Rethink Literacy!
Launch into Literacy 2.0

Incorporating Literacy Instruction in the Content Areas
(3rd-5th Grade Teachers)

Office of Elementary Education and Reading
Rethink Literacy!:  
Launch into Literacy 2.0  
Incorporating Literacy Instruction across Content Areas  
(3\textsuperscript{rd}-5\textsuperscript{th} Grade)

**Agenda**

<table>
<thead>
<tr>
<th>Concurrent Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:15</td>
</tr>
<tr>
<td>Topic I: Powerful Vocabulary Instruction</td>
</tr>
<tr>
<td>Topic II: Writing: Responding to Informational Texts</td>
</tr>
<tr>
<td>Topic III: Differentiating Instruction</td>
</tr>
<tr>
<td>10:15-10:25</td>
</tr>
<tr>
<td>BREAK</td>
</tr>
<tr>
<td>10:25-12:25</td>
</tr>
<tr>
<td>Topic II: Writing: Responding to Informational Texts</td>
</tr>
<tr>
<td>Topic III: Differentiating Instruction</td>
</tr>
<tr>
<td>Topic I: Powerful Vocabulary Instruction</td>
</tr>
<tr>
<td>12:25-1:30</td>
</tr>
<tr>
<td>LUNCH</td>
</tr>
<tr>
<td>1:30-3:30</td>
</tr>
<tr>
<td>Topic III: Differentiating Instruction</td>
</tr>
<tr>
<td>Topic I: Powerful Vocabulary Instruction</td>
</tr>
<tr>
<td>Topic II: Writing: Responding to Informational Texts</td>
</tr>
</tbody>
</table>
Powerful Vocabulary Instruction

Bringing Words to Life

September 2017

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 Goals

• Review the Research on the Importance of Vocabulary
• Discover the Process of Vocabulary Word Selection
• Explore Words: Word Play, Word Parts, Word Relationships, and Word Choice
• Understand the Stages of Vocabulary
• Examine Vocabulary Intervention
List 3 reasons why vocabulary is important.

√ Moats (2001) found that after grade 3, vocabulary is the key predictor of comprehension

√ Nagy (2002) found vocabulary to be a primary predictor of overall academic achievement

√ Good vocabulary teaching makes students excited about words and leads to them attending more closely to them (Stahl 1998)

“Vocabulary words are the building blocks of the internal learning structure. Vocabulary is also the tool to better define a problem, seek more accurate solutions, etc.”
— Ruby K. Payne
Vocabulary Research

• Students learn vocabulary directly when they are explicitly taught both individual words and word learning strategies.

• **Direct vocabulary instruction aids in reading comprehension** (*Put Reading First K-3*).
Vocabulary Research

• Researchers estimate 85% of achievement test scores are based on the vocabulary of the standards.

• The size of a child’s vocabulary is an accurate predictor of academic achievement.

• Throughout elementary and secondary grades, students will learn about 50,000 words, averaging 3,000 to 4,000 words per year, most through implicit learning.

Vocabulary Research

• Economically disadvantaged students in grades 1 – 3 increase their vocabularies by about 3,000 words yearly.

• Middle-class students’ vocabularies increase by about 5,000 words each year.

• Word consciousness can be defined simply as interest in and awareness of words (Anderson and Nagy, 1992; Graves and Watts-Taffe, 2002).

• Students need to become conscious of how words work and ways they can use them (Scott and Nagy, 2004).
Vocabulary Research

Teachers must explicitly teach word relationships. The relationships will help students to develop:

- Playfulness with words
- Enjoyment of words
- Awareness of words
- Interest in words
- Appreciation of words and satisfaction in using words well

Meaningful Differences - Hart & Risely 1995

By the time children were age 3, parents in less economically favored circumstances had said fewer words in their cumulative monthly vocabularies than the children in the most economically advantaged families in the same period of time!

<table>
<thead>
<tr>
<th>Children Age 4</th>
<th>Cumulative Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Professional Families</td>
<td>1100 words</td>
</tr>
<tr>
<td>From Working Class Families</td>
<td>700 words</td>
</tr>
<tr>
<td>From Welfare Families</td>
<td>500 words</td>
</tr>
</tbody>
</table>
How should we teach vocabulary? Definition Plus

How Should We Teach Vocabulary? Big Ideas From the Research
• When teaching vocabulary, use a combination of definitional and contextual approaches (Stahl, 1993).
• Introduce a student-friendly explanation of the word: “Definition Plus”

Word: Harmonious
• Glossary definition: = combined in a pleasing arrangement
• Student friendly explanation = harmonious is used to talk about a number of things that are put together in a pleasing or positive way,
• Plus: For example, notes in a song that sound lovely are harmonious. When a group of people work well together, their work is harmonious.

Word Selection
“I collect words--they are sweets in the mouth of sound.”
— Sally Gardner
Word Selection

- Teachers should teach about 300 academic words through direct instruction each year.
- Roughly 60 words should be taught in each content area.
- Eight to ten words per week is reasonable to teach weekly.

Three Tiers of Vocabulary Words

- Tier 1: Everyday words students know and use
- Tier 2: Academic words used in most content areas and life
- Tier 3: Content specific terms
Word Selection

- High-frequency “critical” terms – terms associated with MS College and Career Readiness Standards
- Words from Webb’s Depth of Knowledge and Bloom’s Taxonomy

Explore Words

Word Play, Word Parts, Word Relationships, and Word Choice

“All conversation, big or small, is about painting word pictures of your experiences for other people.”
— Nicholas Boothman
Explore Words: Word Play Activity

PICK ONE FOR YOUR TABLE:
1. Use the onset of your last name to create a middle name that rhymes with your first name.
2. Add a portion of your first name to the end of your last name to create a memorable rhyming new name.
3. Add either an /s/ before your name or a /l/ after your onset to create a blend to begin your name.
4. Think of a compound word that describes or relates to an activity that you enjoy. Divide into separate words. Add the first part to your first name, and add the second part to your last name.
5. Substitute the initial sound for your last name for the initial sound of your first name and repeat with opposite for last name.

