What went well in the lesson?
  - Did you change your plan at any time in the lesson? Why?
  - Did you change plan because of students' responses? How?
  - Looking back, what changes would you make in your lesson?
  - What are some alternatives to choose from [at any point in the lesson]?
  - What work or problem solving did you expect the readers to do in this text?
  
3. Help teachers deepen their understanding of reading and writing processes.
  - What did the students learn from this lesson?
  - What did the students learn today that they can use in [reading, writing] tomorrow?
  - How can you help students develop this [knowledge, strategy, process] in other learning contexts [reading aloud, guided reading, independent reading, literature study, investigation, guided writing, independent writing, word writing]?
  - How would [action, behavior] help readers or writers?
  - Why is [action, behavior] important for readers or writers?
  
4. Help teachers reflect on their own learning.
  - What have you learned about your teaching today?
  - What will you be working on next in your teaching?
  - How did your analysis of the lesson help you?

## Why Focus on Literacy?

- Comparisons indicate that the reading, science, and math achievement of the U.S. 4<sup>th</sup> graders ranks among the best in the world, but by middle school, U.S. achievement levels hover around the international average, a substantial decline.
- A student reading a book at his or her “instructional reading level” will misread or skip as many as 5 words of every 100. In a grade-level 1 high school science and social studies text, students will misread 10-25 words on every page.
- When my colleagues were asked 1,700 6<sup>th</sup> graders from two states which activities they most preferred in their reading and language arts classes, an impressive 63 percent of students selected independent reading more than any other classroom practice.
- Mathematics texts can contain more concepts per line, sentence, and paragraph than any other kind of texts.
- A high school chemistry text can include 3,000 new vocabulary terms—more than students are expected to learn in foreign language classes.



I like it when I can just hear it and have nothing in my hands. I can just sit here, listen, and picture what's happening in my mind. When I'm reading I'm hooked on the words rather than what's going on.

# 1,000 Days to Success

1,000 days

This is the number of calendar days from the start of kindergarten to the end of 2<sup>nd</sup> grade

180 days x 3 years = 540 days

Children are in school only 180 days a year for 3 years, or 540 actual days.

540 days x 2-hours literacy block = 1,080 hours

We devote 2 hours a day to literacy. The 540 days times 2 hours a day equals 1,080 hours of instruction.

1,080 hours ÷ 4 guided reading groups = 270 hours

In our classrooms, we expect each teacher to have a guided reading lesson with each student each day. In the two-hour block, each teacher meets with each group every half-hour. Dividing the 1,080 hours that students are working directly on literacy by the 4 groups that are actually working with their teacher equals 270 hours.

270 hours ÷ 5 students = 54 hours

Each teacher works in guided reading groups with an average of 5 students in each group. Dividing the 270 hours that a child is actually with the teacher by the 5 students in the group means that each student gets individual attention for only 54 hours.

54 hours ÷ 3 years = 18 hours a year

The 54 hours are spread over 3 years! When we divide the 54 hours by 3 years, we see that a child receives only 18 hours of direct instruction a year.

18 hours ÷ 36 weeks = ½ hour a week

An average school year has 36 weeks. When we divide the 18 hours by the number of weeks, we see that a student may have only 30 minutes a week of individual instruction.