Supporting the Core: Infusing Content-Related Text into Intervention Classes

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Question T-Chart

• Take 2 minutes and silently record questions that you have regarding the use of informational text in classrooms in the left column of your t-chart

• As we work through the session, record answers to your questions as you get them in the right column

• At the end of the session, we will collect any questions you listed that were not answered
The Importance of Informational Text

• Read the section “The Real Point” from Tim Shanahan’s blog post *Informational Text: Or How Thin Can You Slice the Salami*
Shoulder Partner Discussion

• Turn to your partner and discuss whether this portion of the text answered any of the questions on your t-chart
Our Experience in Marion County

• Areas of Concern:
  ▫ Intensive Reading existed in isolation, rather than as a course that supported Tier 1 instruction
  ▫ The demands of the Common Core Standards (and now the Florida Standards) required a level of rigor that was not met by our materials
Our Experience in Marion County

• Solution
  ▫ Infuse informational texts into 50-minute classes with deep reading lessons
Our Experience in Marion County

• Year 1 Model

  ▫ Implement 1 CIS lesson per quarter in 9th and 10th grade 50-minute intensive reading classes

  ▫ Lesson topics reflected information found on content area maps
    • 9th grade 50-minute: Earth Space Science Content
    • 10th grade 50-minute: World History and Biology

  ▫ Teachers participated in a year-long lesson study, studying each step of CIS
Our Experience in Marion County

• Year 2 Model
  ▫ Expand 9th and 10th grade model to include 1 CIS lesson (science content) and 1 DBQ (social studies content) per quarter with lesson study of the DBQ process
  ▫ Include 7th and 8th grade 50-minute classrooms in the plan and involve teachers in lesson study with the process
    - 1 CIS lesson per quarter in 8th grade
    - 1 DBQ lesson per quarter in 7th grade
  ▫ Implement 1 CIS lesson per semester in REWARDS and Corrective C classrooms
Our Experience in Marion County

- Lesson Study as a Driving Factor of Success
  - Lesson Study is a process in which a group of teachers plans a lesson, talking through all the specific aspects of the lesson and creating an explicit plan for instruction. One teacher presents the lesson and the others observe students and take notes. The lesson is revised by the group and retaught.
  - The purpose of lesson study is to gain insight into effective instructional practices.
Our Experience in Marion County

• Our Lesson Study Model:
  ▫ 9th and 10th grade teams developed CIS lessons around content-related text.
  ▫ Each round of lesson study focused on one step of the CIS model.
  ▫ Over the school year, teams had 3 days with district-funded substitutes to complete the lesson study on three lessons during semesters 2, 3, & 4.
  ▫ On each day, we taught, debriefed, revised, and retaught the lesson, then debriefed and revised a final time.
Our Experience in Marion County

- Why lesson study helped with the transition
  - Teacher ownership of lessons
  - Teacher ownership of PD related to this shift in curriculum
  - Visibility of student learning
# Our Experience in Marion County

## Potential Barriers
- Training
- Teacher buy-in
- Belief that students can do the work
- Copies
- Implementation support

## Solutions
- Continuous training driven by teacher need
- Lesson Study
- Lesson Study
- FEFP funding was used to provide paper at every school for deep read lessons so that teacher copy budgets weren’t impacted
- The role of coaches
Our Experience in Marion County

• Lesson Background

  ▫ 10th grade 50-minute intensive reading

  ▫ Topic is a support for World History

  ▫ Lesson Essential Question: How did religion impact medical care and treatment during ancient times?
Student Work Samples

- Predictive Writing
  - Predict...how did religion impact medical care and treatment during ancient times?
ESSENTIAL QUESTION – Shaping Your Written Response

Predictive response before reading and extended text discussion:

Predict...In what ways does religion influence science? and/or medicine

Religion influences medicine because people of certain faiths believe that traditional remedies work better than medicine that we have today.
Student Work Samples

• Step 1: Text Marking
  
  • R- religious
  
  • M- medical
  
  • S- societal
Hospitals and Treatment Facilities in the Ancient World

Science and Its Times, 2001

Overview

Today’s hospitals and facilities for medical treatment have a history that dates back to the Roman Empire, when military hospitals were organized to treat and repair the critically important Roman Army. Perhaps the most rudimentary form of the hospital prior to this were the healing temples of ancient Greece. Healing temples were sacred sites created for the sick to receive divine aid. They were often associated with public baths and spa-type facilities whose priest-physicians administered rituals of healing, massage, and herbal medicines. Overall, Greek medicine combined a philosophy of proper living, with regular exercise, proper diet, and massage, augmented by herbal drugs and regular visits to a healing temple for ritual devotions and tribute. Physicians, surgeons, and other specialists would typically provide specific treatments including surgeries and amputations at the home of the patient. Both Greek and Roman cultures were engaged in bloody wars and found it necessary to make advances in the medical treatment of wounds and illnesses. The Roman Empire was built by and dependent upon its powerful military, and although it was not a physician-friendly society, it did advance the concept of the military hospital, as well as the public water supply and sanitation systems. Later, as Christianity spread throughout the Roman world, charitable institutions for the poor and societal outcasts such as lepers and plague sufferers were established, and they gradually developed into charitable hospitals that offered various medical treatments for patients and medical training for physicians in several Roman cities. When Roman civilization declined and fell, education, medicine, and medical facilities also declined, and they did not recover to even the levels reached in late Rome until well after the Renaissance.

