

Leading Additional Language and Literacy Block

Participant Handout



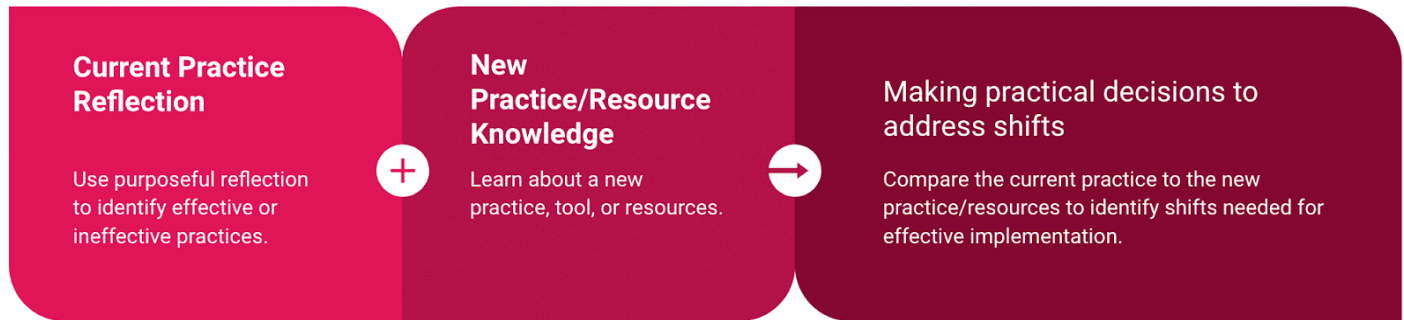
Leading Imagine Learning EL Education ALL Block Session Agenda

| 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



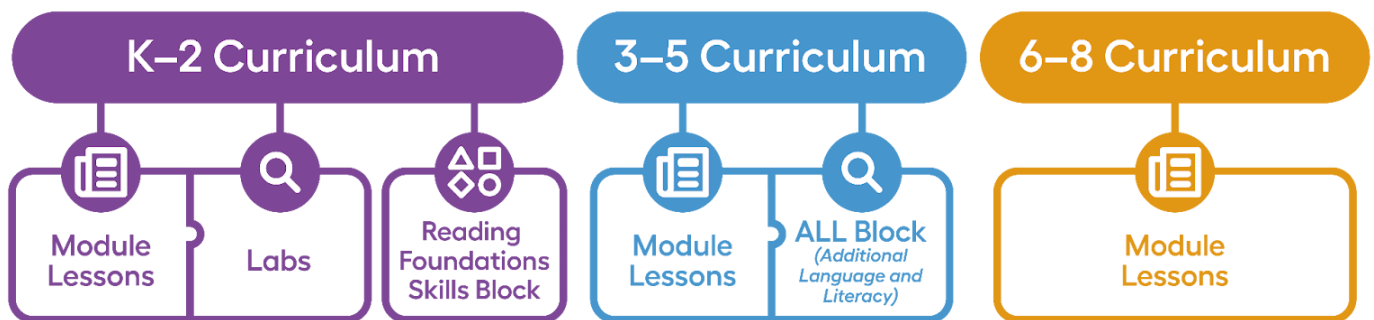
Considerations

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



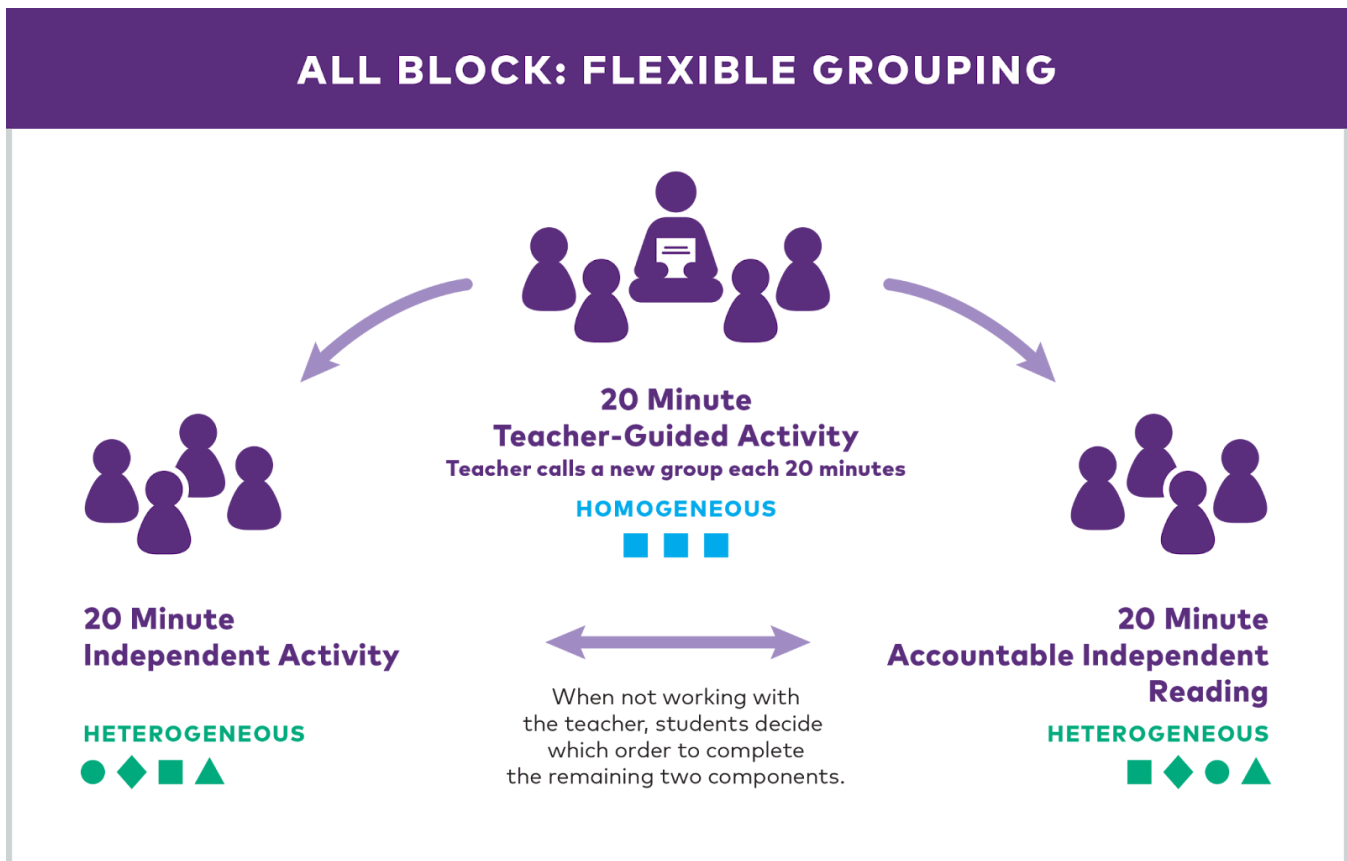
The K-2 Reading Foundations Skills Block is an hour of structure phonics and small-group differentiated instruction.

Structure and Design: 3-5 Curriculum Schedule

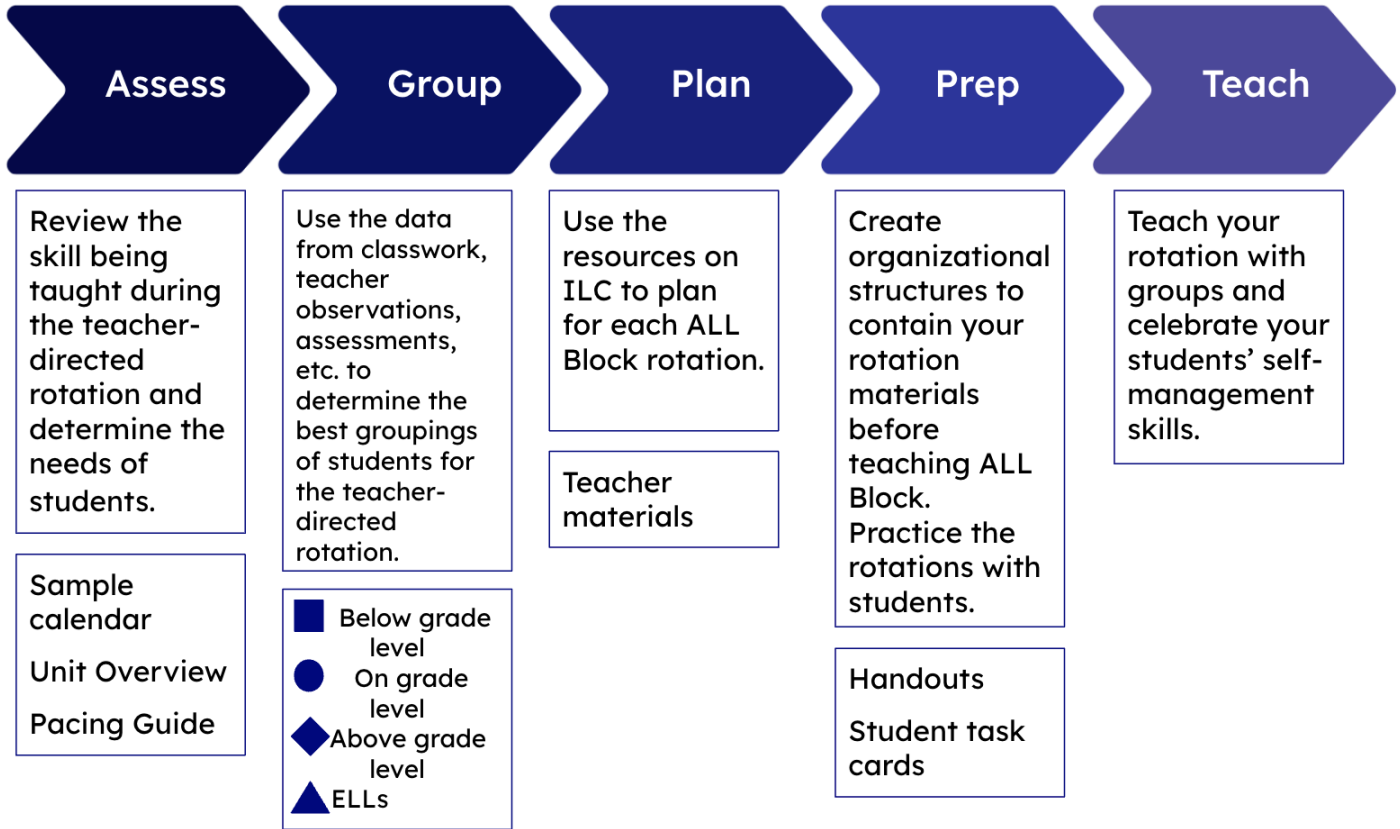
🕒 8-9 weeks →

| 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 |

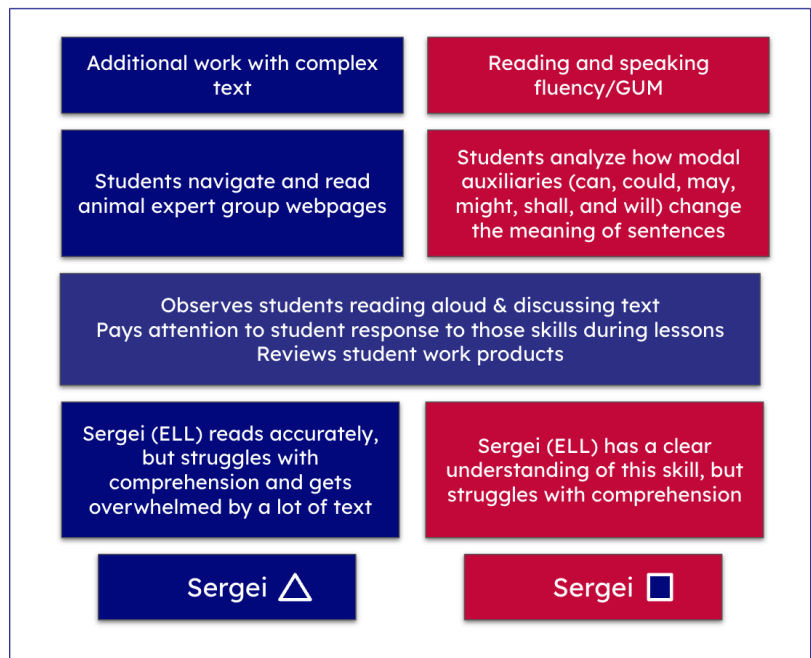


Planning for Instruction



Sample Scenario: Ms. Granger's Class

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



| Student Name | Additional Work with Complex Text | Reading and Speaking Fluency / GUM |
|--------------|-----------------------------------|------------------------------------|
| Sergei | ELL ▲ | BELOW ■ |
| Nathan | ON ● | ABOVE ◆ |
| Alma | ON ● | ON ● |
| Sara | ELL ▲ | BELOW ■ |
| David | ON ● | ON ● |
| Juan | BELOW ■ | ELL ▲ |

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 instruction | | |
|---|--|--|
| 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 <u>Group 3</u> * 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 Text <u>Group 1 Materials</u> Language Dive Materials Chart paper to record | Additional Work with Complex Text <u>Group 2 Materials</u> Teacher-Guided Student Activity Card | Additional Work with Complex Text <u>Group 3 Materials</u> Teacher-Guided Student Activity 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) <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.

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?