Rethink Literacy! 2.0

LANGUAGE ARTS

Incorporating Literacy Instruction in the High School ELA/Social Studies Classroom

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Rethink Literacy: 2.0
Literacy Instruction Across the Content Areas for
9th-12th Grades
Session Agenda

Morning Break is scheduled from 10:15-10:25 | Lunch on your own will be from 12:25-1:25

Concurrent Sessions	
ELA	**8:15-10:15** Session 1: Self-study Guide for Implementing Literacy Interventions (REL-SE)
	10:25-12:25 Session 2: Differentiated Instruction
	1:30-3:30 Session 3: Content-Driven Strategies for ELA: Fluency, Vocabulary, and Comprehension
Math	**8:15-10:15** Session 1: Differentiated Instruction
	10:25-12:25 Session 2: Self-study Guide for Implementing Literacy Interventions (REL-SE)
	1:30-3:30 Session 3: Content-Driven Strategies for Math: Fluency, Vocabulary, and Comprehension
Science	**8:15-10:15** Session 1: Differentiated Instruction
	10:25-12:25 Session 2: Content-Driven Strategies for Science: Fluency, Vocabulary, and Comprehension
	1:30-3:30 Session 3: Self-study Guide for Implementing Literacy Interventions (REL-SE)

INCORPORATING LITERACY INSTRUCTION

in HIGH SCHOOL **ELA/SOCIAL STUDIES** CLASSROOMS

Rethink Literacy 2.0: Grades 9-12

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Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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Session Norms

- Silence your cell phones

- Please check and/or reply to emails during the scheduled breaks

- Be an active participant

- Do not hesitate to ask questions

Participate!

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Agenda

- Review College- and Career-Readiness Standards for ELA and Social Studies

- Interact with Discipline-Specific Research-Based Strategies for Improving Vocabulary, Fluency, and Comprehension in ELA and Social Studies

- How to Identify and Address the Needs of Struggling Students

- How to Differentiate Instruction in a Middle School Classroom

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Key Questions

1. What skills and strategies do strong readers use to make meaning?

2. What practices and programs are being used in your school?

3. How and in what ways can feedback be used to help struggling students?

4. What are your instructional challenges and successes with teaching vocabulary and comprehension? (Chart It!)

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Literacy

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

126 million youth worldwide are illiterate.

High School Literacy Challenges

- If students are unable to read and comprehend the key materials of a content area course, their ability to learn the skills and concepts of that subject is severely hampered.

- If students are unable to write, their ability to convey understanding through justification statements or a short summary is impeded.

- Students' below-grade-level reading skills and poor writing skills are the biggest challenges students have to succeed in a content area course.

COLLEGE and CAREER-READINESS STANDARDS
FOR ELA and SOCIAL STUDIES

A Review

ELA Major Shift 1: Literary and Informational Text

- Students must be able to read literary and informational texts.

- The MS CCRS for ELA does not reduce the importance of literature.

- Informational text includes social studies, science, technical subjects, etc.

- Students will build knowledge in the content areas.
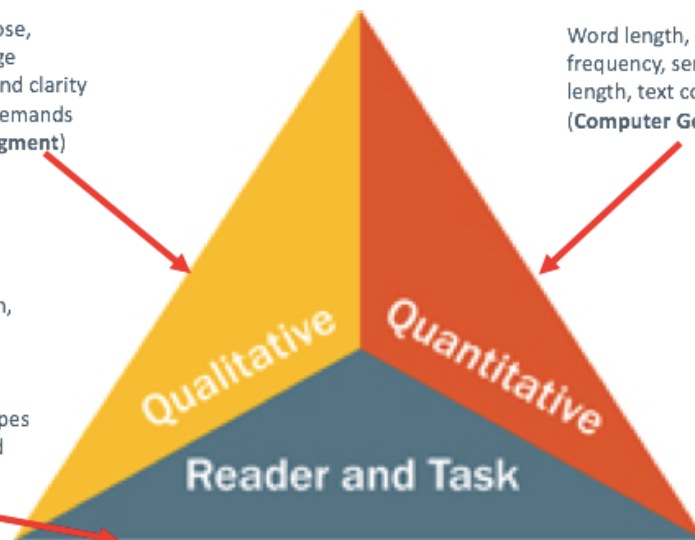
ELA Major Shift 2: Staircase of Complexity

- Students will read grade-level-appropriate texts.

- These texts will vary in complexity from readily accessible to moderately complex to very complex.

- Teachers will provide ample time and scaffolding to help students closely read the varied complexities of text.

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Determining Text Complexity

Meaning or purpose, structure, language conventionality, and clarity that knowledge demands (**Professional Judgment**)

Word length, word frequency, sentence length, text cohesion (**Computer Generated**)

Reader: motivation, knowledge, and experience
Task: purpose of, complexity, and types of questions posed (**Professional Judgment**)

Qualitative

Quantitative

Reader and Task

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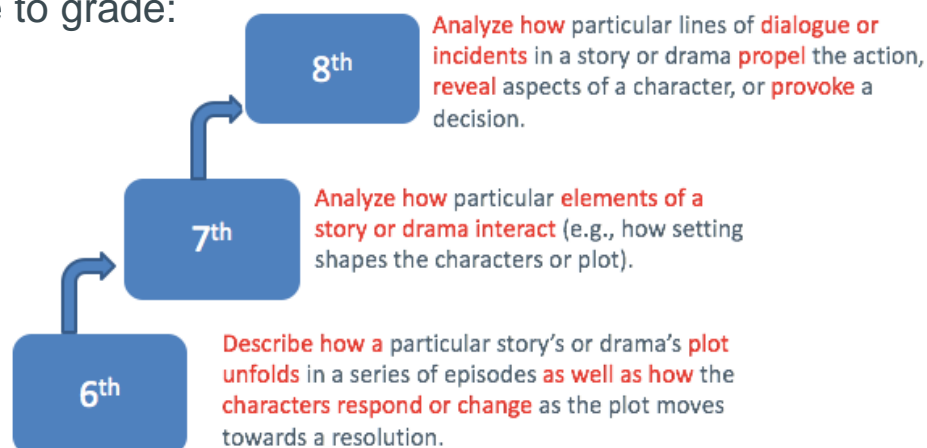EDUCATION
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ELA Major Shift 3: Writing to Text

- Students will write about what they read.

