Lunch!

See you back here at 12:00
Agenda

- Research Review 8:30–9:00
- Formative Assessment 9:00–10:00
- BREAK 10:00–10:15
- Decoding & Encoding 10:15–11:00
- Reading Fluency 11:00–11:30
- LUNCH 11:30–12:00
- Reading Comprehension 12:00–1:00
- Writing Structure 1:00–2:00
- BREAK 2:00–2:15
- Putting it all Together 2:15–3:00
- Share 3:00–3:15
- Q&A 3:15–3:30
Reading is...Reading Comprehension

- reading comprehension refers to both literal and inferential information gained from a text
Example of difficulty with LITERAL reading comprehension

Simulation:

Bóbita, Bóbita táncol,
Körben az angyalok ülnek,
Béka hadak fuvoláznak,
Sáska hadak hegedülnek.

Literal Questions:

- How are the angels sitting?
- What are the frogs doing?
Example of difficulty with LITERAL reading comprehension

| Bóbita, Bóbita táncol,  
| Körben az angyalok ülnek,  
| Béka hadak fuvoláznak,  
| Sáska hadak hegedülnek. |

| Literal Questions:  
| • How are the angels sitting?  
| • What are the frogs doing?  

| Inferential Questions:  
| • Why are the angels nearby?  
| • What is the mood of this stanza? |
Example of difficulty with INFERENTIAL reading comprehension

| 'Twas brillig, and the slithy toves | Literal Questions: |
| Did gyre and gimble in the wabe: | ● What did the slithy toves do? |
| All mimsy were the borogoves, | ● What were the borogroves like? |
| And the mome raths outgrabe. | |
| “Beware the Jabberwock, my son! | |
| The jaws that bite, the claws that | |
| catch! | |
| Beware the Jubjub bird, and shun | |
| The frumious Bandersnatch!” | |
Example of difficulty with INFERENTIAL reading comprehension

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.
“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

Literal Questions:
- What did the slithy toves do?
- What were the borogroves like?

Inferential Questions:
- What does the Jabberwocky represent in modern society?
- What does the Bandersnatch remind you of?
Best practices for reading comprehension

- **Reading Comprehension**
  - interactive content instruction and/or videos (both)
  - schema instruction via videos and Self-Regulated Strategy Development (SRSD)
  - literal: vocabulary instruction (contextually embedded) & syntactic structures (particularly valuable via writing instruction)
  - inferential: scaffolding (sentences, multiple choice)
  - faded cues to reminds students to apply active reading strategies
  - ...and that’s just scratching the surface
Background knowledge

Carol Harris was a problem child from birth. She was wild, stubborn, and violent. By the time Carol turned eight, she was still unmanageable. Her parents were very concerned about her mental state. Her parents finally decided to take some action. They hired a private teacher for Carol.

Example from: Raising Kids who Read (Willingham, 2015)
Support background knowledge through:

● educational Youtube videos (with Closed Captioning) (e.g. Crash Course)
  ○ Pro Tip: embed within a Google Form to get specific, structured responses *REAL TIME*
● Simulations (pHet)
pHet Simulations

mainly science & math
Vocabulary

- visual dictionary (Read & Write Google Docs -> Research)
- visual supports
- teach context clues
- kidsmyth
Reading Comprehension

Schema instruction

- parts of a narrative
- ReadWriteThink has many
  - plot structure
  - story maps
- Use picture books and simple Youtube videos to practice schemata (view my recent blog post on useful videos for Narratives)
- parts of a story (little kiddoes)
Self-Regulated Strategy Development (SRSD)

- **Nonfiction**
  - TWA
  - SNAAPP
  - student-created

- **Fiction**
  - CSPACE (blank, filled in)
Explicit schema instruction:

- Calgary Academy Short Story unit
Reading Comprehension

Schema Instruction Non-Fiction

● teach text structures (e.g. this Google Form on text structure of news articles)

● need to teach words for diverse relationships
  ○ cause-effect
  ○ compare/contrast
  ○ sequences
Syntax and text structure

- _____because_______
- _____by__________
- Although _______, ________

*These are also useful thesis structures & Topic Sentence frames
<table>
<thead>
<tr>
<th><strong>but</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>because</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>so</strong></td>
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</tbody>
</table>
Inferring/reasoning

- NYTimes: What’s going on in this picture?
- Visual Thinking Strategies
- animated videos
Reading Comprehension

Visualization:

- Google Slides
  - Character exploration
  - Plot summaries
  - Animations!
Reading Comprehension

Visualization:

- **Google Drawings**
  - Movie posters (including casting!)
  - Draw a character & include quotes that support how they look
  - Timelines (of events, esp. when books are tricky to understand) can also use ReadWriteThink
Reading Comprehension

Visualization:

- Animations
  - Movie trailers
  - Plot summaries
  - Analyses (can basically be like an essay)
  - Potential tools: Google Slides, Animoto, Photopeach
Try It!

