

# Michigan's Mission: Literacy

[www.missionliteracy.com](http://www.missionliteracy.com)



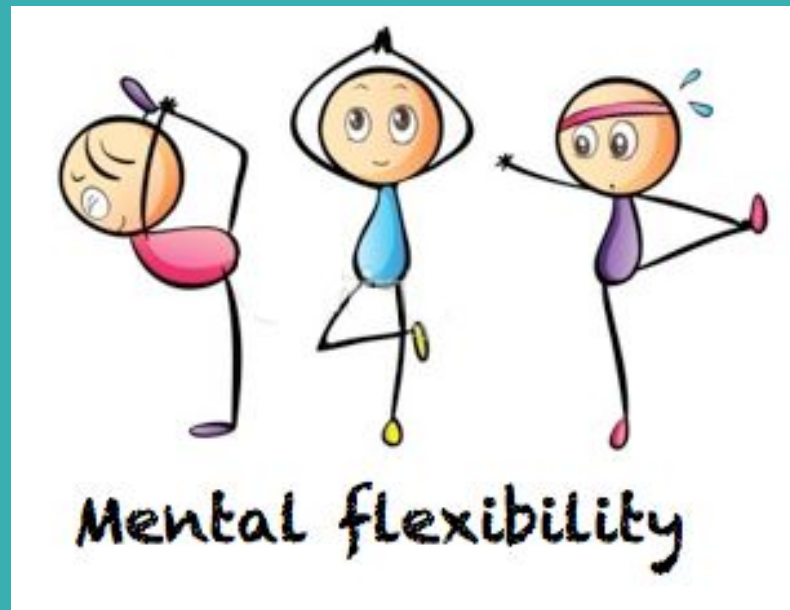
MRA 2018

We

- Know what the author said and can evaluate how it was said!
- Can find Evidence!
- Can abstract to Wisdom!



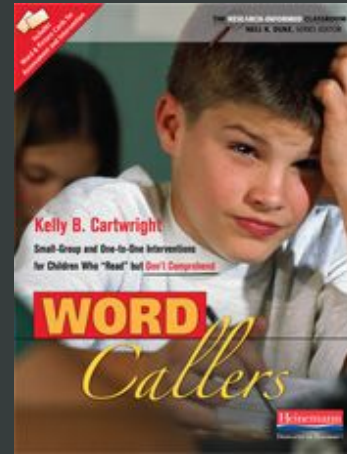
**Outcomes**



# Fluency and Flexible Thinking



# Word Callers



Struggling readers are not all the same.

It is estimated that up to one third of struggling readers are what we consider “word callers” - they can read fluently and have strong decoding skills but can’t make meaning.

The root of their problem lies in their cognitive processing.

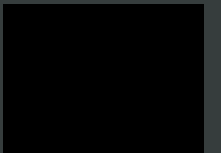
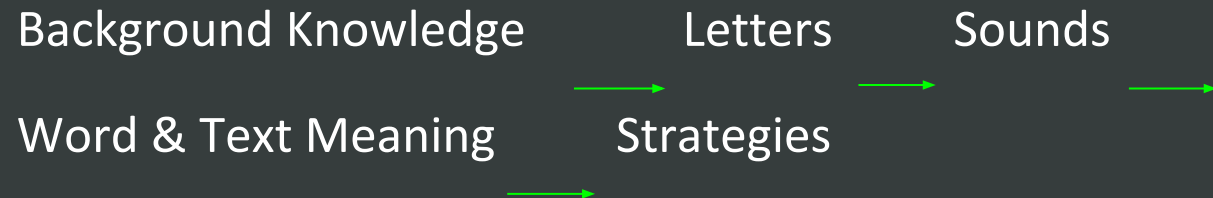
Elementary students tend to focus on the sounds of the printed word and have difficulty switching their attention to meaning.

We have to “unhinge” their thinking; we need to teach them flexible thinking.



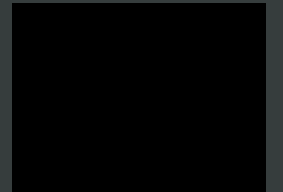
# Word Callers...

