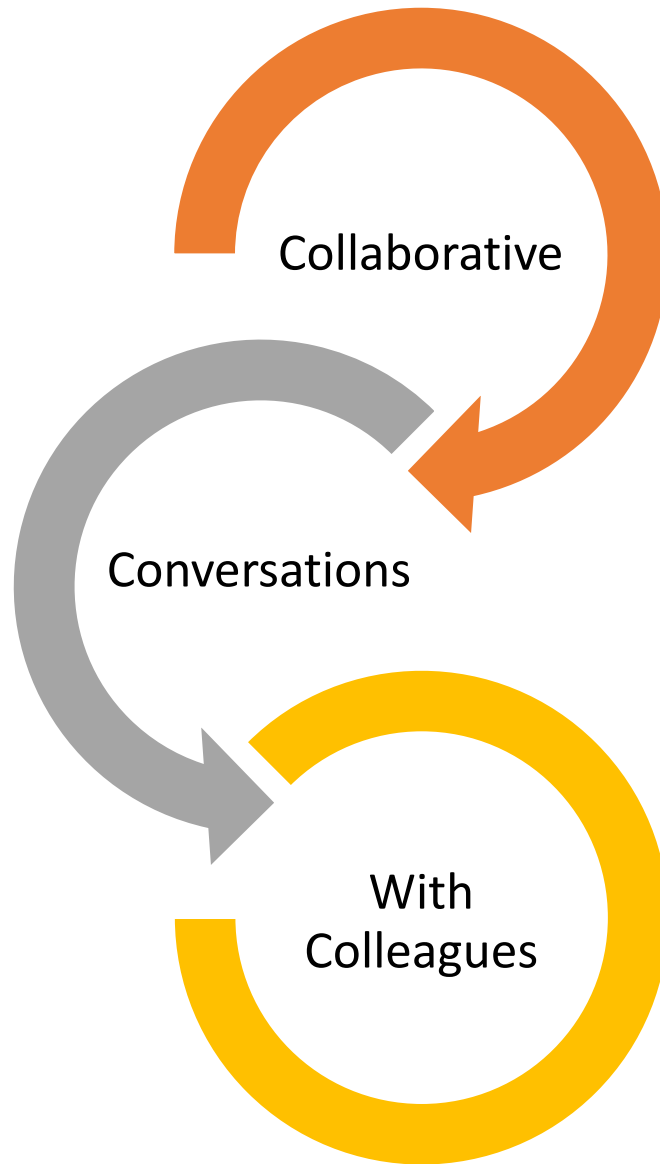


Building a Culture of Writing



Professional Learning Guide (K-5)
Disciplinary Literacy

How to Use this Guide

This guide is designed to support facilitators with planning for the webinar and conducting the 90-minute follow-up session after the webinar. The guide is also designed to support Tier I participants who are self-directed and participating in the series at their own pace. Included in this guide are the following:

- descriptions of each session outlining the content
- guiding questions for participants to think about as they view the webinar
- references for the research-based practices shared by presenters
- activities to deepen participants' understanding of webinar content
- resource materials to support participants with developing plans for classroom implementation

Following the webinar, facilitators will then guide participants through a series of discussions and activities designed to deepen their understanding of webinar content. Participants will also work to create next steps for individual classroom implementation. Upon returning to their building and implementing the high-quality instructional strategies shared in the webinar, participants are encouraged to further collaborate with colleagues in their schools through Professional Learning Communities and/or peer observations. It is suggested that participants share practices with colleagues across *all* content areas.

