



Georgia Association of Educational Leaders

# GAEL Literacy Leadership Institute II Day Four



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## Day Four Agenda

9:00-9:10-Welcome and Introduction

9:10-9:30-Literacy Scenarios

9:30-9:45-Literacy Walkthroughs

9:45-10:15-Literacy-Rich Classroom

10:15-10:30-Break

10:30-12:00-Collaborative Literacy Instruction

12:00-12:45-Lunch

12:45-1:00-Update from Georgia Department of  
Education

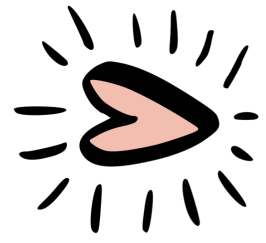
1:00-1:30-Independent Reading

1:30-1:45-Break

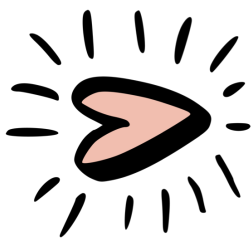
1:45-2:30—Whole Group Reading

2:30-2:45-Closing/Questions





THANK YOU  
for being AWESOME!





# HESS COGNITIVE RIGOR MATRIX | READING-LISTENING CRM

## Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions



Revised Bloom's Taxonomy	DOK Level 1 Recall and Reproduction	DOK Level 2 Skills and Concepts	DOK Level 3 Strategic Thinking or Reasoning	DOK Level 4 Extended Thinking
	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.			
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency and accuracy</li> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning or definition is clearly evident</li> <li>Describe or explain who, what, where, when, or how</li> <li>Define or describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why (e.g., cause-effect)</li> <li>Give non examples or examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify or make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi paragraph composition for specific purpose, focus, voice, tone, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations</li> </ul>
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare-contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Use language structure (pre-, or suffix) or word relationships (synonym or antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words or phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' or viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize or compare literary elements, terms, facts or details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, and internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact or opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex or abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	"UG"—unsubstantiated generalizations = stating an opinion without providing any support for it!			
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, and completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns or structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

# Literacy-Rich Classroom

Component	Reflection
1. Is there a variety of reading material (magazines, chapter books, digital texts, etc.) available for students to utilize in the classroom?	
2. Are there mentor texts for different genres of writing?	
3. Are non-fiction and fiction books readily available for students?	
4. Does the classroom contain word, letter, and/or language games?	
5. Are a variety of reading levels represented in the classroom materials?	
6. Does the classroom design include spaces for students to comfortably sit to read and write?	
7. Is the classroom designed so that students can easily access literacy materials?	
8. Do students have journals and opportunities to utilize them?	
9. Do students have multiple opportunities to interact with words?	
10. Are relevant anchor charts readily available?	
11. Is student work displayed?	
12. Do students have a writing resource binder?	
13. Are annotated exemplars displayed?	

<b>Literacy Walk-through Tool</b>										
Teacher:			Date:			Time:				
Standard Taught										
Students Reading		Teacher Reading		Literacy-Rich Environment						
<b>Skills Taught</b>										
Foundational		Vocabulary		Comprehension		Writing		Language		Speaking and Listening
<b>Method of Teaching</b>										
Whole-Class			Collaborative			Independent		Small-Group		
<b>Social-Emotional Learning</b>										
Self-Awareness		Relationships		Social Awareness		Responsible Decision-Making		Self-Management		
<b>Engagement</b>										
Cognitive			Behavioral			Emotional				
<b>Rigor</b>										
Task				Discussion						
<b>Relevance</b>										
Task				Devices						
<b>Student Feedback</b>				<b>Additional Thoughts</b>						

Coaching Conversation	
Teacher Name	
Goal	
Observation Day and Time	
Summary of Collaborative Conversation	
Resources Shared	
Action Steps	

# CLASSROOM LIBRARY ANALYSIS

## Library Content

The library includes a wide range of books:

Fiction		Nonfiction	
Drama		Autobiography	
Fable		Biography	
Fairy Tale		Essay	
Fantasy		Informational Nonfiction	
Folklore		Narrative Nonfiction	
Historical Fiction		Reference Books	
Horror		Speech	
Humor			
Legend			
Mystery			
Mythology			
Poetry			
Realistic Fiction			
Science Fiction			
Short Story			
Tall Tale			

The library includes a sufficient number of books per student (20-30 for grades K-8).

