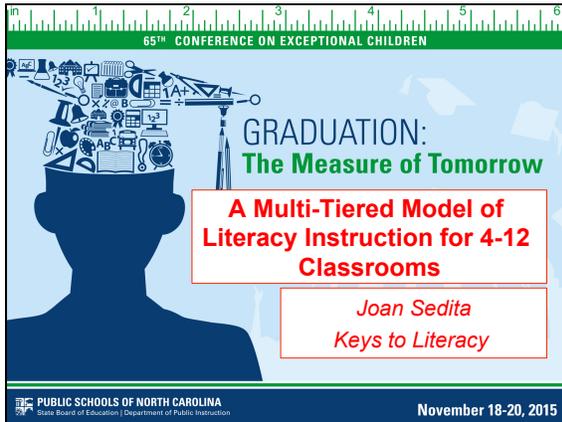
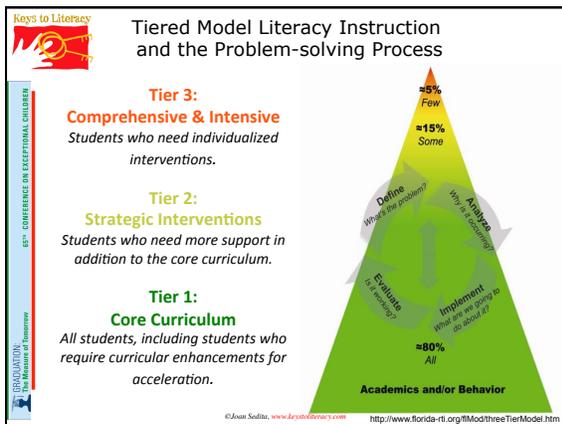
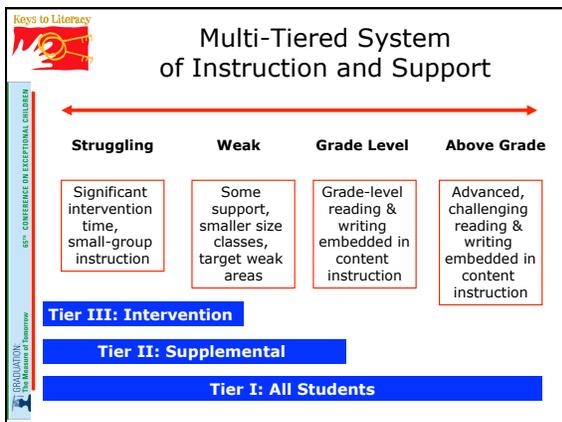


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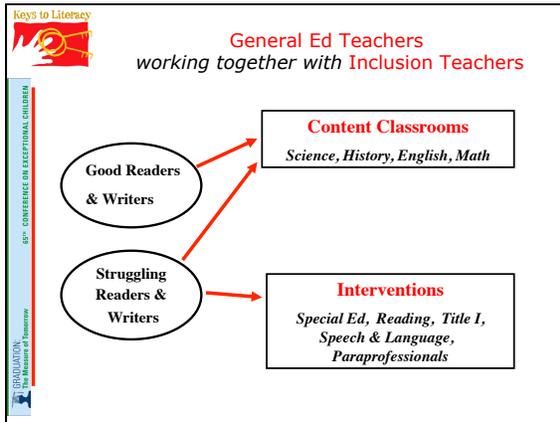


