Leadership Pathway
Building Knowledge and Vocabulary in Grades 6–8

Winter 2020
# The Week at a Glance

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<td>Focus and Coherence</td>
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<td><strong>8:30–4:30</strong></td>
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| **8:30–4:30** | Adapting for Equity  
**Leading Adaptive Change** |
| Wednesday | The Foundation                                                      |
| **8:30–4:30** | Text Complexity                                                    |
| Thursday  | Building Knowledge and Vocabulary  
**Scaffolds for Student Success**     |
| **8:30–4:30** |                                                                  |
| Friday    | Organizational Systems and Structures                                |
| **8:30–2:30** |                                                          |
Objectives

Participants will be able to

• describe English Language Arts Shift 3 and its importance.

• describe effective curricular approaches to building knowledge and vocabulary.

• develop and assess text-dependent scaffolding questions.

Agenda:

I. Session Opening

II. Connecting to Prior Learning

III. Shift 3: Building Knowledge and Vocabulary in Grades 6–8
## Feedback on Feedback

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Norms That Support Our Learning

- Take responsibility for yourself as a learner.
- Honor time frames (start, end, and activity).
- Be an active and hands-on learner.
- Use technology to enhance learning.
- Strive for equity of voice.
- Contribute to a learning environment in which it is “safe to not know.”
- Identify and reframe deficit thinking and speaking.
Parking Lot

Let’s go back and see if questions were addressed . . .
UNBOUNDED STANDARDS INSTITUTE

Share Your Learning!

Let your voice be heard.

SHARE YOUR LIGHTBULB MOMENTS AS THEY HAPPEN!

Use #StandardsInstitute on Twitter and Facebook and be sure to follow @UnboundEdu for the latest.
Connecting to Prior Learning
Principles for Language Equity and Learners

• We are the gatekeepers of academic language in the classroom. **We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.**

• We experience the world through our culture, language, and values. We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from ours. **This includes holding space for academic English, while also making the classroom a safe space for students to use variants of English and languages other than English.**

• Academic English proficiency is critical for all students. **We must model academic language, provide instruction using grade-level complex text and tasks, and ensure opportunities for students to practice academic language in an academic context.**
Focus on the Fourth Principle

There is no scope-and-sequence for the acquisition of knowledge and language, and all student knowledge and language is an asset. We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.

Let’s unpack this principle:

- What current structures exist within your organization that makes this principle currently untrue? What needs to change to make it true?
- What are the implications for your practice as an instructional leader to ensure this remains true for all students within the communities that you serve?
Our Approach to Learning Today

Yesterday
• In-depth study of the argument for white women’s voting rights

Today
• Engage with two different classic informational texts from different eras.
  – In each text, the author argues for the rights of marginalized and disenfranchised people to help us to better understand what it means to live with fewer rights than the dominant power group has.

Your Adaptive Lens
• Think about how we support students, especially those with unfinished learning, English Language Learners, or language minority students, authentically access complex text high-quality instructional design.
• Think about how we intentionally scaffold learning to provide access to complex text.
Shift 3: Building Knowledge and Vocabulary in Grades 6–8
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
Connecting to Shift 3

The Standards Require Three Shifts in ELA/Literacy:

1. Regular practice with complex text and its academic language

1. Reading, writing and speaking grounded in evidence from text—both literary and informational

1. Intentionally building knowledge through content-rich nonfiction

* Through (Shift 1): regular, consistent practice with text at or above grade-level complexity
* Through (Shift 1): attention and work with academic vocabulary
* Through (Shift 2) reading, writing, speaking and listening grounded in evidence from the text
Mystery Letter: Fluency

1. As a table, chorally read the passage handout (without practice).

2. As a table, reread the passage once more, clarifying pronunciation and pacing as needed.

3. With a partner, discuss:
   a. How did your fluency improve?
      • Automaticity
      • Accuracy
      • Prosody (expression)
Fluent Reading Strategies

