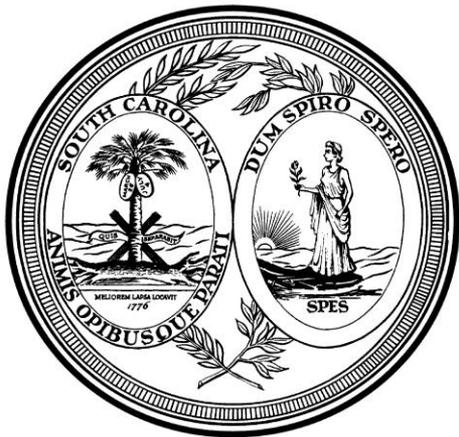


2016 SUMMER VIRTUAL PLO

READING- LITERARY TEXT STANDARDS



Candice M. Lowman

Middle Level ELA Education Associate

clowman@ed.sc.gov

803-791-0091



Candice M. Lowman

Middle-Level Education Associate

clowman@ed.sc.gov

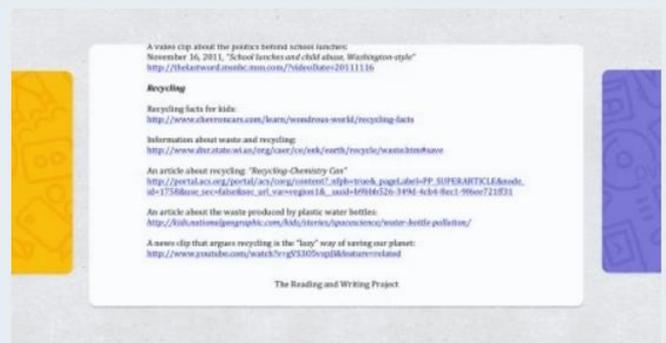
803-791-0091

2016 Summer Virtual PLO Padlet

<http://goo.gl/S2n1xC>

2016 Summer Virtual PLO

Writing: Integrating the Writing Progression into Classroom Instruction
June 14, 2016 10:00- 11:00



Writing: Integrating the Writing Progression into Classroom Instruction
2016 Middle Level ELA Virtual Summer PLO June 14, 2016

PADLET

Inquiry Standards
June 15, 2016 10:00-11:00



Inquiry Standards
2016 Middle Level ELA Virtu...

PADLET

Interdisciplinary Literacy
June 14, 2016 2:00-3:00



Interdisciplinary Literacy
2016 Middle Level ELA Virtu...

PADLET

Reading: Literary Text Standards
June 15, 2016 2:00- 3:00



Reading- Literary Text Standards
2016 Middle Level ELA Virtual Sum...

PADLET

Reading: Informational Text Standards
June 22, 2016 10:00- 11:00



Reading- Informational Text Standards
2016 Middle Level ELA Virtual Summer PL...

Communication Standards
June 22, 2016 2:00- 3:00



Communication Standards
2016 Middle Level ELA Virtu...

PADLET

SCDE Website

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

About SCDE | Newsroom | Jobs | Contact

Search

Districts & Schools | Tests | Educators | **Instruction** | Data | Policy | Finance | Login

Spearman Announces Changes in S.C. Educator Evaluation

State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act.

[READ MORE](#)

SCDE Website



[About SCDE](#) | [Newsroom](#) | [SBE](#) | [Jobs](#) | [Contact](#)



[Districts & Schools](#) [Tests](#) [Educators](#) [Instruction](#) [Data](#) [Policy](#) [Finance](#) [SBE](#) [How do I?](#) [Login](#)

Home

Instruction

[Adult Education](#)

[Career and Technology Education](#)

[Early Learning and Literacy](#)

[Read to Succeed](#)

[Instructional Materials](#)

[Special Services](#)

[Standards & Learning](#)

[Technical Assistance](#)

[Virtual SC](#)

