

Impact Teachers Workshop

SURN

March 16, 2018

Welcome back!



WILLIAM & MARY

CHARTERED 1693

Reflection (5 minutes)

“Think of literacy as a spine; it holds everything together. The branches of learning connect to it, meaning that all core content teachers have a responsibility to teach literacy.”

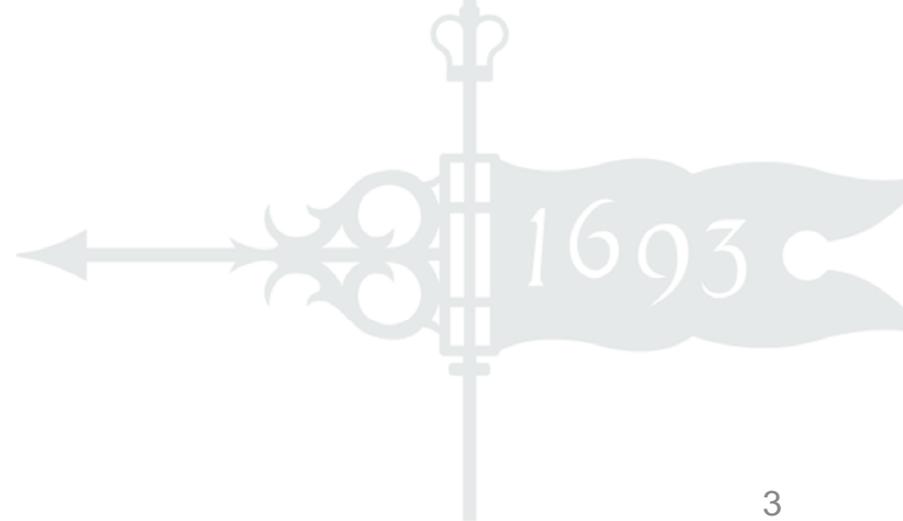
– Vicki Phillips and Carina Wong, The Bill and Melinda Gates Foundation

What does this quote mean to you and the work you are currently doing?

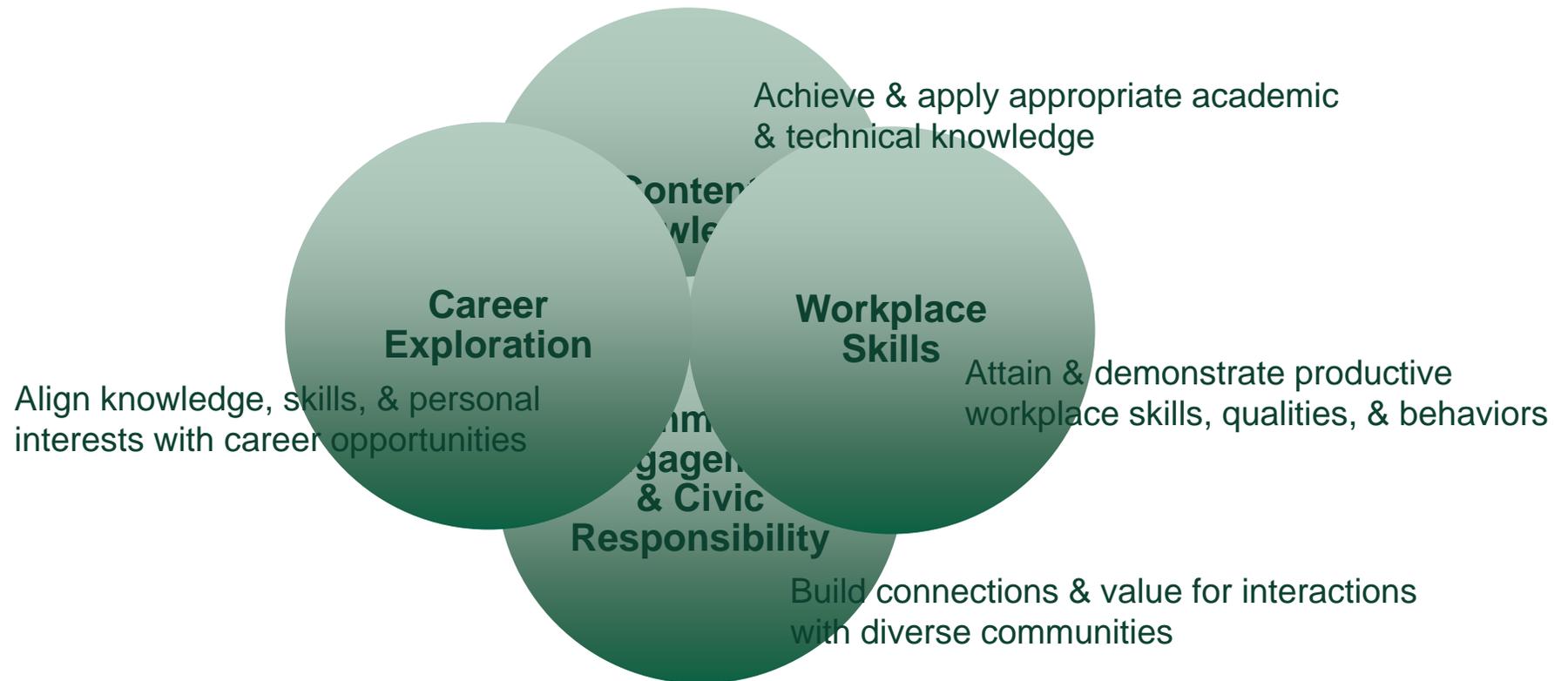




Share Out



Profile of a VA Graduate

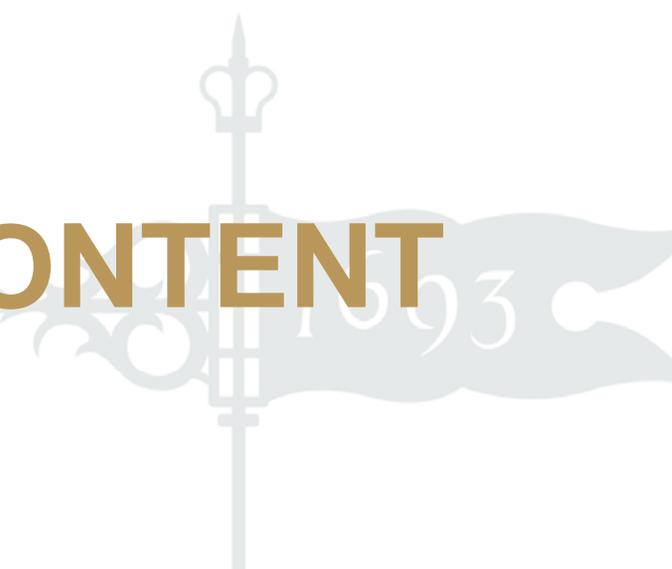


Content Knowledge	Workplace Skills	Community Engagement & Civic Responsibility	Career Exploration
<p>Attains and is able to use the knowledge and skills described in the Standards of Learning for core instructional areas (English, math, science, and history/social studies), the arts, personal wellness, languages, and Career and Technical education programs.</p> <p>Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.</p> <p>Explores multiple subject areas that reflect personal interests and abilities.</p>	<p>Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.</p> <p>Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.</p> <p>Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.</p>	<p>Makes connections and is involved in the community through civic opportunities.</p> <p>Demonstrates integrity, maintains personal health and wellness, and shows respect for others.</p> <p>Shows respect for diversity of individuals, groups, and cultures in words and actions.</p> <p>Understands and demonstrates citizenship by participating in community and government decision-making.</p>	<p>Understands knowledge, skills, & abilities sought by employers for career opportunities.</p> <p>Aligns knowledge, skills, & abilities with personal interests to identify career opportunities.</p> <p>Sets goals for career, school, & life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.</p> <p>Develops skills to align to current workplace needs and that adapt to evolving job opportunities.</p> <p>Applies skills & knowledge by participating in workplace experiences.</p>
 <p><i>Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship</i></p>			

Post-It Chalk Talk

- How do the ideas presented in chapters 2 and 3 of *Focus* support the Profile of a VA Graduate?

DEEPER DIVE INTO CONTENT



Create a Windowpane Chart

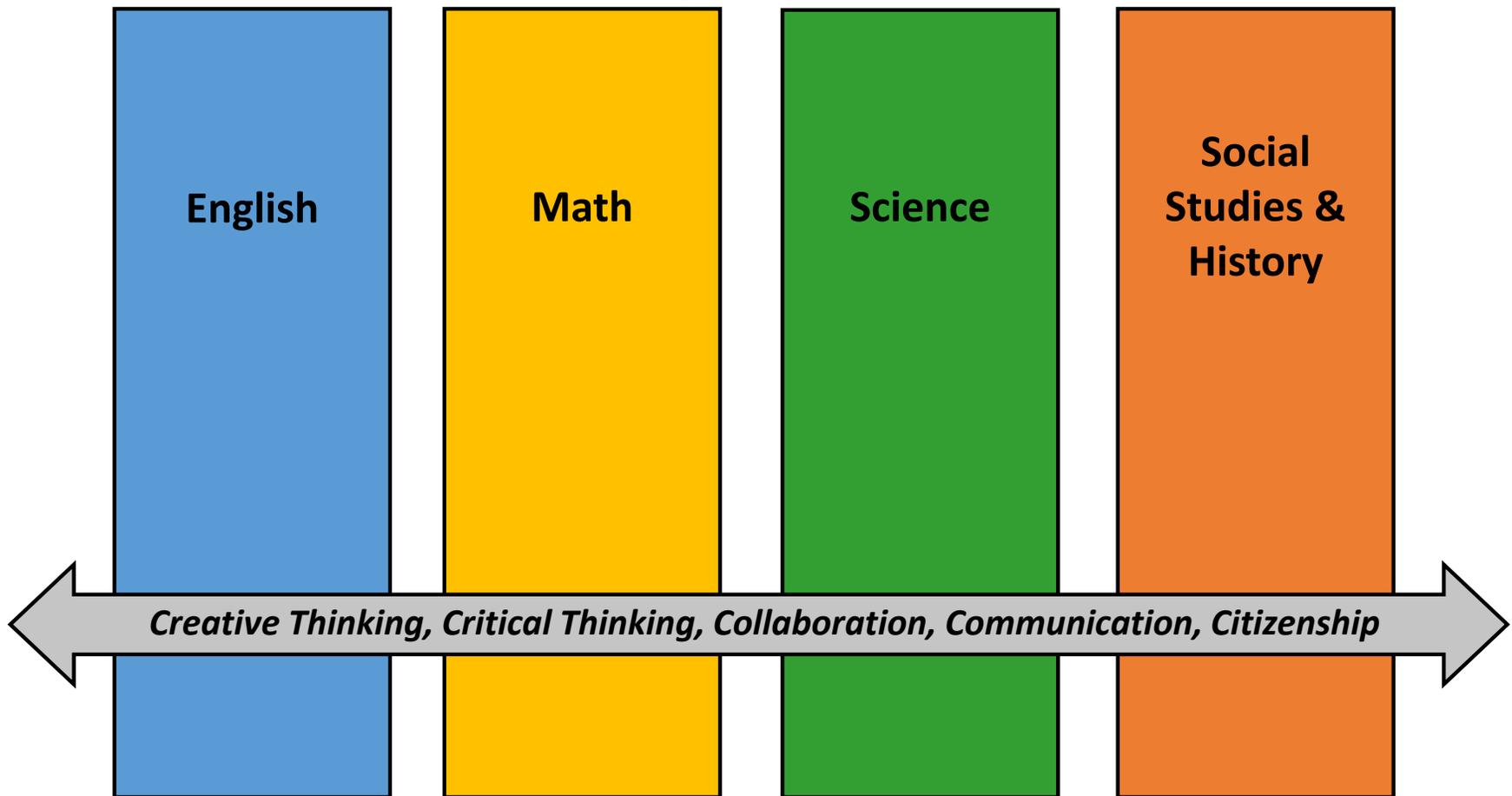
Key Points What information or ideas are important to know from this reading?

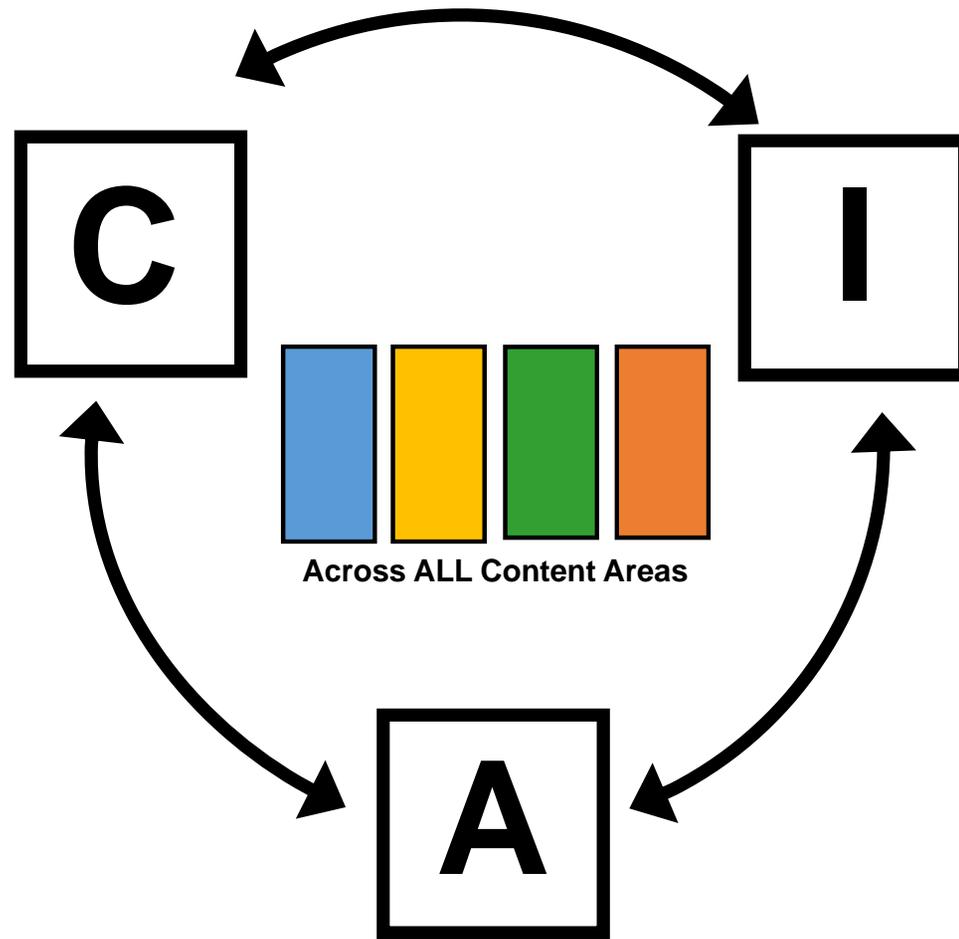
Roadblocks What are some potential barriers, and how will we respond to them?

