Rethink Literacy: Elevating Literacy Practices in Secondary Classrooms (6-12)
## Concurrent Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic I: Developing Middle and High School Writers</th>
<th>Topic II: Differentiated Instruction and Literacy across the Content Areas: Supporting Struggling Secondary Readers</th>
<th>Topic III: Literacy Focus of the Month: Strategies for Adolescent Learners</th>
</tr>
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<td>8:30-10:25</td>
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<tr>
<td>10:25-10:30</td>
<td><strong>BREAK</strong></td>
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<tr>
<td>10:30-12:25</td>
<td><strong>Topic II:</strong> Differentiated Instruction and Literacy Across the Content Areas: Supporting Struggling Secondary Readers</td>
<td><strong>Topic III:</strong> Literacy Focus of the Month: Strategies for Adolescent Learners</td>
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<td>1:35-3:30</td>
<td><strong>Topic III:</strong> Literacy Focus of the Month: Strategies for Adolescent Learners</td>
<td><strong>Topic I:</strong> Developing Middle and High School Writers</td>
<td><strong>Topic II:</strong> Differentiated Instruction and Literacy Across the Content Areas: Supporting Struggling Secondary Readers</td>
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</table>
Developing Middle and High School Writers

Kevin Smith

Session Goals

1. Introduce the Institute of Education Sciences (IES) Practice Guide *Teaching Secondary Students to Write Effectively*
2. Review the recommendations in the practice guide and their evidence level
3. Share examples of activities that help to implement the recommendations in the classroom
The Development of IES Practice Guides

• The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on current challenges in education.

• Authors of practice guides combine their expertise with the findings of rigorous research, when available, to develop specific recommendations for addressing these challenges. The authors rate the strength of the research evidence supporting each of their recommendations.

Developing the IES Practice Guide *Teaching Secondary Students to Write Effectively*

• This practice guide presents three evidence-based recommendations for helping students in grades 6–12 develop effective writing skills. Each recommendation includes specific, actionable guidance for educators on implementing practices in their classrooms. The guide also summarizes and rates the evidence supporting each recommendation, describes examples to use in class, and offers the panel’s advice on how to overcome potential implementation obstacles. This guide is geared towards administrators and teachers in all disciplines who want to help improve their students’ writing.

• Authors include Steve Graham from Arizona State University as panel chair as well as other researchers and practitioners.
Recommendations from the Practice Guide and Levels of Evidence

Table 1. Recommendations and corresponding levels of evidence

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Minimal Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.</td>
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<tr>
<td>2. Integrate writing and reading to emphasize key writing features.</td>
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<tr>
<td>3. Use assessments of student writing to inform instruction and feedback.</td>
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</tr>
</tbody>
</table>

Recommendation #1 – Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

**Writing strategies** are structured series of actions (mental, physical, or both) that writers undertake to achieve their goals. Writing strategies can be used to plan and set goals, draft, evaluate, revise, and edit.
Recommendation #1 – Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

Recommendation 1a. Explicitly teach appropriate writing strategies

1. Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.

Discuss strategies you use for the components of the writing process.

Recommendation #1 – Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.

Recommendation 1a. Explicitly teach appropriate writing strategies

2. Instruct students on how to choose and apply strategies appropriate for the audience and purpose.

Discuss how you help students select and apply strategies based on the writing audience and purpose.
Recommendation #1 – Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.
Recommendation 1b. Use a Model-Practice-Reflect instructional cycle to teach writing strategies.

Discuss how the Model-Practice-Reflect instructional cycle does work or could work in your classroom (thinking aloud, rubrics, peer editing, color coding, text editing symbols).

Recommendation #2 – Integrate writing and reading to emphasize key writing features.

How do you integrate reading and writing instruction in your classroom?
Recommendation #2 – Integrate writing and reading to emphasize key writing features.

Because reading and writing share four types of cognitive processes and knowledge (see Figure 2.1), integrating reading and writing can also help students develop.

1. **Meta-knowledge**, which involves understanding the reading and writing processes in relation to goals and purposes. For example, when reading or writing an editorial, a student understands which reading and writing strategies align with this format.

2. **Domain knowledge**, which is about the substance and content that is revealed from reading and writing.

3. **Important text features**, which include text format, organization, and genre, as well as spelling and **syntactical combinations** that are accepted in a particular language or culture.

4. **Procedural knowledge**, which includes integrating complex processes to write compositions and using strategies for accessing information when reading text.

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Ask students to respond to something they have read using **cognitive-strategy sentence starters**. These tools help students structure their thinking and writing, and focus on key features. Cognitive-strategy sentence starters help students write by modeling:

- what writers might say to themselves inside their heads when composing,
- what readers think when annotating texts they are reading, and
- how writers generate ideas for texts they are writing.

