

Common Practices to Promote Literacy

Park City Prep
August 26 & 27
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C.E.S.

Rationale: What are we doing and why?

- Consistency – a powerful tool
- Role of C.E.S. at Park City
- Overview of Game Plan
 - Development
 - Implementation
- **Keep It Simple Sam**

Non-Fiction Reading

What does it look like in your content area?

What (reading) skills do students need to have to be successful in (your) content area?

Non-Fiction Reading

Explicit Small Group Instruction:
The Key to Success



Understanding Explicit Instruction

- ❖ Building Background—setting the stage
- ❖ Explaining the strategy—*what* to do
- ❖ **Modeling**—*how* to do it
- ❖ Guided practice—opportunity for student practice in groups or with partners
- ❖ Gradual release of responsibility—students do more, teacher does less
- ❖ Independence—students successfully complete task

Gradual Release of Responsibility

TO

BY

WITH

Modeling

Independent Practice

Gradual Release of Responsibility

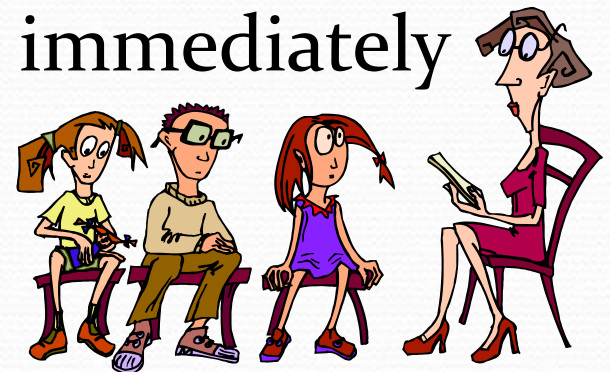
Guided Practice

Joint Responsibility

Source: Margaret Mooney

Why work with small groups?

- Skill instruction can be tailored to students' needs
- Learning styles may differ
- Teachers can observe students' use of skills and strategies taught in a large group and reteach/reinforce information immediately

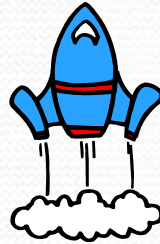


Where Do I Find Materials?

- National Geographic books
 - Teacher resources
- Leveled books
- www.middleweb.com
- Magazine or Newspaper Articles (short)
 - Science News for Kids
 - Time for Kids, National Geographic for Kids
 - Sports Illustrated for Kids
 - Scholastic (SCOPE, Action, Junior Scholastic, Math, Science World, Choices)

Nancy Boyles' Six Kid-Friendly Comprehension Strategies

- Connecting
- Picturing
- Wondering
- Guessing
- Noticing
- Figuring Out



Three—Two—One

- ❖ What are *three* new ideas/understandings you gained from today's session?
- ❖ What are *two* things you will try out as a result of today's session?
- ❖ What is *one* thing you are mulling over or thinking about?

