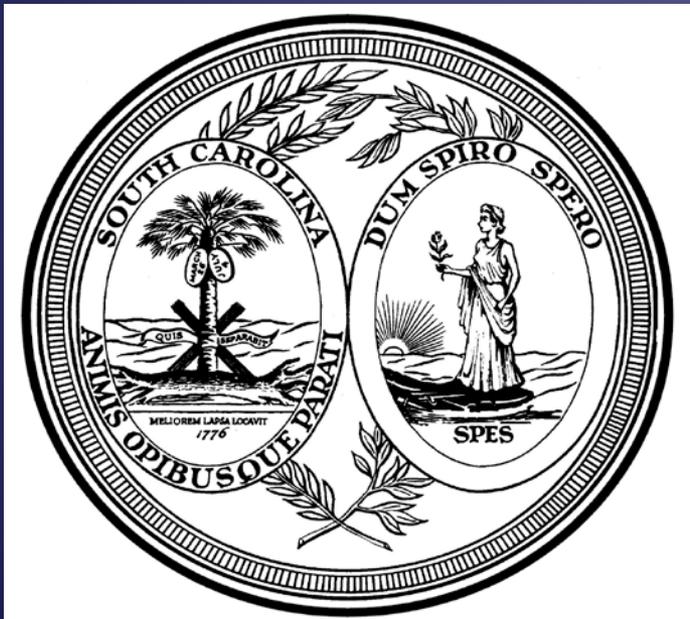


Fall ELA PLO

Day 2

Grades 6-8



Padlet

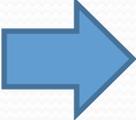
www.tinyurl.com/mumidlands1and2



Homework Assignment



Series “I Can” Statements

- 
- I can incorporate the Inquiry-Based Literacy Standards to guide student learning.
 - I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.
 - I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, Writing, and Communication Standards.
 - I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text Standards.

Partner Pick

On a sheet of paper write the following:

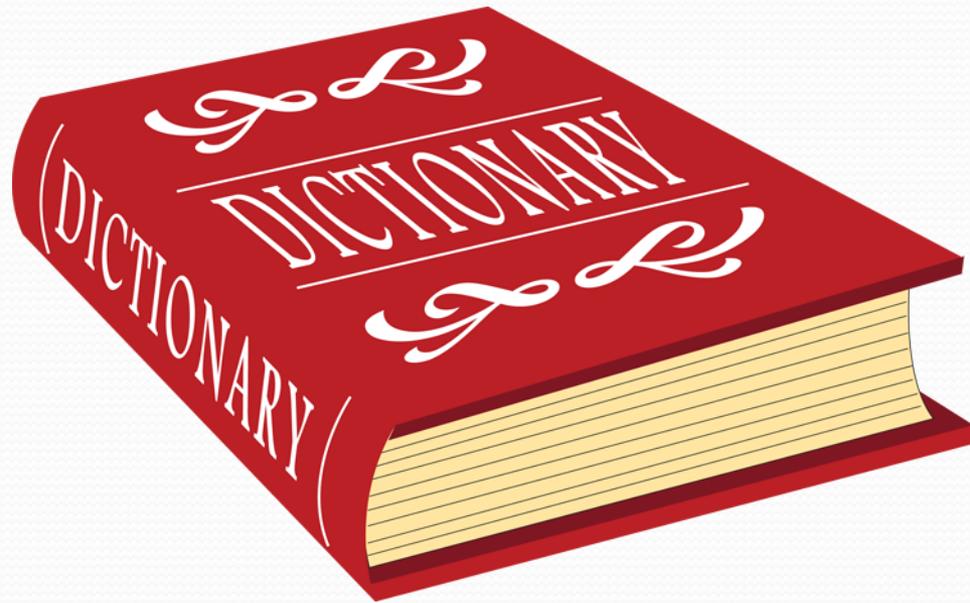
1. Month you were born
2. Type of car you drive
3. Favorite color
4. Tea or coffee

Now, spend 3 minutes finding someone in the room that has the same answers and write their names down on your sheet. You will be working with these people throughout the day.

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What is Reading?



Reading Is...

According to children, reading is...

