Building Blocks of Literacy:

Participant's Guide

Keystones to Opportunity:

Pennsylvania's Vision for Sustainable Growth
In Reading Achievement

Revised 8-22-12

Pennsylvania Comprehensive Literacy Plan:

Keystones to Opportunity

The PaCLP is designed to provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students. The plan identifies and describes essential evidence-based notions about the content of literacy and the processes by which all stakeholders can facilitate learning in a coherent and consistent manner.

Five Guiding Principles

1. Literacy is a critical foundation for all learning and serves as a "keystone" for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st century. Because literacy is an important skill in itself and serves as a tool for learning, it is an essential at all levels (Birth-Grades 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

2. Student learning, motivation, and access to educational opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

3. There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

4. Evidence-based decision-making must be at the heart of all instructional decisions related to literacy development.

5. Educators must be prepared to teach effectively in the schools of the 21st century and be provided with continuing professional development support that enables them to be lifelong learners.

Six Essential Elements

1. Literacy programs (Birth-12) require a well-articulated, coherent set of goals based on standards as identified by Pennsylvania Department of Education. Articulation is needed between all levels, but especially at important transition points, (i.e., pre-school to kindergarten; elementary school to middle school; and middle school to secondary school). Such programs also require an understanding that each of the language arts contributes to the learning of the other disciplines.

2. Oral language is the foundation for literacy development. Speaking and listening are the tools of communication that become the basis for the written word.

3. Effective assessment is a key component of quality teaching and learning and is important for literacy instruction and student learning. Teachers, schools, districts, and the state need the knowledge and understanding of how to use data-driven decision-making to inform instructional practices and improve student learning.

4. Fostering engagement and academic resiliency are keys to developing literate students.

5. Differentiation of instruction is key to enhancing students' ability to learn. Teachers must be able to plan instruction that accounts for the differences that exist in students' skills, interests, cultures, and experiential backgrounds.

6. The development of a literate individual requires that educators in all of the academic disciplines incorporate literacy instruction as a means of enhancing students' ability to learn the content of the discipline.

pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania Comprehensive Literacy Plan (PaCLP) is available online at http://pdesas.org under Instruction: Keystones to Opportunity.

DeHaene, S. (2009). *Reading in the brain: The new science of how we read.* Penguin Books: New York. p 11.

"Written word processing starts in our eyes. Only the center of the retina, called the fovea, has a fine enough resolution to allow for the recognition of small print. Our eyes must therefore move around the page constantly. Whenever our eyes stop, we only recognize one or two words. Each of them is then split up unto myriad fragments by retinal neurons and must be put back together before it can be recognized. Our visual system progressively extracts graphemes, syllables, prefixes, suffixes, and word roots. Two major parallel processing routes eventually come in to play; the phonological route which converts letters into speech sounds and the lexical route which gives access to a mental dictionary of word meanings."
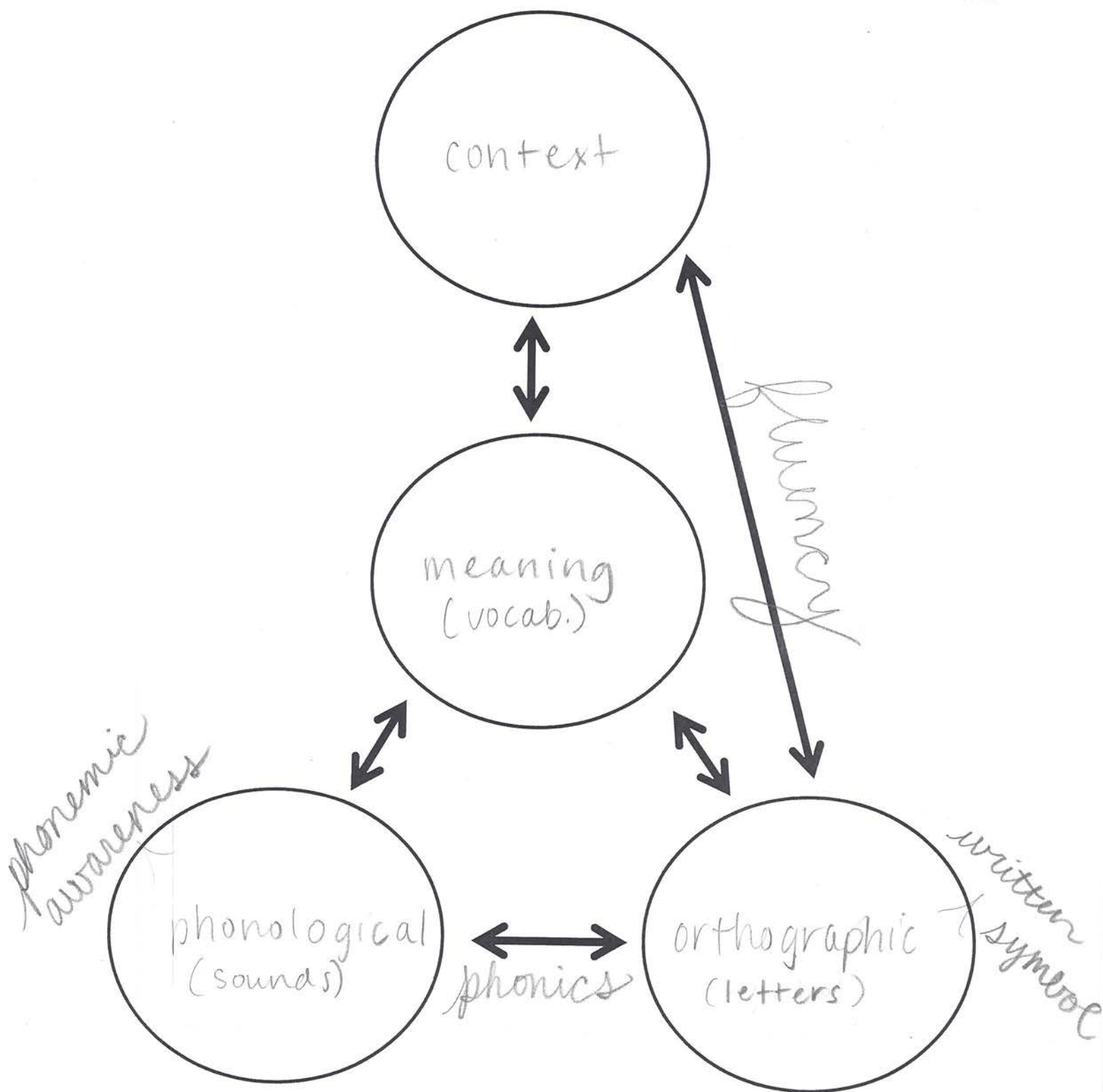
___

What did you have to know and be able to do to read and comprehend this passage?

context clues
determine meaning
process
comprehend / reread

Four Part Processing System
(Seidenberg and McClelland 1989)

context

meaning
(vocab.)

fluency

phonemic awareness

phonological
(sounds)

phonics

orthographic
(letters)

written symbol

Oral Language Development

Why do we have language?	Why do we learn language early?
to communicate to express feelings/ ourselves	to get what we want / need survival
What is the progression of learning a language? sounds express self (needs/wants)	**What other interesting points did you discover?** larynx shifts down 3 cm after ~ 1 year

Findings from Hart and Risley video:

* One (main) Type
of Language → talking to accomplish something
("business talk")

1-500 w/hr. = ↓ avg.
1200 w/hr. = avg.   } 50 million vs.
22-3600 w/hr. = ↑ avg.   12 million words

Talkativeness > Social Econ. Status

Parent Engagement

"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system."

(Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!"

