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## Brief Outline of the Presentation

### Background

- I. The problem of rigor in American education
- II. A proposed solution—the Common Core Standards
- III. Controversy and pushback to the Common Core
- IV. Literacy levels of deaf children
- V. The value of strategy instruction

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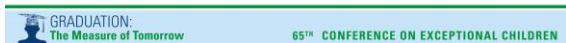
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### Application

- VI. Three reading practices that must be increased
  - a. More informational texts
  - b. More close reading of the text
  - c. More academic vocabulary
- VII. 25 classroom strategies for meeting Common Core Standards
  - a. 10 ideas for informational texts
  - b. 8 ideas for close reading of the text
  - c. 7 ideas for academic vocabulary
- VIII. Questions or comments

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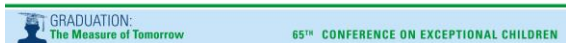
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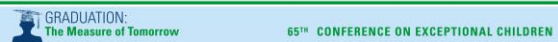
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## The Problem

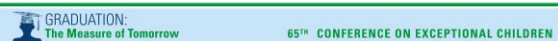
To successfully compete, we need graduates who can

- think critically and logically.
- do math at a level equal to or surpassing others in the world.
- read complex texts independently and successfully.



But, our textbooks and levels of instruction are less stringent, i.e., dumbed down.

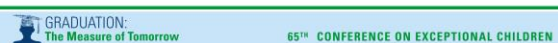
The result: A gap between graduates' reading levels and job requirements and college expectations.



## The ACT benchmark score is 21 (out of a possible 36).

What distinguished students who earned the benchmark score was NOT their ability to:

- make inferences while reading.
- answer questions.
- determine the main idea.
- determine the meaning of words in context.



What distinguished students who earned the benchmark score WAS their ability to:

- determine the meaning of words in context.
- answer questions from complex texts.

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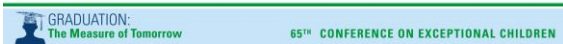
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### What about college classrooms?

- College textbooks have gotten harder.
- Unlike in high school, not much scaffolding occurs in college.
- Students read more informational texts in college.

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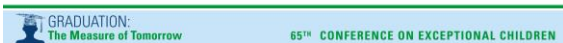
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## A Proposed Solution

Common standards for the schools to “provide a consistent, clear, understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.”

National Governor’s Association, 2009

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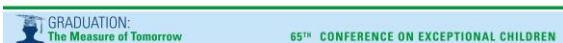
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**In June 2010, standards were released for math and English language arts.**

- Adopted by North Carolina and 43 other states
- NC DPI Standard Course of Study standards ARE the Common Core Standards.
- States adopting the standards could receive Race to the Top federal funding.
- NC was one of 12 states to receive this funding.

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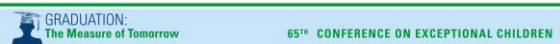
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**Controversy and Pushback**

- Federal interference in state matters
- Standards supported by the business community
- An uneasy truce

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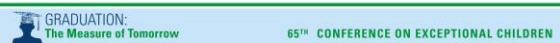
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**Timeline**

- August 2013                      Implementation of the standards began
- July 2014                         General Assembly created Academic Standards Review Commission
- August 2015                     Draft recommendations released
- December 2015 (or so)       Finalization by legislature and State Board of Education

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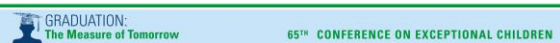
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## Literacy Levels of Deaf Children

The average level of achievement by high school graduation—about a 4<sup>th</sup>-5<sup>th</sup> grade reading level.

Change in the past 50 years—not much

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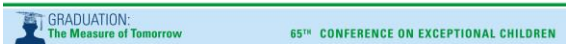
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## Tension for Deaf Educators

The standards for ALL children are becoming more rigorous.

Deaf and hard of hearing children aren't meeting the old, less challenging standards.

No one asked us.

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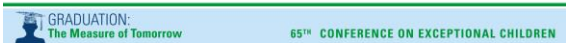
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## The Value of Strategy Instruction

Disclaimers:

- Sometimes direct instruction is necessary; for example, when lack of vocabulary or grammatical understanding impedes comprehension.
- Sometimes pre-teaching is needed to correct misperceptions or add background knowledge.
- Sometimes direct tutoring of content is necessary.

