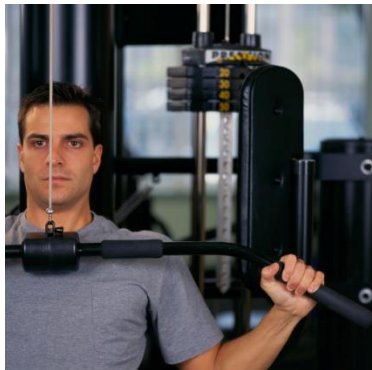


Literacy in Middle School and High School Classrooms

Online Self-Paced Training

Preston
2023



Online, self-paced training

Make sure you have registered on ABC sign up Macon Piatt ROE 39 website.

Please read all slides and view videos.

Tasks will be in red and require an answer. When you complete all tasks, please send all answers to prestonb@roe39.org Include pre/post test too.

Put Title of the Training-your name and email

Then send the tasks all together.

Please send them through a WORD document or a PPT. Please NO GOOGLE DOCS or one drive. I am unable to pull them up.

TASK ONE -Pre/Post Test

Please mark the pre test column before beginning the training and the post column at the end of the trainings. PLEASE INCLUDE THIS SLIDE FILLED OUT WITH PRE AND POST NUMBERS WHEN YOU RETURN YOUR TASK ANSWERS.

4, 3, 2, 1, 0 (4 being you do this all the time, 3 Sometimes, 2 Discussed once, 1 Have not discussed with staff, 0 never discussed)	PRE	POST
1. Literacy is a concept our school often discusses and implements common goals.		
2. Literacy is expected in all content areas.		
3. Reading and Writing go hand in hand in all classrooms.		
4. All teachers know the reading levels of their students.		
5. All teachers know the IEP goals for any students with disabilities and work on making sure modifications and adaptations are made in the Tier One Classroom.		
6. Literacy training is offered to staff on a regular basis.		

Let's start out by writing TASK TWO

1. How are you implementing literacy in all classrooms? If you are not implementing, please write down what you feel your school needs for all contents to incorporate literacy.

Use all you know about your school, peers, common core, writing, reading, strategies, etc., to answer this.

Shifts in ELA Introduction

Engage with
Complex Text

1. Text complexity
2. Close Reading
3. Academic Vocabulary

Extract and
Employ
Evidence

4. Text-dependent Questions
5. Writing to Sources
6. Argumentative Writing/
Narrative Writing

Build
Knowledge

7. ELA
8. Content Area Lit
9. Informational Text

These are the basic understandings behind the common core. IAR has set the top three as their shifts and ISBE has included the 9 that IAR will use on assessments.

The Big Shifts

- 1. Text Complexity -Appropriately Complex Texts**
- 2. Balance of Literature and Informational Texts**
- 3. Close Reading**
- 4. Content Area Literacy**
- 5. Text-dependent Questions**
- 6. Academic Vocabulary**
- 7. Writing to Sources –**
Argumentative/Narrative/Informative-
Explanatory Writing
- 8. Short and Sustained Research Projects**

TASK Three --ISBE

Check it out OFTEN

<http://www.isbe.net>

- Scroll down through all the areas first.
- 1. Then Pick two areas to look at and let me know why you chose them**
 - 2. Send me one thing you can use in your classroom from the two areas you looked at.**

The next slides

These slides are put together to show you how to vertically align standards so that mastery can occur grade level to grade level.

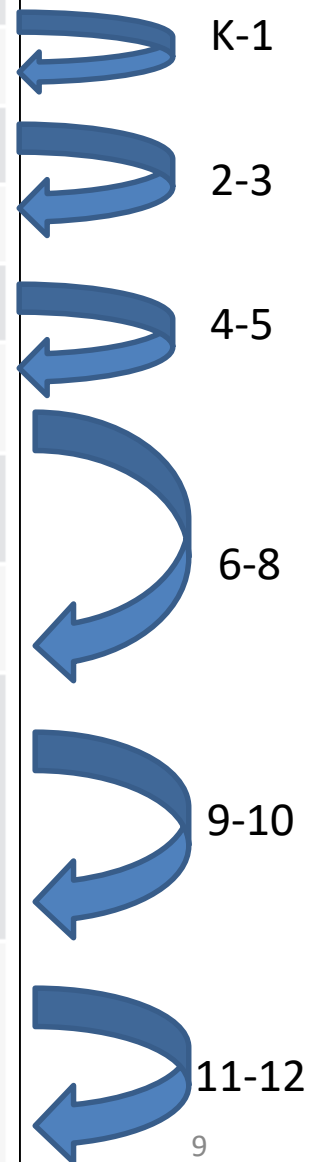
Notice that there are grade bands in the second slide that show that students can take 2 years to master the standards.

- That makes using the Tier One classroom to introduce the skills,
- authentically practice,
- assess for mastery,
- intervene if necessary,
- and assess again to inform what students need to get to mastery.

Remember that aligning curriculum vertically provides exit/mastery goals for important standards so students learning can build year to year.

Grade Bands

K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry [informational texts] of appropriate complexity for grade 1.
2	By the end of the year, read and comprehend literature [informational texts] in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 2-3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature [informational texts] in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4-5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6-8 text complexity band independently and proficiently.
9-10	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9-10 text complexity band independently and proficiently.
11-12	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11-CCR text complexity band independently and proficiently.



Lexile Levels are used to determine Foundational Reading Skills in Students. Phonics, Fluency, Vocabulary and Comprehension are needed to be at the Advanced Level.

Performance Bands and Lexile Correlation

Grade	Below Basic (Far Below Grade Level)	Basic (Below Grade Level)	Proficient (On Grade Level)	Advanced (Above Grade Level)
1	N/A	0L–99L	100L–400L	401L and above
2	0L–99L	100L–299L	300L–600L	601L and above
3	0L–249L	250L–499L	500L–800L	801L and above
4	0L–349L	350L–599L	600L–900L	901L and above
5	0L–449L	450L–699L	700L–1000L	1001L and above
6	0L–499L	500L–799L	800L–1050L	1051L and above
7	0L–549L	550L–849L	850L–1100L	1101L and above
8	0L–599L	600L–899L	900L–1150L	1151L and above
9	0L–649L	650L–999L	1000L–1200L	1201L and above
10	0L–699L	700L–1024L	1025L–1250L	1251L and above
11	0L–799L	800L–1049L	1050L–1300L	1301L and above

GRADE	Intensive at Risk	Strategic at Risk	Proficient	Advanced
1	BR	BR-219	220-500	501-1700+
2	BR-219	220-449	450-620	621-1700+
3	BR-249	250-549	550-790	791-1700+
4	BR-449	450-769	770-910	911-1700+
5	BR-549	550-859	860-980	981-1700+
6	BR-749	750-954	955-1040	1041-1700+
7	BR-799	800-999	1000-1090	1091-1700+
8	BR-849	850-1039	1040-1155	1156-1700+
9	BR-899	900-1079	1080-1230	1231-1700+
10	BR-954	955-1109	1110-1305	1306-1700+
11	BR-999	1000-1214	1215-1355	1356-1700+
12	BR-999	1000-1214	1215-1355	1356-1700+

This slide supports the RTI (Response to Intervention) and signals deficient areas for some students.

If their Lexile Score is low, then Interventions need to happen in those Foundational Areas.

<https://www.gadoe.org/Curriculum-Instruction-and-> This website will explain Lexile Reading Scores.

Tests of Spelling

A test of spelling skills can be very helpful in identifying those who may be at risk of dyslexia. Teachers should pay special attention to those students who appear to be significantly underperforming relative to their general level of ability.

An alternative to a standardized spelling test is a Developmental Spelling Test/Inventory. This approach typically involves presenting spellings in a dictated sentence format. The students' spelling attempts are analyzed and then they are subsequently placed into developmental groups.

This approach is synonymous with classrooms adopting the Word Study Approach.

FOR THE VERY LOW STUDENTS-TIER 3

Woodcock-Johnson IV, Tests of Achievement, Standard Test Book 2014. This test is available in 3 parallel versions, A, B and C. Each version includes a battery of 11 subtests of letter-word identification, spelling, passage comprehension, writing samples, spelling, work attack, writing fluency, oral reading, reading fluency, calculation, applied problems and math fluency. It is suitable for the age range 4 to 94 years.

It uses US norms and must be scored on-line

Looking at written work, students spelling can give clues to phonics problems. Fix the phonics problem and you fix the spelling problems.

Other Tests of Literacy

Informal Dictation

It may be helpful to ask students to complete a short piece of dictation. This can yield useful information about a range of skills: rate of writing, handwriting legibility, listening skills and spelling skills. When standardized results are not available, an experienced teacher should be able to identify students with weak skills in key areas, who may need further diagnostic testing.

Miscue Analysis

Miscue analysis is a means to use a running record for diagnosis to identify students' specific difficulties. Not only is the running record a way to identify reading rate and reading accuracy, it also is a way to assess reading behaviors and identify reading behaviors that need support. It is an integral part of the Reading Recovery approach. The use of running records in a complete assessment is demonstrated here.

Samples of Written Work

Samples of written work yield information about spelling skills, the use of punctuation and grammar, handwriting skills, rate of written work, vocabulary usage and expressive written language. Scoring of samples is relatively complex, and it is hard to find a good standardized test. However, really useful qualitative data can be collected.

There is also the Detailed Assessment of Speed of Handwriting Test (DASH 2007, Harcourt Assessment) which can be group administered and is standardized from ages 9 to 16 years, 11 months. It takes 30 minutes and involves five short subtests, including a 10 minute free writing activity.

Middle schools in a district in Florida... This can happen at High School, also.

Librarians across the district wanted to help students transition better from learning to read into reading to learn.

They looked at the Lexile distribution of student test scores for each school, and aligned their library book purchases with their students' abilities.

Many schools developed some select shelves just for high-Lexile and low-Lexile books, in order to help struggling readers connect with books they could read, and to help highly motivated readers find books to challenge themselves.

Advanced readers got excited about more challenging books.

Some even got involved in the operation and organization of the media center, designing displays and mini-collections for classmates.

Struggling readers responded to the ease of finding high-low books. Leveled collections helped them see the developmental path in the library's collection, and they started moving toward and above "proficient" levels on tests.

Lexile measures make differentiated instruction fast and easy. If you know the Lexile measures of students and the resources available to teachers, you can help teachers match students with reading materials at their ability level across all the content areas.

Taken from Lexile.com

TASK FOUR ALIGNMENT AND MASTERY

After looking at the last three slides, tell me:

1. How could you use these slides to differentiate reading fiction or nonfiction?
2. Would this set up each grade level for success in literacy grade by grade?
3. Would this alignment create stopping points to intervene so that slower learners could catch up and master skills within the two year band?

PLEASE LOOK AT THESE SO YOU KNOW THE LEVELS AT YOUR GRADE LEVEL.

<https://www.troy.edu/assets/graduate-school/documents/irb/readability-score.pdf>

Lexile levels are CCSS aligned by looking at how to level work by using this website.

Please look at this chart on the next slide. Lexile Levels to help answer questions.