Explore Words: Word Play

Animal Idioms
- Divide students into groups and give each group an animal idiom and the figurative meaning
- Group Instructions:
  - Draw a sketch to show the literal meaning
  - Develop a skit to show the figurative meaning
  - Present both meanings
- Class determines figurative meaning and writes a sentence to correctly use the idiom
Explore Words: Word Play

**Hink Pink**
- Riddles with answers that are a pair of rhyming words with the same number of syllables

**Hink Pink** – 1 syllable
shop entrance (store door)

**Hinky Pinky** – 2 syllables
smarter boxer (brighter fighter)

**Hinkity Pinkity** – 3 syllable
Talking drums (percussion discussion)

```
<table>
<thead>
<tr>
<th>Hink Pink</th>
<th>Hinky Pinky</th>
<th>Hinkity Pinkity</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a HINK PINK for a seat made of breathable gas?</td>
<td>What is a HINK PINK for an intelligent armored soldier?</td>
<td>What is a HINK PINK for a police store?</td>
</tr>
<tr>
<td>What is a HINK PINK for a paperback thief?</td>
<td>What is a HINK PINK for a lengthy tune?</td>
<td>What is a HINK PINK for a closet that holds a sweeping device?</td>
</tr>
<tr>
<td>What is a HINK PINK for a small buzzing insect that isn’t wet?</td>
<td>What is a HINK PINK for a swinging insect that doesn’t cost money?</td>
<td>What is a HINK PINK for a black bird that does not fly fast?</td>
</tr>
<tr>
<td>What is a HINK PINK for a fast elevator?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

**Explore Words: Word Play**

**Hink Pink Extension**
Use vocabulary word as part of the riddle or the answer

**Hinky Pinky**
- fully expect that you can bring it back (believe retrieve)

```
"Neat street!"

