


The background of the slide features a blurred ECG (heart rate) line on a grid of orange dots. A large, dark circular shape is positioned on the right side, containing the text.

Let's take a beat.

In your notebook, jot down 3 words to describe how you are feeling in this moment. If you can and feel comfortable, jot down what has contributed to those feelings.

Then jot down where you want to be emotionally (if it's different) – just the words are fine.



Literacy Unlocked

Empowering Teachers,
Supporting Students



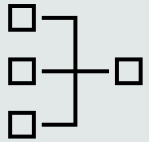
What is our purpose?

What minimum skills do we want our graduates to have when they walk across the stage?

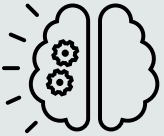
Objective: Know Better, Do Better



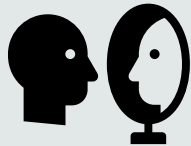
- Understand the clear picture of reality for where literacy is at nationwide as well as at Helena High specifically.



- Understand how we can focus our efforts in a more systematic way.



- Explore two areas plus two study skills where we can be more intentional.



- Revisit one area/strategy to be more intentional about implementing in your classroom (Tier 1 instruction).

Why we do what we do...

Literacy is more than a skill – it's a pathway to equity, opportunity, and confidence.

Struggling readers often feel defensive, avoid challenges, or disengage entirely.

Without strong reading skills, students face barriers not just in academics, but in life.

Our work is about giving every student a chance to thrive, no matter where they start.

Literacy is the great equalizer REGARDLESS of background.

Some good stuff!

"Reading to me helps me relax and brings me into another world of relaxation."

"I like reading and I think it is a good way to decompress during the day."

"Reading is my favorite part of English class."

"Reading is pretty awesome sauce I'm not gonna lie."

"I don't mind reading independently."

"I love reading. Pretty much no matter what."

"I enjoy reading alone when I find books that interest me."

"Reading is one of the best ways for us to intake information, but we prefer reading novels to reading articles."

"I like to read, I wish we had more time in class to read."

Humbling: Things I Wished My Teacher Knew about my ability to read.

- "I can't read."
- "I hate reading in front of the class; I get nervous."
- "I prefer reading silently on my own."
- "I can't read as fast as other students, and I don't think it's totally fair."
- "I also tend to skip words or letters at the ends of words, and it makes me feel stupid when I reread it."
- "Reading out loud makes me not understand that part that I have to read because I get nervous and only read it word by word."
- "I have to reread things over and over again to actually retain anything."



**Where have we
been?**

Celebrations!

Three years ago, Math focused on increasing technology use in class (calculators). Since then, ACT scores have steadily gone up 5%.

Two years ago, we focused on writing across all classes. Since then, ACT scores have gone up 24% and held.

Last year, we focused on engagement strategies. Our scores increased in Math, Science, English, and overall composite (dropped by 1% in Reading).

Conclusion?

When we focus on something intentionally as a staff, we see gains in the big picture.

This year we are focusing on instructional strategies, specifically ones that will bolster our students' reading and critical thinking abilities: questioning, differentiation/scaffolding, and shock language (intentional vocabulary instruction).

More things?

Not really...

8 years with the literacy grant.

All the puzzle pieces are on the table; some are even connected.

We need to start intentionally pulling all the pieces together.

Fine-tuning and focusing.

Scope of the Challenge

Clear picture of reality





Adult Literacy Statistics

Sources: National Center for Education Statistics; Barbara Bush Foundation for Family Literacy



54% of adults read **below a 6th grade level**



33% of adults with low literacy are **unemployed**



Literacy and Incarceration

Sources: begintoread.org; Barbara Bush Foundation for Family Literacy



85% of juveniles in U.S. court system are **functionally illiterate**



Juvenile incarceration **reduces** the probability of **school completion** and **increases** the probability of **incarceration later in life**



70% of inmates in U.S. prison can't read above a **4th grade level**



THE LINK BETWEEN ACADEMIC
FAILURE AND DELINQUENCY,
VIOLENCE, AND CRIME IS
WELDED TO
READING FAILURE

begintoread.org



Literacy and Economic Opportunity

Sources: World Literacy Foundation, 2022

POVERTY



Those with **low literacy** are more likely to live in **poverty**

- 43% of adults at Level 1 skills (the lowest literacy proficiency) live in poverty compared to 4% of adults at Level 5 skills (the highest literacy proficiency)



The ability to earn a **living wage** is strongly related to one's literacy level



Literacy and Health

Source: "Low literacy equals early death sentence." Science Daily, 2007



Those with low literacy have **poorer health outcomes**.



Low literacy is **top predictor of mortality** after smoking, also surpassing income and years of education.

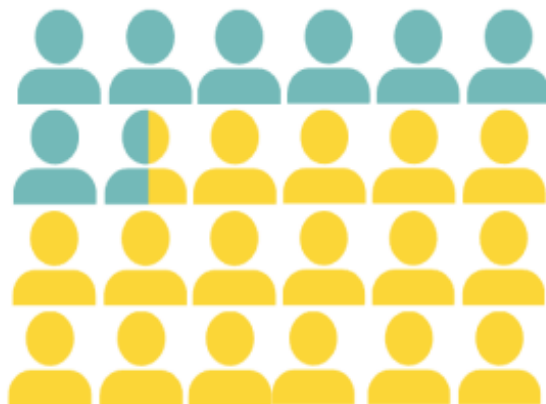


Current Literacy Rates in Schools

HOW MANY CHILDREN CURRENTLY READ AT PROFICIENT LEVELS?

