DISRUPTION &

Unfinished Learning Community of Practice Session 3

6-12 ELA March 24, 2021



Welcome Back!



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 Professor

Our Norms



We ask that you please:

- 1) Keep your camera on when possible!
- 2) Stay on mute unless you are speaking
- 3) Trust the process
- 4) Take a strengths-based approach

Access Today's Note Catcher!

https://tinyurl.com/NDEULSession3

Google Docs
Copy document
Would you like to make a copy of NDE Day 1_6-12_Notecatcher?

Make a copy

If you see this image...







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Session 1	Session 2	Session 3	Session 4
Defining our Equity-Based Approach to Addressing Unfinished Teaching and Learning in ELA	Using Data to Assess Comprehension and Determine Next Steps for Unfinished Learning	Supports for Reading and Understanding Complex Texts Part I: Vocabulary + Knowledge + Engagement	Supporting for Reading and Understanding, Complex Texts, Part III: Foundational Skills and Fluency





Reading Comprehension is an interaction between the **TEXT**, the **TASK** + the **READER**



Figure 1. The RAND model of reading comprehension (Rand Reading Study Group, 2002, p. 12).

Simple View of Reading (Gough & Tunmer, 1986)

$RC = D \times LC$

RC = D x LC Reading Comprehension

RC = D x LC Decoding

RC = D x LC Linguistic Comprehension





Our students can still critically think about a text even when they are still learning to read the words independently!

Activating knowledge and building vocabulary support a student's ability to read and understand the text!

Where We're Going...

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How do we provide knowledge and vocabulary support so that all students, particularly those with unfinished learning, can read and understand complex text ?

Today's Goals and Objectives

- Unpack a process for differentiated instruction based on need
- Understand the relationship between

knowledge, vocabulary and comprehension

• Learn and apply strategies for activating and building knowledge and vocabulary

Differentiated Instruction is tailoring instruction to student needs so that everyone can have access to and be successful with **grade-level content**.

Intervention as a "continuum of supports"!

The Three Comprehension Culprits



If students aren't demonstrating comprehension, one of these three culprits is likely responsible

So...how do we identify the culprit?

Identifying the Comprehension Culprit 🔧



You may see...

- Low accuracy
- Low reading rate
- Little expression
- Comprehension is impacted

We'll dig into this more on our next session!

Identifying the Comprehension Culprit 👋



You may see...

- Inaccuracies or misunderstandings
- Vague, lacks detail
- Literal level details accurate but little analysis or inference

Identifying the Comprehension Culprit 👋



You may see...

• Little enthusiasm

• Fails to complete activities





To motivate reluctant readers:

- Optimize choice + autonomy
- Optimize relevance, value + authenticity
- Minimize threats + distractions



Step 1: Identify the **culprits** that may impact a student's ability to identify the "Central Idea"

Step 2: Identify strategies to address the need and determine how you will implement themStep 3: Assess progress and adjust as needed

He analyzed 3 artifacts in the unit and identified some whole-group trends across his class:

Student	Below grade level, low scaffolding	On grade level, medium scaffolding	Above grade level, with high scaffolding
Jessica	3	3	2
Maddie	2	2	1
Trevor	2	1	0
Jacob	1	0	0

Identify Comprehension Trends

- 1. **Strong comprehension** and connection to evidence
- 2. Factual understanding: limited inferential/critical thinking
- 3. **Literal understanding**, not connecting the evidence to the claim or big idea
- 4. Limited overall understanding
- 5. No demonstration of understanding





End of unit task: Students write an expository essay about the impacts of war on the people, the country, and their heritage by analyzing and synthesizing the texts in the unit.

Objective for Tomorrow's lesson:

 Understand the impact of the Syrian war on the people by reading and summarizing "Where I Am From," a poem written by an anonymous 19 year old Syrian refugee.



Independently read *M*r. Yardley's annotated text for tomorrow.

Consider:

- How did his annotations show that he is planning with the trends in mind?
- What barriers does he identify that might interfere with understanding the central idea?



How did his annotations show that he is planning with the trends in mind? What barriers does he identify that might interfere with understanding the central idea?

