Professional Development for Teachers
in Concept-Oriented Reading Instruction
for Adolescent Students

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University of Maryland

October 2008

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This project is a research grant entitled “Identification, Prediction, and Intervention in Adolescent Reading,” awarded to Dr. John T. Guthrie (Principal Investigator) and Dr. Allan Wigfield (Co-Principal Investigator) of the University of Maryland, Department of Human Development, Grant Number R01HD052590 from 7/2007 – 6/2012 by the National Institute Of Child Health And Human Development. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institute Of Child Health And Human Development or the National Institutes Of Health.
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1. Background

The Reading Engagement for Adolescent Learning (REAL) Project, “Identification, Prediction, and Intervention in Adolescent Reading,” rests on the premise that the improvement of young adolescents’ achievement and engagement in reading depends on high quality professional development for teachers. Our engagement theory of reading development suggests that this professional development must be strategically planned and implemented to develop teachers’ knowledge of and competence with four classroom practices that impact students’ motivation and engagement: (a) support for cognitive competence, (b) connecting reading to non-literacy activities, (c) perceived control in reading choice, and (d) collaboration to comprehend text (Guthrie & Wigfield, 2000). In order to implement professional development consistent with this model, the University of Maryland (UMD) staff in partnership with the St. Mary’s County Public School System (SMCPS) staff collaboratively planned ongoing, rich professional development that spanned the course of the project.

In addition to this framework, University and school system planners used the guiding principles of the National Staff Development Council Standards (NSDCS) and the Maryland Teacher Professional Development Standards (MTPDS) to shape the outcomes and activities for this and future professional development workshops. These assumptions and standards establish the key components of effective high quality professional development. Since the project occurred in Maryland, this blending of national and state standards was essential for building immediate credibility and acceptance by system and school-level teachers and administrators.
2. Goals of Professional Development (PD)

A primary MTPDS and NSDCS recommendation indicates that “Professional development is most effective when there is consensus around clear expectations for what teachers should know and be able to do to help students learn.” Therefore, the UMD staff and the SMCPS staff jointly agreed that the overall intended outcomes of professional development for the system level staff were twofold. The first set of outcomes was that teachers would be competent in understanding the processes of engagement with information text. These processes include the cognitive strategies and competencies of oral reading fluency, inferencing with information text, and causal reasoning to build knowledge from text. The second set of outcomes related to teachers’ competencies for supporting student engagement and motivation in information text include:

(a) Increasing interest by making text relevant to students’ experience and knowledge (connections).

(b) Increasing ownership of reading by enabling students to be self-directed and to make choices during reading of information text (choice).

(c) Increasing students’ sense of efficacy in reading information text by enabling them to be successful and set goals for their reading (competence).

(d) Assuring collaboration between students for building knowledge from information text by constructing collaborative reasoning activities (collaboration).

Collaborative planning between the University and the school system also resulted in a mutual decision that effective professional development requires a continuous series of staff exposures. Professional development would be strategically planned and implemented to:

- Allow staff opportunities to build knowledge, skills, and processes.
• Allow for awareness, exposure, and guided practice within the workshops.
• Structure in-classroom coaching support and independent practice beyond the workshops.
• Provide check points for re-teaching and extension of the content knowledge, skills, and processes throughout the school year.

The UMD and SMCPS staffs agreed to a series of professional development dates that would span the course of the project. The first professional development was designed as a two-day workshop that occurred at the close of the Year 1 school year. The specific goals for this initial two-day professional development were that teachers and administrators would:

1. Recognize reading as learning in all disciplines.
2. Participate in the process of learning from information text.
3. Understand the cognitive processes of reading information text.
4. Understand motivation processes as they relate to reading engagement.
5. Discuss five motivation practices that support engagement in reading.

3. Participants in PD

MTPDS and NSDCS recommend that “Professional development is most effective when there are strong leaders,” and “Professional development is most effective when it takes place in vibrant professional learning communities.” Consequently, in this project we included diverse stakeholders who spanned the full range of school central office supervisors and administrators to school-based administrators, instructional support teachers, seventh grade reading/language arts teachers, and special education support teachers. This partnership established a common knowledge base and the parameters for a continuous process of implementation and follow-up.

The workshop was led by UMD staff with the support of key staff from SMCPS. The attendees reflected a blend of school system and University professionals including:
<table>
<thead>
<tr>
<th>Position</th>
<th>Affiliation</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Project Investigator</td>
<td>University of Maryland</td>
<td>Lead planner and presenter for the workshop</td>
</tr>
<tr>
<td>Co-Principal Project Investigator</td>
<td>University of Maryland</td>
<td>Planner and participant</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>St. Mary’s County Public Schools</td>
<td>Planner and presented welcome</td>
</tr>
<tr>
<td>Project Research Policy Advisor</td>
<td>University of Maryland</td>
<td>Planner and participant</td>
</tr>
<tr>
<td>Professional Development Specialist</td>
<td>University of Maryland</td>
<td>Co-lead planner and presenter</td>
</tr>
<tr>
<td>Project Education Director</td>
<td>University of Maryland</td>
<td>Planner, presenter, participant</td>
</tr>
<tr>
<td>Project Administrative Assistant</td>
<td>University of Maryland</td>
<td>Organizational facilitator</td>
</tr>
<tr>
<td>Director of Secondary Education and School Improvement</td>
<td>St. Mary’s County Public Schools</td>
<td>Planner</td>
</tr>
<tr>
<td>Middle School Principal Representative</td>
<td>St. Mary’s County Public Schools</td>
<td>Participant</td>
</tr>
<tr>
<td>Reading/Language Arts Supervisor</td>
<td>St. Mary’s County Public Schools</td>
<td>Planner, presenter, and participant</td>
</tr>
<tr>
<td>Director of Professional Development and Organizational Development</td>
<td>St. Mary’s County Public Schools</td>
<td>Planner</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>St. Mary’s County Public Schools</td>
<td>Planner</td>
</tr>
<tr>
<td>Two Middle School Instructional Reading Resource Support Teachers</td>
<td>St. Mary’s County Public Schools</td>
<td>Participants</td>
</tr>
<tr>
<td>Fifteen Seventh Grade Reading/language Arts Teachers</td>
<td>Representing each of the four St. Mary’s County Public Middle Schools</td>
<td>Participants</td>
</tr>
<tr>
<td>Five Seventh Grade Reading/language Arts Inclusion Special Education Teachers</td>
<td>St. Mary’s County Public Schools</td>
<td>Participants</td>
</tr>
<tr>
<td>Five Doctoral Graduate Students</td>
<td>University of Maryland</td>
<td>Organizational facilitators and participants</td>
</tr>
</tbody>
</table>

This initial professional development occurred after the close of the teachers’ work year.

In an effort to encourage participation beyond a monetary reinforcement, the University and
school system staffs partnered with the Maryland State Department of Education (MSDE) to offer the participants continuing education credits (See Appendix A pp. 29-32– Maryland Teacher Professional Development Planning Form for Continuing Professional Development Experiences). This allowed the teaching staff to experience firsthand one of the basic premises of engagement, “choice.” Teachers were offered the opportunity to participate for a daily monetary amount or to extend their learning credentials by selecting to receive MSDE continuing education credit.

This partnership of local, state, and University leaders set a positive tone for teachers and reflected the high quality expectations of the University and school system staff for professional development. In addition, it modeled for teaching staff the value of working collaboratively with external school support staff to enable school sites to function as “vibrant professional learning communities” (See Appendix B p. 33–Registration Announcement for June 2008 Professional Development Workshop).

4. Overview of PD Activities

The two-day professional development was planned and designed to provide a high degree of active, engaged learning. We modeled the cognitive instructional reading strategies and the motivation components of engagement in information text. Then, participants were immediately engaged in collaborative, hands-on, guided practice opportunities. Individual and group feedback on implementation of this knowledge in the classroom was embedded throughout the two days. The professional development intertwined instruction in the engagement practices of choice, competence, collaboration, and connections with the cognitive processes of reading fluency, inferencing, and causal reasoning to build knowledge from information text.
On the first day, we introduced CORI with a Mini-CORI. The motivation engagement practices of interest (connections), confidence (competence/leveled text), collaboration, ownership (choice), and mastery goals were introduced and practiced in the Mini-CORI lesson. Thus, we established the groundwork for Day 2 activities and instruction that reinforced and expanded participants’ knowledge, skills, and researched-based understanding of the core skills and processes targeted in Day 1.

During both days we afforded participants multiple opportunities to explore and experience the strategies that support gaining knowledge from information text. Throughout the two days, we modeled scaffolding activities for the teachers to aid them in building students’ competence, collaboration to comprehend text, choice, and connections (knowledge). Through engagement in the professional development, teachers and other participants gained a greater appreciation for the role that information text plays in adolescents acquiring the knowledge needed to be competent, engaged readers and learners (See Appendix C pp. 34-44–Middle School Reading: Engagement and Achievement and Two-Day Agenda).

The professional development leadership provided a structured workbook for each participant (See Appendix D pp. 45-58–Professional Development (PD) Workbook). Additionally, leadership staff established a “Parking Lot” for questions/comments regarding each day’s sessions (See Appendix E p. 59–Parking Lot Questions and Answers). Posted questions were reviewed by the presenters and addressed either at the end of the session or at the start of Day 2.

5. Day 1

Overview. On Day 1, the teachers explored the basic components of Concept-Oriented Reading Instruction (CORI) and its strategies and motivational practices. Activities were
designed to immediately engage participants in the CORI practices by using information text that supported local middle school science goals. Sequential presentations followed by guided practice allowed for no fault learning opportunities that built the participants’ knowledge, skills, and confidence with the guiding principles of CORI and the classroom motivation supports for student engagement. Knowledge building using middle school core content (science) materials allowed for teacher recognition of the applicability of the information texts and videos to their students. We specifically designed this approach to build the bridge for the teachers to recognize and support the transferability of workshop instructional practices into their classrooms.

**Four Square Activity.** After a brief welcome and common goal setting introduction, we initiated Day 1 with a collaborative Four Square activity. This challenged participants to think about their current practices regarding key concepts of the professional development. The activity also enabled the professional development staff to assess the participants’ knowledge and practices in these areas (See Appendix F pp. 60–63– Four Square Activity: Teachers’ Answers). Participants interacted in teams of five (collaboration), walking around together and charting (demonstrating knowledge) answers to the following questions:

1. What is your understanding of guided reading? Example responses included: small group; individual immediate intervention; attending to students’ needs, leveled text.
2. Describe the characteristics of your most proficient readers. Example responses included: very fluent; self-motivated; excited about reading/learning; strong in reading preferences.
3. Describe the characteristics of your least proficient readers. Example responses included: not fluent; not motivated; avoid reading at all costs; act out to avoid reading; “bored”;
   have difficulty selecting texts to read.
4. In what ways do students in your class demonstrate their reading comprehension?
   Example responses included: discussions; projects; journals.

5. Name two specific ways that you support struggling readers. Example responses included: one: small group; modeling; interventions for difficulties.

6. How do you motivate your students to read? Example responses included: fluency graphing; allowing student choice; incentives; library visits.

Teachers shared their results and participated in whole group discussion. We guided teachers to recognize commonalities of strategies and concerns regarding struggling readers.

6. Mini-CORI

   Relevance Via Video. On Day 1, we also provided participants with an introduction to a Mini-CORI unit designed to model engagement strategies and target cognitive processes in reading. The CORI activities allied with the locally-based science goal: “Explain how weather conditions interact in a storm” to introduce the participants to using content to build knowledge. In addition, it established the expectation for the concept of reading/language arts teachers using information text to support students.

   The lead presenters modeled the use of whole group brainstorming to engage participants in establishing prior knowledge and developing interest in scientific concepts. They modeled collaborative activities with individuals, pairs, teams, and/or whole group interactions, followed by feedback.

   The presenters modeled knowledge building and making connections by actively engaging participants in note taking with open-ended pages and guided questions. Through modeling “Think-Pair-Share” activities, participants were guided to practice a teaching strategy
that is collaborative and that builds interest and knowledge with information text. Collaborative discussions occurred early on the first day and continued throughout the two days.

To build relevance for reading, a major component of CORI, we used a United Streaming video from Discovery Education. Teachers will use a variety of preselected video links in their classrooms to build interest and connections to prior knowledge. Workshop participants viewed a 3-minute video clip on hailstorms that sparked interest and stimulated discussion. Afterward, they recorded notes using an open-ended note taking page that was simply titled, “Hailstorm Notes” (See Appendix D p. 47). Teachers recorded, as students will, what was most noteworthy to them from the video, (choice, interest, knowledge building, and ownership). Notes included such comments as:

- Small – large balls of ice formed by layers, pea size to large
- Hail created in updrafts of winds up to 100 mph
- Most hail in hail alley – Colorado, Nebraska
- Bad storm in Munich, Germany
- Very damaging to crops, buildings, cars
- Up to 60 mph
- Not in hot countries
- Temperate zone – summer, spring

**Conceptual Knowledge Building from Text.** Participants then engaged in collaborative sharing of their notes. Rich discussion occurred as pairs recognized common notes and areas of difference. Teachers readily shared and enriched their understanding of hailstorms. To add to their knowledge, they read the text, *Scholastic Atlas of Weather, pp. 34-35 (See Appendix G*}
Teachers were guided to add to their notes based upon the text reading and then shared their ideas with a partner.

