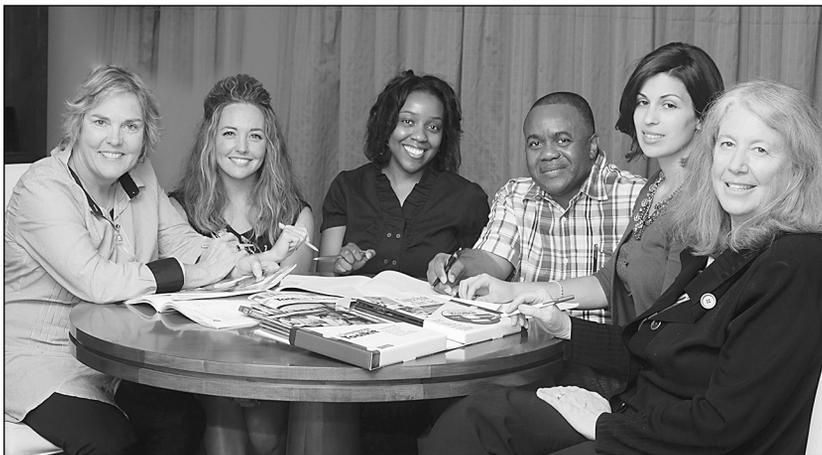


Staff Development with The **Comprehension Toolkits**

Implementing and Sustaining Comprehension Instruction Across the Curriculum



Stephanie Harvey ■ Anne Goudvis ■ Angela Butler Schroden
Afterword by Joanne Durham



DEDICATED TO TEACHERS™

firsthand

An imprint of Heinemann

361 Hanover Street

Portsmouth, NH 03801

www.heinemann.com

Offices and agents throughout the world

“Dedicated to Teachers” is a trademark of Greenwood Publishing Group, Inc.

© 2011 by Stephanie Harvey, Anne Goudvis, and Angela Butler Schroden.

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review, and with the exception of reproducible pages, which are identified by the *Staff Development with The Comprehension Toolkits* copyright line and may be photocopied for classroom use only.

Interior design and composition: Eclipse Publishing Services

Cover design: Jenny Jensen Greenleaf

The Authors and Publisher would like to thank Henry Whitaker (Memphis, TN), Natesha Gates (Jackson, MS), Diana Sequeira (Tampa, FL), Jennifer Hense (Tampa, FL), and Amy Estrada (Tampa, FL), for generously agreeing to appear in photographs for this book.

Cataloging-in-Publication data for this book is on file with the Library of Congress

ISBN-10: 0-325-02884-2

ISBN-13: 978-0-325-02884-2

Printed in the United States of America on acid-free paper

15 14 13 12 11 ML 1 2 3 4 5

Contents

<i>Acknowledgments</i>	<i>v</i>
<i>Introduction from Stephanie Harvey and Anne Goudvis</i>	<i>vii</i>
Starting and Sustaining <i>Toolkit</i> Staff Development	1
1. Comprehension Strategies	17
2. Active Literacy	31
3. Text Selection	47
4. Gradual Release of Responsibility and Conferring	61
5. Modeling: Think-Alouds and Demonstrations	77
6. Assessment and Evaluation	91
7. Content Literacy Across the Curriculum	109
<i>Afterword: Growing a Toolkit Project</i> , by Joanne Durham	<i>129</i>
<i>Appendix A: Contents of the Staff Development Resources CD-ROM</i>	<i>147</i>
<i>Appendix B: Common Core Standards</i>	<i>149</i>
<i>Works Cited</i>	<i>165</i>

Acknowledgments

Collaboration is at the core of every one of our projects. Our own fourteen year collaboration reminds us that two heads are always better than one. And nine or ten heads are exponentially better than two! So we must thank all of the amazing heads (and hearts) who collaborated on this resource.

To Angela Butler Schroden: We can't thank you enough for your amazing contribution to this book. Your voice, your energy, your in-the-trenches spirit make this book come alive. How lucky the teachers in Hillsborough County were to have you working side by side with them and how lucky our readers are to peek into the daily lives of kids, teachers, and coaches in these lively Hillsborough classrooms. We hope this book makes you proud.

To Glenda Brown: The leadership that you demonstrate in Hillsborough as the reading coordinator is beyond compare. Working in your district has been an extreme pleasure as well as a tremendous learning experience. Thank you so much for your thoughtful input into this book which we know makes you very proud!

To Joanne Durham: We thank you for contributing innovative ideas and thoughtful practices to this book gleaned from the work you do every day in Prince George's County. We have learned so much from working alongside you for all these years!

To Tina Miller: What can we say? It is not even a slight exaggeration to say that this book would have never come to fruition without you. We are over-the-top grateful for your talent, diligence, brains, and, above all, sense of humor. We demand a blood oath that you will collaborate with us forever!

To Heather Anderson: Once again, working with you was a sheer delight. You are smart, thoughtful, fun, and so attentive to detail that you even noticed that we had not sent in our acknowledgments! Thanks for all you do.

To Sara Holbrook: Our favorite renaissance woman. Who would imagine that a slam poet, teacher, and writer of such caliber could also create PhotoShop backgrounds that would make Matisse proud? No PowerPointless here—your PowerPoint presentations blow us away. Thanks so much for working with us.

To David Stirling: We continue to be amazed by your incredible photographs and everything else you bring to our projects. Your expertise in technology combined with your easygoing manner makes you a joy to work with.

To Jean Lawler: It was great to work with you again, Jean. Thanks for doggedly going through the Toolkits to synthesize the best and most useful information for our PD PowerPoint presentations. We appreciate it and so will teachers and coaches!

To Charles McQuillen: Our marketer extraordinaire. . . . We thank you (mostly in advance) for all of the work you will be doing to bring this to the world. Working with you is always a kick in the pants. Thanks!

And to our closest collaborators (most of the time anyway . . .), our families, who never hesitate to chime in with thoughts, questions, and ideas: As always, we thank you from the bottom of our hearts.

The actor Mark Ruffalo is known to have said, “The one great thing about a continuing collaboration is that they know you. And if you're really lucky, they really believe in you.” We know all of you and believe in all of you, and because of that, we are proud to share our newest resource with the rest of you.

Stephanie Harvey and Anne Goudvis
Fall 2011

Introduction

From Stephanie Harvey and Anne Goudvis

Welcome to *Staff Development with The Comprehension Toolkits*, a companion to *The Primary Comprehension Toolkit* and *The Comprehension Toolkit*. The *Toolkits* are curriculum resources that focus on practices featuring explicit, robust, in-depth comprehension instruction. These practices lay a foundation of thinking so that students internalize ways to comprehend what they read and apply strategies in their own independent reading and learning. *Toolkit* instruction ensures that students read engaging texts at their level, think deeply and expansively about them, interact with others, and acquire knowledge. The book you hold in your hands is written for the dedicated literacy coaches, reading specialists, administrators, trainers, mentor teachers, lead teachers, and others who are using *Toolkits* to help teachers teach students how to think strategically while they read, listen, and view and how to work together effectively. Throughout, we will frequently use the term *coach* to describe these staff developers, but this book is for all district or school-based professionals who work with teachers to implement staff development opportunities with *The Comprehension Toolkits*.

The universe of *Toolkit* resources—this staff development book included—has two overarching purposes: to engage kids in deep thinking for comprehension and to engage teachers in practices that ensure kids’ thinking and comprehension.

Kids’ Thinking Matters!

When our students begin to understand that their thinking matters, reading and learning change. The refrain of “What time is recess? When’s lunch?” becomes the anthem of “Can we please go read now?” As educators, we take kids’ thoughts, ideas, opinions, and learning seriously. We design instruction that engages kids and guides them as they grapple with the information and concepts they encounter every day. We teach the reader, not only the reading, by modeling strategies that support our kids to construct meaning as they read. We continuously watch, listen, keep track of, and document our students’ learning, stepping in with additional support as we determine it is needed as well as pulling back and letting kids take the lead when they show us they know how.

The *Toolkits* are founded on a large body of research about reading, learning, and achievement. To become proficient readers, students must:

- Spend large amounts of time reading and thinking in texts they can and want to read.
- Have extensive opportunities to respond to their reading and learning through talking, viewing, writing, and drawing.
- Focus on big ideas, issues, and concepts across disciplines.
- Receive explicit instruction in using strategies as tools for decoding and comprehension.
- View reading as a meaningful activity that is personally fulfilling.
(Allington, 2008; Harvey and Goudvis, 2007; Pearson et al. 1992)

Teaching Practices Matter!

In effective schools, all members of the community work collaboratively. Adults and children alike view themselves as thinkers, learners, and teachers. As members of this community, we strive to create intellectually charged environments that invite deep, diverse, flexible thinking, and we welcome questions, discussions, and debate. Students know it's not merely about finding the one right answer; it's about using their minds to identify issues, gather resources, find and synthesize information, and ask questions that lead to new learning. Teachers understand this, too.

Our philosophy of teaching and learning is expressed in the principles on the facing page, which we try to bring to life every day in our classrooms. These principles are the cornerstone of our vision of active literacy and comprehension instruction. Comprehension teaching and learning are about much more than making connections or asking questions. Teaching kids to think strategically does not occur in isolation. It can't happen in a climate that features fill-in-the-blank worksheets, endless recitations, or the teacher up front with a whip and chair! We lay down a foundation of thinking across the day, the year, and the curriculum in a larger context that includes spaces conducive to learning and collaboration, books aplenty, an atmosphere fostering curiosity and engagement, and a strategic spirit nudging everyone to explore and investigate.