When states write testing questions, they will use these lexile levels for the reading sections, science sections, and social studies sections. Stretched lexile levels that CCSS and state testing uses.

Remember that many contents are in leveled material so that lower readers can still get the content that you are studying, just at their level.

<https://www.leeandlow.com/collections/high-low-books-for-teens-middle-and-high-school>

<https://hub.lexile.com/find-a-book/search> Level finder of any book, any grade level

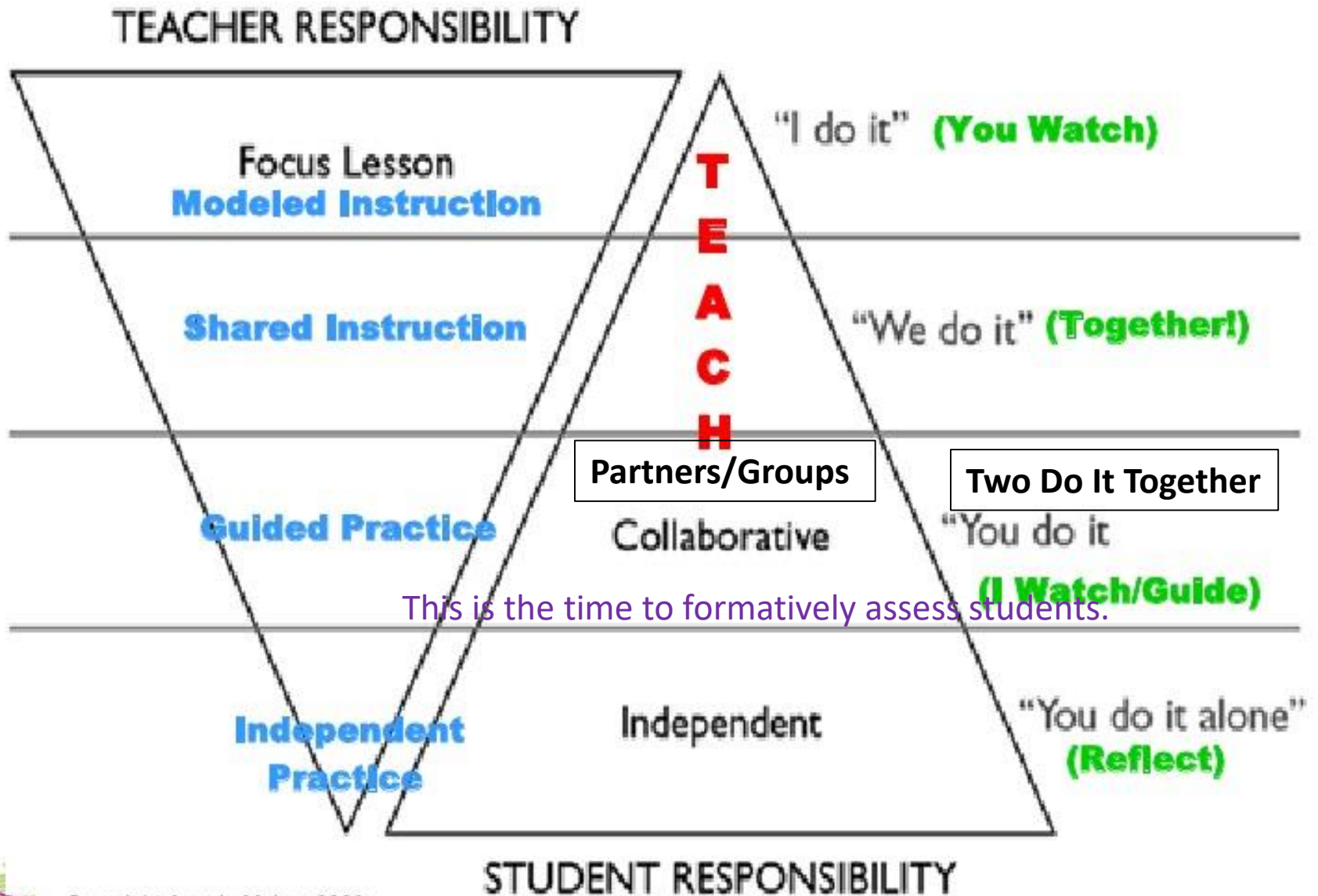
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Know your readers: A word of Caution

- Students may not be ready to **independently read texts** that are above their reading level.
- When using **complex** texts, the instructor needs to **assess student need**, and **apply scaffolding** as needed, with the long-term goal of creating independent readers. **I DO, WE DO, TWO DO, YOU DO**
- Research suggests that if students are assigned **independent** reading tasks that are **above a student's reading level**, then reading ability does **not** improve.

EACH PART OF THE MODEL IS NEEDED FOR SUCCESS



TASK Five -Gradual Release Model

The “Invisible Work” That Goes Into Great Teaching –
YouTube 4.15 min. meeting students where they are
on Gradual Release Model

Can you identify parts of the Gradual Release Model?

1. Watch this video.
2. Choose two parts of the video that shows some parts of the Gradual Release Model.
3. Identify the lesson and what did the teacher do or have students do that showed the Gradual Release Model in real time.

Reading Math Problems

- Students need to know academic vocabulary in order to understand a task.
- Words like: reduce, symbol, target, graph, condense, summarize, points, more than, less than, math terms, etc.,
- Using the next slide may help students do math word problems step by step.
- Anchor charts are very helpful for most students.

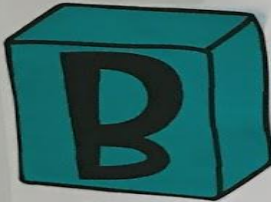


Circle important

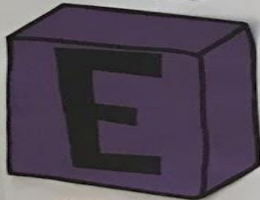
NUMBERS
=and=
LABELS



Underline the QUESTION



Box OPERATION clues



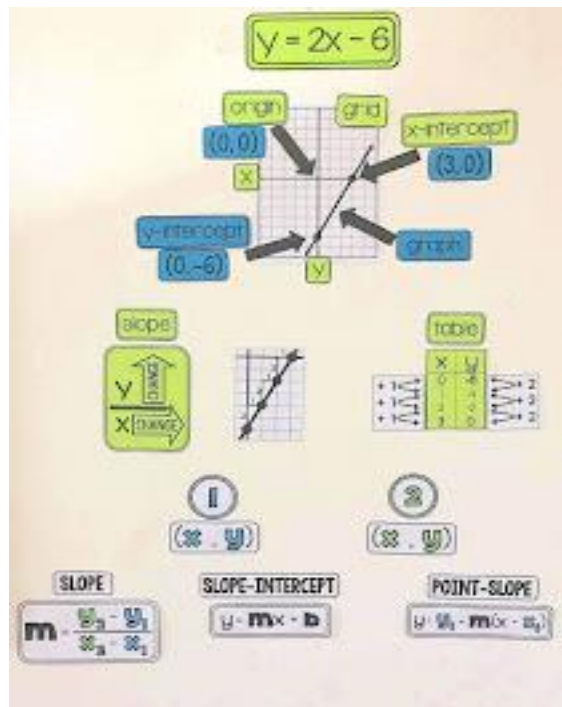
Examine the QUESTION

- What label will my answer have?
- What information do I HAVE?
- What information do I NEED?



Solve it, step by step





Types of ANGLES

Acute Angle
Measures less than 90°



Right Angle
Measures exactly 90°



Obtuse Angle
Measures greater than 90° but less than 180°



Straight Angle
Measures exactly 180°



Reflex Angle
Measures greater than 180° but less than 360°



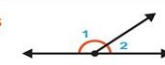
Adjacent Angles
Angles with a common side and a common vertex.
 $\angle 1$ and $\angle 2$ are adjacent angles.



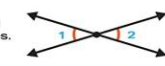
Complementary Angles
Angles whose measures add to 90° .
 $\angle 1$ and $\angle 2$ are complementary angles.



Supplementary Angles
Angles whose measures add to 180° .
 $\angle 1$ and $\angle 2$ are supplementary angles.



Vertical Angles
Angles that have a common vertex and whose sides are formed by the same lines.
Vertical angles are equal in measure.
 $\angle 1$ and $\angle 2$ are vertical angles.



WHAT IS AN ANGLE?

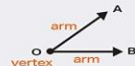
An angle is the shape formed by two rays meeting at a common end point. An angle is represented by the symbol \angle . The angle below is written as $\angle AOB$.



PARTS OF AN ANGLE

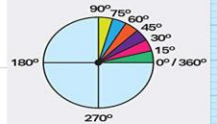
Arms: the two rays joining to form an angle. Below, OA and OB are the arms of $\angle AOB$.

Vertex: the common end point at which the two rays meet to form an angle. Below, the point O is the vertex of $\angle AOB$.



DEGREES

Degrees ($^\circ$) are the unit of measurement for angles. A circle is divided into 360 equal degrees, so that a right angle is 90° .



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CUBES & CUBE ROOTS

$1^3 = 1$	$\sqrt[3]{1} = 1$
$2^3 = 8$	$\sqrt[3]{8} = 2$
$3^3 = 27$	$\sqrt[3]{27} = 3$
$4^3 = 64$	$\sqrt[3]{64} = 4$
$5^3 = 125$	$\sqrt[3]{125} = 5$
$6^3 = 216$	$\sqrt[3]{216} = 6$
$7^3 = 343$	$\sqrt[3]{343} = 7$
$8^3 = 512$	$\sqrt[3]{512} = 8$
$9^3 = 729$	$\sqrt[3]{729} = 9$
$10^3 = 1000$	$\sqrt[3]{1000} = 10$

TIME

1 year	=	365 days
1 year	=	12 months
1 week	=	7 days
1 day	=	24 hours
1 hour	=	60 minutes
1 minute	=	60 seconds

Variables-Fred Hayes reported that one year I slapped a teacher in the head to keep the other kids from knowing I could not read. They sent me away for a year for that one.

Text Variables	Reader Variables
Length of sentences Vocabulary difficulty Format Typography Content Literary form Literary style Concept load Cohesiveness	Reading level Motivation Background knowledge Interests Engagement Intellectual abilities Topic familiarity

Know your students well

1. Do you know their **instructional reading levels**?
2. Do you know their **lexile level of reading**?
3. Do you know the **lexile level of your content**?
4. Do you have a **purpose for each lesson you are teaching**?
5. Do you have **pre-assessments ready and do you know how to use them if students do not know much about the content**?
6. What if several students cannot read the book?

How can you help your students be more fluent readers?

Knowing about reading levels can help.

