



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Module 4

Literacy Strategies



Participant Packet

Table of Contents

	Page
Slides and Notes	1
Handout 1: Arizona Professional Learning Series Module Overview.....	10
Handout 2: Arizona English Language Arts Anchor Standards.....	11
Handout 3: Individual Implementation of Learning Goals and Criteria for Success.....	12
Handout 4: Institute of Education Sciences (IES) Reading K-3 and 4-8 Recommendations.....	13
Handout 5: Standard Vertical Alignment and IES Recommendation 1.....	14
Handout 6: Strategic Conversations for Vocabulary.....	15
Handout 7: Frayer Model Vocabulary Strategy Examples for All Classes.....	16
Handout 8: Word Web.....	17
Handout 9A: Common Latin Roots.....	18
Handout 9B: Common Greek Roots.....	19
Handout 9C: Common Prefixes.....	20
Handout 9D: Common Suffixes.....	21
Handout 10: Context Clues.....	22
Handout 11: Concept Circles.....	23
Handout 12: Standard Vertical Alignment and IES Recommendation 2.....	24
Handout 13: Strategic Conversations for Comprehension.....	26
Handout 14: Interactive Modeling.....	27
Handout 15A–15B: Informational Text Structures	28
Handout 16A–16B: Informational Text Features	32
Handout 17: Paraeducators in Inclusive Classrooms.....	34
Handout 18: Before, During, and After Reading.....	36
Handout 19: Collaboration Skills.....	37
Handout 20: Module 4 Action Plan	38
Active Learning Strategies	39

Slide 1



Arizona Department of Education

Arizona Professional Learning Series: Increasing Literacy Achievement for All Students

Module 4

Slide 2

AZPLS

NORMS

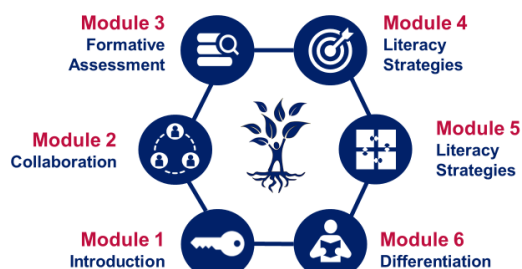
Begin and end on time.
Silence cell phones.
Limit distractions to breaks.
Respect all voices.
Others?

Slide 3



Collaborative Teams

Slide 4



Slide 5



Explicit Vocabulary Strategies

Direct and Explicit Comprehension Strategies

Action Plan Priorities

Slide 6



How could specific literacy strategies link to increased literacy achievement for all students?

How could collaboration reinforce evidence-based literacy strategies across all content areas?

Slide 7

Professional Learning Process

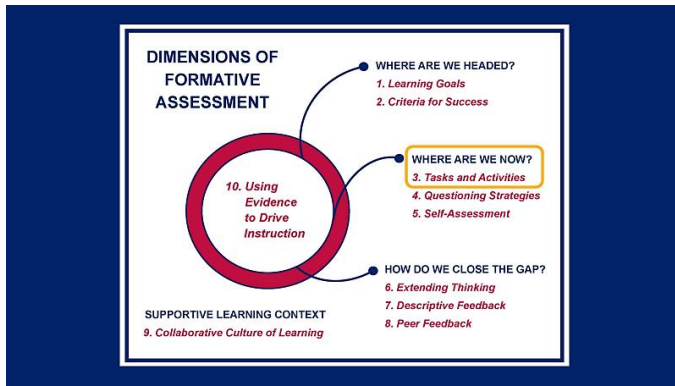


Slide 8

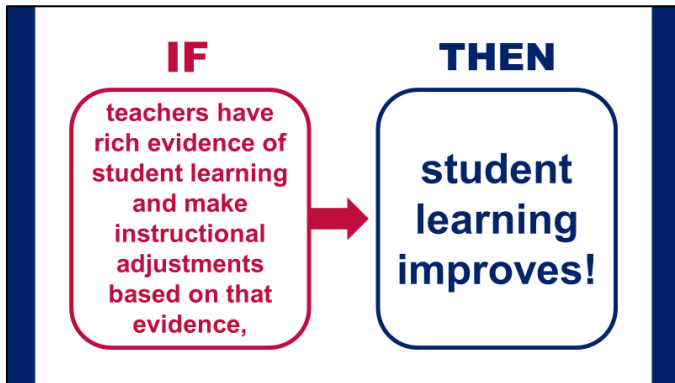


Individual and Team Implementation

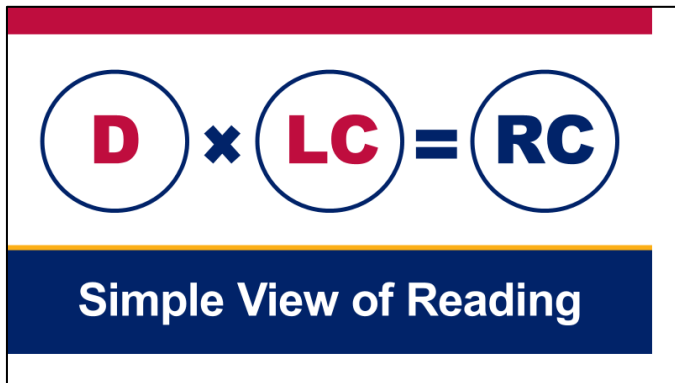
Slide 9



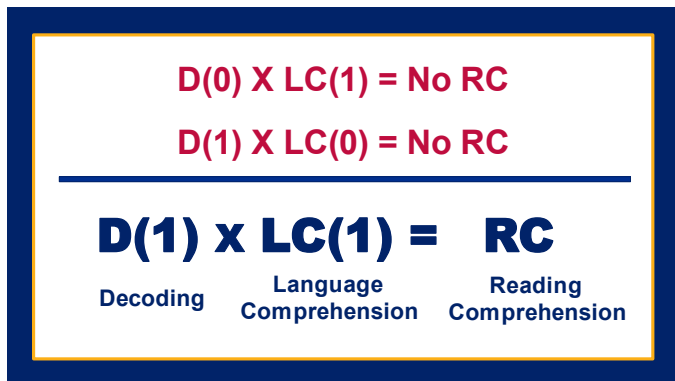
Slide 10



Slide 11



Slide 12



Slide 13

**Institute of
Education
Sciences**

Vocabulary Knowledge
Analyze Word Parts
Connect to Text
Comprehension

Slide 14

**Aligning
Efforts**

ELA Standards
**Increased
Achievement**
IES Recommendations

Slide 15

1

**Provide
explicit
vocabulary
instruction.**





Slide 16

Tiered Academic Vocabulary

3 **Technical Words**
2 **Frequent Words**
1 **Basic Words**

Slide 17

Frayer Model

Definition	Characteristics	Definition	Characteristics
Includes real-life situations Includes factual information Has a purpose to inform or to inform	Requires Process Description Comparison Prediction/Conclusion	Problems that have the same value, even though they look different	Characteristics Created by multiplying or dividing both top and bottom by the same amount Can only multiply or divide, never add or subtract Can only divide when the top and bottom are the same number
Examples Textbooks Articles Emails Magazines	Non-Examples Imaginary stories Business letters Mysteries Fairytales	Examples 40×10 30×15 $512 \div 32$	Non-Examples $512 \div 25$ 512×10 $512 \div 25$
Illustration 		Illustration 	
Definition A person who supported his country and was prepared to defend its freedom	Characteristics Advocates freedom Supports independence from England Against laws imposed by King George III	Definition Raw or processed material that can be recovered from a waste stream for	Characteristics Reduces the amount of waste sent to landfill Conserves natural resources Saves energy
Examples John Adams Benjamin Franklin George Washington	Non-Examples King of England British Parliament Loyalists	Examples Wet paper Household Glass jars Cardboard	Non-Examples Plastic bags Food scraps Viral Light bulbs
Illustration 		Illustration 	