R = religious  M = medical  S = societal

Background

The historical time period from 2000 B.C. to the first few centuries A.D. is known to us from various forms of early
Student Work Samples

• First Draft Response:
  ▫ According to the text how did religion impact medical care and treatment during ancient times?
Religion impacted medicine during ancient times because many believed that the Gods healed them, or they made herbal-based concoctions. People chanted verbal spells and displayed amulets for the Gods. When technology and sanitation came, less people used religion in medical practices. Today, religion isn't used in the medical field, but many still believe in homemade remedies instead of medicine.
Student Work Samples

• Step 2: Directed Note-taking

  ▫ Guiding Question: Which factor had the greatest influence on medical care and treatment in ancient times?
    • Religious
    • Medical
    • Societal
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Healing temples were sacred sites created for the sick to receive divine aid. The sick sought divine aid from their gods of war and healing.</td>
</tr>
<tr>
<td>2</td>
<td>Healing aid came from chanting incantations and displayed amulets that were often in temples or at ritual sites.</td>
</tr>
<tr>
<td>3</td>
<td>At concept, believed that diseases were caused by spirits. Medicine and religion were closely connected.</td>
</tr>
<tr>
<td>4</td>
<td>Greeks developed a more open and secular approach to health and disease. Healing temples became associated with baths, where exercise, massage, mineral baths, and various herbal medicines were combined with the Greek doctrine.</td>
</tr>
<tr>
<td>5</td>
<td>The Hippocratic school of medicine was the first major advance in medical care and it began the separation of medicine from religion.</td>
</tr>
<tr>
<td>6</td>
<td>Rome's greatest contribution to medicine was the organization of medical schools, medical institutions, and public physicians. Also, military and public hospitals as Western medicine were being established in the modern age.</td>
</tr>
</tbody>
</table>
Student Work Samples

• Step 3: Question Generation
  ▫ Religious
  ▫ Societal
  ▫ Medical
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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<tbody>
<tr>
<td>1</td>
<td>Did the sick only rely on healing temples?</td>
</tr>
<tr>
<td>2</td>
<td>How healthy were the Greeks with their philosophy of healthy diet &amp; exercise? Why did they display amulets? Why couldn't they give food or something else?</td>
</tr>
<tr>
<td>3</td>
<td>Who was Hammurabi?</td>
</tr>
<tr>
<td>4</td>
<td>What kind of instruments did they use?</td>
</tr>
<tr>
<td>5</td>
<td>What were the herbal-based drugs?</td>
</tr>
<tr>
<td>6</td>
<td>What kind of advances did the school make? Did they use different instruments? Who taught at the medical schools?</td>
</tr>
</tbody>
</table>
Student Work Samples

- Final Written Response
  - According to the text, how did religion impact medical care and treatment during ancient times?
According to the text, how did religion impact medical care and treatment during ancient times?

According to the text, religion impacted medical care and treatment because many believed that the gods healed them. Priests, physicians, and patients who sought divine aid from the gods would count incantations and display amulets in temples or at ritual alters for patients who sought divine aid from the gods. The drugs they used were herbal-based concoctions, but they only lasted for a limited time. When people, such as Herophilus, got a better understanding of human anatomy, religion was no longer a big part in medical care and treatment. Today, religion isn't used in medical care, but many believe in home remedies in their minds.

Consider how did your thinking improve each time you were asked to do this written response?

Collaborative work:
Sharing your written response with others and hearing differing viewpoints.

Adapted from the JRF Comprehensive Instructional Sequence Model by MCPS Staff Development Department.
Our Experience in Marion County

• **Next Steps**
  ▫ **Expand implementation to include:**
    • 1 CIS lesson per quarter in REWARDS classrooms
    • 1 DBQ lesson per quarter in 6th grade 50-minute classes
    • Ongoing PLCs for teachers who have previously participated in the lesson study process
    • Additional deep reading lessons in 9th and 10th grade 50-minute classes
Wrap-up: Remaining Questions

• Ticket out the door: Record any unanswered questions from your t-chart on post-it notes. If you would like a response or more information from us, please leave your email address as well.