Reading4Life @your library®

Making the Case
for Teaching/Coteaching
Reading Comprehension Strategies

For Fayette County Elementary School Library Media Specialists
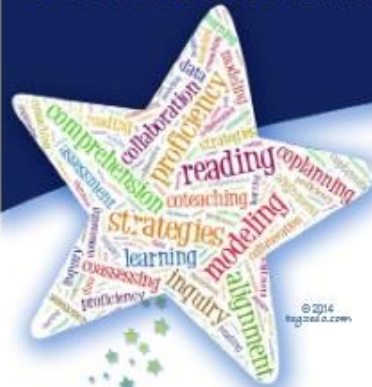28 July 2016

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http://storytrail.com

http://tinyurl.com/aaslreadinginfog

Objectives:

At the end of this workshop, you will be able to:

- Define cooperation, coordination, and collaboration.

- Cite the benefits of classroom-library collaboration to students and educators.

- Define seven reading comprehension strategies and practice teaching them.

Objectives:

At the end of this workshop, you will be able to:

- Align reading comprehension strategies with AASL's *Standards for the 21st-Century Learner* and inquiry learning.

- Deconstruct a lesson plan.

- Identify strategies for practicing coteaching as job-embedded professional development.

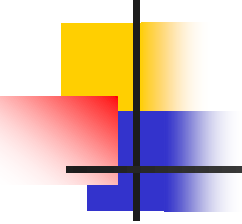**Card-carrying Instructional Partner**

Disclaimer

Think...

about preparing for an individual, potluck, or planned and shared party

What different considerations do you have if you are:

- eating a meal at home alone?

- bringing a dish to an unplanned potluck?

- bringing veggies because someone decided all the people whose last names begin with A-D will bring veggies?

Padlet:

http://tinyurl.com/slmsccc

- Cooperation

- Coordination
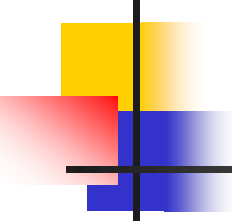
- Collaboration

QR Code created at unitag.io

Role Play

- 5th-grade Classroom Teacher
- Civil War Heroes
- Research Project
- Poster Product

- Three Scenarios – cooperation, coordination, and collaboration

Classroom-Library Collaboration
is like planning, cooking, eating together at a special party – and cleaning up together! It involves…

collaborating with others to determine a theme (**goals and objectives**),

date, time, and location (**scheduling**),

sequence of events (**lesson or unit plan**),

means to document the party (**learning artifacts or exam**),

and feedback from party-goers (**assessment**) for the food, decorations, music, activities, and more?

Coplanning Questions:

- Why are we asking students to engage in this learning experience? **Goals/Standards**

- What do we want the students to learn? **Student Learning Objectives**

Coplanning Questions (continued):

- In what specific learning experiences do we want students to engage? Who will be primarily responsible for each? **Learning Tasks/Responsible Educator(*s*)**

- How will students communicate what they learned? **Learning Process/Products**

Coplanning Questions (continued):

- How will students/we assess their learning? **Assessment Criteria/Tool(s)**

- How will assess the effectiveness of our teaching? **Assessment Criteria/Tool(s)**
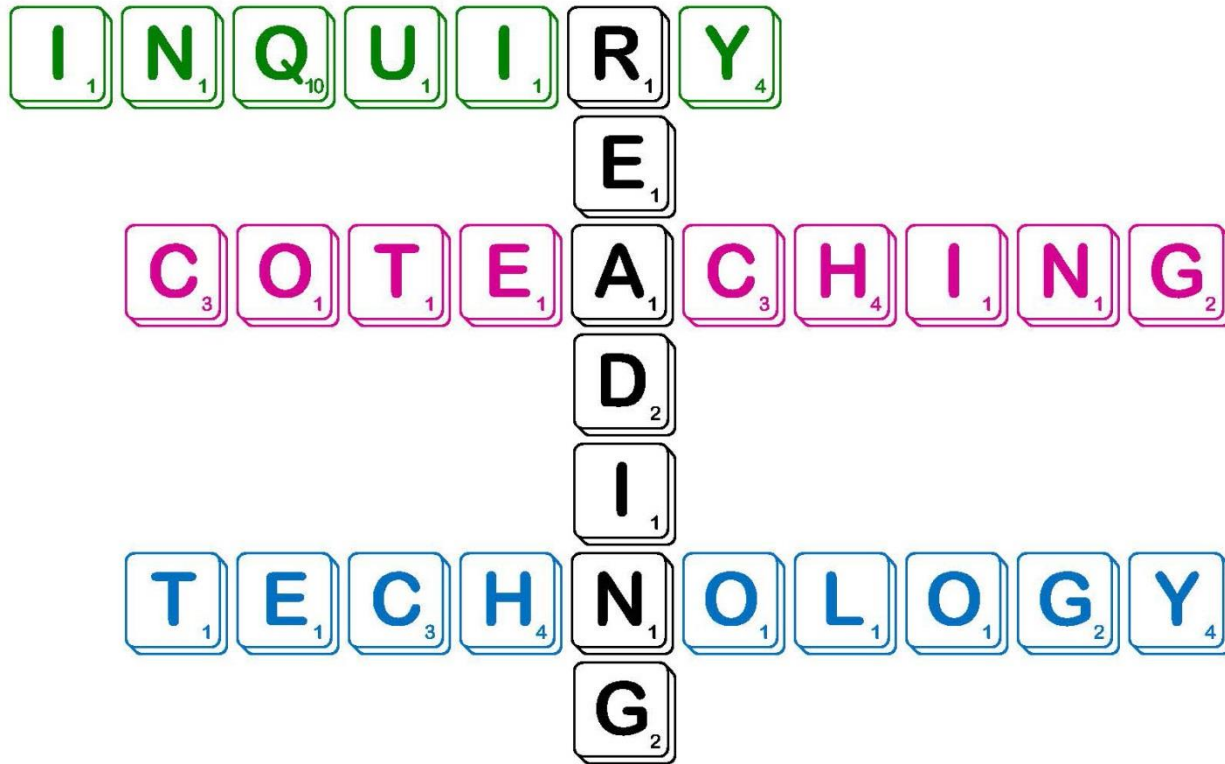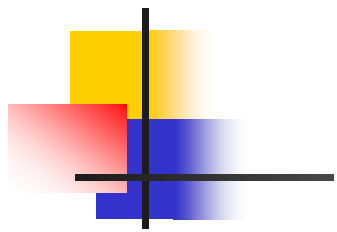
If students cannot make sense of text,

can they become information literate

lifelong learners?

