



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

A Multi-Tiered Model of Literacy Instruction for 4-12 Classrooms

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Office of Education | Department of Public Instruction

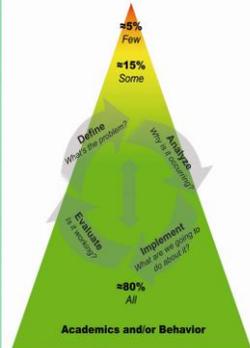
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Tier 3:
Comprehensive & Intensive
Students who need individualized interventions.

Tier 2:
Strategic Interventions
Students who need more support in addition to the core curriculum.

Tier 1:
Core Curriculum
All students, including students who require curricular enhancements for acceleration.



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<http://www.florida-rti.org/RTIModel/ThreeTierModel.htm>

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Multi-Tiered Literacy Instruction

←—————→

Struggling	Weak	Grade Level	Above Grade
Significant intervention time, small-group instruction	Some support, smaller size classes, target weak areas	Grade-level reading & writing embedded in content instruction	Advanced, challenging reading & writing embedded in content instruction

Tier II: Supplemental

Tier I: All Students

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**For grades 4-12,
Content Literacy
is Tier I instruction.**

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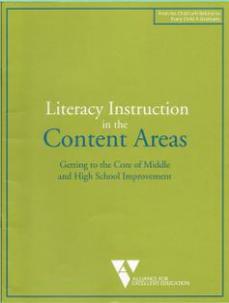
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“In the United States, public schools deliver 85% or more of their curriculum by reading textbooks, whiteboards, worksheets, and computer screens. Students must read well to do well. **It matters little what else they learn in elementary school if they do not learn to read at grade level.** Even math depends on reading. There are far more words than numbers in math books.” (Fielding, Kerr, Rosier, p. 39)

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**Literacy Instruction
in the
Content Areas:**

Getting to the Core of
Middle and High School
Improvement (2007)



http://www.all4ed.org/publication_material/adlit

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"There's much more to reading than the basics, and that becomes especially clear as soon as students start to study the academic content areas...

...not only do reading assignments become longer and more full of content; they also become increasingly varied in their style, vocabulary, text structure, purpose, and intended audience."

Literacy in the Content Areas

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Literacy Instruction in the Content Classroom

- Vocabulary growth
- Comprehension strategies
- Writing about reading
- Background knowledge
- Goals for reading in specific subject areas

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Why should content teachers focus on literacy?

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Content Literacy

- The literacy standards for **history/social studies, science, and technical subjects**:
 - **Complement** rather than replace content standards in those subjects
 - Are the **responsibility of teachers in those subjects** (and embedded in content curriculum within K-5)

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What do teachers need to know?

- There is an equal weight on reading and writing and writing is used to learn.
- Focus on process, not just content.
- Text difficulty is central to learning. Students must be taught how to apply literacy skills to more challenging text than was previously used.
- Do more with less – spend more time digging deeper with a piece of text and engage the students in reading, talking, and writing about it.

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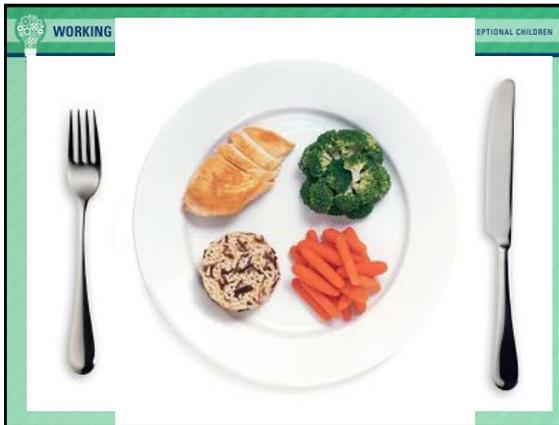
Activity

Discuss possible answers to these questions:

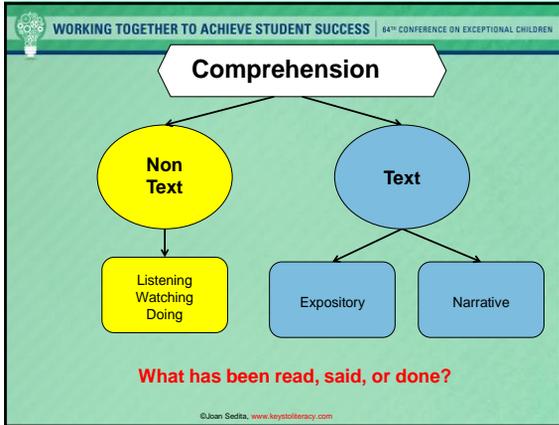
- If they learn to read in elementary school won't they be set?
- Can't students just take a reading class or get extra help?
- Can't the English teachers take care of it?

Source: Julie Meltzer, PCG's Center for Resource Management
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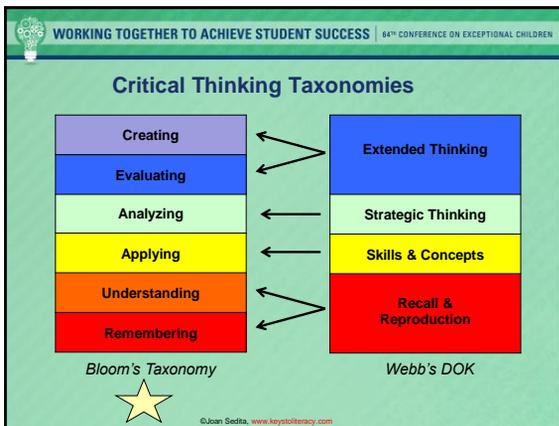
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Critical Thinking

State Standards Require Multiple Levels of Thinking

- **R # 1:** Read closely, make logical inferences
- **R #2:** Determine central ideas, analyze their development
- **R #8:** Distinguish among facts
- **W #9:** Draw evidence from texts to support analysis, reflection and research
- **L # 5:** Demonstrate understanding of figurative language, nuances in word meanings

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Key to Literacy

Key Comprehension Routine
Grades 4-12

Topic Web

Summary

Notes

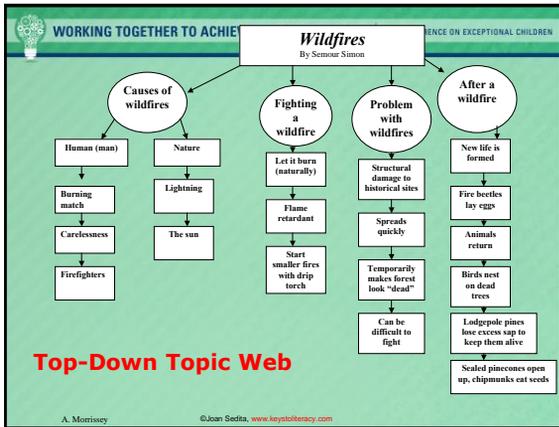
Questions

Reading and Writing

Main Idea Skills

Text Structure

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Name: _____ Date: _____ Time: _____

