**Making Literacy Our Legacy**

*“What an astonishing thing a book is. It’s a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you’re inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic.”*

*- Carl Sagan*

**Beliefs about Literacy**

* The goal of literacy instruction is to develop independent life-long readers and writers.
* It is the responsibility of the school community to create and sustain a literacy-rich culture.
* Students who have a choice in what they read will be more inclined to read more often and, therefore, improve their reading skills.
* Reading and writing are vital skills which aid in the learning process of any subject, and therefore should be integrated throughout all content areas.
* The teaching of literacy needs to be varied in its approach in order to meet the needs of the individual learner.
* Literacy is imperative to the development of our youth, both emotionally and academically.
* Students need the opportunity to read every day.
* Students need to hear and experience examples of fluent reading every day.
* Staff has the power to influence how students feel about learning.
* Staff works best with the support and encouragement of their colleagues.
* Ongoing assessment informs more effective teaching.
* Learning is more powerful when it extends outside of the classroom.
* There is no such thing as someone who hates to read. There are only those who haven’t found the right book yet.
* Literacy can change the world. It can change the hearts and minds of men…It can change one’s outlook on life. It has the power to change the ignorant and the lost; to inspire and encourage. What incredible power literacy has in the world.

**Literacy Goals:**

1. To create a sustainable literacy-rich culture, assuring that every student has an equal opportunity for literacy learning.
2. To motivate, engage, and help students make meaning of literacy.
3. To use data to guide decisions about both intervention support for students who struggle and challenges for students who excel.
4. To provide support for staff, including the promotion of strategies across content areas that will improve student academic performance.
5. To assist in the gathering of knowledge and implementation of Disciplinary Literacy across the content areas, Text Complexity, Common Core Standards, Academic Vocabulary, and PARCC assessment shifts and best practices.
6. To create a sustainable and fully immersed school environment that encompasses the best practices of Disciplinary Literacy.
7. To provide support for staff regarding the promotion of strategies that will improve student academic performance on statewide assessments, such as the PARCC.
8. To inform, promote, and assist in the implementation of Common Core State Standards, including the combining of CCSS and NGSSS in certain disciplines, and best practices that embrace all standards utilized.
9. To inform, promote, and assist in the implementation of Best Practices for both FCAT and PARCC Writing Assessments.

**Literacy Action Plan 2013-2014**

**Goal #1 –** To create a sustainable literacy-rich culture, assuring that every student has an equal opportunity for literacy learning.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Monthly Strategy Practice within the content areas | Coach; Classroom Teachers | 0.00 | Sept-May |
| Reading Bill of Rights Posters for each classroom and activity | Coach | *Grant $* | September  |
| Recommendation Reading Lists | Coach; Classroom Teachers; Students | 0.00 | Aug -May |
| Author Spotlight Activities | Coach | 0.00 | Monthly |
| Staff Reading Posters “I am now reading\_\_\_\_\_\_. Ask me about it!” | Coach; maintained by staff | *Grant $* | September  |
| Pop-Up Poets by the staff | Staff | 0.00 | April |
| School Word Wall | Staff; Students; Coach | 0.00 | Sept-May |
| Mystery Guest Book Excerpt Reading | Principal; Coach; Mystery Guest | 0.00 | Quarterly with trivia |
| “Name that Book” Trivia Contest | Coach; Reading Staff | 0.00 | Quarterly |
| School Wide Book Swap | Coach; Media Staff | 0.00 | December; May |
| A literacy History – Volunteers are taped, recording a book from their past that has influenced their life in some way | Coach; Media Staff | 0.00 | Oct-May |
| Book Trailers on the Morning Announcements | Coach; Staff | 0.00 | Oct-May |

