

## Creating Pathways for ALL Learners



**Friday March 3, 2017**  
**Tanis Anderson**  
**Ann Thorup**  
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**@LeytonSchnell**



We acknowledge and thank  
the Coast Salish Nations of  
Musqueam, Tsleil-Waututh  
and Squamish on whose  
traditional territories we  
teach, learn and live.

Aboriginal Education in Burnaby Schools



## Shape of the Day

1. Opening Book– Rosie Revere Engineer
2. Case Study – small group share
3. When We Where Alone Example - Tanis
4. Water Inquiry & Literature Circles - Leyton
5. Book talk

## Reflecting on Action

Your question/area: \_\_\_\_\_

Your Name: \_\_\_\_\_  
Date: \_\_\_\_\_

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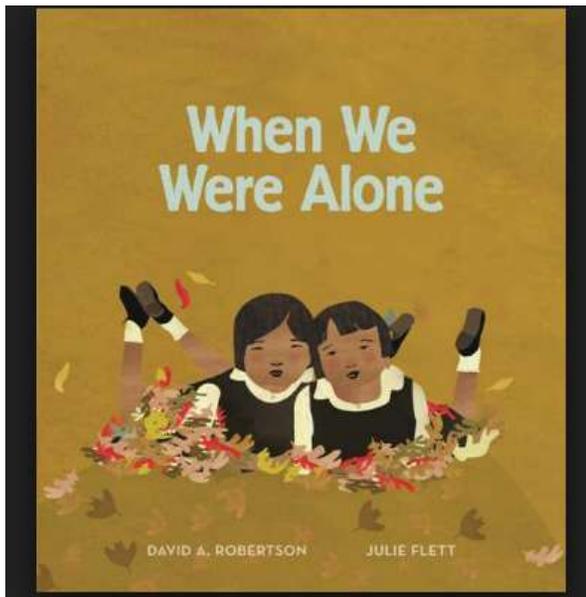
1. What have you learned about your focus student? Strengths? Stretches? Interests?

2. What can you do in your practice to make a difference for this student?

I  
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Q  
U  
I  
R  
Y

3. What did you try? What happened? What did you notice?

4. What will you try next?



## **Before Reading**

What would it be like to go to school far away from home?

How would you feel if you had to leave your family?

## **Partner Talk**

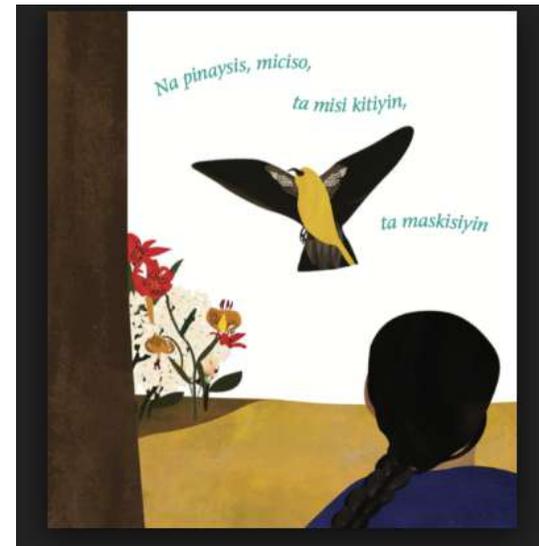


## **During Reading**

What do we notice with the words and pictures?  
What emotions are we feeling?



After viewing pictures, engaging in partner talk, and whole class talk, students will choose a picture from the book and write in character.



I was very lonely staring outside at the frigid winter snow. Longing to deep in my own bed I missed doing that. I thought about what I would be doing with my family right now. here at residential school we are never allowed to do anything with family. I kept staring at the blizzard outside. I reminded me of the winters in my tent. When we were still together. I blinked at the canvas drapings. Hanging down on my bed. Shuffling around in canvas uniform.

When the <sup>scissors</sup> cut my long braid, I felt that my whole world collapsed. After just seeing my braid on the ground, lifeless, thinking how it used to sway around with life, now dead on the cold floor. I almost wept but I knew there was no time for that weeping would just show the nuns how weak I was. The other girls hair got cut too, they were just as sad as I was. At least 10-20 braids on the floor, and worst of all, they would sweep it up into the bucket like it was junk, like it was worthless but it was something to me, it was everything, it is like a baby being taken away from a mom. All our braids were burnt on a small fire. It was like they wanted to make us sad. But then I was glad it was over.

### Hope

I feel hope to see my brother once again. For a long time we have been separated, but today is the day. After a long time I finally, sneakily get to meet my brother again. In the freezing weather I see a blurred shadow appear, after a while I know it is my brother trying to fight through the snow. When he is here, the first thing we do is we hold hands and we both can see the joy in each other's face. I can feel the warmth that both of us give to each other and how happy we are that we can have some time together. But after a while I feel sad once again when we have to separate. We do our mouse squeak whisper that says our last goodbyes. From that day forward I think of how gentle and how warm my brother's hands were, and I know he feels the exact same. After that, every day I am excited after evening passed because it is one step closer to when my brother and I will hold hands and go home.

### Faith

I was very lonely staring outside to the frigid winter snow. Longing for a rest in my own bed, I thought about what I would be doing with my family right now. Here at residential school we are never allowed to do anything with family. I kept staring at the blizzard outside it was like remembering a younger sister whom I had lost. It reminded me of the winters in my tent when we were still together. I blinked at the canvas drapes hanging down on my bed. Shuffling around in my scratchy uniform, I gazed outside where the snow was still falling thickly. I continued doing that until I finally fell asleep. I had a dream about my cozy little tent the night before I went to school. Suddenly I woke with a start. Sadly looking around. I was still in my dormitory. I gave a huge sigh knowing that it would be a whole year before I return home. Turning around, trying hard to imagine I was still home, I squinted my eyes trying to pretend that I was looking at the cold arctic blizzard through the tent window. It still did not work. I looked at the clock, 3:30. I took heavy breaths trying hard not to think about my family. Even thinking about it gave me an icy feeling. I thought about the warm smile of my mother, wondering what she was doing this exact moment. Only a faint glow of a candle could be seen in the eerie darkness. My eyes closed as I fell into a deep sleep, trusting that my dreams would bring me home.

