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# **INFUSING LITERACY SUPPORT AND PROJECT-BASED INSTRUCTION**

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# AGENDA



Foundational Principals of Literacy



How to Support Literacy Development



Embedding Literacy Support in Project Based Instruction

**FOUNDATIONS OF  
LITERACY  
INSTRUCTION**



QUESTION:

HOW IS LEARNING  
TO READ AND  
WRITE LIKE  
LEARNING TO RIDE  
A BIKE?

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## LITERACY ACQUISITION = LEARNING TO RIDE A BIKE

If you try to teach a child how to ride a bike, but the bike is so big the child's feet can't touch the pedals, your instruction is virtually hopeless... and the child becomes frustrated.

However, if you start with a smaller bike, and adjust with growth, the child will not only learn to ride, but will continue to grow more confident and sophisticated.

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## LITERACY ACQUISITION = LEARNING TO RIDE A BIKE

Likewise, if you try to teach students to read and write, but begin with texts that are “too big” for them (i.e., **frustration level**), they will not grow in their command of literacy and will become increasingly disengaged.

However, if you begin with texts on their **independent and instructional levels** - and adjust with growth – students will not only learn to read and write, but will continue to grow more confident, engaged, and sophisticated.

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## READING LEVELS



**Independent Reading Level** – The level at which students can read on their own. When reading texts at their independent reading level, students can work to deepen their reading skills while engaging with texts that are accessible in terms of vocabulary, structure, and comprehension.



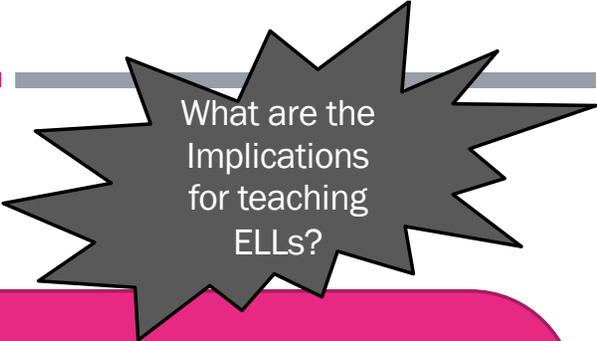
**Instructional Reading Level** - Students can read texts at this level with about 90–97% accuracy rate (words read correctly) and 75–89% comprehension. In other words, they can read and understand them.... with support.



**Frustration Reading Level** – Students cannot make sense of frustration level texts, even with instructional support. These are texts below Instructional Level – texts with which students are struggling so intensely that minimal if any comprehension can be expected.

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## THE CAVEAT



What are the  
Implications  
for teaching  
ELLs?

“The level of complexity of a book is fixed, but the reading level of a student is varied because background knowledge and vocabulary knowledge play a critical role in comprehension. As readers, we can all read far more sophisticated books on topics that we have some expertise with because our background and vocabulary knowledge on those topics allows us to be fully engaged with the content, and we can therefore work through the more complex structures and ideas presented. In contrast, we may find that we need to move below our typical reading level when reading about a topic for which we have no prior knowledge and must stop to learn all the content-specific vocabulary that is featured.”

# HOW DO I DISCOVERY MY STUDENTS' READING LEVELS?

Choose short (5 sentences) passages from a source like Newsela (one that provide the Lexile level). Pull the passages AND the comprehension questions.

Pull students one at a time to read with you.

Start with a passage that you think may be at the student's reading level (a universal screening will give you a place to start)

Ask students to read for you. As they read, follow along on your own copy of the passage and code as follows:

After they read, ask students to explain the answers to a few comprehension questions. Record proficiency (see next slide).

A ✓ or X for every word they read correctly.

Circle words that they struggle with and code them (see next slide).

If the passage seems too difficult or too easy for the student, move up or down a level

Accuracy

Comprehension

*Repeat periodically throughout the year to monitor growth.*



# Determining Reading Levels

(Ranges may vary depending on the assessment tool used.)