Principles That Guide Our Work

Teach for Understanding and Engagement

Create an Environment for Active Literacy

Understand That Text Matters

Foster Passion and Curiosity

Share Our Literate Lives

Create a Common Language for Literacy and Learning

Build Instruction Around Real-World Reading

Provide Explicit Instruction with the Gradual Release
of Responsibility Framework

Make Thinking Visible and Audible

Recognize That Reading, Writing, and Art Are Interconnected
and Synergistic

Differentiate Instruction, Paying Special Attention to the Needs
of Developing Readers and English Language Learners

Rely on the Teaching Assessing Loop to Inform Instruction

(See the teacher's guides—*The Primary Toolkit*, pages 16–19, and *The Comprehension Toolkit*, pages 8–12—for a full description of these principles.)

Toolkits Improve Instruction

Teaching with the *Toolkits* implies a paradigm shift from the proverbial “sage on stage” to “guide on the side.” Many teachers who begin working with *Toolkits* have already made that shift in their own thinking, and *Toolkits* become vehicles for them to put their understanding into action. For others, more scaffolding is needed. We believe that just as developing the thinking strategies taught through *Toolkits* is critical for students’ comprehension, supporting teachers to become more reflective practitioners is the key to using these resources successfully. Just as we make thinking visible for kids, this book attempts to make the thinking that goes into the instructional decisions in the *Toolkits* more visible for teachers, so they can use that thinking as an analytical tool for refining their craft.

Staff development begins with the *Toolkits* themselves. The resources in the *Toolkits* offer a short course in teaching comprehension and active literacy:

- Strategy books develop explicit instructional models of how to teach strategies and engage kids in thinking deeply about texts.
- The teacher’s guides provide practical and philosophical background for implementing teaching practices based on the principles of teaching and learning.
- *The Comprehension Toolkit* CD-ROM and *The Primary Comprehension Toolkit* DVD-ROM contain teaching resources and active illustrations (video examples, slideshows) of what these teaching practices look like in action.
- The “Reading, Writing, and Research in Science and Social Studies” PowerPoint on *The Primary Comprehension Toolkit* DVD-ROM and the *Extend & Investigate* book in *The Comprehension Toolkit*, grades 3–6, provide a model of how to apply *Toolkit* comprehension and active literacy strategies not only in the literacy block but also in science and social studies.

To accomplish the goals that we set down in the *Toolkits*, working collaboratively with teammates and coaches to plan, design, and implement instruction is likely to make for more effective teaching than going solo. But going solo works, too. For those people who feel comfortable diving into the *Toolkits* on their own, have at it! On the other hand, we have found that as with all instructional practices, collaboration and collegial conversation enhance adult learning and maximize student learning and achievement. We know that a collaborative learning environment is conducive to communication. That means chairs in a classroom can’t be in rows or isolated because it is hard to work with your learning partners if you have to get up out of your seat to talk to them. Likewise, teachers need to be part of a collaborative learning community, sharing their instructional practices, talking about their students, reflecting on their teaching, and creating an educational vision that permeates the school itself. One of the underlying purposes of this staff development book is to nudge teachers to collaborate as they work together to learn more about the “why and what” of *The Comprehension Toolkits*.

Just like the *Toolkits* themselves, this book provides a scaffold for teachers to support them as they implement all of the *Toolkit* practices. We teach with clear purposes in mind, so it is important to unpack these practices to better

understand them and recognize the thinking behind them. The big ideas in the *Toolkits* that we will address in this book and that we will support teachers to implement include the following:

- Active literacy
- Comprehension strategy instruction
- Use of strategies as tools for learning
- Nonfiction literacy
- Common language for teaching and learning
- Gradual release of responsibility framework for instruction
- Authentic assessment
- Comprehension across the curriculum

Staff Development Supports Teaching and Learning

We hope the professional development practices suggested in this book will serve as analytical tools and scaffolds for enhancing all of our teaching craft. Mentoring, coaching, and working collaboratively with teachers are at the heart of this book. Here we begin with what we call “The Golden Rules of Coaching, Mentoring, and Teaching.”

The Golden Rules of Coaching, Mentoring, and Teaching

*Make reflection
a way of life*

Reflection—the habit of noticing kids’ responses to our instruction and thinking about the impact of our teaching practices—is the underpinning that allows us to continually improve, revamp, and revise our teaching. As we teach, we reflect on the active literacy principles that serve as beacons for our teaching practices as well as our own learning. “Reflection is essential to a fully lived professional life. Among teachers, the finest are those who consider their progress in the classroom, who ponder effective teaching strategies and devise creative classroom activities, who practice reflection to set personal and professional goals and who think on their feet as they teach. These educators are the exemplars and leaders in our schools” (Boreen, Johnson, Naday, and Potts, *Mentoring Beginning Teachers*).

According to Boreen, Johnson, Naday, and Potts in *Mentoring Beginning Teachers*, reflection:

- Helps teachers organize their thoughts and make sense of classroom events.
- Leads to professional forms of inquiry and goal setting.

- Promotes a model of learning that views teaching as an ongoing process of knowledge building.
- Promotes conversation and collaboration with mentors and colleagues.

As professionals who work with teachers every day, we must build in time to reflect with teachers, to discuss instructional practices, to plan for future instruction, to observe children as they learn, to analyze student work, and always to keep the big picture in mind.

Be a learner first Nothing sinks a coach faster than the notion that he or she is an expert. Instructional coaches are learning specialists—literacy specialists, math specialists, science specialists, etc.—not experts. Experts often come off as know-it-alls. No one wants to hear from someone who knows it all, let alone learn from him or her. A specialist is someone who knows a lot and cares a lot about a specialty but is insatiably driven to learn more about it. Passion is contagious. Share your passion for learning with teachers you are working with. This book is filled with wise words and thoughts from coaches and teachers who are learners first and foremost.

Cultivate relationships Relationships matter! Coaching, instructional leadership, mentoring, and any other types of instructional support are all about developing relationships. These relationships cohere around a vision of teaching and learning that is developed through the power of conversation and cemented by time and trust. In the world of school, students are at the center of the universe. For adults to make a real difference in children's lives and their learning, they must be working together, speaking honestly yet supportively to one another, and sharing their learning to create a common vision that best serves kids. Above all, they must trust and care about kids—and trust and care about each other.

General Overview of This Book

This book begins with a section outlining the basics for getting started with *Toolkit* staff development—planning staff development, introducing the *Toolkits* to your school(s), and following through with staff development to sustain the focus over time—and continues with seven chapters that describe and explore the important ideas and practices from *The Comprehension Toolkits*. These chapters are framed around five coaching structures—workshops, study groups, demonstration teaching, co-teaching, and one-on-one coaching. Our purpose is to support those of you who are charged with helping others to implement the *Toolkits* across the curriculum. Our first suggestion is that you carefully read and review the *Toolkit* Teacher’s Guides and the information on *The Comprehension Toolkit* CD-ROM and *The Primary Comprehension Toolkit* DVD-ROM as you prepare to work with teachers around *Toolkit* implementation. The teacher’s guides and CD-ROM/DVD-ROM have much to offer in relation to *Toolkit* staff development. The *Staff Development Resources* CD-ROM also provides supporting resources for each of the staff development chapters. Please see Appendix A for the contents of this CD-ROM.

Following are the staff development chapters:

- **Comprehension Strategies:** What are they, why do we need them, and how do readers use them as they are reading?
- **Active Literacy:** How do we make learning to read and think engaging, collaborative, and meaningful?
- **Text Selection:** How do we go about finding high-interest texts that will capture the interest of students as well as provide support for teaching strategies and learning content?
- **Gradual Release of Responsibility and Conferring:** How can we use a framework for *Toolkit* instruction that scaffolds ways to support our students in using comprehension strategies as tools for learning?
- **Modeling: Think-Alouds and Demonstrations:** How can we break down the purposes and steps of modeling instruction?
- **Assessment and Evaluation:** How do we use the *Toolkit* thinksheets and other artifacts of learning to assess learning, guide teaching, and show results?
- **Content Literacy Across the Curriculum:** What are some ways to ensure that *Toolkit* teaching and thinking extend to understanding science and social studies content?

Framework for *Toolkit* Implementation: Coaching Structures

Just as teaching our students involves varying structures or groupings, the more effective way to teach adults will most likely manifest itself in a combination of experiences and structures. The most frequently used coaching structures you will encounter in this book involve combinations of the following: study groups, workshops, demonstration lessons, co-teaching, and coaching. Each option serves a specific purpose and will enable you to differentiate staff development based on each teacher’s needs. Pick and choose what best fits your staff development goals and purposes in relation to each teacher. This section will provide a brief explanation of each structure and its level of support for teachers.

	COACH	TEACHER
Demonstration Lesson	X	
In classroom		
Co-Teaching		X
Coaching		X
Out of classroom		
Workshop	X	
Study Group		X

Workshops Workshops—organized and run by a coach based on the needs of teachers—provide time for teachers to learn, discuss, and collaborate with colleagues about the essential elements needed to be successful educators. The workshop model—whether weekly, biweekly, or monthly—occurs over time and provides necessary information to understand the “why behind the what.” Workshops offer the perfect structure to share information that is new to teachers, allowing all participants to hear a consistent message and reflect on it. Workshops open up teachers’ thinking as they learn about *Toolkit* practices and plans for instruction. When combined with follow-up coaching, workshops offer a powerful and supportive professional development structure.

Study groups Study groups allow the coach and teachers to collectively study a professional text, topic, or classroom challenge. These are similar to the workshops we provide, except that in study groups the coach, trainer, or mentor serves as facilitator rather than presenter. In addition to discussing and studying specific topics, study groups allow time for participants to truly collaborate as teachers review *Toolkit* components, read professional articles, assess authentic student work samples, evaluate data, plan instruction, and so on. The study group option is flexible and may take several meetings to explore a concept or could even last an entire year for an in-depth study of a topic. Most of the study groups in this book focus on the core of the *Toolkits*, including delving into the *Toolkit* Teacher's Guides, looking closely at the strategy books, and investigating other topics that emerge in relation to *Toolkit* instruction and active literacy.

