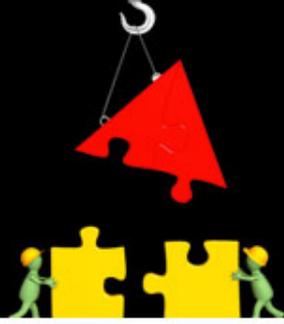


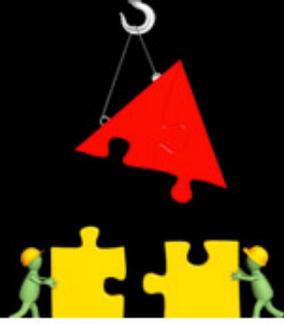
Did I Miss Anything?



The opening read aloud that I read was the poem, “Did I Miss Anything?” by Tom Wayman.

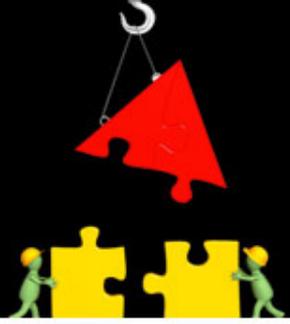
<http://www.loc.gov/poetry/180/013.html>

Know What Is in the Code



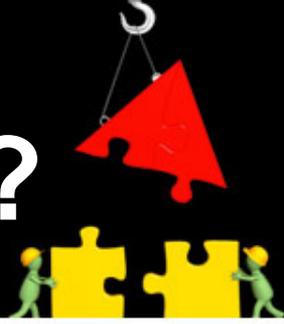
- **End-of-year expectations**
- **Cumulative progression designed to meet college and career readiness**
- **Grade-specific standards**

What is not covered by CCSS?



“ . . . do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.”

What Are Your Safety Nets?

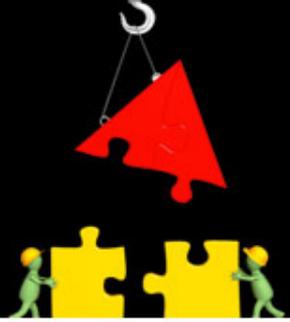


Currently in Place?

More Work to Be Done?

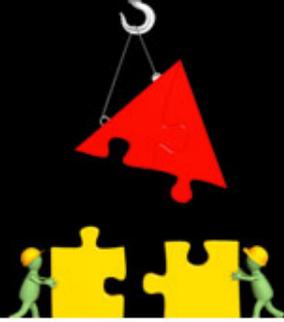
- Time
- Choices
- Resources
- Support
- Connections (transfer)

Common Definition of Literacy



See: Eisner, E.W. 2004. Preparing for Today and Tomorrow. *Educational Leadership*, 61(4). Alexandria, VA: Association for Supervision and Curriculum Development.

What Did It Take?

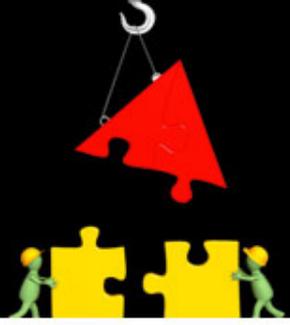


Knowledge of . . .

- Structure of a letter
- Knowledge of a “Dear John” letter (**pragmatic**)
- Knowledge of words (**semantics** or **graphophonemics**)
- Knowledge of sentence/grammatical structure (**syntax/structure**)

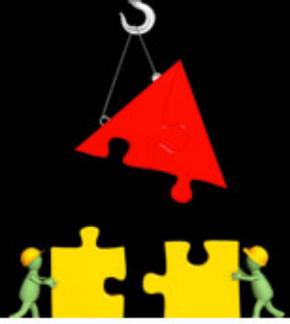
2: Research

Are You Beating the Odds?

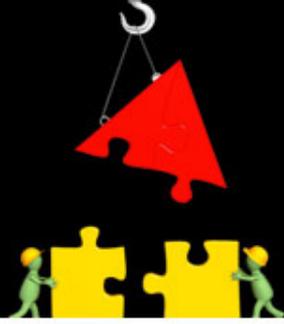


- **Skills instruction**
- **Test preparation**
- **Connecting learning**
- **Enabling strategies**
- **Conceptions of learning**
- **Classroom organization**

3 Effective Instruction

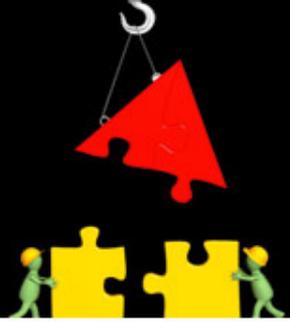


Teacher Effectiveness



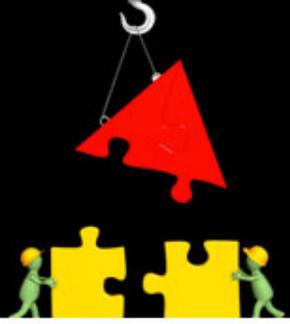
- We can't see the *Common Core State Standards* as one more thing to do.
- CCSS has to be seen as a guide that shapes and refines our teaching and learning pedagogy.

