



Differentiated Instruction Educator's Package

FACILITATOR'S GUIDE – LITERACY

GETTING TO THE CORE OF TEACHING AND LEARNING



TABLE OF CONTENTS

Introduction	1
Concept Attainment: An Inductive Introduction to Differentiated Instruction.....	3
Everything Connects (Or, What is Literacy?).....	8
Emphases for Adolescent Literacy.....	12
Strategy Instruction.....	12
Observation Protocols	14
Structure	16
Critical Literacy.....	18
Observing a Classroom.....	22
St. Pius X Catholic School and Woodland Park Public School: Graphic Organizers.....	22
Strategy Implementation Continuum.....	25
Woodland Park Public School: Literacy Indicators.....	27
Key Resources	
Professional Resources.....	33
Scholarly Sources.....	34
Related Components:	
<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>	
Literacy Cards	

Available on EDU GAINS at <http://www.edugains.ca>:

Emphases for Adolescent Literacy: Structure (additional), Generative Questions and Metacognition

St. Pius X Catholic School: Graphic Organizers: Harder Than They Look

Woodland Park Public School: Observation Protocols: We See But We Don't Observe, and The Plan Behind the Lesson

INTRODUCTION

Why was this resource developed?

The *Differentiated Instruction Educator's Package* is a rich source of insight and possibility that rewards return visits. The materials in this Guide are intended to multipurpose and enhance the original *Differentiated Instruction Educator's Package* by probing more deeply into adolescent literacy and into the challenges unique to adolescents.

What will facilitators find in this resource?

The sessions outlined in this resource provide educators with opportunities to examine unscripted DVD footage and to use these records of practice to deepen understanding of how to support development of adolescents' literacy skills.

The goal is to encourage educators to "pause and ponder" the following:

- Continuities between *Think Literacy* resources and Literacy GAINS (Growing Accessible Interactive Networked Supports), Grades 7–12
- Literacy Indicators in *Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning*, and their relevance to differentiated instruction
- Structures and strategies for literacy, focusing on conditions for effective implementation and transfer
- Current Emphases for Adolescent Literacy, e.g., Strategy Instruction, Generative Questioning, Critical Literacy, Structure (conceptual and text structure), and Metacognition—along with assessment for readiness, context, making students' thinking visible, and responding with appropriate levels of challenge and support
- Connections and alignments, e.g., between practice and research, literacy and assessment, literacy and collaborative learning, literacy and differentiated instruction

What is the role of this resource within the Differentiated Instruction Educator's Package?

The introductory materials in this Guide are not specific to a particular *Differentiated Instruction DVD* chapter. The materials that follow this introduction, however, focus on two chapters from the DVD: St. Pius X Catholic School in Huron Superior Catholic District School Board (DSB), and Woodland Park Public School in Waterloo Region DSB. The principles and approaches apply to other DVD chapters and to the realities of other Ontario classrooms and subjects. Where appropriate, references are made to components of the *Differentiated Instruction Educator's Package*. Everything connects. Numerous additional and outlined sessions may be accessed in the Library on the EDU GAINS site: <http://www.edugains.ca>.

What are the components that relate to this Facilitator's Guide?

Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning
Literacy Cards

How might facilitators use this resource?

The *Differentiated Instruction Educator’s Package* case studies highlight an essential aspect of literacy: it is always contextual, or situated. For example, students learn to think critically about who engages in which literacy practices, how, for whom, and for what reasons. The sessions described above provide facilitators with fully developed sessions and outlined sessions, both of which may be adapted and developed according to contexts.

Three resources are key to work being done in adolescent literacy in the province. *Moving Literacies for Learning Forward: A Guide for Administrators and Other Facilitators of Teachers’ Learning* is a living document that is the touchstone for Grade 7–12 literacy resource development in all subjects. The Observation Protocols (p. 14) are significant because of the increasing professional use being made of records of practice, such as classroom videos made during Lesson Study. The Strategy Implementation Continuum (p. 25) is a living document that reflects the gradual release of responsibility model for Grades 7–12.

For all of these components, facilitators are encouraged to consider context:

- Who are the participants in the professional learning sessions and what is their background in adolescent literacy?
- What are the realities of their local context?
- What literacy practices are priorities in the subjects they teach?
- What are the purposes of the sessions?

Facilitators are encouraged to select and modify resources according to their role, responsibilities, goals, and time. As is the case in classrooms, knowledge of participants affects all aspects of planning for learning, and assessment **for** learning and assessment **as** learning function as essential components of effective literacy instruction.

- **Readiness**
 - What prior knowledge, skills and experiences in adolescent literacy do participants have?
 - How can facilitators access and link back to these?
 - What are the appropriate immediate next steps?
- **Interests**
 - In which aspects of teaching and learning with and for literacy are participants interested?
 - On which subjects are they focusing?
 - How do facilitators ensure that participants’ personal learning agendas and school/board/provincial agendas “talk” to each other?
- **Learning Preferences**
 - How can facilitators model getting to know participants’ learning styles and then demonstrate using that knowledge to provide personalized and precisely targeted professional learning opportunities?

CONCEPT ATTAINMENT: AN INDUCTIVE INTRODUCTION TO DIFFERENTIATED INSTRUCTION

AGENDA FOR LEARNING			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AFL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> • What is the participants’ attitude towards literacy Strategy Instruction? • Do participants have sufficient knowledge and confidence to try creating a high-prep literacy strategy focusing on conceptual understanding? • Have participants ever participated in or created a Concept Attainment strategy? • What strategies do teachers use to develop understanding of the knowledge of the world that students bring to the classroom? 	<ul style="list-style-type: none"> • Understand the concept of differentiated instruction (content) • Begin to think about their understanding of “understanding.” • Understand and practise Concept Attainment (strategy) • Apply their understanding of Concept Attainment (metacognitive understanding) 	<p>See Professional Learning Session, pp. 4–7.</p> <p>Duration: 60 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> • Data Set for Concept Attainment in a format such as a handout, cue cards, etc. (see p. 7) • Literacy CPR Card <p>Key Literacy-related Concepts:</p> <ul style="list-style-type: none"> • Understanding • Cognitive processes embedded in literacy strategies, e.g., inductive and deductive reasoning, compare/contrast • Funds of Knowledge 	<p>Assessment opportunities include the following:</p> <p>AfL: Assessment of readiness</p> <p>AaL and AfL: Check for understanding</p> <p>AfL: Report on group activity</p> <p>AfL: Likert scales</p>

CONCEPT ATTAINMENT: AN INDUCTIVE INTRODUCTION TO DIFFERENTIATED INSTRUCTION

MINDS ON... APPROXIMATELY 15 MINUTES	PAUSE AND PONDER
<p>Whole Group</p> <p>Using the think-pair-share strategy, participants contrast two statements. Examples:</p> <ul style="list-style-type: none"> • “The sky is red in the evening” versus “Blue light waves, which are short, scatter when they travel through the atmosphere in the evening, but red light waves are longer and stronger and so travel straight to the eye of the viewer, making the sky seem red.” • “The sun goes down each night” versus “As the earth rotates each day, the sun comes into and goes out of view. The sun doesn’t move, the earth does.” • “Every time you visit friends with pet dogs, you sneeze violently” versus “Sneezing is evidence of an allergy. One source is dogs. Can f 1, which is found in dog saliva, triggers an overreaction of the immune system.” <p>Debrief, reviewing the critical attributes of deductive and inductive reasoning:</p> <ul style="list-style-type: none"> • In inductive reasoning, observation of patterns leads to the formation of tentative hypotheses that are then confirmed or invalidated through testing (“bottom-up reasoning”), as in the common, everyday perceptions. • In deductive reasoning, examples confirm laws, rules, or principles (“top-down reasoning”), as in the scientific explanations. <p>Facilitate a discussion of these kinds of reasoning, for example, referring to:</p> <ul style="list-style-type: none"> • Situations in their daily or professional lives that require one or the other approach • Participants’ preferences for deductive or inductive learning • Situations in which one or the other approach would be more appropriate • Implications for their teaching practice • Which approach they tend to use more frequently in their practice • How they might assess students’ preferences and skills with respect to types of reasoning • How a teacher might explicitly teach deductive or inductive thinking to students. <p>Check for understanding. Allow a few moments for participants to write on the Literacy Concepts, Practices, Reflection (CPR) Card.</p> <p>Share learning goals: point out that the <i>Action</i> in this lesson focuses on an inductive learning strategy. The activity is intended to:</p> <ul style="list-style-type: none"> • Deepen conceptual understanding of differentiated instruction (content) • Practise a strategy that deepens understanding (Concept Attainment) • Think about when, where, how, and why they might use this strategy in their own learning and teaching practice (metacognition) • Understand what we mean by understanding, how cognitive processes are embedded in literacy strategies, and how assessment for and as learning are essential to literacy instruction. 	<p>AfL: Know your participants and increase their readiness by soliciting beforehand:</p> <ul style="list-style-type: none"> • What key concepts they teach, particularly ones related to common misconceptions by students • How they typically teach concepts for deep understanding • How they typically assess students’ conceptual understanding • What the critical attributes of “understanding” are. <p>Funds of Knowledge, from the work of Luis Moll, refers to the cultural heritage and concepts learners bring with them to school. Moje (2000) argues that as much as possible teachers make efforts to go beyond strategies like K-W-L (What I Know, What I Want to Know, What I Learned) in order to build a “third space” that connects out-of-school and in-school contexts and recognizes students’ identities and out-of-school literacy practices (p. 42). Moje includes adolescents in junior high in her discussion and suggests strategies for learning about students.</p> <p>Theory of Knowledge (epistemology): Researchers note that one obstacle to students’ learning is their theory of knowledge. Students who believe that everyone can learn how to learn, and that learning is incremental rather than an inherited ability, tend to engage with learning tasks. This is connected to students’ sense of who they are, who they can become and which communities they can belong to (being, becoming, belonging). See Bransford, John D.; Brown, A.L. and Cocking, Rodney R., Eds. (2000).</p> <p>Four Kinds of Knowledge: Knowledge can be classified as follows: factual, conceptual, procedural, and metacognitive. Although a strategy is “a specialized instance of procedural knowledge,” teachers’ and students’ understanding of literacy strategies needs to embrace all four kinds of knowledge. See Alexander, Patricia A., and Jetton, Tamara L. (2000).</p> <p>AfL: Checking for Understanding: Pose a series of statements, similar to those in the think-pair-share task. Participants use a signal, e.g., coloured sticky notes, to indicate whether examples are inductive or deductive. See Assessment for Learning Cards.</p>

