



Brownsville Independent School District

Curriculum & Instruction Department

August 21, 2013



TEXAS LITERACY INITIATIVE
LINE UP THE FUTURE

Pace High School

Staff Development

Dr. Carl A. Montoya,
Superintendent of Schools

TEXAS LITERACY INITIATIVE: MAKING CONNECTIONS, MAKING INFERENCES & PREDICTIONS, READING WITH PURPOSE (RWP), COMPREHENSION PURPOSE QUESTION (CPQ), & THINK TURN TALK (TTT) REVIEW

A G E N D A

Time	Resource	Description	Presenter(s)
60 minutes	Projector, Laptop, Computer, Handouts	<p>WELCOME/AGENDA</p> <p>Presentation: "Literacy Strategies 6-12"</p> <ul style="list-style-type: none"> • Reading with Purpose (RWP) • Steps for setting a great Comprehension Purpose Question (CPQ) • Think, Turn, Talk (TTT) • Making Connections • Making Inferences & Predictions 	<p>Sonia Villalón – TLI Teacher Specialist Hanna HS</p> <p>Melissa Salazar – TLI Teacher Specialist Veterans Memorial HS</p>

TEXAS LITERACY INITIATIVE GOALS	REFLECTION
<ol style="list-style-type: none"> 1. Increase the oral language and preliteracy skills of participating preschool children. 2. Improve the performance of participating K-2 students on early reading assessments. 3. Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12. 4. Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings. 5. Increase the implementation of effective literacy instruction through <i>Literacy Lines</i>. 	<ul style="list-style-type: none"> • What are the connections to my work? • Who else in my campus needs this information? • What follow up or actions will be needed?

Next TLI Training:
Implementation of *Cognitive Strategy Routine - Lesson Planning* Pending





BROWNSVILLE INDEPENDENT SCHOOL DISTRICT LOCATION: PACE HIGH SCHOOL
***Professional Development Department Sign-In Sheet**

In-Service Title: TLI Strategies		Campus/Program: C & I Department/TLI Grant Project	
Date: August 21, 2013		Site: Pace HS	
SRN:		Scheduled Time: 2:30 pm	
Contact Person: Sonia Villalon - TLI Specialist		Audience: Pace HS Faculty	
Administrators' Signature		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> All Levels	<input checked="" type="checkbox"/> On Contract <input type="checkbox"/> Off Contract <input type="checkbox"/> Stipend
		No. of CPE Hours: 1	

Employee Number	Name (PRINT)	Location No.	Signature	IN	OUT	IN	OUT
1	Hector Perez	003	<i>[Signature]</i>				
2	Nathan Calley	003	<i>[Signature]</i>				
3	Anne Rodriguez	003	<i>[Signature]</i>				
4	Anabel Castillo	003	<i>[Signature]</i>				
5	Yesenia Ruiz	003	<i>[Signature]</i>				
6	Judy S. Rodriguez	003	<i>[Signature]</i>	2:15			
7	Marta Rodriguez	003	<i>[Signature]</i>	2:15			
8	F. Benavidez	003	<i>[Signature]</i>	2:15			
9	Rebecca Frankes	003	<i>[Signature]</i>	2:15			
10	Anna Cruz		<i>[Signature]</i>				

● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.

ERO sign in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD: Item 1050-28sig.



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Employee Number	Name (PRINT)	Location No.	Signature	IN	OUT	IN	OUT
1	Linda Crews	003	<i>Linda Crews</i>	2:15			
2	Rita Tyler Aguilar	003	<i>Rita Aguilar</i>	2:25			
3	Pamela McClumber	003	<i>Pamela McClumber</i>	2:25			
4	Pat Odabashina	003	<i>Pat Odabashina</i>	2:30			
5	William Garza	003	<i>William Garza</i>	2:30			
6	JAVIER A. GONZALEZ	003	<i>Javier A. Gonzalez</i>	2:30			
7	Mark Castillo	003	<i>Mark Castillo</i>	2:30			
8	Evelyn Ruth Villarreal	003	<i>Evelyn Ruth Villarreal</i>	2:30			
9	Melissa Salazar	009	<i>Melissa Salazar</i>				
10	Sonia Villalon	001	<i>Sonia Villalon</i>				
<p>• ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.</p> <p>ERO sign in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD:Item 1050-28sig.</p>							



TEXAS LITERACY INITIATIVE



TLI Literacy Strategies

2012-2013

Pace HS Campus Staff Development
August 21, 2013





A Focus on Comprehension

Instructional Routines	Cognitive Strategies
Reading With Purpose	Making Connections
Think-Turn-Talk	Creating Mental Images
Cognitive Strategy Routine	Making Inferences & Predictions
	Asking & Answering Questions
	Determining Importance & Summarizing





Reading with Purpose

BIG IDEAS



Reading With Purpose

Track your thinking



CPQ for each reading



Good to Great!





