

# RESPONSIVE TEACHING

For Student-Centered Learning

TOOLKIT

- Quick Responses
- Informed Teaching Decisions
- Encourage Collaboration
- Enhance Transfer
- Clever Tools



BENCHMARK EDUCATION COMPANY



# RESPONSIVE TEACHING

## For Student-Centered Learning

### TOOLKIT



Dear Educator,

*“A good tool improves the way you work.  
A great tool improves the way you think.”*

– Jeff Duntemann

The **Benchmark Responsive Teaching Toolkit** was created to support the responsive teacher.

These tools are invaluable for the responsive teacher who:

- Observes the student’s reading and writing behavior and reflects on the needs those behaviors indicate
- Uses expertise to alter planned instruction based on student observations and needs observed
- Designs and manages a learning environment that is risk free and encourages positive relationships and collaboration

The kit is comprised of tools designed to encourage students’ interactions, support teachers’ observations, enhance transfer, and provide suggested teacher responsiveness based on observations of the students.

We are committed to publishing the right tools to help you build language and literacy for life – for ALL your students.

Sincerely,

Tom Reycraft  
Founder and CEO



#### Responsive Teaching Toolkit for Teachers

Y39920 Grades K–1  
Y39921 Grades 2–3  
Y39922 Grades 4–5

#### Responsive Teaching Toolkit for Leaders

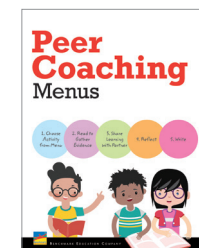
Y39923 Grades K–5

**Hands-on teacher and student resources support responsive, student-centered teaching and learning.**

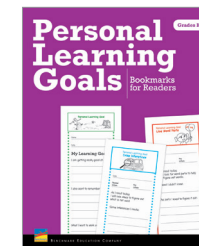
The Complete Responsive Teaching Toolkit includes:

- Peer Coaching Menus
- Prompting Cards for Scaffolding Readers
- Bridge to Transfer Flip Charts
- Personal Learning Goals Bookmarks
- Prompts & Tips for Reading Conferences
- Constructive Conversation Posters
- Constructive Conversation Cards
- Whole-Group Reading Instruction
- Small-Group Reading Instruction

## FOR STUDENTS



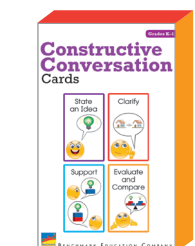
### Peer Coaching Menus Page 4



### Personal Learning Goals Bookmarks Page 5



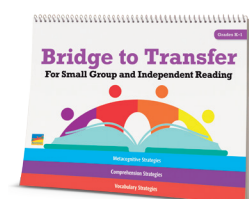
### Constructive Conversation Posters and Cards Page 6



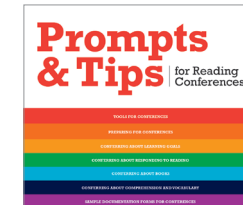
## FOR TEACHERS



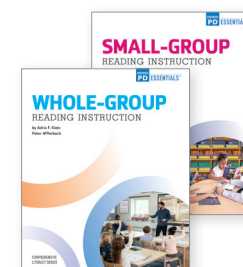
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### Bridge to Transfer Flip Charts Page 9



### Prompts & Tips for Reading Conferences Page 8



### Whole-Group Reading Instruction Small-Group Reading Instruction Page 10

## Our Author & Consultant Team



### Jeff Zwiers, Ed.D.

Senior researcher at Stanford University; co-director of the Academic Language Development Network, focusing on accelerating students’ literacy, language, cognition, and conversation skills



### Adria Klein, Ph.D.

Director of a center focused on early literacy intervention at Saint Mary’s College of California



### Wiley Blevins, Ed.M., Literacy Consultant

Early reading specialist, Ed.M. from Harvard; taught elementary school in both the United States and South America



### Linda Hoyt, M.A.

Reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator



### Debbie Whitt Jarzombek, M.Ed.

Educational consultant, literacy professional development specialist, and curriculum development leader



### Peter Afflerbach, Ph.D.

Professor of Reading in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland

# Peer Coaching Menus

**When:** During Peer Conferences

**What:** Peer Coaching Menus provide collaborative reader response activities for literary and informational texts. Activities incorporate speaking, listening, and writing in a reader's notebook.