CONCEPT ATTAINMENT: AN INDUCTIVE INTRODUCTION TO DIFFERENTIATED INSTRUCTION

ACTION! APPROXIMATELY 20 MINUTES	PAUSE AND PONDER
<p>Think-Pair-Share → Concept Attainment</p> <p>Guide participants through the Concept Attainment process:</p> <ul style="list-style-type: none"> • Share the Data Set, e.g., whole set in a handout or successive clusters of statements in a slide presentation using presentation software. Participants individually examine the even-numbered statements for common attributes missing in the odd-numbered statements. They develop a tentative hypothesis about the common attributes. • Participants share their hypothesis about the pattern of common attributes with an elbow partner. Together, they test their hypotheses using the Testers and reach a consensus hypothesis. • Participants share their tentative and tested hypotheses with the whole group. <p>Debrief the Concept Attainment strategy by:</p> <ul style="list-style-type: none"> • Identifying its critical attributes (What is Concept Attainment?). • Describing when, where and how to use the strategy (How do you use the strategy? In what situations? What are the challenges? How might the strategy be varied, e.g., by using a 20 questions format? How could a Concept Attainment help build literacy skills?). • Identifying its benefits to the learner (Why would you use the strategy? Why might it serve some students better than formal definitions?). • Exploring ways Concept Attainment could be used as a diagnostic and as a check for understanding (assessment for learning) and as a self-assessment (assessment as learning). <p>Check for understanding. Allow a few moments for participants to write on their Literacy CPR Cards.</p> <p>Brainstorm ways to differentiate the Concept Attainment strategy by providing sound or graphic Data Sets (auditory and visual) or by sorting statements on cue cards (kinesthetic and verbal). Some examples are: images of art styles, excerpts from musical compositions, simple machines that illustrate technological concepts, or types of short poems that could be sorted to determine critical attributes of the style or form. Discuss how differentiating a strategy is different from using a strategy to differentiate.</p>	<p>Concept Attainment: See Bennett, B., and Rolheiser, C. (2002).</p> <p>Differentiated Instruction: See Tomlinson, Carol Ann (2001).</p> <p>Compare/Contrast: Similarities and differences is one of Marzano’s (2001) Categories of Instructional Strategies. See <i>Classroom Instruction that Works</i>, p. 13. This strategy is embedded in the Concept Attainment strategy.</p> <p>See Data Set and Testers, p. 7.</p> <p>AfL: Check for understanding using traffic light, or a variation. See Assessment for Learning Cards.</p>

CONCEPT ATTAINMENT: AN INDUCTIVE INTRODUCTION TO DIFFERENTIATED INSTRUCTION

CONSOLIDATION AND CONNECTIONS APPROXIMATELY 25 MINUTES	PAUSE AND PONDER
<p>Whole Group → Consolidation</p> <p>Facilitate a brief discussion of:</p> <ul style="list-style-type: none"> • What we mean by “understanding” and why the Concept Attainment strategy has been suggested as a means of helping students develop conceptual understanding. • How this strategy, like many literacy strategies, demands that teachers have sufficient conceptual understanding themselves to teach conceptual understanding to their students. This means that teachers make appropriate and thoughtful use of literacy strategies to teach conceptual understanding, e.g., anticipation guides and RAFTs (role, audience, format, topic). • Which strategies teachers can use to get to know their students, how they can connect to the Funds of Knowledge students bring to the classroom, how they can be responsive to students’ needs based on this knowledge, and how they can help students use their knowledge in school. <p>Pairs → Application</p> <p>Participants work in pairs on one of the following Consolidation and Connections activities and report on two highlights from the activity to the whole group:</p> <p style="padding-left: 40px;">Using Gardner’s five entry points to learning, design two alternative Minds On activities for teaching Concept Attainment. (See <i>Differentiated Instruction Teacher’s Guide</i>, p. 12.)</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">Working with a colleague, preferably one who teaches the same subject, develop a Data Set for one of the concepts you teach.</p> <p>Individual → Self-Assessment</p> <p>Using a series of three Likert scales, participants self-assess on a cue card and submit anonymously their:</p> <ul style="list-style-type: none"> • Engagement with the strategy • Understanding of what Concept Attainment is, and • Confidence level with respect to developing a Data Set. 	<p>Understanding “understanding”: See Wiggins, Grant, and McTighe, Jay (1998) and also a description of Gelman and Greeno’s (1989) concept of “principled understanding”: it is “...much more than the simple accumulation of information... It requires the development of a rich body of knowledge organized around pivotal concepts or principles” in Alexander, Patricia A., and Jetton, Tamara L. (2000).</p> <p>Differentiation: Providing controlled choice not only is motivating and respectful of learners’ interests, but also develops self-directed learners who select their own learning goals.</p> <p>AfL: Report on group work.</p> <p>AoL: Use Likert scales. Collect self-assessments to inform next steps.</p> <p>Types of research-based metacognitive assessments include interviews, surveys, inventories, and think-alouds. These are well-established approaches to assessment. Think-alouds, for example, are “respected measures of assessing cognitive ability based on the work of Ericsson and Simon (1984/1993) and are commonly known as verbal reports of cognitive thought” (Israel, Susan E., 2007, p. 71).</p>
<p>Possible Next Steps</p> <p>Participants:</p> <ul style="list-style-type: none"> • Develop, try, and report back on their use of Concept Attainment in one of their classes • Compare and contrast the Concept Attainment strategy to semantic mapping and concept mapping strategies • Select one of their students and commit to learning about the things that student knows about the world and brings to class. Identify ways to use that knowledge to engage students and enhance their learning and be responsive to that student’s needs. 	<p>Metacognitive Opportunity: When participants first try a Data Set, they could invite students to suggest improvements to it. By doing so, teacher and students collaborate and co-construct meaning and teachers build strategic and metacognitive awareness in students.</p>

CONCEPT ATTAINMENT: AN INDUCTIVE INTRODUCTION TO DIFFERENTIATED INSTRUCTION

DATA SET
All students complete the same assignments.
The teacher facilitates students’ skills at becoming more self-reliant learners.
There is a predominance of whole-class instruction.
The teacher facilitates an inquiry-based approach to learning.
The goal is to discover the best interpretation of ideas and events.
Seating arrangements change frequently to facilitate flexible groupings.
The text provides the learning sequence.
Students help the teacher and other students to solve problems.
Remediation is the appropriate response to lack of readiness for grade-appropriate activities.
Students have many options about topics, kinds of activities and ways of demonstrating their knowledge and skills.
The amount of time for topics and activities is determined by the amount to be covered in the time provided.
Activities frequently involve taking or considering multiple perspectives of ideas and events.
Students adapt themselves to the teacher, subject and grade expectations.
Assessment and adjustments to instruction are ongoing.
The teacher is responsible for all assessment.
Students at all degrees of readiness work on tasks that are interesting and appealing.
All students work on the same questions.
The teacher plans open questions that can be accessed by students across a range of readiness stages.

TESTERS
a) Mastery of facts and skills out of context is the focus of learning.
b) Some students demonstrate learning through an oral presentation, some through a written assignment.
c) Students are frequently guided in making interest-based learning choices.
d) Everyone reads the same book.
e) Students work with the teacher to establish whole-class and individual learning goals.
f) Observation of students working in learning centres provides knowledge that can guide choices for in-depth study.
g) The teacher plans “parallel” questions that allow students to answer questions that vary in difficulty but that all address the same concepts and principles.

