



GATEWAY  
A C A D E M Y

# Gateway Academy

SERVING OUR STUDENTS | SUPPORTING OUR FAMILIES | SERVING OUR SCHOOL

# Practical Skills for Building Comprehension

Gateway Academy serves 6<sup>th</sup>-12<sup>th</sup> grade students with social and academic challenges through innovative approaches to learning, physical fitness, and social awareness. Our graduates encounter a changing world with self-advocacy, opening a path to personal significance in college, career, and community.

**Sadie Blount, MEd  
Dyslexia Specialist**



**Michele Joseph, MEd  
Head of School**

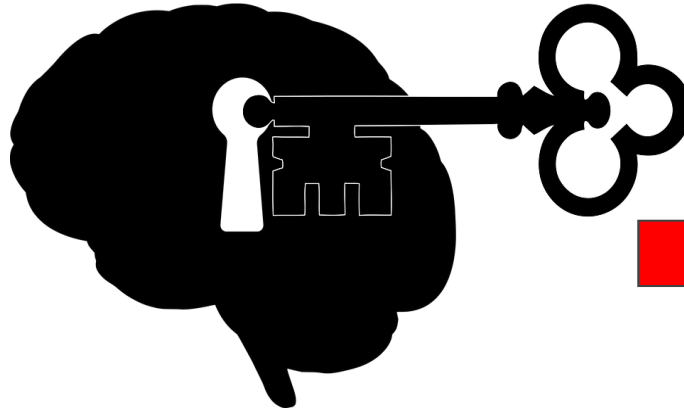


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TEACHER: FIXED

TEACHER: UNLOCKING  
RESOURCES & MODELING

TEACHER: GUIDING & MODIFYING  
INFO BASED ON STUDENT NEEDS



STUDENT: DEPENDENT

STUDENT: ACCESSING  
TOOLS

STUDENT: IN CHARGE OF  
OWN LEARNING

**GOALS FOR TEACHERS AND STUDENTS**

# Takeaways:



- DONE! Then, Get ready, do... DONE!
- Modeling
- Comprehension strategies
- Changing your behavior and get desired student results
- Mindfulness


Gateway Academy serves 6th-12th grade students with social and academic challenges through innovative approaches to learning, physical fitness, and social awareness. Our graduates encounter a changing world with self-advocacy, opening a path to personal significance in college, career, and community.

# Power of DONE!



Sarah Ward, MS, CCC/SLP  
<http://www.glenbardqps.org/wp-content/uploads/2016/06/sarah-ward-executive-function-lecture-handout-December-6-2016-Glenbard-IL.pdf>

# What is the idea of **DONE**?

- This is the **3 step process** for accomplishing a task/assignment.
  - Showing **DONE** models and connects specific **executive functioning skills**.
  - **Explicitly** teaching DONE allows students to **visualize** the expectations.
  - **Initially** setting an expectation, allows teachers to get the **results** they want.
  - Planning **backwards** from DONE sets students up for success from the **start**.
- 

**DONE** = Same,

**but**

**DIFFERENT**



# 3 Step Process of **DONE!**

- Requires planning BACKWARDS...

Planning my work starts with **DONE!**



## Step 3: Get Ready...

- What will I need to start?
- Is my brain mindful of the task I need to complete?

## Step 2: Do...

- Do I have what I need to match the picture of "done?"
- How much time will it take to complete the task?
- How can I sequence the steps to match "done?"

## Step 1: **DONE !**

- I can see "DONE"
- I have an image of what "done" looks like.
- Ask: Can I picture "done?"

