

## CCPS Literacy Strategy Overview

Structure and Support	Strategy	Purpose(s)	For your consideration...	
Teacher-Guided	Vocabulary	<ul style="list-style-type: none"> <li>Select and define two tier-2 words from the upcoming reading to broaden students' vocabulary and build comprehension (tier-2 words are those that students at that grade level would be unlikely to know already but likely to read or hear again in the future)</li> </ul>	Follow this order as you define each word: <ul style="list-style-type: none"> <li>Say the word and have students repeat it</li> <li>Define the word <i>and provide a visual for ELs</i></li> <li>Provide the word in context (give the quote from the text)</li> <li>Say how you could use the word in another context. As an option, have students quickly turn and talk to a partner to share how they could use the word in the sentence.</li> </ul>	
	<a href="#">Interactive read aloud</a>	<ul style="list-style-type: none"> <li>Model fluent reading and active thinking of a capable reader, especially for a complex text or for ELs and below grade-level readers</li> <li>Guide students' attention to key concepts and ideas</li> </ul>	Require students to revisit the text to complete a written or spoken task (independently or in pairs).  Monitor to look for tracking and engagement.	
	<a href="#">Think aloud</a> and modeling	Reading <ul style="list-style-type: none"> <li>Model fluent reading and active thinking of a capable reader</li> <li>Set expectations for during reading processes</li> </ul>	Writing (for sentences, paragraphs, and essays) <ul style="list-style-type: none"> <li>Model an authentic writing process by writing alongside students</li> <li>Guide students' attention to the flexible nature of sentence structure and the writing process including: modeling various methods for idea generation and planning, using feedback to revise, moving between drafting and revising, emphasizing the difference between revising and editing, etc.</li> </ul>	Teacher think aloud and modeling should generally be brief prior to students reading collaboratively or independently. Debrief your think-aloud by explicitly naming the strategies and processes you used.
				Suggestion: Start with teacher think aloud prior to engaging students in the process. After you share your thinking, invite students in a reciprocal modeling structure. (see step 5)  <i>Provide comprehensible input for ELs: Body language, gestures, visuals &amp; graphics, intonation, strategically used first language supports, cognates (words that look, sound, and mean the same in both languages), repetition, and other contextual supports.</i>
<a href="#">Metacognitive conversations</a> and Questions for <a href="#">"debriefing" reading</a> and writing	<ul style="list-style-type: none"> <li>Invite thinking rather than retrieving information</li> <li>Structure to support how readers identify themselves as readers, how they approach text, and how they engage and use text as evidence to make sense of their reading</li> </ul>	This can be built into instruction before reading, during reading, and after reading. We explicitly teach metacognitive conversations and engage in it frequently as a whole class with teacher modeling, in small groups, and independently with logs with the end goal that students will internalize it.		

