



Content Teachers and Literacy

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Macon Piatt ROE 39



Please Read

This training is online, self-paced.

Please make sure you are registered for the training at:
<https://www.maconpiattroe.org/> click on sign up for
Professional Development

Please read all slides, view all videos, and answer all the TASK QUESTIONS. They will always be in RED.

Please send all the task answers when you have completed the entire training to prestonb@roe39.org –
Example on next page

Due Date is:

You can put them into a ppt. or WORD document.

Please no google docs because I do not have permission to open them.

Sending the Task Answers

Your name_____

Title of the Training: Content Literacy

Task one:

Task two:

Task three:

Make sure you send all the tasks together when you complete the training through email

prestonb@roe39.org with the title of the training at the top.

Due Date is:

TASK ONE -Pre/Post Content Literacy

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

Copy the pre and post tests and send to me with your tasks.

Content Literacy Statements	Pre	Post
I understand that Mastering Content Literacy is successful when teachers, parents, students, community, and administration build a literacy plan aligned with Common Core that is unique to each school/district and for ALL students. Literacy includes Reading, Writing, Speaking, Listening, and Critically Thinking.		
My input and support of the Content Literacy process includes: looking at my own data inside my classroom, identify my and the students' needs (reading levels), determine the most effective strategies, and seek professional learning to support the literacy plan in the Tier One Classroom. (this is for any content teacher)		
I can provide student with the strategies and content that all students are able to know and understand what to do. If assessments show they are not getting the gist of the learning, I have a plan on how to reteach.		
I realize that that my classroom is Tier One of student learning. Using research based, common strategies that have a great effect size on learning is crucial for better achievement for ALL my students.		
I know that being a part of the literacy plan will enable me to ask questions, get support, and understand my part in supporting students in being literate. Knowing IEP/504 Plans of my students will strengthen my ability to provide what they need to master my content standards connected to literacy standards.		
As an educator in the upper grades, I can find resources for my students so that even struggling readers and writers have the opportunity to show me they understand and can do the literacy work in my content.		

Need to Knows

- **27% of adults in the US didn't read a book in 2018.** (Pew Research Center)
 - Book reading statistics show adults without higher education are the least likely to have read a book. 44% of Americans with a high school degree or less surveyed in early 2019 hadn't read a book in the last 12 months. Education level seems to be strongly correlated with time spent reading. In contrast, 92% of college-educated adults in the US reported reading a book during the same period. Reading habits also seem to increase in lockstep with household income.
- **In terms of literacy rate, the USA ranks 125th out of 194 nations.** (World Atlas)
 - This is concerning given that the US is considered a first-world country. Literacy rates are difficult to standardize, and the most widely accepted definition is the percentage of the population over 15 who can read and write. Some sources rank the US much lower based on reading behaviors and supporting readers' resources, such as libraries.
- Colleges and universities had to introduce remedial reading and writing courses to help students deal with the quantity of reading and writing in college classrooms. (NCES, 2001, 2003)
- Private industry spends up to \$3.1 billion dollars on bolstering writing skills at entry level jobs. (Natl. Commission on Writing, 2004)

Literacy Data and its impact on the Nation

- Illiteracy has become such a serious problem in our country that 130 million adults are now unable to read a simple story to their children
- 21% of adults in the US are illiterate in 2022
- 54% of adults have a literacy below 6th grade level
- 45 million are functionally illiterate and read below a 5th grade level
- 44% of the American adults do not read a book in a year
- The Top 3 states for highest child literacy rates were Massachusetts, Maryland, and New Hampshire, in that order (highest to lowest).
- The Bottom 3 states for child literacy rates were Louisiana, Mississippi, and New Mexico, (highest to lowest).

- **Literacy Data and its impact in the classroom**
- Approximately 40% of students across the nation cannot read at a basic level.
- Almost 70% of low-income fourth grade students cannot read at a basic level.
- 49% of 4th graders eligible for free and reduced-price meals finished below “Basic” on the NAEP reading test.
- Teacher disposition changes drastically during reading instruction with poor readers.
- Student disposition changes when they are made to feel inadequate.
- Students struggle in other academic areas.
- 60% of the behavioral problems occur during reading assignments- group or independently.
- Struggling readers suffer socially.
- Struggling readers suffer emotionally.
- The student's family feels the emotions and social effects.

Literacy Data and its impact on the Economy

3 out of 4 people on welfare can't read

20% of Americans read below the level needed to earn a living wage

50% of the unemployed between the ages of 16 and 21 cannot read well enough to be considered functionally literate

Between 46% and 51% of American adults have an income well below the poverty level because of their inability to read

Illiteracy costs American taxpayers an estimated \$20 billion each year

School dropouts cost our nation \$240 billion in social service expenditures and lost tax revenues

Literacy Data and its impact on Society

3 out of 5 people in American prisons can't read

To determine how many prison beds will be needed in future years, some states actually base part of their projection on how well current elementary students are performing on reading tests-Illinois looks at 4th grade reading scores.

85% of juvenile offenders have problems reading

Approximately 50% of Americans read so poorly that they are unable to perform simple tasks such as reading prescription drug labels

What Is Happening??????

- A new study by [Gallup](#) on behalf of the [Barbara Bush Foundation for Family Literacy](#) finds that low levels of adult literacy could be costing the U.S. as much \$2.2 trillion a year.
- Reading proficiency scores for American high school students haven't improved since the 1970s. ([U.S. Department of Education](#))

The American Diploma Project,

- At least 28 percent of students entering two- and four-year colleges immediately need remedial English or math, and more than half will take at least one remedial course before graduating. Yet students taking even a single remedial course are 20 percent less likely to earn a bachelor's degree.
- While 70+ percent of high school students enter college, most never complete a degree. Students' preparation in high school is the best predictor of whether they'll end up with a bachelor's degree. The degree-attainment gap between white and minority students shrinks by half when all have taken similarly rigorous courses in high school.
- More than 60 percent of employers rate high-school graduates' skills in basic English and math as fair or poor; one study estimates the cost to a single state's employers for remedial training at nearly \$40 million a year.

WE NEED TO ACT NOW!

A WINNING VISION

Districts that look at the K-12 journey through their school

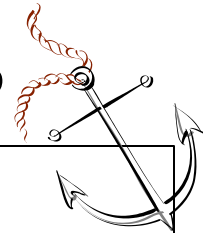
- Taking the Common Core Priority standards and making sure that they are explicitly and systematically taught at each grade level.
- Each grade level knows when a standard is introduced, practiced, mastered, and reviewed.
- If all grade levels follow their standards, by the time students get into 9th grade, the curriculum could offer many other electives and more career and college ready classes.

Time to Dream for Collaboration

Scheduling time-even paying teachers for two weeks before and after the school year to closely look at the standards and figuring out grade levels expectations and mastery.



Anchor Standards-LOOK AT **BOLDED WORDS**



Key Ideas and Details

1. **Read closely** to determine what the text says explicitly and to make **logical inferences** from it; cite **specific textual evidence** when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes** of a text and **analyze** their development; **summarize** the key supporting details and ideas.
3. **Analyze** how and why individuals, events, and ideas **develop and interact** over the course of a text.

Reading Informational Text Standards --Grades 9-10

The CCR anchor standards and high school **grade-specific standards work in tandem to define college and career readiness expectations**—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RI.9-10.1. **Cite** strong and thorough **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2. **Determine a central idea** of a text and **analyze** its development over the course of the text, including **how it emerges and is shaped and refined by specific details**; provide **an objective summary** of the text.

RI.9-10.3. Analyze how the **author unfolds an analysis or series** of ideas or events, including the **order in which the points are made, how they are introduced and developed**, and the **connections that are drawn between them**.

Anchor Standards

Craft and Structure

4. **Interpret words and phrases** as they are used in a text, including **determining technical, connotative, and figurative meanings**, and **analyze how specific word choices shape meaning or tone**.
5. **Analyze the structure** of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., **a section, chapter, scene, or stanza**) **relate to each other and the whole**.
6. **Assess how point of view or purpose shapes the content and style of a text**.

Reading Informational Text –Grades 9-10

Craft and Structure

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Anchor Standards

Integration of Knowledge and Ideas

7. **Integrate and evaluate content** presented in diverse formats and media, including **visually and quantitatively**, as well as in words.¹
8. **Delineate and evaluate the argument and specific claims in a text**, including the **validity** of the reasoning as well as the **relevance and sufficiency of the evidence**.
9. **Analyze how two or more texts address similar themes or topics** in order to build knowledge or to compare the approaches the authors take.

Reading Informational Text Grades 9-10

Integration of Knowledge and Ideas

RI.9-10.7. **Analyze** various accounts of a subject told in different mediums (e.g., a **person's life story in both print and multimedia**), **determining which details are emphasized in each account.**

RI.9-10.8. **Delineate and evaluate the argument** and specific claims in a text, assessing whether the reasoning is **valid and the evidence** is relevant and sufficient; **identify false statements and fallacious reasoning.**

RI.9-10.9. **Analyze seminal U.S. documents** of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), **including how they address related themes and concepts.**

Anchor Standards

Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

- To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries.
- Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.
- Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare.
- Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Informational Text Grades 9-10

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Task Two-Use the Standards from Previous Slides

The bolded words and the specific words in the standards in green explicitly tell what is expected of units and lessons for Reading Standards.

Make a list of the words that should be used in your classroom as you prepare tasks for your students to participate in.

The more we mimic the common language in the standards, the more success students will have with assessments.

CULTURE BUILDS FROM CLIMATE

1. Does everyone believe that all students can learn?
2. Is enough time given to learn and collaborate about students and data?
3. Are the standards building your curriculum?
4. Do all teachers realize that textbooks are tools to help teach the standards?
5. Are the standards aligned so that students master them grade by grade?
6. Is there intervention curriculum set up for students who do not master grade level standards?
7. Do students get to collaborate 80% of the time?
8. Are all efforts, changes, and celebrations driven by data?
9. Is the goal continuous and set up for incremental improvement?
10. Do teachers work in content teams?
11. Does everyone believe that literacy instruction benefits everyone?
12. Are schedules set up for TIME for teachers to meet to discuss data bimonthly?
13. Is there 30 minutes of time each day to have teachers meet with students?
This is a time students can meet with their teacher and get reteaching on the subjects they are weakest in. If all teachers cannot meet everyday, have certain days of the week that highlight math teachers, history teachers, ELA teachers etc.,

TASK Three -Last Slide Needed

In the last slide there were 13 important questions to answer.