Two Column Notes
Highly Scaffolded

Wildfires by Seymour Simon

<p>What fires need to burn</p> 	<ul style="list-style-type: none"> Fuel oak can be fuel Oxygen combustible gas, air we breathe heat
<p>Causes of wildfires</p> 	<ul style="list-style-type: none"> Humans <ul style="list-style-type: none"> camp fire matches Nature <ul style="list-style-type: none"> lightning sun heat from fire can cause more fires
<p>How plants and animals adjust to wildfires during and after</p> 	<ul style="list-style-type: none"> more cycle of life needs fires Animals die from the fire, like humans? If an animal dies, it is usually due to smoke inhalation Dead woods, twigs, and bark accumulate on floor, need to burn Fire beetles lay eggs Birds nest on dead trees Scaled pinecones open up beetles return and feed on plants Humans build homes in grass Down down trees save above can to absorb to low level tree
<p>Wildfire structural damage</p> 	<ul style="list-style-type: none"> can burn historical structures drive tourists from the parks
<p>How to fight a wildfire</p> 	<ul style="list-style-type: none"> let them burn use a drip torch to burn mini fires fire retardant water

Two-Column Notes

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Summary

Some people think wildfires are bad while others think they are good. **Regardless** of a persons feelings they are essential to continue the forest life cycle. **First**, wildfires can't be prevented. They happen often. **Sometimes** they are started by carelessness of humans **but** most start **because** of natural causes such as lighting. **Once** a first begins the firefighters must decide if they will fight the fire or let it burn. **More often than not** they will allow the fire to burn as this is a natural process. **However**, in 1988 at Yellowstone National Park they decided to fight the fire to protect historical structures from possibly burning down. **After** a fire finally burns out or is put out the life cycle begins again. Animals come back to the area, crops and tress begin to grow again and the plants that previously had no light **because** the trees were so tall start to prosper again. **However**, nobody knows when the wildfire cycle will hit the same area again.

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Bloom's Questions

Remembering	What started the 1988 wildfire in Yellowstone National Park?
Understanding	Tell me in your own words why a wildfire can be considered good.
Applying	If you were in Yellowstone National Park and saw a fire burning what would you do?
Analyzing	What things are similar/different from a house fire and a wildfire?
Evaluating	Rank the events of the Yellowstone National Park in order of importance.
Creating	What would the world be like if there were no wildfires?

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What are topic webs?

Visual representation of the "big picture"

```
graph TD; A[ ] --- B([ ]); A --- C([ ]); A --- D([ ]); A --- E([ ]); B --- B1[ ]; B --- B2[ ]; C --- C1[ ]; C --- C2[ ]; D --- D1[ ]; D --- D2[ ]; E --- E1[ ]; E --- E2[ ];
```

Shows relationships among topics and main ideas in a hierarchical way

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WHY teach it?

- Graphic organizers have been identified as an **essential comprehension strategy**.
- The **brain searches to make connections** – to develop a **schema**
 - **Schema** – a mental plan that organizes background knowledge, and to which new knowledge can be connected
- Helps the **teacher develop a plan** for the content to be delivered
 - In order to develop a web, you have to know your content and goals for teaching it
- Helps the **students see the big picture**

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Why is the topic web the “default” graphic organizer for the routine?

- Most other graphic organizers are associated with more specific organization patterns (compare/contrast, sequence, repeating cycle, multiple-column chart, etc.)
- Topic web is more flexible and can be used for just about anything.
- Topic web supports comprehension by showing the “big picture” in a visually powerful way.
- It is a consistent way to organize information for comprehension and ideas for writing.

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HOW to teach it.

- Teach students:
 - the **related main idea skills** (topics, sub-topics)
 - the **concept of hierarchies of topics**
 - the **visual clues** (role of position, shape, color)
 - **how to use a topic web to represent non-text and text**
- Model and use think aloud
- Use scaffolds



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Position, Shape, Color

The diagrams show four levels of classification. The top-left diagram shows a root node branching into two nodes, each of which branches into two more nodes, all represented by white ovals. The top-right diagram shows a root node branching into two nodes (one orange oval, one green oval), each of which branches into two nodes (one orange rectangle, one green rectangle). The bottom-left diagram shows a root node branching into two nodes (one white oval, one white rectangle), each of which branches into two nodes (one white oval, one white rectangle). The bottom-right diagram shows a root node branching into two nodes (one orange oval, one orange rectangle), each of which branches into two nodes (one green oval, one green rectangle).

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“Stacking” Shapes

Can be used when there is limited space

The diagram shows a single root node (orange rectangle) branching into three nodes (orange ovals). Each of these three nodes branches into three more nodes (orange rectangles), creating a 3x3 grid of nodes below the root.

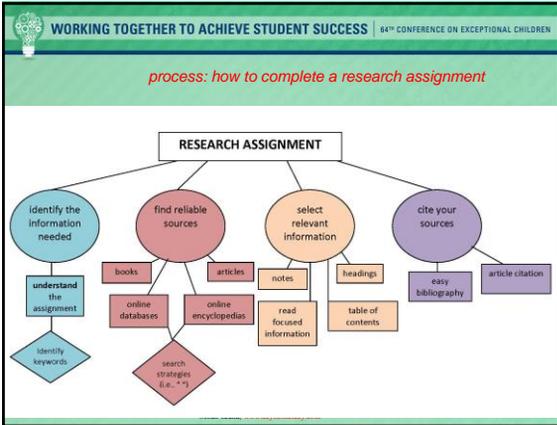
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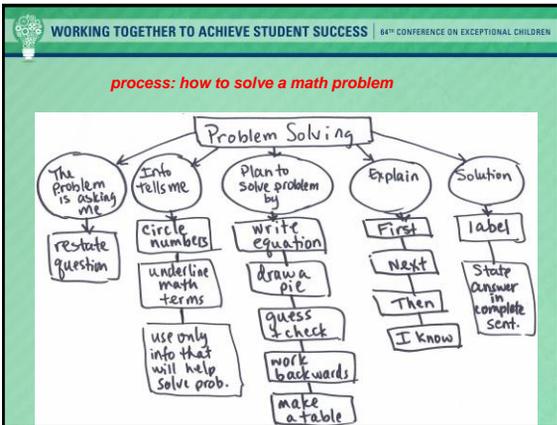
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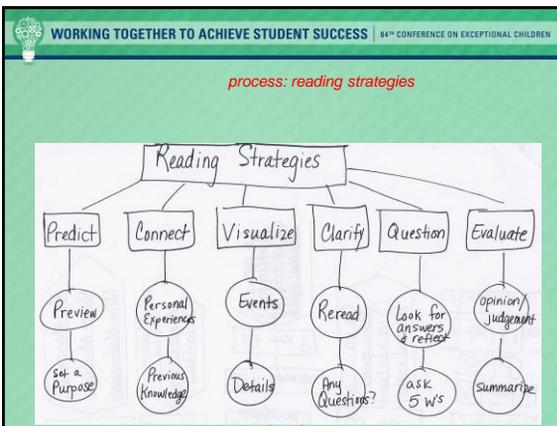
Comprehension

