



A CLERESTORY LEARNING INSTRUCTIONAL READING PROGRAM

FOUNDATIONS & FRAMEWORKS

KEVIN D. WASHBURN, ED.D.

Basic Course—Hybrid
INSTRUCTOR'S GUIDE 2021



Equipping students for deep comprehension



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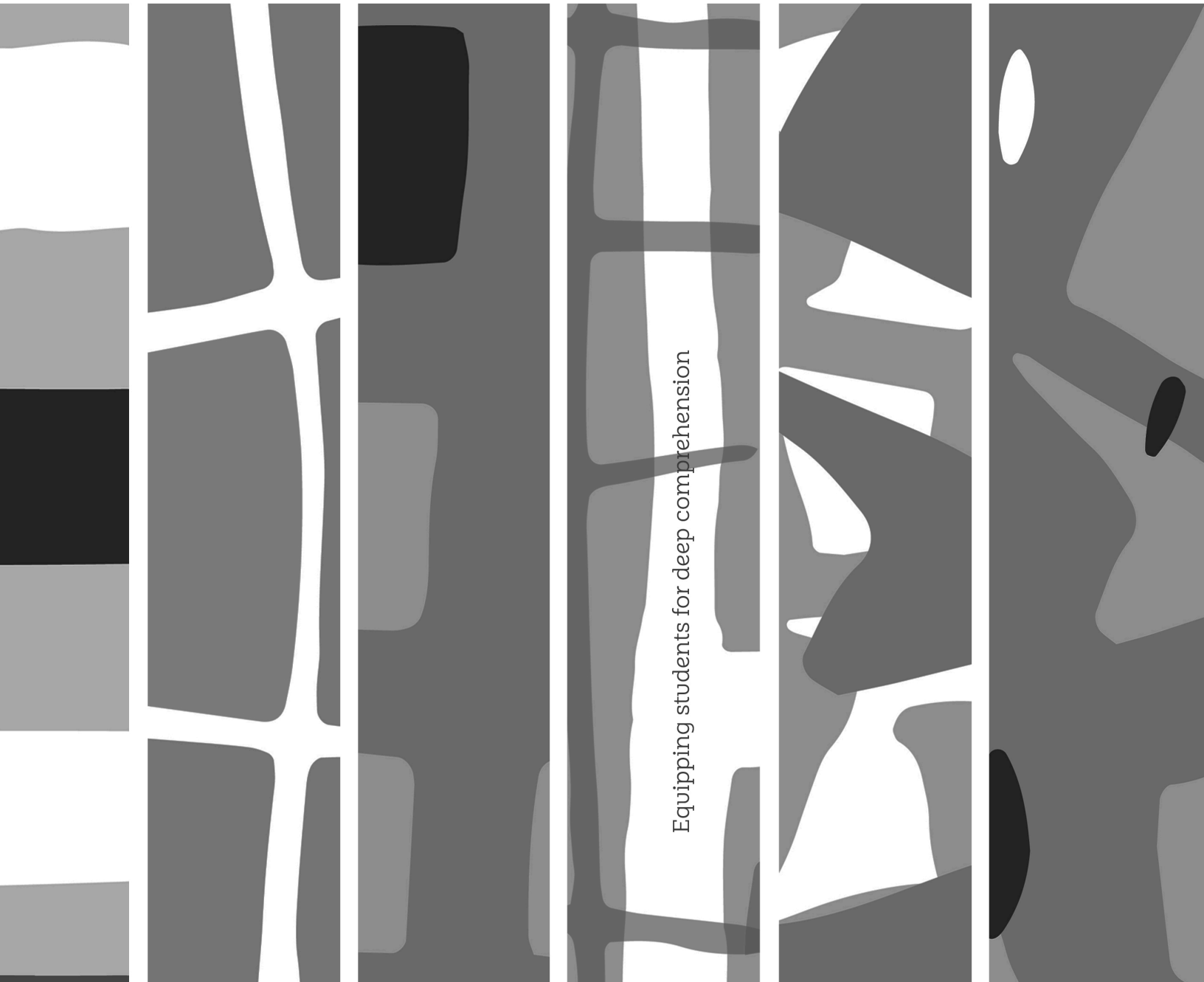
FOUNDATIONS

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**FOUNDATIONS & FRAMEWORKS BASIC COURSE—HYBRID:
INSTRUCTOR'S GUIDE 2021**

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Published in the United States by Clerestory Learning/Make Way for Books, LLC

Pelham, AL

www.clerestorylearning.com

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Course Book Design and Layout Kevin and Julia Washburn

ACKNOWLEDGMENT

It is with sincere appreciation that we acknowledge the contribution of Briarwood Christian School in Birmingham, Alabama. Its dedication to excellence in reading instruction led to the initial development of the Foundations & Frameworks program.

