

Data-Based Decision Making for Interventions

Fall 2019



MISSISSIPPI
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EDUCATION

Ensuring a bright future for every child

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VISION

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

MISSION

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




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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

- 1


All Students Proficient and Showing Growth in All Assessed Areas


- 2


Every Student Graduates from High School and is Ready for College and Career


- 3


Every Child Has Access to a High-Quality Early Childhood Program


- 4


Every School Has Effective Teachers and Leaders



- 5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes


- 6

Every School and District is Rated "C" or Higher






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Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.




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Session Goals

- Discuss the Problem-Solving Process
- Review the models for selecting appropriate interventions
- Model how the Problem-Solving Process works in practice
- Provide guidance for progress monitoring

Discussion

- What data do you use to make instructional decisions about individual students?
- How do you currently address the needs of a student who demonstrates poor decoding and/or word recognition skills?

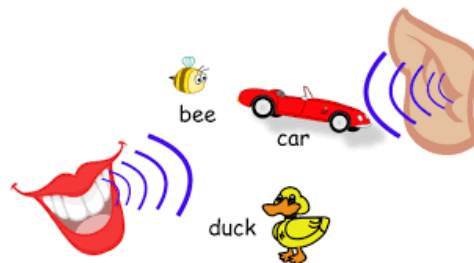


Screening Measures

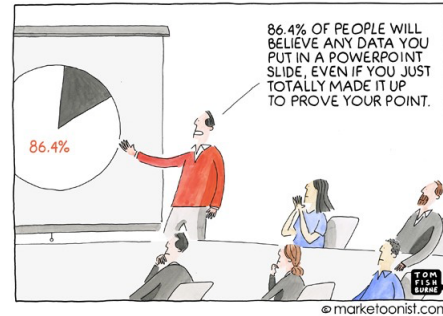
- Universal screeners are valid and reliable data collection tools and processes used to assess students' current levels of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.
- Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.

Screening Measures

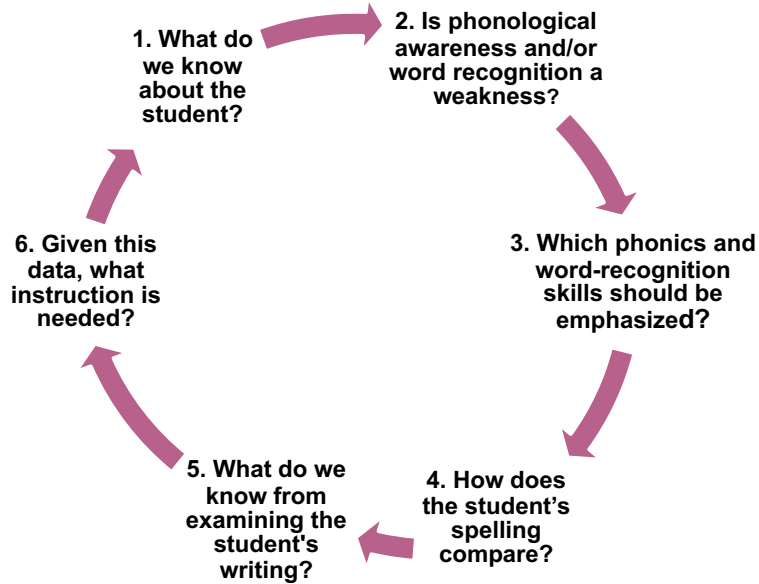
- All validated screening measures that align with scientific research on the prevention of reading difficulties include some assessment of phonological awareness in kindergarten and first grade (*Moats & Tolman, 2019*).



The Problem-Solving Process



The Problem-Solving Process



The Problem-Solving Process

1. What do we know about the student?

- Gathering data begins with collecting information from the student's record.
- Look at existing data regarding a student's overall reading proficiency.
- Ask the following question: Is the student listed in the "urgent intervention" or "intervention" categories of the screener?



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MS Approved Universal Screeners

- Formative Assessment System for Teachers (**FAST**) (*Grades K-12*)
- i-Ready (*Grades K-12*)
- I-Station Indicators of Progress (**ISIP**) (*Grades K-5*)
- mClass Reading 3D (*Grades K-3*)
- Measures of Academic Progress (**MAP**) Growth (*Grades K-2*), MAP (*Grades 2-10*)
- STAR Early Literacy (*Grades PK-3*), STAR Reading (*Grades 1-12*)



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Case Study: Jill, the Third-Grader

Based on the background information provided, what do you know about Jill?



The Problem-Solving Process

2. Is phonological awareness and/or word recognition a weakness?

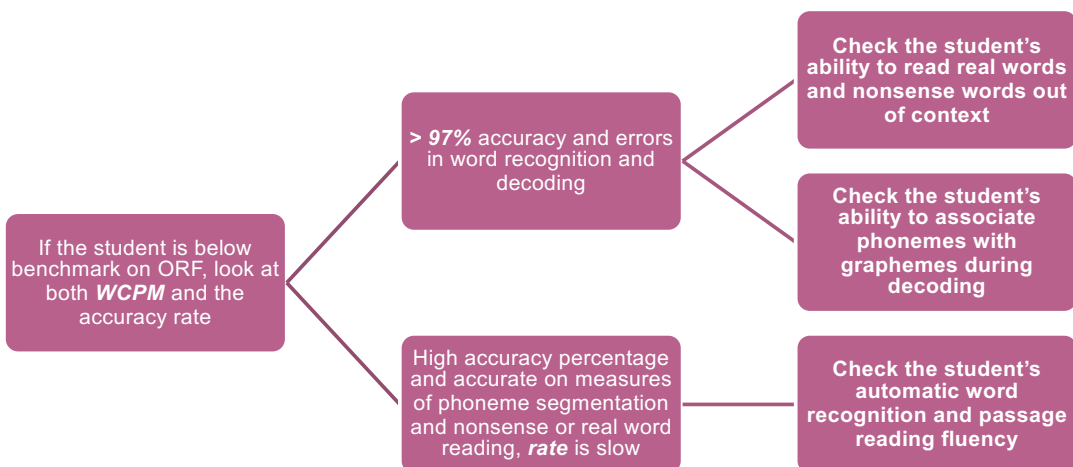
- If a student falls below the recognized benchmark in phonological awareness, a student should be given a diagnostic measure of phonological awareness.



