



Beyond the Margins

RESTORATIVE LITERACY
FOR RISING VOICES

TOOLKIT



Governors State
UNIVERSITY

An Illinois Public University



Interprofessional Education Example (Social Work and Speech Language Pathologists) BTM Session Plan

Client: _____ **Date:** 9/17/25 **Time:** 5PM-7PM **Anchor Text:** Long Way Down **Page #s Read:** 1-47

Objectives (Include target behavior, condition, criteria, and model, e.g., The student will answer wh questions after listening to a story with 80% accuracy; The student will identify vocabulary items named in a story from a field of three with 80% accuracy.)

Procedures (Clearly write out the specific actions that the educator/clinician will employ to elicit the desired target behavior listed in the **Objectives**. Be sure to include the type of reinforcement that will be used. Also include those cueing and prompting strategies that will be used.)

Activities/Materials (List the broad activity and the materials required to engage in the **Procedures**.)

OPENING CIRCLE (SWK)

1. Objective(s)

Student will participate in establishing group agreements for safety, respect, and community by contributing at least one idea (verbally, nonverbally, or by signaling agreement)

Procedure(s)

The facilitator welcomes the group and explains that shared agreements help everyone feel respected and safe. Invite students' input with open-ended prompts:

- "What does respect look like here?"
- "What helps you feel safe when we're together?"
- "What should we agree to if someone feels upset?"

As students share, record their ideas on chart paper using their own words when possible. If students are hesitant, offer examples: "Some groups say no interrupting or phones away. Would that work here?" Encourage students to refine or add.

At the end, reread all agreements aloud and ask for consensus (thumbs up, fist-to-five rating, or nodding). Reinforce participation with specific praise: "You added an important idea about listening—that makes our circle stronger." Display the chart for reference throughout the session

Activity(ies)/Material(s)

Chart paper & markers – hung on wall or placed in the middle of the circle for visibility; used to record group agreements in students' own words so they become a "living document."

Talking piece – a physical object (stone, ball, or culturally meaningful item) passed around to ensure one voice at a time and equal participation.

Visual reminder of agreements – agreements remain posted and visible for reinforcement across future sessions

2. Objective(s)

Student will identify and share one feeling word (or gesture) at the start of the session using the feelings chart, in 2 out of 3 opportunities.

Procedure(s)

Introduce the feelings chart and explain: “We’ll check in so we know how everyone’s arriving today. Pick a word that matches how you feel, or choose a gesture if you’d rather not use words.”

Model by choosing your own word from the chart. Pass the talking piece around the circle, reminding students they may say a word, show a gesture, or pass. Provide supportive prompts if needed: “Point to the word if you don’t want to say it out loud.”

Activity(ies)/Material(s)

Feelings chart – large, colorful chart with emotion words and facial expressions; displayed so students can point if verbalizing is difficult.

Talking piece – signals whose turn it is, helps slow pace and reduce interruptions

LITERACY LAB – READING (SLP)

1. Objective(s)

Student will choose one word, line, or image from pp. 1–43 (or Word Wall) and explain why it stands out by recording a reflection in their journal, using at least one descriptive word.

Procedure(s)

Display a passage and/or word visually (on chart, card, or Word Wall). Model by selecting a line and sharing your reflection: “This line stands out to me because it shows Will’s fear, and I remember feeling that way once.”

Invite student to choose their own word/line. Provide sentence starters if needed:

- “This line stood out because...”
- “It reminds me of...”
- “It made me feel...”

Encourage writing in journals, with options to draw an image with a caption if writing is challenging. Circulate and provide cues (“What’s one feeling word you can add?”). Reinforce effort: “I like how you explained why that word matters to you.”

Activity(ies)/Material(s)

- **Quote cards** – laminated cards with impactful lines from the text, allowing tactile engagement.
- **Word Wall** – posted vocabulary or thematic words from the text, updated weekly, to scaffold recall.
- **Sentence starter strips** – slips of paper or handouts with reflection prompts, reducing cognitive load.
- **Journals & pencils/markers** – personal writing space where reflections are recorded; markers for students who prefer color-coding or doodling as part of their response.

2. Objective(s)

Student will generate at least one genuine question about the story (why/how, prediction, or clarification) and record it in their journal or on a sticky note.

Procedure(s)

Explain: “Good readers don’t just answer questions—they ask them. Let’s think of something we’re wondering.” Model aloud: “I wonder why Will feels he can’t cry.”