Slide 18





CHUNK

Word Web

Slide 19

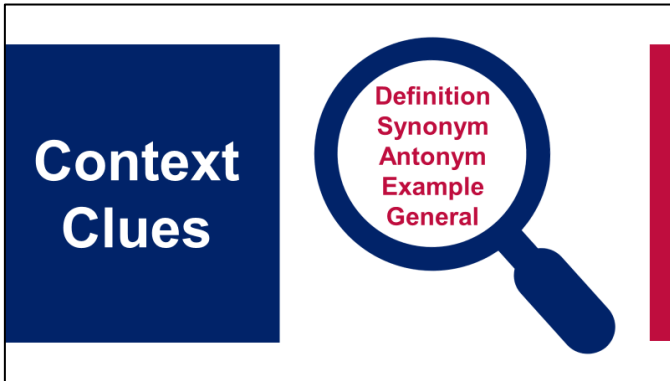
Word Parts

<div style="background-color: #e91e63; color: white; padding: 5px; font-weight: bold;">Syllable</div> 	<p style="font-weight: bold;">Related to pronunciation of words</p>
<div style="background-color: #e91e63; color: white; padding: 5px; font-weight: bold;">Morpheme</div> 	<p style="font-weight: bold;">Related to meaning and structure of a word</p>

Slide 20

dis-order
 bio-sphere
 tri-angle
 hemi-sphere

Slide 21

A graphic for 'Context Clues'. On the left is a dark blue square with the text 'Context Clues' in white. To its right is a magnifying glass with a blue handle and frame. Inside the lens is a white circle containing the text: 'Definition', 'Synonym', 'Antonym', 'Example', and 'General' in red. A vertical red bar is on the far right.

Context Clues

Definition
Synonym
Antonym
Example
General

Slide 22

A graphic for the STAR strategy. On the left is a yellow star with a red center. To its right is a dark blue square with the text: 'S – Select', 'T – Teach', 'A – Activate', and 'R – Revisit' in white. A vertical blue bar is on the far left.

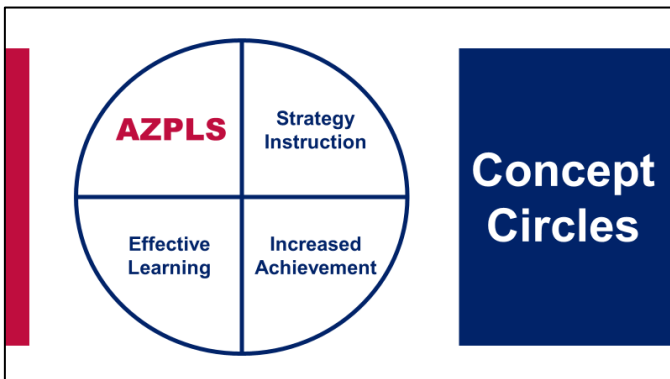
**S – Select
T – Teach
A – Activate
R – Revisit**

Slide 23

A graphic for the STAR strategy. On the left is a dark blue square with the text: 'S – Search', 'T – Translate', 'A – Answer', and 'R – Review' in white. To its right is a yellow star with a red center. A vertical blue bar is on the far right.

**S – Search
T – Translate
A – Answer
R – Review**

Slide 24

A graphic for 'AZPLS Concept Circles'. On the left is a circle divided into four quadrants. The top-left quadrant is white with 'AZPLS' in red. The top-right quadrant is white with 'Strategy Instruction' in blue. The bottom-left quadrant is white with 'Effective Learning' in blue. The bottom-right quadrant is white with 'Increased Achievement' in blue. To the right of the circle is a dark blue square with the text 'Concept Circles' in white. A vertical red bar is on the far left.

AZPLS

Strategy Instruction

Effective Learning

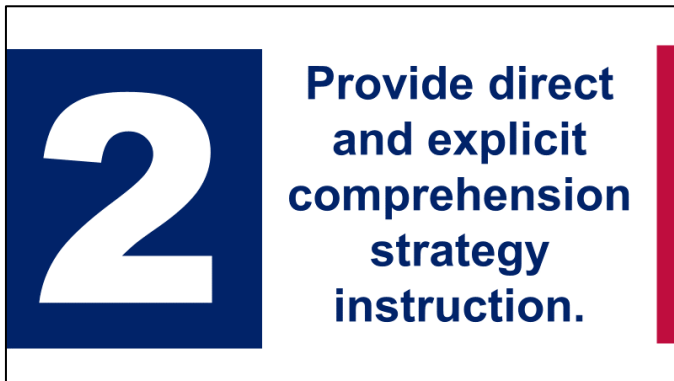
Increased Achievement

Concept Circles

Slide 25



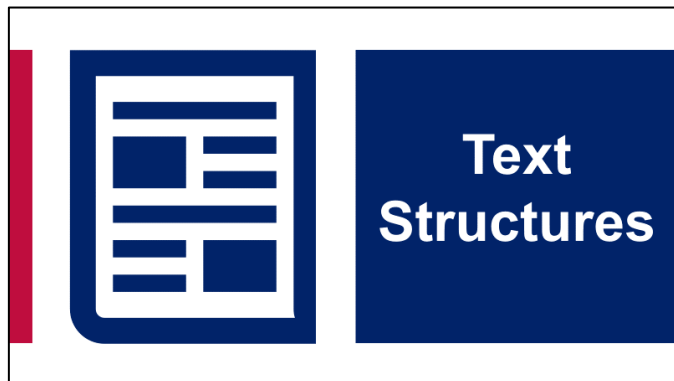
Slide 26



Slide 27



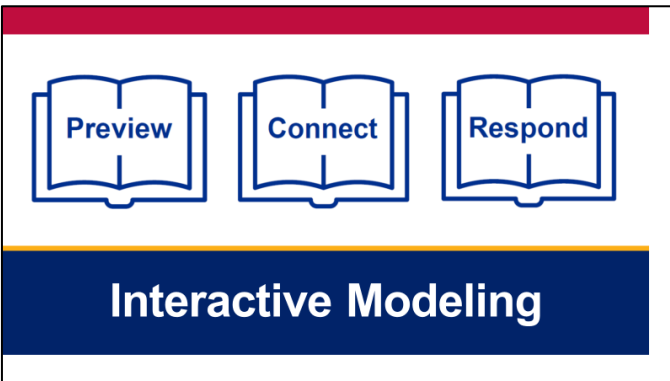
Slide 28



Slide 29



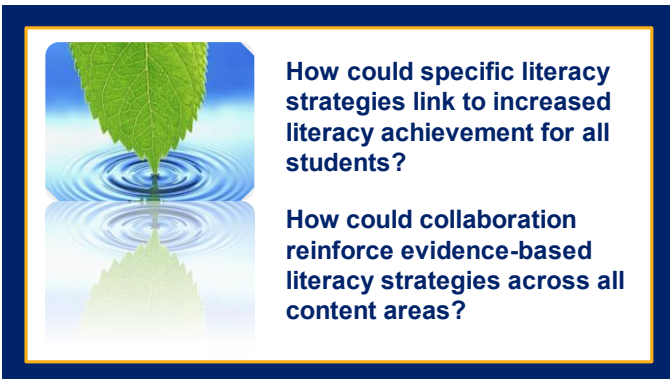
Slide 30



Slide 31



Slide 32



Slide 33



**Your
Collaboration
Skills**

Slide 34

**Action
Planning**



**Collective Input
Final Action Plan
Implementation
Coaching**

Slide 35

Supporting Literacy Achievement



For All Students



Slide 36



**Arizona Department of Education
Exceptional Student Services**



Arizona Professional Learning Series Module Overview

Module 3 Formative Assessment

Identify formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students.

