Reading & Writing Connections Across the Content Areas
Participants & Facilitators Manual

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. BOX 47200
Olympia, Washington 98504-7200

READING LINKS

The LINKS Project

The mission of the LINKS project is to develop educational multi-media products that can support school improvement and educational reform. The project has focused on the development of a website and the development of web assisted professional development programs.

Reading LINKS is a multi-media program that provides information and models ways that scientific reading research may be incorporated in classroom instruction. Reading LINKS began with the filming of teachers demonstrating the five components of reading instruction included in the Report of the National Reading Panel (NRP). These include phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. Reading LINKS was expanded to include early oral language development, English language learners, turning a school around, and strategic change. A total of 18 lessons are provided on the LINKS website (www.linkslearning.com) as well as on CDs.

Reading LINKS also includes eight training modules and participant materials that can be used in three to six hour workshops at schools, districts, regional or state conferences or meetings. The information provided in the lessons endeavors to provide teachers, administrators, parents, and citizens with information about ways reading research can be used to increase children's reading skills.

The LINKS project partnered with teachers and staff from Washington Alliance of Schools to highlight the importance, complexity, and elegance of effective teaching and learning.

These teachers along with a reading consultant and a Scottsdale, Arizona teacher are featured in the videos. They demonstrate a wealth of reading knowledge, skills in curriculum design, instruction and assessment, as well as an obvious concern and caring for the children they teach.

The LINKS project wishes to express its appreciation to the Washington Alliance that played a major role in the Reading LINKS project, the teachers who were filmed, and the teachers who participated in field-testing and evaluation.

In addition staff from Longview, Washington School District and teachers from Washington Alliance districts have provided valuable feedback and suggestions.

It is our hope that the electronic and print Reading LINKS materials will provide information and models for new teachers, will stimulate discussion and experimentation with experienced teachers, and be useful in ensuring that all children learn to read and read well by the end of third grade and to continue their reading skills development throughout their school experience.

Shirley McCune
Links Project Director

Reading LINKS

NOTES TO THE FACILITATOR

Before beginning a Reading Links training session, please read the "Tips to Facilitating the Reading Links Modules." It is found in the back of this manual under tab 10, "Tips to Facilitating." It outlines the essentials for a successful training. The sections "Equipment and Materials," "Introducing Yourself and Participants," and "Workshop Expectations" are particularly useful for the opening of training, because they describe how to begin a session. "Room Arrangement" may also be helpful.

The Agenda opposite this page is written as a generic guide to a Reading Links training. Before you begin, personalize the top portion by adding the date, times, location, and module to the training you will be delivering. This can also be adapted to serve as an advertisement or flyer.

Materials to gather before beginning Reading and Writing Connections across the Content Areas:

1.) *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* (Stephens & Brown, 2000).

Optional:

2.) *Strategies That Work* (Harvey & Goudvis, 2000).

SUPPORT MATERIALS

OH/PPT #1: Reading and Writing Connections across the Content Areas

OH/PPT #2: Agenda

SESSION ACTIVITIES

Introductions

1. Put up OH/PPT #1 and welcome the participants to your training.
2. Introduce yourself, your background and experience in education.
3. Have participants do a nametag or tent according to your preference.
4. Introductory activities for participants are outlined in the "Tips" document. Choose one according to how well the participants know each other, how much time is allotted for the training, and how many people are present.
5. Walk through the Agenda connecting the information to the times and particular module you are delivering.

READING LINKS AGENDA

10 minutes	**Introduction and Expectations**
10 – 15 minutes	**Overview** Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 – 30 minutes	**Section 1: Review Participant Background Knowledge and Understanding**
15 minutes	**Section 2: Overview** Key Learning Goals Building Blocks
15 minutes	**Section 3: Presentation** Research-based Information and Content
10 minutes	**BREAK**
75 – 85 minutes	**Section 4: Engagement and Practice** Classroom Strategies and Applications Assessment Video Modeling Action Planning
10 – 15 minutes	**Section 5: Summarizing Key Learnings**
10 – 15 minutes	**Evaluation and Feedback**

NOTES TO THE FACILITATOR

The opposite page is to provide the participants with an overall understanding of the Reading Links project and how it fits into the Links Learning Web site. Be sure to read it carefully before beginning your training session in order to answer questions as they arise. There is no need to have your participants read it. Your overview of the contents will be sufficient.

A FAQ about these materials is, "How can a school or district use them?" Along with the Reading Links overview, tell the participants why the materials were developed and guide them to finding the best use for their school or district if needed. Here is a list of suggested purposes for these materials:

1. To explain the scientific evidence base of teaching children to read in teacher friendly materials.
2. To connect the evidence to classroom practice.
3. To explain assessment choices to match instruction of that module.
4. To provide additional support to schools/districts so they can view their curriculum critically in order to find their strengths and weaknesses.

SUPPORT MATERIALS

SESSION ACTIVITIES

1. Continuing with the Overview of the training, explain the Reading Links project to the participants highlighting how it began and what it is being used for in our state.
2. You may wish to post the above list of four purposes to the materials to help develop the value for the value for the district/school/ or teachers in your training.

Reading LINKS Lessons

Parent: **Early Oral Language Development**	**Joan Moser:** **Comprehension II**
Marti MacPhee: **Oral Language/ Pre-Reading Development**	**Robin Totten:** **Upper Elementary Comprehension Strategies (Non-Fiction)**
Kessler School: **Phonemic Awareness**	**Robin Totten:** **Upper Elementary Comprehension Strategies (Fiction)**
Kessler School: **Phonics Instruction**	**Judy Rex:** **Comprehension and Vocabulary**
Anita Archer: **Primary Grades Reading**	**Judy Rex:** **Vocabulary and Pre-writing**
Gail Boushey: **Early Guided Writing**	**Kathy Garcia:** **ESL Instruction I**
Gail Boushey: **Early Comprehension/Fluency**	**Kathy Garcia:** **ESL Instruction II**
Anita Archer: **Intermediate Grades Reading**	**Kessler School:** **Turning a School around**
Joan Moser: **Comprehension I**	**Mark Jewell/Tom Murphy:** **Strategic Change**

Also available at: www.linkslearning.com

NOTES TO THE FACILITATOR

The manuals are written using a guiding structure by the acronym ROPES. It stands for Review, Overview, Presentation, Engagement and Practice, and Summary. Each section has a purpose to the overall training session and content of the manual. Go over the ROPES structure with the participants, pointing out the purpose each section serves in helping them learn new material. Note the acronym and connect it to the manual's tabs. For example, the purpose of "R" or Review is to activate the participant's prior knowledge, provide entry learnings, and focus the session. Explain this and then connect the tabs in the manual to the section purpose. The pages that hold that information for review (or activating background knowledge) are then found under the Review tab. Continue to go through each ROPES acronym, purpose, and connection to the manual. Be sure to credit Dr. Robert Carkhuff for its development. You may wish to use this power point slide as you introduce each new section during your training. Put this OH/PPT up on the overhead projector as an advanced organizer.

SUPPORT MATERIALS

OH/PPT #3: ROPES: A Guiding Structure

SESSION ACTIVITIES

1. Explain the ROPES structure to the participants, outlining what each section's purpose is to the training.
2. Highlight the acronym.
3. Connect each section of ROPES to the tabs on the participant's manual. Have them locate each one.
4. The footer indicates the current section of ROPES with the use of capitals.
5. Indicate and explain the three final manual sections: Helpful Resources, References, and Glossary.

ROPES: A GUIDING STRUCTURE

R	Review – entry learning designed to activate and assess prior knowledge and to focus the session
O	Overview – explicit statement of the goals and objectives of the session
P	Presentation – presentation and discussion of research-based concepts that are needed to build background knowledge
E	Engagement and Practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	Summary – summarizing key learnings

(adapted from a model designed by R. Carkhuff)

TABLE OF CONTENTS

SECTION 4: ENGAGEMENT AND PRACTICE

SECTION 5: SUMMARY

SECTION 6: HELPFUL RESOURCES

SECTION 7: REFERENCES

SECTION 8: GLOSSARY

REVIEW NOTES

_____

_____

_____

_____

_____

_____

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 1: REVIEW

NOTES TO THE FACILITATOR

The activities on this page serve two outcomes. For the participants, it activates their background knowledge of Reading and Writing Connections across the Content Areas. For you, these activities act as an assessment of the participants' previous knowledge. Use the page to gain information in order to adapt your session accordingly. For example, after the participants have marked the continuum, note where most of their X's fell. If your participants have answered '1,' monitor the following activity closely. The PMI (or PLUS, MINUS, INTERESTING) activity is designed to elicit discussion about a topic/concept prior to a reading/lesson. The value of the activity is in the discussion that is generated as part of the process.

SUPPORT MATERIALS

OH/PPT #4: Think-Ink-Pair-Share

SESSION ACTIVITIES

1. On their own, ask the participants to rate their familiarity with Reading and Writing Connections across the Content Areas by marking an 'x' on the continuum.
2. Next, the participants consider 2 assumptions about reading (e.g., All teachers should be teachers of reading and writing; Once children learn to read, they should be able to read to learn for the rest of their lives.) as part of a PLUS, MINUS, INTERESTING or PMI activity. This activity, taken from CORT Reading, has participants brainstorm why they like/agree with the statement (Plus), why they don't like/agree with the statement (Minus), and what they find interesting about the statement.
3. Facilitate a discussion with the whole group.

What Do I Already Know About Reading and Writing Connections?

Think – Ink – Pair - Share

Think: Rate your familiarity with the research on Reading and Writing Connections across the Content Areas by placing an X on the continuum and then participating in the PMI activity below.

1	2	3	4	5

Unfamiliar   **Very familiar**

PLUS, MINUS, INTERESTING (PMI)

- All teachers should be teachers of reading and writing.

- Once children learn to read, they should be able to read to learn for the rest of their lives.

P–Plus (Why you like it)	**M–**Minus (Why you don't like it)	**I–**Interest (What you find interesting)

NOTES TO THE FACILITATOR

The quotation from Vacca (2001) should be used to continue the dialogue about content area teaching, the absence of self-monitoring of reading strategies needed for effective modeling, and the increased literacy requirements facing adolescents in the 21st century.

SUPPORT MATERIALS

OH/PPT #5: Content Area Teachers Genuinely Value…

SESSION ACTIVITIES

Review

1. Read slowly and with expression the quotation taken from Vacca (2001), a leading researcher in the field of content literacy.
2. Emphasize the need for teachers to be aware of their own reading/writing practices as a way to model for students as well as the increased literacy requirements facing students in the 21st century.

"Content area teachers genuinely value the role that reading plays in learning, but fail to attend to reading in their own practices"

yet…

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history."

(Vacca, 2001, p.)

NOTES TO THE FACILITATOR

The bullets listed on this page are designed to illustrate how reading and writing are similar as well as the importance of their interactions in social contexts.

SUPPORT MATERIALS

OH/PPT #6: Why Connect Reading and Writing?

SESSION ACTIVITIES

1. Review the overhead and emphasize how reading and writing are similar processes involving the construction of meaning with/from text. Highlight the third bullet that focuses on how reading and writing flourish in social contexts where talk surrounds comprehending and composing.

Why Connect Reading and Writing?

- Reading and writing are the processes of constructing meaning from and with print.

- A reader cannot construct meaning from text without calling to mind a host of print and non-print related experiences; similarly, a writer cannot construct a meaningful text without a sufficient knowledge base from which to draw.

- Reading and writing are interactive processes that flourish in social contexts where much talk surrounds comprehending and composing

(Heller, 1995)

NOTES TO THE FACILITATOR

This page continues to build on the discussion from the initial activities and previous OH/PPT.

SUPPORT MATERIALS

OH/PPT #7: What Does It Mean to Connect Reading and Writing across the Content Areas?

SESSION ACTIVITIES

1. Discuss the overhead and emphasize how important it is that all teachers share the responsibility for teaching reading, writing, language development, and concept formation.

What Does it Mean to Connect Reading and Writing Across the Content Areas?

It means…

- Having student's use reading and writing as tools for learning in the content areas.

- Sharing the responsibility for teaching reading and writing among all teachers in all subjects.

- Using content writing across the curriculum as a viable method for literacy development.

- Having students articulate what they know and do not know about any subject, supporting language development, and concept formation.

- Involving all of the language processes – reading, writing, speaking, listening, and viewing (multimedia) - to construct content knowledge.

(Heller, 1995; Vacca, 2002; Tompkins, 2001)

OVERVIEW NOTES

_____

_____

_____

_____

_____

_____

_____

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 2: OVERVIEW

NOTES TO THE FACILITATOR

Section 2 of the manual includes an overview of the key learning goals, the building blocks for teaching children to read, and a graphic organizer related to the specific component of the module.

SUPPORT MATERIALS

OH/PPT #8: Key Learning Goals

SESSION ACTIVITIES

Key Learning Goals

1. Read through each of the goals, emphasizing the main idea of each one such as 'connecting,' 'learn, model, and teach,' and 'create an action plan.' Be sure to note that Goal #3 is the classroom application portion that provides the practical instruction piece to the training.
2. Explain that the goals pertain to the session as well as to the manual.

Key Learning Goals

The participant will:

- Understand the connection between reading and writing across the content areas and literacy development.

- Discuss research-based instructional practices that connect reading and writing across the content areas.

- Learn, model and teach research-based strategies for connecting reading and writing across the content areas.

- Create action plans to apply key learnings from this module to their classroom practice.

NOTES TO THE FACILITATOR

The "Building Blocks for Teaching Children to Read" comes from the cover of the *Put Reading First* document by Armbruster, Lehr, and Osborn (2001). The Reading Links project has highlighted the 5 essential reading instruction components as articulated by the Report of the National Reading Panel. However, Reading Links has added lessons on other aspects of students reading growth such as Early Oral Language and Connecting Reading and Writing across All Content Areas. There are training manuals for a total of eight areas of reading instruction and support.

SUPPORT MATERIALS

Materials: *Put Reading First* document

OH/PPT #9: Building Blocks for Teaching Children to Read

SESSION ACTIVITIES

Building Blocks
1. Show the *Put Reading First* document to the participants.
2. Discuss its link to the NRP Report as an instructional view of the evidence. Point out to participants that this document, however, is limited in scope because its focus is only K through 3rd grade, and it does not address the connections between reading and writing across the content areas.
3. Point out how the participants may download a copy of this brochure by going to the National Institute for Literacy website at www.nigl.gov.
4. Put up the OH/PPT #9. Explain the "blocks" and point out that the Reading Links modules go beyond the research base and classroom applications of both PRF and the NRP Report.

