



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Module 4

Literacy Strategies



Facilitator Guide

MODULE 4 FACILITATOR GUIDE

PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

MODULE 4

Module 4 focuses on implementing evidence-based explicit vocabulary and direct and explicit comprehension teaching and learning strategies through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. Prior to training, facilitators should:

1. Read the complete guide.
2. Preview videos, if included.
3. Prepare materials for activities.
4. Print posters, activity materials, and Action Planning Wall Headings.

MATERIALS

Computer, projector, screen, and speakers
Tape, markers, highlighters
Half sheets of paper
Action Planning Wall (chart paper or sticky wall)

IMPORTANT NOTES

Collaborative Teams must bring Team Role Cards and Team Norms to the professional learning.

Each participant must bring the AZPLS binder and Formative Assessment Rubric, Resources, and Observation Protocol to the professional learning.

ANCHOR POSTERS: Print one each in color. *It is recommended to laminate the Anchor Posters for reuse in Modules 4–6.*

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

Anchor Poster 5: Dimensions of Formative Assessment

Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations

POSTER: Print one for each Collaborative Team.

Poster 7: Collaborative Team Implementation of Learning Goals and Criteria for Success

PARTICIPANT PACKET: Print one complete packet per participant. Handouts are included.

Participant Packet with Handouts

ACTION PLANNING HEADINGS: Print one each.

Explicit Vocabulary Strategies

Direct and Explicit Comprehension Strategies

PROFESSIONAL LEARNING SURVEY

Professional Learning Survey: Optional

ACTIVITY PREPARATION

Activity 1—Slide 2: Professional Learning Norms

Anchor Poster 4: Professional Learning Norms should be displayed. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2—Slide 3: Team Roles

Team members add the letters in their first and last names. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder. Using the first letter of middle names, the letter closest to the beginning of the alphabet is the Recorder, and the letter closest to the end of the alphabet is the Timekeeper. The remaining team members are Engaged Participants. Ask participants to place their Team Role cards in front of them.

Activity 3—Slide 3: Team Norms

Teams review their Team Norms and come to consensus on their learning culture for the day. If needed, teams add any norms that have consensus.

Activity 4—Slide 3: Review Collaboration Skills

Team members only review Handout 19: Collaboration Skills to identify skills to implement throughout the professional learning. *They do not complete the handout now.*

Activity 5—Slide 6: Frame Intention

To help frame participants' thinking around the Learning Goals for the day, participants reflect on how specific literacy strategies could link to increased literacy achievement for all students, how collaboration could reinforce evidence-based literacy strategies across all content areas, and how both can impact teaching and student learning. Reflections are shared with elbow partners.

Activity 6—Slide 8: Review Dimensions 1 and 2

Teams review rubrics for Dimensions 1 and 2 on pages 8 and 9 of *Formative Assessment Rubrics, Reflection and Observation Tools for Teachers*. *Hereafter this title is referred to as Formative Assessment Guide*.

Activity 7—Slide 8: Individual Reflections

Team members reflect on individual implementation of Learning Goals and Criteria for Success and think about where they are on the rubric: Not Observed, Beginning, Developing, Progressing, or Extending. Using Handout 3: Individual Implementation of Learning Goals and Criteria for Success, individuals record where they are headed, where they are now, and how they will close the gap.

Activity 8—Slide 8: Collaborative Team Reflections

Teams reflect on team implementation and Recorders add reflections to Poster 7: Collaborative Team Implementation of Learning Goals and Criteria for Success. *Suggestion: Take pictures of each team's poster to help with follow up support by the BLT and coach.*

Activity 9—Slide 9: Dimension 3: Tasks and Activities

Teams read the top of page 10 of the Formative Assessment Guide.

Activity 10—Slide 15: Standard Vertical Alignment and IES Recommendation 1

Using Handout 5: Standard Vertical Alignment and IES Recommendation 1, teams connect Recommendation 1 with the Arizona ELA Anchor Standard to interpret words and phrases as they are used in a text and the Standard's vertical alignment for grades K–8. Teams discuss the importance of grade levels building on the Standard from the grade level before and supporting the grade level after theirs.

Activity 11—Slide 15: Recommendation 1 Checklist

Using Handout 5: Standard Vertical Alignment and IES Recommendation 1, team members review the IES Recommendation 1 Checklist and discuss how they can collaborate to support vocabulary across all classes in their grade level.

Activity 12—Slide 16: Sharing Vocabulary Strategies

Team members share a vocabulary strategy they currently use and record notes in Handout 6: Strategic Conversations, top section, Current Vocabulary Strategies Used.

Activity 13—Slide 17: Frayer Model

Teams review Handout 7: Frayer Model Vocabulary Strategy for All Classes. Team members share their thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this explicit vocabulary strategy. They use Handout 6: Strategic

Conversations for Vocabulary to record notes in the middle section, Explicit Vocabulary Strategies.

Activity 14—Slide 18: Word Web

Teams review Handout 8: Word Web. Team members share their thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this explicit vocabulary strategy. They use Handout 6: Strategic Conversations for Vocabulary to record notes in the middle section, Explicit Vocabulary Strategies.

Activity 15—Slides 19 and 20: Word Parts

Teams review Handouts 9A–9D, reference sheets for common Latin origins, common Greek origins, common prefixes, and common suffixes and discuss the benefits of all classes using this explicit vocabulary strategy. Team members use Handout 6: Strategic Conversations for Vocabulary to record notes in the middle section, Explicit Vocabulary Strategies.

Activity 16—Slide 21: Context Clues

Teams read Handout 10: Context Clues and discuss the benefits of all classes using this explicit vocabulary strategy. Team members use Handout 6: Strategic Conversations for Vocabulary to record notes in the middle section, Explicit Vocabulary Strategies.

Activity 17—Slides 22 and 23: STAR Strategy

Teams discuss the benefits of all classes using this explicit vocabulary strategy. Team members use Handout 6: Strategic Conversations for Vocabulary, middle section, Explicit Vocabulary Strategies, to record notes.

Activity 18—Slide 24: Concept Circles

Teams review Handout 11: Concept Circles and discuss the benefits of all classes using this explicit vocabulary strategy. Team members use Handout 6: Strategic Conversations for Vocabulary, middle section, Explicit Vocabulary Strategies, to record notes.

Activity 19—Slide 25: Student Impact and Implementation

In the bottom section of Handout 6: Strategic Conversations for Vocabulary, team members use the sentence stems for if/then statements to discuss the student impact of collaboratively using explicit vocabulary strategies. Teams choose one explicit vocabulary strategy to implement across their grade levels next week.

Activity 20—Slide 25: Action Planning

Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based explicit vocabulary strategies. Reporters share the support their teams need for collectively implementing explicit vocabulary strategies. Using the half sheets of paper and markers, Recorders add the concerns to the Action Planning Wall under the heading: Explicit Vocabulary Strategies.

Activity 21—Slide 26: Standard Vertical Alignment and IES Recommendation 2

Using Handout 12: Standard Vertical Alignment and IES Recommendation 2, teams connect Recommendation 2 with the Arizona ELA Anchor Standard to read and comprehend complex

literary and informational texts independently and proficiently and the Standard's vertical alignment for grades K–8. Teams discuss the importance of grade levels building on the Standard from the grade level before and supporting the grade level after theirs.

