

The Basics DVD Viewing Guide

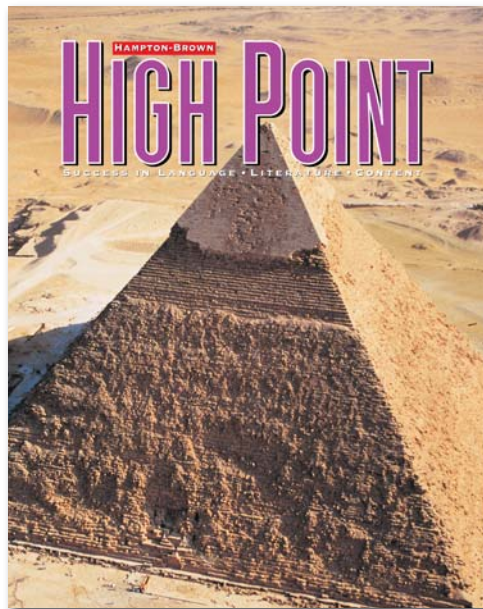




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INTRODUCTION

This DVD Viewing Guide accompanies the ***High Point in Action! The Basics Professional Development DVD*** which takes you into middle school classrooms across the country to see exemplary model lessons showing real teachers and students using the *High Point The Basics* materials. Teachers, literacy coaches, and administrators will gain valuable insight as they view, discuss, and reflect on the research-proven ESL/ELD instructional practices modeled in each lesson.

This 90-minute DVD features seven lessons that focus on the language and literacy instructional supports in *High Point The Basics* designed for newcomers and beginning English language learners.

The Purpose of the DVD Viewing Guide

The DVD Viewing Guide is designed to assist teachers, literacy coaches, and administrators who seek to strengthen the implementation of *High Point The Basics*. It is flexible for use in Professional Learning Communities to foster dialogue in teacher discussion groups, support new teachers, match DVD clips to individual needs, and provide staff development throughout the year.

Using the DVD Viewing Guide

Before viewing each DVD clip, the facilitator will follow a series of steps to set the purpose for viewing and build background using the teacher and classroom profiles. After viewing, teachers will process, discuss, and reflect on each DVD clip using the discussion questions provided in this guide. The ultimate goal is for teachers to reflect and refine their instructional practices and apply what they learned.

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- **Before Viewing**
 - **View the DVD Clip**
 - **After Viewing: Discuss**
 - **Apply What You Have Learned!**
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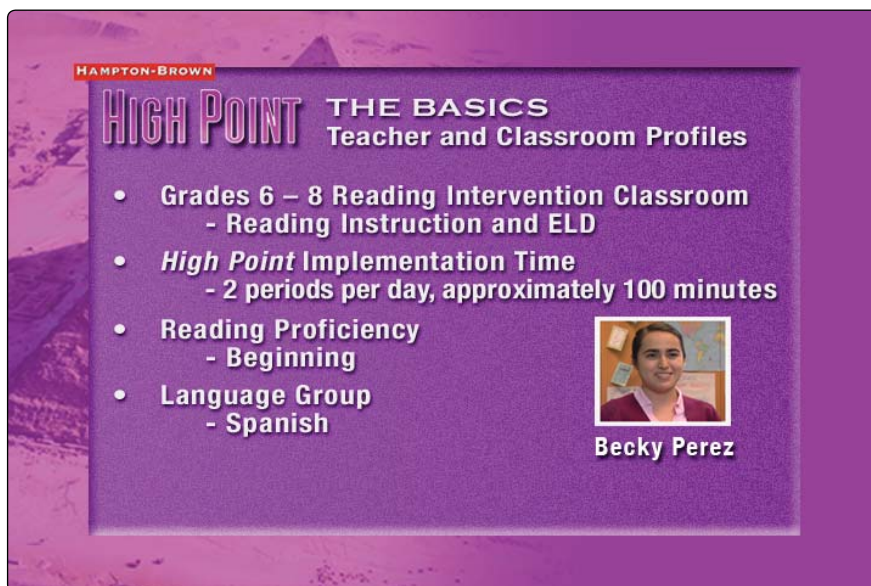
In addition to the discussion questions provided in this guide, viewers can create a T-chart where they can record specific similarities and/or differences they experience with their own use of *High Point The Basics* as they observe the teachers and students on the DVD. This strategy can help support viewers as they process the content in each DVD lesson.

Similarities	Differences

Teacher and Classroom Profiles

The teachers on this DVD create classrooms where students have opportunities for success as they learn the language and literacy skills taught in *High Point The Basics*. They use a variety of instructional strategies that are included with each *High Point* lesson to address the various reading and language proficiency levels in each classroom.

The Teacher and Classroom Profile DVD screens (see below) provide a short summary of each classroom scenario to set the context and build background before viewing each DVD clip.





Navigation Tips for the *High Point in Action!* DVD Menu Screens

The navigation screens within the *High Point The Basics* DVD are designed for ease of use to support the facilitator and viewer as they navigate through the DVD lessons. Each lesson includes various steps listed in an outline format on the DVD screen. It is best to view each lesson in its entirety from the very beginning. Viewers may then use the indented sub sections of each lesson for review as they work with the discussion questions.





High Point The Basics Lesson #1: Unit Launch

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics* Teacher's Edition
- Viewing Activity Sheet #1

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for Reading Intervention and English Language Development. This lesson was filmed in Rebecca Perez' grade 6–8 Reading Intervention classroom. The students in this classroom are beginning readers. Spanish is the native language for the majority of students.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on pages T128–T129 from the *High Point The Basics* Teacher's Edition. Highlight the objectives in this lesson. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #1, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #1. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Stand and Share

To encourage viewers to apply what they have learned, have them think of one strategy presented in the clips that they can use with their own students. Have them all stand; randomly choose a person to share. Then that person and anyone with the same idea sit down; share ideas until all are seated.



High Point The Basics Viewing Activity Sheet #1

1. What difficulties do your newcomers and beginning students face in understanding content area concepts?
2. What qualities will a highly effective lesson include to unlock key content area concepts?
3. After viewing the lesson, describe the strategies the teacher used to help introduce key unit concepts.
4. In order to meet the needs of your students, what aspects of this lesson would you present the same way as the teacher in the DVD clip? What would you do differently?



High Point The Basics Lesson #2: Language Development: Commands

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #2

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for Reading Intervention and English Language Development. This lesson was filmed in Rebecca Perez' grade 6–8 Reading Intervention classroom. The students in this classroom are beginning readers. Spanish is the native language for the majority of students.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on page T130 from the *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #2, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #2. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Exit Ticket

Give each viewer an index card. To encourage them to apply what they have learned, have them think of one strategy presented in the clips that they can use with their own students. Have them write this strategy on their exit ticket and share with a partner. If time, share ideas out with the whole group. Collect the index card "exit tickets" as they leave.



High Point The Basics Viewing Activity Sheet #2

1. What challenges do you face when you introduce grammar topics to your newcomers and beginning English language learners?
2. In order to effectively present the patterns and structures of the language to newcomers and beginners, what elements should a lesson include?
3. After viewing the lesson, describe the strategies the teacher used to help introduce the pattern and structure for commands
4. Assessment is a key element in any lesson. What activity did the teacher use to assess the skills presented in the lesson? How would this activity help inform her instruction?
5. In order to meet the needs of your students, what aspects of this lesson would you present the same way as the teacher in the DVD clip? What would you do differently?



High Point The Basics Lesson #3: Language Development: Landforms; Transportation

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #3

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for Reading Intervention and English Language Development. This lesson was filmed in Rebecca Perez' grade 6–8 Reading Intervention classroom. The students in this classroom are beginning readers. Spanish is the native language for the majority of students.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on page T131 from the *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Provide time for teachers to discuss the lesson. Point out that they will see two parts of the lesson: 1) Introduce, Learn Words for Landforms and Transportation, and 2) Multi-Level Strategies, Vocabulary: Landforms. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #3, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #3. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Stand and Share

To encourage viewers to apply what they have learned, have them think of one strategy presented in the clips that they can use with their own students. Have them all stand; randomly choose a person to share. Then that person and anyone with the same idea sit down; share ideas until all are seated.



High Point The Basics Viewing Activity Sheet #3

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- 1. What challenges do you face when you introduce vocabulary to your newcomers and beginning English language learners?**
 - 2. In order to effectively introduce vocabulary to newcomers and beginners, what elements should a lesson include?**
 - 3. After viewing the lesson, describe the strategies the teacher used to introduce the concepts and vocabulary for landforms and transportation.**
 - 4. What activity did the teacher use to differentiate instruction for several of her students? Is this a strategy that would work well with your students? If not, what would you do differently?**



High Point The Basics Lesson #4: Language and Literacy—The Basics Bookshelf

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #4

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for Reading Intervention and English Language Development (ELD). This lesson was filmed in Barbara Fraracci's grade 6 and 7 ELD and Language Arts classroom. All of the students are at the beginning language proficiency level; several of them are newcomers. Spanish is the native language for the majority of these students; Arabic is also represented.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on pages T134a–T134d from the *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Point out that they will see one example of the Read and Map strategy for the first habitat. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #4, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #4. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Concept Map

To encourage viewers to apply what they have learned, have them think of one strategy from the clips that they can use with their own students to: 1) Build Language and Vocabulary, 2) Activate Prior Knowledge, or 3) Provide Literacy Support/Preview. Have them share ideas with a partner. Trap ideas on chart paper in a concept map as in the lesson that was modeled in the DVD clip. Write "Language and Literacy" in the center of the concept map with the 3 topics listed above clustered around the center. Their ideas will be the details that complete the map.



High Point The Basics Viewing Activity Sheet #4

- 1. Since the goal of this lesson is to build background and vocabulary with The Basics Bookshelf book, what strategies do you need to use with your newcomers and beginning English language learners to make the language comprehensible?**
- 2. What strategies will a highly effective lesson include to make language and literacy comprehensible for newcomers and beginners?**
- 3. After viewing the lesson, describe the strategies the teacher used to help students access the text concepts.**
- 4. In order to meet the needs of your students, what aspects of this lesson would you present the same way as the teacher in the DVD clip? What would you do differently?**



High Point The Basics Lesson #5: Language and Literacy: High Frequency Words

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #5

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for English Language Development (ELD). This lesson was filmed in Barbara Fraracci's grade 6 and 7 ELD and Language Arts classroom. All of the students are at the beginning language proficiency level; several of them are newcomers. Spanish is the native language for the majority of these students; Arabic is also represented.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on pages T135 from *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Point out that they will see the Introduce New Words section of the lesson. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #5, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #5. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Exit Ticket

To encourage viewers to apply what they have learned, have them choose a high frequency word and use it in a sentence describing how they will introduce new high frequency words to their students. Write the sentence on an index card; share with a partner. Collect "tickets" as viewers leave.



High Point The Basics Viewing Activity Sheet #5

1. What challenges do you face when you introduce high frequency words to your newcomers or beginning English language learners?
2. What strategies will a highly effective lesson include to introduce high frequency words to English language learners?
3. After viewing the lesson, describe the strategies the teacher used to introduce high frequency words.
4. Review the Word Work practice on p.T135. How did the strategies the teacher used set them up for success? Would your students do well with these strategies or would you do something different to meet their needs? Explain.



High Point The Basics Lesson #6: Language and Literacy: Phonics

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #6

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for English Language Development (ELD). This lesson was filmed in Barbara Fraracci's grade 6 and 7 ELD and Language Arts classroom. All of the students are at the beginning language proficiency level; several of them are newcomers. Spanish is the native language for the majority of these students; Arabic is also represented.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on pages T136a from *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Point out that they will see the instruction for decoding *ai* in Item 1 of the "Words with Long *a*" overhead. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #6, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #6. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Stand and Share

To encourage viewers to apply what they have learned, have them think of one strategy presented in the clips that they can use with their own students to introduce phonics skills. Have them all stand; randomly choose a person to share. Then that person and anyone with the same idea sit down; share ideas until all are seated.



High Point The Basics Viewing Activity Sheet #6

- 1. What difficulties do you face when you introduce phonemic awareness and phonics skills to your newcomers or beginning English language learners?**
- 2. What strategies will a highly effective lesson include to introduce phonemic awareness and phonics skills to English language learners?**
- 3. After viewing the lesson, describe the strategies the teacher used to introduce phonics skills.**
- 4. In order to meet the needs of your students, what aspects of this lesson would you present the same way as the teacher in the DVD clip? What would you do differently?**



High Point The Basics Lesson #7: Language Across the Curriculum: Writing Project

Materials:

- *High Point The Basics* DVD and DVD Player
- *High Point The Basics Teacher's Edition*
- Viewing Activity Sheet #7

Before Viewing (10 minutes)

Explain the Classroom Background

High Point is used in this large urban district in California for Reading Intervention and English Language Development. This lesson was filmed in Rebecca Perez' grade 6–8 Reading Intervention classroom. The students in this classroom are beginning readers. Spanish is the native language for the majority of students.

Review the *High Point* Lesson with Viewers

Model or review the *High Point* lesson on page T141 from the *High Point The Basics Teacher's Edition*. Highlight the objectives in this lesson. Point out that they will see the instruction for Steps 1 and 2, Explore New Places and Choose a Place; and some of the tools used in Step 3, Plan Your Page. Provide time for teachers to discuss the lesson.

Introduce Discussion Questions

Using the Viewing Activity Sheet #7, discuss the questions prior to viewing the DVD clip. Have partners do a think-pair-share to discuss questions in more detail, especially questions 1 and 2.

View the *High Point* DVD Clip (Time Varies)

Remind viewers to keep the discussion questions and needs of their students in mind as they view the DVD clip.

After Viewing: Discuss DVD Clip and Discussion Questions (10 minutes)

Provide time for partners to discuss the questions on the Viewing Activity Sheet #7. Then, have pairs or small groups share their responses with the entire group.

Apply What You Have Learned!

Exit Ticket

Give each viewer an index card. To encourage them to apply what they have learned, have them think of one strategy presented in the clips that they can use with their own students to start a writing project. Write this strategy on their exit ticket and share with a partner. If time, share ideas out with the whole group. Collect the index card "exit tickets" as they leave.



High Point The Basics Viewing Activity Sheet #7

1. What are the main challenges newcomers and beginning English language learners face when asked to complete a writing project?
2. In order for newcomers and beginners to be successful in completing a writing project, what elements should a lesson include?
3. After viewing the lesson, describe the strategies the teacher used to support her students as they began their writing projects.
4. At the conclusion of the clip, students shared their writing projects with each other. In your opinion, what activities from this lesson that were not explicitly shown in the clip helped contribute to their success?



High Point The Basics DVD Lessons Total Running Time (TRT)

Lesson	TRT
Lesson #1: Unit Launch	28:58
Lesson #2: Language Development—Commands	12:45
Lesson #3: Language Development— Landforms and Transportation	10:31
Lesson #4: Language and Literacy— The Basics Bookshelf	21:24
Lesson #5: High Frequency Words	6:24
Lesson #6: Phonics—Teaching Long Vowel Words	11:30
Lesson #7: Writing Project	6:03