The Problem-Solving Process

- If a student has a history of decoding problems and is below benchmark in oral reading or on other indicators, the next step is to determine the critical phonics skills the student is missing and to measure **word-reading accuracy, fluency, or both** (Moats & Tolman, 2019).
- **If no specific data about decoding skills are available, first examine a transcript of an Oral Reading Fluency (ORF) test** (Moats & Tolman, 2019).

Examining Oral Reading Fluency (ORF)



Case Study: Jill, the Third-Grader

What information can we gather from Jill's Oral Reading Fluency (ORF) Assessment?



The Problem-Solving Process

3. Which phonics skills should be emphasized?

- Once you have identified that a student has underdeveloped word-recognition skills, a **diagnostic decoding or phonics survey** should be administered.

Note: Oral reading passages alone do not provide enough information about a student's decoding skills.

Diagnostic Measures

- **Phonological Awareness:** Literacy Resources Incorporated (LRI), Pre-Decoding Skills Survey, Phonological Awareness Skills Test (**PAST**), and Cool Tools
- **LETRS:** Phonics and Word-Reading Survey
- **Phonics/Word Recognition:** Quick Phonics Screener (**QPS**), Cool Tools and Really Great Reading Decoding Surveys



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Case Study: Jill, the Third-Grader

What information can we gather from Jill's decoding survey?



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The Problem-Solving Process

4. How does the student's spelling compare?

- Examine students' spelling attempts on unknown words to indicate the extent to which the student is able to ***spell phonetically, identify morphological structures, and remember orthographic patterns*** (Moats & Tolman, 2019)
- Administer a qualitative screener of spelling development to determine student's instructional needs. Analyze the results and identify the underdeveloped skills.

Case Study: Jill, the Third-Grader

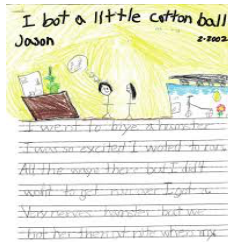
Explain the results of Jill's Basic Spelling Screener.

Let's talk!

The Problem-Solving Process

5. How does the student's written expression compare to other test results?

- Collect and examine student's writing samples to determine how the student handles the multiple cognitive, linguistic, and letter formation demands of writing.



Case Study: Jill, the Third-Grader

What do you notice from examining Jill's written response?



Data-Based Instructional Decisions

6. Given the data, what instruction is needed?

- Analyze the student's responses from the screening and diagnostic measures given.
- Create a multicomponent instructional approach for interventions, if needed.



Data-Based Instructional Decisions

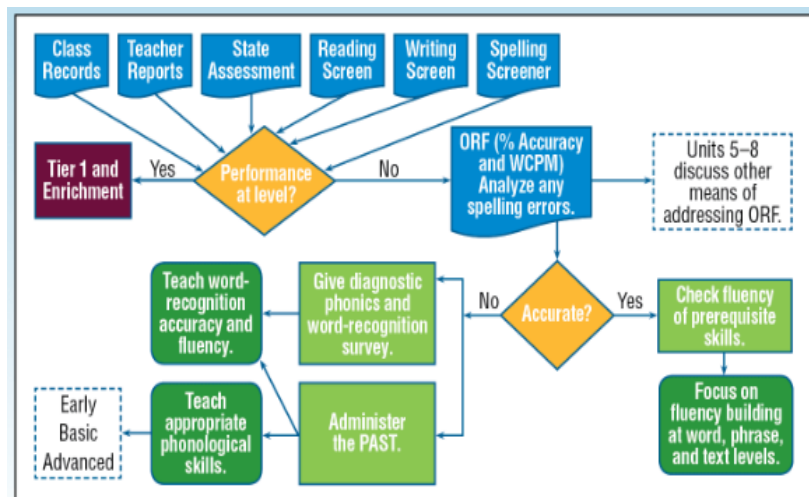
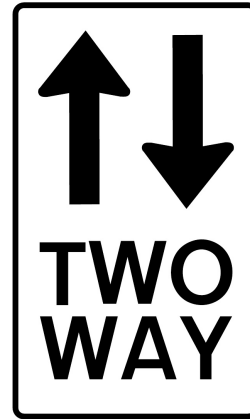


Figure 4.12 Decision-Making Flowchart
Figure also on page 321 of the LETRS manual.