- “It’s filling out workbook pages.”
- “Pronouncing the letters.”
- “It’s when you put sounds together.”
- “Reading is learning hard words.”
- “Reading is like the think... you know, it’s understanding the story.”
- “It’s when you find out things.”

Fundamentals

Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Fundamentals of Writing

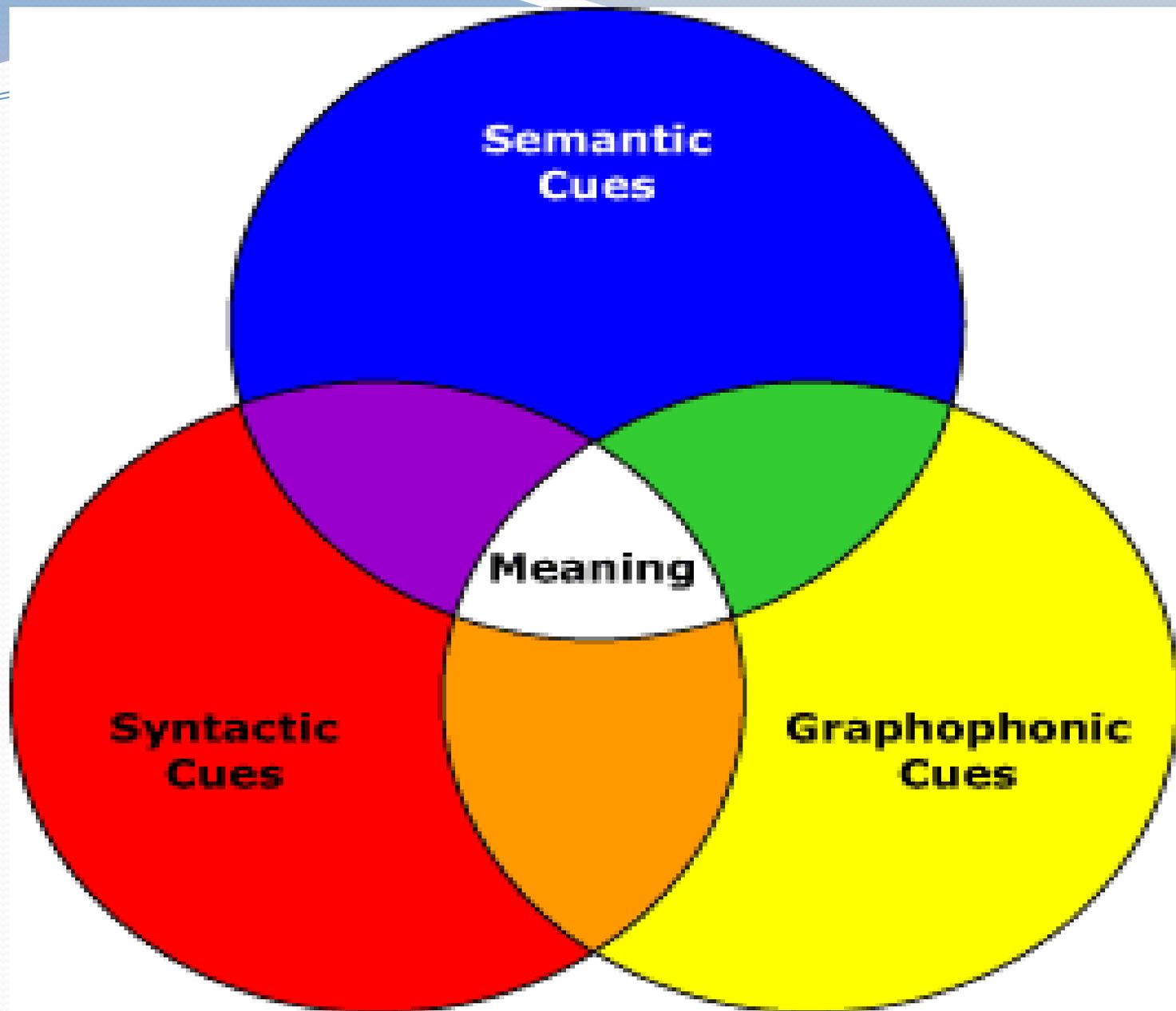
- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Fundamental of Reading

Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.



