

A photograph of a teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young children. The children are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

**STR Webinar  
Series: Reading  
Pedagogy and  
Constructed  
Response Deep  
Dive**

- Participant Folder
- Open the Drive Link in the Chat
- Take a moment to download the participant's guide if you have not already

# Objectives and Agenda:

## Objective:

- Participants will synthesize best practices in reading pedagogy that prepare teacher candidates to address student reading needs:
  - ✓ Unpack the knowledge, skills, and mindsets a teacher needs to analyze and respond to the student's foundational reading skills and comprehension skills
  - ✓ Connect the knowledge, skills and mindsets to a teacher's preparation for the Constructed Response
  - ✓ Reflect on connections and opportunities within your STR curriculum.

## Agenda:

- Introduction and Context
- See it / Name it: Reading Assessment Pedagogy in Practice
- Do it: Reading Assessment Pedagogy and the CRI
- Reflection: Curriculum Connections

# Starting with the end in mind: Competency 13: Analysis and Response



Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.



What knowledge and skills must the teacher have? If these are the knowledge and skills, what practice and preparation experiences should they have?



2 minutes: Review the competency silent solo.



See it / Name it:  
Reading  
Assessment  
Pedagogy in  
Practice



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## See it: Model of student data analysis and response

*As we head into our model, Please consider the following guiding questions:*

What skills, knowledge and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

As you watch the model, what are the key teacher moves in each step of the model?



*\*Teacher= teacher candidate*

# See it: Model of student data analysis and response

Key Steps for approaching individual student data analysis and response:

1. **Analyze student work** across multiple reading assessment data sources that address foundational reading skills and comprehension
2. **Name the most critical student gap** in foundational reading skills and comprehension
3. **Plan for an aligned, research-based intervention** to address the specific identified gaps

**TEA**

**Step 1: Analyze Student Work**



## High leverage District/ Campus enabling systems and structures:

- District/ Campus has selected high leverage assessments to show evidence of critical foundational and comprehension reading skills
- Teacher knows how to administer and record a student's response to those assessments
- District/ Campus has established a cadence of frequent reading assessments (determined frequency of reading assessment, calendared those assessments)



## See it: Analyze Student Work Across Multiple Assessment Sources

1. Before I analyze each Assessment tool for student work, I will first consider the following:

- ✓ **What is the focus of the tool:** *This assessment tool assesses my student's current ability in which of the following foundational skill areas for reading development [alphabetic print concepts, phonological awareness, phonics, fluency] and/ or in basic comprehension development skills?*
- ✓ **Get Skill Specific:** *Now that I have identified the focus area, what specific foundational skill(s) does the tool assess?*
- ✓ **Define the bar for mastery:** *What does mastery look like for the [grade level] TEKS? [my student should be able to...]*

2. As I analyze each Assessment tool for student work, I will consider the following:

- ✓ **Student Strengths:** *What student strengths do I see while analyzing the student work in the assessment tool?*
- ✓ **Student Errors:** *What errors do I see? Are errors repeated or in isolation?*
- ✓ **Student Gaps in Understanding:** *Do the errors in this work sample inform potential gaps in student skill and understanding?*

# See it: Assessment Tool #1: Word List (Pre- Analysis)

## Unpacking the Assessment Tool:

	Reading area of focus assessed	Specific skills:	First grade mastery: My student should be able to...
#1: Word list assessment	Application of Phonetic Knowledge (Phonics)	Use knowledge of common letter sound correspondence to read words with automaticity, combines sounds and common letter patterns to read with automaticity, use common syllabication patterns to read isolated words with automaticity, decode words with common spelling patterns, read base words with inflectional endings	decode words with common spelling patterns (vowel patterns, consonant blends/digraphs, etc.) with accuracy and automaticity (within 3 seconds).

# See it: Assessment Tool #1: Word List ( Analysis)

For this assessment, the teacher met with individual students and asked them to read aloud from several word lists of increasing complexity. As a student read each word, the teacher made a record of the student's performance by using check marks to indicate words that the student read accurately and automatically and using simplified phonetic transcription to record any errors. This assessment was timed and the student had to respond accurately within three seconds. Below are some of the words in the assessment, followed by the teacher's record for Daniel.