The Road to Reading Comprehension

The Simple View of Reading and Scarborough's Rope Model



Simple View of Reading Formula

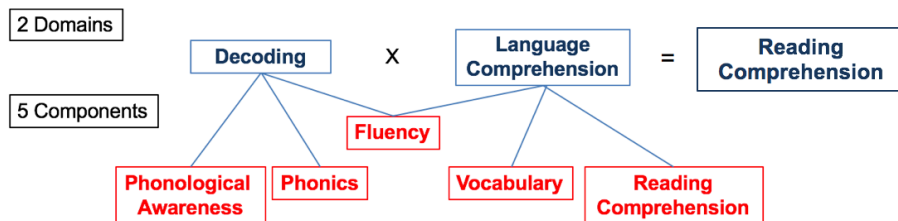
Decoding (D) x Language Comprehension (LC) =
Reading Comprehension (RC)



(Hoover & Gough, 1990)

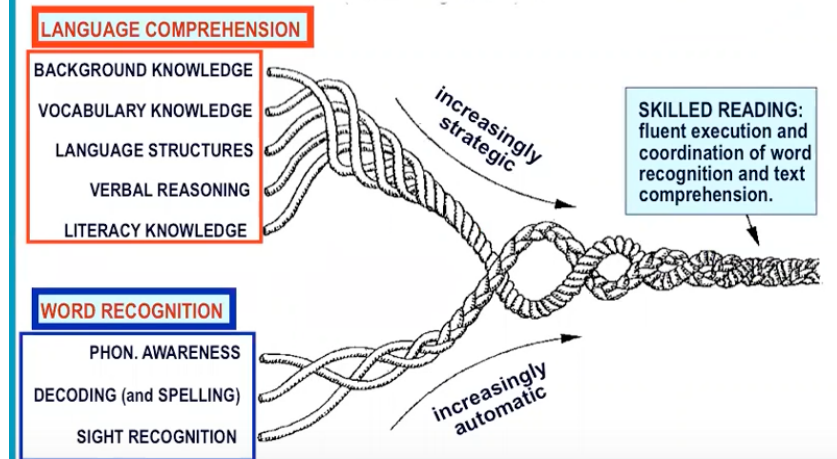
Simple View of Reading Variables

Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of **decoding** (efficient word recognition) and **language comprehension** (understanding text that is read aloud).



Scarborough's Rope Model

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

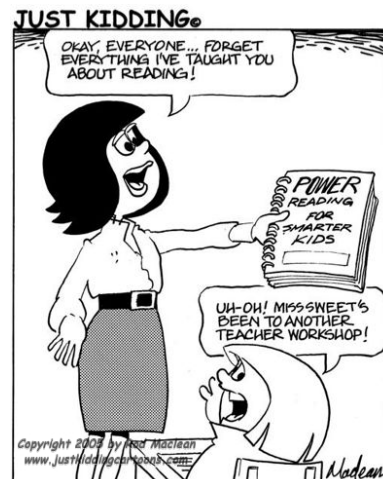


Data-Based Instructional Decisions

Based on Jill's screener and diagnostic measures, which components should be emphasized right away and how?



Intervention and Remediation



Intervention vs. Remediation

Intervention:

- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring



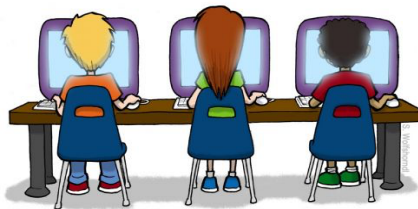
Remediation:

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate

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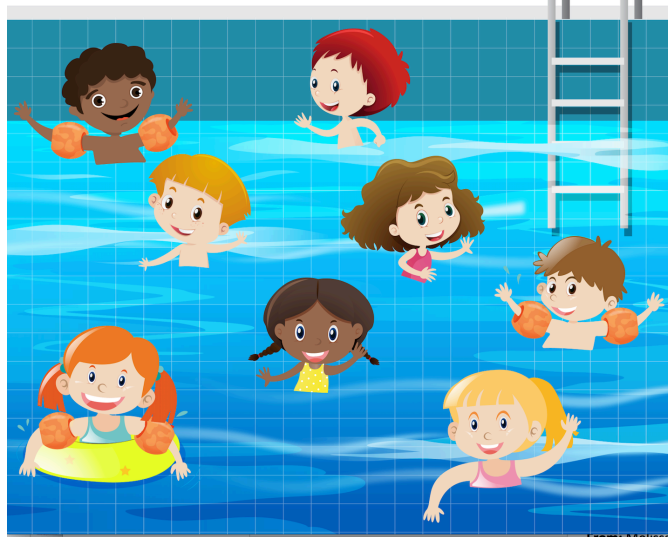
Computer-Based Interventions

Computer programs can be a **RESOURCE**, but do **not** count as the primary intervention for Tier 3, and at Tier 2 are more effective when paired with teacher-led interventions.



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ALL Students



Progress Monitoring



Progress Monitoring

- Facilitates decision making practices that are based on monitoring tools;
- provides a basis for evaluating instructional programming as the instruction is occurring;
- guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs;
- aids communication with students, families, and other professionals;
- continues once a student is eligible for special education services.



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Progress Monitoring

- Progress monitoring should be completed on all students in the intervention process.
- The tool that is utilized for progress monitoring should match the intervention.
- It is recommended that Tier 2 students are progress monitored every other week.
- Tier 3 students should be progress monitored weekly.

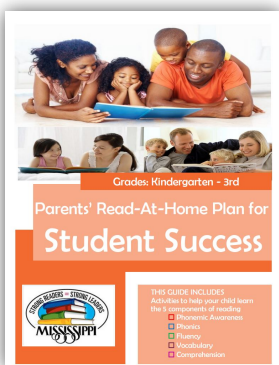


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Questions?