Demonstration lessons Demonstration lessons by definition are just that, demonstrations by the staff developer of the teaching moves and teaching language of the lesson. Demonstration lessons will support teachers as they get started with the *Toolkits*, giving them a clear idea of what *Toolkit* instruction looks and sounds like with real kids in real classrooms. Although you can demonstrate *Toolkit* lessons for individual teachers, demonstration lessons are most effective when grade-level teams or small groups of teachers observe the lesson while taking notes and jotting down thoughts and questions. Since the observing teachers typically sit in a group watching the coach deliver the lesson, this type of coaching structure is often referred to as a *fishbowl*. These fishbowl lessons allow for rich in-depth discussions about how teaching moves and teaching language foster engagement and learning. We follow a three-step framework when conducting these demonstrations:

- 1. Prebrief.** The coach starts by unpacking the lesson goals and purposes, sharing the teaching language and teaching moves of the lesson, explaining the reasons for text selection, and determining expectations for student performance. The prebrief also offers opportunities for troubleshooting possible lesson pitfalls.
- 2. Demonstration lesson.** The coach teaches the lesson while teachers observe, scribe teaching moves and teaching language, record observations and notes, and gather student work to be analyzed and discussed following the lesson.
- 3. Debrief.** Participants reflect on the purpose, goals, teaching moves and teaching language, and student engagement as well as

the impact the lesson had on student learning. Questions to consider include: *What learning was expected? How did the teaching moves and teaching language support student learning? What did you notice about student engagement? What did you notice about student learning? Based on student outcomes and lesson goals, where would you go next with the lesson?*

This three-step framework elicits rich conversation around pedagogy, beliefs, and expectations. Demonstration lessons are a powerful coaching structure and provide both opportunities for colleague conversations about teaching and learning and support for teachers to go back and try the lesson on their own. Demonstration lessons can be the catalyst that encourages teachers to take the next step and take advantage of individualized coaching opportunities.

Co-Teaching Co-teaching is a carefully scaffolded teaching experience, guided by the coach, that fully engages the classroom teacher in teaching the lesson alongside the coach. For effective co-teaching, the coach and teacher must engage in a well-thought-out planning session beforehand in order to coordinate tasks and responsibilities throughout the lesson. The success of co-teaching also depends on knowing students well and adapting the lessons to students' learning needs and interests. The classroom teacher is generally the most important resource here as he or she knows the students better than anyone. Following are some considerations as you plan a co-teaching lesson with your colleague:

- Discuss and think about students as readers and learners. Explore what they are currently studying, what reading looks like in the classroom, what is working and what is not, and what the special needs of individual students are, and ascertain the rituals and routines that are currently in place.
- Read through the lesson together (coach and teacher), deciding how to share teaching moves and teaching language. Consider lesson focus, student expectations, big ideas in the topic, choice of text, and the best way to break up the lesson according to the gradual release of responsibility model.
- Co-teach the lesson, paying attention to each other as well as to the students' reading and learning behaviors. If there are teacher observers in the room, encourage them to scribe the teaching moves and language and to jot down their questions and thoughts.

- Reflect both on student reading and learning and on the lesson outcomes after the lesson. If there were teacher observers, have them turn and talk to each other to process what they observed. Plan for subsequent instruction based on assessing the students' oral and written responses. Discuss which students might need additional instruction or which students might be ready to work independently, and define next steps.

Coaching Coaching is a one-on-one in-class opportunity for a coach to demonstrate or observe a lesson and provide on-the-spot help. The coaching focus is decided by the teacher and might include using essential teaching language, looking at the amount of teacher talk versus student talk, or paying close attention to student engagement. The most effective coaching sessions include (1) a pre-conference or prebrief, (2) a lesson, and (3) a post-conference or debrief. First, the coach and the teacher have a pre-lesson conference to establish the coaching focus. Then either the coach or the teacher teaches the lesson while the other observes and takes notes. Following the lesson, both the coach and the teacher discuss the lesson based on the coaching focus. The end of one coaching session often leads to the beginning of the next as a new “aha moment” or revelation is discovered. Coaching is the most supportive structure on the continuum as it is based on a one-on-one relationship between the teacher and the coach and is tailored to the specific needs of each individual teacher.

Introducing Angela Butler—Our Co-Author and Staff Developer Extraordinaire!

Now we have the great pleasure of introducing Angela Butler, Hillsborough County (Florida) district reading specialist, coach, passionate learner, and contributing author of this book. We met Angela as she and Glenda Brown, Hillsborough County elementary reading supervisor, began a district-wide implementation of *The Comprehension Toolkits*. How lucky we were that Angela and Glenda were at the helm as Hillsborough rolled out the *Toolkit*! They are a smart, thoughtful, pragmatic, and delightful pair of educators who recognized early on the possibilities that *Toolkit* implementation and application could bring to the kids of Hillsborough County. So this book, in addition to supporting strong professional development centered on the *Toolkits*, will give you an insider's view of how one group of educators supported teachers across a large district to implement *Toolkit* comprehension instruction and active literacy.

As you read, you will hear straight talk from Angela, who has been on the ground and in the trenches in her district for over a dozen years, supporting teachers across the district to implement all-around best practices as they use the *Toolkits*. Each chapter begins with a vignette from Angela depicting a situation she experienced as a coach working with teachers to implement *Toolkit* comprehension instruction in her district. The body of each chapter includes a variety of coaching structures—workshops, study groups, demonstration lessons, and one-on-one coaching—that Angela uses to support teachers as they implement and sustain their efforts with *Toolkit* instruction. So take it away, Angela!



Hi there, Angela here. So I will begin at the beginning! Over a dozen years ago, the elementary reading department of my very large school district (the eighth largest in the nation with 142 elementary schools) decided to train a cadre of elementary teachers to become reading coaches. The role was new, unfamiliar, and hard to define, but as a passionate lover of literacy teaching and learning, I knew that teachers mattered a lot! And I knew that teaching truly is “rocket science”! I believed wholeheartedly that teachers deserved support to do the amazing work they do with kids every day, so I joined the group to learn more about what I could do to support teachers as they engaged in literacy teaching and learning.

My first coaching assignment was at two elementary schools in our district. It wasn’t easy. I was enthusiastic and energetic for sure, but I was also young and inexperienced, working in some cases with veteran teachers with many more teaching years under their belts than I had. Some welcomed me with open arms, others looked askance, and some clearly distrusted me. There were nights I could barely see the road through my tears as I drove home. But I didn’t give up. I continued to believe that teaching is a collaborative venture and that all teachers deserve support, not because they are lacking talent or ability but because teaching is very hard work, and working and learning together offered the best opportunity for success.

I spent most of that first year soliciting business—volunteering to come in and “try something out” or assist with assessments. Slowly but surely, a few teachers began to engage with me. During the first quarter of the second year, a stellar second grade teacher, Mrs. Wheeler, asked me to come in and coach her on her shared reading lesson. It was a glorious day!

I don't remember the book she used or her teaching point, but I will never forget the conversation we had following the lesson. It was spirited, engaging, and thought-provoking. Our professional relationship remained a constant throughout my time at Springhead Elementary School, and it taught me that effective coaching is all about relationships, developed through the power of conversation and collaboration, cemented with time and trust.

I worked as a school-based coach for four years, veered off into school administration for a time, and now work as a district resource teacher, essentially a reading coach at the district level. In that role, I work with numerous schools of all shapes and sizes—schools with high SES and low SES, schools with enrollments of as few as 300 students and schools with more than 1,000 students. I write and provide district-wide literacy professional development, including the staff development continuum we use to implement *The Primary Comprehension Toolkit* and *The Comprehension Toolkit* across our district. I work with teachers, reading specialists, and principals, observing in classrooms, modeling instruction, coaching teachers, and facilitating conversations about best literacy practices. I absolutely love my job!

As I compare that first day on the job at Springhead Elementary, when I wasn't even able to define my role, to today, when I am still coaching a dozen years later, I can say without hesitation that the role of a coach has two main attributes:

- **Ever-changing.** No two days are ever alike. Embrace the randomness! Even though you might begin with one common goal (for example, developing thinking strategies through *The Comprehension Toolkit*), your role will change depending on the needs of teachers. You will quickly see that some teachers dive right in while other teachers stick the proverbial toe in the shallow end, and still others may even reject your support entirely. It is your role to continue to believe everyone will join in eventually. While that may or may not ever happen, hoping and acting as if they will become a part of your collegial community of educators increases the chances they will come to value the common goal and your coaching support. Embracing the randomness takes coaching from frustrating to invigorating.
- **Agenda free.** Coaching is agenda free . . . kind of. As a literacy coach, one of your primary responsibilities is to drop **your** agenda at the classroom door and pick up the **teacher's** agenda when you cross the

threshold. Dropping your agenda honors the risk taken by the teacher to invite you in and establishes trust in the relationship. But this is not always so easy. The teacher may suggest a coaching focus, but as you watch the lesson unfold, you notice something else. The lesson ends, and you have a decision to make: Are you going to address what you noticed or what the teacher asked for? Being agenda free means you are going to honor her agenda. It's not about you; it's about the teacher and ultimately about the students, and that's where the "agenda free . . . kind of" comes in. You will embrace the teacher's agenda but never abandon the agenda of **all** students to get the best possible education. So as you build trust, you will reflect on the teacher's focus first but inch in with what you noticed as well.

Coaching is a multifaceted operation, frequently challenging, sometimes frustrating, but always rewarding. How lucky we are to work so intimately with teachers as they work so closely with kids! Because in the end, as we all know, it is all about the teacher!