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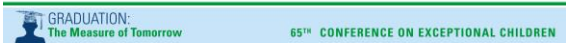
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**But, direct instruction isn't ideal.**

- Sometimes necessary: Tutoring and quizzing students for an upcoming test.
- A better idea: Working with students on a study plan and teaching test-taking strategies.

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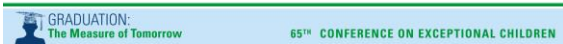
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**Ideally, we should be working ourselves out of a job by teaching the student to become independent.**

How do we do this? Strategy instruction.

Research shows that deaf and hard of hearing students often don't learn these skills on their own.

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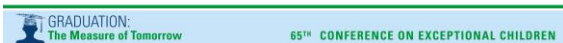
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**To be successful, deaf students (and others) need two kinds of knowledge:**

- *Procedural knowledge*—knowledge of specific learning strategies
- *Metacognitive knowledge*—knowing when you're understanding something and when you're not and what steps to take when you're not

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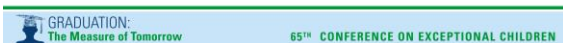
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### But teaching the strategy is not enough.

Students need to:

- understand the value of the strategy.
- learn to monitor their performance while using the strategy.
- know when to use the strategy.

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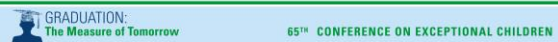
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### How are strategies best taught?

Through modeling and explanation by the teacher, followed by guided and independent practice.

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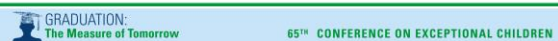
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### General Reading Practices that Need to Change as a Result of the Common Core

- More reading directly from the text; less relying on the teacher
- Reading more complex texts
- Writing less from personal experience and more from text-based evidence
- Comprehending and using more advanced vocabulary to help in these efforts

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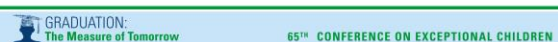
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### 3 Specific Reading Practices that Need to Change as a Result of the Common Core

- More emphasis on informational texts
- Close reading of the text
- Learning academic vocabulary

So what, really, does this mean?

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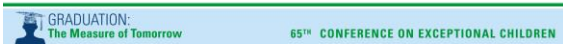
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### More Emphasis on Informational Texts

- In the elementary years, 50% non-fiction and by high school, 80% non-fiction
- Expectations increase with each grade; for example, by 5<sup>th</sup> grade: Which reasons and which evidence support which points?
- Let the text speak for itself.

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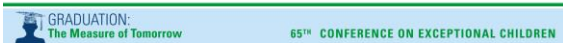
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### Choose non-fiction books carefully.

- Students need background information—an ongoing issue with deaf students.
- Books about sports figures, celebrities
- Non-fiction books with a sense of narrative; for example, Pompeii, building of the trans-continental railroad, Civil Rights struggle

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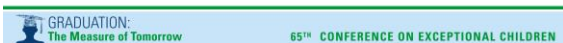
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### Close Reading of the Text

- Less dependence on the teacher; more dependence on the text
- Not natural to deaf education, where “frontloading” material has traditionally been part of the teacher’s role
- Close reading of one particular piece of writing, often the same piece several times

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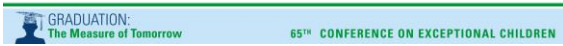
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### What does close reading mean?

- How is the text organized?
- How precise is the vocabulary?
- What are key details?
- Where do the arguments lie?
- What are the inferential meanings?
- What is the author’s purpose?
- What are different themes?
- What evidence from the text supports the conclusions?

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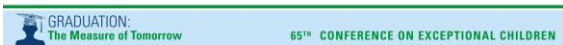
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### Learning Academic Vocabulary

Tier 1 words—everyday words, such as swim, horse, jump

Tier 3 words—specialized words, such as carburetor, aorta, audiogram, parabola

Tier 2 words—academic words found across many subject areas, such as tier, vary, calibrate, periphery

The emphasis is on Tier 2 words.

