PROFESSIONAL LEARNING COMMUNITIES FACILITATOR'S GUIDE

for the What Works Clearinghouse™ Practice Guide
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

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Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

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Contents

Exhibits

Tables

Videos

Introduction to Recommendation 1

Pre-Teaching Vocabulary (Second/Third-Grade Combination Class)

Pre-Teaching Vocabulary (Fourth-Grade Class)

Pre-Teaching Vocabulary (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Activities to Promote Word Learning (Second/Third-Grade Combination Class)

Activities to Promote Word Learning (Fourth-Grade Class)

Activities to Promote Word Learning (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Providing Review (Second/Third-Grade Combination Class)

Providing Review (Fourth-Grade Class)

Providing Review (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Word Parts and Cognates (All Grade Ranges)

Introduction to Recommendation 2

Using Videos to Anchor Instruction (Second-Grade Class)

Using Videos to Anchor Instruction (Fourth-Grade Class)

Using Videos to Anchor Instruction (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Completing a Graphic Organizer (Second-Grade Class)

Completing a Graphic Organizer (Fourth-Grade Class)

Completing a Graphic Organizer (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Introduction to Recommendation 3

Using Graphic Organizers in Writing (Second-Grade Class)

Using Graphic Organizers in Writing (Fourth-Grade Class)

Using Graphic Organizers in Writing (Sixth, Seventh, and Eighth Grades: Newcomer Class)

Introduction to Recommendation 4

Introduction

This facilitator's guide is designed to assist professional learning communities (PLCs) in applying evidence-based strategies to help K–8 English learners acquire the language and literacy skills needed to succeed academically. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply the key ideas and strategies presented in the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* educator's practice guide, produced by the What Works Clearinghouse™, Institute of Education Sciences. The knowledge and resources provided will assist educators in meeting English learners' instructional needs and the rigorous requirements of state college and career readiness standards. To gain the best results from this process, the PLC facilitator should have a copy of this guide and prior to each session, should study the relevant section and prepare all materials to ensure an efficient and productive learning experience for members.

Professional Learning Communities

PLCs are a form of professional development in which small groups of educators with shared interests work together with the goals of expanding their knowledge and improving their craft. Typically, a professional learning community consists of a team of teachers that meets regularly to learn new topics, share ideas, and problem solve. Teams determine the topics they want to learn and the methods they want to use to gain the knowledge. A team might read and discuss articles or books. A facilitator or team leader might guide the team in learning a new topic, perhaps through the use of professional development materials designed to walk the team through the content. Or a team might attend trainings or conferences on an area of interest or ask an expert to speak to the group.

PLC members often share the goal of improving student achievement by improving their own teaching practice. This shared interest brings coherence and continuous learning to their professional development (Vescio, Ross, & Adams, 2008). In a recent review of the research literature on learning communities, Vescio et al. (2008) note that "all combinations of individuals with any interest in schools are now calling themselves PLCs" (page. 82). Although the names and purposes of learning communities may vary, these groups commonly share a focus on learning, collaboration, and reflective dialogue.

Research (e.g., case studies, interviews, observations) and scholarship on professional development practices suggest that in some cases, PLCs can foster teacher learning (Borko, 2004; Buysse, Sparkman, & Wesley, 2003; Englert & Tarrant, 1995; Little, 2002; Wilson & Berne, 1999) and improve the professional culture of a school (Vescio et al., 2008). Professional development materials for use in PLCs have been developed to promote teacher learning on a variety of topics, such as mathematics (University of Massachusetts, http://www.umassmed.edu/rsrc/mlc/) and vocabulary (Dimino

& Taylor, 2009), with some evidence of success. The cited examples include several components of professional development that teachers invariably identify as effective—coherence across sessions, concreteness and specificity of discussions, and opportunities to link the principles to the realities of the teaching situation in the particular school or district (e.g., Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Huberman & Miles, 1984).

Forming Professional Learning Communities

There are no cut-and-dried rules for forming PLCs. A PLC may comprise teachers from the same grade level or from multiple grade levels. In middle schools, where departmentalization is a common practice, PLCs may be formed according to subject area. PLCs may also consist of teachers from different schools within a district.

PLC Facilitators

Similar to the rules for forming PLCs, there are no hard and fast rules for choosing PLC facilitators. Given the rich content in literacy instruction addressed in this guide, ideally an educator with a strong literacy background and good communication skills should serve as the facilitator. It is also important that facilitators be regarded as leaders in their schools and have the ability to relate well to adult learners. However, there may be groups who decide that the role of facilitator should rotate among members of the PLC.

Instructional Coaches and Mentor Teachers

There may be occasions where a PLC includes instructional coaches and/or mentor teachers. In many districts, coaches and mentors are support staff who work outside the classroom and, thus, do not teach classes of their own. At the end of each session in this guide (as part of Step 5: Reflect and Plan, described in Exhibit 1), PLC members are asked to prepare a lesson to practice the strategies they have learned during the session. If any PLC members are support personnel, such as coaches or mentors, they will need to collaborate with classroom teachers to teach or coteach the lesson to students.

Five-Step Process for PLC Sessions

This facilitator's guide uses a five-step process for collaborative learning. The process was adapted from Wald and Castleberry's (2000) five stages of work for teams engaging in a collaborative learning cycle. The five stages represent an inquiry-action cycle that encourages teams to **debrief, define, explore, experiment**, and **reflect and plan**. Explanations of these steps are provided in Exhibit 1 to assist facilitators in guiding PLC members as they learn and apply the information in the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* practice guide (English learner practice guide). As the team explores the practice guide's recommendations and *How-to* steps, it is important to follow this five-step process.

Exhibit 1: Five-step process for PLC sessions

1 Debrief
Ask team members to share the instructional strategies and activities that they implemented in their classrooms and to explain how students responded, both orally and in writing. Next, ask members to share how they might change or adapt their lessons to increase student learning.

2 Define Session Goals
Identify the focus and the specific goals of the session.

3 Explore New Practices and Compare Them to Current Practices
Access team members' prior knowledge and experiences related to the topic of the session. Move into new learning by discussing specific features of each recommendation along with the supporting evidence. Compare current practices with newly learned concepts.

4 Experiment with Newly Learned Strategies
Collaborate with team members to practice applying activities and strategies that were addressed in the practice guide.

5 Reflect and Plan
Guide team members in thinking about how the new learning relates to their previous knowledge and practice. Then, as a group, plan how the activities and strategies studied will be implemented in members' classrooms prior to the next PLC session. Remind the team members to be prepared at the start of the next session to share their experiences in implementing the strategies.

Conducting the PLC Sessions

The purpose of this guide is to provide PLC facilitators with a game plan for conducting each session. The directions provided include guidance for facilitators, but typically, specific language or a script is not provided, as this defeats the purpose of a PLC. The intent is for you, as the facilitator, to read the directions and use your own unique style to convey the information, discuss topics, explain activities, and so forth. Reading the directions verbatim to the team members is not recommended, as doing so may reduce members' active engagement.

To prepare for each session, facilitators should read the complete section on that session in this guide as well as the related portion of the English learner practice guide. In addition, facilitators should study and prepare all handouts and gather any other needed materials.

Small-Group and Whole-Group Activities

Each session includes small-group and whole-group activities. Small-group activities give participants an opportunity to work in pairs or triads before sharing with the entire group. These two types of activities are clearly marked and explained in this facilitator's guide.

Videos

Videos of teaching episodes have been developed to support this facilitator's guide. These videos illustrate the practices presented in selected *How-to* steps in the English learner practice guide. Video Viewing Guides are provided to help team members process these teaching episodes.

Timeline for Completing the Sessions

The timeline for completing this set of learning sessions is flexible. To address the content of the four recommendations in the English learner practice guide, this facilitator's guide presents a total of eight 75-minute sessions. However, some PLCs may want to take longer to discuss certain topics in more depth. In addition, this guide includes optional activities and discussion items that could be used if teams decide to allocate more than 75 minutes to a session or agree to meet more than eight times.

The number of sessions allocated to address each practice guide recommendation is listed in Table 1. However, the session breakdown shown is only a suggested timetable. Please note that there is a brief introductory module that can be used prior to conducting Session 1A. Another option would be to add the introductory module to the beginning of the first session.

The English learner practice guide presents four recommendations for teaching English learners in grades K–8. Recommendation 1: Academic Vocabulary, compared to the other three recommendations, includes a larger number of concepts and instructional strategies; therefore, three sessions in this guide address that recommendaton. In contrast, Recommendation 4: Small-Group Intervention, includes fewer instructional ideas that require detailed explanations and examples for clarification. Thus, as summarized in Table 1, three of the eight 75-minute sessions will focus on Recommendation 1, two on Recommendation 2, two on Recommendation 3, and one on Recommendation 4.

Table 1: Overview of the PLC facilitator's guide

Focus	Session
Introduction	■ Introduction to the Practice Guide
Recommendation 1: Academic Vocabulary	■ Session 1A: *How-to* Steps 1–2 ■ Session 1B: *How-to* Step 3 ■ Session 1C: *How-to* Step 4
Recommendation 2: Oral and Written English Language Instruction in Content Areas	■ Session 2A: *How-to* Steps 1–2 ■ Session 2B: *How-to* Steps 3–4
Recommendation 3: Structured Writing Instruction	■ Session 3A: *How-to* Steps 1–2 ■ Session 3B: *How-to* Steps 3–4
Recommendation 4: Small-Group Intervention	■ Session 4A: *How-to* Steps 1–5

This facilitator's guide is structured so that PLCs can choose the recommendations they are interested in learning. That is, teams do not have to cover earlier recommendations to benefit from learning about later ones. For example, if team members decide their academic vocabulary instruction already aligns with the information in the practice guide but their writing instruction needs enhancing, the facilitator may choose to start with Recommendation 3: Structured Writing Instruction.

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Introductory Session

1. Professional learning communities (PLCs) may vary in how they go about working together as a team. If you have an established PLC, take some time to review the ground rules. If this is your first experience working with a PLC, discuss the topics below before beginning the session:

   ■ Roles and responsibilities of team members (e.g., facilitator, recorder, timekeeper) and whether these roles will rotate among members from session to session

   ■ Ground rules

   ■ Time allocated to each session

   ■ Schedule for completing the eight (or more) sessions

2. Identify and explain the five-step process that will be used during the PLC sessions:

> **MATERIALS**
> - English learner practice guide, pages 2–12
> - Chart paper/whiteboard
> - Pencil and paper
> - Sticky notes
> - Laptop, tablet, or similar device (optional)

1 💬 Debrief

Team members will share the instructional strategies and activities they implemented in their classrooms as a follow-up to the previous PLC session and explain how students responded, both orally and in writing. Members will then share how they might change or adapt their lessons to increase student learning.

2 🔍 Define Session Goals

Team members will identify and discuss the focus and specific goals of the session.

3 🔍 **Explore New Practices and Compare Them to Current Practices**

Team members will access prior knowledge and experiences related to the topic of the session. Members will move into new learning by discussing specific features of each recommendation along with the supporting evidence. Members will then compare their current practices with the newly learned concepts.

4 🛠 **Experiment with Newly Learned Strategies**

With the facilitator's collaboration, the team will practice applying the activities and strategies addressed in the practice guide.

5 🚏 **Reflect and Plan**

With the facilitator's guidance, team members will think about how the new learning relates to their previous knowledge and practice. The team will then plan how to implement the activities and strategies in their classrooms prior to the next PLC session. Members will be instructed to be ready at the start of the next session to share their experiences in implementing the strategies.

3. Take time to focus the group's attention on the goals of the eight PLC sessions:

■ To build an awareness of the content in the English learner practice guide

■ To apply the research-based teaching practices to help K–8 English learners acquire the language and literacy skills needed to be successful in school

4. Explain that the practice guide summarizes the research on English learner instruction and provides recommendations and *How-to* steps for implementing evidence-based teaching practices. The knowledge teachers acquire should prove useful as they strive to meet the rigorous requirements of state college and career readiness standards. In addition, the guide can serve as a resource for members.

5. Use a jigsaw activity to have the team review the information in the introduction (pages 2–5) of the English learner practice guide. In a jigsaw activity, each participant is assigned a portion of the text to read and summarize for the group. Then lead the team in a brief walk-through of the remainder of the practice guide to give members an idea of its contents. Make sure each person has sticky notes. As you proceed through the overview, members should place a note on the first page of each section and label the note to indicate the topic (see suggested labels in Table 2). These notes

will help members quickly find what they need as they learn about the information in the guide. Table 2 provides an overview of the English learner practice guide.

