



Collaborative Support in the Literacy Classroom

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Franklin Township Public Schools

Co-Teaching

- You are scheduled to observe a co-taught class while on instructional rounds with your colleagues. Before entering the classroom, a teacher turns to you and says, “we shouldn’t be able to tell the two teachers apart, right?”



What is Co-Teaching?

- “Co-teaching is a partnering of two teachers with different areas of expertise to provide more comprehensive, effective instruction to students”



- Reference: Benninghof, A. (2016). To clone or not to clone. *Co-teaching: Making It Work*, (73) 10-15.

ESL in Franklin Township

○ Bilingual Program

- Transitional Literacy/Math Instruction
- Push-in Literacy Support
- Pull-out ESL instruction through Science/Social Studies

○ ESL Only

- General Education Literacy/Math Instruction
- Push-in Literacy Support
- Pull-out ESL instruction through Science/Social Studies

Literacy in Franklin Township

TC Reading & Writing Workshop

- **ME :** Teacher-led mini-lesson during which teacher introduces the lesson objective & models new skill or strategy
- **WE :** Students work in whole-group setting to practice new skill or strategy
- **YOU:** Students work independently to apply new skill or strategy

Class Demographics

- **Class 1:**

- 17 total students
- 7 English Language Learners (Levels 3-4)
- 3 FLEP students

- **Class 2:**

- 19 total students
- 8 English Language Learners (Levels 2-4)
- 3 FLEP students

CO-TEACHING APPROACHES

● Teacher

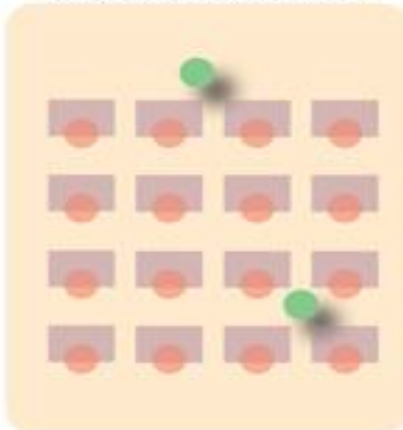
■ Desk/Table

● Student

ONE TEACH, ONE OBSERVE



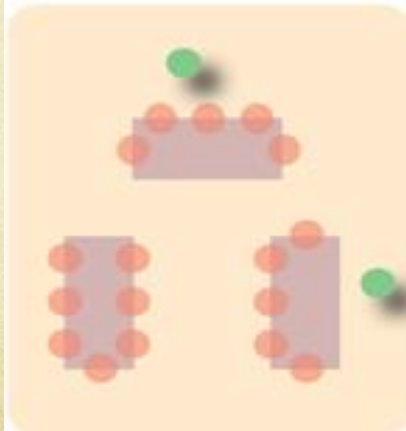
ONE TEACH, ONE ASSIST



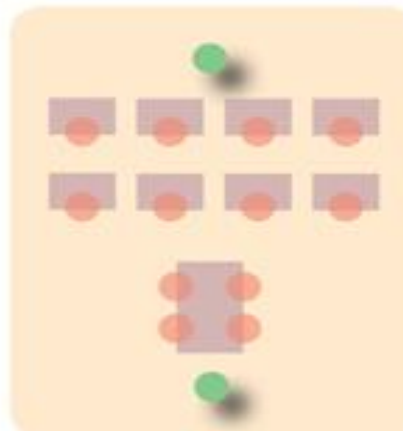
PARALLEL TEACHING



STATION TEACHING



ALTERNATIVE TEACHING



TEAMING



Co-Teaching Responsibilities

○ General Education Teacher:

- Establishing routines – breakfast/attendance
- Maintaining literacy records/data
- Submitting lesson plans for literacy
- Reporting grades for literacy

○ ESL Teacher:

- Providing modifications/ accommodations
- Reporting grades for English language proficiency
- Monitoring FLEP students

Shared Responsibilities

- Planning/Delivering lessons
- Planning/Delivering small group instruction
- Administering assessments
- Implementing sheltered instruction strategies
- Recording anecdotal notes
- Communicating with families
- Advocating for ALL students
- Maintaining a behavior management plan

Teacher Roles

○ Introduction:

- ESL teacher introduces vocabulary
- Gen. Ed. teacher relates vocabulary to the lesson and introduces objective

○ Mini-lesson (ME):

- When led by Gen. Ed teacher, ESL teacher observes & assists
- When teaming, both teachers have active role

○ Whole Group Work (WE):

