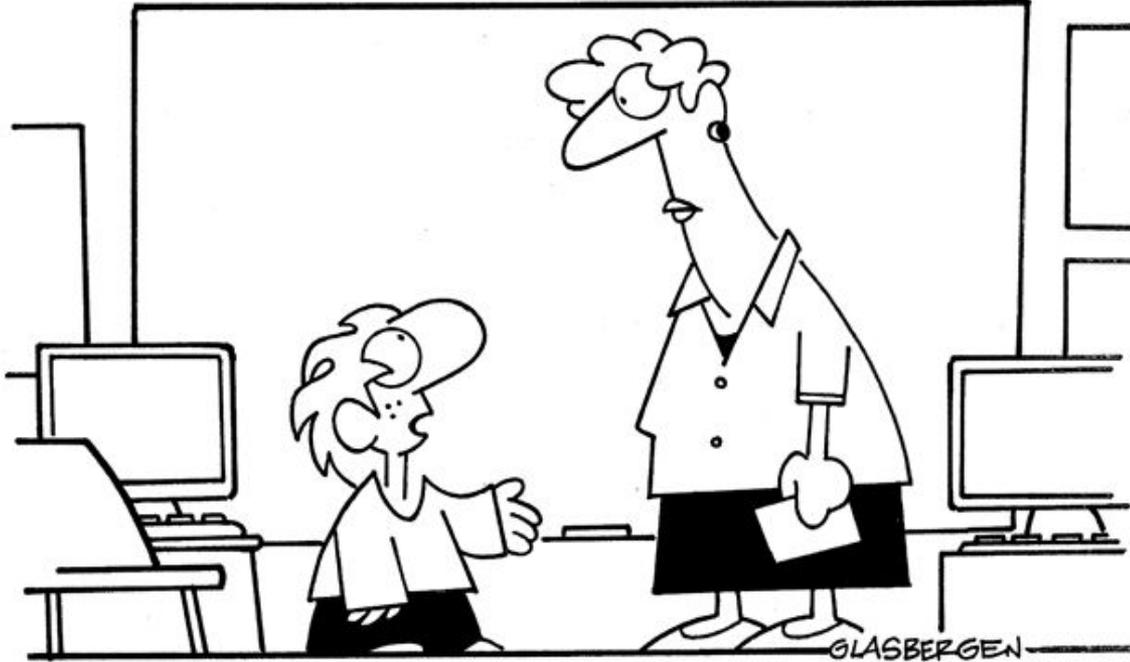


Tri-Conference Literacy Presentation

September 1st, 2017

Welcome!

© Randy Glasbergen. www.glasbergen.com



"Facebook is a website, but Charlotte's Web is a book. I'm really confused!"

Before We Start...

Two simple things all teachers can do:

1. Become a passionate reader of what you teach.
2. Model how good readers read.

Fill in the KWL...

What do you know about bringing literacy into your classroom?

What do you WANT to know about bringing literacy into your classroom?

What did you learn about bringing literacy into your classroom?