Hink red for clean road

Home School
```

Word Parts: Awareness of Words

- Students should be taught that definitions have two parts.
- One part represents the category to which the word belongs (or a synonym).
- The other part represents characteristics of the word, which set it apart from other words.
- Elaborate – produced with precise details and great care

Cinquain Vocabulary: 5-line stanza

- Consists of:
  - Line 1: A word for the subject of the poem (vocabulary word)
  - Line 2: Two words that describe the subject
  - Line 3: Three -ing verbs related to the subject
  - Line 4: A phrase that tells more about the word
  - Line 5: The subject word again (or synonym)

Champion
  Supportive, Creative
  Guiding, Modeling, Encouraging
  Leads by example
  Torchbearer
Word Relationship: Interest in Words

**List**
- Brainstorm words related to the topic.
- Visually display student responses.

**Group**
- Divide class into small groups.
- Cluster the class list of words into subcategories.

**Label**
- Suggest a title or label for each group of words.
- Based upon their explanations for the grouping.

---

Word Relationship: Interest in Words

**Related Word**
- Give students a list of 10-12 vocabulary words
- Students write sentences to relate two (or more) of the words using this sentence frame

I would relate ________ and ________ because …

Example: I would relate **athletes** and **persistence** because people who compete at a high level in sports must continue practicing even when it becomes difficult.
I would relate ________ and ________ because …

Word Choice

TO BE or not TO BE?
• Promotes strong verb choice and more diverse sentence structure
• Circle Being Verbs in draft
• Swap paper with partner
• Partner reworks sentence to include action or linking verbs by changing sentence structure or combining sentences

Example:
• Original: The movie is great.
• Improved: The movie provided great entertainment.
Word Choice Activity

5 Senses
• Simile is a comparison using like or as
• Use 5 Senses to create a simile web
• Use similes to create poems or to choose a more precise word in writing

Table Talk: Use “blather” in a sentence.

BLATHER
(Blah that)
to talk nonsensically
Link: LATHER

- Everything the media reported about the supposed plane disaster never happened. It was a bunch of BLATHER by uninformed journalists.
- Children have great imaginations, and often BLATHER about ghosts that supposedly enter their rooms and either scare them or play with them.

What is a synonym for blather?
Stages of Vocabulary

Instruction

“We live at the level of our language.”
— Ellen Gilchrist

1. **Stage 1: Encoding** – Introducing new words
   - Creates a strong connection

2. **Stage 2: Storage** – Practice makes permanent
   - Two types of rehearsals: rote and elaborative
   - Incorporates organization
   - Uses synonyms, antonyms, examples, and “nonexamples”
   - Teaches prefixes and suffixes

3. **Stage 3: Retrieval** – Review for automaticity
   - Strengthens networks stored in the brain
Stage 1: Encoding Activities

**Priming the Brain**

“Priming will work whether you use it immediately before or several weeks in advance of a lesson.” Eric Jenson

- Word Walls
- Bulletin Boards
- Academic Dialogue

---

**Putting Grammar in its Place**

- Create a chart with 4 columns labeled *Noun, Verb, Adjective,* and *Adverb.*
- Review the parts of speech.
- Introduce a new word and write it in the appropriate column.
- Discuss the different forms of the word and add to the chart.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>prediction</td>
<td>predict</td>
<td>predictable</td>
<td>predictably</td>
</tr>
</tbody>
</table>
Stage 1: Encoding Activities

**WKWL**

- Draw a 4 column chart labeled W (word), K (what we know about the word), W (what we want to know), and L (what we learned).
- Write a new vocabulary word in the first column.
- Lead a group discussion to complete the remaining columns.

---

**Stage 1: Encoding Activities**

**Affix Organizer**

- The story was unclear about who won the game.
  - Not easy to hear, see, or understand
  - unable
  - Not able to do something
  - John was unable to read because he lost his glasses.
- I am undecided on which color shirt I will wear.
  - not having made up your mind
  - undecided
  - uncooperative
  - Not willing to help or work with others
- Uncooperative Ursula wouldn’t work with the team.
Stage 1: AFFIX TABLE ACTIVITY

Stage 1: Encoding Activities

Puzzles to Pique (Curiosity)

- Cut an image into puzzle pieces.
- Add a new piece to the puzzle on the wall each day until the puzzle is complete and you are ready to introduce the word.
- Puzzles may also be created with the written word cut strategically so that the final piece reveals the word.
Stage 2: Storage Activities

Synonym Circles

• After introducing several vocabulary words, locate 3 or 4 synonyms for each word.
• On individual cards, write the vocabulary words and their synonyms.
• Give one card to each student.
• Instruct students to find partners with synonyms and stand in a circle.
• Give each group sentences in which one of the words will fit better than the others and have them select the appropriate word for each sentence.

Synonym Circles Extension: Gradable Antonyms

• Variations along a connected line of words from opposite ends
• Provide students first and last entries
• Use paint chips, sticky notes, or charts

bland   edible   savory   appetizing   delicious
Stage 2: Storage Activities

30 Second Elevator Speech

• Students create their own 30-second elevator pitch to “sell” a vocabulary word.

• The speech must include the word’s definition, how it is used, why it is important to know, and how it is superior to its synonyms.

• Students may present their pitches to a partner, in small groups, or to the whole class.
Stage 3: Retrieval Activities

Syllapuzzles
- Choose five words to review.
- Use index cards to divide the words into syllables or sections. Each word part should be written on its own card.
- Give each student, or group, a set of cards that includes the word parts for all five words.
- Provide a list of definitions for the five words.
- Students must combine the word parts together to create words to fit the five definitions.

Syllapuzzle Example

<table>
<thead>
<tr>
<th>an</th>
<th>the</th>
<th>size</th>
</tr>
</thead>
<tbody>
<tr>
<td>de</td>
<td>i</td>
<td>a</td>
</tr>
<tr>
<td>met</td>
<td>clar</td>
<td>phor</td>
</tr>
<tr>
<td>fy</td>
<td>ter</td>
<td>yze</td>
</tr>
<tr>
<td>syn</td>
<td>al</td>
<td>mine</td>
</tr>
</tbody>
</table>

1. Break down
2. Put together
3. Make clear
4. To decide
5. Shows how two things are alike
Stage 3: Retrieval Activities

Vocabulary Association Triangle

1. Draw a triangle.
2. Draw an oval at each corner and write a vocabulary word.
3. Begin word association activities.

Stage 3: Storage Activity
Vocabulary Intervention

Word Generation

SERP
(Strategic Education Research Partnership)

WordGen: http://wordgen.serpmedia.org
Materials: http://wordgen.serpmedia.org/registration.html
