Professional Development for Adolescent Engagement in Information Text Phase II-Strategy Instruction for Information Text (SIIT)

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Professional Development for Adolescent Engagement in Information Text Phase II- Strategy Instruction for Information Text (SIIT)

1. Background

Effective professional development is part of an ongoing process. Professional development requires continuing, feedback checkpoints along the way to full classroom implementation of the concepts, skills, and strategies taught. With this knowledge in mind, the project developers carefully crafted a professional development plan that allowed for instruction, modeling, guided practice, independent practice, coaching, and strategically placed checkpoints along the continuum to full implementation.

Phase II of the teacher professional development sequence began early in Year 2 of the Reading Engagement for Adolescent Learning (REAL) Project. Its focus was an extension of the first professional development activities that introduced participants to the concepts of CORI, student engagement motivation practices, and targeted cognitive reading processes for adolescents. The overarching goals of the workshop were to provide teachers with instruction and guided practice in:

- Strategy instruction for information text (SIIT)
- Guided reading with information text – including: modeling, scaffolding, grouping, and collaboration

The specific objectives included that teachers would:

- Understand the flow of instruction for SIIT

- Learn instructional practices that support comprehension of information text
- Learn how to manage guided reading groups and support collaborative reasoning
- Recognize the importance of scaffolding to maximize student learning
- Interact with the lesson plan guides for SIIT

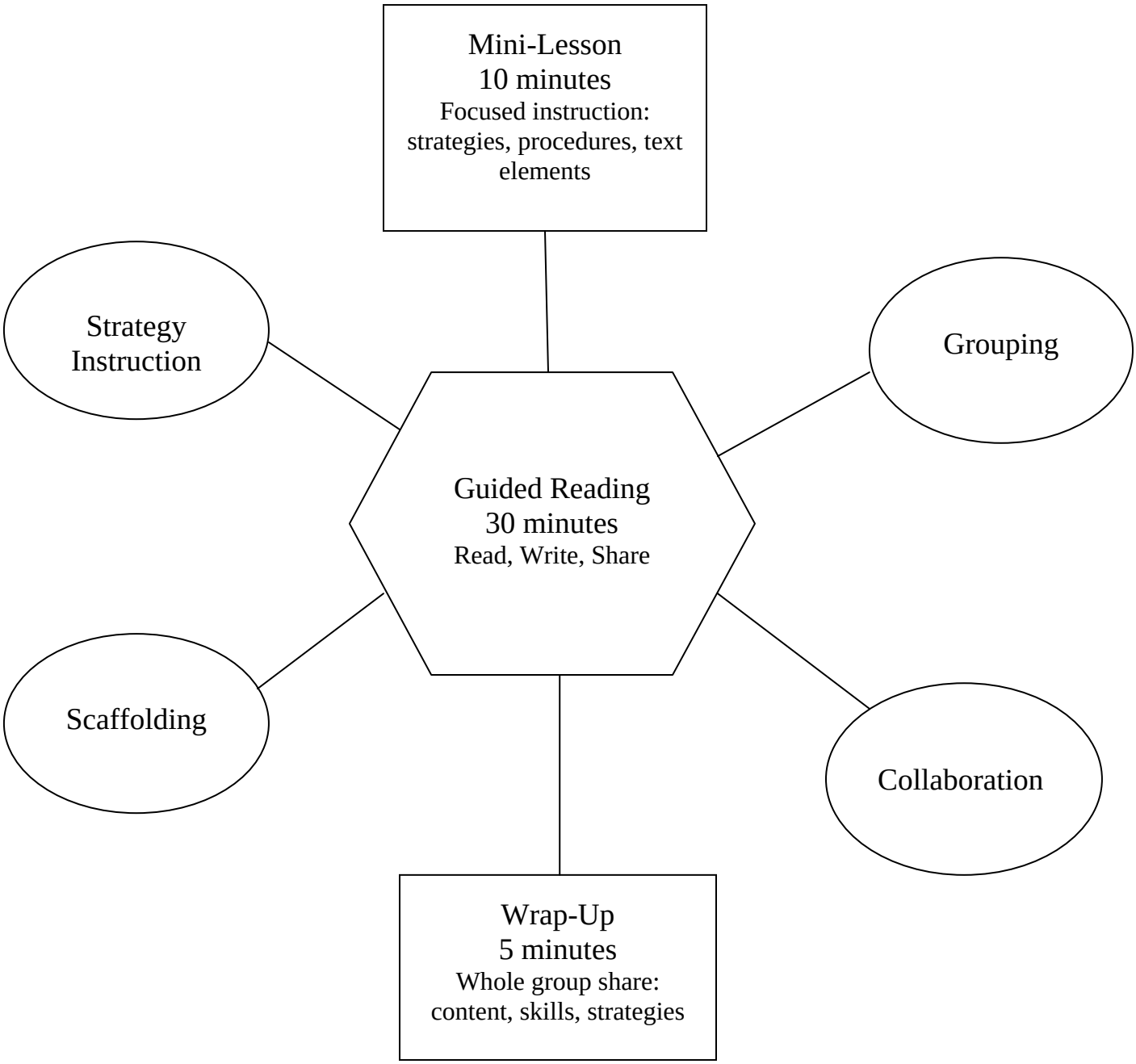
The primary presenter was the professional development specialist for the University of Maryland. Participants included all seventh grade reading/language arts teachers from each of the four middle schools, a minimum of one inclusion special educator from each middle school, and the instructional reading support teacher from each of the middle schools. All in attendance brought prior experience to this professional development with their participation the two-day June workshop or the one-day modified August workshop. In addition, to activate the participants' prior knowledge and establish a common starting point, the opening "ice breaker" asked the teachers to complete a Think-Pair-Share activity in which they recalled key words, phrases, topics, and concepts from A to Z from the prior workshop. This interactive, collaborative activity built a strong common ground for the focus of the day. *See Appendix A –SIIT Workbook, Ice Breaker – A to Z, p. 21 and Appendix B – Professional Development Agenda, pp. 32-39.*

2. Understanding the Flow of Instruction for SIIT

As a first step for setting the stage for the workshop, the presenter introduced teachers to the Strategy Instruction for Information Text (SIIT) diagram that would serve as the anchor point for the workshop activities. The diagram was a graphic that allowed teachers to see the conceptual framework for and the interrelationships among the key components of the guided reading instruction for SIIT. In addition, by using the leveled

information texts that were provided as a part of the implementation plan, teachers received modeling and practice in each of the components of the SIIT graphic.

