Common Core Literacy
Observation Framework and Coaching Tools
Developed with Pam Allyn
A Tool for Administrators, Coaches, and Teachers

Pearson School Achievement Services
Common Core State Standards © 2011
Common Core English Language Arts College and Career Competencies
Observation Framework and Coaching Tool Resource Flipbook

Goal 1. The teacher promotes development of student independence.

Guiding Questions

1. When you are modeling a strategy, how can you ensure that students understand the strategy's applications?
   Ask them to explain *how* and *when* they are applying a particular strategy;
   Ask them to explain *why* a particular strategy is the best one for the assigned activity;
2. When students share their strategies for a particular task, with a group or the class, ask the listeners to think about how each strategy might be applied to their own tasks.
3. Ask students, in their own words, to restate another student's ideas or to extend those ideas.
4. Ask the student what additional resources might be helpful in mastering a particular skill.
5. What student actions and reactions suggest that the text or activity you have chosen is appropriately rigorous (How can you recognize when the students are in their Zones of Proximal Development?) (Vygotsky 1978)

Additional Strategies

Grouping Strategies: Assigning groups requires specific attention to the following:
What is the group purpose?
   Practicing a strategy
   Working on or completing an activity
   Developing a project
   Sharing drafted work
   Sharing reading instruction
   Sharing a revision or editing task
What achievement levels should work together?
Heterogeneous or homogeneous pairing and grouping will often depend on the following:
   Class size
   Language proficiency (including English Learners)
   The rigor of the text
   The rigor of the activity
   The range of achievement levels
   The need for direct teacher support with certain learners

Consider how best to work with those who need specific scaffolding for a particular activity or skill.
   How do you motivate and support the high achievers' needs when grouping?

How do you accommodate and support students with special learning needs?
Beyond assigning specific group responsibilities, how do you ensure all students in a group are working toward mastery of the skill?

Work Time: Giving students time to struggle with new ideas and strategies—individually and in group settings—is essential if they are going to internalize the content and strategy.

Teacher-Model: An important element of modeling goes beyond demonstration. Modeling of a text reading shows how one thinks while completing a task, reading, etc. Model and apply asking questions of yourself. Depending on the lesson or activity, questions should focus on appropriate strategies a successful and fluent reader and thinker will use when

retrieving information;
comprehending information;
analyzing or applying information;
making connections to previous knowledge; or
extending the learning beyond the specific lesson.

(Marzano 2001)

Brainstorming: Whatever target skill is the focus of a brainstorming session, it is important that you model the process, which can often produce irrelevancies and lack of attention by some. At the appropriate time—perhaps before the instruction or before the students begin their activity—assist the class in brainstorming a variety of resources that might support the students work.

Class and Individual Goals: Establishing and posting class goals with the class while sharing your own goals can reinforce class motivation. Discussing where you have had success and challenges can guide the choices.

Use this time to model and guide the students so that they can create their own goals. Provide access to previous successes and assessments so the students can have a realistic view of their achievement levels.

Rubric Building: Rubrics are essential guides for student achievement, and the students should be involved in building these rubrics. [See Goal 8 – Rubric Building]

Depending on the degree of student familiarity with rubrics, they should participate in developing rubrics that can assist them in self- and peer-evaluations.

The more students are engaged in determining their own goals, within the structure of the class and district objectives, the greater their motivation, understanding and confidence.

Self-Evaluation: Set up times and situations where students can refer to their individual goals, reflect on their progress, and share their successes.

Reflection Strategy: When recording and reflecting on the strategies you used in class—as well as on the strategies your students studied and applied—note the degree of mastery you and your students achieved. This will provide extensive assessments and numerous ideas to share with your colleagues about what worked, what worked somewhat, and what needs to be addressed or changed.

Other Resources

Anderson, Jeff. 2007. *Everyday Editing.* Portland, ME: Stenhouse.

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do.* Portsmouth, NH: Heinemann.

Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

Gregory, H., and Lin Kuzmich. 2005. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K - 6*. Thousand Oaks, CA: Corwin Press.

Gregory, H., and Lin Kuzmich. 2005. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7 - 12*. Thousand Oaks, CA: Corwin Press.

Harvey, Stephanie, and Anne Goudvis. 2007. *Strategies That Work*. Markham, ON: Stenhouse.

Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

Marzano, Robert. 2001. *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.

