

# Improving Literacy Instruction: Scheduling with the Student in Mind

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## VISION

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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

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

# State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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







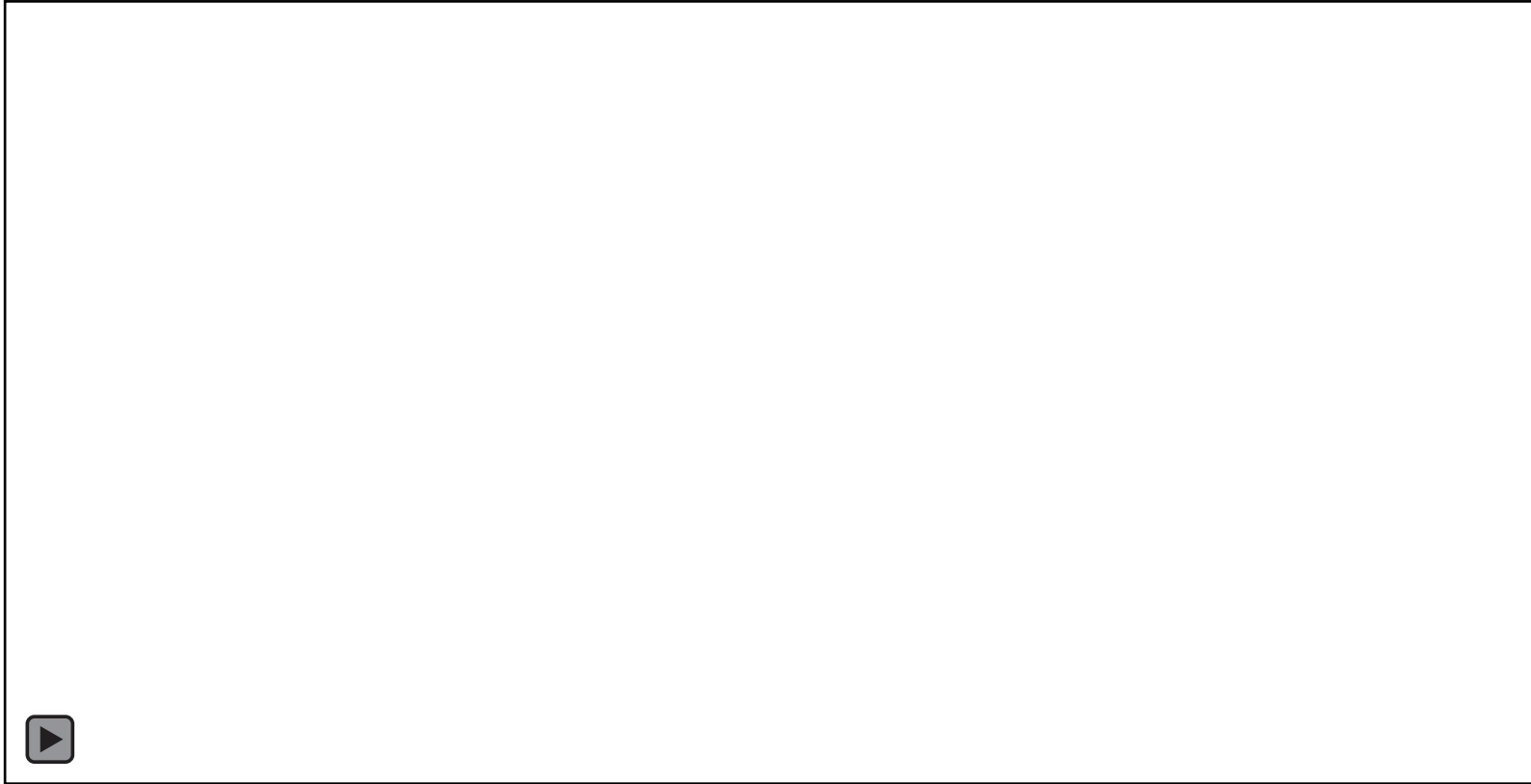
# Literacy

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“**Reading is the key.** Without it, the instruction for playing Monopoly, the recipe for Grandma’s lasagna, *The Cat in the Hat*, the directions to the job interview, the Psalms, the lyrics to *Stairway to Heaven* – all these and a lifetime of other mysteries large and small may never be known.” (*Kansas City Star newspaper*)

# Reading is the key...

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# Evidence-Based Reading Instruction

Improving Literacy  
Outcomes for All Students

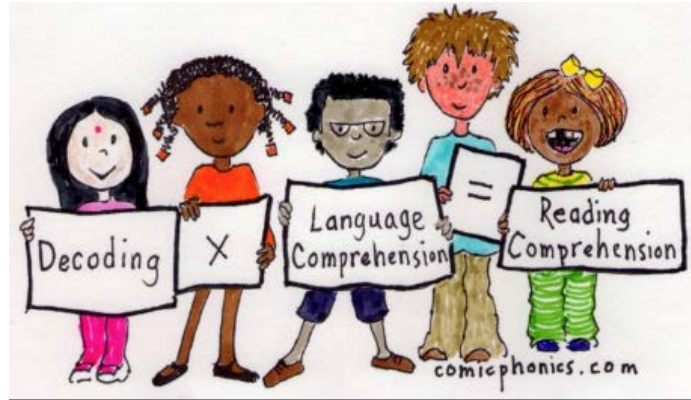


# Five Key Reading Components

- **Phonemic Awareness** – the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words
- **Phonics** – the relationship between letters and sounds
- **Vocabulary** – the words we must know to communicate effectively
- **Fluency** – the ability to read text accurately and quickly with prosody
- **Comprehension** – the ability to perceive, grasp, or understand fully

# Simple View of Reading Formula

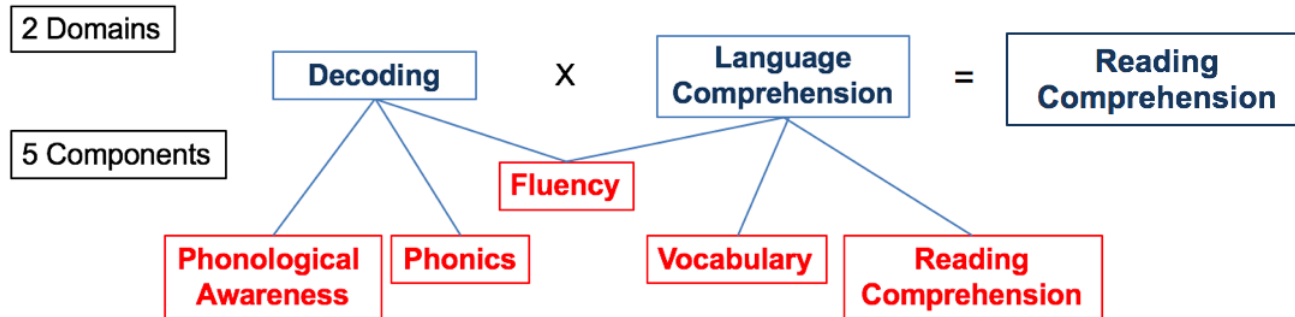
Decoding (D) x Language Comprehension (LC) =  
Reading Comprehension (RC)



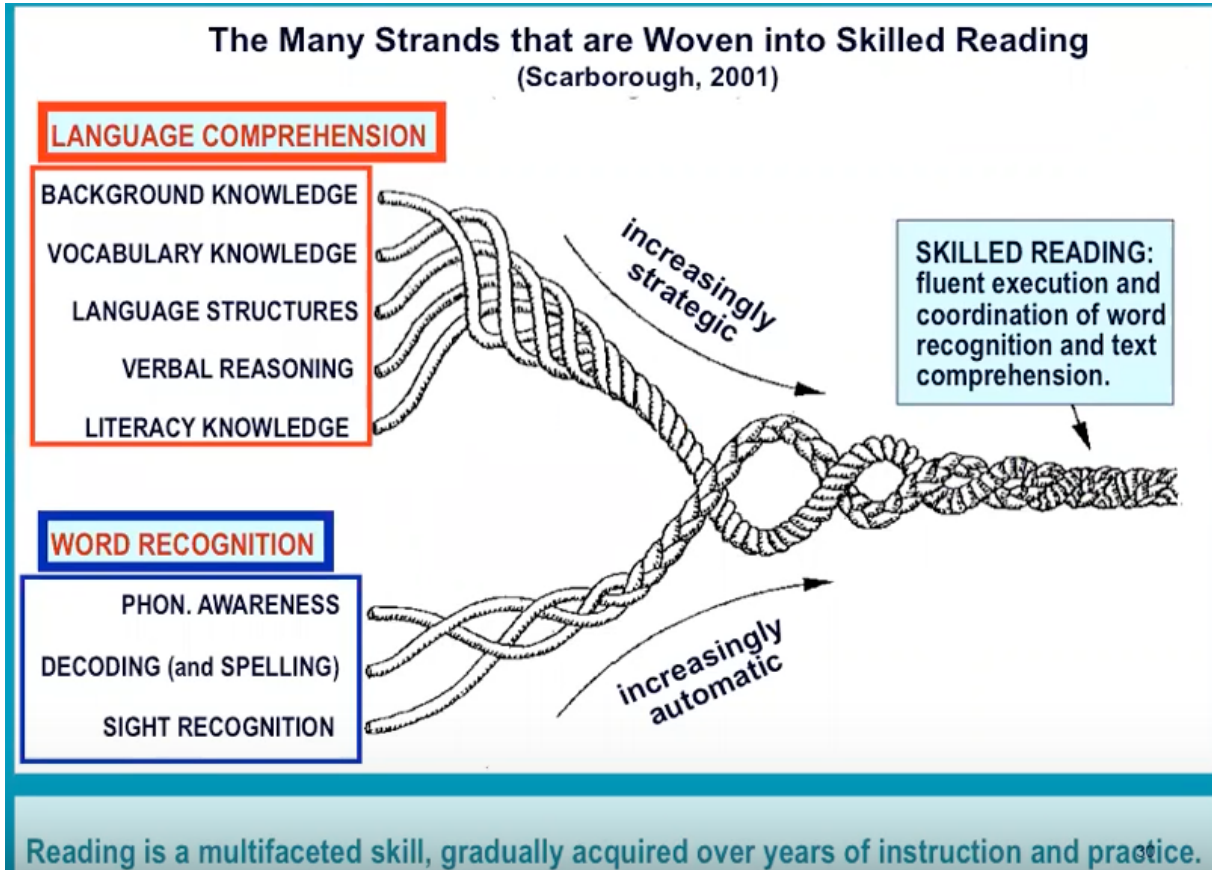
(Hoover & Gough, 1990)

