



Valley High School

PLAYBOOK

THIS IS YOUR GO-TO RESOURCE FOR WHO TO CONTACT OR WHAT TO TRY WHEN IT COMES TO LITERACY AND INSTRUCTION AT VALLEY.

“ Mindset (is) ... about seeing things in a new way. When people... change to a growth mindset... Their commitment is to growth, and growth takes plenty of time, effort, and mutual support. ”

Carol Dweck, *Mindset: The New Psychology of Success*

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GOALS

WE HAVE TWO TYPES OF GOALS: ONE **OUTCOME** GOAL THAT WE AIM TO ACCOMPLISH BY THE END OF THE ACADEMIC YEAR, AND TWO **PROCESS** GOALS THAT WE ENGAGE IN EVERY DAY TO REACH THAT OUTCOME.

Goal 1 - Outcome

Valley students will show double the growth that is typical in a single year from their initial Measure of Academic Progress (MAP) scores in their year-end MAP scores.

Goal 2 - Process

We will provide *supported* opportunities to read, write, listen and speak for **every student in every period, every day.**

- Academic Language Production: provide opportunities for students to speak in complete sentences using academic content related vocabulary
- Context: address concepts in context through a variety of examples
- Comprehension: engage students in interactive supported reading opportunities to deepen and demonstrate their understanding

Goal 3 - Process

All Valley teachers will actively participate a cycle of instructional inquiry through lesson study.

Support and Evaluation

We expect to see students' reading abilities increase as measured by the MAP by increasing academic language production, improving comprehension and understanding context through:

- thoughtful lesson design
- willingness to try new strategies and refine instructional practices
- daily literacy instruction, support and practice in every period
- participation in schoolwide initiatives to promote reading outside of class (using resources such as Accelerated Reader®, Newsela®, and Open eBooks)

Success will be measured by comparing a student's year-end MAP score with his/her own previous scores.

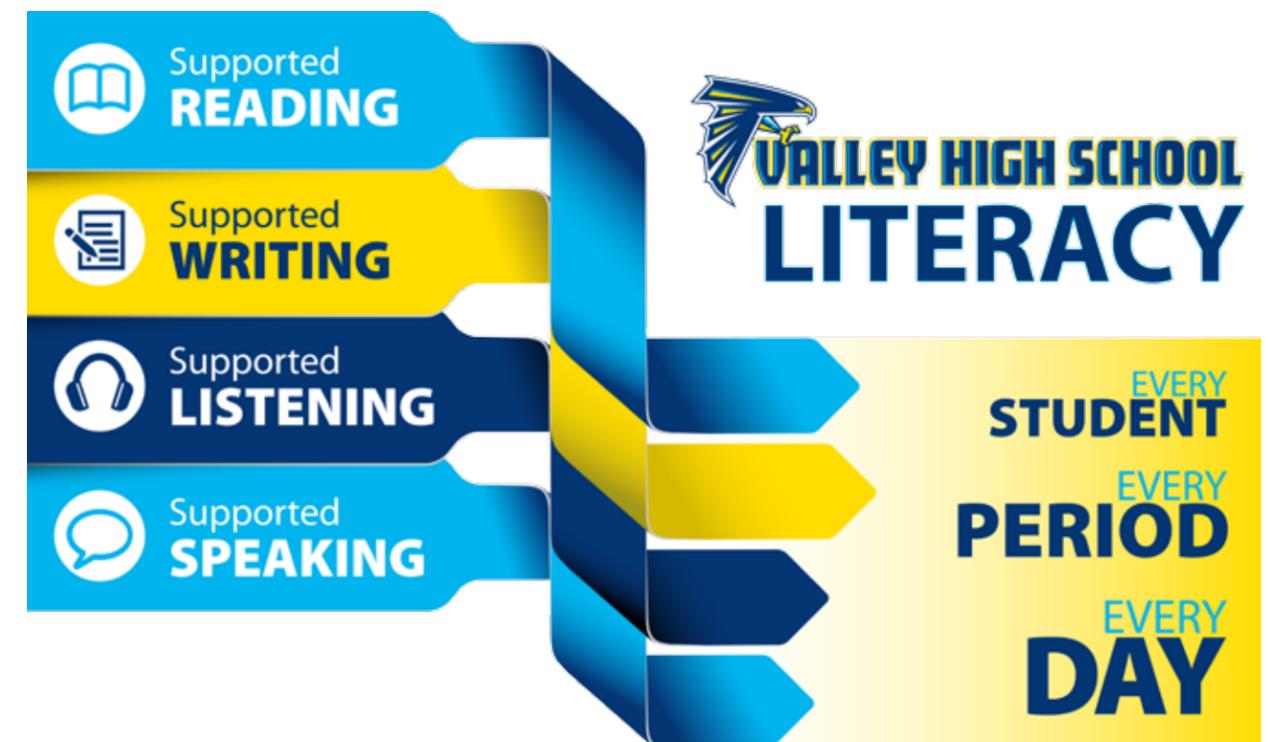
MANTRA

"A WORD OR PHRASE THAT IS REPEATED OFTEN OR THAT EXPRESSES SOMEONE'S BASIC BELIEFS"
<http://www.merriam-webster.com/dictionary/mantra>

Basic Belief

It is our *basic belief* that to improve their literacy skills, every student needs to read, write, listen and speak in every period, every day. We also know that because our students are significantly behind in their literacy abilities, they need consistent, strategic support to improve those skills.

We provide supported opportunities to read, write, listen and speak to every student, in every period, every day.





VALLEY HIGH SCHOOL LITERACY

WHAT IT LOOKS LIKE

WHAT DO WE MEAN WHEN WE SAY WE PROVIDED SUPPORTED READING, WRITING, LISTENING AND SPEAKING FOR EVERY STUDENT, EVERY DAY? WHAT DOES IT LOOK LIKE?

Supported READING

EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY

Valley provides SUPPORTED READING opportunities for every student, in every period, every day.

We MEAN

Teachers prepare appropriate scaffolds that allow all students to access complex text.

We SEE

Students engaging in prereading, during reading and after reading routines such as Read-Write-Pair-Share.

Supported WRITING

EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY

Valley provides SUPPORTED WRITING opportunities for every student, in every period, every day.

We MEAN

Teachers analyze the language demands of tasks and prepare scaffolds that allow all students to express their ideas clearly.

We SEE

Students using various tools and routines such as language frames and graphic organizers to write academically.

Supported LISTENING

EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY

Valley provides SUPPORTED LISTENING opportunities for every student, in every period, every day.

We MEAN

Teachers plan breaks in verbal lesson delivery which allows students time to process what they heard and allows teachers to assess understanding.

We SEE

Frequent checks for understanding, pauses in instruction for oral language processing and use of visual aides to support comprehension.

Supported SPEAKING

EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY

Valley provides SUPPORTED SPEAKING opportunities for every student, in every period, every day.

We MEAN

Teachers plan structured, accountable talk routines and prepare resources and opportunities for students to speak using context-appropriate language.

We SEE

Students accessing academic language frames to confidently speak with domain-specific academic and professional language.

WHAT IT LOOKS LIKE IN YOUR CLASSROOM

WORK WITH YOUR DEPARTMENT TO IDENTIFY EXAMPLES FOR YOUR SPECIFIC CONTEXT.

