

Paraeducators Providing Support to All Students in Career and Technical Programs



Literacy Strategies to Achieve Student Success

October 4, 2016 - Monroeville, PA

October 5, 2016 - Harrisburg, PA

October 6, 2016 - Morgantown, PA

Presenter: Linda Moyer

Teacher, Literacy Coach, Education Improvement Consultant

literacy.lmoyer@gmail.com

Outcomes Of Workshop:

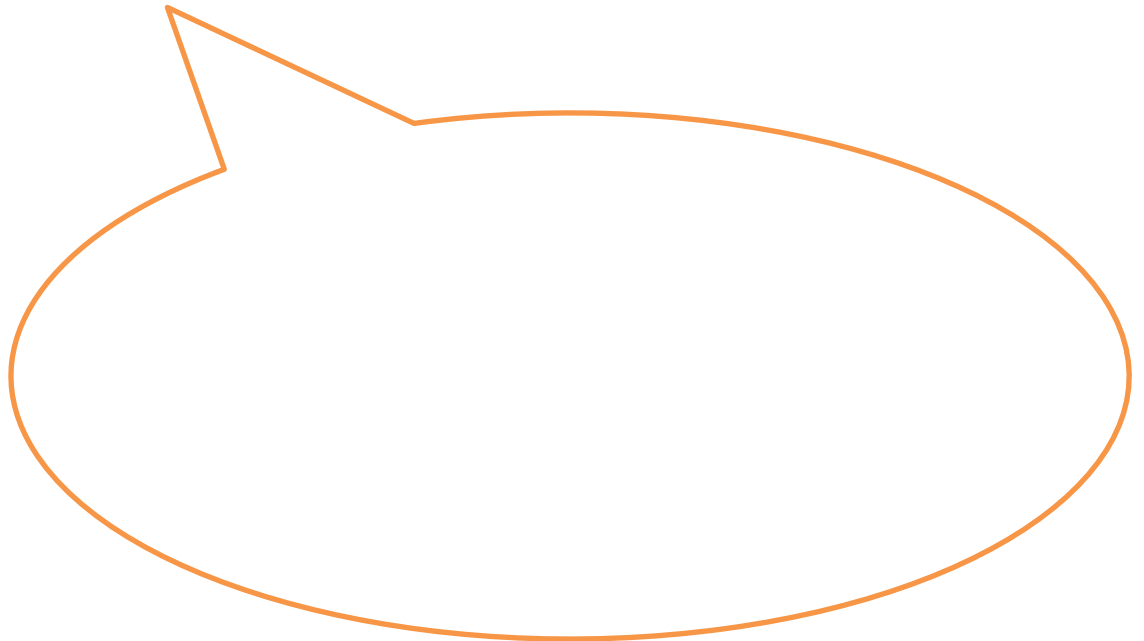
- Understand the **Changing Role** of a para-educator to support student work and success
- **Collaborate** for understanding of what good reading looks like
- **Engage students** in strategies to show growth in reading



Your role for the day...

Rethink School...

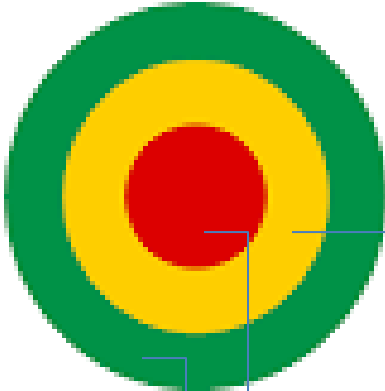
One thing that surprised you



PRODUCTIVE STRUGGLE


...Answer prompts in your notebook...

Struggle Target...



"If you are not
STRUGGLING,
you are not
LEARNING."

Carter, 2008



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Top Ten Expectations of a Great Paraeducator...

