GAEL Literacy Leadership Institute I
Day Four

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Day Four
Agenda

9:00-9:10-Welcome and Introduction
9:10-9:30-Literacy Scenarios
9:30-9:55-Literacy-Rich Classroom
9:55-10:15-Relevant Literacy Instruction
10:15-10:30-Break
10:30-11:15-SEL
11:15-11:35-Whole-Class Literacy
11:35-12:00-Vocabulary Instruction
12:00-12:45-Lunch
12:45-1:00-Update from Georgia Department of Education
1:00-1:30-Small-Group Reading
1:30-2:00-Collaborative Reading
2:00-2:30—Independent Reading
2:30-2:45-Closing/Questions

Coaching Conversation

Teacher Name	
Goal	
Observation Day and Time	
Summary of Collaborative Conversation	
Resources Shared	
Action Steps	

Literacy Walk-through Tool

Teacher:	Date:	Time:

Standard Taught

Students Reading	Teacher Reading	Literacy-Rich Environment

Skills Taught

Foundational	Vocabulary	Comprehension	Writing	Language	Speaking and Listening

Method of Teaching

Whole-Class	Collaborative	Independent	Small-Group

Social-Emotional Learning

Self-Awareness	Relationships	Social Awareness	Responsible Decision-Making	Self-Management

Engagement

Cognitive	Behavioral	Emotional

Rigor

Task	Discussion

Relevance

Task	Devices

Student Feedback

Additional Thoughts

HESS COGNITIVE RIGOR MATRIX (READING CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

TOOL 1

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
		Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why (e.g., cause-effect) o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/ antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or distinguish a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	"UG" – unsubstantiated generalizations = stating an opinion without providing any support for it!		o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a topic , principle, or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

Coaching & Observing Relevance: Reflection Questions

Meaningful Work	• To what degree are students engaged in tasks that require them to apply learned information in interdisciplinary tasks? • How do students create original content while engaged in interdisciplinary tasks? • How do students demonstrate cognitive flexibility when completing learning tasks? • To what degree do students exhibit the ability to select, organize, and present content through relevant products? • What evidence shows that there are multiple possible solutions to the task students are assigned? • How does the lesson encourage students to create their own relevant, real-world tasks? • Specifically, how is meaningful work incorporating today's careers skills, and which ones?
Authentic Resources	• What evidence demonstrates that students are engaging with multiple sources of information? • To what degree do students use a variety of sources of information, both primary and secondary? • What evidence demonstrates that students utilize real-world tools to complete the learning task? • What evidence demonstrates that students utilize digital tools to complete the learning task? • To what degree are multi-format resources utilized during the lesson? • What evidence demonstrates that students are able to select and use a variety of resources? • What evidence shows that students have an opportunity to solve both predictable and unpredictable real-world problems? • How is the lesson structured around an essential question that relies on students selecting multiple authentic texts and resources to engage in real-world problem solving? • How is the use of authentic resources creating opportunities for students to apply today's career skills, and which ones?

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Coaching & Observing Relevance: Reflection Questions
Continued from previous page

Learning Connections	• How do students demonstrate an ability to apply learned content to their lives?
	• How do students demonstrate an ability to apply content to real-world applications?
	• How do students demonstrate the ability to connect learned content to real-world, unpredictable situations?
	• How is the lesson designed to give students an opportunity to create connections between the learned content and the real world?
	• What evidence demonstrates that time has been allotted for students to make personal connections as part of the lesson?
	• How are learning connections being used to create opportunities for students to apply today's career skills, and which ones?

Reading Research

Research	Plan to Share	Audience

My Learning Log

Resource:	
Date:	
Thoughts	Questions

Resource:	
Date:	
Thoughts	Questions

Resource:	
Date:	
Thoughts	Questions

Anticipation Guide

Name _____   **Date**_____

Text_____   **Author**_____

Directions: Before reading the text, read the following statements. Mark if you agree or disagree and explain your answer. Then as you read the text, fill in the page where you found the answer. Mark if you were right or not.

Read the statement.	Do you agree or disagree? Explain your answer.	Where was the answer?	Were you right?
1			
2			
3			
4			
5			

My Vocabulary Progress Tool

Name: _____   Date: _____

Directions: Record the words you intend to study on the chart below. Write the definition in your own words. Then, find the word in the text and record its location. Show an example of the word with a picture, by writing a synonym or using the word in a sentence. When you feel you have mastered the meaning of the word, check the appropriate box.

Focus Word	What It Means	Location	Example	Mastered
1				
2				
3				
4				
5				
6				

Best Practices for Achieving High, Rapid Reading Gains

Marie Carbo

In order to increase the percentage of proficient readers, educators must increase the use of best reading practices.

