EIGHT SCENARIOS ILLUSTRATING THE ADOLESCENT LITERACY WALK-THROUGH FOR PRINCIPALS

Advanced word study instruction

Reading fluency

Vocabulary and content knowledge

Discussion of reading content

Comprehension strategies

Instructional materials

Intervention protocols

Motivation and engagement

CENTER ON INSTRUCTION

EIGHT SCENARIOS ILLUSTRATING THE ADOLESCENT LITERACY WALK-THROUGH FOR PRINCIPALS

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INTRODUCTION

This document provides professional development material that supplements the Center on Instruction publication *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders*, or ALWP. Emerging from a request from the field for illustrations of the concepts in the ALWP, the scenarios herein illustrate adolescent literacy instruction for fourth and fifth grade classrooms, content-area classrooms in grades 6-12, and reading intervention classrooms in grades 6-12. In addition to the scenarios, this document contains a brief summary of the walk-through itself, an orientation to the scenarios, and suggestions for how to use them.

The ALWP

The ALWP supports technical assistance providers in their work with states to improve educational policy and practice in adolescent literacy. It offers guidance on using a principal reading walk-through as part of effective literacy leadership practice. The ALWP helps principals monitor and support adolescent literacy instruction more effectively. School leaders can use the ALWP to monitor literacy instruction in late elementary school, content-area classes in middle and high school, and reading intervention groups or classes. The information gathered through the ALWP contributes to the planning and implementation of ongoing professional development to support effective literacy instruction in individual classrooms and across grade levels and subject areas.

In frequent, short walk-throughs, principals gather information that can be used to encourage focused, reflective, and collaborative adult learning. School communities can more effectively establish a common language for quality instruction, and principals are better able to communicate their expectations. Classroom walk-throughs help establish a clear, consistent rationale for the principal's visits. Principals and teachers generate information that supports and extends teacher learning as a means to increase student achievement. Walk-throughs promote discussion that encourages responsibility, teachers' readiness to reflect, and their motivation to continuously improve their practice.

The ALWP contains:

- a brief history of the classroom walk-through (CWT), a tool that has been widely used to improve instruction,
- examples of CWT models,
- a review of the challenges in using walk-throughs effectively,
- our concept of a principal's walk-through for adolescent literacy instruction (grades 4–12), including a section for reading interventions in grades 6–12, and
- sample ALWP templates for states, districts, and schools.

The ALWP offers templates for three contexts: classrooms in grades 4–5, content-area classrooms in grades 6–12, and reading intervention classrooms in grades 6–12. Each template contains categories of indicators that apply to the three types of classrooms. Some categories of indicators of effective literacy practices are the same across templates. The categories of Vocabulary and Content Knowledge Instruction, Comprehension Strategy Instruction, Discussion of Reading Content, and Motivation and Engagement appear in all three templates. The grades 4–5 and grades 6–12 reading intervention templates also contain Advanced Word Study Instruction and Reading Fluency Instruction categories. The grades 6–12 reading intervention template contains two additional categories: Intervention Protocols and Instructional Materials. Each category contains effective literacy instruction indicators relevant to that category (e.g., *teaches domain specific vocabulary and provides opportunities for student collaboration in discussion and assignments*).

An orientation to the scenarios

These eight classroom scenarios illustrate what instructional leaders might observe as they conduct classroom walk-throughs using the ALWP templates. The scenarios do not provide deep investigation into classroom instruction; rather, they depict what might be seen in a five- to seven-minute classroom visit. A more complete sense of the nature of instruction will develop through several visits over time. The scenarios are intentionally brief because principal visits are typically brief and do not provide extended information about the context of the classroom. Each scenario illustrates at least one category of indicators from a template (e.g., Comprehension Strategy Instruction).

The scenarios illustrate instruction in each of the eight indicator categories in the templates. There is one scenario for each of the unique categories for the grades 4–5 and grades 6–12 reading intervention templates, and one scenario for English/language arts, math, science, and history/social studies classes in grades 6–12 that address the categories contained in all three templates. The chart below summarizes the general descriptors of each scenario.

Template	Scenario	Grade	Subject	Category of indicators
Grades 4–5	A	4	Reading	Advanced Word Study Instruction
Grades 4–5	B	5	Reading	Reading Fluency Instruction
Grades 6-12 content area	C	6	Math	Vocabulary and Content Knowledge Instruction
Grades 6-12 content area	D	7	English/LA	Discussion of Reading Content Comprehension Strategy Instruction Motivation and Engagement
Grades 6-12 content area	E	8	Science	Comprehension Strategy Instruction Motivation and Engagement
Grades 6-12 content area	F	12	SS/ Government	Vocabulary and Content Knowledge Instruction Motivation and Engagement
Grades 6-12 reading intervention	G	7	Reading	Instructional Materials
Grades 6-12 reading intervention	H	9	Reading	Intervention Protocol Instructional Materials Motivation & Engagement

Each scenario is labeled with a letter, the classroom template used for the scenario, and the grade level it depicts (e.g., Scenario A, For use with the template for Grades 4–5 classrooms, Grade 4 example). The page after the scenario lists the indicators that the principal would refer to on the template and a brief explanation of how the scenario demonstrates the indicator.

Ways to use the scenarios

This document does not provide the comprehensive professional development one would need to build knowledge about, and support, the implementation of a principal walk-through plan. Nor does it address the many issues that arise when putting walk-throughs into operation—important considerations such as how to interpret observations that do not represent the complete instructional sequence, communicating with teachers after an observation, walk-through scheduling, and orientating faculty members to the walk-through process. Instead, the scenarios serve as extended examples of the concepts in *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders.* Consider them tools to be used in a presentation or professional development activity (a study group session, for example) as practical illustrations of how the principal can use the template in a five- to seven-minute classroom visit.

