

# *Activity 1:*

## *Theory to Practice*

- Evaluate a lesson from your core reading program as it is written using the criterion that has been discussed in class so far.
  - What stands out?
  - Are there any gaps?
- Share in your group.
- Be prepared to share any major *ahas!*

# Activity 2:

## Three Tiers of Vocabulary

- Tier 1 general knowledge words
  - .
  - .
- Tier 2 literature access words
  - .
  - .
  - .
- Tier 3 content specific words
  - .



Think of words you know from Jack and the Beanstalk that might need to be taught to CLDLs from each tier

# Activity 3:

## The Vocabulary Game

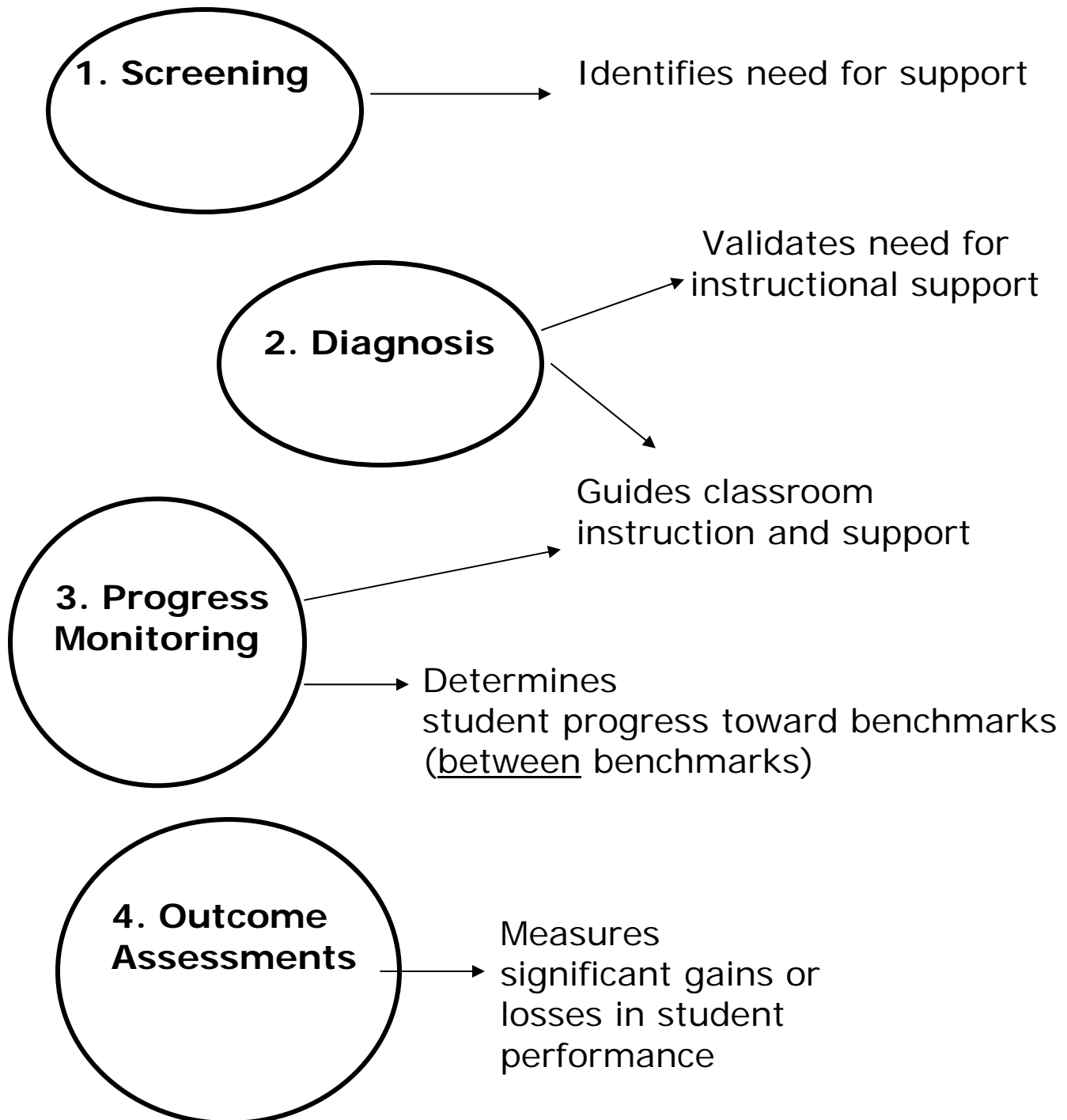
1. *Fingers in the air.*
2. (Randomly recite a definition for one of the words in the exercise you have just completed.)
3. *Touch the word \_\_\_\_\_.* (signal).
4. *Everybody, what word?* (signal)  
\_\_\_\_\_.
5. *What word means \_\_\_\_\_? Get ready.* (signal) \_\_\_\_\_
6. *What word?* (signal) \_\_\_\_\_
7. *Yes \_\_\_\_\_.*
8. (Repeat steps 1-7)

## Activity 4: Brain Wrap



- Discuss the presentation so far focusing on the similarity in developmental paths of EOs and CLDLs.
- Compare and contrast *explicit* and *implicit* instruction in language for CLDLs.
- List 3-5 questions or concerns to share with the whole group.
- Decide who will report out!