Admit Slips



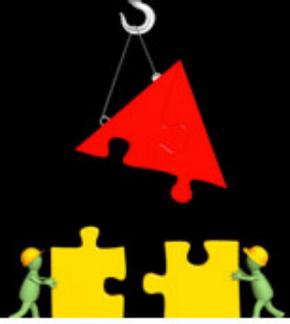
- See graphic organizer file

Facts & Questions



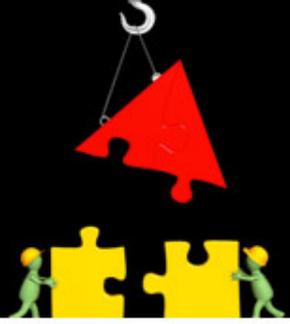
- See graphic organizer file

Word-storming



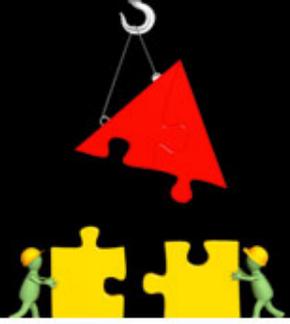
- See graphic organizer file

Word-storming



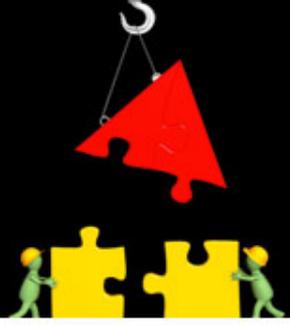
- **Read the title aloud.**
- **Ask students to copy the title in the space on their word-storming organizer:**
- **Tell students the focus letters:**
- **Provide a 2-3 minute time for word-storming**

Text Structures (Expository)

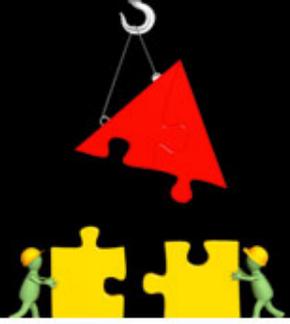


- **Cause/Effect:** to explain why something happens or exists
- **Compare/contrast:** to show how subjects are alike and/or different
- **Description:** to explain an idea, person, place or thing
- **Problem/solution:** presents or analyzes problem, situations and their solutions
- **Question/answer:** similar to problem/solution in that the purpose is to resolve or answer a question about a topic
- **Sequence/Chronology:** to describe the order of events/actions or how to do or make something

Academic Journals or Flipcharts

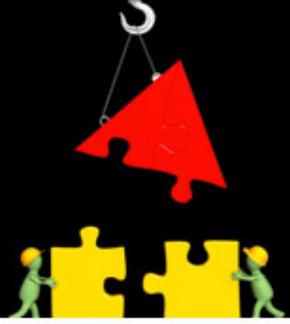


What are you observing?



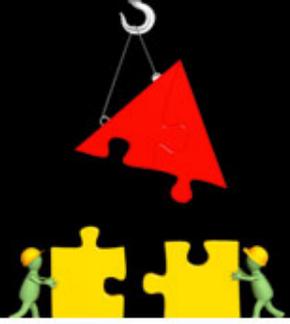
- **Are teachers giving students the opportunity to build background knowledge prior to reading?**
- **Are there instructional techniques for collaborative knowledge development?**
- **Are these opportunities brief? They should be just enough to whet interest and not to create experts.**

Strategy vs Skill



- See graphic organizer file

Writing Objectives



The purpose of this lesson is . . .

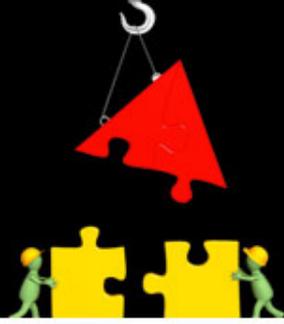


In order to . . . By using . . .

