

Tools for Literacy: Building a Strong Foundation (K-2)

Agenda

Concurrent Sessions	
8:30-10:25	Topic I: Lessons from Hollywood: Making Vocabulary Meaningful with Movies (Work Session)
	Topic II: Interactive Phonological Awareness: Mastering the Foundation for Reading Foundational Standards
	Topic III: Blueprints for Instruction: Building Strong Lessons from a Deeper Understanding of the Standards (Work Session)
10:25-10:30	BREAK
10:30-12:25	Topic II: Interactive Phonological Awareness: Mastering the Foundation for Reading Foundational Standards
	Topic III: Blueprints for Instruction: Building Strong Lessons from a Deeper Understanding of the Standards (Work Session)
	Topic I: Lessons from Hollywood: Making Vocabulary Meaningful with Movies
12:25-1:35	LUNCH
1:35-3:30	Topic III: Blueprints for Instruction: Building Strong Lessons from a Deeper Understanding of the Standards (Work Session)
	Topic I: Lessons from Hollywood: Making Vocabulary Meaningful with Movies
	Topic II: Interactive Phonological Awareness: Mastering the Foundation for Reading Foundational Standards

LESSONS FROM HOLLYWOOD

MAKING VOCABULARY
MEANINGFUL WITH MOVIES



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Mississippi Department of Education

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



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



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.



Session Goals

- Discuss research pertinent to vocabulary acquisition and development
- Review how language and literacy overlap
- Learn how to Listen, EMBED, and Talk with students to use familiar movie vocabulary in different contexts
- Practice planning a movie vocabulary lesson – *work session*



ACTIVITY

With your table group, brainstorm different strategies you currently use to explicitly teach and reinforce new vocabulary to your students. Record your answers on the chart paper provided. Be prepared to share out!

	Explicitly teach new vocabulary	Reinforce previously taught vocabulary
Strategies		



LANGUAGE COMPONENTS vs. LITERACY COMPONENTS

What's the relationship?



Language vs. Literacy

Language Components		Literacy Components	
★ Phonology	The sound system of a language	Phonological awareness	The ability to identify and manipulate parts of words in oral language
★ Semantics	Putting ideas into words or syntax	Phonics	The relationship between phonemes and graphemes for written language
Syntax	Arrangement of words put into sentences and phrases	Vocabulary	The ability to understand words in spoken and written language
Morphology	The internal structure of words	Fluency	The ability to read with accuracy, rate, and expression
★ Pragmatics	Social use of a language	Comprehension	The goal of reading – the understanding of what was read



Language vs. Literacy – Implications for ELs

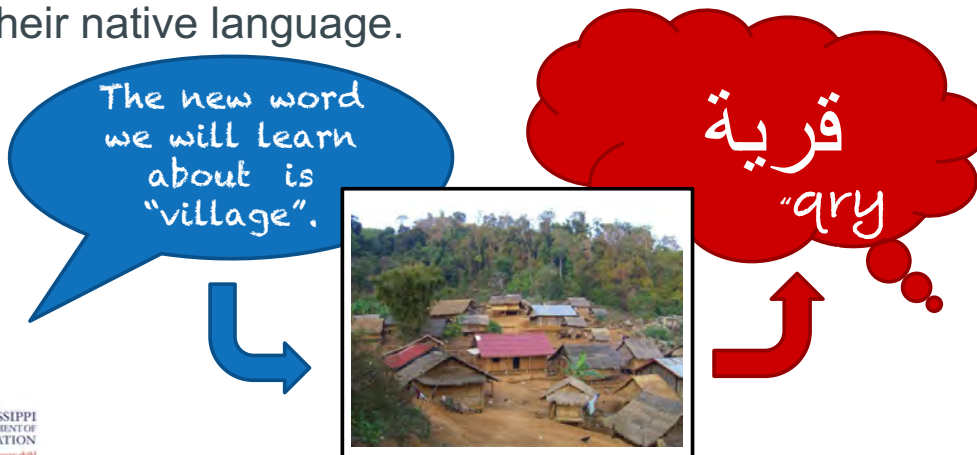
- All students benefit from explicit instruction, especially English Learners, where sounds differ across languages.

Spanish	English	Spanish Vowel Sound	Corresponding English Vowel Sound
Ch = /sh/	Ch = /ch/, /sh/, /k/	a	/o/
V = /b/	V = /v/	e	/e/ /ā/
Z and S = /s/	Z = /z/, S = /s/, /z/	i	/ee/
		o	/ō/
		u	/oo/



Language vs. Literacy – Implications for ELs

- When teaching English Learners semantics, it is important to connect a new English word to meaning in their native language.



RESEARCH SAYS...

The Value of Vocabulary Instruction



The Value of Vocabulary

- Studies confirm the high correlation (0.6 to 0.8) between vocabulary knowledge and reading comprehension (Baumann & Kame'enui, 2004; Pearson et al., 2007).
- There is a wide range in students' word knowledge, and that as early as age 5, there is a 30-million-word exposure gap between "haves" and "have nots" (Hart & Risley, 1995).



The Value of Vocabulary

- Research indicates that students with well-developed vocabulary learn many more words indirectly through reading than from instruction (Cunningham & Stanovich, 2001; Nagy & Herman, 1985).
- Conversations about their reading with adults and peers also strengthen students' word learning (Biemiller & Boote, 2006).



The Value of Vocabulary

- Whether directly teaching vocabulary and word learning strategies, or increasing students' volume of reading, ***an important research-based principle that applies across the board is to promote a lively interest in words through student expression and participation in a learning community that enjoys playing with words, builds on individual interests as well as curriculum needs, and emphasizes self-efficacy in word learning*** (Beck et al., 2008; Graves & Watts-Taffe, 2008).



Little Pitchers, Big Ears

"In homes where the near friends and visitors are mainly literary people...the children's ears become early familiarized with wide vocabularies. **It is natural for them to pick up any words that fall their way; it is natural for them to pick up big and little ones indiscriminately; it is natural for them to use without fear any word that comes to their net, no matter how formidable it may be as to size.** As a result, their talk is a curious and funny musketry clatter of little words, interrupted at intervals by the heavy-artillery crash of a word of such imposing sound and size that it seems to shake the ground and rattle the windows."

- Mark Twain



RESEARCH ALSO SAYS...

The Impact of Film on Language Acquisition and Development



The Impact of Film on Language

“First-language learners pick up most vocabulary from the context.”

- Dr. S. Lee, 2004

“Combining text with visuals is more effective in facilitating vocabulary learning than providing only definitions of words”

- Dr. Y. Akbulut, 2007



The Impact of Film on Language

“Vocabulary acquisition is one of the central components of developing successful communication and literacy skills, and has been seen as an integral part of language by both researchers and teachers. Many researchers working on vocabulary acquisition claim that acquiring a word requires numerous encounters with the word in different forms (Horst, Cobb, & Meara, 1998; Nation, 1990; Schmidt, 2001).”

- Dr. Dogen Yuksel, 2009

“Effects of Watching Captioned Movie Clip on Vocabulary Development of EFL Learners”



The Impact of Film on Language

“Narrative movies in particular use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material. Language plays a crucial role in connecting and defining the various forms of visual and sound information that presents the film experiences as a whole... **Vocabulary and listening-comprehension are not the only skills improved by watching movies. Subtitles and closed captioning** (dialogue and other sound information placed at the bottom of each frame of the movie) **can help the watchers increase their reading and comprehension speed.**”

- Dr. Hossein Sabouri, 2015



The Impact of Film on Language

“The results gathered from the analyses revealed that learners who had watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their scores increased significantly.”

- Dr. Hossein Sabouri, 2015

“The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learner”



MOVIES IN THE CLASSROOM: PURPOSEFUL, ENGAGING, & FUN

Using Movies to Support Students'
Vocabulary Acquisition



What are the benefits of using movies?

- Learning from movies is motivating and enjoyable.
- Movies provide authentic and varied language.
- Students are given a visual context for new vocabulary.
- Using movies allows teachers to bring variety and flexibility into the classroom.



