Teaching Literacy in Tennessee

TEACHING LITERACY IN TENNESSEE
Practical guidance for developing proficient readers, writers, and thinkers
K-3
Shared Reading within the Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS
The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students’ reading comprehension and completion of daily and end of unit tasks.

STUDENT NEEDS
Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.
An Interconnected ELA Block

Elements of the Literacy Block

Reading
- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading and Reading Conferences

Writing
- Modeled Writing
- Shared and Interactive Writing
- Small Group Writing
- Independent Writing and Writing Conferences

Speaking

Listening

Explicit and Systematic Foundational Skills Instruction
- Explicit and Systematic—Out of Text
- Link to Authentic Text—In Text
Theory of Action

If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by…

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.
How does shared reading support student proficiency?

- Frequent shared reading experiences contribute to the high volume of text that students need to access and build knowledge about the world.

- Appropriately complex, grade-level text used during shared reading allows students to engage in reading experiences with the support of a more able reader.

- Intentionally planned questions and instructional sequences promote thinking.

- Listening and Speaking in response to texts allows students to develop oral language, participate in on-going discourse, and share knowledge based upon text evidence.

- Shared reading builds connections around the skill and craft of writers as skills and knowledge are transferred during instructional strategies such as modeled, shared, interactive, small group, and independent writing.

- Shared reading can offer opportunities for students to apply phonological awareness, phonics, and fluency skills from systematic and explicit mini-lessons within connected text.
Making Connections between Interactive Read Alouds and Shared Reading
**Definition:**
An interactive experience in which students join in the reading of an on-grade level complex text with teacher guidance and support.
Instructional Strategies for Reading

Purposes of Shared Reading

- Promotes word analysis, fluency, and comprehension skills and strategies
- Uses supported reading structures (i.e., choral reading, echo reading, etc.)
- Develops knowledge and vocabulary

- Provides opportunities for authentic application of skills-based and knowledge-based competencies
- Provides opportunities for teacher modeling
Planning Shared Reading

Click [here](#) to view video: Planning for Shared Reading
The following provides some considerations for the shared reading process:

- Select and analyze high-quality and appropriate text.
- Create text dependent questions that focus on the text’s central meaning.
- Locate important vocabulary words and consider whether they should be taught implicitly, embedded, or explicitly.
- Consider the types of reading structures that may be needed during the shared reading process.
- Plan opportunities for collaborative student discussion around the text.
- Plan meaningful tasks that allow students to demonstrate understanding.

*Note*: Integration of the standards and needs of the students are considered throughout.

- Adapted from two sources: Achieve the Core’s Read Aloud Project and *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell.
Director of Reading Coaching, Ann Marie Schulz
Critical Attributes

- Integrating standards
- Selecting and analyzing high-quality and appropriately complex text
- Incorporating shared reading into text sets
- Crafting text dependent questions
- Integrating vocabulary instruction
- Modeling during shared reading
- Using support structures to make text accessible to all students
- Creating daily tasks and end of unit tasks
Integrating Standards

What standards will be integrated together with the shared reading experience so that students think about, speak about, and write about the text they have heard?
Selecting and Analyzing High Quality and Appropriately Complex Text
Quantitative Measures of Text Complexity

Lexile Measures by Grade Band

<table>
<thead>
<tr>
<th>Grade</th>
<th>The Lexile Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>Up to 530L</td>
</tr>
<tr>
<td>2-3</td>
<td>420L to 820L</td>
</tr>
<tr>
<td>4-5</td>
<td>740 to 1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>925L to 1185L</td>
</tr>
<tr>
<td>9-10</td>
<td>1050L to 1335L</td>
</tr>
<tr>
<td>11-12</td>
<td>1185L to 1385L</td>
</tr>
</tbody>
</table>

Sources: Tennessee English Language Arts Standards and [https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/](https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/)
Qualitative Measures of Evaluation

- Density and Complexity
- Figurative Language
- Purpose

- Genre
- Organization
- Narration
- Text Features
- Graphics

- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

- Standard English and Variations
- Register

Reference: Fisher and Frey, 2013
Text sets:

