Spark your JH/HS Students Deeper Understanding

Presented by Kim Tackaberry, CRC
Special thanks to: Sherri Johnston, ERLC

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@tackaberryk
@crconsortium
Acknowledging the Land Where We Gather

- We would like to take this opportunity to acknowledge that our gathering is taking place on traditional land within what we now call Treaty No.7 Territory.

- This area is also home to the Métis Nation of Alberta, Region III.

- We would like to acknowledge the Inuit and other diverse Indigenous peoples, whose ancestors have marked these territories since time immemorial.

"This is the land that we're on and this is what we're going to do to breathe life into our obligations to those communities and those treaties." Hayden King, Ryerson University (CBC Radio Interview: CBC Radio: [http://tinyurl.com/y9wz2zf3](http://tinyurl.com/y9wz2zf3))
Pulling It All Together

Activate

Anticipate

Extract

Deliberate & Challenge

Communicate & Take Action

https://arpdcresources.ca/
Session Plan & Objectives

**Introducing...**
- What is the Thinking Skills Placemat?
- Why focus on deeper thinking?
- Introduce the first strand: Activate

**Objective:** To learn one new way to activate your students thinking.

**Choice and Autonomy**
- Explore
  - Anticipate
  - Extract
  - Deliberate and Challenge

**Objective:** Embed one or more of these strategies into a lesson plan.

**Reflection**
- Explore and Plan:
  - Consolidate, Communicate and Take action

**Objective:** Plan for next week and/or three weeks from now. Which of the strands will you focus on?

**Session goal:** Through collective efficacy, participants will take away new ways to build comprehension in all disciplines.
As you move through and explore these strategies, use the time to do your lesson planning!

Consolidate: Prepare to share how you plan to use two strategies. How do they integrate into your learning goals?
Ability to Focus

Link to Google Slides:
http://tinyurl.com/yxt7kvll
The metaphor of a metacognitive funnel for reading helps students recognize that their attention during reading can shift. In a single reading event, students may find that their mind moves between different kinds of attention or focus.

**Notice Thinking**

“It’s too hot in here.”

“When’s lunch?”

“What cool shoes!”

**Focus on Reading**

“Where did this character come from? I guess I lost focus.”

“Too much new information! What does it mean?”

**Focus on Solving Reading Problems**

“I need to figure out what this word problem is asking. I’ll chunk it to see if that helps.”

“This graph might help me understand the key terms.”

“How could I put this in my own words?”

**Focus on Disciplinary Literacy Practices**

“Which parts of this word problem are irrelevant to solve for x?”

“Whose point of view is this? Should I trust it?”

“Is there another explanation for this result?”
Author: ReLeah Lent
An actual student timetable...

<table>
<thead>
<tr>
<th>TIME</th>
<th>DAY 1</th>
<th>DAY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:47 – 9:30</td>
<td>ENGLISH LANGUAGE ARTS</td>
<td>ENGLISH LANGUAGE ARTS</td>
</tr>
<tr>
<td>9:33 – 10:16</td>
<td>COOKING</td>
<td>FRENCH</td>
</tr>
<tr>
<td>10:28 – 11:11</td>
<td>MATH</td>
<td>MATH</td>
</tr>
<tr>
<td>11:14 – 11:57</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td><strong>LUNCH</strong></td>
<td></td>
</tr>
<tr>
<td>12:37 – 1:20</td>
<td>SOCIAL STUDIES</td>
<td>SOCIAL STUDIES</td>
</tr>
<tr>
<td>1:23 – 1:50</td>
<td>ART</td>
<td>ENVIRONMENTAL EDUCATION</td>
</tr>
<tr>
<td>1:53 – 2:36</td>
<td>SCIENCE</td>
<td>SCIENCE</td>
</tr>
</tbody>
</table>
Pulling It All Together

Activate

Anticipate

Extract

Deliberate & Challenge

Communicate & Take Action

Explore the Thinking Skills website at any time!

https://arpdcresources.ca/
Strand #1: Activating Thinking
The most powerful learning occurs when teachers from different disciplines connect, talk, share and collaborate.

