

# A Symphony for Success

Ruth Schackmann

EduReady

# Symphony for Success

A beautiful piece of music is pleasing to the ear. The layers and complexities expand your mind.

Teaching large concepts is like writing complicated music. Students who lack skills feel left out of the music. Today we will look at how to create beautiful music no matter what the skills students brought to class.

# Symphony for Success

## Our Goal

You will understand the Learning Continuum's range of skills and how they can be implemented in simple, effective individualized lessons to maximize student success.

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# Learning Continuum

- Log in to NWEA.org
- Learning Continuum page
- “Four Ways to Impact Teaching with the Learning Continuum”
- #2 “Tailor Lessons to suit student needs”

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Implementation Must Haves...

1. Easy to use
2. Meet the needs of my students daily, in the minute
3. Have lasting effectiveness
4. Build confidence and success

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# A Symphony for Success

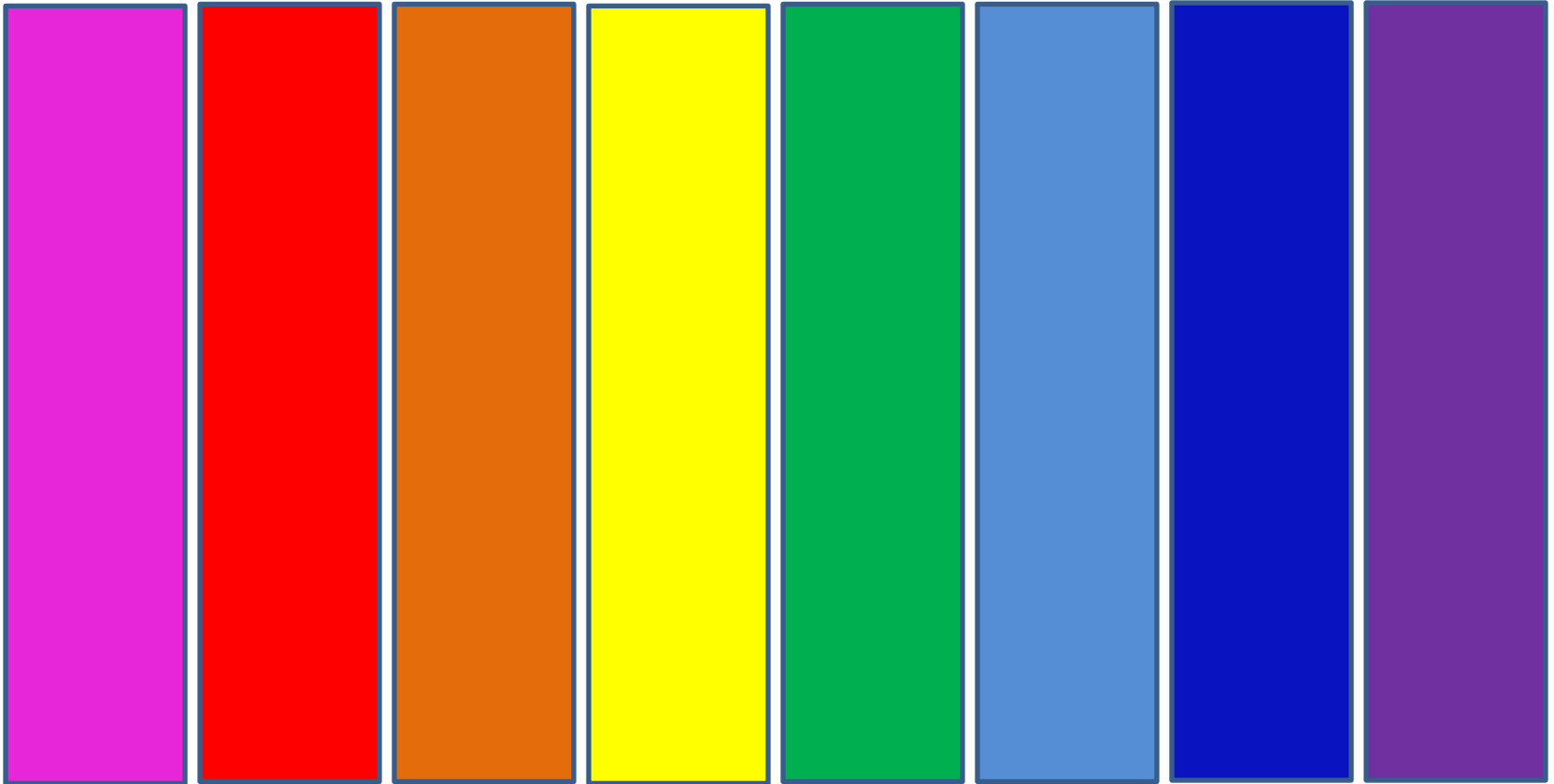
Without the right skills, concepts are difficult if not impossible to master. No matter what the range of skills students possess, the concepts are goals we are trying to teach.

