

Push-In Instruction Through Small Group Rotations and The “Daily 5*”

PRESENTED BY:

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**Research based on The Daily 5: Fostering Literacy Independence in the Elementary Grades. By Gail Boushey and Joan Moser. 2014*

Objectives



- ▶ Discuss how a school-wide collaboration effort to provide ESOL support during the reading and language arts block has led to increased rigor and more effective strategies for all our ELLs.
- ▶ Discuss the components of a successful “Daily 5” program and how it can be used in conjunction with small group instructional rotations to provide effective push-in support for ELLs during a Reading and Language Arts block.
- ▶ Discuss how ELLs can be supported through the use of the Daily 5 in their classrooms through specific techniques that target increasing their language and reading skills.

Think Pair Share

(yes, please turn to your neighbor)

- ▶ How well does the ESOL program fit into your school?
- ▶ How well do classroom teachers, resource staff and ESOL professionals communicate and collaborate with each other?
- ▶ Are ELLs being randomly pulled from the classroom without any connection to classroom activities?

Concerns/Challenges



- ▶ Many of our students are learning English and how to read simultaneously.
- ▶ ELLs were not given multiple opportunities to engage in differentiated guided reading/phonics instruction.
- ▶ There was a lack of communication and continuity of services between the classroom teacher and the ESOL teacher.
- ▶ Teachers did not have a good understanding of the learning needs of our ELLs.
- ▶ Small group instruction was not responsive to the needs of our diverse learners.

Closing the Gap

We needed to find a way to provide a blended learning opportunity where students are learning to read and learning English simultaneously.

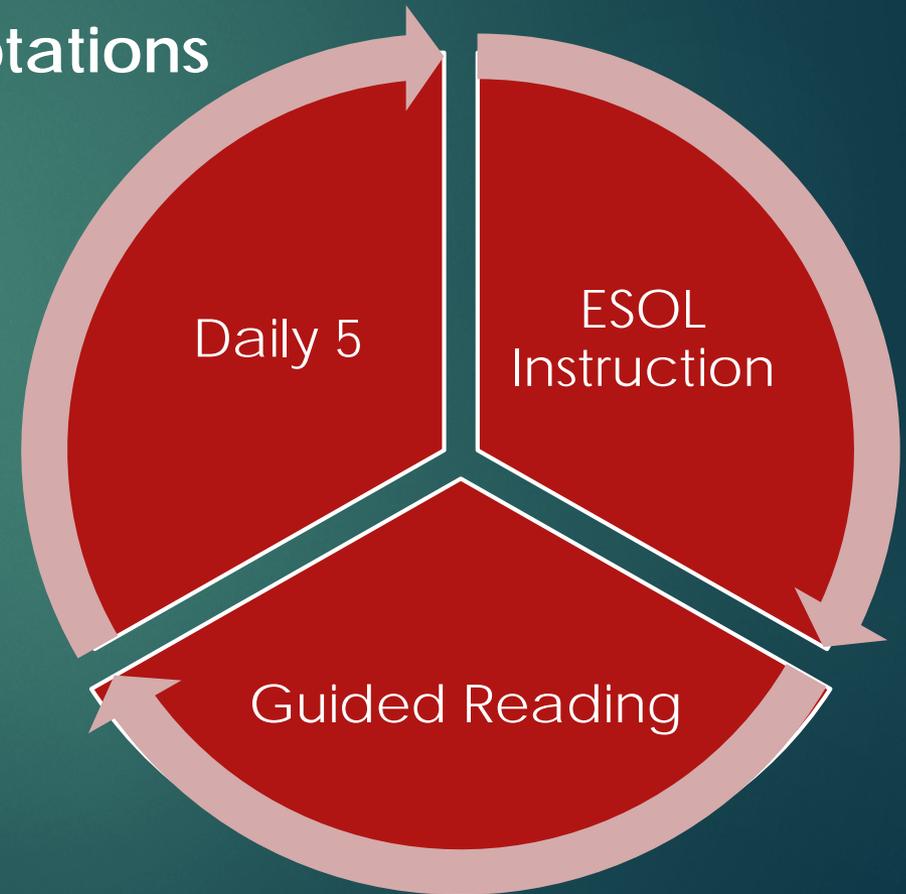
- ▶ ELLs receive daily small group instruction that targets the integration of language acquisition skills with daily foundational literacy skills.
- ▶ ESOL Teachers/Resource Staff will push in to provide this daily instruction in language acquisition, reading and writing to supplement/complement the small group instruction provided by the classroom teacher.
- ▶ Teachers will utilize assessment data in order to plan with resource staff weekly to customize daily instruction for ELLs.
- ▶ Engage students in daily opportunities to apply phonics and vocabulary skills in connected text and provide parents with leveled books that they can practice applying skills at home with their students.
- ▶ Engage students in meaningful opportunities to apply their knowledge and practice skills through the Daily 5.

