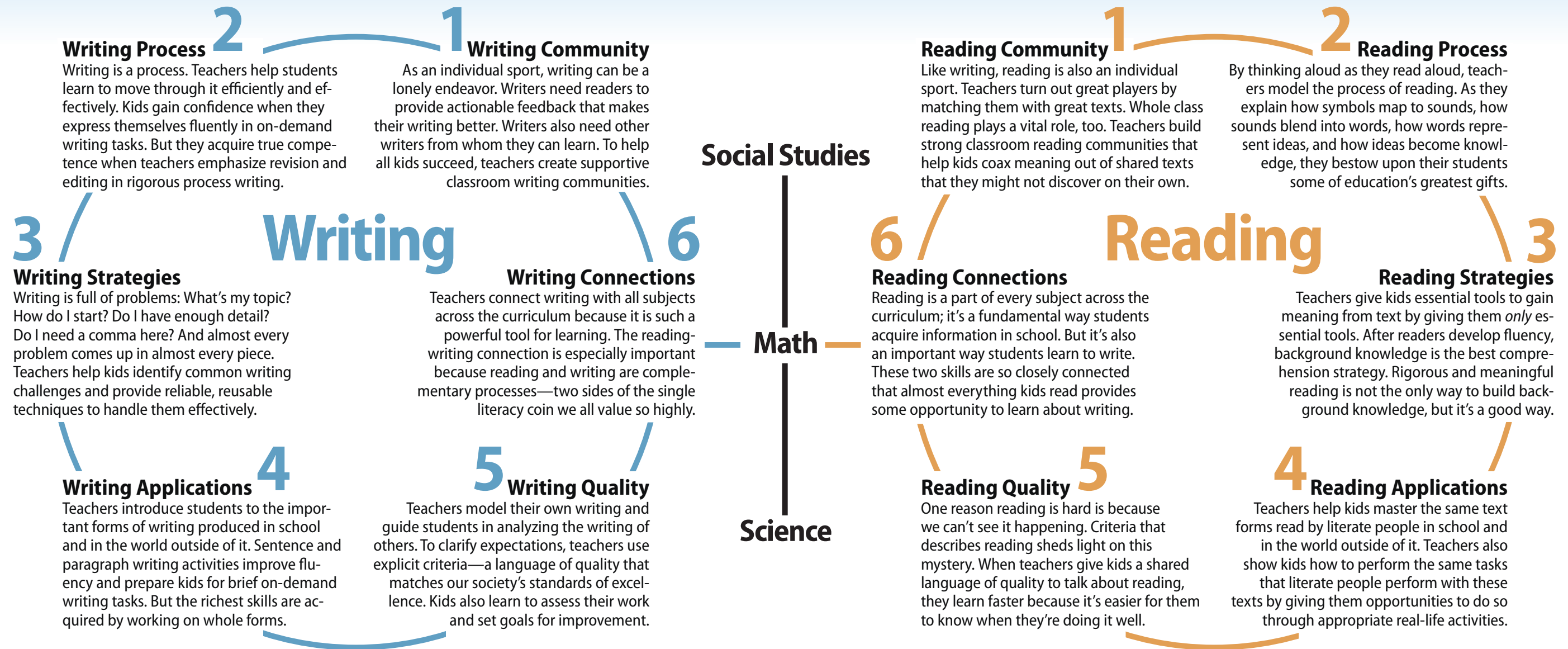


What is Integrated Literacy™

Integrated Literacy is a framework for K-12 instruction that leverages the complementary nature of reading and writing to make learning easier for kids and teaching better for teachers.

“If you learn to read, you can teach yourself anything you want. If you learn to write, you can teach anything to anyone else.”

—Donna Peha, Seattle Public Schools



TEACHERS TEACH FEWER THINGS IN GREATER DEPTH

When reading and writing are taught in an integrated way, there is less curriculum to cover because many lessons and units build knowledge and skills in both subjects simultaneously. More standards are addressed in less time. Material is explored in greater depth and complexity. And because teachers have more opportunities for re-teaching, and the modification of their instructional delivery to meet student needs, they improve the quality of their practice as well.

STUDENTS LEARN MORE THINGS WITH LESS CONFUSION

When reading and writing are taught in an integrated way, literacy is easier to learn because it makes more sense. This is especially important for young students, students with learning challenges, students who do not live in literacy rich home environments, and English Language Learners. Advanced students benefit, too, as they explore richer content and perform more complex and more rigorous tasks using tools they have more opportunities to master.

How Does the Workshop Method of Teaching Fit into Integrated Literacy?

Integrated Literacy does not require the use of workshop methods but many teachers have found that Reader's Workshop and Writer's Workshop work well for them.

Writer's Workshop

Integrated Literacy is a framework, not a program; it is method-neutral. But for many teachers, Writer's Workshop is their method of choice. Writer's Workshop has been used by thousands of teachers over the last 30 years. As more teachers have used it, our knowledge of its effectiveness has grown.

Teachers make Writer's Workshop better for students by:

Providing explicit instruction in reliable, reusable techniques that are applied to both process writing and on-demand writing tasks.

Combining solid approaches to spelling, punctuation, usage, and grammar with rigorous editing techniques that ensure student mastery of mechanics.

Developing innovative models of assessment that guide instruction while increasing student engagement and improving ownership of results.

Teachers make Writer's Workshop easier for colleagues by:

Providing effective lessons that new practitioners use to get things off to a strong start and to experience success reliably thereafter.

Defining instructional delivery and curriculum planning techniques that save time, reduce complexity, and increase confidence.

Developing management systems that cultivate student independence and improve the delivery of differentiated instruction.

Teachers make Writer's Workshop work for administrators by:

Using an instructional model that is easy to evaluate because it emphasizes observable behaviors and consistently produces tangible high quality results.

Defining terms and techniques explicitly so that progress toward staff alignment is easy to assess because everyone is working off the same model.

Tracking implementation success in ways that are tied directly to meaningful measurements of student achievement and teacher satisfaction.

Reader's Workshop

In the time that Reader's Workshop has evolved from Writer's Workshop, teachers have improved it dramatically—especially for our youngest readers—through the application of current research that has demonstrated the need for explicit instruction and the importance of background knowledge.

Teachers make Reader's Workshop better for students by:

Providing explicit phonics instruction based on The Alphabetic Principle in reading *and* writing through isolated and in-context techniques.