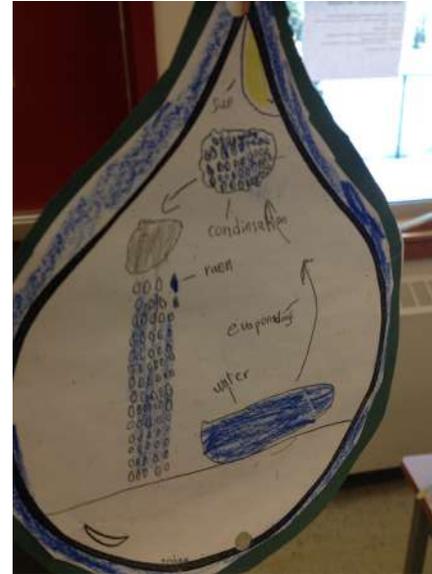
# Water Inquiry

Don Blazeovich

- Grade two
- Taylor Park Elementary



**Water Words**  
Condensation hydrologic cycle  
Evaporation water cycle molecules  
Transpiration ice crystals HD  
Water vapor solid liquid



How does water stay up in the clouds? Have you ever wondered how water stay up in the clouds for a long time? I've been wondering that. Water molecules are really light so they can float in the air, then it will turn into condensation and condensation means it turn into cloud. Water vapor brings the water droplets up into the sky. When water turns into a cloud a lot of water vapor gathers. Then they crowd together to make clouds when more water vapor comes it will get bigger every time water vapor comes.





# The Class Review



**What are the strengths of the class?**



**What are your concerns about the class as a whole?**



**What are your main goals for the class this year?**



**What are the individual needs in your class?**

## Class Review Learning in Safe Schools (Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths

Classroom Needs

Teacher:  
Class:

Goals

Decisions

Individual Concerns

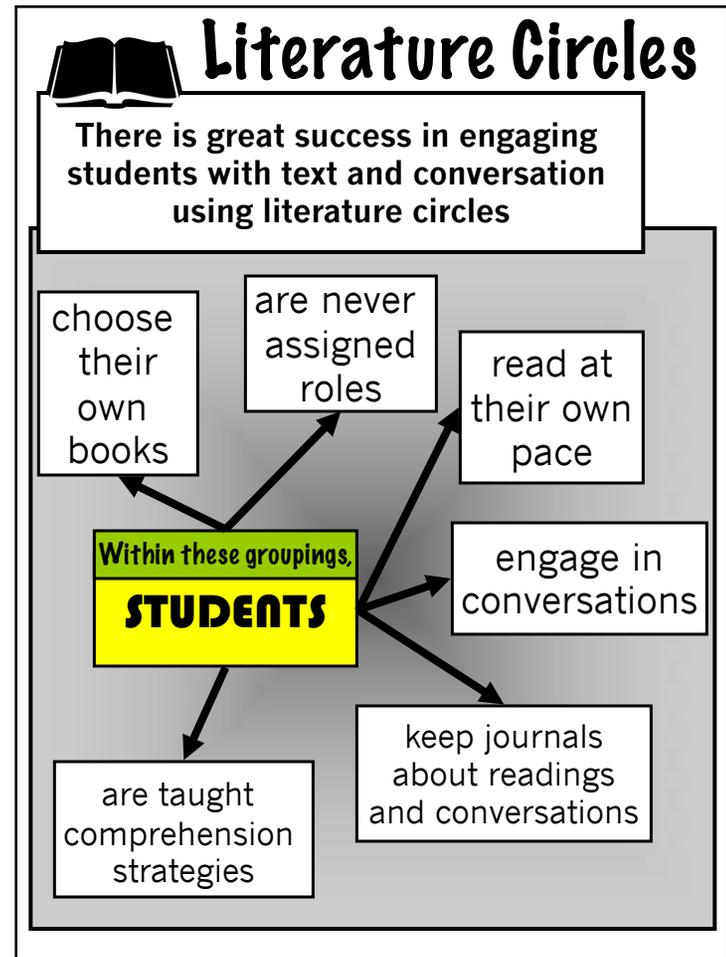
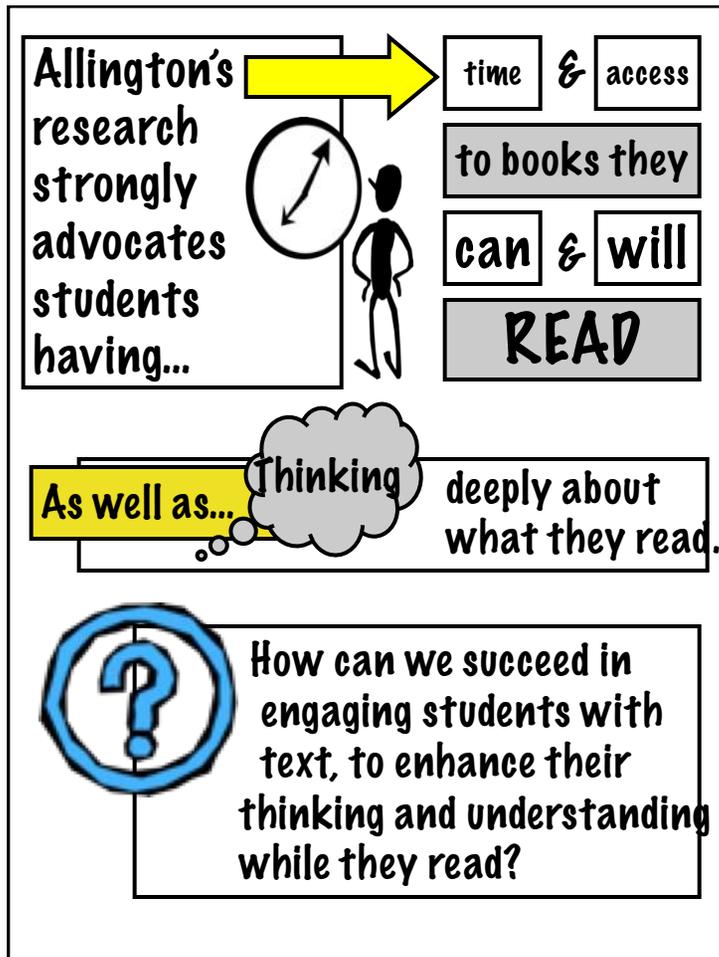
Medical