--	--	--

--	--	--

--	--	--

Literacy Fact

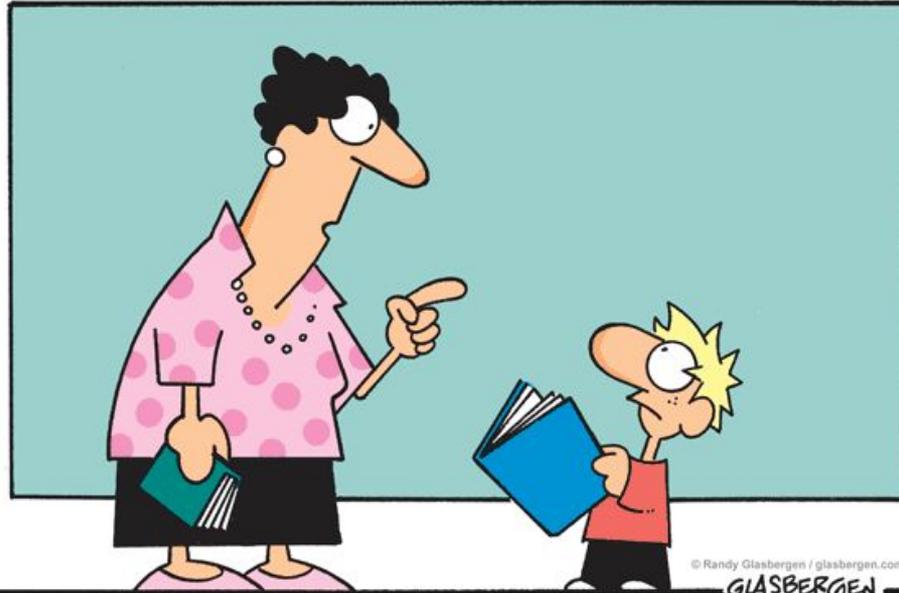
“Although there has been measurable progression recent years in reading ability at the elementary school level, all progress appears to halt as children enter their teenage years.”

(Dana Gioia in the *National Endowment for the Arts* annual report on reading 2007.)

Why is this???



What are your biggest problems when teaching your content to students?



**“It’s called ‘reading’. It’s how people
install new software into their brains”**

Marzano's 6-Step Vocabulary

1. Explain - provide a student-friendly description or explanation
2. Restate - ask students to restate the description in their own words
3. Show - ask students to construct a picture, symbol, or graphic
4. Discuss - periodically ask students to discuss the terms together
5. Refine and Reflect - engage students in activities with the words
6. Apply in Learning Games - review and play with the terms

REMEMBER:

- Only choose absolutely essential words (3-5 per week)
- Students have to interact with the words A LOT before they are fluent
- Avoid memorization - it doesn't work for the long-term

bibulous (adjective)



The bibulous woman
was rarely seen
without a drink in her
hand.

funambulist (noun)



regnant (adjective)



Frayer Model

Definition

Facts/Characteristics

Examples

The Word

Non-examples

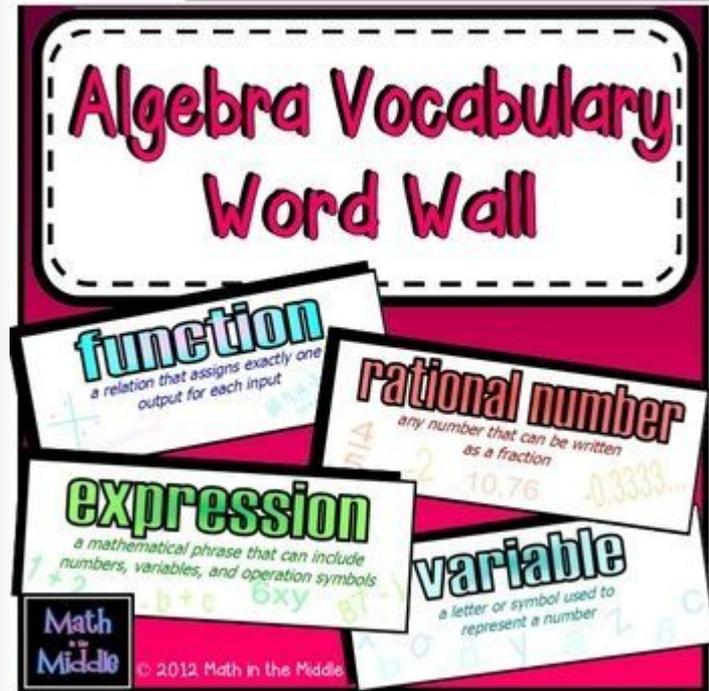
Write an Analogy

Type of Analogy	Example
word : synonym	slim : slender
word : antonym	exciting : dull
part : whole	wing : airplane
cause : effect	drought : famine
worker : tool	carpenter : hammer
worker : product	baker : bread
item : purpose	ruler : measure
item : category	robin : bird