Strategy Instruction for Information Text (SIIT)



3. Learning Instructional Practices That Support Comprehension of Information Text

Mini-Lesson: Ten Minute Focused Instruction: Strategies, Procedures, Text Features. An essential feature of SIIT for teachers to comprehend was the notion that whole group instruction in information text should be brief, specific, and strategic. Therefore, the first component of the professional development modeled by the presenter was the whole group classroom mini-lesson that was structured around a common concept, strategy, or procedure. The presenter's mini-lesson guided the teachers through the first week of SIIT Implementation -Text Features.

Working in collaborative groups, teachers were coached through examining environmental problems, first using their prior knowledge, and then using leveled information text to add to this knowledge. Teachers were challenged to answer these questions:

- Which text features were useful to you when you were searching for environmental problems?
- How did they help you?

Through the presenter modeling how to use two to three key text features with a whole group text, teachers experienced the steps for teaching text features and the role that these features play in assisting students with gaining knowledge and understanding. The mini-lesson modeled the critical cognitive engagement processes and strategies that teachers should use during their instructional process.

4. Learning How to Manage Guided Reading Groups and Support Collaborative Reasoning

Guided Reading: Thirty Minutes for Students to Read, Write, and Share.

Oftentimes for middle school teachers, the most challenging component of differentiated instruction is the concept of dividing students into like groups so that targeted guided instruction can occur. The ability to organize their classrooms around collaborative small groups, to provide instruction to small groups using diverse materials, and to monitor the other students who are not directly working with the classroom teacher can be overwhelming. Therefore, it was imperative that the presenter model for workshop participants the processes required for smooth and effective implementation of guided reading.

In order for the teachers to experience guided reading, the presenter divided the teachers into four different guided reading groups. The presenter then modeled how a whole class theme is used to provide differentiated guided reading to a diverse classroom of learners.

1. Each group was given an environmental information text specific to their learning needs. Through differentiated texts, all groups explored the issue of environmental problems and the use of text features. As would be done in a classroom, the presenter assigned students a section to read.
2. Groups were directed to read for 15 minutes, write (journal entry) for 10 minutes, and share with their group for 5 minutes.
3. The presenter rotated between two groups for 15 minutes each modeling how to manage all four groups during guided reading. All teachers answered these questions:
    a. What is the problem? Write three parts to the problem.
    b. Why is it a problem? Write two reasons.

   c. Write six ways the text features helped you when you read.

4. For the culminating demonstration of the knowledge activity, each team made a mini-poster of their problem that displayed an understanding of these three questions:
   a. What is the problem?
   b. Why is it is problem?
   c. What is your opinion of the problem?
5. Teams assembled mini-posters onto one large team poster.
6. Each team presented their poster to another team.

For the teachers, their culminating demonstration of knowledge activities included:

- Choosing one key text feature and planning a 3-minute mini-lesson to teach that feature to the group. *See Appendix C - Text Features/Key to Teach p.40, and Appendix D – Each One, Teach One p.41*.
- Creating a group list of "Text Features and How They Help You" See *Appendix E – Teaching Text Features p. 42.*
- Taking one of their actual classroom groups and dividing them into four guided reading groups using the grouping and matching text to the learner graphic organizer provided by the presenter. *Appendix F – Guided Reading Groups Graphic Organizer p. 43, and Appendix G – Guidelines for Matching Texts to Students p. 44.*

The presenter's final activity for this section of professional development was structured to insure that all participants walked away with a common set of beliefs/knowledge regarding guided reading. To this end, after teachers reviewed their

responses in earlier workshops to the question, “What is guided reading?” and revised their answers based on this day’s activities, the presenter closed the segment with a PowerPoint that highlighted the key points. Guided reading is:

a. Guided practice that occurs after explicit modeling.
b. Students with similar needs grouped together with texts that match their needs.
c. The teacher and students practicing a strategy together.
d. The teacher scaffolding students’ attempts at the strategy or skill, and supporting student thinking.
e. The teacher providing feedback - individually or whole group.
f. The students collaborating with each other to share thinking processes during paired reading, small group discussions.
g. The teacher moving toward gradual releasing of responsibility (explicit modeling, guided practice, independent practice).

See Appendix H – Guided Reading: Teachers’ Responses (June 2008) & Revisions (September 2008) p. 45.

5. Recognizing the Importance of Scaffolding to Maximize Student Learning

Too often, teachers enter the classroom with little or no formal training in the concept of systematic scaffolding designed to allow students to successfully navigate learning tasks. As a result, highly able students are often provided teacher instructional supports that are too high. This can create boredom and/or a lack of interest in the instruction/learning. On the other hand, struggling learners who consistently experience too low a scaffolding support from teachers for learning concepts, skills, and strategies frequently develop avoidant and/or oppositional behavioral strategies that disengage them

from the learning process. Therefore, to insure adolescent engagement in the instruction processes, it becomes critical that teachers know, understand, and appropriately implement the right amount of scaffolding (gradual release of teacher support to student independence matched to the task and the students' instructional level) for the full continuum of the students that they teach.

With this knowledge in mind, the presenter devoted a major segment of the workshop to teaching the participants about the key points of scaffolding. She then allowed them to practice the concepts using the Collaborative Structure Strategy that was introduced in the previous professional development.

Through systematic modeling by the presenter, teachers experienced activities that provided too much scaffolding (high scaffold for a simple task) and too little scaffolding (low scaffold for a complex task). After each activity the teachers shared their thoughts as a learner in these situations. They reflected on times in their instruction when they had provided inappropriately matched scaffolding to their students. They were readily able to link their feelings of boredom, embarrassment, frustration, giving up, etc. to their students' experiences.

Next, teachers worked collaboratively to develop walk away high, medium, and low scaffolds for collaborative reasoning. They shared their results with the whole group so that once again the benefits of shared presentations of activities demonstrating knowledge and learning could be modeled. *See Appendix I – Collaborative Scaffolding p. 46.*

Finally, the presenter ended this segment of learning with a PowerPoint presentation that built common knowledge and understanding regarding the goal and key points of scaffolding:

a. Scaffolding is the level of support and guidance a teacher provides to enable a student to perform a task successfully.
b. The teacher and student are co-participants in the learning activity.
c. Initially the teacher provides a high scaffold (high teacher responsibility) and then lowers the scaffold over time until the student reaches an independent level of performance (release of teacher responsibility).
d. Scaffolding is task- and student-specific (i.e., the level of scaffolding needed for success at one task will vary across students; and will vary from task to task).
e. Success requires a match between the level of scaffolding and the task to be performed; if the scaffold is too low, students will be frustrated; if it is too high, learning is unproductive.

