

***Study Circle Guide
For Teachers of Low-literacy
Adult ESL Students***

**LOW-LITERACY ADULT ESL STUDY CIRCLE II:
*NEXT STEPS IN DESIGNING BALANCED INSTRUCTION***

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Study Circle II Guide for Teachers of Low-literacy Adult ESL Students:

NEXT STEPS IN DESIGNING BALANCED INSTRUCTION

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General Overview

Description: This study circle is a professional learning activity for teachers of low-literate adult ESL students, those learners with little or no first-language literacy. With a special focus on balancing instruction to meet the complex needs of these learners, teachers explore relevant research and its implications for best practices in the classroom. The study circle participants engage in both at-home reading and reflective classroom tasks that inform and deepen discussions and allow for maximum professional growth.

Timeframe: 3 meetings of 3 hours each over the course of 6-8 weeks. 9 hours total.

Clear objectives are identified for each topic, but the overall objectives of this Study Circle include the following.

The participants will:

1. Identify the varied roles teachers play in order to cover the wide range of content taught in Low-Literacy Adult ESL Classrooms
2. Become familiar with frameworks and strategies for building balanced instruction into big picture planning and daily lessons.
3. Through various resources and discussions, prepare to implement organizational and structural improvements to your low-literacy adult ESL classroom to benefit students' wide range of abilities and needs

How does this Study Circle exemplify the core features of effective professional development (Desimone, 2009)?

- *Content Focus:* This professional development activity is extremely focused. The target audience is teachers of low-literacy adult ESL, and this study circle will specifically focus on reading instruction for these learners.
- *Active Learning:* This professional development activity will involve a series of meetings for a small cohort of practitioners. Each meeting will involve discussion and sharing to identify innovative, evidence-based solutions to classroom concerns about learners and their literacy development. Each meeting will be preceded and followed up by at-home reading and reflective classroom-based tasks that will generate richer and deeper discussions during the study circle meeting.
- *Coherence:* This professional development activity is organized in a logical progression to explore in depth several key issues in teaching this specific population of learners. Coherence is achieved by building on what teachers already know, exploring teacher beliefs on each topic and encouraging communication and openness to learning, and aligning improvements with state and program policies. The study circle will move in a circular

fashion, first looking to relevant research on a specific topic, providing time and tasks to assure comprehension. Then, taking this new knowledge into account, study circle participants examine connections from that research to their own classrooms and experience. Finally, specific tasks and subsequent reflection provide an opportunity to experiment with teaching techniques and approaches to literacy instruction that change and improve teachers' practice and subsequently student learning.

- *Duration:* This professional development activity meets over a course of 6-8 weeks, roughly once every two weeks. The study circle meetings themselves will require 9 hours of contact time with activities, reflections and observations between meetings.
- *Collective Participation:* This professional development activity is a group endeavor, bringing together practitioners from various sites and programs who share the common experience of working with low-literate ESL learners. The participants' various contexts allow for unique sharing and networking during and beyond the study circle.

Expectations of the facilitator

The facilitator is expected to come prepared for each meeting and to provide all the materials, readings, and support needed for the study circle to be a success. He/she is expected to facilitate thoughtful, respectful, reflective discussion on the various topics and, when appropriate, to re-direct participants to the research and its connections to the classroom.

The facilitator acts as a resource, a sounding board, and a helpful guide during this professional learning activity.

Note to facilitator: After each meeting, write up summary notes about the discussions and key ideas, anything of particular importance, and share those notes with the group electronically. Bring a few paper copies of the notes to each subsequent meeting, as they will serve as a way to jog participants' memories and re-enter the topics.

Expectations of participants

Participants are required to attend all three meetings. Prior to each meeting, participants are expected to have carefully read the assigned articles and to have completed tasks, including responding to discussion questions or doing a classroom observation. If participants are unable to attend all meetings or to complete the work required, their stipend and CEUs will be affected as determined by ATLAS.

During meetings, participants are expected to engage actively in the discussions and to be respectful of each other at all times. Participants are expected to enter this professional learning activity with an open mind to new ideas and a willingness to share their experiences with the group.

Tables of topics, required readings, and outside tasks by meeting

Meeting One:

1. Classroom Content	Readings/viewing to be completed prior to meeting	Additional Tasks
<ul style="list-style-type: none"> • Identify the multiple roles LESLLA teachers play. • Become familiar with purpose of content standards. • Differentiate between language content and literacy content. • Practice Reading and Speaking/Listening content standards in a lesson. 	<p>8-minute video on content standards in MN Adult Basic Education: https://youtu.be/qV2eD7qckww</p> <p>ATLAS (ABE Teaching & Learning Advancement System). (2013). Transitions Integrations Framework. Retrieved from http://atlasabe.org/professional/transitions. [Read excerpt ONLY, pages 9-14, Effective Communication]</p> <p>Minneapolis Public Schools. (2016). <i>Literacy framework, Read well by grade three – A literacy plan for MPS students</i>. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary_literacy [Read excerpt ONLY, pages 13-19, Reading Instruction]</p> <p>National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). <i>Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects</i>. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf [Read excerpt ONLY, pages 15-16, Reading Standards: Foundational Skills (K-5)]</p> <p>U.S. Department of Education, Office of Vocational and Adult Education. (2013). <i>College and career readiness standards adult education</i>. Washington, DC: Author. Retrieved from</p>	<p>Please write out brief responses to the questions on the handout <i>Discussion Questions 1</i> and bring to our meeting.</p>

	<p>http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf. Alternate link: http://atlasabe.org/professional/content-standards [Read excerpt ONLY, pages 29-32, Speaking and Listening Standards]</p> <p>Vinogradov, P. (2016). <i>Tasks for teaching speaking to pre-literate learners</i>. TESOL Encyclopedia of English Language Teaching. Alexandria, VA: TESOL (Teachers of English to Speakers of Other Languages).</p>	
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Meeting Two:

2. Building in Balance	Readings	Additional Tasks
<ul style="list-style-type: none"> • Articulate importance of scaffolding within balanced instruction. • Articulate the relationship between language development and literacy roles. • Articulate the benefits of intentionally incorporating balanced blocks of instruction. • Define blocks of balanced instruction. 	<p>Minneapolis Public Schools. (2016). <i>Literacy framework, Read well by grade three – A literacy plan for MPS students</i>. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary literacy</p> <p>MN ABE Professional Development. (2015). ATLAS Classroom Video: Critical Thinking. Available: https://youtu.be/v9XkUD4mHb0</p> <p><i>Reading Workshop in Kindergarten</i>, Teaching Channel video: https://www.teachingchannel.org/videos/kindergarten-reading-workshop-ousd</p> <p>Strube, S. (2015). Bridging the gap in the LESLLA classroom: A look at scaffolding. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), <i>Adult Literacy, Second Language and Cognition</i> (149-164). Nijmegen, Netherlands: Radboud University. Available: https://www.ru.nl/cls/order-form/ordering-adult-literacy-second-language-cognition/.</p>	<p>Please write out brief responses to <i>Discussion Questions 2</i> and bring these to our meeting.</p> <p>Choose a classroom task based on insights from our readings to try out with your learners. Be prepared to report back to the group!</p> <p>Bring a simple outline of your weekly schedule; we will be looking at ways to organize blocks of class time during our meeting.</p> <p>Fill out graphic organizer on Classroom video (Critical Thinking with Carol M).</p>

Meeting Three:

3. Organization	Readings	Additional Tasks
<ul style="list-style-type: none"> • Determine key factors in classroom design. • Identify different types of readers and resources for assessment. • Articulate implications of UDL and balanced instruction for different types of readers. • Incorporate learned concepts into weekly plans for their unique classroom structure. 	<p>Watch these <i>Designing Your Classroom</i> videos:</p> <ul style="list-style-type: none"> • Jessica Jones, Minnesota Literacy Council, St. Paul Before: https://youtu.be/M_KVdAfVY-o After: https://youtu.be/9XwCZCGIOEo • <i>How Can Low-literacy Adult ESL Classroom Spaces be Organized?</i> From Kristin Klas, 2016. https://www.youtube.com/watch?v=vqaVLzYcBlg <p>ATLAS (ABE Teaching & Learning Advancement System). (2015). <i>Beginning Alphabetics Tests & Tools</i> (Authors: M. Frank & K. Perry). Retrieved from http://atlasabe.org/resources/ebri/ebri-alphabetics. [Read excerpt ONLY, pages 26-36, Beginning Alphabetics Tools]</p> <p>Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. <i>The Reading Teacher</i>, 57(6), 520-531.</p>	<p>Please write out brief responses to <i>Discussion Questions 3</i> and bring these to our meeting.</p> <p>Fill out graphic organizer on Peer Observation.</p>

Meeting One: Preparation for first meeting

Objectives for Meeting One:

1. Identify the multiple roles LESLLA teachers play.
2. Become familiar with purpose of content standards.
3. Differentiate between language content and literacy content.
4. Practice Reading and Speaking/Listening content standards in a lesson.

Preparation for Meeting One:

- Confirm the number and names of participants
- Re-read the articles and familiarize yourself with the discussion questions and the agenda

Materials needed for Meeting One:

- Nametags, writing utensils, large poster paper, and markers.
- Articles and discussion questions with your own notes.
- Copies of the “Table of Topics” for all participants (see previous page).
- Blank grid of teacher contact information (in Appendix).
- A handout of each of the 3 content standard documents (links below)
- “Building Language and Literacy” handout (in Appendix).
- Several different narrative reading texts that can be used at this level (not included).
- Meeting One Reflection (in Appendix).

Participants should be sent information about the study circle via email 2-3 weeks in advance of the first meeting in order to plan their schedules, spend time reflecting on the Meeting One readings/viewing, and prepare written responses to the discussion questions.

The Meeting One readings/viewing should be read carefully in advance of the first meeting. This will ensure a richer and more productive exchange of ideas during the meeting. The readings should be made available through the email (see next page for email content). The email attachments should include the Vinogradov article *and Discussion Questions 1* (in Appendix).

ATLAS (ABE Teaching & Learning Advancement System). (2015). *8-minute video on content standards in MN Adult Basic Education*: <https://youtu.be/qV2eD7qckww>

ATLAS (ABE Teaching & Learning Advancement System). (2013). *Transitions Integrations Framework*. Retrieved from <http://atlasabe.org/professional/transitions>.
[Read excerpt ONLY, pages 9-14, Effective Communication]

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary_literacy
[Read excerpt ONLY, pages 13-19, Reading Instruction]

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

[Read excerpt ONLY, pages 15-16, Reading Standards: Foundational Skills (K-5)]

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and career readiness standards adult education*. Washington, DC: Author. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. Alternate link: <http://atlasabe.org/professional/content-standards>

[Read excerpt ONLY, pages 29-32, Speaking and Listening Standards]

Vinogradov, P. (2016). *Tasks for teaching speaking to pre-literate learners*. TESOL Encyclopedia of English Language Teaching. Alexandria, VA: TESOL (Teachers of English to Speakers of Other Languages).

To: Study Circle Participant
RE: Introduction, preparing for Meeting One

Dear Study Circle Participant,

Hello and welcome to ***Low-literacy ESL Study Circle II: Next Steps in Designing Balanced Instruction!***

I'm so looking forward to seeing you all at *LOCATION DATE TIME* where we will delve into the latest topics regarding beginning literacy! Just as we did the first time around, we will read, discuss, reflect, try out new strategies, and grow as practitioners and scholars.

From our experiences in the first study circle, we know that much of the best advice and insights come from reflecting and sharing with fellow instructors and integrating those experiences with relevant research. *This study circle was created to give professional wisdom and research a meeting place, and to provide a forum for discussion, inquiry, and continued problem solving as the field of beginning literacy evolves.*

This is a study circle that will consist of 3 meetings: *DATES*

Meetings will be held at: *LOCATION*

Look for an email about parking information as Meeting One approaches and please jot down my phone number in case you have any trouble finding us: *FACILITATOR PHONE NUMBER*

In order to kick start our study circle, please complete the following tasks before our first meeting:

1. Watch this video about content standards and standards-based education in MN adult education: <https://youtu.be/qV2eD7qckww>
2. Read the selections (Listed below - please note selected page numbers. Also, the Vinogradov article doesn't have a link yet - it is attached.)
3. Reflect on the attached discussion questions (***Discussion Questions 1***)

Your prior reflection will ensure a fruitful and interesting exchange right from the start. If you have any trouble opening these articles, do let me know. While you don't need to print and bring them, you may find it helpful to have them handy as we're discussing. To save paper, we won't be providing print-outs.

