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# LeafLIT



S O U T H E R N N E V A D A R E G I O N A L P R O F E S S I O N A L  
 D E V E L O P M E N T P R O G R A M

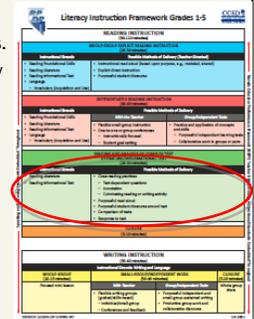
## New Teacher Tips and Tricks

### Tight Transitions

In his book, Teach Like A Champion, Doug Lemov gives teachers a suggestion for implementing tight transitions in their classrooms. He makes the point that messy transitions not only waste instructional time, but can also be an opportunity for student disruptions and conflicts. He suggests that when teaching a transition, (moving from one activity to another in your classroom) model and number the steps of that transition for students. He uses the example of lining up at the door. "When I say one, please stand and push in your chair. When I say two, please turn to face the door. When I say three, please follow your line leader to the place to line up." By numbering the steps, you can control the pace at which students are making this transition and notice where you need to reinforce and where you can speed up the areas of the transition. After much practice, all you will have to call out are the numbers and your students should be able to execute the steps. This is much more effective than saying to students, "Push your chair in and line up." He cautions that you should expect this process to take several weeks for students to execute correctly. By taking the time to model and practice, you are making an investment in maximizing student learning time with minimal time wasted.

## READING AND ANALYSIS OF COMPLEX TEXT WHY THE PUSH?

The NVACS call for students to read complex text (within the grade level band) independently and proficiently. Many expectations are embedded within those anchor standards. Specific references to text are also laid out in the language of the standards themselves. Students must be able to site evidence, infer, and write and speak about complex text. But before they can do any of those things, they need to be able to comprehend the text. For some of our students reading below grade level, this is a challenge. This portion of the literacy framework is where the "playing field" becomes equal so to speak for all levels of readers within our classroom. Because you are modeling and explicitly teaching students how to work through a short piece of complex text by thinking aloud, annotating, and reading the text multiple times for different purposes, it makes the text accessible for students who are reading on or below grade level. By modeling and spending time on the "I Do" and "We Do It Together" portions of the Gradual Release Model, students will be successful using this text in group discussions, small group and independent tasks. Close Reading is just one way that teachers can address the expectancies in this portion of the Framework. This lesson plan template can assist teachers when planning for a Close Reading using a short piece of complex text.



### Other Text-Based Tasks To Address This Block Of The Framework

When students have had sufficient modeling (I Do and We Do It Together) on how to interact with the complex text you have chosen, you will want to transition to "We Do" and "You Do" structures. Below are some other text-based tasks you can employ other than Close Reading to get students to grapple with complex text.

#### Text Based Discussion Frames to Writing

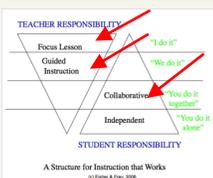
One way we can scaffold the discourse and make it purposeful is to use a discussion frame when conversing with a partner or group. Evidence based discussion frames fosters discourse in the classroom and encourages students to use academic language and vocabulary. Doug Fisher says that, "These language frames will later scaffold written language." Fisher and Frey (2013) give some helpful text-based frames to foster discussions around text in their book Rigorous Reading. Think about how some of these frames can be a bridge to writing about the text.

#### Text-Dependent Tasks

These types of text-based tasks are central to writing about and discussing text. These tasks allow students to further evaluate and explore the text with purpose.

- [Socratic Seminar/ Debates](#)
- [RAFT](#)
- Reflection Journals
- [Precis Writings](#)
- [Dialectical Journal \(Example 2\)](#)
- [Text-Dependent Questions](#)
- Compare/Contrast of 2 Texts
- [Comment Cards](#)

## How Does Teaching Reading and Analysis of Complex Text Fit Into the Framework?



#### Example of a 5th Grade Lesson

So just how does this new Literacy Framework fit together in series of cohesive lessons? Attached is a sample lesson plan that shows how to take History standards (H1.5.3 H2.5.1, H2.5.2,) and create a series of lessons for each component of the Framework. For this lesson, we used a poem in the Reading and Analysis of Complex Text portion of the framework to not only add to students' content knowledge of the history standards, but specifically to address RL5.1, RL5.4, and RL 5.10. By using a poem in this portion of the framework, we are able to specifically demonstrate to students how to think-aloud, annotate, and infer while reading. Note how students used discourse with a partner to identify portions of the text that led them to their inferences. The independent piece of this lesson is continued in the Differentiated Reading Instruction part of the Framework.

## NEPF CONNECTION

[NEPF information located on rpd.net](http://www.rpd.net)

STANDARD 1 New Learning is Connected to Prior Learning and Experiences	STANDARD 2 Classroom Tasks Have High Cognitive Demands for Diverse Learners	STANDARD 3 Students Engage in Meaning-making Through Dialogue and Other Challenges	STANDARD 4 Students Engage in Metacognitive Activities to Develop Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students into understandings of new concepts and skills	Indicator 1 Tasks purposefully engage all students (cognitive address)	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and students, and among students	Indicator 1 Teacher and all students understand and students are learning why they are learning, and how they will know if they have learned it	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks pose appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher designs assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and objectives of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assesses all students to see existing knowledge and opportunities to make connections and recognize relationships	Indicator 3 Teacher supports all students to be active learners in the classroom, own self-monitoring processes	Indicator 3 Teacher structures opportunities to promote students' on learning during the lesson for all students
Indicator 4 Teacher provides all students opportunities to build on or challenge their understandings	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, personal ability and socio-economic status	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive effective experience for all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

We have made reference to text-based frames and how those discourse frames can become a bridge for writing; which addresses Standard 3 on the NEPF. However, another strategy that can be easily adapted for text-based discussions is the [Fishbowl](#). The Fishbowl strategy allows all students to engage with the text or media, not just those within the Fishbowl. Those students that are not in the middle of the Fishbowl, create questions about the text or media to be discussed within the Fishbowl. This addresses Standard 3, Indicator 2; where students are given opportunities to create multiple representations, which are the questions pertaining to the text/media. The strategy itself addresses Standard 3, Indicator 4; where the teacher structures the classroom environment to enable collaboration and participation from all students.

## DON'T FORGET ABOUT FAMILY ENGAGEMENT!



The National Standards for Family-School Partnerships set forth by the National PTA encompasses six Standards. This month, we focus on Standard 3; Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. Currently, we are all getting ready for conferences with our families on Dec. 10th. An integral part of this process is student goal setting; having students create goals based upon their current performance and then communicating those goals to families. Students can create goals in the areas of reading, writing and math based upon formative assessments and conferring with their teacher pertaining to that subject area. Helping families understand how they can support their children with these student centered goals creates collaboration based upon student success. Here is a [tri-fold](#) you can customize that serves as an artifact that families can reference throughout the year pertaining to their child's goals. Or, you may wish to use this format on a [single sheet](#). Another option would be to customize the goal setting sheet by [trimester](#) for second and third, this format is also customizable. We wish you the best of luck with your conferences next month!

**Standard 3:** Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. See all 6 Standards at: <http://www.pta.org/nationalstandards>

**Book Pick of the Month!**

This is a wonderful resource to add to your professional library. Fisher, Frey, and Lapp discuss the three factors of text complexity and give suggestions on how to teach and match your readers with complex texts. This resource is very beneficial in planning for instruction to address the expectations of the **Reading and Analysis of Complex Text** portion of our new Literacy Framework.