



With **300**  
strategies

JENNIFER SERRAVALLO

*The*  
**Reading** Strategies  
*Book*

YOUR **EVERYTHING GUIDE** TO  
DEVELOPING SKILLED READERS

**Study Guide**

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## An Introduction to the Study Guide

I'm so happy you've chosen to study *The Reading Strategies Book* with colleagues! Taking the opportunity to try out material in the book alongside other teachers and leaders in a school has the potential to help your practice grow exponentially. I've put together this guide to jump-start collaboration by including ideas for how I might guide your practice if I were there with you.

I've included ideas in this guide that will work well in discussion groups or meetings, and others that will work well when you practice inside a classroom with students. If your schedule doesn't allow you to teach alongside another teacher while school is in session, you may also consider filming your teaching and sharing it during after-school hours. One note about this: opening up your classroom (literally or with transcripts and videos) might seem a little nerve-racking at first, but doing so will provide endless opportunities for thoughtful reflection and revision of best practices. I highly recommend trying!

For fun and easy reference, I decided to format this study guide like I do the strategies in *The Reading Strategies Book*. Each collaboration suggestion has:

- A Title
- A Procedure: a clear, step-by-step process for the activity
- A Level: a marginal denotation as a "beginner," "intermediate," or "advanced" activity. Some are marked acceptable for "any" and there are notes within the page to understand how to adapt for teachers of differing experience levels.
- Book to Book: cross-references to my other books, for those of you who have them, to help you understand how my books fit together

- **Setting:** a suggestion for whether this works best at a teacher meeting (such as a PLC or faculty meeting) or while working in classrooms with children (such as a lab site)
- **Coaching Tips:** a more in-depth discussion of how to do the activity with colleagues, as well as some sidebar notes I'd likely tell you if I were there with you as you practice.

Below, you'll find an overview table of all eighteen suggestions at a glance.

I hope you find this to be an easy-to-follow guide that offers ideas for conversations, activities, and practices that will not only strengthen your strategic reading instruction, but will also strengthen collaboration with your colleagues.

	<b>Title</b>	<b>Level</b>	<b>Book to Book</b>	<b>Setting</b>
1	How Do I Know What to Teach?	Any	Either of the <i>Playbooks</i>	Meeting room
2	Revise Your Curriculum to be More Specific	Any	Either of the <i>Playbooks</i>	Meeting room
3	Imagine the Course	Any	<i>Conferring with Readers</i> or <i>Teaching Reading in Small Groups</i>	Meeting room
4	Visualize It	Any	<i>The Reading Strategies Book</i>	Meeting room
5	From Page to Practice	Any	<i>Conferring with Readers</i> or <i>Teaching Reading in Small Groups</i>	Classroom
6	Create a Toolkit	Any	<i>The Reading Strategies Book</i>	Meeting room
7	Mark Up a Demo Text	Any	<i>Teaching Reading in Small Groups</i>	Meeting room
8	Revise Your Guided Reading Lessons to be More Explicit	Beginner or Intermediate	<i>Either of the Playbooks</i> and <i>Teaching Reading in Small Groups</i>	Meeting room
9	Planning Prompts	Beginner or Intermediate	<i>Teaching Reading in Small Groups</i> and <i>The Reading Strategies Book</i>	Meeting room
10	Author New Strategies	Intermediate	<i>Teaching Reading in Small Groups</i>	Meeting room
11	Balancing Whole-Class and Individual Goals	Intermediate	<i>Teaching Reading in Small Groups</i> , either of the <i>Playbooks</i> , and <i>Conferring with Readers</i>	Meeting room
12	Moving to a New Level	Intermediate or Advanced	<i>Either of the Playbooks</i> and <i>Teaching Reading in Small Groups</i>	Meeting room
13	One Strategy, Many Twists	Intermediate or Advanced	<i>Conferring with Readers</i> and <i>Teaching Reading in Small Groups</i>	Classroom
14	Plan a Curriculum of Talk	Intermediate or Advanced	<i>Teaching Reading in Small Groups</i> , either of the <i>Playbooks</i> , and <i>Conferring with Readers</i>	Meeting room
15	Plan a Curriculum of Writing About Reading	Intermediate or Advanced	<i>Teaching Reading in Small Groups</i> , either of the <i>Playbooks</i> , and <i>Conferring with Readers</i>	Meeting room
16	What Does "Got It" Look Like?	Intermediate or Advanced	Either of the <i>Playbooks</i>	Meeting room
17	Studying Support	Advanced	<i>Teaching Reading in Small Groups</i> or <i>Conferring with Readers</i>	Classroom
18	Teach, Review, Respond	Advanced	Either of the <i>Playbooks</i>	Meeting room

## 7. Mark Up a Demo Text

**Procedure:** For quick reference, the procedure summarizes the steps involved in the professional learning activity.

Choose this when . . .

LEVELS  
any

**Coaching Tips:** These are notes, coach to coach, that include helpful tips and more elaborated advice on how to engage in the professional learning activity. At times, there is also advice for making the activity more simple or more sophisticated depending on the group of teachers who are practicing.

BOOK  
ing Reading  
ups  
121 for  
sion  
to choose  
on as a  
pages  
learn  
how to  
monstrations  
powerful.

SETTING  
meeting room

**Procedure** Find a rich text that you plan to read aloud to your class. One strategy at a time, mark up the text with possible places to demonstrate. You may want to include notes about the strategy on the sticky note you use.

**Coaching Tips** I learned from Carl Anderson many years ago that it's helpful to confer with a "text under your arm" (2000) so that when you need to give a quick example or demonstrate a strategy, the text is right there at your fingertips. This will save time since you won't need to run back to your desk or easel ledge to retrieve the book you wanted to use.


To make this text easy to use, I recommend reading the text aloud to the class during an interactive read-aloud so the children are very familiar with it. That way, when you're in the midst of a conference or small group you'll be able to quickly turn to a page to reference a small part, saving time in your teaching.

**Gulp! Yum...**

It may look like this snake has bitten off more than it can swallow. In fact, snakes can swallow meals bigger than their own heads with no problem.

A stretchy strip called a **ligament** holds together the top and bottom of the jaw. The snake can hinge its mouth open to create plenty of room for its prey. The snake will usually swallow its meal headfirst. The snake's curved teeth keep the squirming prey from wriggling out of its mouth.

A big meal like this one will take many days to **digest**. Most snakes eat only once a week. Pythons can go for more than a year without another meal.



30

10.18  
Cracking open headings!  
Clear headings. Read it than rest of page go back to part 4. own language.

11.23  
Be Alert for word choice (squirming, wriggling)  
"Think about feeling, mood or tone the word communicates..."

10.2 -  
Cover up + zoom in (looking @ photo as a whole then in parts)  
or  
10.4 caption it (think about what photo teaches + write own)

## 16. What D

**Margins:** The margins will guide you to find activities for novice to more advance levels of experience with strategies, references from other books you may have by Jennifer Serravallo, and the optimal setting (meeting or classroom) for this activity.

Choose this when . . .



### LEVELS

intermediate or advanced



### BOOK TO BOOK

For more information on what to expect of students at different levels (and how to interpret artifacts of student learning) see either of the *Literacy Teacher's Playbooks*.



### SETTING

meeting room only, or classroom plus meeting room

**Procedure** Find one strategy that would work for at least one student in each teacher's classroom in the study group. Go back to your respective classrooms and teach the strategy. Bring back something—a transcript, a sticky note, a recording, or a photo—to show the student's learning or response to the strategy. Discuss which of the students seemed to “get it.”

