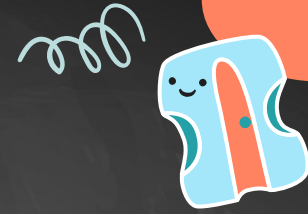


# The 6 T's of Effective Literacy Instruction: Where To Go From Here?



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**"AM I DOING THE BEST THAT I CAN FOR MY STUDENTS?"**

*"I don't feel that I'm doing enough"*

*"I'm so lost!"*

*ee*

-Teachers everywhere



If this is you, that is okay!

*scribble*

# What are the 6 T's?



## Time

At least half of the instructional time should be reading or writing.



## Texts

Students need a wide variety of texts that they can read independently.



## Teach

Instruction should be explicit and modeled!



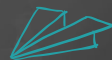
## Tasks

Tasks should be long and meaningful, rather than time fillers



## Talk

Encourage talk between students and encourage open ended questions



## Test

Grades for improvement and not just achievement

# How Are We Doing Right Now?

Take a moment and take inventory of your classroom.

- What are your students doing in their independent time time? Ex: What is their seat work while you are conducting reading groups?
- Are the texts accessible for our lower-achieving friends? In all subject areas?
- How much reading and writing are they actually doing during the day?



# Instructional Strategy 1: Taking Time and Thinking Texts



What does the research say about this?

- Students need a rich supply of books
  - Complex texts
- All students need a diet of texts
- Students are more motivated when they are successful
- More options are available to students
  - Multi-levels, diverse books
- “When Students who previously had not been engaged during language arts participated more during class discussions” (Wozniak, 2011)



# Instructional Strategy 1: Taking Time and Thinking Texts



## How do we do this?

- Students need to be reading
  - Successfully and independently, guided reading, reading in all subjects, etc.
  - Successfully means that they can read with a 98% accuracy
  - Student choice
- MODEL, MODEL, MODEL






# Instructional Strategy 1: Taking Time and Thinking Texts



## Implementation

- Independent reading can serve as a reading center
- Independent reading can have a dedicated time in the classroom
  - Even 15-20 minutes will keep students engaged and motivated to read more (Wozniak, 2011)





*"It is the high accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process"*

*(Allington, 2002)*





# Instructional Strategy 2: Transforming

## Tasks



### Why/ How should we do this?

- Our goal as teachers is to create independent learners
  - We also want the focus to be centered on literacy
- These types of tasks can focus on literacy, but they also “foster self-regulated learning: authenticity, collaboration, challenge, an end product, self-direction, and sustained learning” (Parsons, 2008, p. 269)



# Instructional Strategy 2: Transforming

## Tasks



How do we do this?

- With longer, meaningful tasks, students are more likely to be engaged and have less off task behaviors
- By doing this, the work is more substantive, challenging, and requires students to have self-regulation and monitoring



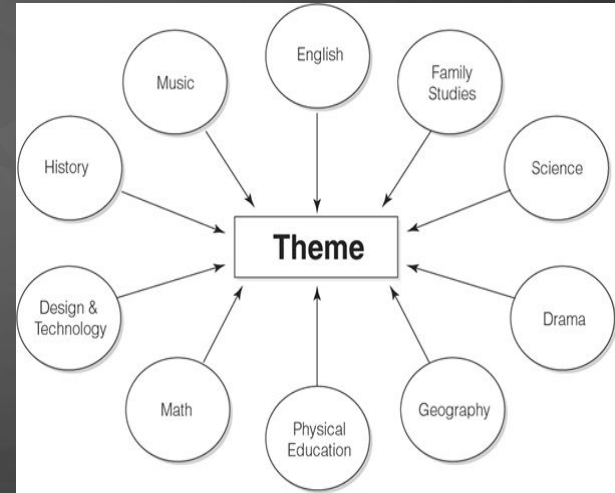
# Instructional Strategy 2: Transforming

## Tasks



How does this impact our teaching?

- While students are rotating through literacy rotations (based on need, not level), they can be engaging in meaningful tasks
- My suggestions would be:
  - Research (independent or group) that ties into an integrated unit
  - Independent Reading
  - Real-life application writing
    - Letters, infographics, etc.



# Instructional Strategy 2: Transforming

## Tasks

Let's Talk About  
It



- ★ Grab an SOL from the bin (science or social studies)
- ★ Take about 10 minutes to think about different ways that you could integrate this into literacy instruction/tasks that support literacy instruction



# Why Does it Matter?



## Who is Researching This and Who is it Impacting?



- Teachers of gifted students are using the 6 T's to guide their instruction
  - According to their research talented readers seldomly receive instruction that challenges them. Instead they are receiving instruction that is not differentiated (Reis et al., 2004)
  - This is important because Allington mentioned that students need texts that challenge them.
    - This goes for all students
- Talk is another one of the T's (talk) which is beneficial for ELL students
  - Building communicative skills is great for oral language development and inclusion (Suleiman, 2013).

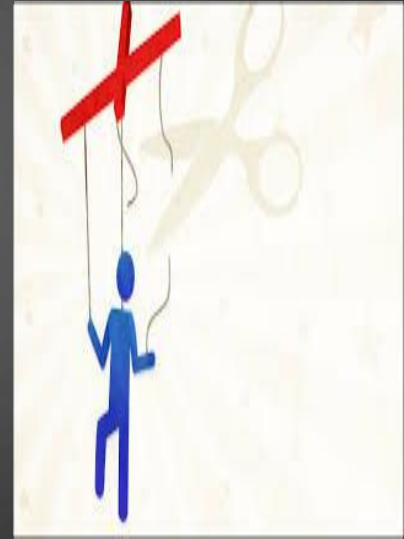


# Impact on Student Learning



## Why is this PD important?

- More focus on literacy
- Students need to be **READING**
  - Independently, during guided reading
- Longer, more meaningful tasks to foster independence and self-regulation





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Thanks!

Questions? Let's Chat!

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