1. Automaticity
2. Accuracy
3. Expression (Prosody)
Fluent Reading Strategies: Choral-Reading

Grade levels: end of Grade 1 through 12th

- Powerful, assisted reading strategy
- Can implement with above grade-level text
- Use daily in a repeated or wide-reading implementation
- Choose a text related to the curriculum
- **Limit time:** About 2 to 2.5 minutes long
Fluency Is a Path to Equity

- Fluent reading brings together the multitude of reading sub-skills to produce conversational-sounding reading that facilitates comprehension.
- Students must be frequently monitored across the school year for fluent reading development.
- All students, not just younger or struggling, benefit from fluency practice.
- Fluency work can take place with grade-level texts.
- Developing fluent readers is not a guarantee of comprehension, but it greatly helps!
Mystery Letter: Text Complexity

- You don’t know many of the key words.
- The sentences are long, and it takes concentration to hold the meaning from beginning to end.
- There’s no reason to read it other than you are being good sports.
- You’re having a hard time connecting/little background knowledge (and maybe you really don’t care!).
Mystery Letter: Building Knowledge

- Whose name should you sign in the closing of this mystery letter?
- When was it written?
- What did the author fear?
- Why would he hold such fears?

Introduction

In this letter, written in December 1834, Davy Crockett complains about President Andrew Jackson’s forced removal of the Cherokees from their homes to Oklahoma. Crockett opposed that policy and feared Vice President Martin Van Buren would continue it, if elected president. He even goes so far as to say that if Van Buren is elected, Crockett would leave the United States for the “wildes of Texas.” Crockett writes, “I will consider that government a Paridice to what this will be. In fact at this time our Republican Government has dwindled almost into insignificance our [boasted] land of liberty have almost Bowed to the yoke of of [sic] Bondage.” Crockett actually went to Texas before Martin Van Buren was elected president, and he died in the Battle of the Alamo on March 6, 1836, months before the election.
Mystery Letter: Building Knowledge

- Read the next text entitled “Excerpted: Andrew Jackson’s Speech to Congress in Indian Removal” once through for the central ideas. We will go back in together to address key sections of the text.

- What is Jackson proposing?

- In Paragraph 2, according to Jackson, who will benefit from this proposal? In what ways will these groups benefit?

- In Paragraph 3, Jackson compares the Native Americans to what other groups who have been uprooted?

- Reread the last line in Paragraph 3. According to Jackson, how should the Native Americans feel about his proposal?

- In the last paragraph, pick out some words Jackson uses to describe his policy.
Mystery Letter: Building Knowledge

- Read the next text entitled “Martin Van Buren: 1782–1865” once through for the central ideas. We will go back in together to address key sections of the text.

- What is the relationship between Jackson and Van Buren?
- What was Van Buren’s role in the Indian Removal Policy?
Mystery Letter: Building Knowledge

- Read the next text entitled “Excerpted Remarks of the Honorable Davy Crockett” once through for the central ideas. We will go back in together to address key sections of the text.

- Paraphrase Crockett’s argument.
- What concerns did Crockett have about the Executive Branch?
- What is “oppression with a vengeance”? 
Mystery Letter: Building Knowledge

- Read the next text entitled “Davy Crockett” once through for the central ideas. We will go back in together to address key sections of the text.

What experiences did Crockett have with:

- Jackson?
- Native Americans?
- Oppression?
Enjoy your lunch!
Shift 3: Building Knowledge and Vocabulary in Grades 6–8, continued
Objectives

Participants will be able to

• describe English Language Arts **Shift 3** and its importance.

• describe **effective curricular approaches to building knowledge and vocabulary.**

• develop and assess **text-dependent scaffolding questions.**

Afternoon Agenda

I. Shift 3: Building Knowledge and Vocabulary in Grades 6–8, continued

II. Juicy Language of Text

III. High-Quality Text-Dependent Questions

IV. Coaching for Text Complexity

V. Standards Institute Post-Assessment (immediately after session)
Revisiting the Mystery Letter

Read this text again.