Learning Continuum is a list of skill by ranges that give a clear picture of what students need to progress.

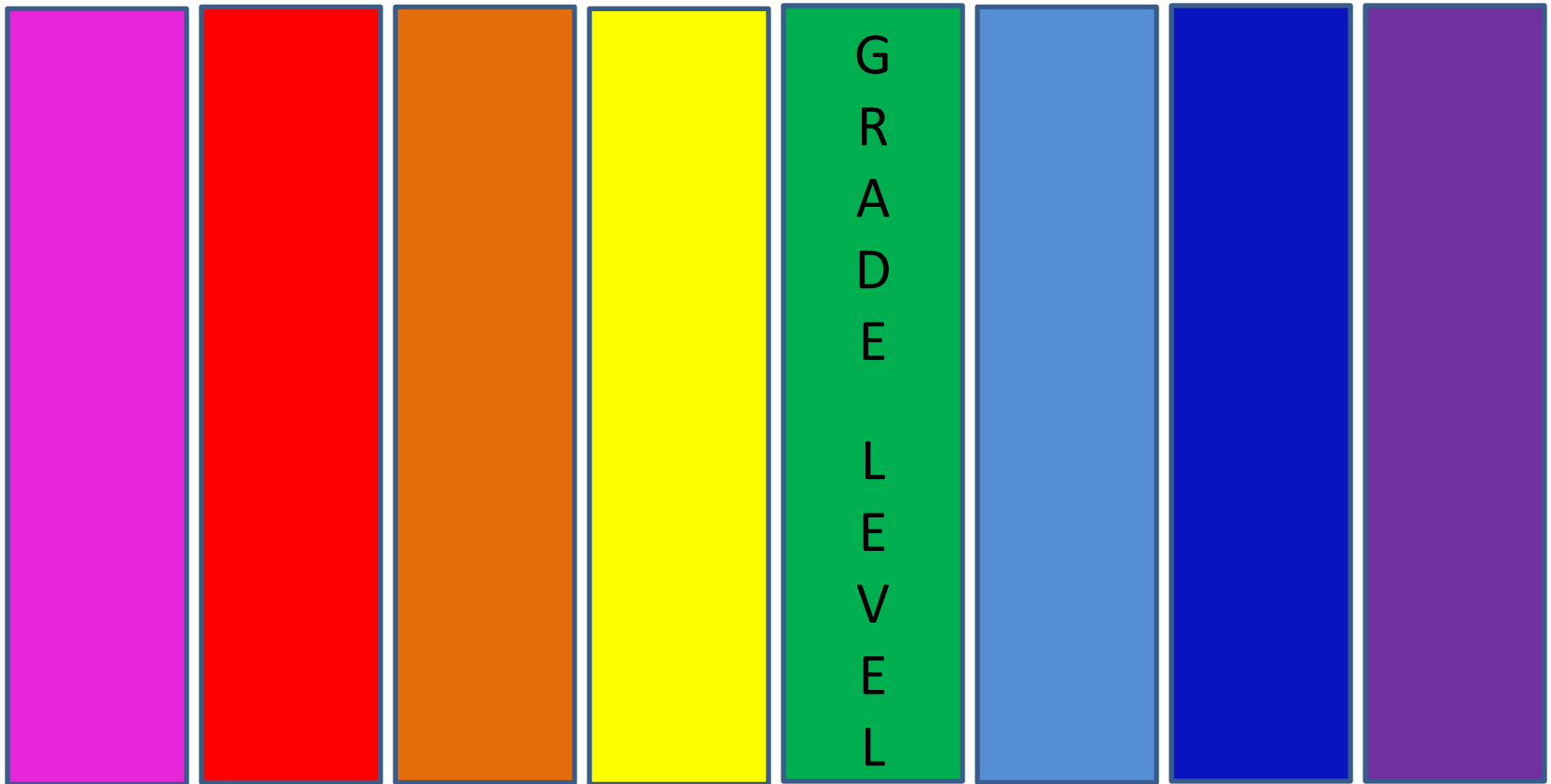
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- Range of RITs 165-233 spread over 5 classes: three 8<sup>th</sup> grade ELA and two Reading Improvement Classes.
- 105 students: 85 unique, two unidentified gifted, 15 with IEP's or 504's, and new students from a defunded Charter School. 5 new in January.

