Using AFL Strategies in the Secondary Reading / Writing Workshop
“...I have to ask myself, did they really “read” any of these texts? Or did I read for them? Did I, with the very best of intentions, foster a classroom environment that provided students with all of the information necessary to write essays, create projects, and take tests without ever having to make meaning or transact with the text? Was literature something I did to students, rather than something they figured out for themselves? Did I enable students not to comprehend?...”
“She knew the years of isolation had altered her behavior until she was different from others, but it wasn't her fault she'd been alone. Most of what she knew, she'd learned from the wild. Nature had nurtured, tutored, and protected her when no one else would.”
In attempting to describe himself in his college application essay—"Help us to become acquainted with you beyond your courses, grades, and test scores"—Harry Jones goes way beyond the 250-word limit and gives a full account of his life.

A severely burned teenager. A guitar. Punk rock. The chords of a rock 'n' roll road trip in a coming-of-age novel that is a must-read story about finding your place in the world...even if you carry scars inside and out.

“Music can’t erase the past, but it can change the future.”

— Len Vlahos
After 15-year-old Will sees his older brother, Shawn, gunned down on the streets, he sets out to do the expected: no crying, no snitching, and revenge.

This stunning novel takes place in sixty potent seconds—the time it takes a kid to ride down an elevator and to decide whether or not he’s going to murder the guy who killed his brother.

“People always love people more when they are dead.”
— Jason Reynolds
This book follows two teens, Mateo Torrez and Rufus Emeterio, during their “End Day.” In a future version of our world where an organization called Death Cast can accurately predict the day you will die, Mateo and Rufus are brought together by the Last Friend app, through which they meet up for one final day of adventure. Because readers already know how this will all play out, they are able to focus fully on the lives these characters have lived, and more importantly, what they still have left.

“Maybe it's better to have gotten it right and been happy for one day instead of living a lifetime of wrongs.”

— Adam Silvera
Learning Target:

I can engage students in self-assessment of their reading responses by using a rubric and strong/weak examples.
Success Criteria:

- I can use backwards design to develop my expectations for reading responses and reflect them in the rubric.
- My students can accurately assess the quality of their reading responses.
What mentors, practices, strategies, or ideas are influencing your work as a teacher in this season of your career?
PLC PRACTICES

COLLABORATIVE CULTURE
• Work Collaboratively in Course Teams

FOCUS ON LEARNING
• Determine essential standards and develop learning targets
• Developed common formative & summative assessments

FOCUS ON RESULTS
• Use evidence of student learning to inform next steps
• Plan ahead for intervention and enrichment to ensure ALL students improve and grow
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. <strong>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</strong> The student is expected to:</td>
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</tr>
<tr>
<td>(A) describe personal connections to a variety of sources, including self-selected texts;</td>
<td>(A) describe personal connections to a variety of sources, including self-selected texts;</td>
<td>(A) describe personal connections to a variety of sources, including self-selected texts;</td>
<td>(A) describe personal connections to a variety of sources, including self-selected texts;</td>
</tr>
<tr>
<td>(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</td>
<td>(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</td>
<td>(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;</td>
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</tr>
<tr>
<td>(C) use text evidence and original commentary to support a comprehensive response;</td>
<td>(C) use text evidence and original commentary to support an interpretive response;</td>
<td>(C) use text evidence and original commentary to support an analytic response;</td>
<td>(C) use text evidence and original commentary to support an evaluative response;</td>
</tr>
<tr>
<td>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</td>
<td>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</td>
<td>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</td>
<td>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</td>
</tr>
<tr>
<td>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</td>
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<td>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</td>
<td>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</td>
</tr>
<tr>
<td>(F) respond using acquired content and academic vocabulary as appropriate;</td>
<td>(F) respond using acquired content and academic vocabulary as appropriate;</td>
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<td>(F) respond using acquired content and academic vocabulary as appropriate;</td>
</tr>
<tr>
<td>(G) discuss and write about the explicit or implicit meanings of text;</td>
<td>(G) discuss and write about the explicit or implicit meanings of text;</td>
<td>(G) discuss and write about the explicit and implicit meanings of text;</td>
<td>(G) discuss and write about the explicit and implicit meanings of text;</td>
</tr>
</tbody>
</table>
THE AWC is a 6 point continuum that describes varying levels of accomplishment that works in multiple capacities as an assessment tool and as a teaching/learning tool.
<table>
<thead>
<tr>
<th>ELA Reporting Categories</th>
<th>Spring STAAR EOC, English I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>RC1 Across Genres</td>
<td>68%</td>
</tr>
<tr>
<td>RC 2 Literary</td>
<td>60%</td>
</tr>
<tr>
<td>RC 3 Info</td>
<td>63%</td>
</tr>
<tr>
<td>RC 4 Essay</td>
<td>54%</td>
</tr>
<tr>
<td>RC 5 Revise</td>
<td>66%</td>
</tr>
<tr>
<td>RC 6 Edit</td>
<td>68%</td>
</tr>
</tbody>
</table>
## Growth from 2018 to 2019