ReLeah Lent
ACTIVATE STRAND (15 min)

- Deeper Dive MENU:
  - Green video by Shelley Moore: [http://tinyurl.com/y35dzrrzd](http://tinyurl.com/y35dzrrzd)
  - A to Z Strategy: Try it!
    - Secret Path
    - Probable Passage
  - Explore the website: Activate
  - Tea Party Strategy: Try it!
    - Prairie Rose video: [http://tinyurl.com/y6xrenl6](http://tinyurl.com/y6xrenl6)

- KEY UDL IDEAS:
  - Choice is most powerful when used with purpose.
  - Choice provides benefit to SEL (social/emotional learning) and to varying ability while promoting deeper learning.
  - Choice promotes a shift to student ownership of student learning.

- Discussion Guide:
  - Connect: How are the strategies connected to what you already do and know?
  - Extend: What new ideas did you get that extended or broadened your thinking?
  - Challenge: How might you use or tweak these strategies to suit your context?

A to Z: Try it!
Accessing Background Knowledge or Review

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
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<td>G</td>
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<td>I</td>
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<td>K</td>
<td>L</td>
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<td>M</td>
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<td>O</td>
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<td>R</td>
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<td>U</td>
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<td>V</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

Link to short video: [http://tinyurl.com/y9f7prco](http://tinyurl.com/y9f7prco)
### Probable Passage

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gist Statement

### Outcomes

### Unknown words

### To discover

### I Now Know…

- Teacher
- Racism
- Match
- Survival
- Residential school
- Conform
- Escape
- Hunger
- Home
- Boy
- Hope
- Railway track
- Identity
Teachers selects words/phrases from the text and distribute a slip to each student.

Students circulate around the room – they have four goals:

i. Share their card with as many classmates as possible

ii. Listen to others as they read their cards

iii. Discuss how these cards might be related

iv. Speculate on what the entire text might be about

Students meet in a group of 4-5 to discuss predictions

Invite students to record and share their prediction statements
**Tea Party: Try it!**

<table>
<thead>
<tr>
<th>Genetic match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Himalayas</td>
</tr>
<tr>
<td>Hybrids – crosses between polar bears and brown bears</td>
</tr>
<tr>
<td>Hair samples</td>
</tr>
<tr>
<td>Think they’ve been rejected by scientists</td>
</tr>
</tbody>
</table>
Watch it!!

Tea Party
May 31, 2017 | Sherry Craven and Cathy Hynes
Strand #2: Anticipating Roadblocks & Building Vocabulary
Word Origins, Roots and Suffixes
Word Sorts
Concept Definition Map
Frayer Model
Word or Concept Map
How do we make words stick?

- Do not rely on definitions. People are more likely to process new words as *descriptions* stated in everyday language.

- Repeated exposures are essential. **Practice** listening, saying, reading and writing new words. Provide time to **discuss** new terms.

- Help students remember terms through **memory tricks**.

- Anchor words with **visuals**.

- **Play** with language.

- Teach words **in context**. Use authentic texts where possible. Extend to broader applications.
## Academic Vocabulary

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>cloud</td>
<td>relative</td>
<td>impressionism</td>
</tr>
<tr>
<td>arm</td>
<td>accumulate</td>
<td>lava</td>
</tr>
<tr>
<td>pizza</td>
<td>misfortune</td>
<td>carburetor</td>
</tr>
<tr>
<td>house</td>
<td>expectation</td>
<td>legislature</td>
</tr>
<tr>
<td>school</td>
<td>falter</td>
<td>circumference</td>
</tr>
<tr>
<td>walk</td>
<td>vary</td>
<td>eclipse</td>
</tr>
<tr>
<td>friend</td>
<td>itemize</td>
<td>aorta</td>
</tr>
</tbody>
</table>
Word Families

Latin Root "ject"
- The Latin Root "ject" means 'to throw'.
  1. reject
  2. eject
  3. injection
  4. dejected
  5. object
  6. projectile
  7. subject
  8. trajectory
  9. project
  10. objective