• build knowledge around a concept within the unit;
• provide meaningful connections between texts;
• are made of authentic, rich texts worthy of study;
• include a range of text types (literary and informational) and genres;
• include texts that represent various forms of complexity; and
• include visual media, such as videos, maps, timelines, and other graphics or text features.
<table>
<thead>
<tr>
<th>Text Title/Author</th>
<th>Quantitative Complexity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Seed to Plant by Gail Gibbons</td>
<td>660L</td>
<td>Interactive Read Aloud (previous lesson) Build knowledge of concepts, complex sentence structure, and academic vocabulary. Text structure (e.g., labeling of illustrations) Interactive Writing - Organization used as a model for students’ writing during interactive writing strategy</td>
</tr>
<tr>
<td>Be A Friend to Trees by Patricia Lauber</td>
<td>500L</td>
<td>Interactive Read Aloud (previous lesson) Build knowledge of concepts and academic vocabulary</td>
</tr>
<tr>
<td>Nature’s Green Umbrella: Tropical Rain Forests by Gail Gibbons</td>
<td>880L</td>
<td>Interactive Read Aloud (previous lesson)- Build knowledge of concepts, complex sentence structure, and academic vocabulary</td>
</tr>
<tr>
<td>If I Ran the Rain Forest by Bonnie Worth</td>
<td>600L</td>
<td>Shared Reading text to build knowledge of concepts, complex sentence structure, and academic vocabulary</td>
</tr>
<tr>
<td>What is the Rain Forest? (video) WatchKnowLearn</td>
<td>N/A</td>
<td>Build knowledge of concepts and academic vocabulary</td>
</tr>
<tr>
<td>The Great Kapok Tree by Lynne Cherry</td>
<td>670L</td>
<td>Interactive Read Aloud - Build knowledge of text concepts, complex sentence structure, and academic vocabulary</td>
</tr>
<tr>
<td>Trees Help by Angela Rios</td>
<td></td>
<td>Shared Reading text – Build conceptual knowledge and apply foundational skills (vowel sounds) to identify targeted words in the text</td>
</tr>
<tr>
<td>Text Title/Author</td>
<td>Quantitative Complexity</td>
<td>Purpose</td>
</tr>
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<td>-----------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Food for Life: Rainforest by Kate Riggs</td>
<td>330L</td>
<td>Small group independent reading- Example of one text students may choose to read independently</td>
</tr>
<tr>
<td>Let’s Go to the Rainforest by Fiona Kenshole</td>
<td>370L</td>
<td>Small group independent reading – Build and practice fluency skills – reading with appropriate pace and expression, and accuracy</td>
</tr>
<tr>
<td>Animals of the Amazon Rainforest (series) by Katie Gillespie</td>
<td>370-480L</td>
<td>Writing Station- Apply text structure to write informational texts</td>
</tr>
<tr>
<td>Chimpanzees by Helen Frost</td>
<td>250L</td>
<td>Independent Writing Station- Apply text structure to write informational texts</td>
</tr>
<tr>
<td>Places Plants and Animals Live by Katie Knight</td>
<td>550L</td>
<td>Teacher-led small group reading – Apply foundational skills (final plural consonants) to text reading</td>
</tr>
<tr>
<td>Animal Homes by Karen Kennery</td>
<td>410L</td>
<td>Fluency teacher-led group – Practice fluency paired with comprehension while reading text</td>
</tr>
<tr>
<td>Rain Forest by Helen Cowcher</td>
<td>550L</td>
<td>Comprehension teacher-led group – Build comprehension of text structures that impact text meaning</td>
</tr>
<tr>
<td>Wangari’s Trees of Peace: A True Story from Africa by Jeanette Winter</td>
<td>730L</td>
<td>Next text in unit (read aloud) Build knowledge of concepts, complex sentence structure, and academic vocabulary</td>
</tr>
</tbody>
</table>
## Crafting Text Dependent Questions