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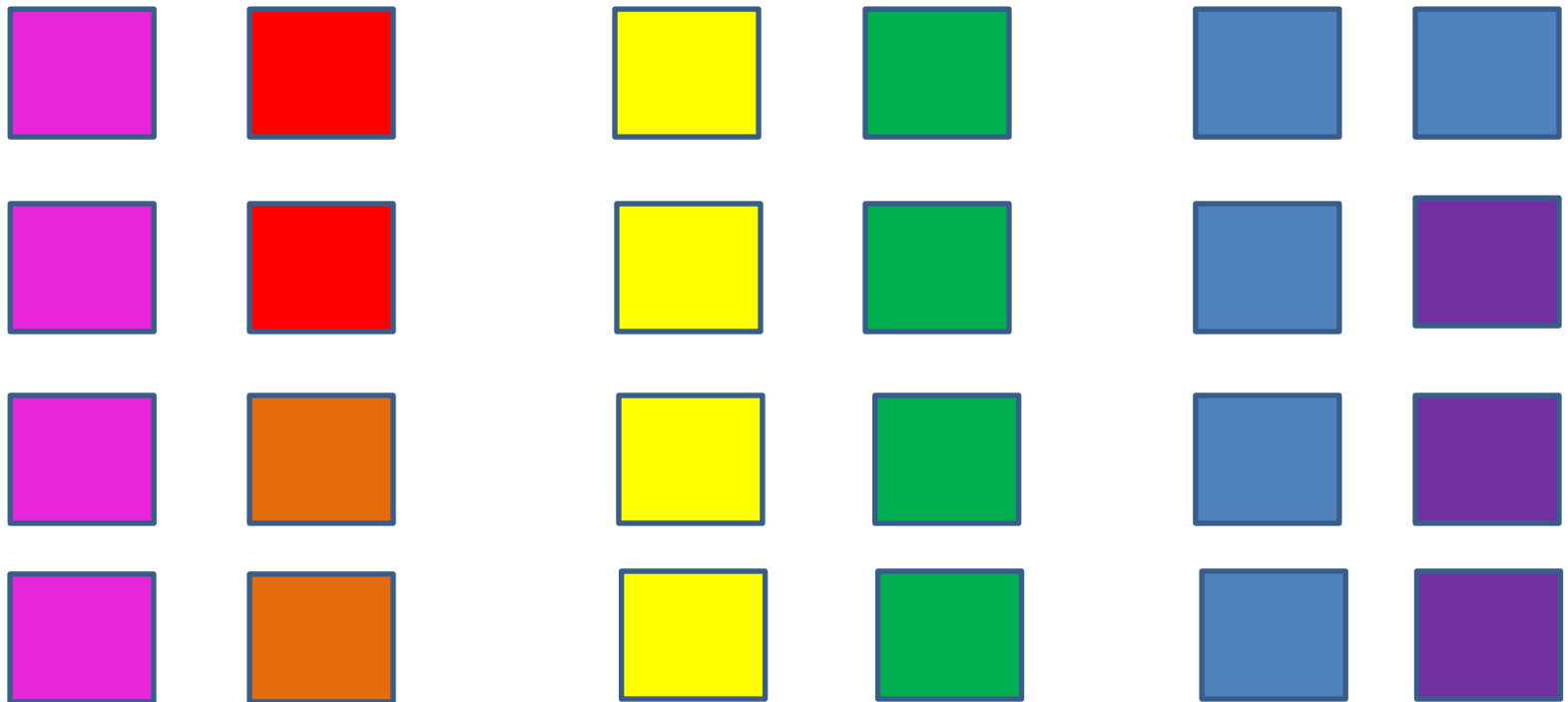