Instruction

- > [Adult Education](#)
- > [Career and Technology Education](#)
- > [Early Learning and Literacy](#)
- > [Read to Succeed](#)
- > [Instructional Materials](#)
- > [Special Services](#)
- > [Standards & Learning](#)
- > [Technical Assistance](#)
- > [Virtual SC](#)



SCDE Website

Home / Instruction



English Language Arts

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Mathematics

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Science

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Social Studies

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Health Education

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Physical Education

- Standards
- Support Documents and Resources
- Professional Learning Opportunities
- Professional Organizations

Session Learning Targets

- I can explain the role of fiction in my instruction.
- I can integrate close reading and text-dependent questions into my instruction of literary texts.
- I can explain the use of sign posts as a way to have students comprehend literary texts.
- I can identify the literary elements that are associated with each sign post.
- I can make the connection between the use of sign posts and the Reading- Literary Text standards.

What is the Role of Fiction?

Probst and Beers (2013) state that “Children come first to reading through poetry, picture books, and stories. Narrative is their first way of making sense of the world.”

Reading, listening to, and telling stories is our way of making sense of the world.

What is the Role of Fiction?

Fiction in our classrooms affects the way in which we interact with each other.

What is the Role of Fiction?

“Recent research shows... that reading stories can actually improve your social skills by helping you better understand other human beings.” (Oatley, 2011)

What is the Role of Fiction?

Chadwick and Grassie (2016) remind us that in using literature we allow the opportunity for students to:

- Explore theme, style, and message
- Learn reading skills such as decoding
- Learn and practice:
 - critical thinking
 - evaluation
 - analysis
 - inquiry

Why Fiction?

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



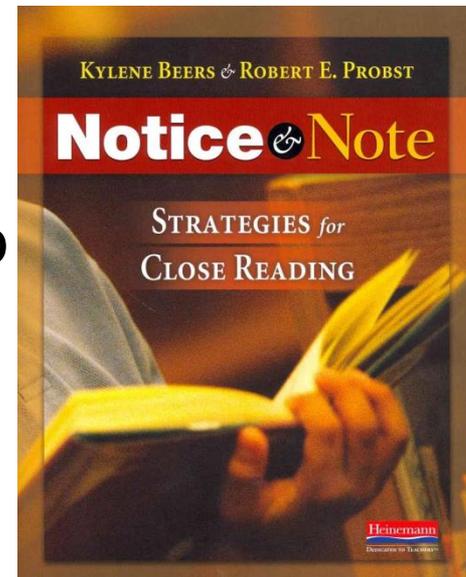
How do We Implement Fiction?

- Close Reading
- Text-dependent questions
- Choice
- Relevant

Notice and Note

In their book, Kyleene Beers and Robert Probst provides teachers with strategies for close reading that help students notice various features of fiction and how to note these elements.

Kylene and Robert use Signposts to help guide students through their reading of literary texts.

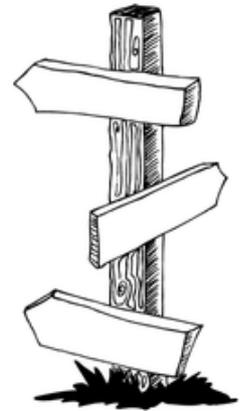


Sign Posts

According to Merriam-Webster, a signpost is “a sign beside a road showing the direction and distance to a place.”

They direct us toward a particular place.

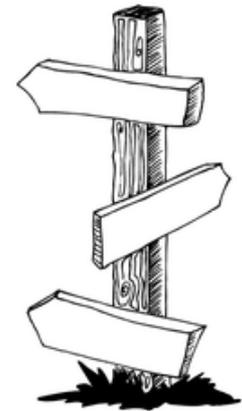
While reading literature, students often need assistance in being directed to a particular literary feature.