Module 2 Collaboration

Create collaboration with all general education, special education, content area teachers, parents, and students.

Module 1 Introduction

Support systems change and collaborative culture of high expectations for all students.

Module 4 Literacy Strategies

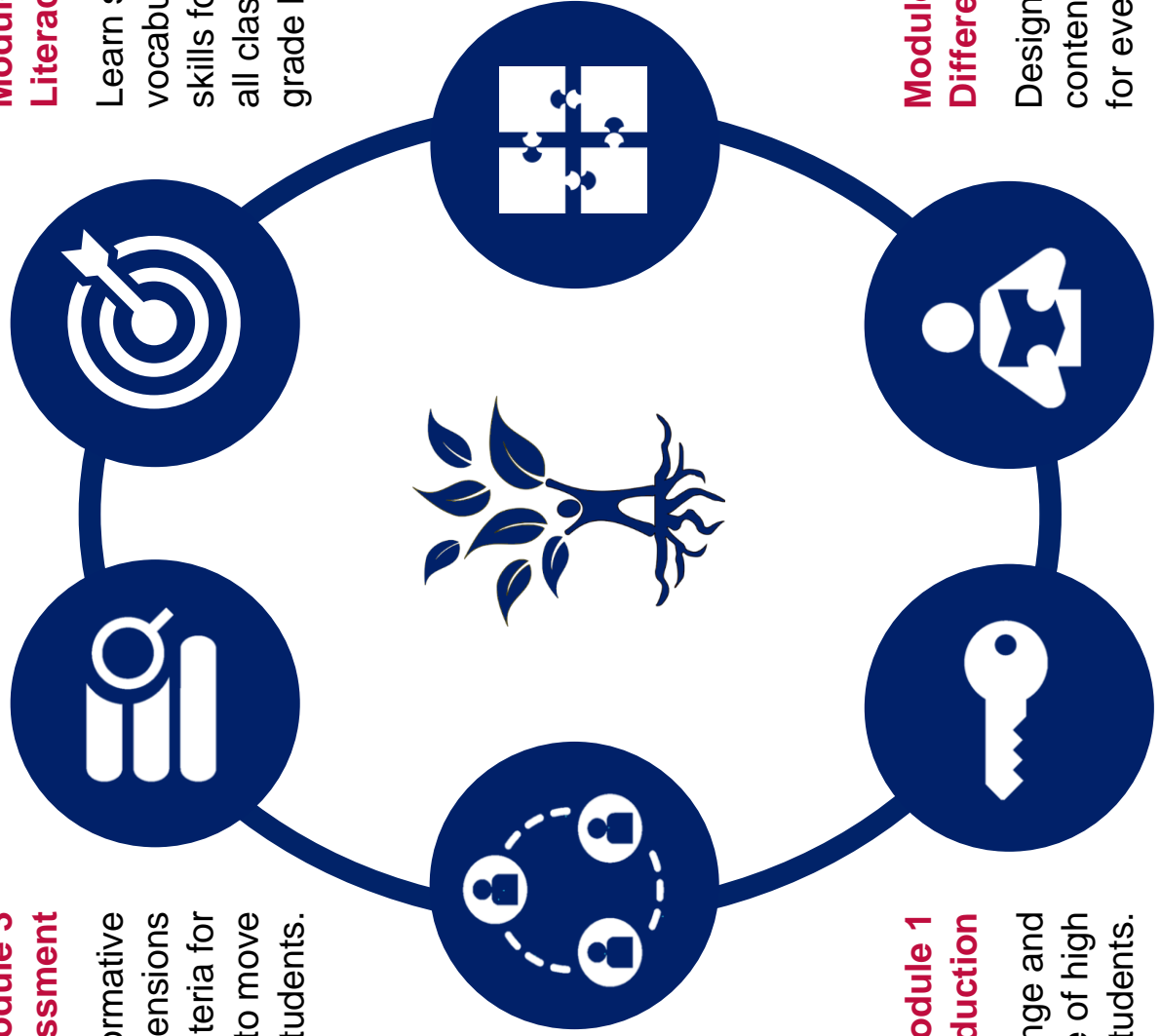
Learn strategies for improving vocabulary and comprehension skills for every student across all classes, content areas, and grade levels.

Module 5 Literacy Strategies

Extend literacy skills with higher-level questioning and discussion of all text tailored to include every student.

Module 6 Differentiation

Design instruction to include content, process, and product for every student.



Arizona English Language Arts Anchor Standards

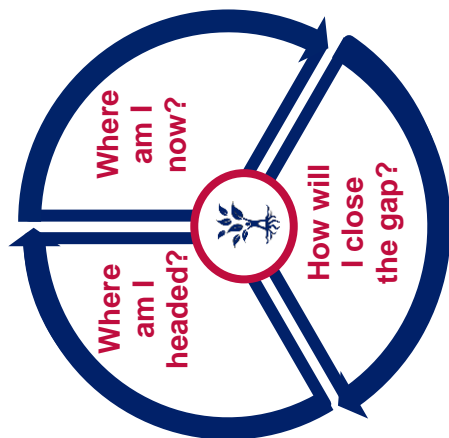
Reading Standards for Literature and Informational Text		Writing Standards		Language Standards		Speaking and Listening Standards	
Key Ideas and Details		Text Types and Purposes		Conventions of Standard English		Comprehension and Collaboration	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
R.2	Determine central ideas or themes of a text and analyze their development.	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.		
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	L.3	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Production and Distribution of Writing				SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Vocabulary Acquisition and Use		Presentation of Knowledge and Ideas	
R.6	Assess how point of view or purpose shapes the content and style of a text.	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Integration of Knowledge and Ideas		W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Research to Build and Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.7	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Range of Reading and Level of Text Complexity		Range of Writing					
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				



ARIZONA DEPARTMENT OF
EDUCATION



Individual Implementation of Learning Goals and Criteria for Success



Reflect on your individual implementation of Learning Goals and Criteria for Success.

Think about where you are on the rubric: Not Observed, Beginning, Developing, Progressing, or Extending and answer the three questions.

Learning Goals	Where am I headed?	Where am I now?	How will I close the gap?

Criteria for Success	Where am I headed?	Where am I now?	How will I close the gap?



ARIZONA DEPARTMENT OF
EDUCATION

**Institute of Education Sciences (IES)
Reading K-3 and 4-8 Recommendations**

**Foundational Skills to Support Reading for
Understanding in Kindergarten Through 3rd Grade**

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Vocabulary Knowledge

Analyze Word Parts

Connect to Text

Comprehension

**Improving Adolescent Literacy:
Effective Classroom and Intervention Practices**

Recommendation 1: Provide explicit vocabulary instruction.

Recommendation 2: Provide direct and explicit comprehension strategy instruction.

Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation.

Recommendation 4: Increase student motivation and engagement in literacy learning.

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.



Standard Vertical Alignment and IES Recommendation 1

Anchor Standard RI.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
K	With prompting and support, ask and answer questions about unknown words in a text.
1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Discussion: The Standard progresses through the grade levels. Discuss the importance of your grade level building on the Standard from the grade level before yours and supporting the grade level after yours.

Checklist for Implementing Recommendation 1:

- _____ Provide explicit vocabulary instruction.
- _____ Dedicate a portion of classroom lessons to explicit vocabulary instruction.
- _____ Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction.
- _____ Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- _____ Provide students with strategies to make them independent vocabulary learners.

