



# *Blended by Design:* Teacher Professional Learning and K-12 e- learning

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Professional learning for teachers in literacy, ELA, ESOL/ELL, and Social-Emotional Learning

Online learning support modules for Tier II, III students, struggling learners, and ESOL students – our teacher learning comes with student-facing modules.



# Professional Learning



E-learning in ELA, ELL/ESOL, Social-Emotional Learning, Literacy, Professional Learning Communities, and much more.



District-wide licenses available for unlimited use or for purchase (custom content creation)



Mentor support for teachers



Teacher CEUs



Standards-aligned and evidence-based

# E-learning Modules for Students



Strategy-focused e-learning instruction with ELA and social emotional learning activities all grades

Reading, writing, listening, speaking grades 3-5

Early literacy for grades K-2

24/7 student access

Instructed or non-instructed with leveled text: Learning A-Z, EBSCO e-readers

Personalized instruction through on-going assessments

Support for struggling readers, Tiers 2 and 3 students, and second language learners



# Teacher Professional Learning

- Powerful video-driven content with evidence-based strategies
- Dynamic h5p modules housed in Moodle (*or your LMS – they are mobile!*) with downloadable resources, knowledge checks, scholarly discussions, and interactive activities that move learning from theory to practice.

**View our demo content:**

[Balanced Literacy](#)

[Early Reading for ELLs](#)

[Kid Yoga: Pranayama Power](#)



# Supplemental Literacy Learning Modules:

- Foundational literacy skills and grammar for K-2
- ELA paired with Social Emotional Learning activities
- Grammar, writing, and content strategies for all grades
- Digital and media literacy for grades 3-12
- E-readers: Reading A-Z grades K-5, EBSCO grades 6-12
- Foundational grammar and literacy strategies for ESOL students: beginner, intermediate or advanced
- Audio scripted content, available in any language
- Printable/downloadable materials and lesson guides for on or off-line use
- Scaffolded, evidence-based strategies used
- Can be licensed with or without teaching and assessment

## Course Catalog



Website: <https://blended-by-design.net>  
Campus Site: <https://campus.blended-by-design.net>  
Contact: 716-292-9707 | [bestblendedlearning@gmail.com](mailto:bestblendedlearning@gmail.com)

Search our online course catalog at  
<https://campus.blended-by-design.net>

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# Programs Supported:

- Classroom supplemental
- After school
- Summer school
  - All strategies taught are evidence-based with a record of K-12 classroom success
  - Builds student capacity in using strategies across all content areas –*reading and writing muscle*
  - Aligned to state and Common Core standards





# K-2 Titles

*Partial list*



- Know, Want to Know, Learned
- My Own Word Wall
- Using an Anticipation Guide
- Learning New Words
- Two-Sound Word Hunt
- Rhymes and Claps, Words and Sounds
- 4 Steps to Context Clues
- Blends, Digraphs & Trigraphs
- Using KWLs
- Rhymes & Phonics
- Digraphs & Trigraphs
- Battleship Phonics
- Paired Reading with Ellie
- Shared Reading with Ellie
- Echo Reading with Ellie
- Readers' Theatre
- Learning with Sentence Strips
- Long Vowels, Short Vowels
- Irregular Vowel Patterns
- Semantic Mapping
- Literature Webbing

# 3-5 Titles

*Partial list*



- Semantic Feature Analysis
- Self-Questioning
- Somebody Wanted But So – SWBS
- Reciprocal Teaching
- Clunks ‘n Clues
- Digital Reading: Avoiding Distractors
- Story Writing, Story Telling
- Student Peer Coaching
- 4 Steps for Vocabulary
- Critical Literacy: Alternative Texts
- Literature Circles
- New Word Inventory
- Critical Literacy: Switching Strategy
- Reciprocal Teaching
- Active Listening
- Literature Webbing
- Inferences to Evidence
- Questioning the Author – QtA
- Self-Questioning



# Engaging, Interactive Activities

Interactive word cards and a grid for phonics practice.

Words on cards: apple, wick, hello, wraps, shell, stud, non, melon, tick, tell, mud, bud, hison, clap.

Grid labels: ap, ick, on, el, ud.

Grid content: thud, trap.

Select your characters names and pictures for your story from the bottom row. Drag each one into a box and describe with a name, age, and appearance.

Description: Boy in school Friend	Description: Mother and daughter Mother	Description: Gabriel
Description: magic elephant	Description: Going to pick up a friend for school	Description: Baby baby problem
Description: magic wizard	Description: Friend Best friends	Description: Sam

**Verbs are the action words and phrases of a sentence.** Click on each card to see the examples. Notice how the front of the card names the noun, and the back names the

Interactive cards showing examples of verbs and nouns.