The texts in the library represent the age of students in the class.

The texts in the library represent the cultural diversity within the community.

There are books at, above and below the reading level of students in the class.

The books in the library are relevant to the lives of students in the class.

The library books support content taught in other contents (math, science, social studies, art, etc).



## Classroom Library Analysis

<b>Library Environment</b>	
The classroom has a designated classroom library.	
The library has space for 3-5 students.	
The library is welcoming to students (comfortable seating, lighting, rug, decorations, etc.).	
The library books are easy for students to access.	
The library includes a space for teacher-recommended and student-recommended books.	
Resources for journaling, tracking text selection, and reflective reading questions are included in the library.	
There is a place designated for read-aloud books in the library.	
The library has literacy resources available for students to utilize (bookmark, post-it notes, small notepad, pencils, clipboard etc.).	
The library books are well-organized.	
Students are aware of the system of organization and can effectively use it.	
There is a place for featured books (ones that correlate with content being taught) in the library.	
Students can easily find books they are able to independently read.	
The books in the classroom library are labeled appropriately.	
The library is designed so students can be self-sufficient.	
Students are able to easily and independently access digital library materials.	

# Guiding Questions for Powerful Reading Conferences

CHECK FOR FLUENCY AND ACCURACY	MAKE SOCIAL-EMOTIONAL CONNECTIONS
<p>Can you read me a section of your book?</p>	<p>Have you ever felt similar to the characters in the story?</p> <p>Do you think the characters are making good decisions? Why or why not?</p>
CHECK FOR COMPREHENSION	<p>Do you think you would enjoy being a character in this book? Why or why not?</p> <p>How do you think the characters are feeling in the story? Do you think their emotions are impacting other characters?</p>
<p>What do you think will happen next?</p> <p>What are the main ideas/themes of the book?</p> <p>What details are most interesting to you?</p> <p>What have you learned so far?</p> <p>What questions do you have about the story?</p> <p>Can I review your sticky notes?</p> <p>Can you summarize what has happened in three to four sentences?</p>	BUILD RELATIONSHIPS
	<p>Can you tell me why you chose this book?</p> <p>What keeps you engaged in this book?</p> <p>What interests you most about this book?</p>
GIVE INDIVIDUAL PRAISE	SET GOALS
<p>You have grown by....</p> <p>_____used to be hard for you. Now it seems easy.</p> <p>I like how you are thinking about the meaning of the words.</p> <p>That was a difficult word and you knew how to figure it out.</p> <p>You used your reading time wisely today.</p> <p>I really liked how you...</p>	<p>What are you working on as a reader right now?</p> <p>Can I review your reading notebook?</p> <p>What will be your new reading goal?</p> <p>How will you accomplish this goal?</p> <p>When will you accomplish this goal?</p> <p>Why is this goal important to you?</p>

# My Reading Goal

1

What is your goal?

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2

When will you reach your goal?

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3

What will you do to reach your goal?

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4

Why is this goal important to you?

