



North Syracuse Junior High School

ELA TASK FORCE

½ Day Staff Workshop

October 29, 2010



A brief history . . .

North Syracuse Junior High has been identified as a **School In Need of Improvement** for the past 7 years.

Overall, the Junior High's Eighth Grade ELA scores have improved each of these years, but we have not met the **Annual Measurable Objective (AMO)** set by the State for the subgroup **Students With Disabilities**.

Because of our continued **SINI** status, the Junior High is now identified as a **Restructuring School, Year 1**.

HOWEVER . . .

Where we are . . .

In 2010 North Syracuse Junior High made AYP (Adequate Yearly Progress) in all five accountability areas. (In the Students with Disabilities group, AYP was met by exceeding the “Safe Harbor” target of 115).

Student Group (Total/Cont. Enroll.)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Met Criterion	Percent Tested	Met Criterion	Perform. Index	Effective AMO	Safe Harbor Target 2009-2010 2010-2011
Accountability Groups								
All Students (785:760)	✓	✓	✓	100%	✓	172	151	
Ethnicity								
Amer. Indian/Alaska Native (9:8)	-	-	-	-	-	-	-	-
Black or African American (43:40)	✓	✓	✓	100%	✓	153	140	
Hispanic or Latino (10:9)	-	-	-	-	-	-	-	-
Asian or Pacific Islander (8:8)	-	-	-	-	-	-	-	-
White (715:695)	✓	✓	✓	100%	✓	174	151	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (87:99)	✓ (SH)	✓	✓	99%	✓	119	145	115
Limited English Proficiency (1:1)	-	-	-	-	-	-	-	-
Economically Disadvantaged (211:200)	✓	✓	✓	100%	✓	153	147	
Final AYP Determination	✓ 5 of 5							

Our challenges for 2011:

- Current 8th grade class achieved at a lower level in 7th grade than 2010 8th grade.
- 2011 will bring a newly designed, longer, more challenging test.
- “Cut” scores for students to reach “proficiency” level have increased.

Making AYP this year . . .

Strategies

- Focus Professional Development opportunities in the area of ELA skill development and effective teaching strategies.
- Sharing analysis of ELA grade 7 and 8 assessments to whole staff by ELA Task Force.
- Addition of an ELA/Literacy focused goal for all departments. Faculty will receive department specific support in ELA relative to best practices.
- Enhancement of the Immersion Program for Students with Disabilities.

ELA Task Force Findings . . .

New York State

English Language
Arts

Assessment

Grade 7

Grade 8



Access Prior Knowledge

- Vocabulary: Priority words
- Read text and be able to apply own experience

Interpret Writer's Feeling

- attitude vs purpose
- mood

Evaluate Information

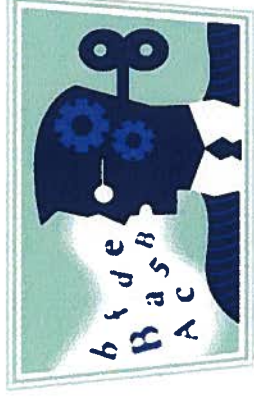
- Main Idea
- Relevance of information
- Analyzing text to support ideas
- Validity and accuracy
- Themes
- Opinions
- Beliefs
- Intentions

Focus Areas



VOCABULARY and QUESTIONING TECHNIQUES

**Vocabulary refers to
the words we use to
communicate.**



Vocabulary is important in the development of language and reading.

Vocabulary plays a critical part in learning to read.

Vocabulary helps students make sense of the words they see by
comparing them to the words they have heard.

What does research tell us?

- Most vocabulary is learned indirectly
- Some vocabulary must be taught directly
- Poor vocabulary is a hallmark of language, literacy, and cognitive disabilities



Students with special needs, or at risk, often do not learn words indirectly because:

- They don't engage in conversation as often
- They don't alert to new or interesting words
- They often don't listen carefully when read to
- They usually don't read on their own

Number of Exposures to Learn a New Word

Level of Intelligence	IQ	Required Exposures
Signif. above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

(Gates, 1931; McCormick, 1999)



Word of the Week

- Daily announcements
- Posted throughout building
- USE IT! Promo

Your Ideas?



Questioning Techniques


“Digging Deeper”

From Bloom, et al., 1956

As teachers we tend to ask questions in the “knowledge” category 80% to 90% of the time. These questions are not bad, but using them all the time does not encourage students to “dig deeper”. Try to utilize higher order level of questions. These questions require much more “brain power” and a more extensive and elaborate answer.