1. have a one-idea focus on ONLY letter-sound information; they have difficulty thinking of other elements
2. have naive theories about how the world works that guide their thinking and learning, and these theories may lead them astray
3. do not spontaneously connect or integrate elements important for comprehension
4. are significantly worse at reflecting on and deliberately guiding their own thinking
5. are significantly less cognitively flexible than their peers with better comprehension



# Kelly Cartwright suggests this scaffold:

1. Sound-Meaning Flexible Thinking Sorts (next slide)
2. Wordplay, Jokes, and Riddles (Semantic Ambiguity)
  - multiple word meanings; multiple sentence meanings
  - your ability to “get” jokes is correlated with reading comprehension
3. Story Structure Scaffolds
  - story maps, studying informational text structure, etc.
4. Connect the Dots: Extra support for Inference-making
  - drawing inferences
  - thinking maps
  - Profundity



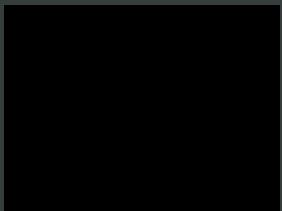
# Flexible Thinking Sorts

Start with objects (cars, animals, buttons, ...)

Sort one way; shuffle; sort a second way

Ex: Buttons - sort by color; now sort by size

Can your group come up with another way to sort?

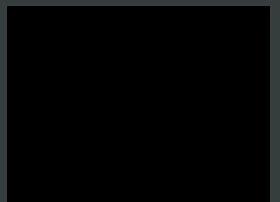
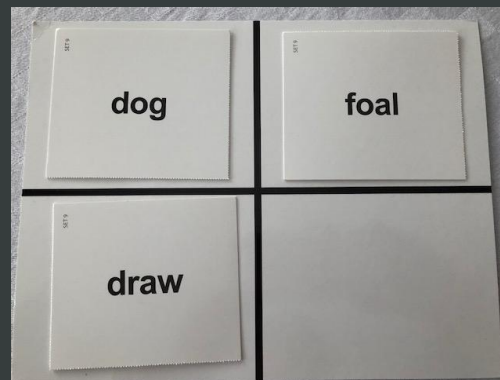


# Flexible Thinking Sorts using Cartwright's picture cards, then moving to word cards

Sort one way; shuffle; sort a different way:



Then use the grid to fill the missing square:





# Thinking About Text

## It's All About the Text!

- Knowing what the author said and evaluating how it was said.

