

SHRSD Parent Information Session

* 6-8 Math Program (Open Up Resources)
Review/Updates

* K-6 Guided Reading Instruction



Wednesday, February 19, 2020
6:30 pm, WAS Library

What is Open Up Resources?

Illustrative Mathematics 6–8 Math is a problem-based core mathematics curriculum for grades 6–8 that develops students' mathematical thinking skills through questioning, discussion, and real-world contexts and connections.

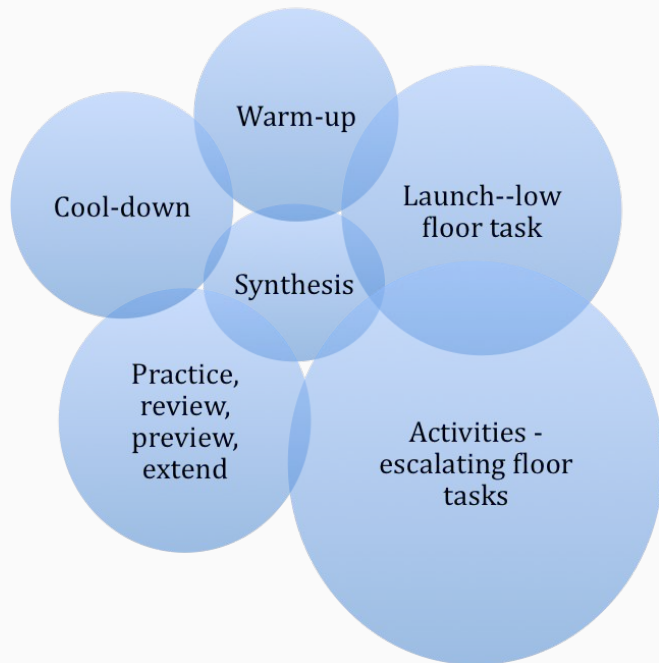
- It fosters mathematical literacy for students.
- The teacher materials facilitate daily professional learning.
- The topic-specific and activity-specific differentiation is routed in best practices.
- It fosters the 5 Practices for Orchestrating Productive Mathematics Discussions.
- Educators can easily prepare to recognize, analyze, and respond to common student struggles thanks to the scaffolding we provide with each lesson.
- ELL support with 1st instance of every mathematical language routine in each course. The 1st instance provides a detailed description of the support and implementation of the activity.

OER Promotes 21st century learning

With *Open Up Resources 6–8 Math*, students learn that math isn't just about memorizing rules, it's about rolling up your sleeves and diving in. The curriculum is built around hands-on activities that help students understand mathematical concepts. For example, students studying equivalent ratios mix colored water solutions to understand why doubling and tripling produces the same shade of solution as the original. This approach keeps students engaged and helps them apply math to the real-world.

Another feature of this curriculum is the peer collaboration and discourse that takes place in the classroom. Students regularly collaborate on activities and problem-solve in pairs or teams. This engagement helps students talk about math, learn from one another, push their thinking, and develop communication and collaboration skills, which they'll need throughout their lives.

What does it look like in the classroom?



Misconceptions, Complaints, and Concerns

- “My teacher isn’t teaching me anything...”
- “I don’t want to work in a group...”
- “This isn’t preparing students for High School and College...”
- Others...

How can I support my student at home?

openupresources.org/

Next steps...

- Use data to evaluate areas in curriculum that need revision.
- Evaluate and update data collection methods to identify additional ways to support teachers and students.
- Select materials for use at the high school level that support 21st goals.
- Pilot materials in grades K - 5 that support Guided Math instruction and increase mathematical fluency.
- Continue to integrate STEM into all grade levels.

Guided Reading Instruction....really

What is Guided Reading?



- Guided Reading is an instructional approach that couples the use of a reading strategy with authentic text to instruct students at a reading level where they can exercise an amount of independence coupled with carefully scaffolded supports for success.
- Infuses direct instruction techniques into a safe opportunity where students practice new strategies or developing skills
- Lesson components vary per guided reading level or developmental need
 - Pre-A, Emergent, Early, Transitional, & Fluent
- During a guided reading lesson students are grouped together with other students who need to focus on the same skills at approximately the same guided reading level.
- Groups are fluid and change to fit the needs of the students. Students change groups so that the teacher can target instruction as needed.
- All texts have varying levels of complexity. Guided Reading uses those levels to move students through increasingly more complex texts.

STRUCTURE OF A GUIDED READING LESSON

SELECTION OF A TEXT:

The teacher selects a text that will be just right to support new learning for the group—at the instructional level.

INTRODUCTION TO THE TEXT:

The teacher introduces the text to scaffold the reading but leaves some problem-solving for readers to do.

READING THE TEXT:

Students read the entire text softly or silently. If students are reading orally, the teacher may interact briefly to teach for, prompt, or reinforce strategic actions.

DISCUSSION OF THE TEXT:

The teacher invites students to discuss the text, guiding the discussion and lifting the students' comprehension.

TEACHING POINTS:

The teacher makes explicit teaching points, grounded in the text, and directed toward expanding the students' systems of strategic actions.

WORD WORK:

The teacher provides explicit teaching to help students become flexible and efficient in solving words.