# 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



# Phonemic Awareness

PHONEMIC  
AWARENESS

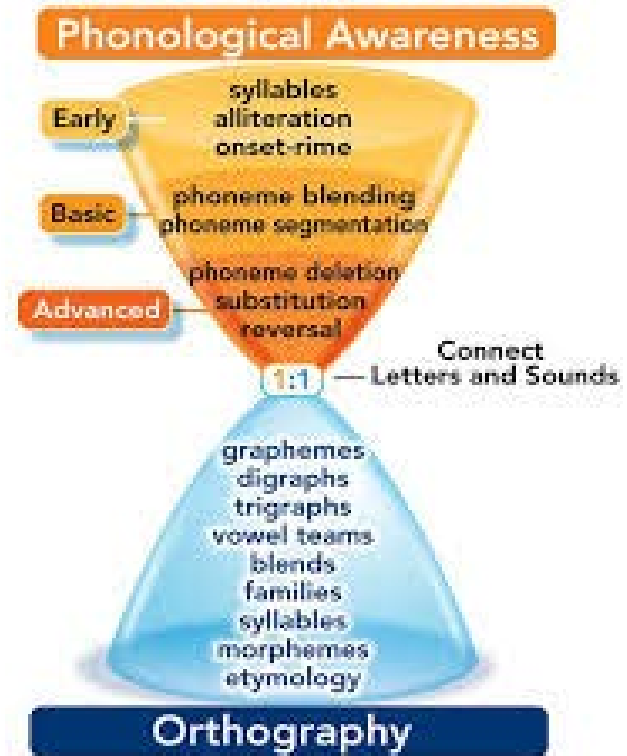
YOU CAN DO IT  
IN THE DARK



# Phonemic Awareness

Phonemic Awareness is a subset of *Phonological Awareness*.

When a word is broken down into its smallest unit, a sound (or phoneme), the term “phonemic awareness” is used.



# Phonemic Awareness

- In a normally progressing student, these skills continue to develop through 4<sup>th</sup> grade.
- Advanced phonemic awareness is needed for efficient sight vocabulary development (*Kilpatrick, 2015*).



# Advanced Phonemic Awareness

7	<p><b>Sound deletion, initial and final position</b></p> <p><b>Sound substitution in words with 5-6 phonemes</b></p>	<p>Say meat, Say it again without the /m/. Say safe. Say it again without the /f/.</p> <p><b>Listen:</b> What sound have I changed? Shrink, shrank, square, squire</p>
8	<p><b>Sound deletion, initial position, including blends</b></p> <p><b>Sound deletion, medial and final blend position</b></p>	<p>Say prank. Now say it again without the /p/.</p> <p>Say snail. Say it again without /n/. Say smoke. Say it again without /m/.</p>
9	<p><b>Phoneme reversal</b></p> <p><b>Phoneme chaining</b></p>	<p>Say safe. Say the last sound first and the first sound last. (face)</p>

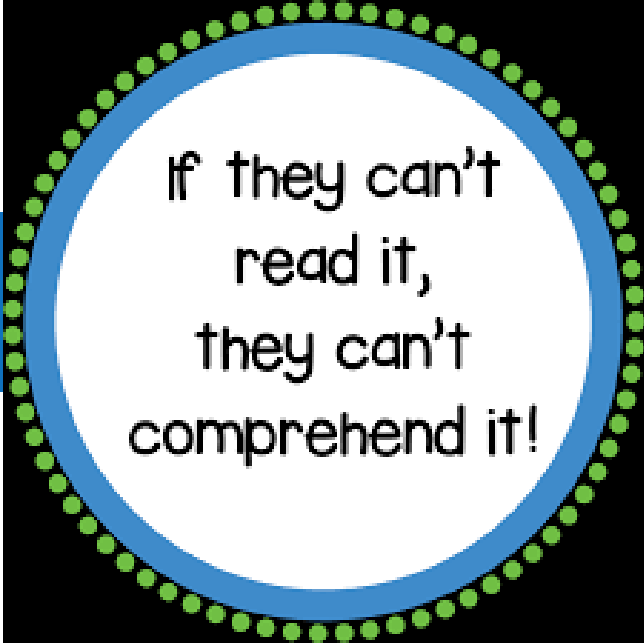
# Teaching Phonological Skills

- Follow the progression of phonological skill development and recognize the relative difficulty of each task.
- Focus on speech sounds before focusing on letters.
- Encourage mouth awareness. Phonemes are speech “gestures” as well as speech sounds. Use mirrors.
- Do a few brief activities **5-10 minutes per day**, and incorporate the gradual release model.

# Phonics

## Phonemes & Graphemes

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If they can't  
read it,  
they can't  
comprehend it!

# Phonics

- Phonics instruction helps children learn the relationship between letters of the written language and the sounds of the spoken language.
- Phonics instruction focuses on the correspondence between letters and sounds.
  - **Decoding:** the process of reading words in text
  - **Encoding:** the process of using letters/sound knowledge to write



Reading First Virginia 2003

# Review: What is decoding?

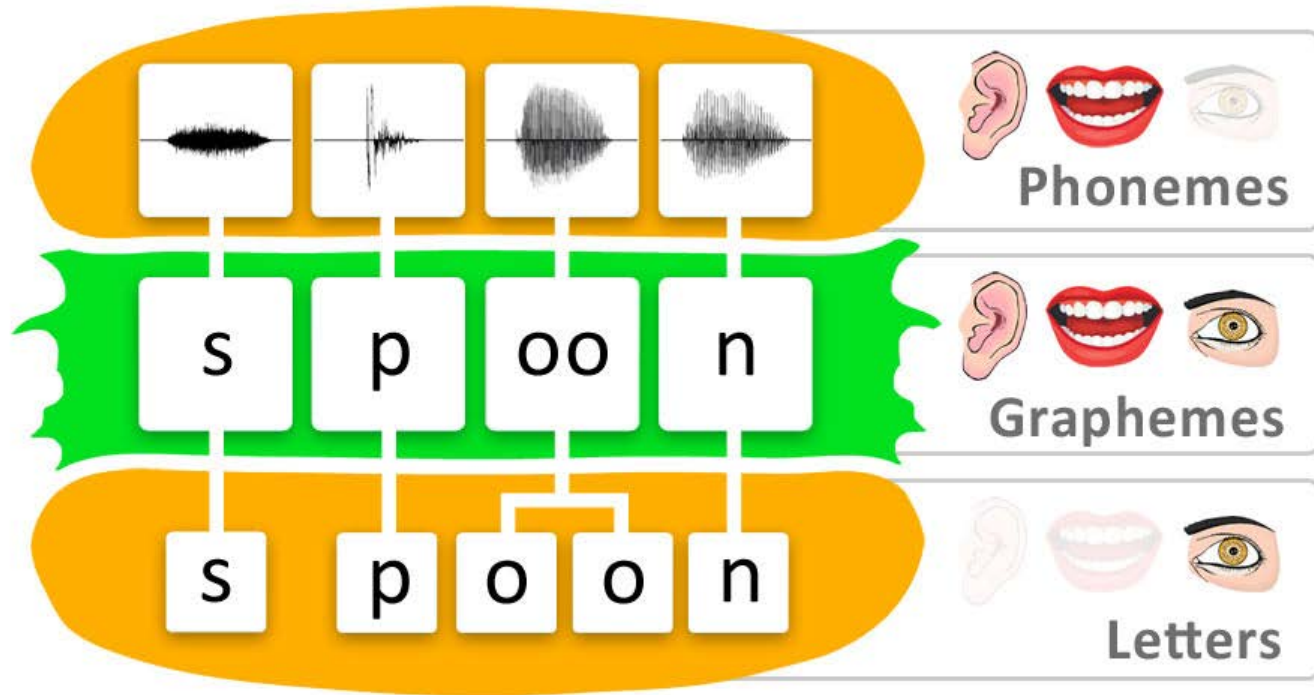
- Decoding: The process of reading words in text.
- Encoding: The process of using letter/sound knowledge to write.