- Writing takes on many forms, including narrative, informational, and opinion/argumentative writing.

- Students should not be writing about random disconnected topics (i.e., what I did on my summer vacation).

- Narrative writing, while based upon text, still allows for creativity.

- The focus of writing is content, not process.

Progression of Standards

An example of how a standard (RL.3) progresses from grade to grade:

8th — Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

7th — Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

6th — Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

Scaffolding Document

For the purposes of completing the scaffolding documents, committee members were given the following guidance:

- To **know** identifies students' **prior knowledge** based on previous exposure and experience from the MS CCRS for ELA.
- To **understand** refers to key **conceptual understanding** that a student must have mastered from previous exposure and experiences from the MS CCRS for ELA in order to be successful with the **application** component of the standard.
- To **do** explains the **actual skills and application** that the standard requires in order for a student to be successful on an ELA task.

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Scaffolding Document

	What a student should know or be	What a student should understand	Student Evidence

Tenth Grade

CCR.R.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.

RL. 10.9	Desired Student Performance		

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**A student should know (Prerequisite Knowledge)**
	
	• That author's and artists often draw from source material such as previously written texts, plays, songs, etc., to create something new (allusion, allegory, parody, parable, etc.)
		A student should understand (Conceptual Understanding)
		
		• A primary text is an authentic, first-hand account; conversely, source material refers to a text that is referenced in a later work.
		• That authors use techniques such as allusion, allegory, and parody to draw from and transform source material.
		  ○ Allusion is an explicit or implied reference to an external event, person, or text.
		  ○ Allegory is an extended metaphor or symbolic treatment of a complex concept.
		  ○ Parody is a "spoof" or humorous re-interpretation of an event, person, or text.
			A student should be able to do (Evidence of Knowledge)
			
			• Compare and contrast the treatment of a topic or theme in two or more texts/mediums.
			• Identify and explain allusions, allegorical elements, parodies, etc. within a text.
			• Write an analysis of how an author uses/transforms source material within a specific work.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
source material, draw(s) on, transform, theme, topic, subject, allusion, allegory, parody, parable, metaphor, simile

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Scaffolding Instruction

- Students must have mastery of the prerequisite knowledge. If they do not, teachers must identify the deficiency and implement interventions to help students achieve mastery of these skills.

- The prerequisite skills may be the standards from previous grades.

- Teachers should teach for understanding of the conceptual knowledge required in the document.

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Scaffolding Instruction

- Students should be able to "do," or show mastery, of the skills under Evidence of Knowledge. This evidence should be in the form of writing, speaking, projects, formative and summative assessments, etc.

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Scaffolding Instruction: What Does This Mean?

1.   **2.**   **3.**   **4.**

Tenth Grade

CCR.R.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.

RL. 10.9	Desired Student Performance		
	A student should know (Prerequisite Knowledge)	A student should understand (Conceptual Understanding)	A student should be able to do (Evidence of Knowledge)
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	• That author's and artists often draw from source material such as previously written texts, plays, songs, etc., to create something new (allusion, allegory, parody, parable, etc.)	• A primary text is an authentic, first-hand account; conversely, source material refers to a text that is referenced in a later work. • That authors use techniques such as allusion, allegory, and parody to draw from and transform source material. ○ Allusion is an explicit or implied reference to an external event, person, or text. ○ Allegory is an extended metaphor or symbolic treatment of a complex concept. ○ Parody is a "spoof" or humorous re-interpretation of an event, person, or text.	• Compare and contrast the treatment of a topic or theme in two or more texts/mediums. • Identify and explain allusions, allegorical elements, parodies, etc. within a text. • Write an analysis of how an author uses/transforms source material within a specific work.

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Scaffolding Instruction: Scaffolding Frame

Turn to the person beside you and construct a statement in which you summarize the progression from columns 1 to 4.

Before students can . . . , they need to . . . . They should understand that . . . . Then they should be able to . . . .

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Streamlining Instruction

1. Analyze data to determine the Reading focus standard.

2. Analyze the other Reading standards within the focus strand to determine additional standards that naturally fit with that focus standard.

3. Integrate the Reading standards in the other strand.

4. Construct a writing task that aligns with the Reading standards, the texts, and one of the writing types required by the MS CCRS.

5. Teach grammar in the context of reading and writing.

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Standards for Reading Literacy in History/Social Studies (6-12)

- Students must be able to analyze, evaluate, and differentiate primary and secondary sources
- Students must be able to read complex informational texts with independence and confidence because the majority of reading in college and workforce training programs is sophisticated nonfiction

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Progression of a Reading Literacy Standard

6th-8th Grade Reading Literacy Standard

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.

9th-10th Grade Reading Literacy Standard

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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Competent Reading in Social Studies

Students who are proficient in reading in social studies….

- Monitor their own comprehension

- Use reading strategies when understanding begins to break down

- Summarize after each paragraph

- Use headings, captions, images, maps, etc. to enhance understanding

- Determine the meanings of words and phrases in context

- Connect content to what they already know

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Build Reading Comprehension in Social Studies

- Scaffold reading assignments

- Teach academic vocabulary development

- Provide support in constructing meaning from primary and secondary sources

- Utilize a wide variety of fiction and non-fiction materials that capture student interest and help paint a picture of other places and times

- Teach about bias in the author's meaning and beliefs

- Use concept maps, questions, graphic organizers, and opportunities for students to interact with one another about the text

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Writing Standards in Social Studies

- Writing is a key means of asserting and defending claims, showing what students know about a subject, and conveying what they have experienced, imagined, thought, and felt.
- Students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately.
- Students have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

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Progression of a Writing Literacy Standard

6th-8th Grade Writing Literacy Standard

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

9th-10th Grade Writing Literacy Standard

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and create and organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

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BREAK

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INCORPORATING DISCIPLINE-SPECIFIC, RESEARCH-BASED STRATEGIES for IMPROVING

VOCABULARY, FLUENCY, and COMPREHENSION

in ELA and SOCIAL STUDIES

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Powerful, Evidence-Based Difference Makers in Middle School

Fluency, Vocabulary, Comprehension

- Metacognitive Strategies

- Reciprocal Teaching (Multi strategy Instruction)

- Writing

Motivation, Engagement, Achievement

- Feedback (learning goals and performance goals)

- Challenging Goals

- Student-Determined Grades

- Safety Nets and Interventions

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VOCABULARY

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What is Vocabulary?