The Comprehension Toolkit was a natural fit for our district as it was based on our district's beliefs about literacy: the gradual release of responsibility, instruction built around real-world reading, collaborative learning and thinking, and the importance of understanding texts. Finding a resource that matched our beliefs was rare enough, but finding a resource that matched our beliefs **and** increased student achievement through increased teacher effectiveness was like hitting the lottery!

From the 2006–2007 school year when the district purchased *The Comprehension Toolkit* for every third to fifth grade classroom until the present, the percentage of students in grades 3–5 scoring proficient on the Florida Comprehensive Assessment Test (FCAT) in reading has consistently remained between 68 and 71 percent. This is significant because at certain grade levels, this was an increase of 14 percentage points from years 2001–2006 (before the *Toolkit* was purchased), when the percentage of students in grades 3–5 scoring proficient ranged from a low of 54 percent to a high of 68 percent. Additionally, the percentage of students scoring at the highest level of achievement (level 5) in grades 3–5 has increased each year between 2006 and 2010.

From a school-level perspective, I will point to the 2006–2007 school year at one elementary school where I spent the **entire** year working with the administration and grade 3–5 teachers to implement *The Comprehension*

sion *Toolkit* in the ways we demonstrate in this book. Based on the FCAT, learning gain scores in reading increased 10 percentile points from the previous school year. Students in the bottom quartile increased 21 percentile points in reading. *The Comprehension Toolkit* increases student achievement because it increases teacher effectiveness and student engagement.

Third grade teacher Heather Smith sums it up best: “I really didn’t know how to teach comprehension. I’ve known for years that many of my third grade kids could read the words but often didn’t understand what they read, but I had no idea what to do about it. Now I have the *Toolkit*, and I know what to do and how to do it. *The Comprehension Toolkit* has taught teachers how to teach comprehension, and our kids are reading, thinking, and understanding better than ever.”



So there you have it. Supporting teachers to implement *The Comprehension Toolkits* over time has made a big difference for kids in Angela’s district as well as in many other districts we know. But if the *Toolkits*, with all of their moving parts, seem overwhelming, working collaboratively to learn about, unpack, and understand the thinking behind *Toolkit* comprehension instruction and active literacy can be a huge help as you move toward a full implementation of *Toolkit* practices across the curriculum.

In conclusion, we would like to quote from Peter Johnston’s foreword in *Responsive Literacy Coaching* by Cheryl Dozier (Stenhouse 2006). Johnston sums it up best when he says:

Teaching doesn’t improve by force. It improves as teachers come to understand what they are doing, why they are doing [it], and with whom they are doing it. They need to know what their options are, and need a community of colleagues who support their problem-solving and encourage them to challenge themselves. Responsive coaching helps teachers capitalize on their own literacy and learning experiences without becoming trapped in them. It creates social spaces in which teachers can feel safe sharing half-baked possibilities, analyzing errors, and seeking and examining evidence while keeping their heads and their eyes on the big picture—educating children for an advanced and rapidly changing democracy.

We believe that teaching kids to think strategically, interact with each other, respond to texts, and question, analyze, and synthesize what they hear, read, and view will lead to citizens who can contribute and make a difference in the twenty-first century. We also believe that supporting teachers to help learners do this is our most important responsibility as we look to the future. We hope that *Staff Development with The Comprehension Toolkits* will serve as a valuable tool as you implement the *Toolkits* with teachers and kids in your schools and districts.





I (**Angela**) was meeting with a team of kindergarten teachers who were new to the *Toolkit*. Their principal believed in the *Toolkit* and expected it to be used with the students. The teachers were just starting to implement *Toolkit* comprehension instruction. I wanted to discover their honest feelings about teaching with the *Toolkit*, so I began my demonstration lesson prebrief by saying, “Tell me a little bit about how the *Toolkit* is working for you.”

After they had looked at each other for a few moments, the teacher in whose classroom I would soon be modeling turned to me and said, “I’ll admit it. I haven’t really used it much at all.”

Encouraged by her honesty, I continued my questioning: “Have you not had the time, or is it something else?”

She hesitated a moment and said, “Well, my kids don’t seem to think much. I mean, they’re only kindergartners.”

Taken aback, I asked, “They don’t think during reading or ever?”

She shook her head and replied, “Mostly during reading. They think on the playground.” She smiled.

We all laughed, and I briefly explained that the first strategy book in both the primary and the intermediate *Toolkits* focuses specifically on teaching children to monitor their comprehension—in other words, to be aware of the thinking they do when they read, listen, or view. After reviewing the teaching moves and lesson goals, I reminded the teachers that while I wanted them to notice my teaching language and moves, I wanted them to spend most of their time noticing student thinking and learning.

As you might expect, it can be a bit overwhelming to read an engaging text to a class full of spirited kindergartners and then ask them to think about what they'd heard, to talk to each other about their thinking, and to sketch or write their thoughts. But the kids did not disappoint. They were awesome! During our debriefing session, even before I had a chance to say anything, the classroom teacher looked at me and said, "Oh my gosh! I honestly didn't know they could do that—and I especially didn't know Zach could do that." The rest of our conversation revolved around additional comprehension strategies in the *Toolkit* and how teachers might be able to work *Toolkit* instruction into their week, acknowledging that some of the lessons might need to be broken up over two days. We all left the learning session knowing that students, even five- and six-year-olds, **think** when they read, listen, or view and that the *Toolkit* could facilitate that thinking.



Toolkits and Staff Development: What, Why, and When

Hours of classroom observation and conversations with teachers reveal that comprehension strategies and the teaching methods that ensure deep comprehension are not always completely familiar to teachers. Many of our conversations begin with the same statement: “My kids can read, but they don’t understand what they are reading.” With good intentions, these teachers redouble their efforts, primarily teaching the standards tested on state assessments, but they seldom have the impact they hope for. Even their basal reading series revolves mainly around state-tested skills. Students are often asked to answer a question but are rarely shown how to understand. Strategies such as making connections or drawing conclusions are mentioned but are not explicitly taught. Where do we go from here?

Enter *The Comprehension Toolkits*. The two *Toolkit* packages—*The Primary Comprehension Toolkit* for grades K–2 and *The Comprehension Toolkit* for grades 3–6—both offer models of explicit instruction in research-based comprehension strategies: monitoring comprehension, activating and connecting prior knowledge to new information, asking questions, inferring and visualizing, determining importance, and summarizing and synthesizing. Moreover, this instruction focuses on high-interest *nonfiction* texts, a perfect vehicle for facilitating the transfer of informational thinking and learning to content-area studies. By working through the strategy books and other *Toolkit* components appropriate to their grade and tailoring the teaching model to their own curriculum topics, resources, and text selections, teachers can promote the kinds of expansive thinking we are looking for.

But teaching comprehension goes beyond direct instruction in a handful of strategies. As critical as these strategies are, it is the teacher who makes all the difference: the learning environment she establishes, the texts she chooses, the teaching methods she uses to engage and support students as they make sense of texts. It is this dimension of teaching comprehension that most cries out for intensive staff development, and the *Toolkits* provide a model for employing effective methods for teaching not only comprehension but any subject area. The *Toolkit* packages provide strong support for opening up the classroom to active literacy practices. The strategy lessons themselves model myriad ways to engage and prompt students to construct their own meaning. The teacher’s guides describe and provide the rationales for fundamental teaching practices. *The Comprehension Toolkit* CD-ROM and *The Primary Comprehension Toolkit* DVD-ROM provide photographic and

video models of what a classroom and a lesson look and sound like. *The Primary Toolkit* Teacher's Guide and the *Extend & Investigate* book in *The Comprehension Toolkit* for grades 3–6 show how to take comprehension across the curriculum in science and social studies.

There you have it, a solution to a two-pronged problem: (1) students needing to learn how to comprehend deeply and (2) teachers needing to learn how to teach deep comprehension. The *Toolkits* focus on the idea of deep comprehension instruction for students, but they don't ignore the need for teacher support. They don't just mention strategies; they provide explicit ways to teach kids how to be strategic, thoughtful readers. The lessons include the teacher language and teacher moves that are vitally important for teachers who hesitate to dive in and teach comprehension this way. Even if explicit comprehension instruction in an active literacy setting represents a paradigm shift for many teachers, the *Toolkits* help them make that shift.

At the same time, it's clear that if the goal is to open up classrooms to effective literacy practices, more than a multimedia kit is necessary. The *Toolkits* provide the springboard, but teachers also need support to understand *Toolkit* practices and to implement them in the day-to-day teaching of comprehension strategies. While the *Toolkits* offer a scaffold for good teaching, they will be even more effective if (1) they promote ongoing collaborative work around comprehension, and (2) they are implemented through a sustained district- or school-wide dedication to comprehension instruction and powerful literacy practices. The series of coaching sessions in this book, beginning with a general orientation to the *Toolkits* and extending into the school year with ongoing workshops and in-school sessions, is designed to support just such an effort.

Planning for *Toolkit* Staff Development

When implementing the *Toolkits*, it is smart to have a plan for introducing the materials to teachers and for following through with staff development. The best place to begin is by studying the *Toolkits* yourself in depth. Begin with the teacher's guides, *The Comprehension Toolkit* CD-ROM, and *The Primary Comprehension Toolkit* DVD-ROM. These components will give you the information you need to discover what is in the *Toolkits* and where to find it. For instance, there are extensive bibliographies of children's books, magazines, websites, and professional books in *Keep Reading! A Source Book of Short Text* in the primary *Toolkit* and the *Extend & Investigate* book in

the intermediate *Toolkit*. These are the kinds of resources that can get lost in the shuffle. So before you start with teachers, get up-close and personal with your *Toolkits*. Take some time to familiarize yourself with all of the resources that the *Toolkits* offer both teachers and kids alike.