**Using cognitive-strategy sentence starters to generate or respond to texts**

<table>
<thead>
<tr>
<th>Strategy to practice</th>
<th>Sentence starter</th>
</tr>
</thead>
</table>
| Revising meaning     | • It's a bit . . ., but now, I think . . .
|                      | • My latest thought about this is . . .
|                      | • I'm getting a different picture here because . . .
| Reflecting and restating | • The big idea is . . .
|                      | • A conclusion I've drawn is . . .
|                      | • The most important message is . . .
| Evaluating           | • This could be more effective if . . .
| Analyzing author's craft | • A strong or impactful sentence for me is . . .
|                      | • This word/phrase stands out for me because . . .
|                      | • I like how the author uses ___ to show . . .
Recommendation #2—Integrate writing and reading to emphasize key writing features.

2. Use a variety of written exemplars to highlight the key features of texts.

Use exemplars to teach students the key features of effective writing so they can use them in their own writing. Exemplar texts, whether published or created by teachers or peers, can clearly illustrate specific features of effective writing. These features include

- strong ideation; organization and structure;
- word choice, grammar, punctuation, and spelling; use of literary devices; sentences meeting the writers’ intentions; voice, including tone, mood, and style; and correct use of conventions. Example 2.5 lists some text types and their important features.

**Example 2.5.**

<table>
<thead>
<tr>
<th>Key features of exemplars for different text types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of texts</strong></td>
</tr>
</tbody>
</table>
| Argumentative | • A proposition (the major premise of the argument)  
• Claims on which the proposition is built  
• Supporting evidence (facts and/or opinion)  
• Well-supported generalization (not fallacious reasoning)  
• Incorporation of anticipated objections  
• Strong closure |
| Descriptive | • Description of the person, place, object, or event  
• Use of descriptive and figurative language to help readers visualize the person, place, object, or event  
• Qualities or characteristics may be listed or arranged in a particular order  
• Concrete details (sight, taste, touch, smell, sound, and movement) to bring the subject to life |

**How do you use exemplar texts in your classroom?**

Recommendation #2—Integrate writing and reading to emphasize key writing features.

2. Use a variety of written exemplars to highlight the key features of texts.

**How do you teach the different types of texts students read and write (text structure and organization, text features)?**

**Example 2.5.**

| Narrative | • A setting  
• An introduction of characters  
• A problem or goal  
• An attempt to solve the problem—often multiple unsuccessful attempts or embedded episodes of attempts within attempts  
• A solution to the problem  
• A resolution, conclusion, and/or moral |
| Informational | • A topic or theme may be repeated  
• Present tense to evoke a timeless or generalizing quality  
• Technical vocabulary  
• Descriptive attributes and characteristic events  
• Definitions or explanations of terms  
• Visual elements such as diagrams, tables, and charts |
| Technical | • Specialized topic  
• Instructions about how to do something |
| Persuasive | • Main point or argument  
• Motivation and arguments for key points (including need, significance, and benefits)  
• Supporting evidence |
| Reflective | • A concrete occasion or anecdote in the beginning  
• Reflection of the universal significance of the occasion or anecdote  
• A process of discovery  
• A lesson about human nature in the conclusion  
• Rich concrete details and sensory description |
| Expressive | • First person with informal language (i.e., contractions, slang)  
• Often has dialogue  
• Chronological organization  
• Lots of description with extensive use of adjectives  
• Feelings are described in detail  
• Active verbs |
Recommendation #3: Use assessments of student writing to inform instruction and feedback.

1. Assess students’ strengths and areas for improvement before teaching a new strategy or skill.

**On-demand writing prompts**

Choose a Topic and Complete the Handout

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Possible Writing Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express and Reflect</td>
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<tr>
<td>Inform and Explain</td>
<td></td>
</tr>
<tr>
<td>Evaluate and Judge</td>
<td></td>
</tr>
<tr>
<td>Inquire and Explore</td>
<td></td>
</tr>
<tr>
<td>Analyze and Interpret</td>
<td></td>
</tr>
<tr>
<td>Take a Stand/Propose a Solution</td>
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</tbody>
</table>

One topic: 

= 

FLORIDA STATE UNIVERSITY
FLORIDA CENTER FOR READING RESEARCH
Recommendation #3: Use assessments of student writing to inform instruction and feedback.