Greek Root "hydr"
- The Greek Root "hydr" means 'water'.
  1. dehydrate
  2. hydrant
  3. hydraulic
  4. hydrogen
  5. hydra
  6. hydrate
  7. hydrology
  8. hydroplane
  9. hydroponics
  10. hydrangea

VOCABULARYSPELLINGCITY.COM
© Copyright 2014 VocabularySpellingCity.com
Word Matrix & Word Sums

fract
(to break something into pieces)
from Latin *frangere*

Word sums (16)
fract + al → fractal
re + fract → refract
dif + fract → diffract
fract + al + s → fractals
fract + ion → fraction
fract + ure → fracture
fract + ion + s → fractions
fract + ious → factional
fract + ure + ed → fractured
fract + ure + s → fractures
re + fract + ed → refracted
fract + ion + al → fractional
fract + ure + ing → fracturing
in + fract + ion → infraction
re + fract + ing → refracting
fract + ion + al + ly → fractionally
Structured Word Inquiry

“Word Scientists” look for the deepest word structures that make sense for the greatest number of words.

- Peter Bowers: www.wordworkskingston.com
- www.etymonline.com (Online Etymology Dictionary)
- www.neilramsden.co.uk/spelling (Word Searcher)
- www.neilramsden.co.uk/spelling/matrix/index.html (Mini Matrix-Maker)
- www.realspellers.org (Forum, Resources, Lessons)
Word Sorts

**Science word sort**

<table>
<thead>
<tr>
<th>dissolve</th>
<th>inquiry</th>
<th>soluble</th>
</tr>
</thead>
<tbody>
<tr>
<td>insoluble</td>
<td>procedure</td>
<td>investigation</td>
</tr>
<tr>
<td>hypothesis</td>
<td>experiment</td>
<td>substances</td>
</tr>
<tr>
<td>method</td>
<td>evaluate</td>
<td>science</td>
</tr>
<tr>
<td>compare</td>
<td>conducting</td>
<td>demonstrate</td>
</tr>
<tr>
<td>equipment</td>
<td>safety</td>
<td>question</td>
</tr>
<tr>
<td>planning</td>
<td>evaluate</td>
<td>results</td>
</tr>
<tr>
<td>variables</td>
<td>materials</td>
<td>prediction</td>
</tr>
</tbody>
</table>

**Food Group Challenge**

**Teacher sort**
Find all the words that . . .

**Student sort**
Find all the words that . . .

**Guess my sort**
One person highlights a group of words. The others have to guess why the words have been chosen. What do the words have in common?
Independent and Dependent Variables

Changing the independent variable causes change in the dependent variable.

\( x \) is always the independent variable. \( x \) is the input. What you put in depends on what you get out.

\( y \) is always the dependent variable. \( y \) is the output. What you get out depends on what you put in.

**Independent**
- the number of cucumbers you have
- the number of students attending the dance
- the number of orchestra members who go on tour
- the number of meals you prepare

**Dependent**
- the number of pickles you can make
- the number of pictures the photographer will take
- the number of hotel rooms they will need to reserve
- the number of people you will be able to serve

**Independent**
- the number of people attending the potluck
- the number of cookies they bake
- the amount of strawberries you pick
- the number of visitors to your booth

**Dependent**
- the number of squares Marshall cuts the pizza into
- the amount of money they will be able to raise
- the number of jars you will be able to fill with jam
- the number of songs performed

**Independent**
- the duration of the concert
- the number of people in line ahead of you

**Dependent**
- the total amount of candy you will hand out
- the length of time you will need to wait
CONCEPT ATTAINMENT

Evaporation  Condensation

Melting Ice
CONCEPT ATTAINMENT

A
Evaporation
Melting Ice

B
Condensation

Mixing water & acid
Reaction = Product + Heat
CONCEPT ATTAINMENT

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaporation</td>
<td>Condensation</td>
</tr>
<tr>
<td>Melting Ice</td>
<td>Mixing water &amp; acid</td>
</tr>
<tr>
<td></td>
<td>Baking Bread</td>
</tr>
</tbody>
</table>
## Concept Attainment