<table>
<thead>
<tr>
<th></th>
<th>Spring STAAR EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GHS English I</td>
</tr>
<tr>
<td></td>
<td>2018</td>
</tr>
<tr>
<td>Approaches</td>
<td>79%</td>
</tr>
<tr>
<td>Meets</td>
<td>64%</td>
</tr>
<tr>
<td>Masters</td>
<td>16%</td>
</tr>
</tbody>
</table>
AFL STRATEGIES

Focus for 2018-2019 school year

**Strategy 1:** Provide a clear and understandable vision of the learning target.

➡️ **Learning Targets**

Focus for 2019-2020 school year

**Strategy 2:** Use examples and models of strong and weak work.

➡️ **Strong & Weak Work**

**Strategy 3:** Offer regular descriptive feedback during the learning.

**Strategy 4:** Teach students to self-assess and set goals for next steps.

**Strategy 5:** Use evidence of student learning needs to determine next steps in teaching.

**Strategy 6:** Design focused instruction, followed by practice with feedback.

**Strategy 7:** Provide students opportunities to track, reflect on, and share their learning process.
CLASS ROUTINES

➔ Read
➔ Write
➔ Study
➔ Create
➔ Share
EVERY DAY...

- Book Talk (2-5 mins.)
- Independent Reading (10-15 mins.)
- Discuss Learning Targets (2-5 mins.)
- Study (10-45 mins.)
  - Quickwrites
  - Mentor Texts
  - Mini-Lessons
- Workshop (55-30 mins.)
- Closure / Share (0-5 mins.)
When you take a journey through a book, don't forget to STOP at any Notice and Note signposts.
Nonfiction Signposts:
- Word Gaps
- Numbers and Statistics
- Verifiable Facts
- Quoted Words
- Extreme or Absolute Language
- Contrasts and Contradictions

Creating the Questioning Stance:
- What surprised me?
- What did the author think I already knew?
- What challenged, changed, or confirmed my thinking?
PLANNING: What do students need to know?

- Personal Response
- Word Gap
- What is the author’s stance/thesis?
- How does the author support the thesis?
- What do you notice about structure or style?

How the heck will students ever be able to understand all of this???
In a collaborative effort, the English I team discussed the most relevant pictures/questions/reminders/examples, etc. that students could use to interact with informational texts.

This is the front page
This document provided students with a colorful, organized, and fun resource to use as they learned how to interact more effectively with informational text.

We printed a class set of these in color for each teacher.
PLANNING: What do students need to know?

- Personal Response
- Word Gap
- What is the author’s stance/thesis?
- How does the author support the thesis?
- What do you notice about structure or style?

How the heck will students ever be able to understand all of this???
Please excuse the MESS...

“...a cooperative approach would lead to better chances of success.”
~John Nash (A Beautiful Mind)
Importance of Assessment & Backwards Design

Unit 1: Reading Informational Text
- Thought Log on Informational Text / Rhetorical Precis (Honors Only)
- Critical Reading of Informational Text - Multiple Choice

Unit 2: Writing Expository Essays
- 26-Line STAAR Process Essay

Unit 3: Research
- Synthesis Chart Demonstrating MLA Citations, Quotes, Paraphrases
- Creative Project (students had options)

Unit 4: Revising & Editing
- Using information learned from research to revise expository essays
Students must now think about the stance and tone they will take.
Students must consider what types of support they will include and how to structure their ideas.
Making Sense out of Chaos

“I need to believe that something extraordinary is possible.”

