

Let's Go Deep: Building Literacy Instruction around an Essential Question

MAACCE 2024
Conference-June 18-20



*Rest
Relax
Recharge*

June 19, 2024



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Our Agenda Today



Essential Questions



Pre-Reading Activities



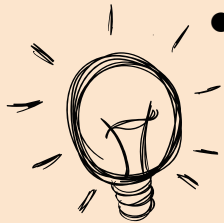
Collecting Evidence



Post-Reading Activities

Planning for ELA Shifts & Supports

- Where am I providing opportunities to engage with complex text, including read alouds, video, visuals? **(COMPLEXITY)**
- How am I providing questions and tasks that require students to unpack academic vocabulary? **(COMPLEXITY)**
- Am I creating sequences of questions and tasks to build toward more coherent understanding and analysis of content?
- **(EVIDENCE)** Where am I providing opportunities for students to employ evidence when speaking or writing? **(EVIDENCE)**
- Am I building instruction around an essential question? **(KNOWLEDGE)**
- Am I using multiple texts in a lesson and having students compare/contrast the texts? **(KNOWLEDGE)**



What am I doing that my students could be doing?

Keep Both Student Groups in Mind

- Intermittent attendees
- Regular attendees

We need to plan instruction that includes both students. Intermittent learners need to be able to jump in to what we're doing, and regular learners express they need stability in instruction to persist.



1



The Essential Question

What is an Essential Question?

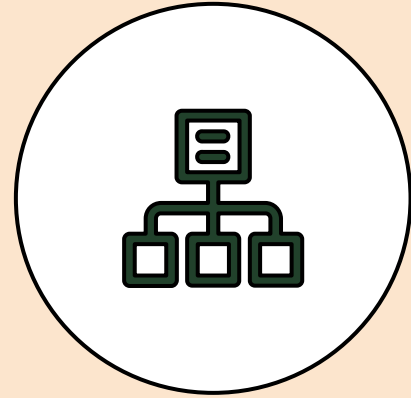
- Open-ended
- Thought-provoking: spark discussion and debate
- Requires higher-order thinking
- Requires students to build, organize and use knowledge
- Creates additional questions
- Guides the choice of text and activities



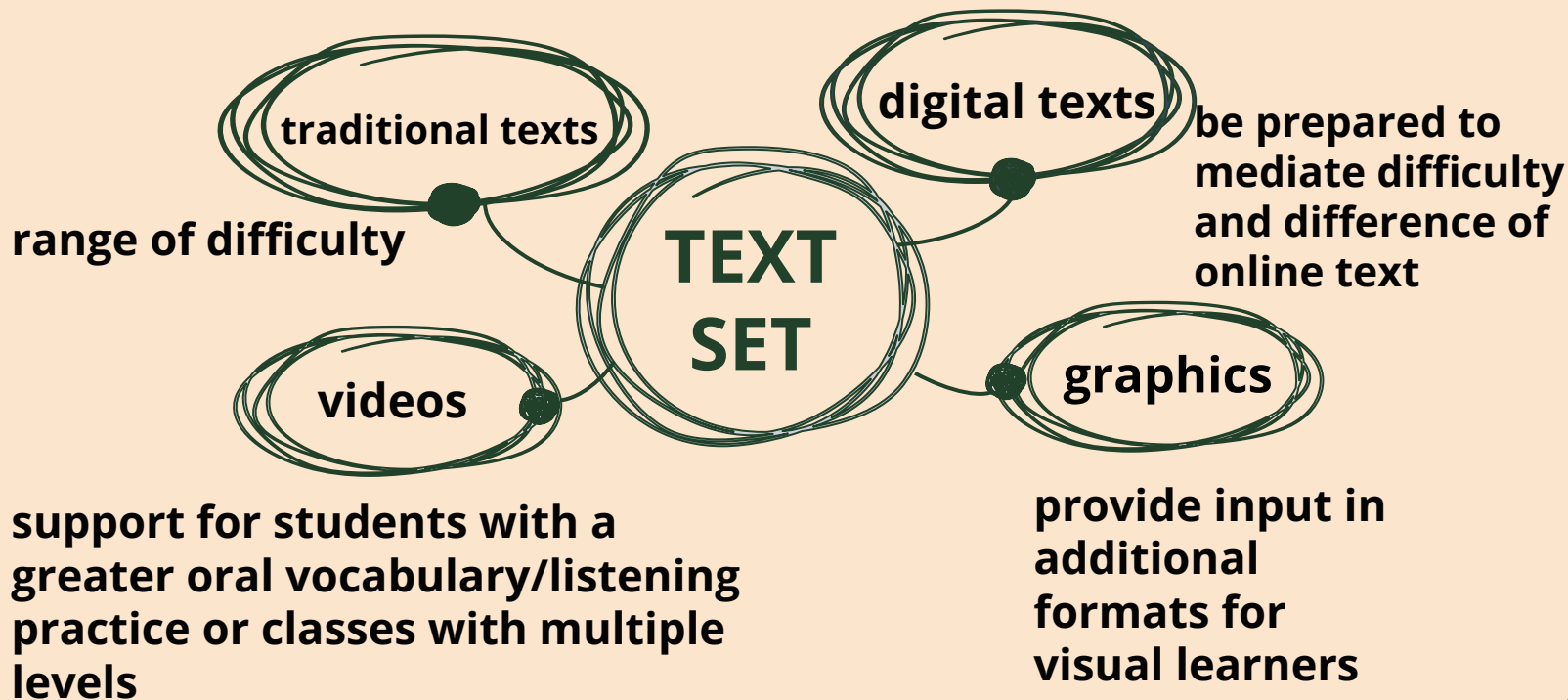
What is an Essential Question?