**Coaching Tips** In *The Reading Strategies Book*, you'll find strategies and prompts to help nudge readers along as they practice. Looks simple, right? But here's the thing— you need to know when to use which prompt, when to decide to stop prompting, and even when to move on to a new strategy. What will help you with this in-the-moment decision-making is doing some norming of expectations with you and your colleagues.

You could practice this together as a group. Go into a classroom, teach a strategy to the whole class or a group of kids, bring all of their responses back, and sort them into piles: “got it,” “kind of got it,” “didn't get it.” Alternatively, you can each collect information from your own classes and bring the students' work to a meeting to share and sort together. Beyond just sorting into piles, you'll then want to discuss *why* you put the work in the category you did, and what it means to “get it.”

When you have a clear sense of what you're looking for as the result of your strategy, you'll be better able to guide readers in the midst of practicing, and support readers with next steps as needed.

**Visuals:** The visuals will help you to imagine what materials you'll need in order to engage in the activity, will reference a visual from the book, and/or will show you a photograph of some teachers who are in the midst of trying the activity.



# 1. How Do I Know What to Teach?

Choose this when . . .

LEVELS

any

BOOK TO BOOK

See either book in *The Literacy Teacher's Playbook* series for a more in-depth discussion of formative assessments.

SETTING

meeting room

**Procedure** Read across the opening 2–3 pages of each of the thirteen goal chapters. Choose a student to study. Find assessment examples that will help you to understand that student across the thirteen different categories. With colleagues, discuss what strengths the child has and what an appropriate goal might be. Then, select appropriate strategies that are tied to the student's goal and reading level.

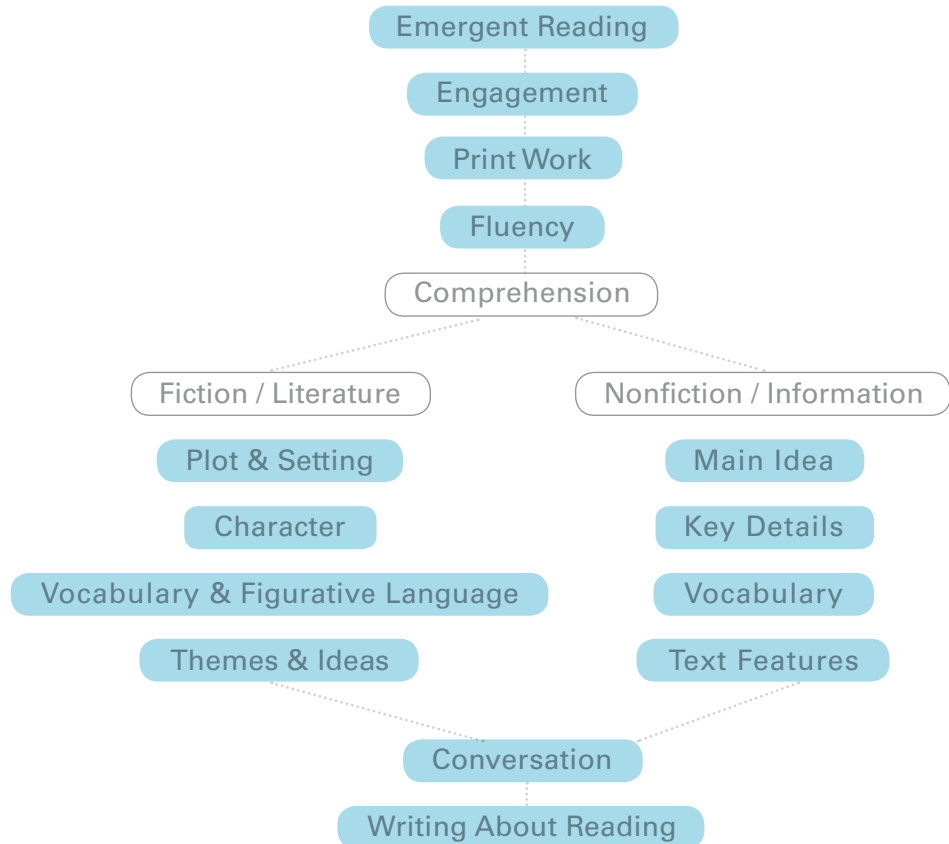
**Coaching Tips** All the beautiful strategy instruction in the world will do little if it's not grounded in what a child can already do, and what an appropriate next step for that child might be. Those who have read my *Literacy Teacher's Playbooks* know that I value the stuff inside a child's desk; informal assessments and everyday student work help me know what to do. Artifacts such as book logs, reading notebook entries, stop-and-jots on sticky notes, and self-reflections count as data! Running records are invaluable for kindergarten and first-grade teachers. Other assessments you've created or purchased may also give you an idea of what students might need.

The initial pages of each goal chapter in *The Reading Strategies Book* (see sections titled, "How do I know if this goal is right for my student?") offer a very brief introduction to the sorts of data you may collect that can be tied to each goal. If you consider yourself a beginner with this sort of thinking, I'd recommend collecting information for one goal, discussing the results with colleagues, and finding some strategies to teach children who would benefit from the goal. Intermediate and advanced readers who may have read and practiced the assessment protocols described in my *Playbooks* may choose to bring several examples of student work from across lenses to choose specific, individual goals.

If you're just getting started and want to try this activity without collecting materials from students in your class, or if you're a coach who is doing some professional learning with teachers outside of the normal school year without access to student work, I'd recommend downloading the work samples from the *Playbooks*. Two first-grade samples can be found at [www.heinemann.com/products/E05300.aspx](http://www.heinemann.com/products/E05300.aspx). Two fourth-grade samples can be found at [www.heinemann.com/products/E04353.aspx](http://www.heinemann.com/products/E04353.aspx).



## Determining Where to Start: A Hierarchy of Possible Goals



## 2. Revise Your Curriculum to be More Specific

Choose this when . . .

LEVELS  
any

BOOK TO BOOK  
For more information on how to assess and evaluate what your students are already doing, which will help you guide your planning, see either book in *The Literacy Teacher's Playbook* series, Chapters 1 and 2.

SETTING  
meeting room

**Procedure** Focus on one unit. Review the expected outcomes, goals, objectives, and/or enduring understandings. Think about your students' reading levels and about which of the thirteen goals apply to the current unit. Using the overview tables within each unit, find the appropriate lessons. Compare your current lessons to the lessons in the book.

**Coaching Tips** For many of the districts I work with, teachers are clear on the unit of study topics, or if they are working with a basal reader series, the units that occur within it. But sometimes the actual "how to teach this skill" aspect of the lesson is left to the teacher to figure out.

This activity will allow a grade-level team of teachers to plan for the nitty-gritty, day-to-day teaching. You may choose to use the strategies as they are written or revise into language that's more comfortable for you. What's most important to keep in mind is that you're equipping children with a *strategy* in every single lesson.

One extension possibility is to brainstorm some of your own "lesson language" to fit with your class read-aloud (feel free to use what's in *The Reading Strategies Book* as a model, but you'll probably want to make it your own.) Another extension possibility is to work together to create anchor charts that will work for you and your students within each unit.