Videos: http://wordgen.serpmedia.org/academic_language_development.html

Word Generation: “Word Gen”

Word Generation teaches today’s youth how to join the national conversation.

Join teachers from all 50 US states and 20 countries worldwide who are now using Word Generation.
Word Gen

**Word Generation emphasizes 21st century learning goals, such as using:**

- academic language,
- developing an argument,
- reasoning analytically,
- reading to find evidence,
- reviewing data,
- discussing various perspectives,
- engaging in debate, and
- expressing well-reasoned positions in writing.

Word Gen Scheduling

**Tier 1:** 15 minutes in each content area
- ELA
- Math
- Science
- Social Studies/History

**Tier 2:** Focused intervention for use in pull out or scheduled double dose class along with STARI
What is Academic Language?
- A crucial predictor for academic success
- Academic language condenses large ideas into fewer words and links those ideas with unfamiliar connectives
- Includes discourse patterns – an expectation that students are familiar with the structure of persuasive, argumentative, and informative texts
- Ability to speak and write in formal ways
- May not be the language that is spoken in students’ homes
- Ability to know when and how to code-switch in different settings

Which students struggle with Academic Language?
- For many students, the language of the classroom can seem opaque; a barrier to accessing content (Bailey et al., 2008)
- English language learners and children from low-SES backgrounds need academic language development support (Schleppegrell, 2004)
What is Academic Language Proficiency?
"Academic language proficiency is knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures – all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others," (Bailey, 2007).

✔ Students who are proficient AL users are well-equipped to learn new knowledge through reading or listening, and to express their knowledge and ideas through oral discussions and writing.

Word Gen Elementary 4th-5th

• 12 two-week units, with 40-50 minute lessons each day.
  ➢ Expands students’ background knowledge and academic vocabulary,
  ➢ 21st century learning practices: argumentation, analytic reasoning, reading to find evidence, oral discussion, and writing
• 5-6 high-utility academic “focus words” per unit with a variety of texts, word-learning activities, writing tasks, and debate/discussion opportunities.
• Video newscast and “Reader’s Theater” introduces each unit with multiple perspectives on a high-interest topic.
• Students read, discuss, debate, and write about each topic, using the focus words.
INSTRUCTIONAL ACTIVITIES THAT SUPPORT CONTENT-AREA KNOWLEDGE:
- Action News
- Reader’s Theater
- Word Study
- Ask the Expert (4th) or Journals and Journeys (5th)
- Informational Text
- Math
- Discussion/Debate
- Writing

SAMPLE TOPICS:
- What is fair?
- Who should decide what we eat?
- When is it acceptable to break the rules?
- Where do I belong?
- Why do we fight?
- Do we need laws to regulate our behavior?

Final Vocabulary Tips
To Keep in Mind
Final Tips

• Keep language above the kids but use “paired speech” - coupling new vocabulary with known words.
• The genesis or beginning of the problem was...
  - kids need to hear “up language”
  - vocabulary words are NOT spelling words (different purposes)
• Spelling words need to be known and the focus is on the patterns of the words (sound/symbol, affixes, etc.)
• Avoid decontextualized words that are not connected to text
• Avoid looking words up in dictionaries as a teaching approach for new words

Final Tips

• Students must be actively engaged in the instruction
• Connect the word’s meaning to students’ prior knowledge
• Provide practice over time, for example; intro words for a story on Monday, 10 words for weekly story... practice them, use them, etc.

Deep processing is needed:
• finding a synonym or antonym
• making up a novel “show you know” sentence
• classifying the word with other words
• generating lists of related words
• relating the explanation to one’s own experience
• answering questions
Resources

• **101 Strategies to Make Academic Vocabulary Stick**, Marilee Sprenger, ACSD, 2017

• **Teaching Reading Sourcebook, Updated Second Edition**, Honing, Diamond, and Gutlohn, Consortium on Reaching Excellence in Education (CORE), 2013

• **50 Nifty Activities for 5 Components and 3 Tiers of Reading Instruction**, Judith Dodson, Sopris West Educational Services, 2008

• Florida Center for Reading Research

• [www.readingrockets.org](http://www.readingrockets.org)
Writing

Responding to Informational Texts

Rethink Literacy 2.0: Literacy Instruction Across the Content Areas for Grades 3-5

Division of Literacy
Office of Elementary Education and Reading

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

• Examine Informational Text to Create an Opinion/Argumentative Writing Sample
• Discuss Brainstorming and Content Mapping
• Understand the deconstructed approach to writing
  • Creating a Strong Thesis Statement
  • Examining Formal Tone
  • Review the Importance of Logically Organizing Ideas
• Consider Writing From a Source
• Creating a Conclusion

What is Informational Text?
Informational Text

Informational text explains something, tells about something, instructs the reader to do something, and/or gives direction on how to do something.

<table>
<thead>
<tr>
<th>EXPOSITORY</th>
<th>ARGUMENTATIVE</th>
<th>INSTRUCTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of Expository Text:</td>
<td>Types of Argumentative Text:</td>
<td>Types of Instructional Text:</td>
</tr>
<tr>
<td>• Legal documents</td>
<td>• Speeches</td>
<td>• Training manuals</td>
</tr>
<tr>
<td>• Agendas</td>
<td>• Advertisements</td>
<td>• Contracts</td>
</tr>
<tr>
<td>• Essays</td>
<td>• Political Notes</td>
<td>• Recipes</td>
</tr>
<tr>
<td>• Interviews</td>
<td>• Journal Articles</td>
<td>• Recipes</td>
</tr>
<tr>
<td>• News Articles</td>
<td>• Memoirs</td>
<td>• Textbooks</td>
</tr>
<tr>
<td>• Government documents</td>
<td>• Reviews</td>
<td>• Pamphlets</td>
</tr>
<tr>
<td>• Textbooks</td>
<td></td>
<td>• Maps</td>
</tr>
</tbody>
</table>
Activity: Turn and Talk

What methods or techniques do you currently use in your classroom to teach informational writing?

It is essential that we increase writing volume across the curriculum. It has been well-proven that writing influences content retention, boosts acquisition of academic vocabulary, and enhances reasoning ability (Marzano, 2008; Hoyt, 2007; Stead; 2002).

Teaching Informational Writing

Brainstorming and Content Mapping

- Determine what you want to tell your reader.

Thesis Statement

- Grab the reader’s attention from the beginning

Formal Tone

- Determine what you know about the reading and adjust your writing
Teaching Informational Writing

Organizing Ideas

• Logically order ideas for maximum impact

Create a Conclusion

• Leave a memorable impact on the reader

MS-CCRS-Writing Anchor Standards

• **W.CCR.7**- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