I am so excited to continue the discussions started in the first study circle and am looking forward to another round of engaging, reflective conversation with you. If you have any questions or concerns in the meantime, please feel free to contact me.

Last, but not least, here are the readings/viewing:

ATLAS (ABE Teaching & Learning Advancement System). (2013). Transitions Integrations Framework. Retrieved from <http://atlasabe.org/professional/transitions>.
[Read excerpt ONLY, pages 9-14, Effective Communication]

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary_literacy
[Read excerpt ONLY, pages 13-19, Reading Instruction]

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf
[Read excerpt ONLY, pages 15-16, Reading Standards: Foundational Skills (K-5)]

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and career readiness standards adult education*. Washington, DC: Author. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. Alternate link: <http://atlasabe.org/professional/content-standards>
[Read excerpt ONLY, pages 29-32, Speaking and Listening Standards]

Vinogradov, P. (2016). *Tasks for teaching speaking to pre-literate learners*. TESOL Encyclopedia of English Language Teaching. Alexandria, VA: TESOL (Teachers of English to Speakers of Other Languages).

See you soon!

FACILITATOR NAME

AGENDA for Meeting One & notes to facilitator

Meeting Time: 3 hours

<p>Welcome, Introductions, Housekeeping</p> <p>30 minutes</p>	<p>Introductions, names and teaching settings. Circulate sheet to collect names, contact information, and teaching schedule for distribution to the group. <i>This will be particularly helpful as participants arrange their peer observations between Meetings 2 & 3.</i></p> <p>Briefly introduce yourself- just name and school site for the moment.</p> <p>To get us thinking about our experiences since the first study circle, let's take a few minutes to reflect on what we've been up to since you first participated. Talk to the person next to you: <i>What are your greatest successes in the classroom? What's still challenging you?</i> Brief share out.</p> <p>Go over the plan for the study circle and this meeting (distribute table from this guide with breakdown of meetings, topics, readings, & outside tasks). Go over objectives for this meeting.</p> <p><i>Mention information about breaks, bathrooms in the building, vending, parking concerns, and any other housekeeping details.</i></p>
<p>Clarifying our roles</p> <p>20 minutes</p>	<p><i>"Roles we play" speaking chain:</i> First person: <i>My name is _____.</i> As a Low-literacy adult ESL teacher, I play the role of _____. Next person: <i>My name is _____.</i> I play the role of _____ and _____. (The first role is the role named by the previous person and the next is a new role. Each person needs to repeat the prior roles and add on a new role, making it increasingly difficult. Facilitator will need to model.)</p> <p><i>Whole group:</i> Once everyone has introduced themselves and named a Low-literacy teacher role, the whole group will shout out all the roles while the facilitator or volunteer writes them on poster paper. Any roles that we are missing? Anything to add or clarify?</p> <p><i>Facilitator note:</i> keep the paper with the roles and email the list to the group</p> <p><i>"Leading Role" name tags:</i> Write your name and one role you believe you spend the most time playing. This role reflects your and your program's values. Keep this value in mind as we talk about standards and structures – they will help guide you in your planning.</p>

<p>Reflection on reading</p> <p>25 minutes</p>	<p>After name game, put participants in groups of 3-4. Hand each group a different standards document (CCRS – Speaking & Listening, TIF – EC, or Reading Foundations)</p> <p>Facilitator says: <i>Each group has a different standards document. What standards does your group have? Do you think your document is more language focused or literacy focused?</i></p> <p><i>Now, let’s think about the name game we just did. Is it language focused or literacy focused? What standards from your document are reflected in the name game? Circle those. If there are none, what could you do to the game to add one skill?</i></p> <p>Bring group back together, each group shares briefly.</p> <p>Take a look at your discussion questions you prepared for today. In a small group, decide on 2-3 that were the most interesting to you. Take time to dig in more deeply to those questions together, and choose one person to summarize the highlights of your discussion for the full group.</p> <p>Bring back together. Each group shares briefly about the direction their discussion took.</p>
<p>BREAK</p> <p>15 minutes</p>	
<p>Practical Application</p> <p>40 minutes</p>	<p>In practice, we all teach both language and literacy skills, but perhaps with different emphasis...let’s dig into what teaching both literacy and language looks like in the classroom so we can be more intentional.</p> <p>Place two pieces of large poster paper at opposite ends of the room. Label one <i>Speaking and Listening</i> and one <i>Reading and Writing</i>. As a whole group, give a couple examples of classroom tasks that go under each category.</p> <p>Next, split the group in half, with each group going to one of the pieces of paper.</p> <p>Have the groups spend some time brainstorming activities they use to facilitate their category heading. After some time, have the groups switch, review what’s been written, and add any activities that may be missing. Encourage them to draw from today’s readings!</p> <p><i>Facilitator note:</i> have extra pieces of paper ready in case they get filled and type/compile these lists and email to the group.</p> <p>Come back together as a large group, take a minute to review, clarify and add as needed. Facilitator will document and email the group.</p>

<p>Deepening Our Practice</p> <p>35 minutes</p>	<p>Handout the “Building Language and Literacy Comprehension.” Give participants a few minutes to read it over and jot notes about how they’ve used or would like to introduce these activities into their instruction.</p> <p>In pairs or smaller groups, use the “Building Language and Literacy Comprehension” handout suggestions to demonstrate one S/L and one R/W activity to extend a typical Low-Literacy worksheet or story. Set out a few different texts for small groups choose from and have them come up with an additional S/L and an additional R/W activity for their chosen text.</p> <p>As a large group, share “ahas” and takeaways.</p>
<p>Wrap Up, Planning for next time, Evaluation</p> <p>15 minutes</p>	<p>Review what to do for the next meeting, final questions or comments? See “for next time” below.</p> <p><i>Classroom Tasks:</i> Look for an email that will include a graphic organizer and general questions about your classroom task (Facilitator: bring one copy to show participants what to look for) in addition to the discussion questions for Meeting 2.</p> <p><i>Observations:</i> Between Meetings 2 & 3, each of you will observe another class of emergent readers. It can be another teacher in this study circle, or elsewhere if that’s not convenient. We can learn so much from watching each other! Please start thinking about when and where you can make this happen and to get it on your calendars.</p> <p>Reflection: Revisit the Meeting One objectives. Take a moment to mark a \checkmark, \checkmark^-, or \checkmark^+ next to each objective.</p> <p>Anything we should re-visit next time?</p> <p>Brief reflection (hand out, give them a few minutes to complete):</p> <ol style="list-style-type: none"> 1. Identify 2 key things that you have learned today. 2. What is 1 thing that you would like to try in your classroom? 3. Identify one question that you have related to content standards.

FOR NEXT TIME: Meeting Two

Facilitator: Bring example copies of Meeting 2 handouts (numbered list below) to show participants what to expect along with the reminder email (see below) to participants after Meeting One.

1. Discussion Questions 2
2. Classroom Task Organizer and Reflection
3. Observation Graphic Organizer

Meeting Two: Preparation for second meeting

Objectives for Meeting Two:

1. Articulate importance of scaffolding within balanced instruction.
2. Articulate the relationship between language development and literacy roles.
3. Articulate the benefits of intentionally incorporating balanced blocks of instruction.
4. Define blocks of balanced instruction.

Preparation for Meeting Two:

- Type up notes from Meeting One
- Re-read the articles and familiarize yourself with the discussion questions and the agenda

Materials Needed for Meeting Two:

- Nametags, writing utensils, large poster paper, and markers.
- Articles and discussion questions with your own notes.
- A copy of the Observation Graphic Organizer (in Appendix).
- 6-12 copies of the “Phonics” plan and the “Reader’s Workshop” plan (in Appendix).
- Highlighters for analyzing lesson plans.
- 6-12 copies of the “Venn Diagram” handout (in Appendix).
- 3-4 copies of each teacher’s guide (in Appendix)
- Weekly grid (in Appendix) and mini post-it-notes for planning time.
- Meeting Two Reflection (in Appendix).

Participants should be sent information about the study circle within a day or two of Meeting One in order to plan their schedules, spend time reflecting on the Meeting Two readings, and prepare written responses to the discussion questions.

The Meeting Two readings should be read carefully in advance of the second meeting. This will ensure a richer and more productive exchange of ideas during the meeting. The readings need to be made available in the second email (see below for contents of second email). The email attachments should include *Discussion Questions 2*, *Video Graphic Organizer*, *Classroom Task Graphic Organizer*, and the *Classroom Task Reflection Questions*.

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary_literacy

MN ABE Professional Development. (2015). *ATLAS Classroom Video: Critical Thinking*. Available: <https://youtu.be/v9XkUD4mHb0>

Reading Workshop in Kindergarten, Teaching Channel video: <https://www.teachingchannel.org/videos/kindergarten-reading-workshop-ousd>

Strube, S. (2015). Bridging the gap in the LESLLA classroom: A look at scaffolding. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult Literacy, Second Language and Cognition* (149-164). Nijmegen, Netherlands: Radboud University. Available: <https://www.ru.nl/cls/order-form/ordering-adult-literacy-second-language-cognition/>.

To: Study Circle Participant

RE: Before next time, preparing for Meeting Two

Hello Everyone,

Thank you for a wonderful kick-off to the pilot of “Low-literacy ESL Study Circle II: Next Steps in Designing Balanced Instruction!”

Here’s a quick summary of what’s up for meeting 2. The bold items in are attached documents. I’ve also attached the notes from our first meeting and the “Bridging the gap in the LESLLA classroom” article, which is available for purchase through the below link, but was generously shared by Susanna for the purposes of this study circle! So, here we go...

1. Before our next meeting, please read the 2 short readings below, watch the Reading Workshop video, and take notes on the handout “**Discussion Questions 2.**”
2. Also, please watch the 10-minute video on Critical Thinking skills in a low-literacy adult ESL classroom. While or soon after you watch, please take notes on the **Observation Graphic Organizer** in the “ACES Video” row.
3. Try out your classroom task that you selected based on the readings from Meeting One. Conduct this task, fill out the **Observation Graphic Organizer** in the “Your Classroom” row and consider the questions on both sides of the attached “**Classroom Task for Meeting Two.**”
Be prepared to field questions from the group when we meet next!
4. Bring a simple **outline of how you plan your week** of classroom time (handwritten is fine!). Include just the basic ‘slots’ you currently have (i.e. reading time, math block, computer lab, etc.)

See you soon,

FACILITATOR NAME

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from http://ela.mpls.k12.mn.us/elementary_literacy
[Read excerpt ONLY, pages 4-12, Balanced Literacy Instruction]

MN ABE Professional Development. (2015). ATLAS Classroom Video: Critical Thinking. Available: <https://youtu.be/v9XkUD4mHb0>

Reading Workshop in Kindergarten, Teaching Channel video:
<https://www.teachingchannel.org/videos/kindergarten-reading-workshop-ousd>

Strube, S. (2015). Bridging the gap in the LESLLA classroom: A look at scaffolding. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult Literacy, Second Language and Cognition* (149-164). Nijmegen, Netherlands: Radboud University. Available: <https://www.ru.nl/cls/order-form/ordering-adult-literacy-second-language-cognition/>.

