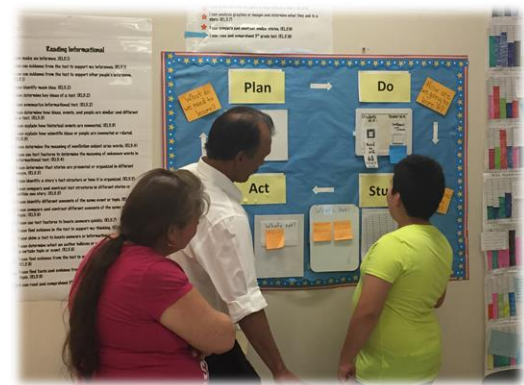


Creating a Culture of Literacy

Green Ridge Elementary
Monday, March 7, 2016

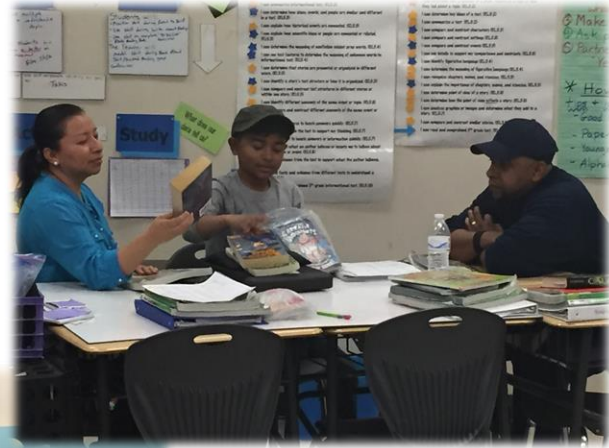


Objectives

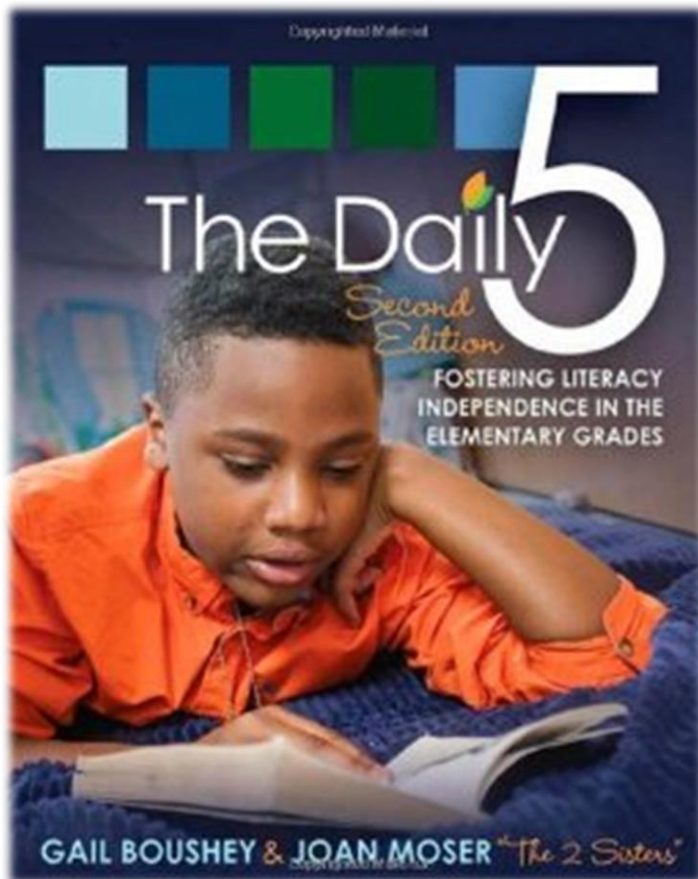
- Frame the learning
- Facilitate the learning
- Encourage independent literacy behaviors- reading and **writing**
- Define our goal- marked improvement in reading achievement