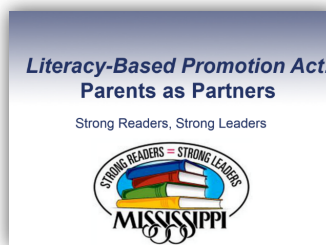
Parent Resources



Parents' Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)



Family Guides for Student Success
(Reading & Math: Grades PK-8)



Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA
(Literacy-Based Promotion Act Parent Presentation K-3)



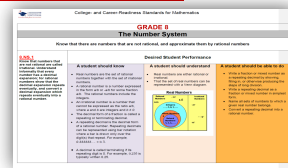
Teacher Resources



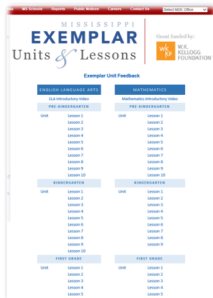
Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)



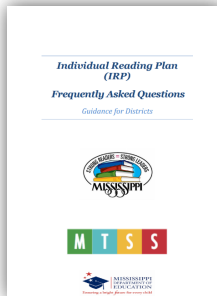
Math Manipulative Training
(Lowest Performing Schools: Grades K-6)



Instructional Scaffolding Document
(ELA & Math: Grades PK-8)



Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)



Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)



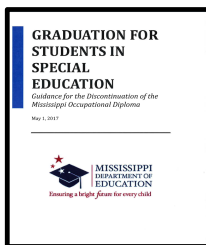
Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)



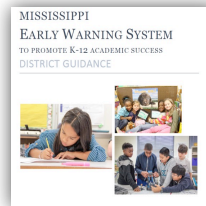
Administrator Resources



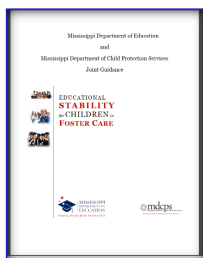
On Demand Technical Assistance & PD
(ELA, Math, Literacy, & Special Education: Grades K-12)



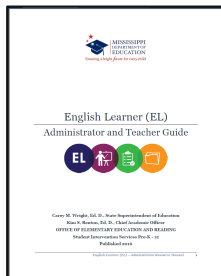
MOD Discontinuation Guidance



Early Warning System
(College and Career Readiness Data Guidance Document)



Educational Stability for Children in Foster Care
(Foster Care Guidance Document)



<http://mdek12.org/ESE/english-learners>



A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)





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What Is the Process for Planning an Entire Lesson?

Text-Driven Comprehension

Fall 2019



MDE Literacy Coaches

Mississippi Department of Education
 Office of Elementary Education and Reading

Mississippi Department of Education

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Session Goals

- Review Narrative Comprehension Lesson Plan Elements
- Create a Narrative Comprehension Lesson Plan
- Review Informational Comprehension Lesson Plan Elements
- Create an Informational Comprehension Lesson Plan



Teacher's Role

What is the teacher's role in teaching comprehension?

- Facilitate the construction of the mental model of the text meanings
- Show the students what to pay attention to as they read
- Know where the lesson is going and plan the path to get there



Comprehension Lesson Plan

Narrative Text



Before Reading: Narrative

Establish Purpose for Reading

Guiding Questions for Establishing a Purpose with Narrative Text:

- What was the author's purpose for writing the text?
- What does the author want readers to learn?
- Does the author want readers to change the



or think?

Before Reading: Narrative

Identify Text Structure

Elements of Story Structure:

- Characters
- Setting
- Beginning
- Middle



Story Framework

Name _____ Date _____

Title _____

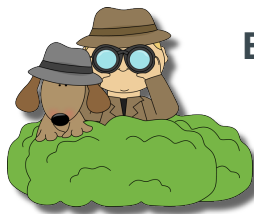
<p>When? Where?</p>	<p>Who?</p>
<p>What Happened? First?</p>	
<p>Next? How? Why?</p>	
<p>Problem Solved?</p>	
<p>So What?</p>	

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Before Reading: Narrative

Prepare Background Knowledge

- Preview the text by walking through the illustrations
- Connect students to their own lives
- Use visuals to give a mental model of new ideas of concepts text will introduce



Building background knowledge enables students to make inferences.



Before Reading: Narrative

Select Vocabulary

Tier I (Common, Familiar Words)	Tier II (Most Important to Teach in Depth)	Tier III (Specialty Terms to Define Briefly)

Before Reading: Narrative

Identify Challenging Language That Might Require Explanation

- Metaphors
- Similes
- Complex Syntax
- Idioms



Guide students to paraphrase or interpret similes and metaphors.

During Reading: Narrative

Querying is a way of asking questions that is focused on developing the students' understanding of underlying meaning.

- Decide where it makes sense to stop and ask questions within the text
- Questions can be explicit, implicit, or elaborative
- Use only the types of questions that are appropriate for the story and students
- Allows students to think more deeply about the text
- Connects to the overall purpose set before reading
- Use stickies or some type of way to remind the teacher where and when to stop for planned questions

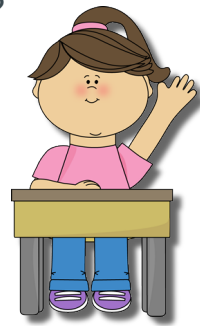


Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*

During Reading: Narrative

Points to consider while planning your query:

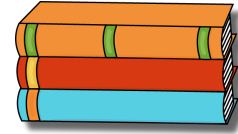
- What questions can you ask to check for understandings?
- What questions will you ask to see if students are following major changes or turning points throughout the story?
- Where will students need to make inferences?