2. Analyze student writing to tailor instruction and target feedback.

Takeaways on scoring – involving the whole team:

- Use or develop rubrics across teacher teams, teach students how to self-assess, and teach to the highest score on the rubric.
- Establish practice/anchor sets and provide a mini-training so that others can also recognize papers that score at all levels (focus on developing the “lines” between rubric points.) Occasionally, pull a sample of student responses and evaluate them together to avoid “scoring drift.”
- Provide plenty of time for students to write and provide them with feedback so they can continually improve the quality of their writing.

How do you work or could you work across disciplines or teams to ensure consistency of writing tasks and scoring?
Recommendation #3: Use assessments of student writing to inform instruction and feedback.

2. Analyze student writing to tailor instruction and target feedback.

Editing – To Make Correct

• Teach lessons based on what is seen in students’ papers.
• Concentrate on what is right during instruction – do not reinforce errors.
• Skills may be taught in isolation, but they must be incorporated into student writing.
Recommendation #3: Use assessments of student writing to inform instruction and feedback.

Strategy for Revising –
• RADaR process
  • Replace
  • Add
  • Delete and
  • Reorder


RAD and R

<table>
<thead>
<tr>
<th>R</th>
<th>A</th>
<th>D and</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPLACE…</td>
<td>ADD…</td>
<td>Delete…</td>
<td>Reorder…</td>
</tr>
<tr>
<td>…words that are not specific.</td>
<td>…new information.</td>
<td>…sentences that sound good but create unity problems.</td>
<td>…to make better sense or to flow better.</td>
</tr>
<tr>
<td>…words that are overused.</td>
<td>…descriptive adjectives and adverbs.</td>
<td>…unnecessary details.</td>
<td>…so details support main ideas.</td>
</tr>
<tr>
<td>…sentences that are unclear.</td>
<td>…rhetorical or literary devices.</td>
<td></td>
<td>…to avoid “bed-to-bed” writing.</td>
</tr>
</tbody>
</table>
Scaffolding Revision/Editing
Marking Text for Self-Review of Student Paragraphs

• Using the sample paragraph, follow the steps on the handout for scaffolding revision, marking your text as noted.
• Make revisions/edits based on your close reading of the paragraph.
• Share the paragraph with a partner, review, and revise again.
Persuasive Paragraph on Women’s Rights

Expectations for women in the workplace should be reasonable so that women can successfully manage family and workplace responsibilities. Although flexibility may be "officially" extended at work, including leave for birth of a child or the ability to work from home when necessary, the culture of the workplace may be such that it is expected that a woman would not take advantage of these. For example, Marissa Mayer was recently hired as the president of Yahoo. She is pregnant and intends on taking only a brief time of leave when she has her baby. In fact, she says she will be working from home very soon afterward. This is unrealistic for most women and should not be the expectation. If women perform well at work, they must be assured that they will be afforded the flexibility to take care of their families.

Recommendation #3: Use assessments of student writing to inform instruction and feedback.
3. Regularly monitor students’ progress while teaching writing strategies and skills.

How do you track student writing progress over time?
Recap of Session Goals

1. Introduce the Institute of Education Sciences (IES) Practice Guide *Teaching Secondary Students to Write Effectively*
2. Review the recommendations in the practice guide and their evidence level
3. Share examples of activities that help to implement the recommendations in the classroom

Contact Information:

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Regional Educational Laboratory (REL) Southeast
Ksmith@fcrer.org
850-645-0545
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Explanation</th>
<th>Examples of Genres</th>
</tr>
</thead>
</table>
| Describe         | to describe something, such as a person, place, process, or experience, in vivid detail | • descriptions (e.g., people, places, or events)  
                   |                                                                              | • character sketches  
                   |                                                                              | • nature writing  
                   |                                                                              | • brochures (personal, travel, and so on)                                    |
| Narrate          | to tell a story of an experience, event, or sequence of events while holding the reader's interest | • diary entries (real or fictional)  
                   |                                                                              | • folktales, fairy tales, fables  
                   |                                                                              | • short stories  
                   |                                                                              | • poems  
                   |                                                                              | • eyewitness accounts                                                     |
| Inform           | to examine previously learned information or provide new information       | • summaries of new or previously learned information  
                   |                                                                              | • instructions or directions  
                   |                                                                              | • letters  
                   |                                                                              | • newspaper articles  
                   |                                                                              | • science reports                                                        |
| Persuade/analyze | to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another | • persuasive essays  
                   |                                                                              | • editorials  
                   |                                                                              | • compare-and-contrast essays  
                   |                                                                              | • reviews (e.g., of books and movies)  
                   |                                                                              | • literary analysis                                                      |
### Key features of exemplars for different text types

<table>
<thead>
<tr>
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• Lots of description with extensive use of adjectives  
• Feelings are described in detail  
• Active verbs |

Developing Effective Middle and High School Writers

Scaffolding Revision

(Marking Text for Self-Review of Student Paragraphs)

1. Underline the topic sentence of your paragraph.
2. Circle transitional words and phrases and review comma usage in conjunction with these words and phrases.
3. Number any evidence statements or major points that support your main idea.
4. Place a box around any pronouns that you use.
5. Count the number of times that you use the pronoun ‘you’ and any pronoun where you refer to yourself (I, me, my, mine, myself, etc.).
6. Underline your conclusion.