Literacy Plan

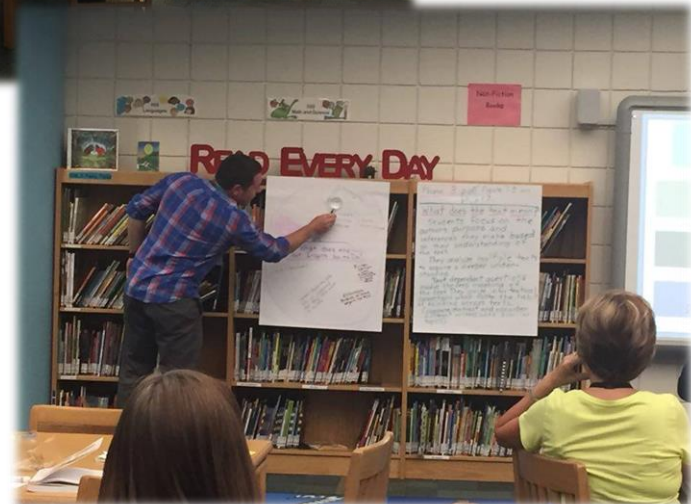
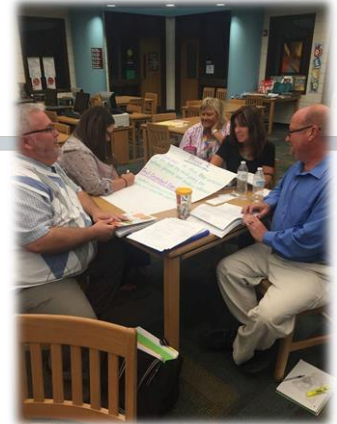
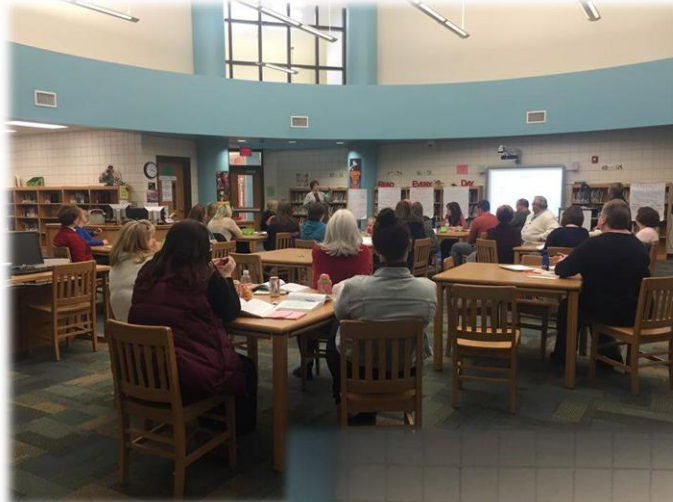
Ignite a Passion for Reading



Implement a Literacy Framework: *The Daily Five*



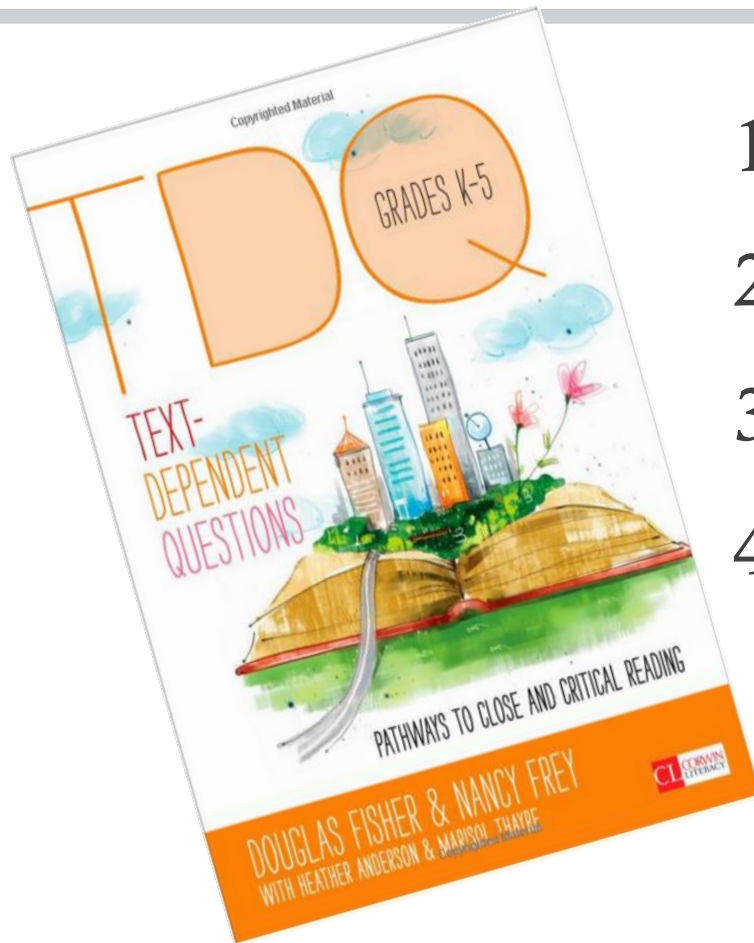
Professional Development: *Text Dependent Questions*