Marzano, Robert. 2007. *The Art and Science of Teaching*. Alexandria, VA: ASCD.

Oczkus, Lori D. 2004. *Super 6 Comprehension Strategies: 35 Lessons and More for Reading Success.* Norwood, MA: Christopher-Gordon Publishers.

Slavin, Robert E. 2011. *Educational Psychology: Theory and Practice,* 10th ed. Boston, MA: Pearson Education, Inc.

Vygotsky, Lev. 1978. *Mind in Society: The Development of Higher Psychological Processes,* 14th ed. Cambridge, MA: Harvard University Press.

Goal 2. The teacher facilitates the development of students' content knowledge.

Guiding Questions

1. Ask students if anything in this text reminds them of previous works they have read, seen, or heard about?
2. Ask students to restate and build on other students' ideas to confirm their understanding and comprehension of the concept or text meaning.
3. Ask students how the order of the specific ideas, images, or details affects the meaning.
4. Ask students what text evidence supports their ideas or statements.
5. Suggest reordering the ideas, images, or details to identify any changes in meaning.
6. Ask students which words or phrases in a particularly challenging sentence or passage are vital to understanding the main idea, connecting ideas, or essential images.
7. When a text has multiple features, ask students what additional information can be found on a particular page, inset, photograph, caption, map, etc.

Additional Strategies

Using Graphic Organizers: Initially students need direct instruction and practice with a variety of graphic organizers for a variety of texts and types of information. Ultimately, however, students must be able to and be allowed to choose the graphic organizer they believe is most suited for a particular task, text, and individual.

Text Note Taking: The method for creating student independence in note taking is much the same as for learning how to use graphic organizers. After a variety of directed experiences with adjusting the styles and formats of note taking to different texts, students need practice, support, and guided questioning about why their choices are best suited for the task, text, and individual.

Read Alouds: A Read Aloud is a model of fluent reading that students are expected to follow in a text. It needs to be rehearsed for fluency and read by the teacher with an understanding of the goals of the particular text and lesson. It is not intended as student practice and should not be interrupted with questions or comments from the teacher or students.

Think Alouds: A Think Aloud models what processes specific to the text and lesson are important for the students to grasp. At predetermined points, the teacher stops the Read Aloud and talks aloud—modeling the kind of thinking, questioning, and predicting required of the passage and lesson. Like the Read Aloud, this model should not be interrupted with additional questions or comments from the students. It is important to follow up this model as the students read, think, and discuss. Specific questions related to the thinking, questioning, and predicting of the students about what they have read provide reinforcement for the students and—for the teacher—a formative assessment of their growth and any need for additional scaffolding.

Public Speaking: Reluctance to speak before a group crosses all achievement, class, and ethnic groups. Specific skills, including speaking from notes or extemporaneously, organizational tools, voice projection, and an audience of active listeners must be assessed and taught as needed. Sufficient opportunities for the students to plan and rehearse are essential. Solitary practice or partnered or small-group sharing is a necessary step for some students prior to whole-class public speaking.

An Engaged Audience: To develop and engage active listeners, you might ask the students, during or after a presentation, to list and then prioritize specific arguments, details, and images they remember in order to assist them when sharing or evaluating the effectiveness of an oral presentation. A rubric that details these items would provide both a checklist to follow and a set of goals to self-evaluate.

Concept Map: A concept map is an excellent wall artifact designed and created by the students to track their learning on a particular concept. In additional to text-specific ideas and details that support the learning targets, concept maps can include relevant vocabulary and etymology, pictorial representations of the concepts, and connections to other texts and to students' lives.

Using any number of organizational strategies, it can provide students with

access to wider understanding of a concept;
a means to visually chart and review the development of a concept; and
discussion starters.

Using a Web Site: As the students respond in writing to a task, have them post their writings on a class Web site. This site can be used for sharing, reading others' writing, reactions, evaluations, extensions, and so forth.

Other Resources:

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do.* Portsmouth, NH: Heinemann.

Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. 2008. *Making Content Comprehensible for English Learners, 3rd ed*. Boston, MA: Pearson Education, Inc.

Gregory, H., and Lin Kuzmich. 2005. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K - 6*. Thousand Oaks, CA: Corwin Press.

Gregory, H., and Lin Kuzmich. 2005. *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7 - 12*. Thousand Oaks, CA: Corwin Press.