## TABLE TALK:

What causes decoding difficulties in adolescent readers & what can middle school teachers do about it?



# Phonemes, Graphemes, and Letters Review





# Explicit Phonics Instruction

- Lesson components may take **40-50 minutes** to teach, and if necessary, a lesson may be taught over two days.
- It is important to have a scope and sequence of phonics and word-reading skills in mind before selecting and constructing lessons.

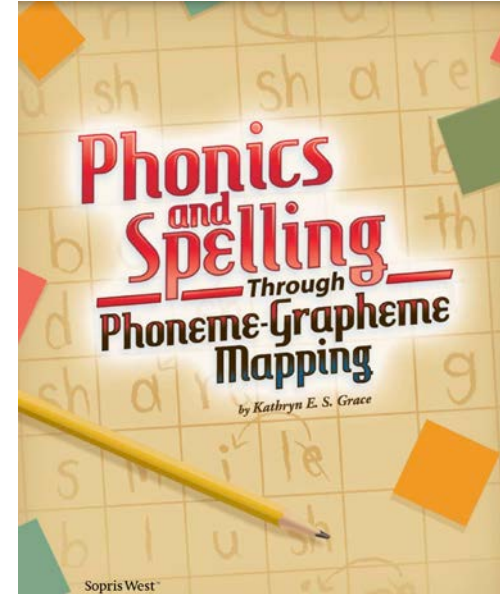


# Explicit Phonics Instruction: Phoneme Grapheme Mapping

## Phoneme-grapheme Mapping


### Phoneme-grapheme Mapping Protocol

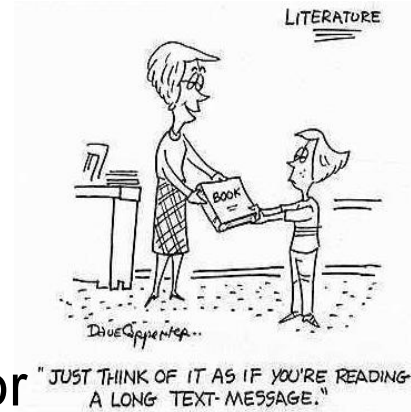
1. Teacher: "The word is \_\_\_\_\_. What's the word?"
2. Students: "\_\_\_\_\_"
3. Teacher: "Segment it!"
4. Students pull down markers/chips and segment each sound/phoneme.
5. Teacher: "First sound?"
6. Students say first sound.
7. Teacher: "Voiced or unvoiced?"
8. Students respond.
9. Teacher: "Stopping or continuous?"
10. Students respond.
11. Teacher: "Letter name?"
12. Students respond.
13. Teacher: "Write it!" (Repeat steps 5-13 for each proceeding sound.)
14. Teacher: "Write the word on the side and spell it (aloud)."
15. Teacher: "Stand up."
16. Students stand up. Class body maps while spelling! We call it "Speller-cize!"



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# Phoneme-Grapheme Mapping Routine

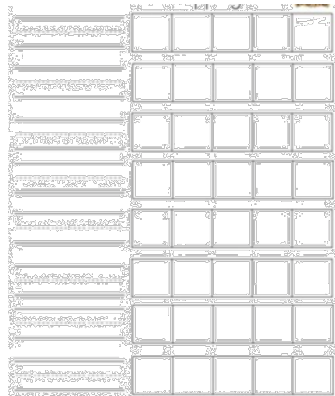
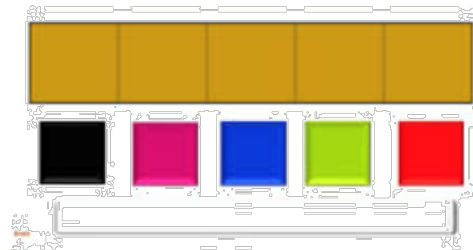
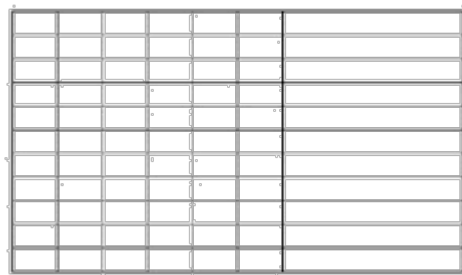
- Say a word. Students will repeat the word.
- Say each sound in the word while students use markers (**chip, coin, counting cube, sticky note, etc.**) to represent each sound in the word.
- One box (sound) at a time, students say the sound for the box, move the marker, and write the correct grapheme to represent the sound.
- Repeat this process until the word is complete.
- Write the complete word.



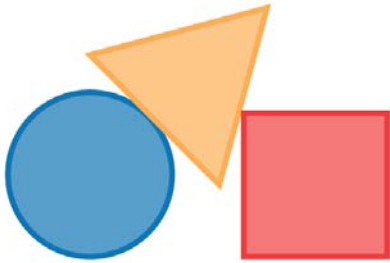
# Types of Phoneme Grapheme Mapping Charts

- Grid using sticky notes
- Elkonin boxes using manipulatives
- Interactive notebook

Phoneme-Grapheme Mapping



# Quick Post-It Note Checkpoint



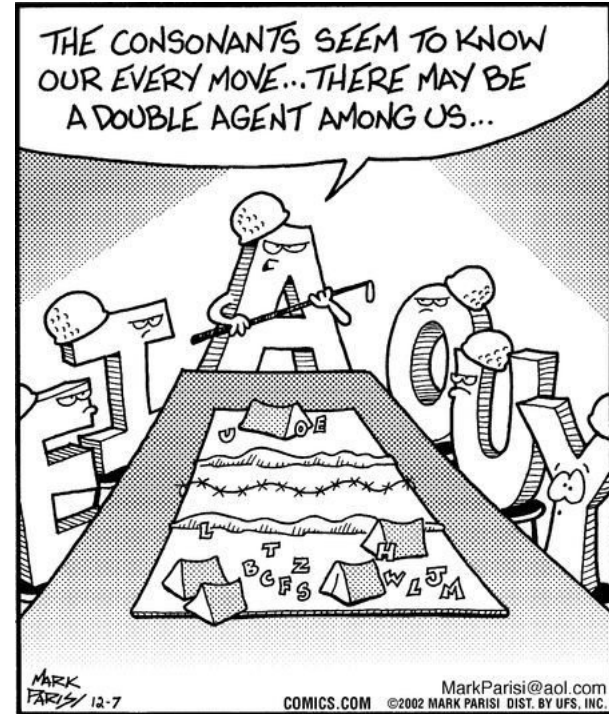
From today...

- 1 thing that is “circling” in your mind
- 3 important “points”
- 1 thing that “squares” with your thinking









# Basic Phonics Is Not Enough:

Understanding the Importance of  
Advanced Word Study



# Phonics: 6 Syllable Types “CLOVER”

Types	Characteristics	Examples
<b>C</b> losed	ends in one or more consonants; vowel sound is short; vowel is closed in by a consonant	 pat, crunch, top, chick, temp
<b>C</b> onsonant <b>L- e</b>	a consonant followed by an “l---e”; must connect to another syllable type	 table, giggle, people, muffle, circle, ankle, bridle, fizzle
<b>O</b> pen	ends in a single vowel; vowel makes long sound; there is no consonant to close it in	 acorn, hi, baby, even, motor, me, fever
<b>V</b> owel teams	a group of vowels working together to make a single sound	 food, steamer, boat, toy, hay, tail,
<b>M</b> agic <b>E</b>	vowel---consonant---e pattern; vowel sound is long	 wake, stove, kite, mute, dime
<b>R-</b> Controlled	r follows a vowel and distorts the sound	 party, cork, churn, shirt, herd

# Clover: Spelling Words **Activity**

Word	Closed	Consonant +le	Open	Vowel Team	Magic /e/	R-Controlled
<b>permit</b>	mit					per
<b>focus</b>	cus		fo			
<b>shallow</b>	shal			low		
<b>master</b>	mas					ter
<b>bugle</b>		gle	bu			
<b>suppose</b>	sup				pose	



# Strategies for Reading Long Words

## Overt Strategy

1. Circle the prefixes
2. Circle the suffixes
3. Underline the vowels
4. Say the parts of the word
5. Say the whole word
6. Make it a real word

## Covert Strategy

1. Look for prefixes, suffixes, and vowels.
2. Say the parts of a word
3. Say the whole word
4. Make it a real word

EXAMPLE:

reconstruction

# Prefixes

Decoding Element	Key Word	Decoding Element	Key Word	Decoding Element	Key Word
<b>a</b>	above	<b>de</b>	depart	<b>mis</b>	mistake
<b>ab</b>	absent	<b>dis</b>	disagree	<b>per</b>	permit
<b>ad</b>	addition	<b>en</b>	enlist	<b>pre</b>	prevent
<b>be</b>	belong	<b>ex</b>	export	<b>pro</b>	protect
<b>com</b>	compare	<b>im</b>	immature	<b>re</b>	return
<b>con</b>	continue	<b>In</b>	incomplete	<b>un</b>	unfair