- Card 1 of 1: The man... (Image: A man pointing up)
- Card 1 of 1: The cleaning supplies... (Image: Cleaning supplies)
- Card 1 of 1: The elephant... (Image: An elephant)
- Card 1 of 1: The man (Image: A man reading a book)

Write the details from the story in each section of the **STWBS** organizer. Be sure to use the words: **Somebody, In, Wanted, But, So.**

<b>S</b> is for: Somebody, like one of the main characters.	<b>I</b> is for: In, as in the setting, or where the story takes place. Where was the "somebody" in the story?	<b>W</b> is for: Wanted: What the "somebody" wanted as in the plot, and the main ideas with supporting details.	<b>B</b> is for: But, as in "But...what happened? What happened to stop something from happening, something unwanted or bad.	<b>S</b> is for: So. You know, like "so...what?" As in, how everything finally worked out in the end. Otherwise known as, the resolution.
Somebody	In	Wanted	But	So

# 3-5 Example: Story Writing, Story Telling

Select your characters names and pictures for your story from the bottom row. Drag each one into a box and describe with a name, age, and appearance.



<p>Description:</p> <p>Boy in school</p> <p>Friend</p> 	<p>Description:</p> <p>Mother and daughter</p> <p>Child</p> <p>Mother</p> 	<p>Description:</p> <p>Gabriel</p> 
<p>Description:</p> <p>magic elephant</p> 	<p>Description:</p> <p>Going to pick up a friend for school</p> 	<p>Description:</p> <p>Baby</p> <p>baby problem</p> 
<p>Description:</p> <p>magic wizard</p> 	<p>Description:</p> <p>Friend</p> <p>Best friends</p> 	<p>Description:</p> <p>Sam</p> 

Sister





# 6-8 Titles

*Partial list*



- Critical Literacy: Alternative Text
- Semantic Mapping
- Frayer for Comprehension
- Searching for Root Words
- Opinion Station
- Highlighting and Annotating for Understanding
- Steps to Context Clues
- Credible Information and Research
- Student Peer Coaching
- New Word Inventory
- Somebody Wanted But So – SWBS
- Know, Want to Know, Learned
- Reciprocal Teaching
- Active Listening
- Clunks & Clues
- The Who Cares Proposal Test
- Inferences to Evidence
- Digital Literacy: Avoiding Distractors

# 6-8 Example: Somebody Wanted But So - SWBS

Write the details from the story in each section of the SIWBS organizer. Be sure to use the words: **Somebody, In, Wanted, But, So.**



## Somebody, In, Wanted, But So (SWBS)

<b>S</b> is for: Somebody, like one of the main characters.	<b>I</b> is for: In, as in the setting, or where the story takes place. Where was the "somebody" in the story?	<b>W</b> is for: Wanted: What the "somebody" wanted as in the plot, and the main ideas with supporting details.	<b>B</b> is for: But, as in "But...what happened? What happened to stop something from happening, something unwanted or bad.	<b>S</b> is for: So. You know, like "so...what?" As in, how everything finally worked out in the end. Otherwise known as, the resolution.
<b>Somebody</b>	<b>In</b>	<b>Wanted</b>	<b>But</b>	<b>So</b>

Now, write your whole summary in the box below, using information from the SIWBS organizer. You can return to that slide and check it without losing your work.



Write your summary here.



# ESOL Titles

*Partial list*



- Sentence Patterns and Word Cards
- 4 Steps for Vocabulary
- Story Writing, Story Telling
- Picture Story Writing
- New Word Inventory
- Literature Webbing
- Association Chain for Reading and Writing
- Similarities and Differences
- Battleship Phonics
- Paragraph Writing
- Building a Glossary
- ABC Review & Phrasing
- Making a Picture Dictionary
- Learning Phonics: The Favorite Game
- Word Sorting
- Paragraph Writing
- Main Idea Connections
- Irregular Verbs
- Target Structure
- Close Reading
- Editing & Questioning
- SQ3R
- Basic Sentences
- Ad About Me
- Verbs: Simple, Past, Irregular

# ESOL Example: Sentence Patterns and Word Cards



**Verbs are the action words and phrases of a sentence. Click on each card to see the examples. Notice how the front of the card names the noun, and the back names the**



The man...

Turn

Card 1 of 1



The cleaning supplies...

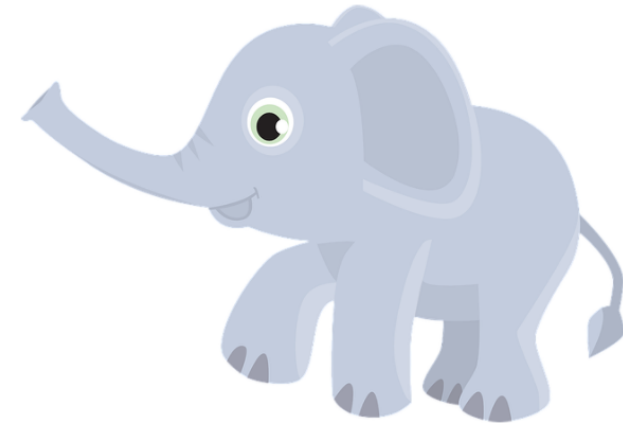
Turn

Card 1 of 1



The man

Turn



The elephant...