Higher Order Thinking Skills

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge



Lower Order Thinking Skills

6 levels of Bloom's Taxonomy and corresponding verb examples

- **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
- **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
- **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
- **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
- **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.



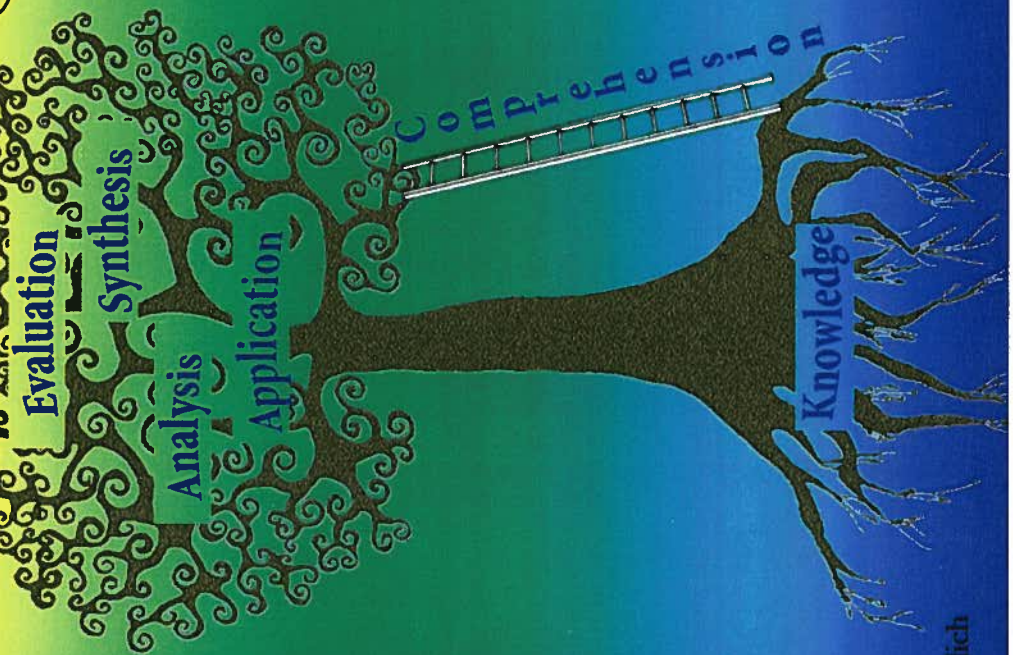


ASK

YOURSELF

EVERYDAY

Are you Blooming?



K. Erhlich

Our message to the community . . .

North Syracuse Junior High staff and administration are committed to making A.Y.P. in 2011, thus giving us 2 years “to the good” and thereby removing our designation as a school in need of improvement.



REFERENCES

- Beck, I. McKeown & Kucan, L., (2002). *Bringing words to life*. NY: Guilford.
- Frey, N. & Fisher, D. (2007). *Reading for information in elementary school*. Upper Saddle River New Jersey: Pearson.
- Fry, E. (2004). *The vocabulary teacher's book of lists*. San Francisco: Jossey-Bass.
- Ganske, K. (2000). *Word journeys*. NY: Guilford Press.
- Graves, M. F. (2006) *The vocabulary book*. NY: Teachers College Columbia.
- McCormick, S. (1999). *Instructing students who have literacy problems*. Upper Saddle River, NJ: Merrill.
- Montgomery, J.K. (2004). *Funnel Toward Phonics*. Greenville, SC: Super Duper Publications
- Montgomery, J.K. & Kahn, N. (2005). *What's Your Story?* Eau Claire, WI: Thinking Publications.
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- Montgomery, J.K. Explicit Vocabulary Intervention for Language and Reading Powerpoint National Reading Panel, (2000). *Put Reading First*. Washington DC: National Institute for Literacy. www.nhil.org
- Nippold, M. (1992). The nature of normal and disordered word finding in children and adolescents. *Topics in Language Disorders*, 13 (1), 1-14.



Are You Blooming?



Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after ...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false?	Make a list of the main events. Make a timeline of events Make a facts chart. Write a list of any pieces of information you can remember. List all the ... in the story. Make a chart showing... Make an acrostic. Recite a poem.

Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character..? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chat to illustrate the sequence of events. Make a coloring book.

Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same material. Write a textbook about... for others.

DIGGING DEEPER



Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyze distinguish examine compare contrast investigate categorize identify explain separate advertise	Which events could have happened? If... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did...changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is... similar to... ? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form. Color and texture.

Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for..? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend access discuss rate prioritize determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think... is a good or a bad thing? How would you have handled...? What changes to... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, ie. "Learning at School." Write a letter to... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about....