AGENDA for Meeting Two & notes to facilitator:

Meeting Time: 3 hours

<p>Welcome, Re-cap</p> <p>5 minutes</p>	<p>Brief re-introductions as needed, housekeeping items, agenda for this meeting, other announcements.</p> <p>Cover up nametags! Anybody want to attempt to introduce everyone with their name and role?</p> <p>What strategies did you use to remember? What additional strategies could be used?</p>
<p>Solidifying our Understanding of Literacy Tasks vs. Language Tasks</p> <p>30 min</p>	<p>Take out your graphic organizer. Let's do a quick shout out of obvious language tasks? Literacy tasks?</p> <p>Use the graphic organizer to discuss what you saw in the "Language Tasks" and "Literacy Tasks" columns of both the video and your own classroom (fold paper - we'll unpack the scaffolding and feedback columns later today) with groups of 3-4. As you discuss, consider: were there more tasks in one column than the other? What's the difference between the two? Is it possible for one task to have both?</p> <p>How would you define a "language task?" A "literacy task?" Write each heading on a separate piece of paper and discuss as a group. Start with ways to define literacy and then move to language. Ask group, "What's the difference?"</p> <p>Discuss definitions as a large group.</p>
<p>Identifying Scaffolding & Feedback In Classroom Examples</p> <p>30 min</p>	<p>As a large group, discuss together responses to the discussion questions about Strube article. Before we discuss specifics, any general questions/concerns/observations about these concepts?</p> <p>Let's return to the graphic organizer and discuss the last two columns on scaffolding and feedback.</p> <ul style="list-style-type: none"> • What scaffolding did you see happening <u>in the video</u>? What are the steps that were highlighted? What feedback? • In the different sections (intro, controlled, guided, independent) where are the greatest opportunities to provide feedback? Are there types of feedback that would work better for one section than another? <p>Reading this article made me fully appreciate the role of providing feedback. Think - Pair - Share on how you play that role: what scaffolding do you provide and with what success? What types of</p>

	<p>feedback do you typically rely on? Anything you'd change?</p> <p>Now that we've spend some time reflecting on the details of the classroom (tasks types, scaffolding, feedback) we're going to shift gears and spend some time on big picture planning... after break.</p>
Break! 15 minutes	
Compare/Contrast Plans 25 minutes	<p>Let's take a look at a couple of possible structures for use in low-literacy classes. Use Beginning Teacher Guide's "Phonics" plan, quickly name with a partner some of the language tasks and literacy tasks, and note a few tasks that do both.</p> <p>Recall the video of the Reader's Workshop and the teacher's guide and compare them with the Beginning Teacher's Guide using a Venn Diagram and "Wh?s" to guide your conversation. Debrief using Venn Diagram.</p> <p>There are lots of different ways to organize the content we need to teach. Use what works for you, but remember that there are ideas that we can borrow from others – we just need to be able to think critically about what works for our context and what doesn't.</p>
Planning Components 30 minutes	<p>As a group, discuss why it is important to design and plan instructional "balanced literacy blocks"?</p> <p>Knowing that we have a lot of content to teach and that our learners, which have limited formal education and are at the beginning levels of English, have an acute need for structured learning. Let's move into how to provide structure to all of the roles we play.</p> <p>Let's start by defining, as a group, the "non-negotiable" content blocks needed during the week.</p> <p>Take a look at the simple weekly schedule outline you brought today. Shout out the 'critical' blocks of time for what content (phonics? Vocabulary?). Write these content categories on large post-it paper for reference in the planning section.</p> <p>Note to Facilitator: At minimum, groups needs to end up with</p> <ul style="list-style-type: none"> • Vocabulary • Alphabetics • Conversation/Life Skills • Language Structure <p>Knowing we need to focus on this content, discuss "How? Why?" from discussion questions in small groups.</p> <p>View Kristin Klas's video, "How Can I Simplify Planning for a Week of Low-literacy Adult ESL Instruction?", available here: https://www.youtube.com/watch?v=sVJDYh4Pu7c</p> <p>What are Kristin's key weekly components? Your response? Other</p>

	reactions?
<p>Building Your Blocks</p> <p>35 minutes</p>	<p>Let's take this last block of time to begin thinking about how these structures may apply to your context.</p> <ul style="list-style-type: none"> • What are the givens? • What else would you LIKE to include weekly? • What might be 'open' and flexible? <p>Refer to the content categories discussed in the "Planning Components" section as a quick review and then use the following documents</p> <p><i>Beginning Level Teacher Guide</i> (bring a few copies)</p> <p><i>Pre-Lit Teacher's Guide</i> (bring a few copies)</p> <p><i>At the River and Other Stories for Adult Emergent Readers</i>, by Shelley Hale Lee, published by Wayzgoose Press (bring a few copies - Free guide can be found here: http://wayzgoosepress.com/shl.html)</p> <p>Consider changes to the blocks of your ideal week with the weekly grid and post-its – what might you tweak to your current schedule to create more balance and respond more effectively to your students' needs?</p> <p>This is just a starting point – you will likely not have time to finish! Your homework for next time (besides an observation of a peer) will be to expand upon and type up your classroom block sketch to share with a small group at Meeting 3.</p>

<p>Evaluation, Wrap Up</p> <p>10 minutes</p>	<p><i>Observations: Between Meetings 2 & 3, each of you will observe another class of emergent readers. It can be another teacher in this study circle, or elsewhere if that's not convenient. We can learn so much from watching each other! Please take a moment to consider when and where you can make this happen and to get it on your calendars. See "for next time" below.</i></p> <p>Go over the <i>Peer Observation Guide</i> together. Questions, comments, changes to this guide?</p> <p>Review what to do for the next meeting, final questions or comments?</p> <p>Reflection: Revisit the Meeting One objectives. Take a moment to mark a \checkmark, \checkmark^-, or \checkmark^+ next to each objective.</p> <p>Anything we should re-visit next time?</p> <p>Brief evaluation (5 min; paper and pencil):</p> <ol style="list-style-type: none"> 1. Identify 2 key things that you have learned today. 2. What is 1 thing that you would like to try in your classroom? 3. Identify one question that you have related blocks of instruction.
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FOR NEXT TIME: Meeting Three

Facilitator: Bring example copies of Meeting 3 handouts (numbered list below) to show participants what to expect along with the reminder email (on the following page) after Meeting Two:

1. Discussion Questions 3
2. Peer Observation Guide

Meeting Three: Preparation for final meeting

Objectives for Meeting Three:

1. Discuss additional factors in classroom design.
2. Identify different types of readers and resources for assessment.
3. Articulate implications of UDL and balanced instruction for different types of readers.
4. Incorporate learned concepts into weekly plans for their unique classroom structure.

Preparation for Meeting Two:

- Type up notes from Meeting Two
- Re-read the articles and familiarize yourself with the discussion questions and the agenda

Materials Needed for Meeting Three:

- Nametags, writing utensils, large poster paper, and markers.
- Articles and discussion questions with your own notes.
- A copy of the Peer Observation Grid (in Appendix)
- Reader profile examples (in Appendix).
- “Types of Readers” graphic organizer (in Appendix).
- Meeting Reflection (in Appendix).

Participants should be sent information about the study circle within a day or two of Meeting Two in order to plan their schedules, spend time reflecting on the Meeting Three readings, and prepare written responses to the discussion questions.

The Meeting Three readings should be read carefully in advance of the final meeting. This will ensure a richer and more productive exchange of ideas during the meeting. The readings need to be made available in the third email (see below for contents of third email). The email attachments should include the Valencia article, *Discussion Questions 3*, *Classroom Observation Reflection Questions*, and the *Classroom Observation graphic organizer*.

ATLAS (ABE Teaching & Learning Advancement System). (2015). *Beginning Alphabetics Tests & Tools* (Authors: M. Frank & K. Perry). Retrieved from <http://atlasabe.org/resources/ebri/ebri-alphabetics>.

[Read excerpt ONLY, pages 26-36, Beginning Alphabetics Tools]

Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520-531.

To: Study Circle Participant:
RE: Before next time, preparing for Meeting Three

Hello Everyone!

Here's the last preparation email you'll get from me! Our final meeting will focus on different ways to organize groups, spaces, and materials for an intentionally inclusive classroom experience.

You have three weeks to complete the following:

- complete the attached discussion questions
- watch the short videos using the Designing Your Classroom handout for guidance (video links are in the Discussion Questions 3 document)
- read the attached Behind Test Scores & selected pages from the BATT (link below)
- type up a simple draft of your routines using the attached M-F graphic organizer
- observe a peer and document observations using the attached Peer Observation Organizer

I've also attached the "Beginning Level Teacher's Guide" from Meeting 2 since it has not been made available for download at the moment and the contact list for your fellow participants.

Let me know if you need anything in the meantime.

It's going to be an exciting final meeting! See you on XXXXX !!

See you soon!

ATLAS (ABE Teaching & Learning Advancement System). (2015). *Beginning Alphabetic Tests & Tools* (Authors: M. Frank & K. Perry). Retrieved from <http://atlasabe.org/resources/ebri/ebri-alphabetic>.

[Read excerpt ONLY, pages 26-36, Beginning Alphabetic Tools]

Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520-531.

AGENDA for Meeting Three & notes to facilitator

Meeting Time: 3 hours

Welcome, 5 minutes	Brief re-introductions as needed, housekeeping items, agenda for this meeting. <i>Much to do- we'll jump right in today!</i>
UDL Video Discussion 20 minutes	Create groups of 2-3. Have participants talk about what they saw in the UDL Classroom video using discussion questions as a guide. Looking at the entire "Designing Your Classroom" guide and their own classroom have participants share one strength, one thing they'd like to change, and one thing they'd like to acquire to capitalize on UDL.
Peer Observations 40 minutes	Talk about your peer observations. <i>What did you find particularly interesting? What would you like to share about this experience?</i> Use the <i>Peer Observation</i> graphic organizer as a tool for discussion. <i>Tip for Facilitator:</i> After a brief think-pair-share, continue the discussion in the large group so that all participants benefit from hearing everyone's observation highlights.
The BATT 20 minutes	In small groups, discuss the instructional practices and lesson plans described in the BATT. Which of the lesson plans best suits your classroom? How could you incorporate the lesson plans from the BATT? Come back together and discuss the three BATT profiles. Do all the students in your class fit into only one of these profiles?
Break! 15 minutes	
Managing Abilities 20 minutes	<i>"Our classes are complex and require both large group lessons and small group instruction to balance the needs...there are things that are universal and good for everyone, but there are also things that can be done to make instruction more individualized."</i> How do you cope with this? How do you plan for individuals and differentiate instruction? What more could you do? Use discussion questions (Implication questions only) from "Behind Test Scores" to guide this conversation. Share with a small group, and bring highlights to the large group. <i>*Facilitator, as able, should plan to share his/her own classroom examples of differentiating instruction and managing multiple levels as well.</i>

<p>Different Types of Readers</p> <p>30 minutes</p>	<p>In groups, use the “types of readers” graphic organizer to categorize hypothetical student scenarios into the different boxes.</p> <p>Use discussion questions (reader profiles) from “Behind Test Scores” to guide this conversation.</p> <p>How can UDL and balanced instruction benefit the wide range of reading profiles our students may exhibit?</p>
<p>Tweaking Your Plans</p> <p>20 minutes</p>	<p>Take out the “weekly plan” you typed up for homework.</p> <p>Knowing all that you know now about different types of readers and UDL, what do you want to change about your plan?</p> <p>What is still working well? What is the biggest change you’d like to make?</p>
<p>Evaluation, Wrap Up</p> <p>10 minutes</p>	<p>Next steps: <i>How can we continue this conversation? How will you continue your exploration of low-literacy ESL instruction?</i></p> <p>As time allows, discuss general feedback to the study circle and also ideas for future study circles.</p> <p>We need you to evaluate the study circle as a whole. Your feedback is important to us! Please look for email from ATLAS with link to online survey and fill out the “Feedback Questions” thoroughly.</p> <p><i>*Note: This evaluation will need to be filled out by all 12 participants in order for CEUs and stipends to be released.</i></p> <p>Reflection: Revisit the Meeting Three objectives. Take a moment to mark a \checkmark, \checkmark^-, or \checkmark^+ next to each. How’d we do? If there are objectives that you don’t feel were met, what can we do to meet those objectives?</p> <ol style="list-style-type: none"> 1. Identify 2 key things that you have learned today. 2. What is 1 UDL concept that you’d like to implement in your classroom? 3. What’s still puzzling you?