AASL's
School Librarians Role in Reading Toolkit

"To this end, school librarians **model and collaboratively teach reading comprehension** strategies: assess and use background knowledge, pose and answer questions that are appropriate to the task, make predictions and inferences, determine main ideas, and monitor reading comprehension as well as the learning process."

http://www.ala.org/aasl/advocacy/tools/toolkits/role-reading
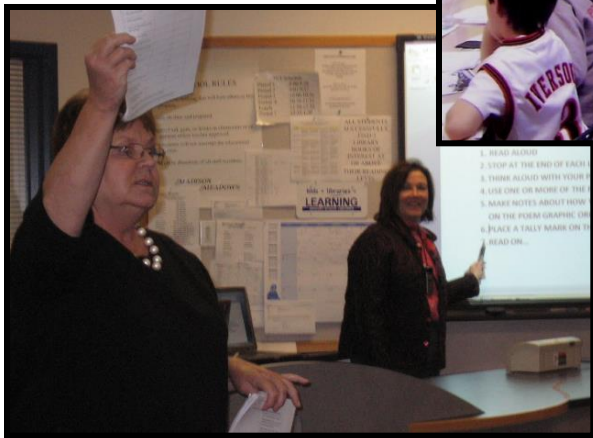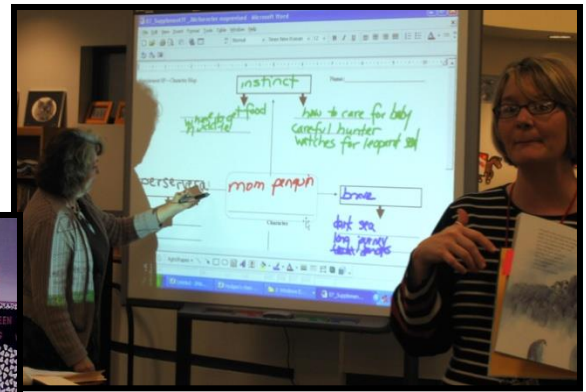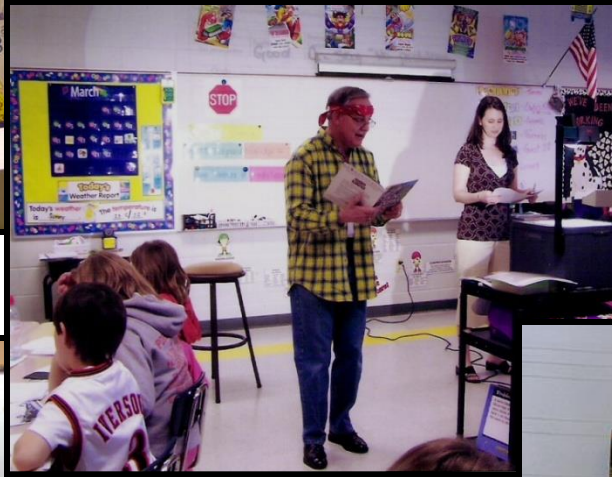
All of photographs, examples, and testimonials used in this presentation were provided by classroom teachers and school librarians who cotaught lessons from *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Moreillon 2007). All images and testimonials are used with permission.

How could this coteaching strategy benefit you, your teachers, and your students?

- Center Teaching: Educators provide reading or writing conferences with individual learners or small groups.

How could this coteaching strategy benefit you, your teachers, and your students?

❑ Parallel Teaching: Educators model the learning tasks with small groups.

How could this coteaching strategy benefit you, your teachers, and your students?

- Parallel Teaching: Educators model the learning tasks with small groups.
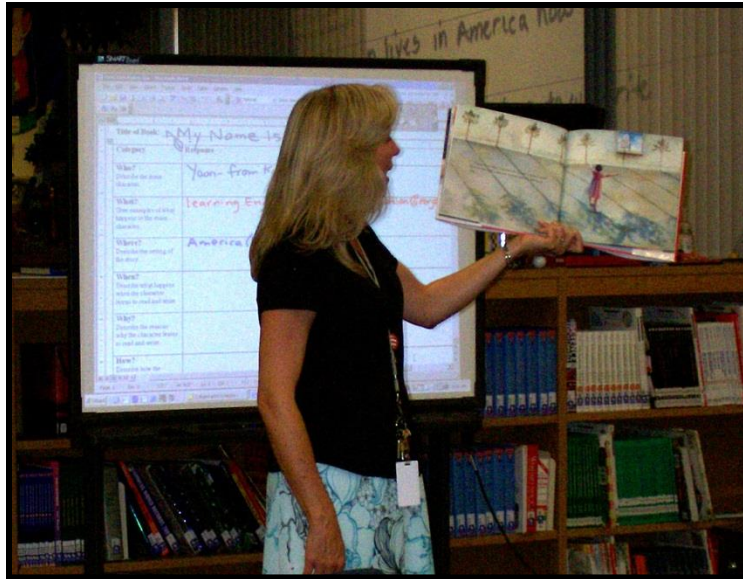
How could this coteaching strategy benefit you, your teachers, and your students?

- Alternate teaching: Small group work for students who missed instruction or need additional support.

How could this coteaching strategy benefit you, your teachers, and your students?

❑ Team Teaching: One educator reads a text; the other records students' ideas.

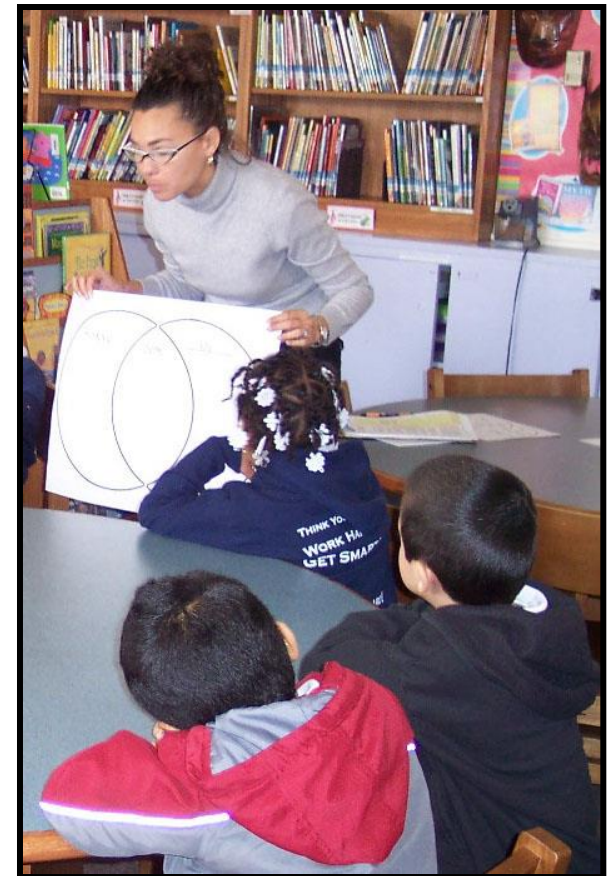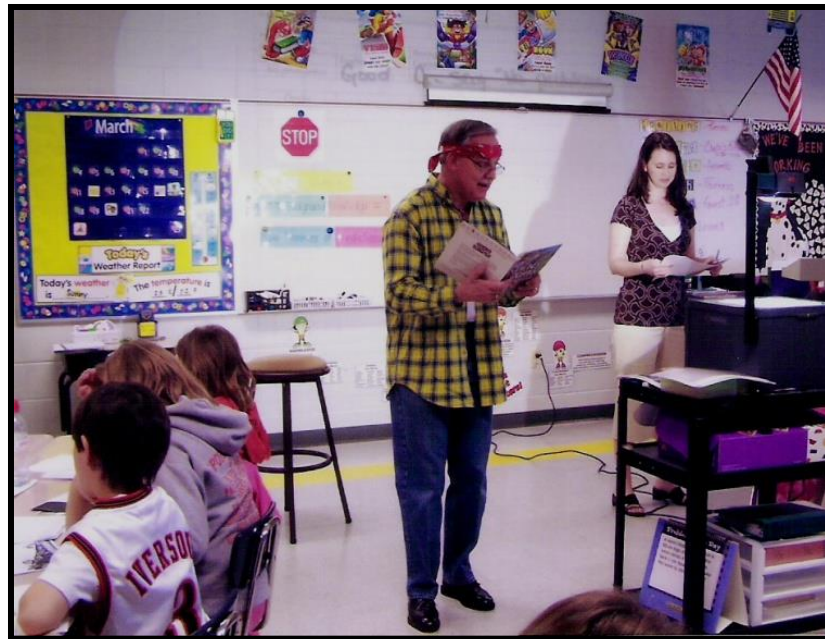# How could this coteaching strategy benefit you, your teachers, and your students?

