How to plan and monitor effective teaching and learning

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Slides Available for Download at:

https://www.theliteracybug.com/s/Planning-Monitoring.pdf

Recommended Reading

Fisher, D., Frey, N. & Lapp, N. (2011). What the research says about intentional instruction.

In S. J. Samuels & A. E. Farstrup (Eds), *What research has to say about reading instruction (4th edition)*. (pp. 359 - 378). Newark, DE: International Reading Association.

Related Presentations

An Overview of Literacy Development
https://youtu.be/zG0X6S6Ii44

Planning and Monitoring for Effective Instruction
https://youtu.be/GFtdTd1Bdqc

Teaching According to the Stages of Development
https://youtu.be/o9_cXQ-Q9c8

Objectives

- to encourage **informed, intentional, evidence-based teaching**, which takes into consideration the learners' currents skills, knowledge and intentions;

- to emphasise the importance of **gradual, progressive, sequenced practice** that allows learners to become proficient, confident and knowledgable;

- to reinforce how instruction need to include **clear scaffolding to help learners** *see* the patterns within their learning; and

- to reinforce why it is important to **reflect regularly** on teaching and learning activities.

Parts

1. Key Principles

2. Providing Effective Scaffolding

3. Responding to the Needs of the Learner

4. Conclusion

Note (before we begin):
This presentation will NOT explore *what* to teach or *how* to teach in detail. Those topics/issues will be covered in other presentations. *This* presentation provides advice on *general planning, monitoring and reflection principles.*
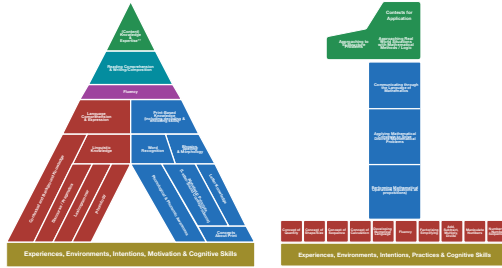
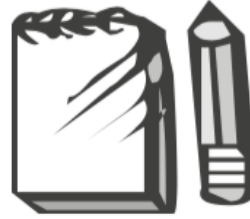Please explore and enjoy!

KEY PRINCIPLES
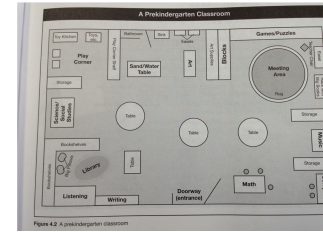
Steps to Planning, Teaching and Monitoring

Step #1: Develop a Student Profile

Step #2: Set Appropriate Language, Literacy, Numeracy and Learning Goals

Step #3: Gather Together a Plan of Activities & Content

Step #5: Identify a Suitable Teaching Space, Time & Resources
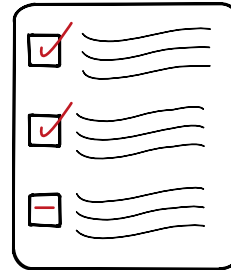
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)
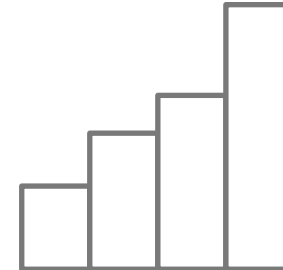
Step #6: Conduct Lessons or Learning Activities

Step #7: Reflect on Teaching Practice Regularly/Routinely

Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly

Step #9: Assess/Reflect Upon Development on a Periodic Basis

Step #10: Update Student Profile

The [student] as a novice is continually attempting to make sense of new situations and to acquire the skills necessary to function in those situations. The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible. Intersubjectivity, shared understanding based on common area of focus is seen by adherents of literacy engagement as a crucial prerequisite for successful communication between teacher and [student]

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

Focus Areas	Monitoring	Achievement
Socio-Emotional Development - it is also well documented that children are better positioned to learn if they have a strong self-concept, have high learning expectations, are motivated and engaged and feel a sense of safety and trust within learning environments and amongst peers.	☐ .	
Cognitive Development - effective learners can attend/concentrate, recognise and recall information, and notice patterns within the learning. Learners are also skilled at monitoring their learning, developing rules and extracting generalisations. (*NB: also can attend to situated cognition.*)	☐ .	
General Language Development - Language development serves as the cornerstone of literacy development. It is well documented that children with language delays are prone to struggle with literacy. Even though there are many aspects of language development, the following are considered the (broad) areas of language skills: phonology, vocabulary, grammar and pragmatics/use. (*NB: ELLs are in a high risk category*)	☐ .	
Vocabulary Development - Vocabulary knowledge is one of the greatest determinants in reading comprehension (*in addition to being able to follow the logic of sentences*). For equipped readers, reading is the source of new vocabulary encountered during wide reading. For struggling readers, the vocabulary in books is a significant stumbling block to comprehension.	☐ .	
Sentence Construction & Grammatical Knowledge - In the end, literacy isn't about letters and words. It is about the composition and comprehension of messages, and these messages are initially expressed in sentences of varying structures and ingredients.	☐ .	
Morphological Development - It is one thing to learn the alphabetic principle, it is another thing to learn the meaningful patterns within words, such as features that identify verb tense, part of speech or a word's meaning. These can be deciphered by understanding the prefixes, suffixes and Latin/Greek roots in English. (*NB: word families*)	☐ .	
Phonological and Phonemic Awareness - Even though language is the foundations for literacy, language skills alone will not lead to literacy. Learners must become attuned to the sounds within words if they are going to become proficient at matching letters (or graphemes) to sounds. Phonemic awareness involves the following skills: listening, sensitivity to rhyme, identifying words within sentences, identifying syllables within words, identifying onset and rime, noticing individual sounds, and matching sounds to letters. (*NB: full phonemic segmentation*)	☐ .	
Concept of Print/Word (Print Awareness) - Literate individuals take print for granted. In truth, a child comes to realise that a printed word conveys meaning, that prints moves from left to right (in English) and that punctuation is a meaningful features of language-in-print.	☐ .	
Letter/Alphabet Knowledge - The Alphabetic Principle is the interface between language and literacy. Learners begin this journey by learning main letter names, learning their sounds, learning to write those letters and learning to combine those letters to form familiar words, such as the leaner's name. (*NB: invented spelling*)	☐ .	

Focus Areas	Monitoring	Achievement
Decoding & Encoding (Spelling) Ability - equipped with language, with phonemic awareness with alphabetic/morphological knowledge and some additional support, the learner has the tools to begin analysing known (oral) words and encoding them into print (a.k.a. invented spelling) In addition, a synthetic approach to phonics provides a more deliberate and cumulative approach to learning the elegance and intricacies of "the code". This area involves both skills and accumulated knowledge.	☐ .	
Rapid Word Recognition and Fluency - The goal is to ensure that learners can rapidly read and write words fluidly in literacy acts, which involves an integration of decoding/encoding, sight word knowledge, vocabulary knowledge, grammatical competence, and textual awareness.	☐ .	
Mechanics of Writing and Representing - In addition to "word reading fluency", it is important that learners develop the skills to write and represent rapidly and fluidly, so that the mechanics of writing do not disrupt the process of transcribing ideas onto the page. (*NB: handwriting*)	☐ .	
Ability to Construct and Read Diverse Texts - If literacy isn't about merely letters and words, then it isn't merely about sentences either. Effective learners are able to recount, describe, narrate, explain, persuade, review, inform and more. To achieve this, learners receive appropriate scaffolding from adults to guide the construction/interpretation of texts.	☐ .	
Demonstrated Skills of an Effective, Fluent Reader - Effective readers do not merely read accurately the words on the page. They must be visualise, conceptualise, summarise, question, interpret, react, evaluate and synthesise. They must develop opinions and critique/analyse.	☐ .	
Demonstrated Skills of an Effective Writer - Writing juicy sentences is one thing. Writing engaging, effective texts is another. Across a learner's lifespan, he/she will need to deliberate over the writing process to compose a variety of texts for a variety of audiences and purposes.	☐ .	
Demonstrated Ability to Engage in Discussions - Behind every text is a conversation. Texts ask and answer questions. Questions propel deep comprehension, and help readers understand an author's purpose. Knowing the audience's questions also helps structure what we write.	☐ .	
Demonstrated Skills of an Effective Learner - Effective learners are goal-oriented, inquisitive, strategic and patience. They have an image of the outcome and work toward that outcome with the support and guidance of others. They also actively seek out the support to resolve questions and uncertainty.	☐ .	
Ability to Organise, Develop & Apply Knowledge - Literacy is not only about language and print, though. Effective comprehension and composition require learners to form concepts, images, and (mental) models, which they organise - in turn - find the words to express. (*NB: using images, drama and mind mapping to organise and sequence ideas and relations.*)	☐ .	
Ability to Form Areas of Interest and Expertise - Effective learners grab hold of particularly topics and pursue these topics with a keen interested to know all that there is possible to knowledge.	☐ .	