**Goal #2 -** To motivate, engage, and help students make meaning of literacy.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Drop Everything and Read – DEAR | Principal; Classroom Teachers | 0.00 | Bi-Weekly |
| “Caught READ Handed” Tickets for a monthly raffle (homemade themed baskets) | Staff | *Grant $* | Aug-May |
| Bookmarks/Literacy Treasure Chest Incentive | Coach | *Grant $* | Aug-May |
| Crazy Sock Days for Reading Enthusiasts | Coach | 0.00 | Quarterly |
| Literacy Lunch on the Lawn | Coach | 0.00 | Twice a year |
| Media Center Book Race | Coach; Media Staff | TBD | Oct-May |
| ‘Book vs. Movie’ Book Club | Coach | 0.00 | Jan-May |
| “Reading Restaurant” | Coach; Reading Staff | 0.00 |  |
| School wide picture book writing project, to be written, illustrated, recorded, and sent to younger children in Seminole County Schools. | Coach; Staff | *Grant $* | Jan-May |
| “Guess How Many books are in the Media Center” contest | Media Staff; Coach | 0.00 | February  |
| Poetry Appreciation – Staff read their favorite poem in class | Staff | 0.00 | April |
| Character Dress Up Day | Staff | 0.00 | February  |
| Poetry Corner/Recital | Coach | *Grant $* | April  |
| “Read” photo Contest  | Staff; Coach | 0.00 | November  |
| Book Talks with the Principal | Principal; Coach | 0.00 | 2ce a year |
| Fishing for Knowledge – informational text/nonfiction scavenger hunt | Coach; Media Staff | 0.00 | February |
| Wonderful Words Challenge – a word is passed around during lunch; student gets an incentive if able to correctly use the word. | Staff | 0.00 | End of each month |
| Book Vs. Movie Club “Movie in the Park” night (for all staff and students/families) | Coach; Staff | TBD | May |

**Goal #3 -** To use data to guide decisions about both intervention support for students who struggle and challenges for students who excel.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Monthly Strategy Practice within the content areas | Coach; Classroom Teachers | 0.00 | Ongoing |
| Book Clubs, according to test scores and lexile levels | Coach; Classroom Teachers | *Grant $* | Monthly |
| Creation and Maintenance of a Reading Buddy Program | Coach | *Grant $* | Weekly/Monthly |
| Reading Interest Inventory and creation of recommendation list for each student | Coach | 0.00 | By December 2013 |
| Use of Formal Assessments to determine intensive reading placement, recommendations for novels, and implementation of effective interventions– Discovery Education, Eagles Write, Vocab Journeys, FCAT Reading, Alternative Assessment, DAR | Coach; Reading Staff | 0.00 | Aug-May |
| Creation and Distribution of Modified FCAT Accommodations Toolkit | Coach | *Grant $* | Jan-March |
| Use of Discovery Education and Ed Insight as a tool to determine specific deficit areas of students | Literacy Leadership Team | 0.00 | Ongoing |

**Goal #4 -** To provide support for staff that gets results, including the promotion of strategies across content areas that will improve student academic performance.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| One on one professional developments with individual teachers and paraprofessionals | Coach | 0.00 | Ongoing |
| Creation and maintenance of school literacy resource website  | Coach | 0.00 | Ongoing |
| Creation and implementation of 7 Best Practices Strategies (through power points and one on one PDs) | Coach; Classroom Teachers | 0.00 | By Sept 2013 |
| Creation and maintenance of a literacy rich & academically friendly area where all have access to a reading lab, comfortable area for book talks/DEAR, and books to choose from & check out  | Coach | 0.00 | Ongoing |
| Wonderful Words – Word of the day in Reading classes | Coach; Reading Teachers  | 0.00 | Sept – May |
| Promotion and implementation of “From Paragraph to Essay” writing plan, as well as monthly practice using Eagles’ Write  | Coach; ELA Teachers | 0.00 | Aug - March |
| Academic Vocabulary – Words of the Week | Coach; Staff | 0.00 | Sept – May  |