Provide stems:

- “Why did...?”
- “What would happen if...?”
- “How come...?”

Students record their question in journals or on sticky notes for a “Wonder Wall.” If a student struggles, co-create by asking: “What part confused you? Let’s turn that into a question.”

Activity(ies)/Material(s)

Sticky notes – each student writes their question to be added to a “Wonder Wall” in the Literacy Zone; this creates a visible, ongoing inquiry board.

Sentence starter sheet – printed list of question stems (e.g., “Why did...?” “What if...?”).

Will’s Rules chart – poster of Will’s rules from Long Way Down, used as a model to inspire student-generated questions about choices, family, or rules in general.

LITERACY LAB - WRITING (SPEECH LANGUAGE PATHOLOGY)

1. Objective(s)

Given the quote “The most important rule: No crying. No matter what,” the student will produce a reflection of at least 2 sentences or 10 words (or one image + one caption) in response to the quote, using at least one descriptive or feeling word.

Procedure(s)

Display the quote. Read it together aloud. Prompt: “What does this rule feel like? How would you explain it to someone else?”

Model by writing 2–3 sample lines with expressive language: “The rule says no crying, but I feel the storm inside. My silence is louder than my tears.”

Offer sentence starters:

- “This rule makes me think...”
- “It feels like...”
- “I remember when...”

Encourage flexible expression: writing, drawing + caption, or dictating to the SLP. Review aloud to support (“What image shows that feeling?”). Praise voice and detail: “I can hear your feelings in that sentence—you made it powerful.”

Activity(ies)/Material(s)

Quote card – printed in bold font, placed at the center table for focus.

Sentence starters handout – structured scaffolds for reflection writing.

Sample reflection/poem – exemplar text for modeling, allowing students to highlight descriptive words.

Journals, pencils, markers – flexible tools for writing or drawing responses; markers for emphasizing emotion with color.

2. Objective(s)

Student will write a personal “rule” and at least one elaborating sentence that includes a descriptive or feeling word.

Procedure(s)

Introduce with connection: “Will has rules. We all have rules—some we’re told, some we make. Let’s write one of yours.”

Provide Will's Rules chart as a model. Prompt with stems:

- "One rule I follow is..."
- "It matters because..."

Encourage students to think of family, community, or personal rules. Circulate to support with clarifying questions: "What happens if you don't follow that rule?" Reinforce depth: "That's a clear explanation—you showed why your rule is important."

Activity(ies)/Material(s)

Will's Rules chart – displayed as anchor reference to show text-to-self connection.

Sentence starter sheet – ("One rule I follow is... It matters because...") guiding structure for writing.

Journals – provide continuity across sessions for personal rules and reflections.

List of Feeling or Descriptive Words – printed handout, chart, or card set with common and advanced emotion words (e.g., happy, nervous, betrayed, determined).

SHOWCASE STATION - READING (SPEECH LANGUAGE PATHOLOGY)

1. Objective(s)

Student will write at least one complete sentence (8+ words) connecting the chosen line/theme to the story or their own life.

Procedure(s)

Prompt: "Now explain your choice. How does this line connect to Will's story or to your own life?"

Provide stems:

- "This connects to the story because..."
- "This connects to me because..."

Encourage writing in journals or on notecards to keep with their project materials. Reinforce connections: "You tied the text to your life—that's what makes your project meaningful."

Activity(ies)/Material(s)

Sentence stem cards – prompt cards with "This connects to the story because..." / "This connects to me because..."

Notecards or journals – compact space for capturing connections; notecards can be taped to drafts as reminders.

SHOWCASE STATION - WRITING (SPEECH LANGUAGE PATHOLOGY)

1. Objective(s)

Student will produce at least a partial draft of a showcase product (minimum 3 lines of text, slogan phrase, or visual element with caption) using the Showcase Choice Board.

Procedure(s)

Present Showcase Choice Board. Say: "Choose how you want to show your learning today. You might write, draw, design, or collage—it's up to you."

Provide scaffolds: graphic organizers, word banks, sentence starters, or art supplies. Model a beginning draft in one format: "Here's how I might start a poster slogan: My silence is not weakness."

Encourage sustained work. Circulate to give feedback: "That's a strong start. What detail can you add to make it clearer?"

