

# Getting Started with Additional Language and Literacy Block

Participant Handout



# Getting Started with Imagine Learning EL Education: Additional Language and Literacy (ALL) Block (Grades 3-5) Session Agenda

Component	Objectives
Welcome	Connect with fellow teachers and the Imagine Learning EL Team. Review the goals for the day and how the goals can enhance participants' teaching practices.
IL EL Education ALL Block Structure and Design	Build an understanding of the structure of ALL Block and its rotations. Participate in an activity to dive into the rotations for better understanding.
Break	Stretch and refresh
IL EL Education ALL Block Structure and Design (Continued)	Understand the groupings for the teacher-directed and independent rotations.
ALL Block in Action	Get insight into what ALL Block might look like in the classroom.
ALL Block Resources	Know what resources are available in print and on Imagine Learning Classroom for ALL Block planning and preparation. Dive into the digital resources on the platform and explore.
Lunch	Take a break to enjoy lunch with the team.
Planning for ALL Block on ILC	Learn the planning framework for ALL Block and apply it using a scenario that will help participants understand the fluidity of ALL Block.
Break	Stretch and refresh
Grade Level Planning	Time to put it all together! Work with grade-level teams to plan the first weeks of lessons. Jigsaw to plan the first week, then move into the second week of lessons.
Closing	Review the day's learning and provide feedback.

## Session Learning Targets

- I can navigate Imagine Learning Classroom ALL Block Resources.
- I can explain the benefits of successfully implementing ALL Block in my classroom.
- I understand the key Imagine Learning EL Education resources for planning and using ALL Block effectively.
- I can use features of IL Classroom to engage students in the EL Education ALL Block.

**Describe your experience with rotations/centers.**

### **ALL Block Rotation Components**

1. Accountable Independent Reading / Volume of Reading
2. Additional Work with Complex Text
3. Word Study / Vocabulary
4. Reading and Speaking Fluency / GUM
5. Writing Practice

Circle the rotation (above) your group explores and record your notes below.

## Your Notes about ALL Block Rotations

Accountable Independent  
Reading

Additional Work with  
Complex Text

Reading and Speaking  
Fluency / GUM

Writing Practice

Word Study / Vocab

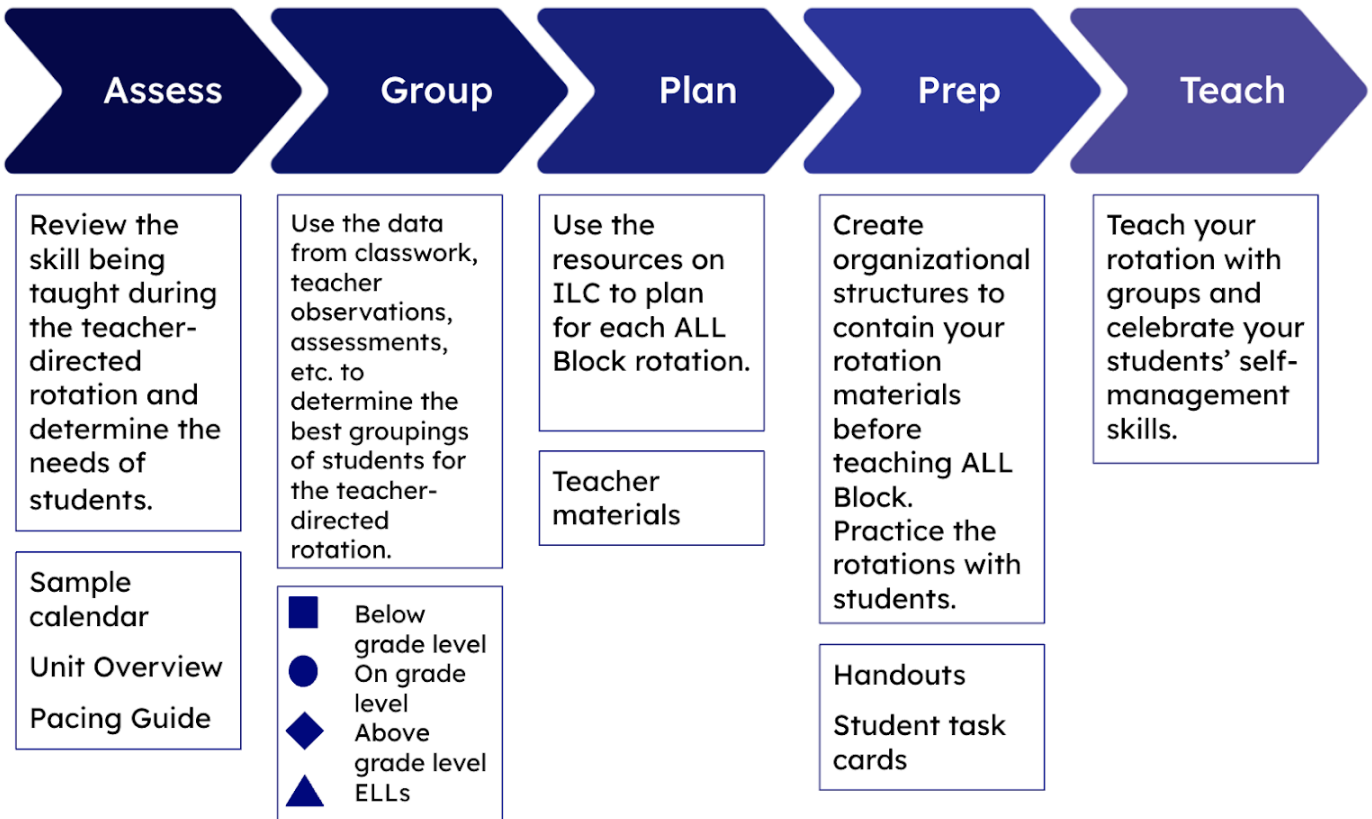
Daily Rotations

## ALL Block in Action: Video Note-Taking

I notice...

