



Enhancement Newsletter

May 2008

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Template "Characters"

Even though it's May, it's not too late to help teachers clean up their delivery of the templates before summer comes. A fun way to do that is to bring out Jill Jackson's Template Characters. These are memorable names for personifying those bad habits we want teachers to break. They would make a fun skit of "what not to do!"

- Ms. Linger Finger** – this teacher stays on a focus too long and expects the students to just “know” that she is asking them to blend the whole word. This character will, for example, keep her finger at the beginning of the word. This will result in messy responses and coat-tailing.
- Perpetual Hover Crafter** – this teacher doesn't “commit” to a signal, but has his hand or finger kind of hover over the top of it, rather than pointing to a specific letter or word part, for example. Again, messy responses and coat-tailing.
- Speedy Gonzales** – this teacher believes that “these kids know this” and so they speed right through, mostly shouting the instruction and expecting the shouting in response...somehow speeding through and shouting makes this teacher feel like the kids are really doing something!
- Debbie Downer** – BOOOORRRRIINNGG...the template and lesson maps will be incredibly frustrating and boring and the kids will not like them nor benefit from them fully unless this teacher increases the enthusiasm, focus and pacing of the lesson – sometimes just the very act of lifting her eyebrows! Is she saying: I don't like this and you shouldn't either?
- Space Cadet** – this teacher goes through the motions, gets the job done, but doesn't ever really engage with the kids and monitor the quality of responses that kids are giving back – the focus on quality responses is really what we want to be looking for. Reminding this type of teacher that in most cases the quality of responses you're getting is a directly response to the quality of instruction you're giving and accepting!

- ☐ **Been There Done That Syndrome** – ho hum, (yawn); see Space Cadet and Debbie Downer and combine the two!
- ☐ **Individual Turn Turncoat** – completely forgets individual turns and how to execute them...many times saying, “But they got it!” and the coach's response, is “How do you really know each individual got it if you don’t do a quick check-in with them through individual turns?”

JILL JACKSON IN OREGON JUNE 3 AND 4

Red Lion Hotel Portland Convention Center

For teachers, coaches and principals who will be adopting a new core program sometime in the next few years- from enhancement and non-enhancement schools.

K-1 teachers on June 3rd , 2-3 teachers on June 4th.

This session will review skills necessary to be critical consumers of new core programs and how to identify explicit instruction. We will focus on maintaining your current level of explicit teaching and increasing it with new materials. The session will include information on adopting and adapting a new core program to fit into your current system of implementation

After registering on the MIKO group, please email Rachell Katz at rkatz@uoregon.edu with the following information.

1. Name of new core program (if it is known), and when the adoption will begin.
2. Will new core program be implemented with lesson maps and enhancements?
3. Will teachers have teacher's editions from new core program available to bring with them on June 3 and 4?

Contact Us
 rkatz@uoregon.edu
 pnash@uoregon.edu
 dbaker@uoregon.edu

May Activities

Kindergarten

- ☐ Template Cleanup Practice- Card 12 Decodable Text

Grade 1

- ☐ Template Cleanup Practice- Card 13 Decodable Text - Advanced

Grade 2



- Template Cleanup Practice- Card 16 Strategy for Attacking Multisyllabic Words
- Card 17 Specific Word Instruction

Grade 3

- Template Cleanup Practice- Card 16 Strategy for Attacking Multisyllabic Words
- Card 17 Specific Word Instruction



Sustainability of Enhancements and Lesson Maps
Lesson Maps for New Core Programs Now Available

- Houghton Mifflin Reading (ver. 2003, 2005, 2006, 2008)
- Harcourt Trophies Reading (ver. 2003, 2005, 2007)
- Macmillan/ McGraw-Hill Reading (ver. 2003, 2005)
- Macmillan/ McGraw-Hill Treasures (ver. 2007)
- Scott Foresman Reading (ver. 2004, 2007, 2008)
- Scott Foresman Reading Street (ver. 2007, 2008)

Please email Rachell at rkatz@uoregon.edu if you are interested in getting training in a new program. If we have enough people interested we are going to try to schedule a training with Jennifer Ashlock in Oregon.

ELL Corner

By this time of the year, many of your ELLs may have learned that speed reading will increase their scores on Read Naturally activities or their DIBELS progress monitoring passages.

Although students are being timed when they read, and there is a strong relation between oral reading fluency (i.e., reading accurately, with prosody, at a certain rate) and comprehension, we also want to make sure students, particularly ELLs, understand what they read. Remind your teachers that, in class, it is important to ask students questions after they have read a passage, or have students do a retell. (Model a retell first.) This will help ELLs develop their English language skills in addition to increasing their comprehension. A simple story grammar students can follow when doing retells is:

The main character in this book is _____

The first thing that happened was _____

Next, _____.

In the end, _____.

Provide as much scaffolding as you think your English learners need to complete this task (e.g. providing longer sentence starters, reminding them to use newly learned vocabulary clearly written on Focus Walls or on the board, providing the correct verb conjugation, etc.)