Establishing a common focus with all stakeholders, administrators, teacher leaders, coaches, and teachers is critical to successful *Toolkit* implementation and sustainability. Sharing a common focus allows deep conversations and learning to occur among all teachers involved with student learning. Having a common focus provides a goal that all teaching and learning decisions will be designed to reach.

Time and Other Resources

Whether scheduling coaching sessions is your responsibility or someone else's, you'll want to advocate for the time and material support to make your *Toolkit* staff development maximally effective. Co-author Angela Butler launched *Toolkit* district-wide with a ten-hour summer training program (two hours a day over five days) followed by a five-hour Saturday "refresher" session and four ninety-minute after-school "train the trainer" sessions for reading specialists. (See the orientation session below.) Then she spent the school year visiting and supporting school-centered programs! Your initiative may be significantly less ambitious than Angela's, but the challenges are the same: getting teachers comfortable with the *Toolkit* resources and building a school-based learning community to support *Toolkit* use. To accomplish that, you need time and access to schools and classrooms. Do what you need to do to cajole or negotiate for the time you need to introduce and continue training with the *Toolkits*. It can mean the difference between making a significant impact or not.

Time may be the more important resource to manage, but material resources—books, magazines, Post-its, pads of chart paper, writing and drawing implements, and the like—are important in the *Toolkit* teaching environment. Administrators and teachers need to be convinced that spending precious budget money on these resources (or finding creative ways of acquiring them that don't impact the budget) will pay rich dividends in improved learning. In addition, actions sometimes speak louder than words. Administrative support for reorganizing classrooms, arranging class coverage for teachers observing in-class demonstration lessons, and scheduling planning time to support teacher collaboration can go a long way in making literacy instruction and staff development a school priority.

Next Up—The Principal!

Whether implementing *The Comprehension Toolkits* district-wide or in a single school or grade level, getting buy-in from the principal and other instructional leaders makes a big difference. During year one of *Toolkit* implementation, plan a one-hour session for all principals to introduce the *Toolkits* and the powerful comprehension instruction that is contained within them. Conduct a slimmed-down version of the comprehension strategies workshop in Chapter 1 to familiarize principals with comprehension strategy instruction and the research-based reasons to teach these strategies:

1. Ask the principals to experience the strategies themselves by reading through an adult piece of short text and discussing, in small groups, the overall meaning of the passage. At the same time, ask them to think about the strategies they used to construct meaning and to consider how those strategies helped them engage more actively in reading and thinking.
2. After principals have read through the text and discussed the meaning with their tablemates, facilitate a group discussion about the meaning of the text, charting the various interpretations. Then ask participants to share the strategies they used to comprehend what they read. Expect these kinds of responses: “I asked questions.” “I reread.” “I had mental pictures.” “I inferred.” “I stopped and went back to reread.” “I made a connection to my own life.” Often principals share the very same strategies *The Comprehension Toolkits* teach. For many administrators this will be the first time they have ever peeled back the layers of their own reading process and noticed what they do to understand what they read. Discussing what they experience—and recognizing that this is what mature readers do to understand what they read—can hook most principals on the *Toolkits*.
3. Solicit the principals’ commitment to teachers’ participation in the *Toolkit* initiative. Principals are frequently charged with ensuring research-based practice; therefore, it may be helpful to print and share the research articles on the CD-ROM and DVD-ROM and to view the interview with P. David Pearson on *The Comprehension Toolkit* CD-ROM. Encourage the principals to read the articles, and suggest they share them with their staff. Provide a brief overview of the staff development you have planned and the support you need and/or invite them to the orientation session that will

launch your *Toolkit* staff development. Having thought through the time and other resources you need, you'll be able to discuss ways in which the principals can support the effort.

Leadership matters, so getting principals on board makes *Toolkit* implementation far easier than it would be without the active support of these school leaders.

Introducing the *Toolkits*

There are a few things you will need in order to begin staff development with *The Comprehension Toolkits*:

- Students
- Teachers
- Books, magazines, and copies of short texts
- Desire to develop students who are thoughtful readers and deep thinkers
- *The Comprehension Toolkit* or *The Primary Comprehension Toolkit*

In a nutshell, that really is all you need, but as we've seen, it is much more complex than that. Changing teaching behaviors is especially difficult when it takes people out of the comfort zone they've been in for years. In classrooms where teaching is more of the focus than learning—where teachers, rather than kids, are at the center of the process—*The Comprehension Toolkits* may be an uncomfortable fit at first. *Toolkit* instruction and active literacy ask that teachers gradually release the responsibility of thinking to their students. The *Toolkits* provide specific actions that will assist you and your teachers in releasing the responsibility of thinking and turning over the role of learning to the kids, but many teachers will need to see it before they are comfortable trying it themselves. In essence, they will be looking to you—the literacy coach, the specialist, the trainer—to commit to it first. The rest of this chapter is simply about how to get started communicating that commitment.

Starting Toolkit Implementation: The Opening Act

The first step in this long-term staff development effort is to introduce the teaching tools: *The Primary Comprehension Toolkit* and *The Comprehension Toolkit*. You can do this as Angela did, with intensive formal training before teachers even begin the program, or you can provide on-the-go training during the first months that teachers use the *Toolkits* in their classrooms. Training teachers *before* they use the *Toolkits* allows you to prepare them for the challenges they may encounter; training teachers *while* they use the *Toolkits* allows you to tailor your presentation, addressing immediate concerns and meeting the specific needs of teachers.

The three PowerPoint presentations on the accompanying *Staff Development Resources* CD-ROM provide an orientation to the *Toolkits*, and the following section summarizes what you will find there. The first presentation is an overview, suitable for any stakeholder. The next two introduce *The Primary Comprehension Toolkit* (for grades K–2) and *The Comprehension Toolkit* (for grades 3–6). Use either the PowerPoint presentations themselves or the following summaries to plan your own orientation, selecting, revising, or editing the slides to fit your own situation. Whether you use the slides as beginning-to-end presentations or select bits and pieces to illustrate workshops, study groups, or other ongoing training, they provide a basis for understanding the foundations of strong strategy instruction. We have included presenter’s notes for your convenience, but feel free to improvise.



Giving an Overview: The Primary Comprehension Toolkit and The Comprehension Toolkit

This presentation looks at the following:

- Creating an active literacy classroom
- Defining comprehension and exploring how we best teach it
- Investigating nonfiction literacy

Part I: Active literacy: What is it, and what does it look like?

This section defines and describes five key elements of a literate environment:

1. Setting Up a Literate Environment (room arrangement, materials and resources, Post-its, book organization, halls and walls)
2. Creating a Culture of Thinking (text matters, real-world reading, reading for information, strategic thinking and reading, differentiated instruction)

3. Explicit Instruction and the Gradual Release of Responsibility (modeling, guided practice, collaborative practice, independent practice)
4. Social Interaction: Co-Construct Meaning (turn and talk, word talk, anchor charts)
5. Making Thinking Visible (modeling, recording, writing and drawing, displaying kids' work and anchor charts)

Part II: Reading comprehension strategies in the active literacy classroom

This section begins by asking participants to read an adult text and to reflect on the ways they made sense of it. (**Note:** Taking teachers through the act of analyzing their own reading and thinking—identifying the strategies they use and how and when they use them—will make it easier for them to model and think aloud about the process with their students.) Next, the presenter summarizes the six comprehension strategies that proficient readers use and that are the focus of *Toolkit* instruction:

1. Monitor Comprehension (keep track of thinking, listen to the inner voice, notice when text makes sense or doesn't)
2. Activate and Connect (build background, merge thinking with new learning, change thinking with new information)
3. Ask Questions (ask questions while reading, ask questions to gain information, wonder about big ideas)
4. Infer and Visualize (think of information that isn't explicitly stated, create mental images to construct meaning)
5. Determine Importance (separate important from unimportant facts, identify details supporting larger concepts)
6. Summarize and Synthesize (distill text into a few important details, paraphrase information, move from facts to ideas)

Part III: Nonfiction literacy instruction

This section begins with some simple classroom management and teaching tips for making instruction with nonfiction texts as effective as possible and ends with a video clip from *The Primary Comprehension Toolkit* DVD-ROM. The video distills the essence of comprehension instruction in a nonfiction-based, active literacy classroom.



Introducing The Primary Comprehension Toolkit: Language and Lessons for Active Literacy

This presentation, designed for teachers and other stakeholders involved in teaching reading comprehension to children from kindergarten through grade 2, introduces *The Primary Toolkit* and is organized around four questions:

1. What's in your *Primary Comprehension Toolkit*?
2. What does a *Primary Toolkit* lesson look like?
3. What does teaching a *Primary Toolkit* lesson look like?
4. How do we assess comprehension with *The Primary Toolkit*?

Part 1: What's in your *Primary Comprehension Toolkit*?

This coaching session begins with teachers receiving and exploring their *Toolkit* packages for the first time, and it continues with a brief introduction to each of the components of the kit: strategy books, Teacher's Guide, *Keep Reading! A Source Book of Short Text*, the poster pack of magazines and posters, the "Quick Start Guide," and the DVD-ROM. Finally, the presentation mentions the optional but convenient trade book pack.

Part 2: What does a *Primary Toolkit* lesson look like?

This section first walks through Lesson 1 step-by-step from the overview page to the Lesson Guide, pointing out elements common to every *Toolkit* lesson. It then asks participants to read, process, and turn and talk about the lesson, asking any questions they have before the presenter models the lesson or shows a video of a lesson from the DVD-ROM.

Part 3: What does teaching a *Primary Toolkit* lesson look like?

After watching a lesson in action, participants turn and talk about what they have seen and then review the lesson's instructional models: Connect & Engage, Model, Guide, Collaborate, Practice Independently, and Share the Learning.

Part 4: How do we assess comprehension with *The Primary Toolkit*?