Movies in the Classroom



debt
duty
adversity
reveal
reflection
ancestor



board
village
curious
future
voyager
current



conceal
impaled
worth
thaw
sacrificed
distract



Movies in the Classroom



thwart
prophecy
rebellion
extraordinary
corporation
qualified



provincial
propose
pride
cupboard
asylum
beast



stooge
boundaries
lousy
responsibility
motto
herd

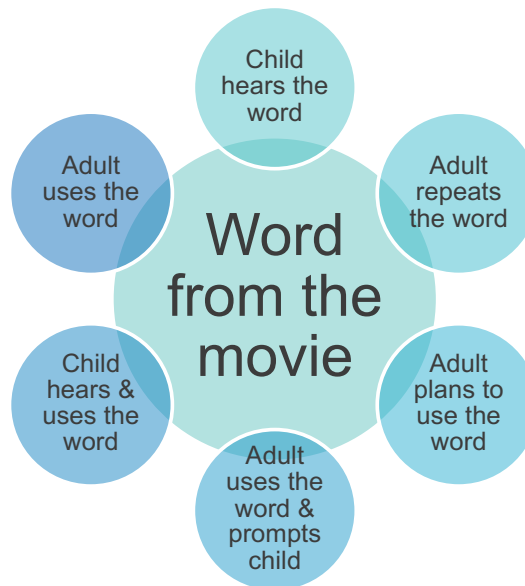


Movies in the Classroom – Teaching Idioms



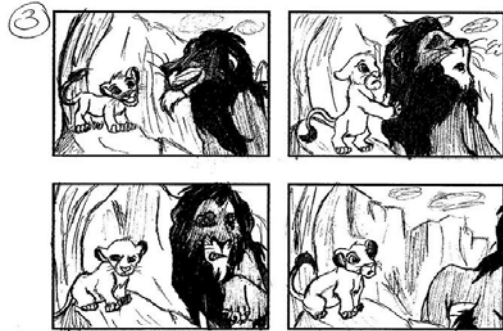
Movies in the Classroom

Consider how many more words children will learn when...



PLANNING TO USE MOVIES

Establishing the Process

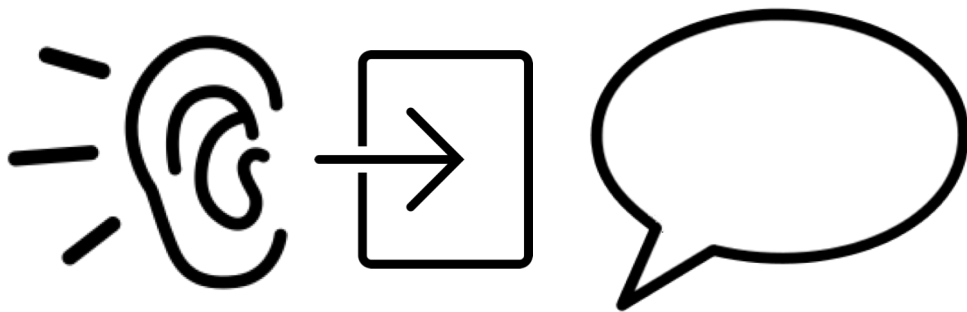


Planning to Use Movies in the Classroom

Listen

EMBED

Talk



Planning to Use Movies in the Classroom

L.E.T.'s Plan:

1. Listen while watching a movie
2. Take note of some words worth repeating
3. Identify contexts where the words may be used
4. Embed words into dialogue using comments and questions
5. Think about ways to encourage students to say the words, too
6. Talk to students while using the words in other context (and encourage them to talk to others using the words)



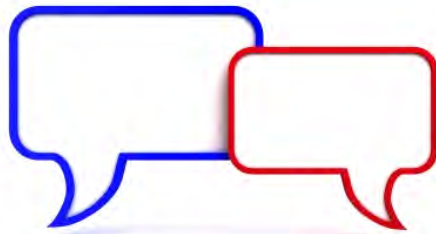
Suggestions for Using Movies in the Classroom

- Watch the movie with captions.
- Listen for:
 - ✓ Tier 2 words that students are unlikely to know, likely to hear again, and likely to use
 - ✓ Academic vocabulary
 - ✓ For ELs: Tier 1 words that they are struggling with or need to learn
- Consider the number of syllables and the phonemic challenge of saying the word when choosing the words to focus on and work with.



Supporting Meaning in Student-Friendly Ways

- Use simple wording
- Use words students may understand
- Use sentence stems to provide meaning and model syntax



Supporting Meaning in Student-Friendly Ways

Define the word using one of the following sentence stems:

- **Something:** If something is _____, it is _____.
- **Someone:** If someone is _____, they are _____.
- **Describe:** _____ is a word to describe _____.
- **Type (or kind):** _____ is a type of _____ that _____.
- **Another word for:** _____ is another word for _____.

Supporting Meaning in Student-Friendly Ways

More sentence stems:

“That means _____.”

“That’s the same as _____.”

“It’s kind of like _____.”

“It’s something that _____.”

“When someone is (*selected word*), they are _____.”

“That word tells about or describes something that is _____.”

”If you are (*selected word*), you are _____.”



Planning to Use Movie Vocabulary Throughout the Day



Giving a definition: “If someone is *interrupted*, someone else started talking while they were talking. If you are *interrupted*, something stops what you are saying.”

When partner talking: “You *interrupted* your partner to share your idea. Remember to only speak on your turn.”

When teaching a lesson: “I was *interrupted* by the morning announcements when I tried to read my story. That means I was talking and the announcements started.”




Plan a Movie Lesson - Template

Word and Meaning	Visual Representation	Context	Word embedded in comment, etc.




Planning to Use Movie Vocabulary - Example

Word and Meaning	Visual Representation	Context	Word embedded in comment, etc.
<p>reveal I remember in the movie, Mulan's father used the word reveal when he explained why he could not go after her. If he revealed that Mulan was a girl and not a boy, she would be in danger. Reveal means to tell or show something.</p>		<p>Introducing a concept</p>	<p>"Now I will reveal our new math topic! For the next week we will be studying long division."</p>
		<p>Ordering lunch</p>	<p>"On the morning announcements they revealed today's lunch choices. Who wants hamburgers? Who wants spaghetti?"</p>



Planning to Use Movie Vocabulary – Example

Word and Meaning	Visual Representation	Context	Word embedded in comment, etc.
<p>thaw</p> <p>I remember in the movie, Olaf realized that only an act of true love would thaw a frozen heart. When Elsa realized Anna loved her, her heart thawed and warmed and allowed her to thaw the frozen town. When something thaws, it becomes unfrozen.</p>		When the room is cold	“Let me adjust the thermometer so that we can all warm up and thaw .”
		Going outside to recess	“Watch out for mud while we walk to the playground. It has warmed up since this morning and the ground has thawed . There is no more ice, but a lot of mud.”

Ensuring a bright future for every child

Encourage Students to Use Movie Vocabulary

Prompts

“I heard you use the word _____. What is another word we heard when watching _____? It meant the same thing as _____.”

“I heard you say there’s a big space there. We can use the word **gap** instead of big space. Say it with that word.”

“I’m thinking of that word I could use when something is not clear. Do you remember what it was?”

“Wow! You used a word we heard in the movie just like _____ said when _____.”

Pose scenarios: “If you can’t wait to do something, are you **avoiding** it? What’s something you **avoid**?”

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Listening for Targeted Words

After the new vocabulary words have been introduced, create a system for students to listen for and report words they notice being used.

Example:

- Assign a hotel bell to a different student each day. When that student notices a word being used, they ring the bell.



PLAN A MOVIE

LESSON - *PRACTICE*

Plan a Movie Lesson - *Practice*

Directions: Watch and listen to the [movie clip](#). Write down words which could be used in a L.E.T.'s strategy lesson.

L.E.T.'s Plan:

1. Listen while watching a movie
2. Take note of some words worth repeating
3. Identify contexts where the words may be used
4. Embed words into dialogue using comments and questions
5. Think about ways to encourage students to say the words, too
6. Talk to students while using the words in other context



Plan a Movie Lesson - *Practice*



Plan a Movie Lesson - *Practice*

Word and Meaning	Visual Representation	Context	Word embedded in comment, etc.



Plan a Movie Lesson – *Practice 2*



Examples:

Kindergarten, Theme: “Down on the Farm”

Have students watch clips from Charlotte’s Web to prepare students for vocabulary they will need to engage with the text The Big Red Barn.

gosling, runt, hooves, webbed, beak, snout



Examples:

First Grade, Weekly Basal Topic: “Our Oceans”

Have students watch clips from The Little Mermaid to prepare students for vocabulary they will need to engage with the text The Magic School Bus on the Ocean Floor.

shore, floating, seaweed, blowfish, sturgeon, crustacean



Examples:

Second Grade, Unit: “Fairy Tales Around the World”

Have students watch clips from Mulan to prepare students for vocabulary they will need to engage with the text Yeh-Shen, a Chinese Cinderella story.

powerful, disguise, village, announcements, dynasty



Ask yourself...

- What are you teaching in the near future (theme, unit, topic)?
- What is a movie that can be tied into your upcoming instruction?
- How can you use this strategy to prepare students for thematic units or for reading of a text?



ACTIVITY – Work Session and Carousel

Working with your table group, identify an upcoming topic you will be teaching. Brainstorm a movie you could use to teach vocabulary tied to the topic. Using Youtube:

- 1) Find a video clip (preferably with closed captioning)
- 2) Identify specific vocabulary to be taught
- 3) Develop a L.E.T.'s lesson
- 4) Record your L.E.T.'s lesson on chart paper and post around the room when you are finished



Resources

Content adapted from Christie L. Cavanaugh's presentation
"From the Big Screen to the Classroom/Family Room:
LET's Listen, Embed, and Talk to Bring 'Big Words' Into
Routine Activities for Young Children"
(Plain Talk Conference, February 2018)



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!