Symbol What visual representation would help people focus on what's critical in this reading?

Implications What are the implications for our classrooms that surface from this reading?

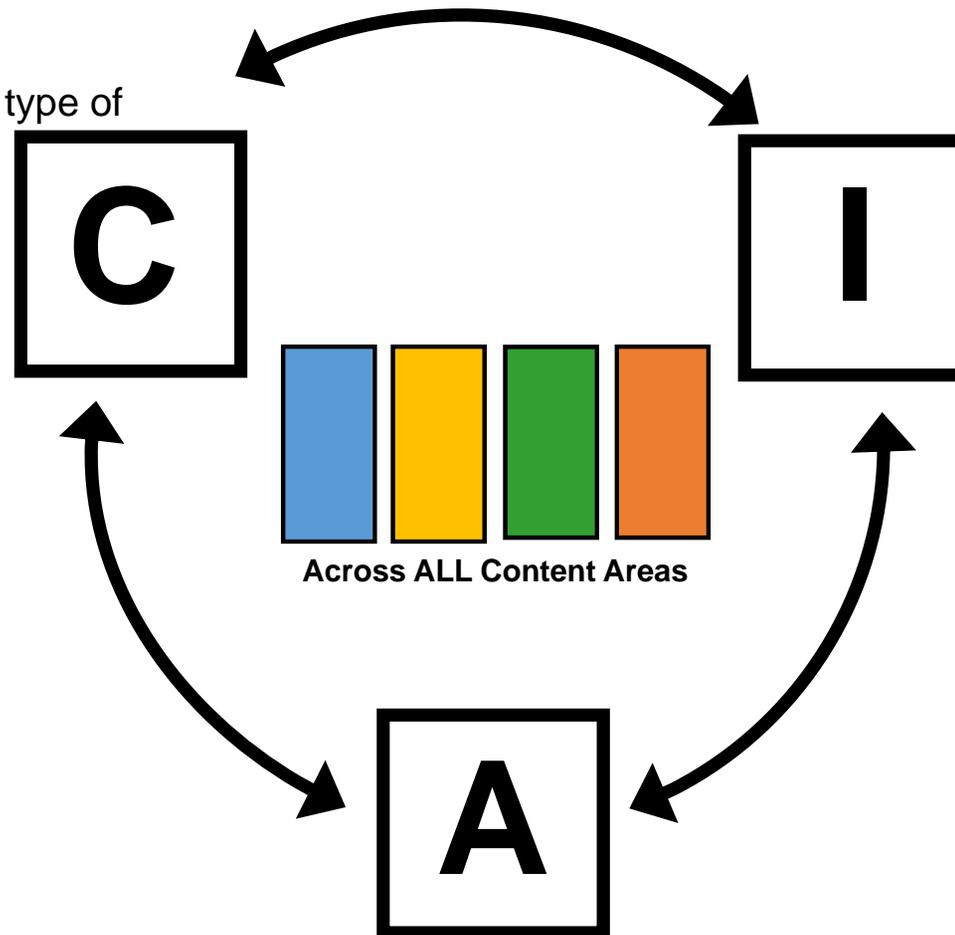
Reading Wrap Up





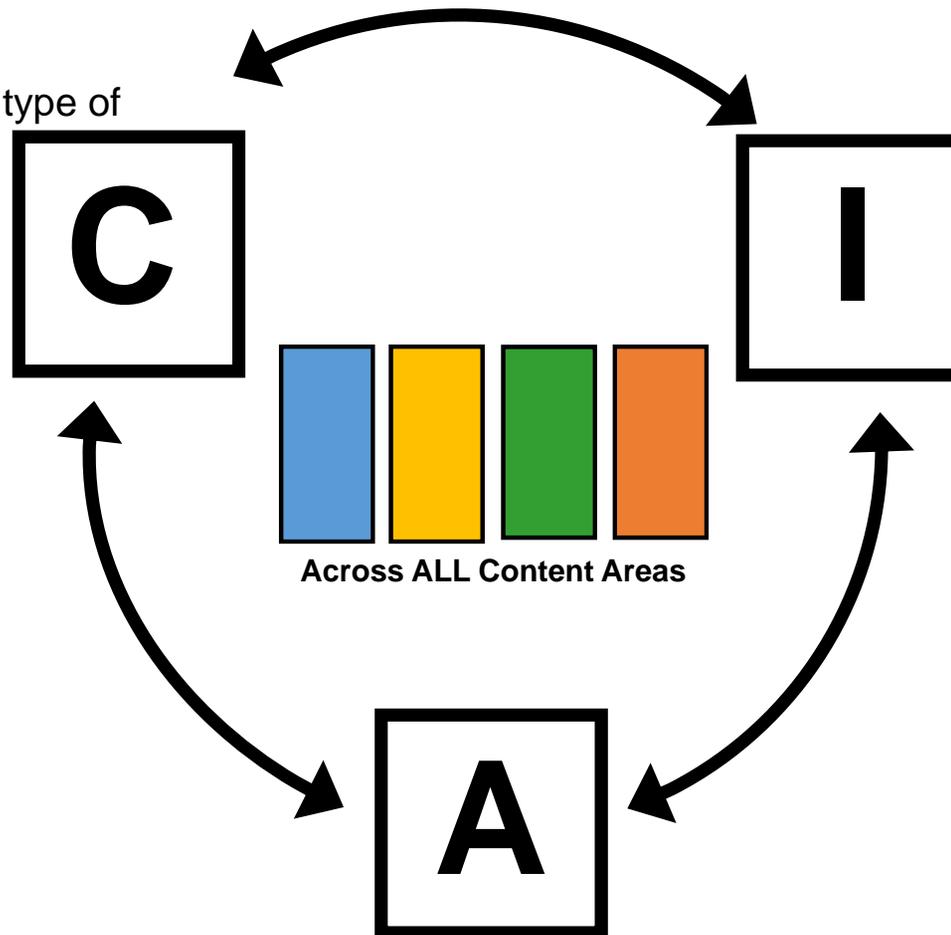
What We Teach:

- Mutually Agreed Upon Curriculum
(including quantity & type of reading & writing)
- Power Standards
- Essential Questions
- Vertical Alignment



What We Teach:

- Mutually Agreed Upon Curriculum
(including quantity & type of reading & writing)
- Power Standards
- Essential Questions
- Vertical Alignment

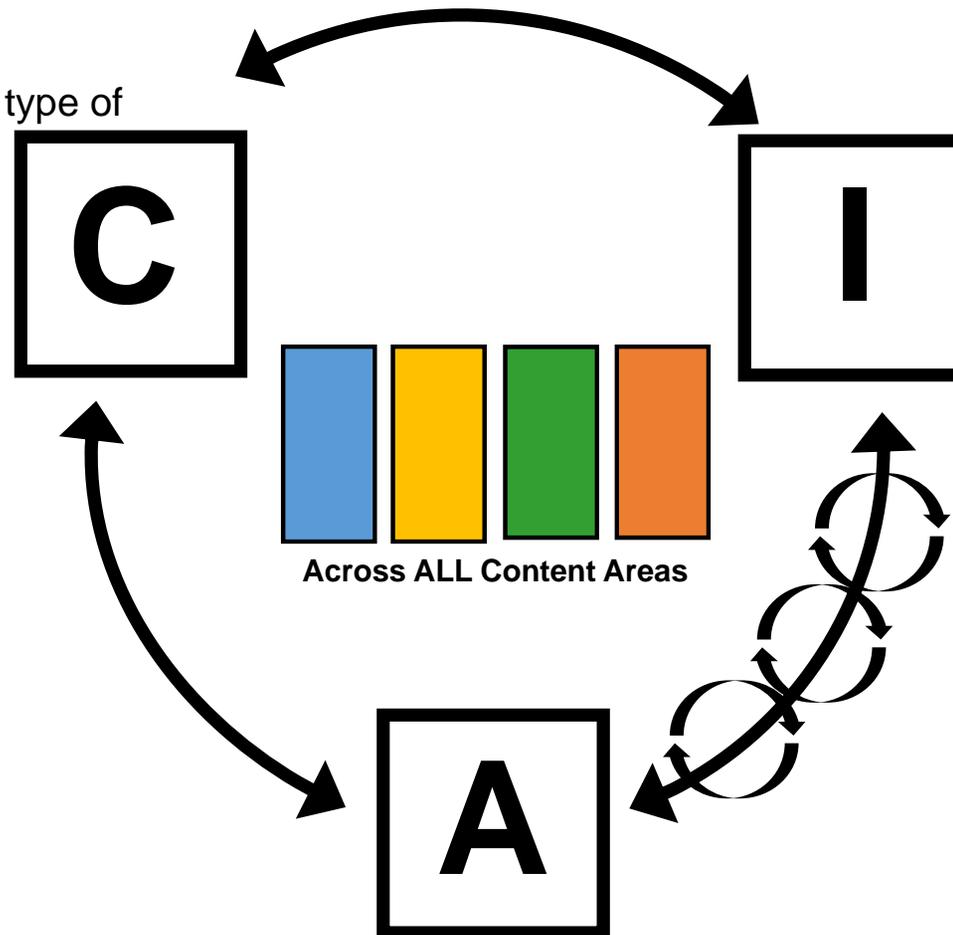


How We Teach:

- Authentic Literacy
 - Read
 - Annotate
 - Discuss
 - Write
- Interactive Lecture
- Direct Instruction
 - Hook
 - Model
 - Guided Practice
 - Independent Practice

What We Teach:

- Mutually Agreed Upon Curriculum
(including quantity & type of reading & writing)
- Power Standards
- Essential Questions
- Vertical Alignment

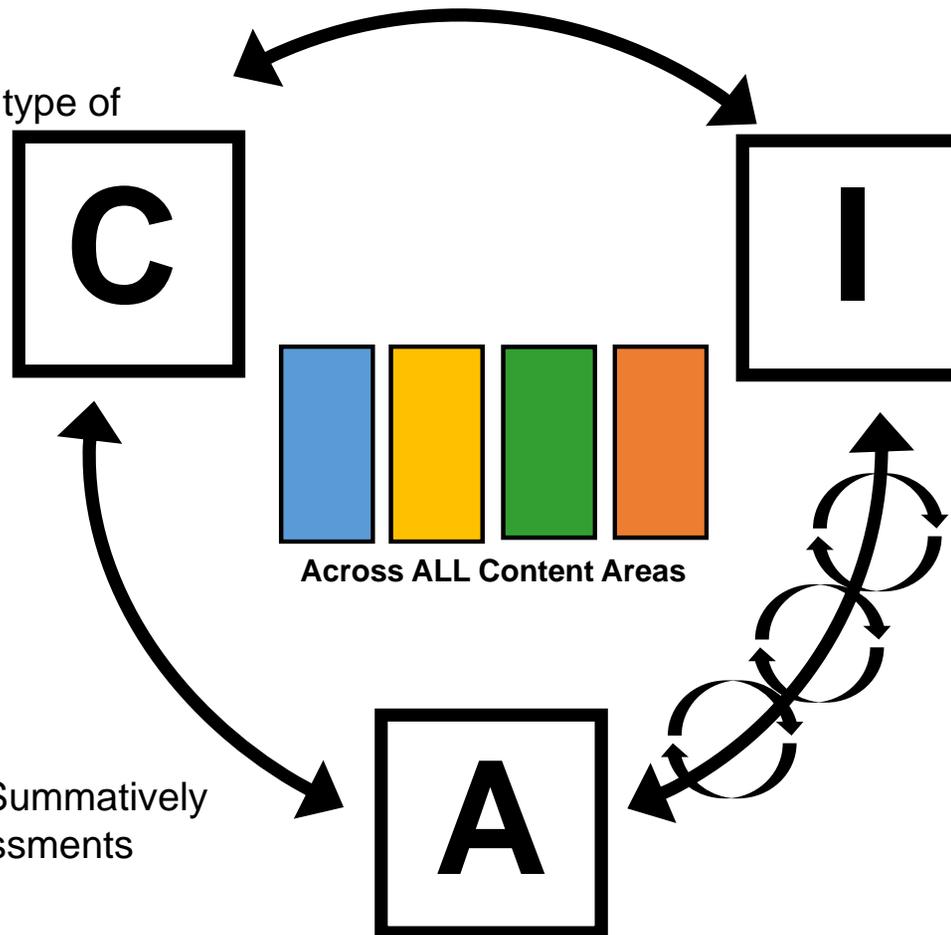


How We Teach:

- Authentic Literacy
 - Read
 - Annotate
 - Discuss
 - Write
- Interactive Lecture
- Direct Instruction
 - Hook
 - Model
 - Guided Practice
 - Independent Practice
 - Formative Assessment

What We Teach:

- Mutually Agreed Upon Curriculum
(including quantity & type of reading & writing)
- Power Standards
- Essential Questions
- Vertical Alignment

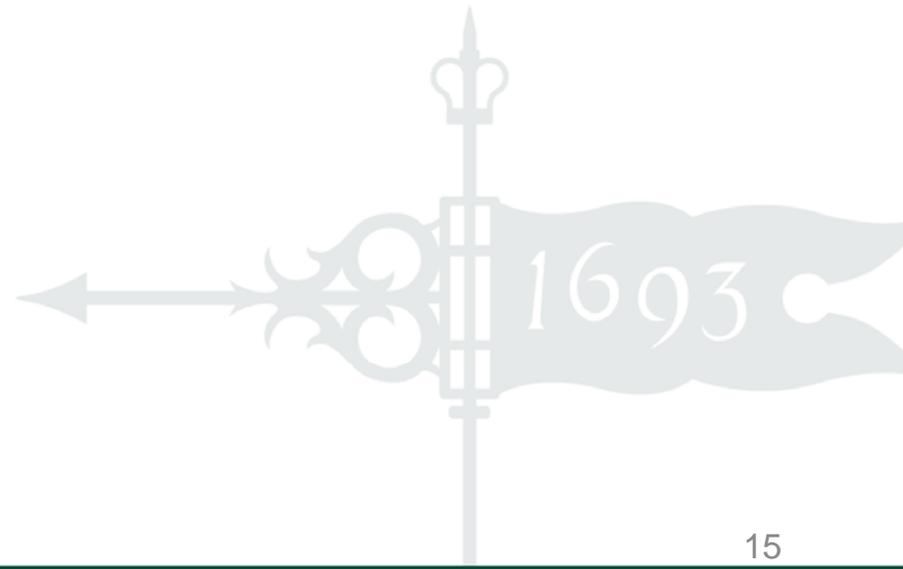


How We Teach:

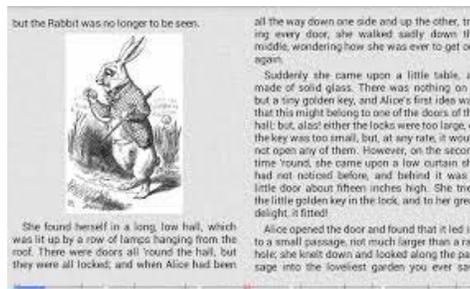
- Authentic Literacy
 - Read
 - Annotate
 - Discuss
 - Write
- Interactive Lecture
- Direct Instruction
 - Hook
 - Model
 - Guided Practice
 - Independent Practice
 - Formative Assessment

How We Assess:

- Formatively & Summatively
- Common Assessments
- Writing



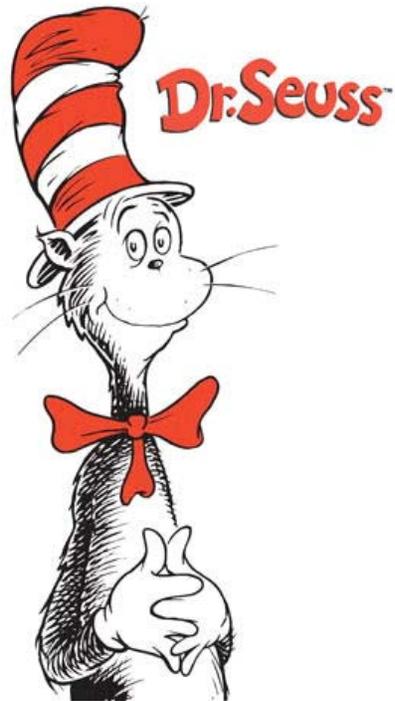
The Importance of Text





Why should we care that students read more in our classroom?

The Knowledge Perspective



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

The Vocabulary Perspective

Reading affords opportunities to **encounter academic language** in ways that oral discussions and lecture do not.

%ile Rank	Minutes of reading per day		Words read per year	
	Books	Text	Books	Text
90 th	21.1	33.4	1,823,000	2,357,000
70 th	9.6	16.9	622,000	1,168,000
50 th	4.6	9.2	282,000	601,000
30 th	1.8	4.3	106,000	251,000
10 th	0.1	1.0	8,000	51,000

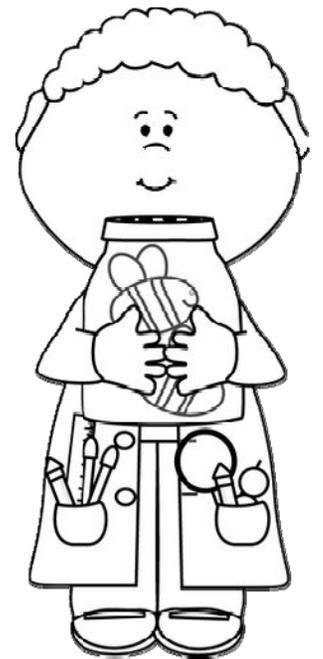
The Writing Perspective



Reading across different disciplines and genres exposes students to genre-specific writing styles and discourse.

The Disciplinary Literacy Perspective

Reading is a central component of specific disciplines including science (Cromley, 2009), English and Social Studies (Swanson et al., 2015). **To be successful, one has to know how to read disciplinary texts.**



eyeballs on Text

How much reading is
happening in your
classroom?
(2-3 minutes)



Discussion



Research

When middle and high school Social Studies and ELA teachers were observed, this is how much time, on average, was spent reading:

Social Studies: 10.4% reading

English/LA: 14.8% reading

(Swanson et al., 2015)

Why aren't we reading more? (Hall, 2004)

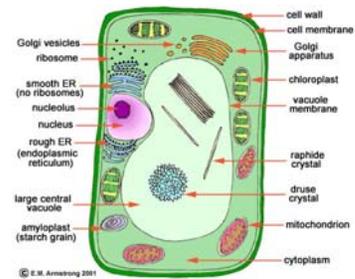
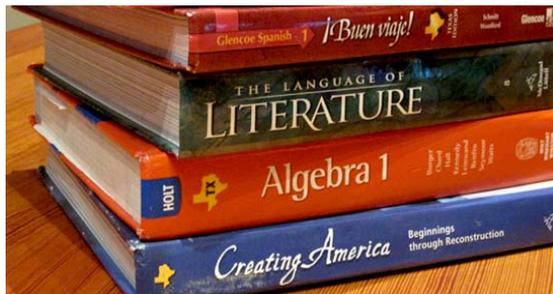
“I’m doing back flips in the classroom to get the content across without expecting them to read the textbook. I’ve stopped assigning reading. The text is almost supplementary.”

-10th grade History teacher

“Because you can’t rely on students to read, I feel like I’m constantly summarizing the science textbook so kids don’t miss the main points. I wish I didn’t have to assume that role as much, but I find I do.”

-9th grade Science teacher

What do we mean by texts?



What do we mean by texts?

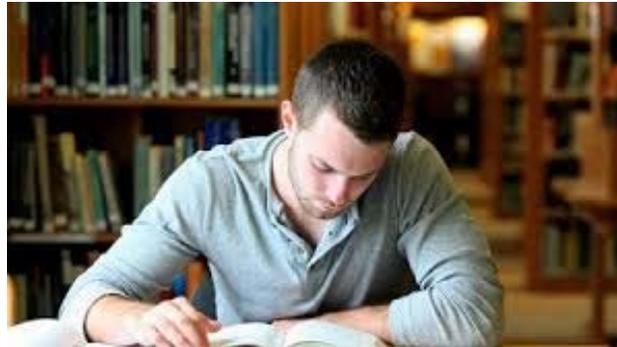
Which statement describes $\frac{3}{8} \times \frac{4}{9}$?

- A. $\frac{3}{8} \times \frac{4}{9}$ is 3 groups of $\frac{4}{9}$, divided into 8 equal parts.
- B. $\frac{3}{8} \times \frac{4}{9}$ is 8 groups of $\frac{4}{9}$, divided into 3 equal parts.
- C. $\frac{3}{8} \times \frac{4}{9}$ is 3 groups of $\frac{4}{9}$, divided into 72 equal parts.
- D. $\frac{3}{8} \times \frac{4}{9}$ is 8 groups of $\frac{4}{9}$, divided into 12 equal parts.



Groups by Discipline (5 minutes)

- What types of texts do your students need to be able to read in your discipline?



Responses



**What can be hard
about texts?**

Some of the best custom maps come with resource packs built right into them, like the Vanilla Five Nights at Freddy's map. This is probably one of the best FNAF themed maps for Minecraft right now. It features wearable animatronic suits, the ventilation ducts the machines use to crawl around the building, and many of the iconic characters including Freddy, Chica, Buggy and Foxy. It even has little minigames like the FNAF series does between the nights, and you can find the Purple Guy in those minigames thanks to an enderman reskin.

Responses



Text Factors That Make It Difficult

Expectations
about background
knowledge

Technical
vocabulary

Academic
language (vocab,
syntax, etc.)

Figurative
language

Issues with
cohesion

Lack of narrativity

Multiple text
structures

Responses



Reading
comprehension is
**thinking guided
by print**



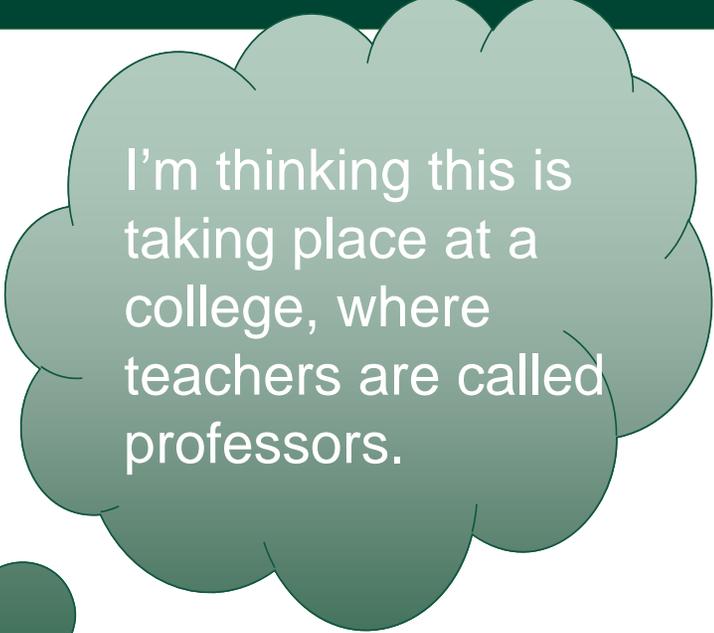
(Perfetti, 1995)

An Alternative: Think Alouds



The Text

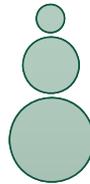
The day Professor Herbert started talking about a project for each member of our general science class, I was more excited than I had ever been. I wanted to have an outstanding project. I wanted it to be greater, to be more unusual, than those of my classmates. I wanted to do something worthwhile, and something to make them respect me.

A large, light green thought bubble with a dark green outline, containing the text "I'm thinking this is taking place at a college, where teachers are called professors." Below the bubble are three smaller dark green circles of increasing size, arranged in a diagonal line from bottom-left to top-right.

I'm thinking this is taking place at a college, where teachers are called professors.

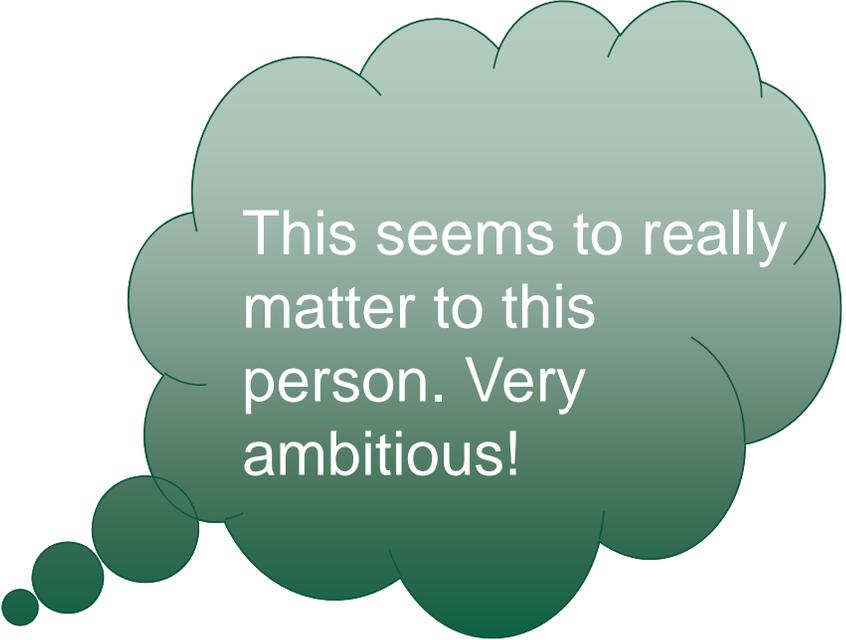
The day Professor Herbert started talking about a project for each member of our general science class

I was more excited than I had ever been.