North Syracuse Junior High School

ELA TASK FORCE

½ Day Staff Workshop

December 8, 2010

Part II - Are You Blooming?



Questioning Techniques

“Digging Deeper”

From Bloom, et al., 1956

As teachers we tend to ask questions in the “knowledge” category 80% to 90% of the time. These questions are not bad, but using them all the time does not encourage students to “dig deeper”. Try to utilize higher order level of questions. These questions require much more “brain power” and a more extensive and elaborate answer.

Higher Order Thinking Skills

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

Lower Order Thinking Skills



6 levels of Bloom's Taxonomy and corresponding verb examples

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- **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
- **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

At our last meeting...



Are You Blooming?



Useful Verbs	Sample Questions	Formal Skills and Products
list describe outline locate distinguish write find state name	<p>Knowledge</p> <p>What happened after...? How many...? Who was it that...? When you name this...? Can you compare...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? What is the order of...?</p>	<p>Formal Skills and Products</p> <p>Make a list of the main events. Make a timeline of events. Write a list of any pieces of information you can find. List all the... in this story. Make a chart showing... Make an acronym. Recite a poem.</p>

Useful Verbs	Sample Questions	Formal Skills and Products
explain infer outline distinguish predict relate imagine compare describe	<p>Comprehension</p> <p>Can you write in your own words...? Can you write a brief outline...? What do you think could have...? Who do you think...? Who was the main idea...? What was the key character...? Can you distinguish between...? What difference was between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p>	<p>Formal Skills and Products</p> <p>Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Paint a picture of your own words. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.</p>

Useful Verbs	Sample Questions	Formal Skills and Products
solve show illustrate construct complete examine classify	<p>Application</p> <p>Do you know another instance when...? What had this happened in...? Can you give a group of characteristics such as...? What factors would you change if...? Can you apply the method used to...? From the information given, can you...? Develop a set of instructions about...? Would this information be useful if you had...?</p>	<p>Formal Skills and Products</p> <p>Construct a model to demonstrate how it will work. Make a drama to illustrate an important event. Make a scrapbook about the areas of study. Make a collage of photographs to demonstrate a particular point. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the titles from the material. Make a clay model of an item in the material. Design a method strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same material. Write a lesson book... for others.</p>

Davis, J. & Smith, D. (1997) Blooming Children's Special Abilities - Strategies for primary classrooms" pp68-7

DIGGING DEEPER

Useful Verbs	Sample Questions	Formal Skills and Products
analyze distinguish compare contrast investigate explain identify separate advertise	<p>Analysis</p> <p>Which events could have happened...? If... happened, what might the ending...? How was this similar to...? What was the underlying theme of...? What do you see as other possible...? Why did... change over...? Can you compare your... with that...? Presented in... what must have...? How is... similar to...? What are some of the problems of...? What you distinguish between...? What... some of the motives...? What was the turning point in the...? What was the problem with...?</p>	<p>Formal Skills and Products</p> <p>Design a questionnaire to gather information. Write a commercial to sell a new product. Investigate to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a display about an area of study. Arrange... Make all the arrangements and record the steps needed. Review a work of art in terms of form, color and texture.</p>

Useful Verbs	Sample Questions	Formal Skills and Products
create invent plan construct propose imagine devise formulate	<p>Synthesis</p> <p>Can you design a... to...? Why not compose a song about...? If you had access to all resources how would you deal with...? Why don't you devise your own way to...? What would happen if...? How many ways can you...? Can you create new and unusual uses...? Can you write a new recipe for a tasty...? Can you develop a proposal which...?</p>	<p>Formal Skills and Products</p> <p>Invent a machine to do a specific task. Design a building to house your study. Write a story. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or dance. Design a record book, or magazine cover for... Make up a new language code and write material using it. Devise a new... Compose a rhythm or put new words to a known melody.</p>

Useful Verbs	Sample Questions	Formal Skills and Products
judge select choose justify debate verify recommend access discuss relate prioritize determine	<p>Evaluation</p> <p>Is there a better solution to...? Judge the value of... Can you defend your position about...? Can you think... is a good or a bad...? How would you have handled...? What changes to... would you...? Do you believe...? Are you a... person? How would you feel if...? How effective are...? What do you think about...?</p>	<p>Formal Skills and Products</p> <p>Prepare a list of criteria to judge a... show. Indicate priority and ranking. Conduct a debate about an issue of special interest. Write a letter about 5 roles you see as important. Convince others. Form a panel to discuss Views, i.e. "Learning at School" Write a letter to... explaining on changes needed at... Write a half yearly report. Prepare a case to present your view about...</p>

Ask everyday

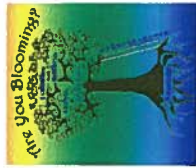
Are You Blooming?