Defining good reading with simple criteria that encourage effective comprehension monitoring and that enable accurate student self-assessment.

Matching readers with texts at optimal levels and ensuring that their assertions of meaning directly reference what is written.

Teachers make Reader's Workshop easier for colleagues by:

Identifying high-payoff strategies for appropriate use in ways that minimize readers' cognitive load and maximize comprehension and enjoyment.

Describing reading fluency in a precise and realistic way that supports real-time assessment of many factors that guide instruction.

Improving student background knowledge through frequent reading of content-rich short- and long-form non-fiction texts.

Teachers make Reader's Workshop work for administrators by:

Aligning their instruction to a list of explicit criteria that defines good reading in simple language that is easily understood by everyone.

Demonstrating their knowledge of qualitative and quantitative leveling methods that match students with texts that accelerate progress.

Using effective assessment techniques that quickly detect reading challenges and that inform immediate and effective intervention.

Elements of Workshop

If you ask enough people, you'll find that workshop isn't a thing or a way; it's a structure teachers mold to match their students' needs.

Five Elements of Workshop

Lesson. Four types of lessons are taught: management procedures, techniques of effective writers, qualities of good work, and essential content like the conventions of writing.

Status. This is a quick "whip-around" activity where kids tell teachers what they are working on for the day and teachers make sure kids are working on what is best.

Work. Much of class time is spent with kids working. This is the most important time in the workshop because applying skills through work is how kids learn best.

Conferencing. During work time, teachers meet with kids individually and in groups to provide personalized instruction. This is the best teaching time there is.

Sharing. Students share their work with the class. This improves ownership and provides feedback. It also helps teachers identify some of their most important lessons.

Ways of Workshop

Initially, workshop tends to be done one way: lesson, status, work time/conferencing, and sharing. But teachers often discover that forms other than this classic approach solve unexpected problems and improve the quality of the learning experience in different classroom situations.

Four Ways of Workshop

Classic. This is the format most people begin with. Starting class with a lesson is the most common way to begin in almost any teaching method. Status of the Class keeps everyone on track. Moving from there to work time and conferencing is natural. Ending class with sharing helps everyone see what has been accomplished and what needs to be done next. Using the classic format of workshop establishes consistency and ensures predictability.

Share First. Beginning with sharing has several advantages. If a teacher is unsure of what to teach, the perfect lesson may present itself as a result of something that comes up. Kids will sometimes be eager to share. Letting them do so at the beginning of class keeps them working through to the end. Finally, if the previous day's lesson or work time runs long, teachers can still follow the classic and most comfortable form of workshop across class sessions.

No Lesson. The lesson is often the least valuable time during workshop. Teaching one lesson to many learners often misses the mark with most. Lessons also take time that could be spent with kids working and the teacher offering valuable personalized instruction through short, focused conferences. Early in the year, many lessons are typically required. But as the year winds down, students become more independent and fewer lessons are needed.

Block. In block schedules, classes may meet every other day for 80 or 90 minutes. To break up this extended learning period, teachers may choose to do two cycles of the normal single-class period structure. While two lessons, two rounds of work time, and even two sets of sharing can be valuable, status typically need only be taken once. Managed well, workshop is ideal in a block schedule format. In particular, lessons can be longer and so can work times.

Ownership of Workshop

In time, many teachers find that workshop can be run dynamically in ways that optimize instruction and improve classroom management.

Making Workshop Your Own

Give a LESSON when: (1) Kids need to learn something; (2) Kids request help; (3) You detect via conferencing that several students have the same problem; (4) Something in sharing creates a teachable moment.

Take STATUS when: (1) You're not sure what's next; (2) You need to choose a lesson; (3) You want to know who needs a conference. (4) You want a commitment from kids about what they are going to do.

Go to WORK when: (1) The kids want to work; (2) Many kids are behind; (3) You want the kids to complete an important task; (4) You need to do a lot of conferencing; (5) You need a little peace and quiet.

Go to SHARING when: (1) Writer's need feedback; (2) You, or the kids, need to hear what everyone has done; (3) You want to check on the effectiveness of a lesson; (4) You need to plan a new lesson quickly.

How Does Integrated Literacy Work Across the Curriculum?

Integrated Literacy uses Learning Patterns™, a repertoire of reusable techniques that allows students and teachers to apply the same tools to different tasks in different subject areas.

The What-Why-How Strategy

Inevitably we must all master the ability to think clearly by supporting logical statements with sufficient detail. We use this basic skill throughout our everyday lives. It's not surprising, then, that we use it throughout our academic lives, too.

Teaching logical thinking is difficult because it is abstract. To make it more concrete, and to provide clearer and more actionable feedback to students regarding their use of logic, teachers use the What-Why-How strategy in many ways:

- Creating concrete ideas and strong support in expository prose.
- Crafting strong logical arguments in persuasive essays.
- Developing a thesis and supporting it fully in formal research papers; understanding a thesis with reference to a text.
- Providing complete answers in on-demand writing situations.
- Introducing a compact framework for the scientific method.
- Checking one's work in a math problem or logical task.
- Teaching students how to support an assertion in any form of oral or written language.
- Sharpening inductive and deductive reasoning skills.
- Ensuring in reading that students make direct references to a text when they make assertions about it.

In Western academic culture, logical arguments tend to follow a What-Why-How pattern in some way. Once students have learned this pattern, they can apply it in many contexts.

W-W-H in U.S. History

In this example, a student is organizing information for a report on the Civil War. “What” stands for “What do you think?” This is the writer’s thesis. “Why” stands for “Why do you think it?” This column contains the writer’s reasons for asserting the thesis. “How” stands for “How do you know?” This column holds the examples, explanations, and evidence that support the argument.

