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NGSS Module Analysis for Implementation

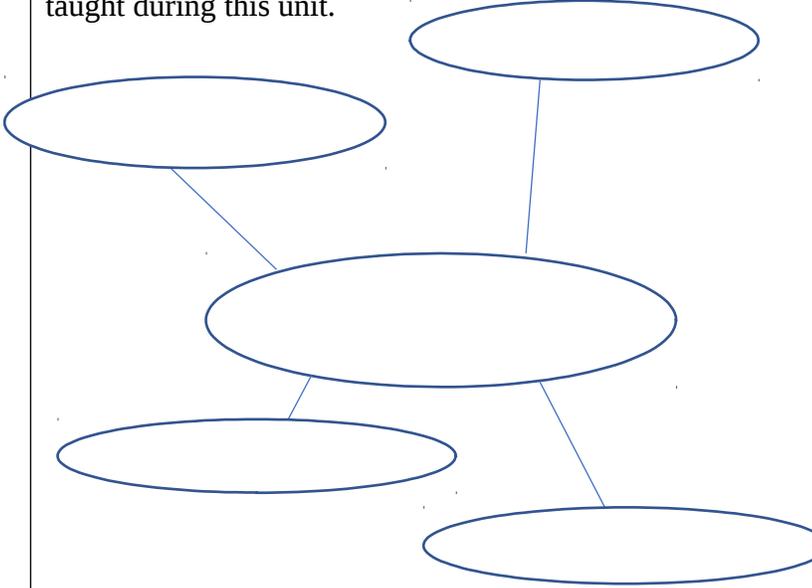
July 24th, 2017

NGSS Module Analysis for Literacy Strategy Implementation

Literacy Tools from *Four Cities*

Page	Literacy Strategy	Benefit						
<p>Pg. 4- Context/Prior Knowledge</p>	<p>Circle Map or KWL Chart</p>	<p>The Module begins by discussing friends of students. It implies everyone has friends who live around the United States, and that we know the climate in those locations. This is a great opportunity to complete a graphic organizer as a class and draw on that information. The more diverse locations, the deeper the prior knowledge of the class is before beginning the unit.</p> <div style="text-align: center; margin-top: 20px;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border: none; padding: 5px;">K</td> <td style="border: none; padding: 5px;">W</td> <td style="border: none; padding: 5px;">L</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> </tr> </table> </div>	K	W	L			
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<p>Pg. 4-Task A</p>	<p>Book/Reading Article + QAR Strategy</p>	<p>Suggested Titles: <i>Night Night Arizona, Good Night Arizona or G is for Grand Canyon.</i></p>						

		<p>I think prior to beginning Task A, this is a great opportunity to build background knowledge. By adding a reading opportunity students will be more engaged in what they are about to learn. I live in Arizona, so I chose Arizona books, but that may vary.</p> <p>Right there Questions</p> <p>Think and Search</p> <p>Individual Questions</p>
<p>Pg. 11, Task Component 1</p>	<p>Book/Article + Summarizing</p>	<p>Before students identify where air/ocean circulation is on the map, the teacher could add a reading passage. This is an opportunity to strength student understanding or air/ocean circulation. After reading, the teacher could ask students to summarize what they’ve read and restate it to a partner. An alternative could be having students write about what they’ve read and summarize it during a writing activity.</p>
<p>Pg. 4, Task A, Part I-II</p>	<p>Book/Article using the TWA Strategy</p>	<p>A teacher could insert a book and use the TWA Strategy to discussing graphing. This will help review the various</p>

		<p>purposes of an author and give students the opportunity to practice their fluency and reading aloud.</p> <p style="text-align: center;"> T W A </p> <hr style="width: 80%; margin: auto;"/> <p style="text-align: center;"> Author's Purpose Knowledge Main Idea </p>
<p>Pg. 20-26</p>	<p>Graphic Organizer</p>	<p>After the lesson is over, students could create a bubble map about what they've learned in this unit. This may help students recall information and retain the information taught during this unit.</p> 

Literacy in History

5th Grade History Standards include Early Colonial Days in America and the American Revolution. Last year I had students read the district textbook and answer the comprehension questions at the end of each chapter. This upcoming year, I intend to use strategies like QAR and List Group Label. I see QAR being the most effective strategy while teaching History. This year,

after reading a chapter or informational text, I will use QAR for an activity. I will have students create their three types of questions, on three different colors of paper. Students could then put their questions in the middle of the table and students can pull one at a time, having a discussion about each question. This would be far more effective than traditional question and answer worksheets. This would help auditory learners and those who learn through listening. This would also help students who thrive in social situations.

Additionally, I'd like to try using the QAR Strategy in a partner situation also. As a class we will read a chapter from our textbook. As we read students can write their three types of questions. Afterward, I'll have students from one side of the room trade questions with someone on the other side of the room. They could have a discussion or take their partners questions back to their seats and answer that question individually. I have also seen a "Snowball" Fight Strategy. Using those questions, the students could crumble their papers up, through them. After every throws their snowball, each student randomly goes and picks up one. Students could then answer individually for a formal assessment or out loud for an informal assessment. This type of strategy would help kinesthetic learners.