ABOUT THE AUTHOR

Kevin D. Washburn, (Ed.D.), is Executive Director of Clerestory Learning, Cofounder/Co-owner of Make Way for Books, author of the Architecture of Learning instructional design model and its professional development program, and the Writer's Stylus instructional writing program. He's also the author of *The Architecture of Learning: Designing Instruction for the Learning Brain*, and a member of the International Mind, Brain & Education Society, and the Learning & the Brain Society.

Dr. Washburn specializes in instruction and curriculum. His experience as a teacher in elementary through college level classrooms combines with his penchant for reading and research in educational and scientific areas to uncover important implications for learning. Whether teaching in the classroom or convention setting, writing, or blogging, he conveys a passion for quality teaching and authentic learning.

He enjoys running, architecture, music, bookstores, live theater, a good latte, and spending time with his lovely wife Julia. He lives and works in Pelham, AL.

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INTRODUCTION

For years, teachers and Foundations & Frameworks instructors requested that we record the Basic Course presentations. I resisted, not wanting to interfere with the critical relationship between teacher and learner. Yet, here we are, providing a guide for a hybrid approach that includes filmed presentations.

My skepticism began to change as I worked with online students through Friends University. These teachers and graduate students engaged with the concepts deeply and developed the working knowledge necessary to implement Foundations & Frameworks. The distance format still has its drawbacks, such as not being able to simulate some critical activities, but it proved that our filmed presentations could be part of an effective professional development program.

This guide bridges the advantages of in-person learning with the advantages of consistent content. With your leadership, this hybrid Foundations & Frameworks Basic Course can optimize the best of both worlds.

In preparation, please review this guide and its associated videos (the “Class Sessions”) thoroughly before leading the Foundations & Frameworks Basic Course. Some concepts have been revised since your first exposure to Foundations & Frameworks, and even since your participation in the Advanced Course.

Also, take note of places where your preparation and involvement are greater. For example, in Part 4, you will lead a simulation of a Collaborative Comprehension Session. This will require gathering materials and thorough planning. Also, new online tools are used in this course. Be sure to familiarize yourself with them and how to access them.

Not every section of the original Foundations & Frameworks Basic Course is included in this hybrid approach. Participants will only work with the Skill Blueprint in Architecture of Learning. (The full Architecture of Learning Basic Course is still offered as a separate course.) Also, the Beginning Reading and Content Area Reading portions of the original training are not included here. We will be revising these sections in the future; however, if you want to include these in your Basic Course, you may use the original materials. (Note: you will need additional time, probably at least one more full day, to add these sections.)

If, as you prepare, you have questions, please contact me at kevin@clerestorylearning.com.

Kevin D. Washburn, Ed.D.
April 2021

REQUIRED MATERIALS

EACH PARTICIPANT	THE INSTRUCTOR
COURSE MATERIALS To order with credit card: clerestorylearning.com/ordertexts To order with PO: makewayforbooks.com - A copy of <i>The Architecture of Learning: Designing Instruction for the Learning Brain</i> (9780984345908)* *Also available at Amazon - A copy of the <i>Foundations & Frameworks: Basic Course Book</i> - A copy of the <i>Foundations & Frameworks: Toolbox</i> (anticipated availability: May 1) BOOKS To order with PO: makewayforbooks.com - A teacher's copy of the books, including the read-aloud titles, that will be used for the first F&F unit INTERNET ACCESS - A device with which to access the internet and type comfortably (something other than a smart phone)	- A meeting room with internet access - A way to display and project the class sessions that is easily seen and heard by all participants - Chart paper and chart markers - A collection of illustrated books with substantial stories, one title for every 2-3 participants - A set of beginning reader books for use in the CCS simulation (Part 4) - Enough sets of colored pencils for each participant to have access to six different colors

If you have ordering questions, please call Julia (888.622.6932).

PRE-SESSION PREPARATION

Before you begin leading the **Foundations & Frameworks Basic Course—Hybrid**, all your participants need to read Chapters 1-3 of *The Architecture of Learning: Designing Instruction for the Learning Brain*. Information on ordering copies of this book can be found in the Introduction.

The *Foundations & Frameworks: Basic Course Book* (page 7) features a place for participants to write summaries of these chapters; however, I recommend having them submit summaries to you ahead of time via email, Google Docs, or some other electronic method. **It is critical, NOT OPTIONAL, for the participants to read this material BEFORE they begin the course.**

PART 1:

TEACHING SKILLS, BUILDING COMPREHENSION

■ CLASS SESSION 1 [course book p. 8]

FINDING FLUIDITY

Show the participants Class Session 1: FINDING FLUIDITY. Have the participants respond individually to the prompts at the top of *Course Book* page 8. Then discuss these together, arriving at the pattern: *Smooth performance relies on a series of underlying steps.*

■ CLASS SESSION 2 [course book pp. 8-9]

SKILLS: DEFINITION, PROFICIENCY, EVIDENCE, AND RELATION TO READING COMPREHENSION and TEACHING SKILLS FOR COMPREHENSION: WHY?

Direct the participants to *Course Book* pages 8-9 where they can take notes during the class session. Show the participants Class Session 2: SKILLS: DEFINITIONS, PROFICIENCY, EVIDENCE, & RELATION TO READING COMPREHENSION and TEACHING SKILLS FOR COMPREHENSION: WHY?.