Setting a CPQ

- Step 1: Record Thinking While Reading
- Step 2: Brainstorm possible CPQs
- Step 3: Integrate With Teacher Resources if Available
- Step 4: Select Great CPQs
- Step 5: Select a CPQ for First, Second, or Third Reading





CPQs: Going from Good to Great!

- A good CPQ:
 - Is answered in the text either directly or indirectly
 - Involves some student thinking
 - Will focus on comprehension
 - Relates to student learning
- A great CPQ:
 - Cannot be completely answered until students have read the entire text
 - Involves higher order thinking, inferences, and text evidence
 - Will deepen and extend comprehension
 - Relates to the comprehension strategy currently being taught





Think-Turn-Talk

BIG IDEAS



Think-Turn-Talk

3-5 seconds



time to process



thoughtful pairs

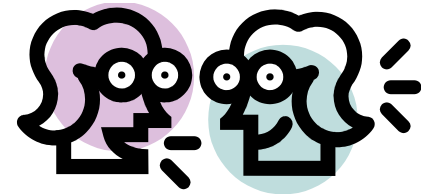
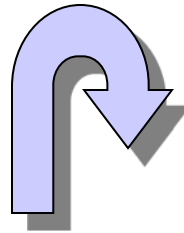


well-planned ?s





The Power of Think-Turn-Talk




- Engagement
- Focus
- Think-time
- Talk-time

- Safe environment
- Application
- Accountability
- Assessment







Cognitive Strategy Routine

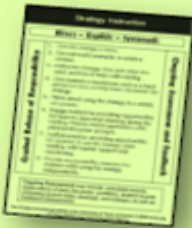
BIG IDEAS 

Cognitive Strategy Routine

Consistent Routine what ←
how ↑

8 Steps 

6 Cognitive Strategies 





Cognitive Strategy Routine

Cognitive Strategy Lesson Planning

Title of Text _____

Step 1 Use a real-world example	Anchor lesson:
Step 2 Give the strategy a name.	"Today, we are going to learn a strategy called _____"
Step 3 Define the strategy, how and when it is used, and how it helps with reading.	Strategy definition: How it helps us comprehend:
Step 4 Give students touchstones.	Model hand gesture, explain strategy poster, and refer to anchor lesson.

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Strategy Instruction

Direct – Explicit – Systematic

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

Gradual Release of Responsibility

Ongoing Assessment and Feedback

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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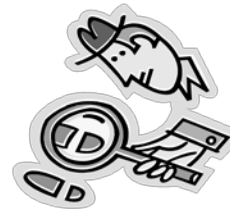




Cognitive Strategies



Making
Connections



Making
Inferences &
Predictions



Asking &
Answering
Questions



Determining
Importance &
Summarizing



Creating
Mental Images



Monitoring &
Clarifying





Making Connections

BIG IDEAS



Making Connections

Activate/build
background knowledge



Making Connections =
foundational strategy



Understand
distracting connections





Build? Or Activate?

Building Background Knowledge

- Students know little or nothing about a topic
- May take place 1-2 weeks before reading
- Takes 3-4 exposures, no more than 2 days apart

Activating Background Knowledge

- Students have some knowledge of a topic
- Takes place directly prior to reading
- Takes 2-10 minutes



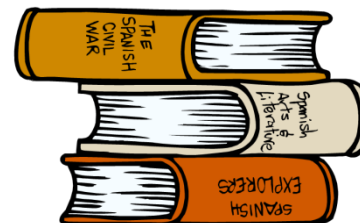


3 Types of Connections

Text-to-Self



Text-to-Text




Text-to-World








Making Inferences and Predictions


BIG IDEAS 

Making Inferences & Predictions

Explicit Instruction 

Scaffold for Success 

Across Content Areas 



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Think-Aloud

Use scaffolds to support student learning

In the Text

Its says it right here. I can see those words.

The **AUTHOR** says it **DIRECTLY**.

In My Head

I have to use clues from the text and my background knowledge...