Harvey, Stephanie, Anne Goudvis, and Donald Graves. 2000. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse.

Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

Meeks, Lynn Langer, and Carol Jewkes Austin. 2003. *Literacy in the Secondary English Classroom*. Boston, MA: Pearson Education, Inc.

Pitler, Howard, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski. 2007. *Using Technology with Classroom Instruction That Works*.

Alexandria, VA: ASCD.

Richardson, Will. 2006. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for the Classroom*. Thousand Oaks, CA: Corwin Press.

Wolf, Dennie. 1995. *Reading Reconsidered*. New York: The College Board.

Goal 3. The teacher engages students in responding to varying demands of audience, task, purpose, and discipline.

Guiding Questions

1. What evidence indicates the audience the author is targeting? How do you know?
2. What evidence reveals the purpose or task the author is addressing? How do you know?
3. What is the author's attitude toward his subject, audience, or purpose? What evidence suggests or reveals that attitude?
4. Select a particularly interesting or challenging language device or trope from a current text or narrative, and ask the students or small group where they can recall another text or narrative that used a similar device or trope.
5. All of the above guiding questions can be applied to the student as writer, including comparing student writing to the lesson text.

Additional Strategies

Visualizing Vocabulary: As students are introduced to new content-based vocabulary—whether through direct instruction or in their readings—ask students to act out, perhaps as charades, the meaning of the word.

Asking students to draw pictures of new vocabulary is often an effective means to embedding the meaning, particularly for second language students and struggling readers at all levels or grades. If using a word wall, these visualizations should be included.

Classroom Conversations: A Classroom Conversation is a whole-class interaction around a topic, text, or targeted idea. It is important that every student becomes engaged, so this may require a teacher model [perhaps with select students] on how an academic discussion should sound and progress. This type of conversation is student-centered where the teacher functions as a facilitator and offers encouragement to all to participate (Myers 2008).

Comparison/Contrast: When selecting authentic writing for students to compare and contrast, select ones that have developed similar themes or arguments using specific elements that reveal clear differences in
> language/word choices;
> syntactical style;
> tone;
> point of view; and
> specific tropes.

Different Contexts: Ask students—perhaps working together in pairs or small groups—to rewrite each other's papers with a different audience in mind. Comparing the differences can facilitate further understanding of audience. This strategy can also be used for recognizing and clarifying differences in purpose.

Student-Generated Comprehension Review: To get students back into a text, ask them—as individuals or in small groups—to create a short comprehension quiz to share with others. It is important, however, that they understand the appropriate kinds of comprehension questions to develop. This must not be a simple memory test of random details, so model questions for them. Some models might include the following:

      What sentence(s) reveals the targeted audience?

      What words show a specific character's (or writer's) attitude about particular

            ideas?

            elements?

            details?

      What evidence reveals the writer's

            biases?

            purpose?

            intended audience?

Students should work directly with the text when creating their comprehension review, and their questions should require the other students to use the text. Their questions should be directly related to the focus of the unit or text, or they should connect to targets from previous lessons.

Concept Maps: In addition to using student concept maps as a reflection strategy (see Goal 2), they can also be used to focus student work and attention on word choices that establish tone, audience, purpose, and authority from authentic texts as well as their own writing.

Argument Evaluation: To assist the students as they work with developing arguments and themes, specific practice with professional models—particularly through analytical and imitative activities—should allow the students to practice separate and mixed elements in drafting. These activities should focus on

      developing the appropriate writer's tone;

      identifying and connecting to your audience;

      finding and prioritizing distinct arguments and supporting details;

      supporting reasons and evidence; and

      choosing the most appropriate organizational pattern.

Toward Independent Analyses: A posted framework or model for students to utilize prior to independent, analytical papers could include

      checklists of targeted skills that have been studied and applied in their work;

      model thesis statements that clearly identify the primary claim, secondary claims,

            and counter-claims;

      concept maps that focus on particular writers and their styles; and

revision and editing processes.

Understanding Audience: Provide a text with a clearly identifiable audience purpose. After the students have worked with the text in identifying the writer's audience and purpose, ask them to rewrite the piece using the same purpose but changing the audience.

Other Resources

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do.* Portsmouth, NH: Heinemann.

Braunger, Jane and Jan Patricia Lewis. 2006. *Building a Knowledge Base in Reading.* Urbana, IL: NCTE.

