

From Instruction to Assessment: Literacy Strategies that Work




Bill Behrends

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Introductions

- **Social Science Teacher: 9 years**
- **B.S. in History (Bradley University), M.A. in Teaching (SIU-E), M.S. Ed. in Ed. Admin. (EIU)**
- **Teacher-Leader: Department Leader, Freshman Team Leader, Discipline Committee Facilitator, PLC Focus Group Member**
- **Coach: Boys Golf, Basketball, Tennis**
- **Husband: wife is a former Spanish teacher and current Ph. D. student at the University of Illinois**
- **Father: Maya (4) and Max (almost 3)**

One Year Down...

-  **Did you have any moments like this???**
-  **Are you hoping for more moments like this next year???**
-  **So why are we here today???**

Objectives

-  To demonstrate effective and efficient strategies to incorporate literacy into your classroom instruction and assessment
-  To describe strategies that will promote critical thinking, align with Common Core and content-specific standards, and enhance performance in your evaluation system
-  To provide concrete examples that you can use for current and future planning and preparation





Remember...

- 🌐 Reading is thinking!
- 🌐 Exercise for your brain
- 🌐 If you want to be a better reader, then...
- 🌐 Growth Mindset = Carol Dweck
- 🌐 Standardized assessments (PARCC, ACT, etc.) are essentially reading tests
- 🌐 Common Core and many content-specific standards are designed to promote close examination, analysis, and evaluation of text and other written materials
- 🌐 Administrators (evaluators) want to see high levels of STUDENT engagement







Anticipation Guide

- 🌐 Based on the work of Herber (1970) and Readance, Bean, and Baldwin (1981)
- 🌐 When used correctly, this strategy will:
 - motivate students to read and debate important concepts,
 - help students effectively acquire content knowledge while practicing both literacy and critical thinking skills, and
 - provide opportunities to extend the knowledge beyond the classroom.




Anticipation Guide

-  To begin, students react to a series of statements related to the content by activating their own prior knowledge, thus anticipating what the reading will be about
-  By committing to each statement, students establish a meaningful purpose to read for comprehension and to acquire/construct new knowledge
-  Ultimately, teacher-mediated student discussions that focus on interpretation of the text and relation to real-world issues promote application, analysis, synthesis, and evaluation level thinking
-  Because of their complex interaction with the text and their collaboration and debate with each other, students will have a better understanding and higher level of retention of the subject matter

How to Create an AG

-  Focus on essential ideas, then rephrase the text to write statements based on those ideas
-  All statements must be plausible
-  One or two statements should appear to be true at face value, but will be disproved based on close reading of the text (Aha! Effect)
-  Most statements should focus on interpreting large sections (2 or more paragraphs) of the text to prevent simple decoding (scanning for the answer)
-  Statements should be controversial, not simply “true” or “false”, and some statements should not have a definite answer
-  Plan for 1-2 class periods (depending on time and the reading)

Keys

-  **DO NOT present this as a worksheet! The process of describing this strategy and modeling it for the students is even more important than the statements themselves**
-  **Teachers do not need an answer key, but should have their own AG with evidence from the text to facilitate discussion and help students make sense of the text**
-  **Encourage students to use the AG and discussion time to gather evidence and information to eventually be used to prepare for a summative assessment**

Overview of a Lesson

- 🌐 Briefly introduce new topic
- 🌐 Have students predict based on the AG
- 🌐 Preview the reading
- 🌐 Silent reading, seeking evidence for support and interpretation
- 🌐 Discuss in small groups, citing text as support
- 🌐 Discuss as a class, debating controversial statements while continuing to use the text as support for each interpretation

Benefits

- Excellent formative assessment to monitor student learning
- Opportunity to provide rich, genuine feedback to enhance student learning
- Minimal planning time
- Effective and efficient use of instructional time
- Strong demonstration of “Excellent” rating in categories within Domains 1, 2, and 3, of the Danielson Framework

Benefits

- 🌐 Engages students in close reading of text
- 🌐 Incorporates Common Core standards (using information from source(s) to support or refute a claim)
- 🌐 Exercises critical thinking skills
- 🌐 Promotes mastery of content-specific topics and themes
- 🌐 Creates an engaging, rigorous, stimulating, and dynamic classroom environment




Three-Level Study Guide

- Based on the work of Herber (1970) and Richardson and Morgan (2003)
- Made up of statements that refer to essential concepts within the reading
- Like AG's, students read to find evidence that proves or disproves the statements
- Statements are arranged into 3 categories: “literal interpretation,” “inferential interpretation,” and “synthesis or application level interpretation”
- Structure of the activity explicitly empowers students to perform higher order thinking (Growth Mindset)
- Promotes “thinking outside the lines” and applying prior knowledge and personal experiences

How to Create a 3LSG

- 🌐 As you read, focus on creating level 2 statements that promote “reading between the lines”
- 🌐 Add level 3 statements that relate to larger themes or current issues that are controversial (synthesize, analyze, apply, and/or argue)
- 🌐 Pick out 2 or 3 core concepts from the reading as level 1 statements (vocabulary, content-specific terminology, significant person or event, etc.)
- 🌐 Use the same AG methodology to create statements





Other Variations

-  “Eisenhower’s Policies” document – use evidence from text to support statements as main ideas
-  “Spanish-American War” document – use evidence from text to “agree” or “disagree” with a few key statements
-  “Cold War Scenarios” document – make predictions about the outcome of a situation and role-play the decision-making process before scouring the text for evidence and evaluation

Assessment

- **Formative**
 - Collect and “score” = read responses, provide feedback for use in classroom discussion and for future study
 - During discussion = ask probing questions, address misconceptions, provide clarification
- **Summative**
 - True/False and Justification (Ch. 10 Quiz, Ch. 17 Quiz, Ch. 26 Quiz)
 - Essays and extended responses
 - Application and “research” for projects and presentations




Other Resources

-  http://www.readingrockets.org/strategies/anticipation_guide
-  <http://www.adlit.org/strategies/19712/>
-  <http://www.theteachertoolkit.com/index.php/tool/anticipation-guide>
-  <http://literacyacrossdisciplines.cmswiki.wikispaces.net/Anticipation+Guides>

Q & A

 What questions do you have for me?

Work Time

-  Using the examples and information I have given to you, begin creating an Anticipation Guide, Three-Level Study Guide, or similar activity for use in your classroom
-  Think-Pair-Share
 -  Work individually, then with a partner from a similar content area, then share some thoughts, ideas and/or questions as a group (if time allows)

Thanks!

- 🌐 I greatly appreciate your time and attention!
- 🌐 I hope I have provided you with some effective and efficient strategies to incorporate literacy into your current classroom instruction
- 🌐 Enjoy your time in the classroom; it goes fast!
- 🌐 Future questions and/or support:

bbehrends80@gmail.com