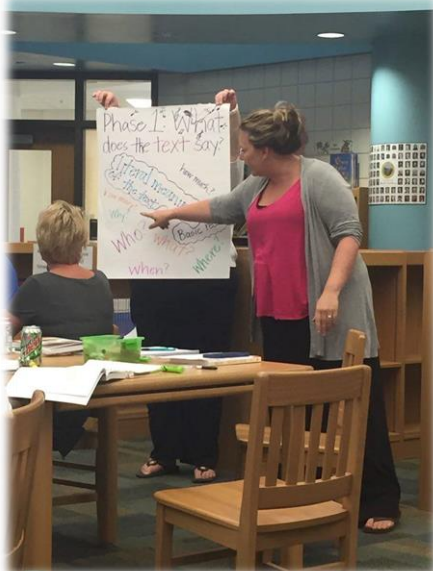
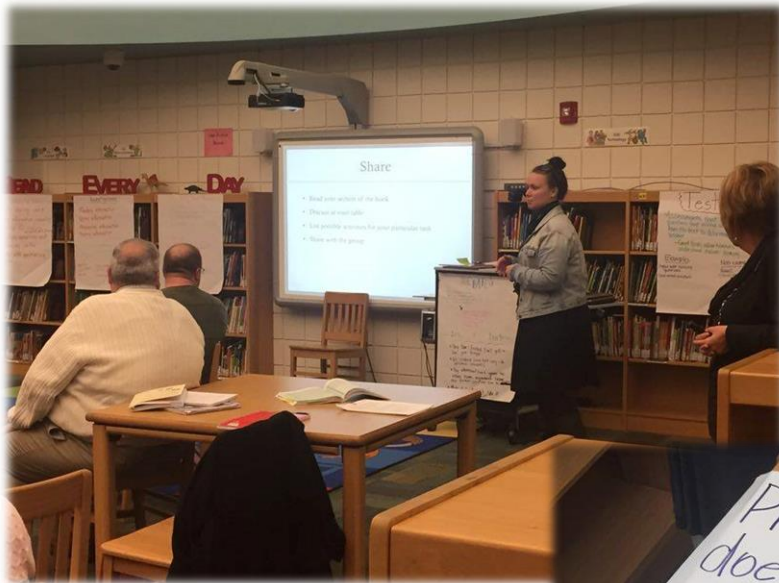
Monthly Professional Development Facilitated by Anne Evans

- Session 1: Tuesday, September 8 (after-school)
- Session 2: Monday, October 5 (PLC groups)
- Session 3: Monday, November 2 (after-school)
- Session 4: Monday, December 7 (PLC groups)
- Session 5: Monday, January 4 (after-school)

Book Study



1. What does the text **say**?
2. How does the text **work**?
3. What does the text **mean**?
4. What does the text **inspire you to do**?



Phase 1: What does the text say?

literal meaning

how much?

Why?

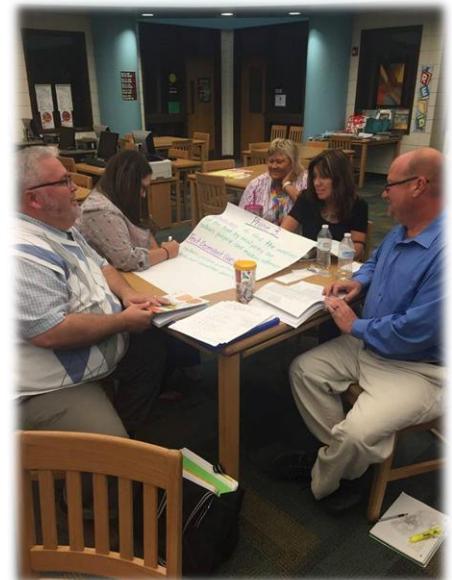
Who?