**In order to answer that question,
we must first answer ...**

**Where are
you now?**





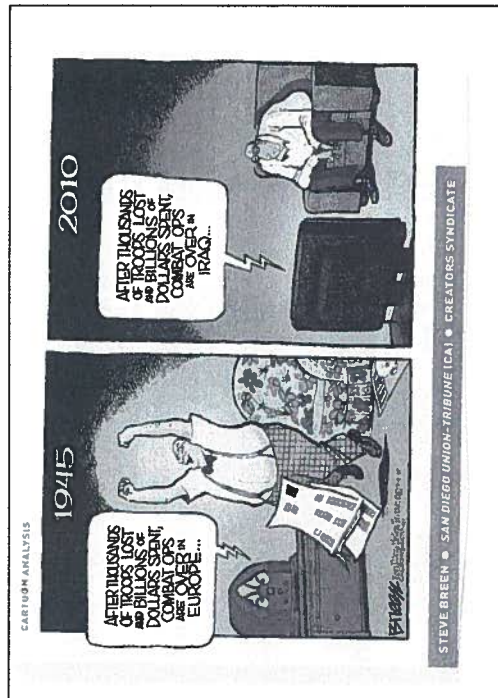
Where are you now?

Using this tally sheet and the *Are You Blooming/Digging Deeper* handout, identify the domain your questions fall under.

DOMAIN	QUESTION
Knowledge	
Comprehension	
Application	
Analysis	
Synthesis	
Evaluation	

Based on your analysis of your activity, how do you answer the question at the top of this page?

Name _____ Block _____



Answer the following questions based on the cartoon above and your knowledge of the events.

1. State how many troops were killed in the war in Iraq. _____
2. Explain how the public's view of the two wars differ. Use evidence from the cartoon to support your answer. _____

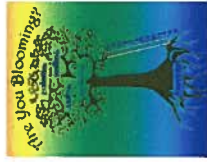
3. What war ended causing the first man to jump up excitedly? _____
4. How would you describe the man's reaction in the 2010 illustration? _____

5. How would you characterize the reaction of the man in the 2010 illustration compared with that of the other man? (Be specific.) Why do you think this man's attitude is such a stark contrast from the other man's? _____

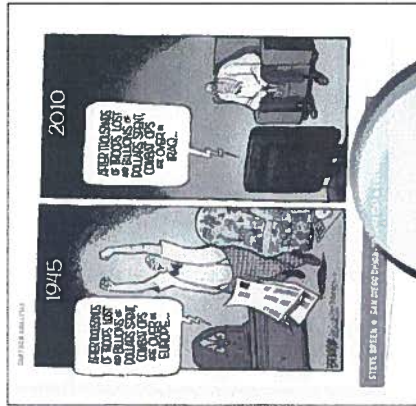
6. Name the year in which the war in Europe ended. _____
7. Is the man justified in his 2010 reaction? Do you feel his reaction is appropriate? Why or why not? _____

Where are you now?

Using this tally sheet and the Are You Blooming/Digging Deeper handout, identify the domain your questions fall under.



Name _____ Block _____



Answer the following questions based on the cartoon above and your focus area of the events.

1. State how many troops were killed in the war in Iraq.
2. Explain how the public's view of the two wars differs. Use a specific month cartoon to support your answer.
3. What war ended caused the men to jump up excitedly?
4. How would you describe the man's reaction in the 2010 illustration?
5. How would you describe the reaction of the man in the 2010 illustration compared to the man in the other panel? (Be specific.) Why do you think this man's attitude is such a contrast from the other man?
6. Name the year in which the war in Europe ended.
7. Is the man justified in his 2010 reaction? Do you feel his reaction is appropriate? Why or why not?

DOMAIN	QUESTION
Knowledge	1
	6
Comprehension	2
	3
	4
Application	
Analysis	5
Synthesis	
Evaluation	7

Digging Deeper



What war ended causing the first man to jump up excitedly?

Knowledge/Comprehension

Synthesis/Evaluation

What war ended in 1945 and why is the man so happy about the news?

Your turn...

Using the tally sheet and the *Are You Blooming/Digging Deeper* desk card, identify the domain in which your questions belong.

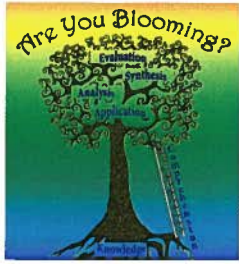
Where are you?