Name: _____ **Age**: _____

School: _____ **Grade**: _____

Notes:

NSW Literacy Continuum

Print Concepts	☐	*Speaking*	☐
Phonemic Awareness	☐	*Vocabulary*	☐
Phonics	☐	*Writing*	☐
Reading/Fluency	☐	*Comprehension*	☐

Chall's Literacy Stage

⬭

Fountas & Pinnell

⬭

Progressive ELL Stages

Silent / Early Production / Productive /

Intermediate Fluency / Advanced Fluency

Words Their Way (Spelling)

Early / Middle / Late

Emergent / Alphabetic / Within Word
/ Suffix-Affix / Derivational

ESL Scales

Reading & Responding ☐ *Oral Interaction* ☐ *Writing* ☐

EAL/D Progression

K - 2		3-6	7 - 10
Speaking	*Listenng*	*Writing*	*Reading*
☐	☐	☐	☐

Numeracy Continuum

Aspects

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Accomplished	**Currently Developing**	**Age/Grade Expectations**

Goals and Action Plan

MY GOALS FOR INDIVIDUALS/CLASSES ARE:

Teacher/Class/Student: _____   Dates/Term: from: _____ to _____

☐ **Big picture goal or question being pursued in the learning:**

	Element	Goals	How?
☐	oral language (general)		
☐	vocabulary development		
☐	grammatical development		
☐	phonemic awareness		
☐	concepts of print (print awareness)		
☐	alphabetic knowledge		
☐	further letter-sound knowledge		
☐	blending of sounds/ letters		
☐	forming & recognising words		
☐	using & exploring words		
☐	sentence writing		
☐	text writing		
☐	reading practice & fluency		
☐	reading / viewing comprehension		
☐	writing, composing & representing		
☐	developing knowledge, questions & interests		
☐	speaking, listening collaborating & discussing		
☐	numeracy & mathematics		
☐	confidence, trust, initiative & risk taking		

PLANNING SHEET

Teacher/Class/Student: _____   Dates/Term: _____

My Teaching Practice Does Include or Should Include:

_____
_____
_____
_____
_____
_____
_____

Because:

_____
_____
_____
_____
_____
_____
_____

Element	Content & Activities	Expectations

Teaching and Learning Goals/Objectives Are:

_____
_____
_____
_____
_____
_____

DATE: _____ TIME: _____ DURATION: _____ LOCATION: _____

STUDENT(S):   CONTENT AREA(S):   SKILL(S):

OBJECTIVES/GOALS	KEY ACTIVITIES

REQUIRED MATERIALS

8 **1**

7 CYCLE (TEACHING AND LEARNING) FOCUS **2**

6 **3**

5 **4**

TEACHER'S ACTIONS

STUDENT'S ACTIONS

OUTCOMES	COMMENTS/OBSERVATION/REFLECTION

FOCUS OF PREVIOUS LESSON	FOCUS FOR NEXT LESSON

Planning & Reflection Template

Tutor/Teacher: _____   Tutee(s)/Student(s): _____

Date: _____

_____

Duration (e.g. 45 minutes): _____

_____

Session/Cycle: _____

_____

Literacy Focus for the Lesson (choose no more than three to four areas per session)

- ☐ Phonemic awareness
- ☐ Print awareness
- ☐ Word/phonics study
- ☐ Sight word (fluency) practice
- ☐ Developing vocabulary
- ☐ Composing sentences
- ☐ Reading (practice)
- ☐ Asking/answering questions
- ☐ Visualising
- ☐ Predicting/inferring

- ☐ Making connections (to concepts)
- ☐ Summarising/determining important ideas
- ☐ Responding to a text
- ☐ Considering a model for a writing task
- ☐ Planning/prewriting
- ☐ Organising writing & drafting
- ☐ Revising (for content and for correctness)
- ☐ Exploring background knowledge
- ☐ Discussing, debating and critiquing
- ☐ Other:

Session Goals/Objectives: (no more than two to three)

Texts/Materials Required

Procedure for the Session's Activities

How do you know if student(s) are meeting session and term objectives?

ON BACK: Write your **post-session reflection**

Session Planning and/or Record Keeping

☐ **Big picture goal or question being pursued in the learning:**

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

☐ **Summary of achievements and next steps:**

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Area	Content	Learning Scale	Notes
What has been read? and what progress have you noted?		1 2 3 4 5	
What has been written? and what progress have you noted?		1 2 3 4 5	
What topics have been discussed/explored? and what would you rate the quality of learning?		1 2 3 4 5	
What vocabulary has been developed? and what progress have you noted?		1 2 3 4 5	
What language/literacy features have been taught/ learnt? and what progress have you noted?		1 2 3 4 5	
What related skills have been developed?		1 2 3 4 5	
How would you describe the learner's emerging interest/ motivation? and what progress have you noted?		1 2 3 4 5	

Truism ...

A learner requires adequate time, space and resources to practice as well as instruction (or support) that is based on quality teaching and supportive relationships. This instruction (or support) must be based on a clear understanding of the learner's needs and interests at that moment/stage.

Practice makes perfect

We must appreciate how "the [student] is a novice who is continually attempting to make sense of new situations and who must acquire the skills necessary to function in those situations.

"The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible."

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

How do we move learning along the path?

Jenny Hammond and Pauline Gibbons refer to teachers needing to 'look in two directions'. The **learning by design process** generally begins with the curriculum – with teachers asking themselves to identify outcomes, objectives and key ideas, and then moves to determining the prior knowledge of their students. When catering for the needs of EAL/D students, there is a greater need for teachers need to look in both directions at the same time.
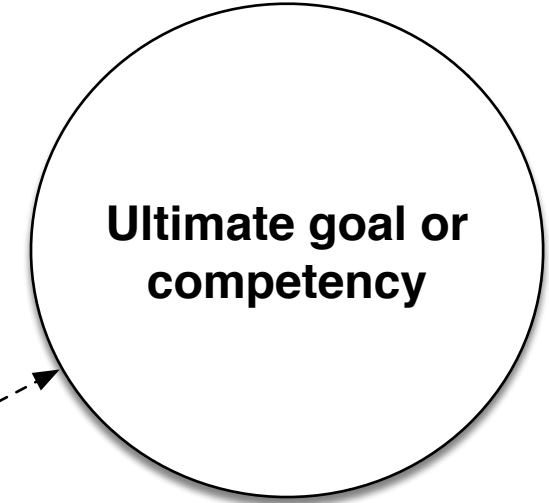
Ultimate goal or competency

Where we want the student to get to (or to achieve)

activity or milestone

activity or milestone

activity or milestone

Where this student is.

