


Top 5 Literacy Strategies for Perseverance and Engagement for Grades 3-12



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Helping students maintain focus and build stamina while reading is an important skill that will assist students in not only K-12, but in college/career and in life.

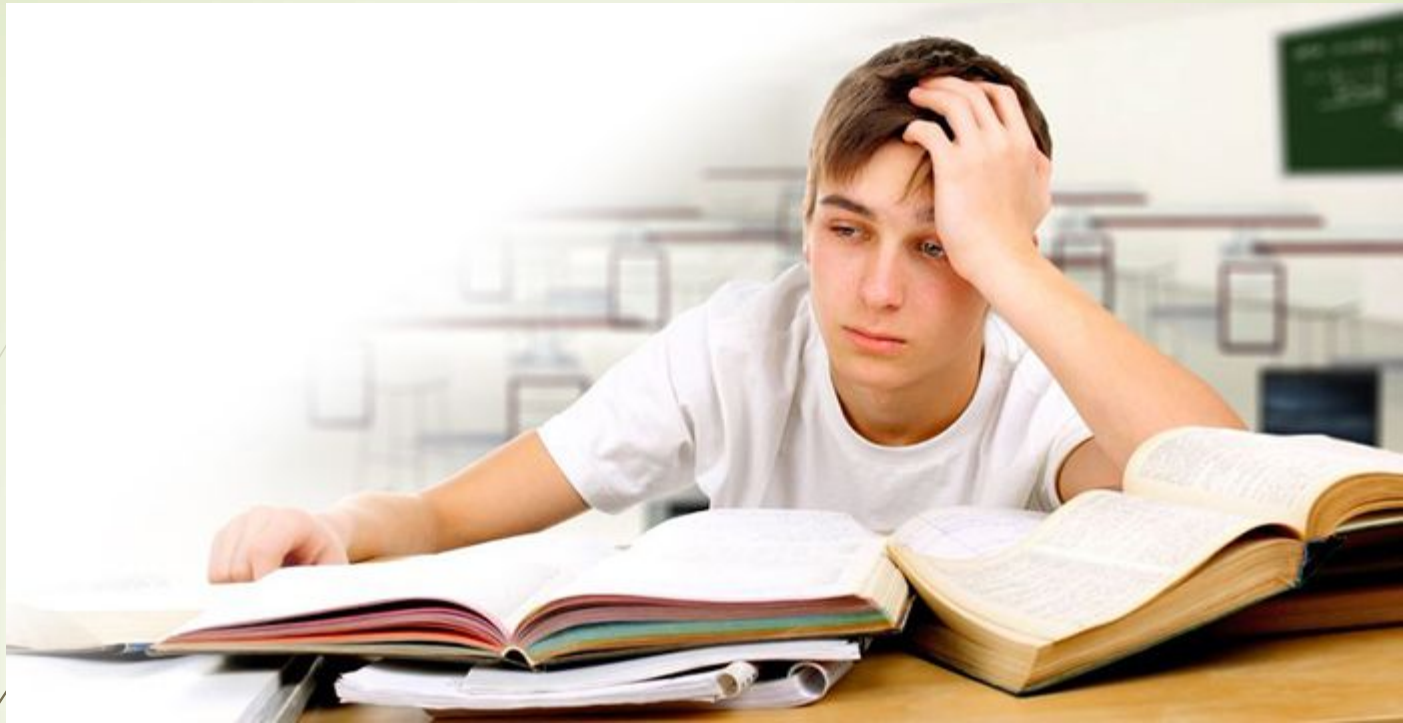
Reading Stamina & Perseverance

Energy

Concentration to focus



Students don't lose stamina simply because they struggle. They lose stamina when they struggle with no strategies or hope of success.



Many struggling readers lose their “stick-to-it-ness” during challenging times of reading because they haven’t experienced the success that lies at the end of hard work. They see the hard part, but don’t see the growth part.



5 Literacy Strategies for Perseverance and Engagement

1. Address mindset
2. Chunking strategies
3. Chewing strategies
4. Provide texts that are of interest to students
5. Provide time to read

#1: Address Mindset



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.



What texts are difficult for you to persevere through?

What strategies do you use when you have to?