WHAT	WHY	HOW
The Civil War ignited over the economics of slavery. But after the Battle of Antietam and Lincoln's issuing of <i>The Emancipation Proclamation</i> , the morality of slavery became a more significant driving force in the conflict.	Southern states relied heavily on the cotton economy, and the large amount of slave labor it required, to sustain their way of life.	After Eli Whitney invented the cotton gin in 1793, cotton became the South's key cash crop, even out-pacing tobacco.
	Southern plantations produced 75% of the world's cotton when the Civil War began.	Most of this cotton was purchased by England and other European nations.
	Southerners were confident that European countries importing large amounts of cotton would defend southern states in any conflict, and that as a result, there would be no war.	“What would happen if no cotton was furnished for three years? England would topple headlong and carry the whole civilized world with her to save the South.”— <i>Senator James Henry Hammond of South Carolina, 1858.</i>
	While slavery was relatively rare in northern states, true abolitionists were also relatively rare.	It is estimated that ardent abolitionists represented no more than 5% of the population.
	Only after the Battle of Antietam did Lincoln issue <i>The Emancipation Proclamation</i> , explicitly bringing the morality of slavery to the forefront of the conflict.	This helped the Union Army gain new recruits. The exclusion of “border states” from the proclamation may have kept more people from enlisting in the Confederate Army.

W-W-H in the Social Sciences

In this example, a group of students is gathering evidence in support of a thesis about human behavior for a psychology class. What-Why-How is a great way to gather evidence in support of a claim. Each time a new “Why” and “How” are added, the argument becomes a little stronger. Arguments created in this modular fashion can be easily rearranged for better effect.

WHAT	WHY	HOW
When meeting goals determined by quantitative measurements, the nature of the goal itself can distort the measuring process.	People striving to achieve the goal may “game the system” by acting in ways that alter the accuracy of the measurement.	In order to show consistently rising sales, an electronics company in Silicon Valley bought up its own equipment and hid it in a “phantom” warehouse.
	American social scientist, Donald T. Campbell proposed that social matters would cause distortion in those measurements.	“The more any quantitative social indicator is used for social decision-making, the more subject it will be to distortion pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.”
	Charles Goodhart, a British banker, formulated a similar law in relation to British economic policy in the 1970s.	The most commonly known formulation of the law was created by British anthropologist Dame Ann Marilyn Strathern: “When a measure becomes a target, it ceases to be a good measure.”
	Professional baseball players often appeal rulings on the field in order to enhance statistics tied to bonuses.	At every game, there are four official scorers who determine the outcome of every play. Major League Baseball has a formal appeals process than can be used to turn insignificant plays into money-making statistics.

LEARNING PATTERNS USED WITH INTEGRATED LITERACY

What-Why-How

1. Most logical arguments follow a “What-Why-How” pattern. It is about what you think, why you think it, and how you know you're right.
2. Use the What-Why-How strategy for expository and persuasive writing. Tackle, essay questions, reflections, research papers, recommendations, anything that requires you to make a logical argument.

WHAT YOU THINK **WHY YOU THINK IT** **HOW YOU KNOW IT**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Great Beginnings

1. Get your reader's attention and make them want to read more. Work fast. You've got ten seconds to hook your reader and reel them in.
2. Ease your beginnings on successful models. Look at the kinds of beginning other authors use and try these techniques in your own writing.
3. Combine strategies for richer beginnings. It's good to try more than one beginning for a scene, section, or story.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Conventions Reading

1. Conventions reading is about making associations. Think just study a new word and its definition. Study a related set of ideas that are associated with the word. This not only helps you learn the word more effectively, it helps you learn other things including other words at the same time.
2. Conventions inquiry. What do you know? What do you want to know?
3. Conventions rules. With a little practice, you can create your own writing rule books. Most rules repeat the phrase “Name of rule” followed by the description of writing situation. For example, “Use commas to separate items in a list.”
4. Edit Passes. When you edit your writing, focus on one problem at a time in this order: words, format, repeated words, punctuation, capitalization, paragraphing, spelling, editing, and “fine-tune” stuff.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Define-Connect-Extend

1. Learning vocabulary is about making associations. Think just study a new word and its definition. Study a related set of ideas that are associated with the word. This not only helps you learn the word more effectively, it helps you learn other things including other words at the same time.
2. Define the new word. Look at different dictionary definitions that come up with your own in as few words as possible. Focus on language that is simple, accurate, and understandable. Don't make the definition harder to understand than the word you are defining.
3. Connect the word with its use in a sentence, its origin, synonyms, other forms, etc. Each time you make a connection, you give yourself another way to learn the new word.
4. Extend your understanding. Look for additional information about the word and make connections that extend you. Think about connections to your own life. Others we've heard words before, or heard about things related to them, that can help us with our understanding.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Content-Purpose-Audience

1. Use Content-Purpose-Audience to organize informational writing.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Happy Endings

1. Wrap things up and give your reader something to think about. Try to leave readers with a last thought. Send them off with something to show us.
2. Base your endings on successful models. Look at the kinds of endings other writers use and try these techniques in your own writing.
3. Don't go back, go beyond. Don't restart your beginning at the end, your reader already did it. Instead, take your reader just a little bit further.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

The Five Big Questions

1. What makes this text good? Think about the language you use to talk about quality of writing.
2. What would make this text better? Use the same categories from Big Question #1. Be thoughtful, be critical, be fair. But don't rewrite the text.
3. What's the one most important thing the writer wants you to know? This is the main idea. Your response should be something that is important to the writer. What can they do to make their writing better about it?
4. Why did the writer write this? This is the writer's purpose. To figure it out, remember “think and do.”
5. What does the audience need to know to understand and appreciate this text? Connections you can give readers important background information that helps them understand the text and your assessment of it.

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

Idea-Details

1. Use the Idea-Details strategy for note taking. Most textbooks are organized into broad sections of ideas and supporting details.
2. Use the Idea-Details strategy for constructed responses. Have the writer answer the questions: “Who was the author of the text?”

THESIS **EXAMPLE** **QUESTION**

Expository	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.
Persuasive	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.	Highly organized, logical, and easy to follow. It is often used in essays, research papers, and recommendations.

WHAT-WHY-HOW
Improve logical thinking in reading, writing, and all subjects with this foundational pattern.

GREAT BEGINNINGS
Create readers' attention with a repertoire of reusable techniques that improve writing dramatically.

CONVENTIONS READING
Ensure students master the rules of punctuation with repeatable practice that is fun and easy to teach.

DEFINE-CONNECT-EXTEND
Use an all-purpose memorization strategy that is particularly well-suited to vocabulary instruction.

CONTENT-PURPOSE-AUDIENCE
Create or comprehend any text form. Often used with persuasive and informational texts.

HAPPY ENDINGS
Creating endings that feel finished and give reader's something important to think about.

THE FIVE BIG QUESTIONS
Guide revision and improve critical reading with questions that are easily modified for all subjects.