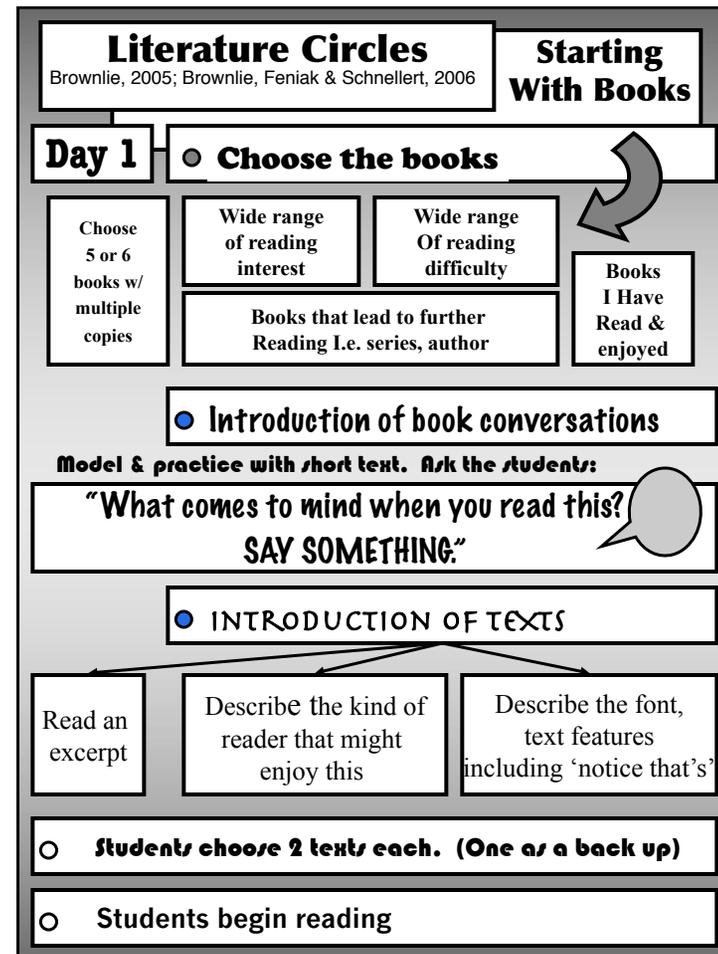
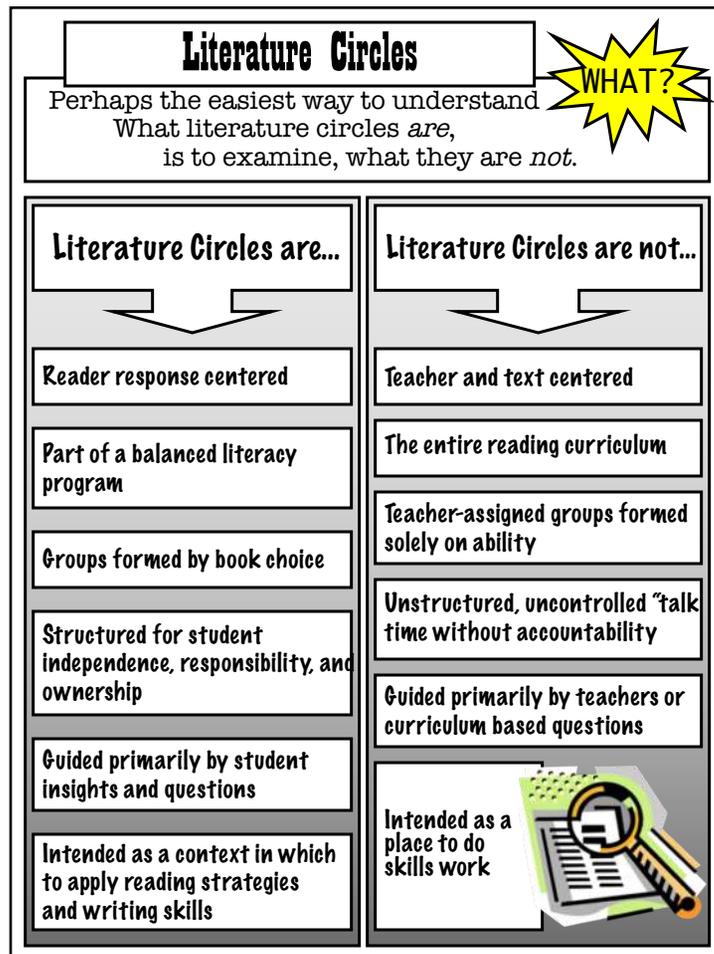
Language

Learning

Socio-Emotional

Other







## Grade 5/6 English Class Strengths

- Social group
- Thoughtful, caring and helpful
- Aware and accepting of different learning styles and students support each other
- Sense of humour
- Co-operative
- Enjoy reading & writing
- A trusting environment built overtime (19/28 students 2nd year together)
- Making personal connections



## Grade 5/6 English Class Stretches (needs)

- Making inferences
- Making connections beyond personal
- Developing independence
- Organizing for learning (materials, time, ideas)
- Focusing and sustaining attention
- Asking thoughtful questions about reading material
- Maintaining group conversations that are on task

## Grade 5/6 English Interests

- Sports (especially hockey and soccer)
- WWE (wrestling)
- Reading
- Social issues/current events
- Music
- Humour/Theatre



### Medical



Adam \*  
William  
Paula  
Jack  
Chris  
Mitchell

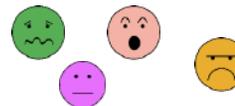
### Learning



William - Autism  
Chris - Learning Disability, adapt reading, writing, math  
Sue, Trevor - Learning Disability, adapt reading, writing  
Mitchell - written output difficulty  
Donna, Ian, Richard - gifted  
Paula, Jason - adapted math

### Social-emotional

Sue - competitive, impulsive  
Paula - impulsive, needs support with social interactions  
William- emotional regulation  
Cory - emotional regulation  
Kim - anxiety  
Kyle - support for basic problem solving skills  
Adam - following general school rules and expectations



