

Yearly Implementation Plan for Cross Grade Coaching in Reading

September – Both Grades

- Begin charts of books read aloud – this enables student coaches to choose from familiar materials to read aloud to younger buddies – books that have already been used in literacy lessons; common oral language experiences for both to draw from. Keep charts going all year.

Student Coaches Only – No buddies yet! Lessons One and Two

- First lessons – what is reading, who reads, what does reading look like?
- Setting stage – paired reading between student coaches; practise
- Examine beginning reading skills – what did students do when they begin to read Importance of reading fluently, etc. – develop criteria (first time students will develop criteria so they will need lots of support)
- Examine early performance standards – and cut off the top performance descriptors (minimally meeting, meeting, etc.)
- Match the developed criteria with the performance standards – setting the stage for meeting their buddies
- Have first meeting, having the student coaches fill in the interests sheet about their buddy so that they will choose high interest materials to share for the read-aloud part of the lesson
- Plan the first lesson

Younger Buddies

- Establishing behavior expectations for participating in student coaches
- Further developing individual reading skills
- Learning where to find appropriately leveled text to use when buddy reading (setting up for buddy reading; having books, response sheets, etc.)
- Establishing the language of the performance standards, showing the performance standards before each task – reading descriptors of the strategy we would be using – starting to talk about what that actually means, lots of modeling so students can see what it is the response/strategy should look like; lots of use of student exemplars

Meeting with parents of both classes: Discussing and Explaining performance standards; how they are used, what is the purpose; stressing the language; Encouraging parents to use the language (Distributing Reading for Parents Booklet from the Ministry – it does a very good job of explaining the performance standards)

October/November

Student Coaches: Lessons Three to Six

- Begin meeting with younger buddy for paired reading
- Student Coaches diagnosing what they younger buddy is doing while they read – group discussions about what they observe/Student Coaches diagnosing what they are doing when they read – what are the same skills and strategies/ what are different?
- Review of book concepts/print concepts
- Student Coaches begin using formative assessment when working with their younger buddies – You can do this, now we will be working on this
- Student Coaches are using the common language of the Performance Standards with their younger buddy
- Student Coaches continue to define criteria for each strand of the performance standards
- Completing response sheets based on younger buddy's oral reading
- Review of paired reading skills/ Student Coaches have good understanding of what cross grade coaching looks like/lesson plans are filled out for each lesson

Younger buddies:

- Moving into individual sustained reading using leveled books of personal interest
- Starting to generate own criteria for performance standards for own assessment uses
- Able to discuss book concepts/print concepts independently

All students and parents meet for one evening session to demonstrate what student coaching looks like in the classroom. This provides an opportunity for both sets of parents to meet the students who are working together, as well as observe paired teaching strategies.

December – Both grades practise skills and strategies learned.

January/February – Student Coaching focused on Reading Comprehension Strategies being taught in the Classroom. Both classrooms focus on the same strategy.

Student Coaches – Lessons Seven to Ten

- Introduced to their own reading performance standards
- Reteaching strategy to younger buddy reinforcing their understanding of skill
- Started looking at younger buddy's written responses to find evidence that buddy was understanding and demonstrating ability to use strategy. Student Coaches used two stars and a wish sheet, acknowledging two skills the younger student could do, and one that needed further development
- Student Coaches continuing to establish criteria for younger buddy as well as their own reading responses/continually reassign criteria
- Comparison of both sets of Performance Standards – how are they the same, how are they different?
- Moving from setting goals for the younger buddy to setting goals with the younger buddy...you can do this, together we will work to ...
- Examining and comparing – this is what younger buddy should be able to do, how is this the same or different to what I need to do – (strategy and skill building)

Younger Buddy

- Very familiar with performance standards, and generating class criteria for each written response/reading task
- Practising comprehension skills
- Starting to set own goals, self assess, discuss learning using language of performance standards
- Improving reading fluency

March – June:

- Both sets of classes setting own goals and criteria, both able to discuss individual performance using language of performance standards.
- Both classes able to diagnostically break down performance standards into kid language of what will this look like? and set 3 or 4 criteria for each strategy, often individualizing the criteria from the class generated criteria to suit their own needs.
- When discussing tasks with adults or students self reflections included what was done well, and what needed to be improved upon, as well as what would be done to achieve that improvement.
- Student Coaches and younger buddies were planning lessons together, with both diagnosing what needed to be worked on.
- Student Coaches were able to discuss their own learning, as well as their buddy's learning; as well as what they did to help their buddy learn.

March Parents Meeting – based on need of parents, but worked on further understanding the performance standards, as well as an introduction to the specific reading comprehension skills being taught.

Student Coaches Lesson Structures:

Planned lesson tasks first.

Younger buddy reading.

Student Coach read aloud of high interest text.

Lessons lasted 20 minutes initially building to 35 – 40 minutes once a week.

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