Using Issue #39, All About Food, in the Classroom

Focus on fluency and comprehension

New England Literacy Resource Center
Contact People

Webinar Facilitators

Carey Reid, Literacy Specialist
creid@worlded.org
and
Cynthia Peters cpeters@worlded.org
The Change Agent, editor

Webinar Host

Ben Bruno
Media Specialist
bbruno@worlded.org
617.482.9485 x3629

New England Literacy Resource Center
Our Webinar Plan

1. Explore evidence-based reading
2. Discuss importance of leveled texts
3. Appreciate TCA as source of LTs
4. (Consider explicit instruction as a default instructional approach)
5. Review a sample lesson plan
6. (Discuss how to build out activities to meet CCR Standards)
1. Evidence-Based Reading

The 2003 Adult Reading Components Study (ARCS) determined that...

• students’ abilities vary among components of reading: alphabetics, fluency, vocabulary, and comprehension

• each student has a different “profile” of component strengths and weaknesses

• students need to master all four components!

• diagnostic assessment determines instructional levels for each component
(FOUR COMPONENTS)

• **alphabetics**: ability to sound out words
  “a – COM – mo – date”

• **fluency**: ability to read sentences smoothly
  “I…would never…dance with…a woman…whom I didn’t…know.”
  vs.
  “I would NEVER dance with a WOMAN whom I didn’t KNOW.”

• **vocabulary**: definition(s) of a word
  “To provide room for someone.”
  “To do something helpful for someone.”

• **comprehension**: strategies for active reading
  Re-reading, text marking, visualizing, using prior knowledge…
1. Evidence-Based Reading

The 2003 Adult Reading Components Study (ARCS) determined that...

- students’ abilities vary among components of reading: alphabetics, fluency, vocabulary, and comprehension
- each student has a different “profile” of component strengths and weaknesses
- students need to master all of these!
- diagnostic assessment determines instructional levels for each component

ASSESSMENT STRATEGIES AND READING PROFILES (ASRP)
Website: https://lincs.ed.gov/reading profiles/
2a. Importance of leveled texts

*Key question:* What is a student’s “instructional level” for fluency?

- **Answer:** The level is challenging, neither frustrating nor boring.

- **Example:** When a student reads *aloud*—
  - misses some punctuation; inaccurate phrasing; intonation is unnatural, or flat (prosody)
  - student sometimes stumbles over words (accuracy)
  - *not* reading smoothly, i.e. with “automaticity.”
2b. Importance of leveled texts

“My mother had seven children, and she worked very hard to feed and educate us without any of our fathers by her side. Many times, we went to school with our shoes torn and without lunch. In Jamaica, they don’t give free lunch at school like they do here, so my mother used to get up early and make us cornmeal porridge to fill our stomachs. She hoped that would hold us for the whole day. When we came home from school our dinner would be waiting for us.” (TCA, p. 6, GLE-6)
2b. Importance of leveled texts

“My mother had seven children, and she worked very hard to feed and educate us without any of our fathers by her side. Many times, we went to school with our shoes torn and without lunch. In Jamaica, they don’t give free lunch at school like they do here, so my mother used to get up early and make us cornmeal porridge to fill our stomachs. She hoped that would hold us for the whole day. When we came home from school our dinner would be waiting for us.” (TCA, p. 6, GLE-6)
2c. Importance of leveled texts

Key question: What is a student’s “instructional level” for comprehension?

- Answer: The level is challenging, neither frustrating nor boring.

- Example: Instructional level for comp—
  - student has some idea of the text’s topic but cannot easily summarize the whole text
  - can recall information, but might not distinguish between main ideas and details
  - cannot make accurate inferences
3. TCA as source of leveled texts

1. Texts are engaging, will hold students’ interest.
2. Texts are leveled, so they can be used for diagnostic and instructional purposes.
   - **Diagnose:** Students read increasing higher leveled texts until “instructional level” is reached.
   - **Instruct:** Use leveled texts for groups at same instructional level for fluency and comprehension.
   - **Assess:** When students read a level fluently, or comprehend a level accurately, give them a more challenging level.
Any questions at this point?
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3 WAYS TO LISTEN

1. Listen to the full article here: ▶
2. Right click here and “save as” to save an mp3 of the article to your computer.
3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below.

READING LEVEL 4

Dinner Night with Dad

by Amanda Shumaker Bower

One day, my dad asked, “How would you feel about having a night out, just the two of us?”

That was a day I will never forget. I remember I got so excited! I rubbed it in my brother’s face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

So, it was a date. He wouldn’t tell me where he was taking me. All I knew was we were going to dinner. “It is a surprise,” he said. I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing. I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever...
4. Explicit instruction as default

1. What are the steps of explicit instruction?
   - Explanation, Modeling, Guided Practice, Application, and Monitoring
   - a.k.a. “gradual release”
   - a.k.a. “I DO / WE DO / YOU DO”

2. A question for you: What are the benefits?
   - Students become engaged
   - Provides scaffolding (decreasing support)
   - Effective even with students with LD
5. Let’s review a lesson plan

1. Teacher wants to help students build their fluency skills.
   - Will use collaborative oral reading for instruction
   - Break students into two groups: Levels 4/5 & 7/8

2. Teacher wants to help students acquire a new comprehension strategy.
   - Demonstrate how to use text marking as a strategy
   - Break students into two groups: Levels 4/5 & 7/8
Lesson Plan
Improving Students’ Fluency and Comprehension

http://nelrc.org/docs/TCA%20Webinar%20Pre-Reading%20Packet.pdf
Dinner Night with Dad

Amanda Shumaker Bower

One day, my dad asked, “How would you feel about having a night out, just the two of us?” That was a day I will never forget. I remember I got so excited! I rubbed it in my brother’s face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

So, it was a date. He wouldn’t tell me where he was taking me. All I knew was we were going to dinner. “It is a surprise,” he said. I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing. I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever had.