### Language



Jason - ESL 2  
Kathleen - ESL 4  
Chris/Trevor - language processing disorder

### Challenge

Donna  
Ian  
Richard



\*All names are pseudonyms  
Underlined names are students designated with special needs by the B.C Ministry of Education



## Grade 5/6 English Class Goals



- Developing greater independence (strategies for planning, following through with criteria, and self-monitoring)
- Developing thinking skills by using high interest text
- Focusing on determining the main idea in text passages
- Finding the theme/“Big Idea” in novels
- Help students develop metacognitive and self-monitoring strategies



## Decisions Gr. 5/6 English

- Literature Circles 2-3 times a week
- Scheduled during support times with Melanie (teacher librarian)
- Model, model, model
  - thinking aloud
  - connecting, questioning, inferring
- Big ideas
- Develop criteria
- Self and peer assessment; giving useful feedback
- Laptops
- Use pictures
- Gr. 7 student to pre-read Literature Circle with Josh\*
- EA support - 1 x wk (45 min) during Literature Circles
- End of the day organization - 10 min “check in” with buddy and board



## Literature Circles

## Starting With Books

Stacey's 5/6 class

### How I put together my 5/6 set:

- Social studies unit on Human and Child Rights
- Read aloud *Iqbal*, by Francesco D'Adamo
- Picture book version, *The Carpet Boy's Gift*, by Pegi Deitz Shea
- Theme of determination and perseverance

### To Consider:

#### Range of reading interests:

- action
- adventure
- social/world issues

#### Range of reading levels

#### Male protagonists:

Maniac Magee  
 Wringer  
 Among the Hidden

#### Female protagonists:

The Breadwinner  
 Esperanza Rising  
 The Report Card

### Reading Levels (Gr. 5/6)

#### Most accessible

The Report Card

#### Typical

Maniac Magee  
 The Breadwinner  
 Wringer

#### Challenge

Esperanza Rising  
 Among the Hidden

## Grades 5/6: Literature Circle Book Set

### Theme: Determination/Perseverance

#### Supporting the Social Responsibility Strand:

- Exercising democratic rights and responsibilities
- Valuing diversity and defending human rights

#### Supporting the Social Studies Strand:

- Human and Child Rights and the United Nations

| Book Set   | Type         |
|--|--------------|
| <i>Iqbal</i> : Francesco D'Adamo                   | Novel        |
| <i>The Carpet Boy's Gift</i> : Pegi Deitz Shea     | Picture Book |
| <i>The Breadwinner</i> : Deborah Ellis             | Novel        |
| <i>Among the Hidden</i> : Margaret Peterson Haddik | Novel        |
| <i>Esperanza Rising</i> : Pam Munoz Ryan           | Novel        |
| <i>Wringer</i> : Jerry Spinelli                    | Novel        |
| <i>Maniac Magee</i> : Jerry Spinelli               | Novel        |
| <i>The Report Card</i> : Andrew Clements           | Novel        |



## Literature Circles

## Starting With Books

### • Lisa's French Set

#### Factors to consider:

- Includes a theme or message
- Relevance to student lives
- interest
- Variety of language levels

#### Themes:

##### Perserverance

Louis Braille  
Sadako et les mille oiseaux

##### Acceptance

Tom et le Gorille  
Louis Braille

##### Friendship

Les Impatiences de Ping  
Le Miracle de Juliette  
Winn-Dixie

##### Adapting to Change

Marion et le nouveau monde

##### Family

Le Message du biscuit  
chinois

##### Love/courage

L'Odyssee miraculeuse  
d'Edouard Toulaine

#### Reading Levels (Gr. 5/6)

##### Most Accessible

Marion et le nouveau monde  
Le Message du biscuit chinois  
Le Miracle de Juliette

##### Typical

Tom et le Gorille  
Louis Braille  
Sadako et les mille oiseaux

##### Challenge

Les Impatiences de Ping  
Winn-Dixie

##### Male Protagonists

Le Message du biscuit chinois  
Tom et le Gorille  
Louis Braille  
L'Odyssee miraculeuse  
d'Edouard Toulaine

##### Female Protagonists

Marion et le nouveau monde  
Le Miracle de Juliette  
Sadako et les mille oiseaux  
Les Impatiences de Ping  
Winn-Dixie

## Literature Circles

## Starting With Books

### Day 2

### • Meeting with the groups

Meet with a group who are reading the same book, while the other students continue reading

Encourage students to come to the meeting with a brief passage prepared to read aloud.

After a student has read, others respond by:

**SAYING SOMETHING** about what they thought.



The conversation carries on from here.

### **BUT REMEMBER!**

Do not LEAD the conversation. Allow the students to be as natural as possible. Enables them to meet in their own literature circle in a meaningful way without you

As students become more familiar with the format, the prepared passage for reading become less formalized. They will begin to talk about significant sections which struck them.

After 10-15 minutes meet with another group



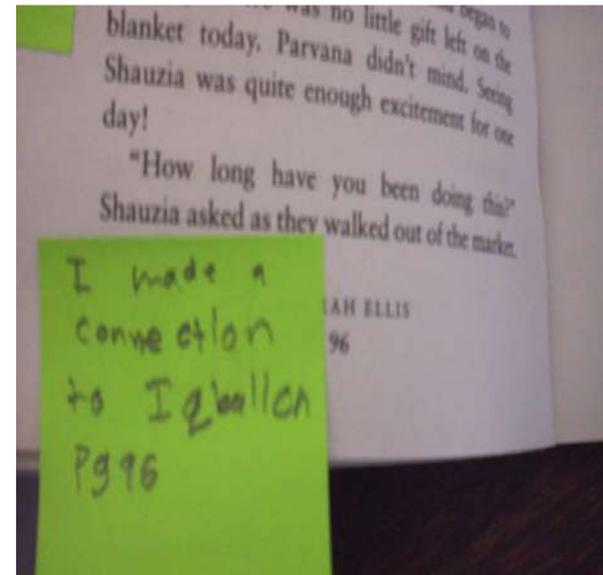
## Literature Circle Assessment Rubric for Group Discussions English Gr. 5/6

