



## Unfinished Learning Series Early Literacy Community of Practice

### Session 3:

### Responding to the Data: Taking a Timely, Targeted and Equitable Approach

#### Case Study Review

- **Independently read** the case study about how Ms. Williams plans to address her students' unfinished learning that she identified through unit 2 data.
- **Look for and annotate:** What was effective about Ms. Williams' planning process?

#### Ms. Williams Case Study

##### First Grade, Unit 2 Data Meeting Agenda

1. Welcome and Celebrations
2. Determining Student Needs  
Review student performance on Unit 2 Assessment
3. Highlight where students performed below proficient levels based on the guidance given for the unit assessment
4. Identify patterns in the data
  - a. Patterns of classroom learning
  - b. Patterns of individual student learning
5. Examine student work on the assessment for individuals that score below proficient (unless the data indicates a need for whole class reteach)
6. Reflect on identified student's performance across the unit and supports that were provided to ensure learning
7. Make a Plan
  - a. Whole group reinforcement of skills
  - b. Group Students based on area that needs additional support
    - i. Create a plan for instruction of small groups
      1. Lesson Plan
      2. Pull lesson resources from Core Curriculum
      3. Determine when small group instruction will occur and who will deliver it

*We will pick up where we left off in the data meeting. Teachers have analyzed their data and determined student needs. We will join the meeting again to see how these teachers are now using the student data to make a plan for instruction. Read the case study below and then review the materials that follow to see more details about the plan that Ms. Williams created and the lessons she will deliver.*

After deep and careful analysis of her unit 2 data, and after also reflecting on what she knows about her students and her instruction, Ms. Williams feels clear on where she needs to add more support. First, Ms. Williams decides to put together a plan for how she can reinforce the teaching of nouns since she realizes her rushed and weak instruction on that skill has resulted in the majority of the class still struggling on that skill. She goes back into her curricula resources and finds a worksheet with sorting nouns that she can use in whole group instruction. She also locates a noun sort she can put in centers and will focus on having

students find nouns in the decodable stories from her curriculum that they will read in upcoming lessons.

Next, Ms. Williams takes another look at her student data and group students with similar needs for small group instruction. She groups Noah and Alejandro together to reteach and provide more practice with the “a\_e” and “i\_e” patterns. She creates a plan that allows for general review of the long vowel patterns they have been studying, then moves to explicit instruction and guided practice that students engage in during their small group, followed by independent practice. Ms. Williams has set aside time for her to meet with small groups daily. In the plan that Ms. Williams has just created, Alejandro and Noah will work with her for 15 minutes in a small group next Monday, and then have 10 minutes of independent practice. She will take anecdotal notes during the chaining activity they will engage in together to determine if more small group sessions will be needed to continue to reinforce this skill. She has used her core curriculum resources to pull some lessons that specifically address the skill and are engaging for her students. She finds that planning these small group lessons in a collaborative setting with her colleagues to be very helpful because some of the other first grade teachers are planning similar lessons and they are able to divide up the work of finding curricula resources that align to the skills they are reteaching.

Ms. Williams then follows a similar process to develop a plan to support Krystal with learning the “ee” pattern during small group instruction.

Finally, Ms. Williams sets up a time to meet with the Special Education Teacher who is supporting Amanda to review the data and make a comprehensive plan for reinforcing the multiple skills that Amanda has not yet mastered so that she can be successful in on grade-level core instruction.

**\*See the lessons and plans below that Ms. Williams will use for instruction.**

### **Ms. Williams’ Plans for Addressing Unfinished Learning**

Whole group reinforcement lessons to address unfinished teaching (from CKLA Unit 2 Pause Point)

#### **Grouping Pictures of Common Nouns**

- Gather a number of pictures that show unspecific people, places, and things.
- Draw three columns on the board: one for people, one for places, and one for things. Label each column with a picture.
- Have students sort the remaining pictures into the columns.

### Word Sort with Common Nouns (People and Things)

- Write the decodable nouns from the box below on cards, one word per card.
- Label one box with a picture of a person and one box with a picture of a thing.
- Ask the students to read the nouns on the cards and determine if the nouns name a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of word cards.