	Pre-Assessment Stray
ML1	Getting our minds ready to study characters
ML2	Reading a character – Characters Have Traits that Define Their Personalities
ML3	Readers use precise language to describe characters
ML 4	Readers use precise language to describe characters
ML 5 *	Readers use precise language to describe characters
ML6	Readers use precise language to describe characters
ML 7	Readers use precise language to describe characters
ML 8	Readers use precise language to describe characters
ML 9 *	Readers use precise language to describe characters
ML 10	Readers use precise language to describe characters
ML11	Readers use precise language to describe characters
ML12	Readers use precise language to describe characters
ML13 (have post-its re	Readers use precise language to describe characters
ML14 (have post-its re	Readers use precise language to describe characters
ML15	Readers use precise language to describe characters
ML16	Readers use precise language to describe characters
ML 17	Readers use precise language to describe characters
ML18	Readers use precise language to describe characters
ML19	Readers use precise language to describe characters
ML 20	Readers use precise language to describe characters
ML21*	Readers use precise language to describe characters
ML22	Readers use precise language to describe characters
Post Assessment/Pre Assessment for Close Reading.	Stray Post-Assessment/Pre-Assessment Question for Close Reading

11.1 - retire overworked words

Notice when you use an overworked word. Stop + say, "what do I really mean here?"  
Revise your language to be more specific

7.4  
What can characters teach us?

List out some positive traits of a character in your book. Think about when your character acts that way, and why. Think, "what can this character teach me about living?"

# 3. Imagine the Course

Choose this when . . .

LEVELS  
any

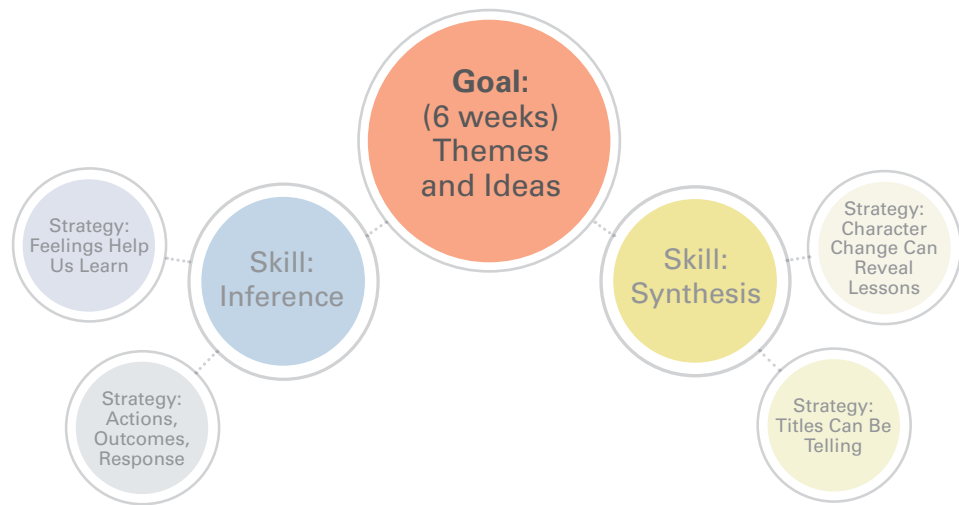
BOOK TO BOOK  
To imagine different structures and methods to match the strategies you choose, see either *Conferring with Readers* or *Teaching Reading in Small Groups*.

SETTING  
meeting room

**Procedure** Think of one student and that student’s one goal. Look through the entire chapter that connects to that student’s goal. Choose a series of strategies that seem to build from simple to more complex.

**Coaching Tips** It’s unlikely that you’re going to plan out a 6-week course for each and every reader in your classroom, and I wouldn’t recommend it! What’s most authentic is that you teach a strategy, see how the student does, and then decide whether to move on to a new strategy or re-teach the same one. However, as an exercise in understanding and navigating the book, you could work alone, or with your colleagues, to take an imaginary reader—perhaps one you studied from the first exercise in this study guide—and find strategies in the book that align to both the reader’s goal, as well as the level of text the student is reading. You could even invent some of your own strategies!

The table on the following page (that’s been copied from page 10 of *Strategies*) is how one reader’s 6-week journey went. Notice that all the strategies connect to the goal and the reading level.



From *The Reading Strategies Book*, page 9

<b>week 1</b>	Teacher (T) taught "Feelings Help Us Learn" in a conference. Student (S) practiced in <i>Stone Fox</i> and <i>The Report Card</i> , her self-selected books for the week. T checked in at end of week in a small-group strategy lesson.
<b>week 2</b>	T taught "Actions, Outcomes, Response" in a small group. S practiced in <i>Circle of Gold</i> , her new self-selected book. S Seemed to struggle. T met with S on Thursday in a conference to repeat lesson, offered a new example. S continued reading <i>The Whipping Boy</i> , and practiced some more. T asked student to keep track of thinking in reader's notebook.
<b>week 3</b>	T revisited "Actions, Outcomes, Response" in the first conference of the week. T decided S is doing well. Introduced "Character Change Can Reveal Lessons." S chose <i>Family Under the Bridge</i> and <i>Indian in the Cupboard</i> this week.
<b>week 4</b>	S practiced last week's strategy in <i>Rules</i> and <i>Hatchet</i> . At the end of the week, T reviewed the S's work during a conference. T determined she could be more universal in her language and coached the S to rephrase the statements she had recorded.
<b>week 5</b>	T met with S during two strategy lessons this week and helped her to incorporate all three new strategies, when appropriate, in her new books for the week: <i>Charlotte's Web</i> and <i>Stuart Little</i> .
<b>week 6</b>	T introduced "Titles Can Be Telling" in a conference and student seems able to use the strategy right away. S continued practicing all four strategies during the week in two new books. At end of week, T decided to move to new goal.

From *The Reading Strategies Book*, page 10

# 4. Visualize It

Choose this when . . .

LEVELS  
any

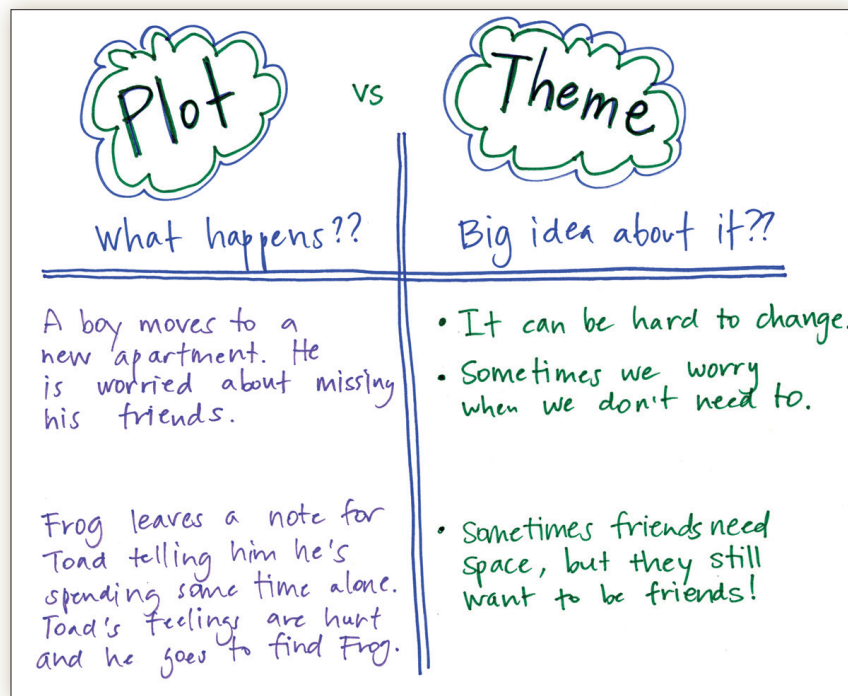
BOOK TO BOOK  
For more support with creating charts, please visit the introduction of *The Reading Strategies Book*, pages 15–18.