Table 2: Overview of the English learner practice guide

Section (Page)	Description
Title Page (page i)	Lists the panel members, research staff, and other contributors for the practice guide.
Table of Contents (page iii)	Lists the main sections, tables, and exhibits in the guide. (Label: Table of Contents)
Introduction (page 2)	Team members were asked to read and share the introductory information on pages 2–5 through the use of a jigsaw activity. The following can be shared with the team if further explanation seems necessary: The Institute of Education Sciences (IES), at the U.S. Department of Education, explained why it decided to update the earlier version of the English learner practice guide. First, IES thought there was a need to emphasize instruction beyond just early reading and the topic of early screening tools, which the first guide emphasized heavily. Second, since the previous guide's publication, the available research evidence on effective ways to teach English learners and academic vocabulary has advanced so significantly that IES considered it necessary to provide the field with an update. Reading about these reasons and the scope of the updated practice guide will give the team a good sense of what lies ahead. (Label: Introduction)
Overview of Recommendations (page 6)	This overview lists the practice guide's four recommendations and, after each one, the *How-to* steps for carrying out that recommendation in the classroom. These steps provide the nuts and bolts, giving practitioners specific ideas and teaching strategies for each recommendation. If possible, create a poster-sized chart of the overview of the recommendations shown on pages 6 and 7 of the practice guide. Display the chart at each session to help PLC members remain focused on the purpose of their work.
	This section of the practice guide ends with a table (page 7) showing the level of evidence for each recommendation. In brief, the practice guide uses three ratings—*strong*, *moderate*, and *minimal*—to describe the level of research evidence available to support a given recommendation. (Label: Overview of Recommendations)
IES Levels of Evidence for Practice Guides (page 8)	Provides a summary of how the levels of evidence were determined. A table on page 10 of the practice guide describes the meaning of *strong*, *moderate*, and *minimal* levels of evidence. (Label: Levels of Evidence)

Table 2: Overview of the English learner practice guide *(continued)*

Section (Page)	Description
Recommendations 1–4 (page 13)	Each recommendation includes a description, a summary of the level of evidence, and *How-to* steps for carrying out the recommendation in the classroom. Each *How-to* step presents supporting examples, graphs, and visuals, which are referred to as exhibits. At the end of each recommendation is a section on roadblocks and solutions to help address questions and concerns readers may have. ■ *Recommendation 1 (page 13)*: Teach a set of vocabulary words intensively across several days using a variety of instructional activities. (Label: Recommendation 1) ■ *Recommendation 2 (page 31)*: Integrate oral and written English language instruction into content-area teaching. (Label: Recommendation 2) ■ *Recommendation 3 (page 47):* Provide regular, structured opportunities to develop written language skills. (Label: Recommendation 3) ■ *Recommendation 4 (page 59):* Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Label: Recommendation 4)
Glossary (page 69)	Provides a glossary of terms. (Label: Glossary)
Appendices (page 72)	■ *Appendix A (page 72)*: Provides more detail about how the Institute of Education Sciences chooses topics for practice guides, how the guides are developed, and how expert panels come to consensus on recommendations. (Label: Appendix A–Practice Guides) ■ *Appendix B (page 74)*: Provides biographical information for the panel members and research staff. (Label: Appendix B–Bios) ■ *Appendix C (page 79)*: Addresses disclosures. (Label: Appendix C–Disclosures) ■ *Appendix D (page 80)*: Discusses the rationale for evidence ratings. (Label: Appendix D–Evidence Ratings)
References (page 104)	Provides bibliographic entries for the practice guide. (Label: References)

6. Spend a few minutes reviewing the five-step process for conducting the PLC sessions, as described in the introduction to this guide: (1) debrief, (2) define session goals, (3) explore new practices and compare them to current practices, (4) experiment with newly learned strategies, and (5) reflect and plan.

7. Assist the team in gaining additional familiarity with the English learner practice guide through the following activities:

  a. To prepare the team for reading about the levels of evidence assigned to the recommendations, provide the following explanation of what it means to achieve rigorous standards of research:

  > It is rare to find education research that meets the same high rigorous standards that are the norm in the medical and public health professions. This updated English learner practice guide is based on that same gold standard of research evidence and was developed by research experts to ensure the quality and integrity of the information presented. What does it mean to say that research meets the gold standard? First, the evidence can come from only two types of studies—a randomized controlled trial or a quasi-experimental research study. In a randomized controlled trial, students, classes, or even schools are randomly assigned to either an experimental or a control group. (Random assignment to groups is usually computer-generated but could be done with a roll of the dice or the flip of a coin.) In contrast, in a quasi-experimental research study, students, classes, or schools are not randomly assigned. Second, the evidence from the study must have demonstrated effectiveness. In other words, the results must show a positive impact on student achievement for one or more student populations.

  b. Explain that the levels of evidence and the criteria for each of the three ratings (*strong*, *moderate*, and *minimal*) are described on pages 8–9 of the English learner practice guide. Have team members read these pages. Then ask members to share out their understanding of the key aspects of the three levels of evidence.

  c. Examine Table 1 on page 7 of the practice guide as a team. Ask the members, in light of what they have learned about levels of evidence, to react to the information presented in the table, including any levels of evidence that may surprise them. Share your understanding of the critical issue regarding the importance of a recommendation with a minimal rating.

8. Assign the team pages 13–18 of the practice guide to read for the next session.

RECOMMENDATION 1

Session 1A

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- ■ *How-to* **Step 1: Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.**

- ■ *How-to* **Step 2: Choose a small set[1] of academic vocabulary for in-depth instruction.**

1 💬 Debrief

Ordinarily, team members will begin each session by sharing their experiences implementing the instructional approaches learned during the previous session. As this is the first session, this step does not apply.

2 🔍 Define Session Goals

1. Address any logistical or other issues the team may have regarding the functioning of the professional learning community (PLC). These issues may include a discussion about meeting times, location, ground rules, and so forth.

2. Explain that in this session the team will learn about the first two *How-to* steps for carrying out Recommendation 1, which addresses teaching academic vocabulary.

3. Ask team members to discuss what they hope to learn about *How-to* Steps 1 and 2.

MATERIALS

- ■ English learner practice guide, pages 13–18
- ■ Selections from informational texts (optional)
- ■ Handout 1A.1: Video Viewing Guide – Introduction to Recommendation 1
- ■ Handout 1A.2: Choosing Words to Teach
- ■ Handout 1A.3a or 3b: Prepare to Share
- ■ Video: *Introduction to Recommendation 1*
- ■ Chart paper/whiteboard
- ■ Pencil and paper
- ■ Laptop, tablet, or similar device (optional)

[1] A small set equals about five to eight words. The exact number of words will depend on students' age/grade, the length of the text, and the amount of time available to devote to the selection. See page 16 of the English learner practice guide for more information.

3 🔍 Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. **Small groups.** Have team members, working in small groups of two to three, share what they currently do to prepare for teaching vocabulary words.

2. **Whole group.** Lead a whole-group discussion of the challenges that arise in preparing for vocabulary instruction.

Move into New Learning

3. Review with the team the pages in the English learner practice guide that describe the level of evidence (page 13) and the six studies (pages 82–84) supporting Recommendation 1. Then ask the team to discuss Recommendation 1 and the nature of the studies that support it.

4. Have the team discuss the following questions related to *How-to* Steps 1 and 2:

 a. Refer to page 14 of the practice guide. What are the criteria for choosing a brief, engaging piece of informational text?

 b. Review the list of content-rich informational materials (e.g., magazines, newspaper articles) on page 14 of the practice guide. What are some sources of informational texts that you could add to the materials you currently use to anchor in-depth instruction in academic vocabulary? Share your ideas.

 c. Refer to Exhibit 1.2 on page 15 of the practice guide. Why is this text an appropriate one for students at the upper-elementary grades?

 d. Refer to Exhibit 1.1 on page 14 of the practice guide. This exhibit addresses academic vocabulary. What is the difference between general academic vocabulary and domain-specific academic vocabulary?

 Optional Questions

 e. What kinds of texts could be considered informational?

 f. Why is informational text useful for academic vocabulary instruction?

5. Prepare to show the video *Introduction to Recommendation 1.* In this short video clip, Joan Morris, a panel member for the English learner practice guide, presents a brief overview of Recommendation 1, including a description of the four *How-to* steps for carrying out the recommendation.

 a. Before showing the video, have team members refresh their memory of Recommendation 1 by skimming the text features, such as headings, bolded words, and illustrations, on pages 13–30 of the practice guide.

b. Explain that since this is an introduction to Recommendation 1, members do not need to refer to the practice guide while watching the video.

c. Give each team member a copy of **Handout 1A.1: Video Viewing Guide – Introduction to Recommendation 1**. Briefly review the handout.

d. Show the video *Introduction to Recommendation 1* to the team. Have members complete their video viewing guides as they watch the video.

Compare Current Practice

6. Have the team discuss the following:

a. In the video, there were several suggestions for how to choose appropriate texts and vocabulary words. How are these suggestions similar to or different from the way you currently plan vocabulary instruction?

b. In light of what you learned from the video, are there any changes or additions you might make when planning vocabulary instruction?

c. Do these changes or additions seem feasible to you?

7. Ask the team to consider and discuss possible roadblocks:

a. Do you foresee any additional roadblocks?

b. Can you think of a plan to work around these roadblocks?

4 ✗ Experiment with Newly Learned Strategies

1. This activity gives PLC members an opportunity to practice choosing accessible, content-rich reading material for anchoring in-depth instruction on vocabulary. Ask the team to read the passage in Exhibit 1.2 on page 15 of the practice guide.

2. Use the following prompts to lead a discussion about the passage and some of the critical features to consider when choosing an informational text:

a. What details and examples are provided that would help students comprehend the passage?

b. Specifically, why do you think students would find this passage engaging?

c. How can this passage be discussed from a variety of perspectives?

3. **Small groups.** Exhibit 1.3 on page 17 of the practice guide, provides an example of how Ms. Gomez, a third-grade teacher, used the criteria on pages 16–17 to select academic vocabulary for the passage in Exhibit 1.2. Have team members, working in small groups of two to three, choose three additional words that Ms. Gomez might consider teaching explicitly. Then have each small group complete **Handout 1A.2: Choosing Words to Teach** to evaluate the three words against the six criteria. Instruct members to be prepared to discuss the rationale for the words they chose.

4. **Whole group.** Debrief by asking each small group to share one word it selected and the rationale for the selection, based on the criteria listed on pages 16–17 of the practice guide (i.e., words central to understanding the text, words frequently used in the text, words that might appear in other content areas, words with multiple meanings, words with affixes, and words with cross-language potential).

5. Ask members to identify available resources that may provide appropriate grade-level passages to use as anchors for academic vocabulary instruction. Make a list of the resources and ensure that all members have a copy of the list to help them select passages to use in their classrooms.

6. *Optional activity.* Ask team members to examine the reading selections they customarily use in the classroom and evaluate each one to determine whether it meets the criteria for an engaging piece of text. In addition, members should determine whether each selection has ample words that meet the six criteria for selecting academic vocabulary.

5 Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that confirms or contradicts what you already knew about planning vocabulary instruction?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan vocabulary instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

    Option 1: Recommended Activity
    a. Each team member should choose an engaging piece of informational text to use with students before the next session.

    b. Members should use the six criteria on pages 16–17 of the practice guide to select academic vocabulary words in the text to teach. Refer members to Exhibit 1.3 on page 17 to see Ms. Gomez's rationale for the academic vocabulary she chose to highlight in the zoo selection.

    c. Each member should complete **Handout 1A.3a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

- Share the title and briefly describe the content of the text selection.

- Discuss the rationale for choosing the selection.

- Identify two of the chosen academic vocabulary words and your criteria for selecting them.

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 1, *How-to* Steps 1 and 2?

- What products will team members collect or develop to bring back and discuss at the next session?

b. Each member should complete **Handout 1A.3b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

- Explain your experiences completing the activity (e.g., level of difficulty of the activity and any problems you encountered).

- Discuss what you learned from completing the activity.

6. Assign team members pages 18–21 of the practice guide to read for the next session.

Handout 1A.1
Video Viewing Guide – Introduction to Recommendation 1

Directions:

In this video, Joan Morris, a panel member for the English learner practice guide, presents a brief overview of Recommendation 1, including a description of the *How-to* steps for carrying out the recommendation. As you watch the video, take notes on the important information provided about each *How-to* step.

Recommendation 1:

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

How-to Steps	Notes
***How-to* Step 1:** Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.	
***How-to* Step 2:** Choose a small set of academic vocabulary for in-depth instruction.	
***How-to* Step 3:** Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).	
***How-to* Step 4:** Teach word-learning strategies to help students independently figure out the meaning of words.	

Handout IA.2
Choosing Words to Teach

Directions:

In the left column, record the vocabulary words you chose from Exhibit 1.2 (page 15) in the practice guide. Place a check mark next to the criteria/criterion in the right column that you used to select each word.

Word	Criteria/Criterion
	THE WORD . . . _____ Is central to understanding the text. _____ Is frequently used in the text. _____ Might appear in other content areas. _____ Has multiple meanings. _____ Has one or more affixes. _____ Has cross-language potential.
	THE WORD . . . _____ Is central to understanding the text. _____ Is frequently used in the text. _____ Might appear in other content areas. _____ Has multiple meanings. _____ Has one or more affixes. _____ Has cross-language potential.
	THE WORD . . . _____ Is central to understanding the text. _____ Is frequently used in the text. _____ Might appear in other content areas. _____ Has multiple meanings. _____ Has one or more affixes. _____ Has cross-language potential.

Handout 1A.3a
Prepare to Share (Option 1: Recommended Activity)

Directions:

Use the table below to select a set of words from an engaging piece of informational text for in-depth instruction. List each selected word in the first column and then place a check mark under the criteria/criterion that you used to choose the word. For the purpose of sharing during the next session's Debrief segment, listing two words is sufficient.

Title of text selection: _____

Brief description of the content: _____

Rationale for selecting the passage: _____

_____

Selected Word	Central to Understanding the Text	Frequently Used in the Text	Might Appear in Other Content Areas	Multiple Meanings	Affixes	Cross-Language Potential

Handout 1A.3b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 1, *How-to* Steps 1 and 2?
- What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Session 1B

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- *How-to* **Step 3: Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).**

1 💬 Debrief

Ask the team to debrief the follow-up activity from Session 1A. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity
The recommended activity was to choose an engaging piece of informational text and then to select vocabulary words in the text by using the six criteria on pages 16–17 of the practice guide. If the team implemented this activity, ask members to refer to their completed copies of **Handout 1A.3a: Prepare to Share (Option 1: Recommended Activity)** and respond to the following:

1. Share the title and briefly describe the content of the selection.

2. Discuss your rational for choosing the selection.

3. Identify two vocabulary words that you chose and discuss the criteria you used to select them.

4. *Optional.* Share all the vocabulary words that you chose and discuss the criteria you used to select them.

MATERIALS
- English learner practice guide, pages 18–21
- Handout 1A.3a or 3b: Prepare to Share (completed)
- Handout 1B.1: Video Viewing Guide – Pre-Teaching Vocabulary
- Handout 1B.2: Video Viewing Guide – Activities to Promote Word Learning
- Handout 1B.3: Vocabulary Lesson Plan Template
- Handout 1B.4: Lesson Plan – Example
- Handout 1B.5a or 5b: Prepare to Share
- Video: *Pre-Teaching Vocabulary*
- Video: *Activities to Promote Word Learning*
- Video: *Providing Review*
- Chart paper/whiteboard
- Pencil and paper
- Laptop, tablet, or similar device (optional)

Option 2: Custom Activity

If the team opted to implement a different activity, ask members to refer to their completed copies of **Handout 1A.3b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience completing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from completing the activity.