Building Blocks for
Teaching Children to Read

	Comprehension of Written Text	
Fluency Practice	**Reading & Writing Connections**	**Vocabulary Development**
Oral Language Development	**Phonemic Awareness**	**Phonics Instruction**
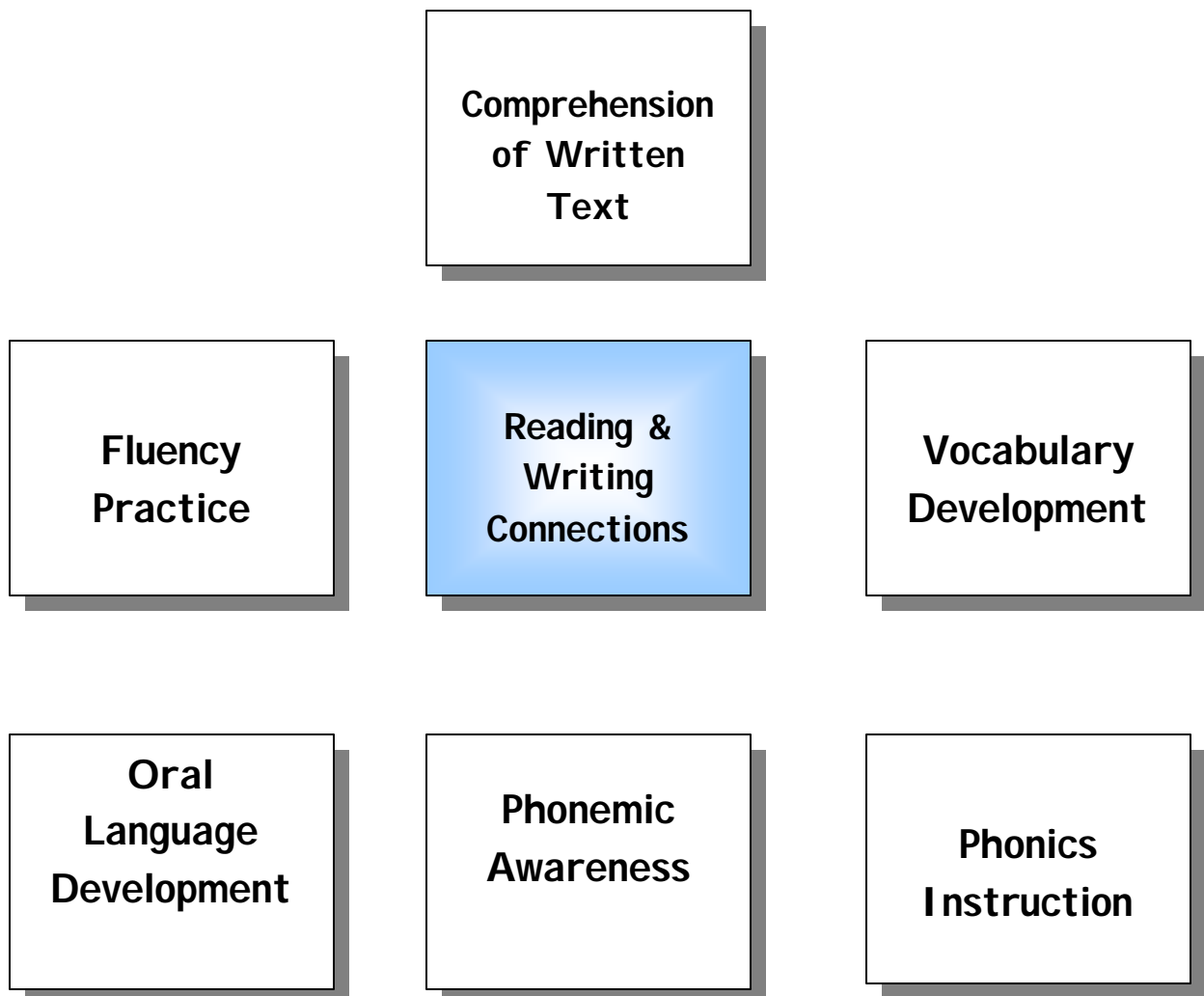
NOTES TO THE FACILITATOR

The essential elements of <u>Reading and Writing Connections across the Content Areas</u> are illustrated by, the Reading and Writing Connections across the Content Areas overhead. Reading and Writing Connections across the Content Areas involve both visible and invisible aspects. The visible aspects include EXPLICIT reading and writing strategy applications; the invisible aspects involve well-planned content literacy lessons and before, during, and after reading/writing activities.

SUPPORT MATERIALS

OH/PPT#10: Reading and Writing Connections across the Content Areas overhead.

SESSION ACTIVITIES

Reading and Writing Connections Across the Content Areas.

1. Show the overhead.
2. Explain the visible and invisible aspects of content area literacy. Well-planned content literacy lessons include before, during, and after reading/writing activities; however, these components are often "invisible" or "hidden" within the context/content of the lesson. Current research has pointed out the need for EXPLICIT or "visible" reading and writing strategy applications that involve instructional minilessons, modeling, guided/independent practice, and application.
3. Explain to the participants that these 2 aspects will be further developed during the Presentation section of this training.

Reading and Writing Connections across the Content Areas

Reading and Writing Connections across the Content Areas

Visible Aspects of Content Area Literacy

Invisible Aspects of Content Area Literacy

Explicit Reading and Writing Strategy Applications

Well-Planned Content Literacy Lessons

- Explicit instructional mini-lessons

- Modeling

- Practice

- Application

- Before

- During

- After
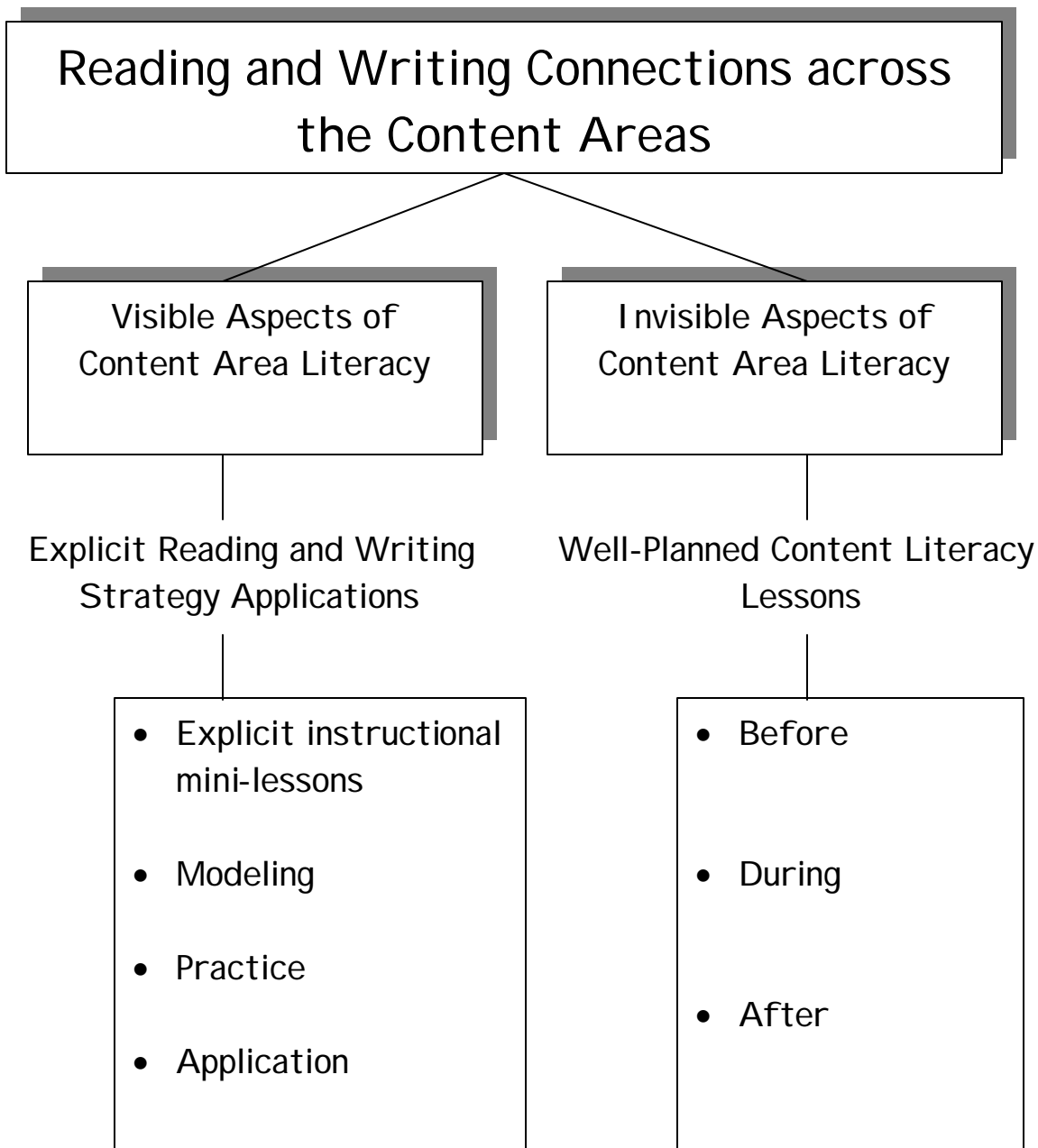
PRESENTATION NOTES

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 3: PRESENTATION

NOTES TO THE FACILITATOR

"Why Is It Important to Connect Reading and Writing?" begins Section 3:
Presentation of the manual.

SUPPORT MATERIALS

OH/PPT #11: Why Is It
Important to Connect
Reading and Writing?

SESSION ACTIVITIES

1. Summarize the statements,
   emphasizing that students learn to
   read and write better when these
   two processes are connected.
   Highlight the instructional
   principles for connecting reading
   and writing that were identified by
   Shanahan in 1988. (You might want
   to point out that this is not a "new"
   idea.)

Why Is It Important to Connect

Reading and Writing?

Research shows that students learn to read and write better when the reading and writing are connected. Shanahan (1988) has identified the following instructional principles for connecting reading and writing:

- Involve students in daily reading and writing experiences.

- Introduce reading and writing processes in kindergarten.

- Expect students' reading and writing to reflect their stage of literacy development.

- Make the reading and writing connection explicit to students.

- Emphasize both the processes and products of reading and writing.

- Emphasize the functions for which students use reading and writing.

- Teach reading and writing through authentic literacy experiences.

NOTES TO THE FACILITATOR

This page continues to build on reading and writing as similar multidimensional processes.

SUPPORT MATERIALS

OH/PPT #12: How Are the Processes of Reading and Writing Similar?

SESSION ACTIVITIES

Explain

1. Compare the ways reading and writing processes are related. You may wish to point out that reading is obtaining and processing information; whereas writing requires the individual to process and develop a response.
2. Draw similarities between the two processes.
3. Refer the participants to Section 6: Helpful Resources for additional information comparing the reading and writing processes.

How Are the Processes of Reading and Writing Similar?

"Reading and writing are multidimensional and involve concurrent, complex transactions between writers, between writers as readers, between readers, and between readers as writers."

WRITERS

Participate in several types of reading activities:

- Read other authors' works to obtain ideas and information and to learn the structure of stories
- Read and reread their own work – to problem solve, discover, monitor, and clarify

READERS

Participate in a variety of writing activities:

- Generate ideas
- Organize
- Monitor
- Problem solve
- Revise

(Tompkins & Hoskisson, 1995, p. 233)

NOTES TO THE FACILITATOR

This page is based on research from 1925—illustrating that researchers have seen the importance of teaching and connecting reading and writing across all content areas for over 75 years. While we have recognized the importance of teaching and connecting these two processes, we have failed, for the most, in providing the explicit modeling and instruction necessary to ensure that this happens.

SUPPORT MATERIALS

OH/PPT #13: Why Is It Important to Teach and Connect Reading and Writing across All Content Areas?

SESSION ACTIVITIES

Explain
1. Talk through the bullets, emphasizing the importance of each one (e.g., the need to comprehend, analyze, interpret, synthesize, evaluate; the need for rapid progress which depends on being able to read and write; the need to gather information from different forms/presentations; AND the need for explicit instruction and guidance.)

Why Is It Important to Teach and Connect Reading and Writing Across All Content Areas?

It is important to teach and connect reading and writing across all content areas because

- Students need to know how to comprehend, analyze, interpret, synthesize, evaluate, and construct text.

- Rapid progress in content area subjects depends in a large degree on the ability of students to read and write independently and intelligently.

- Texts used in various subject areas often contain unfamiliar concepts, new terms, and diverse ways of presenting information.

- Students require instruction and guidance in reading/writing/connecting texts.

(Gray, pp. 1- 2 as cited in Whipple, 1925 and Farstrup & Samuels, 2002, p. 186; OSPI, 1999, p. 4)

NOTES TO THE FACILITATOR

This page continues to develop the participants' knowledge about the visible aspects of content area literacy.

SUPPORT MATERIALS

SESSION ACTIVITIES

Explain

1. Remind the participants that the visible aspects include four components: explicit instructional mini lessons (skills lessons), modeling, practice, and application.

What Are the Visible Aspects of Content Area Literacy or Reading and Writing Connections Across the Content Areas?

Teaching that includes the visible aspects of content area reading/writing incorporates the following:

✓Explicit instructional mini-lessons

✓Modeling

✓Practice

✓Application

(Vacca, 2002)

NOTES TO THE FACILITATOR

This page continues to develop the participants' knowledge about the visible aspects of content area literacy by giving specific examples of each one of the four components: explicit instructional minilessons, modeling, practice, application.

SUPPORT MATERIALS

OH/PPT # 14: What Are the Visible Aspects of Content Area Literacy?

SESSION ACTIVITIES

Explain
1. Show the overhead and explain component by component, highlight the explicit instructional minilessons.

Examples of the Visible Aspects of Content Area Literacy?
(continued)

Explicit Instructional Minilessons

- What the strategy is

- How to use the strategy

- Why is the strategy important to use

- When should the strategy be used

Modeling

- Think alouds

- Questions and prompts to mirror effective use of the strategy

Practice

- Easy text

- Class time practice

- Debriefing and feedback

Application

- Ongoing and regular class assignments that encourage repeated strategy use

(Vacca, 2002)

NOTES TO THE FACILITATOR

This page continues to develop the participants' knowledge about the invisible aspects of content area literacy.

SUPPORT MATERIALS	SESSION ACTIVITIES
	Explain
	1. Explain the invisible aspects include scaffolding of before, during, and after tasks.

What Are the Invisible Aspects of Content Area Literacy or Reading and Writing Connections Across the Content Areas?

Teaching that includes the invisible aspects of content area reading/writing incorporates scaffolding:

✓Before the Task

✓ During the Task

✓After the Task

(Vacca, 2002)

NOTES TO THE FACILITATOR

This page continues to develop the participants' knowledge about the invisible aspects of content area literacy by giving specific examples of each one of the four components: before, during, and after the task.

SUPPORT MATERIALS

OH/PPT #15: What Are the Invisible Aspects of Content Area Literacy?

SESSION ACTIVITIES

Explain

1. Summarize each component on the OH/PPT; highlighting ways that we can plan lessons that help students analyze the task before completing it; monitoring and cross-checking for meaning during the task; and extending, elaborating, and/or going public by responding to the task.

Examples of the Invisible Aspects of Content Area Literacy?
(continued)

Before the Task -- Analyzing the task

- ✓ What is the purpose for this task?

- ✓ Should I try to remember details or main ideas?

- ✓ What do I already know?

- ✓ How much time will I have to spend?

- ✓ What predictions can I make?

- ✓ What do the text features (e.g., pictures, graphs, headings, boldface print) tell me?

During the Task -- Monitoring and cross checking for meaning

- ✓ What is the author trying to say?

- ✓ What does this mean?

- ✓ Does this make sense given what I already know or have already read?

After the Task -- Extending, elaborating, and/or "going public" by responding to the task (e.g., discussions, written responses, visual representations)

- ✓ What is the significance?

- ✓ Do I agree or disagree?

- ✓ How does the message make me feel?

- ✓ Does the message help to solve a problem or take a different perspective?

(Vacca, 2002)

NOTES TO THE FACILITATOR

This page builds upon the previous page by giving recommended practices.

SUPPORT MATERIALS

OH/PPT #16: What Are Some Recommended Practices...?

SESSION ACTIVITIES

Explain
1. Summarize the recommended practices quickly.
2. Select one or two important principles (e.g. activating prior knowledge, previewing specialized vocabulary, etc.) or ask participants which principles or practices they believe are most important. You may also check to see how many of the principles they use on a regular basis.
3. The list of recommended practices is continued on the next page.

What Are Some Recommended Practices for Connecting Reading and Writing Across the Content Areas?

1. All language processes (i.e., syntactic, semantic, graphophonic, pragmatic) are used to enhance students' learning with the text.

2. Teachers have knowledge of the reading levels of their students.

3. The lessons capitalize on students' cultural backgrounds.

4. The teacher has evaluated the text for the presence/ absence of characteristics of a well-organized text.

5. A variety of materials are chosen for instructions that match the reading levels of the students.

6. Textbook features are explained.

7. Class time is spent discussing how to read the text effectively.

8. The teacher presents the specialized vocabulary and concepts in the context of a well-planned lesson.

9. Prior knowledge of the concepts is activated before the reading of the text.

10. The purpose for reading is discussed/identified before each reading assignment.

11. Assignments are stated clearly and concisely.

12. The teacher adapts instruction to suit the ability and language levels of the students.

13. The teacher asks questions designed to promote thinking at all levels of comprehension (literal, interpretive, evaluative)

14. The teacher provides some form of study guide, listening guide, or outline to aid in comprehension.

15. The course content requires more than reading a single textbook.

16. Students are taught to use appropriate reference materials.

17. Small group instruction is used where appropriate.

(Readance, Bean, & Baldwin, 1998)

NOTES TO THE FACILITATOR

Continue to review Recommended Practices.

SUPPORT MATERIALS

OH/PPT #17: Who Is Responsible for Teaching Reading and Writing Connections across the Content Areas?

SESSION ACTIVITIES

Explain

1. Show the OH/PPT, emphasizing again that EVERY teacher is responsible. Explain that reading and writing are skills that are used throughout our daily lives and in nearly every area of education. They are skills required for learning, for thinking and for applying information.

Who Is Responsible for Teaching Reading and Writing Connections Across the Content Areas?

Every teacher is responsible.

Teaching reading and writing connections across the content areas should be an **integral part of all instruction** because **every discipline** has a **need for reading and writing and for making connections**.

NOTES TO THE FACILITATOR

This final list of instructional considerations is described as 'challenges' to the teacher. This is a way of emphasizing their importance in the classroom.

SUPPORT MATERIALS	SESSION ACTIVITIES

OH/PPT #18: What Are The Challenges for Teachers?

Explain

1. Explain that the challenges for teachers outline some of the most important practices for all teachers.
2. You might emphasize the first bullet because these are steps, which may be applied in most content areas and are often not addressed in a systematic way.

What Are the Challenges for Teachers?

The challenges are for teachers to:

- Model and use explicit instruction in general study content-specific literacy strategies (e.g., questioning, skimming/scanning, inquiry, critical analysis, synthesis)

- Activate and connect students' prior knowledge and backgrounds to the concepts/texts being studied

- Understand, select, model, and use a variety of text forms, materials, and other resources that support the reading levels of all students from multiple texts (e.g., multimedia, compact discs, Internet printout, textbooks, newspapers, novels)

- Introduce specialized vocabulary via key concepts in context

- Include authentic opportunities for students to connect and integrate reading and writing across all content areas throughout the whole day

- Motivate students with energy, support, and positive reinforcement as well as through lessons that require active participation

NOTES TO THE FACILITATOR

The purpose of "Checking for Understanding" is to provide time for the participants to process the information they have just learned. Because the "Presentation" section of the manuals provides the capacity building for the component, you can decide when you need to use this activity. Be aware of when the participants have 'had enough' new information and need time to digest the new learning.   It is not necessary to have an OH of the opposite page. Your instructions will let the participants know which steps to follow. Be sure to watch a clock and indicate to the partners when to switch turns.

SUPPORT MATERIALS

SESSION ACTIVITIES

Partner Review
1. Have each participant choose a partner.
2. Each pair designates a '1' and a '2.'
3. Everyone reviews his/her notes.
4. Proceed with the directions on the page.
5. Provide time for open discussion and questions at the end.

Checking for Understanding
Partner Review

What Have You Learned So Far?

1. Review your notes.

2. Partner 1 reviews new learning for 90 seconds.

3. Partner 2 for 45 seconds.

4. Partner 1 again for 30 seconds.

5. Partner 2 finishes by reviewing for 15 seconds.

6. Write any remaining questions.

Remember: You cannot repeat what your partner
shares!

ENGAGEMENT & PRACTICE NOTES

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 4: ENGAGEMENT AND PRACTICE

NOTES TO THE FACILITATOR

Section 4, Engagement and Practice contains four subsections in this manual: Classroom Strategies and Applications, Jigsaw Teaching, CD/Video Modeling, and Action Planning.

OH/PPT #19: Section 4: Engagement and Practice

Explain

1. Section 4 has been divided up into 4 subsections in this manual because it is large.
2. Describe each of the subsections and their content. These include:
   - Classroom strategies and applications provide activities for use in the classroom.
   - Tools for assessing Reading and Writing Connections.
   - CD/Video Modeling of Teacher applications.
   - Action planning for your use of information and tools.

Review these sections and determine how the participants' needs will best be met. Then plan your time making sure participants know about each resource but spending time on those which are most important for your group.

SECTION 4: ENGAGEMENT AND PRACTICE

Subsection 1: Classroom Strategies and Applications

Subsection 2: CD/Video Modeling

Subsection 3: Jigsaw Teaching

Subsection 4: Action Planning

NOTES TO THE FACILITATOR

In this section of the manual (Classroom Strategies and Applications), there are many considerations for the facilitator. All of the Applications in the manual cannot be covered as in previous pages. Instead, you must pick and choose which classroom strategies to model as a whole group. Keep in mind, there are three opportunities for the participants to experience the strategies and applications – once in a whole group setting with your facilitation, again in small groups during Jigsaw Teaching, and individually during Action Planning.

In order to decide how to train the whole group portion of the session, first review all of the applications offered. Choose which strategies would best fit your training by considering the following:

- **Background knowledge level of the participants** - It may be best to plan 1 or 2 activities under each category and adjust accordingly.
- **Audience** – Consider the grade range/levels when selecting which strategies and applications to model.
- **Staff development needs** – The principal or contact person that hired you to do the training may have a particular need that he/she wants emphasized.
- **Time allotment** – How much time is remaining? Have I followed the timeframe laid out on the Agenda closely? Or has discussion and questioning been heavy for this session? How much time does the activity take as a whole group? Can I describe some of the activities just as well as model them?
- **Flexibility and adaptability –** Some of the activities are highly adaptable to many tasks. Select one of two of these (e.g., KWL Plus, Paragraph Frames, Interaction Reading/Writing) to model as a whole group could give teachers many ideas from one lesson.
- **Engagement level for adults** – Sometimes what is engaging for children and adults is different. Choose applications you feel adults would like to do. Examples from this manual may be Interactive Reading/Writing, KWL Plus, Socratic Seminar, or viewing the video.
- **Room set up and space available** – Is there space available for all of the participants to engage comfortably and actively?   Can you demonstrate a lesson using a small group when space doesn't allow for more?
- **Materials and Supplies** – Be sure to review each application you plan on modeling. The materials needed to teach it may require addition supplies beyond the generic list in the "Tips for Training a Reading Links Module".

Now pick your whole group demonstration classroom applications as per the criteria bulleted at the beginning of Section 4.

All of the applications are written with step-by-step directions on how to teach that activity. Use the space below "Session Activities" to record notes of your training if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings.)

Subsection 1
Classroom Strategies and Applications

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS   ## SESSION ACTIVITIES

Subsection 1

CLASSROOM STRATEGIES AND APPLICATIONS

Visible Aspects of Content Area Literacy

Application #1: Interactive Reading

Application #2: Interactive Writing

Application #3: Rereading/Rewriting

Application #4: Paragraph Frames

Application #5: KWL Plus

Application #6: Herringbone (Concept Mapping)

Application #7: Venn Diagram (Concept Mapping)

Application #8: Expository Passage Organizer

Application #9: Socratic Seminar

Application #10: Questioning the Author (QtA)

Invisible Aspects of Content Area Literacy

Before

> Analyzing the Task

During

> Monitoring and Crosschecking

After

> Responding to the Task

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #1: Interactive Reading

Interactive reading is a personal, child-centered approach to reading. It invites children to respond to printed page in a special way by allowing them to create drawings and write ideas that extend and complement the story text. Their reactions then become an interesting and integral part of the story. Thus, the interactive reading process works toward:

- stimulating interest and creativity;

- giving students an opportunity to demonstrate their intuitive understanding of story grammar as they predict actions and anticipate story events;

- promoting problem solving and decision making as students complete stories in their individual styles; and

- offering students a very enjoyable way to respond to print.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #1: Interactive Reading (continued)

The Procedure:

1. Choose a story and preview it as if you were reading it to your class. (Fairy tales and folk tales are easy to break into interactive material.)

2. Break the story into several segments, stopping at points where feelings are aroused, characters are introduced, or where action changes course. Think to yourself, "Where can students step into the story and interact with the setting, characters, and plot at a literal, inferential, critical, and creative level?" Mark those spots in the text. (Post-its work very well for this.)

3. Decide how you wish your students to interact with the material (e.g., illustrate story scenes, draw details, write opinions, supply dialogue, predict outcomes, record feelings, etc.).

4. Type your narrative, skipping spaces for students to fill in. Then type the directions for your interactions. Be specific! Use verbs that direct students to draw, write, color, etc.

5. Create a summary page that allows students to react to story characters and plot developments.

6. Introduce the concept of interactive reading to the class. You might want to model the process.

7. Give the students a reasonable amount of time to complete their assignments.

8. Provide sharing time.

(Gemke, 1995)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

Sample Pages:

Once apon a time…….
_____

Draw a picture that
shows_____

More text, more
text…._____
Write some words
that tell how _____
feels.
More text, more text..

SESSION ACTIVITIES

The exact text of the folk tale (or chosen story) is typed. Spaces are left throughout the story as described in step 2. The students are asked to draw a picture or respond in writing at these breaks in text.

More text, more text..
_____

What could happen
next? Write your
ideas here_____
More text, more text..

X X X Teacher created
Story Summary
XXXXXXXXXXXXXX
Write what you think
about……..

_____

_____

Application #2: Interactive Writing

This instructional strategy is designed for emergent readers/writers. It is used to show students how writing works and how to construct words using their knowledge of sound-symbol correspondences and spelling patterns (Fountas & Pinnell, 1996).

The Procedure:

1. Collect writing materials (e.g., chart paper, colored marking pens, an alphabet chart, magnetic letters, small white boards, dry-erase pens, erasers, a pointer).

2. Set a purpose by presenting a stimulus activity (e.g., Big Bbook reading, established daily routines, brainstorming ideas around a specific topic).

3. Choose a sentence, a short message, or short book/informational text to write based on the stimulus activity with input from the students. Options: repeat sentence or message several times, count out words, chunk or segment words.

4. Pass out writing materials so that students can write individually while the message is also being written on chart paper.

5. Write the message or short text word by word, pronouncing or "stretching" each word. Choose students to take turns writing letters/words on the chart paper based on their knowledge of phonics and spelling. Students may also "spacers" to point out the separation between. Have students reread the message from the beginning each time a word is completed. Periodically, monitor the individual writing on white boards. When appropriate, draw students' attention to conventions of print (e.g., capitalization, punctuation).

6. Display the interactive writing and have students reread the text using shared, choral, or independent reading.

<div align="center">(Button, Johnson, & Furgerson, 1996)</div>

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to
demonstrate the application on the opposite page (e.g., materials used, time
frames, comments from participants, other helpful ideas to reference for
future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #3: Reread/Rewrite

Readers Respond

Procedures:
1. Respond to student writing all at levels of the composing process but particularly at the revision stage. Peer and teacher responses can be helpful to the writer.
2. Always model appropriate responses when reading a piece of writing that is a work in progress. The following three questions can provide guidance in responding:
   a. What did you like best?
   b. What confused you?
   c. What advice do you have for the author?

Writers Rewrite

Rewriting is an important step to prepare a piece of writing for an audience to read. It is important to remember that not everything the children write needs to be rewritten and children need to have a voice in what is to be rewritten.

Procedures:
1. Be sure to make the connection between reading and writing for your students during the above activities.
2. Tell them that rereading and rewriting are intertwined skills that help the other.
3. Articulate how in each step the students use both to enhance their literacy learning.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #4:   STORY or PARAGRAPH FRAMES

Story or paragraph frames can be used to assess awareness of text organizational patterns and to provide useful instructional tools for focusing on the structure of narrative and expository text. Using a cloze format, both story and paragraph frames provide key words based on the organizational pattern of the text that can help students to write about what they have already read.

Procedures:

Use the following pages, which provide different types of Story or Paragraph Frames, as suggested overhead projector transparencies.

(Cudd & Roberts, 1987; Fowler, 1982)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS   ## SESSION ACTIVITIES

PLOT SUMMARY FRAME

The story _____ is about_____
_____. _____
is an important character in this story. _____
tried to _____.
This story ends when _____.

SETTING FRAME

The story _____takes place _____
_____. I know this because the
author used the words
"_____."
Other clues that show when and where the story takes place
are _____
_____.

CHARACTER ANALYSIS FRAME

_____ is an important character in _____.
   _____ is important because
_____.
 Once, he/she _____.
Another time, _____.
I think that _____
 because _____.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

CHARACTER COMPARISON FRAME

_____ and _____
are two characters in the story _____.
_____is _____
while _____is_____.
For instance, _____tries to _____
and _____ tries to _____.
_____ learns a lesson when _____
_____.

STORY PROBLEM FRAME

In the story _____, the problem starts
when _____
_____.
After that, _____
_____.
Next,

_____
_____.
Then, _____
_____. The problem
was solved when _____.
In the end, _____.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

PARAGRAPH FRAME

Sequentially Organized Text:

There are _____ (e.g., stages, steps, events, etc.)
in_____.
First, _____
_____.
Then,

_____
_____.Next
, _____.
Finally, _____.

Paragraph frames can be used with sentence strips to teach
students how to sequence information in text.

Comparing and Contrasting:

_____ and _____
are two _____ (identify
the concept or topic). However, _____
is_____while _____
is _____. For example, ____
_____, but _____
_____.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #5:   K-W-L PLUS STRATEGY

K-W-L Plus is a reading-thinking strategy that helps students construct meaning from text in an independent fashion. It is a modification of K-W-L (Ogle, 1986) that may also include mapping and summarization. It has been used successfully with secondary students having reading and writing difficulty. This strategy helps students to think critically about what they have read in order to organize, restructure, and apply what they have learned to the formation of a map and a written summary. It helps readers to respond to text before, during, and after reading.

Procedures:

Before reading

The students brainstorm ideas and discuss what they know about the topic. (This step helps them to activate their background knowledge.) The students categorize the information generated during their brainstorming. (This step helps them to anticipate and relate what they already know to new information from texts.) The students generate questions they want answered as they read. (This step helps students to focus on the text by giving them a purpose for reading.)

During reading

The students pay attention to the questions they want answered. The students record the answers in the "L" column of the worksheet. As the students encounter new information, they may choose to add questions to the "W" column of the worksheet.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS   ### SESSION ACTIVITIES

Application #5: K-W-L PLUS STRATEGY (continued)

After reading
The students discuss what they have learned from the reading.
If the students have questions that were not answered, they should be encouraged to seek further information by reading additional texts.

The Plus Component:
The students designate categories for the information in column "L" and create a concept map. They may choose to use some of the same categories that they generated during their brainstorming, or they may generate new ones. (This step helps students to see associations and relationships in what they have read. It also helps them to think critically in order to organize, restructure, and apply what they have learned.)

The students write a brief summary. (This step helps students to reflect on what was learned, to write in a logical manner, and to express what was learned in their own terms.)

(Carr & Ogle, 1987; Ogle, 1986)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

K–W–L Plus Strategy Worksheet
The KWL Chart

K	W	L
What do I already KNOW?	**What do I WANT to know?**	**What have I LEARNED?**
(Brainstorm and then label the "categories" of your background knowledge)	(Generate questions about the topic that you are interested in learning more about.)	(Read with the purpose of finding answers to your questions and/or generating new questions. Then, label the "categories" of your new learnings.)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

K–W–L Plus Strategy Worksheet
Concept Mapping as the Plus Component

Procedure: After completing the KWL chart, use the information that you have categorized and labeled to create a concept map.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

K–W–L Plus Strategy Worksheet

Concept Mapping as the Plus Component

Procedure: After completing the KWL chart, use the information that you have categorized and labeled to create a concept map.

Organize in terms of key information known or learned which characterize the concept.
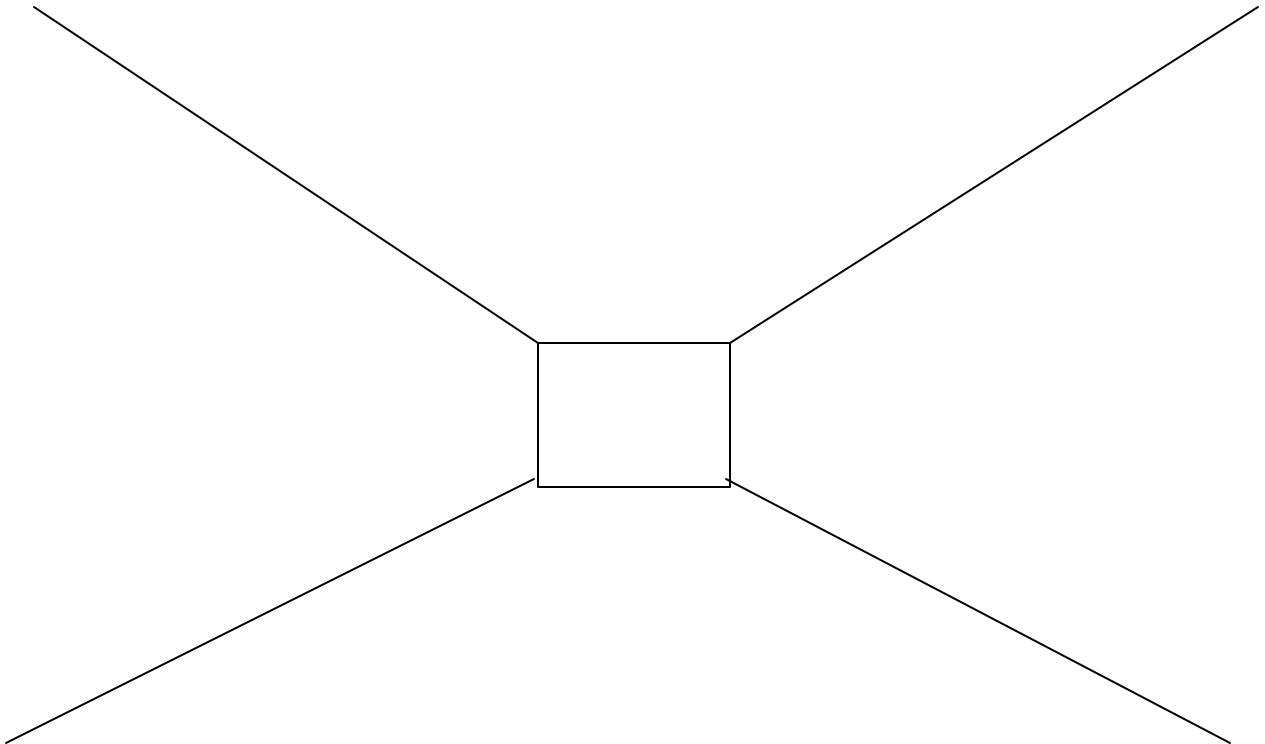
NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #6:   GRAPHIC AND SEMANTIC ORGANIZERS

Herringbone Technique

This strategy uses the following basic comprehension questions to obtain important information: who, what, when, where, why, how. Prior to teaching this strategy, it is important for a teacher to ask her/himself what are the major concepts my students should understand from this text?
What are the important vocabulary items?
How will my students learn this information?

