

Teacher Comments:

“Well, I’ve definitely had a lot more conversations with our literacy teacher about doing argumentative texts and writing. And talking about how to pull out the claim, evidence, reasoning from a piece of writing. So, we are now using the same wording, the same types of documents to help them organize their thinking so that they see it in my class and his class as well.” (8th grade science teacher)

“I used this text set with an eighth-grade life science class. I considered the objectives I needed to cover, the lesson I already teach, the sample lessons provided to me, and the list of scaffolds provided as I wrote this unit for my class. I was worried that they would be frustrated by the amount of reading and writing I was expecting of them. Since the scaffolds were multimodal, there was something for everyone. Text options included poetry, articles, children’s books, videos, and hands-on activities. Students saw the connections between different branches of science and language arts. They were able to apply what they were learning about claims, evidence, and reasoning to language arts and social studies. I saw my students make tremendous growth in their reading and writing abilities throughout this unit. No one complained if I handed them longer or more complex texts anymore. When students took the post-test, they were reading the entire article, underlining evidence, and writing paragraphs for their responses. Students like it so much that I continued using text sets for the rest of the school year. They absolutely loved this style of learning and were excited to find out what they would be learning about next!” (8th grade science teacher)

“It was really neat to see those ELL kids that really don’t have the discipline vocabulary.// they’re mostly just getting conversational language acquired at that point. But having those text sets at the level that they needed and being able to be the first ones to talk about what they read and have the other kids really listen to them and taking notes on what they said. I think that gave a layer of accountability to it. And also just made them feel like ‘I’m the expert here.’ I don’t even know the words that really describe what that meant. You know, they were accountable. They were confident. They were developing reading and writing and speaking skills which are all the English language arts strand. And then when they would sit down and then need to take notes on more complex ideas, I think they were better able to make sense of them than if they had not had that initial experience of really having to delve into that text that they were given.” (8th grade ELA teacher)

“I don’t know if there’s really a way to measure the kids’ confidence. It’s not really confidence, but just that their belief and that they can do something ... I had some kids, a boy in particular, in one hour who has a turbulent life and struggles with reading. He’s at a third-grade reading level. Those early text sets where I was able to give him something at his reading level and talk with him about how to decide what vocabulary words are important and use those to form a sentence. It was a really neat experience to be able to have those conversations with them and just see him kind of blossom with it. He just got, I guess, confidence...” (8th grade ELA)

teacher)

Student Noticings: