



Blended PD Sessoin  
November 26<sup>th</sup>, 2018

- St. Thomas More Catholic School –  
3515 S 48th Ave, Omaha, NE 68106

AGENDAS

**Lexia Reading Teachers k-5 grades (Self contained)**

TIME	Activity	Location
8	Rosary in the Church	Church
8:30	Check in and snacks	Cafeteria
8:50	Icebreaker – Pass the Paper	Cafeteria
9:00	Review on most important aspects of reporting (skills) and resources	InClassrooms(below)
9:15	<p>Grade level meetings</p> <p>Goal: 1) Identify High and Low level learners</p> <p>2) Any patterns among students (struggling or succeeding with particular skills)</p> <p>3) Which resources to assist those students (either on the Lexia resources or on other sites):</p> <p><a href="http://www.readingrockets.org/strategies">http://www.readingrockets.org/strategies</a></p> <p><a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a></p> <p><a href="http://www.adlit.org/strategy_library/">http://www.adlit.org/strategy_library/</a></p> <p><a href="http://englishforeveryone.org/">http://englishforeveryone.org/</a></p> <p><a href="https://www.k12reader.com/">https://www.k12reader.com/</a></p> <p><a href="https://www.biglearners.com/worksheets/">https://www.biglearners.com/worksheets/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://justbooksreadaloud.com/">https://justbooksreadaloud.com/</a> (reading books out loud only)</p> <p><a href="https://www.commonlit.org/">https://www.commonlit.org/</a></p> <p><a href="http://www.eastoftheweb.com/">http://www.eastoftheweb.com/</a></p> <p><a href="https://www.superteacherworksheets.com/reading.html">https://www.superteacherworksheets.com/reading.html</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p>	<p><b>205: k</b></p> <p><b>206: 1</b></p> <p><b>207: 2</b></p> <p><b>208: 3</b></p> <p><b>209: 4</b></p> <p><b>210: 5</b></p>
10: 15	Snack break	
10:25	Aligning Lexia with Curriculum – Scope and Sequence	InClassrooms(below)
10:40	<p>Grade level meetings</p> <p>1) Pull up curriculum / standards and Bring up Scope and Sequence of Lexia</p> <p>2) Draw comparisons between the two – match up and plan out rest of quarter based on where bulk of students are located in the program and school standards.</p> <p>3) Any common challenges? Write down for admin and CSO use</p>	<p><b>205: k</b></p> <p><b>206: 1</b></p> <p><b>207: 2</b></p> <p><b>208: 3</b></p> <p><b>209: 4</b></p> <p><b>210: 5</b></p>
11:40	Closing prayer	Cafeteria

**Lexia Reading Middle School Teacher 5/6-8<sup>th</sup> grades**

(or for any 3<sup>th</sup> - 5<sup>th</sup> grade teacher who has many students already in Powerup/Reading Plus, or anticipates having a good number of students in one of these programs soon)

TIME	Activity	Location
12	Check in / snacks	Cafeteria
12:15	Intro and Review on most important aspects of reporting (skills) and resources	InClassrooms(below)
12:30	<p align="center">Grade level meetings</p> <p align="center">Goal: 1) Identify High and Low level learners</p> <p align="center">2) Any patterns among students (struggling or succeeding with particular skills)</p> <p align="center">3) Which resources to assist those students (either on the Lexia resources or on other sites):</p> <p align="center"> <a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a>  <a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a>  <a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a>  <a href="http://englishforeveryone.org/">http://englishforeveryone.org/</a>  <a href="https://www.dogonews.com/">https://www.dogonews.com/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a>  <a href="http://etc.usf.edu/lit2go/">http://etc.usf.edu/lit2go/</a>  <a href="http://www.eastoftheweb.com/">http://www.eastoftheweb.com/</a>  <a href="https://www.usingenglish.com/">https://www.usingenglish.com/</a>  <a href="https://www.superteacherworksheets.com/reading.html">https://www.superteacherworksheets.com/reading.html</a>  <a href="http://www.rhlschool.com/reading.htm">http://www.rhlschool.com/reading.htm</a>  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>  <a href="https://www.cdc.gov/mobile/applications/sto/web-app.html">https://www.cdc.gov/mobile/applications/sto/web-app.html</a> (solve the outbreak)                 </p>	<p align="center"><b>211: 5<sup>th</sup>/6<sup>th</sup></b></p> <p align="center"><b>212: 7</b></p> <p align="center"><b>213: 8</b></p>
1: 15	Aligning Lexia/Reading Plus with Curriculum and POST program	InClassrooms(below)
1:30	<p align="center">Grade level meetings</p> <p align="center">1) Pull up curriculum / standards and Bring up Scope and Sequence of Lexia</p> <p align="center">2) Draw comparisons between the two – match up and plan out rest of quarter based on where bulk of students are located in the program and school standards.</p> <p align="center">3) Any common challenges? Write down for admin and CSO use</p>	<p align="center"><b>211: 5<sup>th</sup>/6<sup>th</sup></b></p> <p align="center"><b>212: 7</b></p> <p align="center"><b>213: 8</b></p>
2:30	Closing prayer and survey: In reviewing the programs we use, what aspects of a blended learning program are most beneficial to student learning ELA? (i.e. what should reading academic areas should students focus on following Lexia?)	Cafeteria