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaporation</td>
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</tbody>
</table>

Dissolving - Concrete Hardening - Metal Rusting - Photosynthesis - Separating Ion Pairs - Burning a Candle - Making Ice Cubes
<table>
<thead>
<tr>
<th>Concept</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaporation</td>
<td></td>
<td>Condensation</td>
</tr>
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<td>Melting Ice</td>
<td></td>
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</tr>
<tr>
<td>Baking Bread</td>
<td></td>
<td>Concrete Hardening</td>
</tr>
<tr>
<td>Dissolving</td>
<td></td>
<td>Metal Rusting</td>
</tr>
<tr>
<td>Photosynthesis</td>
<td></td>
<td>Burning a Candle</td>
</tr>
<tr>
<td>Separating Ion Pairs</td>
<td></td>
<td>Making Ice Cubes</td>
</tr>
</tbody>
</table>

**Hand Warmers & Cold Packs??**

What concepts do A & B represent?
Looking at Morphology

Endo-
Endocrine
Endorphin
Endoscopy
Endoplasm

Exo-
Exodus
Exoskeleton
Exfoliation
Exobiology
# The Frayer Model: Content Area Examples

## English/Language Arts

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| A novel set in the past that contains references to significant events in history. The writer may blend factual information with fictional characters, dialogue, details, and events. | • Based on historical fact  
• Set in the past  
• Set in real time and place  
• Some fictional aspects, such as characters, details, or events |

### Examples
- **Novel about the Civil War**  
  - Story about a fictional family during the Great Depression  
  - *Esperanza Rising* by Pam Munoz Ryan  
  - *Number the Stars* by Lois Lowry

### Non-examples
- A general's account of events leading to the Iraq War  
- Story about a family who lives on the moon  
- *The Lord of the Rings* by J.R.R. Tolkien  
- *Tuck Everlasting* by Natalie Babbitt
Characteristics
- Made up of dense organs known as bones

Function
- To support the body
- To reproduce red blood cells
- To help the body move.

Example
- Organs are bones
- Exoskeletons
- Endoskeleton

Term
Skeletal System

Illustration
**Definition**
- the distance around the shape
- distance around closed figure
- outlining of an object

- common units include cm, m, km, in, yds, mi

**Facts/Characteristics**
- \( C = \pi d \) or \( C = 2\pi r \)
- add only the numbers on the outside of the shape
- the lengths outside an object added together

**Circle**
- \( C = 2\pi r \)
- \( C = \pi d \)

**Triangle**
- \( P = a + b + c \)

**Rectangle**
- \( P = l + l + w + w \) or \( P = 2l + 2w \)

**Volume**
- \( V = \pi r^2 h \)
- \( V = L \times W \times H \)

**Examples**
- 5m
- 2m

**Non-examples**
- can't find perimeter because it is not a closed figure

https://www.tes.com/lessons/ZRowk6wCBOGYYA/2015-16-8th-grade-unit-1-pre-assessment
Word or Concept Map

What is it?
- two expressions of equal value

What is it like?
- Balance of things
- state of being the same

Equation

What are some Examples?
- $10+7-5=17-5$
- $x + 7 = -4$
- $3x-2=x+10$
Word Definition Map

What is it? (Definition)

What is it like? (Characteristics)

The Word

What are some examples?
## Connect Two Strategy

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>Beacon</td>
</tr>
<tr>
<td>Backup</td>
<td>Blast</td>
</tr>
<tr>
<td>Blackout</td>
<td>Complicated</td>
</tr>
<tr>
<td>Boom</td>
<td>Convinced</td>
</tr>
<tr>
<td>Chance</td>
<td>Cracks</td>
</tr>
<tr>
<td>Complex</td>
<td>Flashlight</td>
</tr>
<tr>
<td>Flickered</td>
<td>Override</td>
</tr>
<tr>
<td>Splintered</td>
<td>Signal</td>
</tr>
<tr>
<td>Worthiness</td>
<td>Suddenly</td>
</tr>
</tbody>
</table>
Strand #3: Acquire and Extract Information

If you find a four leaf clover it means you have entirely too much time on your hands.
If we keep animals in a low-stimulation environment, their brains actually weigh less than those in an enriched environment. Increasing the number of stimulating objects does not do as much to develop brain density as does increasing the number of other animals with which to interact... could this apply to students? There is clear evidence that the royal road to brain engagement is social interaction.