IDEA-DETAILS
Master the basic building blocks of reading, writing, and thinking with a simple yet powerful technique.

How Does Integrated Literacy Work Across the Curriculum?

Integrated Literacy uses Learning Patterns™, a repertoire of reusable techniques that allow students and teachers to apply the same tools to different tasks in different subject areas.

The Transition-Action-Details Strategy

Information that is sequentially organized is “psychologically privileged” in the brain as cognitive scientists tell us. Stories and other events sequenced in a logical order are easier to remember and recall than information organized in other ways.

The Transition-Action-Details strategy can be used to capture any sequence of events and render that sequence in a logical way that can be used for many applications:

- Describing the sequence of events in a personal narrative essay.
- Creating a plot summary of a novel.
- Summarizing the main points in a newspaper or magazine article, or any other piece of informational writing.
- Capturing the important ideas, in the order in which they occur, in a textbook section.
- Describing the progression of an historical event.
- Creating the framework for a biography or autobiography.
- Explaining the steps used to solve a problem or to complete a process in math or science.
- Create step-by-step directions in any situation.
- Explain cause and effect relationships.

Any time information can be arranged sequentially, Transition-Action-Details can be used to capture that order in a simple format. It can be used by students in a variety of academic applications and by teachers to improve lesson presentation.

T-A-D in World History

In this example, a teacher and her students have captured the major events that formed the basis of the long-standing conflict in the Middle East. The sequence begins with the end of World War I in 1917 and ends with Israel’s 1967 victory in the Six Day War. T-A-D is a useful share note taking tool that helps teachers organize their lessons and gives students an easy-to-study reference.

TRANSITION	ACTION	DETAILS
When the Turkish Ottoman Empire collapsed at the end of World War I,	Great Britain ended up administering Palestine.	• League of Nations’ Mandate System; article 22.
In 1917, at the urging of Zionist groups in England,	The British issued the Balfour Declaration.	• The declaration supported “the establishment in Palestine of a national home for the Jewish people.”
During the years of the Mandate, 1922-1947,	Large number of Jews immigrated to Palestine.	• Many fleeing Nazi persecution.
In 1947,	The UN proposed splitting Palestine into two states.	• One state for Palestinian Arabs, the other for Jews. • Jerusalem was internationalized; resolution 181 of 1947.
In 1948,	Israel declared its independence.	• Arab nations attacked Israel. • Israel won the war claiming 75% of the land in Palestine. • Half of the Palestinians left or were thrown out.
In 1967, as a result of the Six Day War,	Israel came to occupy the remaining territory of Palestine.	• Israel won control of the West Bank and the Gaza Strip.

T-A-D in Science

In this example, a student is using the Transition-Action-Details strategy to organize notes from a textbook on the events that occur when light enters the eye, triggering a series of chemical reactions leading to the discharge of electrical impulses to the brain that enable us to process visual information. T-A-D makes sequential processes like this easier to remember.

TRANSITION	ACTION	DETAILS
When light enters the eye,	It hits the cornea first.	• It passes through the cornea, then the aqueous humor, the lens, and the vitreous humor.
Eventually,	The light reaches the retina, the light-sensing part of the eye.	• The retina has rods and cones. • Rods handle vision in low light. • Cones handle color vision and detail.
When light contacts these two types of cells,	A series of complex chemical reactions occurs.	• A chemical called Rhodopsin creates electrical impulses in the optic nerve.
When it is exposed to light,	Rhodopsin decomposes.	• Light causes a physical change in part of the chemical.
In an extremely fast reaction, beginning in a few trillionths of a second,	Rhodopsin breaks down and eventually forms Metarhodopsin.	• This chemical results in electrical impulses that are transmitted to the brain and interpreted as light.

— LEARNING PATTERNS USED WITH INTEGRATED LITERACY —

Transition-Action-Details

1. Use the **Transition-Action-Details** to pre-write any narrative. It is perfect for stories or other personal experiences written great for fiction, too.

TRANSITION	ACTION	DETAILS
On the first day,	I went walking with my dog.	It was a beautiful day. The sun was shining brightly.
As we got on to the highest point on the hill,	I saw a small stream.	It was so clear and cold. I had never seen anything like it before.

2. **Transition-Action-Details** also works for other sequential forms. Historical events, directions, algorithms, processes, procedures, summaries, anything that goes one-by-step is a great user.

TRANSITION	ACTION	DETAILS
When the British discovered the Americas,	They began to settle the continent.	They first came to the East Coast, then the West Coast.
In 1776, at the signing of the Declaration of Independence,	The United States became a nation.	It was a time of great change and hope for the future.

3. **Try this order: beginning, end, middle, details, transitions.** Start with the first event. Next, describe the last. Then, fill in the middle. Now, add details. Finally, fill in transitions if you need them.

Expressive Reading

1. **Make your voice match the meaning.** Instead of reading like a robot, change your voice to match the meaning of what you read.

- **Change pitch.** Make your voice go up and down to show emotion.
- **Change volume.** Use a loud voice for excitement and a soft voice for sadness.
- **Change rate.** Read slowly for serious or sad parts and fast for exciting or happy parts.

2. **Expressive readers use techniques that match the way we speak.** The following strategies will make your reading sound more like a real person.

- **Use tone.** To show emotion, use a different tone of voice.
- **Repeat or rephrase.** If you don't understand something, say it again in your own words.
- **Character high and low.** Use a high voice for happy or excited parts and a low voice for sad or serious parts.
- **Emphasize important words.** Use a strong voice for words that are important to the meaning of the text.

3. **Expression works even when you read silently.** Listen to the voice in your head as you read. You can still hear changes in expression. The attention to the “sound” of silent reading will help you improve.

Action-Feelings-Setting

1. **Start with a picture of yourself doing something.** Draw or make a picture in your mind. What are you doing? How do you feel? Where are you?

Action. The opening sentence. I went for a walk. I saw a stream. I heard the birds.

Feelings. It was so peaceful. I felt happy. I was in luck.

Setting. It was a beautiful day. The sun was shining brightly. The birds were singing.

2. **Improve the action with the **Who-Details** strategy.** Put the “action” on the left. On the right, add details in a bullet list.

WHO	DETAILS
I	• I went for a walk.
I	• I saw a stream.
I	• I heard the birds.

3. **Use the **Tell-Show** strategy to “show” your feelings.** To show your feelings, instead of telling about them, describe how you looked at the time.