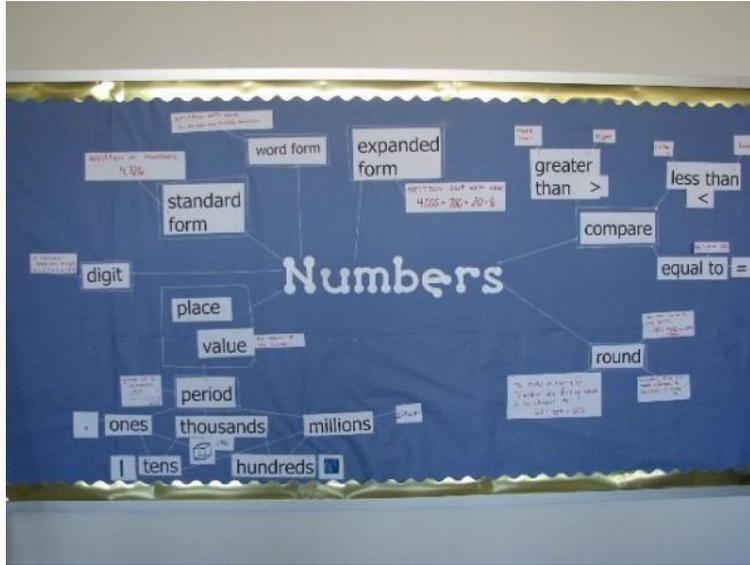
Word Walls

Why?

1. Recent studies have shown that providing print-rich environments in the classroom can help students with vocabulary acquisitions
2. Multiple exposures to words
3. Works great for all classes - AP, Math, etc.
4. It gives your student helper something to do!



Word Walls



- Keep up to date
- Organize words conceptually or thematically
- Use with Review Games, Writing Experiences, and Prediction Activities

30 Million Word Gap

By the age of 4, children from the following classes heard

- Professional - 50 million words
- Working Class - 30 million words
- Welfare - 15 million words

This is important because vocabulary development during the preschool years is related to later reading skills and school success in general.

["The Early Catastrophe: The 30 Million Word Gap by Age 3"](#) by University of Kansas researchers Betty Hart and Todd R. Risley. (2003).

Annotation Benefits

- Helps Teach Reading as a Process
- Changes Comprehension
- Slows Down the Reading
- Promotes Active Reading
- Helps Improve Writing

Annotation

1. Ask a Question - questions may relate to ideas, stats, vocab, plot, theme, conflict symbolism, etc.
2. Make a Prediction - based on the text, what will happen next?
3. Summarize - in your own words
4. React/Reflect - write reactions/opinions
5. Make Connections - with text and self, to other things I've heard and read
6. Vocabulary - Identify unknown words and write down definitions using context.
7. Identify Literary Devices - Label similes, metaphors, imagery, symbolism, tone, mood, theme, conflict, etc.

So true...



Copyright © 2002 Newspaper Enterprise Association, Inc.

Annotation Strategies

- Highlighting??!
- Underlining
- Vertical lines at the margins |
- Star, asterisk, or other marking at the margin *
- Numbers in the margin
- Circle key words, phrases or vocabulary
- Write in margins, or tops/bottoms of page

Dialectical Journal - when you can't write in the book

Procedure:

- As you read, choose passages that stand out to you and record them in the left column of the chart. Always include page numbers.
- In the right column, write your response to the text. (Ideas, insights, questions, reflections, and comments on each passage.)
- You **MUST** label your responses using the following codes:
 - (Q) Question - ask about something in the passage that is unclear.
 - (C) Connect - make a connection to your life, the world, or another text
 - (P) Predict - anticipate what will occur based on what's in the passage
 - (CL) Clarify - answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect - think deeply about what the passage means in a broad sense
 - (E) Evaluate - make a judgement about what the author is trying to say

Dialectical Journal Template

.....

Quotation from text	Page#	Why I think this quote is important or interesting...