SETTING  
meeting room

**Procedure** Read through all of the information about one strategy. Think of a student you want to teach this strategy to. Keeping in mind the age, stage of language acquisition, learning style, reading level, etc. of this student, create a visual that will work with this lesson, and for the student.

**Coaching Tips** I included visuals for every lesson in the book for a few reasons. Inspired by the work of Marjorie Martinelli and Kristine Mraz (of chartchums [<https://chartchums.wordpress.com/>] and *Smarter Charts* fame [2012, 2014]) I wanted to challenge myself to imagine the language of the strategy and lessons as a visual for students. Martinelli and Mraz have convinced me that visuals help learning to stick—so I did it for you, the teacher, in the hopes that seeing these visuals will help you commit these strategies to memory.

You may find that some of the visuals in the book will work great as is with your own kids. Fabulous! Feel free to copy. However, you may find that there are some visuals that are intended for a different learner than the one in front of you. In this case, I hope you feel comfortable enough to make your own! For example, take a quick look at Lesson 7.2: “The Difference Between Plot and Theme” (page 195). I chose a book at level G and



From *The Reading Strategies Book*, Lesson 7.2: “The Difference Between Plot and Theme”

another at level K to give examples of this strategy. What if you teach middle school? They will run you out of the room with those examples! You'll need to re-create the chart with some examples that are more relevant to your class. Take a look at Lesson 7.7: "Mistakes Can Lead to Lessons" (page 200). I love the chart, but it's really wordy. What if you have an ELL, a younger student, or a child at a lower reading level, for whom that much print would be overwhelming? Can you reimagine the chart as a more picture- or icon-heavy version?

<u>Mistakes Can Lead to Lessons</u>		
Title	Character's Mistake	Possible Lessons
The Meanest Thing to Say (Cosby)	Little Bill thinks he needs to be mean to a new boy to win a game.	<ul style="list-style-type: none"> <li>• "You don't have to be mean to fit in."</li> <li>• "It takes courage to stand up to your friends."</li> </ul>
Pinky + Rex and the Perfect Pumpkin (Howe)	Rex smashed the pumpkin because she felt left out and jealous.	<ul style="list-style-type: none"> <li>• "When you feel upset, try to talk to people you trust."</li> </ul>
Stuart Goes to School (Pennypacker)	Stuart tries to throw away his lucky magical cape.	<ul style="list-style-type: none"> <li>• "Try not to give up too quickly when things don't go your way."</li> </ul>

From *The Reading Strategies Book*, Lesson 7.7: "Mistakes Can Lead to Lessons"

## 5. From Page to Practice

Choose this when . . .

LEVELS  
any

BOOK TO BOOK  
For more support with conferences, see *Conferring with Readers*. For more support with small-group strategy lessons, see *Teaching Reading in Small Groups*.

SETTING  
classroom (or with video in a meeting)

**Procedure** Choose a strategy that will benefit one student (conference) or a group of students (strategy lesson). Read through the strategy, prompts, lesson language, and chart so you feel comfortable with what you plan to teach. Teach in front of your colleagues and receive feedback.

**Coaching Tips** When I was a first-year teacher, fresh out of college, I tried very hard to conduct a reading workshop as described in Lucy Calkins' brilliant *The Art of Teaching Reading* (2000). But try as I might, I couldn't get it to work. I'll spare you the details of all the ways it failed (mostly to save myself from embarrassment). The good news is that it all changed for me the moment I had someone *show* me what it all could look like. I can still remember the moment that Amanda Hartman from Teachers College Reading and Writing Project modeled an entire workshop for me. Seeing what was on the page come to life made it "click" for me. It transformed my practice immediately and immensely.

As you read the strategies, lesson language, and prompts in the book, I hope you can start to visualize how you'll teach it to your own students. I recommend that you then do for one another what Amanda did for me. Help your colleagues by bringing the page to life with students. Be brave!



Watch the video of me teaching Dean Lesson 4.11, "Make Your Voice Match the Feeling," for an image of how a strategy from the book came to life with one reader!  
[www.youtube.com/watch?v=o6M4pR7iZdE](http://www.youtube.com/watch?v=o6M4pR7iZdE)

# 6. Create a Toolkit

Choose this when . . .

LEVELS  
any

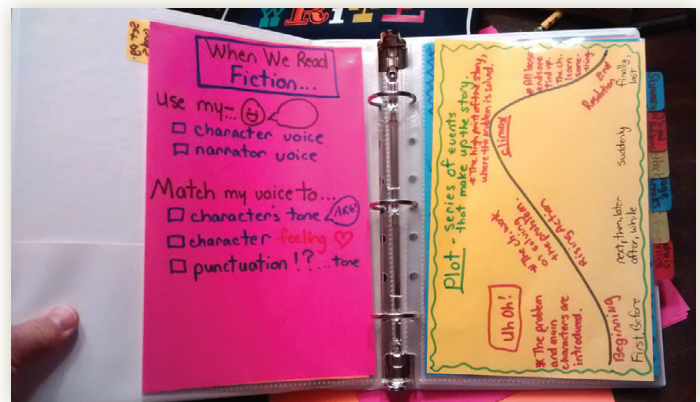
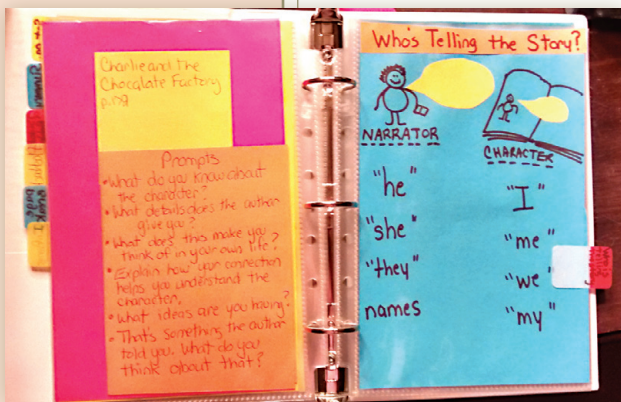
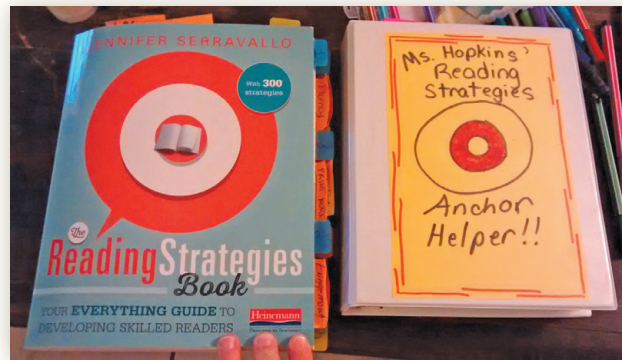
BOOK TO BOOK  
To learn more about creating tools to support student independence, please revisit the introduction of *The Reading Strategies Book*, pages 15–18.

SETTING  
meeting room

**Procedure** Think about the strategies you anticipate will be most used in your classroom. Create a toolkit of mini-mini-charts, student tools, and other materials to leave with students after a lesson.

**Coaching Tips** There are many ways this idea may help you in the classroom. One is that in creating other tools that you plan to leave with students, you'll make the strategy stick in your head more effectively. Another is that you've done careful thinking about how you'll support students' independence so you're more likely to have their independence in mind as you're teaching. Third, by having tools at the ready, your lessons will be swifter than if you were to make the tools on the spot. This means you can work with more readers in the same time period!