- Highlight areas that were unclear before, but are clearer now.

Please answer the following questions independently in writing, using full sentences.

- What is “the Ship” Crockett is referring to?
- Describe the concerns Crockett holds regarding the power of the Executive Branch. Be sure to use specific details from the text to support your claim.
Debrief the Process

- What just happened? Did your “reading level” change?
- Why were you able to make such a strong inference from the quotes? Why is this significant?
- What did you notice about the rate of your reading of the Mystery Letter the second time? Why did that happen?
- What were the specific “teacher moves” that allowed you to make such rapid progress in your comprehension of the most challenging text?
- What did you notice about the texts themselves? About the questions?
- How was the instruction designed to incorporate opportunities to build fluency and comprehension?
The Baseball Study

What is the research behind what you just experienced?
The Baseball Study

- High reading ability
  High knowledge of baseball

- High reading ability
  Low knowledge of baseball

- Low reading ability
  High knowledge of baseball

- Low reading ability
  Low knowledge of baseball
Recht & Leslie: Measure of Comprehension

The bar chart illustrates the measure of comprehension based on reading ability and prior knowledge across different groups. The chart compares high reading ability with high knowledge, low reading ability with high knowledge, high reading ability with low knowledge, and low reading ability with low knowledge. The data shows a significant difference in comprehension levels among these groups, with the highest comprehension at 100% for high reading ability with high knowledge and the lowest at 0% for low reading ability with low knowledge.
The Baseball Study

Twenty-five lessons in reading strategies are no more effective than six lessons.

Comprehension depends chiefly on prior knowledge of the topic.
The Juicy Language of Text
Juicy Sentences: What are they?

Sentences

- within a complex text that are critical to understanding the text.
- that may have unusual or confusing syntax.
- that are worth unpacking as a class.
- that can serve as a teachable moment supported by language standards and reading standards.
- that model strong writing for students to emulate.
Language Standards

Conventions of Standard English
8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use
8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
The Final Word Discussion Protocol

1. At your table, form triads. Select a timekeeper, facilitator, and person to begin discussion.

2. Silently skim the pre-work article: “Understanding Language.” As you read, identify three sentences from the article that strongly resonate with you.

3. The first speaker will share one aspect of the reading that he or she found interesting. For up to two minutes the speaker will share without interruption. The others will listen without speaking.

4. When the first person is finished, the person to the left has one minute to talk about this same idea—building on ideas proposed by the first speaker. In turn the final member will speak for one minute on the same topic. Other members will listen without interruption while the speaker is talking.

5. The process continues until all three presenters have had an opportunity to present a topic or idea.

Five minute warning!
Juicy Sentences: How do we select them?

Four Considerations

- **Sentence meaning**: How important is this sentence to overall understanding of the text?
- **Sentence language**: Is there important academic vocabulary or language in the sentence?
- **Sentence structure**: What is important about the structure of the sentence in terms of alignment to a language standard?
- **Sentence writing**: How can this link directly to the kinds of writing my students are working on?

“It begins with the selection of a sentence for each day’s conversation, the best being one that is so complex it begs for explication, is grammatically interesting, and is focused on an important point in the passage.”

Excerpt from “Understanding Language - What does text complexity mean for English Language Learners and Language Minority Students?”
What is the Process?

The sentence is read aloud.
Students rewrite or paraphrase the sentence.

Teacher checks paraphrasing with the class.

Students write what the sentence means.

Teacher checks students’ understanding of meaning.

Students write what they notice about the sentence.

Teacher provides direct instruction on specific grammar or language.

Students write a new sentence using the structure.

Teacher reviews sentences for evidence of understanding.
The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.

1. Copy the sentence.
2. Write, “I think this sentence means __________________.”
3. Write other things that you notice.

BONUS:
Write a new sentence mimicking the author’s structure.
"The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her."
Take a break!
See you in 15 minutes!
Text-Dependent Questions
Scaffolds for Student Success
The Shifts and Close, Analytic Reading

You’ve adopted the curriculum.
You’re using the complex texts.
You’re following the pacing guide.
Your students are still struggling.
You don’t want to read everything out loud and explain it.
What do you do?