Execute Forward



## Step 4: Start

- Gather materials

## Step 5: Check

- ½ way point
- Self-monitor / check-in

## Step 4: Stop, **DONE!**

- clean up and review

# Power of DONE!

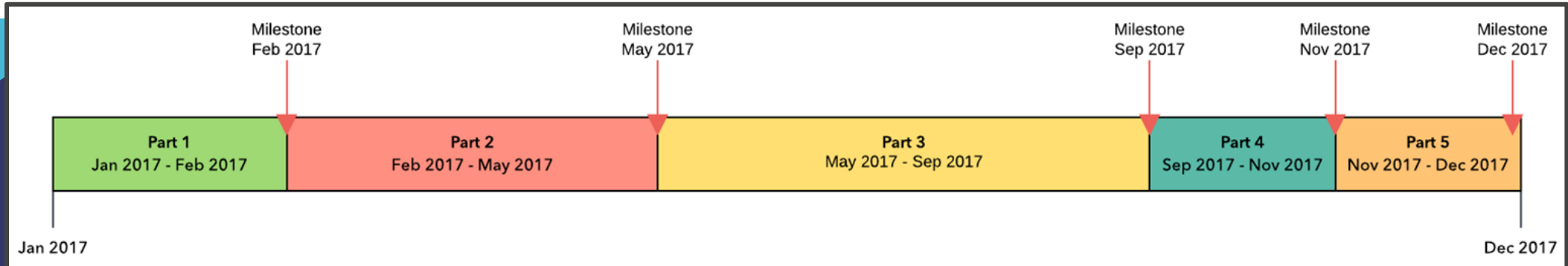
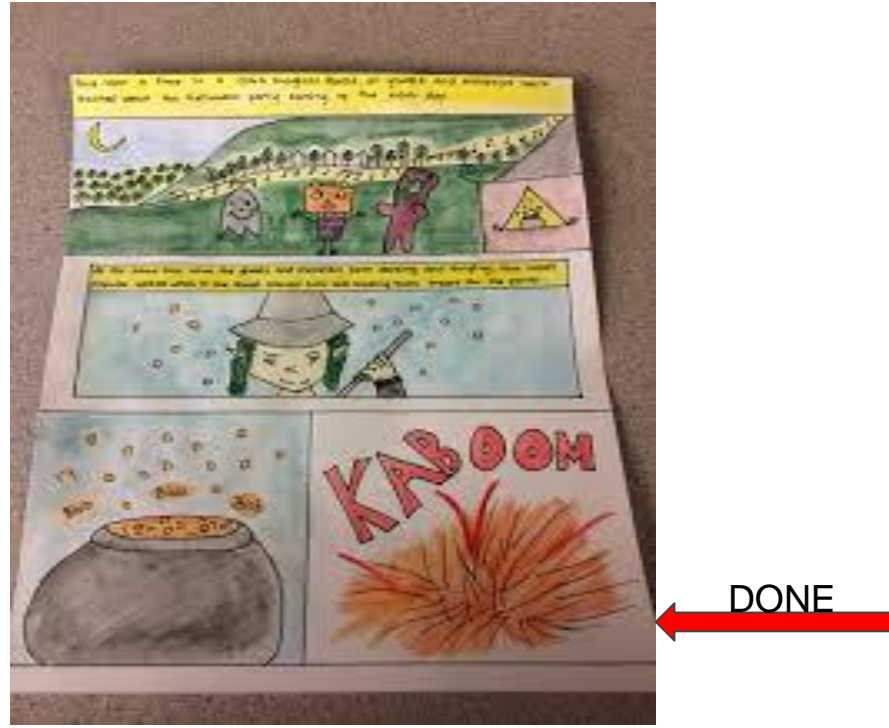
**Sarah Ward, MEd**

**Current Research**

<https://youtu.be/qKCZYUG0Kol?t=50s>



# EXAMPLES OF “DONE”



# *MODELING*

What does it **mean** and what does it **look like**?



# What does modeling look like to you?

- Modeling to me looks like....
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

# Modeling is not just doing....

Modeling requires:

- **Stating your “WHY” or purpose**
  - The purpose of this lesson is to identify the topic sentences in each paragraph.
- **Talking through your own METACOGNITION**
  - “As I read this passage, I am wondering why the author italicized this word?”
- **Following an EXPLICIT STRUCTURE**
  - Let’s visit our Google Classroom and view the daily checklist before we begin the task.
- **Using DIRECTIVE QUESTIONING**
  - S: I do not know how to do #6? T: What part of #6 do you not understand? Are you stuck on a word?  
Could you open your binder to your vocabulary for this unit and read the definition?

# Student Daily Planner- Class / Homework Assignments / Materials

- Teacher models *daily practice* of writing down assignments
- “This is what your planner should look like by 3rd period.”