Once complete, have students review the results of the independent review. Have students ensure that there is a clear topic sentence and conclusion of the paragraph. Make certain that transitional words and phrases as well as any corresponding punctuation marks are used correctly. Check for correct usage of pronoun antecedents, and keep in mind how often pronouns are used, particularly those referring to an unknown ‘you’ and pronouns referring to yourself. Look for precision in language/word choice for verbs, nouns, and descriptive words. Look for consistency in voice.

Once the self-review is complete, trade paragraphs with your partner and follow the same review process.

Sample paragraph for Scaffolding Revision:

Expectations for women in the work place should be reasonable so that women can successfully manage family and work place responsibilities. Although flexibility may be “officially” extended at work, including leave for birth of a child or the ability to work from home when necessary, the culture of the workplace may be such that it is expected that a woman would not take advantage of these. For example, Marissa Mayer was recently hired as the president of Yahoo. She is pregnant and intends on taking only a brief time of leave when she has her baby. In fact, she says she will be working from home very soon afterward. This is unrealistic for most women and should not be the expectation. If women perform well at work, they must be assured that they will be afforded the flexibility to take care of their families.

Takeaways on scoring:

- Use or develop rubrics, teach students how to self-assess, and teach to the highest score on the rubric.
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- Provide plenty of time for students to write and provide them with feedback so they can continually improve the quality of their writing.
DIFFERENTIATING INSTRUCTION
STRATEGIES FOR MEETING STUDENTS' INDIVIDUAL NEEDS
Elevating Literacy 2018

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
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 and texts during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions
Session Goals

• Review the meaning of **differentiated instruction**
• Discuss how to **tier instruction** for differentiation
• Implement and practice applicable **differentiated instruction strategies**

Opening Activity

Find others who have the same **number** as you. In your group, answer the following questions. **Be prepared to share out!**

• What **IS** differentiated instruction? What **IS NOT** differentiated instruction?

• What differentiated instruction strategies have you seen used or have you used in your own classroom?

• Why might teachers be hesitant to include differentiated instruction in their classrooms?
WHAT IS DIFFERENTIATED INSTRUCTION?

Meeting Individual Needs
What is Differentiated Instruction?

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. *Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.*
What is Differentiated Instruction?

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Differentiating the Content

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1) **Content** – what the student needs to learn or how the student will get access to the information
Differentiating the Content

Examples of differentiating content include the following:

- Provide students with choices in order to add depth to learning;
- Provide students with additional resources that match their levels of understanding;
- Pre-assess student skills and understandings, then match with appropriate activities;
- Present essential facts and skills.

Differentiating the Process

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

2) **Process** – activities in which the student engages in order to make sense of or master the content.
Differentiating the Process

Examples of differentiating processes or activities include the following:

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;

- Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;

- Develop activities that reflect student learning styles and preferences.

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"
Differentiating the Products

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

3) **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.

Examples of differentiating **products** include the following:

- Giving students options of how to express required learning (e.g., write a report, take a test, create a brochure, write a speech, produce a skit);
- Using rubrics that match and extend students' varied skills levels;
- Allowing students to work alone or in small groups on their products; and
- Encouraging students to create their own product assignments as long as the assignments contain required elements.
Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

4) **Learning Environment** – the way the classroom works and feels

**Examples of differentiating learning environments include the following:**

- Ensuring there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
- Providing materials that reflect a variety of cultures and home settings;
- Setting clear guidelines for independent work that matches individual needs;
- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
- Helping students understand that some learners need to move around to learn, while others do better sitting quietly
Differentiated Instruction Element Review

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Products</th>
<th>Learning Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is to be learned</td>
<td>How students acquire information</td>
<td>How students demonstrate learning</td>
<td>Where &amp; with whom students learn</td>
</tr>
<tr>
<td>• Learner outcomes based on standards</td>
<td>• Scaffolding</td>
<td>• Authentic activities and assessments</td>
<td>• Room arrangement</td>
</tr>
<tr>
<td>• Student need and progress is informed by assessment</td>
<td>• Gradation of skills</td>
<td>• Various opportunities and demonstration choice (write, speak, conduct, create, research, record, share, etc.)</td>
<td>• Student interaction</td>
</tr>
<tr>
<td>• Varied resources/texts</td>
<td>• Flexible grouping and pacing</td>
<td>• Variety of instructional strategies</td>
<td>• Student ownership</td>
</tr>
<tr>
<td>• Teach strategies for areas of deficiency</td>
<td>• Effective questioning</td>
<td></td>
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</tbody>
</table>

Differentiated Instruction Table Activity

As a table, choose one of the following classroom elements. Discuss how you would differentiate instruction in that area.