## Got Evidence?

- Evidence and M-Step

## Abstracting to Wisdom!

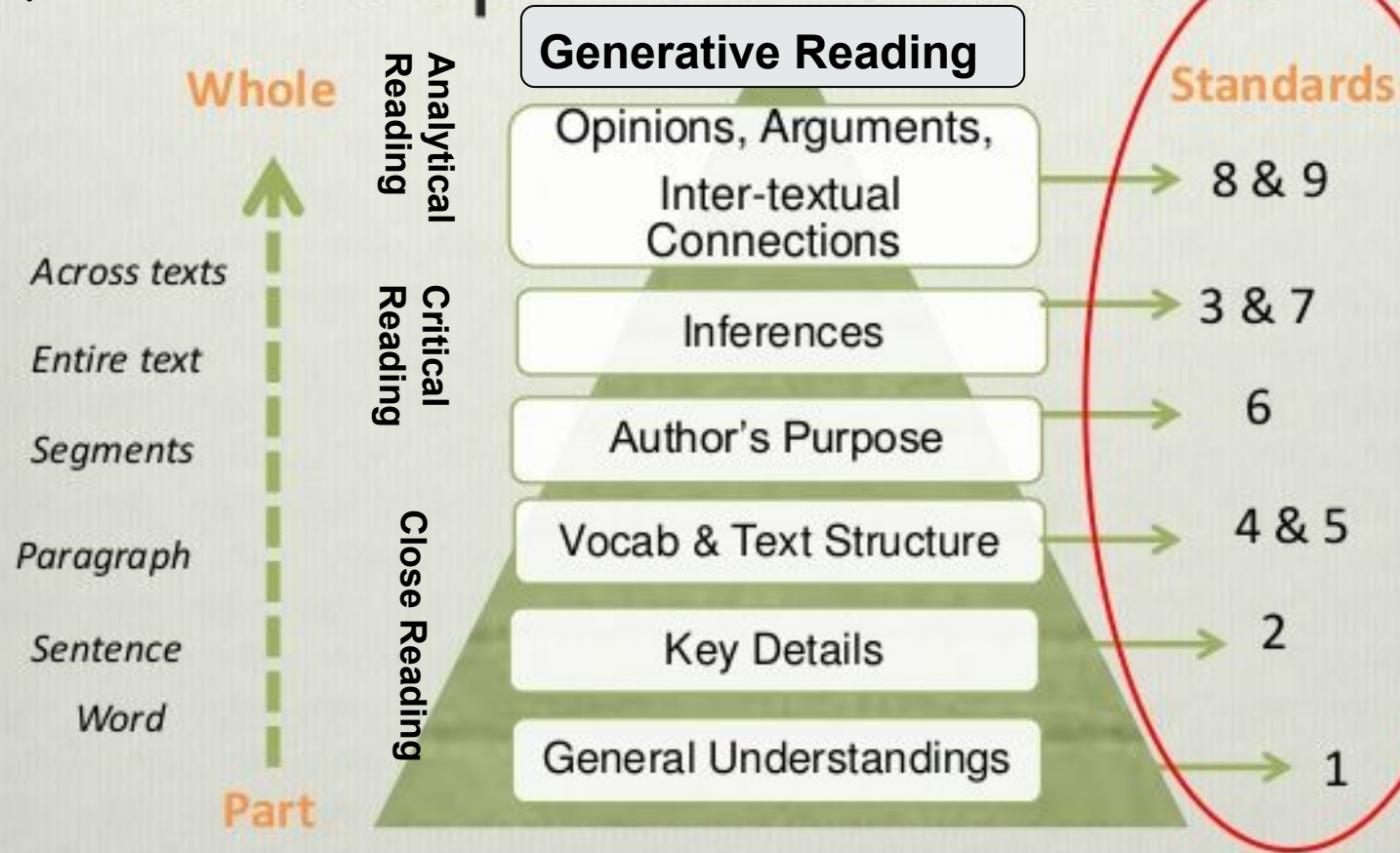
- Concepts, Generalizations, Principles, Theories and Life's Lessons



It's All About the Text

# Progression of Comprehension

Beyond Text-dependent Questions



Adapted From Graphic: Doug Fisher and Nancy Frey

# Getting Started in the Early Grades with Read-Alouds



## Getting Started with Mentor Text Read-Alouds in Early Grades: It's All About the Text

**Purpose:** A teacher planning tool for read-alouds to help children be intentional as they begin writing.

Page Header

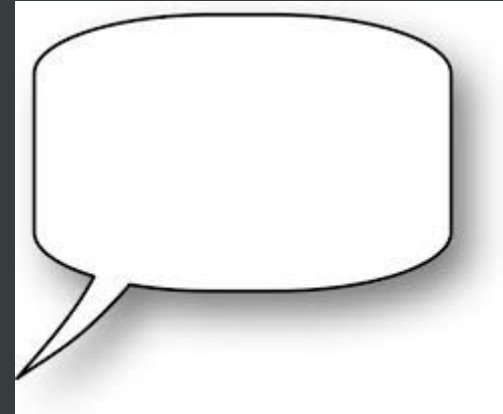
The Author	What Makes a Picture Book, A Picture Book	Topic Selection: What authors write about	Different Kinds/ Purposes of Books	Decisions Writers Make	Decisions Illustrators Make
Read name of author. Say, "___ wrote the words in this book."	Point out a picture book has words and illustrations.	Something or someone they love	Books that tell a story (Structure: Beg., middle, end)	Print: Bold/Italics/Size/Shape	Perspective: Zoomed in or out
Read the name of the illustrator. Say, "___ made the pictures."	Notice that words and illustrations change from page to page.	Something they really like	Books that tell about something (Structure: A list of ideas)	Spelling manipulations	Interesting use of color
Show photos of author/illustrator.	Share that an author decides what their book is going to be about.	Something they did that they want to remember	Say, "The author made this up." (Fiction)	Interesting use of punctuation	Detail Lack of Detail
Read aloud the	Book language: Use your	Something that happened	Say, "The author did not	Text layout:	Presence (or absence) of