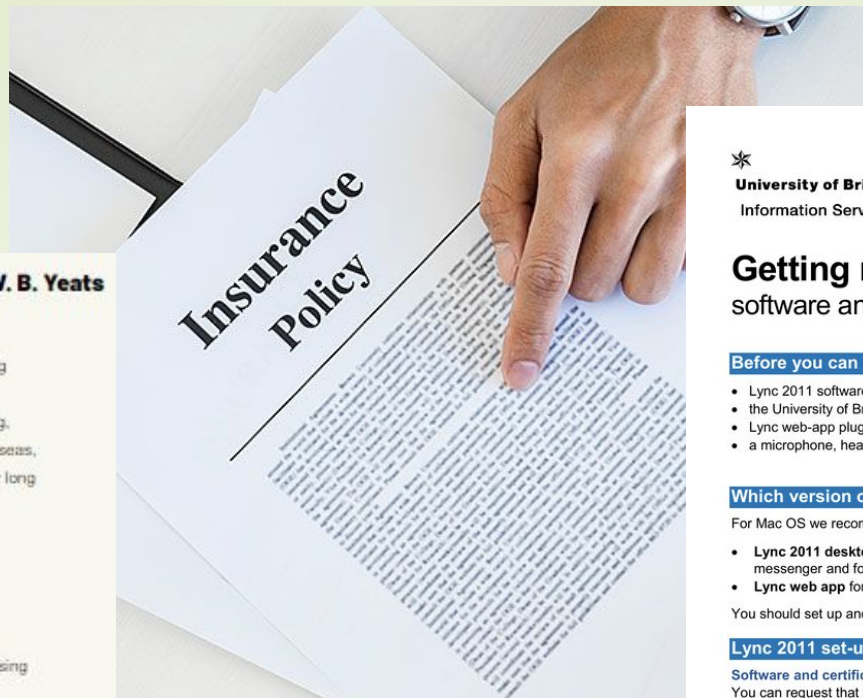
"Sailing to Byzantium" by W. B. Yeats

That is no country for old men. The young
 In one another's arms, birds in the trees
 —Those dying generations—at their song,
 The salmon-falls, the mackerel-crowded seas,
 Fish, flesh, or fowl, commend all summer long
 Whatever is begotten, born, and dies.
 Caught in that sensual music all neglect
 Monuments of unageing intellect.

An aged man is but a paltry thing,
 A tattered coat upon a stick, unless
 Soul clap its hands and sing, and louder sing
 For every tatter in its mortal dress,
 Nor is there singing school but studying
 Monuments of its own magnificence;
 And therefore I have sailed the seas and come
 To the holy city of Byzantium.

O sages standing in God's holy fire
 As in the gold mosaic of a wall,
 Come from the holy fire, pernie in a g
 And be the singing-masters of my soul
 Consume my heart away; sick with d
 And fastened to a dying animal
 It knows not what it is; and gather me
 Into the artifice of eternity.

Once out of nature I shall never take
 My bodily form from any natural thing
 But such a form as Grecian goldsmiths
 Of hammered gold and gold enamelling
 To keep a drowsy Emperor awake;
 Or set upon a golden bough to sing
 To lords and ladies of Byzantium
 Of what is past, or passing, or to come



Form **8962** **Premium Tax Credit (PTC)** OMB No. 1545-0045

Department of the Treasury **2014**
 Internal Revenue Service **Adjustment**
 Information about Form 8962 and its separate instructions is at www.irs.gov/form8962 **Due Date 7/31**

Enter your SSN on this line: _____ Your spouse's SSN on this line: _____

Part I: Annual and Monthly Contribution Amount

| | | |
|----|---|----|
| 1 | Family size: Enter the number of exemptions from Form 1040 or Form 1040A, line 10, or Form 1040EZ, line 10 | 1 |
| 2a | Modified AGI: Enter your modified AGI (see instructions) <input type="checkbox"/> No <input type="checkbox"/> Yes. In total, list of your dependent modified AGI (see instructions) | 2a |
| 3 | Household income: Add the amounts on lines 2a and 2b | 3 |
| 4 | Federal Poverty Line: Enter the federal poverty amount as determined by the family size on line 1 and the federal poverty table for your state of residence during the tax year (see instructions). Check the appropriate box for the federal poverty table used: <input type="checkbox"/> Alaska <input type="checkbox"/> Hawaii <input type="checkbox"/> Other 48 states and DC | 4 |
| 5 | Household income as a Percentage of Federal Poverty Line: Divide line 3 by line 4. Show the result rounded to a whole percentage. (For example, for 1,540 enter 154; for 1,545 enter 155.) (See instructions for special rules.) | 5 |
| 6 | Is the result entered on line 5 less than or equal to 400%? (See instructions if the result is less than 100%.) <input type="checkbox"/> Yes. Continue to line 7. <input type="checkbox"/> No. You are not eligible to receive PTC. If you received advance payment of PTC, see the instructions for how to report your Excess Advance PTC (refund) amount. | 6 |
| 7 | Applicable Figure: Using your line 5 percentage, locate your "applicable figure" on the table in the instructions. | 7 |
| 8a | Annual Contribution for Health Care: <input type="checkbox"/> No <input type="checkbox"/> Yes. Enter the amount (see line 7). Round to whole dollar amount. | 8a |
| 8b | Monthly Contribution for Health Care: Divide line 8a by 12. Round to whole dollar amount. | 8b |