Oral Literature Circle Response

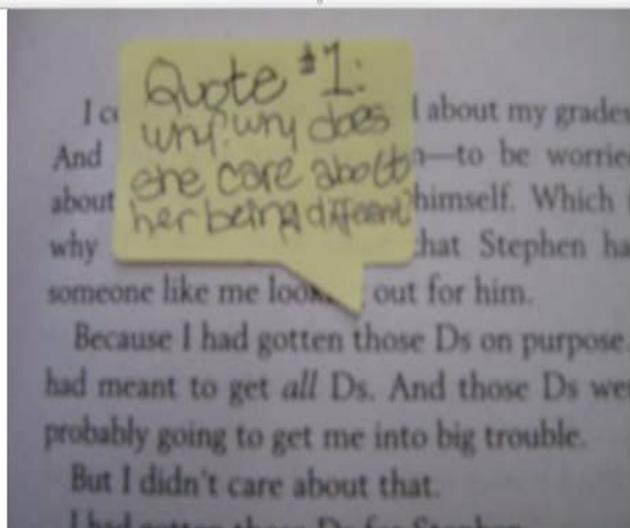
| Criteria  | Comments/Feedback |
|---|-------------------|
| <p><b>BE PREPARED</b></p> <ul style="list-style-type: none"> <li>• Has novel (and backup plan)</li> <li>• Powerful Passage (P.P.) marked in book</li> <li>• Assignment complete</li> <li>• TDT (tease, don't tell)</li> <li>• Make sure you read to decided chapter</li> </ul>  |                   |
| <p><b>SHARING YOUR POWERFUL PASSAGE</b></p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Speak loudly/clearly</li> <li>• Share something meaningful</li> <li>• Explain thinking in detail</li> <li>• Explain why you chose it...</li> <li>• Explain any connections...</li> </ul>                  |                   |
| <p><b>RESPONDING TO OTHERS</b></p> <ul style="list-style-type: none"> <li>• Listen respectfully</li> <li>• Look at speaker</li> <li>• Sit in a circle</li> <li>• Share and discuss opinions</li> <li>• Ask questions</li> <li>• Okay to agree/disagree (but support your thinking with evidence from book)</li> </ul> |                   |

(Developed by the students of Div.4 – 2008)