# Suffixes

Decoding Element	Key Word	Decoding Element	Key Word	Decoding Element	Key Word
<b>able</b>	comfortable	<b>ate</b>	regulate	<b>ful</b>	careful
<b>age</b>	courage	<b>ed</b>	landed	<b>ible</b>	reversible
<b>al</b>	final	<b>ence</b>	influence	<b>ic</b>	athletic
<b>ance</b>	disturbance	<b>ent</b>	persistent	<b>ing</b>	running
<b>ant</b>	dormant	<b>er</b>	farmer	<b>ish</b>	selfish
<b>ary</b>	missionary	<b>est</b>	biggest	<b>ism</b>	realism

# Suffixes

Decoding Element	Key Word	Decoding Element	Key Word	Decoding Element	Key Word
<b>ist</b>	artist	<b>ment</b>	argument	<b>sive</b>	expensive
<b>ity</b>	oddity	<b>ness</b>	kindness	<b>tion</b>	action
<b>ize</b>	memorize	<b>or</b>	tailor	<b>tive</b>	attentive
<b>le</b>	cradle	<b>ous</b>	famous	<b>ture</b>	picture
<b>less</b>	useless	<b>s</b>	birds	<b>y</b>	thirsty
<b>ly</b>	safely	<b>sion</b>	discussion		

# Phonics: Structural Analysis

- One of several word recognition skills in which knowledge of the meaningful parts of words (morphemes) aids in the identification of an unknown *written* word.
- As readers mature, they use structural analysis as both a word recognition and reading comprehension skill simultaneously.

## Phonics

- Based on graphology & phonemic awareness
- Letter/sound relationships
- Generalizations for pronunciation and spelling
- OUTCOME = PRONUNCIATION

## Structural Analysis

- Based on morphology
- Units of meaning
- Generalizations for pronunciation and spelling
- OUTCOME = PRONUNCIATION + Spelling + **MEANING**

# Phonics: Word Study by Grade Level

Word Origin	Word Structure		
	Letter-sound correspondences	Syllables	Morphemes
<b>Anglo-Saxon (Grades 1-3)</b>	<b>Consonants:</b> <u>bid</u> , <u>step</u> , <u>that</u> <b>Vowels:</b> <u>mad</u> / <u>made</u> , <u>barn</u> , <u>boat</u>	<b>Closed:</b> bat <b>Open:</b> baby <b>VCe:</b> made <b>Vowel digraph:</b> boat <b>Consonant-le:</b> tumble <b>Vowel:</b> car	<b>Compounds:</b> hardware, shipyard <b>Affixes:</b> read- reread, bid-forbid- forbidden
<b>Latin (Grades 4-6)</b>	Same as Anglo-Saxon but few vowel digraphs Use of schwa( <u>was</u> )	<b>Closed:</b> spect <b>VCe:</b> scribe <b>Vowel-r:</b> port, farm	<b>Affixes</b> <i>Construction</i> Erupting <i>conductor</i>
<b>Greek (Grades 6-8)</b>	<u>Ph</u> for /f/: phonograph <u>Ch</u> for /k/: chorus <u>y</u> for short /i/: sympathy	<b>Closed:</b> graph <b>Open:</b> photo <b>Unstable digraph:</b> create (cre-ate)	<b>Compounds:</b> Microscope Chloroplast physiology

# The Word Within the Word

While there is still much to learn about the efficacy of *The Word Within the Word*, the results of this initial study indicated higher achievement on measures of vocabulary knowledge, use, and recall using *The Word Within the Word* when compared to traditional methods of instructing vocabulary. This finding was equally true for gifted and typically developing middle school students in this study, especially in the early middle school years.

# The Word Within the Word

## Word Within the Word - STEMS

List 1

Stem	Definition
ante	before
anti	against
bi	two
circum	around
com	together
con	together
de	down
dis	away
equi	equal
extra	beyond
inter	between
intra	within
intro	into
mal	bad
mis	bad
non	not
post	after
pre	before
semi	half
sub	under
super	over
syn	together
sym	together
tri	three
un	not

List 2

Stem	Definition
archy	government
ard	always
cide	kill
ician	specialist
itis	inflammation
aqua	water
audi	hear
bell	war
cap	take
cise	cut
bio	life
auto	self
port	carry
scrib	write
logy	science
dict	say
cred	believe
cent	One hundred
neo	new
ad	to
cede	go
miss	send
centri	center
biblio	book
anthropo	man

List 3

Stem	Definition
homo	same
spec	look
duct	lead
fer	carry
pend	hang
micro	small
hydro	water
photo	light
pan	all
penta	five
tele	far
vid	look
omni	all
ex	out
poly	many
re	again
hypo	under
pseudo	false
neuro	nerve
tomy	cut
hema	blood
proto	first
phon	sound
mono	one
viv	life



# Greek and Latin Roots

## Why is it important?

- These follow fairly consistent **orthographic patterns**. They also have distinct **semantic components**; these features, when explicitly taught, allow students to **link pronunciation, spelling, and meaning** when encountering new and/or challenging words.
- Each year students in grades 5 and higher encounter around 10,000 new words in their reading! Most of these new words will be of Greek and Latin origin.
- Technical Vocabulary: Content areas such as science and social studies overwhelm students with unfamiliar vocabulary. Fortunately, most of these scientific or scholarly terms are grounded in Greek and Latin origins. If students know the meaning of a root, they are more apt to determine the meaning of an unknown word that uses that root.

# Greek and Latin Roots

- Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word to which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*.
- In contrast, a *root* is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

# Etymology: Word Origin (Greek and Latin Roots)

Familiarity with Greek and Latin roots, as well as prefixes and suffixes, can help students understand the meaning of new words.

**Greek and Latin Roots**

bi-	two	bicycle, bisect, bilingual, biweekly
tri-	three	tricycle, triangle, tripod, triplets
dict-	to speak or say	dictate, dictionary, verdict, dictator
port-	to carry	portable, transportation, export
tract-	to pull or drag	tractor, subtract, attract, distract
graph-	to draw or write	photograph, autograph, biography
meter-	measure	diameter, pedometer, thermometer
hydr-	water	hydrant, hydroplane, dehydrated

**Greek and Latin Roots**

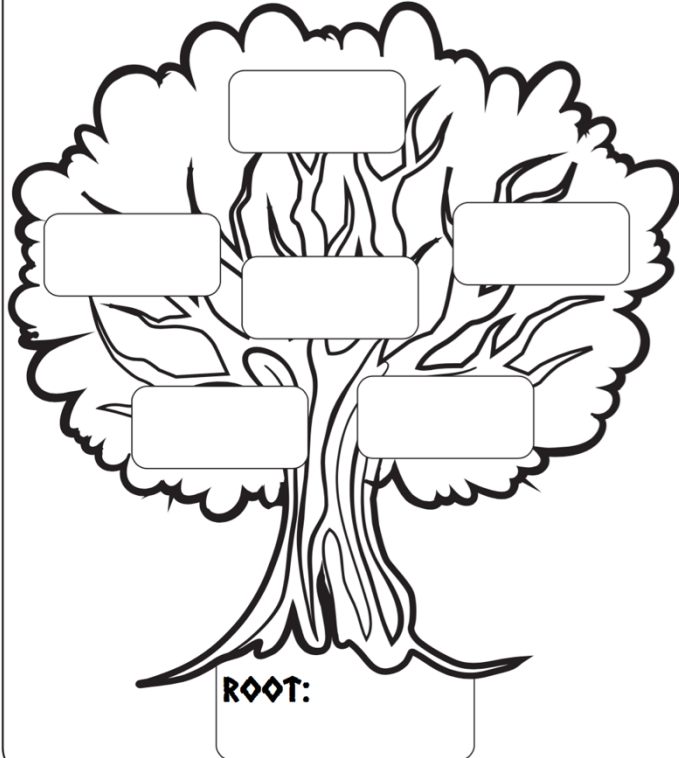
What are roots?  
 Roots are... sometimes from different languages and they help us find the meaning of words.

root	definition	example	picture
anti-	against	antisocial	
bio-	life	biology	
con-	together	conversation	
equi-	equal	equation	
inter-	jointly	intersection	
rupt-	burst	erupt	
struct-	build	structure	
sub-	below	submarine	
tele-	far	television	
trans-	across	transcontinental	
Semi-	half	semicircle	
aqua-	water	aquarium	

# Greek and Latin Root Activities

## GREEK & LATIN

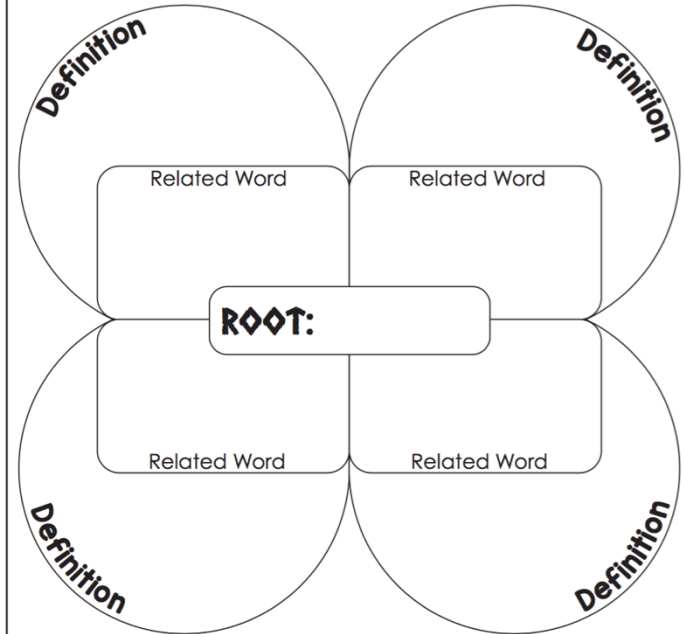
### Root Word Tree



## ROOT WORD GRAPHIC ORGANIZER

### DIRECTIONS:

1. Chose a Latin or Greek root and write it in the middle rectangle.
2. Find four different words that are derived from that root and write them in the outer rectangles.
3. Write the definition of each word in the circles.
4. Optional: color and cut out.