Break the cycle

- They don’t get it
- It’s too hard for them
- They aren’t doing the homework
- They aren’t engaged
- They don’t care
QUESTION: *What impact do the words Stanton uses to describe the relationship between men and women have on her central message? What information do students need to have in order to answer this question?*

- The words Stanton uses specifically to characterize the relationship between men and women
- How specific words impact the overall tone and meaning of a message
- Vocabulary “repeated….usurpations” and “direct object” and “absolute tyranny”
- Context of women’s suffrage at time of writing
- Other parts of the speech that directly describe the treatment of men towards women

*How do we turn this information into questions students can answer using evidence from the text?*
Scaffold is:

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<th>Generative (useful in a range of lessons or contexts).</th>
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<td>An amplification of accessibility (creating an on-ramp into the work so the student can engage and benefit).</td>
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<tr>
<td>A means to develop learner autonomy (to apprentice the student, over time, to support her/himself).</td>
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<td>Support that allows students to accomplish more than they could independently.</td>
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<td>Planned and/or in the moment.</td>
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TEXT DEPENDENT QUESTIONS: SCAFFOLDING FOR STUDENT SUCCESS

Developing a Sequence of Text-based Scaffolding Questions

CENTRAL QUESTION:
What impact do the words Stanton uses to describe the relationship between men and women have on her central message?

- With your table, craft three or four text-based questions that scaffold students for success in answering this question—without giving away the answer.
- Post these questions on chart paper beneath the central question.
- Select a member from the table to share out.
A Gallery Walk of Critics

POST IT: Affirm & Question

- Are we rigorous and true to a standard?
- Which one? How do you know?
- Did we effectively move the student to be able to answer the central question without revealing the answer?
Recounting the Process: One in a Series of Many

Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question → Scaffold → Scaffold → Question
Reflection on the Process

- This activity included Moments of Validation because...
- This activity included Moments of Reminding when...
- This activity included Moments of New Information such as...

**Traditional Goal:**
Students leave the lesson knowing the details of the narrative.

**State Standards Goal:**
Students leave the lesson having read, analyzed, and understood what they have READ.
TEXT DEPENDENT QUESTIONS: SCAFFOLDING FOR STUDENT SUCCESS

Choices

- Create and Teach to Grade Level
- Create, Teach with Scaffolds to Grade Level
- Adapt and Scaffold Aligned Curriculum
What important understandings do you want to take away from our discussion around writing high-quality text-dependent questions for scaffolding?

Identify one perceived loss or potential resistance to change you may need to address in order to effectively implement high-quality instruction aligned to Shift 3 within your organization.
Leading Adaptive Change

Text Complexity
Leading for Equity: Text Complexity

Getting Ready for the Conversation

• Take 5 silent minutes to think about your organization’s current practice around providing access to complex text.

• Consider the Language Equity and Learners Principles. What current structures exist within your organization that makes these principles currently untrue? What needs to change to make it true?

• Identify an area of growth that you will need to address within your learning community.

• Identify adaptive red flags you may need to address.

• Identify the equity challenge, if any, at the center of your adaptive challenge and potential barriers and opportunities to address the challenge.
Quick Hit Leadership Consultancy

Pair up. Take turns. 10 min each.

Describe the text complexity equity challenge you are facing. Ask for help.
Thumb Rating: Did we meet our objectives?

Objectives

• Describe English Language Arts **Shift 3** and its importance.

• Describe **effective curricular approaches** to building knowledge and vocabulary.

• Develop and assess high quality **text-dependent scaffolding questions**.
Standards Institute Post-Assessment
We Take Data Seriously

Please fill out the survey located here: standardsinstitutes.org/institute/summer-2019

1. Click on the grey ‘Daily Survey’ link
2. Choose the appropriate link for today’s survey, i.e. Day 1, and continue to new window
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