<b>Reading Components</b>	<b>Independent Level</b>	<b>Instructional Level</b>
Word Accuracy	98–100%	95–97%
Comprehension	90–97%	75–89%

*Teaching to Transform: An Instructional Practice Guide to Support Struggling Readers and Writers in Grades 6-12*

### NAEP Oral Reading Fluency Scale

<b>Fluent</b>	<b>Level 4</b>	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	<b>Level 3</b>	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
<b>Nonfluent</b>	<b>Level 2</b>	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	<b>Level 1</b>	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

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## **FLUENCY – A COMBINATION OF BOTH**

“Students who struggle with fluency may read aloud at a rather slow rate, in a monotone, use intonation that does not match the meaning of the text, read in chunks of 2 or 3 words, or fail to group words together into meaningful phrases and clauses. They often read at a rate that does not match the demands of the text. Issues with dysfluency have a direct and negative impact on students’ ability to comprehend what they read. Students who struggle with fluency will likely also show low comprehension on passages they read independently; however, teachers may see those same students demonstrate much higher comprehension with texts that are read to them during instructional read-alouds. When this is observed, these students might benefit from direct instruction in and practice with fluency.”

**WHAT DO YOU  
THINK OF THIS  
APPROACH?**



**SO WHAT DO WE DO WITH  
THIS INFORMATION?  
HOW CAN WE DO THIS AND  
SIMULTANEOUSLY  
FACILITATE PROJECTS?**



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## BECAUSE FLUENCY LEVELS WILL VARY - EVEN WITHIN A CLASS OF THE SAME LEVEL - LITERACY INSTRUCTION WILL COMBINE LARGE AND SMALL GROUP INTERVENTIONS

### Full Group

- Gradual Release of Responsibility in Lessons
- Modeling the Reading Process
  - Read A-louds for skills (e.g., using context clues, previous knowledge)
  - Read A-Louds for literary elements (e.g., symbolism, figurative language)
- Modeling the Writing Process
  - Planning (e.g., brainstorming)
  - Form (e.g., organization)
  - Technique (e.g., organization, adding details)

### Small Group

- Anything from the “full group” list that students could “practice” more effectively in smaller, level-alike groups
- Vocabulary
- Comprehension
- Any of the Six-Traits of Writing\*
  - Ideas
  - Organization
  - Voice
  - Word Choice
  - Sentence Fluency
  - Conventions

\*NOTE: A summary of this system is linked on my website

# GRADUAL RELEASE OF RESPONSIBILITY



What are the  
Implications  
for teaching  
ELLs?

## Steps of GRR

- Teacher models a process or skill.
- Teacher and students – as a class – emulate that process or skill with a common text.
- Students work collaboratively with different texts (can be the same for the whole class or different for different groups) using that process or skill.
- Class debriefs as a full group.
- Students work independently to incorporate the process or skill into their own work.

## Potential Skills for GRR

- Using context clues to determine word meanings
- Using knowledge of roots to determine word meanings
- Determining technique (foreshadowing, figurative language, an unreliable narrator, characterization)
- Infusing description into writing
- Adjusting tense, number, etc. in writing
- Subject-verb agreement in writing

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## LET'S SEE 4 TEACHERS IN ACTION WORKING WITH SMALL GROUPS

### Think About...

- ... what about this structure might work for my students?
- ... what might I need to change to make it work for my students?  
... what are the pro-s of this technique (for students and for YOU)?
- ... what are the cons of this technique (for students and for YOU)?