Activity(ies)/Material(s)

Showcase Choice Board – printed menu of project options (poem, poster, collage, journal entry), posted visibly.

Laptops & writing supplies – baseline tools for drafting.

Art supplies – construction paper, glue sticks, magazines for collage, colored markers/pens for slogans.

Graphic organizers – outlines for poetry, storyboarding sheets for posters, templates for slogans.

2. Objective(s)

Student will revise their draft to include expressive elements, meeting at least 3 of 5 criteria on the Expressive Writing Checklist (clarity, complexity, cohesion, voice, descriptive detail).

Procedure(s)

Review the Expressive Writing Checklist either as the student being the reviewer or the educator being the reviewer. Say: “Now let’s review your draft and see if we have everything we need. Read it once more and ask: Do I have clarity? Voice? Detail?”

Model by revising one sentence aloud: “Instead of ‘I was sad,’ I’ll change it to ‘I was sad and felt heavy like ____ to make it more descriptive.”

Coach students to add or revise one element. Reinforce improvement: “That new detail paints a clearer picture—you strengthened your writing.”

Activity(ies)/Material(s)

Expressive Writing Checklist – simple 5-item checklist (“Did I use descriptive words?” “Does it flow?” “Does it sound like me?”).

Highlighters/pens – students mark evidence of checklist features in their own draft.

CLOSING CIRCLE (SOCIAL WORK)

1. Objective(s)

Student will share one takeaway from the session (word, phrase, or gesture) using the talking piece.

Procedure(s)

Gather in circle with talking piece. Prompt: “Before we go, share one word, phrase, or gesture to show how you’re leaving today.”

Model first with a word and gesture. Record words/gestures on chart paper for a visual takeaway list. Respect passes as valid participation. Affirm each contribution: “That’s a powerful closing word—thank you.”

Activity(ies)/Material(s)

Talking piece – maintains structure and fairness in final reflections.

Takeaway chart – large paper where students’ words or gestures are recorded as a collective closing document.

2. Objective(s)

Student will affirm one peer’s contribution using a sentence starter or independent response.

Procedure(s)

Say: “Think of something someone shared today that stuck with you. Name it now.” Provide scaffolds: “I liked when ____ said ____ because ____.”

Model an affirmation if needed. Reinforce listening: “That shows you paid attention and valued your peer’s voice.”

Activity(ies)/Material(s)

Talking piece – signals active listening and ensures affirmation is intentional.

Scaffolded affirmation stems – small cards with sentence frames (“I appreciated when ____ said ____ because ____”).

Affirmation board (optional) – posted chart where affirmations can be written or drawn to be saved across sessions, creating a culture of acknowledgment.



Beyond the Margins Tentative Schedule – Fall 2026

In-Person, Wednesdays 4:30 – 7:30 p.m.

WEEK 1 (AUG 25–31) – ORIENTATION & FOUNDATIONS

Theme: Who We Are and Why We're Here

- Welcome to BTM & Program Overview
- **Guest Speaker: Mark Werner – Redeploy Illinois**
- Language and Bias: AAVE & Assessment
- Building Relationships & Interprofessional Collaboration
- Identity Mapping & Reflection Launch

Interns: SLP, SWK

Location: Literacy Zone

WEEK 2 (SEP 1–7) – SEL & RESTORATIVE PRACTICES

Theme: How We Show Up

- Restorative Practices: Circles, Emotional Regulation, De-escalation
- **Guest Speaker: Rev. Dr. Troy O'Quin – Healing Work in Real Life**
- Reflection Journals and Role-Play Practice
- Faculty-Led Practice and Mock Sessions
- Reflection and Debrief

Interns: SLP, SWK

Location: Literacy Zone or Social Justice Institute

WEEK 3 (SEP 8–14) – LANGUAGE & LITERACY PRACTICE

Theme: What We'll Do

- Foundations of Literacy: UDL, Pillars of Literacy, CBM
- **Guest Speaker: Dr. Rasha Elhage – Access for All**
- Assessment Tools: Anchor Texts, Dynamic Assessment, SOAP Notes
- Writing Lab & Therapy Planning
- Reflection and Debrief

Interns: SLP, SWK

Location: Literacy Zone

WEEK 4 (SEP 15–21) – WELCOME & WALKTHROUGH

Theme: Let's Do It!