Planner for the week of 9/24/18  
Thursday, September 27, 2018

	Subject	Assignment	Materials	Done
1	Writing	AOTW act. 4 } due Read. Write. 2 } 9/28	paper ipad	
2	Writing	AOTW act. 4 (due 9/28) work on Read. Write 2 (?)	paper ipad	
3	Eng 1 Writing	AOTW act. 4 (due 9/28)	paper	
4				
5				
6				
7				
8				
9				

# Google Classroom- Visual Organization and Planning



CROUCH- 4. English I  
Period 4

STREAM

CLASSWORK

PEOPLE



## Classwork



**We will continue working on our EWP Introduction ...**

Due Sep 14

Posted Sep 13 (Edited Sep 13)



**Thesis statement doc.**

Due Sep 19

Posted Sep 18



**AOTW Activity 5**

Due Tomorrow

Posted Sep 24



**Easy Grammar Day 5**

Due Sep 24

Posted Sep 24

## EWP



**Informational Essay- OUTLINE**

No due date

Posted Sep 11



**Thesis Statement PPT.**

Due Sep 19

Posted Sep 18



**Identifying strong thesis statements**

Due Sep 21

Posted Sep 20





# Google Docs- Visual Model of Essay Expectations



LA Sample: MLA Format

File Edit View Insert Format Tools Add-ons Help Last edit was on August 21



SHARE

100% Normal text Times New... 12 Editing

1 2 3 4 5 6 7

Sara Blount (Your name)

Mrs. Crouch (Teacher's name)

Language Arts: 3rd (Class: Period)

24 August 2017 (Date)

Sample MLA Format (Title)

A five paragraph essay has a structure that includes an introduction, the body, and the conclusion. This is an introductory paragraph. In this paragraph, you will be giving background information on your topic that will lead you to your thesis sentence. You may want to discuss the title of the novel, the author, setting, or the main/central idea of your paper. This paragraph serves as your “hook” and will leave your reader wanting more (hopefully). Your introductory paragraph includes one very important sentence called the *thesis sentence*. The thesis sentence is the road map for your entire paper. It tells the reader what to expect as they read your paper. Your thesis statement should be specific, and it should cover only what you will discuss in your paper and should be supported with specific evidence. Typically, the thesis statement usually appears at the end of the first paragraph of a paper.



# Teacher modeled writing prompt from news article assignment

Newsela essay prompt template ☆ ↻

File Edit View Insert Format Tools Add-ons Help See new changes

100% Normal text Times New... 12 B I U A

1 2 3 4 5 6 7

Kelcey Robinson

Mrs. Robinson

Language Arts- 1st/2nd period

28 September 2018

Hurricane Florence

In the article **Hurricane Florence: Rain this heavy comes along once every 1,000 years**, the author, **Associated Press adapted by Newsela Staff**, explains how hurricane Florence came to shore on September 14th in **Wilmington**, North Carolina. A **hurricane** is a major storm, with **high** winds and **heavy** rains. Florence unloaded **heavy rains**. More than **500,000** homes and businesses lost power. **[Insert quick summary here- who, what, when, where, why, how?]**.

The winds were measured at \_\_\_\_\_ mph. As of Saturday afternoon, \_\_\_\_\_ people had been reported \_\_\_\_\_. Florence made landfall as a \_\_\_\_\_ hurricane at 7:15 am. A category 1 hurricane has the \_\_\_\_\_ level of wind. Speeds are still between \_\_\_\_ and \_\_\_\_ mph. Earlier last week, Florence had been classified as a \_\_\_\_\_ hurricane. Winds had reached an alarming \_\_\_\_\_ mph before weakening as it got closer.

# Highlighting text-based information from a passage

**Informational Text**  
Skill: Text Evidence

**Nonfiction Article of the Week**  
8-3: Modern Folklore

**Finding Text Evidence**  
Find each piece of text in the text evidence bank and highlight OR underline it with the color specified. Remember, you are looking for the piece or pieces of evidence that **most strongly** support the statement.

For items 1-4, you'll be citing textual evidence to support what the text says explicitly.

- Find the sentence that gives the best definition for old wives' tales. **Highlight it in blue.**
- Find the sentence that reveals one way superstitions are distinctly different from old wives' tales and urban legends. **Highlight it in green.**
- Find the sentence that explains why websites that seek to discredit urban legends do not usually work. **Highlight it in purple.**

For items 5-8, you'll be citing one piece or multiple pieces of textual evidence to support inferences drawn from the text.

- Find a piece of text evidence that best explains why you might have heard the urban legend about the spider-infested beehive hairdo. **Highlight it in orange.**
- Find **two pieces** of text evidence that explain why someone who walks under a ladder might truly believe that it brought him bad luck. **Highlight them in yellow.**
- Which text evidence from the previous question (highlighted in yellow) most strongly explains why someone might believe the superstition? **Draw a circle** around the strongest text evidence.
- Find **two pieces** of text evidence that prove that an old wives' tale is true. **Highlight them in pink.**
- Find a piece of text evidence that strongly supports the idea that the Internet only made the problem of spreading false urban legends worse. Highlight it in red.