INDEPENDENT LEVEL-95% (no more than 1 in 20 words are difficult for the reader)

INSTRUCTIONAL LEVEL-90% (no more than 1 in 10 words are difficult for the reader)

FRUSTRATIONAL LEVEL-89% (more than 1 in 10 words are difficult for the reader)

Text Complexity Increases

Appendix A is the Resources to Use

<http://www.lexile.com/> another great resource

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

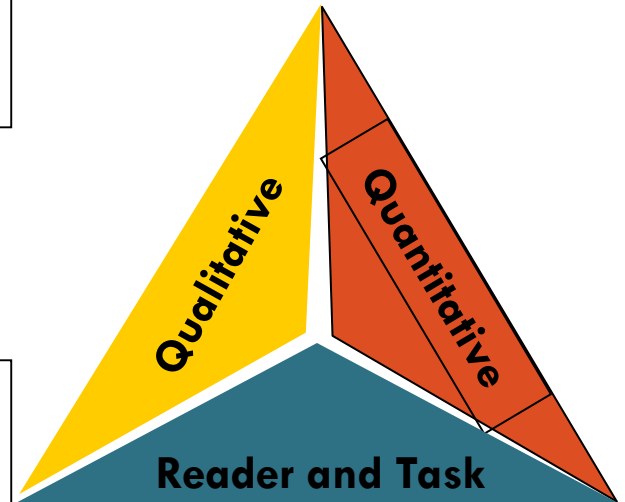
Text complexity

is defined by three measures in the CCSS:

Quantitative measures – readability and other scores of text complexity often best measured by computer software.

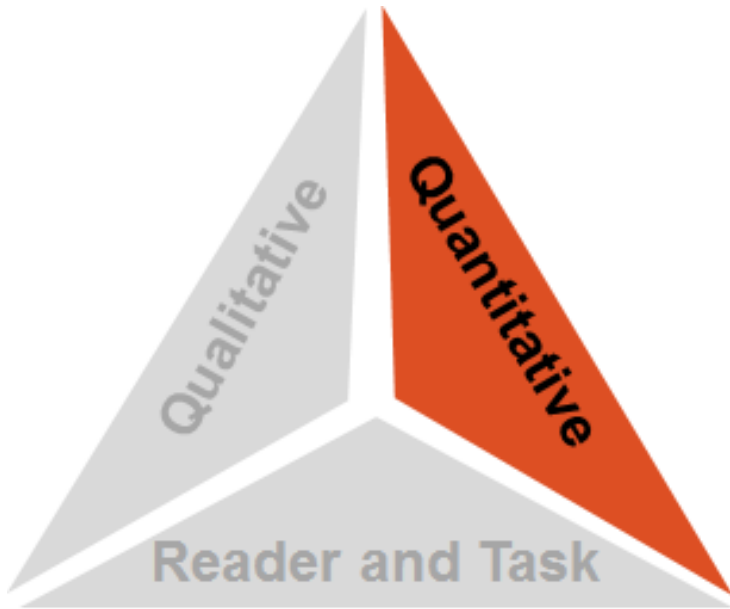
Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

Reader and Task considerations – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Step 1: Quantitative Measures

You may have to click again to see all



Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

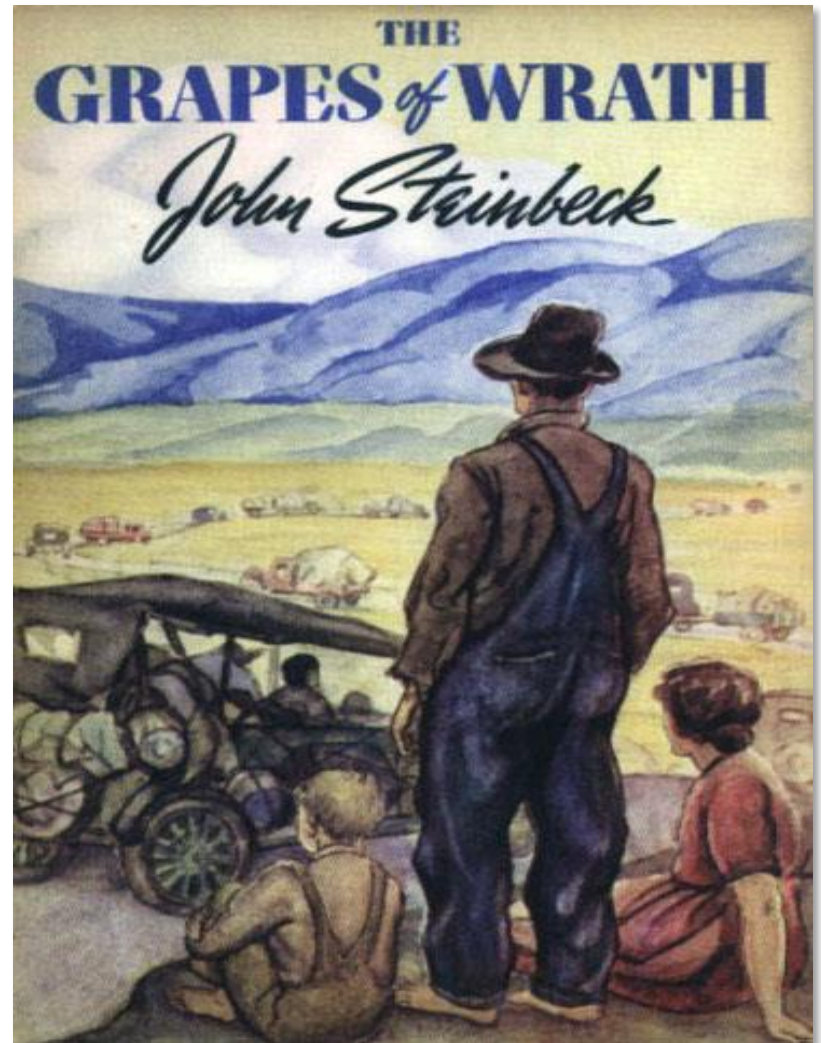
Quantitative Measures: Limitations [Might need more clicks here](#)

Sometimes, quantitative measures for text complexity can be limiting, or measure a text inappropriately. Why might this be the case?

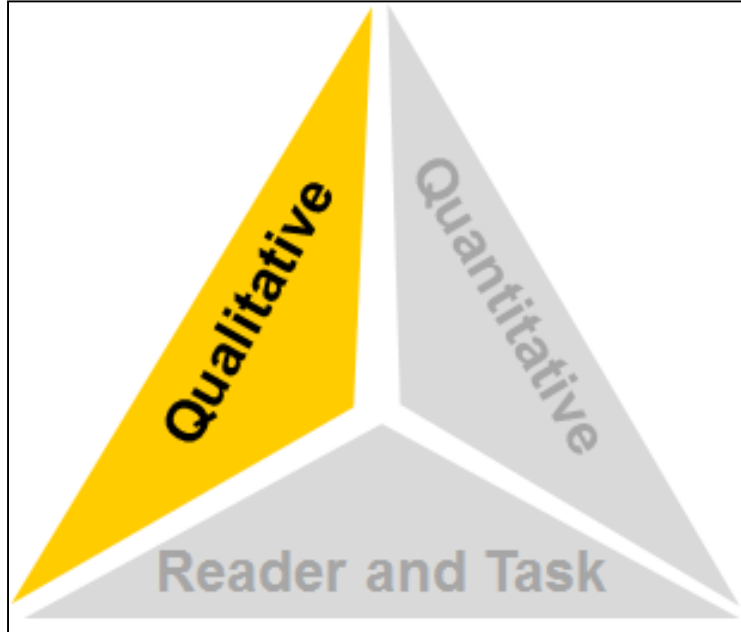
For example: John Steinbeck's, The Grapes of Wrath

This novel is given a Lexile rating of grades 2-3.

The content, however, may be at High School Level.



Step 2: Qualitative Measures



Measures such as:

- **Structure**
- **Language Demands and Conventions**
- **Knowledge Demands**
- **Levels of Meaning/Purpose**

May need more clicks here

Qualitative Measures: Other Factors

- Word difficulty and language structure
- Dialect
- Text structure
- Discourse style (e.g., satire, humor)
- Genre and characteristic features of the text
- Background knowledge and/or degree of familiarity with the content (including historical, geographical or literary references)
- Level of reasoning required (e.g. difficulty of themes or ideas in the text, abstract concepts in the text)
- Format and layout of the text
- Length of the text

(Hess and Biggam, 2004)

The Qualitative Measures Rubrics for Literary and Informational Text

The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software.

Literary Texts

Informational Texts

[TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS]			
LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Multiple Levels of Complex Meaning	<input type="checkbox"/> Multiple Levels of Meaning	<input type="checkbox"/> Single Level of Complex Meaning	<input type="checkbox"/> Single Level of Simple Meaning
STRUCTURE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: not in chronological order <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> Narrative Structure: some complexities, more implicit than explicit, some unconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input type="checkbox"/> Order of Events: several major shifts in time, use of flashback <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Narrative Structure: largely simple structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in point of view <input type="checkbox"/> Order of Events: occasional use of flashback, no major shifts in time <input type="checkbox"/> Use of Graphics: largely simple graphics, supplementary to understanding of the text	<input type="checkbox"/> Narrative Structure: simple, explicit, conventional, no shifts in point of view <input type="checkbox"/> Narration: no shifts in point of view <input type="checkbox"/> Order of Events: chronological <input type="checkbox"/> Use of Graphics: use of simple graphics, unnecessary to understand the text
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times <input type="checkbox"/> Register: generally unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: some implicit or inferred meaning, use of figurative or ironic language <input type="checkbox"/> Register: occasionally unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: largely explicit and literal meaning, little or no use of figurative or ironic language <input type="checkbox"/> Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: explicit and literal meaning, little or no use of figurative or ironic language <input type="checkbox"/> Register: contemporary, familiar, conversational
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Life Experiences: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader <input type="checkbox"/> Cultural/Literary Knowledge: many references/allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge	<input type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers <input type="checkbox"/> Cultural/Literary Knowledge: some references/allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of content knowledge	<input type="checkbox"/> Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: few references/allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires some content knowledge	<input type="checkbox"/> Life Experiences: explores a single theme; experiences portrayed are everyday and common or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: no references/allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires only everyday content knowledge

[TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS]			
LEVELS OF PURPOSE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Purpose: subtle, implied, difficult to determine	<input type="checkbox"/> Purpose: implied, but fairly easy to infer	<input type="checkbox"/> Purpose: implied, but easy to identify based upon context or source	<input type="checkbox"/> Purpose: explicitly stated
STRUCTURE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Organization of Main Ideas and Details: highly complex, not explicit, may exhibit traits common to a specific subject or discipline <input type="checkbox"/> Text Features: if used, are essential in understanding content <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> Organization of Main Ideas and Details: complex, but largely explicit; may exhibit traits common to a specific subject or discipline <input type="checkbox"/> Text Features: if used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Organization of Main Ideas and Details: may be complex, but clearly stated and generally sequential <input type="checkbox"/> Text Features: if used, enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: largely simple graphics, supplementary to understanding of the text	<input type="checkbox"/> Organization of Main Ideas and Details: clearly stated and sequential <input type="checkbox"/> Text Features: if used, help the reader navigate and understand content but are not essential <input type="checkbox"/> Use of Graphics: use of simple graphics, unnecessary to understand the text
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Meaning: dense and complex; may be abstract, ironic, and/or figurative, language may be purposefully ambiguous or misleading <input type="checkbox"/> Register: generally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: somewhat complex; may occasionally be abstract, ironic, and/or figurative <input type="checkbox"/> Register: occasionally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: largely explicit and easy to understand with few occasions of more complex meaning <input type="checkbox"/> Register: largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Meaning: explicit, literal, straightforward, easy to understand <input type="checkbox"/> Register: contemporary, familiar, conversational
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical subject-specific knowledge <input type="checkbox"/> Intertextuality: many references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding <input type="checkbox"/> Intertextuality: some references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: largely everyday, practical knowledge is necessary; requires some subject-specific knowledge <input type="checkbox"/> Intertextuality: few references/allusions to other texts	<input type="checkbox"/> Subject Matter Knowledge: requires only everyday, practical knowledge <input type="checkbox"/> Intertextuality: no references/allusions to other texts

