Leading the way in reading curriculum, instruction, assessment & motivation

Leading the way in reading curriculum
• Know the criteria for selecting a strong core reading program
• Make sure that the reading program selected is strong enough to help most kids succeed
• Know how your program reflects the “five big ideas” in reading
• Help staff select supplemental & intervention programs that have been shown to work
• Support staff in developing & using CSI maps*
• Learn the curriculum along with the teachers

Leading the way in reading assessment
• Learn as much as you can about the formative assessment used by your school
• Learn how to collect data in this system and help collect data periodically
• Learn as much as you can about the reports available through this system
• Learn how to use & interpret these reports to guide instruction
• Use these reports to guide the regular grade level reading planning meetings
• Talk to teachers regularly about the data on their students’ reading performance, including ideas for refining instruction

Leading the way in reading instruction
• Conduct classroom ‘walk throughs” regularly to gauge the strengths & needs of teachers’ reading instruction
• Talk to teachers about the teaching & learning process, especially related to reading
• Give lots of affirmation, praise & encouragement about teachers’ reading instruction
• Provide further training, as needed, to strengthen teachers’ reading instruction
• Support grouping of students for reading lessons
• Provide adequate time (through the schedule) for reading instruction and work to avoid interruptions of reading lessons
• Support outcomes over processes; the process is only as good as the outcomes

Leading the way in motivation to read
• Go to classes and read to students
• Let students come to your office to read
• Visit classes for reading groups; praise success
• Read some of the books that kids are reading & talk to them about what they are reading
• Motivate Students to read through programs like (Reading Counts, Battle of the Books, etc.)
• Facilitate reading related special events for kids
• Be a progress monitor periodically
• Teach a small group once in a while
• Challenge kids to read to reach a goal
• Take some of your reading to a class to read for silent reading time (let kids see you read

*CSI maps: Grade level plans which specify which core, supplemental and intervention programs will be taught (and for how many minutes each day) to students at each instructional level.