Redeploy teens in attendance for orientation

- Program Welcome & Expectations
- Restorative Opening Circle
- Tour, Materials, and Anchor Text Introduction
- Centers Orientation: Reading/Writing Lab & Showcase Station
- Restorative Circles with Students
- Reflection and Debrief

Anchor Text: The Rules (pp. 1–43) – Will finds the gun and sets the elevator in motion.

- **Big Question:** What are The Rules about grief, silence, and retaliation?
- **Creative Work:** Plan a personal story with a moral dilemma.
- **Journal Prompt:** Write about a time you were told not to cry, speak, or feel

Interns: SLP, SWK

Location: Literacy Zone

WEEK 5 (SEPT 22–28) – SHAWN’S GHOST ENTERS (PP. 44–87)

Memory and the weight of grief begin to build.

- **Big Question:** How does revenge change someone?
- **Creative Work:** Create an identity map or character profile.
- **Journal Prompt:** Write a scene or poem titled “When I Thought I Had To Get Even.”

Interns: SLP, SWK

Location: Literacy Zone

WEEK 6 (SEPT 29–OCT 5) – BUCK APPEARS (PP. 88–123)

The code, manhood, and the beginning of doubt.

- **Big Question:** What helps you make a hard decision?
- **Creative Work:** Draft the first stanza of a poem, a comic frame, or a story paragraph.
- **Journal Prompt:** Write about a moment when you had to make a decision fast.

Interns: SLP, SWK

Location: Literacy Zone

WEEK 7 (OCT 6–12) – DANI APPEARS (PP. 124–157)

Trauma from childhood loss resurfaces.

- **Big Question:** When have you felt like your voice didn’t matter?
- **Creative Work:** Visual journaling – show what silence looks or sounds like.
- **Journal Prompt:** Write about a moment where silence was loud.

Interns: SLP, SPED

Location: Literacy Zone

WEEK 8 (OCT 13–19) – MIDPOINT CHECK-IN

- No new reading.
- **Creative Work:** Add to your narrative or visual story.
- **Journal Prompt:** Write about your experience so far in the BTM program.

Interns: Psych/Counseling, SWK

Location: Literacy Zone or Social Justice Institute

WEEK 9 (OCT 20–26) – UNCLE MARK ENTERS (PP. 158–197)

Storytelling, memory, identity, and role modeling.

- **Big Question:** What stories are we told vs. what stories do we tell ourselves?
- **Creative Work:** Codemeshing workshop – write in *your voice* and then in *school voice*.
- **Journal Prompt:** Tell a story how YOU talk, then retell it in school voice.

Interns: SLP, SWK

Location: Literacy Zone

WEEK 10 (OCT 27–NOV 2) – FRICK ENTERS (PP. 198–233)

Loyalty, regret, and personal responsibility.

- **Big Question:** Who are you loyal to? Why?
- **Creative Work:** Write a scenario about loyalty gone wrong.
- **Journal Prompt:** Write about a time loyalty pulled you into something you didn't want.

Interns: SLP, SWK

Location: Literacy Zone

WEEK 11 (NOV 3–9) – SHAWN APPEARS (PP. 234–273)

Brotherhood, silence, and inner conflict intensify.

- **Big Question:** What kind of freedom are you still waiting for?
- **Creative Work:** Build metaphors – what does freedom look, sound, or feel like?
- **Journal Prompt:** Write a poem or scene titled *“The First Breath After...”*

Interns: SLP, SWK

Location: Literacy Zone

WEEK 12 (NOV 10–16) – FINAL DECISION (PP. 274–306)

The elevator reaches the lobby. The choice is his.

- **Big Question:** What's something you want to be the last generation to experience?
- **Creative Work:** Free write: What's normal that shouldn't be?
- **Journal Prompt:** Write a letter to your future self about a cycle you want to break.

Interns: SLP, SPED

Location: Literacy Zone

WEEK 13 (NOV 17–23) – REHEARSAL WEEK

- No new reading.
- **Creative Work:** Rehearse your story, poem, or visual piece.
- **Journal Prompt:** Write about your experience so far in the BTM program.

Interns: Psych/Counseling, SWK

Location: Literacy Zone or Social Justice Institute

WEEK 14 (NOV 24–30) – THANKSGIVING BREAK

- No sessions.
- Possible Monday/Tuesday make-up session at SJI.