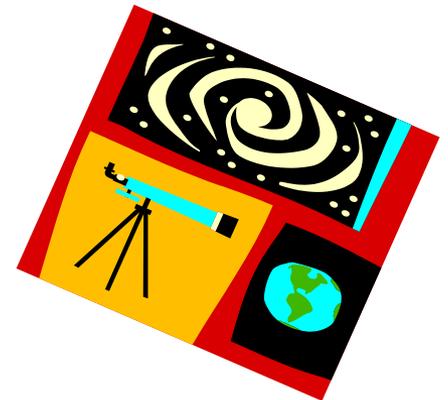


I'll know they've learned it when . . .

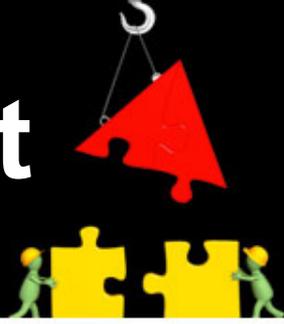
Content Literacy



Content literacy is defined as having the ability to use strategies to access and acquire new content in any discipline.



CCSS: Reading Info Text



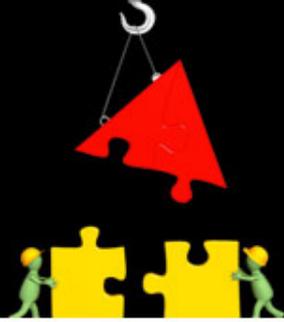
RI Craft & Structure (5)

Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge & Ideas (7)

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text.

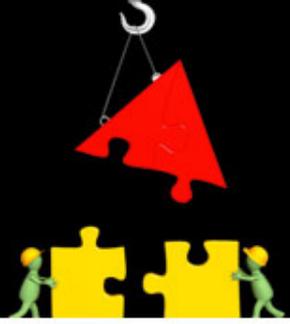
Disciplinary Literacy



Disciplinary literacy involves teaching students to move beyond basic decoding to read, analyze, discuss and write about rigorous academic content.

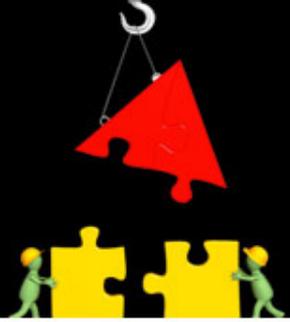


Previewing



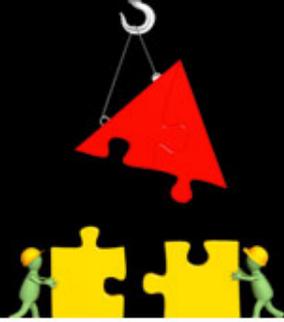
- See graphic organizer “Now That I Know”

Disciplinary Literacy and CCSS



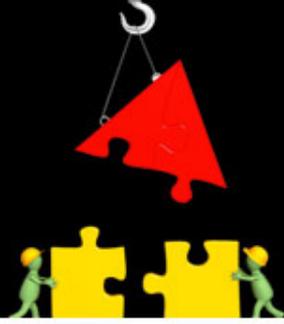
- **Determine central idea** of text and summarize relationships, concepts and processes
- **Analyze structure** of a text
- **Analyze and evaluate** ideas, steps in events or process





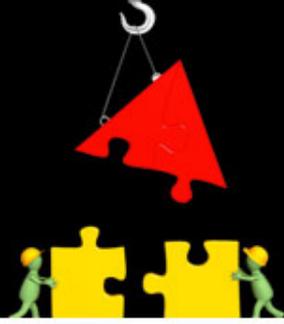
- **Determine and analyze** authors' points of views (contrast)
- **Integrate/evaluate** multiple sources of information from diverse forms of media
- **Delineate/evaluate reasoning**, claims and conclusions in seminal U.S. documents





- Day 2: Opening Read Aloud: excerpt from *Jumped* by Rita Williams-Garcia (excerpt about classics)

4 Effective Strategy Instruction



Hook

Modeled
Lesson

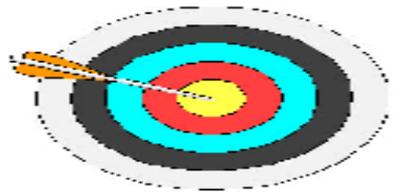
Practice

Closure/
Transfer

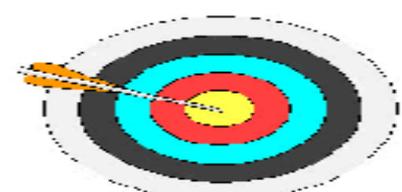
Strategy



Skill



An *activity* is . . .
* **planned & organized action**



A *strategy* is . . .