This section begins by showing samples of the ways students demonstrate their thinking in pictures and words: Post-its, thinksheets, anchor charts, and just plain paper. It then discusses ongoing assessment and the various record-keeping devices, rubrics, and tracking sheets that the *Toolkits* provide to support it.



Introducing The Comprehension Toolkit: Language and Lessons for Active Literacy

This presentation, for educators of students in grades 3–6, does exactly what the introduction to *The Primary Comprehension Toolkit* does for K–2 educators, answering these questions:

1. What's in your *Comprehension Toolkit*?
2. What does a *Toolkit* lesson look like?
3. What does teaching a *Toolkit* lesson look like?
4. How do we assess comprehension with the *Toolkit*?

Part 1: What's in your *Comprehension Toolkit*?

This coaching session begins with teachers receiving and exploring their *Toolkit* packages for the first time, and it continues with a brief introduction to each of the components of the kit: strategy books, *Teacher's Guide*, *Source Book of Short Text, Extend & Investigate*, and the CD-ROM. Finally, the presentation touches on the trade book pack, books in which some of the teaching texts for *Toolkit* lessons can be found.

Part 2: What does a *Toolkit* lesson look like?

This section first walks through a lesson step-by-step, from the overview page to the Lesson Guide, pointing out elements common to every *Toolkit* lesson. It then asks participants to read, process, and turn and talk about the lesson, asking any questions they have before the presenter models a think-aloud based on the lesson.

Part 3: What does teaching a *Toolkit* lesson look like?

After watching part of the lesson in action (Model), participants turn and talk about what they have seen and then review the lesson's full instructional models: Connect & Engage, Model, Guide, Collaborate, Practice Independently, and Share the Learning.

Part 4: How do we assess comprehension with the *Toolkit*?

This section begins by showing samples of the ways students demonstrate their thinking and learning: Post-its, marginal notes, thinksheets, full-page responses, and anchor charts. It then discusses ongoing assessment and the various record-keeping devices, rubrics, and tracking sheets that the *Toolkits* provide to support it.

Getting Started

The final, and perhaps most important, piece of the orientation training is to inspire teachers to dive in and try out the lessons. Make sure they know that everything they need to get started using the *Toolkits*—lessons, essential language, assessment support, and choice of texts—is included; they may also use additional articles in the *Source Book* (pages 92–135) in the intermediate *Toolkit* as well as the trade book pack. (*Keep Reading! A Source Book of Short Text*, pages 49–137, is in the primary *Toolkit*.) Knowing that everything is included will allow them to focus on the content of the *Toolkits* instead of worrying about any extra work, such as gathering materials, they might be responsible for. Encourage them to read through the first lesson, examine the lesson text, gather their students near, and just have a go at it. Remind them that, like anything new and unfamiliar, the first lesson might feel uncomfortable and that it's not unusual for their students—and even for them—to struggle. But the results are worth it. Suggest that they corral their colleagues—literacy coach, lead teacher, and other teachers at their school who are using the *Toolkits*—to create an on-site support system. Most important of all, commit your own time and effort to providing ongoing support. The orientation training is merely the first step on the journey to higher-level teaching.

Providing Support

Each workshop begins with an overview of the topic as well as a brief statement of the purpose of the workshop. A materials section lists handouts that you'll need to prepare for each participant: *Toolkit* components such as the teacher's guide or strategy books, other materials that you'll ask your teachers to bring, and any anchor charts or other materials that you'll need to prepare or bring to the session. Then the workshop is laid out step-by-step, with teaching moves and language to guide you as you present the workshop.

Each chapter introduces a topic essential to teaching the *Toolkits*. The Introduction provides background information on the content that you'll cover with your teachers as well as the times when teachers may need support. Each chapter contains the following coaching structures.

Workshops Workshops—organized and run by a coach based on the needs of teachers—provide time for teachers to learn, discuss, and collaborate with colleagues about the essential elements needed to be successful educators. Each workshop begins with an overview of the topic as well as a brief statement of the

purpose of the workshop. A materials section lists handouts that you'll need to prepare for each participant: *Toolkit* components, such as the teacher's guide or strategy books, other materials that you'll ask your teachers to bring, and any anchor charts or other materials that you'll need to prepare or bring to the session. Then the workshop is laid out step-by-step, with teaching moves and language to guide you as you present the workshop.

Ongoing support This section includes detailed information on study groups and in-class coaching. In addition to providing study suggestions for professional texts and topics relevant to the *Toolkits*, the study groups offer suggestions for planning teaching structures, assessing student work, considering needs of different learners, and so on. Most of the study groups in this book focus on the core of the *Toolkits*, including delving into the teacher's guides, looking closely at the strategy books, and investigating other topics that emerge in relation to *Toolkit* instruction and active literacy. In-class coaching is a one-on-one in-class opportunity for a coach to demonstrate or observe a lesson and to provide on-the-spot help. The coaching focus is decided by the teacher and might include using essential teaching language, looking at the amount of teacher talk versus student talk, paying close attention to student engagement, etc.

Common Core State Standards A recent development that is well worth noting as you launch *Toolkit* comprehension instruction with your teachers is the adoption by most states of the Common Core State Standards (CCSS). Although the *Toolkits* were published before the standards were made public and adopted, the lessons in *The Comprehension Toolkits* fit like a glove with the K–6 CCSS for informational texts. As a matter of fact, we have found that teachers who are using the *Toolkits* discover that they are already doing much of what the CCSS informational text standards demand. This comes as a great relief to teachers as they work to revise their teaching to meet the new standards.

To support you and your teachers in seeing the relationship between the *Toolkit* lessons and the CCSS, we have created correlation charts for both *The Primary Comprehension Toolkit* lessons and *The Comprehension Toolkit* lessons. These charts are available in Appendix B of this book, and on the *Staff Development Resources* CD-ROM, and can serve as a guide for teachers as they implement the CCSS for informational texts. In addition, a workshop is included in Chapter 1: Comprehension Strategies to support teachers to review the standards and match them to the *Toolkit* lessons that help our kids meet them. Knowing that the *Toolkits* will support them to meet the

standards is one more reason to convince teachers to crack open their *Toolkits* and take a shot at implementation.

Follow-Through with Staff Development

Although formal district- or school-wide presentation is an efficient way to get collective buy-in, one-shot staff development is seldom effective. As a literacy coach, you have as your goal to sustain ongoing interest and effort. The following chapters in this book highlight topics—both learning strategies and teaching methods—that are foundations not only for *Toolkit* teaching but for comprehension across all disciplines. The workshops and ideas for ongoing support through study groups and in-class coaching will give you a starting point for thinking about your own efforts to launch and nourish a collegial environment for professional growth in the schools you serve.

Before implementing the *Toolkits* on a large scale, consider working with one or two teachers to give some of the *Toolkit* lessons a trial run. Trying out lessons yourself will allow you to speak from experience about the planning, teaching decisions, and time involved when beginning *Toolkit* teaching. In addition, these tryouts will yield a collection of valuable student work samples. These artifacts of learning can be used as a basis for discussion with the classroom teachers about student learning—looking at lesson goals and the ways that student responses demonstrate learning, the need for further practice, or the need to reteach. But student samples can also become a powerful piece in the *Comprehension Toolkit* implementation training. Teachers appreciate seeing student responses from children in their own school and district; it makes the *Toolkits* real for them.

Finally, like anything new or different, teachers will have many, many questions as you begin implementing the *Toolkits*. (See the frequently asked questions at the end of each chapter.) Taking a clue from the *Toolkits* themselves, adapt the gradual release of responsibility model to your staff development planning. Plan to provide the most intensive training early in the game by teaching as many demonstration lessons as you can in as many classrooms as you can find teachers to invite you in. The experience will earn a triple payoff. First, you'll engage kids in ways that teachers may not yet have considered. Second, you'll demystify the *Toolkit* lessons for teachers, showing them how to seamlessly engage kids and move from modeling to independent practice. Third, you'll learn a lot and gain credibility with the teachers with whom you work. Teachers want to hear about your challenges as

well as your successes and will appreciate hearing, “When I was using the *Toolkits*, . . .”

An ongoing focus both on teaching students how to comprehend deeply and on encouraging teachers to reflect on teaching practices and student learning will, in the end, prove to be the most powerful form of staff development. The remainder of this coaching guide will lead you through your own implementation journey. The road will have some twists and turns, maybe even some potholes, but the journey will be worth it—for your teachers and your students.

Case Study



For an account of a long-term staff development effort centered on *The Comprehension Toolkits*, check out Joanne Durham’s case study in the Afterword of this book as well as on the *Staff Development Resources* CD-ROM in this package. From its beginnings in sowing the seeds for improving instruction to its long-term investment in keeping the interest alive, the installation of the *Toolkits* in Prince Georges County (Maryland) illustrates key principles of exemplary staff development.



About a month before our high-stakes state test, I was asked to come in and talk to a group of intermediate teachers (grades 3, 4, and 5) about how they could best use the remaining month of instruction. We looked at the various reading assessments they had collected, including a “mock” state test that allowed the teachers to figure out which of the tested reading tasks—finding the main idea, determining the author’s purpose, comparing and contrasting story elements—students had not yet mastered.

I talked to the teachers about the importance of continuing to have students read independently and extensively during the next month, meeting with students in small groups for instruction using texts at their level, and asking students what strategies they used to understand the texts they read. One teacher asked, “What do you exactly mean when you say to ‘ask them to tell you how they understand?’”