**Math - ALEKS 6-8<sup>th</sup> grades Schedule**

TIME	Activity	Location
12:30	Intro prayer	Library
12:40	Review on most important aspects of reporting (skills) and resources / Aligning ALEKS with Curriculum	Library
1:00	<p align="center">Group meeting / Small groups</p> <p align="center"> <a href="https://www.zapzapmath.com/">https://www.zapzapmath.com/</a> </p>	Library
2	Closing prayer	Library

**CUES LEXIA Middle School ELA (6-8) Teacher Schedule**

TIME	Activity	Location
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8	Prayer and Check in	Cafeteria
8:15	Review on most important aspects of reporting (skills) and resources	Library
8:40	<p>Grade level meetings</p> <p>Goal: 1) Identify High and Low level learners</p> <p>2) Any patterns among students (struggling or succeeding with particular skills)</p> <p>3) Which resources to assist those students (either on the Lexia resources or on other sites):</p> <p><a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a></p> <p><a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p> <p><a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a></p> <p><a href="http://englishforeveryone.org/">http://englishforeveryone.org/</a></p> <p><a href="https://www.dogonews.com/">https://www.dogonews.com/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a></p> <p><a href="http://etc.usf.edu/lit2go/">http://etc.usf.edu/lit2go/</a></p> <p><a href="http://www.eastoftheweb.com/">http://www.eastoftheweb.com/</a></p> <p><a href="https://www.usingenglish.com/">https://www.usingenglish.com/</a></p> <p><a href="https://www.superteacherworksheets.com/reading.html">https://www.superteacherworksheets.com/reading.html</a></p> <p><a href="http://www.rhlschool.com/reading.htm">http://www.rhlschool.com/reading.htm</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="https://www.cdc.gov/mobile/applications/sto/web-app.html">https://www.cdc.gov/mobile/applications/sto/web-app.html</a> (solve the outbreak)</p>	Library
9:40	Aligning Lexia with Curriculum – Scope and Sequence	Library
10:00	<p>Grade level meetings</p> <p>1) Pull up curriculum / standards (admins bring them?) and Bring up Scope and Sequence of Lexia</p> <p>2) Draw comparisons between the two – match up and plan out rest of quarter based on where bulk of students are located in the program and school standards.</p> <p>3) Any common challenges? Write down for admin and CSO use</p>	Library
11:00	Closing prayer	Library

#### Combined agenda

TIME	Activity	Location
8	Rosary in the Church	Church
8	Prayer and Check in	Cafeteria
8:15	Review on most important aspects of reporting (skills) and resources	Library
8:30	Check in and snacks (sara lead)	Cafeteria
8:40	<p>Grade level meetings</p> <p>Goal: 1) Identify High and Low level learners</p> <p>2) Any patterns among students (struggling or succeeding with particular skills)</p> <p>3) Which resources to assist those students (either on the Lexia resources or on other sites):</p> <p><a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a></p> <p><a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p> <p><a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a></p> <p><a href="http://englishforeveryone.org/">http://englishforeveryone.org/</a></p>	Library

	<a href="https://www.dogonews.com/">https://www.dogonews.com/</a> <a href="https://www.readworks.org/">https://www.readworks.org/</a> <a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a> <a href="http://etc.usf.edu/lit2go/">http://etc.usf.edu/lit2go/</a> <a href="http://www.eastoftheweb.com/">http://www.eastoftheweb.com/</a> <a href="https://www.usingenglish.com/">https://www.usingenglish.com/</a> <a href="https://www.superteacherworksheets.com/reading.html">https://www.superteacherworksheets.com/reading.html</a> <a href="http://www.rhlschool.com/reading.htm">http://www.rhlschool.com/reading.htm</a> <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a> <a href="https://www.cdc.gov/mobile/applications/sto/web-app.html">https://www.cdc.gov/mobile/applications/sto/web-app.html</a> (solve the outbreak)	
8:50	Icebreaker – Pass the Paper	Cafeteria
9:00	Review on most important aspects of reporting (skills) and resources	InClassrooms(below)
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9:40	Aligning Lexia with Curriculum – Scope and Sequence	Library
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10: 15	Snack break	
10:25	Aligning Lexia with Curriculum – Scope and Sequence	InClassrooms(below)
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11:00	Closing prayer	Library
11:40	Closing prayer	Cafeteria