• **W.CCR.8**- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

• **W.CCR.10**- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (as singles sitting or a day or two) for a range of tasks, purposes, and audiences.
MS-CCRS- Grade-Level Writing Standards

**W.3.1**- Write opinion pieces on **topics** or **texts**, supporting a point of view with reasons.

**W.4.1 and W.5.1**- Write opinion pieces on **topics** or **texts**, supporting a point of view with reasons and information.

**Note**: The standard changes starting in the 6th grade.

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

---

**Brainstorming**
Sample Essay: Western Hognose Snake

Prompt:
Should ranchers in Montana kill the Western Hognose snake?

How to Teach Students to Brainstorm

What is brainstorming? Brainstorming is a structured process of generating as many ideas as possible about a given topic or event in order to develop an approach, deepen knowledge, or figure out whether the topic or event has potential as a writing topic.
### How to Teach Students to Brainstorm

<table>
<thead>
<tr>
<th>Step 1 Get Specific</th>
<th>Step 2 Give Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask yourself:</strong></td>
<td><strong>Ask yourself:</strong></td>
</tr>
<tr>
<td>• What is my goal in writing this piece?</td>
<td>• Given what I know about the topic, which of the following brainstorming structures will best organize my ideas?</td>
</tr>
<tr>
<td>• What do I want to say to the reader?</td>
<td>- Free-write.</td>
</tr>
<tr>
<td>• What do I want the reader to know or know how to do when finished reading?</td>
<td>- List bulleted words or phrases.</td>
</tr>
<tr>
<td>• What is the problem I want to solve?</td>
<td>- Concept/Bubble map.</td>
</tr>
<tr>
<td>• What is the outcome I want to see after the reader has read my piece?</td>
<td></td>
</tr>
<tr>
<td>• What is my call to action?</td>
<td></td>
</tr>
</tbody>
</table>

### How to Teach Students to Brainstorm

<table>
<thead>
<tr>
<th>Step 3 Set Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set Limits</strong></td>
</tr>
<tr>
<td>Set a timer: <em>(typically 3-8 minutes)</em> and begin writing all of your ideas, thoughts and insights down related to the topic</td>
</tr>
</tbody>
</table>

**Brainstorming rules:**

- Write everything down.
- Do not worry about spelling, penmanship or grammar at this stage.
- Remember that you will have the opportunity to throw out ideas later or avoid judgement or self-consciousness about the ideas during the session.
How to Teach Students to Brainstorm

Step 3
Set Limits (cont.)

If you get stuck:
• Talk to someone or peek at their brainstorming results to jump start your own ideas.
• Stop periodically and re-read your brainstorming list to jump-start new ideas.
• Ask yourself, “If I disagreed with my opinion or thinking on this topic, what would I likely disagree with?”

How to Teach Students to Brainstorm

Step 4
Clean Up

Ask yourself:
• What ideas are repetitious?
• What are obviously off-target ideas?
• What ideas can be chunked together?
• Do I have enough ideas to continue to the next step?
How to Teach Students to Brainstorm

Step 5
Analyze the Big Picture

Ask yourself:
• Is there a logical connection between multiple ideas or positions that pop out?
• Which one of my arguments has the most details or subtopics in my brainstorm session?
• Which of these ideas are the most exciting? Which interest me or are likely to interest my reader?
• What ideas best respond to the prompt provided?

Step 1: Identify the type of text, audience, and topic.
Step 2: List ideas about the topic.
Step 3: Identify your four best ideas.
Step 4: Determine if you have enough information to start writing.
  *If not, you will need to go back to Step 2 and Step 3 and brainstorm more ideas.
Step 5: Choose the order of your ideas.
Content Mapping

How to Teach Students to Content Map

What is content mapping? Content mapping is the process of creating a roadmap of the writer’s important ideas in order to ensure the message, big ideas, important topics, and information are clearly and coherently presented to the reader. Content mapping is an important step in looking at the big picture of the writing piece.
How to Teach Students to Content Map

FIVE TYPES OF CONTENT MAPS

• Cause and Effect Maps
• Sequential Map
• Compare and Contrast Map
• Description Map
• Problem/Solution Map

Sample: Description Map

The Western Hognose Snake

eat mice + other rodents
what they eat
- rarely bite
- non-venomous

behavior
- not aggressive
- play dead

physical attributes

where they live + population
- declining population
- Canada, Western U.S.
Sample: Simple Content Map

My Topic

My best ideas in order are:

Ideas, details, and facts

Thesis Statement
Writing a Thesis Statement

What is a thesis statement? A thesis statement is one to two sentences in the introduction of an essay that the writer uses to “set the stage” for the reader. The thesis statement provides the focus for the writing that follows and lets the reader know what the essay is going to be about.

Steps in Writing a Thesis Statement

Step 1: State the topic.
Step 2: State the main idea of the topic.
Step 3: State the first point in support of the main idea.
Step 4: State the second point in support of your main idea.
Step 5: State the third point in support of your main idea.
Step 6: State one possible opposing point that might be valid though you disagree.
Even though many snakes can be dangerous and cause problems for ranchers, Western Hognose snakes should not be killed. Also, the Western Hognose snake is non-venomous, rarely bites, and is often docile rather than aggressive.
**Activity: Writing a Thesis Statement**

**Group 1:**
*Racing is Recommended*
- Healthy Heart
- Burns Calories Quickly
- Energy "buzz"/Antidepressant
- Natural/No Equipment Needed
- Weight Loss
- Increases Life Expectancy

**Group 2:**
*Racing Is Not Recommended*
- Long-Term Injuries
- Joint Pain
- Addictive
- Overheat/Heat Stroke
- Cardio does not tone other muscles like strength training

---

**Activity: Writing a Thesis Statement**

**Thesis Type #4: Thesis Statement with Concessions and Reasons**

Even though ___________, ___________. Also, ___________, ___________.

(insert Step 6 response here) (insert Step 2 response here) (insert Step 3 response here)

and ___________.

(insert Step 4 response here) (insert Step 5 response here)

**Example:**

Even though critics say football is a mindless sport and too dangerous for young boys, it is an important sport because it requires middle school boys to use both strategic thinking and physical strength. Football also allows boys the opportunity to get energy out of their system, provides an alternative to fighting and allows them to think better in class.
How to Teach Students to Write in a Formal Tone

What is a formal tone? A formal tone is academic and serious in nature and is written from a knowledgeable perspective.

**Tips for Writing in a Formal Tone**

<table>
<thead>
<tr>