Part II: Premium Tax Credit Claim and Reconciliation of Advance Payment of Premium Tax Credits

9 Do you share a policy with another taxpayer, or get involved during the year and apart to use the alternative calculation? (See instructions.)
 Yes. See Part 4, Shared Policy Allocation, on Part 5, Alternative Calculation for Year of Marriage. No. Continue to line 10.

10 Is all Form 1098-A for your tax-qualified individual coverage for January through December within the monthly amount shown on line 8a, column 4 and 8b?
 Yes. Continue to line 11. Compute your annual PTC. See lines 13(d). No. Continue to lines 10-12. Compute your monthly PTC, and continue to line 14.

| Annual | A. Premium | B. Annual Premium Amount of 2.3% | C. Annual | D. Annual Maximum | E. Annual Premium | F. Annual Advance Premium PTC |
|--------|------------|----------------------------------|-----------|-------------------|-------------------|-------------------------------|
|--------|------------|----------------------------------|-----------|-------------------|-------------------|-------------------------------|



Getting ready for Lync for Mac OS software and hardware setup

Before you can use Lync you need:

- Lync 2011 software on your computer
- the University of Brighton's Lync certificate installed on your computer
- Lync web-app plug in installed for your internet browser
- a microphone, headphones and camera if you plan to use audio and video

Which version of Lync to use

For Mac OS we recommend using:

- **Lync 2011 desktop client** for making impromptu video and audio calls to colleagues, for using instant messenger and for setting up scheduled meetings.
- **Lync web app** for joining scheduled Lync meetings, as this offers more functionality for meetings.

You should set up and test both of these before trying to use Lync for a real call.

Lync 2011 set-up

Software and certificate installation

You can request that Lync 2011 be installed on your computer by contacting the Service Desk. They will then arrange for a technician to visit you to install Lync 2011 and its accompanying certificate on your machine.

Signing in to Lync

1. Find and open Lync – it will be in your Applications folder listed as

looks like this

iversity email address eg
 ic.uk

ame prefixed with university) eg

/ password in the Password box.