TIME	Activity	Location
12	Check in / snacks	Cafeteria
12:15	Intro and Review on most important aspects of reporting (skills) and resources	InClassrooms(below)
12:30	Intro prayer	Library
12:30	<p>Grade level meetings</p> <p>Goal: 1) Identify High and Low level learners</p> <p>2) Any patterns among students (struggling or succeeding with particular skills)</p> <p>3) Which resources to assist those students (either on the Lexia resources or on other sites):</p> <p><a href="http://www.englishmaven.org/">http://www.englishmaven.org/</a></p> <p><a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p> <p><a href="http://www.gutenberg.org/">http://www.gutenberg.org/</a></p> <p><a href="http://englishforeveryone.org/">http://englishforeveryone.org/</a></p> <p><a href="https://www.dogonews.com/">https://www.dogonews.com/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://www.sciencenewsforstudents.org/">https://www.sciencenewsforstudents.org/</a></p> <p><a href="http://etc.usf.edu/lit2go/">http://etc.usf.edu/lit2go/</a></p> <p><a href="http://www.eastoftheweb.com/">http://www.eastoftheweb.com/</a></p> <p><a href="https://www.usingenglish.com/">https://www.usingenglish.com/</a></p> <p><a href="https://www.superteacherworksheets.com/reading.html">https://www.superteacherworksheets.com/reading.html</a></p> <p><a href="http://www.rhlschool.com/reading.htm">http://www.rhlschool.com/reading.htm</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="https://www.cdc.gov/mobile/applications/sto/web-app.html">https://www.cdc.gov/mobile/applications/sto/web-app.html</a></p> <p>(solve the outbreak)</p>	<p><b>211: 5<sup>th</sup>/6<sup>th</sup></b></p> <p><b>212: 7</b></p> <p><b>213: 8</b></p>
12:40	Review on most important aspects of reporting (skills) and resources / Aligning ALEKS with Curriculum	Library
1:00	Group meeting / Small groups <a href="https://www.zapzapmath.com/">https://www.zapzapmath.com/</a>	Library
1: 15	Aligning Lexia/Reading Plus with Curriculum and POST program	InClassrooms(below)
1:30	<p>Grade level meetings</p> <p>2) Pull up curriculum / standards and Bring up Scope and Sequence of Lexia</p> <p>2) Draw comparisons between the two – match up and plan out rest of quarter based on where bulk of students are located in the program and school standards.</p> <p>3) Any common challenges? Write down for admin and CSO use</p>	<p><b>211: 5<sup>th</sup>/6<sup>th</sup></b></p> <p><b>212: 7</b></p> <p><b>213: 8</b></p>
2	Closing prayer	Library
2:30	Closing prayer and survey: In reviewing the programs we use, what aspects of a blended learning program are most beneficial to student learning ELA? (i.e. what should reading academic areas should students focus on following Lexia?)	Cafeteria

## Instructions for breakout sessions

### Core5

#### 1st session

Looking at how many times a student is struggling with a skill

Units gained - vs target

Scope and sequence in resources and teacher manual, sight words \*where was this found? Padlet  
And Lexia lesson, and skill builders- finding specific ones

#### **Instructions:**

a) Work individually:

1. Identify top 3-5 High and bottom 3-5 Low level learners
2. Any patterns among students (struggling or succeeding with particular skills)
3. Write or type down answers to the above

b) Team up two teachers from other schools

1. Share written down results
2. Any commonalities between data with other teachers?
3. What resources can be used to address?
  - a. Which on Lexia?
  - b. Which on other sites?
    - i. Split up list of typed out resources. Each take 3-4 of the links to review.
    - ii. After reviewing, share what was found with other teachers

#### 2nd session

Scope and Sequence and Teacher Manual reference and teacher standards on [lovemyschool.com](http://lovemyschool.com)

#### **Instructions:**

a) Work individually:

1. Pull up individual scope and sequence for class or lesson plans
2. Pull up scope and sequence for Lexia
3. What relationship do you find?
4. Write or type down answers to the above

b) Team up with two teachers from other schools

1. Share written down results
2. Pull up [Lovemyschool.com](http://Lovemyschool.com) standards
3. Working as a team, compare scope and sequence of Lexia with Archdiocesan standards

a. Basic overview: any commonalities/differences? Order of skills learned similar or different?