Supported READING EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY Valley provides SUPPORTED READING opportunities for every student, in every period, every day.	We MEAN Teachers prepare appropriate scaffolds that allow all students to access complex text.	We SEE
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Supported LISTENING EVERY STUDENT EVERY PERIOD EVERY DAY

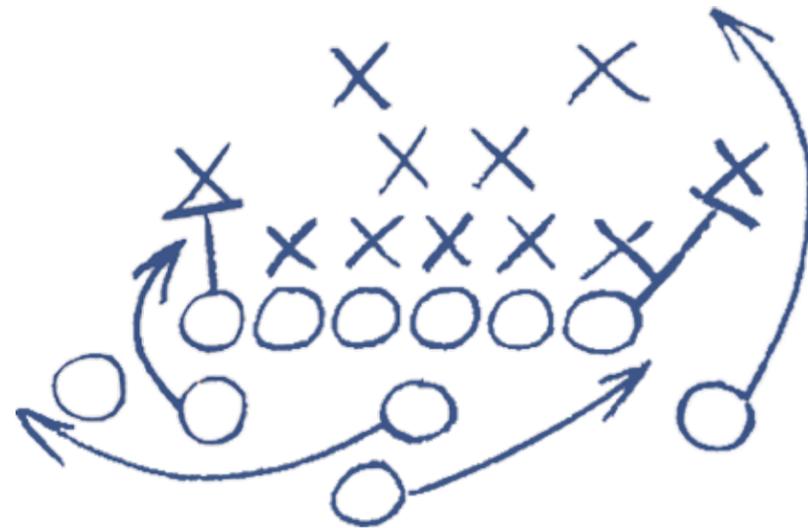
We SAY Valley provides SUPPORTED LISTENING opportunities for every student, in every period, every day.	We MEAN Teachers plan breaks in verbal lesson delivery which allows students time to process what they heard and allows teachers to assess understanding.	We SEE
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Supported WRITING EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY Valley provides SUPPORTED WRITING opportunities for every student, in every period, every day.	We MEAN Teachers analyze the language demands of tasks and prepare scaffolds that allow all students to express their ideas clearly.	We SEE
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Supported SPEAKING EVERY STUDENT EVERY PERIOD EVERY DAY

We SAY Valley provides SUPPORTED SPEAKING opportunities for every student, in every period, every day.	We MEAN Teachers plan structured, accountable talk routines and prepare resources and opportunities for students to speak using context-appropriate language.	We SEE
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GAME PLAN

WE ARE ALL ON THE TEAM.
WE ALL HAVE A PART TO PLAY.

RESPONSIBILITIES

All Staff

1. Participate in lesson study
2. Collaboratively examine assessment results and student experiences to inform instruction
3. Develop and support schoolwide practices to increase student learning and language development
4. Work in departments and PLCs to practice literacy-building instructional strategies
5. Expand the effective use of technology to meet student learning needs
6. Promote reading outside of class using resources such as Accelerated Reader®, Newsela® and Open eBooks

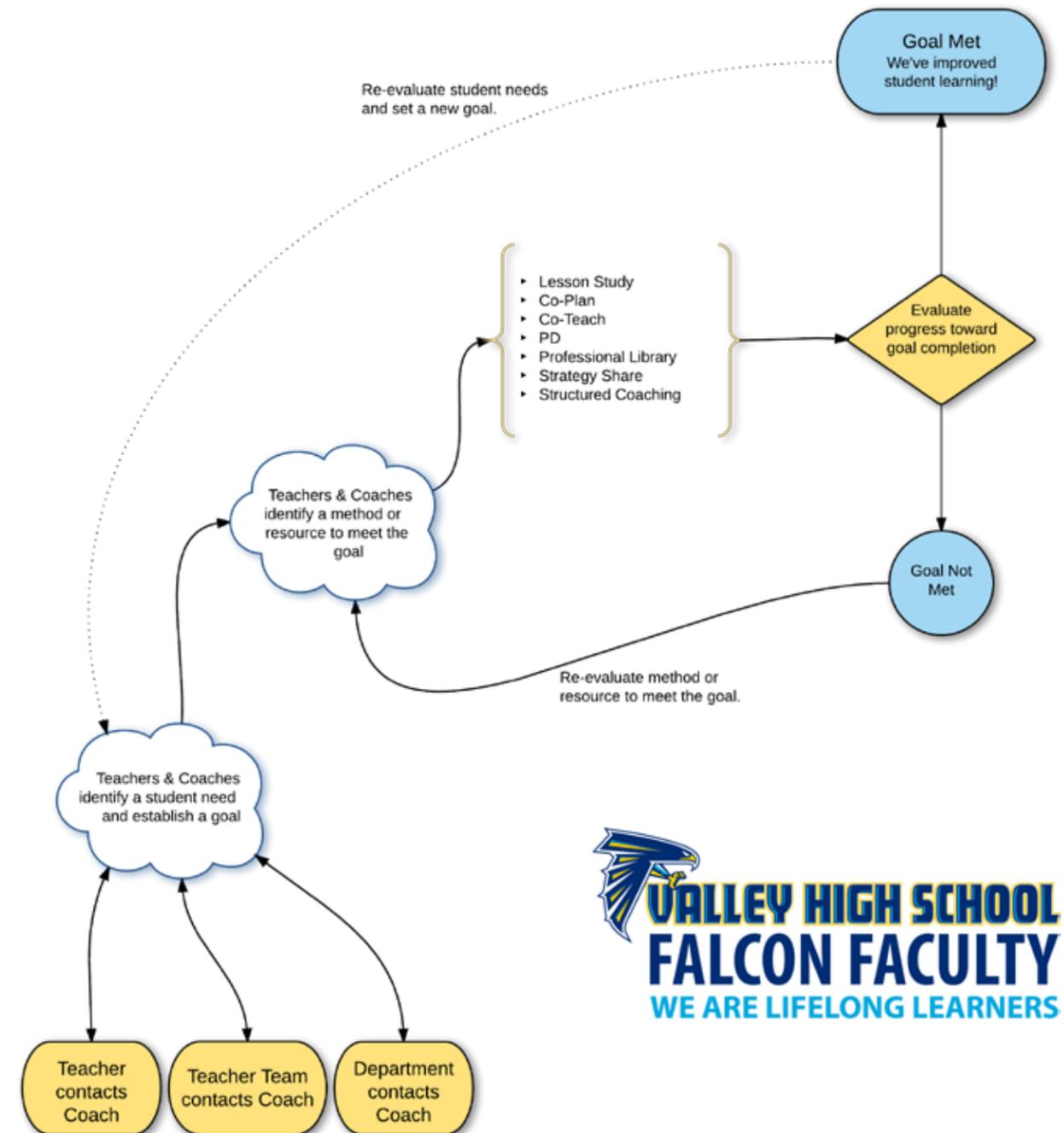
Instructional Coaches

1. Coaches support teachers' implementation of literacy-building instructional strategies broadly
 - a. Support reflective practices
 - b. Provide one-to-one coaching
 - c. Organize professional development
 - d. Facilitate and support lesson study
2. Data coach helps teachers access and use assessment data to drive instruction
3. Technology coach helps teachers effectively incorporate technology in their instruction

COACHING CYCLE

Instructional Coaching

- At Valley, coaching is conducted by teachers.
- It is a flexible and individual process **driven by teachers** to meet students' needs.
- Coaches can work with individual teachers, teams of teachers or entire departments.