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## Reading Expository Text

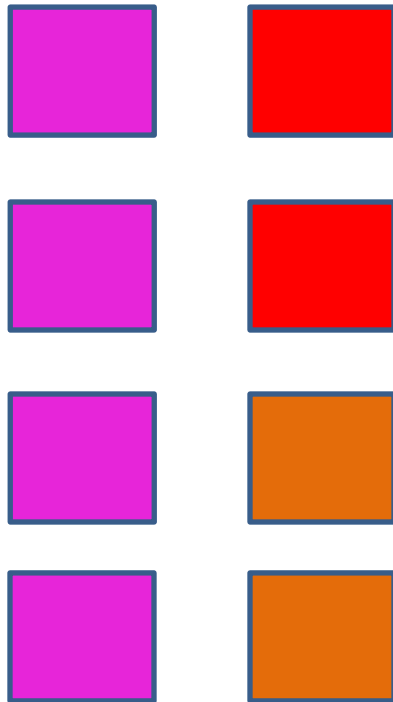
- Choose an appropriate text (3 texts)
- Read and respond (Close Reading)
- Create Costa's Leveled questions for text
- Evaluate the questions and select 5
- Respond to questions selected
- Grade the responses

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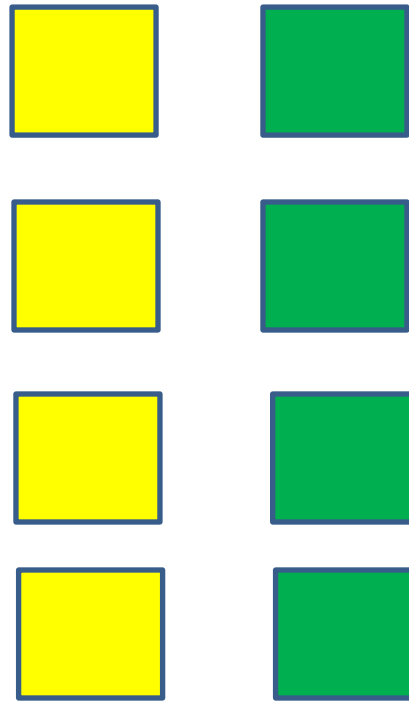


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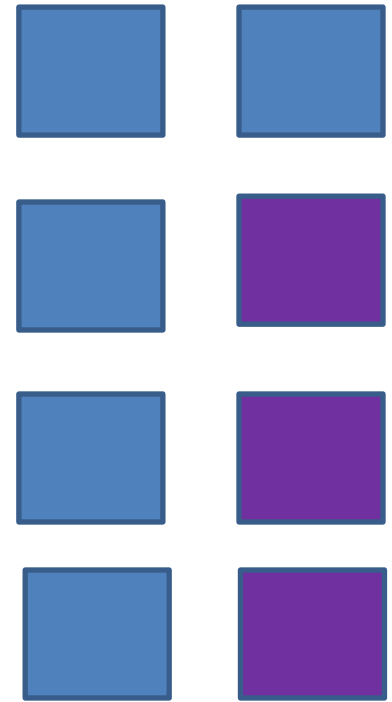
Level One



Level Two



Level Three



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## Assessments

Level One– multiple choice assessment using the Learning Continuum skills appropriate for the level.

Level Two-- multiple choice assessment using the Learning Continuum skills appropriate for the level.

Level Three– Open ended short answer questions.



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Success!

The grades for the assessments were reflective of the students' mastery of the content and the skills they had and acquired.

Students had little to no frustration with the tasks. High level of participation during every step.