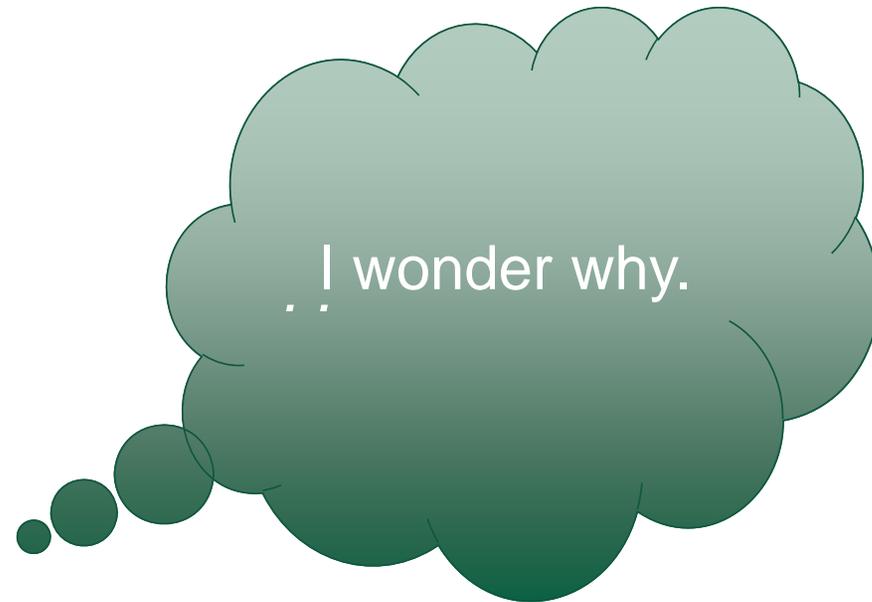
I wonder why this person is so excited. He or she must REALLY like science.

I wanted to have an outstanding project. I wanted it to be greater, to be more unusual than those of my classmates.



This seems to really matter to this person. Very ambitious!

I wanted to do
something worthwhile,
and something to make
them respect me.



Video

MR. WEAVER

CIVICS & ECONOMICS

YORKTOWN MIDDLE

**Based on the activity
and the video, what is a
think aloud?**

Responses



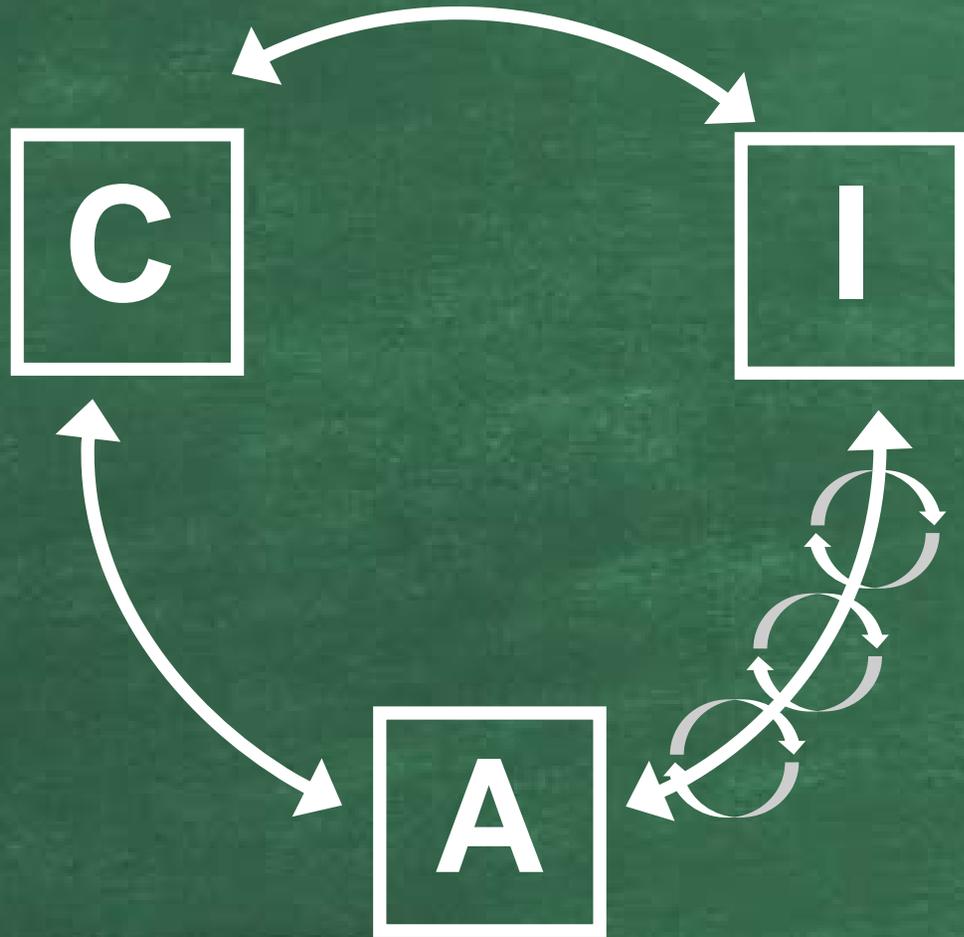
Think Alouds

A think aloud is...

- Showing how you know what the text is about.
- Showing how you make meaning from the text.
- Modeling your own metacognition (thinking about your thinking).
- Modeling places where you ask yourself questions, make connections, make predictions, and monitor comprehension.

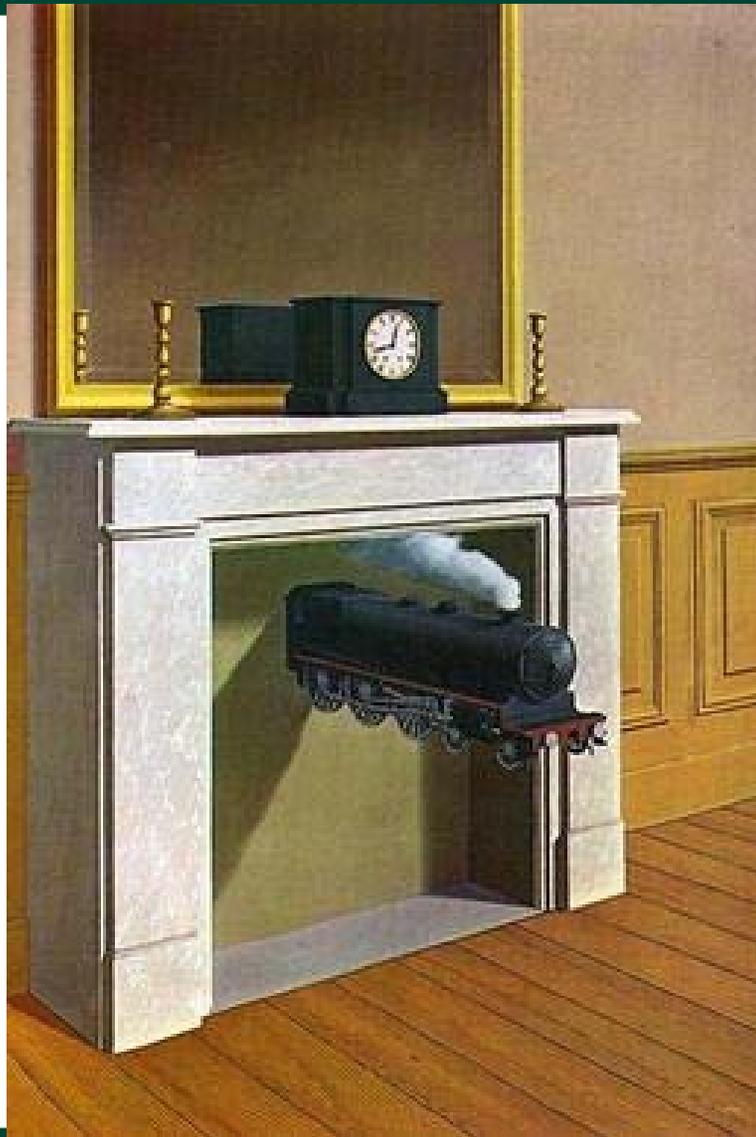
A think aloud is NOT...

- What the text is about.
- Your summary of the text.
- Your interpretation of the text.
- A place to ask students questions.



How We Teach:

- Direct Instruction
 - Hook
 - Model
 - Guided Practice
 - Independent Practice
 - Formative Assessment





EVIDENCE

Mirror with no reflection

Empty candleholders

Clock (8? 9? – a little off)

Fireplace

Empty room

Steam train coming out of
fireplace

COMMENTARY

Not showing the truth; blank, non-reflective = not looking truthfully

No candle, no flame (no life? no light? no goodness?)

Time is supposed to be predictable, but is it here? The passing of time; the change of time, 9:00 – fall?

Usually a source of heat and light, but neither of these are evident

Sterile, uninhabited, blank

Industrialization, intrusion

EVIDENCE

Mirror with no reflection

Empty candleholders

Clock (8? 9? – a little off)

Fireplace

Empty room

Steam train coming out of
fireplace

COMMENTARY

Not showing the truth; blank, non-reflective = not looking truthfully

No candle, no flame (no life? no light? no goodness?)

Time is supposed to be predictable, but is it here? The passing of time; the change of time, 9:00 – fall?

Usually a source of heat and light, but neither of these are evident

Sterile, uninhabited, blank

Industrialization, intrusion

How is this like a Think Aloud?

This side encourages...

- Stopping as you read when things are interesting or confusing
- Noticing ideas that seem important
- Recording something you might need to refer to later

This side encourages...

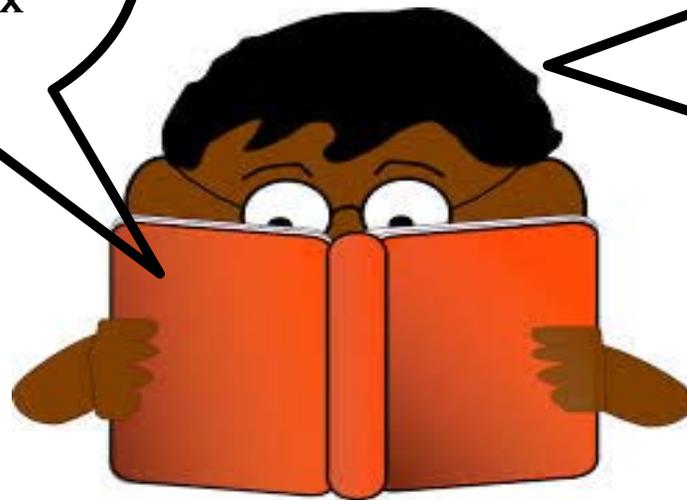
- Posing questions
- Making inferences
- Finding patterns
- Making personal connections
- Analyzing language
- Synthesizing information

Supported Skills

- Summarizing text
- Finding and citing evidence
- Making inferences
- Using text evidence to support arguments
- Grappling with conflicting ideas
- Tracing patterns such as recurring images, ideas, or motifs (or noting their absence)
- Posing questions
- Developing personal connections and responses
- Analyzing diction, syntax, figurative language, and other stylistic devices
- Connecting techniques to purpose, effect, and meaning

Dialectical Journals

**“COUNTS MONEY
SOFT AND WRINKLED
AS OLD KLEENEX”
(P. 6).**



Wait. I know what that feels like – when a dollar bill gets really old and soft. It sounds like maybe he keeps counting the same money. I wonder if he’s saving it? I wonder if he doesn’t have much of it...
Also, isn’t that a simile???

A record of a student’s conversation with a text

EVIDENCE

Text

From the book, chart, picture,
problem, etc.

What you notice

Factual; probably not debatable

Cited (quotation marks &
page numbers)

COMMENTARY

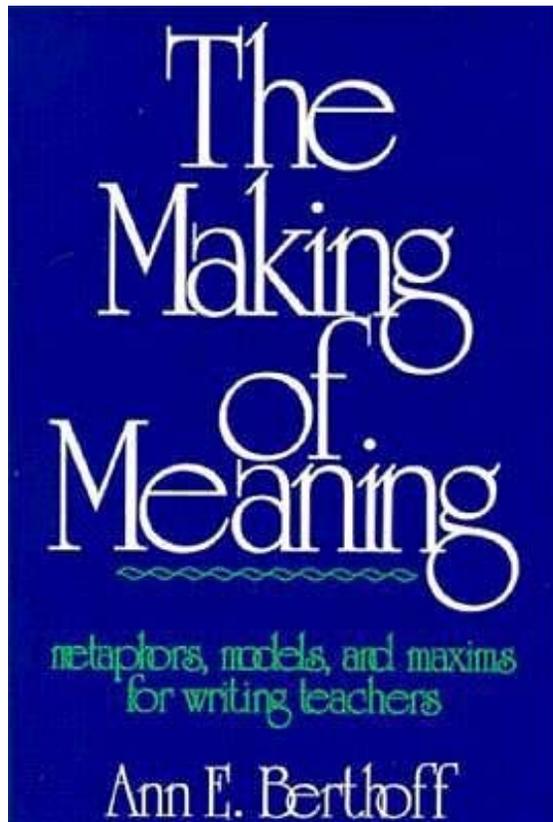
Reflection

From your head

Why you notice

Interpretations; could be debatable

Dialectical Journals



“To read and write effectively,
students must interact with text.”