The **words students must know** to communicate and **to understand** a text

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Vocabulary Acquisition

The ways that students learn words can be classified into 2 main categories:

Intentional vocabulary instruction
Incidental vocabulary learning

The two are inter-connected (Graves, 2000).

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Vocabulary Acquisition

Intentional Instruction
- Exposure to words through direct, explicit instruction
- Fewer words, deeper knowledge
- Instruction in word learning strategies
- Prioritized vocabulary instruction (emphasis on tier 2 words

Incidental Learning
- Indirect exposure to words
- Most words learned this way
- Independent use of word learning strategies
- Exposure to all "tiers"

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Direct Instruction

According to the National Reading Panel (2000), explicit, **direct** (intentional) **instruction** of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies.

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Teaching and Learning Vocabulary: *An Indirect Vocabulary Strategy*

In order to construct (build) the vaulted (rounded) ceiling a wooden scaffold (temporary help) was erected (set upright) connecting the two walls of the choir one hundred and thirty feet above ground. On the scaffolding (temporary help) wooden centerings like those used for the flying buttresses were installed.

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Selecting Words: *Direct Instruction*

When selecting target words, consider:

- What words are likely to be unfamiliar to my students?

- What words contain multiple meanings?

- What words are essential for comprehension?

- What words are important to the goals of my lesson?

- What words are my students likely to encounter in across a variety of domains?

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Tiers of Vocabulary

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Activity: Tiers of Vocabulary

Each table group has been given a bag of vocabulary terms. Categorize these terms by the three tiers of vocabulary. Be prepared to share your work with the whole group.

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Selecting Words: Vocabulary Selection Planner

TIER TWO WORDS IN THIS TEXT	TIER THREE WORDS IN THIS TEXT
Of the Tier Two words in this text, which are likely unfamiliar to my students?	Of the Tier Three words in this text, which are likely unfamiliar to my students?
Which Tier Two words from this text are essential for comprehension?	Which Tier Three words from this text are essential for comprehension?
Which Tier Two words will I target for explicit instruction?	Which Tier Three words will I target for explicit instruction?
Which Tier Two words will I cover through incidental instruction?	Which Tier Three words will I cover through incidental instruction?

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Research-Based Strategies for Vocabulary Instruction

- Direct Instruction

- Context

- Vocabulary Self-Rating Scale

- Vocabulary Knowledge-Rating Chart

- Word Walls

- Alphaboxes

- Frayer Model

- PAVE Map

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Vocabulary: What Works?

- Print vocabulary increasingly contains words that are rarely part of oral vocabulary, particularly content-area material.

- Strategies that use morphology (prefixes, roots, suffixes) of words to derive the meaning of unfamiliar words should be taught.

- There should be **strategic** use of reference materials (glossaries in textbook).

Looking words up and copying definitions is not explicit nor strategic and has been identified as a least effective form of learning vocabulary.

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Determining the Meaning of Words in Context

Context clues

Parts of words

Resources

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Types of Context Clues

TYPE OF CONTEXT CLUE	EXAMPLE*
Definition: The author explains the meaning of the word in the sentence or selection.	When Sara was hiking, she accidentally walked through a patch of **brambles**, *prickly vines and shrubs*, which resulted in many scratches to her legs.
Synonym: The author uses a word similar in meaning.	Josh walked into the living room and accidentally tripped over the **ottoman**. He then mumbled, "I wish people would not leave the *footstool* right in the middle of the room. That's dangerous!"
Antonym: The author uses a word nearly opposite in meaning.	The supermarket manager complained, "Why do we have such a **plethora** of boxes of cereal on the shelves? *In contrast*, we have a real *shortage* of pancake and waffle mix. We've got to do a better job ordering."
Example: The author provides one or more example words or ideas.	There are many members of the **canine** family. *For example, wolves, foxes, coyotes*, and pets such as *collies, beagles*, and *golden retrievers* are all canines.
General: The author provides several words or statements that give clues to the word's meaning.	It was a **sultry** day. The day was *very hot and humid*. If you moved at all, you would *break out in a sweat*. It was one of those days to *drink water* and *stay in the shade*.

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Clues in Context

Context Clue Type	Example
Root Word/Affix	People who study birds are experts in ornithology.
Logic	Birds are always on the lookout for predators that might harm their young.
Compare/Contrast	Unlike mammals, birds incubate their eggs outside their bodies.
Example/Illustration	Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.
Definition	Frugivorous birds prefer eating fruit to any other kind of food.
Grammar	Many birds migrate twice each year.

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Context Clues Activity

- This activity provides an opportunity to use specific types of context clues to determine word meanings.

- With a partner, read "A Vicarious Journey" passage provided to you.

- Determine the meaning of the words in bold using context clues.

- Determine what **type** of context clue you used to figure out the word meanings (previous slide)

- Record your answers on the sheet provided.

- Share with the group.

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Using the CPR Strategy

If you read a word that you do not understand:

1. Look for CONTEXT CLUES. Reread the sentence and the surrounding sentences.

2. Can you break the WORD into PARTS? (If not, go to Step 3.)
    a. Is there a PREFIX? What does it mean?
    b. Is there a SUFFIX? What does it mean?
    c. Is there a ROOT WORD? What does it mean?
    d. Put the meaning of the word parts together. What is the meaning of the whole word?

