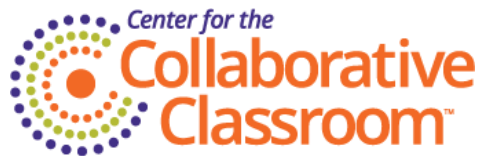


Collaborative Literacy

All-City Tutor Training

Seattle Public Schools' New ELA Curriculum



Empowering teachers. Inspiring students.

Agenda



**Collaborative
Literacy Overview**

**Comprehension
Strategy Instruction**
Making Meaning

**Facilitating Student
Talk, Thinking,
Interactions**



The Center for the Collaborative Classroom is a nonprofit organization dedicated to students' growth as critical thinkers who learn from, care for, and respect one another.

How we teach matters as much as what we teach.

Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning communities.

Classroom learning experiences should be built around students constructing knowledge and engaging in action.

Honoring and building on students' intrinsic motivation lead to engagement and achievement.

The social and academic curricula are interdependent and integrated.

***Collaborative Literacy is not simply
a curriculum for teachers to follow,
it is also a way to transform
teaching and learning.***

Agenda



**Collaborative
Literacy Overview**

**Comprehension
Strategy Instruction**
Making Meaning

**Facilitating Student
Talk, Thinking,
Interactions**

In the Making Meaning program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. The students learn and practice the strategies with guidance and support during the strategy lessons before using them in their independent reading.

-Making Meaning Introduction



Visualizing

POETRY AND FICTION

During this unit, the students visualize to make sense of poetry and fiction. As they visualize, they informally use schema and make inferences. The students are introduced to the *Student Response Book*, in which they will write regularly for the rest of the year. During IDR, the students practice monitoring their own reading comprehension and continue to confer with the teacher individually about the books they are reading. They practice visualizing during their independent reading and write in their reading journals. Socially, they relate the values of caring and respect to their behavior and develop the skills of listening and respecting one another's time to think. They also learn the procedure for the cooperative structure "Think, Pair, Share."

Unit 4

Visualizing

DEVELOPMENT ACROSS THE GRADES

Reading Strategy	K	1	2	3	4	5	6
Using Schema/Making Connections	■	■	■	□	□	□	□
Retelling	■	■	□				
Visualizing	■	■	■	■	■	■	■
Wondering/Questioning	■	■	■	■	■	■	■
Using Text Features	■	■	■	■	■	■	■
Making Inferences	□	□	■	■	■	■	■
Determining Important Ideas		□	■	■	■	■	■
Analyzing Text Structure		□	□	■	■	■	■
Summarizing			□	□	■	■	■
Synthesizing					□	■	■

■ formally taught □ informally experienced

	Day 1	Day 2	Day 3
Week 1	<p>Individualized Daily Reading</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning a procedure for self-monitoring ▪ Reading independently 	<p>Read-aloud/Strategy Lesson: “School Bus” and “Sliding Board”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the procedure for “Think, Pair, Share” ▪ Hearing and discussing poems ▪ Visualizing to understand and enjoy the poems ▪ Identifying words in the poems that suggest feelings or appeal to the senses 	<p>Read-aloud/Guided Strategy Practice: “The Balloon Man”</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a poem ▪ Visualizing a character in the poem ▪ Drawing mental images of the character ▪ Connecting mental images to the poem
Week 2	<p>Read-aloud: <i>In the Tall, Tall Grass</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Answering questions to understand key details 	<p>Guided Strategy Practice: <i>In the Tall, Tall Grass</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing a story again to build comprehension ▪ Visualizing to understand and enjoy the story ▪ Drawing mental images ▪ Connecting mental images to the story 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Visualizing to understand and enjoy texts ▪ Connecting mental images to the texts
Week 3	<p>Read-aloud: <i>Sheep Out to Eat</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Answering questions to understand key details 	<p>Guided Strategy Practice: <i>Sheep Out to Eat</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing a story again to build comprehension ▪ Visualizing to understand and enjoy the story ▪ Connecting mental images to the story 	<p>Independent Strategy Practice</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Visualizing to understand and enjoy texts ▪ Connecting mental images to the texts ▪ Learning how to use a reading journal
Week 4	<p>Read-aloud/Strategy Lesson: <i>The Snowy Day</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Answering questions to understand key details ▪ Visualizing to understand and enjoy the story 	<p>Guided Strategy Practice: <i>The Snowy Day</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing a story again to build comprehension ▪ Drawing and writing about mental images ▪ Connecting mental images to the story 	<p>Guided Strategy Practice: <i>The Snowy Day</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing and discussing drawings of mental images ▪ Writing in their reading journals