- Both teachers monitor accountable talk
- Both teachers assist use of provided resources & scaffolds

○ Independent Work (YOU):

- Both teachers monitor progress
- Both teachers conference with students
- Both teachers provide small group instruction
- Gen. Ed. Teacher provides extended learning opportunities
- ESL teacher provides modified work based on proficiency level

Struggles

- Control
- Communication
- Planning
- Behavior Management
- Physical Space
- Trust
- Accountability

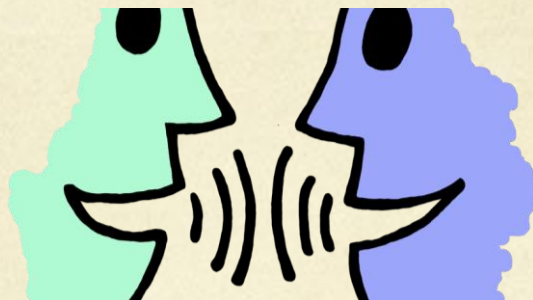
Successes

- Control
- Communication
- Planning
- Behavior Management
- Physical Space
- Trust
- Accountability

Strategies

- Modeling Accountable Talk
- Color-Coding
- Pre-teaching Vocabulary
- Displaying Vocabulary
- Anticipating Misconceptions Related to Language
- Using Visuals/ Realia
- Providing Sentence Frames/ Starters
- Creating Charts Categorized by Language Function
- Practicing Language Using Real Life Examples

Modeling Accountable Talk



- Can you explain to me what you mean?
- Can you tell me more?
- Can you give me an example of that?
- Couldn't it also be that...?
- So, what you're saying is...
- Where can I find that in the book...?
- I can connect/relate this to...

Color-Coding

Somebody

Wanted

But

So

Then

S
Those Shoes 9/8/16
pgs 1-18

In the book Those Shoes Jeremy wants those shoes with the black and white strips. But his grandma can't afford them. So Jeremy went to 3 different thrift stores. He found the shoes, they were too small but he bought them anyways. ^{Then} Jeremy notices Antonio's shoes. They were old and taped together. Jeremy decides to give the small shoes to Antonio. When it snowed Jeremy had boots, he had what he needed not wanted.

Writing Prompt: Make a claim about the text and support it with reasons.

Share your thoughts on the topic.

How does this relate to the text?

State your claim about the text.

Provide 3 reasons to support your claim.

Writing Sample:

In life good friends are hard to find. Many friends keep you company but only a few will be there when you need it. In the short story “Fox” by Margaret Wild, Dog shows how he is a good friend. Dog is a genuine loyal friend because he is caring, he never gives up on his friends and he sees the good in others.

Pre-Teaching Vocabulary

Tiered Vocabulary

Tier 3

*Domain-specific
academic vocabulary*

Tier 2

*high-utility academic vocabulary
found in many content texts,
cross-curricular terms*



Tier 1

*everyday words familiar to most students
primarily learned through conversation*

Verb

envision

elaborate

identify

compare

contrast

conclude

explain

describe

support

organize

preview

persuade

summarize

introduce

infer

contribute

cite

sequence

Noun

main idea	expectation
essay	summary
determination	evidence
perseverance	genre
acceptance	non-fiction
inference	fiction
conflict	setting
tension	climax
purpose	resolution
topic	elements
rhyme	dialogue
rhythm	trait
stanza	symbolism
central idea	theme
point of view	text feature
perspective	text structure
moral	claim
mood	thesis statement
	transition

Verb

- envision
- elaborate
- identify
- compare
- contrast
- conclude
- explain
- describe
- support
- organize
- preview
- persuade
- summarize
- introduce
- infer
- contribute
- cite
- sequence

Adjective

sincere
timid
determined
generous
informational
historical
realistic
clever
dishonest
greedy
understanding
creative
shy
thoughtful

Adverb

excitedly
independently
nervously
quietly
quickly
bravely
sincerely



Unit Specific Vocabulary



Anticipating Misconceptions

1 all hands on deck

everyone's help is needed to do a lot of work quickly

We have to clean this room before noon, so it's all hands on deck.

2 run a tight ship

manage a group with order and discipline

The band wins every competition because the director runs a tight ship.

3 roll up your sleeves

get ready for hard work

We need help planning this party, so roll up your sleeves.