<th>Avoid using contractions or abbreviations</th>
<th>Instead, spell out the whole word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: The task couldn’t be completed, so the team didn’t take home the coveted trophy.</td>
<td>Example: The task could not be completed, so the team did not take home the coveted trophy.</td>
</tr>
</tbody>
</table>
### How to Teach Students to Write in a Formal Tone

<table>
<thead>
<tr>
<th>Avoid over-relying on pronouns</th>
<th>Instead, omit the pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>He should develop his expert</td>
<td>Every team captain should</td>
</tr>
<tr>
<td>communication skills, so he</td>
<td>develop expert communication</td>
</tr>
<tr>
<td>can lead his team.</td>
<td>skills in order to lead the</td>
</tr>
<tr>
<td></td>
<td>team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious</td>
<td>Funny</td>
</tr>
<tr>
<td>Mature</td>
<td>Youthful</td>
</tr>
<tr>
<td>Technical</td>
<td>Simple</td>
</tr>
</tbody>
</table>

### How to Teach Students to Write in a Formal Tone

<table>
<thead>
<tr>
<th>Avoid using slang</th>
<th>Instead, use formal phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>When viewing an injury on</td>
<td>When viewing an injury on</td>
</tr>
<tr>
<td>the court, observers can</td>
<td>the court, observers can</td>
</tr>
<tr>
<td>often become grossed out.</td>
<td>often become nauseated and</td>
</tr>
<tr>
<td></td>
<td>light-headed.</td>
</tr>
</tbody>
</table>

<p>| Avoid using first-person    | Instead, use third-person   |</p>
<table>
<thead>
<tr>
<th>pronouns</th>
<th>pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>I think the team was</td>
<td>The team was confused about</td>
</tr>
<tr>
<td>confused about the big play</td>
<td>the big play, which caused</td>
</tr>
<tr>
<td>which caused them to</td>
<td>them to make a mistake.</td>
</tr>
<tr>
<td>make a mistake.</td>
<td></td>
</tr>
</tbody>
</table>
How to Teach Students to Write in a Formal Tone

ANALYZING YOUR AUDIENCE

1. What message or information does my reader care about and what is he/she likely to act upon?

2. Does my reader expect that I will use slang/jargon or technical vocabulary?

How to Teach Students to Write in a Formal Tone

Analyzing your Audience

3. What type of evidence is more likely to persuade my reader?

4. What organization of facts and arguments will best help my reader understand my points?

5. Should I approach my reader in a friendly, personal, thoroughly objective, humorous or serious tone?
How to Teach Students to Write in a Formal Tone

If the reader has little interest or experience in your topic

Then you are writing for a Neutral Reader

• Include just enough background information to allow the reader to evaluate the topic
• Present multiple perspectives on the issue or subject
• Show readers how the topic affects them directly
• Avoid getting too specific and detail-driven
• Try to connect to something that the reader might already know about the topic or something similar

How to Teach Students to Write in a Formal Tone

If the reader has a very strong opinion on the topic and might be defensive in response to new ideas

Then you are writing for a Hostile Reader

• Open with a starting point that the reader and you can agree on
• Play “devil’s advocate,” determine the opposing views on topic, and address these within your writing to acknowledge the reader’s perspective
• Use data and experiences to make your point with little or no emotion
# How to Teach Students to Write in a Formal Tone

<table>
<thead>
<tr>
<th>If the reader is well-versed and has considerable experience with the topic</th>
<th>If the reader will use what you’ve written to make a decision or take action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then you are writing for an Expert Reader</td>
<td>Then you are writing for a Business Reader</td>
</tr>
</tbody>
</table>

- Share new, recent discoveries on the topic
- Use insider’s jargon or terms and acronyms
- Sentences can be longer, more complex and wordier
- Use technical examples from the field or topic

- Get right to the point
- Focus on what the audience wants, not just what you want to say
- Use simple sentence structure so information is easily tracked
- Use a friendly, polite language

---

## Activity: Identify the Reader

- Read the following snippet from the article **“Whole-language High Jinks.”**
- Identify the reader (neutral reader, hostile reader, uninformed reader, expert reader, business reader) based on the formal tone included in the paragraphs.
Activity: Identify the Reader

She is amply familiar with the games that whole-language advocates play to keep their materials in the marketplace. In October 2000, she wrote the Fordham report titled "Whole Language Lives On: The Illusion of "Balanced" Reading Instruction," which showed how whole-language programs had adopted the misleading phrase "balanced literacy" as a fig leaf to conceal their true nature.

“The concept of balance,” she wrote, “implies … that worthy ideas and practices from both whole-language and code-emphasis approaches to reading have been successfully integrated into an eclectic mix that should go down easily with teachers and kids.” But, she explained, “it is too easy for practitioners, while endorsing ‘balance,’ to continue teaching whole language.” That 2000 report is available on our web site (http://www.edexcellence.net/doc/moats.pdf) and remains one of our most frequently downloaded publications.

Seven years later, the whole-language threat is, if anything, even more insidious, in no small part because of the sizable sums in federal dollars that may reward successful game playing. Now we find, as Moats shows in this report, that programs such as Four Blocks and guided reading claim not simply balance, but actual fidelity to the five elements identified by the National Reading Panel. It’s difficult to track precisely how many school systems are currently using these pseudo-SBRR programs, but we know that some large districts have been duped, including Denver, Salt Lake City, and New York City.

Organizing Ideas
What does it mean to organize ideas for writing? A writer organizes ideas by deciding about text structure, the order in which ideas and sub-points will be included and facts that the text will include. Careful organization ensures that the reader will be exposed to everything the writer has intended.

Description Writing Organizer

Introduction
- Attention grabbing opener (question, quote, exclamation, flashback, emotional memory):
  Do you realize that the Western Hognose snake is afraid of you and your livestock? You should not kill the Western Hognose snake if you come across one on your ranch.
- Thesis statement, including the main characteristics that you will describe following the introduction:
  Western Hognose snakes are beneficial to ranchers.
First Characteristic
- *Topic sentence describing the first characteristic of your subject; sensory details describing the first characteristic:*
  