<http://gottoteach.com/2015/06/teaching-greek-and-latin-roots.html>



# Greek and Latin Root Activities

www.gottoteach.com

**GREEK & LATIN**  
Root Word Tree

Got to Teach!

speculate

spectator

inspect

retrospect

spectacle

suspect

ROOT: spec  
Latin - "to look"

**ROOT WORD GRAPHIC ORGANIZER**

DIRECTIONS:  
1. Choose a Latin or Greek root and write it in the middle rectangle.  
2. Find four different words that are derived from that root and write them in the outer rectangles.  
3. Write the definition of each word in the circles.  
4. Optional: color and cut out.

Definition: a fictitious name, especially one used by an author

Related Word: pseudonym

Definition: not identified by name; of unknown name

Related Word: anonymous

ROOT: **onym**  
Greek - "name"

antonym

Related Word: a word opposite in meaning to another

eponym

Related Word: a person after whom a discovery, invention, place, etc., is named after

Definition

Got to Teach!

www.GotToTeach.com

# Greek and Latin Root Activities

## DIVIDE & CONQUER

Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
Meanings of Word Parts:		
Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
Meanings of Word Parts:		
Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
Meanings of Word Parts:		
Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
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# Greek and Latin Root Activities

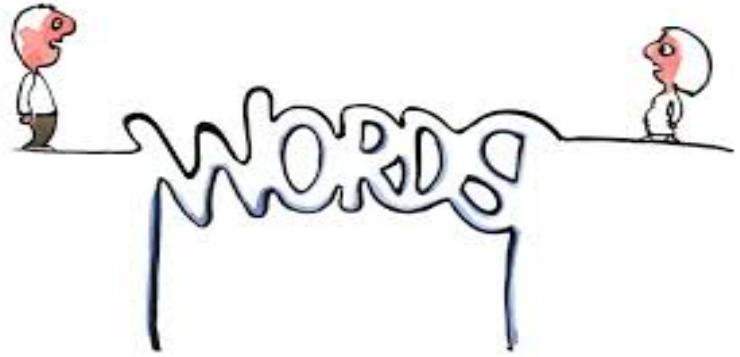
DIVIDE & CONQUER		
Whole Word: <i>sensible</i>	Word Parts: <i>sens + ible</i>	Literal Definition: <i>able to feel</i>
Meanings of Word Parts: <i>to feel + able to be</i>		Dictionary Definition: <i>capable of being made aware of or of feeling</i>
Whole Word: <i>sensation</i>	Word Parts: <i>sens + ation</i>	Literal Definition: <i>the state of feeling</i>
Meanings of Word Parts: <i>to feel + the state of</i>		Dictionary Definition: <i>a state of excited interest or feeling</i>
Whole Word: <i>resent</i>	Word Parts: <i>re + sent</i>	Literal Definition: <i>to feel again</i>
Meanings of Word Parts: <i>again + to feel</i>		Dictionary Definition: <i>to feel or state annoyance or anger at</i>
Whole Word: <i>consensus</i>	Word Parts: <i>con + sens + us</i>	Literal Definition: <i>pertaining to feeling together</i>
Meanings of Word Parts: <i>together + to feel + pertaining to</i>		Dictionary Definition: <i>an agreement arrived at by most of those concerned</i>



# The Mighty Word:

Vocabulary!

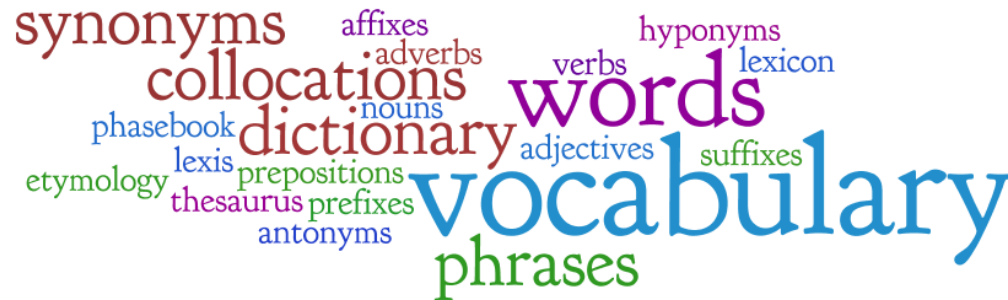
## Oral Language and Vocabulary





# Defining Vocabulary

- Vocabulary refers to students' knowledge and memory for word meanings
- Vocabulary knowledge is demonstrated through reading, writing, and oral language



# Your Turn Activity- Reading vs. Understanding

Fourth, rhizomes are characterized by asignifying rupture. Rhizomes may break off or be discontinuous, but they will begin again, like ants that "rebound" with new trails when their old ones are destroyed. Asignifying ruptures work against the "oversignifying breaks" that structure, organize, and bound identities. Two kinds of lines need to be described in this relation: lines of segmentarity, according to which it is stratified, territorialized, organized, and signified. Lines of segmentarity... produce stasis, rules of organization, and center-periphery relations (Leander & Rowe, 2006, p. 436.)

# Vocabulary and Reading Comprehension

Research shows that reading comprehension and vocabulary knowledge are highly correlated with one another, and knowledge of individual word meanings accounts for as much as 50-60 percent of the variance in reading comprehension.



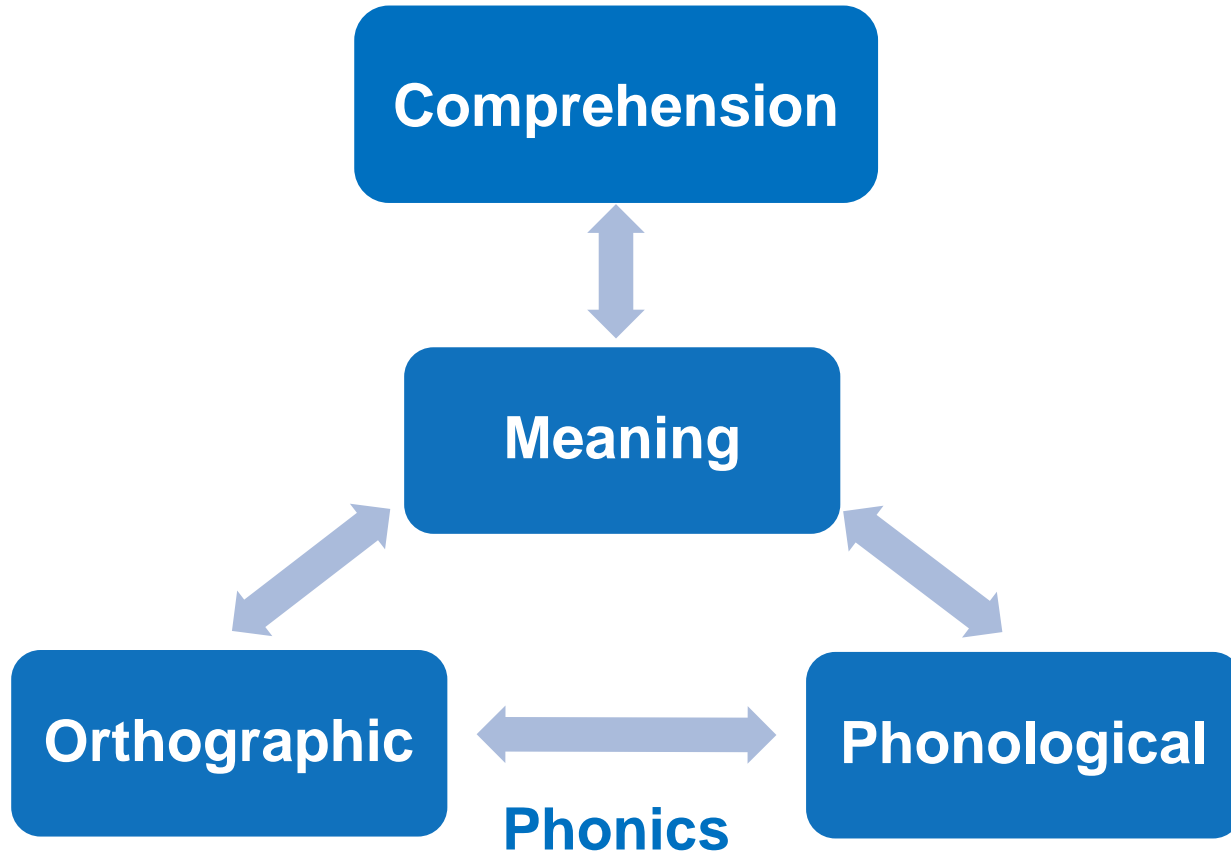
(Adlof & Perfetti, 2014; Stahl & Nagy, 2006)

# What Does Knowing a Word Involve?

Do you have a tool or strategy for estimating your students' levels of vocabulary development?