One example of a qualitative rubric



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS



LEVELS OF PURPOSE

High

- ☐ **Purpose:** subtle, implied, difficult to determine

Middle High

- ☐ **Purpose:** implied, but fairly easy to infer

Middle Low

- ☐ **Purpose:** implied, but easy to identify based upon context or source

Low

- ☐ **Purpose:** explicitly stated

STRUCTURE

High

- ☐ **Organization of Main Ideas and Details:** highly complex; not explicit, must be inferred by the reader
- ☐ **Text Features:** if used, are essential in understanding content
- ☐ **Use of Graphics:** sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text

Middle High

- ☒ **Organization of Main Ideas and Details:** complex but largely explicit; may exhibit traits common to a specific subject or discipline
- ☒ **Text Features:** if used, greatly enhance the reader's understanding of content
- ☐ **Use of Graphics:** some sophisticated graphics, may occasionally be essential to understanding the text

Middle Low

- ☐ **Organization of Main Ideas and Details:** may be complex, but clearly stated and generally sequential
- ☐ **Text Features:** if used, enhance the reader's understanding of content
- ☒ **Use of Graphics:** largely simple graphics, supplementary to understanding of the text

Low

- ☐ **Organization of Main Ideas and Details:** clearly stated and sequential
- ☐ **Text Features:** if used, help the reader navigate and understand content but are not essential
- ☐ **Use of Graphics:** use of simple graphics, unnecessary to understand the text

LANGUAGE CONVENTIONALITY AND CLARITY

High

- ☐ **Meaning:** dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading
- ☐ **Register:** generally unfamiliar, archaic, subject-specific, or overly academic

Middle High

- ☒ **Meaning:** somewhat complex; may occasionally be abstract, ironic, and/or figurative
- ☒ **Register:** occasionally unfamiliar, archaic, subject-specific, or overly academic

Middle Low

- ☐ **Meaning:** largely explicit and easy to understand with few occasions of more complex meaning
- ☐ **Register:** largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic

Low

- ☐ **Meaning:** explicit, literal, straightforward, easy to understand
- ☐ **Register:** contemporary, familiar, conversational

KNOWLEDGE DEMANDS

High

- ☐ **Subject Matter Knowledge:** requires extensive, perhaps specialized or even theoretical subject-specific knowledge
- ☐ **Intertextuality:** many references/allusions to other texts

Middle High

- ☐ **Subject Matter Knowledge:** requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding
- ☐ **Intertextuality:** some references/allusions to other texts

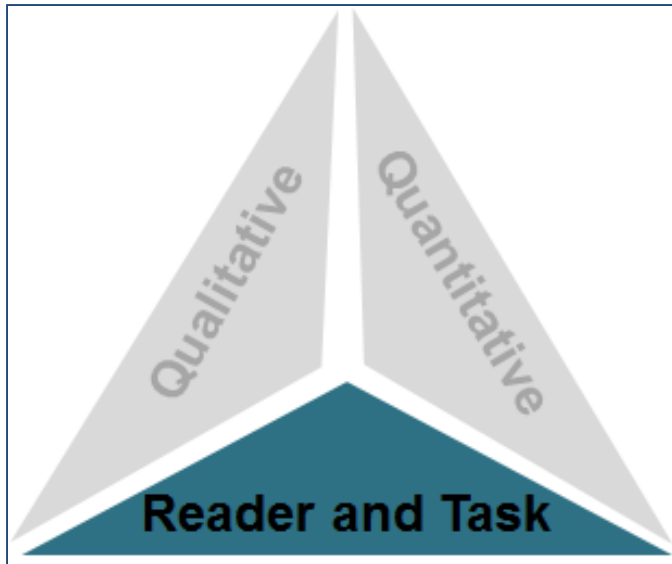
Middle Low

- ☒ **Subject Matter Knowledge:** largely everyday, practical knowledge is necessary; requires some subject-specific knowledge
- ☒ **Intertextuality:** few references/allusions to other texts

Low

- ☐ **Subject Matter Knowledge:** requires only everyday, practical knowledge
- ☐ **Intertextuality:** no references/allusions to other texts

Step 3: Reader and Task



Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

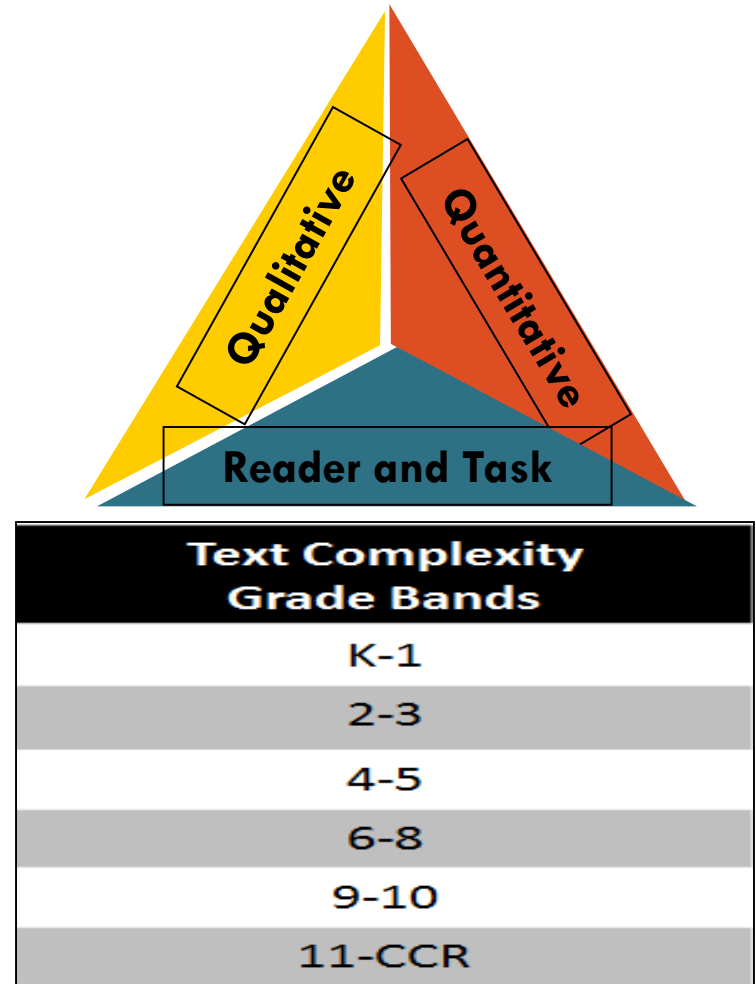
- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



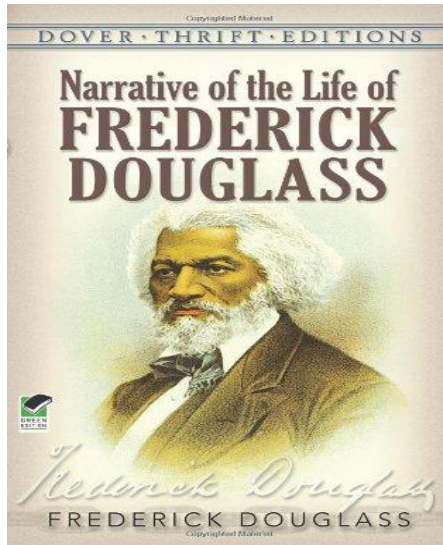
Determining Text Complexity

A Four-step Process:

1. Determine the **quantitative** measures of the text.
2. Analyze the **qualitative** measures of the text.
3. Reflect upon the **reader and task** considerations.
4. **Recommend placement** in the appropriate text complexity band.



Quantitative Measures: Frederick Douglass



Lexile Text Measure: 1080L



ATOS Book Level: 7.9



In which of the text complexity bands would this text fall?

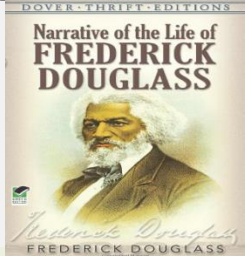
Table from Appendix A

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5		3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

Steps 1, 2 & 3 of the process compiled on one document. See Appendix A for more examples.

http://www.corestandards.org/assets/Appendix_A.pdf

Figure 5: Annotation of *Narrative of the Life of Frederick Douglass*

Qualitative Measures	Quantitative Measures
<p>Levels of Meaning</p> <p>While the apparent aim of the text is to convince readers of the day of the evils of slavery, there are other aims as well; among the latter, not fully revealed in the excerpt, are Douglass's efforts to assert his own manhood (and that of other black men) and to create an extended analogy between his own literal rise to freedom and a spiritual awakening.</p>	<p>Various readability measures of the <i>Narrative</i> are largely in agreement that it is of appropriate complexity for grades 6–8. A Coh-Metrix analysis calls attention to this excerpt's complex syntax and the abstractness of some of the language (e.g., hard-to-define concepts such as <i>slavery</i> and <i>freedom</i>). Helping to balance out that challenge are the text's storylike structure and the way the text draws clear connections between words and sentences. Readers will still have to make many inferences to interpret and connect the text's central ideas, however.</p>
<p>Structure</p> <p>The <i>Narrative</i> uses a fairly simple, explicit, and conventional story structure, with events largely related chronologically by a narrator recounting his past. There are some philosophical discussions that may, to the reader just looking for a story, seem like digressions.</p>	<p>Reader-Task Considerations</p> <p>These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.</p>
<p>Language Conventionality and Clarity</p> <p>Douglass's language is largely clear and meant to be accessible. He does, however, use some figurative language (e.g., juxtaposing literal <i>bread</i> with the metaphorical <i>bread of knowledge</i>) and literary devices (e.g., personifying <i>freedom</i>). There are also some now-archaic and unusual words and phrasings (e.g., <i>choice documents</i>).</p>	<p>Recommended Placement</p> <p>Both the qualitative and quantitative measures support the Standards' inclusion of the <i>Narrative</i> in the grades 6–8 text complexity band, with the understanding that the text sits at the high end of the range and that it can be reread profitably in later years by more mature students capable of appreciating the deeper messages embedded in the story</p>
<p>Knowledge Demands</p> <p>The <i>Narrative</i> discusses moderately sophisticated themes. The experiences of slavery Douglass describes are obviously outside students' own experiences, but Douglass renders them vivid. The text is bound by Douglass's authoritative perspective. General background knowledge about slavery and race in mid-nineteenth-century America is helpful, as is knowledge of Christianity, to which Douglass makes frequent reference throughout the excerpt and the work as a whole.</p>	<div><div>6-8 Text Complexity Band</div><div>➔</div><div></div></div> <p>(National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)</p>



Text Complexity Analysis of

_____ (title)
by _____ (author)

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)*

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Text Description

Briefly describe the text:

Quantitative Measure

Complexity Band Level (provide range):

Lexile or Other Quantitative Measure of the Text:

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

Differentiation/Supports for Students:

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Task Six Using previous slides

1. After looking at all the previous slides about how to choose a content for all readers, how can you, as the teacher, differentiate the reading in any content? Which slides help you do this?
2. Teachers can't level everything, so how do you make sure that all students are getting the content they need to succeed in your classroom?