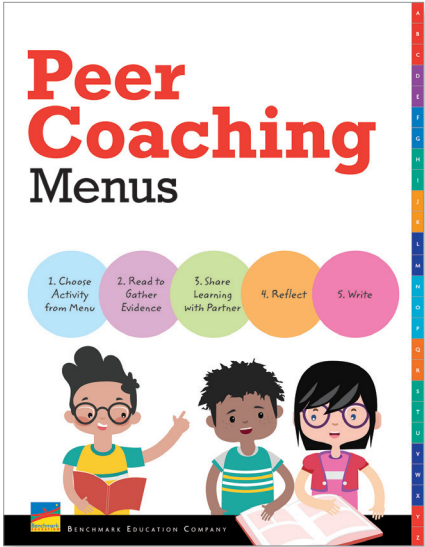
**How:** Assign cards for fiction or informational text during partner reading time to help students engage with one another as they talk, listen, and collaborate about books.

Each card is leveled.



Each card has leveled activities for literary texts on one side and for informational texts on the other.

Each side of every menu offers four choices of activities.



Peer Coaching Menus

# Personal Learning Goals Bookmarks

**When:** Conference to Independent Reading

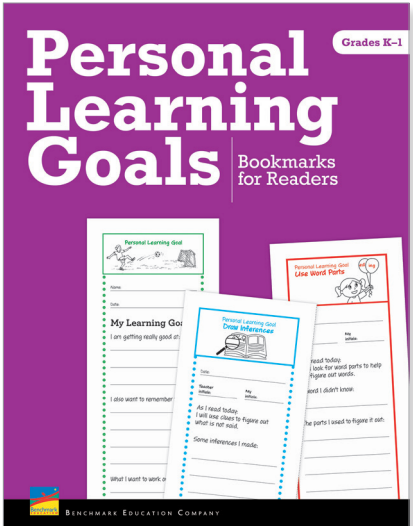
**What:** Personal Learning Goals Bookmarks promote students' mindfulness and learning engagement by allowing them to set goals independently, with reading partners, and with teachers.

**How:** As you confer with students, help them identify personal learning goals and record them on their bookmarks. Students will use the bookmarks as they read independently to guide critical thinking and application of the learning goal.

Prompts help students identify focused, attainable goals.



Students take responsibility for their learning.



Personal Learning Goals Bookmarks for Readers

20+ Bookmarks per Grades K-1, 2-3, and 4-5



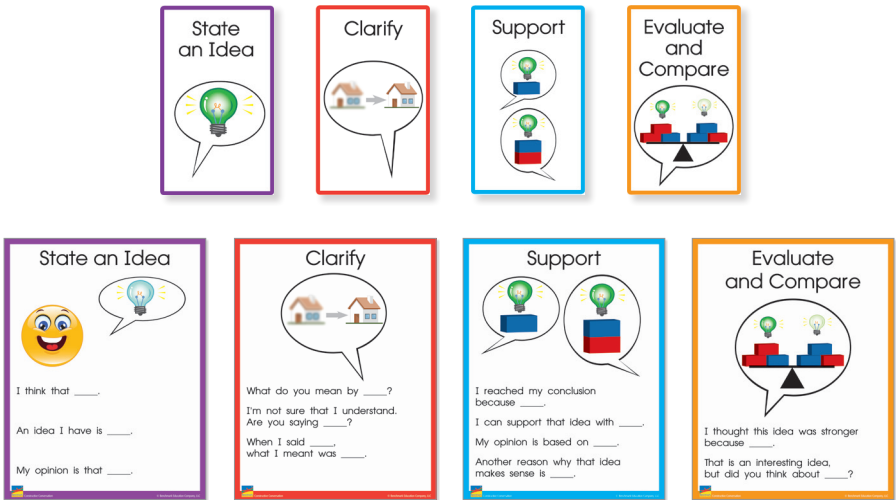
# Constructive Conversation Cards and Posters

**When:** During Whole-Class Instruction

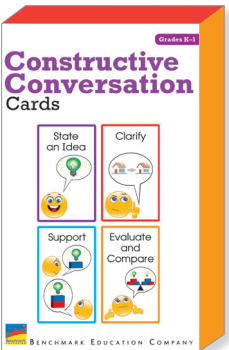
**What:** Constructive Conversation Cards and Posters reinforce the core skills of academic conversation: posing relevant ideas, clarifying and supporting ideas, and evaluating evidence.

**How:** Have students use the cards during whole-class instruction during Think, Pair, Share; Turn, Talk, and Listen; and other whole-class routines to promote constructive, positive peer interactions.

Hang the posters with just the statement and visual clue or hang the side that includes helpful prompts when students need more support.



Jeff Zwiers, Ed.D.