After Reading: Narrative

Purposes for after reading activities:

- Reinforce the purpose of reading the text
- Transfer new information into a new format
- Re-read for more purposes (close reading strategy)



Examples of after reading activities:

- Complete a Story Framework Graphic Organizer
- Retell the events of the text (Act out or role-play events in the story)
- Have students answer elaborative questions
- Create a poster to outline story elements
- Write short answer responses to key questions from the story framework

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*



Activity

Create a Narrative Comprehension Lesson Plan

- Work with a partner/small group
- Use the text provided
- Follow the Lesson Plan Checklist provided

Comprehension Planning Checklist	
Item	Page Number/Order Number
Before Reading	
Establish Purpose for Reading Why read this text? What are the objectives or reading understandings students should gain from the text?	
Identify Text Structure Is this informational or narrative text?	
Prerequisite Knowledge What background or topic content is needed?	
Select Vocabulary What words should be pretaught?	
Identify Challenging Language What are difficult sentences/phrases/sentence language?	
During Reading	
Pre-activities Anticipate Student Questions. Check text for opportunities ask questions and queries.	
Use Text Structures to Engage in Reading Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Student Reading Change? Is reading enjoyable?	
Assessment: Can Students Express Summary? Can they summarize? Assessment: Can they Retell? Can students express the big ideas/meaning/understanding from the reading. Can students support their ideas with text evidence?	



Comprehension Lesson Plan

Informational Text



Before Reading: Informational

Establish Purpose for Reading

Guiding Questions for Establishing a Purpose with Informational Text:

- Why did the author write the text?
- Does the text convey facts of a topic?
- Does the author of the text attempt to persuade the reader using facts to support a view?

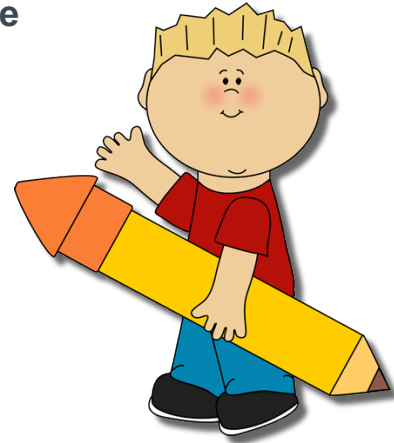


Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*

Before Reading: Informational

Identify Text Structure

- How is the text organized?
 - Main Idea/Key Details
 - Compare/Contrast
 - Cause/Effect
 - Problem/Solution
 - Sequencing
- Choose a graphic organizer based on the structure identified



Before Reading: Informational

Prepare Background Knowledge

- Connect to students prior experiences
- Create experiences, if needed, by showing photographs of the topic as visuals
- Give readers a mental framework in which new information can be filtered through



Building background knowledge enables students to make inferences.



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*

Before Reading: Informational

Select Vocabulary

Tier I (Common, Familiar Words)	Tier II (Most Important to Teach in Depth)	Tier III (Specialty Terms to Define Briefly)

Before Reading: Informational

Identify Challenging Language That Might Require Explanation

- Metaphors
- Similes
- Complex Syntax
- Idioms



Guide students to paraphrase or interpret similes and metaphors.

During Reading: Informational

Querying is a way of asking questions that is focused on developing the students' understanding of underlying meaning.

- Decide where it makes sense to stop and ask questions within the text
- Questions can be explicit, implicit, or elaborative
- Allows students to think more deeply about the text
- Connects to the overall purpose set before reading
- Use stickies or some type of way to remind the teacher where and when to stop for planned questions



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*

During Reading: Informational

Points to consider while planning your query:

- What questions can you ask to check for understandings?
- Where will students need to make inferences?
- What was the text mainly about?
- What specific information from the text can be tied back to the purpose for reading?
- What new information do the students need focus on for complete understanding?

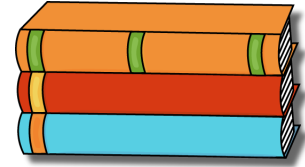


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After Reading: Informational

Purposes for after reading activities:

- Reinforce the purpose of reading the text
- Transfer new information into a new format
- Re-read for more purposes (close reading strategy)



Examples of after reading activities:

- Complete a graphic organizer that connects to the text structure
- Write short answer responses to key questions from the graphic organizer
- Summarize key information gained
- Identify main idea/details through two-column notes template
- Build a model (if text allows)



Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition*

Activity

Create an Informational Text Comprehension Lesson Plan

- Work with a partner/small group
- Use the text provided
- Follow the Lesson Plan Checklist provided

Title	Page Numbers/Other Notes
Identify Reading Establish Purpose for Reading. Why read this text? What are the purposes for reading, and what do students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic content is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult, unfamiliar, or new academic language?	
Plan Instruction	
Plan Questions. Anticipate Student Questions. Mark text for developing or asking questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
Plan Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding in rereading passages?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express their big ideas/learning under challenge from the reading. Can students support their ideas with text evidence?	



Questions



Resources

LETRS (3rd edition):

Moats, L., & Tolman, C. A. (2019). *LETRS 3rd Edition: Language essentials for teachers of reading and spelling*. Boston, MA: Sopris West.