PROVIDING EFFECTIVE SCAFFOLDING

Providing students with … supports is vital to success … Scaffolds that expose the hidden curriculum and build bridges … help ensure that students … [can] succeed." (Mehan, 2008, pp. 65)

Mehan, H. (2008). A Sociological Perspective on Opportunity to Learn and Assessment. In P. Moss, D. Pullin, J. P. Gee, E. Haertel, & L. J. Young (Eds.), Assessment, equity, and opportunity to learn (pp. 42–75). Cambridge: Cambridge University Press.

Scaffolding

Scaffolding refers to supports that teachers provide to the learner during problem-solving — in the form of reminders, hints, and encouragement — to ensure successful completion of the task. An important feature of scaffolding, especially in authentic, apprenticeship contexts, is keeping the task whole.

For example,

when a child is learning to sew or set the table, adults may step in and help with the trickiest or most difficult part — threading the needle or taking the breakable glasses down from the top shelf.

In classrooms, teachers help students with the research before sending them to the library. When a student is stuck because she can't find information on a given topic, the teacher may suggest a new search term or help the student narrow the topic.

Gradually, as competence increases, the teacher cedes more control to the learner. To be successful, the learner must also come to understand and take ownership of the goal.
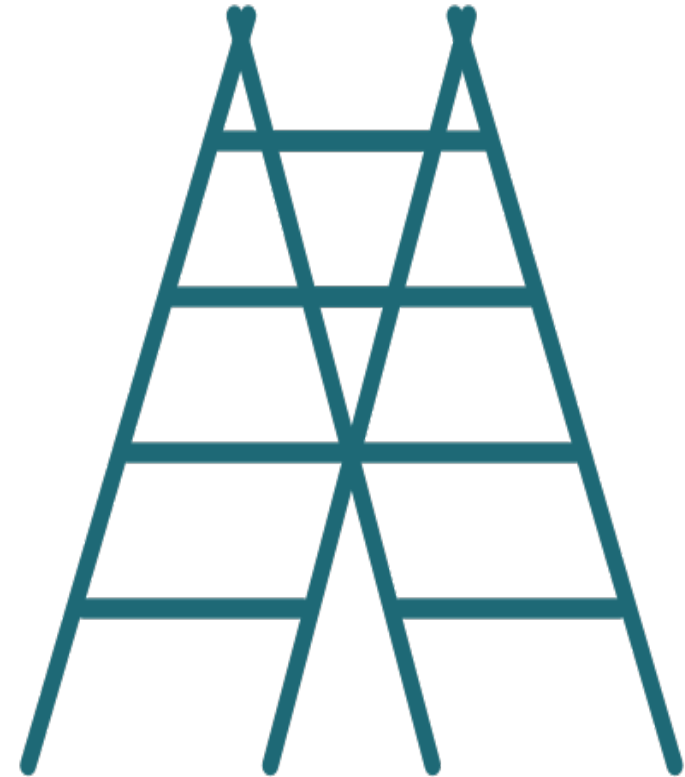
Meeting a Student's Needs
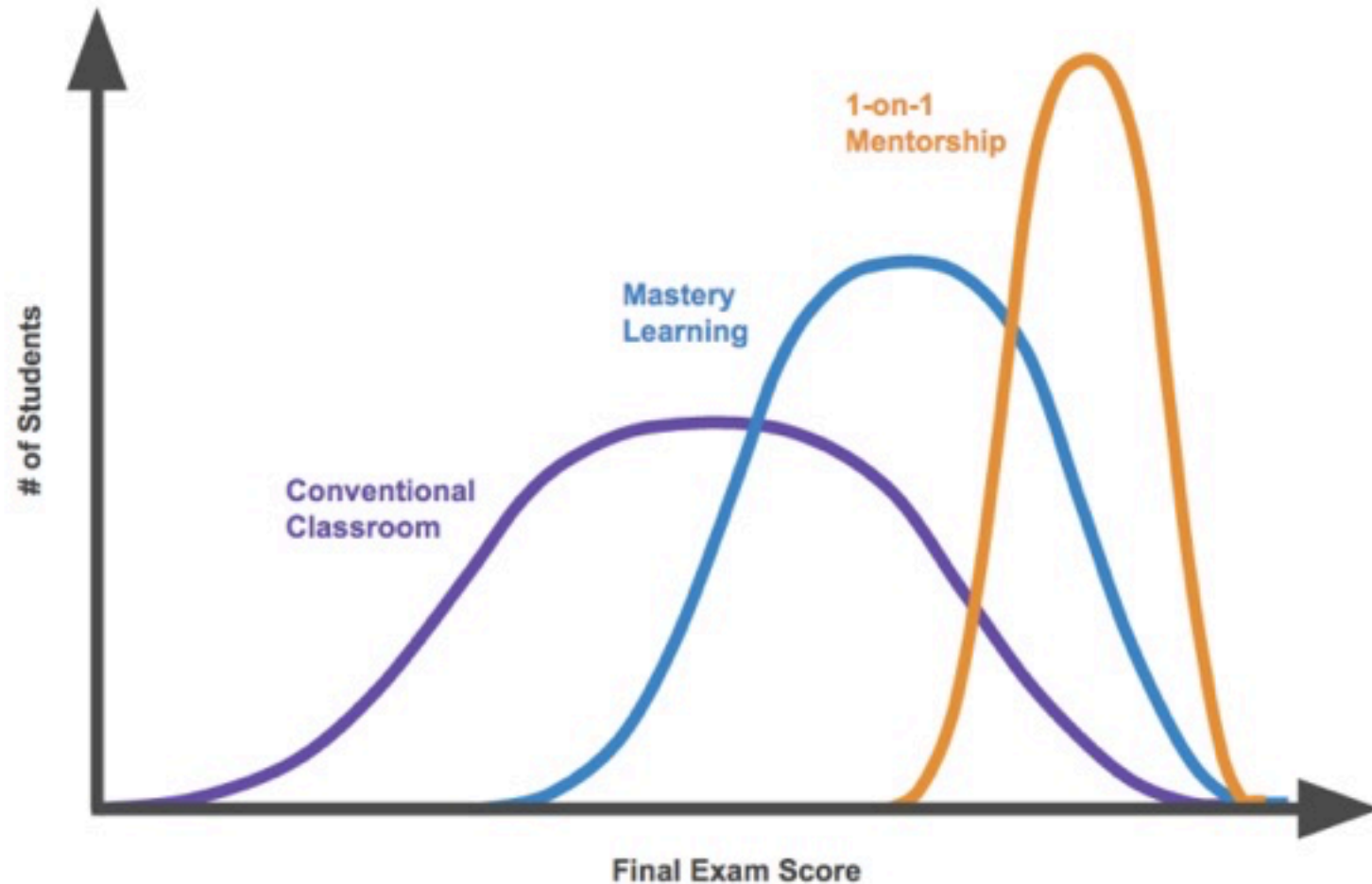
Bloom, B. S. (1984). The 2 sigma problem: the search for methods of group instruction as effective as one-to-one tutoring. Educational Researcher, 13(6), 4-16.

What do you think a **Conventional Classroom** looks like? And why would it generate a bell curve of achievement?

How might **Mastery Learning** differ from the picture of a "conventional classroom"? What is a teacher doing in a mastery environment which would enhance achievement?

What are the features of **One-on-One Mentorship**? Why would this enhance achievement even further? What is possible in the master-apprenticeship model of mentorship that isn't possible in larger groups?