Procedures:
It is important for the teacher to model this strategy perhaps using an overhead transparency. The herringbone technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of questions, such as the following:

Who (person or group) was involved?

What did this person or group do?

When was it (the event from question 2) done?

Where was it done?

How was it done?

Why did it happen?

1. Use the sample Herringbone Technique chart on the following page to model the strategy.

(Tierney, Readance, & Dishner, 1990)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to
demonstrate the application on the opposite page (e.g., materials used, time
frames, comments from participants, other helpful ideas to reference for
future trainings).

SUPPORT MATERIALS   **SESSION ACTIVITIES**

Herringbone Technique

Where?

Who?

How?

(Did) What?

Why?

When?

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS
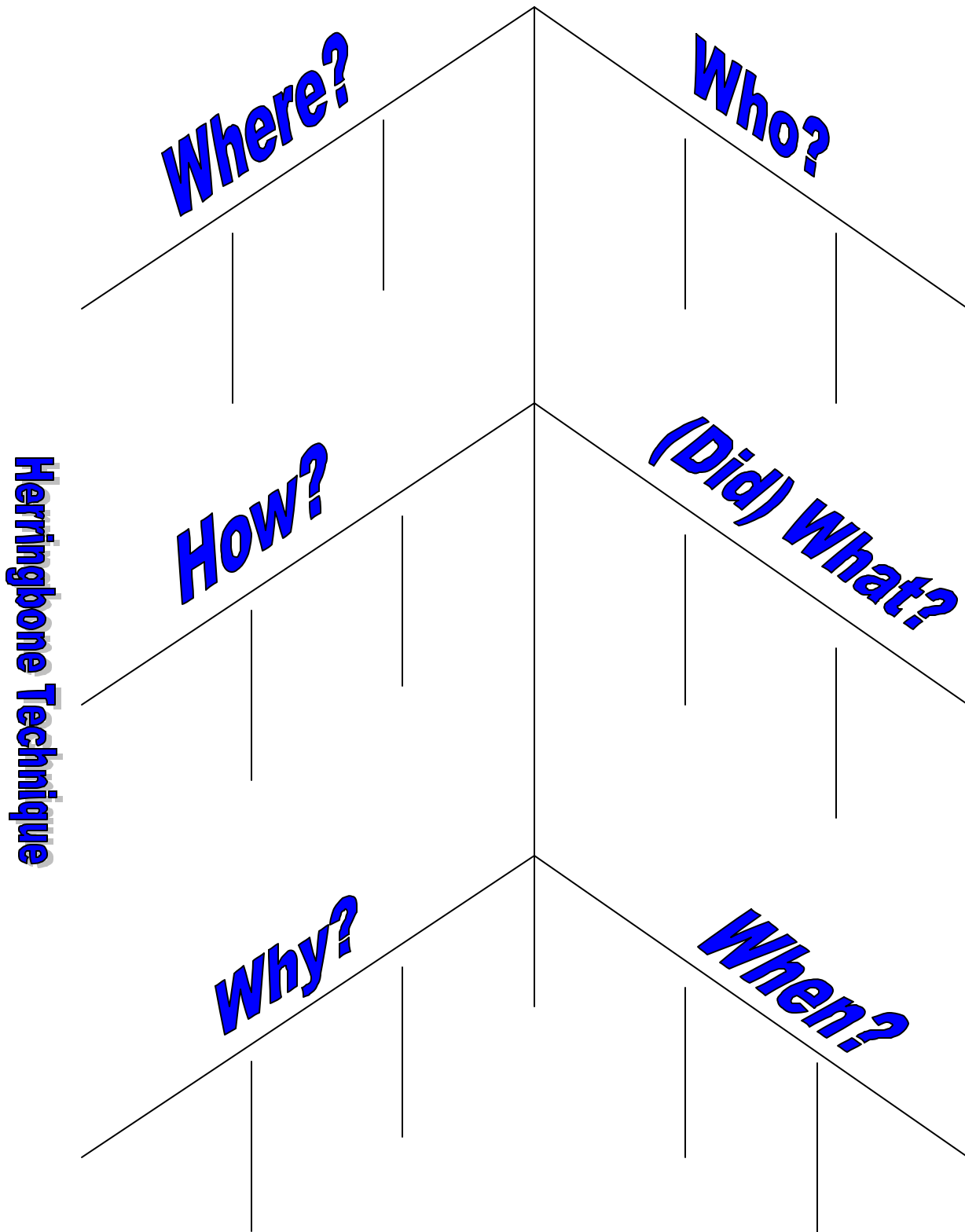
SESSION ACTIVITIES

Application # 7: A Venn Diagram for Comparison and Contrast

A Venn diagram consists of two partially overlapping circles. This strategy is used to compare and contrast items (e.g., topics, concepts, ideas, characters, etc.). It has many possibilities for adaptations and can be used in all content areas.

Procedures:

1. Select two items (e.g., topics, concepts, ideas, characters, etc.) from the reading material that could be compared and contrasted.

2. Considering each item separately, brainstorm a list of characteristics/ descriptions.

3. Identify a set of criteria to compare and contrast the items.

4. Using the brainstormed list from each item, select characteristics/descriptions common to both items. Write the commonalities in the overlapping area of the two circles.

5. Using the brainstormed list from each item, select characteristics/descriptions that differ for each item. Write the information that indicates differences in the appropriate outside circles.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

A Venn Diagram for Comparison and Contrast

Title of Text: _____

Topic 1_____ Topic 2 _____

Compare
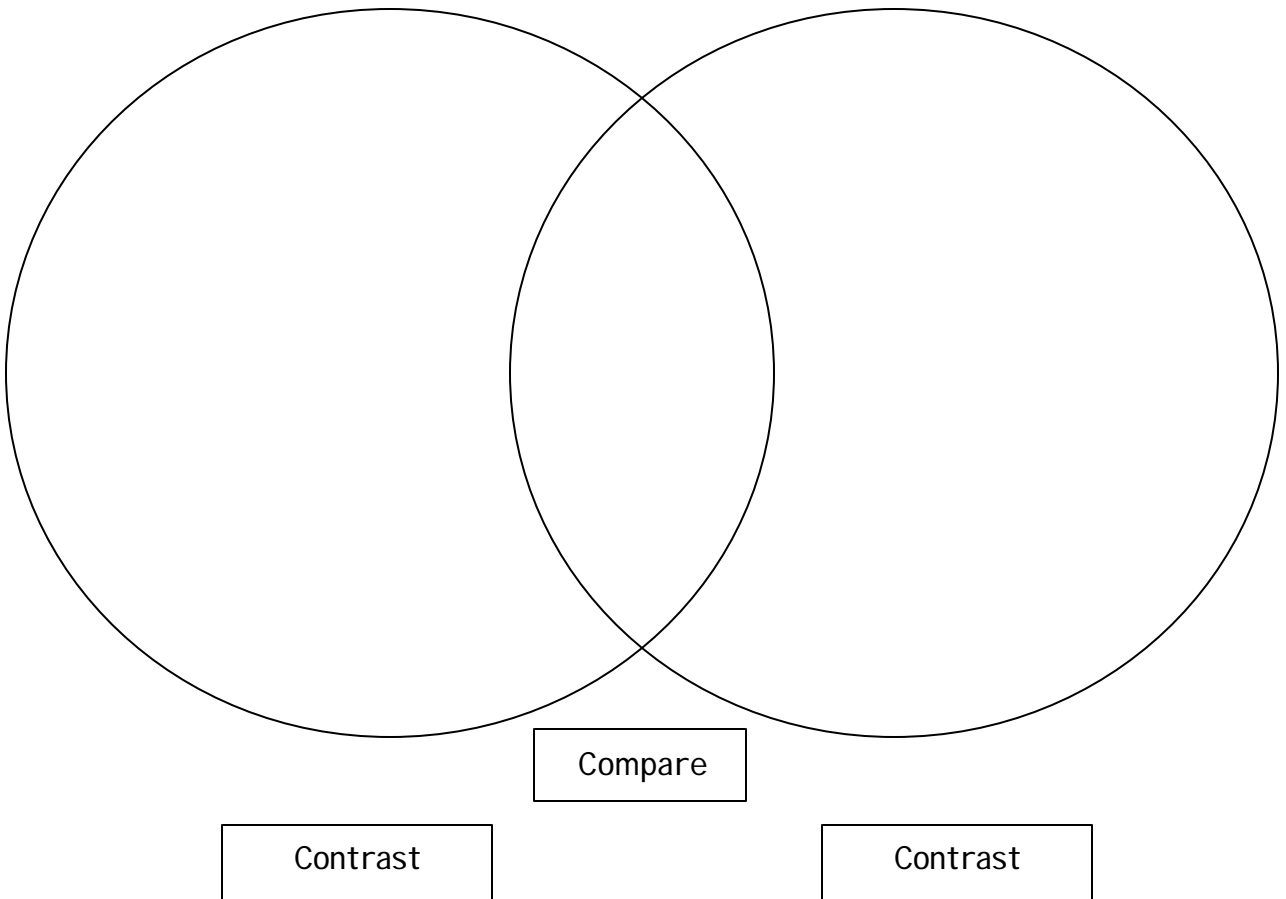
Contrast

Contrast

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #8: EXPOSITORY PASSAGE ORGANIZERS

Expository passage organizers (EPOs) are reading and writing guides that can help students to enhance their comprehension and recall of expository text by focusing their attention on overall text structure and the organization of main ideas and details.

When students use EPOs, they interact with the different components of text (e.g., introduction, body, conclusion). They identify and label top-level or superordinate structures of text (e.g., problem-solution, cause-effect, comparison/contrast), and they focus their attention on main ideas and supporting details.

Procedures for Creating and Using EPOs:

1. Select text that is well structured (e.g., introduction, body, conclusion; main ideas supported clearly with details, examples, illustrations).

2. Identify the text structure (e.g., problem-solution, description, cause-effect, comparison/contrast, how-to).

3. Label the frames that define the text structure (e.g., introduction – problem; body – solution; conclusion – result).

4. Construct partially completed statements in main idea and detail clusters so that they parallel each frame or critical component that defines the text structure.

5. Model the strategy with students before having them complete the strategy on their own.

6. Discuss with students how this strategy can help them to learn how to organize information from text, which can help not only in their comprehension but also in their writing.

(Miller & George, 1992)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS   ## SESSION ACTIVITIES

Sample Expository Passage Organizer (EPO)

Title: The Day We Unplugged the TV   (Ashcraft, 1996)

Passage Pattern: Problem-Solution

INTRODUCTION – PROBLEM: Paragraphs 1 – 3
Detail: Ashcraft's children were avid watchers of television shows, such as the "Power Rangers."
Detail: The messages at the end of each episode_____.
Detail: Despite the messages _____.
Main idea: The television show caused the children _____.

BODY – SOLUTION: Paragraphs 4 – 10
Main idea: For one week _____.
Detail: Not having the television present, diminished the desire to watch television.
Detail: After a few days, _____.
Detail: The absence of television provides opportunities to rediscover activities that one can do instead of watching television.
Detail: Instead of watching television_____.
Detail: Without the television the children did activities they would never have done if they had been watching television.

CONCLUSION – RESULT: Paragraphs 11– 14
Main idea: Television has become so pervasive that _____.
Detail: Television viewing can be seen as a _____ and/or _____.
Detail: People will find out when they do not have television that they can indeed think for themselves.
Detail: We should all _____.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to
demonstrate the application on the opposite page (e.g., materials used, time
frames, comments from participants, other helpful ideas to reference for
future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

THE DAY WE UNPLUGGED THE TV
(adapted from an article by Michael Ashcraft, 1996)

It was the "Power Rangers" who first empowered us. A couple of years ago, when the show was at the peak of popularity, our twin sons, then six years old, were avid watchers. My wife and I were not all that opposed, seeing it in much the same vein as old "Batman" shows.

To their credit, at the end of every explosive episode, the Power Rangers would espouse peaceful, positive virtues that any parents would be proud to have their children hear. There's hope for the world if we each do our part. The highest achievement is to turn an enemy into a friend.

Yet despite this preaching, what kids practiced was kicking each other until someone cried.

Unable to stop our twins' painful re-enactments with the standard barrage of threats and timeouts, we took away their "Power Rangers" privileges for a week by physically moving our TV to the basement.

The first reaction of our twins, along with their younger sister, was astonishment. This was followed by repentance, followed by two days of whining and begging to watch something on TV, anything. PLEASE.

For a while the boys would hang out near the top of the basement steps or go downstairs just to gaze at the TV, unplugged under its rug covering. The kids weren't alone in their angst. When the TV went away, it went away for all of us. We have only one TV.

Granted, my wife and I now sometimes watch a show or rent a movie when the kids are asleep. But the desire to watch TV is diminished when you have to drag it up a flight of stairs.

In fact, taking away the TV has worked out so well that I'm here to tell you: absence does not make the heart grow fonder. Not fonder of TV, but of going without it. Probably not on the first day, and maybe not the second. But by day three you may notice to your utter amazement, a new desire to read a book, talk to your family, call the neighbors over or fly a kite.

In the absence of TV, we've discovered what's in our back yard. The boys are happy on the trampoline out there. Their sister is content to sit in the tree house with her Barbie dolls or a picnic lunch.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

THE DAY WE UNPLUGGED THE TV (continued)

During cold or inclement weather, our daughter happily stays indoors to draw, do puzzles and make up songs. The boys turn to card and board games. On one occasion, they spontaneously generated a play. All on their own, they developed a script, made costumes, performed their creation and bowed deeply afterward. It was something they would never have considered if they had been watching TV.

The trouble is, television has become so pervasive that turning it on is something people do reflexively as soon as they walk in their house—like flipping on the lights or checking the mail.

When faced with studies that say Americans watch a bazillion hours of TV a day, many will argue that they're not actually watching that much: the TV is simply on as background noise or strobe lighting. This is akin to smokers who say, "I don't actually smoke three packs a day. Most of the cigarettes just sit in the ashtray and secondarily smoke me to death."

So when does television viewing cross the line between habit and addiction? There's one way to find out: turn it off for a week and see what happens. If you must, tape your "Oprah," "ER," or "Sesame Street," but view those shows at some other time in the 51 weeks to follow.

I think you'll find that when you don't have the tube thinking for you, you can actually think for yourself.

Ashcraft, M. (1996, September 29). The day we unplugged the TV.
The Sunday Magazine of Orlando Sentinel. Orlando, FL.

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #9: Socratic Seminar

The Socratic Seminar is designed to revolve discussion around students' talk as a means to socially constructing knowledge Socratic Seminars are named after Socrates, who believed that people learned more effectively through self-discovery than through being told the "correct" answer or interpretation.

The teacher's role is to guide students to discovery through the use of core questions designed to lead to thoughtful discussions in which students engage in reasoning, predicting, projecting, and imagining.

Procedures:

The following procedures are useful when facilitating a Socratic Seminar using an "inner circle/outer circle" framework:

1. Analyze the content of the text to be discussed (e.g., major concepts, insights, vocabulary, text features).
2. Prepare discussion questions that raise issues, probe, apply, and synthesize information as well as metacognitive questions (e.g., What did you learn about _____ from this task? What was confusing? What was useful?)
3. Explain guidelines for students to follow (e.g., focus on content, listen to one another, outer circle students take notes during discussion to share during debriefing, inner circle students speak clearly to one another).

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #9: Socratic Seminar (continued)

4. Arrange the room with an inner circle (for discussants) and an outer circle (for note takers). If needed, designate one chair in the inner circle as the "hot seat" or the seat to be taken by a speaker.
5. Set a designated time for discussion and then begin with a core question.
6. End with a summary statement (either student- or teacher-generated).
7. Conduct a debriefing, focusing on the process underlying the seminar. Invite students to give suggestions for making the seminar process more effective. Ask the metacognitive questions as part of the debriefing.
8. Serve as a discussion leader until students are able to assume that role. Begin the discussion with a question that raises an issue.