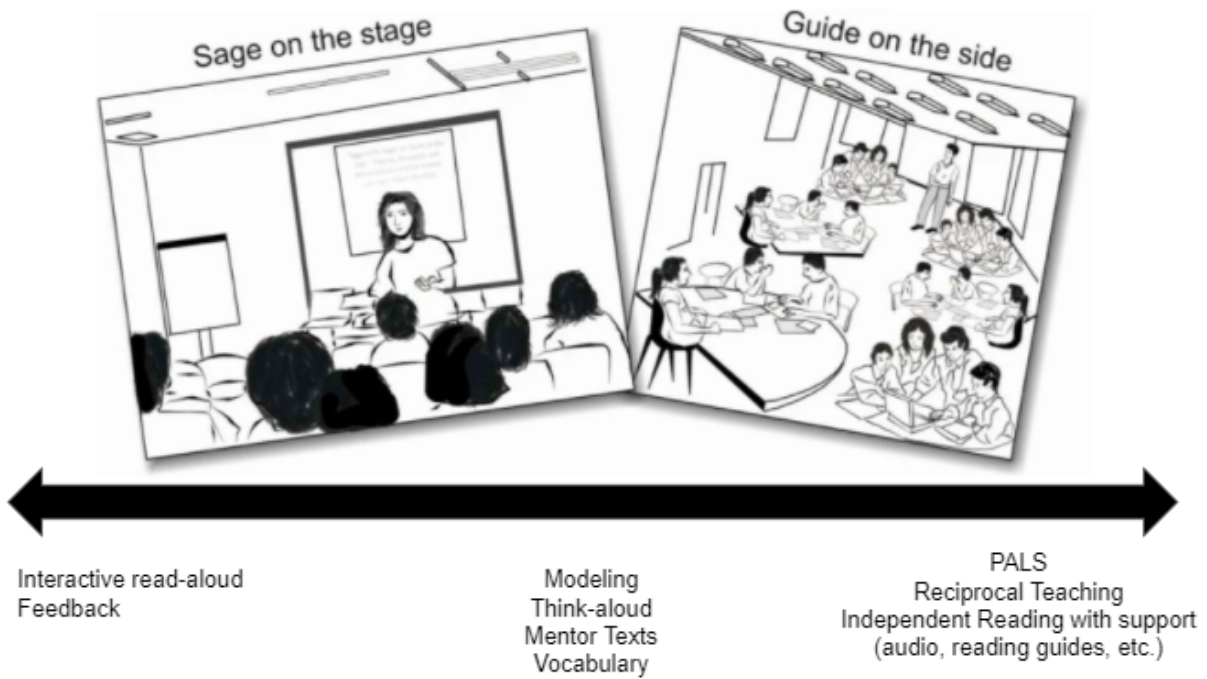
	<ul style="list-style-type: none"> <li>Encourage self-monitoring and reflection</li> </ul>	<p><i>Pair/Group ELs with students who can serve as language models.</i></p> <p><i>Provide ELs with sentence stems/frames and questions to support their participation in academic &amp; metacognitive conversations and help them understand the recursive nature of conversations as they seek clarification, elaborate, support ideas with evidence, etc.</i></p> <p>Foster metacognitive conversations around the writing process to encourage students to reflect on parts of the writing process that made them proud, parts where they encountered a challenge and how they worked through the challenge, how they used peer and teacher feedback to revise, etc.</p>
<p><a href="#">Anchor Charts</a></p>	<ul style="list-style-type: none"> <li>“Anchors” students’ thinking about a specific reading or writing concept</li> <li>Useful for identifying and replicating text structure and genre features</li> </ul>	<p>Anchor charts can function as the “guide on the side” as teachers gradually release responsibility to students.</p> <p>Consider co-constructing anchor charts alongside your students, updating them regularly and adding as the unit progresses.</p> <p><i>Create Anchor Charts that include text features, vocabulary, and visuals to support ELs’ comprehension and enhance content and language development at the word, sentence, and discourse levels. <a href="#">Sample</a></i></p>
<p><a href="#">Mentor Texts</a></p>	<ul style="list-style-type: none"> <li>Used to identify genre features, the characteristics of effective writing, and analyzing writer’s choices</li> <li>Supports students throughout the writing process</li> </ul>	<p>Mentor texts may include teacher models, student models, or authentic “in the wild” models. Having a balance between effective mentor texts and those that need revision (for analysis together) is good practice.</p> <p>Use mentor texts that reflect the strategies/genres you want students to use in their upcoming writing.</p> <p><i>Use mentor texts that reflect the EL’s writing goals, which could include highlighting or underlining grammatical features and/or academic language the EL is expected to incorporate in their own writing.</i></p>
<p>Feedback <i>(teacher to student)</i></p>	<ul style="list-style-type: none"> <li>Feedback on student writing should be specific and timely and ideally occurs throughout the writing process</li> <li><a href="#">Reader-based feedback</a> helps to “teach the writer, not the writing” and empowers students to play an active role in their own writing and revision process</li> </ul>	<p>In a meta-analysis of the greatest influences on student achievement, <a href="#">Hattie</a> found feedback (both from teacher and peers) was the most impactful.</p> <p>Teaching tools:</p> <ul style="list-style-type: none"> <li><a href="#">CCPS-rubric aligned feedback request forms</a> to guide reader-based feedback conversations and support strategic grouping</li> </ul>