* PROCESSING PAUSE 1 [course book p. 10]

READING COMPREHENSION AND SKILL MASTERY

Direct the participants to the prompts at the top of *Course Book* page 10. Have the participants respond individually, and then discuss their responses together. Take the time necessary to foster deep thinking, and for the participants to ask questions. However, avoid getting ahead of the course by answering questions that will be addressed in later sessions.

■ CLASS SESSION 3 [course book pp. 10-11]

TEACHING A SKILL: GETTING STARTED (CO-EX)

Direct the participants to *Course Book* pages 10-11 where they can take notes during the class session. Show the participants Class Session 3: TEACHING A SKILL: GETTING STARTED (CO-ex).

* PROCESSING PAUSE 2A [course book p. 12]

INITIAL SKILL INSTRUCTION SEQUENCING

Direct the participants to the top of *Course Book* page 12. Review the directions together. Complete the activity as desired (individually, in pairs, small groups, full group). The basic flow chart should have steps and a sequence similar to this:

1. Define how the skill is helpful
2. Explain what the skill produces
3. Present the steps and associated tools
4. Model the skill

Additional details that the participants think are important may be added to bubbles off the associated step of the flow chart. For example: “Use first-person pronouns” may be a bubble off the last step of the flow chart.

* PROCESSING PAUSE 2B [course book p. 12]

PLANNING INITIAL SKILL INSTRUCTION

If you have not already, distribute copies of the *Foundations & Frameworks: Toolbox* (2021 Revision) to the participants. Direct the participants to review the Skill Details, Process, and Visual Tool for a unit they will teach. (This will most likely be Unit 1.) The bolded information in the Skill Details will help with the first two steps—defining how the skill is helpful and explaining what the skill produces. Answer any questions the participants have about the material in the *Toolbox*. For example, some teachers may need more guidance on how to develop the unit’s visual tool.

Direct the participants to the middle activity on *Course Book* page 12. They should approach this activity as if they are writing a script for themselves. Referring to the material in the *Toolbox*, they should “script out” their skill instruction, following the prompts in the *Course Book*. (This will become the CO-ex portion of their blueprint. However, do not mention this yet; the AoL Blueprint is introduced in a later session.) Allow sufficient time for this, and prepare to do a fair amount of coaching; this is the first time most teachers will be working with skill instruction at this level of detail.

Review the results as desired, and allow time for questions during and after the activity. If the participants struggle, consider modeling the process for them. Display the prompts, refer to the *Toolbox*, and develop your own skill instruction “script” as an example.

■ CLASS SESSION 4 [course book pp. 12-13]

LEARNING A SKILL: DEVELOPING SMOOTH PERFORMANCE

Direct the participants to *Course Book* pages 12-13 where they can take notes during the class session. Show the participants Class Session 4: LEARNING A SKILL: DEVELOPING SMOOTH PERFORMANCE.

* PROCESSING PAUSE 3A [course book p. 13]

DEVELOPING SMOOTHNESS SEQUENCING

Direct the participants to the bottom of *Course Book* page 13. Review the directions together. Complete the activity as desired (individually, in pairs, small groups, full group). The basic flow chart should have steps and a sequence similar to this:

1. Have the students “label and sort” the skill’s steps and any associated tools
2. Connect the skill to an established pattern or reference point
3. Lead initial, guided, supported practice: “pencil down study, think-it-through pause, pencil up” response
4. Provide independent practice with feedback

Additional details that the participants think are important may be added to bubbles off the associated step of the flow chart. For example: “Placement on visual tool of answers to process questions” may be a bubble off the first step of the flow chart.

* PROCESSING PAUSE 3B [course book p. 14]

PLANNING INITIAL SKILL PROCESSING

Direct the participants to the top of *Course Book* page 14 and recommend they have the *Toolbox* opened to the unit they began planning in Processing Pause 2B.

Following the prompts, the participants will plan out the skill processing part of their unit. (This will become the CO-co—CO-ap portion of their blueprint. However, do not mention this yet; the AoL Blueprint is introduced in a later session.) Allow sufficient time for this, and prepare to do a fair amount of coaching; again, this is the first time most teachers will be working with skill instruction at this level of detail. Challenge the participants to be specific—e.g., what exactly will the students do to “label and sort” the skill’s steps?

Review the results as desired, and allow time for questions during and after the activity. If the participants struggle, consider modeling the process for them. Display the prompts, refer to the *Toolbox*, and develop your own skill skill processing plan as an example.

■ CLASS SESSION 5 [course book pp. 14-16]

ARCHITECTURE OF LEARNING: EXPERIENCE STRAND—ESTABLISHING A REFERENCE POINT FOR SKILL LEARNING

Direct the participants to *Course Book* pages 14-16 where they can take notes during the class session. Show the participants Class Session 5: ARCHITECTURE OF LEARNING: EXPERIENCE STRAND—ESTABLISHING A REFERENCE POINT FOR SKILL LEARNING.