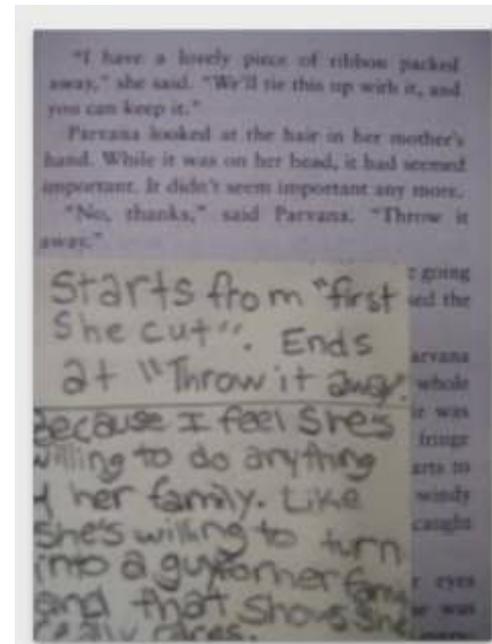
**A good start!**



## Getting going with questions



## Explaining the thinking



U

Oral Literature Circle Response April 17/06

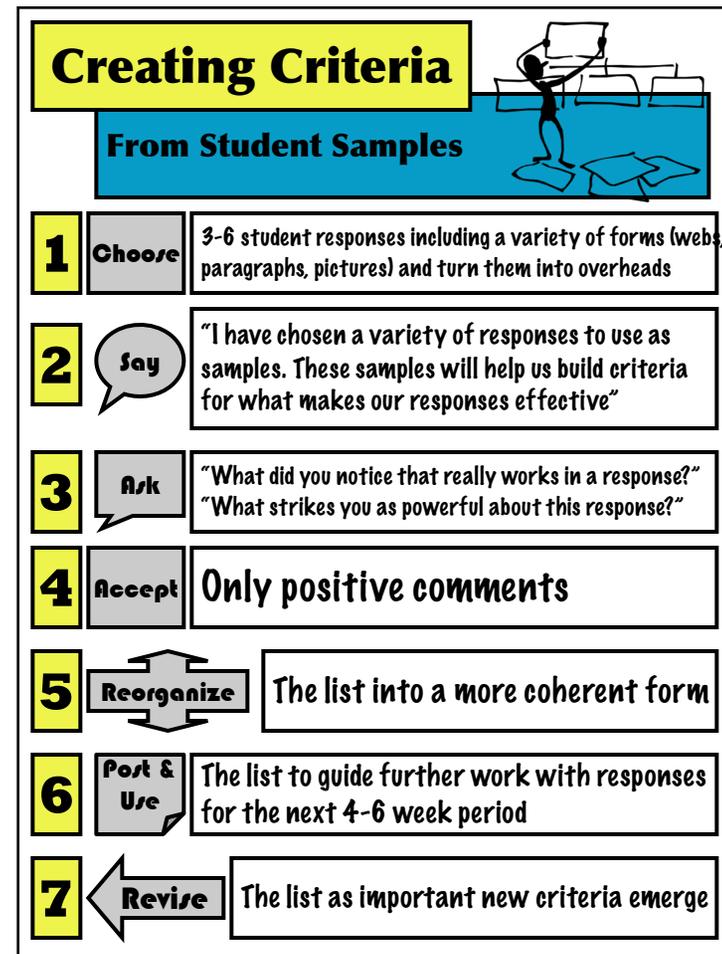
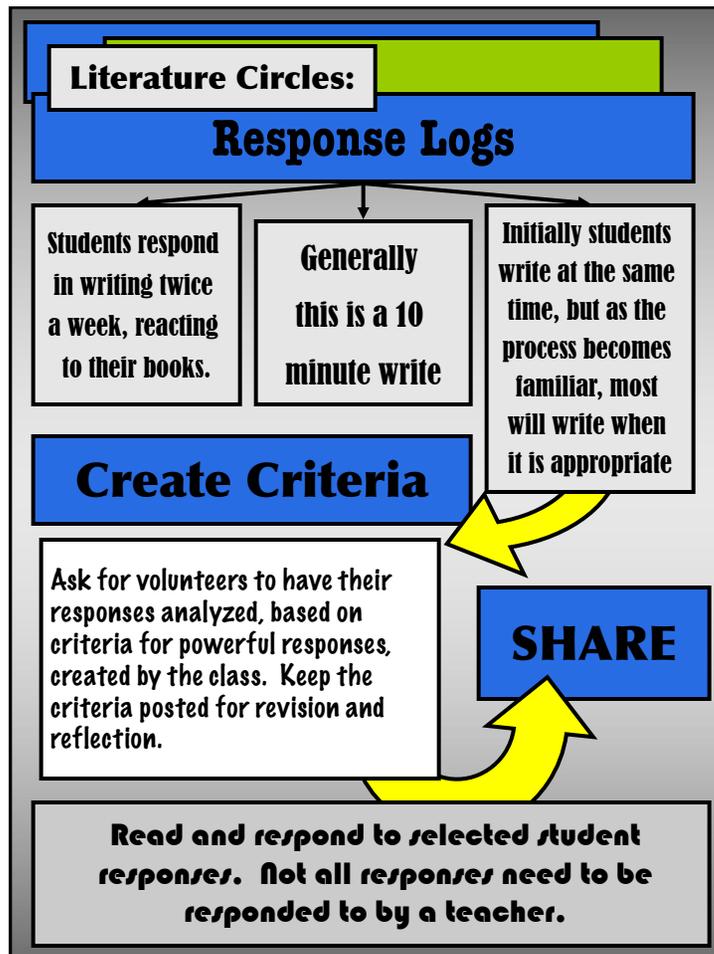
| Criteria  | Comments/Feedback <span style="float: right;">S.A.</span>  |
|---|--|
| <p><b>BE PREPARED</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Has novel (and backup plan)</li> <li><input checked="" type="checkbox"/> P.P. marked in book</li> <li><input checked="" type="checkbox"/> Assignment complete</li> <li><input checked="" type="checkbox"/> TDT (tease, don't tell)</li> <li><input checked="" type="checkbox"/> Make sure you read to decided chapter</li> </ul>   | I always am ready to share my pp. even if I need to share with someone else. :))                             |
| <p><b>SHARING YOUR POWERFUL PASSAGE</b></p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li><input checked="" type="checkbox"/> Speak loudly/clearly</li> <li>• Share something meaningful</li> <li><input checked="" type="checkbox"/> Explain thinking in detail</li> <li><input checked="" type="checkbox"/> Explain why you chose it...</li> <li><input checked="" type="checkbox"/> Explain any connections...</li> </ul>  | I share mdp.p in a way that makes sense, but I need to work on eye contact and sharing something meaningful. |
| <p><b>RESPONDING TO OTHERS</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Listen respectfully</li> <li>• Look at speaker</li> <li><input checked="" type="checkbox"/> Sit in a circle</li> <li><input checked="" type="checkbox"/> Share and discuss opinions</li> <li><input checked="" type="checkbox"/> Ask questions</li> <li><input checked="" type="checkbox"/> Okay to agree/disagree (but support your thinking with evidence from book)</li> </ul> | I almost do every thing right here, but I need to look at the person speaking.                               |

(Developed by the students of Div.4 – 2008)

Oral Literature Circle Response

| Criteria  | Comments/Feedback   |
|---|---|
| <p><b>BE PREPARED</b></p> <ul style="list-style-type: none"> <li>• Has novel (and backup plan)</li> <li>• P.P. marked in book</li> <li>• Assignment complete</li> <li>• TDT (tease, don't tell)</li> <li>• Make sure you read to decided chapter</li> </ul>   | I always read to the decided ch. and have assignment complete and have a back-up plan + have P.P. |
| <p><b>SHARING YOUR POWERFUL PASSAGE</b></p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Speak loudly/clearly</li> <li>• Share something meaningful</li> <li>• Explain thinking in detail</li> <li>• Explain why you chose it...</li> <li>• Explain any connections...</li> </ul>                  | I do all of those things  |
| <p><b>RESPONDING TO OTHERS</b></p> <ul style="list-style-type: none"> <li>• Listen respectfully</li> <li>• Look at speaker</li> <li>• Sit in a circle</li> <li>• Share and discuss opinions</li> <li>• Ask questions</li> <li>• Okay to agree/disagree (but support your thinking with evidence from book)</li> </ul> | I do most of those things (I don't really ask questions :))                                       |

(Developed by the students of Div.4 – 2008)



## Samples of Student Rubrics for Written Responses



## Assessment Rubric for Written Literature Circle Responses English Gr. 5/6

Criteria For Written Response

| My Thinking   | Feedback/Comments |
|---|-------------------|
| <p>1) Explain why I chose the powerful passage</p> <ul style="list-style-type: none"> <li>• use details from book and examples</li> <li>• include my feelings and emotions</li> <li>• explain my connections (Personal/Text/World)</li> </ul> <p>2) TDT (tease, don't tell)</p> <ul style="list-style-type: none"> <li>• when writing to your diary partner, don't give away too much of the story because he/she hasn't read that far</li> </ul> |                   |
| <p><u>Story Explanation</u></p> <ol style="list-style-type: none"> <li>1) Explain what happened in the book</li> <li>2) Describe the character (include feelings and descriptive words)</li> <li>3) Explain how you relate to the character and how characters relate to each other (e.g., sharing a similar experience)</li> <li>4) Explain predictions for the future (e.g., what might happen next)</li> </ol>                                 |                   |

(Created by the students in Div. 4 2006)



Novel: Esperanza-Rising  
 From pages \_\_\_\_\_ to \_\_\_\_\_

| What Happened   | My Thinking   |
|---|---|
| <p>well ever since Esperanza and mama escaped it seems quite difficult especially for Esperanza. But why they were doing it all for the best to get away from Tio-Luis. Esperanza has been having a difficult time as it seems for example when she was mopping for like her first time about she didn't know how to use it correctly and was laughed at. Esperanza had to go from rich ———— practically poor. Life must be hard for Esperanza at this point of her life &amp; very extremely different from before. I still am shocked that Tio-Luis would do such a shameful thing.</p> | <p>Oh my godness I have a lot to say about this book like... Tio-Luis is such a greedy selfish rude shameful man. Like he burned down a house purposely for money. Obviously then Esperanza and mama having to move out and run away because of Tio-Luis and because he asked mama to marry him poor mama can't just stay there and be Luis's little puppet. I feel so bad for Esperanza &amp; mama going through all of this shame &amp; helplessness. Hopefully things will work out, but for now Esperanza just trying to settle in. I can't wait to read on this book</p> |

is so terrific. especially at this point I'm very curious of the future

Novel: Breadwinner  
 Author: \_\_\_\_\_



Dear Matt this book breaks so much roads. It starts off with so many ideas and traits. How would you feel if you were living life these people?