❑ Team Teaching: Educators provide think-alouds with the goal of showing a diversity of responses.

How could this coteaching strategy benefit you, your teachers, and your students?

- Team Teaching: Educators demonstrate cooperative learning, discussion procedures, and debating techniques.

How could this coteaching strategy benefit you, your teachers, and your students?

❑ Educators jointly monitor small group or independent practice.

What is Evidence-based Practice?

Conscientious, explicit, and judicious use of current research to inform instructional practices
(Todd 2007).

- Evidence **FOR** practice – synthesize research (the information base for our profession) - summative test data

- Evidence **IN** practice – locally-produced data-generated practice – formative assessments

- Evidence **OF** practice – outcomes, subsequent instructional decisions

The National Assessment of Education Progress (NAEP)

Why?

reported that in 2015 more than **one-third** of fourth-graders performed at or above the **proficient achievement** level in **reading**. The average reading score for fourth-grade students is not significantly different when compared to 2013 scores. Proficient at fourth grade ranged from **18 percent for African American students to 57 percent for Asian American students**.

The Metaphor of the Elephant
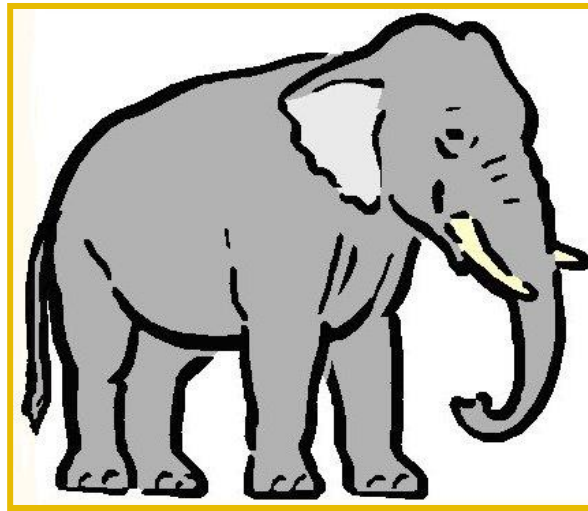
Reading Comprehension Strategies

The Metaphor of the Elephant
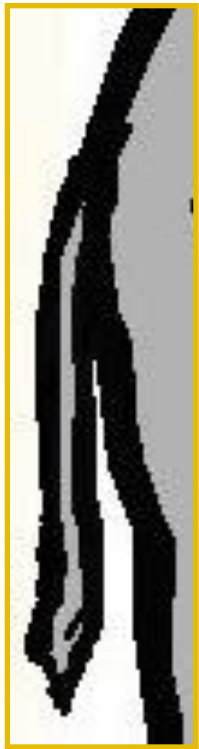
Activating and Building Background Knowledge

- **Text-to-self**

- **Text-to-text**

- **Text-to-world Connections**

The Metaphor of the Elephant

Using Sensory Images

Engage all five senses in "visualization"

The Metaphor of the Elephant

Questioning

• Monitor comprehension through questioning

• Question the text and the author

The Metaphor of the Elephant

Making Predictions and Drawing Inferences

- **Propel through the text**

- **Interpret text and make meaning**

The Metaphor of the Elephant
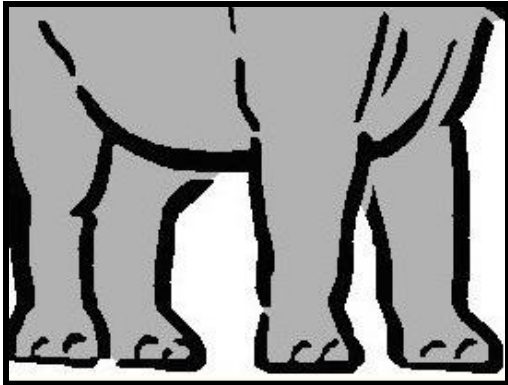
Determining Main Ideas

• **Sorting and prioritizing**

• **Main ideas and supporting details**

The Metaphor of the Elephant

Using Fix-up Options

16 ways for readers to regain comprehension

The Metaphor of the Elephant
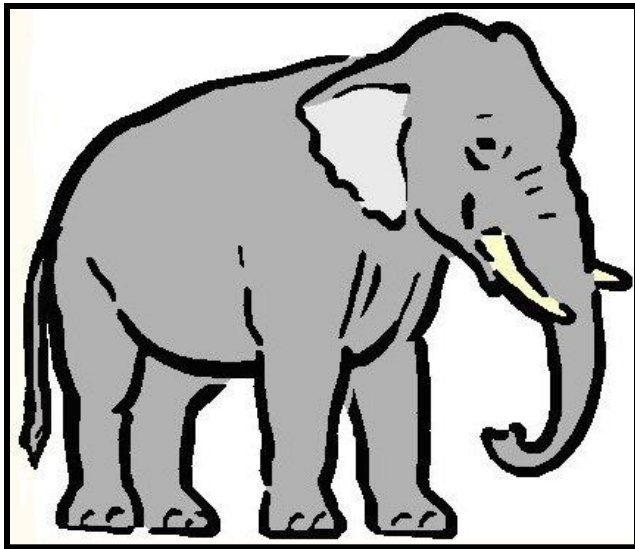
Synthesizing

Making meaning from multiple resources

Education N

70% Need Remediation

According the "Reading Next" adolescent literacy report to the Carnegie Corporation "[s]ome 70 percent of older readers require some form of remediation [in reading]. Very few of these older struggling readers need help to read the words on the page; their most common problem is that they are not able to comprehend what they read."

If a solid majority of secondary students can benefit from reading comprehension instruction, what does providing "intellectual access" mean for school library programs today?

Embedding reading comprehension strategies in content-area curriculum lessons is one way to ensure that students have opportunities to develop these strategies and reach higher levels of proficiency level in reading.

Biancarosa, Gina, and Catherine E. Snow. *Reading Next—a Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York*. 2nd ed. Washington, DC: Alliance for Excellence in Education, 2006. Print.

Using Fix-up Options:

Read the Signs

Animoto Video

Fast Side

https://animoto.com/play/0z9oyTxo5TJN5nJw12Ct1Q

"No News, or That's What Killed the Dog"

Activating/Building Background Knowledge

- Gossip
- Marital Relations
- Train Platforms
- Rural Homes

Using Sensory Images

- Sound of the train
- Smell of burning flesh
- Candles around the coffin
- Fire shooting up the wall

"No News,
or That's What Killed the Dog"
Questioning

- Didn't Lola communicate with anyone while she was gone?

- Wasn't this story in a newspaper? Was she totally out of touch?

- Why didn't Lila contact her?