Write your list in your professional notebook

Article #1: Collaboration to Improve Comprehension

Most of us think of reading as a solitary activity. We sit in a comfy chair and dive into a good novel or pour over the latest issue of our favorite magazine. What happens though, when we find someone who has just read the same book or article: We talk about it! We love to talk about! Book clubs are growing in popularity because readers love to talk about what they are reading and to learn from each other. The same is true of kids. When students are given time to talk about what they are reading, they can increase their understanding of the text. Given good collaborative reading strategies, students often find that their enjoyment of, and skill with, texts can increase as well.

Students learn by interacting with others in the classroom, by generating and asking questions, and by discussing their ideas, but this collaboration also provides an opportunity for the speaker to deepen his or her understanding of an idea or topic. Well known literacy expert, Judith Langer notes that in schools where students outperform expectations, learning to communicate is a social activity with a depth of complexity of understanding that results from skillful conversation and interactions with others.

When struggling readers are grouped with stronger readers, they are provided with good models and help. Struggling readers can hear how good readers interact with the text and begin to understand the thinking that is involved in making meaning of text. If the reading is done out loud, the struggling reader can hear what fluent reading sounds like (from one another and the teacher). More importantly, when students work together to interact with a text, they begin to negotiate meaning. They come to understand that there are often multiple interpretations of a text and they begin to challenge each other's ideas about the meaning.

Class discussions-large group, small group or online group-are chances for students to compare their thinking with others. Teachers can provide support during group discussion by moving from group to group, modeling questions and comments that deepen their thinking and encouraging the use of challenging questions that cause students to think deeply. As students begin to teach one another, they assume more responsibility for their own learning and for the learning of others in the classroom.

Article #2: Reading Complex Text

Most students will tell you that reading comprehension tests are difficult. Why? Because the lengthy passages require you to stay focused! In order to stay awake and to concentrate, you must remember an important rule: Stay engaged with the text. In other words, interact with the passage in front of you. Here's how:

First, write on the passage. Underline information that you think may be important. Underline transitional or signal words such as *however*, *therefore*, *since*, *nevertheless*, and *above all*. Circle words that are unfamiliar to you. Put stars next to examples the author provides. Make brief notes in the margins about the author's purpose, point, and attitude. Writing on the passage serves three important purposes. It helps you to make more sense of what you're reading; it helps you to remember what you've read; and it helps you to stay tuned in while you're reading!

The second way to stay engaged with the text is to keep a conversation going in your head while you're reading. Go ahead. No one else will know. Talk back to the author of the passage. Ask him or her questions like "What points are you trying to make?" or "Why did you describe the situation that way?" Make accusations like "Wow, you obviously don't like this character very much." or "Well, I can tell you think global warming is nothing but a scam." Get inside the author's head by saying "You're trying to be sarcastic, aren't you?" or "Oh, I see where you're going with this example." These conversations may feel awkward at first, but good readers have them all the time. They help you to think like the author (which means you'll have an easier time answering the questions), and they help you to (once again) stay tuned in to the reading.

Article #3: Scaffolding Content

There are multiple paths babies take when learning to walk. Some babies skip crawling altogether and cruise from object to object. Others use the support of a bouncy chair or walker, or take tentative steps holding the hands of a loving adult. The age at which children are ready to walk varies, as does the process that helps them get there. Over time, with the addition and subsequent removal of the right supports at the right moments, most kids gain confidence, stability, strength, and independence and learn to walk with ease, grace, and automaticity.

Scaffolding is the term used to describe the supports provided to students to help them learn a new concept or skill when it is first introduced. Scaffolds help move students from what they can do now to what they will be able to do later. Like a walker, scaffolding is introduced when students need support and removed as soon as it's no longer necessary, so that students' mastery and independence increase over time.

Effective scaffolding is both an art and a science-- it demands that teachers have a deep understanding of students' strengths and needs as well as a clear vision of what mastery and independence look like. When teachers introduce scaffolds, they are building on what students can do independently now to help them gain more independence down the road.