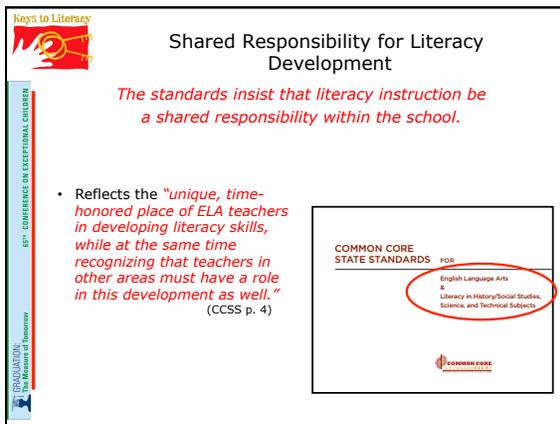


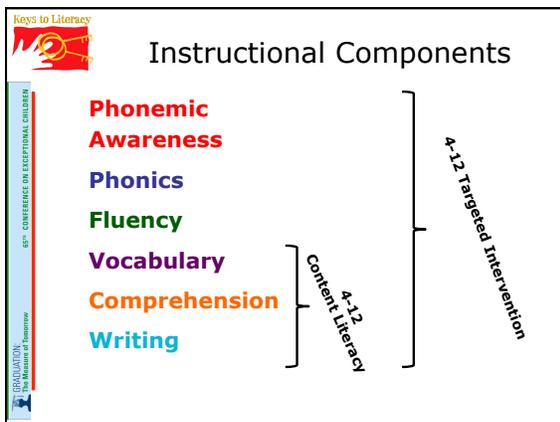


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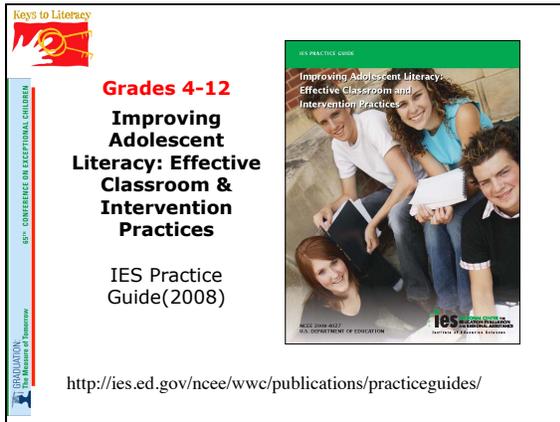






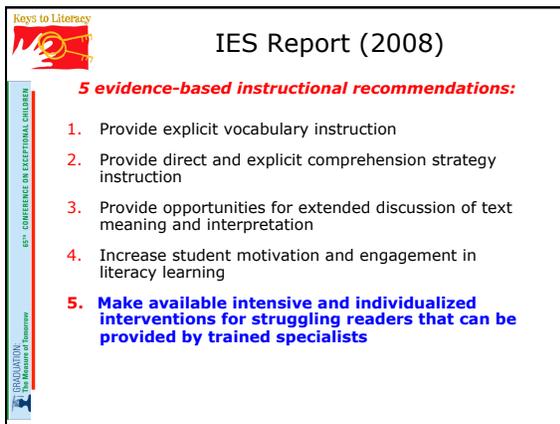
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Grades 4-12
Improving Adolescent Literacy: Effective Classroom & Intervention Practices
IES Practice Guide(2008)

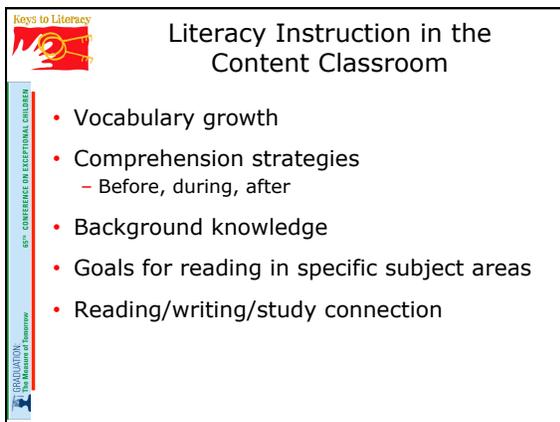
<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



IES Report (2008)

5 evidence-based instructional recommendations:

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists**

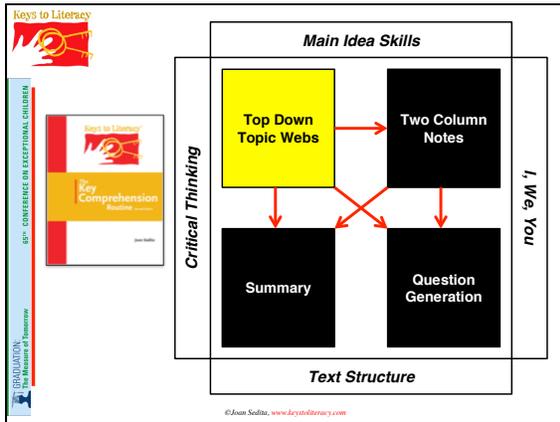


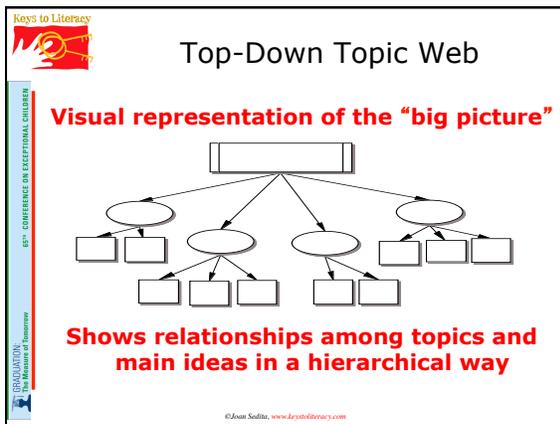
Literacy Instruction in the Content Classroom

- Vocabulary growth
- Comprehension strategies
 - Before, during, after
- Background knowledge
- Goals for reading in specific subject areas
- Reading/writing/study connection