SCHOOL WIDE EFFORTS AND SUPPORT

Lesson Study

- Ongoing, in-context, collaborative professional learning
- See pages 28-29 for details

Ongoing professional development

- Workshops organized by the Instructional Coaching Team

Room 2-3

- This room houses our professional library, hosts after school professional learning sessions and serves as a shared office for our coaches.
- Topics of resources in our professional library include classroom management, poverty and learning, student collaboration, effective academy schools, and many more. Come check them out!

Newsela

- Newsela PRO is a service that edits news articles and historical primary documents to five reading levels with a quiz and a writing prompt for each one.
- Valley has paid for a PRO subscription through the '18-'19 school year
- See Teresa Cavazos or Rebecca Sackett for support.
- newsela.com

StoryCorps

- This non-profit collects and archives the stories of everyday Americans. Use this tool to give your students opportunities to listen or to conduct interviews themselves.
- See Teresa Cavazos or Rebecca Sackett for support.
- storycorps.org

Accelerated Reader

- AR allows students and teachers to monitor reading practice by providing quizzes for thousands of texts.
- See Cynthia Case or Ngoc Tran for support in using this tool with your students.

Open eBooks

- This initiative makes thousands of full texts available for our students to read for free.
- See Clay Frenz to get access for your students.
- openebooks.net

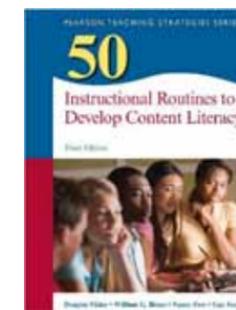


Mathematical Problem Solving Routine

- Valley teachers have established a routine for students to use when confronted with a mathematical problem. See Teresa Cavazos.

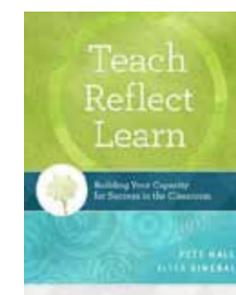
AVID strategies

- We have a shared folder of AVID resources. Use this web address to access it: <http://tinyurl.com/qz9lcu5>
- See Michael Collins and the AVID site team for support



50 Instructional Routines to Develop Content Literacy by Douglas Fisher, William G. Brozo, Nancy Frey and Gay Ivey

- Reference this book for strategies to support literacy development in all content areas
- Every teacher should have a copy. If you need one, come to 2-3.
- See any instructional coach for support.



Teach, Reflect, Learn by Pete Hall and Alisa Simeral

- Guide for cultivating life-long professional growth
- Clear tasks and challenges matched to your practice
- See the **Reflective Cycle** graphic to the right for a professional growth prompt.



COACHES

WE HAVE DIFFERENT TYPES OF INSTRUCTIONAL COACHES AT VALLEY.

Coaches

We have two full-time coaches available to work with teachers from 7AM-4PM daily and five coaches who split their time between teaching and coaching. Instructional coaches work with teachers across content areas to improve student literacy and thereby increase student access to the curriculum. Our ELD Coordinator/TOSA also serves as an instructional coach. Our coaches provide individual and group instructional coaching to help teachers meet their growth goals and students' needs. One full-time coach serves as a member of the Instructional Leadership Team (ILT) to ensure that literacy development is considered in all instructional efforts.

Data Coach

Our data coach helps teachers learn to access and interpret formative and summative data to inform instruction.

The data coach also prepares reports and data analysis for the ILT.

Technology Coach

Our technology coach supports teachers by providing assistance in implementing effective instructional technologies in the classroom and by compiling, creating, and sharing resources related to instructional technology.

The technology coach also keeps the staff, students and community connected by serving as our school webmaster.

Instructional Coaching Team

All of the coaches form the Instructional Coaching Team. The team meets weekly to engage in professional learning, collaborate to solve problems and coordinate to meet teachers' growth needs. Every teacher on campus has a point person on the Instructional Coaching Team.

INSTRUCTIONAL COACHING TEAM



Andrew Banderas
Instructional Coach
Available to coach per 1, 2, 3



Cynthia Case
Instructional Coach, AR Specialist
Available to coach per 3, 4, 5



Teresa Cavazos
Instructional Coach, Newsela Specialist
Available to coach per 3, 4, 5



Ian Lutack
Instructional Technology Coach
Available to coach per 1, 2, 3



Matt Morris
Instructional Data Coach
Available to coach per 2, 3, 5



Vanessa Riturban
Instructional Coach
Available to coach per 3, 5, 6



Rebecca Sackett
Literacy Coach, Newsela Specialist
Available to coach 8am-4pm



Ngoc Tran
Literacy Coach, AR Specialist
Available to coach 7am-3pm



Rob Walshe
ELD Coordinator
Availability varies

DISTRIBUTED LEADERSHIP

“A LEADER IS SOMEONE WILLING TO GIVE HIS STRENGTH TO OTHERS THAT THEY MAY HAVE THE STRENGTH TO STAND ON THEIR OWN.”

BETH REVIS, ACROSS THE UNIVERSE

“In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups.”

Eleni Natsiopoulou and Vicky Giouroukakis

<http://tinyurl.com/jas9auh>

Valley’s Instructional Coaching Team is part of a larger system of schoolwide distributed leadership.

This system is designed to decentralize authority. When implemented successfully, the system will create a more stable environment for our school community.

An important element of the distributed leadership model is an emphasis on “building capacity” or investing in staff members in all roles so they are prepared to lead and serve the school without leaving their positions to join formal school administrative teams. The following pages identify leaders on our campus who are serving Valley from their classrooms/offices.

If you haven’t already, please consider becoming part of Valley’s leadership by joining a team or committee. Reach out to any of the leaders listed to find out how you can be part of Valley’s Distributed Leadership.



TRAINED FACULTY LEADERS



Linh Woo
Valley Values Lead



Mayra Sanchez
COST Coordinator
(Coordination of Services Team)



Benjamin Vazquez
Restorative Practices Lead



Reuben Garcia
Thinking Maps Trainer



Maleah Dhenin
8th-9th Grade Articulation Lead



Michael Moss
8th-9th Grade Articulation Lead



Jim Fitch
Trained Instructional Coach



Darren Shimasaki
Trained Instructional Coach



Carlos Mejia
Program Coordinator, HSI

ACADEMY TEACHING TEAMS

Health & Automotive 9th Grade

David Bishop
Heather Dunsterville
Susan Lee
Alex Parra

Health & Automotive 10th Grade

Helen Fe
Robert Gabaldon
Saul Garcia
Nancy Leung
Erik Madrigal
Joanna Santiago

New Media & Global Business 9th Grade

Maleah Dhenin
Claire Dreyer
Richard Oberreuter
Jennifer Su

Global Business 10th-12th Grades

Mark Bartholio (Coordinator)
Dominic Crewe
Albert Madrid
Ricardo Manrique
Heather Risk
Benjamin Vazquez

Anteater All Grades

Andrew Banderas
Paul Castaneda
Olivier Cazalis
Andrew Banderas
Matthew Conover
Jim Fitch
Reuben Garcia
Rachel Guilkey
Robin Hollenbeck

Welcome All Grades

Daisy Contreras
Darlene Dzul-Baron
Kathy Lopez
Karina Morales
Yuri Lara
Mayra Sanchez
Vanessa Riturban
Rob Walshe