1. Which questions are being answered in your district?
2. Which ones does your district need to implement now or need to work on?
3. IS time an money barriers to the “real” work that needs to be done to move literacy scores to higher levels? Tell me how your district addresses these questions.

If LITERACY is the COMMITMENT OF EVERYONE, THEN.....

INFORMATION:

- ☐ Is there annual diagnostic reading assessments?
- ☐ Do teachers get the data on a timely basis and is it real time?
- ☐ Do the curriculum guides lend themselves to 80-85% of the students meeting on a Universal Screener?
- ☐ Do teachers use Formative Assessment daily to guide their instruction?
- ☐ Are SUMMATIVE tests used to direct the next year of instruction?
- ☐ Are Monitoring and accountability in place for evaluating and re-evaluating the assessment used for improvement?

Resources and the True Budget

1. Does the budget reflect the commitment to LITERACY?
2. Is there money to hire an expert in literacy to lead the commitment?
3. Is there access to a reading specialist who can teach reading classes?
4. Is there intervention classes that students can enter and exit according to data?
5. Is the administration walking hand in hand with the LITERACY COMMITMENT?
6. Does the master schedule reflect the needs of students?

Task Four –What Do You Think?

- From the last 2 slides of questions, what questions would you like to have your district look into?
- What would support you in successful literacy for your classroom?

Professional Learning Opportunities

- ☐ Strongest teachers should teach the students with greatest needs
- ☐ PD should be ongoing, connected, and job embedded
- ☐ All teachers should have a PD plan scheduled to parallel their evaluation plan
- ☐ Teachers should show proficiency in literacy strategies
- ☐ Peer coaching and observation should be happening to look for gaps and needs.

Need to Knows About Literacy

- ❑ Literacy demands change with age and grade
- ❑ Students vary in literacy strengths and weaknesses
- ❑ Texts raise specific literacy challenges
- ❑ Need assessments for interventions that address literacy difficulties should be given
- ❑ Teaching skills need to adapt and change at pre-service and within our districts.

Differentiated Instruction

- ☐ Multi-tiered levels of interventions should be happening
- ☐ Differentiated instruction includes the 5 components of reading in most classrooms.
- ☐ Additional time should be scheduled to improve literacy skills in ELA students outside the CORE curriculum they must have first.
- ☐ Each student should have a learning plan that they have ownership in
- ☐ Progress is monitored biweekly
- ☐ Literacy courses count toward graduation for some students that need support and they improve.
- ☐ Intervention uses text from the core classroom-It becomes connected to the CORE, not a separate program.

Content Area Literacy Should be..

- ☐ Embedded in classroom instruction and is a part of the normal day
- ☐ Regular and common so Students are really not aware that they are receiving literacy instruction
- ☐ That All core classes use reading and writing daily or often
- ☐ Provided for advanced students also
- ☐ Have Intervention strategies that are communicated and used in the common core classroom (connection)
- ☐ Using Writing rubrics developed and used as instructional tools by all teachers Common rubrics work. Everyone grades the same way so students are not confused.
- ☐ Student work that is looked at and discussed at team meetings using the rubrics that were created.
- ☐ Decisions made as a teaching staff, what else is needed in literacy instruction from the student work produced????

Specific Challenges

Literacy demands change-Each content demands different literacy engagement

- Summarize texts
- Retrieve items stated in the text
- Math tests require applying well-learned procedures
- Interpret, critique texts
- Texts are longer
 - If students lack reading stamina, they give up before they get to items they need to retrieve

Challenges Continued

Word complexity increases

- Increasing vocabulary demands which hinder students that have word recognition and fluency problems
- Essential terms that are specific to content becomes dense
- Segmenting and pronouncing multi-syllable words is a stumbling block for some students
- Multi-morphemic words are difficult to figure out
 - Ex.,. Sporophytes, gametophytes

More Challenges Continued

Sentence complexity increases

- Complex sentences, compound sentences that lead to other sentences to make meaning of content.
- Students must understand the transitional words and how they connect sentence to sentence to paragraphs to chapters.
- Complex of structure increases and several logical relationships between ideas.
- Text structure and test features need to be mastered.

Challenges and More Challenges

Graphic Representation becomes more important

- Change in complexity-data tables, equations, illustrations, overlays, and all text features.

Conceptual challenge increases

- Synthesizing concepts from one task to another, build logical relationships across multiple aspects of a given domain with the information they glean from texts.

Text and Learning

- Texts vary widely across contents
- Students change with competing roles to play across their daily life-
 - Personal Life
 - Public Life
 - Personal/Social Life

It is **students themselves**, in the end, not teachers, who decide **what students will learn**. We must attend to what students are thinking, what their goals are, and why they would want to engage in learning what is offered in schools.

Learning is a very personal.

We need to **be aware of progression of knowledge and understanding on how they learn by themselves, learn with others, and learn with an adult by their side.**

We need to be **aware of what they bring from their home and culture.**

There are 3 worlds in every classroom: the **public world**, **private-social world**, the **private-individual world of self talk and thinking.**

What can we do?????

Specific systematic and explicit plan

1. Teach discourse markers (nonetheless, however)
2. Teach sophisticated conjunctions (although, unless)
3. Teach derivational morphology (hydrotherapy)
4. Teach specific words used in **specific content and some cross over contents** (those are the ones we want to target)

<https://www.vocabulary.com/lists/243061> list is here

We can do more....

5. Become adept at **teaching language, reading, and writings along with comprehension strategies specific to our content.**
6. Design coursework that will **include reading as a counted course toward college so that students who are weak, can become stronger and let it spill over into content area classes**
7. **Create teaching teams to support less able teachers**
8. Build the **teacher expertise in a systematic explicit way offering what new research and strategies in an ongoing process**

Teach the 8 Types of Context Clues

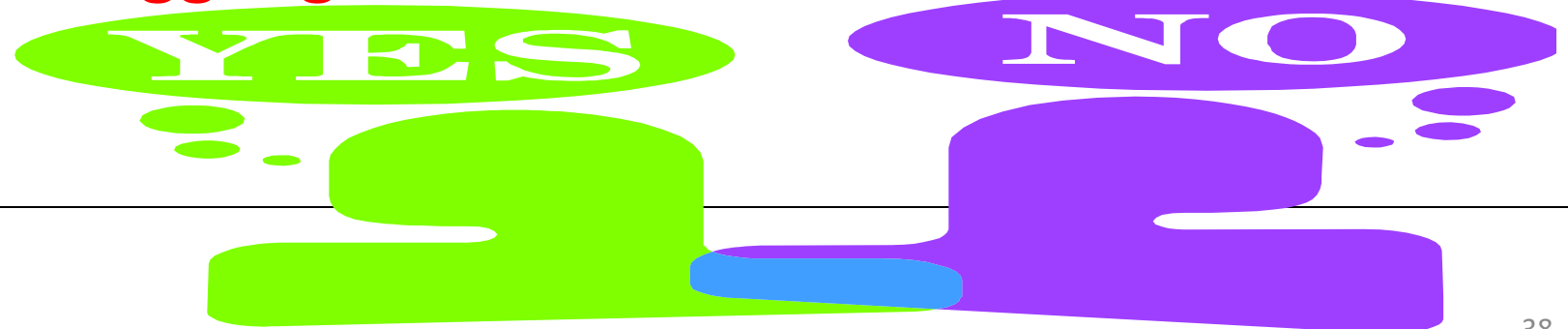
- **Definition** -connects the unknown word to a known word
- **Example or Illustration** - Uses these to describe the word
- **Compare and Contrast** -use a compare/contrast to define the word
- **Logic** –simile to the unknown word
- **Root Words and Affixes** -Use these to make meaning
- **Grammar**- provides syntactical clues that help hypothesize about the meaning of the word
- **Cause and Effect**- Words that are similes to these
- **Mood and Tone** –uses the tone or mood of the word and how it is used in the text.

TASK Five

IS READING AND WRITING EVER REALLY TAUGHT TO STUDENTS?

Yes or no answer, explain how it could be introduced, practiced, mastered, and reviewed across K-12.

We know the standards are being taught, but are they being mastered and reviewed?
Content Teachers should know who is struggling?



COACHING LITERACY

- Sometimes there is someone who could drop out of instructor of students and begin to instruct and coach colleagues?



RAND Investigation
Carnegie 2008

Some successful ideas

- Literacy Staff Development Plan
- Word of the Week-Content words that cross contents
- Mandatory Monthly meetings for teacher to make decisions with their own data, plan, share, get PD, support, looking at student work with specific rubrics, and become experts



Data that has to be looked at

- Screening Data at the beginning of the year, mid, and end of the year.
- Formative Assessments daily
- Diagnostic assessments
 - Reading words accurately
 - Understanding the words' meaning
 - Fluency that focuses on comprehension
 - Accessing vital background knowledge
 - Processing and connecting across phrases and sentences in the text
- Achievement Assessments-State Tests
- Program Assessments
- Status Assessments NAEP
- RISE (Reading and Inventory and Scholastic Evaluation)
- DARC (Diagnostic Assessment of Reading Comprehension)
- Data on Teachers and their expertise in Literacy
- Formative Assessments
- Common Assessments
- Student Performance Measures
- Anecdotal Notes that we keep on students-Nonverbals, absent days (what did they miss being absent), times of day that behavior occurs etc.,

I know you only have a few of these to look at.

Organize to Get Better

1. School Culture has to be organized around Learning

- ☐ Quality Teaching is the central task
- ☐ Teacher feels personal responsibility for student learning, trust each other for support
- ☐ Professionalism is lived in the building
- ☐ Collaboration is expected
- ☐ Goal is incremental achievement with a warm, inviting, low-threat learning environment for students, teachers, and community.
- ☐ Mutual respect is the norm

2. Information Drives Decisions

- Data drives the instruction, scheduling, and interventions
- Staff receives support in gathering what they need to diagnose and intervene for students
- Everyone uses their formative assessment, meaning they do it, record it, analyze it, and change from it.