- What strategies can we use to overcome challenges and setbacks?
- How does the Electoral College work in the United States?
- What are effective problem-solving strategies?
- What are some healthy ways to relieve stress?
- How do I plan a day trip to a local place?
- How does immigration affect mental health?
- Is social media causing us to become less social?
- How do I get a job?
- Is voting a personal choice or a civic responsibility?
- Should people be required to vote?
- How does the Bill of Rights impact our lives today?

Text Sets are
curated sequences
of resources that
build knowledge on
a topic or essential
question.



Creating a Text Set




All texts focus on answering an essential question.



Building a Text Set for Instruction



1. What do students want/need to know? (essential question)
 2. What texts support what you want to teach and what students need to learn?
 3. How and when will you use the texts?
 4. What will students do with the texts to build knowledge around the essential question?
- 





I can't give students texts that are too hard for students to read!!

No, we cannot. But we can mediate difficult texts. In the past, we've changed text. We can differentiate by changing what we do with the text, not the text itself.

—Dr. Jeanne Paratore & Dr. Barbara Krol-Sinclair

Frustration Level  Productive Struggle
Productive Struggle with Support = Reading Gains





Keep moving to the right!!



teachers
carrying the
cognitive load

students
carrying the
cognitive load



Cell Phone Text Set

Essential Question:

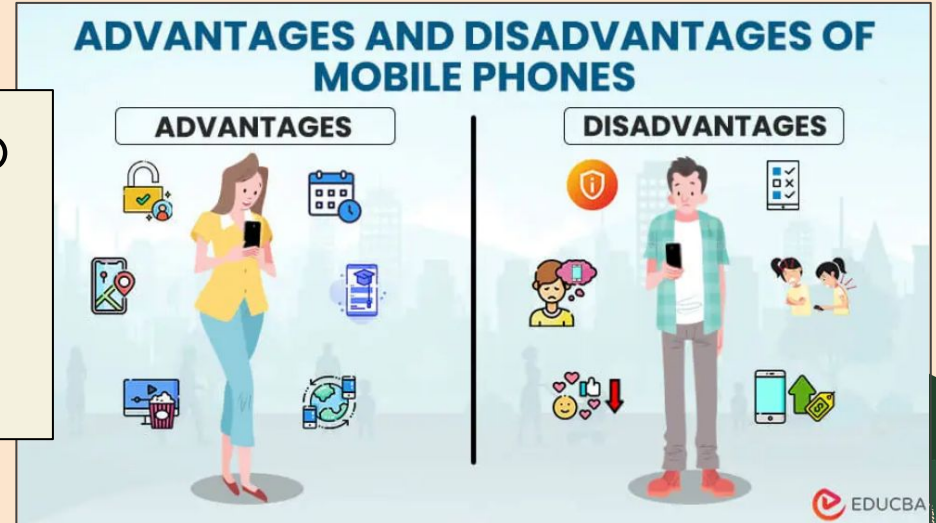
How do cell phones
benefit us? How do they
harm us?





- **Video Text:** Intro to the topic with a short video and no language at all

- **Infographic Text:** Visuals to generate vocabulary and ideas about the essential question.



18 Advantages and Disadvantages of Cell Phones

Cell phones became an invention that would eventually change how we think about communication. Instead of being tied to a landline that required a direct connection or even operator control, Martin Cooper gave us the ability to carry a device with us that allowed for instant communication. He wanted everyone to have the chance to speak with someone without being tied to something.

Now we have smartphones that have more technology in them than the spacecraft that we sent to the moon 50 years ago. Cellular concepts have helped us to create significant improvements to communication and information access in almost every corner of the world. It took more than a decade for the first phones to reach the market, but now there are new models coming out every year from some manufacturers.

