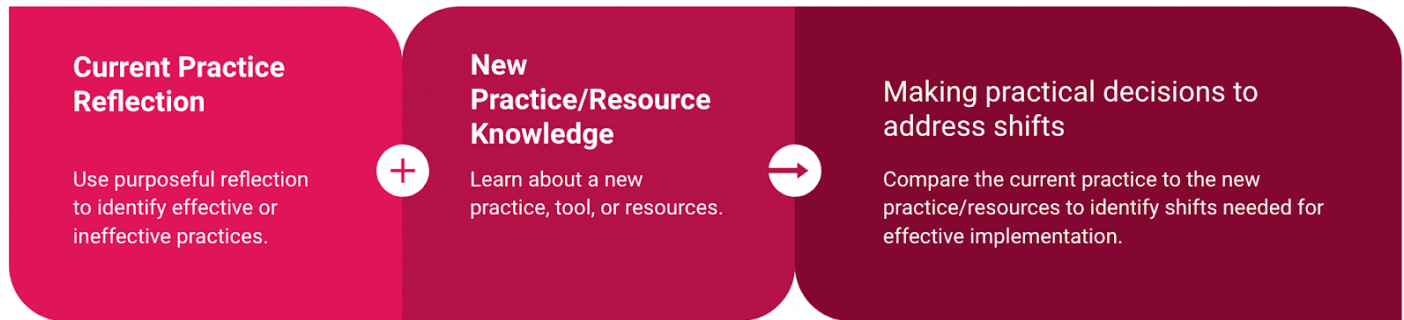# Leading Additional Language and Literacy Block

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

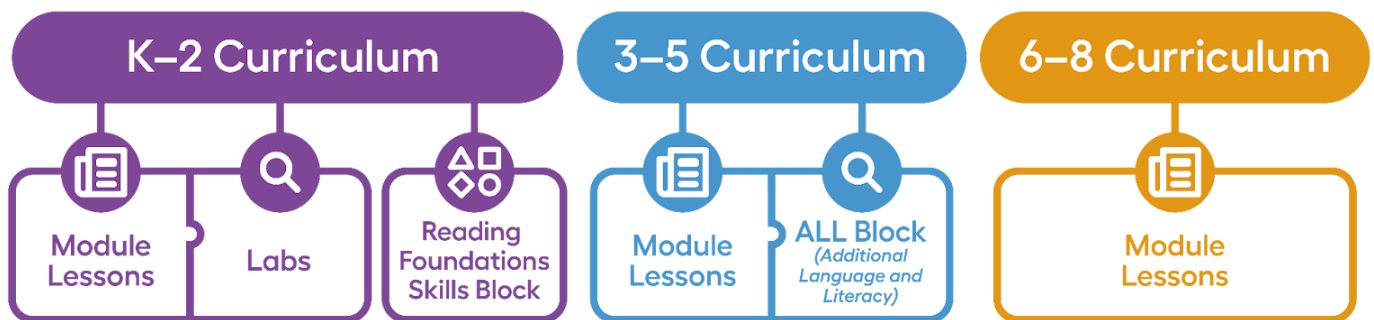| Current Practice Reflection	New Practice/Resource Knowledge	Making practical decisions to address shifts
Use purposeful reflection to identify effective or ineffective practices.	Learn about a new practice, tool, or resources.	Compare the current practice to the new practice/resources to identify shifts needed for effective implementation.