Scaffolds can take many forms, and the selection of appropriate scaffolds depends in large part on the nature of the content and the needs of the students. The following are examples of common scaffolds that can be used to support student understanding:

Since student outcomes in CTE classrooms look different than in traditional classrooms, scaffolding needs to look different too. While CTE teachers and students are working to build knowledge and understanding of standards-based content and skills, they are also working to build broader success skills through the project process, such as critical thinking/problem solving, collaboration, and self-management. As teachers design and facilitate projects, they need to think carefully about how to scaffold process skills in addition to scaffolding students' acquisition of core content.

Luckily, scaffolding strategies are versatile and power-packed tools -- like the Swiss Army knives of teaching. The art of scaffolding requires that teachers plan thoughtfully before launching a project and respond flexibly to student needs as the project progresses. With practice and reflection, CTE facilitators get better at designing the specific supports that will best meet their students' needs.

Just as though they are helping babies learn to walk, facilitators learn to identify the moments when supports are appropriate, and the moments when it's time for the supports to be removed. As students encounter new challenges, they may need new types of scaffolds, but the goal is always the same: ever-expanding independence, confidence, and mastery.

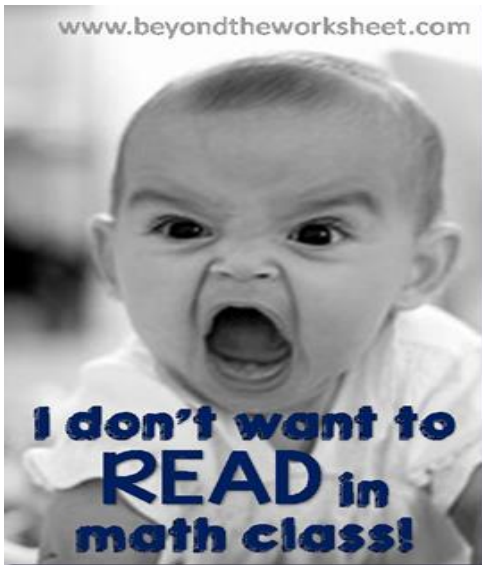
Meet Our Readers



Characteristics of a “Non-Reader”



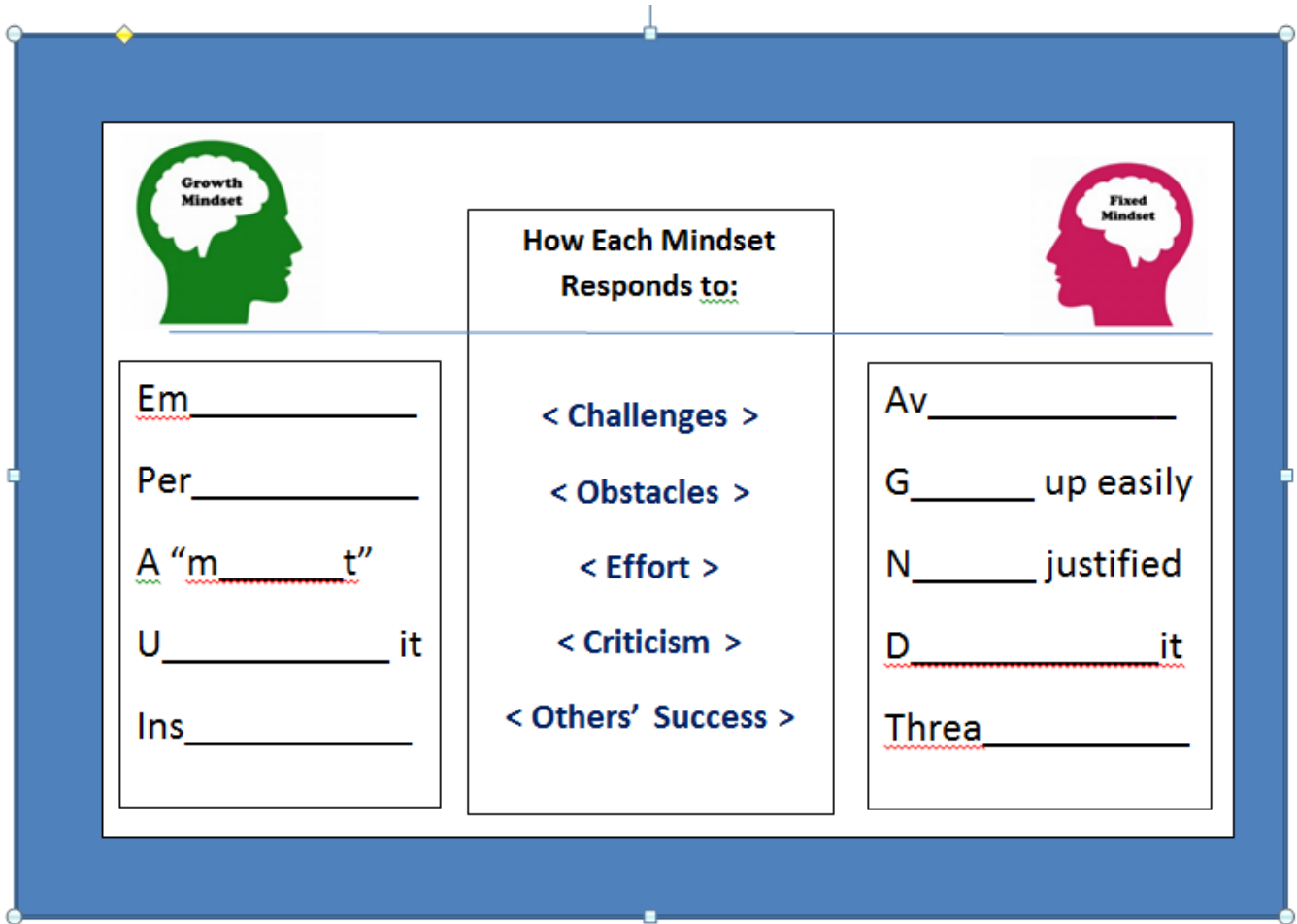
Characteristics of a “Word Caller”