**Constructive Conversation Cards**  
5 Decks of 42 Cards for Grades K–1 and 2–5



**Constructive Conversation Posters**  
4 Posters for Grades K–1, 2–3, and 4–5

# Prompting Cards for Scaffolding Readers

**When:** Small Group

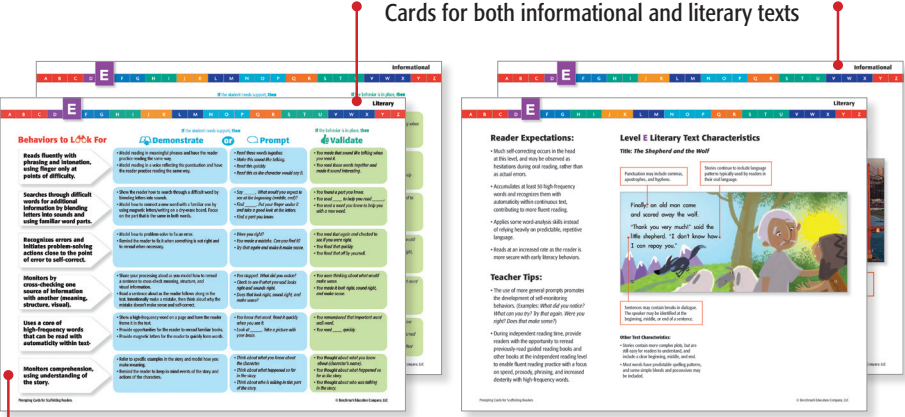
**What:** On the front of each leveled card, “Look Fors” guide you with appropriate prompts, demonstrations, and validations as you observe students’ reading behaviors.

The back of each card provides Reader Expectations, Teacher Tips, and an example of a text type at that level.

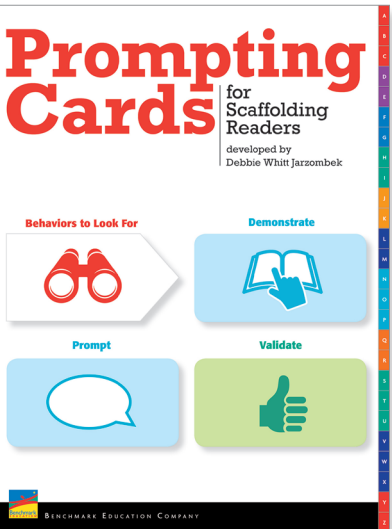
**How:** Use the prompts during small-group instruction to guide your observation of students’ reading behaviors. Based on observations and analysis, choose a prompt, demonstrations, and/or validations to support each student’s access to texts.



Debbie Jarzombek, M.Ed.



Six “Look Fors” help you evaluate the student’s reading behaviors, and then guide you toward either demonstrating the appropriate behavior, supporting the student in performing the behavior, or validating the student’s behavior.