		<ul style="list-style-type: none"> <li>Feedback should include actionable steps students can take to improve their writing</li> </ul>	<ul style="list-style-type: none"> <li>Consider an informal <a href="#">plus/delta notes sheet</a> to observe and track student progress while writing to allow you to provide specific, immediate feedback to students and follow up with it in later lessons.</li> <li><a href="#">“micro-conferences” and flash feedback</a> can help streamline the feedback process for large classes</li> </ul>
Collaborative	Feedback and Peer Writing Conferences ( <i>student to student</i> )	<ul style="list-style-type: none"> <li>Students need to be taught how to provide and receive feedback from peers.</li> <li>Routine collaboration around writing can benefit students even in informal writing assignments.</li> </ul>	<p>Short collaborative conversations around writing can be beneficial at all stages of the writing process (planning, drafting, revising, etc.)</p> <p>Using checklists, modeling, and feedback frames (i.e. “I like the way you ____ . I wonder if you thought about ____”) and <a href="#">reader-based feedback stems</a> can help make peer review more effective.</p> <p>Teachers may consider grouping students for peer review based on responses to the feedback request forms, strengths/needs observed in writing process, self-assessments, etc.</p>
	<a href="#">PALS</a>	<ul style="list-style-type: none"> <li>Provide positive and productive peer interaction</li> <li>Actively involve all students</li> <li>Accommodate academic diversity</li> </ul>	<p>Typically is about ~30-40 min of directed pairs reading.</p> <p>Pairing should be strategic. Teachers could “rank-order students from highest to lowest achieving, and then pair them by splitting the list” (Lewis, Walpole, McKenna, 2014)</p> <p>The more complex the text or the more “active” the student, the shorter the chunks of text should be.</p> <p><i>Pair/Group ELs with students who can serve as language models.</i></p>
	<a href="#">Paragraph shrinking</a> (sometimes combined with PALS)	<ul style="list-style-type: none"> <li>Emphasize summarization of content</li> <li>Identify main idea</li> <li>Provide positive and productive peer interaction</li> <li>Actively involve all students</li> </ul>	<p>Teachers could have students write their “shrunk” text in the form of a GIST statement.</p> <p><i>Pair/Group ELs with students who can serve as language models.</i></p> <p><i>Provide ELs with a bank of vocabulary or phrases to support academic language and participation.</i></p>
	Partner think aloud	<ul style="list-style-type: none"> <li>Engage students in making thinking visible to a partner</li> </ul>	<p>One partner reads and thinks aloud, the other annotates the reader’s thinking on paper, then swap.</p> <p><i>Partners model academic language for ELs. Provide ELs with a bank of vocabulary or</i></p>

			<p><i>phrases to support academic language and participation.</i></p>
Independent	<p><a href="#">Reciprocal Teaching</a></p>	<ul style="list-style-type: none"> <li>• Collaborative meaning-making of a complex text</li> <li>• Emphasizes predicting, questioning, clarifying, and summarizing.</li> </ul>	<p>Typically is about ~30-40 min of group reading. Prepare the text and grouping ahead of time.</p> <p><i>Allow ELs to preview text to prepare for the skill that will be utilized in class.</i></p> <p><i>Pair/Group ELs with students who can serve as language models.</i></p> <p><i>Allow access to anchor charts.</i></p> <p><i>Provide ELs with a bank of vocabulary or phrases to support academic language and participation</i></p>
	<p><a href="#">Reading Guides</a></p> <p>(More info <a href="#">here</a>)</p>	<ul style="list-style-type: none"> <li>• "...focus students' attention, to help them process content, and model strategic reading" (McKenna, Franks, &amp; Lovette, 2011)</li> <li>• Support students in accessing complex texts independently</li> <li>• May include prompts that require students to notice, reflect, or write a response.</li> </ul>	<p>Reading guides are not intended to assess comprehension (this makes them different from a simple worksheet of comprehension questions); rather, they are used to guide students' thinking as they read.</p> <p>Support students AS they read (versus assigning after-reading questions) with reading guides/roadmaps or graphic organizers.</p> <p>Teachers may customize reading guides for a specific purpose and for a specific group of students.</p> <p><i>ELs are acquiring content and language simultaneously; therefore, they may need a shorter passage, fewer tasks, and scaffolded writing prompts to demonstrate their thinking in the allotted time.</i></p>
	<p>Annotations and <a href="#">"talking to the text"</a></p>	<ul style="list-style-type: none"> <li>• Opportunity to make thinking visible</li> <li>• Documents during reading comments and thinking for later use after reading</li> <li>• Encourages students to use schema to make connections, ask questions, notice confusing areas and use fix up steps, etc.</li> </ul>	<p>Ideal for smaller chunks of text.</p> <p>Can be used in think aloud directed by teacher, partner think aloud, or independent reading.</p>
	<p><a href="#">Metacognitive bookmarks and logs</a></p>	<ul style="list-style-type: none"> <li>• Conversation that invites thinking rather than retrieving information</li> <li>• A way to "capture" the reading process</li> <li>• Tool for debriefing reading of a complex text</li> </ul>	<p>We explicitly teach metacognitive conversations and engage in it frequently as a whole class with teacher modeling, in small groups, and independently with logs with the end goal that students will internalize it.</p>