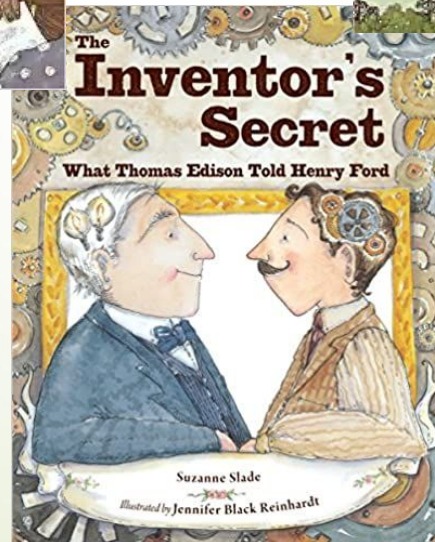
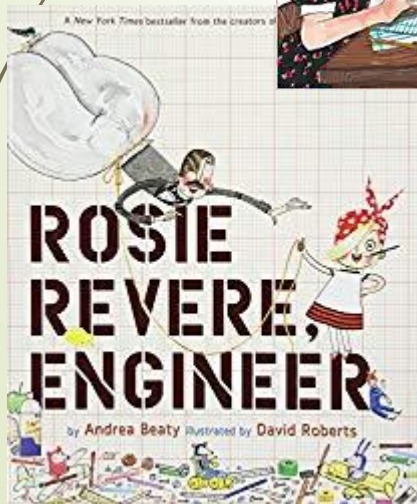
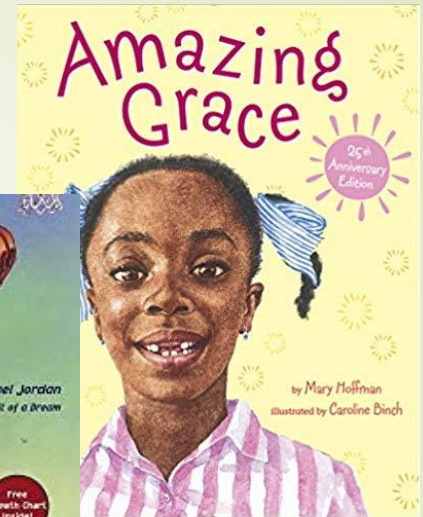
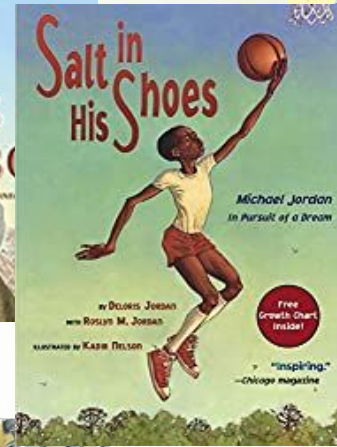
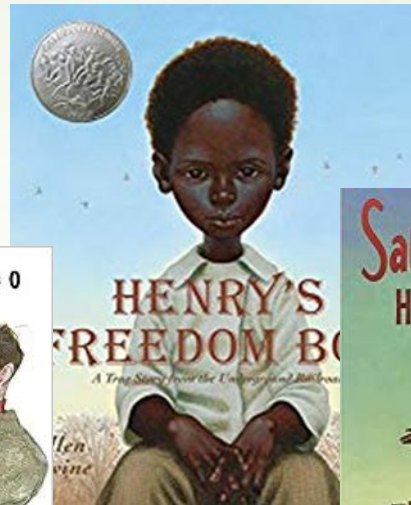
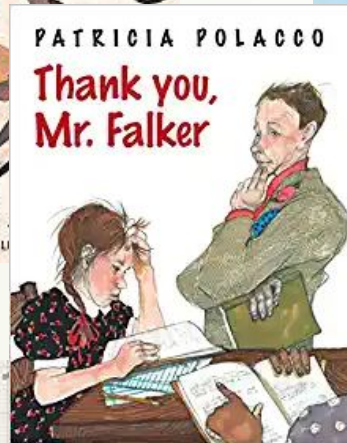
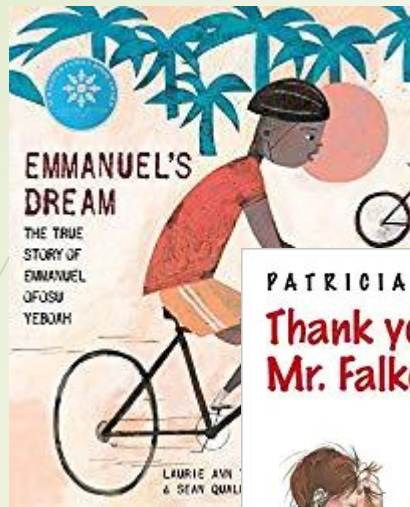


Read Alouds

- Continue the message of building stamina and perseverance.



Perseverance Texts



Former President Obama's Back-to-School speech - 2009



Sometimes students who may struggle do very little work in the classroom. If we do all the heavy lifting for students in reading complex texts, they begin to lean on that support rather than learn from it.

In order to meet the needs of our struggling students we need scaffolds that....

Which of the following is the most difficult to put into practice?

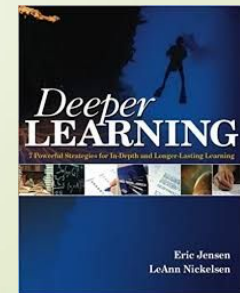
- Encourage stamina to stick with a text
- Allow students an opportunity to struggle a bit and still find success
- Invite problem solving (be cautious if it requires continual support from the teacher/aide)
- Allow students to transfer the strategy to other texts/tasks
- Have the scaffold eventually fade

The Brain



“When faced with a full page of text, reading can quickly become overwhelming for many students. The brain best receives information in little chunks, sections or groups of similar bits of information. Then the brain needs time to think about, chew on, and digest those chunks of similar information. This “time” is what processing is all about. The brain must have time to process what was just learned. The brain can’t process too much information – it needs small, relevant chunks to process. THEN additional chunks can be taught or learned and then processed.”