"No News,
or That's What Killed the Dog"
❖ **Making Predictions and Inferences**

- Husband
- Friendship

■ **Determining Main Ideas**
- Friendship
- Gossip
- Marriage
- When gossiping, consider what's important to the listener.

"No News,
or That's What Killed the Dog"

❖ Using Fix-up Options

- Repeating sequence
- Redefine purpose

■ Synthesizing

- Ending
- Did the gossiper get what was coming to her?

It's true!

Readers who learn how and when to use reading comprehension strategies are more effective users and producers of ideas and information.

Inferences:

- ❖ **Reading is more pleasurable for them than it is for inefficient, non-strategic readers.**
- ❖ **They may choose to read for enjoyment as well as learning.**

Coteachers: Step Out of the Box - Together!

FEBRUARY 17, 2013

02:41   360p

Like   Be the first of your friends to like this.

BY
Judi Moreillon

ABOUT

When educators step out of the box to coteach, they can improve learning and teaching in their schools for the benefit of all. Together, school librarians and classroom teachers have opportunities to coplan and coteach dynamic lessons that help students develop literacy and critical thinking skills and apply creativity as they use ideas, information, and technology tools. In the process, educators develop their own teaching proficiency and have fun!

http://tinyurl.com/jmctsobt

Reading Comprehension Strategies

School Librarians as Instructional Partners

Some of the Fix-Up Options

- Activating Background Knowledge
- Visualizing
- Drawing an Inference
- Using text features

Process

- Reread.

- Stop and think.

- Talk aloud with your partner(s).

- Mark your organizer.

- Read on.

Part Four: Time and Eternity XXVII

- Because I could not stop for Death,
  He kindly stopped for me;
  The carriage held but just ourselves
  And Immortality.

- We slowly drove, he knew no haste,
  And I had put away
  My labor, and my leisure too,
  For his civility.

We passed the school, where children strove

At recess, in the ring;
We passed the fields of gazing grain,
We passed the setting sun.

Or rather, he passed us;
The dews grew quivering and chill,
For only gossamer my gown,
My tippet only tulle.

We paused before a house that seemed

A swelling of the ground;
The roof was scarcely visible,
The cornice but a mound.

Since then 'tis centuries, and yet each
Feels shorter than the day
I first surmised the horses' heads
were toward eternity.

Question to Ponder

How can a close reading
reading comprehension strategy lesson
become motivation for an inquiry unit?

Examples from:
Coteaching Reading Comprehension Strategies in Elementary School Libraries
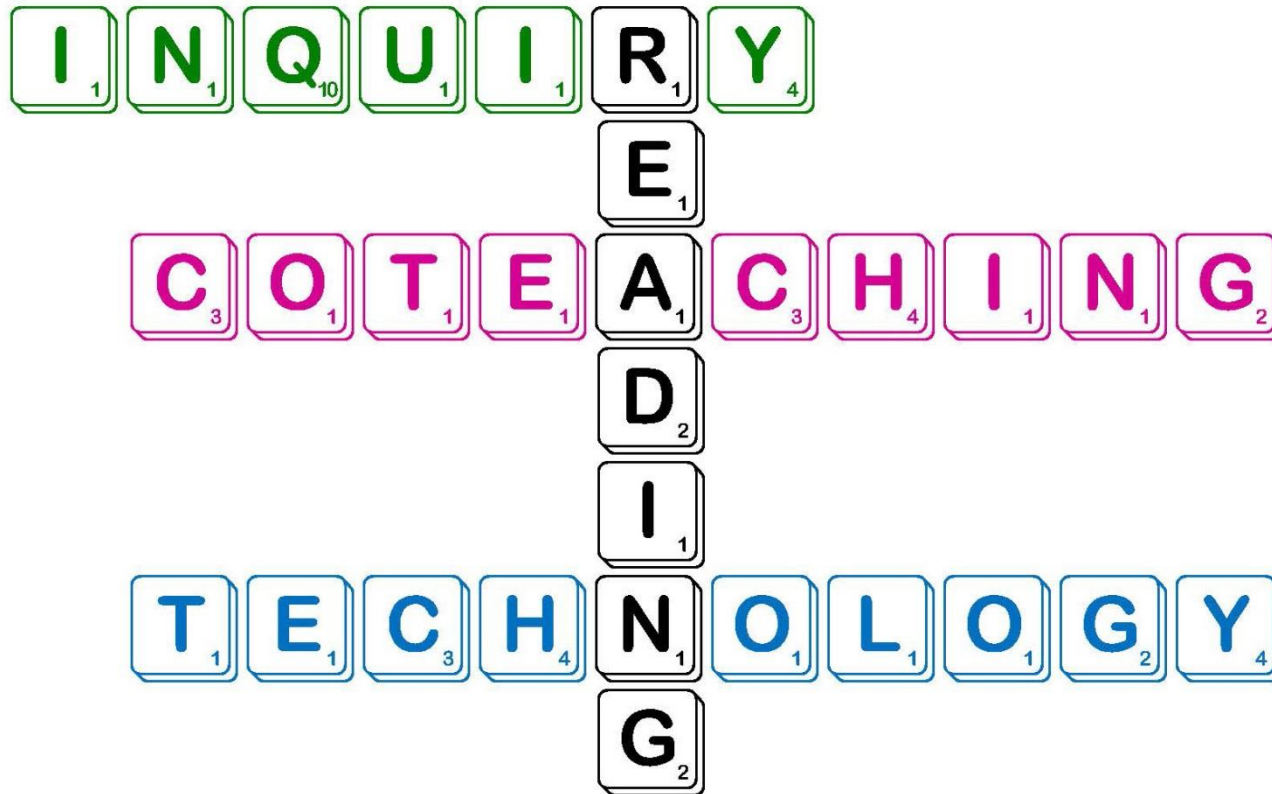
Aligning our work to improve student outcomes and support classroom teacher colleagues in achieving their priorities for student learning.

Standards, Processes, and Applications

- Sit in **groups** of three or four.
- **Shuffle and deal** the puzzle parts.
- **Take turns** reading each puzzle part.
- Determine a **keyword or phrase**.
- **Discuss** as a group in which column this piece fits.
- Place the piece **on the board** under CCRS, AASL Standards, Inquiry, Reading Comprehension, or Applications.

Inquiry Learning and Reading Comprehension Strategies

Inquiry	Reading Comprehension Strategies
Motivation/Negotiation (Open/Immerse/Explore)	Activating or Building Background Knowledge
Plan/Formulation	Questioning
Investigation	Determining Main Ideas
Construction	Making Predictions and Drawing Inferences
Presentation	Synthesizing
Evaluation/Reflection	Defining/Refining the Purpose for Reading
Based on Kuhlthau, Maniotes, and Caspari (2012) and the Stripling Model (2007)	

Standards, Processes, and Applications

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" Hi, My Name's Joe!"

Text-to-self Connections
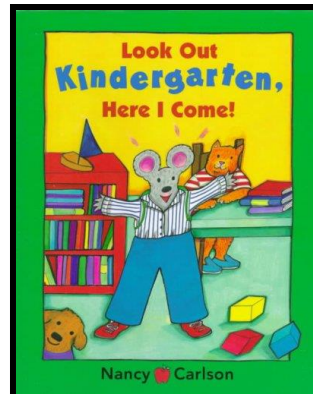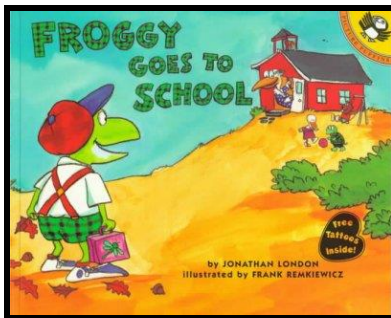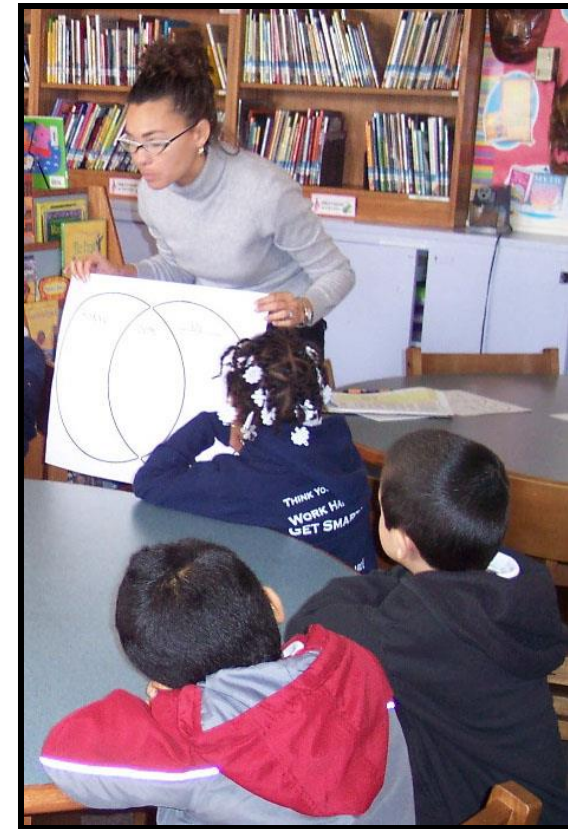
Text-to-text Connections
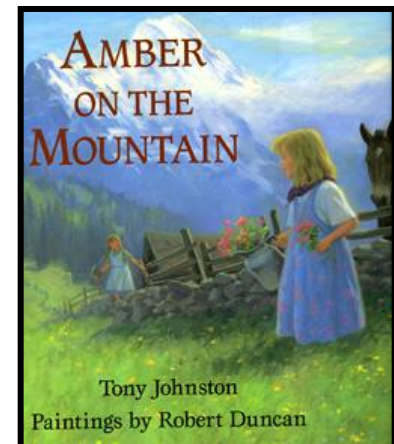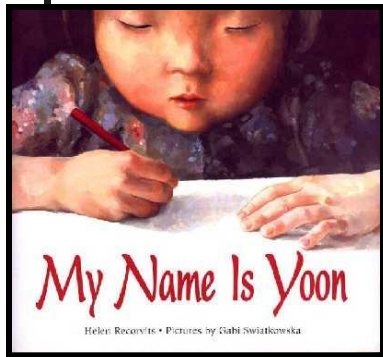
Text-to-World
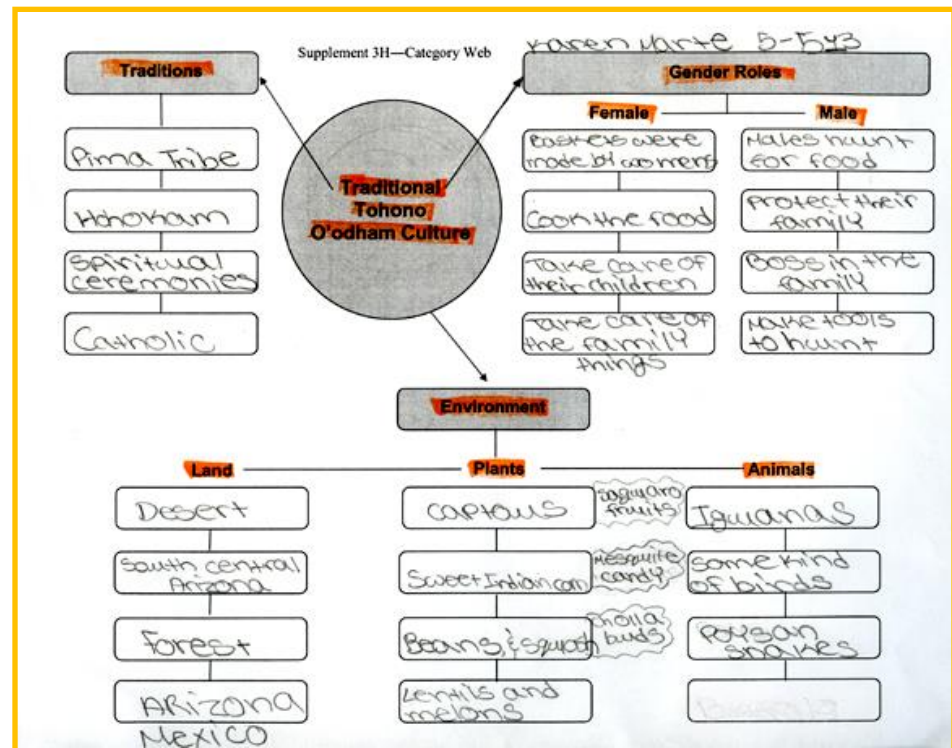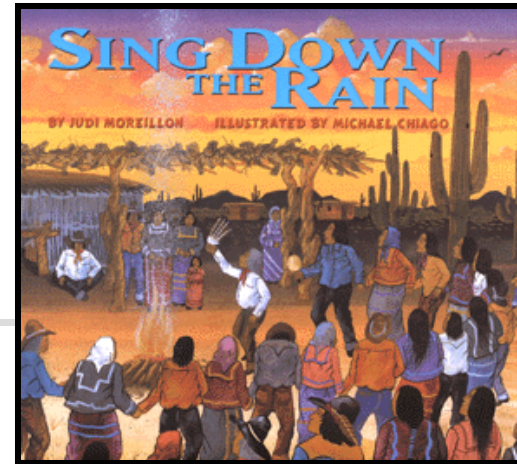
Plan/Formulation

- Skills that are necessary for this step
    - Questioning
    - Broadening or narrowing questions
    - Demonstrating curiosity and flexibility

- How does this relate to reading comprehension strategies?