- * **conscious use**
- * **"how to"**
- * **transfers to other contexts**
- * **transfers to other texts**

A *skill* is . . .

- * **unconscious use**
- * **obtained when a strategy becomes automatic**

developed
by

**introduction/
demonstration
of use**

**construction of
critical
characteristics**

**shared/guided
practice**

independent use

revisit stages for transfer

reinforced
through

**independent
use**

**motivated
problem-solving**

**diverse
applications**

Teaching the "How-To" in the CCSS

Acquire and use general academic and domain-specific vocabulary

Adapt speech to context and task

Analyze impact of word choice; how parts of text fit overall text structure and contribute to development of theme, setting, plot; how complex characters develop; seminal documents of significance

Assess validity of reasoning and evidence

Cite evidence

Clarify relationships among claims/reasons

Compare and contrast experience of reading to experience of listening or viewing; different genres and different authors addressing same theme or topic

Conduct research/**Refocus** inquiry as needed

Create cohesion and clarity

Delineate and evaluate argument/claims

Demonstrate command of language conventions; knowledge of 18th, 19th, 20th-century foundation works of literature; understanding of multiple perspectives; understanding of figurative language and nuances in word meanings

Describe how a story unfolds; how characters change/respond

Determine theme/central idea; meaning of words/phrases; author's point of view

Determine/clarify meaning of words using a variety of strategies

Develop claims/counterclaims; topic and strengthen writing

Engage effectively in discussion/conversation

Engage/orient reader

Establish/maintain formal writing style

Evaluate argument and claims; effectiveness of text structure

Gather relevant information/multiple sources

Identify false statements/fallacious reasoning

Integrate information from different media/formats

Interpret information from diverse media

Introduce topics and claims

Organize reasons and evidence

Plan, revise, edit, rewrite, try new approach

Pose and respond to questions

Present claims and findings

Produce clear and coherent writing

Provide concluding statement for claims; source information

Quote/paraphrase data

Read and comprehend texts in text complexity band

Recognize (correct as appropriate) variations in standard English

Review key ideas

Select, organize and analyze relevant content

Summarize text (w/o opinions or judgments)

Support claims

Trace argument/claims

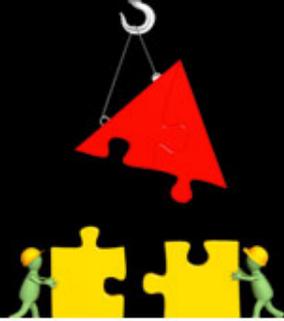
Use appropriate transitions; precise language; technology to produce and publish; a variety of writing techniques; context as a clue to word meaning

Write arguments to support claims;

discipline-specific tasks;

informative/explanatory texts; narratives

CCSS: Reading Informational Text



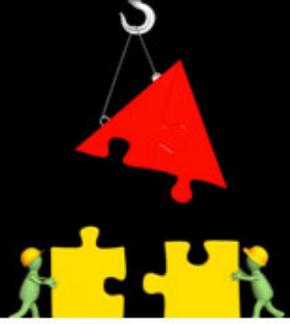
RI Craft & Structure (5)

Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge & Ideas (7)

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text.

Power Strategies



- See Power Strategy Overview in graphic organizer file

The purpose of this lesson is . . .

To teach students **how to** identify and use text features
in informational text



In order to . . .

Preview a text to independently build background knowledge, locate important information, and generate pre-reading questions.



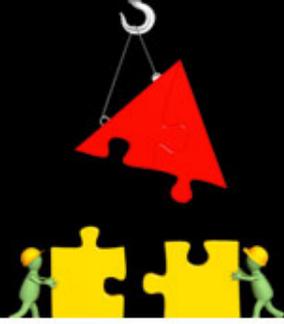
I'll know they've learned it when . . .

They know what text features are and what the purpose is for each feature.

They know how to use text features to build background.

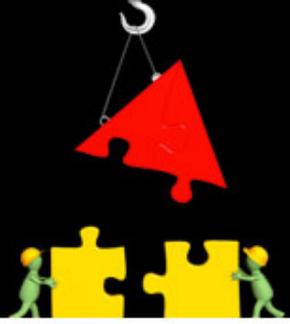
They know how to use text features to help them organize the most-important information in the text.