EVERYTHING CONNECTS! (OR, WHAT IS LITERACY?)

AGENDA FOR LEARNING			
Knowing your Participants	Learning Goals	Instructional Strategy	Assessment For, As, and of Learning (AfL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> • What are the participants' attitudes towards literacy Strategy Instruction? • What level of familiarity do participants have with <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i>. The Literacy Indicators and differentiated instruction strategies and approaches? • Which subjects do participants feel most comfortable teaching? Least comfortable? 	<ul style="list-style-type: none"> • Demonstrate awareness of the Literacy Indicators (<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>), and the Guiding Principles and Teacher's Role recommendations in <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i>. • Recognize that literacy instruction is an evolving practice • Understand that there are fundamental connections between literacy and differentiated instruction, and consider the implications of those connections for their professional practice and growth 	<p>See pp. 9–11.</p> <p>Duration: 60 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> • Graffiti wall charts • Coloured markers • Mix and mingle colour-coded index cards • Print materials for Concept Attainment activity • Copies of the Literacy Indicators (<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>) • Literacy CPR Card <p>Key Literacy-related Concept Attainment</p>	<p>Assessment opportunities include:</p> <p>AfL: Observation</p> <p>AaL: Self-reflection</p>

EVERYTHING CONNECTS! (OR, WHAT IS LITERACY?)

MINDS ON...	APPROXIMATELY 15 MINUTES	PAUSE AND PONDER
<p>Whole Group → Think-Pair-Share</p> <p>Display the statement "All teachers are teachers of literacy." Participants:</p> <ul style="list-style-type: none"> • Consider independently what the statement means to them and how it translates into their daily classroom practice. • Share thoughts with an elbow partner. • Identify questions about how to teach literacy effectively. Combine pairs to create foursomes and continue discussion. Debrief volunteer groups and record and post questions. Refer to these during this and subsequent sessions. <p>Small Group → Graffiti Walk</p> <p>Display these six statements from "Lessons on Research" (<i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12, p. 15</i>) on chart paper around the room:</p> <ol style="list-style-type: none"> 1. Students who lack literacy strategies and skills need teachers who understand the influence of cultural and technological shifts. 2. Students who lack literacy strategies and skills need explicit literacy instruction in all subjects, using subject-specific content. 3. Students who lack literacy strategies and skills need opportunities to consolidate and advance their learning by making connections to their world. 4. Students who lack literacy strategies and skills need activities that involve higher-level thinking, reasoning and communication. 5. Students who lack literacy strategies and skills need opportunities to reflect on thinking and learning, and to be more active and strategic learners. 6. Students who lack literacy strategies and skills need targeted instruction, which may include strategies for fluency and higher-level comprehension. <p>Participants walk around the room, reading the statement on each piece of chart paper. Using a coloured marker, they record their response to these questions:</p> <ul style="list-style-type: none"> • How are you addressing this situation in your classroom? • What strategies and approaches do you use? <p>Participants form groups based on the last poster they responded to or the statement that most resonated with their own experience. Groups collectively summarize the graffiti comments and report to the whole group.</p> <p>Individual → Making a Connection</p> <p>Participants capture strategies, research statements, implementation ideas, questions, or insights on their CPR Card. Summarizing the Minds On would reinforce the summarizing discussion.</p>	<p>Funds of Knowledge: See p. 4.</p> <p>Differentiate: Know your participants and engage their interest by grounding this activity in their personal experience.</p> <p>AfL: Use this information for responsive teaching and instructional planning.</p> <p>Discussion questions include:</p> <ul style="list-style-type: none"> • Has your understanding of what it means to be literate changed over time? • What does literacy instruction look like, sound like and feel like in the classroom? • What is the impact of technology on student literacy? • How do you accommodate widely diverse literacy needs in your classroom? <p>Summarizing, one of Marzano's nine Categories of Instructional Strategies, is worth deconstructing (Marzano, 2001).</p> <p>What kind of summary do we want, e.g., paraphrase, list of key points, main ideas supported with details, a succinct synthesis and interpretation?</p> <p>How do we scaffold summarizing, e.g., pose a question that directs students to specific information, model a think-aloud to determine "main ideas," use a graphic organizer that matches the structure of the text, identify key ideas with sticky notes, work with deep structure, e.g., Marzano's (2001) frames?</p> <p>Literacy CPR Card: Encourage participants to note literacy strategies, variations and conditions for effective use to reinforce learning through writing.</p>	

EVERYTHING CONNECTS! (OR, WHAT IS LITERACY?)

ACTION!	APPROXIMATELY 30 MINUTES	PAUSE AND PONDER
<p>Whole Group → Mix and Mingle Prepare a series of index cards, using a different colour card set for each of the three sources. Each card contains either:</p> <ul style="list-style-type: none"> • One of the nine Guiding Principles from <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i> (p. 10). • One of the six Teacher Role categories listed in <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i> (pp. 34–35). • One of the 27 Literacy Indicators from <i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>. Include the indicator subtitle on the card. <p>Display a copy of <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7-12</i>. Facilitate a brief discussion about the origin and contents of the document. Display the Guiding Principles (p. 10) to refresh recall. Remind participants of the Roles of the Teacher (pp. 34–35).</p> <p>Participants examine the connections between these texts and the Literacy Indicators (<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>).</p> <p>Each participant receives an index card and reads the text and considers how it relates to classroom practice. They identify connections between different colour cards, e.g., between information from different sources.</p> <p>Participants mix and mingle, looking for connecting ideas and then form groups (nodes) and build connecting nodes.</p> <p>Debrief the group nodes, focusing on the thinking about the connections and alignments developed by the participants.</p> <p>Individual → Making a Connection Participants capture strategy ideas and insights on their Literacy CPR Card.</p> <p>Small Group → Concept Attainment Each group will receive:</p> <ul style="list-style-type: none"> • One envelope containing the Literacy Indicators, cut into the six sub-headings. • An envelope containing the six Teacher Roles from <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i> (pp. 34–35), also on six separate slips of paper. • A copy of the Guiding Principles for Adolescent Literacy from <i>Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7–12</i> (p. 10). <p>Assign one of Carol Ann Tomlinson’s Differentiated Instruction categories (Content, Process, Product, Readiness, Interest, Learning Profile, and Environment) to each group (Tomlinson, 2001). Groups select the indicators, roles and principles best associated with the assigned DI category from their envelopes. Groups build consensus.</p> <p>Debrief to explore concepts and make connections.</p>	<p>Materials Preparation: Use a different colour of index cards for each source, e.g., green for Think Literacy Guiding Principles and white for the Literacy Indicators. Participants must then find connections between the sources, rather than within each source.</p> <p>Tip: Focus attention on the connections between elements, rather than the elements themselves. Encourage participants to think about multiple connections between principles, indicators and roles.</p> <p>AfL: Check for Understanding. Listen closely to rationale for group nodes.</p> <p>Scaffold: Increase participant readiness by soliciting responses to prompts:</p> <ul style="list-style-type: none"> • What do you know about differentiated instructional approaches? • What connections exist between differentiated instruction and literacy? <p>Opportunity to Learn from Multiple Perspectives: If numbers allow, create two groups for each differentiated instruction heading. Encourage like groups to examine each other’s connections to explore other ideas and deepen understanding.</p>	<p>Think-Pair-Share → Consolidation</p> <p>Participants reconsider the original literacy statement and the situations in the graffiti wall statements. Ask: How do the indicators, principles and DI framework categories help teachers develop strategies and approaches to support student success?</p> <p>Participants first consider the question independently, and then they discuss it with an elbow partner.</p> <p>Invite participants to revisit the graffiti wall posters and add new strategies and approaches.</p> <p>Individual → Making a Connection Participants record the literacy strategies on their Literacy CPR Card.</p> <p>Distribute copies of the Literacy Indicators (see <i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>). Each participant highlights one Literacy Indicator he or she will implement into classroom practice over the next two weeks.</p> <p>Possible Next Steps Establish a Wiki, or use a comparable collaborative online tool, so participants can share literacy strategies and report on Literacy Indicator implementation successes.</p> <p>Participants examine structures and strategies for differentiation for direct links to explicit literacy instruction.</p>

EVERYTHING CONNECTS! (OR, WHAT IS LITERACY?)