RESOURCES ARE ALLOCATED WISELY IN THE
DISTRICT

☐ TIME, ENERGY, MATERIALS ARE FOCUSED ON
RAISING STUDENT ACHIEVEMENT.

3. INSTRUCTIONAL LEADERSHIP IS STRONG

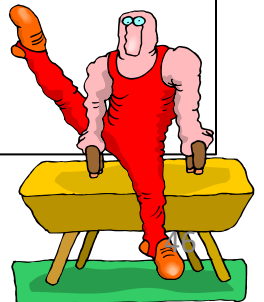
- Partnership with staff to support them in efforts to raise student achievement
- Make hard decisions for the better of all the school
- Scheduling so that students who are the lowest have access to reading and writing support that will count for graduation
- Leader understands everything he/she wants staff to understand
- Find time for teachers to collaborate bi-monthly

4. TARGETED INTERVENTIONS FOR STRUGGLING READERS AND WRITERS

- Multi-tiered scaffolded instruction
- Logical progression of interventions based on different needs and learning styles
- Lowest students are provided with intense course work to catch them up in the CORE
 - Decoding, fluency with comprehension are taught by teachers who are experts in reading.
- Look for minutes throughout the day to work with students that need reteaching.

5. ALL CLASSES ARE PERMEATED WITH A STRONG LITERACY FOCUS

- Reading and writing is woven into all content areas
- Content teachers know what literacy skills to focus on for their content needs
- Strategies are taught to teachers that help advanced and struggling students
- Common time that all teachers can be used for their expertise with all students whether high or low



Some Information That May Be Useful

Please know that this training is geared toward needs of teachers and students.

Making sure you are aware of the demands on students literacy is important.

These next slides might help.

Biographies

Noticings

- Tells about a person's life.
- The book is not about the author.
- Includes facts about a person.
- Could have a timeline of their life.
- Tells why the person is important.
- Tells what the world learned from this person's life.
- Might include real photographs.

What we learn from biographies:

- Birthdate • Birthplace
- Childhood Events
- Education • Influences
- Family
- Milestones
- Accomplishments
- Date of death
- Cause of death
- Impact

www.thecurriculumcorner.com

Biographies

Text Features

- table of contents
- headings
- bold words
- photographs
- map
- diagram
- time line
- labels
- captions
- interesting facts
- glossary
- index

These are areas that students may need more instruction.

Autobiographies should be discussed too.

Informational Text

Noticings

Text Features are needed

- teach or inform
- has facts
- table of contents
- headings
- bold words (vocabulary)
- maps
- charts
- photographs
- fast facts
- labels
- captions
- glossary
- index

Author's Purpose

(for informational texts)

- to teach about a topic
- to explain how to do something
- to explain why something happens
- to show how things are alike and different
- to teach how to solve a real life problem

1. Nonfiction is an important part of literacy.
2. Knowing why authors write lets students know why they write.

Fairy Tales

Noticings

- A make-believe story
- Has magic or spells
- Passed down by word of mouth over the years
- Animals act like humans
- Begin with once upon a time
- End with happily ever after
- Has a villain or trickster
- Has good guys
- Might have princes and princesses
- Takes place in a castle or forest
- Groups of 3 or 7
- A kind character is
- Mistreated

A message is the moral or lesson learned in the story.

- Never give up
- Be patient
- Be brave
- Never give up hope
- Work first, play later
- Actions have consequences
- Don't judge others
- It is ok to make a mistake, as long as you fix it
- Listen to your leader
- Believe in yourself
- Two wrongs don't make a right
- Practice makes perfect
- Beauty is only skin-deep

The next section

These are anchor charts that teachers put in their rooms to support students when they read or write.

These need to be modeled for students and used in class by the teacher so students know they are expected to use them as anchors.

Responding to Reading

LAUNCHING UNIT
READING

10

Mini Lesson Statement:

Readers can share their questions and thoughts about reading by writing them in their reader's notebook so that they can show evidence of thinking before, during, and after reading.

Before the Lesson:

1. Choose one of the books or passages you have already read to the class as a mentor text for today's lesson.
2. Write a response you have to the book on the class chart using one of the formats listed below.
3. Cover response until you're ready to share in the lesson.

Introduction (use this language as a guide) "We've been talking a lot about our thinking and learning from reading. Every day we'll be talking together about the things we are learning and thinking about as readers. There is another way we can share as readers and that's by writing our thoughts on paper. We can use graphic organizers, and we can write in our reader's notebooks. Writing about what we read helps us remember things so much longer. There are many ways we can write in our reader's notebooks and lots of things we can write about. Today let's think about different ways we can write about what we read. We are going to practice writing our thoughts in our reader's notebooks in the 'reading responses' section."

1. Model for the Class:

- Begin by holding up one of the mentor text you have already read together as a class. Think aloud about some things you remember from the text. Reveal your written response to reading and talk about the format for writing you used.
- Write your thinking on the class anchor chart as students copy onto their note-taking pages.

2. Invite Students to Help:

- Think aloud as you discuss that there are many ways to respond to reading, and there is no one 'right way.'
- Start a list of ways to respond to reading on the class chart.
- Invite students to help. As they share, write answers on the class anchor chart as they write on their note-taking page.

3. Engage All Learners:

- Ask students to turn and talk with a partner about more ways readers can respond in written form. Give them 1-2 minutes, then ask them to share what their partner said with the whole class.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.

4. Transition to Independent Time:

- Challenge students to write down what they are thinking while reading today. Ask them to choose one of the ways to respond from your list.
- Make sure students know they'll be sharing their responses at the end of workshop time today.

*** Responding to reading is a tough skill to master in just 1 lesson. Student responses may initially be superficial. Be patient and challenge them to go deeper with their thinking. Be sure to model, model, model!*

Sample Anchor Chart

Readers can share their questions and thoughts about reading by writing them in their reader's notebook so that they can show evidence of thinking before, during, and after reading.

Write your response to a text here. Do this ahead of time and cover with another anchor chart until you're ready to share. This will save 5 minutes of ML time!

Ways We Can Respond to Reading:

Make a class list and have students copy it on the first page of the 'reading responses' section in their notebooks.
(Here are some ideas)
Taking notes, drawing sketches, cartoon strips, making a list of thoughts, writing a letter (to author, friend, characters), graphic organizers, thought bubbles, paragraph form, timeline

5. The Share: Gather together as a class. Use turn-and-talk to have students share with a partner what they wrote in response to their reading. After a few minutes, have them share responses with the class.



Parts of Speech

Noun

A person, place, thing, or idea

A noun can be the subject or the object in a sentence or clause, or it may be part of a prepositional phrase.

Verb

Expresses action or being

A verb tells what happened. Forms of the word *is* are also verbs. Every sentence must have a verb.

Pronoun

Replaces a noun

Pronouns like *he*, *she*, *them*, and *it* can be used instead of repeating the same noun over and over.

Adjective

Describes a noun

Adjectives help your readers to picture what you are talking about.

Adverb

Describes a verb, adjective, or another adverb

Adverbs give additional information such as telling when, where, or how the action happened.

Preposition

Begins a prepositional phrase

Prepositions include *of*, *in*, *on*, *to*, *for*, *with*, *at*, *from*, *by*, and *about*.

Conjunction

Combine words phrases, or clauses

Conjunctions include *and*, *or*, and *but*.

Interjection

Expresses emotion

Interjections are often followed by an exclamation point.

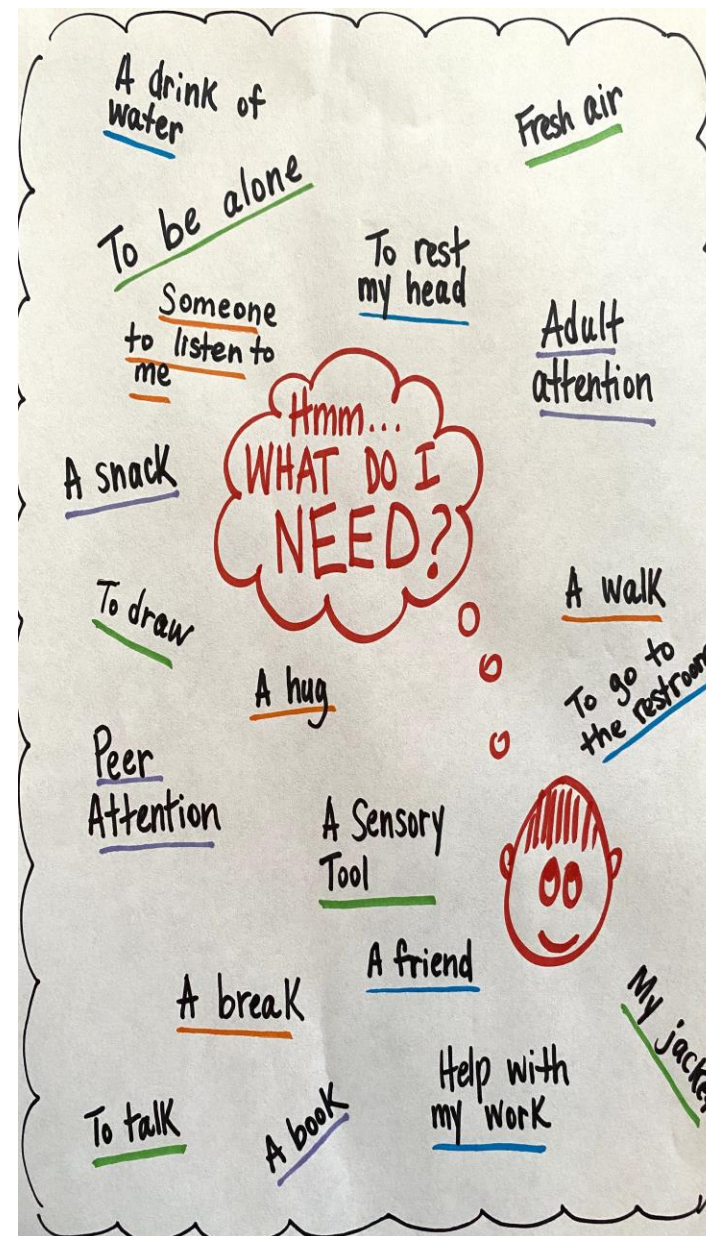
Responding to Reading

From Launching the Workshops: Reading **Lesson 10**

Readers can share their questions about reading by writing them in their reader's notebook so that they can show evidence of thinking before, during, and after reading.