RECENT

11 Best A
Leaders
Question
50 Most
Question
10 Best
Pen" in
10 Most
Question
25 Most
Interview
50 Most
Question
10 Best
Interest
25 Most
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When your child needs a hospital, everything matters.

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700 Children's® – A Blog by Pediatric Experts Children and Cell Phones: Weighing the Risks and Benefits

Oct 02, 2018



- **Authentic Digital Texts:**
Websites with relevant content for adults

Name: _____ Class: _____

Watch Out: Cell Phones Can Be Addictive*Too much dependence on your smartphone isn't smart*By Kathiann Kowalski
2014*Dr. James Roberts is marketing professor and the author of a study about cell phone addiction that appeared in the August 2014 Journal of Behavioral Addictions. Here, Kathiann Kowalski of Science News for Students covers the results of his study. As you read, take notes on the studies about addictive technology.*

- [1] The average college student uses a smartphone for about nine hours each day.

That's longer than many of those students spend sleeping. In fact, such extended cell phone use shows that the technology could become an addiction, according to a new study. An addiction is a type of uncontrolled and unhealthy habit.

It's well known that people can become addicted to drugs, such as alcohol, narcotics and the nicotine in cigarettes. What's not so well known: "People can be addicted to behaviors," says James Roberts. He's a marketing professor at Baylor University in Waco, Texas. Roberts also was the lead author of the new study. It appears in the August Journal of Behavioral Addictions.

Some cell phone users show the same symptoms that a drug addict might have, Roberts explains. Certain people use smartphones to lift their moods. And it may take more and more time on those phones to provide the same level of enjoyment.

- [5] For such people, losing a phone or having its battery die could cause anxiety or panic. That's withdrawal,¹ says Roberts.

Too much phone use can interfere with normal activities or cause conflicts with family and other people, he adds. Yet despite these social costs, people may not cut back on their heavy phone use. Indeed, he says, people

*"Untitled" by Robin Worrall is licensed under CC0.***News Debate: Tough Cell****Should cell phones be allowed in schools?**

photos.com

Are cell phones OK for school?

As students head back to school, nearly 75 percent of 12- to 17-year-olds use a cell phone every day, according to a recent technology survey. Not surprisingly, many students use their phones at home.

New York City recently banned cell phones in schools. Officials confiscated, or took away, many phones. They are asking this question: Should schools ban cell phones?

Cell phones are often misused in schools. Making calls in class and texting during lessons are among the most frequently cited reasons why cell phones would prevent students from learning.

Cell phones may not even be allowed in some schools. Trump, president of National Student Reliance, says many cell phone calls in an hour can distract students from learning.

Cell phones provide a convenient way for students to get in touch with their friends and family. However, they can also be a distraction.

News Debate: Cell Phone Scramble**Should schools relax cell phone policies?**

More kids than ever carry cell phones these days, and schools are making tough calls when it comes to regulating the devices.



Randy Faria/Corbis

By 2010, some schools had relaxed their mobile technology policies. New Manchester High School in Douglasville, Georgia, was one of several schools that launched "bring your own technology" programs. Students at that school were encouraged to bring their own smart phones, electronic tablets, and other Internet-enabled devices to class, and teachers incorporated them into lessons. Using personal devices to enhance education has many fans.

Many schools, however, have been cracking down on cell phone use by students. Freeport High School in Portland, Maine, for example, strengthened its anti-cell phone policy for the 2011-2012 school year. The school, which had used to allow students to use cell phones during lunch, now required students to turn off cell phones during school hours. Supporters of such cell phone restrictions argue that the devices distract students from learning and provide more opportunities for kids to cheat.

Is it time schools relax their cell phone hang-ups? Current Events student reporters Peter Brosnan and Akash Bagaria each dialed up a side.