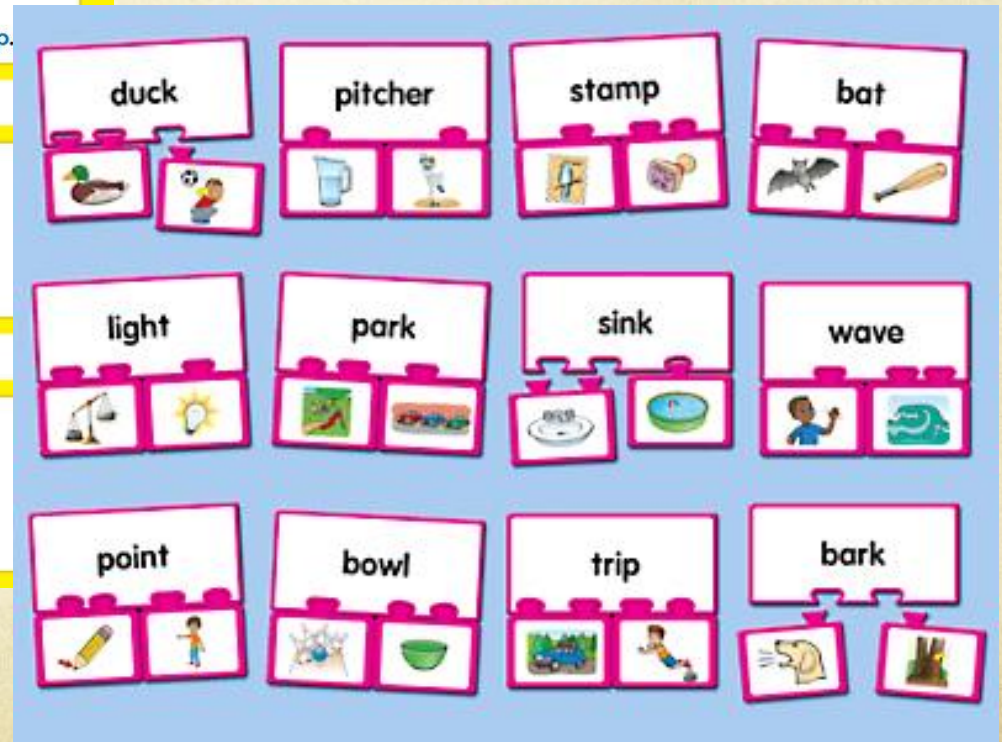
4 sail through it

succeed without difficulty

She was fully prepared for her test and sailed right through it.

Idioms

Multiple Meaning Words



Sentence Frames

○ Compare

_____ is similar to _____ because _____.

○ Contrast

_____, on the other hand, _____.

○ Explain Cause and Effect

The effect of _____ on _____ is _____.

_____ causes _____ to _____.

○ Analyze

Based on _____ I think _____.

Language Charts

Compare

_____ and _____ both _____.
Just like _____, _____.
_____. Similarly, _____.
_____ is/are similar to _____ because
_____, _____, and _____ all _____.
_____ and _____ are alike because _____.

Contrast

* _____, however, _____.
* _____, whereas, _____.
* _____, on the other hand, _____.
* Although _____, _____.
* Unlike _____, _____.
* As opposed to _____, _____.
* Instead of _____, _____.
* _____ is/are different than _____ because _____.

Cause and Effect

When _____, _____.
_____. As a result, _____.
_____. Therefore _____.
_____. Consequently, _____.
_____. In effect, _____.
_____ caused _____.
_____ led to _____.
Due to _____, _____.
_____ so _____.

Sample Lessons

- Revising Ideas
- Show Don't Tell
- Organizing Dialogue
- Making a Claim/Taking a Stance

Revising Ideas

Revising Ideas

Writing Prompt: How have your ideas about the character changed throughout the book? Cite evidence from the text.

Sentence Frames:

I used to think (Character Name) was (Character Trait) because (Explain in your OWN Words).

For example on page #_____ it says, (Text Evidence).

But now I think (Character Name) is (Character Trait) because (Explain in your OWN words).

For example on page #_____ it says, (Text Evidence).

Show Don't Tell

Show Don't Tell

“Happy Birthday!” Erika exclaimed as she handed Angela a book.

“Thank you so much,” Angela said happily flipping through the pages. “I love it!”

Sentence Frames:

“ _____ ” _____ said as she _____.

“ _____ ” _____ said _____ ly _____ ing _____.

Organizing Dialogue

Organizing Dialogue

“Hi!” Ms. Pape exclaimed as she walked into the room.

“How are you?” Ms. Rossi asked as she turned and smiled.

Making a Claim/ Taking a Stance

Making a Claim/ Taking a Stance