FOR WRAP UP: Final Evaluation

Facilitator: Ensure the final evaluation gets sent to participants within a week of final meeting and email participants any notes from final meeting.

Appendix

Complete List of Readings

- ATLAS (ABE Teaching & Learning Advancement System). (2015). *Beginning Alphabetics Tests & Tools* (Authors: M. Frank & K. Perry). Retrieved from <http://atlasabe.org/resources/ebri/ebri-alphabetics>.
[Read excerpt ONLY, pages 26-36, Beginning Alphabetics Tools]
- ATLAS (ABE Teaching & Learning Advancement System). (2013). *Transitions Integrations Framework*. Retrieved from <http://atlasabe.org/professional/transitions>.
[Read excerpt ONLY, pages 9-14, Effective Communication]
- Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from <http://ela.mpls.k12.mn.us/uploads/readwell3mps2015-2016.pdf>.
[Read excerpt ONLY, pages 13-19, Reading Instruction]
- Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from <http://ela.mpls.k12.mn.us/uploads/readwell3mps2015-2016.pdf>.
[Read excerpt ONLY, pages 4-12, Balanced Literacy Instruction]
- National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf
[Read excerpt ONLY, pages 15-16, Reading Standards: Foundational Skills (K-5)]
- Strube, S. (2015). Bridging the gap in the LESLLA classroom: A look at scaffolding. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult Literacy, Second Language and Cognition* (149-164). Nijmegen, Netherlands: Radboud University. Available: <https://www.ru.nl/cls/order-form/ordering-adult-literacy-second-language-cognition/>.
- U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and career readiness standards adult education*. Washington, DC: Author. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. Alternate link: <http://atlasabe.org/professional/content-standards>
[Read excerpt ONLY, pages 29-32, Speaking and Listening Standards]
- Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520-531.
- Vinogradov, P. (2016). *Tasks for teaching speaking to pre-literate learners*. TESOL Encyclopedia of English Language Teaching. Alexandria, VA: TESOL (Teachers of English to Speakers of Other Languages).

	Name	Contact Info	Teaching Schedule	Site
1				
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Discussion Questions 1

ATLAS (ABE Teaching & Learning Advancement System). (2013). Transitions Integrations Framework. Retrieved from <http://atlasabe.org/professional/transitions>.

[Read excerpt ONLY, pages 9-14, Effective Communication]

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from <http://ela.mpls.k12.mn.us/uploads/readwell3mps2015-2016.pdf>.

[Read excerpt ONLY, pages 13-19, Reading Instruction]

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington, DC: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from:

http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

[Read excerpt ONLY, pages 15-16, Reading Standards: Foundational Skills (K-5)]

U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and career readiness standards adult education*. Washington, DC: Author. Retrieved from <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>. Alternate link:

<http://atlasabe.org/professional/content-standards>

[Read excerpt ONLY, pages 29-32, Speaking and Listening Standards]

Vinogradov, P. (2016). *Tasks for teaching speaking to pre-literate learners*. TESOL Encyclopedia of English Language Teaching. Alexandria, VA: TESOL (Teachers of English to Speakers of Other Languages).

MN ABE Content Standards video <https://youtu.be/qV2eD7qckww>

1. What is standards-based education and what are the benefits?
2. What are MN's content standards? Which of the three documents that define these standards are you most familiar with? How is implementation going at your site? (Are your materials being chosen and/or your curricula being aligned with these standards in mind?)

Tasks for Teaching Speaking to Pre-Literate Learners

1. Choose a classroom task that you never or rarely use. How can you use it explicitly teach students to seek and offer clarification (EC 1a)? CCR Anchor 1 Level A?
2. Choose an EC skill and choose a task from the reading that you could use to integrate that skill. Do the same for a CCR Speaking and Listening Anchor.

Read-well by Grade Three – A literacy plan for MPS students

1. In “Read Well” five strategies are described for teaching reading. Those five strategies are listed below. Briefly describe what you saw in the video that addresses each of these strategies and start thinking about how you could use them in your own classroom.
 - Read aloud
 - Think aloud
 - Shared reading
 - Guided reading
 - Independent reading
2. What's one thing you might try/tweak for your class, drawn from the reader's workshop model?

Building Language and Literacy Comprehension

Many beginning literacy English language learners have no or limited literacy in their first languages. They struggle with various elements of alphabetic print literacy including phonemic awareness, phonics, print awareness, fluency, comprehension, and writing. Many of these difficulties arise because our learners are also challenge by language tasks and have limited vocabulary.

As instructors of beginning literacy language learners, we need to ensure we are developing both literacy and oral language skills. Here are a few strategies for building language and literacy comprehension tasks into our instruction.

1. Naming Activities

Vocabulary is vital for fluency, comprehension, and personal interactions. Help build vocabulary with the following strategies.

- a. Rapid naming (RAN) is a task that measures how quickly individuals can name aloud objects, pictures, colors, or symbols (letters or digits). Rapid naming activities can help with building the concept of fluency and automaticity.
- b. Categorizing objects according to a common characteristic and then naming that characteristic is a basic concept that helps people form a basis for structuring and organizing their world. (common objects, beginning sounds, ending sounds, content categories)
- c. Ranking (before, now, after; most/least; biggest to smallest; numerical) helps to build speaking fluency, allows practice of specific vocabulary, and facilitates language functions such as expressing opinions, giving reasons, persuasion, and disagreement.

2. Describing

It is important that students learn how to describe objects, people, and scenes accurately in order to negotiate, clarify, and provide context in communication breakdowns. Practice describing language by choosing 2-8 objects related to a topic and encouraging students to describe them by:

- Naming the objects
- Naming the category of the objects
- Naming the function of the objects
- Naming the color, size, shape, texture, etc. of the objects
- Compare one object to another object

3. Retelling

Retelling is an excellent way to ensure students understood what they've read and demonstrate known vocabulary. Using pictures that students can manipulate allows them to physically connect to the materials, which increases creativity, interest, and engagement.

- a. Read the story together
- b. Display simple pictures marking actions, events or key points
- c. Pairs or groups sequentially organize the pictures
- d. Ss retell passages using picture prompts and learned/known vocabulary

4. Questioning

Questioning demonstrates comprehension and encourages critical-thinking. Build questions from simple to complex. Questioning can be done in written or oral format and can be made more engaging with realia, pictures, role-plays, and graphic organizers.

- a. Simple Questioning (Who? What? When? Where?)
 - i. Recall facts, events, names
 - ii. Stating main idea
 - iii. Summarizing (pictures, sentences, graphic organizers, stating the main problem)
 - iv. Comparing and contrasting (text connections)
- b. Complex Questioning (Why? Why not? How? What will happen? What if? Do you agree?)
 - i. Making inferences
 - ii. Analyzing characters (motives, values)
 - iii. Connecting to experience
 - iv. Giving opinions, evaluating

5. Cognitive Writing Tasks

As complexity builds, students can use their language and literacy skills to demonstrate knowledge through writing.

- a. Use sentence frames
 - i. Compare – similar: _____ is like _____.
 - ii. Contrast – different _____ is not like _____.
 - iii. Sequence – First _____. Then _____. Finally _____.
 - iv. Describe – The ____ is _____.
 - v. Explain – _____ because _____.
 - vi. Predict – I think _____.
 - vii. Draw Conclusions – If _____, then _____.

These instructional strategies were adapted for English language learners by Kristin Klas and Kristin Perry using content from Dr. Suzanne Carreker's Keynote at The International Dyslexia Association, Upper Midwest Branch (IDA-UMB) 39th Annual Conference in 2013. For more ideas on adapting dyslexia practices in the ELL classrooms, visit:

www.englishcodecrackers.com

Reflection on Meeting One

Revisit the Meeting One objectives below. Take a moment to mark a \checkmark , $\checkmark-$, or $\checkmark+$ next to each.

Objectives:

- Identify the multiple roles LESLLA teachers play.
- Become familiar with the purpose of content standards.
- Differentiate between language content and literacy content.
- Practice Reading and Speaking/Listening content standards in a lesson.

Anything we should re-visit next time?

Identify 2 key things that you have learned today.

What is 1 thing that you would like to try in your classroom?

Identify one question that you have related to content standards.

Discussion Questions 2

Minneapolis Public Schools. (2016). *Literacy framework, Read well by grade three – A literacy plan for MPS students*. Minneapolis, MN: Minneapolis Public Schools. Retrieved from <http://ela.mpls.k12.mn.us/uploads/readwell3mps2015-2016.pdf>.
[Read excerpt ONLY, pages 4-12, Balanced Literacy Instruction]

Reading Workshop in Kindergarten, Teaching Channel video:
<https://www.teachingchannel.org/videos/kindergarten-reading-workshop-ousd>

Strube, S. (2015). Bridging the gap in the LESLLA classroom: A look at scaffolding. In I. van de Craats, J. Kurvers, & R. van Hout (Eds.), *Adult Literacy, Second Language and Cognition* (149-164). Nijmegen, Netherlands: Radboud University. Available: <https://www.ru.nl/cls/order-form/ordering-adult-literacy-second-language-cognition/>.

Readings (read before watching the ACES video):

Bridging the gap in the LESLLA classroom: A look at scaffolding

1. What are the three characteristics crucial to scaffolding?
2. Why is scaffolding so important to our instructional practice?
3. What are the three types of feedback outlined in the article?
4. Which type of feedback are you most likely to use? Why?

Literacy framework, Read well by Grade Three – A literacy plan for MPS students and Reading Workshop in Kindergarten

1. In this model, what components are language tasks?
2. In this model, what components are literacy tasks?
3. In this model, what components are missing due to the difference in learners?

Using this framework, consider your own context and answer the following questions

1. WHAT specific reading skills should be taught at each reading level? Where can we look for guidance to make decisions about what reading skills to teach?
2. WHO will receive the instruction in your context? What do you know about your learners?
3. HOW will the instruction be delivered? What can you borrow from the “Read Well by Grade 3” model?
4. WHY this instruction for this group of students?

Classroom Video (**watch after reading**): ACES Critical Thinking, Carol Margolis - <https://youtu.be/v9XkUD4mHb0>

1. What are the components of Carol's lesson plan format?
2. Are there other formats used for lesson planning with which you are familiar?
3. Use the “video” graphic organizer to categorize what you saw by language tasks, literacy tasks, scaffolding, and feedback.

Outside Task (Classroom Activity)

Use the “your classroom” graphic organizer to categorize your instruction by language tasks and literacy tasks the day you try out a new classroom activity. In addition, complete the classroom task reflection.

Observation Graphic Organizer

	Language Tasks	Literacy Tasks	Scaffolding	Feedback
Your Classroom				
ACES Video w/Carol Margolis				

Classroom Task Reflection for Meeting Two: Part I

1. Please jot down a classroom task based on the readings that you'd like to try out with your learners.

2. Why did you choose this task or activity?

3. What impact or outcomes are you hoping to see?

4. What contextual factors (e.g., class size, student levels, content focus [e.g., reading/writing or listening/speaking; general ESL or workplace]) will you have to take into account as you plan your classroom task?

5. What signs will you look for to know if the activity or strategy is having an impact on your students?

Part II: After you've tried out this classroom activity, complete the following. Be prepared to share with the group next time.

1. Describe the task you implemented. What happened? What did you observe?
2. What struck you as interesting about what happened? How did it compare to what you expected?
3. What impact did you see on the students and/or learning?
4. If you were to try this activity again, what might you do differently?
5. Was the classroom activity primarily a language task or a literacy task? What makes you think that?

Phonics Lesson

Vocab Review:

- Show Ss vocabulary words one at a time.
- Ss read vocabulary word.
- Elicit: What's the first letter? What sound?
- Repeat for all the vocabulary words.

Explicit Instruction:

- Show Ss the letter cards one at a time.
- Teach "This is letter." "Letter B sounds like /b/."
- Say "B says /b/"
- Model how to write the letter correctly.
- Ss write the same letter 3 times on their whiteboard/notebook.
- Model tracing the letters so that you are erasing them with your fingers and chant, "B says /b/".
- Ss repeat for all three of the same letter.