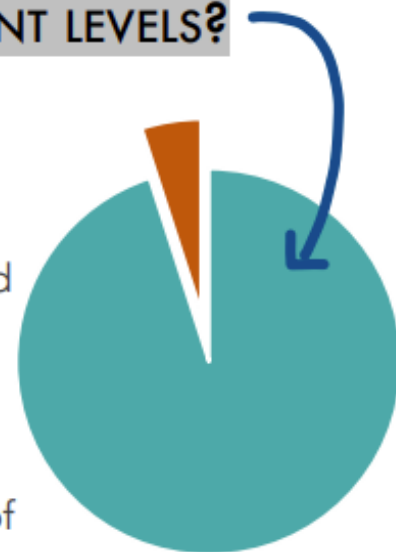
2022 NAEP Reading Scores show us that in a class of 24 students:

- **32%**, or 7.7 students, scored at proficient or above
 - MT 4th Grade 34% (36% in 2019)
 - MT 8th Grade 31% (34% in 2019)
- **68%**, or 16.3 students, did NOT reach proficiency



HOW MANY CHILDREN CAN LEARN TO READ AT PROFICIENT LEVELS?

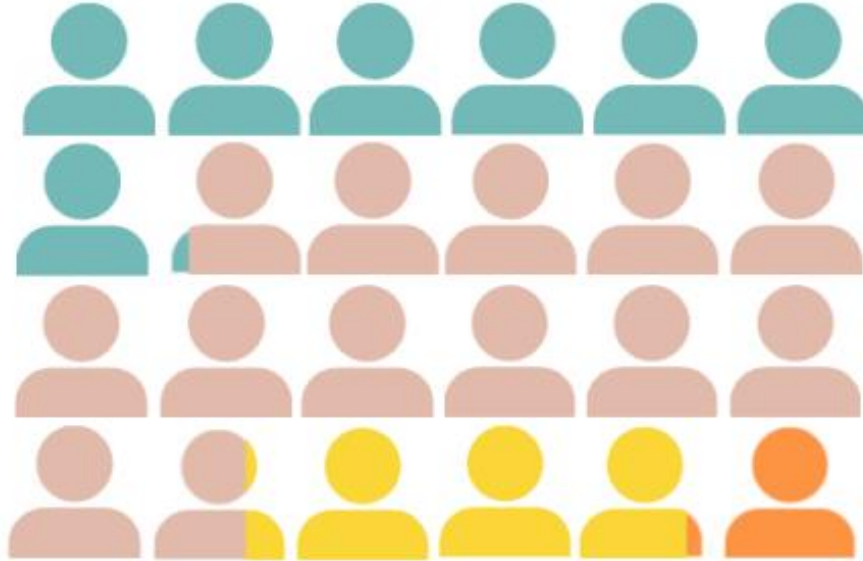
95% of students, regardless of background, can learn to read (measured by proficiency in foundational skills) when provided explicit, systematic, and sequential instruction in all elements of reading (outlined in a **STRUCTURED LITERACY** approach)





The Promise of Reading Proficiency

HOW DO CHILDREN LEARN TO READ?



The National Institute of Health indicates that in a class of 24 students:

Structured Literacy
ADVANTAGEOUS

- **30%**, or 7.2 students, learn to read regardless of the method

Structured Literacy
REQUIRED

- **50%**, or 12 students, require foundational skills instruction that is explicit, systematic, and sequential (i.e., Structured Literacy approach)
- **15%**, or 3.6 students, require a Structured Literacy approach, with additional time and support
- **5%**, or 1.2 students, with severe cognitive disabilities will struggle to become proficient but will reach higher levels with a Structured Literacy approach

mild to severe dyslexia



TIER 3 (5%)

Intensive Intervention

Individualized, extremely focused intervention for students who continue who have acute academic difficulties

TIER 2 (15%)

Targeted Intervention

Supplemental, short-term, small-group interventions targeted to specific skill gaps

TIER 1 (80%)

Universal Instruction

High-quality, evidence-based reading instruction for ALL students that is aligned to standards and designed to prevent reading difficulties



Proactive Instruction



Strong **Tier 1** implementation grounded in structured literacy can **reduce reading problems 50-75%**

Tier 2 reduces reading difficulties even further

Tier 3 can get nearly half of the students in the bottom 5% above the 30th percentile (or higher) and 99.5% out of the bottom 5%



Data – HHS MAP / iReady

Freshmen – Overall 51st percentile

11% are in the 80th or above percentile (blue)

27% are in the 61st or above percentile (green)

28% are on the cusp (41-60th percentile) (yellow)

34% are below (orange, red)

Sophomores – Overall 63rd percentile

25% are in the 80th or above percentile (blue)

30% are in the 60th or above percentile (green)

21% are on the cusp (41-60th percentile) (yellow)

24% are below (orange, red)

iReady last spring =
42% so 13% growth!



General Education

of 9th and 10th grade students in general education classes (no AP and no SPED classes)

9th Grade (253 students) = 136 gen-ed students = 54%

103 in advanced classes = 41%

14 in Practical/SPED offerings = 6%

10th Grade (262 students) = 139 gen-ed students = 53%

105 in advanced classes = 40%

18 in Practical/SPED offerings = 7%



A Day in Their Life - Vocabulary

FRESHMEN

Tier 1 (higher level) = 36

Tier 2 (academic) = 20

Tier 3 (content) = 59

TOTAL: 114 words

SOPHOMORES

Tier 1 (higher level) = 40

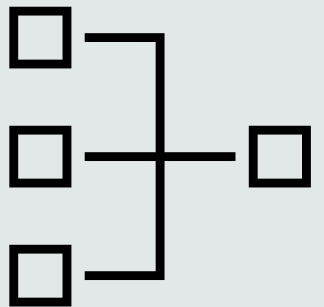
Tier 2 (academic) = 6

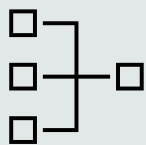
Tier 3 (content) = 44

TOTAL: 88 words

How we approach the challenge

Creating a more collective and
systematic approach





How we make a difference...