6. Interacting with the Lesson Plan Guides for SIIT

Another major focus of this professional development was to advance teachers further along the SIIT implementation continuum. Therefore, it was essential that the teachers have time during the workshop to examine, discuss, and react to the three-month weekly planning guides. As a result, the final activities of the day involved the teachers working in groups to review and discuss the following planning guide questions:

1. What works for you?
2. What might be a challenge?
3. What are some solutions to the challenge (s)?

Through this process, each team collaboratively examined one of the three months of SIIT implementation lesson plans. Each team posted the results. The presenter facilitated whole group discussion, and sharing provided each school team with a comprehensive understanding of the monthly plans. *See Appendix J – SIIT Monthly Plan, pp. 47-50 and Appendix K – Team Reactions to Monthly SIIT Lesson Plans, p. 51.*

7. Final Reflection: Dot It

Bringing effective and focused closure to a professional development day is as critical to teacher transfer and implementation of the concepts, processes, and skills taught during the workshop as is the warm-up that sets the stage for the initiation of the day's learning activities. Therefore, the presenter closed the day with a carefully scripted, "Dot It" activity that guided teachers to use the day's workbook and reflect in collaborative teams regarding these questions:

1. What was a good idea that you learned today?
2. What was a learning point for you?
3. What are things that you want to remember?
4. What are things that you liked?

Once each participant had doted his/her answers in the workbook, the team discussed and posted on chart paper the responses. The presenter led a whole group review and discussion regarding the learning, clarification, and knowledge that had been gained. Participation and learning were rewarded when each teacher was given a class set and four supporting, leveled information texts on the environment that would be used for implementation of the SIIT units. *See Appendix L –SIIT Information Texts p. 52.*

8. Evaluation

Evaluation and feedback regarding professional development are critical features of effective workshops. Meaningful, targeted evaluation and feedback are essential to guiding the professional development staff in providing strategic follow-up support, re-teaching, clarification, and extension in future workshops. Mindful of this, the planning team crafted an evaluation tool that was specifically targeted to the essential features of this workshop.

The evaluation/feedback questionnaire was designed to elicit structured quantitative feedback regarding the major components of the workshop and the strength of the implementation of the identified goals for this professional development. In addition, it included open-ended questions allowing for qualitative feedback regarding activities of value and suggestions for improving future workshops.

In order to address the quantitative components, participants were asked to respond using a five-point scale that targeted four major aspects (content, design, results, and delivery) of the workshop. They were asked to assign a numerical value (1-5) for each of 23 items. The questionnaire provided guidance in using the scale as follows:

- ”Strongly agree,” or the highest, most positive impression - 5
- ”Neither agree nor disagree,” or an adequate impression - 3
- ”Strongly disagree,” or the lowest, most negative impression – 1
- N/A, if the item is not appropriate or not applicable to this workshop

The following table summarizes the results of the evaluation and feedback:

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	**Range of Responses**	**Mean of Responses**
Workshop Content	4.46-4.60	4.53
Workshop Design	4.21-4.96	4.57
Workshop Results	4.77-4.88	4.83
Workshop Delivery	4.46-4.85	4.67

The Workshop Increased My Understanding of the Following:	
The components of Strategy Instruction for Information Text (SIIT)	**Mean of Responses**
Strategy instruction	4.54
Collaboration	4.62
Science content	4.46
Knowledge display	4.65
The flow of instruction for Strategy Instruction for Information Text (SIIT)	
Mini-lessons/modeling	4.73
Guided practice	4.69
Independent practice	4.58
How to manage guided reading groups with SIIT	
Forming groups	4.65
Matching texts to students' needs	4.65
Rotating instruction among groups	4.69
Structuring tasks for each group	4.69
How to scaffold to maximize student learning	
Scaffolding strategy instruction	4.69
Scaffolding the collaborative reasoning structure	4.69
How to implement the Strategy Instruction for Information Text in my classroom	4.85
How to teach the features of information text	4.85

Qualitative responses were guided by two open-ended questions:

- What were some of the activities that were valuable to you in this workshop?
    - Opportunities to talk to my colleagues about implementation
    - Scaffolding
    - Collaborative strategy
    - All-it is all fantastic and useful. Thank you!
    - Planning text feature lesson, talking in groups
    - Leveling texts, creating groups
    - Mini-lesson
    - All of them

  - Learning scaffolding skills
  - Each one, teach one – I get a lot of great lesson ideas to use.
  - All
  - Setting up my groups with text; the one poster to large group poster; the lesson for a week at a glance
  - Leveling texts; pick one /teach one
  - Learning how to scaffold; the text feature activities
  - Guided reading group activity
  - Modeled guided reading
  - Everything was valuable-as usual!
  - Scaffolding demonstration; time line to implement scaffolding
  - Strategies
- What suggestions do you have for improving this workshop?
  - None
  - None, well planned.
  - More planning of lessons and group forming
  - I've done guided reading for 5 years. A lot of this was repetitive.
  - None
  - N/A
  - Are we going to have content relevant to reading/language arts since our students are required to think abstractly by the end of 7th grade?
  - Seeing the middle of the week in the guided reading section between product and culminating activity.
  - None
  - None

As in past workshops, the participants' responses were specific and provided invaluable feedback regarding the strengths of this workshop and the future design modifications that might enhance the next professional development. Evaluation results substantially indicated that the teachers were highly engaged and receptive to the

professional development. Feedback indicated comfort with implementing SIIT in their classrooms. *See Appendix M – Professional Development Evaluation Questionnaire pp. 53-54, and Appendix N – Professional Development Evaluation Questionnaire Composite Results pp. 55-57.*

9. Next Steps

The next steps in this continuous process of effective professional development for teacher implementation of the CORI 2 project will be a one-day workshop within the next two months that focuses on the goals of:

- Reviewing guided reading with information text implementation (SIIT)
- Training in the instructional practices that support motivation
- Training in the CORI 2 materials – videos and reading charts
- Introducing the guide for the CORI 2 implementation phase

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Appendix A

REAL

READING ENGAGEMENT *for* ADOLESCENT LEARNING

Middle School Reading:
Strategy Instruction for Information Text (SIIT)
Workbook

University of Maryland
St. Mary's County Public Schools

September 2008

Appendix A (cont.)

CORI Professional Development 2008-09

Overall Goals:

- June 08
    - Introduction to aims and pedagogy of CORI
    - Experience mini-CORI, motivation activities, and cognitive processes
- September 08
    - Strategy Instruction for Information Text
    - Guided reading with information texts – modeling, scaffolding, grouping, collaboration
- October 08
    - Reviewing guided reading with information texts
    - Instructional practices that support motivation
    - CORI materials – videos and reading charts
    - Guide for January/February instruction
- February 09
    - Interacting with CORI 2 Teacher's Guide
- April – May – June 09
    - Implementation of CORI 2

Goals for September 08:

1. Understand the flow of instruction for SIIT
2. Learn instructional practices that support comprehension of information text
3. Learn how to manage guided reading groups and support collaborative reasoning
4. Recognize the importance of scaffolding to maximize student learning
5. Interact with the lesson plan guides for SIIT

Appendix A (cont.)