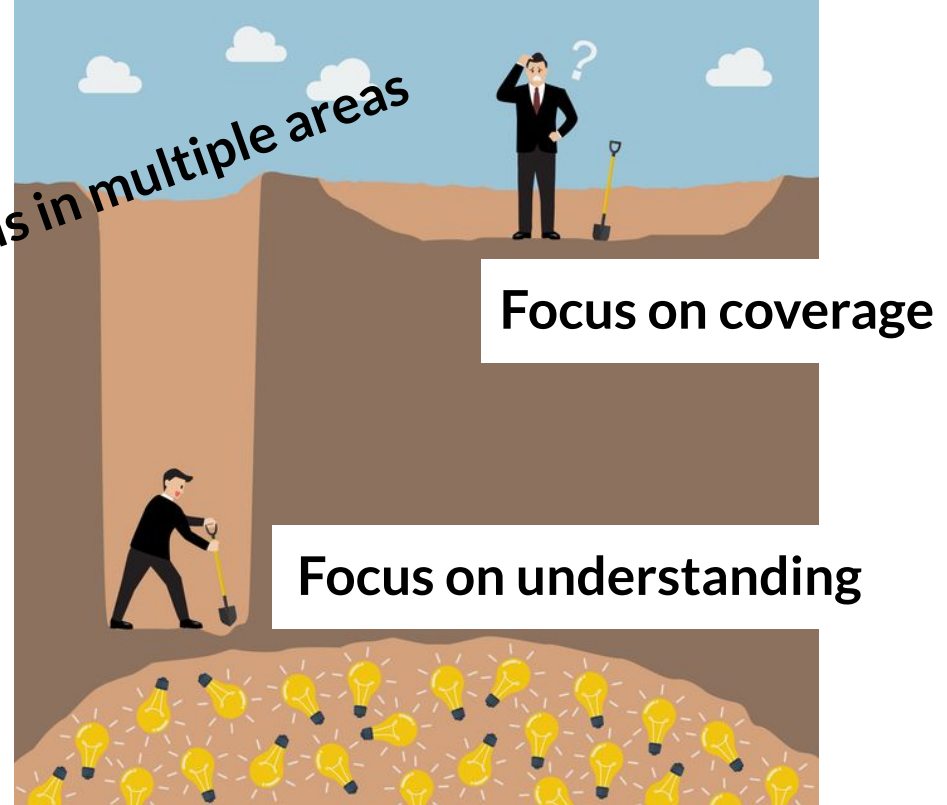
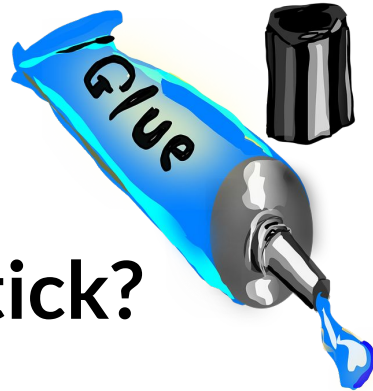
- **Print Text:** Complexity reduced by previous texts in terms of vocabulary and background knowledge

- **Print Texts:** Expands knowledge about a particular topic within the larger essential question

So many student goals and so much to teach.

Time to form essential understandings
Time to think about big questions
Time to develop transferable literacy skills in multiple areas

What will stick?



A large, irregular orange brushstroke graphic serves as a background for the text.

2

What Can Students Do? Pre-Reading Activities

Example of a Pre-Reading Task with Menti

Imagine you are having a meal with a friend or family member and your phone keeps buzzing in your pocket. How does it make you feel that you can't check it?

- 1 I'm so used to it buzzing all the time, I don't think twice about it.
- 2 I'm curious who or what it is, but it's no big deal.
- 3 I get anxious and think I am missing out on something.
- 4 It's so annoying—I'll have to catch up on everything as soon as possible.
- 5 What do you mean I can't check it? I'll excuse myself and go to the restroom.
- 6 I wouldn't notice since I keep my phone silenced most of the time.
- 7 I don't have a cell phone.



Video with Sentence Starters

- This video made me feel ____.
- As I was watching the video, I was thinking about ____.
- I connected to the video when ____.
- I think the person who made the video is trying to tell us ____.
- I am still wondering ____.



Anticipation Guides

- Activate prior knowledge
- Bring up possible assumptions
- Motivate and set a purpose for reading
- Challenge what students may know
- Guide students in reexamining thinking
- Push students to find evidence

Students can check statements they agree with, rank them, and/or discuss their initial responses in pairs or small groups.

Students can do a quickwrite about what they think the text will be about based on the anticipation guide.

Students revisit their initial answers after reading.

Anticipation Guide

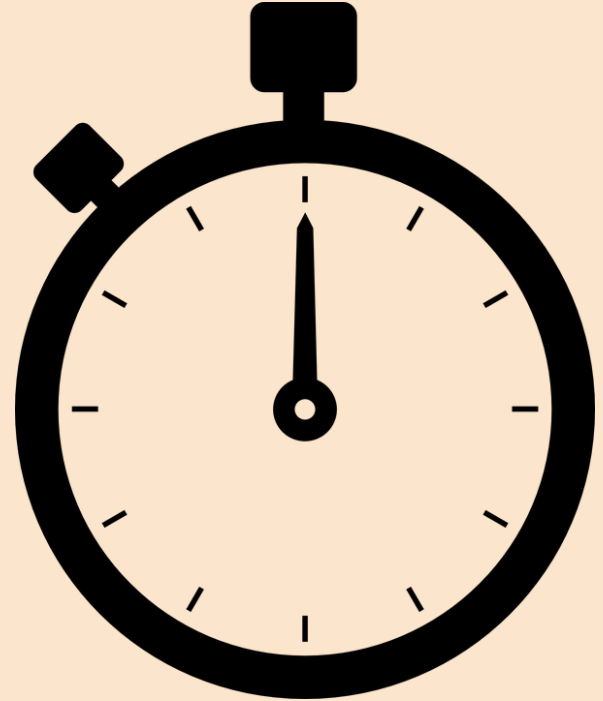
Essential Question/Topic: In what ways do cell phones impact the way we live and communicate?