3. Infer what the word means.

4. INSERT your meaning into the original sentence to see whether it makes sense.

5. If needed, use the DICTIONARY to confirm your meaning.

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Interactive Word Walls

A **Word Wall** is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display. (McCarrier, Pinnell & Fontas, 2000)

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Using Word Walls

- Incorporate Morphological Instruction

- Apply Context Clues

- Interact with the words daily!

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Using Word Walls

Incorporate Morphological Instruction:

- Morphemes – meaningful chunks of words
  Morphology – study of the meaningful chunks of words
  Roots, affixes

- Word sorts (sort by meaning of in- prefix, such as in=not, in=inside, in=not a prefix/morpheme)

- Word building (start with a root word and build new words by adding prefix or suffix and then continue by adding another, etc.)

- Root word/Vocabulary trees (definition is "roots", branches are words that use root, twigs are examples of where the word has been used)

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Using Word Walls: Vocabulary Instruction

Interact with the words daily!

- Make sure the words on your word wall contain these elements.

- Create activities and opportunities for the students to practice these words daily.

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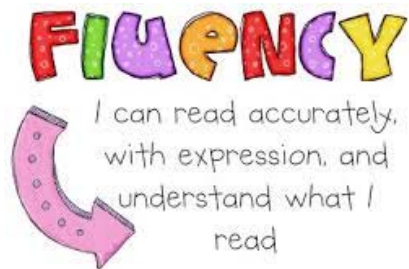## Interactive Word Walls in the Content Area Classroom

- Be selective (Tier 2 words)

- Add words gradually (5-10)

- Make it visually appealing

- Use it! (class games, student writing, etc.)

- Insist on correct spelling of word wall words

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FLUENCY

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What is Fluency?

The ability to read text **accurately** and **quickly** with **expression**.

Speed + Accuracy + Prosody = Fluency

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When Do I Teach Fluency?

Type of Instruction	Kindergarten	Grade 1	Grade 2	Grade 3-5	Grade 6 and above
Letter Name Fluency	X	X			
Sound/Spelling Fluency	X	X			
Regular Word Reading Automaticity	X	X	X		
Irregular Word Reading Automaticity	X	X	X		
Multisyllabic Word Reading Automaticity			X	X	X
Reading Decodable Text	X	X	X		
Prosody-Phrasing		X	X	X	
Prosody-Expressiveness		X	X	X	
Reading Connected Text		X	X	X	X
Modeled Fluent Reading	X	X	X	X	X
Independent Silent Reading	X	X	X	X	X

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Fluency: A Key Piece of the Puzzle

Fluency is the missing piece of the reading puzzle for many older students. They can decode, but they cannot do it automatically and accurately enough to comprehend text.

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Fluency is Crucial in the Content Areas

Fluent readers have more "brain space" available for gleaning information from the text. They do not have to spend time and "brain power" decoding words and information. Their time is spent learning, thinking about what they are reading, and what it means."

(Miller and Veatch, 2011)

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Research-Based Strategies for Improving Fluency

• Independent Reading

Students read books **on their reading level** that are **centered on content-area topics.**

• Paired Reading

Students read aloud to each other (more fluent readers can be paired with less fluent readers, or children who read at the same level may be paired).

• Repeated Reading

This strategy was developed to help non-fluent readers improve fluency and, ultimately, reading text at an independent reading level for comprehension.

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Research-Based Strategies for Improving Fluency

Teacher Read-Alouds

Assisted Reading

Choral Reading **–** Groups of children read the same text aloud.

Audio-Assisted Reading **–** Give students text and other reading materials on audiotape or a CD and allow them to listen on their own while reading a print version of the text.

Students Read

First, have students read the words several times.

Next, select each sentence containing the words and have students reread these sentences.

Then, have students read the entire passage, selection, or page.

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Building Fluency through Silent Reading & Reading for Enjoyment

- Build classroom libraries to include books that are of interest to adolescent readers.

- Promote independent reading using reading levels as well as interest.

- Encourage response to reading activities with books such as book talks.

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COMPREHENSION

What is Comprehension?

The ability to understand, **remember**, and **communicate**
with others about what has been read.

The goal of reading…

Comprehension

Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading comprehension consists of three elements: the text, the reader, and activity.

Comprehension Instruction

1. Carefully select the text to use when first beginning to teach a given strategy.

2. Show students how to apply the strategies they are learning to different texts, not just to one text.

3. Ensure that the text is appropriate for the reading level of students.

4. Use direct and explicit instruction for teaching students how to use comprehension strategies.

5. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning.

6. When teaching comprehension strategies, make sure students understand that the goal is to understand the content of the text.

Power of Building Background Knowledge

Background knowledge is tied to fluency, vocabulary, and comprehension. Building it is worth the effort.

- Provides vocabulary necessary for comprehension

- Bridges gaps intentionally left by writers which contributes to more fluent reading

- Clears space in working memory which allows more thinking to occur

- Provides clarity to ambiguous concepts

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Activating Prior Knowledge

- This strategy helps students make connections to the **new information** they will be learning

- By tapping into what students **already know**, teachers can assist students with the learning process.

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Anticipation Guide

An **Anticipation Guide** is a *before* reading strategy used to start students thinking about what they know (or think they know) about a topic.

- The teacher develops the Anticipation Guide by **creating 5 - 10 statements** about the content students will be exploring.

- Students read each statement and **Agree or Disagree** with it. They do not have to share their answers, but they have to put an answer for each statement.

- After they have agreed or disagreed with each statement, students are to **read the related text**, and they **can change or revise their answers** if they learn something new.

67

ABC Brainstorm Map

- Before having your students talk about a major topic, it is essential to activate their background knowledge about it.

- Students try to **think of a word or phrase** associated with the topic, **matched to each letter of the alphabet**.

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Activity: Content Topics Brainstorm

- Each table group has been given a Social Studies topic card.

- Brainstorm keywords that apply to your topic.

- Use the chart paper at your table groups to create a brainstorm map on your topic.