1. Find a **Youtube** video that you think is educational for your students (can be content- or skills-focused). Bonus: embed it into a Google Form
2. Look at a silent animated (Google: “julesteach.es narrative development”)
3. Play around with an interactive graphic organizer (**ReadWriteThink interactives**) or create your own via Google Drawing
4. Cast a book that has not been made into a movie OR make a movie poster!
What we did/learned

- Listening to a post vs reading it ("Responsive Text" wordpress plug-in)
- Wordless videos can help with reading comprehension (and engagement)
- Movie posters: design & “casting” can take a while
<table>
<thead>
<tr>
<th>Writing Skill</th>
<th>Reading Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching text structure or sentence construction skills</td>
<td>Improved reading comprehension</td>
</tr>
<tr>
<td>Teaching spelling and sentence construction skills</td>
<td>Improves reading fluency</td>
</tr>
<tr>
<td>Teaching spelling skills</td>
<td>Improves word reading skills</td>
</tr>
</tbody>
</table>

*image adapted from Figure 7.1, Differentiated Reading Instruction*
Turn & Talk

- What is writing?
- Why is writing important?
Why Writing is Important

- Informative writing teaches others
- Persuasive writing changes the world
- Narrative writing creates empathy and understanding
Why Writing is Important

- Writing increases motivation (King, 2001)
- Writing is therapeutic (Wapner, 2008)
- Writing “is a way of thinking” and leads to better “thinking and communicating” (Ciotti, 2014, 2015)
What is Writing?

The Many Strands that are Woven into Skilled Writing
(Csillag, 2016, adapted from Scarborough, 2001)

**LANGUAGE PRODUCTION**

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- ORGANIZATION (sequence, transitions, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

**WORD GENERATION**

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

**SKILLED READING**: Fluent execution and coordination of word production and idea generation

Increasingly strategic

Increasingly automatic
Teaching Writing is Rocket Science

Writing is...Encoding

- Encoding: turning sounds into symbols
- closely related to decoding (turning symbols into sounds)

Image source
Writing is...Writing Fluency

Often not clearly defined, but some measures have included:

- composing rate, i.e. the number of words written per minute obtained through dividing the text quantity by the time spent writing.
- holistic scoring of the text (Ballator, Farnum & Kaplan, 1999)
- number of words and t-units (Elola, 2006)
- number of correctly spelled words written
- number of sentences written
- number of letter sequences (Rosenthal, 2007)

**Source:** Abdel Latif, 2008
Writing is...

Writing fluency refers to a student’s ability to get their thoughts on a page in writing.

This can be impacted by dysgraphia (a difficulty in writing, which can be linguistic, attentional and/or physical in nature).

I use a more holistic version or ideas per time limit. It’s about quality not quantity, but there is often a quantity minimum in order to reach a certain level of quality.
Without Speech-to-Text

Kids at some schools should not have homework on weekends because it's not fun. Homework that is boring: math, reading, writing. There just really boring:(. It's also really boring because it takes up a lot of time when you can do something fun instead. Cause of homework even after the school day you still basically have school!!! Teachers also want you to be smart because of homework but it doesn’t make you too smart it doesn't do anything at all because it’s always really short!!! So we shouldn't have homework because it doesn't do anything!!

With Speech-to-Text

No Homework
Encoding assistance

Google Docs
-> Voice Dictation
Live Example!
-> web accessible: dictate.io
-> iPads: Dragon Dictation
-> also built-in to every computer/mobile device
“Hey, this is better than Siri!”

Jack, 10th grade
Encoding/Fluency Assistance

Word prediction increases “transcription accuracy, and may increase compositional quality.” BUT “increases in word fluency when using word prediction contribute, in part, to compositional quality but not to the effect that organization or use of detail does, for example, so be mindful of not assuming word prediction or dictation, alone, will improve the quality of a student’s writing,” so we must also explicitly teach writing (and reading, of course) to help students improve. (Peterson-Karlan, 2011)
Think first!

Outlining *with* dictation
Try It!

1. Use Google’s Voice Typing
   BONUS: use it to format (table, highlight, edit, etc.)
   APPLE -> SYSTEM preferences -> Speech & Dictation
   iPad: dragon dictation
2. Watch a video of a word prediction tool
   (Co:Writer, wordQ II)
3. Trial a word prediction tool
Write a short essay, description, or story based on the photograph below. Please limit what you write to the space provided -- three or four sentences; about 100 words.