Dr. Spencer Kagan, 2007
**Quiz-Quiz Trade** – partners take turns quizzing each other, coach and praise one another and then trade slips of paper and find a new partner.

**Talking Chips** – Students receive 2 or 3 tokens. They have to put a token in the centre to share a thought. Each group member has to use up all their ‘tokens’ before a round begins again.

**Rally Coach** – students takes turns solving a problem/answering a question and the partners watches, coaches and praises. They then switch roles.
Rally Coach Examples

<table>
<thead>
<tr>
<th>Words to Sort</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Momentum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Lament</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A Reproach</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Resonate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Promenade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Intercession</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1) \[ \frac{5}{6} \times \frac{3}{4} - \frac{1}{5} \]

2) \[ \frac{3}{8} \div \frac{2}{3} \]

3) \[ \frac{1}{2} + \frac{3}{4} \div \frac{3}{5} \]

4) \[ \frac{1}{2} - \frac{3}{4} \times \frac{2}{3} \]

5) \[ \frac{1}{4} + \frac{3}{4} \times \frac{2}{3} \]

6) \[ \frac{3}{4} \div \frac{2}{3} - \frac{1}{3} \]

7) \[ \left( \frac{3}{4} + \frac{1}{2} \right) - \frac{1}{6} + \frac{1}{2} \]

8) \[ \frac{3}{8} \div \frac{1}{2} + \left( \frac{1}{4} - \frac{1}{8} \right) \]

Source of math example: [http://acemymathcourse.com/fractions-combined-operations/](http://acemymathcourse.com/fractions-combined-operations/)
<table>
<thead>
<tr>
<th>What the text said</th>
<th>What I’m thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Why might we want to focus on asking Text-Dependent Questions when making sense of a text?
<table>
<thead>
<tr>
<th>Progression</th>
<th>Text-Dependent Questions</th>
<th>Non-Text Dependent Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Understanding</td>
<td>What are the main points of this article?</td>
<td>Have you ever seen the moon at night?</td>
</tr>
<tr>
<td>Key Details</td>
<td>What kind of info did the Soviet Union’s Luna probes provide?</td>
<td>What does the moon look like?</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>What does it mean when the author notes, “Encounters were also made with Mars in 1976 by the US Probes Viking 1 and Viking 2”?</td>
<td>What descriptive words could you use to describe Mars?</td>
</tr>
<tr>
<td>Text Structure</td>
<td>What academic terms are used to show sequences in time?</td>
<td>What sentence could you write using a problem/solution text structure?</td>
</tr>
<tr>
<td>Author’s Purpose/Message</td>
<td>What is the author’s purpose in writing this article?</td>
<td>Why is space exploration important to us?</td>
</tr>
<tr>
<td>Inferences</td>
<td>What kinds of knowledge have space probes provided us over the years?</td>
<td>Is space exploration worth its high cost?</td>
</tr>
</tbody>
</table>
Progression of Text-dependent Questions

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Purpose
- Inferences
- Opinions, Arguments, Intertextual Connections
- Across texts
- Entire text
- Segments
- Paragraph
- Sentence
- Word
Close reading... focuses heavily not just on what a text says, but on how it communicates that message. The... close reader carefully sifts what an author explicitly expresses and implies, but he/she also digs below the surface, considering text features, literary devices, layers of meaning, graphic elements, and symbolism... to grasp the meaning of a text. Close readers take text as a unity—reflecting on how these elements magnify or extend the meaning.

THE MEANING IS IN THE TEXT.

