

## **PS 151Q Instructional Focus 2023-2024**

***PS 151Q will develop students' comprehension of informational text and graphic features in the areas of reading, math and science by expanding their vocabulary knowledge.***

PS 151Q will establish and utilize instructional routines which will support students' learning of academic and critical vocabulary words and increase comprehension of informational text across subject areas. Staff will also provide small group differentiated instruction based on key skills and concepts within the i-Ready domains of vocabulary and informational text.

**(Literacy Shifts #3 and #5)**

### Into Reading Vocabulary Card K-2 Routine

1. Say the word
2. Explain the meaning
3. Talk about examples (use the image, act it out, make a connection or use a prop)

### Into Reading Vocabulary Card 3-5 Routine

1. Read the word and its meaning above.
2. Read the sentence provided
3. Use the word in your own sentence.
4. Make a list of synonyms and antonyms for the word or Brainstorm other words that come to mind when you hear the word.
5. Have a collaborative discussion

Use of *Into Reading* Language Graphic Organizers with academic words and phrases provided as a scaffold

Kindergarten example:

| Words and Phrases to Agree and Disagree |
|---|
| I agree with you.                       |
| I disagree with you.                    |
| I think _____ because _____.            |
| I don't think _____ because _____.      |

Fifth Grade Example:

| Words and Phrases to Agree and Disagree |            |         |
|---|------------|---------|
| I agree                                 | I disagree | opinion |
| reason                                  | because    |         |

Continued use of the schoolwide problem solving routine *N.E.T* integrated with the *Three Reads* i-Ready routine to develop math vocabulary

The 151 math problem solving routine *N.E.T* will include the following steps:

**N=** Notice important words and numbers

**E=** Explain what the words and numbers represent and what you need to find

**T=** Think about possible ways & tools needed to solve the problem

### *i-Ready Routine: Three Reads*

**How?** With each read, the teacher records student responses.

**Read 1:** The focus is on comprehending the text. The teacher reads the problem aloud while the students consider the focus question, "What is this problem about?" and prepare to respond to it.

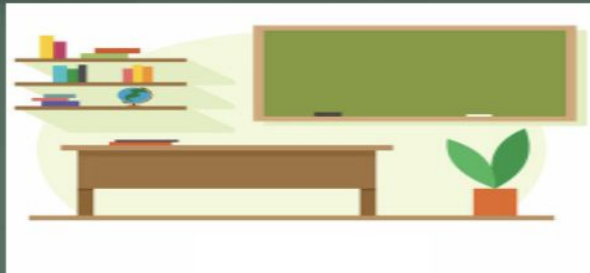
**Read 2:** The focus is on discerning what question is being asked. A student reads the problem aloud while the others listen and think, "What are we trying to find out?" Students focus on connecting the language to the mathematics as they describe what the problem is asking.

**Read 3:** The focus is on analyzing the important information given in the problem. The problem is read aloud chorally by the entire class or in pairs where one partner reads to another. This time students listen and think, "What are the important quantities and relationships in the problem?"

**When?** When introducing a problem or example to the class, use to help students make sense of the problem.

### **Science Focus**

Students in Grades 2 - 5 will engage in the *Three Reads* strategy to collaboratively solve the STEM Activities (enVision STEM) in enVisionmath 2020 with their peers. Vocabulary development will be supported through use of visuals, graphic organizers, and cognates. Comprehension of informational text will be developed through the analysis of text and graphic features presented in each activity.



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(Literacy Shifts #3 and #5)

| Reading Routines   | Math Routines  |
|--|--|
| <p>Into Reading Vocabulary Card K-2 Routine</p> <ol style="list-style-type: none"> <li>1. Say the word</li> <li>2. Explain the meaning</li> <li>3. Talk about examples (use the image, act it out, make a connection or use a prop)</li> </ol> <p>Into Reading Vocabulary Card 3-5 Routine</p> <ol style="list-style-type: none"> <li>1. Read the word and its meaning above.</li> <li>2. Read the sentence provided</li> <li>3. Use the word in your own sentence.</li> <li>4. Make a list of synonyms and antonyms for the word or Brainstorm other words that come to mind when you hear the word.</li> <li>5. Have a collaborative discussion</li> </ol> | <p>Continued use of the schoolwide problem solving routine <i>N.E.T</i> integrated with the <i>Three Reads</i> i-Ready routine to develop math vocabulary</p> <p>The 151 math problem solving routine <i>N.E.T</i> will include the following steps:</p> <p>N= Notice important words and numbers</p> <p>E= Explain what the words and numbers represent and what you need to find</p> <p>T= Think about possible ways &amp; tools needed to solve the problem</p> |

### Reading Routines Continued

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The Next Generation Learning Standards have a renewed focus on text complexity, lifelong reading and writing skills and habits, academic language, and the use of diverse types of literature and texts, collectively geared toward the 21st century language competencies that students will need. These **advanced literacies** are "the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes."

### Math Routines Continued

*i-Ready Routine: Three Reads*

**What?** A routine that guides students through negotiating the language in mathematical problems. A problem is read three times, each with a specific focus, to ensure that students fully understand what is being asked of them.

**Why?** The opportunity to read a problem more than once gives students the time to reason through language, clarify vocabulary, and interpret information presented in a problem before undertaking the mathematics.

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