



Georgia Association of Educational Leaders



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-SEL in Literacy

10:15-10:45-Break

10:45-11:15-Whole-Class Literacy

11:15-11:30-Vocabulary Instruction

11:30-12:00-Small-Group Reading

12:00-1:00-Lunch

1:00-1:30-Update from Georgia Department of
Education

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-Rich Classroom

Component	Reflection
1. Is there a variety of reading material (magazines, chapter books, digital texts, etc.) available for students to utilize in the classroom?	
2. Are there mentor texts for different genres of writing?	
3. Are non-fiction and fiction books readily available for students?	
4. Does the classroom contain word, letter, and/or language games?	
5. Are a variety of reading levels represented in the classroom materials?	
6. Does the classroom design include spaces for students to comfortably sit to read and write?	
7. Is the classroom designed so that students can easily access literacy materials?	
8. Do students have journals and opportunities to utilize them?	
9. Do students have multiple opportunities to interact with words?	
10. Are relevant anchor charts readily available?	
11. Is student work displayed?	
12. Do students have a writing resource binder?	
13. Are annotated exemplars displayed?	

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



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	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when intended meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships; explain why (e.g., cause-effect) Give non-examples/examples Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/ make inferences about explicit or implicit themes Describe how word choice, point of view, or bias may affect the readers' interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
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	<ul style="list-style-type: none"> Use language structure (pre-/suffix) or word relationships (synonym/antonym) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Revise final draft for meaning or progression of ideas Apply internal consistency of text organization and structure to composing a full composition Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated Select or devise an approach among many alternatives to research a novel problem
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	<ul style="list-style-type: none"> 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) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, terms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish: relevant-irrelevant information; fact/opinion Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concepts Gather, analyze, and organize multiple information sources Analyze discourse styles
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)	<ul style="list-style-type: none"> "UG" – unsubstantiated generalizations = stating an opinion without providing any support for it! 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions drawn 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept 			
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce			<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

Coaching & Observing Relevance: Reflection Questions



<p>Meaningful Work</p>	<ul style="list-style-type: none"> • 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?
<p>Authentic Resources</p>	<ul style="list-style-type: none"> • 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

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Learning Connections	<ul style="list-style-type: none">• 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?
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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				