Anne Berthoff, 1981



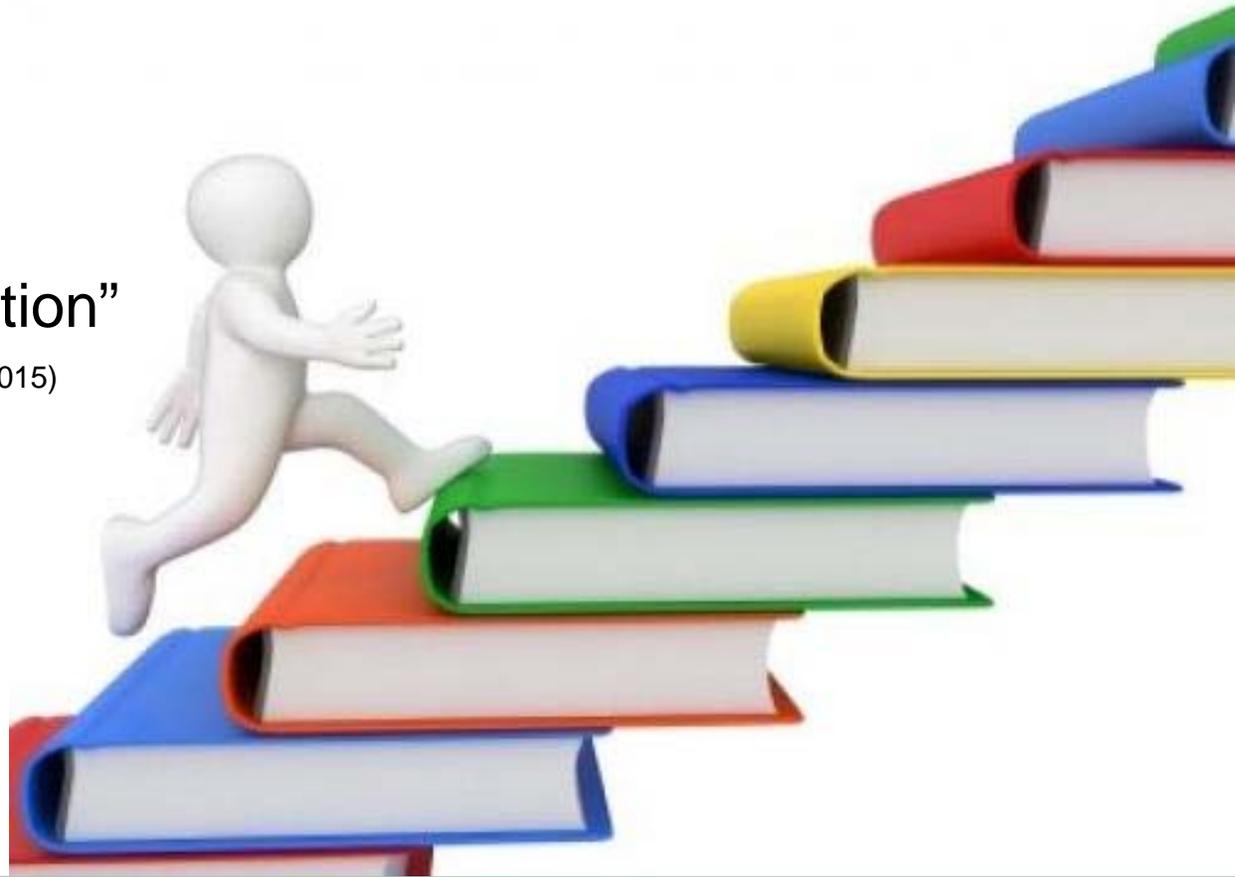
“Writing *on the text itself* is a primary, essential intellectual experience.....We need to teach them, ceaselessly and at ever-higher levels of sophistication, how to annotate and underline and form arguments from their reading.”

(Schmoker, 2011, p. 153).

Dialectical Journals

“can be a
scaffolded form of annotation”

(Miller & Buffen, 2015)



Thousands of Empty Shoes Displayed at U.S. Capitol By Gillian Edevane

Thousands of small shoes were placed on the ground in front of the Capitol building in Washington, D.C., on Tuesday morning, one pair for each of the estimated 7,000 children who have died from gun violence since the Sandy Hook Elementary School shooting in 2012.

Called Monument for Our Kids, the demonstration is part of a far-reaching effort to pressure Congress to pass additional gun control legislation. The shoes, all worn, were donated by thousands of people across the country, organizers said. Prominent celebrities, including Bette Midler and Chelsea Handler, helped publicize the drive via social media.

Avaaz, a global organization that coordinates demonstrations for progressive causes, created the shoe installation on the southeast lawn at about 8 a.m. Some participants who attended to help display the shoes lost their own children to gun violence.

“I’ll travel to D.C. literally wearing my son Daniel’s shoes, the ones he wore the day he died at Columbine,” said Tom Mauser. “I think this kind of event with shoes offers a very powerful metaphor both for how we miss the victims who once filled those shoes, and also for how we see ourselves wanting to walk in their place, seeking change, so that others don’t have to walk this painful journey.”

EVIDENCE

COMMENTARY



Questions for Article

Name: _____

1. React to the title. Does it make sense, or is it confusing to you? Why? What do you think?
2. Underline the phrase that explains why shoes were left at the Capitol building.
3. What do you think the demonstrators are trying to show by using empty pairs of shoes?
4. Underline the phrase that explains what they hope to accomplish with this display of shoes.
5. Mauser says the shoes are a metaphor. Underline two other things he says that extend this metaphor.

Thousands of Empty Shoes Displayed at U.S. Capitol **By Gillian Edevane**

Thousands of small shoes were placed on the ground in front of the Capitol building in Washington, D.C., on Tuesday morning, one pair for each of the estimated 7,000 children who have died from gun violence since the Sandy Hook Elementary School shooting in 2012.

Called Monument for Our Kids, the demonstration is part of a far-reaching effort to pressure Congress to pass additional gun control legislation. The shoes, all worn, were donated by thousands of people across the country, organizers said. Prominent celebrities, including Bette Midler and Chelsea Handler, helped publicize the drive via social media.

Avaaz, a global organization that coordinates demonstrations for progressive causes, created the shoe installation on the southeast lawn at about 8 a.m. Some participants who attended to help display the shoes lost their own children to gun violence.

"I'll travel to D.C. literally wearing my son Daniel's shoes, the ones he wore the day he died at Columbine," said Tom Mauser. "I think this kind of event with shoes offers a very powerful metaphor both for how we miss the victims who once filled those shoes, and also for how we see ourselves wanting to walk in their place, seeking change, so that others don't have to walk this painful journey."

Q: React to the title. Does it make sense, or is it confusing to you? Why? What do you think?

Q: Underline the phrase that explains why shoes were left at the Capitol building.

Q: What do you think the demonstrators are trying to show by using empty pairs of shoes?

Q: Underline the phrase that explains what they hope to accomplish with this display of shoes.

Q: Mauser says the shoes are a metaphor. Underline two other things he says that extend this metaphor.

EVIDENCE

Teacher Supplies Text

Student Supplies Evidence

Teacher Supplies Text

COMMENTARY

Student Supplies Commentary

Teacher Supplies Questions

Student Supplies Commentary

"The Cask of Amontillado" -- Reading Analysis

THE thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that gave utterance to a threat. At length I would be avenged; this was a point definitely, settled --but the very definitiveness with which it was resolved precluded the idea of risk. I must not only punish but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my in to smile in his face, and he did not perceive that my to smile now was at the thought of his immolation.

He had a weak point --this Fortunato --although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity, to practise imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially; --I was skilful in the Italian vintages myself, and bought largely whenever I could.

Q: Why does the narrator want revenge?

Q: Underline a phrase that indicates the narrator is patient.

Q: The narrator mentions 2 ways that revenge is no good. What are they?

Q: How is the narrator's smile ironic?

Q: What is hubris?

Q: Underline the portion of the passage that suggests the nature of Fortunato's hubris.

Q: What do the narrator and Fortunato have in common?

Paraphrase/Shifts

Text

Images/Devices/Connotations/Repetition

TELL me not, in mournful numbers,
Life is but an empty dream ! —
For the soul is dead that slumbers,
And things are not what they seem.

Life is real ! Life is earnest!
And the grave is not its goal ;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way ;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle !
Be a hero in the strife !

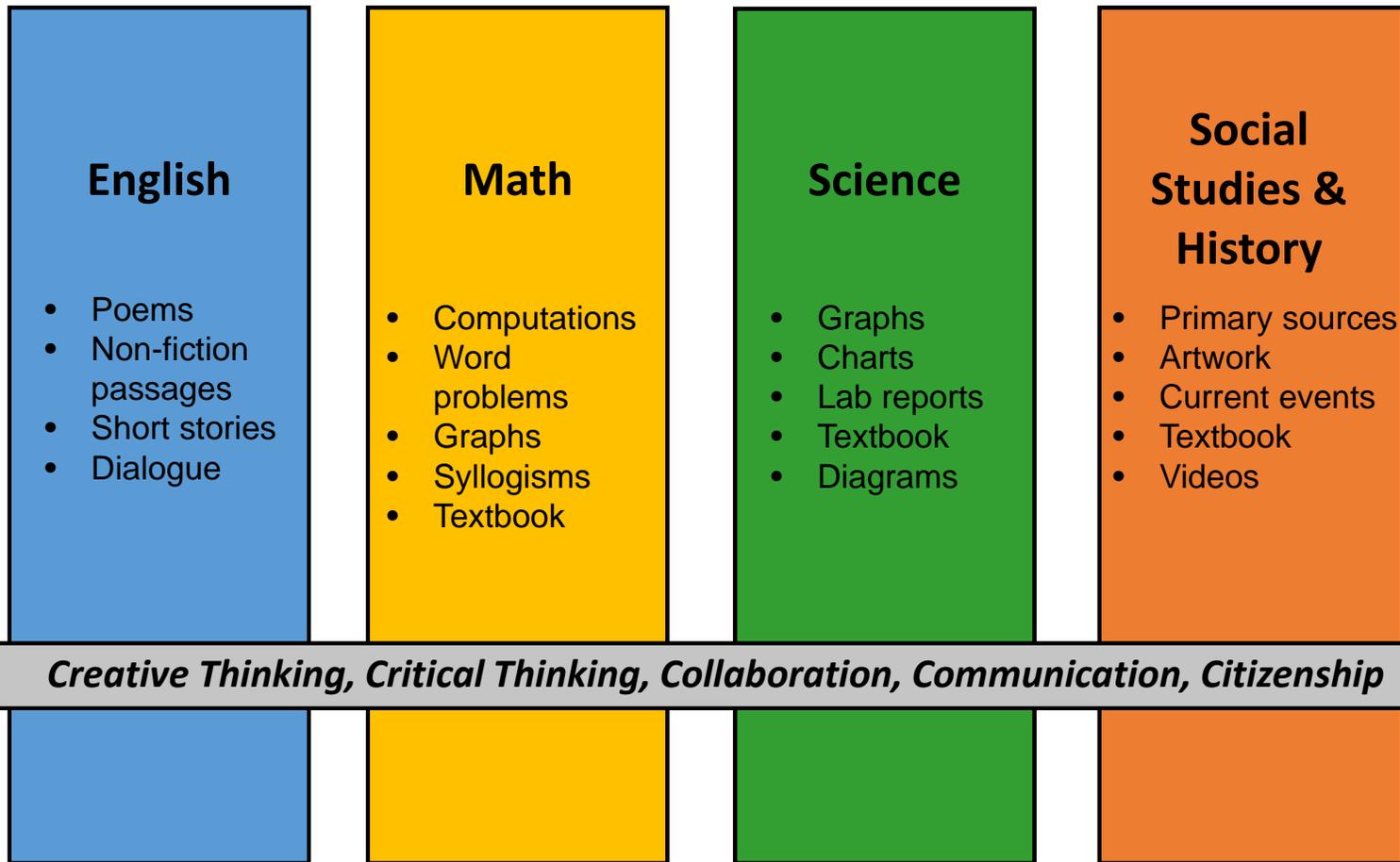
Trust no Future, howe'er pleasant !
Let the dead Past bury its dead !
Act,— act in the living Present !
Heart within, and God o'erhead !

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time ;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

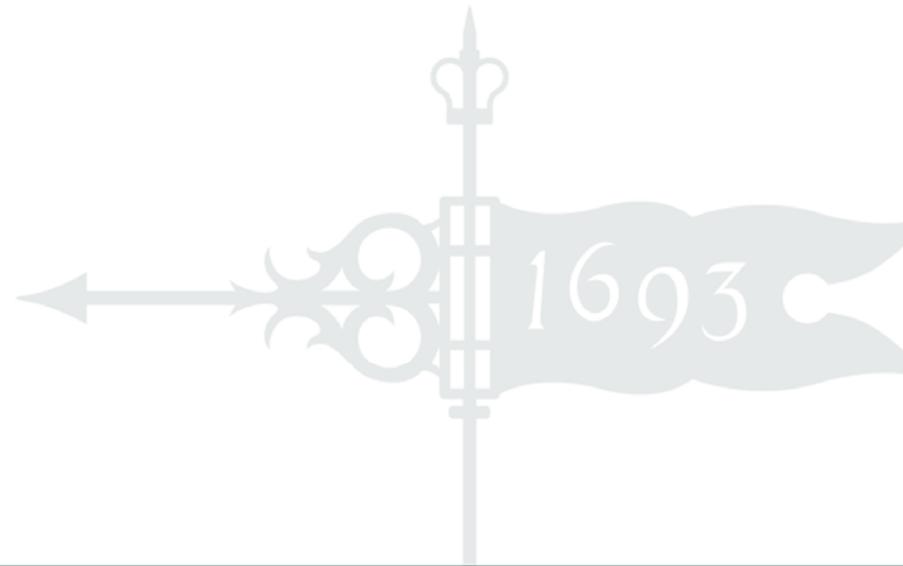
Let us, then, be up and doing,
With a heart for any fate ;
Still achieving, still pursuing,
Learn to labor and to wait.