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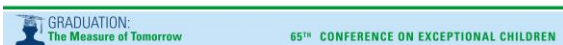
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## 25 Classroom Strategies for Meeting Common Core Standards

10 ideas for informational texts

8 ideas for close reading of the text

7 ideas for academic vocabulary

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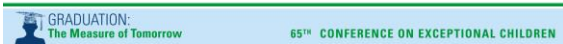
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### 1. Choose informational texts children will relate to.

Where to look:

- <http://www.ncte.org/awards/orbispictus>
- <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>
- <http://www.socialstudies.org/notable>
- <http://www.nsta.org/publications/ostb>

Parsons, SC. (2012) Making nonfiction accessible to young readers. *Reading Today*, 30 (2), 21-23.

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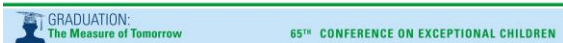
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### 2. Look for non-fiction from a variety of sources.

- Use biographies, essays, speeches, primary sources, directions, forms, etc.
- Provide lots of reading material on the same topic; build text sets.
- Use many resources—trade books, leveled books, maps, etc.

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

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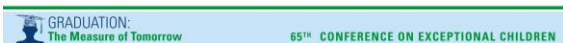
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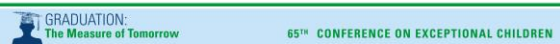
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**3. Create communication opportunities on evidence from the text.**

- Study the text before moving too quickly to make connections or respond.
- Use the analogy of how judges evaluate performances on TV competition shows.
- Use evidence-based starters: “The author stated...,” “According to the text...”

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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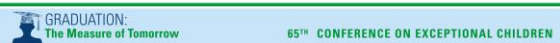
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**4. Model how we read informational text different from fiction.**

- Ask students to watch you as you pretend to read a fiction text.
- Now pretend to read a non-fiction text.
- Ask students: What was the difference?

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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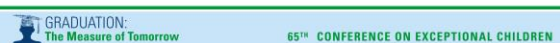
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**5. Ask students to practice skills in reading informational text.**

- Distribute an information text checksheet.
- Have students read with a partner, pausing every couple of minutes to share a strategy they used to help understand the text.

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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Example 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Informational Text Checklist

I read \_\_\_\_\_

I used these strategies to understand the text.

(1) skimed the report. Example \_\_\_\_\_

(2) skimed challenging words. Example \_\_\_\_\_

(3) skimed dates on \_\_\_\_\_ between \_\_\_\_\_

(4) read the headings. Example \_\_\_\_\_

(5) was amazed by \_\_\_\_\_

(6) wondered \_\_\_\_\_

(7) flipped through the pages to see \_\_\_\_\_

(8) went back to \_\_\_\_\_ between \_\_\_\_\_

(9) used the glossary to figure out \_\_\_\_\_

(10) used the table of contents \_\_\_\_\_

(11) skimed around to decide how to find out or use \_\_\_\_\_

(12) used check to understand \_\_\_\_\_

(13) captured the text with sticky notes or by writing or highlighting to show my thoughts.

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## 6. Go on a text feature hunt.

- Have teams or partners scan informational texts to look for:
  - headings graphs different fonts
  - subheadings diagrams highlighted words
  - pictures/captions glossaries indexes
  - charts/graphs maps tables of contents

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Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Text Feature Organizer

Text Feature	Page #	Position of the Text Feature
Title of content		
Headings		
Subheadings		
Tables		
Diagrams		
Maps		
Charts		
Glossaries		
Indexes		
Tables of contents		
Illustrations		
Images		
Text boxes		
Sidebars		
Callouts		
Text features		
Other text features		

What about your favorite? Which text feature was the most helpful to you today? Why?

What text features were the least helpful to you today? Why?

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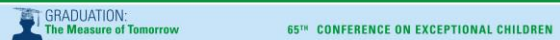
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**7. Use graphic organizers to support understanding of the text.**

- Ask students to infer what the text will be about and which organizer will be most appropriate.
- Have students complete the organizer.
- Ask students to summarize the information, either orally or in writing.