Sign Posts and Comprehension

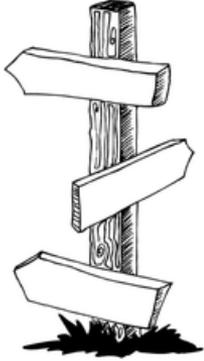
Kylene and Robert noticed that the more students notice the signposts, the more they were using comprehension processes.

- Predicting
- Making connections
- Inferring
- Visualizing
- Summarizing
- Clarifying
- Questioning



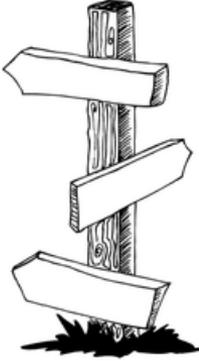
The Sign Posts

- Contrasts and Contradictions
- Aha Moments
- Tough Questions
- Words of the Wiser
- Again and Again
- Memory Moment

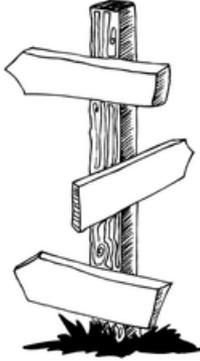


Contrasts and Contradictions

When the characters thoughts and their actions contradict previous thoughts and actions.

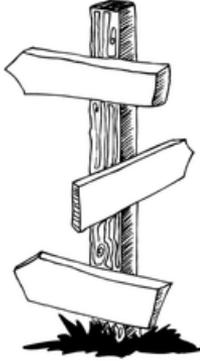


Aha Moments



- When a character provides the reader with an understanding of conflict, plot, or theme suddenly.
- Signal language
 - “I suddenly understood...”
 - “Now I know...”
 - “I realized...”
 - “It came to me...”

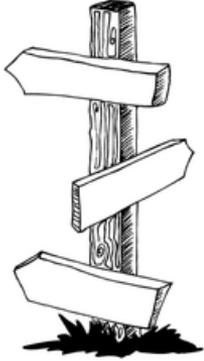
Tough Questions



- Big questions (statement) a character might ask about life.
- Examples
 - “I wonder what I should do about.....”
 - “Why is this happening?”

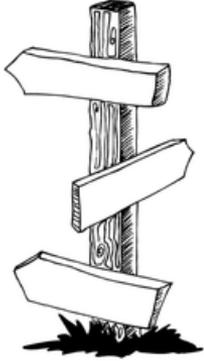
Words of the Wiser

- Older character offers the younger or less wiser character a life lesson.
- This can be considered the theme of the story.



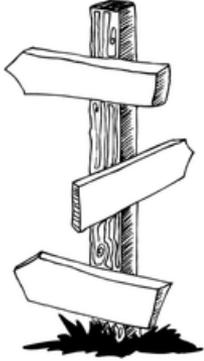
Again and Again

- Something that is repeated.
 - Image
 - Word
 - Situation
 - Event

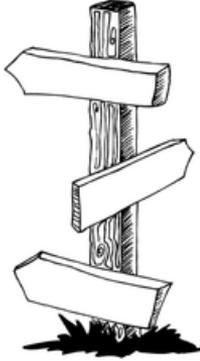


Memory Moment

Scene which causes the flow of the story to be interrupted for a memory.

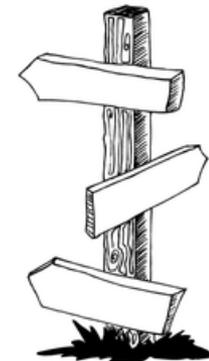


Using the Signposts



- Explicit instruction must occur for each of the signposts.
- Gradual release model
- Utilize short pieces of texts for modeling.
- Create anchor charts to post after students have learned about a signpost for them to have for reference.

Using the Signposts



Notice Note

Name _____

Book _____

SIGNPOSTS YOU MIGHT NOTICE

Contrasts & Contradictions

When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, **STOP** and ask, "Why is the character doing that?"

Aha Moment

When a character realizes, understands, or finally figures out something, **STOP** and ask yourself, "How might this change things?"