(Tanner & Cassados, 1998)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS   ## SESSION ACTIVITIES

Application #10:   Questioning the Author (QtA)

Questioning the Author (QtA) is an instructional strategy designed to help students learn how to ask questions while reading to construct meaning and to better understand an author's intent.

The QtA strategy:

- Encourages students to think more deeply about segments of text during the reading task

- Allows students to raise questions or challenge what the author is saying if what they are reading does not make sense to them

- Places value on the quality and depth of students' interactions with text and their responses to the intended meaning

Teachers can use the QtA strategy and graphic organizers to show students how to look for organization (e.g., cause-effect, comparison-contrast, problem-solution, main idea-detail) in everything they read and write.

(Beck, McKeown, Hamilton, & Kucan, 1997; Duke & Pearson, 2002; Jones, Pierce, & Hunter, 1988/1989)

NOTES TO THE FACILITATOR

Continue to use the space below to record training notes if you chose to demonstrate the application on the opposite page (e.g., materials used, time frames, comments from participants, other helpful ideas to reference for future trainings).

SUPPORT MATERIALS

SESSION ACTIVITIES

Application #10:   Questioning the Author (QtA) (continued)

Procedures:

Use the following chart to determine the questions you will use based on the goal of the dialogue.

If the goal is to…	Then, ask the following…
Initiate a discussion	What is the author trying to say? What is the author's message? What is the author talking about?
Help students focus on the author's message	That is what the author says, but what does it mean?
Help students link information	How does that connect with what the author already told us? What information has the author added here that connects to of fits in with…?
Identify difficulties with the way the author has presented information or ideas	Does that make sense? Is that said in a clear way? Did the author explain that clearly> Why or why not? What's missing? What do we need to figure out or find out?
Encourage students to refer to the text either because they've misinterpreted a text statement or to help them recognize that they've made an inference	Did the author tell us that? Did the author give us the answer to that? (If so, where?)

(Beck, McKeown, Hamilton, & Kucan, 1997; Duke &
Pearson, 2002; Jones, Pierce, & Hunter, 1988/1989)

NOTES TO THE FACILITATOR

The video modeling subsection is the time for participants to view a "real teacher" (not a simulated classroom or actor) demonstrating classroom application strategies from this module. Some of the CD/videos are explicit teaching of strategies; some are models of a strategy integrated into many lessons. In either case, preview the entire CD/video. You will need to make decisions as to how the CD/video can be used most effectively for your training. The following options are available:

- Highlight a portion(s) of the CD/video rather than showing it in its entirety
- Use the Pre/Post teaching interviews during this session or saved for another time
- Reserve the CD/video to be shown again at a future time
- Use the CD/Video Modeling Observation Chart for the first viewing and the Checklist in the Helpful Resources for additional viewings.

Subsection 2
CD/Video Modeling

NOTES TO THE FACILITATOR

For Reading and Writing Connections across the Content Areas, there are four classroom examples to view.

Gail Boushey's video lesson involves a guided reading lesson on reading/thinking like writer strategies using the picture book entitled *Sarah Snail*. This lesson is conducted with first graders.

Joan Moser's guided reading lesson involves determining the most important ideas using the nonfiction book entitled *Tail Tales*. This lesson is conducted with third graders.

The third lesson involves Robin Totten's guided reading lesson on using text features to help read expository text. This lesson is conducted with fifth graders.

SUPPORT MATERIALS

CD/video of Gail Boushey's 1st grade lesson including the lesson plan found in Helpful Resources Section 6

CD/video of Joan Moser's 3rd grade lesson

CD/video of Robin Totten's guided reading group.

SESSION ACTIVITIES

CD/Video Viewing
Cue up the videos and discuss as determined by the needs of your participants.

Subsection 2

Contexts for CD/Video Viewing

Context: Gail Boushey (1st grade, Sunrise Elementary School, Kent School District, WA)

Focus: Reading and thinking like a writer; guided reading lesson

Context: Joan Moser (3rd grade, Sherwood Forest Elementary School, Federal Way School District, WA)

Focus: Determining what's important in text; guided reading lesson

Context: Robin Totten (5th grade, Cascade View Elementary School, Tukwila School District, WA)

Focus: Using text features to help interpret informational text; guided reading lesson

NOTES TO THE FACILITATOR

This Observation Chart is a recording device to be used by the participants as they watch the CD/videos.

SUPPORT MATERIALS

CD/Video of Gail Boushey

CD/Video of Joan Moser

CD/Video of Robin Totten

SESSION ACTIVITIES

CD/Video Viewing
1. Have the participants read the 4 guiding questions on the Observation Chart.
2. Introduce the CD/video the participants are about to see by describing the lesson(s) you previewed and chose for this session.
3. Explain that the CD/video was filmed in the teacher's real classroom with his/her students present.
4. View the CD/video or sections of you have chosen to be seen.
5. Have the participants record their observations to the guiding questions on the observation chart as they view the CD/video.
6. Discuss each question and the observations at the end of the viewing.

CD/Video Modeling Observation Chart

What activities for teaching reading and writing connections across the content areas did the teacher use?	What classroom management strategies did the teacher use to support instruction?
How did the teacher assess, engage, or reinforce student success?	What else did you observe? (e.g. other literacy enrichment, physical environment, and/or accommodations)

NOTES TO THE FACILITATOR

Review Jigsaw under "Cooperative Group Procedures" in the "Tips for Facilitating a Reading Links Module" before beginning this subsection. It provides you with a full definition of how this activity can be done. This subsection of Engagement and Practice is designed to give the participants time to put together a lesson. In it, the participants design a lesson of their own using three resources (and any others you think are helpful). They then 'try it out' on a small group from your training. The 'listeners' gain information by watching each person in their small group teach or tell about the activity therefore gaining information far beyond the one application they chose to demonstrate. Encourage the onlookers to use the next page to use as a note - taking guide for when others are modeling. The resources for participants to use in order to decide which activity to model are the following:

- The strategies and applications from the manual not covered in the whole group modeling
- The Invisible Aspects (page 12) in the Presentation section
- The participants' own teaching and/or observing
- Suggested resources brought in by the facilitator

SUPPORT MATERIALS

Materials: Any Reading/Writing Connections professional resources that you would like to recommend

SESSION ACTIVITIES

Jigsaw Teaching
1. Considering the 4 resources described above, ask the participants to choose either invisible or visible aspects of Reading and Writing Connections.
2. Have the individuals write a lesson around that aspect.
3. Each participant practices it until he or she is ready to teach it to a small group.
4. Divide the participants into small groups.
5. Each member teaches the lesson (or describes it) to the rest of the group.

Subsection 3
Jigsaw Teaching

NOTES TO THE FACILITATOR

Indicate this page to the participants as their note taking space while others are teaching the Reading/Writing Connections lessons.

SUPPORT MATERIALS	SESSION ACTIVITIES
	Recording of Jigsaw Teaching
	As each member is sharing his or her lesson, the participants can use this page to record notes.

Subsection 3
Jigsaw Teaching: Small Group Practice

Visible Aspects	Invisible Aspects

NOTES TO THE FACILITATOR

Action Planning is designed to provide the participants with time to plan an application of their new learnings for their classrooms. See "Key Learning Goals" #5 in Overview that states "The participants will create an action plan to apply key learning from this module." Encourage them to plan small and soon.

Subsection 4
Action Planning

NOTES TO THE FACILITATOR

SUPPORT MATERIALS

SESSION ACTIVITIES

Action Planning
1. Encourage the participants to follow the 3-step process to put Reading and Writing Connections across the Content Areas in their classrooms tomorrow.
2. Read the 3 steps – Review, Revise, and Plan.
3. Give time for each participant to follow the plan.
4. Ask for questions.

Subsection 4

Action Planning: How Can I Put My New Learnings into Practice?

1. Review: Look over the notes you made during the Think-Ink-Pair-Share activities completed at the beginning of this session.

2. Revise: What additions or revisions can you make to your notes?

3. Plan: What are my next steps to incorporate reading and writing connections across the content areas purposefully into my lesson plans tomorrow?

How will those plans meet the instructional needs of my students?

Using the form on the next page, **construct an action plan** that will help you address the instructional needs of your students.

NOTES TO THE FACILITATOR

As the participants are planning, roam the room providing assistance where needed. For example, provide guidance to those who are having difficulty and feedback on the plans to those who finish quickly.

SUPPORT MATERIALS	SESSION ACTIVITIES
	Action Planning Recording Page
	1. Instruct the participants to record their plans on this page.
	2. Share plans in small or whole group(s).

Constructing an Action Plan to Meet
the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?

SUMMARY NOTES

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 5: SUMMARY

NOTES TO THE FACILITATOR

This is the time for participants to sum up their new learnings acquired during this training.

The summary activity that the participants will do is Plus, Minus, and Interest. This process involves revisiting the PMI chart completed at the beginning of the session to reflect new learnings or understandings about Reading and Writing Connections across the Content Areas instruction.

SUPPORT MATERIALS

PMI chart generated at the beginning of the session

SESSION ACTIVITIES

Plus, Minus, and Interest
1. Have the participants select partners to revisit the charts that they generated at the beginning of the session.
2. Have them discuss, confirm, delete, add to, or change their ideas, reflecting new learnings or understandings about Reading and Writing Connections across the Content Areas.
3. The participants complete their charts by recording their ideas on the blank space provided on the opposite page.
4. Share their ideas as a whole group.

Summarizing Key Learnings

Revisiting the Plus, Minus, Interest Activity

- **All teachers should be teachers of reading and writing.**

- **Once children learn to read, they should be able to read to learn for the rest of their lives.**

P–Plus Why you like it.	M–Minus Why you don't like it.	I–Interest What you find interesting.

NOTES TO THE FACILITATOR

After the summarizing activity, conclude your training session. Please acknowledge the commitment that the participants have made to their students, classrooms, and themselves by taking the time beyond their already busy jobs to learn more. Celebrate with them that their learning is also important. Encourage them to put aside their work as healthy teachers balance their lives inside and outside of their classrooms.

Lastly, have the participants fill out an evaluation of the training before they leave. In the "Tips to Facilitating" there are suggested forms.

Evaluation and Feedback

1. What did you find most useful about this session?

2. What did you find least useful?

3. What additional information, materials, or resources would be useful?

HELPFUL RESOURCES NOTES

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 6: HELPFUL RESOURCES

NOTES TO THE FACILITATOR

Section 6: Helpful Resources section is similar to an appendix.

Possible Uses for Section 6:

Section 6: Helpful Resources consists of 2 sections – Checklist for Evaluating Instructional Materials and CD/Video Modeling Checklist. The Checklist for Evaluating Instructional Materials is a guide to assessing the content and uses of instructional aides. The CD/Video Modeling Checklist is a guide to watching the videos for effective teaching behaviors. The Material and CD/Video Modeling Checklists are designed to be used at a later date. If a staff wanted to reconvene, for example, and peruse its curriculum (or lack there of), it could use the Materials Checklist as a guide to the strengths and weaknesses of the classroom materials. Further, as suggested in the CD/Video Modeling subsection, a staff may want to view the CDs or videos for this module on two or three separate occasions. The CD/Video Modeling Checklist offers additional observational categories and content.

Section 7: References

This section lists the resources cited within the manual. It can be used for additional searches or pursuing deeper research information.

Section 8: Glossary

Even though there are two glossaries in every other module, the Reading and Writing Connections across the Content Areas has only the glossary that is common among the 6 modules that comprise the Building Blocks to Teaching Children to Read.

Section 9: PowerPoint and Overheads

This section exists only in the Facilitator's Manual of any module. It is for your organization of overhead transparencies and/or PowerPoint slides to facilitate this module.

Section 10: Tips to Facilitating

This section, like section 9, exists only in the Facilitator's Manual. It is a module in and of itself that contains the general guidelines to facilitating a Reading Links training.

SECTION 6: HELPFUL RESOURCES

- Checklist for CD/Video Modeling

- Checklist for Evaluating Instructional Materials

- Comparison of Reading and Writing Processes

NOTES TO THE FACILITATOR

CD/VIDEO MOEDLING CHECKLIST

CD/VIDEO MODELING CHECKLIST

EFFECTIVE TEACHING CHARACTERISTICS	If observed, make notes as to how the teacher handled this characteristic
LEARNING ENVIRONMENT	
1. Communicated a warm interest in and respect for the students.	
2. Provided a literacy-rich learning environment.	
MANAGEMENT	
1. Stated objectives, expectations, and routines.	
2. Took actions to keep all students engaged.	
INSTRUCTION	
1. Uses a variety of teaching/learning methods.	
2. Paces instruction to keep the class involved.	
3. Use a variety of grouping strategies to increase student engagement and interaction.	
4. Model the designed behaviors and provides think-alouds.	
5. Asks open-ended questions and provides adequate wait time for thinking.	

NOTES TO THE FACILITATOR

CD/VIDEO MODELING CHECKLIST CONT.

CD/VIDEO MODELING CHECKLIST (continued)

INSTRUCTION (cont)	
6. Ensures extensive reading/writing time for students on a daily basis (e.g. instructional as well as independent)	
STRATEGIC TEACHING	
1. Explicitly explains how strategies can help reader/writers.	
2. Makes connections between new strategies/information and what students already know.	
3. Provides opportunities for guided practice in strategy application.	
ASSESSMENT	
1. Uses a variety of ongoing assessment techniques to improve instruction (observations, checklists, anecdotal records, informal inventories, etc.)	
2. Evaluates the lesson and diagnoses what was learned and what needs to be covered?	

NOTES TO THE FACILITATOR

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

Checklist for Evaluating Instructional Materials

Use the checklist below to guide your decision-making processes when considering which instructional aids will best meet the needs of students.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS

TOPIC ADDRESSED	YES	NO	COMMENTS
Content			
1. Is the instructional material aligned with state/school standards?			
2. Is the information and approach research-based?			
3. Is the focus aligned with the scope and sequence of your school/district's reading program?			
4. Are the materials and strategies appropriate for your students' needs?			
Instruction			
1. Will the materials cover the range your students need?			

NOTES TO THE FACILITATOR

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS CONT.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Instruction (cont)			
2. Are the materials student and teacher - friendly and clearly presented?			
3. Does the instructional design provide for a balanced approach to reading?			
4. Is there a coherent instructional progression of skills and strategies?			
5. Do the lessons include a variety of engaging student activities?			
6. Are there teaching options offered to accommodate for a variety of teaching and learning styles?			
7. Are opportunities provided for skills development and strategies?			
Support			
1. Are supplemental materials provided?			
2. Is teacher support available?			
3. Is teacher in-service offered?			

NOTES TO THE FACILITATOR

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS CONT.

CHECKLIST FOR EVALUATING INSTRUCTIONAL MATERIALS
(continued)

TOPIC ADDRESSED	YES	NO	COMMENTS
Support (cont)			
4. Are there opportunities for ongoing professional development?			
Assessment			
1. Is there an appropriate assessment component that is aligned with the standards/objectives?			
2. Does the assessment program include a variety of formal and informal evaluation activities?			
3. Are the performance skills and strategies identified in the lessons?			

NOTES TO THE FACILITATOR

COMPARISON OR READING AND WRITING PROCESSES

COMPARISON OF READING AND WRITING PROCESSES

What Readers Do	What Writers Do
Step 1 Prereading	**Step 1 Prewriting**
Use knowledge about	**Use knowledge about**
the topic	the topic
reading	writing
literature	literature
language systems	language systems
Expectations are cued by	**Expectations are cued by**
Previous reading/writing experiences	previous reading/writing experiences
format of the text	format of the text
purpose for reading	purpose for writing
audience for reading	audience for writing

NOTES TO THE FACILITATOR

COMPARISON OF READING AND WRITING PROCESSES CONT.

COMPARISON OF READING AND WRITING PROCESSES
(continued)

Step 2 Reading	Drafting
Use word-identification strategies	Use transcription strategies
Use comprehension strategies	Use meaning-making strategies
Monitor reading	Monitor writing
Construct meaning	Construct meaning
Step 3 Responding	**Revising**
Respond to the text	Respond to the text
Interpret meaning	Interpret meaning
Clarify misunderstandings	Clarify misunderstandings
Expand ideas	Expand ideas
Step 4 Exploring	**Editing**
Examine the impact of words and literary language	Identify and correct mechanical errors
Explore structural elements	Review paragraph and sentence structure
Compare the text to others	

NOTES TO THE FACILITATOR

COMPARISON OF READING AND WRITING PROCESSES CONT.