Ways We Can Respond to Reading:

- 1 Taking Notes.
- 2 Drawing Sketches.
- 3 Cartoon Strips.
- 4 Letters to the author, teacher, characters.
- 5 Graphic Organizers like a story web or chart.
- 6 Thought Bubbles.
- 7 Paragraph Form.
- 8 Question/Answer T-Charts.



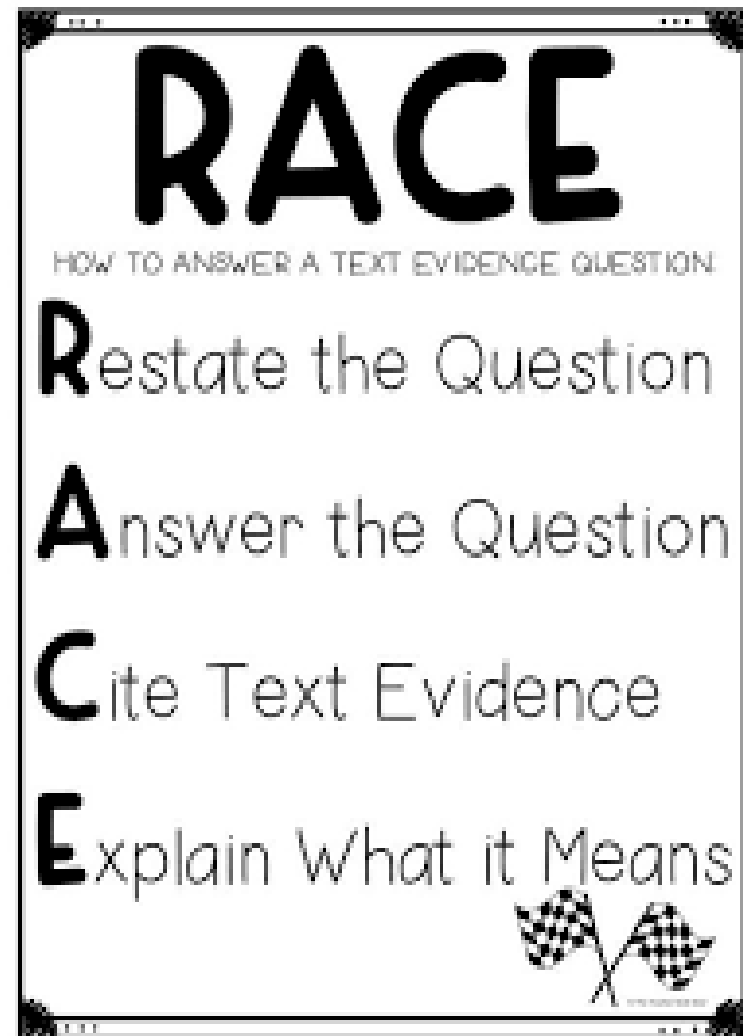
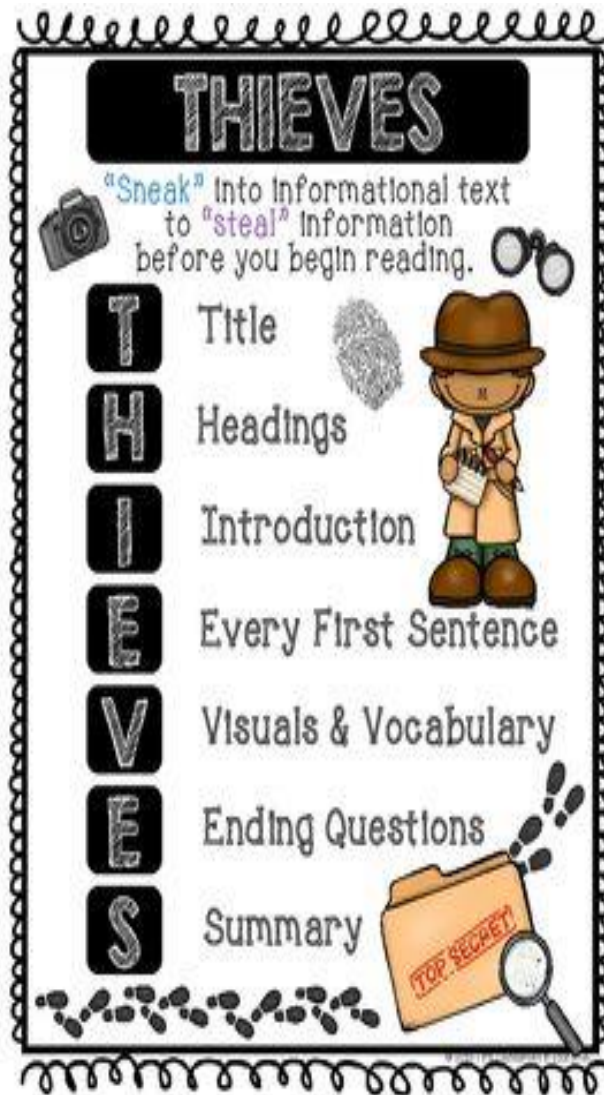
Respectful Talk is Important in Discussion and Collaboration

Accountable Talk ❤️

- ? - Can you tell me more?
- Can you give me another example so I can understand?
- 💡 - This reminds me of _____ because _____.
- I believe this is true because....
- ✓ - Why do you think that?
- Could it also be that.....?
- 📖 - Can you give me an example from the text?
- Where can I find that in the text?
- = - I agree with _____ because _____.
- I would like to add _____.
- ≠ - I disagree with _____ because _____.
- I respect your opinion but _____.

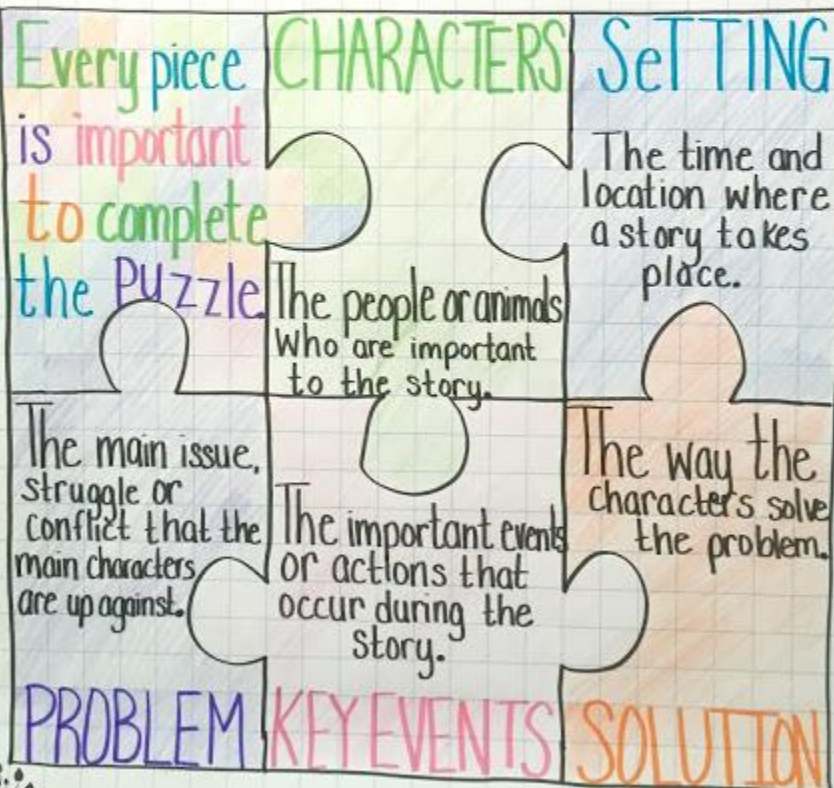
<h3>What does it mean?</h3> <p>make good choices caring about yourself and others</p>	<h3>Characteristics</h3> <p>on your own without being told trustworthy dependable</p>
<h2>RESPONSIBLE</h2>	
<h3>Examples</h3> <ul style="list-style-type: none"> • keep your desk clean • pick up papers • finish work • put materials away • stay on task-focus • ignore people 	<h3>Non-Examples</h3> <ul style="list-style-type: none"> • messy desk • unfinished work • tell people answer • copying other people
<h3>WHAT I have LEARNED</h3>	

Before and after reading



Story Elements

The pieces or parts that make a story.



I can describe the beginning, middle, and end of a story.

Good readers pay attention to the different parts of the story to better their COMPREHENSION.

B

Beginning

→ Who are the characters?
What is the setting?

M

Middle

→ What happens to the characters?

E

End

→ How are the characters different than they were at the beginning of the story because of what took place during the story?

Close Reading Annotations

Read with a pencil in hand to think, understand, and have conversations

□ - Vocabulary

☆ - important details

— - main ideas, big ideas

? - I don't understand

+ - I agree ⚡ - thinking to discuss

- - I disagree ↔ connection

! - I'm surprised ♥ feelings theme

We can make...

Inferences

Information from text

+

Background Knowledge

= INFERENCE

Thinking about a character's actions

Thinking about how a character handles conflict

Thinking about what a character says

Thinking about how a character feels

Using clues from the text

Thinking about what we already know

Thinking about our own experiences

We Infer by...

When We make inferences we go beyond the author's word to understand what is not said in the text

Thinking Stems

- Maybe...
- Perhaps...
- It could be that...
- This could mean...
- I predict...
- My guess is...
- I infer...

Predictions - take information from the text and what we know to make smart guesses about what might happen in the future.

Inferring is using text and your background knowledge to put the pieces together!

Drawing Conclusions - take information from the text and come to a new understanding.



STICKY NOTES

can be used during
Reading to Mark:

- an interesting part
- a Prediction
- something to Infer to understand the text
- your Connections to the text
- Words you need help with
- a new Fact you learned
- a part you don't Understand
- Thoughts you have about the text
- Words or Phrases you want to use in your writing
- your Favorite part
- a Question you may have

Be sure to write the page numbers on the notes. Place the stickies into your Reader's Notebook on a page with the title of the book and the date you finished it.

10 Tips for Teaching Grammar According to the Common Core



Teach grammar in the context of writing.

Grammar shouldn't be taught as a separate, isolated incident. Think of ways to incorporate grammar mini-lessons into your writing lessons.