1. Understanding the research behind reading and learning



2. By creating a **systematic approach** that includes:

- Tier 1 classroom instruction
- Targeted intervention based on data (i.e. fluency screeners then an intervention)



3. Addressing both **decoding** and **language comprehension** (the Simple View of Reading)

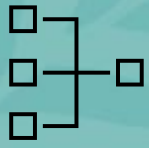


4. Fostering meaningful teacher-student connections to build trust and engagement.



What is the Science of Reading?

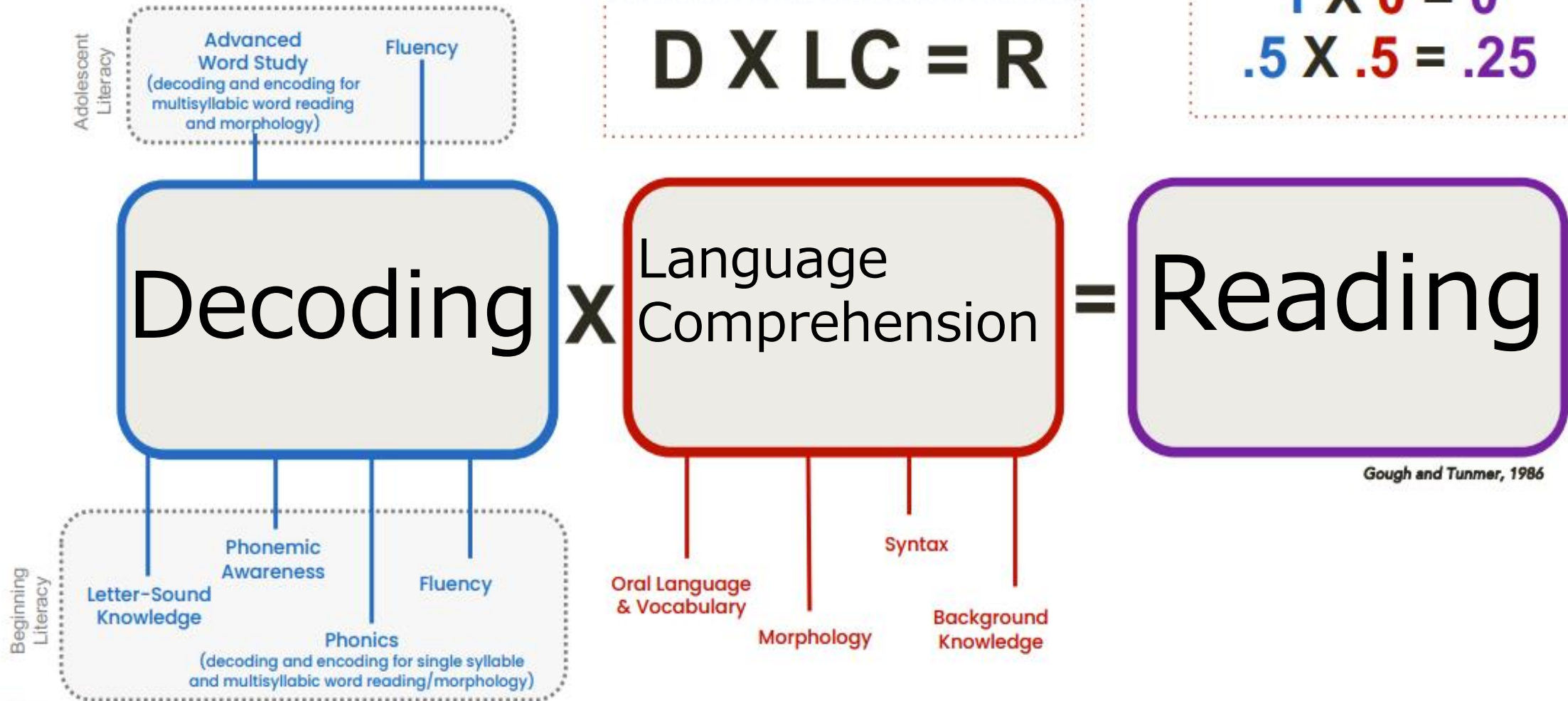
- The power of evidence!
- Vast, interdisciplinary body of research conducted over last five decades
- Involves research from multiple fields, including cognitive psychology, developmental psychology, education, implementation science, linguistics, neuroscience
- Involves thousands of studies conducted in multiple languages
- Scientifically-based research* about reading and issues related to reading and writing including (1) how proficient reading and writing develop, (2) why some children have difficulty, (3) how to most effectively assess and teach children in order to effectively prevent and intervene for reading difficulties
 - * Experimental or quasi-experimental in design.
 - * Replication of results by other scientists
 - * Independent peer review
 - * Consensus within the research community

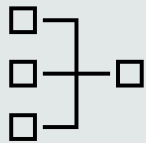


Simple View of Reading

$$\begin{array}{l} 1 \times 1 = 1 \\ 0 \times 1 = 0 \\ 1 \times 0 = 0 \\ .5 \times .5 = .25 \end{array}$$

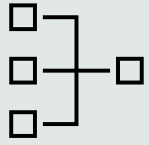
$$D \times LC = R$$





Comprehension Activity Time!

Flip your note page over to the “Considering Comprehension” side.

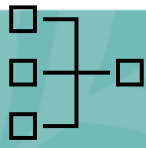


TASK

Complete **Passage 1** on your own.
When you finish with that, move on to
Passage 2. Read it and answer the
questions.

I'll give you about 5 minutes to
complete. When you are finished, put
your writing utensil down so I know
who's done.





1941 State of the Union Address ("Four Freedoms")
by Franklin Roosevelt

Just as our national p _____ in i _____
a _____ has been based upon a d _____
respect for the rights and the d _____ of all
our fellow men within our gates, so our
n _____ p _____ in f _____ affairs has been
based on a d _____ respect for the rights
and d _____ of all nations, large and small.
And the justice of m _____ must and will win in
the end.