Activity 22—Slide 26: IES Recommendation 2 Checklist

Using Handout 12: Standard Vertical Alignment and IES Recommendation 2, team members review the IES Recommendation 2 Checklist and discuss how they can collaborate to support comprehension across all classes in their grade level.

Activity 23—Slide 26: Sharing Comprehension Strategies

Team members share a comprehension strategy they currently use and complete the top section, Current Comprehension Strategies Used, of Handout 13: Strategic Conversations for Comprehension.

Activity 24—Slide 27: Interactive Modeling

Using Handout 14: Interactive Modeling Steps, team members take turns reading the steps aloud and clarifying how they impact the learning of all students. Team members use Handout 13: Strategic Conversations for Comprehension to record notes in the middle section, Direct and Explicit Comprehension Strategies.

Activity 25—Slide 28: Informational Text Structure

Team members read the information on Handout 15A under Read and Review and review the table of text structures and their purpose, guiding questions, signal words, and graphic organizer examples on Handouts 15B. Using Handouts 15C and 15D, partners apply their knowledge by brainstorming how to use each graphic organizer with topics from two content areas. Partners change for each text structure.

In the last section of Handout 15A, teams discuss and answer the questions. Team members use Handout 13: Strategic Conversations for Comprehension to record notes in the middle section, Direct and Explicit Comprehension Strategies.

Activity 26—Slide 29 Informational Text Features

Team members read Handout 16A: Informational Text Features and review the table in Handout 16B. To apply their knowledge, team members take a text feature walk with Handout 17: Paraeducators in Inclusive Classrooms. They take turns identifying a text feature and sharing what it might mean to the main idea of the text.

In the last section of Handout 16B, teams discuss and answer the questions. Team members use Handout 13: Strategic Conversations for Comprehension to record notes in the middle section, Direct and Explicit Comprehension Strategies.

Activity 27—Slide 30: Before, During, and After Reading

Partners review the Before Reading points in the top section of Handout 18: Before, During, and After Reading. Then, referring to Handout 17: Paraeducators in Inclusive Classrooms, they complete the Before Reading sentence starters.

Next, partners review the During Reading points in the top section of Handout 18: Before, During, and After Reading and read the informational text, Handout 17: Paraeducators in Inclusive Classrooms. They should look for connections to text structures, their background knowledge, and the main idea. When finished reading, the partners complete the During Reading sentence starters.

The partners review and discuss their connections to the After Reading points and complete the sentence starters. They share the last statement with their Collaborative Team. The team members discuss how they can collaboratively incorporate the Before, During, and After strategy into their teaching. They use Handout 13: Strategic Conversations for Comprehension to record notes in the middle section, Direct and Explicit Comprehension Strategies.

Activity 28—Slide 31 Student Impact and Implementation

In the bottom section of Handout 13: Strategic Conversations for Comprehension, team members use the sentence stems for if/then statements to discuss the student impact of collaboratively using direct and explicit comprehension strategies. Teams choose one direct and explicit comprehension strategy to implement across their grade levels next week.

Activity 29—Slide 31 Action Planning

Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based direct and explicit comprehension strategies. Reporters share the support their teams need for collectively implementing direct and explicit comprehension strategies. Using the half sheets of paper and markers, Recorders add the concerns to the Action Planning Wall under the heading: Direct and Explicit Comprehension Strategies.

Activity 30—Slide 32: Review and Reflect

Participants review Module 4 Learning Goals. They reflect on how the strategies explored support increased literacy achievement through collaborative implementation. They discuss the benefits of schoolwide implementation for all students and all teachers.

Activity 31—Slide 33: Collaboration Skills

Participants reflect on their personal collaboration skills and complete the checklist on Handout 19: Collaboration Skills. Teams discuss how each team member's participation supported each other and the Collaborative Team's work.

Activities 20 and 29 Action Planning Note: Action planning begins during professional learning, so all staff have input. Teams discuss each topic, and Recorders add their teams' needs under the headings. It is a good idea to take pictures of the final Action Planning Wall to provide a visual aid when the BLT creates the formal action plan to share with staff and the DLT. A detailed explanation of action planning can be found in the Action Planning Guide.

ROOM SETUP

Set up computer, projector, screen, and speakers.

Hang Anchor Posters 1–6 in front of room.

Hang Poster 7 for each Collaborative Team.

Hang Action Planning Wall (chart paper or sticky wall) with the two Action Planning Wall Headings.

Set up tables with Participant Packets, half sheets of paper, markers, and tape.

Seat participants by Collaborative Teams. Content area teachers, special education teachers, and special area teachers should sit with the grade level they support most often.

REFERENCES

Arizona Promising Practices

This website provides research to practice guidelines, strategies, and resources to support Arizona professionals and parents in improving results for students with disabilities.

AGENDA OUTLINE

The following table provides an outline of the agenda for the professional learning session. It includes timing, slide numbers, activities, and materials. The outline provides facilitators with a big-picture view of this professional learning and activities. Total time estimate: 4 hours

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions Norms	5 minutes	1–2	Activity 1: Professional Learning Norms	Anchor Poster 4: Professional Learning Norms
Team Roles Team Norms Individual Skills	5 minutes	3	Activity 2: Team Roles Activity 3: Team Norms Activity 4: Collaboration Skills	Team Role Cards Team Norms Handout 19: Collaboration Skills
Module Progression	3 minutes	4		Anchor Poster 1: Arizona Professional Learning Series Module Overview Handout 1: Arizona Professional Learning Series Module Overview
Module Focus Module Learning Goals	5 minutes	5–6	Activity 5: Frame Intention	
Module Professional Learning Process	3 minutes	7		Anchor Poster 3: Three Questions Handout 2: Arizona English Language Arts Anchor Standards
Review Learning Goals and Criteria for Success and Reflect on Implementation Progress	15 minutes	8	Activity 6: Review Dimensions 1 and 2 Activity 7: Individual Reflection Activity 8: Collaborative Team Reflection	Anchor Poster 5: Dimensions of Formative Assessment Formative Assessment Guide Handout 3: Individual Implementation of Learning Goals and Criteria for Success Poster 7: Collaborative Team Implementation of Learning Goals and Criteria for Success