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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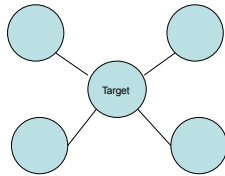
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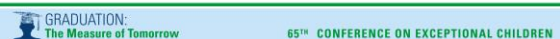
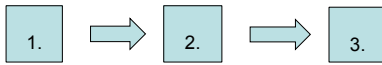
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**Types:**

Description



Sequence




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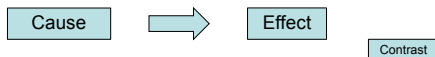
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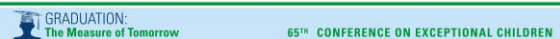
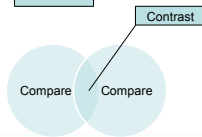
Problem/Solution



Cause/Effect



Compare/Contrast




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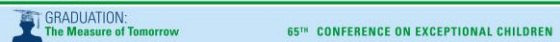
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**8. Ask students to provide evidence from the text.**

- Write on the board: “The author says \_\_\_\_\_ because \_\_\_\_\_.”
- Model reading aloud a page from a high interest text or article.
- Then go back to the sentence frame and fill it out. Note where it’s located in the text.
- In higher grades, inference can be added.

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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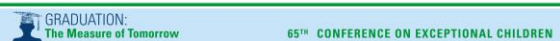
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**9. Use anticipation guides.**

- Prepare questions that tap important aspects of the topic.
- Have students answer the questions before they read it.
- After reading, return to the questions to see whether they were correct.




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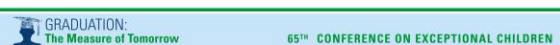
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Before reading *Pedro’s Journal*, answer these true-false questions. Then answer again after reading the story.

<u>Before</u>	<u>After</u>
_____ 1. Columbus was well-liked by his crew.	_____
_____ 2. Columbus prepared his ships to sail in front of the wind.	_____
_____ 3. Columbus’ captains were very loyal to him.	_____
_____ 4. The first people Columbus met lived in a city.	_____
_____ 5. Columbus was very respectful of the people he met.	_____
_____ 6. Columbus seemed very interested in finding gold.	_____

Temple, C., Ogle, D, Crawford, A., & Freppon, P. (2014) *All children read*. Boston: Pearson Education.




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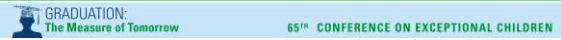
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Take what you know about *Frankenstein*. Put a checkmark in the "you" column next to statements you agree with. Place a checkmark in the author column next to statements you predict the author will support. Take notes as you read that support or refute your or the author's argument.

Statements	You	Author	Notes
Everyone has a monster inside them.			
Fame and glory are worth seeking.			
Science is better than nature.			
Some secrets are worth hiding.			
Isolating ourselves will magnify our problems.			
Parents have a never-ending responsibility to their children.			
What we choose to do has an effect on others.			

Thomas Reyes-Cairo, 2008, Brigham Young University




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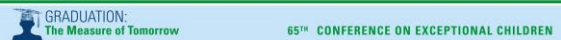
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## 10. Use a think-aloud strategy.

- Model for students and then ask them to practice with a partner. For example:

"Watch me think out loud while I try to predict what this story is going to be about. The title is Sign Language Fun. Here is a picture of Sesame Street characters and a picture of a lady doing sign language. And the title says it is going to be about sign language..."




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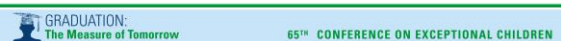
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(continued)

"I know something about Sesame Street characters from my past experience. I've seen them do some pretty fantastic things. And the people on Sesame Street teach things to the puppets. Since the lady is doing sign language, maybe she is going to teach the Sesame Street characters how to do sign language. I'm going to guess that in this story the lady is going to teach them how to use sign language."

Duffy, G.G., Roehler, L.R., Hermann, B.A. (1988) Modeling mental processes helps poor readers become strategic readers. *The Reading Teacher*, 41 (8), 762-767.




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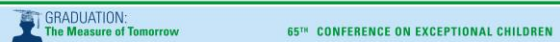
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## 8 Ideas for Close Reading of the Text

### 1. Have repeated readings of a text.

- Ask students to read and reread the text several times.
- With each successive reading, provide a different purpose or question.

Fisher, D. & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66 (3), 179-188.




