



Staff Development in the Upper Grades

Overview

Welcome to Nancy Fetzer's Staff development. Nancy's inservices primarily focus on reading and writing strategies packed with rigor and best teaching practices. Her researched-based methods are more than theory alone. Nancy provides teachers with "how-to" strategies that work and can immediately be implemented in the classroom. Teachers will learn the strategies and tools to meet the needs of every student to think at high levels utilizing reading, writing, listening and speaking techniques.

Nancy Fetzer's staff development is custom-tailored to meet the needs of each individual site. When Nancy visits a school, she not only inservices the teachers, but also demonstrates lessons to your students in your classrooms as part of her instructional model. Her engaging lessons are filled with high-levels of student interactions, systematic direct instruction and metacognitive techniques.



Reading Comprehension

The Reading Comprehension Inservices focus on comprehension strategies for narrative and expository text in social studies, sciences, and language arts. Nancy has developed a standards-based reading lesson plan that dove-tails with and enhances any curriculum. Her lesson plan includes three easy-to-use components: Before reading the text or prereading techniques, during reading comprehension strategies, followed by after reading high-level thinking activities.

The before reading or pre-reading activities in the lesson plan include Word Masters to Story Blasters and Lecture Notes. Word Masters is a fast-paced activity that introduces robust vocabulary, while Story Blasters bridges the vocabulary words to academic oral language and narrative writing. Another pre-reading activity is Lecture Notes. Unique interactive Lecture notes utilize narrative and expository text structure elements and sophisticated oral language practice to frontload students with background knowledge to access the language arts, science or social studies core curriculum.

In the during reading part of the lesson plan, Nancy provides a five-level schoolwide matrix that incrementally graduates from basic to advanced reading strategies. This process slowly releases students from direct systematic instruction to independently reading with high-levels of comprehension. Once a level is mastered, students move up the matrix. As students move up these levels they master monitoring and clarifying, predicting and inferring, questioning and evaluating as well as summarizing through sequencing or identifying the most important details.

The after reading part of the lesson plan utilizes systematic and explicit instruction for teachers to guide their students to summarize the text, followed by a deep analysis and evaluation of the material. Most of these activities include graphic organizers and student engagement techniques for higher-level thinking that result in academic language development and writing across the curriculum.



Writing

The Writing Inservices utilize two components of instruction: 1) teacher write and 2) writing lessons.

The first component is the teacher write. This is a daily five-minute lesson for students to observe the teacher “thinking aloud” and writing different genres utilizing the writing process. One essay may take an entire week of teacher writes. During this daily, five-minute period, students listen as she models strategies of a “good writer”. This is a dynamic, fast-paced daily activity crucial for students to observe good, fluent writing, and then connect the skills and strategies learned to their own work as well as provide students with a more academic and sophisticated background of written language.

The second component of writing instruction are the whole class lessons. During these lessons, Nancy demonstrates a model of instruction that emphasizes academic oral language development and systematic writing instruction to plan, revise, and edit writing. This instructional model has a specific design: The teacher begins with step-by-step, explicit instruction that creates a routine of learning. Students then practice the strategy with immediate and corrective feedback from the teacher. After many lessons, the teacher slowly releases students to independently write.



Small Group Reading

Small Group Reading Inservices in the upper grades target early and fluent-level readers. These specialized groups provide teachers with a continuum of instruction so every student, whether slow-progressing, at grade level, or advanced receives specific instruction to read independently with fluency and meaning.

Guided reading groups are designed to meet the needs of early level readers, while transitional groups and book clubs serve the expert fluent readers.

Early-level readers, the students who are learning to read, use leveled books in small-group reading lessons to practice decoding of unfamiliar text, increase their fluency rates, and to develop their comprehension strategies. There are four components in these reading lessons. The first component is a language book walk to preview the story, develop academic language, and also to introduce reading strategies. The second part of the lesson is the word work that focuses on decoding skills and increases sight word knowledge. After the word work is the most important part of the lesson, reading the book with fluency, expression, and meaning. The final component of the lesson is the read-write connection to guide children to write summaries or responses.

Fluent-level readers work in transitional groups and book clubs. In the transitional groups, the teacher systematically guides fluent readers to silently read with high levels of comprehension. After the transitional groups, students then work in book clubs. A book club is a small group of students, who independently read, then meet to discuss the text.