Characteristics of “Turned-Off Reader”

What Do Good Readers Do?

Write a your list in your notebook.



Prior Knowledge...Schema



Take your best guess....
 What is this topic about?

The Big 10: Skills of Highly Effective Readers

<i>BEFORE READING</i>	
<i>Activating and Building</i> background knowledge	<ul style="list-style-type: none"> • What do I already know about this topic? • What experiences have I already had? • What are the gaps in knowledge that need to be filled before reading?
<i>Previewing and Predicting</i>	<ul style="list-style-type: none"> • What do I think this text will be about? • What type of text will I be reading and how is it organized? • What do I think will happen? • What do I think I will learn? • What questions do I already have before reading?
<i>Setting</i> a purpose	<ul style="list-style-type: none"> • Why am I reading this? • What am I expected to do with what I learn? • Based on my purpose, which strategy will work best for me?
<i>DURING READING</i>	
<i>Monitoring</i> comprehension	<ul style="list-style-type: none"> • Do I understand this? • Am I paying attention to it? • If I'm not getting it, what can I do to clarify the meaning?
<i>Questioning</i> the text	<ul style="list-style-type: none"> • What does this mean? • Are my predictions correct? • How are my questions being answered in the text?
<i>Searching</i> out meaning of key terms	<ul style="list-style-type: none"> • Do I understand the meaning of the key terms? • Can I use context clues to find the meaning of key terms I don't understand? • Where can I find the meaning of key terms I don't understand? • How can I note the meaning so I'll remember it?
<i>Visualizing/Organizing</i> essential information	<ul style="list-style-type: none"> • What pictures do I see in my mind as I read? • Where does the new information fit in my organizational pattern?
<i>AFTER READING</i>	
<i>Connecting</i> new and old understandings	<ul style="list-style-type: none"> • How does the new information fit with what I thought before reading? • How will my thinking about this topic change?
<i>Summarizing</i> the text	<ul style="list-style-type: none"> • How can I paraphrase the text? • What is essential information in the text and what is non-essential detail?
<i>Applying</i> knowledge from the text	<ul style="list-style-type: none"> • How can I use the information in the text? • What will I do with my new understanding?