Ice Breaker- A to Z

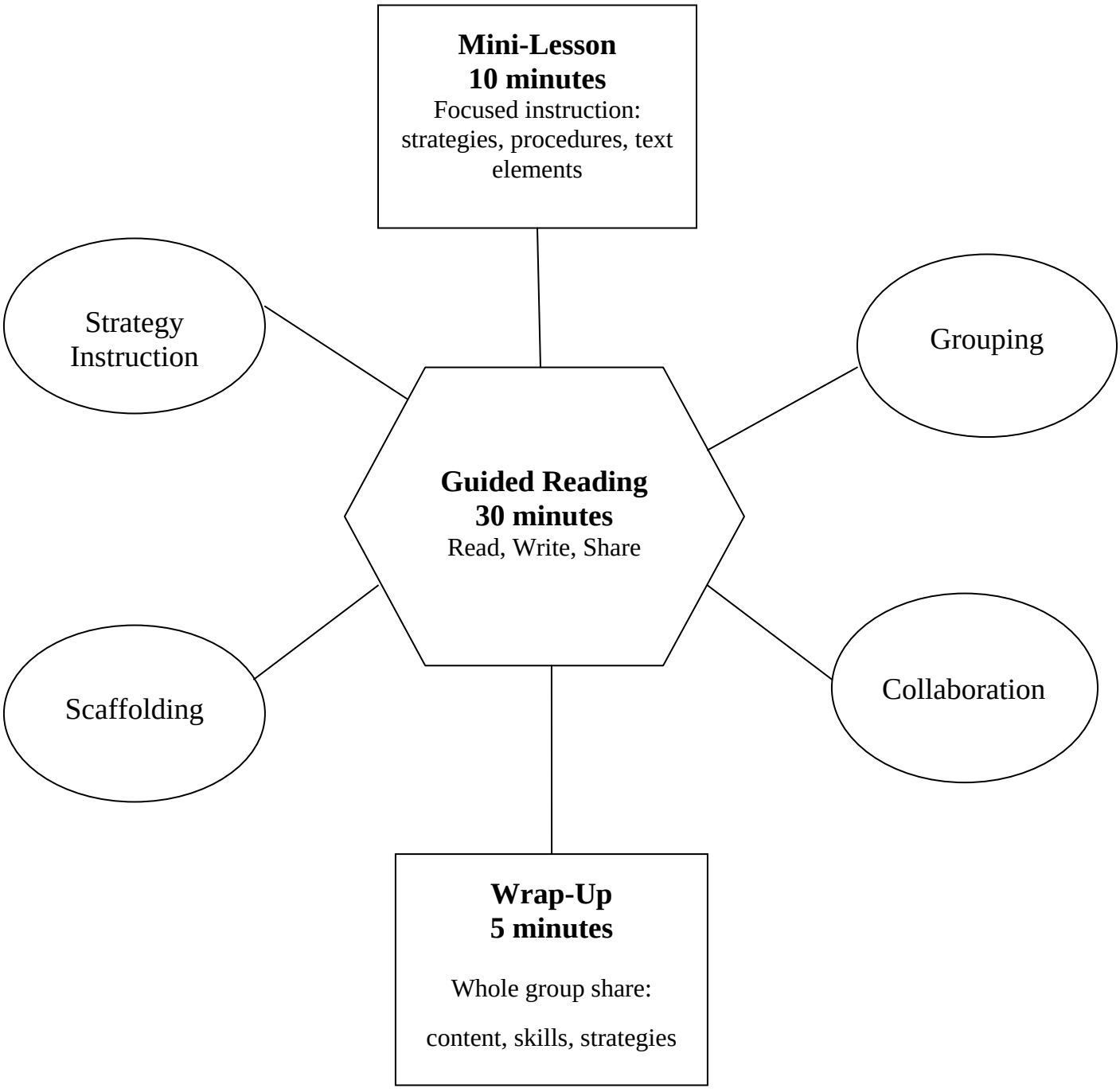
Letter	Word, Phrase, Topics, Concepts
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Appendix A (cont.)

Journal

Appendix A (cont.)

Strategy Instruction for Information Text (SIIT)



Appendix A (cont.)
Features of Information Text

June 2008 Professional Development Responses

Text Features	Key to Teach
• Captions • Headings/subheadings • Diagrams • Bold font • Photographs • Drawings • Table of contents • Glossary • Font size • Titles • Charts • Tables • Diagrams • Index • Side bars • Keys	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Appendix A (cont.)

Each One, Teach One

Text feature I will teach: Page(s) I will use:

Write at least 3 ways this text feature helps a reader:

How will the lesson proceed? What will you say and do to model the use of this text feature?

-
-
-
-
-
-
-

Appendix A (cont.)

Teaching Text Features

Text Feature	How it helps you
Index	Helps you to navigate through the book and find information you are looking for
Diagram	Provides further explanation for the words in the text; helps you relate the text to what's in your head
Heading	Helps to identify what's important; helps to build mental structure with important ideas from the text

Appendix A (cont.)

June 2008 Professional Development
Teachers' Responses

What is your understanding of guided reading?

- Explicit building of skills
- Small group
- Modeling/Think-A-Loud
- Leveled Text

- Reading at own rate
- Purpose for reading

- Attending to students' needs
- Providing direction for students

- Interpreting the text
- Responding to miscues as they happen (immediate intervention)
- Discussion

- All of the above!

Add 3 key points or revise:

Appendix A (cont.)

Guided Reading Groups **Month of: _____**

Class: _____

A **Book:** **_____** **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**	**B** **Book:** **_____** **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**
C **Book:** **_____** **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**	**D** **Book:** **_____** **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**

Appendix A (cont.)

Scaffolding

Too High	Too Low

Appendix A (cont.)

Collaborative Structure

High Scaffold	
Medium Scaffold	
Low Scaffold	

Appendix A (cont.)