TELL	SHOW
I was happy.	• My heart was racing.
I was sad.	• I felt like I was sinking.

4. **Put it all together.** Once your pre-writing is done, start writing. Make changes. Show things around. Leave things out. Add new stuff. Make it sound great.

Christmas morning. Paper all over the house. My family was watching me. My hands were shaking with the stress. My heart was pounding. I was so nervous. I had never felt like this before. I was so nervous. I had never felt like this before. I was so nervous. I had never felt like this before.

2. **Improve comprehension by repeating the process.** If parts of the passage still don't make sense, questions, write, and clarify again.

Question-Infer-Clarify

1. **Use the **Question-Infer-Clarify** to improve your understanding of a challenging text.** Ask questions. Infer from the answers. Don't worry if you get them right or wrong just make good guesses. Then, using both your questions and your answers, clarify your understanding of the passage.

QUESTION

What was the main idea of the passage?

INFER

The main idea of the passage was that the author was trying to tell us about the importance of the environment.

CLARIFY

I didn't know what the author meant by “the environment.” I asked my teacher and she explained that it meant the natural world around us.

2. **Improve comprehension by repeating the process.** If parts of the passage still don't make sense, questions, write, and clarify again.

Detailing

1. **A detail is the answer to a question or reader might have.** To add details, think of the question readers might have about what you've written.

QUESTION

What did you do on the trip?

DETAIL

I went to the beach. I saw a beautiful sunset. I took a lot of pictures.

2. **Use the **Who-Details** strategy to add support.** Read over what you've written. Pick the best sentences or phrases and add to it.

WHO	DETAILS
I	• I went to the beach.
I	• I saw a beautiful sunset.
I	• I took a lot of pictures.

3. **Use the **Tell-Show** strategy to add descriptive “showing” detail.** Showing is more specific. It helps readers make pictures in their mind.

I was scared.

I felt on the edge. I had my heart racing and my hands were shaking. I was so nervous. I had never felt like this before.

4. **Use the **Detail Categories** strategy for the widest range of options.** Generate details by thinking of categories like the following:

- Questions
- Feelings
- Thoughts
- Reactions
- Descriptions
- Examples
- Additions
- Etc.

Sentence Structuring

1. **Sentences are made of parts.** There are four types of sentence parts: lead-in parts, main parts, in-between parts, and add-on parts.

Lead-in Parts. These parts usually come before the main part. They give the reader a hint about what's coming next.

Main Parts. These parts usually come after the lead-in part. They are the most important part of the sentence.

In-between Parts. These parts usually come between the lead-in part and the main part. They are used to connect the two parts.

Add-on Parts. These parts usually come after the main part. They are used to add extra information.

2. **Put parts together to make patterns.** Use the patterns by replacing the words in the example with your own words.

Intro + Main. As I walked to the beach, I saw a beautiful sunset.

Main + Add-On. I saw a beautiful sunset. It was so beautiful that I took a lot of pictures.

Main + In-Between + Main. I saw a beautiful sunset. It was so beautiful that I took a lot of pictures. I was so happy that I took a lot of pictures.

Intro + In-Between + Main. As I walked to the beach, I saw a beautiful sunset. It was so beautiful that I took a lot of pictures.

3. **Main idea is a powerful tool for revision.** Draft a bit, then ask yourself, “What's the one most important thing you want your reader to know?” If you can't find a main idea, then you need to revise your draft. If you find a main idea, then you can use it to guide your writing.

Draw-Label-Caption

1. **Use the **Draw-Label-Caption** strategy to convey information.** The strategy will work well any time diagramming is required.

FINDING THE AREA OF AN IRREGULAR POLYGON

2. **Use the **Draw-Label-Caption** strategy for note taking.** In less formal situations, the strategy can be used to quickly capture information in a visual format.

3. **Use the **Draw-Label-Caption** strategy to capture sequences that happen in a process or process.** Draw-Label-Caption is ideal for diagramming ideas that unfold over time including things like steps in a grocery list, steps in a scientific process, or directions that reflect the sequence of historical events.

Main Idea

1. **The main idea is the one most important thing you want your reader to know.** If you can't find a main idea, then you need to revise your draft. If you find a main idea, then you can use it to guide your writing.

2. **The main idea may be stated or implied.** In expository and persuasive writing, it's probably your main idea. Usually, often at the beginning. But in narrative writing, and especially in fiction, the story will serve as an example of your main idea and you'll find the main idea in the story.

3. **Main idea is a powerful tool for revision.** Draft a bit, then ask yourself, “What's the one most important thing you want your reader to know?” If you can't find a main idea, then you need to revise your draft. If you find a main idea, then you can use it to guide your writing.

TRANSITION-ACTION-DETAILS
Create a pre-write for any narrative. Summarize the plot of a novel or the important ideas in any text.

EXPRESSIVE READING
Improve reading fluency and comprehension because both are tied so closely to meaning.

ACTION-FEELINGS-SETTING
Capture the essential elements of a scene in writing. Understand the basics of any character-based text.

QUESTION-INFER-CLARIFY
Improve close reading of any text with a single comprehension strategy that can be used repeatedly.

DETAILING
Master a reusable repertoire of strategies to add details in writing and improve text comprehension.

SENTENCE STRUCTURING
Produce grammatically correct sentences, clarify thought, and improve reading comprehension.

DRAW-LABEL-CAPTION
Pre-write a scene in writing. Capture a scene in reading. Diagram in math, social studies, and science.

MAIN IDEA
Define a key literacy concept and teach kids how to craft and comprehend a thesis statement.

How Does Integrated Literacy Work With Learners of All Ability Levels?

Integrated Literacy's Learning Patterns™ are taught along a continuum of gradually increasing independence and a continuum of gradually increasing complexity.

Lay a Solid Foundation From the Start

It's important to start kids off with a solid understanding of a given technique. Often, the best way to do this is to introduce the technique in a simplified form that everyone can master easily. This helps students acquire additional knowledge on the way to mastering complex skills.

Extend Skills to Solve Complex Problems

Imagine students know four writing techniques, one for each type of writing they have learned. When challenged with a situation requiring the use of all four techniques in the same piece, we would want them to combine their skills in thoughtful ways to solve this more complex problem.

BEGINNING

Start with the simplest and most important elements of a strategy that form the foundation of its use.