Questioning

Questioning

People We Should Know

Amelia Earhart

WEEKLY READER

People We Should Know

Eleanor Roosevelt

WEEKLY READER

AMELIA AND ELEANOR GO FOR A RIDE

BY PAM MUÑOZ RYAN · PICTURES BY BRIAN SELZNICK
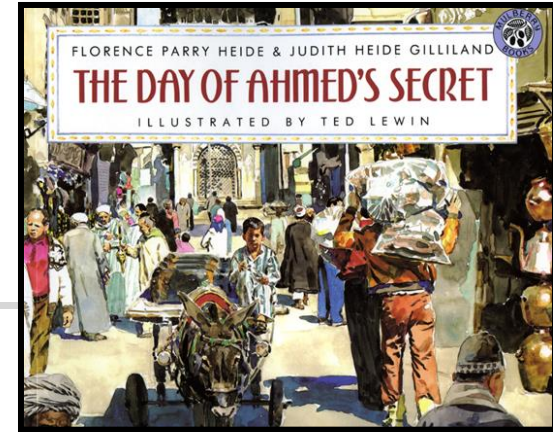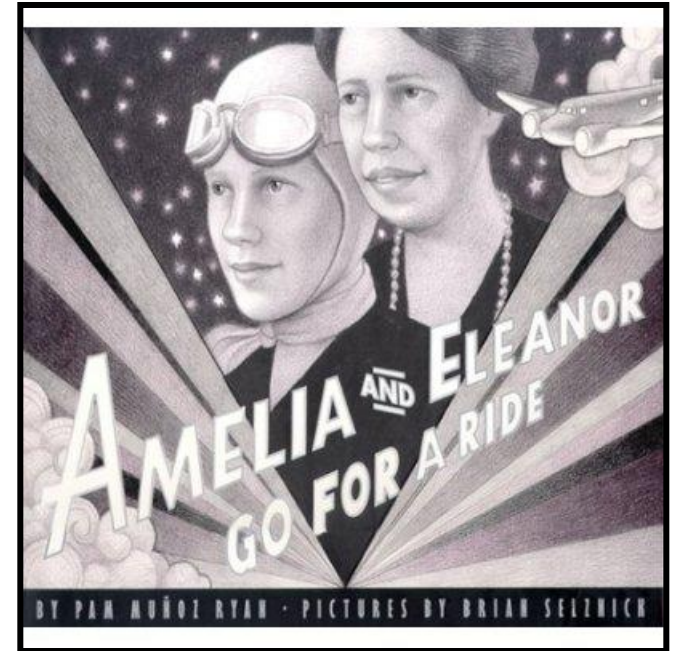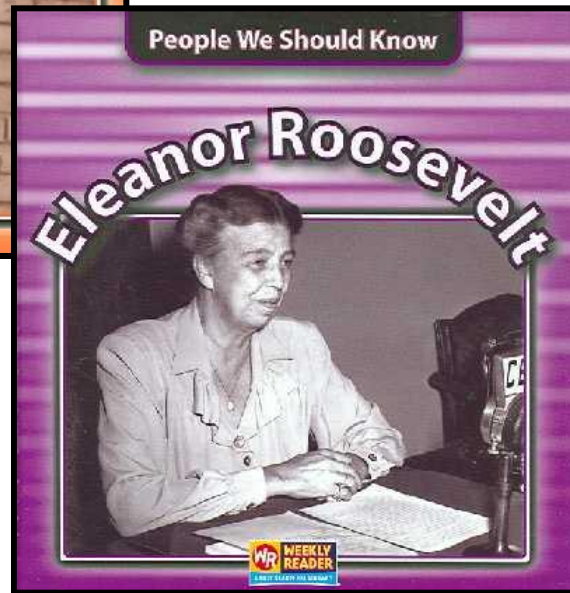
Investigation

- Skills that are necessary for this step
  - Notemaking
  - Determining main ideas
  - Sorting main ideas from supporting details

- How does this relate to reading comprehension strategies?

Determining Main Ideas

Created at Tagxedo.com

Long Islan

Monday, July 27, 1903

Mother Jones spurned by Pr

After twenty days and marching more than 125 miles, Mother Jones and three children from her army of protesters came to a screeching halt at the gates of President Roosevelt's summer mansion on Oyster Bay. Mother Jones wanted the President to meet these three young, injured textile workers so he could see first-hand the horrible effects of child labor. The President refused to meet with them.

The March of the Mill children began on July 7th in Kensington, Pennsylvania where 16,000 of 100,000 striking textile workers are children. Jones, a union organizer, hopes these workers will get a shortened work week. She also wants men to earn better wages, so they can support their families, and children can go to school to learn instead of going to work for a few pennies a day.

Although the President refused to meet with the children, Mother Jones said, "Our march has done its work." Newspapers across the nation have covered the march and have publicized the crime of child labor. The President claims that laws mus

Created at Fodey.com

Construction

- Skills that are necessary for this step
    - Drawing inferences
    - Considering multiple perspectives
    - Citing evidence
    - Interpreting

- How does this relate to reading comprehension strategies?

Drawing Inferences

Supplement 6J—Anticipation Guide: Possible One-Sentence Themes

Text: *Freedom Summer*, by Deborah Wiles, illustrated by Jerome Lagarrigue

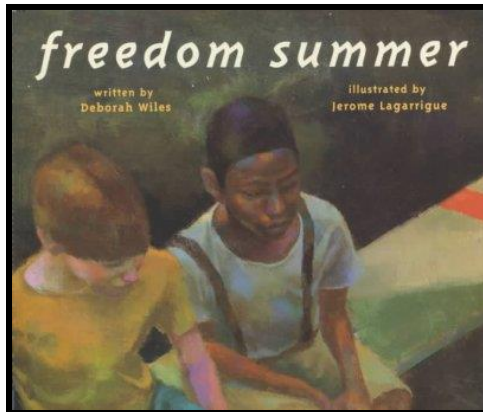| Before Reading		Possible One-Sentence Themes	After Reading	
Agree	Disagree	Harmony among all people is an impossible dream.	Agree	Disagree
Agree	Disagree	People need laws in order to practice getting along with others from diverse cultures, ethnicities, and races.	Agree	Disagree
Agree	Disagree	People can make new laws, but laws can't make people get along.	Agree	Disagree
Agree	Disagree	When people interact, they learn to see each other's similarities and appreciate each other's differences.	Agree	Disagree
Agree	Disagree	Children are smarter than adults.	Agree	Disagree

After reading, compose an original theme or write one of your own based on Evidence + Background Knowledge = Inferred Theme.

Evidence in the Text	Your Background Knowledge
J.H. + J. walk through door of Mr.M's store together.	Fight for each other

Inferred One-Sentence Theme

A friendship is stronger then a law!

Identifying the Gaps

Reread.

Read ahead.

Stop to think.

Try to visualize.

Ask a new question.

Make a prediction.

Study the illustration or other text features.

Ask someone for help.

Figure out unknown words.

Look at the sentence structure.

Make an inference.

Connect to background knowledge.

Read the author's or illustrator's note.

Write about the confusing parts.

Make an effort to think about the message.

Define/Redefine the purpose for reading this text.

Presentation

- Skills that are necessary for this step
  - Synthesizing
  - Using of ideas and information ethically
  - Evaluating presentation tools

- How does this relate to reading comprehension strategies?

Synthesis
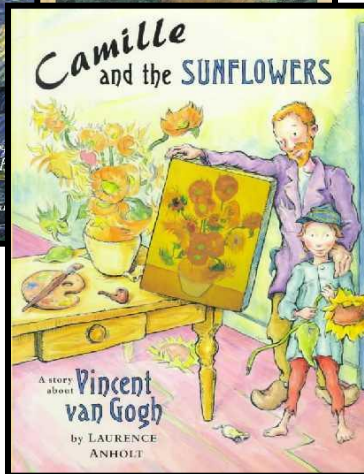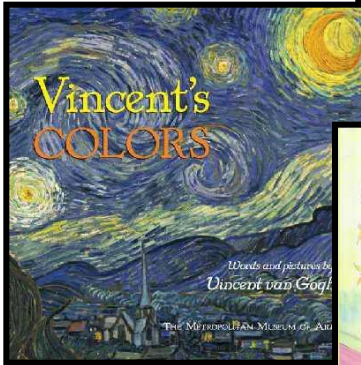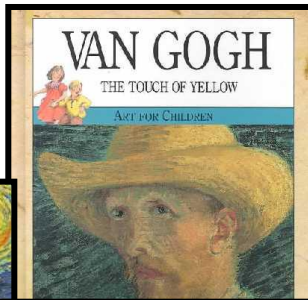
Evaluation and Reflection

- Skills that are necessary for this step
  - Identifying the gaps
  - Practicing metacognition

- How does this relate to reading comprehension strategies?