Target Word	Student Reads
bath	✓
dump	Ⓢ [bʌmp] <i>inaccurate letter-sound correspondence: b/d</i>
chins	✓
well	✓
pond	Ⓢ [bɒnd] <i>inaccurate letter-sound correspondence: b/p</i>
junk	✓
quite	Ⓢ [kwɪt] <i>applying cvce word reading pattern</i>
swish	✓
flute	Ⓢ [fju:t] <i>cvce word reading pattern error</i>
drone	✓
spark	✓
grapes	✓

*Handwritten annotations on the Target Word list:*

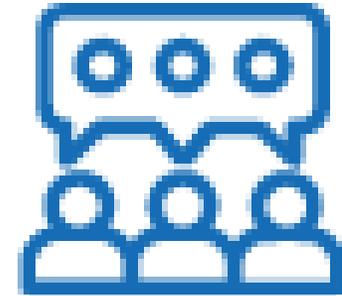
- Ⓢ final consonant digraph (with arrows pointing to 'ump' in 'dump' and 'ish' in 'swish')
- Ⓢ initial c-c blender (with arrows pointing to 'sp' in 'spark' and 'gr' in 'grapes')
- Ⓢ correct cvce reading pattern (with arrows pointing to 'qu' in 'quite' and 'dr' in 'drone')
- Ⓢ correct use of cvce word reading w/ ending (with arrow pointing to 'grapes')

# Name it: Assessment Tool #1: Word List (Pre-Analysis & Analysis)

**Pulse Check:** After walking through our pre-analysis and analysis of our first student work contained in the assessment tool, let's connect back to our original question...

What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

*Think & chat it!*



## Name it: Assessment Tool #1: Word List (Pre-Analysis & Analysis)

What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

### **Prior to analyzing student work:**

- ✓ Teacher can identify the focus area of reading development assessed by each tool
- ✓ Teacher can identify the foundational skills assessed by each tool
- ✓ Teacher can describe what mastery of the skill looks like as defined by the grade level TEKS

### **While analyzing student work:**

- ✓ Teacher can analyze student work sample for student strengths
- ✓ Teacher can analyze for student errors
- ✓ Teacher can identify any resulting gaps in understanding based off of error analysis

## See it/ Name it: Assessment Tools 2,3,4

- Using your Participant's Guide, analyze the teacher's thinking demonstrated in their comments about the tool itself and the student work.
- Use our Essential Question to guide your analysis: *What skills, knowledge, and mindsets did the teacher need to be able to analyze the student's foundational reading skills and/or comprehension skills?*
- *Silent Solo (6 minutes): review the 3 tools and the teacher's thinking.*
- *Break out rooms (6 minutes): share your analysis in your group*

## Name it: Assessment Tool #2,3,4: (Pre-Analysis & Analysis)

What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

### **Prior to analyzing student work:**

- ✓ Teacher can identify the focus area of reading development assessed by each tool
- ✓ Teacher can identify the foundational skills assessed by each tool
- ✓ Teacher can describe what mastery of the skill looks like as defined by the grade level TEKS

### **While analyzing student work:**

- ✓ Teacher can analyze student work sample for student strengths
- ✓ Teacher can analyze for student errors
- ✓ Teacher can identify any resulting gaps in understanding based off of error analysis

## See it: Analyze Across Multiple Data Sources

3. Now that I have analyzed each tool for strengths, errors, and potential gaps, I will analyze across all samples of student work in each assessment tool:

- ✓ **Student Strength Trends:** *What student strengths do I see while analyzing the student work in the assessment tool?*
- ✓ **Student Gap Trends:** *Are there repeated errors that represent evidence of a critical gap?*
- ✓ **Synthesize the analysis:** *When I look across the gaps I surfaced, which gaps impact a student's overall development of fluency and comprehension? What are the highest leverage gaps to address with my student?*

# See it: Analyze Across Multiple Data Sources (See it)

Compare across my assessment tools: 1) what strengths does the student demonstrate currently 2) Are there repeated errors that represent evidence of a critical gap? 3) Which gaps are highest leverage to address because they will have greatest impact on overall fluency and comprehension of text?