T	A	D
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

Start kids on the **Transition-Action-Details** strategy with the first action and the last. Then have them fill out the actions in between to create a logical sequence of events.

W	W	H
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

Start kids on the **What-How-How** strategy with one statement in the "What" column and one supporting element in the "Why" column. Then have them add additional support as needed.

TRANSITIONAL

Complete a portion of the strategy that represents complete expression but does not require complete execution.

T	A	D
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

Adding one to three items in the "Details" column of the **Transition-Action-Details** strategy is a logical step that leads naturally to a more successful expression of ideas.

W	W	H
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

A row of a **What-Why-How** is a well-supported paragraph.

By adding additional **What-Why-How** rows, students express additional fully supported ideas. Each row of the chart can become a paragraph for a multi-paragraph piece of writing.

COMPLETE

Complete the strategy in its simplest form. Students may want to use it this way several times before moving on.

Transition	Action	Details
Last summer,	I went with my family to visit the Grand Canyon.	<ul style="list-style-type: none"> I never knew it was so huge. I was not excited but I had more fun than I thought.
One the second day of our trip,	We went on a helicopter ride down deep inside the canyon.	<ul style="list-style-type: none"> It was scary but fun. My mom got sick but she said she had a good time.
	We stayed in this really weird hunting lodge place.	<ul style="list-style-type: none"> It had heads of dead animals on the wall but the food was pretty good.
We saved the coolest thing for last.	We each took a walk on this big glass path that sticks out over the canyon.	<ul style="list-style-type: none"> You can see right through it all the way to the bottom. Mom didn't go on that one.

What	Why	How
I hate taking really long drives in the car with my family.	It's boring.	<ul style="list-style-type: none"> There's really nothing to do. I don't even like playing with my iPad after a while.
	My little sister drives me crazy.	<ul style="list-style-type: none"> She's always bothering me. She sings along with the radio—badly!
	I always wonder why we just don't take an airplane.	<ul style="list-style-type: none"> I know it's more expensive but you know what they say: "Time is money!"
	We're always hungry and tired when we arrive.	<ul style="list-style-type: none"> We just end up eating and going to sleep.

EXTENDED

Create variations of the strategy that extend its usefulness in logical ways based on its fundamental structure.

T	A	D	D
=====	=====	=====	=====
=====	=====	=====	=====
=====	=====	=====	=====
=====	=====	=====	=====

Adding an extra "Details" column encourages more support.

Adding a column for "Feelings" often improves voice.

Once students have learned the **Transition-Action-Details** strategy completely, it can be easily extended it in many ways that expand students' knowledge and skill.

W	W	H	H
=====	=====	=====	=====
=====	=====	=====	=====
=====	=====	=====	=====
=====	=====	=====	=====

Adding an extra "How" column prompts kids for more support.

A "3E" column improves examples, explanations, and evidence.

As a technique for developing strong logical arguments, the **What-Why-How** strategy can always be extended when more support is needed to bolster unusual or controversial opinions.

COMBINED

Combine strategies and variations of strategies to add rigor, to solve complex problems, and to improve quality.

T	A	D
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

For the most important items in the "Details" column...

...take a detail and "show it" with the "Tell-Show" strategy.

"Show, don't tell!" is common advice that tells kids *what* to do to improve their writing. Combining the **Tell-Show** strategy with the **Transition-Action-Details** strategy shows them *how* to do it.

T	A	D
=====	=====	=====
=====	=====	=====
=====	=====	=====
=====	=====	=====

Use **Transition-Action-Details** to support ideas with anecdotes.

Expand a "How" column detail with **Transition-Action-Details**.

It's very common within a logical argument created with the **What-Why-How** strategy to use the **Transition-Action-Details** strategy to create a brief anecdote that illustrates the thesis.

LEARNING PATTERNS USED WITH INTEGRATED LITERACY

Knowledge Patterns

1. Abstract something important by looking for common elements. Say write studying history and that was keep coming up for us to learn about. What are all the studies and how many need to know which battles were important and why. As we study many battles, we see that some are fought on a certain day and in a certain place. They have an outcome whereby one side wins and another loses, and they have some importance in history otherwise we wouldn't be studying them.

2. Encapsulate the concept so you can use it over and over. Now we'll use the common elements we abstracted to set up a table we can use to fill in the new information we want to learn.

BATTLE
Date
Location
Outcome
Importance

3. Model a new example you are trying to learn about. To create a model of a particular battle, we fill in the blanks with the right information.

THE BATTLE OF BATTLE
Date
Location
Outcome
Importance

©TMS 46

Monitor and Repair

1. Track your understanding as you read. Find out how situations to watch for that might mean you're missing something.

- A confusing character's name.** Sometimes when you read you see a name that you don't know. You might not know what it means, but you can look it up or ask someone for help.
- An unknown character.** Sometimes when you read you see a name that you don't know. You might not know what it means, but you can look it up or ask someone for help.

2. Fix comprehension breakdowns with the big four fix-up strategies. Here are the four most common ways readers repair their understanding.

- Reread.** Turn back a bit and read it again.
- Read aloud.** Reading out loud can help you hear the words and see the punctuation.
- Retell.** If you've got someone to talk to, tell them what you just read. You'll know if you've missed anything.
- Summarize.** Try to explain what you just read in your own words.

3. Reaching the most effective fix-up strategy. Reading something a second time (or more) is a tried and true way to repair your understanding. Here are four ways to go about it.

- Reread the current sentence.** Turn back to the exact sentence and read it again.
- Reread the current paragraph.** Turn back to the beginning of the paragraph and read it again.
- Reread the current page.** Turn back to the beginning of the page and read it again.
- Reread the current chapter.** Turn back to the beginning of the chapter and read it again.

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Phrase Breaking

1. Phrasing is a natural activity all readers understand. Most readers don't think about phrasing. But they know it by heart.

2. Phrasing breaks language into meaningful parts. In the phrased version of "The Hedge of Hedges," each line makes sense by itself. Language works in phrases. And reading words best when we can see them clearly.

3. Phrases follow predictable patterns. In general, phrases:

- Start with little words and end with big words.
- Are separated from each other by a comma or a period.
- Are often followed by a colon or a semicolon.
- Are often followed by a conjunction or a preposition.
- Are often followed by a verb.
- Are often followed by a noun.
- Are often followed by an adjective.
- Are often followed by an adverb.
- Are often followed by a pronoun.
- Are often followed by a participle.
- Are often followed by a gerund.
- Are often followed by a clause.
- Are often followed by a sentence.

