Putting It All Together: Literacy, Equity, and Assessment
"Reading is like being a detective. You are trying to solve these mysteries you have. You have to dig deep into the text to get the answers!"

~Grant
Student in NCSD
Objectives

- Share a district elementary PD model that incorporated:
  - Teacher leaders
  - Integrated Unit development - SS/ELA/ELP
    - Close reading
  - Assessment (performance task)
  - Culturally responsive practices
  - Digital Learning
Some history...

- Transitioning to CCSS
- Treasures 2007
- Enhancing the Basal Reader
- ODE PLT - Identifying a teacher

How do I empower teacher leaders?

How do we infuse the district’s equity work in the classroom?

How do we create meaningful assessment experiences for our teachers and students?
# Elementary District PD Model

## K-5 Elementary District Professional Development March 19, 2015 7:30-11:00

<table>
<thead>
<tr>
<th>Who</th>
<th>Facilitators</th>
<th>Where</th>
<th>What</th>
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</thead>
</table>
| Kindergarten          | Misty Cooke                   | Linwood Elementary         | FULL-DAY KINDY Focus  
  - I can provide input on the structures of full-day kindergarten  
  - I can discuss the philosophy of full-day kindergarten  
  - I can understand how language plays a role in full-day kindergarten (ELP/Weik to Language) |
| First-Grade           | Carol Dissen                  | Scouters Mountain Elementary | READING Focus  
  - I can understand the comprehension components of ECRI  
  - I collaborate with peers about strategies that work for all students in reading comprehension (hear from colleagues) |
| Second and Third Grade| Linda Vanderford              | Cackamas ESD               | ELA Focus  
  - I can identify components of the SBAC writing scoring guide  
  - I can calibrate my scoring of performance tasks  
  - I can discuss strengths, challenges, and plan next steps in instruction for reading, writing, and language.  
  - I can identify ELP standards that will support next steps in instruction.  
  - *Teachers should make sure their performance tasks have been turned in to their administrator by the 17th |
| Fourth and Fifth Grade| Alyssa Engle, Diane Bishop, Jonathan Frost, Leah Riedel, Tim Hays | New Location! Duncan Gym + 2 breakout classrooms | MATH Focus  
  - I can understand how the Standards for Mathematical Practices align with the English Language Proficiency (ELP) standards  
  - I can extend my understanding of posing purposeful questions to include differentiating instruction to meet the needs of each student  
  - I can use my prior learning to create or revise a performance task |
| ELD Specialists       | Priority choice: 4th and 5th grade session on math and ELP integration | ELD Specialists: Please attend the 4th and 5th grade session at Duncan Elementary along with your school 4th and 5th grade team. |
| SPED Specialists      | Louise Dawson, Sarah Makarchek, Annemarie Polignano | Bilquist Library | I can identify resources to teach & support students with executive functioning differences  
  - I can write and implement IEP goals and objectives aligned to Common Core State Standards  
  - I can use STAR assessment data to aid in eligibility decision making |
| SPED Assistants       | Student Support Services      | Campbell                   |                                                                      |
| Instructional Assistants- ECRI | Carol Dissen | Scouters Mountain          | Learn about comprehension components of ECRI in small groups |

### 3.5 hours
- Oct
- Jan
- March
## Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug/September</td>
<td>Introduce Close Reading and Enhancing the Basal Reader</td>
</tr>
<tr>
<td>October</td>
<td>ODE PLT</td>
</tr>
<tr>
<td></td>
<td><strong>Session I</strong> - Google Classroom, Close Reading Intro, Model Read Aloud</td>
</tr>
<tr>
<td>November</td>
<td>Unit Planning</td>
</tr>
<tr>
<td>December</td>
<td>Unit Planning</td>
</tr>
<tr>
<td>January</td>
<td><strong>Session II</strong> - SBAC, Close Reading, Text-Dependent Questions, Unit</td>
</tr>
<tr>
<td>February</td>
<td>Teach Unit</td>
</tr>
<tr>
<td>March</td>
<td>Performance Task - Administration and Scoring</td>
</tr>
<tr>
<td>April</td>
<td><strong>Session III</strong>? - Feedback from teachers</td>
</tr>
<tr>
<td>May</td>
<td>Revision of unit</td>
</tr>
</tbody>
</table>
Session I

- Close Reading
- Google Classroom
- Backchannel
- Modeled close reading
  - Video and Live
- Depth of Knowledge
- Exit slip
Your Close Read for Today - January 26, 2015 - Creating Effective Close Reading Lessons

Please use the annotation guidelines in the header of this document and TURN in, when completed.

CLOSE Reading Article

You will divide into groups of four and read the document with annotation.

2nd & 3rd Grade Close Reading Activities

You will be using the following documents for our professional development.
Google Classroom

Welcome to Mrs. Brown's Class
2014-2015

ASSIGNMENT  Audra Brown – Feb 25

Who? Did What? Why?
Add a picture of each person listed. Then, explain how each person STOOD UP FOR WHAT THEY BELIEVE IN and why. Finally, explain the barriers that each person faced while working for equality. Use the web at the bottom of the page to help you determine barriers faced by each person.

20 done  16 not done

Who? Did What? Why?
Google Docs
Each student will get a copy

ASSIGNMENT  Audra Brown – Feb 25

Jackie Robinson Vocabulary Study
Be sure to find definitions and images that make sense with the biography of Jackie Robinson.