Notes

Appendix B- Professional Development Agenda

Time	Activity	Description
8:30 10	Welcome & PD Goals	Review revised overall goals and workshop goals; participants will use 'colored dot' method in workbook to indicate a good idea, learning points, or things to remember at various points in workshop for use in final reflection
20	Ice Breaker **W**	A to Z recall & review: • Participants recall key words, phrases, topics, concepts from June PD ; list on A to Z organizer (workbook) o 2 minutes independently o Collaborate 5 min. with team to share ideas o Goal – try to fill in at least one word for each letter • Teams list 5 key words from their organizer on chart paper; share 1 or 2 brief things about it with the group
		Strategy Instruction for Information Text (SIIT)
5	Intro. to SIIT	Present new plan for CORI 2; review CORI 2 vs. SIIT slide
20	Mini-SIIT	**Mini-lesson:** 1. ABK – Make a group list of environmental problems; briefly discuss 2. Browse books and identify 3 or 4 more problems to add to the list 3. Which text features were useful to you when you were

Time	Activity	Description
9:25		searching for environmental problems? List – How did they help you? 4. Trainer models how to use 2-3 key text features using *Environment at Risk*: • Word from index • Paragraph header or topic sentence • diagram
30-40	Guided reading	Guided reading: 1. Groups – divide into 4 guided reading groups 2. Groups read about one environmental problem and use text features to support understanding (trainer assigns what section each group will read) 3. Groups read for 15, write for 10 (journal entry), share for 5 Jennifer – take 2 groups for 15 min each; model how to manage all 4 groups during guided reading
	Journal writing	Journal entry: Questions are posted on chart paper. What is the problem? Write 3 parts to the problem. Why is it a problem? Write 2 reasons Write 6 ways the text features helped you when you read.
20	Culminating activity	Knowledge Display: Poster – Environmental Problems 1. Each team member makes a mini-poster of their problem that displays an understanding of these 3 questions:

Time	Activity	Description
		• What is the problem? • Why is it a problem? • What is your opinion about it? 2. Teams assemble mini-posters onto one large team poster 3. Present poster to another team
10:15 10:25	Break	~ TAKE 10 MINUTE BREAK~ 10:15-10:25 SIIT Breakdown
5	Structure of SIIT	Mary - Show SIIT graphic – discuss the structure (mini-lesson 10, guided reading 30, wrap-up 5)
5	Debrief – mini-lesson	**1. Mini-Lesson:** key points - Mary • 10 minutes • Focused instruction, modeling • Follow-up in guided reading • Can be a strategy lesson (summarizing), procedural lesson (explaining directions), text element lesson (features, structure.)
20	Teaching text features	Each one, Teach one: • Show PowerPoint slide of text features from June PD; discuss which features are key to teach (tables, graphs, charts, headings) • Each teacher chooses one key text feature and plans a 3 minute mini-lesson to teach that feature to the group (no

Time	Activity	Description
10:55		• Each team member has a turn in teaching their mini-lesson to the rest of the team • Whole group: List on chart: *Text feature/How it helps you*
15	Debrief – guided reading	**2. Guided reading:** Jennifer *What is it?* • Show responses from June four-square on PP: *What is your understanding of guided reading?* • In teams, participants collaborate and <u>add</u> key points & <u>revise</u> key point about guided reading based on their experiences in the workshops – share ideas w/whole group • Key points: 1. Guided practice that occurs after explicit modeling 2. Students with similar needs are grouped together; texts are matched to needs 3. Teacher and students practice strategy together 4. Teacher scaffolds students' attempts at the strategy or skill, and supports student thinking 5. Teacher gives feedback – individually or to the group 6. Students collaborate with each other to share thinking processes during paired reading, small

Time	Activity	Description
		group discussions 7. Move toward gradual release of teacher's responsibility (explicit modeling, guided practice, independent practice)
20	Form guided rdg. groups **W**	*Grouping* • Considerations: Text level, features & interest (listed in workbook from June PD, teachers add to list) • Review books in collection • Teachers form 4 guided reading groups using their class list and matching groups to SIIT books • Short debrief about the process of forming groups, matching texts to students – discussion • Debrief on how to manage groups from mini-SIIT guided reading
11:30 12:00	Lunch	**~ LUNCH~** **11:30-12:00**
20	Scaffolding (cognitive scaffolding)	*Scaffolding* In groups, discuss, post, & share: *What is scaffolding?* Experience scaffolding: 1. Participants engage in 2 hands-on tasks: First task – scaffold is too high

Time	Activity	Description
12:20		Second task – scaffolds is too low 2. After each, have teachers reflect and list all the things their students do when the scaffold is too high; and when the scaffold is too low Discuss: What is the goal of scaffolding? What are some ways you can scaffold students' learning? Key points: • Scaffolding is the level of support and guidance a teacher provides to enable a student to perform a task successfully • The teacher and student are co-participants in the learning activity • Initially the teacher provides a high scaffold (high teacher responsibility) and then lowers the scaffold over time until the student reaches an independent level of performance (release of teacher responsibility) • Scaffolding is task and student specific – the level of scaffolding needed for success at one task will vary across students; and will vary from task to task • Success requires a match between the level of scaffolding and the task to be performed; if the scaffold is too low, students will be frustrated; if it is too high, learning is unproductive

Time	Activity	Description
		Collaborative Structure
20	Scaffolding for CS (scaffolding motivation)	How do you scaffold the collaborative structure? Participants work in teams and plan a high scaffold, a medium scaffold, and a low scaffold for the collaborative reasoning structure – (write in workbook so they can use in classroom); teams share ideas with the whole group
5	Debrief – wrap-up	**3. Wrap-Up** • 5 minutes at the end of SIIT • Whole group share time that can relate to content, strategy instruction, collaboration, reading habits, etc. • Emphasizes student success at the end of the lesson
12:45		**SIIT Plans**
15	Review monthly plan	Monthly Plan: • Review on overhead • Implementation first full week of each month: o October – Week of October 6th o November – Week of November 3rd o December – Week of December 1st

Time	Activity	Description
1:00- 1:10	Break	**~ TAKE 10 MINUTE BREAK~** 1:00-1:10

30
 	
1:40
	Interacting with weekly plans	Weekly Plans:
		• Each group is assigned one month of plans to review
		• Discuss and post
		  o What works for you?
		  o What might be a challenge?
		• Each team posts one of their challenges on chart paper
		• Teams rotate and brainstorm solutions to challenges, post ideas (4-square style)

20 10 2:10	Share knowledge that was gained	**Final Reflection: Dot It -** Review colored dots in workbook; each chart paper has <u>one</u> question from below written on it: • What was a good idea? • What was a learning point for you? • What things will you remember? • What things did you like? Each team collaborates and writes responses for their question; share whole group. **Closing:** Mary • SIIT Book Distribution • Evaluations

Appendix C

Text Features/Key to Teach

Text Features	Key to Teach
• Captions • Headings/subheadings • Diagrams • Bold font • Photographs • Drawings • Table of contents • Glossary • Font size • Titles • Charts • Tables • Diagrams • Index • Side bars • Keys	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Appendix D

Each One, Teach One

Text feature I will teach: Page(s) I will use:

Write at least 3 ways this text feature helps a reader:

How will the lesson proceed? What will you say and do to model the use of this text feature?

