



Action Planning: Moving From Analysis to Action

Do Now: You have just gotten home from work and you have to complete these tasks. Place each task in the order of your completion.

*Wash dishes *Fold the clothes *Put the kids to bed *Cook dinner
*Watch your favorite television show *Wash clothes *Send emails

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



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Students: Robert, John, Kenneth, Danny

Bottom Line: Reading Silently: What do I do when I read silently and how do I make sense from the words, not the pictures.

| | | | | | |
|----------------------|----------------------------|--|--|---|---|
| Word-Solving | Students of Concern | Robert and Danny (mostly using visual cues)-missing character names | | | |
| | Challenges | <input type="checkbox"/> Does it make sense? | <input checked="" type="checkbox"/> Does it sound right? | <input checked="" type="checkbox"/> Does it look right? | |
| | Why? | <ul style="list-style-type: none"> Students are breaking apart contractions. Students are not reading through the whole word. They are leaving off endings or changing the ending altogether. Students do not ask themselves, "Does that look right?" | | | |
| Comprehension | Students of concern | Danny (confused)-Not using text evidence to support responses; Kenneth (over-relying on personal experience) | | | |
| | Retell | . | | | |
| | Written | <input type="checkbox"/> Factual | <input type="checkbox"/> Inferential | <input type="checkbox"/> Critical thinking | |
| | Oral | <input checked="" type="checkbox"/> Factual | <input checked="" type="checkbox"/> Inferential | <input type="checkbox"/> Critical thinking | |
| | Error types | <input checked="" type="checkbox"/> Personal experience-used too much | <input type="checkbox"/> Factual-No inference | <input checked="" type="checkbox"/> Confusion | <input checked="" type="checkbox"/> Limited-stated an inference but did not complete it |
| | Why? | Written response: | | | |



| | | |
|--|----------------------------|--|
| | | <p>Oral response:</p> <ul style="list-style-type: none"> Students are not going back into the text to find evidence to support response, they are using personal experience. They are missing the plot of the story. Students are not making the cause/effect relationship to infer the character's motivation. |
| Fluency/Rate | Students of Concern | Robert-(reads word-by-word) |
| | | Why? |
| <ul style="list-style-type: none"> Students are reading in 2-3 word phrases Students are not paying attention to punctuation Students are getting stuck on a word instead of flexibly using multiple strategies | | |
| Develop mental Spelling | Students of Concern | |
| | | Why? |
| <ul style="list-style-type: none"> Students are representing long vowel sounds with short vowels Students are attempting r-controlled words | | |
| Phonemic Awareness /Phonics | Students of Concern | |
| | | Why? |
| | | |

Theme:

- Using text evidence to support responses
- Using visual cues to read words

Next Steps

- Ask self, "Does that look right?"
- Read through the whole word
- Go back into the text to find evidence
- Pay attention to the punctuation
- Flexibly word-solve
- Cause and effect relationships



- Inferring character's motivation

A thorough analysis will include:

- Name the students at the specific level
- Identify the students of concern (students that need additional support)
- Determine what skills students need support with and why they haven't mastered the skill previously
- Identify trends across the level
- Determine the best next steps



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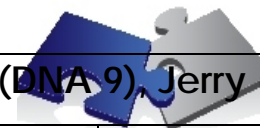
Action Planning

Key message: An action plan is a teacher's roadmap for instruction for the next weeks.

An effective action plan will contain the following components:

- Word-Solving or fluency skill or strategy
- Comprehension skill
- Prompts to support students during points of struggle
- Text characteristics

ACTION PLAN



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| | | |
|----------------|---|--|
| Group: | Students: Jamar (DNA 9), Iman (DNA 9), Kyasia (DNA 9), Janel (DNA 9), Jerry (DNA 9), Jose (DNA 8) | |
| Week 1 | Word-Solving/Fluency: Read new STEP 8 texts in 3-4 words phrases with attention to punctuation <ul style="list-style-type: none"> - Put your words together so it sounds like you're talking - Did you notice the punctuation? - Try reading the ellipses like the character is ... (has a trailing off thought; is hesitating) | Text type: <ul style="list-style-type: none"> • Contains multiple characters that students need to attend to while reading • Contains multiple events that students must trace to figure out how the character solves his or her problem • Requires student to connect events to ensure that students rethink earlier ideas • Contains punctuation implies meaning (ellipses, hyphens, etc) |
| | Comprehension Multiple characters: Trace characters across multiple episodes, elaborating understanding as the story evolves. Useful prompts for comprehension: <ul style="list-style-type: none"> • What have you learned about the character here? • (How) Has your opinion about the character changed? • How did ____ affect ____? Tell about the relationship between ____ and ____? • How does this character see the problem? Compare (primary character)'s perspective with that of (secondary character). How are they the same or different? | |
| Week 2: | Word-Solving/Fluency: Read new STEP 8 texts in 3-4 words phrases with attention to punctuation <ul style="list-style-type: none"> - Put your words together so it sounds like you're talking - Did you notice the punctuation? - Try reading the ellipses like the character is ... (has a trailing off thought; is hesitating) | Text type: <ul style="list-style-type: none"> • Contains multiple characters that students need to attend to while reading • Contains multiple events that students must trace to figure out how the character solves his or her |