The scenarios can be used in different settings. Ideally, they will be used in professional development sessions with principals and other instructional leaders to acquaint them with the ALWP templates and prepare them for observing academic literacy instruction. In a structured professional development setting, the participants might:

- Work in pairs or small groups of four or five. Each group reads the scenario and uses the template found in the ALWP document to determine which indicators the scenario depicts.

- Identify which indicators they selected, citing evidence within the scenario.

- Check their work by looking at the next page and reviewing the indicators intended to be described by the scenario. Discussion about the indicators would follow.

The scenarios may also be used by instructional leaders working in small groups to support each other in the consistent application of the ALWP templates as they conduct their walk-throughs. In a collaborative setting focused on improving agreement among observers, instructional leaders might:
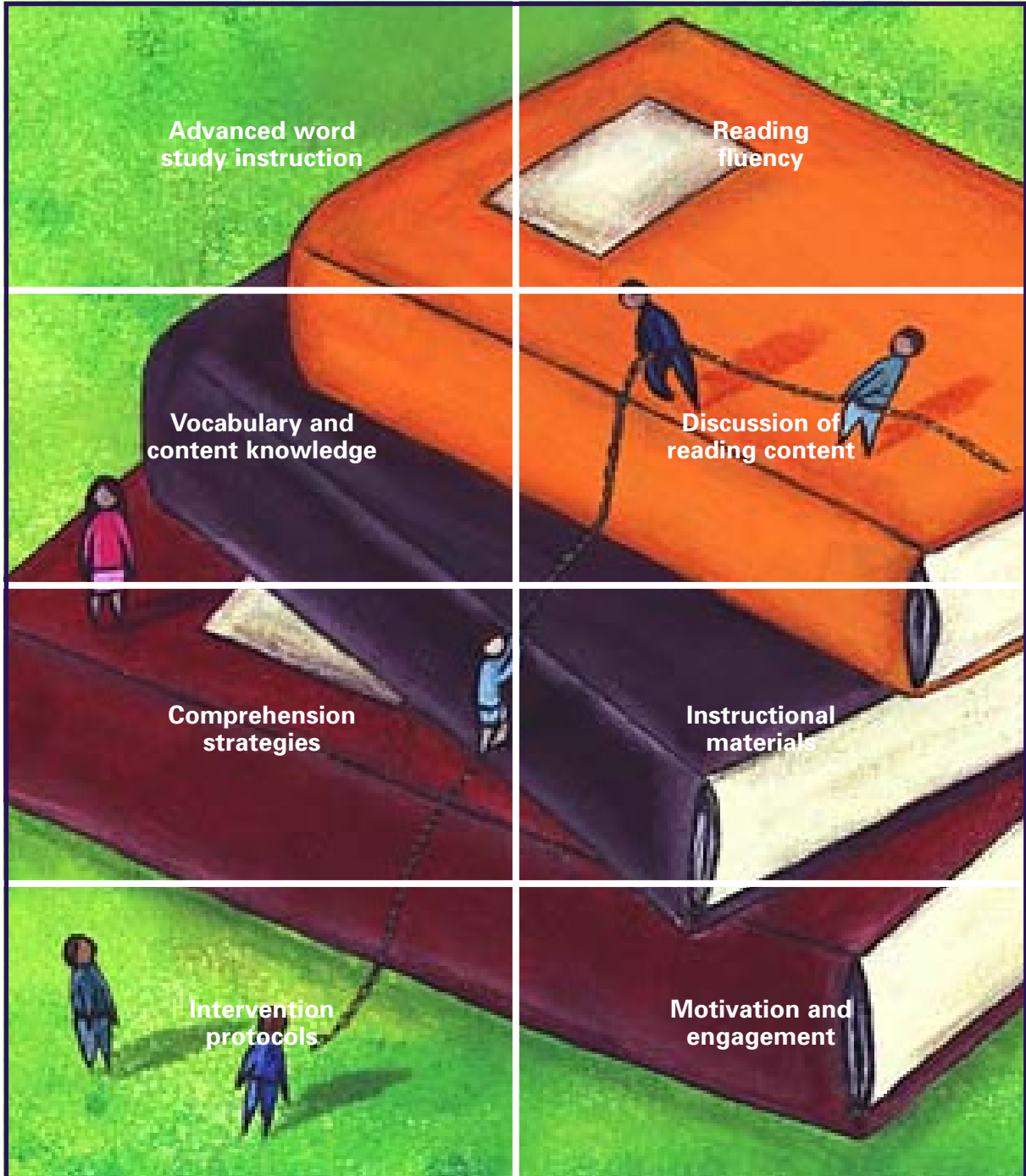
- Work in small groups to read the ALWP document, review the templates, and read the scenarios.

- Meet to discuss the scenarios and identify which indicators on the template they believe are described.

- Conduct a self-check by reviewing the "answers" identified following each scenario.

Readers interested in providing professional development for principals based on this publication and the ALWP may find it useful to review *Principal's Reading Walk-Through: Kindergarten-Grade 3–Professional Development Module.* That suite of materials focuses specifically on helping principals recognize research-based reading instruction when they conduct a classroom walk-through in grades K–3. Although the module relates to the early grades, it offers a potentially useful professional development model for conducting walk-throughs in middle and high schools as well. The module can be found at www.centeroninstruction.org.