- Analyzing the poem with the central idea of the text in mind
- Identifies how **knowledge** of the topic might influence comprehension
- Identifies how **vocabulary** of the topic might influence comprehension



Step 1: Identify the **culprits** that may impact a student's ability to identify the "Central Idea"

Step 2: Identify **strategies** to address the need and determine how you will **implement** them

Step 3: Assess progress and adjust as needed

Planning to Differentiate

In groups: Review Mr. Yardley's plan to implement scaffolds.

Discuss:

How did Mr. Yardley utilize the data to plan aligned supports?



Share Out!



- How did Mr. Yardley utilize the data to plan aligned supports?
- What supports did he focus on?
 - Everyone in whole group would benefit from vocabulary support
 - Each of the smaller groups would benefit from an **aligned support** to deepen comprehension

Zooming in on Supporting Knowledge + Vocabulary



- Activating & Building Knowledge
- Support vocabulary development

Knowledge seems to facilitate understanding not only because it provides a base of information to support comprehension but also because it influences how readers interact with text. For example, higher-knowledge readers seem to spend more time making sense of ambiguous text—slowing down and persisting through difficulties—which helps them understand and remember what they read.

Cervetti & Heibert, "The Sixth Pillar of Reading Instruction"

Resource Spotlight: Differentiation One-Pager

Meet the Differentiation One-Pager!

- Zoom in on Knowledge + Vocabulary
- Review the scaffolds we can use to support this culprit!



Two Ways to Think About "Knowledge" as a Support.

Activating	Building
Knowledge	Knowledge

- Activating knowledge is "helping students bring relevant prior experiential knowledge to the foreground"
- The goal of activating knowledge is to make it "more likely that [students] will use that knowledge to understand the text"

Cervetti and Hiebert, "Knowledge at the Center of ELA Instruction"
ALL students have knowledge to bring to the table.

Providing students with meaningful opportunities to activate and build upon their existing knowledge can increase both comprehension and motivation!

Two Ways to Think About Knowledge



"Knowledge" is *more* than just putting more informational texts in front of students!

It's about intentionally building students' knowledge of the world through engagement with rich texts, which in turn enables them to comprehend increasingly complex texts in the future.

How do students learn new vocabulary?



Direct and Indirect Vocabulary Instruction



Direct

Teacher provides explicit instruction of and practice with vocabulary words in context (before, during and after reading), as well as engages students in word study (analyzing root words and affixes, etc)

Indirect

Students learn vocabular indirectly when they hear and see words used in many different contexts. Conversations, thematic text, sets, read-aloud experiences, and Adependent reading are essential.

Indirect Vocabulary Instruction



Let's consider:

How is Mr. Yardley supporting knowledge through **indirect vocabulary instruction**?



The belongings of Syrian rebels are inside a chapel at Crac des Chevaliers, the world's best preserved medieval Crusader castle, in Syria. The village was destroyed in fighting between the government and rebel forces while the castle, listed as a World Heritage site, also has been damaged over the past two years. Photo: AP Photo/Lusan Vani



Where I Am From
Poem by anonymous 19 year old Syrian Refugee
I am from my early memories
From lovely friendship and harsh separation
I am from the three days that I spend in the war with deserted streets
From shoes mixed with blood, with music of warplanes
From the dark black nights and sound of hungry dogs
I am from the morning when my dad asked a man who's ready to shut down his shop and leave
the country, "Do you have kuboos (bread)? Even if it is old?"
Believing that one day the sun will rise up again and light this persecuted city (Damascus)
I am from the beautiful neighborhood and the nice people
From my grandma's house and pomegranate trees

How can we support vocabulary growth?

How do students learn new vocabulary?







What does Direct Vocabulary Instruction look like?

Words that require **less** time and attention Words that require **more** time and attention

Determining Which Words to Teach



Independently

Read the excerpt from "Which Words Do I Teach and How?"

Discuss:

- Which words merit relatively **less time** and attention?
- Which words merit relatively **more time** and attention?

Systematic Approach to Vocabulary Instruction

Which words merit relatively less time and attention?

- Concrete words
- Words with single meanings
- Words reflecting meanings that are part of students' experiences
- Words unlikely to show up again

Which words merit relatively more time and attention?

- Abstract words
- Words with multiple meanings
- Words reflecting unfamiliar
 meanings
- Words that will occur commonly in academic texts
- Words that are part of a word family





We must address: Words that are central to the meaning of the text!