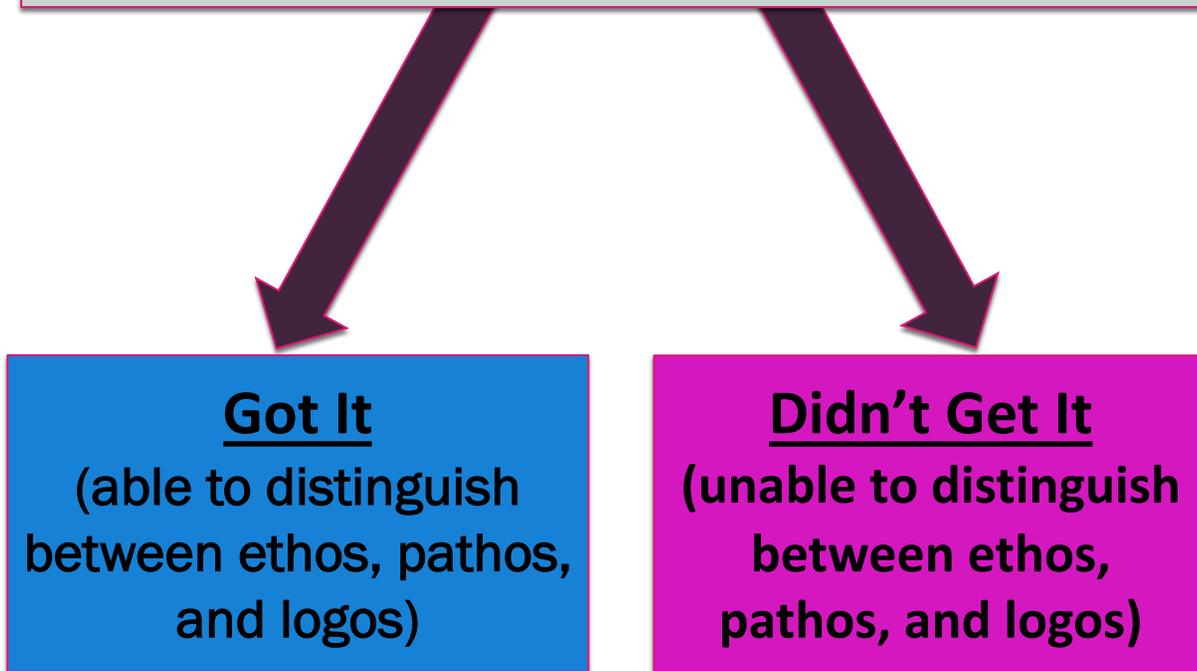
**THINK ABOUT WHAT  
YOU'D STEAL,  
CHANGE, OR  
DISCARD.**



1. [One Small Group:](https://www.teachingchannel.org/video/analyzing-text-writing)  
<https://www.teachingchannel.org/video/analyzing-text-writing>
2. [Opt-In Groups \(One Group\):](https://www.teachingchannel.org/video/guided-groups-formative-assessment)  
<https://www.teachingchannel.org/video/guided-groups-formative-assessment>
3. [Tiered Tasks \(Two Groups\)](#)
4. [Stations \(Several Groups\)](#)
5. [Multiple Groups in PBL:](https://www.teachingchannel.org/video/workshop-model-customized-learning)  
<https://www.teachingchannel.org/video/workshop-model-customized-learning>

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## Formative Assessment Patterns



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## TIERED RHETORIC TASKS

For Everyone:

Review the Relationship Between Argument and Persuasion

- For students who were able to distinguish between ethos, pathos, and logos in a text:

Watch a video and examine it for ethos, pathos, and logos.

How do those elements reveal and contribute to author's purpose?

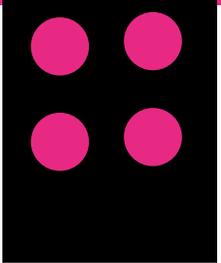
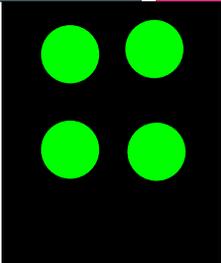
- For students who were NOT able to distinguish between ethos, pathos, logos in a text:
- Examine a series of visual ads. Evaluate each ad for its use of ethos, pathos, and logos.
  - What impact do these elements have on the "reader"?

