OVERVIEW

The Listening and Learning (L&L) Anthologies take a detailed and supportive approach to lesson design. The L&L Anthologies contain the read-alouds themselves, guided listening supports (to support child interaction with the text, embedded vocabulary support, and comprehension support), explicit vocabulary and syntactic exercises, and text based discussion questions. The anthologies make the *what* of instruction very clear for teachers.

We know that no curricular lesson plan can fully support a teacher in the *how* of instruction. As part of your implementation of CKLA, we know that you will need to scaffold and make adaptions to ensure all children are engaged, involved, and successful.

To support your instructional planning, we are providing a “toolkit” for your consideration. This toolkit organizes various techniques and tools you may interweave with the L&L lessons to make the read-alouds “come alive” and be tailored for the needs of your classroom. We organize these tools around key adjustments that teachers make when seeking to individualize instruction to meet their children’s needs. We expect and hope that you will continue to add to the toolkit.

In illustrating these tools, we pull from the CKLA Supplemental Guide. This resource provides ideas for making instructional adjustments specific to CKLA L&L lessons. The Supplemental Guide thus helps to illustrate tools which can be used across a variety of grades and L&L lessons.

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| **Instructional**  **Adjustment…** | **Useful because…** | **Tools** |
| **VARY REQUIRED MODES OF PARTICIPATION** | | |
| **Complement verbal presentations with visual supports** | We want children to take in as much information as possible but we often stick to one modality to deliver that information (verbal). Supplementing our oral discussions or presentations with visual organizers can help children “latch on,” listen, and learn. | Use graphic organizers, charts, or other visual aids before, during, or after the shared read-aloud. |
| **Have students show what they know receptively (using pictures, props, cards), rather than expressively.** | We want children to show us what they know and understand. This can be difficult when a child has limited language skills, limited willingness to speak up in a group, or is learning English. Adjustments can be made to provide multiple means for children to show what they know—not just rely on oral expressive answers. | Use props or pictures that allow children to demonstrate knowledge “receptively” (e.g., point, hold up picture).  Use sequencing cards for story retelling.  Help children categorize pictures or props in ways that illustrate knowledge. |

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| **Instructional**  **Adjustment…** | **Useful because…** | **Tools** |
| **EASE LANGUAGE FORMULATION DEMANDS** | | |
| **Provide opportunities for verbal participation that are less ‘open ended’** | For all children, we want to encourage active and ongoing verbal participation in shared interactive read-alouds. Helping children verbally participate is critical for their language development, confidence, and sense of accountable learning.  We can facilitate their active verbal involvement if we reduce some of what it takes to “get started” or “get in the conversation.” | Provide sentence frames or conversation starters to help children begin to express themselves.  Adjust some questions to be yes/no, rather than always open-ended.  Sequence questions in a way that ‘primes’ children to answer more demanding questions (e.g., ask a yes/no question before the open-ended question, as the yes/no question may contain some key words or ideas that can be incorporated in the open-ended question). |
| **Create routines to support more processing time and more complex levels of verbal involvement.** | Opportunities for verbal participation are often fast-paced and demanding. It can be hard for a young child to consider *what* he or she wants to say, while also navigating the *how* of the discussion. For many children, large group settings are complex social situations to navigate and this can minimize their participation. Making these situations more predictable, slower paced and less complicated can facilitate more children’s involvement. | Allow more “think time” when asking questions or engaging in a discussion.  Use standing peer pairs (perhaps a single peer team per domain). This structure allows children to get more comfortable with each other and minimizes the difficulty of ‘getting in’ the conversation. [*Note: Using peer pairs also allows the teacher to make intentional pairings in ways that facilitate verbal participation (e.g., could pair a child with special needs with an aid, or pair a peer language model with a child whose language skills are emerging.*)]  Structure peer or partner discussions to require multiple ‘rounds’ of participation by each child. This allows each child multiple turns to discuss ideas on the same topic, which enhances the opportunity for more complex levels of participation. |
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| **Instructional**  **Adjustment…** | **Useful because…** | **Tools** |
| **ACTIVELY SUPPORT ATTENTION** | | |
| **Make “active listening” more concrete during the read-aloud.** | One of the vaguest things we ask of young children is to “listen” or “pay attention.” Paying attention to the read-aloud can be especially difficult for children with weak language skills or emerging English skills. Helping children know what, specifically, they are listening for during a shared read- aloud can help develop and promote their active listening skills. | Repeat refrains (e.g., give children a specific phrase or word they can shout out).  Preview specific vocabulary words and have children explicitly focus on listening for these words during the read-aloud.  Make chunks of listening time shorter by ensuring ongoing interaction. |
| **Support motivation for listening** | Routines and structures that enhance all children’s participation (such as those discussed earlier) also create a more accountable learning environment for all children. These same routines—those that support more children’s active involvement— can also be seen as support for children’s attention and motivation for listening. | Have standing peer pairs support each other’s active listening as a team.  Reminders to children about the ways they will use the information they hear (e.g., remember to listen because there will be a question you can discuss with your partner).  Offer activities/routines that support *every child’s* active involvement.  Help children make connections to their knowledge base. |
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| **Instructional**  **Adjustment…** | **Useful because…** | **Tools** |
| **MAKE FEEDBACK MORE TIMELY OR SPECIFIC** | | |
| **Consider narrative structure or text structure in relation to comprehension checks.** | We often do not think of pacing of instructional support in relation to content, but the timing of when we support children’s learning can be as important as what we do to help. | Build in-text scaffolds (such as short summaries of key ideas) right before critical points in a text (e.g., identify a new idea building off something that should have been understood, before climax of a narrative).  Conduct quick comprehension checks right before or after critical parts of a text. |
| **Use feedback as an opportunity to model or expand children’s expressive language.** | The feedback we provide children can serve multiple purposes, if it is adjusted to support learning, rather than just be a tool for evaluating learning. | Acknowledge answers by repeating and expanding correct aspects of children’s answers—using key vocabulary and/or slightly more complex sentences. |
| **Consider hints to support success** | Hints are often not thought of as feedback to children, but they are feedback to children’s *learning process.* If children cannot answer, hints represent a type of feedback to their silence or confusion. | Consider repeating key words, providing related key words to help lead children, or re-reading key parts of the text.  If answers are incorrect, repeat what is correct and reinforce that, then correct or provide a hint to allow the child to revise what was incorrect. |

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