c) Individually or in a group: With time remaining, use information learned to plan out remaining quarter

### **Powerup/Reading Plus**

#### **1st session**

Rate vs Accuracy

Color boxes

Units gained

Student choice with strands – managing time

#### **Instructions:**

a) Work individually:

4. Identify top 3-5 High and bottom 3-5 Low level learners
5. Any patterns among students (struggling or succeeding with particular skills)
6. Write or type down answers to the above

b) Team up two teachers from other schools

4. Share written down results
5. Any commonalities between data with other teachers?
6. What resources can be used to address?
  - a. Which on Lexia?
  - b. Which on other sites?
    - i. Split up list of typed out resources. Each take 3-4 of the links to review.
    - ii. After reviewing, share what was found with other teachers

## 2<sup>nd</sup> session

Scope and Sequence and Teacher Manual reference  
AND Archdiocese standards

### Instructions:

a) Work individually:

5. Pull up individual scope and sequence for class or lesson plans (don't worry if you don't have it)
6. Pull up scope and sequence for Lexia
7. What relationship do you find? (give your best guestimate if you do not have access to your plans)
8. Write or type down answers to the above

b) Team up with two teachers from other schools

4. Share written down results
5. Pull up Lovemyschool.com standards
6. Working as a team, compare scope and sequence of Lexia with Archdiocesan standards

a. Basic overview: any commonalities/differences? Order of skills learned similar or different?

c) Individually or in a group: With time remaining, use information learned to plan out remaining quarter

### Reading Plus

<https://learn.readingplus.com/resources/teacher-support/monitoring-data/>

Use the above for the direct instruction piece and point out <https://learncdn.readingplus.com/wp-content/uploads/2014/09/Assist-Students-who-are-Struggling-with-SeeReader.pdf>

Specifics? Maybe <https://learncdn.readingplus.com/wp-content/uploads/2015/05/SeeReader-Lexile-Ranges-and-Word-Counts.pdf>

And

<https://learn.readingplus.com/reference/seereader/seereader-content/seereader-list/>

AND

Words to Master Lists

AND

<https://learncdn.readingplus.com/wp-content/uploads/2013/07/Class-Skill-Summary-Report-Overview.pdf>

## ALEKS

Trainer Review:  
Curriculum

RTI classes

When is student assessed?

Modifying curriculum

State standard report

Nebraska State Standard Report overview

### **Instructions:**

#### Resources (20 minutes)

- 1) In groups of 2-3 w teachers from other schools
  - a. Review program resources
    - i. [https://mhedu.force.com/aleks/s/articles?dc=Usage\\_Training](https://mhedu.force.com/aleks/s/articles?dc=Usage_Training)
    - ii. [https://www.aleks.com/k12/teachers\\_resources](https://www.aleks.com/k12/teachers_resources)
- 2) Share with your small group
  - a. Which topics are going to be most helpful for you or have you used before?
  - b. Have you used other supplement resources? Other websites? Share with the group.

#### Standards (35 minutes)

1) Work individually:

Pull up individual scope and sequence for class or lesson plans and or pull up [www.Lovemyschool.com](http://www.Lovemyschool.com) or school standards

- a) Pull up scope and sequence for your class product (the grade level one you use for most of your class)
- b) What relationship do you find? Between ALEKS and the standards in the school?
- c) Write or type down answers to the above

2) Team up with two teachers from other schools

7. Share written down results
8. Working as a team, compare scope and sequence of ALEKS program with Archdiocesan standards
  1. Basic overview: any commonalities/differences? Order of skills learned similar or different?

3) Individually or in a group: With time remaining, use information learned to plan out remaining quarter

### Surveys and Padlets

6-8 Grade <https://padlet.com/shood2/516j6v3mkquo> PW: middle

5<sup>th</sup> Grade <https://padlet.com/shood2/6jwnmkvua03a> PW: fifth

4<sup>th</sup> Grade <https://padlet.com/shood2/tpu7p2iok0vq> PW: fourth

3<sup>rd</sup> Grade <https://padlet.com/shood2/iidwu4sr7843> PW: third

2<sup>nd</sup> Grade <https://padlet.com/shood2/xmptqgzrjewo> PW: second

1<sup>st</sup> Grade <https://padlet.com/shood2/34zdyp40qy94> PW: first

Kindergarten <https://padlet.com/shood2/K2BlendEd> PW: kinders

Middle School Teacher's Survey: <https://goo.gl/forms/saNCBesuvH9vqOq12>