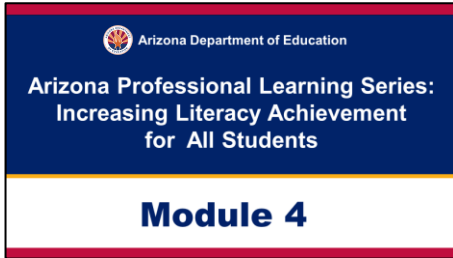
Dimension 3: Tasks and Activities	10 minutes	9–10	Activity 9: Dimension 3	Anchor Poster 5: Dimensions of Formative Assessment Formative Assessment Guide
Simple View of Reading	5 minutes	11–12		
IES Recommendations	5 minutes	13–14		Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 4: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
Standard Vertical Alignment and IES Recommendation 1	10 minutes	15	Activity 10: Standard Vertical Alignment and IES Recommendation 1 Activity 11: Recommendation 1 Checklist	Handout 5: Standard Vertical Alignment and IES Recommendation 1 Handout 5: Standard Vertical Alignment and IES Recommendation 1
Sharing Vocabulary Strategies	5 minutes	16	Activity 12: Sharing Vocabulary Strategies	Handout 6: Strategic Conversations for Vocabulary—Top Section
Frayer Model	5 minutes	17	Activity 13: Frayer Model	Handout 7: Frayer Model Vocabulary Strategy for All Classes Handout 6: Strategic Conversations for Vocabulary—Middle Section
Word Web	5 minutes	18	Activity 14: Word Web	Handout 8: Word Web Handout 6: Strategic Conversations for Vocabulary—Middle Section
Word Parts	10 minutes	19–20	Activity 15: Word Parts	Handouts 9A–9D: Common Latin Origins, Common Greek Origins, Common Prefixes, and Common Suffixes Handout 6:

				Strategic Conversations for Vocabulary—Middle Section
Context Clues	5 minutes	21	Activity 16: Context Clues	Handout 10: Context Clues Handout 6: Strategic Conversations for Vocabulary—Middle Section
STAR Strategy	5 minutes	22–23	Activity 17: STAR Strategy	Handout 6: Strategic Conversations for Vocabulary—Middle Section
Concept Circles	5 minutes	24	Activity 18: Concept Circles	Handout 11: Concept Circles Handout 6: Strategic Conversations for Vocabulary—Middle Section
Student Impact and Implementation	5 minutes	25	Activity 19: Student Impact and Implementation	Handout 6: Strategic Conversations for Vocabulary—Bottom Section
Action Planning	10 minutes	25	Activity 20: Action Planning	Action Planning Wall: Explicit Vocabulary Strategies
Standard Vertical Alignment and IES Recommendation 2	10 minutes	26	Activity 21: Standard Vertical Alignment and IES Recommendation 2 Activity 22: Recommendation 2 Checklist	Handout 12: Standard Vertical Alignment and IES Recommendation 2
Sharing Comprehension Strategies	5 minutes	26	Activity 23: Sharing Comprehension Strategies	Handout 13: Strategic Conversations for Comprehension—Top Section
Interactive Modeling	5 minutes	27	Activity 24: Interactive Modeling	Handout 14: Interactive Modeling Steps Handout 13: Strategic Conversations for Comprehension—Middle Section
Informational Text Structures	15 minutes	28	Activity 25: Informational Text Structures	Handout 15A–15D: Informational Text Structures Handout 13: Strategic Conversations for Comprehension—Middle Section

Informational Text Features	15 minutes	29	Activity 26: Informational Text Features	Handout 16A–16B: Informational Text Features Handout 17: Paraeducators in Inclusive Classrooms Handout 13: Strategic Conversations for Comprehension—Middle Section
Before, During, and After Reading	15 minutes	30	Activity 27: Before, During, and After Reading	Handout 18: Before, During, and After Reading Handout 17: Paraeducators in Inclusive Classrooms Handout 13: Strategic Conversations for Comprehension—Middle Section
Student Impact and Implementation	5 minutes	31	Activity 28: Student Impact and Implementation	Handout 13: Strategic Conversations for Comprehension—Bottom Section
Action Planning	10 minutes	31	Activity 29: Action Planning	Action Planning Wall: Direct and Explicit Comprehension Strategies
Review and Reflect	5 minutes	32	Activity 30: Review and Reflect	
Individual Skills	10 minutes	34	Activity 31: Collaboration Skills	Handout 19: Collaboration Skills
Wrap Up	5 minutes	35		Handout 20: Module 4 Action Plan
Professional Learning Survey <i>Optional</i>	5 minutes	n/a		Professional Learning Survey

Arizona Professional Learning Series: Module 4

Slide 1



Have this slide showing as participants arrive. Remind participants their Participant Packet with handouts will be used throughout the professional learning for note taking and activities.

Explain:

Today, we continue our AZPLS journey of schoolwide systems change that will lead to increased literacy achievement for all students. Specifically, we will focus on explicit vocabulary and direct and explicit comprehension instructional strategies to meet the needs of all learners.

Slide 2



Activity 1: Professional Learning Norms. Refer to Anchor Poster 4: Professional Learning Norms. Add proposed norms if they have group consensus.

Explain:

Process norms set ground rules or expectations for how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss?

Please raise your hand if you agree with the norms we have.

Slide 3



Activity 2: Team Roles. Activity 3: Team Norms. Activity 4: Review Collaboration Skills. Refer to Handout 19: Collaboration Skills.

Explain:

To assign roles for our work today, add the number of letters in your first and last names. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder.

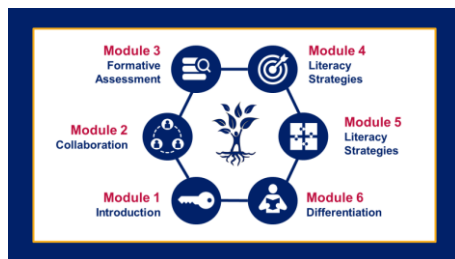
Next, use your middle names. The name closest to the beginning of the alphabet is the Reporter, and the name closest to the end of the alphabet is the Timekeeper. The remaining team members are Engaged Participants.

Please place your **Role Cards** in front of you.

Take a moment to review your **Team Norms** and come to consensus on your learning culture for today. If any norms need to be discussed or added, please do so. This sets the tone for your collective commitment as a team.

Your individual commitment today will support your team. Review **Handout 19: Collaboration Skills**. Don't write anything down. Just read through it and reflect on how you can effectively collaborate with your team. We will come back to this handout and self-assess at the end of our professional learning today.

Slide 4



Refer to Anchor Poster 1: Arizona Professional Learning Series Module Overview. Participants have same information in Handout 1: Arizona Professional Learning Series Module Overview.

Explain:

Handout 1: Arizona Professional Learning Series Module Overview

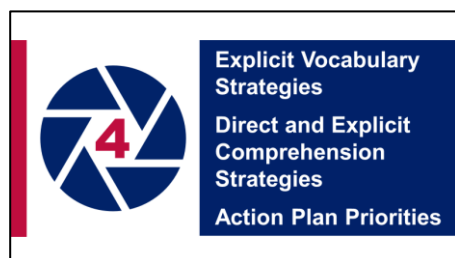
is the brief outline of the modules and indicates how they build on each other.

Modules 1 and 2 outlined the frameworks for the systems change that lead to increased literacy achievement for every student.

Module 3 identified the Dimensions of Formative Assessment with Learning Goals, Criteria for Success, and strategies to move learning forward for all students. The first three modules built the foundation that supports the evidence-based teaching and learning strategies in the remaining modules.

This module continues the systems change process by introducing and collaboratively using explicit vocabulary and direct and explicit comprehension strategies to support all students and increase their achievement in all content areas.

Slide 5



Explain:

Today, our focus is on explicit vocabulary and direct and explicit comprehension strategies that can be used by all teachers, including content teachers.