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RESEARCH-BASED
COMPREHENSION STRATEGIES

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Previewing Text

Textbook previewing strategies focus not only on the structure of the text, such as the table of contents, index, chapter introductions, and so forth, but on a **content overview**, which focuses on the concepts and questions covered in the chapter and their interrelationships.

71

Questioning

Answering questions can be effective because they:
- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

Generating questions makes students aware of:

- Whether they can answer the questions

- Whether or not they understand what they are reading

- Questions that require them to combine information from different segments of text (analysis and synthesis)

72

H.O.T. Questions

- **Higher Order Thinking** Questions require to students to apply critical thinking skills

- Without prior planning many questions only require recall, which is the lowest level of questioning

- Preplan questions to insure that H.O.T. questions are included

Write them on sticky notes and place them throughout text

73

Discussion

Discussion is a cornerstone for reading comprehension. Talking with adults and other students plays a critical role in helping students _clarify_ meaning and _extend_ their understanding of texts that contain new information. It is important that students make _personal connections_ to texts, not simply recall or summarize them; group discussions and conversations help students to do this.

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T.H.I.E.V.E.S. Previewing Strategy

Title

Headings

Introduction

Every first sentence in a paragraph (1-2 pages)

Visuals and vocabulary

End-of-chapter questions

Summary

T.H.I.E.V.E.S. Previewing Strategy

Title

What is the title?

What do I already know about this topic?

Does the title express a point of view?

Headings

What does this heading tell me I will be reading about?

What is the topic of the paragraph beneath it?

How can I turn this heading into a question that could be answered in the text?

T.H.I.E.V.E.S. Previewing Strategy

Introduction

Is there an opening paragraph?

Does the first paragraph introduce the chapter?

What does the introduction tell me I will be reading about?

Every first sentence in a paragraph

What do I think this chapter is going to be about based on the first sentence in each paragraph?

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T.H.I.E.V.E.S. Previewing Strategy

Visuals and vocabulary

Does the chapter include photographs, drawings, maps, charts, or graphs?

What can I learn from the visuals in a chapter?

How do captions help me better understand the meaning?

Are there important words in boldface type throughout the chapter?

End-of-chapter questions

 What do the questions ask?

What information do I learn from the questions?

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T.H.I.E.V.E.S. Previewing Strategy

Summary

What do I understand and recall about the topics covered in the summary?

Recap: Comprehension Instruction

Before reading
Help students tap into what they already know about the material.
Provide important background information and clarify key vocabulary
Preview the text.

During Reading
Help students monitor their own comprehension.
Teach students to take notes and draw visual representations of what they read.

After reading
Teach students to summarize, self-evaluate, and connect learning.
Discuss the text.

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DIFFERENTIATING INSTRUCTION

Rethink Literacy! 2.0

Classrooms are filled with students who:

have different needs

come from different educational backgrounds

have different attention spans and interests

have different language abilities

have different cultural backgrounds

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Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

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Session Norms

- Silence your cell phones

- Please check and/or reply to emails and texts during the scheduled breaks

- Be an active participant

- Do not hesitate to ask questions

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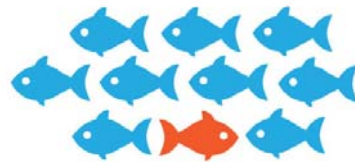
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Session Goals

- Review the meaning of **Differentiated Instruction**

- Discuss how to **tier instruction for differentiation**

- Implement and practice **differentiated instructional strategies**

Opening Activity

Find others who have the same number as you. In your group, answer the following questions. *Be prepared to share out!*

- What **IS** differentiated instruction? What **IS NOT** differentiated instruction?

- What differentiated instruction strategies have you seen used or have you used in your own classroom?

- Why might teachers be hesitant to include differentiated instruction in their classrooms?

WHAT IS DIFFERENTIATED INSTRUCTION?

▶ [Meeting Individual Needs](#)

What is Differentiated Instruction?

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

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What is Differentiated Instruction?

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. *Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.*

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Differentiating the Content

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1) <u>Content</u> – what the student needs to learn or how the student will get access to the information

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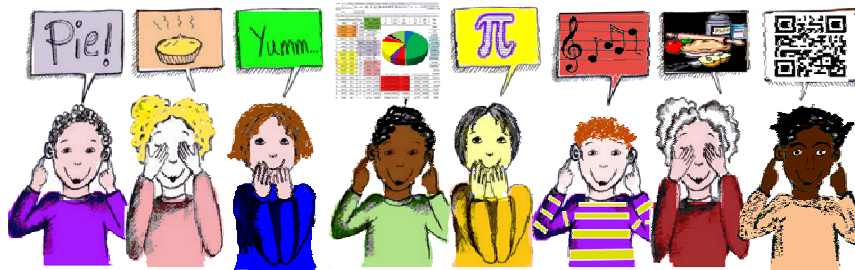
Differentiating the Content

Examples of differentiating content include the following:

- Providing students with choices in order to add depth to learning;
- Provide students with additional resources that match their levels of understanding

- Pre-assess student skills and understandings, then match with appropriate activities
- Present essential facts and skills

Differentiating the Process

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

2) Process – activities in which the student en order to make sense of or master the content
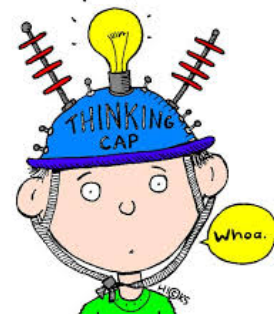
Differentiating the Process

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

Differentiating the Process

Examples of differentiating processes or activities include the following:

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;

- Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;

- Develop activities that reflect student learning styles and preferences

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Differentiating the Products

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

3) <u>Products</u> – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit

Differentiating the Products

Examples of differentiating products include the following:

- Giving students options of how to express required learning (e.g., write a report, take a test, create a brochure, write a speech, produce a skit);

- Using rubrics that match and extend students' varied skills levels;

- Allowing students to work alone or in small groups on their products; and

- Encouraging students to create their own product assignments as long as the assignments contain required elements.