SCENARIOS

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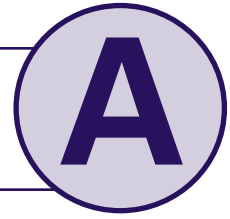
Each of Mrs. Matteson's fourth grade students has a mini-whiteboard and marker on the corner of his or her desk. Mrs. Matteson is standing at the whiteboard at the front of the room and describing the next activity in which the students will participate. On the board is a large poster that is clearly visible to all students in the room. The poster is titled *r-controlled vowel sound spellings* and includes four columns, each headed with either /ar/, example: car; /er/, example: her; /or/, example: for; /air/, example: chair. Under the proper heading, sound spellings are listed: *ar; ar, ear, er, ir, or, ur; oar, or, ore, our; air, are, ear, err*.

r-controlled vowel sound spellings			
/ar/ example: car	/er/ example: her	/or/ example: for	/air/ example: chair
ar	ar ear er ir or ur	oar or ore our	air are ear err

Mrs. Matteson says, "We've been working on *r*-controlled vowels. Tell your neighbor what an *r*-controlled vowel is." The students whisper to each other and then she asks a student to share the definition. The students are then asked to give examples of words that contain *r*-controlled vowels.

The student says, "An *r*-controlled vowel is a vowel followed by an *r* and that changes how we say that vowel." Other students provide examples such as *third*, *work*, and *warm*.

"Excellent job remembering that an *r*-controlled vowel is a vowel followed by the letter *r* which changes the pronunciation of the vowel," says Mrs. Matteson. "Today we're going to write words with *r*-controlled vowel sounds using the correct spelling pattern. I will say a word and you will write the word on your whiteboard using the correct *r*-controlled spelling pattern. Next, you will hold your whiteboard in the air so we can check our work together." She points to the poster at the front of the room and says, "Remember, you can use our *r*-controlled vowel spelling pattern poster if you need help. Check my work as I do the first one. The first word is *pearl*." Mrs. Matteson picks up a mini-

whiteboard and spells *pirl* and holds it up so everyone can read it and asks, "Thumbs up or thumbs down, is this word spelled correctly?" The majority of the students hold their thumbs down. She asks a student who had a thumb down why one might think that this is the correct spelling. The student responds, "*ir* says /er/ so it sounds right, but it isn't the right way to spell it." Mrs. Matteson tells the students that they are right and that is not the correct way to spell *pearl*. She crosses out the word, *pirl* and spells the word *pearl*. She says, "Thumbs up or down, is this how to spell the word *pearl*?" All of the students hold their thumbs up and Mrs. Matteson confirms that this is the correct way to spell the word pearl.

"Now it is your turn. Use your marker and whiteboard to spell the word *unfair*." The students all participate and then hold their whiteboard in the air. Mrs. Matteson looks at all the words and provides feedback to each student who misspelled the word. She scaffolds instruction by reminding students to use the r-controlled vowel spelling pattern poster or, if needed, she narrows the choices down to two spelling patterns for students.

Scenario A indicators
For use with the template for grades 4–5 classrooms
Grade 4 example

Advanced Word Study Instruction Indicators
The following indicators have been selected from the template for Grades 4–5 Classrooms because they relate to this scenario.

Indicator	Explanation

X-Provides the students with explicit instruction, including:
 	
    X– clear goals and directions
 	
    X– modeling
 	
    X– guided practice
	The teacher provided clear directions for the activity, modeled what was expected of the students, and provided guided practice by having the students perform the task with her feedback.

X-Based on individual student assessment data, the teacher provides instruction in word reading skills: X– vowel sound spellings	Vowel sound spellings are selected as the indicator observed because the students were practicing different sound spellings for r-controlled vowels. Also, the poster at the front of the room was titled *r-controlled vowel sound spellings*.
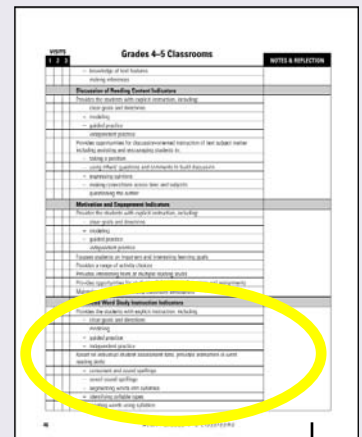
Detail from template for Grades 4–5 Classrooms as seen on page 46 of *Adolescent Literacy Walk-Through for Principals*.
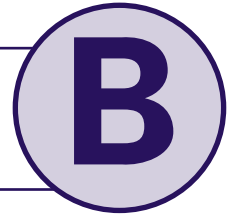
The fifth-graders in Mr. Chen's class are sitting in pairs. Each student has a copy of a passage from the featured story of the week from the core reading program, a reading record, and a progress graph. Each pair has a timer and marker. Mr. Chen tells the class that they are going to continue to work on their speed and accuracy in reading. He describes the activity by saying, "Today we will do timed repeated readings and then graph our words read correctly per minute. If you are student one in your pair, raise your hand." (One person from each pair raises a hand). "If you are student two in your pair, raise your hand." (The other student from each pair raises his or her hand).
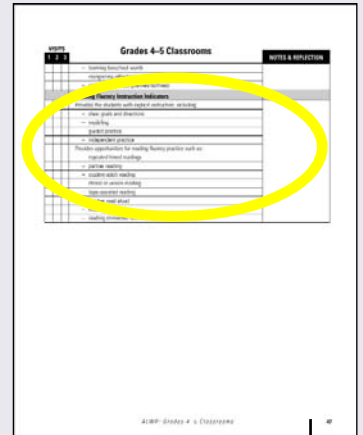
On the whiteboard at the front of the room is the title *Timed Repeated Readings* with a list of steps that describe this process. Mr. Chen refers to these steps as he says, "Each student has a copy of a passage from our story placed in a plastic sheet. Student one will set the timer for one minute and read the passage out loud while student two follows along and marks words read incorrectly using the dry erase marker. When the timer rings, student one stops reading and completes his/her reading record with the help of student two. On the reading record, write the number of words read and subtract the number of errors made which leaves the number of words read correctly per minute. Then, use the progress graph to record the number of words read correctly per minute. Review any misread words together. Student one will reread the text two more times, record, and graph results each time, with the goal being to increase speed and accuracy. Then, reverse roles and continue this process for student two."