Burke, Jim. 2004. *School Smarts: The Four Cs of Academic Success*. Portsmouth, NH: Heinemann.

Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. 2008. *Making Content Comprehensible for English Learners, 3rd ed*. Boston, MA: Pearson Education, Inc.

Gibbons, Pauline, and Jim Cummins. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.

Indrisano, Roselmina, and Jeanne R. Paratore. 2005. *Learning to Write, Writing to Learn*. Newark, DE: International Reading Association.

Myers, Stephen. 2008. "Conversations That Matter." Educational Leadership 66, no. 1 (September). Accessed October 16, 2012.
http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Conversations-That-Matter.aspx.

Goal 4. The teacher elicits student criticism in response to written and spoken text.

Guiding Questions

1. What criteria did you use to select your source(s)?
2. What are the strengths and the weaknesses of your source(s)?
3. What do you think the writer feels about his topic? What evidence or quotes support your thinking?
4. What claims has the writer made to convince his targeted audience of his purpose?
5. Is there a difference between the writer's attitude (tone) toward his topic and that of the narrator or characters? How can you identify that?
6. How do you know the narrator's viewpoint is reliable? What evidence is in the text that makes you think the narrator [or other characters] can be trusted or not?

Additional Strategies

Modeling Source Validity: When developing lists and criteria for source evaluation, begin with several models that show a range of source reliability from strong to weak. Focus the students' attention through questioning about the elements that make a source more or less reliable. These elements can include, but are not limited to

degree of authority of the source or writer;
scientific and mathematical validity;
logical presentation versus logical fallacies;
writers' biases and how they may affect the information; and
the secondary sources of any data or factual assertions.

Then provide them some more models to practice as you monitor their progress in identifying the strengths and weaknesses of these sources. Ultimately, you want the students to create these process checklists for the different domains and goals of their writings.

Inference Building: It is important that students work with building inferences and identifying the evidence to support their inferences. Following an initial reading of a text, consider asking students to quickly jot down their thoughts, inferences, or conclusions about the writer's tone, his purpose, his audience, or—if a narrative—about the characters, plot, and so forth. Have them share their notes in small groups and then to return to the text to find evidence for these inferences.

If the students are new to the idea of inference or struggle with how to make inferences, model an inference you have made from the text, and then ask them to find evidence to support your inference.

Identifying Logical Fallacies: Many texts and other sources are available that explain the wide variety of logical fallacies. With these tools at hand, show the students a model text that contains a range of logical fallacies. Then provide another text for small groups to work with. As they share the logical fallacies they identified, monitor these understanding to determine if they are ready to work more independently. A follow-up activity to assess comprehension should have the students select one or more sources of information (relative to the theme, content, or strategy currently being studied), analyze the logical fallacies, and present their findings to the class or a small group.

Often elementary students can be asked for their intuitive reactions to the validity or logic of stories or informational text through sharing how they reacted to a character or plot element. Students should then be asked—individually or in small groups—to go back to the text to find the evidence to support their inferences.

Collateral Goals: When students develop a multimedia presentation on a topic, theme, or argument, make sure they are aware that their goals for the presentation might also include

> a variety of media;
> a variety of sources that can be shown to be reliable;
> demonstrable logical reasoning;
> effective communication strategies; and
> other skills and strategies that have been studied.

It is important to give adequate research and rehearsal time for any presentation that is intended to be evaluated. This is particularly important for students whose English skills are limited—although it is essential for all students expected to demonstrate a mastery of multiple skills.

Gallery Walk: A Gallery Walk is an opportunity for students to display, analyze and evaluate information, different media, argumentation skills, etc. As individuals or small groups work on an assigned activity, they create a wall display that demonstrates their work. You may want the students or small groups to discuss their work with the class. Once all the individuals or groups have posted their work, other students or groups will observe, listen, and perhaps be given opportunities to respond to the Gallery.

Other Resources

Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.
Gibbons, Pauline, and Jim Cummins. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.
Indrisano, Roselmina, and Jeanne R. Paratore. 2005. *Learning to Write, Writing to Learn*. Newark, DE: International Reading Association.
Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

Pitler, Howard, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski. 2007. *Using Technology with Classroom Instruction That Works*.
    Alexandria, VA: ASCD.
Richardson, Will. 2006. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for the Classroom*. Thousand Oaks, CA: Corwin
    Press.
Sagan, Carl. 1996. *The Demon Haunted World*. New York: Random House.
Schmoker, Michael. J. 2006. *Results Now*: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, VA: ASCD.

Goal 5. The teacher leads students in evaluating and utilizing textual evidence.

Guiding Questions

1. What evidence does the writer/speaker rely on to make his point?
2. Where can you check the reliability of the presented evidence?
3. Can you find any evidence to counter the speaker's/writer's claims, either in the text or from other sources?
4. What makes this (claim, statement, or quotation) reliable?
5. Ask students or small groups to justify their choices of evidentiary support.
6. How can this evidence be used to support or argue another point of view?
7. When students are working on selecting evidence from a text to support a position, argument, or thesis, ask them to explain how each piece of information, quotation, or the data supports that position, and how important that evidence is in relation to the rest of their evidence.
8. When a student appears to be struggling with finding evidence and seems to be out of ideas how to proceed, indirectly suggest a direction, section of text, or word that might lead the student toward more evidence by asking him to consider the following question: *What would happen if you looked at . . . ?*

Additional Strategies

Additional Support: As the students work to put together evidence from texts to support a position, argument or thesis (from an authentic text or their own writing), ask them to consider what support can be provided by the addition of

visual evidence;
evidence from other texts;
online sources; and
related evidence from science, social studies or math.

Developing a Thesis Statement: One way to assist students in understanding the concept and construction of a thesis statement is to use student-friendly language. That is, in the context of informational writing and argumentation, a thesis statement is nothing more than the writer's claim of a position about a particular topic. However, to develop further depth, it is necessary to show students how to expand a single claim.

A secondary support claim can be modeled with sentence starters like *In addition*, *Also*, and *Beyond that.*

And a counterclaim, which can become the writer's primary claim placed in a more powerful position, might start with *But*, *Although*, *In spite of*, or *Nevertheless*.

The mastery of an increasingly complex thesis can be scaffolded over several lessons or weeks. The students should also get opportunities to manipulate these levels of claims to determine where to place each claim or counterclaim within the writing. Ask them to consider how necessary it is to include the secondary and counter claims—or even the primary claim in the opening paragraph.

Teacher modeling of texts that develop complex thesis statements is essential for students. The goal is for them to progress from the model to small-group analysis, continue on to independent analysis, and then to practice or imitate the models they have studied as they work to create their own complex thesis statements.

The task of identifying or creating a claim can be adapted throughout all grade levels and student achievement levels. Necessary scaffolding can be done with any grade- or student-leveled text through modeling how one identifies a claim—asking students to model, act out or draw their understanding of a given claim, having them independently and in small groups find claims in similar texts, and then giving them opportunities to work independently with text and their own writing.

Looking for Depth: As students, individually or in groups, are working on analyzing a text (or their own argument) for evidence, ask them to identify how their evidence or position could be expanded or improved by considering

> the writer's biases and authority;
> different sources that might provide contradictory evidence;
> the reliability of these sources;
> whether the writer has more than one purpose; and
> how the writer's audience affects his choice and presentation of his evidence.

Graphic Organizers: When using graphic organizers to outline evidence—whether for discussion, analysis, or writing—it is important that students get to practice using a variety of different styles for outlining. It is even more important that these different styles be discussed for their suitability for the topic or evidence, and most important that the students ultimately are expected to be able to decide the most appropriate style for the topic and themselves.

Work Time: Provide opportunities for students to rehearse all the different elements, skills, and strategies that a presentation requires. Vocal practice, use of notes, visuals including media such as PowerPoint and other platforms, prioritizing information, and sharing the work in a group setting are some of the tasks for which they may need time. Note the different fluency and competencies of your students when assigning and providing this work time.

Protocols: Modeling, practicing, and posting protocols for student work, presentations, and evaluations assists student focus and comprehension of the goals. A common presentation/evaluation protocol might look like this:

> 1 – Presenter has the floor.
> 2 – Audience attentive.
>> Note taking may be expected.

3 – Audience shares what they liked and learned; presenter listens attentively.
4 – Audience asks clarification or extension questions.
5 – Presenter responds to questions.
6 – Presenter discusses what may still need work.
7 – Class celebrates successes of presentation.

Other Resources

Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.

Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. 2008. *Making Content Comprehensible for English Learners, 3rd ed*. Boston, MA: Pearson Education, Inc.