The strategies we will explore today are not only for you. They are also for your students. We want all students to be engaged in their learning and teaching them strategies gives them tools to be successful.

Collaborative strategy implementation positively impacts every student and will improve learning for struggling readers and students with specific learning disabilities. All students will understand that everyone is working towards the same goal, but individual students may have a different way to get there. This is accepted and supported by all.

When strategies are implemented in a collaborative way by all teachers, students will be able to identify stable and supportive efforts in all classes. This will reinforce high expectations for all students, and student achievement will increase.

Remember everyone has input as to what the Action Plan should include. At specific points during today's work, you will clarify action items to continue your learning and systems change. From that input, the Building Leadership Team will create and share the formal Action Plan with you. Everyone will be responsible for implementation and will be supported by the Building Leadership Team and coach.

Slide 6



Activity 5: Frame Intention.

Explain:

Collaboration takes place when all members of an inclusive learning community work together as equals to assist students to succeed in the classroom.

To help frame your intention around the Learning Goals for today, take a few minutes to reflect on these two ideas and how they can impact your teaching and student learning.

Share your thoughts with an elbow partner.

Slide 7



Refer to Anchor Poster 3: Three Questions and Handout 2: Arizona English Language Arts Anchor Standards.

Explain:

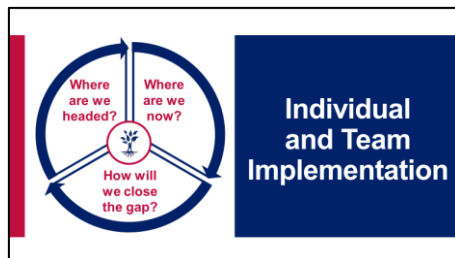
Let's review our strategy that centers your professional learning for this module.

Where are we headed? We are building on our foundation for increasing literacy achievement by collaboratively implementing literacy strategies across all content areas to increase student outcomes.

Where are we now? We are implementing Learning Goals and Criteria for Success from the Dimensions of Formative Assessment. This is the foundation for building instructional practices that support all students.

How do we close the gap between our current reality and where we are headed? All teachers will share the responsibility of implementing teaching and learning strategies that connect to **Handout 2: Arizona English Language Arts Anchor Standards** and support literacy strategies across all content areas.

Slide 8



Activity 6: Review Dimensions 1 and 2. Refer to Anchor Poster 5: Dimensions of Formative Assessment and Formative Assessment Guide. Activity 7: Individual Reflection. Refer to Handout 3: Individual Implementation of Learning Goals and Criteria for Success. Activity 8: Collaborative Team Reflection. Refer to Poster 7: Collaborative Team Implementation of Learning Goals and Criteria for Success.

Explain:

Review the rubrics for Dimensions 1 and 2 on pages 8 and 9 in your **Formative Assessment Rubrics, Reflection, and Observation Tools for Teachers**. Reflect on your individual implementation of Learning Goals and Criteria for Success. Think about where you are on the rubric: Not Observed, Beginning, Developing, Progressing, or Extending. Using **Handout 3: Individual Implementation of Learning Goals and Criteria for Success**, record where you are headed, where you are now, and

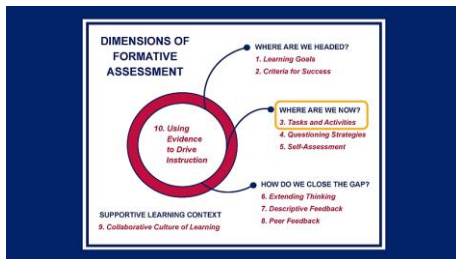
how you will close the gap.

When individuals finish: Share your reflections with your Collaborative Team members as you work together using the three questions to examine your implementation as a Collaborative Team. Recorders, add team responses to **Poster 7: Collaborative Team Implementation of Learning Goals and Criteria for Success**.

Reporters, share a summary of your teams' reflections.

The Building Leadership Team (BLT) and coach will use this information to address your challenges and provide support.

Slide 9



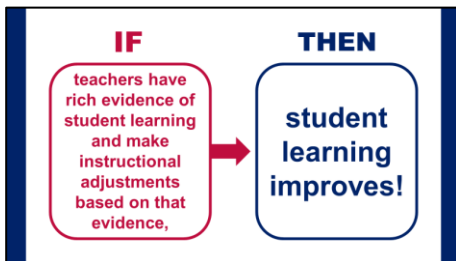
Activity 9: Dimension 3. Refer to Anchor Poster 5: Dimensions of Formative Assessment. Read Formative Assessment Guide top of page 10.

Explain:

Our work today builds onto Dimensions 1 and 2. We will identify explicit vocabulary and direct and explicit comprehension strategies to support Dimension 3, Tasks and Activities that Elicit Evidence of Student Learning.

Read the Dimension 3 description on the top of page 10 in your **Formative Assessment Guide**.

Slide 10

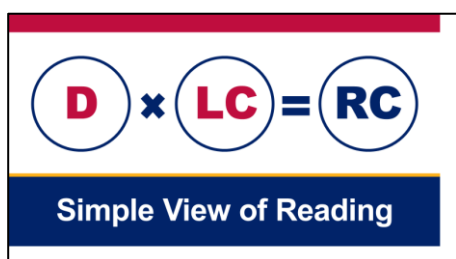


Explain:

Dimension 3 focuses on those things with which students engage that potentially produce evidence of student learning. We will identify what they are, their importance for student success, and how to use them effectively.

The strategies introduced today are representative of active learning strategies for all students to be used individually and in small groups. These explicit vocabulary and direct and explicit comprehension strategies are tools to support all students' learning while providing teachers a way to quickly assess the students' levels of understanding and possible needs for additional support.

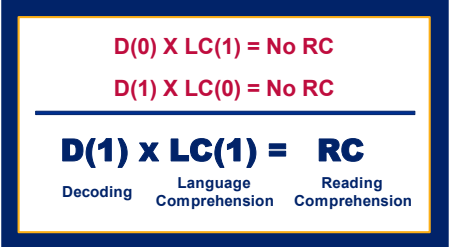
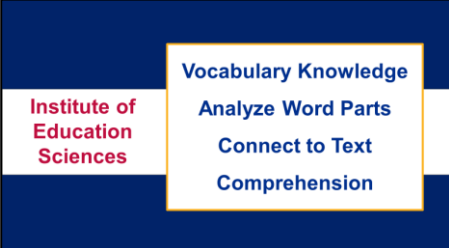
Slide 11



Explain:

The Simple View of Reading provides a foundation for our learning today. It is a scientific theory that attempts to define the skills that contribute to early reading comprehension. Over 150 scientific studies have been conducted to validate the formula's premise across age levels, reading skill levels, multiple languages, and a variety of educational disabilities (Kilpatrick, 2020).

According to the original theory (Gough and Tunmer, 1986), an individual's reading comprehension is the product of decoding skill and language comprehension. The key idea is that both the ability to decode and language comprehension are necessary for reading comprehension.