Across ALL Content Areas

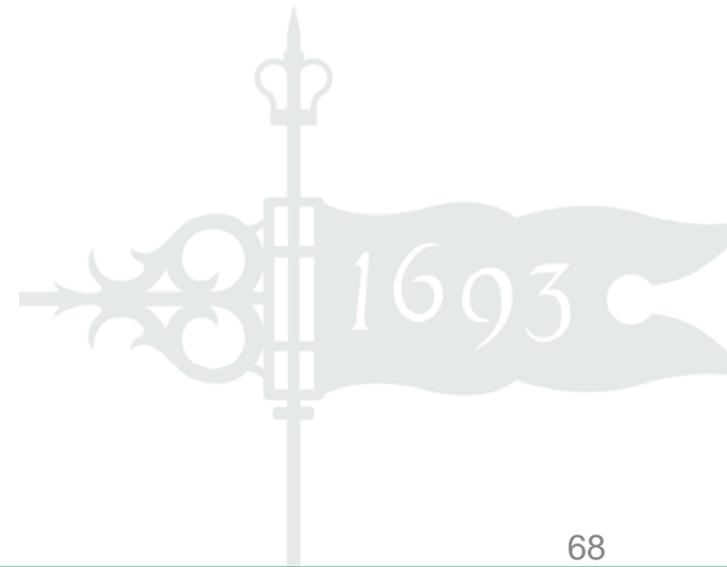




LUNCH BREAK



Lunch Stoke





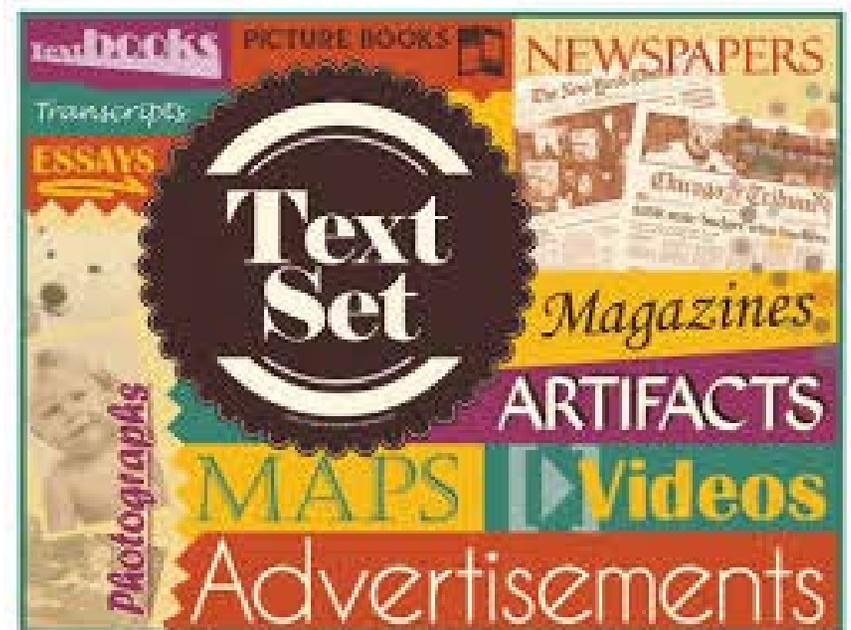
Quad Text Sets

FOCUS IDEA



What is it?

- A Quad Text Set is a set of four related texts of various difficulty, genre, or medium designed to prepare students to read a difficult target text.

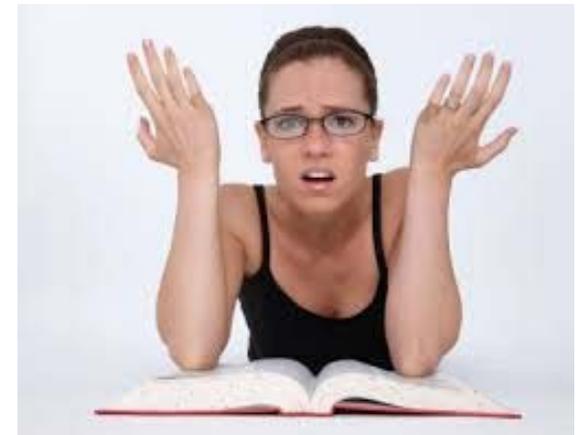


Purpose

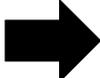
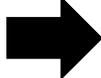
- A *Quad Text Set* is a framework that helps
 - build background knowledge for a difficult target text
 - act as a vehicle for effective inter-textual connections
 - expands the definition of texts to include film, art, physical models, or other media

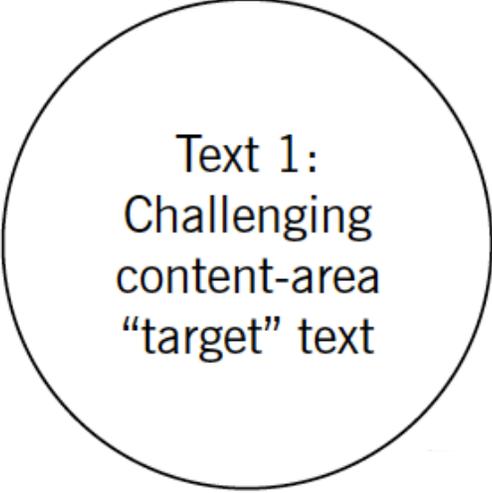
Why?

- Supports understanding of difficult text, while also gets students reading more.