Dialectical Journal Sample

Dialectical Journal: "Most Dangerous Game"

<u>QUOTE</u>	<u>ANALYSIS</u> (Characterization, Theme, Plot)
"He wrestled himself out of his clothes and shouted with all of his power." p. 21	<u>Indirect Characterization, ACTIONS</u> This quote tells the reader that <u>Rainsford</u> is intelligent and a survivalist. By taking his clothes off in the water it shows an understanding that he has a greater chance of survival if he is not weighed down by unnecessary clothing.
"I have hunted every kind of game in every land. It would be impossible for me to tell you how many animals I have killed." p. 25	<u>Indirect Characterization, SPEECH</u> <u>Zerkoff</u> is sharing with Rainsford in this quote his passion for hunting. When he states that he has hunted all animals all over the world and killed more than he can count, the reader knows that he is a very successful, very skilled hunter. <u>EXPERIENCED</u> .

Read Aloud

Effective Components:

- Text selection - based on students' interests and needs
- Previewed and practiced - in order to read more effectively
- Establish a clear purpose - upon what students should be focused (ie. inferring, predicting, connecting, etc.)
- Model fluent reading
- Animation and expression
- Discussing the text - before during and after
- Connect to independent reading and writing

Read Aloud Example...

DEAR ABBY: Within the last year, I met an amazing man who is head over heels for me. We were married five months later, partly because he was deploying. I had always dated “bad” boys with commitment issues, but now I have a wonderful husband.

Everything happened so fast. I’m now having to put the career I worked very hard for on hold.

I love him very much, don’t get me wrong, but all the drastic changes have me feeling confused and scared. I feel we may have rushed into marriage too soon. Regardless, this is where we are now. Any insight? — *NEWLYWED IN UTAH*

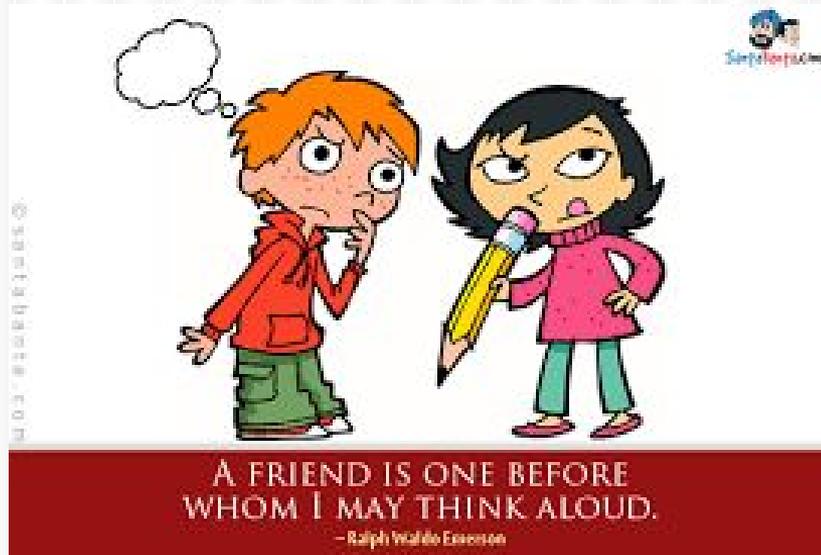
If you want kids to read...

Read amazing
books aloud
EVERY single day!!

Think Alouds

What is a think aloud?

It's a metacognitive technique where a teacher reads a passage aloud and stops repeatedly along the way to explain his thinking and mental processing of the ideas in the text.



A FRIEND IS ONE BEFORE
WHOM I MAY THINK ALOUD.

— Ralph Waldo Emerson

© Original Artist
Reproduction rights obtainable from _____
www.CartoonStock.com _____



search ID: dc10773

"JUST THINK OF IT AS IF YOU'RE READING
A LONG TEXT-MESSAGE."

What expert readers think aloud

- Overview the text - how to choose a good book and activate background knowledge
- Look for important information
- Connect to the author's big idea - connect to a central theme
- Activate relevant knowledge - use background knowledge but separate from irrelevant and inaccurate prior knowledge
- Recognize author's writing style - how the author navigates in his writing
- Determine word meaning
- Ask questions
- Relate the book to my life - reflect upon the text after reading

How do you read?