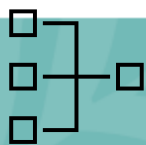
Our n _____ p _____ is this:

First, by an _____ e _____ of the
public will and without regard to p _____, we
are committed to all- _____ national d _____...

80%

accuracy

(errors are multisyllabic
words, most of which are
more than 2 syllables long)



1941 State of the Union Address ("Four Freedoms") by Franklin Roosevelt

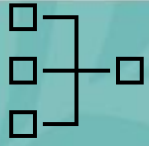
Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.

Our national policy is this:

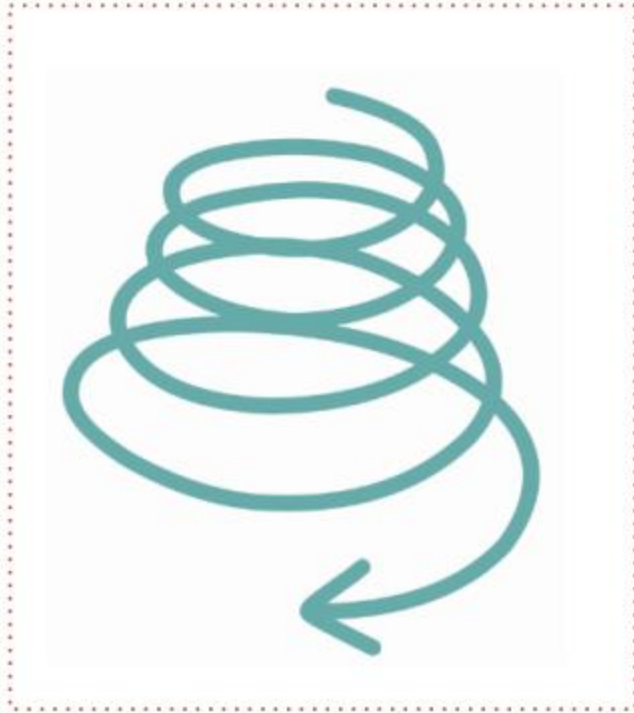
First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense...

Word Recognition and Vocabulary Development

- national
- policy
- internal
- policy
- foreign
- dignity
- morality
- impressive
- expression
- partisanship
- committed
- inclusive



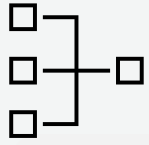
Spiral of Reading Failure



Delayed development of reading skills affects students' **exposure to text**

Having **less exposure to text** prevents readers from fully developing **language, vocabulary, and background knowledge**—adding to the downward spiral

The researcher Keith Stanovich calls this phenomenon the **"Matthew effects"** in which students who learn to read early continue improving and gaining knowledge, becoming **"richer,"** while students who struggle become increasingly behind and so become **"poorer"**



Implementing fluency screeners and systematic interventions (Tier 2)

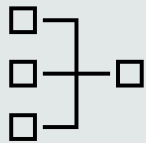


Equipping teachers with low-prep, high-yield strategies for vocabulary and background knowledge (Tier 1)

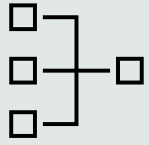


Supporting teachers to be the foundation of literacy improvement (Tier 1)

**So what are
we doing
about it?**



Tier 2: Fluency Intervention



Why Fluency?

211 students were pulled to be tested (freshmen/sophomores) based on their MAP score (yellow, orange, or red).

22 were not able to be tested (absent, skipped, etc)

90% testing rate.

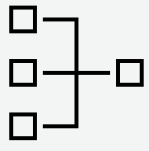
Results:

122 were proficient in fluency at grade 8/9 level text (above 100 wpm) = 58%

23 were just below fluency proficiency (91-99 wpm) = 11%

43 were significantly below fluency proficiency (90- wpm) = 20%

15 of these students are *not* identified as SPED = 35%/7% overall



Group A

58% proficient in fluency at grade 8/9 level text
Need work on Language Comprehension Skills
(background knowledge, vocabulary) – Tier 1

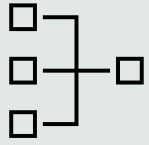
Group B

11% just below fluency proficiency
Need work on Fluency plus Language Comprehension
– Tier 2 and Tier 1

Group C

20% significantly below fluency proficiency
Possibly need further testing, phonics work, etc – Tier
3 and Tier 1

Data - Fluency



Fluency Strategies

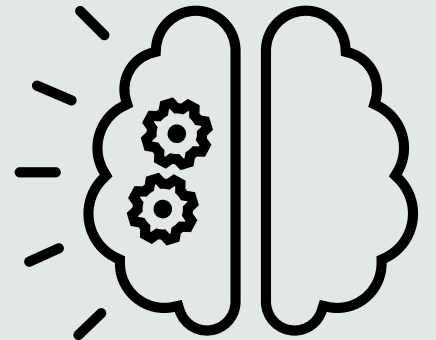
1. A group of freshmen and sophomore English teachers have volunteered to pilot the 6-minute Solution Fluency program in their classes for 2nd semester.
2. The remainder of the students will be the “control” group.
3. We will look at phonics work or other interventions for students in Group C.

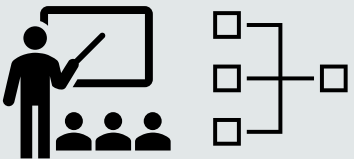
Working?

We will track their growth data between last spring’s benchmark, this fall’s benchmark, and this spring’s benchmark to measure growth. We will also rescreen the students on the list at the end of the year to compare growth.