* PROCESSING PAUSE 4 [course book pp. 16-17]

PLANNING THE EXPERIENCE STRAND

Direct the participants to the top of *Course Book* pages 16-17 and recommend they have the *Toolbox* opened to the unit they began planning in Processing Pause 2B.

Following the prompts, the participants will plan out the EXperience strand of their blueprint. (This will become the EX-ex—EX-ap portion of their blueprint. The full AoL Blueprint is introduced in a later session) Allow sufficient time for this, and prepare to do a fair amount of coaching; this is the first time most teachers will be working with EXperience strand activities.

Review the results as desired, and allow time for questions during and after the activity. If the participants struggle, consider modeling the process for them. Display the prompts, and develop your own EX strand activities as an example.

■ CLASS SESSION 6 [course book p. 18]

BLUEPRINTS: DRAFTING TABLE INTRODUCTION

Show the participants Class Session 5: BLUEPRINTS: DRAFTING TABLE INTRODUCTION.

* PROCESSING PAUSE 5 [course book p. 18]

THE EXPERIENCE AND COMPREHENSION STRANDS

Have the participants register and log-in to the Drafting Table at architectureoflearning.com. Direct them to *Course Book* page 18, and walk through the steps together. Point out that the responses they developed in Processing Pause 4 can be entered into the EX strand of their blueprints.

Point out that the responses they developed in Processing Pause 2B can be entered into the CO-ex cell of their blueprints.

Point out that the responses they developed in Processing Pause 3B can be entered into the CO-co, CO-el, and CO-ap cells of their blueprints.

At the conclusion of this activity, they should have complete EXperience and COMprehension strands.

If you have not reviewed their blueprints, have them SHARE them with you, following the directions in the last step of the Processing Pause.

PART 2:

"SEEING" COMPREHENSION

■ CLASS SESSION 1 [course book p. 19]

MAPPING OUR STEPS

Show the participants Class Session 1: MAPPING OUR STEPS, and have all who are able complete the steps as described in the video. (You may need to pause it occasionally for this purpose.) Then have the participants respond individually to the prompts at the top of *Course Book* page 19. Discuss these together, arriving at the pattern: *step*→*map*→*pore*.

■ CLASS SESSION 2 [course book pp. 19-20]

READING COMPREHENSION: A BROAD VIEW

Direct the participants to *Course Book* pages 19-20 where they can take notes during the class session. Show the participants Class Session 2: READING COMPREHENSION: A BROAD VIEW.

* PROCESSING PAUSE 1A [course book p. 20]

READING COMPREHENSION DEFINITION

Direct the participants to the middle of *Course Book* page 20. Review the directions together. Complete the activity as desired (individually, in pairs, small groups, full group). Although the flow charts for this activity may vary (there isn't one "right" answer here), they may have a sequence similar to this:

1. application of a collection of interinvolved skills
2. author's intended message and deep understanding
3. evaluation

The goal is not for everyone to have the same flow chart but to think about the critical concepts of the definition. Discuss any differences, using the opportunity to emphasize the relationship of thinking to deep comprehension.

***** PROCESSING PAUSE 1B [course book pp. 20-21]

DEFINITION IMPLICATION

Direct the participants to the bottom of *Course Book* page 20 and top of page 21. Review the prompts and discuss responses to the questions. Encourage the participants to draw contrasts between the definition's implications and traditional classroom practices.

***** PROCESSING PAUSE 1C [course book pp. 21-22]

A "TRADITIONAL" APPROACH

Direct the participants to pages 21-22 of the *Course Book*. Have the participants read the passage, "A Ride to London," and respond to the post-reading questions. Quickly discuss their responses to the questions until you reach, "What is the author's intended message?" You will likely get a variety of responses to this question, and quite possibly none of them will be on-target. The author's intended message is that Tom's life is about to experience a significant change. The traditional approach, with its overemphasis on finding details to answer questions, does not guide readers to recognize what really matters. Discuss the experience, allowing the participants to share their own insights.

■ CLASS SESSION 3 [course book pp. 22-23]

READING COMPREHENSION: EFFECTIVE INSTRUCTION

Direct the participants to *Course Book* pages 22-23 where they can take notes during the class session. Show the participants Class Session 3: READING COMPREHENSION: EFFECTIVE INSTRUCTION.

***** PROCESSING PAUSE 2 [course book p. 23]

CURRENT INSTRUCTION

Direct the participants to the top of *Course Book* page 23. Review the prompt and give the participants time to think through their own responses. Then discuss these, not forcing anyone to share their own responses. (Several often volunteer to share their own experiences.) Honor each response, emphasizing that they did what they knew to do at the time. Continue the discussion as long as the participants are willing to share.

■ CLASS SESSION 4 [course book p. 23]

READING COMPREHENSION: “MAPPING THINKING”

Direct the participants to *Course Book* page 23 where they can take notes during the class session. Show the participants Class Session 4: READING COMPREHENSION: “MAPPING THINKING.”