Mr. Chen asks for a volunteer to help him model the timed repeated reading process for the class. Jacqueline volunteers and she models the process one time with Mr. Chen. Mr. Chen asks if there are any questions and one student asks how to erase the markings between each reading. Mr. Chen tells the students that he will pass out a tissue for each pair to use to erase the markings between each reading. He asks the students to begin the activity as he walks around the room listening to students read.

Scenario B indicators
For use with the template for grades 4–5 classrooms
Grade 5 example

**Reading Fluency Instruction Indicators**

The following indicators have been selected from the template for Grades 4–5 Classrooms because they relate to this scenario.

Indicator	Explanation

X-Provides the students with explicit instruction, including:
 	
   X– clear goals and directions
 	
   X– modeling
 	
   X– guided practice
	The teacher provided clear directions for the activity, modeled the expectations with a student, and provided guided practice as students worked in pairs to complete the timed repeated readings.

X-Provides opportunities for reading fluency practice such as: X– repeated timed readings	The teacher introduced and planned to have students practice repeated timed readings.

Detail from template for Grades 4–5 Classrooms as seen on page 47 of *Adolescent Literacy Walk-Through for Principals.*
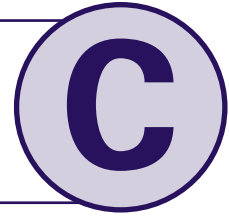
Each of Mrs. Weinberg's sixth grade math students has a copy of the math textbook and an activity sheet labeled *What's My Meaning?* on his or her desk. Mrs. Weinberg points to the whiteboard at the front of the room and says, "Here is a list of some of the words that you will learn. They will help you understand the measureable attributes of a circle and apply the right techniques and formulas to determine the measurement of circles successfully. Let's read the list of words together." Mrs. Weinberg points to each word as she and the class reads them aloud: *circumference, diameter, radius, pi.*

"Think about the meaning of these words. You may know some of them very well and others you may never have heard of. Look at the *What's My Meaning?* activity sheet on your desk. I'm sure it looks familiar as we've used this activity sheet before. I'd like to invite you to consider each word on the board and determine how well you know its meaning. Knowing how well you know a word's meaning will help you monitor your comprehension as it will help you determine if you need to perform any fix-up strategies in order for you to understand what you are reading. You will record each word under one of four columns: 1) I know the meaning of this word well and can use it, 2) I know something about the meaning of this word, 3) I have seen or heard this word, but not sure of the meaning, 4) I don't know the meaning of this word. If you have recorded a word in column one or two then, in the final column, write the meaning of the word and write it in a sentence. Let's work on this independently first, then we will work on it in partners, and finally as a whole class."

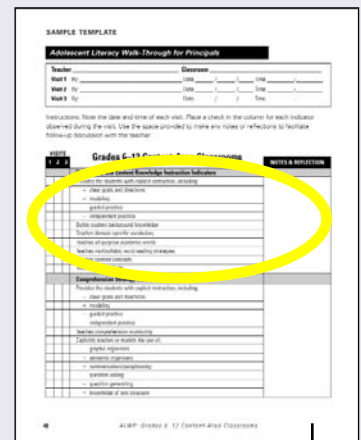| What's My Meaning?				
1) I know the meaning of this word well and can use it.	2) I know something about the meaning of this word.	3) I have seen or heard this word, but not sure of the meaning.	4) I don't know the meaning of this word.	Meaning of word and sentence using the word.

Mrs. Weinberg offers to model for the students how she would decide where to record a math term in the first four columns on the organizer. "I am thinking of the term *pi* from our list. I notice that it is spelled differently from the dessert *pie*, and I am pretty sure I have seen the symbol for it before. It looks like this." She draws the symbol for *pi* on the whiteboard. "I know *pi* has something to do with mathematics, but I don't think I could give a definition for it. So, I would not put it under the first or the second column. Because I have seen it before and even recognize the symbol, I think the third column is more accurate than the fourth column. Both the third and fourth columns show that I don't know the meaning or definition, but the third column indicates it is not a term I just saw for the first time today."

Scenario C indicators
For use with the template for grades 6–12
content-area classrooms
Grade 6 example

Vocabulary and Content Knowledge Instruction Indicators

The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

Detail from template for Grades 6-12 Classrooms as seen on page 48 of *Adolescent Literacy Walk-Through for Principals.*

Indicator	Explanation
X– Provides the students with explicit instruction, including: 　X– clear goals and directions 　X– modeling	The teacher provided clear directions for the activity and explained to the students how the classification of knowledge level of words can support reading. The teacher also modeled expectations for the activity using the word pi.
X-Teaches domain-specific vocabulary	*Circumference, diameter, radius,* and *pi* are specific to mathematics.