24 done  12 not done
The Team

Audra Brown
Melinda Ryan
Kelli Johnson

Rachel Lucken

Alexa Pearson
Amy Gertenrich-Dwyer
Carolyn Kirschmann
Next steps:

Began unit planning - Integrated
Essential Question - Equity
Focus
Piloted
- **ELP**
  - Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing (ELP1)

- **ELA**
  - Read and comprehend informational texts (RI 2.10)
  - The student can use supporting evidence, facts, definitions, reasons and details (actions, thoughts, feelings and dialogue) to support their topic (W.3.1, W.3.2)
  - Determine the main idea of a text; recount the key details and explain how they support the main idea (RI 3.2)

- **Social Studies**
  - Identify individuals who had an impact on the local community and explain how people and events of the past influence the present (SS 2.1)
  - Compare and contrast the most important points and key details presented in two texts on the same topic (RI 3.9)
  - Describe how significant people, events, and developments shaped their own community and region (SS 3.1)
  - The student can use supporting evidence, facts, definitions, reasons and details (actions, thoughts, feelings and dialogue) to support their topic (W.3.1, W.3.2)

- **Overall**
  - Speak and write about grade appropriate complex literary and informational texts and topics (ELP 3)
Planning the Unit on Courage

● Overview
● Goal: Classroom-embedded task
● Google
● Struggle
  ○ Topic/Essential question
  ○ Resources
  ○ Who to highlight
  ○ Finding 2nd grade text
  ○ Creating the task - electronic version/Spanish

Nov. - Dec.
Unit on Courage

ELA PD INTEGRATED UNIT

Resources Page
Revised Unit Overview

Take a look:

Integrated Unit Plan
Session II

SBAC Performance Task Exploration
What do students need to know to be successful on this assessment (columns 1 and 2)?

<table>
<thead>
<tr>
<th>Technology</th>
<th>Content (knowledge and skills)</th>
<th>Instructional Implications</th>
</tr>
</thead>
</table>

![Text Annotations](image)

- **Text** or underline important information
- Circle unfamiliar or new words
- Sentences or phrases you do not understand
- Sentences or phrases you think are surprising
- Margin notes

### Annotate (Think) While You Read

#### Close Read

- First Read: Focus on the visual elements of the text (title, images, captions)
- Second Read: Focus on how the text works (Craft & Structure)
- Third Read: Focus on what the text means to the reader and how it connects to other experiences (Integration of Knowledge & Ideas)

**Grade-Specific CCSS:** List standards you will address.

**Text-Dependent Questions:** Select 3 or 5 high cognitive level (HCM) questions that will require students to use evidence from the text.

- 3. Questions or Prompt (big ideas & details)

### NCSD CLOSE READING PLANNING TEMPLATE

- **Teacher:**
- **Grade/Subject:**
- **Date:**

<table>
<thead>
<tr>
<th>CLOSE READING GUIDE</th>
<th>NOTES</th>
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<tbody>
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**REMEMBER** on Text complexity and to over scaffold: let students get the piece on their own

**REMEMBER** to provide sessions forever when teaching students deleted is small or whole group
Annotation in Action

Formative Assessment
Models

1st read: I get the gist
- underline/identify main idea
- title, topic sentence, 1st paragraph
- summarize: "This text is mostly about... I know this because... it says... (a couple important details)"

2nd read: dig deeper
- P.P.I.E?
- text features, author's purpose
- 3rd read: put it all together
- make inferences, connect!

Signal Word: annotate
- jot down notes, comments, connections, questions, ideas, etc.
- as you read

Math 1 Science
<table>
<thead>
<tr>
<th>Person</th>
<th>Did what?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie Robinson</td>
<td>played baseball</td>
<td>He was the first American to join the all-white Major Leagues.</td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td>made speeches and led marches</td>
<td>To change unfair laws.</td>
</tr>
<tr>
<td>George Washington</td>
<td>was the first frequent</td>
<td>Became the US should be its own Queen up.</td>
</tr>
<tr>
<td>Elvis Presley</td>
<td>King popular music and dance</td>
<td>Made people love America.</td>
</tr>
</tbody>
</table>

**Big Question**

How have people throughout history shown bravery by taking a stand for something they believed in?

How is that happening today?

How do you take a stand on what you believe is important?
Close Reading Model

Gradual Release and Application
During the unit

- Not all teachers embraced the unit...
- Translating to Spanish
- Calls from principals
- Technology (positives and negatives)
- Collecting/organizing
- Anchor papers
Session III

- ESD - Linda Vanderford
- Report cards - day after
- Not enough time- rubrics
- Seeing other schools teachers
- Sharing most successful from unit
Gallery Walk

What do you notice about student writing?
What we learned...

- Misconceptions
- Over-scaffolding
- Technology
- Note taking and Paraphrasing
- Citing more than one source
- Responding to the prompt (not summarizing)
Sharing our failures

FAIL = First Attempt In Learning

- Earlier notice for teachers
- More modeling of the unit, more resources
- Video for performance task
- Electronic Version (Ed Cite!)
- More time for teachers to plan
Teacher Feedback

One suggestion we found though was that the first story from lesson one, I think Paper Bag Princess, was really hard for 2nd graders to make the jump to standing up to what she believed in. We retaught the lesson again the next day with the story with Imogene's Last Stand (link here) and the kids totally got it.

Students continue to bring up what we learned during that unit throughout the year!

The deep things my 2nd graders are coming up with are amazing. We will see how well the writing piece goes. I love that the growth mindset has really hit with my students because even my lowest kids worked hard on the first independent Bessie read today.
Positives

- Teachers empowered
- 31% to 45% Confident
- Embedded assessment
- Resources
- Culture- Brave
- Relevant - own courage stories
- Kids engaged
- Brought weeks together for them. Memorable for them.
Closure

Teacher empowerment

STOP! Your teacher will give you a break.

Awesome!

You are the best teacher in the world!