* PROCESSING PAUSE 3A [course book pp. 24-25]

THE BRAIN, VISUAL TOOLS, AND READING COMPREHENSION

Direct the participants to *Course Book* page 24. Review the directions together. Basically, in the middle column, participants should summarize something visual tools do, and in the third column, how what visual tools do to aid reading comprehension. Allow the participants to work in pairs or small groups to complete the table. Briefly discuss the results. It is not unusual for participants to request that Class Session 4 be viewed again. Feel free to reshow the video as the participants complete the table.

* PROCESSING PAUSE 3B [course book p. 25]

MAPPING COMPREHENSION

Provide a selection of illustrated books with substantial stories. If you have enough participants, allow them to work in pairs or small groups, selecting one of the illustrated books to use for the activity. Distribute a sheet of chart paper and some chart markers to each group. Direct participants to the middle of *Course Book* page 25 and review the directions together. (If necessary, draw and talk through the basic elements of each of the visual tools.)

Have the participants read their selected illustrated books and develop their visual tools. When complete, encourage the participants to view the visual tools developed by other participants/groups. Move immediately to Processing Pause 3C.

* PROCESSING PAUSE 3C [course book p. 25]

THINKING ABOUT YOUR THINKING

Direct the participants to the bottom of *Course Book* page 25. Review the prompt together, taking each question and discussing responses before moving on to the next one. Continue the discussion for as long as the participants are sharing insights. Emphasize the differences they noticed in their thinking as a result of working with the visual tools, especially the connections they identified between different visual tools.

■ CLASS SESSION 5 [course book p. 26]

VISUAL TOOLS: COMPLETING THE SKILL

Direct the participants to *Course Book* page 26 where they can take notes during the class session. Show the participants Class Session 5: VISUAL TOOLS: COMPLETING THE SKILL.

Following the class session, briefly discuss its content before moving into Class Session 6.

■ CLASS SESSION 6 [course book p. 27]

READING COMPREHENSION SKILL INSTRUCTION: A DEMONSTRATION

Direct the participants to *Course Book* page 27 where they can take notes during the class session. Show the participants Class Session 6: READING COMPREHENSION SKILL INSTRUCTION: A DEMONSTRATION.

Move immediately to Processing Pause 4A.

* PROCESSING PAUSE 4A [course book p. 27]

SKILL INSTRUCTION RESPONSE

Direct the participants to the middle of *Course Book* page 27. Review the prompt and discuss responses as a full group. Do not rush this discussion. It is important that the participants recognize the four steps of the skill lesson, and that they process the role of and approach to modeling the skill.

* PROCESSING PAUSE 4B [course book pp. 27-28]

COMPLETING THE COMPREHENSION STRAND

Have the participants log-in to the Drafting Table at architectureoflearning.com. Direct them to the bottom of *Course Book* page 27, and walk through the steps together. Provide time for them to make the revisions and additions to their blueprints.

If you have not reviewed their blueprints, have them SHARE them with you.

Direct the participants to *Course Book* page 28 and review the preparation steps (the top bullet and sub-points). Give the participants the time necessary to prepare their skill lessons. Be available for coaching during this activity as questions will likely arise.

Once the participants are ready, have them work in pairs or small groups (three in a group is ideal) to present their skill lessons. (They do not need to model through the entire read-aloud, but they should go far enough to demonstrate most elements of the process and visual tool.) Explain that they should teach the lesson as if their group members were students in the

class. Remind them of the four steps of the skill lesson, the need to explain the relationship between the process questions and the visual tool, the necessity of skill modeling in first person, and anything else that you have found to be valuable for skill instruction. Explain that those not teaching should observe the lesson, watching for each of the important elements to be included. After each lesson, have the group members offer encouragement to the “teacher.” Immediately move to the next participant until everyone has taught their skill lesson.

Direct the participants to the final prompt on *Course Book* page 28. Review the prompt and discuss responses together. Answer any final questions the participant have about the EXperience and COMprehension strands of the blueprint for an F&F unit.

PART 3:

MAKING WORD DEPOSITS

■ CLASS SESSION 1 [course book pp. 29-30]

MAKING AN INTRODUCTION

Direct the participants to *Course Book* pages 29-30 and show them Class Session 1: MAKING AN INTRODUCTION, pausing the video for the participants to respond to each of the prompts when directed. Then have the participants respond to and discuss the prompts on page 30. Discuss these together, arriving at the pattern: *Different types of information enhance understanding, increase connections, and broaden usage opportunities.*

■ CLASS SESSION 2 [course book pp. 31-35]

VOCABULARY: WHY IT MATTERS and VOCABULARY: INTRODUCTION, INSTRUCTION, AND APPLICATION

Direct the participants to *Course Book* pages 31-35 where they can take notes during the class session. Show the participants Class Session 2: VOCABULARY: WHY IT MATTERS and VOCABULARY: INTRODUCTION, INSTRUCTION, AND APPLICATION.