“We all know more about how to teach reading than we ever give ourselves credit for - we know our content and how to read it.”

~ Cris Tovani

Think Aloud Example...

DEAR ABBY: Within the last year, I met an amazing man who is head over heels for me. We were married five months later, partly because he was deploying. I had always dated “bad” boys with commitment issues, but now I have a wonderful husband.

Everything happened so fast. I’m now having to put the career I worked very hard for on hold.

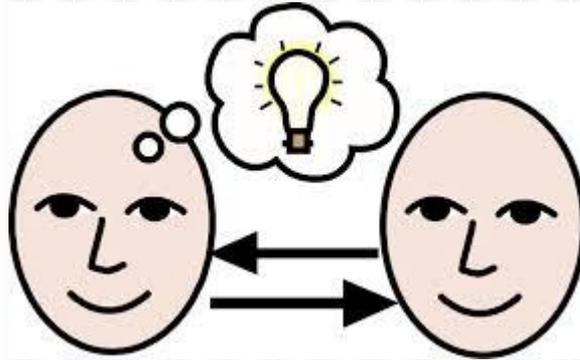
I love him very much, don’t get me wrong, but all the drastic changes have me feeling confused and scared. I feel we may have rushed into marriage too soon. Regardless, this is where we are now. Any insight? — *NEWLYWED IN UTAH*

THINK-PAIR-SHARE



- A perfect tool for integrating reading and discussion in the classroom
- Can be used for brainstorming, starting a class discussion, or as a break during lectures and readings.
- Helps students internally process, organize, and retain ideas.

THINK-PAIR-SHARE



- Step 1 - Ask a specific question about the reading. → Have students think individually.
- Step 2- Have students pair up with a neighbor and share what they are thinking.
- Step 3 - You could then have the students expand into a larger group discussion.

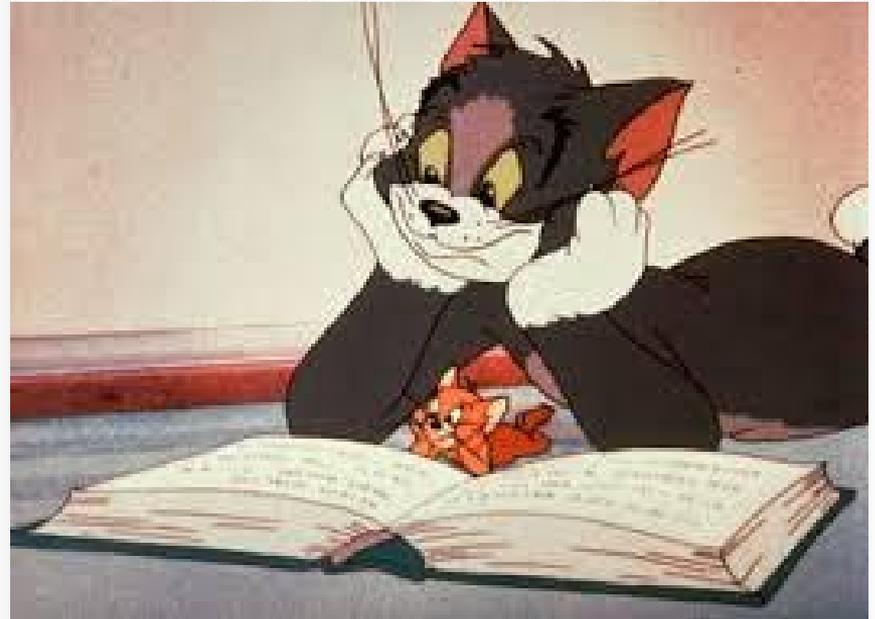
Think Pair Share

“I didn’t wait long. I wanted to make sure, unlike most politicians, that what I said was correct, not make a quick statement. The statement I made on Saturday was a fine statement but you don’t make statements that direct unless you know the facts. It takes a while to get the facts. You still don’t know the facts. I want to know the fact.... Before I make a statement, I need the facts.”

