

Leading Additional Language and Literacy Block

Participant Handout



Leading Imagine Learning EL Education ALL Block Session Agenda

Component	Objectives	
Welcome	Connect with the other leaders and the Imagine Learning EL Team and review the goals for the day.	
ALL Block Design and Structure Framework	Build an understanding of the structure and design of ALL Block. View ALL Block in action to identify the instructional practices in order to support teachers as they implement ALL Block.	
ALL Block Resources	Learn about the digital and print resources available to teachers as they implement ALL Block.	
Break	Stretch and refresh	
Supporting Teachers as they Plan for ALL Block	Learn about the planning process teachers should use to effectively implement ALL Block. Reflect on how to support teachers as they prepare to teach.	
PLC Planning Collaboration	Work with colleagues to discuss norming curriculum-based PLC discussions and what topics would benefit students.	
Closing	Review the day's learning and provide feedback.	

Session Learning Targets

- 1. I can explain the structure and design of ALL Block.
- 2. I can use the key components of ALL Block to determine what a successful implementation looks like and sounds like.
- 3. I can collaborate with others to anticipate supports and potential ALL Block PLC topics needed to assist teachers.

Preparing to Shift



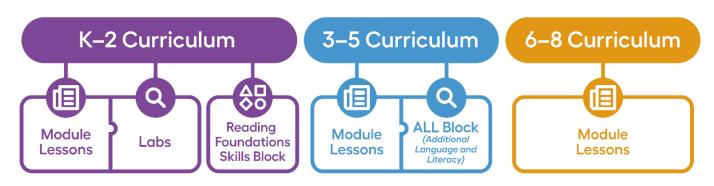
Considerations

What is the purpose of your current small-group instruction time?

What does your current small-group instruction look like?

How are your current practices aligned or misaligned with ALL Block?

Structure and Design: Core Curriculum Components



The K-2 Reading Foundations Skills Block is an hour of structure phonics and small-group differentiated instruction.

Structure and Design: 3-5 Curriculum Schedule

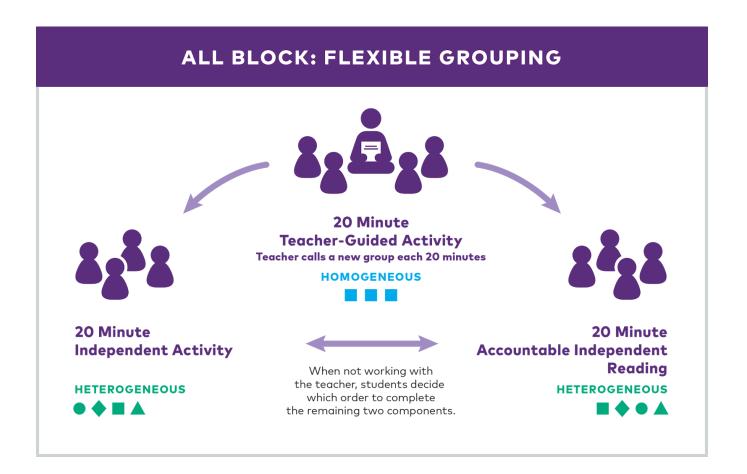
Module Lessons: 1 hour daily		
Unit 1	Unit 2	Unit 3

Additional Language and Literacy Block: 1 hour daily

Unit 1 Unit 2 Unit 3

2 weeks of lessons and Flex time 2 weeks of lessons and Flex time

2 weeks of lessons and Flex time



Planning for Instruction

Assess Group Plan Prep Teach

Review the skill being taught during the teacherdirected rotation and determine the needs of students.

Sample calendar Unit Overview Pacing Guide Use the data from classwork, teacher observations, assessments, etc. to determine the best groupings of students for the teacherdirected rotation.

Below grade
level
On grade
level
Above grade
level
ELLs

Use the resources on ILC to plan for each ALL Block rotation.

Teacher materials

Create
organizational
structures to
contain your
rotation
materials
before
teaching ALL
Block.
Practice the
rotations with
students.

Handouts Student task cards Teach your rotation with groups and celebrate your students' self-management skills.

Sample Scenario: Ms. Granger's Class

Write down your thoughts or questions about Ms. Granger's process:

Additional work with complex text	Reading and speaking fluency/GUM		
Students navigate and read animal expert group webpages	Students analyze how modal auxiliaries (can, could, may, might, shall, and will) change the meaning of sentences		
Observes students reading aloud & discussing text Pays attention to student response to those skills during lessons Reviews student work products			
Sergei (ELL) reads accurately, but struggles with comprehension and gets overwhelmed by a lot of text	Sergei (ELL) has a clear understanding of this skill, but struggles with comprehension		
Sergei 🛆	Sergei 🔲		

Student Name	Additional Work with Complex Text		Reading and Speaking Fluency / GUM	
Sergei	ELL	A	BELOW	
Nathan	ON		ABOVE	•
Alma	ON		ON	
Sara	ELL		BELOW	
David	ON		ON	
Juan	BELOW		ELL	A

How will students be grouped? What benefits do you see to those groupings? Fill out the boxes or write your notes here.

Additional Work with Complex Text

Group 1: Group 2: Group 3: Reading and Speaking Fluency / GUM

Group 1: Group 2: Group 3:

Teacher-guided in	struction
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Additional Work with Complex
Text
<u>Group 1</u>

*Language Dive

Additional Work with Complex
Text
<u>Group 2</u>

* Text Features of Websites

Additional Work with Complex Text Group 3

* Text Features of Websites

Students choose order to complete when not with teacher

Accountable Independent Reading (AIR)

* Read & answer questions

Reading and Speaking Fluency / GUM

* Matching Game with Modal Auxiliaries

Ms. Granger uses the information she has compiled to create a schedule of the day for ALL Block and prepares materials for each rotation.

Teacher-guided instruction Additional Work with Complex Additional Work with Complex Additional Work with Complex **Text Text Text Group 1 Materials Group 2 Materials Group 3 Materials** Language Dive Materials Teacher-Guided Student Activity Teacher-Guided Student Activity Chart paper to record Card Card

Students choose order to complete when not with teacher

Accountable Independent Reading (AIR)

ALL Independent Reading Task Card

Independent Reading Journal

Vocabulary Log

Reading and Speaking Fluency / GUM
ALL Independent Group Work Protocol
Poster
Day 2 Task Card

Sample Two Week ALL Block Calendar

Week 1			
Day	Rotation (20 mins) Teacher-Guided Homogeneous Grouping	Rotation (20 mins) Independent Heterogeneous Grouping	Rotation (20 mins) Independent Heterogeneous Grouping
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) Teacher-Guided Homogeneous Grouping	Rotation (20 mins) Independent Heterogeneous Grouping	Rotation (20 mins) Independent Heterogeneous Grouping
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.

Considerations

What mindsets shifts are important for your teachers as the plan to implement a high-quality, pre-created curriculum?

What building level processes / structures already exist to support collaborative, backwards planning? What might need to be tinkered with or implemented?

PLC Planning

Considerations

What shifts are high-leverage and more likely to impact teachers' practice and student outcomes?

How can you prioritize those shifts?



PLC Ideas

Think about what you've learned today and the supports teachers will need.

Collaborate with others to sketch out PLC ideas.

Guiding Questions

What norms and expectations will you set for curriculum-based PLC discussions?

Based on your learning today, what PLC topics will teachers benefit from when getting started?

How will you make room for continued learning of the curriculum?