* PROCESSING PAUSE 1 [course book p. 35]

VOCABULARY LESSON OBSERVATIONS

Direct the participants to the bottom of *Course Book* page 35. Review the prompt and discuss responses as a full group. Do not rush this discussion. It is important that the participants recognize steps of the vocabulary lesson, and that they process the details (e.g., Confine, Change, Broaden) and understand the structure of the vocabulary organizer.

■ CLASS SESSION 3 [course book p. 36]

VOCABULARY: TIPS ON WORD SELECTION

Direct the participants to *Course Book* page 36 where they can take notes during the class session. Show the participants Class Session 3: VOCABULARY: TIPS ON WORD SELECTION.

Following the class session, briefly discuss its content before moving into Class Session 4.

■ CLASS SESSION 4 [course book p. 36]

VOCABULARY: A DEMONSTRATION

Direct the participants to the bottom of *Course Book* page 36 where they can complete the vocabulary organizer based on the lesson they will observe. Show the participants Class Session 4: VOCABULARY: A DEMONSTRATION.

Move immediately to Processing Pause 2A.

* PROCESSING PAUSE 2A [course book p. 37]

DEMONSTRATION OBSERVATIONS

Direct the participants to the top of *Course Book* page 37. Review the prompt and discuss responses as a full group.

* PROCESSING PAUSE 2B [course book p. 37]

VOCABULARY: PLANNING INSTRUCTION

Have the participants go to the Foundations & Frameworks Resources webpage at clerestorylearning.com/ffresources. Direct them to the Vocabulary Lesson Planning Form and have them download a copy of the form. (This is a pdf file and should open in either Adobe Acrobat or Apple's Preview.) Direct the participants to use the form to plan their own vocabulary lessons for a word selected from one of the books used in a unit. Provide sufficient time and coaching to enable each participant to plan a complete lesson.

If time allows, have the participants practice teaching their vocabulary lesson plans through the pencil-down, oral contextual practice step (Confine, Change, Broaden). Provide feedback. Conclude by answering any questions about vocabulary instruction the participants have. (Note: The role vocabulary plays beyond the initial lesson will be addressed in Part 4.)

PART 4:

COLLABORATIVE COMPREHENSION

■ CLASS SESSION 1 [course book p. 38]

DOTS & LINES

Distribute enough sets of colored pencils for every participant to access six different colors. Direct the participants to *Course Book* page 38 and show them Class Session 1: DOTS & LINES. Then have the participants respond to and discuss the prompts on page 38. Discuss these together, arriving at the pattern: *Interaction sparks engagement and insight.*

■ CLASS SESSION 2 [course book p. 39]

COLLABORATIVE COMPREHENSION: THE CONCEPT

Direct the participants to *Course Book* page 39 where they can take notes during the class session. Show the participants Class Session 2: COLLABORATIVE COMPREHENSION: THE CONCEPT.

* PROCESSING PAUSE 1 [course book p. 39]

COLLABORATIVE COMPREHENSION AND READING COMPREHENSION

Direct the participants to the bottom of *Course Book* page 39. Review the prompt and discuss responses as a full group. Move immediately to Class Session 3.

■ CLASS SESSION 3 [course book pp. 40-41]

COLLABORATIVE COMPREHENSION: THE STRUCTURE AND TOOLS

Direct the participants to *Course Book* pages 40-41 where they can take notes during the class session. Show the participants Class Session 3: COLLABORATIVE COMPREHENSION: THE STRUCTURE AND TOOLS.

* PROCESSING PAUSE 2 [course book p. 42]

CCS-RELATED ACTIVITIES AND READING COMPREHENSION

Direct the participants to the top of *Course Book* page 42. Review the first prompt and discuss responses as a full group. Be sure to thoroughly address all three components: 1) Preparation (SPECS Logs), 2) the Collaborative Comprehension Session, and 3) "Intellectual Art." Then discuss the second prompt, connecting the three components to the pattern statement.

■ CLASS SESSION 4 [course book pp. 42-44]

COLLABORATIVE COMPREHENSION: THE COLLABORATIVE COMPREHENSION SESSION

Direct the participants to *Course Book* pages 42-44 where they can take notes during the class session. Show the participants Class Session 4: COLLABORATIVE COMPREHENSION: THE COLLABORATIVE COMPREHENSION SESSION. After the session, discuss its content, answering any questions the participants have about the CCS. One effective way to do this is to review the planning form on *Course Book* page 44 together. Move immediately to Processing Pause 3.