ABOUT VISUALIZING

Readers create unique mental images from texts based on their own *schema*, or background knowledge and experiences, and inferences they make from descriptive language. Visualizing enhances readers' understanding and enjoyment of all types of texts. While some young readers visualize naturally, others benefit from instruction about visualizing. All students benefit from reflecting on the fact that they are visualizing. In this unit, the students visualize as they listen to read-alouds and read independently. (For more information about visualizing, using schema, and making inferences, see "The Grade 1 Comprehension Strategies" in the Introduction.)



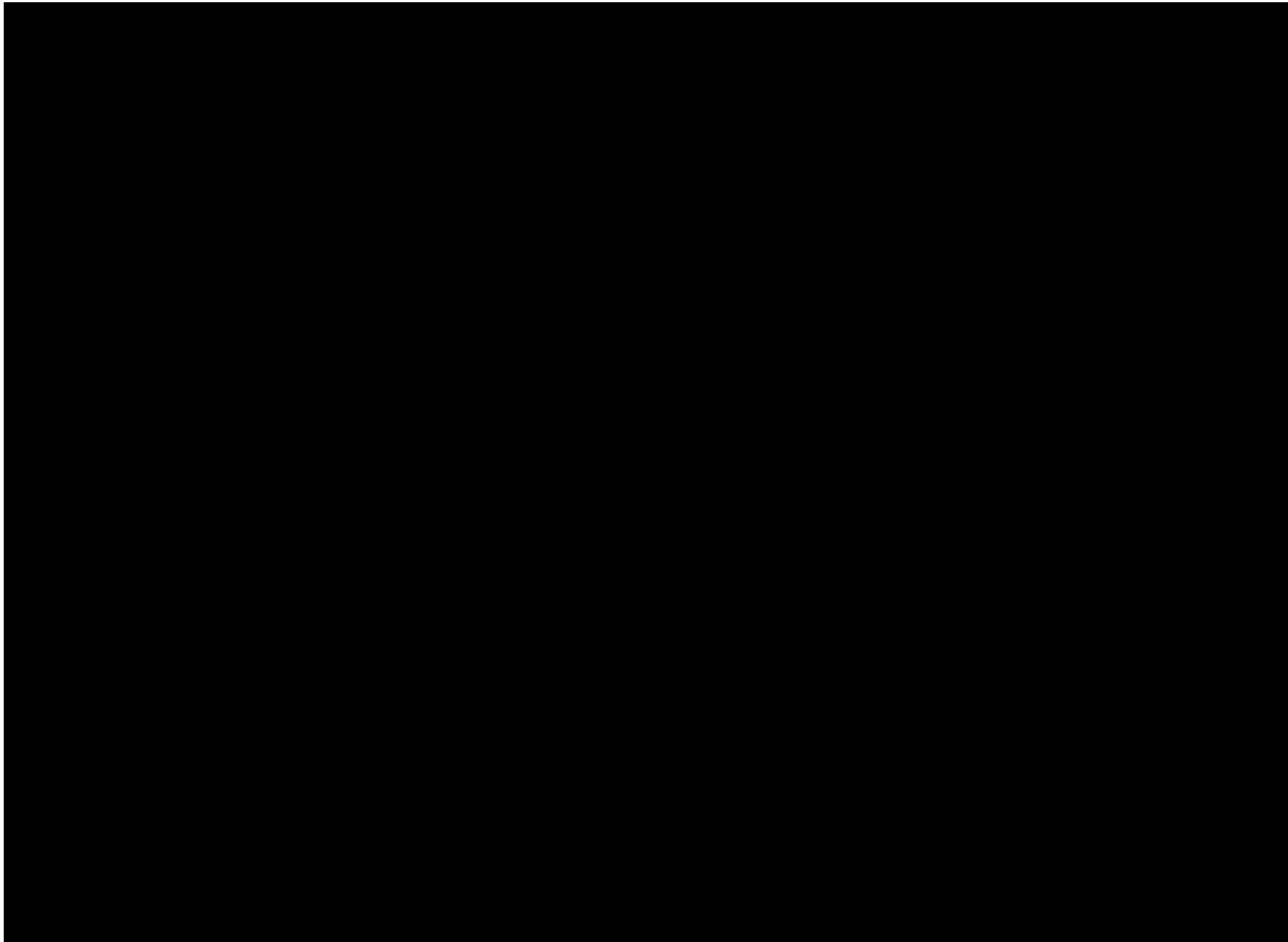
Facilitation Tip

During this unit, practice **asking facilitative questions** during class discussions to help the students build on one another's thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- Q *Do you agree or disagree with [Deborah]? Why?*
- Q *What questions can you ask [Deborah] about what she said?*
- Q *What can you add to what [Deborah] said?*

To see this Facilitation Tip in action, view "Asking Facilitative Questions" (AV20).





Comprehension Focus

- Students visualize to make sense of a text.
- Students informally use schema and make inferences as they visualize.
- Students read independently.

Social Development Focus

- Students act in fair and caring ways.
- Students listen respectfully to the thinking of others and share their own.