Activity 4  
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**Informational Text**  
Skill: Text Evidence

**Nonfiction Article of the Week**  
8-3: Modern Folklore

**Text Evidence Bank**  
For each item, find the appropriate piece(s) of text evidence and highlight or underline in the requested color.

Unlike urban legends and old wives' tales, superstitions can be very personal. <b>2</b>	hot soups in general help keep nasal passages clear, prevent dehydration, and soothe a sore throat. <b>7</b>
But according to the Stress Management Center and Phobia Institute in North Carolina, many people fall prey to the human mind's desire to associate thoughts and symbols with events. <b>5</b>	But instead of slowing these modern myths down, the Internet has actually helped to spread new urban legends even faster through email forwards and viral social media posts (think—Slender Man). <b>8</b>
Bodily insect infestations are actually quite a common theme in urban legends. <b>4</b>	A person who believes in superstition will likely blame the next bad thing that happens to him on the ladder. <b>5</b>
"Chicken soup acts as an anti-inflammatory agent for your nasal cells, giving your nose the relief it needs." <b>7</b>	An old wives' tale is often a one-line piece of advice. <b>1</b>
Though a number of websites exist for the purpose of collecting and, when necessary, discrediting these urban legends, not everyone uses them. <b>3</b>	

Activity 4  
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# Retrieval Practice

Write down everything you know- it helps you remember the information!



“What was the most important concept you learned in class today?”

“What was the ‘muddiest’ or most confusing concept covered in today’s class?”

Find ways to measure everything you know!

- make your own questions
- make flashcards
- write everything on the topic
- draw everything on the topic
- create concept map
- check book/notes for additional info/changes

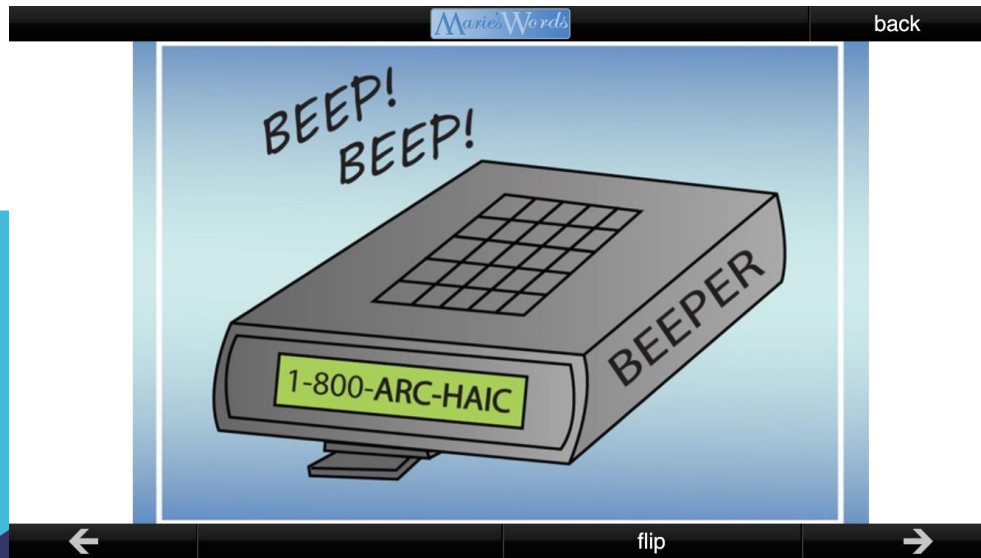
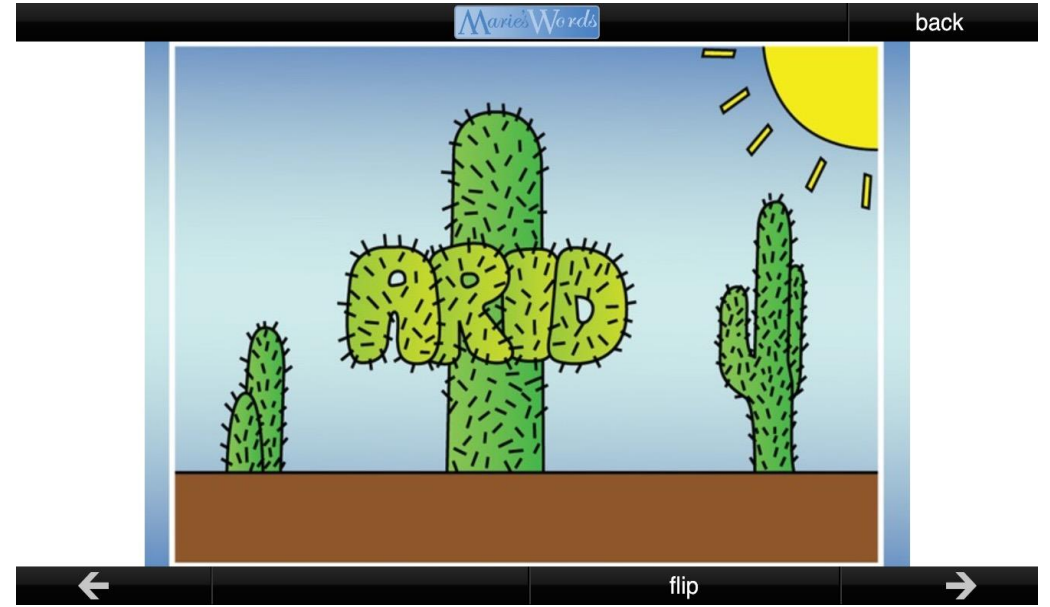
# EXAMPLES OF RETRIEVAL PRACTICE