1) **Content** – what the student needs to learn or how the student will get access to the information
2) **Process** – activities in which the student engages in order to make sense of or master the content
3) **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4) **Learning Environment** – the way the classroom works and feels
Using Common Assessment Data

Following a common assessment, use the test blueprint to record student results by standard assessed to provide a clear picture of student understanding.
From the previous chart, identify students below 60% for each standard, and record their names. This creates a grouping system to assist in planning tiered tasks and small group intervention support.

By identifying standards students struggled with, teachers can use the scaffolding document to understand where students might have gaps or be ready for more advanced content, allowing them to better plan tiered instruction.
What is tiered instruction?

Tiered instruction is making slight adjustments within the same lesson to meet student needs. This includes (but is not limited to):

- Level of complexity
- Amount of structure
- Time allowed
- Number of steps required for completion
- Form of expression (letter, essay, report, research paper, short story, speech)
- Pacing of the assignment
- Materials provided
- Level of independence

Planning a Tiered Instruction Lesson

*This is ALL part of Tier 1 Instruction! Tier 2 and 3 (interventions) will be additional instruction.

**Step 1:**
Identify the key concepts, skills, and essential understandings all students need to achieve.

**Step 2:**
Identify how to cluster groups/activities. There can be multiple levels of tiers, but the number of levels need to be consistent with the tier groups students are currently in.
Planning a Tiered Instruction Lesson

Step 3: Select the elements to tier.
- Tier by **challenge level** using Bloom’s Taxonomy
- Tier by **complexity** by addressing the needs of students at all levels, introductory to advanced
- Tier by **resources** by choosing materials at various reading levels and content complexities
- Tier by **outcomes** by having students use the same materials to develop various end products
- Tier by **process** by having students come to the same end product in their own different ways
- Tier by **product** by grouping students by intelligences or learning styles followed by assignments which fit their preferences

Office of Elementary Education and Reading

Step 3 Activity

Find others who have the same **letter** as you. In your group, answer the following questions. **Be prepared to share out!**

- How would you “tier instruction” of **3 of the following elements**?
  Give past, applicable examples that you have used in your classroom.
  - Challenge level
  - Complexity
  - Resources
  - Outcomes
  - Process
  - Product

Office of Elementary Education and Reading
Step 4: Create your on-level tier.

Step 5: Design a similar task for struggling learners where adjustments are based on student readiness.

Step 6: If needed, develop a third, more advanced activity for learners who have already mastered the basic standard or competency. This task needs to require more higher-level thinking than the on-level task. Remember that the advanced tier should not be more repetitions or longer assignments of the same on-level task.
### Menus

1. Identify the most important element of the lesson or unit.
2. Develop a required assignment or project that covers the minimum understanding all students are expected to achieve.
3. Create negotiables that expand upon the “main dish” (required assignment) which require students to synthesize, analyze, or evaluate.
4. Create a final optional section for enrichment. This section can be used for extra credit.
### Differentiated Instruction Strategies - MENU

#### Menus

<table>
<thead>
<tr>
<th>Appetizers (Negotiables)</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Main Dish (Imperatives)</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assignment or project everyone must complete</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Side Dishes (Imperatives)</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 2)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desserts (Extension Options)</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional (but irresistible!) high-interest and challenging assignments or projects (Choose 1)</td>
<td></td>
</tr>
</tbody>
</table>

#### Main Dish

- You must complete all items to earn a C.
- You must complete one to earn a B. You must complete two to earn an A.

#### Side Dish

- Create a two-column chart comparing Jack’s changes from the beginning to the end of *Love that Dog*.
- Find examples of alliteration, similes, and metaphors in *Love that Dog*. Create a T-chart that names the technique and examples of each.

#### Dessert

- What adjectives would you use to describe the doctors and patients from the art?
- What did you learn about alliteration, similes, and metaphors from *Love that Dog*?
- In your journal, write a reflection on how this unit relates to the essential question, “How do stories reveal what we have in common?”
- Write a bio-poem about a famous doctor. Include audio or visual displays as appropriate and share with the class.
Differentiated Instruction Strategy - CUBING

Group Discussion and Cooperative Learning Strategies:

Think-Pair-Share

- What is the benefit of the Menu?
- What additional planning does the classroom teacher need to do to begin using the Menu?
- How do you expect to see students respond to the Menu?