Visual drill:

- Show Ss the letter cards (letters from today's lesson and previous lessons) one at a time and elicit responses to "What letter?" "What sound?"
- Say "B says /b/" etc. and have students repeat one time.

Auditory drill:

- Say sound while Ss watch your mouth.
- Have Ss repeat and write on a whiteboard/notebook.
- Repeat for letters from today's lesson and previous lessons.

Blending with Phonics Tiles:

- Pass out letter tiles.
- Ss take out tiles and arrange them in order a-z.
- First point out the vowels. Elicit: "What are the vowels?"
- Ss take out only the vowel(s) needed based on your phonics list and put the rest aside.
- Next point out the consonants needed from your phonics list.
- Ss take out only the vowel(s) needed based on your phonics list and put the rest aside.
- To review the sounds, "Show me [say the sound]."
- Ss point out the sound heard.
- Using a combination of the consonants and vowels you've chosen, give Ss sounds to words.
Example: "Show me /b/ /u/ /s/".
**"Systematic Sequential Phonics They Use"* by Patricia Cunningham is a practical guide for choosing letters, but you can also analyze the story of the week for patterns.
- Sound out the words and count the sounds on your fingers.
- Ss find letter tiles based on the sounds you give them.

- Once the tiles are in the correct order, ask Ss if they can read the word.
- Repeat for each word.
- Last, “Spell bus.” Repeat for each word.

Phonetic Spelling Practice:

- Ss take out a piece of paper, write their name at the top and number 1-10.
- Call the words Ss need to spell (use a letter/sounds taught in this lesson and previous lessons), while Ss watch your mouth.
- Ss repeat the word.
- Say the word again, and encourage words to count the sounds on their fingers.
- Say the word again, and have Ss write the word in their notebook.
- When complete, review the answers together and allow Ss to check their own papers.

Scanning the story:

- Ss take out their story from the previous day.
- Choose 2-3 letters from the phonics explicit instruction.
- Write them on the board in columns.
- Say the sound of the first, “/b/”.
- Ask Ss to share some words that have /b/.
- Ss search for and highlight every example in the story.
- Together, make a list on the board of the words Ss found.
- Ss copy words into their notebook.
- Repeat this activity with the second (and third) letter and a different color highlighter. (They can trade with their neighbor).
- If the letter makes more than one sound in the story (“t” in “take” and “t” in “the”), model putting the words in a separate column.

Story:

- Ss listen and repeat the words highlighted from the story.
- Ss practice reading the words from their notebook with a partner
- T reads the full story and Ss follow along.
- T reads the full story and Ss repeat.
- Ss read silently to themselves.
- Ss read with a partner

Reader's Workshop

Opening (Explicit Teaching of LT)	<p>Skill/Strategy Mini-----Lesson (5-----15 min.) Whole Class Teacher provides explicit instruction on text structure, reading skills, comprehension strategies, and ways to respond to different types of text. Students see models, including think alouds, during read aloud or interactive/shared reading). Skills or strategies are connected to a learning target.</p> <p>Reading Aloud (5-15 min.) Whole Class Teacher models reading strategies, fluency and phrasing with a text. Students have an opportunity to hear the teacher's thinking about text and engage in discussion to make meaning of the text. Reading is connected to LT.</p> <p>Shared & Interactive Reading (5-15 min.) Whole Class Students and teachers share the task of reading, supported by a safe environment in which the entire class reads text (with the assistance of the teacher), which might otherwise prove to be too difficult. Reading is connected to LT.</p> <p>Whole Group Strategic Reading (30-40 min.) Whole Class Teachers conduct a whole group reading lesson for a longer period of time, such as a close reading lesson or the initial teaching of skill or strategy. This may be used when students are beginning a difficult skill and need more scaffolding from the teacher before beginning independent work. Lessons are connected to LT.</p>
Work Period (Practice of LT)	<p>Independent Reading and Confering (15-----35 min.) Students practice strategies that they have learned in read aloud, shared reading, guided reading and word study while reading and responding to text at their independent level. Teachers provide guidance with book choices, tailor teaching to meet individual needs and confer with individuals to monitor progress.</p> <p>Literature Circles (15-----30 min.) Small Groups Building on their experiences in guided reading, students (typically in grades 3-----5) engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers.</p> <p>Writing About Reading (10-25 min.) Independent or Small Group Students respond to text using a strategy or skill taught in the mini-lesson.</p> <p>Guided Practice of Skill/Strategy (10-15 min.) Independent or Small Group Teacher confers with students independently or in groups, if partner reading, to reteach skills or strategies learned in the mini-lesson or provide any additional scaffolding needed for students to be successful when working independently.</p> <p>Partner Reading (10-----25 min.) Students read to one another and get immediate feedback on the pronunciation of words and the meaning of text. Two brains work together to figure out confusing reading puzzles on the spot.</p>
Closing	<p>Reflection/Share-----Out (5-10 min.) Whole Class Teacher often identifies students during their confering for share out. Students come back together as a group to connect back to the learning target and share their learning from the work period.</p>

Guided Reading/ Small Group Block

Foundational Skills (20 min.)

Foundational skills focuses on word study, which includes concepts about print, phonics, phonemic awareness, high-frequency words, spelling, vocabulary, syllabication, and morphology. Students are supported in learning the meaning and patterns found within the language based on assessed needs.

Guided Reading (10—20 min. based on reading level) Small Groups

With guidance, students read, think, and talk through an instructional level text within a small group based on needs.

Strategy Lesson Groups (10-20 min.) Small Groups

Teacher scaffolds learning and chooses text that will help students practice a strategy or skill based on their needs.

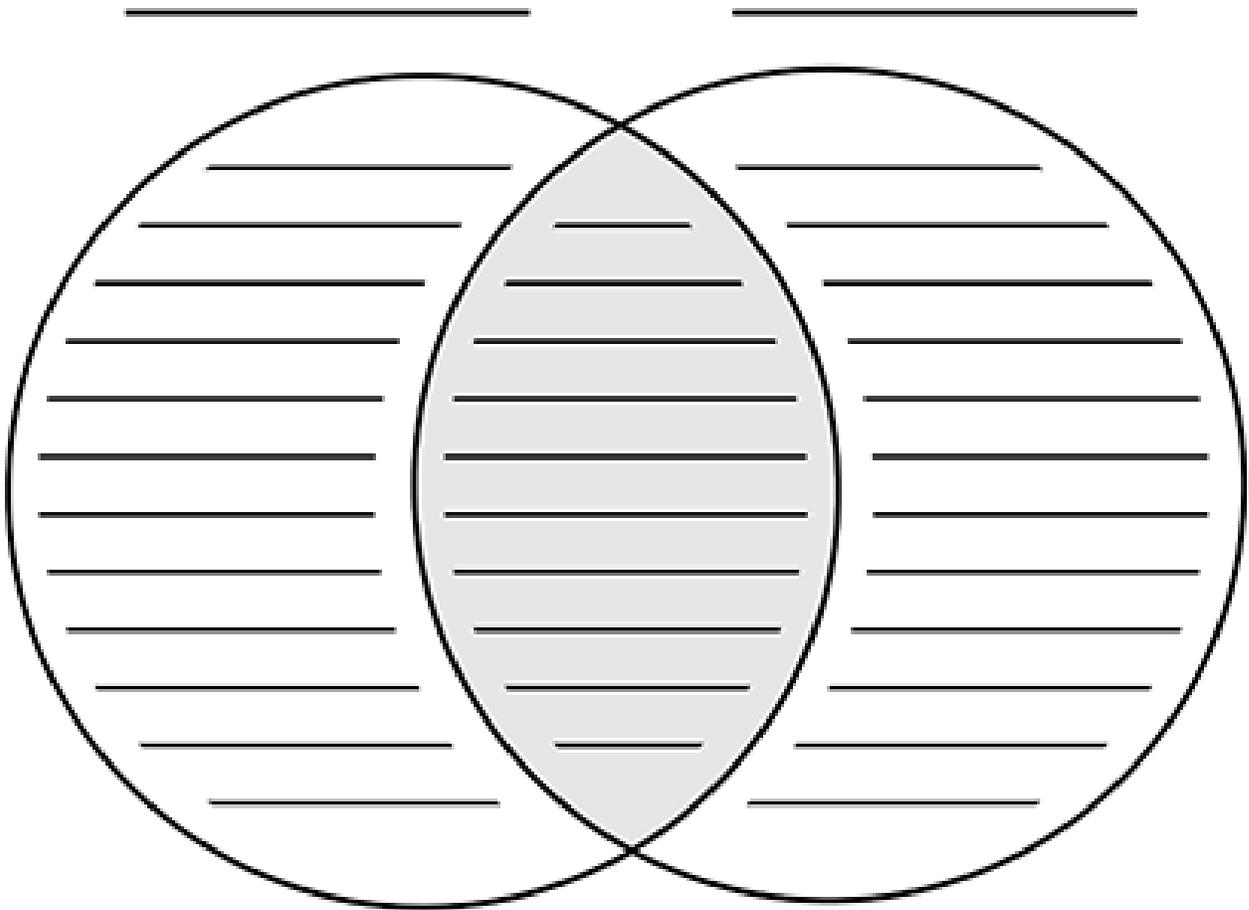
Student Practice Centers (10-20 min.) Small Groups

Centers are organized and clear for students and are based on whole group instruction skills or strategies, or skills that students are not secure in. Students are aware of the process and routine. Students are engaged in their work and do not interrupt the guided reading in the room. A variety of practice centers can include: word work, foundational skills, independent reading, partner reading, comprehension organizers, reader's response, digital media reading, vocabulary, writing about reading, etc

Instructional Design Models

Compare/Contrast the Reader's Workshop Model with ESL Teacher's Guide

- **WHAT** is being taught
- **HOW** will the instruction will be delivered (time/space/groupings/days)
- **WHO** will receive the instruction
- **WHY** this instruction for this group of students



Beginning Level Teacher Guide

By Kristin Perry, with contributions from Kristin Klas, 2016

Written for Carlos Rosario International Public Charter School, Washington, D.C.

Daily Warm Up (Setting the scene):

Journal:

*If possible, provide notebooks to be used only for the daily journal question. Place sticker name tags on the front that can be covered with a new name as students cycle through and keep them in the same place for easy access.

- Write the date and the content-related question on the whiteboard.
- Ss find their notebook, copy the date and question, and attempt to write an answer.
- Review the question and possible answers together.
- Give Ss a few minutes to write or revise their answer.
- Teacher models asking several Ss the question and has each S ask the question back.
- Ss stand up and ask/answer each other – no writing here.
- Ss return notebooks to designated area.

Letter of the Day:

- Choose a letter from the weekly unit.
- Ask the students: What letter? What sound?
- Have students watch you write the uppercase and lowercase letters and practice with writing wizard worksheet:

http://www.writingwizard.longcountdown.com/handwriting_practice_worksheet_maker.html.

- Use common vocab as you demonstrate writing: up, down, around, dot, cross, left, right
- Have Ss “air write” before writing on paper
- See “Multisensory Sensory” learning for additional ideas
- Have students trace the letters with their fingers chanting “B says /b/” etc.
- Have students think of three words that start with that sound.
- Write those words on the board and have students copy.
- Ss practice reading the words with a partner.

Weekly Routine:

Monday	Tuesday	Wednesday	Thursday	Friday
Journal	Journal	Journal	Journal	Journal
Vocabulary	Review	Review	Review	Review
Story	Speaking	Phonics	Grammar	Story
	Story	Story	Story	Comprehension

Monday: Vocabulary

Teach Vocabulary:

- Project weekly vocabulary 10-14 words.
- T says words, students repeat.
- Practice the vocabulary by matching pictures, drawing pictures or Total Physical Response.
- Class works together to identify number of vowel patterns/syllables.
- Class claps out syllables of new vocabulary.
- Ss practice pronouncing words while looking in mirrors or mouthing to a partner to see if the partner can guess the word.

Flashcards:

- Vocabulary lists can be cut apart, turned into flashcards, and used throughout the week.
- Depending on vocabulary, Ss can cut lists apart and match pictures and words, and then glue the word to the back of the picture.
- Give Ss a simple question to practice flashcards based on the weekly vocabulary, ex. "What is this?" "Who is this?" "What do you do?"
- Quiz the Ss using the flashcards and the taught question.
- Have Ss volunteer to be the teacher.
- Ss practice in pairs or small groups.