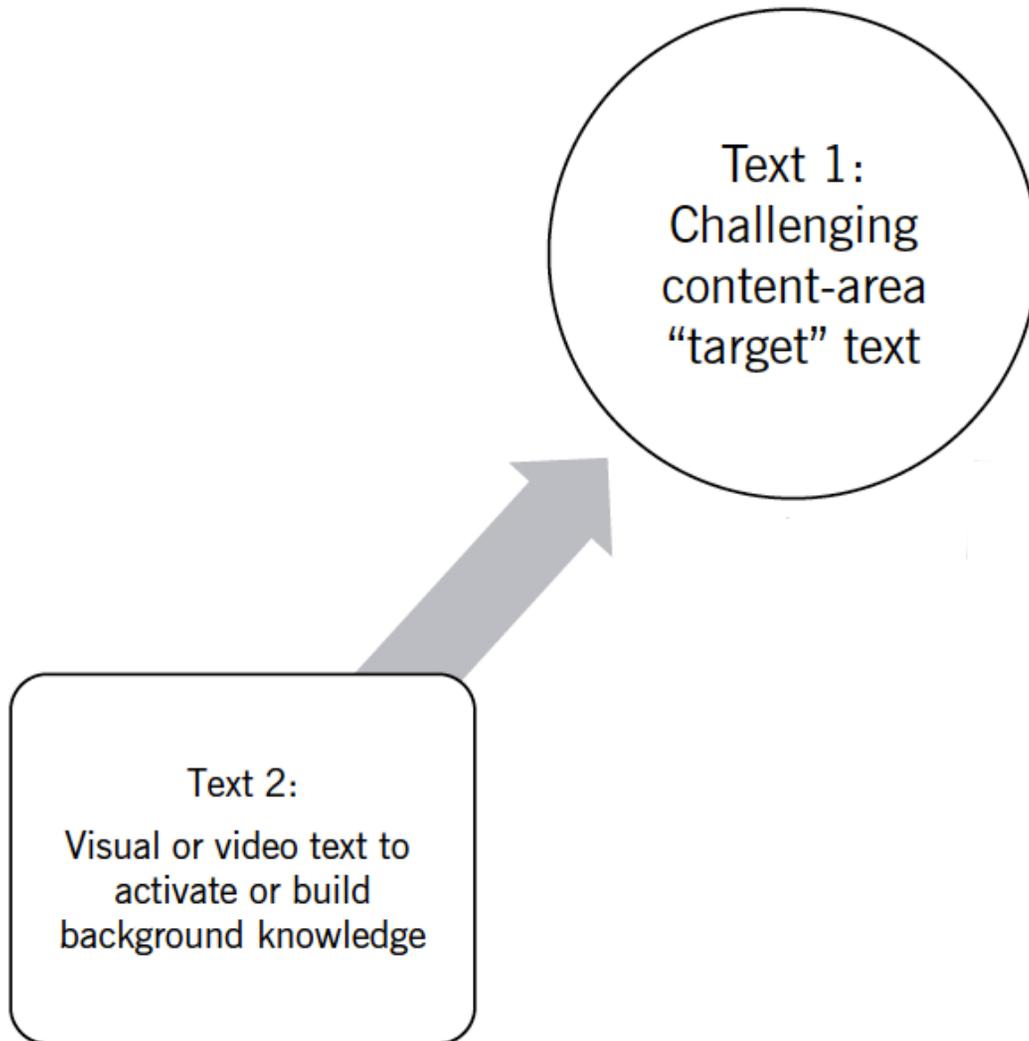


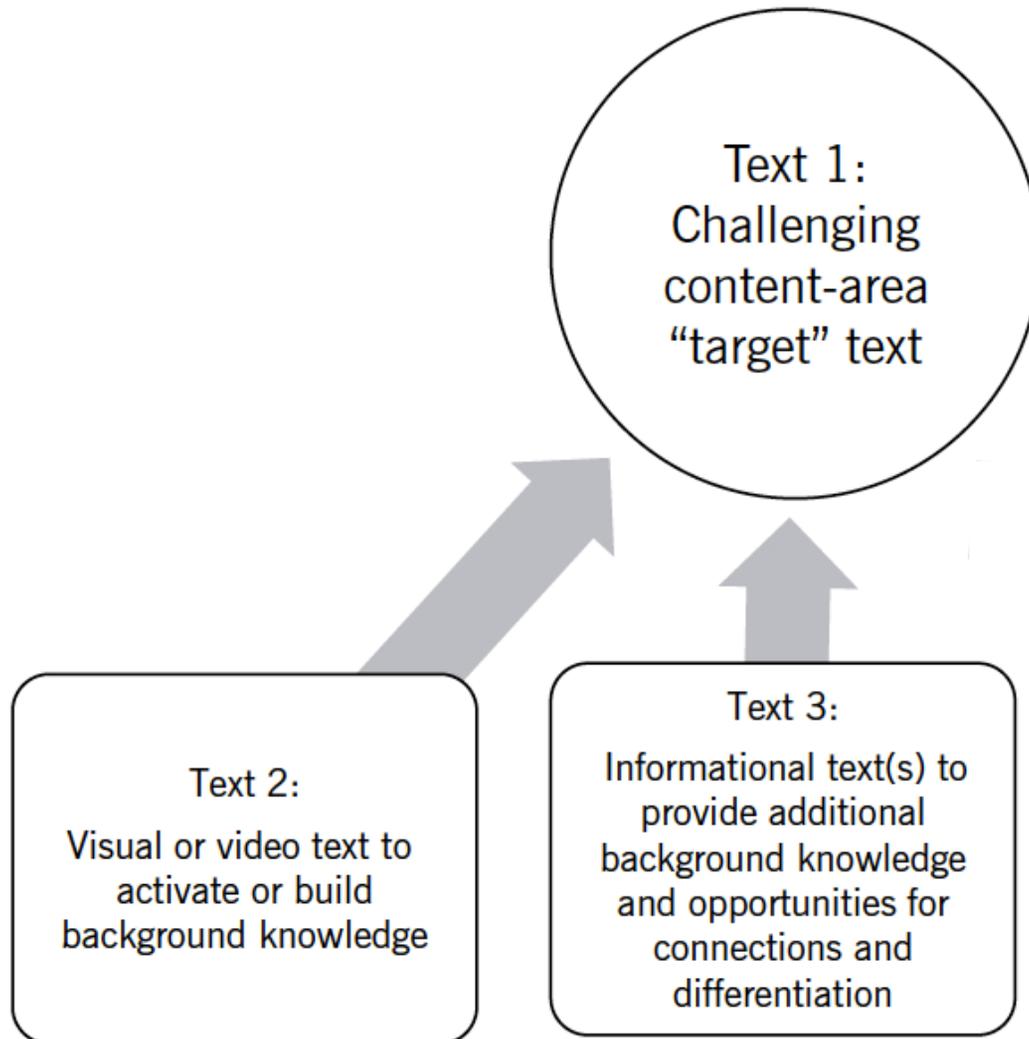
Goals and Actions

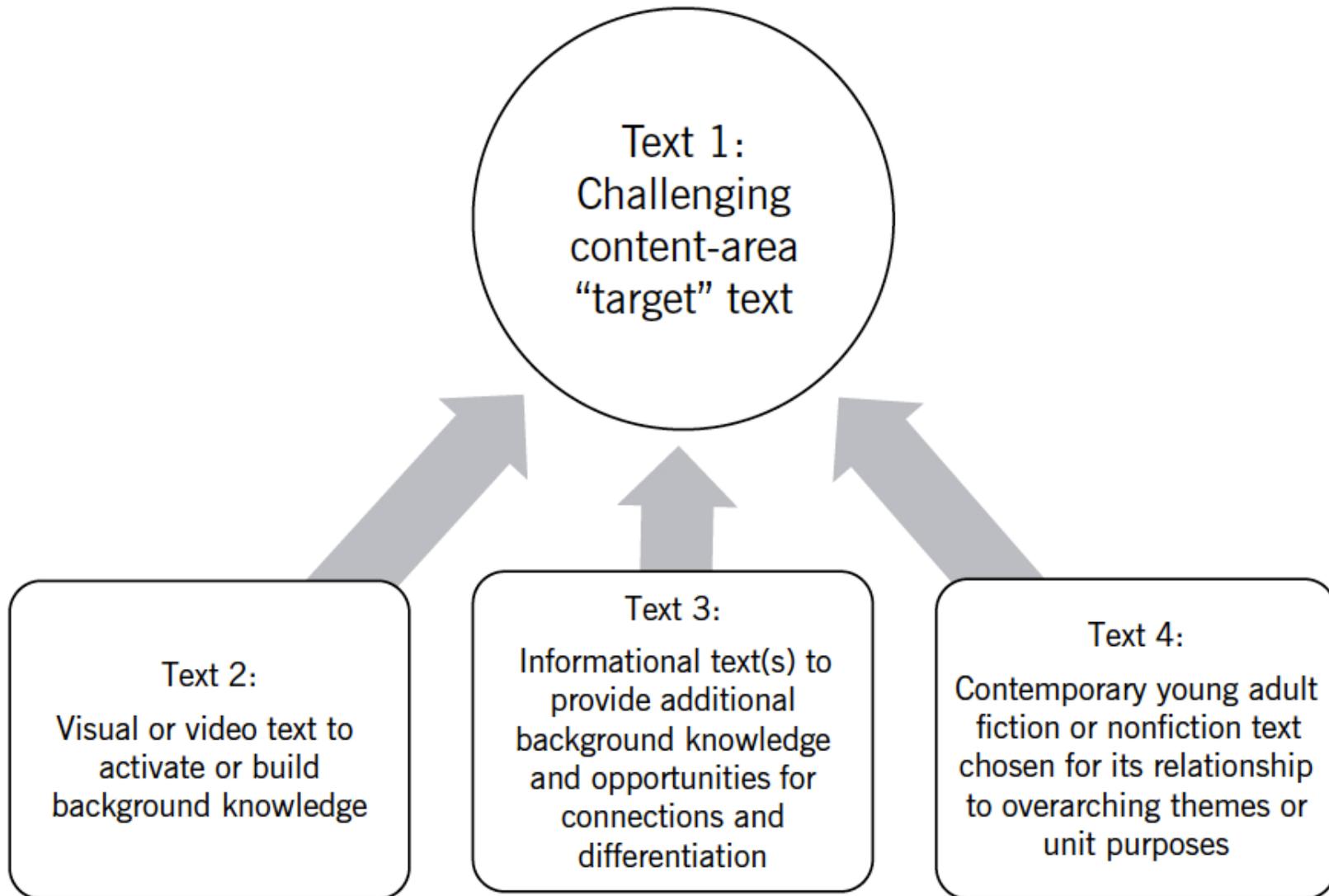
Goals		Actions
Increase text volume		Use a set of related text
Embrace text complexity		Select a challenging target text
Build knowledge		Include visual texts and simpler information texts
Target motivation		Deliberately select a text to garner buy-in and a text that makes target relevant

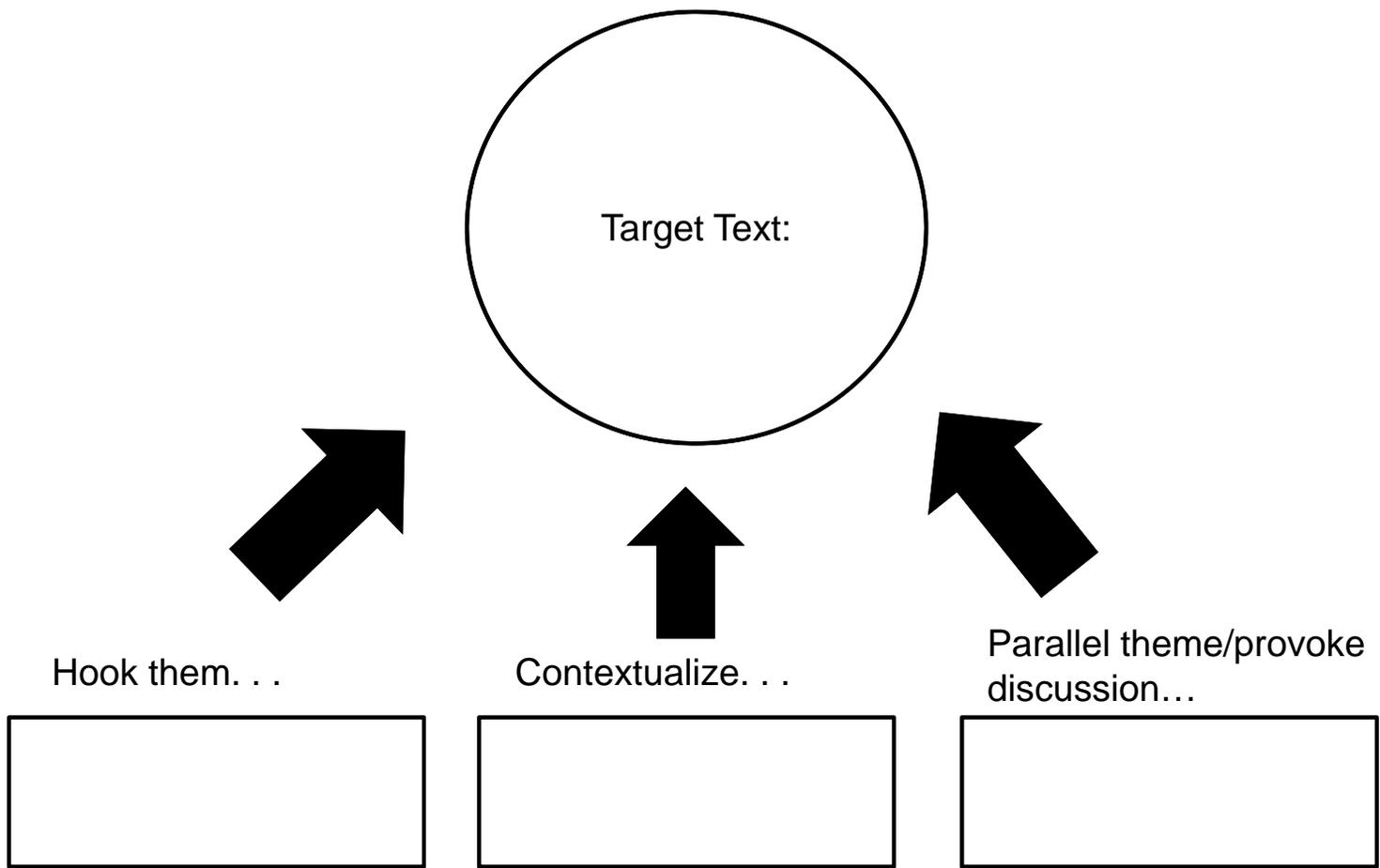
A black circle with a thin outline, centered on the page. Inside the circle, the text "Text 1: Challenging content-area 'target' text" is written in a black, sans-serif font, centered within the circle.

Text 1:
Challenging
content-area
"target" text









The Quad Text Set

All students read all texts.

The last is a challenging target text that all will read.

Begins with at least three easier texts to prepare students.

Creating a Quad Text Set



Start with your target text

A content-area text that meets grade-level expectations for text difficulty demands *and* serves content-area learning objectives.



After you've chosen your target text. . .

01

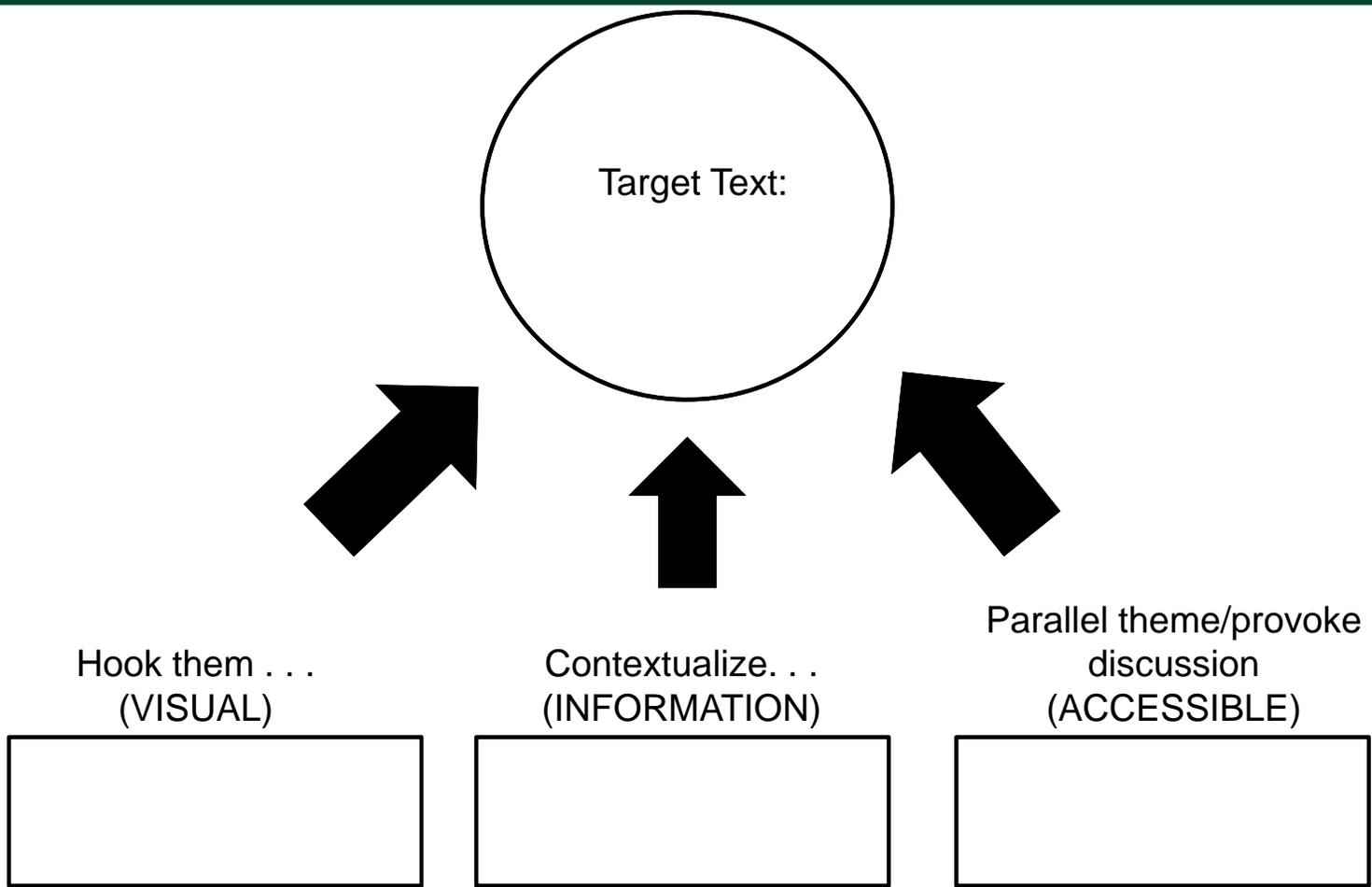
What is a text that might hook my students and/or provide necessary background knowledge?