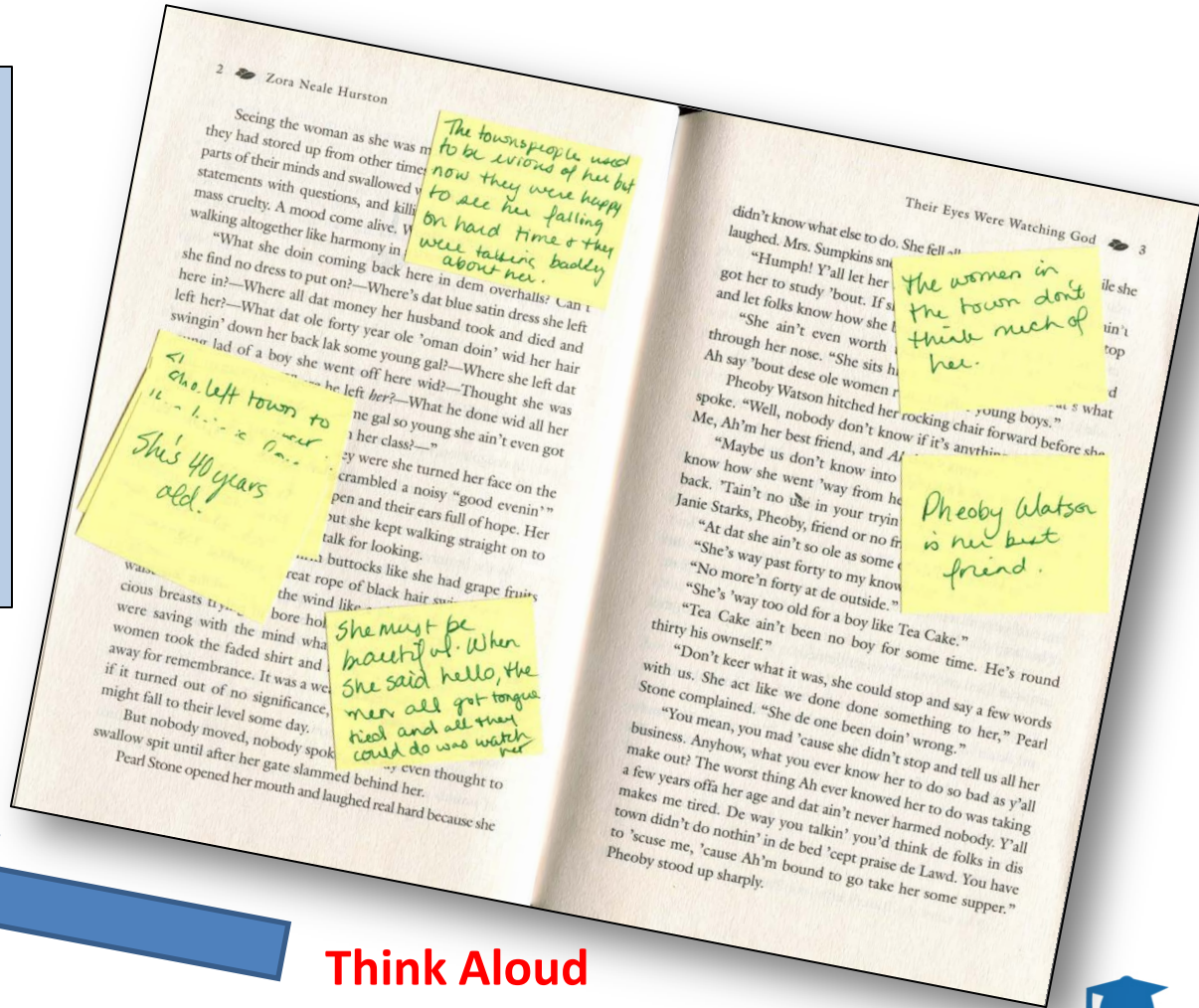
I have to make an **INFERENCE**.

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CPQ: What do we learn about the woman coming into town?



CPQ

Step 5 Think-... the strategy in a variety of contexts while reading.

Plan three places to model the strategy through a think-aloud. Write your think-alouds on sticky notes and place them in the text where you will stop to share your thinking. Remember: Think-alouds are not questions for students.

Step 6 Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.

Plan at least one place to engage students with Think-Turn-Talk. Write your question on a sticky note and place it directly on the text.

Step 7-8 To be completed over time as students become familiar with the strategy.