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# MATH LEARNING STATIONS: *TRISH DUTCHIE & JENNIFER FINNO*

- ❖ Warm-Up: Complete and Turn In.
- ❖ Review Agenda
- ❖ Learning Stations

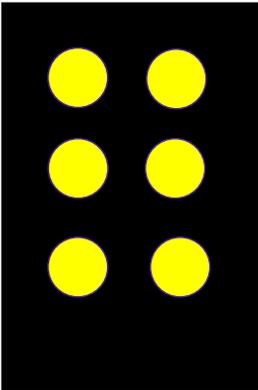




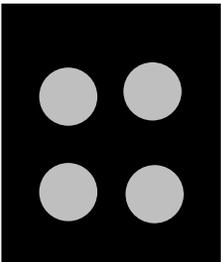
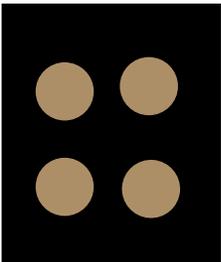
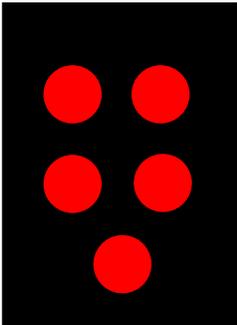
Desks are in home seating arrangement at beginning. Students move them to station formation.



Trish



Jennifer



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# SMALL GROUPS IN SEAN'S CLASS

*He “allows students to make choices around content while we’re still unified around skills.”*

## □ Commonalities

- ✓ EQ: “How do we pursue Justice?”
- ✓ Skills (constructing interview questions; infusing “voice” in informational writing; capturing/summarizing/ quoting ideas from research)
- ✓ Focus of Product (Public Awareness Campaign)

## □ Differentiation

- ✓ Interest (Topic & Format of Product)
- ✓ Readiness (Skills)

## □ Teacher

- ✓ Provided a menu of choices and selected the topics of top interest to students. Grouped them according to interest
- ✓ Pulled resources for them to use as they researched their topics and created their final products ()
- ✓ Created organizers, online tutorials/modules, schedules for small groups, etc.

## □ Lesson We Saw:

- ✓ Interest groups working on what was needed for their product (same interest; mixed readiness)
- ✓ Small group working on Creative Writing (mixed interest; like readiness)
- ✓ Small group working with teacher on a skill (mixed interest; like readiness)

### INTERVIEW PREPARATION PROCESS SHEET

Use the process below to design questions for your interview that will both move your



Who are you interviewing?

Name \_\_\_\_\_

Use information that Mr. A

learning forward, and also

What is your inquiry quest

What connections can you  
about, and this individual

Read the question starters

### CREATIVE WRITING ASSIGNMENT SHEET

Select a photograph, or several, to serve as the inspiration for a piece of creative writing related to your topic of study. Select your format from the descriptors below.

*Example Question: How can we use narrative to develop and show understanding of experiences?*



#### Success Criteria

##### Process:

- Engage
- Analyze
- Synthesize

##### Product:

- Create
- Evaluate
- Reflect
- Revise
- Present

##### Formal Output

##### Short Story:

- Can
- Be
- Be
- Be
- Be

##### Poetry

- Create
- Evaluate
- Reflect
- Revise

##### Digital Story:

- Create
- Evaluate

### CONFERENCE PREPARATION SHEET

Use the organizer below to prepare yourself to get the most out of your conference. Please bring specific work samples whenever possible.



In the Past

Review the major focal points from the first quarter. Which did you find challenging? Which do you consider a strength?

Writing: a) paragraph organization (CLEAR) b) quote integration / citation

Reading: a) theme identification and analysis b) character dev & analysis (draft here, much)

Speaking & Listening: Discussion participation and building on one another's ideas (pinwheel, seminar)

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## Topic: Small Group Instruction

- What are my **“gut” feelings** and thoughts about it? Where do they come from?
- How would **other people I know** feel about it? Why?



- What **problems or challenges** do I see with it?
- Why/when might I **choose NOT** to use it?



- What **benefits** are gained by/from it? For whom?
- How does it **support my current practices**?



- What are the **parts** of it? The **assumptions**?
- What **questions** do I still have about it? What don't I know yet?



- How is it **connected to something else** I know about or do?
- Where does it **“fit” in the bigger picture** (of teaching)?



- What might make it **more or most powerful/effective**?
- How could I **best use** it?



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# DURING CONSULTATION TIME I CAN HELP YOU...



... consider how to implement literacy assessments



... determine the literacy skills addressed in your PBAs or PBLs (and what to do about them)



... share more about the 6 Traits of Writing



... develop ideas for what students can do during small group instruction (in and out of the small group)



... anything else related to PBA, PBL, Literacy, etc.