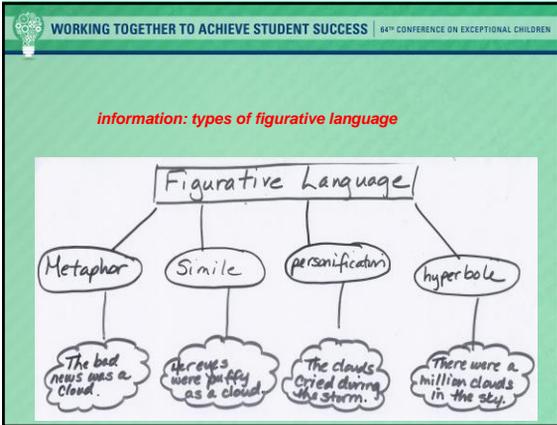
The diagram shows a root node labeled 'Comprehension' in a white hexagon. It branches into two nodes: 'Non Text' in a yellow circle and 'Text' in a white circle. 'Non Text' branches into a yellow rounded rectangle containing 'Listening', 'Watching', and 'Doing'. 'Text' branches into two rounded rectangles: 'Expository' and 'Narrative'.

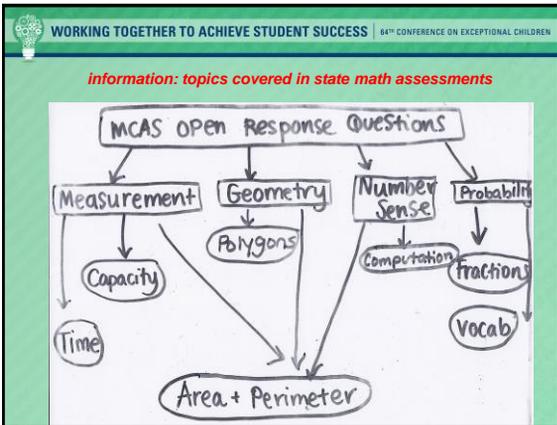
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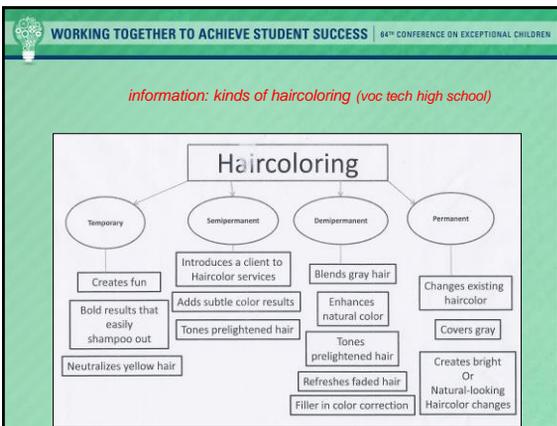


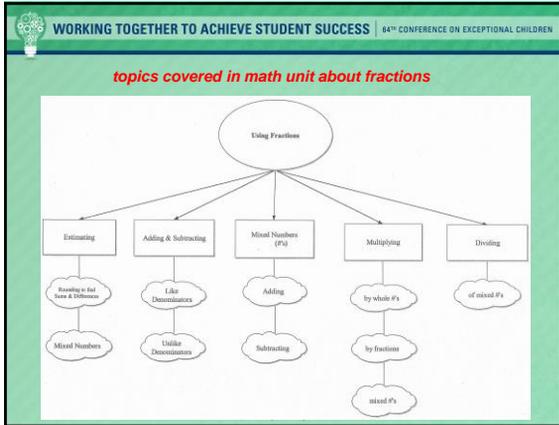


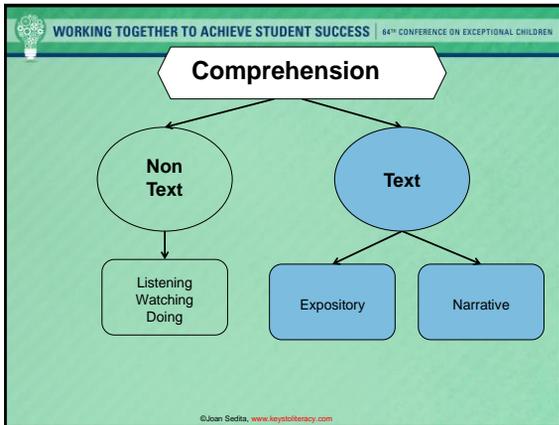


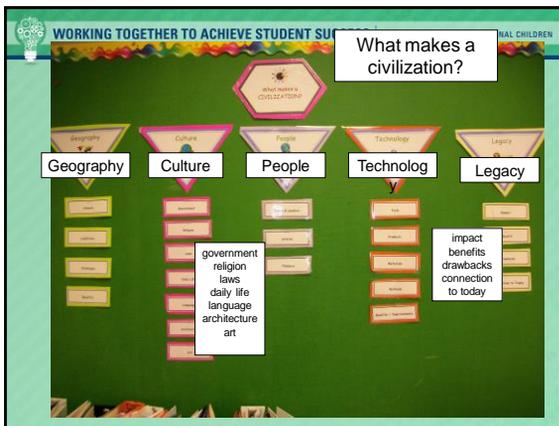












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use topic webs to organize text

A topic web can represent the big ideas in:

- A whole text
– E.g., textbook, article, short story, novel
- Parts of a text
– E.g., chapter, section
- Information from text combined with information from other sources

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Elements of a Story

web of whole narrative text

```
graph TD; A[Elements of a Story] --> B[Setting]; A --> C[Characters]; A --> D[Plot]; A --> E[Theme]; B --> B1[Place]; B --> B2[Time]; C --> C1[Main Character(s)]; C --> C2[Secondary Character(s)]; D --> D1[Exposition (Introduction)]; D --> D2[Conflict]; D --> D3[Climax]; D --> D4[Resolution];
```

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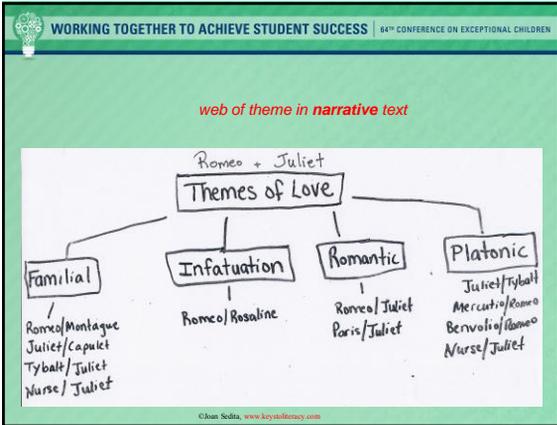
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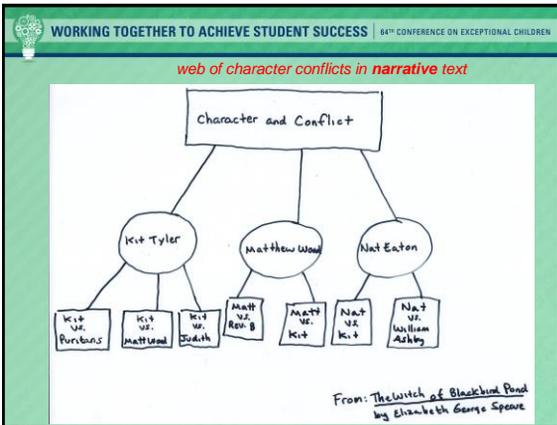
A MIDSUMMER NIGHT'S DREAM

