

Literacy PERKS

Standard 3: Instruction and Targeted Intervention



PERKS Essential Elements

Academic Performance

1. Aligned Curriculum
2. Multiple Assessments
3. ***Instruction and Targeted Intervention***

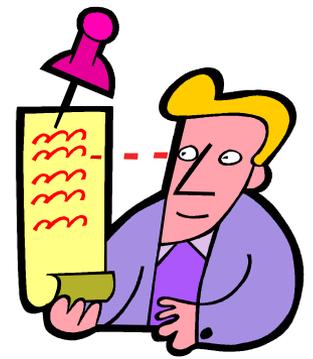
Learning Environment

4. Literate Environment
5. School/Family/Community Partnerships
6. Professional Development

Efficiency

7. Literacy Team
8. Valuable Resources
9. Literacy Plan

Session Objectives



At the end of the session, participants will:

- Understand the strands of literacy
- Understand what effective literacy practices look like
- Understand how literacy instruction can be addressed in lessons

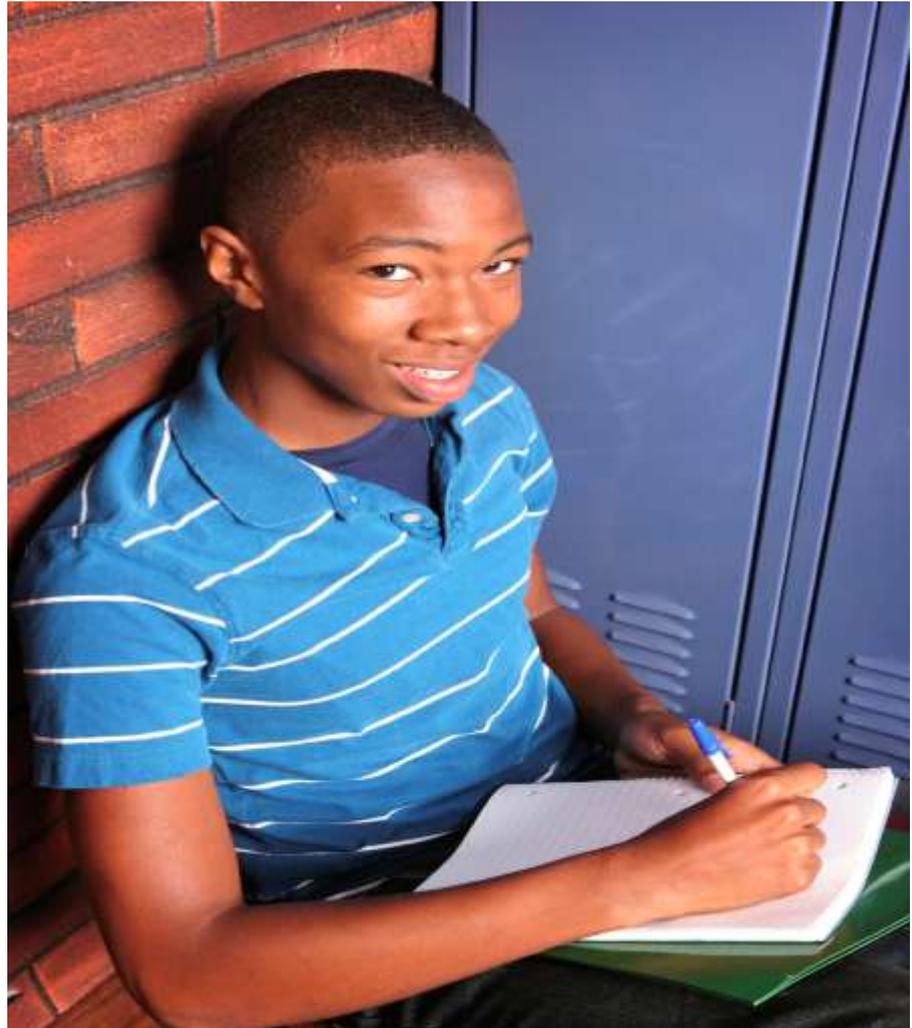
Correlation Between Amount of Reading and Achievement

Percentile Rank	Minutes of Text Reading per Day	Estimated Number of Words Read per Year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

Anderson, R. C., Wilson, P., & Fielding, L. G. (1988).
Growth in reading and how children spend their time outside school.
Reading Research Quarterly, 23(3), 285-303

Five Literacy Strands

- Reading
- Writing
- Listening
- Speaking
- Observing



Literacy, as defined by the KY Literacy Partnership

Literacy includes reading, writing, and the creative, and analytical acts involved in producing and comprehending text. Literacy is more than reading and writing.