Literacy in Math

Although incorporating literacy strategies into math is difficult, I now have a few ideas I intend on trying to use in my classroom. First, I intended on looking for ways to incorporate short stories into reading. Although it'd be easier to do at a younger grade level, I feel confident that I can find some type of story to use with adding, subtracting, dividing and multiplying fractions. I could use that story to build prior knowledge before beginning a unit or towards the end while reviewing. Second, I think it'd be easy to incorporate summarization into math. In December/January, we complete word problems involving basic operations with Fractions. I plan

on having students practice that summarization tool. I think it's beneficial to have students read the problem, go back and then have students summarize what they've read. Perhaps by turning to a partner and saying what they've read. Hearing the word problem aloud a second time could help students process what is being asked of them and aid in comprehending the problem they have been given. Summarization of word problems would also help auditory learners.

Literacy Strategies in ELA

Often times I get to an awkward point in the year and cannot start a new standard because of a break in a few days or other commitments. There may be a Holiday coming up and I typically have trouble finding standards to teach or review. I now plan on using TWA during those awkward days. I love this strategy because it reviews the most common standards; Main Idea, Author's Purpose and Knowledge. This is an easy one day strategy to use. I will connect it to a science standard or simply have students practice reading. This will allow students to practice identifying the purpose and main idea of a text. It's important to give students the opportunity to practice these skills. I think TWA helps spiral them in.

Literacy in STEM

Graphic Organizers will be the simplest literacy strategy to implement in my classroom. They can be thrown in anywhere, with little prep. There are student readers my district provides for science. During our Space or Human Anatomy Unit, I will have students read a section with a partner. Afterward, I can have them create a bubble map, circle map or flow map. A benefit of teaching 5th Grade is, once I model something a few times, students generally catch on. Therefore, I could have them take out a sheet of lined paper and create their graphic organizer themselves. It would save me time and give them a little bit of freedom. Perhaps even let them

decide what graphic organizer would work best for the type of text they have read. I could link this to text structure after it's been taught. Ideally, this would make students aware of what a Compare & Contrast Text looks like vs. a Sequencing Text and so on.

If I planned ahead of time, I could preview the text and create an Anticipation Guide for students. This would be beneficial in assessing a specific standard or analyzing whether they've got the "point". I can start out with the Essential Question or Focus, and then ask the same question at the end. I believe this strategy is especially beneficial for assessment. You can really assess whether students took away what you wanted them to.

Content Integration

Every November I focus on the events that led to the Boston Tea Party. Usually I have my students read from our district textbook, and then give them a STEM Challenge. I think this year, after having students read, I'll have them create a flow map. Students could write the events that led to the Boston Tea Party and draw graphics to remember each event. For instance, they could draw a cube of sugar next to the Sugar Act. The graphics and sequencing would help students remember each event. Depending on time I will also have students summarize their flow maps and the events. The summarization could take place orally or in a written format. Afterward, students would move onto the STEM Challenge and create a crate protecting a tea bag from getting wet. Through that one unit I'd be teaching History, Reading and Engineering Standards.

I will also have students use quick writes. I believe they can be thrown into any subject. I can have students reflect on what they have read and use post reading questions to review. I can combine summarization with quick writes. Students can tell me what they have learned at the

end of a math unit, or review what they read about. I could also have students apply what they read to the world around them. Perhaps we finished reading about recycling, I can pose a question regarding recycling in our school community. The possibilities are endless. I think quick writes are an easy way of incorporating writing into various content areas.

To help develop critical thinkers, I could have students use the emPower Strategy. Students love pretending to be someone else, and by 5th Grade my students think they know everything. I will use the emPower Strategy to challenge them. One idea I have is having them pretend to be King George after the Boston Tea Party. We can read about what King George actually did, and then analyze the text. Students could then create a plan of other steps King George could have taken. Or while introducing events that led to the Boston Tea Party, I could have students pretend to be the colonists. They could make a plan to react to the things King George is doing to the colonists. Additionally, I could have them make a plan regarding Earth Day and how they could help the planet. I see this working into various content areas.

Conclusion

Overall, I've learned that when literacy is implemented correctly, it takes the stress off the teacher. Prior to this course I felt it was my responsibility to find an article to read and comprehension questions to go with it. I felt that assessing students involved asking them to recall what they had just read. I was really stuck in the lower DOK Levels. I now realize using these strategies, it takes the pressure off of me. I feel using that by using QAR, Graphic Organizers, Anticipation Guides, TWA, etc., I can empower students to take control of their own learning. These strategies make the students do the work and think critically. It increases the level of rigor. I can assess students and have them apply their knowledge to the world around them. I feel that now I will be able to challenge students because I will have them dive deeper

into the texts we read. I will not be stuck in lower DOK Levels. Literacy is more than basic recall and reading. Now I feel confident incorporating it into other content areas and increasing the rigor of a lesson with literacy strategies.