

Rethink *and* Revise

A Roadmap to Brave Change in K–2 Reading Instruction · Lizzie Hetzer

"Which teaching practices should we continue, and which should we change — or even let go of?"

All 25 Revision Moves at a Glance

CHAPTER 2

Assessment Revisions

- 1 Take a Look at What Assessments Are Already in Place**
Take stock of existing assessments to uncover underutilized resources, see where tools overlap, and avoid duplicating efforts.
- 2 Find the Right Tools to Assess Early Skills**
Prioritize the skills that really make a difference as students start their reading journeys.
- 3 Find the Right Tools to Assess Decoding**
While decoding in isolation isn't the ultimate goal, asking students to decode words in isolation can provide valuable assessment information about students' phonics knowledge.
- 4 Find the Right Tools to Assess the Transfer of Phonics to Reading**
While listening to and observing readers read connected text is important, doing so with insight into a child's phonics knowledge is even more helpful.
- 5 Find the Right Tools for Assessing Reading Fluency**
As phonics knowledge grows, fluency checks can reveal how well students transfer that knowledge into accurate, automatic, and expressive reading.
- 6 Consider the Complexity of Comprehension**
While listening to readers and talking with them about books is a useful endeavor (and shouldn't be abandoned), running records and leveled reading assessments aren't the only way to do this.

CHAPTER 3

Whole-Class ELA Revisions

- 1 Reframe the Daily Schedule**
Rather than trying to squeeze a new approach into your existing time frames, take a moment to go back to the drawing board to build a schedule that supports your goals from the start.
- 2 Enrich Units by Planning for More Than Strategies**
Instead of putting skills and strategy at the center of planning, begin with rich topics and texts.
- 3 Choose Topics for Study-Centered Units Wisely**
If you have the opportunity to make choices about or revisions to the topics you study, take on that responsibility with care.
- 4 Select Text Sets for Powerful Reading and Learning Experiences**
Consider a variety of criteria and possibilities as you revise a text list or select texts for a study-centered unit.
- 5 Plan to Address Skills and Strategies—Without Overdoing It**
Understand your grade level's standards and consider key reading strategies—always in the service of helping students make meaning of the topics, texts, and vocabulary at hand.
- 6 Connect Language and Writing Instruction Within Study-Centered Units**
Plan for a variety of oral language and writing opportunities—discussions, short writing, process-based writing projects, and interludes that honor students' interest and choice.

CHAPTER 4

Foundational Skills Revisions

- 1 Examine High Frequency Word Practices**
Double-check that your curriculum addresses high frequency words in ways that connect to students' phonics knowledge.
- 2 Evaluate and Adjust Pacing for Fit**
Make informed decisions as you understand your program's sequence and pace of teaching.
- 3 Remove Time Wasters—Even in Published Curricula**
Be picky about how you spend phonics time.
- 4 Consider Small Changes That Can Have Bigger Effects**
Fine tune keywords, blending routines, and practice drills when you need to.
- 5 Create Flow with a Brisk Pace, Well-Oiled Routines, and Clear Language**
Dive into the nitty gritty to refine your delivery.
- 6 Work to Get the Most Participation You Can**
Get the maximum reach from your teaching by working toward the maximum level of participation.
- 7 Clean the Closets of Phonics Activities That You Don't Need**
Inventory additional phonics activities and decide what to clear out, cut, and keep.

CHAPTER 5

Small-Group Reading Revisions

- 1 Group Students Based on Skill-Based Reading Profiles**
Focus on specific skills students need, rather than an overall instructional reading level.
- 2 Choose Intentional Routines for Beginning Code and Decoding Skills**
For students whose main goal is phonics, offer small-group routines that include the opportunity to learn and practice phonics in isolation and connected text.
- 3 Choose Intentional Routines to Bridge Decoding and Fluency**
When Strong Decoders need to develop fluency, support practice reading aloud texts that offer an opportunity to grow.
- 4 Choose Intentional Routines to Develop and Deepen Comprehension**
Lead small groups that support understanding of at or above grade-level text (rather than instructional reading level) for students who have strong phonics and fluency.
- 5 Maximize Students' Time with the Teacher by Creating Larger Groups**
Instead of capping group size at 4–6 students, meet with larger groups when it is possible and makes sense.
- 6 Think Carefully About What the Rest of the Students Are Doing**
Consider the practice that will best support students' reading profiles when kids are working without a teacher's guidance.

My next brave move: _____