## **A Busy Bird 1<sup>st</sup> Grade**

**Carlos walked outside. He looked at his favorite tree. He saw a bird in the tree. The bird was busy. The bird had twigs in its beak. The bird put the twigs on a branch. Then the bird flew away. It came back with more twigs. The twigs were in a pile. The pile was getting bigger. Carlos thought for a minute. Then he knew what he saw: the bird was building a nest.**



# What the Author Said



## Close Reading:

Carlos saw a bird build a nest by making trips to a branch bringing twigs in its beak.

The twigs on the branch were in a pile and getting bigger.

Inference: The bird made trips with twigs until the pile was large enough to be a nest.

# How the Author Said It

## **Critical Reading**

Why did the author write this story?

What was the author trying to do?

What is the problem?

How does the author think about what he/she saw?

Is what the author thought correct?





Got Evidence?



## **M-STEP Text- Dependent Essay**

**The author claims it takes time and materials to construct a bird's nest. Write an essay citing the evidence in the article that supports this claim.**

# Possible responses to the Writer's Checklist

1. Did I tell all the ways that constructing a bird's nest takes time and materials? Did I include some or all of the evidence given by the author to prove that it takes time and materials to construct a bird's nest? Did I show that I understand the passage? ("*...saw a bird in the tree, bird had twigs in its beak, bird put the twigs on a branch, bird flew away, it came back with more twigs, the twigs were in a pile, the pile was getting bigger*")
2. Did I stay on the topic? Did I give reasons for how the constructing a bird's nest takes time and materials?

## The Answers

3. Did I restate the question? Did I provide the evidence in the order of the text? Did my writing have a conclusion?

4. Do I need to take out evidence that does not show that the bridge fits well in London? ("*Carlos walked outside. He looked at his favorite tree.*")

5. Did I use domain-specific language? (*twigs and branch*)

6. Did I use transition words? (*and, also*)

# Recognize Text Structures

## Teaching and Assessing Understanding of Text Structures across Grades

Karin K. Hess

<b>Structures of Text – Continuum of Understanding of Sentences, Paragraphs, and Text Structures in Reading &amp; Writing</b>					
Underlined expectations indicate when first recommended to be used for assessment purposes, meaning that test items and texts with these structures have been introduced for instruction at <i>least one year prior</i> to when mastery is expected. A review of the literature on literary learning generally suggests the following curriculum continuum:					
<b>End of Grade 3</b>	<b>End of Grade 4</b>	<b>End of Grade 5</b>	<b>End of Grade 6</b>	<b>End of Grade 7</b>	<b>End of Grade 8-HS</b>
<b>EXAMPLES:</b> simple sentences	<b>EXAMPLES:</b> simple <u>and compound</u> sentences; paragraph	<b>EXAMPLES:</b> simple and compound sentences, <u>including phrases and clauses</u> ; <u>multiple paragraphs</u>	<b>EXAMPLES:</b> varied sentence structures; multiple paragraphs	<b>EXAMPLES:</b> varied sentence structures; multiple paragraphs	<b>EXAMPLES:</b> varied sentence structures; multiple paragraphs
<b>Students demonstrate command of the structures of sentences and paragraphs by...</b>					
<ul style="list-style-type: none"> <li>Identifying and writing a variety of complete simple sentences (e.g., declarative, exclamatory, and interrogative)</li> <li>Recognizing complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Writing a variety of complete simple <u>and compound</u> sentences</li> <li><u>Applying the paragraph form, such as: indenting, identifying main idea/topic sentence and</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</u></li> <li>Applying the paragraph form, such as: indenting, identifying main idea/topic sentence and supporting</li> </ul>	<ul style="list-style-type: none"> <li>Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)</li> <li>Applying the paragraph form, such as: indenting, identifying main idea/topic sentence and supporting</li> </ul>	<ul style="list-style-type: none"> <li>Using varied sentence length and structure to enhance meaning</li> <li>Applying the paragraph form: indenting, main idea, supporting details</li> <li>Recognizing organizational structures <i>within</i> paragraphs <u>or within</u></li> </ul>	<ul style="list-style-type: none"> <li>Using varied sentence length and structure to enhance or <u>clarify</u> meaning (e.g., naming, providing anecdote/scenario, examples, etc.)</li> <li>Applying the paragraph form: indenting, main idea, supporting details</li> <li>Recognizing</li> </ul>