(Family Literacy Parent, Mifflin County, 2011)

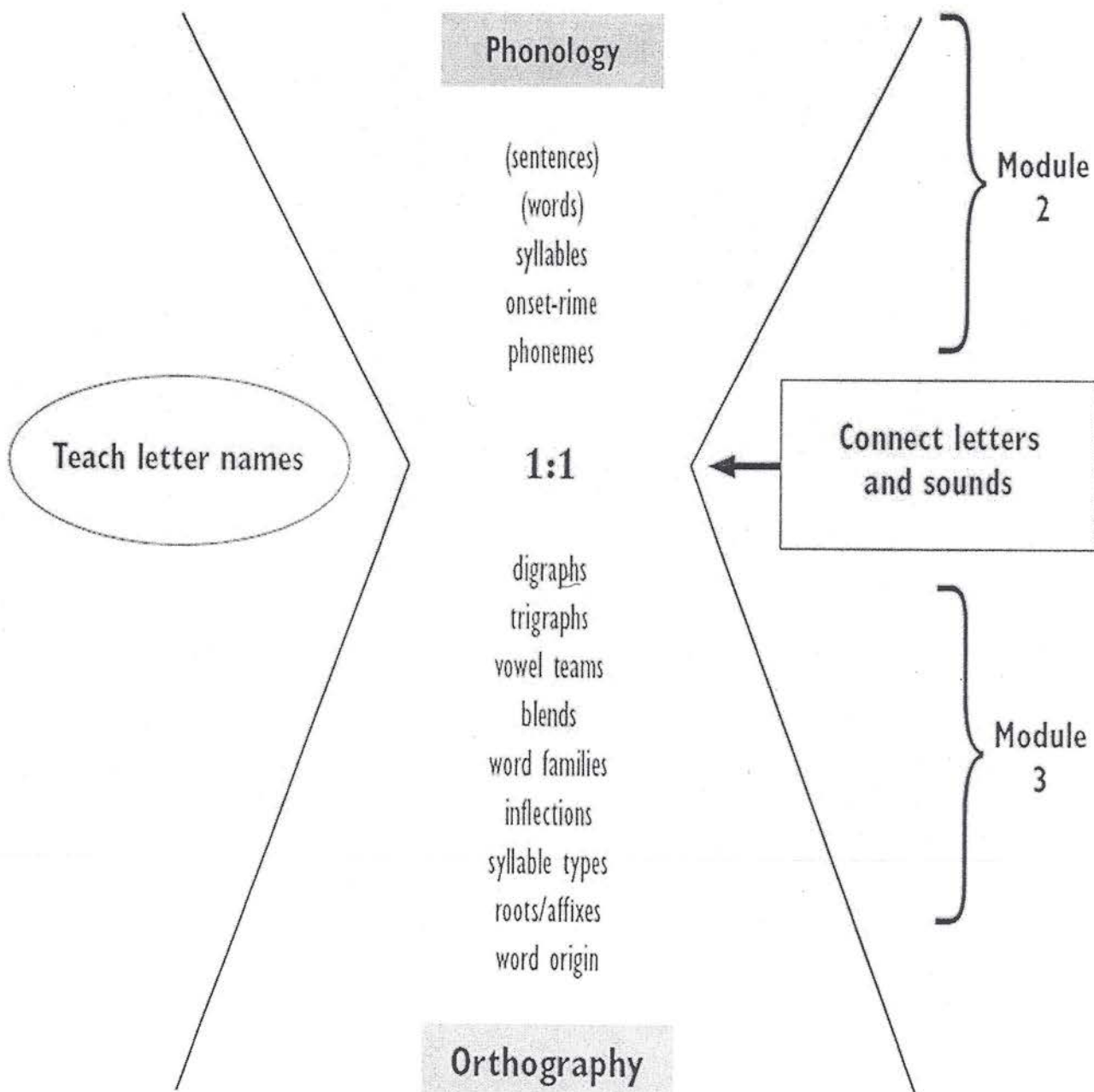## Oral Language Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should oral language "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

The Hourglass Model: Reproduced with permission from author Carol A. Tolman. Original can be located in *LETRS* training modules by SoprisWest.

Phonology

(sentences)
(words)
syllables
onset-rime
phonemes

Teach letter names

1:1

Connect letters and sounds

Module 2

digraphs
trigraphs
vowel teams
blends
word families
inflections
syllable types
roots/affixes
word origin

Module 3

Orthography

Phonological Awareness Scavenger Hunt

1. Logon to the Standards-Aligned System at www.pdesas.org
   - Click on "Standards"
     - Click on "View Standards" and under "Select a Grade level/Subject Area"
       - Click on down arrow to right of "select a grade level"
         - Choose either K-2 or 3-5 or 6-8
       - Click on down arrow to right of "select a subject area"
         - Choose "Reading, writing, speaking & listening"
       - Locate some materials you find of value for phonological awareness
         - Save them in your ePortfolio
     - Why do you find these tools valuable for your grade level?

2. Logon to the Standards-Aligned System at www.pdesas.org
   - Click on "Standards"
     - Click on PA Common Core
     - Click on Appendix A
   - Read pages 18 (from "Phonological Awareness") to 20 (to "Orthography") and answer the following questions

     - What tools do you currently have in place to support the skills listed within these pages?

     - What tools do you still need?

3. Depending on your grade level, go to www.google.com . In search box, type: Phonological awareness activities for [your grade level] (pre-k; k; first grade, etc., older students). Share your findings with a partner.

Phonological Awareness Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should phonological awareness "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.). Handbook for research in early literacy (pp. 97-110). New York: Guilford Press.

Phonics and Orthography Expert Teams

Expert Team 1: PA Common Core: Foundational Skills
- Spiraling Common Core Activity: Using the tool on page 13 of the participant's guide, text render the document, looking for similarities and differences. Report information to an individual in Expert Team 2 & Expert Team 3.

Expert Team 2: Review of Phoneme-Grapheme Correspondence in CCSS Appendix A
- Appendix A: CCSS Phoneme-Grapheme Correspondence
- Review pgs 17-22
- Report information to an individual in Expert Team 1 & Expert Team 3.

Expert Team 3: PaCLP
- Using the "find tool" in the PDF, search the document for "phonics" and "orthography"
- What are the implications for phonics instruction?
- Report information to an individual in Expert Team 1 & Expert Team 2.

What information did you find to add to your current knowledge?

What tools do you still need?

If time allows: Depending on your grade level, go to www.google.com . In search box, type: Phonics and Orthography activities for [your grade level] (pre-k; k; first grade, etc., older students). Share your findings. Post on Today's Meet if applicable.

Foundational Skills K – 5

Students gain a working knowledge of concepts of print, alphabetic principle and other basic conventions.

Phonics and Word Recognition

Grade 5 – Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.

Grade 4 – Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondence, syllabication patterns and morphology to read accurately unfamiliar multisyllabic words.

Grade 3 – Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multi-syllable words. Read grade appropriate irregularly spelled words.

Grade 2 – Know and apply grade level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two syllable words with long vowels and words with common prefixes and suffixes. Read grade level high-frequency sight words and words with inconsistent but common spelling sound correspondences. Read grade appropriate irregularly spelled words.

Grade 1 - Know and apply grade level phonics and word analysis skills in decoding words. Identify common consonant diagraphs, final-e and common vowel teams. Decode one and two-syllable words with common patterns. Read grade level words with inflectional endings. Read grade appropriate irregularly spelled words.

Kindergarten - Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one to one letter sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Pre-K – Develop beginning phonics and word skills. Associates some letters with their names and sounds. Identify familiar words and environmental print.

Phonics Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should phonics "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

Accuracy and Fluency Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should accuracy and fluency "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

Word	Category 1: Is this a generally useful word?	Category 2: Does the word relate to other words or ideas that the student has been learning?	Category 3: Is the word helpful in understanding the text?	Tier Choose 1, 2, or 3

* If the word fits in all categories above, then it is most probably a Tier 2 word.

* If the word fits in first category only, then it is probably a Tier 1 word.

* If the word fits in category 2 & 3 , but not in 1, then it is probably a Tier 3 word>

Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Craft and Structure – Vocabulary

Grade 11-12 - Evaluate how words and phrases shape meaning and tone in texts.