2 Define Session Goals

1. Review some of the major themes covered in Session 1A:

    a. Recommendation 1 addresses teaching academic vocabulary.

    b. *How-to* Step 1 stresses the importance of finding a short, interesting piece of text that can be used as a platform for deep vocabulary instruction. The selection should be motivating to students and contain content-rich material (i.e., the text should be brief, interesting, and engaging; contain a variety of academic words; connect to the unit of study; have sufficient detail and examples to aid comprehension; and present ideas that can be discussed from a variety of perspectives).

    c. *How-to* Step 2 stresses the careful selection of a set of academic vocabulary words that should be taught intensively via a variety of instructional activities over several days. The practice guide panel advises teachers to select words that are central to understanding the text, appear frequently in the text and in other subjects, have more than one meaning, have cross-language potential, or can be altered by adding affixes (as well as words whose meaning can be determined from affixes or base/root words).

2. Spend time drawing the team's attention to the new learning contained in the third *How-to* step for carrying out Recommendation 1. This step recommends teaching academic vocabulary in depth using multiple modalities (writing, speaking, listening).

3. Explain that the goal of this session is to explore ways to make vocabulary an integral part of students' writing, speaking, and listening. Team members will learn strategies for providing explicit vocabulary instruction, including the use of student-friendly definitions, examples, non-examples, concrete representations, and activities to promote word learning.

3 🔍 **Explore New Practices and Compare Them to Current Practices**

Access Prior Knowledge

1. Ask members to take a minute or two to jot down their individual perceptions of what it means to "make . . . new words an integral part of students' listening, speaking, reading, and writing" (page 18, practice guide). Debrief with the team.

2. Small groups. Organize team members into small groups of two to three. Have group members describe their current instructional practices for explicitly teaching a word's meaning and then discuss the degree to which they consider these practices to be effective in making new words an integral part of students' listening, speaking, reading, and writing.

3. Whole group. Lead a whole-group discussion on the assumptions about student learning that drive members' current practices and ask the members of each small group to share their thoughts with the team.

4. Ask the team to discuss the following: What challenges are you currently facing when it comes to teaching vocabulary?

Move into New Learning

5. Have team members refresh their memory of *How-to* Step 3 by skimming the key ideas on pages 18–21 of the practice guide.

6. Lead the team in discussing the following:

    a. Although many vocabulary words can be learned incidentally, the six studies that provide a strong level of evidence for Recommendation 1, as cited on pages 82–87 of the practice guide, show that explicit instruction is more effective. Have the team look in the practice guide for specific examples of the research-based instructional practices described on pages 83 and 84. Then ask members to discuss each instructional practice and how it could be implemented using writing, speaking, and listening modalities.

    b. The first paragraph under *How-to* Step 3 on page 18 of the practice guide states that the "goal of instruction is for students to understand the connotation of the words (i.e., how a word is typically used), an understanding that goes well beyond memorizing definitions or learning about word meanings in a very shallow way" (lines 5–10). Ask the team to use the word *vociferous* (the example in the practice guide) to discuss the concept of connotation.

    c. Ask the team to review the "Activities for Explicit Instruction" section on pages 18–19 of the practice guide and identify and discuss the instructional strategies that the authors recommend to help students pinpoint a word's meaning (besides the use of a dictionary or a textbook definition).

d. The word map in Exhibit 1.4 on page 19 of the practice guide is a tool designed to teach first-grade students the word *enormous*. Lead a discussion about how this word map could be used to enhance the first-grade teacher's lesson. Ask the team the following: How would the teacher use this word map before the lesson to introduce the word? Are there ways the word map could be used during or after the lesson?

Optional Discussion Items

e. Ask members to describe the difference between an activity where students complete a crossword puzzle and one where students generate responses to questions to promote a deep knowledge of words.

f. Ask members to describe some ways to target academic words in students' writing experiences.

7. Prepare to show the video *Pre-Teaching Vocabulary*. A set of three grade-based videos are available for this title, as described below in Exhibit 1.1. Choose the video that is closest to the grade-level span that team members teach.

a. Give each team member a copy of **Handout 1B.1: Video Viewing Guide – Pre-Teaching Vocabulary**. Briefly review the handout.

b. Show the video *Pre-Teaching Vocabulary* to the team. Have members complete their video viewing guides as they watch the video.

Exhibit 1.1. Recommendation 1 grade-level video options

Second- and Third-Grade Combination Class
The class in this video has 20 students: 14 in second grade and 6 in third grade. The students have all been enrolled at this school since kindergarten. Over 75% of the students are English learners, and Spanish is their primary language. Of the students who speak Spanish, eight are at an intermediate level of English proficiency, while five are at an advanced level.
Fourth-Grade Class
The class in this video has 32 students. All but 4 have been enrolled at the school since kindergarten. Half the class speaks a language other than English at home. Of these students, one speaks Cantonese, and the others speak Spanish. Three of the English learners are at an intermediate level of English proficiency; the remaining students are at an advanced level.
Sixth-, Seventh-, and Eighth-Grade Newcomer Class
The students in this video are enrolled in a Newcomer Center, a special program for secondary students who are new to the country and at beginning levels of English proficiency. The Newcomer Center has 20 students in grades 6–8. All the students are English learners, and 90% have been in the United States less than a year. Most of the students are at the beginning level of English proficiency, with three at the early intermediate level. One student speaks Mandarin, one student speaks Korean, and the remaining students speak Spanish.

8. Before discussing the video, explain that its purpose was to demonstrate how to teach academic vocabulary through the use of examples, non-examples, and concrete representations. Teaching words explicitly circumvents any misconceptions English learners may acquire before they participate in activities that increase their exposure to and experiences with target words. These activities include engaging students in discussions about words, using words in writing, and so forth. Refer to pages 21–22 in the practice guide for additional examples.

Although not shown in the video, after teaching the words explicitly, the teacher provided opportunities for students to discuss the words with a partner before a class debrief. For example, the teacher who taught the word *pattern* asked students to select something that has a pattern and tell their partners about it. The teacher then conducted a class debrief so student pairs could share out their discussions. As a follow-up activity, the teacher asked the students to write about the patterned item they discussed. Students shared their written products during a later lesson.

9. Have the team discuss the following questions about the video:

   a. What was the goal of the teacher's lesson?

   b. What steps did the teacher take to reach this goal?

   c. How was the lesson taught explicitly?

   d. What, if any, feedback was provided to the students?

   Optional Questions
   e. What materials or resources did the teacher use?

   f. What evidence of student learning did you notice during the lesson?

   g. What did you notice about the degree to which the students appeared attentive and interested?

10. On page 20 of the practice guide, the authors describe additional activities to promote word learning. These interactive activities are for use after a teacher has presented a vocabulary word, along with its student-friendly definition, examples, non-examples, and concrete representations. In preparation for viewing a video on activities to promote word learning, review pages 20–21 with the team and lead a discussion about the instructional components described in this section.

11. Prepare to show the video *Activities to Promote Word Learning*. Three grade-based video options are available for this title (see Exhibit 1.1). Choose the option that is closest to the grade-level span that team members teach. In this video clip, a teacher models how to provide activities that enable students to interact with words during the guided practice phase of a lesson.

   a. Give each team member a copy of **Handout 1B.2: Video Viewing Guide – Activities to Promote Word Learning**. Briefly review the handout.

   b. Show the video *Activities to Promote Word Learning* to the team. Have members complete their video viewing guides as they watch the video.

1

    c.   Use the following prompts to lead a discussion about the video:

- What was the goal of the lesson?
- What steps did the teacher take to reach this goal?
- What, if any, feedback was provided to the students?

Optional Questions

- What materials or resources did the teacher use?
- What evidence of student learning did you notice during the lesson?
- What did you notice about the students' degree of interest and attentiveness?

12. ***Optional activity.*** Prepare to show the video *Providing Review*. A set of three grade-based video options are available for this title (see Exhibit 1.1). Choose the option that is closest to the grade-level span(s) that team members teach. In this video clip, a teacher reviews vocabulary words that have been taught previously.

2

    a.   Before showing the video, ask the team discuss the following question: What do you think the teacher in the video will do to review the words taught previously?

    b.   Show the video *Providing Review* to the team.

    c.   Ask the team to discuss the following question: How did the instruction help deepen the students' understanding of the word?

Compare Current Practice

3

13. Have the team discuss the following:

    a.   In what ways are your teaching practices similar to or different from those shown in the video *Pre-Teaching Vocabulary*, in which the teacher provided students with student-friendly definitions, examples, non-examples, and concrete representations?

    b.   In what ways are your teaching practices similar to or different from those shown in the video *Activities to Promote Word Learning*, in which the teacher provided students with different activities to promote word learning?

    c.   ***Optional.*** In what ways are your teaching practices similar to or different from those shown in the video *Providing Review*, in which the teacher provided a cumulative review of the words she had taught previously?

4

    d.   In light of what you have learned from the videos, are there any changes or additions you might make to your vocabulary instruction?

    e.   Do these changes or additions seem feasible to you?

14. Ask the team to consider and discuss possible roadblocks:

    a. Do you foresee roadblocks to implementing the changes or additions?

    b. Can you think of a plan to work around any roadblocks?

4 ✖ Experiment with Newly Learned Strategies

1. Give each team member a copy of **Handout 1B.3: Vocabulary Lesson Plan Template** and **Handout 1B.4: Lesson Plan – Example**. Review the second handout, which provides an example of how the word *cramped* can be taught explicitly.

2. Small groups. Organize team members into small groups of two to three and have each group develop a lesson plan for teaching a vocabulary word explicitly. The lesson plan should include a student-friendly definition of the word as well as an example, a non-example, and a description of a concrete representation. The lesson plan should also incorporate activities to promote word learning, such as structured student discussions, writing activities, and other activities to increase students' exposure to the target word.

To select a vocabulary word for the lesson, each small group should choose from the six academic vocabulary words listed in Exhibit 1.3 on page 17 of the practice guide. The small groups may all develop lessons for the same word or for different words.

3. Whole group. To debrief, have each small group share out the following:

    a. Identify the vocabulary word you selected and read the student-friendly definition you developed.

    b. Did anyone have a different definition?

    c. Give an example for the word. Any other examples?

    d. Give a non-example. Any other non-examples?

    e. Describe the lesson you developed.

    f. Describe how you integrated structured student discussions, writing activities, and other activities that increase students' exposure to and engagement in the target word.

4. *Optional activity.* If time allows, have the team build on the previous activity.

    a. Small group. Have each small group write lesson plans for additional words listed in Exhibit 1.3.

    b. Whole group. Ask each group to share one of its lesson plans with the team.

5 ⫟ Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that either confirms or contradicts what you already knew about planning vocabulary instruction?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Each team member should choose a brief, engaging reading selection and using the criteria on pages 16–17 of the practice guide, select the vocabulary words to teach to help students comprehend the text.

b. Using **Handout 1B.3: Vocabulary Lesson Plan Template**, each member should develop a lesson designed to teach the vocabulary words explicitly. Members should then teach their vocabulary lessons to students.

c. Each member should complete **Handout 1B.5a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

■ List two or three words you selected to teach and explain why you chose them.

■ Describe the lesson you taught.

■ Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

■ How did your students respond to your instruction?

■ How did the use of student-friendly definitions, examples, non-examples, concrete representations, and activities to promote word learning help your students comprehend the text?

■ Describe how you incorporated structured student discussion, writing, and other activities to increase students' exposure to and engagement with the target words.

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■ How does this activity relate to Recommendation 1, *How-to* Step 3?

■ What products will team members collect or develop to bring back and discuss at the next session?

b. Each team member should complete **Handout 1B.5b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

■ Explain your experiences implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

■ Discuss what you learned from implementing the activity.

6. Assign team members pages 21–29 of the practice guide to read for the next session.

Handout 1B.1
Video Viewing Guide – Pre-Teaching Vocabulary

Grade Level (select one):

○ Grades 2–3 ○ Grade 4 ○ Grades 6–8

Directions:

In this lesson, a teacher pre-teaches vocabulary by using the activities for explicit instruction described in the English learner practice guide on pages 18 and 19. As you view the lesson in the video clip, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson. Please note that some characteristics may not apply. The characteristics are described on the next page of this handout.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as activating background knowledge, modeling, clear and explicit explanations, models, guided practice, independent practice, review).

2. Materials or resources that were used (e.g., illustrations, videos, objects).

3. Student engagement (e.g., students are actively listening, focusing on teacher, volunteering).

4. Feedback (e.g., gives specific feedback, provides prompts, reteaches).

Notes	Reflections

Explanations of the Characteristics:

1. **Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge by asking students what they know about the concept. Also, look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students' avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.

2. **Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.

3. **Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.

4. **Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback communicating clearly what the student did correctly. When a student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate a correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

Handout 1B.2
Video Viewing Guide – Activities to Promote Word Learning

Grade Level (select one):
○ Grades 2–3   ○ Grade 4   ○ Grades 6–8

Directions:
In this video, a teacher uses activities to promote word learning that are similar to those described in the practice guide on pages 20 and 21. As you view the lesson in the video clip, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson. Please note that some characteristics may not apply. The characteristics are described on the next page of this handout.

Characteristics:
1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as activating background knowledge, modeling, clear and explicit explanations and models, guided practice, independent practice, review)

2. Materials or resources that were used (e.g., illustrations, videos, objects)

3. Student engagement (e.g., students are actively listening, focusing on teacher, volunteering)

4. Feedback (e.g., gives specific feedback, provides prompts, reteaches)

Notes	Reflections

Explanations of the Characteristics:

1. **Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge by asking students what they know about the concept. Also, look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students' avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.

2. **Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.

3. **Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.

4. **Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback communicating clearly what the student did correctly. When a student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate a correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

Handout 1B.3
Vocabulary Lesson Plan Template

Title of the selection: _____

Target word:
Student-friendly definition:
Examples:
Non-examples:
Concrete representations:
Activities that increase exposure to and experiences with words:
Describe how you will incorporate structured student discussions, writing activities, and other activities that increase students' exposure to and engagement in the target word:

Handout 1B.4
Lesson Plan – Example

Title of the selection: _____

Target word
Cramped

Student-friendly definition
A place that is cramped is not big enough for the people or the things in it. People may feel uncomfortable because there is very little space.

Examples
1. When a bus is cramped, it is so full of people that there is little or no space between them and they cannot move around easily.

2. When a bedroom is cramped, it has too many things in it, such as beds, toys, books, a desk, and a dresser.

3. When an animal is in a small cage where it cannot move around, the animal is cramped.

4. If you put three people in the back seat of a small car, the people will have to squeeze together and will feel cramped.

5. When you go to Disneyland during the summer, it is very crowded. People are cramped because they are so close to each other and cannot move around easily.