	<p><a href="#">Audio</a> (SORA overview)</p>	<ul style="list-style-type: none"> <li>• Model fluency and expression</li> <li>• Develop listening skills</li> <li>• Support vocabulary development and accessing complex texts independently</li> <li>• Support/control pacing of students' independent reading</li> </ul>	<p>Audio is generally more effectively used in independent reading but could be incorporated into other collaborative strategies.</p> <p>Be sure students listen WHILE reading/tracking the text.</p>
	<p><a href="#">Writing-to-learn</a> and low stakes writing</p>	<ul style="list-style-type: none"> <li>• Low-stakes writing that happens routinely in class</li> <li>• Writing is a tool for processing new information and exploring thinking</li> </ul>	<p>Writing-to-learn focuses on the use of informal, frequent bursts of writing as a method for student reflection and exploration of thinking. It is typically not evaluated formally, but may be used by teachers to check in on student learning needs.</p>

**English Learners**  
*Tier 1 Classroom Teacher: Reference your English Learners' **EL Plan** to provide the necessary EL Scaffolds & Supports to make content accessible, develop academic language, and provide equitable tasks/assessments based on their English Language Proficiency (ELP) levels in Tier 1 instruction.*



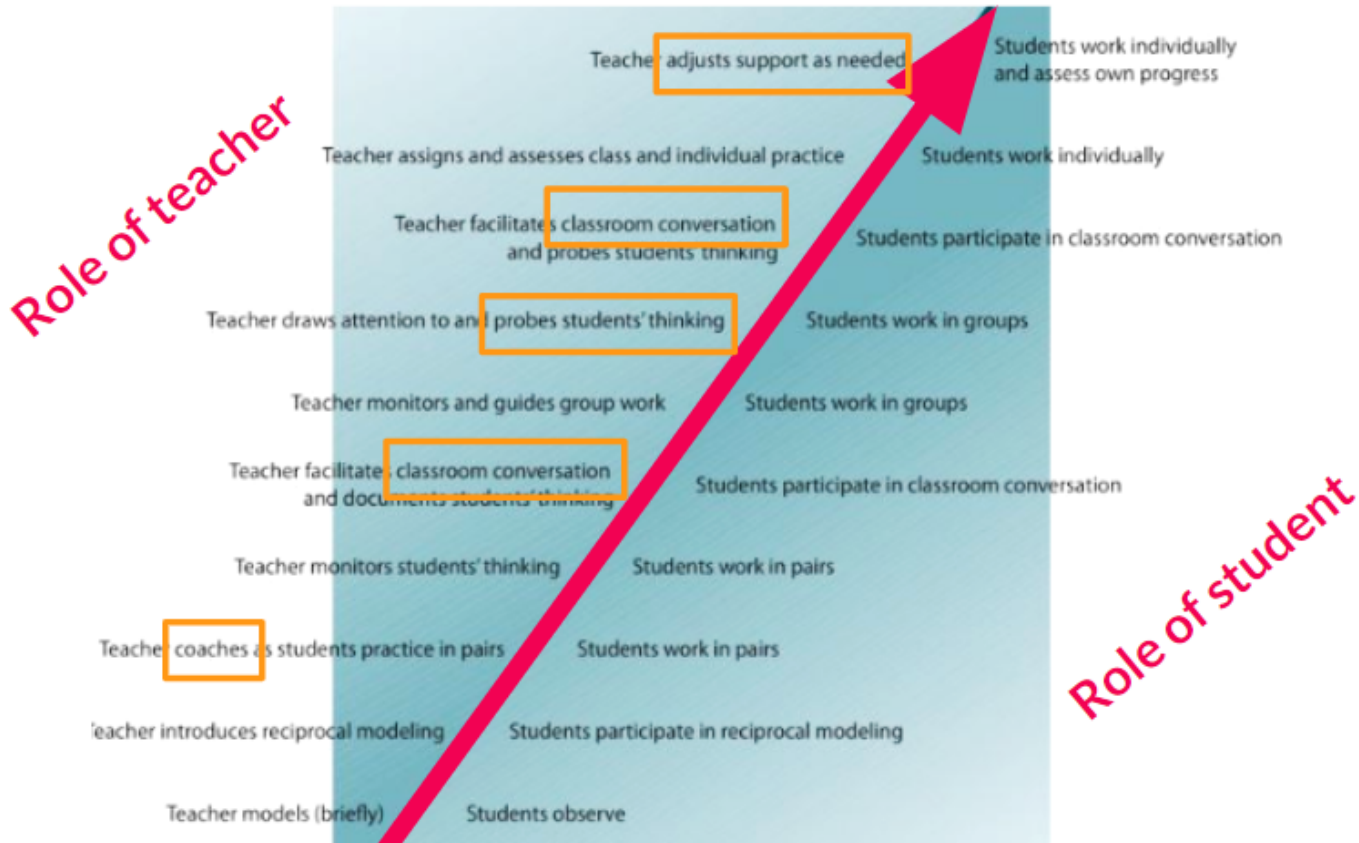
**What might a week of reading instruction in a secondary classroom look like?**