Principals are standing on the front lines of a battle for our children's futures. Right now, that future looks bleak for a great many of our students. Consider the following facts about young people's reading habits and achievement levels:

- Reading for pleasure, which is closely linked to reading achievement, declines in the U.S. every year.
- Boys fall 1½ years behind girls in reading between grades 8 and 12, and males are making up an increasingly smaller percentage of the college population.
- Though a high percentage of U.S. students perform at the proficient reading level on statewide exams, a low percentage perform at that level on the more valid and accurate National Assessment of Educational Progress (NAEP).

IN BRIEF

Following the lead of two Reading Styles Model Schools, this article presents the best practices to transform struggling, at-risk readers into successful, lifelong readers. By eliminating practices that make learning to read difficult in favor of practices that facilitate learning to read, principals can ensure that their students enjoy reading, thereby improving their skills and their test scores.

In fact, the percentage of students who read at the proficient level (at or above grade level) on the NAEP has not improved, and is appallingly low. Less than one-third of U.S. students in grades 4, 8, and 12—and only 31 percent of college graduates—test at the proficient level. It's no wonder that the U.S. ranks only 18th in reading literacy among 40 industrialized nations.

Since the enactment of No Child Left Behind (NCLB), the reading achievement of U.S. students on the NAEP has remained the same or declined. When Reading First was signed into law by President Bush in 2002, only 31 percent of our fourth graders and 33 percent of our eighth graders scored at the proficient level or higher on the NAEP, and by 2005, "NAEP scores remained static or went down during the period of NCLB's implementation" (Bracey, 2006).

Let's Start Doing What Works!

We can all agree that our students face serious problems in reading. But what are we doing to solve these problems? Unfortunately, we are not counteracting our students' low reading scores and lack of interest in reading by making learning to read easy and fun. Instead, we keep focusing reading instruction on testing, which results in teaching to the tests;

adopting longer and more complex reading manuals for teachers to wade through; increasing the use of boring and ineffective worksheets; and requiring the teaching (and reteaching) of a multitude of reading skills, many of which have not been validated as being necessary for children to become good readers. Worst of all, despite our goal of producing new generations of readers, we ignore what our students say they want to read—especially the reading tastes of boys.

Sherry Gorsuch and Greg Mikulich, principals of two Reading Styles Model Schools, understand our nation's literacy problems, why many current mandates are not working, and what to do to enable their students to achieve high reading gains. Consider the following information about their schools and the gains that they have made in reading.

Gorsuch is the principal of O'Connor Elementary in Victoria, Texas, a pre-K-5 Title I school that has 86 percent Hispanic and black students. Between 1993 and 1997, O'Connor students achieving reading proficiency rose from 19 percent to 98 percent. The school has maintained this high level of proficiency scores for all grades for the past 10 years.

Mikulich heads Marion Elementary in Marion, Michigan, a pre-K-5 rural school that is 99 percent white. Marion serves a community where one-third of the school's families have no phones, there is a high unemployment rate, and 61 percent of the students receive free or reduced-price lunch. Despite these factors, the students at Marion improved from 42 percent attaining reading proficiency in 2002 to 87 percent attaining proficiency in 2005. Between 2005 and 2006, Marion students made another leap to 95 percent achieving reading proficiency.

The extraordinary gains at O'Connor Elementary and Marion Elementary are not miracles. They reflect the work of principals who have focused their teachers on consistently reducing reading practices that make learning to read difficult, while increasing strategies that make learning to read easy.

> "Students who voluntarily read for their own pleasure improve their reading skills and their test scores at a much faster rate than those who do not."

Reduce the Worst Reading Practices and Increase the Best

Research tells us that in order for students to achieve high reading gains and become lifelong readers, reading comprehension (the goal of all reading instruction) and reading enjoyment must be the top two goals (Greer, 2002). More than anything else, we want our students to enjoy reading. The reason is simple and powerful—students who voluntarily read for their own pleasure improve their reading skills and their test scores at a much faster rate than those who do not (Allington, 2001).

We know that when students truly enjoy what they read and are deeply engaged in the reading process, their emotional memory, which is the most powerful and enduring kind of memory, is tapped. In other words, when students are deeply interested in what they're reading, they use more of their natural brain power to learn and remember and their reading improves rapidly (Sprenger, 1999). Engaged reading is not assigned reading, nor is it affected by extrinsic rewards. Engaged reading is reading that students do because they want to. Here are some

strategies that can be used to transform struggling, at-risk readers into successful, lifelong readers.

Five Effective Reading Strategies

We can best help students become lifelong readers by using strategies that have helped students in all parts of the nation to achieve high, rapid reading gains.

Strategy #1: Change Negative Perceptions. We need to perceive students primarily in terms of their reading style strengths rather than their disabilities, which is something that great reading teachers already do. Focusing on a student's reading strengths is especially important for struggling readers, who tend as a group to be global, tactile, and kinesthetic learners (Dunn *et al.,* 1995). Many of these youngsters benefit from high-interest, challenging reading materials; structured choices; powerful modeling of texts; increasingly difficult stories; hands-on skill work; opportunities for mobility; and opportunities to work in groups.