| | | |
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| | <p>Comprehension Multiple Plots: Relate earlier and later parts of the text, figuring out how they make sense together. Useful prompts for comprehension:</p> <ul style="list-style-type: none">• What did you find out?• Does reading this section make you rethink your earlier idea?• How does this section help you to understand_____? | <p>problem</p> <ul style="list-style-type: none">• Requires student to connect events to ensure that students rethink earlier idea• Contains punctuation implies meaning (ellipses,hyphens, etc) |
| <p>Week 3</p> | <p>Word-Solving/Fluency: Read new STEP 8 texts in 3-4 words phrases with attention to punctuation</p> <ul style="list-style-type: none">- Put your words together so it sounds like you're talking- Did you notice the punctuation?- Try reading the ellipses like the character is ... (has a trailing off thought; is hesitating) | <p>Text type:</p> <ul style="list-style-type: none">• Contains multiple characters that students need to attend to while reading• Contains multiple events that students must trace to figure out how the character solves his or her problem• Requires student to connect events to ensure that students rethink earlier idea• Contains punctuation implies meaning (ellipses,hyphens, etc) |
| | <p>Comprehension Deep Retell: Retell stories including the important details. Useful prompts for comprehension:</p> <ul style="list-style-type: none">• Using the events from the story, tell me the big ideas in this section.• You've given me the text evidence: now how can you give a big idea of what happened in the very beginning of the story. | |

ACTION PLAN



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|---------------|----------------------------------|------------------------|
| Group: | Students: | |
| Week 1 | Word-Solving/Fluency • | Text type: • |
| | Comprehension • | |
| Week 2 | Word-Solving/Fluency: | Text type: • |
| | Comprehension | |



| | | |
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| Week 3 | Word-Solving/Fluency: | Text type: • |
| | Comprehension | |



Word-Solving Strategies by STEP Level

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| STEP | Strategy | Prompt |
|-------|--|--|
| DNA 1 | Look at the pictures Does it make sense? | T -Look at the picture to figure out what would make sense there? P -Does the picture help you figure out that word? P -Does it match the picture? R - You looked at the picture and asked yourself what would make sense there to figure out that word. |
| DNA 2 | Look at the sounds in the words Does it make sense? Does it look right? | T - Say the first sound, then the picture and think about what would make sense there? P -Get your mouth ready P -Do you know a word that starts with those letters? P -Check it. Does it look right? Does it make sense? R -You checked the first sound and looked at the picture to figure out that word. |
| DNA 3 | Look at the sounds in the words (Read through the word) Does it make sense? Does it look right? Does it sound right? | T - Look at all of the sounds in the word and read through the whole word P -Check the beginning and the ending letters P -How does that word start? Try it again with the ending letters. P -What sound does (vowel) make? P -Check it. Does it look right? Does it make sense? R -You read through the whole word to figure out that word |
| | Look at the parts in a word (initial blends) | T - Look for parts of the word that you already know. P - How does that word start? P - It could be ____, but look at ____. P -Try ____, would that sound right? P -Check it. Does it look right? Does it make sense? Does it sound right? R -You found the parts you know to figure out that word. |
| | Look at the parts in a word (word-families) Does it look right? Does it sound right? Does it make sense? | T - Look for parts of the word that you already know. P - Do you know a word like that? P - What word family might help you figure it out? P -It rhymes with____. Can you change the first sound? R -You found the parts you know to figure out that word. |