I wonder...

## ALL Block Planning Framework



## ALL Block Planning Scenario

Ms. Granger is a fourth-grade teacher. She is getting ready for her ALL Block for the week. To begin, she looks at the Sample Calendar for the unit and sees that for Week 2, she will guide lessons on Additional Work with Complex Text and Reading and Speaking Fluency / GUM.

A closer look at the activities shows Ms. Granger that during Additional Work with Complex Text, students will be navigating and reading webpages for their animal expert group started in the lesson. In the Reading and Speaking Fluency / GUM rotation, students will work on modal auxiliaries in sentences.

To see what students need, Ms. Granger pays attention as students are reading aloud during lessons and talking about the text. Since the lesson activities work on the skills, she also pays attention to how the students perform on those. She may also take a look at student work products to determine the needs of students.

Sergei is an ELL student in Ms. Granger's class. He reads accurately but doesn't always comprehend what he is reading. He also gets overwhelmed when presented with a lot of text at once. He does, however, understand how using can, could, may, might, shall, and will as auxiliary verb helpers change the meaning of sentences.

Based on that information, Ms. Granger decides that Sergei will benefit from the ELL group for Complex Text, but needs more challenge for Reading and Speaking Fluency/GUM, so she selects the Below Level group for that one.

Ms. Granger has completed a similar process with the rest of her students. She creates a chart with the classification for each of her students for this week's skills. Notice there are 4 different classifications for students, but we know there are only 3 rotations. In order to group them in the best way, Ms. Granger uses the grouping recommendations in the Unit Overview to determine how to group her students.

Now that Ms. Granger knows which groups each of her students will work with for the teacher-guided rotation, she can map out what the hour will look like.

She will call up the first group (including Sergei and Sara) while the other students determine the order to complete either Accountable Independent Reading or the independent activity in Reading and Speaking Fluency / GUM.

After that group, she will call the next group (Juan), and the rest of the students will choose the other rotation they have not yet done. Those that were with the teacher will select their first independent rotation.

Now that the plan is done, it's time to prep the materials!

Using the same chart of the rotations, Ms. Granger lists out what materials are needed for each rotation. You can see that the ELL group will participate in a language dive. Groups 2 and 3 will work on their task cards with the teacher to explore their expert website.

Accountable Independent Reading will have the same task card throughout. Students will bring their Independent Reading Journal and Vocabulary Log, which may be in notebooks/binders or digital.

For the other Independent rotation, Reading and Speaking Fluency/GUM in this instance, students will need the Task Card. They will also reference the Group Work Protocol poster throughout.

Once all of the preparation is done, all that's left is to teach!



## Sample 2-Week ALL Block Calendar

Week 1			
Day	Rotation (20 mins) <i>Teacher-Guided Homogeneous Grouping</i>	Rotation (20 mins) <i>Independent Heterogeneous Grouping</i>	Rotation (20 mins) <i>Independent Heterogeneous Grouping</i>
Day 1	Reading Fluency and GUM	Additional Work with Complex Text	Accountable Independent Reading
Day 2	Additional Work with Complex Text	Reading Fluency and GUM	Accountable Independent Reading
Day 3	Reading Fluency and GUM	Additional Work with Complex Text	Accountable Independent Reading
Day 4	Additional Work with Complex Text	Reading Fluency and GUM	Accountable Independent Reading

Flex Day: Based on student needs for clarification or intervention.

Week 2			
Day	Rotation (20 mins) <i>Teacher-Guided Homogeneous Grouping</i>	Rotation (20 mins) <i>Independent Heterogeneous Grouping</i>	Rotation (20 mins) <i>Independent Heterogeneous Grouping</i>
Day 1	Writing Fluency	Word Study and Vocabulary	Accountable Independent Reading
Day 2	Word Study and Vocabulary	Writing Fluency	Accountable Independent Reading
Day 3	Writing Fluency	Word Study and Vocabulary	Accountable Independent Reading
Day 4	Word Study and Vocabulary	Writing Fluency	Accountable Independent Reading

Flex Day: Based on student needs for clarification or intervention.

Envision how your rotations would be set up. You can also think back to our classroom video at the beginning of the session. Here are some questions to consider:

- What materials would be needed for each rotation?
- How will you prepare and store these materials for the week?
- Will you have to change the layout of your existing classroom (if you're staying in your previous room)?
- What instructions will you provide to your students on how they would care for the week's materials?



# Grade Level ALL Block Planning

## Week 1 Jigsaw

Day	Summarize Teacher Actions	Materials for the Day
1		
2		
3		
4		

Reflection: How do Week 1 ALL Block activities set you and your students up for success?

## Week 2 Planning

Day	Summarize Teacher Actions	Materials for the Day
1		
2		
3		
4		

How will you manage the materials needed for ALL Block each week?

### Closing Reflection Protocol

I used to think \_\_\_\_\_  
 \_\_\_\_\_, but now I know \_\_\_\_\_  
 \_\_\_\_\_.