-
-
-
-
-
-

Appendix E

Teaching Text Features

Text Feature	How it helps you
Index	Helps you to navigate through the book and find information you are looking for, more specific to topic
Diagram	Provides further explanation for the words in the text; helps you relate the text to what's in your head
Heading	Helps to identify what's important; helps to build mental structure with important ideas from the text, assists in skimming
Bold Print	Quickly identifies important vocabulary and supplemental information related to titles, assists in skimming Draws attention to pertinent info, helps to find words quickly, understand key concepts in a paragraph
Font size	Points out details within the main topic
Subheadings	Organize information and set a purpose for reading
Photos	Helps kids see the extent of topic, visualize topic, and it gives strong representation of topic Elicits emotional response to the subject, sparks background knowledge Helps a student make predictions when reading
Sidebar	It adds interesting facts and clarifies info in the text
Glossary	Clarifies info and defines words
Caption	Explains the picture and helps with the visual connection Provides examples of the topics
Table of Contents	Assists in selection of text sections, highlights important info for summaries, organizes text for the reader
Charts	Help students see information in numerical values

Appendix F

Guided Reading Groups Graphic Organizer

Guided Reading Groups **Month of: _____**

Class: _____

A Book: _____ **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**	**B Book:** _____ **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**
C Book: _____ **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**	**D Book:** _____ **Students:** **1.** **2.** **3.** **4.** **5.** **6.** **7.** **8.**

Appendix G

Guidelines for Matching Texts to Students

Features – Text Difficulty	Features – Text Interest
• Number of words per page • Sentence length and complexity • Vocabulary • Concept Load • Topic Familiarity • Diagrams/tables/photos support text • Use of headings/subheadings • Spacing and Organization of text	• Real photographs • Combination of drawings & photos • Balance of text & graphics • Large print/changes in font size • Use of colors • Complex ideas broken down into small chunks • Organization of text on the page • Topic familiarity • Questions to prompt curiosity

Rate Texts (low, medium, high)

Titles: Difficulty Rating: Interest Rating:

Appendix H

Guided Reading: Teachers' Responses (June 2008) and Revisions (September 2008)

What is your understanding of guided reading?

- Explicit building of skills
- Small group
- Modeling/Think-aloud
- Leveled text

- Reading at own rate
- Purpose for reading

- Attending to students' needs
- Providing direction for students

- Interpreting the text
- Responding to miscues as they happen (immediate intervention)
- Discussion

- All of the above!

Add 3 key points or revise:

Group 1	Group 2	Group 3
• Eliminate	Cooperative Groups	Assessment
• Information Text	Informational Texts	Collaboration
• Keywords	Main Idea	Inferencing
• Summarize	Summarizing/Summary	Motivation
• Underline	Text Features	Summarizing

Group 4	Group 5	Group 6
• Choice	Background knowledge	Conceptual
• Inference	Guided Reading	Engagement
• Leveled Texts	Summarizing	Key Terms
• Relevance	Informational Text	Motivate
• Motivation	Leveled Readers	Summarize

Appendix I

Collaborative Scaffolding

High Scaffold	**Posters with role definitions; separate groups with various levels of instruction; assign roles to students (each student has card, role printed on front of card, back of card says 'open discussion', flip card over when time for open discussion); model activity using a common experience prior to moving into text.**
Medium Scaffold	**Cards with labels and put them face down and they choose, teacher no longer hands them out and releases some of the responsibility, teacher walks around the class evaluating and prompting student work, student explains roles**
Low Scaffold	**Observing, prompting**

Appendix J

Strategy Instruction for Information Text (SIIT): Monthly and Weekly Plans

Monthly Plan

Unit: Environmental Threats and Crisis

	Strategy Instruction	Collaboration	Science Content	Knowledge Display
October	Information text features	Partners and groups; informal structure	Environmental problems	Poster: statement of environmental problems
November	Summarizing; writing individual summaries	Partners and groups; informal structure	Solutions to environment problems	Advertising Promotion for solutions to problems (Poster or multimedia presentation)
December	Summarizing; writing group summaries	Collaborative Reasoning (structure: starter, adder, adder, summarizer)	Opinion statement on environmental issues	Debate

Appendix J (cont.)
Strategy Instruction for Information Text (SIIT)

Weekly Plan
Month: October "Environmental Problems"

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Mini-lesson (10 minutes)	ABK – make a class list of environmental problems students already know about; discuss Model using information text to identify 1 or 2 more problems	Point out several text features in one of the texts; have students browse text and make a class list of text features they find; Model how to use 3 or 4 of these features when reading; discuss how they are useful	Model how to use 3 or 4 new text features from the class list; discuss how they are useful and/or what they help you to understand	**Culminating Activity:** **Composing Day** Explain poster activity: Each group makes a poster showing at least 4 different environmental problems (Each student creates a mini-poster for one problem and assemble onto one large team poster)	**Culminating Activity:** **Exchange Day** Each team exchanges information on their poster with another team (15 minutes)
Guided Reading (30 minutes)	Read to identify environmental problems	Read about one environmental problem; use text features to support understanding when reading	Read about a different environmental problem; use text features to support understanding when reading	Students consult a new text for one problem they <u>already read about</u> to build their understanding of the 3 questions below	Reading Beyond: ALL students read chapters or sections of text not previously read for 20 minutes
Groups	**B, D –** meet w/teacher 15 min each **A, C –** read 15, write 10, share 5	**A, C** – meet with teacher 15 min. each **B, D** – read 15, write 10, share 5	**B, D –** meet w/teacher 15 min each **A, C –** read 15, write 10, share 5	**A, C** – teacher meets 15 min each **B, D** – read 10, compose poster 20	
Journal Writing	List environmental issues or problems you find in your text.	Describe the <u>environmental problem</u> you are reading about. Write six specific things you learned from using the text features.	What <u>causes</u> the problem you read about today? Why is it a problem?	Display your understanding of these 3 questions on the poster: What is the problem? Why is it a problem? What do you think about it?	
Wrap-up (5 minutes)	Which environmental problems are you interested in reading more about?	Which text features were useful when you read today? How did they help you?	How did the text features help you understand what you read today?	What did you learn from reading this week that you didn't already know?	Students share what they learned with a partner for 10 minutes

Appendix J (cont.) -Strategy Instruction for Information Text (SIIT)

Weekly Plan

Month: November "Solutions to Environmental Problems"