Gibbons, Pauline, and Jim Cummins. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.

Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

McDonald, Joseph P., Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald. 2007. *The Power of Protocols, 2nd ed*. New York: Teachers College Press.

Richard-Amato and Snow, *Academic Success for English Language Learners*, Longman, Pearson, White Plains, NY, 2005.

Goal 6. The teacher supports students in the strategic use of technology and digital media.

Guiding Questions

1. How would your information be organized differently on a classroom Web site, Wiki, or blog?
2. Why is it important to consider the site's domain (for example, .wiki, .org., .gov, .com, .edu.) where information is found? (Who creates the information on each of these domains?)
3. What format or platform would be most effective for your message or audience?
4. Where else could you find more information, research, or data?
5. What makes this particular site more useful than another?
6. What can you infer about an Web site based on

   how their information is presented?
   the way people interact with each other?
   the layout of the Web site?
   the quality and number of verifiable sources cited?

Additional Strategies

A Gradual-Release Model: Many students have a variety of online habits, especially when it comes to locating reliable research. This model may reduce the range of different approaches and experience the students bring to class.
   Model a search activity for key words, and search items about a relevant topic, having the students just listen.
   Give them a few minutes to check some of the terms you listed and share their findings.
   Present another relevant topic and assist the students as a class in brainstorming key words/search items.
   Give them a few minutes to check some of the terms listed and share their findings.
   Present the topic of the targeted activity and allow the students to work in small groups
      creating their key words/search items. Monitor their progress.
   Ask each group to share what they developed.
   Opportunities for mastery of the process of online searching must be provided for each
      student and, with continued monitoring, this process must be ultimately become internalized for each individual.

Webquests: Webquests are online sites that allow students to follow questions, directions, and visualizations to find specific goals related to targeted instruction. There are numerous Webquest sites for all levels, K–12, and they are often structured as games. They can be used for whole-class work but are often more effective when individualized for direct student needs.

Developing a Class Web site: In order to expand class participation and enthusiasm, it is necessary to ensure that every student has a stake and is recognized for his or her work. When developing their first Web site, share a variety of sites and lead a discussion on the relative merits, which can then be posted. Next, have small groups work to design a site to be shared with the class. Using an Evaluation Protocol, prioritize the class evaluation of the best ideas from each presentation. This can then become the basis for a Web site unique to each class.

Plagiarism: Although a number of companies offer plagiarism assistance for the teacher, school, or district, the most productive use of any of these sites is how effective a revision tool they provide for the students. When the students are able to see a plagiarism comparison before their final draft—and are given class models and revision time—they understand the role of citations, paraphrasing, and revision more clearly.

Storyboarding: Numerous sites are available for students to learn about and create storyboards. Depending on the range of your students' narrative comprehension, working initially with common folk tales is a good way to introduce the storyboard format as a tool for understanding sequencing, visualization, details, conflict, and narrative structure. Before students create storyboards of their own narratives, it may be a good idea to give students opportunities to storyboard more complex narratives (such as short stories and novel chapters) that they have previously studied.

Multimedia Presentations: When students develop a multimedia presentation on a topic, theme, or argument, make sure they are aware that their goals for the presentation might also include

> a variety of media;
> a variety of sources that can be shown to be reliable;
> demonstrable logical reasoning;
> effective communication strategies;
> other skills and strategies that have been studied.

It is important to give adequate research and rehearsal time for any presentation that is intended to be evaluated. This is particularly important for students whose English skills are limited, although it is essential for all students expected to demonstrate a mastery of multiple skills.

Other Resources

Anderson, Jeff. 2007. *Everyday Editing.* Portland, ME: Stenhouse.
Burke, Jim. 2004. *School Smarts: The Four Cs of Academic Success*. Portsmouth, NH: Heinemann.
Dean, Deborah. 2006. *Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*. Urbana, IL: NCTE.
Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.
Marzano, Robert. 2007. *The Art and Science of Teaching*. Alexandria, VA: ASCD.

Pitler, Howard, Elizabeth R. Hubbell, Matt Kuhn, and Kim Malenoski. 2007. *Using Technology with Classroom Instruction That Works*. Alexandria, VA: ASCD.

Richardson, Will. 2006. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for the Classroom*. Thousand Oaks, CA: Corwin Press.

Goal 7. The teacher facilitates student collaboration and appreciation of other perspectives and cultures.