**Goal #5 -** To assist in the gathering of knowledge and implementation of Disciplinary Literacy across the content areas, Text Complexity, Common Core Standards, Academic Vocabulary, and PARCC assessment shifts and best practices.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| One on one professional developments with individual teachers and paraprofessionals | Coach; Department Chairs | 0.00 | Ongoing |
| Professional Developments and PLCs concerning Common Core standards, infusion of CCSS with NGSSS, Content Area Academic Vocabulary, and PARCC assessment shifts and best practices. | Principal; Coach; Department Chairs | 0.00 | Monthly; Bi-Monthly |
| Use of School Word Wall and Academic Vocabulary to implement Basic PARCC and CCSSS Academic Vocabulary school-wide | Staff | 0.00 | Ongoing |
| Creation and maintenance of Literacy Resource Library and online web components that focus on Disciplinary Literacy, CCSS, NGSSS, and PARCC | Coach | 0.00 | Ongoing |

**Goal #6 –** To create a sustainable and fully immersed school environment that encompasses the best practices of Disciplinary Literacy.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Professional Development concerning the introduction of Disciplinary Literacy | Coach | 0.00 | Pre-Planning |
| Encourage promotion of gaining knowledge of Disciplinary Literacy through reading “Content Matters” (ch 1-2, content specific chapter) | Coach; Curriculum Chairs | 0.00 | By Sept 2013 |
| One on one professional developments with individual teachers and paraprofessionals concerning Disciplinary Literacy, text complexity, shifts in their content area, and Writing | Coach | 0.00 | Ongoing |
| Creation and implementation of 7 Best Practices Strategies (through power points and one on one PDs) | Coach; Classroom Teachers | 0.00 | By Sept 2013 |
| Creation and maintenance of Literacy Resource Library and online web components that focus on Disciplinary Literacy, CCSS, NGSSS, and PARCC | Coach | 0.00 | Ongoing |

**Goal #7 -** To provide support for staff regarding the promotion of strategies that will improve student academic performance on statewide assessments, such as the PARCC.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| One on one professional developments with individual teachers and paraprofessionals | Coach | 0.00 | Ongoing |
| Professional Development Concerning the introduction of New Writing Standards | Coach | 0.00 | By Sept 2013 |
| Professional Development for Curriculum Chairs concerning Text Complexity (for chairs to take back to PLCs and work extensively with disciplines) | Coach | 0.00 | By October 2013 |
| PLCs concerning Text Complexity (how to, deciding on how many to use each quarter, etc.) | Curriculum Chairs | 0.00 | By October 2013 |
| Use of School Word Wall and Academic Vocabulary to implement Basic PARCC and CCSSS Academic Vocabulary school-wide | Staff | 0.00 | Ongoing |
| Creation and maintenance of Literacy Resource Library and online web components that focus on Disciplinary Literacy, CCSS, NGSSS, and PARCC | Coach | 0.00 | Ongoing |
| Use of monthly and/or quarterly Writing prompts/activities/incentives that will improve student’s use of authentic texts and ability to analyze text in each discipline (write like a historian, write like a scientist, etc.) – to be introduced in a PD and extended into PLCs for implementation | Coach; Curriculum Chairs; Classroom Teachers | 0.00 | Monthly/Bi Monthly/Quarterly |

**Goal #8 -** To inform, promote, and assist in the implementation of Common Core State Standards, including the combining of CCSS and NGSSS in certain disciplines, and best practices that embrace all standards utilized.

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Professional Development concerning the introduction of Common Core Standards and PARCC, including new Writing Standards and Text Complexity | Coach | 0.00 | 1st Semester – Pre Planning |
| Professional Development on Close Reading Strategy – also discussed in PLCs | Coach | 0.00 | By Dec 2013 |
| One on one professional developments with individual teachers and paraprofessionals concerning content specific standards (CCSS only for ELA and Math; Combination of CCSS and NGSSS for all other content areas) | Coach | 0.00 | Ongoing |
| Professional Development concerning the six shifts in Instructional Literacy and their meaning for all content areas | Coach | 0.00 | By Nov 2013 |
| PLCs concerning the six shifts in Instructional Literacy and their meaning for specific content areas | Curriculum Chairs | 0.00 | Ongoing |
| Professional Development for Curriculum Chairs concerning shifts in content areas (for chairs to take back to PLCs and work extensively with disciplines) | Coach | 0.00 | By Nov 2013 |
| PLCs concerning shifts in content area | Curriculum Chairs | 0.00 | Ongoing |
| Creation and maintenance of Literacy Resource Library and online web components that focus on Disciplinary Literacy, CCSS, NGSSS, and PARCC | Coach | 0.00 | Ongoing |