SCENARIO D
**For use with the template for grades 6–12
content-area classrooms**
Grade 7 example

D
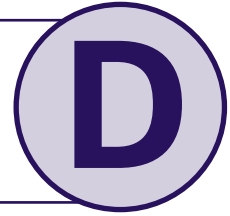
Ms. Desanti leads the seventh-grade English Language Arts class in completing a graphic organizer, asking questions and writing in student responses. Each student is also engaged in completing the graphic organizer on his or her desk. Ms. Desanti says, "The graphic organizer I have on the board is the same one that is on your desk. Please take a look at it and notice that the labels indicate the different elements of a story map. Can someone name them for us?" She calls on a student who reads each label, "*Title, author, important characters, setting, conflict, rising action, climax or turning point, solution, personal response.*"

She asks each student to fill in the title, author, important characters, setting, and conflict of *White Fang* by Jack London. Then, she leads a discussion about these elements of a story map by asking students to provide their answers. She first asks for the title and author and one student responds, "*White Fang*, by Jack London." As Ms. Desanti writes this on the graphic organizer on the board, she says, "Very good, now turn to your neighbor and tell him or her which important characters you recorded." After about 10 seconds, she asks for a volunteer and one student responds, "White Fang." Ms. Desanti writes this on her graphic organizer as she says, "You are right, White Fang is a very important character in the novel, did anyone write down any other characters?" Another student responds, "The Scott family." Ms. Desanti probes, "Why did you include the Scott family?" The student responds, "Weeden Scott was the one who took care of White Fang and helped him learn how to live with people and other pets. White Fang got to be part of the Scott family because he learned how to behave in their house, and he helped protect them." As Ms. Desanti adds the Scott family to the *character* part of the graphic organizer, she says, "Very good justification, you are right, the members of the Scott family are important characters who are involved in many of the events that take place in the novel."

"Now, who can tell us the setting of *White Fang*," asks Ms. Desanti. She calls on a student who responds, "The story takes place in the Yukon and California." Ms. Desanti fills in the graphic organizer and responds, "These are correct, the events in the novel take place in the Yukon and in California. Some of you might have recorded something else more specific about where and when the action takes place. Did anyone write anything different for the

setting?" A student responds, "San Quentin." Mrs. Desanti asks the student to share the reason for his choice. The student explains, "Well, not a lot of the events happen there, but San Quentin was the prison where Judge Scott sentenced Jim Hall to serve 50 years. The novel describes how the guard treated Jim Hall there and how being in the prison made him even worse. If he had not gone to San Quentin, Jim Hall would not have wanted revenge on Judge Scott, so it is an important setting."

Mrs. Desanti then asks if a student recorded anything about the time of the novel in the *setting* part of the organizer.

Scenario D indicators
For use with the template for grades 6–12 content-area classrooms
Grade 7 example

## Comprehension Strategy Instruction Indicators

The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

| Indicator	Explanation

X-Explicitly teaches or models the use of:
 	
   X-graphic organizers
 	
   X-knowledge of text structure
	The teacher taught the students how to use a graphic organizer as she filled it in using a narrative text structure.

Discussion of Reading Content Indicators

The following indicators have been selected from the template for Grades 6–12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides the students with explicit instruction, including: X-guided practice	The teacher displayed a copy of the same graphic organizer each student had. The teacher led the class discussion as she filled in the graphic organizer with information students provided from their own organizers.
X-Provides opportunities for discussion-oriented instruction of text subject matter including assisting and encouraging students in: X-using others' questions and comments to build discussion	Students first filled in part of the graphic organizer and then expressed what they wrote as they answered the teacher's questions. The teacher encouraged students to elaborate on their answers and share their reasoning for providing different answers.

Motivation and Engagement Indicators

The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides opportunities for student collaboration in discussion and assignments	Students participated in a group discussion to share information to determine the setting for the text, *White Fang*, to complete the graphic organizer.
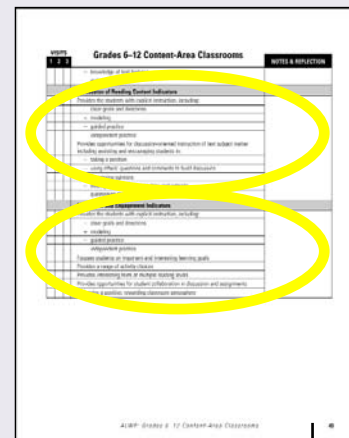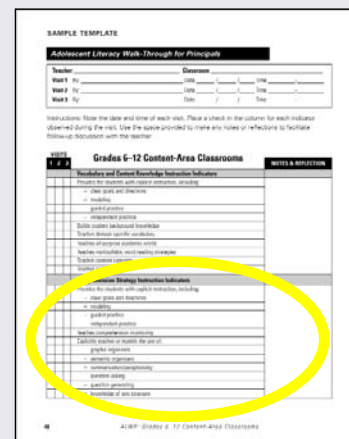
Details from templates for Grades 6-12 Classrooms as seen on pages 48 and 49 of *Adolescent Literacy Walk-Through for Principals*.

SCENARIO E
For use with the template for grades 6–12
content-area classrooms
Grade 8 example

E
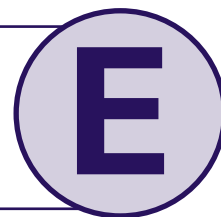
Mr. Schoen's eighth grade science students are sitting in pairs and each pair has a science article and a blank graphic organizer. The article has about five adhesive tape flags placed strategically throughout it. The graphic organizer is a table with three columns and six rows. The titles of the columns are labeled: *Text Says, I Know,* and *Inference*.

Text Says	I Know	Inference

Mr. Schoen explains, "Today, we are going to use information from the text combined with your background knowledge of acids and bases to make inferences. Who remembers what an inference is?" He calls on a student who says, "An inference is a conclusion or a judgment about what you are reading." Mr. Schoen continues, "Well done. Who knows how you make an inference or what you use to come to your conclusion?" Another student answers, "You use what you read and what you know to come to a conclusion or make an inference."