WEEK 15 (DEC 1–7) – COMMUNITY SHOWCASE

- **Key Activities:** Youth-led presentations, recording clips, hosting the showcase.
- **Objective:** Build oral presentation skills with fluency and formatting support.
- **Location:** Literacy Zone or Social Justice Institute or Engbretson
- **Resources:** Journals, Check-in/Check-Out sheets

Visual Schedule

Beyond the Margins Schedule:

- 5:00–5:20  Opening Circle
- 5:20–5:40  Centers: Literacy Lab
- 5:40–6:00  Centers: Literacy Lab
- 6:00–6:30  Showcase Station
- 6:30–6:40  Showcase Sharing
- 6:40–7:00  Closing Circle



BTM Session Plan

Client:

Date:

Anchor Text:

Pages:

Student Facilitators:

5:00–5:20 Opening Circle (SWK)

Objectives:

Procedures:

Activities/Materials:

5:20–6:00 Literacy Lab (SLP)

Objectives:

Procedures:

Activities/Materials:

6:00–6:40 Showcase Station (SLP/SWK)

Objectives:

Procedures:

Activities/Materials:

6:40–7:00 Closing Circle (SWK)

Objectives:

Procedures:

Activities/Materials:

Assessment/Progress Monitoring:

- Vocabulary
- Comprehension
- Written Response
- Participation
- SEL Goal

Notes:



BTM Session Note Example

Client: Superb Student **Date:** 2/5/25 **Time:** 5PM-7PM **Anchor Text:** Long Way Down **Page #s Read:** 1-47

S – Subjective (Information reported by student or general impressions, including emotion, quote, or reflection.)

O – Objective (Report data/objective measures of student's performance. Objective numbers in session note should correspond with objective number in session plan. Data should include check-in/check-out rating/response and CBA score if applicable as well as prompt level needed for success (e.g., minimum /moderate/maximum. Include # of trials when applicable.)

A – Assessment (Evaluate client's performance, including highlights or challenges, responsiveness to feedback of scaffolding when possible.)

P – Plan (Next step in restorative literacy sessions for this objective)

OPENING CIRCLE (SWK)

Subjective	Objective(s)	Assessment	Plan
Student entered quietly but smiled when greeted. Stated, "I'm tired but glad to be here."	1. Participated in establishing group agreements by adding "listen without judging." Needed one verbal prompt ("It's your turn.").	Student engaged with the group agreements process with some initial hesitation but responded positively to a single verbal cue ("It's your turn="). Once prompted, student contributed the phrase "listen without judging," which demonstrated both comprehension of the activity and investment in setting a respectful group tone. Contribution reflected self-awareness and reinforced the idea of mutual accountability.	Continue reinforcing and revisiting agreements; next session, encourage student to help re-state group agreements aloud.
	2. Identified a feeling word ("tired") from the chart, independent on 1st trial.	Student independently selected the word "tired" from the chart without hesitation. Sharing appeared to relieve some tension, as body language relaxed afterward (shoulders lowered, slight smile). Demonstrated comfort in identifying feelings and willingness to contribute to group process without extra scaffolding.	Encourage variety of feeling words across sessions; prompt student to expand into short phrases (e.g., "I feel tired because...").

LITERACY LAB – READING (SLP)

Subjective	Objective(s)	Assessment	Plan
Student laughed softly when reading Will's rule aloud and commented, "That's so real."	1. Selected the line "No crying. No matter what" and wrote, "This stood out because it feels heavy." Included one descriptive word ("heavy") with minimal prompting.	Student successfully used descriptive vocabulary in reflection. Needed minimal scaffolding to complete.	Provide extended feeling word list next session to expand vocabulary options.
	2. Generated one question: "Why can't Will cry if he's hurting?" Recorded independently on sticky note.	Student generated higher-order "why" question independently	Next session, encourage two questions—one about character and one about theme.

LITERACY LAB – WRITING (SLP)

Subjective	Objective(s)	Assessment	Plan
Student sighed before starting but said, "Okay, I'll try."	1. Produced a 3-sentence reflection in response to the quote. Example: "The rule says no crying. I feel like that means you have to hide pain. My silence is like a locked box." Met 3/5 expressive writing checklist criteria (descriptive word: locked, personal voice, flow).	Student selected the line " <i>No crying. No matter what</i> " and wrote, " <i>This stood out because it feels heavy.</i> " Demonstrated ability to engage personally with the text and apply one descriptive word (heavy). Though response was brief, it showed emerging reflective capacity. Minimal prompting was required, suggesting student is building confidence in connecting with text.	Encourage checklist-based revision; aim for 4/5 criteria in future reflections.
	2. Wrote personal rule: "Never show fear." Added elaboration: "It matters because people will think you're weak."	Student independently posed the higher-order question, " <i>Why can't Will cry if he's hurting?</i> " This demonstrated comprehension of character motivation and critical engagement with themes of masculinity and emotion. The question reflected not only recall but also inferential thinking, requiring no scaffolding beyond initial model.	Prompt student to include at least one feeling word in elaborations to deepen expressive range.