- It involves purposeful social and cognitive processes
- It helps individuals discover ideas and make meaning
- It enables functions such as analysis, synthesis, organization, evaluation

Literate Environment

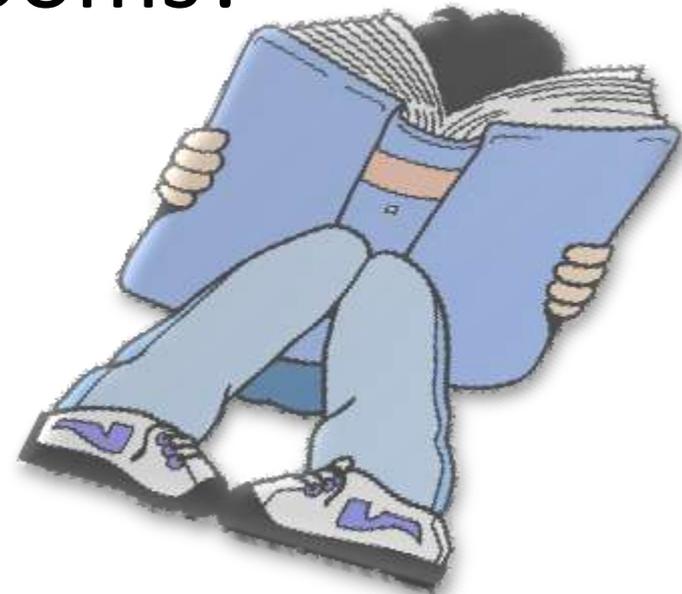


Explicit Instruction



What Does the Literacy Block Look Like in Primary Classrooms?

- Whole Group
- Small Group
- Independent/Partner Groups
- Writing



Explicit Instruction



Clear Purpose and Directions

Teacher
Models

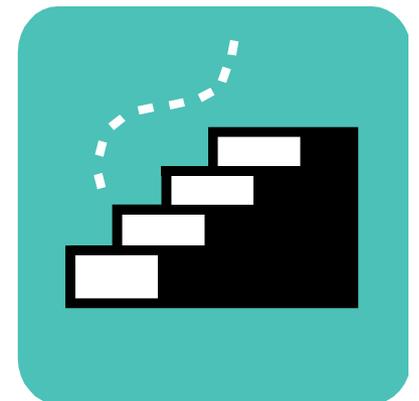
Teacher and
Students
Together

Student
Work
Independently

Assessment

Steps to Explicit Instruction

- **Present Objective** (*What, How, Why, Where*)
Activation/Connection to Prior Knowledge
- **Teacher Modeling**
Examples/Non-examples
Tasks broken into manageable steps
- **Guided Practice** (*e.g., Whole Group, Small Group, Partners*)
Specific feedback to students
Scaffold instruction
- **Independent Practice**
Lesson Summary



Literacy Instruction Across the Content Areas



- Before, during and after reading strategies embedded in lessons
- Opportunities for students to engage in meaningful dialogue with one another
- Writing as a learning process
- Presenting or performing
- Group/pairs work

What are academic literacy demands?

Across all content areas students should be able to...

- Read
- Write
- Listen/view
- Discuss/present
- Think critically and creatively
- Use language and vocabulary to read and comprehend text to support the learning of content





Reflection: What are the academic literacy demands of a content area?

- What type of activities or *tasks* are required of experts in a content area?
- What type of *texts* do students read in a content area?
- What *reading* and *writing* skills will students need to use those texts proficiently?
- What *discussion* and *presentation* skills will students need to verbalize understanding?



Reflection: What are the academic literacy demands of a content area?

(continued)

- What *listening* and *viewing* skills will students need to connect with the standards and objectives of a specific content area?
- What *higher-order thinking* skills will students need to use to move beyond basic understanding of content text?

If you were looking for literacy-rich instruction in your school, what would you see/not see?

- Reading comprehension strategy instruction
- Writing instruction
- Opportunities for listening and viewing
- Opportunities for deep discussion and presenting
- Instruction in use of higher-order thinking skills



Student Engagement

The Power of Inquiry

- ▣ Wilhelm and Smith's research suggests students are more likely to engage in literacy activities when the following conditions are present:
 - Competence and Control
 - Appropriate Challenge and Assistance to meet the Challenge
 - Clear Goals and Immediate Feedback
 - Immersion in the Immediate
 - The Importance of the Social

Engagement



Instructional Practices to Support Student Engagement

- Cooperative Learning
- Seating Arrangements
- Small Group Discussions
- Socratic Seminar
- Presentations
- Readers Theatre
- Reading Aloud
- Shared Reading, Guided Reading, Literature Circles
- Conferences and Interviews

Video Clip—Purpose for Viewing Active Engagement

- http://insidewritingworkshop.org/classroom/mwhite/video_pages/?cat=wri

While listening to the student dialogue, jot down examples of active student engagement.

Literacy Lesson Planning Template (CCSSO)

<p>Name of Lesson: Grade Level: Content Area:</p>
<p>Instructional Outcomes Content Learning Outcome(s): Content Standard(s):</p>
<p>Literacy Support Strategies & Instruction Before Reading/Learning: • Literacy Outcome:</p> <p>During Reading/Learning • Literacy Outcome:</p> <p>After Reading/Learning: • Literacy Outcome:</p>
<p>How will I assess learning for this lesson? (Note: assessment can be used to plan next steps and does not need to be graded) What will I do in subsequent lessons?</p>

Differentiated Instruction/Targeted Intervention



DIFFERENTIATION OF INSTRUCTION and TARGETED INTERVENTION

- Is a teacher's response to
learner's needs

Tomlinson & Allan, Leadership for Differentiating Schools and Classrooms

What can we differentiate?