Differentiating the Learning Environments

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

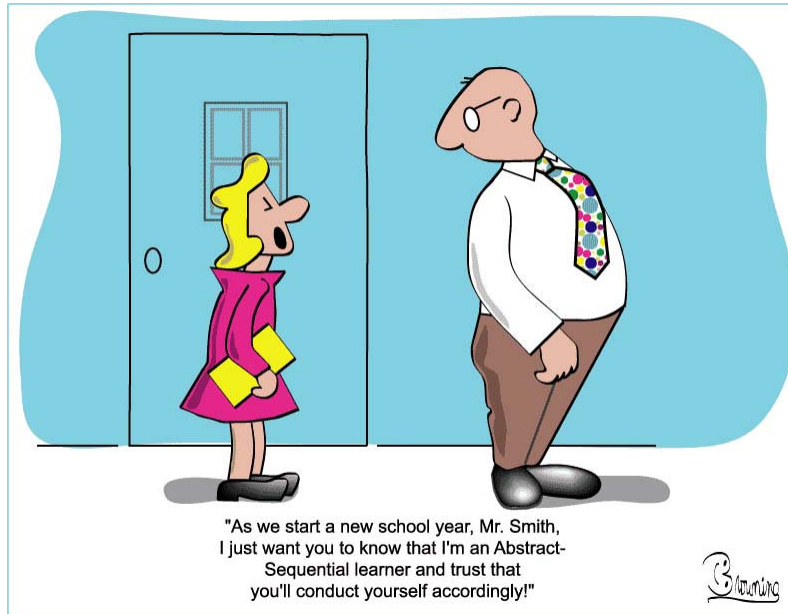4) <u>Learning Environment</u> – the way the classroom works and feels

Differentiating the Learning Environments

Examples of differentiating learning environments include the following:

- Ensuring there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

- Providing materials that reflect a variety of cultures and home settings;

- Setting clear guidelines for independent work that matches individual needs;

- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and

- Helping students understand that some learners need to move around to learn, while others do better sitting quietly

Differentiated Instruction **Table Activity**

As a table, **choose one of the following classroom elements**.
Discuss how you would differentiate instruction in that area. Be ready to share!

1) <u>Content</u> – what the student needs to learn or how the student will get access to the information
2) <u>Process</u> – activities in which the student engages in order to make sense of or master the content
3) <u>Products</u> – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4) <u>Learning Environment</u> – the way the classroom works and feels

---

UTILIZING COMMON ASSESSMENT DATA TO PLAN

TIERED INSTRUCTION

Step 1: Record Results by Standard

Following a common assessment, use the test blueprint to record student results by standard assessed to provide a clear picture of student understanding.

Analyzing Individual Student Common Assessment Data
ELA 2nd 9 Weeks

* Use the Objective Level Report and write in the standards assessed on the 2nd 9 weeks CA.
1. List your students' names for your homeroom.
2. Look at their objective report and write the percentage for each standard
3. For each standard, highlight 60% and above green and below 60% pink.

Student Names/Overall Total				Language Total						Lit Total						Info Total

---

A Note on Scaffolding Instruction

By identifying standards students struggled with, teachers can use the scaffolding document to understand where students might have gaps or be ready for more advanced content, allowing them to better plan tiered instruction.

Using the Scaffolding Document….

1. Locate the 2 weakest standards from Common Assessment that you chose above.

2. Identify the gaps…..Look at the evidence column on the SD for that standard. Which piece of evidence did the students not master?
   Standard _____
   _____
   Standard_____
   _____

3. Next steps/Strategies- What are our next steps to ensure these standards are mastered and the gaps are closed?
   _____
   _____
   _____
   _____
   _____

Step 2: Group Students for Tiered Instruction

Using data from the previous chart, identify students who scored below 60% for each standard and record their names. This creates a grouping system to assist in planning tiered tasks and small group intervention support.

Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____
Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____	Students below 60% Standard____

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What is tiered instruction?

Tiered instruction is making slight adjustments within the same lesson to meet student needs. This includes, but is not limited to:

- Level of complexity
- Amount of structure
- Time allowed
- Number of steps required for completion
- Form of expression (letter, essay, report, research paper, short story, speech)

- Pacing of the assignment
- Materials provided
- Level of independence required

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Planning a Tiered Instruction Lesson

Step 1:
Identify the key concepts, skills, and essential understandings all students need to achieve.

Step 2:
Identify how to cluster groups/activities. There can be multiple levels of tiers, but the number of levels need to be consistent with the tier groups students are currently in.

Planning a Tiered Instruction Lesson

Step 3:
Select the elements to tier.

- Tier by **challenge level** using Bloom's Taxonomy
- Tier by **complexity** by addressing the needs of students at all levels, introductory to advanced
- Tier by **resources** by choosing materials at various reading levels and content complexities

- Tier by **outcomes** by having students use the same materials to develop various end products
- Tier by **process** by having students come to the same end product in their own different ways
- Tier by **product** by grouping students by intelligences or learning styles followed by assignments which fit their preferences

Planning a Tiered Instruction Lesson

Step 4:
Create your on-level tier.

Step 5:
Design a similar task for struggling learners where adjustments are based on student readiness.

Step 6:
If needed, develop a third, more advanced activity for learners who have already mastered the basic standard or competency. This task needs to require more higher-level thinking than the on-level task. Remember that the advanced tier should not be more repetitions or longer assignments of the same on-level task.

DIFFERENTIATED INSTRUCTION ACTIVITIES

Differentiated Instruction Strategies - MENU

Menus

1. Identify the most important element of the lesson or unit

2. Develop a required assignment or project that covers the minimum understanding all students are expected to achieve

3. Create negotiables that expand upon the "main dish" (required assignment) which require students to synthesize, analyze, or evaluate.