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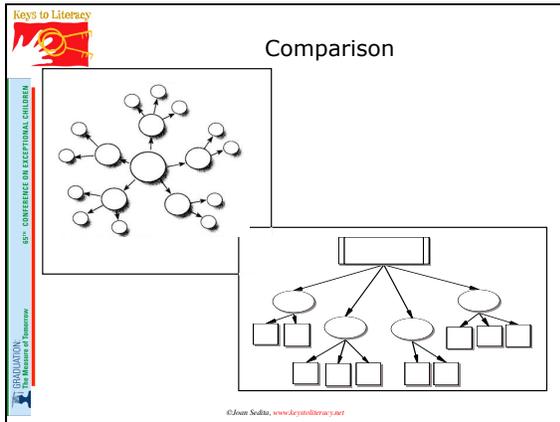
WHY teach it?

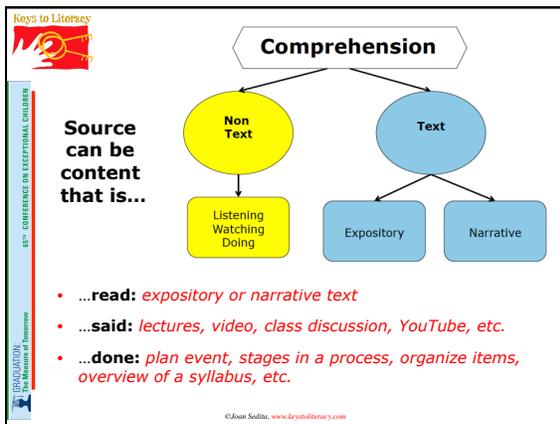
- Graphic organizers have been identified as an **essential comprehension strategy**.
- Provides a visual **schema** – helps students create the **big picture**.
- Helps the **teacher develop a plan** for the content to be delivered
 - *In order to develop a web, you have to know your content and goals for teaching it*

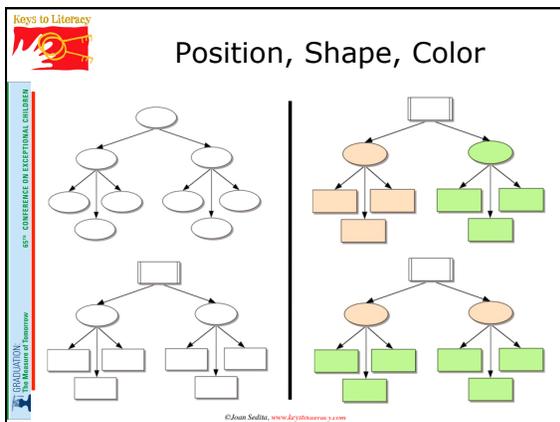
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Keys to Literacy

"Stacking" Shapes

Can be used when there is limited space

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Keys to Literacy

Labeling the Shapes

- Words
- Phrases
- Visuals

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When To Use Topic Webs

Use **Before, During and After Reading**

Use to **Organize Before Writing**

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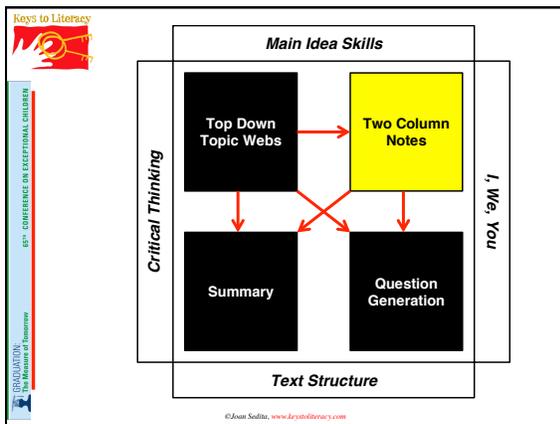
50th CONFERENCE ON EXCEPTIONAL CHILDREN

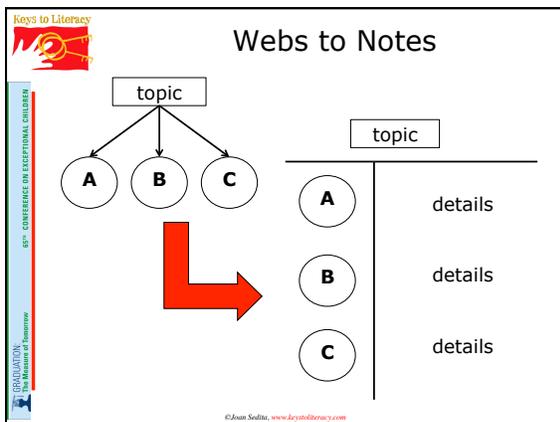
Scaffolding Topic Webs



- Introduce topic webs using **everyday** examples and visuals.
- Provide **partially completed** webs.
- Provide **topics**, have students sort into a topic web.
- Scaffold the **text** before students create a web.
 - chunk the text
 - highlight text features such as headings
- Allow students to create webs in small **collaborative** groups.