Curriculum

- Content
- Process
- Product

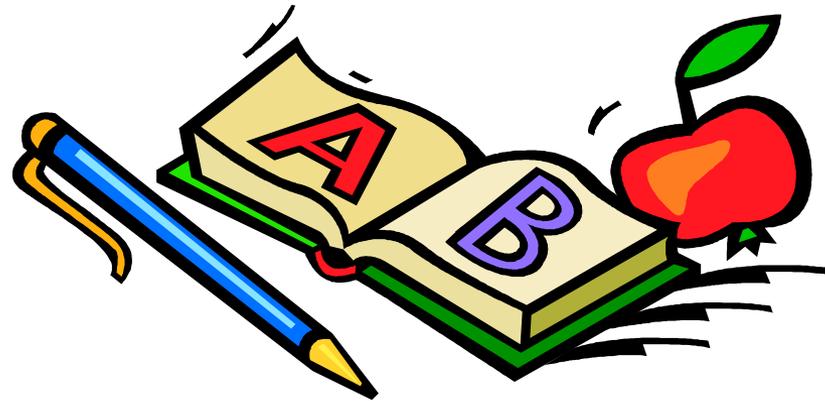
Student

Characteristics

- Readiness
- Interest
- Learning profile



Vocabulary Instruction



Vocabulary Research

- Researchers have named vocabulary knowledge as the most important factor in reading comprehension. (White, Sowell, & Yanagilhara, 1989)
- Effective vocabulary instruction requires active and positive student participation. (Carr & Wilson, 1986)
- Personal engagement with a new word can lead to deep processing of meaning. (Cole, Sloan & Trathen, 1995)

“It is imperative to be mindful of the serious limitations inherent in the three most common vocabulary teaching practices in K-12 classrooms.”

--Kevin Feldman & Kate Kinsella

What Doesn't Work

1. Looking up words in the dictionary
2. Using written context to figure out word meanings
3. Unplanned vocabulary teaching

Marzano's Six Steps to Effective Vocabulary Instruction

1. Teacher provides description, explanation, or example of new term
2. Students relate explanation of the term in their own words
3. Students create nonlinguistic representation of term
4. Students periodically do activities that help them add to their knowledge of vocabulary terms
5. Periodically, students are asked to discuss terms with one another
6. Periodically, students are involved in games that allow them to play with the terms

Word Walls



Purpose for Viewing Video

Concept Wall

1. How does the teacher incorporate the interactive word/concept wall in the lesson?
2. How does the word/ concept wall scaffold students into the learning?
3. What strategies does the teacher use to make the wall accessible to students?