Here's the **hook!**



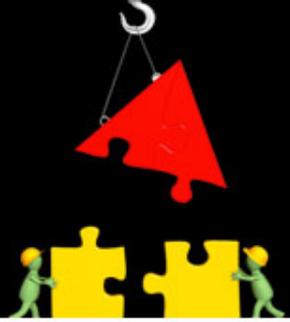
- I used a poem, “Index” from *BookSpeak!*
By Laura Salas

Preview by looking at the cover and making **predictions**.



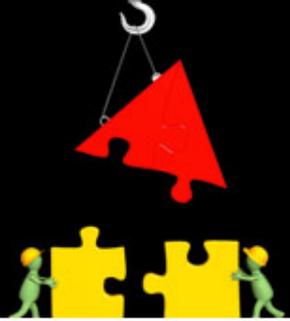
- I used *Phineas Gage* to teach this complete strategy lesson.

Questioning



- See Questions Matrix in graphic organizer file.

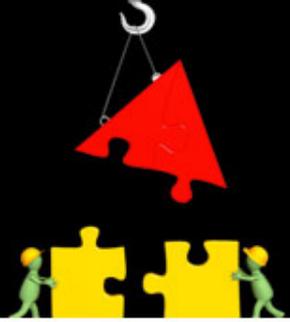
CCSS: Reading Informational Text



Integration of Knowledge and Ideas

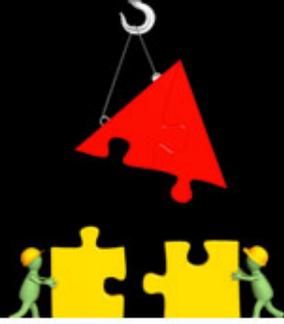
- 7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text.**

Teaching Text Features in Textbooks



- See World History template and Textbook Activity Guide for the New Kingdom in Graphic Organizer file

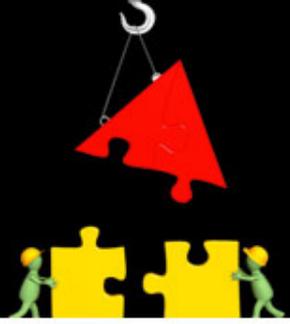
What are you observing?



- Are teachers providing explicit instruction (how-to lessons) for strategies?
- Do teachers use a “gradual release of responsibility” model for strategy instruction? (instruction, practice, closure)
- Do teachers ask themselves what students **need to know how to do** and then choose appropriate text as a vehicle?



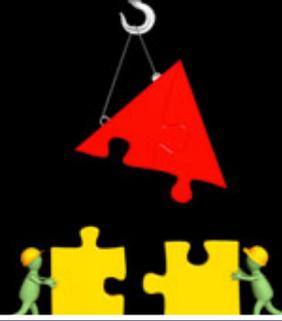
Strategy Instruction Is the Common Ground



RL: Key Ideas and Details

RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Close Reading & Textual Evidence



The purpose of this lesson is to teach students HOW TO . . .

Read and analyze a text providing evidence from text to support claims



In order to . . .

Develop strategies for independently decoding, analyzing and comparing texts

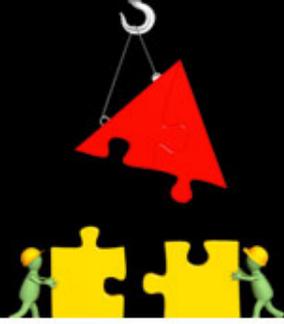


I'll know they've learned it when . . .

1. They know how to identify structure, language and details to make claims/judgments about a text.

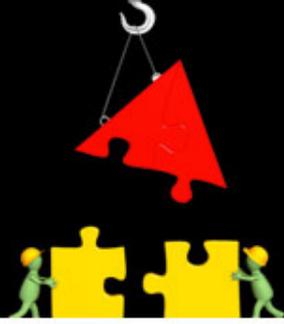
2. They know how to determine central theme/idea based on evidence from the text.

Close Reading of Text

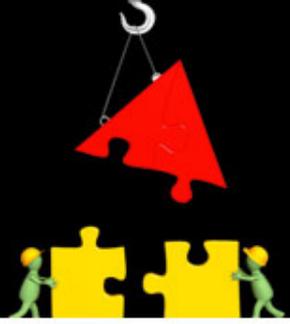


I used “The Hangman” poem by Maurice Ogden to demonstrate close reading of text (see graphic organizer file: Triple Entry Journal).

