



Instructional Ladder for Primary Teachers

LDC Skills	Think About	Mini Task – What Instruction?
<p>Task Engagement:</p> <p>Ability to connect to the task and new content to existing knowledge, skills, experiences, interests and concerns.</p>	<p>Activating prior knowledge</p> <p>Generating questions for learning</p> <p>Preview the text and the task</p> <p>Make predictions</p>	<ul style="list-style-type: none"> • Organize Book Pass • Create a K – W – L with students • Show videos, CD’s, etc. to generate interest • List-Group-Label – <i>Tools for Teaching Content Literacy</i> by Janet Allen • Predict what will be in the text • Use thought bubbles to record what students are thinking (before module begins) • Record students’ questions • Bring in artifacts • Schedule field trips • Bring in photographs • Conduct a book walk • Make a Mystery Box, Mystery Bag • Anticipation Guide • Take a multi – sensory approach – What does it look like, smell like, feel like • Intentional discussions focusing on the topic
<p>Task Analysis:</p> <p>Ability to understand and explain the task’s</p>	<p>Going over the task in multiple ways – use of smart boards, overhead projector where students fill in the</p>	<ul style="list-style-type: none"> • Use graphic organizers to break the task down for primary students • Use sequence cards to generate discussion (what are we going to do first, second, etc.) • Jigsaw the task and let small groups of students form a chain to tell what part of the task they want to explain

<p>prompt and rubric.</p>	<p>teaching task, at literacy stations/centers, etc.</p>	<ul style="list-style-type: none"> • Create a Criteria Chart • Use Smart Boards • Create literacy centers/stations • Look at retelling – Check literacy standard for retelling • Use Anchor Charts (See the Daily 5) • Accountable Talk • Draw pictures • Go over Generic Rubric together, have students help you create a rubric
<p>Text Selection:</p> <p>Ability to identify appropriate texts.</p>	<p>Previewing Text Complexity – K.C.A.S. Appendices A</p> <p>Organizing a Classroom Library that is lexiled to match text to reader</p>	<ul style="list-style-type: none"> • Create Individual Book Boxes – <i>The Daily Five</i> by • Lexile books to match reader to text • Create Interest Surveys • Daily 5 – see page 30 • I Pick Books • Use a series of books for students to give their opinion – (ex. Jan Brett books we discussed) • Read Aloud – model • Help students chunk • Accountable talk
<p>Active Reading</p> <p>Ability to identify central point and main supporting elements of a text.</p> <p>L2 – Ability to identify and analyze competing arguments.</p> <p>L3 – Ability to make clarifying connections and/or</p>	<p>Making connections</p> <p>Visualizing what will be read and what is about to be read</p> <p>Questioning</p> <p>Monitoring comprehension of text</p> <p>Summarizing</p> <p>Drawing conclusions</p> <p>Inferring</p>	<p>Before Reading:</p> <ul style="list-style-type: none"> • Take a picture walk with students to generate interest, questions and connections • Set a purpose for reading the text/s • Go over Tier I, Tier II and Tier III vocabulary • Practice think aloud • Set procedures for success – <i>Guided Reading</i> By Tricia Burke and Kathy Hartzol • Book Pass • Webbing • Predicting Points • Partner Read <p>During Reading:</p> <ul style="list-style-type: none"> • Read and increase stamina of text by: <ol style="list-style-type: none"> 1. Choral Reading 2. Echo Reading or Boomerang Reading 3. Reading independently 4. Tape Assisted Reading 5. Reader’s Theatre

<p>provide examples.</p>		<p>6. Re-read Text</p> <ul style="list-style-type: none"> • Apply text connections when appropriate-T-T, T-S, T-W • Think Aloud – Use Reading Salad Model – <i>Reading First – Literacy Snapshots</i> • Practice Mind Mapping for Visualization • Text Coding – Have students code text where they have an Opinion, thoughts, connections, etc. <i>Strategies That Work</i> by Stephanie Harvey • Think – Pair – Share • Webbing • Editing questions • Visualization • Partner Reading • Stop and Say Something <p>After Reading:</p> <ul style="list-style-type: none"> • Practice reflection of what was read; (e.g. I agree with this because, I disagree with this because....My opinion of this is.... • Write in journal, content notebook or as an exit slip • Carrousel ideas, thoughts or concerns about text – E.G. Do you agree with the author that _____. What is your opinion about _____. Would you recommend this book to a friend, why? • Get the Gist - Florida Center for Reading Research • Summarization • Accountable Talk
<p>Essential Vocabulary:</p> <p>Ability to identify and master terms essential to understanding the text</p>	<p>Creating an interactive Content Work Wall</p> <p>Creating a Content Work Wall for Tier I, Tier II and Tier III words</p>	<ul style="list-style-type: none"> • Use Marzano’s Six Step Vocabulary Instruction • www.ascd.org/ASCD/media/common/six_step_flash.html • Frayer Model • Word Associations – Which word goes with snake? (python) Which word goes with terrified? (scared) • Have You Ever? Describe a time when you felt <i>livid</i>. (When my sister dropped my