	<p>The formula is D times LC equals RC. D stands for decoding, the ability to apply sound-symbol relationships to read words. LC stands for language comprehension, the ability to understand spoken language. Decoding times language comprehension equals reading comprehension (Gough and Tunmer, 1986 and Hoover and Gough, 1990).</p>
<p>Slide 12</p> 	<p>Explain:</p> <p>Notice that Decoding and Language Comprehension are not added together to predict Reading Comprehension. They are multiplied. In the Simple View of Reading formula, the values of D and LC are 0 or 1. This represents 0% and 100%. A score of 0 means no skill or ability at all and 1 indicates perfection. If either D or LC is 0, Reading Comprehension will not occur because $0 \times 1 = 0$ or $1 \times 0 = 0$. Both D and LC must be a 1 ($1 \times 1 = 1$) for reading comprehension (Farrell, Hunter, Davidson, and Osenga, 2019).</p> <p>Dr. Louisa Moats, a nationally recognized authority on how children learn to read, stated that reading comprehension is the product of word recognition and language comprehension, and without strong skills in either domain, an individual's reading comprehension will be compromised (2020).</p> <p>We must provide early reading instruction that ensures students become strong decoders because once decoding is strong, the only limit to reading comprehension is the student's knowledge of the subject he is reading about and his ability to synthesize the information. (Farrell, Hunter, Davidson, and Osenga, 2019).</p>
<p>Slide 13</p> 	<p><i>Refer to Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations and Handout 4: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.</i></p> <p>Explain:</p> <p>Keeping the Simple View of Reading in mind, we will identify the first two research-based recommendations from the Institute of Education Sciences (IES) for teaching and learning strategies with Handout 4: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations. This shows how the skills for grades K–3 and grades 4–8 fuse together. Skills for grades 4–8 develop and build from the foundational skills for grades K–3.</p> <p>As we work with each activity, K–3 teachers should be thinking how it fits into their instruction. By incorporating the same strategies, you will be building the literacy strength of your students as they move into grades 4–8.</p> <p>The teaching and learning strategies that benefit students with specific learning disabilities will benefit every student in your classes, including students at-risk, students with English as their second language, and students at and above grade level.</p>

Throughout this module, we encourage you to identify how these strategies can fit the needs of your students and how you can collaborate with your team to collectively reinforce strategic teaching and learning.

Slide 14



Refer to Anchor Poster 2: Arizona English Language Arts Anchor Standards and Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.

Explain:

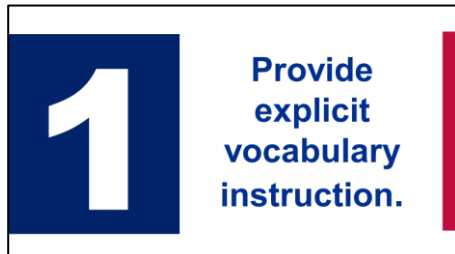
To increase literacy achievement for all students in all classes, we are making the connection between the Arizona K–12 English Language Arts Anchor Standards, the Simple View of Reading, and the Institute of Education Sciences (IES) evidenced-based recommendations for improving literacy levels among adolescents in upper elementary, middle school, and high school.

The IES purposefully included students in 4th and 5th grades within the realm of adolescents because their instructional needs related to literacy have more in common with those of students in middle school and high school than they do with students in early elementary grades.

These recommendations and the vertical alignment of the Arizona K–12 ELA Standards fit the AZPLS goal of increasing literacy achievement for the collaborative literacy work of teachers in grades 4–8.

Many students in grades 4 and up experience difficulty acquiring the advanced literacy skills needed to read in the content areas (IES, 2008; Biancarosa and Snow, 2004; Heller and Greenleaf, 2007). The Simple View of Reading and the Reading Standards for Foundational Skills in Grades K–3 form the basis for Improving Adolescent Literacy through Effective Classroom and Intervention Practices. Students in grades 4–8 build on the foundation of decoding skills and language comprehension that supports continued use with higher-level mental processes that include thinking, reasoning, imagining, and interpreting for reading comprehension (Kamhi, 2007).

Slide 15



Activity 10: Standard Vertical Alignment and IES Recommendation 1. Handout 5: Standard Vertical Alignment and IES Recommendation 1. Activity 11: Recommendation 1 Checklist. Handout 5: Standard Vertical Alignment and IES Recommendation 1.

Explain:

The first IES Recommendation is to provide explicit vocabulary instruction. The term vocabulary refers to a student's knowledge of, and memory for, word meanings. Vocabulary knowledge is demonstrated not only through reading and writing, but also through oral language of listening and speaking.

The high correlation in the research literature of word knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected (Chall and Jacobs, 2003).

According to Stahl and Nagy (2006), teachers can help students establish high-quality, elaborate mental connections in memory as students learn new words by:

- Multiple encounters with words, most likely through reading, being read to, and/or being surrounded by a language-rich environment.
- Direct, planned, explicit teaching of selected words.

Handout 5: Standard Vertical Alignment and IES

Recommendation 1 connects the Arizona ELA Anchor Standard to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone to Recommendation 1.

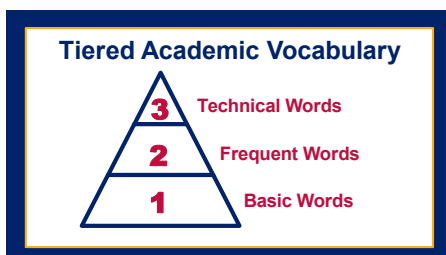
The literacy strategies being shared for teaching and learning explicit vocabulary apply to what students need to know and understand under the Arizona English Language Arts Standards: Reading Standards for Literature and Reading Standards for Informational Text for grades K–8. The K–3 foundational decoding skills support the vocabulary needs of students in grades 4–8.

Review the Standard's progression and discuss the importance of your grade level work building on the Standard from the grade level before yours and supporting the grade level after yours.

When teams finish: **Handout 5** also provides a checklist to support implementing Recommendation 1. Informational text is used in all classes so all teachers should implement the checklist items.

Review the checklist and discuss how your team can collaborate to support vocabulary across all classes in your grade level.

Slide 16



Activity 12: Sharing Vocabulary Strategies. Handout 6: Strategic Conversations for Vocabulary—Top Section.

Explain:

To expand and accelerate vocabulary growth, students need explicit instruction in the words they will encounter frequently in textbooks and other print materials and media (Beck et al., 2002; Beck et al., 2005; Beck et al., 2007; Stahl et al., 1986).

All teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and content area classes such as math, science, history, and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and

strengthen their independent skills of constructing the meaning of text.

Bringing Words to Life: Robust Vocabulary Instruction (Beck, McKeown, and Kucan, 2013) describes tiered academic vocabulary. Tier One consists of the most basic words—*clock*, *baby*, *happy*—rarely requiring instruction in school. Tier Three includes words whose frequency of use is quite low, often being limited to specific domains—*isotope*, *lathe*, *peninsula*—and probably best learned when needed in a content area. Tier Two words are high-frequency words for mature language users—*coincidence*, *absurd*, *industrious*—and thus instruction in these words can add productively to an individual's language ability.