"That's right, you use what you read in the text and connect that to information that you already know, or your background knowledge, to make an inference. Making inferences is important when you are reading because sometimes the author does not explicitly state important information. So, making inferences will help you understand what you are reading. But making inferences is also important to scientific investigations. Here is an example of making an inference from the article you read for homework last night." Mr. Schoen turns on the smart board and reads the following:

Dry ice is added to a solution of bromothymol blue indicator and water. The solution changes color. When sodium hydroxide is added, the solution temporarily changes back to the original color.*

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* Source: Acid/Base column. In Activities: K-12 Outreach: NSF Science & Technology Center for Environmentally Responsible Solvents and Processes. Retrieved from NSF website: http://www.science-house.org/CO2/activities/co2/acidbase.html

The teacher then thinks aloud, "I wonder why the color of the water is changing? If I'm reading about this or watching it happen in a cylinder, I know that I need to think like a scientist and try to figure out what is happening. Well, I know that a color change indicates a chemical reaction or phase change. I think something about the dry ice reacted with the water and the sodium hydroxide reversed that reaction. Because I know that water is usually neutral, I can infer that the color changes are related to turning the water acidic or neutralizing it with a base. The sodium hydroxide returned the water solution to its original color, so it must be a base. I will record this on my graphic organizer."

Text Says	I Know	Inference
Solution changed color when dry ice was added and changed back when sodium hydroxide was added	Color changes indicate chemical reactions or phase changes Water usually has a neutral pH	Dry ice made the water solution acidic Sodium hydroxide neutralized the solution (is a base)

Mr. Schoen describes the activity by saying, "Now it is your turn to make inferences with your partner. You will make five inferences using information on acids and bases from the same article, your background knowledge, and your partner's background knowledge. Remember to consider what we have read as well as the experiments we have done." He points to the steps of the activity listed on the whiteboard at the front of the room. He says, "First, take turns reading the segments of the article. Stop reading when you get to the first adhesive tape flag. Then you and your partner will discuss what you have read in connection with your background knowledge to make an inference. Use your graphic organizer to write down clues from the text that helped you make your inference under *Text Says* and things that you know under the *I Know* column. Write your inference in the last column. You will have 30 minutes to complete this activity and then we will discuss your inferences as a whole class. Are there any questions?"

As the pairs begin to work, Mr. Schoen circulates around the room and monitors student discussion.

Scenario E indicators
For use with the template for grades 6-12 content-area classrooms
Grade 8 example

#### Comprehension Strategy Instruction Indicators

The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides the students with explicit instruction, including: X– clear goals and directions X– modeling X– independent practice	The teacher explicitly described the directions to the activity, modeled the first one for the students, and then provided independent practice.
X-Explicitly teaches or models the use of: X-graphic organizers X-making inferences	The discussion and activity focused on making inferences. The teacher modeled the use of a graphic organizer.

Motivation and Engagement Indicators

The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides opportunities for student collaboration in discussion and assignments	The teacher instructed students to work in pairs to discuss the text and complete the assignment; they began to do so at the end of the walk-through.
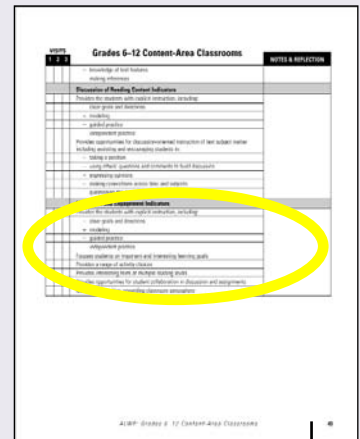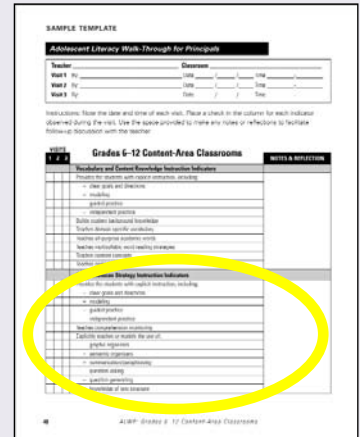
Details from templates for Grades 6-12 Classrooms as seen on pages 48 and 49 of *Adolescent Literacy Walk-Through for Principals.*
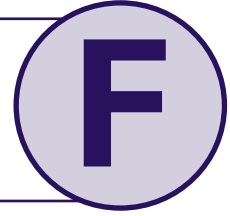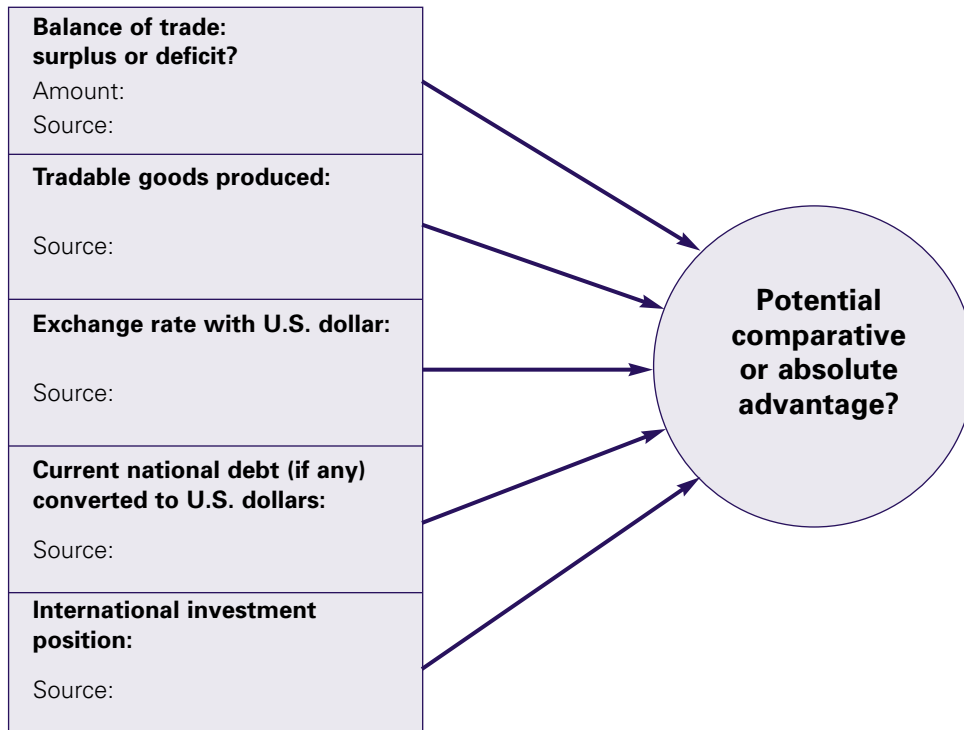
The unit title, International Trade, is at the top of the whiteboard in Mr. Toft's senior economics class. There is also a list of items under a header that says, "What We Know About International Trade." Mr. Toft tells the class, "Okay, you are doing a great job telling me what you have learned about the U.S. economy and how what happens in Greece or China, for example, can have a big impact on the U.S. financial system. Now, we want to go a little bit deeper to examine when trade imbalances can be problematic and when they are not. We don't want to know only how to define terms like comparative advantage and absolute advantage, but also why they occur, how they contribute to or are impacted by exchange rates, the national debt, and a country's international investment position." As the teacher was speaking, he pointed to some of the terms on the board: *balance of trade, comparative advantage, absolute advantage, exchange rate, national debt, international investment position.*

