

# Introduction to Literacy Leadership Teams (LLTs) Session 2

## Data Teams

### 2 PURPOSES

- Organize and prepare data in a user-friendly format to analyze and discuss data
- Follow a team approach to data collection and preparation through a shared effort

## Action Research

### 7-STEP CYCLICAL PROCESS

- Select a focus
- Clarify theories
- Identify research questions
- Collect data
- Analyze data
- Report results
- Take informed action

## Lesson Study

### 4 ACTIVITIES

- Base designed lessons on ideas about how students learn using a backwards design
- Observe how students learn when the lesson is taught
- Analyze observations of how students learn after the lesson is taught
- Use the information about how students learn to revise the lesson

## Collaborative Inquiry

### 5 GOALS

- Commit to a common focus or goal for the inquiry
- Develop a plan for action following a set of stages
- Analyze and collect data as team carries out the action plan
- Determine implications of their findings related to their individual situations in a collaborative way
- Value what each member brings as part of their expertise

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## ENGAGEMENT JAMBOARD

### QR CODE & LINK



## LLTs in Action

Scenario: In the LLT Meeting at Anyview Elementary, Principal Edgars explains that during her recent literacy walkthrough, she noticed that many teachers are spending too much time on one benchmark at a time, and she is concerned that students will not be able to receive the necessary instruction for all benchmarks.

**How might LLTs use the B.E.S.T. ELA Standards Study to inform decisions in the scenario?**



Record your answers in Jamboard at the following link: <https://bit.ly/3biXlrd>



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## Optional Breakdown for Elementary B.E.S.T. ELA Standards Study in 30-Minute Increments



Session	Area(s) of Focus	Sections & Pages	Date	✓
1	Introduction & Foundation for ELA B.E.S.T. Standards	Introduction, <b>pages 5-7</b>		
2	Design of Standards & Organization	Introduction, <b>pages 7-9</b>		
3	Standards Map	Standards Map, <b>page 10</b>		
4	Progression of Foundations Benchmarks	Progression of Foundational Benchmarks, <b>pages 11-12</b>		
5	<u>Spiraled Standard Progression:</u> Literary Elements, Theme, Perspective & Point of View, Poetry, Structure, Central Idea, Author's Purpose, and Argument	<u>Spiraled Standards in Vertical Progression:</u> Reading Prose & Poetry and Reading Informational Text, <b>pages 13-16</b>		
6	<u>Spiraled Standard Progression:</u> Figurative Language, Paraphrase & Summarize, Comparative Reading, Understanding Rhetoric, Handwriting, Narrative Writing, Argumentative Writing, and Expository Writing	<u>Spiraled Standards in Vertical Progression:</u> Reading Across Genres and Communicating through Writing, <b>pages 17-20</b>		
7	<u>Spiraled Standard Progression:</u> Improving Writing, Oral Presentation, Researching & Using Information, Multimedia, Technology in Communication, Academic Vocabulary, Morphology, and Context & Connotation	<u>Spiraled Standards in Vertical Progression:</u> Communicating through Writing, Communicating Orally, Researching, Creating & Collaborating, and Finding Meaning, <b>pages 21-25</b>		
8	Appendix A: K-12 ELA Expectations for Students	K-12 EEs, <b>Page 147</b>		
9	Appendix B: Reading	Text Complexity & Text Complexity Rubrics, <b>pages 148-150</b>		
10	Appendix B: Reading	Text Features, <b>pages 172-173</b>		
11	Appendix B: Reading	Text Structures & Figurative Language, <b>pages 174-175</b>		