Culinary, Engineering, & New Media 10th Grade

Rachel Caddy
Cynthia Case
Robert Gabaldon
Jose Garcia
Tiffany Heremans
Yuri Lara
Jacob Larsen
Veronica Lopez
Karina Morales
Minh Vu

Culinary & Engineering 9th Grade

Karen Duong
Victor Jovel
Julie Siratt

LEADERSHIP TEAMS AND COMMITTEES

Academy Design Team

Mark Bartholio
 Matt Conover
 Theron Cosgrave (Consultant)
 Jessica Cosley
 Teresa Cavazos
 Jim Fitch
 Jose Garcia
 Gloria Garcia-Ortiz
 Shaylin Johnson
 Carlos Mejia
 Michael Moss
 Jack Oakes (HSI)
 Dave Richey
 Anissa Sequeira
 Michelle Swanson (Consultant)
 Ngoc Tran
 Ben Vazquez

Athletic Coaches

Terry Orabona (Director)
 Levelle Barrett
 Jen Borrell
 Paul Castaneda
 Matt Conover
 Damian Corradino
 Tara Cozens
 David Fausto
 Rachel Guilkey
 Yobany Martinez
 Larry Mohr
 Aimee Moore
 Matt Morris
 Brenda Ortiz
 Jose Sanchez
 Peter Sophabmixay
 Griselda Sosa
 Erik Terwilliger

AVID Site Team

Michael Collins (Coordinator)
 Andrew Banderas
 Mark Bartholio
 Rachel Caddy
 Teresa Cavazos
 Olivier Cazalis
 Matt Conover
 Daisy Contreras
 Tara Cozens
 Maleah Dhenin
 Hector Gamboa
 Laura Gomez-Pedroza
 Kathy Lopez
 Matt Morris
 David Richey
 Heather Risk
 Leslie Rodriguez
 Ortencia Sell
 Erik Terwilliger
 Brenda Torres

Instructional Leadership Team

Michael Collins (Chair)
 Ian Lutack (Vice Chair)
 Jeff Rozema (Secretary)
 Michael Berger
 Damian Corradino
 Robert Gabaldon
 Reuben Garcia
 Kathi Hagan
 Rigo Maldonado
 Ana Landrian
 Ian Lutack
 Carlos Mejia
 Sandra Perez
 David Richey
 Rebecca Sackett
 Anissa Sequeira
 Ken Stancil
 Alfredo Torres
 Ben Vazquez

Master Schedule Team

Olivier Cazalis
 Matt Conover
 Damian Corradino
 Maleah Dhenin
 Aimee DiLullo
 Leslie Rodriguez
 Jim Fitch
 Gloria Garcia-Ortiz
 Albert Madrid
 Matt Morris
 Alex Padilla
 Sandra Perez
 David Richey
 Alfredo Torres
 Javier Valdez
 Rob Walshe
 Linh Woo

Student Leadership Team

Rachel Caddy (PAL, Link Crew)
 Rachel Guilkey (ASB)
 Jordan Chavez
 Rosemary Escalera
 Monique Pena
 Jeff Rozema
 Maribel Sanchez

Branding Team

Ian Lutack (Lead)
 Rachel Caddy
 Teresa Cavazos
 Michael Collins
 Matthew Conover
 Maleah Dhenin
 Karen Duong
 Rosemary Escalera
 Jim Fitch
 Jose Garcia
 Rachel Guilkey
 Carlos Mejia
 Terry Orabona
 Luis Prado
 David Richey
 Jeff Rozema
 Rebecca Sackett
 Curt Sell (Consultant)
 Anissa Sequeira
 Darren Shimasaki
 Alfredo Torres
 Ngoc Tran
 Rob Walshe
 Linh Woo

Coordination of Services Team (COST)

Mayra Sanchez (Coordinator)
 Aimee DiLullo
 Gloria Garcia-Ortiz
 Maria Gonzalez
 Meliza Lozano
 Alex Padilla
 Sandra Perez
 David Richey
 Tajara Ross
 Jeff Rozema
 Ortencia Sell
 Anissa Sequeira
 Kenneth Stancil
 Alfredo Torres
 Javier Valdez
 Tina VanderWende

Innovative Teaching and Technology (ITT) Team

Ian Lutack (Lead)
 Olivier Cazalis
 Heather Dunsterville
 Hector Gamboa
 Jose Garcia
 Reuben Garcia
 Joaquin Hernandez
 Kathy Lopez
 Luis Prado
 Anissa Sequeira
 Julie Siratt
 Ngoc Tran

School Site Council

Rebecca Sackett (Chair)
 Graciela Villalobos (Vice Chair)
 Rachel Caddy (Secretary)
 Monica Apolonio
 Delia Enriquez
 Kathi Hagan
 Gera Humphrey
 Joanna Jaime
 David Richey
 Rebecca Sackett
 Vanessa Sanchez
 Darren Shimasaki
 Annie Tran

Valley Values Committee

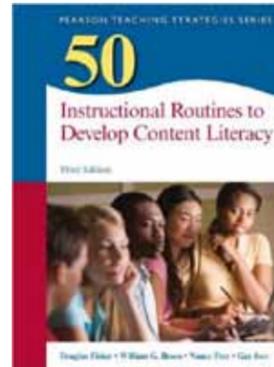
Linh Woo (Chair)
 Andrew Banderas
 Jose Garcia
 Carmen Gelman (Consultant)
 Susan Lee
 Kathy Lopez
 Veronica Lopez
 Rigo Maldonado
 Richard Oberreuter
 Jeff Rozema
 Rebecca Sackett
 Ortencia Sell
 Angie Chant-Sellers
 Paula Tarnow

WASC Leadership

Olivier Cazalis (Co-Chair)
 Maleah Dhenin (Co-Chair)
 Teresa Cavazos
 Ian Lutack
 Rebecca Sackett
 Ngoc Tran
 Rob Walshe

POWER PLAYS

USE THESE HIGH LEVERAGE STRATEGIES TO GET THE MOST “BANG FOR YOUR BUCK”.



These pages contain brief descriptions of the strategies and room to take notes. For step-by-step instructions and examples of application, see your copy of *50 Instructional Routines to Develop Content Literacy*. For help trying a strategy that is new to you or that you want to refine, see an instructional coach.

Read, Write, Pair, Share

“Read-write-pair-share is a way to promote peer interaction and accountable talk to facilitate learning... Students begin by reading a passage, then write a response to a prompt given by the teacher. After a few minutes, they are invited to discuss their writing with a partner. Finally, the class discusses the reading and their responses as a large group,” page 81, *50 Instructional Routines*.

This is a very effective routine for students who need processing time, longer reading or writing time and for students who are not usually comfortable speaking in a group. Sharing with a partner before addressing the whole class allows students to practice using academic language, check their answers and hold each other accountable. Accountability and structure are key to using this tool.

Literacy Focus	
<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

Close Reading

“Proponents of close reading argue that readers must understand the text and what the author is saying before they can have a meaningful transaction with the text,” page 15, *50 Instructional Routines*.

Close reading is a strategy that requires students to examine a piece of writing many times and with different purposes to understand and evaluate it closely. The practice includes: reading and re-reading, annotating, summarizing, explaining and determining significance. It’s a during reading strategy that focuses on comprehension.

For additional resources for effective implementation, see the protocol at the website below.