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| | <p>Self-Correcting</p> | <p>T- If it does not look right, sound right or make sense, go back and fix it P- Do you remember reading that word before? P- Does that make sense? Do you think this is happening in the story? P- Try that again. P- You said _____. Does that make sense? Does that look right? Does that sound right? R-You knew something didn't _____right. You went back and fixed it.</p> |
| | <p>Reread</p> | <p>T- If it does not look right, sound right or make sense, go back and read it again. P- Go back and reread it again. Something didn't quite _____right? P- Does that make sense? Do you think this is happening in the story? P- Try that again. P- You said _____. Does that make sense? Does that look right? Does that sound right? R-You knew something didn't _____right. You went back and reread it.</p> |
| <p>DNA 4</p> | <p>Skip the word. Keep reading. Go back.</p> | <p>T- Skip the word and keep reading. Think about what would make sense there. Then go back and try it out. P- Does that make sense? Do you think this is happening in the story? P- Do you think if you keep going, you could figure out what's happening in the story? R-You skipped the word, kept reading and thought about what would make sense?</p> |
| <p>DNA 5</p> | <p>Look at the parts in a word (flip the vowel)</p> | <p>T- Look for parts of the word that you already know. P- Do you think it looks like a vowel team? P- It could be _____, but look at _____. P-What other sound does that vowel make? Try it the other way? R-You flipped the vowel to figure out that word.</p> |
| | <p>Look at the parts in a word (syllabication)</p> | <p>T- Look for parts of the word that you already know. You can break the word into syllables. P- Can you take the word apart? P- Look for the root word. R-You broke that word into syllables</p> |
| | <p>Self-correct at the point of error</p> | <p>T- When you get to a tricky word, fix it and keep reading. P- Where's the tricky word?</p> |



| | | |
|--------------|--|--|
| | | <p>P- Why did you stop? P- Were you right? Keep going. R- You fixed your mistake and kept going.</p> |
| DNA 6 | Look at the parts in a word (syllabication- more complex) | <p>T- Look for parts of the word that you already know. You can break the word into syllables. P- What is the first syllable? P- Do you think it looks like a closed syllable? P- Do you recognize a prefix? Suffix? R- You broke that word into syllables</p> |

Fluency Strategies by STEP Level

| STEP | Strategy | Prompt |
|-------------|-----------------|---------------|
|-------------|-----------------|---------------|



| | | |
|-------|-----------------------------------|--|
| DNA 1 | Read sight words | <p>T-When you see a sight word, you can read it quickly.</p> <p>P-That's a sight word</p> <p>P-Find the word_____ and point to it.</p> <p>P-Have you seen these words before?</p> <p>P-Can you read the whole word at once?</p> <p>R- You saw a sight word and read it quickly.</p> |
| DNA 2 | Read with expression and phrasing | <p>T- Read the story so it sounds as if you're talking</p> <p>P-Model, Can you read it like this?</p> <p>P-Can you make your voice like (character in the story)?</p> <p>R-You read it as if you were talking.</p> |
| DNA 3 | Read in 2-3 phrases | <p>T- Read the story so it sounds as if you're talking</p> <p>P-Put your words together so it sounds like you're talking</p> <p>P-Can you read it with your eyes?</p> <p>R-You read it as if you were talking.</p> |
| DNA 4 | Punctuate | <p>T- Change your voice as you notice the punctuation</p> <p>P- Try it again and stop at the period.</p> <p>P- Try it again and pause at the comma</p> <p>P-Try it again and make your voice go up at the question mark?</p> <p>P-Did you notice the punctuation?</p> <p>R-You noticed the punctuation and changed your voice.</p> |
| | Read with expression | <p>T- Read the story so it shows how the character is feeling</p> <p>P-Can you read it so that the words match the feelings?</p> <p>P-How would this character be speaking right now? With what tone?</p> <p>R-You read it to show the character's feelings.</p> |
| | Silent reading | <p>T- Read the story in your head</p> <p>P-Can you read it in your head?</p> <p>R-You read it in your head.</p> |
| DNA 6 | Silent speed | <p>T- When you get to a tricky word, slow down and then pick your speed back up</p> <p>P- Put your words together so it sounds like talking.</p> <p>P-You figured it out now, go back to phrase reading</p> <p>R-You slowed down to figure out that word then went back to reading at a normal speed.</p> |

Prompting for Comprehension

| | | | |
|-----------------|----------------|------------------|------------------|
| Citing Evidence | Story Elements | Character traits | Character change |
|-----------------|----------------|------------------|------------------|