We modeled a final level of guided collaboration, participation, and practice with a graphic organizer that structured knowledge building and causal reasoning using the informational text, video, and discussions from prior activities (See Appendix H p. 66 - Weather Interactions in Hailstorms: Teacher Responses). Teachers first discussed, shared, and posted their background knowledge for each of the four weather conditions to ensure a baseline level of understanding. Teachers then applied their new knowledge within each of these specific categories using information gained from video, discussions, and text. We introduced causal reasoning through the use of four weather conditions and the question, “How does it contribute to a hailstorm?” Participants developed notes which would help guide them to a final expression of knowledge.

**Sample Teacher Response Chart Weather Interactions in Hailstorms**

<table>
<thead>
<tr>
<th>Weather condition</th>
<th>How does it contribute to a hailstorm?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIR</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Wind              | .Creates a super cell and causes water droplets to travel through the cell  
                   | .Is a part of the thunderstorm  
                   | .Creates an up and down cycle within the clouds  
                   | .The stronger the winds, the more cycling of the balls  
                   | .Cannot support the weight of the ice ball |
| Temperature       | .Temperate zones foster hailstorms  
                   | .Effects formation of hail  
                   | .Change of temperature influences formation |
| **MOISTURE**      |                                        |
| Clouds            | .Creation of a cumulonimbus cell to provide the structure for the creation of hail  
                   | .Storm forms in cloud |
| Precipitation     | .Water vapor that travels through the cloud and adds layers of ice  
                   | .Type of precipitation  
                   | .Most destructive  
                   | .Multiple layers of ice |
Debrief Video. Presenters led a group discussion using guiding questions to raise the participants’ awareness of the role that interest plays in engaging adolescents in information text reading and knowledge building. Participants readily shared answers to the following questions:

1. How did the video help you understand hailstorms? *It was dramatic! It provided a visual to link to the reading. It gave information that the reading did not. It shared information that I did not know. It made me curious to learn more.*

2. How did the text help you understand the hailstorms? *It gave information that the video did not have. It provided several graphic charts to help me understand. It allowed me to reread key ideas.*

3. What was interesting to you? *The onion comparison, the embryo comparison. How they are formed. The speed with which hail falls. I wanted to learn more.*

Consensus was that this format would definitely build interest and engagement for adolescent readers.

While maintaining a workshop structure that continued to engage participants in activities that modeled connections, choice, and collaboration, we introduced tasks in the cognitive reading processes of fluency and inferencing. The goals for each of these activities included helping participants to link fluency and inferencing with confidence building and comprehension.

Fluency. Teachers worked in pairs and each partner chose one of four poems from the book, *Storm Coming!* by Audrey B. Baird (See Appendix I pp.67-72). Pairs read poems aloud with the reader being tasked to “read to make it interesting” and the listener being required to “identify words read with the most expression.” Once again, participants demonstrated great enthusiasm for choosing their favorite poem. Teachers indicated that poem choice was based on personal likes: *Thunder Chunks Falling* included a cat and a dog; *Matinee Storm Concert by the
Midsummer Philharmonic contained interesting sound words, etc. Teachers voiced interest in allowing their students to practice fluency in this way. They expressed an understanding of the role this strategy would play in boosting students’ confidence with and understanding of text. They also understood the role of choice/personal interest in building ownership.

**Guiding Questions for Fluency: Expressive Reading**

- What words did you use to make it interesting? “Words that conveyed sounds, emotions”
- What else did you do to read expressively? “Changed the volume of my voice, emphasized important words, had expression on my face”
- How did this activity influence your confidence with text? “Each reading allowed me to understand it better; I enjoyed it more on the second reading; my partner read it with different inflection and it made it more interesting I learned another way to read with expression”

**Strategy Instruction: Inferencing.** For the initial introduction of the cognitive process of inferencing, we used a simple seven sentence paragraph from the text, Weather p. 34. Teachers identified inferences for each sentence using an inferencing scaffold.

**Guiding Questions for Comprehension Instruction: Inferencing Scaffold**

- What does that mean?
- What does that connect to?
- Why is it important?
- How do you explain it?

See Appendix D p. 49 - Inferencing Guide

The group was impressed as sentence by sentence, they were able to quickly make meaning and generate a list of 25 inferences from such a short passage (See Appendix J p.73 – Teacher Responses to Group Inferencing Activity: Hailstorms).

We provided follow up, guiding the participants to practice the inferencing scaffold in differentiated groups. Guided reading occurred using above-grade level, on-grade level, and struggling readers’ information text. Participants used the inferencing scaffold to add new knowledge to their weather charts. Once again, we guided participants to make the link between their success with this scaffold and that which could happen for students who were trained to use
this in their reading of information text. Teachers also experienced modeling of the structure and purpose of guided reading groups in the classroom.

**Collaboration in Reading to Learn.** Teachers experienced a collaborative structure scaffold that guides students to work together to demonstrate knowledge learned from CORI instruction as a culminating activity for Day 1. In teams, participants moved from an activity demonstrating their knowledge with one layer of choice: creating a composite Hailstorm diagram (*See Appendix K pp.74-75 Hailstorm Diagrams: Team Guidelines and Teacher Examples*), to a more open-ended activity that allowed for multiple layers of choice, *Storm Activities* (*See Appendix L pp.76-80- Storm Activities: Guidelines and Teacher Examples*).

**Debrief Motivation Practices.** In addition, we guided participants through a review of the motivation support practices that were modeled and scaffolded on this day. First individually, and then as a whole group, participants identified supports for the engagement practices of: choice/engagement, collaboration, success/competence, relevance/connections, mastery, and valuing learning. Discussion revolved around two guiding questions:

1. When did the engagement supports happen?
2. What effect did the engagement supports have on you?

Group charting of the activities allowed participants to check their notes and to discuss how practices were not singular events, but present in multiples. Discussion allowed participants to understand conceptually and cognitively how all the principles were practiced and interwoven in effective, classroom instructional practices.
Teacher Responses to Classroom Motivation Practices

<table>
<thead>
<tr>
<th>Choice</th>
<th>Collaboration</th>
<th>Success Competence</th>
<th>Relevance Connections</th>
<th>Thematic Unit</th>
<th>Valuing Learning Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay or poster</td>
<td>Allowing everyone to have a role in collaboration</td>
<td>Clarification within the group</td>
<td>Inferencing, making personal connections to text</td>
<td>All activities were linked to weather conditions.</td>
<td>Members shared enthusiasm for the project</td>
</tr>
<tr>
<td>Choice of topic and method</td>
<td>Pairs and teams</td>
<td>Leveled texts</td>
<td>Previewing text activated prior knowledge</td>
<td>Storms were present in all informational text.</td>
<td>Goals and criterion for final project</td>
</tr>
<tr>
<td>Choice of poem</td>
<td>Inferencing guide with partners</td>
<td>Use of graphic organizer</td>
<td>Working on project as a group without testing or written assessment</td>
<td>Re-reading, discussion, questioning, and clarifying the information until we got it</td>
<td></td>
</tr>
<tr>
<td>Role, partner as well as group choice</td>
<td>Think-Pair-Share</td>
<td>Repeated readings</td>
<td>Collaboration scaffold</td>
<td>Making inferences from prior knowledge</td>
<td></td>
</tr>
</tbody>
</table>

See Appendix M pp.81-83– Teacher Responses to Classroom Motivation Practices and Practices for Engagement

7. Day 2

Overview. As noted earlier, on Day 2, teachers participated in activities that reinforced and expanded their knowledge, skills, and researched-based understanding of the skills and processes targeted on Day 1. We provided participants with opportunities to further practice strategies and to expand and strengthen their knowledge and understanding of cognitive and motivation strategies that engage adolescents in information reading and knowledge building.

School District’s Goals. In addition, it was essential that we reinforce the project goals with SMCPS staff support. Therefore, this day included a presentation that linked current SMCPS middle school reading/language arts teaching initiatives and practices with the UMD
project goals. We reassured the teachers that this project and professional development were not adding another level of “new” requirements and tasks into their challenging days, but rather supporting and enhancing their current practices. If there was to be carryover into classroom implementation, this linking and support building was critical (See Appendix N pp. 84-85 – Linking UMD Project to SMCPS Seventh Grade Reading).

**Information Text Features.** Day 2 kicked off with an activity linking Day 1 with Day 2 being structured around information text. Participants mingled and discussed information books that they had recently read that fit into one or more of six categories (See Appendix D p.57 Autographs). After a lively discussion with each other, participants shared examples with the group. This activity set the stage for a day filled with activities that explored information text, modeled a summarizing scaffold, and expanded participants’ knowledge base for the cognitive processes of fluency, inferencing, and the theories and practices for motivation. Participants continued to gain knowledge, practice, and competence with concepts, skills, and strategies throughout.

Teachers explored information books, discovering how information text structure is organized, and establishing teacher strategies for quickly leveling information text. Participants worked individually, in pairs, and in small groups. Whole group sharing and feedback were structured around the following key questions:

1. What qualities and features make these books interesting?
2. How are the books in your collection connected?
3. How do books support each other within the theme?
4. How is information text organized?
5. What criteria did you use to sequence (level from easiest to most difficult) in your collection?

6. How do books support varying ability levels of students?

7. Which books would suit high achieving students, low achieving students?

8. What are some benefits of using information text in your classroom?

(See Appendix O p. 86 –Features of Information Text: Teachers’ Answers and Appendix P- p. 87 Benefits of Using Information Text: Teachers’ Answers.)

**Strategy Instruction: Summarizing.** We introduced a summarizing scaffold that could be used in guided reading groups to help students engage with information text (See Appendix Q p. 88 – Summarizing). The scaffold provided teachers with an instructional strategy that could be implemented prior to the CORI 2 intervention. It would form the basis for implementation of overarching instructional processes that would be used in the intervention phase, but would not be a targeted data collection point. The use of the summarizing scaffold met system goals and was supported with an agreed upon implementation plan (See Appendix R pp. 89-90 - Plan for Teaching with Non-fiction Texts: Strategy Instruction for Information Text).

The summarizing process involved a variety of presentations and practices that followed effective professional development practices. First, the scaffold was introduced with a whole group reading of a passage on weather. We modeled summarizing using the key words to construct a two to three sentence summary of the passage. While this process engaged and instructed participants, it also modeled a transferable classroom instructional process.

The teams wrote summaries that were similar, but not identical. Team summaries were shared, allowing teachers to identify how students could go from whole group to teams and use a
supportive scaffold to demonstrate text comprehension. Examples of summaries using the same passage included:

- “Clouds that contain gas, ash, and dust caused by the eruptions of active volcanoes and the one-time collision of a comet cooled earth’s climate.”
- “Comets and volcanoes can be responsible for creating a slight change in the earth’s temperature.”

(See Appendix S pp. 91–93 Team Summaries after Whole Group Summarizing Scaffold: Volcanoes and Comets.)

Collaborating to Summarize. Next, we divided the participants into two reading groups, and summarizing was expanded to differentiate for a range of classroom readers. We modeled guided reading groups using an on-grade level text and a struggling reader text. Teachers worked in pairs using the scaffold to read a text and to write a two to three sentence summary. Once shared, teachers were amazed to see how pairs could read the same text and produce conceptually similar but different summaries (See Appendix T p. 94-96 - Team Summaries from Text: Global Warming; Shaping Earth’s Climate).

Finally, in follow-up discussion, we guided participants through the parameters of summarizing theory. By modeling paired with guided practice, participants were able to link the theory with instructional practice, demonstrating their knowledge gained from information text. Teachers expressed confidence that with coaching support in their classrooms, they would be able to successfully implement this scaffold with information text (See Appendix U p. 97–98 Summarizing Theory).

Fluency Instruction. On Day 2, teachers worked in groups to apply the principles of fluency instruction learned in Day 1 with more challenging pieces of information text and linked
motivation practices to the activities. Participants built competency in fluency instruction through guided discussions and work with difficult text.

Dr. Guthrie provided a brief overview of fluency theory. It emphasized how different forms of fluency increase students reading comprehension. Main points on a PowerPoint presentation are presented next.

**Guiding Points of Fluency Theory Shared**

- Enables comprehension; enables language processes; enables knowledge links
- Automaticity theory
- Instructional practices; repeated reading for meaning; not reading for speed
- Fluency activities – pairs, teams – reader/listener roles

Teachers next identified how different scenarios of student text interaction related to the instructional practices for motivation support. In teams they filled in the chart below.

**Instructional Practices for Motivation in Fluency**

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Choice</th>
<th>Collaboration</th>
<th>Success</th>
<th>Thematic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify words or phrases in their storm poem that represents the weather conditions they are learning about.</td>
<td>Students decide which words in their poem to emphasize with the most expression.</td>
<td>Students read poems expressively to each other in pairs. Listener provides feedback to reader. Partners switch roles.</td>
<td>Students read storm poems expressively to an audience. Audience identifies parts of the poem read most expressively.</td>
<td>Students watch video clips of severe thunderstorms and then read poetry about storms with expression.</td>
</tr>
</tbody>
</table>

**Inferencing Instruction.** Teachers next performed inferencing activities with much more difficult text to learn the challenges students face. After successfully performing inferencing with difficult text, teachers listened to a brief (5 minute) presentation of the theoretical role of inferencing in reading according to Dr. Guthrie. The main assertions presented on PowerPoint are listed next.

**Inferencing Theory Guiding Points**

- Inferences elaborate test base; link to knowledge (memorable);
- Aids transfer due to flexible knowledge;
• Empowers comprehension (increases reading skill);
• Inferencing may be automatic – for easy text, interesting topics, high-ability students;
• Inferencing may be deliberate – for hard text, boring topics, low-ability students

Next, teachers classified student learning scenarios for inferencing into the motivation practices of CORI. With team discussions, they filled in the chart below.

