

## Conventions

Here is a brief summary of the conventions used in *Reading Success*, followed by examples of those conventions.

1. All guidelines for teachers appear in the *left* hand column of the Teacher Book. The material in the wider *right* hand column of the Teacher Book is a replication of the material in the student workbook.
2. In addition, answers appear in the Teacher Book only, in blue.

While teaching, you can see at a glance which material appears in your book only (everything in the left hand column and gray answers in the right hand column) and what is a duplication of the student workbook (everything else in the right hand column).

Look at this brief excerpt from Lesson 16 of the Teacher Book.

Read or explain the material in Part D.	<p><b>Part D- Bonus</b></p> <p>The bonus word for this lesson is <b>literal</b>.</p> <p><b>Literal</b> is pronounced like this:</p> <p style="text-align: center;"><b>LIT•er•ul</b></p> <p><b>Literal</b> comes from the Latin word <i>littera</i> (LIT er ah), which means “letter” or “word.”</p>
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All material in the left column is for teachers or tutors only. The first thing you do is read or explain the material in Part D to students. If you read the material to students, they can follow along because the material in the right column is a duplicate of the Student Workbook page. At your own discretion, you may explain such material to students, or elaborate upon the material, depending upon your own experience.

## Explaining new strategies or information

This is one of two basic types of activities in *Reading Success*: explaining new information or a new strategy to students. Here is an exercise from Lesson 13 of the Teacher Book, showing another example of a teacher explanation:

all (or most) students are finished. The exercise below from Lesson 36 of the Teacher Book illustrates this type of activity.

<div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 10px;">Call on a student to read the directions in Part B.</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 10px;">Walk around and monitor students as they work.</div> <div style="background-color: #0070C0; color: white; padding: 5px;">Check and correct. Accept reasonable alternative answers.</div>	<h3 style="margin: 0;">Part B - Paraphrase</h3> <p><b>Directions: Read each model sentence below. Then write a paraphrase of the model sentence.</b></p> <p><b>Part of each paraphrase is already written for you.</b></p> <ol style="list-style-type: none"> <li>1. I have often wondered how stars got their names. How stars got their names <i>is something I've wondered about many times.</i></li> <li>2. Susie and some of her friends ate pizza and then went to a movie on Saturday. Before going to a movie <i>on Saturday, Susie and her friends ate pizza.</i></li> <li>3. The secretary reads the important announcements over the intercom each morning before school starts. Before school starts each morning <i>the secretary reads the essential announcements over the intercom.</i></li> <li>4. I knew the plane was getting ready to land because I heard the landing gear being lowered, so I buckled my seat belt. The landing gear was lowered <i>so I buckled my seat belt because I knew the plane was beginning to land.</i></li> </ol>
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As you can see, the guidelines for the teacher appear on the left, directly across from the corresponding material on the Student Workbook. For example, there is a guide for the teacher to call on a student to read the directions for this part of the lesson. The directions themselves are duplicated immediately to the right of that guideline.

Again, this exercise illustrates how answers to questions are shown in the Teacher Book in gray, on the *right* side of the page, in the location where students would mark answers on their own workbook page.

## Monitoring students as they work

The most critical guideline when students apply new strategies or information is: ***Walk around and monitor students as they work.*** Of course, if you are tutoring a very small number of students, you don't need to "walk around." But whether you are tutoring one student or teaching a large class, monitoring students as they work is critical. Here are some of the reasons:

1. You can spot small problems quickly and deal with them before they have a chance to become big problems. Imagine, for example, that as you are monitoring, you notice that several students are having difficulty with a particular item (or even just one student in a tutoring environment). Rather than passively allowing students to struggle, you should step in immediately and, in effect, do more teaching. You could remind students of something you taught earlier that will help them with the activity they are working on. You could ask questions, give a small hint, or otherwise give students more guidance. Remember, in *track sequencing*, topics do not suddenly disappear. Whatever additional instruction you to give students while you monitor will help reduce difficulties with similar activities in the future.
2. Basically, you provide ***scaffolding as needed*** when you monitor students.<sup>1</sup> Many times, you will simply observe and will not need to provide additional instruction. Sometimes, the performance of students will tell you that they *need* some extra instruction, right then and there, on the spot.

## How to Teach the Program

3. You can save time. Say, for instance, that as you monitor students, you notice that no one missed the first two items in an application activity. Instead of “formally” correcting those items at the end of the exercise, you can simply tell the class that no one missed the first two items. Also, many exercises require students to write open-ended answers. The guideline for teachers and tutors is to “accept reasonable alternative answers” for such exercises. If you wait until the end of the exercise to check and correct answers, it could take some time to evaluate the reasonableness of every answer. Instead, as you monitor, you can note reasonable alternative answers, marginal answers, and poor answers, and give students feedback on those answers while you are monitoring.

Correcting exercises in regular daily lessons should not be an unduly time-consuming and unpleasant activity. The purpose of “correcting” these exercises is not to grade students in some way, but to give you additional opportunities to teach, based on the performance of your own student or students.<sup>1</sup>

## Completing items with students

Sometimes, an exercise specifies that you should do one or more items with students. Students should not work on those items independently. Instead, you should talk through such activities with students, asking questions or giving further guidance and instruction.

Look at the below item from Part A of Lesson 41:

**Part A - Word Meanings**

**Directions: Answer the questions that go with each model sentence.**

Model: Jeremy kicked in five dollars for the fund raising event.

1. What does the underlined word in the model sentence above mean?
  - a. hit with your foot
  - b. added
2. Choose the sentence that uses the underlined word in the same way as the model sentence.
  - a. Although Marie was very tired, she kicked the winning goal with just seconds left.
  - b. With the money that the chess club kicked in, the school was able to buy one new computer.
  - c. Winston accidentally kicked Luis on the leg during physical education class.

“Doing the item with the students” might go something like this for item #1 in Part A of Lesson 41:

Teacher: What is the underlined word in the model sentence?

Student(s): Kicked.

Teacher: The letters “a” and “b” below the model sentence show two different meanings for the word kicked. What is the meaning next to “a?”

Student(s): Hit with your foot.

Teacher: Is anyone hitting anything with their foot in the model sentence?

Student(s): No.

Teacher: What is the meaning next to “b?”

Student(s): Added.

Teacher: Is something added in the model sentence?

1. See “scaffolding” under the heading “What Makes *Reading Success* so Effective” on page iii of this guide.
1. For ideas on grading in this program, see page ix of this guide, under the heading “Optional Grading Suggestions.”