  *In Montana and many other regions the Western Hognose snake is declining in population. They are rarely found in Montana.*

Second Characteristic
- *Topic sentence describing the second characteristic of your subject; sensory details describing the second characteristic:*
  
  *The Western Hognose snake is a helpful snake to ranchers. They eat rodents.*

Third Characteristic
- *Topic sentence describing the third characteristic of your subject; sensory details describing the third characteristic:*
  
  *Western Hognose snakes are not a threat to ranchers or livestock. They rarely bite. They are non-venomous if they do bite. A person or animal would not get poisoned if this snake bit them. They play dead and are docile. They are non-aggressive snakes.*

Conclusion
- *Circle back to the attention-grabber opening or Restate thesis:*
  
  *The benefits of the Western Hognose snake should keep ranchers from killing them.*
Western Hognose snakes are helpful snakes! Even though many snakes can be dangerous and cause problems for ranchers, Western Hognose snakes should not be killed. There are several reasons these snakes should be allowed to reside on your ranch. They are non-venomous, non-aggressive snakes that are docile. Additionally, they are declining in population in Montana.

First, the population of the Western Hognose snake is declining. They are rarely found in Montana. One reason may be that they look similar to the rattlesnake. Mistaken for being a rattlesnake has caused many undeserving deaths. Snakes that eat rodents are helpful to ranchers. The Western Hognose eats mice and other rodents. Mice often get into food for livestock and cause other problems for ranchers such as illnesses caused by their droppings.

Beyond being helpful by eating rodents, the Western Hognose snake is docile, or passive, in behavior. It will play dead and is non-aggressive. That means it would rather lay still until the threat is gone instead of turn and bite like Rattlesnakes do. Even if they do bite, which they rarely do, they are non-venomous. Non-venomous means that someone or something that gets bit doesn’t die. A person could have an allergic reaction, but that’s not very common either.

Ranchers should not kill the Western Hognose snake if they find one on their ranch and around their livestock. As I have said they are non-aggressive, helpful snakes.
What does it mean to write from a source?

A writer writes from a source by writing in response to ideas, events, facts, and arguments that have been previously presented by another writer.
Writing from a Source

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A source that reports something first-hand or at the time of the event.</td>
<td>A source that provides commentary or analysis on a primary source written, generally written after-the-fact.</td>
<td>A source that gives a general explanation and/or series of resources on a topic that is not credited to a specific author.</td>
</tr>
</tbody>
</table>

- Advertisements
- Published Photos
- Movies
- Cartoons
- Bibliographies
- Encyclopedias
- Web sites
- Journal Articles
- Almanacs
- Bibliographies
- Fact Books
- Study Guides

Step 1
Search at least three tertiary sources for your topic.

Step 2
Analyze your findings from Step 1 and ask yourself:
- What are common terms used when discussing this topic?
- What authors write often about this topic?
- Who are established experts on this topic?
- What other topics are related and may be worth searching?
**Writing from a Source**

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
</table>
| Now that you have general background information on your topic, search secondary sources to narrow your information. | It’s time to look at primary sources as they will be the bulk of the sources included in the writing.  
• Does it provide a startling fact or idea?  
• Does it support or provide background for my thesis statement?  
• Does it explain something more clearly than I could in my own words?  
• Does it provide background information for my thesis and supporting ideas? |

---

**Activity: Writing from a Source**

- First, look at the photograph for 1 minute without writing anything.
- Then, record three initial impressions you had as you first looked at the photo.
- Finally, answer these questions: Who are the people or objects? What are they doing?
Creating a Conclusion

How to Restate the Thesis in the Conclusion

- Answer the question, “So What?”
  - Why should anyone care about this information?

- Tell the reader what you want him to do.
  - What is a very simple next step for my reader to take?

- Remind the reader why the topic is important right now.
  - What should my reader do now, and why is timing important here?

- Leave the reader thinking.
  - What is one idea that I most want my reader to remember?
Creating a Conclusion

How to Restate the Thesis in the Conclusion

- Ask a new question. In light of what I've shared, what question do I want my reader to be asking now?
- Point out limitations. What things might not work in light of my information? Why do I want the reader to know this?

Informational Text Benefits
Informational Text Benefits

- Provides the key to success in later schooling
- Prepares students to handle real-life reading
- Appeals to readers' preferences
- Addresses students' questions and interests
- Builds knowledge of the natural and social world
- Boosts vocabulary and other kinds of literacy knowledge

https://www.scholastic.com/teachers/articles/teaching-content/6-reasons-use-informational-text-primary-grades/

Questions

It is interesting to note that while informational texts make up the great majority of texts written and read by literate adults, far too few children are taught explicit strategies for reading and writing these text types (Barone and Mandell-Morrow, 2002).
Resources


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](http://strongreadersMS.com) for more information!
Participant Evaluation – Pilot

Professional Development in Literacy Instruction

https://www.surveymonkey.com/r/FDBKM2L

The Mississippi Department of Education and The Barksdale Reading Institute are working in partnership to strengthen the quality and impact of professional development statewide. Please complete this brief evaluation prior to leaving this session.
DIFFERENTIATING INSTRUCTION

STRATEGIES FOR MEETING STUDENTS’ INDIVIDUAL NEEDS

Rethink Literacy! 2.0

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 **use data to differentiate** and determine student needs
- Implement and practice **differentiated instructional 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

DIFFERENTIATION IS

AN IDEA AS OLD AS EFFECTIVE TEACHING

VALUING and PLANNING for DIVERSITY in HETEROGENEOUS SETTINGS

Lessons designed around PATTERNS OF STUDENT NEED

USE OF WHOLE-GROUP, SMALL-GROUP & INDIVIDUAL TASKS BASED ON CONTENT AND STUDENT NEEDS

A STUDENT-FOCUSED WAY OF THINKING ABOUT TEACHING AND LEARNING

PURPOSEFUL USE OF FLEXIBLE GROUPING

TEACHING UP AT THE CORE OF QUALITY TEACHING

Designed to ADDRESS LEARNING & AFFECTIVE NEEDS that all students have