**Instructional Practices for Motivation in Inferencing**

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Choice</th>
<th>Collaboration</th>
<th>Success</th>
<th>Thematic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read text chapter about wind. Students generate inferences by connecting reading to their observations of wind in their neighborhood.</td>
<td>Students select one form of precipitation to read about. Students record their personal inferences as they read.</td>
<td>During guided reading, students scaffold each other using questions on the inferencing guide.</td>
<td>Students show 2 good inferences to a peer. They explain them and the text they came from.</td>
<td>Students draw a poster that demonstrates their knowledge of how weather conditions, (wind, temperature, clouds, etc.) interact in a storm.</td>
</tr>
</tbody>
</table>

8. **Closing**

To close, we played a *Jeopardy* game with teams answering questions covering the major cognitive processes and motivation strategies practiced in the workshop (*See Appendix V pp.99-100 – Jeopardy – Assessing Participants’ Knowledge*).

9. **Evaluation/Feedback**

Evaluation and feedback regarding professional development are critical features of effective workshops. As recommended in the NSDCS and MTPDS, “Rigorous evaluations assess the impact of professional development on teaching and student learning.” Meaningful, targeted evaluation and feedback are essential to guiding the professional development staff in providing strategic follow-up support and re-teaching, clarification, and extension in future workshops as well as in classroom coaching. Keeping this in mind, we crafted an evaluation tool that was targeted to the essential features of this two-day workshop (*See Appendix W pp. 101-103 – Professional Development Evaluation Questionnaire*).
At the close of the professional development, 16 of the 22 SMCPS teachers and support staff had attended both days of the PD. Of this number, 100% of the teachers and teacher support staff completed the evaluation questionnaire. Due to prior commitments, some participants were not able to attend both days. Therefore, an August follow-up professional development day was provided at the opening of the new school year.

The evaluation/feedback questionnaire was designed to elicit feedback regarding the overall components of the workshop and the strength of the implementation of the identified goals for this initial professional development. In addition, open-ended questions allowed for qualitative feedback regarding activities of value and suggestions for improving future workshops.

Participants responded using a five-point scale that targeted four major aspects (content, design, results, and delivery) of the workshop. They assigned a numerical value (1-5) for each of 23 items as follows:

- "Strongly agree,” or the highest, most positive impression - 5
- "Neither agree nor disagree,” or an adequate impression - 3
- "Strongly disagree,” or the lowest, most negative impression – 1
- N/A, if the item is not applicable to this workshop.

The following table summarizes the results of the evaluation and feedback:

| REAL Professional Development Evaluation Questionnaire Composite Feedback Summary |
|-----------------------------------------------|-------------------------------|----------------|
| **Area Rated**                               | **Range of Responses**        | **Mean of Responses** |
| Workshop Content                             | 4.81-5.00                     | 4.89             |
| Workshop Design                              | 4.75-5.00                     | 4.90             |
| Workshop Results                             | 4.87-4.93                     | 4.90             |
| Workshop Delivery                            | 4.62-4.93                     | 4.79             |
Qualitative responses were guided by two open-ended questions with 100% of the respondents providing feedback on the first question and 15 of the 16 respondents providing comments for the second question. The open-ended questions were:

- What were some of the activities that were valuable to you in this workshop?
  - The scaffolding exhibited helps me to see how it is accomplished.
  - The way you highlighted the passage to make a good summary.
  - Inferencing activities and summarizing
  - Practice in the inferencing and summarizing tasks
  - Inferencing guide, collaboration, a chance to work with other teachers as well as teachers from my own school
  - Summarizing and inferencing lessons, understanding the components of student engagement
  - Summary activity, leveling and rating the books
  - Inferencing guide, scaffolding of texts with same information
  - I really saw the importance of putting kids in groups so that they could talk through their knowledge.
  - The summarizing, circling, and underlining, the information
  - All
  - Inferencing more difficult text with partner
  - Ability to talk with my team and exchange ideas within the group

- What suggestions do you have for improving this workshop?
  - I really have NO suggestions. Your presentations were highly motivating and time flew by.
  - I enjoyed this one. I wasn’t bored and stayed on task.
  - Give it to all SMCPS teachers!! The theory and activities can enhance all classrooms! Thank you very much!
  - Overall the workshop was well worth my time and effort. I look forward to implementing these ideas in my classroom and to the next workshop.
  - None! This was fantastic!!
  - NONE!
  - Bring another one that is similar in 6 months so that these ideas and new ones stay fresh!

The participants’ responses were specific and provided invaluable feedback regarding the strengths of this workshop and future design modifications that might enhance the next professional development workshop. Overall, comments and suggestions were positive and supportive. Evaluation results indicated that the teachers were highly engaged and receptive.
Feedback indicated an overwhelming desire to implement the new concepts and skills in the classroom and to return for continuing professional development (See Appendix X pp. 104-107 – Professional Development Evaluation Questionnaire Feedback Summary).

10. Next Steps for Professional Development

As noted earlier, effective professional development is part of an ongoing process that allows school staffs to grow into collaborative learning environments that address the diverse needs of the students. The two-day professional development presented in June 2008 was the first in a series of professional development workshops that will culminate in the implementation of the first CORI 2 in the Spring of 2009. Year 2 of the project embeds extensive professional development opportunities into the school year. Continuing workshops that build on and extend the June base will be provided throughout the school year. The activities will be varied and staggered over the school year to provide ongoing support and knowledge building. Workshop modifications will be guided by analysis of the evaluations.

We will continue to provide strategy implementation support for the teachers, supervisors of reading/language arts, and the instructional resource teachers for reading at each middle school. Opportunities for teachers to discuss implementation successes and challenges will be an ongoing part of the professional development workshops and school-based collaborative teams.

11. Summary

During this initial training, teachers gained an appreciation and understanding of the power of guiding adolescents with comprehending and building knowledge from information text. Participation and feedback were highly rewarding and valued. In addition, the teachers’ knowledge regarding the key motivation practices that support engagement in reading was successfully established. This blending of theory, practice, and classroom strategies will form the
basis for ongoing professional development in cognitive reading strategies with motivational supports. The ground work has been set. The system, school level, and classroom staffs are ready for the next steps in their journey to self-efficacy for engaging adolescent readers in information text and knowledge building.
List of Appendices

A. Maryland Teacher Professional Development Planning Form for Continuing Professional Development Experiences pp. 29-32
B. Registration Announcement for June 2008 Professional Development Workshop p. 33
C. Middle School Reading: Engagement and Achievement and Two-Day Agenda pp. 34-44
D. Professional Development (PD) Workbook pp. 45-58
E. Parking Lot Questions and Answers p. 59
F. Four Square Activity: Teachers’ Answers pp. 60-63
G. Hail (from Scholastic Atlas of Weather pp. 34-35) pp. 64-65
H. Weather Interactions in Hailstorms: Teacher Responses p. 66
I. Storm Coming! Poems by Audrey B. Baird pp. 67-72
J. Teacher Responses to Group Inferencing Activity: Hailstorms p. 73
K. Hailstorm Diagrams: Team Guidelines and Teacher Examples p. 74-75
L. Storm Activities: Guidelines and Teacher Examples pp. 76-80
N. Linking UMD Project to SMCPS Seventh Grade Reading pp. 84-85
O. Features of Information Text: Teachers’ Answers p. 86
P. Benefits of Using Information Text: Teachers’ Answers p. 87
Q. Summarizing p. 88
R. Plan for Teaching with Non-fiction Texts: Strategy Instruction for Information Texts pp. 89-90
S. Team Summaries After Whole Group Summarizing Scaffold: Volcanoes and Comets (pp. 48-49 in Scholastic Atlas of Weather) pp. 91-93
T. Team Summaries from Text: Global Warming: Shaping Earth’s Climate (from Scholastic Atlas of Weather pp. 50-51) pp. 94-96
U. Summarizing Theory pp. 97-98
V. Jeopardy – Assessing Participants’ Knowledge pp. 99-100
W. Professional Development Evaluation Questionnaire pp. 101-103
X. Professional Development Evaluation Questionnaire Feedback Summary pp. 104-107
Appendix A

Maryland Teacher Professional Development Planning Form
for Continuing Professional Development Experiences
Planning Prompts Only

The planning form is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Title of Experience

| Professional Development for Adolescent Engagement in Information Text |

For CPD, include CPD application cover page.

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

The intended outcomes of this professional activity are that teachers will be competent in understanding the processes of engagement with information text. These processes include cognitive strategies and competencies including oral reading fluency, inferencing with information text, and causal reasoning to build knowledge from text. The second set of outcomes relate to teachers’ competencies for supporting engagement in information text including: (a) increasing interest by making text relevant to students’ experience and knowledge, (b) increasing ownership of reading by enabling students to be self-directed and to make their choices during reading information text, (c) increasing students’ sense of efficacy and confidence in reading information text by enabling them to be successful and set goals for their reading effectively, and (d) assure collaboration between students for building knowledge from information text by constructing collaborative reasoning activities. Teachers who participate will include Grade 7 teachers in reading/language arts and special education teachers who support their students in this inclusive setting. The professional activities that will take place include reviewing of teachers’ current practices that support engagement in information text, reviewing research on evidence for key classroom practices that foster engagement, viewing videos of engagement support in classrooms, and interacting with a teacher’s guide that provides a framework for classroom practices that facilitate cognitive and motivational processes in reading from information text.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

The student learning needs related to this professional development activity consist of relatively low reading comprehension for information text among middle school students. Because reading from literary text is emphasized in reading/language arts...
throughout elementary school, students are often in need of specific strategies relevant to science and social studies texts. The professional knowledge and skills the teachers need to master effectively address these needs, including explicit classroom practices that support strategic reading and motivation for learning from text. Practices that support cognitive processes and strategies include direct instruction in the forms of modeling, scaffolding, guided practice, and expressive activities. The classroom practices relevant to improving motivation for learning from information text include the following: (a) making text relevant to students’ experience and background knowledge (to improve interest), (b) enabling students to direct their learning through choices and input into the learning activities (to increase ownership and perceived autonomy), (c) enabling students to successfully read text orally and comprehend the basic gist of the material (to build self-efficacy), (d) providing collaborative activities that increase comprehension through social interaction (to show purposes for reading), and (e) providing thematic units of information text combined with fiction reading (to increase mastery goals for deep learning from text). The research base for this professional development program is synthesized in a recent publication by John T. Guthrie, the program director, entitled Engaging Adolescents in Reading, which integrates more than 140 studies of engagement and classroom practices that foster engagement in secondary schools. The data used to identify student learning needs include the Maryland School Assessment Outcomes, the fluency and comprehension measures provided by St. Mary’s County Public Schools (SMCPS), and additional data to be supplied by the research partnership of SMCPS with the University of Maryland, including measures of comprehension consisting of the Gates-MacGinitie Reading Comprehension Test and fluency consisting of the Woodcock- Johnson Fluency Test.

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all that apply)

<table>
<thead>
<tr>
<th>Grade level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ PreK-2</td>
</tr>
<tr>
<td>☐ Gr. 3-5</td>
</tr>
<tr>
<td>☒ Gr. 6-8</td>
</tr>
<tr>
<td>☐ Gr. 9-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ English</td>
</tr>
<tr>
<td>☐ Math</td>
</tr>
<tr>
<td>☐ Science</td>
</tr>
<tr>
<td>☐ Social Studies</td>
</tr>
<tr>
<td>☐ Foreign Languages</td>
</tr>
<tr>
<td>☐ Fine Arts/Humanities</td>
</tr>
<tr>
<td>☒ Special Education</td>
</tr>
<tr>
<td>☐ English Language Learners</td>
</tr>
<tr>
<td>☐ Health/P.E.</td>
</tr>
<tr>
<td>☐ Career Prep</td>
</tr>
<tr>
<td>☐ Other</td>
</tr>
</tbody>
</table>

Which of the following are also expected to participate in the professional development?

| ☒ Principals/Other School Leaders |
| ☒ Resource Teachers, Mentors, Coaches |
| ☐ Paraprofessionals |
| ☐ Other |

Will the participants work as members of a group or team? ☐ YES ☐ NO

What strategies will be used to ensure that teachers and others who are the intended participants do, in fact, participate?
Appendix A (cont.)

Professional development workshops will be scheduled with the district schools and teachers more than six months prior to the events, enabling individuals to plan for participation. The district administration and school principals are collaborators in the partnership for this professional development activity and will encourage teachers to participate and implement the guidelines of the workshops.

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator(s) address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Indicators for the outcomes will include two sources consisting of teacher questionnaires regarding classroom practices and observations of classroom instruction. The first set of intended outcomes of this professional activity includes:

a) teacher competency in understanding the processes of engagement with information text which include cognitive strategies, and
b) teacher competency in understanding the processes of oral reading fluency, inferencing with information text, and causal reasoning to build knowledge from text.

The second set of outcomes relate to teachers' competencies for supporting engagement in information text including:

a) increasing interest by making text relevant to students' experience and knowledge (Questionnaire items and observations of classroom activities will indicate the degree to which classroom practices of strategy instruction and engagement support are adapted to students' needs for this practice),
b) increasing ownership of reading by enabling students to be self-directed and make their choices during reading information text (Questionnaire items and observations of classroom activities will indicate the degree to which classroom practices of strategy instruction and engagement support are adapted to students' needs for this practice),
c) increasing students' sense of efficacy and confidence in reading information text by enabling them to be successful and set goals for their reading effectively (Questionnaire items and observations of classroom activities will indicate the degree to which classroom practices of strategy instruction and engagement support are adapted to students' needs for this practice),
d) assure collaboration between students for building knowledge from information text by constructing collaborative reasoning activities (Questionnaire items and observations of classroom activities will indicate the degree to which classroom practices of strategy instruction and engagement support are adapted to students' needs for this practice).

The priority for the school district consists of increasing reading achievement for students in grades 7 and 8. This goal is fostered through explicit attention to teaching practices relevant to improving information text comprehension for students at these grade levels. The outcomes will be observable within six months following the workshops relevant to fostering a particular outcome.
Appendix A (cont.)

Section 4: Professional Learning Activities and Follow-Up
Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Strategies to ensure full participation include the practice of holding this workshop in a staff development location that is not included within a school to prevent local priorities from interfering in the professional development activities. In addition, teachers will work in pairs and small teams, and full accountability to the partnerships and teams will be emphasized. Teachers will also write reactions to workshop activities and intended goals for their teaching that will be collected by the professional development implementers.

The school principals and other leaders will facilitate the workshop by emphasizing its importance to the participants and the function that this workshop will play in the schools’ improvement plans. The principals and school leaders have been presented with outlines of the professional development activities, the instruction that will be expected to occur following these activities, and the nature of materials that will be used during classroom instruction related to this professional development. The professional development is expected to complement the district designs for teachers’ increasing capabilities in the use of data for instructional decision-making and the inclusion of research-based practices in the classroom.

Section 5: Evaluation Plan
Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

The evaluation plan will consist of a short answer questionnaire provided to teachers following the workshop that will include teachers’ rating of the importance and practical utility of the individual segments of the professional development activity. In addition to a written response, teachers will discuss their views in small groups to articulate suggestions for improvement of future workshops. The evaluation will be conducted by staff related to the professional development program, but who are not primary speakers and leaders. The report of the findings from the evaluation will be completed within three months following the professional development activity and will be supplied to the organizers and to the professional development administrator in the school district.
7th Grade Reading PD: Adolescent Engagement in Information Text (CORI Program)

Date: 6/17/2008 -
Registration Ends: 6/17/2008 11:59 PM (ET)

Register Now - Individual Registration

Tues/Wed, June 17-18, 2008
8:30 a.m. - 3:00 p.m.
Leonardtown Middle School

CPD credits - 2 or 3 credits

Professional Development for Adolescent Engagement in Information Text

The intended outcomes of this professional activity are that teachers will be competent in understanding the processes of engagement with information text. These processes include cognitive strategies and competencies including oral reading fluency, inferencing with information text, and causal reasoning to build knowledge from text. The second set of outcomes relate to teachers’ competencies for supporting engagement in information text including: (a) increasing interest by making text relevant to students’ experience and knowledge, (b) increasing ownership of reading by enabling students to be self-directed and to make their choices during reading information text, (c) increasing students’ sense of efficacy and confidence in reading information text by enabling them to be successful and set goals for their reading effectively, and (d) assure collaboration between students for building knowledge from information text by constructing collaborative reasoning activities. Teachers who participate will include Grade 7 teachers in reading/language arts and special education teachers who support their students in this inclusive setting. The professional activities that will take place include reviewing of teachers’ current practices that support engagement in information text, reviewing research on evidence for key classroom practices that foster engagement, viewing videos of engagement support in classrooms, and interacting with a teacher’s guide that provides a framework for classroom practices that facilitate cognitive and motivational processes in reading from information text.

Teachers may elect to receive a stipend of $20/hr. or may earn CPD credit.

Instructor: J. Guthrie, University of Maryland Project Director
Appendix C (pp. 34 – 44)

Middle School Reading: Engagement and Achievement
UMD/SMCPS

Who?

• SMCPS administration
• SMCPS IRTs and reading/language arts teachers
• UMD investigators
• UMD staff and students

Why?

• Research goals
  o Processes
  o Instruction

• Teaching goals
  o Information text
  o Engagement

• Professional development
  o Understanding
  o Doing

What?

• June 2008- Day 1
  o Mini-CORI; principles and practices; book reading; teacher reflection

• June 2008- Day 2
  o Information texts; reading skills; motivation processes; knowledge development

• September 2008
  o Strategy Instruction for Information Text
  o Materials; management; grouping; videos; charts; books

• November 2008
  o Guided reading; text properties; scaffolding
  o Motivation practices with classroom management

• Winter 2009
  o Interact with Teachers’ Guide to learn and adapt it

• April-May 2009
  o Implement CORI-2 for 6 weeks
Appendix C (cont.)

PD Agenda: Day 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome &amp; Introductions</td>
<td>JG - Introduce UMD team, SMCPs staff</td>
</tr>
<tr>
<td>Setting the Stage</td>
<td>Overall plan for professional development, 2-day goals &amp; brief overview of the day; introduce curiosity chart for posting questions</td>
</tr>
</tbody>
</table>
| Ice Breaker            | Four Square Activity: Post each question on a piece of chart paper. Divide teachers into 5 groups – each group begins at different question – collaborate & write group response on chart paper; rotate after 1 or 2 minutes to each chart paper and add to previous groups’ responses  
1. What is your understanding guided reading?  
2. Describe characteristics of your most proficient readers/least proficient readers:  
3. In what ways do students in your class demonstrate their reading comprehension?  
4. Name 2 specific ways you support struggling readers in your classroom?  
5. How do you motivate your students to read?  
Share responses with whole group. |
| Mini- Cori             |                                                                             |
| ABK - Storm List       |                                                                             |
| Think Pair Share       |                                                                             |

Science Goals: 

*Explain how weather conditions interact in a storm*
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W</strong> Notes</td>
<td>Choose one storm from list. Tell partner what you know about the storm. Participants watch hailstorm video to answer guiding questions: What is hail? How does a hailstorm work?</td>
</tr>
<tr>
<td>Read Text</td>
<td>Open-ended note taking. Write notes on what you saw in the video. Share your notes with partner.</td>
</tr>
<tr>
<td><strong>W</strong> Notes</td>
<td>Participants read <em>Scholastic Atlas of Weather</em>, pp. 34 – 35. Add what you learned to your notes.</td>
</tr>
<tr>
<td><strong>W</strong> Weather Chart</td>
<td>Introduce weather conditions. Briefly discuss definitions for each weather condition. In pairs, participants write one way that each of the weather conditions contributes to a hailstorm using knowledge from video and reading. Share ideas with another pair.</td>
</tr>
</tbody>
</table>
| Discuss Interest  | **JG - Discussion (raising awareness of interest):**  
  1. How did the video help you understand hailstorms?  
  2. How did the text help you understand hailstorms?  
  3. What was interesting to you?                                                                                                 |
| Fluency: Expressive reading | In pairs, choose selected poems from *Storm Coming!* Practice expressive reading in partners using reader/listener roles. Task - Reader reads to make it sound interesting and convey meaning. Listener identifies words read with the most expression. Partners switch roles. |
| Expressive Reading Hand-outs | Discussion:  
  What words did you use to make it interesting?  
  What else did you to read expressively?  
  How did this activity influence your confidence with text? |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffold</strong></td>
<td>Use p. 34 in <em>Scholastic Atlas of Weather</em>. Read together. Participants make inferences for each sentence in text. Write sentences on LCD. Scaffold with questions: What does that mean? What does that connect to? Why is it important? How do you explain it? Add new knowledge to weather interaction chart.</td>
</tr>
<tr>
<td><strong>Inferencing</strong></td>
<td><em>Emphasize that guided groups are occurring simultaneously for training only.</em></td>
</tr>
<tr>
<td><strong>Guided reading</strong></td>
<td><strong>Mary</strong> (One-third of group): Read pp. 21-22 in <em>DK Weather</em>. Scaffold inferencing about temperature. Add what you learned to weather chart. Pairs re-read and scaffold each other (using guiding questions) to make inferences about the other 3 weather conditions. Add new knowledge to chart. Continue with <em>Scholastic Atlas of Weather</em>, if time.</td>
</tr>
<tr>
<td><strong>SR</strong></td>
<td><strong>John</strong> (One-third of group): <em>Need to find text to use.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Jennifer</strong> (One-third of group): Read pp. 25 in <em>Simply Science Weather</em>. Then same as above.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| **Hailstorm Diagram** | **Writing and Communicating:**  
**Hailstorm diagram**  
**Discuss**  
**Collaboration**  
**Structure**  
- JG - Form teams of 4. Provide roles for team interaction:  
  1. Starter – suggests initial ideas and organization by stating or drawing  
  2. Adder 1 – adds or revises concepts and organization  
  3. Adder 2 - same as 1  
  4. Summarizer – synthesizes the group’s thinking, *Where are we now?*  
- Students follow roles in order; then group has an open discussion to complete task (10 min.);  
- summarizer gives summary  
- Teams complete hailstorm diagram using their notes (*Collect Scholastic Atlas of Weather* books); and collaborative structure. Pick 4 teams to present diagram to group.  

*~ LUNCH ~*

| Culminating Activity:  
**Explain storm of choice** | In pairs, participants browse section “When weather runs wild” in *Scholastic Atlas of Weather*. Pairs preview different types of severe weather. |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose storm</td>
<td>Ask pairs to choose one type of severe storm they would like to read about and understand.</td>
</tr>
<tr>
<td><strong>Discuss Ownership</strong></td>
<td>Outline features of ownership (your knowledge of topic) – It’s yours; you are responsible for it; you can read about it; inference about it; take pride knowing and understanding topic</td>
</tr>
<tr>
<td><strong>W</strong> Storm Activities</td>
<td>Pairs preview menu of activities and discuss choices for expressing knowledge.</td>
</tr>
<tr>
<td>Read text</td>
<td>Pairs read together the section about their chosen type of storm, expressively. Pairs make inferences to understand how the four weather conditions interact in their type of storm. Each person records key concepts, main points, and their inferences on reading chart.</td>
</tr>
<tr>
<td><strong>W</strong> Reading chart</td>
<td>Discuss:</td>
</tr>
</tbody>
</table>
| **Discuss Mastery Goals**     | How are you going to express your knowledge about your storm?  How are you going to express your knowledge about your storm?  How are you going to express your knowledge about your storm?  How are you going to express your knowledge about your storm?
| Express Knowledge             | Pairs complete storm activity and present it to another pair. Two or three pairs present to the whole group.                                  |
| Discuss motivation support practices | **JG** - Post and discuss 6 motivation practices (choice, collaboration, success, relevance, thematic unit, valuing).
<pre><code>                                                                                                       |
</code></pre>
<p>|                              | <strong>JM</strong> - Participants identify support for these practices during mini-CORI. Post responses.                                               |
|                              | Discuss:                                                                                                                                   |
|                              | When did they happen? (Give examples of when you had choice, etc.)                                                                          |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Discuss benefit of reading   | What effect did it have on you?  
Identify 2 practices that are immediately helpful.  
Are there any practices you see as challenges for you?  
Ask - What are all of the different ways you learned today?  What types of activities helped you learn about weather?  List (talk, read, write, explain, draw, etc.).  
Discuss:  
What did reading do for you that the other activities didn’t do?  
Emphasize that reading helps you become a learner and knower, If you have not read today you would not know what you know. |
| Closing                      | Book Handouts                                                               |
### PD Agenda: Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Ice Breaker</td>
<td>Information text: Autograph activity – participants mingle and discuss info books; have a few share something interesting they learned about the reading habits of someone else in group</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Information Text</strong></td>
</tr>
<tr>
<td>20</td>
<td>Explore info books</td>
<td>Participants browse a collection of information books and choose a book they like best; tell what they like about it. Discuss qualities that make these books interesting. Post.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How are the books connected in your collection? How do books support each other within the theme?</td>
</tr>
<tr>
<td></td>
<td>Text Structure</td>
<td>How is information text organized? Post. Point out 6 structures of non-fiction. Discuss pyramid structure.</td>
</tr>
<tr>
<td>15</td>
<td>Level info books</td>
<td>Sequence books from least difficult to most difficult; number books with post-its; groups make list of criteria used to sequence the books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swap collection with another group (discuss agreement/disagreement of levels)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How do books support varying ability levels of students? Which books would suit high achieving students, low achieving students? Chart.</td>
</tr>
<tr>
<td>5</td>
<td>Benefits of using informational books</td>
<td>What are some benefits of using information text in your classroom? Brainstorm ideas in groups. Post on chart. (addresses students’ curiosity; builds knowledge of the world; builds</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>SMCPs rdg. goals</td>
<td>background knowledge for future texts; prepares students for reading in content domains (kids need help reading these texts); texts are appealing and interesting</td>
</tr>
<tr>
<td></td>
<td>Liz Cooper to discuss</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Model summarizing using guide</td>
<td><strong>Summarizing</strong>&lt;br&gt;JG – Summarize p. 48 in <em>Scholastic Atlas of Weather</em> using summarizing guide. Circle 2-3 key words; underline 4-5 supporting facts; delete extra information; write summary (2-6 sentences)</td>
</tr>
</tbody>
</table>
| 20   | Guided practice                       | John (AGL) – harder text <br>Mary (OGL) – p. 50 in *Scholastic Atlas of Weather* – Ocean currents and landforms  <br>Jennifer (SR) – SR text <br>During guided practice pairs work together; decide on 2-3 key words; underline facts; delete extra info.; write summary  
  ~ TAKE 10 minute BREAK ~ |
| 20   | Read expressively                     | **Cognitive processes: Fluency**<br>Mary - Hurricanes, pp. 42-45 in *Scholastic Atlas of Weather*. Read expressively to convey meaning and make it sound interesting |
|      | Read expressively in partners         | Participants choose one paragraph; read to make it interesting; pairs have reader and listener roles:  
  Reader: read expressively to convey meaning and make it sound interesting  
  Listener: actively listen for words that were read with interesting expression  |
|      | Discussion                            | 1. Discuss expressive vs. non-expressive reading <br>2. What it is like when your students are not reading expressively?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Read expressively in</td>
<td>3. How did repeated reading expand your meaning? JG - Harder text - Studying populations, pp. 28 in <em>Ecology</em> (color copy pages) Partners choose one paragraph; read for interest and meaning; pairs have reader and listener roles</td>
</tr>
<tr>
<td></td>
<td>partners</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How did this enable you to make meaning?</td>
</tr>
<tr>
<td>10</td>
<td>Fluency theory</td>
<td>PowerPoint: 1. Enables comprehension; enables language processes; enables knowledge links 2. Automaticity theory 3. Instructional practice; repeated reading for meaning; not reading for speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Fluency activities – pairs, teams – reader/listener roles</td>
</tr>
<tr>
<td></td>
<td>Team motivation chart</td>
<td>JM - Sort motivation supports for fluency on team motivation chart.</td>
</tr>
<tr>
<td>20</td>
<td>Inferencing in pairs</td>
<td>~ LUNCH ~</td>
</tr>
<tr>
<td></td>
<td>Chart inferences</td>
<td><strong>Cognitive processes: Inferencing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>JM - More complex text - Estuary, pp. 50-51 in <em>Ecology</em>. Pairs use reader-listener roles; listener scaffolds using inferencing scaffold guide Reverse roles – add inferences to set Explain passage to team Count inferences on chart; make frequency chart for whole group</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Inferencing theory</td>
<td>PowerPoint:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Inferences elaborate text base; link to knowledge (memorable), aids transfer due to flexible knowledge; empowers comprehension (increases reading skill)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Inferencing may be automatic or deliberate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Automatic for easy text, interesting topics, high ability students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Deliberate for hard text, boring topics; low ability students</td>
</tr>
<tr>
<td>10</td>
<td>Team Motivation Chart</td>
<td>JM - Add motivation supports for inferencing on team motivation chart.</td>
</tr>
<tr>
<td></td>
<td>Cognitive processes: Self-expression</td>
<td>Teams brainstorm – what are some ways students can express their knowledge? Make a team list. What are the benefits of these forms of knowledge display? How do these forms support motivation? (Connect back to team motivation chart)</td>
</tr>
<tr>
<td>15</td>
<td>Brainstorm</td>
<td>Teams communicate to other teams.</td>
</tr>
<tr>
<td></td>
<td>Brainstorm</td>
<td>Cognitive processes: Self-expression</td>
</tr>
<tr>
<td></td>
<td>Brainstorm</td>
<td>Teams brainstorm – what are some ways students can express their knowledge? Make a team list. What are the benefits of these forms of knowledge display? How do these forms support motivation? (Connect back to team motivation chart)</td>
</tr>
<tr>
<td></td>
<td>Share</td>
<td>Teams communicate to other teams.</td>
</tr>
<tr>
<td>10</td>
<td>Discuss &amp; Chart</td>
<td>Teacher Reflection – Motivation in own classrooms</td>
</tr>
<tr>
<td>10</td>
<td>Discuss &amp; Chart</td>
<td>JG - What are motivated students like? What are un-motivated students like? Post responses on two different charts. Form smaller clusters of characteristics that are related within each chart.</td>
</tr>
<tr>
<td></td>
<td>Cluster</td>
<td>JG - What are motivated students like? What are un-motivated students like? Post responses on two different charts. Form smaller clusters of characteristics that are related within each chart.</td>
</tr>
<tr>
<td></td>
<td>Cluster</td>
<td>Write clusters on chart paper. Identify motivations: intrinsic, identified, external, apathetic, resistant.</td>
</tr>
<tr>
<td>5</td>
<td>Closer</td>
<td>What teaching practices impact the clusters?</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Jeopardy/parting gifts</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Evaluations</td>
</tr>
</tbody>
</table>
Appendix D (pp. 45 – 58)

