

Teaching Literacy in Tennessee Professional Learning Package:

Facilitator Guide

Learning Session #1

This Professional Learning (PL) Package is designed to be collaborative, with lots of discussion and joint exploration. However, we encourage educators to designate a facilitator who can help keep discussion on topic and on pace, prompt further questioning, probe for reasoning, and make connections. The following notes are designed to support the facilitation of this PL Package. Directions for what to do on each page are included in the PL Package Participant Learning Guide. The notes below focus on guiding and extending discussion in ways that deepen comprehension.

Session 1

| Section | Facilitator Notes |
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| Opening (page 1) <i>1 minute</i> | Invite a participant to read the summary and objectives allowed. Make sure all participants have access to <i>Teaching Literacy in Tennessee</i> , which can be accessed online here or at this URL: https://www.tn.gov/content/dam/tn/readready/documents/2018-folder/teaching_literacy_in_tn_update_2_6_18.pdf . |
| Teaching Literacy in Tennessee (page 2) <i>9 minutes</i> | When discussing the question, <i>“Imagine a teacher who has read this research and applied it to their classroom. What would their literacy instruction look like?”</i> make sure participants consider the following ideas: <ul style="list-style-type: none"> • Students who read a large amount of text are probably also reading diverse kinds of texts (e.g., stories, poems, biographies, graphics) on a range of content area concepts (e.g., history, geography, science, fine arts). • The classroom might be noisy! Students and teachers are constantly asking questions, sharing ideas, and collaborating to build new knowledge. • Students are not only reading a lot but also writing a lot, and producing diverse kinds of texts (e.g., short stories, opinion pieces, biographies) on a range of topics. • Students constantly make connections between their knowledge of foundational skills and the reading and writing they do throughout the literacy block. For example, while reading a Big Book, students may point out |

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| | words or letters they know, or while writing students may experiment with different spelling patterns until the word “looks right.” |
| Skills-based and Knowledge-based Competencies (page 3) <i>12 minutes</i> | <p>As you work together to create a common summary of drawing, make sure the following key ideas are represented:</p> <ul style="list-style-type: none"> • Both skills-based competencies and knowledge-based competencies are necessary. Neither one is more important than the other. • Neither one comes before the other. Skills and knowledge are developed simultaneously. • Skills and knowledge work together. For example, students may use knowledge of phonics to decode a word that helps them understand a text. Just as often, students may use their content knowledge to decode a word they haven’t seen before (e.g., a first grader who knows a lot about basketball may be able to decode words like “referee” and “whistle” if they are in the context of a story about basketball – “The referee blew his whistle” – whereas they may have trouble doing so if they just saw those words in isolation). • A key difference is that students can “master” skills-based competencies (e.g., know all letters of the alphabet), but they will always be developing new knowledge and vocabulary. |
| Tennessee’s Theory of Action (page 4) <i>2 minutes</i> | <p>Invite a participant to read the theory of action aloud. As they read, have participants underline key words or phrases that stand out to them.</p> |
| Tennessee’s Theory of Action in Practice (page 5) <i>12 minutes</i> | <p>If you have a larger group working together on this PL Package, you may want to have educators work in pairs, each focusing on one or two pieces of the theory of action (one or two rows in the chart). Then, have the different pairs share their findings with the whole group. If the group is smaller, you could all work together on each question/row one by one.</p> <p>Educators should have read <i>Teaching Literacy in Tennessee</i> prior to starting this Learning Session. Educators must be familiar with the Mr. Hermann vignette to thoughtfully complete this activity. If educators have not yet had time to read the vignette, consider stopping here, having educators read the vignette on their own, and then come back again to complete the chart. Doing so may require pausing this Learning Session and coming back together at another time.</p> <p>As you discuss how Mr. Hermann’s class reflects the theory of action, make sure the following key ideas are unearthed during the conversation:</p> |

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| | <ul style="list-style-type: none"> • Students engage in a high volume of reading – Students listen to and read texts in a variety of settings, including interactive read aloud, shared reading, small group reading, and independent reading. • Students read and listen to complex texts – Name the various titles that students listen to and read (i.e., <i>Nature's Green Umbrella</i> and <i>From Seed to Plant</i> by Gail Gibbons, <i>The Great Kapok Tree</i> by Lynne Cherry). Ask teachers if they are familiar with these texts, and if so, to quickly describe why they are complex. The “Think Aloud 1: Text Selection” part of the vignette (page 26) is helpful for discussing this piece of the theory of action, as well as the previous one. Consider asking participants to skim this section if they have difficulty coming up with examples. • Students think deeply about and respond to texts through speaking and writing – Point out how much discussion occurs during the interactive read aloud and interactive writing lessons. • Students develop the skill and craft of a writer – Examples include the previous week’s writing station (page 16), interactive writing lesson (pages 19-21), and today’s writing station (pages 23-24). • Students practice foundational skills through reading and writing – Point out how the skill that was taught explicitly during the foundational skill lesson (page 21) is applied during the “word detectives” activity in shared reading (page 22) as well as teacher-led group #2 (pages 24-35). |
| <p>Mr. Hermann’s Classroom: Discussion (page 6)</p> <p>5 minutes</p> | <p>Make sure these key ideas are brought up in discussion:</p> <ul style="list-style-type: none"> • Mr. Hermann connects skills to the larger content goals of the lesson. For example, students use their knowledge of long /e/ to read unit-related words like “tree” and “heat.” • Mr. Hermann connects the different instructional strategies of the literacy block in ways that support knowledge building. For example, students read <i>The Great Kapok Tree</i> during interactive read aloud and continue to use information from the story during interactive writing. Students read, talk, and write throughout the literacy block, not just during designated “reading” or “writing” times. |
| <p>Tennessee’s Theory of Action: Reflect (page 7)</p> <p>5 minutes</p> | <p>This reflection parallels the analysis that teachers did for Mr. Hermann’s classroom. The purpose of this reflection is for teachers to think about their own instruction and the extent to which the theory of action lives in their classroom. Encourage teachers to identify both things they’re doing well and places where they can improve.</p> |
| <p>Preparing for the Next Learning Session</p> | <p><i>Teaching Literacy in Tennessee</i> provides a companion document with additional information for supporting English learners. The differentiation strategies shared in this companion document are a helpful resource for all teachers of diverse learners, not just those who teach English learners.</p> |

(page 8)

Before the next learning session, read the narrative vignette in the companion document (pages 22-30), which illustrates another instructional sequence from Mr. Hermann's classroom. As you read, consider the following questions:

- How does Mr. Hermann support students in developing both skills-based and knowledge-based competencies?
- How do we see Mr. Hermann apply the theory of action in his classroom?
 - Students engage in a high volume of reading
 - Students read and listen to complex texts that are on or beyond grade level
 - Students think deeply about and respond to text through speaking and writing
 - Students develop the skill and craft of a writer
 - Students practice foundational skills that have been taught explicitly and systematically and applied through reading and writing
- How does Mr. Hermann differentiate his instruction so it meets the needs of the diverse learners in his classroom?

The *Teaching Literacy in Tennessee English Learner Companion* is hyperlinked [here](https://www.tn.gov/content/dam/tn/readready/documents/teaching_literacy_tennessee_english_learner_companion.pdf), and can also be found at this URL:
https://www.tn.gov/content/dam/tn/readready/documents/teaching_literacy_tennessee_english_learner_companion.pdf

The description of Mr. Hermann's classroom begins on page 22.

We will discuss Mr. Hermann's classroom further in Learning Session #2.