4. Create a final optional section for enrichment. This section can be used for extra credit.

Differentiated Instruction Strategies - MENU

Menus

	Overview
Appetizers (Negotiables)	- A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 1)
The Main Dish (Imperatives)	- The assignment or project everyone must complete
Side Dishes (Imperatives)	- A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 2)
Desserts (Extension Options)	- Optional (but irresistible!) high-interest and challenging assignments or projects (Choose 1)

Differentiated Instructional Strategies - MENU

Main Dish	Side Dish	Dessert
You must complete all items to earn a C.	You must complete one to earn a B. You must complete two to earn an A.	Complete one for an A.
- Create a two-column chart comparing Jack's changes from the beginning to the end of *Love that Dog.* - Find examples of alliteration, similes, and metaphors in *Love that Dog.* Create a T-chart that names the technique and examples of each.	- What adjectives would you use to describe the doctors and patients from the art? - Choose a favorite painting and write a conversation that could have happened between the doctor and patient. - Choose a poem from this unit. Read and discuss with a partner, then perform for the class.	- In your journal, write a reflection on how this unit relates to the essential question, "How do stories reveal what we have in common?" - Write a bio-poem about a famous doctor. Include audio or visual displays as appropriate and share with the class.

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Differentiated Instructional Strategy - CUBING

Group Discussion and Cooperative Learning Strategies:

Think-Pair-Share

- What is the benefit of the Menu?
- What additional planning does the classroom teacher need to do to begin using the Menu?
- How do you expect to see students respond to the Menu?

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Differentiated Instructional Strategy - CUBING

Cubing

- Introduce by applying to a familiar object, such as a candy.

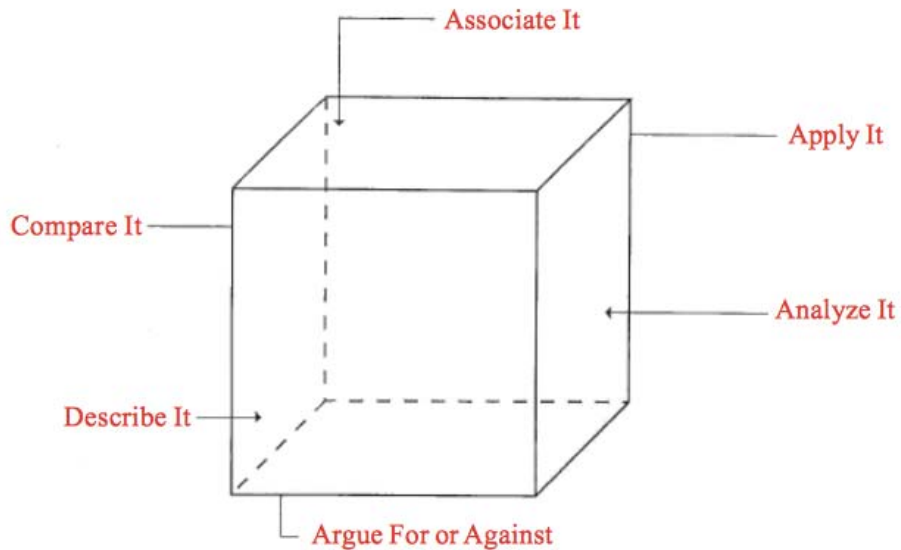- Have students work in groups or pairs.
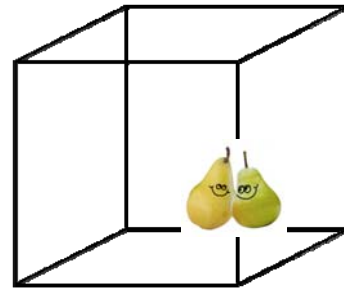
Differentiated Instructional Strategy - CUBING

Cubing

- **Describe It** – What does it look like?

- **Compare It** – Compared to something else, what is it similar to or different from?

- **Associate It** – What do you associate it with? What does it make you think of?

- **Analyze It** – What are its parts? How is it made?

- **Apply It** – What can you do with it? How can you use it?

- **Argue For or Against It** – Present an argument. Give students 10 minutes to build a mini-presentation and share out.

Differentiated Instructional Strategy - CUBING

Associate It

Apply It

Compare It

Analyze It

Describe It

Argue For or Against

Differentiated Instructional Strategy Cubing Activity

CHOOSE ONE OBJECT:

Describe It – What does it look like?

Compare It – Compared to something else, what is it similar to or different from?

Associate It – What do you associate it with? What does it make you think of?

Analyze It – What are its parts? How is it made?

Apply It – What can you do with it? How can you use it?

Argue For or Against It – Present an argument.

Table Talk Activity

Group Discussion and Cooperative Learning Strategies:

Numbered Heads Together

- What planning needs to be done by the teacher prior to using the cube strategy?
- How can the cube be used across content areas to differentiate instruction?
- How could the cube be used for both group and independent work?

Differentiated Instructional Strategy – Tic Tac Toe

Tic-Tac-Toe

- Identify the instructional focus of a unit of study

- Use assessment data and student profiles to determine student readiness, learning styles, and interests

- Design nine different tasks

- Arrange the tasks on a choice board

- Select one task required for all students and place it at the center

- Students complete three tasks, one of which must be the task in the middle square, completing a Tic-Tac-Toe row
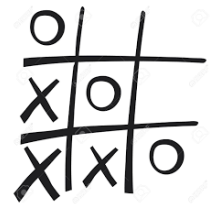
Differentiated Instructional Strategy – Tic Tac Toe

Tic-Tac-Toe Adaptations

- Allow students to complete any three tasks, even if they don't make a Tic-Tac-Toe

- Assign students tasks based on their readiness, or create different choice boards based on readiness

- Create choice board options based on learning styles or learning preferences (Example: a choice board could include three kinesthetic tasks, three auditory tasks, and three visual tasks)

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Differentiated Instructional Strategy – Tic Tac Toe

Tic-Tac-Toe Example

Interpersonal Task	Kinesthetic Task	Naturalist Task
Logical Task	Student Choice	Intrapersonal Task
Interpersonal Verbal Task	Musical Task	Verbal Task

Rick Wormeli

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Differentiated Instructional Strategy – Tic Tac Toe

Draw your own visual representation of *"Tales from the Heart"* based on themes learned in this unit.	**Judge** three websites on the body systems.	**Show** an artistic representation of one of the poetry pieces read during the unit.
Classify examples of simile and metaphor found in *Love that Dog.*	**Unit Test**	**Play** the Simile, Metaphor, or Alliteration game with a partner.
Summarize the changes in Jack from the beginning of *Love that Dog* to the end, and what caused the changes.	**Predict** the conversation that will take place between the doctor and the patient in Norman Rockwell's painting, "Doctor and Doll."	**Interview** a doctor or scientist to learn more about the body systems.