<http://tinyurl.com/o7c42qu>



Literacy Focus	
<input type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

Socratic Seminar

“Socratic seminar is an extended discussion centered on a complex text. It is named after ancient Greek philosopher Socrates, who espoused dialog as the path to solving complex issues with opposing viewpoints,” page 98, *50 Instructional Routines*.

This is an “after reading” strategy focused on enhancing comprehension and oral language.

As with all instructional strategies, the success of this routine will greatly depend on the structure and systems teachers provide students before introducing a new activity. This is especially true when facilitating a Socratic seminar. Students need to feel safe sharing their thoughts and opinions. They need to know the norms for expressing their understanding and potential disagreement.

Literacy Focus	
<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

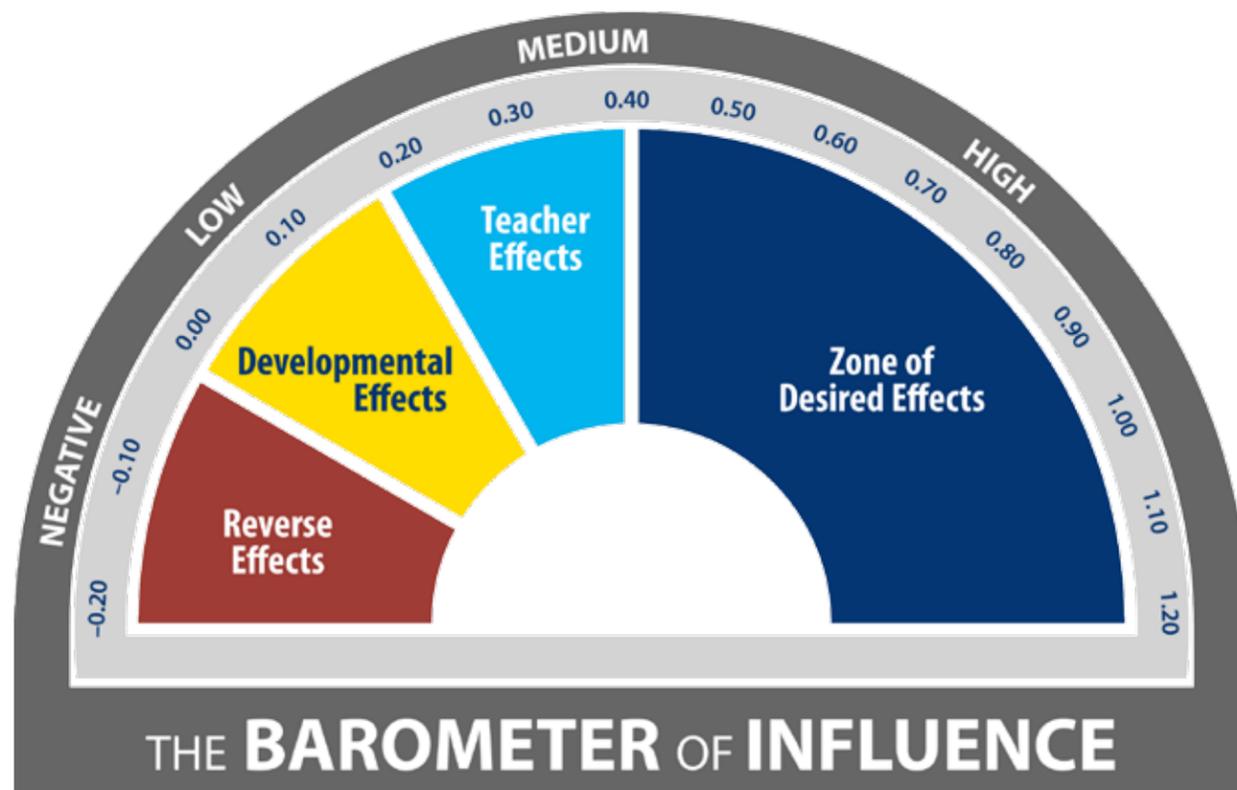
HIGH LEVERAGE STRATEGIES

John Hattie’s review of 70,000 studies and 300 million students reveals that there are specific practices we can employ to help our students make huge strides in a single year. His meta-analyses quantify the effect size of different instructional practices or strategies to determine which had the largest effect on student learning. The results confirm the importance of skilled teachers and our ability to select the most appropriate strategy for our specific student group.

The “barometer of influence” below demonstrates the range of effect sizes and what they mean. An effect size of .3 for example falls in the range of the amount of growth a student would achieve with the support of a good teacher. The exciting part of this research is the confirmation that it is possible for students to achieve more than a typical year’s worth of growth in a single school year. We know that, on average, our students are behind in their reading and writing abilities (see page 3). This means we need to devote our time and energy to employ teaching practices that yield higher than usual results in student learning.

The effect sizes for our Valley “power plays” are listed below.

- Read, Write, Pair, Share: 0.42
- Close Reading: 0.63-0.67
- Socratic Seminar: 0.85



Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning.*

STRATEGIC SUPPORTS

THESE STRATEGIES FOCUS ON SUPPORTING THE SPECIFIC ASPECTS OF OUR MANTRA. FOLLOW THE LINKS TO LEARN MORE.

You might be confident in your ability to support reading in class, but are at a loss for what supported listening looks like, etc. These strategies support different areas of comprehensive literacy. If the strategies listed just don’t feel natural for you, schedule time with an instructional coach. We’ll access the resources in our professional library and we’ll work on it together.

Supported Reading

When planning to support reading, there are three phases of the activity to consider: before, during and after. The strategies, graphics on the first page and every chapter page of *50 Instructional Routines to Develop Content Literacy (50 Instructional Routines)* designate which phase of the process the routine supports.

Next time you’re planning your lessons, be mindful to support students before they read, while they read and after they read. This consistent support is necessary to teach our students the skills and practices they need to adopt to become successful, independent academic readers.

CHUNKING means being very thoughtful and selective about what you require students to read. Chunking reduces the cognitive load so students can focus on comprehension and evaluation. This practice also lowers the affective filter which makes the academic environment less threatening or anxiety producing.

<http://tinyurl.com/qbz8a6q>



Before Reading

THINK ALOUD

“One way for teachers to make the reading process more observable to students is through thinking aloud as they read to students,” page 121, *50 Instructional Routines*.
<http://tinyurl.com/a3uc8c8>



Think Aloud - Literacy Focus

<input checked="" type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

ADJUNCT DISPLAYS are the pictures, graphs, maps, etc that are included with text. Previewing these resources with students helps activate prior knowledge and prepare them to read with comprehension.
 See page 3 in *50 Instructional Routines*.

Adjunct Display - Literacy Focus

<input checked="" type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

During Reading

ANNOTATION

“The practice of annotating a text, or ‘reading with a pencil,’ is done to deepen the comprehension of a reading. It involves more than simply highlighting or underlining,” page 9, *50 Instructional Routines*.
<http://tinyurl.com/nkz989z>



Annotation - Literacy Focus

<input type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

RECIPROCAL TEACHING “provides students opportunities to practice cognitive strategies—summarization, questioning, clarifying, and prediction—to understand the text,” page 83, *50 Instructional Routines*.

Reciprocal Teaching - Literacy Focus

<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

After Reading

WRITING FRAMES/TEMPLATES

“Writing frames are particularly helpful for English language learners because they serve as models of good writing—modeling being one of the most important scaffolds we can provide students as they learn English,” page 146, *50 Instructional Routines*...



