

BUFFALO PUBLIC SCHOOLS

Learning Area Organization Tool

The purpose of the Learning Area Organization Tool is to help teachers differentiate during Tier I reading instruction. The indicators represent considerations that will enable teachers to more readily establish classroom learning areas.

<input type="checkbox"/>	<p>ORGANIZE THE ROOM</p> <ul style="list-style-type: none"> • Designate teacher-led small group area • Address learning area configuration: <ul style="list-style-type: none"> • Option A – students gather in designated areas of the room to practice skills • Option B – students retrieve the work from a storage space and complete the work at their seats • Delineate and label the following learning areas: <ul style="list-style-type: none"> • Word Work (phonemic awareness, phonics, spelling, vocabulary) • Reading (fluency, comprehension) • Listening (phonemic awareness, listening comprehension) • Writing (grammar, composition) • NB: Computers are not a learning area, but students may be assigned to a computer or tablet to complete an activity for word work, reading, listening or writing.) • Make materials readily available • Clearly label the place for students to submit work products
<input type="checkbox"/>	<p>MANAGE GROUPS</p> <ul style="list-style-type: none"> • Use data to assign students to specific areas or teacher-led small group <ul style="list-style-type: none"> • Assign students with the greatest needs to the teacher-led group more frequently • Consider student behaviors/interactions before pairing students or creating groups • Use a chart to assign students to areas/teacher-led small group
<input type="checkbox"/>	<p>DETERMINE ACTIVITIES</p> <ul style="list-style-type: none"> • Use data to determine standard(s)/skills to be targeted • Plan with standard(s)/skills-aligned objective in mind • Draw activities from District resources or approved materials • Select activities to reinforce or extend previously taught skills • Select activities that students are able to complete independently • Select activities that allow the teacher to assess student understanding <ul style="list-style-type: none"> • A work product that can be reviewed (recorded answers, compositions, online reports, etc.); or, • Students chart their progress (logs, fluency graphs)
<input type="checkbox"/>	<p>PRIORITIZE ACTIVITIES</p> <ul style="list-style-type: none"> • Consider how long it will take students to complete the activity • Prioritize activities at each area for students as “must do” or “may do” <ul style="list-style-type: none"> • “Must do” activities address the skills necessary for students to practice • “May do” activities are extension activities only to be completed if all “must dos” have been addressed • Advanced application: Activities are individualized or tiered
<input type="checkbox"/>	<p>CLASSROOM MANAGEMENT SYSTEM</p> <ul style="list-style-type: none"> ○ Implement 21-Day Planner ○ Model new activities for students before assigning ○ Check for student understanding before assigning activities ○ Specify appropriate behavior by posting learning area rules ○ Provide picture support for ELLs or primary students