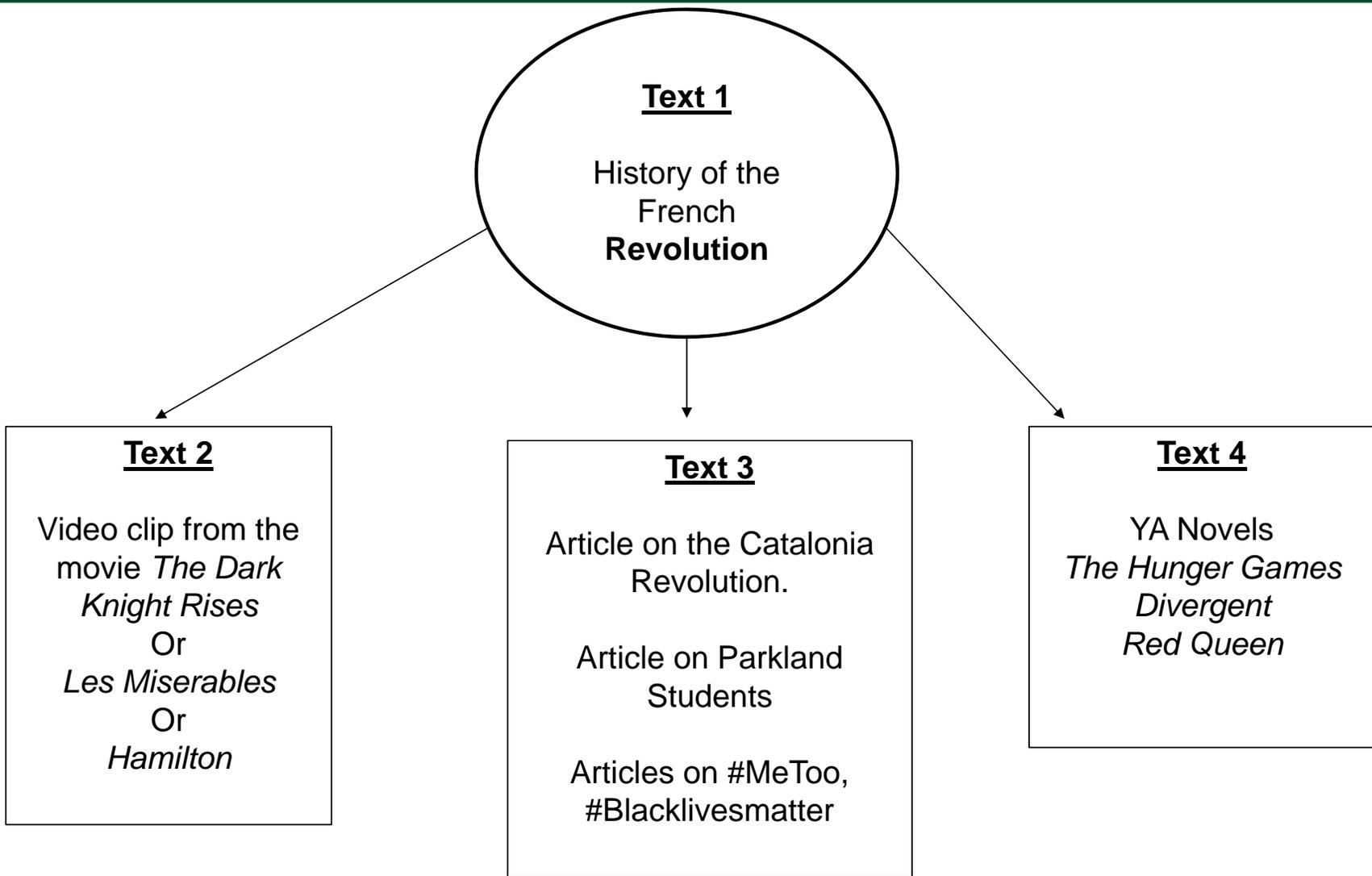
02

What is a text that might provide better context/more information?

03

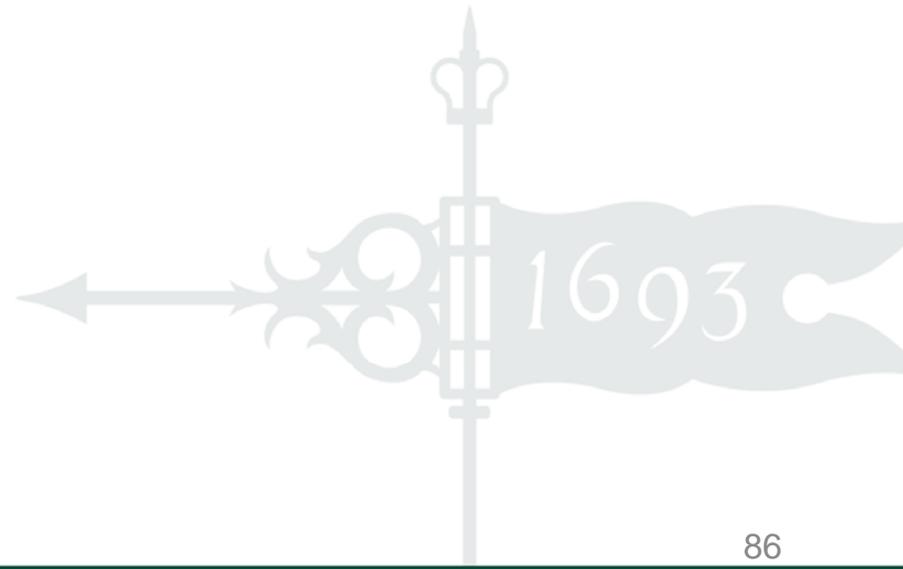
What is a text that has some similar themes/overarching purposes that would lend itself to helpful discussion/ cross-text comparisons?



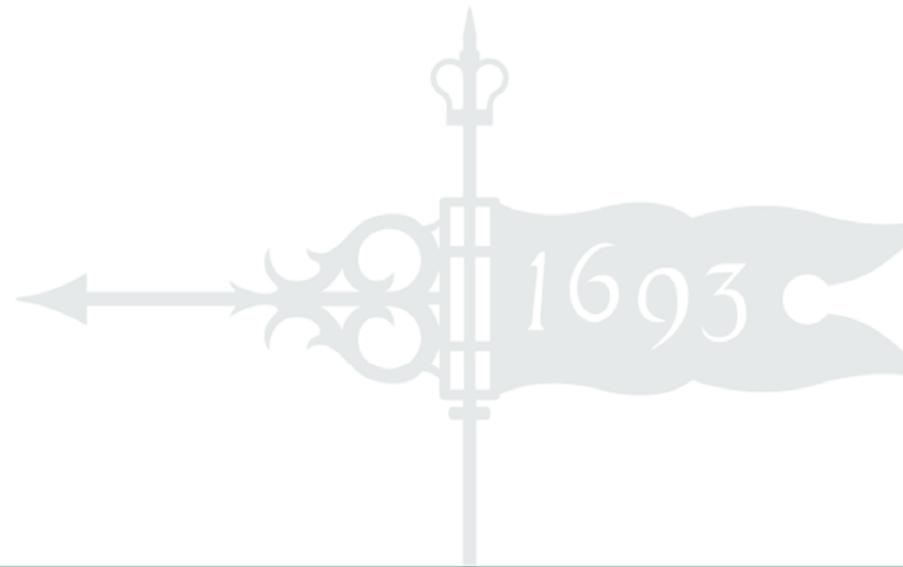




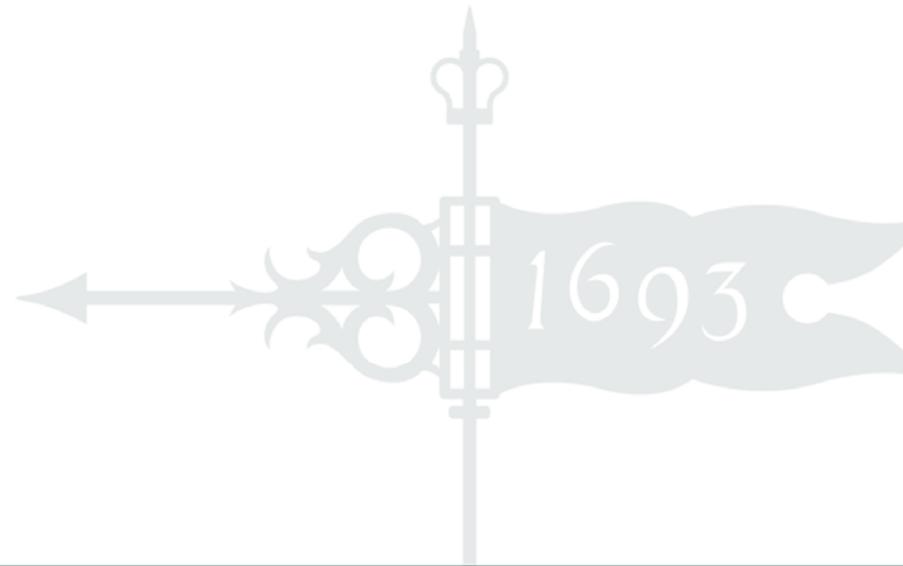
**ANY
QUESTIONS?**



LET'S PRACTICE

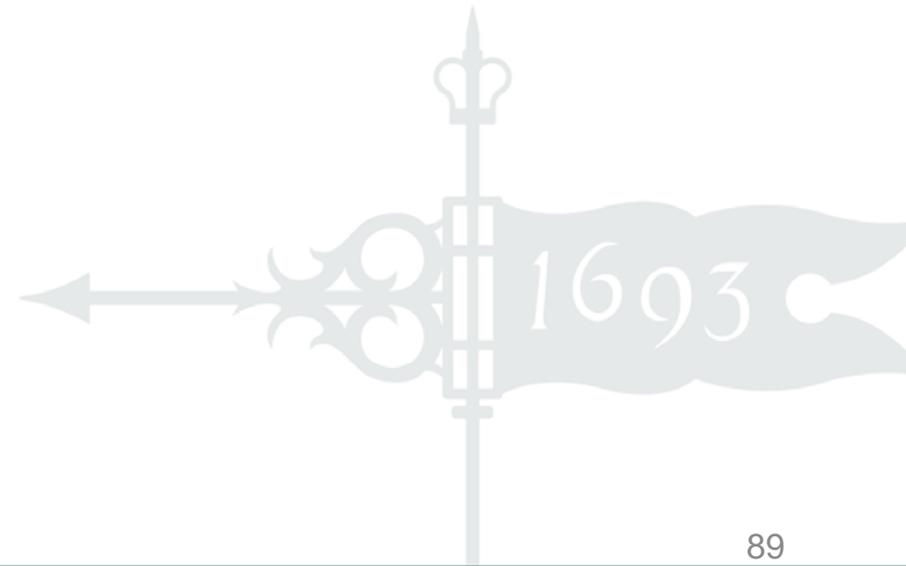


SHARE OUT!



Homework

- Create a Quad-Text Set for a challenge piece of text you plan on introducing in your class.



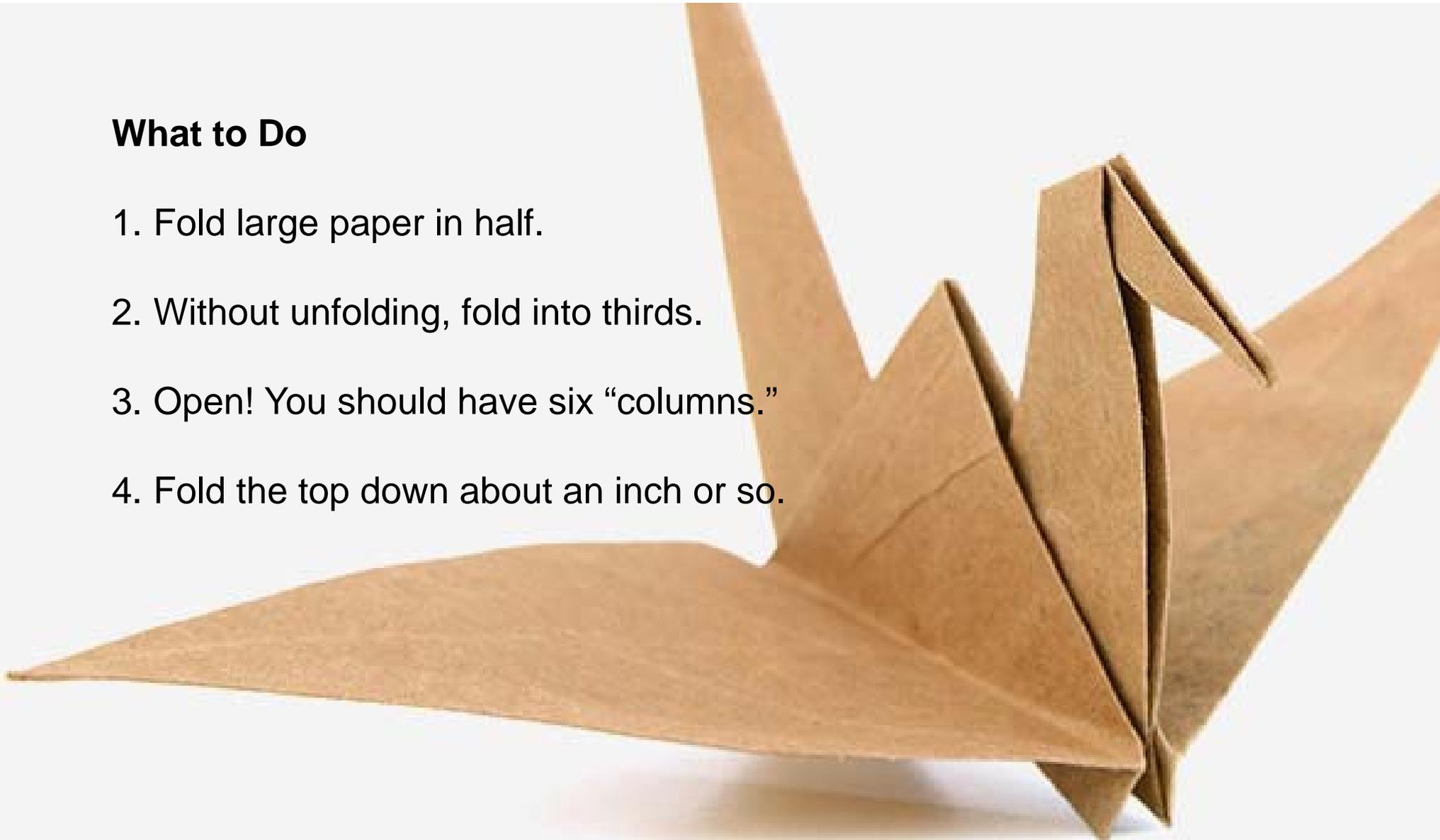
Closure and Reflection

What are today's take-aways in terms of practical, usable strategies and techniques that you might be able to incorporate into your classroom next week?



What to Do

1. Fold large paper in half.
2. Without unfolding, fold into thirds.
3. Open! You should have six “columns.”
4. Fold the top down about an inch or so.





See you next time!

Friday, April 20, 2018

Homework:

- Create or modify a text set to share.
- Select a performance assessment you currently use and bring a copy.
- Bring a lesson that integrates some of the 5Cs and/or is interdisciplinary in nature.