GET TO KNOW ME

Identify and monitor the literacy and language needs of individual students.

- ☑ Get to know students personal stories, histories, and preferences.
- ☑ Discover and document information about literacy status.
- ☑ Create student learner profiles.
- ☑ Assess student's prior knowledge for each unit.
- ☑ Plan extra support or extension.
- ☑ Monitor progress.

TURN THE LIGHT ON

Scaffold direct instruction to increase comprehensible input and meet the literacy and language needs of diverse learners.

- ☑ Prep the brain.
- ☑ Teach it three ways.
- ☑ Drive home key points.
- ☑ Provide processing time.
- ☑ Monitor teacher talk.
- ☑ Scaffold to ensure mastery.

DO I REALLY GET IT?

Teach students to monitor their comprehension and check for understanding frequently through structured questions.

- ☑ Predict student confusion and plan questions.
- ☑ Check understanding of instructions.
- ☑ Use response signals.
- ☑ Monitor students closely and address confusion.
- ☑ Provide think time and talk time before cold calling.
- ☑ Extend superficial responses.

LET'S TALK

Facilitate a variety of structured academic conversations that enable students to monitor and build understanding.

- ☑ Remind students of **Let's Talk** procedures.
- ☑ Plan and post conversation questions and stems.
- ☑ Guide students to use academic language.
- ☑ Implement the Q3SA strategy.
- ☑ Monitor **Let's Talk** conversations.
- ☑ Coach students to clarify and paraphrase.

PEN/CIL TO PAPER

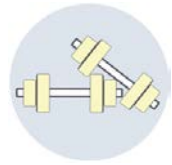Structure student opportunities to employ writing to make sense of new learning.

- ☑ Plan for informal writing throughout the lesson.
- ☑ Prepare for writing with structured conversations.
- ☑ Scaffold with stems and frames.
- ☑ Model new "writing to learn" tasks.
- ☑ Circulate and coach as students write.
- ☑ Scan student writing.

BE THE LEAD READER

Lead guided reading experiences to ensure students make sense of complex text.

- ☑ Select texts carefully.
- ☑ Read text closely.
- ☑ Lead a pre-reading ritual.
- ☑ Gradually release reading to the students.
- ☑ Guide students to process each chunk.
- ☑ Re-focus and reconnect after reading.

PUMP UP THE VOCAB

Create opportunities for students to build and apply academic vocabulary daily.

- ☑ Identify a handful of key vocabulary terms.
- ☑ Quickly assess students' familiarity with terms.
- ☑ Point out word parts and cognates.
- ☑ Provide a simple definition, example, and visual.
- ☑ Have students generate personal definitions, associations, examples and visuals.
- ☑ Re-assess, post, and revisit new words.

HUDDLE

Frontload new learning and plan a response to misunderstandings to make learning more accessible to students.

- ☑ Anticipate misunderstandings and plan using data.
- ☑ Frontload vocabulary and build background knowledge.
- ☑ Re-teach concepts during guided or independent practice in small groups.
- ☑ Use flexible grouping strategically.
- ☑ Provide additional practice as needed.