12	Appendix C: Communication	Communicating Through Writing: Writing Types, <b>page 183</b>		
13	Appendix C: Communication	Narrative Techniques, <b>page 184</b>		
14	Appendix C: Communication	Elaborative Techniques, <b>page 185</b>		
15	Appendix C: Communication	Oral Communication: Elementary Oral Communication Rubrics, <b>page 186-188</b>		
16	Appendix C: Communication	Conventions by Grade Level, <b>pages 196</b>		
17	Appendix D: Vocabulary	Selecting Academic Vocabulary for Direct Instruction, <b>page 198</b>		
18	Appendix D: Vocabulary	Morphology, Base Words, <b>page 199</b> Greek & Latin Roots, 3 <sup>rd</sup> -5 <sup>th</sup> Grade Sample List, <b>page 200</b> Common Prefixes & Suffixes, <b>pages 202-203</b>		
19	Appendix D: Vocabulary	Context Clues & Word Relationships, <b>page 205</b>		
20	Appendix E: Reading Foundations	Introduction, <b>page 206</b> , Fluency: Word Lists, <b>pages 207- 208</b>		
21	Appendix E: Reading Foundations	Measures of Fluency, Fluency Norms & Sample Oral Reading Fluency Rubrics <b>pages 209-210</b>		
22	Reading Standards by Grade Level	Reading Prose and Poetry: Literary Elements, <b>various pages</b>		
23	Reading Standards by Grade Level	Reading Prose and Poetry: Theme, <b>various pages</b>		
24	Reading Standards by Grade Level	Reading Prose and Poetry: Perspective & Point of View, <b>various pages</b>		
25	Reading Standards by Grade Level	Reading Prose and Poetry: Poetry, <b>various pages</b>		
26	Reading Standards: Reading Prose & Poetry	Lesson Planning & Application of Reading Prose & Poetry		
27	Reading Standards by Grade Level	Reading Informational Text: Structure, <b>various pages</b>		

28	Reading Standards by Grade Level	Reading Informational Text: Central Idea, <b>various pages</b>		
29	Reading Standards by Grade Level	Reading Informational Text: Purpose & Perspective, <b>various pages</b>		
30	Reading Standards by Grade Level	Reading Informational Text: Argument, <b>various pages</b>		
31	Reading Standards: Reading Informational Text	Lesson Planning & Application of Reading Informational Text		
32	Reading Standards by Grade Level	Reading Across Genres: Interpreting Figurative Language, <b>various pages</b>		
33	Reading Standards by Grade Level	Reading Across Genres: Paraphrasing & Summarizing, <b>various pages</b>		
34	Reading Standards by Grade Level	Reading Across Genres: Comparative Reading, <b>various pages</b>		
35	Reading Standards by Grade Level	Reading Across Genres: Understanding Rhetoric, <b>various pages</b>		
36	Reading Standards: Reading Across Genres	Lesson Planning & Application of Reading Across Genres		
37	Communication Standards by Grade Level	Communicating Through Writing: Handwriting, <b>various pages</b>		
35	Communication Standards by Grade Level	Communicating Through Writing: Narrative Writing, <b>various pages</b>		
36	Communication Standards by Grade Level	Communicating Through Writing: Argumentative Writing, <b>various pages</b>		
37	Communication Standards by Grade Level	Communicating Through Writing: Expository Writing, <b>various pages</b>		
38	Communication Standards by Grade Level	Communicating Through Writing: Improving Writing, <b>various pages</b>		
39	Communication Standards: Communicating Through Writing	Lesson Planning & Application of Communicating Through Writing		
40	Communication Standards by Grade Level	Communicating Orally: Oral Presentation, <b>various pages</b>		
41	Communication Standards by Grade Level	Following Conventions: Conventions, <b>various pages</b>		
42	Communication Standards by Grade Level	Researching: Researching & Using Information, <b>various pages</b>		

43	Communication Standards by Grade Level	Creating & Collaborating: Multimedia, <b>various pages</b>		
44	Communication Standards by Grade Level	Creating & Collaborating: Technology in Communication, <b>various pages</b>		
45	Communication Standards	Lesson Planning & Application of Communication Standards		
46	Vocabulary Standards	Lesson Planning & Application of		
47	Vocabulary Standards by Grade Level	Finding Meaning: Academic Vocabulary, <b>various pages</b>		
48	Vocabulary Standards by Grade Level	Finding Meaning: Morphology, <b>various pages</b>		
49	Vocabulary Standards by Grade Level	Finding Meaning: Context & Connotation, <b>various pages</b>		
50	Vocabulary Standards	Lesson Planning & Application of Vocabulary Standards		

## Reflection for Maintaining a Healthy LLT

Questions for Reflection	Evidence Next Steps	Notes
What is it like to be learning to read and write at this school?		
How are the students feeling about literacy and literacy instruction?		
Are students engaged throughout the literacy block?		
Are students experiencing meaningful learning experiences?		
Are we increasing students' love of learning?		
Is our school improvement in the area of literacy?		
Are our literacy leaders supportive and positive?		
Do our literacy leaders walk the talk?		
Are our teachers focused on becoming stronger teachers?		