©TMS 20

Question

1. The best way to find answers is to ask questions. To figure out something about a text, pose a question and go looking for the answer.

2. Fat questions are usually more interesting than skinny ones. Asking questions from different angles helps you understand the text better.

3. Ask questions that drill down into what matters most. Instead of asking questions randomly, focus on something important. Follow with a fat question. Then follow up on that one thing (often with skinny questions).

©TMS 23

Tell-Show

1. Use the Tell-Show strategy to make inferences. In this example, from President Truman's radio speech after the bombing of Hiroshima, what would you say about Truman's knowledge and intentions?

2. Use the Tell-Show strategy to improve the quality of description. Here, we add detail to a general description of a student's experience.

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The Five Text Connections

1. Readers connect with texts in many ways. Connections make reading fun and help you understand things. Here are five kinds of connections.

2. Different connections help you learn different things. All connections are helpful, but each type has something specific to offer.

3. Text-to-text connections are the hardest and most valuable. It's hard to remember things from one text to the next, but connecting something to one with something in another can strengthen your understanding and improve your memory of both.

©TMS 31

Infer

1. An inference is an educated guess. Certain words, phrases, and ideas help us discover additional information and gain valuable insight.

2. Successful inferences tell us more than what is written. There's often more to a piece than just the words. Our job is to infer what that is.

3. Writers sometimes show us one thing to tell us another thing. What writers show us is an example of what they want us to know.

©TMS 34

Theme and Main Idea

1. A theme is a general idea a writer explores in depth. Themes are usually stated as single words or phrases. Like the Theme of Getting Up, Persistence, Global Warming, The Future, Prosperity of the Future, etc.

2. The main idea is the one most important thing the writer wants you to know. If you could boil it down to a single sentence that captured what a text is all about, that would be the main idea. You know you've found one when you've found something that is important to the writer. What you've found is the main idea.

3. The theme and main idea are different but closely related. A theme is something important about what a writer has to say about a topic. A main idea is the one most important thing the writer has to say about it.

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KNOWLEDGE PATTERNS

Organize information using logical patterns based on common characteristics to improve study and recall.

MONITOR AND REPAIR

Get students' understanding of a text back on track when their reading comprehension breaks down.

PHRASE BREAKING

Improve reading comprehension and fluency, especially in challenging texts with long sentences.

QUESTION

Focus students on posing effective questions that improve their understanding in all contexts.

TELL-SHOW

Help students add descriptive, concrete, "showing" details in writing, and improve inference in reading.

THE FIVE TEXT CONNECTIONS

Demonstrate the purpose and value of effective connections in texts of all forms.

INFER

Improve inference with specific techniques that work with all texts across the curriculum.

THEME AND MAIN IDEA

Propose a clear definition of each term along with meaningful explanations of how they work together.

How Does Integrated Literacy Work With Learners of All Ability Levels?

Integrated Literacy's Learning Patterns™ are taught along a continuum of gradually increasing independence and a continuum of gradually increasing complexity.

Meeting Students Where They Are

Ideally, we want every student to master valuable techniques. By choosing different modes of instruction—modeled, shared, directed, suggested, and facilitated—we serve beginning, intermediate, and advanced students well by moving them steadily along a continuum of increasing independence.

Providing Freedom Within Responsible Boundaries

If students learn to do only what we tell them when we tell them to do it, what will they do on their own? We can't be sure. But we can teach kids how to make good choices if, as they grow, we give them a responsible range of options to choose from while they are within our sphere of influence.

MODELED

Use when you think students will benefit most from seeing you do something and understanding how you do it.

Teacher

Modeling is easy and effective, and it requires little preparation. Teachers demonstrate a technique, thinking aloud to the class so students can understand both what and how something is being done. While modeling is most often used in the lower grades, it works well at all grades and in all subjects. Kids love watching teachers work and teachers experience what it's like for kids to perform a given task.

Students

To get the most out of modeling, students do the following things: (1) Pay close attention to what the teacher is doing and saying; (2) Ask themselves why the teacher might be doing or saying particular things; and (3) Think of questions they would like to ask or comments they would like to make, either during the modeling session if the teacher invites them, or after the modeling session has concluded.

SHARED

Use when you think students will benefit most from working with you on a single shared piece of work.

Teacher

Shared work brings teachers and students together as a team. While the teacher leads the lesson, and typically records the work, students suggest the work that is done. At any time, teachers can prompt students toward a specific goal by making suggestions themselves, asking for specific suggestions from the students, or by asking specific questions designed to prompt kids toward better understanding.

Students

In shared work situations, students work as part of a team, one that may also include the teacher. To get the most out of shared work, students do the following: (1) Suggest ways of getting the work done; (2) Attend closely to the suggestions of other students; (3) Provide actionable feedback on results that lead to ideas for improvement; and (4) Ask questions that clarify understanding and further the process.

DIRECTED

Use when you think most students can be successful on their own as long as they have direct, explicit instruction.

Teacher

In this mode, teachers tell the entire class what they would like each individual student to do. Directing kids to perform specific tasks is probably the most common mode of instruction teachers use. Not surprisingly, it's important to give clear directions. If the task is complex, or if students are working independently for the first time, teachers may model their own independent work as kids perform theirs.

Students

If kids aren't sure what to do, there are four smart things they can try: (1) Look at what your neighbor is doing; (2) Refer to the directions if they are available; or (3) Stop for a bit, think a little, and try something that makes sense. These choices improve independence, keep class moving, and are often preferable to repeated choruses of "What do I do next?"

SUGGESTED

Use when you want to give kids the choice to choose their technique and compare their results with and without it.

Teacher

Once kids know a technique, we'd like them to recognize for themselves when they need to use it. At this point, one of the best things teachers do is suggest a strategy without formally directing that it be used. This is a safe way to increase kids' ownership in how they do their work. If they can perform the task successfully a different way, that's great. If not, they have a suggestion that will work.

Students

On their way to independent problem-solving, kids often want to do things their way. This is often a positive sign that they are gaining confidence. But they don't always make the best choices. Letting them choose their own approach, however, gives them an opportunity to compare the success of their work with previous attempts and to determine if they really are ready to tackle certain tasks on their own.