Considerations

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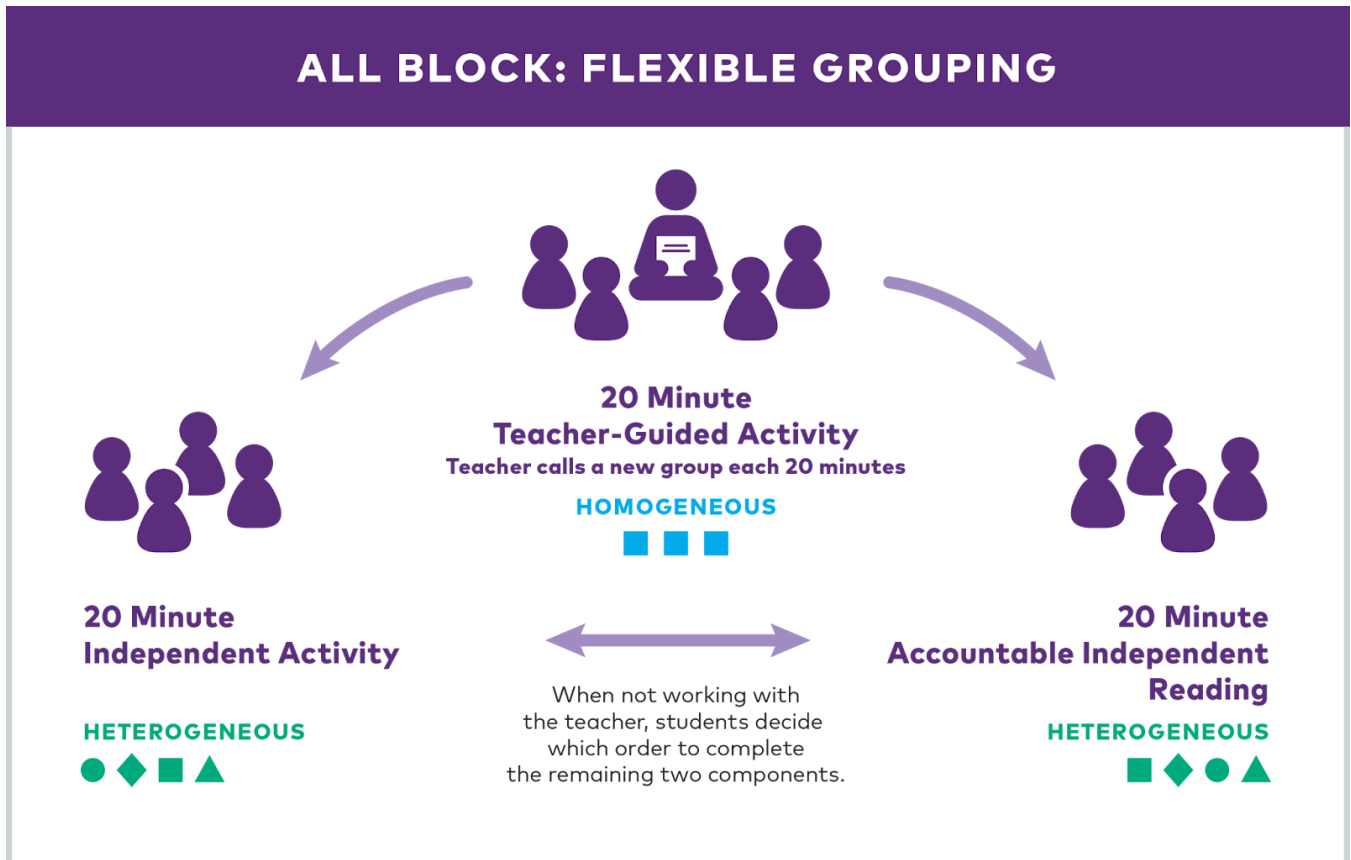
What does your current small-group instruction look like?