Deeper Learning by Eric Jensen &
LeAnn Nickelson







1. JOT
2. DRAW
3. ACT IT OUT
4. TALK

10:2

Chunk &
Chew

#2: Chunk Strategies

Chunk &

Chew

An Unlikely Parasite: The Mistletoe

Chunk 1

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

Chunk 2

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.



Photograph of white mistletoe berries

Chunk 3

Chunk 4

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

Chunk 5

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.



Keep in Mind....

- Especially challenging /complex text may benefit from smaller chunk sizes.
- As the year/semester progresses, slowly increase the size of a chunk as students become acclimated to reading a certain chunk size successfully.
- Have students divide their own text into chunk sizes that work best for them and the processing tool they that works best for them.
- Some (many times proficient readers) may find the that chunking and chewing actually interferes with building meaning.

#3: Chew Strategies

Chunk &

Chew

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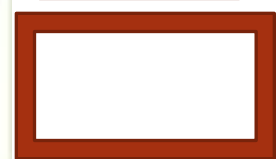
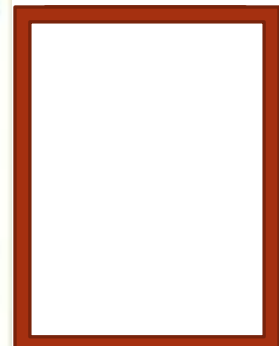
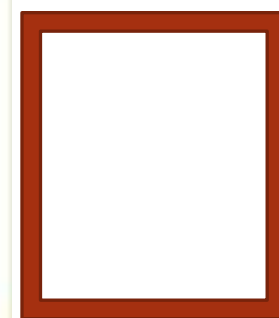
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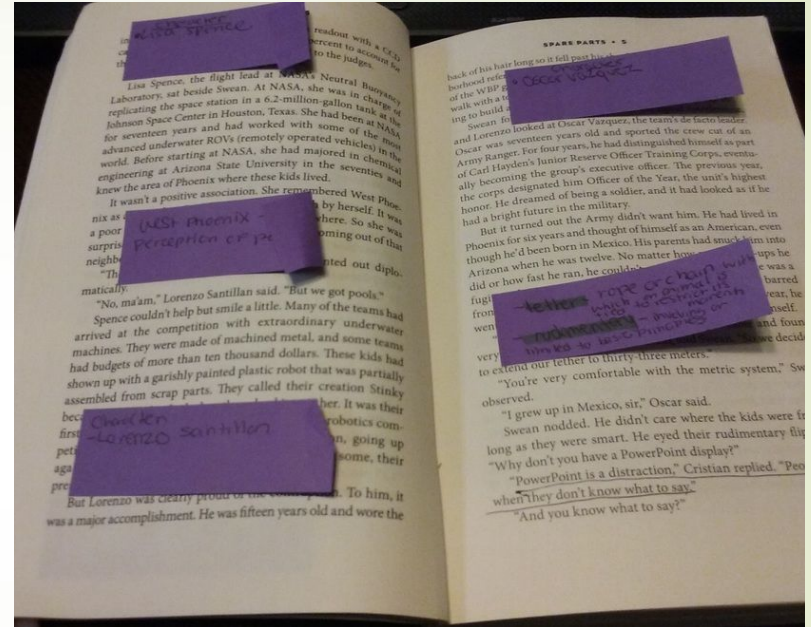
Chunk 4