Non-examples
1. When you are taking a walk on a farm, you do not feel cramped because there are not many people around and you can move around very easily.

2. When you are in a big empty room, you are not cramped.

Concrete representations

Examples
1. Show a picture or a short video clip of people on a cramped bus or train.

2. Show a picture or a short video clip of people at a crowded event (e.g., concert, festival).

3. Show a picture or short video clip of people walking down a crowded street.

4. Ask several student volunteers to role-play feeling cramped on a bus or train.

Non-examples

1. Show a picture or a short video clip of someone walking in an empty park, in the country, or on a deserted beach.

2. Show a picture of an empty room.

3. Role-play: Using a section of the classroom, place children several feet away from each other.

Activities that increase exposure to and experiences with words

1. The train was cramped because . . .

2. If your mother says, "I feel cramped when I am in your room," what might your room look like? If she says, "Please do something about it," what would you do?

3. Tell about a time when you or someone you know was in a place that felt cramped.

4. Where would you go if you did not want to feel cramped?

5. The party had so many people that I felt cramped, so I . . .

6. Describe a garage where you would feel cramped.

7. Describe a place where you would not feel cramped.

Describe how you will integrate structured student discussions, writing activities, and other activities that increase students' exposure to and engagement in the target word

1. Students will discuss the questions and statements above with a partner before a class discussion.

2. Students will develop a word map for cramped.

3. Students will write at least two sentences describing a time when they felt cramped.

Handout 1B.5a
Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

    a.   Choose a brief, engaging reading selection.

    b.   Choose the vocabulary words you will teach to help students comprehend the text.

    c.   Using **Handout 1B.3: Vocabulary Lesson Plan Template**, develop a lesson designed to teach the vocabulary words explicitly.

    d.   Teach the vocabulary lesson to your students.

Then complete the items below to refer to during the Debrief segment of the next PLC session.

1. List two or three words you selected to teach and explain why you chose them.

2

2. Describe the lesson you taught.

3

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

4

4. How did your students respond to your instruction?

5. How did the use of student-friendly definitions, examples, non-examples, concrete representations, and activities to promote word learning help your students comprehend the text?

6. Describe how you incorporated structured student discussion, writing, and other activities to increase students' exposure to and engagement with the target words.

1

Handout 1B.5b

Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■ How does this activity relate to Recommendation 1, *How-to* Step 3?

■ What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Session 1C

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

■ *How-to* **Step 4: Teach word-learning strategies to help students independently figure out the meaning of words.**

1 💬 Debrief

Ask the team to debrief the follow-up activity from Session 1B. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The activity was to choose an engaging piece of informational text, select vocabulary words by using the criteria on pages 16–17 of the practice guide, and then develop and teach the vocabulary lesson. If the team implemented this activity, have members refer to their completed copies of **Handout 1B.5a: Prepare to Share (Option 1: Recommended Activity)** and respond to the following:

1. List two or three words you selected to teach and explain why you chose them.

2. Describe the lesson you taught.

3. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

4. How did your students respond to your instruction?

5. How did the use of student friendly-definitions, examples, non-examples, concrete representations, and activities to promote word learning help students comprehend the text?

MATERIALS
■ English learner practice guide, pages 21–29
■ Handout 1B.5a or 5b: Prepare to Share (completed)
■ Handout 1C.1: Word Parts
■ Handout 1C.2: Using Context Clues to Determine a Word's Meaning
■ Handout 1C.3a or 3b: Prepare to Share
■ Video: *Word Parts and Cognates*
■ Chart paper/whiteboard
■ Pencil and paper
■ Laptop, tablet, or similar device (optional)

6. Describe how you incorporated structured student discussion, writing, and other activities to increase students' exposure to and engagement with the target words.

7. *Optional.* Share all the vocabulary words you selected to teach and the criteria you used to choose them.

Option 2: Custom Activity

If the team opted to develop a different activity, have members refer to their completed copies of **Handout 1B.5b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from implementing the activity.

2 🔎 Define Session Goals

1. Review some of the major themes covered in Session 1B on Recommendation 1, *How-to* Step 3. This step emphasizes the importance of doing the following:

    a. Providing students with opportunities to experience new vocabulary in multiple ways by making the words an integral part of students' reading, writing, and speaking. The goal of instruction is for students to understand the connotation of words.

    b. Providing activities for explicit vocabulary instruction (i.e., student-friendly definitions, examples, non-examples, and concrete representations).

    c. Promoting the deep processing of words by having students participate in structured discussions, respond to questions that require an understanding of the subtle differences in a word's usage and meaning, and complete writing assignments that encourage the use of the target vocabulary.

2. Have the team review the *How-to* steps for Recommendation 1 on page 6 of the practice guide. Ask members to discuss *How-to* Step 4 in relation to the others.

3. Ask the team to review the first paragraph below *How-to* Step 4 on page 21 of the practice guide. This paragraph recommends that in addition to providing direct instruction on academic vocabulary words (*How-to* Steps 1, 2, and 3), teachers show students how to figure out on their own the meaning of unknown words.

4. Spend time drawing the team's attention to the new learning in *How-to* Step 4. Explain that in this session, members will learn specific strategies (i.e., context clues, word parts, and cognates) for helping students independently determine the meaning of words. Such strategies are important because students will encounter many unfamiliar words in all academic areas. Consequently, English learners need explicit instruction in strategies for figuring out the meaning of unfamiliar words.

3 ⊙ Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. **Small groups.** Explain that *How-to* Step 4 provides examples of three word-learning strategies students can use to figure out the meaning of words independently: context clues, word parts, and cognates. Have team members, working in small groups of two to three, discuss other strategies they have used.

2. **Whole group.** Lead a whole-group discussion of the following:

   a. What word-learning strategies do you use in your classroom? How have these strategies helped students independently figure out the meaning of words?

   b. What assumptions about teaching, learning, and students drive your use of these practices?

   c. What challenges are you currently facing as your students try to use these strategies to independently figure out the meaning of words?

   d. What strategies do you use to help students overcome these difficulties?

Move into New Learning

3. In four of the six studies supporting Recommendation 1, the interventions focused on teaching students strategies for determining the meaning of unknown words. Ask team members to skim the "Instruction in Word-Learning Strategies" section on page 84 of the practice guide. Have the team discuss the three strategies—context clues, cognates, and word parts—students were taught.

4. ***Optional small-group activity.*** Organize team members into small groups of two to three and assign each group one study to read more about and summarize, including a brief description of the word-learning strategies the students received.

5. Have the team discuss the following:

   a. On page 21, the practice guide states, "Students will encounter a large number of new words as they progress through school, and it is just not possible to provide in-depth instruction for all academic vocabulary words that students do not know." Thus, students must learn many words incidentally. What are some ways that English learners can learn large numbers of words incidentally through classroom and everyday experiences?

   b. One method is to teach students word-learning strategies (i.e., context clues, word parts, and cognates) for figuring out the meaning of new words. Begin by showing students how to use word parts—prefixes, suffixes, and root/base words—to unlock the meaning of unknown words. Identify and discuss the steps Ms. Ambrosi took in using word parts to unlock the meaning of *unreachable*, as described in Exhibit 1.6 on page 23 of the practice guide.

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    c. Many English words have Latin or Greek roots that have the same meaning as words in other languages. These words are called cognates. Discuss effective ways to teach students how to use cognates to figure out unknown word meanings. What role does a student's primary language play in this process?

    d. Using context clues involves examining surrounding text to determine a word's meaning. Discuss the three steps for using context clues to determine the meaning of *environment* described on page 21 of the practice guide.

    e. The practice guide states, "the panel believes it is important to let students know that they may need to use more than one strategy to figure out a word's meaning, or that using several strategies may help them to better understand the word's use." Think about and discuss how you would guide students in deciding how and when to use a single strategy or a combination of strategies to determine the meaning of an unfamiliar word.

6. Prepare to show the video *Word Parts and Cognates*. This video is divided into three grade-based segments, as described in Exhibit 1.2. Show the segment that is closest to the grade-level span that team members teach. In this video clip, a teacher uses strategies similar to the ones described on page 22 of the practice guide.

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    a. Show the video *Word Parts and Cognates* to the team.

    b. Ask the team to discuss the following: What instructional components did you see in the video that matched the strategies described on page 22 of the practice guide? Describe how the components were implemented.

Compare Current Practice

7. Lead a team discussion of the following:

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    a. In what ways are your teaching practices similar to or different from those shown in the video?

    b. In light of what you have learned from the video, are there any changes or additions you might make to your vocabulary instruction?

    c. Do these changes or additions in instruction seem feasible to you?

8. Have the team review the roadblocks described on page 30 of the practice guide. Ask the team to discuss the following:

    a. Do you foresee any additional roadblocks?

    b. Can you think of a plan to work around these roadblocks?

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Exhibit 1.2. *Word Parts and Cognates* grade-level video options

Second- and Third-Grade Combination Class

The class in this video has 20 students: 14 in second grade and 6 in third grade. The students have all been enrolled at this school since kindergarten. Over 75% of the students are English learners, and Spanish is their primary language. Of the students who speak Spanish, eight are at an intermediate level of English proficiency, while five are at an advanced level. In this video, the teacher uses word parts to teach the word *reproduce* and cognates to teach the word *adaptation.*

Fourth-Grade Class

The class in this video has 32 students. All but 4 have been enrolled at the school since kindergarten. Half the class speaks a language other than English at home. Of these students, one speaks Cantonese, and the others speak Spanish. Three of the English learners are at an intermediate level of English proficiency, and the remainder are at an advanced level. In this video, the teacher uses word parts to teach the word *enlarge.*

Sixth-, Seventh-, and Eighth-Grade Newcomer Class

The students in this video are enrolled in a Newcomer Center for secondary students who are new to the country and at beginning levels of English proficiency. The Newcomer Center has 20 students in grades 6–8. All the students are English learners, 90% have been in the United States less than a year, and most are at the beginning level of English proficiency, with three at the early intermediate level. One student speaks Mandarin, one student speaks Korean, and the remaining students speak Spanish. In this video, the teacher uses word parts and cognates to teach the words *scientist* and *compressed.*

4 ✖ Experiment with Newly Learned Strategies

Activity 1 – Word Parts

1. **Small groups.** Organize members into small groups of two to three and give each member a copy of **Handout 1C.1: Word Parts**. Have each group select a word from the list on the handout and develop a think-aloud to show students how to use word parts to determine the word's meaning. Refer the groups to Exhibit 1.6 on page 23 of the practice guide for an example.

2. **Whole group.** Ask each small group to share its think-aloud with the team.

Activity 2 – Context Clues

3. **Small groups.** Organize members into small groups of two to three and give each member a copy of **Handout 1C.2: Using Context Clues to Determine a Word's Meaning.** Have each group develop a think-aloud to show students how to use context clues to determine the meaning of the word *ordered* in the paragraph about Rosa Parks on page 32 (footnote 69) of the practice guide.

4. **Whole group.** Ask each small group to share its think-aloud with the team.

Optional Activity 3 – Context Clues

5. **Small groups.** Organize members into small groups of two to three and give each member a copy of **Handout 1C.2: Using Context Clues to Determine a Word's Meaning**. Have each group develop a think-aloud to show students how to use context clues to determine the meaning of the word *triumphed* in Exhibit 2.3, a text for a history lesson on Aztec civilization, on page 38 of the practice guide.

6. **Whole group.** Ask each small group to share its think-aloud with the team.

5   Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that either confirms or contradicts what you already knew about planning vocabulary instruction?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

   Option 1: Recommended Activity
   a. Each member should choose a brief, engaging reading selection and select vocabulary words in it that students can figure out by using context clues.

   b. Members should use **Handout 1C.2: Using Context Clues to Determine a Word's Meaning** to develop think-alouds for the vocabulary words.

   c. Members should then use the think-alouds to model for students how to figure out word meanings from context clues.

   d. Each team member should complete **Handout 1C.3a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

      ■ Share the title and briefly describe the content of the selection.

      ■ List two or three words whose meaning you determined could be figured out from context clues.

- Describe the lesson you taught and share one think-aloud that you used in the lesson.

- Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

- How did your students respond to your instruction?

- How did using context clues help your students comprehend the text?

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 1, *How-to* Step 4?

- What products will team members collect or develop to bring back and discuss at the next session?

b. Each team member should complete **Handout 1C.3b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

- Explain your experiences implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

- Discuss what you learned from implementing the activity.

6. Assign team members pages 31–39 of the practice guide to read for the next session.

Handout 1C.1
Word Parts

Directions:

Select a word from the list and enter it in the left column. In the right column, enter a think-aloud to teach students how to use word parts to determine the word's meaning.

Word List		
fearful	misbehave	reread
harmless	performer	sadness
kindly	predictable	unavoidable

Word	Think-Aloud

Handout 1C.2
Using Context Clues to Determine a Word's Meaning

Directions:

Using the strategy described on pages 21–22 of the practice guide, develop a think-aloud to model how to use context clues to figure out a word's meaning. For each step, write what you would say out loud to your students.

Title or topic of passage: _____

Word: _____

Step 1: Tell students that you are going to think aloud to show them how they can figure out a word's meaning by examining the information in the sentences around the word.

Step 2: Read the sentence that contains the target word and determine whether the sentence includes any information that will help students define the word.

> **Think-Aloud:**
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Step 3: If there is not enough information in the sentence that contains the target word, examine the sentences before and after that sentence to look for additional information to help students figure out the word's meaning.

> **Think-Aloud:**
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Handout 1C.3a
Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

- **a.** Choose a brief, engaging reading selection.
- **b.** Choose vocabulary words whose meanings can be determined from context clues.
- **c.** Using the strategy on pages 21–22 of the practice guide and **Handout 1C.2: Using Context Clues to Determine a Word's Meaning**, develop think-alouds that you will use to model how to use context clues to figure out the meaning of the words.

Then complete the items below to refer to during the Debrief segment of the next PLC session.

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1. Share the title and briefly describe the content of the selection.

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2. List two or three words whose meaning you determined could be figured out from context clues.

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3. Describe the lesson you taught. Refer to **Handout 1C.2: Using Context Clues to Determine a Word's Meaning** to share one think-aloud you developed for the lesson.

