

Topic	Your Level of Knowledge		
	Advanced	Intermediate	Limited
PreK–2 literacy standards			
Literacy interventions and RTI			
Writing			
Handwriting			
Word recognition			
Oral reading fluency			
Oral language and vocabulary			
Comprehension			
Differentiated instruction			
Shared reading			
Read-alouds			
Grammar instruction			

FIGURE 2.1. Self-assessment of early literacy knowledge. From *Organizing the Early Literacy Classroom: How to Plan for Success and Reach Your Goals* by Sharon Walpole and Michael C. McKenna. Copyright © 2016 The Guilford Press. Permission to photocopy this figure is granted to purchasers of this book for personal use or use with individual students (see copyright page for details).

Monday	<p>Do a picture walk, asking <i>wh</i>- questions that allow the children to label the illustrations.</p> <ul style="list-style-type: none"> • “Who do you think that is?” • “What do we call those?” • “Why is that happening?”
Tuesday	<p>Read again, this time asking completion questions after each page or two.</p> <ul style="list-style-type: none"> • “The boy was feeling _____.” • “The author said that this was a _____.” • “That character was wearing a _____.”
Wednesday	<p>Read again, this time asking recall questions after each page or two.</p> <ul style="list-style-type: none"> • “What is going to happen next?” • “Why did the cat do that?” • “What is the big surprise?”
Thursday	<p>Read again, this time asking open-ended or distancing questions after each page or two.</p> <ul style="list-style-type: none"> • “What would you have done if you’d been there?” • “Have you ever seen anything like this?” • “How would you feel if that happened to you?”
Friday	<p>Read again straight through. At the end of the reading, guide the children to construct a collaborative retelling.</p> <ul style="list-style-type: none"> • “What happened in the beginning?” • “What happened in the middle?” • “What happened in the end?”

FIGURE 7.3. Dialogic reading. From *Organizing the Early Literacy Classroom: How to Plan for Success and Reach Your Goals* by Sharon Walpole and Michael C. McKenna. Copyright © 2016 The Guilford Press. Permission to photocopy this figure is granted to purchasers of this book for personal use or use with individual students. (see copyright page for details).

The strategy requires that you choose a book with interesting illustrations and content that is neither decodable nor predictable. I noticed:

The strategy requires that you display or project the book so that all children can see it at all times. I noticed:

The strategy requires that you use different types of questions each day of the week. I noticed:

The strategy requires that you maximize student oral language production and minimize turn taking. I noticed:

The strategy requires that you respond positively to all student language, stretching and expanding it with more complex vocabulary and grammar. I noticed:

The strategy requires that you complete the dialogic reading in 15 minutes each day of the week. I noticed:

FIGURE 10.2. Coaching form for dialogic reading. From *Organizing the Early Literacy Classroom: How to Plan for Success and Reach Your Goals* by Sharon Walpole and Michael C. McKenna. Copyright © 2016 The Guilford Press. Permission to photocopy this figure is granted to purchasers of this book for personal use or use with individual students (see copyright page for details).

Child:	Date:
Describe the behavior for someone who did not witness it.	
In what instructional or transitional contexts had the child been successful that day?	
What was the instructional or transitional context of the behavior?	
Would you judge that task in which you were engaging the student as simple or difficult for him or her?	
What happened just before the student exhibited the behavior?	
With what other students was the student interacting?	
What actions did you take that did not work?	
What actions did you take that worked?	
Why do you think the student stopped the behavior?	

FIGURE 10.4. Reflective log for understanding the context of disruptive behavior. From *Organizing the Early Literacy Classroom: How to Plan for Success and Reach Your Goals* by Sharon Walpole and Michael C. McKenna. Copyright © 2016 The Guilford Press. Permission to photocopy this figure is granted to purchasers of this book for personal use or use with individual students (see copyright page for details).