REAL

READING ENGAGEMENT for ADOLESCENT LEARNING

Professional Development Workbook

June 17 and 18

2008
Appendix D (cont.)

CORI Professional Development 2008-2009

Overall Goals:
• June 2008
  o Introduction to aims and pedagogy of CORI
  o Experience mini-CORI, motivation activities, and cognitive processes
• September 2008
  o CORI materials – videos, charts, books
  o Classroom management – flow of instruction and grouping
• October 2008
  o Guided reading with information texts – modeling, scaffolding, grouping
• January 2009
  o Interacting with CORI 2 Teacher’s Guide
• April – May – June 2009
  o Implementation

Goals for June 2008:

1. Believe in reading as learning in all disciplines
2. Enjoy the process of learning from information text
3. Begin to understand reading information text
4. Understand motivation principles as they relate to reading engagement
5. Experience 5 motivation practices that support motivation for reading
6. Initial perception and appreciation of need for motivation practices
Appendix D (cont.)

Hailstorm Notes

• Ice ball – like a many layered onion

• The more the hail went up – then down – then up again – the bigger it got.

• Very damaging

• Germany- more damage since World War II from hail

• Hot (heat) from the earth causing a layer of hotness making a cloud – cloud then going way high – turning cold – then falling back – the up-down-up-down movement – the increase in size occurs

• Airplanes, cars, crops damaged

Specifics

1. Formed in cumulonimbus clouds

2. Biggest hailstone found in U.S. was the size of a honeydew

3. The “onion” may be 25 layers of ice.

4. Hailstones
### Appendix D (cont.)

Name: ______________________________________   Date: _____________________

**Weather Interactions in Hailstorms**

<table>
<thead>
<tr>
<th>Weather condition</th>
<th>How does it contribute to a hailstorm?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIR</strong></td>
<td></td>
</tr>
<tr>
<td>Wind</td>
<td>It creates an updraft.</td>
</tr>
<tr>
<td>Temperature</td>
<td>Both degrees of temperature (hot and cold) are necessary to produce hail.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOISTURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clouds</td>
<td>They are in the cumulonimbus clouds. Wind in the clouds is important.</td>
</tr>
<tr>
<td>Precipitation</td>
<td>Hail is the most destructive form of precipitation.</td>
</tr>
</tbody>
</table>
Appendix D (cont.)

Inferencing Guide

What does it mean?
- Can you restate it in your own words?
- Can you use something you already know to tell more about it?

What does it connect to?
- Something you already know?
- An experience you’ve had?
- Something else on this page?
- Something in another part of this book, or another book?

Why is it important…
- within this paragraph?
- to another section in the book?
- to what you already know?
- to the ideas you are learning about?

How do you explain it?
- Can you explain a part that is new to you?
- Can you add details or examples to describe it better?
Hailstorm Diagram: Team Guidelines

1. Form a team of 4.

2. Read about hailstorms using the class book and team books.

3. Record your inferences on *Weather Interactions in Hailstorms* chart as you read.

4. Share your knowledge with your team.

5. Illustrate a hailstorm on poster paper, showing how *wind*, *temperature*, *clouds*, and *precipitation* interact in a hailstorm. Label each weather condition.

6. Write a short caption that further explains how each weather condition contributes to the hailstorm.

7. Add 2 fascinating facts about hail or hailstorms to your poster.
Appendix D (cont.)

Storm Activities: Guidelines

A. Choose one of the following ways to show your knowledge about your chosen storm.

1. Draw a picture – Make a detailed illustration of your storm. Include a summary paragraph that explains how weather conditions interact in your storm.

2. Write a story - Write a realistic fiction story about your storm. Develop fictional elements in your story that revolve around real facts or events relating to your storm.

3. Give a speech – Give a talk that explains your storm. Discuss how your storm forms and functions.

4. Draw a concept map – Represent your storm in a concept map that shows how the 4 weather conditions interact in your storm. Note links and relationships on your map.

B. All projects must include information that shows your knowledge of the 4 weather conditions you have been learning about, and how they interact in your storm.

C. Include 5 powerful words from your reading in your chosen activity.

D. Optional: Add 2 fascinating facts about your storm.
Appendix D (cont)

My Storm Choice: Forest Fires

Key points about my storm:

1. People can cause.

2. Thunderstorms cause natural disaster.

3. Eucalyptus trees can explode (because they contain high amounts of oil).

My inferences about temperature:
Conditions have to be hot and dry.

My inferences about wind:
Wind has to be strong if fire is to be spread.

My inferences about clouds:
Rain clouds have to be present (to put the fire out).

My inferences about precipitation:
You need precipitation to put the fire out.

5 powerful words from my reading:

1. Nimbostratus
2. Wasteland
3. Hectacres – 2.5 acres metric measurement
4. Eucalyptus
5. Explode!
A. How does this project link with your current middle school reading beliefs and practices?

We believe that middle school reading/language arts teachers must:

- Provide direct and explicit instruction in the skills and processes of reading.
- Provide a balanced approach to instruction that includes active and meaningful student engagement in rich literature based readings and information text.
- Group and regroup students to address specific needs in the areas of enrichment and intervention. This grouping predominately occurs within Block 2 of the 90-minute instructional period, which is identified as the Literacy/Guided Reading Lab.

The UMD Project supports and enriches these believes and practices through providing training and support in student engagement teacher practices of:

- Competence-Can I read this material?
- Connections-Use of leveled text focused around SMCPS science and social studies units.
- Choice-Student reading choice within teacher guidelines.
- Collaboration-Working in collaborative student groups.

It provides teachers with support and training to link cognitive strategies instruction with motivational strategies.

In addition, its implementation during Block 2 supports teacher practices of differentiating instruction for our diverse and challenging struggling readers.
Appendix D (cont.)

B. How does this project support our current vision for middle school reading?

We believe that all middle school students must continue to receive direct, explicit reading instruction in the critical areas of:

- Fluency
- Vocabulary
- Comprehension
- As appropriate, significantly challenged readers should be provided explicit instruction in phonics and phonemic awareness.

We believe that reading/language arts instruction must include reading (both literature and informational) and writing.

The UMD project supports these beliefs.

The project is targeted at struggling readers (grade level 2.5 and above) who require ongoing explicit, strategic instructional support from knowledgeable teachers in the areas of:

- Comprehension
- Inferencing
- Causal reasoning
- Fluency
- Motivation/Student engagement
Appendix D (cont.)

Mini-Cori Reflection

3 ideas/experiences new to you

2 things you want to discuss

1 question you have
Appendix D (cont.)

Teacher Self-Reflection

Choose one of the following practices to reflect on in your current teaching:

- Choice
- Collaboration
- Success
- Relevance
- Goal structures

Take the teacher questionnaire. Then ask yourself the following seven questions for the instructional practice you chose:

1. Do I do this already?

2. How often do I do this?

3. When do I do this?

4. How well does it work?

5. How can I do this more?

6. How can I do this better?

7. How can I connect this to my current teaching more deeply?
Appendix D (cont.)

Autographs

Find one or more individuals who.....

<table>
<thead>
<tr>
<th>Have read information material longer than a page in the past week.</th>
<th>Have used informational reading to learn to do something.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Josh - Newsweek</td>
<td>Runners’ World – Scott – How to do a good 5 K</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have read an information book they would recommend to you.</th>
<th>Have learned about an exciting idea through informational reading in the past six months.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Heathers – Recipes etc. – How to Household tips</td>
<td>Stephanie – Critical Reading Theory</td>
</tr>
<tr>
<td>1932-1940’s - Susan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefer to read information text.</th>
<th>Prefer to read narrative text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographies/sports - Allen</td>
<td>A Short History of Nearly Everything – Bryson</td>
</tr>
<tr>
<td></td>
<td>A Walk in the Woods</td>
</tr>
</tbody>
</table>

Write names and a few notes about your conversation in each box.
Appendix D (cont.)

Examining Information Text: Teacher Responses

Qualities that make information text interesting:

- The gross pictures!
- The appealing pictures
- Engaging
- Charts/Maps
- Balance of text and pictures
- Diagrams that illustrate key concepts
- Bold headings to scaffold meaning
- Bold vocabulary
- Table of Contents divided up broad and deep

Criteria we used to level our books:

- Text size
- Sentence length
- Picture support
- Bolded words
- Word count per page
- Low frequency/high frequency words
- Concept load
- Sentence complexity
Appendix E

Parking Lot Questions and Answers

DAY ONE

1. Can a most proficient reader have characteristics of a least proficient reader?
   a. Yes, this may occur when a proficient reader is reading material that is challenging; not
      of interest; and/or when the reader lacks prior knowledge of the concepts and vocabulary
      of the text.

2. How much time is allotted to each lesson? Would the lessons be in one reading period, or would
   they be chunked (15 minutes per day)?
   a. Lesson time may vary slightly, but generally is based on a 45-minute block. The blocks
      will include whole group instruction for 45 minutes followed by a 45-minute block of
      guided reading.

3. Would this entire lesson be presented in one class period or over multiple days?
   a. This lesson would be presented over 5 days of 90-minute reading periods.

4. How would the teacher get the notes for the kids on the LCD? Would the teacher choose a
   student to take the class notes? Would he/she try to that this him/her self?
   a. Teachers have accomplished this in a variety of ways including those noted in your
      questions. Whatever method the teacher is comfortable using is the best one for that
      teacher. It could and probably would vary across the classrooms.

5. Is the CORI model built on frequent stops to encourage inferencing or can a little longer chunk of
   text be used?
   a. A major component of CORI is teaching students to strategically use inferencing to
      understand text. The degree of scaffolding support required and the size of the chunk of
      text to use would be teacher decisions based on his/her ongoing assessment of the
      students’ level of need.