Mr. Toft divides the class into small groups of three or four students and gives each team a 5 x 7 note card with the name of a country written on it and a graphic organizer:

Balance of trade: surplus or deficit?
Amount:
Source:

Tradable goods produced:

Source:

Exchange rate with U.S. dollar:

Source:

Current national debt (if any) converted to U.S. dollars:

Source:

International investment position:

Source:

Potential comparative or absolute advantage?

"As a team, conduct an internet search on the country you see printed on your note card. That country is a U.S. trading partner, and the graphic organizer is going to help you focus the information you need to make a decision about the economic benefits and/or problems of the U.S. conducting international trade with that country. You can divide up the categories of information among the members of your team. Someone needs to research whether the U.S. has a trading deficit or surplus with the country. For all answers, be sure to provide the figures that will support your answer about the balance of trade and the source of that information. Someone else can research the tradable goods the country imports from or exports to the U.S. A third team member can find the exchange rate of the country's currency with the U.S. dollar as well as the amount of the country's national debt. Be sure to convert that to U.S. dollars, even if the debt is zero dollars. If you have a fourth team member, that person will research the country's international investment position. You remember how we looked at that for the United States already, so you can use your notes to help you. If you do not have a fourth team member, the team will work on that part together. When everyone is done, we'll talk about how the team can evaluate all that information to determine if the country or the U.S. has a possible comparative or absolute advantage with the particular tradable goods."

As the groups begin to divide up the work, Mr. Toft circulates around the room and monitors student discussion.

(F)

Scenario F indicators
For use with the template for grades 6–12 content-area classrooms
Grade 12 example

Vocabulary and Content Knowledge Instruction Indicators
The following indicators have been selected from the template for Grades 6–12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides the students with explicit instruction, including: X– clear goals and directions	The teacher used explicit language when describing the activity. He also told the student why they were going to engage in this activity.
X-Builds student background knowledge	The teacher activated students' background knowledge rather than building it. This indicator may or may not have been marked.
X-Teaches domain-specific vocabulary	The teacher referred to knowing definitions of economics terms and pointed to the words on the board during instruction (indicating that the definitions were previously taught). The teacher referred to understanding the terms on a deeper level (more than just the definition). The words listed on the board are specific to international trade: *balance of trade, deficit, surplus, exchange rate, tradable goods, national debt, international investment position, comparative advantage, absolute advantage.*

Motivation and Engagement Indicators
The following indicators have been selected from the template for Grades 6-12 Content-Area Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides opportunities for student collaboration in discussion and assignments	Students were assigned to work in groups to complete the internet search activity.

Details from templates for Grades 6-12 Classrooms as seen on pages 48 and 49 of *Adolescent Literacy Walk-Through for Principals.*

SCENARIO G
For use with the template for grades 6–12 reading intervention classrooms
Grade 7 example

Mrs. Singh, the intervention teacher, is giving directions to prepare 20 seventh-graders for the day's lesson. The teacher points to the different group assignments on the board at the front of the classroom. The assignment directions include the use of a variety of resources specific for each group in the class:

- materials from the comprehensive reading curriculum:
  - student reader
  - graphic organizers for vocabulary and comprehension
  - chart on overhead transparencies
  - activity pages with word lists, word activities, and nonfiction text
  - assessment
- teacher-made materials with content from the comprehensive reading curriculum
- supplemental leveled texts—individual books of varying reading levels to match individual student reading abilities, providing additional reading materials for students to read independently.

Four sets of directions are displayed on the board, one per small group. Students, previously assigned to one of these groups, quickly gather their materials from their desks and walk to their group's designated area. They use their group's assigned resources as they work on their assigned task.