Post-It Notes:

- Ss copy the vocabulary words onto post-it notes.
- Tape the teacher's set of flashcards around the room.
- Have Ss walk around the room matching their post-its to the correct picture.

Pre-Reading:

- Show Ss the main image from a content-related story.
- Talk about what is in the picture. Ask: Who? Where are they? What are they doing? Why?, and help direct them to the meaning of each question.

As an alternative to reading a pre-written story, you can work together to write a story based on a related picture and the vocabulary words introduced.

Story:

- T reads the story and the Ss listen without having the story in their hands.
- Ask a few simple questions about the story. Ask if they have questions.
- Pass out the story.
- T reads and Ss follow along.
- T reads and Ss repeat.
- Ss read silently to themselves.

Tuesday: Speaking

Vocabulary Review:

- Give Ss the written list of vocabulary and read the list out loud together. *List can be created using: <http://www.writingwizard.longcountdown.com>
 - click: multi-word wizard
 - type: title and author
 - choose: print style (Zaner-Bloser), size (very large), line pattern (block, dot, space)
 - type vocabulary words, one at a time
 - click: preview or finish
 - print
- Model how to fold the third column to the back.
- Ss copy the word into the second column, flip the sheet and write from memory.
- Repeat until they have practiced all the words.
- Using the first column, work as a class to underline the vowels, determine number of syllables, and clap out the words.

Speaking Practice:

- Depending on the objective for the lesson, practice speaking through
 - Information Gaps
 - Mingles
 - Find someone who...
 - Walking Dictation
- Model activity playing both roles
- Model activity with T playing one role, S volunteer playing the other
- Model activity with Ss playing both roles
- Ss practice the activity multiple time with different partners/groups

Review the Story:

- Ss take out story.
- Ss read quietly for a few minutes.
- T reads Ss listen.
- T reads Ss repeat.
- Read as a class.
- Ss read in partners.

Wednesday: Phonics

Vocab Review:

- Show Ss vocabulary words one at a time.
- Ss read vocabulary word.
- Elicit: What's the first letter? What sound?
- Repeat for all the vocabulary words.

Explicit Instruction:

- Show Ss the letter cards one at a time.
- Teach "This is letter." "Letter B sound like /b/."
- Say "B says /b/"
- Model how to write the letter correctly.
- Ss write the same letter 3 times on their whiteboard/notebook.
- Model tracing the letters so that you are erasing them with your fingers and chant, "B says /b/".
- Ss repeat for all three of the same letter.

Visual drill:

- Show Ss the letter cards (letters from today's lesson and previous lessons) one at a time and elicit responses to "What letter?" "What sound?"
- Say "B says /b/" etc. and have students repeat one time.

Auditory drill:

- Say sound while Ss watch your mouth.
- Have Ss repeat and write on a whiteboard/notebook.
- Repeat for letters from today's lesson and previous lessons.

Blending with Phonics Tiles:

- Pass out letter tiles.
- Ss take out tiles and arrange them in order a-z.
- First point out the vowels. Elicit: "What are the vowels?"
- Ss take out only the vowel(s) needed based on your phonics list and put the rest aside.
- Next point out the consonants needed from your phonics list.
- Ss take out only the vowel(s) needed based on your phonics list and put the rest aside.
- To review the sounds, "Show me [say the sound]."
- Ss point out the sound heard.
- Using a combination of the consonants and vowels you've chosen, give Ss sounds to words.
Example: "Show me /b/ /u/ /s/".
**"Systematic Sequential Phonics They Use"* by Patricia Cunningham is a practical guide for choosing letters, but you can also analyze the story of the week for patterns.
- Sound out the words and count the sounds on your fingers.
- Ss find letter tiles based on the sounds you give them.

- Once the tiles are in the correct order, ask Ss if they can read the word.
- Repeat for each word.
- Last, “Spell bus.” Repeat for each word.

Phonetic Spelling Practice:

- Ss take out a piece of paper, write their name at the top and number 1-10.
- Call the words Ss need to spell (use a letter/sounds taught in this lesson and previous lessons), while Ss watch your mouth.
- Ss repeat the word.
- Say the word again, and encourage words to count the sounds on their fingers.
- Say the word again, and have Ss write the word in their notebook.
- When complete, review the answers together and allow Ss to check their own papers.

Scanning the story:

- Ss take out their story from the previous day.
- Choose 2-3 letters from the phonics explicit instruction.
- Write them on the board in columns.
- Say the sound of the first, “/b/”.
- Ask Ss to share some words that have /b/.
- Ss search for and highlight every example in the story.
- Together, make a list on the board of the words Ss found.
- Ss copy words into their notebook.
- Repeat this activity with the second (and third) letter and a different color highlighter. (They can trade with their neighbor).
- If the letter makes more than one sound in the story (“t” in “take” and “t” in “the”), model putting the words in a separate column.

Story:

- Ss listen and repeat the words highlighted from the story.
- Ss practice reading the words from their notebook with a partner
- T reads the full story and Ss follow along.
- T reads the full story and Ss repeat.
- Ss read silently to themselves.
- Ss read with a partner

Thursday: Grammar

Vocab Review:

- Volunteer Ss act as the teacher saying, “Show me ____.”
- Ss show them the correct card.

Parts of Speech:

- Choose the part of speech you’d like to focus on – alternate between nouns and verbs choosing what best fits the story.
- Elicit what is happening in the classroom.
- Write correct responses on the boards.
 - For verbs ask: What are we doing in the classroom?
 - For nouns ask: What things do you see in the classroom?
- Think of some more examples at home, at the store, etc. and also write those on the board.
- Demonstrate how you can tell if they are a verb or a noun.
 - Verbs are things you do with your body.
 - Nouns are things you can sense (see, smell, touch, taste, hear)
- Write a few sentences on the board and have volunteer Ss circle the intended part of speech.
- Using the vocabulary for the week, see if you can figure out which words are the intended part of speech.
- Give Ss an opportunity to practice either by having them fill in or circle the part of speech on a worksheet.
- Ss interview each other asking questions that they will have to answer using the intended part of speech.
 - For verbs ask: What do you do...? (at home, at the grocery store, at the doctor, etc.)
 - For nouns ask: What things do you see...? (at home, at the grocery store, at the doctor, etc.)
- Ss write one sentence about their partner using a sentence frame written on board.
 - For verbs: My friend _____ at home.
 - For nouns: My friend sees _____ at home.

Review the Story:

- Ss take out story.
- Ss read quietly for a few minutes.
- Ss read in partners.
- Ss scan the story and underline the intended part of speech for each sentence. *Don’t worry about “be” verbs, specific tenses, or abstract nouns at the beginning level – not that you ignore them, just don’t focus explicit instruction on them.
- Review answers as a class.
- Read as a class.

Friday: Reading Comprehension

Vocab Review:

- Volunteer Ss act as the teacher saying, “Show me ____.”
- Ss show them the correct card.

Sight Words:

- Show Ss the high-frequency words from story.
- Practice spelling as a class:
 - T says and spells the word.
 - Class spells together.
 - T covers the words, spell the words aloud while Ss listen and shout word.
 - Ask Ss “How do you spell_____?” each of the words.
 - Show Ss a word and point to each letter as you spell it backwards.
 - T covers the words, spells them backwards while Ss listen and shout word.
 - T spells the word and Ss write it in their notebook.
- Ss scan and circle the words in the story.
- T writes all words on the board and asks students how many of each word they found.
- Review words with flyswatter game.

Review the Story:

- Ss take out story.
- Ss read quietly for a few minutes.
- Read as a class.
- Ss read in partners.

Reading Comprehension:

- Review the question words by asking WH?s (Who? What? Etc.) about the story picture.
- Project the WH questions.
- Model answering the WH?s by reading aloud and answering together.
- Project the YES/NO questions.
- Model answering the YES/NO questions by reading aloud and answering together.
- Give Ss the comprehension questions.
- Read the questions again with Ss following along, but no writing.
- Give Ss time to read and write answers to the questions.
- Ss who finish first can check their answers with a partner. *For a challenge, have Ss check their answers by asking each other the questions orally – no looking at each other’s papers.
- Using the projected answers, have those early finishers mark the answers on the board.
- Review answers as a class.

Pre-Lit ELL Teacher Guide

Kristin Klas
HAP English School

Daily Warm-up:

Today is Worksheet:

Students complete one of the three levels of the worksheet. This practices the days of the week, writing the date, and the weather.

Using the Today is PPT, have higher students answer the questions on the board while the rest of the students copy it onto their worksheet.

Ask: What day is today? What day was yesterday? What day is tomorrow? What is the weather? What month is it? What number is today? What year is it?

Read the completed slide aloud as a group.

Letter of the Day:

Choose letters from the phonetic spelling list.

Ask the students: What letter? What sound?

Have students watch you write the uppercase and lowercase letters and copy them onto their worksheet.

Have students trace the letters with their fingers chanting "B says buh" etc.

Have students think of three words that start with that sound. Write them on the board and have students copy them.

Do a worksheet or activity to practice the sound.

What did you do yesterday?

Ask students what they did after school or over the weekend.

As students identify things they do outside of school, create picture representations of these things and add them to a word wall, so students can return to these activities.

Monday - Vocabulary

OBJECTIVE: *Students will be able to connect new English vocabulary terms to word in their language. SWBAT identify the first sound/letter of words on the list and match them.*

Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- f. Use frequently occurring adjectives.
- g. Use frequently occurring nouns and verbs

MATERIALS:

- Vocabulary PPT
- Flashcards (teacher set)
- Vocabulary matching worksheet
- Craft mirrors
- Weekly lesson file
- story

TIME: 2 Hours

Warm-up/ 1. Today is worksheet
Review: 2. Letter of the Day
3. What did you do yesterday?

30 minutes

Introduction:

5-10 minutes *Pre-Reading:*
Show students the big picture from the story. Talk about what is in the picture, eliciting information and vocabulary they already know about the topic. Additionally, you can show them the Story Matching Level 1 page (because it has no text) and have them predict what it might say.

I do it:

30 minutes *Powerpoint:*
Review the powerpoint with students teaching new words. Students can repeat. Review again, passing around realia if possible. Review the list again asking students to say the word for the picture in their language. Have students practice pronouncing the words using mirrors focusing on commonly difficult to pronounce consonant sounds. Have students practice the words clapping for each syllable.

We do it:

20 minutes *Flashcards:*
Show students the flashcards and quickly review them making sure students can associate them with the words you just reviewed on the PPT. Now write the first letters of the words on the board. Ask the students "What letter?" "What sound?" For each. Now show a flashcard. Ask "What word?" "What letter?" And have students tell you what the first letter of that word is. Put it on the board under that letter. Continue until all the words are sorted. Address any relevant digraphs or vowel sounds that are new/exceptions. Remove the flashcards and hand them out to students. Have students match them with the letters. Check the answers as a group.

Remove the letters and have students put the correct letter with the flashcards. Check as a group.
If there are letters with more than one flashcard underneath, sound out and spell the words as a group so students can see the difference between spellings of the words.

You do it:

Vocabulary Matching Worksheet:

20 minutes

Have students cut out the words and glue them below the picture.

***For fast finishers:** Have students review their sight word flashcards from the previous week. Or check their answers using the talking dictionaries.

**Application/
Extension:**

Story:

First the teacher reads the story and the students listen.

Then the teacher reads and the students repeat.

10-15 minutes

Have students read silently to themselves.

Tuesday -Multi Sensory Phonics

OBJECTIVE: *SWBAT identify the sounds of 4 consonants that appear in the story/vocabulary list. SWBAT to spell closed syllable words with these consonants.*

Language

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- f. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

Reading Foundations Skills

*RF.1. Print Concepts: Demonstrate understanding of the organization and basic features of print (K-1)**

- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - c. Count, pronounce, blend, and segment syllables in spoken words.
 - e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 - g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - h. Add or substitute individual sounds (phonemes) in simple, one-syllable words
- RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)*

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

- d. Decode regularly spelled one-syllable words.