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Close Reading

Digging Even Deeper

Fall 2019



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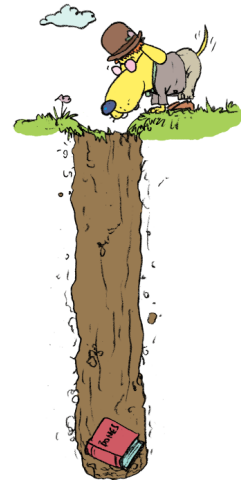
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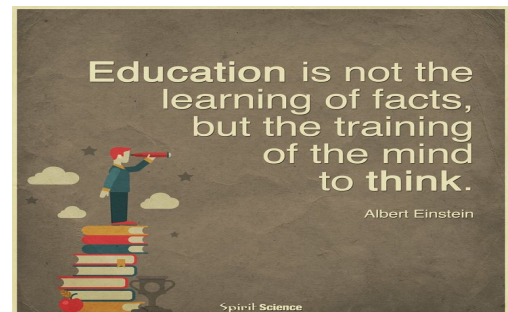


Session Goals

- Define Close Reading
- Examine Six Ways to Approach Close Reading
- Explore Close Reading Assessments
- Analyze Components of an Effective Close Reading Lesson
- Discuss Learning Pathways and Close Reading Units



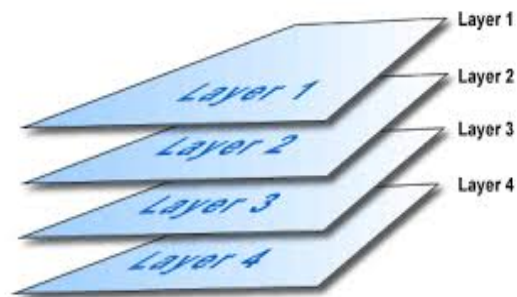
Close Reading Defined



Close Reading Defined

"Simply stated, close reading means uncovering layers of meaning in a text."

Nancy Boyles, 2016



Oreo Close Reading Table Activity

First "Read"

- Eat your cookie as quickly as you can!
- What did you notice about your cookie?



Second "Read"

- This time, close your eyes while you eat your cookie slowly. Think about the texture, the taste, and the physical makeup of the cookie.
- What more did you notice about your cookie this time?

Typical Close Reading Protocol

CLOSE READING

First Read: Get the Gist A careful and purposeful rereading of a text.

- What's the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?

Second Read: Dig a Little Deeper

- What text structures and text features were used?
- What is the author's purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put it all Together

- What inferences can you make?
- How does the author support key points?
- How does this relate to other texts you've read?
- How does this relate to your life?

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* While the strategy will basically remain the same, the way in which close reading is approached will differ when implementing "Closer Reading."



Approaching Close Reading

I MAY NOT
BE THERE YET,
BUT I'M CLOSER
THAN I WAS
YESTERDAY.

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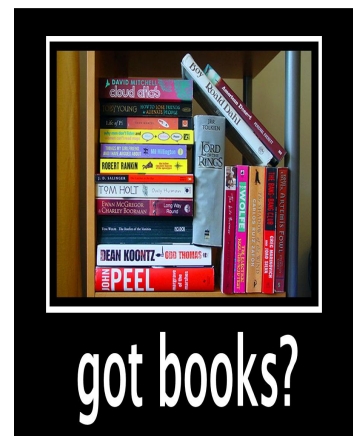


Six Guidelines for Approaching Close Reading

1. Choose high-quality, picture books.
2. Teach initial close reading lesson to build content knowledge.
3. Teach close reading follow-up lessons to build skills.
4. Assess close reading appropriately with formative assessments.
5. Teach unit based instruction for students to connect texts.
6. Teach close reading through learning pathways.



High Quality Picture Books



Why use picture books for close reading?

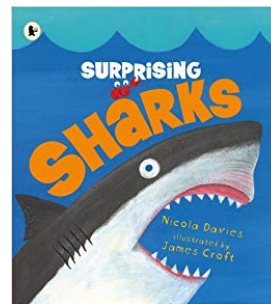
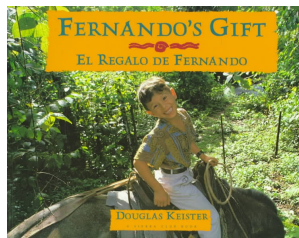


Picture books showcase the written word at its best, and they provide helpful graphic support readers can use to make meaning.

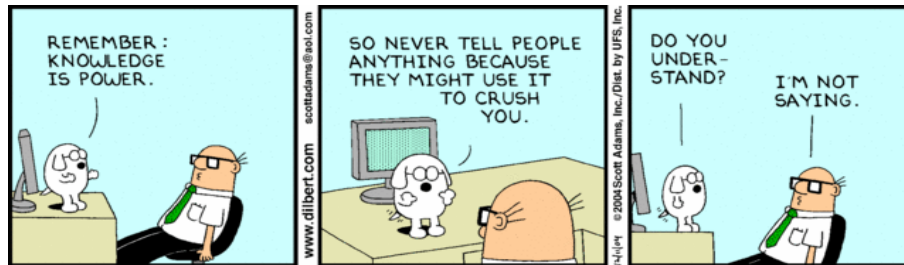


High-quality Picture Books- Tips for Success

- Choose texts with thought-provoking themes to stretch thinking and imagination.
- Consider the length of the books you choose—students will lose focus with a story that is too long.