CONSOLIDATION APPROXIMATELY 15 MINUTES	PAUSE AND PONDER
<p>Think-Pair-Share → Consolidation</p> <p>Participants reconsider the original literacy statement and the situations in the graffiti wall statements. Ask: How do the indicators, principles and DI framework categories help teachers develop strategies and approaches to support student success?</p> <p>Participants first consider the question independently, and then they discuss it with an elbow partner.</p> <p>Invite participants to revisit the graffiti wall posters and add new strategies and approaches.</p> <p>Individual → Making a Connection Participants record the literacy strategies on their Literacy CPR Card.</p> <p>Distribute copies of the Literacy Indicators (see <i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>). Each participant highlights one Literacy Indicator he or she will implement into classroom practice over the next two weeks.</p> <p>Possible Next Steps Establish a Wiki, or use a comparable collaborative online tool, so participants can share literacy strategies and report on Literacy Indicator implementation successes.</p> <p>Participants examine structures and strategies for differentiation for direct links to explicit literacy instruction.</p>	<p>Remind participants that adolescent literacy is an evolving practice. Prompt thinking by asking:</p> <ul style="list-style-type: none"> • What does literacy mean to an adolescent? • Why should literacy be important to an adolescent? • How is adolescent literacy different from early literacy interventions? • What are the challenges for teachers and adolescents in literacy being “a malleable repertoire of practices, not an unchanging or universal set of skills” (Luke, in Pahl and Rowsell, 2005, xi)?

EMPHASES FOR ADOLESCENT LITERACY

Strategy Instruction, Structure, Generative Questions, Critical Literacy and Metacognition

The following pages focus on three of the above Literacy GAINS Emphases for Adolescent Literacy:

- Strategy Instruction
- Structure
- Critical Literacy

Additional resources on Metacognition, Generative Questions and Structure are available on the EDU GAINS website (<http://www.edugains.ca>).

The materials include session outlines, guiding questions and examples that may be either incorporated into professional learning sessions already created by the facilitator, or used as core foci around which to build fully articulated and contextualized professional learning sessions.

Facilitators may wish to read the research following sessions, e.g. that on pages 15 and 17, in order to provide an informed context for the sessions.

The session outlines are intended for application to any record of practice or subject and to participants' own practice. They involve **guided viewing**. Facilitate guided viewing by:

- Using flexible groupings of participants, based on participants' knowledge and appropriateness to participants' professional learning goals.
- Viewing the DVD segment in its entirety first, and then working with the questions during a second viewing, following Observation Protocols (p. 14).
- Using guiding questions in individual, group or whole-group activities, combined with literacy and differentiated instruction strategies, e.g., think-pair-share and jigsaw.
- Assisting participants to practise using concepts, language, skills, and strategies, and to make connections with their own practice and experience.
- Gathering assessment for learning information about participants, e.g., through observation by the facilitator, and providing feedback and targeted support.
- Facilitating the collaborative design of a three-part lesson using the TIPS 2.0 (Transforming Instructional Practice Supports) template, focusing on identifying and designing for learning goals in a subject they teach, and on applying learning from the session.

See Observation Protocols (p. 14). Facilitators may wish to use the Strategy Implementation Continuum (p. 25) to inform their own planning of professional learning sessions.

EMPHASES FOR ADOLESCENT LITERACY: STRATEGY INSTRUCTION

AGENDA FOR LEARNING – STRATEGY INSTRUCTION			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AFL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> • How much ongoing subject-specific professional learning in Strategy Instruction have participants had? • How much attention has been paid in ongoing professional learning to the conditional, relational and metacognitive aspects of Strategy Instruction? • How much have participants practised implementing strategies in their teaching practice? What is participants' comfort level in going beyond the procedural? 	<ul style="list-style-type: none"> • Practise using Observation Protocols (p.14) for a complex viewing task • Understand the kinds of knowledge and amount of time and practice required for effective Strategy Instruction • Apply notes from researchers to their own practice 	<p>Minds On The "critical component" of Strategy Instruction is "knowing when and where particular strategies should be used" (Bransford et al., 1999). Display the quotation and refer to it when sharing learning goals. Provide participants with a range of items to choose from, e.g., can opener, hammer, darning needle, pen, dust cloth, sandpaper.</p> <p>Participants turn to an elbow partner to explain the item's productive uses.</p> <p>Present a task/problem to participants, and invite them to use their tool to complete the task, e.g., laying carpet, painting designs on someone's fingernails. Establish that the tools are inappropriate to the task and discuss the kinds of knowledge required to select and use a tool to complete a task: factual, conceptual, procedural, and metacognitive. Link to effective implementation of literacy strategies, clarifying each of these with an example.</p> <p>Action Provide participants with a 1–2 page excerpt from a professional text on Strategy Instruction or Metacognition. Participants form groups based on their selection of a literacy strategy from a range of given strategies. They plan an activity in which they use the strategy effectively to support readers' comprehension of the text. Participants then identify the factual, conceptual, procedural, and metacognitive knowledge they need in order to plan and implement the strategy. Debrief. Working in pairs, participants select a research reference (see Research Connections, p. 15). They explore:</p> <ul style="list-style-type: none"> • What the item/quotation means. • To what extent and how their strategy planning reflects the ideas in the Research Connections. • How they could adjust their planning to address the issue raised in the Research Connections more effectively. <p>Show a chapter from the Differentiated Instruction DVD, e.g., Woodland Park Public School, Waterloo Region DSB, referring to the Observation Protocols (p. 14).</p> <p>Participants look for samples of evidence that the teachers have factual, conceptual, procedural (including knowledge of conditions and relationships), and metacognitive knowledge or that the teachers are addressing issues raised by the Research Connections (p.15). They share observations with an elbow partner.</p> <p>Consolidation Facilitate a discussion about:</p> <ul style="list-style-type: none"> • The level of use and amount of time and practice required to develop reasonably effective implementation of strategies (3–5 years). • The way in which teachers' practice informs research as much as research informs practice (Jim Cummins, in Pahl & Rowsell, 2005). <p>Revisit the quotation that began the session:</p> <ul style="list-style-type: none"> • To what extent have participants experienced the truth of the statement? • Do they disagree? If so, why? <p>Participants reflect in a journal entry about the Questions for Thinking about Strategy Instruction (see p. 15).</p>	<p>AfL: Participants self-select groups based on their assessment of readiness.</p> <p>Strategies could also reflect a range of complexity levels, e.g., placemat versus Concept Attainment</p> <p>AfL: Observe and make mental notes during planning; provide support and plan follow-up as needed</p>

OBSERVATION PROTOCOLS	
Observation Goals	Guiding Principles for Observation
<p>Collaboratively analyzing records of practice to facilitate:</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Capture examples of what implementation, e.g., of literacy strategies, might look, sound and feel like <p>Thinking</p> <ul style="list-style-type: none"> • Focus on learning, rather than teaching • Refine observational skills, e.g., define a purpose and sustain a focus, study thoughtfully and systematically • Analyze elements and approaches • Make connections • Consider context, alternatives and multiple perspectives • Support observations with evidence <p>Communication</p> <ul style="list-style-type: none"> • Develop shared understanding and language • Use fearless talking and listening • Hear all voices • Monitor tone, body language, talk time <p>Application</p> <ul style="list-style-type: none"> • Support professional reflection on personal practice • Support application and transfer to own practice, personalization, contextualization, increased precision 	<p>Observations are:</p> <ul style="list-style-type: none"> • Used with reference to the Literacy Indicators (<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>) • Non-evaluative and non-intrusive • Efficient, supportive, professional, courteous, sensitive • Contextualized • Focused on the lesson goals, students' response to the lesson, and students' learning • Supported by evidence • Supported by development of local protocols, appropriate permissions from participating teachers, school and board administrators, students and parents, and Federations

Research Connections

- Durkin (1978/79) advised teachers not to teach “by mentioning,” but instead to orchestrate learning for depth and exploration (Alexander and Jetton, 2003).
 - What are the challenges to teaching for deep understanding?
 - How does the teacher in the Woodland Park segment (Chapter Six) of the DVD teach for “richly integrated and interconnected knowledge” (Ritchhart, p. 223)?
 - What instructional design and literacy strategies do you use to teach for deep understanding?
- Pahl and Rowsell (2005) advocate approaches to Critical Literacy that avoid a “pedagogy of telling.”
 - How is a “pedagogy of telling” different from explicit or overt instruction?
 - What is the alternative to a “pedagogy of telling?”
 - How is this alternative evident in the Woodland Park chapter of the DVD lesson?
 - How do literacy and differentiated instruction structures and strategies address this issue?
- To be effective, strategies must be used not as algorithms, but rather as heuristics. In other words, they are guidelines that contribute to but do not guarantee learning.
 - In what ways does the DVD show the teacher using strategies as heuristics; that is, as guidelines that provide opportunities for productive talk, interaction, co-construction of meaning, scaffolding, and so on?
- Alexander and Jetton (2003) identify six attributes of effective strategy use—procedural, purposeful, effortful, wilful, essential, and facilitative.
 - What do you think these mean?
 - Which of these are evident in the students’ words and actions in the Woodland Park chapter of the DVD?
- Garner and Alexander (1991) indicate that motivation is inextricably bound with the cognitive aspects of learning. As they observe, there must be *skill, will* and *thrill*. The RAND report defines engagement as the use of cognitive strategies, intrinsic motivation, knowledge, and social interchanges.
 - Which literacy strategies in the Woodland Park chapter of the DVD address this issue?
 - Which differentiated structures and strategies address it?