Reflection

- Practicing metacognition throughout
  - the inquiry cycle
- and reading comprehension strategy instruction

=

- **Strategic Thinkers, Readers, Inquirers**

Coteaching Approaches Adapted from Friend and Cook (2010)

~~One Teaching, One Supporting~~	One educator is responsible for teaching the lesson while the other observes the lesson, monitors particular students, and/or provides assistance as needed.
Station or Center Teaching	After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers while in other centers, students work independently of adult support.
Parallel Teaching	After collaborative planning, each educator works with half the class to teach the same or similar content. Groups may switch and/or reconvene as a whole class to share, debrief, and/or reflect.

Coteaching Approaches Adapted from Friend and Cook (2010)

Alternative Teaching	**One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group. (Pre-teaching vocabulary or other lesson components can be especially valuable for English language learners or special needs students.)**
Team Teaching	**Educators teach together by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role playing or debating, and more.**
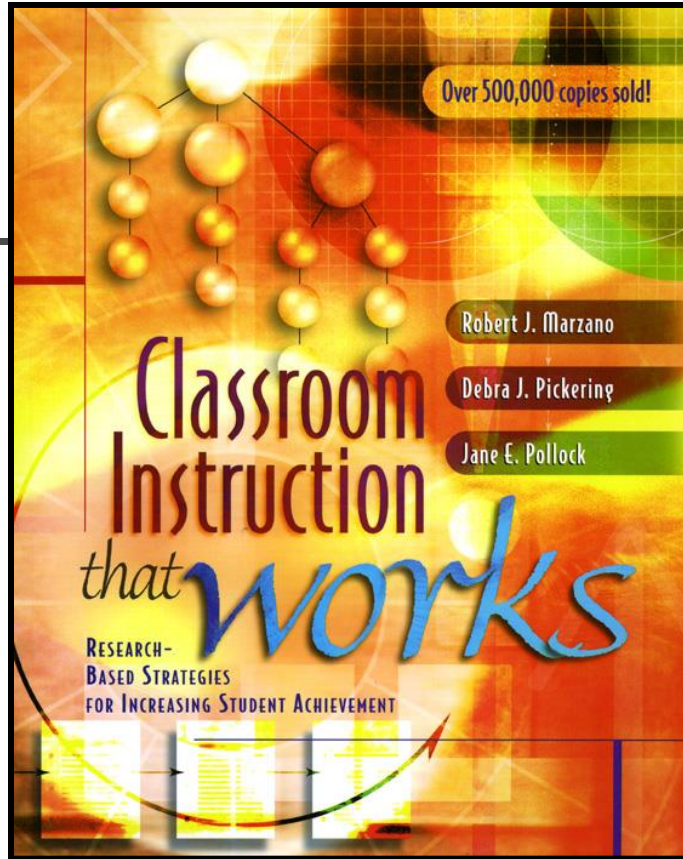
Research-based Instructional Strategies

(Marzano, Pickering, and Pollock 2001)

Researched-based
Instructional Strategies

Category	Percentile Gain
Identifying similarities and differences	45
Summarizing and note taking	34
Nonlinguistic representations	27
Cooperative learning	27
Setting objectives and providing feedback	23
Questions, cues, and advance organizers	22

Coplanning and Coteaching

Technology-enabled Learning

Innovators

Early Adopters

Early Majority

Late Majority

Resisters
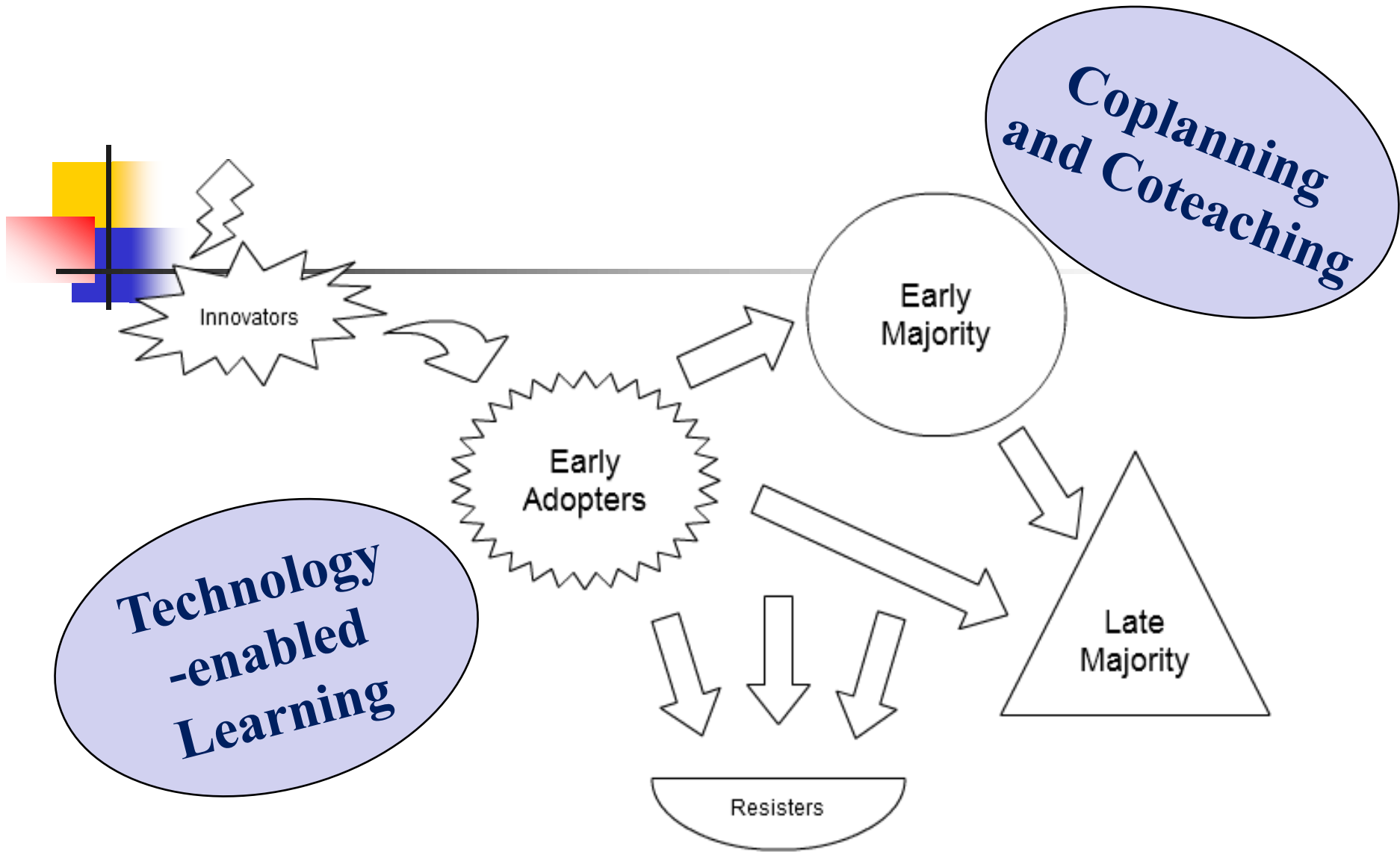
The Diffusion of Innovations by Everett Rogers (1995)
adapted by Judi Moreillon

Evidence IN Practice

- Formative Assessment Tools:

  - Rubrics;
  - Checklists;
  - Learning artifacts;
  - Reflections;
  - Educators' observations;
  - Self-reports and self-assessments.