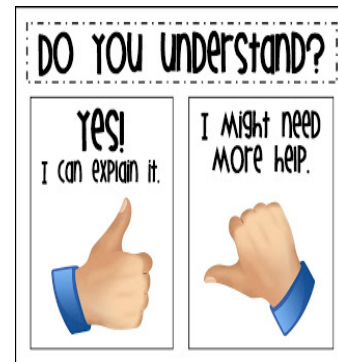
Build Content Knowledge



First Close Read- Build Content Knowledge

- Remember that your goal is twofold: to build students' understanding of the text's content and to get students ready to dig deeper!
- Pay close attention to complex sentences or phrases.
- Keep each read dynamic to retain student interest.

Build Comprehension Skills



Second Close Read- Build Comprehension Skills

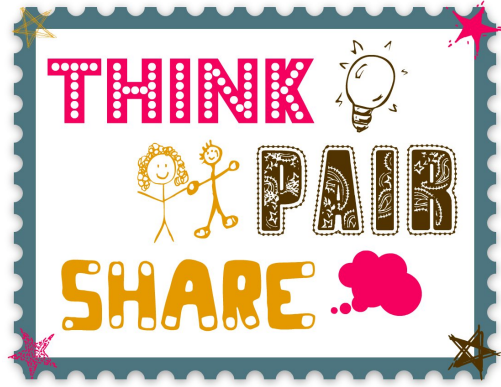
When revisiting the text, strong comprehension lessons should be explicit.

Provide:

- A clear **explanation** of the skill objective
- **Modeling** of the process
- Time for **guided practice**

Second Close Read- Tips for Success

Build in a lot of opportunities for peer to peer practice so students don't feel quite so alone at the early stages of learning a new skill.



Close Reading Assessments



Assess with Formative Assessments

- Formative assessments examine students' day to day performance and guide our next instructional steps.
- Facilitate meaningful classroom discussion posing higher order thinking questions.



Close Reading Assessments- Tips for Success

- Data-driven instruction needs a coherent set of grade-level expectations (MCCRS).
- For written responses, consider providing some scaffolding to help students organize their thinking and to show them the kind of details that support different questions.



Using Active Reader Cards During Reading

Active Reader Cards provide the teacher with a quick and easy way of monitoring which students understand a concept or skill and which students need additional support.

Active Reader Cards also allow students to track their thinking using oral response *during* the lesson.

Active Reader Cards: Identifying the Kind of Information in This Part of the Text

Details about the characters, people, or animals 	Details about the setting or place 	Details about a problem 
Details about the turning point 	Details about the solution to the problem 	The lesson learned 
A wise thought 	The central or main idea 	Supporting details 

Character image courtesy of Thinkstock © Walled 5. EburonCollection; Heroes; setting, turning point, solution, main idea, and supporting details images courtesy of iStock.com; problem image courtesy of Thinkstock © Hero Images; lesson learned image courtesy of Thinkstock © Stockbyte; wise thought image courtesy of Thinkstock © Dynamic Graphics Collection; Liquid Library

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Using Active Reader Cards During Reading

* As students become better at observing key details, they'll likely address many of the points in teacher's questions ***before*** they are asked.

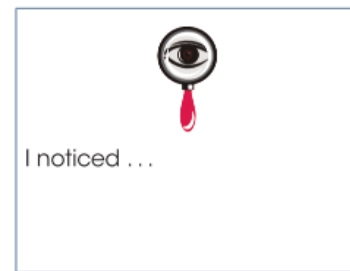


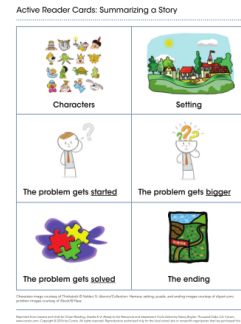
Table Activity

During Reading (Key Details):

- Listen as the teacher reads.
- Use your Active Reader Cards to show when you learn information about each element of the story.

Think Pair Share

- Discuss each element with your partner.
- What did you learn about each specifically?



Using Reading Response Frames After Reading

Reader Response Frames guide written responses *after* reading.

Reader Response Frames provide an organized structure for students' written responses and specify the kinds of textual evidence that a particular comprehension question requires them to identify.

*Reader Response Frames should **mirror** Active Reader cards.

Reader Response Frame: Identifying the Kind of Information in This Part of the Text

My name: _____ Date: _____

Question: What kind of information is the author giving readers in this part of the text? Why do you think the author is giving us this information?

In this part of the text, the author is giving me information about _____

Here is what I know that I didn't know before: _____

I think the author is giving this information so I will understand _____

X: _____

My name: _____ Date: _____

Question: What kind of information is the author giving readers in this part of the text? Why do you think the author is giving us this information?

In this part of the text, the author is giving me information about _____

Here is what I know that I didn't know before: _____

I think the author is giving this information so I will understand _____





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Identify Important Word Meanings- Activity

As a table, choose 4 **important** words from the text to fill in your Active Reader Anchor Chart.

Highlight clues in the text that help you understand the **important** word and record on chart.

	Spotlight Word	What This Word Means	Why This Word Is Important	Clue in the Text That Helped Me Understand This Word
				
				
				
				



Learning Pathways



Learning Pathways

Teach close reading using learning pathways that show students *how* to learn.

- A learning pathway is focused not on the content of the unit but on the process of learning how to learn.
- Examples of learning pathways might be how to study about a person, an animal, a place, a theme, or a character trait.



Teaching Units as Learning Pathways

Five Learning Paths included in
Lessons & Units for Closer Reading

- How to study a character trait
- How to study an animal
- How to study a person
- How to study a place
- How to study a theme



What is a Learning Pathway?