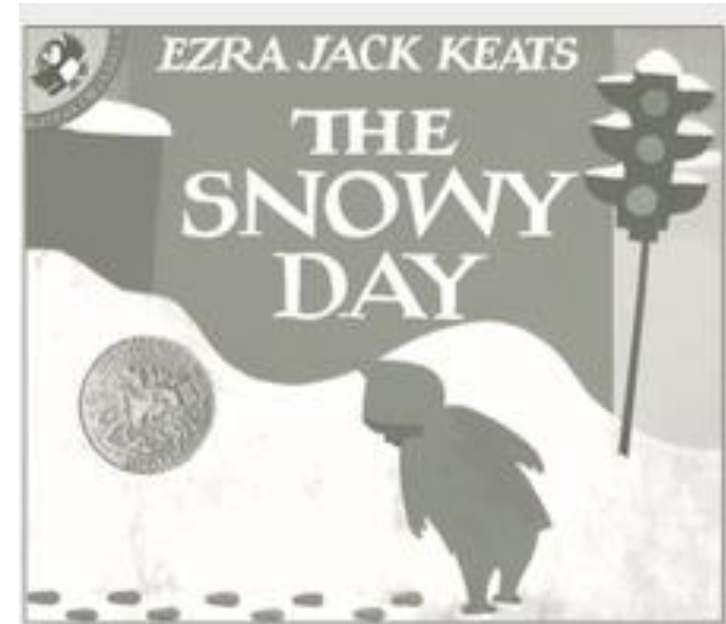
Read-aloud/Strategy Lesson

In this lesson, the students:

- Hear and discuss a story
- Visualize to understand and enjoy the story
- Answer questions to understand key details in the story
- Read independently for up to 15 minutes
- Share their partners' thinking

Day 1

Visualizing



Guided Strategy Practice

In this lesson, the students:


- Hear a story read aloud again
- Visualize to make sense of the story
- Draw and write about mental images of the story
- Connect mental images to the text
- Read independently for up to 15 minutes

Day 2

Visualizing

3 Draw and Write About Mental Images

Explain that the students will use crayons or markers to draw pictures of parts of the story that they saw very clearly in their minds as they listened. Explain that each student will draw a picture and then write a sentence that tells what part of the story the drawing shows. Use “Think, Pair, Share” to have partners first think about and then discuss:

 **Q** *What part of the story will you draw and write about? How did you picture that part?* [pause] *Turn to your partner.*

Without discussing as a class, have the students turn to *Student Response Book* page 3, “How I Pictured *The Snowy Day*,” and begin drawing and writing quietly. Remind the students that the pictures they make in their minds are more important than their drawings. They should try their best to capture on paper what they see in their minds.