Teach grammar in the context of reading.

Use mentor texts. Show students how fiction and nonfiction writers use grammar to communicate clearly and create their own style.



Help students figure out the grammar rule, not memorize it.

If you're teaching concise language, give students a few wordy sentences and ask them to remove the weeds. Have them come up with rules for eliminating wordiness.

Teach students real-world grammar and not just textbook grammar.

In the real world, grammar rules can change over time and can be subjective or contested.



Don't just teach students grammar; teach them how to learn grammar.

Students need to know how to be independent learners who can figure things out on their own by consulting resources.

Show students how grammar helps us communicate more clearly.

Give examples of how incorrect grammar can lead to miscommunication.



Show students how grammar can affect our impression of one another.

Have a discussion with students about grammar in the real world. If a fancy store has a mistake on its sign, does that affect your impression? Why or why not?

Avoid negative modeling when possible.

Be careful not to spend too much time on the wrong way to write something.



Teach students the rules—and when to break them.

As Churchill famously said,
"There is some nonsense up with which I will not put!"

Teach students the importance of audience and purpose.

Students should consider audience and purpose when deciding to use formal or informal grammar.



PLOT DIAGRAM

Plot Diagram:

A plot diagram is a map showing a story's events.

STORY MIDDLE

Rising Action: Rising action starts with a conflict. Then a series of events builds up until the climax happens.

Climax: The climax is the turning point or moment of highest excitement in the story. The struggle of the characters is over. The climax happens near the end of the story.

Climax

STORY END

Falling Action: During the falling action the story comes to an end and events lead to the ending. Characters resolve their problems.

Resolution: The resolution is the end. The conflicts are solved and problems exist no longer. Sometimes a moral is given or a lesson is learned.

Rising Action

Falling Action

Resolution

Conflict

Conflict: The conflict is the struggle, problem or complication in the story. Sometimes characters try several things to solve the problem. The conflict makes the story interesting.

STORY BEGINNING

Exposition

Exposition: Exposition is the beginning or introduction to the story where the setting (place and time), background, and characters are introduced.

Author's Perspective



- how the author feels about the topic (opinions and beliefs)
- sometimes you can tell if the author is FOR or AGAINST something
- You can identify it by looking at the...

Problem/Conflict

Characters' Actions

Characters' Feelings

Language/Dialogue

sentence starter:

I can tell the author of this book...

Figurative Language:

when you describe something by making a comparison to another thing

SIMILE= uses the words like or as to compare two things



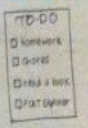
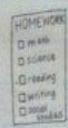
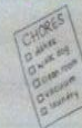
Her heart was as cold as ice.

METAPHOR= compares two things by saying one is the other



She is a walking encyclopedia.

HYPERBOLE= an exaggeration



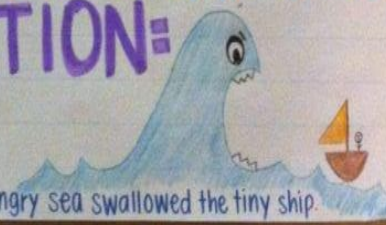
I have a million things to do!

ONOMATOPOEIA= a sound word



PERSONIFICATION=

giving human qualities to objects or things



The angry sea swallowed the tiny ship.

Non-Fiction Text Features

Why? To help you understand a non-fiction text. To make the text interesting and fun!

Table of Contents

Contents

Know Your Cats	1
Pet-friendly Cats	2
Deadly Teeth	3

Deadly Teeth

Teeth are important to all of us. We wouldn't be able to bite or chew our food without them. Big cats must have the best teeth. Their teeth are designed for grasping prey and tearing flesh. They are the feline's most important tools.

Heading

Sub-heading

Glossary

Antagonist: the enemy who fights the hero.
 Protagonist: the hero who fights the enemy.
 Setting: the time and place where the story happens.
 Plot: the events that happen in the story.

Glossary

Index

Photograph



Caption



graph



diagram

Mealtime
 When the sun is shining, the cat will come out to play. Cats are very playful. They love to chase mice, birds, and other small animals. They also like to climb and jump. Cats are very smart and can learn many tricks.

Types of Print:

bold

italic

highlighted

Index

Index
 A-Z
 A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.



map

You can use text features when you read non-fiction!

TEXT STRUCTURE

What is nonfiction text structure?

The text structure is how the information in a text is organized for the reader.

Text Structure	Explanation	Clue Words	Visual
Descriptive	This text describes characteristics of something.	<ul style="list-style-type: none"> for example such as adjectives 	
Chronological Order	This text describes a sequence of events, or a list of steps.	<ul style="list-style-type: none"> first, next, last before, after dates, years 	
Compare & Contrast	This text discusses similarities and differences between two or more things.	<ul style="list-style-type: none"> like/ unlike similarly on the other hand 	
Cause & Effect	This text explains events (causes) the results of these events (effects).	<ul style="list-style-type: none"> because consequently this is why so 	
Problem & Solution	The text describes a problem and how it was solved.	<ul style="list-style-type: none"> because since this led to 	



Themes in Literature

Just remember a crème-filled cupcake!



← Crème filling is hidden inside a cupcake.

Themes are hidden inside a book.



What does the author hope the reader realizes?

Some Famous Examples

Little Red Riding Hood - Appearances can be deceiving sometimes.

The Three Little Pigs - Hard work and patience pay off in the end.

The Little Red Hen - Laziness can have negative consequences.

Theme vs. Main Idea

The **THEME** of a story is the **moral, lesson, or message.**

* **Actions speak louder than words.**

* **It's okay to be different.**

* **Be compassionate**

* **Teamwork**

The **MAIN IDEA** of a story tells what it is **mostly** about. (One sentence summary.)

* Connor was always getting in trouble and making excuses.

* Laura and Jane are very different, but still close friends.

* Travis and his friends had fun plans, but decided to volunteer instead.

* The team won the game when they worked together.

6-Traits of Writing

Cheat Sheet for Upper Grades



Ideas

- Knowledge of topic
- Narrowed topic
- Stays on topic; focused
- Ideas make sense; clarity
- Ideas elaborated & developed



Organization

- Prewriting
- Beginning, middle, end
- Logical order/sequence
- Transitions



Voice

- Reader-writer connection
- Sense of audience
- Writer's attitude about the topic
- Point of view



Word Choice

- Specific words, rather than general & vague (Right word, right spot)
- "Wow" words; "Purple" words
- Synonyms
- Vivid sensory descriptions/imagery
- Strong action verbs



Sentence Fluency

- Complete sentences
- Easy to read aloud
- Varied sentences (beginnings, lengths, types, etc.)
- Figurative language helps the piece sound rhythmic & musical



Conventions

- Spelling
- Capitalization
- Punctuation
- Grammar & mechanics
- Paragraph indents

www.SmekensEducation.com

DICTION & SYNTAX

Diction:

The words an author uses to convey ideas to a reader

Syntax:

The way words are arranged in a sentence.

To Analyze Diction -

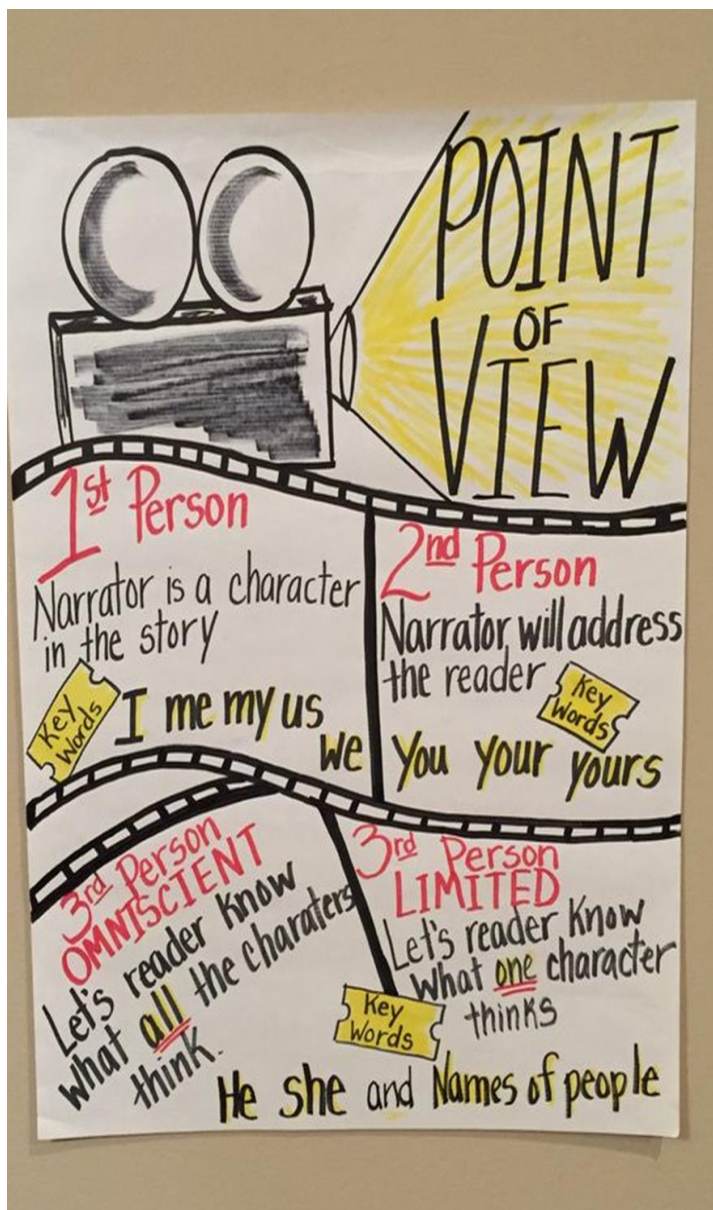
- think about the author's purpose
- pay close attention to word choice
- look for patterns

To Analyze Syntax -

- look at sentence length and its effect on the intended message.
- the type of sentences that are used
- punctuation and the message it conveys

Literacy and Math Ideas

www.literacymathideas.blogspot.com



WHAT IS LITERARY ANALYSIS?