MATERIALS:

- **Vocabulary PPT**
- **Flashcards (teacher set)**
- **Pocket chart alphabet**
- **Student whiteboards, erasers, dry erase markers**
- **Student phonics tiles**
- **Spelling test level 0 & level 1 (if you choose to test them)**
- **story**

TIME:	2 Hours
Warm-up/ Review:	<ol style="list-style-type: none"> 1. Today is worksheet 2. Letter of the Day 3. What did you do yesterday? 4. Vocab Review:
50-60 minutes	Revisit the slide show from Monday. Have students sort the words using the first consonant sounds.
Introduction:	Pass out the envelopes with the letter tiles in them. Have students take them out and arrange them in order A-Z.
10 minutes	<p>*For fast finishers: Get students started saying, "what letter?" "What sound?" Have them practice alone or in pairs the sounds of each letter.</p> <p>When everyone is finished, have students keep the letters in the spelling list on their desk and put the other letters back.</p>
I do it:	Visual drill:
5 minutes	Show the students each letter card and say the name of the letter and its sound: "B says /b/" etc. and have students repeat one time.
We do it:	Audio drill:
10 minutes	<p>Show students on the board how to write the letter correctly. Then have them write it 5 times on their whiteboard.</p> <p>Together, trace the letters so that you are erasing them with your fingers and chant, "B says /b/".</p>
You do it:	Phonics Tiles:
25-30 minutes	<p>To review the sounds, "Show me [say the sound]."</p> <p>Next, "Show me /b/ /uh/ /s/" sound out the words and count the sounds on your fingers. Repeat for each word.</p> <p>Last, "Spell bus." Repeat for each word.</p> <p>Say the word, have students tap it out on their fingers. Have students spell the word. Spell the word having students check their spelling.</p>
Application/ Extension:	Find it in the story:
15 minutes	<p>Choose two consonants in the story.</p> <p>Have students find the first letter every time it appears in the story, "Find /b/. What letter says /b/?" "Color /b/". Show students how to highlight "B" (or whatever letter you've chosen) in the text. On the back of their story make a list of all the words that have "B".</p> <p>Have students exchange highlighters with another student so they have a different color. Have them find the second letter in the story and highlight it. Make a second list on the back for that letter.</p> <p>Have students practice reading the story to one another in pairs.</p>

Wednesday - Dialogue

OBJECTIVE: Write the main objective(s) of the lesson
SWBAT to ask and answer relevant questions using the vocabulary for the week. SWBAT to use the correct intonation and stress for a question.

TIF Skills:

Academic Language & Skills

2. Interpret and convey meaning through knowledge of standard conventions (spelling, mechanics) and organizational principles (syntax, grammar) in complex reading, writing, speaking, and listening situations.

ELA Speaking and Listening

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Participate in collaborative conversations with diverse partners in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
- Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)

ELA Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Capitalize dates and names of people.
- d. Use end punctuation for sentences.
- f. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

ELA- Reading Foundations

*RF.1. Print Concepts: Demonstrate understanding of the organization and basic features of print (K-1)**

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.

- MATERIALS:**
- Vocabulary PPT
 - Flashcards (teacher set)
 - Information gap worksheet
 - Mingle worksheet
 - Sentence writing pages
 - ball

TIME: 2 Hours

- Warm-up/** 1. Today is worksheet
- Review:** 2. Letter of the Day
- 30 minutes** 3. What did you do yesterday?

Introduction:

Introducing the Question:

5 minutes

Show students the two speakers at the top of the Information Gap page.
Set the stage for the scenario, and then teach ONLY the question.

- Have students repeat one word at a time.
- Have students repeat in chunks.
- Have students repeat the whole.
 - If students are still struggling to say the whole question, have them work backwards.
- Have students practice saying the question in a mirror if there are difficult to pronounce words, or practice the stress with rubber bands.

Now answer with the possible replies. (This could be modeled with a volunteer).

I do it: Ask a student the question and have them answer. Go around given several students an opportunity to respond to you.

5 minutes

We do it: Now they ask the person sitting next to them. Work around the room.

20 minutes *Information Gap:*

Pass out the Information Gap page. Have students practice with a partner (preferably someone who speaks a different first language), and substituting the words for the pictures below in each conversation.

Ball Toss:

Have students stand in a circle asking a question as they throw the ball, answering when they catch the ball. The game creates an easier going atmosphere. Encourage students to experiment with new answers to the questions using previous vocabulary, etc.

You do it:

30 minutes

Vocab Match:

Quickly review the vocabulary flashcards. Then show students the words one letter at a time, having them sound it out and then blend the word together.

Pass out index cards with the words on them. Have students match them to the flashcards. Check together.

Now pass out the flashcards. Have students match them to the index cards. Check together.

Leave the matches on the board to use as a word bank for the mingle.

Mingle:

Show students the Mingle worksheet. Practice asking the question, and show them how/where to record the answer.

Model asking someone their name, how to spell it, and writing it in the box. Then model asking the question and recording the answer.

Have students stand up and walk around asking each other the target question and recording their answers.

Review the Mingle:

Ask students what did (Student's name) say?, etc.

***For Fast Finishers:** With small groups this may go faster. Have students create a human bar graph with the possible answers or a post-it notes bar graph for a numeracy extension.

**Application/
Extension:**

30 minutes

Sentence Writing:

Show students the sentence writing page. Explain the question word/s (ex. Who? What?) and what kind of words answer that question (names, objects, etc). Using the question they just practiced for the mingle, model writing a sentence as the answer saying "Who" first, what they are doing (provided) and "What". (If students are low and have difficulty writing you can fill in the appropriate bubble with the flashcard instead of the word.)

Model a few example sentences then have students write their own sentences. They can use the names they collected in the mingle to write about their classmates. If they don't know how to spell something, encourage "inventive spelling" or sounding the word out and writing the letters that make that sound. DON'T correct spelling for this activity.

(Lower students can use the pictures provided).

***For fast finishers:** Have students read their sentences to one another.

Thursday -Reading Fluency/Comprehension

OBJECTIVE: Write the main objective(s) of the lesson
SWBAT answer questions like who? What? Where? about the story. SWBAT spell/read key sight words. SWBAT demonstrate comprehension by matching pictures and sentences from the story.

TIF Skills

Academic Language & Skills

1. Recognize and apply rich academic vocabulary in multiple discourses (reading, writing, speaking, and listening). *[in this case high-frequency words found in the text]*

Reading

*CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*⁴

- Ask and answer questions about key details in a text.

Reading Foundations Skills

RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - j. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

MATERIALS:

- Vocabulary PPT
- Flashcards (teacher set)
- Sight words list
- CASAS review worksheet
- Story matching worksheets
- index cards
- stations materials (see below)

TIME: 2 Hours

Warm-up/ 1. Today is worksheet
Review: 2. Letter of the Day
3. What did you do yesterday?
50-60 minutes 4. Vocab Review:
Revisit the slide show from Monday. Distribute the CASAS 27/28-style or 81/82 style worksheet.

Introduction:

Sight Words:

5 minutes Show students the sight words from this week's story. Spell the sight word tracing each letter with your finger, then say the word. Pass these around so that each student can trace the word.

I do it: Practice as a class:

<p>5 minutes</p>	<ul style="list-style-type: none"> ● Say the word, then spell it together. ● Spell the word and have them say it. ● Have them spell the word. ● Spell the word together backward, then say it. ● Spell it backward and have them say it. ● Have them spell it backward.
<p>We do it: Have students write them on an index card and add these to a ring of words they keep from week to week. Give them time to practice the words alone or with a partner.</p> <p>5 minutes</p>	
<p>You do it:</p>	
<p>40 minutes</p>	<p>Stations:</p> <p>Have students rotate through 4 or 5 stations in groups of 2 or 3. Select the appropriate stations for your class:</p> <p>Sentence Matching: have students match the sentence or word strips to the pictures on the story matching worksheets.</p> <p>Circle the word: Have students find and circle the sight words in the story. Read the story together.</p> <p>Answer the comprehension questions: Have students read the story and answer the yes/no comprehension questions.</p> <p>Magnetic letters: Have students spell the words using magnetic letters on a cookie sheet</p> <p>Handwriting worksheets: Have students practice writing the words. Help students focus on forming the letters correctly, making them the correct height in relation to one another, etc.</p> <p>ABC mat: Have the letters on a painter’s tarp on the floor. Have one student read the word and have the other student/s step on each letter to spell it.</p>
<p>Application/ Extension:</p> <p>Review the Story:</p> <p>Have students take out their story.</p> <p>5 minutes Read it as a class. Then break into pairs having students read to one another, then silently.</p>	

Friday -Stations

OBJECTIVE: Write the main objective(s) of the lesson
SWBAT practice fluency in speaking, reading, and listening.

MATERIALS:

- Mingle worksheet
- Bingo
- Books
- Talking dictionaries

TIME: 2 Hours

**Warm-up/
Review:**

1. Today is worksheet
2. Letter of the Day
3. What did you do yesterday?

30 minutes

Bingo: Students lead and play bingo.

45 minutes

Mingle: Students ask and answer a question relevant to the week's/unit's theme.

45 minutes

**Extensive
Reading:** Students choose books and practice sustained silent reading using talking dictionaries as necessary.

45 minutes

Excerpt from:

**At the River and Other Stories
for Adult Emergent Readers
Teacher's Guide**

by Shelley Hale Lee (c) 2016 all rights reserved

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The full guide can be downloaded here: <http://wayzgoosepress.com/authors/shelley-hale-lee/>.

Suggested lesson format

Here are the parts of a lesson in units 1-8 of At the River:

- *Letters and sounds*
- *Create a context*
- *Word building*
- *Reading words: decoding and fluency*
- *Writing*
- *Reading a story: decoding and comprehension*

Units 9 and 10 have longer stories.

General principles for using At the River

Include phonics and explicit reading instruction daily. 30-60 minutes per class is better than 2 hours once a week.

Don't rush through the material. The goal is mastery. Reteach or recycle activities as needed so students can demonstrate mastery.

In each lesson, students should move from passively taking in information at the beginning of the lesson to actively practicing and demonstrating what they are learning during the middle and end.

Each lesson moves from the smallest unit of meaning (letter/sound) to the largest (word, sentence, or paragraph).

Sample Lesson: Unit 1, AMPST

Goals: Students will be able to

- Produce sounds for AMPST
- Write upper and lowercase forms of the letters
- Blend the sounds into words (mat, pat, Pam, tap, sat, map)
- Write the words from dictation
- Read a brief story featuring the words

Part 1: Letters and sounds

1. Introduce the letters and sounds: Use flash cards with key word pictures for Aa Mm Pp Ss Tt. Hold up a flash card with a picture of a key word and the uppercase and lowercase form of the letter (apple/Aa). Point to the letter and ask for the letter name. Point to the picture of the key word, and say "apple". Ss repeat. Point to the letters, and ask for the sound. Ex: the name "a", apple, the sound /a/. Continue with Mm Pp Ss and Tt.

If students know the letter names, then stop asking for the letter name and just ask for the letter sound. The sound is the most important in learning to blend letters into words.

2. Comprehension check: Display flash cards across board ledge in the same order in which you taught them. Number cards 1-5.

- Produce a sound and ask ss which number it is. Continue with all.

- Say the name of a key word picture and ask ss to say the number.

- Go over each card in order, asking ss to identify the picture and sound without your help.

3. Matching upper and lowercase: Put uppercase forms of letters on one side of the board and lowercase on the other. Ask for volunteers to match.

S m

A p

P t

M s

T a

4. Letter scramble: Practice upper/lowercase and sounds. Put the target letters on the board in random order. Point to each letter and ask students to produce the sound.