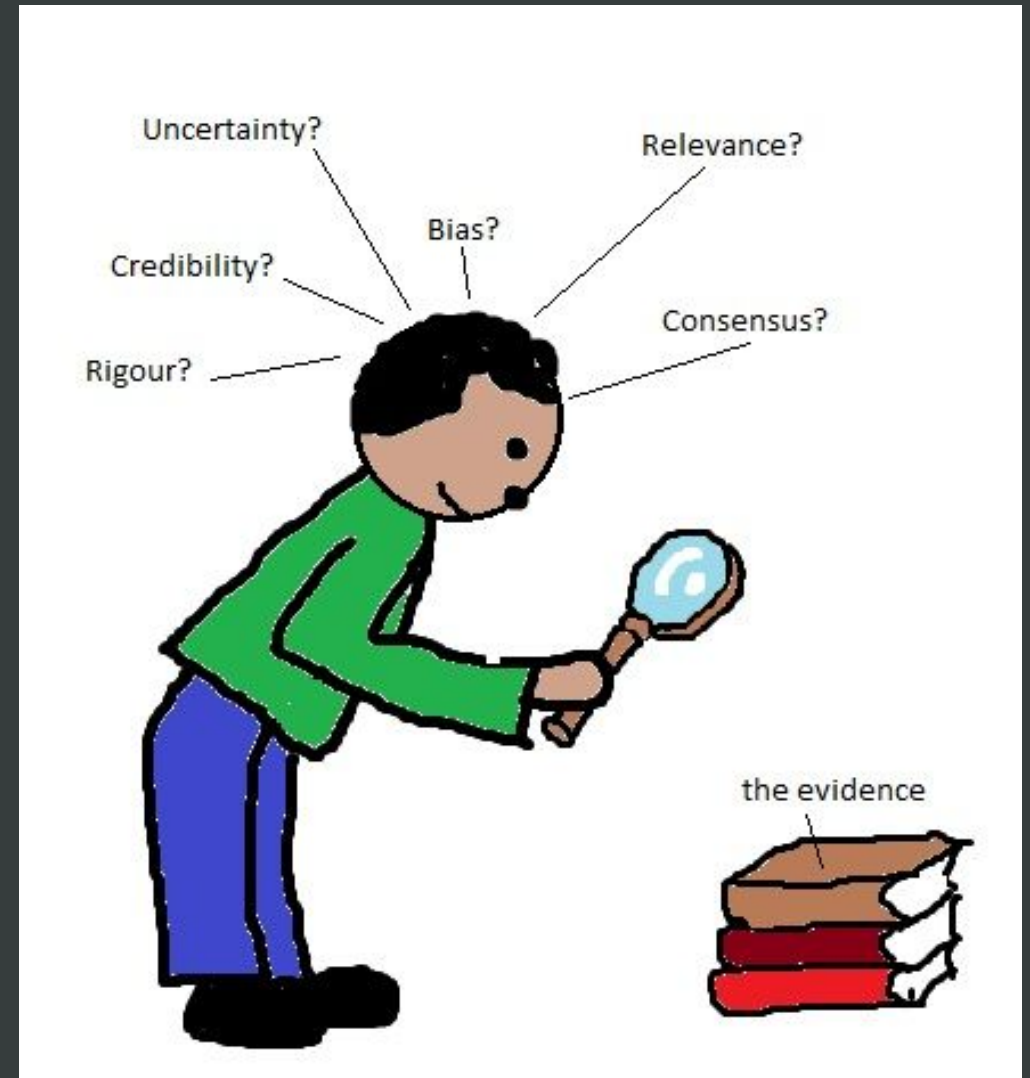
# Models from M-Step

This is coming soon I am working on models  
Include website links on MDE page



# What is Evidence?

- Description of what is evidence. Quotes, facts ...
- Turn and talk opportunity. What do you teach your kids to cite as evidence.
- How must evidence connect to claim?