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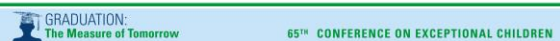
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### 2. Use the QAR (Question-Answer Relationship) strategy.

In the Book Questions	In My Head Questions
<b>Right There</b> The answer is in one place in the text.	<b>Author and Me</b> The reader needs to combine what he/she knows with what is in the text.
<b>Think and Search</b> The pieces of information are all in the text, but the reader needs to put them together to answer the question.	<b>On My Own</b> The reader needs to use his/her own ideas to answer the question; it is not answered in the text.

Raphael, T.E., Highfield, K., & Au, K.H. (2006). *QAR now: a powerful and practical framework that develops comprehension and higher-level thinking in all students*. New York: Scholastic.




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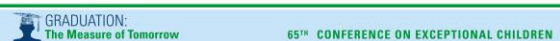
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### QAR Example

Tex rode his horse slowly over the sand. The air was getting cool as the sun sank over the horizon. The horse kept up her struggle for a few blades of grass as Tex struggled to stay on.

- What was Tex riding?
- What time of day was it?
- What do you think will happen to Tex? Why?




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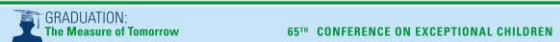


**3. Connect readings to students' own lives.**

Ask:

- How does this story or passage remind you of your own life and experiences?
- What have you read before that might connect with this story or passage?
- How does the content of this story or passage relate to the real world around you?

From *Guidelines for ELA instructional materials development* handout; <http://ell.stanford.edu>




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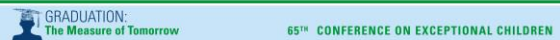
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**4. Provide opportunities to activate students' background knowledge without taking the place of the text.**

- Address students' lack of background knowledge.
- Don't tell them what they will be learning in advance or simplify the text.
- Provide follow up questions that deepen understanding.

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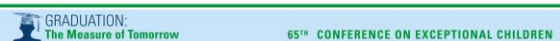
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**5. Have students annotate the text.**

- Have students actively think about what they are reading by underlining, circling, or writing margin notes.

*x I thought differently*      *+New information*  
*! Wow!*      *\*Very important*  
*?? I don't understand.*

<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-monitoring-using-230.html?tab=4>




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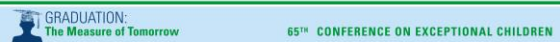
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**6. Use short texts.**

Read:

- Fiction: folktales, legends, myths, fables, short stories, scenes from a play.
- Non-fiction: short articles, biographies, personal narratives.

Boyles, N. (2012/13). Closing in on close reading. *Educational Leadership* 70 (4), 36-41.




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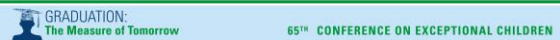
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**7. Teach students to ask the questions.**

Coach students to ask 4 basic questions:

- 1.What is the author telling me here?
- 2.Are there any hard or important words?
- 3.What does the author want me to understand?
- 4.How does the author's writing style add to the meaning of the passage?

Boyles, N. (2012/13). Closing in on close reading. *Educational Leadership* 70 (4), 36-41.




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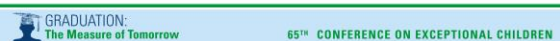
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**8. Make critical thinking a part of each lesson.**

- Ask questions with Bloom's taxonomy (1956, revised 2000) in mind.
- Aim to ask higher level questions up the taxonomy.

Oczkus, L. (2014). *Just the facts: close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.




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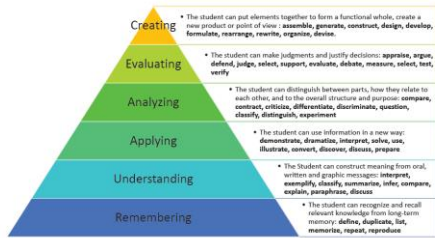
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## Bloom's Revised Taxonomy




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## 7 Ideas for Teaching Vocabulary

### 1. Figure out which words to teach.

Concentrate on words that:

- students are likely to see across subject areas
- are useful to students' writing
- relate to other words students have been learning
- have significance in the text
- don't provide enough context to infer meaning

North Carolina Department of Public Instruction (2012). ELA common core state standards. Retrieved from <http://www.livebinders.com>.