# Activity 5: Assessment



# Activity 6: Guiding Principles Use Scientifically Validated Practices

What do we know  
about:

- research validated practices?
- our needs?
- strategies matched to our needs?
- monitoring the extent to which they are effective?
- ineffective programs and strategies in place at present?

***What do we  
need to  
investigate?***

# One Final Activity: 10 things...

- In your groups, list 10 things from today that you can/will/would like to immediately apply to classroom instruction or instructional design at your sites.
- Prioritize the 10
- Identify areas where you will need support & from whom the support is needed.
- Be ready to share!

# Guiding Questions

## In-Band Academic Proficiency Level

1. At what level of risk (tier) is the student?
2. How much time is available for daily instruction?
3. If the student must be brought to grade level in two years (no more), how much do they need to learn in each year?
4. How much time can we find for appropriate daily instruction?

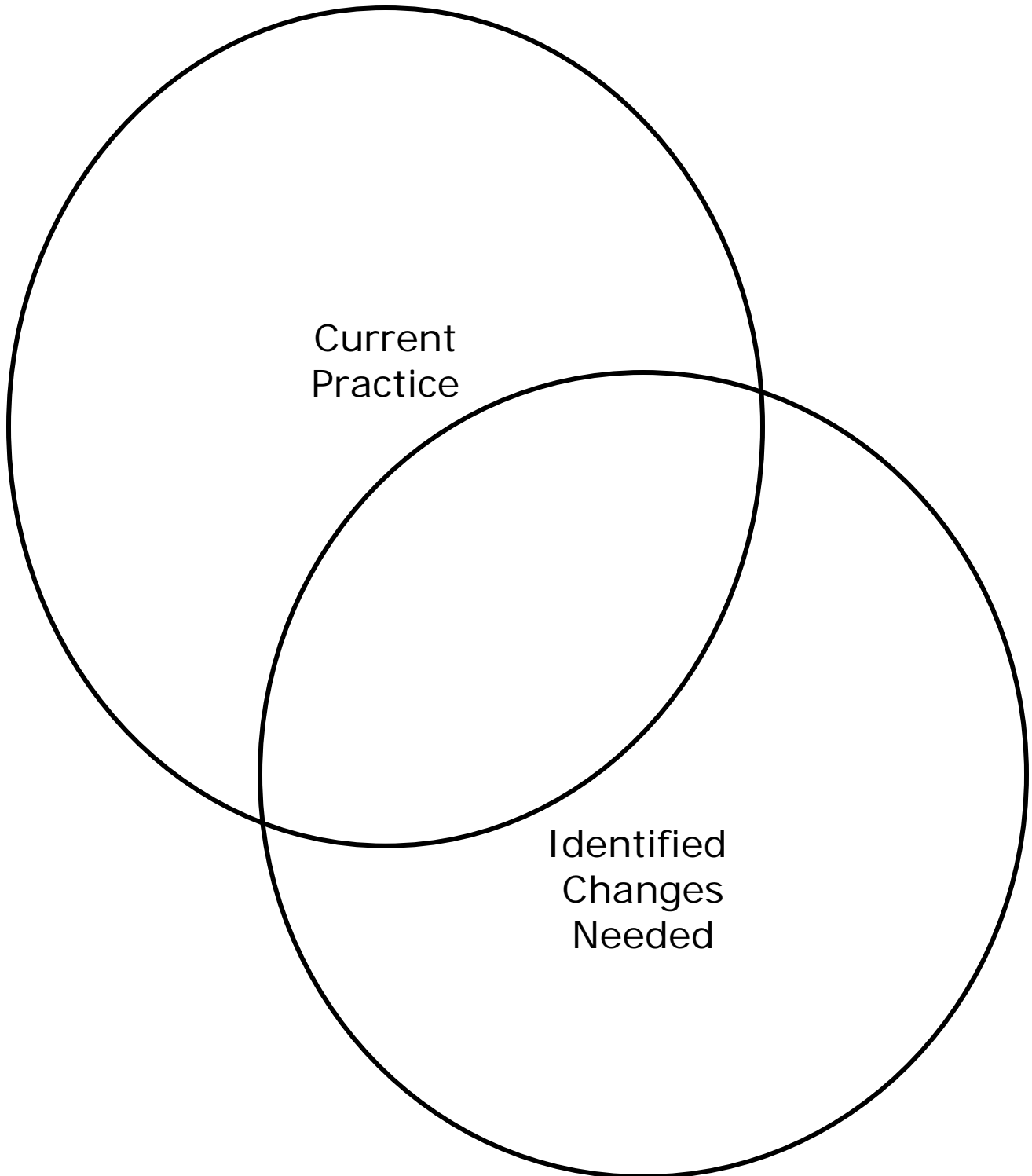
## Domain/s Curriculum Focus

1. In what domain/s does instruction need to focus?
2. How much time is available for daily instruction?
3. If the student must be brought to grade level in two years (no more), how much do they need to learn in each year?
4. How much time can we find for appropriate daily instruction?

# What does the Research Say?

- What is the most effective size for small group instruction?
- How long should interventions last for struggling students?
- What are the daily time requirements?
- What instruction is critical?

# Reflecting on Practice



Current  
Practice

Identified  
Changes  
Needed