That night is the best memory I have about food. I felt so special when my dad wanted to do something just with me. To this day, I take my kids out one at a time, so they can have that same feeling I had when I was a kid. I have taken all my kids to the same place my dad took me. The food is delicious, but what matters even more is who you eat it with.

Amanda Shumaker Bower is a 35-year-old, happily married mother of three. She is a student at North Kansas City Schools Adult Basic Education in Kansas City, MO. She plans on furthering her career in the medical field after completing her high school equivalency.

READ ANOTHER STORY about a father and child: “His Garden” by Tommy DeBairos. Available on our website.
Tasty Memories

Sheryl Pérez de Ruiz

When I think of good food, a big wave of taste, color, and happiness washes over me. When we were young, my brother and I would come home after school and find the house surrounded by all this rich smell. It was almost like we could see it, like a rainbow in the sky.

Every dish my family made was so special. I especially loved my mother’s guisado de pollo or moro con coco. I shouldn’t forget to mention my dad’s exquisite omelets on Saturday mornings, my mom’s mouthwatering mango, and the colorful pollo en salsa de coco. These are the most lovely and happiest memories that I have of food and home.

My mother always served dinner on plates that were especially for us! Our children’s plates were designed with vibrant and bright colors—the blue was like the ocean when the sunlight is on it, and the green was like a tree in spring time. Each plate was divided into three sections for our amazing entrée and the sides; each food brought delight to our senses. It was so exciting. Like caterpillars changing into beautiful butterflies, the food transformed from a morsel on my plate to an explosion of senses in my mouth. The butterfly’s beauty quickly disappears, and so do all the wonderful sensations that come from a mouthful of food.

Our drinks were also special. I remember how we loved the way that my mom surprised us with an explosively delicious strawberry/banana milk shake. I still can taste every flavor: the sweet banana, the strawberry lumps, and the great touch of vanilla. Every little thing made it just perfect.

It is amazing how these memories became a poetic experience. The thought of these foods makes my heart thrill. I will always feel nostalgia for those delightful smells making rainbows in the sky, for the bright colors in the kitchen, and for all the flavors being like playful butterflies.

AFTER YOU READ discuss the author’s use of simile and metaphor. Make a list of all the similes and metaphors you can find in the essay. Use similes and metaphors to write descriptions of your own favorite or least favorite foods.
Mugwort Dim Sum

Connie Hemiao Li

FOR THE MULTI-LEVEL CLASSROOM: This version is edited to be Level 4. See <changeagent.nelrc.org> for a Level 6 version.

When I was seven years old, I went to live with my grandmother for the summer. She was a Buddhist and vegetarian. According to her religion, it is a sin to eat meat. She planted vegetables, peanuts, and sesame in her big yard. She cooked different kinds of vegetables and wild plants. She often gave me mugwort dim sum, instead of cookies or candy. (Mugwort is a wild plant that grows in the weeds.)
When I was seven years old, I went to live with my grandmother for the summer. She was a Buddhist and vegetarian. According to her religion, it is a sin to eat meat. She planted vegetables, peanuts, and sesame in her big yard. She cooked different kinds of vegetables and wild plants. She often gave me mugwort dim sum, instead of cookies or candy. (Mugwort is a wild plant that grows in the weeds.)
Mugwort is not only food. It also has a high medicine value. It has been used for thousands of years to reduce inflammation and relieve pain. Chinese people believe that mugwort soup can stop a cold. When I gave birth in China, I drank mugwort soup and took a bath with mugwort twice during the first month after giving birth. I felt much warmer after that.
From pp. 25 & 27 of The Change Agent, Issue #39 – Levels 5 & 7
K-W-L Chart

**KNOW**
What did you know?

**WANT**
What do you want to know?

**LEARN**
What did you learn?
ONLINE access is free…

...if you live in New England. Contact your state PD office to get the username and password.

ONLINE access is low cost…

...if you live outside New England. Visit our website to find out how to get one or multiple online subscriptions.
http://changeagent.nelrc.org/
Write for *The Change Agent*

Next theme is: Prisons

- “Call for Articles” includes engaging and relevant writing prompts.
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is November 4, 2013.

Download Call for Articles: http://changeagent.nelrc.org/write-for-us/
Use the “Call for Articles” for Instruction

- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
  - Articles are of different lengths and targeted towards different levels.
  - Articles are written by other adult learners.
  - The content all pertains to a certain theme.
  - The magazine includes learners from the whole country.
  - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Prisons and Justice*?”
Prepare your students to write multiple drafts; encourage peer editing.

Respond to just one or two of the prompts.

Warning! We get 100s of submissions and can only accept about 30.

Students whose pieces are accepted receive a $50 stipend.

Speak from the heart! Write about something that matters.
Submitting Articles to
*The Change Agent*

Each submission includes all relevant contact information for the student and the teacher.

Please email submissions as attachments.
Subscribing to *The Change Agent*

**Individual**
Get 1 copy
$12 for 1 year, or
$20 for 2 years

**Electronic**
Access PDFs of all the magazines, audio, etc.
$20 per teacher per year, or $16 per teacher for 25 or more teachers

**Bulk**
Get a set of 25
$85 for 1 year, or
$160 for 2 years
Other Comments & Questions
Finally...

A recording of this webinar will be available at changeagent.nelrc.org

Please feel free to contact Cynthia Peters cpeters@worlded.org or Carey Reid creid@worlded.org with any questions or comments.

Thank you for participating!