Differentiated Instruction Strategy - CUBING

Cubing

- Introduce by applying to a familiar object, such as fruit.
- Have students work in groups or pairs.
Differentiated Instruction Strategy - CUBING

- **Describe It** – What does it look like?
- **Compare It** – Compared to something else, what is it similar to or different from?
- **Associate It** – What do you associate it with? What does it make you think of?
- **Analyze It** – What are its parts? How is it made?
- **Apply It** – What can you do with it? How can you use it?
- **Argue For or Against It** – Present an argument. Give students 10 minutes to build a mini-presentation and share out.

Cubing Activity

**CHOOSE ONE OBJECT FROM BELOW:**

- **Describe It** – What does it look like?
- **Compare It** – Compared to something else, what is it similar to or different from?
- **Associate It** – What do you associate it with? What does it make you think of?
- **Analyze It** – What are its parts? How is it made?
- **Apply It** – What can you do with it? How can you use it?
- **Argue For or Against It** – Present an argument.
Table Talk Activity

Group Discussion and Cooperative Learning Strategies:

Numbered Heads Together

1. What planning needs to be done by the teacher prior to using the cube strategy?
2. How can the cube be used across content areas to differentiate instruction?
3. How could the cube be used for both group work or independent work?
4. Which verb do you feel like your students would have the most difficulty with?

Differentiated Instructional Strategy – Tic Tac Toe

Tic-Tac-Toe

- Identify the instructional focus of a unit of study
- Use assessment data and student profiles to determine student readiness, learning styles, and interests
- Design nine different tasks
- Arrange the tasks on a choice board
- Select one task required for all students and place it at the center
- Students complete three tasks, one of which must be the task in the middle square, completing a Tic-Tac-Toe row
Differentiated Instruction Strategy – Tic Tac Toe

Tic-Tac-Toe Adaptations

• Allow students to complete any three tasks, even if they don’t make a Tic-Tac-Toe

• Assign students tasks based on their readiness, or create different choice boards based on readiness

• Create choice board options based on learning styles or learning preferences (Example: a choice board could include three kinesthetic tasks, three auditory tasks, and three visual tasks)

Differentiated Instruction Strategy – Tic Tac Toe

Tic-Tac-Toe Example

<table>
<thead>
<tr>
<th>Interpersonal Task</th>
<th>Kinesthetic Task</th>
<th>Naturalist Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical Task</td>
<td>Student Choice</td>
<td>Intrapersonal Task</td>
</tr>
<tr>
<td>Interpersonal Verbal Task</td>
<td>Musical Task</td>
<td>Verbal Task</td>
</tr>
</tbody>
</table>
**Differentiated Instruction Strategy – Tic Tac Toe**

<table>
<thead>
<tr>
<th>Draw</th>
<th>Judge</th>
<th>Show</th>
</tr>
</thead>
<tbody>
<tr>
<td>your own visual representation of “Tales from the Heart” based on themes learned in this unit.</td>
<td>three websites on the body systems.</td>
<td>an artistic representation of one of the poetry pieces read during the unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classify</th>
<th>Unit Test</th>
<th>Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>examples of simile and metaphor found in Love that Dog.</td>
<td></td>
<td>the Simile, Metaphor, or Alliteration game with a partner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarize</th>
<th>Predict</th>
<th>Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>the changes in Jack from the beginning of Love that Dog to the end, and what caused the changes.</td>
<td>the conversation that will take place between the doctor and the patient in Norman Rockwell’s painting, “Doctor and Doll.”</td>
<td>a doctor or scientist to learn more about the body systems.</td>
</tr>
</tbody>
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**Table Talk Activity**

Group Discussion and Cooperative Learning Strategies:

**Revolving Doors Activity** : 2 Concentric Circles

- What is your previous interaction with “Tic-Tac-Toe” in the classroom?
- How can Tic-Tac-Toe be used as a differentiated instruction tool?
- How do you see yourself using this strategy in your classroom?
Differentiated Instruction Strategy - TECH

Technology Benefits

- Multimedia reaches multiple senses
- Multimedia projects validate self-expression
- Technology gives a sense of ownership to the user
- Multimedia creates an active rather than passive atmosphere for learning
- Technology fosters communication among students, as well as between students and teachers

Office of Elementary Education and Reading

Table Talk Activity

Technology Activity

- Discuss technology resources you currently use in your classroom or school.
- Record the resources on the anchor chart paper.
- Be prepared to share a brief synopsis of your favorite technology tool and how it benefits differentiated instruction.