Questions for Thinking About Strategy Instruction

- How do I effectively use learning strategies to develop literacy skills and conceptual understanding?
- How do I match the choice of literacy strategy to the learning goals, subject content and particular students?
- What knowledge, skills and dispositions must students have prior to using the strategy?
- What literacy knowledge, skills and dispositions are students practising when engaged in this strategy?
- How can I teach students to apply strategies to other learning situations?
- What conceptual understandings are these strategies building?
- Does the strategy or structure inherently support differentiated instruction? If so, how?
- How might the literacy strategy itself be differentiated, e.g., scaffolded to respond to a range of readiness levels?
- How can I combine Strategy Instruction with ongoing assessment?
- How do we “build our teaching [of language and literacy] around difference”?

¹ Pahl, K. & Rowsell, J. (2005). *Literacy and Education: Understanding the New Literacy Studies in the Classroom*. Thousand Oaks, California: Paul Chapman (SAGE), p. 6.

EMPHASES FOR ADOLESCENT LITERACY: STRUCTURE

AGENDA FOR LEARNING – STRUCTURE			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AfL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> How ready are participants to move beyond literacy strategies? How much familiarity do participants have with text organization patterns, document structures (list structures), and the different ways of thinking in different disciplines that influence the organization of text? To what extent are participants aware that surface organization of text reflects deep conceptual structures and patterns of thinking? 	<ul style="list-style-type: none"> Develop conceptual understanding of “structure” Understand basic structures, e.g., list structure Demonstrate awareness of the relationship between text structure and strategy selection Demonstrate awareness of how texts in various disciplines reflect the thinking patterns and structures of that discipline 	<p>Minds On Working in groups, participants use an assortment of functionally unrelated items, e.g., tongue depressor, paper clip, penny, candy, math manipulative, to construct a “functional structure.” Facilitate whole-group sharing and debriefing, highlighting that the structure has parts (components) that have a function (purpose) and that are connected (in some sort of relationship). Analyze a short text, e.g., a news report or a graphic organizer, to identify components, the function of each component, and the relationship between them. For example, four simple lists, each with a label and with context-specific details, and with dynamic interrelationships among the columns; i.e., a change in one column causes a change in the other columns.</p> <p>Facilitate a discussion of:</p> <ul style="list-style-type: none"> Examples of structured information in everyday life, e.g., a telephone book, a catalogue, an invoice, an application form. The purposes and benefits of structure, e.g., to increase recall using a memory game in which a person has to remember 20 items—most people find ways to structure the information, e.g., through mnemonics, grouping or connecting principles. Implications for learning and instruction, e.g., note-taking or reading. <p>Distribute Research On the Importance of Text Structure to Learning and Memory, p. 17. Participants skim them, select one, and explain their thinking to an elbow partner. Share learning goals.</p> <p>Action Locate a reasonably complex document, e.g., matrix or table with data in it, preferably electronic.</p> <p>Create three versions:</p> <ul style="list-style-type: none"> Data/information extracted from the document; remove all markers of structure and meaning, e.g., bold-face for labels, lists. An empty template that structures the information and gives it meaning. The original document. <p>Display the extracted information and ask what it means. Groups make meaning by using the template to structure the data and create meaningful relationships. Show the complete document as a check for their interpretation. Distribute Research On the Importance of Text Structure to Learning and Memory (p. 19) to each group and copies of the pages in <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i> on organizational patterns (pp. 16–19). On a group placemat, each member individually notes important things to know about structure and possible implications for practice. Groups share their thinking, synthesizing comments in a summary in the centre.</p> <p>Consolidation Debrief, having a volunteer record ideas and questions. For the next session, participants bring a typical text, or excerpts of text, used in the subject in order to identify the text structures.</p>	<p>Analyzing Graphic Organizers: Michael D. Hardt and the late Dr. Peter B. Mosenthal, Performance by Design, use the following framework to discuss Structure: parts, functions, connections.</p> <ul style="list-style-type: none"> What are the components of the graphic organizer? Describe their features and critical attributes. What is the purpose, or function, of each of the components? What are the internal connections in the organizer? With what does the organizer connect beyond itself, e.g., is it a particular type of organizer? <p>Mosenthal and Hardt apply this framework to analyze questions. See “Question Structure: A Four-Step Strategy, One Approach to Questions,” a video posted in the Library of the EDU GAINS web site: http://www.edugains.ca</p> <p>AfL: Check for understanding and comfort level; adjust instruction and support accordingly.</p> <p>AfL: Use participants’ questions to inform scaffolding for next session.</p>

Research on the Importance of Text Structure to Learning and Memory

- Research increasingly indicates the importance of being able to identify and use knowledge of structure (RAND, 2003).
- Knowledge of structure is developmental, corresponding to age and grade. Knowledge of the structures of expository text is still incomplete at the end of high school (Goldman and Rakestraw, 2003).
- Understanding of text structure results in increased comprehension and recall. (Pressley and McCormick, 1995; Goldman and Rakestraw, 2003; RAND, 2003). Making the structure of a text more evident, e.g., through graphic cues such as bullets, supports comprehension.
- Learners who lack content knowledge rely heavily on text structure for comprehension (Goldman and Rakestraw, 2003; Alexander and Jetton, 2003; RAND, 2003).
- Training in text structure increases performance more than training in signal words (Meyer and Poon, 2004).
- Structure is most helpful when surface structural features correspond to deep conceptual structures, e.g., when actual order of events matches the description of them (Goldman and Rakestraw, 2003). Strategy interventions include self-questioning and summarizing (RAND, 2003).
- Pressley and McCormick (1995) recommend using text structure to abstract the main ideas from text. This skill is essential to summarizing, a macro skill identified by Marzano as one of the most effective learning strategies. Questions, prompts, frames, and graphic organizers can all direct students to text structure.
- A challenge in adolescent literacy is the number and variety of structures that underlie expository and informational text. These are much more varied than narrative structures, both across and within subjects. The challenges are compounded by less familiar content, dense information and unfamiliar vocabulary. Students need explicit instruction in and experience with these texts (RAND, 2003).

AGENDA FOR LEARNING – CRITICAL LITERACY			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AfL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> • What is their understanding of comprehension and generative questions from the previous session? 	<ul style="list-style-type: none"> • Understand what Critical Literacy is, e.g., how a Critical Literacy stance is related to traditional concepts of comprehension, concepts of open and closed questions, understanding of generative questions, critical thinking, concepts of deep understanding, social constructivism, agency, and context (depends on knowledge beyond the text) • Understand how to take a critically literate stance or be critically literate, e.g., what kinds of questions are asked to problematize a text? • Understand why being critically literate is important and how it: <ul style="list-style-type: none"> - Is appropriate for adolescent literacy, e.g., agency, generative questions - Is important in the current world and technologies - Affects answers to Comber’s question and Mosenthal’s concern 	<p>Minds On Read a fractured fairy tale, e.g., <i>The True Story of the Three Little Pigs</i>, Jon Scieszka. London, England: Puffin Books, 1996.</p> <p>Groups generate comprehension questions on the fractured fairy tale. See samples p. 19.</p> <p>Action Facilitate a discussion about:</p> <ul style="list-style-type: none"> • Why it’s possible to answer comprehension questions on the fractured fairy tale and miss the irony. • How traditional comprehension questions differ from generative questions, e.g., question prompts. See samples p. 19. • What may have inspired the author to write the fractured fairy tale, e.g., in response to the generative question “What would happen if...?”. • What possible purposes fractured fairy tales might serve beyond entertainment. <p>Model how to apply questions for Critical Literacy to the text from the read-aloud, soliciting input from participants as much as possible.</p> <p>In heterogeneous groups, participants answer powerful questions for Critical Literacy for another fractured fairy tale (see p. 19 and the Critical Literacy Cards.)</p> <p>With the whole group, facilitate a brief discussion of:</p> <ul style="list-style-type: none"> • Whether these questions deepened comprehension of the fractured fairy tale, and why or why not. • How these questions differ from typical comprehension questions, and the resulting benefits for and challenges to students. • How modeling Critical Literacy questions for a traditional and fractured fairy tale could serve to introduce a Critical Literacy stance for informational texts. See p. 20. <p>Consolidation Groups repeat for self-selected short informational texts (reading the word to read the world) provided by the facilitator (see suggestions, pp. 20 and 21).</p> <p>Debrief.</p>	<p>AfL: Check for Understanding by looking for:</p> <ul style="list-style-type: none"> - Kinds of questions posed (generative) - Consideration of multiple perspectives/ points of view - Ability to distinguish between comprehension questions and questions for a critically literate stance - Application to a range of public texts - Application to subject-specific texts

Fractured Fairy Tales

Fractured fairy tales are imaginative, contemporary retellings of traditional tales in which the expected pattern is disrupted, e.g., through a change of setting, point of view or plot development. The result is often humorous or satiric. For more, see session outline for Critical Literacy.