	<p>Designing vocabulary instruction that is developmentally appropriate for the primary</p>	<p>baseball cards in the toilet.)</p> <ul style="list-style-type: none"> • Applause! Applause! Students clap in order to indicate how much they would like to be described by the target word. (novice, prodigy, uncouth, disruptive, etc.) Developmentally appropriate words that are mirrored in the text would be embedded in this activity.0 • Idea Completion: My mother was livid when • Word Generation: Students are asked to generate a list of related words, synonyms or antonyms to target words. Target word: huge Related words: enormous, gigantic, humongous, big • Questions, Reasons, Examples: Students are required to respond to a question using a target word, give reasons for their response, and create an example of the word. Would you have to walk <i>cautiously</i> around dark room? Why? What is something else you would like to do cautiously? • Where Would You See It? Students are asked to generate a list of places/situations they would see a vocabulary word and tell why. Examples: Where may you see a commotion? (school bus, lunchroom, a ballgame) • Making Choices: Students asked to respond to a number of choices and identify whether the situation could represent their vocabulary word. Students could give a “thumbs up or down, respond with yes or no, stand up or sit down,” etc. to respond. Example: Target word: morsel <ol style="list-style-type: none"> 1. One Cheerio 2. A whole pie 3. A raisin 4. A turkey dinner 5. A cake crumb • All Kinds of Questions. Students respond to a number of various questions surrounding vocabulary words. Target word: immense <ol style="list-style-type: none"> 1. What would be good about
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		<p>having an immense book bag?</p> <p>2. What would be bad about having an immense book bag?</p> <ul style="list-style-type: none"> • Vocabulary Quilt • Vocabulary Parade • Concept Maps • Content Word Walls • Think Word Consciousness • Vocabulary Name Tags • 1,2,3 Vocabulary Check • Vocabulary Name Tags
<p>Academic Integrity</p> <p>Ability to use and credit sources appropriately</p>	<p>Creating a set of developmentally appropriate rules that help very young students internalize the importance of what they are writing.</p>	<ul style="list-style-type: none"> • Make a student generated list of do's and don'ts when expressing an opinion • Practice giving students an opportunity in small group to state their own opinion about a book, a rule or a concern. Tell students each opinion should be backed up with a personal reason. • Make a "rules" chain that focuses on their reason for stating a personal opinion about something. • Shoulder Buddy Talk – Your opinion is valued
<p>Note Taking</p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p>Generate ways that students can pick out the things that are important to a topic or content before actually writing their opinion piece.</p>	<ul style="list-style-type: none"> • Assign Quick Writes • Highlight important facts in text as a whole group or small group activity, then write about one of two of the facts you highlighted. • Create a flip book to help students record the important things in text. • Create "fact" flashcards or "information tickets" to record facts. Let students draw and the write about an important fact they just heard or read. • Keep a "Fact " Journal. • Teach students how to keep a "Learning Log." • Note taking on index cards • Alphaboxes
<p>Bridging</p> <p>Ability to</p>	<p>Think about the speaking and listening</p>	<ul style="list-style-type: none"> • Let students dramatize a fact they have learned and will use in their opinion piece • Have fun! Do the wave! Have each student

<p>begin linking reading results to writing task</p>	<p>standards that are in K.C.A.S. and align to the teaching task.</p>	<p>stand up and state one important fact that they will write about. They must then throw their arms up to create the “Fact Wave.”</p> <ul style="list-style-type: none"> • Circle the Sage: Tell students a sage is a wise person. Select 5 sages. Have students count off 1 to 5. Number 1’s go to Sage 1, Number 2’s go to Sage 2, etc. The students listen to their sages talk about the facts or evidence that backs their opinion. They go back to their original group to share out.
<p>Claim</p> <p>Ability to establish a claim and consolidate information relevant to the task.</p>	<p>Conferencing with students so they are solid in their opinion and have evidence that will back it up. (Developmentally appropriateness is always key. For example if you are asking a student to state their opinion about a book, guide them in telling you why or why not they like the book.</p>	<ul style="list-style-type: none"> • Help students generate a list of things that support their opinion. Use a writing notebook for this list. Give descriptive feedback on the pages of the notebook. The notebook can act as anecdotal record keeping and ultimately a formative assessment. • 4 Square • Circle – cut out pieces of paper, have students put reasons on each; sequence in order of importance.
<p>Planning</p> <p>Ability to develop a line of thought and text structure appropriate for an argumentation task.</p>	<p>Scheduling individual conferences to begin the process of planning. Anecdotal notes can be taken during the Planning Conference.</p>	<ul style="list-style-type: none"> • Use a graphic organizer to help students plan their opinion piece. It can be something as simple as having them fill in the blank or blanks of a template to get them started. • See Circle and 4 Square Planning
<p>Development</p> <p>Ability to construct an initial draft</p>	<p>Meeting students at their point. Starting the draft where they are in their writing</p>	<ul style="list-style-type: none"> • Scaffold instruction when and where appropriate in this stage of development.

<p>with an emerging line of thought and structure.</p>	<p>development will ensure continuous progress. (Some students make start the draft by drawing pictures. Others may put beginning sounds when drawing pictures. Others may write in complete sentences. This is for the teacher to assess and development “Next Steps.”</p>	
<p>Revision</p> <p>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>Introducing peer conferencing here might be a place to start with the developmentally appropriate descriptive feedback.</p>	<ul style="list-style-type: none"> • Teach peer conferencing. Model how to do this in large group using strong examples. Role Play the peer conference with students. • Try peer conferencing in small groups with facilitation by the teacher.
<p>Editing</p> <p>Ability to proofread and format a piece to make it more effective.</p>	<p>Ensuring students understand that descriptive feedback from peers and teachers makes a writing piece better is important in the primary.</p>	<ul style="list-style-type: none"> • Practice editing with students using descriptive feedback from peers and adults.
<p>Completion</p> <p>Ability to submit final piece that meets</p>	<p>Celebrating student work is important on this part of the instructional plan/ladder. If a</p>	<ul style="list-style-type: none"> • Set up a time, place and audience where student’s work can be shared, displayed and celebrated. (Author’s Chair, Writer’s Nook, etc.) • Design “Next Steps” for the budding writer. • Digital publishing.

expectation.	student has done their best at this stage in development it should be considered a final piece.	
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Ruthie Staley – N.K.C.E.S.