Office of Elementary Education and Reading
Gina Biancarosa and Catherine Snow (2004), authors of Reading Next, point to a statistic that should cause all middle grade, middle school, and high school educators to rethink their instructional practices. They note:

“A full 70 percent of U.S. middle and high school students require differentiated instruction, which is instruction targeted to their individual strengths and weaknesses.”

Exit Ticket

- List THREE things you remember from this session.
- Share TWO examples of something you would like to try.
- Write down ONE question on a post-it note that you would have liked more information on.
Sources

“Literacy Strategies: Cubing.” Literacy and Learning: Reading in the Content Areas. Louisiana Public Broadcasting, Baton Rouge, LA. 26 June 06


Resources

Reading Rockets “What is Differentiated Instruction?”
http://www.readingrockets.org/article/what-differentiated-instruction

Strategies That Differentiate Instruction (Grades 4 and 5)

Cooperative Learning Instructional Strategies
http://www.teach-nology.com/currenttrends/cooperative_learning/

6 Strategies for Differentiated Instruction in Project-Based Learning
https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller

Scholastic “4 Proven Strategies for Differentiating Instruction”
https://www.scholastic.com/teachers/articles/teaching-content/4-proven-strategies-differentiating-instruction/
Resources

Florida Center for Reading Research Center Activities
http://www.fcerr.org/curriculum/SCAindex.shtm
“Collection of Ready-to-use Literacy Center Ideas for Grades 3-5”
Cooperative Learning Activities and Strategies
http://www.colorincolorado.org/article/cooperative-learning-strategies

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

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<td><strong>September 25, 2018</strong></td>
<td><strong>October 9, 2018</strong></td>
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</tbody>
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102 Ed Perry Blvd  
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6191 US Hwy 49  
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| **September 12, 2018** | **September 26, 2018** | **October 10, 2018** |
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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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Literacy Focus of the Month: Incorporating Literacy into All Content Areas

Grades 6-12

Division of Literacy
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
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 Secondary Literacy Focus of the Month
  - Manual
  - “In Action” videos
• Review uses of the resources
• View and practice sample strategies for each month

SECONDARY LITERACY FOCUS OF THE MONTH
What is it?

- A manual to provide guidance to administrators and teachers for supporting a monthly, school wide instructional focus based on best practices and research-based strategies in literacy
- A guide that will assist districts and schools in the implementation of reading instruction in classrooms across multiple grade levels, as well as different subjects/content areas

What is included?

- Descriptions of the monthly focus
- Activities to support the focus
- Procedures for the activities
- Blank templates
- Resources
- “In Action” videos - PowerPoints highlighting strategies
How do I find these resources?

- Click on Educators
- Click on Elementary Education
- On the right, click on Literacy
- Under Educators and Parents, click on Professional Development and Resources for Teachers
- Click on Secondary Literacy Focus of the Month Manual

Monthly Breakdown: At-a-Glance

- **August**: Screening and Diagnostic
- **September**: Morphology for Content Specific Vocabulary
- **October**: Vocabulary Instruction and Word Attack Strategies
- **November**: Oral Reading and Fluency
Monthly Breakdown: At-a-Glance

- **December**: Reading Comprehension Strategies across Content Areas
- **January**: Writing Connected to Text
- **February**: Cooperative Learning
- **March/April**: Before, During, and After Reading Strategies

February: Jigsaw Strategy

**What is it?**

Jigsaw is a cooperative learning strategy that builds comprehension while allowing students to become “experts” of a topic.
How does Jigsaw work?

• Introduce the strategy and topic.
• Assign each student to a “home group” of 3-5 students.
• Determine a set of reading selections and assign one to each student.
• Students meet with members from other groups who are assigned to the same selection.
• After reading the material, students return to their “home groups” and teach their material to the group members.