DAY TWO

1. We have a curriculum guide with anthologies and the Maryland State Department of Education
   Voluntary State Curriculum (VSC). How do I fit CORI with the county requirements?
   a. The cognitive instructional reading strategies and the student engagement motivation
      practices are cross-curricular best teaching practices that can and should be applied to the
      instruction in these areas. The emphasis on information text is found in the county
      curriculum guides and the VSC. University of Maryland staff is jointly working with the
      school system staff to ensure that all CORI lessons meet the identified local and state
      standards. Therefore, it will not be a matter of “fitting” CORI in, but rather CORI will be
      the instructional core by which you provide instruction in these requirements.

2. Does the program count on having more than one educator (support) in the room for guided
   reading?
   a. No, CORI is designed for and has been implemented with one teacher in the classroom
      providing the large group and the guided reading instruction.
Appendix F (pp. 60-63)

Four Square Activity: Teachers’ Answers

Question One: What is your understanding of guided reading?

- Explicit building of skills
- Small group
- Modeling/Think-aloud
- Leveled text
- Reading at own rate
- Purpose for reading
- Attending to students’ needs
- Providing direction for students
- Interpreting the text
- Responding to miscues as they happen (immediate intervention)
- Discussion
- All of the above!

Question Two: Describe characteristics of your most proficient readers.

- Very fluent
- Self-motivated
- Excited about reading/learning
- Can decode difficult words
- Read often
- Can read for longer period of time
- Interact with text – create meaning
- Don’t want to stop reading (miss subtleties)
- Strong in reading preferences
- All of the above!

Describe characteristics of your least proficient readers.

- Hate to read
- “Boring”
Appendix F (cont.)

• Lack fluency
• Frustrated

• Limited early reading experiences
• Short attention span
• Lack of fix-up strategies

• Limited vocabulary

• Concentrating on reading skills
• Comprehension limited

• Want to learn/read but don’t quite know how
• Avoidance

Question Three: In what ways do students in your class demonstrate their reading comprehension?

• Literature board games
• Class chats
• Supporting answers
• Exit slips
• Projects

• Skits
• Drawing
• Exit slips
• Show success in other classrooms
• Making connections with texts and life
• Discussion

• Brief Constructed Responses
• Extended Constructed Responses
• Journals
• Show success in other classrooms
• Making connections with texts and life

• Discussion
• Meeting Maryland benchmarks, assessments
• Able to extend meaning beyond literal

• Text-to-text connections
Appendix F (cont.)

- Text-world connections
- Motivation, enthusiasm, eagerness to read more

**Question Four: Name two specific ways you support struggling readers.**

- Interventions for specific difficulties
- Establish comfort
- Establish prior knowledge

- Small group
- Post it note strategies
- Modeling
- Listening audio/fluent reader
- Reading buddies

- One-to-one
- Small group
- Modeling
- Listening audio/fluent reader
- Reading buddies
- Plays/Reader’s Theater
- Use of mentors
- Guided reading
- Progress monitoring

- Guided reading
- KWL charts
- Progress monitoring
- Team meetings

- Individual instruction
- Fit text to child’s instructional/interest level
- Teacher’s enthusiasm
- Reading road maps
Appendix F (cont.)

Question Five: How do you motivate your students to read?

- Fluency graphing
- Student selected reading
- Anticipatory guide
- Teacher enthusiasm
- Allowing student choice
- Interactive pre-reading strategies
- Showing progress
- Choice of interest
- Student centered discussions
- Sharing
- Teacher recommendation based on student’s interest
- Incentives
- Teacher read alouds
- Book blessings
- Reader’s Theater
- Library visits
- Magazines
- Self-assessment
Hail

The sky is falling

A hailstorm hits without warning. It batters the roofs of houses and shatters windows, dents cars, and destroys entire crops. With beads of ice pounding the ground at more than 60 mph (100 km/h), hail is probably the most destructive precipitation on Earth. Hailstorms rarely occur in hot countries because the hailstones melt long before they reach the ground. Hailstorms happen mainly in the spring and summer months in temperate zones, which are areas with four different seasons. They develop during thunderstorms and very humid weather, when winds are strong enough to hold up the hailstones that form in the clouds. The central region of North America is the area most often hit by hailstorms. In Colorado in 1984, a storm left the people of Denver with hailstones up to their knees.

Dangerous hailstones

Hailstones are usually about the size of peas, but they may be as large as grapefruits. At this size, they become weapons that can seriously injure humans and animals. The biggest hailstone ever found in the United States was the size of a honeydew melon!
How are hailstones formed?

Hailstones are formed inside cumulonimbus clouds, where freezing water droplets are put in motion by strong winds. This is how a hailstone is formed:

1. Moved by downward winds, a drop of freezing water goes to the lowest and warmest part of the cloud. There, it picks up a layer of clear ice made up of the surrounding water droplets and starts to form a hailstone.

2. Lifted by upward-moving winds, the tiny hailstone then rises to the top of the cloud. There, freezing air causes the water droplets that are clinging to the hailstone to freeze instantly. It grows in size as it is covered in a coating of white ice.

3. After moving up and down several times by the winds in the cloud, the hailstone is gradually coated in more layers of ice. Once it grows too heavy to be supported by the winds, the hailstone falls to the ground.

Layers like an onion
Hailstones move up and down inside cumulonimbus clouds for 5 to 10 minutes before falling to the ground. While traveling inside the cloud, they may pick up as many as 25 layers of ice.
## Appendix H

### Weather Interactions in Hailstorms:

#### Teacher Responses

<table>
<thead>
<tr>
<th>Weather condition</th>
<th>How does it contribute to a hailstorm?</th>
</tr>
</thead>
</table>
| **AIR** | Wind  
Wind cycles  
Movement of Air  
A lot of wind in thunderstorms | Wind strength=hail carrying  
Wind moves hail upwards  
Hail put into motion by winds  
Has to be a lot of wind in the clouds.  
Up and down cycle  
The stronger the winds=more cycles=larger hail  
Hail picks up moisture and forms at the top |
| More extreme seasonal temps=larger hail?  
Temperature  
How hot or cold | Temperature is an indicator of when hail could form.  
Low temperature allows for more layers of ice to form.  
Warmer @ clouds’ bottom & cooler at top  
Humid weather forms hail, usually happens in spring and summer |
| **MOISTURE** | Clouds  
Water vapor | Cumulonimbus/super cells are places hail forms, very dark.  
Thunderstorms have more intense clouds.  
Clouds have to be full and dense with moisture.  
Clouds have dimension. |
| Precipitation  
Water in various forms | Hail is frozen precipitation.  
Hail takes a longer time to form.  
Falls from clouds, 60 mph  
Winter/snow spring and summer/hail fall/rain |
Storm Coming!
(A Poem for Two Voices)

Heat’s climbing,  
Summertiming.

Trees blowing,  
Birds going.

Clouds scudding,  
Gate budding.

Storm’s coming,  
Rain drumming.

Sky’s dimming,  
Creek brimming.

Hail’s falling,  
Mom’s calling!
Act Fast!

Take down
the picnic umbrella
before the storm,
or, sail-like,
it will fill with wind,
and the USS Table
will run aground—a
shipwreck
in a sea of grass.
Matinee Storm Concert
by the Midsummer
Philharmonic

Audience waits in silence.

With a rumble,
the song
of the kettledrum
thunders the air.
Then,
from the brass,
a flare of lightning—
staccato,
clean,
in E-flat minor.

“What is a storm
without windshriek?”
wails the Maestro,
his bony hands
bringing up
the strings,
the reeds,
hustling,
brassily blowing.
Full orchestra fuses
with mist and drizzle.
Then

CRESCENDO!
DELUGE!
CLOUDBURST!

Bravo!
Encore!
Encore!
Medal Seeker

Lightning
strides the sky.
His long legs
flash and leap,
an Olympic hurdler,
rushing headlong,
building speed—
his muscles
powering him
to victory
with each crash
of thunder.
Thunder Chunks Falling

A giant boulder
is thunder.
Chunks of mountain falling.

Giant chunks
too heavy to stop,
rolling,
plunging,
rumbling,
tumbling.

An avalanche
of sound,
sending big dogs
under beds
to tremble,
while small cats
wash their paws,
as if a mountain falling
is not a cat problem,
after all.
Appendix J

Teacher Responses to Group Inferencing Activity: Hailstorms

Inferences:

1) Big chunks of ice falling from sky
2) You may not be prepared
3) May not know it’s coming
4) May/may not be warning signs
5) Hailstorms are destructive
6) Causes great damage to people, animals, crops, property
7) Hailstorms are dangerous
8) Costly
9) Painful – possibly deadly
10) May cause food shortage
11) Insurance goes up
12) Far-reaching effects
13) Connects to tornadoes – hail falls before/during tornado
14) Hail falls very fast – as fast as a car
15) By time hail hits earth, it may evaporate or turn to rain
16) Depending on where you live, you may not ever experience hailstorm
17) It can’t be too hot/too cold for hail
18) Four seasons necessary for hail
19) Happen mostly in spring/summer because of humidity, water vapor rising in air causing clouds to form
20) Wind comes from air currents in the clouds – wind necessary for hailstorm
21) Colorado storm 1984: long
22) Colorado storm 1984: lot of humidity/water vapor
23) Colorado storm 1984: wind blew from west to east off of Rockies
24) Colorado storm 1984: must have been a LOT of wind in cloud to move hailstones up & down
25) Colorado storm 1984: very destructive for cars, car accidents, deaths, injuries, property, animals
Appendix K (pp. 74-75)

Hailstorm Diagrams: Team Guidelines

1. Form a team of 4.

2. Read about hailstorms using the class book and team books.

3. Record your inferences on *Weather Interactions in Hailstorms* chart as you read.

4. Share your knowledge with your team.

5. Illustrate a hailstorm on poster paper, showing how wind, temperature, clouds, and precipitation interact in a hailstorm. Label each weather condition.

6. Write a short caption that further explains how each weather condition contributes to the hailstorm.

7. Add 2 fascinating facts about hail or hailstorms to your poster.
Appendix K (cont.): Hailstorm Diagrams: Teacher Examples
Appendix L (pp. 76-80)

Storm Activities: Guidelines

1. Choose one of the following ways to show your knowledge about your chosen storm.

   o Draw a picture – Make a detailed illustration of your storm. Include a summary paragraph that explains how weather conditions interact in your storm.

   o Write a story - Write a realistic fiction story about your storm. Develop fictional elements in your story that revolve around real facts or events relating to your storm.

   o Give a speech – Give a talk that explains your storm. Discuss how your storm forms and functions.

   o Draw a concept map – Represent your storm in a concept map that shows how the 4 weather conditions interact in your storm. Note links and relationships on your map.

2. All projects must include information that shows your knowledge of the 4 weather conditions you have been learning about, and how they interact in your storm.

3. Include 5 powerful words from your reading in your chosen activity.

4. Optional: Add 2 fascinating facts about your storm.
Appendix L (cont.): Teacher Examples (Write a Story)

Ice Cow Cometh

February, Lusby, Maryland

Mom says it looks and feels like snow. The sky was dark with snow clouds. Kids in the living room are watching TV. “Beep, beep, beep”, everyone stops what they are doing. Glued to the television the kids call for mom to come quick. Mom’s eyes scan the bottom of the TV as the weather man alerts watchers to stay tuned.

Topper Shut, Channel 9 News, “Attention viewers, the conditions for freezing rain has been detected in your area. We have a combination of colder, freezing air over a layer of warm air with the bottom layer colder than freezing. West of our viewing area there will be snow. Closer to the Chesapeake Bay the front will travel through a warmer area. However, the cold weather is freezing 32 degrees temperatures combined with the air will make the super cooled raindrops freeze instantly. Caution is needed when traveling during these icy conditions. Stay tuned _________” Right in the middle of the announcement, the phone rings and dad says, “He is stuck at the bottom of the hill and he is going to try to walk home.

While waiting for dad, we looked out our front window and noticed the trees toppling over and the power lines down. All of a sudden, we see a cow stroll down the road with dad on his back. However, they cannot stop because of the super cooled rain drops frozen to the hooves of the cow. We were worried that the cow was going to eat dad because no grass could be found down under the thick layer of ice.

There was no stopping. Then, they kept building up speed. We thought about following them but mom and Topper said ,”No!” , thinking she could get a new husband later. We were without power, blackout, and a record day longer than the Great Ice Storm of ’98. After everything thawed a week later, dad’s ride led him all the way south of the Border. We donated the cow and had to get dad a passport to get him back and sent mom’s boyfriend to live with the cow.
Appendix L (cont.)

As the Fire Burns

It is late afternoon in the fields of Ma and Pa’s farm in the sunny southern valley of Santa Barbara, California. The warm Santa Anna winds offered no relief after a long day in the hot, dry sun. The Bachner family had resided on the family estate of the past one hundred years. But never in their experiences had they lived through such a dry season.

The vegetation was parched from weeks of drought conditions. High winds caused the land to take on a sand storm like quality, because the soil was so dry. The plant life became brown and ravaged from extended periods without rain. As a result, the family’s lucrative wine business had dried up and forced them into bankruptcy.

That evening the family was enjoying an irresponsible display of fireworks on the south lawn. A stray spark ignited a clump of dry leaves behind the family’s large wine processing facility. Unbeknownst to the family, the wind caused the fire to engulf the tertiary land adjacent to the neighboring national park.

Kahleel Desaque, Chief Fire Ranger for the Santa Barbara Area and local hero of mythic proportion, sniffed the air and knew something was amiss from his post at the national park headquarters. In order to investigate the suspicious odor, he donned his safety gear and mounted his trusty moped to track down the source of the smell. As he neared the Bachner abode, he saw the rising plumes of smoke and flames licking at the formerly cloudless skyline.