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Keys to Literacy



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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Keys to Literacy



Two-Column Notes

Topic _____

Big ideas	Supporting details
-----------	--------------------

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Keys to Literacy



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.

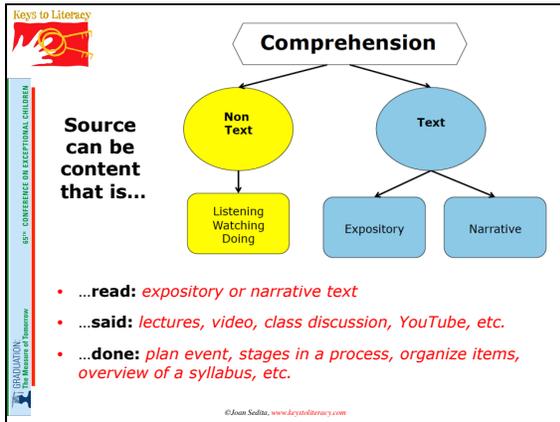
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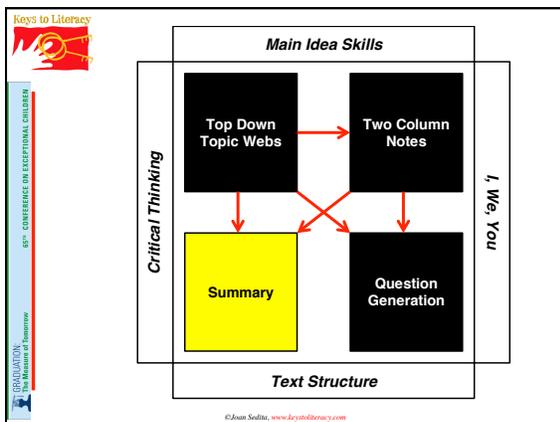
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Keys to Literacy

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WHAT is a summary?

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

How is summarizing different from retelling or recounting?

Sponge Metaphor

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Keys to Literacy

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WHY teach it?

Summarizing has been identified

- as one of the most effective comprehension strategies
(Nat'l Reading Panel, Reading Next)
- as one of the most effective writing practices
(Writing to Read, Writing Next)

Standards Connection:

- **R#2:** Determine central ideas or themes of a text and analyze their development; **summarize** the key supporting ideas and details.
- **W#8:** Gather relevant information from sources... integrate the information while avoiding plagiarism.

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Keys to Literacy

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What can be summarized?

Non-Text	Text
<ul style="list-style-type: none"> • Experiment • Process • Event • Video • Lecture • Discussion 	<ul style="list-style-type: none"> • Expository <ul style="list-style-type: none"> - Textbook section, chapter - Article • Narrative <ul style="list-style-type: none"> - Literacy elements: character, setting, theme, problem/ solution - Plot summary

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How to Write a Summary

1. Distinguish main ideas from details.
2. Write in phrase form.
3. Begin with an introductory statement.
4. Turn main ideas into sentences, and include a few details.
5. Combine the sentences.
6. Incorporate transition words.
7. Proofread.

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Transition Words

purpose

download lists:
<https://keystoliteracy.com/resources/worksheets/>

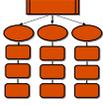
<i>To indicate a time relationship</i>	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while
<i>To indicate spatial placement</i>	below, beside, between, beyond, further 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

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Scaffolds



top-down
topic web

List of main ideas

- 1.
- 2.
- 3.
- 4.



two-column notes
(left column)



summary
template

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Example: list of main ideas

1. panic on island
2. ship sails by
3. fire goes out
4. they kill the pig

There is a lot of panic and arguing on the island during chapter 4. **First**, Ralph sees that a ship sails by and wonders why it didn't stop. He learns that the reason is **because** the boys let the fire go out. **Then** the boys are hungry and lacking food, **so** they decide to try and kill a pig.

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Summary Template

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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PROCLAMATION
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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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Keys to Literacy

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 "the shot heard round the world..." April 1775

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Keys to Literacy

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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Example: top-down topic web

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

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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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More Scaffolds



- Introduce summary using everyday life examples.
- Practice with short, oral summaries (e.g., ticket out the door)
- Scaffold the text before students write a summary.
 - e.g., chunk the text
 - e.g., provide a list of the main ideas or events
- Provide a partially completed summary.
- Allow students to write summaries in small collaborative groups.

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Example: Partially Completed Summary

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

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