As you write, keep these important rules in mind:

- Place the three words with which you want to begin each sentence at the end of that sentence, without otherwise changing word order.
- Use "on" in place of "an" and "an" in place of "on" wherever you write those letter combinations (within words or alone).
- Place your concluding sentence at the top of the page.
- Without otherwise changing the spelling, place the letter "h" to the right of the letter "T" in all words that begin with "T" and to the left of the "t" in all words that end with "t."

Source: PBS Misunderstood Minds
Supports

- **Writing: Composition: What can help?**

  ![Image of a train on its side on the tracks]

  This image depicts _____________.
  It suggests that _____________.
  It is likely _____________.
  _____________

  _____________
  _____________
  _____________
  _____________
  _____________
  _____________
Supports

● **Writing: Composition**: What can help?

Brainstorm:

- sepia
- looks run down
- railroad & fences/houses
- where is it?
Writing: Composition: What can help?

(a man alongside a railroad, and some broken down houses or a fence (this image shows.)

old, and I am guessing (it is from the Great Depression because (it is rundown and (that makes me think people are having a tough time economically (the picture looks.))

old because of the sepia coloring (it also looks.}

to know more about (his picture I would like!}
Encoding/Fluency Assistance

Word prediction
Co: Writer (youtube example)

Read & Write Google aka Texthelp (youtube example)

WordQ II (they have videos, too)
Writing is...Writing Structure

Writing Structure refers to the organization of the text.

It includes:

- sentence structure
- paragraph structure
- overall text structure

The planning and revising stages are crucial for writing structure.
Writing is...Writing Mechanics

Writing Mechanics refer to the grammar of a written text.

It includes:

- capitals
- words (omitted/doubled)
- punctuation

Writing mechanics are what we look for in the Editing phase.
Best practices for encoding

- **Encoding:**
  a combination of explicit, multi-sensory, hierarchical encoding instruction (Orton-Gillingham) (Joshi et al, 2012)

  and

  authentic opportunities to write meaningfully and with assistive technology (to continue to work on writing structure while developing encoding skill) (Peterson-Karlan, 2011; Graham & Perin, 2007)
Best practices for writing fluency

- Writing Fluency
  Under-studied, but there is research to suggest that dictation can support these students and that there is nothing wrong or detrimental about using these accommodations
  
  (Peterson-Karlan, 2011)
Best practices for writing structure

- **Writing Structure:**
  Self-Regulated Strategy Development (SRSD)
  A multi-step framework for writing instruction. Key tenets include:
  - formative assessment of CONTENT and PROCESS
  - providing explicit instruction about structure (by providing models, a mnemonic to help generalization, scaffolds to student writing)

**A plethora of research links at thinksrsd.com/research**
Best practices for each

**Writing Structure:**

Self-Regulated Strategy Development (SRSD)

A multi-step framework for writing instruction. Key tenets include:

- using scoring to help students hone in on different elements of their writing and become self-regulators
- having students develop self-talk phrases to help them become self-regulators
- explicitly teaching generalization and authentic uses to help them apply strategies
Best practices for each

● Writing Mechanics:
  ○ must be embedded in writing instruction (vs. a separate “grammar lesson”)
  ○ all interventions studied but traditional grammar instruction proved statistically significant (Graham, McKeown, Kiuhara, Harris, 2012)
  ○ “teachers found the explicitness, the use of discussion and the emphasis on playful experimentation to be the most salient features of the intervention.” (Myhill, Jones, Lines, & Watson, 2012)
“Shifting readers’ focus to ‘reading like a writer’ strengthens their understanding of both meaning and how texts are built,” writes Dr. Wallis (2015). Therefore, our reading instruction must focus ‘both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students’ ability to unpack meaning from syntactically complex sentences they encounter in future reading’ (Freeman Field, 2010).”