The Harris Family

The Harris family's house is the fourth house from the corner on a tree-lined street in a beautiful suburban neighborhood. The Harris's front lawn is lined with carefully maintained topiary bushes and a variety of flowering plants. The backyard has one large willow tree and three Magnolia trees. There are also many different flowering bushes planted back there. There is one main front door and one main back door to the Harris home. Both doors open with either a key or a keypad. There is another keypad to enter the home through the garage, as well. The Harrises rarely double-lock their front or back doors. They do have a built-in alarm system, but they only activate it at night before they go to sleep. The home is completely empty during the day when the Harrises are at work and the children are at school. The Harrises keep an extra door key hidden in one of the flower pots on the front porch in case the children forget their house keys.

The Harris family has a very busy yet predictable schedule. Mr. Harris leaves for work every morning at 7 AM. Mrs. Harris sees the children off on the school bus at 7:15, and is out the door by 8 AM to go to work herself. Both Mr. and Mrs. Harris get home from work at 6 PM. The Harris's children, Colin age 9, and Samantha age 12, get home from school at 3 PM. Since Samantha is now 12, they no longer need a babysitter and the kids stay home alone for from 3 to 6 every day. During those three hours none of their close neighbors are home, and the street is relatively quiet. Samantha often leaves the back door unlocked so her friend from the neighborhood can come over and play whenever she likes. The Harrises have an English bulldog named Duke. Duke growls and barks when strangers come near the house, but he loves watermelon, and will trust anyone who gives him a piece of the fruit.

The interior of the Harris home is designed like a typical Colonial home. There is a large center entryway with a staircase leading to the second floor of the home. The first floor has a formal dining room, a sitting room, a large living room, and an eat-in kitchen. The second floor of the home has four bedrooms. The master bedroom has a bathroom connected to it, which is where Mrs. Harris keeps all of her everyday jewelry in an unlocked jewelry chest. There is a safe with a lock on it located in the laundry room in the second floor hallway, which is where the Harrises keep other valuables. The Harrises appreciate the finer things in life, and they own several valuable pieces of original artwork, as well as fine china and a full set of silver, all of which they keep in their kitchen.

The Harris family is typically very happy, and they love their home and their neighborhood. They wish that their yard had more color, and they especially like yellow flowers that bloom all summer long. Beyond that, they find that they have no complaints about their current living situation.



The pool at the Harris Family House

READING IS A COMPLEX SKILL

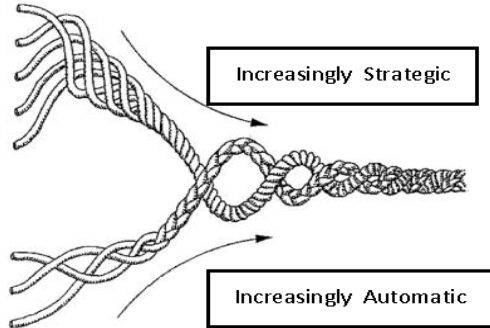
Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition.



Skilled Reading:
Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough (2001)

Previewing the Text

- Build prior knowledge
- Gather information to connect or make predictions
- Purpose of the text: inform, explain, teach, describe, persuade, entertain



This particular strategy is used to increase comprehension and build communication and writing skills. Using the template below will give you and the student an understanding of the value of this tool.

Text Feature	What it Does
Headline	Tells in a few words what the article is about
Subtitle	Summarizes the article in a sentence or two
Subheading	Organizes the article into parts and gives clues about what's to come
Caption	Give information about a picture
Byline	Names the writer of the article
Vocabulary	Introduces technical language
Pictures	Pictures tell a 1,000 words that you do not have to read
Statistics/Graphs	Related information to the topic. Do you know how to read this information?
Skills	Identifies hands-on tasks that will be learned
Safety	Provides important information related to the topic
Questions	Set a purpose for reading and identifies important points of the chapter
Introduction	Provides the setting and the background information for the chapter
Summary	Gives a framework for prior knowledge and helps sort small details from important events or ideas