Grade 9-10 - Analyze how words and phrases shape meaning and tone in texts.

Grade 8 - Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

Grade 7 - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

Grade 6 - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

Grade 5 - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

Grade 4 - Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

Grade 3 - Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

Grade 2 - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Grade 1 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Kindergarten - Ask and answer questions about unknown words in a text.

Pre-K - Answer questions about unfamiliar words read aloud from a story.
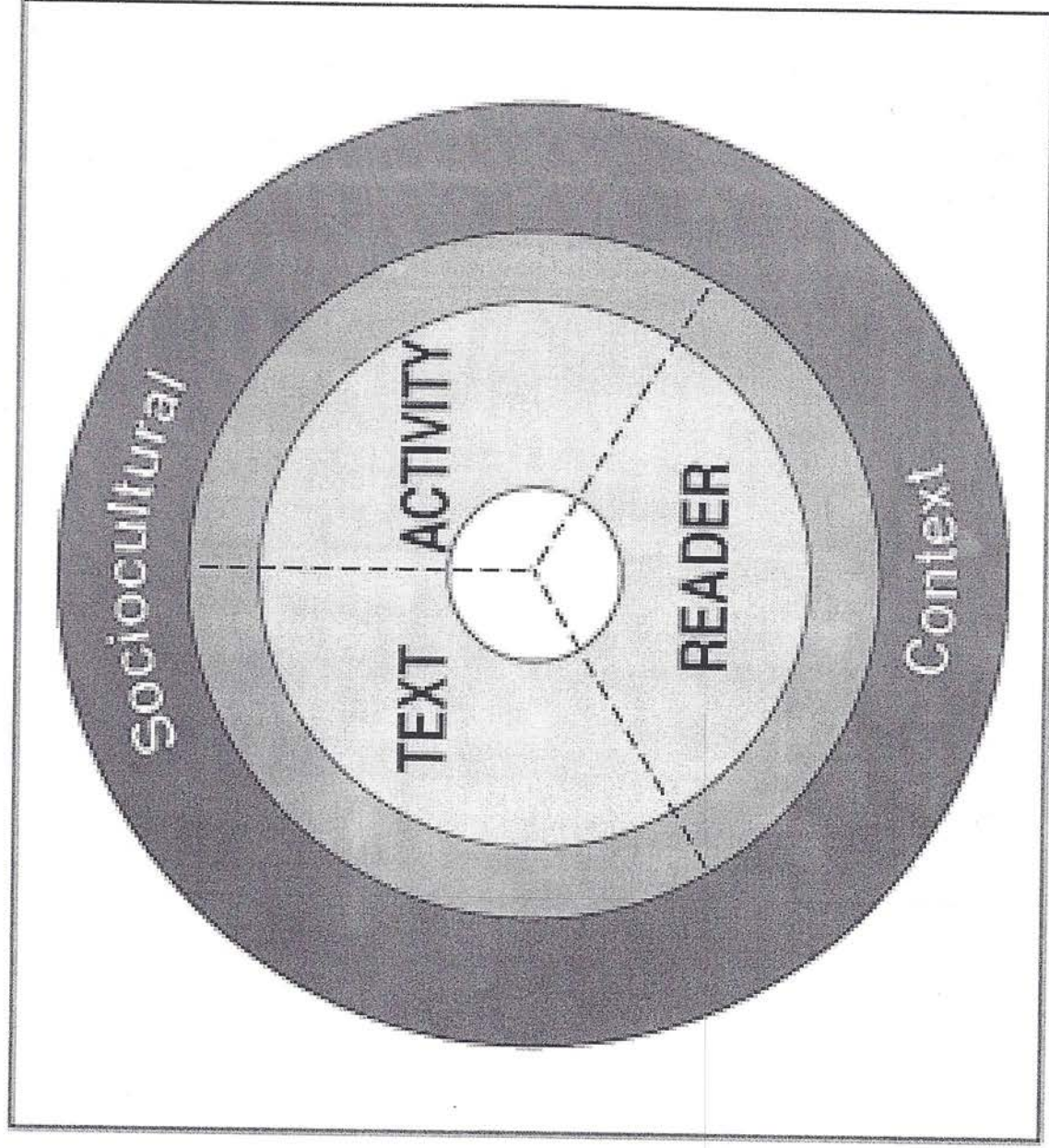
Vocabulary Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should vocabulary instruction "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

A Heuristic for Thinking about Reading Comprehension (RAND, 2002)

Jigsaw Activity: RAND Report Reading for Understanding

Toward an R&D Program in Reading Comprehension (Copyright 2002)

THE READER (person #1)

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading.

Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

THE TEXT (person #2)

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units

representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass highstakes exams and to make themselves employable.

THE ACTIVITY (person #3)

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in
different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. For example, reading the historical novel *Andersonville* may increase the reader's knowledge about the U.S. Civil War, even though the reader's initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is finding out how to do something. These *application*
consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe are examples of applications.

As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have *engagement* as their consequences. Reading the latest Tom Clancy novel might keep the reader involved while on vacation at the beach. We are not suggesting, however, that engagement occurs only with fiction. Good comprehenders can be engaged in many different types of text. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience. Learning new vocabulary, acquiring incidental knowledge about Civil War battles or bouillabaisse ingredients, or discovering a new interest might all be consequences of reading with comprehension.

THE CONTEXT (person #4)

One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by
instruction, constitutes a major issue within the research agenda we propose. When we think about the context of learning to read, we think mostly of classrooms. Of course, children bring to their classrooms vastly varying capacities and understandings about reading, which are in turn influenced, or in some cases determined, by their experiences in their homes and neighborhoods. Further, classrooms and schools themselves reflect the neighborhood context and the economic disparities of the larger society. The differences in instruction and in the availability of texts, computers, and other instructional resources between schools serving low-income neighborhoods and those serving middle-income neighborhoods are well documented. Sociocultural and socio-historical theories of learning and literacy describe how children acquire literacy through social interactions with more expert peers and adults. According to Vygotsky (1978), with the guidance and support of an expert, children are able to perform tasks that are slightly beyond their own independent knowledge and capability. As they become more knowledgeable and

experienced with the task, the support is withdrawn, and the children internalize the new knowledge and experiences they have acquired, which results in learning. From a sociocultural perspective, both the process (the ways the instruction is delivered and the social interactions that contextualize the learning experience) and the content (the focus of instruction) are of major importance. Tharp and Gallimore (1988) explain that children's acquisition of knowledge (and literacy) is influenced by five characteristics of the sociocultural context, which they call activity settings: the identity of the participants, how the activity is defined or executed, the timing of the activity, where it occurs, and why children should participate in the activity, or the motivation for the activity. Clearly, all five characteristics are likely to vary as a function of both economic and cultural factors.

The effects of contextual factors, including economic resources, class membership, ethnicity, neighborhood, and school culture, can be seen in oral language practices, in students' self-concepts, in the types of literacy activities in which individuals engage, in instructional history, and, of course, in the likelihood of successful outcomes. The classroom-learning environment (such as organizational grouping, inclusion of technology, or availability of materials) is an important aspect of the context that can affect the development of comprehension abilities.