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree	Evidence (text, video, visual information, etc.)
	1. Cell phones are important to help people from getting bored.		
	2. Cell phones are addictive.		
	3. Cell phone use affects how we feel about ourselves.		
	4. Cell phones make our lives better.		
	5. Cell phones increase communication between people.		
	6. Cell phone use causes conflict between people.		
	7. Cell phones are a useful tool for learning.		
	8. Cell phones are necessary for life in today's world.		

Quickwrites

Benefits

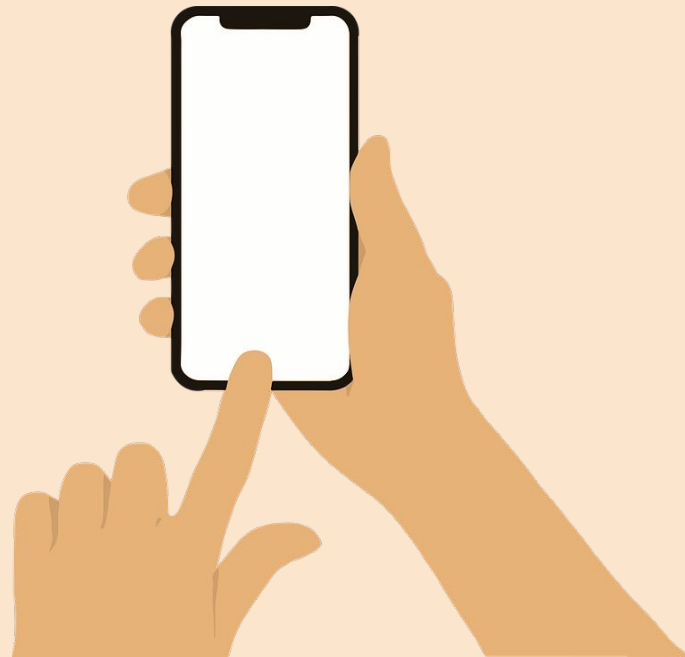
- Low stakes & informal
- Focused on fluency of expression NOT careful writing!
- Good for activating prior knowledge or reflecting on ideas
- Prompts can be images, questions, quotes, short passages, key vocabulary
- Can elicit specific types of thinking (stems or frames)
- Translanguaging as a support



Quickwrites

Do you think cell phones can be harmful to people's lives? Why or why not?

1. You will have 3 minutes to write.
2. Use the entire time to write.
3. Do not worry about spelling, grammar or organization. This is about your IDEAS!
4. If you can't think of how to write something in English but know how to write it in your home language, do it! Just go back to English as soon as you can. Keep writing!



- What words are high-utility in the text(s) and/or central to the topic?
- How will you preteach a small number of words (3-7)?
- What will you leave for students to productively struggle with working with the text?

Target Vocabulary

	1	2	3	4
word	<i>I've never seen this word or phrase before.</i>	<i>I've seen this word or phrase before, but I don't know what it means.</i>	<i>I know what this word or phrase means, but I'm not sure how to use it.</i>	<i>I know what this word or phrase means and I can use it in a sentence.</i>
beneficial				
withdrawal				
interfere				
despite				
correlation				
isolation				
distraction				

from "Watch Out: Cell Phones Can Be Addictive"

Possible Sentences

Part 1: Write 3-5 sentences that could possibly appear in the text we will read about **cell phone use**. Use 3 words/phrases in the word box in each sentence.

social relationships
stress
new content
everyday tasks
time
boring
learning
self-image

