

# Video Viewing Guide

## Reading Area Modules Units 4–7

# Introduction

Throughout the Academy, you will view video clips that demonstrate the routines and practices that are presented in your materials. For each clip, you will receive instructions from your presenter about what to look for. Following the clip, you will be asked to respond to prompts or questions about the video.

This **Video Viewing Guide** provides you with a copy of the instructions for viewing and the questions you will respond to after each clip is shown. You may use this guide to preview the questions, remind yourself what to think about while viewing, and to take notes.

You will not be required to turn in your written responses. This guide is solely to enhance your professional learning experience by providing the purpose for viewing for each video clip, just as we provide students with a clear purpose for reading.

You may want to take this guide out of your binder and keep it handy to use throughout the Academy.

## Unit 4, Module 1, Slide 15: Administering the TMSFA: Passage Reading Fluency

### AS YOU WATCH:

Jot down some of the things you observe that may be useful as you prepare to administer this assessment to your students. Do not mark your copy of the passage yet. For now, concentrate on how the teacher in the video administers the assessment.

---

What were some things you observed the teacher doing as he administered the Passage Reading Fluency subtest?

## Unit 4, Module 1, Slide 31: Administering the TMSFA: Word Reading Fluency

### AS YOU WATCH:

Pay attention to how the teacher has prepared the materials and structured the administration of the assessment. Do not mark your copy of the word list yet. For now, concentrate on how the teacher manages the administration of the assessment.

---

Reflect on the video with someone at your table. Consider how the teacher has prepared for the test administration, created a positive but efficient environment, and planned for doing after the one-on-one time with the student is complete.

---

What has the teacher prepared prior to sitting down with the student?

How does the teacher keep the testing time to a minimum but still maintain a positive, supportive environment?

What does the teacher do after the testing time with the student?

## Unit 5, Module 1, Slide 20: Identifying Syllable Structures: Closed Syllables Review

AS YOU WATCH:

Pay attention to how the teacher keeps the pacing brisk.

---

Take a moment to discuss with your partner what you observed the teacher doing to keep the lesson on closed syllables moving at a brisk, but appropriate, pace for the student.

---

Partner Two, tell Partner One's best idea about what the teacher did to keep the lesson moving along at a brisk, but appropriate, pace.

## Unit 5, Module 1, Slide 26: Identifying Syllable Structures: Closed Syllables Practice

AS YOU WATCH:

GENERATE a list of ways in which the teacher provides instructional feedback to her student. How does she help him know when he is using skills and strategies that will make him a better reader? How does she help him change the skills and habits associated with errors in his reading?

---

SHARE some of the ideas you recorded. How does the teacher use instructional feedback to help the student know when he is using beneficial skills and strategies? How does she help him change or improve the habits associated with his errors?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

## Unit 5, Module 2, Slide 20: Morphemic Analysis: Prefix Lesson

### AS YOU WATCH:

Pay attention to how the teacher establishes the purpose for studying morphemes and prepares her students to discriminate between examples of the prefix's use and nonexamples. How does she help them learn to determine the meaning of unfamiliar words?

---

TELL what the teacher did to establish the purpose for studying morphemes and to prepare her students to discriminate between examples of the prefix's use and nonexamples. How did she help the students learn to determine the meaning of unfamiliar words in their reading?

HELP by adding some other things you saw the teacher doing to prepare her students to determine the meanings of unfamiliar words in their reading.

Notes from Tell-Help-Check Activity:

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

## Unit 5, Module 2, Slide 30: Morphemic Analysis Routine

AS YOU WATCH:

THINK about how the students are applying the morphemic analysis routine in context. What types of support has the teacher provided to help her students be successful in the lesson?

---

PAIR with your partner and SHARE what you observed as the students applied the morphemic analysis routine to unfamiliar words encountered in their reading. How would you help your students use morphemes to better comprehend material in your course?

Notes from Think-Pair-Share Activity:

THINK-PAIR-SHARE adapted from Lyman, 1981.



# Unit 6, Module 1, Slide 17: Fluency Routine: Cold Read

## AS YOU WATCH:

Pay attention to how the teacher makes her modeling useful to the students. **GENERATE** a list of the ways in which she helps them focus on reading for meaning while also improving their accuracy and expressiveness.

---

**SHARE** how the teacher used the cold read to support students' reading fluency and comprehension.

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

## Unit 6, Module 1, Slide 24: Fluency Routine: Partner Reading

### AS YOU WATCH:

Look for ways in which the teacher scaffolds the students' fluency practice. How does she make sure they know what to do and use their time efficiently?

---

What did the teacher do to scaffold the warm and hot reads? How did she make sure students knew what to do and used their time efficiently?

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

## Unit 6, Module 1, Slide 32: Partner Reading Adaptation

### AS YOU WATCH:

Pay attention to how the students alternate being the silent reader and how the teacher monitors the fluency and comprehension of all students in the group.

---

Discuss with your partner how the fluency routine was implemented with an odd number of students. What would you need to do to implement a similar adaptation in your reading intervention class?

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.

## Unit 7, Module 1, Slide 9: Preparing to Generate Level 1 Questions

AS YOU WATCH:

GENERATE a list of the ways in which the teacher prepares her students to write Level 1 questions. How does she make sure they understand what they are supposed to do and why?

---

SHARE some of the ideas you recorded. What does the teacher do to prepare her students for generating Level 1 questions? How does she make sure they understand what they are supposed to do and why?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

## Unit 7, Module 1, Slide 14: Generating Level 1 Questions: Teacher-assisted Practice

AS YOU WATCH:

THINK about how the teacher is reinforcing the use of the text as students follow the steps in generating their question.

---

PAIR with your partner and SHARE what you saw the teacher doing to reinforce the use of the text in generating a Level 1 question.

Notes from Think-Pair-Share Activity:

THINK-PAIR-SHARE adapted with permission from Lyman, 1981.

## Unit 7, Module 2, Slide 7: Generating Level 2 Questions

### AS YOU WATCH:

Pay attention to what she does to help her students understand the process of formulating a “putting it together” question.

---

TELL what you saw the teacher doing to model the process of generating a Level 2 question to her students.

HELP by adding some other things you saw the teacher doing as she modeled generating a Level 2 question.

CHECK with your partner to see whether he or she noticed anything else that might be helpful as you prepare to teach your students how to generate questions.

Notes from Tell-Help-Check Activity:

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

## Unit 7, Module 3, Slide 11: Generating Level 3 Questions: Guided Practice

AS YOU WATCH:

GENERATE a list of the effective instructional practices you observe. What is the teacher doing to actively involve the students and to scaffold their learning?

---

SHARE some of the ideas you recorded. What effective instructional practices did you observe in this video? What did the teacher do to actively involve her students and to scaffold their learning?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

## Unit 7, Module 3, Slide 13: Generating Level 3 Questions: Monitoring Student Practice

### AS YOU WATCH:

Consider why the teacher has the students share their questions in this way. How does it benefit the students?

---

Discuss with your partner why you think it might be beneficial to have students publicly share the questions they generate and check each other's work. What else could the teacher do to guide self-evaluation and expand use of the question routine to other contexts?

PARTNER READING adapted from Bryant et al., 2000; Delquadri et al., 1986; Mathes et al., 1994.



## Unit 7, Module 3, Slide 14: Generating Levels 1, 2, & 3 Questions: Student Practice

AS YOU WATCH:

GENERATE a list of your thoughts and reactions.

---

SHARE some of the ideas you recorded. What did you think about the way students were independently generating questions on their passage?

Notes from Generate-Share Activity:

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