Debrief - Impressions

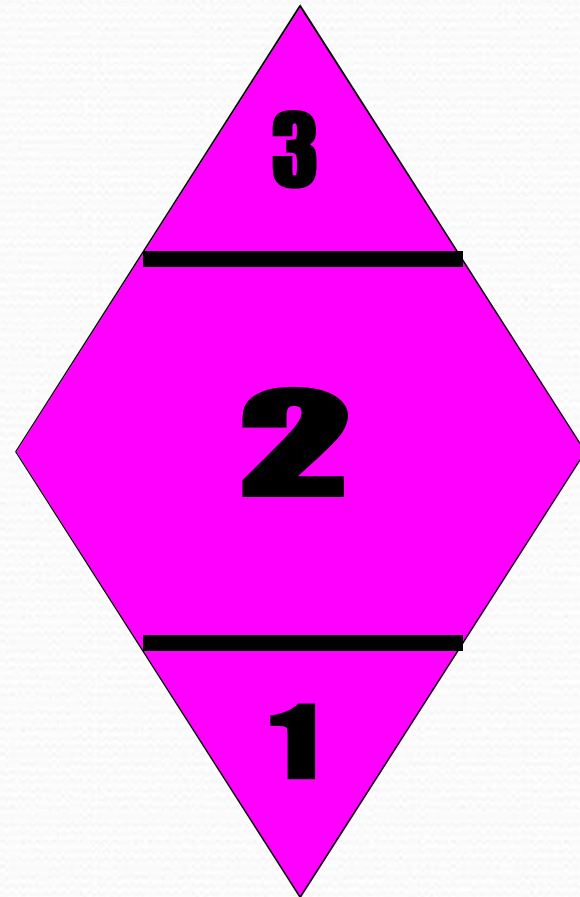
- Reflection sheet - discussion

Vocabulary

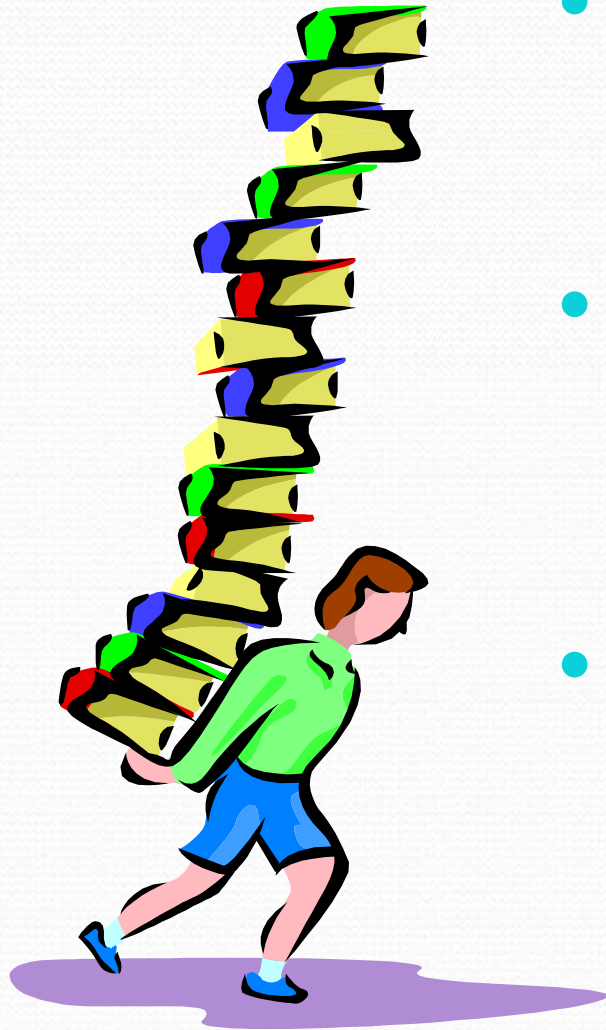
- The Frayer Model
- Tier I, Tier II and Tier III Words
- Word Sorts

Choosing Words to Teach

Word
Tiers



Three Tier Vocabulary



- **Tier One:**
 - basic vocabulary
(rarely requires instructional attention)
(ex: clock, happy, baby)
- **Tier Two:**
 - high frequency/academic vocabulary
(more precise or sophisticated terms to describe what students already know)
(ex: absurd, fortunate, industrious)
- **Tier Three:**
 - limited use vocabulary
(content specific words)
(ex: stalactite, peninsula, vertex)

Word Sorts

- Choose words from your lesson/unit that are critical to student understanding of your objective
- Write Key words on index cards, post-its
- Have students work individually, in pairs, or in small groups to categorize words
- Extension activities

Writing Strategies

- Writing journals – the mechanics of use
 - Implementation
 - What to include
 - How to assess
- Using Graphic Organizers – help student organize their thoughts
 - Thinking Maps – metacognition
 - Other graphic organizers
- Use of the 6 point CMT-like rubric

Next Steps



- Modeling and Coaching in the classroom with Pat and Jenn
- Literacy maps will be modified throughout the year
- Evaluating resources for future use