Assessment Tool	Strength Trends	Error/ Gaps:
#1: Word list assessment	Decoding closed syllable words (with beginning blends, end digraphs etc.)	Word reading Accuracy: letter sound correspondence (sound he reads does not match printed symbol), cvce words
#2: oral reading fluency passage for miscue analysis	Decoding closed syllable words, high frequency words recognition, self corrects errors (self monitoring)	Word reading accuracy- letter sound correspondence
#3: Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency	Blending skills - cvc, vc Phoneme segmentation (quick, automatic),	Consistency with letter name-symbol relationship (inaccurate naming of visually similar letters), letter sound -symbol correspondence (sound he reads does not match the printed symbol, also common in visually similar letters)
#4: Listening Comprehension of teacher read passage	Can determine the general idea by using text features, like the title	Identifying the central idea of a passage and supporting details - his retell was not based in evidence from the text, sometimes not aligned to central idea.
Synthesis:	Overall, I can see that Daniel's strengths lie in decoding skills with closed syllable words and his phonemic awareness. He has a learning gap related to word reading accuracy as evidenced by error trends in letter-symbol relationships that impacted reading words accurately. It's not that he does not know the sound or name that pertains to the symbol, he is attending to the letter symbols carefully and therefore makes errors. If he doesn't increase accuracy, he will have trouble making meaning of more complex texts he reads. Regarding comprehension, he is struggling to retell text, which is evidence that he is not making meaning of the text. He needs some thinking strategies to identify the central idea and the supporting details in texts he hears and reads.	

## Name it: Analyze Evidence of Student Work Across Multiple Assessment Tools

In the third part of the first step we explored the teacher synthesizes evidence of student knowledge and skills across four different student work samples drawn from the assessment tools:

- What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

*Think, type, chat it!*

## Name it: Analyze Evidence of Student Work Across Multiple Assessment Tools

What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

- Teacher must analyze student work Across Multiple Assessment Sources--
  - ✓ Teacher analyzes across student work for strength trends
  - ✓ Teacher analyzes across errors for the most critical student learning gaps to address
  - ✓ Teacher synthesizes overall analysis to determine highest leverage gaps that ultimately have the greatest impact on a student's development of reading fluency and comprehension.

# Name it: STR Competency Connections in Step 1

What skills, knowledge, and mindsets did the teacher\* need to be able to analyze the student's foundational reading skills and/or comprehension skills?

- **Foundations of the Science of Teaching Reading:** Understand foundational concepts, principles, and best practices related to the science of teaching reading. (001)
- **Foundations of Reading Assessment:** Understand foundational concepts, principles, and best practices related to reading assessment. (002)
- **Phonological and Phonemic Awareness:** Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills. (004)
- **Print Concepts and Alphabetic Knowledge:** Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle. (005)
- **Phonics and Word Identification Skills:** Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade level phonics and other word identification skills and related spelling skills. (006)
- **Reading Fluency:** Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency. (008)
- **Comprehension Development:** Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts. (010)

**TEA**

## 2. Name the Gap



# See it: Name the Gap

## What gap will I address? Why is it high leverage to address that gap?

	My thinking:
Foundational Skills error and gap:	Daniel was making letter sound and name to symbol correspondance errors across his student work. Daniel needs to increase his word reading accuracy by correctly identifying similar looking letters in the words he reads with automaticity.
Why is it high leverage to address:	If I don't address this skill, Daniel will continue to make these errors and his comprehension of increasingly complex texts will be impacted, as will his fluency.
Comprehension Skill error and Gap:	Daniel is not making meaning of the text he is listening to as evidenced by his retell that was often not based in text evidence or specific to the central idea. Daniel needs support in accurately identifying supporting details for a given central idea to build his ability to make meaning of a text and translate it into a coherent retell.
Why is it high leverage for me to address this skill:	If Daniel can start by identify supporting details for a given central idea, he can acquire the skills for listening to each section of text specifically to better understand the central idea. With a focused intervention based in asking him text dependent questions, he will be listening to make meaning, not simply to try to remember various details or information for no specific purpose. This listening comprehension skill will transfer to reading comprehension when he is reading independently.