Areas of Understanding (Based on Costa's Work

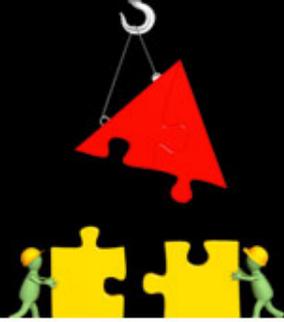


Cues & Prompts for Close Reading



- **What is one word or phrase that would help a reader establish the author's theme or central idea?**
- **Which of the following would best express the impact of the structure on the mood of the poem?**
- **Consider the following sentence. In what way would the poem be changed if this sentence were omitted?**
- **As you read a new text, which strategies will you use to help you read and analyze?**

Re-Read, Re-Think Respond



- How does the author's repetition of the "And we gave him way, and no one spoke



Out of _____ for the Hangman's cloak" lead the reader to the central theme of the text?

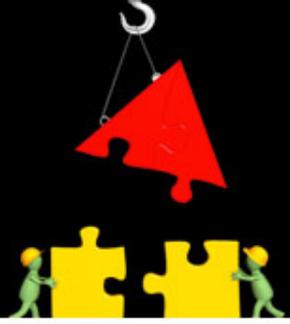
- In what ways do the individual sections of the poem contribute to the central theme of the whole text?

Focus on Language



- **Authors choose their words carefully. Highlight all the words or phrases used to describe the Hangman and then discuss how the words help the reader create an image of the Hangman that is consistent with the central theme of the poem?**

Guided Practice

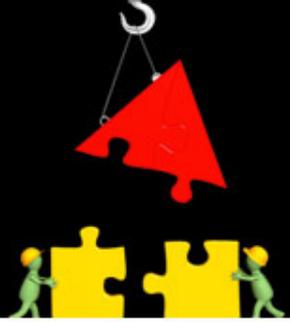


- I used these two poems for guided practice of close reading of text (both by James Mitsui):

“Destination: Tule Lake Relocation Center, May 20, 1942”

“Holding Center, Tanforan Race Track, Spring 1942”

Show students how to make claims based on multiple texts.



RI 7: “Integrate information presented in different media or formats (e.g., visually, quantitatively,) as well as in words to develop a coherent understanding of a topic or issue.”



RI 9: “Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).”

FACTS & QUESTIONS LADDER

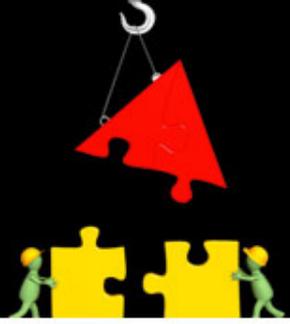


Red Scare--McCarthyism

F

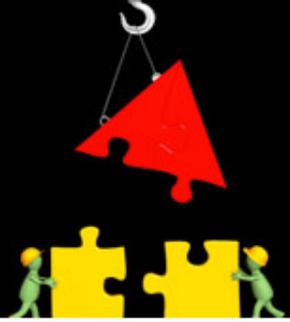
Q

Political Cartoons: The “Red Scare”



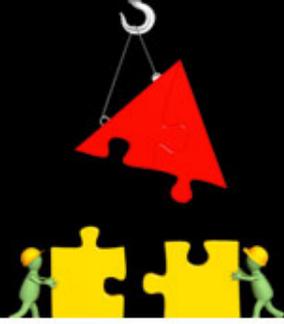
- Find political cartoons on google images
- All titles for this lesson listed on the “Books Used” listing in this file. See Arthur Miller entry.

Standards Intersect



SL 3: “Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.”

Analysis of Persuasive Text

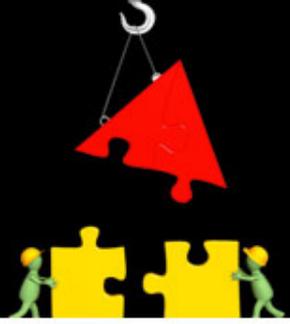


Logos

Ethos

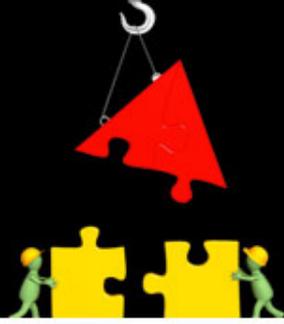
Pathos

Importance of Talk in Writing



- See Point of View Guide in graphic organizer file

Point-of-View Writing: Examples for POV Guide

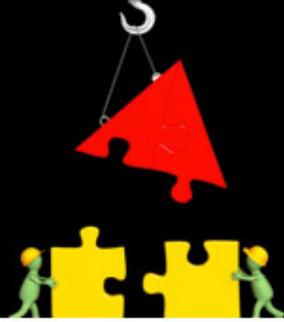


- **Eyes**

What have you seen that prompted you to take a stand against the direction Senator McCarthy was taking?