# Connect, Collect, Correct

	CONNECT	COLLECT	CORRECT	
<p><b>Connect:</b> Make connections to know you know...</p> <ul style="list-style-type: none"> <li>• smart guesses</li> <li>• world knowledge</li> </ul>	<p>1. 1 billion</p> <p>100 thousand</p> <p>10 million</p> <p>2. 100, 000</p> <p>140, 000</p> <p>500, 000</p>	<p>6 billion</p> <p>800,000 million</p>	<p>Any NEW information</p>	<p><b>Correct:</b> Check answers from connections and collections</p> <ul style="list-style-type: none"> <li>• find the facts</li> <li>• build new knowledge</li> </ul>
<p><b>Collect:</b> Read/research to find additional info.</p> <ul style="list-style-type: none"> <li>• facts</li> </ul>	<p>3. Rules agreed on by the government</p> <p>Symbols of government on money</p> <p>use/function to buy/sell goods</p>	<p>Durability ✓</p> <p>Portability ✓</p> <p>Divisibility ✓</p> <p>Acceptability ✓</p> <p>Stability ✓</p>	<p>Durability</p> <p>Portability</p> <p>Divisibility</p> <p>Acceptability</p> <p>Stability</p>	



# Vocabulary Retrieval using VISUALS





# Annotations and Text Features - via NEWSLA.com

Assignments

Skittles For Cows

Robinson 1st And 2nd ▲

Skittles For Cows

Robinson 1st And 2nd ▲

Invite students to a class to start receiving updates.

[Invite Students](#) 840L ▾ [Activities](#) [Assign Again](#)

NEW YORK, N.Y. — The mysterious story of a Skittles spill is taking a new twist. The discarded candies were recently found on a highway in Wisconsin. They might have been on their way to a processor, where they would have been turned into cattle feed. But the company that makes them says it doesn't know why the Skittles ended up there.

The case began when a Wisconsin sheriff posted about the discovery on Facebook this week. There were "hundreds of thousands of Skittles," he wrote. Later, he added that the candy had fallen off a truck on its way to become cattle feed.

Sheriff Dale Schmidt joked that it would be difficult to "Taste the Rainbow." Only red Skittles had spilled out.

## Used For Animal Feed

A variety of food byproducts are commonly used for animal feed. Even unused candy is thrown into the mix. Mars Inc., which makes Skittles, says it has methods for discarding foods for that purpose. However, Mars says the Skittles in question came from a factory that doesn't sell unused products for feed.

SHARED

Annotation   
candy all over the road?

SHARED

Annotation   
intervieweeAnnotation   
Wonder why all of the Skittles were only red?

SHARED

Annotation   
What are food byproducts?

SHARED

Annotation   
They must be related to animal feed...

SHARED

Annotation   
Who makes the candies?

SHARED

Annotation   
Referring to the Skittle that were spilled out onto the road.

SHARED

Annotation   
Why did the spill out?