Guiding Questions

1. How does this sentence (or theme, idea, scene) connect to something you read last year, in another class, or outside of class?
2. How does this sentence (or theme, idea, scene) connect to something in your social studies, science or math class?
3. Is there a difference between the writer's attitude (tone) toward his topic and that of the narrator or characters? How can you identify that?
4. How do you know the narrator's viewpoint is reliable? What is there in the text that makes you think the narrator (or other characters) can be trusted or not?
5. What specific actions, thoughts, or dialogue contribute to the overall believability of the character?

Additional Strategies

Oral Understanding: As students work with a specific text, ask small groups to reenact a scene from the text from another character's point of view or in a different cultural, historical or geographic setting. Give them time to discuss and rehearse before their presentations. This strategy can be extended to asking them to adapt and present orally a folk tale, myth, or local historical event that reflects or extends the text they have been studying.

Understanding Differences: Ask the students to take a character from their reading—either historical or fictional—and create scenes for that character from different historical periods or different cultures. The scenes should have similar plot characteristics for comparison purposes, but might produce different actions, dialogue or consequences for the character. These scenes could be written in different formats such as narrative, storyboard, graphic novel, or animated.

More Perspectives: Ask the students to rewrite a text with a different perspective, with a different point of view, in a future or past time, or through a different cultural lens. This may initially be done in pairs or small groups, and after some experience with this activity, it can even be done with each other's papers.

Supporting Details: Model a graphic organizer that shows how details can have relative importance. A sample graphic organizer that compares historical fiction characters to the reality of the period might include specific historically (in)appropriate actions, language, emotional reactions, facts, and etiquette of the period. These different categories might then be prioritized by their relative importance.

Focused Popcorn: A "popcorn activity" expects students to respond quickly to a text, often asking them to identify elements, quotes, characters, or actions from the text. This continues randomly around the class until everyone has responded at least once.

Either with the whole class or in small groups, select a character from their reading for the students to chart how the writer builds that character. Post a list of categories, perhaps physical, emotional, and psychological characteristics; background information; personal goals; or actions. Ask the students to use their text to find words, phrases, clauses, and sentences that fit each category and list them as they "popcorn" their details from the text aloud. If the students have already worked with the text, you may need some volunteers to help you keep up with charting their input. The completed charts can then be analyzed for relative importance of these details in order to prioritize, expand, or write about.

Formative Assessments: Continual and frequent formative assessments are essential for several reasons:

> to determine what needs to be retaught
> to determine which students need further scaffolding
> to identify issues specific to group composition and efforts
> to motivate students based on their successes and ongoing needs
> to develop individualized instruction
> to provide opportunities for one-to-one interaction

Formative assessments can take many forms and should be done daily:

- walk-arounds
- individual conversations
- over-the-shoulder assessments
- quick comprehension questions and quizzes
- exit slips
- short homework assignments
- student-directed goal setting
- observational notes
- drawings that reveal comprehension
- tasks requiring visual
- auditory or kinesthetic responses
- individual student-to-teacher reading

Another Protocol: For speakers, whether in the class or guest speakers, practicing a class protocol prior to being an audience is necessary. This protocol should focus on how the audience is to respond, take notes, share, question, and celebrate what they learned. (see Goal 5: Protocols)

Other Resources

Burke, Jim. 2003. *Writing Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Heinemann,

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Gibbons, Pauline, and Jim Cummins. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.

Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

Meeks, Lynn Langer, and Carol Jewkes Austin. 2003. Literacy in the Secondary English Classroom. Boston, MA: Pearson Education, Inc.

Richard-Amato, Patricia, and Marguerite Ann Snow. 2005. *Academic Success for English Language Learners*. White Plains, NY: Longman Pearson.

Goal 8. The teacher utilizes assessment result to customize instruction.

Guiding Questions

1. Prior to student work on a task or assignment—particularly if the task is new or complex—ask them to iterate the expectations as well as the skills they already have to tackle the task.
2. If a student struggles with elements of a task or assignment, ask him if he can identify the area of concern.
3. If the student is unsure of where his or her issue(s) is, direct the student's attention to an element in the task or activity you have identified. Then ask him what skills he or she has for tackling that particular element.
4. With independent reading, ask individual students why they have chosen a particular text. Encourage each student to make choices based on their interests, reading level, and goals.
5. Ask the student how well he or she believes he or she is doing on a particular assignment or task and to explain what skills, masteries, and goals he is using to accomplish this.