Tier 1: Instructional Practices

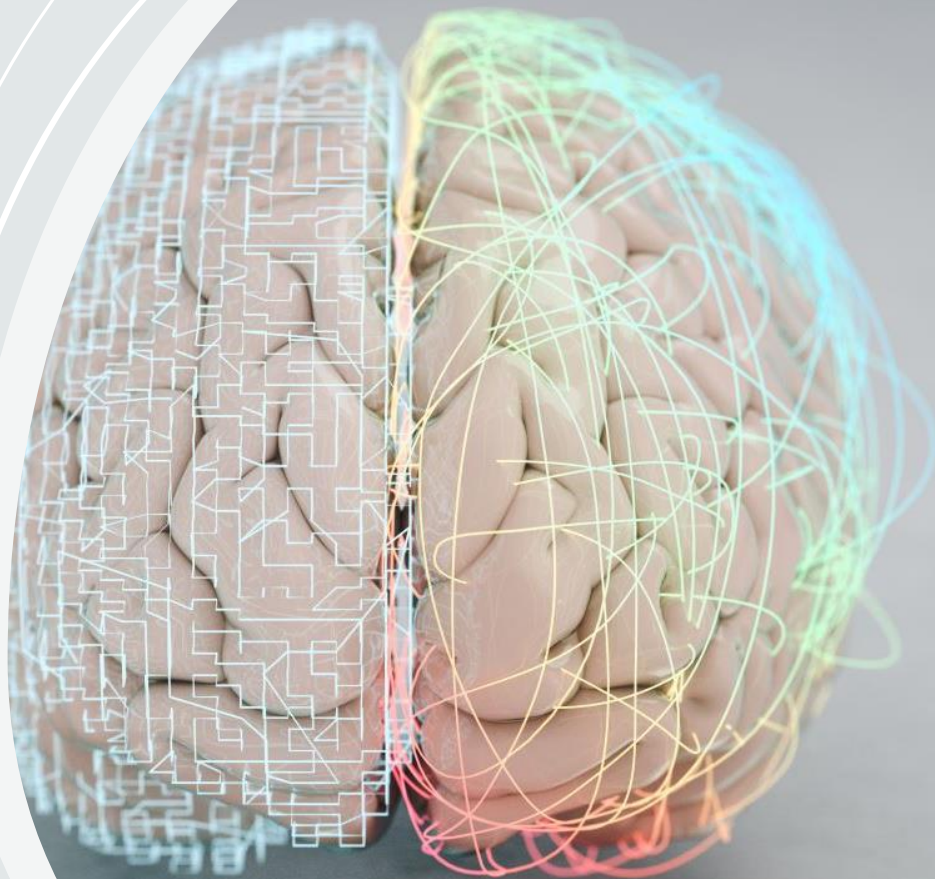
Areas we can be more intentional
and make a BIG impact on student
learning.

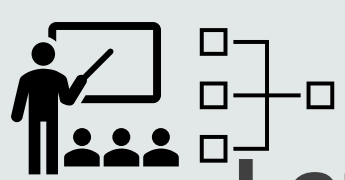




Working Memory

- If brains aren't primed to learn, they will "close without saving".
- "New Learning" is retained for only 5 to 20 minutes.
- Our brain can hold about 3-5 "chunks" of information in our working memories at any given time.
- Working memory focuses better on information presented visually and verbally.
- Reducing cognitive load through routines helps increase working memories' abilities





Let's test it out!

Objective: Recall as many items as possible from a list.

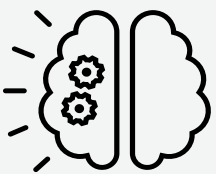
Bell Ringer: Prep your paper and pencil – be ready!

Tasks:

1. I will give you a list of words.
2. You will have 30 seconds to write down as many as you can remember.
3. What if we repeat it?

Exit Ticket: Scoring your lists.





Why Background Knowledge?

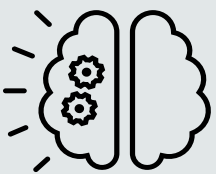
“We remember what we think about.”

Bryan Goodwin

We must **intentionally plan** into our lessons how we will have students access their schema. They are interested; now how do we help them “hang up” the new information?

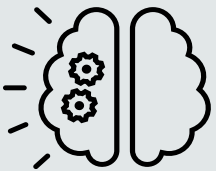
“Performing a new procedure or making sense of new content uses a lot of working memory space when there’s no schema to connect with” (Hess 56). This is because of the hippocampus - it blocks negative information - BUT a strong schema is like the interstate - sail right by the clogged up highway.

Prior knowledge helps decrease cognitive load leading to greater learning.



Background Knowledge Strategies

1. Bell Ringers - specifically **Think-Pair-Share, Open-Ended Questioning, KWL charts, Brain dumps, Put It In Words, Frayer Models**. **Every lesson should begin with a restatement of knowledge.**
2. “Cognitive Interest Cues” - funny videos, jokes, compelling/essential questions, hands-on activities, personal connections, etc
3. Avoid overwhelming students’ working memories (their cognitive load). We are letting students know what “hooks” we want them to hang information on. **Clarity and routines are paramount.**
4. Reading, literacy, vocabulary building - is all critical. **Read, write, vocabulary all work the brain.** Intentionally plan for them all daily.
5. Teach them study skills (i.e. spaced studying, retrieval practice, etc).



Why Vocabulary Instruction?

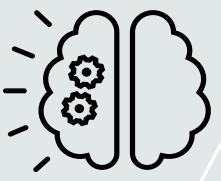
The foundation for our language – essential to being able to understand texts across all subjects

Vocabulary is one of the five components of reading instruction necessary for students (Sohn via Jeff Sykes).

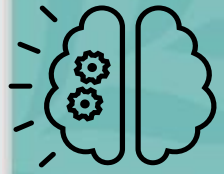
Huge body of research supporting explicit instruction of vocabulary – key predictor of reading comprehension

Morphological word sense is essential and efficient (via Sykes)

One of the few tools high school teachers have left in the toolbox to positively impact reading ability



**“All words are pegs to
hang information on.”
– Henry Ward Beecher**



Where Do We Begin?