Dr. Andy Johnson



<https://www.youtube.com/watch?v=CckjFEDluLg>

Examples of Miscues

Text with Miscue	Explanation
truck The little monkey had it.	Attention to syntactic cues, since the miscue fits grammatically in the sentence.
to see if there was any danger. He heard the... afraid	Attention to semantic cues, because the miscue fits with the meaning of what came before. Possibly the reader picked up on some graphic cues, too.
“This here ^s Muriel, “ said Hayes...	The reader said “here’s,” to make the phrase into a grammatical and meaningful sentence.
their Their senses were their instruments.	Attention to graphic cues only.
flusk Stacey swallowed to flush his anger.	Attention to graphic cues only.
expert Every day except Friday...	Attention to graphic cues. The miscue also fits with the grammar of what came before, so the reader may have been using syntactic cues up to and including the miscue.

Fundamentals of Reading



Fundamental of Reading

Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.

Fundamental of Reading

Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.



Fundamental of Reading

Use metacognition to monitor meaning and adjust strategies while reading.



Fundamental of Reading

Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading – Informational Text (RI)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

By the end of grade eight, students read informational (expository/persuasive/argumentative) texts in multimedia formats of the following types: essays, historical documents, research reports, contracts, position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie, or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author’s style and techniques to construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Reading – Literary Text

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

By the end of grade eight, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Fundamentals of Reading

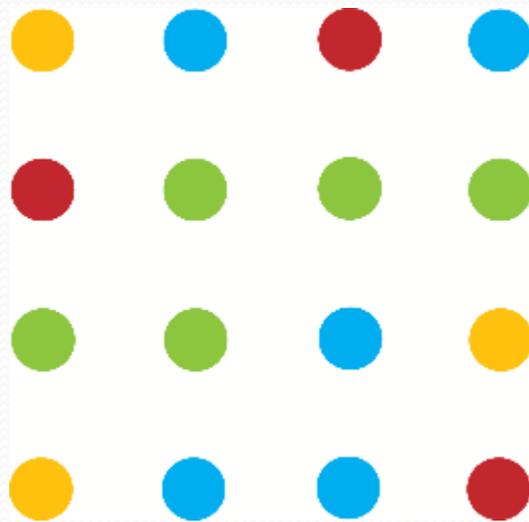
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Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
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Connecting the Dots



Conversation Questions



Fat vs. Skinny Questions

Skinny Questions

- only one right answer

Examples

Did you like the article we just read?

Who wrote the article?

What was the author's purpose?