A	P	S	T
M	S	T	P
P	A	M	S
T	M	P	A

T	m	P	A
M	s	a	p
t	P	S	A
s	T	m	p

a p s t
m s t p
p a m s

t m p a

5. Writing: Unit 1, p. 2. Ask ss to write upper and lowercase forms of each letter 5 times. As they are writing, do a skills check by asking each individual to point to the letters and produce the sounds for you. For students who struggle with writing, ask them to write each letter 1-2 times, or write the letters yourself with a highlighter and allow the student to trace the letters with pencil.
6. Initial sounds and whole words: Use Whole Language Connection activity with letters on p. 2. This is a speaking, listening, and phonemic awareness activity. Hold up various pictures and realia (3 or 4 items for each sound) that start with Aa Mm Pp Ss or Tt (examples: Monday, table, student, apple, pencil). Say the word, emphasizing the first sound. Students point to the letter that makes that sound, or place a chip on the letter. Continue in random order. To close, hold up the same group of pictures and realia again, more quickly this time, eliciting the word only (students don't point to the letters).

Part 2: Create a context

1. Present words and pictures on p. 5. Ss point and repeat.
2. Talk about each word/picture and encourage ss to talk about them as well. For example: I turn on the water at the tap and wash my hands/I can see your country on the map/I have a mat in my kitchen and near my front door/If my friend is sick, I can pat her shoulder and help her feel better/This is Pam. She is a woman and a mother/I'm tired. I think I'll sit down. There, I sat.
3. Option: Present pictures or realia for each of the decodable words: map, Pam, tap, sat, mat, pat. Students can look at pictures on p. 5. Students practice saying the words.
4. Comprehension check:
 - a. Option: Put pictures/items on the board or table. Say a word and ask ss to point to the item. Or, number the items; say a word, and ss say what number it is.
 - b. Yes/No game: The teacher points to the picture of the mat and say, "Tell me yes or no. This is a mat." Ss: "yes." T. points to the map and says, "This is a tap." Ss: "no, map." Continue with all.
 - c. p. 5: T. says a word, ss point to the picture or place a chip on the picture.

Part 3: Word building

Show students how to decode words sound by sound. Use a consistent hand signal: tap under a letter when you want just that one sound, and run your finger under 2 or more letters when you want ss to blend the sounds.

1. First sound: On the board, write “m s p m t p” with plenty of room in between letters. Tap underneath each letter and ask, “What’s the sound?” Ss produce the sound for each.
2. Pairs: Add the letter “a” to each sound. Then point to the first pair of letters, “ma”. Tap “m” and say /m/. Tap “a” and say /a/ (the short vowel sound). Tap under “m”, ss produce the sound. Tap under “a,” ss produce the sound. Then run your finger under both letters and say “ma”. T. and ss repeat several times: ma, ma, ma. Continue the same sequence with sa, pa, ma, ta, pa.
3. Check for understanding: Give each student a dry erase marker. Ask for a volunteer to circle “pa.” A student should come and circle “pa” each time it appears. Continue with all.
4. Build the whole word: erase the circles. Point to “ma” and ask, “What’s the sound?” Ss: ma. T: “What do you see on the table/board with the sound “ma”? Ss: map. T. writes “p” next to “ma”. Run your finger under “ma”, saying /ma/. Point to “p” and say /p/. Ma...p, ma...p. Ss repeat. Run your finger under all 3 letters and say “map”. Ss repeat. Continue the word building process with sat, pat, mat, tap, Pam. With Pam, show students that we need to change the first letter to uppercase because it’s a name.
5. Check for understanding: Number the list of words on the board. Say a word, ss tell you the number. Or, say a word and ask a student to circle it.
6. Blending and segmenting:
 - a. Blending. Say, “Listen. I’ll give you some sounds. Tell me the word.” Hold up one finger for each sound, pronouncing slowly each sound in “map”: /m/.../a/.../p/. Ss listen and say “map.” Continue with all.
 - b. Segmenting. Say, “I’ll say a word. Tell me the sounds.” Say, “tap.” Ss hold up their fingers as they make the sounds /t/.../a/.../p/. Option: ss can tap out the sounds on the table.
7. Option: Check for understanding with pictures/realia: Hand out word cards for map, sat, pat, mat, tap, and Pam. Students match cards to realia. Go over answers, offering corrections if needed. Mix up the cards and ask ss to match a second time.
8. Unit 1, p. 3: Students copy the pair and the word. As they are working, ask each student to read the pairs and words for you.
9. Unit 1, p. 6: Students write the words under the pictures. Option: hand out a small label for each word to ss. Ss match the labels to the pictures. After you have checked, the student writes the words under the pictures.

Part 4: Reading fluency and decoding

1. P. 4, #2: Ss copy and read the pairs.
2. Option: Put pairs on the board; ss fill in the last sound and read the words chorally.

3. P. 4, #3: Ss copy and read the words.
4. Option: Put words on the board. Call out a word and ask for a volunteer to circle it each time it appears. Continue with all. Or, ss can circle the word in their books.
5. Ask ss to read the pairs and words with a partner while you monitor.

Part 5: Writing

1. Simple Dictation: Students can use pencil and paper or small white boards with markers. Point to the picture of the tap, and say, "What is this?" Ss say "Tap." T: "please write the word 'tap.' T...a...p." Stretch out the sounds for them and encourage them to do the same as they write. Continue with all.
2. Running dictation (or scribes and runners): Put students into pairs. The teacher writes a word or group of words on a small white board and puts it at one end of the room or outside the door. One student runs to the teacher's board, reads the word or words, then runs back to their partner to dictate. The partner needs to write what they hear. Award points to every pair that can get it right in 60 seconds.

Part 6: Story

1. Guided reading. Your students may need all of these steps, or they may only need some.
 - a. P. 7: Teacher reads the story 2-3X: Pam has a map. Pam has a mat. Pam sat on the mat. Ss listen with books closed. Point to pictures/realia to help students understand.
 - b. Teacher reads 2-3 more times, and ss follow along in the book with their finger or a pencil.
 - c. Echo reading: Teacher reads #1, ss repeat. Continue with all.
 - d. T starts, ss finish: Teacher says, "Pam has a..." Ss: "mat." T: "Pam has..." Ss: "a map." T: "Pam sat..." Ss: "on the mat."
 - e. Listening check: What number? T. reads, "Pam has a mat." Ss say, "2". Continue with all.
 - f. What sound? Say, "Tell me a word with the first sound /m/." Ss say, "mat, map." T: /s/. Ss: "Sat." T: /p/. Ss: "Pam."
 - g. Circle the word: T says a word from the story, ss circle it each time it appears. Individuals can do this in the book, or the teacher can write the story on the board and allow the whole group to stand at the board and work together.
 - h. Label the picture on p. 7 with the decodable words.
 - i. Choral reading: T and ss read together.

2. Independent reading

- a. Sequence the story: Write the sentences on sentence strips, then cut them up into words. Hand out words to ss randomly. Teacher dictates a sentence; students place words in order in a pocket chart or with tape on the board.
- b. Pairs practice reading together from the book.
- c. Individuals read for the teacher.
- d. Option: have half of the group do the sequencing independently while you read with the other half. Then switch.

3. Comprehension

- a. Check for understanding: CCQ (Comprehension Check Questions). Ss look at the story, and the teacher says, "Tell me yes or no. Pam has a map." Ss: "yes." T: "Pam has a bag." Ss: "no." T: "Pam has a map." Ss: "Yes." T: "Pam sat on the chair." Ss: "no." T: "Pam sat on the mat." Ss: "yes." T: "Pam sat on the map." Ss: "no."
- b. CCQs lead nicely to asking who, what and where questions about the story: Who sat on the mat? Where is Pam? What is she looking at?

4. Homework: Ask ss to copy the story into their notebooks.

Monday	Tuesday	Wednesday	Thursday	Friday

Reflection on Meeting Two

Revisit the Meeting Two objectives below. Take a moment to mark a \checkmark , $\checkmark-$, or $\checkmark+$ next to each.

Objectives:

- Articulate importance of scaffolding within balanced instruction.
- Articulate the relationship between language development and literacy roles.
- Articulate the benefits of intentionally incorporating balanced blocks of instruction.
- Define blocks of balanced instruction.

Anything we should re-visit next time?

Identify 2 key things that you have learned today.

What is 1 thing that you would like to try in your classroom?

Identify one question that you have related blocks of instruction.

Discussion Questions 3

Designing Your Classroom Handout

ATLAS (ABE Teaching & Learning Advancement System). (2015). *Beginning Alphabetics Tests & Tools* (Authors: M. Frank & K. Perry). Retrieved from <http://atlasabe.org/resources/ebri/ebri-alphabetic>.

[Read excerpt ONLY, pages 26-36, Beginning Alphabetics Tools]

Valencia, S. W., & Buly, M. R. (2004). Behind test scores: What struggling readers really need. *The Reading Teacher*, 57(6), 520-531.

Designing Your Classroom Handout

Read through the suggestions for Universal Design and do the following:

- Identify your current strengths
 - name a category you've developed well
 - list 2-3 suggestions you're proud of using

- Identify challenges
 - name a category area that needs development
 - list 2-3 suggestions you'd like to implement

Using the same “Designing Your Classroom” guide, zoom in on the “physical environment” and “organization and planning” categories while watching Jessica Jones's *before* and *after* classroom videos and Kristin Klas's video of her classroom.

In the before video, https://youtu.be/M_KVdAfVY-o, look for:

- suggestions from the guide that are being used already

- one thing you could change to incorporate “physical environment” and one for “organization and planning”

In the after video, <https://youtu.be/9XwCZCGIOEo>, look for:

- What changes did you like?
- What changes could you implement?
- What resonates with you from Kristin Klas's video?

Beginning Alphabetics Tests and Tools (BATT)

1. What are the 3 profiles identified in the BATT?
2. What instructional practices are recommended for all learners? Which ones are you familiar with and implementing? Which ones need more focus?
3. Which of the lesson plans best suits your classroom? Why?

Behind test scores: What struggling readers really need

1. What are the six profile clusters identified in the article? Describe them in your own words and name one instructional strategy that could be used for each profile.
2. Can you think of any current or former students who may fit into each of these profiles?
3. What do the implications of this article have to offer for your context? What won't work because of your context?
4. What can you do to encourage multilevel, flexible, small-group instruction in your class?

	Language Tasks	Literacy Tasks	Scaffolding	Feedback	Blocks of Time
Peer Observation					

Thomas is an ELL who has excellent word identification skills, but struggles with comprehension. He could benefit explicit instruction of key reading strategies (summarizing, self-monitoring, creating visual representations, evaluating), vocabulary development, academic language acquisition, and genre structures. Read-aloud and oral discussion of text in addition to independent reading opportunities will help him to build language and comprehension.

Makara is an ELL who struggles with word identification skills and comprehension. When reading he is unable to determine if he's reading a word correctly or incorrectly which can cause problems with overall comprehension. He would benefit from constructing meaning, explicit phonics instruction, and self-monitoring through read-aloud activities with a peer or teacher.

Sandy is a native English speaker who struggles with word identification, but is still able to comprehend what she reads. She has developed an over-reliance on context and has difficulty with decoding. She would benefit from explicit phonics instruction and both assisted and independent reading to build automaticity while building her decoding skills.

Martin is a native English speaker who has decent decoding skills, average comprehension abilities, and an average vocabulary for his age however, he failed the state test. Martin has developing decoding skills, but these skills are not yet automatic. He could benefit from fluency-building activities such as guided, repeated oral readings and partner readings using high-interest materials and explicit instruction in decoding multi-syllabic words.

<p>Adequate Decoding Adequate Language Comprehension</p>	<p>Poor Decoding Adequate Language Comprehension</p>
<p>Adequate Decoding Poor Language Comprehension</p>	<p>Poor Decoding Poor Language Comprehension</p>

Reflection on Meeting Three

Revisit the Meeting Three objectives below. Take a moment to mark a \checkmark , \checkmark^- , or \checkmark^+ next to each.

Objectives:

- Discuss additional factors in classroom design.
- Identify different types of readers and resources for assessment.
- Articulate implications of UDL and balanced instruction for different types of readers.
- Incorporate learned concepts into weekly plans for their unique classroom structure.

Anything we should re-visit next time?

Identify 2 key things that you have learned today.

What is 1 UDL concept that you'd like to implement in your classroom?

What's still puzzling you?