With your team members, share one vocabulary strategy you currently use with your students for Tier Two and Tier Three words. Use the top section, Current Vocabulary Strategies Used, of **Handout 6: Strategic Conversations for Vocabulary** to record the shared strategies.

Slide 17



Activity 13: Frayer Model. Handout 7: Frayer Model Vocabulary Strategy for All Classes and Handout 6: Strategic Conversations for Vocabulary—Middle Section.

Explain:

As you are introduced to strategies today, it is important to think about how you can use them with all students in all classes.

Graphic organizers are proven effective for students with and without learning disabilities across all grade levels and in all content areas (Ellis & Howard, 2007). Graphic organizers support students through visualizing their learning.

As with all strategies when introducing a graphic organizer, it is essential to teach students the purpose for the tool and how to use it. Teachers need to think-aloud through the process to model how to use the graphic organizer.

The Frayer Model prompts students to explore vocabulary beyond the definition. Listing characteristics help the students relate to the word. Examples and non-examples help the students clearly distinguish the word. Illustrating the word provides a visual connection.

Take a moment to review **Handout 7: Frayer Model Vocabulary Strategy Examples for All Classes**. Share your thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this vocabulary strategy.

Using **Handout 6: Strategic Conversations for Vocabulary**, record your notes in the middle section, Explicit Vocabulary Strategies.

Slide 18



Activity 14: Word Web. Handout 8: Word Web and Handout 6: Strategic Conversations for Vocabulary—Middle Section.

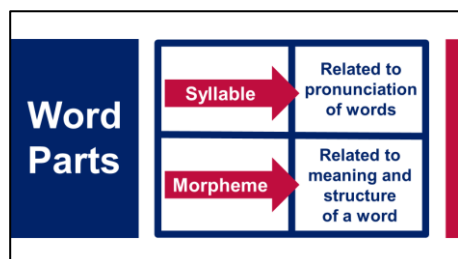
Explain:

A word web is a vocabulary strategy that provides a better understanding and connection with multiple meanings of a vocabulary word. **Handout 8: Word Web** is an example for the word, *chunk*. The word is often referenced in literacy skills as we teach students how to chunk parts of words, sentences, paragraphs, and larger text structures.

Take a moment to review **Handout 8: Word Web**. Share your thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this vocabulary strategy.

Using **Handout 6: Strategic Conversations for Vocabulary**, record your notes in the middle section, Explicit Vocabulary Strategies.

Slide 19



Explain:

Understanding syllable types and morphological awareness with new vocabulary is helpful for every student. Syllable types are taught early in the Arizona Reading Standards: Foundational Reading Skills. It is important for students to recognize syllables in words for both decoding and learning new vocabulary.

Starting in grade 4, the Arizona Reading Standards: Foundational Reading Skills require students to use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.

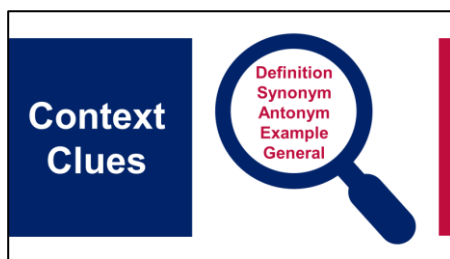
As students become more proficient readers, understanding morphological awareness is important. It helps students identify and understand difficult academic vocabulary by identifying morphemes, or meaningful word parts, such as prefixes, bases, roots, and suffixes. Knowledge of morphemes plays a valuable role in learning vocabulary because it provides readers with information that can be used to examine unfamiliar words and figure out their meanings (Edwards, Font, Baumann & Boland, 2004; Stahl & Nagy, 2006).

Morphology should be taught as a cognitive strategy to be learned. To break a word down into morphemes, or word parts, students must complete the following four steps:

1. Recognize that they do not know the word.
2. Analyze the word for recognizable morphemes, both in the roots and suffixes.
3. Think of a possible meaning based upon the parts of the word.
4. Check the meaning of the word against the context of the reading.

	<p>Students who understand how words are formed by combining prefixes, suffixes, and roots tend to have larger vocabularies and better reading comprehension than peers without such knowledge and skills (Prince, 2009). A deep and full knowledge and understanding of vocabulary will improve outcomes for students who struggle.</p>
<p>Slide 20</p> <div> <p>dis-order bio-sphere tri-angle hemi-sphere</p> </div>	<p><i>Activity 15: Word Parts. Handout 9A–9D: Common Latin Roots, Common Greek Roots, Common Prefixes, Common Suffixes and Handout 6: Strategic Conversations for Vocabulary—Middle Section.</i></p> <p>Explain: When teaching word parts, make sure students know the terms: <i>root word</i>, <i>prefix</i>, and <i>suffix</i>.</p> <p>A <i>root word</i> is the most basic part of a word. It has no prefix or suffix.</p> <p>A <i>prefix</i> is a morpheme placed before the root of a word.</p> <p>A <i>suffix</i> is a morpheme placed after the root of a word.</p> <p>An example for history is the word <i>dis-order</i>. The word includes the prefix <i>dis</i>. The root word is <i>order</i>. The prefix <i>dis</i>, from Latin, means <i>lack of</i> or <i>not</i> (American Institute of Research). Other examples include bio-sphere for science, tri-angle for math, and hemi-sphere for geography.</p> <p>All teachers can scaffold the learning of all students in all classes by chunking vocabulary words by morphemes. When a specific vocabulary word comes up in your lesson, chunk words into sub-parts. Explicitly point out the word’s morphologic structure and meaning.</p> <p>Handouts 9A–9D: Common Latin Origins, Common Greek Origins, Common Prefixes, and Common Suffixes are reference sheets. Take a few minutes to review these examples. Share your thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this vocabulary strategy.</p> <p>Using Handout 6: Strategic Conversations for Vocabulary, record your notes in the middle section, Explicit Vocabulary Strategies.</p>

Slide 21



Activity 16: Context Clues. Handout 10: Context Clues and Handout 6: Strategic Conversations for Vocabulary—Middle Section.

Explain:

Context clues are hints provided by the author to support readers connecting their prior knowledge to interpret the vocabulary and message.

Using context clues is a process to help students determine the meaning of an unknown word that is critical to understanding the text. It is important to explicitly teach the process to identify context clues, interactively model the process, and provide ongoing practice opportunities. It is important to explain that context clues are the words, phrases, and sentences surrounding an unfamiliar word that can give hints or clues to its meaning. Caution students that although these clues can prove to be helpful, they can sometimes be misleading (*Diamond and Gutlohn, 2006*).

Handout 10: Context Clues includes the four-step process and examples of context clues for vocabulary. Read the handout and discuss how context clues can improve learning for every student in every class.

Record your notes on **Handout 6: Strategic Conversations for Vocabulary** in the middle section, Explicit Vocabulary Strategies.

Slide 22



Explain:

One guideline for providing explicit vocabulary instruction is to use the STAR framework (Blachowicz, Fisher, and Watts-Taffe, 2005).

Select words that are specific to understanding and comprehending the text. The premise of “less is more” should be followed. Three to five words should be selected if they are too difficult to understand without any background knowledge and are critical to comprehending the text (PREL, 2008).