Timothy Shanahan, 2016
Planning a Close Reading Lesson

- Choose high quality text that is worth reading and rereading.
- It is helpful to number the lines or chunk the text.
- Let the author do the talking. Very little frontloading should occur. Students need a reason to read, but we want them to do the analysis.
- Invite students to annotate the text while they read. But don’t prompt any other reading strategies. Students need to start to apply them independently.
- Teachers can backfill information as questions arise.
“Who killed repeated reading in JH and HS?”
How many times do we read the text?

× Plan for multiple conversations about the text: partner talk, table talk, whole-class

× Each reading has a different purpose:
  1. What is the gist of the text?
  2. How does the text work?
  3. Analyze author’s intent

× Close reading concludes with reflection (evaluation, synthesis, metacognition) and possibly extension activities such as writing, projects, or assessments
Close Reading

read same text multiple times!

1st Reading... students read/annotate. think, quick write, and discuss with partner.

2nd Reading... teacher reads while students listen, then think, write, discuss.

3rd Reading... students re-read to find evidence, then respond in writing citing text!

• Close read means DIGGING DEEPER!

First reading: break the surface
Second reading: get more info/gain better understanding
Third reading: attain a "deep" understanding
CLOSE READING

First Read: Get the Gist
- What’s the main idea?
- Can you summarize the text?
- What jumps out at you?
- What questions do you have?

Second Read: Dig a Little Deeper
- What text structures and text features were used?
- What is the author’s purpose?
- How does the author feel about the subject?
- Why did the author use particular words and phrases?

Third Read: Put it all Together
- What inferences can you make?
- How does the author support key points?
- How does this relate to other texts you’ve read?
- How does this relate to your life?
Positive Spin-offs

- Analyzing context clues
- Noting connection among ideas and details
- Visualizing the organizational patterns
- Predicting what comes next
- Monitoring understanding and clearing up confusions
- Drawing conclusions and formulating credible opinions

Hattie: Effect size of “Repeated Reading” – 0.67
Close reading cannot be reserved for students who are already strong readers; it should be a vehicle through which all students grapple with advanced concepts and participate in engaging discussions regardless of their independent reading level.

Brown and Kappes, 2012
Close Reading Across the Curriculum

- **Social Studies**: current events, arguments, primary and secondary sources, photos, cartoons and paintings, maps, chronological and historical narratives, statistics
- **Science**: informational texts on phenomena and specimens, observations, graphs, processes
- **Language Arts**: stories, informative texts, poems, editorials, visual texts and plays
- **Math problems**, **Music scores**, **Healthy Eating**, **PE rules and skills**, **Art techniques and analysis**
Close Reading - Scavenger Hunts

Sorry, Wrong Number by Lucille Fletcher:

- Words that describe the setting, telling us about Mrs. Stevenson’s character.
- Examples of things that Mrs. Stevenson does that tell us she is irritated.
  
  Supporting evidence:

- The number of times Mrs. Stevenson dials her husband’s number:
  What does this tell us about her?
  
  Supporting evidence:

Writing task: Based on what you know so far, how might this character evolve or change as the story continues?
Remembering The Holocaust, History.com:

- The photo you found most disturbing: Explain why:
- The photo that has increased your understanding of the Holocaust the most: Explain why:
- The photo that best helps you visualize how the concentration camp prisoners felt:
  Writing task: What have you learned about the treatment of the prisoners?
Notice & Note
A Structure to Support Close Reading
Remember, emojis put everything into their...
Stance, Signposts & Strategies for Approaching Informational Texts...

Reading Nonfiction

Adopt a questioning stance
- What surprised you?
- What did the author think you already knew?
- What changed, challenged, or confirmed what you already knew?

Notice & Note these signposts
- Contrasts and Contradictions
- Extreme or Absolute Language
- Numbers and Stats
- Quoted Words
- Word Gaps

And use these fix-up strategies
- Possible Sentences
- KWL 2.0
- Somebody Wanted But So
- Syntax Surgery
- Sketch to Stretch
- Genre Reformulation
- Poster

Understand

Notice & Note Stances, Signposts, and Strategies

Kylene Beers & Robert E. Probst
Strand #4: Deliberate and Challenge

[Comic: Two leprechauns talking. One says, "What's with the dancing?" The other responds, "What dancing? I just have to go to the bathroom whenever I'm near a river!"