COMPARISON OF READING AND WRITING PROCESSES

(continued)

Step 5 Applying	**Step 5 Publishing**
Go beyond the text to extend their interpretations	Produce the finished copy of their compositions
Share projects with classmates	Share their compositions with genuine audiences
Reflect on the reading process	Reflect on the writing process
Make connections to life and literature	Make connections to life and writing
Value the piece of literature	Value the composition
Feel success	Feel success
Want to read again	Want to write again

(adapted by Tompkins, 2001, p. 74 from Butler & Turnbill, 1984)

REFERENCES NOTES

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 7: REFERENCES

NOTES TO THE FACILITATOR

SECTION 7: REFERENCES

SECTION 7: REFERENCES

Armbruster, B., Lehr, F., & Osborn, J. (2001). Put reading first: The
  research building blocks for teaching children to read. Jessup, MD:
  National Institute for Literacy.

Bean, T. (2000). Reading in the content areas: Social constructivist
  dimensions. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.)
  Handbook of reading research (Vol. III, pp. 629-644). Mahway, NJ:
  Lawrence Erlbaum Associates, Inc.

Bean, T., Valerio, P., & Stevens, L. (1999). Content area literacy instruction.
  In L. Gambrell, L. Morrow, S. Neuman, & M. Pressley (Eds.), Best
  practices in literacy instruction (pp. 175-192). New York: The
  Guilford Press.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words their
  way: Word study for phonics, vocabulary, and spelling instruction.
  Upper Saddle River, NJ: Merrill.

Blachowicz, C., & Fisher, P. (2002). Teaching vocabulary in all classrooms.
  2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Blachowicz, C., & Fisher, P. (2000). Vocabulary instruction. In M. Kamil, P.
  Mosenthal, P. D. Pearson, & R. Barr (Eds.) Handbook of reading
  research (Vol. III, pp.503-523). Mahway, NJ: Lawrence Erlbaum
  Associates, Inc.

Burns, P., Roe, B., & Ross, E. (1999). Word recognition and meaning
  vocabulary: A literacy skills primer. Boston: Houghton Mifflin
  Company.

NOTES TO THE FACILITATOR

REFERENCES CONT.

Butler, A., & Turnbill, J. (1984). <u>Towards a reading-writing classroom.</u>
Portsmouth, NH: Heinemann.

Button, K., Johnson, M. J., & Furgerson, P. (1996). Interactive writing in a
primary classroom. <u>The Reading Teacher, 49</u>, 446-454.

Cooper, J. D. (2000). <u>Literacy: Helping children construct meaning.</u> 4th ed.
Boston, MA: Houghton Mifflin Company.

DeBono, E. (1986). <u>CoRt thinking.</u> Advanced Practical Thinking Training, Inc.
York: Pegamon Press

Duke, & Pearson, (2002). Effective practices for developing reading
comprehension. In A. Farstrup and S. J. Samuels What research has to
say about reading instruction (pp. 205 – 242). Newark, DE: International
Reading Association.

Fountas, I., & Pinnell, G. S. (2001). <u>Guiding readers and writers: Grades 3 –
6: Teaching comprehension, genre, and content literacy.</u> Portsmouth,
NH: Heinemann.

Fox, B. (2000). <u>Word identification strategies: Phonics from a new
perspective.</u> Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.

Gemake, J. (1985, November/December). *Getting kids to respond to print
through interactive reading.* <u>Early Years</u>. 38-39.

Gipe, J. (2002). <u>Multiple paths to literacy</u>. 5th ed. New Jersey: Prentice Hall.

Gipe, J. P. (1998). <u>Multiple paths to literacy: Corrective reading techniques
for classroom teachers.</u> New Jersey: Prentice-Hall, Inc.

Gunning, T. (2000). <u>Creating literacy instruction for all children</u>. 3rd ed.
Boston: Allyn & Bacon.

Hadaway, N., & Young, T. (1994). Content literacy and language learning:
Instructional decisions. In <u>The Reading Teacher</u>, <u>47</u>, 522-527.

NOTES TO THE FACILITATOR

REFERENCES CONT.

Harris, T. L., & Hodges, R. E. (Eds.). (1995). The literacy dictionary: The vocabulary of reading and writing. Newark, DE: International Reading Association.

Harvey, S. (1998). Nonfiction matters: Reading, writing, and research in grades 3-8. York, ME: Stenhouse Publishers.

Harvey, S., & Goudvis, A. (2000). Strategies that work: Teaching comprehension to enhance understanding. York, ME: Stenhouse Publishers.

Heller, M.F. (1995). Reading – writing connections from theory to practice. White Plains, NY: Longman.

Irwin, J. W., & Baker, I. (1989). Promoting active reading comprehension strategies. Englewood Cliffs, NJ: Prentice Hall.

Jacobson, J. (1998). Content area reading: Integration with the language arts. Albany, NY: Delmar Publishers.

Keene, E., & Zimmerman, S. (1997). Mosaic of thought. Portsmouth, NH: Heinemann.

Kinsella, K. (2000). Reading in the content areas: Strategies for reading success. Upper Saddle River, NJ: Globe Ferron Educational Publisher.

Lindsay, T. (1984). The affixionary: Personalizing prefixes and suffixes. The Reading Teacher, 38, 247-248.

Mathison, C. (1989). Activating student interest in content area reading. In Journal of Reading, 33, 170-176.

McKenna, M., & Robinson, R. (1990). Content literacy: A definition and implications. In Journal of Reading, 34, 184-186.

NOTES TO THE FACILITATOR

REFERENCES CONT.

Nagy, W., & Scott, J. (2000). Vocabulary Process. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) <u>Handbook of reading research</u> (Vol. III, pp.269-284). Mahway, NJ: Lawrence Erlbaum Associates, Inc.

National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Chapter 4 Part 1 and 2 Comprehension. http://www.nichd.nih.gov/publications/nrp/smallbook.pdf

OSPI document: Reading in All Content Areas: Transition Years (September, 1999).

OSPI document: Text Forms and Features: A Resource for Intentional Teaching (October, 1998).

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.) <u>Handbook of reading research</u> (Vol. III, pp.545-561). Mahway, NJ: Lawrence Erlbaum Associates, Inc.

Readance, J.E., Bean, T. W., & Baldwin, R. S. (1998). <u>Content area literacy: An integrated approach.</u> Dubuque, IA: Kendall Hunt.

Shanahan, T. (1988). The reading-writing relationship: Seven instructional principles. <u>The Reading Teacher, 41,</u> 636-647.

Stahl, S. (1999). <u>Vocabulary development</u>. Cambridge, MA: Brookline Books.

Tompkins, G. (2001). <u>Literacy for the 21st century</u>. Upper Saddle River, NJ: Prentice-Hall, Inc.

Tonjas, M., Wolpow, R., Zintz, M. (1999). <u>Integrated content literacy.</u> Boston, MA: McGraw-Hill College.

NOTES TO THE FACILITATOR

REFERENCES CONT.

Vacca, R. (2002). Making a difference in adolescents' school lives: Visible
and invisible aspects of content area reading. In A. Farstrup and S.
Samuels (Eds.). <u>What research has to say about reading instruction</u>
(3rd Ed.). Newark, DE: International Reading Association.

Vacca, R., & Vacca, J. (1999). <u>Content area reading: Literacy and learning
across the curriculum.</u> New York: Longman.

GLOSSARY NOTES

_____

_____

_____

_____

_____

_____

_____

_____

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 8: GLOSSARY

NOTES TO THE FACILITATOR

SECTION 8: GLOSSARY

GLOSSARY OF TERMS IN READING LINKS MODULES

Academic reading – instructional or efferent reading; reading to gain knowledge or information

Accuracy – the percentage of words read without a deviation or miscue from the text; determined by counting the number of errors/miscues, subtracting that number from the total number of words in the text passage, and then dividing the number of words read correctly by the number of words in the text

Affix – any morpheme attached to the main meaning-bearing part of a word; includes prefixes, suffixes and inflectional endings

Alliteration – the repetition of an initial consonant sound in words

Analytic phonics approach – begins with a word that a child already knows and breaks this word down into its component parts

Association methods – learners are encouraged to draw connections between familiar and unfamiliar words

Auding – the processes of perceiving, recognizing, interpreting, and responding to oral language; listening comprehension

Auditory discrimination – the ability to hear phonetic likenesses and differences in sounds, usually speech sounds in pairs of words differing in only one phoneme

Automaticity – the ability to identify or spell words rapidly so that the literacy user's resources can be directed to comprehending and composing; quality of fluency; implies automatic level or response with various tasks, such as the speed of retrieving the sound of a

specific letter; fluent processing of information that requires little effort or attention.

Base word – a free morpheme or an English word that will stand alone; a word to which affixes may be added to create related words

Bibliotherapy – the use of selected writings or texts to help the reader grow in self-awareness or solve personal problems

Blending – the process of putting spoken sounds together into a word; the ability to combine individual sounds or phonemes into meaningful spoken words; the flip side of segmentation (e.g., recognizing that /k/ /a/ /t/ is cat)

Breve – a diacritical mark (–) used to indicate the short (unglided) sound of a vowel

Capacity methods – emphasize practice in increasing capacity through making reading automatic

Caretaker speech – a distinctive form of speech used by mothers and other caregivers when talking to young children; motherese; baby talk

Choral reading – group reading aloud

Chunking – grouping or phrasing thought units instead of focusing on single word-by-word reading

Cloze procedure – a method of determining a student's instructional reading level, which requires the student to fill in a series of blanks that have been systematically deleted from a passage; often used to determine the suitability of a particular text

Coding – translating stimuli from one form to another (e.g., from written to auditory or from auditory to written); encoding is the first translation, which involves coding auditory sound to phonological codes for use and storage; recoding involves the second-level translation, which involves going from written symbols to their phonological equivalents; retrieval represents the accessing step of coding

Cognition – thinking; the ability to design concepts and to organize acquired information; the nature of knowing and of intellectual development

Compound word – a combination of two free morphemes whose meaning retains elements of both meanings and pronunciations of the two morphemes (e.g., *foot* + *ball* form the compound word *football*)

Comprehension monitoring – the noting of one's successes and failures in developing or attaining meaning and adjusting one's reading processes accordingly

Connotation – the everyday or accepted use, definition, or meaning of a word

Consonant – a speech sound in which the flow of breath is constricted or stopped by the tongue, teeth, lips or some combination of these; the letters or graphemes that represent these sounds

Consonant blends – two or more consonants together in which the speech sounds of all the consonants can be heard (*bl*, *fr*, *sk*, *spl*)

Consonant digraphs – two consonants together in a word that produce only one speech sound (*th*, *sh*, *ng*)

Context clue – information from the immediate textual setting that helps identify a word or word group using surrounding words, phrases, sentences, illustrations, syntax, typography

Controlled vocabulary – vocabulary whose rate of new word introduction has been limited, as in basal readers

Core (technical) vocabulary –- the basic words and meanings of a special field, textbook, topic, etc.

Cross checking – a strategy for self-monitoring reading; checking or verifying that words read "make sense" in the selection

Cuing system – any of the various sources of information that may aid in the identification of words (e.g., letter, sound, syntax, semantics, pragmatics, etc.)

Decoding – involves translating individual letters or groups of letters into sounds to access the pronunciation of a word

Deletion and manipulation – tasks that ask students to remove a portion of a word to make another word (e.g., students are asked to say *cat*, and then to say it again without the /k/); more complex tasks might ask students to remove a phonemic segment and put it elsewhere in the word to make a new word, or to perform other complex manipulations

Denotation – the dictionary use, definition, or meaning of a word

Diction – clarity of speech; enunciation; careful choice of words in speaking or writing in order to communicate clearly

Diphthongs – two vowels together in a word that produce a single, glided sound (*oi* in *oil*, oy in *boy*)

Encode – to change a message into symbols; to give a deep structure to a message

Environmental print – print and other graphic symbols found in the physical environment (e.g., street signs, billboards, television commercials, logos, etc.)

Etymology – the study of word origin and development

Expression – a meaningful manner of reading/speaking

Final sounds – involves a child identifying the last sound in a word (e.g., the last sound in *cat*)

Frustration reading level – that level at which a student's reading deteriorates to the point whereby continuation is impossible because the material is too difficult even with the guidance of a teacher; "too hard" level; < 90% success

Graphemes – the written symbols that represent phonemes; shown in print using / / marks around the phoneme

Graphophonic clues – the letters of the alphabet (graphemes), the sounds the letters represent (phonemes), and the system of relationships among these two

Independent reading level – the level at which a learner can read and comprehend comfortably, without teacher assistance; "easy" level; > 95% success

Inflection – any change in tone or pitch of the voice (e.g., We signal a question with rising inflection.)

Inflectional endings – a special set of suffixes that change the number (e.g., adding *s* to show plural number), case (e.g., adding's to show

possession), gender (e.g., adding ss to *prince* to change the masculine form to the feminine form *princess*), tense (e.g., adding *d*, *ed*, or *ing* to verbs), or form (e.g., adding *er* and *est* to adjectives or adverbs to indicate comparative or superlative forms)

Informal reading inventory (IRI) – a nonstandard assessment measure, consisting of a series of graded passages that students read and answer questions about in order to help the teacher observe and identify reading strategies, levels of reading, strengths and needs, appropriate reading materials

Initial sounds – involves the child giving the first sound in a word (e.g., the first sound in *cat*)

Instructional reading level – that level of reading that is challenging, but not frustrating, for students to successfully read within the realm of normal classroom instruction; "just right" level

Invented spelling – prealphabetic, early phonemic, letter name, transitional

Intonation – the system of significant levels and variations in pitch sequences within speech

Juncture – the transition from one speech sound to the next, either within a word or marking the boundary between words

Lexical access – access to an internal dictionary in memory

Linguistic phonics approaches – a variety of analytic phonics; based on the theories of linguist Leonard Bloomfield; supports the instruction of words in patterns (such as cat, rat, and fat) as a way to help children figure out the pronunciations of unknown words from the known patterns

Macron – a diacritical mark (2) used to indicate the long (glided) sound of
a vowel

Metacognition – awareness and knowledge of one's mental processes so
that one can monitor, regulate, and direct him/herself to a desired
end

Metacognitive awareness – knowing when what one is reading makes sense
by monitoring and controlling one's own comprehension

Metalinguistic awareness – a conscious awareness of language as an object
in itself

Miscue – any deviation by a reader from what is written in print

Miscue analysis – an examination of deviations in print made by a reader
designed to give the teacher insight into whether or not a reader is
reading for meaning as well as the reader's use of graphophonic,
semantic, and syntactic cues

Morpheme – the smallest unit of meaning in a word; can be "free" or able
to stand alone or "bound," meaning it must be attached to other
word parts (e.g., *pre -, un-, dis-, en-, -er, -ing, -ies*)

Oddity detection – the ability to listen to a group of spoken words and
select the word that has a different sound from the rest or which
word is the odd man out (e.g., determining which word does not
belong in a group of words such as *cat, coat, fish*)

Onset – the part of a syllable that comes before the vowel; one or more
consonant letters that precede the vowel phoneme in a syllable

Orton-Gillingham approaches – begin with direct teaching of individual
letters paired with their sounds through a VAKT (i.e., visual,

auditory, kinesthetic, and tactile) procedure that involves tracing the letter while saying its name and sound, blending letters together to read words and sentences, and finally reading short stories constructed to contain only taught sounds (Examples include Slingerland approach (Lovitt & Demier, 1984), the Spaulding approach (Spaulding & Spaulding, 1962), Recipe for Reading (Traub, 1977), and Alphabetic Phonics (Ogden, Hindman, & Turner, 1989).

Phoneme – the smallest unit of sound in language

Phoneme categorization – the process of recognizing the word with an odd sound in a sequence of three or four words

Phoneme deletion – the process of recognizing what word remains when a specified phoneme is removed

Phoneme identity – the process of recognizing the common sound in different words

Phoneme isolation – the process of recognizing individual sounds in spoken words

Phonemic awareness – the awareness that spoken words are made up of speech sounds

Phonemic manipulation – the processes of phoneme categorization, identification, deletion, isolation, blending

Phonics – the study of the relationships between the speech sounds (phonemes) and the letters (graphemes) that represent them

Phonogram – certain letter clusters or patterns that appear often enough to generate word families (e.g., *ad* in words like *bad, mad, sad, glad, had, fad,* etc.)