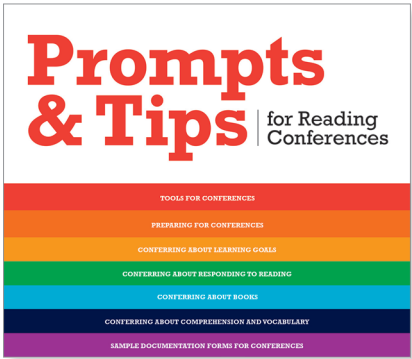
Prompting Cards for Scaffolding Readers

# Prompts & Tips for Reading Conferences

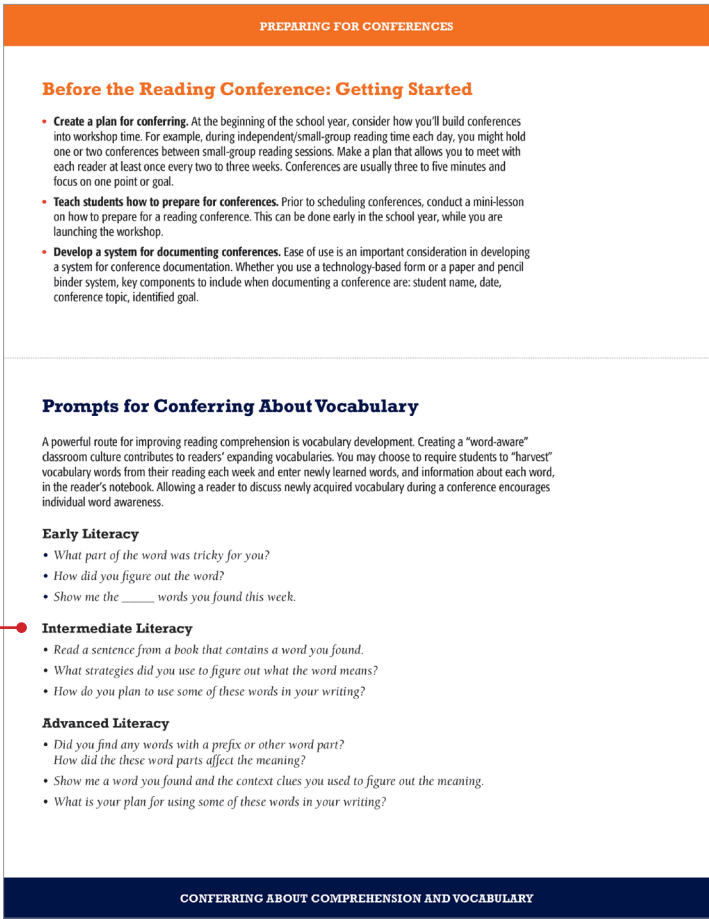
**When:** During Student-Teacher Conferences

**What:** Prompts & Tips for Reading Conferences provides strategies and prompts to support you in holding engaging student-centered conferences.

**How:** As you confer with students, you can refer to this flip chart and the strategies and prompts provided to have an effective and productive conference.



Prompts & Tips for Reading Conferences  
for Grades K–5



Prompts are provided at three levels to address students at different proficiencies.

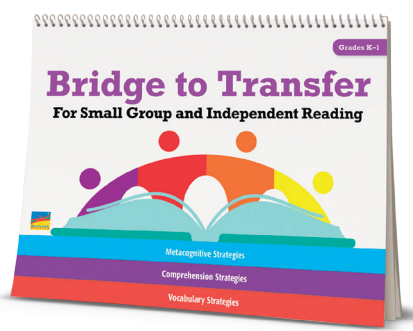
# Bridge to Transfer Flip Charts

**When:** Whole Group to Small Group

**What:** Bridge to Transfer Flip Charts keep students mindful of a strategy as they bridge from mini-lesson to small-group instruction and independent reading.

**How:** As you transition from whole-group instruction to small-group instruction and independent reading, use the flip chart to connect the mini-lesson to small-group instruction and independent reading. The flip chart will remind students of strategies they learned during the mini-lesson.

Make sure students can see the flip chart during small-group or independent work time. You may want to place the flip chart in the small-group area or near your independent reading area.



Bridge to Transfer  
for Small Group and Independent Reading  
for Grades K–1, 2–3, and 4–5

Reminders of important strategies help students practice and apply what they learned in whole-group instruction.



Bonus Teacher Support

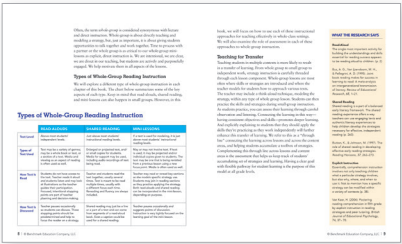
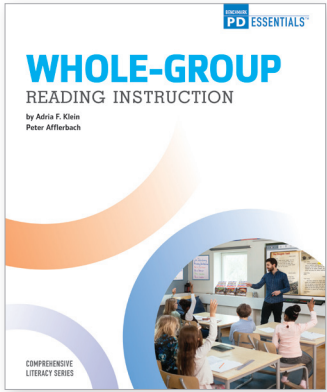
Essential Professional Resources from Literacy Expert Dr. Adria Klein

Whole-Group Reading Instruction answers the questions teachers have when working with the entire classroom. The authors succinctly address:

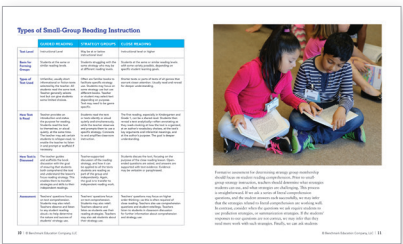
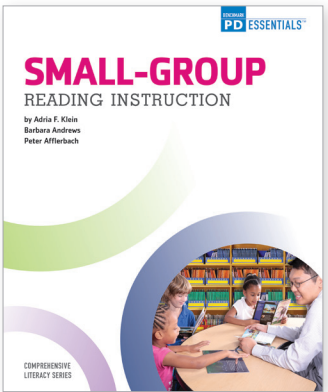
- Best practices for read-alouds, shared reading, and mini-lessons
- Assessment to inform instruction as part of every chapter, tailored to what is logical and doable in the various whole-group settings
- Targeted support for English Learners, as well as suggestions for differentiation for special learning needs
- Suggestions for further reading and key references from reading research
- A glossary of relevant terms so that teams can discuss and develop a shared common language for collaboration

