



Video

FULL DETAILS AND TRANSCRIPT

## Third Grade Articulation Meeting: Needs-Based Text Selection

Lake Forest North Elementary School, Delaware • October 2010

Topic: Improving K-3 Reading Comprehension

Practice: Teach Comprehension Strategies

### Highlights

- A literacy coach leads a team meeting of third-grade teachers as they discuss instructional challenges, review assessment data, and plan comprehension instruction based on student needs.
- Anita Hart, literacy coach at Lake Forest North Elementary School, explains the purpose of the articulation team meeting and facilitates the collaborative process.
- Four teachers share ideas, explain how they select texts, and identify comprehension strategies they will integrate into lessons to help struggling readers.

### About the Site

Lake Forest North Elementary School

Felton, Delaware

### Demographics

71% White

- 23% Black
- 4% Hispanic
- 1% Asian
- 53% Free or Reduced-Price Lunch
- 1% English Language Learners
- 13% Special Education

Lake Forest North's data-driven culture drives every aspect of the school. Administrators and instructional support staff work closely with teachers to ensure each classroom offers heterogeneous instructional practices.

- Strategies like whole group read-alouds and partner sharing, graphic organizers, and modeling and strategy explanation help students understand text structure.
- Comprehension instruction includes an emphasis on what good readers do and the strategies they use.
- Grade-level articulation meetings are held weekly with the reading coach for the purposes of collaborative planning and data review.
- Teachers build on student development of comprehension strategies across grade levels.
- Teachers are provided opportunities to observe peer instruction to better understand student learning in previous grades and comprehension goals in future grades.
- The principal provides strong leadership and motivates teachers to sustain effective comprehension practices, for example, through the use of classroom walk-throughs.
- Targeted professional development is created from benchmark assessment data for improving teaching skills.

## Full Transcript

Anita Hart: My name is Anita Hart. I'm a literacy coach at Lake Forest North Elementary School, in Lake Forest School District, in Felton, Delaware.

We have weekly articulation meetings at our school. We take a look at things that teachers might be struggling with, and we discuss them among the teachers. And through that peer discussion, we come up with some very good solutions to problems. We also look at our data—and that's constant. Data is collected and reviewed and shared.

## Identifying Student Needs

Hart: We are just going to begin our third-grade articulation meeting today, and I have some reflection questions in front of you. I would like you to look that over along with your data. We are going to be reflecting on two things that you see in the data that may make you change your instruction to target skills that are areas of concerns. So let's just take a minute to jot down some ideas by looking at your data.

Okay. Nakia, what did you find with your data?

Nakia McNair: With my data, I saw that text connections was a big concern with my class. I introduced connections through literature circles last year, at that time. So I think, later on in the year I saw how I changed my way of instruction with that. I began modeling and also modeling the thinking strategies that go along with making text connections, and so I had changed the graphic organizer and the method. So I would continue doing that.

## Selecting Texts

Hart: Does text structure come into play when choosing the right text?

Bushey: I think we try to choose the text that's going to go with that comprehension skill the best. So we are going to really pick out books that are going to just exactly match that. If we are doing sequencing, we want to find a book that has a nice flow to it, you know, uses a lot of the sequencing vocabulary.

Erin Green: And I think also, too, we try to—if we do a skill one week, then the next week we try to also incorporate that skill in the next read-aloud. So we may find a book that focuses on main idea and details, but at the same time, if last week's skill was drawing conclusions, that book also warrants itself to be able to practice that as well. So it's not like they are getting a skill one week, and then they have to forget about it because we are moving on to the new one. It's a continual flow, and I think we try to pick texts that keep that in mind so we can focus on all the skills.

## Data-Based Planning

Hart: Well, now we looked at our scores from last year. Now, let's look at what we did this year. This year in September, the students had taken a baseline test. So what I did was I went through the tests, and I picked out all the skills that you see on your data chart there that those students may have struggled with. So let's

take a look at that right now, and you can look at those kids that may have struggled in that certain area. So now that you know which students need what skill, how can we address these areas of concern so that our students are successful before the end of the school year in these areas?

Green: I think that during small-group time, we need to make sure that the students that are struggling on these areas, they need to have exposure to this constantly throughout the year.

Jennifer L. Maczynski: And I noticed that last year, when we did make our graphic organizers more consistent. One in particular, the compare-and-contrast has so many different organizers, and in past years, they got used—those different organizers. And then, just picking one and sticking with it really helped—especially some of the lower-learning students—to just have that consistency and be able to relate and know exactly what to do on that particular organizer.

### **Supporting New Teachers**

Hart: Articulation meetings are extremely helpful to our new teachers. They are inexperienced, and articulation between the more experienced teachers and the inexperienced teachers gives them some support and some understanding of where they need to go in their instruction.