The outline for the 90-minute, face-to-face session is as follows:

<i>Discussion of Webinar Content</i>	Suggested time: 10 minutes
<i>Small Group Work</i>	Suggested time: 15 minutes
<i>Break</i>	Suggested time: 5 minutes
<i>Plan for Implementation</i>	Suggested time: 40 minutes
<i>Share plan</i>	Suggested time: 10 minutes
<i>Reflection</i>	Suggested time: 10 minutes
	Total time: 90 minutes

Things to Consider for Tier 2 and Tier 3 Facilitators

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Facilitators can have participants share their responses orally, complete a written response or “hold” their thinking. Following the webinar is **Opening Moves**. This is a Think-Pair-Share activity that engages participants in collaborative conversations as they reflect on the webinar content and debrief the concepts and ideas shared by Presenters and Co-Presenters. Facilitators will then guide participants through the **Work Period** where they will participate in a small group activity to deepen their understanding of the instructional practices highlighted during the webinar, create a plan for classroom implementation, and share their plan with the group. The session ends with **Closing Moves** where participants will engage in a reflection activity.

Before viewing:

The **Activator** should be done prior to viewing the webinar and take no more than 10 minutes. The activator questions are designed for participants to ponder as they prepare to engage in the webinar. Facilitators can also choose to have participants write a response using the following:

Carousel Brainstorming

Post activator questions on poster paper.

Divide your group into smaller teams to match the number of questions you have.

Give a different color marker to each team, and have each team start at a particular question.

At each question, participants should brainstorm responses or points they want to make about the posted question.

After 2-3 minutes with each question, signal the teams to move to the next question, until all teams have responded to all questions.

View with a Question in Mind

Before viewing the webinar, have participants review the session overview and objective(s). From these, ask them to develop a question that comes to mind. After developing the question, encourage them to view the webinar with their question in mind and note new learning, important information, connections, and questions they may have.

Harvey, S., & Daniels, H. (2009). *Comprehension and collaboration: Inquiry circles in action*. Portsmouth, NH: Heinemann.

After viewing:

“Opening Moves” is a post-webinar activity that engages participants in collaborative conversations as they reflect on the webinar content. It is designed as a Think-Pair-Share activity but again facilitators can utilize alternative methods for a collaborative reflection. Here are a few suggestions:

The National School Reform Faculty’s 4 “A”s Protocol

- What **Assumptions** do the presenters in the webinar hold?
- What do you **Agree** with in the presentation?
- What do you want to **Argue** with in the presentation?
- What parts of the presentation do you want to **Aspire** to?

Resource:

http://www.nsrffharmony.org/system/files/protocols/4_a_text_0.pdf

Visible Thinking Protocol

I used to think _____, but now I think _____ **or**

I used to think _____ and I still think _____

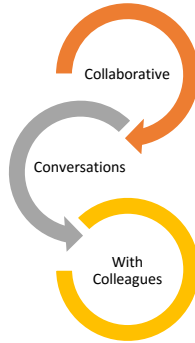
Have participants share and explain their shifts in thinking.

Resource:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm

Things to Consider for Tier I Participants

Each session opens with an **Activator** that includes questions for participants to consider prior to viewing the webinar. Participants can complete a written response or “hold” their thinking as they prepare to view the webinar. While Tier I is self-paced, it is suggested that participants view the entire webinar in one session and make note of key ideas. Following the webinar is **Opening Moves**. This is an activity designed to debrief the concepts and ideas shared by Presenters and Co-Presenters. Tier I participants will complete a written response to the questions in this section. Following **Opening Moves** is the **Work Period**. Tier I participants will notice that the **Work Period** engages participants in a *small group* activity to deepen their understanding of the instructional practices highlighted during the webinar and allows time for participants to create a plan for classroom implementation. **Although Tier I participants will likely work through the series independently, they are still encouraged to work through the activity.** After creating a plan for implementation, participants are further encouraged to share their new learning and plan with a colleague. The session ends with **Closing Moves** where participants will complete a written reflection.



Session 5: Disciplinary Literacy

Lead Presenter: Tameka Thomas

Co-Presenter: Melanie Lockett

Session Overview: During this 90-minute webinar, we will discuss and use current and relevant research as the basis for our discussion on instructional practices that promote effective analysis and evaluation of a text. Teachers will have access to all research provided, as well as access to additional research findings for further exploration. Our learning will begin with a focus on grade appropriate strategies to help students comprehend informational/nonfiction text. Looking a little deeper, we will then explore grade appropriate strategies for careful and intentional analysis of informational/nonfiction text. We will discuss types of information gathered from a text, and tools for using the information gathered from an analysis or evaluation of a text, to inform grade appropriate writing task.