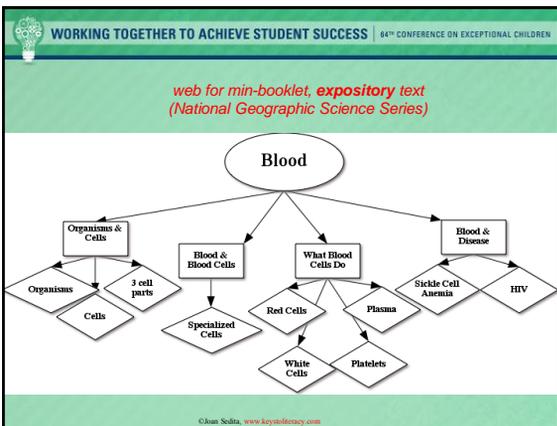
web of characters in narrative text

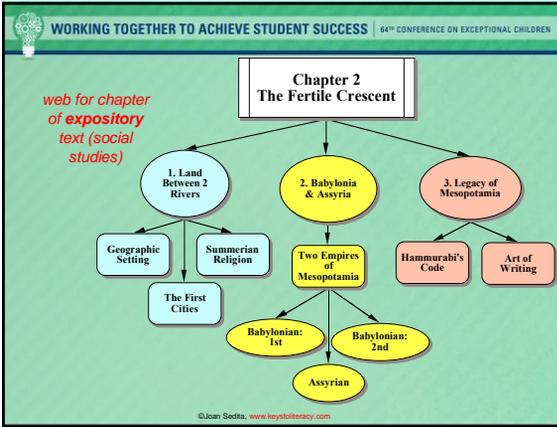
```
graph TD; Root[A MIDSUMMER NIGHT'S DREAM] --> Athens[Athen's Upper Class]; Root --> Actors[The Actors]; Root --> Fairies[Fairies]; Athens --> Adults[Adults]; Athens --> Teens[Teens]; Adults --> Egeus[EGEUS LOVES POLYDORUS]; Adults --> Theseus[THESEUS LOVES HELENA]; Adults --> Hippolyta[HIPPOLYTA LOVES THESEUS]; Adults --> Philostrate[PHILOSTRATE LOVES THESEUS]; Teens --> Hermia[HERMIA LOVES THESEUS]; Teens --> Lysander[LYSANDER LOVES HERMIA]; Teens --> Demetrius[DEMETRIUS LOVES HERMIA]; Teens --> Helena[HELENA LOVES DEMETRIUS]; Actors --> PeterQuince[PETER QUINCE]; Actors --> NickBottom[NICK BOTTOM THE WEAVER]; Actors --> FrancisFlute[FRANCIS FLUTE THE FELLOWS MEMBER]; Actors --> TomSnout[TOM SNOUT THE TINDER]; Actors --> RobinStarveling[ROBIN STARVELLING THE TAILOR]; Actors --> Snug[SNUG THE JOINER]; Fairies --> Royalty[Royalty]; Fairies --> Attendants[Attendants]; Royalty --> KingOberon[KING OBERON]; Royalty --> QueenTitania[QUEEN TITANIA]; Attendants --> Puck[PUCK]; Attendants --> Moth[MOTH]; Attendants --> CobWeb[COB WEB]; Attendants --> PeaseBlossom[PEASE BLOSSOM]; Attendants --> MustardSeed[MUSTARD SEED];
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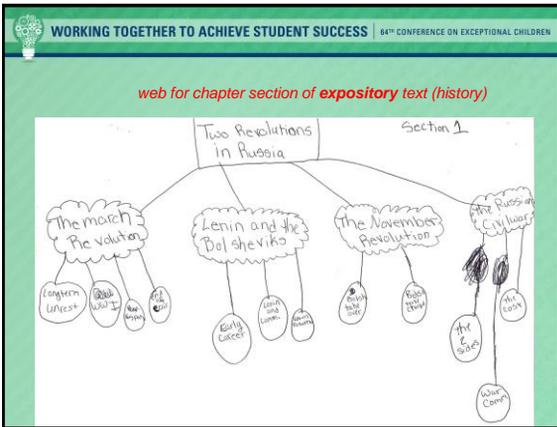
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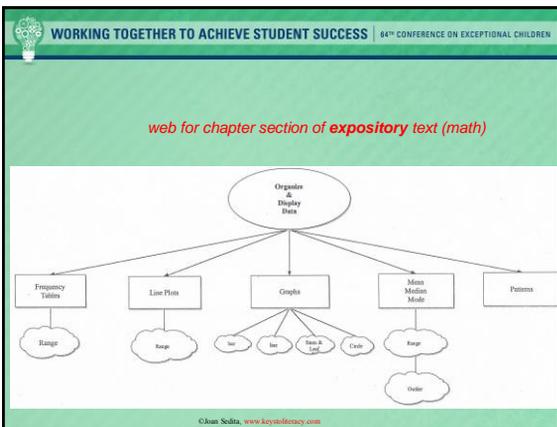


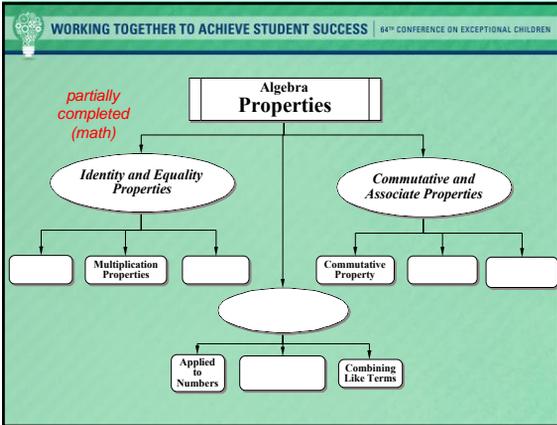


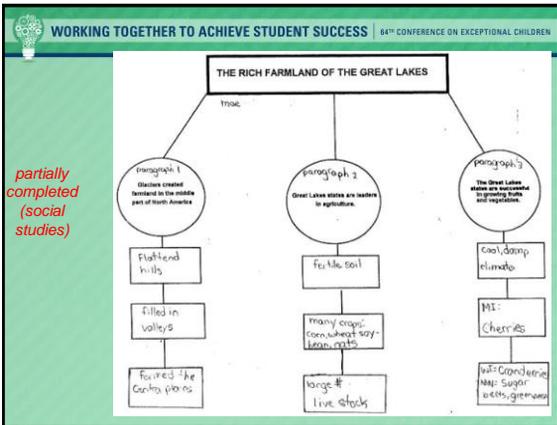


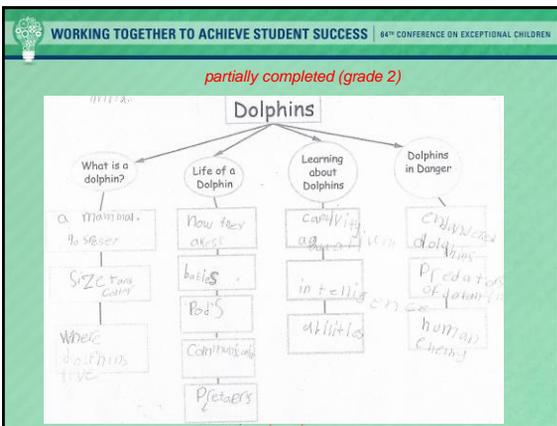












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WHAT are two-column notes?

- A specific **format** for taking notes – based on *Cornell Note Taking*
- Used to represent **big ideas vs. supporting details**
- **Flexible, versatile** format can be used in many situations requiring note taking

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Two-Column Notes

Topic _____

Big picture	Subordinate information
-------------	-------------------------

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WHY teach it?

- Taking notes has been identified as an essential comprehension and writing strategy.
- Taking notes pushes students to be more active readers and to connect with the text.
- Students need a tool to gather information when writing from sources.

Standards Connection:

- **R #1:** Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking and writing to support conclusions drawn from the text.
- **W #8:** Gather relevant information from multiple print and digital sources.

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Multiple Uses for 2-Column Notes

	Big Picture (Left Column)	Subordinate Info (Right Column)
non-text (process, lecture, multi-media, demonstration, etc.)	topic, sub-topics, main ideas, steps	supporting details
short text (1 to several paragraphs)	paragraph main ideas	detail from supporting sentences
lengthy text (multi-paragraph to multi-pages)	subtopics, overarching-main ideas	paragraph main ideas
narrative text	main events	event details
	specific literary elements (e.g., characters, setting, themes, etc.)	details about characters, setting, theme, etc.
vocabulary: word learning	word	definition, antonym, synonym, use in sentence, visual, etc.

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HOW to teach it.

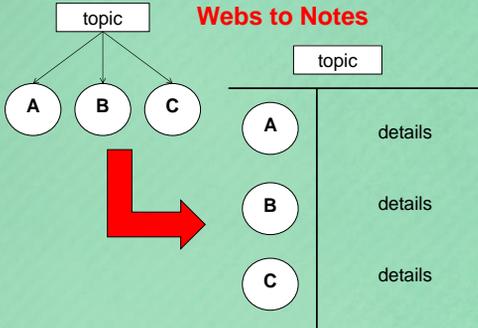
- Teach students:
 - the format
 - the related main idea skills
 - how to use notes for non-text and text
 - the difference between detailed notes and broader notes
 - sub-skills for effective note taking
- Start with everyday examples
- Model and use think aloud
- Use scaffolds




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Webs to Notes



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CONFERENCE ON EXCEPTIONAL CHILDREN

The 5 Themes of Geography

Themes	Descriptions
1. Location	1.
2. Place	2.
3. Interaction: Humans and the Environment	3.
4. Movement	4.
5. Regions	5.

Web to Notes

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Comprehension

- Non Text
 - Listening
Watching
Doing
- Text
 - Expository
 - Narrative

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How to conduct science experiments.

1. Research	<ul style="list-style-type: none"> Choose an experiment topic Research the topic using internet, books, or talking to knowledgeable people Do more research about similar experiments done by others
2. Problem	<ul style="list-style-type: none"> Narrow down topic into an easily testable problem Focus on one thing to test at a time
3. Hypothesis	<ul style="list-style-type: none"> Generate a statement of fact that you will prove or disprove Write down the hypothesis, including why you picked it
4. Experiment	<ul style="list-style-type: none"> Determine independent variable – what you change to provide a result Determine controlled variables – the things that never change Determine dependent variable – what you are measuring Perform experiment in batches Try to keep everything else the same
5. Results	<ul style="list-style-type: none"> Present the results Describe what you found Include graphs and tables
6. Discussion & Conclusion	<ul style="list-style-type: none"> Assess how the results answer the hypothesis Discuss its relevance to existing knowledge Conclude if the hypothesis was proved or not

notes about a process (science)

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WORKING TOGETHER TO ACQUIRE

GRAPHING A LINE

FIND ORDERED PAIRS	<ol style="list-style-type: none"> choose x, find corresponding y in equation form 3 ordered pairs make a table <table border="1" style="margin-left: 20px;"> <tr> <td>x</td> <td>y</td> </tr> </table>	x	y
x	y		
PLOT ORDERED PAIRS	<ol style="list-style-type: none"> draw x and y axes label x-axis and y-axis plot points and label ordered pairs 		
DRAW LINE (How accurate is your line?)	<ol style="list-style-type: none"> use ruler to draw line through points label line with equation 		
IDENTIFY X AND Y INTERCEPTS (Will x and y always be integers (at intercepts)?)	<ol style="list-style-type: none"> find where graph intersects x-axis, label as ordered pair (x,0) find where graph intersects y-axis, label as ordered pair (0,y) 		

notes about a process (math)

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WORKING TOGETHER TO ACQUIRE

A Christmas Carol

Lesson: Scrooge Learns

Ghost of Christmas Past	<ul style="list-style-type: none"> Scrooge regrets treating the young clerk as a "hard/hearted boy" Scrooge regrets treating the clerk as "Murdock" after seeing him look his boss with when he was an apprentice Regret choosing money/greed instead of love (Belle)
Ghost of Christmas Present	<ul style="list-style-type: none"> Scrooge sees how people around the world struggle to honor the day Scrooge learns money does not equal happiness (Catholics = food) Scrooge is shocked Scrooge is forgotten at least: not received well by his wife & children In fact, Scrooge's nephew, Fred, still has a merry time, the girls are more playing games (at his expense)
Ghost of Christmas Future	<ul style="list-style-type: none"> Scrooge learns his death will not be treated with kindness No one will honor his life Scrooge pledges to honor Christmas all year round

notes from a video (ELA)

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WORKING TOGETHER TO ACQUIRE

Plays

1st down tight end slant and go	<ul style="list-style-type: none"> QB fakes slant with tight end tight end cuts to sideline for flag pass
halfback off end run	<ul style="list-style-type: none"> QB fakes to fullback fullback provides lead block halfback receives hand off

notes from football practice

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Identify Manual Metalworking Tools Soph. Related

notes for a quiz (Voc Tech)

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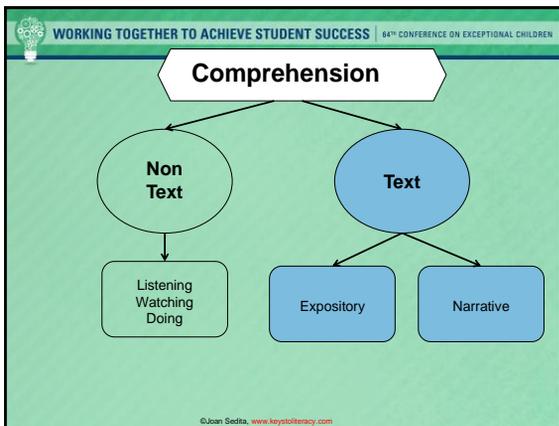
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Notes to Generate a Lab Report

notes for pre-writing (science)

Question	
Hypothesis	
Materials	(List)
Procedures	Steps Taken:
Results	Types of data, observations, notes:
Conclusion	Accept/reject hypothesis? Explanation: Summary of data:

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Main Idea	Details
Fall	<ul style="list-style-type: none"> Waves die/stronger leaves change colors halloween, thanksgiving, christmas, Columbus day
Winter	<ul style="list-style-type: none"> Snowing hskal, kngax Christmas hskal high school My birthday New Year's - paschaeka day Valentine's day
Spring	<ul style="list-style-type: none"> Eastern Flowers bloom Tracy days days get longer Barnes hill day School closes, back open
Summer	<ul style="list-style-type: none"> Sunny days vac beaches, water get out of school go to work - get out take pictures of get

Scaffolding: Everyday Examples

The Seasons

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The Southeast Social Studies - Chapter 7
Geography of the Southeast

Scaffolding: Partially Completed

Natural Features	<ul style="list-style-type: none"> - a part of the earth with big features
1. Mountains	<ul style="list-style-type: none"> Appalachian Mountains - Begin in <u>Georgia</u> and extend as far south as <u>Alabama</u> - Are made up of the <u>Allegheny</u>, <u>Hi Lee</u>, <u>Stipes</u>, <u>Red</u>, <u>Smoky</u> Mountains - Peaks are <u>low</u> and <u>rounded</u> - Run through center of the <u>Southeast</u> region - Important <u>transportation routes</u> - Carry <u>fuel</u> and <u>resources</u> out of the mountains and create fertile soil when they <u>erode</u> - Provide fresh water
2. Rivers	<ul style="list-style-type: none"> Mississippi River - Largest river in the United States - Flows south into the <u>Gulf of Mexico</u> - "The Mighty Mississippi" James River - Flows toward <u>Chesapeake Bay</u> Ohio River - Tributary of <u>Mississippi River</u>
3. Coastal Plain	<ul style="list-style-type: none"> - Flat land located near the <u>Ocean</u> - Located near <u>Atlantic Ocean</u> and <u>Gulf of Mexico</u>

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notes from textbook chapter (science)

How Erosion Affects The Earth's Features (Lesson 2, Erosion - p. 646)

Paragraph 1 Main Idea: THE MOVEMENT OF WEATHERED ROCKS AND SOIL BY WIND, WATER, AND ICE IS EROSION.	Paragraph 1 Supporting Details: <ul style="list-style-type: none"> water carries rocks and soil in its flow water also moves small rocks and soil erosion can change what an area looks like
Paragraph 2 Main Idea: WIND EROSION IS ESPECIALLY NOTICEABLE IN A DESERT.	Paragraph 2 Supporting Details: <ul style="list-style-type: none"> wind carries sediments wind deposits them in other places large piles of wind-blown sand called dunes build up

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Main Idea	Supporting Details