Sample Comprehension Questions for The True Story of the Three Little Pigs

- Where is A. Wolf when he tells his story?
- To whom is he speaking?
- Why did he go to the three little pigs’ homes?
- What evidence does A. Wolf provide that he’s telling the truth?
- What is another story, in print or in film, in which the main character is a rascal?

Sample Generative Questions

- What did you learn?
- How did you learn it?
- How well did you learn it?
- Why is what you learned important?
- How will you use what you learned?

Critical Literacy

Critical Literacy is a stance towards texts. Being critically literate depends on the kinds of questions that are asked (Donald, 1993, in Green, p. 7). See Critical Literacy Cards.

Powerful Questions for Thinking about a Fractured Fairy Tale

- What is the point of view?
- How does it differ from the traditional tale?
- What is the connection between point of view, bias and the context of a text?
- What connections might there be between the character’s and the author’s point of view in the fractured fairy tale?
- What voices, points of view or perspectives are missing? Why is this important to recognize?
- What view of the world, beliefs and values are represented?
- What is the purpose of a fractured fairy tale such as this? Who is the intended audience? How are these two ideas related?
- Could a student who was unfamiliar with the original tale be able to understand the fractured fairy tale? Why or why not?
- What strategies would you employ to support their understanding?

EMPHASES FOR ADOLESCENT LITERACY: CRITICAL LITERACY

Examples of Informational Text

- A television advertisement
- A print advertisement related to an occasion such as Mother's Day
- An excerpt from a subject textbook
- Two news reports on the same topic from two different news sources
- Famous photographs
- A school web page
- A final exam for a course
- Daily staff announcements
- A double-page spread from *Think Literacy: Cross-Curricular Approaches, Grades 7-12*
- A definition of literacy, e.g., from *Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario, Grades 7-12* (The definition does not have to be recent.)

Questions Connecting Use of Fractured Fairy Tales to Informational Text

- How would first using a fractured fairy tale, such as *The True Story of the Three Little Pigs* or *The Paper Bag Princess*, help students identify the author's voice or describe authorial presence in informational text?
- To what extent do the informational texts consider or ignore alternative perspectives and arguments?
- What perspectives and voices are omitted?
- What view of the world, beliefs and values are represented in the informational text?
- What assumptions does the text make about the reader's beliefs and values?
- What information does the reader need to bring to the text in order to understand it more fully?
- What is the purpose of the text? Who is the target audience? How are these two ideas related?

Generic Examples of Powerful Questions for Critical Literacy

- Who created/produced the text? How do we know?
- What does the author want the reader to know? How do we know?
- What assumptions does the author make about the reader's beliefs, values and knowledge? How do we know?
- What view of the world does the text convey? Why do we think this?
- What points of view and perspectives are missing? Why?
- What information has been left out? Why?
- Who is most likely to read and benefit from this text?
- What knowledge of the world beyond the text is necessary in order to make sense of the text?
- Is the text fair? Why or why not?
- If another version of the text could be created to represent omitted perspectives, what would it look like?
- What is the relationship between power and text?

EMPHASES FOR ADOLESCENT LITERACY: CRITICAL LITERACY

Questions for Thinking about Critical Literacy

Barbara Comber writes, "If you only knew about literacy from being in this classroom, what would you think it was for?"¹

- What messages about literacy do I communicate to students?
- What messages about literacy do I hope to communicate to students?
- At the end of one of my lessons, what might students conclude literacy is for?
- What is literacy for and why does it matter?
- Why might taking a critical literacy stance appeal to, motivate and engage adolescents?
- What makes powerful questions powerful?
- What implications does this have for my practice?

Peter B. Mosenthal² argues that too often literacy means teaching adolescents to be reporters of other people's information and that adolescents, in particular, need to create their own meanings and "write" their own lives.

- How often do I ask students to locate and share with me second-hand information? For what purposes?
- How do I develop students' sense of agency and show them that literacy is for taking personal and social action?
- How might I engage students more often in authentic literacy practices for authentic purposes and real audiences?

Pam Green³ writes, "The literate individual is someone who knows that there is more than one version available, and that what one is reading, or is given to read, represents both a selection and an abstraction from a larger context."

- To what extent is all literacy practice, e.g., reading and writing, situated in specific contexts or communities of practice, i.e., subject specialists, interest groups or professions, united by shared language, ways of thinking and literacy practices?
- Why is it important for students to recognize and connect literacy practices with contexts beyond the text?
- What level of thinking is required for students to understand specific texts and literacy practices?

¹Comber, Barbara (2001). "Classroom explorations in critical literacy." In Fehring, Heather, & Green, Pam, Eds. *Critical Literacy: A Collection of Articles from the Australian Literacy Educators' Association*. Newark, DE: International Reading Association. pp. 90-102.

²Mosenthal, Peter B. (1998). "Reframing the problems of adolescents and adolescent literacy: A dilemma management perspective." In Alvermann, Donna E.; Hinchman, Kathleen A.; and Moore, David W. *Reconceptualizing the Literacies in Adolescents' Lives*. Lawrence Erlbaum Associates.

³Green, Pam (2001). "Critical literacy revisited." In Fehring, Heather, & Green, Pam, Eds. *Critical Literacy: A Collection of Articles from the Australian Literacy Educators' Association*. Newark, DE: International Reading Association. pp. 7-14.

OBSERVING A CLASSROOM

AGENDA FOR LEARNING St. Pius X Catholic School (Chapter 3 of the DI DVD) and Woodland Park Public School (Chapter 6 of the DI DVD): Graphic Organizers (See EDU GAINS http://www.edugains.ca for a session that could precede this session.)			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AfL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I know they are learning?
<ul style="list-style-type: none"> • What are the participants' attitudes towards literacy Strategy Instruction? • What experience have participants had with the gradual release model? • Do participants have sufficient knowledge about the cognitive processing demands of graphic organizers? 	<ul style="list-style-type: none"> • Understand the gradual release model as it applies to teaching strategies • Use the Strategy Implementation Continuum (p.25) and create descriptions for a specific graphic organizer 	See pp. 23–24 Duration: 60 minutes Materials: <ul style="list-style-type: none"> • Copies of graphic organizers (e.g., RAFT, anticipation guide, three-circle Venn diagram, table, fishbone, sequence flow chart) • St. Pius X Catholic School (Chapter 3) and Woodland Park Public School (Chapter 6), DI DVD • Strategy Implementation Continuum (p. 25) • Literacy CPR Card Key Literacy-related Concepts <ul style="list-style-type: none"> • Gradual release of responsibility model • Implementation Continuum 	Assessment opportunities include: Specific descriptions for the Strategy Implementation Continuum (p. 25) AfL: Literacy CPR Card

OBSERVING A CLASSROOM

MINDS ON...	APPROXIMATELY 15 MINUTES	PAUSE AND PONDER
	Small Group → Compare/Contrast Distribute a different graphic organizer to each group. Participants consider the following: <ul style="list-style-type: none"> • What does this graphic organizer have to do with literacy? • What skills and knowledge do learners need in order to use this graphic organizer successfully? • How does it support literacy learning? • How does it help learners to be more strategic? Whole Group → Deconstructing Graphic Organizers Facilitate sharing of the small group discussion. Share the learning goals for the session: <ul style="list-style-type: none"> • Understand the gradual release model as it applies to teaching strategies • Use the Strategy Implementation Continuum (p. 25) and create continuum descriptions for a specific graphic organizer 	AfL: Observation
ACTION!	APPROXIMATELY 30 MINUTES	PAUSE AND PONDER
	Whole Group → Jigsaw → Applying the Gradual Release Continuum Facilitate a discussion of the gradual release model. Review the Strategy Implementation Continuum (p. 25) and orient participants to the text by posing locate and inference questions about the content and discussing its structure. Show a clip from each of the St. Pius X Catholic School and Woodland Park Public School DVD segments. Participants determine at what point teachers are on the Continuum, providing samples of evidence from the DVD record of practice. Point out that the Continuum provides general descriptions. Model how to create specific descriptions for the Venn diagram. Expert groups select a graphic organizer from the Minds On and create descriptors for an organizer-specific continuum. They share their descriptions for the specific graphic organizer with their home group.	Differentiation: Readiness: Use participants' knowledge of and experience with the gradual release model to gauge discussion. Observation Protocols: Refer back to the Observation Protocols (p. 14). Ensure that the discussion is descriptive and non-evaluative. AfL: Circulate to provide clarification, support, feedback.

OBSERVING A CLASSROOM

<p>CONSOLIDATION AND CONNECTIONS</p>	<p>APPROXIMATELY 15 MINUTES</p>	<p>PAUSE AND PONDER</p>
<p>Small Group → Consolidating</p> <p>Home groups discuss:</p> <ul style="list-style-type: none"> • How the use of their graphic organizer helps to make students more literate • How it helps to make them more strategic <p>Participants pause-ponder-write on the Literacy CPR Card. Home groups submit organizer-specific criteria. Collage, edit and share with participants after the session.</p> <p>Individual → Self-assessment</p> <p>Participants complete a 1-1-1 exit card, responding to the following prompts:</p> <ul style="list-style-type: none"> • One thing I will implement from this session • One thing I will share with students from this session • One thing I'd like to know more about 		<p>Research Connection:</p> <ul style="list-style-type: none"> • To what extent does the graphic organizer help students build coherent and meaningful representations of information? This is Goldman and Rakestraw's (2003) definition of understanding. • How does the graphical nature of the Venn diagram reinforce students' conceptual understanding? • To what extent does the Venn diagram activity prepare students for reading comparative expository text? (According to Goldman and Rakestraw [2003], comparison is one of the five top-level expository text structures.) <p>AfL: Exit card</p>

STRATEGY IMPLEMENTATION CONTINUUM

<p>META-COGNITION</p>	<p>THE TEACHER CONSIDERS: Why am I teaching the strategy? How does use of this particular strategy make students more literate? More strategic? To what extent does the strategy reflect the kind of thinking we're doing? Am I teaching the strategy as well as the content?</p>			
<p>TEACHER INSTRUCTIONAL APPROACH</p>	<p>Modeling Modeling means the teacher assumes responsibility to demonstrate the use of and the thinking behind the strategy.</p>	<p>Shared Practice Shared practice means that the teacher provides explicit instruction and feedback as the students participate in the strategy.</p>	<p>Guided Practice Guided practice means students use the strategy as the teacher provides targeted and differentiated support.</p>	<p>Independent Practice Independent practice means that the students use the strategy as the teacher provides supports, as needed, and gathers assessment information.</p>
	<p>The teacher:</p> <ul style="list-style-type: none"> • Creates conditions for effective modeling, including helping students focus on the demonstration, using effective materials and/or choosing appropriate technology to demonstrate strategy 	<p>The teacher:</p> <ul style="list-style-type: none"> • Creates conditions for effective shared practice experience, including building community, inviting questions 	<p>The teacher:</p> <ul style="list-style-type: none"> • Creates conditions for effective guided practice experience, including using flexible groupings based on assessment data 	<p>The teacher:</p> <ul style="list-style-type: none"> • Creates conditions for effective independent practice experience, including building students' confidence
	<ul style="list-style-type: none"> • Activates prior knowledge related to the strategy 	<ul style="list-style-type: none"> • Connects the shared practice with the modeling of the strategy 	<ul style="list-style-type: none"> • Connects the guided practice with shared and modeled experiences 	<ul style="list-style-type: none"> • Connects independent practice with modeled, shared and guided experiences
	<ul style="list-style-type: none"> • Introduces terminology/language related to the strategy 	<ul style="list-style-type: none"> • Continues to use terminology/language related to the strategy and invites students to begin to engage in talk about the strategy 	<ul style="list-style-type: none"> • Engages students in using terminology/language related to the strategy and provides opportunities for students to talk about the use of the strategy, e.g., be metacognitive for the purpose of assessing for learning 	<ul style="list-style-type: none"> • Engages students in using terminology/language related to the strategy and provides opportunities for students to talk about the use of the strategy, e.g., be metacognitive for assessment as, for and of learning purposes
	<ul style="list-style-type: none"> • Provides an appropriate context for modeling, e.g., the teacher uses the strategy with familiar texts 	<ul style="list-style-type: none"> • Provides an appropriate context for shared practice, e.g., the teacher and students use the strategy with familiar texts 	<ul style="list-style-type: none"> • Provides an appropriate context for guided practice, e.g., students use the strategy with familiar texts 	<ul style="list-style-type: none"> • Provides an appropriately challenging context for independent practice, e.g., students use the strategy in new contexts and/or with unfamiliar texts
	<ul style="list-style-type: none"> • Models the strategy, using a think-aloud, to make explicit rationale, steps and skills 	<ul style="list-style-type: none"> • Provides a shared experience and invites students to follow along using the strategy 	<ul style="list-style-type: none"> • Invites students to work independently or in small groups through a task, using the strategy 	<ul style="list-style-type: none"> • Invites students to complete the task independently (or with appropriate supports)
	<ul style="list-style-type: none"> • Anticipates the challenges or difficulties students (as a group) may have in the acquisition of skills and plans support 	<ul style="list-style-type: none"> • Anticipates the challenges or difficulties some students may have in the acquisition of skills and plans supports for those students 	<ul style="list-style-type: none"> • Gathers assessment for learning information, including collecting student work, and observes students in action, providing feedback and targeted support, e.g., additional opportunities, alternative approaches 	<ul style="list-style-type: none"> • Gathers assessment as, for and of learning information based on independent practice, and provides feedback and next steps
	<ul style="list-style-type: none"> • Gathers assessment for learning information through observation 	<ul style="list-style-type: none"> • Gathers assessment for learning information through observation, particularly from students who may find the strategy challenging 	<ul style="list-style-type: none"> • Responds strategically to challenges or difficulties experienced by students 	
		<ul style="list-style-type: none"> • Shows possible adaptations of the strategy, as appropriate 	<ul style="list-style-type: none"> • Provides opportunities for students to explore possible adaptations of the strategy, as appropriate 	<ul style="list-style-type: none"> • Invites students to think about situations when they may self-select or adapt the strategy in future learning
	<ul style="list-style-type: none"> • Makes decision whether to move to shared experience based on assessment information 	<ul style="list-style-type: none"> • Makes decision whether to move to guided experience based on assessment information 	<ul style="list-style-type: none"> • Makes decision whether to move to independent practice based on assessment information 	<ul style="list-style-type: none"> • Makes decision whether to provide additional and/or more appropriate independent practice experiences for students who may need to improve

OBSERVING A CLASSROOM: STRATEGY IMPLEMENTATION CONTINUUM

GROUPINGS	WHOLE-CLASS OR SMALL GROUPS	WHOLE-CLASS OR SMALL GROUPS	INDEPENDENT OR SMALL STRATEGIC GROUPINGS	INDEPENDENT (OR SMALL GROUPS, IF APPROPRIATE)
	PURPOSES	<ul style="list-style-type: none"> To introduce the strategy To show how “experts” use the strategy or a new application of it by exposing the steps involved in using the strategy effectively To make explicit the what, when, how, and why 	<ul style="list-style-type: none"> To engage students in using the strategy To provide explicit instruction on the use of the strategy in the context of a supported opportunity for hands-on learning 	<ul style="list-style-type: none"> To provide opportunities for practising use of the strategy To provide differentiated support for the application of the strategy in a similar or new context, based on student need
Students:		Students:	Students:	Students:
<ul style="list-style-type: none"> Participate within the conditions set for learning (e.g., focusing on what the teacher does and says) 		<ul style="list-style-type: none"> Participate within the conditions set for learning, e.g., taking part in effective collaboration using the strategy 	<ul style="list-style-type: none"> Participate within the conditions set for learning, e.g., being open to feedback 	<ul style="list-style-type: none"> Participate within the conditions set for learning, e.g., prepare to use the strategy with minimal support
<ul style="list-style-type: none"> Make connections to previous relevant experiences, if applicable 		<ul style="list-style-type: none"> Connect to modelled experience 	<ul style="list-style-type: none"> Connect to shared experience 	<ul style="list-style-type: none"> Connect to guided experience
<ul style="list-style-type: none"> Actively listen to the talk about the strategy and note any terminology/ language related to the strategy 		<ul style="list-style-type: none"> Become familiar with terminology and form related to strategy 	<ul style="list-style-type: none"> Talk about strategy, using terminology and form, and reflecting metacognitively 	<ul style="list-style-type: none"> Clearly articulate why the strategy was selected and how it supports learning Can explain the thinking process behind the strategy
<ul style="list-style-type: none"> Actively observe teacher demonstration (i.e., think aloud) 		<ul style="list-style-type: none"> Use the strategy, following along with teacher instructions 	<ul style="list-style-type: none"> Use the strategy, independently or with peers, with targeted teacher support and/or peer support where appropriate 	<ul style="list-style-type: none"> Intentionally use the strategy independently, or in small groups if appropriate, with minimal teacher support
<ul style="list-style-type: none"> Ask questions related to the strategy 		<ul style="list-style-type: none"> Ask questions related to the strategy and respond to teacher prompts related to the strategy 	<ul style="list-style-type: none"> Share thinking processes in response to teacher prompts and ask questions related to the strategy Assist/collaborate with peers where appropriate 	<ul style="list-style-type: none"> Are able to think aloud the process of the strategy as they are doing it
		<ul style="list-style-type: none"> Respond to teacher feedback 	<ul style="list-style-type: none"> Use specific teacher feedback to make improvements and reflect on learning of the strategy Share thinking processes of next steps Reflect on achievement and the strategy’s impact on learning 	<ul style="list-style-type: none"> Use specific teacher feedback to make improvements and reflect on learning of the strategy
				<ul style="list-style-type: none"> Are able to anticipate use of the strategy for future learning
			<ul style="list-style-type: none"> Are able to self-select the strategy in other appropriate contexts and be able to explain why other strategies would not be effective 	
META-COGNITION	<p>STUDENTS CONSIDER: Why would I use the strategy? When would I use this strategy? How does using this strategy support my thinking and learning? How does the strategy help me learn the content?</p>			