Ranger Desaque immediately whipped out his palm pilot to contact the family and encourage them to evacuate. By this time, the family’s wine processing facility had burst into flames fanned by the presence of the strong Santa Anna winds. The fire continued to wreak havoc on the family’s home, garage, and neighboring structures. The national park was consumed by fire as well.

Fortunately, the storm of La Nina brought two inches of rain within the next hour which extinguished the fire and kept it from destroying the entire neighborhood. As Ranger Desaque debriefed the community, he reminded them all that dry arid conditions, as well as, a variety of human activities can lead to this type of destruction.
Fire Storm!

Whoosh!
Clash!
Zap!

Have you ever wondered what happens when a forest fire occurs? There are actually two ways forest fires begin. One way is by human error, and the other way is with a thunderstorm. The climate must be hot, dry, and windy.

Next, a thunderstorm with lightning occurs, which starts a fire. A fire is then fueled by the blowing winds, which also spread the fire.

Man may start a forest fire through carelessness. It can happen by leaving a camp fire unattended or by throwing a lit match or cigarette on the ground where dry brush exists. Winds spread the fire.

An additional way forest fires spread is the oil of Eucalyptus trees. The oil gets so hot that the tree actually explodes.

Although destruction of vegetation occurs, it also enables new vegetation to grow. Despite what some may think, Smokey the Bear is unable to save the Koalas, birds, bunnies, horses, etc. from the fire. Only rain or some source of water may put out the fire!
### Appendix M (pp. 81-83)

**Teacher Responses to Classroom Motivation Practices**

<table>
<thead>
<tr>
<th>Choice</th>
<th>Collaboration</th>
<th>Competence Success</th>
<th>Relevance Connections</th>
<th>Thematic Unit</th>
<th>Valuing Mastery Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay or poster</td>
<td>Allowing everyone to have a role in collaboration</td>
<td>Clarification within the group</td>
<td>Inferencing, making personal connections to test</td>
<td>All activities were linked to weather conditions.</td>
<td>Members shared enthusiasm for the project</td>
</tr>
<tr>
<td>Choice of topic and method</td>
<td>Pairs and teams</td>
<td>Leveled texts</td>
<td>Previewing text activated prior knowledge</td>
<td>Storms were present in all information text.</td>
<td>Goals and criterion for final project</td>
</tr>
<tr>
<td>Choice of poem and Storm Tropic</td>
<td>Inferencing guide with partners</td>
<td>Use of graphic organizer</td>
<td>Working on project as a group without testing or written assessment</td>
<td>Group posters around storms and hail</td>
<td>Re-reading, discussion, questioning, and clarifying the information until we got it</td>
</tr>
<tr>
<td>Role, partner as well as group choice</td>
<td>Think-Pair-Share Read and discuss with partner</td>
<td>Repeated Readings</td>
<td>Collaboration scaffold</td>
<td>Storm poems</td>
<td>Making inferences that were new from prior knowledge</td>
</tr>
<tr>
<td>Choice of way to show knowledge, project</td>
<td>Inference guide with a partner</td>
<td>Finished a project together as a group</td>
<td>Making inferences that were new from prior knowledge</td>
<td>Sharing the ownership, proving the knowledge base through clarifying with my group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pair to team</td>
<td>Repetition of concepts and vocabulary words with the different activities</td>
<td>Choice of hail, most everyone has experienced</td>
<td>Plan timed, starter, adder, summarizer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All group members contributed to project</td>
<td>Took topic; divided it into 2 parts; put it together for final project</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix M (cont.)

Practices for Engagement

**Choice**- Teacher affords choices and decisions

- Selecting topic
- Finding text
- Choosing partner
- Deciding how to learn
- Identifying method to show knowledge
- Asking students about instructional activity

**Collaboration**- Teacher arranges groups for learning from text

- Working in pairs
- Teams of four in collaborative reasoning
- Scaffolding group work with goals; questions
- Scaffolding with norms for participation
- Monitoring norms
- Assuring full participation

**Success**- Teacher enables student comprehension by:

- Identifying learnable texts
- Assuring fluency
- Providing opportunities for transforming text
- Praising fluency, paraphrase, vocabulary, coherent comprehension
- Encouraging goal setting

**Relevance**- Teacher asks students to:

- Connect text to me
- Relate text to what I know
- Link text to my experience
- Personalize text
- Ask my own question for reading

**Mastery goals**- Teacher emphasizes deep comprehension and knowledge by:

- Posting knowledge goals
- Monitoring progress to understanding
- Teaching strategies for understanding
- Administering, but not exaggerating, tests
- Giving grades for mastery first and compliance second
Appendix M (cont.)

Reading awareness - Teacher enables students to see benefits

- Discriminating reading from non-reading benefits to learning or success
- Affirming comprehension skills in action
- Eliciting connection of text and expertise
- Underscoring importance of reading well
- Linking reading to self-interest; self-improvement
A. How does this project link with your current middle school reading beliefs and practices?

We believe that middle school reading/language arts teachers must:

- Provide direct and explicit instruction in the skills and processes of reading.
- Provide a balanced approach to instruction that includes active and meaningful student engagement in rich literature-based readings and information text.
- Group and regroup students to address specific needs in the areas of enrichment and intervention. This grouping predominantly occurs within Block 2 of the 90-minute instructional period, which is identified as the Literacy/Guided Reading Lab.

The UMD Project supports and enriches these beliefs and practices through providing training and support in student engagement teacher practices of:

- Competence-Can I read this material?
- Connections-Use of leveled text focused around SMCPS science and social studies units.
- Choice-Student reading choice within teacher guidelines.
- Collaboration-Working in collaborative student groups.

It provides teachers with support and training to link cognitive strategy instruction with motivation strategies.

In addition, its implementation during Block 2 supports teacher practices of differentiating instruction for our diverse and challenging struggling readers.
Appendix N (cont.)

B. How does this project support our current vision for middle school reading?

We believe that all middle school students must continue to receive direct, explicit reading instruction in the critical areas of:

- Fluency
- Vocabulary
- Comprehension
- Phonics and phonemic awareness (as appropriate for significantly challenged readers)

We believe that reading/language arts instruction must include reading (both literature and informational) and writing.

The UMD project supports these beliefs.

The project is targeted at struggling readers (grade level 2.5 and above) who require ongoing explicit, strategic instructional support from knowledgeable teachers in the areas of:

- Comprehension
- Inferencing
- Causal Reasoning
- Fluency
- Motivation/Student Engagement
Appendix O

Features of Information Text: Teachers’ Answers

1. Diagrams
2. Bullets
3. Bold font – color
4. Photographs/pictures – real pictures – neat pictures
5. Complex ideas broken down into small chunks
6. Captions
7. Headings
8. Side bars, keys, diagrams
9. Table of Contents – Glossary
10. Bold vocabulary and definitions
11. Colored fonts
12. Bold facing
13. Headings/subheadings/subtitles
14. Charts
15. Maps
16. Colors
17. Pull quote
18. Index
19. Numbered pages
20. Recommendations
21. Fact files
22. Challenge questions/answers in back
23. Font sizes vary
24. Subtitles as questions
25. Diagram and illustration displaying same information
26. Balance of text and graphics
27. Want to know more section: Web sites, other texts
28. Combination of drawings and photos
Appendix P

Benefits of Using Information Text: Teachers’ Answers

1. Helps students read science and social studies text
2. Increases students’ vocabulary
3. Motivates students
4. Improves reading fluency
5. Helps teach text features
6. Allows students choice
7. Informal assessment
8. Promotes additional interest
9. High interest for students
10. Builds prior knowledge for future reading
11. Builds cross-curricular integration; therefore makes text more relevant
12. Real life connections
13. Reading to learn immediate satisfaction
14. Helps teach how to skim/scan for information
15. Allows leveling on same topic
16. Builds background knowledge
17. Prepares for future use
18. Content specific
19. Teaches recognizing text structure to allow further comprehension
20. Wide variety of topic
21. Most adult reading is informational: real world – newspapers, magazines, instruction manuals, guides, etc.
22. More engaging
23. Self-motivating – personal choice
Summarizing

1. Locate text (and media).

2. Circle 2 – 3 key words.

weather


Tornadoes are the most dangerous meteorological phenomenon on Earth. They shatter windows, uproot trees, and tear the roofs off houses.

4. Delete extra information.

5. Write the summary (2 – 6 sentences).
Plan for Teaching with Non-fiction Texts

Strategy Instruction for Information Texts

• Information book club
• Teams of 4 choose a book
• Read section and take notes and write reactions in a journal
• Share journals in team discussion
• Teach text features of information texts
• Guided reading- teacher scaffolds summarizing
• Teams share summaries and personal reactions- write; draw; poster; other

Explore Information Books

• Browse book collection
• List 3-4 connections within your collection
• Choose a book you like best
• Discuss qualities that make these books interesting

Information Text Structure

• How is information text organized?

• Six basic structures
  o Sequence
  o Compare/contrast
  o Cause/effect
  o Question/answer
  o Problem/solution
  o Description

Pyramid Structure

• Text is very often pyramid structure

• Description
  o Starts with topic, concept; supported by features, attributes, characteristics

• Question/Answer
  o Poses question; supported by one or more solutions

• Learning from text means “putting the pyramid in your head”
Information Book Levels

- Sequence collection from least difficult to most difficult
- What criteria did you use to sequence your books?

Criteria for Leveling Books

- Word count
- Print size, spacing, number of words per page
- Sentence length
- Sentence complexity
- Ratio of different words to total words
- Text feature support
- Topic familiarity
- Number of low frequency/high frequency words
- Frequency of domain specific vocabulary
- Concept load

Benefits of Using Information Books

- Brainstorm in groups
  - Key benefits
  - Addresses students’ curiosity
  - Builds knowledge of the world
  - Builds background knowledge for future texts
  - Prepares students for reading in content domains
  - Texts are appealing and interesting
Team Summaries After Whole Group Summarizing Scaffold: Volcanoes and Comets

- Clouds that contain gas, ash and dust caused by the eruptions of active volcanoes and the one-time collision of a comet cooled earth’s climate.

- Comets and volcanoes can be responsible for creating a slight change in the earth’s temperature.

- Volcanic eruptions and comet collisions with the earth cause clouds of dust and ash particles to block the intensity of the sun which can dramatically cause a cooling of the earth’s climate.

- The explosion of comets and volcanoes can have a profound effect on the earth’s atmosphere. Releasing dust, both may form clouds that can block the sun’s rays and radically reduce temperatures worldwide.
Volcanoes and comets

Spectacular explosions

Every year, approximately 60 volcanoes on Earth become active. Some release large amounts of gas, ashes, and dust into the atmosphere. Blown by winds, these particles may float around in the atmosphere for months, even years. Forming clouds, the volcanic material stops some of the Sun's rays from reaching Earth's surface. This can cause a slight drop in temperatures worldwide. Another phenomenon causes temperatures around the world to drop on a much larger scale—the collision of a comet with our planet. When a comet hit Earth some 65 million years ago, that collision produced enormous clouds of dust that blocked the Sun and dramatically cooled Earth's climate. Today, astronomers keep a constant watch for comets that could be heading our way. Most astronomers think that another collision of this kind is not likely to happen.
Volcanoes and comets

Spectacular explosions

Every year, approximately 60 volcanoes on Earth become active. Some release large amounts of gas, ashes, and dust into the atmosphere. Blown by winds, these particles may float around in the atmosphere for months, even years. Forming clouds, the volcanic material stops some of the Sun’s rays from reaching Earth’s surface. This can cause a slight drop in temperatures worldwide. Another phenomenon causes temperatures around the world to drop on a much larger scale—the collision of a comet with our planet. When a comet hit Earth some 65 million years ago, that collision produced enormous clouds of dust that blocked the Sun and dramatically cooled Earth’s climate. Today, astronomers keep a constant watch for comets that could be heading our way. Most astronomers think that another collision of this kind is not likely to happen.

Temp vs Climate
Volcanoes + Comets
Global Warming (on-grade level) – in partners

- The increase in temperature was once believed to be natural. Scientists now believe that humans are responsible by the release of waste gases into the atmosphere.

- Global warming, ice ages, and human actions have caused the Earth’s temperature/climate to change. Scientists today believe that burning fossil fuels and natural gas makes the Earth’s temperature increase.

- The Earth is getting warmer, and few scientists believe it is being caused by natural means. Other scientists believe Earth’s warming, global warming, is caused by human actions; specifically burning fossil fuels which releases waste gases into the atmosphere.

- The earth is getting warmer, and few scientists believe that this change is happening naturally. Instead, human action, such as burning fossil fuels, is causing the earth to heat up at an alarming rate.

Shaping Earth’s Climate (Struggling Readers) – in partners

- The Earth’s climate is influenced by the combination of oceans and landmasses. Circulating currents affect weather on nearby landmasses.

- The combination of oceans and landmasses influences Earth’s climate. Currents of warm and cold water affect the weather of nearby land. Mountains have an influence on the amount of and type of precipitation of surrounding areas.

- Both the land masses and the ocean’s currents that cover the Earth’s surface, directly affect the Earth’s climate.