Calculating speed	<ul style="list-style-type: none"> All objects in motion have _____ To calculate this, you must know two things: _____ and _____ The formula for speed is: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $SPEED = \frac{\text{Distance}}{\text{Time}}$ </div> Speed is measured in _____ / _____. The slash is read as "per". For example, a cyclist who travels 30km in 1 hour has a speed of _____.  <p style="text-align: center; font-size: small;">This race car's speed is 150km/hour.</p>

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Massachusetts Driver's Manual

Alcohol, Drugs, and Driving (p. 55-59)	First Offense:
P. 34 (CHART) Penalties for operating under the influence	Second Offense: Third Offense: Four or More:
P. 34-55 Alcohol	+
	+
	+
P. 35 (CHART) License Suspension Periods	Over 21: 18-21: Under 18:
P. 35-36 Blood Alcohol Content	+
	+
	BAC Factor +
	Amount of Alcohol:
P. 36 Alcohol Tests	+
	BAC of .08 or higher =
P. 36 Under 21	+
	+
P. 36 - .02/gallon	+

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Types of Invertebrates

<p>Arthropods</p> 	<ul style="list-style-type: none"> have legs have several joints bodies have 2 or more parts have an outer covering that protects them there are several groups of arthropods <p>Examples: insects, beetles, bees, mites, horseshoe crabs, scorpions, spiders.</p>
<p>Mollusks</p> 	<ul style="list-style-type: none"> may or may not have a hard outer shell usually live in water has a body made of flesh <p>Examples: snails, clams, squids</p>
<p>Worms</p> 	<ul style="list-style-type: none"> have no shells no legs no eyes <p>Examples: earthworms, tapeworms, flatworms</p>

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Scaffolding:
Using
Pictures

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1950s the birth of rock n roll

CHUCK BERRY 	Background Info: Musical and Personal Style: Songs:
LITTLE RICHARD 	Background Info: Musical and Personal Style: Songs:
BUDDY HOLLY... and the Crickets 	Background Info: Musical and Personal Style: Songs:
BILL HALEY... and the Comets 	Background Info: Musical and Personal Style: Songs:

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WHAT is a summary?

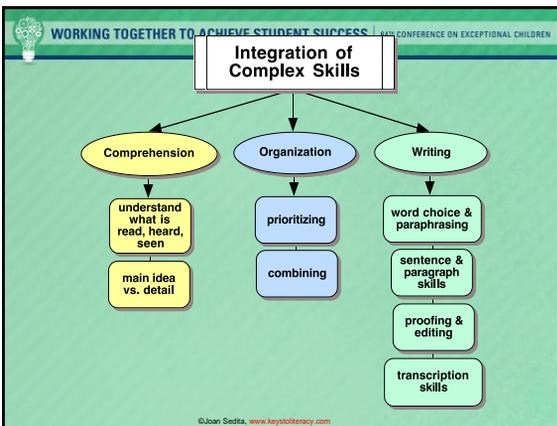
Sponge Metaphor

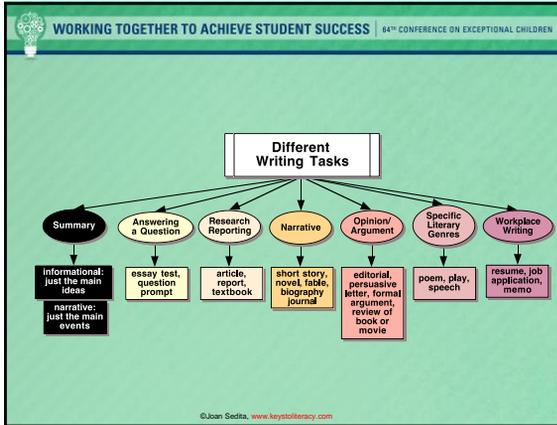
- One of the most effective strategies
- A review of the main ideas or most important events

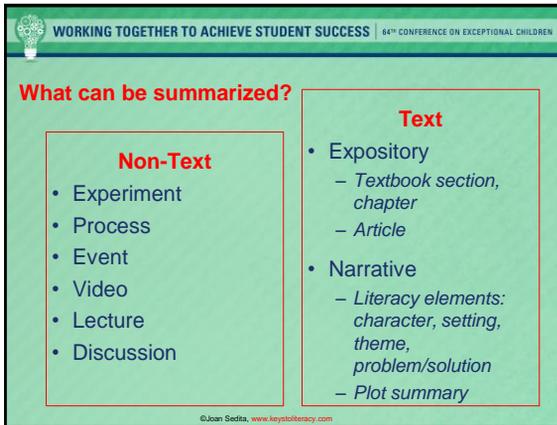
How is summarizing different from retelling or recounting?

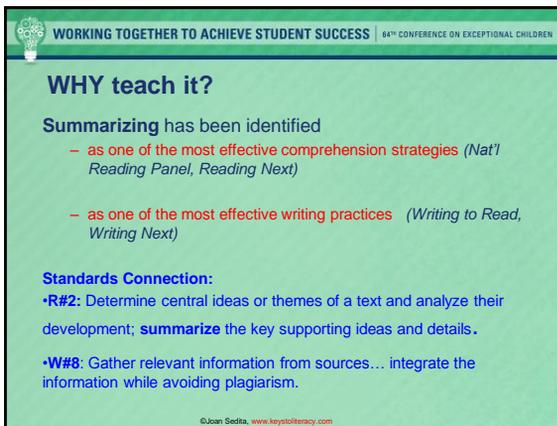


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HOW to teach it.

- Teach students:
 - what a summary is and is not
 - the related main idea skills
 - how a summary is different from other writing tasks
 - How to generate summaries from non-text and text
 - how to use a topic web or notes to generate a summary
- Start with everyday examples
- Model and use think aloud
- Provide scaffolds




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Summarizing Requires Main Idea Skills

Source	Summary will be based on:
paragraph	topic sentence
multi-paragraph expository text (article, textbook section)	paragraph main ideas
narrative: plot summary	main events
narrative: summary of literary elements	main ideas about character, setting theme, etc.
topic web	topic, sub-topics
two-column notes	left column main ideas
non-text	topics, main ideas, main events

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How to Write a Summary

- Distinguish main ideas from details.
- Write in phrase form.
- Begin with an introductory statement.
- Turn main ideas into sentences, and include a few details.
- Combine the sentences.
- Incorporate transition words.
- Proofread.

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Transition Words

Also, in addition, further

First, second, next, finally

Before, after, since, later, eventually, at this time

In conclusion, in other words, to sum up

Therefore, because, as a result, consequently

Yet, however, on the other hand

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Scaffold for introducing summarizing

Summary Template

1. List the main ideas in phrase form.
• _____
• _____
• _____
2. Write an introductory sentence or topic sentence.

3. Write all the main ideas in sentences in order.

4. Add transition words: first, next, last, finally, before, after.
5. Proofread your summary.

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Sources for Main Ideas

two-column notes
(left column)

main ideas	details

directly from the source

to-down topic web

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ASSIGNMENT:
Summarize how the character Atticus Finch in *To Kill a Mockingbird* demonstrates courage.

Atticus Finch:
Courage

- defended Tom Robinson
- shot a rabid dog
- faces down lynch mob

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Character Summary

Throughout *To Kill a Mockingbird*, Atticus Finch demonstrates that he is a courageous man. **For instance**, he was willing to face criticism and threats of violence to defend Tom Robinson, a black man who was on trial during the Jim Crow era. Atticus **also** shows his courage by shooting a rabid dog that was running wildly in the streets **even though** he could have been bit. **Finally**, Atticus protects Tom by facing down a mob that is trying to lynch him.

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5th grader uses his web to plan a summary