Phonology – the study of speech sounds

Pragmatic cue system – rules connecting the interpretation of language within the social context

Prefix – a bound morpheme added to the beginning of a word

Prosody – the ability to read a text orally using appropriate pitch, stress, and juncture; to project the natural intonation and phrasing of speech upon the written text

Rauding – the receptive communication skills of reading with comprehension; parallel to the skills of listening with comprehension or auding

Reading rate – the pace at which a reader reads a passage; the speed at which oral or silent reading takes place; the number of words read correctly per minute

Reciprocal teaching – an interactive learning strategy designed to teach children to summarize sections of text, anticipate possible questions, predict, and clarify difficult portions of text; involves teacher modeling and then gradually releasing the instructional role of the teacher

Rhyming – involves recognizing rhymes or rhyme production

Rime – in a syllable the vowel and all the rest of the syllable/word; the vowel and consonant letter(s) which follows the vowel in a syllable

Root word – a word that comes from or is derived from another language that will not stand alone in English; a bound morpheme (an English word is formed only when other bound morphemes or roots are added)

Running records – a way of coding passages for miscue analysis using a combination of proofreading symbols and check marks without need for a preprinted copy of the text being read by the student

Scanning – a type of fast reading used when a reader is seeking answers to specific questions

Schema – a system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships; a general description for background knowledge; a conceptual system for understanding knowledge

Schwa – vowel letters that produce the *uh* or short *u* sound; sometimes referred to as the softened or indeterminate sound; represented by χ

Semantic cues – the general meaning of a passage which can give readers information for word identification

Short vowel sounds – sometimes referred to as unglided

Sight vocabulary – those words that students encounter in print which are instantly and effortlessly recognized

Sight words – the small set of words in our language that do not conform to traditional analysis methods, which must be learned by sight (e.g., *are*, *to*, *of*, *have*, *come*)

Skimming – a type of fast reading used when a reader is attempting to obtain a general idea as to what the text might be about

Sound-to-word matching tasks – involves having a child determine whether a particular sound can be found in a word (e.g., determining whether there is a /k/ in *cat*)

Story frames – a listing of key words used to guide students' organization of written story retellings by providing a structure through enumeration, generalization, comparison or contrast, sequencing, or question and answer; allows students to express their awareness of story structure

Story grammar – the arrangement that outlines those essential elements of a complete story, including the setting, initiating event, a reaction, a goal, an attempt, an outcome, and a solution

Strategy – a systematic plan, consciously adapted and monitored, to improve one's performance in learning

Stress – the relative force or loudness with which a syllable or word is pronounced

Structural analysis – a word recognition skill in which knowledge of the meaningful parts of words can aid readers in the identification of unknown written words

Suffix – a bound morpheme added to the end of a word

Syllable – a single vowel or combination of letters containing a vowel and pronounced as a single unit; only one vowel phoneme is included in a syllable; the number of syllables in a word corresponds to the number of vowel sounds in the word.

Syntactic cues – information from the order of words in phrases, clauses, or sentences which can give readers information for word identification

Syntax – refers to the phrase and clause structure of the sentence; the "grammar" of a sentence

Synthetic phonics approaches -- begin with teaching students individual letters or groups of letters and then showing students how to blend these letters to form words

Vowels – one of the two classifications of speech sounds (e.g., *a, e, i, o, u* and sometimes y); the speech sounds in which the flow of breath is relatively unobstructed; categories of vowel sounds include short (unglided), long (glided), vowel digraphs, diphthongs, the schwa sound, etc.

Vowel digraphs – two adjacent vowels in a syllable represent one speech sound (e.g., *ee* in *feed*, *ai* in *pain*, *oa* in *oats*, *ea* in *break*)

Word-to-word matching – involves having a child determine whether a series of words begins or ends the same, or which word in a group is the odd man out (see oddity detection)

POWERPOINT/OVERHEADS NOTES

_____

_____

_____

_____

_____

_____

_____

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 9: POWERPOINT/OVERHEADS

Reading and Writing Connections across the Content Areas

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. BOX 47200
Olympia, Washington 98504-7200

1

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

OH#1

READING LINKS AGENDA

10 minutes	**Introduction and Expectations**
10– 15 minutes	**Overview** Reading Links Project ROPES Guiding Structure Participant Manual Layout
25 – 30 minutes	**Section 1:** **R**eview **P**articipant **B**ackground **K**nowledge and **U**nderstanding
15 minutes	**Section 2:** **O**verview Key Learning Goals Building Blocks
15 minutes	**Section 3** **P**resentation Research-based Information and Content
10 minutes	**Break**
75 – 85 minutes	**Section 4:** **E**ngagement and Practice Classroom Strategies and Applications Assessment Video Modeling Action Planning
10– 15 minutes	**Section 5:** **S**ummarizing Key Learnings
10– 15 minutes	**Evaluation and Feedback**

AGENDA OH #2

ROPES: A GUIDING STRUCTURE

R	**Review** – entry learning design to activate and assess prior knowledge and focus the session
O	**Overview** – explicit statement of the goals and objectives of the session
P	**Presentation** – and discussion of research-based concepts are needed to build background knowledge.
E	**Engagement** – and practice – modeling, practicing, and demonstrating understanding of the concepts; viewing video lessons; action planning for identifying and implementing instructional practices and interventions
S	**Summary** – summarizing key learnings

ROPES OH #3

What Do I Already Know About Phonemic Awareness?

Activity 2   THINK – INK – PAIR – SHARE

THINK – INK: Rate your familiarity with the research on Reading and Writing Connections across the Content Areas by placing an X on the continuum and then participating in the PMI activity below.

1	2	3	4	5

Unfamiliar   **PLUS, MINUS, INTERESTING (PMI)**   **Very familiar**
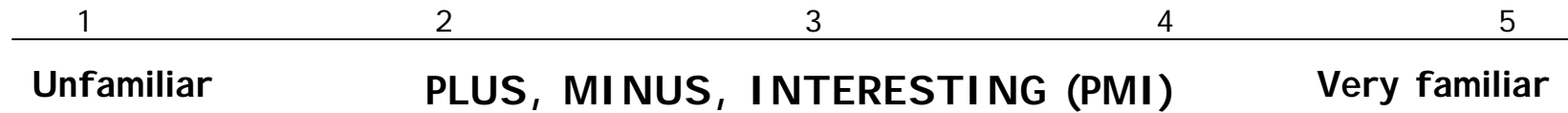
- All teachers should be teachers of reading and writing.

- Once children learn to read, they should be able to learn for

  the rest of their lives.

P-Plus (Why you like it)	**M**-Minus (Why you don't like it)	**I**-Interest (What you find interesting)

WHAT DO I ALREADY KNOW ABOUT PHONEMIC AWARENESS OH#4

WHAT DO I ALREADY KNOW ABOUT PHONEMIC AWARENESS OH#4

"Content area teachers genuinely value the role that reading plays in learning, but fail to attend to reading in their own practices"

yet...

"Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history"
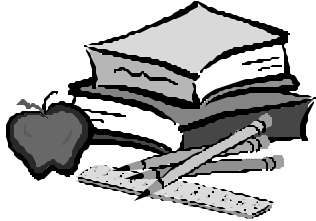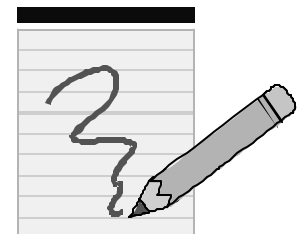
(Vacca, 2001, 9.)

VACCA QUOTE "CONTENT AREA TEACHERS…"   OH #5

Why Connect Reading and Writing?

- Reading and writing are the processes of constructing meaning from and with print.

- A reader cannot construct meaning from text without calling to mind a host of print and non-print related experiences; similarly, a writer cannot construct a meaningful text without a sufficient knowledge base from which to draw.

- Reading and writing are interactive processes that flourish in social contexts where much talk surrounds comprehending and composing.

(Heller, 1995)

WHY CONNECT READING AND WRITING?   OH #6

What Does it Mean to Connect Reading and Writing Across the Content Areas?

It means...

- Having student's use reading and writing as tools for learning in the content areas.
- Sharing the responsibility for teaching reading and writing among all teachers in all subjects.
- Using content writing across the curriculum as a viable method for literacy development.
- Having students articulate what they know and do not know about any subject, supporting language development and concept formation.
- Involving all of the language processes – reading, writing, speaking, listening, and viewing (multi-media) – to construct content knowledge.

(Heller, 1995; Vacca, 2002; Tompkins, 2001)

7

WHAT DOES IT MEAN TO CONNECT READING AND WRITING ACROSS THE CONTENT AREAS OH #7

WHAT DOES IT MEAN TO CONNECT READING AND WRITING ACROSS THE CONTENT AREAS OH #7
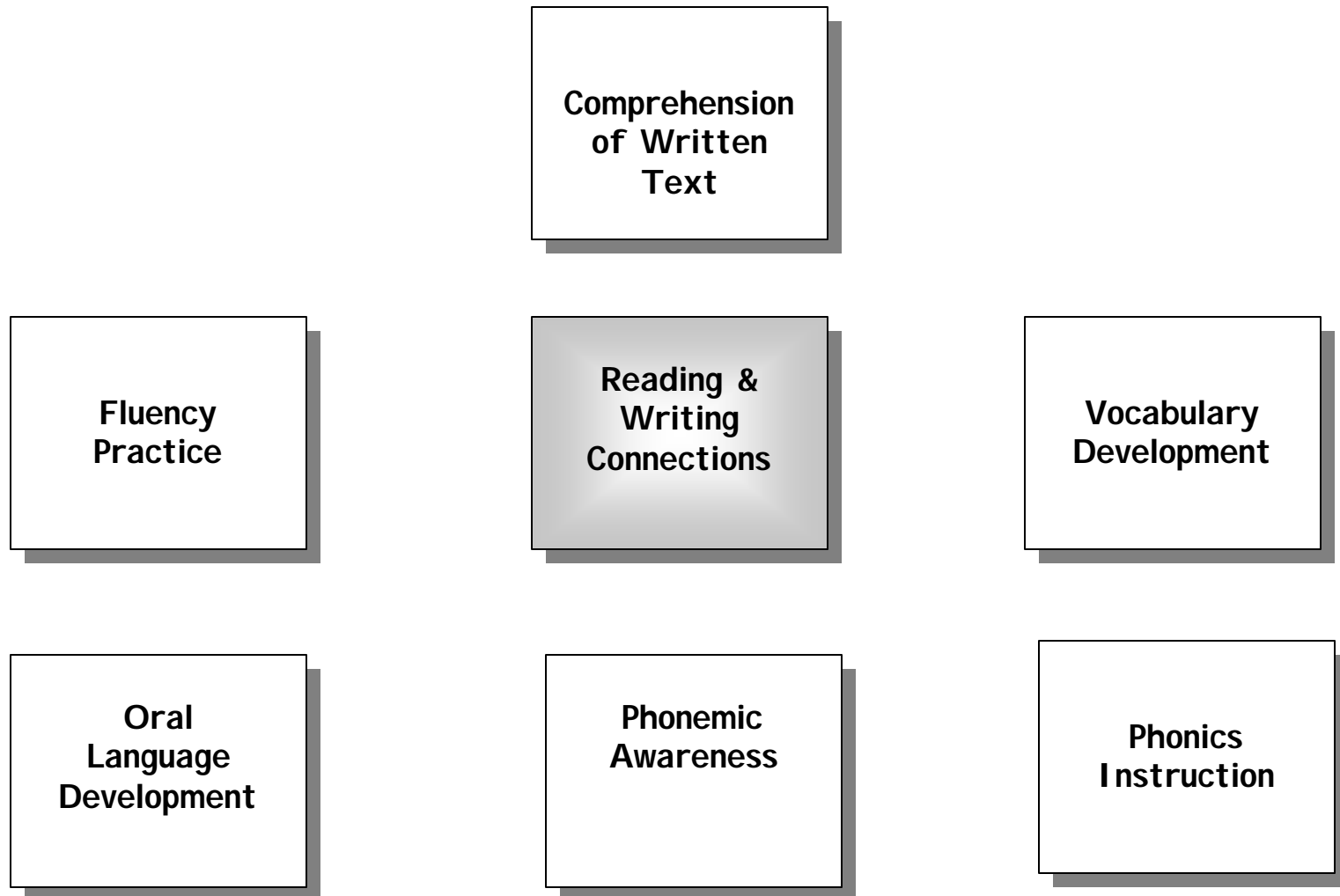
Key Learning Goals

The participants will:

- Understand the connection between reading and writing across the content areas and literacy development.

- Discuss research-based instructional practices that connect reading and writing across the content areas.

- Learn, model and teach research-based strategies for connecting reading and writing across the content areas.

- Create action plans to apply key learning from this module to their classroom.

KEY LEARNING GOALS OH #8

Building Blocks for Teaching Children to Read

	Comprehension of Written Text	
Fluency Practice	**Reading & Writing Connections**	**Vocabulary Development**
Oral Language Development	**Phonemic Awareness**	**Phonics Instruction**

LINKS©2002

BUILDING BLOCKS OH #9

Reading and Writing Connections across the Content Areas
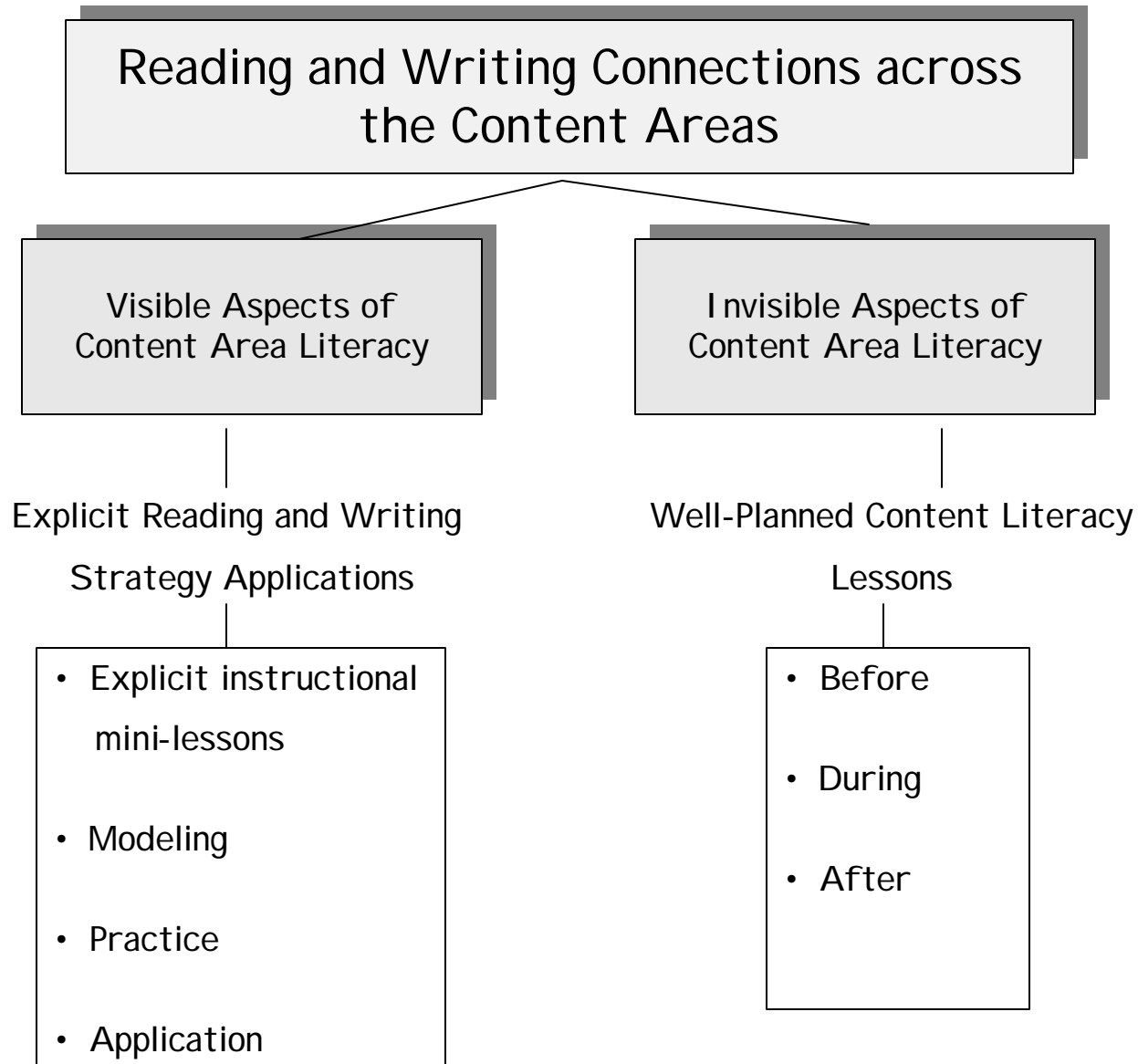
Reading and Writing Connections across the Content Areas

Visible Aspects of Content Area Literacy

Invisible Aspects of Content Area Literacy

Explicit Reading and Writing Strategy Applications

Well-Planned Content Literacy Lessons

- Explicit instructional mini-lessons
- Modeling
- Practice
- Application

- Before
- During
- After

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS
OH #10

Why Is It Important to Connect Reading and Writing?

Research shows that students learn to read and write better when the reading and writing are connected. Shanahan (1988) has identified the following instructional principles for connecting reading and writing:

- Involve students in daily reading and writing experiences.