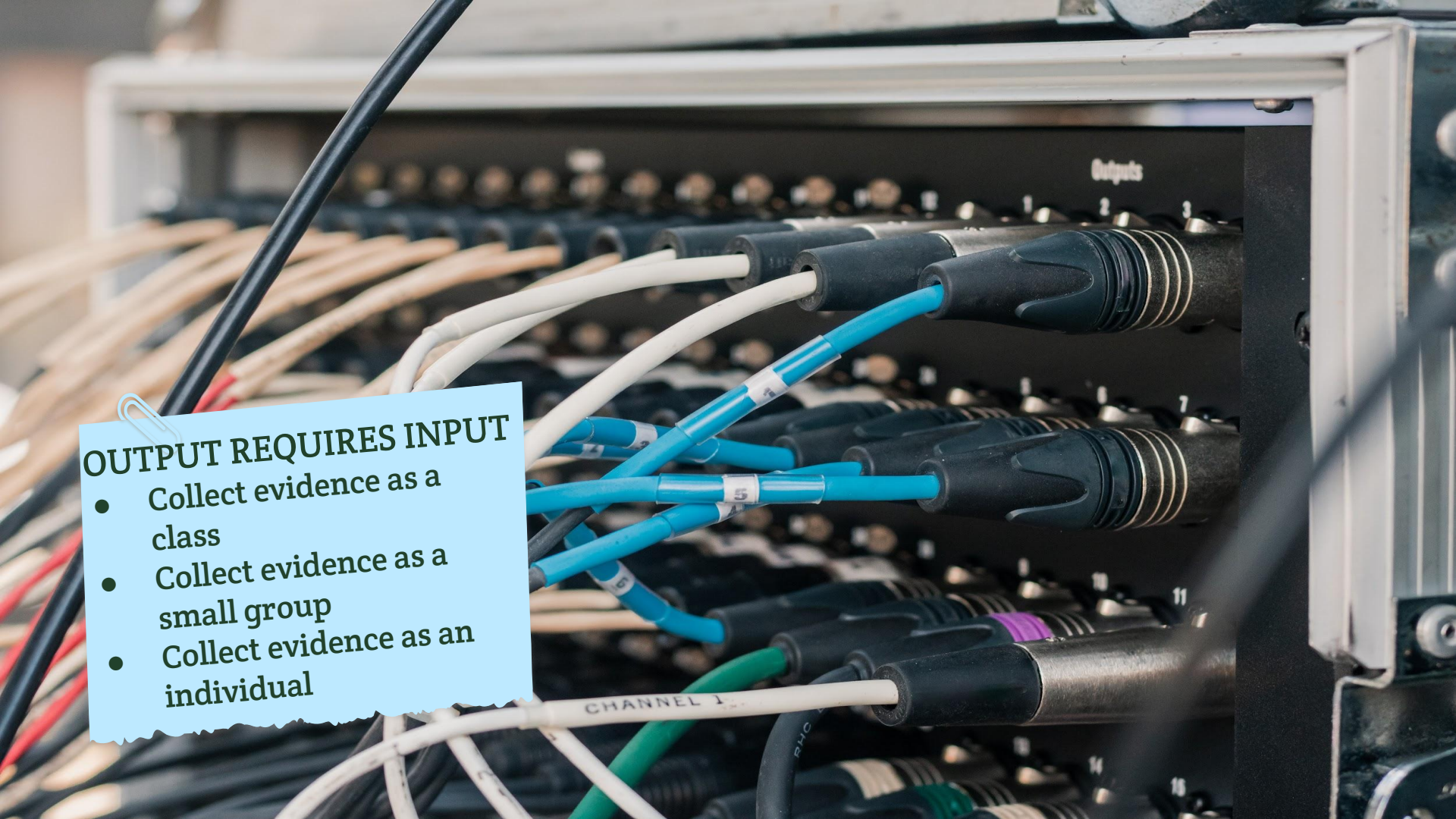
addicted
information
interact
screens
tools
screens
paying attention
alone



A large, irregular orange brushstroke shape serves as a background for the text.

3

**What Do Students
Do? Collecting
Evidence**



OUTPUT REQUIRES INPUT

- Collect evidence as a class
- Collect evidence as a small group
- Collect evidence as an individual

I-Chart

Topic: Cell Phones	Q1: How do cell phones benefit us?	Q2: How do cell phones harm us?	Q3: (created by students)	Other Important Information/key vocabulary
What we know:				
Source: Short Film– Cell Phone Addiction				
Source: Blog– “Children and Cell Phones: Weighing the Risks and Benefits”				
Source: Blog– “18 Advantages and Disadvantages of Cell Phones”				
Source: Text– “Watch Out: Cell Phones Can Be Addictive”				
Source: Print Texts–News Debate “Tough Cell” & “Cell Phone Scramble”				

Rolling Knowledge Journal

Works well for a combination of teacher-chosen texts and independent student research

Title of source	New/Important learning about the topic	How does this resource add to what I learned already?
Text "Children and Cell Phones: Weighing the Risks and Benefits"		

from SABES

Directions: Use the following graphic organizer to collect evidence and vocabulary that will help you to make and effectively support one of the following claims.