Name: choytan
Date: 2/3

Patrick Henry

Jobs

- Orator
- Attorney at Law
- governor
- lobbied later failed

Achievements/Successful

- Elected governor 5 times
- Famous speech: Liberty or give me death!! speech
- was considered "spellbinding" as an orator
- Had a large family 11 children

Past Times

- enjoyed camping
- Naturalist
- Practical Joker
- Imitated birds well

Top Down Web

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The student wrote his summary and used color to compare to his web.

ELAN

Patrick Henry had an interesting life with many achievements, jobs, and past times. (It began with) he was very successful. He was elected governor 5 times. (Also) he gave the famous "Give me liberty or Give me death" speech. In addition to being successful, he also had many jobs like an orator and attorney at law. (Finally) he loved camping and was a nature alist in his pasttimes.

WORK The Colonists Revolt

tension builds	<ul style="list-style-type: none"> • "no taxation without representation" • Proclamation of 1763 • Sugar Act • Stamp Act • Quartering Act • Boston Massacre • Tea Act
Colonists rebel with boycotts, protests, threats	<ul style="list-style-type: none"> • tar & feathering • Sons of Liberty threaten to burn down houses of stamp sellers • Boston Tea Party
war is on the horizon	<ul style="list-style-type: none"> • Olive Branch petition rejected by King George, Aug 1775 • Patrick Henry's speech - "Give me liberty or give me death" • Lexington and Concord "...shot heard round the world..." April 1775

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Summary

The Colonists revolted for several reasons. Tensions began to build as colonists were taxed more and more without representation. For example, the Sugar Act and the Tea Act imposed new taxes on Colonists without giving them a say. Therefore, many colonists began to boycott, protest and make threats to show their anger. For example, colonists began tarring and feathering tax collectors. Finally, war was on the horizon once King George rejected the Olive Branch Petition. This set the stage for the start of the revolution with the "shot heard round the world".

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WHAT is question generation?



- Creating (and answering) questions based on a text or non-text source to support comprehension
- Creating questions along a continuum of cognitive levels to support lower and higher level thinking

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WHY teach it?

- Student question generation and question answering have been identified as essential comprehension strategies.
- Question generation pushes students to engage directly with the text and practice critical thinking skills.
- Question generation provides opportunities for extended discussion of text

Standards Connection:

- **R #1:** Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking and writing to support conclusions drawn from the text.

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HOW to teach it.

- Teach students:
 - a continuum of thinking (e.g., Bloom's)
 - question terms and phrases
 - how to identify a question type
 - how to generate questions from non-text and text
 - how to use a topic web or notes to generate questions
- Start with everyday examples
- Model and use think aloud
- Provide scaffolds



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Bloom's Taxonomy

Creating	<i>create, what if?</i>
Evaluating	<i>fair/unfair, right/wrong, ranking</i>
Analyzing	<i>compare/contrast</i>
Applying	<i>use, do it</i>
Understanding	<i>in your own words</i>
Remembering	<i>facts</i>

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Question Terms & Prompts

- Review the lists of question terms and prompts.
- **Remember!** Students need to learn:
 - *There are different levels of thinking*
 - *The level of thinking required to answer a question is based on the content of the question, not the question term(s) used*

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Scaffolding Question Generation



- Introduce 2 levels at a time, start with R and U
- Provide and label examples of questions about familiar topics
- Students label examples of questions about familiar topics
- Teach question vocabulary terms
- Students generate questions in small groups about familiar topics
- Provide and label example of questions about classroom reading
- Students generate questions in small groups about classroom reading

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Start With Simple, Every-Day Topics

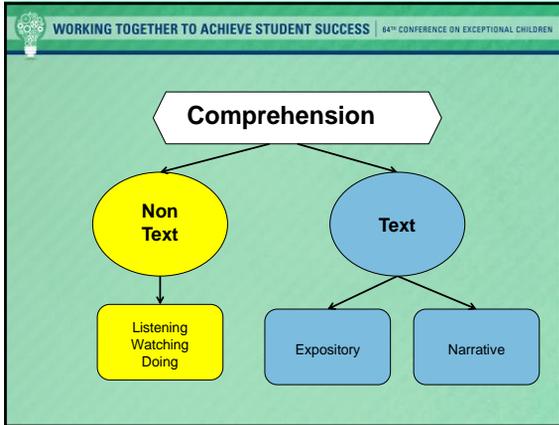
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Example: School Lunch

- **Remembering:** What is on the lunch menu today?
- **Understanding:** In our own words, what does nutritious mean?
- **Applying:** Using the rules and procedures at our school, order and purchase lunch today.
- **Analyzing:** Compare school lunch and lunch at home on the weekends.
- **Evaluating:** Rank the three best lunches the school offers. Justify your ranking.
- **Create:** Create a lunch menu that is both nutritious and appealing to students.

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Social Studies: Citizenship

REMEMBER Define citizenship.

UNDERSTAND Describe what it means to be a "good citizen."

APPLY Identify two "good citizens" in your school, community.