Table Talk Activity

Group Discussion and Cooperative Learning Strategies:

Tea Party

- What is your previous interaction with "Tic-Tac-Toe" in the classroom?
- How can Tic-Tac-Toe be used as a differentiated instruction tool?
- How do you see yourself using this strategy in your classroom?

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Differentiated Instructional Strategy - TECH

Technology Benefits

- Multimedia reaches multiple senses

- Multimedia projects validate self-expression

- Technology gives a sense of ownership to the user

- Multimedia creates an active rather than passive atmosphere for learning

- Technology fosters communication among students, as well as between students and teachers

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Table Talk Activity

Technology Activity

- Discuss technology resources you currently use in your classroom or school.

- Record the resources on the anchor chart paper.

- Be prepared to share a brief synopsis of your favorite technology tool and how it benefits differentiated instruction.

In Closing, WHY Differentiated Instruction?

Gina Biancarosa and Catherine Snow (2004), authors of Reading Next, point to a statistic that should cause all middle grade, middle school, and high school educators to rethink their instructional practices. They note:

"A full **70 percent of U.S. middle and high school students require differentiated instruction**, which is instruction targeted to their individual strengths and weaknesses."

Exit Ticket

- List **THREE** things you remember from this session.

- Share **TWO** examples of something you would like to try.

- Write down **ONE** question on a post-it note that you would have like more information on.

Sources

"Literacy Strategies: Cubing." *Literacy and Learning: Reading in the Content Areas.*
Louisiana Public Broadcasting, Baton Rouge, LA. 26 June 06
http://www.litandlearn.lpb.org/strategies/strat_cubing.pdf

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: ASCD, 1999.

Tomlinson, Carol Ann, and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids.* Alexandria, VA: ASCD, 2006

Witherell, Nancy L., and Mary C. McMackin. *Graphic Organizers and Activities for Differentiated Instruction in Reading.* New York: Scholastic, 2002.

Wormeli, Rick. *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom.* Portland, ME: Stenhouse, 2006.

Resources

Reading Rockets *"What is Differentiated Instruction?"*
http://www.readingrockets.org/article/what-differentiated-instruction
Strategies That Differentiate Instruction (Grades 4 and 5)
http://education.ky.gov/educational/diff/Documents/StrategiesThatDifferentiateInstruction4.12.pdf
Cooperative Learning Instructional Strategies
http://www.teach-nology.com/currenttrends/cooperative_learning/
6 Strategies for Differentiated Instruction in Project-Based Learning
https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller
Scholastic *"4 Proven Strategies for Differentiating Instruction"*
https://beta.scholastic.com/teachers/articles/teaching-content/4-proven-strategies-differentiating-instruction/

Resources

Florida Center for Reading Research Center Activities
http://www.fcrr.org/curriculum/SCAindex.shtm
"Collection of Ready-to-use Literacy Center Ideas for Grades 3-5"
http://www.franklinboe.org/cms/lib/NJ01000817/Centricity/Domain/39/
A_collection_of_ready_to_use_Literacy_Centers_Grades_3-5.pdf
Cooperative Learning Activities and Strategies
http://www.colorincolorado.org/article/cooperative-learning-strategies

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Analyzing Common Assessment Data

Using the Objective report….

1. Put a Star beside the standards that have been taught this 9 weeks.
2. Out of the standards taught, highlight 60% and above green and anything below pink.
3. What are the 2 weakest standards that you highlighted pink?

Standard 1

_____

Standard 2

_____

Using a hard copy of the Common Assessment….
1. Locate the questions that assessed the weakest standard on the Common Assessment.
2. Complete the section below about each question.

Question #_____ Standard_____	Question #_____ Standard_____	Question #_____ Standard_____	Question #_____ Standard_____
1. What is the question asking the students to do? (verb)_____ _____ _____ _____ _____ _____	1. What is the question asking the students to do? (verb)_____ _____ _____ _____ _____	1. What is the question asking the students to do? (verb)_____ _____ _____ _____ _____	1. What is the question asking the students to do? (verb)_____ _____ _____ _____ _____
2.What format is used to assess the standard? • MC • Part A and B • Fill in the Blank • Graphic Organizer • Select more than one answer • Drag and Drop	2. What format is used to assess the standard? • MC • Part A and B • Fill in the Blank • Graphic Organizer • Select more than one answer • Drag and Drop	2. What format is used to assess the standard? • MC • Part A and B • Fill in the Blank • Graphic Organizer • Select more than one answer • Drag and Drop	2. What format is used to assess the standard? • MC • Part A and B • Fill in the Blank • Graphic Organizer • Select more than one answer • Drag and Drop

Using the Scaffolding Document….

1. Locate the 2 weakest standards from Common Assessment that you chose above.

2. Identify the gaps…..Look at the evidence column on the SD for that standard. Which piece of evidence did the students not master?
    Standard _____
    _____
    Standard_____
    _____

3. Next steps/Strategies- What are our next steps to ensure these standards are mastered and the gaps are closed?

_____
_____
_____
_____
_____

Analyzing Individual Student Common Assessment Data

* Use the Objective Level Report and write in the standards assessed on the Common Assessment.
1. List your students' names for your homeroom.
2. Look at their objective report and write the percentage for each standard
3. For each standard, highlight 60% and above green and below 60% pink.

Student Names/Overall Total						Language Total								Lit Total								Info Total

Use for Small Group Purposes

Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____
Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____

Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____
Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____	Students below 60% Standard_____