- **Head**

What do you think other political leaders think about the actions they see in the trials?

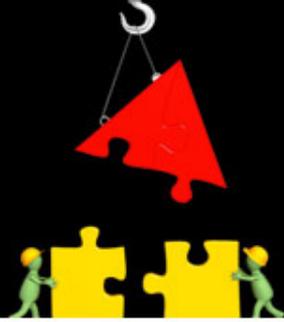


- **Ears**

What responses do you expect to hear from your colleagues?

- **Mouth**

What would you like to tell someone whose life has been ruined by the McCarthy trials?



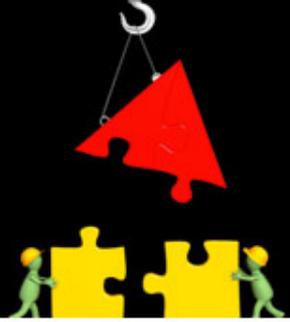
- **Heart**

What makes you believe in your heart that you have taken the right action?

- **Hands**

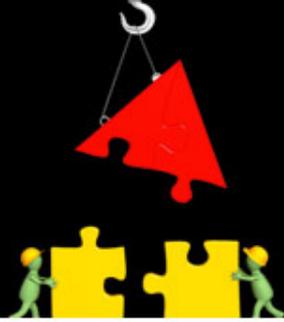
What work will still need to be done to stop the trials and repair damage done by those trials?

“SPAWNing” Writing



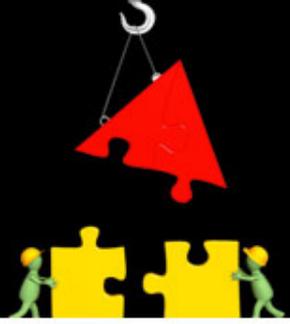
- See SPAWN in graphic organizer file

Examples for SPAWN prompts



- **S (Special Powers)** If you had the power to stop the McCarthy hearings, how would history be different?
- **P (Problem Solving)** Based on the impact of the trials, what would it take to actually solve the problems caused by the Red Scare?
- **A (Alternative Viewpoints)** You've had a chance to interview Senator Smith. What alternative viewpoints would you expect if you were interviewing Senator McCarthy?
- **W (What If?)** What if Senator McCarthy had been right? How would our country have changed?
- **N (Next?)** What will have to happen next to repair lives and damaged reputations?

5 Comprehensive Vocabulary Program



- Prior to starting something new (text/unit)
- Students encounter and discuss new words.

- Teach at least one new word each day.
- 350 per year

Word (world)
Consciousness

Teaching
Individual
Words

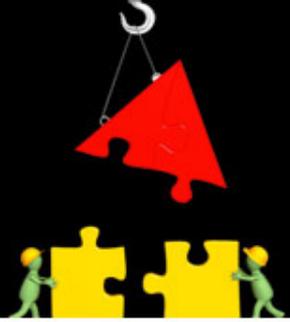
Teaching
Strategies for
Learning New
Words

Increasing
Independent
Reading

- Context Clues
- Structural Analysis
- Multiple-Meaning Words
- Figurative language

Increase the amount
of independent
reading.

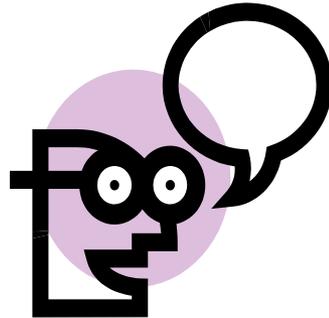
CCSS: Language



Domain-Specific

Words specific to a content area, topic, or field of study

- stanza
- couplet
- alliteration
- onomatopoeia
- revision
- transcendental
- bias
- stereotype
- acquitted

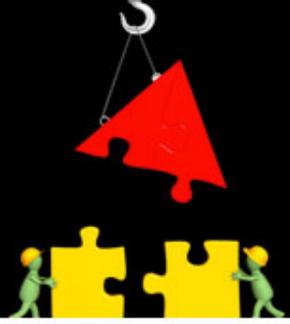


General Academic

General words used across content areas and in general communication

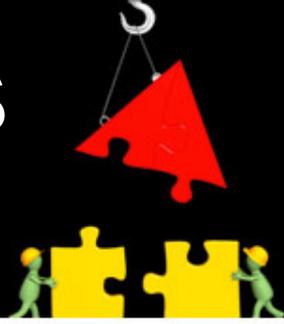
- passage
- argument
- context clues
- excerpt
- most/least likely
- main idea/supporting details
- cite evidence
- analyze
- evaluate