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|--|---|---|--|
| <ul style="list-style-type: none"> § Look back to find where the writer tells about__. § What is the evidence for that? § What makes you think that? § What in the story makes you think that? § What is your evidence for that? | <ul style="list-style-type: none"> § What is the problem in this story? § How do the characters work to solve the problem? § What does the text tell us about the characters? § Who were the important characters in the story? § How is the setting important? | <ul style="list-style-type: none"> § What is the character like? § What words/phrases tell us about the character? § What do we notice about the character? What does that tell us about the character? | <ul style="list-style-type: none"> § How did (character) change from the beginning to the end of the story? § What was the character thinking at the beginning/ end of the story? How was this different or the same from the ending of the story? |
| Character feelings | Character motivation | Author's Message | Retell |
| <ul style="list-style-type: none"> § What are the character's actions? What does that reveal about the character's feelings? § Has something like what happened in the text ever happened to you? How can you use your experience to help you understand that better? § How does (character) feel at the end of the story? How do you know? | <ul style="list-style-type: none"> § What is the character's motivation? § How do you know from the text that (character) wants or needs__? § Why do you think (character) is ____? What in the story makes you think so? § What did (character's) dialogue reveal about his/her motivation | <ul style="list-style-type: none"> § What lesson does ____ learn in this story? § What is the theme in this text? § What is the author trying to teach us in this story? § What specific lines or phrases from the text help to reveal the theme? | <ul style="list-style-type: none"> § Let's dig a little deeper about the part between____ and ____, what's going on? § What were the most important things this writer had to say? § How can you make that retell more concise? § What are you missing in your retell? (character development: motivation, feelings, actions, thoughts; setting; problem; solution |

Name_____ School_____ Grade_____



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Action Planning Exit Slip

1. What has been a key take-away for you as a result of this training?
2. What worked for you about this session?
3. What did not work for you?
4. What questions or concerns remain?

ACTION PLAN

| | | |
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| Group: | Students: DNA (3) Robert, Kenneth, Michael, Christopher | |
| Week 1 | Phonemic Awareness/Phonics <ul style="list-style-type: none"> • Segment 2-phoneme words *Picture(exact number of elkonin boxes) *Picture cards (push up manipulatives) | Text type: <ul style="list-style-type: none"> • Patterned text • Two words change on each page • Last page has two lines of text and is not patterned • Pictures give more hints • Heavy sight words • More diverse concepts, mostly familiar but not all |
| | Concepts About Print/Word-Solving/Fluency: <ul style="list-style-type: none"> • Self-monitoring: Ask self, "Does that make sense?" *Does that make sense? *Does that make sense? What do you think is happening in the story? *You said____. Does that sense? | |
| | Comprehension <ul style="list-style-type: none"> • Go back into the text to find information *What in the story makes you think that? *What is your evidence for that? *On what page did you find evidence about? *Reread page___. What did you learn about ___? | |
| Week 2 | Phonemic Awareness/Phonics <ul style="list-style-type: none"> • CVC words: a/e words (write in the medial sound) | Text type: <ul style="list-style-type: none"> • Patterned text • Two words change on each page • Last page has two lines of text and is not patterned • Pictures give more hints • Heavy sight words • More diverse concepts, mostly familiar but not all |
| | Concepts About Print/Word-Solving/Fluency: <ul style="list-style-type: none"> • Word-Solving: Read through the whole word *Does that look right? *Check the beginning and ending letters. *Try that again with the ending. | |
| | Comprehension <ul style="list-style-type: none"> • Go back into the text to find factual information * What in the story makes you think that? *What is your evidence for that? *On what page did you find evidence about? *Reread page____. What did you learn about ___? | |

| | | |
|-------------------------|--|--|
| Week 3 | Phonemic Awareness/Phonics <ul style="list-style-type: none"> CVC words: i/o words (write in medial sounds) | Text type: <ul style="list-style-type: none"> Patterned text <ul style="list-style-type: none"> Two words change on each page Last page has two lines of text and is not patterned Pictures give more hints Heavy sight words More diverse concepts, mostly familiar but not all |
| | Concepts About Print/Word-Solving/Fluency: <ul style="list-style-type: none"> Self-monitoring: Ask self, "Does that look right?" <ul style="list-style-type: none"> *Does that look right? *It could be _____, but look at _____. | |
| | Comprehension <ul style="list-style-type: none"> Comparing characters <ul style="list-style-type: none"> *What do you know about (character x)? Is that the same or different from (character y)? What makes them (same/different)? | |