Objective(s): By the end of this session, participants will be able to

- demonstrate their understanding of instructional practices that support students with comprehending informational text
- employ effective teaching strategies for writing in response to text

Activator

Questions to consider prior to viewing webinar

- What strategies do you utilize to support students with comprehending and responding to non-fiction text?
- What in your experience has been most successful?

Guide for Follow-up Session

Materials: Newsela article Timer

Opening Moves

Discussion of Webinar Content (Think-Pair-Share)

Suggested time: 10 minutes

What resonated *most* with you in the webinar? What is one “take-away” that you feel you can begin implementing immediately into your practice?

Work Period

Step 1. Small Group Work

Suggested time: 15 minutes

Written Conversations Activity

- a. Have participants get into groups of 3 (Encourage them to partner with others in similar grades. Support staff members should assign themselves to the grade levels in which they teach)
- b. Provide each participant with a copy of the [Newsela article](#) on the Panama Canal. **(The article is included in this section of the guide)**
- c. Give the groups five minutes to read and write a response to the question below. They must write for the entire three minutes. (Set timer)

How does the information in the article fit with or make you question what you already know about the Panama Canal?

- d. Participants should swap papers with someone in their group. They will have three minutes to read the response and then respond to them. They should be actively reading and writing for the entire three minutes.
- e. Have participants repeat this step once more with a different partner. The new partner will have five minutes to read the original author’s statement as well as the first partner’s statement and respond.
- f. Have participants return the paper to the original author. The original author will take three minutes to read the comments on their paper and mark the one most **interesting**, **unusual**, or **debatable** sentence that their partner’s wrote. This should be something they would be interested in talking about further with their group.
- g. Debrief the activity by asking participants: What were the *big ideas* about the topic that came up? What did you agree or debate about? How can this be helpful in your classroom? What content areas does it lend itself to?

Break

Suggested time: 5 minutes

Step 2. Create a Plan for Implementation

Suggested time: 40 minutes

Say, “Think about your existing approach to supporting students with comprehending and responding to informational text. What are some additional strategies you learned today that could support you with planning and designing instruction to enhance students’ ability to effectively analyze information gathered from text and use that information as the basis for a writing task. “Explain they will now design a lesson using some of the highlighted examples from today’s session.”

Step 3. Share plan

Suggested time: 10 minutes

Have participants organize themselves into groups of 3-4. Allow time for them to share their plan with the group.

Closing Moves

Reflect on what we have learned

Suggested time: 10 minutes

Use the “The Important Thing” summarizing activity as a framework for reflecting on today’s session.

Three important ideas/things from the today’s session are _____, _____, and _____, but the most important thing I learned today is _____.

Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.

Panama Canal expansion project makes room for megaships, new business

By Miami Herald, adapted by Newsela staff on 07.07.16

Word Count **825**



A ship arrives with new rolling gates for the Panama Canal's third set of locks for the canal's expansion project at Limon Bay, Gatun, Panama, June 10, 2014. Photo: AP Photo/Tito Herrera

PANAMA CITY, Panama — More than 100 years ago the SS Ancon sailed into the history books as the first ship to cross the Panama Canal. The canal was built by the U.S., and the area around the canal, the Panama Canal Zone, was under the control of the U.S. for many years. The waterway was seen as a display of American ingenuity and engineering skill.

The Panama Canal cuts across Panama. It was created so that ships could get from one side of the Americas to the other without having to sail all the way down to the tip of South America.

Updating The Highway Of The Sea

The United States completely withdrew from the canal on Dec. 31, 1999. There was barely any U.S. participation in the recent \$5.5 billion canal project, which will allow the world's bigger ships to cross Panama's "highway of the sea." The project was meant to expand the canal so bigger ships could fit through it. The ship making the first official trip through the newly expanded canal Sunday will be a Chinese megaship.

