Laying the Foundation: An Introduction to the Series

LAYERING THE FOUNDATION
Building Academic Excellence

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Laying the Foundation, Inc. saw the need for a series of teacher resources that would list in sequence the skills Pre-AP students need at each grade level.
Lessons grew from Skill Progression Charts

<table>
<thead>
<tr>
<th>Levels of Thinking</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
</table>

**Close Reading**

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Annotation</th>
<th>Determining Audience</th>
<th>Determining Author’s Purpose</th>
<th>Determining Fact and Opinion</th>
</tr>
</thead>
</table>

**Grammar**

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Capitalization</th>
<th>Punctuation</th>
<th>Spelling</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Usage</th>
<th>Direct/Indirect Objects</th>
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</thead>
</table>

**Composition**

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<thead>
<tr>
<th>Types (modes)</th>
<th>Descriptive</th>
<th>Expository</th>
<th>analytical</th>
<th>cause/effect</th>
<th>classification</th>
<th>comparison/contrast</th>
</tr>
</thead>
</table>

What do students need to know?
LTF Web Resource

- Sample syllabi for different approaches and grade levels
- Sample lessons that model how to teach the skills
- Tips for best practices for teaching reading, writing, and grammar
- Overviews of the way skills increase complexity in each grade
The three levels of reading are

1) Level One Reading: reading **on** the line

2) Level Two Reading: reading **between** the lines

3) Level Three Reading: reading **beyond** the lines
At the first level, students find meaning directly in the text.

The key questions include

• who?
• what?
• where?
• when?

Bloom would call this level *knowledge* (*remember*) and *comprehension* (*understand*).
At the second level, students interpret what is in the text.

The key questions include

• how?
• why?

Key verbs might include represents, suggests, personifies, and alludes to.

Bloom would call this level application (apply/demonstrate) and analysis (analyze).
At the third level, students move out of the text to connect to universal meaning.

They move from the “What?” of the text to the “So What?”

Bloom would call this level of reading synthesis and evaluation (evaluate and create).
The key questions on the third level of reading are:

• *why* is this text important?

• *what* does this text have to do with me?

• *what* do I think or believe about the ideas in this text?

• *what* does this text say about human beings as individuals or in groups --about life?
The recognition and translation of literary terms can indeed drive young readers deeper and deeper into the text.

Layers of meaning peel away to reveal more layers of meaning.
The essential questions will be

- How and why does this particular writer use this particular device?
- How does the writer’s methodology contribute to the meaning of the piece?
- Why should we even care?
When readers move from paraphrase to theme, they do so over the bridge of analysis, from one level to the next.
A few students can intuitively leap from the concrete to the universal,
but the vast majority depend on the lessons mastered in the English classroom, climbing the ladder of organized thought.
Teaching literary terms and tying them to meaning provide solid rungs for our students to climb on their way to success.
Why LTF in Science?

• Scientific Inquiry Lessons / Skills not just content
• “Tell me and I forget, show me and I remember, involve me and I understand.”
• This is the essence of inquiry-based learning.
• Seeking information by questioning / gathering information and data through applying senses.
• Lessons are to be used at all levels so every student receives common science training.
Setting the groundwork in laboratory experiences

Example: Numbers in Science- A Foundation Lab

Differentiated for different levels:

- 6th Grade does activity attempts majority of conclusion
- 7th Grade uses this activity to introduce topics such as sig figs. / dimensional analysis but omits some difficult questions.
- 8th grade does all conclusion questions, emphasis on data and analysis (faster pace).

*Written free responses can also be put into rubric analysis ex. WPP to support writing portfolio
All their lives, students will be confronted with texts of one sort or another.

To be able to read a text closely is vital to a well-informed, clear-thinking citizen of the twenty-first century.

This is our task.