Writing Frames - Literacy Focus

<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

EXIT SLIPS

“Exit slips are a quick and easy way for students to maintain involvement with a lesson even as it ends,” page 28, *50 Instructional Routines*.
<http://tinyurl.com/p7k6nyn>



Exit Slips - Literacy Focus

<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

Supported Writing

PREWRITING SUPPORT WITH GRAPHIC ORGANIZERS

(Thinking Maps) help students organize their thoughts and make connections before they write.
<http://tinyurl.com/86nkyrl>



Graphic Organizers - Literacy Focus

<input checked="" type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

ACADEMIC LANGUAGE FRAMES help students frame their learning in academic terms. They allow students to communicate academically while their general language skills are still developing.
 See pages 26-32 of this *Playbook*.
<http://tinyurl.com/pf2arga>



Language Frames - Literacy Focus

<input checked="" type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

Supported Listening

FREQUENT CHECKS FOR UNDERSTANDING allow students a break from listening and increases their understanding/retention.

<http://tinyurl.com/mv3vfwx>
<http://tinyurl.com/ogaleaa>



Check for Understanding - Literacy Focus

<input type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input checked="" type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input checked="" type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

NON-VERBAL NORMS help students struggling with literacy acquisition to focus their listening and learn the skills they need to master receptive academic oral language.
<http://tinyurl.com/ptwea7k>



Non-Verbal Norms - Literacy Focus

<input checked="" type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

Supported Speaking

THINK/WRITE TIME before requiring students to speak is another important way to lower the affective filter in your classroom.
<http://tinyurl.com/nguyvpb>



Think/Write Time - Literacy Focus

<input type="checkbox"/> Before Reading	<input type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

ACADEMIC ORAL LANGUAGE FRAMES model how we speak in academic settings and help students “try on the language” as they make it their own.
 See pages 26-32 of this *Playbook*.



Oral Language - Literacy Focus

<input type="checkbox"/> Before Reading	<input checked="" type="checkbox"/> Academic Language
<input type="checkbox"/> During Reading	<input checked="" type="checkbox"/> Comprehension
<input checked="" type="checkbox"/> After Reading	<input type="checkbox"/> Context
	<input checked="" type="checkbox"/> W I C O R

USING TECHNOLOGY TO ENHANCE INSTRUCTION

“Using technology” can mean different things to different people. This is what it means to us:

WE ARE CONNECTED

We communicate and collaborate.

We communicate and share with students and staff through online platforms such as G Suite for Education (including Google Classroom, Google Docs, Slides, Sheets, etc.), Canvas, Twitter, YouTube, Remind, Facebook, email, and online calendars . We regularly collaborate with our colleagues to learn about and try new resources.

We prepare our students to participate.

We help our students understand the importance of cyber safety and digital citizenship to prepare them for the 21st century global society.

WE ARE LIFELONG LEARNERS

We keep pace with changing technology.

We keep up with the technology that our students have access to for the purpose of improving learning. We are always open to learning about new resources and skills.

We reflect and refine.

We use the SAMR model (see right) to help reflect on and refine our use of technology.

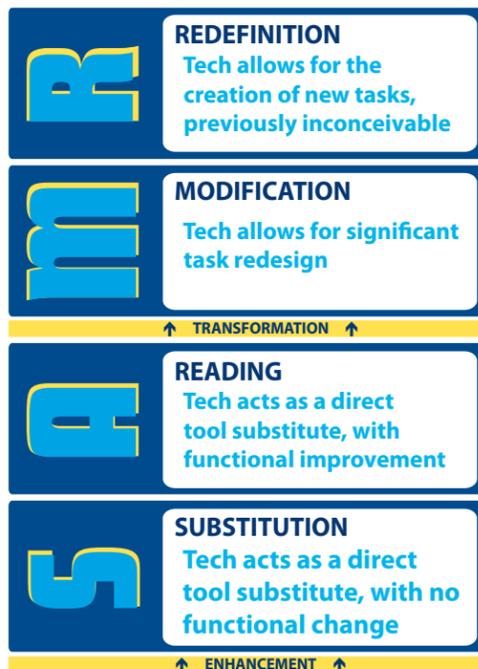
WE ARE STRONG

We focus on student learning.

We always keep student learning at the forefront of our practice and select the resources that will best support that in both appropriateness and relevance.

We cultivate a growth mindset.

We are not afraid to try something new and always learn from our less successful experiences.



USING DATA TO INFORM INSTRUCTION

“Using data” can mean different things to different people. This is what it means to us:

WE ARE CONNECTED

We know our students.

We access background information about our students at the beginning of the year and use it for seating, differentiation, etc. We monitor our students throughout the year and adjust our instruction based on student progress.

We are collaborative.

As colleagues, we have conversations about MAP goals, analyze our SBAC results, etc. We also engage students in discussions of their assessment results so they understand that we care about their educational progress and they are empowered to advocate for themselves and make informed choices about their class selection and study habits. We know feedback is important for students to learn and grow.

WE ARE LIFELONG LEARNERS

We are a professional learning community.

We are reflective about our teaching and always seek best practices. We use MAP growth reports and student achievement to guide us. We seek out and participate in professional learning opportunities (workshops, webinars, etc.) to enhance our students’ learning. We believe we can each teach and learn from one another.

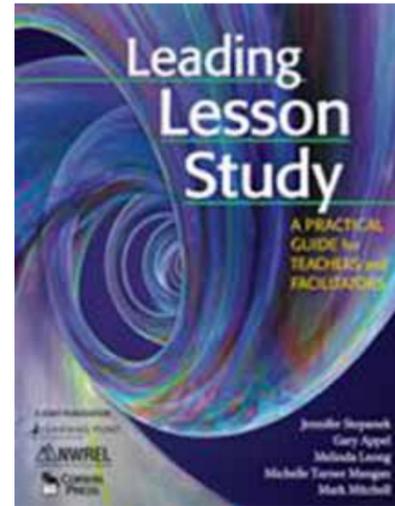
WE ARE STRONG

We are constructive.

We focus on support and growth in ourselves, our students and our colleagues. Our conversations are positive and supportive.

We support our students and differentiate instruction.

We use data to understand our students’ areas of proficiency and need. We prepare lessons with scaffolded access points and support so every student is able to learn.



LESSON STUDY

Lesson Study is an active, collaborative, sustainable professional learning routine that validates every teacher as an expert. It is also founded on the principle that we can all continue to learn and grow no matter how long we've been in the classroom. (We are Lifelong Learners!) It was developed in Japan and is a cornerstone practice in that country's schools. See the videos linked below for an introduction.
<http://tinyurl.com/jaqt2lx>
<https://youtu.be/Vv0HJ-ftOAU>



WE USE THE LESSON STUDY PROCESS AT VALLEY BECAUSE:

- It's teacher-driven, teacher-led and classroom-based.
- It's collaborative, comprehensive and ongoing.
- It's focused on student outcomes.
- The lesson study procedure works with all content areas, can be done in both course-alike and interdisciplinary teaching teams and is well-suited to our academy teams.
- It's in-context, self-determined professional learning focused on working with our students in our environment (resources, etc.).
- It's sustainable! This is something we can do without extra grant funds.

The process is valuable because it focuses on what we do every day. The lesson studied should be part of your regular curriculum. The point is to enhance and refine what we do regularly, not to create a once-a-year super lesson.