# Name it: Name the Gap

What skills, knowledge and mindsets did the teacher need to be able to analyze the student's foundational reading skills and/or comprehension skills? Particularly, to name the highest leverage gap?

	My thinking:
Foundational Skills error and gap:	Daniel was making letter sound correspondence errors across his student work. Daniel needs to increase his word reading accuracy and automaticity by correctly identifying similar looking letters with automaticity.
Why is it high leverage to address:	If I don't address this skill, Daniel will continue to make these areas and his comprehension of increasingly complex texts will decrease, as will his fluency.
Comprehension Skill error and Gap:	Daniel is not making meaning of the text he is reading as evidenced by his retell that was often not based in text evidence or specific to the central idea. Daniel needs support in accurately identifying supporting details for a given central idea to build his ability to make meaning of a text and translate it into a coherent retell.
Why is it high leverage for me to address this skill:	If Daniel can start by identify supporting details for a given central idea, he can acquire the skills for listening to each section of text specifically to better understand the central idea. With a focused intervention based in asking him text dependent questions, he will be listening to make meaning, not simply to try to remember various details or information for no specific purpose. This listening comprehension skill will transfer to reading comprehension when he is reading independently.

# Name it: Name the Gap

- **Name the gap:**
  - Identify the highest leverage gap that most impacts a student's development of reading fluency and comprehension and justify why it is highest leverage.
  - We are not just identifying the error or an error pattern, we want to get to the specific learning skill gap.

# See it: Name the Action

How will I address the gap: **What** specific skills will address with my student? **How** will I address those skills?

Foundational Skills Gap	Action Step
<p><b>What</b> specific skill gap do I need to address?  <i>Think: go very granular- make sure what you are addressing is exactly aligned to the identified gap.</i></p>	<p>When it comes to word reading accuracy, I need to address Daniel's ability to accurately read visually similar letters with automaticity at the word level.</p>
<p><b>How</b> will I address the skill gap? <i>Think: what instructional strategies will I use, when will I address this skill, how often will I address it....</i></p>	<p>I will address this gap by using the following instructional strategies: 1) providing Daniel with word chains with the visually similar letters 2) monitor his practice with reading these words in appropriate decodable text 3) provide instant corrective feedback when he makes an error while reading the word chains or decodable text.</p>

# See it: Name the Action

How will I address the gap: **What** specific skills will address with my student? **How** will I address those skills?

Comprehension Skills Gap	Action Step
<p><b>What</b> specific skill gap do I need to address? <i>Think: go very granular- make sure what you are addressing is exactly aligned to the identified gap.</i></p>	<p>Regarding listening comprehension, I need to support Daniel's ability to name supporting details in a text and articulate why those are supporting details to the identified central idea.</p>
<p><b>How</b> will I address the skill gap? <i>Think: what instructional strategies will I use, when will I address this skill, how often will I address it....</i></p>	<p>I will address this gap by using text dependent questions to scaffold how he makes meaning of the text: 1) before reading, pre-select text dependent questions that support him to elicit key details, 2) While reading, pause and prompt him to answer the question verbally, chart the response, and elicit justification for key detail's connection to the overall meaning of text.</p>

## Name it: Name the Action

What skills, knowledge and mindsets did the teacher need to be able to analyze the student's foundational reading skills and/or comprehension skills? Particularly, to design an action step to address the student's needs?

- **Name the specific action to address the gap:**
  - *What* specific skill gap do I need to address?
  - *How* will I address it? What aligned instructional strategies will I use?