What characteristics make them "good citizens?"

ANALYZE How do the rights of citizens in our state constitution compare to the rights of citizens in the U.S. Constitution?

EVALUATE Rank and justify your ranking of the rights of citizens in the following:

- democracy
- dictatorship
- absolute monarchy
- theocracy

CREATE Create a list of reasons why citizens should vote in a local or national election.

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Science: The Cell Nucleus

Remembering: Identify the 3 main parts of a nucleus.

Understanding: Describe the roles of each of the organelles in the nucleus.

Applying: Illustrate the nucleus and its parts.

Analyzing: Make a connection between 2 parts.

Evaluating: Rank the 3 parts of a nucleus according to their importance.

Creating: Create a model of a nucleus with a thicker nuclear envelope.

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Math: Polynomials

Remember: Identify the degree of the polynomial.

Understand: Describe the graph of the given polynomial function.

Apply: Solve the polynomial for ALL solutions.

Analyze: Compare the graph of the polynomial function to the graph of the rational function.

Evaluate: Justify the zeros of the given polynomial.

Create: Design a roller coaster with a path which mimics that of a polynomial function.

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ELA Novel: *Hatchet*

Remembering: What gift did Brian receive from his mother?

Understanding: Describe what happened when the plane crashed.

Applying: Have you ever been lost in the woods (or someplace else)? Share your experience with your collaborative group.

Analyzing: Compare/contrast Brian with Karana in *Island of the Blue Dolphins*.

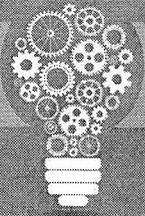
Evaluating: Should Brian have told his father "the secret?" Justify your answer.

Creating: Create an alternate ending to the book.

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64TH CONFERENCE ON EXCEPTIONAL CHILDREN

A Multi-Tiered Model of Literacy Instruction for 4-12 Classrooms

Joan Sedita
joan@keystoliteracy.com



Transition Words and Phrases

<i>To indicate a time relationship</i>	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while
<i>To indicate spatial placement</i>	below, beside, between, beyond, farther on, here, next to, parallel with
<i>To list or present a series of ideas</i>	after, after that, finally, first, lastly, next, second, third
<i>To add information or continue a line of thought</i>	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
<i>To summarize or show conclusion</i>	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
<i>To show comparison</i>	by comparison, compared to, in like manner, likewise, similarly
<i>To show contrast</i>	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
<i>To repeat information or stress a point</i>	above all, in fact, in other words, most important, once again, to repeat
<i>To provide an example or illustrate a point</i>	for example, for instance, such as, to illustrate, that is
<i>To show cause and effect</i>	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
<i>To state the obvious</i>	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt

Question Terms

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Describe	Adapt	Analyze	Appraise	Assemble
Define	Discuss	Apply	Arrange	Assess	Compile
Find	Explain	Compute	Categorize	Choose	Compose
Give an example	Interpret	Demonstrate	Compare	Conclude	Concoct
Identify	Paraphrase	Dramatize	Contrast	Criticize	Construct
Label	Report	Draw	Deconstruct	Critique	Create
List	Restate in own words	Illustrate	Detect	Debate	Design
Locate	Retell	Implement	Dissect	Deduce	Develop
Match	Review	Interview	Distinguish	Defend	Devise
Name	Summarize	Make	Examine	Hypothesize	Formulate
Quote	Translate	Operate	Group	Judge	Generate
Recall		Practice	Inspect	Justify	Imagine
Recite		Role play	Integrate	Prioritize	Invent
Recognize		Sequence	Organize	Rank	Make
Retrieve		Solve	Probe	Rate	Originate
Show		Use	Research	Reject	Prepare
			Separate	Validate	Produce
			Sift		Set up
					What if?

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Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*, New York: Longman.

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Question Prompts

Level	Prompts
Remembering	Where is... What did... Who was... When did... How many... Locate it in the story... Point to the...
Understanding	Tell me in your own words... What does it mean... Give me an example of... Describe what... What is the main idea of...
Applying	What would happen to you if... How would you solve the problem... If you were there, would you... Find information about...
Analyzing	What other ways could... What things are similar/different? What kind of person is... What things could not have happened in real life? What caused ___ to act the way she/he did?
Evaluating	Rank the events in order of importance. Which character would you most like to meet? Why? Select the best ... why is it the best? Was _____ good or bad? Why? Would you recommend this book? Why or why not?
Creating	What if... What would it be like if... What would have happened if... Tell/write a different ending... Use your imagination to draw a picture of... Pretend you are a... Design a...

adapted from *Checking for Understanding*, Fisher, D.B., and Frey, N. © 2007, ASCD, Alexandria, VA.

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