ACTION PLAN

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|---------------|--|------------------------|
| Group: | Students: | |
| Week 1 | Phonemic Awareness/Phonics . | Text type: . |
| | Concepts About Print/Word-Solving/Fluency: . | |
| | Comprehension . | |
| Week 2 | Phonemic Awareness/Phonics . | Text type: . |
| | Concepts About Print/Word-Solving/Fluency: . | |
| | Comprehension | |
| Week 3 | Phonemic Awareness/Phonics . | Text type: . |
| | Concepts About Print/Word-Solving/Fluency: | |
| | Comprehension . | |

| | | |
|-----------|---|------------|
| Week 4 | Phonemic Awareness/Phonics . | Text type: |
| | Concepts About Print/Word-Solving/Fluency: . | |
| | Comprehension . | |
| Week 5 | Phonemic Awareness/Phonics | Text type: |
| | Concepts About Print/Word-Solving/Fluency: | |
| | Comprehension | |
| Week 6 | Phonemic Awareness/Phonics | Text type: |
| | Concepts About Print/Word-Solving/Fluency: | |
| | Comprehension | |

ACTION PLAN

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|----------------|------------------------------|-------------------|
| Group: | Students: | |
| Week 1 | Word-Solving/Fluency: | Text type: |
| | Comprehension | |
| Week 2: | Word-Solving/Fluency: | Text type: |
| | Comprehension | |
| Week 3 | Word-Solving/Fluency: | Text type: |
| | Comprehension | |

| | | |
|----------------------|------------------------------|-------------------|
| Week 4 | Word-Solving/Fluency: | Text type: |
| Comprehension | | |
| Week 5 | Word-Solving/Fluency: | Text type: |
| Comprehension | | |
| Week 6: | Word-Solving/Fluency: | Text type: |
| Comprehension | | |

DNA: 3

Students: Robert, Kenneth, Michael, Christopher

Bottom Line: Word-Solving: What do I do when I get to a word I don't know?

| Components | Students of Concern | Christopher (using pictures to figure out words but not always using the first sound and thinking what would make sense. | | | | |
|---------------|---------------------|---|--|---|---|---|
| Word-Solving | Challenges | <input checked="" type="checkbox"/> Does it make sense? | <input checked="" type="checkbox"/> Does it sound right? | <input type="checkbox"/> Does it look right? | | |
| | Why? | <ul style="list-style-type: none"> Students are mostly relying on visual cues. Students are using the first sound but not attempting to read through the whole word. Students do not ask themselves, "Does that make sense? Does that look right?" | | | | |
| Comprehension | Students of concern | Michael (ability to go back to the specific point a factual question is being asked; responses are limited) | | | | |
| | Retell | . | | | | |
| | Written | <input type="checkbox"/> Factual | <input type="checkbox"/> Inferential | <input type="checkbox"/> Critical thinking | | |
| | Oral | <input type="checkbox"/> Factual | <input checked="" type="checkbox"/> Inferential | <input checked="" type="checkbox"/> Critical thinking | | |
| | Error types | <input type="checkbox"/> Personal experience-used too much | <input type="checkbox"/> Factual-No inference | <input checked="" type="checkbox"/> Confusion | <input checked="" type="checkbox"/> Limited-stated an inference but did not complete it | <input type="checkbox"/> Question-did not answer the question asked |
| | Why? | Written response: | | | | |

| | | | |
|--|------------------------|---|---|
| | | Oral response: <ul style="list-style-type: none"> Students are not providing enough detail to show both sides of a contrasting view. They are telling about one character but not how it is different from the other character. Students are using personal experience but not using text evidence to support their inference. | |
| Fluency/ Rate | Students of Concern | | Why? |
| | | | . |
| Developm ental Spelling | Students of Concern | | Why? |
| | | | <ul style="list-style-type: none"> Students are confusing the e/i sounds |
| Phone mic Aware ness /Phon ics | Students of Concern | Robert (switching back and forth between onset-rime and segmenting phonemes) | Why? |
| | | | <ul style="list-style-type: none"> Students are adding an extra sound to words with CV pattern Students are putting blends together |
| Theme: <ul style="list-style-type: none"> Using pictures to support decoding words and understanding text Limited in word-solving strategies and oral responses | | | |
| Next Steps <ul style="list-style-type: none"> Ask self, "Does that make sense?" Read through the whole word Ask self, "Does that look right?" Cross-check pictures and words to support inference Go back into the text to find evidence Direct instruction on e/i sounds (practice with differentiating e/i cvc patterns) Model and use 4-place elkonin boxes to show words have varying phonemes | | | |