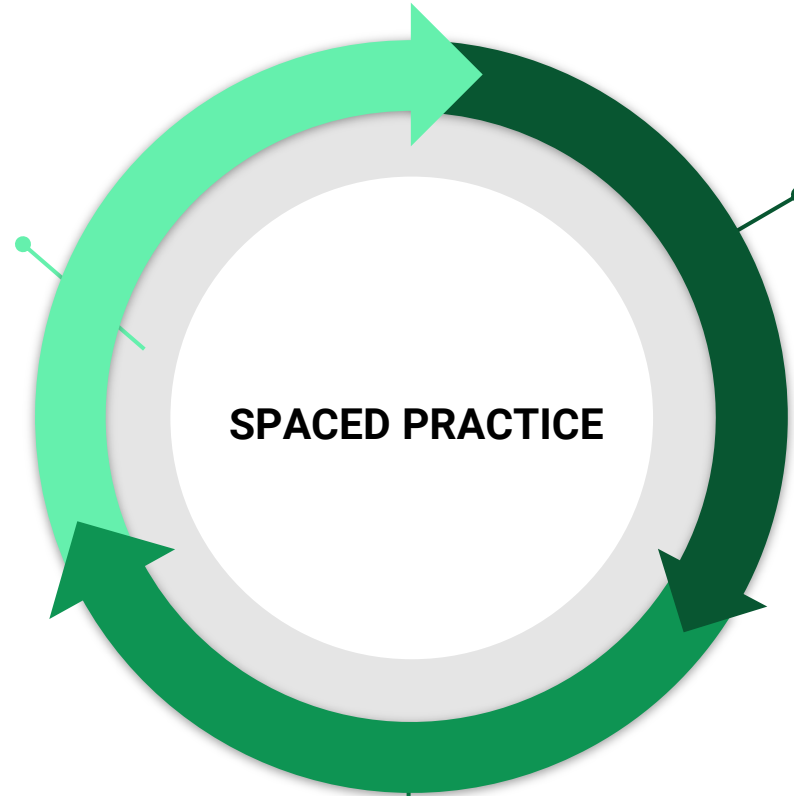
# Spaced Practice

- **Strategy of spacing studying and retrieval over several days**
- **How can students access and review information they have learned?**
  - write knowledge from memory
  - highlight mastered information in orange
  - copy additional info from book/notes
  - Highlight non-mastered or unfamiliar information in yellow



# SPACED PROCESS CAN BE APPLIED ACROSS ALL SUBJECTS...

3. Locate and review non-mastered material in book/notebook and rewrite non-mastered info for practice



1. Jog your memory and write all you know

2. Reference notes and highlight mastered information in orange and non-mastered info in yellow

## Student Sample:

- Class novel notes about the author: George Orwell
- **Yellow** = notes the student is still working on remembering
- **Orange** = notes the student has mastered

**George Orwell** Author **Animal Farm**

- George Orwell is a pen-name for Eric Blair.
- England is a very class conscious country
- He was born to the **Lower Upper Middle class**
- He was born in **1903 in India.**
- He went to **Eton**, a very posh school in England. from **8yrs. - 18yrs.** old on a scholarship.
- He really learned abt the inequality of the classes - he grew to hate it.
- The inequality of classes influenced his writing
- He served in the **civil service in England**
- He was an imperial policeman - in **Burma**
- He learned abt oppression from a different aspect and gave him a different sense of inequality
- worked there for 5 years and then resigned
- In **1927** he returned to Paris and worked odd jobs just to get by (he felt this was his punishment for Burma)
- He began writing and took a **pen-name: George Orwell**
- Orwell is the name of his favorite river - and he began using it
- In 1936, he went to the English coal-mining country and wrote a short story: "The Road to Wigan Pier" and he also wrote the **novel 1984**
- In **1937**, he fought on the **Republic side** in the **Spanish Civil War**
- During **WWII** he worked for the **BBC**

# Dual Coding Notes



**This strategy combines verbal & visual information  
to remember information**

- find visuals that go with the information
- combine words with visuals
- use pictures, graphs, drawings
- take notes using drawings & visuals

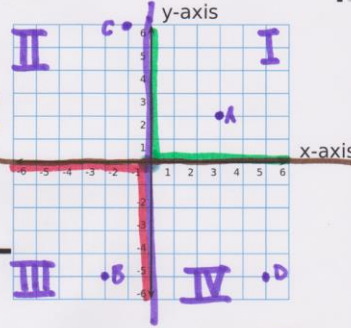


# Note taking Including Words & Images

## COORDINATE PLANE

Mark the following:

- quadrants I, II, III, IV
- ordered pair (3,2) **A**
- ordered pair (-2,-5) **B**
- ordered pair (-1,6) **C**
- ordered pair (5,-5) **D**
- origin
- X-axis
- Y-axis