SHOWCASE STATION – READING (SLP)

Subjective	Objective(s)	Assessment	Plan
Student flipped quickly through pages, saying, “I know which one I want.”	1. Selected theme of “silence” and recorded it in journal..	Student quickly and confidently chose “silence” as a theme, showing both comprehension and personal relevance. Demonstrated independence in locating meaningful content and appeared motivated to use it as a foundation for creative work.	Scaffold how to integrate chosen theme into multiple showcase formats (poster, poem, collage).
	2. Wrote full sentence: “This connects to me because sometimes I stay quiet even when I want to speak.” Completed independently.	Student wrote, <i>“This connects to me because sometimes I stay quiet even when I want to speak.”</i> This was a complete, self-generated sentence that revealed meaningful text-to-self connection. Demonstrated insight into parallels between Will’s silence and personal experience, reflecting growing ability to articulate connections between literature and identity.	Encourage expansion into two connected sentences to build fluency and cohesion.

SHOWCASE STATION – WRITING (SLP)

Subjective	Objective(s)	Assessment	Plan
Student flipped quickly through pages, saying, “I know which one I want.”	Selected theme of “silence” and recorded it in journal.	Student selected poster slogan format, drafted <i>“Silence is heavy but strong”</i> with caption <i>“I carry it with me.”</i> Work met minimum criteria but also showed originality and emerging stylistic choice. Student appeared engaged and voiced excitement (“I want to make it bold”), demonstrating motivation and ownership over creative output.	Encourage adding visual element (drawing or collage) to complement text.
	Wrote full sentence: “This connects to me because sometimes I stay quiet even when I want to speak.” Completed independently.	Student revised draft slogan from <i>“strong”</i> to <i>“unbreakable,”</i> elevating precision and impact. Met 3/5 checklist items (voice, descriptive word, cohesion). Revision reflected student’s responsiveness to checklist cues and growing understanding of how word choice shapes meaning. Student displayed pride in final version.	Provide guided peer review with checklist to push toward 4/5 criteria.

CLOSING CIRCLE (SWK)

Subjective	Objective(s)	Assessment	Plan
Student shared takeaway word: "Strong." Smiled and nodded while listening to peers.	1. Shared one takeaway word ("Strong") independently.	Student contributed "Strong" as takeaway word without hesitation. Tone of voice and body language conveyed confidence. Participation indicated sense of accomplishment and positive internalization of the session's work.	Encourage takeaway expansion into full phrases (e.g., "I feel strong because...").
	2. Affirmed peer contribution: "I liked when Wanda said her silence felt like glass because it made me think of my own."	Student offered affirmation: "I liked when Wanda said her silence felt like glass because it made me think of my own." This went beyond simple repetition, as it identified and valued a peer's metaphor while relating it to personal experience. Demonstrated attentive listening, empathy, and higher-level connection-building.	Reinforce affirmations as peer-listening skill; invite student to lead affirmation round in future.

Student Clinician/Teacher/Intern (Names and Credentials):

Peggy Perfect, Student Clinician, BS

Amanda Amazing, Student Clinician, BS

Betty Best, Student Clinician, BS

Fanny Fabulous, Student Clinician, BS

Wanda Wonderful, Social Work Intern, BS

Lola Lovely, Social Work Intern, BS

Supervisor (Names and Credentials):

Dr. DoGood, EdD, CCC-SLP/L

Dr. GoGetter, Ph.D. MSW, MPH



Examples of Data to Record

EXAMPLES OF DATA TO RECORD FOR OPENING CIRCLE/CLOSING CIRCLE:

- Dichotomously code whether the teen participates in the circle by passing or sharing verbally, honoring their own readiness and comfort.
- Anecdotally record an instance where the teen notices, upholds, or challenges peers' adherence to group agreements in ways that maintain respect and collective safety.
- Record frequency of opportunities provided to teens to express thoughts, feelings, or experiences in the manner that feels authentic (speaking, gesture, silence, art, etc.).