Fat vs. Skinny Questions

Fat Questions

- room to say a lot
- have different opinions
- build conversations around

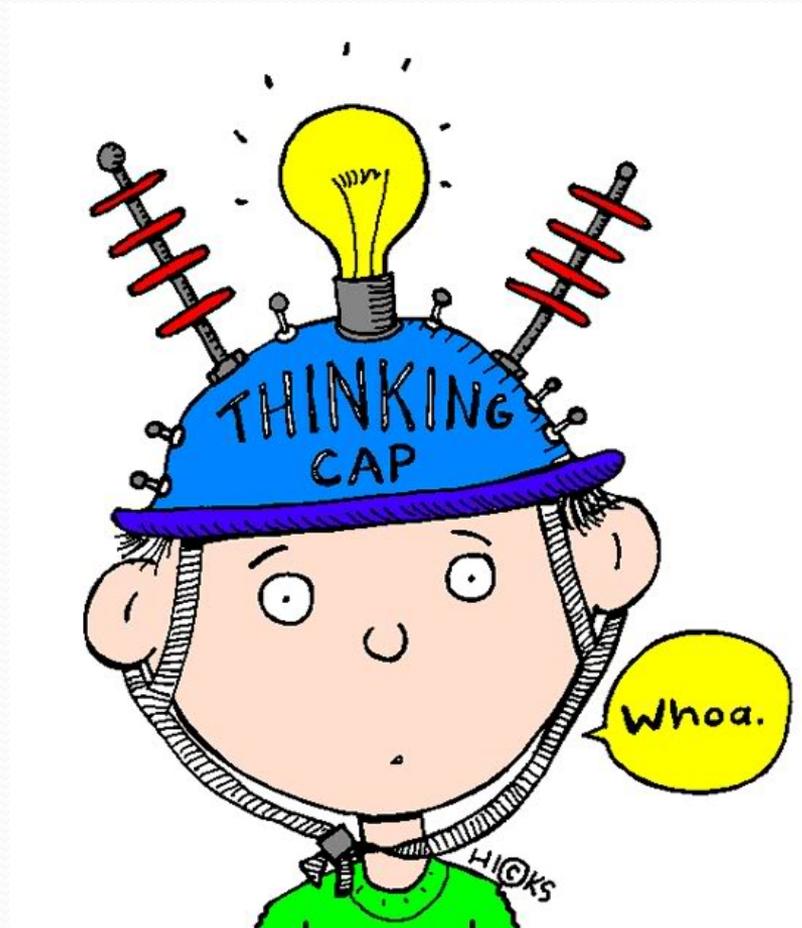
Fat Question Examples

How could that....	What reasons would you give for...
What is your opinion on...	How does ____ relate to your own experience?
How did you react when...	Explain....
Why do you think...	Give me some examples of...
Why is this...	Why do you think ____ did that?
Why is this...	What does ____ make you think about?
How do you feel about...	

Conversation Questions

1. Read the article. While reading, highlight or underline passages that are important, surprising, interesting, or though provoking. Write a “fat” question for those passages.
2. Find your month you were born partner.
3. Point out a passage that you underlined to your partner and read it aloud.
4. Ask your question about your passage and let your partner answer it. Listen carefully and ask follow up questions to clarify anything they said. Add any ideas your partner didn't mention. Now it's your partners turn.