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4. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

5. How did your students respond to your instruction?

6. How did using context clues help your students comprehend the text?

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Handout 1C.3b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 1, *How-to* Step 4?
- What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Notes

RECOMMENDATION 2

Session 2A: *How-to* Steps 1 and 2
Session 2B: *How-to* Steps 3 and 4

Session 2A

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Recommendation 2

Integrate oral and written English language instruction into content-area teaching.

- *How-to* **Step 1: Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.**

- *How-to* **Step 2: Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.**

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1 Debrief

Ask the team to debrief the follow-up activity from Session 1C. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The recommended activity was to choose an engaging piece of informational text, select vocabulary words whose meaning could be determined by context clues, and develop think-alouds to model how to use context clues to figure out the words' meanings. If the team implemented this activity, have members refer to their completed copies of **Handout 1C.3a: Prepare to Share (Option 1: Recommended Activity)** and address the following:

1. Share the title and briefly describe the content of the selection.

2. List two or three words whose meaning you determined could be figured out from context clues.

3. Describe the lesson you taught. Remember to share one think-aloud you developed for the lesson.

4. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

MATERIALS

- English learner practice guide, pages 31–39
- Handout 1C.3a or 3b: Prepare to Share (completed)
- Handout 2A.1: Video Viewing Guide – Introduction to Recommendation 2
- Handout 2A.2: Video Viewing Guide – Using Videos to Anchor Instruction
- Handout 2A.3: Video Viewing Guide – Completing a Graphic Organizer
- Handout 2A.4: General Academic Vocabulary and Content-Specific Vocabulary
- Handout 2A.5a or 5b: Prepare to Share
- Video: *Introduction to Recommendation 2*
- Video: *Using Videos to Anchor Instruction*
- Video: *Completing a Graphic Organizer*
- Chart paper/whiteboard
- Pencil and paper
- Laptop, tablet, or similar device (optional)

5. How did your students respond to your instruction?

6. How did using context clues help your students comprehend the text?

7. *Optional.* Identify all the words you chose and the think-alouds you developed.

Option 2: Custom Activity

If the team opted to implement a different activity, ask members to refer to their completed copies of **Handout 1C.3b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from implementing the activity.

2   Define Session Goals

1. Explain that in this session, the team will learn about the first two *How-to* steps for carrying out Recommendation 2, which addresses integrating oral and written English language instruction into content-area teaching.

2. Read aloud *How-to* Steps 1 and 2. Then ask members to generate some questions about the steps they hope the session will answer. Make a list of the questions.

3. During the session, refer to the questions and try to address each one as appropriate. Some of the questions may not be answered in the session. In this case, team members may opt to research the topics on their own or in collaboration with other members and report back to the group.

3   Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. **Small groups.** Have team members, working in small groups of two to three, discuss what they know about using videos, visuals, and graphic organizers to help students make sense of content.

2. **Whole group.** Ask each small group to share out one idea that members discussed.

Move into New Learning

3. The five studies cited in the practice guide for Recommendation 2 all provide evidence for integrating oral and written English language instruction into content-area teaching. Lead a discussion of the implications of this research for instruction for English learners. Ask team members to refer to pages 31–32 and 88–89 of the practice guide to prompt their thinking.

4. Ask the team to discuss the following questions pertaining to *How-to* Steps 1 and 2, which are covered on pages 32–39 in the practice guide:

    a. What are the advantages of using short videos, visuals, and graphic organizers to anchor instruction?

    b. Refer to Exhibit 2.1 on page 33 of the practice guide. What did Mr. Dang do to anchor instruction during his lesson on Rosa Parks and the Montgomery Bus Boycott?

    c. What is the difference between content-specific academic vocabulary and general academic vocabulary?

    d. When should general academic vocabulary be taught in relation to content-specific academic vocabulary?

    e. What is the progression from using everyday language to using more complex technical language when teaching content-specific definitions?

5. Prepare to show the video *Introduction to Recommendation 2*. In this short clip, Joan Morris, a practice guide panel member, presents a brief introduction to Recommendation 2, including a description of the four *How-to* steps for carrying out the recommendation.

    a. Before showing the video, have team members refresh their memory of Recommendation 2 by skimming the text features, such as headings, bolded words, and illustrations, on pages 31–46 of the practice guide.

    b. Explain that since the video is an introduction to Recommendation 2, members do not need to refer to the practice guide while watching the video.

    c. Give each member a copy of **Handout 2A.1: Video Viewing Guide – Introduction to Recommendation 2**. Briefly review the handout.

    d. Show the video *Introduction to Recommendation 2* to the team. Have members complete their video viewing guides as they watch the video.

    e. Ask team members to refer to their video viewing guides and each share one important thing they learned about Recommendation 2.

Compare Current Practice

6. Prepare to show the video *Using Videos to Anchor Instruction*. A set of three grade-based videos are available for this title, as described in Exhibit 2.1. Choose the video that is closest to the grade-level span taught by team members.

    a. Review the information on pages 32–36 of the practice guide. These pages describe what teachers should do before and after students watch a video.

    b. Give each team member a copy of **Handout 2A.2: Video Viewing Guide – Using Videos to Anchor Instruction**. Briefly review the handout.

    c. Show the video *Using Videos to Anchor Instruction* to the team. Have members complete their video viewing guides as they watch the video.

    d. Ask team members to discuss the following questions:

        ■ The video clip showed a teacher using videos to anchor instruction. How are the strategies the teacher used similar to or different from the way you teach?

        ■ In light of what you learned from the video, are there any changes you might make to instruction?

        ■ Do these changes seem feasible to you?

Exhibit 2.1. Recommendation 2 grade-level video options

Second-Grade Class

The class in this video has 26 students. Three students are native English speakers, while the remaining students are English learners whose home language is Spanish and whose English proficiency is in the intermediate range. The majority of the students were born in the United States and have been enrolled at this school since kindergarten. These teaching segments were filmed during the second month of school.

Fourth-Grade Class

The class in this video has 26 students. The majority have attended this school since kindergarten. Nine of the students are native speakers, while the remaining students come from homes where Spanish is the primary language. Six of the students were either reclassified as fluent English proficient or found to be proficient in English when initially tested on entering kindergarten. Of the remaining 11 English learners, 1 student is at the early advanced level of English proficiency, 9 are at the intermediate level, and 1 is at the early intermediate level. These teaching segments were filmed during the third month of school.

Sixth-, Seventh-, and Eighth-Grade Newcomer Class

The students in this video are enrolled in a Newcomer Center, a special program for secondary students who are new to the United States and at beginning levels of English proficiency. The Newcomer Center has 20 students in grades 6–8. All the students are English learners, and all but one has been in the country less than a year. One student speaks Mandarin, one speaks Korean, and the rest speak Spanish. These teaching segments were filmed during the second month of school.

7. Review the roadblocks on pages 45–46 of the practice guide. Ask the team to discuss the following questions:

   a. Do you foresee any additional roadblocks?

   b. Can you think of a plan to work around these roadblocks?

8. Prepare to show the video *Completing a Graphic Organizer*. In this video clip, a teacher leads a class in completing a graphic organizer of the content presented in the video *Using Videos to Anchor Instruction*. A set of three grade-based videos are available for this title (see Exhibit 2.1). Choose the video that is closest to the grade-level span that team members teach.

   a. Distribute a copy of **Handout 2A.3: Video Viewing Guide – Completing a Graphic Organizer** to each team member. Briefly review the handout.

   b. Show the video *Completing a Graphic Organizer* to the team. Have members complete their video viewing guides as they watch the video.

   c. Ask team members to discuss the following questions:

   ■ The video showed the teacher leading the class in completing a graphic organizer. How are the strategies the teacher used similar to or different from the way you currently teach?

   ■ In light of what you learned from the video, are there any changes you might make to instruction?

   ■ Do these changes seem feasible to you?

4 Experiment with Newly Learned Strategies

1. **Small groups.** Organize team members into small groups of two to three. Have each group develop and complete a graphic organizer based on the text about Rosa Parks on page 32, footnote 69, of the practice guide.

2. **Whole group.** Ask the small groups to share with the team the graphic organizers they developed.

3. *Optional small-group activity.* Have team members, working in small groups of two to three, chose photos of Rosa Parks and develop a lesson that includes activities to elicit students' background knowledge and questions for students to answer after reading the passage. Numerous websites, such as the examples listed below, provide photos of Rosa Parks.

   ■ Rosa Parks (CBS News): http://www.cbsnews.com/pictures/rosa-parks/5/

   ■ Rosa Parks Biography (Bio, A&E Television): http://www.biography.com/people/rosa-parks-9433715

4. **Small groups.** Have members, working in small groups of two to three, select a content-specific word from **Handout 2A.4: General Academic Vocabulary and Content-Specific Vocabulary**. Instruct the groups to look at the definition provided for the selected word and identify the general academic vocabulary in that definition that would need to be taught to help students understand the word's meaning.

5. **Whole group.** Ask each small group to share with the team the content-specific word the group chose and the general academic vocabulary that students would need to be taught to understand the meaning of the word.

5 Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that either confirms or contradicts what you already knew about planning instruction?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Each team member should choose a brief, engaging reading selection and select the vocabulary words to teach to help students comprehend the text.

b. Members should then choose a video clip to anchor instruction on the content of the selection and develop questions for students to answer after watching the clip.

c. After teaching the lesson, each member should complete **Handout 2A.5a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

   ■ Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

   ■ Share a brief description of the video clip.

■ Identify two content-specific vocabulary words that you chose for the lesson.

■ Identify any general academic vocabulary words that you chose for the lesson.

■ Share the questions you developed.

■ Describe the lesson you taught.

■ Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

■ How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

■ How did the video you chose and the questions you developed to anchor instruction help your students comprehend the text?

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■ How does this activity relate to Recommendation 2, *How-to* Steps 1 and 2?

■ What products will team members collect or develop to bring back and discuss at the next session?

b. Each member should complete **Handout 2A.5b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

■ Explain your experiences implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

■ Discuss what you learned from implementing the activity.

6. Assign the team pages 40–46 of the practice guide to read for the next session.

Handout 2A.1
Video Viewing Guide – Introduction to Recommendation 2

Directions:

In this video, Joan Morris, a panel member for the English learner practice guide, presents a brief overview of Recommendation 2, including a description of the *How-to* steps for carrying out the recommendation. As you watch the video, take notes on the important information provided about each *How-to* step.

Recommendation 2:

Integrate oral and written English language instruction into content-area teaching.

How-to Steps	Notes
***How-to* Step 1:** Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.	
***How-to* Step 2:** Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.	
***How-to* Step 3:** Provide daily opportunities for students to talk about content in pairs or small groups.	
***How-to* Step 4:** Provide writing opportunities to extend student learning and understanding of the content material.	

Handout 2A.2
Video Viewing Guide – Using Videos to Anchor Instruction

Grade Level (select one):

◯ Grade 2   ◯ Grade 4   ◯ Grades 6–8

Directions:

The video clip illustrates what teachers should do prior to showing students a video (e.g., "provide them with some thought-provoking questions before seeing the video to guide their viewing or examination of the visual material," page 32, practice guide) and afterward (e.g., "discuss their responses, write down the responses based on their discussion, and rehearse their responses with their partner to prepare for a class discussion," page 33, Exhibit 2.1, practice guide). As you view the lesson in the video clip, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson. Please note that some characteristics may not apply. The characteristics are described on the next page of this handout.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as activating background knowledge, modeling, clear and explicit explanations, models, guided practice, independent practice, review).

2. Materials or resources that were used (e.g., illustrations, videos, objects).

3. Student engagement (e.g., students are actively listening, focusing on teacher, volunteering).

4. Feedback (e.g., gives specific feedback, provides prompts, reteaches).

Notes	Reflections

Explanations of the Characteristics:

1. **Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge by asking students what they know about the concept. Also, look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students' avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.

2. **Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.

3. **Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.

4. **Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback communicating clearly what the student did correctly. When a student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate a correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

Handout 2A.3
Video Viewing Guide – Completing a Graphic Organizer

Grade Level (select one):

◯ Grade 2   ◯ Grade 4   ◯ Grades 6–8

Directions:

In this video, a teacher leads a class in completing a graphic organizer of content covered previously (see the video *Using Videos to Anchor Instruction* and **Handout 2A.2**). As you view the video, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson. Please note that some characteristics may not apply. The characteristics are described on the next page of this handout.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as activating background knowledge, modeling, clear and explicit explanations, guided practice, independent practice, review).

2. Materials or resources that were used (e.g., illustrations, videos, objects).

3. Student engagement (e.g., students are actively listening, focusing on teacher, volunteering).

4. Feedback (e.g., gives specific feedback, provides prompts, reteaches).

Notes	Reflections

Explanations of the Characteristics:

1. **Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge by asking students what they know about the concept. Also, look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students' avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.

2. **Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.

3. **Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.

4. **Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback by communicating clearly what the student did correctly. When a student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate a correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

Handout 2A.4
General Academic Vocabulary and Content-Specific Vocabulary

Directions:

Select a content-specific vocabulary word from the list below. Enter the word in the left column. Study the word's definition and select the general academic vocabulary words that would need to be taught to help students understand the definition. Enter those word(s) in the right column.

1. **Endangered** – If a plant or animal is endangered, it is very rare and is in danger of dying out completely.

2. **Atmosphere** – The atmosphere consists of air and other gases that surround the Earth.

3. **Metamorphic rock** – A metamorphic rock is a type of rock that is changed by heat, pressure, or fluids, usually while buried deep below the surface of the earth.

4. **Cone** – A cone is a shape with a circular base and smooth curved sides with a point at the top.

5. **Pyramid** – A pyramid is a shape with a flat base and triangular sides that slope and meet at a point.

Content-Specific Vocabulary Word	General Academic Vocabulary

Handout 2A.5a
Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

    a.   Choose a brief, engaging reading selection.

    b.   Choose the vocabulary words you will teach to help students comprehend the text.

    c.   Choose a video clip to anchor instruction on the content of the selection.

    d.   Develop questions that students should be ready to answer after watching the clip.

Then complete the items below to refer to during the Debrief segment of the next PLC session.

1. Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

2. Share a brief description of the video clip.

3. Identify two content-specific vocabulary words that you chose for the lesson.

4. Identify any general academic vocabulary words that you chose for the lesson.

5. Share the questions you developed.

6. Describe the lesson you taught.

7. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

8. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

9. How did the video you chose and the questions you developed to anchor instruction help your students comprehend the text?