Tough Questions

When a character asks herself a very difficult question, **STOP** and ask yourself, "What does this question make me wonder about?"

Words of the Wiser

When a character (probably older and wiser) takes the main character aside and offers serious advice, **STOP** and ask, "What's the life lesson and how might it affect the character?"

Again & Again

When you notice a word, phrase, or situation mentioned over and over, **STOP** and ask yourself, "Why does this keep happening again and again?"

Memory Moment

When the author interrupts the action to tell you about a memory, **STOP** and ask yourself, "Why might this memory be important?"

Use the back to jot down page numbers of the signposts you spot.

Notice Note

WHERE I FOUND THE LITERARY SIGNPOSTS

Contrasts & Contradictions

Aha Moment

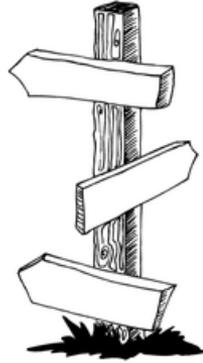
Tough Questions

Words of the Wiser

Again & Again

Memory Moment

Using the Signposts



7 Notice and Note Reading Log

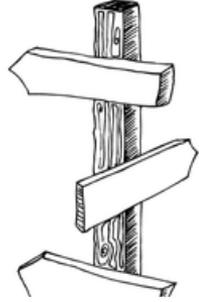
Name _____

Notice and Note Log for _____

Location	Signpost I Noticed	My Notes About It

© 2013 by Kylee Beers and Robert E. Probst from *Notice and Note* (Portsmouth, NH: Heinemann). This page may be reproduced for classroom use only.

Using the Signposts



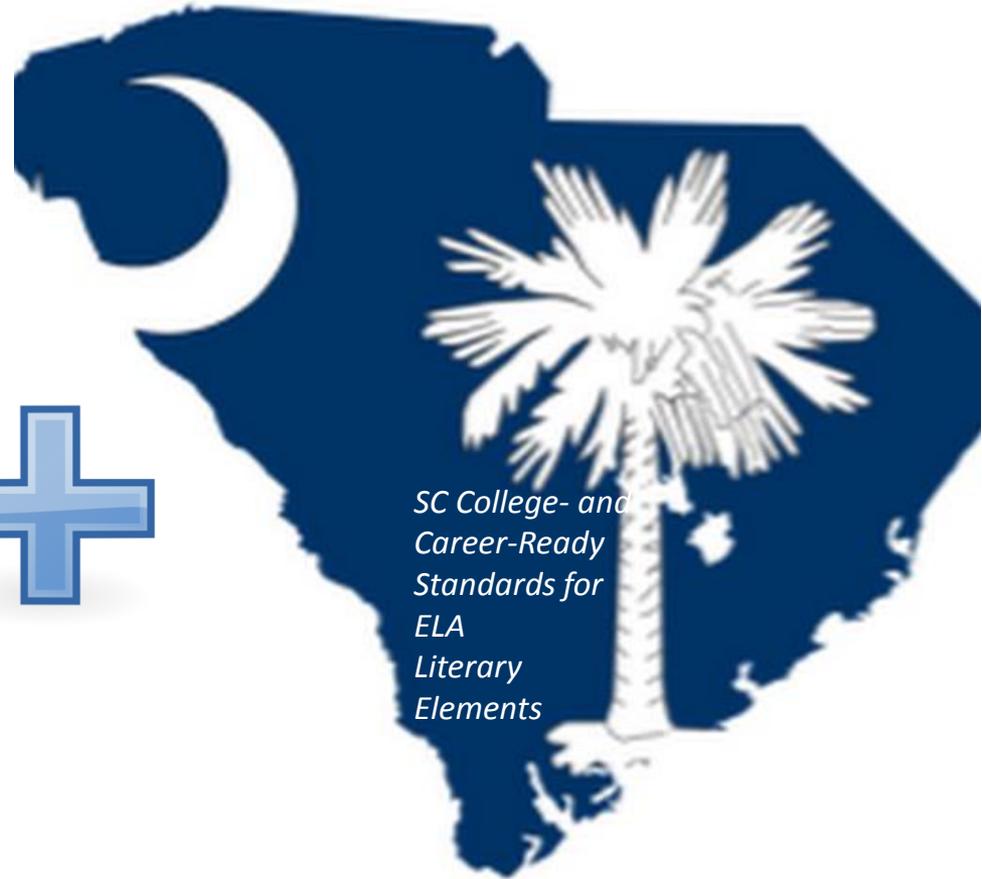
<http://www.heinemann.com/products/E04693.aspx>