- Introduce reading and writing processes in kindergarten.

- Expect students' reading and writing to reflect their stage of literacy development.

- Make the reading and writing connection explicit to students.

- Emphasize both the process and products of reading and writing.

- Emphasize the functions for which students use reading and writing.

- Teach reading and writing through authentic literacy experiences.

WHY IS IT IMPORTANT TO CONNECT READING AND WRITING? OH #11

WHY IS IT IMPORTANT TO CONNECT READING AND WRITING? OH #11

How Are the Processes of Reading and Writing Similar?

"Reading and writing are multidimensional and involve concurrent, complex transactions between writers, between writers and readers, between readers, and between readers as writers."

WRITERS

Participate in several types of reading activities:

- Read other authors' work to obtain ideas and information and to learn the structure of stories
- Read and reread their own work – to problem solve, discover, monitor, and clarify

READERS

Participate in a variety of writing activities:

- Generate ideas
- Organize
- Monitor
- Problem solve
- Revise

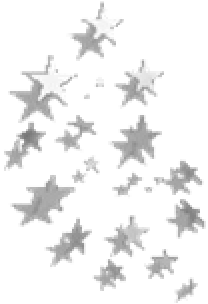(Tompkins & Hoskisson, 1995, p. 233)

HOW ARE THE PROCESSES OF READING AND WRITING SIMILAR? OH #12

Why Is It Important to Teach and Connect Reading and Writing Across All Content Areas?

It is important to teach and connect reading and writing across all content areas because:

- Students need to know how to comprehend, analyze, interpret, synthesize, evaluate, and construct text.
- Rapid progress in content area subjects depends in a large degree on the ability of students to read and write independently and intelligently.
- Texts used in various subject areas often contain unfamiliar concepts, new terms, and diverse ways of presenting information.
- Students require instruction and guidance in reading/writing/connecting texts.

(Gray, pp. 1-2 as cited in Whipple, 1925 and Farstrup & Samuels, 2002 p. 186; OSPI, 1999, p.4)

WHY IS IT IMPORTANT TO TEACH AND CONNECT READING AND WRITING ACROSS ALL CONTENT AREAS?   #13

What are the Visible Aspects of Content Area Literacy or Reading and Writing Connections Across the Content Areas?

Teaching that includes the visible aspects of content
Area reading/writing incorporates the following:

- Explicit instructional mini-lessons

- Modeling

- Practice

- Application

(Vacca, 2002)

WHAT ARE THE VISIBLE ASPECTS OF CONTENT AREA LITERACY OR READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS?

OH#14

What are the Invisible Aspects of Content Area Literacy or Reading and Writing Connections Across the Content Areas?

Teaching that includes the invisible aspects of content Area reading/writing incorporates scaffolding:

- Before the task

- During the task

- After the task

(Vacca, 2002)

WHAT ARE THE INVISIBLE ASPECTS OF CONTENT AREA LITERACY OR READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS?

OH#15

What Are Some Recommended Practices for Connecting Reading and Writing Across the Content Areas?

1. All language processes (i.e., syntactic, semantic, graphophonic, pragmatic) are used to enhance students' learning with the text.

2. Teachers have knowledge of the reading levels of their students.

3. The lessons capitalize on students' cultural backgrounds.

4. The teacher has evaluated the text for the presence/absence of characteristics of a well-organized text.

5. A variety of materials are chosen for instructions that match the reading levels of the students.

6. Textbook features are explained.

7. Class time is spent discussing how to read the text effectively.

8. The teacher presents the specialized vocabulary and concepts in the context of a well-planned lesson.

9. Prior knowledge of the concept is activated before the reading of the text.

10. The purpose for reading is discussed/identified before each reading assignment.

11. Assignments are stated clearly and concisely.

12. The teacher adapts instruction to suit the ability and language levels of the students.

13. The teacher asks questions designed to promote thinking at all levels of comprehension (literal, interpretive, evaluative).

14. The teacher provides some form of study guide, listening guide, or outline to aid in comprehension.

15. The course content requires more than reading a single textbook.

16. Students are taught to use appropriate reference materials.

17. Small group instruction is used where appropriate.

WHAT ARE SOME RECOMMENDED PRACTICES FOR CONNECTING READING AND WRITING ACROSS THE CONTENT AREAS?   OH #16

Who Is Responsible for Teaching Reading and Writing Connections Across the Content Areas?

Every teacher is responsible.

Teaching reading and writing connections across the content areas should be an **integral part of all instruction** because **every discipline** has a **need for reading and writing and for making connections.**

17

WHO IS RESPONSIBLE FOR TEACHING READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS?   OH #17

What Are the Challenges for the Teacher?

The challenges are for teachers to:

- Model and use explicit instruction in general study content-specific literacy strategies (e.g., questioning, skimming/scanning, inquiry, critical analysis, synthesis)
- Activate and connect students' prior knowledge and background to concepts/texts being studied
- Understand, select, model, and use a variety of text forms, materials, and other resources that support the reading levels of all students from multiple texts (e.g., multi-media, compact discs, internet printout, textbooks, newspapers, novels)
- Introduce specialized vocabulary via key concepts in context
- Include authentic opportunities for students to connect and integrate reading and writing across all content areas throughout the whole day.
- Motivate students with energy, support, and positive reinforcement as well as through lessons that require active participation

WHAT ARE THE CHALLENGES FOR THE TEACHERS? OH #18

Section 4:   ENGAGEMENT & PRACTICE

Subsection 1: Classroom Strategies and Applications

Subsection 2: CD/Video Modeling

Subsection 3: Jigsaw Teaching

Subsection 4: Action Planning

SECTION 4: ENGAGEMENT AND PRACTICE OH #19

TIPS TO FACILITATING THE READING LINKS MODULES NOTES

_____

_____

_____

_____

_____

_____

_____

READING AND WRITING CONNECTIONS ACROSS THE CONTENT AREAS

SECTION 10: TIPS TO FACILITATING THE READING LINKS MODULES

Tips to Facilitating the Reading Links Modules

This information may also be accessed as a separate LINKS facilitator's manual.

Introduction

The LINKS training modules are designed to help teachers understand how reading research can be put into practice in today's classrooms. Recognizing that teachers are the true change agents in education, these modules are intended for current classroom teachers and/or students pursuing teaching credentials.

This LINKS facilitator's module includes: a list of equipment and materials needed for the training session, room arrangement suggestions, and cooperative group procedures with a chart for cross-referencing to other LINKS modules. It is important to study and understand this section before beginning the training.

ROPES Lesson Design

The LINKS training modules use the ROPES model as a framework for instruction. The ROPES framework provides a lesson design known to promote the acquisition and retention of new learnings. The following lesson design will help guide you as well as your participants.

The following is a diagram of your training plan.

R	Review - or affective entry learning designed to activate prior knowledge and to focus the session.
O	Overview – explicit articulation of the goals and objectives of the training
P	Presentation – concepts and information that are needed to achieve the lesson objective are provided
E	Exercise or Practice – activities that demonstrate the understanding of the content are practiced
S	Summary – action planning into specific plans for classroom use

Dr. Robert Carkhuff designed the ROPES model.

<u>Equipment and Materials</u>

The following equipment and materials should be gathered and in place prior to beginning the training:

<u>Equipment</u> (make sure these are in working order before you begin)
- Overhead projector
- Laptop computer (or other computer) with compact disc player and means to project for large group viewing
- Overhead screen
- Extension cords (if needed)
- Timer (an overhead timer is desirable)
- Tape recorder (for Fluency Module)

<u>Materials</u>
- Overhead transparencies (These are supplied in blackline form and you will need to make them into transparencies.)
- Training manuals (one for each participant and a few extras)
- Name tags
- Fine point pens for name tags
- Chart paper
- Chart pens
- Overhead pens
- Masking tape or other sticky medium for hanging chart paper on walls
- 3″x 5″ lined cards or cut paper for making notes and submitting questions to trainer

<u>Optional (but appreciated)</u>
- Coffee, water, snacks
- Signs in the building directing participants to the training room
- Attendance sign-in sheet (required by some districts)
- Copies of training compact discs (one for each participant)
- Large version of agenda with breaks noted

<u>Workshop Expectations</u>

Trainers need to establish some simple group expectations at the beginning of the workshop. This should be done quickly and in an upbeat manner.

"We want your training to be meaningful and worthwhile. To ensure the success of this workshop for all participants, we'd like you to commit to the following."

Sample list of expectations:
- Everyone will participate; group tasks are followed and carried out
- Stay on task with the group; please refrain from correcting student work, doing needlework, or talking while others are talking
- If you need to communicate with your neighbor, pass notes instead of visiting
- Be respectful to each participant
- Keep on the main area of focus – don't take the group off track
- Disagree agreeably
- Turn off cell phones and pages or switch to text messaging

Number of Participants

Although you may have no choice in this matter, 16-35 is the recommended number of participants for maximum efficacy.

Time Allotments

The agenda for each LINKS module will include approximate times. "Housekeeping" items such as passing out materials, filling out registration and clock hour forms, and brief breaks may increase your time frame.

The size of your group may influence the length of time you need to complete each module. Larger groups may require more time for group processes.

Room Arrangement

Many room arrangements are workable. The room arrangement should allow all participants to view the overhead and computer projection as well as process the new learnings in cooperative groupings.

When planning your classroom arrangement, make sure no participants have their backs to you or your visuals. Walk around the room to see what the participants will be able to see from various seats.

The best arrangements also allow for participants to interact easily with one another. Leave space for the trainer to circulate around the room and interact with each participant. This is especially important when the trainer monitors participants for understanding.

Groupings of 4-6 work best.

<u>Cooperative Group Procedures</u>

Brain research states new learning is remembered if it is broken into small, meaningful units and actively processed in some manner.

Cooperative learning group procedures help participants take new learnings and process them.

" When the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially" (Slavin, 1982).

When group procedures are used, be sure to give clear, specific directions and the reason why the procedure is being used.

The following cooperative learning procedures will also be embedded in your facilitator's script.

LINKS Project
Cooperative Learning Ideas

LINKS Modules

Cooperative Learning Ideas	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Jigsaw	X	X		X	
Literature Circles					X
Partner or Paired Reading			X		X
Partner Review	X	X		X	
Reciprocal Teaching					X
Think/Ink/Pair/Share • Filling the Head • Participant Engagement • Synectics Search • Word Sort (Categorization) -- Comparative Thinking	X	X	X X	X	 X X X
Modeling and group/partner practice are **essential** in all modules.	X	X	X	X	X

<u>Jigsaw</u> (modified for LINKS modules)

This procedure is used when there is a lot of material to cover and not much time. The participants each take one piece of the material, learn it, and then share the learning with the others in the group.

1. Each participant is given a specific task, reading selection, teaching strategy, or new learning to practice.

2. Each participant practices until he or she is able to teach the concept to the group.

3. The participants then teach each other the new learnings. Everyone in the group should know all the learnings at the end of the jigsaw.

<u>Literature Circles</u>

This comprehension strategy is used to promote interest in reading and book discussion.

Participants read the same story or book. Group roles and responsibilities are assigned. Discussion rules are also outlines. Discussion is centered on the text and each participant's interpretation of the text. Leadership of the group may vary.

<u>Partner or Paired Reading</u>

This fluency and comprehension strategy is used with two students or one student and one adult.

Partners sit next to each other. The first student reads orally as the other partner reads along silently giving support if a word is miscued. The first student stops at a predetermined spot, usually after a paragraph or two has been read, and retells/discussed the text.

A variation of this strategy is to have both partners read together. As soon as the first student is comfortable, a signal (such as a tap on the table) is given and the second partner drops out. The second partner gives support if the first student miscues on a word. Then the students read in tandem again until the first student gives the signal again for the second student to follow along silently.

<u>3-Minute Partner Review</u>

This is an ideal way to process new information with a partner.

1. Partners take turns sharing what they have learned so far by reviewing their notes.
2. The first partner starts by orally reviewing for 1½ minutes (use your timer here).
3. The second partner orally reviews for 45 seconds and cannot repeat anything the first partner said.
4. The first partner orally reviews for 30 seconds adding only new information.
5. The second partner finishes by orally reviewing for 15 seconds. Again, only adding new information and not repeating anything previously stated.
6. At the end have the pair write down any questions they still have on a 3″x 5″ card.   Cards are submitted to the facilitator.

Reciprocal Teaching

This comprehension strategy is used for small groups or whole class discussions.

The facilitator takes turns with the participants being "teacher." Reading text is divided into sections, usually paragraphs. The "teacher" asks the group to respond to the text section. Participants are asked main idea questions, to summarize what has just been read, to make predictions, and to clarify any unclear sections of the text. The "teacher" and other participants give feedback. After each section of text has been discussed, another "teacher" is chosen to lead the discussion.

Think – Ink - Pair – Share

Participants have a chance to think of their own answers, reflect with a partner, and then share with the group.

1. The trainer poses a question or topic to the group.
2. Each participant (working individually) takes a specified amount of time (usually 1-3 minutes) to "think" and write a response.
3. After the time has elapsed, participants "pair" with another person at the table and discuss the question or topic and their responses.
4. Pairs then "share" with the rest of the participants at their table.

Variations of Think – Ink - Pair - Share

Filling the Head

In this variation, two participants work together to think, share with another pair, then share with the group. This strategy involves a concept mapping strategy called the Frayer Model of Concept Attainment (Frayer, Frederick, & Klausmeier, 1969). Participants form pairs and complete a concept map together. After each pair has completed their concept map, they share their work with another pair. Individuals or pairs then share with the whole group.

Participant Engagement

Participants are asked to extend the learning by completing a "think sheet" and then sharing responses with a partner, and/or with the small table group, and/or the whole group.

Synectics Search (Simile)

For this activity, participants use a synectics process to summarize key learnings. This synectics process involves constructing, comparing, and/or associating a mental image or picture of a concept with other words, pictures, or experiences in their background knowledge. Participants complete a simile on their own and share with a partner or with the whole group.

Example:

_____ is like _____ because _____

<u>Word Sort (Categorization)</u>

Participants are asked to look over a list of words critical to an area of study. Words are then sorted into categories. Participants are asked to share their lists with a partner. This activity can also be extended to sharing with the small table group and/or the whole group.

<u>Comparative Thinking</u>

This activity is similar to "Word Sort." It is used as a summarization of new learnings. With a partner, participants reflect on their new learnings and sort critical words into categories. Comparisons are made as to what was already known before the module and what was learned. Participants share with the small table group and/or the whole group.

<u>Dealing with Change</u>

Sometimes when new information is presented to veteran teachers, misperceptions may develop (e.g., some people may think that if the new information is different from their past practices in teaching, they've been doing things "wrong"). Teachers deserve respect and support for what they have already contributed to education and what they will become as educators.

During a workshop, "treat the past with respect. Frame whatever is passing as useful to what you are moving toward. Remember that people may identify with past practices in a positive way. Never demean the old way of doing things" (Garmston, 1997).

Keeping this in mind, though, part of your job as a facilitator is to establish a *need* to make pedagogical changes among participants by providing specific, research-based information to effect and support that change.

Formula for Helping Teachers Change

Training can be a tool for helping change instructional practice.
This formula for change has been built into the structure of this module.

$$D \times V \times F \times S > RC$$

D = DISSATISFACTION – Help teachers discover dissatisfaction with where they are today

V = VISION – Give teachers a good picture or vision of what researched- based Reading strategies look like

F = FIRST STEPS –Help teachers discover specific reading instructional strategies that will help move toward the vision

S = SUPPORT – Provide follow-on support and systems to help manage the journey in their classrooms

RC = RESISTANCE TO CHANGE – As a trainer you must work on building this side of the equation (D x V x F x S) in order for teachers to break through their inertia, fear of change, barriers etc. that would impede their progress toward the vision

Less is More

The LINKS training should be "teacher friendly" and include the salient points of reading acquisition. Too much information in one session can be overwhelming.

DeFour and Eaker (1998) emphasize in *Professional Learning Communities at Work*, "While there is no single way to eliminate nonessential content, it is difficult to overstate the significance of the task" (p. 166).

As facilitators, we know the vastness of the knowledge base in reading. The LINKS modules emphasize only the most essential elements.

<u>Modeling</u>

Many of the good teaching practices you incorporate into your training of teachers may be generalized for use by teachers with their own students.

Remember to model all new practices. "I do it, we do it, you do it" (Anita Archer) is a simple way to explain this idea. Always model for the students using exemplary practice and procedures. Continue by practicing together – teacher and students – before expecting students to perform independently. In the training sessions, the teachers are your students.

Theory, suggest Joyce and Showers (1980), provides increased conceptual control and rationale; however, it is with the addition of modeling and practice that mastery is acquired. Feedback and reflection regarding the new learning change behaviors over the long term.