Strategy #2: Reduce Stress. The good news is that the sad, fearful, and angry behaviors of struggling readers subside when these same students experience success. For that to happen, reading programs need to be easy and engaging, with large doses of brain-friendly, fail-safe strategies that increase success, teach to students' strengths, and respect student differences. When we reduce the stress associated with reading, students become excited about reading and learning accelerates.

For example, the practice of taking word counts focuses students on learning to read as fast as possible, not on comprehension and enjoyment. Though taking constant word counts may increase a student's reading speed, that same youngster's reading comprehension and enjoyment may decline—and those are our two most important goals for reading.

Many students are at risk because they don't receive the kind of instruction and materials that would enable them to learn easily. Some children, for example, have been given years and years of intensive phonics

instruction even though they are not auditory learners and have great difficulty learning that way. We do our schildren no favors—and we may do lasting harm—when we continue to prescribe methods of instruction that have proved to be largely ineffective for them.

Strategy #3: Use Powerful Modeling Reading Methods. Modeling is a strategy in which a competent reader reads aloud a portion of a high-interest, somewhat challenging story, while the less able reader listens and looks at the words being read. After several repetitions, the less able reader reads the passage aloud. Modeling methods like paired reading, choral reading, and listening to recorded books can help beginning and at-risk readers to improve comprehension and to read more smoothly and effortlessly. The idea behind the modeling continuum is simple, yet powerful. Children who are not yet independent readers, especially those reading well below their potential, need frequent modeling of high-interest materials.

Modeling methods help struggling readers bypass the decoding process, read fluently, and concentrate on meaning. The most competent readers participate in modeling methods that feature low teacher involvement and high student independence while beginning readers and those who cannot read a particular story with good fluency should participate in modeling methods that feature high teacher involvement and low student independence.

Strategy #4: Use Carbo Recordings. These special recordings have enabled students to read challenging reading materials with ease and to make high gains in reading fluency, vocabulary, and comprehension.

To create the recordings, a small amount of a high-interest, somewhat challenging story is recorded at a slow pace with good expression on one tape side or CD track (about two to four minutes). The student listens and follows along two or three times, then discusses the passage and reads a portion aloud to a teacher, peer, or volunteer (Carbo, 1978). At another sitting, the student

Best Practices

Reading practices that make learning to read difficult include:

- Focusing on skills instead of comprehension;
- Drill and mastery of skills;
- Using worksheets for each skill;
- Providing students with few choices;
- Limiting reading for pleasure;
- Following teacher editions without variation;
- Encouraging reading as a contest with points; and
- Exhibiting low teacher expectations.

Reading practices that facilitate learning to read include:

- Modeling of stories;
- Providing access to high-interest materials;
- Student choice of reading materials;
- Encouraging reading for pleasure;
- Supplementing reading lessons with dialogue and discussion;
- Presenting increasingly difficult stories; and
- Providing a print-rich classroom.

(Flippo, 1998; Reutzel & Smith, 2004)

listens to the next part of the story and repeats the process. (To create these recordings, see the Web resources at the end of this article.)

There are many reasons why these recordings have brought about such dramatic results with at-risk readers. The slow pace and the repetition of just a small amount of a challenging, high-interest story enables students to follow along easily and to remember the words. As students continue to work with the recordings, sight words such as "am," "then," and "but" are repeated often within the context of high-interest stories and are learned easily. And as they learn a sufficient number of words, students automatically begin to decode unfamiliar words (Carbo, 2007).

Strategy #5: Provide Student-responsive Environments. Many students, especially at-risk readers, have strong learning needs and preferences that do not match traditional classroom environments (*e.g.,* formal seating and bright lights), or traditional methods of teaching (*e.g.,* standardized texts, teacher lectures, and extensive, independent seatwork). Young children—and at-risk readers in particular—tend to be global, tactile, and kinesthetic learners. These children prefer and do well in classrooms that allow for movement, have some comfortable seating and varied lighting, and enable students to work with relative ease in different groupings.

Most important, research strongly indicates that when students' environmental preferences are met, they are more likely to associate reading with pleasure, to read for longer periods, and, overall, to achieve higher scores in reading.

The Principal's Role

Great principals understand the importance of focusing reading instruction on comprehension and enjoyment so that learning to read becomes easy and fun. They understand why many of the current mandates are not working, and they reduce reading practices that make learning to read difficult and increase those that facilitate learning to read. When a reading program is grounded in research and best practices, students learn through their strengths and interests and they subsequently read a great deal because they enjoy it. All the pieces of the puzzle fit. And that's when student motivation, reading achievement, and test scores all improve. **P**

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WEB RESOURCES

To download free sample pages from *Becoming a Great Teacher of Reading* and checklists for identifying students' strengths, see and hear stories recorded with the Carbo Recording Method, and learn about the Reading Styles Model Schools, visit the National Reading Styles Institute Web site.
www.nrsi.com

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