<table>
<thead>
<tr>
<th>Category of Comprehension</th>
<th>Text Dependent Question Options</th>
</tr>
</thead>
</table>
| **Locate and Recall**     | • What is the main idea of this section?  
                          | • What details did the author give about ______?  
                          | • Who were the main characters in ____________? |
| **Integrate and Interpret** | • How did (character) feel when _________? Why did he feel that way?  
                       | • What connections can we make to events/facts across the text?  
                       | • On page ______, what similarities and differences do we see with_____? |
| **Critique and Evaluate** | • What does the author give as important messages in this text?  
                       | • How well did the author describe the new ideas in what you just read?  
                       | • If the author asked you what she could have done differently or better to help other students understand, what would you tell her?  
                       | • How might (character) behave in the future based on her experience in this story? |

Integrating Vocabulary Instruction

- Is this word significant to comprehending the meaning of the text?
- Is the meaning of this word conveyed through context?
- Can students identify with the meaning of this word?
- Are students likely to encounter this word in other settings or contexts?
- What is the best instructional method for teaching this word (explicit, implicit, embedded)?
Vocabulary Routine for Explicit Instruction

1. Contextualize the word for its role in the text.
2. Provide a student friendly definition, description, explanation, or example of the new term along with a nonlinguistic representation and a gesture.
3. Provide additional examples, and ask students to provide their own examples of the word.
4. Construct a picture, symbol, or graphic to represent the word.
5. Engage students in lively ways to utilize the new word immediately.
6. Provide multiple exposures to the word over time.

(Beck et al., 2002; Marzano, 2004)

In the book, *The Great Kapok Tree*, Lynne Cherry writes, “If you cut down the forest, you will destroy that which gives us all life.”

Destroy means to damage something.

In the text, the porcupines were worried that cutting down, or destroying, the trees would take away the air they breathe. We could also use the word destroy to talk about how a wrecking ball tears down building. Or, we could describe how your little brother destroyed the block tower you built.

https://openclipart.org/detail/281653/crane-with-wrecking-ball
Explicit Vocabulary Instruction in Action

Click here to view video: Shared Reading – Vocabulary
## Modeling through Think Alouds

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Think Aloud Stems</th>
</tr>
</thead>
</table>
| **Activating Prior Knowledge**  | • As I think about this topic, I know that…  
• From what I have already read, the meaning that I am constructing is…  
• The author’s clues (or ideas) cause me to predict that… |
| **Questioning**                 | • I wonder why…  
• I am curious about…  
• I am interested in learning how… |
| **Visualizing**                 | • As I read the author’s words, I see…  
• As I am reading, the pictures that are forming in my mind are… |
| **Monitoring, Clarifying, and Fix Up** | • One part that left me confused was…  
• One area that I will go back and reread is…  
• One strategy that I will use to help me understand is… |
| **Drawing Inferences**          | • Based on what I know and the text clues, I infer…  
• The text evidence and my own knowledge leads me to think that… |
| **Summarizing / Retelling**     | • My understanding of the text in my own words is…  
• The passage says that…  
• The main points from my reading are… |
Modeling and Scaffolding Strategic Thought

Accuracy/Word Analysis Strategies

- Match the letters and sounds
- Use the sounds
- Stretch out the word
- Think if you have seen the word before
- Get your mouth ready to say the beginning sound
- Use word families or word pattern
- Find small words in big words
- Break up the word by sounds or syllables
- Spot vowel patterns

- Use pictures, visuals, or graphics
- Look for: word chunks, prefixes, suffixes, roots/bases
- Think about the story and a word that would make sense
- Use context clues
- Skip it and go back
- Re-read and self-correct if something does not sound right or make sense
Modeling and Scaffolding Strategic Thought

Fluency Strategies

- Read smoothly
- Use phrasing
- Watch punctuation marks
- Read with a natural pace
- Read with expression
Comprehension Strategies

- Make predictions
- Ask questions
- Make inferences
- Make interpretations
- Use text structures
- Make a narrative map
- Use text features
- Make connections:
  - Text-to-Text
  - Text-to-Self
  - Text-to World
- Make mental pictures
- Think about the character’s feelings
- Think about the reasons for events
- Think about what is most important
- Retell the story
- Summarize the story
- Reflect upon the story
- Monitor for meaning
Using Support Structures to Make Text Accessible to ALL Students