THIS IS HOW WE DO IT

PHASES

There are five phases in the lesson study cycle.

1. Setting Goals
2. Planning the Lesson
3. Teaching, Observing, and Debriefing
4. Revising and Reteaching
5. Reflecting and Sharing Results

(Stepanek, J., Appel, G., Leong, M., Turner Mangan, M., & Mitchell, M. (2006). *Leading Lesson Study: A Practical Guide for Teachers and Facilitators*. Corwin Press.)



VALLEY-SPECIFIC LOGISTICS

- The entire process takes five hours or class periods per cycle. All five hours of a cycle must be completed within 3 school days.
 Access our planning form here: <https://goo.gl/UxZ3xR>
 - Hour 1: Define the goal and refine/plan the lesson
 - Hour 2: One teacher teaches the lesson, the rest of the team observes students and collects data to see if the lesson helped students meet the goal
 - Hour 3: Team members share their observations and data then make adjustments to the lesson plan
 - Hour 4: One teacher reteaches the lesson to a different group of students, the rest of the team observes and collects data
 - Hour 5: Team reflects and creates a report to share findings
- Instructional Coaches will act as facilitators for the groups in the beginning. Next year, teaching groups will conduct lesson studies independently.
- The cycle will require 5 periods. Lesson study teams can receive SIG pay to meet outside of school hours if they would like more time to collaborate.
- Literacy coaches and Dr. Sequeida will work with Matty to get class coverage.
- Academy teams with a common collaboration period will go first.
- All of our lesson studies this year will focus on discipline-specific literacy and language.





ACADEMIC LANGUAGE FUNCTIONS

One important way to support students' academic language development is to explicitly teach the different functions of academic language, how to identify them and what language to use when engaging in those functions. Different writers and researchers identify different language functions. We are using the following six:

1. Cause and Effect
2. Proposition and Support, Problem/Solution
3. Elaboration/Description
4. Compare and Contrast
5. Sequence
6. Summarize

The next six pages provide an overview of each of the language functions. These pages were designed for student use. If you would like posters or digital copies, use the QR code below or contact Rebecca Sackett.



Language Function:

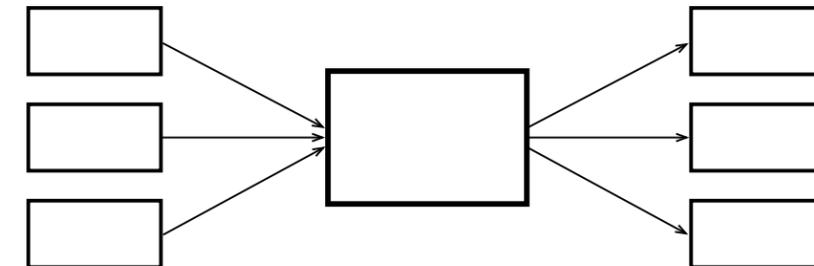
Cause and Effect

When you want to:

- Explain the cause of an outcome
- Express why something occurred

Use a:

Multi-Flow Map



Look for/use these words:

Intermediate

if ... then	because (of)
for this reason	therefore
as a result (of)	since
so	when (cause), ...

Write sentences like these:

- She was _____ because she didn't _____.
- If it _____, then we will _____.
- He believed _____ since _____.
- When _____ is added, _____ dissolves.

Early Advanced

it follows	since _____, _____
due to	consequently
one reason for	hence
thus	the cause of

- It was discovered that _____. Consequently _____.
- If _____ results in _____, it follows that _____.
- _____ has been caused by _____, thus _____.

Advanced

accordingly	once _____, _____
which in turn	even if _____ would
leads/led to	due to the fact that
leads me to believe that	subsequently

- Even if _____, we would need to _____.
- There have been _____, _____, and _____. This leads me to believe that _____.
- _____ has/have caused _____. Which, in turn, leads me to believe that _____.



Language Function:

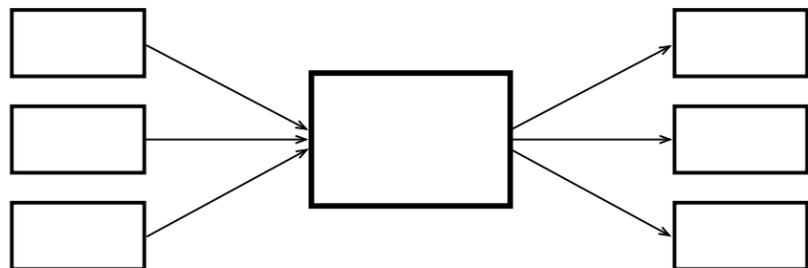
Proposition & Support Problem/Solution

When you want to:

- Defend an opinion
- Explain reasoning
- Justify a position

Use a:

Multi-Flow Map



Look for/use these words:

Intermediate

believe	reasons
opinion	for example
problem	in fact
agree	suggests
disagree	solution

Write sentences like these:

- I believe that _____.
- I believe this because _____.
- It is my opinion that _____.
- I disagree with _____ because _____.

Early Advanced

states	most importantly
argues	according to
supports	proposes
position	evidence
view	clearly

- According to _____, _____ is a serious problem.
- In support of this position, _____, I would argue that _____.
- The evidence suggests that _____.

Advanced

asserts	ultimately
claims	apparently
defends	therefore
persuades	nevertheless
based on	moreover

- Nevertheless, the evidence strongly suggests that _____.
- _____ defends this position by _____.
- Ultimately, we must agree that _____.



Language Function:

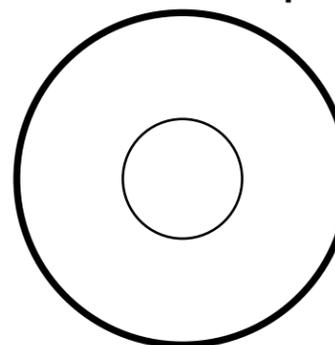
Elaboration / Description

When you want to:

- Describe attributes, qualities, characteristics and properties
- Explain relationships of objects in space

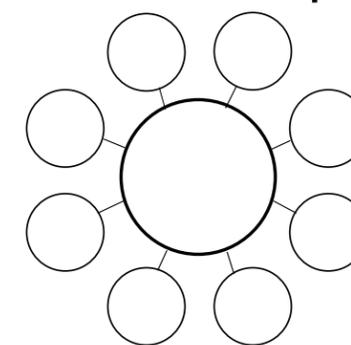
Use a:

Circle Map



Bubble Map

or a



Look for/use these words:

Intermediate

includes	for example
belongs	in other words
is called	described
explain	such as

Write sentences like these:

- One example of _____ is _____.
- _____ is called _____ and belongs to (is part of, is related to) a _____.
- _____ can be described as _____.

Early Advanced

displays	illustrates
known for	consists of
demonstrates	tends to
contains	in short
refers to	put another way

- _____ has _____ and is known for _____.
- _____ contains _____ and tends to _____.
- _____ is illustrated by _____.
- Characteristics (components) of _____ include _____ and _____.

Advanced

reflects	characterized by
exhibits	associated with
in essence	put differently
defined by	understood as
by extension	in essence

- Indicators of _____ are defined by _____.
- Frequently associated with _____, _____ is understood as _____.
- _____ is widely acknowledged as _____ and exhibits _____.