#### Common Nouns that Name People:

1. bride
2. girl
3. boy
4. queen
5. king
6. dad
7. cop
8. man

#### Common Nouns that Name Things:

9. gate
10. mule
11. bike
12. note
13. cake
14. rose
15. dime
16. feet

### Finding Nouns in the Stories

- Assign one or more stories from *Gran* to students and have them copy the nouns of your choice (proper nouns; nouns that name a person, place, or thing) on a sheet of paper.

### Small group lesson plan to address unfinished learning

Students: Noah and Alejandro

Targeted Skill: /ae/ > 'a\_e' and /ie/ -> 'i\_e'

<b>Warm Up</b>	<b>Match Me</b> Play Match Me with: /ee/ > 'ee' /ae/ > 'a_e' /ie/ > 'i_e' /oe/ > 'o_e' /ue/ > 'u_e'	<b>Materials:</b> Large letter cards: 'ee', 'a_e', 'i_e', 'o_e', 'u_e'	<b>Minutes:</b> 3
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Explicit Instruction	<b>Review the Sound Spelling</b> Review /ae/ > 'a_e' and /ie/ > 'i_e'	Grade 1 Code Flip Books Articulation Chart Word List	4
Guided Practice working with skill	<b>Chaining</b> Chaining list targeting /ae/ > 'a_e' and /ie/ > 'i_e': kite > bite > site > side > wide > wade > made > make > mike (consonants: 'k', 't', 'b', 's', 'd', 'w', 'm', and vowels: 'a', 'i', and 'e')	Chaining List dry erase board, marker, and eraser for teacher and each student	8
Independent Practice	<b>Race to the Top</b> Student partners play "Race to the Top" with Vowel Digraph Word/Picture Cards for /ae/ > 'a_e' and /ie/ > 'i_e'.	Word/Picture Cards (Vowel Digraph) for /ae/ > 'a_e' and /ie/ > 'i_e'	10
See the lessons below that accompany this plan:			

## Warm-Up: Match Me

**Objective:** Prompt student attention to the connection between written letters and spoken sounds for taught sound-spellings.

**Materials:**

- Large Letter Cards

**Preparation:** Gather student sets of Large Letter Cards from Materials for Phonics Lessons corresponding to the sound-spellings you intend to address in the rest of the lesson, as well as other sound-spellings students have been explicitly taught and have not yet mastered. Selections should be informed by instructional observations and student performance assessments.

**Instructions:**

- Provide each student with a set of Large Letter Cards corresponding to the targeted sound-spellings.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should find the corresponding spelling on the Large Letter Cards.
- If a spelling (Large Letter Card) is shown, students should prepare to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.
- Keeping notes on a copy of the Phonics Scope and Sequence chart (provided in Determining Student Need) regarding sound-spelling knowledge mastered, progressing, or unfamiliar will help you plan for the next lesson Warm-Up.

## Explicit Instruction: Review the Sound-Spelling

**Objective:** Reteach sound-spelling knowledge needed for reading and writing with which students are demonstrating difficulty.

**Materials:**

- Grade 1 Code Flip Books
- writing materials for students (e.g., paper and pencils)
- Articulation Chart
- Word lists

**Preparation:** Select sound-spellings in need of remediation. Gather Grade 1 Code Flip Books and the Articulation Chart from Materials for Phonics Lessons. Reference the Word Lists from Materials for Phonics Lessons to create word lists with three to five words for each sound-spelling targeted in the lesson. Also gather writing materials for each student.

**Instructions:**

- Display the appropriate Code Flip Book page for the sound-spelling being taught.
- Remind students of the articulation needed to make the target sound.
- Say and have students echo the example word, noting where the sound-spelling occurs (initial, medial, or final position).
- Briefly review the strokes for letter formation.
- Say a number of words with the targeted sound-spelling, and have students repeat after you. Then have students write the words.

### **Guided Practice: Chaining**

**Objective:** Work with sound-spelling correspondences by requiring attention to individual sound-spelling changes as words are read or spelled.

