High-Impact Instructional Strategies: Two Perspectives on Aligning Literacy Initiatives With Higher-Order Expectations
High-Impact Instructional Strategies: Two Perspectives on Aligning Literacy Initiatives with Higher-Order Expectations
Instructional Components of a Comprehensive Literacy Plan

Doug Fisher
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RIGOR IS FOR EVERYONE!
## Difficulty v. Complexity

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A measure of <strong>effort</strong> required to complete a task.</td>
<td>• A measure of the <strong>thinking, action, or knowledge</strong> that is needed to complete the task.</td>
</tr>
<tr>
<td>• In assessment, a function of how many people can complete the task correctly.</td>
<td>• In assessment, how many different ways can the task be accomplished.</td>
</tr>
</tbody>
</table>
Which of these means about the same as the word *gauge*?

a. balance

b. measure

c. select

d. warn
A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

(a) 42,456.9
(b) 41,279.9
(c) 41,261.3
(d) 41,259.2
(e) 41,257.1

Did you use the calculator on this question?
☐ Yes     ☐ No
Marc Umile is among a group of people fascinated with \( \pi \), a number that has been computed to more than a trillion decimal places. He has recited \( \pi \) to 15,314 digits.
5 Access Points

• Purpose and Modeling
• Close and Scaffolded Reading
• Collaborative Conversations
• Wide, Independent Reading
• Formative Assessments
5 Access Points

• Purpose and Modeling
  • Close and Scaffolded Reading
  • Collaborative Conversations
  • Wide, Independent Reading
  • Formative Assessments
The established purpose focuses on student learning, rather than an activity, assignment, or task.
Specific
Measurable
Attainable
Relevant
Timed
WHY?
Three Questions

What am I learning today?

Why am I learning this?

How will I know that I have learned it?
5 Access Points

• Purpose and Modeling
• Close and Scaffolded Reading
• Collaborative Conversations
• Wide, Independent Reading
• Formative Assessments
Reading Volume Still Matters
STUDENT A

- 20 MINUTES PER DAY
- 1,800,000 WORDS PER YEAR
- SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS
STUDENT B

- 5 MINUTES PER DAY
- 282,000 WORDS PER YEAR
- SCORES IN THE 50\textsuperscript{TH} PERCENTILE ON STANDARDIZED TESTS
STUDENT C

• 1 MINUTE PER DAY
• 8,000 WORDS PER YEAR
• SCORES IN THE 10\textsuperscript{TH} PERCENTILE ON STANDARDIZED TESTS
5 Access Points

• Purpose and Modeling

• **Close and Scaffolded Reading**
  • Collaborative Conversations
  • Wide, Independent Reading
  • Formative Assessments
10. Read and comprehend complex literary and informational texts independently and proficiently.
To build strength

Less Complex

To build stamina

More Complex
TEACH complex text
don’t just
ASSIGN complex text
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Use a short passage

Creating a Close Reading
Facilitating Re-reading

Change the task

Read for flow. Read for annotation.

Ask a really good question

What is the author’s belief about war?

Press for evidence

Where did you find that?
Use a short passage
Re-reading
“Read with a pencil”
Foundational Annotation Skills

• **Underline** the major points.
• **Circle** keywords or phrases that are confusing or unknown to you.
• Write *margin notes* restating the author’s ideas.
Annotation occurs with digital and print texts.
Maximus was a palace horse.
He was brave.
He was loyal.
He was strong.

Annotation with Wikki sticks
Student annotation in 6th grade

Student sample from Leigh McEwen, AEA 9, Iowa
Creating a Close Reading

Use a short passage
Re-reading
“Read with a pencil”
Text-dependent questions
Progression of Text-dependent Questions

- What does the text mean?
- How does the text work?
- What does the text say?