1. FIND, SELECT AND RETRIEVE

- KNOW WHAT YOU ARE LOOKING FOR
- SKIM/SCAN TO FIND IT
- MAKE CHOICES

2. EXPLAIN THE INTENDED EFFECT OF AUTHOR'S CHOICES:

AUTHORS MAKE CHOICES AROUND:

- GENRE
- WORDS AND STYLE
- CHARACTERISATION
- SETTING
- NARRATIVE STRUCTURE, SEQUENCE AND PERSPECTIVE



3. INFER MEANING:

IDENTIFY, DESCRIBE AND EXPLAIN IDEAS COMMUNICATED
CONSIDER WHAT THE AUTHOR IS CHALLENGING AND WHY
REFLECT ON HOW CHANGES / CONFIRMS YOUR OWN IDEAS



Formal Essay Proofreading Checklist



Style

- ☐ Is every sentence clear and easy to understand?
- ☐ Do my sentences and paragraphs connect coherently with effective transitions from idea to idea? Do I avoid abrupt shifts and awkward transitions?
- ☐ Do I employ mostly strong action verbs or do I rely too much on weak "be" verbs?
- ☐ Is my writing primarily in the active voice? Do my subjects act or are they often passive — acted upon?
- ☐ Is my writing economical and concise or do I waste words? Which sentences can I shorten to make more effective?
- ☐ Do I use specific, concrete nouns?
- ☐ Do I illustrate using vivid, concrete images as much as possible, avoiding abstract words and ideas unless necessary?
- ☐ Is my tone appropriately formal? Too formal and stilted? Overly casual?
- ☐ Is there variety in the length of my sentences? Do I vary the structure of my sentences?
- ☐ Do I say something new and important in each sentence, or do I repeat myself?
- ☐ In every sentence, do I say what I intend to say or do I settle for something close?
- ☐ Do I use direct quotes and paraphrases effectively?
- ☐ Are my sentences interesting and creative? Are some of them striking and memorable?

Grammar/Usage

- ☐ Are all my sentences complete? Any accidental fragments? Any comma splices or run-ons?
- ☐ Is my verb tense consistent throughout the paper?
- ☐ Do all my verbs agree with their subjects?
- ☐ Are the antecedents for all my pronouns clear? Is it clear what the pronouns refer to?
- ☐ Do my pronouns agree with their antecedents in number?
- ☐ Do I use the proper pronoun case (nominative or objective) in each sentence?
- ☐ Are all my modifying words, phrases, and clauses correctly placed? Do they clearly modify the word or phrase they are supposed to?

Word Choice/Diction

- ☐ Do I use the precise word every time? Am I sure of the definitions of the words I've used?
- ☐ Can I replace any word with one that is more precise, clear, or vivid?
- ☐ Am I aware of the connotations of the words I use?
- ☐ Have I left out any words I meant to include? Have I left words in I meant to delete?
- ☐ Do I avoid technical jargon and slang that might be unfamiliar to my reader?
- ☐ Do I avoid clichés and bland, overused expressions?
- ☐ Have I eliminated all unnecessary adjectives and adverbs?

Mechanics & Formatting

- ☐ Have I spelled every word correctly? (Don't trust your spell-checker — it doesn't catch homophones and any typos that result in another word.)
- ☐ Does every sentence end in a period (or question mark or exclamation point)?
- ☐ Have I followed the rules for comma use?
- ☐ Have I correctly punctuated and formatted all my quotations?
- ☐ Have I capitalized properly?
- ☐ Have I avoided unnecessary abbreviations?
- ☐ Do I indent or skip a line consistently to begin all new paragraphs?
- ☐ Are my paragraph breaks where they should be?
- ☐ Is my paper double-spaced?
- ☐ Is my font simple and a consistent 10- or 12-point size?

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We stood outside for twenty minutes.

Adjective We stood outside for twenty **miserable** minutes.

When **This morning**, we stood outside for twenty miserable minutes.

Where This morning, we stood **on the sidewalk in front of the school** for twenty miserable minutes.

How This morning, we stood **shivering** on a **snow-covered** sidewalk in front of the school for twenty miserable minutes.

Why This morning, we stood shivering on a snow-covered sidewalk in front of the school for twenty miserable minutes **while the fire chief investigated the cause of the fire alarm.**

Expanding Sentences:

Writing Anchor Chart & Minilesson!



Character Traits

S	What the character <u>SAYS</u> How do they say it?
T	What the character <u>THINKS</u> What is revealed through the characters <i>thoughts and feelings</i> ?
E	<u>EFFECT</u> on others. How do the characters feel or behave in reaction or response to the character?
A	<u>ACTIONS</u> What does the character do and why do they do it?
L	<u>LOOKS</u> What does they look like



Free Verse

- no set line length
- no set rhythm
- no rhyming pattern
- way of conveying feelings and ideas

Narrative

- tells a story
- can rhyme
- has character(s), setting, conflict, and plot

Forms of Poetry

Humorous


- is funny
- can be silly
- can rhyme


Lyrical

- expresses strong feelings
- like a song
- can rhyme

ELEMENTS OF POETRY



 **Line Break:** Where each line of texts end in the poem.

 **Stanza:** A group of lines within the poem.

 **Rhythm & Rhyme:** A pattern of stressed syllables or rhyming words.

 **Repetition:** Lines or words that are repeated in a poem. Usually to show IMPORTANCE!

Imagery:
Using words to paint a picture using the five senses.

Alliteration:
Using the same sound or letter at the beginning of words or lines.

Onomatopoeia:
Words that make a sound.
POW! ZAP!



Ways to SPICE up your writing



If you really want to make
it **sizzle**...



Sequence words

first, last, next, second, finally, then, after that, later

Show, not tell how someone
feels. ~~I felt happy~~ My face brightened up and I said
"Whoop-Whoop" I jumped up and down.

add ellipses (...)

And there was ... Mrs. Allen!

Onomatopoeia (sounds)

BOOM! CRASH!

exclamations and questions
especially as a hook!

Yay! Who die you?

dialogue

My mom said, "Go outside!"

Similes (like, as)

Jordan ran as fast as a cheetah!

add more specific details

She had long, dark brown hair.



Character Traits

can be inferred by analyzing...

Feelings

When Seth saw the pile of junk, a feeling of excitement bubbled up inside him. He couldn't wait to begin building the object he was imagining.

We can infer that Seth is **creative**.

Actions

Brandon glanced at his math assignment and sighed. It would take too long to do these five story problems. He quickly scribbled some random numbers on the lines and slammed his book shut. Done.

We can infer that Brandon is **lazy**.

Dialogue

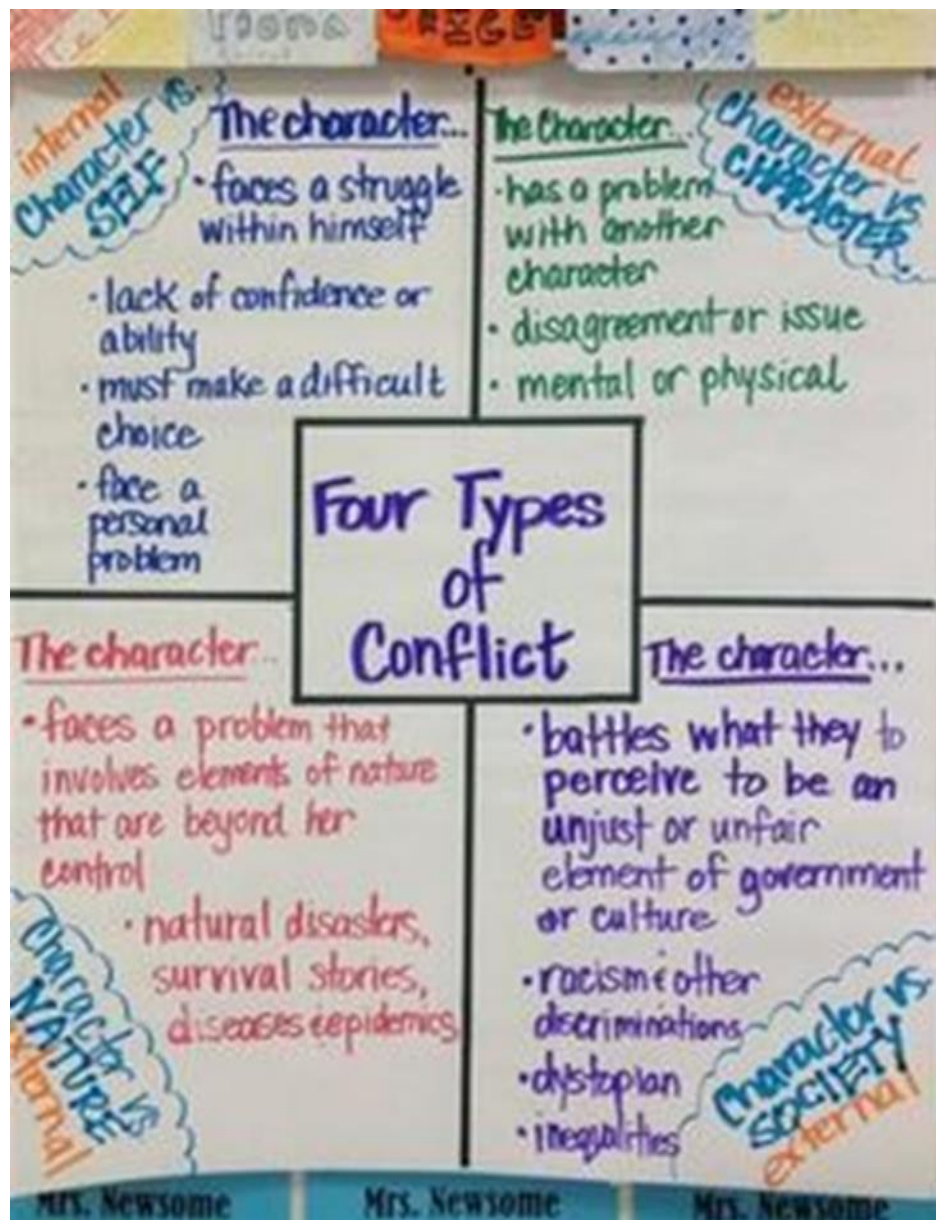
"This is how we're going to split the work," Daniela said sternly. "I'll work on the poster while you two work on what we're going to say for the presentation."

We can infer that Daniela is **bossy**.