A Heuristic for Thinking About Reading Comprehension (RAND, 2002)

Sociocultural Context:
- Shapes and is shaped by the reader
- Interacts with all 3 elements

The activity involves:
- Purpose(s)
- Process of reading
- outcome

The text contains:
- Surface code
- Text base
- Mental Models

The reader brings:
- Cognitive capabilities
- Motivation
- Knowledge
- Experiences

TEXT ACTIVITY

READER

Sociocultural
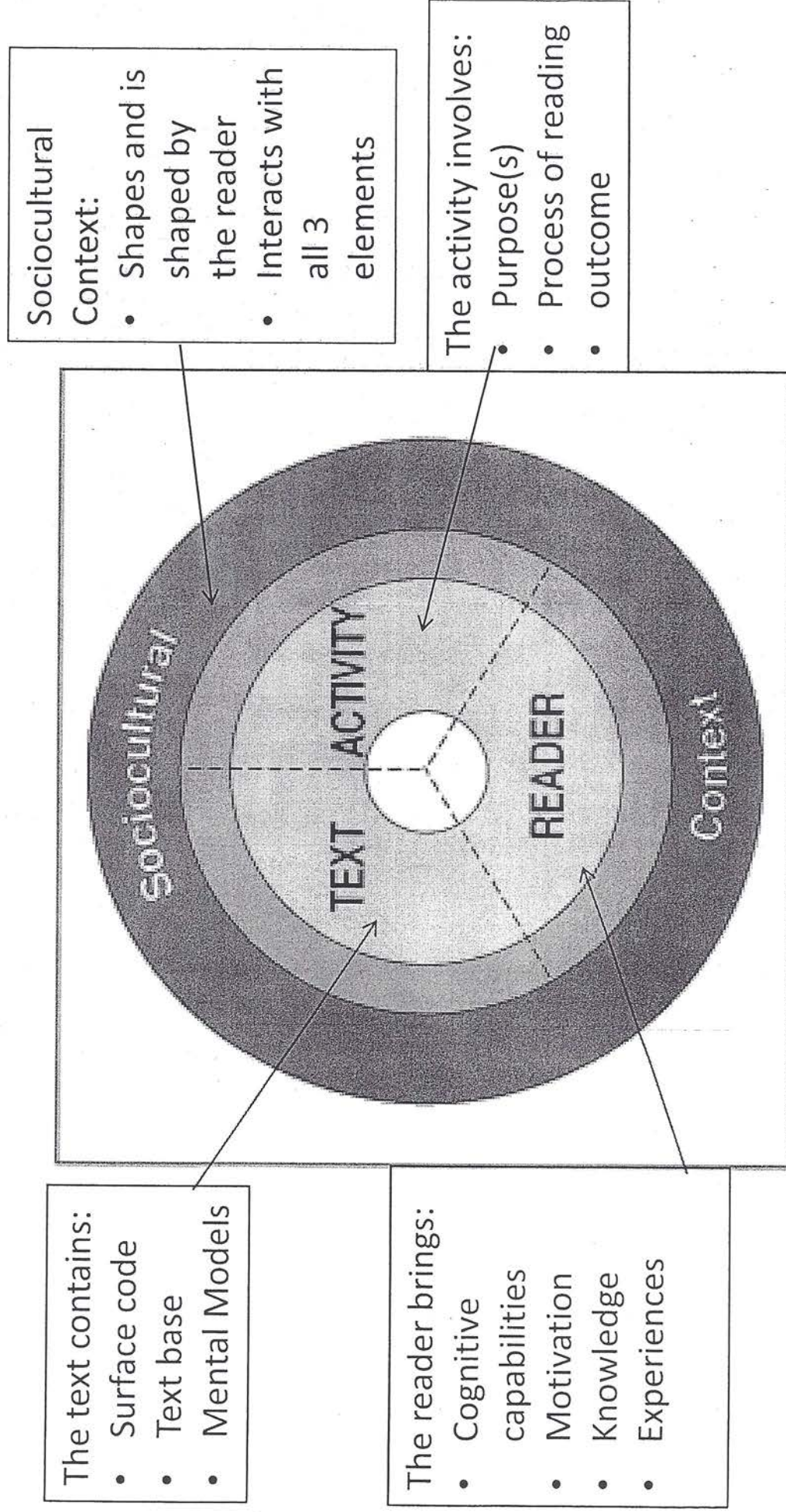
Context

Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Key Ideas and Details Main Idea

Grades 11-12   CC.1.2.11-12.A
Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

Grades 9-10   CC.1.2.9-10.A   L.N.1.1.1   L.N.1.3.2   L.N.2.3.3
Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts

Grade 8   CC.1.2.8.A   E08.B-K.1.1.2
Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 7   CC.1.2.7.A   E07.B-K.1.1.2
Analyze how two or more authors present and interpret facts on the same topic.

Grade 6   CC.1.2.6.A   E06.B-K.1.1.2
Examine how two authors present similar information in different types of text.

Grade 5   CC.1.2.5.A   E05.B-K.1.1.2
Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

Grade 4   CC.1.2.4.A   E04.B-K.1.1.2
Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade 3   CC.1.2.3.A   E03.B-K.1.1.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 2   CC.1.2.2.A
Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Grade 1   CC.1.2.1.A
Identify the main idea and retell key details of text.

Kindergarten   CC.1.2.K.A
With prompting and support, identify the main idea and retell key details of text.

Pre-K   CC.1.2.PK.A
With prompting and support, retell key details of text that support a provided main idea.

Comprehension Time to Reflect:

In your journal; think of your classroom, and your students and answer the following:

What should comprehension instruction "look like/sound like" in your classroom?

"Looks Like"	"Sounds Like"

What do you currently have in place, and what do you currently want to add/modify?

Oral Language	The reception and expression of the pragmatic, semantic, syntactical, morphological, and phonological aspects of language; involves listening and speaking.
Phonological Awareness	The ability to clearly perceive and effectively manipulate the sounds of language. This ability is critical for reading and spelling.
Phonics and Word Study	Learning the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds (Moats, 2000).
Accuracy and Fluency	The ability to read, speak, or write easily, correctly, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.
Vocabulary	A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge
Comprehension	The act or fact of grasping the meaning, nature, or importance of; understanding.

Multiple Measures of Data

Allows the prediction of actions/processes/programs that best meet the learning needs of all students.

Over time, demographic data indicate changes in the context of the school.

Tells us: What processes/programs different groups of students like best.

Tells us: Student participation in different programs and processes.

Tells us: If groups of students are "experiencing school" differently.

Over time, school processes show how classrooms change.

Tells us: The impact of demographic factors and attitudes about the learning environment on student learning.

DEMOGRAPHICS

Enrollment, Attendance, Drop-Out Rate Ethnicity, Gender, Grade Level

SCHOOL PROCESSES

Description of School Programs and Processes

PERCEPTIONS

Perceptions of Learning Environment Values and Beliefs Attitudes Observations

Over time, perceptions can tell us about environmental improvements.

Tells us: What processes/ programs work best for different groups of students with respect to student learning.

Standardized Tests
Norm/Criterion-Referenced Tests
Teacher Observations of Abilities
Authentic Assessments

STUDENT LEARNING

Tells us: The impact of student perceptions of the learning environment on student learning.

Tells us: If a program is making a difference in student learning results.

Over time, student learning data give information about student performance on different measures.

Tells us: The impact of the program on student learning based upon perceptions of the program and on the processes used.

Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

Note. From *Using Data to Improve Student Learning in Elementary Schools*, by Victoria L. Bernhardt, 2003, Larchmont, NY: Eye on Education. Copyright © 2003 Eye on Education, Inc. Reprinted with permission.

Resources for Building Blocks of Literacy

The processes of reading are deep and vast. Below are some resources that will be discussed throughout the module to build a more comprehensive understanding of literacy acquisition and instruction. Annotated bibliographies will be included. This list is not exhaustive.

Websites:

CIERA	Reading Online
International Reading Association	Responsive Education for All Children
IRIS Center for Training Enhancements	Standards-Aligned System
Keystone State Reading Association	What Works Clearinghouse
MCREL: Research for Education and Learning	

Books:

Allington R. (2006). *What really matters for struggling readers: Designing research-based programs* (2nd ed.). New York, NY: Longman.

Allington, R. (2009). *What really matters in response to intervention research based designs.* New York, NY: Allyn & Bacon.

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., Reschly, D.J., Schrag, J., Tilly III, W. D. (2005). *Response to Intervention: Policy considerations and implementation.* Alexandria, VA: National Association of State Directors of Special Education.

Bear, D. R., Invernizzi, M., & Templeton, S. (2007). *Words their way: Word study for phonic vocabulary and spelling instruction* (4th ed.). Upper Saddle Ridge, NJ: Prentice Hall.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York, NY: Guilford Press.