Three Key Concepts

- **Reading Ability**

The cognitive set students use to construct meaning from text as measured on tests

- **Readability**

The difficulty of reading materials based on dimensions or characteristics of the text

- **Reading Comprehension**

The construction of meaning from local text

Source: www.lexile.com

<https://lexile.com/> How to find a lexile score

<http://oslis.org/> Resources for Teachers and students

One hot summer's day a famished fox was strolling through an orchard until he came to clusters of grapes just ripening on a trellised vine. "Just the thing to quench my thirst," quoth he. Drawing back a few paces, he took a run and a jump, and just missed the bunch. His mouth was watering and he could feel gnawing hunger pains. Again and again he tried after the tempting morsel, but at last had to give up.

Complex

Once a fox walked through the woods. He came upon a grape orchard. There he found beautiful grapes hanging from a high branch. "Boy those sure would be tasty," he thought to himself. He backed up and took a running start and jumped. He did not get high enough.

Simple

1. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

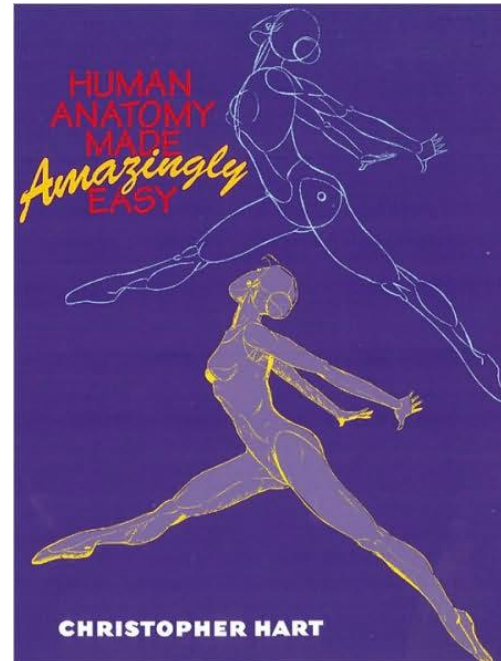
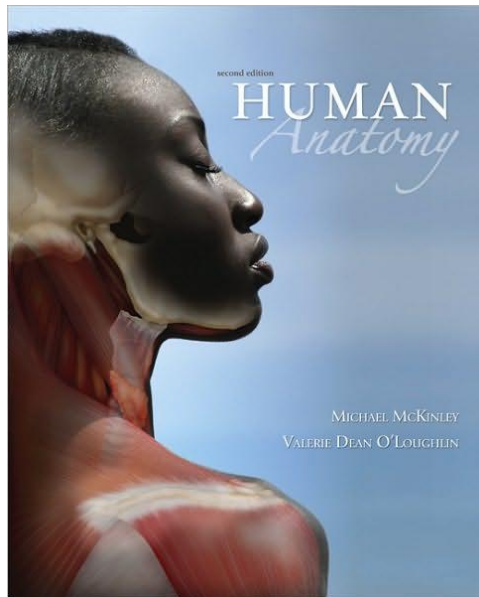
Task Seven Which one is complex, 1 or 2? Tell me why.

2. We want every country in the world, whether it is our friend or our enemy, to know that we will do whatever is necessary to make sure that freedom survives in the United States and around the world.

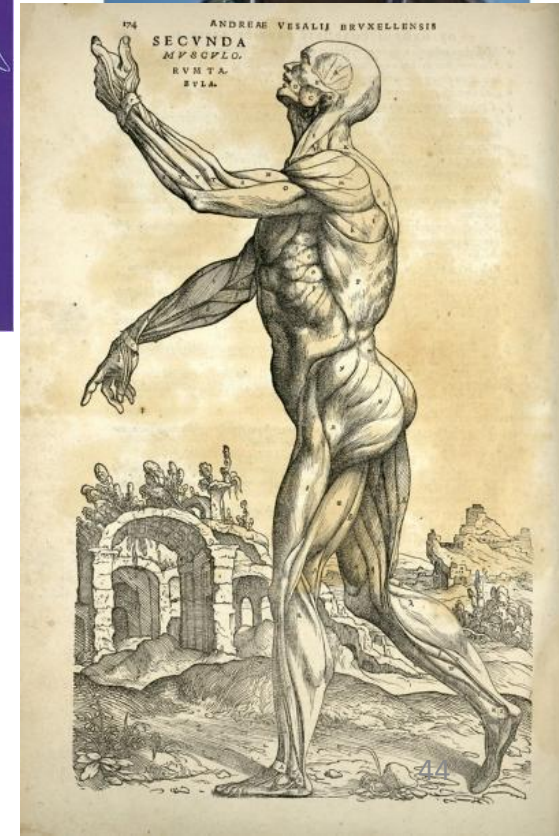
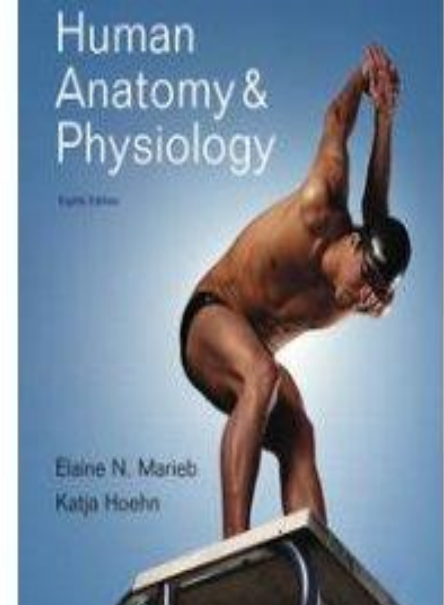
Graded Texts



Article: Breathing and Its True Role in Our Life, Health and Longevity



A collection of texts that increase in difficulty from simple to moderate to complex, around a common topic.



What is right with “simplified” text?

- Provides for scaffolding for ELL students, students with disabilities
- They can become a foundation for understanding complex text as long as students have the opportunity to read complex texts as well.
- Gradated Text Collection – a collection of texts on a topic that advance in degrees of complexity. Some students may read simpler texts first, then move on to complex text (a form of instructional support).

What's wrong with the simplified text approach?

- Simplified usually means limited, restricted, and thin in meaning.
- Academic vocabulary can only be learned from complex texts—by noticing how it works in texts, engaging with, thinking about, and discussing their more complex meanings with others.
- Mature language skills needed for success in school and life can only be gained by working with demanding materials.
- No evidence that struggling readers—especially at middle and high school--catch up by gradually increasing the complexity of simpler texts.

Shorter, Challenging Texts

- The study of short texts is **useful to enable students at a wide range of reading levels to participate in the close analysis** of more demanding text.
- Place a high priority on **the close, sustained reading of complex text**. Such reading **emphasizes the particular over the general** and strives to focus on what lies within the four corners of the text.
- **Close reading often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder** the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.

Task Eight Sample Close Read Lessons

1. Look at first video on close reading. Summarize what it means for me.
2. Look at the second site and tell me how you could use this to set up a lesson using your content material.

<http://www.youtube.com/watch?v=adXdTXEzmzE> Video Close Reading
shown by students at a university using OH THE PLACES YOU'LL GO

<http://chinaodysseyguide.weebly.com/reading-informational-texts.html>
MS/HS Close Read

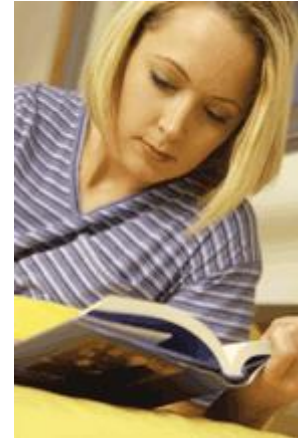
**Task Nine Look at website below.
Answer the questions below.**

- 1. What if a common annotation set of marks were used by all students?**
- 2. Would it make notetaking easier or more difficult?**
- 3. What if students 5-12 had a set of annotations they used in all content areas of reading?**

<https://www.litcharts.com/how-to-guides/how-to-annotate-texts> In this PDF scroll down through it to answer the questions above.

Learning is cemented after 17-41 rehearsals.

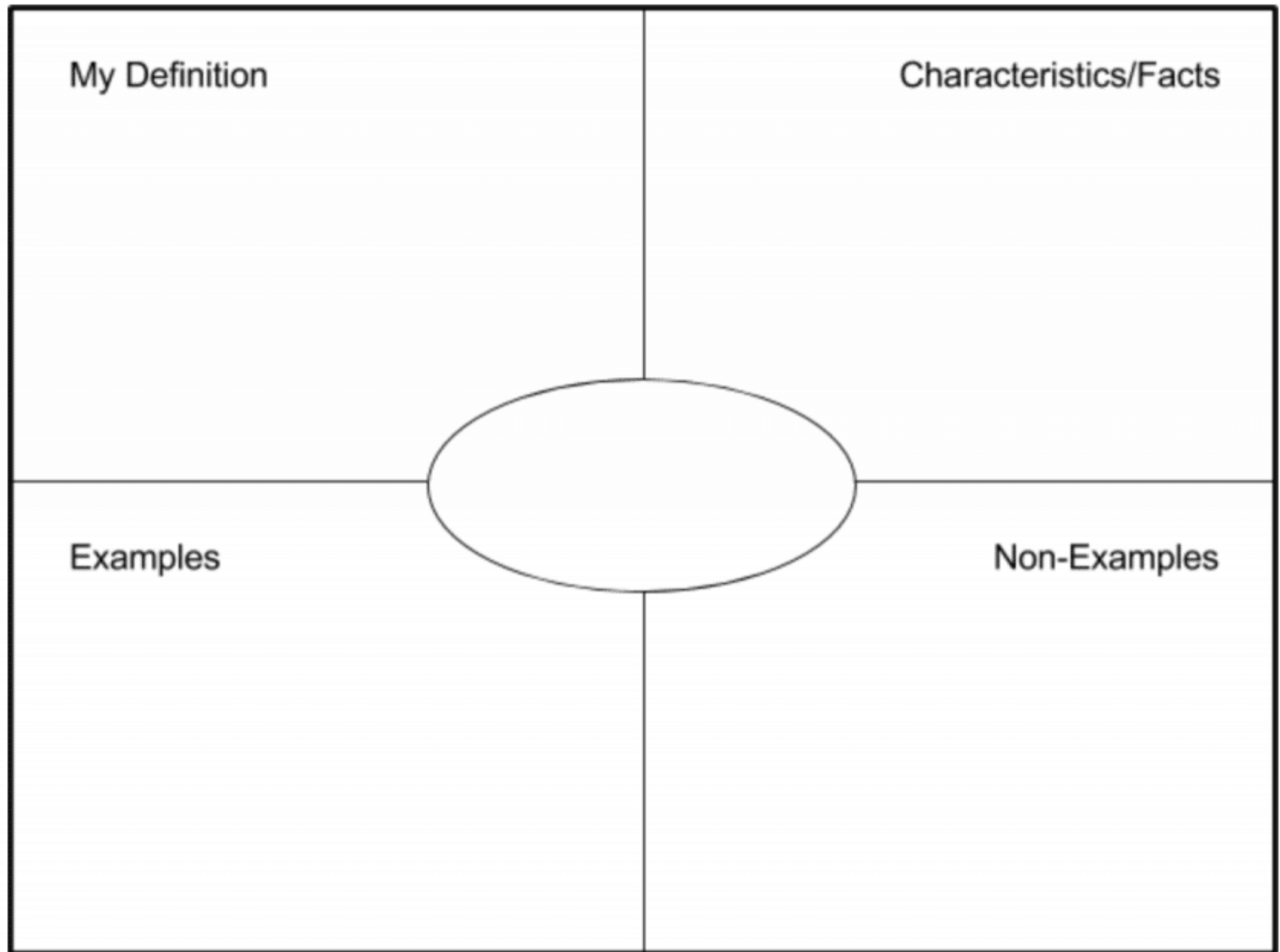
- How is content area reading taught?
 - Interaction with the text
 - Making sense of what they are reading
 - Applying reading strategies to help them understand