# Models from Fraser Units

Description of what is in the models and where to find them.

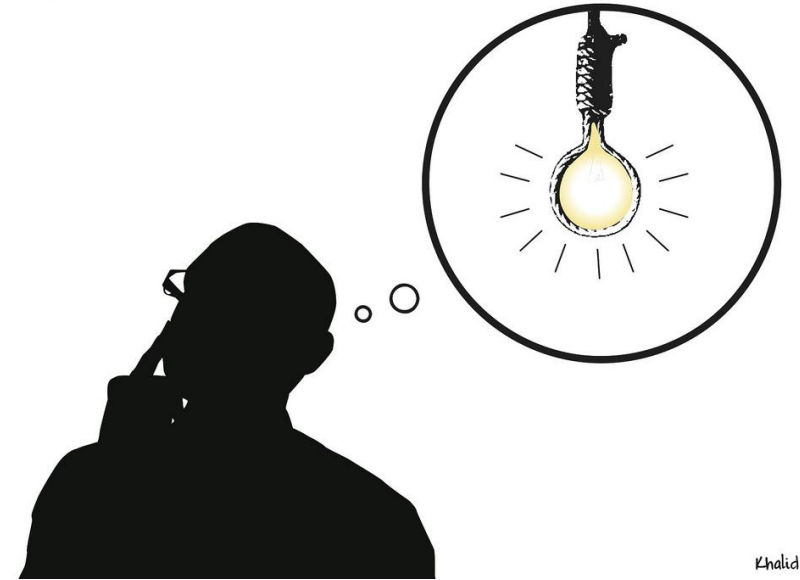


# Abstracting to Wisdom

Generative Thinking



pro-fun-di-ty  
(*noun*)



a statement or idea  
that shows  
great knowledge or insight

# Profundity for Narrative Text

The narrative profundity scale is a heuristic stairway to thinking developed to deepen and expand understanding, where each step builds upon the last.



# Steps to a Deeper Understanding of Narrative Text

Physical Plane

Mental Plane

Moral Plane

Psychological Plane

Analogical Plane

Philosophical Plane

Transformational Plane

# Abstracting Concepts and Generalizations



## ***Concept***

A concept is an organizing idea;  
a mental construct...

- **Timeless**
- **Universal**
- **Abstract**
- **Represented by 1 or 2 words**
- **Examples share common attributes**

*It is the conceptual mind that...*

- ❖ **creates connections to prior experience and finds relevance;**
- ❖ **synergistically works with factual level knowledge to develop the intellect;**
- ❖ **creates deeper understanding at the factual and conceptual levels;**
- ❖ **recognizes the transferability of knowledge;**
- ❖ **creates the motivation for learning.**

# Abstracting Concepts and Generalizations

**GENERALIZATION =  
Enduring Understanding**

Two or more concepts in a  
relationship...



- **CONCEPTUAL IDEAS THAT TRANSFER**
- **DEVELOP “DEEP UNDERSTANDING”**

# Busy Bird 1st Grade

## Generative Reading:

Concepts: Time and Materials and Construction

Generalization: Construction takes Time and Materials

Application: Tell another time when you either did it yourself or know about something that was constructed that took time and materials:

Building a sand castle

Making a cake

Making a construction from Legos or Lincoln Logs.



# Presenter Contact Information

FRY, JACQUELINE [JACKIEF@COPESD.ORG];  
KELLY, SUSAN CODERE [SCODERE@GMAIL.COM]  
LOPER, PATTI [LOPERP@CHAREMISD.ORG]  
MICK, BARB [MICKB@COORISD.NET]  
WEBER, ELAINE [EWEBER@MISD.NET]