**Midpoint formula on number line**

$$\text{midpoint} = \frac{a+b}{2}$$

**Midpoint formula on Coordinate plane**

$$\text{midpoint} = \left( \frac{x_1+x_2}{2}, \frac{y_1+y_2}{2} \right)$$

**Quadrants**

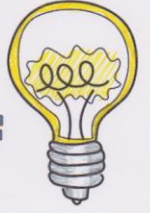
I	(+, +)
II	(-, +)
III	(-, -)
IV	(+, -)

**FIND THE X COORDINATE FIRST, THEN THE Y COORDINATE AND MARK THE POINT.**

## Vocabulary

- Salinity: salt in water
- Turbidity: suspended silt in the water
- Temperature: amount of heat

**WATER**



## STATES OF WATER

### Vocabulary

- pH: acidity in water  
0 (acid) — 7 (neutral) — 14 (base)
- Conductivity: capability of water to pass electrical flow
- Dissolved Oxygen: water dissolved by oxygen, affected by temperature, salinity + pressure



**Not all clear water is clean!**

**TOO MUCH WATER**

- flooding/drowning
- overgrowth of plants
- erosion
- pollution
- disease (mosquitos lay eggs)

**NOT ENOUGH WATER**

- drought, hunger
- death for plants, animals, humans
- health problems
- disease
- fire



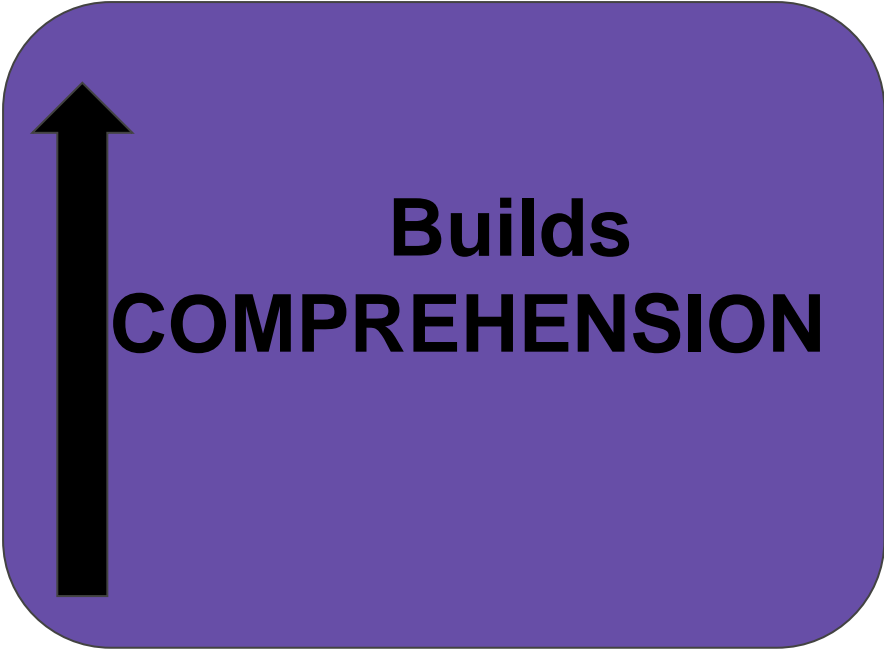
**DONE**

**+**

**MODELING**

**=**

**Builds  
COMPREHENSION**



# How to show **DONE** and **Model** to improve **Comprehension?**



- State your **WHY** (purpose) allowing students a connect to the topic and attach meaning.
- Build background knowledge on the topic and re-state your “**WHY.**”
- Students then can read, research, and collect new information to support the “**WHY.**”
- Connect what is already known and any new information to support the **WHY.**
- Make connections to reading/research to build deeper levels of comprehension.
- Allow time to reflect on the “**WHY.**”
- Make application of information and practice with multiple strategies to improve comprehension.

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## Before we teach...

- Proactive and reflective questioning
- Proactive supports and modifications

## After we teach...

- Self-reflection
- Directive questioning with students

## As we teach...

- Model, model, model
- Establish predictable routines
- Verbalize our own thoughts
- Show DONE