Discussion: Informational text is used in all classes so all teachers should implement the checklist items. How can your team collaborate to support vocabulary across all classes in your grade level?



Strategic Conversations for Vocabulary

Current Vocabulary Strategies Used

Each team member shares one vocabulary strategy used regularly.	Do you use this strategy?	
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No

Explicit Vocabulary Strategies

Review each explicit vocabulary strategy.	Do you use this strategy?		How could this strategy be used to support student learning?
Fray Model	Yes	No	
Word Web	Yes	No	
Word Parts	Yes	No	
Context Clues	Yes	No	
STAR	Yes	No	
Concept Circles	Yes	No	

Student Impact Discussion: As a team finish the if/then statements.

If every student understood the purpose of the strategy and when and how to use it, then...


If there was a unified effort to increase vocabulary development for *all* students, then...

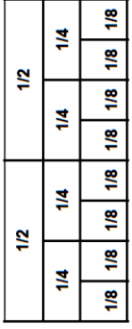
If each team member regularly incorporated this strategy format as one collaborative instructional method to explore comprehension, then...


Implementation: As a team, choose one module explicit vocabulary strategy to implement across your grade level next week.


Action Plan: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based explicit vocabulary strategies?



Definition Includes real-life situations Includes factual information Has a purpose to express or to inform	Characteristics Sequence Process Description Comparison Problem/solution	<div style="text-align: center;"> Nonfiction </div> <div style="text-align: center;">  </div>	Examples Textbooks Articles Essays Biographies	Non-Examples Imaginary stories Science fiction Mysteries Fantasy
---	--	---	---	---

Definition Fractions that have the same value, even though they may look different	Characteristics Created by multiplying or dividing both numerator and denominator by the same number Can only multiply or divide, never add or subtract	<div style="text-align: center;"> Equivalent Fractions </div> <div style="text-align: center;">  </div>	Examples $\frac{4}{8} = \frac{1}{2}$ $\frac{3}{9} = \frac{1}{3}$ $\frac{9}{12} = \frac{3}{4}$	Non-Examples $\frac{9}{12} \neq \frac{2}{3}$ $\frac{5}{10} \neq \frac{1}{4}$ $\frac{6}{8} \neq \frac{2}{5}$
--	--	---	---	---

Definition A person who supported his country and was prepared to defend its freedoms	Characteristics Advocates freedom Supports independence from England Against taxes imposed by King George III	<div style="text-align: center;"> Patriot </div> <div style="text-align: center;">  </div>	Examples John Adams Benjamin Franklin George Washington	Non-Examples King of England British Parliament Loyalists
---	---	--	---	---

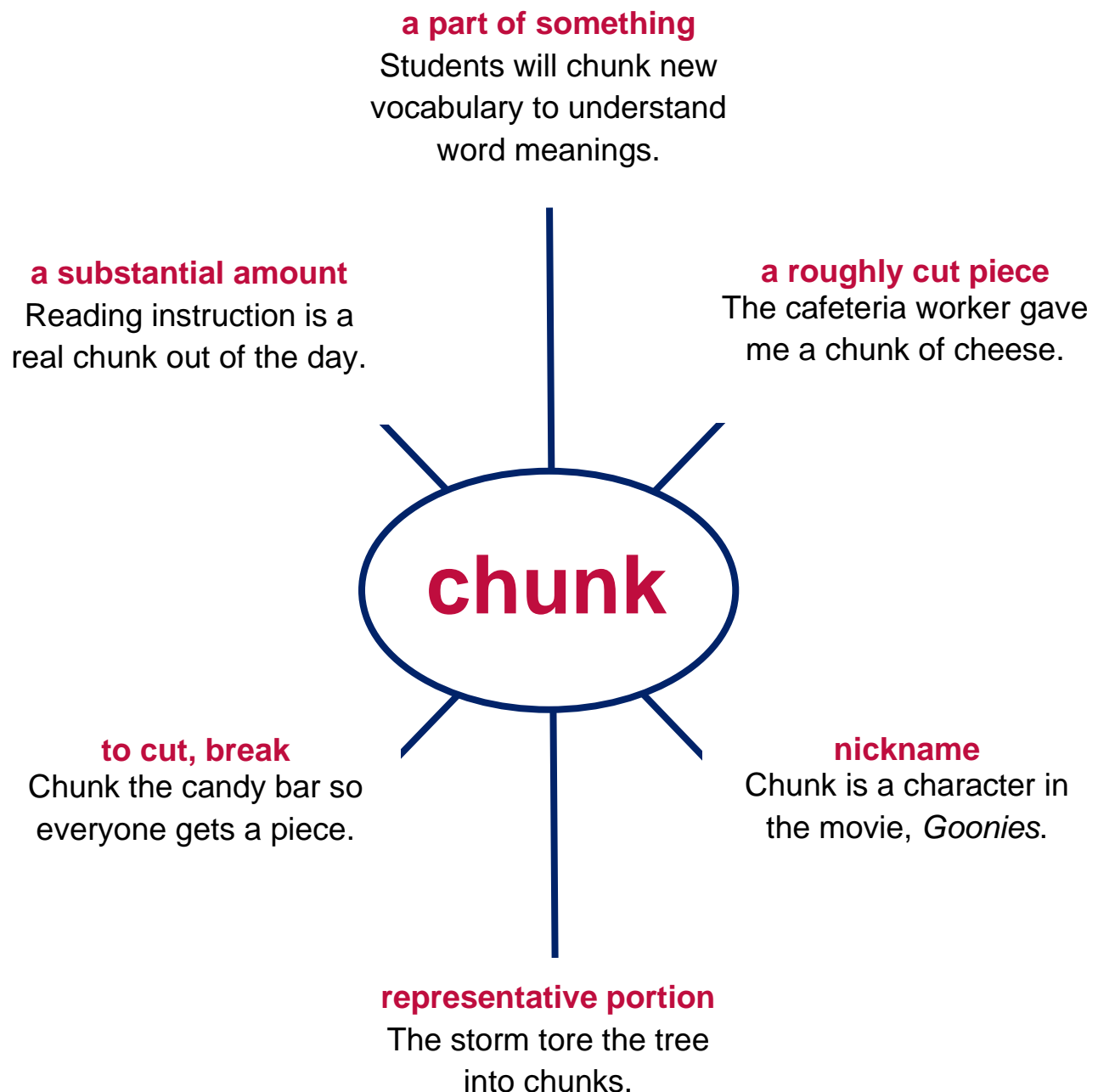
Definition Raw or processed material that can be recovered from a waste stream for reuse	Characteristics Reduces the amount of waste sent to landfills Conserves natural resources Saves energy	<div style="text-align: center;"> Recycling Materials </div> <div style="text-align: center;">  </div>	Examples Milk jugs Soda cans Glass jars Cardboard	Non-Examples Disposable diapers Foam materials Vinyl Light bulbs
--	--	--	--	---



ARIZONA DEPARTMENT OF EDUCATION

Word Web

A word web is a vocabulary strategy that provides a better understanding and connection with multiple meanings of a vocabulary word. Below is an example for the word, **chunk**. The word is frequently referenced in literacy skills as we teach students how to chunk parts of words, sentences, paragraphs, and larger text structures.





Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate



Common Greek Roots

Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
phon	sound	phone, symphony
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer



Common Prefixes

Prefix		Definition	Examples
anti-		against	anticlimax
de-		opposite	devalue
dis-		not; opposite of	discover
en-, em-		cause to	enact, empower
fore-		before; front of	foreshadow, forearm
in-, im-		in	income, impulse
in-, im-, il-, ir-		not	indirect, immoral, illiterate, irreverent
inter-		between; among	interrupt
mid-		middle	midfield
mis-		wrongly	misspell
non-		not	nonviolent
over-		over; too much	overeat
pre-		before	preview
re-		again	rewrite
semi-		half; partly; not fully	semifinal
sub-		under	subway
super-		above; beyond	superhuman
trans-		across	transmit
un-		not; opposite of	unusual
under-		under; too little	underestimate

Elaine K. McEwan and Reading Rockets



Common Suffixes

Suffix	Definition	Examples
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial
-ed	past tense verbs; adjectives	the dog walked, the walked dog
-en	made of	golden
-er, -or	one who; person connected with	teacher, professor
-er	more	taller
-est	the most	tallest
-ful	full of	helpful
-ic	having characteristics of	poetic
-ing	verb forms; present participles	sleeping
-ion, -tion, -ation, -tion	act; process	submission, motion, relation, edition
-ity, -ty	state of	activity, society
-ive, -ative, -itive	adjective form of noun	active, comparative, sensitive
-less	without	hopeless
-ly	how something is	lovely
-ment	state of being; act of	contentment
-ness	state of; condition of	openness
-ous, -eous, -ious	having qualities of	riotous, courageous, gracious
-s, -es	more than one	trains, trenches
-y	characterized by	gloomy

Elaine K. McEwan and Reading Rockets



Context Clues

Context clues are hints the author gives to help define a difficult or unusual word. The clue may appear within the text or a visual. When students encounter an unfamiliar word during reading, they should use context clues to help figure out the meaning of the word.

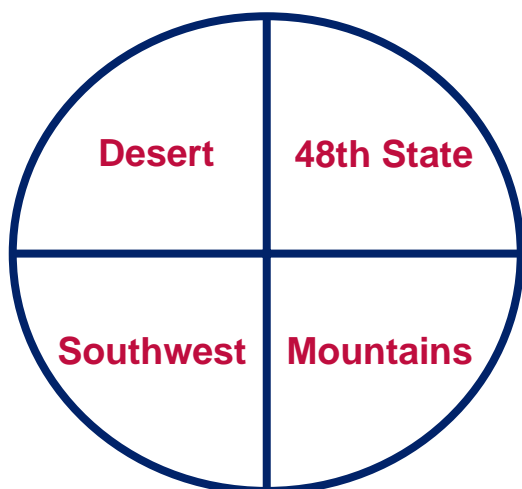
Model and explicitly teach the steps below and characteristics of context clues.

1. Reread the sentence that contains the unknown word. Be on the lookout for signal words or punctuation.
2. Reread the sentences before and after the sentence that contains the unknown word.
3. Based on the clues, try to figure out the meaning of the word.
4. Insert your meaning in the original sentence to see whether it makes sense.

Types of Context Clue	What to Look for	Signal Words	Examples of Signal Sentences
Definition	A definition in the sentence	is, are, is called, means Signal punctuation: Set off by commas	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , or bricks made of sun-dried clay, to build their homes.
Synonym	A word with a meaning that is similar to the meaning of the unknown word	also, as, like, same, similarly, too	The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes.
Antonym	A word or phrase that means the opposite of the unknown word	but, however, in contrast, on the other hand, although, unlike	The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses .
Example	Several examples in a list	such as, for example, for instance, like, including	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
Inference	General or inexact clues that infer meaning		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

National Center on Intensive Intervention at American Institutes for Research

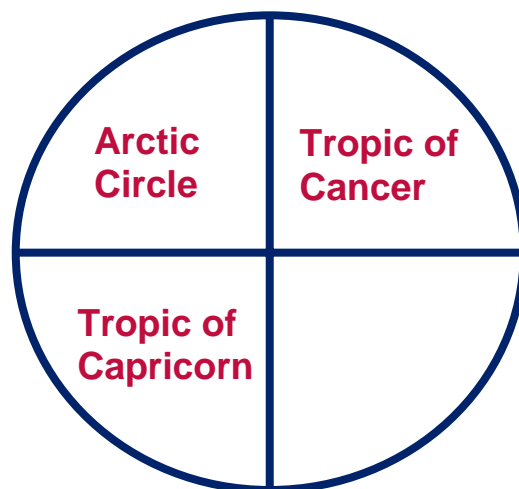
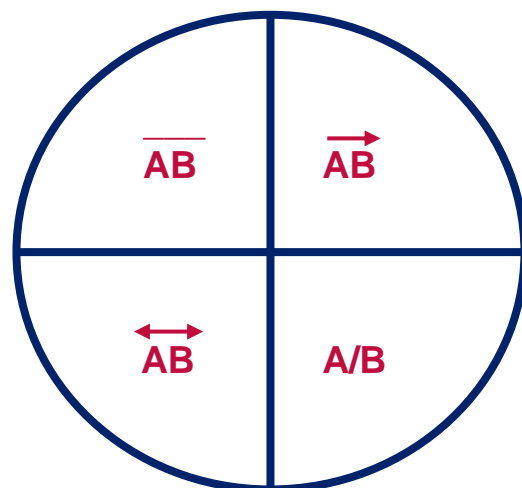
Discussion: How can this strategy improve vocabulary for all students in all classes?

**Concept Circles****Concept: Arizona****Explanation:**

Arizona was the 48th state admitted to the Union on Valentine's Day, 1912. It is in the southwestern part of the country and shares a border with Mexico. Southern Arizona is a desert climate with little rainfall while northern Arizona is mountainous with significant snowfalls.

Explanation/What is missing?

Besides the equator, there are four other latitudes that are significant. Those latitudes are: Arctic Circle, Tropic of Cancer, Tropic of Capricorn, and Antarctic Circle.

**Concept: Latitudes****Concept: Lines****Explanation/What doesn't belong?**

\overline{AB} represents a line.

\overrightarrow{AB} represents a line that starts from point A.

\overleftrightarrow{AB} represents an infinite line.

A/B does not represent characteristics of a line. It represents division. A is divided by B.



Standard Vertical Alignment and IES Recommendation 2

Anchor Standard RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
K	With prompting and support, actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.
2	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
3	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
4	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.
5	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
6	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
7	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.
8	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

Discussion: The Standard progresses through the grade levels. Discuss the importance of your grade level building on the Standard from the grade level before yours and supporting the grade level after yours.

IES Recommendation 2: Provide Direct and Explicit Comprehension Strategy Instruction.

Checklist for Carrying Out the Recommendations:

- _____ Select carefully the text to use when beginning to teach a given strategy.
- _____ Show students how to apply the strategies they are learning to different texts.
- _____ Make sure that the text is appropriate for the reading level of students.
- _____ Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- _____ Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- _____ Talk about comprehension strategies while teaching them.

Discussion: Informational text is used in all classes so all teachers should implement the checklist items. How can your team collaborate to support comprehension across all classes in your grade level?



Strategic Conversations for Comprehension

Current Comprehension Strategies Used

Each team member shares one comprehension strategy used regularly.	Do you use this strategy?	
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No
Strategy:	Yes	No

Direct and Explicit Comprehension Strategies

Review each direct and explicit comprehension strategy.	Do you use this strategy?		How could this strategy be used to support student learning?
Interactive Modeling	Yes	No	
Text Structures	Yes	No	
Text Feature Walk	Yes	No	
Before, During, After	Yes	No	

Student Impact Discussion: As a team finish the if/then statements.

If every student understood the purpose of the strategy and when and how to use it, then...

If there was a unified effort to increase comprehension for *all* students, then...

If each team member regularly incorporated this strategy format as one collaborative instructional method to increase comprehension, then...

Implementation: As a team, choose one module direct and explicit comprehension strategy to implement across your grade level next week.

Action Plan: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based direct and explicit comprehension strategies?