Can you dig deeper?



Now you are

BLOOMING

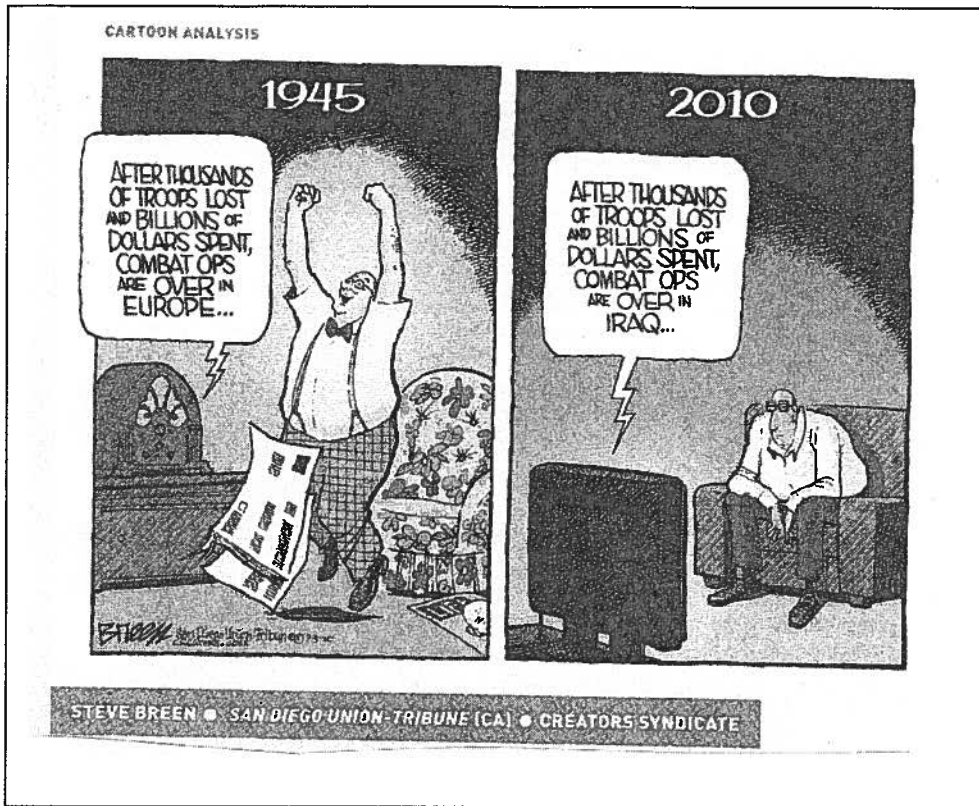


Where are you now?

Using this tally sheet and the *Are You Blooming/Digging Deeper* handout, identify the domain your questions fall under.

DOMAIN	QUESTION		
Knowledge			
Comprehension			
Application			
Analysis			
Synthesis			
Evaluation			

Based on your analysis of your activity, how do you answer the question at the top of this page?



Answer the following questions based on the cartoon above and your knowledge of the events.

1. State how many troops were killed in the war in Iraq. _____
2. Explain how the public's view of the two wars differ. Use evidence from the cartoon to support your answer. _____

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Digging Deeper



Knowledge/Comprehension

3. What war ended causing the first man to jump up excitedly?

Synthesis/Evaluation

3. What war ended in 1945 and why is the man so happy about the news?

REFERENCES

- Beck, I. McKeown & Kucan, L., (2002). *Bringing words to life*. NY: Guilford.
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COMPARE



I can tell the similarities between things.

DETERMINE



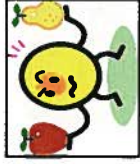
I can come to a decision after studying.

COMPREHEND



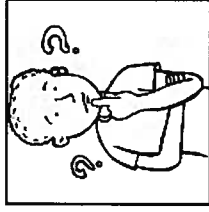
I can understand the meaning.

CONTRAST



I can tell the differences between things.

INFER



I can draw a conclusion after considering all the facts.

TEXT



Anything I can read.

FOR OFFICIAL USE ONLY

Adapted from The Secret Knowledge of Grown-Ups by David Wisniewski

The
SECRET
KNOWLEDGE
OF
TEST-TAKING

TOP SECRET

TOP SECRET WORDS

What they say and what it REALLY means...

FLASHLIGHT

Within these highly confidential pages lurk the real meanings of the words you see on tests. The truth has been hidden for years, but the mystery is now over...

