

Using Systems to Develop Literacy Among Elementary Students

Description:

Participants will experience lessons that integrate systems concepts and tools with proven literacy strategies.

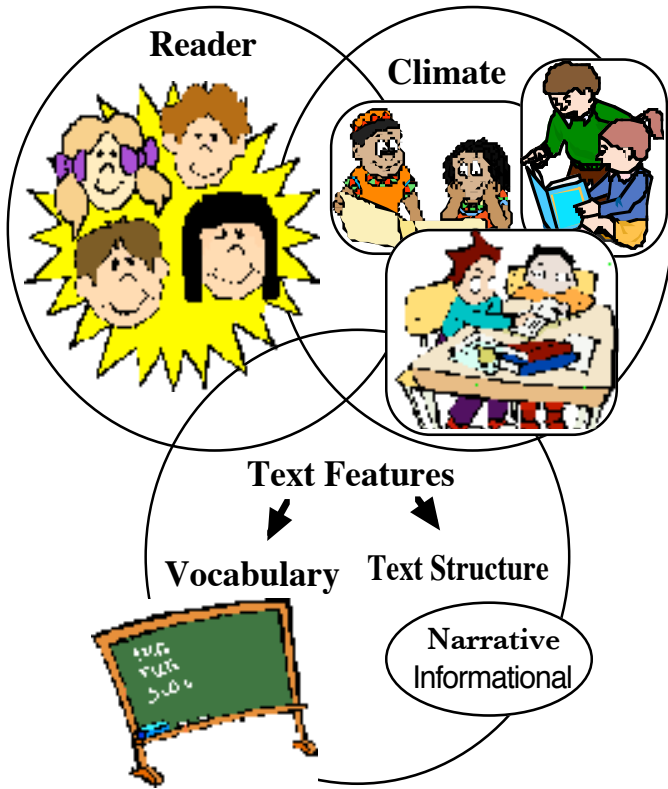
Experience Level:

Appropriate for beginners and anyone interested in systems work in elementary schools (primary and intermediate grades)

Outline:

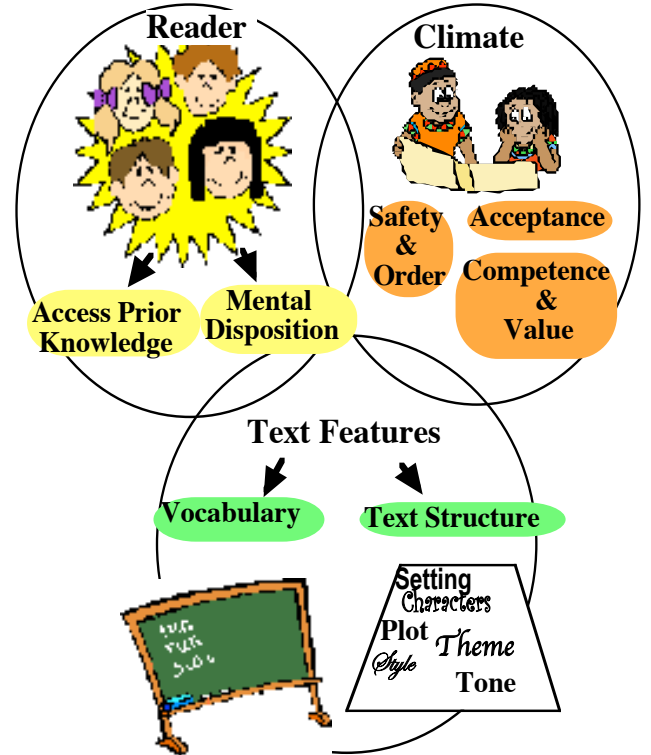
1. Welcome, Introductions
2. The “Interactive Elements of Reading”
3. Meeting standards and benchmarks
 - Primary example activity: behavior-over-time graphs
 - i. *Across the stream* - Kindergarten
 - ii. *The Doorbell Rang*- Grades 1-2
4. Scaffolding with “Dimensions of Learning”
 - Intermediate example: stock/flow map
 - i. Water activity
 - ii. Circles and toothpick activity
 - iii. 5th grade stock/flow map
 - iv. Looking for leverage
5. Working “Interactive Elements of Reading” with informational text
 - Cone activity
 - Introduction of the goal/gap worksheet
 - i. Narrative summary strategies
 - ii. Expository summary strategies
 - iii. Using the goal/gap worksheet
 1. Rubrics
 2. Student examples
6. Questions, Closure

Three Interactive Elements of Reading



Adapted from Teaching Reading in the Content Areas, MCREL

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Kindergarten Standards and Benchmarks:

Standard #1: Students comprehend, interpret, evaluate, and appreciate a variety of classic and contemporary literary texts employing skills, strategies, and knowledge.

- Use logical sequence to retell a story.
- Make and verify predictions about the elements in a story (e.g. characters, setting, sequence of events, problems).

Standard #3: Students read and/or experience texts to understand themselves, others, and the world around them.

- Read texts for a variety of purposes
- Share responses to literature with peers.

Listening & Speaking Standard #1: Students use listening strategies and skills to comprehend, interpret, evaluate, and/or appreciate viewpoints and ideas of others.

- Listen & respond to stories, poems, & nonfiction.

Listening & Speaking Standard #2: Students use strategies, processes, and conventions to orally communicate ideas to a variety of audiences for specific purposes.