# Name it: STR Competency Connections

## ■ Name the gap:

- Identify the highest leverage gap that most impacts a student's development of reading fluency and comprehension. (001, 002)
- We are not just identifying the error or an error pattern, we want to get to the specific learning skill gap. (002)

## ■ Name the specific action to address the gap:

- *What* specific skill gap do I need to address? (001, 002)
- *How* will I address it? What aligned instructional strategies will I use? (004, 005, 006, 007, 008, 010)

**TEA**



**3. Plan the  
Aligned, Research-  
Based  
Intervention**

# See it: Plan an Aligned Intervention

Using my action step, I will plan an aligned intervention for my student....

	Foundational skills intervention
Aligned Reading Focus/TEKs	decoding words in isolation and in context by applying common letter sound correspondences (2.b.i)
Objective for intervention:	Student will be able to accurately read sounds of similar letters in words to improve word reading accuracy and automaticity (95-100% accuracy).
Assessment of skill:	During each intervention session, track the word chain reading accuracy and frequency of corrections. Track the application of word chaining to reading an appropriate text
Aligned activity with high leverage instructional strategy:	1) provide Daniel with word chains that include non-automatic target letters 2) following word chaining, provide Daniel with a leveled text to apply the skill 3) throughout, provide instant corrective feedback using word correction protocol if he makes an error.
Frequency/ duration of intervention:	Daily word chaining during breakfast Do now - 5 minutes. 2x weekly, during the reading centers, pull for word chaining + application to a short text - 7 minutes. measure over 6 weeks.

# See it: Plan an Aligned Intervention

Using my action step, I will plan an aligned intervention for my student....

	Comprehension Skills intervention
Aligned Reading Focus/TEKS	retell texts in ways that maintain meaning (7.D); the central idea and supporting evidence with adult assistance (9.D.i)
Objective for intervention:	Student will be able to name supporting details for a central idea and describe why selected details make meaning of the text.
Assessment of skill:	During each intervention, teacher will track the student's identification of key ideas and justification, track errors/corrections.
Aligned activity with high leverage instructional strategy:	1) pre-select text dependent questions that support him to elicit key details, 2) set up a chart with the central idea as a heading 3) prompt him to listen for the questions and pause to elicit his response, 4) prompt him to chart those supporting details on a chart under the text's central idea and 5) describe why that detail helps him to make meaning of the text's central idea. 6) if his response is not based in the text, teacher provides a model think aloud and re-reads section, debriefs with student.
Frequency/duration of intervention:	2x weekly during reading centers block over the course of 6 weeks, approximately 15 minute intervention.

# Name it: Plan an Aligned Intervention

What skills, knowledge and mindsets did the teacher need to be able to plan for the aligned intervention?

## Name it: Plan an Aligned Intervention (Do it)

What skills, knowledge and mindsets did the teacher need to be able to analyze the student's foundational reading skills and/or comprehension skills?

- ✓ Teacher designs intervention goal based on the gap aligned action step
- ✓ Teacher designs intervention goal aligned to grade level TEKS
- ✓ Teacher plans for how to formatively assess the intervention goal
- ✓ Teacher plans an instructional strategy aligned to best practices
- ✓ Teacher plans for intervention implementation (frequency, duration, implementation timeline)

# Name it: STR Competency Connections to Step 3

- ✓ Teacher designs intervention goal based on the gap aligned action step (001, 002)
- ✓ Teacher designs intervention goal aligned to grade level TEKS (001, 002)
- ✓ Teacher plans for how to formatively assess the intervention goal (002, 004, 005, 006, 007, 008, 010)
- ✓ Teacher plans an instructional strategy aligned to best practices (004, 005, 006, 007, 008, 010)
- ✓ Teacher plans for intervention implementation (frequency, duration, implementation timeline) (002)



**Reflect: Summarize  
our Three Step  
Process for Reading  
Assessment  
Pedagogy Practices**



## Name it: Model of student data analysis and response

**After walking through our model, Let's come back to our initial question:**

What skills, knowledge and mindsets did the teacher need to analyze the student's foundational reading skills and/or comprehension skills? What were the key teacher moves in each step of the process we modeled?