Bernhardt, V.L. (2004). *Data analysis for continuous school improvement.* Larchmont, NY: Eye on Education

DeHaene, S. (2009). *Reading in the brain: The new science of how we read.* Penguin Books: New York

Dweck, C. S. (1999). *Self-theories: The role in motivation, personality, and development.* Philadelphia, PA: Taylor & Francis.

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Micheil Ressler

Building Blocks of Literacy

Keystones to Opportunity

Keystones to Opportunity

Pennsylvania's Vision for Sustainable
Growth in Reading Achievement

Information on the Day

- Please take a moment to write your name on a folded index card

- Please use "Today's Meeting" or the "Parking Lot" when appropriate
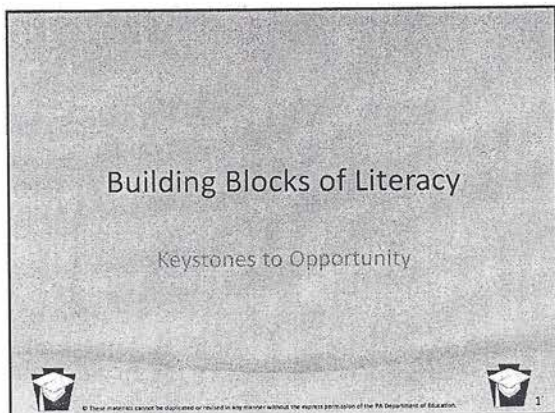
Keystones to Opportunity
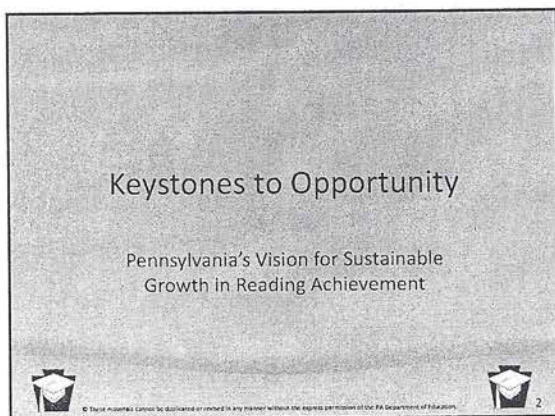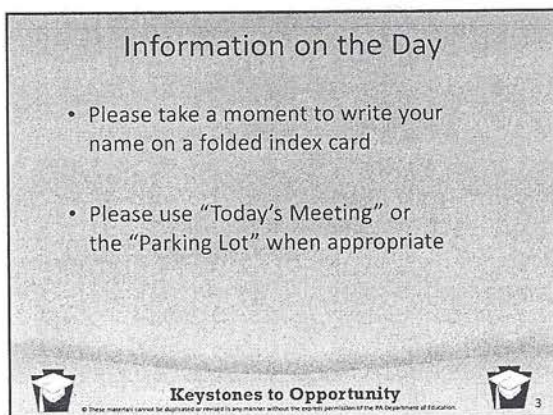
Norms

- Please be respectful of colleagues opinions and ideas
- Silence cell phones
- No sidebars or bird walks
- Are there any other norms that would be helpful for your learning?

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Information for the Day

- We will be using "Random Reporter." Please number yourselves at your tables.

- Let's practice random reporter:
  - "What is phonics?"
    - Think
    - Share

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Pennsylvania Keystones to Opportunity

- "*Keystone 1*: Improve literacy learning outcomes and dramatically increase reading achievement among students in danger of academic failure birth through grade 12 in Pennsylvania."
- "*Keystone 2*: Create a culture of data-driven decision making by supporting implementation of Bernhardt's Multiple Measures Data logic model at the state, regional, and local levels.
- "*Keystone 3*: Infusion of digital technology and Universal Design for Learning (UDL) providing teachers with examples of how technology tools can provide multiple pathways to express and represent information as well as creative options for developing literacy persistence, stamina, and motivation.

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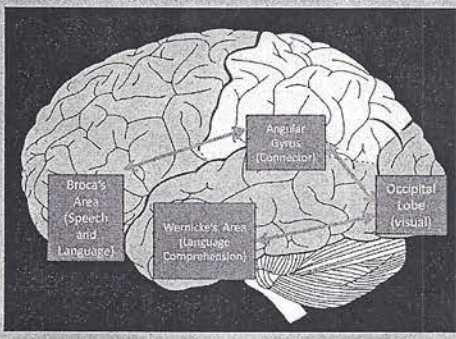
6

School Performance Profiles

2

Enduring Understandings

- The guiding principles and essential elements of the PA Comprehensive Literacy Plan are directly related to our work today.

- Independently read and render the text found on page 2 of the participant's guide.

- Be prepared to report out.

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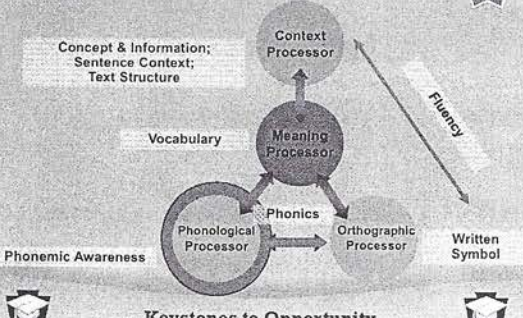
7

Pa Comprehensive Literacy Plan

Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.
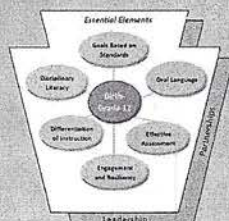
Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.

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8

Enduring Understandings

What you will **know** and **be able to do**:
- Identify, articulate and reflect upon the key skills of early literacy development; including oral language, phonological awareness, phonics, orthography, fluency, vocabulary, comprehension and writing.

Evidence of learning:
- Explain the key skills of early literacy development using Scarborough's Rope and reconstruct the 4-part processing system

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Enduring Understandings

What you will **know** and **be able to do**:
- Identify the critical components of an effective literacy environment

Evidence of learning:
- Create a model of an effective learning environment as it pertains to your classroom/role

Keystones to Opportunity
10

Enduring Understandings

What you will **know** and **be able to do**:
- Utilize and navigate the Standards-Aligned System and the PA Comprehensive Literacy Plan as tools to support literacy instruction.

Evidence of learning:
- Reflect on the new learnings from journal entries and the relevance of those learnings on the participant's role

Keystones to Opportunity
11

Enduring Understandings

What you will **know** and **be able to do**:
- Develop a connection between the components; including oral language, phonological awareness, phonics, orthography, fluency, vocabulary, comprehension and writing needed for effective literacy instruction and the environment needed to support the development of those skills.

Evidence of learning:
- Create a plan for continuation of learning and developing through reflections.

Keystones to Opportunity
12

Reading in the Brain: The Science of How We Read

3

- Read the passage on page 3 of the participant's guide

- What did you have to know and be able to do to read and comprehend this passage?

- Share your answer with a partner. Be prepared to report out.

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Four Part Processing System
(Seidenberg and McClelland 1989)

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Oral Language is:

the reception and expression of the pragmatic, semantic, syntactical, morphological, and phonological aspects of language; involves listening and speaking.

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Oral Language

- For children to develop oral language skills, they need to develop an understanding of:
  - Production of sounds, words and sentences
  - Determine when to use them (Moats, 2001)

- How Children Acquire and Produce Language (BBC 2001)

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Why Oral Language is Important?

- Receptive and Expressive Vocabulary impacts Listening and Reading Comprehension

- Exposure to new experiences and increasing knowledge of the world

- Communication with others

- Oral language facilitates reading and writing

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Children of the Code

- Video of Todd Risley, author of *Meaningful Differences in the Everyday Experiences of Young American Children*

- As you watch the Children of the Code video, think about what the research is telling us about the importance of oral language development

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Parent Engagement

"My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system." (Secretary of Education, Arne Duncan, May 3, 2010).