PRE-READING ACTIVITIES

What is Pre-Reading?

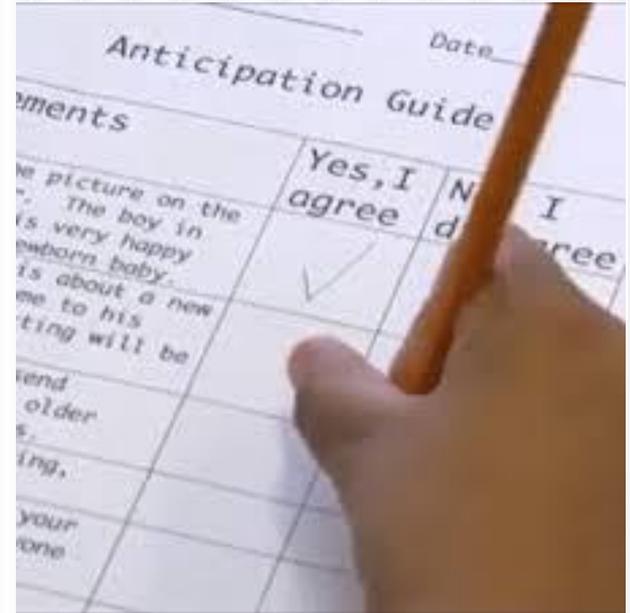
- Preparing students to help understand the text
- Providing support for students as they acquire new content
- Prepare for the introduction of new vocabulary, activate background knowledge, set a purpose, and stimulate curiosity to read.



One Pre-Reading Strategy

Anticipation Guides

- Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree.
- Anticipation guides stimulate students' interest in a topic and set a purpose for reading.
- They teach students to make predictions, anticipate the text, and verify their predictions.
- They connect new information to prior knowledge and build curiosity about a new topic.



Example Anticipation Guides

Anticipation and reaction guide

Use the following anticipation guide to preview your reading assignment (first column).

- Before reading, mark whether you agree or disagree with each statement.
- After reading, fill in the page number where you found the answer to each statement,
- Reflection: were you correct? If not, what did you learn?

Statement	Agree/disagree	Page	Reflection
A skier going down hill gains both potential energy and kinetic energy.			
Water held in a lake behind a dam does not have energy until it starts moving.			
Fossil fuels include petroleum, coal and natural gas.			
When a rolling soccer ball slows down, its kinetic energy is lost forever.			
Appliances that are more energy efficient should run cooler than others.			

Example Anticipation Guides



Anticipation Guide

TRUE/FALSE You should read a poem aloud.

TRUE/FALSE You should read through lines
breaks without pausing.

TRUE/FALSE Song lyrics aren't poetry.

ANSWERS
(wait till the end!)

Another Pre-Reading Strategy

- KWL
 - Students brainstorm what they know (K) about the topic.
 - Then they generate questions what they want (w) to learn.
 - Then they record what they learned (L) from the reading.
- Example:
 - A reading about the Cuban Missile Crisis would start with the students brainstorming all that they know about Cuba.
 - Then students will come up with questions that they would like to learn about the Cuban Missile Crisis.
 - After the reading, students will write down what they learned from the reading.

KWL Chart

Name: Math 8 Block: 1-2

Before we start the chapter, fill in the first two columns. We will fill in the last column at the end of the chapter.

INTEGERS		
What I Already Know	What I Want to Know/ What I Wonder	What I Learned
<p>zero pairs</p> <ul style="list-style-type: none">- they go on a number line- positive or negative- used for sports- how to add- how to subtract- how to multiply- used for weather- used for real world problems- Examples: -1, -2, -3, ...- you can model them	<p>What are integers?</p> <p>How to</p> <ol style="list-style-type: none">① Add② Subtract③ Multiply④ Divide <p>What do we use integers for?</p> <p>Are integers in grade 8 different than in Gr. 7?</p> <p>Why do I need them?</p> <p>When will I need integers?</p>	<p>To BE Determined!</p> <p>(Check back @ the end of the chapter!)</p>

How do you tell when the answer is positive or negative?

