



Reading Coach

Rotating Reading Stations With the 5Es

ACTIVITY 8

The 5E instructional approach to teaching and learning helps students build understanding through their own experiences and critical thinking. The 5E model may generally assist teachers in structuring lessons efficiently and getting students involved in the learning process. It offers a structure for teachers to convey material in a motivating and relevant way while also allowing for flexibility and modification to meet the needs of individual learners. When you utilize the 5 Es—engage, explore, explain, elaborate, and evaluate—in tandem with Reading Coach, students are able to see for themselves where they have literacy gaps and may be able to self-correct.

Context

This activity takes place in a diverse high school. The 15 MLEs in this class are from different backgrounds and have varying proficiency levels, though the majority of students are at a proficiency level of CEFR A2. The teacher has determined that students need help with reading comprehension, so decides to use Reading Coach in Teams as a station during reading rotations. Students spend 20 minutes at each of four stations during reading rotations.

OBJECTIVES: Students will be able to identify areas of improvement in their reading and critical thinking skills.

MATERIALS: Established reading rotation stations:

- ▶ **Reading:** This station features books that students can read alone or with a partner.
 - ▶ **Suggested materials:** books with varying reading levels and topics, bookmarks or sticky notes for students to keep track of their progress, comfortable seating, printed graphic organizers (e.g., KWL charts, story maps, Venn diagrams, cause and effect charts)
- ▶ **Writing:** Students focus on writing a story or responding to a prompt.
 - ▶ **Suggested materials:** writing paper or notebooks, writing and drawing implements, rubrics or checklists for self-assessment or peer feedback, printed graphic organizers (e.g., storyboards, character maps, and plot diagrams)
- ▶ **Listening:** Students listen to a text and fill out a graphic organizer.
 - ▶ **Suggested materials:** audio source (e.g., CD player, computer, tablet with headphones), and selection of audio texts (e.g., stories, articles, podcasts), printed graphic organizers (e.g., note-taking charts, story retelling maps, summarization maps)
- ▶ **Reading Coach:** Students focus on specialized reading instruction.
 - ▶ **Suggested materials:** graphic organizers (e.g., sight word lists, reading comprehension maps, phonics charts, vocabulary maps)

TIME: 80 minutes (20 minutes per station)



Procedure

- 1 Engage:** The goal of the engage phase is to attract students' attention and pique their interest in the subject. Present the reading rotations and outline the benefits of each station. To attract interest and promote involvement, also offer questions, like "How do you feel about reading and writing?" or "What do you think you'll enjoy most about these stations?"
- 2 Explore:** Students can look into and further investigate the topic at hand during the explore phase. In this instance, students will spend 20 minutes at each of the four stations as they cycle between them. They will investigate various reading, writing, and listening techniques and use Reading Coach for personalized teaching throughout this time frame.
- 3 Explain:** During the explain phase, provide students with explanations, clear up any misunderstandings, and provide additional resources. Describe the function of each station and the learning goals connected to it. Answer any questions that the students may have concerning the tasks or the application of Reading Coach.
- 4 Elaborate:** During the elaborate phase, students may put their knowledge to use and further their comprehension of the subject. Ask your students to comment on what they discovered during the reading rotations by presenting the class with their finished graphic organizers or writing assignments. Then, ask the students to consider their time spent using Reading Coach and to talk about how it has improved their reading abilities.
- 5 Evaluate:** During the evaluation phase and with teacher guidance, students self-evaluate their comprehension and determine if the learning objectives have been accomplished. With your students, review their work throughout the reading rotations and go over their finished graphic organizers and writing prompts. Assess how effectively students are improving their reading abilities using Reading Coach's progress monitoring tool, making any required program adjustments.

Adaptations & Extensions

Students can take the 5E process a step further with a reading journal. Provide appropriate graded readers with incremental complexity in vocabulary and language use. Students complete the reading with Reading Coach and record their progress. In addition, students go through the 5E process for each of the assigned readings and write about the experience in their journal.

Additional Resource for This Activity

- **The 5E Instructional Model** (NASA)



Pro Accelerator Tip

Use Reading Coach as a tool for differentiation. Create different reading groups based on students' reading levels and assign them specific activities on the platform.



Pro Accelerator Tip

Regularly check on students' Reading Coach progress. Use data to guide lessons and monitor student development—be sure to make necessary changes to the program's settings or students' reading levels. Use the data to pinpoint areas of need and deliver specialized training to students who are having trouble understanding what they're reading.