Gradual Practice: More Like a Spiral Than a Funnel

To become practiced …

Revisit/
Clarify Goals
and Purposes

Plan

Take Action/
Experiment

Assess/Gather
Evidence

Study
Reflect
Evaluate

Modify Actions
Based on
New Knowledge

Modify Actions
Based on
New Knowledge

Revisit/
Clarify Goals
and Purposes

Plan

Take Action/
Experiment

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Modify Actions
Based on
New Knowledge

Clarify Goals
and Purposes

Plan

Study
Reflect
Evaluate

Take Action/
Experiment

Assess/Gather
Evidence

"Caring about [students'] rights means caring … about the trajectories of learners as they develop within content areas in school as part of communities of practice, engaged in mind, body, and culture, and not just as repositories of skills, facts, and information." (Gee, 2008, pg 105)

Gee, J. P. (2008) A sociocultural perspective on opportunity to learn. In P. Moss, D. Pullin, J.P. Gee, E. Haertel, and L. Young (Eds). Assessment, equity, and opportunity to learn (pp. 76-108). Cambridge: Cambridge University Press.

"Success builds on success, because as students gain confidence, they are willing to work harder and can more readily learn." (Au, 2005, pp 175)

Au, K. (2005). Multicultural issues and literacy achievement. Mahwah, NJ: Erlbaum

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Build
Skills & Confidence

Expand,
Organise, Apply
& Evaluate
Knowledge

Provide opportunities
to Read & Write,
Speak & Listen,
View & Represent

Develop
Practices

Let's Practice ...

Scenarios #1

In your groups, you will need to:

- identify how the individual may struggle
- provide a sequence of intermediate goal states
- generate an action plan that could help the individual learner make progress.
- justify your choices in the action plan.

Situation #1:

Goal state: Write a story of 1000 words

Individual learner profile:
- has never written a full story
- fears the thought of a blank page
- whenever the student attempts a story, the story is all finished after one paragraph (characters introduced and events told)
- has plenty of ideas but can't get them on paper
- big fan of action comic books

Situation #2:

Goal state: Write a newspaper article reporting on a local event

Individual learner profile:
- has never written a newspaper article
- doesn't read the newspaper
- has no idea how to structure a newspaper article
- thinks you have to be an expert and have lots of opinions to write a newspaper article
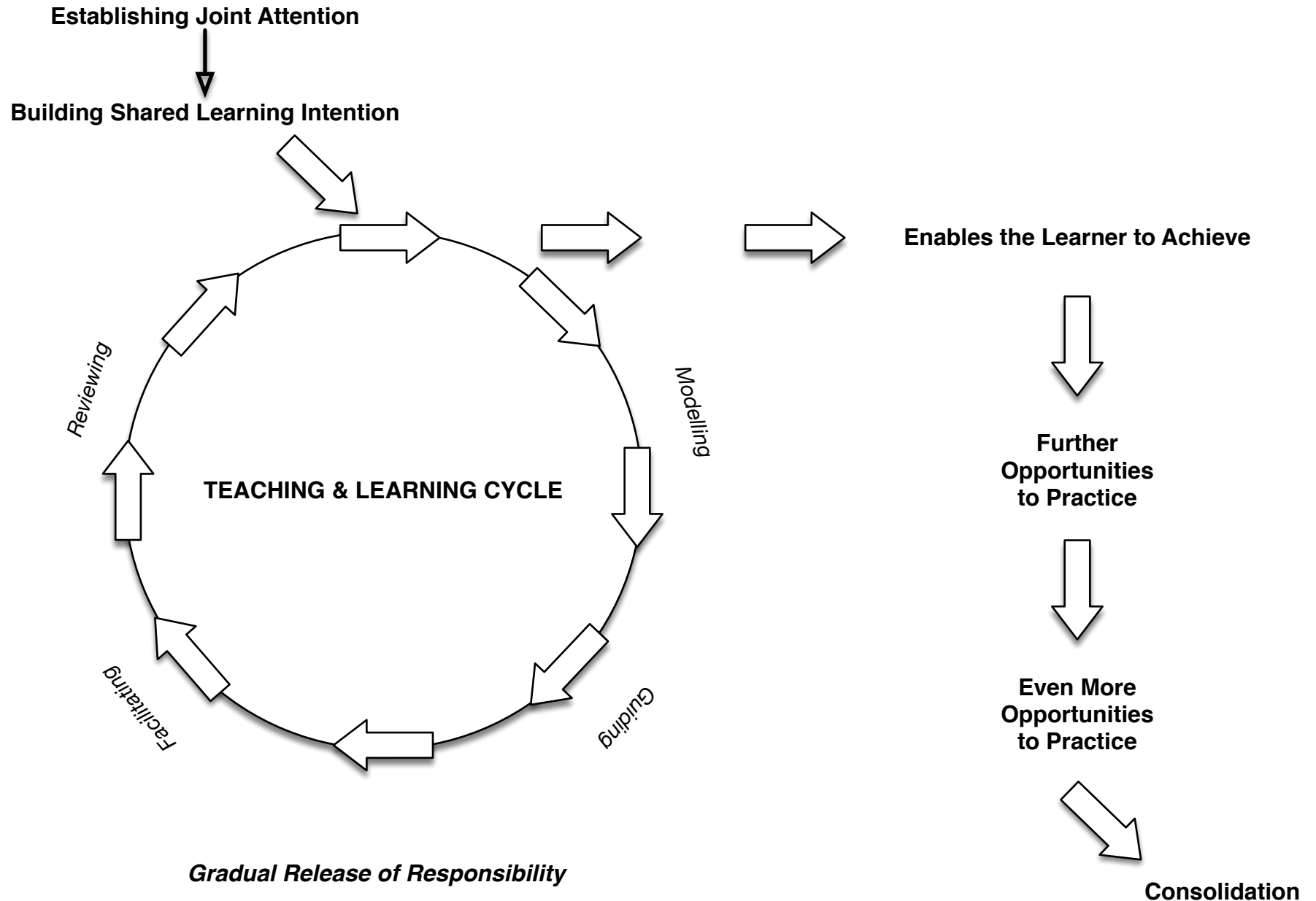- is upset about the recent closure of the skateboard ramp at a local park

Situation #3:

Goal state: Review a film

Individual learner profile:
- is a film buff
- has never written a review before
- has never read a review in the newspaper
- likes to watches movies reviews on YouTube
- can talk endlessly about favourite films
- can sometimes lose train of thought when talking about a film
- doesn't know where to begin

Establishing Joint Attention

Building Shared Learning Intention

TEACHING & LEARNING CYCLE

Reviewing

Modelling

Facilitating

Guiding

Gradual Release of Responsibility

Enables the Learner to Achieve

Further Opportunities to Practice

Even More Opportunities to Practice

Consolidation

Restate the Goal:

Steps/Phases to the Goal;

Descriptions/Activities:

Description/Activities:

Description/Activities:

Description/Activities:

Description/Activities:

What does success look like?

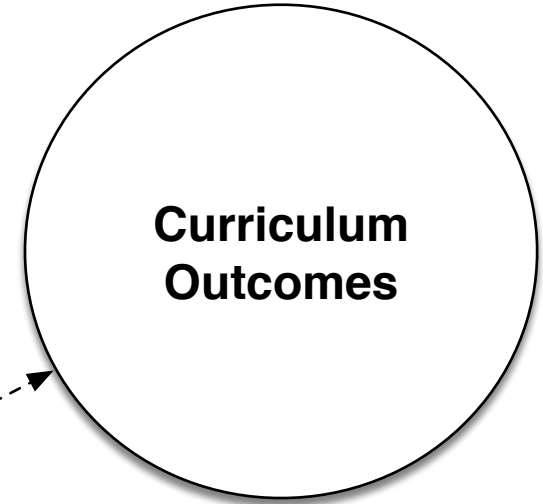# RESPONDING TO THE NEEDS OF THE LEARNER

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Jenny Hammond and Pauline Gibbons refer to teachers needing to 'look in two directions'. The **learning by design process** generally begins with the curriculum – with teachers asking themselves to identify outcomes, objectives and key ideas, and then moves to determining the prior knowledge of their students. When catering for the needs of EAL/D students, there is a greater need for teachers need to look in both directions at the same time.