Teach by using definitional, contextual, and usage information when teaching vocabulary. For example, present the word in context, discuss possible meanings, ask for a definition, ask students to use the words in a personal way.

Activate by giving students the opportunity to connect new words with other words they already know. Offer activities to make sure students repeatedly hear, read, write, and use the targeted words.

Use additional activities to **revisit** important words. Possible activities include unit reviews, games, writing assignments, vocabulary journals, and word books.

Slide 23

S Search
T Translate
A Answer
R Review



Activity 17: STAR Strategy. Handout 6: Strategic Conversations for Vocabulary—Middle Section.

Explain:

We want you to identify how every strategy can fit into all classes. The STAR technique works for reading, science, and social studies; however, the strategy can be adapted to work with math to solve any word problem (Maccini & Hughes, 2000; Maccini & Ruhl, 2000).

Search the problem for the vital information. Students read the problem aloud, underline the vital information, and then write important information.

The second step is to **translate**. Students represent the information with mathematical manipulatives, pictorial representations, or equations.

Students use their manipulatives, drawings, or numeric expressions to **answer** the given question. Students identify the appropriate operation, or sequence of operations, that will enable them to solve for the solution.

Students **review** the solution by checking their computation and ensuring their solution matches the given question.

Review the **STAR Strategy**. Share your thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this vocabulary strategy.

Using **Handout 6: Strategic Conversations for Vocabulary**, record your notes in the middle section, Explicit Vocabulary Strategies.

Slide 24



Activity 18: Concept Circles. Handout 11: Concept Circles and Handout 6: Strategic Conversations for Vocabulary—Middle Section.

Explain:

It is important for students to move beyond memorization of terms and definitions. **Handout 11: Concept Circles** is an example of how to help students visually analyze the relationships between words (Vacca & Vacca, 2001). In this strategy, students can use a circle graphic organizer to analyze how vocabulary words are or are not related through a concept or topic.

Review **Handout 11: Concept Circles**. Share your thoughts on how this same strategy can support students in all classes and discuss the benefits of all classes using this vocabulary strategy.

Using **Handout 6: Strategic Conversations for Vocabulary**, record notes in the middle section, Explicit Vocabulary Strategies.

Slide 25



Student Impact
Implementation
Action Planning

Activity 19: Student Impact and Implementation. Handout 6: Strategic Conversations for Vocabulary—Bottom Section. Activity 20: Action Planning. Action Planning Wall.

Explain:

In the bottom section of **Handout 6: Strategic Conversations for Vocabulary**, use the sentence stems for if/then statements to discuss the student impact of collaboratively using explicit vocabulary strategies.

As a team choose one module explicit vocabulary strategy to implement across your grade level next week.

Answer the action planning question: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based explicit vocabulary strategies?

Reporters, share the support your team needs for collectively implementing Explicit Vocabulary Strategies.

Recorders, use the half sheets of paper and markers to add your team's needs under the **Action Planning Wall Heading: Explicit Vocabulary Strategies**.

Slide 26



Provide direct
and explicit
comprehension
strategy
instruction.

Activity 21: Standard Vertical Alignment and IES Recommendation 2. Handout 12: Standard Vertical Alignment and IES Recommendation 2. Activity 22: Recommendation 2 Checklist. Handout 13: Strategic Conversations for Comprehension—Top Section. Activity 23: Sharing Comprehension Strategies.

Explain:

Sometimes it is difficult to understand why struggling students don't comprehend what they read. Those who read well seem to do so naturally. They can rapidly synthesize the information.

Reading does not come naturally for struggling readers. They have difficulty understanding what they read, and many students just stop trying. They are aware that they don't read like other students, and they don't want attention drawn to that. Their energy is spent on hiding their inabilities.

Comprehension strategies can help all readers through routines and procedures that readers actively use to help them make sense of texts. The second IES Recommendation is to provide direct and explicit instruction in comprehension strategies to improve reading comprehension for all students.

The first page of **Handout 12: Standard Vertical Alignment and IES Recommendation 2** connects Recommendation 2 with the Arizona ELA Anchor Standard to read and comprehend complex literary and informational texts independently and proficiently. It shows the vertical alignment for grades K–8.

Let's take a few minutes to review the alignment, how the standard relates to Recommendation 2, and how both fit in with all classes.

When individuals finish: **Handout 12: Standard Vertical Alignment and IES Recommendation 2** also provides a checklist to support implementing Recommendation 2. Informational text is used in all classes so all teachers should implement the checklist items.

Review the checklist and discuss how your team can collaborate to support comprehension across all classes in your grade level.

Share a comprehension strategy you currently use. Using the top section of **Handout 13: Strategic Conversations for Comprehension**, record the shared strategies.

Slide 27



Activity 24: Interactive Modeling. Handout 14: Interactive Modeling Steps and Handout 13: Strategic Conversations for Comprehension—Middle Section.

Explain:

Learning how to learn cannot be left to students. It must be taught. (Gall, et al., 1990). The interactive modeling comprehension strategy is incorporated easily into daily teaching in every area. By thinking aloud, the teacher models a task or process. Modeling is a form of scaffolding, or a way of showing students how to approach a task such as identifying the main idea of a story (Sweet, 2000).

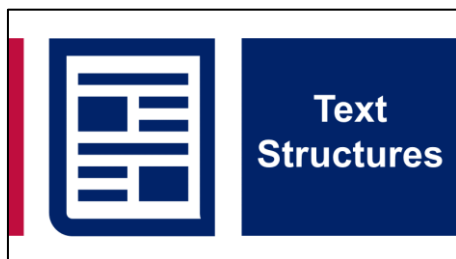
By verbalizing thought processes, teachers model step-by-step thinking for students. Students can identify those steps lead to accomplishing a task or comprehending the text. When teachers model how they address unfamiliar vocabulary, challenging concepts, and complicated text features, they build their students' ability to succeed (Lapp et al., 2008).

In traditional modeling, the teacher shows students how to do something with the expectation that it will help them learn it. Interactive modeling also shows students how to do something, but it goes well beyond that basic step. Students will also learn exactly why the skill, routine, or procedure is important to their learning. Instead of being told to just watch the teacher, students are asked what they noticed about the teacher's modeling. Students imbed learning by modeling for other students. Both the teacher and students provide positive feedback throughout the exercise.

Using **Handout 14: Interactive Modeling Steps**, take turns reading the steps aloud and clarifying how they impact the learning of all students. Discuss how you could implement interactive modeling collaboratively to support student learning.

Using **Handout 13: Strategic Conversations for Comprehension**, record your notes in the middle section, Direct and Explicit Comprehension Strategies.

Slide 28



Activity 25: Informational Text Structures. Handout 15A–15D: Informational Text Structures and Handout 13: Strategic Conversations for Comprehension—Middle Section.

Explain:

Teach your students to use the text structure strategy to unlock text for comprehension. Text structure is integrated throughout the Standards, is prominent in standardized tests, and refers to how the text is organized. Text structure strategies should be explicitly taught and practiced in all classes.