<table>
<thead>
<tr>
<th>Echo Reading</th>
<th>Cloze reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reads aloud a sentence or series of sentences to students; then,</td>
<td>The teacher reads aloud while students follow along. The teacher stops reading</td>
</tr>
<tr>
<td>students reread the same section aloud.</td>
<td>and students continue by reading the next word or finishing the sentence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choral Reading</th>
<th>Partner reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher reads aloud while students also read. The teacher adjusts the</td>
<td>Students are strategically paired together and share the text reading.</td>
</tr>
<tr>
<td>volume of his/her voice depending of the amount of support needed.</td>
<td>Partners can choral read together, or take turns reading pages or sections.</td>
</tr>
<tr>
<td></td>
<td>Teachers may identify which student will read different sections of the text.</td>
</tr>
</tbody>
</table>
Shared Reading Video 2nd Grade

Click [here](#) to view video: Shared Reading – Reading Structures
Creating Tasks

- Opinion/Argument
- Informative/Explanatory
- Narrative
<table>
<thead>
<tr>
<th>Opinion/Argument</th>
<th>Informative/Explanatory</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisements</td>
<td>Labels</td>
<td>Stories</td>
</tr>
<tr>
<td>Editorials</td>
<td>Lists</td>
<td>Poems</td>
</tr>
<tr>
<td>Brochures</td>
<td>Observations</td>
<td>Songs</td>
</tr>
<tr>
<td>Position papers</td>
<td>Journals</td>
<td>Personal narratives</td>
</tr>
<tr>
<td>Essays of argument</td>
<td>Summaries</td>
<td>Reflective writings</td>
</tr>
<tr>
<td>Process essays</td>
<td>Paraphrases</td>
<td>Skits</td>
</tr>
<tr>
<td>Letters</td>
<td>Notes</td>
<td>Autobiographies</td>
</tr>
<tr>
<td>Proposals</td>
<td>Magazine articles</td>
<td>Essay of experiences</td>
</tr>
<tr>
<td>Speeches</td>
<td>Newspaper articles</td>
<td>Recounts</td>
</tr>
<tr>
<td>Public Service</td>
<td>Reflective papers</td>
<td>Cartoons</td>
</tr>
<tr>
<td>Announcements</td>
<td>Logs</td>
<td>Comic strips</td>
</tr>
<tr>
<td>Debates</td>
<td>Explanatory essays</td>
<td>Graphic novels</td>
</tr>
<tr>
<td>Reviews</td>
<td>Process essays</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Compare/contrast Essays</td>
<td>Compare/contrast essays</td>
<td>Legends</td>
</tr>
<tr>
<td>Cause/effect Essays</td>
<td>Problem/solution essays</td>
<td>Myths</td>
</tr>
<tr>
<td>Problem/solution Essays</td>
<td>Problem/solution essays</td>
<td>Memories</td>
</tr>
<tr>
<td>Application essays</td>
<td>essays</td>
<td>Memoirs</td>
</tr>
<tr>
<td>Opposing idea essay</td>
<td>Biographies</td>
<td>Monologues</td>
</tr>
<tr>
<td>Personal commentary</td>
<td>Reports</td>
<td>Diaries</td>
</tr>
</tbody>
</table>

Adapted from KSDE.org
Click [here](#) to view video: Shared Reading – Authentic Daily Task
Connections to the TEAM Rubric
TEAM Alignment

• Instructional Plans
  – Measurable and explicit goals
  – Evidence that plans and assessments are: a) aligned to state standards and b) accommodate individual student needs

• Presenting Instructional Content
  – Examples, illustrations, analogies, and labels for new concepts and ideas
  – Effective modeling of thinking process by the teacher/or students guided by the teacher to demonstrate performance expectations

• Activities and Materials
  – Aligned to standards
  – Are challenging and relevant to students’ lives
  – Induce curiosity and suspense
  – Texts and tasks are appropriately complex

• Teacher Content Knowledge
  – Highlights key concepts and connects powerful ideas

• Teacher Knowledge of Students
  – Provides differentiated instructional methods
Summer Learning Series

• **Session #4:** August 10 at 4 p.m. CDT
  Supporting Literacy for the Range of Learners

• **Session #5:** September TBD (Regional dates/times forthcoming)
  Framework for Teaching Literacy

THANK YOU FOR JOINING US!