

Selecting an Appropriate Assessment

Type of Assessment	Examples	Advantages	Disadvantages	Application or comments
Selected Response				
Constructed Response				
Performance				

Directions for Reading and Reacting

Integrating Literacy Instruction

You have a choice of readings on literacy across the curriculum. Once you select the two or three segments you want to read, read them, and then engage in table discussions about the validations and implications for your practice.

The reading selections are:

- **An Overview of Integrating Literacy Instruction:** pages 110-114
- **Profiles of Proficient and Unsuccessful Readers and How to Help Those Unsuccessful Readers:** pages 126-130
- **Using Prior Knowledge and Inferencing:** pages 115-117
- **English Language Learners:** pages 131-132
- **Reciprocal Teaching and Think Alouds:** pages 133-134
- **Text Organizational Patterns:** pages 118-119
- **Using Journals and Interactive Notebooks:** pages 81-84
- **Setting a Purpose for Reading:** See the top box on page 67 for page references for nine strategies and then review those pages.

Use the **Integrating Literacy Instruction Log** to record key ideas as you read and as you listen to colleagues share the key points of their reading selections.

To summarize, take your **Integrating Literacy Instruction Log** and meet with the identified **Collegial Collaborator**. Respond to this stem: "As a result of what we read and discussed about integrating literacy instruction, I need to..."

Integrating Literacy Instruction Log

Topic _____
Implications for my practice

Topic _____
Implications for my practice

Topic _____
Implications for my practice

Topic _____
Implications for my practice

Topic _____
Implications for my practice

Topic _____
Implications for my practice

Surprise! You're a Reading Teacher!

Scavenger Hunt

Use **Chapter V: Integrating Literacy Instruction** in *Why Didn't I Learn This in College?* As your resource for this scavenger hunt. Each person will become an expert for one question. After answering that one question, find someone else who can answer another question. Exchange answers with that person and then move on to another person. Record the answer, the name of the person from whom you obtained the answer, and the page number the two of you reviewed on the topic. Once you have an answer you may share it with another person.

1. Find someone who can identify five **Text Structures** and explain at least two of the **Graphic Organizers** that help students comprehend text written in those structures.
2. Find someone who can explain **Word Splash** and can tell you when it is best used to develop vocabulary.
3. Find someone who can identify the **six habits of unsuccessful readers** and can tell you **strategies** to use with at least three of them.

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4. Find someone who can explain the strategy **Think Aloud** and can share with you how she has used or might use this strategy as a part of her instructional repertoire.

5. Find someone who can explain how to use **Three-Column Charts** as a vocabulary development strategy.

6. Find someone who can provide a profile of a **proficient reader** and can share two ways to help students build proficiency.

7. Find someone who can briefly explain four patterns of **inappropriate use of prior knowledge** and can describe some ways to deal with students who exhibit those behaviors.

Surprise! You're a Reading Teacher!

Scavenger Hunt

8. Find someone who can describe **Reciprocal Teaching** and the four thinking skills this strategy promotes. Have him explain how it might be used with both fiction and nonfiction text.

9. Find someone who can explain Marzano's **Six-Step Process** for **vocabulary development** and can share the ways they might incorporate the sixth step in instruction.

10. Find someone who can explain how she could use this **Scavenger Hunt** strategy in her instructional program.

Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.