Vocabulary

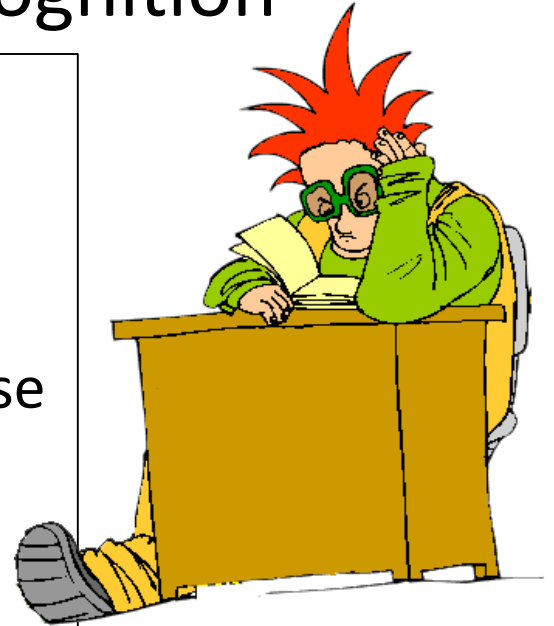


- Vocabulary terms are rarely part of the content students already know.
- Least effective means – looking up words in glossary and writing definitions.
- Students need strategies to learn new concepts and make connections.
- The Frayer Method is researched to be successful with vocabulary.



Four Levels of Word Recognition

- **Full Word Knowledge** – students understand then meaning and how the word changes in context.
- **Partial Word Knowledge** – Student know the work in context and can use it in their writing
- **Initial Word Knowledge** – Students recognize the word and can pronounce it, but do not know its meaning.
- **Unknown Word** – Student cannot read or recognize the word.



Academic Vocabulary and Vocabulary Instruction

- Due to the extensive vocabulary gap and the immense amount of words located within school texts, strategic selection of vocabulary to be taught explicitly is required.
- Select a relatively small number of words for explicit instruction, ***3-10 words per selection.***
- Select words that are **unknown, critical to the meaning** and words that the student will likely **encounter in the future.** (Archer, 2008)

So, which words do we teach?

- Useful words (Tier 1): sight words, high frequency words, basic words is 84% of what we read.
clock, baby, happy, is, me, the, again, have, said
- Cross Contents/Academic Words Tier 2): Words that cross contents, used in questioning, add spice to conversation or writing
coincidence, absurd, industrious, cite, analyze, compare
- Specific domain words(Tier 3): Content specific that usually are not used outside of school. Might be needed for a higher level class.
isotope, lathe, peninsula

*From: **Bringing Words to Life - Robust Vocabulary Instruction** by Isabelle Beck, Margaret McKeown, & Linda Kucan*

We Teach Tier Two – Language of Texts and Tests

- ❑ Represent subtle or precise ways to say things i.e., *saunter* vs. *walk*
- ❑ Are far more likely to appear in written texts than speech
- ❑ Appear across all types of texts
- ❑ Informational texts: *relative, vary, formulate, specify, accumulate*
- ❑ Technical texts: *calibrate, itemize, periphery*
- ❑ Literary texts: *misfortune, dignified, faltered, unabashedly*

Not so long ago in Montgomery, Alabama, the color of your skin **determined** where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, **racial segregation** was the rule throughout the American South. Strict laws—called "**Jim Crow**" laws—enforced a system of **white supremacy** that **discriminated** against blacks and kept them in their place as **second-class** citizens.

People were separated by race from the moment they were born in **segregated** hospitals until the day they were buried in **segregated** cemeteries. Blacks and whites did not attend the same schools, **worship** in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest **obstacle** was the **poll tax**, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a **literacy** test to prove that they could read, write, and understand the U.S. Constitution. These tests were often **rigged** to **disqualify** even highly educated blacks. Those who overcame the **obstacles** and insisted on **registering** as voters faced threats, **harassment** and even physical violence. As a result, African Americans in the South could not express their **grievances** in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

RED are tier two words and some are considered Tier 3 words.
Notice how many words are sight words and general words.

Task Ten –Look at these sites and tell me how you could use them in your Content area.

- [https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD Academic Vocabulary .pdf](https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf)
- <https://www.sealyisd.com/common/pages/DisplayFile.aspx?itemId=2339209> marzano's content lists
- <http://www.visuwords.com/> hit Explore and see what happens in this site to bring about many related words.

These sites have words that can be leveled for students to learn grade level to grade level.

This might be a way to begin growth grade level to grade level.



A High-Incidence Academic Word List

<http://www.cal.org/create/conferences/2012/pdfs/handout-4-vaughn-reutebuch-cortez.pdf> Take a look at frequency of words

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The *Academic Word List*, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent (amongst this list of high incidence words). This contains the headwords of the families in the Academic Word List. In other words, this list contains the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword *analyze* would also include *analyst*, *analytic*, *analytical* and *analytically* in the word family.

The *Academic Word List* is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high-utility academic word list does not contain technical words likely to appear in one, specific field of study such as *amortization*, *petroglyph*, *onomatopoeia*, or *cartilage*. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high-incidence academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. *TESOL Quarterly*, 34, 213-238.
Averil Coxhead's website: www.vuw.ac.nz/lals/div1/awl

1. analyze approach area assess assume
authority available benefit concept consist
context constitute contract data define
derive distribute economy environment
establish estimate evident factor finance
formula function income indicate individual
interpret involve issue labor legal legislate
major method occur percent period
principle proceed process policy require
research respond role section sector
significant similar source specific
structure theory vary

2. achieve acquire administrate affect
appropriate aspect assist category chapter
commission community complex compute
conclude conduct consequent construct
consume credit culture design distinct
equate element evaluate feature final
focus impact injure institute invest item
journal maintain normal obtain participate

perceive positive potential previous primary
purchase range region regulate relevant
reside resource restrict secure seek
select site strategy survey text tradition
transfer

3. alternative circumstance comment
compensate component consent
considerable constant constrain contribute
convene coordinate core corporate
correspond criteria deduce demonstrate
document dominate emphasis ensure
exclude fund framework illustrate
immigrate imply initial instance interact
justify layer link locate maximize minor
negate outcome partner philosophy physical
proportion publish react register rely
remove scheme sequence sex shift specify
sufficient task technical technique
technology valid volume

Task Eleven What would you do to remember words?

1. What strategies would you use to try and remember these words for a test or for your lifetime.

Give one or two examples of how you could remember them and what you would do to keep them in your long term memory.

Do you have a favorite word? Why do you like it and why do you remember it?

Interactive Notebooks

- <https://www.youtube.com/watch?v=cxOIRsxX6ms> 3min. video of interactive SS notebook
- <http://www.youtube.com/watch?v=CM7PRQnz3O4&list=PL84ACF186C6F85725> 5 min
Entrepreneurship
Notebook in Business

- <http://www.youtube.com/watch?v=ivY--12laf>
11 min –Math
interactive notebook
Really cool things in it
and even if you watch
the first minutes, it will
give you ideas.

Marzano's Vocabulary Instruction Steps



1. Initially Provide Students with a Description, Explanation, or Example as Opposed to a Formal Definition

- When introducing a new term or phrase it is useful to avoid a formal definition---at least at the start. This is because formal definitions are typically not very "learner friendly." Provide students with a description, explanation, or example much like what one would provide a friend who asked what a term or phrase meant.

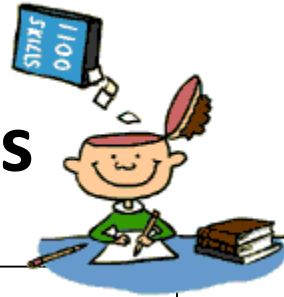
Marzano's Vocabulary Instruction Step



2. Have Students Generate Their Own Descriptions, Explanations, or Examples

- Once an explanation has been provided to students they should be asked to restate that information in their own words.
- It is important that students do not copy exactly what the teacher has offered.
- Student descriptions, explanations, and examples should be their own constructions using their own background knowledge and experiences .

Marzano's Vocabulary Instruction Steps



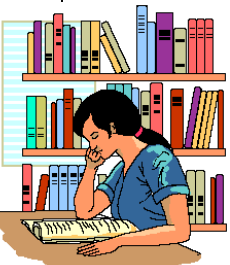
3. Have Students Represent Each Term or Phrase Using a Graphic Representation, Picture, or Pictograph

- Students should be asked to represent the term or phrase in some graphic, picture, or pictographic form. This allows them to process the information in a different modality---an imagery form as opposed to a linguistic form. It also provides deepens students' understanding of the new term or phrase.

Marzano's Vocabulary Instruction Steps

4. Have Students Keep an Academic Vocabulary Notebook

- An academic vocabulary notebook will help students develop an understanding of a set of terms and phrases that are important to the academic content in mathematics, science, language arts, and social studies. This implies that the terms and phrases that are taught using this approach represent a related set of knowledge that expands and deepens from year to year.