# Four-Part Processing Model



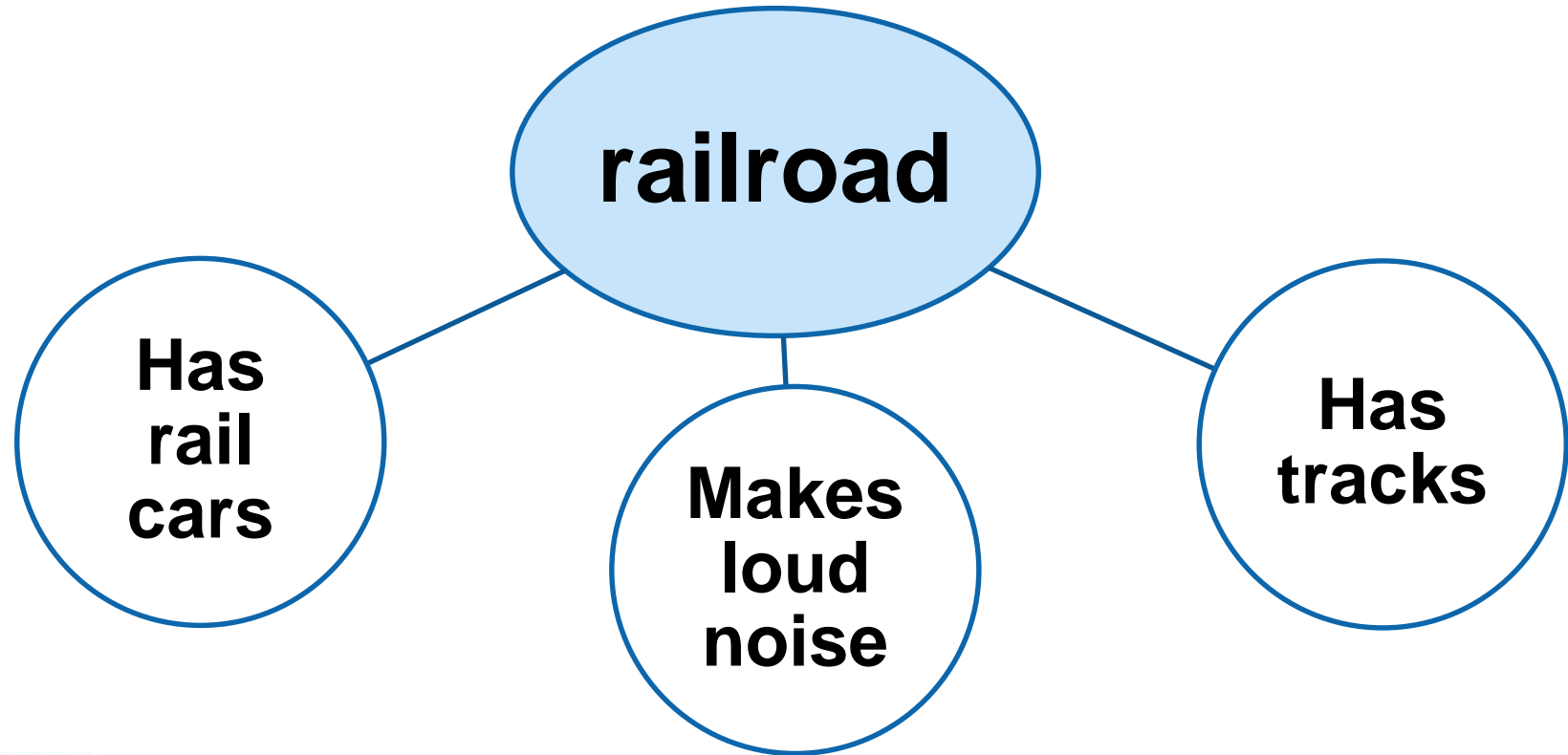
# Levels of Word Knowledge

- Breadth of Vocabulary- Shallow understanding of simple connections between many words, or only in basic contexts
- Depth of Vocabulary- Deep associations built between words, images, concepts, sensory-motor attributes, and emotions

As students increase depth of vocabulary, word associations are stored more deeply in memory and are more easily retrieved for use in speaking and writing.

**Both breadth and depth of word knowledge are important for reading comprehension.**

# Semantic Map- Shallow Word Knowledge



# Semantic Map- Deep Word Knowledge

## Word Structure:

- Compound word
- Two vowel teams
- Two syllables

## Synonym:

Railway

## Common Contexts:

- Travel by Railroad
- Ship by railroad
- A railroad company

## Examples:

- Amtrak
- British Railways

# Railroad

## Descriptors:

- Network of rails laid on ties
- Covers long distances
- Company that manages transport by rail

## Multiple Meanings:

- Transportation system
- Underground railroad
- Rush something into place



# Your Turn Activity- Do You “Own” It?

\_\_\_\_\_ Phoneme

\_\_\_\_\_ Lexicon

\_\_\_\_\_ Semantic

\_\_\_\_\_ Grapheme

\_\_\_\_\_ Comprehend

\_\_\_\_\_ Dichotomy

\_\_\_\_\_ Parse

\_\_\_\_\_ Lugubrious

\_\_\_\_\_ Obeisance

\_\_\_\_\_ Sedulous

3= I "own" the word and use it with confidence in writing and/or speaking.

2= I know it well enough that I would get its meaning while reading in context.

1= I have heard it somewhere or have some notion what it means.

0= I do not know what this word means.

# Word Noticing and

# Harvesting:

Extending Vocabulary

Instruction into the Read Aloud



# What is *word harvesting*?

- **Word harvesting** is a simple method to help make these fabulous words found in trade books, poetry, song lyrics, and written texts more visible to students.
- In word harvesting, students select words they think are interesting from authentic texts that students are reading or have had read to them. Because students choose the words, they have ownership of the words.
- A good place to start word harvesting is to incorporate it into the daily classroom read aloud.

# Noticing and Harvesting Words

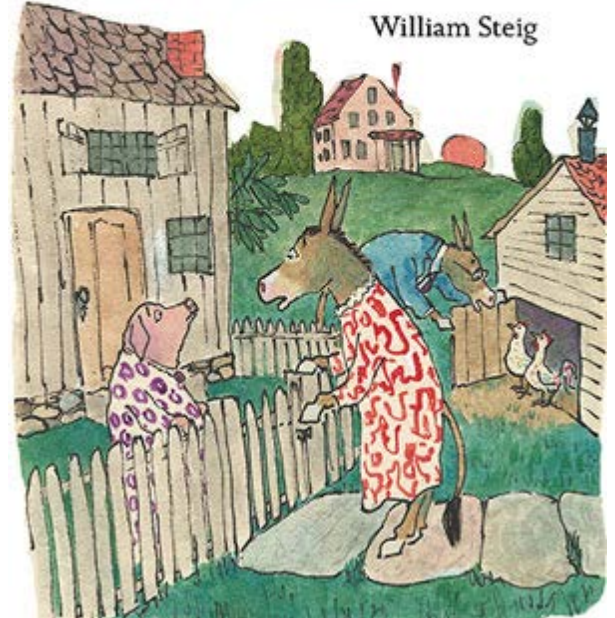
Sylvester Duncan lived with his mother and father at Acorn Road in Oatsdale. One of his hobbies was collecting **pebbles** of unusual shape and color.

On a rainy Saturday during vacation he found a quite **extraordinary** one. It was flaming red, shiny, and perfectly round, like a marble. As he was studying this **remarkable** pebble, he began to shiver, probably from excitement, and the rain felt cold on his back. "I wish it would stop raining," he said.

To his great surprise, the rain stopped. It didn't stop **gradually** as rains usually do. It **ceased!**

## Sylvester and the MAGIC PEBBLE

William Steig



# Noticing and Harvesting Words

---

“The words in literature are often hidden from the view of students. When students read or are read to by their teacher or parent, they are often so engrossed in the story that they do not recognize the wonderful words that the author has used to craft her story. The words are essentially invisible to the students. Even in stories for young children, readers can find rich words woven into the texts.”

- Timothy Rasinski

# Comprehension:

## A Closer Look at the Standards



# Comprehension Instruction

## GUIDING PRINCIPLE

- Systematically deliver explicit instruction

## HOW:

- Establish instructional routines for:
  - Before reading
  - During reading
  - After reading
- Establish instructional routines using graphic organizers
- Scaffold from lower to higher-level questions to promote higher order thinking skills (***RL and RI Standards***)

# Comprehension Instruction

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- Promote dialogue with critical thinking skills (**SL Standards**)
- Promote wide reading of a variety of texts for student reading for a variety of purposes (**Text Complexity**)
- Use text at students' appropriate independent reading levels



# Categorizing the MS-CCRS into Key Words

1. Finding Evidence
2. Summary/Theme/Main Idea
3. Story Parts/Facts/Details

**What is the author saying?**

4. Vocabulary
5. Structure/Genre/Syntax
6. Purpose/Point of View

**How is the author saying it?**

7. Different Kinds of Text
8. Critique (\*RI: Informational Text ONLY)
9. Text-to-Text

**Why is the author saying it?**

10. Complex Text

<b>Key Ideas and Details</b>	
1	Read and closely determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
3	Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.
<b>Craft and Structure</b>	
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
<b>Integration of Knowledge and Ideas</b>	
7	Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation
8	Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claims. (nonfiction)
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (C1: text-to-text)
<b>Range and Level of Text Complexity</b>	
10	Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.