Source: Differentiated Reading Instruction
Sentence Level

- sentence structure/syntax:
  - similarities/differences (cell phones)
  - cause-effect (global warming)
  - debating example (from before)
  - myth fill-in-the-blank (& draft of one)
Writing Structure

Outlining

● helps organize ideas
● it’s easier to notice if you don’t have anything to say (and easier to change here than during revision)
● don’t write too much (unmotivating, pointless)
SRSD mnemonics to love:

- TREE for younger students
- TBEAR for older students (you’ll see this in Docs & Forms)
Google Docs & Forms for writing structure

● Provide models
● Provide scaffolds (cloze/fill-in-the-blank)
● Example from Wonder
Google Forms for writing

- cues/prompts along the way
- one example for TBEAR for Wonder
In action: Writing a persuasive letter

- **Formative Assessment** (text structure)
- **Model with labels**
- **Students do Research**
- **Write with Google Docs, or Advanced: Forms & Form Publisher**
Google Forms for writing

In action: Writing a persuasive letter

Google Form & Form Publisher
How to set it up in Google Docs

How to use Forms & Form Publisher
Google Forms for writing

How this is supports reading/writing:
- students who need it can use the template
- by using the template regularly, they will learn the structure
- with time/for advanced students: students can create their own templates!
Writing structure (...and more)

- text structure & comprehension:
  - character traits
  - setting descriptions
  - formative assessment on fables
  - fables & myths research
Try It!

1. Write a model in Google Docs (bonus: included a fill-in-the-blank)
2. Create a Google Form for a type of writing (bonus; with Form Publisher ADD-ON)
3. Create a Google Drawing graphic organizer
BREAK

Be back at ~2:15!
Beyond text...

- Infographics
- Visual summaries/slideshows (as discussed with reading)
- Video response(s)
Beyond text...

- **Infographics**
  - Explore [Kathy Schrock’s Infographic page](#)
  - Piktochart, Google Drawings, visual.ly... there are many!
  - example
Beyond text...

- **Infographics**
  - Explore [Kathy Schrock’s Infographic page](#)
  - Piktochart, Google Drawings, visual.ly... there are many!
  - example
Try It!

1. Create an infographic about a topic (timeline, bubbles, etc.)

2. Create a visual picture summary using Google Slides, Animoto, Photopeach, etc.

3. Generate a Facebook/Twitter profile for a character
Generalization

- Always keep independence in mind!
- Usually needs to be taught explicitly (esp. Opportunities for when else to do it)
- If you do a task with memorization built-in, this will be easier
- Make sure all graphic organizers are easy to draw (use icons, simple shapes, etc.)
- Keep things consistent!
Generalization

A golden retriever story
Putting it all together

- Review of tools discussed
- Brainstorm of common difficulties
- Pro tip: think of assignment first, then find technologies to match
Graduation speech example

Speeches
- **video for text structure**
- word bank for sentence structure
- example & outline for paragraph structure

<table>
<thead>
<tr>
<th>T.S. (why you like Gateway)</th>
<th>I like Gateway because, Gateway has prepared me for this day, and for middle school, and whatever comes next.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: memory 1</td>
<td>One memory that I have for this year at Gateway is, the first day at school.</td>
</tr>
<tr>
<td>2: memory 2</td>
<td>At the beginning of the year, it was hard to make friends, but then I made a friend, whose name was Caleb, and he was the best friend I have ever had. We shared the same interests, and had some of the same ideas, I remember our first playdate, and I had so much fun, I hope he had fun too.</td>
</tr>
<tr>
<td>3: memory 3</td>
<td>Another memory is when I was doing my independent country study on Canada, and I had an amazing time learning about Canada. I think that my teachers liked my independent country study.</td>
</tr>
<tr>
<td>C.S. I hope or goal for next year</td>
<td>I hope that next year, I will have an amazing year, and my teachers will be willing to teach me all they know.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word bank:</th>
<th>Because</th>
<th>So</th>
<th>After</th>
<th>Before</th>
<th>Since</th>
</tr>
</thead>
</table>

**EXAMPLE:** Quick Outline for Speech

| T.S. (why you like Gateway) | Although this was my first year at Gateway, I learned a lot and I really enjoyed my year! |

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@julesteaches
julesteach.es
Project Time!

Use an existing lesson or create a new lesson that incorporates:

- A formative assessment (labeling within a Doc, using a Google Form)
- Multiple Means of Representation: Include a differentiated reading task (e.g. where students have the choice to watch a video, use TTS, etc.)
- Multiple Means of Action & Expression: Create a differentiated writing task (e.g. where students have the choice to create an infographic, write an essay using a scaffold, use dictation, etc.)
- Multiple Means of Engagement: include a “choice” element somewhere in your project
- Add it to tinyurl.com/istecompile (BONUS: Tweet about it! @julesteaches)
WHAT did you do?
HOW did you do it?
WHY did you do it?
tinyurl.com/ISTEcompile
Questions?
(Shameless) Plug!

You can order it on Amazon or through Routledge (the publisher)!
Thank You!

PLEASE fill out the feedback form on the ISTE website or app!

To contact me:
Twitter: @julesteaches
email: itsjulesteaches@gmail.com
(Please feel free to email me with questions, comments, etc.)