Interactive Modeling Steps

In traditional modeling, the teacher shows children how to do a skill, routine, or procedure; tells them what to notice; and expects that they will learn it immediately. Interactive Modeling also shows children how to do skills, routines, or procedures, but it goes well beyond that basic step.

The steps below describe the interactive modeling process. Each modeling step is equally important. The steps below **chunk** the teaching strategy into the **step-by-step** process.

1. Explain what strategy or task you will model and why.

Students need to know what they will be observing and why it is important.

2. Break down the strategy or task into chunks of information.

Smaller segments of instruction are easier to understand.

3. Clearly model the strategy or task segments.

Think aloud (in first person) to explain the elements and your process.

4. Identify examples and non-examples.

Think aloud how this supports the goal of your instruction.

5. Use visual supports such as maps, symbols, pictures and cues such as pointing, circling, or highlighting.

Continue to think aloud as you include cues within your instruction.

6. Ask students what they observed.

Guide the students to share key aspects.

7. Ask a few students to model.

One at a time have a few students model the same strategy or task.

8. Ask students what they observed.

Guide the students to share key aspects.

9. Have all students practice the steps of the strategy or task taught.

Walk around and give feedback.

Thinking aloud and interactive modeling should continue throughout the day. Remember that *students need to learn how to learn*. As students learn to regulate their own reading and to use strategies for informational text purposes, they become independent learners who read with confidence.



Informational Text Structures

READ

Knowledge of text structure is important for comprehension because it facilitates understanding of text and, consequently, a student's recall of what has been read improves. Text structure refers to how the text is organized in informational texts (Saenz & Fuchs, 2002).

Students who have little knowledge of text structure have difficulty understanding how ideas are organized. If text structure is explicitly taught, students will be better equipped to comprehend the text.

Main text structures are description and lists, comparison and contrast, problem and solution, cause and effect, and order and sequence. Two tools that can support text structure are graphic organizers and transition word lists.

REVIEW

Graphic organizers help students sort through text information. Create graphic organizers that are simple and direct in organizing the text structure you are presenting. Explain the purpose of using a particular graphic organizer and always model the process.

Transition words and phrases link ideas to build up logical relationships within the text. The first sentence above is an example of the cause and effect text structure identified by the transition word, consequently.

Review **Handout 15B: Text Structures** to identify text structures and their purpose, guiding questions, signal words, and graphic organizer examples.

APPLY

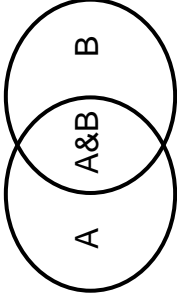
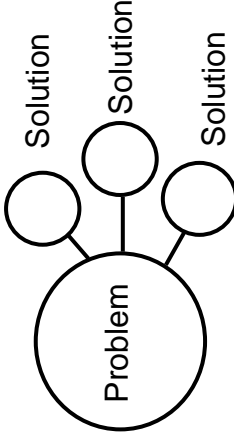
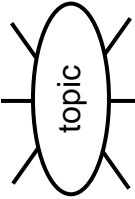
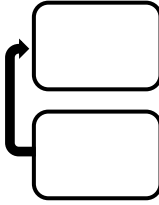
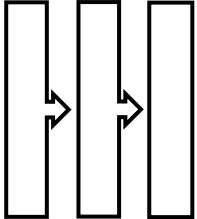
For each graphic organizer on **Handout 15C: Text Structures**, brainstorm how you can use the graphic organizer with topics from different content areas.

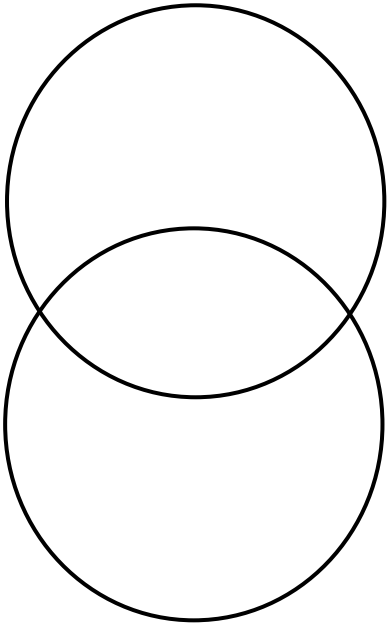
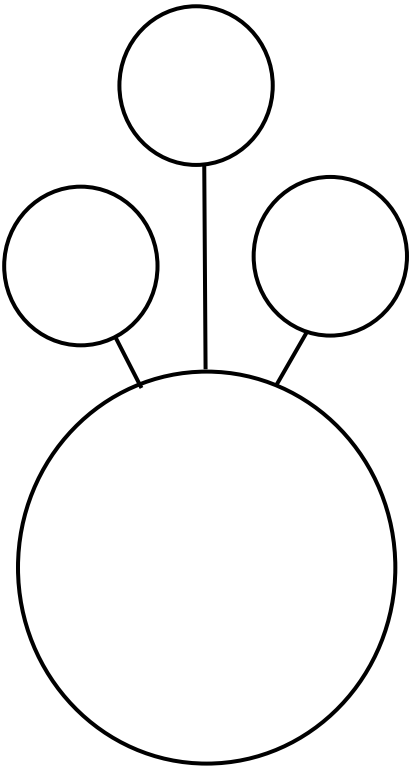
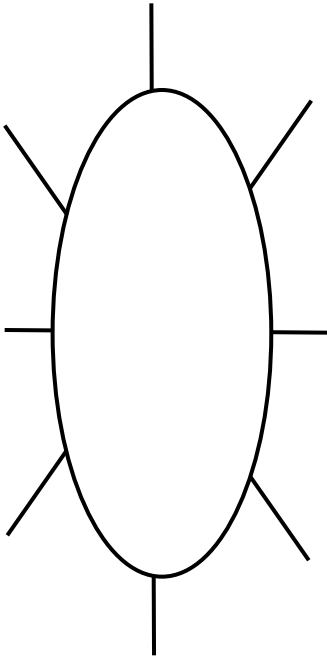
DISCUSS

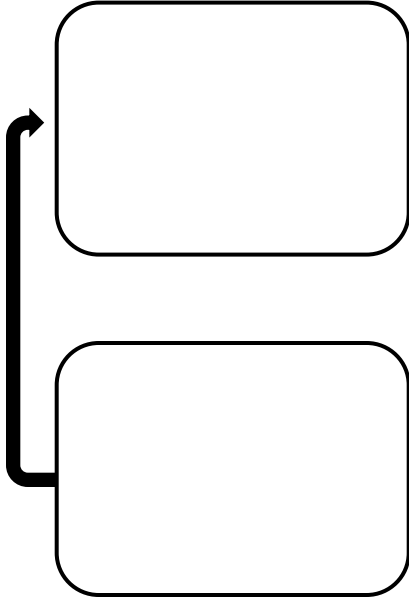
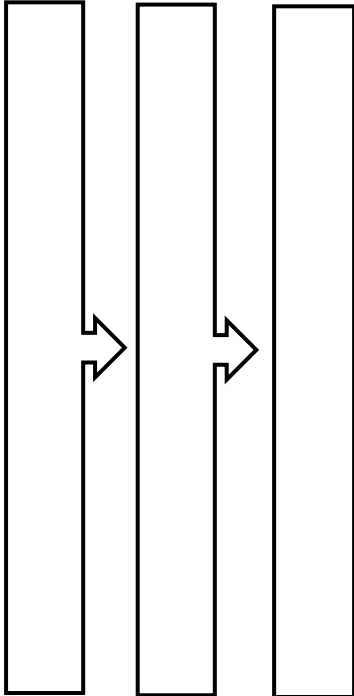
1. How have you explicitly taught students that informational texts have different organizational patterns?
2. How has your view changed regarding the impact of graphic organizers on student understanding and learning?
3. How can teachers collaborate to support the explicit instruction of text structure?