~John Nash (A Beautiful Mind)
Learning Target:

I can engage students in self-assessment of their reading responses by using a rubric and strong/weak examples.
“Cruel As It Is, We Somehow Go On”

- **Author:** Leonard Pitts, Jr
- **News Source:** Miami Herald
- **Publication:** January 14, 2010 (after the January 12 earthquake in Haiti that affected three million people)
Write a response to “Cruel As It Is, We Somehow Go On.”
Learning Target:

I can respond to text with key ideas and personal reactions.

I can identify the author’s stance/thesis.

I can explain how the author supports his or her stance/thesis.

I can analyze style which means I can notice and name author’s craft and explain the purpose.
Gradual Release

**TEACHER RESPONSIBILITY**

- Focused Instruction
- Guided Instruction
- Collaborative Learning
- Independent Learning

**STUDENT RESPONSIBILITY**

- "I do it"
- "We do it"
- "You do it together"
- "You do it alone"
For College Admissions, Let’s Value Grit over GPAs

Scaffolded Thought Log

Some U.S. colleges have announced that they will no longer require applicants to provide standardized test scores, but instead will look to high school grade-point averages and subjective information like extracurricular activities.

The institution I lead, Purdue University, will not be joining that group. A review of all the data tells us that no admissions criteria that ignores the SAT or ACT exams can predict with equivalent accuracy a student’s college performance, or his or her best placement level in critical freshman courses such as mathematics. Accepting a high school A at face value and enrolling a student in a calculus course beyond his or her capabilities does the student a serious disservice.

Still, assigning greater weight to high school grade-point averages has its merits. In many cases, the GPA proves to be a reliable indicator of discipline, persistence and resilience — characteristics necessary to succeed at the college level (to say nothing of adult life). These traits are often collectively called “grit.” Enrollment experts agree on its significance. The problem is in knowing when a high GPA reflects it and when it doesn’t.

The challenge for today’s college admissions officer is like the one faced by job recruiters: In an era of rampant grade inflation, which grades can you believe? Businesses began learning years ago not to put much stock in diplomas from schools where the average graduate’s GPA is 3.5. Even high grades may not be all indicative of real learning or readiness for the modern workplace.

Last year, researchers reported that nearly half of high school seniors in 2016 — 47 percent — graduated with a 4.0 average. That’s up from 36.9 percent in 1998. As ordinary students increasingly “earn” higher marks, teachers help top students stand out by granting them extra credit of various kinds. The result: It is now not unusual for colleges to see high-school GPAs above a “perfect” 4.0. Soon, it will be time to get real and reset the scale with its top at either 5.0 or 6.0. This GPA inflation occurred while national ACT and SAT scores were going down.

Learning Target:
- I can evaluate the author’s evidence.
- I can identify the author’s purpose.
- I can identify how an author structures a thesis or line of her argument.

Rhetorical Triangle

- What is the author’s purpose?
- What is the author’s evidence?
- What is the target audience?

What makes the author credible?
(Expertise, trustworthiness, a recognized source of information or expertise)

Key ideas
highlight clauses in yellow and evidence in green

Word Gap
Words you are unfamiliar with noted by a (?) or “Helicopter Parent” & “Lawmower Parent”

Content ideas helped with these words

Personal Response: What surprised me? (new information, unexpected information, clarifying information, a different perspective)

These words I still don’t know

Scaffolding and Thought Log
“Cruel As It Is, Somehow We Go On”

- **Personal Response**
  - What surprised me?
  - What did the author think I already know?
  - What challenged, changed, or confirmed my thinking?

- **What is the author’s stance/thesis?**

- **How does the author support the thesis?**

- **What do you notice about structure or style?**
What do you notice?

"Reading and writing float on a sea of talk"

~James Britton (1983)
Success Criteria:

- I can use backwards design to develop my expectations for reading responses and reflect them in the rubric.