Marzano's Vocabulary Instruction Steps

5. Have Students Keep an Academic Vocabulary Notebook

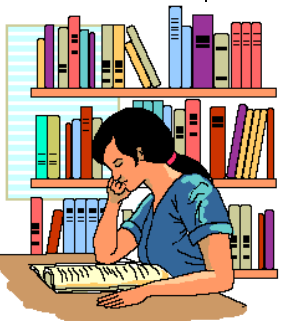
- Space should also be provided for students to write additional comments about the terms and phrases as time goes on. As will be mentioned in the next step, students should be engaged in activities that allow them to review the terms. As these activities occur, students can be asked to add to the entries in their notebooks perhaps correcting misconceptions, adding new information, or making linkages with other terms and phrases.



Marzano's Vocabulary Instruction Steps

6. Have Students Keep an Academic Vocabulary Notebook

- All terms and phrases are kept in one academic notebook that has a or divider for each subject area. This would allow students to make comparisons between terms and phrases from different subject areas. The academic notebook might also have a "tab" or divider entitled "my words." In this section students would record terms and phrases of interest gleaned from their own reading experiences in or outside of school.



Marzano's Vocabulary Instruction Steps

7. Periodically Review the Terms and Phrases and Provide Students with Activities That Add to Their Knowledge Base

- If students experience a new term or phrase once only, they will be left with their initial, partial understanding of the term or phrase. To develop deep understanding of the terms and phrases in their academic vocabulary notebooks students must be engaged in review activities.**



Hayes & Ahrens 1988

Rich Word Exposure

Text	Avg. Rank of Difficulty of Words in Text	Avg. Number of Rare Words per 1000
Newspapers	1690	68.3
Adult Books	1058	52.7
Comic Books	867	53.5
Children's Books	627	30.9
Conversation between 2	598	30.8
Children's TV	543	20.2

Involve students in games that will allow them to play with the terms

- Identify real-life connections between words and their use
- <https://playknoword.com/>

Students need to know Text Features

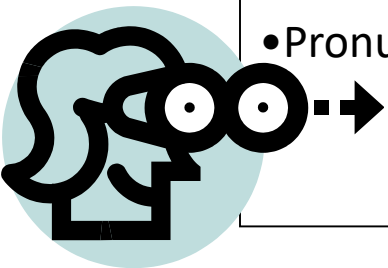
How nice would it be if they already knew these by 6th grade? If we leveled them, it could happen.

- **Headings/Subheadings**
- **Boldface print**
- **Use of capitals to indicate importance**
- **Titles**
- **Framed information**
- **Bullets**
- **Captions**
- **Italics**
- **Call-outs or sidebars**
- **Labels**
- **Font styles**
- **Changing colors**
- **Illustrations/Photographs/Drawings**
- **Highlighted information**
- **Textual clues (for example, in fact, in conclusion, on the other hand)**

Adapted from *Making Nonfiction Come Alive*, 2004



- Diagrams
 - Cross sections and overlays
 - Photographs
 - Illustrations
 - Graphs
 - Timelines
 - Figures
 - Timelines
 - Charts
 - Word bubbles
 - Tables
 - Maps
 - Graphic organizers
 - Cut aways
-
- Preface, table of contents, index, glossary,
 - Pronunciation key, appendix



Inside the Classroom

- Share the airspace.
- Listen for periods.
- Connect to someone else's idea.
- Respectful disagree by using “I” statements.
- Use the text “On page... it says that...”
- Resisting saying “anything that comes to mind”
- Use Teacher Talk- practice sounding super smart
- Invite people into the conversation “Laura, what do you think?”
- If you are mad, think first, speak third
- Rewind, reword

Accountable talk wall chart

- **Accountable Talk Prompts**
 - I wonder why...
 - I have a question about...
 - I agree with...
 - I disagree with...
 - That reminds me of...
 - I don't understand...
 - I predict...
 - I figured out...
 - I liked/disliked....

Preparation and Planning Step

The only thing that matters!

1. Ask what is the purpose for this reading?
 - ☐ Student curiosity or introduction to a subject matter
 - ☐ Stimulating interest in the subject
 - ☐ Growth in mastery of the content
 - ☐ Practice in problem solving in the content
 - ☐ Refinement and growth in important skills in the content

Purpose Planned-Then begin with that in mind and plan.

2. Reading the content requires:

- ☐ Accurate reading
- ☐ Literal understanding of concepts in the order in which they are presented
- ☐ Making logical conclusions that are based on evidence
- ☐ Infer accurately using the evidence and the student's background knowledge

3. Reading Abilities Required for Many Contents

- ☐ Skill in varying reading rates according to the purpose
- ☐ Skill in using parts of the book –Text features
- ☐ Skill in using and locating sources for information
- ☐ The ability to use the vocabulary of the content
- ☐ The ability to use the formal content of symbols, formulas, details, features
- ☐ The ability to read and comprehend graphic organizers
- ☐ Ability to organize ideas read different text structures
- ☐ Ability to read directions accurately
- ☐ Ability to evaluate the material to draw conclusions
- ☐ Ability to apply the data from reading content

The 3 P's

PURPOSE

PLAN

PROCEED

Group Reading Inventory

Using Parts of the Book

1. On what page would you find the chapter called_____?
2. Of what value to you are the questions at the end of the chapter_____?
3. How are the chapters arranged?
4. What part of the book would you use to find definitions of words?

Using Source Materials

1. Where would you look to find out more information on something in the textbook you did not understand?
2. Explain the difference between science fiction and science facts?
3. If you don't understand a graphic in the textbook, how would you be able to help yourself understand it?

Understanding Vocabulary

1. How does the author define the word hypothesis on page 22?
2. Define plagiarism?
3. When the inflection "or" is put at the end of the verb invent, what part of speech does it become?
4. How would you explain the word to a subatomic or arthropod to an alien?

Task Twelve-Group Reading Inventory 2

Noting main ideas

1. Look at 1-3 paragraphs and ask for the main idea.
2. Give supporting details for each of the main ideas.

Drawing conclusions

1. Students need to be able to infer in order to draw conclusions, predict, compare and contrast, cause/effect, or problem solve. So ask questions that are not completely stated in the textbook, but ask them to give an answer with the text evidence to support it.

Following Directions

1. What is the 3rd step in the scientific method? If a scientist forgets this step, what would happen?

Understanding symbols and formulas

1. What does the H stand for in H₂O?
2. In the chart on page 50, where can you find the formula for ____?
3. In what part of the book could you find more information on the ____?

What would the information on this Group Inventory give you?

EXAMPLE

Goals and Connections to Common Core

- ❑ Students will use appropriate comprehension skills and strategies
 - Standard to read independently, interpreting text and responding to literature
 - Standard to read, analyze, and interpret text
 - Standard on writing a variety of types of text with quality and evidence.
 - Standard on communicating effectively while speaking and listening and writing

Diagnostics Other Than Testing

Continuous Process

- Observation of a student reading or discussing concepts.
 - Teacher making note of evidence they are obtaining to diagnose later.
- Record Keeping –Cum Folder Inspection
- Grades
- Reports
- Performance
- Health Exams
- Interview and conferences with students/parents
- Interest inventories
- Learning styles

Comprehension Strategies

List the strategies the students will be introduced to and use during the lesson.

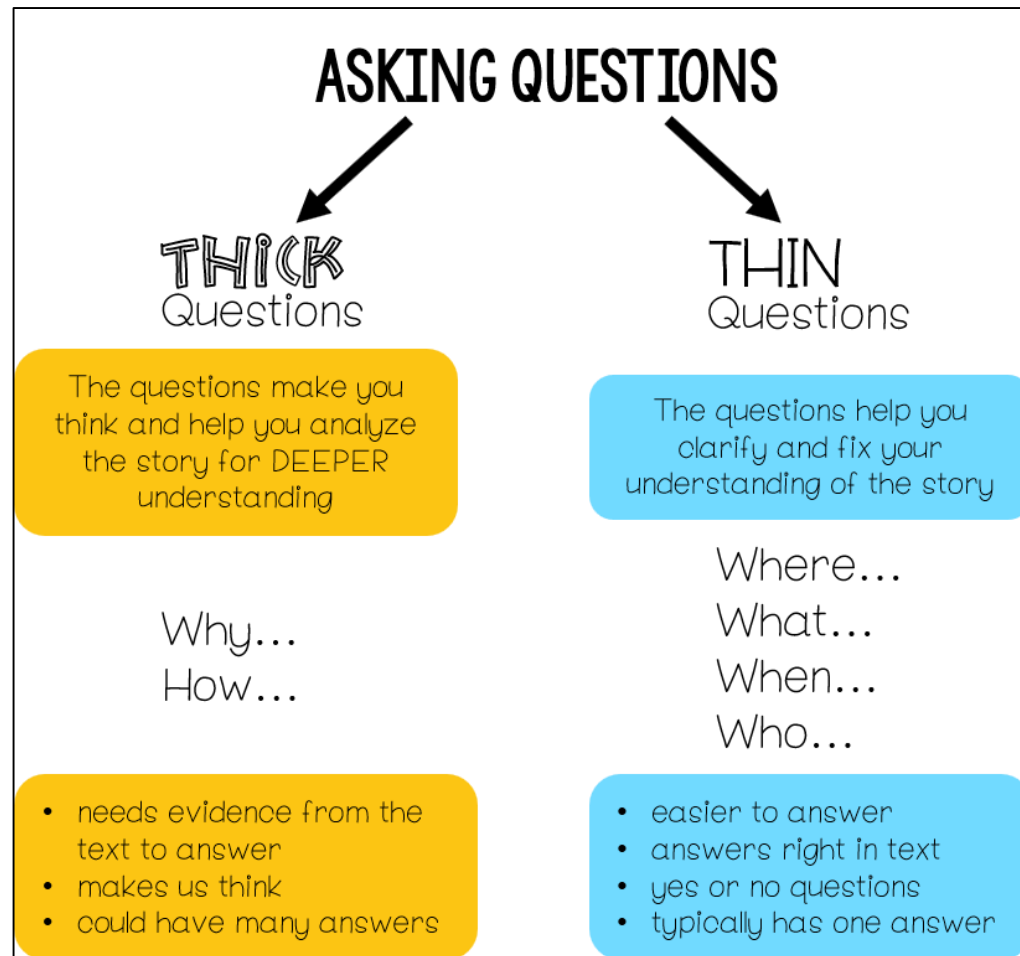
1. Visualization	Read aloud a scene, paragraph, quote, from text while students have eyes closed. Then let them think about the words you are reading. Then they can open their eyes, quick write or sketch, and share with another person. Then let them see the graphic in the book to see if they are a match.
2. Self Questioning	Thick and Thin Questions

Comprehension Centers will vary with the age group. With Common Core use centers that have several types of text at it for students to read and comprehend.

Comprehension Routines

Literature circles, Reciprocal Teaching, Partner Read, Checking in with texts we have already read and extend lessons.

Thick and Thin Questions



Teaching Strategies Comprehension

➤ Learning Walls or Anchor Charts

Generate a list of essential words, concepts, formulas, etc. and begin a word wall.

Create charts and place them in a prominent place.

Use **color** and **PATTERNS** to enhance learners.

Students connect new info with the learning walls.