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### 2. Have a signal word of the day.

- The teacher pronounces the word, which the students then echo back.
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### 3. Use a think-aloud strategy with vocabulary words.

For example:

"I want to show you what I look at when I come across a word I don't know the meaning of. I'll talk out loud to show you how I figure it out."

(Teacher reads.) "'The cocoa steamed fragrantly.' Hmm, I've heard that word 'fragrantly' before, but I don't really know what it means here. I know one of the words right before it though—'steamed.'

I watched a pot of boiling water once and there was steam coming from it. The water was hot, so this must have something to do with the cocoa being hot.



(continued)

Okay, the pan of hot cocoa is steaming on the stove. That means steam coming up and out, but that still doesn't explain what 'fragrantly' means. Let me think again about the hot cocoa on the stove and try to use what I already know about cocoa as a clue. Hot cocoa bubbles, steams, and...smells! Hot cocoa smells good. 'The cocoa steamed fragrantly.' That means it smelled good!

(Teacher addresses the students.) Thinking about what I already know about hot cocoa helped me figure out what that word meant."

Duffy, G.G., Roehler, L.R., Hermann, B.A. (1988) Modeling mental processes helps poor readers become strategic readers. *The Reading Teacher*, 41 (8), 762-767.



### 4. Use academic vocabulary journals at a basic level.

- Ask students to guess what a new word means.
- Give a straightforward definition at the students' language level.
- Ask students to use in a sentence, draw a picture illustrating, and put alphabetically in their journals.

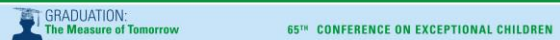
Sibold, C. (2011) Building English language learners' academic vocabulary: strategies and tips. *Multicultural Education*, 18 (11), 24-38.



**5. Use the visual and word association activity.**

Word	Visual Representation
Definition	Personal Association or Characteristic

<http://wvde.state.wv.us/strategybank/VerbalandVisualWordAssociation.html>




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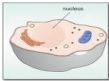
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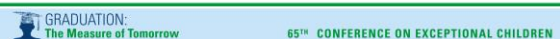
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Example:

Verbal and Visual Word Association (VWWA)

Word <b>cell</b>	Visual Representation 
Definition It is a very tiny structure that makes up all plants and animals.	Personal Association or Characteristic It reminds me of the rooms in a house. They have different uses, but together they make a home.




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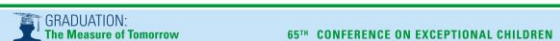
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**6. Use a more complex variation of the visual and verbal word association activity.**

Word	Dictionary definition	My definition	Synonym	My picture	How the word was used in class	How I used the word in my life

Idea presented by Barton College student, 2011.




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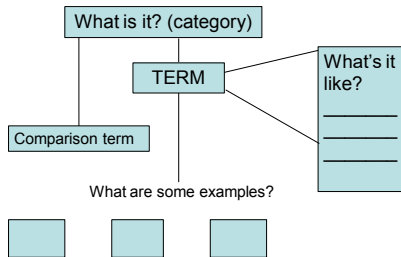
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### 7. Use a graphic organizer like a Concept of Definition Map.



Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2014) *All children read*. Boston: Pearson Education.

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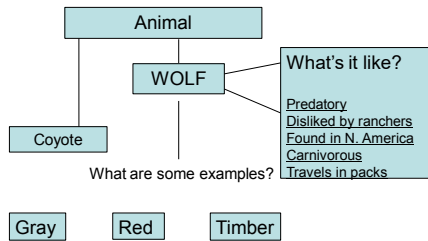
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Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2014) *All children read*. Boston: Pearson Education.

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## Comments or Questions




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# GRADUATION: The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

## 25 Classroom Strategies for Meeting Common Core Standards

Dr. Dave Dolman  
Barton College  
Wilson, North Carolina  
November 20, 2015

### Ten Ideas for Working with Informational Texts

#### 1. Choose informational texts children will relate to.

Where to look:

- <http://www.ncte.org/awards/orbispictus>
- <http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal>
- <http://www.socialstudies.org/notable>
- <http://www.nsta.org/publications/ostb>

Parsons, SC. (2012) Making nonfiction accessible to young readers. *Reading Today*, 30 (2), 21-23.