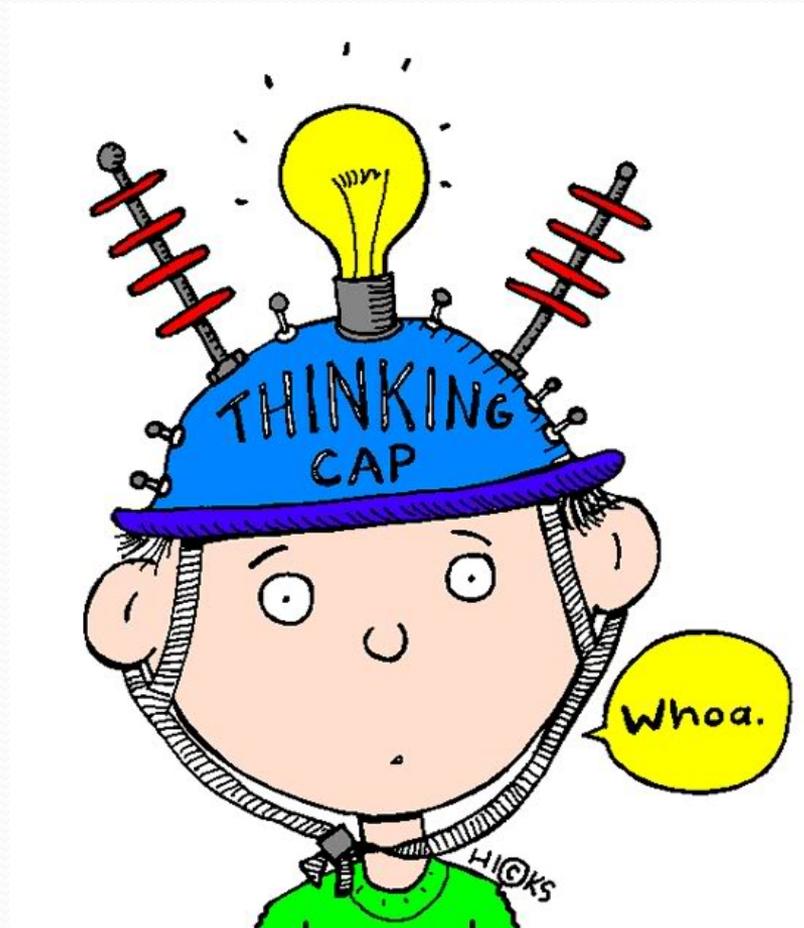
Conversation Questions



Rereading Poetry



Rereading Poetry

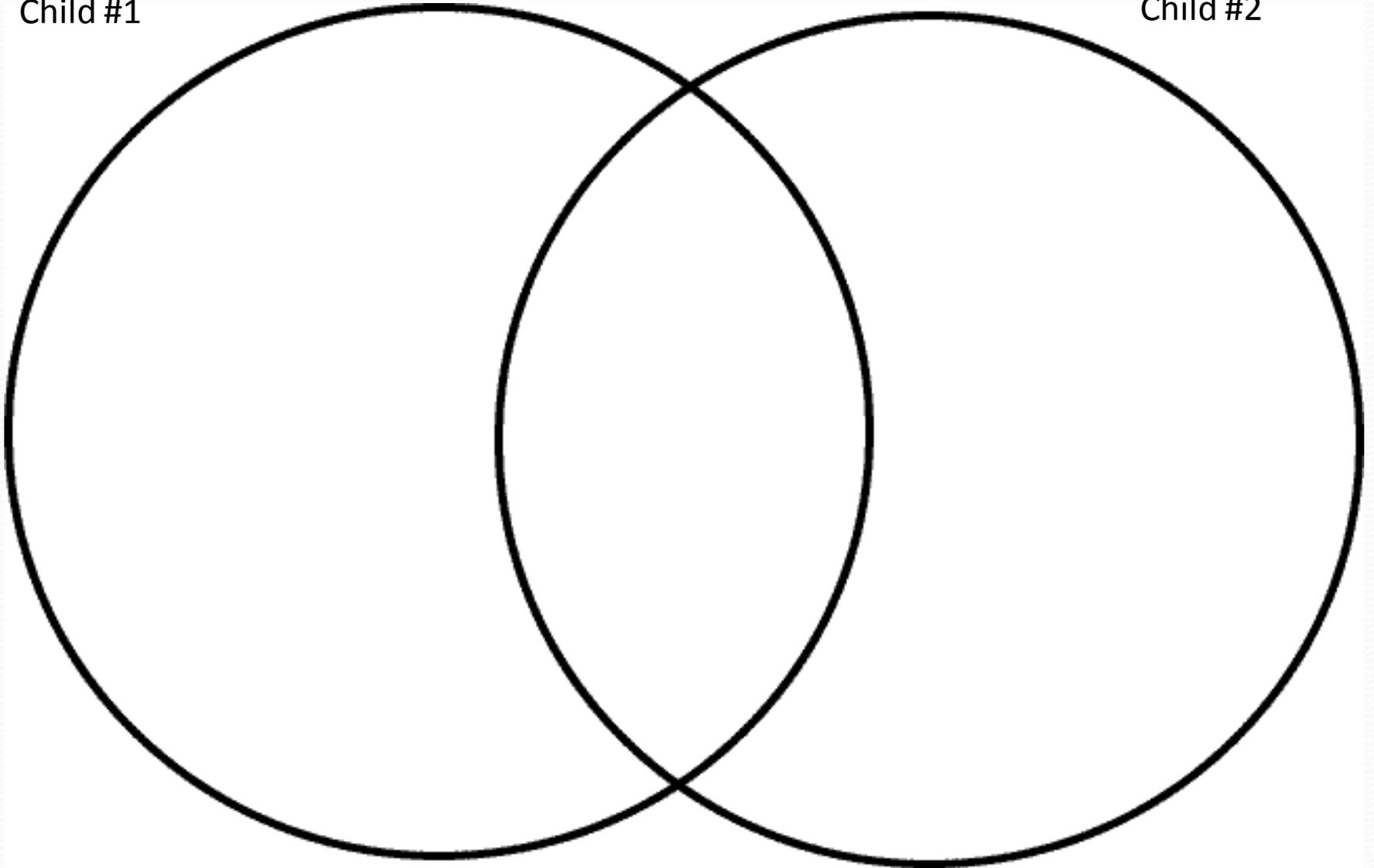


Seeing a Character



Child #1

Child #2





Adding Inferences

Using your notes and the painting, figure something out.....

- What are these kids like?
- What kind of people are they?
- What can you tell about their personalities?

Relationships

Using the painting and all of your notes, figure out what kind of relationship these two kids have.