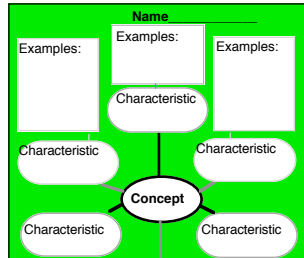
- Make contributions in class and in group discussions (e.g., share ideas, information, opinions and questions).
- Follow the rules of conversation and discussions (e.g., take turns, raise hand to speak, stay on topic, focus attention on speaker).

Name				end
				middle
				beginning
	○	○	○	

Scaffolding the Knowledge using DOL

Acquire and Integrate knowledge

Concept web



Extend and Refine knowledge

Compare and contrast

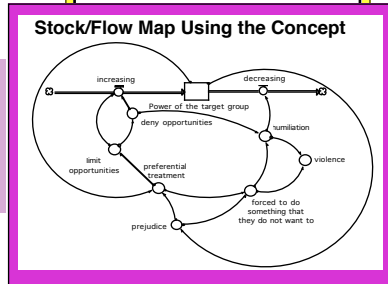
Comparing and contrasting

Book	Similarities	Book
Characteristic		Characteristic
Examples:		Examples:
The concept of _____ was similar in both stories because _____		

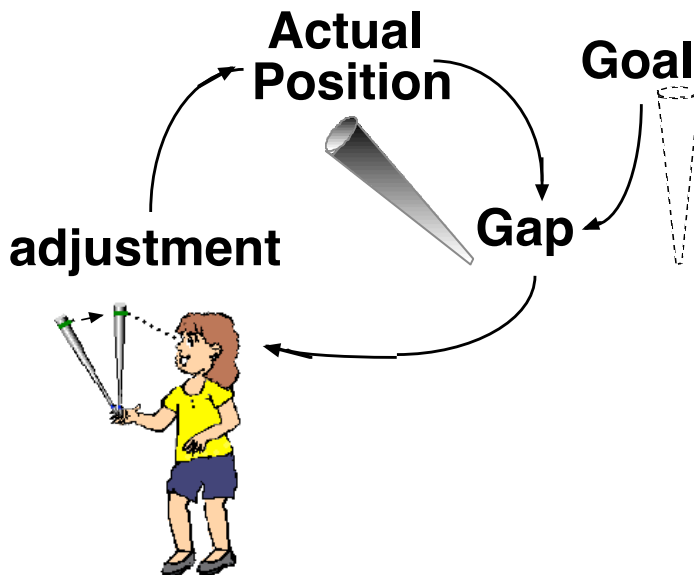
Differences		
Characteristic		Characteristic
Examples		Examples:
The concept of _____ was different within the stories because _____		

Use Knowledge Meaningfully

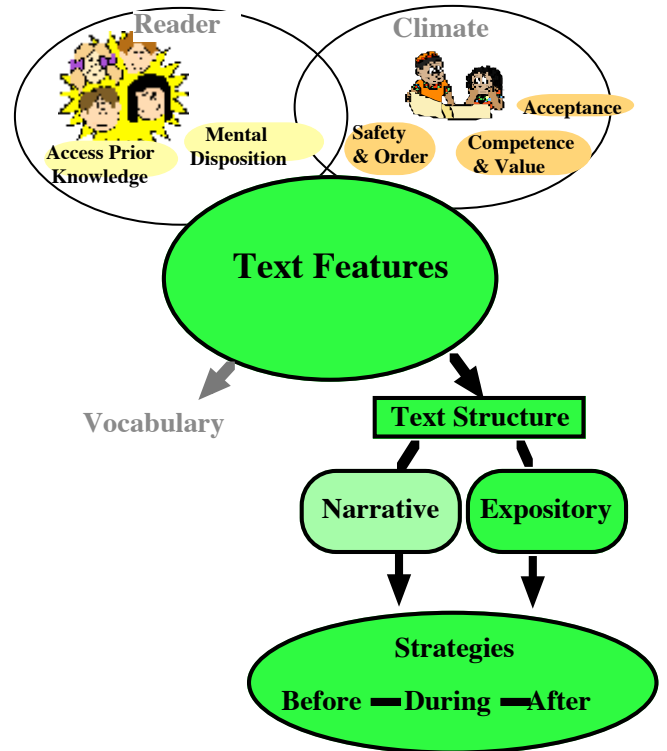
Problem solve using a stock/flow map



If there is a gap, you respond by making an adjustment.

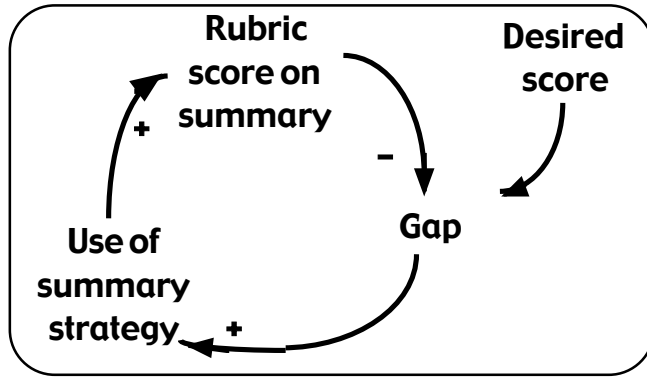


Three Interactive Elements of Reading



Understanding Text & Summarizing Skills

Name _____



rubric score	4										
	3										
	2										
	1										
	0										
		(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	
		(date)	(reflection and plan)								

_____ (beginning date)

_____ (beginning rubric score)

date

reflection and plan