Circulate among the students as they work. Note which students need encouragement to get started and which need to add details to their drawings, and support the students as needed.

Guided Strategy Practice

In this lesson, the students:

- Share their drawings and writing
- Read independently for up to 15 minutes
- Write in their reading journals
- Act in caring ways
- Express interest in and appreciation for one another's work

Day 3

Visualizing

2 Share and Discuss Drawings and Writing



Tell the students that they will share their drawings and writing with their partners first. Have partners tell each other what parts of *The Snowy Day* they drew and how they visualized those parts. As the students share their drawings and writing, circulate among them. Observe the students' interactions and responsiveness to each other's ideas. Note whether they are expressing their interest in and appreciation for their partners' work.

Signal for the students' attention, and ask a few volunteers to share their drawings and writing with the class. Ask each volunteer to begin by telling the class what part he drew and how he visualized that part. Then have him show his drawing and read his sentence aloud. Ask:

Q *Who else drew the part where [Peter makes snow angels]? How is your drawing the same as [Romario's]? How is it different?*

How did this experience across the week support you as a reader?

Agenda



Collaborative
Literacy Overview

Comprehension
Strategy Instruction
Making Meaning

**Facilitating Student
Talk, Thinking,
Interactions**

Students must have ample opportunities to take part in a variety of rich, structured conversations – as part of whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

CCSS Standards





The Fabric Store

by Jacqueline Woodson

Some Fridays, we walk to downtown Greenville where there are some clothing stores, some restaurants, a motel and the five-and-dime store but my grandmother won't take us into any of those places anymore. Even the five-and-dime, which isn't segregated now but where a woman is paid, my grandmother says, to follow colored people around in case they try to steal something. We don't go into restaurants because they always seat us near the kitchen.

When we go downtown, we go to the fabric store, where the white woman knows my grandmother from back in Anderson, asks, *How's Gunnar doing and your girls in New York?* She rolls fabric out for my grandmother to rub between her fingers. They discuss drape and nap and where to cinch the waist on a skirt for a child. At the fabric store, we are not Colored or Negro. We are not thieves or shameful or something to be hidden away. At the fabric store, we're just people.

How did this lesson support your engagement in and understanding of the poem?

Facilitation Techniques

1 Asking Open-Ended Questions

2 Asking Questions Once

3 Using Wait Time

4 Probing Student Thinking

5 Responding Neutrally with Interest

Facilitation Techniques

How does this technique support increased student thinking?

What changes will I need to make in my facilitation habits to implement this technique?

How might I use these facilitation techniques in my work with students?

Ask Open-Ended Questions

Open-ended questions force students to dig below surface answers into deeper thinking.

Require more than one- or two-word answers

Often begin with words like *what*, *how*, and *why*

Allow for multiple interpretations

Ask Questions Once

Builds student responsibility for focusing on the discussion.

Notice when you repeat or rephrase

Ask once clearly, and then wait

Invite students to ask you to repeat or clarify

Use Wait Time

Wait time is essential because it provides time for thinking.

Provides students the time to consider the question and the possible responses.

Using wait time puts the responsibility for thinking back on the students.

Probe Student Thinking

Probing students' thinking reveals how the students came up with their ideas.

What in the text made you think that?

Say more about that.

How is what you are saying different from ___?

Why do you think that?

Respond Neutrally

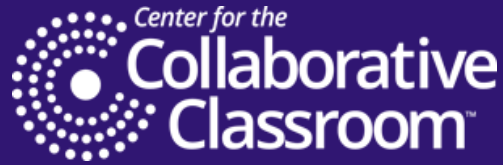
Nonjudgmental responses help students keep the focus on generating ideas.

Try to acknowledge student contributions without conveying judgment.

Avoid comparing one student's response with another's. Instead, respond with "Thank you." or "Who had another opinion?"

Try to be consistent with your facial expressions.

In what way will you plan to support students' talk, interaction and thinking?



IS EMPOWERING
teachers *to* create
COLLABORATIVE
CLASSROOMS *that*
INSPIRE students.