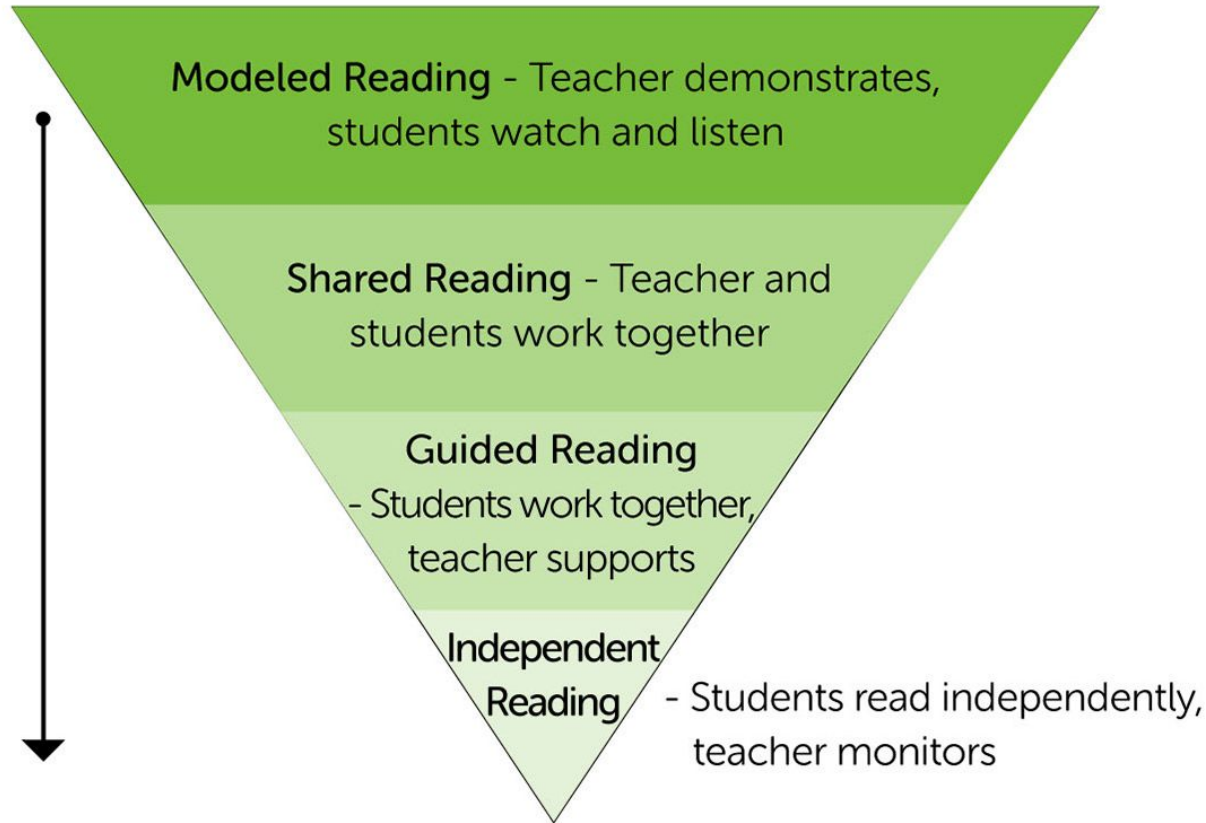
EXTENDING UNDERSTANDING: (OPTIONAL)

If further work with the meaning is needed, students extend their understanding of the text through writing and/or drawing (may be independent).



Why Guided Reading?

- Uses the learning theory of Vygotsky's Zone of Proximal Development
 - Students can grow within an instructional level with the guidance of an expert
- Guided Reading, Shared Reading (whole class experiences), Model Reading (interactive read alouds) and Independent Reading work together to provide meaningful reading instruction.
 - Model Reading- teacher reads aloud and stops to model thinking and pose questions
 - Shared Reading- students work beyond their instructional level with more intense support
 - Guided Reading- students work in a place where they can “stretch” and grow with support
 - Independent Reading- students work in a place where they can practice without support
- Guided Reading provides the structure for strategic and targeted instruction
- Texts are deliberately selected to support a reading strategy and promote student interest



What does Guided Reading look like in school?

- Teacher works with a small group of students at a curved table for about 20 minutes
 - Teacher structures lesson around students needs and guided reading level
 - After direction from teacher, every student reads (whisper reading or silent reading)
 - Teacher listens to various students as they read and supports them as needed, takes notes on meaningful observations
 - Teacher guides student responses/understandings in discussion and writing
- The rest of the class is engaged in independent reading and other meaningful independent literacy activities (writing, listening to stories, word work, etc.)

PAUSE & PONDER

Think about your guided reading lesson and ask yourself:

** What have I taught the readers how to do today that they will be able to do with other texts?*

Questions?

PAUSE & PONDER

In guided reading lessons the goal is to teach the reader, not the text. Think about how your language interactions with readers support the ability of each reader to initiate problem-solving actions.

Ask yourself:

- * What does the reader do at a difficulty or after an error?*
- * How does your language support pass control to the reader?*

Tonight's Presenters:

Mrs. Kristin Angst, SHRSD Reading Specialist, kristin.angst@shrsd.org

Mr. Andrew Harris, SHRSD Mathematics Supervisor, andrew.harris@shrsd.org

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Thank You