Christine Rogers Hopkins recently shared her “anchor helper” reference book with *The Reading Strategies Book* Facebook community. She credits Becky Koesel, her coach, with the idea. She explains, “Each tab will have mini anchor charts from the reading strategy book that I will use with my fourth graders along with mini-mini-charts for student souvenirs to leave with them as I conference.”





# 7. Mark Up a Demo Text

Choose this when . . .

LEVELS  
any

BOOK TO BOOK  
See *Teaching Reading in Small Groups* pages 117–121 for more discussion about when to choose demonstration as a method, and pages 114–116 to learn more about how to make demonstrations powerful.

SETTING  
meeting room

**Procedure** Find a rich text that you plan to read aloud to your class. One strategy at a time, mark up the text with possible places to demonstrate. You may want to include notes about the strategy on the sticky note you use.

**Coaching Tips** I learned from Carl Anderson many years ago that it's helpful to confer with a “text under your arm” (2000) so that when you need to give a quick example or demonstrate a strategy, the text is right there at your fingertips. This will save time since you won't need to run back to your desk or easel ledge to retrieve the book you wanted to use.

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A big meal like this one will take many days to **digest**. Most snakes eat only once a week. Pythons can go for more than a year without another meal.

30

**10.18**  
Cracking open  
Headed!  
Clever heading. Read it  
than rest of page go  
back to put in  
own language.

**11.23**  
Be Alert for  
word choice  
(squirming, wriggling)  
"Think about feeling,  
mood or tone the  
word communicates..."

**10.2** -  
Cover up + zoom in  
(looking @ photo as  
a whole then in  
parts)  
or  
**10.4** caption it  
(think about what  
photo teaches + write own)

# 8. Revise Your Guided Reading Lessons to be More Explicit

Choose this when . . .

## LEVELS

beginner or intermediate

## BOOK TO BOOK

For more information on how to assess and evaluate what your students are already doing, which will help you guide your planning, see either of the *Literacy Teacher's Playbooks*, Chapters 1 and 2. For more information on teaching strategies in lessons, see Chapter 4 of *Teaching Reading in Small Groups*.

## SETTING

meeting room

**Procedure** Take out a guided reading plan you have. Think about what strategy you'd incorporate into the lesson given the level of the book the student will be reading and the student's goal. Plan for how you'll introduce the strategy in the text/book introduction, how you'll prompt the reader during the reading, and how you'll review the strategy at the end of the lesson.

**Coaching Tips** Guided reading, when done well, can be extremely powerful. I think the most effective use of guided reading is when I'm trying to support students' movement to a new reading level, especially those readers in the early primary grades.

One important caution with guided reading is to make sure the lesson isn't simply a discussion about the content of the book, but rather a lesson in understanding the book. We have to be sure to always teach *the reader*. If too much of the conversation before and after reading, and the coaching during the lesson, is about the content of the book, it's unlikely that the student will be able to transfer the learning to another book. And it's repeated practice that they'll need to be able to feel independent with the new level!

When planning guided reading, of course you should continue to preview the book before using it in a lesson—planning to highlight certain assumed challenges such as vocabulary or text structure. For kids who need the support, it makes sense to do a picture walk or somehow activate prior knowledge. This activity is about making sure you really are teaching a *strategy* within the lesson. I recommend planning for how you'll incorporate it into the text introduction, the coaching during reading, and the wrap-up/conclusion of the lesson.

Guided Reading Planning Sheet	
Book Title _____	Level _____
Students: _____	
***REMEMBER that the best guided reading plans are based on student assessment and knowledge of text difficulties and behaviors of the level.	
<b>Book Introduction (introduce some/all in any order)</b>	
Introduce the gist of the book (i.e. basis of plot or overarching topics covered in NF).	
Introduce any difficulties that you don't want to leave for the children to problem-solve themselves (i.e. vocabulary, text structures).	
Activate prior knowledge.	
Remind them of a strategy they should use in the reading of the text.	
Give a question or purpose for reading.	
<b>NEXT</b> Coach children as they read. Take notes.	
<b>FINALLY</b> Based on your assessment, pick a teaching point and have children practice it quickly.	
34 May be photocopied for classroom use. © 2015 by Jennifer Serravallo from <i>The Reading Strategies Book: Study Guide</i> , Portsmouth, NH: Heinemann.	

Notes	
Child's Name: _____	Child's Name: _____
Coaching during this lesson: _____	Coaching during this lesson: _____
How did the student do with the strategy? _____	How did the student do with the strategy? _____
Ideas for next time: _____	Ideas for next time: _____
Child's Name: _____	Child's Name: _____
Coaching during this lesson: _____	Coaching during this lesson: _____
How did the student do with the strategy? _____	How did the student do with the strategy? _____
Ideas for next time: _____	Ideas for next time: _____
35 May be photocopied for classroom use. © 2015 by Jennifer Serravallo from <i>The Reading Strategies Book: Study Guide</i> , Portsmouth, NH: Heinemann.	

A full-size version of this guided reading template is included in the Appendices.

# 9. Planning Prompts

Choose this when . . .

## LEVELS

beginner or intermediate

## BOOK TO BOOK

For more support with understanding prompting, see *Teaching Reading in Small Groups*, pages 116–120. Also, re-read *The Reading Strategies Book* pages 11–12.

## SETTING

meeting room

**Procedure** Choose a strategy from the book or one you’ve created yourself. Plan out a list of prompts, trying to push yourself to come up with at least one example of each type (compliment, directive, redirection, question, or sentence starter). Make sure all the prompts match the strategy! Then, mark each prompt according to how much support it gives readers.

**Coaching Tips** Teachers who consider themselves beginner prompters may just try to generate some—or any—prompts that connect to the strategy. Remember, the prompts will be used while students practice the strategy you just highlighted, so it’s crucial that the prompts support the child *with that specific strategy*.

Those who consider themselves intermediate prompters may try to consider different prompt types, using the explanation on this page, or the discussion in *The Reading Strategies Book*, pages 11–12.

Those who are in the practice of coaching readers and are looking for a way to refine those skills may try to think about how different prompts offer differing levels of support for readers. By sorting them into categories like the table on this page, or by marking each prompt in a list you’ve created with “more” or “less,” you can start to reflect on how much support you give readers and how to become mindful of giving over that support to students to become independent.

The feedback that teachers give to students can take many forms. I often find that my prompts fall into one of the following categories:

- compliment (names something the student does well, e.g., “Yes, that’s a trait because it describes the character!”)
- directive (directs or commands the child to try something, e.g., “Check the picture.”)
- redirection (names what the child is currently doing, and redirects the child in a different direction, “That’s one way that vowel can sound. Let’s try another.”)
- question (“What can you try to fix that?”)
- sentence starter (gives the child language one might use to respond to a question or prompt, e.g., “In the beginning . . . In the middle . . .”).



Prompt types from *The Reading Strategies Book*, page 11

Try to generate prompts that fall into all five categories explained in this graphic. The point here is not that you'd try to use every type of prompt every time you teach, but rather to help you become aware of how different prompt types support readers in different ways, what your tendencies are when you prompt, and what other options are available to you.