**Goal #9 -** To inform, promote, and assist in the implementation of Best Practices for both FCAT and PARCC Writing Assessments

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| **Plan of Action** | **Responsible Person** | **Cost** | **Timeline** |
| Use of monthly and/or quarterly Writing prompts/activities/incentives that will improve student’s use of authentic texts and ability to analyze text in each discipline (write like a historian, write like a scientist, etc.) – to be introduced in a PD and extended into PLCs for implementation | Coach; Curriculum Chairs; Classroom Teachers | 0.00 | Monthly/Bi Monthly/Quarterly |
| PLC concerning current and future Writing standards (for FCAT and PARCC), as well as training on Endeavor’s writing plan for the ELA classrooms (“From Paragraph to Essay” action plan, Eagles’ Write in the ELA classroom, and writing scope and sequence for ELA teachers) | Coach; ELA Department Chair | 0.00 | By Sept 2013 |
| Promotion and implementation of “From Paragraph to Essay” writing plan, as well as monthly practice using Eagles’ Write  | Coach; ELA Teachers | 0.00 | Aug - March |
| Professional Development concerning the six shifts in Instructional Literacy and their meaning for all content areas | Coach | 0.00 | By Nov 2013 |
| PLCs concerning the six shifts in Instructional Literacy and their meaning for specific content areas | Curriculum Chairs | 0.00 | Ongoing |

**Suggestions for Professional Developments**

1. Introduction to PARCC/CCSS/Disciplinary Literacy/Literacy at Endeavor /six shifts in Instructional Literacy (with shifts in content areas to be addressed in PLCs)
2. Introduction to Text Complexity – followed by a PLC
3. Introduction to Close Reading – followed by a PLC
4. Introduction to Writing for the PARCC in each discipline (what’s to come)– followed by a PLC

**Suggestions for Professional Learning Communities**

1. Text Complexity in the Disciplines/Close Reading
2. Shifts in the Disciplines
3. Writing for the PARCC – Creating a plan using authentic text; basic info/guidelines regarding Writing for the FCAT (will be implemented in ELA classrooms)
4. Academic Vocabulary Instruction in the Disciplines
5. The 7 Best Practices for Making Literacy Our Legacy
6. Disciplinary Literacy with “Content Matters”
7. Writing for the FCAT – The basic paragraph and essay format and rubric

**Suggestions for Literacy Leadership Meetings**

1. Disciplinary Literacy with “Content Matters”
2. Text Complexity/Academic Vocabulary/Close Reading
3. The 7 Best Practices for Making Literacy Our Legacy/Shifts in the Disciplines
4. Writing –FCAT
5. Writing – PARCC