Small-Group Reading Instruction focuses on the key questions teachers have when working with small groups. The authors provide:

- Best practices for guided reading, strategic groups, and close reading
- Strategies to implement best practices successfully in the classroom and monitor progress
- Targeted support for English Learners and suggestions for differentiation for special learning needs
- Suggestions for further reading as well as key references from reading research
- A glossary of relevant terms so that teams can discuss and develop a shared common language for collaboration



Whole-Group Reading Instruction  
7 1/2" x 9", 72 pages



Small-Group Reading Instruction  
7 1/2" x 9", 80 pages

Responsive Teaching Principles and Practices

Bundle your Responsive Teaching Toolkits with targeted professional development modules.

Each module features:

- Highly qualified trainers – experts in Responsive Teaching practice
- Well-designed interactive sessions focused on the Responsive Teaching framework:
  - Professional Knowledge and Principles
  - Connecting with the Learner
  - Learning Environment
  - Cycle of Instruction

Also available are Customizable Responsive Teaching modules:

- Delivered on-site or online
- Scaled to your district or school needs

Available with purchase of any version of the Responsive Teaching Toolkit. Call the Benchmark Education PD department for a free quote or customized proposal:

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Professional Services





# RESPONSIVE TEACHING

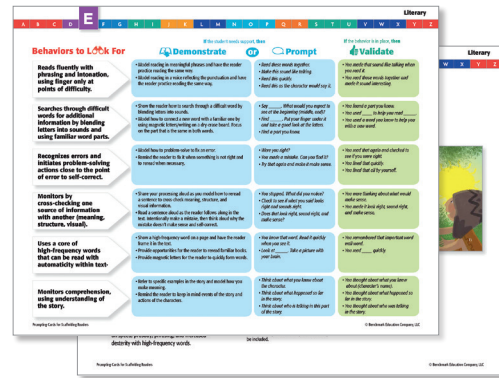
For Student-Centered Learning

## TOOLKIT

## Engaging, Practical Tools for Effectively Supporting Positive Reading Behaviors



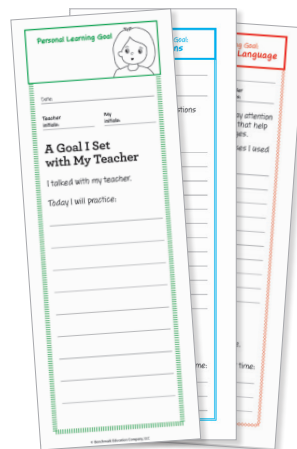
**Bridge to Transfer Flip Charts**  
Provide a visual bridge from whole-group learning to small-group and independent application.



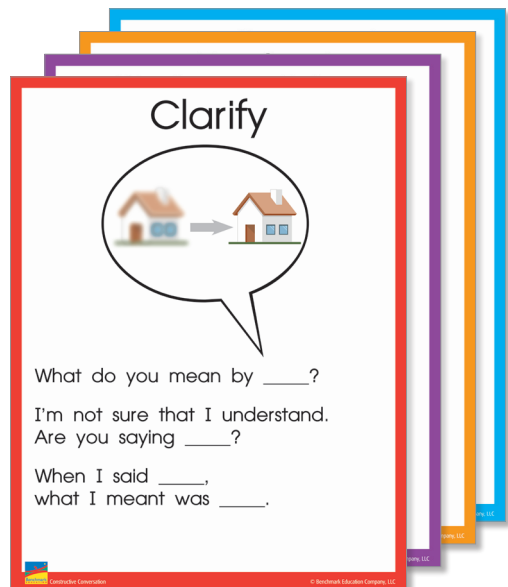
**Prompting Cards**  
Leveled cards for scaffolding readers support teachers as they help students access and comprehend texts.



**Peer Coaching Menus**  
Engaging partner activities for both Informational and Literary texts.



**Personal Learning Goals Bookmarks**  
20+ different bookmarks help students focus on their learning goals.



**Constructive Conversation Posters**  
Provide visual reinforcement of the conversation process and opportunities for modeling.



**Prompts & Tips Flip Chart**  
Provide support for teacher-student reading conferences.



**Constructive Conversation Cards**  
Engaging tool provides structure for students as they participate in constructive conversation.