Two Hour Literacy Block

First hour: Spelling, Word Work, Shared Learning

Second Hour: 3 – 20 minute rotations
Students grouped by reading levels and WIDA levels

Students who do not meet with an ESOL or resource teacher engage in independent learning opportunities tied to the shared learning.



Collaboration vs. Coordination

- ▶ Collaboration is much more than coordination
 - ▶ Coordination doesn't necessarily mean that action will occur
- ▶ Collaboration is not easy
 - ▶ Often involves healthy conflict
 - ▶ Honor differing opinions/welcome diversity – aids in critical thinking
- ▶ Collaboration matters
 - ▶ To create and develop good teams
 - ▶ For retention and sustaining of quality faculty
 - ▶ In order to achieve synergy
- ▶ The benefits of collaboration
 - ▶ Builds collective capacity
 - ▶ Helps with the establishment of goals and timeliness
 - ▶ All while helping understand collectively what assessments and data show and understanding the impact across the continuum of actors (beyond ESOL)

Research by Boushey and Moser



- ▶ Building a learning structure in our classrooms that focuses explicitly on what the teacher and the students are to be doing within the five components
- ▶ The way teachers structure the learning environment and the way students spend their time influences the level of reading proficiency the students attain by the end of the academic year
- ▶ Student centered
- ▶ Time for small group instruction with classroom teacher
- ▶ Time for small group instruction with ESOL teacher
- ▶ Individualized focus on skills

Components of the Daily 5

1. Read to Self
2. Read to Someone
3. Word Work
4. Listening to Reading
5. Writing

It is designed to teach children to build stamina and independence in each of the Daily 5 Tasks so they can fully engage in meaningful, authentic reading and writing for an extended time. The Daily 5 gives students choice which increases motivation and engagement. While students are engaged in the Daily 5 activities, teachers are able to assess individual students and work with small groups of students based on their Individual needs.

How Does Using the Daily 5 Help Support Our ELLs ?

1. Specific time set aside within the literacy block to meet with the classroom teacher to work on needed skills based on assessment and data.
2. Specific time within the literacy block to work with the ESOL teacher on literacy and language skills.
3. Read-To-Self: Books are selected and grouped for students based on assessment data.
4. Read-To-Someone: ELLs engage with their peers as they listen to each other as they read.
5. Listening to Reading: ELLs use programs like iReady, RAZ-Kidz, and curriculum material available online to listen to stories and engage with the text.
6. Word Work and Writing: Targets specific writing skills and phonics development.

Concluding Thoughts

Through the implementation of the Daily 5 and small group rotations, our ELLs are learning English language and literacy skills simultaneously.

ELLs are given multiple opportunities to engage in differentiated guided reading/phonics instruction.

Increased communication and continuity of services between the classroom teacher and the ESOL teacher.

Classroom teachers and ESOL teachers work together to plan lessons, analyze data, and create activities that meet the needs of our diverse learners.

Many students receive a “double dose” of responsive, small group instruction .

These key actions helped to close the gap in reading between our ELLs and those students whose first language is English. This was determined through Benchmark assessments and MAP data. In addition, ELs continued to increase their language proficiency as determined by their WIDA scores.