- My students can accurately assess the quality of their reading responses.
<table>
<thead>
<tr>
<th>Thought Log</th>
<th>Accomplished 6</th>
<th>Satisfactory 4</th>
<th>Needs Improvement 2</th>
<th>Not done 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Response</td>
<td>Response is more ______and may include _______. ________, ________, or other ideas about the text.</td>
<td>One paragraph that addresses whether the text challenged, changed, or confirmed your thinking</td>
<td>Summarizes the _____ A vague or _______ response</td>
<td>Not done 0</td>
</tr>
<tr>
<td>Stance (thesis) / Evidence</td>
<td>➔ Write one sentence with author’s overall stance (thesis). ➔ Bullet points of key ideas and support. ➔ Name types of ______ and _______</td>
<td>➔ Write one sentence with author’s overall stance (thesis). ➔ Bullet points of key ideas and support.</td>
<td>Contains _______ Missing key _______ or support</td>
<td>Not done 0</td>
</tr>
<tr>
<td>Author’s Craft</td>
<td>Identifies specific examples of author’s craft and _______ the purpose or effect</td>
<td>Identifies specific examples of author’s craft in the text</td>
<td>_______ in identifying author’s craft Or Lists generic craft moves</td>
<td>Not done 0</td>
</tr>
</tbody>
</table>
## Thought Log Expectations

<table>
<thead>
<tr>
<th>Thought Log</th>
<th>Accomplished</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Not done</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

### Personal Response

- Response is more extensive and may include connections, evaluations, questions, or other ideas about the text.
- One paragraph that addresses whether the text challenged, changed, or confirmed your thinking
- Summarizes the text
- A vague or generic response

### Stance (thesis) / Evidence

- Write one sentence with author’s overall stance (thesis).
- Bullet points of key ideas and support.
- Name types of support and structures
- Contains errors
- Missing key ideas or support

### Author’s Craft

- Identifies specific examples of author’s craft and explains the purpose or effect
- Identifies specific examples of author’s craft in the text
- Errors in identifying author’s craft
- Or
- Lists generic craft moves
- Not done
Author: Doyle McManus

Purpose: Encourage people to spend some time off the internet

Target Audience: Adults who can take vacations and afford technology / wifi

Occasion: LA Times Sept. 1, 2013

Tone: Cautionary

Credibility: is built from using personal anecdotes

Personal Response: Doyle's viewpoint confirms my own thinking that it is important to limit our screen time. However, I was just on vacation at a beautiful spa reading on my phone instead of taking in nature.

Word Gap:
- civilization
- advocating
- “dog-eared”
- curb
- bemoaning
- retrospect

Author's Stance: While technology and internet can be helpful, it is important to reserve some time to unplug.

Stance / Evidence:
- ★ Cabin in Ontario then & now
- ★ Quoted Nicholas Carr
- ★ Robert Putnam - reduced time with families
- ★ Researchers at UC-Irvine - more productive /
  less stress
- ★ Concession: not unplugging entirely just curbing
- ★ Example / Non-Bias Observation: neighbor
- ★ Problem: not limiting the time I spend on it
Leonard Pitts Jr.’s article confirmed my thinking in multiple ways. One of which is when he says, “Sometimes the earth is cruel. And always, when it is, we do the same thing. We dig ourselves out.” I grew up learning that when challenges occur their is always a solution. And this solution often comes through others. What surprised me is how much others rely on the help, and how willing people are to provide it. Leonard Pitts Jr. claims “it is to write relief checks, donate blood, volunteer material and time.” Every time someone tries to help, we can affect a person or even a country in unbelievable ways.
I was shocked to find out that over the past 25 years about 100,000 people have died due to natural disasters. All the information I gained from the article changed my thinking a lot, it really shocked me how many natural disasters and lives we have lost, but I do indeed think we should live life to the fullest.
Pitts explanation confirms my own thinking because I used to believe that the world is cruel and he lists a lot of events of how the world is cruel.
Thought Log / Example

Author: Doyle McManus
Purpose: Encourage people to spend some time off the internet
Target Audience: Adults who can take vacations and afford technology / wifi
Occasion: LA Times Sept. 1, 2013
Tone: Cautionary
Credibility: is built from using personal anecdotes
Personal Response: Doyle’s viewpoint confirms my own thinking that it is important to limit our screen time. However, I was just on vacation at a beautiful spa reading on my phone instead of taking in nature.