Portable Word Walls in Academic Journals



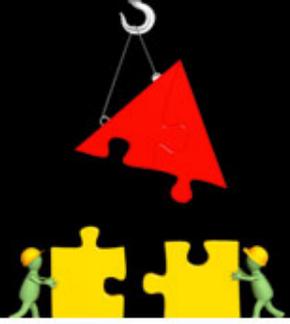
- See graphic organizer file

Teaching “Stopper” Words (WOD)



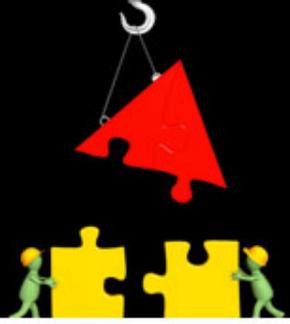
- **Tier 1 Words (basic sight words)**
- **Tier 2 Words (instructional)**
- **Tier 3 Words (rare words)**
- See graphic organizer Words in Context

Teaching Related Words



- See graphic organizer
Alike but Different
- **King, Emperor,
President**
- **Artists/Musicians**
- **Feature article/news
article/op-ed piece**
- **Summary, abstract,
paraphrase,
response**
- **Genre**

Teaching Vocabulary



Language: **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed with a known affix.
 - c. Use a known root word as a clue to the meaning of an unknown word.

The purpose of this lesson is . . .

To teach students how to use context clues



In order to . . .

Help determine meaning of unknown words

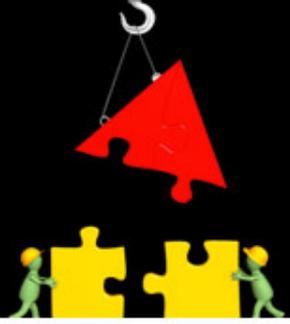


I'll know they've learned it when . . .

1. They know what context clues are and where to look for them.

2. They know how to use context clues to help them determine word meaning.

Modeled Lesson (how-to)



Insert any sentence that has a challenging word with identifiable word parts.



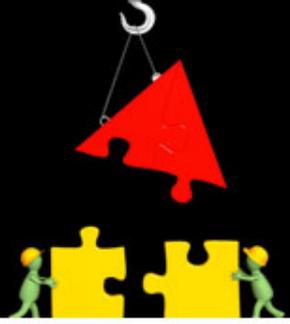
1.

2.

3.

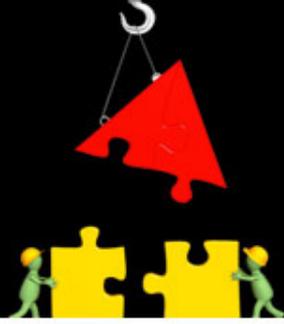
4.

In my own words, using context clues means . . .



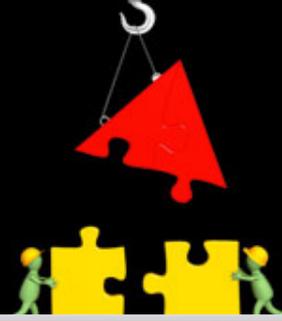
- See Using Context graphic organizer

Assessment Matches Instruction



- See concept circles in graphic organizer file

Use Increasingly Complex Texts



Oh, Yuck (Masoff)

Horrible Science (Arnold)

Direct Instruction: Complex Text

Hot Zone (Preston)

Deadly Invaders (Grady)



Use Strategy with Challenging Text

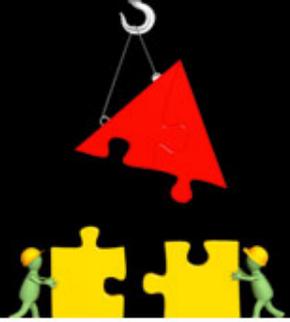
Textbook

CDC Document



Student-Generated “Text” to Demonstrate Learning

What are you observing?



- **Are teachers spending time teaching students how to decode a variety of text types IF students have not been taught to do so?**
- **Are teachers supporting students in transferring the “code breaking” to other, more-complex texts?**
- **Do teachers know how to determine text complexity?**
- **Do students have time to read independently to increase knowledge of words, language patterns, world knowledge & fluency?**