Thoughts

Kelly wondered what would happen if she told her dad that her mom said the sleepover was okay, and if she told her dad that her mom had already approved the sleepover. Kelly grinned. *I think it will work!*

We can infer that Kelly is **devious**.



Start with a "quote."

Beginning with a famous quote will make your reader want to know how your piece of writing relates to the quote.

Start with a question?

This will get your reader thinking about your piece right from the beginning.

Start with dialogue.

What makes an effective lead?

Start at the end. **DEAD END!**

Your reader will want to find out what happened to get you to that place.

Start with a strong feeling or opinion.

Let your reader know where you stand right away.

Start with a single word or sound effect. **BOOM!**

This creates a dramatic effect that makes your reader want to find out what the sound is or why the word is important.

Start with an interesting fact. Tell the reader something they don't already know and make them want to learn more. Did you know?

Narrative Organizer



Title: _____
Author: _____ Theme: _____

Setting + Character(s)
Time (When)? _____
Place (Where)? _____
Who? _____

Problem - X _____
Goal - ● _____
This is the BIG IDEA

Attempts to Reach Goal or Solve Problem

Beginning	Middle	End
Setting + Character(s) 	Action (Events) ~~~~~ (Plot)	Solution ✓

- Outcome -

Resolution: (Lesson/Message/Theme) ✓



Elements of Expository Writing

Key Organization is the key.



Topic sentences are the heart. (green)



Transitions are the glue for key ideas—the reasons, details, or facts that prove or explain. (yellow)

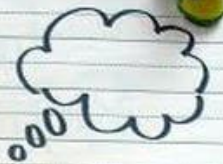


Examples, evidence, and explanation are the meat. (red)



Conclusions tie it all together. (purple)

Internal Story



• Internal story is the author's thoughts, feelings, and reactions.



Sentence Starters

- I feel ... I felt ...
- I wonder ...
- I suppose ...
- I thought ...
- I remember ...
- I noticed ...
- I knew ...
- I realized ...
- I know ...
- I wished ...
- I wanted ...
- I hoped ... I hope ...

Realistic Fiction

How can I write a fictional story that is realistic?

Problem/Solution:

- One realistic problem that could happen to you in real life.

Setting:

- Realistic, descriptive settings - places that are or could be real.

Characters

- Based on real people or could be real people. (No goblins, fairies, or other mythical creatures)

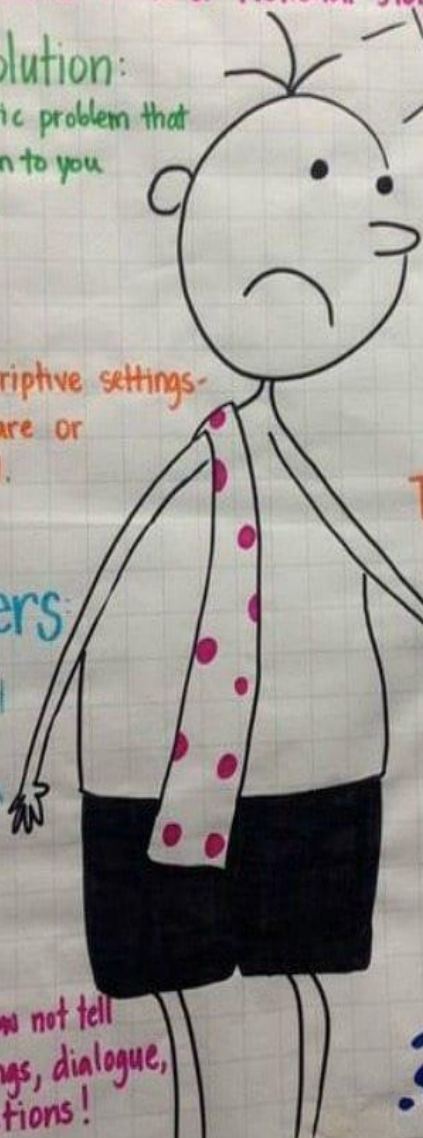
Details: show not tell
strong feelings, dialogue, thinking, actions!

Beginning:
Attention grabbing - uses a strong hook

Ending: Stays true to the heart of the story (lesson learned, laugh, or surprise).

Transition words:
At the beginning, meanwhile, finally

Proper Sentences
subject : predicator
who, what, when, why
capital letters
end punctuation
correct spelling



ARGUMENT WRITING

STEP ONE

Make a Claim.

STEP TWO

Provide Evidence to Support Your Claim.

STEP THREE

State the Counterclaim.

STEP FOUR

Give a Rebuttal.

STEP FIVE

Conclude the Argument.



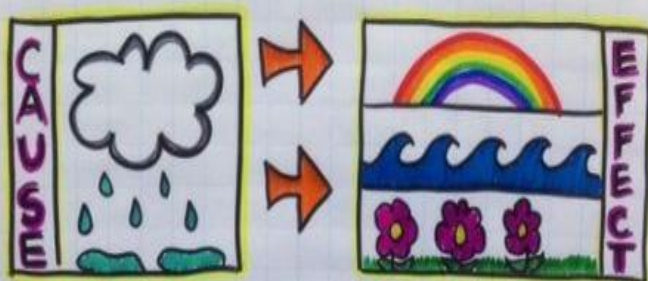
→ CAUSE : EFFECT

Cause → The **REASON...**

Why something happened

Effect → The **RESULT...**

What happened



SO ♦ SINCE ♦ THIS IS WHY ♦ OUTCOME ♦ DUE TO
IF ____, THEN ____, CAUSE ♦ LEAD TO ♦ RESULT
IN ORDER TO ♦ CONSEQUENTLY ♦ THEREFORE ♦

Context Clues

Crafting
Connections

Definition- Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

Synonym- Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

Antonym- I miss Mr. Fry. Our new principal is cranky and unapproachable. Mr. Fry was so affable.

Example- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to him.

InfERENCE- You don't need to worry about talking to Mr. Fry. He is an affable principal.



SUMMARIZE

S

somebody

who is the main character?

W

wanted

what did the main character want?

B

But

what was the problem?

S

So

How did the main character solve the problem?

T

Then

What was the resolution to the story?

Should be clear & concise

Summary Nest

Summarize: Mini Lesson

Summary Sentences

sentences used to summarize different sections, or parts, of a passage.

The Steps:

- 1 Divide the passage into sections.
- 2 Number the sections.
- 3 "Cold Read" the passage.
- 4 Re-read the passage & write a summary sentence for each section.
[Write summary sentences beside the passage, on a separate paper OR on sticky notes.]
- 5 Answer comprehension questions.

example



1 Carousels began 1,500 years ago with an early version of painted wheels.

1 Carousels began 1,500 years ago with an early version of painted wheels.

2 Carousels called their tournaments carousals and they would test a competitor's horsemanship.

2 Carousels called their tournaments carousals and they would test a competitor's horsemanship.

3 Carousels were popular in Europe and the popularity spread to the U.S. and we still ride for fun today.

IN THE BOOK

RIGHT THERE

The answer can be found in the text.



Who
what
where

when
why
how

meaning
of words

THINK AND SEARCH

The answer is in the text, but you must think carefully about the whole story.



problems
& solutions

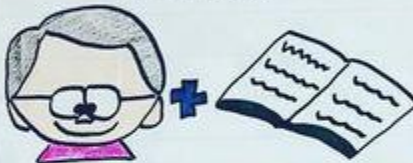
cause
+ effect
(events)

compare
& contrast

IN MY HEAD

AUTHOR & ME

The answer can be found with your own thoughts, knowledge as well as info in the text.



inference

main
+ idea
details

most
important

ON MY OWN

The answer can be found using your own thoughts and knowledge



Have
you
ever?



R~ Read the question carefully then reread the passage or problem to find the right answer

E~ Examine every answer choice before you choose your answer

L~ Label your answer in the passage or in the problem

A~ Always check your work

X~ X-out answers that cannot possibly be correct

THINKING

Question

Ask Questions
Before, During and
After reading

Connect

Make
Text 2 self
Text 2 text
Text 2 world
connections

predict

Use text "clues"
to infer what
will happen
next

Visualize

Make a movie
in your mind
while you are
reading

Summarize

What is the
story all about?
Use the Key
ideas

Infer

Background
Knowledge
+
Text clues =
Inferences

synthesize

Make new
meaning as
you read



Task Six -Videos to Use

Watch one of these and tell me what information you could use from the video?

- <https://www.youtube.com/watch?v=0eY-fkyacW0&t=42s>
Rap on Elements of a Story For JH/HS
- <https://www.weareteachers.com/story-elements-videos/>
Favorites or We Are Teachers for teaching story elements.
Scroll down to find videos.
- <https://www.youtube.com/watch?v=IGNKByQIF1M&t=68s>
Taco and story Elements
- <https://www.youtube.com/watch?v=AXPbijjMnV8&t=14s>
Fables
- <https://www.youtube.com/watch?v=Zr1xLtSMMLo&t=49s>
upper grades with Kahn Academy and Story Elements
- <https://www.youtube.com/watch?v=30CPmgVQNks&t=20s>
Setting in a story for older students

Model, Practice, Embed

- **Modeling** a comprehension strategy inside the classroom for a colleague will ensure that the strategy is done correctly.
- **Literacy Walk-Throughs** should be done by peer educators and then set up a debrief
- **Shadowing a student** for a day is invaluable for teachers to experience. This knowledge begins the conversation of what the student experiences within a day at the school. (DATA that the school can use)
- **Literacy scope and sequence** includes pre, during, and after strategies.

Intervention Ideas

- 10 7th grade students identified as needing additional support in literacy.
 - A four week literacy rich building session.
 - From this group, some students are identified as needing more intense reading and writing intervention and they begin to set up a 90 min. lesson per day with teachers who loop with them to 8th grade.

Best Teachers not programs make the difference.