	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-lesson (10 minutes)	ABK – Review the list of environmental problems from last month. Ask students to name solutions or alternatives that they are aware of for these problems Have students browse new books and add 1 or 2 solutions to the list	Model summarizing a solution using a small section of text on an overhead. Use summarizing scaffold (circle, underline, delete, write)	Model summarizing a different solution, this time using chart paper to list key words, and supporting details. Write the summary.	**Culminating Activity: Composing Day** Explain advertising promotion activity: Teams make a poster or a multi-media presentation that advertises at least 4 solutions to environmental problems (each student displays information for one solution)	**Culminating Activity: Exchange Day** Each team exchanges information on their advertising promotion with another team (15 minutes)
Guided Reading (30 minutes)	Read to identify solutions to environmental problems	Read a section of text that describes a solution to an environmental problem; use summarizing scaffold (circle, underline, delete, write)	Read a new section of text that describes a solution to an environmental problem; use summarizing scaffold (circle, underline, delete, write)	Students consult a new text for one solution they <u>already read about</u> to build their understanding of the 4 questions below	Reading Beyond: ALL students read chapters or sections of text not previously read for 20 minutes
Groups	**B, D –** meet w/teacher 15 min each **A, C –** read 15, write10, share 5	**A, C** – meet w/teacher 15 min. each **B, D** – read 15, write 10, share 5	**B, D –** meet w/teacher 15 min each **A, C –** read 15, write 10, share 5	**A, C** – meet w/teacher 15 min. each **B, D** – read to add knowledge and compose posters	
Journal Writing	List <u>solutions</u> to environmental problems you find in your text. Name the problem and possible solutions or alternatives	Write key words and supporting details for the section of text you read; use your notes to give an oral summary of what you read today to a partner	List key words and supporting details for the section of text you read, then write a summary of the <u>solution</u>	Display your understanding of these 4 questions: What is the solution? How does it work? What are the benefits? What do you think about it?	
Wrap-up (5 minutes)	Which solutions are you interested in reading more about?	What was one important idea from your reading today?	Tell what you read about today in your own words.	What did you learn from reading this week that you didn't already know?	Students share what they learned with a partner for 10 minutes

Appendix J (cont.) - Strategy Instruction for Information Text (SIIT)
Weekly Plan
Month: December "Opinion Statements on Environmental Issues"

	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-lesson (10 minutes)	Post the debate question: *What is the best alternative energy solution – solar power, wind power, water power, or biomass energy?* ABK - What do you already know about each of these energy sources? Chart students' background knowledge	Model collaborative reasoning structure for summarizing; use a small section of text and one reading group to model; assign roles to students to write a group summary (may need to use 2 days to model)	(no mini-lesson, or continue from Tuesday)	**Culminating Activity:** **Composing Day** Groups compose their argument explaining why their solution is best; arguments should address the 3 questions below; groups use collaborative reasoning structure to form argument	**Culminating Activity:** **Exchange Day** Debate: team vs. team T1 – presents opinion & how it works T2 – presents opinion & how it works T1 – explains 4 key reasons why solution is best T2 – explains 4 key reasons why solution is best
Guided Reading (30 minutes)	Students choose their position on the issue. Read to find facts that support opinion	Teams read to explain how their solution works. Teacher assigns students to a new team (4-5) with others having the same opinion	Teams read to find 4 key reasons why their solution is best	The written argument should display knowledge of the following: Which solution do you think is best? How does your solution work? What are 4 key reasons your solution is best?	Reading Beyond: ALL students read chapters or sections of text not previously read for 20 minutes
Groups	**C, D –** meet w/teacher 15 min each **A, B –** read 15, write 10, share 5	All teams – read 15, collaborate and write 15 Teacher rotates and provides support as needed	All teams – read 15, collaborate and write 15 Teacher rotates and provides support		
Journal Writing	Write text-based facts that support your <u>opinion</u> of which solution is best to solve the energy crisis	Teams write a group summary explaining how their solution works	Teams write a group summary explaining 4 key reasons their solution is best	(Groups refine and prepare argument for debate on Friday)	
Wrap-up (5 minutes)	Tell your opinion and one fact you found in your book that supports your opinion.	What worked well when you collaborated today? What challenges did you have?	What worked well when you collaborated today? What challenges did you have?	How did working in your team help you build your argument?	Students share what they learned with a partner for 10 minutes

Appendix K

Team Reactions to the Monthly SIIT Plans

Team 1 – October

What worked for you?

- Resources/books readings
- Planning guides
- Cross curriculum topics/relevant
- Related to system benchmarks

Ideas? Introducing concepts in small group

Team 3 – October

What worked for you?

- Culminating activity (Thursday) mini-poster
- Listing and identifying text features as a class (Tuesday)
- Teacher meets with groups C, D/ A,B
- Wrap ups (exit slips) each day
- All students read chapters not previously read (Friday)

Ideas? None to add

Team 2 – November

What worked for you?

- Scaffolding of plans through the week

Ideas? Wrapping our minds around putting the plan into action

Team 4 - November

What worked for you?

- Rotation of groups
- Culminating activities
- Journal Writing
- Wrap up

Ideas? None to add

Team 5 – December

What worked for you?

- All of it! Thanks for the plans!

Ideas? When will we get the rest of the plans?

Team 6 – December

What worked for you?

- We like the debate.
- Groups compose their argument explaining why their position is best.
- Exchange day
- Present opinion , how it works, why their solution is the best

Ideas? Use November PowerPoint to present the points of the debate; regroup by opinion

Appendix L

SIIT Information Texts

Global Warning Alert	Cheel	team set
Fossil Fuels	Graham	team set
A Bright Idea: Conserving Energy	Binns	team set
How We Use Coal	Oxlade	team set
Renewable Energy (freestyle)	Chapman	team set
Renewable Energy (freestyle express)	Chapman	team set
Reducing Air Pollution	Green	team set
Earth's Resources	Smuskiewicz	team set
Ozone Hole	Morgan	team set
Green Power	Jefferis	class set
Environment at Risk	Spilsbury	class set
Earth's Natural Resources	Bauman	class set

Appendix M

Professional Development Evaluation Questionnaire

Workshop Name: Professional Development for Adolescent Engagement in Information Text

Dates: September 19, 2008

Location: Forrest Center

Participant's Name (Optional): _____

Job Title: ____Reading/Language Arts Teacher _____Special Education Teacher

_____Instructional Resource Teacher for Reading

_____Other (_____) Please Specify

Circle Years in Present Position: <1 1-3 3-5 5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression
3="Neither agree nor disagree," or an adequate impression
1="Strongly disagree," or the lowest, most negative impression
Choose N/A if the item is not appropriate or not applicable to this workshop.
Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me. 1 2 3 4 5 N/A

2. The workshop reading content is relevant to my job. 1 2 3 4 5 N/A

WORKSHOP DESIGN (Circle your response for each item.)

3. The balance of lecture, large group, small group, individual, and partner activities was appropriate. 1 2 3 4 5 N/A

4. The workshop activities stimulated my learning. 1 2 3 4 5 N/A

5. The workshop activities gave me adequate practice and feedback. 1 2 3 4 5 N/A

6. The level of difficulty of this workshop was appropriate. 1 2 3 4 5 N/A

7. The pace of this workshop was appropriate. 1 2 3 4 5 N/A

8. The instructors/facilitators were well prepared. 1 2 3 4 5 N/A

9. The instructors/facilitators provided additional assistance, as needed. 1 2 3 4 5 N/A

Appendix M (cont.)