OBSERVING A CLASSROOM

<p>AGENDA FOR LEARNING Woodland Park Public School (Chapter 6 of the DI DVD): Literacy Indicators (See EDU GAINS http://www.edugains.ca for an additional session and the plan for the DVD lesson.)</p>			
Knowing Your Participants	Learning Goals	Instructional Strategy	Assessment For, As and Of Learning (AFL, AaL, AoL)
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I monitor their understanding?
<ul style="list-style-type: none"> To what extent have participants deconstructed literacy strategies? What experience have participants had using records of practice? Have the participants been introduced to the indicators? (<i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>) 	<ul style="list-style-type: none"> Understand how records of practice can be used collaboratively for professional learning Understand how to deconstruct strategies Understand what one or two specific Indicators look like in the classroom <p>Key Literacy-related Concept: Strategy Instruction</p>	<p>See pp. 28–31</p> <p>Duration: 90 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> Small Group Instruction: I See – I Think – Therefore Pre-Teaching: Looks Like, Sounds Like, Feels Like Literacy Strategies (Before, During, After) <i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers’ Learning</i>, http://www.edugains.ca 	<p>Assessment opportunities include the following:</p> <p>AfL: Assess for readiness, observe and provide support during jigsaw activity, use dotmocracy results to inform future lessons</p>

OBSERVING A CLASSROOM

MINDS ON... APPROXIMATELY 20 MINUTES	PAUSE AND PONDER
<p>Whole Group → Four Corners</p> <p>Post quotations about observation around the room.</p> <ul style="list-style-type: none"> • “We are all visitors to this time, this place. We are just passing through. Our purpose here is to observe, to learn, to grow, to love... and then we return home” (Australian Proverb). • “This inescapable duty to observe oneself: if someone else is observing me, naturally I have to observe myself too; if none observe me, I have to observe myself all the closer” (Franz Kafka). • “Don’t ‘over control’ as a novice pilot. Stay loose enough from the flow that you can observe it, modify it, and improve it” (Donald Rumsfeld). <p>Ask: “Which quotation could you argue gives us guiding principles for observing and being observed by colleagues?”</p> <p>Quickly debrief the content, and then facilitate a debriefing of the corners strategy.</p> <ul style="list-style-type: none"> • What skills (e.g., collaborative skills such as taking turns) do students need in order to participate in a corners strategy successfully? • How does this strategy develop literacy knowledge and skills (e.g., knowledge of text structure during reading strategies, skills in active listening, engaging in productive talk)? • How does this strategy help students become strategic learners? • How does this literacy strategy embody Literacy GAINS parameters (e.g., using questioning to make students’ thinking visible and responding with appropriate levels of challenge and support)? • How does the strategy provide opportunities to teach on new technologies, Critical Literacy and Metacognition? • Which of Marzano’s nine Categories of Instructional Strategies are embedded in the strategy? • Why should teachers debrief strategies with students? <p>Share the learning goals.</p>	<p>The research consensus is that “strategies make a difference in learning” (Alexander and Jetton, 2000). Jigsaw is an example of “supportive scaffolds” that “allow integration of dynamic assessment with teaching as the means for engaging in the on-line evaluation of students’ comprehension needs and modifying the level and type of support ‘on the spot’” (Pressley and Woloshyn, in Goldman and Rakestraw, 2003).</p> <p>AfL: Assess participants’ prior knowledge to inform scaffolding or differentiation by readiness required in the jigsaw analysis below.</p>

OBSERVING A CLASSROOM

ACTION! APPROXIMATELY 60 MINUTES	PAUSE AND PONDER
<p>Small Groups → Jigsaw (See Differentiated Instruction Card)</p> <p>In home groups, each member takes responsibility for one of the graphic organizers:</p> <ul style="list-style-type: none"> • I See – I Think – Therefore (p. 31) • Looks Like, Sounds Like, Feels Like (p. 32) • What the Teacher Says and Does...How Students Respond...(p. 32) <p>Each expert group focuses on one of the graphic organizers. Refer to the Observation Protocols (p. 14). Participants select and practise two Observation Protocols. They view the entire Woodland Park Public School segment, pausing as necessary to complete their graphic organizer.</p> <p>Expert groups debrief, synthesizing their observations, revisiting and modifying content based on their discussion.</p> <p>In their home groups, members share the information.</p> <p>Expert groups analyze the jigsaw strategy. Guiding questions:</p> <ul style="list-style-type: none"> • What are the classroom conditions required for a jigsaw strategy to work well? • What collaborative learning skills do learners require in order to participate in a jigsaw successfully? • How does this strategy develop literacy knowledge and skills? • How does this strategy help students become strategic learners? • Which of Marzano’s nine Categories of Instructional Strategies are embedded in the strategy? • Why should teachers debrief strategies with students? • How do we build an inclusive classroom and the small group skills required for a jigsaw to work well? 	<p>AfL: Observation: Apply understanding of the lesson’s instructional plan and information from the <i>Differentiated Instruction Educator’s Package</i> to respond to and clarify participants’ questions and comments during viewing (see http://www.EDUGAINS.ca).</p> <p>Strategy Instruction: Compare the corners strategy to the jigsaw strategy:</p> <ul style="list-style-type: none"> • Which requires more teacher preparation? • Which demands more sophisticated and integrated skills of students? <p>Research Connection: Goldman and Rakestraw (2003) argue that jigsaw and reciprocal teaching strategies reflect a “growing sensitivity to socio-cultural influence.”</p>




OBSERVING A CLASSROOM

ACTION!	APPROXIMATELY 60 MINUTES	PAUSE AND PONDER
<p>Groups → RAFT</p> <p>Provide background on the Literacy Indicators (See <i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>).</p> <ul style="list-style-type: none"> • Intention: high-level indicators of what literacy looks like in the classroom • In development: records of practice, e.g., DVD to illustrate indicators • In development: subject-specific interpretations • Definitions of literacy: pages 1–2 • Alignment: examples on pages 5–6 <p>Explain the RAFT: Participants are video producers (role) charged with creating a video package (form) for Grades 7–8 teachers (audience) to illustrate the literacies for learning indicators (topic).</p> <p>Each member of the home group chooses one category: Equity, Curriculum, Assessment and Evaluation, Learning and Learning Tools, and Teaching Practices.</p> <p>Play the DVD, or a segment of it, displaying the time counter and pausing frequently.</p> <p>Expert groups identify clips to illustrate their indicators. On an editing sheet, groups note counter times for the beginning and end of the clips and provide a one-sentence description of the clip. Not all indicators will be illustrated.</p> <p>Whole Group → Debrief</p> <p>Each group shares one or two clips with the whole group, explaining how the clip illustrates the indicator, and describing the components implied by the indicator.</p> <p>Facilitate a discussion, e.g., about patterns, indicators illustrated throughout the lesson versus indicators tending to clump in one section of the lesson, the degree to which the teacher explicitly taught principles in the indicators to students.</p>	<p><i>Literacies for Learning: Guide for Administrators and Other Facilitators of Teachers' Learning</i>, http://www.edugains.ca</p> <p>RAFT strategy: As for all graphic organizers, this one provides opportunities to work with the relationships between components. The RAFT focuses on the dynamic connections between the author, audience, form, and purpose that are at the heart of communication. If using a RAFT to provide controlled choice, ensure that roles are meaningful to the discipline; that forms, e.g. letters, reports, press releases, have been taught to students; and that students write about topics pertinent to the big ideas in the subject.</p>	

OBSERVING A CLASSROOM




CONSOLIDATION	APPROXIMATELY 10 MINUTES	PAUSE AND PONDER
<p>Whole Group → Dotmocracy Graffiti Questions</p> <p>Post indicators around the room. Participants vote for the indicators they think most urgent to explore and illustrate by placing three stickers beside the three indicators of their choice. Share the results with participants after the session.</p> <p>Individual → Reflection</p> <p>Participants use highlighters or sticky notes to identify one or two indicators that they'd like to explore.</p>		<p>AfL: Use this information to inform planning for future sessions. Participants can use this information to set professional learning goals.</p>

DVD VIEWING LENS: ESTABLISHING A POSITIVE CLIMATE FOR LEARNING

 I SEE (OR I HEAR...)	 I THINK...	 THEREFORE...

OBSERVING A CLASSROOM

DVD VIEWING LENS: WHAT TELLS VIEWERS THERE WAS A LOT OF TEACHING BEFORE THE TEACHING?

 LOOKS LIKE...	 SOUNDS LIKE...	 FEELS LIKE...

DVD VIEWING LENS: CREATING AN INCLUSIVE ENVIRONMENT

WHAT THE TEACHER SAYS AND DOES...	HOW STUDENTS RESPOND...

KEY RESOURCES

Professional Resources

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KEY RESOURCES

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