- The Earth’s surfaces influence the climate. The large currents from oceans, as well as, mountains influence local weather.
Shaping Earth's climate

Two-thirds of Earth's surface is covered with water. The remaining one-third is of land. The combination of oceans and landmasses not only makes up Earth's surface, but also influences Earth's climate. The large currents of warm and cold water that circulate in the oceans have an effect on the weather of nearby land. The Gulf Stream, for example, is an ocean current that flows by the coast of England. It helps give that country its mild winters. Mountains also have a direct effect on local weather. They influence the amount of rain or snow that falls in the surrounding area.
How mountains affect precipitation

When air containing water vapor (moist air) encounters a mountain, it is forced upward. As it rises, the air cools and condenses to form clouds near the mountain top. This phenomenon is responsible for heavy rainfall or snowfall on the side and at the top of the mountain where the clouds are formed (mountainside facing the wind).

The other side of the mountain receives very little precipitation (mountainside facing away from the wind).

What is El Niño?

El Niño is a warm ocean current that visits the coasts of Chile and Peru about once every four to seven years, usually in the month of December. No one knows what causes El Niño to appear. This current is responsible for warming the waters off South America, killing marine life, and harming fishing industries. El Niño also has a bad effect on the weather. It can produce heavy rains and hurricanes. It may result in flooding in Florida and Louisiana, snowstorms in the Middle East, and a lack of rain in Australia and Indonesia. Lasting a couple of years, El Niño finally winds down, often to be replaced by a current that runs in the opposite direction—La Niña. In time, the weather returns to normal.

One mountain, two climates

The valley situated on the western side of the Olympic Mountains in Washington state receives 150 inches (390 cm) of precipitation each year. The other side of the mountain, about 50 miles (100 km) away, receives less than 17 inches (43 cm).
Appendix U (pp. 97-98)

Summarizing Theory

Text levels
- Paragraph
- Page
- Page with graphics
- Section
- Book with graphics

Online summarizing
- Good vs. poor readers
- Multimedia; hypermedia

Your knowledge
- Multiple texts across time
- Summarized

Abstract; synthesis; comprehensive

Product is your understanding
- High importance information
- Examples: evidence
- Personal formulation

Process
- Detecting high importance
- Structuring information to pyramid
- Fusing with language
Appendix U (cont.)

Summarizing

• Text- *Scholastic Atlas of Weather*, p. 48 (Volcanoes and Comets)

• Form pairs.

• Read paragraph silently.

• Circle 2 - 4 key words- discuss.

• Underline 3 - 6 supporting facts- discuss.

• Delete extra information- discuss.

• Write summary (1 - 2 sentences).

• Share summaries.

• Breakout groups
## Appendix V (pp. 99-100)

### Jeopardy – Assessing Participants’ Knowledge

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Piece of Mind</th>
<th>Book Bits</th>
<th>Weather</th>
<th>Off Track</th>
<th>By the Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take ownership of their learning by selecting texts, topics, or tasks.</td>
<td>Students reading aloud to render the message meaningful, exciting, surprising, humorous, or important.</td>
<td>A list at the back of the book, explaining or defining difficult and unusual words used in the text.</td>
<td>Pellets of ice that fall to the ground from storm clouds.</td>
<td>Site of the 2008 Olympic Summer games.</td>
<td>James Michener novel about several families living in the Chesapeake Bay area from 1583-1978.</td>
</tr>
<tr>
<td>Arranging for social interactions in reading, such as reading in partners, exchanging ideas, and team projects.</td>
<td>Making meaning beyond the words by connecting information the author provides with information the reader already knows.</td>
<td>A title, short explanation, or description accompanying an illustration or a photograph.</td>
<td>This type of cloud produces thunderstorms, hail, violent winds, and tornadoes.</td>
<td>Winner of the 2008 Academy Award for Best Picture.</td>
<td>Titles written by this author include <em>Sea Swept</em>, <em>Inner Harbor</em>, and <em>Chesapeake Bay</em>.</td>
</tr>
<tr>
<td>Using hands-on observational activities to foster interest in reading.</td>
<td>Circling key words, underlining supporting facts, and deleting extra information enables this task.</td>
<td>A list of everyone who helped the author produce the book.</td>
<td>This is the number of categories on the Fujita scale (F-Scale) for classifying tornadoes.</td>
<td>A record breaking 97.5 million votes made this person an American Idol.</td>
<td>The author of <em>Red Kayak</em> who lives in Annapolis.</td>
</tr>
<tr>
<td>Motivation</td>
<td>Piece of Mind</td>
<td>Book Bits</td>
<td>Weather</td>
<td>Off Track</td>
<td>By the Bay</td>
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<td>------------</td>
</tr>
<tr>
<td>Structuring the content of reading activities so that it is integrated, cumulative across time, and provides a mastery goal for learning. <strong>Answer: What is thematic Unit? (400)</strong></td>
<td>This is one way that students can express their knowledge gained from reading. <strong>Answer: What is .......?</strong></td>
<td><strong>Daily Double Place a Wager</strong> An introductory remark at the beginning of a book written by someone other than the author. <strong>Answer: What is the foreword?</strong></td>
<td>Hurricane Katrina was a category ___ hurricane when it first made landfall in southern Florida. <strong>Answer: What is 1?</strong></td>
<td>Breed of dog that won Best in Show at the 2008 Westminster Kennel Club Dog Show. <strong>Answer: What is a beagle?</strong></td>
<td>Newberry Medal winner by Katherine Paterson about a crabbing family on Rass Island. <strong>Answer: What is Jacob Have I Loved?</strong></td>
</tr>
<tr>
<td>Success builds students’ ______ in their capacity to read well. <strong>Answer: What is confidence? (500)</strong></td>
<td>This refers to the organizational pattern of ideas in a piece of text, and helps the readers make sense of the information. <strong>Answer: What is text structure?</strong></td>
<td>Parts of a book that aid comprehension such as illustrations, captions, diagrams, headings, and bold print. <strong>Answer: What are text features?</strong></td>
<td>This country in Southeast Asia recently experienced a catastrophic cyclone, killing more than 22,000. <strong>Answer: What is Myanmar?</strong></td>
<td>In May, Jenna Bush was married in this town and state. <strong>Answer: What is Crawford, Texas?</strong></td>
<td>The setting of <em>Isle of Dogs</em> is this eccentric island in the Chesapeake Bay off Virginia’s coast. <strong>Answer: What is Tangier Island?</strong></td>
</tr>
</tbody>
</table>
Appendix W (pp. 101-103)

Professional Development Evaluation Questionnaire

Workshop Name: Professional Development for Adolescent Engagement in Information Text

Dates: June 17 & 18, 2008

Location: Leonardtown Middle School

Participant’s Name (Optional): ____________________________

Job Title: _____Reading/Language Arts Teacher _____Special Education Teacher __________Instructional Resource Teacher for Reading

_____Other (____________________________) Please Specify

Circle Years in Present Position: <1 1-3 3-5 5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5=”Strongly agree,” or the highest, most positive impression

3=”Neither agree nor disagree,” or an adequate impression

1=”Strongly disagree,” or the lowest, most negative impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me. 1 2 3 4 5 N/A

2. The workshop lived up to my expectations. 1 2 3 4 5 N/A

3. The workshop reading content is relevant to my job. 1 2 3 4 5 N/A

WORKSHOP DESIGN (Circle your response for each item.)

4. The balance of lecture, large group, small group, individual, and partner activities was appropriate. 1 2 3 4 5 N/A

5. The workshop activities stimulated my learning. 1 2 3 4 5 N/A
Appendix W (cont.)

6. The workshop activities gave me adequate practice and feedback.  
   1 2 3 4 5 N/A

7. The level of difficulty of this workshop was appropriate.  
   1 2 3 4 5 N/A

8. The pace of this workshop was appropriate.  
   1 2 3 4 5 N/A

9. The instructors/facilitators were well prepared.  
   1 2 3 4 5 N/A

10. The instructors/facilitators provided additional assistance, as needed.  
    1 2 3 4 5 N/A

WORKSHOP RESULTS (Circle your response to each item.)

11. I accomplished the objectives of this workshop.  
    1 2 3 4 5 N/A

12. I will be able to use what I learned in this workshop.  
    1 2 3 4 5 N/A

WORKSHOP DELIVERY (Circle your response to each item.)

   In this workshop, I increased my understanding of the following:

13. The importance of reading as learning in all disciplines  
    1 2 3 4 5 N/A

14. The processes for using reading for learning from information text  
    1 2 3 4 5 N/A

15. How students make inferences in reading  
    1 2 3 4 5 N/A

16. The features of student reading engagement  
    1 2 3 4 5 N/A

17. Motivation principles as they relate to reading engagement  
    1 2 3 4 5 N/A

18. How to support in the classroom motivation and student engagement for reading through:

   Student choice  
   1 2 3 4 5 N/A

   Student competence  
   1 2 3 4 5 N/A

   Student collaboration  
   1 2 3 4 5 N/A

   Student Connections  
   1 2 3 4 5 N/A

19. How to support fluency in the classroom.  
    1 2 3 4 5 N/A

20. Guided reading with information text.  
    1 2 3 4 5 N/A
Appendix W (cont.)

21. The structures and features of information text and their support in knowledge acquisition.
   1  2  3  4  5  N/A

22. Ways for students to express knowledge gained from information test.
   1  2  3  4  5  N/A

23. What were some of the activities that were valuable to you in this workshop?

   ____________________________________________________________
   ____________________________________________________________

24. What suggestions do you have for improving this workshop?

   ____________________________________________________________
   ____________________________________________________________
Appendix X (pp. 104-107)

Professional Development Evaluation Questionnaire

FEEDBACK SUMMARY

Workshop Name: Professional Development for Adolescent Engagement in Information Text

Dates: June 17 & 18, 2008

Location: Leonardtown Middle School

Participant’s Name (Optional): ________________________________

Job Title: _____Reading/Language Arts Teacher     _____Special Education Teacher

_____Instructional Resource Teacher for Reading

_____Other (________________________________________) Please Specify

Circle Years in Present Position: <1  1-3  3-5  5+

INSTRUCTIONS:

Please circle your response to the items. Rate aspects of the workshop on a scale of 1 to 5.

5=“Strongly agree,” or the highest, most positive impression
3=”Neither agree nor disagree,” or an adequate impression
1=”Strongly disagree,” or the lowest, most negative impression
Choose N/A if the item is not appropriate or not applicable to this workshop.
Your feedback is sincerely appreciated. Thank you!

WORKSHOP CONTENT (Circle your response for each item.)

1. The workshop objectives were clear to me.                  4.81

2. The workshop lived up to my expectations.                  4.87
   + Some! Above

3. The workshop reading content is relevant to my job.          5.00

WORKSHOP DESIGN (Circle your response for each item.)

4. The balance of lecture, large group, small group, individual, and partner activities was appropriate.  5.00 Very!
Appendix X (cont.)

5. The workshop activities stimulated my learning. 4.81
6. The workshop activities gave me adequate practice and feedback. 4.93
7. The level of difficulty of this workshop was appropriate. 4.87
8. The pace of this workshop was appropriate. 4.75
9. The instructors/facilitators were well prepared. 5.00
   Very Prepared!
10. The instructors/facilitators provided additional assistance, as needed. 5.00

WORKSHOP RESULTS (Circle your response to each item.)

11. I accomplished the objectives of this workshop. 4.93
12. I will be able to use what I learned in this workshop. 4.87
   Can’t wait!

WORKSHOP DELIVERY (Circle your response to each item.)

In this workshop, I increased my understanding of the following:

13. The importance of reading as learning in all disciplines. 4.85
14. The processes for using reading for learning from information text 4.93
15. How students make inferences in reading. 4.81
16. The features of student reading engagement. 4.81
17. Motivation principles as they relate to reading engagement. 4.81
18. How to support in the classroom motivation and student engagement for reading through:

   Student choice 4.81
   Student competence 4.68
   Student collaboration 4.75
   Student connections 4.81
Appendix X (cont.)

19. How to support fluency in the classroom. 4.62

20. Guided reading with information text. 4.68

21. The structures and features of information text and their support in knowledge acquisition. 4.87

22. Ways for students to express knowledge gained from information text. 4.87

23. What were some of the activities that were valuable to you in this workshop?
   - The scaffolding exhibited helps me to see how it is accomplished.
   - The way you highlighted the passage to make a good summary.
   - Inferencing activities and summarizing
   - Practice in the inferencing and summarizing tasks
   - Inferencing guide, collaboration, a chance to work with other teachers as well as teachers from my own school
   - All of them! Well designed! Engaging and motivational; Loved the choices given, partner work, pacing, etc……
   - Summarizing and inferencing lessons, understanding the components of student engagement
   - Summary Activity, Leveling and rating the books
   - Inferencing Guide, scaffolding of texts with same information
   - I really saw the importance of putting kids in groups so that they could talk through their knowledge.
   - The summarizing, circling, and underlining, the information
   - All
   - Inferencing more difficult text with partner
   - Ability to talk with my team and exchange ideas within the group
   - All-great workshop!
   - You all were interesting and applicable.

24. What suggestions do you have for improving this workshop?
   - I really have NO suggestions. Your presentations were highly motivating and time flew by.
   - I enjoyed this one. I wasn’t bored and stayed on task.
   - How to use it in collaboration with the anthology.
   - Give it to all SMCPS teachers!! The theory and activities can enhance all classrooms!
   - Thank you very much!
Appendix X (cont.)

• Overall the workshop was well worth my time and effort. I look forward to implementing these ideas in my classroom and to the next workshop.
• None! This was fantastic!!
• Donuts!
• Force groups to mix-up more to gain larger perspectives of people from other schools!
• NONE!
• Bring another one that is similar in 6 months so that these ideas and new ones stay fresh!
• Lecture was a bit repetitive at certain points.
• More discussion, debriefing, or other teachers how we would implement these strategies.
• I’d like to try more difficult texts with activities because I needed to try it personally.
• None at this time
• None