Begin by prioritizing “low prep, high impact” strategies that align with Reading Science and have the potential to boost comprehension across content areas.

$$D \times LC = R$$



1

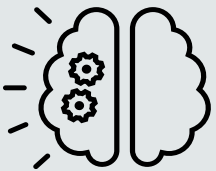
Decoding: **Scoop and Read** for multisyllabic words

2

Language Comprehension: **4-Step Vocabulary Routine**

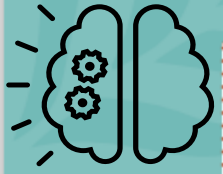
3

Opportunities to Respond
(amount of practice & engagement)



Scoop and Read

Works on fluency of words



1941 State of the Union Address ("Four Freedoms") by Franklin Roosevelt

Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.

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Word Recognition and Vocabulary Development

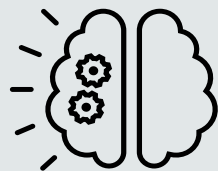
- national
- policy
- internal
- policy
- foreign
- dignity
- morality
- impressive
- expression
- partisanship
- committed
- inclusive

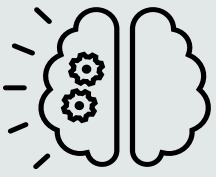
Scoop and Read

1. What words will they stumble on? Pick 5-10 (15 later on).
2. Pre-teach them!
3. 2-minute routine for automaticity – fluency!
4. Model first couple.
5. Whole class together:
 - Teacher says it.
 - Students say it.
 - Scoop it together.
 - Whole class repeats.
6. Hear it, see it, say it.
7. Then have them move into doing it in partners.

national	impressive	aggression
policy	expression	resolute
internal	partisanship	determination
dignity	committed	democratic
foreign	inclusive	acquiesce

 Slide 20





4-Step Process

Definition



Where Do We Begin?

Begin by prioritizing “low prep, high impact” strategies that align with Reading Science and have the potential to boost comprehension across content areas.

$$D \times LC = R$$

- 1 Decoding: **Scoop and Read** for multisyllabic words
- 2 Language Comprehension: **4-Step Vocabulary Routine**
- 3 **Opportunities to Respond**
(amount of practice & engagement)

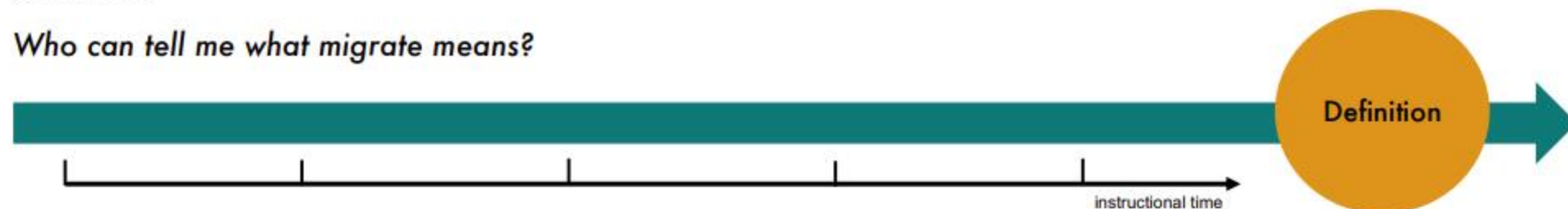


Time Spent in Vocabulary

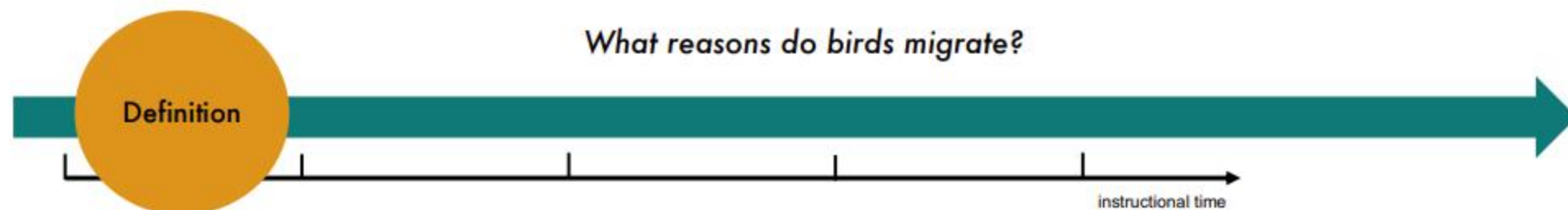
Adapted from Lemov, Driggs, & Woolway, 2016, *Reading Reconsidered*

Instead of:

Who can tell me what migrate means?



Move to:





4-Step Vocabulary Routine

1

Say the word; have students repeat

2

Present student-friendly explanation

- use picture, when able
- note morphology, if present
- add total physical response when able

