STRUCTURED
LITERACY

TASK CARD 2: NEW COACHES

Bringing Words to Life
by Isabel Beck
Sent in Previous Box

Read: Chapter 2: Choosing Words to Teach

1. To gain practice in identifying Tier Two words, have your group select and discuss which words you would choose from the passage on page 18. Compare your words with the ones the authors chose. Did they fit the criteria for identifying Tier Two words by looking at importance and utility, instructional potential and conceptual understanding?

2. Share an example of a beginning reader text that has more Tier One vocabulary. Reflect on how educators can enrich the vocabulary for struggling readers that are reading books with very limited text.

3. What are the distinctions between vocabulary work with primary and older students. How could understanding these concepts help with planning instruction with older struggling readers in a Multi-Tier System of Supports?

4. What is the criteria of knowing when a word is simply too hard for a student to understand.

Mindset
by Carol Dweck

In Chapter 7 read pages 176-191

- Reflect on the scenarios where parents exposed children to fixed or growth mindsets.

- How can educators help students have a growth mindset in similar situations?

Poor Students, Rich Teaching
by Eric Jensen

Read pages 37-62:
"Why the Achievement Mindset?"

- Do you communicate that students can achieve high goals and accomplish difficult things in your comments and actions?

- Does the content, the assignments, and the feedback in your classroom/school tell students you know they can do grade-level work? And what scaffolds are in use to support students in accomplishing high goals and difficult things?

Culturally Responsive Teaching and the Brain
by Zaretta Hammond

Read Chapter 1: "Climbing Out of the Gap"

Read Chapter 2: "What's Culture Got to Do with It?"(I highly encouraged you to read all 41 pages of "Part I—Building Awareness and Knowledge.")

- How do you accelerate learning and scaffold supports to help struggling students become independent learners?

- What cultural archetypes are operating in your classroom, particularly individualism and collectivism, and what should this mean for your instruction?