FACILITATED

Use when you think students can be successful without explicit instruction and may need only occasional advice.

Teacher

We want kids to become independent learners. But we also want them to do good work. Facilitation is the key and responsible boundaries around student choices are the mechanism that makes it work. Instead of directing or suggesting a particular approach, teachers let kids make their own choices. This is not free choice; it is choice bounded by a range of responsible options that support consistent success.

Students

Kids want to do things their way. We want them to do things their way, too—as long as they do them well. Kids become independent by making choices, assessing results, and taking ownership of the consequences of their actions. Knowing that we are there to facilitate their success, but not to direct it, says that we trust them to make smart choices. It also gives them the confidence they need to take risks.

LEARNING PATTERNS USED WITH INTEGRATED LITERACY

Statement and Support

1. The idea details strategy is an easy way to organize statements and support. In fact, you can organize with lots of details.

2. For logical arguments, use the **What-Why-How** strategy. Most arguments can be understood by asking questions like: **What** does the author think? **Why** does the author think that? **How** does the author know?

3. The best arguments use examples, explanations, and evidence for support. Each type of support operates in a part of your organization.

Examples: Use facts and statistics to support your claim. Use quotes from experts to support your claim. Use personal experiences to support your claim.

Explanations: Explain why your claim is true. Explain how your claim is true. Explain what your claim means.

Evidence: Use facts and statistics to support your claim. Use quotes from experts to support your claim. Use personal experiences to support your claim.

The Three E's of Strong Support

1. You can support an argument with examples, explanations, or evidence. Though any support is better than nothing, the best arguments use all three techniques.

2. Examples appear to an audience's emotions. Next is writer using an example to talk about a serious problem in professional baseball.

3. Explanations satisfy our curiosity. The writer's position here is that baseball is a sport that is fun to watch. This explanation tells why.

4. Evidence. Here, the writer will use statistics from surveys to give his theory more credibility. People can always question the legitimacy of evidence, but for the most part, they don't. That's why statistical data is such a popular way to make a point.

Topic Equations

1. Identify different areas of interest. Use the **Five Fun Facts** About Interest to help you make a list.

2. Interest = Subject + Topic. Use the Topic Equations chart to connect your interests to the subject you are studying.

INTEREST	TOPIC
Baseball	Baseball players' equipment, baseball at a particular time of year, etc.
Money	Standard of living, types of money, etc.
Fun New Job	Employment opportunities, job requirements, etc.
College	College opportunities, admission requirements, etc.
Music	Popular music of the past, the future of music, etc.

The Five Facts of Fiction

1. Fiction is all about characters. Characters can be important to your work. The best of a story usually is characters you care about.

2. Fiction is all about what characters want. Sometimes characters want things, sometimes they want things, and sometimes they want things.

3. Fiction is all about how characters get or don't get what they want. The plot of a story usually is characters trying to get what they need.

4. Fiction is all about how characters change. Some change a lot, some change a little, some don't seem to change at all.

5. Fiction is all about a world an author creates. That's what it's all about.

Associate-Manipulate-Regenerate

1. Associate the elements you need to learn. Put together with numbers, words with definitions, problems with solutions, etc. Here, we'll use a simple example with multiplication and division facts.

2. Manipulate the information into a different form. By changing the form of the information, we give our brain a chance to learn in a different way. This improves our memory. If we can reduce the amount of information we're working with, that's even better. Here, we're going to arrange the numbers in a triangle.

3. Use the manipulated information to help you regenerate the original information you need to know. Now I can practice my math facts by simply moving around the triangle.

Chaining

1. Write sentences after sentences like links in a chain. Take the best part of the first sentence and use it to write a second sentence.

2. In addition to "best part" chains, you can also create "question" chains. This is of a question a reader would ask and answer it.

3. You can even chain paragraphs. Make the last paragraph about the best part of the previous paragraph. Or create a paragraph that answers a question your reader might have.

Identify-Plan-Execute-Check

1. Identify the problem. The biggest challenge we have often comes from understanding the problem.

2. Plan a solution. Sketching out a simple plan before you begin working improves your accuracy and efficiency, and helps you spot problems early.

3. Execute the plan. Once you've got a plan, carrying it out is easy. All you have to do is follow your own instructions.

4. Check the solution. First with the best plan and the most careful attention you might still make mistakes. Check your work carefully.

InfoGrids

1. Arranging information in a grid makes it easier to learn. The grid improves memorization because it helps us associate information. Every cell in the center of the grid is associated with two examples and all the other cells with which it shares a horizontal row or vertical column. These relationships help us learn and recall information. For example, we can use the grid to extract ideas like this: "To calculate the mechanical advantage of an inclined plane, divide the length by the height to which it rises."

2. Select important elements and their common traits. Here, we've created a grid to help us learn about four simple machines: the inclined plane, the lever, the pulley, and the wheel and axle. For each machine we want to learn the description, use the examples, and the formula for calculating the mechanical advantage.

Machine	Description	Examples	Mechanical Advantage
Inclined Plane	A flat surface that is tilted at an angle.	Ramp, wheelchair, ramp, etc.	Length of slope divided by height.
Lever	A rigid bar that pivots on a point called the fulcrum.	Seesaw, crowbar, etc.	Distance from fulcrum to load divided by distance from fulcrum to effort.
Pulley	A wheel with a rope that runs over it.	Flagpole, window blinds, etc.	Number of ropes supporting the load.
Wheel and Axle	A wheel with a central axle.	Doorknob, steering wheel, etc.	Radius of wheel divided by radius of axle.

STATEMENT AND SUPPORT
Develop foundational skills for one of the most common task students perform in all subject areas.

THE THREE E'S
Use examples, explanations, and evidence to support logical arguments and to assess their strength.

TOPIC EQUATIONS
Guide kids in making responsible choices about what they study within your defined curriculum.

THE FIVE FACTS OF FICTION
Create and analyze works of fiction and character-based non-fiction with a single universal model.

ASSOCIATE-MANIPULATE-REGENERATE
Improve recall, encourage self-testing, and facilitate distributed practice in all subject area.

CHAINING
String sentences and paragraphs together with ease and fluency in ways that make sense.

IDENTIFY-PLAN-EXECUTE-CHECK
Apply a process for all-purpose problem-solving in all subjects, and especially math.

INFO-GRIDS
Organize important information in logical ways that makes it easy to study and recall.