*Silent Solo (1 minute): review your notes.*

*Warm call share out: I will chat 3 names to get us started!*

# Name it: Model of student data analysis and response

Teacher Candidates must be able to...

## 1. Analyze Student Work Across Multiple Data Sources that Address Foundational Reading Skills and Reading Comprehension

- **Before analyzing each set of student work:**
  - Analyze each tool to determine:
    - area of focus,
    - specific skills measured,
    - use grade level TEKS to determine what student mastery of the skill looks like
- **While Analyzing each set up student work:**
  - Determine student strengths,
  - determine student errors,
  - determine student gaps represented by errors.
- **Analyzing student work across multiple data sources:**
  - analyze across for trends in strengths and gaps,
  - determine highest leverage gaps that most impact a student's overall reading fluency and comprehension development.



Our "Name it" teacher moves live on your criteria card!

## 2. Determine the most critical student gap(s) in foundation skills and comprehension

- **Name the highest leverage gap:**
  - What gap will I address and why?
- **Name the Action you will take to address the foundational reading skills and comprehension skill gap:**
  - What specific skill do I need to address?
  - How will I address the skill gap?

## 3. Plan for an aligned, research-based intervention to address the specific identified gap(s)

- Use the TEKS and your knowledge instructional best practices to select an instructional strategy to address the gap
- plan for how you will assess, implement and monitor your intervention

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# Do it: Apply the Learning to the Constructed Response



# Do it: Exemplar Response to Constructed Response

## Silent/Solo Review of the CRI for the following foci:

- **Review the Questions Stem (p.1) for the Constructed Response:** What are we asking teachers to *do and demonstrate*? Where do the skills we identified in our "see it, name it" resonate?
- **Review the exemplar response (p.5) to prompt:** What evidence do you see that the teacher needed to utilize the skills we identified in the "see it, name it" to respond to the assessment task?

*6 minutes- Silent solo*

*Chat your response in the Zoom Chat... we will warm call a few people to share!*

# Do it: Exemplar Response to Constructed Response

- **Review the Questions Stem for the Constructed Response:** What are we asking teachers to *do and demonstrate*? Where do the skills we identified in our "see it, name it" resonate?
  - ✓ Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.
  - ✓ Demonstrate the ability to identify a significant need that a student demonstrates related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]) and to support the analysis with specific, appropriate examples from the student's reading performance.
  - ✓ Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in foundational reading skills.
  - ✓ Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.
  - ✓ Demonstrate the ability to identify a significant need that a student demonstrates related to reading comprehension (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text) and to support the analysis with specific, appropriate examples from the student's reading performance.
  - ✓ Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.
  - ✓ Using sound reasoning and knowledge of reading comprehension, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in reading comprehension.

# Do it: Exemplar Response to Constructed Response

- **Review the exemplar response to prompt:** What evidence do you see that the teacher needed to utilize the skills we identified in the "see it, name it" to respond to the assessment task?
  - ✓ **Translating Practice into Application:** The real time skills our teacher candidate exhibited during our 3-step process support them to make informed decisions while analyzing the case study data.
  - ✓ **Application of Content:** The teacher candidate can justify their analysis because they are knowledgeable of best practices in analyzing student data, the TEKs and relative content knowledge and skills, and instructional best practices to address student reading needs that are aligned to relative reading pedagogy.

If our pre-service teachers have access to authentic, aligned practice while training, then the final assessment will be everything they have anticipated.



# Objectives and Agenda:

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# Reflection: STR Curriculum Connections



## Final Reflection: Exemplar Response to Constructed Response

Considering your own curriculum planning and implementation for the Science of Teaching Reading:

- *What is one area where you feel like your own program curriculum has strengths to build upon?*
- *What is one area where you feel like you need to strengthen the planning that may perhaps be more challenging to address?*

*Break out rooms: take 3 minutes silent solo to reflect, 7 minutes to share*

- Survey
  
- Next Steps:
  - Sharing this webinar and related resources
  - More to come in our series... be on the lookout in the newsletter!



**Thank you!**