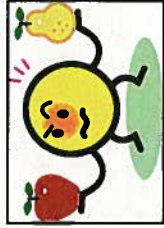
GRAB A FLASHLIGHT!
GET UNDER COVER!



North Syracuse Central School District ~ 11/10

S. Bambino K. Marano J. Mroczek L. Pavese

DISTINGUISH



I can tell the difference between things.

EVALUATE



I can figure out how valuable information is after thinking about it.

ALLUDE



I can give hints or mention something briefly.

ANALYZE



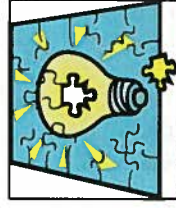
I can separate into parts to take a closer look.

TRACE



I can follow the path of the storyline as characters work through their conflicts.

INTERPRET



I can decide what something means.

EVIDENCE



I can find details that give proof or a reason to believe something.

PREDICT



I can use details from the story to make an educated guess.

CITE



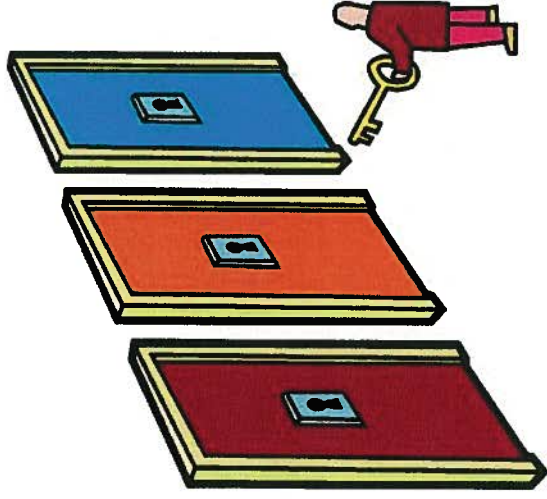
I can find quotes from a reading to support my ideas.

COMPARE



I can tell the similarities
between things.

DETERMINE



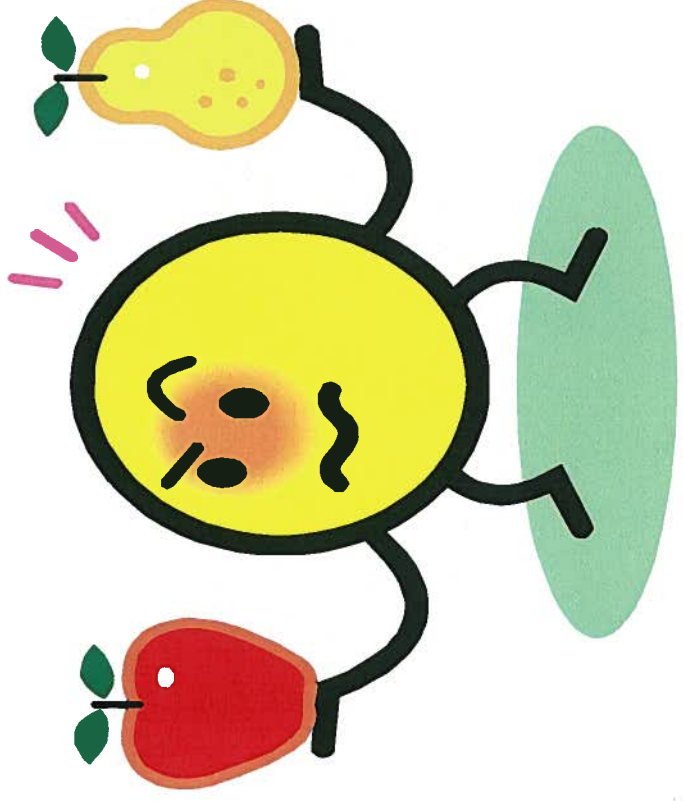
I can come to a decision after
studying.

COMPREHEND



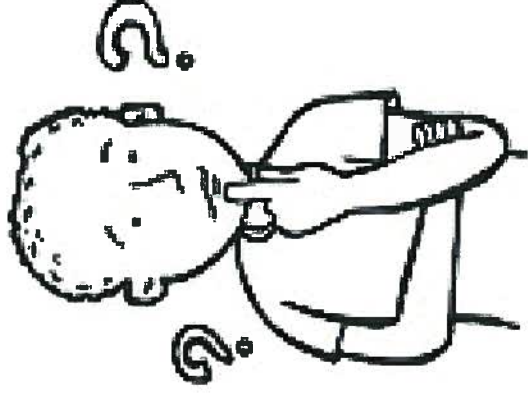
I can understand the meaning.