I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!"
(Family Literacy Parent, Mifflin County, 2011)

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Restricted Speech vs. Elaborated Speech

Restricted Speech
- Brief, unelaborated, speech
- Assumes shared situational background knowledge
- More prevalent in homes with parents with low education

Elaborated Speech
- Increased use of explicit content knowledge
- Less dependent on shared situational knowledge
- More prevalent in homes with higher levels of education

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7/25/2012

Elaborating or "Recasting"

- When recasting, a teacher takes the student's response and incorporates it into a recast that:

  – Uses a complete sentence

  – Has correct pronunciation and grammar

  – May incorporate additional information

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Extended Elaboration

- Elaborations occur at all grade levels.

- Slight variation in the upper grades can be helpful.
  – Reframing: often, during conversation, to ensure understanding of the discussion, the listener may reword the information provided by the speaker. Teachers can use this as an avenue to elaborating on the content.

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How to we support Oral Language Development?

- Focus on activities that develop speaking, listening and conversational skills at all grade levels

- Create opportunities for purposeful talk

- Model the use of rich and interesting language

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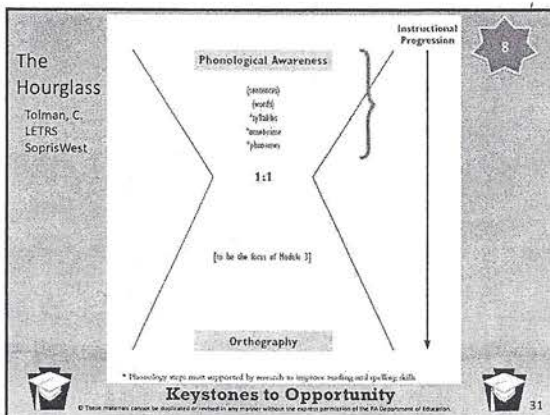24

8

A Language-Centered Classroom

Teachers:
- Use new and unusual words
- Restate for clarity
- Ask open-ended questions
- Encourage language play
- Stay silent at times to allow time for processing and responding
- Engage children in extended conversations

Students:
- Explore and experiment with language
- Name and describe objects in the classroom
- Ask and answer *who, what, where, when, why* and *how* questions
- Hear good models of language used and respond to it appropriately
- Discuss topics of interest

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H.E.A.T

- All grantees who target schools Kindergarten through grade 12 will be required to administer H.E.A.T.

- H.E.A.T. must be administered a *minimum* of 2 times a year.

LoTi
H.E.A.T.

H - Higher order thinking
E – Engaged learning
A – Authentic connections
T – Technology use

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ITERS-R/ECERS-R

ITERS-R
- I – Infant
- T – Toddler
- E – Environment
- R – Rating
- S – Scale
- Grantees who target birth to age 3 must administer the ITERS-R
- ITERS-R must be administered a *minimum* of 2 times a year

ECERS-R
- E – Early
- C – Childhood
- E – Environment
- R – Rating
- S – Scale
- Grantees who target preschool students must administer the ECERS-R
- ECERS-R must be administered a *minimum* of 2 times a year

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A Language-Centered Classroom

Time to Reflect:
- In your journal; think of your classroom, and your students and answer the following:
  - What should oral language "look like/sound like" in your classroom?
  - What do you currently have in place, and what do you currently want to add/modify?

Keystones to Opportunity

28

Phonological Awareness

The ability to clearly perceive and effectively manipulate the sounds of language. This ability is critical for reading and spelling.

Keystones to Opportunity

29

Phonological Awareness

- Phonological Awareness is the awareness that language is composed of sounds and the understanding of the relationship of these sounds

- **Turn and Talk:** How is phonological development different from oral language?

Keystones to Opportunity

30

The Hourglass
Tolman, C.
LETRS
SoprisWest

Phonological Awareness

Instructional Progression

1:1

[to be the focus of Module 3]

Orthography

Keystones to Opportunity

31

Phonological Awareness Continuum

Phonological Awareness involves listening and speaking ONLY!

Blending and Segmenting Individual Phonemes

Onset-Rime, blending and Segmentation

Syllable Segmentation and Blending

More Complex

Sentence Segmentation

Rhyming

Less Complex

Keystones to Opportunity

32

Standards Aligned System

SAS Standards Aligned System

PA Common Core (Draft)

Keystones to Opportunity

33
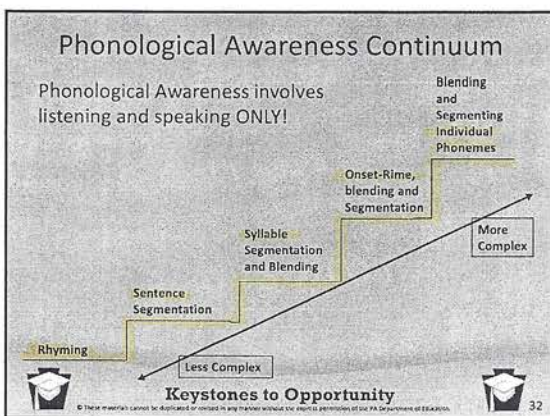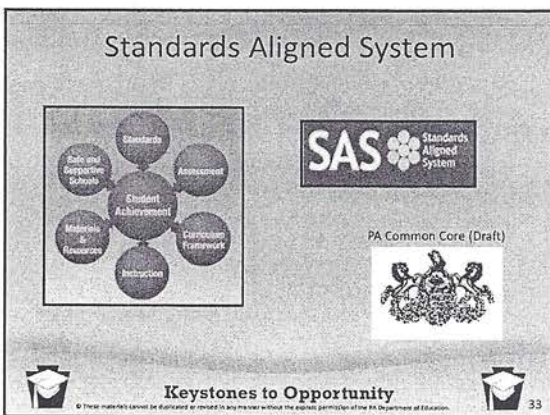
Phonological Awareness in the Classroom

- Phonological Awareness Development builds upon Oral Language Development
  - Complete the Scavenger Hunt
  - Can be done individually or as partners
  - Add useful websites to "Today's Meet"

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DIBELS Next

D – Dynamic
I – Indicators
B – Basic
E – Early
L – Literacy
S - Skills

DIBELS Next

- All grantees who target K-5 must administer the DIBELS Next to Kindergarten, 1st grade, 2nd grade, and 3rd grade students in targeted schools/programs.
- DIBELS Next must be administered 3 times a year

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DIBELS Next and the 4-Part Processor

2 benchmark goals for phonemic awareness concerns:

- DIBELS Next First Sound Fluency (FSF)
  - To be benchmarked by the middle of Kindergarten

- DIBELS Next Phoneme Segmentation Fluency (PSF)
  - To be benchmarked by the end of kindergarten

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Four Part Processing System
(Seidenberg and McClelland 1989)

Phonemic Awareness

Phonological Processor

Orthographic Processor

Keystones to Opportunity

37

Phonological Awareness

Time to Reflect:
- In your journal; think of your instruction, and your students and answer the following:
  - What should phonological awareness "look like/sound like" in your classroom?
  - What do you currently have in place, and what do you currently want to add/modify?

Keystones to Opportunity

38

Scope and Sequences of Phonics

- Quick Write:
  - What do students use to be able to determine Letter-Sound Correspondence?

Dr. Paula Tallal: Neuroscience, Phonology, and Reading - Part 5

Keystones to Opportunity

39

Phonics and Orthography

Learning the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds (Moats, 2000).

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Phonics and Orthography

Phonics (www.merriam-webster.com/)
- A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system
- The science of a sound

Orthography (http://dictionary.reference.com/)
- the art of writing words with the proper letters, according to accepted usage; correct spelling.
- the part of language study concerned with letters and spelling.

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How do students begin to become literate?

- Oral Language Development
  - Children learn that language conveys meaning.
- Phonological Awareness
  - Children learn that oral language can be manipulated in different ways.
- Letter-Sound Correspondence
  - Children connect letters symbols with certain sounds
  - Students begin to transition from scribble writing to connecting print to letters

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14

How do students learn to read and write?