Lalhwani-Touchstone Text.WMV

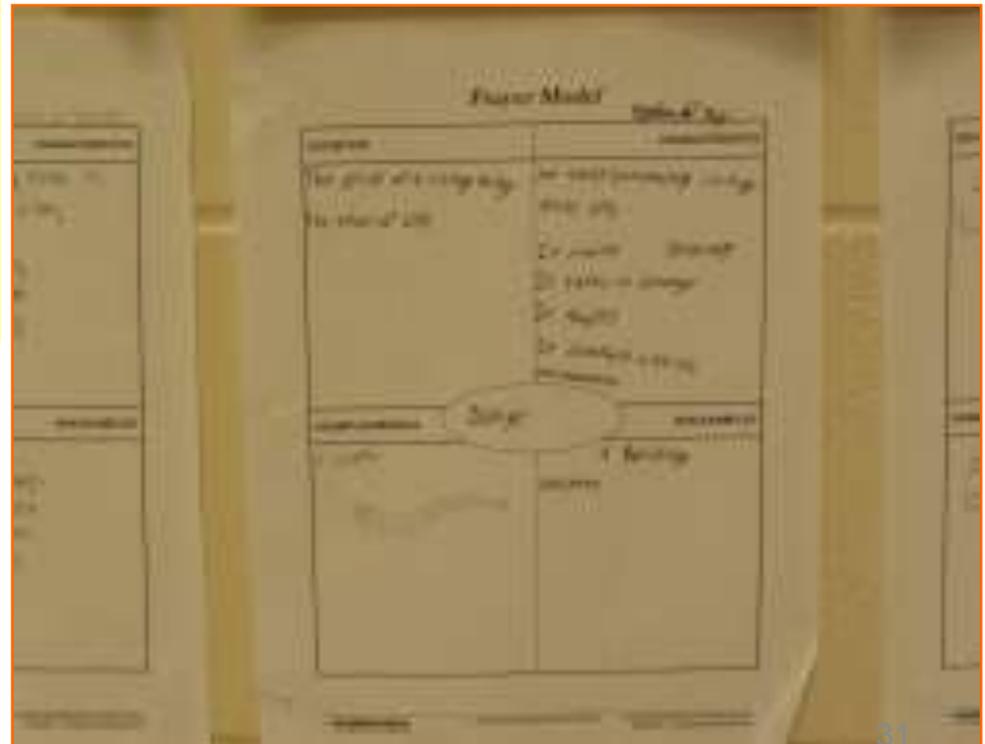


VOC Interactive Word Wall.WMV

Content Vocabulary



A handwritten note on a piece of paper titled "Lab Safety" in a large, blue, cloud-like bubble. The note is divided into two columns. The left column is headed "definition" in red and contains the text: "Short set of basic rules to avoid possible lab hazards". Below this is the heading "examples" in blue, followed by "Wear safety goggles", "Pull hair back", and "WEAR gloves (when needed)". The right column is headed "Characteristics" in green and contains: "safety clothing/ accessories", "listen to rules", and "CLEAN UP". Below this is the heading "non-examples" in blue, followed by "baggy clothing", "unprotected eyes", and "mixing chemicals". A red starburst graphic is drawn around the "non-examples" section. The paper has a yellow border and some other notes are visible in the background.



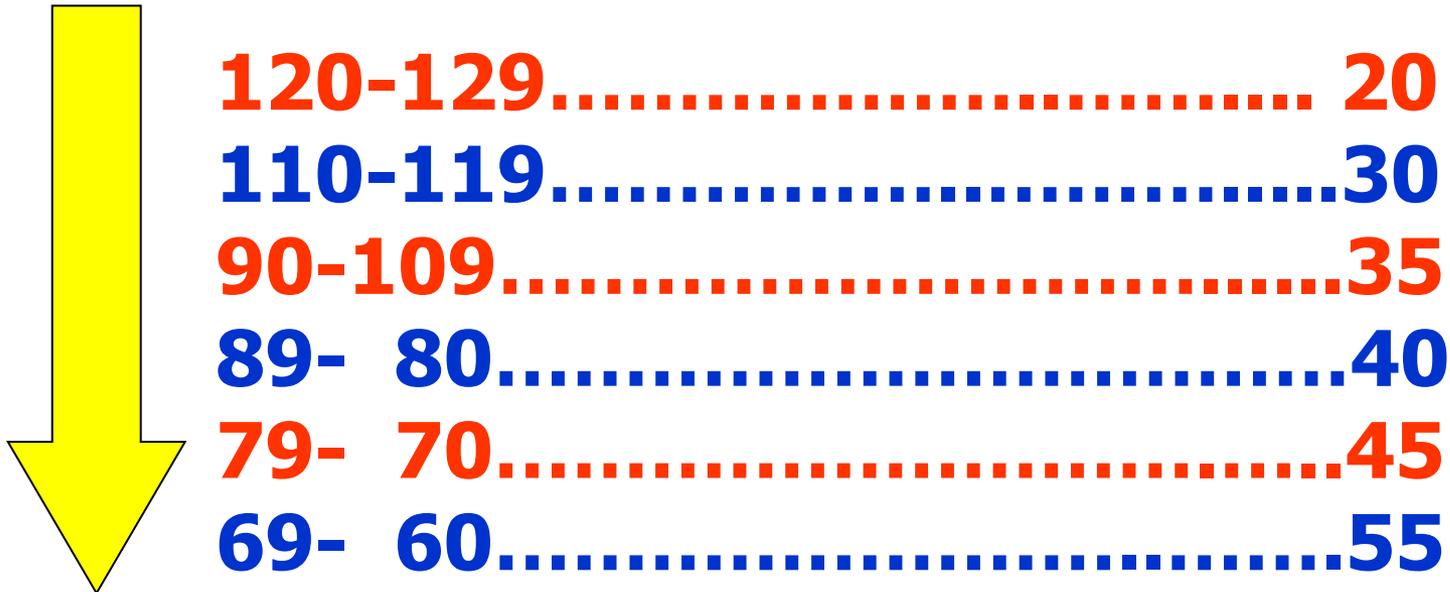
A handwritten note on a piece of paper titled "Factor Model" in the top right corner. The note is a diagram with a central oval labeled "Subject" and a box labeled "1 factor" to its right. The diagram is surrounded by a grid of boxes, some of which contain text. The text is mostly illegible due to blurriness, but some words like "Subject" and "1 factor" are visible. The paper has a yellow border and some other notes are visible in the background.

Vocabulary activities in a lesson should...

- Encourage rich discussions about the meanings of unfamiliar words.
- Help students to make connections between new words and familiar concepts.
- Encourage students to use words in context.
- Help students to analyze word parts.
- Support active student engagement with gaining word knowledge and understanding.

Word Recognition

The cognitive level of a student is a factor in the *number of exposures* required for word recognition.



Dr. Bonnie
Armbruster
University of Illinois
Urbana-Champaign

Purpose for Viewing Vocabulary

How does the activity extend student vocabulary?

How will this activity impact student writing, comprehension and spoken vocabulary?

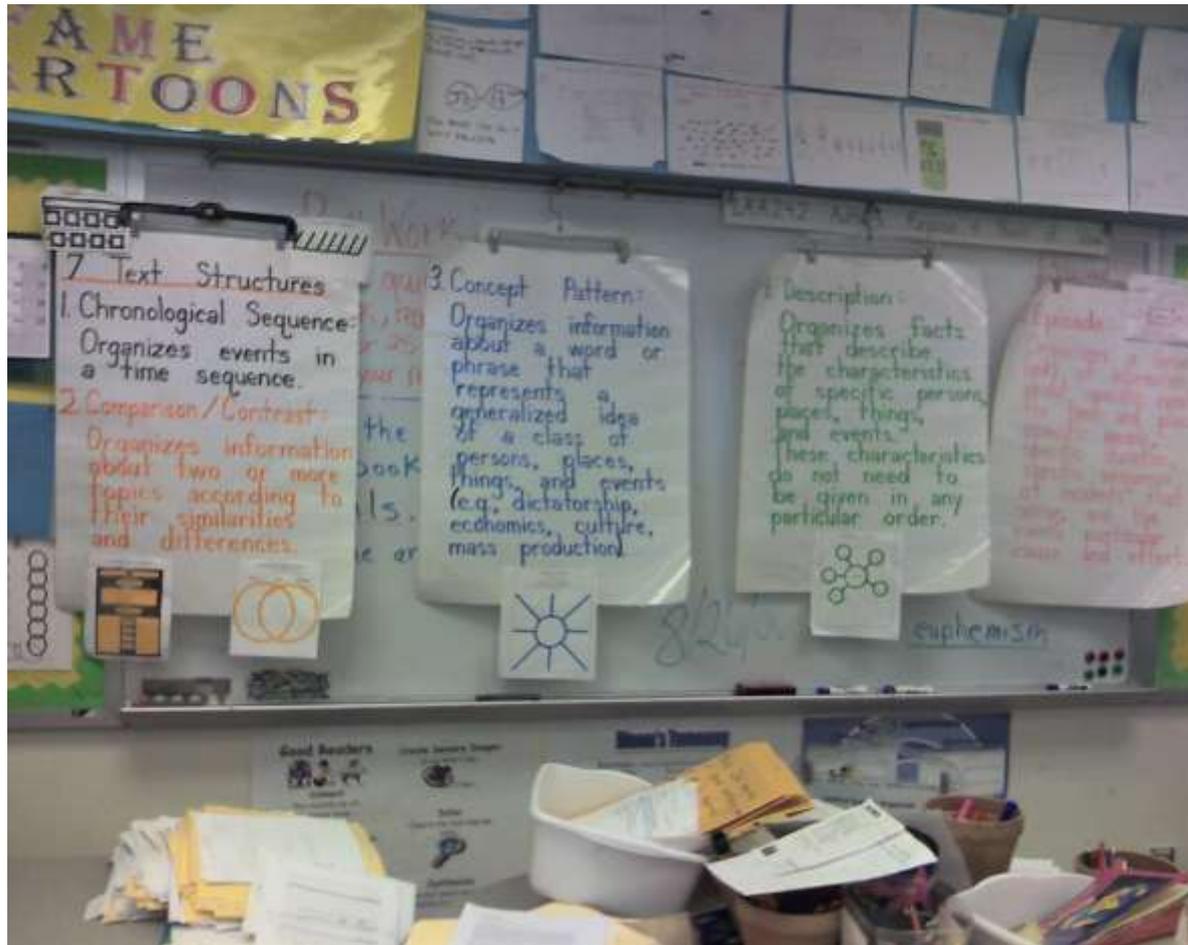


Palham-Preparing for Reading.WMV



VOC Million Dollar Word Center.WMV

Graphic Organizers

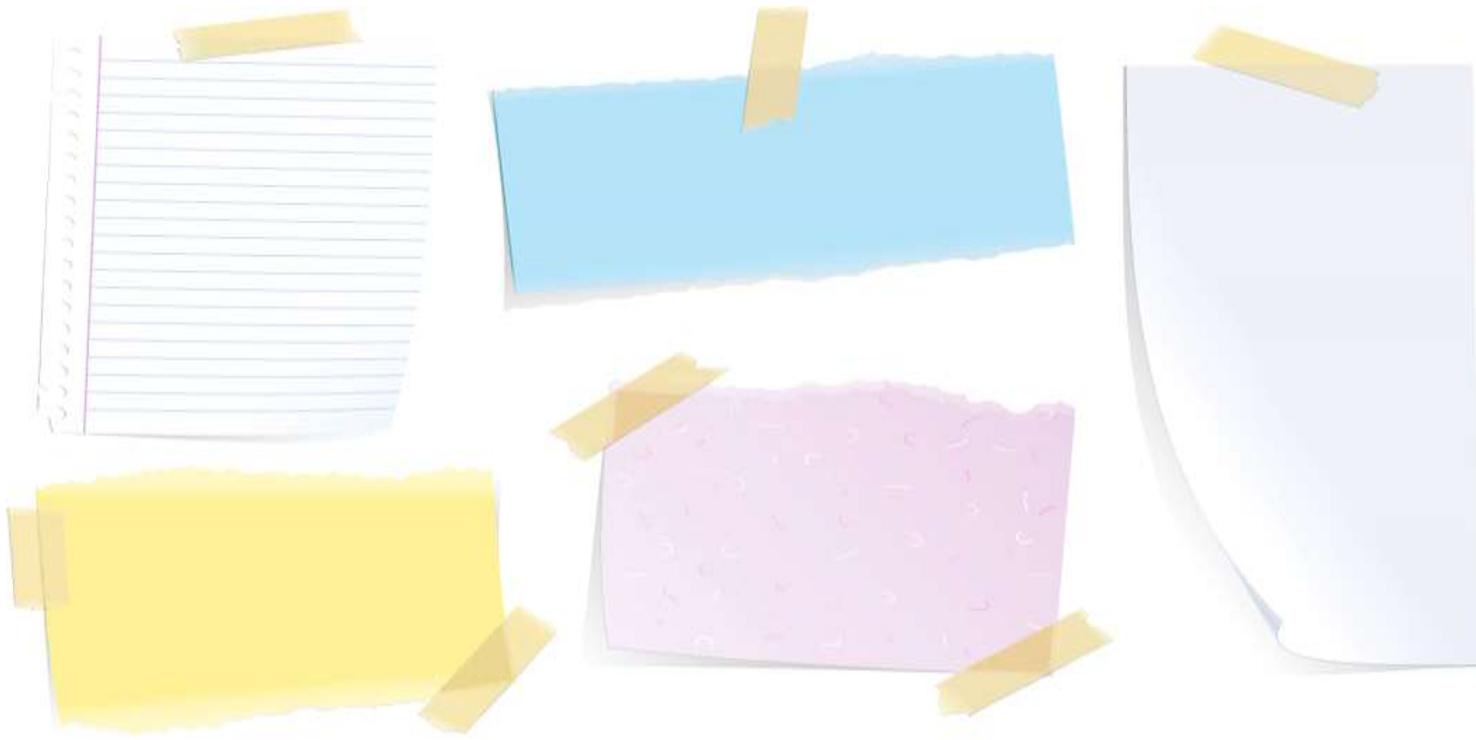


Graphic Organizers



Why Use Graphic Organizers?

- Enhances students' understanding of and ability to use content knowledge



Purpose for Viewing Prior Knowledge and Graphic Organizers

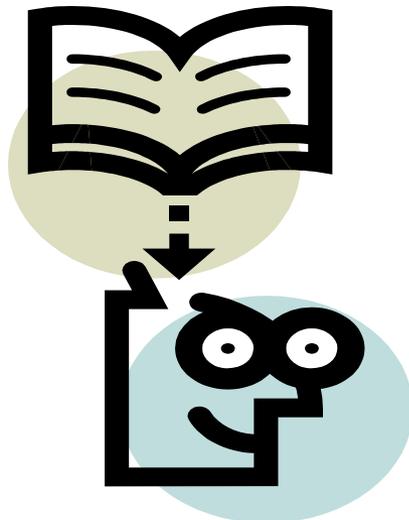
What is the purpose of a graphic organizer?

How does the teacher use the graphic organizer to aid students' learning of the content?



Thoughtful Literacy

- “Thoughtful literacy is more than remembering what the text said. It is engaging the ideas in texts, challenging those ideas, reflecting on them, and so on.”



Richard Allington, 2006, p. 135
What Really Matters for Struggling Readers

Thoughtful Literacy Activities

The following are some activities to consider when planning instruction to engage students in thoughtful literacy:

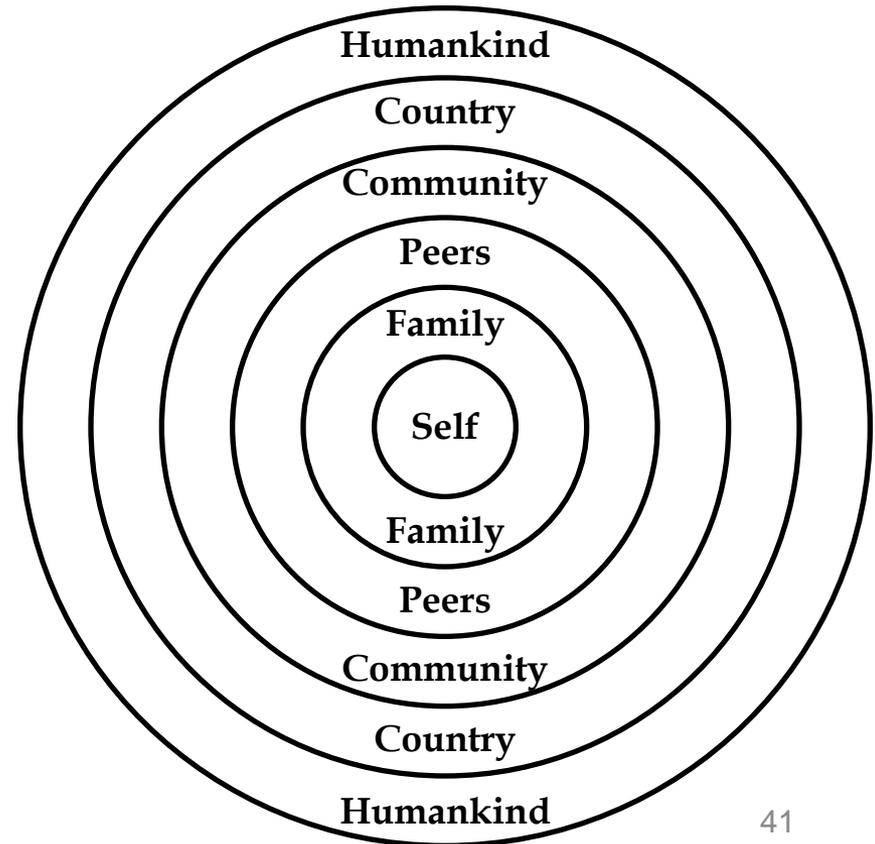
- Circles of Reflection
- The Most Valuable Idea
- Anchor Questions

Kelly Gallagher, 2004, pp. 148-166
Deeper Reading: Comprehending Challenging Texts

Circles of Reflection

“When leading students to reflect on the important issues found in and beyond their texts, it can help to think of reflection in terms of layers.”

- Self
- Family
- Peers
- Community
- Country
- Humankind



Kelly Gallagher, 2004, pp. 157

Deeper Reading: Comprehending Challenging Texts

The Most Valuable Idea

Students are asked to identify the most valuable idea of a text or unit and complete the following:

“Most Valuable Idea” Form	
In a complete sentence, write the most valuable idea found in the text.	
<hr/>	
Affix an article here that illustrates the Most Valuable Idea	This idea is still valuable today because . . .

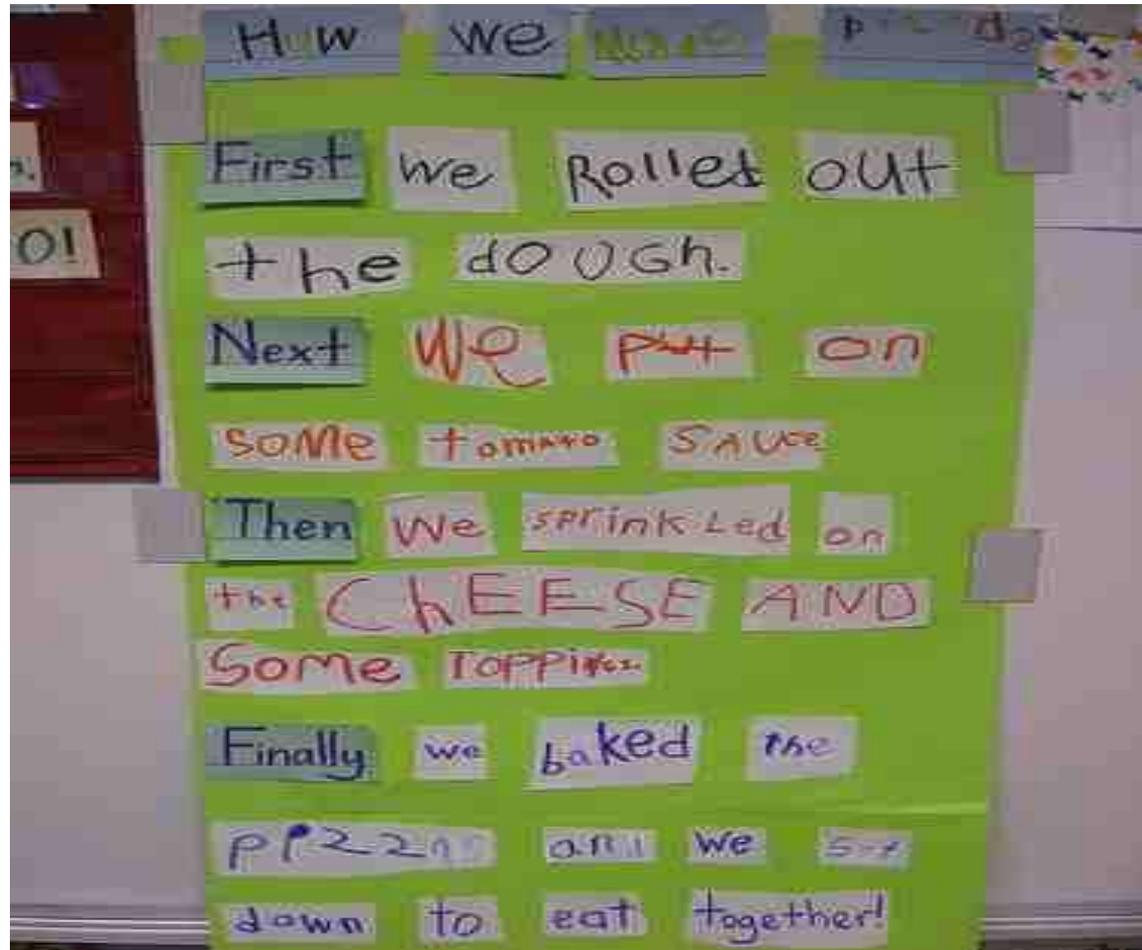
Anchor Questions

One way to engage students in learning activities is to provide an anchor question for them to consider while they are reading and discussing various topics.