2018-2019 Regional Literacy Trainings

Tools for Literacy: Building a Strong Foundation (Grades K-2)

September 11, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38655

September 12, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

September 18, 2018
Trent Lott National Center
6197 US Hwy 49
Hattiesburg, MS 39406

A Blueprint for Literacy: Reading to Learn (Grades 3-5)

September 25, 2018
Trent Lott National Center
6191 US Hwy 49
Hattiesburg, MS 39406

September 26, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

September 27, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38665

Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (Grades 6-12)

October 9, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38655

October 10, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

October 16, 2018
Trent Lott National Center
6197 US Hwy 49
Hattiesburg, MS 39406

Registration begins at 8:00 a.m. All sessions begin at 8:30 a.m. and end at 3:30 p.m.





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L.E.T.'s Plan Template

<i>Word and Meaning</i>	<i>Visual Representation</i>	<i>Context</i>	<i>Word embedded in a comment, etc.</i>

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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Every School and District is Rated "C" or Higher



Session Norms

- Silence your cell phones.
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Session Goals

In this session, we will explore:

- best practices in Foundational Skill instruction
- progression of Foundational Skill standards in grades K-2
- hands-on activities for Foundational Skill standards
- when to assess and intervene in these areas
- resources for Foundational Skill instruction and intervention

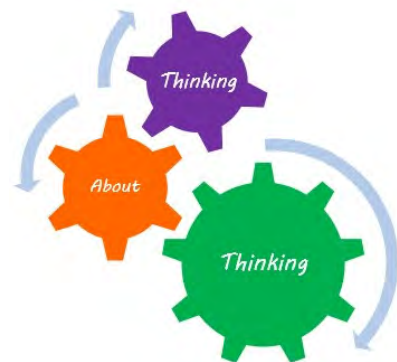


5

Phonological Awareness

Phonological awareness allows one to attend to, discriminate, remember, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level.

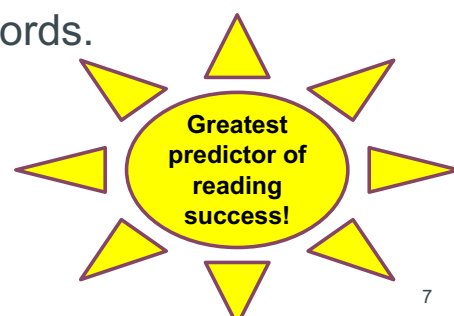
Meta-cognitive skill for the sound structures of language!



6

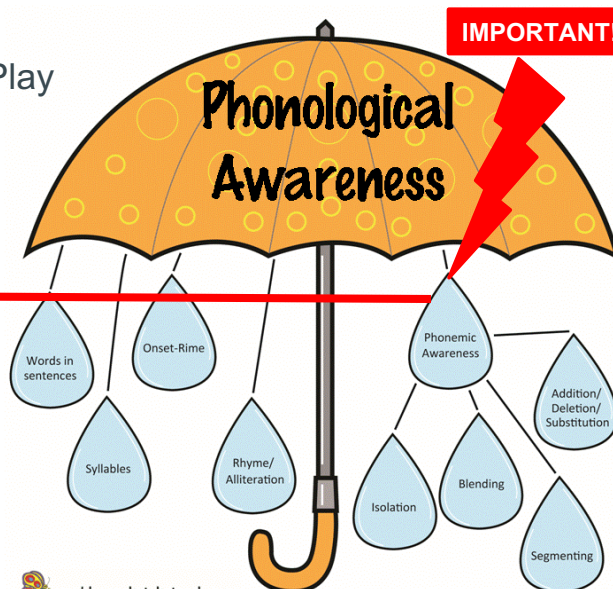
What is it?

- **Phonological awareness** is an umbrella term that includes all levels of the speech sound system.
- **Phonemic awareness** involves manipulating the individual phonemes, or sounds, in words.



What is the progression?

1. Word Awareness
2. Rhyme Recognition during Word Play
3. Repetition/Creation of Alliteration during Word Play
4. Syllable Counting or Identification
5. Onset & Rime Manipulation
6. Phoneme Identity
7. Phoneme Isolation
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Addition
11. Phoneme Substitution
12. Phoneme Deletion



Where is it in the MS CCRS? RF.K/1.2

Grade	Strand: Phonological Awareness Standard 2
K	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words Blend and segment onsets and rimes of single-syllable spoken words Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
1	<p>Demonstrate understanding of spoken words, syllables, and sounds(phonemes)</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words Orally produce single-syllable words by blending sounds (phonemes), including consonant blends Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

What does the research say?

- 10-15 minutes daily
- **Explicit:** provide clear explanations, model tasks, and provide opportunity for student practice (routine)
- **Systematic:** progress from easier to more difficult
- Instruction most effective in **small groups**
- Close **collaboration** between Speech Language Pathologist and teacher

Activity: How are you teaching PA?



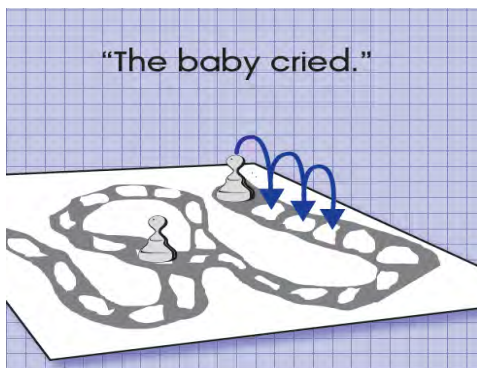
Discuss with your table:

- ways in which your phonological awareness instruction already aligns with research from the previous slide,
- best practices you still need to employ,
- if you use a specific reading program, is phonological awareness included in daily lessons?
- favorite multi-sensory phonological awareness activities you use in your classroom.



11

Sentence Segmentation



Activity from fcrr.org



- *A sentence is made up of words. Listen carefully as I read this sentence from our book. "The baby cried."*
- *How many words are in this sentence? Listen, I will read it again and move a game piece for each word.*
- *How many times did I move? Yes, three times. There are three words in the sentence. Say the sentence with me and clap the words. Repeat the sentence, tapping on each word as children clap:
"The . . . baby . . . cried."*
- *Now let's move a game piece on our game board for each word in the sentence.*

12

Activity: Rhyming Words

The Hungry Thing

I'm going to tell you a story about a Hungry Thing who comes to town. The people in the town want to feed the Hungry Thing. They ask it what it wants to eat. For some reason, the Hungry Thing can't say the name of the food it wants to eat. Instead, it can only say a word that rhymes with the name of that food.

Listen carefully, because each time the Hungry Thing asks for food, you must check to see if the name of the food on your picture card rhymes with what the Hungry Thing says it wants to eat. So if the Hungry Thing says it wants "pilk", whoever has the milk picture card would "feed" it to the Hungry Thing by putting their picture card into the Hungry Thing's "Feed Me" envelope.



Activity from *Teaching Reading Sourcebook: Core Literacy Library* (p. 128)

13

Syllable Counting

Ask: What vegetable is in this bowl?

Say: I'm going to clap as I break the word carrot into parts.

Clap the word parts of: **car – rot**

Say: I just clapped 2 times. The word carrot has 2 word parts/syllables. Now clap and say the word parts with me. **car - rot**

Great! How many times did we clap?

How many word parts are in carrot?

Now I'm going to say the parts again, one at a time. Listen carefully because I will ask you to put the parts together to make a whole word. **car - rot**

What is the whole word? **carrot**

Repeat with other vegetables and sort into salad bowls by the number of syllables.



Activity from *Teaching Reading Sourcebook: Core Literacy Library Salad Toss* (pg. 137)

14

Onset & Rime Manipulation

Segment Onset – Rime

1. Divide group in half
2. Group 1 is Onset, Group 2 is Rime
3. Say a word, such as pop
4. Group 1 says, “The onset of pop is /p/.”
5. Group 2 says, “The rime of pop is /op/.”
6. Repeat with other words

Activity from *Teaching Reading Sourcebook: Core Literacy Library* (pg. 80)



15

Phoneme Isolation

Can You Think of My Last Sound?

Can you think of my last sound, my last sound, my last sound?

Can you think of my last sound?

It's at the end of "hat."

(Tune: *Mary Had a Little Lamb*)

Sample words:

soap

fun

leaf

fish

bill

rice

set

rich

ring

boy

sister

them

Activity from *Phonological Awareness: Interventions for All* (pg. 98)



16

Phoneme Segmentation/Blending

Sound Awareness Boards

1. Call out a word or show a picture card and have students segment the phonemes in the word by placing a car on the board for each sound they hear.
2. Students touch each car while saying the sound.
3. Students then run their finger under all of the cars and say the whole word.