Caption: The origin of "Riverdance".]
Discussion Web

REASONS

Question

YES

CONCLUSIONS

NO

REASONS

(Blank spaces for inputting reasons and conclusions)

Bigfoot illustration
- **Fan-N-Pick** – #1 fans questions. #2 draws question from set and reads it out loud. #3 Answers the question. #4 – Responds – checks, paraphrases and praises. Rotate roles.

- **Simultaneous Round Table** – Timer: Four sheets of paper – write, pass it to next person, correct what’s there and/or add to paper, pass it...

- **Showdown** – Whiteboards: Think, Write on Own, Show Answers to Group.
Numbered Heads Together

Kagan Cooperative Learning
Strand #5: Consolidate
**Semantic Feature Analysis Chart**  
*The Outsiders*

**Directions:** This chart has a list of characters from *The Outsiders* and a list of attributes. One by one, analyze each of the characters and decide if he can be described by these words. Put an ‘X’ in the boxes that describe the character, and leave those blank that do not. Do this for each of the eight characters listed. Be prepared to defend your answers.

<table>
<thead>
<tr>
<th>Character</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gallant</td>
</tr>
<tr>
<td>Ponyboy</td>
<td></td>
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<tr>
<td>Sodapop</td>
<td></td>
</tr>
<tr>
<td>Darry</td>
<td></td>
</tr>
<tr>
<td>Dally</td>
<td></td>
</tr>
<tr>
<td>Johnny</td>
<td></td>
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<tr>
<td>Two-Bit</td>
<td></td>
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<tr>
<td>Cherry</td>
<td></td>
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<td>Randy</td>
<td></td>
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<td>Convex</td>
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<td>------------------</td>
<td>--------</td>
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<tr>
<td>square</td>
<td>x</td>
</tr>
<tr>
<td>rectangle</td>
<td>x</td>
</tr>
<tr>
<td>triangle</td>
<td>x</td>
</tr>
<tr>
<td>quadrilateral</td>
<td></td>
</tr>
<tr>
<td>Regular polygon</td>
<td>x</td>
</tr>
<tr>
<td>rhombus</td>
<td>x</td>
</tr>
<tr>
<td>trapezoid</td>
<td>x</td>
</tr>
<tr>
<td>Terms</td>
<td>Changes when heated</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Solution</td>
<td></td>
</tr>
<tr>
<td>Viscosity</td>
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<tr>
<td>Density</td>
<td></td>
</tr>
<tr>
<td>Compressibility</td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td></td>
</tr>
<tr>
<td>Carbon dioxide</td>
<td></td>
</tr>
</tbody>
</table>
Templates and Writing Frames
Big Bear, Big Bear, what do you see?
I see how unhappy my people are looking at me.

Unhappy people, unhappy people, what do you see?
I see the North West Mounted Police looking at me.

Mounties Mounties, what do you see?
I see the nehiyawak (Cree) looking at me.

Nehiyawak, Nehiyawak, what do you see?
I see settlers staring at me.

Settler, Settlers what do you see?
I see Turtle Island abundant and free.

Turtle Island, Turtle Island what do you see?
I see my people dislocated, stolen from and in perilous jeopardy.
Literacy Strategies with Greatest Impact

× Strong vocabulary programs = 0.67
× Concept Mapping = 0.60
× Organizing and Transforming Info = 0.82
× Reciprocal Teaching = 0.74
Literacy Strategies with Greatest Impact

- Self-questioning = 0.64
- Classroom Discussion = 0.82
- Aligning instruction to prior achievement (Background Knowledge) = 0.65
- Study Skills such as Annotating Text = 0.63
Pulling It All Together

Activate

Anticipate

Extract

Deliberate & Challenge

Communicate & Take Action
Goals Made Public are Goals Kept!

- My plan for next week is...
- My plan for next month is...
- My plan for the fall is...