Students who have little knowledge of text structure have difficulty understanding how ideas are organized (Saenz and Fuchs, 2002). Being able to identify text structure and sort information accordingly supports students to better comprehend the text. It reveals the author's purpose and allows one to focus attention better on the key information—the content (Shanahan, 2019).

Handouts 15A–15C: Informational Text Structures features the text structure strategies that are used to organize text in every content area. Using **Handout 15A**, read the information under Read and Review.

With **Handout 15B**, review the table of text structures and their purpose, guiding questions, signal words, and graphic organizer examples.

When individuals finish: Pick a partner to apply your knowledge of text features using **Handout 15C**. For each graphic organizer, choose two content areas: reading, mathematics, science, and history/social studies. Think of what you have recently taught or are going to teach to answer the questions for the first text structure. Change partners for each of the remaining text structures.

When partners finish: As a Collaborative Team discuss the questions at the bottom of **Handout 15A**.

Using **Handout 13: Strategic Conversations for Comprehension**, record your notes in the middle section, Direct and Explicit Comprehension Strategies.

Slide 29



Activity 26: Informational Text Features. Handout 16: Informational Text Features, Handout 17: Paraeducators in Inclusive Classrooms, and Handout 13: Strategic Conversations for Comprehension—Middle Section.

Explain:

Informational text features are the descriptive characteristics that help a reader move through informational text more easily. Informational text features are parts of a reading passage that stand out from the rest of the information. They are used to bring

attention to important information. Text features chunk the information in an organized fashion.

Using **Handout 16A–16B: Informational Text Features**, read the information under Read and the table under Review. Read and Review provides information about text features, their purpose, and the text feature walk strategy.

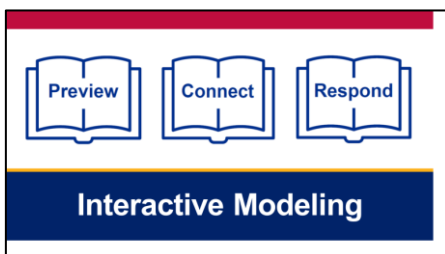
When individuals finish: It is important to teach your students to use text features. One way to practice that is to do text feature walks. In a text feature walk, students work in small groups to read each feature in the order that it appears and discuss what they think they will be learning. Each feature discussion should relate to the main idea of the text.

To apply what you learned take a text feature walk with **Handout 17: Paraeducators in Inclusive Classrooms**. Take turns identifying a text feature and sharing what it might mean to the main idea of the text.

When you finish, discuss and answer the questions at the end of **Handout 16B**.

Using **Handout 13: Strategic Conversations for Comprehension**, record your notes in the middle section, Direct and Explicit Comprehension Strategies.

Slide 30



Activity 27: Before, During, and After Reading. Handout 18: Before, During, and After Reading; Handout 17: Paraeducators in Inclusive Classrooms; and Handout 13: Strategic Conversations for Comprehension—Middle Section.

Explain:

Do we have any paraeducators in the room? How many teachers currently have paraeducators supporting students with disabilities in your classes? It is important to include paraeducators in the AZPLS. If time constraints limit paraeducator participation in AZPLS professional learning or Collaborative Team meetings, it is essential to have a plan to keep them informed.

We are going to use **Handout 17: Paraeducators in Inclusive Classrooms** as our informational text to practice the Before, During, and After Reading strategies.

The Before Reading strategies include setting a purpose for reading, activating students' prior knowledge, and making predictions. You have background knowledge about paraeducators, and you predicted what the article is about during the last activity. With a partner, review the Before Reading points in the top half of **Handout 18: Before, During, and After Reading**. Then, finish the Before Reading sentence starters.

When partners complete Before Reading: During Reading strategies help students make connections, monitor their understanding, generate questions, and stay focused. Review the During Reading points. While reading the informational text, look for connections to text structures, your background knowledge, and the main idea. When you finish reading, complete the During Reading sentence starters with your partner.

When partners complete During Reading: After Reading strategies provide students an opportunity to summarize, question, reflect, discuss, and respond to text. Review and discuss your connections to the After Reading points and finish the sentence starters.

When partners complete After Reading: Share your last statement with your Collaborative Team. Discuss how you can collaboratively incorporate the Before, During, and After strategy into your teaching. Using **Handout 13: Strategic Conversations for Comprehension**, record your notes in the middle section, Direct and Explicit Comprehension Strategies.

Slide 31



Activity 28: Student Impact and Implementation. Handout 13: Strategic Conversations for Comprehension—Bottom Section. Activity 29: Action Planning. Action Planning Wall.

Explain:

Using the bottom section of **Handout 13: Strategic Conversations for Comprehension**, use the sentence stems for if/then statements to discuss the student impact of collaboratively using direct and explicit comprehension strategies.

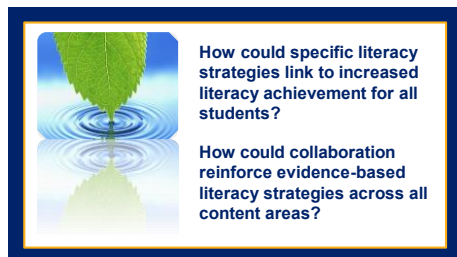
Then, as a team choose one module direct and explicit comprehension strategy to implement across your grade level next week.

Finally, answer the action planning question: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based direct and explicit comprehension strategies?

Reporters, share the support your team needs for collectively implementing direct and explicit comprehension strategies.

Recorders, add each team's needs under the **Action Planning Wall Heading: Explicit and Direct Comprehension Strategies**.

Slide 32






Activity 30: Review and Reflect.

Explain:

As we wrap up our work today, let's review our Learning Goals.

Reflect on how the strategies we explored will support increased literacy achievement.

Discuss the benefits of Collaborative Team implementation of the

	strategies we explored for all students, all teachers, in all classes.
<p>Slide 33</p> 	<p><i>Activity 31: Collaboration Skills. Handout 19: Collaboration Skills.</i></p> <p>Explain: You participated in many collaborative activities today. Take a moment to reflect on your personal collaboration skills. Turn to Handout 19: Collaboration Skills and complete the checklist.</p> <p>Discuss how each team member's participation supported each other and the work of your Collaborative Team.</p>
<p>Slide 34</p> 	<p><i>Refer to Handout 20: Module 4 Action Plan.</i></p> <p>Explain: Today, you started creating a sustainable schoolwide collaborative learning culture with collective use of explicit vocabulary and direct and explicit comprehension teaching and learning strategies to increase literacy achievement for all students, including students with specific learning disabilities.</p> <p>The Building Leadership Team will review your input and combine the information to create measurable Action Plan items for Module 4. The final Action Plan will be shared with every team. These are the items that everyone will work toward while implementing your Collaborative Team's specific module strategies. Your AZPLS Coach will provide support for both activities. Handout 20: Module 4 Action Plan is the form the Building Leadership Team will use.</p>
<p>Slide 35</p> 	<p>Explain: Nurturing skill development with AZPLS strategy implementation increases literacy achievement. Collaboratively use these teaching and learning strategies and watch your students' growth in vocabulary and comprehension skills in all classes.</p>
<p>Slide 36</p> 