Sample words: so, chew, car, light, star, train








17

Phoneme Substitution & Deletion

Consonant Blends: Inserting & Removing Internal Sounds

Hearing the internal consonant of a blend is far more difficult than hearing the initial consonant! Manipulation requires a new level of PA.

1. Give students three colored blocks or sticky notes.
2. Say: *I say hello*. Ask students to repeat: *say*  
3. Use the colored blocks/sticky notes to separate the phonemes:
4. Model placing box, segmenting sounds, blending, then do together.
5. Produce a new word that rhymes with the first but begins with consonant blend. Repeat process, showing the addition of the new phoneme.
6. Point and repeat 3 phonemes over and over, faster in sequence.   

Letters should not be visible on blocks/notes. Shown here to foster understanding.

Activity from *Phonemic Awareness in Young Children* (pg. 83)



18

When to Assess and Intervene

Assess:

- Begin mid-Kindergarten and continue to assess throughout the early elementary grades.
- Assessment administrator must have quality PA skills to achieve valid results.
- Most computer program assessments do not fully assess a student's PA skills.
- "At risk" and struggling readers need to be assessed in PA

Intervene:

- Interventions should target the specific deficient PA skill.



19

Diagnostic Assessments & Probes

- **Phonological Awareness Skills Test (PAST)**
Free download from various online sources
- **Pre, Beginning, & Advanced Decoding Survey**
Free download from Really Great Reading: <https://www.reallygreatreading.com/dds>
- **Literacy Resources Inc.**
Free download: <https://www.literacyresourcesinc.com/resources/assessments/>
- **Georgia RtI/MTSS resources by Dr. Sherry Santos**
Free download from Henry County School District, Georgia
- **Cool Tools Informal Reading Assessments by Project Central (Published by Florida Department of Education)**



20

Phonics

ee ur ow
wh y au

What is it?

Phonics is the instruction in the relationship between letters and the sounds they represent, or sound-symbol correspondences, and their application in reading and spelling. (LETRS Module 7, 2nd Edition)

- Decoding: the process of reading words in text
- Encoding: the process of using letter/sound knowledge to write (spelling)

What is the progression?

Phonics Concepts	Examples
Single consonants, high-utility	b, s, t, d, m
Short vowels, introduced gradually	/a/, /o/, /i/, /u/, /e/
Consonant blends (final, initial)	st, -lk, -mp, br, cl
Consonant digraphs	th, wh, sh, ch, ng
Simple endings, such as plural –s pronounced /s/ and /z/; past tense –ed; -ing	wishes, wished, wishing
Vowel-consonant –e (“magic e”)	late, wide
Vowel teams	sea, boat, sail
Vowel-r combinations (r-controlled vowels)	for, her, car
Suffixes	careful, careless,
Complex consonant patterns	-dge, -tch, soft and hard c and g, ck for /k/
Multisyllabic words	fantastic, laptop, compete

23

Where is it in the MS CCRS? RF.K/1.3

Grade	Strand: Phonics and Word Recognition Standard 3
K	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ
1	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs b. Decode regularly spelled one-syllable words c. Know final -e and common vowel team conventions for representing long vowel sounds d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word e. Decode two-syllable words following basic patterns by breaking the words into syllables f. Read words with inflectional endings g. Recognize and read grade-appropriate irregularly spelled words
2	<p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words b. Know spelling-sound correspondences for additional common vowel teams c. Decode regularly spelled two-syllable words with long vowels d. Decode words with common prefixes and suffixes e. Identify words with inconsistent but common spelling-sound correspondences f. Recognize and read grade-appropriate irregularly spelled words

24

What does the research say?

- **Explicit:** provide clear explanations, model tasks, and provide opportunity for student practice
- **Systematic:** uses teaching routines; consistent signals, cues, or prompts
- **Sequential:** presented in a preplanned order (as in previous slide)
- **Cumulative:** building one skill on top of previous skills
- Provides sufficient practice in reading words and leads to automatic word recognition. (Stahl, 1998)



25

Activity: How are you teaching phonics?



Discuss with your table group...

- ways in which your phonics instruction already aligns with research from the previous slide,
- best practices you still need to employ,
- if you use a specific reading program, is it systematic and sequential?
- favorite multi-sensory phonics teaching strategies.



26

Instructional Routine

Portion of the Lesson Plan	Instructional Routines and Techniques
Goal and Purpose of the Lesson	<ul style="list-style-type: none"> • Concept focus and expectation for learning
Review	<ul style="list-style-type: none"> • Irregular sight-word techniques • Speed drills
New concept	<ul style="list-style-type: none"> • Phoneme-grapheme correspondence (letter card) • Phoneme-grapheme mapping • Blending
Word Reading (for accuracy)	<ul style="list-style-type: none"> • Word sorts • Word chains • Word families
Word Practice (for fluency)	<ul style="list-style-type: none"> • Speed drills
Dictation	<ul style="list-style-type: none"> • Writing dictated words and sentences
Word Meaning(s)	<ul style="list-style-type: none"> • Multiple meaning, feature analysis, four square
Text Reading	<ul style="list-style-type: none"> • Reading decodable words, sentences, and books



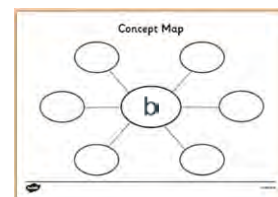
27

Activities for Teaching Letter/Sound Correspondence

Concept Maps

1. Introduce target sound/letter by creating a concept map anchor chart with students. Give each student one picture card and ask students to decide if their picture fits in the concept map. Students may think of extra word pictures to add.
2. Students can then complete concept maps in groups and/or individually.

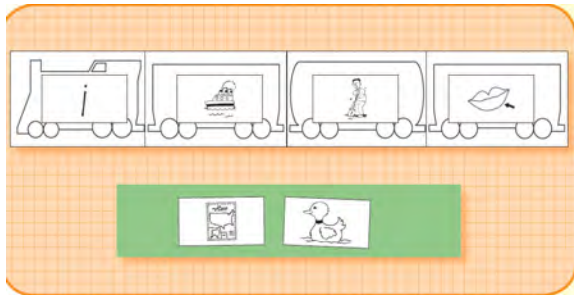
Activity from *50 Nifty Activities for 5 Components and 3 Tiers of Reading Instruction* (p. 25)



28

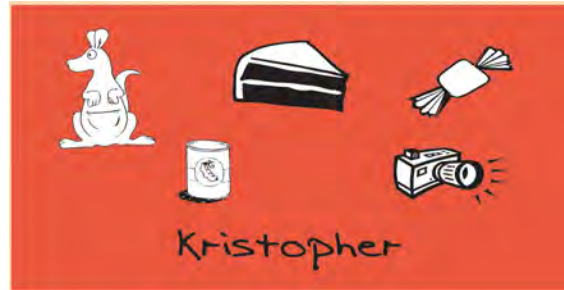
Activities for Teaching Letter/Sound Correspondence

Letter Sound Train



FCRR: Grades K-1 Phonics
Activity P.020

Letter Sound Placemats



FCRR: Grades K-1 Phonics
Activity P.014

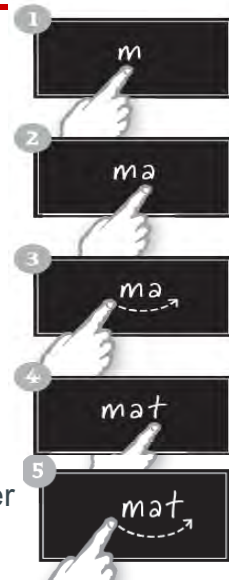


29

Methods for Teaching Decodable Words

Sound by Sound Blending

1. Say: *Sound?* (while pointing to the letter **m**) and say /mmm/
2. Say: *Sound?* (while pointing to the letter **a**) and say /aaa/.
3. Point to the left of **ma** and say: *Blend*. Then scoop your finger under the **m** and **a** as you blend the sounds together: /mmaaaa/.
4. Say: *Sound?* (while pointing to the letter **t**) and say /t/.
5. Point to the left of **mat** and say: *Blend*. Then scoop your finger from left to right /mmaaat/.

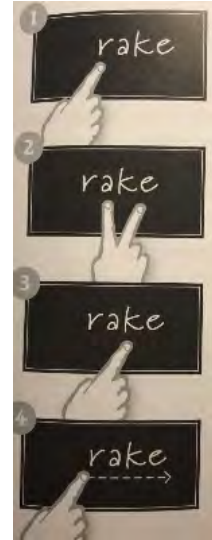


30

Methods for Teaching Decodable Words

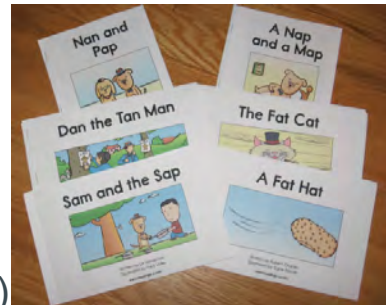
Whole Word Blending (CVCe pattern)

1. Point to the letter **r**. Ask: *Sound? (r/)*
2. With two fingers, point to the letters **a** and **e**. Ask: *Sound? (a/)*
3. Point to the letter **k**. Ask: *Sound? (k/)*
4. Point to the left of rake. Ask: *What's the word?*



Method for Reading Decodable Text

1. Review irregular words.
2. Introduce the book.
 - Identify title, author, & illustrator.
 - Browse the book.
3. Whole Group: Read the book one page at a time. (whisper read, choral read)
4. Individual whisper reading with teacher corrective feedback.
5. Questions.
6. Partners: Reread the entire book.