CONTRAST



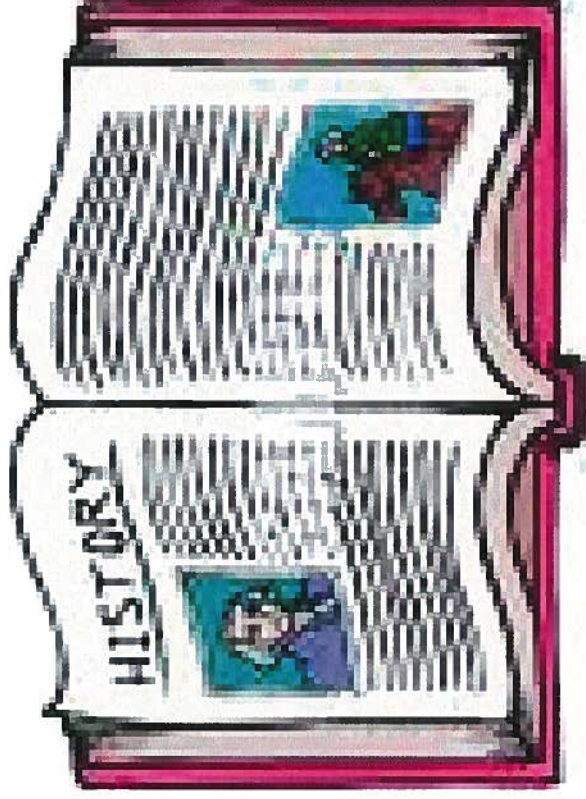
I can tell the differences
between things.

INFER



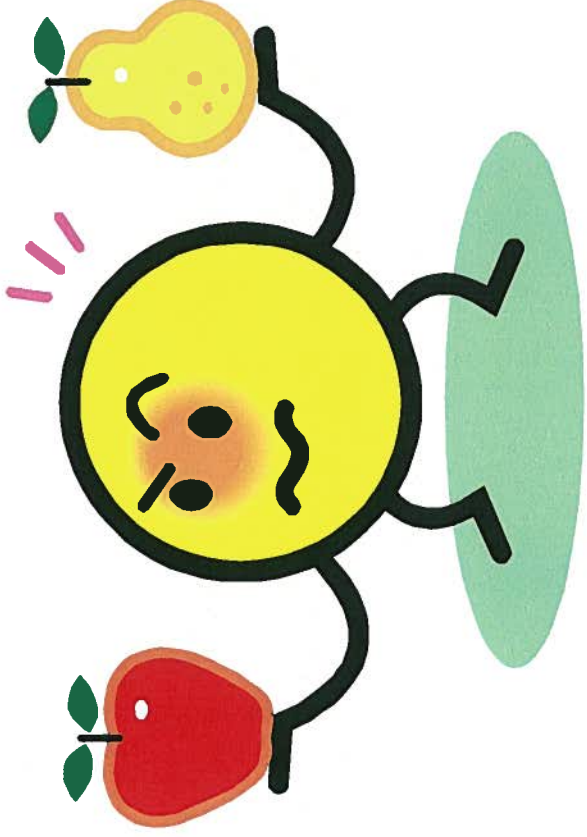
I can draw a conclusion after
considering all the facts.

TEXT



Anything I can read.

DISTINGUISH



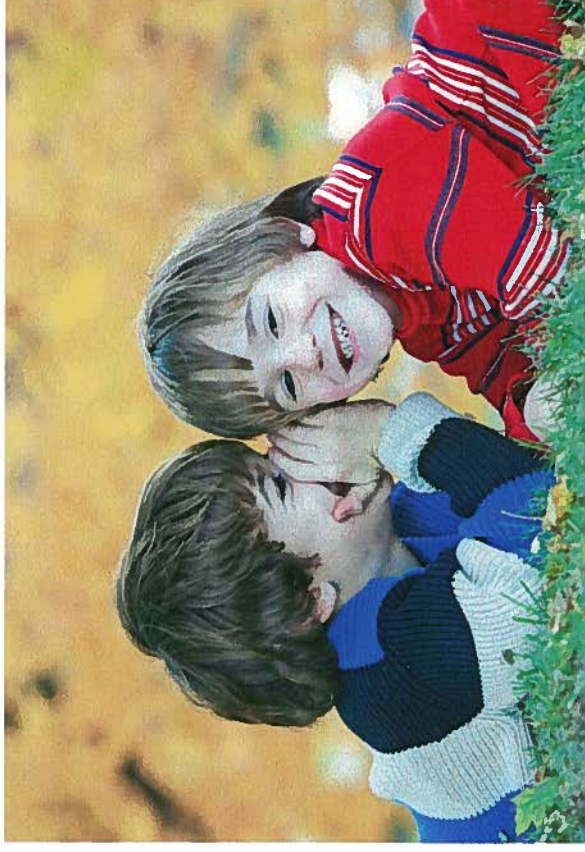
I can tell the difference
between things.