In the first small group, Mrs. Singh provides instruction on a previewing strategy. She holds up a student text and says, "Before reading a text the first time, take a minute to quickly skim through it. Remember when I modeled how to look for challenging words or phrases to practice decoding and interpreting beforehand." She provides the students time to do this. Then she directs students' attention to a specific page of the text and points out a particular word: *perpendicular*. The teacher guides students in decoding the word on the board. Then she writes the word on the graphic organizer to focus on its meaning.

Scenario G indicators
For use with the template for grades 6–12 reading intervention classrooms
Grade 7 example

Instructional Materials Indicators

The following indicators have been selected from the template for Grades 6–12 Reading Intervention Classrooms because they relate to this scenario.

Indicator	Explanation
X-Comprehensive and/or supplemental reading intervention curricula	Materials from the school's comprehensive reading program are in use.
X-Leveled texts matched to student reading ability and interests	Each group is using different resources and different leveled texts.
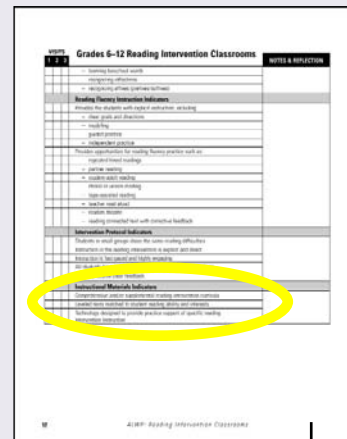
Detail from template
for Grades 6-12
Classrooms as seen
on page 52 of
*Adolescent Literacy
Walk-Through for
Principals.*

SCENARIO H
For use with the template for grades 6–12
reading intervention classrooms
Grade 9 example

H
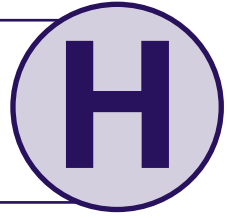
Mrs. Rivera's ninth-grade reading intervention students are working in small groups. There is a group of four students working with Mrs. Rivera at the reading table, another small group of students working collaboratively with word cards, a third small group of students reading in the classroom library, and three other students working independently at computers using reading software.

Mrs. Rivera is leading a small group discussion about syllable types. You recognize that she is using materials from the supplemental reading intervention curriculum that you ordered to address the needs of students experiencing serious difficulty with word identification.

Another small group of students is working with word cards. The students are working in pairs to sort words by syllable types. They select a word card that has a syllable underlined (e.g., participate), read the word, identify the underlined syllable type, and then place it under the proper syllable type category (i.e., *r*-controlled). The students are also creating their own word cards, underlining a syllable and then asking their partner to identify the underlined syllable type.

In the next group, each student in the classroom library is engaged in reading a different leveled book of their choice. Leveled books are categorized in baskets on the shelves. There are a variety of genres and levels in the library. Finally, the students working at computers are engaged in the individualized reading software purchased at the beginning of the year. Each student is working at a different point in the software on specific comprehension skills as assigned by Mrs. Rivera. Mrs. Rivera continues working with the group as she periodically observes to ensure all students are on task.

Scenario H indicators
For use with the template for grades 6–12
reading intervention classrooms
Grade 9 example

Motivation and Engagement Indicators

The following indicators have been selected from the template for Grades 6-12 Reading Intervention Classrooms because they relate to this scenario.

Indicator	Explanation
X-Provides a range of activity choices	Students were able to choose the book they wanted to read from the classroom library. Students who were working with word cards chose words to include in the activity.
X-Provides interesting texts at multiple reading levels	There were many books categorized by level and genre. Each student in the classroom library was reading a different book.
X-Provides opportunities for student collaboration in discussion and assignments	Students worked in pairs to categorize words by syllable type and created word cards for their partners.

Intervention Protocol Indicators

The following indicators have been selected from the template for Grades 6–12 Reading Intervention Classrooms because they relate to this scenario.

Indicator	Explanation
X-Students in small groups share the same reading difficulties	Students were working in small groups on the activities at the same level.

Instructional Materials Indicators

The following indicators have been selected from the template for Grades 6-12 Reading Intervention Classrooms because they relate to this scenario.

Indicator	Explanation
X-Comprehensive and/or supplemental reading intervention curricula	The principal recognized the reading intervention curriculum that was ordered.
X-Leveled texts matched to student reading ability and interests	Leveled texts were categorized into baskets. Each student was reading a different book.
X-Technology designed to provide practice support of specific reading intervention instruction	Students were engaged in the individualized software purchased at the beginning of the year. They were working on specific comprehension skills assigned by the teacher.
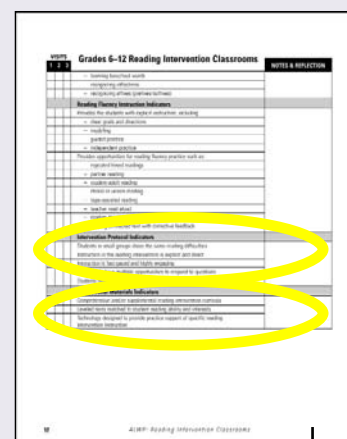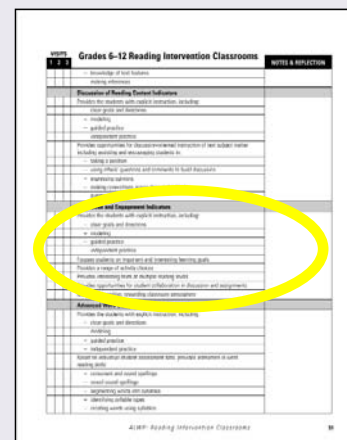
Details from templates for Grades 6-12 Classrooms as seen on pages 51 and 52 of *Adolescent Literacy Walk-Through for Principals.*