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.
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.

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 at the elementary level include the following:

- Using reading materials at varying readability levels;
- Putting text materials on tape;
- Using spelling or vocabulary lists at readiness levels of students;
- Presenting ideas through both auditory and visual means;
- Using reading buddies; and
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

**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 at the elementary level 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;

- Offering manipulatives or other hands-on supports for students who need them
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* at the elementary level include the following:

- Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
- 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 at the elementary level 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 Table Activity

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

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

Office of Elementary Education and Reading

**USING DATA TO DIFFERENTIATE**

STAR™ Reading

Office of Elementary Education and Reading
Using Data to Differentiate Instruction - STAR

STAR identifies what needs students have and identifies explicit areas where they need assistance.

Directions for finding this resource:
• Log onto Renaissance Place
• On the “STAR Reading” button, click “Reports”
• Once the Reports page opens, click “Instructional Planning – Class”
• Change the drop down tab to change the date
• Click “Update”

Refer to the “Instructional Planning – Class” Report to create groups.

Using Data to Differentiate Instruction - STAR

• Create groups based on the information given – click the bubble under the group number given next to the child’s name.
• The amount of groups can be adjusted by changing the number of groups from the drop down tab next to “Instructional Groups”.
• Once groups are established, click the “Preview Report” button.

Office of Elementary Education and Reading
• The report that is produced lists each group, the students in each group, and the specific skills identified by the STAR test as needs for the children in each group (the needs are identified by >>).
• Clicking “Enter Core Progress Learning Progressions” will give sample questions and tasks based on the skills needed.
### Differentiated Instruction Table Activity

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Ways to Conquer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WORK SMARTER, NOT HARDER**

### DIFFERENTIATED INSTRUCTION ACTIVITIES
### 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.

<table>
<thead>
<tr>
<th>Menus</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appetizers (Negotiables)</td>
<td>- A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 1)</td>
</tr>
<tr>
<td>The Main Dish (Imperatives)</td>
<td>- The assignment or project everyone must complete</td>
</tr>
<tr>
<td>Side Dishes (Imperatives)</td>
<td>- A list of assignments or projects where students need to synthesize, analyze, or evaluate (Choose 2)</td>
</tr>
<tr>
<td>Desserts (Extension Options)</td>
<td>- Optional (but irresistible!) high-interest and challenging assignments or projects (Choose 1)</td>
</tr>
</tbody>
</table>
Differentiated Instructional Strategies - MENU

<table>
<thead>
<tr>
<th>Main Dish</th>
<th>Side Dish</th>
<th>Dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must complete all items to earn a C.</td>
<td>You must complete one to earn a B. You must complete two to earn an A.</td>
<td>Complete one for an A.</td>
</tr>
</tbody>
</table>

- 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.
- What adjectives would you use to describe the doctors and patients from the art?
- Choose a favorite painting and write a conversation that could have happened between the doctor and patient.
- Choose a poem from this unit. Read and discuss with a partner, then perform for the class.
- 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 Instructional 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 Instructional Strategy - CUBING

Cubing

• Introduce by applying to a familiar object, such as a candy.
• Have students work in groups or pairs.

Differentiated Instructional Strategy - CUBING

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.
Differentiated Instructional Strategy - CUBING

Differentiated Instructional Strategy Cubing Activity

**CHOOSE ONE OBJECT:**
- **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**

- What planning needs to be done by the teacher prior to using the cube strategy?
- How can the cube be used across content areas to differentiate instruction?
- How could the cube be used for both group and independent work?

#### 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 Instructional 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)

---

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 Instructional Strategy – Tic Tac Toe

<table>
<thead>
<tr>
<th>Draw your own visual representation of “Tales from the Heart” based on themes learned in this unit.</th>
<th>Judge three websites on the body systems.</th>
<th>Show an artistic representation of one of the poetry pieces read during the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify examples of simile and metaphor found in Love that Dog.</td>
<td>Unit Test</td>
<td>Play the Simile, Metaphor, or Alliteration game with a partner.</td>
</tr>
<tr>
<td>Summarize the changes in Jack from the beginning of Love that Dog to the end, and what caused the changes.</td>
<td>Predict the conversation that will take place between the doctor and the patient in Norman Rockwell’s painting, “Doctor and Doll.”</td>
<td>Interview a doctor or scientist to learn more about the body systems.</td>
</tr>
</tbody>
</table>

Table Talk Activity

Group Discussion and Cooperative Learning Strategies:

- 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?

Office of Elementary Education and Reading
Differentiated Instructional 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

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.
In Closing, WHY Differentiated Instruction?

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 like 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://beta.scholastic.com/teachers/articles/teaching-content/4-proven-strategies-differentiating-instruction/
Resources

Florida Center for Reading Research Center Activities
http://www.fcrr.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

Dr. Kymyona Burk, State Literacy Director (K-12)
kymyona.burk@mdek12.org
LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator
lcheeseman@mdek12.org
Jill Webb Hoda, K-3 Assistant State Literacy Coordinator
jhoda@mdek12.org
Casey Sullivan, K-3 Assistant State Literacy Coordinator
csullivan@mdek12.org
Kristen Wells, K-3 Assistant State Literacy Coordinator
kwells@mdek12.org