Resources from the Appendix

1. Surveys
2. Rigor and Talk Checklist
3. "Huswifery"
4. Text Complexity Worksheet
5. Notice and Note Signpost Bookmarks
6. You Try It
7. Notice and Note Reading Log
8. Adaptations of Notice and Note Reading Logs
9. Notice and Note Signposts in Walk Two Moons
10. Texts for Teaching the Notice and Note Signpost Lessons
 - a. Thank You, Ma'm (for Contrasts and Contradictions) - ** Digital rights unavailable*
 - b. Excerpts from Crash (for Aha Moment) - ** Digital rights unavailable*
 - c. Excerpts from A Long Walk to Water (for Tough Questions)
 - d. Excerpts from Riding Freedom (for Words of the Wiser)
 - e. Excerpts from Hatchet (for Again and Again)
 - f. Excerpts from Hope Was Here (for Memory Moment)

Making the Connection

Sign Posts



*SC College- and
Career-Ready
Standards for
ELA
Literary
Elements*

Sign Posts Clues and Literary Elements

Contrasts and Contradictions

- *Character behaves a way we don't expect.*
- *Element is something we wouldn't expect.*

Literary Elements

- Character development
- Internal conflict
- Theme
- Relationships between setting and plot

Sign Posts Clues and Literary Elements

Aha Moment

- *“Suddenly I understood..”*
- *“It came to me in a flash...”*
- *“It hit me like a ton of bricks...”*

Literary Elements

- Character development
- Internal conflict
- Plot

Sign Posts Clues and Literary Elements

Tough Questions

- *“What could I possibly do to...?”*
- *“Never had I been so confused about...”*
- *“How could I understand why he/she...?”*

Literary Elements

- Character development
- Internal conflict
- Plot

Sign Posts Clues and Literary Elements

Words of Wiser

- *Character is off by themselves having a quiet or personal moment.*
- *A wiser figure provides advice.*

Literary Elements

- Theme
- Internal conflict
- Relationship between character and plot

Sign Posts Clues and Literary Elements

Again and Again

- *Word is repeated throughout the story.*
- *An image appears over and over again.*