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# DAILY READING LOG



TITLE/AUTHOR	START PAGE	END PAGE	GENRE	RATING	BRIEF SUMMARY	CONFERENCE



## Student Conversation Starters

<p style="text-align: center;"><b>Disagree</b></p> <ul style="list-style-type: none"> <li>• I disagree with _____ because _____.</li> <li>• Respectfully, I disagree because _____.</li> <li>• I see it differently because _____.</li> <li>• Looking at it a different way, I think _____.</li> <li>• I see what you're saying, but I think _____.</li> </ul>	<p style="text-align: center;"><b>Summarize</b></p> <ul style="list-style-type: none"> <li>• Overall, I think _____.</li> <li>• My whole point is that _____.</li> <li>• It all boils down to _____.</li> <li>• To summarize, I think _____.</li> <li>• To summarize, I learned that _____.</li> </ul>	
<p style="text-align: center;"><b>Agree</b></p> <ul style="list-style-type: none"> <li>• I agree with _____ because _____.</li> <li>• The evidence _____ shared is critical because _____.</li> <li>• I believe the same thing as _____ because _____.</li> <li>• As _____ pointed out, _____.</li> <li>• Like _____, I believe _____ because _____.</li> </ul>	<p style="text-align: center;"><b>Clarify</b></p> <ul style="list-style-type: none"> <li>• Can you help me understand what you mean by _____?</li> <li>• Can you explain what you mean by _____?</li> <li>• I think I hear you saying _____.</li> <li>• Could you say that another way?</li> <li>• I'm confused about _____. Can you please explain it to me a different way?</li> </ul>	<p style="text-align: center;"><b>Paraphrase</b></p> <ul style="list-style-type: none"> <li>• I believe that you are saying _____.</li> <li>• Is it fair to say you believe _____?</li> <li>• It sounds like you think _____.</li> <li>• I'm hearing that _____.</li> <li>• In other words, _____.</li> <li>• Let me see if I understand you correctly. I think you're saying _____.</li> </ul>

## Group Guidelines

1. All members of the group stay focused on the task.
2. All members of the group contribute to the conversation and the task.
3. Noise from group is kept at an appropriate level.
4. Group members respect each other.
5. Group members actively listen to each other.

### Group Feedback

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## Group Roles and Responsibilities

Date: \_\_\_\_\_ Group Members: \_\_\_\_\_

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**Leader:** The leader is responsible for leading group discussion and encouraging everyone to be a part of the group's decisions. They make sure everyone is respected. They also make sure everyone gets a chance to speak and participate. In our group, the leader is

**Manager:** The manager is responsible for keeping the group focused on the task. They encourage all group members to complete their portion of the task by the decided deadline. They also gather any materials the group needs to complete the task and collect the group's work at the end of each class. In our group, the manager is

**Recorder:** The recorder is responsible for recording who is present during group work, the group's decisions, and any answers to the group's questions. In our group, the recorder is

**Spokesperson:** The spokesperson is responsible for investigating any questions had by the group. They will also share the group's ideas with the rest of the class when necessary. In our group, the spokesperson is

## Reciprocal Teaching



<p><b>Predict</b> What do you think will happen? Why do you believe that will happen?</p>	<p><b>Summarize</b> What are the most important ideas from the text?</p>
<p><b>Questions</b> What questions can you ask to ensure the group understands the most important information?</p>	<p><b>Clarify</b> What vocabulary terms are new or unclear?</p>



## Jigsaw

Name \_\_\_\_\_

Date \_\_\_\_\_

Text \_\_\_\_\_

Group Members \_\_\_\_\_

**Directions:** As you carefully read the text, write down important information about your topic and the page where the information was found. Once all group members are finished reading, each will share what they learned with the rest of the group.



Important Information		Page
1		
2		
3		
4		
5		
Important Information from Group Members		Page
1		
2		
3		
<b>Summary of Article:</b>		

# Peer Feedback Form

<p><b>Title of Work:</b> _____</p> <p><b>Owner of Work:</b> _____</p> <p><b>Reviewer:</b> _____</p> <p><b>Strength of Work:</b></p>  <p><b>Ideas for Improvement:</b></p>	<p><b>Title of Work:</b> _____</p> <p><b>Owner of Work:</b> _____</p> <p><b>Reviewer:</b> _____</p> <p><b>Strength of Work:</b></p>  <p><b>Ideas for Improvement:</b></p>
<p><b>Title of Work:</b> _____</p> <p><b>Owner of Work:</b> _____</p> <p><b>Reviewer:</b> _____</p> <p><b>Strength of Work:</b></p>  <p><b>Ideas for Improvement:</b></p>	<p><b>Title of Work:</b> _____</p> <p><b>Owner of Work:</b> _____</p> <p><b>Reviewer:</b> _____</p> <p><b>Strength of Work:</b></p>  <p><b>Ideas for Improvement:</b></p>