* PROCESSING PAUSE 3 [course book p. 45]

CCS: A SAMPLE PLAN

Direct the participants to *Course Book* page 45. Review the directions at the top of the page, and then provide time for the participants to thoroughly examine the example. Then discuss the plan as a full group, pointing out interesting and important details (e.g., the number of questions that the teacher planned), and re-emphasize the major steps of the plan: **Foundation, Vocabulary, Framework, Building, and Pre-Foundation.**

■ CLASS SESSION 5 [course book p. 46]

COLLABORATIVE COMPREHENSION: THE COLLABORATIVE COMPREHENSION SESSION (EARLY CHILDHOOD ADAPTATIONS)

Direct the participants to *Course Book* pages 46 where they can take notes during the class session. Show the participants Class Session 5: COLLABORATIVE COMPREHENSION: THE COLLABORATIVE COMPREHENSION SESSION (EARLY CHILDHOOD ADAPTATIONS). After the session, discuss its content, answering any questions the participants have about the Early Childhood CCS. Remind the participants that the CCS is separate from the phonics instruction in early grades; however, the two can complement one another effectively. If “decodable” books that feature solid stories are part of the phonics program, the CCS can be an effective companion. Re-emphasize the need for students to read a text multiple times in the early grades. Decoding, fluency, and comprehension are all critical areas of development.

* PROCESSING PAUSE 4A [course book pp. 48-49]

A PREPARATION EXPERIENCE

Distribute a copy of a book that can be read in a few minutes to each participant. (Beginning readers work well for this.)

Direct the participants to *Course Book* pages 47-48. Explain that they will be using these pages to prepare for a CCS. Give the participants a reading assignment and directions for completing the SPECS Log pages. (You may need to do a mini-lesson to introduce the skill

and visual tool you want them to use.) Assign something for every space in the SPECS Log, including the left page (*Course Book* page 48). They should approach this as a student would in preparing for a CCS.

When enough time has passed, call the group into session and lead a CCS based on the book and SPECS assignment the participants completed. Be sure your CCS clearly features all of the components: **Foundation**, **Vocabulary**, **Framework**, **Building**, and **Pre-Foundation**.

On the next page you will find a sample plan for a CCS that I have led as part of the Basic Course.

FOUNDATIONS & FRAMEWORKS

CCS Plan: *Daring Escape of Ellen Craft* (Grade 4: Cause & Effect)

	"VALUES"	PURPOSE	PLAN
FOUNDATION SITE MAP <i>What happened?</i>	Accountability	establishing a basis for thinking; taking responsibility for the quality of one's work in preparation for the interaction, and establishing the content on which additional interaction will be based	- Identify THE major DECISION from your Site Map. - What led up to and followed that event?
VOCABULARY	Accuracy	challenge the students to use vocabulary term(s) whenever possible during the CCS	<i>shadowy</i>: describes something like a pathway that was partly covered in shadows; describe something that looks like a shadow, like a <i>shadowy</i> figure
FRAMEWORK VISUAL TOOL <i>What are we thinking and how are we thinking about it?</i>	Competence	sharing discoveries from personal reflections; deepened understanding through use of a specific thinking strategy and interaction sparked by the results; may include development of a group visual tool	- Look at your visual tools. What SIMPLE cause-effect relationships did you identify? How did each one contribute to the events that followed? - We said that William & Ellen's decision was a major event. Let's explore that further. What sparked William's idea for how to escape? Let's read that section together: page 13. - Now, if we view Ellen being light-skinned as a cause, let's see what happens... - How does the chain of causes and effects contribute to the story?
BUILDING CONVERSATION <i>How are the elements of the text connecting?</i>	Collaboration	pursuing insights via synergy; deepened understanding through connecting observations and discussion that kindles appreciation for an author's ideas and curiosity about what lies ahead; may include development of a group visual tool	- Anyone have a "My Link" or "To Think On"? - How does the setting affect the ways William and Ellen communicate? - In one word, describe Ellen. - What is William's best trait, the trait that contributes the most to what has happened so far? - Pages 20-21 seem important even though there isn't really an event that takes place. Let's read them and discuss what IS going on.
PRE-FOUNDATION LOOKING AHEAD <i>What's ahead?</i>	Anticipation	preparing for a new basis for thinking; to generate excitement, provide necessary background, and initiate a thinking trajectory for the next section of text	In the Afterword, you will discover that William and Ellen lived in England for a while. That is because slavery was illegal in England for decades before it was illegal in the United States. Do you think William and Ellen stayed there? Let's find out.

Note: I have never used every question I prepared for a CCS. Monitor the time so that you model what will be a typical CCS for your participants. For example, if 20 minutes is typical for CCSs at your school, run this simulation for about that amount of time.

Move immediately to Processing Pause 4B.

* PROCESSING PAUSE 4B [course book p. 50]

SPECS EXPERIENCE RESPONSE

Direct the participants to the top of *Course Book* page 50. Review the first prompt and give the participants time to think and respond individually. Do the same with the second prompt. Then have a full group discussion of their responses. Take the necessary time to answer their questions about the CCS. This is the most frequent activity in an F&F unit, so it is important that the participants understand it as fully as possible at this point.

■ CLASS SESSION 6 [course book p. 50]

THE CCS, VOCABULARY, AND THE ARCHITECTURE OF LEARNING

Direct the participants to *Course Book* page 50 where they can take notes during the class session. Show the participants Class Session 6: THE CCS, VOCABULARY, AND THE ARCHITECTURE OF LEARNING. After the session, briefly discuss its content, answering any questions the participants have.