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections

- Literal
- Structural
- Inferential
5 Access Points

• Purpose and Modeling
• Close and Scaffolded Reading

• Collaborative Conversations
• Wide, Independent Reading
• Formative Assessments
Close Reading demands collaborative conversations
1. Prepare for and participate in collaborations with diverse partners, building on each others’ ideas and expressing their own clearly and persuasively.
K-2 Features

- Following the rules of discussion
- Moving from participation to turn taking
- Sustaining discussion through questioning
- Adult support
3-5 Features

- Preparation for discussion
- Yielding and gaining the floor
- Posing and responding to questions
- From explaining own ideas to explaining the ideas of others
6-8 Features

- Using evidence to probe and reflect
- Collegial discussions include goals and deadlines
- Questions connect ideas from several speakers
- Acknowledge new information
9-10 Features

• Use prepared research in discussion
• Voting, consensus, and decision making
• Ensure hearing full range of opinions or options
• Summarize and synthesize points of disagreement
11-12 Features

- Civil, democratic discussions
- Questions probe reasoning and evidence
- Resolving contradictions
- Determine what additional info is needed
5 Access Points

• Purpose and Modeling
• Close and Scaffolded Reading
• Collaborative Conversations
• Wide, Independent Reading

• Formative Assessments
thank you
The importance of research-based literacy curricula and 5 critical considerations

Shawn Mahoney, Ph. D.
CAO, McGraw-Hill Education
Vision
To unlock the full potential of each learner.

Mission
To accelerate learning through intuitive, engaging, efficient and effective experiences – grounded in research.
How you define a problem determines all of the solutions your mind can’t consider.
Right tool, at the right time, for the right student, for the right reason.
We believe that our contribution to unlocking our collectively brighter future lies with the application of our deep understanding of how learning happens and how the mind develops.

It exists where the science of learning meets the art of teaching.
Our Team

Dr. Shawn Mahoney  
Chief Academic Officer

Amanda House  
VP, New Technologies

Daniela Perelli  
VP, Academic Design  
Reading

Sonja Chernos  
VP, Academic Design

Lisa Plesich  
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World Languages
Iterative Design
Iterative Research
In the early days, stories where the way we exchanged information about ourselves.
The answer to truth is understanding your world and zeitgeist beyond your time.
And what keeps the flame of knowing and learning alive is literacy. In today’s terms, it’s a network to knowledge.

Knowledge of self…
Knowledge of others…
Knowledge of the world…
In any subject—from math to science, from economics to literature— the better able you are to understand, the more you can learn and grow.
Literacy is a process of interaction between the self and text.

Literacy is a powerful vehicle for the development of critical thinking and communication.

Without thought, analysis, and communication, there is a breakdown of understanding.

Literacy cures that fatal ailment.
We are committed to better helping people understand themselves in their time.
Making meaning– it is the essence of learning.
We believe that our contribution to unlocking our collectively brighter future lies with the application of our deep understanding of how learning happens and how the mind develops.

It exists where the science of learning meets the art of teaching.
Essential Questions

1. What is the common, transparent, and clearly communicated definition of literacy?

2. How have you communicated the essential elements of your literacy ecosystem?

3. What is your theory of action and how are you monitoring?

4. How are you relying on a trusted network and learning from cases of success?

5. What are the elements of your program that are interdisciplinary?
Establish a common vocabulary
Definition of Literacy

Literacy is...

the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context.

International Literacy Association
http://www.literacyworldwide.org/why-literacy
Outline a system view
What is required for a holistic approach to literacy strategic planning?
Share a theory of action
How do you implement your theory of action in your system?

*Equitable program in Spanish
*Systematic instructional approach
  - Text Complexity
  - Collaborative Conversation
  - Writing to Sources
  - Conducting Research and Inquiry
*Research-based
How do you implement your theory of action in your system?

- Instructional fidelity
- Systematic teaching and learning
  - In-class coaching
  - Online courses
  - Professional Learning Environment
  - Online data management
- Research-based
How do you implement your theory of action in your system?

*Teaching and Learning Cycle
*Range of performance data
  - Quick checks
  - Weekly/Unit Assessments
  - Data Dashboard
  - Instructional Recommendations
*Reports: individual, class and district
How do you implement your theory of action in your system?

- Robust educational technology
- Student-Centered Instruction
- Integrated ELL/ELD Support
- Read-Write Connection
- Collaboration Tools
- Digital Assessments
- Purposeful print
Utilize a case study of success
Case Study: Five “Words” of Wisdom

Common

Deliberate

Ongoing

Comprehensive

Collaborative

School Group, McGraw-Hill Education
Articulate essential interdisciplinary elements
1. What is the common, transparent, and clearly communicated definition of literacy?

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Questions?