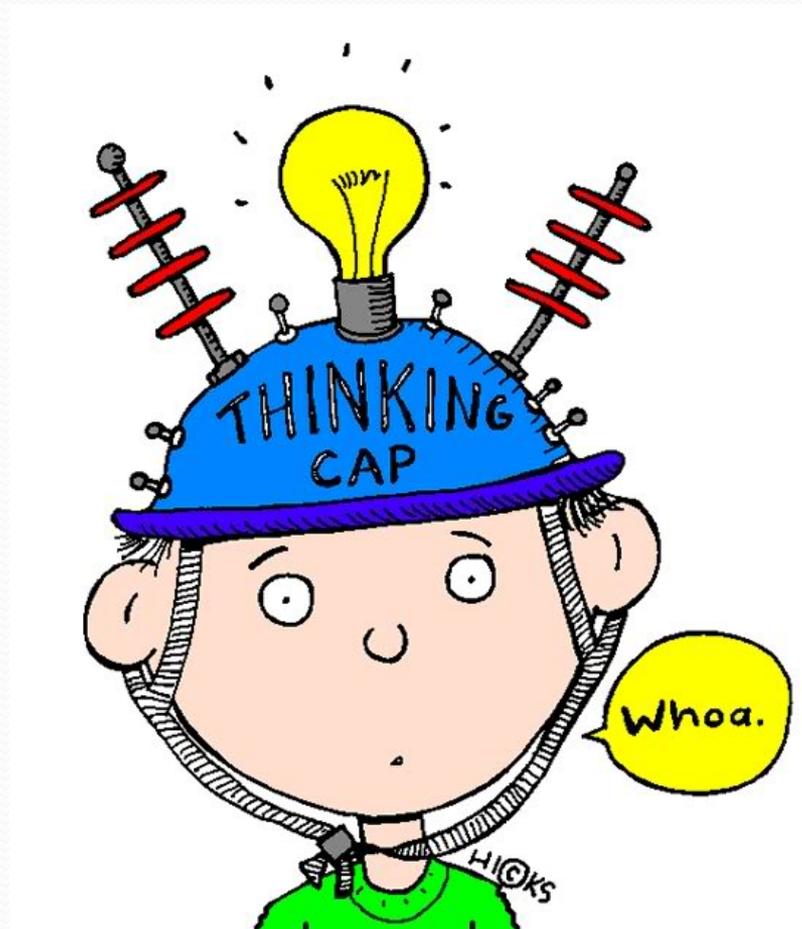
Try to create a story versus just a word or two.

Go deeper in your explanation other than they are just “friends.” You are going to have to defend your responses.



- JAMES HENRY MOSER - 1890 -

Seeing a Character



**READING MOVES:
WHAT
NOT
TO DO**

Twenty Words

Summarize the article *“Reading Moves: What Not to Do.”*

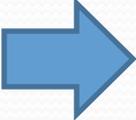
Your summary should contain **NO MORE** than 20 words.

When you are finished, find your kind of car your drive partner and share your summaries.

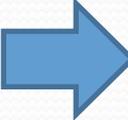
Wrapping it Up



Series “I Can” Statements



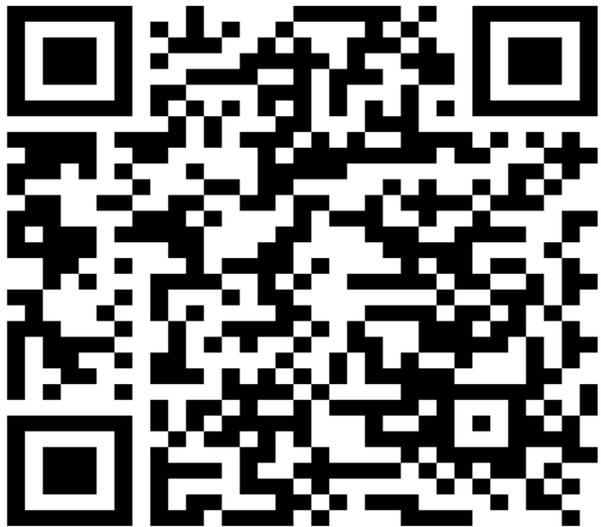
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Evaluation



www.tinyurl.com/grades6-8endofdayplomu



Until Next Time

Thursday, November 19th

Friday, November 20th