Yet another Pre-Reading Strategy

You Ought to Be in Pictures

- Invites students to step inside an image and become a quiet observer, connecting conceptually and emotionally with people and events in the scene
- A few minutes spent walking through the visuals can bring readers into the text before they start to read.



For Progressive Era and Jacob Riis in-class readings.

You Ought to Be in Pictures

1. Identify a photograph that connects with your reading that will evoke emotions and pique interests.
2. Display the image for students and direct them to examine the details. (For the first few times, model your own thought process as you analyze the picture and then imagine yourself as a participant.)
3. Ask students to write down what they see, what they are thinking, predict what will happen in the future, etc.
 - You could even ask students to write a mock letter or diary.
4. Provide time for student to share their writing with a partner.

Active Note-Taking

Writing Talking
Reflecting

Cornell Note-Taking

1. Divide paper into three sections.
2. Document - course name, date, topic
3. Write notes in large box on the right.
4. Review and clarify - (at a later time) Pull out main ideas, key points, dates, and people and write them in the left column. This column can also be used for questions.
5. Summarize at the bottom.
6. Study your notes by covering the note section.

Cornell Notes example...

John Q. Student
Biology 101
April 1, 2000

Phylum	Arthropods
subphylum	Chelicerata
Chelicerata	2 parts: → prosoma (first pair of appendages are for feeding) ← opisthoma
examples	scorpions, spiders, mites, ticks
Prosoma + Opisthoma	sensory, feeding, and locomotor tagma
Chelicerae	<ul style="list-style-type: none">• pincerlike or chelate• used for feeding• first pair of appendages
Pedipalps	<ul style="list-style-type: none">• second pair of appendages• used for sensory purposes
	feeding locomotion reproduction

Phylum arthropods is made up of subphylum chelicerata. Subphylum chelicerata is characterized by two parts called prosoma and opisthoma. The prosoma and cephalothorax are sensory, feeding, and locomotor tagma. The chelicerae is the first appendage and refers to the pincerlike. The pedipalps are the 2nd pair of appendages, and they are used for sensory purposes: feeding, locomotion, and reproduction.

Here is an example of a completed Cornell Note page for a science lesson.

Cornell Notes template

Title	
Questions Main Ideas Topics Big Ideas etc..	Notes/Information
Summary	

Metacognitive Moment Ideas

The following can be used to get students writing...

- Think-Pair-Share
- Sentence Starters and Writing Templates
- One Word - explain how one word from the notes is important or relevant
- Focus Questions
- Sketch-to-Stretch
- Summarizing
- Exit slips

Bloom's Carousel Brainstorming

Using the six levels of Bloom's Taxonomy, travel around the room writing potential content-based questions that you could apply in your class.

1. Knowledge (Remember)
2. Comprehension (Understand)
3. Application
4. Analysis
5. Synthesis (Create)
6. Evaluation

Question Answer Relationship

In the Book	In My Head
<p>Right There</p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p>Author and You</p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p>Think and Search</p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>	<p>On My Own</p> <p>The answer is not in the text. The reader uses previous experience to respond.</p>

Four levels of questions, once mastered, can be used for the following activities:

- student-led discussions
- test preparation
- annotation
- worksheet development

Writing to Learn

- How did you get smarter today? (Fill in the “L” portion of your KWL.)
- In what ways can you apply these strategies to your class? (You will work on this during the afternoon.)
- What hesitations or concerns do you still have about these strategies and methodologies? (I will be coming around to collaborate with you regarding your hesitations/concerns.)

Where do we go from here?

- **What you can do right now?**
 - Begin integrating literacy into your lesson plans for this year...
 - vocabulary
 - reading strategies
 - cornell notes
 - writing
 - inquiry
- **Support for this school year:**
 - Email me anconatheresa@dist156.org
 - In district 156, literacy coaching every other week or when needed
 - Email Katie at draffkornkatie@dist156.org