This was an enlightening question. As a coach, it is the teachers’ questions that give me the most information. So I asked them to turn and talk about that, and it appeared that she was not the only teacher wondering about this. Teaching readers to become aware of and consciously use comprehension strategies is at the top of our list when training teachers in *Toolkit* implementation. “Think for a second about the tasks our students are asked to do on the state test,” I suggested. “Think, for example, about comparing story elements like characters or events. The concept of taking two characters and showing how they are the same is not difficult if you understand what you are reading. If you don’t really understand the text or are only able to comprehend at a surface level, then figuring out how characters are alike becomes

much more difficult. In order to understand a text, any text, readers first have to monitor what they are reading by stopping, thinking, connecting, and reacting to the text. Then they may ask questions and create mental images to better understand what they are reading. In order to compare character traits, they would certainly have to use the actions and words from characters to infer what types of characters they are comparing. So in order to do the seemingly simple task of comparing characters, a reader has to do many things first in order to understand the text. If your students are not explicitly aware of the strategies they need to understand the text in the first place, then there is probably little chance they will be successful on the state-assessed tasks.”

The room was filled with thoughtful silence for a moment until one teacher looked at me and said, “Hmm. That makes sense. I guess I think I need to rethink my literacy plan for the next month. Do you think it’s too late to start talking about this with my kids?”

“Absolutely not,” I replied. “It’s never too late to talk to children about strategies that will help them think and understand. On Monday, begin asking your students, ‘What did you do today in order to understand the text?’ Their responses will help guide your comprehension strategy instruction. Most likely you will need to begin with teaching them to monitor their comprehension. Knowing when you understand and when you don’t is the first step.”

Interestingly enough, two days later I was asked by the reading coach to come back and help train her teachers on *The Comprehension Toolkit*. These teachers had had their *Toolkits* all year, but no one had shown them how powerful the lessons are. Now was the time!

Introduction

Comprehension Strategies: What, Why, and When

“Comprehension is not just one more thing. In fact, when it comes to reading, it’s the most important thing. If the purpose for reading is anything other than understanding, why read at all?” (Harvey and Goudvis, *Strategies That Work*, 2007)

What Are the Comprehension Strategies?

The research of reading scholars in the last two decades of the twentieth century broke new ground. Researchers began to examine the invisible thinking processes behind reading and thinking. They noted six things that proficient readers do:

- 1. Monitor comprehension.** By monitoring their comprehension, they are actively aware of when the text makes sense and when it doesn’t, and they take action to repair comprehension when it breaks down.
- 2. Activate and connect.** They activate and connect what they already know to the new information they are reading about, adding to and correcting their background knowledge.
- 3. Ask questions.** Through asking questions, they seek new information, solve problems, and clarify and extend understanding.
- 4. Infer and visualize meaning.** They infer and visualize meaning by drawing conclusions or making interpretations that are not explicitly stated in the text.
- 5. Determine importance.** They determine the importance of specific pieces of information in relation to others in the text, sorting details to serve the reading purpose.
- 6. Summarize and synthesize.** They take their information and summarize and synthesize it, distilling information to arrive at a big picture and integrating new information to create new ideas.

The Comprehension Toolkit is organized around these six key comprehension strategies because their efficacy is clear. Pressley (2002) found that students who were taught these strategies performed better than those receiving more traditional instruction when asked to think aloud about and interpret

texts. The explicit lessons in *The Comprehension Toolkits* build understanding of the strategies and provide the crucial teaching language designed to help students learn, approximate, and practice these strategies while reading engaging text.

When Do Teachers Need Coaching in the Comprehension Strategies?

If teachers are familiar with reading comprehension research or have taught using one of *The Comprehension Toolkits*, some may already understand and use these strategies accurately and well. If, however, they have been concentrating on other areas of reading instruction, on prescribed skills, or on test preparation, a comprehension strategy refresher may be in order.

As you observe in classrooms, ask yourself, “Are teachers and students using the language of comprehension strategies, naming what they are doing when they think about text?” But be aware! You are not looking for parroted terms but for real understanding of the strategies and how they help. Alternatively, when talking to teachers about their reading instruction, ask if their students use and talk about comprehension strategies. If the answers to these questions is “no,” consider a coaching session on comprehension strategies.

The following workshop demonstrates how a coach could lead a group of teachers through comprehension instruction in the *Toolkits*. If your teachers study collaboratively or need more individualized attention, see the study group and in-class coaching sections after the workshop for ideas.

Workshop

Understanding Comprehension Strategies

When coaching for comprehension strategy instruction, a great place to start is to have teachers experience the strategies themselves. Having teachers observe what they themselves as proficient readers do to comprehend texts allows you to “show, not tell” them how important these comprehension strategies are. You, the coach, can draw their attention to the strategies they used automatically, and then you add to what they already know by teaching them what the strategies are as well as how the *Toolkits* introduce them. Finally, you can move into the idea that students need these same strategies—especially readers who were taught that reading is merely getting the words right and reading them quickly. Once teachers recognize that all readers, including themselves, use the six comprehension strategies to understand texts, they usually become more interested in knowing what they are and how to teach them to their students. As your teachers’ curiosity about the strategies increases, so will your ability to talk about, model, and coach for these strategies alongside your teachers.

Purpose

To experience and notice the strategies we use to understand adult texts, learn what comprehension strategies are, and explore how best to teach them

Materials

For each participant:

- Copy of an adult text that will require participants to think; for example, a one-page nonfiction article, a poem, a short narrative piece. You might use the article titled “Celebration of the Human Voice” by Eduardo Galeano on the overview PowerPoint presentation if you have not already used it with teachers. (See the *Staff Development Resources CD-ROM*.)
- Copy of the “Using Comprehension Strategies” thinksheet (See the *Staff Development Resources CD-ROM*.)

Ask teachers to bring:

- Teacher’s guide and a strategy book from one of the *Toolkits* (Have teachers bring the *same* strategy book.)

For the coach:

- Using Comprehension Strategies anchor chart prepared with two questions:
 1. What was the big idea of the text?
 2. What did you do as a reader to understand the text?
- *Resources for The Comprehension Toolkit* CD-ROM cued to “A Professional Conversation with Dr. P. David Pearson and the Authors—The Three Components of Reading Instruction”

Workshop Steps

Share the goals Begin this session by distributing the reading text and the thinksheet. Then share the goals of the session: to experience and notice the strategies they use as readers to understand texts, to learn what comprehension strategies are, and to explore how best to teach them.

Introduce the reading text Ask participants to have the adult text you chose in front of them. Connect and engage your participants with the text by sharing a little bit about the text itself and why you chose it. Following are some reasons to choose the text:

- It’s topical.
- It’s relevant to an experience most people have had.
- It’s compelling because of its message.
- It’s surprising.
- It’s provocative.

After engaging your participants with the text, explain that they will be reading for two purposes today: (1) to get the big idea or the gist of the text, and (2) to think about what they did as readers to understand the text.

Ask participants to read through the text at their own pace and annotate their thoughts and questions in the margin. Suggest that when they are finished, they should jot down what they believe the big ideas were as well as the strategies they noticed themselves using. (You might mention that in the *Toolkits*, this jotting when reading is called “leaving tracks of your thinking.”)

Discuss the text Encourage participants to turn and talk (another *Toolkit* practice) to each other about what they read and their thoughts about the text when they are done. (For teachers who aren’t used to doing this, you may have to remind them to turn and talk after they have completed the reading.)

Using Comprehension Strategies

What was the big idea of the text?

What did you do as a reader to understand the text?

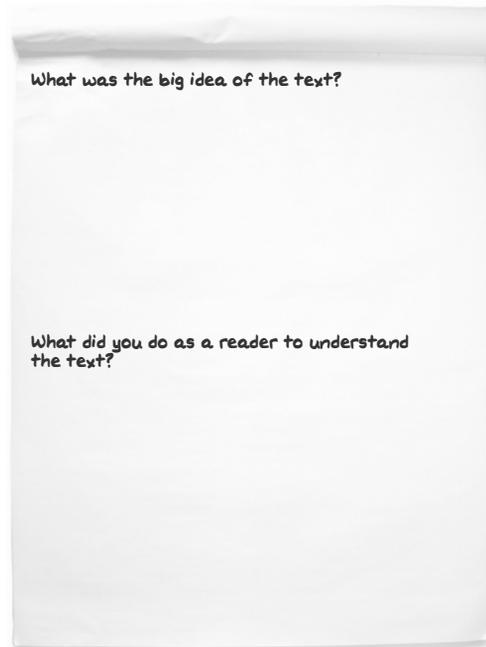
“Using Comprehension Strategies” thinksheet handout,
available on the Resources CD-ROM

Record participants’ thoughts about what they think the text was mostly about, the big ideas in the text

When you notice that your participants have had ample time to discuss the meaning of the text with each other and have jotted down their thinking, ask for volunteers to share their ideas. As participants share out, record their thinking on the Using Comprehension Strategies anchor chart (see page 24). Each time a participant provides a response about the gist of the text or the big ideas, ask, “What in the text made you think that?” This is an important question for teachers to experience and begin asking their own students. It will help to uncover the *why* behind their students’ thinking.

Discuss and record the comprehension strategies participants used

After you’ve discussed the big ideas, ask teachers to look at their annotations, share what they noticed themselves doing to understand the text, and name the strategies they used to comprehend. Most likely teachers will name the strategies that we find in *The Comprehension Toolkit*: rereading, making connections, asking questions, visualizing, inferring, and often reacting emotionally. If teachers struggle to name the strategies they used, feel free to



"Using Comprehension Strategies" anchor chart

restate their ideas in the language of the comprehension strategies: "So you found yourself monitoring your comprehension, making connections, asking questions, inferring, noticing that something was important, summarizing what you learned, and/or putting pieces together and synthesizing what you learned?" Record their thinking and strategy use on an anchor chart.

Once participants have named the strategies they used, point out that none of them named the reading skills usually assessed on the state test (for example, one main idea or author's purpose). That's because those skills are usually a *demonstration* of understanding the text, not what readers do in order to understand the text in the first place. The strategies they use to understand the text are the strategies that the *Toolkits* encompass.