- Learning pathways give students an opportunity to dig deeper into units of study.
- Each pathway is introduced during a unit preview lesson to spark students' interest.
- The final lesson for each text within the unit brings students focus back to the learning pathway.



How to Study a Character Trait

- **Unit Focus:** Why is it important to show kindness to others?
- **Anchor Texts:**

Melissa Parkington's Beautiful, Beautiful Hair by Pat Brisson

Mama Panya's Pancakes: A Village Tale From Kenya by Mary Chamberlin and Rich Chamberlin

Each Kindness by Jacqueline Woodson

Ivan: The Remarkable True Story of the Shopping Mall Gorilla by Katherin Applegate



Learning Pathway: How to Study an Animal

- **Unit focus:** How are animals the same? How are animals different?
- **Anchor Texts:**

Panda Kindergarten by Joanne Ryder

Antarctic Antics: A Book of Penguin Poems by Judy Sierra

Surprising Sharks by Nicola Davies

Turtle, Turtle, Watch Out! By April Pulley Sayre



Learning Pathway: How to Study a Person

- **Unit Focus:** How do you make a difference—even if you're a kid?
- **Anchor Texts:**

Blizzard by John Rocco

The Wednesday Surprise by Eve Bunting

Rosie Revere, Engineer by Andrea Beaty

The Story of Ruby Bridges by Robert Coles



Learning Pathway: How to Study a Place

- **Unit Focus:** What is special about this place?
- **Anchor Texts:**

Antarctica by Helen Cowcher

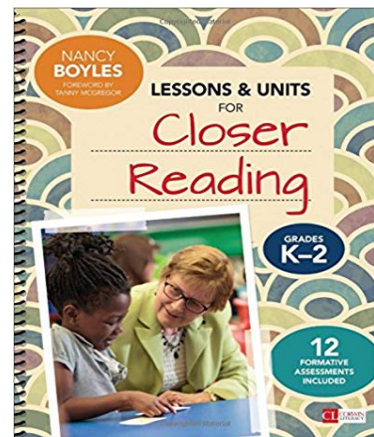
Fernanco's Gift by Douglas Keister

Creatures of the Desert World by Barbara Bibson and Jennifer Urquhart

America the Beautiful: Together We Stand by Katherine Lee Bates



Close Reading Units



Why Build Close Reading Units?



Close reading units help our students use critical thinking skills to build for themselves a more complex knowledge base across diverse areas of study.



Connect The Text Through Units

- Students' knowledge base and "aha!" moments expand when they make connections across the curriculum.
- Units allow for students to read down as well as across, reading complementary texts that help them gain the disciplinary knowledge needed for more complex, global understandings.



The Unit at a Glance

The Unit Preview Lesson

The Kickoff Lesson

(often done on the Thursday and Friday preceding the first full week of the unit)

The Weekly Lessons

- Day 1 of Each Week: Initial close reading lesson
- Day 2 of Each Week: After-reading discussion
- Day 3 of Each Week: Explicit skill-based lesson and optional written assessment
- Day 4 of Each Week: Explicit skill-based lesson and optional written assessment
- Day 5 of Each Week: Learning pathway discussion

The End-of-Unit Text Connection Lesson

(often done on the Monday after the last full week of the unit)



Weekly Close Reading Lessons

- Each anchor text has a corresponding 6-day lesson pathway.
- The purpose of the weekly lessons is not to teach the content of the anchor text, but to show students how to learn by making text connections.



Kickoff Lesson

- Takes place on the Friday before reading the anchor text on Monday
- Purpose is to engage students with the unit focus
- Use a short text relating to unit focus
- Challenge students with H.O.T. questions



Close Read Lesson: Days 1 and 2

- Read through text as a class.
- Build students' understanding of the central idea and supporting details.
- Text dependent questions are posed during and after reading.



Close Reading Lesson: Days 3 and 4

- Teach two skill-based lessons which are aligned to standards.
- Optional formative written assessments may be used during lessons as an extension.
- Teach lesson explicitly BEFORE completing the assessment tasks for students to have adequate practice time.



Close Reading Lesson: Day 5

- Revisit text through text dependent questions
- Choose questions based on text content and student skill level
- Reinforce learning progression, not just specific book content
- Reflect on learning pathway



Learning Pathway: How to Study a Theme

- **Unit Focus:** Why is it important to make good choices?
- **Anchor Texts:**

Fireflies! By Julie Brinckloe

Those Shoes by Maribeth Boelts

Maddi's Fridge by Lois Brandt

The Empty Pot by Demi



Close Reading Strategy- Magic Magnifying Glass

Student supplies: magic magnifying glass card, text

Teacher supplies: text dependent questions



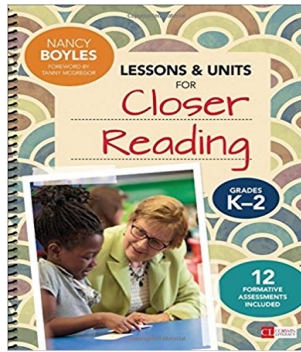
Directions- After reading each chunk of text, use your "magnifying glass" to notice details that are *surprising*, *confusing*, or provide *new* understanding

- Students hold up magnifying glass when they want to share a key detail



Resources

- Boyles, N. (2016) *Lessons & Units for Closer Reading*. Thousand Oaks, CA: Corwin.
- <http://resources.corwin.com/boyleslessons/k-2.htm>



Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!



Questions



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