#### 2. Look for non-fiction from a variety of sources.

Use biographies, essays, speeches, primary sources, directions, forms, etc.  
Provide lots of reading material on the same topic; build text sets.  
Use many resources—trade books, leveled books, maps, etc.

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

#### 3. Create communication opportunities on evidence from the text.

Study the text before moving too quickly to make connections or respond.  
Use the analogy of how judges evaluate performances on TV competition shows.  
Use evidence-based starters: “The author stated...,” “According to the text,...”

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.



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## 4. Model how we read informational text different from fiction.

Ask students to watch you as you pretend to read a fiction text.  
Now pretend to read a non-fiction text.  
Ask students: What was the difference?

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

## 5. Ask students to practice skills in reading informational text.

Distribute an information text check sheet.  
Have students read with a partner, pausing every couple of minutes to share a strategy they used to help understand the text.

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

## 6. Go on a text feature hunt.

Have teams or partners scan informational texts to look for:

headings	graphs	different fonts
subheadings	diagrams	highlighted words
pictures/captions	glossaries	indexes
charts/graphs	maps	tables of contents

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

## 7. Use graphic organizers to support understanding of the text.

Ask students to infer what the text will be about and which organizer will be most appropriate.  
Have students complete the organizer.  
Ask students to summarize the information, either orally or in writing.

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## 8. Ask students to provide evidence from the text.

Write on the board: “The author says \_\_\_\_\_ because \_\_\_\_\_.”

Model reading aloud a page from a high interest text or article.

Then go back to the sentence frame and fill it out. Note where it’s located in the text.

In higher grades, inference can be added.

Oczkus, L. (2014). *Just the facts: Close reading and the comprehension of informational text*. Huntington Beach, CA: Shell Education.

## 9. Use anticipation guides.

Prepare questions that tap important aspects of the topic.

Have students answer the questions before they read it.

After reading, return to the questions to see whether they were correct.

*Before reading Pedro’s Journal, answer these true-false questions. Then answer again after reading the story.*

Before

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Columbus was well-liked by his crew.

2. Columbus prepared his ships to sail in front of the wind.

3. Columbus’ captains were very loyal to him.

4. The first people Columbus met lived in a city.

5. Columbus was very respectful of the people he met.

6. Columbus seemed very interested in finding gold.

After

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Temple, C., Ogle, D, Crawford, A., & Freppon, P. (2014) *All children read*. Boston: Pearson Education.



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Take what you know about *Frankenstein*. Put a checkmark in the “you” column next to statements you agree with. Place a checkmark in the author column next to statements you predict the author will support. Take notes as you read that support or refute your or the author’s argument.

Statements	You	Author	Notes
Everyone has a monster inside them.			
Fame and glory are worth seeking.			
Science is better than nature.			
Some secrets are worth hiding.			
Isolating ourselves will magnify our problems.			
Parents have a never-ending responsibility to their children.			
What we choose to do has an effect on others.			

Thomas Reyes-Cairo, 2008, Brigham Young University

## 10. Use a think-aloud strategy.

Model for students and then ask them to practice with a partner. For example:

“Watch me think out loud while I try to predict what this story is going to be about. The title is Sign Language Fun. Here is a picture of Sesame Street characters and a picture of a lady doing sign language. And the title says it is going to be about sign language. I know something about Sesame Street characters from my past experience. I’ve seen them do some pretty fantastic things. And the people on Sesame Street teach things to the puppets. Since the lady is doing sign language, maybe she is going to teach the Sesame Street characters how to do sign language. I’m going to guess that in this story the lady is going to teach them how to use sign language.”

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## Eight Ideas for Close Reading of the Text

### 1. Have repeated readings of a text.



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Ask students to read and reread the text several times.  
With each successive reading, provide a different purpose or question.

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## 2. Use the QAR (Question-Answer Relationship) strategy.

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## 3. Connect readings to students' own lives.

Ask:

How does this story or passage remind you of your own life and experiences?

What have you read before that might connect with this story or passage?

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From *Guidelines for ELA instructional materials development* handout; <http://ell.stanford.edu>

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## 5. Have students annotate the text.



