PD Support Materials

Context Clues

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

PD Goals

▶ To set a context for delving into Teach with Tech and the Lesson in Action

▶ To elicit prior knowledge and build background knowledge

PD Materials

▶ The slideshow within the Instructional Strategy Guide

▶ Discussion questions (embedded within the slideshow and provided as a handout below)

PD Activity

▶ Ask teachers to review the slideshow (either before or during the session)

▶ Elicit conversation using discussion questions

▶ As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for the Context Clues Slideshow

DISCUSSION QUESTIONS

1. Why is the ability to use context clues especially important for struggling readers?

2. In what ways have you taught your students about the six types of context clues?

3. In what ways does an online dictionary and/or thesaurus provide support for students?

DISCUSSION QUESTIONS

1. What types of instructional materials or tools could you use to differentiate instruction?

2. In what ways could you modify your instruction if your students were reading fiction versus nonfiction?

3. How might you vary the level of text complexity you use to teach context clues?

DISCUSSION QUESTIONS

1. What are different ways (online and offline) in which your students could be reminded of the six common types of context clues?

2. If students are using digital text, which features can help them identify context clues?

3. How do you assess your students' use of context clues?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which offers suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

- To examine and discuss evidence-based practices in terms of:
  - What they are and how they can be used to differentiate instruction
  - How technology tools can be integrated to further meet the needs of struggling students
- To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

- Teach with Tech (which is located within the Instructional Strategy Guide). This can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- A companion chart (below), titled **Differentiate the Strategy**. The chart is divided into three columns:
  - The left-hand column, "Evidence-Based Practices," which is divided into three sections (one for each of the three evidence-based practice headings)
  - The middle column, "PowerUp Suggested Strategies," which lists the strategies presented within PowerUp
  - The right-hand column, "Differentiating Instruction with Technology," which has been left blank so that it can be used to record ideas brainstormed by the group of teachers in your school

PD Activity

- Review Teach with Tech (contained within the Instructional Strategy Guide)
  - Review the strategies under each of the three evidence-based practice headings:
    - Discuss how relevant they are to your students' needs
    - Compare them with current classroom practices
    - Identify new ideas that could be implemented
  - Discuss the accompanying Quick Views
  - Explore and discuss the identified UDL Guidelines
- Introduce the companion chart titled **Differentiate the Strategy**
  - Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column ("Differentiating Instruction with Technology") by:
  - Exploring possible technology tools available in the school
  - Sharing ideas
  - Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Context Clues

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Explain the six different types of context clues.	
	Demonstrate how to identify context clues with excerpts from an authentic text.	
	After you explain and demonstrate using a variety of materials, have students explain the use of context clues in their own words and show how they would apply the strategy in their own way.	
Give Students Strategies and Models	Use tools like graphic organizers, an online visual thesaurus, word walls, or visual representations of words to illustrate the multiple meanings of words in context, and have students practice with these tools.	
	Model a self-questioning strategy, using the list of context clue types, with questions such as these: What are the surrounding words? Do they offer me clues? What does this mean in terms of the context?	
	Demonstrate a methodical approach to seeking context clues within a passage.	
Provide Ongoing Formative Assessment	Post reminders and examples of different context clue types on the class wiki, on the board, and/or in a blog, so that students can easily refer to them whenever they read.	
	Have students work in pairs to read unfamiliar text on the computer, highlight unknown words, find context clues to hypothesize the meaning, and then check the meaning using a dictionary.	
	Engage in formative assessment to provide students with feedback and determine your next steps to differentiate instruction.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- To analyze the Lesson in Action and reflect on current teaching practice
- To provide teachers with a foundation for their own lesson planning

PD Materials

- The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
  - Distributed as a handout
  - Projected onto a large screen
  - Viewed on laptops, tablets, and other devices
- The companion handout (titled **Scavenger Hunt**), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activity

- Analyze and discuss the Lesson in Action
- Use the **Scavenger Hunt** handout to discuss how the teacher is:
  - Aligning the lesson with the Common Core State Standards
  - Employing the strategies suggested in Teach with Tech
  - Using technology to support struggling students
  - Personalizing instruction through differentiation
  - Translating UDL principles into action
- Compare the Lesson in Action with current practice in your school and classrooms
- Identify the new ideas the Lesson in Action offers for using:
  - Evidence-based practices
  - Differentiated instruction and UDL
  - Technology tools
- Use the Lesson at a Glance for lesson planning:
  - Discuss the sequence of the instructional steps: What? Why? How?
  - Discuss how the instructional steps can be used as a basis for lesson planning
  - Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt

Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?

2. Uses one of the Teach with Tech suggested practices?

3. Uses technology to support struggling students?

4. Personalizes instruction through differentiation?

5. Translates UDL principles into action?

If you can't find an example, what would you have done?