Think Aloud

Think-Turn-Talk





Making Inferences Practice

Making Inferences Graphic Organizer

Handout 3

Title: Their Eyes Were Watching God – pp. 1-3

CPQ: What do we learn about the woman coming into town?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
1	She was coming back from burying the dead - someone who died suddenly.	direct	<ul style="list-style-type: none"> • She had come back from burying the dead ... the sudden dead. 	
2	The townspeople used to be envious of her but now they enjoyed seeing her fall on hard times.	inference	<ul style="list-style-type: none"> • Remember the envy • Swallowed with relish • Burning statements ... laughs • Coming back in dem overalls? • Where's that blue satin dress? • All dat money 	They are remembering the envy so it was in the past. When you relish something and the mood comes alive that means you enjoy it. When people's statements burn and when they laugh at you, they are being mean. She's dressed like she is poor.
2	She's 40 years old.	direct	<ul style="list-style-type: none"> • What dat ole forty year ole 'oman doin' ... 	
2	Her hair is long and she's wearing it down which isn't appropriate for an older woman.	inference	<ul style="list-style-type: none"> • What dat ole forty year ole 'oman doin' wid her hair swingin' down her back like some young gal? 	Most women in their 40s don't wear their hair down (which means long) like young girls. The fact that they are asking what she thinks she's doing wearing her hair like, that tells me they think it's not appropriate.





“Help children access what they already know....

Be genuine.
Laugh.
Love.
Be patient.

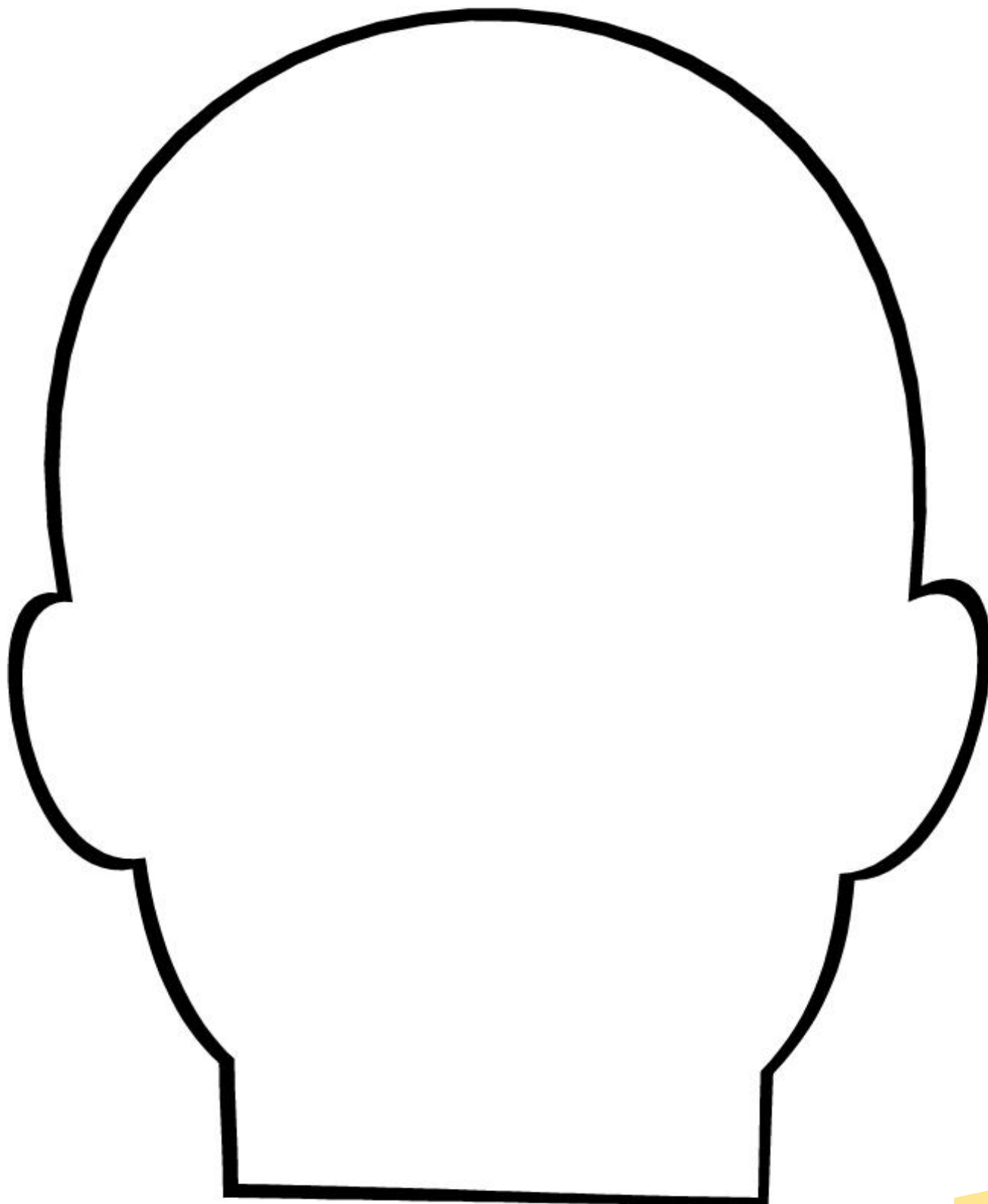
You’re creating a community of readers and thinkers.” (