Formative assessments are used by educators to guide, monitor, and modify instruction.

Advancing Lesson:
A Mother's Journey
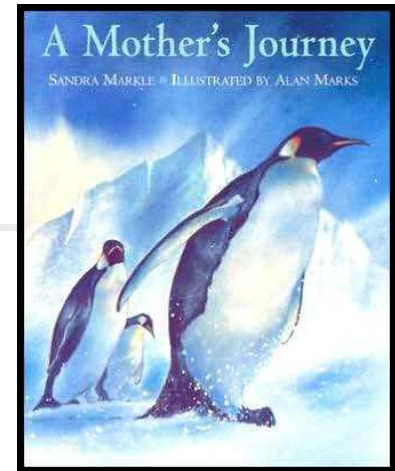
- **Instructional Strategies:** Notemaking and Summarizing

- **Lesson Length:** 3 Sessions

- **Purpose:** The purpose of this lesson is to identify and make notes about the story elements in an informational book with a narrative frame. Students deepen their engagement with this text through a character study and by completing a character map and writing a character summary. (Note: The anchor text is shelved with fiction.)

Lesson Plan Review

- Sit in groups of three.

- Review the book or resource.

- Review the graphic organizers, rubrics, and support materials for the lesson.

- Read through and discuss the plan.

- Share connections and adaptations or modifications as you review the lesson or unit plan.

Evidence OF Practice

- With whom?
  - Site and district administrators
  - Teaching colleagues
  - Parents
  - Decision-makers at all levels

- How and when?
  - As it becomes available in newsletters and via electronic communication
  - Monthly and annual reports
  - Presentations and publishing in the field
  - Grant applications

Reflection: Force Field Analysis

Teaching/Coteaching Reading Comprehension Involve

- Reading for meaning
- Applying strategies across instructional levels and content areas
- Increasing rigor
- Engaging in interdisciplinary teaching and learning
- and can best be taught through collaboration and coteaching!!!

Two Heads Are Better than One

I am a teacher.

I am a teacher, too.

I teach in the classroom.

I teach in the library.

And we teach even better side by side we two.

Sometimes I approach you with a new resource or tool.

Sometimes I approach you with a learning problem to solve.

We take turns leading and following

and always working together as equal partners.

We plan

with student outcomes in mind.

We brainstorm.

We negotiate.

We bounce ideas off each other.

I bring my knowledge of individual students.

I bring my knowledge of resources.

And we both bring our knowledge

of curriculum standards

and instructional strategies

and our love of learning!

We determine the
essential questions.

We select the best resources.

We build scaffolds and bridges
to help learners succeed.

We model the tasks.

We model the process.

We assess our examples

with checklists and rubrics

that we designed together.

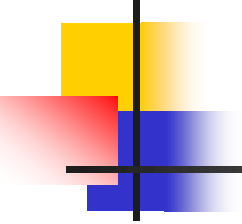**Then we turn the students loose…**

to develop questions,

to make choices,

to locate, analyze, and evaluate information and ideas,

to develop strategies,

to organize their thinking,

to create new understandings.

With the guidance
   of two educators

with four helpful hands,

we monitor,

we adjust.

We give twice the feedback.

We are a team.

Two reflective practitioners,

two avid learners,

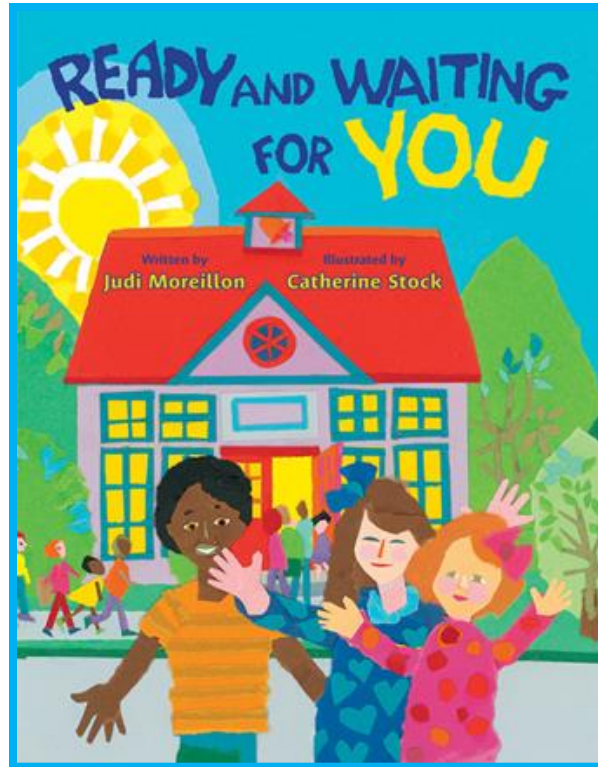**two joyful explorers**

who know…

that two heads,

yes, two heads,

are better than one!

Ready for Coteaching?

A ripple? Or a wave? It's up to us!

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Tools Used

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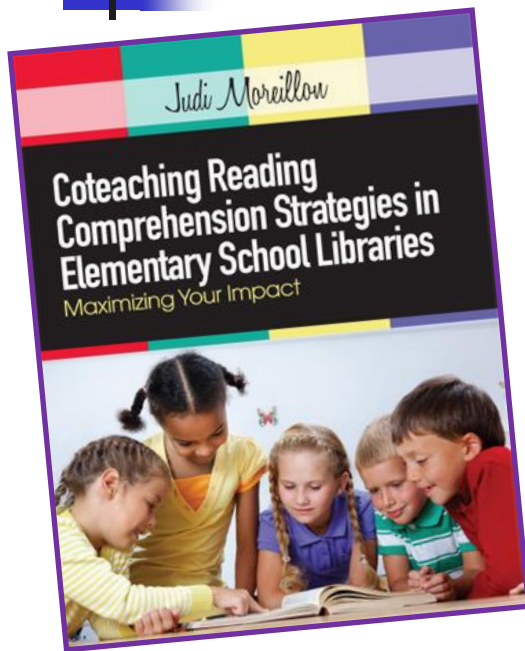
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Publications

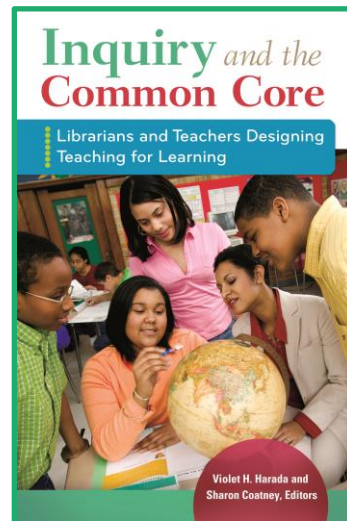Literacy Chapter in the revised edition of
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