Activities for Reading Decodable Text

- Reread the decodable reader at literacy centers and answer written comprehension questions with word work activity.
- Use selective highlighting to identify words with certain sound/spelling patterns in small groups with teacher.

Name _____

Decodable 38
Trish's Ship

What does Trish pick up? 

What does Trish brush off the ship?

What does Trish call the ship?

List the words from the story with the digraph /sh/

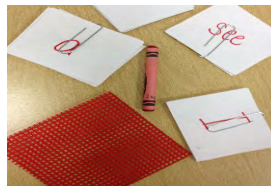


33

Activity: Methods for Teaching Irregular Words

Multi-sensory methods: such as the 'red word' strategy in Orton-Gillingham based programs

- Show word, model how to write on lined paper
- Students write word with a red crayon on lined paper with a craft screen underneath to create bumps
- Students stand up and arm tap word three times, naming each letter
- Students trace crayon bumps with finger, naming letters, three times
- Students then write word without screen three times



34

Methods for Teaching Irregular Words

Sound-Out strategy:

- Introduce Irregular Word: point out to students that the word is tricky-it does not sound the way it looks. Say the word the way it looks (ex, 'was'). Say, *it looks like we should say /w/ /a/ /s/, but this is the way we say it, "wuz"*.
- Practice Irregular Word: students practice with magnetic letters and/or dry erase board and marker.
- Word Reading Practice for Automaticity: speed drills.
- Apply to Decodable Text: provide students with connected reading materials.

Because	friend	play	friend
play	said	there	where
because	friend	because	there
play	there	where	because



Activities for Irregular Words

Sight Word Toss



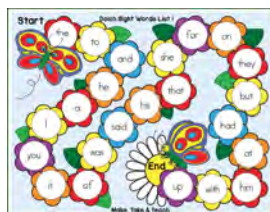
Build a Word



Sight Word Bingo



Sight Word Roll and Read



Methods for Teaching Multisyllabic Word Reading

Multi-sensory strategy: Orton-Gillingham based

1. Given the word, students first underline only the first two vowels and mark a **v** under them.
2. The students draw a 'bridge' connecting the words.
3. Label **c** under all of the consonants that fall between the two marked vowels.
4. Students use the syllable anchor chart to identify the syllable pattern and divide.
5. Before reading the word, the students need to identify each syllable type, label it, and read the individual syllables.
6. Read the word following the way it has been divided.

*Students may write words on index cards and cut/tear the word into separate syllables. Then move the two halves together to read the whole word.



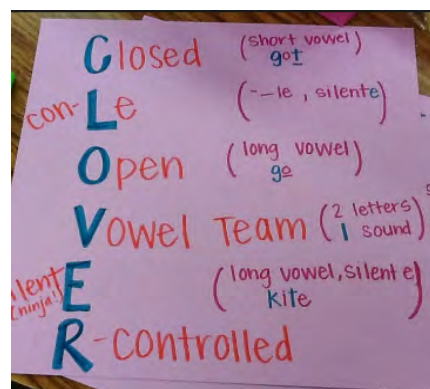
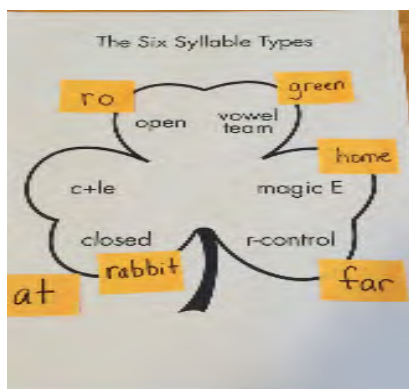
*Activity from *PhonicsFIRST*



37

Methods for Teaching Multisyllabic Word Reading

Display syllable type anchor charts and/or cards for students to reference.



38

Activity: Teaching Syllabication

On an index card, write the word **'cabin'**.

Be sure and refer to the Clover anchor chart to help you identify syllable types!

Next, teach your partner how to syllabicate the word **'Atlantis'** using the steps on the slide and the Clover anchor chart.



39

Activities for Teaching Syllabication

Introducing Open and Closed Syllables

1. Find the blank strip of paper on your table.
2. Fold the piece of paper into fourths. Print the letter ***m*** in the first fourth of the paper and the letter ***e*** in the second fourth of the paper. Then, fold over the last fourth (it will cover the third fourth) and print the letter ***n*** in it.
3. Follow the same procedure with one of these: hi/hit, so/sob, he/hen, or go/got and teach a partner at your table.



**Activity from Teaching Reading Sourcebook*



40

Activity: Multisyllabic Words

Walkabout Words

1. Choose word parts (ex, /liz/ /ard/, /hel/ /met/) and write them on index cards.
2. Distribute to students.
3. Have students walk around the room, holding their card in front of them.
4. Tell students to look for a word part that will help them complete a multisyllabic word. When they find a match that makes a complete word, they should stop and stand with the person holding the matching card. Take turns reading their words aloud.



Activity from *50 Nifty Activities for 5 Components and 3 Tiers of Reading Instruction* (p. 65)



41

When to Assess and Intervene

Assess

- Use screener at the beginning, middle, and end of year.
- If student is identified as being at risk for reading problems at any point, intervention should begin.
- Use a more thorough diagnostic assessment for phonics to find specific starting point for deficiency (ex, consonant blends, long vowels, etc.)

Intervene

- Interventions should target the deficient phonics skill(s).



42

Diagnostic Assessments & Probes

- **Literacy Resources Inc.**

Free download: <https://www.literacyresourcesinc.com/resources/assessments/>

- **DIBELS (6th Edition)**

Free download: <https://dibels.uoregon.edu/assessment/dibels#measures>

- **Easy CBM**

Free download: <https://easycbm.com/>

- **Foundational Skills Survey** (complimentary assessments)

Free download: <https://www.reallygreatreading.com/diagnostics>



Memory



Struggling Readers and Memory

- Struggling readers need:
 1. More time
 2. More repetition/practice
 3. Multisensory learning experiences

“Memories are strengthened through repetition, and good teachers know that repetition – as long as it’s sprinkled with novelty – is a good idea.”

Eric Jensen, *Teaching with the Brain in Mind*



45

Memory Supportive Instruction

- Give directions 1 step at a time (5-12 year old capacity is 1-2 bits of data)
- Use rhyme, visualization, music, mnemonics, acrostics, peer teaching
- **Episodic memory** is attached to location and can be enhanced by: changing desks, seating, stations, stand up reviews, labs, trading classrooms, or going outside
- **Reflexive memory** relates to automaticity (essential for fluency)
- **Procedural memory** is activated by physical movement (This is why we practice routines!)
- Emotions are heavily tied to memory, as are unique characteristics (A tiny elephant, gigantic ant, etc.)
- Wait time allows all students a learning opportunity/accountability
- Spiral reviews keep memory active making it easier to access



Teaching with the Brain in Mind
by Eric Jensen

46

Multisensory Activities Enhance Memory

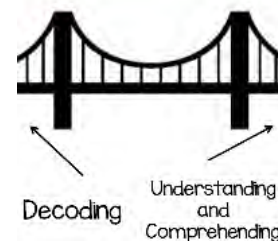
- Fine motor AND gross motor skill activities increase retention!
- Gross motor skills increase likelihood of long term memory retention! (ex: full arm extension sky writing)
- Crossing the meridian (vertical center) of the body enhances retention.
- “Reboot Brain” when learning new information or working for extended time period.

Fluency

As part of a developmental process of building decoding skills, fluency can form a bridge to reading comprehension.

-Mikulski & Chard, 2005

FLUENCY
*the bridge
between...*



What is it?

Fluency is made up of three elements: “*accurate* reading of connected text at a conversational *rate* with appropriate *prosody* or expression.” (Hudson, Lane, & Pullen 2005)

- *Accuracy*: the ability to recognize or decode words correctly
- *Rate*: how quickly one reads connected text
- *Prosody*: the rhythmic and tonal aspects of speech: the “music” of spoken language (Hudson et al. 2005). When reading aloud with appropriate prosody, reading sounds like spoken language.

Where is it in the MS CCRS? RF.4

Grade	Strand: Fluency Standard 4
K	Read emergent-reader texts with purpose and understanding
1	Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
2	Read with sufficient accuracy and fluency to support comprehension <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

What does the research say?