Strategy	More Supportive Prompts	Less Supportive Prompts
<b>Gradual Release →</b>		
<p>"As you read, put together your own knowledge of places like the one described with the details the author gives you. Tap all of your senses to describe the setting."</p>	<ul style="list-style-type: none"> <li>• "Think about the places you've been that are like the one described."</li> <li>• "Use all of your senses. What do you see? Hear? Feel? Taste? Smell?"</li> </ul>	<ul style="list-style-type: none"> <li>• "Picture the place."</li> <li>• "Use your senses."</li> <li>• "Say more about the setting."</li> <li>• Teacher points to eyes, ears, and nose to nonverbally prompt.</li> </ul>

Consider how much support each prompt is offering to readers (from *The Reading Strategies Book*, page 12)

After you've generated prompts, think about whether they'd be best for a reader who needs a lot of support, or for one who is close to independence. This exercise will help you to reflect on your language choices while teaching.

# 10. Author New Strategies

Choose this when . . .

LEVEL  
intermediate

BOOK TO BOOK  
For more support with creating strategies, see *Teaching Reading in Small Groups*, pages 109–114.

SETTING  
meeting room

**Procedure** Read a challenging text in a genre your class is currently studying. Notice what you do as a reader to comprehend, decode, read fluently, write, and/or talk about your reading. Articulate your own strategy that you can imagine teaching to students in your class.

**Coaching Tips** As I wrote in the introduction to *The Reading Strategies Book*, you can think of the massive collection of strategies sort of like you would your favorite cookbook—there’s a lot in there, but it’s not everything. You can use what’s in there as models to get to everything else.

It’s important that you begin to innovate—which means making up your own strategies. When you do this, you’ll feel more comfortable with the phrasing of a strategy, and you’ll have the confidence to come up with something on the spot when you’re working with a reader, if need be.

One way to start this is to begin by “spying on yourself.” Read something in the genre you’re currently studying as a class. Then, try to figure out what you do. First, just name it. For example, when reading a fantasy novel, you may say, “I keep track of the names and relationships; I make a timeline; I think about what things symbolize; I think about what the author is trying to say.” Then, you’ll need to take what you noticed and turn it into a series of actionable steps—a strategy. I recommend reading several strategies from *The Reading Strategies Book* to get the hang of the language.

What I Notice Myself Doing...	Implication for the Fantasy Unit:
preface/note to reader: orienting myself to how this book fits w/ series	• A strategy about how to understand the narrative of one book in series + also across an entire series.
collecting names, definitions: Lyra, "Master," Pantalaimon...	• Keep track of characters + their relationship to one another.
collecting setting details, orienting myself to strange/unfamiliar world.	• A strategy for visualizing the setting by relying on clues the author gives plus relevant background knowledge?

# 11. Balancing Whole-Class and Individual Goals

Choose this when . . .

LEVEL  
intermediate

BOOK TO BOOK  
For more support with creating weekly plans, see the final chapter in *Teaching Reading in Small Groups* or either of the *Playbooks*. To better understand the methods you have to choose from, see either *Teaching Reading in Small Groups* or *Conferring with Readers*.

SETTING  
meeting room

**Procedure** Create a class profile (names, reading levels, and goals) to see everyone at a glance. Look for patterns to decide on what goals will be taught to the whole class (since most of the students need it), what will be taught in small groups (because some students need it), and what will be taught one-on-one. Create a plan for how your reading block will flow throughout the week.

**Coaching Tips** Once you start thinking about each student as an individual and assign each student one of the thirteen goals, I'm going to bet you'll need a way to organize and manage your workshop. As you might be able to tell from how the book is structured, I'm all about organization and I wouldn't leave you hanging!

First, create a class profile list, like the one described in the *Playbooks*. Then, notice patterns and put kids onto a schedule. Who will you see each day? How will you see them (small group, conferences, during book club time, etc.?) Be sure to budget your time and consider leaving a little extra "buffer" time to play catch-up or respond to unplanned needs.

Levels and Goals		
Name	Level	Goal and Notes
Alessandra	M	Character (inferring)
Melissa	L	Vocabulary
Desiree	G	Print Work (Integrating Sources)
Erin	G	Fluency (intonation)
Marelle	F	Plot (Retell)
Paul	K	Vocabulary
Emre	LM	Character (traits)
Rebecca	K	Plot (cause/effect)
Mason	K	Fluency (intonation)
Allan	L	Vocabulary
Pete	H	Plot (Retell)
Tripp	F	Plot (Retell)
Alice	H	Print Work (↑ self-corrections)
Elizabeth	I	Fluency (phrasing)
Sasha	I	Printwork (multi-syllabic...)
Isabelle	F	Fluency (intonation)
Jose	M	Themes (message)
Selma	J	Plot (connecting chapters)

Topic	Student Names
Vocabulary - Strategy 11.10	Melissa, Paul Allan
Fluency - intonation - 4.16	Erin, Mason, Isabelle
Plot - retelling/sequencing - Strategy 5.4	Marelle, Pete Tripp

A blank version of the Class Profile form is included in the Appendices.

Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
Strategy Lesson (10 min)		Rebecca Selma (synthesis) ⑩			
Strategy Lesson (10 min) (small group SP)	Sharda ⑩ Isabelle Sasha Elizabeth Em Mason		repeat SK from Monday ⑩		repeat SK from Monday ⑩
Conferences (5 minutes each)	Marely ⑤	Tripp ⑤		Selma ⑤ Paul ⑤	Desiree ⑤
Guided Reading (15-20 min)		Pete, Alice H → I ⑮		Pete, Alice H → I ⑮	
Other (20 min) Partner Club Talk	Alessandra, Emre, Jose ⑩		Melissa, Alan (vocab) ⑤		
Notes	⑩	⑤	②①	⑩	②③
Extra Floor time					

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A blank version of the Planning Your Week form is included in the Appendices.

Then, make sure you're clear on how your reading block will flow. If you use a reading workshop, I'd recommend splitting time up into "practicing the class goal" time, and "practicing my own goal" time.

### One Possible Reading Block Structure

7-10 minute minilesson	10 minute independent reading	2 minute transition	20-40 minute independent reading	Partnership/ book club conversation	5 minute teaching share
Teach a minilesson focused on unit/ curriculum.	Students read independently as teacher confers and pulls small groups. Students attempt to practice strategies focused on unit goals.	Teacher reminds students to take out their goal card and begin focusing on their goal.	Students read independently as teacher confers and pulls small groups. Students practice strategies focused on an individual goal taught during conferences and small groups.	Two times per week in upper elementary, or daily in grades K-2, students meet to discuss their reading and/or support one another with goals.	Brief review of lesson, set up for next day, or share from an individual's practice.





# 13. One Strategy, Many Twists

Choose this when . . .

## LEVELS

intermediate or advanced

## BOOK TO BOOK

For more support with conferences, see *Conferring with Readers*. For more support with small-group strategy lessons, see *Teaching Reading in Small Groups*.

## SETTING

classroom (or with video in a meeting)

**Procedure** Choose a strategy that is appropriate for a student in each teacher's classroom. Record yourself teaching the strategy, or bring the students into a room and teach in front of each other.

**Coaching Tips** I write in the introduction of *The Reading Strategies Book* that I hope each teacher can become comfortable enough with the strategies to make them their own. As interesting as it is to read the strategy ideas on the page, it'll be even more exciting to compare different teachers' interpretations! As you turn what's in the book to actual practice in your classroom, you may find:

- Two teachers who read the same strategy interpret it in different ways.
- When you get in front of children, you may need to make some changes to what's written in order to respond to them as learners.
- The way it's written and the way you say it aren't the same. Rephrasing the language of the strategy so you "own it" is crucial.
- The example that's used in *The Reading Strategies Book* doesn't match the kind of books your kids are reading, so you'll need to make changes to the lesson as written so the lesson is comprehensible to your students.

