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

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.
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 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
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
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

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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.
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.
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.
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?
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

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

Increase the amount of independent reading.

Word (world) Consciousness
Teaching Individual Words
Teaching Strategies for Learning New Words
Increasing Independent Reading
## CCSS: Language

<table>
<thead>
<tr>
<th>Domain-Specific</th>
<th>General Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words specific to a content area, topic, or field of study</td>
<td>General words used across content areas and in general communication</td>
</tr>
<tr>
<td>- stanza</td>
<td>- passage</td>
</tr>
<tr>
<td>- couplet</td>
<td>- argument</td>
</tr>
<tr>
<td>- alliteration</td>
<td>- context clues</td>
</tr>
<tr>
<td>- onomatopoeia</td>
<td>- excerpt</td>
</tr>
<tr>
<td>- revision</td>
<td>- most/least likely</td>
</tr>
<tr>
<td>- transcendental</td>
<td>- main idea/supporting details</td>
</tr>
<tr>
<td>- bias</td>
<td>- cite evidence</td>
</tr>
<tr>
<td>- stereotype</td>
<td>- analyze</td>
</tr>
<tr>
<td>- acquitted</td>
<td>- evaluate</td>
</tr>
</tbody>
</table>
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
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.
Insert any sentence that has a challenging word with identifiable word parts.
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?