Curriculum Outcomes

goal

goal

goal

Where we want the student to be through instruction.

Where this student is.
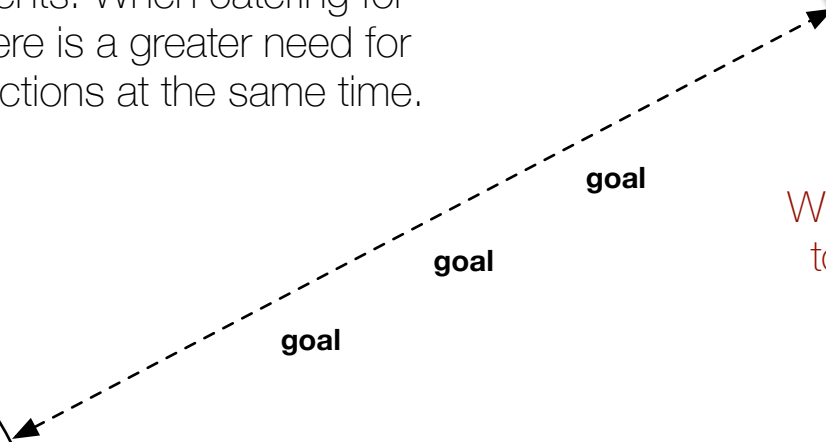
How do we move learning along the path?

- explicit instruction, demonstration and explanation
- modelling for the learner
- joint construction/collaborative practice
- scaffolded individual and/or group practice
- building skills through repeated practice of increasing complexity & diversity
- overall, gradual release of responsibility with opportunities to extend
- reflective practice

Curriculum Outcomes

goal

goal

goal

Where we want the student to be through instruction.

Where this student is.

How do we move learning along?

- explicit instruction, demonstration and explanation
- modelling for the learner
- joint construction/collaborative practice
- scaffolded practice
- repeated practice
- gradual release of responsibility
- reflective practice

Curriculum Outcomes

time management

scaffolds

concepts

models of success

vocabulary

goal setting

scope and sequence

joint construction

skills practice

To become practiced …
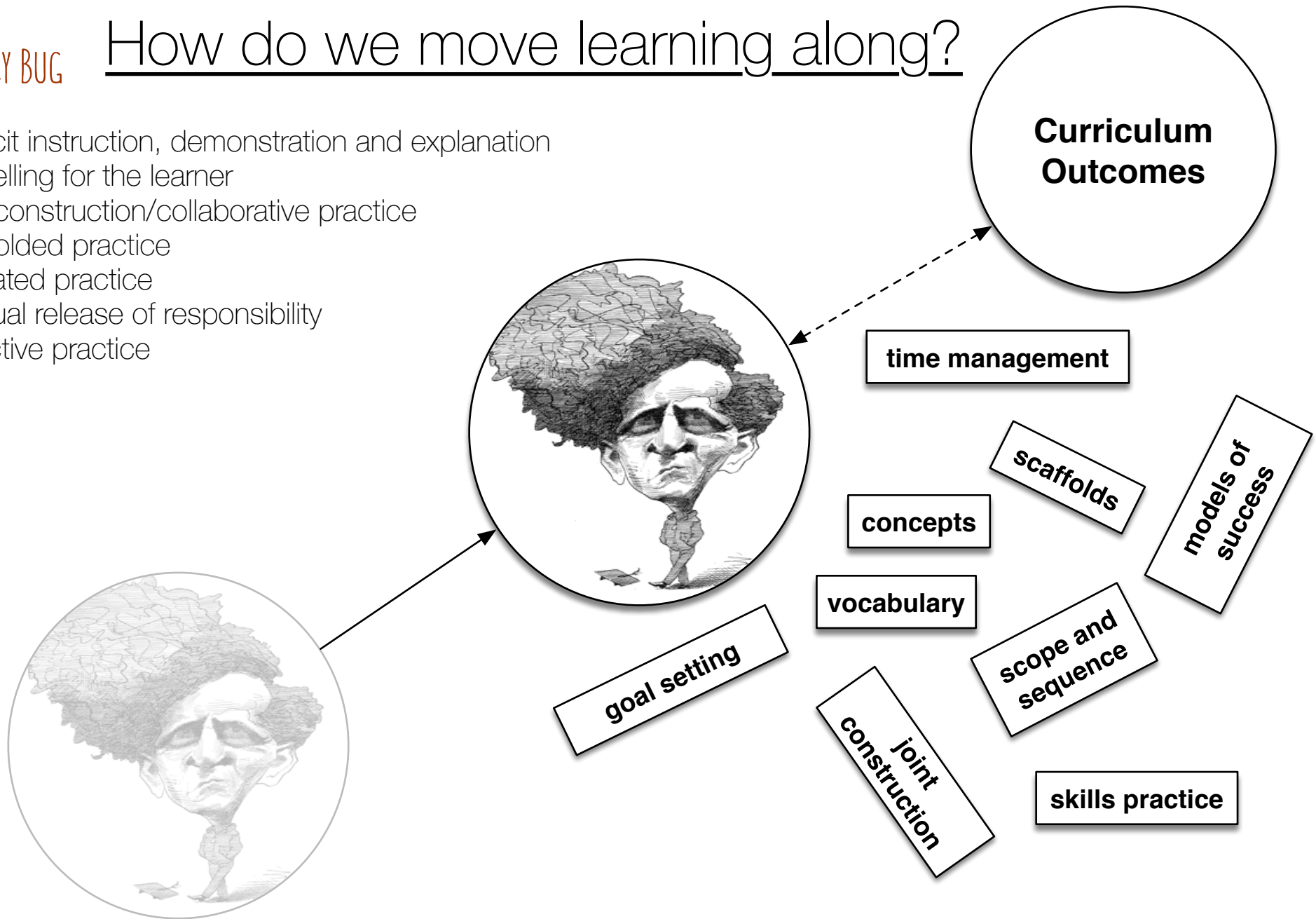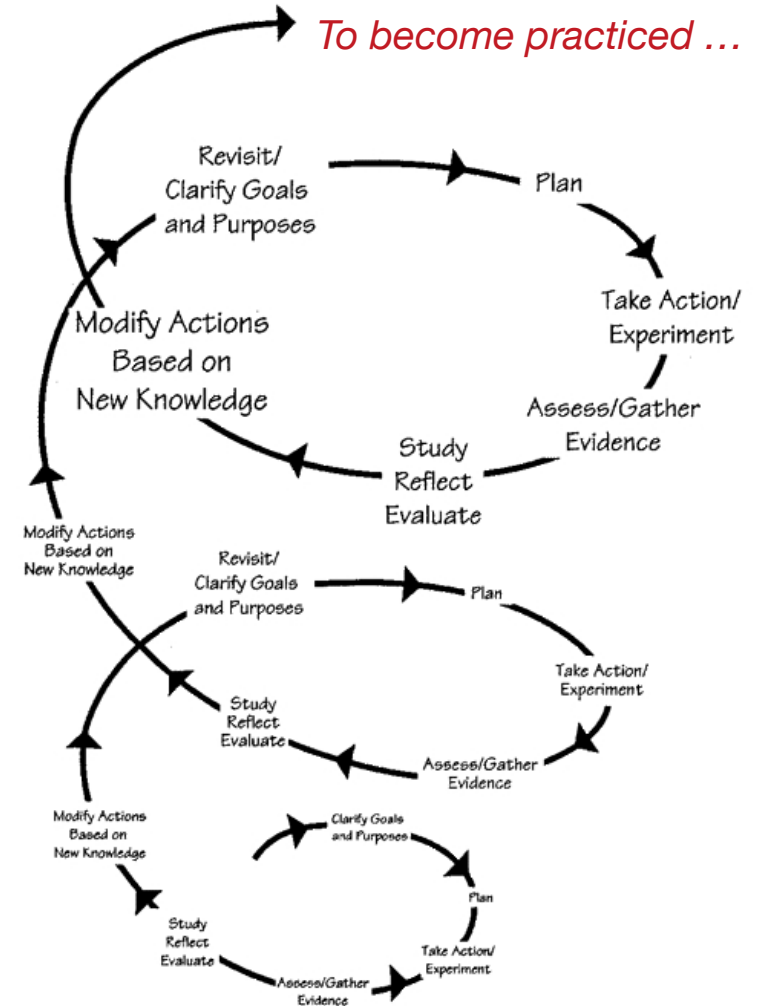
Case Study #1