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- Have students actively think about what they are reading by underlining, circling, or writing margin notes.

*x I thought differently*  
*! Wow!*  
*?? I don't understand*

*+New information*  
*\*Very important*

<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-monitoring-using-230.html?tab=4>

## 6. Use short texts.

Read:

- Fiction: folktales, legends, myths, fables, short stories, scenes from a play
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Coach students to ask 4 basic questions:

1. What is the author telling me here?
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## 8. Make critical thinking a part of each lesson.

- Ask questions with Bloom's taxonomy (1956, revised 2000) in mind.
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## Seven Ideas for Teaching Academic Vocabulary

### 1. Figure out which words to teach.

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- The teacher pronounces the word, which the students then echo back.
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### 3. Use a think-aloud strategy with vocabulary words.

For example:

"I want to show you what I look at when I come across a word I don't know the meaning of. I'll talk out loud to show you how I figure it out."

(Teacher reads.) "The cocoa steamed fragrantly." Hmm, I've heard that word 'fragrantly' before, but I don't really know what it means here. I know one of the words



# GRADUATION: The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

right before it though—‘steamed.’ I watched a pot of boiling water once and there was steam coming from it. The water was hot, so this must have something to do with the cocoa being hot. Okay, the pan of hot cocoa is steaming on the stove. That means steam coming up and out, but that still doesn’t explain what ‘fragrantly’ means. Let me think again about the hot cocoa on the stove and try to use what I already know about cocoa as a clue. Hot cocoa bubbles, steams, and...smells! Hot cocoa smells good. ‘The cocoa steamed fragrantly.’ That means it smelled good!  
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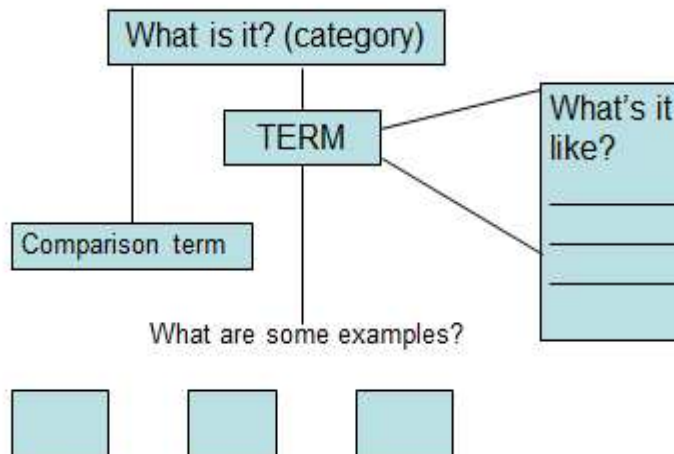
# GRADUATION: The Measure of Tomorrow

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Word	Dictionary definition	My definition	Synonym	My picture	How the word was used in class	How I used the word in my life

Idea presented by Barton College student, 2011.

## 7. Use a graphic organizer like a Concept of Definition Map.



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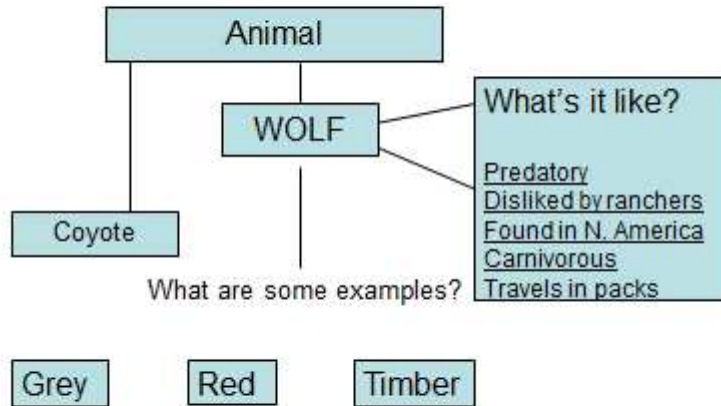
65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN



# GRADUATION: The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

## Example:



Temple, C., Ogle, D, Crawford, A., & Freppon, P. (2014) *All Children Read*. Boston: Pearson Education.



GRADUATION:  
The Measure of Tomorrow

65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN