



# Literacy: An In-Depth Expedition

Excursions and Adventures: Explicit vs. Embedded Activities

May 19, 2020



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# Disclaimer



# Literacy: An In-Depth Expedition

**1**

**Planning Your Journey**

Monday  
May 18

**2**

**Excursions and Adventures**

Tuesday  
May 19

**3**

**Who's Coming Along?**

Wednesday  
May 20

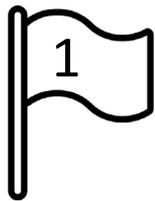
**4**

**Enjoy the Amazing Journey!**

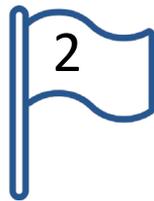
Thursday  
May 21



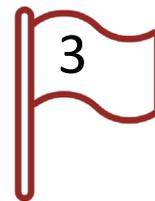
# Literacy Implementation Steps



Build a Program Team



Conduct a Needs Assessment



Develop SMART Goals



Plan Logistics



Intentionally Design Activities



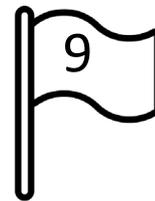
Intentionally Recruit Students



Recruit High-Quality Staff and Partners



Engage Families



Celebrate



# Objectives

- Understand the difference between explicit and embedded literacy activities.
- Develop engaging explicit and embedded literacy activities.
- Identify learning strategies to incorporate into activities.



# Four Components of Literacy



Reading

Writing

Speaking

Listening



# Needs Assessment



**School-Level Data:** Only 45% of seventh-graders met proficiency on the state English language arts assessment.

**Student-Level Data:** Students failed to meet the standards because they do not understand how to determine the theme or central ideas of a text.

**Student Voice Data:** Student surveys revealed that students are most interested in video games and music.



# Program SMART Goal

School-Level Data: Only 45% of seventh-graders met proficiency on the state English language arts assessment.



By the end of the program year, 60% of 7<sup>th</sup>-grade students who regularly attend the reading program will score at least proficient on the end-of-year English language arts assessment.



# Intentional Design of Activities

Needs Assessment Data Sources	Components of Quality Out-of-School Time Programs	Strategies to Align Program Activities to Student Needs
<ul style="list-style-type: none"><li>• School-level data</li><li>• Student-level data</li><li>• Student voice data</li></ul>	<ul style="list-style-type: none"><li>• Connect to the school day.</li><li>• Prepare students for the 21<sup>st</sup> century.</li><li>• Employ positive youth development strategies.</li><li>• Engage students.</li></ul>	<ol style="list-style-type: none"><li><b>1</b> Connect student need to student voice</li><li><b>2</b> Four C's of 21<sup>st</sup> century skills</li><li><b>3</b> Five C's of positive youth development</li><li><b>4</b> Learning methods and strategies</li></ol>



# Connect Needs to Student Voice

1

Program SMART Goal	
By the end of the program year, at least 70% of students identified as in-need who regularly attend the 21 <sup>st</sup> CCLC program will demonstrate increased writing abilities as measured by the beginning and end-of-year writing benchmark tests.	
Student Need	Student Voice
Write using complete sentences and appropriate conventions.	Hands-on learning, online learning Working in groups/social learning
Activity	
Program Newsletter	



# Strategies to Align Activities to Needs

2

## Four C's of 21<sup>st</sup> Century Skills

- Critical Thinking
- Communication
- Collaboration
- Creativity

3

## Five C's of Positive Youth Development

- Competence
- Confidence
- Connection
- Character
- Caring



# Learning Methods and Strategies

## 4

### Learning Methods

- Blended Learning
- Service Learning
- Project-Based Learning
- Place-Based Learning
- Problem-Based Learning
- Themed Learning

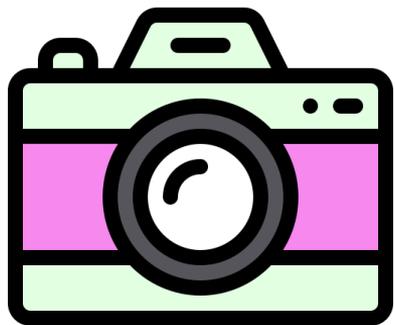
### Learning Strategies

- Anticipatory Sets
- Graphic Organizers
- Reciprocal Learning
- K-W-H-L-A-Q Charts
- Levels of Questions
- High 5 Reading



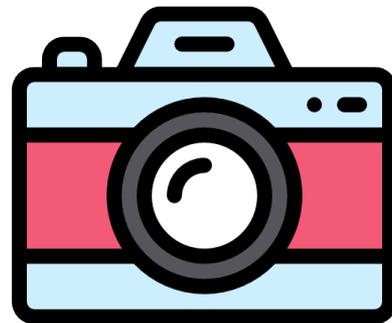


# Explicit vs. Embedded Activities



## Explicit

Incorporates literacy skill practice and development into existing activities and routines.

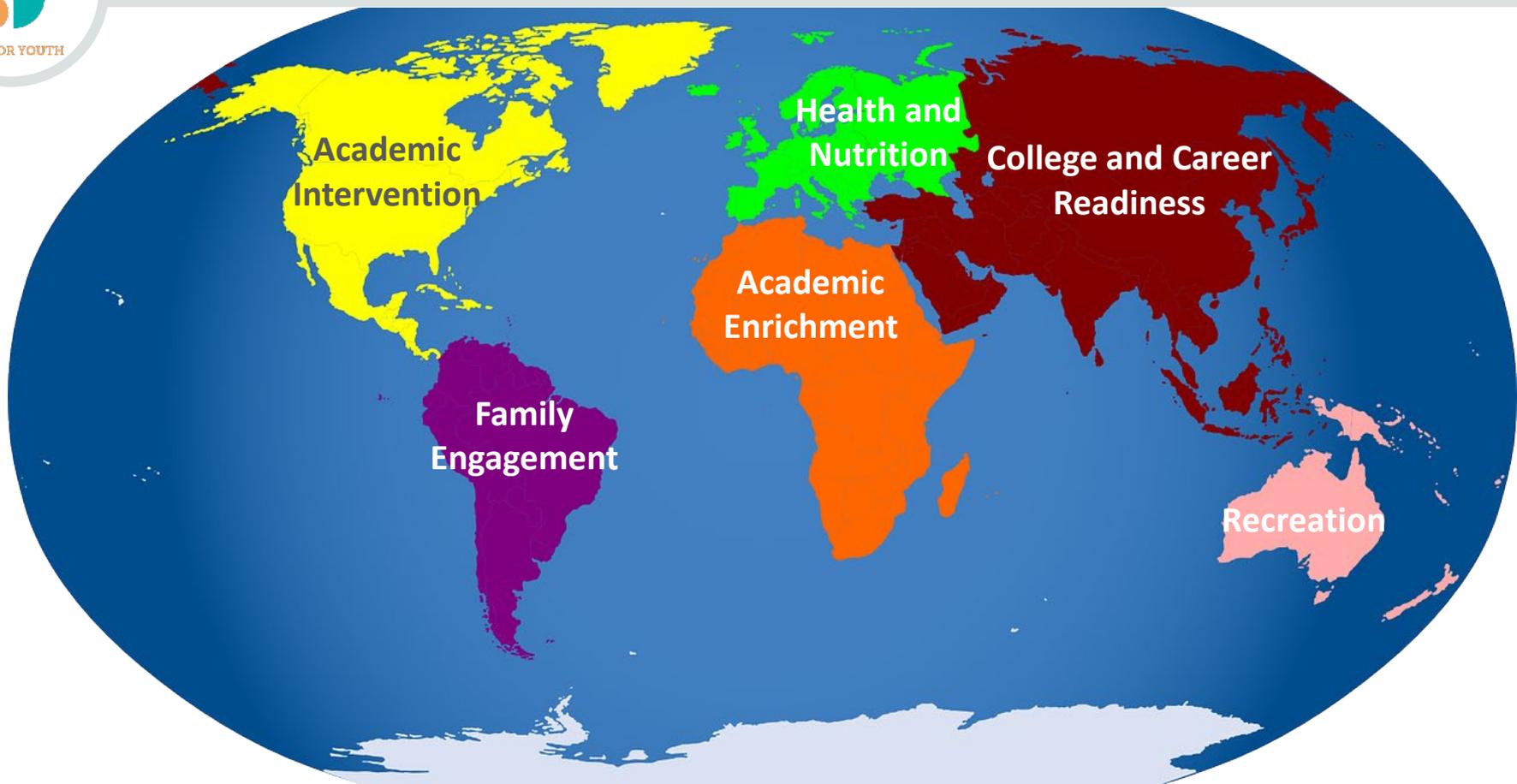


## Embedded

Direct teaching of literacy skills with meaningful opportunities for students to actively engage in learning.

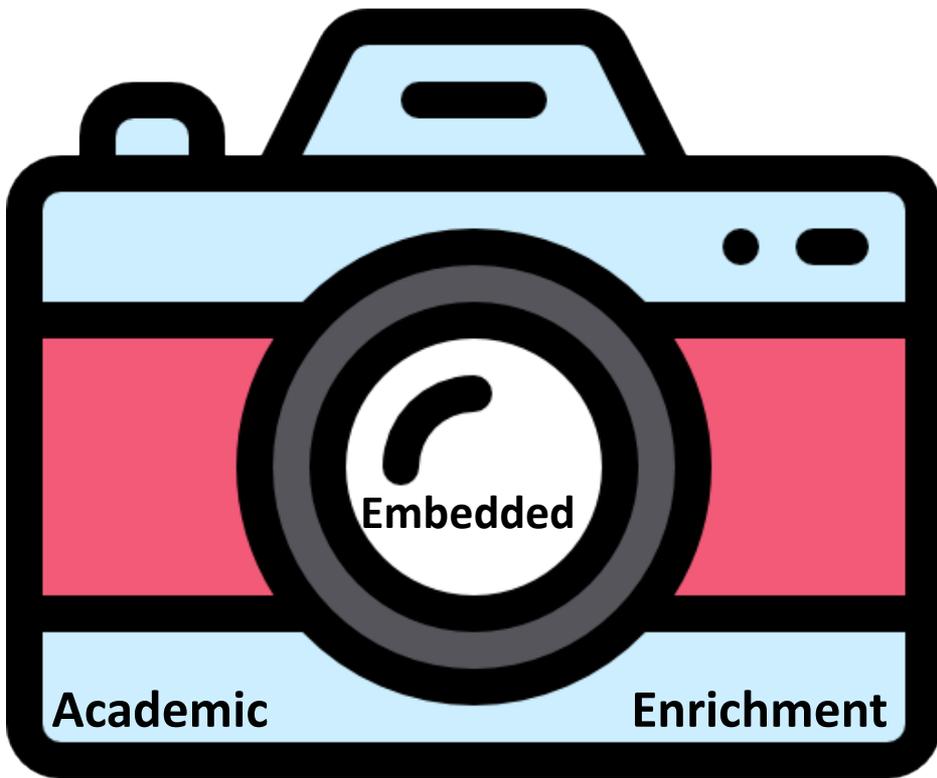
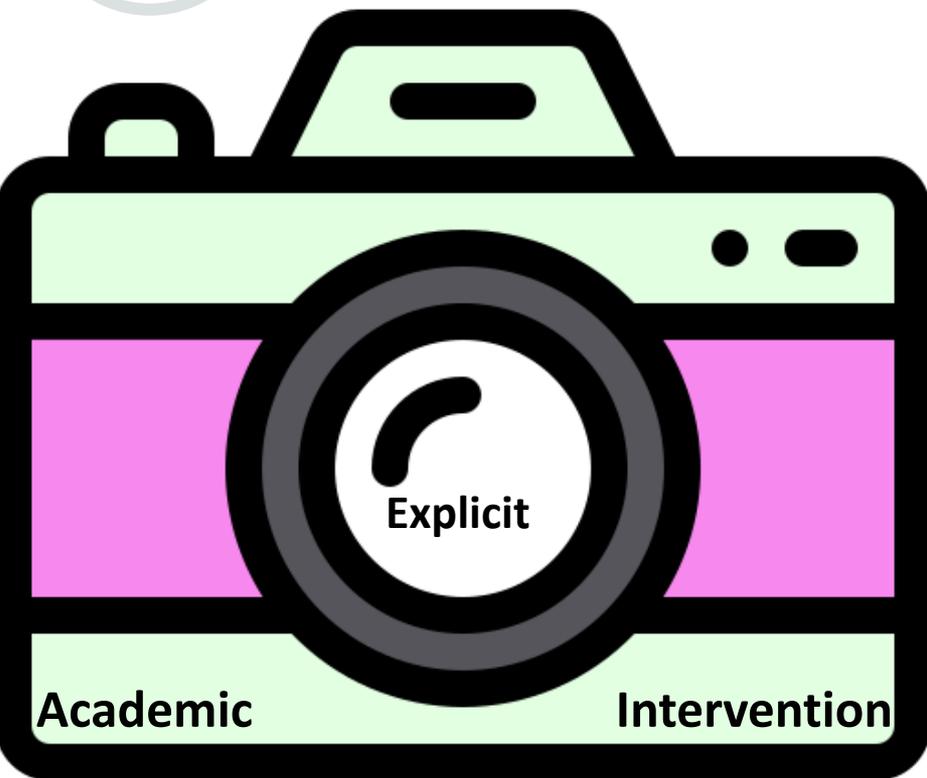


# Activity Types





# Academic Intervention vs. Enrichment





# Academic Intervention

## Program SMART Goal

By the end of the program year, at least 80% of students identified as in-need who regularly attend the 21<sup>st</sup> CCLC program will demonstrate increased reading abilities as measured by attaining proficiency on the spring reading assessment.

### Student Need

Main ideas  
Inferences

### Student Voice

Working in groups/social learning  
Mysteries

### Activity

Book Club



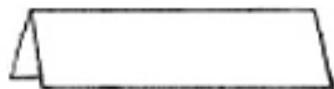
# Learning Strategies



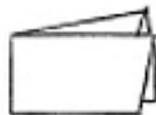
- 8-Page Book
- Anticipatory Sets
  - Demonstrations
  - Discrepant Events
  - Visual Displays
  - Thought-Provoking Questions
- Levels of Questions



# 8-Page Book



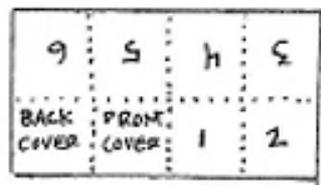
fold



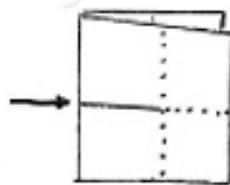
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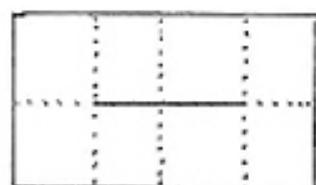
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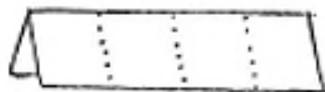
layout



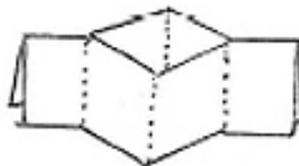
cut at the arrow...



...so there's a slit in the middle



fold



pop it out

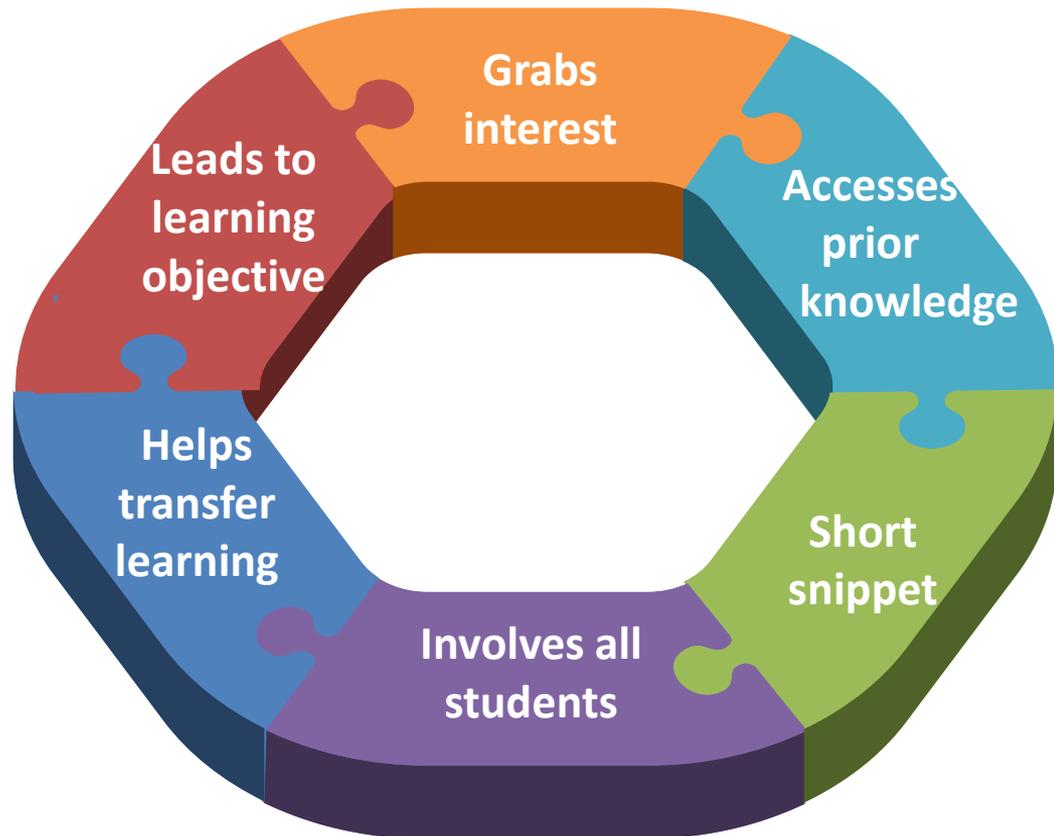


fold



# Anticipatory Sets

- Demonstrations
- Discrepant Events
- Visual Displays
- Thought-Provoking Questions





# Demonstrations

<https://www.youtube.com/watch?v=TMLwDuXEwSY>



# Nonfiction Text

## The science behind Shrinky Dinks

By: Jesse Rhodes, *Smithsonian Magazine* | March 06, 2020



Teen Tribune Resource:

[https://www.tweentribune.com/  
category/teen/](https://www.tweentribune.com/category/teen/)



450L 660L 1010L 1460L

Assign to Google  
Classroom



Introduced in 1973, Shrinky Dinks had kids (and crafty adults) creating artwork on flexible sheets of plastic that, when popped in the oven, would magically shrink down to approximately 1/3 their original size. You were then supposed to play with whatever it was you made, but frankly, the entertainment value was all in coloring pictures of your favorite cartoon characters and then watching them crinkle up in the oven and then mysteriously lie down flat again.

But, as much as it breaks my heart to have to tell you this, magic isn't behind the toy's quirky properties. The sheets of plastic you get in a Shrinky Dinks kit is polystyrene—the same stuff as recycled plastic #6, which is commonly used for those clear



# Let's Create a Blended Learning Activity!



Station 1:



Station 2:



Station 3:



## The science behind Shrinky Dinks

By: Jesse Rhodes, *Smithsonian Magazine* March 06, 2020



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Assign to Google Classroom



Introduced in 1973, Shrinky Dinks had kids (and crafty adults) creating artwork on flexible sheets of plastic that, when popped in the oven, would magically shrink down to approximately 1/3 their original size. You were then supposed to play with whatever it was you made, but frankly, the

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# Discrepant Events

A type of demonstration that involves a surprising or startling occurrence.







# Thought-Provoking Questions

Appeal to students' emotions and use complex ideas to spark curiosity.

Philosophical questions that relate specifically to the text:



- What is a hero?
- Is art a part of science?
- Can you trust your memory?
- When is it good to restrict your freedoms?
- How can literature help make change in our lives?



# Levels of Questions

Bring together parts of knowledge to form a whole and build relationships for new situations.

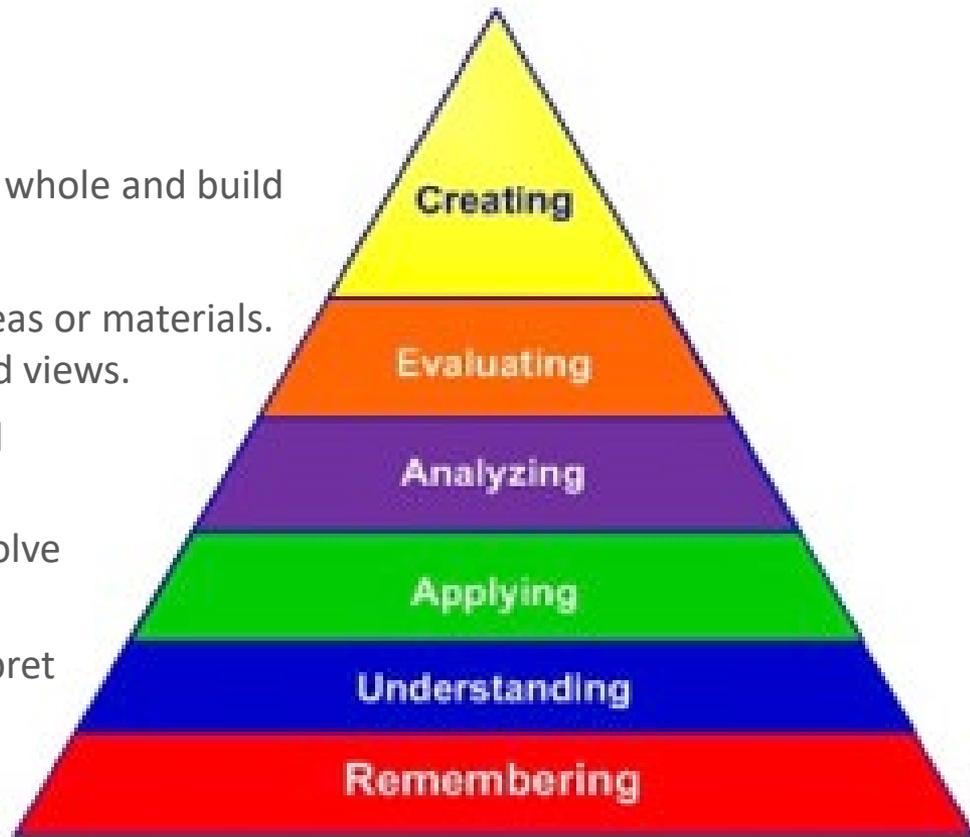
Make informed judgements about the value of ideas or materials. Use standards and criteria to support opinions and views.

Break down a concept or idea into parts and show relationships among the parts.

Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

Understand the main idea of material. Interpret or summarize ideas in own words.

Recall or recognize information and ideas.





# Academic Intervention

## Program SMART Goal

By the end of the program year, at least 80% of students identified as in-need who regularly attend the 21<sup>st</sup> CCLC program will demonstrate increased reading abilities as measured by attaining proficiency on the spring reading assessment.

### Student Need

Main ideas  
Inferences

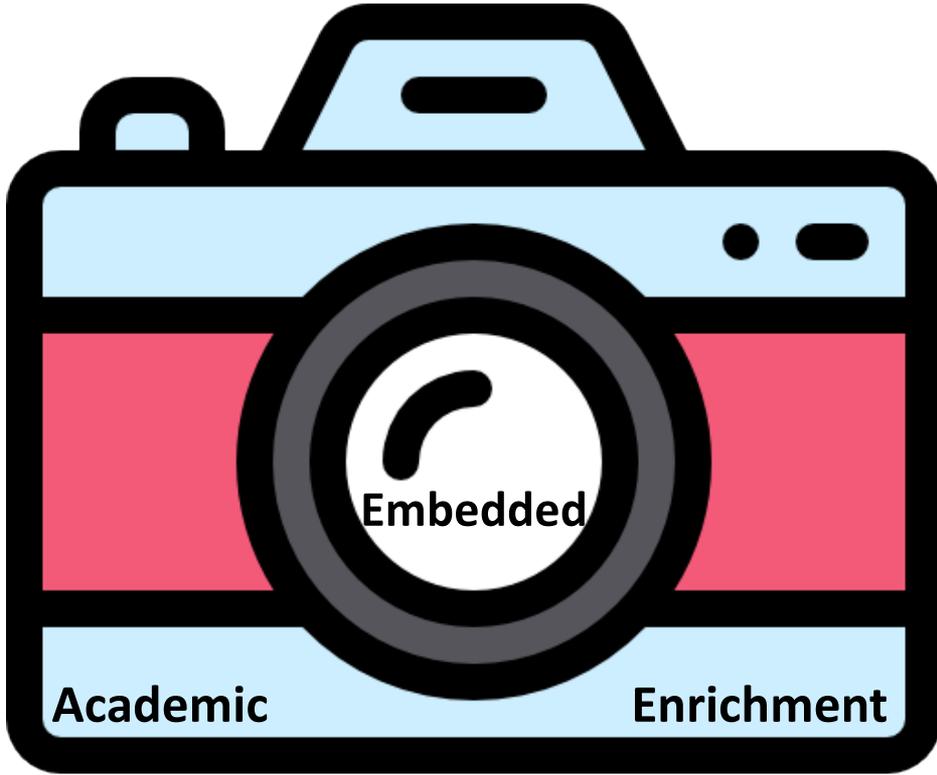
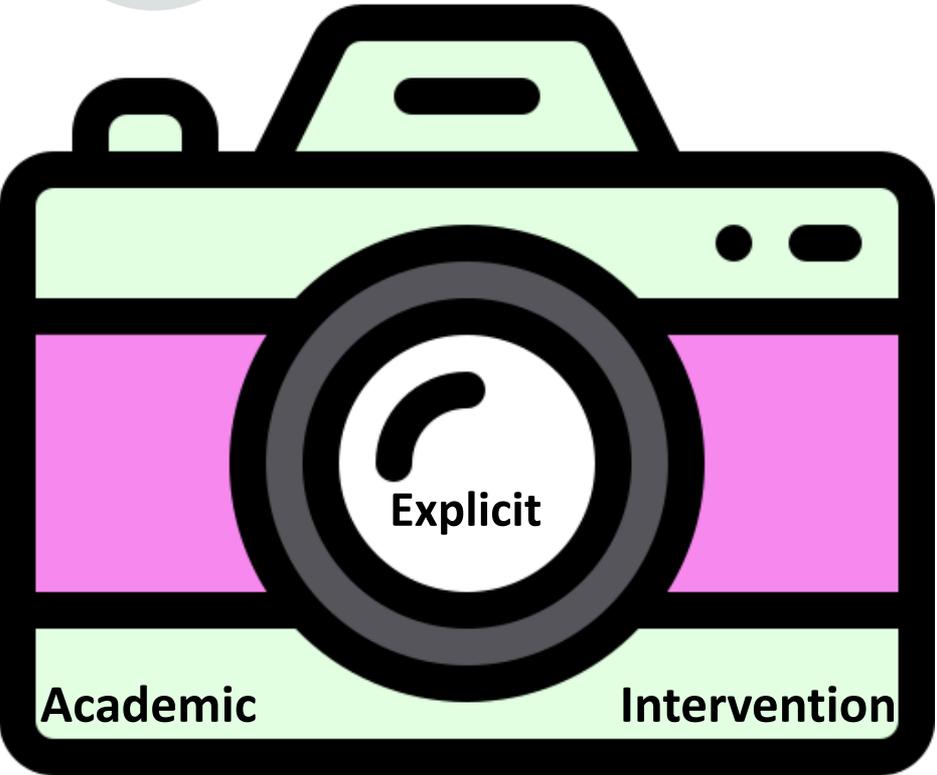
### Student Voice

Working in groups/social learning  
Mysteries

### Activity

Book Club

# Academic Intervention vs. Enrichment





# Academic Enrichment

Program SMART Goal	
By the end of the program year, at least 60% of students identified as in-need who regularly attend the 21 <sup>st</sup> CCLC program will demonstrate increased speaking skills as measured by their beginning of year and end of year performance rubric.	
Student Need	Student Voice
Reading fluency Public speaking	Working in groups/social learning TV/Movies, Drama
Activity	
Night at the Theatre	



# Learning Methods and Strategies

## 4

### Learning Methods

- Blended Learning
- Service Learning
- Project-Based Learning
- Place-Based Learning
- Problem-Based Learning
- Themed Learning

### Learning Strategies

- Anticipatory Sets
- Graphic Organizers
- Reciprocal Learning
- K-W-H-L-A-Q Charts
- Levels of Questions
- High 5 Reading



# K-W-H-L-A-Q Chart

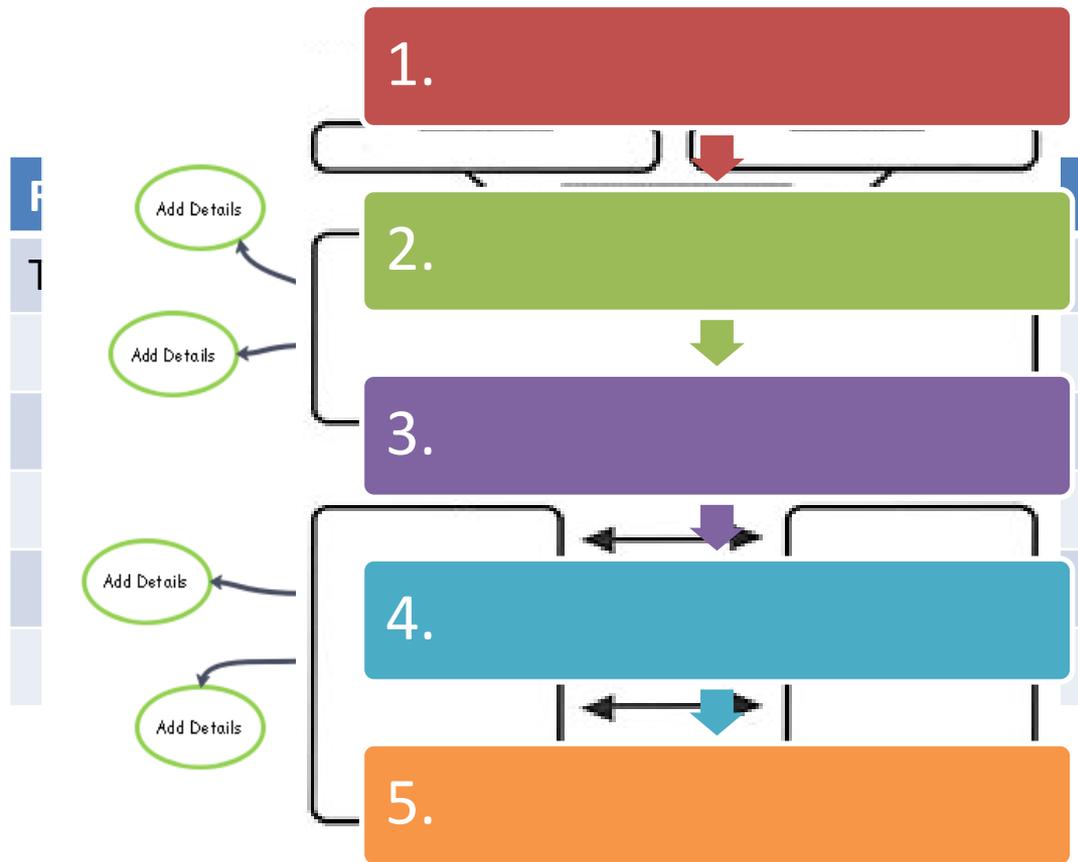
Appeal to students' emotions and use complex ideas to spark curiosity.

<b>K</b> What do you already know?	<b>W</b> What do you want to know?	<b>H</b> How will you find out?	<b>L</b> What have you learned?	<b>A</b> What action will you take?	<b>Q</b> What further questions do you have?
					
<ul style="list-style-type: none"><li>• Brainstorm</li><li>• Use a mind map</li><li>• Think-Pair-Share</li></ul>	<ul style="list-style-type: none"><li>• Brainstorm</li><li>• Do initial research</li><li>• See-Think-Wonder</li></ul>	<ul style="list-style-type: none"><li>• Online search</li><li>• Books, magazines, journals</li><li>• Interviews</li><li>• Experiment</li></ul>	<ul style="list-style-type: none"><li>• Visually represent your learning</li><li>• I used to think...now I know</li><li>• Create an artifact</li></ul>	<ul style="list-style-type: none"><li>• Apply what was learned</li><li>• Teach someone else</li><li>• Share findings</li></ul>	<ul style="list-style-type: none"><li>• Reflect on process of learning</li><li>• Connect-Extend-Challenge</li></ul>



# Graphic Organizers

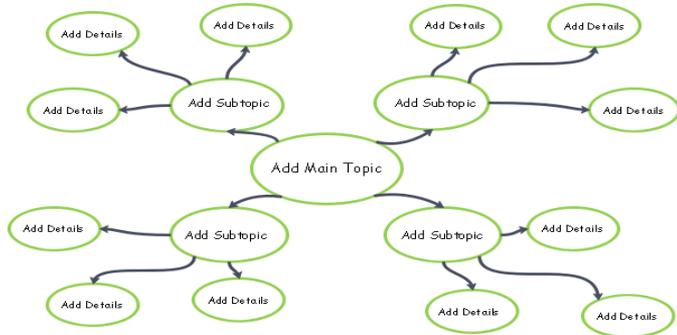
- Organize your thoughts.
- Grasp complicated ideas.
- Key into steps, flow, timing.
- Make connections and comparisons.





# Graphic Organizers

Cluster Web Graphic Organizer



1.

2.

3.

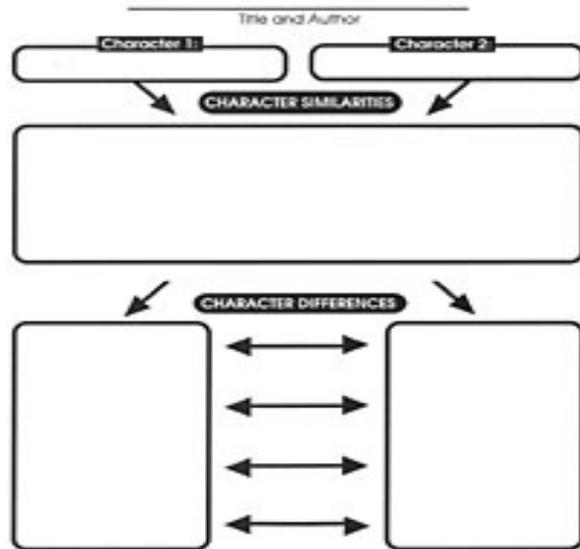
4.

5.

## Research Topic:

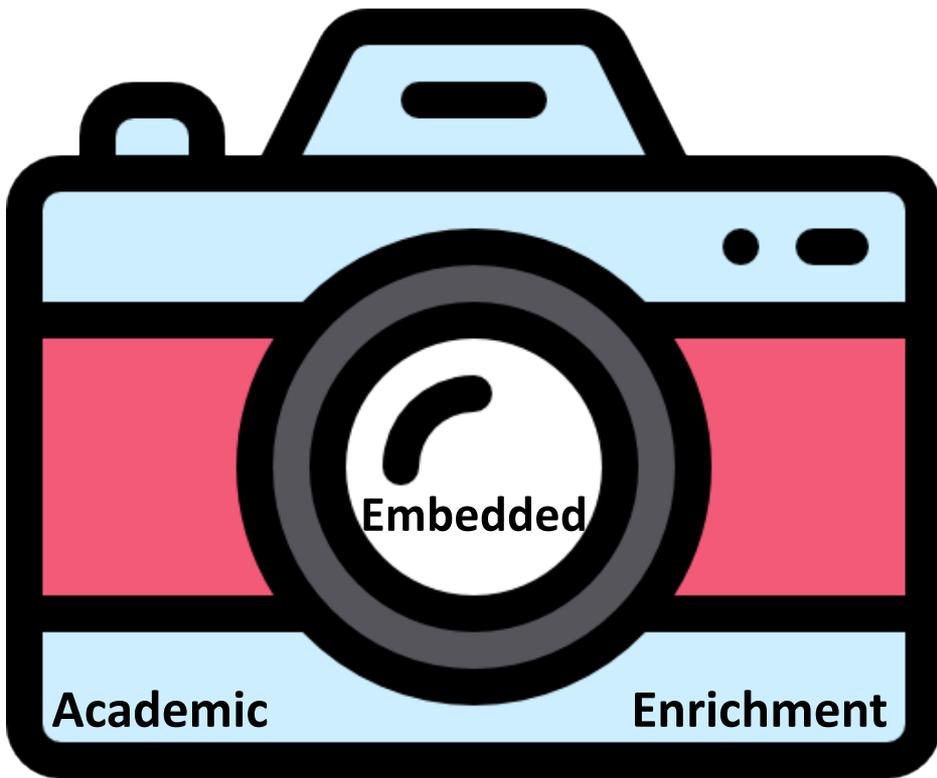
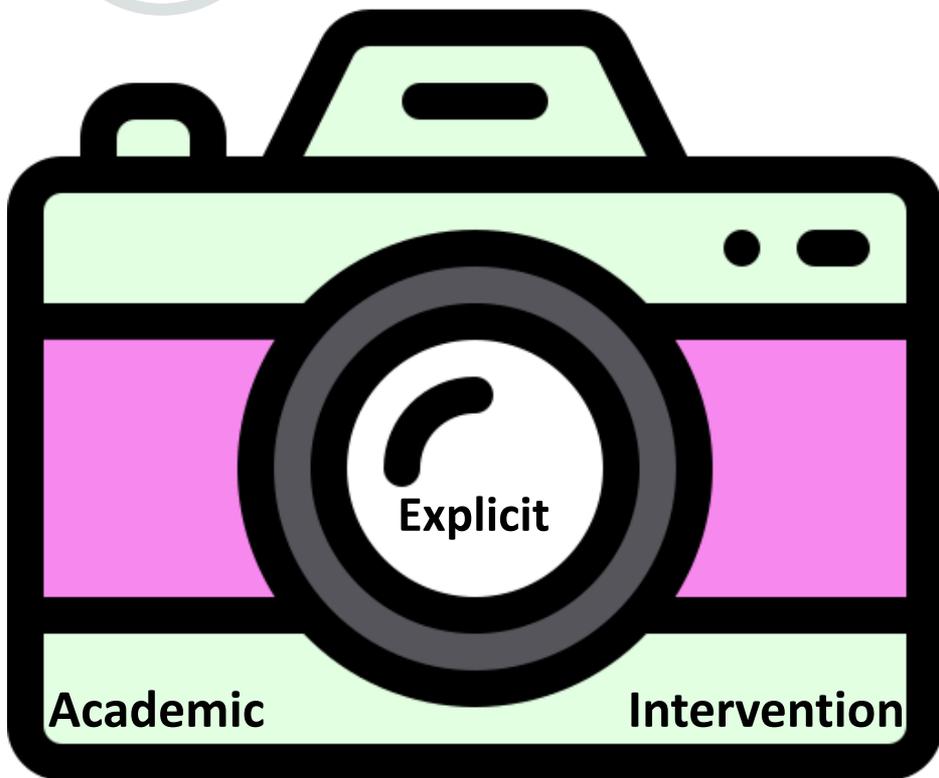
The source said...

My own words...





# Academic Intervention vs. Enrichment



## Program SMART Goal

By the end of the program year, 85% of middle school students who regularly attend the literacy program will demonstrate an increase in their writing abilities as measured by the beginning and end-of-year writing benchmarks.

### Student Need

Providing text evidence for opinions

### Academic Intervention Activity

#### ***Learning Stations:***

1. Customized small group with instructor
2. Selecting and reading two nonfiction articles on a topic
3. Using a graphic organizer to present opinions and text evidence

### Student Voice

TV/Movies, Music, Cooking, Outdoors, CSI

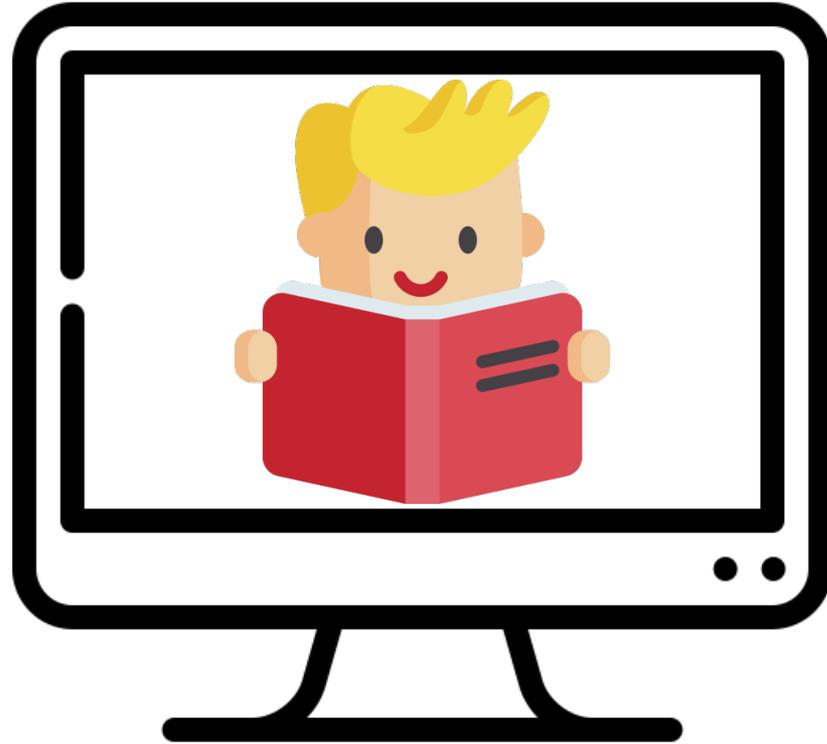
### Academic Enrichment Activity

#### ***Mock Trial***

Students take on the roles of judge, jury, lawyers, defendant and witnesses. Some students research and prepare evidence for their side of the case and other students determine whether evidence was sufficient.

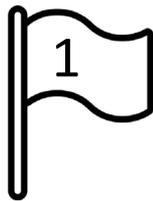


# Virtual Corner

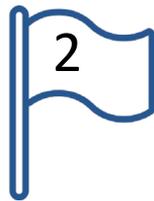




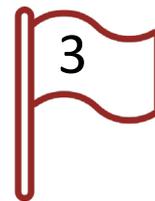
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Build a  
Program Team



Conduct a  
Needs  
Assessment



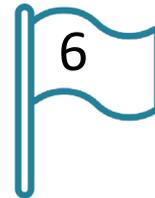
Develop  
SMART Goals



Plan Logistics



Intentionally  
Design  
Activities



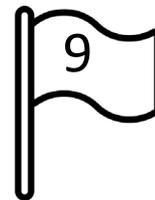
Intentionally  
Recruit  
Students



Recruit High-  
Quality Staff  
and Partners



Engage  
Families



Celebrate

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