3

Illustrate the word with examples in varied contexts

4

Check for understanding with deep processing

Routine #18 SPECIFIC WORD INSTRUCTION

- 1. Introduce the Word**
Write the word on the board. Say: The word is grievance. What word? (grievance.)
- 2. Provide a Student-Friendly Definition**
Say: A grievance is a complaint about something you think unfair or unjust. It is a noun. The base word is grieve. When we have a complaint about something we think is not fair, it is a ... (grievance.)
- 3. Illustrate the Word with Examples (and Non-Examples)**
Say: If you studied for a test at school using the study guide provided by the teacher but then nothing on the test was from the study guide, you may think that unfair or unjust. You might take your (grievance), or complaint, to the teacher. In early America, colonists felt that they were being unfairly taxed. They wrote down their list of (grievances) in the Declaration of Independence. In the text we are going to read today, there were unfair laws in place to ensure blacks did not have the same rights as whites. Black citizens decided to protest this unfairness and held protests to voice their complaints or (grievances) to the public and government.
- 4. Check Student Understanding**
Choose ONE of the following examples to check students' understanding:
- Ask a deep processing question. Say: What current grievances do we see people have in our world today?
- Provide exemplar examples. Say: If what I say is an example of a grievance, give me a thumbs up and say "grievance!" If not, put your thumb behind your back and say nothing. Ready? Talking to your parents about being grounded when you don't think the offense warrants grounding—is that a grievance? (grievance) ... Samantha had a grievance with her parents because she was so happy to receive a new iPhone for Christmas (say nothing) ... Writing a letter of complaint to the principal because of bullying or harassment from other students (grievance) ...
- Provide a sentence starter. Say: Tell your partner something in the school day that you have a grievance about. Start your sentences by saying, "I have a grievance about _____ at school."

TEACHER TIP:
To create student-friendly definitions, consider the following definition frames:
- A **PROBLEM** is a **DIFFICULTY** OR **CHALLENGE** that **CHARACTERISTICS** ...
For example, "A grievance is a complaint about something that is unfair or unjust."
- **DIFFICULTY** something seems to **CHARACTERISTICS** such as **CHALLENGE** ...
For example, "The parent's complaint means to let it out and over again, such as a boxer punching to opponent."
- **PROBLEM** from **DIFFICULTY** with a **CHARACTER** ...

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acquiesce

ack wē es

verb (action – something you DO)

When you acquiesce, you **reluctantly agree to something without protest**



Sure, I'll go along.

Okay, I'll agree to it.

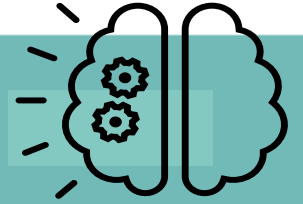
YOU TRY IT!

Partner A

- Routine steps 1-2

Partner B

- Routine steps 3-4



Routine #18 SPECIFIC WORD INSTRUCTION

1. Introduce the Word

Write the word on the board. Say: The word is grievance. What word? (grievance.)

2. Provide a Student-Friendly Definition

Say: A grievance is a complaint about something you think unfair or unjust. It is a noun. The base word is grieve. When we have a complaint about something we think is not fair, it is a ... (grievance.)

3. Illustrate the Word with Examples (and Non-Examples)

Say: If you studied for a test at school using the study guide provided by the teacher but then nothing on the test was from the study guide, you may think that unjust or unfair. You might take your (grievance), or complaint, to the teacher. In early America, colonists felt that they were being unfairly taxed. They wrote down their list of (grievances) in the Declaration of Independence. In the text we are going to read today, there were unfair laws in place to ensure blacks did not have the same rights as whites. Black citizens decided to protest this unfairness and hold protests to voice their complaints or (grievances) to the public and government.

4. Check Students' Understanding

Choose ONE of the following examples to check students' understanding:

- Ask a deep processing question. Say: What current grievances do you see people have in our world today?
- Provide examples/non examples. Say: If what I say is an example of a grievance, give me a thumbs up and say "grievance!" If not, put your thumb behind your back and say nothing. Ready! Talking to your parents about being grounded when you don't think the offense warrants grounding - is that a grievance? (grievance)... Samantha had a grievance with her parents because she was so happy to receive a new iPhone for Christmas (say nothing)... Writing a letter of complaint to the principal because of bullying or harassment from other students (grievance.)
- Provide a sentence starter. Say: Tell your partner something in the school day that you have a grievance about. Start your sentence by saying, "I have a grievance about _____ at school."

TEACHER TIP:

To create student-friendly definitions, consider the following definition frames:

• A (WORD) is a (SYNONYM OR CATEGORY) that (CHARACTERISTIC).

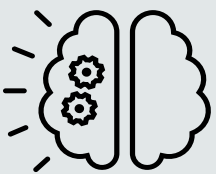
For example: "A grievance is a complaint about something that is unfair or unjust."

• (VERB), something means to (CHARACTERISTIC), such as (EXAMPLE).

For example: "To pummel something means to hit it over and over again, such as a boxer pummeling his opponent."

• (WORD) means (SYNONYM) such as (EXAMPLE).

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Increase Opportunities to Respond

More hits, better understanding


$$\mathbf{D} \mathbf{X} \mathbf{L} \mathbf{C} = \mathbf{R}$$

- 
- Side by Side**
Educational Consulting



Archerism



learning is
not
a
spectator sport



Response Types: Say, Write, Do



Verbal

- Choral: Provide wait time; on signal, all respond in unison
- Think, Pair, Share; Look, Lean, Whisper; Think, Ink, Pair, Share
- Pause Procedure: 2-minute paired discussion
- Numbered Heads Together
- Whip Around
- Randomized Individual Turn



Written

- Mini Whiteboards
- Response Cards
- Exit Ticket
- Quick Write: Read-Stop-Respond



*Handouts

Action

- Touching/Pointing
- Hand Signals: Put up fingers to show the answer
- Act It Out
- Respond with Gestures



It's About Practice

OTRs



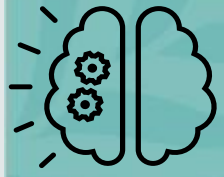
Students' Mastery
of Content

“

[OTRs] are the key to successful teaching and learning. When all learners are engaged with the content throughout the lesson, the probability of high learning levels for all increases exponentially.

– George, L. (2011) *ASCD Express*

”



Increasing Voice Equity with Response Structures

Everyone
(group/partner)



Individuals



EVERYONE writing, thinking, analyzing, talking



How Many OTRs?



Shortly after the students settled from the tardy bell, the teacher announced, "Look up front. I have a small block of ice and the same sized block of butter on the table. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Take out your science journal. Please write down a one-sentence explanation for your answer." A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer and give a thumbs down if they disagreed.