# Effective Small-Group Instruction: The Teacher Table and Centers



# Teacher Table: Grouping your Students

- Use your chosen Universal Screener reports and other diagnostic data collected to initially group students by skill deficit area.
- Try to have no more than 3 to 5 students per group.
- Remember: **Groups should be FLEXIBLE based on DATA!**

STAR Early Literacy Student Diagnostic Report Skill Set Scores

School: East Elementary School Printed Tuesday, May 6, 2014 8:15:52 AM Report

After reviewing the Student Instructional Planning Report, use the Student Diagnostic Report to get an idea of students' ability with different skill sets. Share this report with parents and students.

**Bolden, Chad**

Class: Mr. Johnson's class Student's Age (yrs) - Grade: 1 ID: 10087

Teacher: Chad's literacy classification

Test Date: SS: 967

Sub-Domains	Score
Alphabetic Principle	68
Concept of Word	73
Visual Discrimination	76
Phonemic Awareness	42
Phonics	44
Structural Analysis	34
Vocabulary	47
Sentence-Level Comprehension	38
Paragraph-Level Comprehension	31
Early Numeracy	62

Literacy Classification

Early Emergent Reader SS: 300-687

**Let's Emergent Reader SS: 485-674**

Transitional Reader SS: 675-714

Probable Reader SS: 775-900

Estimated Oral Reading Fluency (Words Correct Per Minute) 9

Est. ORF is available for tests taken in grades 1-3.

Skill Sets marked as Next Steps are skills Chad is ready to learn.

Skill Set Within Each Sub-Domain	Skill Set Score
Alphabetic Principle	76
Alphabetic Knowledge	76
→ Alphabetic Sequence	44
→ Letter Sounds	72
Concept of Word	
Print Concepts: Word length	79
→ Print Concepts: Word borders	49
Print Concepts: Letters and Words	81
Visual Discrimination	
Letters	84
→ Identification and Word Matching	65
Phonemic Awareness	
→ Rhyming and Word Families	57
→ Blending Word Parts	69
Phonics	
→ Consonant Digraphs	43
→ Other Vowel Sounds	41
→ Sound-Symbol Correspondence: Consonants	63
Word Building	37
Sound-Symbol Correspondence: Vowels	39
Word Families/Rhyming	37
Structural Analysis	
→ Words with Affixes	45
→ Syllabification	43
Compound Words	29
Vocabulary	
→ Word Facility	62
Synonyms	36
Antonyms	37



# Your Literacy Centers Must...

- be aligned to one or more of the **Mississippi College and Career Readiness Standards (MS CCRS)**;
- be aligned to one of the **five components of reading and writing**; and,
- *be differentiated.*

# 4<sup>th</sup> and 5<sup>th</sup> Grade Center Activities

## Phonics

- Variant Correspondences
- Syllable Patterns
- Morphemic Structures

## Fluency

- Word Parts
- Words

## Vocabulary

- Morphemic Elements
- Word Meaning
- Word Analysis

Example Center	Example Activity
Advanced Phonics Center	Students decode multisyllabic words by isolating prefixes and suffixes.
Fluency Center	Students complete repeated readings by timing each other and then graphing the results.
Vocabulary Center	Students identify the meaning of words containing the same root by completing a sorting activity.
Comprehension Center	Students identify the components of a plot by using a graphic organizer.
Library/Research Center (leveled books sorted, organized, and identifiable by level and resources such as a dictionary, encyclopedia, and thesaurus)	Students locate and organize information on a topic by using reference materials.
Computer Center	Students interact with computerized reading programs targeted at their instructional level.

# Phonics Center Example

pl \_ m \_ t \_

/ā/

d \_ br \_ k

/ā/

r \_ lw \_

/ā/

tr \_ lbl \_ z \_

/ā/

v \_ c \_ t \_

/ā/

closed syllables	open syllables	vowel-consonant-e syllables
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
vowel pair syllables	r-controlled syllables	consonant-le syllables
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____

Prefix	Suffix	Both Prefix and Suffix	No Affix

Word	Inflection
submitted _____ = _____ + _____	
largest _____ = _____ + _____	
relieved _____ = _____ + _____	
completing _____ = _____ + _____	
prettier _____ = _____ + _____	
obeying _____ = _____ + _____	
groceries _____ = _____ + _____	
coaches _____ = _____ + _____	

# Developing Writers:

## Improving Writing Instruction



# Types of Writing

## Standard 1: Opinion Writing (Persuasive/Argumentative)

**W.1-**Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Informational Text can be used for Opinion Writing

**\*\*Note:** The standard changes beginning in 6<sup>th</sup> grade.

**W.6.1- Write *arguments* to support claims with clear reasons and relevant evidence.**



## Standard 2: Informative/Explanatory Writing

**W.2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## Standard 3: Narrative Writing

**W.3-** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

# Determining the Mode:

## Vocabulary Cues for Writing



# Determine the Mode: Narrative Writing

Vocabulary associated with narrative writing prompts:

- ***If the prompt asks you for a point of view:*** imagine that you are, what would you do, or alternate version, you will typically use narrative writing.

# Determine the Mode: Informative Writing

---

Vocabulary words associated with informative/explanatory writing prompts:

- If the prompt asks you to ***explain, define, classify, analyze, compare/contrast, cause/effect, clarify, inform, instruct***, you will typically use informative writing.

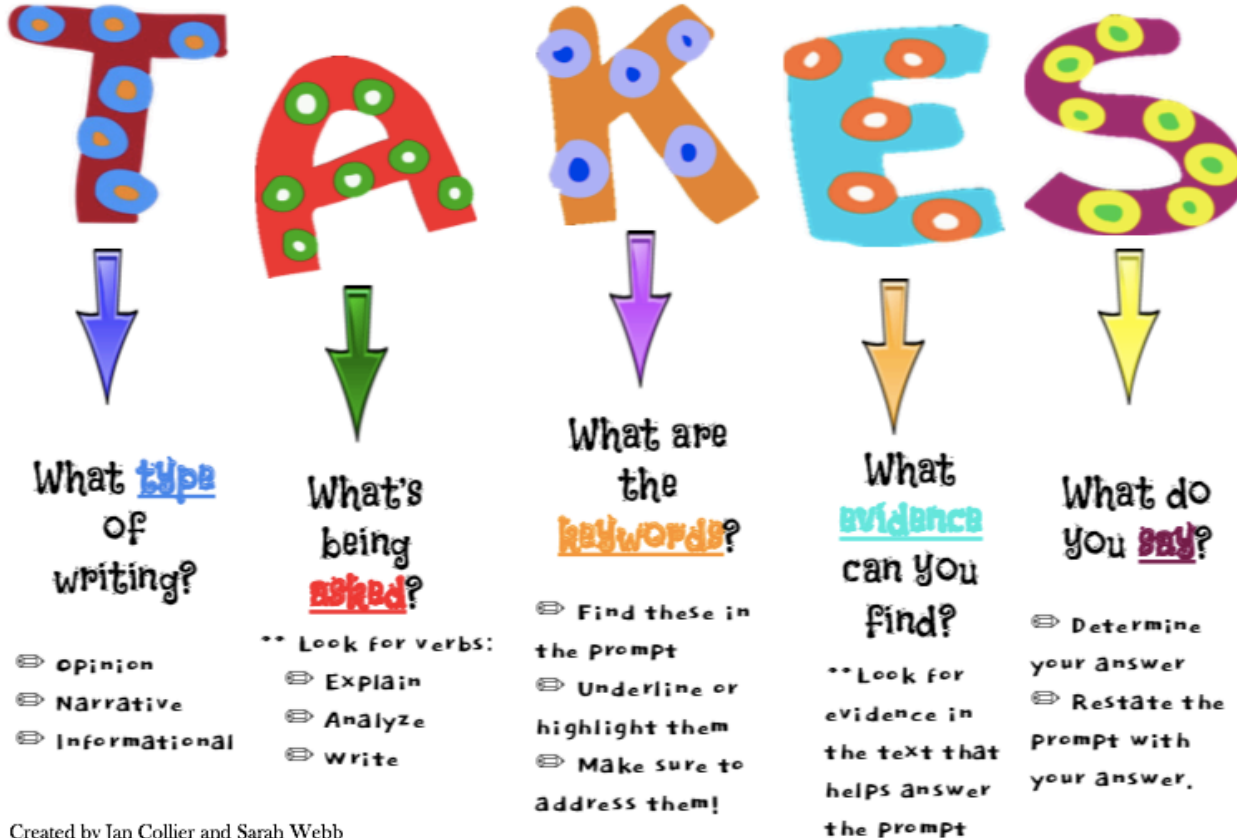
# Determine the Mode: Opinion Writing

## Vocabulary words associated with opinion writing prompts:

- If the prompt asks you ***to convince, give your opinion, choose a point of view, state your position on an issue, argue for or against, justify, evaluate/critique***, you will typically use opinion/argumentative writing.