Define *Toolkit* strategies Tell participants that the need for students to learn these strategies is echoed throughout the reading research field. If you have time, begin by showing "A Professional Conversation with Dr. P. David Pearson and the Authors—The Three Components of Reading Instruction" on *The Comprehension Toolkit* CD-ROM. (Dr. Pearson is one of the preeminent initiators of early comprehension strategy research.) Allow participants to turn and talk about what they heard.

Then direct their attention to the summary definitions of the strategies in the *Toolkit* Teacher’s Guides (pages 13–14 in *The Primary Comprehension Toolkit* Teacher’s Guide; pages 6–7 in *The Comprehension Toolkit* Teacher’s Guide). Name each of the strategies, and provide a brief definition of what that strategy entails. Another option is to assign a different strategy to each teacher (or group of teachers, depending on the size of your training audience) to read and share out the information he or she learned about that specific strategy.

Study how a strategy plays out in a *Toolkit* strategy book

After reading about each of the strategies, explain that each *Toolkit* has three to six lessons per strategy that gradually build understanding of that strategy, and ask them to turn to the first page of the strategy book you have chosen to study. Explain that every strategy book begins the same way—with basic information to ground them in the strategy. Ask participants to read through the strategy “launch language” found on the first page and to share out what they learned about that strategy.

Then ask participants to work with their tablemates to look at the individual lessons contained in that strategy book. Suggest that they focus on the lesson’s Overview (the first two pages of each lesson) and the lesson’s Guide (the last two pages of each lesson) to get a sense of the following:

- What the strategy involves
- How strategy instruction is broken down into manageable parts
- How each lesson builds on the previous one

Once participants have had time to read through each of the lesson’s Overviews and Guides, ask them to share what they noticed about the strategy, how the *Toolkit* breaks it down, and how the language from each lesson builds on the previous lesson.

Conclude the session

Ask the teachers how their new learning might enhance their instruction as well as their students’ reading. Remind them that the lessons in the *Toolkits* are strong support for teaching comprehension strategies. They support teachers with teaching language and with pre-selected texts to start with; they support students by engaging them, step-by-step, in the thinking process.

Note: You may want to have a sign-up sheet here and at every workshop for any teacher who would like to meet with you individually or would like you to come into her room and model or co-teach one of the lessons with her students.

Ongoing Support

Choosing to conduct the comprehension strategies workshop, study groups, and one-on-one coaching in a teacher's classroom can add depth to teachers' practices. Following are some ideas for focusing these activities.

Study Groups

- **Reading comprehension research studies.** There are many seminal studies of reading comprehension research that have had significant impact both on our thoughts about the reading process and on teaching effectiveness. Turn your study group into a reading group. You can either all read and discuss the same article or jigsaw a collection of the best, each one sharing with the others the content of his or her article. There is a great selection of research articles on *The Comprehension Toolkit* CD-ROM, as well as on *The Primary Comprehension Toolkit* DVD-ROM, to get you started.
- **Book groups.** Harvey and Goudvis's *Strategies That Work: Teaching Comprehension for Understanding and Engagement*, Second Edition, provides a professional grounding for all *Toolkit* practices. Chapters 1–5 provide the theoretical foundation and research base for comprehension strategy instruction; Chapters 6–11 provide more multi-genre strategy lessons, giving teachers additional opportunities to support kids' reading of fiction and poetry as well as non-fiction. Consider jigsawing Chapters 6–11, assigning one chapter to each of six teachers and having them share what they learned about strategy lessons and instruction in subsequent study group meetings. Another good book for a comprehension book study is *Comprehension Going Forward: Where We Are and What's Next* (Heinemann, 2011), an edited volume of chapters by authors who are all specialists in comprehension theory and practice. It includes chapters by Debbie Miller, Cris Tovani, and Ellin Keene as well as Stephanie Harvey, Anne Goudvis, and others. The chapters can stand alone, or the book can be read in its entirety. To punctuate the point that we do not teach strategies for strategies' sake, you might suggest that teachers read Steph's chapter "Comprehension to What End?" In it, she describes a comprehension continuum addressing the idea that the goal of comprehension instruction is to use strategies to acquire and actively use knowledge rather than just using them for their own sake!

- **Standards correlations (Common Core State Standards or your district or state standards).** One way to increase your teachers' motivation to embrace comprehension strategy instruction is to help them see the natural connection between the curricular standards and the *Toolkit* comprehension strategies. Support teachers to discover the standards connections themselves. With the recent advent of Common Core State Standards (CCSS), this is even easier as they align beautifully with the *Toolkit* lessons. For example, the Common Core Reading Standards for Informational Text for grades 3–6 ask students to determine the main idea of a text, to explain how it is supported by key details, and to summarize the text. In order to determine the main idea, students first have to identify the most important information and then put those ideas together to discover what the author most wanted the reader to understand. Show teachers how the lessons in strategy books 5 and 6, *Determine Importance* and *Summarize & Synthesize*, support students in determining the main idea(s). In particular, Lessons 18, 19, 21, and 24 teach kids to determine the most important ideas. The Common Core Reading Standards for Informational Text for grades K–2 include a standard related to asking questions. The lessons in the *Ask Questions* strategy book in the *Primary Comprehension Toolkit* play right into this standard. Print the Common Core Reading Standards and *Toolkit* correlation charts from the *Staff Development Resources* CD-ROM and distribute to teachers; then have them review the *Toolkit* lessons in relation to the Common Core Reading Standards with this as a guide. The Common Core Standards for Speaking and Listening also dovetail nicely with the *Toolkit* expectations for student interaction. Encourage teachers to review the Common Core Standards for Speaking and Listening and to notice how the collaboration strategies featured in the *Toolkits*—turning and talking, asking follow-up questions, sharing respectfully, and so on—are linked to the Speaking and Listening standards. Challenge the study group to analyze the standards in terms of the comprehension strategies and then plan their *Toolkit* instruction in relation to the Informational Text and Speaking and Listening standards. Explain to teachers that if they using the *Toolkits* faithfully, they are almost certainly meeting most of the CCSS in these two strands.

In-Class Coaching

- **When students are having trouble with a particular strategy,** help the teacher plan a lesson directed toward helping students grasp it, or teach a demonstration lesson yourself, using the experience both to model effective practice and to diagnose the difficulty students are having. Follow up with a visit to observe the results.
- **When students are grasping strategies easily,** visit the classroom to determine when students are grasping the strategies. Talk to kids. Look for understanding of the current strategy and overall engagement with and understanding of the texts they are working on.



Frequently Asked Questions

Do you have to teach the comprehension strategies in order?

The easy answer to this is “no,” although the lessons and the language do build on each other. The *Toolkit* books don’t have to be taught in sequence; you can teach what your students need at any given time, tailoring your instruction to what you know about them as readers. For example, if your students have a solid understanding of activating their background knowledge, making connections that enhance their thinking, and merging their thinking with new learning, you may not need to teach the lessons found in the *Activate & Connect* strategy book. If you notice that your students are having a difficult time finding the main idea, you may want to go straight to the *Determine Importance* strategy book. Once you decide which strategy you will be working on, do teach all the lessons in that book in order. The lessons build on each other, providing students with a solid foundation of how to use and approximate that strategy in their own reading.

The following tips may be useful if you decide to vary the sequence of the *Toolkit* lessons:

- Teachers have found that it is generally helpful to begin with the *Monitor Comprehension* strategy book. Monitoring comprehension is more of a thinking disposition than a strategy in and of itself. Once we teach students to be aware of their thinking, they are far more likely to use strategies effectively. So we do encourage teaching kids to monitor their comprehension first and then teaching other strategies in the order best suited to the kids’ needs.
- We introduce collaborative practices such as turning and talking throughout various lessons in the *Toolkit*. If you choose a different sequence for *Toolkit* lessons, make sure that you introduce the collaborative practices that are needed for that lesson before you teach the lesson.
- In a similar fashion, we introduce strategy and academic language at different points throughout the *Toolkits*, so make sure you introduce the language needed to do what is required before you teach the lesson.

Frequently Asked Questions (continued)

- A final caveat: Teachers have told us that the first time they teach the *Toolkits*, it is helpful to teach the lessons sequentially from the first lesson to the last one to learn the *Toolkit* lessons, language, and practices themselves. That way, when they teach specific *Toolkit* lessons again, they are familiar with them and have a solid idea of their effectiveness at their particular grade level and with their kids. If teachers do choose to go out of sequence when teaching the lessons, point out those lessons that are broken up into two parts, and remind them that those must be done in order.

How long should I spend on each book?

“As long as your students need to” is usually my response—but with a caution. You don’t want to spend so long on a single strategy that it’s January before students have the whole arsenal of strategies to bring to their reading. The *Toolkits* were designed to be flexible and allow teachers to use their professional judgment when deciding when to stay with a strategy and when to move on to another strategy. Depending on who your kids are and what they already can do as readers, some strategies will be easier for them to grasp and others will be more difficult; asking questions is often easier for students to do well than determining importance, for example. So you may find that you spend less time working on an easier strategy than a more complex one. An idea to keep in mind is that all students don’t learn at the same pace; therefore, when most of the group is ready to move on and only a few students need additional time, you can either meet the needs of those few during small-group instruction or make a note to circle back and teach it again later. Don’t forget that the *Extend & Investigate* book (for intermediate grades) offers supplementary thinksheets and language as well as bibliographies for text selection. (Two additional books, *Comprehension Intervention: Small-Group Lessons for The Primary Comprehension Toolkit* and *Comprehension Intervention: Small-Group Lessons for The Comprehension Toolkit*, have been developed to break down each *Toolkit* lesson into smaller lesson chunks to provide extra support for kids who need it. Check them out at www.comprehensiontoolkit.com or www.heinemann.com.)