Handout 2A.5b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- ■ How does this activity relate to Recommendation 2, *How-to* Steps 1 and 2?
- ■ What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Notes

1

2

3

4

Session 2B

Recommendation 2

Integrate oral and written English language instruction into content-area teaching.

- ■ *How-to* **Step 3: Provide daily opportunities for students to talk about content in pairs or small groups.**

- ■ *How-to* **Step 4: Provide writing opportunities to extend student learning and understanding of the content material.**

1 💬 Debrief

Ask the team to debrief the follow-up activity from Session 2A. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The recommended activity was to choose a brief and engaging reading selection, select the vocabulary words to teach to help students comprehend the text, choose a video clip to anchor instruction on the content of the selection, and develop questions for students to answer after watching the video clip. If the team implemented this activity, have members refer to their completed copies of **Handout 2A.5a: Prepare to Share (Option 1: Recommended Activity)** and respond to the following:

1. Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

2. Share a brief description of the video clip.

3. Identify two content-specific vocabulary words that you chose for the lesson.

4. Identify any general academic vocabulary words that you chose for the lesson.

MATERIALS
- ■ English learner practice guide, pages 40–46
- ■ Handout 2A.5a or 5b: Prepare to Share (completed)
- ■ Handout 2B.1: Procedures and Behavioral Expectations for Group Work
- ■ Handout 2B.2a or 2b: Prepare to Share
- ■ Chart paper/whiteboard
- ■ Pencil and paper
- ■ Laptop, tablet, or similar device (optional)

5. Share the questions you developed.

6. Describe the lesson you taught.

7. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

8. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

9. How did the video you chose and the questions you developed to anchor instruction help your students comprehend the text?

Option 2: Custom Activity

If the team opted to implement a different activity, ask members to refer to their completed copies of **Handout 2A.5b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from implementing the activity.

2 🔎 Define Session Goals

1. Spend time drawing the team's attention to the new learning contained in the third and fourth *How-to* steps for carrying out Recommendation 2.

2. Ask team members to discuss what they expect to learn about *How-to* Steps 3 and 4 during this session.

3 🔍 Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. **Small groups.** Have team members, working in small groups of two to three, describe how they provide daily opportunities for students to talk about content in pairs or small groups.

2. **Whole group.** Ask each small group to share with the team one idea discussed.

3. Lead a whole-group discussion about how writing can be used to extend student learning and understanding of content.

4. Ask the team to discuss the following: What challenges do you currently face when you provide opportunities for students to talk about content in small groups? What about when you provide opportunities for students to practice with writing?

Move into New Learning

5. Share the following with the team: Researchers have found that providing students with opportunities to talk about content in pairs or groups simultaneously helps the students to understand and process the new content while practicing the language skills they are acquiring.

6. Ask the team to review the approaches described on page 40 of the practice guide (and listed below) for providing opportunities for students to discuss content with peers. For example, students could be asked to do the following:

- Explain their reasons for how they solved a math problem

- Explain a scientific process

- Share evidence from a text to support an opinion about a historical event

- Discuss an English language text in their primary language before expressing their ideas in English

- Read and discuss short text passages

- Role-play the meaning of a word or concept

- Read a paragraph in a text, summarize the paragraph, and predict what might occur next; alternate paragraphs with a partner (Think-Pair-Share)

- Write down questions that come to mind while discussing a passage with one or more partners

- Answer factual and inferential questions

Then ask the team to discuss how one or more of these approaches could be designed to improve students' language acquisition and comprehension skills.

7. Select one or two of the approaches above and ask the team to discuss how each one could be turned into an authentic writing opportunity that extends student learning and understanding of the content (*How-to* Step 4).

Compare Current Practice

8. Ask team members to consider what they have learned about *How-to* Steps 3 and 4 and then discuss the following:

- **a.** How are the opportunities you give students to talk about content similar to or different from the approaches listed on pages 40–41 of the practice guide?

- **b.** In light of what you have learned, how might you change or add to the opportunities you provide for students to talk about content?

- **c.** Do these approaches seem feasible to you?

9. Ask the team to consider and discuss possible roadblocks:

  a. Do you foresee roadblocks to implementing the changes or additions?

  b. Can you think of a plan to work around any roadblocks?

4 ⚒ Experiment with Newly Learned Strategies

1. Share the following with the team: When students work in pairs or small groups, they need to be taught behavioral expectations and a step-by-step procedure for successfully completing the assigned activity.

2. Small groups. Organize team members into small groups of two to three and give each group a copy of **Handout 2B.1: Procedures and Behavioral Expectations for Group Work**.

3. Have each small group select one of the activities listed on pages 40–41 of the practice guide (or one of the approaches listed on the previous page under "Move into New Learning," #6). Each group should then develop a procedure for student pairs/groups to follow in completing the activity as well as a list of behavioral expectations to share with students before the partner/group activity. **Handout 2B.1** provides an example of a step-by-step procedure for summarizing and predicting.

4. Whole group. Ask each small group to share with the team the procedures and behavioral expectations members developed.

5. *Optional small-group activity.* Have each small group add a writing component to the procedure it developed. For example, in the summarizing and predicting activity described in **Handout 2B.1**, students could work with partners to compose a written summary of the selection.

5 ⌐⌐ Reflect and Plan

Reflect

1. Ask team members to discuss the following:

  a. Is there anything you learned today that confirms or contradicts what you already knew about providing daily opportunities for students to talk about content in pairs or small groups?

  b. Is there anything you learned today that confirms or contradicts what you already knew about providing writing opportunities to extend student learning and understanding of content?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Each team member should choose a brief, engaging reading selection and develop a language objective and a content objective for a lesson to teach. (Refer members to Exhibit 2.5 on page 42 of the practice guide for examples.)

b. Members should then develop questions that students will discuss in pairs or small groups after reading the selection.

c. After teaching the lesson, each member should complete **Handout 2B.2a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

- Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

- Share the language objective and content objective you developed.

- Share the questions you developed.

- Describe the lesson you taught.

- Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

- How did your students respond to the instruction? Discuss how students with different levels of English proficiency responded to your instruction.

- How did the questions you developed help your students comprehend the text?

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 2, *How-to* Steps 3 and 4?

- What products will team members collect or develop to bring back and discuss at the next session?

b. Each member should complete **Handout 2B.2b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

■ Explain your experiences implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

■ Discuss what you learned from implementing the activity.

6. Assign the team pages 47–51 of the practice guide to read for the next session.

Handout 2B.1
Procedures and Behavioral Expectations for Group Work

Procedure for Summarizing and Predicting:

1. The teacher designates Partner 1 and Partner 2 for each group.

2. Partner 1 reads the first paragraph, while Partner 2 follows along.

3. Partner 1 summarizes the paragraph.

4. Partner 1 predicts what the next paragraph might be about.

5. Partner 2 reads the next paragraph, while Partner 1 follows along.

6. Partner 2 summarizes the paragraph.

7. Partners discuss whether the prediction was correct.

8. If the prediction was correct, the partner who made the prediction (i.e., Partner 1) reads that portion of the text.

9. Partner 2 predicts what the next paragraph might be about.

10. Partners follow this procedure until the assigned selection has been read.

Behavioral Expectations:

1. Only talk to your partner.

2. Only talk about what you are reading.

3. Use an indoor voice.

Handout 2B.2a
Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

    a.   Choose a brief, engaging reading selection.

    b.   Develop a language objective and a content objective for a lesson you will teach before the next session (See Exhibit 2.5 on page 42 of the practice guide for examples).

    c.   Develop questions that students will discuss in pairs or small groups after reading the selection.

Then complete the items below to refer to during the Debrief segment of the next session.

---

1. Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

---

2. Share the language objective and content objective you developed.

Language Objective:

Content Objective:

3. Share the questions you developed.

4. Describe the lesson you taught.

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

6. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

7. How did the questions you developed help your students comprehend the text?

Handout 2B.2b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■   How does this activity relate to Recommendation 2, *How-to* Steps 3 and 4?

■   What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Notes

Session 3A

Recommendation 3

Provide regular, structured opportunities to develop written language skills.

- *How-to* **Step 1: Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.**

- *How-to* **Step 2: For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.**

1 💬 Debrief

Ask the team to debrief the follow-up activity from Session 2B. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The recommended activity was to choose a brief and engaging reading selection, develop a language objective and a content objective for a lesson, and then develop questions for students to discuss in pairs or small groups after reading the selection. If the team implemented this activity, have members refer to their completed copies of **Handout 2B.2a: Prepare to Share (Option 1: Recommended Activity)** and respond to the following:

1. Share the title of the selection, briefly describe the content, and discuss why you chose the selection.

2. Share the language objective and content objective you developed.

3. Share the questions you developed.

4. Describe the lesson you taught.

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

MATERIALS

- English learner practice guide, pages 47–51
- Session 2A (Step 4, Activity 1) Rosa Parks Graphic Organizer (completed)
- Handout 2B.2a or 2b: Prepare to Share (completed)
- Handout 3A.1: Video Viewing Guide – Introduction to Recommendation 3
- Handout 3A.2: Video Viewing Guide – Using Graphic Organizers in Writing
- Handout 3A.3: Compare/Contrast Instructional Routine
- Handout 3A.4a or 4b: Prepare to Share
- Video: *Introduction to Recommendation 3*
- Video: *Using Graphic Organizers in Writing*
- Chart paper/whiteboard
- Pencil and paper
- Laptop, tablet, or similar device (optional)

6. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

7. How did the questions you developed help your students comprehend the text?

Option 2: Custom Activity
If the team opted to implement a different activity, ask members to refer to their completed copies of **Handout 2B.2b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from implementing the activity.

2   Define Session Goals

1. Explain that in this session, the team will learn about the first two *How-to* steps for carrying out Recommendation 3, which addresses providing regular and structured opportunities to develop written language skills.

2. Ask team members to discuss what they hope to take away from this session regarding *How-to* Steps 1 and 2. Prompt team members to think about the following:

- What they want to know about writing instruction

- Skills required to teach writing

- Current skill level of their students

- What they want their students to master

3   Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge
1. Have team members engage in a quick-write—that is, respond to a prompt by writing whatever comes to mind without any concern for organization, grammar, punctuation, or writing style—to describe the following:

a. Types of writing assignments they use in the content areas to develop academic language and writing skills

b. Language-based supports (i.e., graphic organizers and writing frameworks) they use during the writing process

2. Have volunteers share their quick-writes with the team.

3. Ask the team to discuss the following: What challenges are you currently facing in providing opportunities for students to write about content?

Move into New Learning

4. To examine *How-to* Steps 1 and 2 for Recommendation 3, ask the team to review the information on pages 47–51 of the practice guide. For this activity, let the members decide whether they would like to discuss the questions below as a whole group or with a partner first and then share their responses with the team:

    a. What criteria for writing assignments should be used to ensure students' development of language skills?

    b. What is the advantage of using instructional routines in writing?

    c. Why is it important to provide language-based supports (i.e., graphic organizers and frameworks)?

    d. How can graphic organizers support students in the writing process?

    e. How does the Writing Framework in Exhibit 3.2 on page 50 of the practice guide help students as they write a first draft?

    f. How can you use sentence starters to help students summarize and analyze material for a writing activity?

5. Prepare to show the video *Introduction to Recommendation 3*. In this short clip, Joan Morris, a practice guide panel member, presents a brief introduction to Recommendation 3, including a description of the four *How-to* steps for carrying out the recommendation.

    a. Before showing the video, have team members refresh their memory of Recommendation 3 by skimming the text features, such as headings, bolded words, and illustrations, on pages 47–58 of the practice guide.

    b. Explain that since the video is an introduction to Recommendation 3, members do not need to refer to the practice guide while watching the video.

    c. Tell members the information in the practice guide relates to contemporary state standards, including the Common Core State Standards adopted by some states.

    d. Give each team member a copy of **Handout 3A.1: Video Viewing Guide – Introduction to Recommendation 3**.

    e. Show the video *Introduction to Recommendation 3* to the team. Have members complete their video viewing guides as they watch the video.

    f. Ask team members to refer to their video viewing guides and each share one piece of important information they learned about Recommendation 3.

6. Prepare to show the video *Using Graphic Organizers in Writing*. A set of three grade-based videos are available for this title, as described in Exhibit 3.1. Choose the video that is closest to the grade-level span that team members teach. In this short video clip, a teacher demonstrates how to use a graphic organizer as the foundation of a writing assignment. The teacher models how to move students from the graphic organizer, such as the one shown on page 36 of the practice guide, to a writing format, such as the one shown on page 50 of the practice guide.

   a. Give each team member a copy of **Handout 3A.2: Video Viewing Guide – Using Graphic Organizers in Writing**.

   b. Show the video *Using Graphic Organizers in Writing* to the team. Have members complete their video viewing guides as they watch the video.

   c. Ask team members to refer to their video viewing guides and each share one piece of important information they learned.

Exhibit 3.1. *Using Graphic Organizers in Writing* **grade-level video options**

Second-Grade Class
The class in this video has 26 students. Three students are native English speakers, while the remaining students are English learners whose home language is Spanish and whose English proficiency is in the Intermediate range. The majority of these students were born in the United States and have been enrolled at this school since kindergarten. This teaching segment was filmed during the second month of school.

Fourth-Grade Class
The class in this video has 26 students. The majority have attended this school since kindergarten. Nine of the students are native speakers, while the remaining students come from homes where Spanish is the primary language. Six of the students were either reclassified as fluent English proficient or were found to be proficient in English when initially tested on entering kindergarten. Of the remaining 11 English learners, 1 student is at the early advanced level of English proficiency, 9 are at the intermediate level, and 1 is at the early intermediate level. This teaching segment was filmed during the third month of school.

Sixth-, Seventh-, and Eighth-Grade Newcomer Class
The students in this video are enrolled in a Newcomer Center, a special program for secondary students who are new to the United States and at beginning levels of English proficiency. The Newcomer Center has 20 students in grades 6–8. All the students are English learners, and all but one has been in the country less than a year. One student speaks Mandarin, one student speaks Korean, and the remaining students speak Spanish. This teaching segment was filmed during the second month of school.

Compare Current Practice

7. Ask team members to discuss the following questions about the video:

    a. In what ways are your teaching practices similar to or different from those shown in the video?

    b. In light of what you learned from the video, are there any changes you might make regarding your use of language-based supports, such as graphic organizers and frameworks, in classroom instruction?

    c. Does this change in instruction seem feasible to you?