For this idea, you can choose to go into a classroom with one or a group of colleagues and take turns teaching strategies from the book. Alternatively, you could video record yourself teaching a conference or small-group lesson and spend time watching it with a colleague. It might even be interesting for you and your colleague(s) to each teach the same strategy in your own classrooms and then compare the interpretations and modifications when you discuss as a group!

Some questions to guide your discussions of the different lessons:

- Discuss what was similar and what was different. Try naming what you noticed, without any judgmental language.
- Ask each other about the decision process behind adapting the chosen strategy.
- What seemed most effective?
- What other students might also benefit from this strategy? How might it be adapted for them?
- What other text(s) might make for good examples/demonstrations?



# 14. Plan a Curriculum of Talk

Choose this when . . .

**LEVELS**

intermediate or advanced

**BOOK TO BOOK**

For more information on how to teach during talk and for ideas on instruction to support talk, see *Teaching Reading in Small Groups* (Chapter 5: “Talking about Books: Improving Partnerships and Clubs”) and *Conferring with Readers* (Chapter 9: “Improving Student Conversations about Books”). For more information on how to assess and evaluate what your students are already doing, which will help you guide your planning, see either of the *Literacy Teacher’s Playbooks*, Chapters 1 and 2.

**SETTING**

meeting room

**Procedure** Look at the Speaking and Listening standards your district follows. Discuss together the end-of-year expectations you have for your students. Plan one goal per month. Create a calendar for your curriculum of talk. Choose strategies from Chapter 12 that will help you accomplish those goals.

**Coaching Tips** Many people try to have children in book clubs by some point mid-year or end-of-year. For teachers who have taught their children to talk about books all year through varied experiences with partner, small-group, and whole-class conversations, the clubs go well! However, where the groundwork hasn’t been laid, it’s often the case that the clubs are a flop. Kids struggle to be prepared. Their stamina for talk is so short that they run out of things to say, prompting off-task behavior, and then everyone starts to feel like it’s a boring waste of time.

The alternative is to plan ahead! Think about your end-of-year or mid-year goals, and work backwards. Plan to introduce one or two new strategies a month during the read-aloud time, and then plan to repeat those strategies the following month in mini-lessons during your workshop. When planning a curriculum of talk I tend to follow this pattern because I think of the read-aloud as a more supportive time, and the workshop as a more independent time. I also want to make sure I’m spiraling my curriculum, revisiting strategies and concepts again and again. See the Appendices for a template you may use, or make your own!

Month	Unit of Study	Talk Goals	During Read Aloud	During Reading Workshop
	[curriculum topic for the month?]	[See page 325 in <i>The Reading Strategies Book</i> for a list]	[insert strategies from Chapter 12]	[insert strategies from Chapter 12, probably repeating those from earlier in the year from the read-aloud column]

# 15. Plan a Curriculum of Writing About Reading

Choose this when . . .

## LEVELS

intermediate or advanced

## BOOK TO BOOK

For more information on how to teach during talk and for ideas on instruction to support talk, see *Teaching Reading in Small Groups* (Chapter 5: “Talking about Books: Improving Partnerships and Clubs”) and *Conferring with Readers* (Chapter 9: “Improving Student Conversations about Books”). For more information on how to assess and evaluate what your students are already doing, which will help you guide your planning, see either of the *Literacy Teacher’s Playbooks*, Chapters 1 and 2.

## SETTING

meeting room

**Procedure** Look at the Writing About Reading standards your district follows. Discuss together the expectations you have for your students by the end of the year. Plan one goal per month. Create a calendar for how you will weave writing about reading throughout the school year. Choose strategies from Chapter 13 that will help you accomplish those goals.

**Coaching Tips** Writing about reading shouldn’t be used strictly as an accountability tool; as in, “Write to prove to me that you read.” After reading Chapter 13, I hope you’re filled with new ideas for many purposes for and types of writing about reading. Chances are good your curriculum is largely filled with ideas for what students can be doing or thinking about as readers. But take a look through the lens of writing about reading: have you planned for explicit strategies to teach them how to write about reading?

As you plan for your year, consider balancing purposes such as:

- to hold on to information as I read
- to draw connections between information
- to draw connections between ideas
- to reflect on myself as a reader
- to archive my thinking
- to prepare for conversation with other readers.

As well as formats you’d like students to try:

- stopping and jotting in the midst of reading
- writing long in a notebook, free-form
- writing formal responses to reading with clear structure (i.e. book reviews, essays).

Month	Unit of Study	Writing About Reading Goals	During Read Aloud or Shared Reading	During Reading Workshop
	[curriculum topic for the month?]	[Think about the type of writing about reading, and/or the purpose you’ll introduce]	[insert strategies from Chapter 13]	[insert strategies from Chapter 13, probably repeating those from earlier in the year from the read-aloud column]

## 16. What Does “Got It” Look Like?

Choose this when . . .

### LEVELS

intermediate or advanced

### BOOK TO BOOK

For more information on what to expect of students at different levels (and how to interpret artifacts of student learning) see either of the *Literacy Teacher’s Playbooks*.

### SETTING

meeting room only, or classroom plus meeting room

**Procedure** Find one strategy that would work for at least one student in each teacher’s classroom in the study group. Go back to your respective classrooms and teach the strategy. Bring back something—a transcript, a sticky note, a recording, or a photo—to show the student’s learning or response to the strategy. Discuss which of the students seemed to “get it.”

**Coaching Tips** In *The Reading Strategies Book*, you’ll find strategies and prompts to help nudge readers along as they practice. Looks simple, right? But here’s the thing— you need to know when to use which prompt, when to decide to stop prompting, and even when to move on to a new strategy. What will help you with this in-the-moment decision-making is doing some norming of expectations with you and your colleagues.

You could practice this together as a group. Go into a classroom, teach a strategy to the whole class or a group of kids, bring all of their responses back, and sort them into piles: “got it,” “kind of got it,” “didn’t get it.” Alternatively, you can each collect information from your own classes and bring the students’ work to a meeting to share and sort together. Beyond just sorting into piles, you’ll then want to discuss *why* you put the work in the category you did, and what it means to “get it.”

When you have a clear sense of what you’re looking for as the result of your strategy, you’ll be better able to guide readers in the midst of practicing, and support readers with next steps as needed.



# 17. Studying Support

Choose this when . . .

LEVEL  
advanced

BOOK TO BOOK  
See *Teaching Reading in Small Groups* beginning on page 109 for further discussion of “just-right prompting” and gradual release of responsibility. See *Teaching Reading in Small Groups* and/or *Conferring with Readers* for support with lesson types and structures.

SETTING  
classroom (or with video in a meeting)

**Procedure** Watch a colleague teach a strategy to an individual or a group (either on video or in a classroom). Listen for the coaching prompts and record them as best you can. Study the level of support offered with each of the prompts. Plan the next steps for the student with gradual release in mind.

**Coaching Tips** Remember that the reason for teaching strategies is to support children to be strong, confident, and independent readers. Ultimately, we want students to outgrow the strategies we teach them and do the work of the goal automatically.

This sort of independence will only be possible if students receive lessened support from their teacher over time, and are supported to take on more of the work themselves. For many children, this will mean that while you may offer very supportive prompts when the strategy is new, you want to be aware of how much support you’re giving and eventually lessen it to the point where the student is doing the work without your help.