Word Fluency

Keystones to Opportunity
43

Scarborough's Reading Rope (revised 2010)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle, spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

Keystones to Opportunity
44

Scope and Sequence of Phonics

- PA Common Core: Foundational Skills
  - Spiraling Common Core Activity
- Appendix A: CCSS Phoneme-Grapheme Correspondence
  - Review pages 17-22
- PaCLP
  - Using the "find tool" in PDF, search the document for "phonics" and "orthography"
  - What are the implications for phonics instruction?

Keystones to Opportunity
45

The Progression of Mapping Speech to Print
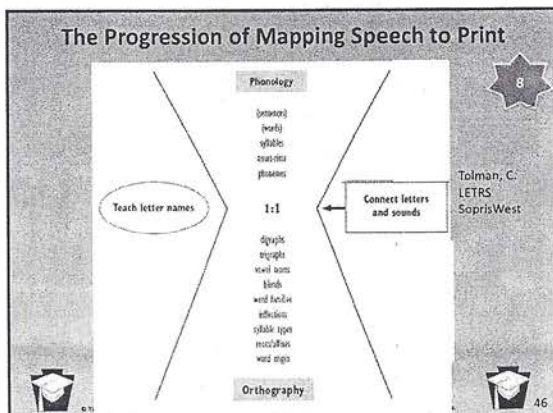
DIBELS and the 4-part processor

3 DIBELS assessments screen for phonics concerns

- Letter Naming Fluency (LNF): Assessed in Kindergarten to Early Grade 1
- Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to decode "make-believe" words(e.g., ut, fik, lig, etc.) words. (Mid K to Early Grade 2)
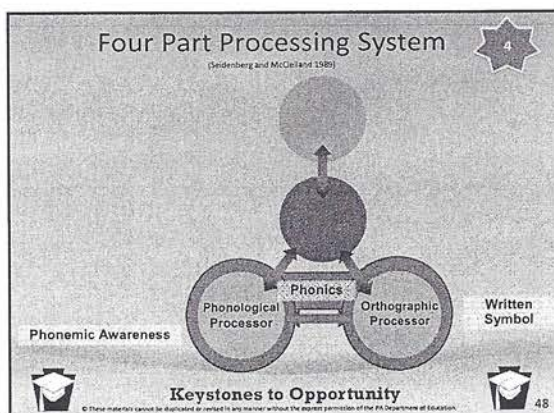- Oral Reading Fluency (ORF): (Mid Grade 1 to End Grade 6)

Keystones to Opportunity

Four Part Processing System
(Seidenberg and McClelland 1989)

Keystones to Opportunity

Phonics and Orthography in the Classroom

Time to Reflect:

- In your journal; think of your classroom, and your students and answer the following:
  - What should phonics instruction "look like/sound like" in your classroom?
  - What do you currently have in place, and what do you currently want to add/modify?

Keystones to Opportunity

49

Welcome Back!

Let's get our brains in gear!

50

Accuracy and Fluency

- **Turn and Talk:** What is accuracy and fluency?
- Accuracy: In literacy, accuracy means the ability to read (decode) and write (encode) using the correct letter-sound correspondence
- Fluency: Reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning (Rasinski, 2003). Writing fluency is the ability to write accurately, quickly, effortlessly, and with appropriate expression and meaning

Keystones to Opportunity

51

Accuracy and Fluency

The ability to read, speak, and write easily, correctly, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

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Types of Fluency

Accurate and Automatic at the:
Sound Level
Letter Level
Letter/Sound Level
Word Level
Phrase Level
Sentence Level

- Oral Reading Fluency
  - More involved in oral reading fluency than speed

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Components of Oral Reading Fluency

Accuracy: The ability to decode words accurately and with appropriate speed.

Rate: Speed of oral reading

Prosody: expression, pacing, and appropriate pauses

http://youtu.be/IQbYc7qLgBc

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Accuracy Impressions- Quick Write

- How does accuracy impact our ability to read?

- How does accuracy affect rate?

- How does accuracy affect prosody?

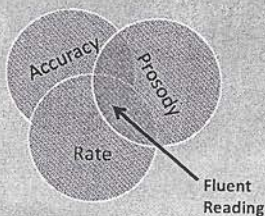- How does accuracy affect comprehension?

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Accuracy and Rate

The connection between accuracy and rate.

Accuracy
Prosody
Rate

Fluent Reading

Research on working memory:

- Our "cognitive desk space" only allows for 7 (plus or minus 2) pieces of information to be available at once (McCutchen, 1996)
- Writing is also affected by "cognitive desk space." Students need to be fluent and automatic in encoding and handwriting to write effectively.

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DIBELS Next and Fluency

- "Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees resources to process meaning."
  (University of Oregon; https://dibels.uoregon.edu/resources/big_ideas/accuracy_and_fluency.php)

- DIBELS Next sub-test DIBELS Oral Reading Fluency (DORF)
  - Assesses Fluency and Accuracy

Keystones to Opportunity
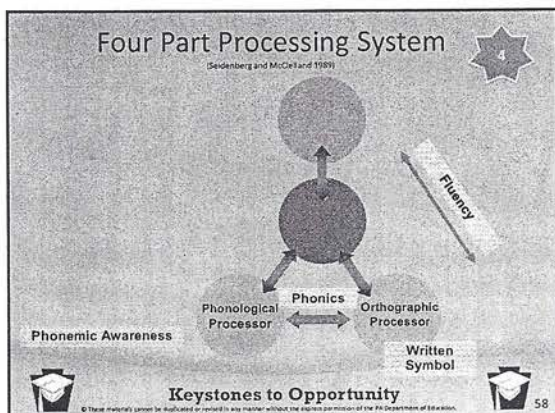© These materials cannot be duplicated or revised in any manner without the express permission of the PA Department of Education.
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Four Part Processing System
(Seidenberg and McClelland 1989)

Fluency

Phonics

Phonological Processor — Orthographic Processor

Phonemic Awareness

Written Symbol

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Accuracy and Fluency in the Classroom

Time to Reflect:
- In your journal; think of your instruction, and your students and answer the following:
  - What should fluency and accuracy instruction "look like/sound like" in your classroom?
  - What do you currently have in place, and what do you currently want to add/modify?

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Vocabulary

- Meta-analysis of Vocabulary instruction (Hattie; 2009) found that vocabulary instruction:
  - Supports reading skills and reading comprehension
  - Is most beneficial when the vocabulary instruction is definitional *and* contextual
  - Provides multiple exposures to words
  - Provide opportunities for deep processing

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Vocabulary

- Stereotactic radiosurgery is a highly effective alternative to surgical resection that has been used as a primary therapy for benign meningioma as well as an adjuvant treatment for residual or recurrent tumors. The 5-year tumor control rates for stereotactic radiosurgery are equivalent to gross-total resection with lower morbidity than surgery, especially for skull base lesions.

Keystones to Opportunity
61

Vocabulary

- "What is missing for many children who master phonics but don't comprehend well is *vocabulary*, the words they need to know in order to understand what they're reading. Thus vocabulary is the "missing link" in reading/language instruction in our school system."

  - Biemiller, 2001

Keystones to Opportunity
62

Vocabulary

"Building a strong vocabulary is absolutely essential since research is quite clear about the strong correlation between comprehension and the size and depth of one's vocabulary" (Beck and McKeown, 1991).

Keystones to Opportunity
63

Tiers of Vocabulary

Beck, McKeown & Kucan (2002) and Common Core State Standards established an effective way to look at vocabulary:

- Tier 1 Words: Everyday speech, usually learned early. most native language speakers will not have difficulty with these words.
- Children often know the words prior to entering school.
  - Examples: dog, clock, baby, happy

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Tier 2 words

- More likely to appear in written speech; informational texts, technical and literary texts

- Subtle or precise ways to say relatively simple things.