Student #1 is in Year 9. The following features are consistently found in the student's language profile:

For **written language**:
- simple sentences with normal sentence order
- simple but effective use of vocabulary
- few uses of transitional phrases in writing
- effective use of paragraphs (e.g. one paragraph per topic with topic sentences)
- some knowledge of grammatical terms (e.g. nouns, verbs)
- accurate spelling and neat handwriting

For **reading**:
- comprehension is accurate if text uses many features of student's written language profile:
  - statement-oriented simple sentences
  - common vocabulary (or at least limited technical terms)
  - short paragraphs (approx. 100 words)
  - concrete language with common abstract language (e.g. beautiful)
- can read for facts but struggles to record to comment on the main ideas of longer texts.

For **oral language**:
- will engage in oral discussion
- is not self-conscious at expressing self
- reasonable comprehension as long as speaker does not speak quickly and at length

For **representation**:
- limited familiarity with mindmaps

DEMANDS IN CLASS:
- In English, focusing on descriptive writing in preparation of writing a story,
- In History, must write an empathy piece where students imagine they have received a land grant to "go bush" for the wool industry.
- In Science, needs to present results from an experiment and draw conclusions. This requires compound sentences and may requires complex sentences.

Case Study #2

Student #2 is in Year 11. The following features are consistent with the student's language and learning profile.

Amongst the student's courses is Senior Science. The student is particularly motivated to do well in this subject.

For **written language**,
- A functional level of vocabulary, but at times limited with technical vocabulary;
- Is able to communicate in compound sentences to show causation.
- Finds it difficult to alter (edit) the order of a sentence.
- Demonstrates detailed information extracted from notes;
- Paragraphs lack topic sentences that introduce relevance of subsequent information;
- Fails to structure (layout) texts consistent with text type demanded

For **reading**,
- The student's comprehension of general texts is adequate
- Student tends to read through information with verbal accuracy, but finds it difficult to paraphrase or summarise the reading.
- Student tends to note down too many details when reading.

For **oral language**,
- Can be reluctant to engage in discussion
- Can write down accurately from dictation.
- When talking, the student is focused on noting down the "right answer"

For **representing**,
- does not use mindmaps or tables to organise information
- reluctant to plan

DEMANDS IN CLASS:
- To research a cancer disease and discuss methods of treatment.
- The student struggles pursuing research-based questions like this. In particular, the student needs to know what sub-questions he or she needs to answer in order to satisfy the task question;
- Student needs to present information orally. The student gains the information but struggles with how to "begin each section".

Planning
(content,
areas,
interests)

Does the unit allow focus on … ?

Early Language	Phonemic Awareness	Spelling	More Language/Vocabulary	Writing (General)	Disciplinary (Content) Literacy
Early Vocabulary	Phonics	Syntax	Speaking & Listening	Writing (Genres)	Sythesising Inforamtion
Print Awareness	Shared Reading	Fluency	Reading (Guided/Independent)	Content & Strategic Knowledge	Apply Multiple Perspectives

Restate the Goal:

Steps/Phases to the Goal;

Descriptions/Activities:

Description/Activities:

Description/Activities:

Description/Activities:

Description/Activities:

"Although a mastery orientation in the classroom contributes to motivation, students need a content focus." (John Guthrie, 2001)

"Experts [agree] that emerging readers [and writers], no matter which reading philosophy is followed, have to practice, practice, practice." (You Need /r/ /ee/ /d/ to Read) http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read

Content

Choosing and assessing content is a highly important and sensitive task. Accepted wisdom tells us that we should build from students' interests as well as prepare students for present and future demands. We must:

- ☐ recognise the funds of knowledge that students bring to the classroom

- ☐ make time for learners to build language and literacy skills in context and through experience.

- ☐ consider the "semiotic domains" or knowledge areas of learning and prepare learners to navigate a diverse array of fields and modes of thinking.

When planning one must consider both the content area and the depth of understanding that is desired/required. In other words, one must consider both the topic, the content and the desired/planned outcomes.

(Possible) Content Areas

Desired Outcomes (nb: consider Bloom's taxonomy for learning verbs)

Core Language/Literacy Skills and Practices

- ☐ is developing oral language skills (including general communications and vocabulary skills)

- ☐ is print aware - attends to / focuses on print

- ☐ has achieved concept of word - accurately identifies words in text

- ☐ knows the 26 letter of the alphabet
    - 21 consonants and 5 vowels (or 6 if you include "y")

- ☐ is phonologically and phonemically aware
    - seven steps (listening, rhyme, words/sentences, syllables, onset-rime, phonemes, letter-sounds)
    - and achieves full phonemic segmentation of words

- ☐ has developed letter-sound correspondence … by this stage, a learner is using one's phonemic awareness to sound out and spell words

- ☐ understands phonics, including decoding and spelling skills
    - single syllable CVC   - multisyllabic words
    - single syllable CVC-e   - advanced phonograms
    - within word patterns   - affixes, suffixes, roots
    -    - inflectional endings

- ☐ is learning words (i.e. developing vocabulary) and is understanding how words work
    - spelling; part of speech; synonyms; in context, etc;

- ☐ is stringing words together into sentences - orally and in print
    - grammatical order/function; morphology/inflections

- ☐ is drafting/writing diverse text types - interactively, jointly & independently

- ☐ is making age-appropriate progress with reading fluency
    - rate, accuracy, expression, stamina, comprehension

- ☐ is continuing to develop in oral language/discourse
    - speaking and listening skills; turn taking

- ☐ is developing general strategies of reading comprehension

- ☐ is mastering practical elements of written/compositional practice

- ☐ is acquiring knowledge, interests, problem solving skills, critical thinking skills & learning strategies

Activity Plan

CENTRAL ACTIVITY/FOCUS/CONENT:

CONTENT GOALS:

LANGUAGE/LITERACY GOALS:

PLAN:

MODE(S) OF ASSESSMENT:

More Practice …

Case Study #3

Student #3 is 18 years old. The student encounters significant literacy difficulties. Classroom teachers find it difficult to attend to the needs of the student, though the student wants to achieve at school. The student is very polite and indicates that he or she understand when this is not the case.

This student encounters many difficulties, which can be addressed over time with patient, explicit instruction.

Learning language:
- the student is learning words that point to concrete objects or qualities in his or her environment;
- the student requires regular, guided practice in using words.