# Deconstruct the Prompt

Breaking Down the Writing Prompt: Whatever it TAKES!



Created by Jan Collier and Sarah Webb

# 5 Steps to Deconstruct the Prompt

- Read the prompt.
- Circle the action verbs: ***identify, analyze, explain, describe, argue***, etc.
- Underline the details that follow the verbs to clarify the task.
- Look for the evidence in the text that helps answer the prompt.
- Restate the prompt with your response.

# Deconstruct the Prompt: **Activity**

You have just read the passage “Prairie Dogs.”

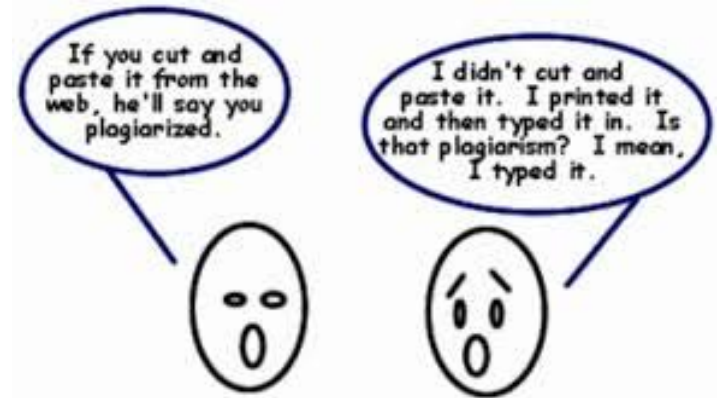
Prompt A: **Explain** how a prairie dog is similar to and different from the kind of dog people keep as pets. Use examples from the text to support your explanation.

Prompt B: **Imagine** that you are a prairie dog. Write a story about a day in your life from a prairie dog’s point of view. Use details from the text to help you write your story.



# Textual Evidence and Reasoning

- **Textual Evidence** is information from the text used to support an idea, answer a question, or make a claim.
- **Reasoning** describes why the evidence is relevant in supporting an idea, question or claim.



# Textual Evidence and Reasoning

## Say-Mean-Matter Strategy

<b>Say</b> What does the text say? (Text-evidence)	<b>Mean</b> What does this mean? “Read between the lines”	<b>Matter</b> Why is it important? Why does it matter?

# Textual Evidence and Reasoning

It's as easy as **1** , **2** , **3** ...

**1**

Restate the prompt with an answer.

**2**

Text Evidence + Text Terms

According to "article title" ...

The author stated...

**3**

What does it mean? Why does it matter?

# Textual Evidence and Reasoning

## Common Text Terms

On page\_ it said...

I know because...

The author writes...

I think because...

An example...

According to the text...

In the text it said...

The author stated...

# The Literacy Block

## Sample Schedules



# Questions?



# Website Resources

© Randy Glasbergen / glasbergen.com



**“I’m not lacking leadership skills.  
Everyone else is lacking followship skills!”**

# Resources & Publications for Teachers



## Literacy Focus of the Month

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

ELA		MATH	
Grade 1	Lesson 1	Grade 1	Lesson 1
Grade 2	Lesson 1	Grade 2	Lesson 1
Grade 3	Lesson 1	Grade 3	Lesson 1
Grade 4	Lesson 1	Grade 4	Lesson 1
Grade 5	Lesson 1	Grade 5	Lesson 1
Grade 6	Lesson 1	Grade 6	Lesson 1
Grade 7	Lesson 1	Grade 7	Lesson 1
Grade 8	Lesson 1	Grade 8	Lesson 1
Grade 9	Lesson 1	Grade 9	Lesson 1
Grade 10	Lesson 1	Grade 10	Lesson 1
Grade 11	Lesson 1	Grade 11	Lesson 1
Grade 12	Lesson 1	Grade 12	Lesson 1

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



A student should know	A student should understand	A student should be able to do
<ul style="list-style-type: none"> <li>Place numbers on a number line.</li> <li>Compare two rational numbers on a number line.</li> <li>Add, subtract, multiply, and divide rational numbers.</li> <li>Convert between different forms of rational numbers (fraction, decimal, integer) and compare the results.</li> <li>Use a number line to estimate the sum or difference of two rational numbers.</li> <li>Use a number line to estimate the product or quotient of two rational numbers.</li> <li>Use a number line to estimate the sum or difference of a rational number and an irrational number.</li> <li>Use a number line to estimate the product or quotient of a rational number and an irrational number.</li> </ul>	<ul style="list-style-type: none"> <li>Rational numbers are additive inverses or opposites.</li> <li>The sum of two rational numbers is a rational number.</li> <li>The difference of two rational numbers is a rational number.</li> <li>The product of two rational numbers is a rational number.</li> <li>The quotient of two rational numbers is a rational number.</li> <li>The sum of a rational number and an irrational number is an irrational number.</li> <li>The product of a rational number and an irrational number is an irrational number.</li> </ul>	<ul style="list-style-type: none"> <li>Write a fraction, decimal, or integer as a repeating or terminating decimal.</li> <li>Write a repeating or terminating decimal as a fraction or integer.</li> <li>Write a repeating decimal as a fraction or integer.</li> <li>Write a fraction or integer as a repeating or terminating decimal.</li> <li>Write a repeating decimal as a fraction or integer.</li> <li>Write a fraction or integer as a repeating or terminating decimal.</li> </ul>

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



[English Learner Videos and Resources](#)

- 1. Understanding evidence-based practices**
  - What evidence-based practices are?
  - Where can I find evidence-based practices?
  - What Public Computer (PAC) can I use to find evidence-based practices?
- 2. Finding an implementation team**
  - Who are the members of an implementation team?
  - What are the roles of the members of an implementation team?
  - What are the responsibilities of the members of an implementation team?
- 3. Creating a plan for implementing & evaluating evidence-based literacy practices**
  - What is a plan?
  - What are the components of a plan?
  - What are the steps to create a plan?
  - What are the steps to evaluate a plan?
- 4. Getting the resources for implementing evidence-based literacy practices**
  - What are the resources for implementing evidence-based literacy practices?
  - How can I find the resources for implementing evidence-based literacy practices?
  - How can I use the resources for implementing evidence-based literacy practices?

[Implementing Evidence-based Literacy Practices](#)  
(Grades K-12)

**Multi-Tiered System of Supports  
Documentation Packet**

Intervention Services  
Office of Elementary Education and Reading  
Published 2015

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

**INTEGRATED  
Kindergarten  
CENTER ACTIVITIES  
FOR LITERACY**

ALIGNED TO THE MS-CCSS AND KINDERGARTEN GUIDELINES

[Integrated Kindergarten Centers Activities](#)  
(Transdisciplinary, Kindergarten)

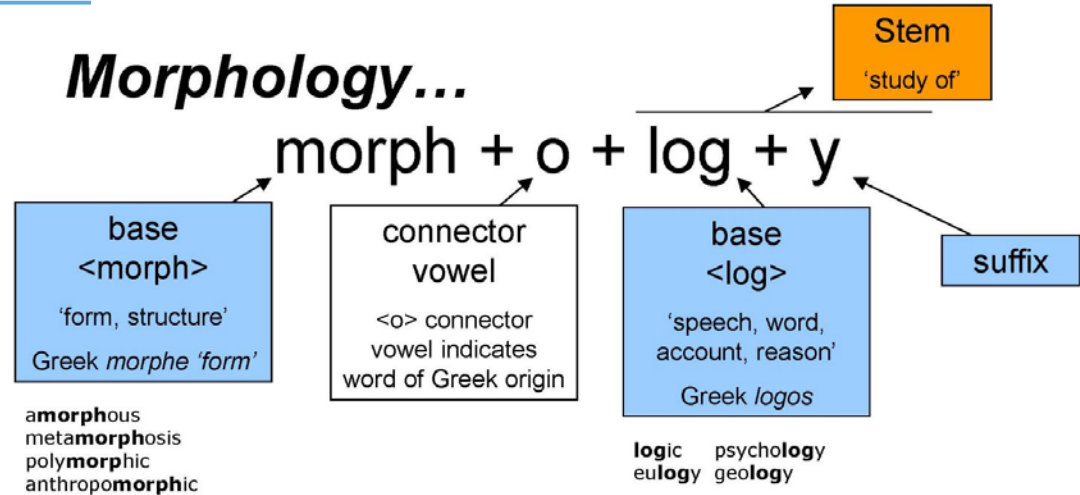


# Secondary Literacy Focus of the Month

<https://www.mdek12.org/ESE/literacy/professional-development-and-resources-for-teachers>

## Morphology Lesson (September)

### Morphology...



#### Morphemes

- smallest units that can carry meaning in a word
- bases, affixes (prefixes or suffixes), connector vowels
- "The letter or letters between plus signs in a word sum."  
(working def. with my grade 4 students)

#### base:

Via Latin *basis*  
'base,  
pedestal,' from  
Greek



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

---

Kristen Wells, K-3 Assistant State Literacy Coordinator  
[kwells@mdek12.org](mailto:kwells@mdek12.org)