1. Cell phones impact the way we live and communicate in beneficial ways.
2. Cell phones impact the way we live and communicate in harmful ways.
3. Cell phones impact the way we live and communicate in both beneficial and harmful ways.

Evidence Collection Chart

Text	Key Evidence	Relevant Vocabulary
Source: Short Film– Cell Phone Addiction		
Source: Blog– “Children and Cell Phones: Weighing the Risks and Benefits”		
Source: Blog– “18 Advantages and Disadvantages of Cell Phones”		
Source: Text– “Watch Out: Cell Phones Can Be Addictive”		

Structured Note Taking

Consider how the text is organized or the purpose of reading the text.

Key Ideas

Structured Notetaking: Key Ideas

What did the study say?

What did James Roberts—marketing professor—say?

**Watch Out: “Cell
Phones Can Be
Addictive”**

What did Tracii Ryan—psychologist—say?

Argument/Support Outline

Argument:

Support:

1. Facts
2. Statistics/Numbers
3. Examples
4. Expert Authority
5. Logic and Reasoning

Paired Reviews



Read. Stop. Talk. Listen.

Scaffold as necessary with time, notes, etc.

3-Minute Pause

1. Partner A summarizes, questions, and identifies interesting information for Partner B for 2 minutes. For 1 minute, partners discuss anything Partner A said. At the next pause, reverse partners.
2. This activity can also be done in small groups.

Paired Reviews



Read. Stop. Talk. Listen.

Scaffold as necessary with time, notes, etc.

Paired Verbal Fluency

1. Partner A recounts something memorable or interesting from the text and talks steadily for 60 seconds while Partner B listens. Then reverse. Partner B cannot repeat anything Partner A recalled.
2. Switch to Partner A again. Partner A has 40 seconds to continue the review. Nothing can be repeated. Then reverse.
3. Switch to Partner A one more time. Partner A has 20 seconds to recount something. Then reverse.



4

What Do Students Do? Post-Reading Activities

Go-To Text Dependent Questions

- Which of the four sentences is a **summary of the main idea** of the text?
- Which of the following **synonyms could replace** the underlined word **without changing the meaning** of the sentence?
- The **signal/transition word** in Sentence ____ indicates which of the following **relationships**?
- Which phrase best describes **how the text is organized**?
- What is the writer **telling us when he/she uses the word** ____?
- What was the **writer's purpose** in writing paragraph ____?
- How does the **visual help** the reader **to understand** the main idea?
- According to the text, which statement is **most likely true**?
- What **evidence** most strongly **supports the writer's claim** that ____?

Quickwrites (Again!)

Do you think cell phones can be harmful to people's lives? Why or why not?

1. You will have 3 minutes to write about the question again, **adding any new information you've learned during our lessons.**
2. Use the entire time to write.
3. Do not worry about spelling, grammar or organization. This is about your IDEAS!
4. If you can't think of how to write something in English but know how to write it in your home language, do it! Just go back to English as soon as you can. Keep writing!



Because, But, So Example

Kernel sentence: Cell phones can be addicting.

Cell phones can be addicting because we can do so much on them for fun and for everyday life .

Cell phones can be addicting, but we can find ways to put them down sometimes.

Cell phones can be addicting, so we have to pay attention to how much time we are spending on them .



Connecting Key Vocabulary with Images

Write about one of the images. Use at least 5 of the key words in the box and include at least 2 pieces of evidence from the texts we used in class.



extended	withdrawal	interfere
despite	correlation	maintaining
legitimate	distraction	isolation
addiction	beneficial	harmful
connection	social media	overload
communication		

Sentence Stem Session!

ReadWorks®

News Debate: Tough Cell

News Debate: Tough Cell

Should cell phones be allowed in schools?



photos.com

Are cell phones OK for school?

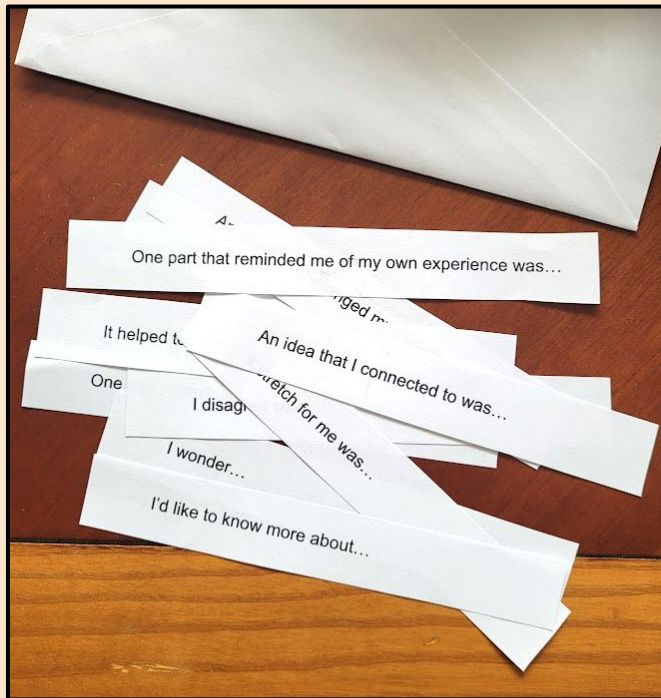
As students head back to school, many are focused more on ringtones than on blackboards. Nearly 75 percent of 12- to 17-year-olds in the United States own cell phones, according to a recent technology survey. Now some schools are telling students to leave their mobile phones at home.