Interactive Reading Guide

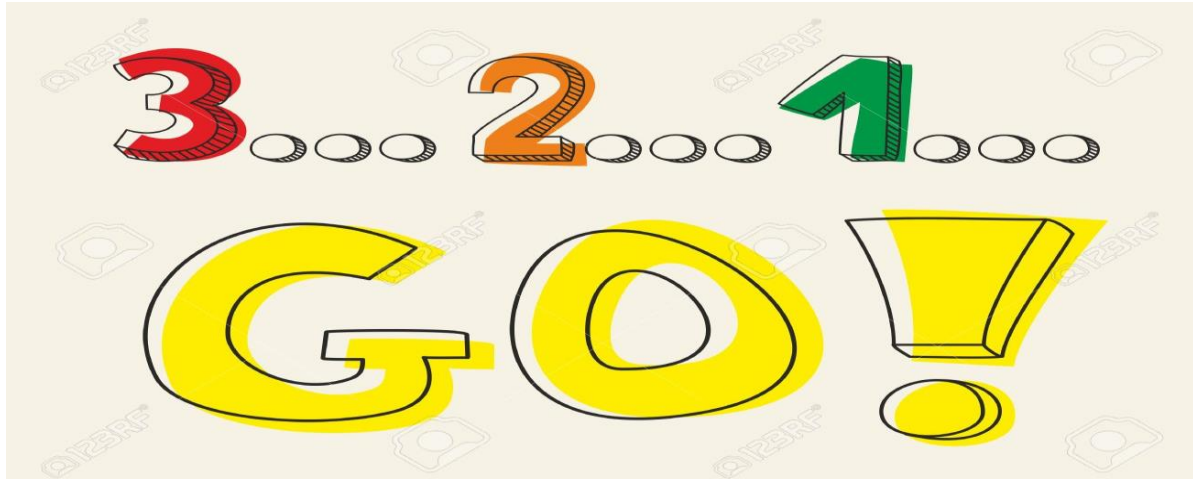
Book Title/Chapter/Page numbers _____

Before-Get Ready to Read	
<p>Preview the Text</p> <ul style="list-style-type: none">• Title• Headings• Captions• Themes• New vocabulary <p>Question the text Make predictions Set a purpose</p>	
During-Read Actively	
<p>I wonder why... What caused... I think... This is similar to ... This is important because... What do they mean by... What I find confusing is... What will happen next is... I can relate to this because... This reminds me of... As I read, I keep want to ask...</p>	
After-Summarize and Connect	
<p>Important ideas are... These are important because... What comes next ... The author wants us to think... At this point, the article is about... I still don't understand... What interested me most was... The author's purpose here is to...</p>	
<p>Identify three of the most important events in the section you read today. Explain why they are important to the text.</p>	

Weekly Reading Planner

Student Name _____ Topic _____

Day/Date	Example Activities	Activity/Strategy to Engage Student with Text
Monday _____	<ul style="list-style-type: none"> • <i>Preview the Text</i> • <i>Read the Text</i> • <i>Read for a Purpose</i> 	
Tuesday _____	<ul style="list-style-type: none"> • <i>Re-Read the Text</i> • <i>Engage student in vocabulary content</i> • <i>Render the Text</i> <i>Highlight one sentence, one phrase, one word</i> 	
Wednesday _____	<ul style="list-style-type: none"> • <i>Re-Read the Text</i> • <i>Use a Graphic Organizer to map out understanding</i> • <i>Paraphrase</i> • <i>Inference (reading between the lines)</i> 	
Thursday _____	<ul style="list-style-type: none"> • <i>Re-Read the text</i> • <i>Visualize the text: draw a picture to understand the text</i> • <i>Use a graphic organizer to map understand of text</i> 	
Friday _____	<ul style="list-style-type: none"> • <i>Re-Read the Text</i> • <i>Identify key words</i> • <i>Summarize verbal or written</i> 	



3 *Ways I can engage learners...*

1.

2.

3.

2 *Strategies I want to use with struggling readers...*

1.

2.

1 *New concept I learned about my role as a paraprofessional...*

1.