Informational Text Structures

Knowledge of text structure is important for comprehension because it facilitates understanding of text and, consequently, a student's recall of what has been read improves. Text structure refers to how the text is organized in informational texts (Saenz and Fuchs, 2002).

Text Structure and Purpose	Guiding Questions	Signal Words		Graphic Organizer
Compare/Contrast Compares the similarities and differences of two things	What two people, things, or ideas are being compared? How are they alike? How are they different?	at the same time conversely however on the contrary still	although but even so in contrast otherwise yet	
Problem/Solution Identifies a solution to a problem	What is the problem or difficulty? What are ways to solve the problem or difficulty?	problem solution dilemma because question answer	advantage disadvantage as a result of issue so that led to	
Description Describes something or someone	What topic or word is being described? What words or phrases are used to explain the topic or word?	for example for instance to begin with in addition most important	furthermore to illustrate another such as in fact	
Cause and Effect Gives cause and effect relationships	What is the cause or why something happened? What is the effect or what happened as a result?	if...then because therefore since	as a result consequently in order to thus	
Sequence Provides a series of events or steps in a process	What is being listed? What is the order of the series of events or steps in the process?	first second third finally before	then after that next also again	

	<p>List two content areas:</p> <p>List two topics from those content areas:</p> <p>How can you use this text structure in both content areas?</p>
	<p>List two content areas:</p> <p>List two topics from those content areas:</p> <p>How can you use this text structure in both content areas?</p>
	<p>List two content areas:</p> <p>List two topics from those content areas:</p> <p>How can you use this text structure in both content areas?</p>

	<p>List two content areas:</p> <p>List two topics from those content areas:</p> <p>How can you use this text structure in both content areas?</p>
	<p>List two content areas:</p> <p>List two topics from those content areas:</p> <p>How can you use this text structure in both content areas?</p>


READ

Text features include all the components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams, among others (Kelley and Clausen-Grace, 2010).

The purpose of text features is to support readers in reading and understanding the text. They may emphasize important words through different font types and sizes, bolded words, or italics. They may illustrate key ideas through diagrams, charts, maps, or photographs. They may provide support in locating text information through table of contents, index, or glossary (Annenberg, 2015).

Even though students may know that text features are important to comprehending text, studies show that students often skip over them (Kelley and Clausen-Grace, 2008; Spencer, 2003). Students must be explicitly taught what text features are, the purpose of each, and how reading text features will aid their comprehension. Teachers must provide ongoing opportunities for students to practice reading text features.

Students can explore text with text feature walks, a reading strategy that guides students in the reading of text features in order to access prior knowledge, make connections, and set a purpose for reading expository text. Here are some tips for teaching students to use the text feature walk structure (Kelley and Clausen-Grace, 2010):

- Select texts for which students have some background knowledge.
- Do not have students walk (read and discuss) through too much text at one time.
- Scaffold the pronunciation of new vocabulary words before students begin their discussion (sometimes multisyllabic words can intimidate students, even though they may have schema for the word or concept).
- Have students determine how the text feature walk improved their comprehension of the content.

Including text feature walks in your lessons on a regular basis will help all students develop this skill. Students should think about what they will learn and what the main idea is. Small groups should share their experience, what they learned, and what they think the main idea is. Kelley and Clausen-Grace (2010) provide the following small group guidelines:

1. In your small group, choose one person to start by reading the first text feature.
2. That person names the text feature (Is it a heading? picture and caption? map?).
3. That same person reads the text feature.
4. As a group, discuss any predictions, questions, and connections you have based on the text feature and discuss how you think it will relate to the main idea. Everyone should contribute.
5. Have a new person share the next text feature and repeat steps 2-4. Repeat until all the text features have been discussed or the teacher calls time.


REVIEW

Text Feature	Purpose
Titles/Subtitles	Identifies what the information is about
Table of Contents	Shows where chapters and sections are located
Timelines	Displays a list of events in chronological order
Maps	Presents a visual location of a place.
Bolded/Underlined/Italicized/ Highlighted Words	Draws attention to important content
Bullets/Numbered Lists	Uses symbols to represent text or sequential order
Graphs/Charts/Tables	Represents data related to something in the main body of text
Photographs/Illustrations and Captions	Exhibits important idea from text with added explanations
Parentheses	Provides additional information within the text
Sidebars	Appears next to main text and offers additional explanation or information
Index	List text items alphabetically and offers page numbers for each reference
Headings/Subheadings	Identifies main idea of each section of text
Footnotes	Provides additional information and is located at the bottom of the page
Glossary	Identifies important vocabulary and provides definitions
Diagrams	Illustrates and labels something from the text

APPLY

Using **Handout 17: Paraeducators in Inclusive Classrooms**, take a text feature walk. Take turns identifying a text feature and what it might mean to the main idea of the text.

DISCUSS

1. How have you explicitly taught your students about text features and their significance in comprehension?
2. What would be the instructional impact for struggling readers if they understood text features?
3. How can teachers collaborate to support the explicit instruction of text features?



Paraeducators in Inclusive Classrooms

Dr. Ida Malian, Arizona State University

Introduction

The journal article, *Paraeducators Perceptions of Their Roles in Inclusive Classrooms: A National Study of Paraeducators* (Malian, 2011), provides data from a national survey conducted to determine paraeducators' perceptions. Some survey questions regarded their roles within inclusive classes, collaboration with general and special education teachers, and responsibilities within the classroom regarding instruction. Respondents included 202 paraprofessionals from 34 states, including Arizona, with varying degrees of experience and training.

Responsibilities

Paraeducators were asked about the type of instructional interaction they have with the students in their classes. The majority of respondents stated that they did direct instruction in small groups, followed closely by 1:1 instruction (Figure 1).

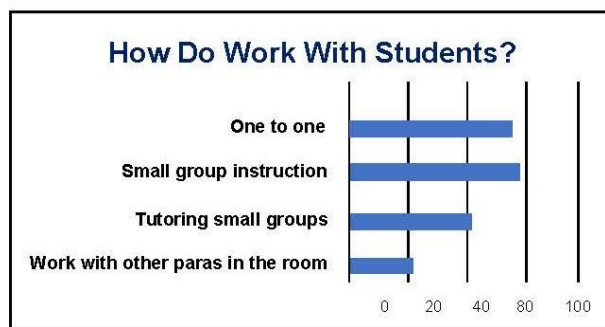


Figure 1. Type of Instructional Interaction Between Paraeducators and Students

One of the concerns stated consistently by paraeducators and teachers alike was the lack of time in preparation for the days planned instruction and other classroom details. The survey asked paraeducators about their preparation time. Approximately 60% of the respondents reported having between 1-5 hours a week in preparation

for the follow week's activities. This translates to about 10 minutes to one hour a day to prepare collaboratively with the teacher for the day's responsibilities.

Paraeducators reported several strategies supporting the teaching and learning processes in the inclusive classes. The majority of respondents (68%) stated that they directed student behavior, delivered individual instruction to students in the inclusive classes (59%) and taught appropriate social skills (50%). The least utilized strategies included supervising peer tutoring sessions (36%), coaching homework (26%) and supporting cooperative learning groups (14%).