Jigsaw Activity

1. Look on your table and find a colored index card.
2. Locate your expert group area.
3. Meet with other experts at your area to read and discuss your designated month.
4. Return to your home group.
5. Take turns sharing what you learned with your group members.
6. Participate in a whole group discussion.
“In Action” Videos

- August
  - a data meeting using Renaissance Learning data gathered during a diagnostic assessment and monthly progress monitoring

- September
  - List-Group-Label and Divided Circle Map strategy modeled

- October
  - PAVE Map strategy modeled

“In Action” Videos

- November
  - Phrase-Cued Reading strategy modeled

- December
  - Getting the Gist strategy modeled

- January
  - Written Discussion strategy modeled
“In Action” Videos

- **February**
  - Three-Step Interview strategy modeled

- **March/April**
  - Concept Sort strategy modeled
  - Questioning the Author strategy modeled
  - Guiding Questions strategy modeled

**When do I use this resource?**
Opportunities for Utilizing LFOM

• Monthly as a school wide focus
• Monthly as a classroom focus
• As a Professional Development series or in a PLC
• To build reading strategies in content areas

PD/PLC Model

• Require participants to watch the “In Action” video prior to PD/PLC
• Review an “In Action” video during the PD/PLC session
• Discuss guiding questions
• Determine classroom lesson for implementation
• Schedule follow-up observation
• Provide lesson feedback
PD/PLC Model ACTIVITY

•  https://youtu.be/02bv_gK184g
  (December SLFOTM Video)

SAMPLE STRATEGIES FOR EACH MONTH
September: Concept Wheel

ACTIVITY

• Pick a Greek or Latin root that is used as part of the vocabulary specific to your content area. Create a concept wheel for that specific Greek or Latin root. Be prepared to use your concept wheel to explain how the terms are related.
October: ABC Brainstorming

<table>
<thead>
<tr>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>divide</td>
<td>equal</td>
<td>fraction</td>
</tr>
<tr>
<td>denominator</td>
<td>equivalent</td>
<td>flip</td>
</tr>
<tr>
<td>decimal</td>
<td>dividend</td>
<td>fraction bar</td>
</tr>
<tr>
<td>divisor</td>
<td>decimal point</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY

• With your table group, work together to create an ABC Brainstorm specific to content you will be teaching in the upcoming month. Be prepared to share your topics with the group!

Your topic here!
November: It’s all in how you phrase it!

The Doctrine of Discovery, 1493

This text is provided courtesy of the Gilder Lehrman Institute of American History.
This text has been adapted for use by ReadWorks.

The Papal Bull “Inter Caetera,” issued by Pope Alexander VI on May 4, 1493, played a central role in the Spanish conquest of the New World. The document supported Spain’s strategy to ensure its exclusive right to the lands discovered by Columbus the previous year. It established a demarcation line one hundred leagues west of the Azores and Cape Verde Islands and assigned Spain the exclusive right to acquire territorial possessions and to trade in all lands west of that line. All others were forbidden to approach the lands west of the line without special license from the rulers of Spain. This effectively gave Spain a monopoly on the lands in the New World.

December: 3-2-1 Strategy

3-2-1 Strategy
Three things you notice:
1.
2.
3.

Two things that interest you:
1.
2.

One question you still have:

Compare and Contrast 3-2-1

Differences: _______ and _______

Similarties: _______ and _______

Questions about: _______ and _______

Pyramid 3-2-1

1. Summarizing sentence

2. Ideas

3. Facts

4. Opinion

MISSISSIPPI
DEPARTMENT
OF EDUCATION

TEACHING HIGH QUALITY ASSESSMENTS

14
January: Poem for Two Voices Strategy

<table>
<thead>
<tr>
<th>Voice 1</th>
<th>Spoken Together</th>
<th>Voice 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am an equation.</td>
<td>My goal is to isolate the variable.</td>
<td>I am an inequality.</td>
</tr>
<tr>
<td>My solution contains only one value.</td>
<td>What you do to one side, you must do to the other.</td>
<td>My solution contains many values.</td>
</tr>
<tr>
<td>Dividing or multiplying by a negative has no effect on the equal sign.</td>
<td>We can represent problem situations.</td>
<td>Dividing or multiplying by a negative causes the inequality sign to flip.</td>
</tr>
</tbody>
</table>

February: Jigsaw Strategy

What is it?

**Jigsaw** is a cooperative learning strategy that builds comprehension while allowing students to become “experts” on a topic.
March/April: Before Reading Strategy

- **Anticipation guides** stimulate students’ interest in a topic and set a purpose for reading.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree or Disagree</th>
<th>TBE (text-based evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal conduction occurs only in solids and liquids, not gases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wood is a better thermal conductor than aluminum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thermal insulators are poor conductors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduction occurs when molecular particles collide with each other.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

March/April: After Reading Strategy

- Exit slips are written student responses to questions teachers pose at the end of a class or lesson.
- They provide teachers with an informal measure of how well students have understood a topic or lesson.
Exit Slip ACTIVITY

• Find a sticky note on your table
• List one strategy from the Literacy Focus of the Month manual that you will incorporate in your classroom/school
• Place your sticky note on the corresponding chart

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## Contact Information

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MDE Literacy Coach  
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