**Monthly Meetings with Individual Teaching Teams (Staff/Para)**

Mondays – Science/Social Science

* 1st = James
* 2nd = Powers
* 3rd = Dishman
* 4th = Thomas/DeBrew

Tuesdays – Electives

* 1st = Wight
* 2nd = Shields
* 3rd = Cucinella
* 4th = Coach

Wednesday- Planning/PLCs with Reading/Professional Developments

Thursdays – English

* 1st = Jackson
* 2nd = Kupscznk
* 3rd = Cook
* 4th = Palmer

Fridays – Mathematics

* 1st = DeJulio
* 2nd = Schaeffer
* 3rd = T
* 4th = Staff

**Writing Plan for FCAT Writing**

*2013-2014*

* FCAT writing practice and assessments (Eagles’ Write) will be administered in ELA classrooms.
* A diagnostic writing prompt will be given to students within the first 2 weeks of school.
* Teaching of writing skills (from Paragraph to Essay) will be stressed from August to October.
* Eagles Write will be implemented on a monthly basis from October through March.
* Students will be given one day (20 minutes) to complete their outlines and graphic organizers (prepare), and one day (40 minutes) to write their essay.
* ELA teachers will grade their students’ writing, along with the Literacy Coach or ELA Department Chair…each paper will have two scores based on the FCAT writing rubric. The average score will be used as a quiz/test/project grade in the ELA classroom.
* ELA teachers will receive PLC training on the current writing plan. They, along with the Principal and ELA Department Chair, will be given both electronic and hard copy packets that will include the following:
	+ Tentative Writing Schedule for the months of August, September, and October
	+ “From Paragraph to Essay” graphic organizers, basics, and examples
	+ “Banish Boring Words” copy
	+ FCAT 2.0 general information
	+ FCAT 2.0 calibration rubrics for 8th or 10th grade
	+ TAG Strategy guide
	+ Participation/Involvement Grading Rubric examples for Eagles Write
	+ A Copy of Eagles Write Directions for Staff
	+ The Diagnostic/Summative Eagles Write Prompt and Planning Sheet
* ELA teachers will receive, beginning in October, monthly folders which will contain the following, pertaining to Eagles Write:
	+ Monthly Eagles Write Prompts
	+ Directions to Staff for Day 1 and Day 2 of testing
* Once taught and implemented on a regular basis in ELA classrooms, “From Paragraph to Essay” will be presented to curriculum chairs. Chairs will take back the information to their respective PLCs. All staff will become aware of what is required of students regarding paragraph and essay writing, in the hopes that they will be held to the same standards in all disciplines.

**Writing Schedule for ELA Classrooms**

*(To be completed by the end of October)*

1. Diagnostic Assessment using a standard prompt appropriate for grade level
	1. Use the Eagles’ Write Format
	2. ask students to write an ‘essay’ but give no parameters
	3. It will be graded as a classwork grade
	4. If completed correctly, will be given some sort of prize/award
2. Grade and review writing individually with students
	1. Give one copy to students for their ‘writing portfolio’
	2. Keep one copy for your records
	3. Give one copy to the Literacy Coach for the student’s portfolio
3. The Paragraph Format
	1. What makes a strong paragraph? What will critics look for?
	2. Example of Strong Paragraph using the given format
		1. High School Obstacles
			1. Use different colors to highlight the different sentence types required in the paragraph (GS, SP, EX, CS)
4. Pre-Writing paragraphs
	1. The important of having a pre writing plan (to keep you on track and make sure you have everything in your paragraph)
	2. Note Taking (not having to write full sentences on a graphic organizer)
	3. Model pre-writing using the topic sentence/General Statement “The Football Game was Exciting”
	4. Pre-write as a class using a given topic sentence/General Statement “The Party was Awesome”
5. Simple paragraph writing using a topic sentence
	1. Model writing a paragraph using the pre-writing for “The Football Game was Exciting”
	2. Write a paragraph as a class using the pre-writing for “The Party was Awesome”
6. Banish Boring Words tutorial
	1. How to use the book
	2. Every student gets a book of their own or every room has a classroom set
	3. Use the book to go back over previous paragraphs and edit/revise using “Banish Boring Words”
		1. Teacher models with “The Football Game was Exciting”
		2. Class works on “The Party was Awesome”
7. Proofreading skills
	1. Go over basic proofreading (sentence structure, indentation, punctuation, spelling, mechanics)
	2. Model proofreading with “The Football Game was Exciting”
	3. Proofread as a class with “The Party was Awesome”
8. Publishing the paragraph
	1. Decide as a class how to publish the two paragraphs (on a website, on the morning announcements, typed up , as a poster)
9. The Writing Process Overview
	1. Prewriting
	2. Drafting
	3. Revising
	4. Proofreading
	5. Publishing
10. Individual Paragraph Writing
	1. Give every student the same general statement “The students in the cafeteria were wild today.”
	2. Go through writing process and check each step with teacher/para and one partner
	3. Publish writing in a class publication/pamphlet/poster
	4. Using “Poodles”, analyze the paragraph, write a paragraph on poodles, and then analyze the complete paragraph
	5. Give students different general statements and let them practice writing a paragraph and going through the writing process on their own
11. From Paragraphs to Essays
	1. Defining types of essays (persuasive/expository)
	2. Prompts vs. topic sentences
	3. What is a thesis statement?
	4. Pre-writing essays using a prompt
		1. Modeling pre-writing an essay using an FCAT 2.0 prompt
		2. Pre-writing as a class using an FCAT 2.0 prompt
	5. Drafting an essay (modeling and whole class)
	6. Revising an essay (modeling and whole class)
	7. Proofreading an essay (modeling and whole class)
	8. Publishing an essay (modeling and whole class)
12. FCAT Analysis
	1. Give students a prompt to write about
	2. Afterwards, show requirements/rubrics for
	3. Show examples of student writing for the prompt and have students critique and grade
	4. Re-write essay and peer check
13. Explanation of Eagles Write and the effects on English Grade (as a quiz/project/etc.)
	1. What parts of the writing process can you use for FCAT and Eagles’ Write?
	2. What parts of the writing process would be difficult to use? Why?
14. Give students the opportunity to write an essay on their own; use peer checks and grading using the FCAT Writing rubric.
15. As a summative assessment (after March?), rewrite essay from diagnostic.