Word Gap:
- civilization
- advocating
- “dog-eared”
- curb
- bemoaning
- retrospect

Author’s Stance: While technology and internet can be helpful, it is important to reserve some time to unplug.

Stance / Evidence:
★ Cabin in Ontario then & now
★ Quoted Nicholas Carr
★ Robert Putnam - reduced time with families
★ Researchers at UC-Irvine - more productive / less stress
★ Concession: not unplugging entirely just curbing
★ Example / Non-Bias Observation: neighbor
★ Problem: not limiting the time I spend on it
Main Idea: We cannot prevent the cruelty of this world, but we should support others who have to endure it.

- The author describes the amount of damage done to Haiti by a recent natural disaster.
- The author explains the problem of why the country is still poor.
- Statistics of the damage caused by natural disasters.
- Non-bias observation of how people who chase storms, tornados, and run from fires understand the cruelty of it all.
- Quoted words “there but for the grace of God”
- Quote from playwright “your arms too short to box with God”
Thesis: Leonard Pitts Jr. believes that even though the earth can be cruel, we have to stand strong and help those in need.

- The author uses verifiable facts and numbers and statistics to support his thesis.
- The author uses problem and solution to get his point across that we need to help others.
Stance: Natural disasters is what makes the earth cruel.

- Hurricane Georges swept away 500 lives
- Tropical Jeanne claimed over 2,000 souls
- Hurricane Dennis took 25 lives
- Tropical Storm Alpha snatched 17
- Hurricane Wilma stole 11
- Hurricanes Fay and Gustav killed over 130
- Oklahoma tornados, cali wildfires
**Author:** Doyle McManus  
**Purpose:** Encourage people to spend some time off the internet  
**Target Audience:** Adults who can take vacations and afford technology / wifi  
**Occasion:** LA Times  
**Tone:** Cautionary  
**Credibility:** is built from using personal anecdotes

**Personal Response:** Doyle’s viewpoint confirms my own thinking that it is important to limit our screen time. However, I was just on vacation at a beautiful spa reading on my phone instead of taking in nature.

**Word Gap:**  
- civilization  
- advocating  
- “dog-eared”  
- curb  
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**Author’s Stance:** While technology and internet can be helpful, it is important to reserve some time to unplug.

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- Cabin in Ontario then & now  
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- Researchers at UC-Irvine - more productive / less stress  
- Concession: not unplugging entirely just curbing  
- Example / Non-Bias Observation: neighbor  
- Problem: not limiting the time I spend on it
● The writing of Leonard Pitts Jr. is gorgeous. He has so much passion and you can feel the pain yet the strength in this piece.
● Pitts uses figurative language such as imagery of post natural disasters and personification of the sea and land.
● Pitts has a twist when he uses the rhetorical question “But what if it’s always your turn?”
● Pitts repeats “Sometimes, the earth is cruel” four times
Comparing Style

Many feared dead as huge earthquake hits Haiti

Caribbean on tsunami alert as rescue operation gets under way

A huge rescue operation was under way this morning after a powerful earthquake hit Haiti, toppling buildings in the capital Port-au-Prince, burying residents in rubble and sparking tsunami alerts in what is feared to be a major catastrophe.

A 7.0-magnitude quake - the biggest recorded in this part of the Caribbean - and the largest to hit Haiti in more than 200 years, rocked Port-au-Prince last night, collapsing a hospital and sending houses tumbling into ravines. Hundreds are feared to have been killed.

Witnesses reported seeing bodies in the rubble and clouds of dust shrouding the city, but with telephone communications cut the extent of damage was not immediately clear.

What are the similarities and the differences between Pitts' article and this article?
“Cruel As It Is, We Somehow Go On”

- Use the rubric to score your Thought Log
- Trade Thought Logs and rubric with a partner; have partner score your Thought Log with your rubric.
- RADaR your Thought Log - What might you replace, add, delete, or rearrange?
Learning Target:

I can engage students in self-assessment for reading responses by using a rubric and strong/weak examples.
Success Criteria:

● I can use backwards design to develop my expectations for reading responses and reflect them in the rubric.

● My students can accurately assess the quality of their reading responses.
AHA MOMENT

What Aha’s might influence your work going forward?