Other Ideas that Worked



Comprehensive Student Portfolio

1. Time is provided for Self Selected Reading 20 minutes a day.
2. Teachers model reading and read with the students
3. This reading they do independently should be discussed for 3 minutes.
 - Teacher may set a question they discuss with the elbow partner about the book
 - Graphic organizer might be used that they fill in independently

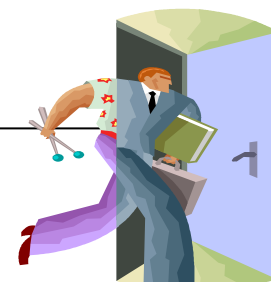
Easing Transitions from School to School Grade to Grade

8th graders with a low GPA, attend paired classes of key subjects. English and “English for Today” Algebra and “Math Skills” . These classes support the Core Classroom

Support teachers are in each classroom to support anyone struggling

Alternative process in middle school before they hit high school

Career Academies that focus on learning the CORE
within the career area of interest-How cool is that?



Language Standards for High School

Standard 1-Demonstrate control through the use of correct grammar, punctuation, Capitalization, and spelling.

Stand 2	English	Math	Science	Social Studies
	Use of print/electronics general dictionaries, thesauri and glossaries to determine the definition, etymology, spelling and usage of words	Use print/electronics specialized dictionaries, thesauri and glossaries to determine the definition, etymology, spelling and usage of words. Use of theorems and resources inclusive to math	Use print/electronics specialized dictionaries, thesauri and glossaries to determine the definition, etymology, spelling and usage of words. Use of tables, like the periodic table.	Use print/electronics specialized dictionaries, thesauri and glossaries to determine the definition, etymology, spelling and usage of words.

Standard 3

Demonstrate understanding of idiom use in Content

English	Math	Science	Social Studies
Identify the meaning of common idioms, as well as literary, classical, and biblical allusions; use them in oral and written communication	Identify the specific math words that have meaning in math –and words solely in math; use them in oral and written communication	Identify the specific science words that have meaning in science –and words solely in science; use them in oral and written communication	Identify the specific social studies words that have meaning in social st –and words solely in social studies; use them in oral and written communication
Homeric, Herculean, pentameter, before the flood	Rational, function, tangent, parallelogram	Organic, genetic, dendrite, respiratory	Napoleonic, oligarchy, carpetbaggers, 40 acres and a mule

COMMON CORE STANDARDS MAY DRIVE THE WORDS THAT ARE USED



Standard 4

Recognize **nuances in meanings of words**; choose words precisely to enhance communication



Every subject matter texts have **author bias, discrimination, and facts**. Words that authors use to create the reader's comprehension.

Standard 5



- Deals with all content to **comprehend and communicate technical information** in oral and written forms, whether it be in math, science, or social studies.
- **Need assessments** to see if these standards are being mastered. Formative Assessments mid unit
- Need to have a **suggested type of strategy** to use in each content that will help students grasp the standard and be able to use and communicate with it.



Literacy is in all texts in all Contents

Science and technology/engineering texts contain specialized knowledge that is organized in a specific way,

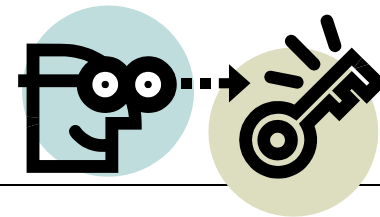
- Ex; Scientific texts will articulate a general principle that describes a pattern in nature followed by evidence that supports and illustrates it.

A variety of texts should be used, including journals, lab instructions, and reports.

Students need to recognize a narrative piece and an expository piece in a text.

Students need a clear understanding of TEXT FEATURES GRAPHS, CHARTS, DIAGRAMS, OVERLAYS, BULLETS, SUMMARIES, FORMULAS

Students need to know how to form opinions, recognize a fact, make an inference, draw conclusions, and collect evidence from the readings. Then and only then, they can form and build arguments for or against what they are learning.



SO, if you believe in literacy for all...

Make it a priority by:

1. Design curriculum, schedule staff so that literacy cuts across all content areas
2. Consensus must be made that we are all in this for the good of the students.
3. When hiring new staff, they must have this commitment
4. All teachers need to continue their literacy learning.
5. Encourage teachers to get advanced classes in literacy, even if they teach calculus.



If you believe....

6. Align resources and offer incentives to teachers who will **step up and become a literacy support teacher**
7. **Set up school wide screenings** for all entering your school
8. Set up a **portfolio for all struggling learners that is ongoing and when mastery is shown**, when will the mastery be reviewed beyond.
9. Make sure that **students are progress monitored along the way and changes made if the progress is not adequate** to the goals that were set.

Remember

Reading begins with PHONEMIC AWARENESS

PHONEMIC AWARENESS –manipulation of **sounds only**

PHONICS (alphabetics) **Sound to letter with decoding** skills -High Frequency words can be decoded-Sight words must be learned by sight-

FLUENCY-Read with **speed, accuracy, and phrasing** that helps with comprehension

Independent and instructional reading levels must be known and used to build fluency

VOCABULARY- **Direct instruction, multiple exposures across contents, indirect learning, pre-instruction before reading** a passage, **restructuring** when the students are having difficulty.

ISABEL BECK and TIER TWO WORDS –Academic Vocabulary –Google It

COMPREHENSION-What to do when I don't get it....**Questioning, knowing roots and affixes, summarizing, using graphic organizers, multiple strategy use, knowing why the author even wrote the text or reading, how it effects them in their real life, and most of all knowing that all these components together, makes a reader.** If one is missing, then comprehension will be weak.

Writing, Speaking, and Listening

Instruction that is systematic and explicit across K-12.

All contents requiring it in their content

All teachers looking at the reading, writing, speaking, and listening together and deciding what is needed next at their school for their students.

What is a Thesis Statement?

A thesis statement is the main idea of an essay.

It is often a point you want to argue or support in an essay.

The thesis statement explains to a reader the main idea of the essay, and the writer's opinion on that idea.

A thesis statement is usually one sentence.

It is often placed in the introductory paragraph of an essay.

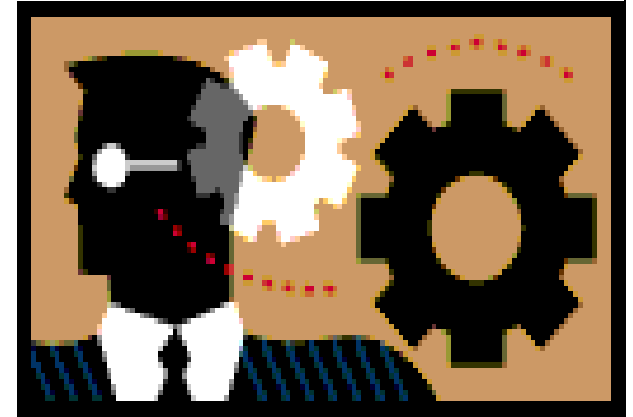
A thesis statement is a claim that could be argued.

The essay will contain evidence and opinions that support the argument.

Critical Thinking

Higher level thinking requires Direct Instruction

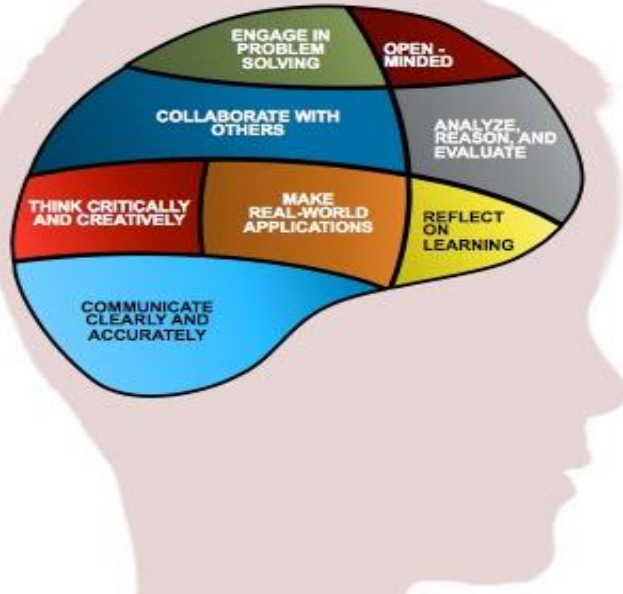
- Critiquing
- Making comparisons
 - Between authors
 - Points of views
 - Synthesizing the information
- Judging the credibility of sources
- Evaluate arguments
- Understand and convey complex information
- Exercise their rights as citizens of the U. S.
- Make and understand persuasive arguments that are supported by facts.



Think about this

- The students that sit in front of you each day will become the citizens you prepare them to be tomorrow.
- When you are in your nursing home, what type of student do you want giving you medication and administering injections.
- Don't you want students to question political views and information they view and see.
- It really does have something TO DO WITH YOU as the teacher.....You can make a difference one student at a time.
- Teach students to be critical readers that find evidence to what they read and critical thinkers so they can vote, work, parent, join community, and most of all take care of themselves in this big world.

Beyond



Rigor

Thoughtful Work
High-Level Questioning
Academic Discussion

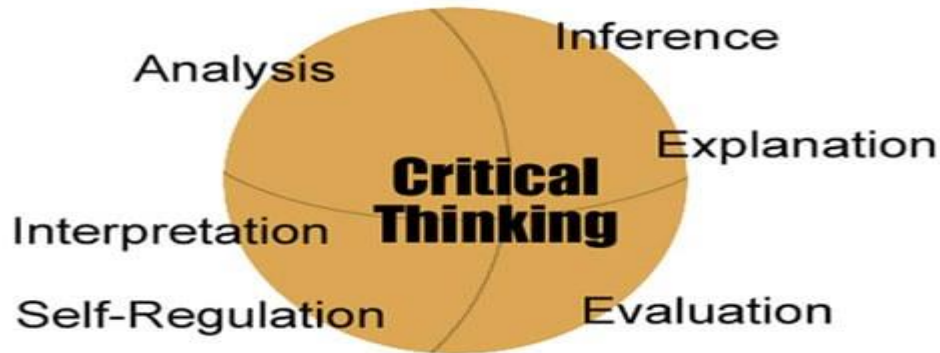
Relevance

Meaningful Work
Authentic Resources
Learning Connections

Engagement

Active Participation
Learning Environment
Formative Processes and Tools

Core Critical Thinking Skills



Thank you for taking this Training.

We want students who are critical thinkers and without reading skills, we will not have Critical Thinkers to vote or make decisions for society. It is imperative. It important!

Task Seven

This training, hopefully, gave insight and ideas to use in any content at any grade level.

Knowing ELA is in all contents and we are all ELA teachers will only support students to achieve.

What part of this training will you use in your classroom? Please be specific.