How are your thoughts about this book?

Does this book remind you of anything that is happening?

What so far is one of the most important things that has happened in this book?

I don't believe they didn't let servana in the store because she was a girl. By Jordan

great question that cops will be to phase!

Dear Jordan I would feel sad because some of the time they have to go hungry. do you think their father will escape or be let out from jail?

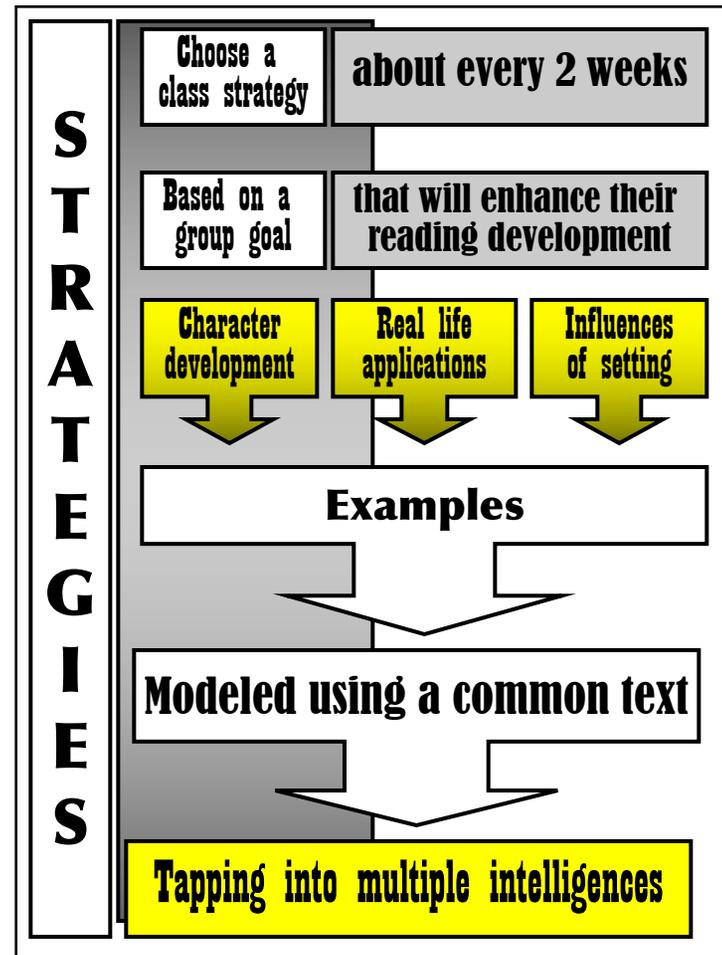
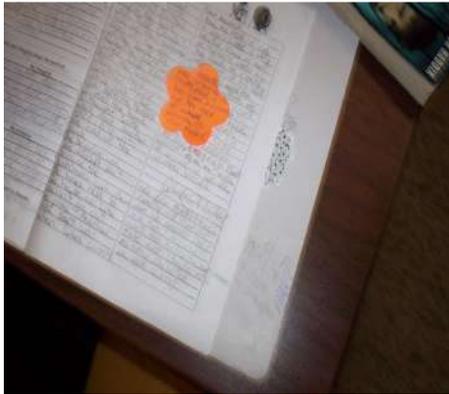
I think it's sad because she has to give up her life as a girl (like she has one) to help her family.

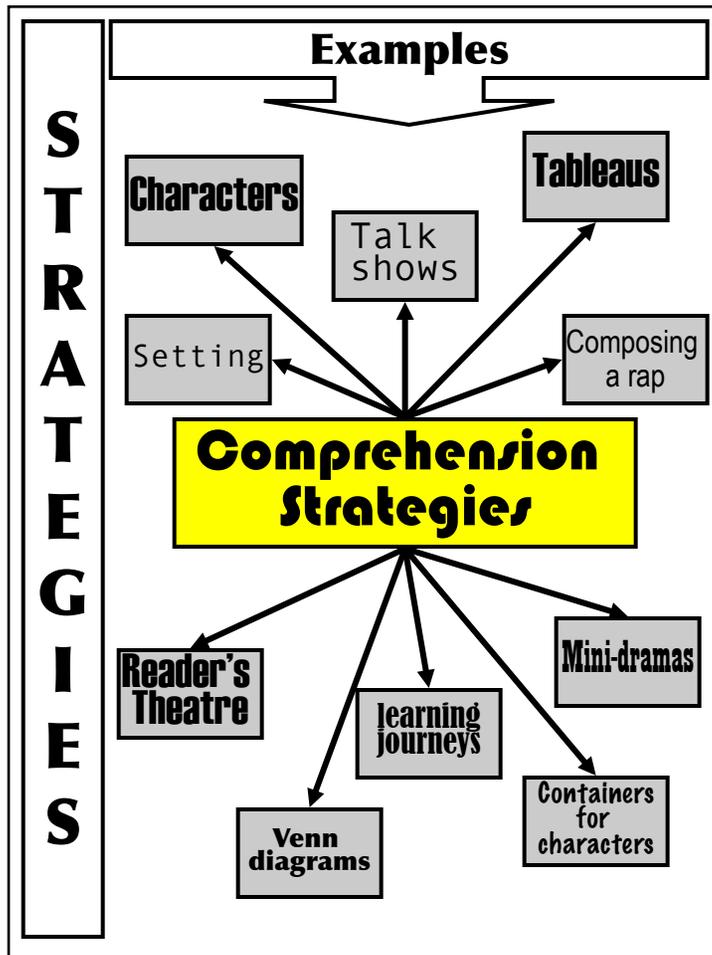
What do you mean by "Does this book remind you of anything so far?"