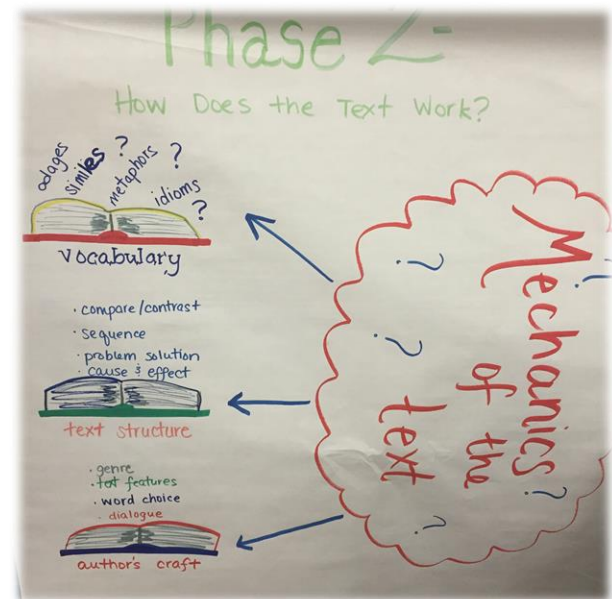
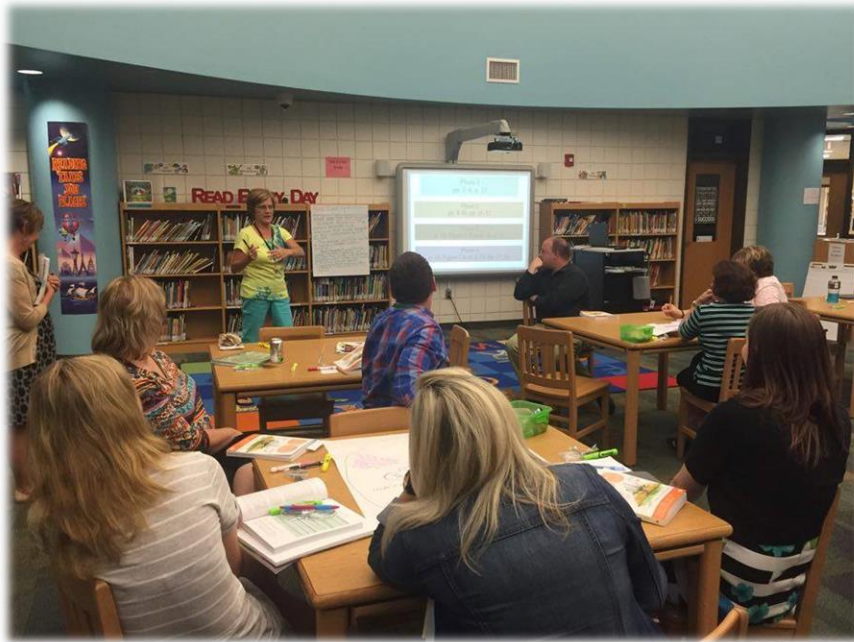
When?

What?

Where?

Basic recall





Readers develop inferences by...

1. Noticing clues about the character in the text (Text Clues)
2. Combining the clues with what they already know about people like this (Background Knowledge)
3. Stating an idea (Inference)

Text Clues	+	Background Knowledge	=	Inference
It says...		I know...		So, I think...

Socratic Seminar

Discussion and analysis of a text that is worthy of investigation. *Big Ideas*

The teacher acts as a facilitator who gives open ended questions to prompt analysis of the text.

Students share their perspectives of the text with each other.

Finally the teacher challenges students to reflect and connect the text to their world view. *complete a product*

Readers pay attention to the characters in their stories. They notice...

- how they act
- how they speak
- what they say
- what they think

Then, they ask... "What does this tell me about how the character feels and what feeling does this capture?"

Teacher Feedback

- “Thanks to our TDQ book study, I am now choosing books that really make my children think.”
- “My children have been sparked to dig deeper in the text and they’re better able to analyze their thoughts and responses.
- “I am seeing overall improvement in my students’ writing.”
- “My children are becoming true detectives as they dig through the text to find the answer to their questions.”

Programs: Montgomery County Schools
School: Green Ridge Elementary

Students enrolled
on test day

2 Years 2 Periods

mCLASS:Reading 3D
All Assessment Measures

Grade: All Grades
Subject: Official Class

*Refresh date: 01/30/2016

◀ Total Students Assessed
Far Below Proficient
Below Proficient
Proficient
Above Proficient
No Proficiency Level Established

▲ To Programs

▼ To Teacher

To Grade ►

To Ethnicity ►

TRC Proficiency Level - 14-15 - EOY 178 79 46 38 ◀341

15-16 - MOY 173 94 42 31 ◀340

0 % 20 % 40 % 60 % 80 % 100 %

"There is no such thing as a
child who hates to read;
there are only children who
have not found the right
book."

Frank Serafini