WORKSHOP RESULTS (Circle your response to each item.)

10. I accomplished the objectives of this workshop. 1 2 3 4 5 N/A

11. I will be able to use what I learned in this workshop. 1 2 3 4 5 N/A

WORKSHOP DELIVERY (Circle your response to each item.)

In this workshop, I increased my understanding of the following:

12. The components of Strategy Instruction for Information Text (SIIT).

Strategy Instruction	1	2	3	4	5	N/A
Collaboration	1	2	3	4	5	N/A
Science Content	1	2	3	4	5	N/A
Knowledge Display	1	2	3	4	5	N/A

13. The flow of instruction for Strategy Instruction for Information Text.

Mini-lessons/modeling	1	2	3	4	5	N/A
Guided Practice	1	2	3	4	5	N/A
Independent Practice	1	2	3	4	5	N/A

14. How to manage guided reading groups with Strategy Instruction for Information Text:

Forming Groups	1	2	3	4	5	N/A
Matching Texts to Students' Needs	1	2	3	4	5	N/A
Rotating Instruction Among Groups	1	2	3	4	5	N/A
Structuring Tasks for Each Group	1	2	3	4	5	N/A

15. How to scaffold to maximize student learning.

Scaffolding Strategy Instruction	1	2	3	4	5	N/A
Scaffolding the Collaborative Reasoning Structure	1	2	3	4	5	N/A

16. How to implement the Strategy Instruction for Information Text Plan in my classroom. 1 2 3 4 5 N/A

17. How to teach the features of information text. 1 2 3 4 5 N/A

18. What were some of the activities that were valuable to you in this workshop?

_____

_____

19. What suggestions do you have for improving this workshop?

_____

_____

Appendix N

Professional Development Evaluation Questionnaire

Workshop Name: Professional Development for Adolescent Engagement in Information Text **COMPOSITE RESULTS**

Dates: September 19, 2008

Location: Forrest Center

Participant's Name (Optional): _____26/28 participants two people left early and did not complete the evaluation

Job Title: 18/19_Reading/Language Arts Teacher _4__Special Education Teacher

___4/4__Instructional Resource Teacher for Reading

_____Other (_____) Please Specify

Circle Years in Present Position: <1 1-3 3-5 5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5="Strongly agree," or the highest, most positive impression
3="Neither agree nor disagree," or an adequate impression
1="Strongly disagree," or the lowest, most negative impression
Choose N/A if the item is not appropriate or not applicable to this workshop.
Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me. 1 2 3 4 5 N/A **4.60**

2. The workshop reading content is relevant to my job. 1 2 3 4 5 N/A **4.46**

WORKSHOP DESIGN (Circle your response for each item.)

3. The balance of lecture, large group, small group, individual, and partner activities was appropriate. 1 2 3 4 5 N/A **4.60**

4. The workshop activities stimulated my learning. 1 2 3 4 5 N/A **4.21**

5. The workshop activities gave me adequate practice and feedback. 1 2 3 4 5 N/A **4.46**

6. The level of difficulty of this workshop was appropriate. 1 2 3 4 5 N/A **4.36**

7. The pace of this workshop was appropriate. 1 2 3 4 5 N/A **4.52**

8. The instructors/facilitators were well prepared. 1 2 3 4 5 N/A **4.96**

9. The instructors/facilitators provided additional assistance, as needed. 1 2 3 4 5 N/A **4.89**

Appendix N (cont.)

WORKSHOP RESULTS (Circle your response to each item.)

10. I accomplished the objectives of this workshop.	1	2	3	4	5	N/A	**4.77**
11. I will be able to use what I learned in this workshop.	1	2	3	4	5	N/A	**4.88**

WORKSHOP DELIVERY (Circle your response to each item.)

In this workshop, I increased my understanding of the following:

12. The components of Strategy Instruction for Information Text (SIIT).

Strategy Instruction	1	2	3	4	5	N/A	**4.54**
Collaboration	1	2	3	4	5	N/A	**4.62**
Science Content	1	2	3	4	5	N/A	**4.46**
Knowledge Display	1	2	3	4	5	N/A	**4.65**

13. The flow of instruction for Strategy Instruction for Information Text.

Mini-lessons/modeling	1	2	3	4	5	N/A	**4.73**
Guided Practice	1	2	3	4	5	N/A	**4.69**
Independent Practice	1	2	3	4	5	N/A	**4.58**

14. How to manage guided reading groups with Strategy Instruction for Information Text:

Forming Groups	1	2	3	4	5	N/A	**4.65**
Matching Texts to Students' Needs	1	2	3	4	5	N/A	**4.65**
Rotating Instruction Among Groups	1	2	3	4	5	N/A	**4.69**
Structuring Tasks for Each Group	1	2	3	4	5	N/A	**4.69**

15. How to scaffold to maximize student learning.

Scaffolding Strategy Instruction	1	2	3	4	5	N/A	**4.69**
Scaffolding the Collaborative Reasoning Structure	1	2	3	4	5	N/A	**4.69**

16. How to implement the Strategy Instruction for Information Text Plan in my classroom.

	1	2	3	4	5	N/A	**4.85**

17. How to teach the features of information text.	1	2	3	4	5	N/A	**4.85**

18. What were some of the activities that were valuable to you in this workshop?

- Opportunity to talk to my colleagues about implementation. (IRT)
- Scaffolding
- Collaborative Strategy
- All – it is all fantastic and useful. Thank you!
- Planning text feature lessons, talking in groups
- Leveling texts , creating groups
- Mini lesson
- All of them
- Learning scaffolding skills
- Each one, teach one – I get a lot of great lesson ideas to use.
- All

Appendix N (cont.)

- Setting up my groups with text; the one poster to large group poster; the lessons for a week at a glance
- Leveling texts; pick one/teach one
- Learning how to scaffold; the text feature activities
- Guided reading group activity
- Everything was valuable – as usual!
- Modeled guided reading
- Scaffolding demonstration; time line to implement scaffolding
- Strategies

19. What suggestions do you have for improving this workshop?

- None
- None – well planned
- More planning of lessons and group forming
- I've done guided reading for 5 years. A lot of this is repetitive.
- None
- N/A
- Are we going to have content relevant to reading/language arts since our students are required to think abstractly by the end of the 7th grade?
- Seeing the middle of the week in the guided reading section between product and culminating activity
- None
- None

The following table summarizes the results of the evaluation and feedback:

REAL Professional Development Evaluation Questionnaire Composite Feedback Summary		
Area Rated	**Range of Responses**	**Mean of Responses**
Workshop Content	4.46-4.60	4.53
Workshop Design	4.21-4.96	4.57
Workshop Results	4.77-4.88	4.83
Workshop Delivery	4.46-4.85	4.67