Additional Strategies

Student Accountability: If students are expected to show mastery in skills previously taught, they should be aware of those specific expectations prior to being assessed for ongoing assignments.

Performance-Based Assessments: To assess student progress with concepts and the application of the targeted skills to be mastered, have the students create and complete activities that demand an understanding of the concept and require them to utilize these targeted skills in new ways. These performances can include, but are not limited to

　　　　writing and reading or performing new scenes related to the text and concepts
　　　　　　targeted;
　　　　replying to a writer asking him specific questions, analyzing his work, or extending his
　　　　　　ideas;
　　　　adapting the writer's ideas to the analysis of a real-life situation, perhaps in their school,
　　　　　　community, town, or state;
　　　　creating a Web site, blog, WebQuest, or wiki devoted to the concepts, texts, and skills
　　　　　　from class assignments; and
　　　　adapting or rewriting a text to a new genre.

Assessing Group Work: When evaluating group work, it is necessary to assess the individual's efforts and accomplishments as well as the group's efforts:
　　　　You, or the group, may assign individual tasks whose mastery may be assessed.
　　　　The assignments for each individual in a group can be predetermined based on

individual needs and goals.

Whatever skill mastery is expected by the group should be evidenced by all the members of individual and group assessments.

Individual Reading Levels: A two-minute assessment of an individual's reading level can be used to assist students in selecting appropriate reading materials. In a one-to-one setting

ask the student to read several paragraphs from a text. This may be an independent text of their choosing or one you have pre-selected;

listen for areas where fluency is interrupted and for specific word struggles;

ask the student to summarize the main point(s) of the reading; and

ask the student to identify the words in their reading that are unfamiliar or whose meaning is unknown;

Based on the number of fluency interruptions and unfamiliar vocabulary, you can determine whether the text is below, above, or on comprehension level. Five or more interruptions or vocabulary issues will usually indicate a text at or above their instructional level. One or no interruptions/vocabulary suggests the text may be below their reading comprehension level.

Rubric Building: Rubrics are essential guides for student achievement, and the students should be involved in building these rubrics. To model and assist the students in developing targeted rubrics, review the specific scaffolded goals that are required of the particular task (usually the left column), and then provide the "meets expectations" column for them. As a class, decide what results would fit the "approaching expectations" columns and, if you choose, "exceeds expectations."

Depending on the degree of student familiarity with rubrics, gradually expect them to determine more of the rubric, perhaps even to the point where they can create the initial goals column from the work they have already done on an assignment.

The more students are engaged in determining their own goals—within the structure of the class and district objectives—the greater their motivation, understanding and confidence.

Student Reading Choices: Beyond district or department required readings, students should be given opportunities to select their own readings. Independent reading choices should be at the students' reading levels; therefore, knowledge of their formative and summative reading assessments should guide their choices.

Most classes have a significant range of reading competencies, including ESL, IEP students, and below- and above-grade level readers. Leveling choices from multiple texts, articles, short stories, novels, or essays on targeted themes, competencies, or topics should be available.

Self-Evaluations: Set up times and situations where students can refer to their individual goals, chart their progress, reflect in writing on their progress, and share their successes. This can also be done as peer-evaluations where the student shares his own evaluation

or assists another student in evaluation of her progress. Opportunities to celebrate individual achievement and the achievement of others will encourage and motivate students.

Formative Assessments: The importance of multiple kinds of continuing formative assessments (see Goal 7) is critical to get an evolving picture of each student's ongoing growth. With extensive use of a variety of formative assessments and the consequent regular adjustments in individualized instruction, there should be no surprises when end-of-course assessments are completed.

Other Resources

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do.* Portsmouth, NH: Heinemann.

Blythe, Allen and Powell, *Looking Together at Student Work*, Teachers College Press, New York, 2008.

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Johnson, David W., Roger T. Johnson, and Edythe J. Holubec. 1994. *Cooperative Learning in the Classroom*. Alexandria, VA: ASCD.

Marzano, Robert. 2007. *The Art and Science of Teaching*. Alexandria, VA: ASCD.

Richard-Amato, Patricia, and Marguerite Ann Snow. 2005. *Academic Success for English Language Learners*. White Plains, NY: Longman Pearson.