Chunk 5

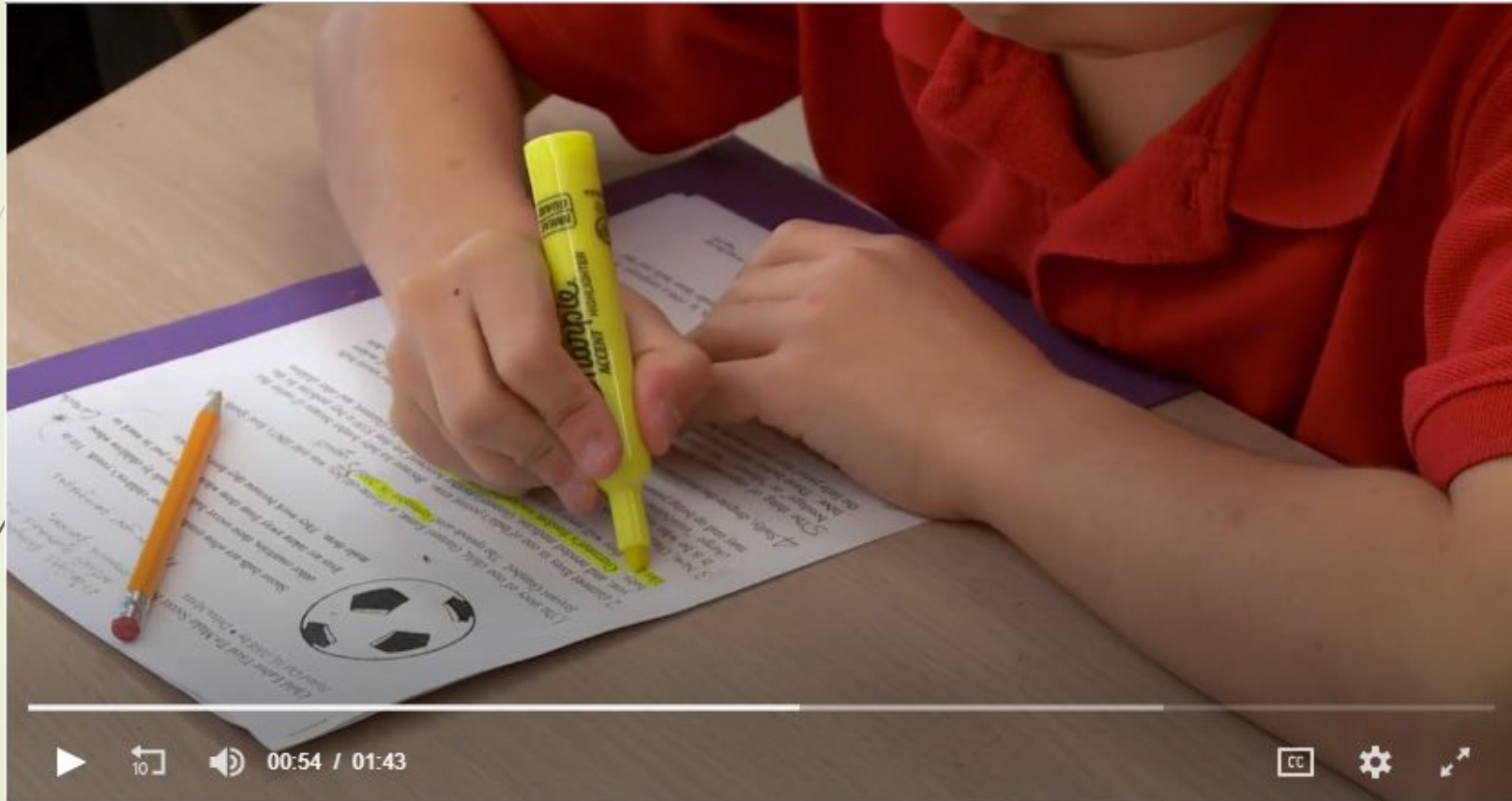
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Sticky Notes