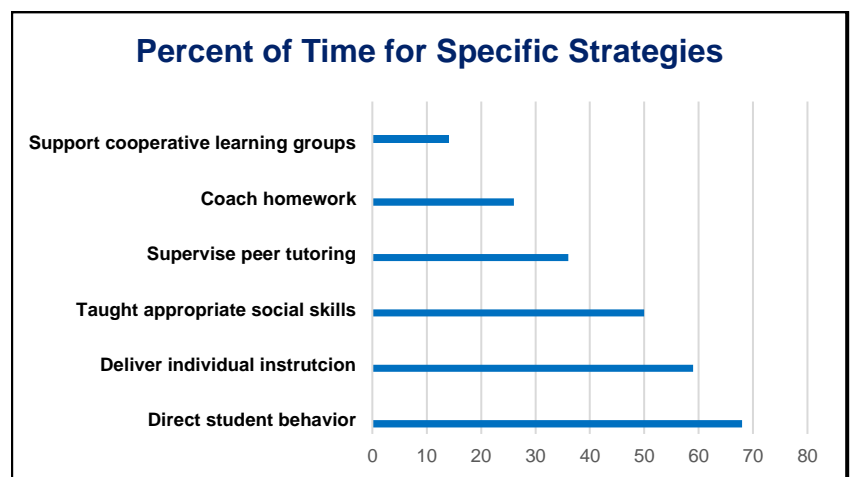


Figure 2. Percentage of Time and Type of Instructional Strategies Paraprofessionals Use with Students

The majority of paraeducators (73%) also reported using flexible grouping and employed varying classroom routines to help meet the needs of the diverse learners in their inclusive classes. It appears that the experiences of the paraeducators with students with diverse learning needs has heightened their need to incorporate new strategies for all learners. Paraeducators reported improvement in their ability to address diverse needs as a result of working in inclusive classes.

Beliefs

The beliefs paraeducators hold regarding students with disabilities in inclusive classes underscored their approach to instruction. The inclusive setting with greater involvement with students with disabilities led to greater understanding of the strengths and challenges faced by these students. There also seems to be an understanding that “business as usual” is not an appropriate strategy for teaching or learning. The needs for diversity of strategies in the classroom by the paraeducators were highlighted when asked their beliefs regarding how students learn. Approximately 80% of the paraeducators reported “not all students need to do the same activity in the same way”. This was followed by a strong self-statement to adjust teaching strategies for students in inclusive classes. Paraeducators believed that they needed to adjust their teaching strategies to meet the needs of students with learning problems. ■

Support

As partners in the inclusive practices team, it is important that teachers and paraprofessionals have a supportive relationship. Here is a mnemonic for recommendations to meet challenges and at the same time meet the needs of the students (McGrath, Johns, and Mathur, 2010).

- P**repare the paraprofessional from the beginning on his or her role;
- A**ssert your expectations in a helpful manner;
- R**evue frequently how things are going;
- A**gree to work out any problems and support each other;
- P**lan carefully the activities you wish the paraprofessional to conduct;
- R**einforce the paraprofessional for his or her many contributions and successes;
- O**bserve the paraprofessional frequently to ensure all is going well



AZPLS

Coming together is a beginning.

Staying together is progress.

Working together is success!



Before, During, and After Reading

Before Reading

Determine the purpose for reading.

Think about what you already know about the topic.

Preview the text by looking at the title, illustrations, and text structures.

Predict what the text will say.

Ask a question regarding the text.

During Reading

Determine and summarize important ideas and supportive details.

Make connections between and among important ideas in the text.

Integrate new ideas with existing background knowledge.

Ask questions about the text.

Sequence events and ideas in the text.

Paraphrase important sentences and paragraphs.

After Reading

Evaluate and discuss the ideas encountered in the text.

Apply and extend these ideas to other texts and real-life situations.

Summarize what was read by retelling the main ideas.

Discuss ideas for further reading.

Discuss if your prediction was correct.

My Before, During, and After Reading Partner Is: _____.

The purpose of this article is _____

_____.

We know something about this topic. We know _____

_____.

We predict the information will say _____

_____.

The main idea is _____

_____.

Two supporting details are

1. _____

_____.

_____, and

2. _____

_____.

We connected to the article because _____

_____.

It made us think about _____

_____.

Our Collaborative Team can apply this information by _____

_____.



Collaboration Skills

Strong collaborative teams develop over time and require commitment to the process. That requires using the schoolwide team meeting procedures of having an agenda, roles, norms, and a decision-making process. It also requires each team member to identify and practice collaboration skills. After each collaborative team meeting, use the following list to self-assess your level of collaboration skills. As each team member improves, your team will grow stronger.

Name: _____ Grade level: _____ Date: _____

Check the level that reflects your participation within your team collaborative meeting.

Collaboration Skills	Never	Sometimes	Always
1. Pausing <i>I allow time for thinking before adding to discussion and/or decision-making.</i>			
2. Paraphrasing <i>I contribute to understanding by restating the ideas presented by others.</i>			
3. Probing <i>I ask questions to clarify information.</i>			
4. Putting forward ideas <i>I share ideas during discussion.</i>			
5. Paying attention to self and others <i>I am aware of what I say, how I say it, and how others respond to it.</i>			
6. Presuming positive presuppositions <i>I maintain the idea that my team members act from positive and constructive intentions.</i>			
7. Pursuing a balance between advocacy and inquiry <i>I inquire for better understanding before advocating for a position that leads to a decision.</i>			

Steps I will take to improve my collaboration skills:

Module 4 Action Plan

Literacy Strategies: Implement evidence-based teaching and learning strategies that improve vocabulary and comprehension skills through schoolwide collaboration and intentional instructional planning for increasing literacy achievement of all students.					
Date Delivered to Staff ____/____/____	Where Are We Headed? <i>Focus Area Goal</i>	Where Are We Now? <i>Baseline/Date</i>	How Will We Close the Gap? <i>Strategies</i>	Who Is Responsible?	When Will It Be Accomplished?
Focus Area Progress:					
Quarter 1 Target: _____ Actual: _____					
Quarter 2 Target: _____ Actual: _____					
Quarter 3 Target: _____ Actual: _____					
Quarter 4 Target: _____ Actual: _____					
Sustainability Plan Next Steps:					



Active learning strategies help teachers and students engage in learning. The strategies from each module in the Arizona Professional Learning Series can be adapted to support teaching and learning in your classroom.

Before, During, and After Reading: These clues activate students' prior knowledge, set a purpose for reading, help students make connections, monitor their understanding, generate questions, stay focused, provide an opportunity to summarize, question, reflect, discuss, and respond to text.

Concept Circles: The Concept Circle graphic organizer is an instructional tool to help students move beyond memorization of terms and definitions by analyzing how vocabulary words are or are not related through a concept or topic.

Context Clues: To understand an unknown word within a text, other words in the text in the same sentence or a nearby sentence provide clues to the meaning of the unfamiliar word. These clues may include synonyms, antonyms, definitions, examples, or inference.

Elbow Partners: Individual students turn to other students who are near their elbows to share and exchange thoughts, ideas, and knowledge.

Frustration Model: The Frustration Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

Interactive Modeling: The teacher demonstrates by thinking aloud the process used. Students participate by actively responding to the demonstrations.

STAR Strategy: STAR is an acronym for a framework to explicitly teach Reading, Science, History/Social Studies vocabulary. The STAR strategy can be used for Mathematics to Select, Teach, Activate, Revisit or Search, Translate, Answer, Review.

Strategic Conversation: A strategic conversation is defined as a verbal interchange of thoughts that result in new insights on how to achieve progress toward a common goal. The goal may be quantitative, qualitative, or problem-solving in nature.

Text Features: Text features include all the components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams.

Text Structure: Text structures refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

Word Parts: Students can chunk words by identifying morphemes, or meaningful word parts, such as prefixes, bases, roots, and suffixes.

Word Web: The Word Web graphic organizer is an instructional tool to help students organize information and thinking about new vocabulary words in all content areas. It can provide a better understanding and connection with multiple meanings of vocabulary words.