-Example adapted from Colvin, 2009



How Many OTRs?

Shortly after the students settled from the tardy bell, the teacher announced, "Look up front. I have a small block of ice and the same sized block of butter. Which one would melt first." A student wrote in their science journal, "The butter will melt first." The teacher called on the student to share their answer. The student said, "The butter will melt first because it's softer." The teacher then asked the class to raise their hand if they agreed with the answer and give a thumbs down if they disagreed.

Five Total OTRs

- 4 OTRs that involved ALL students
- 1 OTRs that involved individual student



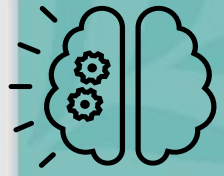
Which one would

Take out your explanation for students to share

thereafter, the

r. The teacher

-Example adapted from Colvin, 2009



How Many OTRs?



Shortly after the students settled from the tardy bell, the teacher announced, "Look up front. I have a small block of ice and the same sized block of butter on the table. Tell your neighbor which one would melt first." A few seconds later the teacher said, "Take out your science journal. Please write down a one-sentence explanation for your answer." A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer and give a thumbs down if they disagreed.

-Example adapted from Colvin, 2009



OTRs in Action



1. **View** the short video of classroom vocabulary instruction.

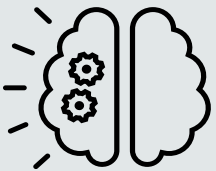


2. **Tally** the OTRs.

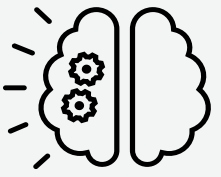


3. Be ready to **share** your reflections





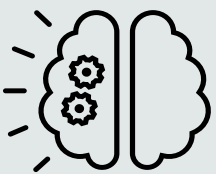
Vocabulary Tips



Tip #1: Assessments

Create the assessment then add in scaffolding where academic language might prevent students from understanding what's been asked of them (from *Cult of Pedagogy*, episode 211).

- Use synonyms to help students define them. If you explicitly taught the term and knowing the meaning is part of the assessment, don't use a synonym.
- Provide students with the academic language in a sentence starter
- Chunk out multi-part questions into separate chunks with spaces to respond.
- Add relevant images to aid in comprehension
- Word banks – provide key vocabulary terms that a student can access when writing responses
- For longer responses, provide visual frameworks to show students the sequence in which their response should be written (simple outlines).

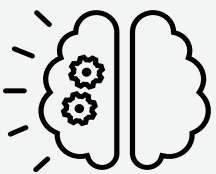


Tip #2:

Assessments

Pass out all the tests and give students 2-3 minutes to highlight any words they don't know.

Then take time to define the words for them as a class.



Tip #3: Talk like it

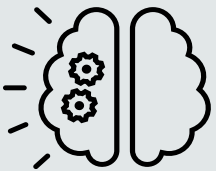
Add “utilizing specific language” to your classroom expectation.

If you are doing a science experiment, expect ALL students to respond like a scientist – using the vocabulary.

If you are solving math problems, expect ALL students to respond like a mathematician – using the vocabulary.

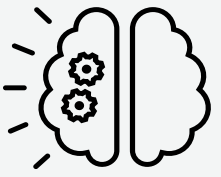
If you are writing, expect ALL students to respond like a writer – using the vocabulary.

The kicker is…they need to be taught the vocabulary first.



Study Skills

Six total, but focusing on two big ones.



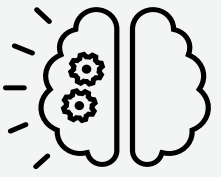
Study Skill

#1: Spaced

From *The Learning Scientists*
[Spaced Practice — The Learning Scientists](#)

Basic Gist: Space out the studying so your brain is having to continually review information rather than cram information.

1. Plan backwards for two weeks before a test.
2. Block out chunks of time for review (10-20 minutes).
3. Review information from each class but not immediately following class.
4. Don't skip older information – spiral it all.
5. Use effective strategies while studying (coming!)



Study Skill

#2: Retrieval

From *The Learning Scientists*

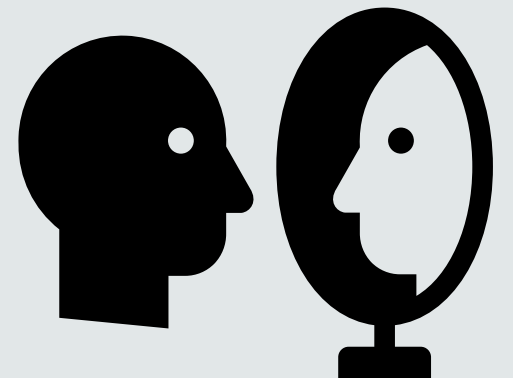
[Retrieval Practice — The Learning Scientists](#)

Basic Gist: Retrieval refires the neurons and strengthens the mylenation process. During your spaced-out study sessions, work on retrieving information from memory. Make connections.

1. Don't get out any class materials to start. On a blank page, write and/or sketch any information you can recall. Be thorough.
2. Then check through your notes for accuracy and anything you might have missed.
3. Immediately correct or fill in that information.
4. Plan to take practice tests or quizzes – first do it with zero notes – just from memory. Then use notes.
5. Immediately check and correct your practice quizzes.
6. Flashcards are good for this, too!

Wrap Up

Reflection and goal setting.



Reflect

Teachers are the heart of the school, but students are the lungs. Without that oxygen, everything dies. They bring life into a school.

What are we doing to ensure we don't fail the 53%?

Questions? Items for further discussion?

EXIT: Write down one thing (on the sticky note) you will intentionally plan to do (considering this information) for 2nd semester. Put your initials on the back so Meghan can get them back to you.