New York City recently banned cell phones from its school system. Within a month, school officials confiscated, or took away, 3,000 phones from students. Schools across the country are asking this question: Should cell phones be allowed in school?

Cell phones are often misused, say some education officials. Students have been caught making calls in class and text messaging test answers to their friends. Plus, cell phones are among the most frequently stolen objects in schools. Many teachers think getting rid of cell phones would prevent students from being distracted during class.

Cell phones may not even be very useful in a school emergency, according to Kenneth Trump, president of National School Safety and Security Services. He told *WR News* that too many cell phone calls in an emergency would "overload phone systems and 911 operators."

Cell phones provide a convenient way for families to stay in touch. Parents like knowing they can get in touch with their kids, especially at dismissal time. That's why some schools allow



1. Students get into small groups. Sentence stems go face down on the table.
2. Each student chooses a stem.
3. Students use their stem to say something about the text.
4. Stems go back in the pile. Repeat for another round.

Tic Tac Toe

beneficial	information	social media
harmful	cell phones	distraction
connection	correlation	communication

Teachers or students can choose keywords from the content.

Students create sentences about content using 3 words at a time across, down or diagonally.



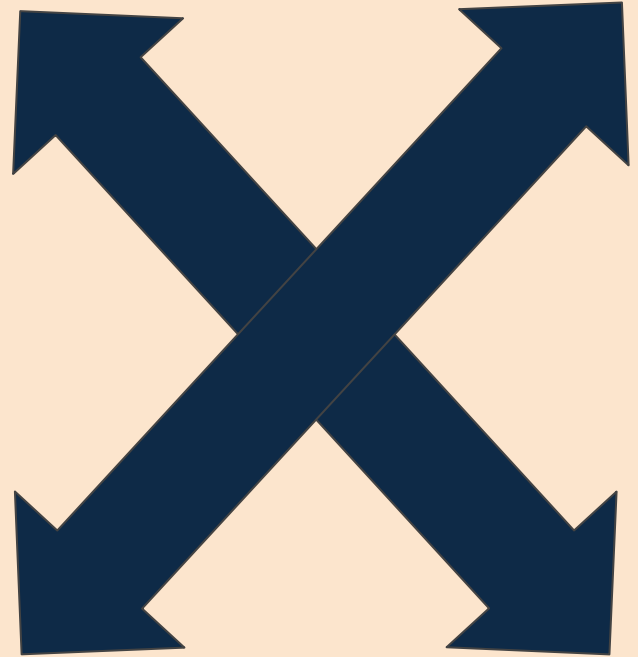
Tic Tac Toe

beneficial	information	social media
harmful	cell phones	distraction
connection	correlation	communication



Tic Tac Toe

beneficial	information	social media
harmful	cell phones	distraction
connection	correlation	communication



Essential Question(s):

How do cell phones benefit us? How do they harm us?

Summative Assessment: Provide students options on how to answer the essential question(s): writing, speaking, presenting, debating, creating...

5

Wrap Up

Some Points to Remember



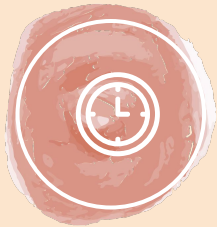
Incorporate Text Sets

- Builds knowledge
- Develops skills
- Allows for differentiation
- Multiple entry points for students



Develop Routines

- Pre-reading activities
- Methods for evidence collection
- Students talking and writing about texts



Time versus Coverage

- Where can we go deep?
- Where can I add?
- Reading, writing, speaking & listening



What am I doing that my students could be doing? How am I supporting their independence in learning?

Let's Reflect



My biggest
takeaway
from today's
workshop is

—.



A question I
have from
this
workshop is

—.

<https://tinyurl.com/2tm43w5c>

Email me:
kkelly01@hamline.edu





Every step
forward is
progress for
students and for
us!



Thank you for your valuable time today!!

Feel free to email me with any questions at
kkelly01@hamline.edu!