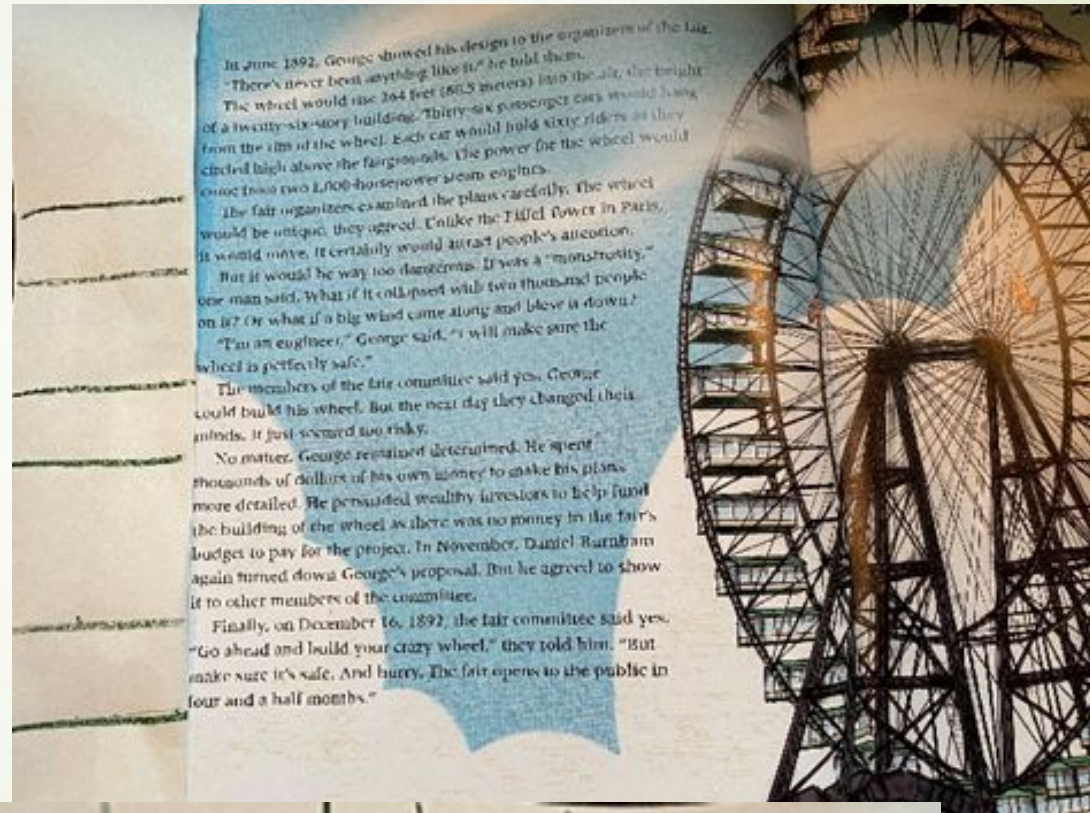


Highlighters



- <https://www.teachingchannel.org/video/selective-highlighting>

Paper Strips or Adding Machine Tape



Color Tools

Highlight Reading Strips



Colored Overlays



Cut-out Window Tracker



Reading Tracker Rulers



Annotation



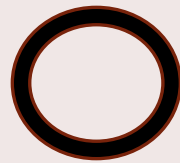
This is an important detail or fact.



This is a key word.



I understand this part.



This is an unfamiliar word.



I do not understand.



I am surprised.



This is my favorite part.

Sentence Stem Bookmark

Accountable Talk Sentence Stems

I believe _____ because _____.

I agree with _____ because _____.

I disagree with _____ because _____.

I respectfully agree/disagree with what _____ said because _____.

I'm confused. What did you mean when you said _____?

On page _____, it says _____, so I think _____.




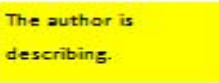


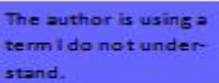


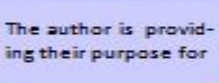


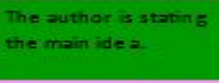


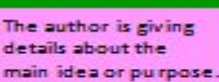


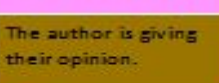

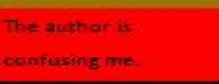

I understood that you said _____.

May I point out _____? *

I would like to add _____.

Do you mind explaining _____?

Bookmarks

| Annotation Codes | Annotation Codes for What The Author Did | Annotation Codes |
|---|--|--|
|  I have a question about this. | Shade with a colored Pencil When... |  Important |
|  This seems very important |  The author is describing. |  Key Words |
|  Not sure why the author put this in |  The author is using a term I do not understand. |  I Get It! |
|  I am not sure what this word is. |  The author is providing their purpose for |  Unfamiliar Word |
|  I can visualize this. |  The author is stating the main idea. |  I don't Understand |
|  Now this is exciting or surprising |  The author is giving details about the main idea or purpose. |  I'm Surprised! |
|  I knew this. |  The author is giving their opinion. |  Connection |
| |  The author is confusing me. |  Shocking! |

Increasing Reading Stamina Basket/Bag/Kit



<http://www.ilclassroomsinaction.org/reading-on-grade-level.html>



- Look for ways to differentiate the learning process using strategies such as chunk & chew.
- Make the growth visible to those who struggle
- Scaffolds should eventually fade
- Look for opportunities to build a growth mindset in our students

Q & A