To get started with this activity, you may take a look at the coaching prompts that are included with any of the 300 strategies. In a meeting, you can name whether each prompt offers a high or low amount of support. You can also brainstorm some more prompts that would connect to the strategy, and name those as “high” and “low” as well.

Then, I think it’s important to study our teaching. It’s one thing to brainstorm a list of prompts, and yet another to be aware of how much support we are giving in the midst of teaching and student practice. I recommend going into a classroom together and having colleagues watch and record your prompts on a notepad, or videotaping yourself teaching and watching your prompting back.

For more support on acknowledging how much support you’re giving with your prompts, see the discussion in *The Reading Strategies Book*, pages 11–12, and the table that’s reproduced on the following page.

Strategy	More Supportive Prompts	Less Supportive Prompts
<b>Gradual Release →</b>		
<p>“As you read, put together your own knowledge of places like the one described with the details the author gives you. Tap all of your senses to describe the setting.”</p>	<ul style="list-style-type: none"> <li>• “Think about the places you’ve been that are like the one described.”</li> <li>• “Use all of your senses. What do you see? Hear? Feel? Taste? Smell?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Picture the place.”</li> <li>• “Use your senses.”</li> <li>• “Say more about the setting.”</li> <li>• Teacher points to eyes, ears, and nose to nonverbally prompt.</li> </ul>
<p>“When you get information about the character’s situation, it should change the picture you have of her in your mind. Think about how her body might look, or what her facial expression is like, based on how she’s feeling.”</p>	<ul style="list-style-type: none"> <li>• “Think about what just happened to the character. How might she look?”</li> <li>• “Describe what just happened. Now describe how you would look in that situation. How does the character look?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Describe the character’s face.”</li> <li>• “Describe the character’s body.”</li> <li>• “Make your face like the character’s.”</li> </ul>

# 18. Teach, Review, Respond

Choose this when . . .

LEVEL  
advanced

BOOK TO BOOK  
For more information on what to expect of students at different levels (and how to interpret artifacts of student learning) see either of the *Literacy Teacher's Playbooks*.

SETTING  
meeting room

**Procedure** Bring an artifact of learning from a particular student (a sticky note, reading log, photo, audio recording, etc.) Review the student's learning as compared to the expectation. Discuss whether you'd repeat the same strategy with some modification, repeat as is, or move on to a new strategy.

**Coaching Tips** At the start of each goal chapter, you'll learn about how I'd assess a reader to figure out which goal to focus on. Once you've chosen a goal, you'll then begin teaching—choosing a starting strategy that is both appropriate for the child's goal and the level of text he's reading. Let's say you've finished your first conference. You taught a strategy; the child practiced; you said good-bye. Now what? As I see it, you have a few options:

- The student was so confused by the strategy—it almost seemed to make things worse! You'd likely decide to scale back and go with something a little simpler next time.
- You acknowledge the student approximated but still could use more time with the strategy. In this case, you'd re-teach the strategy the next time you saw him.
- The student showed mastery of the strategy while you were with him. You'll leave him to keep working, check in in a few days, and decide whether to move on at that point.
- Seemingly before you had the words out of your mouth, the student showed an ability to use the strategy. In the next conference, you'll need to be ready with a new strategy, something a bit more complex but still within the goal.
- You've taught several strategies to the student, including this last one, and the student has been doing well with his goal. It's been several weeks. The student is ready to move on to a new goal.

- The student has shown mastery of all the goals. The student is ready to move on to harder texts.

This decision making is part and parcel to being a responsive teacher, but boy is it hard! Lean on colleagues to help you by bringing work to discuss what resulted from strategy instruction. Decide together what to do next.





## Appendices

### Student Work Samples

Many of the activity and exercise suggestions in this study guide ask that you use student work as a grounds for making decisions of what strategy to teach and how much support to give the student during the practice of the strategy. In case you are working during the summer months, or for some other reason do not have access to student work, I suggest you use some of the student work samples that are included as a part of *The Literacy Teachers Playbook* series. In that series, I explore the work of four students (two first graders and two fourth graders). When you follow these links, you'll find packets of student work that help you to understand the student according to many dimensions: engagement, print work, fluency, comprehension, and conversation. Even if you do decide to use their work as a springboard for your initial conversations, my hope is that you will soon practice the activity again with your own students' work!

[www.heinemann.com/shared/companionResources/E05300/Marelle.pdf](http://www.heinemann.com/shared/companionResources/E05300/Marelle.pdf)

[www.heinemann.com/shared/companionResources/E05300/Emre.pdf](http://www.heinemann.com/shared/companionResources/E05300/Emre.pdf)

[www.heinemann.com/shared/companionResources/E04353/Joana.pdf](http://www.heinemann.com/shared/companionResources/E04353/Joana.pdf)

[www.heinemann.com/shared/companionResources/E04353/Alex.pdf](http://www.heinemann.com/shared/companionResources/E04353/Alex.pdf)



# Planning Your Week

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Strategy Lesson</b> (10 min)					
<b>Strategy Lesson</b> (10 min)					
<b>Conferences</b> (5 minutes each)					
<b>Guided Reading</b> (15–20 min)					
<b>Other</b> (____ min)					
<b>Notes</b>					



# A Curriculum of Talk

By the end of the year, my \_\_\_\_\_ grade students should be able to:

<b>Month/Unit of Study</b>	<b>Goals</b>	<b>What will you teach in minilessons, mid-workshop interruptions, and teaching shares during READING WORKSHOP?</b>	<b>What will you teach during whole-class READ ALOUDS with accountable talk?</b>

# A Curriculum of Writing About Reading

By the end of the year, my \_\_\_\_\_ grade students should be able to:

<b>Month/Unit of Study</b>	<b>Goals</b>	<b>What will you teach in minilessons, mid-workshop interruptions, and teaching shares during READING WORKSHOP?</b>	<b>What will you teach during whole-class READ ALOUDS with accountable talk?</b>

# Guided Reading Planning Sheet

Book Title \_\_\_\_\_ Level \_\_\_\_\_

Students

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*REMEMBER that the best guided reading plans are based on student assessment and knowledge of text difficulties and behaviors of the level.

## Book Introduction (introduce some/all in any order)

<b>Introduce the gist of the book</b> (i.e. basics of plot or overarching topics covered in NF).	
<b>Introduce any difficulties that you don't want to leave for the children to problem-solve themselves</b> (i.e. vocabulary, text structures).	
<b>Activate prior knowledge.</b>	
<b>Remind them of a strategy they should use in the reading of the text.</b>	
<b>Give a question or purpose for reading.</b>	

**NEXT** Coach children as they read. Take notes.

**FINALLY** Based on your assessment, pick a teaching point and have children practice it quickly.

## Notes

<p><b>Child's Name:</b></p> <p><b>Coaching during this lesson:</b></p> <p><b>How did the student do with the strategy?</b></p> <p><b>Ideas for next time:</b></p>	<p><b>Child's Name:</b></p> <p><b>Coaching during this lesson:</b></p> <p><b>How did the student do with the strategy?</b></p> <p><b>Ideas for next time:</b></p>
<p><b>Child's Name:</b></p> <p><b>Coaching during this lesson:</b></p> <p><b>How did the student do with the strategy?</b></p> <p><b>Ideas for next time:</b></p>	<p><b>Child's Name:</b></p> <p><b>Coaching during this lesson:</b></p> <p><b>How did the student do with the strategy?</b></p> <p><b>Ideas for next time:</b></p>



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