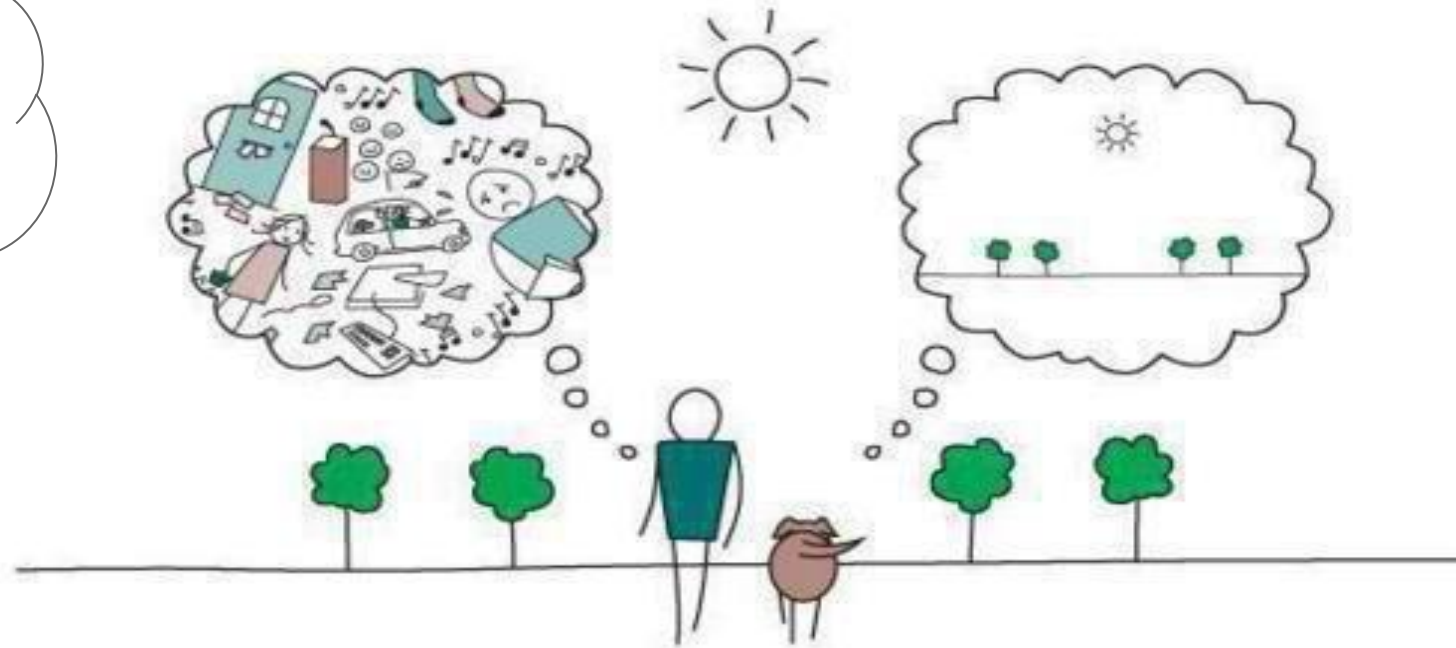
**How do we change our mindset as teachers to gain desired student results?**

# Mindfulness



GATEWAY  
ACADEMY

What does  
this mean to  
you ?



Mind Full, or Mindful?

You can practice  
this anywhere!

Anyone can do  
it!

***Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.***

It's evidence based!

You do not have to add  
anything "special" or  
"extra" to your routine!

# How to view mindfulness in the classroom

- **Understanding individual student needs**
- **Making time to focus on incorporating executive functioning skills during class**
- **Goal setting -- “What can you accomplish today? in the next 10 mins? or before lunch?”**
- **Minute “wrapping up”**
- **Encouraging students to focus on tools in their “unique toolbox”**



# **Mindfulness ideas for your classroom**

**Take 60 seconds, close your eyes,  
take deep breaths, and be still**

**Write a purposeful and direct question  
on the board for students to think and  
write about in their journal**

**Have students write the purpose of the task at the top of their papers before  
they begin**

**Display images on classroom TV  
for students to focus on as they  
enter the room**

**Play calming, peaceful music in your  
classroom while students take a moment to  
reflect on their day or classroom activity**

**Use the first or last 5 minutes of class  
as a time for student organizations and planning**



# Takeaways:



- DONE! Then, Get ready, do... DONE!
- Modeling
- Comprehension strategies
- Changing your behavior and get desired student results
- Mindfulness

Sadie Blount

[sblount@gatewayacademyhouston.org](mailto:sblount@gatewayacademyhouston.org)

Michele Joseph

[mjoseph@gatewayacademyhouston.org](mailto:mjoseph@gatewayacademyhouston.org)

Gateway Academy

3721 Dacoma Street

Houston, Texas 77092

713-659-7900

[www.thegatewayacademy.org](http://www.thegatewayacademy.org)



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