Miller, 2002, p.26



My Background Knowledge

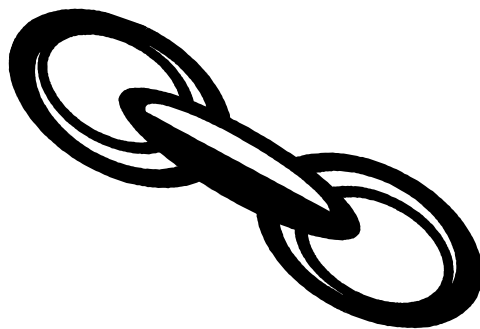
I know a lot about ...



Making Connections

This reminds me...

I remember when...

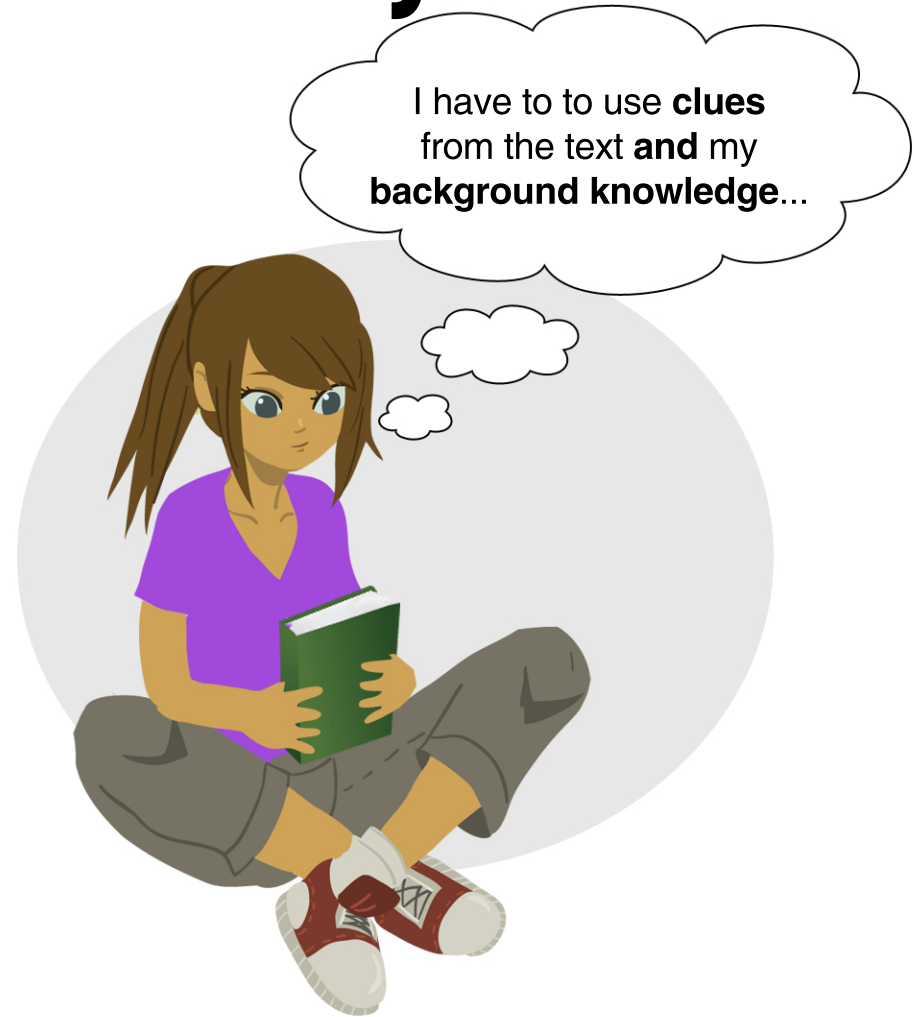


In the **Text**



The **AUTHOR** says
it **DIRECTLY**.

In My **Head**



I have to make an
INFERENCE.

Making Inferences Graphic Organizer

Title: _____

CPQ: _____

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Making Inferences Graphic Organizer

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Making Inferences & Predictions

The clues tell me...
I think...