Language Function:

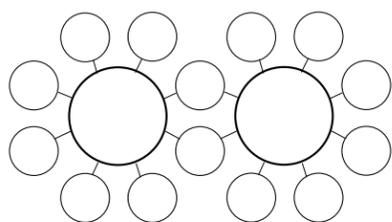
Compare and Contrast

When you want to:

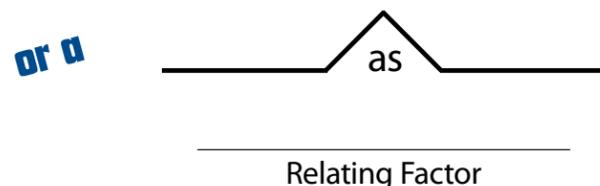
- Understand and express how two or more things are similar and how they are different

Use a:

Double Bubble Map



Bridge Map



Look for/use these words:

Intermediate

like	however
is the same as	yet
___er, ___est	unlike
___er than	best
but	are (not) the same

Write sentences like these:

- Both are / have / can _____.
- ___ and ___ are similar because they are both _____.
- ___ and ___ are different because ___ is ___ and ___ is ___.

Early Advanced

are similar because	just like
have in common	in contrast
difference between	compared to
on the other hand	

- Although ___ and ___ have some similar characteristics, they are very different
- The majority of ___ are ___, while ___ are _____.
- The differences/similarities between ___ and _____.

Advanced

as opposed to	a distinction between
each is	by comparison
just as	share common
whereas	attributes
	synonymous with

- While ___ and ___ are both ___, there are several major differences between them.
- The most notable is that the ___ has ___, whereas the ___ has _____.



Language Function:

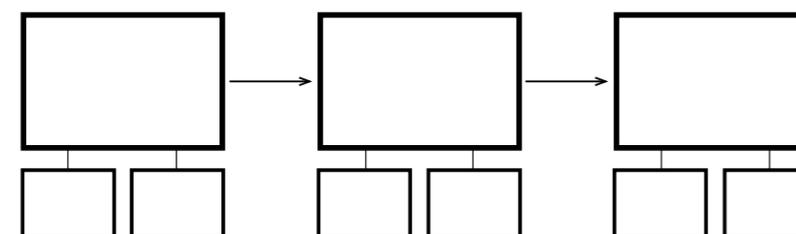
Sequence

When you want to:

- Relate steps in a process
- Express time relationships and actions within a larger event

Use a:

Flow Map



Look for/use these words:

Intermediate

first, second	while
finally	now
before/after	beginning, middle, end
earlier	next, later, then

Write sentences like these:

- First, ___ went ___. Then, ___ and ___. Next, there was _____.
- After (insert action), the _____.
- In the beginning/middle/end, _____.
- Now, _____.

Early Advanced

for the past	initially
previously	meanwhile
since	immediately
eventually	during

- For the past _____.
- Initially _____, then _____.
- Immediately before/after _____, _____.
- Meanwhile _____ was taking place/occurring/ happening.

Advanced

prior to	concluding
preceding	subsequently
following	simultaneously

- Prior to _____, _____.
- Subsequently, as a result of _____, _____ occurred/happened.
- Preceding the events/actions of _____, _____.



Language Function:

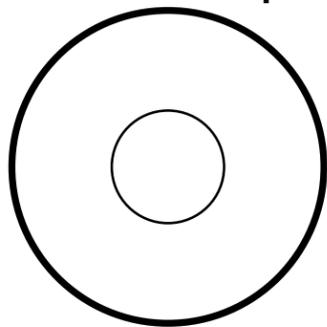
Summarize

When you want to:

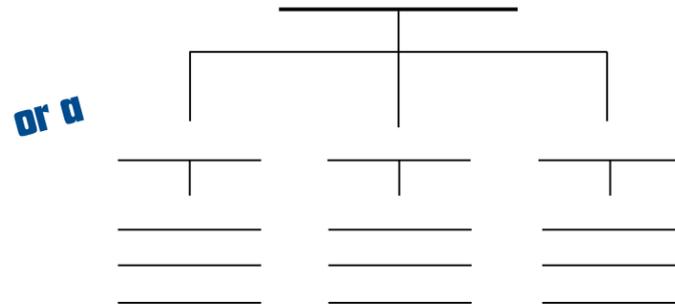
- Express main ideas and significant details

Use a:

Circle Map



Tree Map



Look for/use these words:

Write sentences like these:

Intermediate

the author (story, problem, question) tells/says important because

- The author (story, problem, question) tells/says _____.
- _____ is important because _____.

Early Advanced

in summary explains discusses

- In summary, _____.
- _____ explains _____.
- _____ discusses _____.

Advanced

illustrates mentions conclude(s) explores focuses on

- _____ illustrates _____.
- _____ mentions _____.
- _____ conclude(s) _____.
- _____ explores _____.
- _____ focuses on _____.

WICOR

AVID'S LEARNING SUPPORT STRUCTURE IS REPRESENTED IN THE ACRONYM WICOR. IT STANDS FOR WRITING, INQUIRY, COLLABORATION, ORGANIZATION AND READING. VALLEY PROMOTES WICOR FOR ALL OF OUR CLASSES AND STUDENTS.

Writing

Writing is:

- A learning tool
- A communication tool
- A record of thinking

Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

Inquiry

Inquiry is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

Collaboration

Collaboration is:

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

Organization

Organization is:

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

Students who organize:

- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors

Reading

Reading is:

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read



QUICK RESOURCES

- Room 2-3 This room houses our professional library, hosts after school professional learning sessions and serves as a shared office for our coaches.
- 50 Instructional Routines...* Reference this book for strategies to support literacy development in all content areas. See any instructional coach for support.
- Teach, Reflect, Learn* This book is your guide to lifelong professional growth. Your “point person” on the Instructional Coaching Team can help connect you to resources to meet your professional growth goals.
- Newsela.com Newsela is a service that edits news articles to five reading levels with a quiz and a writing prompt for each one. See Rebecca Sackett, Teresa Cavazos or support.newsela.com for support.
- Accelerated Reader AR allows students and teachers to monitor reading practice by providing quizzes for thousands of texts. See Ngoc Tran or Cynthia Case for support using this tool with your students.
- StoryCorps.org This non-profit collects and archives the stories of everyday Americans. Use this tool to give your students opportunities to listen or to conduct interviews themselves. See Teresa Cavazos or Rebecca Sackett for support.
- Open eBooks This initiative makes thousands of full texts available for our students to read for free. See Clay Frenz to get access for your students. openebooks.net
- G Suite for Education ITT Team members can provide support using Google Classroom, Forms, Slides, Docs, Sheets, etc. See page 14 for team members.
- Canvas Canvas is a learning management system (LMS) like Google Classroom. If you would like support exploring or using Canvas, see Ian Lutack.
- Mathematical Problem-Solving Valley teachers have established a routine for students to use when confronted with a mathematical problem. See Teresa Cavazos.
- Thinking Maps® This system teaches students to create graphics to represent and organize their learning. See Reuben Garcia for support.
- AVID Strategies Use this link to access our shared library of AVID resources: <http://tinyurl.com/qz9lcu5> See Michael Collins or the AVID Site Team for support.
- sausd.us/valley Look for “literacy” under “resources for teachers” to find the digital version of this and other literacy-focused tools.

FALCON

FACULTY

Estamos CONECTADOS

We are CONNECTED

Estamos APRENDIENDO SIEMPRE

We are LIFELONG LEARNERS

Somos FUERTE

We are STRONG