I would tell you what the most important thing is so far but I don't think you have read that far.

From: MATT

## Peer feedback for Written Responses



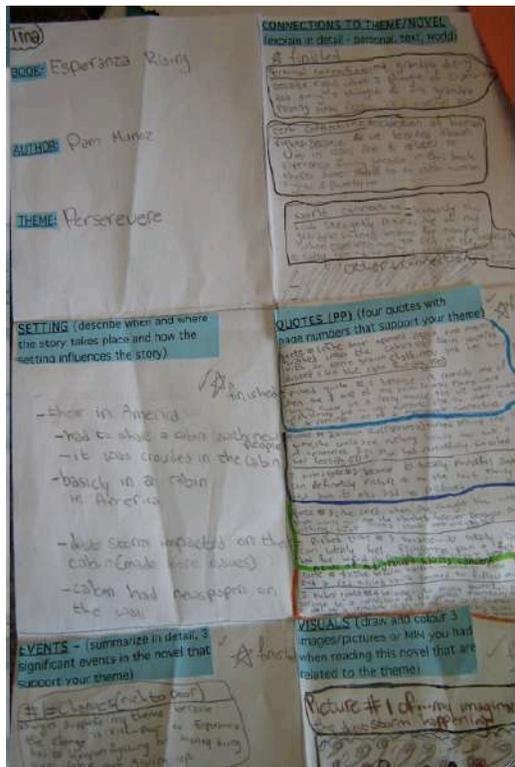


## Comprehension Activity IDEAGRAM

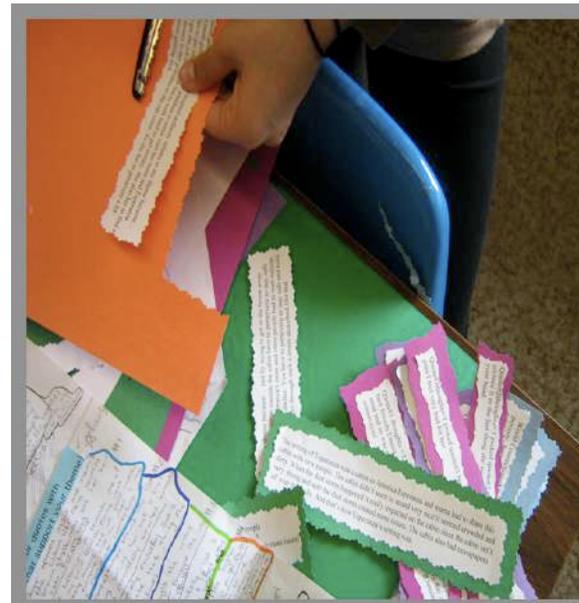
What is it?

- a visual display representing a theme
- focus on quotes, connections and evidence from book that supports theme

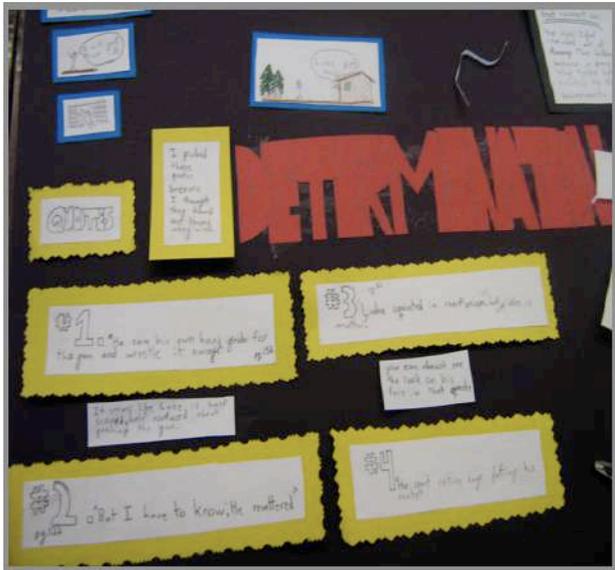
## Planning



## Pulling things together



## Ideagram



## Sharing in mixed groups



## Sharing in Literature Circle group



# Evaluation

|                |   |  |
|----------------|---|--|
| <b>Use</b>     | <b>B.C. Reading Performance Standards</b> | to assist you in supporting and enhancing the development of readers                         |
| <b>Develop</b> | <b>criteria with the students</b>         | to demonstrate powerful responses and for strategy use                                       |
| <b>Have</b>    | <b>students keep a chart</b>              | to document all the books they have read   |
| <b>Have</b>    | <b>individual reading conferences</b>     | with ALL students, using the conference format based on BC Reading Performance Standards.    |
| <b>Provide</b> | <b>more teaching and monitoring</b>       | to students who require extra support with daily individual reading and responding sessions. |

Be sure to share your record-keeping (what you are looking/listening for, the changes and growth you are noticing) with the students

## Collaboration by Lisa and Stacey

- Same grade and school but different languages
- Meet at the beginning of each term and then throughout as needed
- Approach to curriculum development is to focus on the “big picture” and enduring understandings
- Adapt lessons accordingly based on our class goals, needs and interests
- Switch classes for french and gym
- Teach fine arts - recorder and drama
- Completed Graduate Diploma
- Present at district level
- Compliment each other as we bring individual strengths and needs to the planning process

**So...**



### **BE PREPARED!**

For A LOT of reading

**For some students reading ALL of the books in your 'kit' and moving on**

To engage in this with your students for a significant amount of time

**To read WITH them, share your responses to text, and occasionally reading a novel aloud, or excerpts from new discoveries**

## Resources by the speakers

- Brownlie (2004). *Literacy in the Middle Years*. Webcast, BC Ministry of Education. <http://insinc.com/ministryofeducation/20041007/index.html> and <http://insinc.com/ministryofeducation/20041118/indix.html>
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