A Useful Tool



The Academic Word FInder



Paule your text here		

https://achievethecore.org/academic-word-finder/

Revisit "Where I Am From"



Where I Am From

Poem by anonymous 19 year old Syrian Refugee

I am from my early memories From lovely friendship and harsh separation I am from the three days that I spend in the war with deserted streets

From shoes mixed with blood, with music of warplanes

From the dark black nights and sound of hungry dogs I am from the morning when my dad asked a man who's ready to shut down his shop and leave the country, "Do you have kuboos (bread)? Even if it is old?" Believing that one day the sun will rise up again and light this persecuted city (Damascus) I am from the beautiful neighborhood and the nice people From my grandma's house and pomegranate trees

- Find at least one example of a word that merits relatively less time and attention
- Find at least one example of a word that merits relatively more time and attention

Sometimes, A Quick Explanation Will Do

I am from Nova and Muhammad Ali,

Where both of my grandpas live in heaven

I am from the wing on the branch of a fig tree

From the grapes hanging from the **pergola**

I am from my early memories and full life of dreams

A **pergola** is an archway in a garden or a park that is made of wooden posts for plants to grow on.



Words need more time and attention!



Put on your Student Hat



Reread the stanza Identify evidence from the text that supports us in understanding what the word "persecuted" means

From the dark black nights and sound of hungry dogs I am from the morning when my dad asked a man who's ready to shut down his shop and leave the country, "Do you have kuboos (bread)? Even if it is old?" Believing that one day the sun will rise up again and light this **persecuted** city (Damascus) I am from the beautiful neighborhood and the nice people From my grandma's house and pomegranate trees I am from the smell of summer rain and fresh air Birds singing and the wind dancing with the trees



What does it mean to Persecute?





Miss Gates said, "When you get to high school, Cecil, you'll learn that the Jews have been persecuted since the beginning of history, even driven out of their own country." -To Kill a Mockingbird





Persecute means to cause to suffer because of belief.

When one is **persecuted**, they are treated cruelly or unfairly, often because of their race or beliefs.

Make Connections



Convey/explain the meaning of the word persecuted using your own words and/or pictures



Make Connections



Persecuted

Are there any synonyms or words related to **persecuted** that you can think of?

oppress harass abuse

mistreat punish torment

Application



Discuss with your partner:
Who is being persecuted in Where I
Am From?
Identify a group that is persecuted in

the United States today and discuss how they are **persecuted**.



And... cut!





Protocol for Direct Vocabulary Instruction



Step 2

- Guide students to define the word using: Word parts/Context clues
- If none of the above apply, provide a student-friendly definition!

Step 5

- Write a new sentence
- Answer questions about the text that require use of the word
- Participate in wordplay games

Protocol for Direct Vocabulary Instruction



The protocol is meant to be flexible!

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When selecting supports and scaffolds, teachers must carefully consider not only the TEXT...

...but also their STUDENTS.



Step 1: Identify the **culprits** that may impact a student's ability to identify the "Central Idea"

Step 2: Identify strategies to address the need and determine how you will implement them

Step 3: Assess progress and adjust as needed

Leader + Coach Actions



WHAT

 Support teachers to intentionally develop students' vocabulary + activate knowledge

HOW

- Help teachers plan appropriate read alouds, discussions, series of related texts, and opportunities for independent reading
- Help teachers determine the vocabulary demands of texts, prioritize words to teach, and use the 5-step protocol
- Ensure teachers and students have **access** to a large volume of texts in sets around similar topics and **time** to read them

Teacher Actions



WHAT

• Support students to activate + build knowledge/vocabulary

HOW

- **Read** all texts in the unit, identify what makes them complex and how they build knowledge needed for the end of unit task
- Determine the vocabulary demands of texts, prioritize words to teach, and use the 5-step protocol
- Plan with thematic texts and integrate read alouds, discussions, series of related texts, and opportunities for independent reading
- Use narrative profile data to identify whole and small group trends to identify and plan supports
- Assess progress and adjust lessons as necessary

Don't forget to use your resources!



Differentiation One-Pager & 5 Step Protocol





• What **idea or key takeaway** is most resonating with you from today's learning?

OR

 What is one specific action you plan to take as a result of today's learning?





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Please give us your feedback:

https://tinyurl.com/NDEELAS3