Some examples might include:

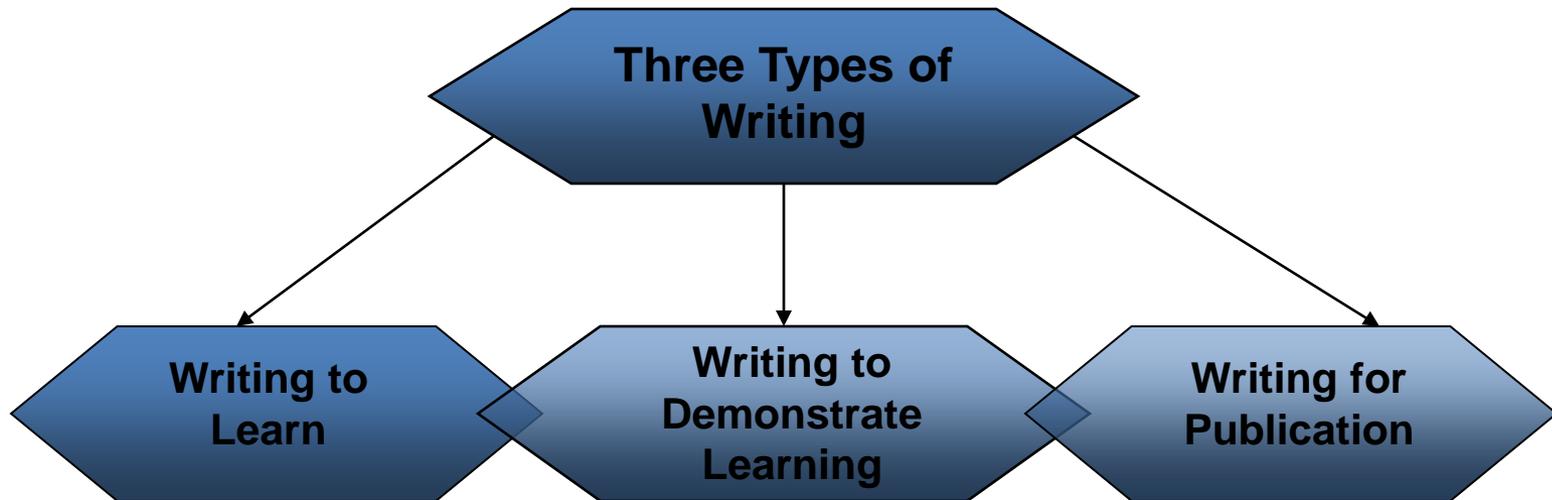
- *What does it mean to be a responsible adult in a democratic society?*
- *Are wars avoidable?*

Writing



Three Types of Writing

All three types of writing are important to student learning. It is important to include all three types in instruction. What are the major differences?



Quick Review: Planning Strategic Lessons

Did the lesson provide opportunities for students to:

- Read?
- Write?
- Listen/view?
- Discuss/present?
- Think critically and creatively?
- Use language and vocabulary to read and comprehend text to support learning every day while actively involved in the learning process?

PERKS Essential Elements

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Next Steps

How would your team

- use the Instruction/Targeted Interventions indicators to develop observation and walk-through tools?
- make the results a part of a teacher's professional growth plan?
- use the information to monitor and document the literacy plan?

Resources

- *Adolescent Literacy Toolkit*. CCSSO.
http://www.ccsso.org/projects/Secondary_School_Redesign/Adolescent_Literacy_Toolkit/
- Anderson, R. C., Wilson, P., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside school. *Reading Research Quarterly*, 23(3), 285-303
- Allington, Richard. *What Really Matters for Struggling Readers*. Allyn & Bacon, 2006.
- Florida Literacy and Reading Excellence Center. 2008 Literacy Institute.
http://flare.ucf.edu/FLaRE_LI.htm
- Gallagher,, Kelly. *Deeper Reading: Comprehending Challenging Texts*. Stenhouse, 2004.
- Marzano, Robert. *Building Background Knowledge for Academic Achievement: Research on What Works in Schools* . ASCD 2004.
- *Read To Succeed: Kentucky's Literacy Plan*. The KY Literacy Partnership 2002.
<http://www.education.ky.gov/NR/rdonlyres/B9BE30F4-1018-4116-A5C2-FEB624691E40/0/ReadToSucceed.pdf>

Resources

- Tomlinson, Carol & Allan, Susan. *Leadership for Differentiating Schools and Classrooms*. ASCD 2000.
- Wilhelm , Jeffrey & Smith, Michael. Making It Matter Through The Power Of Inquiry. *Adolescent Literacy: Turning Promise into Practice*. Heinemann, 2007.