- Found across many types of text, they are highly generalizable

- Examples: describe, extend, create, divide, monitor

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Tier 3 Words

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- Low frequency words; however critical to understand in the specific content.
- More common in informational text than in literature
- Examples: metamorphic, phonemic, geriatrics, symbiotic

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Implications for Vocabulary Instruction

Turn and Talk: As K-12 educators, what tier of words need to be taught directly and explicitly to increase the depth and breadth of student's vocabulary? Why?

- **Importance and utility:** *Is it a word that students are likely to meet often in the world?*

- **Instructional potential:** *How does the word relate to other words, to ideas that students know or have been learning?*

- **Conceptual understanding:** *Does the word provide access to an important concept?*

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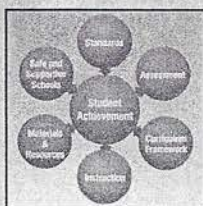67

Standards Aligned System

SAS • Standards Aligned System

PA Common Core (Draft)

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Scope and Sequence Vocabulary

- PA Common Core: PreK-12
  - Spiraling Common Core Activity
  - "Craft and Structure: Vocabulary"

- PaCLP
  - Using the "find tool" in PDF, search the document for "vocabulary" and identify the implications for vocabulary instruction

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Components of an Effective Vocabulary Program

- High-quality Classroom language
  - use of elaborated speech
- Reading Aloud to Students
  - With fluency
- Wide Independent Reading with conferencing and accountability
  - In 5th grade, students reading less than one minute per day fall in the 10th percentile, students reading 20 minutes or more per day fall in the 90th percentile

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Components of an Effective Vocabulary Program

- Explicit Vocabulary Instruction
  - Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.
  - Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
  - Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
  - Provide students with strategies to make them independent vocabulary learners.

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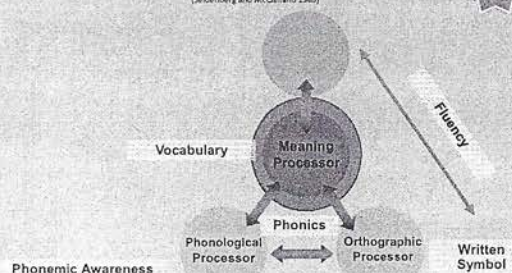
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Four Part Processing System
(Seidenberg and McClelland 1989)

Vocabulary — Meaning Processor

Fluency

Phonics

Phonemic Awareness — Phonological Processor — Orthographic Processor — Written Symbol

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Vocabulary in the Classroom

Time to Reflect:
- In your journal; think of your instruction, and your students and answer the following:
  - What should vocabulary instruction "look like/sound like" in your classroom?
  - What do you currently have in place, and what do you currently want to add/modify?

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Facts about Comprehension Success

- Comprehension builds upon existing reading knowledge, including word recognition and language structures as shown on Scarborough's Rope.
- Students with strong oral language, including vocabulary, listening comprehension and background knowledge, are more likely to be strong reading comprehenders.

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Comprehension Success Includes:

- Clear alignment of curriculum and assessment

- Effective and frequent social interactions in various contexts: home, school & community

- Rich exposure to literature

- Opportunities to be challenged and motivated by text

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Comprehension Defined

The RAND report defined reading comprehension as "process of simultaneously extracting and constructing meaning through interaction and involvement with written language."

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A Heuristic for Thinking About Reading Comprehension (RAND, 2002)

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Jigsaw Activity on Comprehension

20-23

- Divide into teams of 4
- On pgs 20-23 of the participant's booklet
  - Team member # 1 will text render "The Reader"
  - Team member # 2 will text render "The Text"
  - Team member # 3 will text render "The Activity"
  - Team member # 4 will text render "The Context"
- Team members will have 2 minutes to share their section with the team

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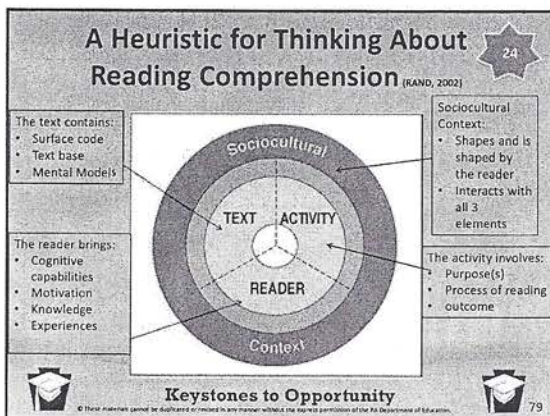## A Heuristic for Thinking About Reading Comprehension [RAND, 2002]

The text contains:
• Surface code
• Text base
• Mental Models

Sociocultural Context:
• Shapes and is shaped by the reader
• Interacts with all 3 elements

The reader brings:
• Cognitive capabilities
• Motivation
• Knowledge
• Experiences

The activity involves:
• Purpose(s)
• Process of reading outcome

TEXT ACTIVITY
READER
Sociocultural
Context

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Types of Reading Comprehension

—iTeaching Content is Teaching Reading

• **Turn and Talk:** What are 3 important concepts you extracted from the video? How will it guide your comprehension instruction?

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Standards Aligned System

SAS Standards Aligned System

PA Common Core (Draft)

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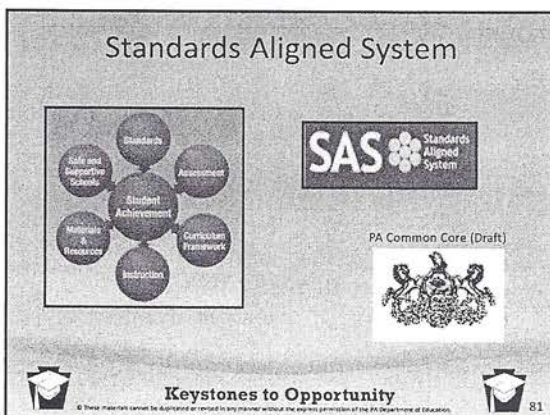
Scope and Sequence of Comprehension

- PA Common Core: Foundational Skills
  - Spiraling Common Core Activity
  - "Craft and Structure: Point of View"
- PaCLP
  - Using the "find tool" in PDF, search the document for "comprehension" and identify the implications for comprehension instruction.

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DIBELS Next and Comprehension

- "Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.."
  (University of Oregon; http://reading.uoregon.edu/big_ideas/comp/comp_what.php)
- DIBELS Next measures: DIBELS Retelling Fluency And DAZE
  - Oral Retelling- student retells story aloud
  - DAZE- similar to cloze procedure or "fill in the blank." students are given 3 word choices for each blank

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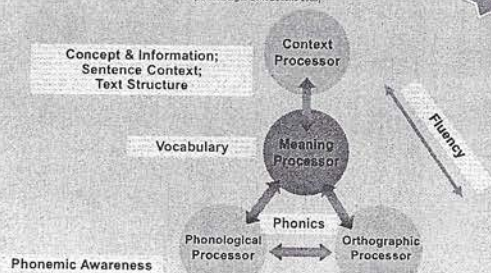83

Four Part Processing System
(Seidenberg and McClelland 1989)

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Comprehension in the Classroom

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Time to Reflect:
- In your journal; think of your instruction, and your students and answer the following:
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Importance of Reading Instruction

- The probability that a child would remain a poor reader at the end of fourth grade, if the child was a poor reader at the end of first grade, was .88; the probability that a child would become a poor reader in fourth grade if he or she had at least average reading skills in first grade was .12. The evidence in this sample of children indicates that the poor first-grade reader almost invariably remains a poor reader by the end of fourth grade. (Juel, 1988)

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Reading Matters (Anderson & Nagy, 1992)

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

Talk to a partner:
- What is this chart telling you?
- What questions are unanswered?
- What is the impact of instruction in school? What is our role?

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Exit Slip

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- **Cognitive/Intellectual**-What did you learn?

- **Affective**-How do you feel about what you learned?

- **Surprise**-What surprised you?

- **Helpful**-What did you find helpful? What will be useful in your role? What will be your next steps?

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