EXAMPLES OF DATA TO RECORD FOR LITERACY LAB:

Reading

- Score on a fluency rubric or prosody rating scale (rhythm, pacing, expression, confidence, enjoyment).
- Record the frequency of student questions about the text, challenges to the author, or personal connections.
- Record frequency of self-corrections or rereads (self-monitoring).
- Record number of words read aloud per minute (reading speed/accuracy).
- Record frequency of steps used to break down unfamiliar words (e.g., DISSECT, RICHEST strategies).
- Record type of fluency drill practiced (e.g., echo reading, choral reading, error drill).

Writing

- Review permanent products that reflect vocabulary knowledge (e.g., Frayer model graphic organizer).
 - Record frequency or quality of written reflections tied to the text (e.g., quote responses, predictions, journal entries).
 - Record written summaries or paraphrases of a passage.
 - Track expressive language features in writing (descriptive words, sentence variety, flow, emotion, voice).
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EXAMPLES OF DATA TO RECORD FOR STUDIO/SHOWCASE STATION

Reading

- Track instances of reading aloud excerpts to support or present their work.
- If tied to the novel:
 - Record how text evidence from the novel (lines, themes, character traits) is cited or represented in the project.
 - Track accuracy of comprehension when retelling/reframing a scene.
- If tied to self/personal story:
 - Record how the student identifies and organizes their own lived experiences.
 - Track ability to reflect on growth/change (beginning > middle > end).

Writing

- Duration of time spent writing or creating multimodal products (drawing, role-play scripts, summaries, code-meshed passages).
 - Total words written.
 - Type of tools used to aid expression (e.g., voice typing, pencil-paper).
 - Review permanent products (e.g., I AM poem, creative project) for:
 - *Clarity* (are ideas understandable, with precise vocabulary?).
 - *Complexity* (sentence variety, figurative language).
 - *Cohesion* (flow of ideas).
 - *Voice/Identity* (strength of self-expression).
 - Record type of prompting/support used (sentence starters, graphic organizers, simultaneous prompting).
-

Literacy & Showcase Data Chart

Center	Reading (What to Record)	Writing (What to Record)
Literacy Lab	• Fluency rubric or prosody rating (expression, pacing, confidence). • Words read per minute (speed/accuracy). • Frequency of self-corrections/rereads (monitoring). • Steps used to break down unfamiliar words (e.g., DISSECT, RICHEST). • Frequency of student questions, challenges, or personal connections to text. • Type of fluency drill practiced (echo, choral, error drill).	• Vocabulary products (e.g., Frayer model). • Written reflections tied to text (quote responses, predictions, connections). • Summaries/paraphrases of passages. • Journals linking text to lived experience. • Writing scored on expressive checklist (descriptive words, sentence variety, flow, emotion, voice).
Showcase Station	• Track instances of reading aloud excerpts to support or present their work. If project uses the novel: • How accurately text evidence is cited or represented. • Accuracy of comprehension when retelling/reframing a scene. If project is personal: • How well lived experiences are identified and organized. • Ability to reflect on growth/change (beginning > middle > end).	• Duration of writing/creating; total words written. • Type of tools used (pencil, digital, voice typing). • Product quality: clarity, complexity, cohesion, voice/identity. • Type of prompting/support used (sentence starters, graphic organizers, modeling). • Creativity/multimodality (collage, performance, social media, art, etc.).



Showcase Station: Choice Board

Student Name: _____ Date: _____

Pick at least ONE way to share your story for the BTM Showcase on December 3rd.
Be bold. Be creative. Be you.

 Book Cover – Design it.	 Podcast – Record it.	 Collage – Show it.
Create a cover for <i>Long Way Down</i> or your own story.	Interview a character or yourself.	Use pictures to show growth or survival.
 Poster – Promote it.	 Journal – Write it.	 New Perspective – Rewrite it.
Make a poster with a powerful message.	Write 3 entries: beginning, middle, and end.	Rewrite a scene from another point of view.
 Video – Film it.	 Performance – Perform it.	 Your Choice – Create it.
Make 3 short videos (beginning, middle, end).	Rap, poem, or monologue — share it out loud.	Pitch your own idea — your story, your way.

My choice: _____

I chose this because: _____