8. Review the roadblocks and solutions on pages 57–58 of the practice guide. Ask the team to discuss the following questions:

    a. Do you foresee any additional roadblocks?

    b. Can you think of a plan to work around these roadblocks?

4 ✂ Experiment with Newly Learned Strategies

1. Small groups. Have team members, working in the same small groups that developed a graphic organizer for the Rosa Parks passage in Session 2A, develop an instructional routine to help students convert the graphic organizer into a piece of writing. Distribute copies of **Handout 3A.3: Compare/Contrast Instructional Routine** to provide an example of an instructional routine.

2. Whole group. Ask the small groups to share with the team the writing frameworks and instructional routines they developed.

5 🚏 Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that either confirms or contradicts what you already knew about writing instruction for English learners?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Each team member should choose a brief, engaging reading selection and develop a graphic organizer to represent the content of the passage.

b. Members should then develop an instructional routine to help students convert the graphic organizer into a piece of writing.

c. After reading the passage, members should lead students in completing the graphic organizer and then use the instructional routine to teach students how to use the information in the graphic organizer to compose a piece of writing.

d. Each member should complete **Handout 3A.4a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

- Share the title and briefly describe the content of the selection.

- Describe and show the graphic organizer you developed to represent the passage.

- Describe the instructional routine you developed.

- Describe the lesson you taught.

- Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

- How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

- How did the graphic organizer and instructional routine you developed help your students in the writing process?

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 3, *How-to* Steps 1 and 2?

- What products will team members collect or develop to bring back and discuss at the next session?

b. Each member should complete **Handout 3A.4b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

- Explain your experiences completing the activity (e.g., level of difficulty of the activity and any problems you encountered).

- Discuss what you learned from completing the activity.

6. Assign team members pages 51–58 of the practice guide to read for the next session.

Handout 3A.1
Video Viewing Guide – Introduction to Recommendation 3

Directions:

In this video, Joan Morris, a panel member for the English learner practice guide, presents a brief overview of Recommendation 3, including a description of the *How-to* steps for carrying out the recommendation. As you watch the video, take notes on the important information provided about each *How-to* step.

Recommendation 3:

Provide regular, structured opportunities to develop written language skills.

How-to Steps	Notes
How-to Step 1: Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.	
How-to Step 2: For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.	
How-to Step 3: Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.	
How-to Step 4: Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.	

Handout 3A.2
Video Viewing Guide – Using Graphic Organizers in Writing

Grade Level (select one):

○ Grade 2   ○ Grade 4   ○ Grades 6–8

Directions:

In this video, a teacher demonstrates how to use a graphic organizer as the foundation of a writing assignment. The teacher models how to move students from a graphic organizer, such as the one shown on page 36 of the English learner practice guide, to a writing format, as shown on page 50 of the practice guide. As you view the lesson in the video clip, record in the Notes column what the teacher says and does. After watching the video, record in the Reflections column which of the characteristics listed below were present in the lesson. Please note that some characteristics may not apply. The characteristics are described on the next page of this handout.

Characteristics:

1. Lesson delivery (e.g., instructional procedures and steps used to teach the lesson, such as activating background knowledge, modeling, clear and explicit explanations, models, guided practice, independent practice, review).

2. Materials or resources that were used (e.g., illustrations, videos, objects).

3. Student engagement (e.g., students are actively listening, focusing on teacher, volunteering).

4. Feedback (e.g., gives specific feedback, provides prompts, reteaches).

Notes	Reflections

Explanations of the Characteristics:

1. **Lesson delivery** – Look for instances where the teacher states the purpose for learning the concept and activates background knowledge by asking students what they know about the concept. Also, look for instruction where the concept is explicitly and clearly explained and modeled, followed by guided practice to make sure students practice the concept while the teacher monitors and provides feedback to ensure students' avoid any misconceptions. Take note of any opportunities for independent practice of new concepts and review of previously taught concepts.

2. **Materials or resources** – Look for the types of materials the teacher uses during the lesson. For example, materials may include illustrations, objects, videos, PowerPoint presentations, graphic organizers, worksheets, and so forth.

3. **Student engagement** – Look for the degree to which students are actively listening, focusing on the teacher, volunteering, asking questions, and responding to the teacher.

4. **Feedback** – Look for teacher-student interactions and teacher talk that supports learning. For example, when a student gives a correct response, the teacher provides specific feedback by communicating clearly what the student did correctly. When a student gives an incorrect, vague, or incomplete response, the teacher asks questions or provides prompts to help the student formulate a correct answer. If the use of questions and prompts is not successful, the teacher reteaches or clarifies instruction.

Handout 3A.3
Compare/Contrast Instructional Routine

Sample:

1. Prior to this writing lesson, the teacher led the students in completing a graphic organizer that shows how to compare/contrast two concepts/topics in a selection students had read. For example, in Exhibit 2.2 on page 36 of the practice guide, there is a Venn diagram comparing zoos from 50 years ago to zoos today, as described in the passage in Exhibit 1.2, page 15.

2. Using the information in the graphic organizer, the teacher reviews the important information about how the two concepts/topics are alike and different by saying:

Let's use the information we wrote on the graphic organizer to talk about the ways zoos today are different from zoos 50 years ago.

3. To determine the nature of the topic sentence, the teacher should determine whether the purpose of the writing assignment is to explain the similarities and differences between the concepts/topics or to take a position on a concept/topic. In this example, students are going to take a position on the topic of zoos.

4. If students have had little or no instruction on generating topic sentences, the teacher should develop a model topic sentence in advance. If students are in the process of learning to compose a topic sentence independently, the teacher should lead the class in writing a topic sentence.

5. After the topic sentence has either been supplied by the teacher or written by the class, the teacher should direct students to use the information in the graphic organizer to complete their writing assignment with the Writing Framework. For example, for the Compare and Contrast: Writing Framework in Exhibit 3.2 on page 50 of the practice guide, the teacher could say:

We decided to take the position that we would rather visit a zoo that has a new gorilla exhibit. We are going to provide two reasons to support this position. The graphic organizer shows four reasons: (1) the exhibit is a natural environment, (2) the animals have more room, (3) the animals can make choices, and (4) the animals are healthier and happier. Choose two of the reasons and write about them by explaining what they mean. You can go back to the reading or remember the information we discussed in class when we completed the graphic organizer. Remember not to copy the information from your book. You are to explain each reason in your own words.

Handout 3A.4a
Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

- **a.** Choose a brief, engaging reading selection.
- **b.** Develop a graphic organizer to represent the content of the passage.
- **c.** Develop an instructional routine to help students convert the graphic organizer to a piece of writing.
- **d.** After reading the passage, lead students in completing the graphic organizer.
- **e.** Use the instructional routine to teach students how to use the information in the graphic organizer to compose a piece of writing.

Then complete the items below to refer to during the Debrief segment of the next PLC session.

1. Share the title and briefly describe the content of the selection.
2. Describe and show the graphic organizer you developed to represent the passage.
3. Describe the instructional routine you developed.

4. Describe the lesson you taught.

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

6. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

7. How did the graphic organizer and instructional routine you developed help your students in the writing process?

Handout 3A.4b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 3, *How-to* Steps 1 and 2?

- What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Notes

Session 3B

Recommendation 3

Provide regular, structured opportunities to develop written language skills.

- *How-to* **Step 3: Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.**

- *How-to* **Step 4: Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.**

1 Debrief

Ask the team to debrief the follow-up activity from Session 3A. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The recommended activity was to choose a brief and engaging reading selection, develop a graphic organizer to represent the content of the passage, and then develop an instructional routine to help students convert the graphic organizer into a piece of writing. After reading the passage, teachers were to lead students in completing the graphic organizer and then, using the instructional routine, teach the students how to use the information in the graphic organizer to compose a piece of writing. If the team implemented this activity, have members refer to their completed copies of **Handout 3A.4a: Prepare to Share (Option 1: Recommended Activity)** and respond to the following:

1. Share the title and briefly describe the content of the selection.

2. Describe and show the graphic organizer you developed to represent the passage.

3. Describe the instructional routine you developed.

MATERIALS

- English learner practice guide, pages 51–58
- Handout 3A.4a or 4b: Prepare to Share (completed)
- Handout 3B.1: Writing Sample and Rubric
- Handout 3B.2: Writing Rubric or Handout 3B.3: Prepare to Share
- Chart paper/whiteboard
- Pencil and paper
- Laptop, tablet, or similar device (optional)

4. Describe the lesson you taught.

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

6. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

7. How did the graphic organizer and instructional routine you developed help your students in the writing process?

Option 2: Custom Activity

If the team opted to implement a different activity, have members refer to their completed copies of **Handout 3A.4b: Prepare to Share (Option 2: Custom Activity)** and do the following:

1. Explain your experience implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from implementing the activity.

2 🔎 Define Session Goals

1. Explain that this session addresses the third and fourth *How-to* steps for carrying out Recommendation 3.

2. Ask team members to generate "I want to figure out how to . . ." statements that connect at least two big ideas related to *How-to* Steps 3 and 4, such as the use of small-group collaboration, writing assessments, or constructive feedback.

3 ⊕ Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Small groups. Have team members, working in small groups of two to three, think about their writing instruction for English learners and then respond to the following:

- Do you actively provide opportunities for students to work and talk together on varied aspects of writing, and if so, how do you do this?

- Do you assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response? If yes, what do you do?

2. Whole group. Ask each small group to share with the team one idea that members discussed.

3. Ask the team to discuss the following: What challenges are you currently facing in providing opportunities for students to talk about content?

Move into New Learning

4. Share the following information related to *How-to* Step 3: The English learner practice guide panel stated that "student collaboration and dialogue can focus on many aspects of written language development" (page 51), such as the following examples listed on pages 51–52 of the practice guide:

- ■ Working on spelling and sentence structure

- ■ Working on quick-writes targeting vocabulary acquisition

- ■ Working on long-term research projects

- ■ Developing or completing graphic organizers to prepare for writing activities

- ■ Responding to short-answer questions to identify key ideas and supporting evidence from a text

- ■ Revising a writing assignment by reading each other's work, reporting on each other's ideas, and providing feedback when appropriate

5. Ask the team to discuss how the example opportunities for students to work and talk together can foster written language development. Then ask team members to discuss the following:

a. What other opportunities for students to work and talk together on varied aspects of writing do you provide in your classroom? How do these activities promote written language development?

b. What are the advantages of providing opportunities for students to work and talk together on varied aspects of writing?

6. Use the following prompts to lead a discussion on *How-to* Step 4:

a. What is the purpose of formative assessments?

b. How do writing samples provide an excellent data source for formative assessment?

c. Why should feedback be focused on the week's or the lesson's written and oral instructional objective rather than on all aspects of writing?

d. Why is it important to assess students' writing with a formal writing rubric?

Compare Current Practice

7. Ask team members to consider what they have learned about *How-to* Steps 3 and 4 and then to discuss the following:

    a. In what ways are your teaching practices similar to or different from those described in *How-to* Steps 3 and 4 on pages 51–57?

    b. In light of what you have learned, are there any changes that you might make to your instruction?

    c. Does this change in instruction seem feasible to you?

8. Ask the team to consider and discuss possible roadblocks:

    a. Do you foresee roadblocks to implementing the changes or additions?

    b. Can you think of a plan to work around any roadblocks?

4 ✂ Experiment with Newly Learned Strategies

1. Small Groups. Organize team members into small groups of two to three and give each member a copy of **Handout 3B.1: Writing Sample and Rubric**. Instruct the groups to evaluate the writing sample in the handout by using the provided rubric. Refer the team to the writing rubric in Exhibit 3.4, on pages 53–54 of the practice guide, for a model.

2. Whole Group. Ask each small group to share its evaluation with the team.

5 ⌖ Reflect and Plan

Reflect

1. Ask team members to discuss whether they learned anything in the session that confirms or contradicts what they already knew about the following:

    a. Using small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing

    b. Assessing students' writing periodically to identify instructional needs

    c. Providing positive, constructive feedback in response to assessments of students' writing

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the team to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Give each team member a copy of **Handout 3B.2: Writing Rubric**. Members should use the writing rubric on this handout to analyze a writing sample and develop instructional recommendations for at least one student.

b. Members should be prepared to share their analyses at the start of the next PLC session.

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does the activity relate to Recommendation 3, *How-to* Steps 3 and 4?

- What products will team members collect or develop to bring back and discuss at the next session?

b. Each team member should complete **Handout 3B.3: Prepare to Share (Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

- Explain your experiences implementing the activity (e.g., level of difficulty of the activity and any problems you encountered).

- Discuss what you learned from implementing the activity.

6. Assign the team pages 59–68 of the practice guide to read for the next session.

Handout 3B.1
Writing Sample and Rubric

Writing Sample Directions:

Alma, a sixth grade English learner whose English language development is assessed at the Early Advanced level, wrote the text shown in the box. Use the writing rubric below to evaluate Alma's writing sample. Then develop instructional recommendations based on the results of your evaluation.

> The "Emperor Penguin" is a real listic story about a mela* penguin. The emperor penguin has to hold an egg on his feet for up to 64 days. The penguin can not move and can not eat intil the baby penguin is hatched. Wene the baby penguin hatches it can eat and swim until he has to hold anothe egg agen.
>
> *male

Writing Rubric

	1	2	3
Content	Content was not discussed adequately.	Content was partially discussed.	Content was discussed fully.
Score: _____			

	1	2	3
Vocabulary	Is severely limited and key words were not used.	Some key vocabulary words were used.	Key vocabulary words were correctly used.
Score: _____			

	1	2	3
Grammar	Contains numerous errors that interfere with meaning.	Contains some errors that occasionally interfere with meaning.	Had minimal grammatical errors.
Score: _____			

	1	2	3
Writing Conventions & Spelling	Meaning is unclear due to numerous errors.	Errors may interfere with meaning.	Mechanical errors do not interfere with meaning.

Instructional Recommendations:

Handout 3B.2
Writing Rubric

Directions:

Give your students a writing prompt. Choose one completed writing assignment and evaluate it using the writing rubric below. Develop instructional recommendations based on the results of your evaluation.