Monday	Wednesday	Friday
<ul style="list-style-type: none"> <li>• (5-10 min) Warm up- Connect, review, preview, and/or engage</li> <li>• (10 min) Teacher model thinking aloud beginning of novel (special focus on questioning and clarifying)</li> <li>• (15-20 min) Reciprocal modeling whole class</li> <li>• (5 min) Whole class debriefing with metacognitive conversation</li> <li>• (30 min) Partner reading (possibly using paragraph shrinking at</li> </ul>	<ul style="list-style-type: none"> <li>• (5-10 min) Warm up- Connect, review, preview, and/or engage</li> <li>• (10 min) Discuss reading from last class and clarify misconceptions seen in exit ticket</li> <li>• (10 min) Teacher model thinking aloud using Reciprocal Teaching method beginning of next chapter in novel</li> <li>• (35 min) Reciprocal Teaching in small groups. Teacher monitors,</li> </ul>	<ul style="list-style-type: none"> <li>• (5-10 min) Warm up- Connect, review, preview, and/or engage</li> <li>• (5-10 min) Discuss reading from last class and clarify misconceptions seen in exit ticket</li> <li>• (40 min) Students continue reading independently with reading guide. Audio as an option for students who would benefit from listening while reading.</li> </ul>



<ul style="list-style-type: none"> <li>pre-selected stopping points)</li> <li>(5 min) Pair then share whole class debriefing metacognitive conversation</li> <li>(10 min) Closure--teacher assesses student understanding of reading in brief exit ticket</li> </ul>	<p>collects formative data on understandings and misconceptions, etc.</p> <ul style="list-style-type: none"> <li>(5 min) Whole class debriefing conversation</li> <li>(10 min) Closure--teacher assesses student understanding of reading in brief exit ticket or other similar activity</li> </ul>	<ul style="list-style-type: none"> <li>(20 min) Short written response to text</li> </ul>
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From *Reading for Understanding*, below is a graphic to highlight an approach to reading instruction over the course of a text or text set. In addition, here is a [teacher planning tool](#) to articulate the thinking below.



**What might a week of writing instruction in a secondary classroom look like?**

Monday	Wednesday	Friday
<p>(Picking up from the sample reading lessons above)</p> <ul style="list-style-type: none"> <li>Students share their short written response with a partner (5)</li> <li>Teacher introduces writing assignment and connects it to prior instruction; reviews today's objectives (5)</li> <li>Teacher models the portion of writing students will complete next</li> </ul>	<ul style="list-style-type: none"> <li>Students share their work with a partner (5)</li> <li>Teacher reviews writing assignment and connects it to prior instruction; reviews today's objectives (5)</li> <li>Teacher models the portion of writing students will complete next (the body paragraphs, for example) (15-20)</li> </ul>	<ul style="list-style-type: none"> <li>Students share their work with a partner (5)</li> <li>Teacher reviews writing assignment and connects it to prior instruction; reviews today's objectives (5)</li> <li>Teacher models the portion of writing students will complete next (conclusion, for example) (15)</li> </ul>

<p>(planning/organizing, for example) (15)</p> <ul style="list-style-type: none"><li>• Students practice as teacher monitors work and/or pulls small groups to the side for targeted instruction/feedback (20)</li><li>• Students share with a peer to reflect (5)</li><li>• Teacher models the portion of writing students will complete next (the introduction, for example) (15)</li><li>• Students practice as teacher monitors work and/or pulls small groups to the side for targeted feedback (20)</li><li>• Students share with a peer to reflect and receive feedback (using a checklist or rubric for guidance) (5)</li></ul>	<ul style="list-style-type: none"><li>• Students practice as teacher monitors work and/or pulls small groups to the side for targeted instruction/feedback (40-50)</li><li>• Students share with a peer to reflect and receive feedback (using a checklist or rubric for guidance) (5)</li></ul>	<ul style="list-style-type: none"><li>• Students practice as teacher monitors work and/or pulls small groups to the side for targeted instruction/feedback (20)</li><li>• Students share with a peer to reflect (5)</li><li>• Teacher models the portion of writing students will complete next (peer revising and editing, for example) (15)</li><li>• Students practice as teacher monitors work and/or pulls small groups to the side for targeted feedback (20)</li><li>• Students share with a peer to reflect and receive feedback (using a checklist or rubric for guidance) (5)</li></ul>
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