* PROCESSING PAUSE 5 [course book p. 50]

CCS: PLANNING A SESSION

Have the participants go to the Foundations & Frameworks Resources webpage at clerestorylearning.com/ffresources. Direct them to the CCS Planning Form and have them download a copy of the form. (This is a pdf file and should open in either Adobe Acrobat or Apple's Preview.) Direct the participants to use the form to plan their own CCSs for a unit they will teach. (I recommend they plan the first CCS for each group they will meet with; however, if they have only read one of the books they will use in the unit, they may develop multiple CCS plans for that book.)

Actively coach during this work time. Participants often have practical questions as they work through the planning (e.g., How long should a reading assignment be?).

PART 5:

MEASURING WHAT MATTERS

■ CLASS SESSION 1 [course book p. 51]

A SEQUENCE OF QUESTIONS

Direct the participants to *Course Book* page 51 and show them Class Session 1: A SEQUENCE OF QUESTIONS. Have the participants respond to and discuss the prompts on page 51. Discuss these together, arriving at the pattern: *know*→*use*→*integrate*.

■ CLASS SESSION 2 [course book pp. 51-53]

MEASURING LEARNING

Direct the participants to *Course Book* pages 51-53 where they can take notes during the class session. Show the participants Class Session 2: MEASURING LEARNING.

* PROCESSING PAUSE 1 [course book p. 53]

READING ASSESSMENT AND FEEDBACK

Direct the participants to *Course Book* page 53. Review the prompt and have the participants discuss responses in pairs or small groups. Then discuss responses as a full group.

■ CLASS SESSION 3 [course book p. 53]

KNOW→USE→INTEGRATE: MEASURING LEARNING WITH FOUNDATIONS & FRAMEWORKS: SKILL DEVELOPMENT ASSESSMENT

Direct the participants to *Course Book* page 53 where they can take notes during the class session. Show the participants Class Session 3: KNOW→USE→INTEGRATE: MEASURING LEARNING WITH FOUNDATIONS & FRAMEWORKS: SKILL DEVELOPMENT ASSESSMENT. After the session, discuss the content and answer any questions the participants have. Move immediately to Processing Pause 2.

* PROCESSING PAUSE 2 [course book pp. 54-55]

SKILL DEVELOPMENT ASSESSMENT PRACTICE

Direct the participants to *Course Book* page 54. Review the rubrics together, encouraging the participants to note the subtle differences between the various levels of achievement.

Direct the participants to *Course Book* page 55. Using the rubrics on page 54, instruct the participants to assess the SPECS Log responses. Have them work on this individually and then discuss their thoughts with a partner. Review their responses together, helping to clarify

any misunderstandings. (A=Not Yet; B=Meets Objective; C=Proficient; D=Exemplary.) Discuss what feedback they might give the student on Samples A, B, and C.

Discuss the activity as long as necessary to help the participants gain confidence in interpreting the responses.

■ CLASS SESSION 4 [course book pp. 56-59]

KNOW→USE→INTEGRATE: MEASURING LEARNING WITH FOUNDATIONS & FRAMEWORKS: SKILL KNOWLEDGE, SKILL PERFORMANCE, AND SKILL PERFORMANCE ASSESSMENTS

Direct the participants to *Course Book* pages 56-59 where they can take notes during the class session. Show the participants Class Session 5: KNOW→USE→INTEGRATE: MEASURING LEARNING WITH FOUNDATIONS & FRAMEWORKS: SKILL KNOWLEDGE, SKILL PERFORMANCE, AND SKILL PERFORMANCE ASSESSMENTS. (You may want to pause the session after each assessment type is introduced and discuss it with the participants.)

* PROCESSING PAUSE 3A-3B [course book p. 59]

ASSESSMENT REVIEW and SKILL PERFORMANCE & VOCABULARY ASSESSMENTS

Direct the participants to *Course Book* page 59. Review the first two prompts and give the participants time to process and respond individually. Then discuss their responses, taking the time necessary to answer any questions the participants have.

Provide time for the participants to begin developing the Skill Performance and Vocabulary assessments for their first units. Remind them that the Skill Performance assessment should be SIMPLE in design; it should engage the students in doing what they've been doing in the SPECS Logs throughout the entire unit. Be available for coaching throughout this work time.

■ CLASS SESSION 5 [course book p. 60]

FOUNDATIONS & FRAMEWORKS: PUTTING IT ALL TOGETHER

Direct the participants to *Course Book* page 60 where they can take notes during the class session. Show the participants Class Session 5: FOUNDATIONS & FRAMEWORKS: PUTTING IT ALL TOGETHER. After the session, discuss the content, answering any questions the participants have about the timing of a typical unit.

 PROCESSING PAUSE 4 [course book p. 60]

TIME AND PRIORITIES

Direct the participants to *Course Book* page 60. Review the prompt and have the participants discuss as desired. Once again, take the time necessary to answer any remaining questions the participants have at this point.