	1	2	3
Content	Content was not discussed adequately.	Content was partially discussed.	Content was discussed fully.
Score: _____			

	1	2	3
Vocabulary	Is severely limited and key words were not used.	Some key vocabulary words were used.	Key vocabulary words were correctly used.
Score: _____			

	1	2	3
Grammar	Contains numerous errors that interfere with meaning.	Contains some errors that occasionally interfere with meaning.	Had minimal grammatical errors.
Score: _____			

	1	2	3
Writing Conventions & Spelling	Meaning is unclear due to numerous errors.	Errors may interfere with meaning.	Mechanical errors do not interfere with meaning.
Score: _____			

Instructional Recommendations:

Handout 3B.3
Prepare to Share (Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

- How does this activity relate to Recommendation 3, *How-to* Steps 3 and 4?
- What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

Notes

Session 4A

Recommendation 4

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- *How-to* **Step 1: Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.**

- *How-to* **Step 2: Design the content of small-group instruction to target students' identified needs.**

- *How-to* **Step 3: Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.**

- *How-to* **Step 4: For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.**

- *How-to* **Step 5: Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.**

1 💬 Debrief

Ask the team to debrief the follow-up activity from Session 3B. Members were to complete either the recommended activity or an activity of the team's choosing.

Option 1: Recommended Activity

The recommended activity was to to analyze at least one student writing sample using **Handout 3B.2: Writing Rubric** and then to develop instructional recommendations. If the team implemented this activity, ask members to respond to the following:

1. Describe the writing prompt you gave your students.

2. Read aloud the writing assignment you evaluated.

MATERIALS
- English learner practice guide, pages 59–68
- Handout 3B.2: Writing Rubric or Handout 3B.3: Prepare to Share (completed)
- Handout 4A.1: *How-to* Steps 1 and 2 Questions and Responses
- Handout 4A.2: Characteristics of Scaffolded Instruction
- Handout 4A.3: Video Viewing Guide – Introduction to Recommendation 4
- Handout 4A.4a or 4b: Prepare to Share
- Video: *Introduction to Recommendation 4*
- Chart paper/whiteboard
- Pencil and paper
- Laptop, tablet, or similar device (optional)

3. Discuss the results of your evaluation by reporting the score you gave in each area on the writing rubric (content, vocabulary, grammar, and writing conventions and spelling) and your rationale for each score.

4. Share the instructional recommendations you developed.

Option 2: Custom Activity

If the team opted to implement a different activity, ask members to refer to their completed copies of **Handout 3B.3: Prepare to Share (Custom Activity)** and do the following:

1. Explain your experience completing the activity (e.g., level of difficulty of the activity and any problems you encountered).

2. Discuss what you learned from completing this activity.

2 🔍 Define Session Goals

1. Explain that in this session, the team will learn about the five *How-to* steps for carrying out Recommendation 4, which focuses on designing and implementing small-group instruction for students struggling with aspects of literacy and English language development.

2. Ask team members to discuss what they might find helpful to learn about small-group instruction and students who are struggling with language.

3 🔍 Explore New Practices and Compare Them to Current Practices

Access Prior Knowledge

1. Explain that the level of evidence for Recommendation 4 is *moderate*, as described on pages 95–97 of the practice guide. This rating was assigned due to inconsistent findings across the outcome domains examined. Despite these inconsistent findings, the English learner practice guide panel thought it was important to identify five key Recommendation 4 intervention features, four of which had supporting evidence across all studies. Review these specific instructional practices on pages 96–97 of the practice guide. Ask team members to discuss the following:

   a. What purpose did the assessment data serve in each of the studies?

   b. What does the panel identify as important when designing instruction to target students' identified needs?

c.   What do the studies say about the number of students in groups?

d.   Discuss the range of the number of students in small groups across the six studies.

e.   How should basic foundational reading skills and literacy and language skills be addressed?

f.   What is the key idea related to scaffolding?

2. **Small Groups.** Have members, working in small groups of two to three, discuss the following questions:

a.   What assessment(s) do you use to identify students who persistently struggle with aspects of language and literacy?

b.   What is the instructional design of your small-group lessons?

c.   How do you provide small-group instruction?

d.   How do you differentiate instruction for students who require more support with foundational reading skills or with skills in vocabulary development or listening and reading comprehension?

e.   What is the nature of the scaffolded instruction you provide?

3. **Whole Group.** Ask each small group to share with the team one idea that members discussed.

Move into New Learning

4.   As a foundation for thinking about Recommendation 4, have the team work through the following activities that address the five *How-to* steps.

How-to Steps 1 and 2

5.   The first two *How-to* steps, covered on pages 60–61 of the practice guide, describe how to use assessments to identify students who demonstrate persistent struggles with aspects of language and literacy development and how to design the content of small-group instruction to target students' identified needs.

a.   **Small groups.** Organize team members into small groups of two to three and give each member a copy of **Handout 4A.1: *How-to* Steps 1 and 2 Questions and Responses**.

b.   Have the small groups refer to pages 60–61 of the practice guide and answer the questions on the handout, discussing each answer in turn. Each member should then record in the Reader's Response column his or her thoughts, opinions, and questions in reaction to each answer.

c.   ***Optional:*** Have each small group discuss members' reactions to the answers without referring to the handout.

d.   **Whole group.** Ask each small group to share out its answers and reactions.

How-to Step 3

6. The third *How-to* step, covered on page 62 of the practice guide, addresses characteristics related to grouping students for intervention. Ask the team members to discuss the following characteristics:

- ■ Group size

- ■ Types of grouping (heterogeneous and homogeneous)

- ■ Progress monitoring

- ■ Pacing of small-group instruction

How-to Step 4

7. The fourth *How-to* step, covered on pages 62–65 of the practice guide, reminds teachers to include vocabulary development and listening and reading comprehension strategies when addressing foundational reading skills.

   a. Small groups. Have members, working in small groups of two to three, refer to Exhibit 4.1 on pages 63–64 of the practice guide and analyze how Ms. Santos's lesson met the literacy and language needs of her students.

   b. Whole group. Ask the small groups to share their analyses with the team.

How-to Step 5

8. The fifth *How-to* step, covered on pages 66–67 of the practice guide, describes how to provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

   a. Small groups. Have team members, working in small groups of two to three, investigate the characteristics of scaffolded instruction, as discussed in the practice guide.

   b. Distribute a copy of **Handout 4A.2: Characteristics of Scaffolded Instruction** to each member to complete. On the handout, members may provide examples from their own teaching experiences as well as from the experiences of Ms. Santo (page 63, Exhibit 4.1) and Mr. Parker (page 65, Exhibit 4.2) provided in the practice guide.

   c. *Optional whole-group activity.* Have the team discuss the characteristics and examples as a group without recording them on the handout.

9. Prepare to show the video *Introduction to Recommendation 4.* In this short clip, Joan Morris, a practice guide panel member, presents a brief introduction to Recommendation 4, including a description of the *How-to* steps for carrying out the recommendation.

   a. Before showing the video, have team members refresh their memory of Recommendation 4 by skimming the text features, such as headings, bolded words, and illustrations, on pages 59–68 of the practice guide.

    b. Explain that since the video is an introduction to Recommendation 4, members do not need to refer to the practice guide while they watch the video.

    c. Give each team member a copy of **Handout 4A.3: Video Viewing Guide – Introduction to Recommendation 4**. Briefly review the handout.

    d. Show the video *Introduction to Recommendation 4* to the team. Have members complete their video viewing guides as they watch the video.

    e. Ask the members to refer to their video viewing guides and each share one piece of important information they learned about Recommendation 4.

Compare Current Practice

10. Ask team members to discuss the following questions:

    a. In what ways are your teaching practices similar to or different from those you read about and discussed today?

    b. In light of what you have learned, are there any changes you might make when providing small-group instructional interventions to students in the areas of literacy and English language development?

    c. Do these changes in instruction seem feasible to you?

11. Review the roadblocks on page 68 of the practice guide. Ask the team to discuss the following questions:

    a. Do you foresee any additional roadblocks?

    b. Can you think of a plan to work around these roadblocks?

4   Experiment with Newly Learned Strategies

1. Share the following with the team: Thinking aloud or making your thinking processes overt for students is a critical component of scaffolded instruction.

2. Ask the team to refer to Exhibit 4.4 on page 67 of the practice guide. In this example, a teacher thinks aloud to help students learn how to answer inferential questions.

3. Small groups. Organize team members into small groups of two to three and have each group develop a think-aloud to answer one of the inferential questions listed below. Instruct the groups to read the passage in Exhibit 2.3 on pages 38–39 of the practice guide before developing their think-alouds.

    ■ How do you think this historical event affects Mexico today?

    ■ What do you think the Aztec prophecy was?

    ■ Why do you think the Aztecs realized the Spanish were not gods?

4. Whole group. Ask each small group to share its think-aloud with the team.

5 ⊣⊢ Reflect and Plan

Reflect

1. Ask the team to discuss the following: Is there anything you learned today that confirms or contradicts what you already knew about providing small-group instructional intervention to students struggling in the areas of literacy and English language development?

2. Ask members, in light of what they have learned, to brainstorm ideas about what they would add or change as they plan instruction.

3. Have team members consider the ideas they generated in the brainstorming session and select the additions or changes they would like to implement in the classroom.

4. Ask the members to discuss the following: What data will you use to determine whether the additions or changes you made resulted in improved student learning?

Plan

5. To reinforce the key concepts presented in this session, assign either the following recommended activity or an activity of the team's choosing:

Option 1: Recommended Activity

a. Each team member should choose a brief and engaging reading selection, develop two inferential questions based on the text, and then write think-alouds to model how to answer the questions.

b. Members should read the selection with their students and then model the responses to the inferential questions.

c. Each member should complete **Handout 4A.4a: Prepare to Share (Option 1: Recommended Activity)**. At the start of the next PLC session, members should be prepared to respond to the following:

- Share the title and briefly describe the content of the selection.

- Share the two inferential questions you developed.

- Share the think-alouds you developed.

- Describe the lesson you taught.

■ Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

■ How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

■ How did the graphic organizer and instructional routine you developed help your students in the writing process?

Option 2: Custom Activity

a. The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■ How does this activity relate to Recommendation 4, *How-to* Steps 1–5?

■ What products will team members collect or develop to bring back and discuss at the next session?

b. Each member should complete **Handout 4A.4b: Prepare to Share (Option 2: Custom Activity)**. At the start of the next PLC session, members should be prepared to share out the following:

■ Explain your experiences completing the activity (e.g., level of difficulty of the activity and any problems you encountered).

■ Discuss what you learned from completing the activity.

6. Final debrief. Since this is the last PLC session, reconvene the group after about two weeks to debrief the follow-up activity from this session. Members were to complete either the recommended activity (Option 1: Recommended Activity, described at left and above) or an activity of the team's choosing (Option 2: Custom Activity, described above). Have team members refer to their completed handouts and share their responses.

Handout 4A.1
How-to Steps 1 and 2 Questions and Responses

Directions:

Record your answers to the questions about *How-to* Steps 1 and 2, covered on pages 60–61 in the practice guide. Then record any thoughts, opinions, and questions you have in response to the answers.

Question	Reader's Response
1. What types of assessments should educators use to identify students who need additional support? **Answer:**	
2. What areas have limited assessments? How do you address this? **Answer:**	
3. Where can you find additional information on English learner screeners? **Answer:**	
4. Beyond screeners, what types of instruments should be used to gain deeper understanding of English learners' needs? **Answer:**	
5. What are the two broad, distinctive profiles that English learners fit into, and what are the types of interventions needed for each? **Answer:**	

Handout 4A.2
Characteristics of Scaffolded Instruction

Directions:

Record the importance of each characteristic in the Why Is This Important? column. Record an example of the characteristic in the Example column. To complete the Example column, you may use examples from your own teaching experience as well as from the experiences described in Ms. Santo's (page 63, Exhibit 4.1) and Mr. Parker's (page 65, Exhibit 4.2) lessons in the practice guide.

Characteristic	Why Is This Important?	Example
Divide instructional activities into small, manageable units.		
Teach explicitly, using ample modeling and think alouds.		
Check frequently for student understanding, providing immediate corrective feedback when needed.		
Frequently review previously taught material and provide many opportunities for practice.		

1

2

3

4

Handout 4A.3
Video Viewing Guide – Introduction to Recommendation 4

Directions:

In this video, Joan Morris, a panel member for the practice guide, presents a brief overview of Recommendation 4, including a description of the *How-to* steps for carrying out the recommendation. As you watch the video, take notes on the important information provided about each *How-to* step.

Recommendation 4:

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

How-to Steps	Notes
How-to **Step 1:** Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.	
How-to **Step 2:** Design the content of small-group instruction to target students' identified needs.	
How-to **Step 3:** Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.	
How-to **Step 4:** For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.	
How-to **Step 5**: Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.	

Handout 4A.4a

Prepare to Share (Option 1: Recommended Activity)

Directions:

To reinforce the key concepts presented in this session, implement the following activity in your classroom before the next PLC session:

    a.   Choose a brief, engaging reading selection.

    b.   Develop two inferential questions based on the selection.

    c.   Write think-alouds to model how to answer this type of question.

    d.   Read the selection with your students and model the responses to your questions.

Then complete the items below to refer to during the Debrief segment of the next PLC session.

1. Share the title and briefly describe the content of the selection.

2. Share the two inferential questions you developed.

3. Share the think-alouds you developed.

4. Describe the lesson you taught.

5. Did you teach the lesson as planned? If not, describe any adjustments you made and why you made them.

6. How did your students respond to your instruction? Discuss how students with different levels of English proficiency responded to your instruction.

7. How did the graphic organizer and instructional routine you developed help your students in the writing process?

Handout 4A.4b
Prepare to Share (Option 2: Custom Activity)

Directions:

The team may opt to develop a different activity to reinforce the content of this session. If so, consider the following questions to keep the activity on target:

■ How does this activity relate to Recommendation 4, *How-to* Steps 1–5?

■ What products will team members collect or develop to bring back and discuss at the next session?

After implementing the activity, complete the items below to refer to during the Debrief segment of the next PLC session.

1. Explain your experience implementing the activity the PLC developed to reinforce the content of the session. Be sure to address issues such as the level of difficulty of the activity and any problems you encountered.

2. Discuss what you learned from implementing this activity.

The *Professional Learning Communities Facilitator's Guide* is designed to assist teams of educators in using the evidence-based strategies presented in the What Works Clearinghouse™ *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* practice guide. Through this collaborative learning experience, educators will expand their knowledge base as they read, discuss, share, and apply key ideas, strategies, and activities for supporting K–8 English learners.