Literary Elements

- Plot
- Setting
- Symbolism
- Theme
- Character development
- Conflict

Sign Posts Clues and Literary Elements

Memory Moment

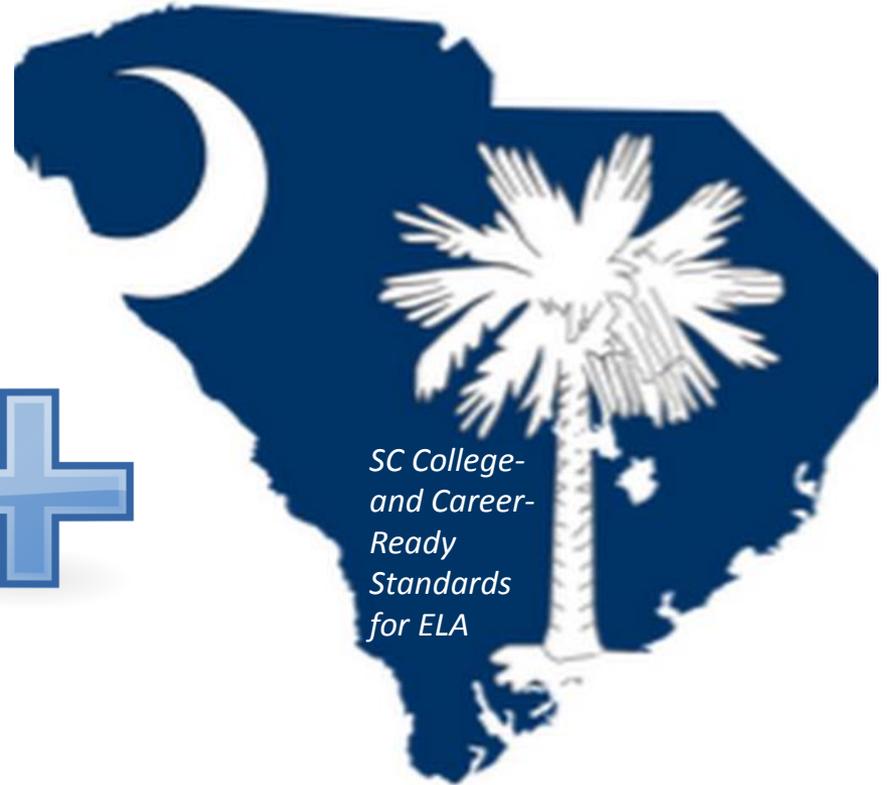
- *Ongoing flow is interrupted by a memory of something important.*

Literary Elements

- Character development
- Plot
- Theme
- Relationship between character and plot

Making the Connection

Reading-
Literary Texts



*SC College-
and Career-
Ready
Standards
for ELA*

Reading: Literary Texts

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- All sign posts

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- Contrasts and contradictions
- Tough questions
- Words of wiser
- Again and Again
- Memory Moment

Reading: Literary Texts

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

- Contrasts and contradictions
- Tough questions
- Words of wiser
- Again and Again
- Memory Moment

Reading: Literary Texts

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- All sign posts

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- Again and again

Reading: Literary Texts

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- Again and again

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

- All sign posts

Reading: Literary Texts

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- All sign posts

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

- All sign posts

Session Learning Targets

- I can explain the role of fiction in my instruction.
- I can integrate close reading and text-dependent questions into my instruction of literary texts.
- I can explain the use of sign posts as a way to have students comprehend literary texts.
- I can identify the literary elements that are associated with each sign post.
- I can make the connection between the use of sign posts and the Reading- Literary Text standards.

Wrapping it Up



Recent research shows... that reading stories can actually improve your social skills by helping you better understand other human beings.” (Oatley, 2011)

Probst and Beers (2013) state that “Children come first to reading through poetry, picture books, and stories. Narrative is their first way of making sense of the world.”

Wrapping it Up



Teaching literary texts will allow for students demonstrate world-class skills and life and career characteristics which are evident skills required for the SC Graduate.

“Literature enables us to see our world and ourselves more clearly, to understand our lives more fully.”

Contact Information

Candice M. Lowman

Middle Level ELA Education Associate

clowman@ed.sc.gov

803-791-0091

References

Beers, G. K., & Probst, R. E. (2013). Notice & note: Strategies for close reading. Portsmouth, NH: Heinemann.

Chadwick, J. A., & Grassie, J. E. (2016). Teaching literature in the context of literacy instruction. Portsmouth, NH: Heinemann.

Notice & Note. (n.d.). Retrieved May 18, 2016, from <http://www.heinemann.com/products/E04693.aspx>

Oately, K. (2011). In the minds of others [PDF document]. Retrieved from EBSCO Host Web site: <http://www.sscnet.ucla.edu/polisci/faculty/chwe/austen/oatley2011.pdf>

Signpost. 2016. In *Merriam-Webster.com*. Retrieved May 18, 2016 from <http://www.merriam-webster.com/dictionary/signpost>