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

Structure and Design: Core Curriculum Components

K–2 Curriculum
- Module Lessons
- Labs
- Reading Foundations Skills Block

3–5 Curriculum
- Module Lessons
- ALL Block (Additional Language and Literacy)
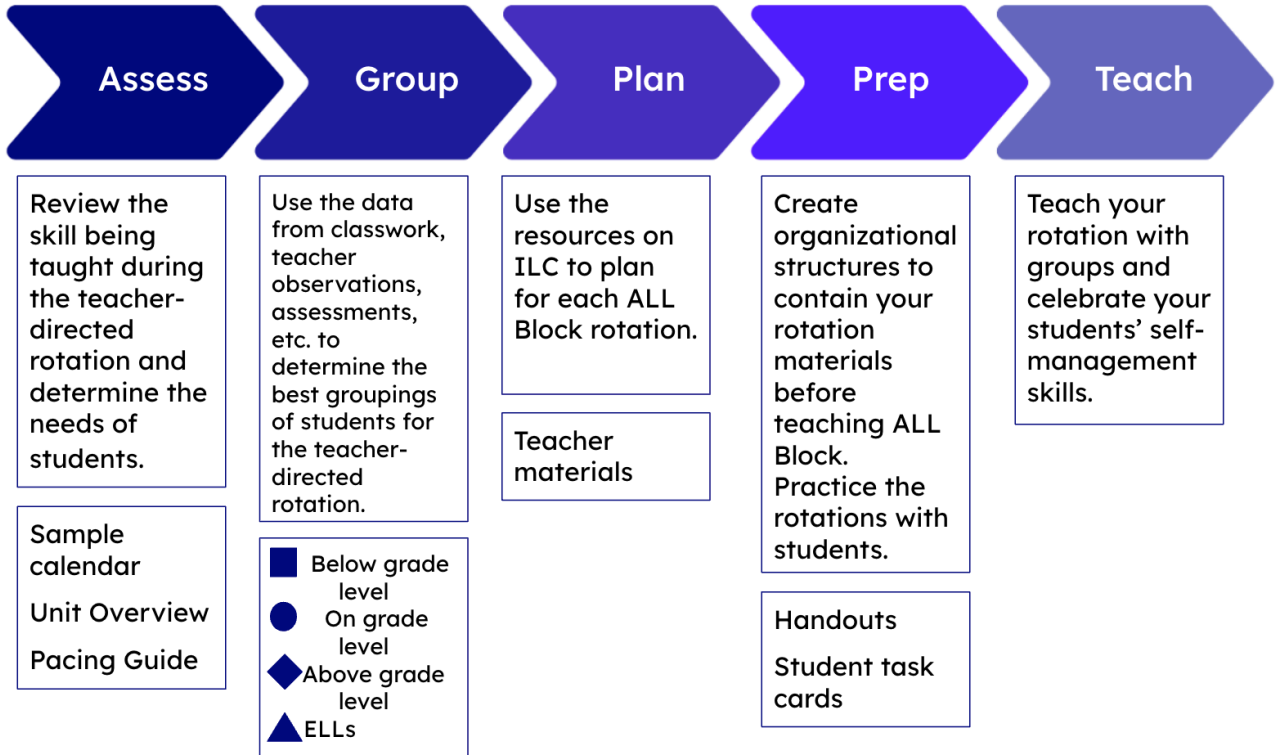
6–8 Curriculum
- Module Lessons

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	∼Flex time∼	Unit 2	∼Flex time∼	Unit 3	∼Flex time∼

🕐 **2 weeks** ⟶   🕐 **2 weeks** ⟶   🕐 **2 weeks** ⟶

ALL BLOCK: FLEXIBLE GROUPING

**20 Minute
Teacher-Guided Activity**
Teacher calls a new group each 20 minutes

HOMOGENEOUS
■ ■ ■

**20 Minute
Independent Activity**

HETEROGENEOUS
● ◆ ■ ▲

When not working with
the teacher, students decide
which order to complete
the remaining two components.

**20 Minute
Accountable Independent
Reading**

HETEROGENEOUS
■ ◆ ● ▲

Planning for Instruction

Assess	Group	Plan	Prep	Teach

Assess: Review the skill being taught during the teacher-directed rotation and determine the needs of students.

Sample calendar
Unit Overview
Pacing Guide

Group: Use the data from classwork, teacher observations, assessments, etc. to determine the best groupings of students for the teacher-directed rotation.

- ■ Below grade level
- ● On grade level
- ◆ Above grade level
- ▲ ELLs

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

Teacher materials

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

Handouts
Student task cards

Teach: 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 ▲	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 Group 1	Additional Work with Complex Text Group 2	Additional Work with Complex Text Group 3
*Language Dive	* Text Features of Websites	* 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 Group 1 Materials Language Dive Materials Chart paper to record	Additional Work with Complex Text Group 2 Materials Teacher-Guided Student Activity Card	Additional Work with Complex Text Group 3 Materials 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

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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?