**Academic and Key Vocabulary Plan**

**Wonderful Words**

*2013-2014*

* Beginning in September, students will be given a ‘weekly word’ on Mondays.
* This word will be a frequently used word found in nonfiction writing (Textbooks, assignments, standards, state assessments).
* Students will be given the entire week to complete activities involving this word (i.e. scavenger hunt, how to use the word in each classroom, synonym challenge, etc.)
* Each discipline will also have a weekly key vocabulary word that pertains to what is currently being taught in class.
	+ Each teacher or department can choose their weekly word from the CCSS academic vocabulary list (math, science, ELA, Social studies, art, music) or from what is being covered in class at that time
	+ Each teacher or department will follow the 6 step process to better vocabulary instruction (literacy coach will supply all teachers and department chairs with a plethora of vocabulary instruction resources and graphic organizers to use, but teachers may use whatever they’d like)
	+ It is recommended that teachers give students their weekly discipline word at the beginning of the week, so that they have the entire week to be able to complete the activities associated with the vocabulary words.
	+ Key Vocabulary terms will be placed on the school’s word wall, located in the cafeteria
* “Wonderful Words” Vocabulary Binders will house all of the work that students complete regarding the weekly words. These binders will remain in the home rooms until the end of the year. Each binder will contain 8 sections, labeled as follows:
	+ My Personal Word Wall
	+ Academic Vocabulary
	+ Key Vocabulary/ELA
	+ Key Vocabulary/Math
	+ Key Vocabulary/Science
	+ Key Vocabulary/Social Science
	+ Key Vocabulary/Reading
	+ Key Vocabulary/Elective

**Academic Vocabulary Words**

*2013-2014*

* Address
* Assess
* Analyze
* Abstract
* Examine
* Evaluate
* Apply
* Evidence
* Differentiate
* Hypothesize
* Support
* Validate
* Oppose
* Origin
* Perspective
* Portray
* Predict
* Prove
* Incorporate
* Investigate
* Isolate
* Convey
* Estimate
* Extract
* Foreshadow
* Formulate
* Identify
* Correspond
* Critique
* Deduce
* Defend
* Depict
* Correlate

**Plan for Academic Vocabulary Initiative Using**

**Marzano’s 6 Step Process**

***To be completed in homeroom (bell work)***

**Monday** – Presentation of term on the announcements (1), with emphasis on students writing down their own definition or example (2), and creating a visual representation (3)

**Tuesday** – Give students the opportunity to complete a vocabulary exercise regarding the term (4)…i.e. synonym and antonym challenge, Frayer model, concept map, cluster, etc.

**Wednesday** – Give students time to complete a ‘Yo Mamma’ joke involving the term

**Thursday** – Give students time to talk with each other on how the term can be used in different contexts (in all subject areas, on a test, at a job, on the street, etc.) Have students take notes on their discussion (5)

**Last Friday of the month** – Give students the opportunity to play vocabulary games based on words learned during the quarter (6) – i.e. scrabble, bananagrams, word challenge, word search, scavenger hunt, yo mamma vocabulary challenge, etc.