**Materials:**

- Chaining list
- writing materials for both teacher and student writing
- optional: Large Letter Cards

**Preparation:** Select a chaining list targeting sound-spellings in need of remediation from Materials for Phonics Lessons. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel sound-spelling chains may be used before the mixed vowel sound-spelling chains. Gather writing materials (e.g., dry erase boards and markers) for both teacher and students. If you wish to display letter cards for the letters used in the chain, copy and cut the required Large Letter Cards from Materials for Phonics Lessons.

**Instructions:**

- Display the letters required for the selected chain. They may be written at the top of the board or chart paper or may be letter cards set out in front of students on the table.

## Sound-Spellings: Race to the Top

### Materials:

- Large Letter Cards or Word/Picture Cards
- Race to the Top game boards
- container to keep two-sided cards
- game pieces (e.g., different colored cubes, various coins, odd shaped buttons, etc.)

**Preparation:** Select Large Letter Cards or Word/Picture Cards from Materials for Phonics Lessons according to the category of sound-spellings targeted for remediation. If students are struggling to distinguish between short and long vowel sound-spellings when both are used in instruction, the long vowel Word/Picture Cards may be used before including the short vowel Word/Picture Cards for a combination of long and short vowel sound-spellings. Copy and cut out cards. If Word/Picture Cards are used, gather a container (e.g., brown bag) from which the two-sided cards can be drawn. Copy Race to the Top game boards. Also gather different objects for students to use as game pieces.

Using Large Letter Cards—Cards may be placed face down in a pile.

- Give the Sound: As Letter Cards are flipped over, students provide the correct sound.
- Give the Word: As Letter Cards are flipped over, students provide a word that contains the sound.

Using Word/Picture Cards—Cards should be concealed and drawn from a container, such as a brown bag.

- Read It: As cards are drawn, the *word* side of the card is shown to the opposing player to be read. The *picture* side allows for confirmation/correction.
- Spell It: As cards are drawn, the *picture* side of the card is shown to the opposing player to be spelled (e.g., on a dry erase board). The *word* side allows for confirmation/correction.

### Instructions:

- Provide students with game boards, a game piece, and selected card set.
- Students perform according to the cards and game variation chosen. For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

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**In Your Breakout Room**

Discuss your analysis of the case study:

- What was effective about Ms. Williams planning process?
- Be as specific as possible!

### In Your Breakout Room:

Think back to your analysis of the case study.

### Discuss:

- What mindsets, systems and structures were in place to support the approach Ms. Williams took to address unfinished learning?
- Be as specific as possible!

### What if...

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings 12/15 or above=proficient	Comprehension 3/5 or above = proficient	Grammar: Identifying Nouns 7/10 or above = proficient
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	10/15	2/5	6/10
Noah	11/15	2/5	4/10
Luis	10/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	8/15	2/5	7/10
Tanji	4/15	1/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
Logan	7/15	3/5	6/10

### Ms. Hill Case Study

Ms. Hill is a colleague of Ms. Williams. She respects Ms. Williams but she also knows that the students in her class just are not “as capable” as those in Ms. Williams’ class. In Ms. Hill’s class 9/14 of her students were not proficient on two portions of the assessment. Ms. Hill decides since so many of her students just don’t get long vowels there is no point in trying to figure out specifically what they do or don’t know. She also doesn’t want to get behind on her pacing for her class so she just decides to move on to the next unit and hope students will pick up on these skills when she is reading the leveled readers with them in their small groups where she already has them placed by reading level. She will just be sure to point out the magic e words in the books as they come across them so she can reinforce the skill. She will also pull some worksheets from some of her favorite online resources and send those home



for homework. She feels she knows her students and knows her data and decides this is the best course of action.

### **Reflect..**

- Based on what you have learned in this session, is Ms. Hill's response to data best practice? Why or why not? Be sure to identify specific evidence.
- How can mindsets about students and data impact student success?

### **In Your Breakout Room**

- Assign a timekeeper and recorder.
- Discuss your reflections about Ms. Hill's response to data.
- As a group, work to brainstorm ways to support Ms. Hill in adjusting her plan: How, specifically, could you support her in more effectively responding to this data? What would you suggest? Why?

### **Before Our Next Session...**

**School-based leaders:** Select one teacher to support in responding to their data (either a whole group lesson or small group lesson)

**District-based leaders:** Observe the co-planning session and/or observe the teacher's instruction