EVALUATE



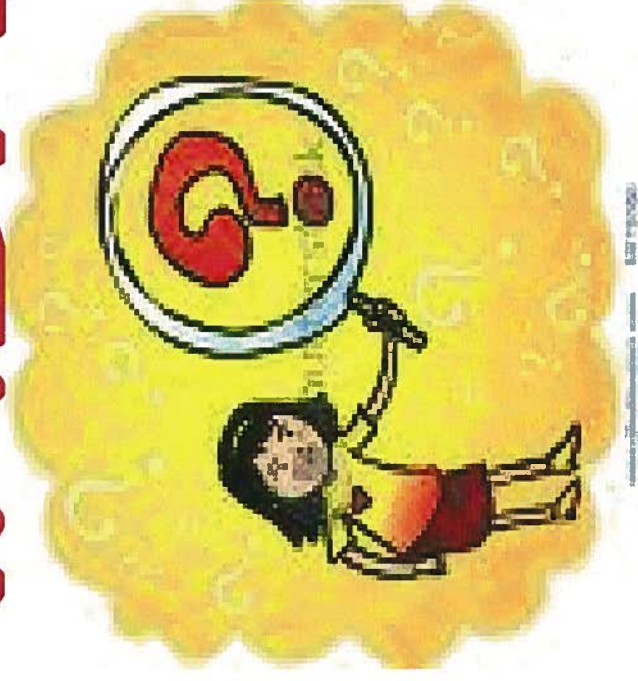
I can figure out how valuable information is after thinking about it.

ALLUDE



I can give hints or mention something briefly.

ANALYZE



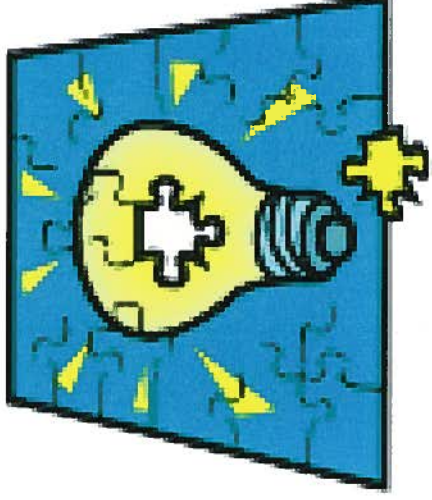
I can separate into parts to
take a closer look.

TRACE



I can follow the path of the
storyline as characters work
through their conflicts.

INTERPRET



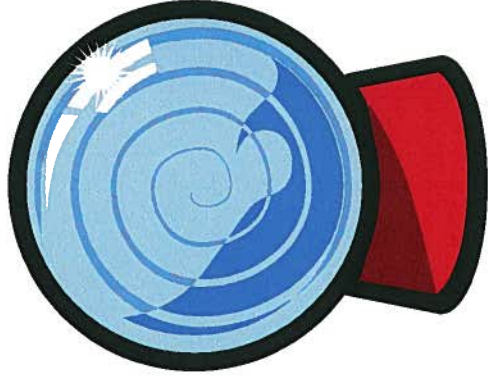
I can decide what something
means.

EVIDENCE



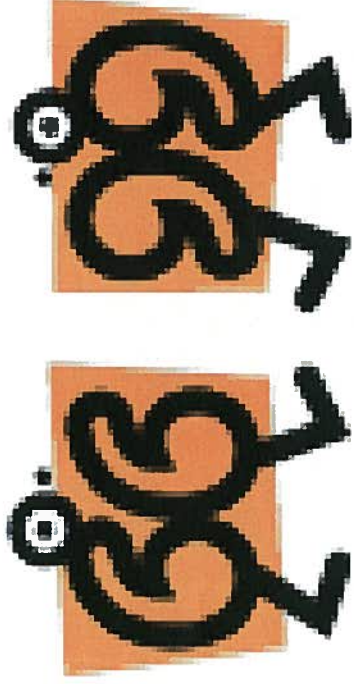
**I can find details that give proof
or a reason to believe something.**

PREDICT



I can use details from the story
to make an educated guess.

CITE



I can find quotes from a reading to support my ideas.