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## Book Blind Date

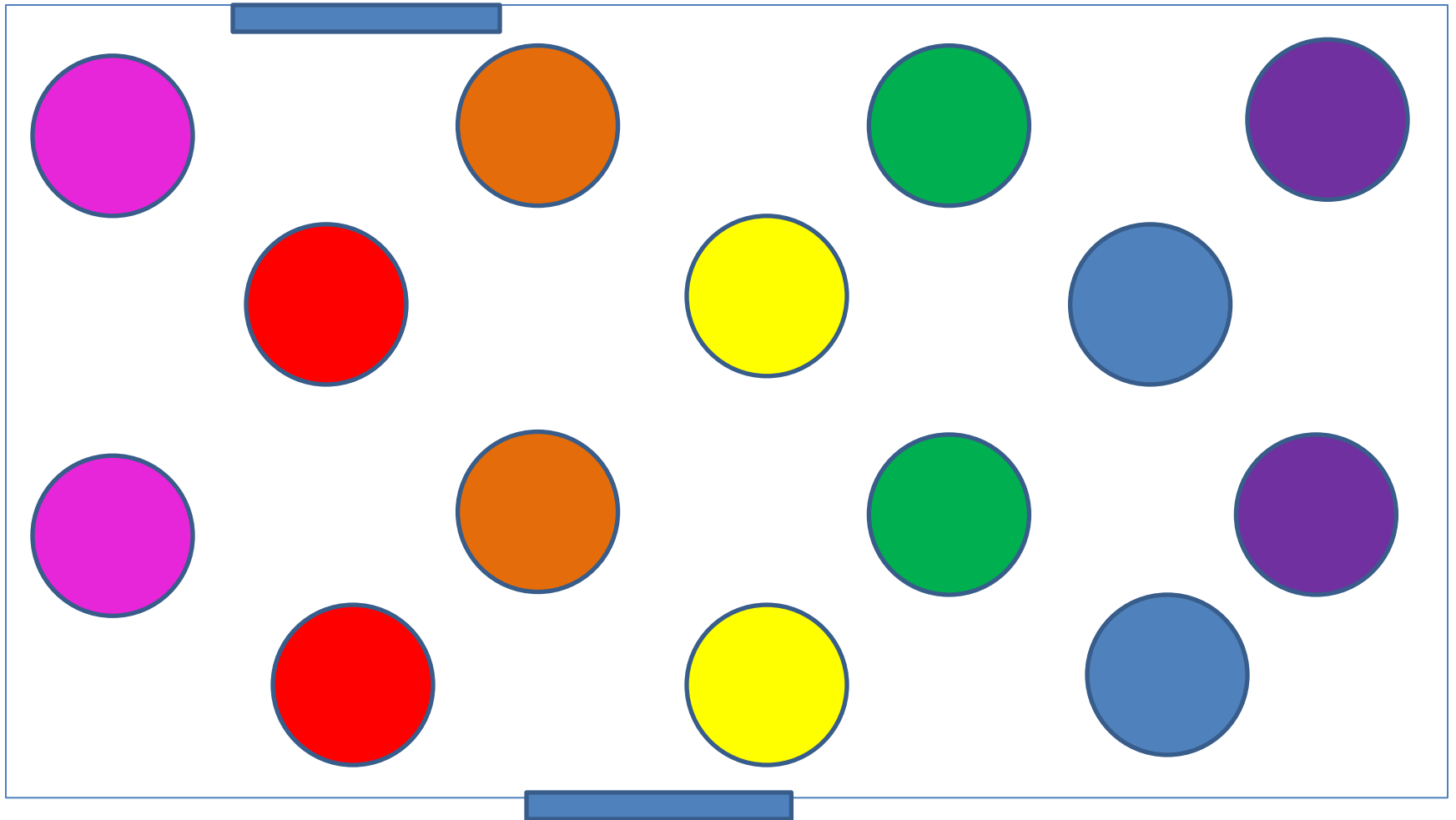
Our goal was to expose students, especially struggling readers, to as many book titles as possible to encourage reading and increase book check out before we begin a literary analysis unit.

## Book Blind Date PowerPoint

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- Books (35 titles) with Lexile levels between 500L and 1000L.
- Large room (enough for 60+ students)
- Entire 8<sup>th</sup> grade (three teachers)
- List of books or a range sheet for documenting choices
- List of MAP results (Color coded)

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- 1<sup>st</sup> round: select a book from the pile on the table, read for three minutes, mark your reaction to the book. Repeat.

## **Bloom's: Knowledge, Comparison, Evaluation**

- 2<sup>nd</sup>, 3<sup>RD</sup> and 4<sup>th</sup> rounds: “Move to a different table. Do not sit with your original tablemates”. Repeat selection process...continue until time runs out.

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- Expectations were clear
- Seats were assigned
- Minimum of arguments
- Easy, on-going student management throughout the hour

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