Automaticity should be gained at three levels:

- Letter level — quick and effortless identification of letter sounds
- Word level — quick and effortless word recognition or decoding
- Text level — fluid pace in reading connected text

Methods for Building Letter Level Fluency

Timed repeated readings

- Use with students who are accurate, but slow.
- Should not be used with students who are not accurate or who are already fluent.
- Best if done individually, can be done with groups up to 3
- At least 3 times a week, 5 to 10 minutes per student
- Goal for isolated letter sounds: 60 cspm
- Letter sounds timing sheets go from simple to more difficult in sequence that matches reading intervention materials.

Timed Repeated Readings (cont.)

Student Copy

Form K-1

Letter Sounds

s	D	m	M	H	b	o	k	S	c
p	h	e	Z	O	U	z	n	A	T
g	J	t	G	N	l	a	r	L	y
k	f	I	th	Sh	Ch	z	qu	sh	wh
u	w	v	Th	ch	V	Ph	E	g	F
f	ph	s	i	X	R	Y	K	u	P
d	c	k	S	o	H	b	M	D	m
r	n	T	A	U	z	O	e	Z	h
a	y	r	L	g	l	G	t	N	J
t	sh	qu	wh	z	Ch	th	I	Sh	f
Ph	V	u	E	g	F	w	v	Th	ch



Assessor Copy

Form K-1

Student Name: _____ Date: _____

Letter Names

Procedures
Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions
"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row." Demonstrate by sweeping your finger from left to right across the first row. "Move your marker down after each row." Demonstrate. "Any questions?... Ready?...Begin." At 60 seconds, say "Stop." Mark the last letter with a bracket.]
Note: This is a 60 second timed test.

Scoring
If student:

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

e	X	A	s	O	B	E	a	T	x	10
e	r	Z	S	L	t	R	N	p	C	20
m	D	P	n	F	I	M	f	K	i	30
k	c	G	v	z	W	U	h	Q	u	40
w	y	l	V	d	J	b	j	q	A	50
T	a	O	s	X	o	B	x	A	E	60
Z	L	N	r	S	p	t	e	C	R	70
K	M	F	P	m	l	f	I	n	D	80
W	h	u	v	c	k	G	z	U	Q	90
A	y	q	j	b	d	J	V	l	A	100

Correct _____

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53

Methods for Building Word Level Fluency

Folding in Method

1. Identify known and unknown sight words via pre-test or observation.
2. Create flashcards with known and unknown words printed on them.
3. Gather a set of 10 flashcards composed of 7 known words (if possible) and 3 unknown words.
4. Present the first unknown word to the student with the correct pronunciation. The student writes the unknown word on a piece of paper, repeats the word **3** times aloud, and then turns the paper over.
5. The teacher then presents a known word, the first unknown word practiced, the first known word again, and another known word (2 known/ 1 unknown; 3 correct responses for each 4 possible). Repeat this sequence until all 7 known words are "folded-in" with the unknown word.
6. Shuffle the first 8 cards, present the 2nd unknown word with correction, and fold the 2nd unknown word into the set. Repeat with the 3rd unknown word.



54

Folding In Method (cont.)

7. Once all the words are folded in, the entire set of 10 cards is presented three times in a row but shuffled after each series to avoid memorization of the sequence.

8. If the student hesitates for longer than 3 seconds or responds incorrectly, the teacher provides the correct response and asks the student to write the word three times. The word is then presented again.

9. After all three trials, a “test” is given covering all 10 words. Place a mark on the reverse side of the previously unknown word cards if the student reads them correctly. When an unknown word has three correct tally marks on it, that word now becomes a known word and can be used in a folding-in procedure with a new unknown word.

10. The procedure is repeated on a different day using replacement unknown words for any (or all) of the first three unknown words that are now known.

- from Shapiro, E. (1996). *Academic Skills Problems: Direct Assessment and Intervention* (2nd Ed.). New York: Guilford Publications.



55

Methods for Building Text Level Fluency

Assisted Reading

- Teacher-assisted: teacher reads aloud (if possible, let students see the words as they hear them being read)
- Peer-Assisted: paired students take turns reading aloud to each other and providing corrective feedback
- Audio-Assisted: students follow along in their books as they hear a recording of a fluent reader read the book



56

Methods for Building Text Level Fluency

Repeated Oral Reading

- Students read the same text repeatedly until a desired level of fluency is attained (Teaching Reading Sourcebook)
- Provides the targeted, focused practice needed to improve all areas of reading fluency-accuracy, rate, and prosody.
- One of the most studied methods for increasing reading fluency
- Do not use frustration level text! (Students miscues >10% of words in text)
- 1st read: choral 2nd read: whisper 3rd read: timed
- Much more powerful if students read until they reach a rate and accuracy criterion (ES = 1.78) rather than a set number of times (ES = .38) (Hudson 2008)



57

When to Assess and Intervene

Assess:

- At the beginning of the school year, and then at least three times a year
- Bi-weekly or weekly for students not making adequate progress.

Intervene:

- Fluency intervention with Oral Reading Fluency progress monitoring (with comprehension check)



58

Resources and Probes

- **EasyCBM** (letter, word, and passage fluency)
Free to register: <https://easycbm.com/>
- **DIBELS** (6th edition)
Free download: <https://dibels.uoregon.edu/assessment/index/material/>

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!



Resources

Jensen, E. 2005. *Teaching with the Brain in Mind*. ASCD.

Honig, B., L. Diamond, and L. Gutlohn. 2013. *Teaching Reading Sourcebook: Core Literacy Library* (2nd edition)

Zgonc, Y. 2010. *Phonological Awareness: Interventions for All*.

Dodson, J. *50 Nifty Activities for the 5 Components and 3 Tiers of Reading Instruction*. Sopris West.

Florida Center for Reading Research website (fccr.org)

Moats, L.C. 2005. *LETRS Modules: Voyager Sopris Educational Services*

Phonics First Reading and Spelling System (brainspring.com)



Contact Information



DEEP DIVE: Going Further with the MS-CCRS

Grades K-2



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Division of Literacy

Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

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



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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



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.



Session Goals

- Review the vocabulary of the standards for deeper understanding
- Discuss the 4 C's and how they support deeper instruction
- Work session



Dive In: Reviewing the Standards



Summarizing 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 Texts



Key Ideas and Details	
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.
Craft and Structure	
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.
Integration of Knowledge and Ideas	
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)
Range and Level of Text Complexity	
10	Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.

Exploring Key Ideas and Details: Standard 1

Finding Evidence: What details stand out to you? Why?

- What do you know about _____ that you did not know before?
- What surprised you?
- Why do you think the author included these details?



Exploring Key Ideas and Details: Standard 1

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
1. Finding evidence	<ul style="list-style-type: none"> • What kind of evidence do you find on the cover (illustration, title, author) that prepares you to read this story? • How does this text “look” on the page (stanzas, illustration, etc.)? How will this support your reading? • Who is the narrator? • What does the author mean by__? • Identify the: characters, setting, problem, outcome • What do you think are the most important details in this part of the text? Why? • What do you know about the character(s)/ problem / setting from this part of the text? • What do you know about the character(s)/ problem / setting that you didn’t know before? • What did the author want us to know here? • What is the first thing that jumps out at you? Why? • What is the next thing that jumps out at you? Why? 	<ul style="list-style-type: none"> • What kind of evidence do you find on the cover (illustration, title, author) that prepares you to read this text? • How does this text “look” on the page (columns, numbered paragraphs, etc.)? How will this support your reading? • What does the author mean by__? • Who is providing this information? • Identify the: topic, main points • What facts/details really stand out to you? Why? • What do you know about this person/ situation / place / etc. from this part of the text? • What do you know about this person/ situation / place / etc. that you didn’t know before? • What did the author want you to know here? • What is the first thing that jumps out at you? Why? • What is the next thing that jumps out at you? Why?

Exploring Key Ideas and Details: Standard 2

Summary/Theme/Main Idea that shows development over the course of the text; **What big idea does the author want us to understand here?**

- S/he showed this through these events: _____.
- What is this story beginning to be about?
- Consider *allegories* (students have to think more abstractly) and *fables* (hidden moral)

Exploring Key Ideas and Details: Standard 2

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
2. Theme, main idea, summary	<ul style="list-style-type: none"> • Explain what is happening here in your own words (paraphrase). • What is this story starting to be about? • What is the author's message? • What is the big idea? • What lesson does ___ learn? • What is the author's message and how does the author show this throughout the story? 	<ul style="list-style-type: none"> • Explain what the author is saying in your own words (paraphrase). • What is this [article] starting to be about? • What did you learn in this part of the text? • What is the main idea? • What is the main idea and how does the author show this in the text?

**The
Central
Message** ↑

↪ **Main Idea** ↪

Exploring Key Ideas and Details: Standard 3

Story Parts/Facts: How does _____ relate to _____?

- How does the setting (time in history) make a difference to the plot (events)?
- How did one event lead to another (cause/effect)?
- Texts where all story elements weave together in a dynamic way.