Part of this project has been building new locks. Locks are devices that are used to raise or lower boats. The canal is not the same elevation throughout, so the locks are necessary for ships to pass through the canal. The new locks are an engineering marvel, as they are almost as tall as an 11-story building. The project is expected to double the canal's capacity. However, it's been a long slog. The project is being delivered nearly two years behind schedule. Additionally, claims made by the international organization that built the project could push the price for the project even higher.

But now — 110 million hours of work, 292,000 tons of structural steel, 1.6 million tons of cement and 5 million cubic meters of concrete later — the project is finished. Panamanians voted to approve it in 2006.

"This is a great project from an engineering and logistical point of view," said Giuseppe Quarta. He is the chief executive of the organization that worked on the project.

The project got underway in 2007. It included deepening and widening the entrances to the canal, widening and deepening the navigational channels, and raising the level of certain parts. It also involved building larger Atlantic and Pacific locks that are as long as three Empire State Buildings laid end to end.

Expanded Canal Will Expand International Trade Options

The original canal, built at great cost in money and human lives, is simply too small to handle the bigger ships now traveling the world's trade routes. Smaller ships will continue to use the original locks. The old and new locks share much of the original canal route.

With the canal now able to handle longer, wider and heavier ships, the canal authority hopes to win back shipping lines. Many had switched to the Suez Canal in North Africa or used U.S. West Coast ports because their ships couldn't fit through the original locks from 1914.

Panama Canal Administrator Jorge Quijano said that Panama is beginning a new era. This is an era "that will change the face of global shipping and international commerce."

Celebrating The Project's Completion

Panama's President Juan Carlos Varela will preside over a ceremony celebrating those who worked on the project. Then the Chinese ship will proceed to the main event on the Pacific side of the canal.

Prominent people from around the world are expected to mark the inaugural passage. The next day, the new locks will open for regular commercial traffic. Already, shipping lines have made more than 120 reservations for the new locks.

The timing for delivery of the project hasn't been great. Drought has caused low water levels and hampered shipping operations through the canal this year. Because China manufactures so many products, a slowdown in business in China has also taken a toll.

Meanwhile, the delays in completion of the project have given U.S. East Coast ports and other ports around the Americas more time to complete dredging and other improvements so that the big ships transiting the canal can enter their shipping channels fully loaded.

A Coveted Economic Position Between Two Oceans

In Panama, the canal is the economic lifeblood of the country that sits between two oceans. This project has also become a huge source of pride for Panamanians.

"The canal is the advantage that Panama has over everyone — and it always will," said Philip Nichols, a business professor at the University of Pennsylvania. "They know they have an income, no matter what."

Beyond just going from the West Coast to the East Coast, a lot of cargo also goes south to Latin American countries.

"Panama is a natural trans-shipment hub," said Benitez.

Although the paint is barely dry on the new locks, the Panama Canal Authority is already considering building another larger set of locks. Ships too big to fit through the new locks are already being built.

Miami Herald via Newslea (Ed. Newslea staff. Version 1050). "Panama Canal Expansion Project Makes Room for Mega Ships, New Business." 7 Jul. 2016. Web. 5 Aug. 2016.
<https://newslea.com/articles/panama-canal-opening/id/19027/>

The Important Thing Reflection Activity



Three important ideas/things from the today's session are _____

_____, _____,

_____, and _____

_____, but the most important thing I learned today is

_____.

Thompson, M. (2009). *Learning focused solutions*. Boone, NC. Learning Focused.

References

- Beers, K. & Probst, R. (2012). *Notice and note: Strategies for close reading*. Portsmouth, NH: Heinemann.
- Bourgue, P. (2016). *Close writing- Developing purposeful writers in grades 2-6*. Portland, ME: Stenhouse.
- Daniels, H. & Daniels, E. (2013). *The best kept teaching secret: How written conversations engage kids, activate learning, grow fluent writers*. Thousand Oaks, CA: Corwin.
- Rosenblatt, L. M. (1995). *Literature as exploration*. New York: Modern Language Association of America.