Language production
- the student does not string words effectively into grammatical sentences, but does use sequences of words that convey meaning;
- student should be encouraged to write and speak regularly, and incorporate skills from explicit instruction into activities;
- written expression can be messy. The student needs assistance to effectively write and form letters on a line;
- typing is slow and needs development.

Oral language
- the student can comprehend clearly expressed instructions;
- the student can communicate in oral discussion better than print expression

Representation
- has used mindmaps and finds mindmaps helpful
- finds it difficult "translating" mindmaps to expression

DEMAND ON TUTOR
- focus on needs of the student, so the student makes progress and can see the benefit of the assistance;
- make sure activities are structured and progress can be seen (e.g. word charts, focusing on particular skills);
- make sure student continues to write and talk to express self to contribute in class

Case Study #4

Student #4 is in Year 10. The student is an eager student who absorbs and uses many writing rules accurately and effectively; however, the teachers across KLAs notice that this student's writing can lack necessary details and does not expand on ideas. The student has "hit a plateau".

This finding is consistent with a general finding of ESL learners. That is, ESL teaching approaches focus on accurate usage of grammar and vocabulary, whereas the academic classroom assesses a text on the presence of perspectives and conclusions within a dialogue of a field.

For **written language**,
- Simple, compound and complex sentence structures
- Adequate range of vocabulary
- Paragraphs with topic sentences and logical development
- Completes common text types (e.g. letters, information texts)
- Writes extremely neatly and pays close attention to spelling and grammatical correctness

For **reading**,
- Student reads well and widely; prefers not to discuss reading
- Demonstrate ability to pronounce words; reads without intonation

For **oral language**,
- Prefers not to ask questions in class;
- Does not engage in discussion; takes notes from what teacher says;
- In group work, the students finds a role to work on independently;
- Would like to have more time to discuss ideas with teacher, but does not feel there is enough time available. The student is reluctant to prompt such a discussion

For **representation**,
- Uses tables and mindmaps effectively to plan ideas

DEMANDS ON STUDENT
- To grow in writing, the student needs to attend to the questions (or dialogue) and forms that underpin communicating within an academic subject.

Valdes, G. (2004). The Teaching of Academic Language to Minority Second Language Learners. In Ball, A. and Freedman, S. (Eds), Bahktinian Perspectives on Language, Learning and Literacy (pp 66-98). Cambridge: Cambridge University Press.

Planning
(content,
areas,
interests)

Does the unit allow focus on … ?

Early Language	Phonemic Awareness	Spelling	More Language/Vocabulary	Writing (General)	Disciplinary (Content) Literacy
Early Vocabulary	Phonics	Syntax	Speaking & Listening	Writing (Genres)	Sythesising Inforamtion
Print Awareness	Shared Reading	Fluency	Reading (Guided/Independent)	Content & Strategic Knowledge	Apply Multiple Perspectives

PLANNING SHEET

Teacher/Class/Student: _____   Dates/Term: _____

My Teaching Practice Does Include or Should Include:

_____
_____
_____
_____
_____
_____
_____

Because:

_____
_____
_____
_____
_____
_____
_____
_____

Element	Content & Activities	Expectations

Teaching and Learning Goals/Objectives Are:

_____
_____
_____
_____
_____
_____
_____

DATE: _____   TIME: _____   DURATION: _____   LOCATION: _____

STUDENT(S):   CONTENT AREA(S):   SKILL(S):

OBJECTIVES/GOALS	KEY ACTIVITIES

REQUIRED MATERIALS

8   **1**

7   CYCLE (TEACHING AND LEARNING) FOCUS   **2**

6   **3**

5   **4**

TEACHER'S ACTIONS

STUDENT'S ACTIONS

OUTCOMES	COMMENTS/OBSERVATION/REFLECTION

FOCUS OF PREVIOUS LESSON	FOCUS FOR NEXT LESSON

Session Planning and/or Record Keeping

☐ <u>**Big picture goal or question being pursued in the learning:**</u>

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

☐ <u>**Summary of achievements and next steps:**</u>

Keeping a Record - Activity Reflection: from _____ to _____

Area	Content	Learning Scale	Notes
What has been read? and what progress have you noted?		1 2 3 4 5	
What has been written? and what progress have you noted?		1 2 3 4 5	
What topics have been discussed/explored? and what would you rate the quality of learning?		1 2 3 4 5	
What vocabulary has been developed? and what progress have you noted?		1 2 3 4 5	
What language/literacy features have been taught/ learnt? and what progress have you noted?		1 2 3 4 5	
What related skills have been developed?		1 2 3 4 5	
How would you describe the learner's emerging interest/ motivation? and what progress have you noted?		1 2 3 4 5	

Even More Practice ...

Scenarios #2

In your groups, you will need to:

- identify how the individual may struggle
- provide a sequence of intermediate goal states
- generate an action plan that could help the individual learner make progress.
- justify your choices in the action plan.

Situation #4:

Goal state: Deliver a speech at a cricket awards ceremony for Most Improved Player

Individual learner profile:
- does not like speaking in public
- has never received an award before
- has never been to a cricket award ceremony before
- has difficulty remembering a speech
- does not use anything to help him/her remember what needs to be said
- is quite a sociable person but freezes on stage
- really enjoyed the cricket season, and talks about some good experiences

Situation #5:

Goal state: Conduct an interview with a member of the local council

Individual learner profile:
- has never interviewed someone before
- wouldn't know what to ask
- afraid of "making a fool" of him- or herself
- afraid of forgetting the questions
- is not confident with speaking and listening skills
- isn't confident about taking notes while someone speaks
- would rather interviews someone else

Situation #6:

Goal state: Research a prominent Australia
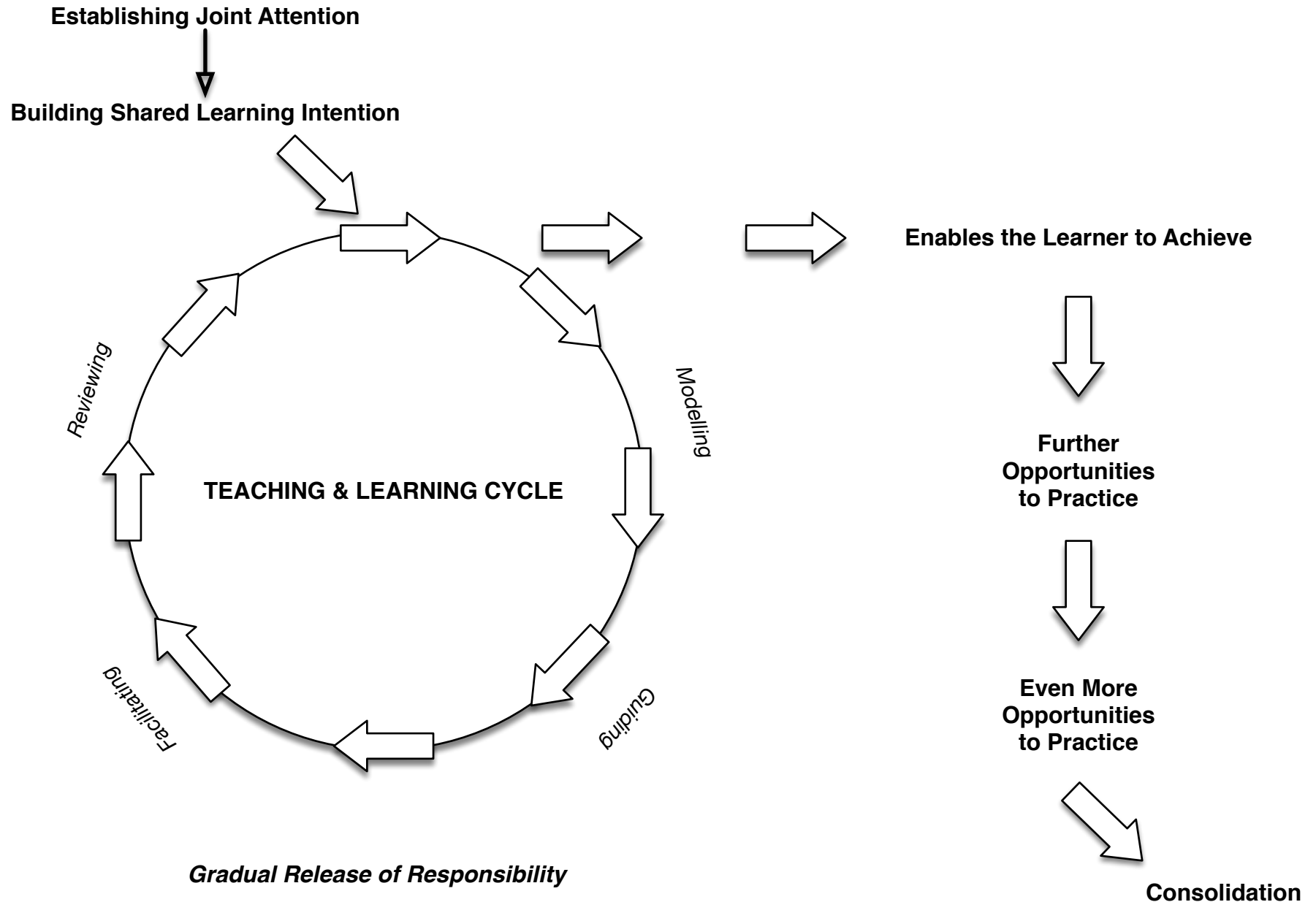
Individual learner profile:
- has only recently settled in Australia
- doesn't know many "prominent" Australians
- didn't know what "prominent" meant and didn't want to ask the teacher
- likes history in general, but doesn't know much about Australian history
- isn't motivated ... would rather research a "prominent person" - not necessarily an Australian

THE
LITERACY BUG

Planning
(content,
areas,
interests)

Does the unit allow focus on … ?

Early Language	Phonemic Awareness	Spelling	More Language/Vocabulary	Writing (General)	Disciplinary (Content) Literacy
Early Vocabulary	Phonics	Syntax	Speaking & Listening	Writing (Genres)	Sythesising Inforamtion
Print Awareness	Shared Reading	Fluency	Reading (Guided/Independent)	Content & Strategic Knowledge	Apply Multiple Perspectives

Establishing Joint Attention

Building Shared Learning Intention

Enables the Learner to Achieve

TEACHING & LEARNING CYCLE

Reviewing

Modelling

Facilitating

Guiding

Gradual Release of Responsibility

Further Opportunities to Practice

Even More Opportunities to Practice

Consolidation

Restate the Goal:

Steps/Phases to the Goal;

—————————
Descriptions/Activities:

—————————
Description/Activities:

—————————
Description/Activities:

—————————
Description/Activities:

—————————
Description/Activities:

Keeping a Record - Activity Reflection: from _____ to _____

Area	Content	Learning Scale	Notes
What has been read? and what progress have you noted?		1　　2　　3　　4　　5	
What has been written? and what progress have you noted?		1　　2　　3　　4　　5	
What topics have been discussed/explored? and what would you rate the quality of learning?		1　　2　　3　　4　　5	
What vocabulary has been developed? and what progress have you noted?		1　　2　　3　　4　　5	
What language/literacy features have been taught/ learnt? and what progress have you noted?		1　　2　　3　　4　　5	
What related skills have been developed?		1　　2　　3　　4　　5	
How would you describe the learner's emerging interest/ motivation? and what progress have you noted?		1　　2　　3　　4　　5	

CONCLUSION

In Conclusion ...

A learner requires instruction that is based on quality teaching with quality resources in quality spaces through quality relationships. Such support must be based on a clear understanding of the learner's needs and interests at that moment/stage.

We must appreciate how "the [student] is a novice who is continually attempting to make sense of new situations and who must acquire the skills necessary to function in those situations.

"The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible."

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

"Experts [agree] that readers, no matter which reading philosophy is followed, have to **practice, practice, practice**."

http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read

<u>Key points (for past students)</u>

"It's not about teaching … It's about helping someone learn.

"My teachers helped me in many ways. They said 'keep going, keep going'. They motivated me and guided me, and I soon realised I could carry on.

"They helped me all the time. They helped me with assignments and essays. But they also taught me how to manage my time and cope."

Final Questions

1. What do I want my learner to achieve?

2. How do I go about providing the best support possible?

3. What does success look like (for me)?

4. What does success look like (for my learner[s])?

5. What obstacles might the learner encounter?

6. How can we overcome these through extra support and quality teaching?

Letter from a Diligent and Anxious Teacher

I am a teacher. I stand in front of awaiting eyes, ears, mouths and minds. I don't always stand in front. Sometimes I sit side by side or sit gathered in circles. I have plans for my students. I have expectations. I would like to consolidate skills through practice. And I want to consolidate these practices by providing opportunities for my students to learn and to practice and to grow. I have a picture of what a successful learner looks like. I think I have this vision. I think it is a fair vision. I feel that every child can achieve. I am deeply curious about my students. Most importantly, I see education as transformative. I need to remind myself of this. I shouldn't need to, but I do.

I can point to those in the classroom who share my expectations. They know what success looks like and they have the means to work toward the goal. They are more or less motivated. I don't want to let them down. I want to support and challenge them.

I am still nervous, though. I have set up the environment. I have laid out my expectations. I have planned out my lessons, and I have planned regular opportunities to scaffold the learning for the apprentices that are before me. I feel that my teaching will be engaging. Not just fun ... The learning will be engaging and the discussions will be engaging. I tell myself this, but there is no guarantee. I need to be honest in my reflections and determined in the way I navigate this ship.

Despite being nervous, I am enthusiastic. I am passionate about what I teach, and I know the students can share this passion and find pathways to apply this learning. I care and believe that I can inspire (or, at least persuade) my students of the importance of what they are about to learn.

I am still nervous, though. Some will need more support than others. Some may even get lost at times. I think I can tap into their knowledge and interests. I think we will both be learning together. I will make myself available. And I am dedicated to monitoring their learning, reflecting on their growth and intervening when extra support is required. That's my professional duty. And I really believe that through practice and opportunities, the students take this learning on.

I know there will be those who it will be difficult to reach. There will be some students who are not at school everyday. There will be others who face considerable learning challenging. And there will be others who may need some time to trust or to engage. I do not accept that I will not reach these students. I do accept that I will need to reach beyond the school walls to build partnerships and seek advice.

I will teach with kindness and urgency. I will demonstrate expertise and empathy. I will do my utmost to be of service to the students and the community.

Objectives Re-visited

- encourage **informed, intentional, evidence-based teaching**, which takes into consideration the learners' currents skills, knowledge and intentions;

- emphasise the importance of **gradual, progressive, sequenced practice** that allows learners to become proficient, confident and knowledgable;

- to reinforce how instruction need to include **clear scaffolding to help learners** *see* the patterns within their learning; and

- reinforce why it is important to **reflect regularly** on teaching and learning activities.

Slides Available for Download at:

https://www.theliteracybug.com/s/Planning-Monitoring.pdf

www.theliteracybug.com

info@theliteracybug.com

www.youtube.com/c/Theliteracybugnetwork

Twitter: @theliteracybug

And now to the …

APPENDICES

THE LITERACY BUG

Core Considerations

Safe, Supportive Environments

Identifying Stage of Development

Planning & Assessment

Assessing Resources

Determining Content

Setting Goals

Balancing Instruction

Teaching & Monitoring Progress