Exploring Key Ideas and Details: Standard 3

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
3. Story parts, facts	<ul style="list-style-type: none"> How does the setting (time and place) make a difference to the story? How does [character] change throughout the story? What character trait/feeling is present here? 	<ul style="list-style-type: none"> How does [person] contribute to this situation/problem (or the solution of the problem)? How does one event/step lead to the next (cause/effect)? What are the most important facts/details?
	Why does the author choose these particular details to include?	Why does the author choose these particular details to include?

STOP AND THINK:

- What is different about these standards?
- How can you change your instruction for Standards 1-3 to improve students' literacy learning?



Exploring Craft and Structure: Standard 4

Vocabulary: What words in this paragraph seem important? What words are difficult/hard?

- It is not about the hard words; it is about the important words (That is why *vocabulary* is in craft and structure!)
- Think about the author's **Word Choice**: Why did the author choose this word?

Exploring Craft and Structure: Standard 4

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
4. Vocabulary/ words*	<ul style="list-style-type: none"> • What words show a feeling of ___? • What tone or mood does the author create? What words contribute to that tone? • What does this word mean based on other words in the sentence? • What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it? • What are the most important words to talk about this text? • What words paint a picture in your mind? • What crafts for word choice did the author use to add to meaning?* 	<ul style="list-style-type: none"> • What words show a feeling of ___? • What tone or mood does the author create? What words contribute to that tone? • What does this word mean based on other words in the sentence? • What is the meaning of this simile/personification/idiom/metaphor, and why did the author choose it? • What are the most important words to talk about this text? • What words paint a picture in your mind? • What crafts for word choice did the author use that added to meaning?*

Exploring Craft and Structure: Standard 5

Structure/Genre/Syntax: **How did the author organize this information?**

External Structure:

- Problem/Solution; Main Idea/Details; Sequence of Events

Internal Structure

- “How do parts of the text fit together?”
- “What is the function of this part of the text?”



17

Exploring Craft and Structure: Standard 5

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
5. Structure, genre, syntax*	<ul style="list-style-type: none"> • What is the structure of this story (or part of the story)? • What is the genre? What genre characteristics do you find? • Are the sentences easy or hard to understand? Why? • Why do you think the author chose this genre or format (like picture book, poem, etc.)? • How does this passage/paragraph fit into the text as a whole? • How does the author craft the organization of this story to add to meaning? • Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? What makes you say this? 	<ul style="list-style-type: none"> • What is the structure of this text (or part of the text)? • What is the genre? What genre characteristics do you find? • Are the sentences easy or hard to understand? Why? • Why do you think the author chose this genre or format (like picture book, poem, etc.)? • How does this passage/paragraph fit into the text as a whole? • How does the author craft the organization of this [article] to add to meaning? • Where does the author want us to use different thinking strategies (picturing, wondering, etc.)? What makes you say this?



18

Exploring Craft and Structure: Standard 6

Story Parts/Facts: **Who is telling this story (or providing this information)?**

- Who does the narrator/character/author seem to be speaking to?
- What does the narrator/character/author care about?
- What was the author's purpose for including this (paragraph/sentence)?

Exploring Craft and Structure: Standard 6

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
6. Point of view*	<ul style="list-style-type: none"> • Who is speaking in this passage? • Who does the narrator seem to be speaking to? • What is the narrator's/ character's point of view (what does he/she think about ___)? • What does the narrator/character care about? • Are there particular words that the author chose to show strong feelings? 	<ul style="list-style-type: none"> • Who is the author of this article/book? • Who does the author seem to be speaking to? • What is the author's point of view about ___? • What does the author care about? • Why did the author write this? • Do you think the author is openly trying to convince you of
	Do different characters have different points of view about ___?	something? What makes you say this? <ul style="list-style-type: none"> • Does this information change your point of view about ___?

STOP AND THINK:

- What is different about these standards?
- How can you change your instruction for Standards 4-6 to improve students' literacy learning?



Exploring Integration of Knowledge: Standard 7

Different Kinds of Text: How does this [photograph/video/other] help you understand this topic better?

- What part of this (story) does this picture show?
- How does this (timeline) add to your understanding of _____?

Exploring Integration of Knowledge: Standard 7

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
7. Different kinds of texts	<ul style="list-style-type: none">• How do the illustrations add to the meaning?• How is the [live version, video, etc.] the same or different from the print version?	<ul style="list-style-type: none">• How do the graphics [charts, maps, photographs, etc.] add to or clarify the message?• How does the video, interview, etc.] add to or change your understanding of this subject?

Exploring Integration of Knowledge: Standard 8

Critique (RI ONLY): What could the author have explained more thoroughly so we could understand it better?

- What is the best evidence?
- Which detail is the most relevant?
- Which detail is irrelevant?

Exploring Integration of Knowledge: Standard 8

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
8. Critiquing text	This standard is not applied to literary text	<ul style="list-style-type: none"> • Did the author present the subject fairly, explaining all sides of the situation without bias? • Did the author provide sufficient evidence on the subject? • Did the author leave out information that should have been included? • Is the author knowledgeable on the subject with current information? • Is there anything the author could have explained more thoroughly for greater clarification? What?

Exploring Integration of Knowledge: Standard 9

Text-to-Text: How is _____ the same as (or different from) _____?

- How do Text A and Text B show _____?
- What information in Text A is not shown in Text B?

Exploring Integration of Knowledge: Standard 9

Standard	Possible questions to ask for literary text	Possible questions to ask for informational text
9. Text-to-text	<ul style="list-style-type: none">• How is [character 1] the same or different from [character 2]?• How is [one story] different from [second story]?• How is the message/theme of [story 1] the same or different from the message/theme of [story 2]?• Does this story remind you of anything else you have read (or viewed)? Explain.	<ul style="list-style-type: none">• Does the information from [text 1] express the same or different point of view from [text 2]?• What new information did you get from [text 2] that was not included in [text 1]?• Does this text remind you of anything else you have read (or viewed)? Explain.

STOP AND THINK:

- What is different about these standards?
- How can you change your instruction for Standards 7-9 to improve students' literacy learning?



Dive In: Expectations for Deeper Instruction



Expectations for Deeper Instruction

What we know about the MS-CCRS:

- they demand depth, not width;
- they encourage a heavier use of nonfiction vs. fiction;
- evidence is required;
- and speaking and listening should be embedded across content area activities.

Expectations for Deeper Instruction

To effectively teach the MS-CCRS, remember the **4 C's**:

- **C**ommunication
- **C**ritical Thinking
- **C**ollaboration
- **C**reativity



Planning Instruction to Utilize the 4 C's

- *Communication*



Communicative Thinking

Communicative thinking is the ability to express meaning through reasoning, connecting, and representing. With communicative thinking, students learn to:

- reason,
- connect ideas, and
- represent themselves verbally.



Communicative thinking is embedded within the other types of thinking.



33

Strategies for Teaching Communication

Listening Strategy: Question Creator

As a student listens to her partner, she creates questions connected to what that partner is sharing. She asks the questions when her partner is finished talking.

Sample questioning stems:

“Can you give me more detail about...”

“What did you mean when you said...”

“I have a question about...”

*Can be used to meet standards SL.1, SL.2, SL.3, SL.4, SL.6, L.1, L.6
for grades K-2



34

Strategies for Teaching Communication

Listening Strategy: Paraphraser

One student listens to another as they talk. Afterward, the listener rephrases and/or paraphrases what his partner just said. The speaker can then give feedback to the listener on how well he captured the essence of what she had said.

Sample paraphrasing stems:

“What I heard you say was...”

“I like what you said about...”

“I would like to repeat what you said in my own words...”



*Can be used to meet standards SL.1, SL.2, SL.3, SL.4, SL.6, L.1, L.6
for grades K-2

35

Strategies for Teaching Communication

Persuasion Strategy

- **Best. Thing. Ever!:** Have students try and convince each other why a specific topic is the best. They can brainstorm their reasons first in writing and then share with a partner or in small groups.

Note: Kindergarten students can use a combination of drawing, dictating, and writing in this activity.

*Can be used to meet standards W.1, SL.1, SL.4, SL.6 for
grades K-2



36

Best. Thing. Ever! Strategy Activity

What is the “Best. Standard. Ever!” for the grade you teach? Think of how you will convince the others at your table that this is the best standard. Brainstorm 2 reasons and 1 example to support your opinion. Write your answer and reasoning, and then share with your group.

Best.
Thing.
Ever.



37

Planning Instruction to Utilize the 4 C's

- *Critical Thinking*

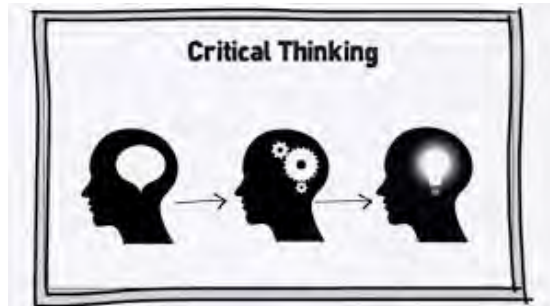


38

Critical Thinking

Critical thinking is the objective analysis and evaluation of an issue in order to form a judgement. Critical thinking is:

- self-directed,
- self-disciplined,
- self-monitored, and
- self-corrective.



Strategies for Teaching Critical Thinking

6-Critical Questions Strategy

1. After reading a text or encountering a statement, ask students questions to help them develop a critical thinking mindset.
2. Encourage students to use evidence from the text or statement to support their answers.

*Can be used to meet standards RL/RI.1, RL/RI.2, RL/RI.6, RL/RI.7, W.2, W.3, W.8, SL.1, and SL.4 for grades K-2



Strategies for Teaching Critical Thinking

6-Critical Questions Strategy

Who?	What?	Where?
<ul style="list-style-type: none"> - A specific character? - Someone famous? - Should it matter who said it? 	<ul style="list-style-type: none"> - Did they give facts or opinions? - Did they give all the facts? - Did they leave something out? 	<ul style="list-style-type: none"> - Did they say it in public or private? - Did other people have a chance to talk about the other opinion?
When?	Why?	How?
<ul style="list-style-type: none"> - Did they say it before, after, or during an important event? 	<ul style="list-style-type: none"> - Did they explain their opinions? - Were they trying to make someone look good? Or look bad? 	<ul style="list-style-type: none"> - Were they happy, sad, or angry when they said it? - Did they write it or speak it? - Could you understand what they were saying?

Strategies for Teaching Critical Thinking

Go Hitchhiking Strategy

1. Write a problem on an index card and pin it on the top of a bulletin board.
2. Put different headings on index cards and pin them below the main card.
3. Have students brainstorm ideas that develop each of the heading cards and let students pin their ideas on the board.
4. Encourage students to “go hitchhiking” by building onto their classmates’ ideas.

*Can be used to meet standards RL/RI.1, RL/RI.2, RL/RI.3, RL/RI.7, W.2, W.3, SL.1, SL.2, SL.3 for grades K-2

Go Hitchhiking Strategy Activity

Kindergarten – RL.K.7	1 st Grade – RL.1.7	2 nd Grade – RL.2.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, settings, or events.	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Problem: Consider the standard for your grade level. Develop a new lesson that could be used to teach the standard.

Headings: Texts, Resources, Instructional Strategies, Writing Prompts



43

Planning Instruction to Utilize the 4 C's

- *Collaboration*



33

Collaborative Thinking

Collaborative thinking is when two or more students learn something together. Students engaged in collaborative learning capitalize on one another's resources and skills by asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.



Strategies for Teaching Collaborative Thinking

Partner Talk Strategy

1. Prior to utilizing a partner talk strategy, teach students explicit listening skills and talking norms to use when working with partners.

Sample Listening Skills	Sample Talking Norms
<ul style="list-style-type: none">- Focus your eyes and attention on the person speaking- Listen carefully to what the speaker is saying- Make eye-contact with the speaker while they talk to show you are listening	<ul style="list-style-type: none">- Follow classroom rules for discussion- Be respectful of others' ideas- Use kind words- Take turns sharing ideas

Strategies for Teaching Collaborative Thinking

Partner Talk Strategy

2. Have students discuss their response to a prompt with a partner.
3. After students have talked to their partner, have them turn to a second set partner to share what they learned.

*Can be used to meet standards for RL/RI.1, RL/RI.2, RL/RI.3, RL/RI.4, RL/RI.7, RI.8, RL/RI.9, SL.1, SL.3, SL.4, SL.6 for grades K-2



47

Strategies for Teaching Collaborative Thinking

Save the Last Word Strategy

1. Prepare a collection of posters, paintings, and photographs that relate to the unit of study and ask students to select an image that stands out to them.
2. On the back of an index card, students explain why they selected their image, what they think it represents, or why it is important.



48

Strategies for Teaching Collaborative Thinking

Save the Last Word Strategy

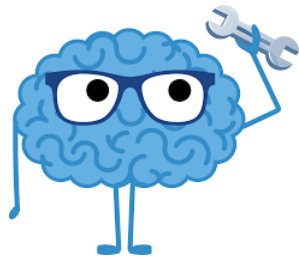
3. Divide the students into groups of three, and number off 1, 2, and 3. Invite 1s to show their image and listen as Students 2 and 3 discuss the picture. What do they think it means? Why do they think this image might be important? To whom?
4. After a few minutes, the 1s explain why they picked the image, having “the last word.” Continue the process with Students 2 and 3.

*Can be used to meet standards RL/RI.1, RL/RI.2, RL/RI.3, RL/RI.5, RL/RI.6, RL/RI.7, W.1, W.2, W.3, SL.1, SL.2, SL.3 for grades K-2



49

Save the Last Word Activity



50

Planning Instruction to Utilize the 4 C's

- *Creativity*



Creative Thinking

Creative thinking means looking at something in a new way. It is the very definition of “thinking outside the box.” Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious. How can you be

CREATIVE when teaching the MS-CCRS?

- Utilize an arts-based approach
- Use nonfiction reading text
- Incorporate Bloom’s Taxonomy



52

Strategies for teaching collaborative thinking

Zoom in on the Details Strategy

1. Form students into a circle and give each a unique picture of a person, place, or thing that goes along with your curriculum.
2. The first student begins a story that incorporates whatever happens to be on their assigned photo. The next student continues the story, incorporating their photo, and so on.

*Can be used to meet standards RL/RI.1, RL/RI.3, W.2, W.3, SL.1, SL.2, SL.3 for grades K-2



53

Strategies for teaching creative thinking

Questions Without Answers Strategy

1. Consider the unit, topic, or theme you are teaching.
2. Develop open-ended questions tied to the topic which will allow students opportunities to consider choices, comparisons, and entertaining new ideas as they develop their personal response.

Examples of open-ended questions:

“What could happen if it always rained on Saturdays?”

“What could happen if cats could bark?”

“What could happen if all the shoes in the world were the same size?”



*Can be used to meet standards W.1, W.3, SL.1, SL.3, SL.5, SL.6 for grades K-2

54

WORK

SESSION

Using the information shared as a way to dive deeper into the MS-CCRS, work with your table group to plan a lesson for an upcoming unit which incorporates one of these strategies.



Resources

<https://www.weareteachers.com/10-tips-for-teaching-kids-to-be-awesome-critical-thinkers/>

<https://www.teachingchannel.org/blog/2018/01/09/teaching-collaboration-skills>

<https://www.weareteachers.com/8-fun-ways-to-help-your-students-collaborate-in-the-classroom/>

<https://www.scholastic.com/teachers/articles/teaching-content/how-promote-creative-thinking/>

<https://www.weareteachers.com/8-fun-ways-to-help-your-students-collaborate-in-the-classroom/>

<http://www.teachhub.com/creativity-within-common-core-state-standards>

<https://globaldigitalcitizen.org/critical-thinking-mindset-elementary-students>

Resources

<https://www.edutopia.org/blog/common-core-in-action-communication-collaboration-matter-rebecca-alber>

<https://www.responsiveclassroom.org/teaching-skillful-communication/>

<https://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler>

http://www.iaase.org/Documents/Ctrl_Hyperlink/Session_30_7_Critical_Thinking_Skills_of_Common_Core_uid9152013500282.pdf

<https://www.mentoringminds.com/learn/blog/put-critical-thinking-action/>

<https://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills>



57

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!



58

2018-2019 Regional Literacy Trainings

Tools for Literacy: Building a Strong Foundation (Grades K-2)

September 11, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38655

September 12, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

September 18, 2018
Trent Lott National Center
6197 US Hwy 49
Hattiesburg, MS 39406

A Blueprint for Literacy: Reading to Learn (Grades 3-5)

September 25, 2018
Trent Lott National Center
6191 US Hwy 49
Hattiesburg, MS 39406

September 26, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

September 27, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38665

Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (Grades 6-12)

October 9, 2018
Oxford Conference Center
102 Ed Perry Blvd
Oxford, MS 38655

October 10, 2018
Mississippi e-Center
1230 Raymond Road
Jackson, MS 39204

October 16, 2018
Trent Lott National Center
6197 US Hwy 49
Hattiesburg, MS 39406

Registration begins at 8:00 a.m. All sessions begin at 8:30 a.m. and end at 3:30 p.m.



**MISSISSIPPI
DEPARTMENT OF
EDUCATION**

Ensuring a bright future for every child

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Summarizing the MS-CCRS into Key Words

Key Ideas and Details	
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.
Craft and Structure	
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.
Integration of Knowledge and Ideas	
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)
Range and Level of Text Complexity	
10	Read complex texts independently, proficiently, and fluently, sustaining concentration, monitoring comprehension, and when useful, rereading.