Shift –Writing to Sources

Routine Writing

- Notes
- Summaries
- Learning Logs
- Journal Entries
- Answering questions from a text
- Writing to learn tasks
- Showing evidence
- Open ended writing
- Informal writing projects

Long Term Writing Projects

- Research
- Multimedia Products
- Formal compositions and multiple revisions

Three Key Considerations

1. Cite evidence and analyze content
2. Understand and apply grammar
3. Understand and apply vocabulary

Writing to Sources

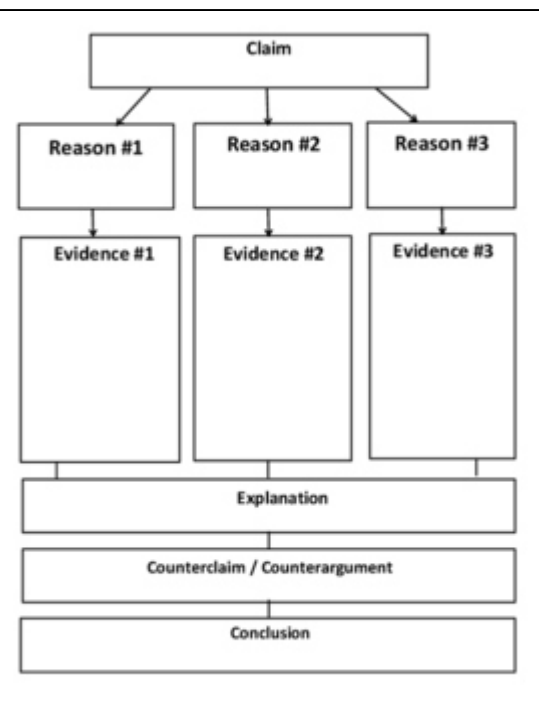
Lots of information on the web about argument writing.

<https://www.google.com/search?q=argument+writing+graphic+organizer&tbm=isch&tbo=u&source=univ&sa=X&ei=jQE6UsrRCoWFyQH1x4GgAw&ved=0CC4QsAQ&biw=740&bih=564&dpr=1>

Graphic Organizers to use with Argument Writing

http://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahsltrom.pdf **SHOW**

Everything you need for writing with CCSS



GRAPHIC ORGANIZERS CAN BE HELPFUL IF THEY ARE COMMON ACROSS GRADE LEVELS. STRUGGLING LEARNERS HAVE TROUBLE WITH TOO MANY GRAPHIC ORGANIZERS CLASSROOM TO CLASSROOM.



ADVANCED ESSAY WRITING *The Research Paper Graphic Organizer*

Focus

Thesis Statement

What are you attempting to explain, prove, or persuade the reader to do? Make sure your answer is a complete sentence.

Content

Argument or Subtopic

What is one argument or subtopic that develops your thesis statement?

Argument or Subtopic

What is one argument or subtopic that develops your thesis statement?

Argument or Subtopic

What is one argument or subtopic that develops your thesis statement?

Style

GRABBERS

Make sure to begin your essay in a creative manner aimed at "grabbing" the reader's attention and establishing a creative thread that you can carry through to your conclusion and your zinger.

ZINGERS

An essay should leave a final and lasting impression on the reader. The best zingers are ones that refer back to the creative idea you used in your grabber.

Grabber: How will you creatively capture or "grab" the reader's interest?

Zinger: What thought-provoking idea will you offer the reader to think about?

Organization

The arrangement of content. The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.

Alert!

Look over your three arguments or subtopics and decide the best order for the three paragraphs that will make up the body of your essay. Use the blocks provided to determine the order in which you will present your three arguments or subtopics.

Conventions

Alert!

Transition words

- <http://www.smart-words.org/transition-words.html> List of transition words for students to use
- <http://owl.english.purdue.edu/owl/resource/693/01/> Great site for writing to use with students
- <http://writing.colostate.edu/guides/pdfs/guide58.pdf> toulmin method with informational and literary
- <https://jerrywbrown.com/wp-content/uploads/2013/03/35-toulmin-graphic-org-revised.pdf> Toulmin graphic organizer here

Argument Writing

Frey, Fisher, and Ross included in their article “The Art of Argumentation” 2009 a set of Language Frames for argumentation in science.

- Making a claim:

I observed_____when_____.

- Proving evidence:

Based on_____, I think

Writing Frames on Back of Toulmin

Learning requires interaction with each other.

- Have students pose a question asking for evidence from text.
- Students then offer counterclaims by what they found in the text.
- They provide evidence of their counterclaims.
- Another student offers a counterclaim and the students come up with a consensus, that invites speculation.
- Then the class can write these up as an argument paper.

Claim	Evidence	Warrant (Explanation)
The city does not have a good money manager.	There are 3 lawsuits against the city for not paying outsourced work.	If the city is being sued for nonpayment by 3 different companies for work done, then money management is not being handled correctly.

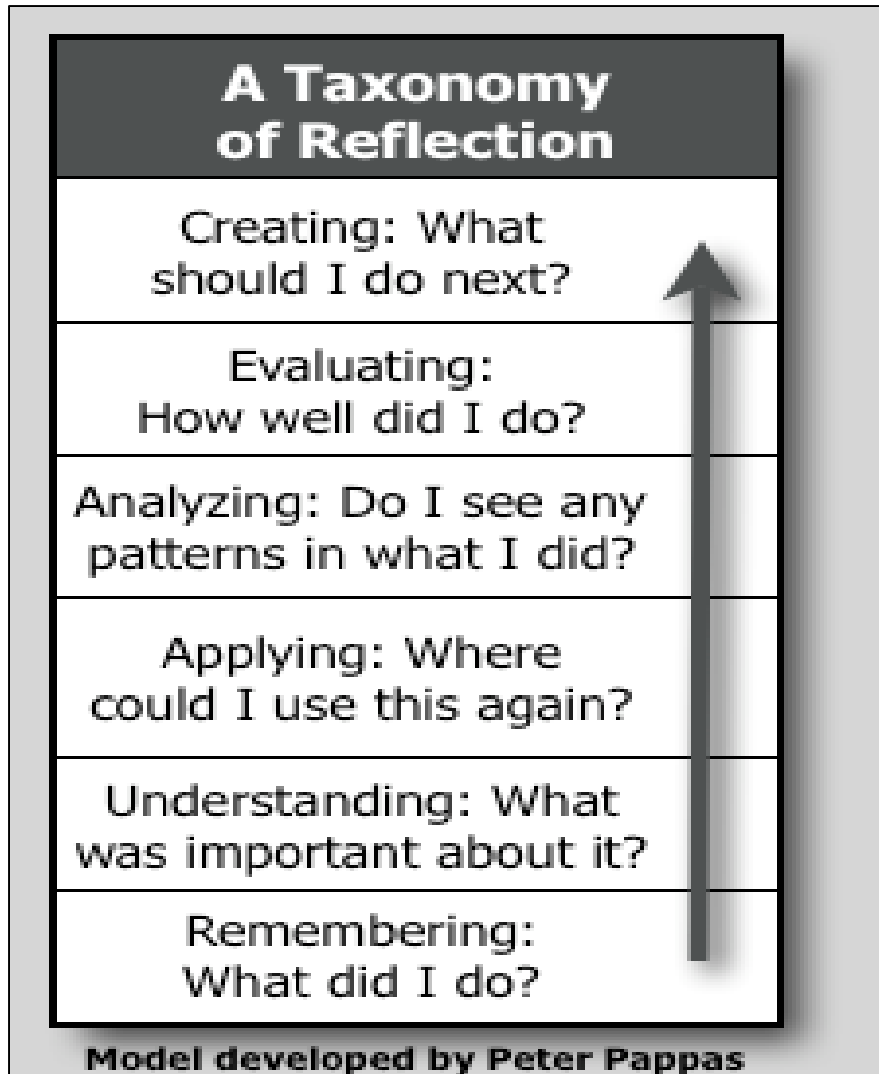
Resources to Use

- [https://www.georgiastandards.org/Resources/Pages/Tools/Lexile in Action Strategies.aspx](https://www.georgiastandards.org/Resources/Pages/Tools/Lexile%20in%20Action%20Strategies.aspx)

Notetaking Strategies.- All kinds.

This site has every type of common core explanation for using with students inside the classroom.

Reflection Peter Pappas



- <http://www.peterpappas.com/2010/01/taxonomy-reflection-critical-thinking-students-teachers-principals-.html> website to reflective students

Task 13 Common Core Resources

1. <http://vimeo.com/tcrwp/albums> Reading and Writing Projects Real Classrooms Real Teachers/Students Some ideas to use.
2. <http://vimeo.com/album/2192389/video/55951301> MS teacher doing Point of View Discussion in Social Studies This can work with any grade level. Worth watching.

Look at video 2. What would you change in her classroom instruction?

Short Sustained Research

- <http://watchdogwire.com/blog/2013/10/15/ap-to-align-with-common-core/> news items to read and research
- <http://www.kellygallagher.org/article-of-the-week> HS Weekly articles that are real world on all contents.
- <https://davestuartjr.com/resources/article-of-the-week-aow/> JH articles
- <https://newsela.com/>
- <https://classroommagazines.scholastic.com/articles-for-students.html#middle-and-high-school>

Things to Think About

Where do we go from here?

- We start out **slow**.
- We **find time to discuss among contents** with ELA teachers what is needed so all subjects are including the shifts?
- We try to do **one unit** this next quarter that is **completely aligned to the shifts**.
- We **talk about when things are introduced, practiced, mastered, and reviewed?**
- We come up with a **common vocabulary**.
- We **look at student work together** and come up **with rubrics we all use**.
- We **form common assessments that all agree** will help us see growth in students.
- We **diagnose reading problems** in students and **start intervening quickly** systematically and explicitly in all classes.
- We try to find some **time to reflect, enjoy what we do, and learn from each other**.
- We **help students see where they are and where they need to be**. We help them and support them to get to the goal incrementally.
- We **talk to students about what they use as strategies when they read and write** and we don't keep teaching them hundreds of other things. They have skills that they use already.
- When we get this done, we begin again with a new goal. **It never ends.....it is ongoing**.....and it is good for students and for the whole society in general.

Appendices A, B, and C

Appendix C of the Common Core Writing Samples

- Groups take Informational samples or Argument samples.
 - Read them and the annotation
 - What do the annotations tell you about the student writing?
 - Are there words repeated that let the teacher and student know what is important to have in an informative or argument writing?
 - Could you use the annotations inside your classroom for grading the writing you ask students to do?

<https://achievethecore.org/page/1192/ccss-ela-literacy-appendix-a-research-supporting-key-elements-of-the-standards-glossary-of-key-terms>

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/appendix-b-text-exemplars-and-sample-performance-tasks.pdf>

<https://study.com/academy/popular/what-s-in-common-core-standards-appendix-c.html>

This is the End

All teachers are Literacy Teachers even though no one told us that.

Students have to be reading near grade level to comprehend and apply what you are teaching.

Equity is differentiation. Take time to try at least one way to support struggling students in your content area.

Thank you for taking this training. Send tasks to me.