Turn

Card 1 of 1

## 9-12 Titles

*Partial list*

- Digital Literacy: Learning to Code Switch
- Critical Literacy: Alternative Text
- Credible Information and Research
- Student Peer Coaching
- Navigating the WWW
- Web Navigation: Choice and Decision-Making
- Avoiding Digital Distractors

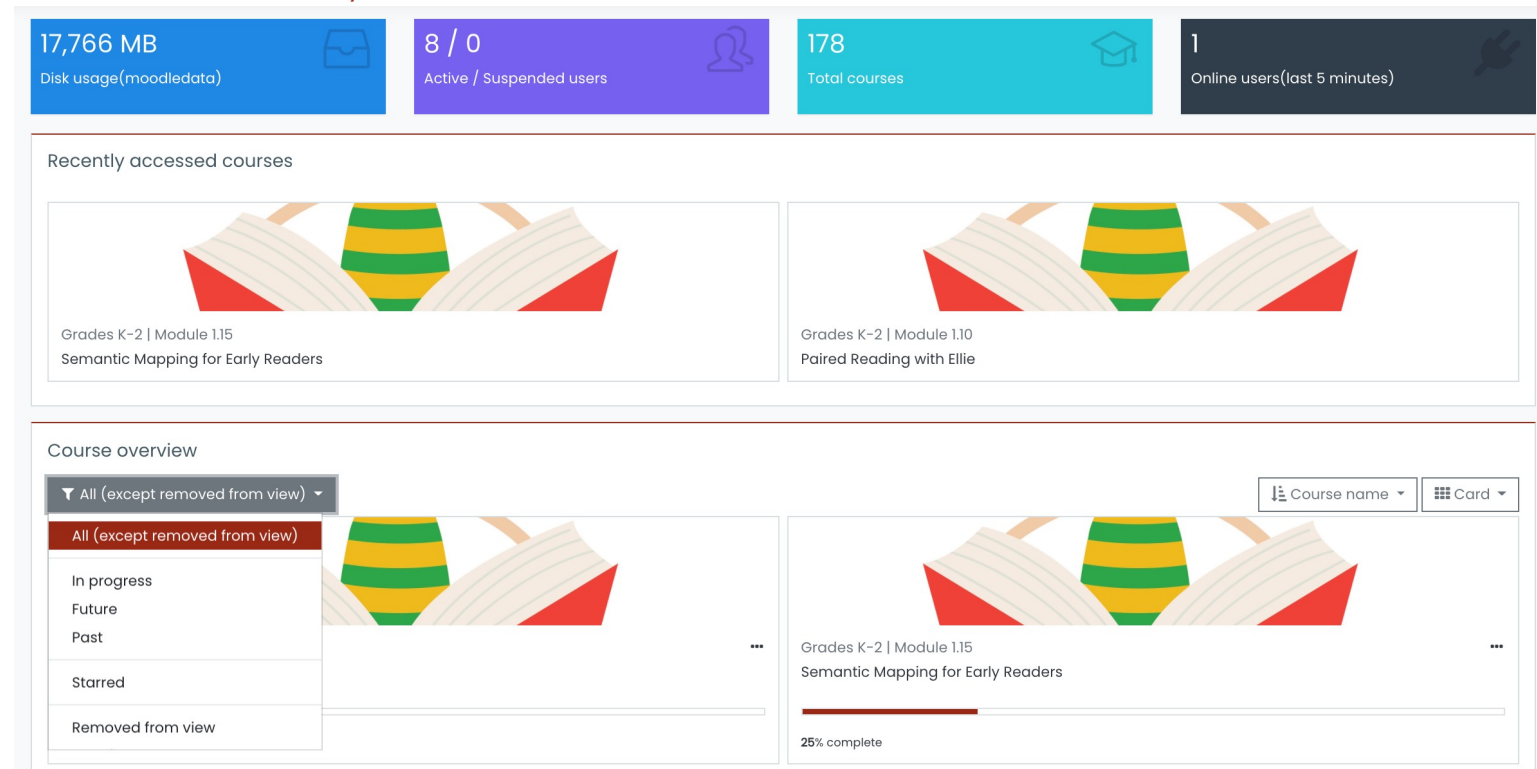


## Reports

[Comments](#)[Backups](#)[Config changes](#)[Events list](#)[Insights](#)[Logs](#)[Live logs](#)[Performance overview](#)[Question instances](#)[Security overview](#)

# Reports & Data


- Assessment and teaching available: students receive on-on-one running record assessment, online graded word list, and placement on a specific learning path
- Data reports available on-demand or monthly:
  - Live logs
  - User logs
  - Grades
  - Course trends
  - Statistics
  - Individual user track including hours in course





# Visit our 2023 Catalog:

**Course Catalog**



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Contact us for flexible pricing and purchase options:

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Smart, effective e-learning design

Affordable

For students *and* teachers



## *About Us:*

- A team of K-12 professional teachers, administrators, and blended learning experts.
- Founded by Dr. Susan Ruckdeschel, former CEO and founder of Literacy Solutions; professional learning provider for over 30 years; curriculum and e-learning curriculum expert with over 20 years of experience.
- Author of “Peer Coaching for Adolescent Writers”, Corwin Press, 2011 and numerous other articles and blogs.
- Former reading specialist and district administrator of Title I, II, and III programs.
- Former teacher coach and mentor throughout all boroughs of New York City.