

NANCY FREY

Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has co-authored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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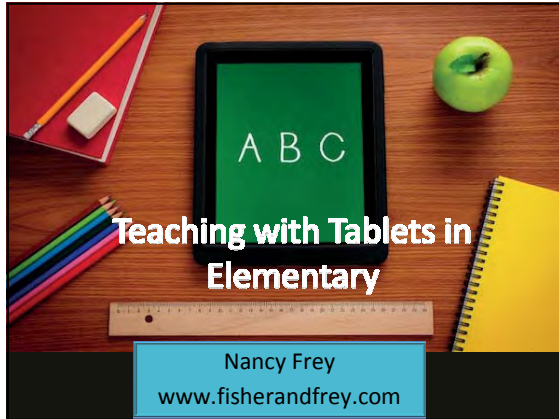


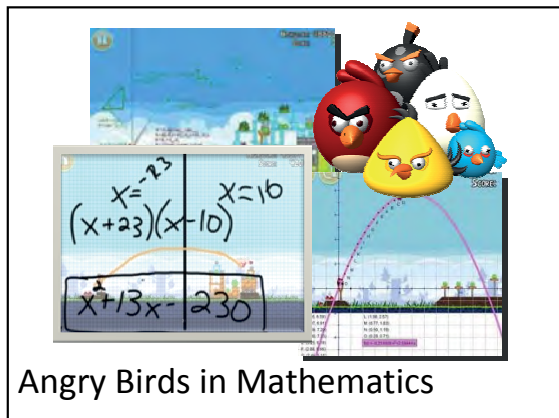
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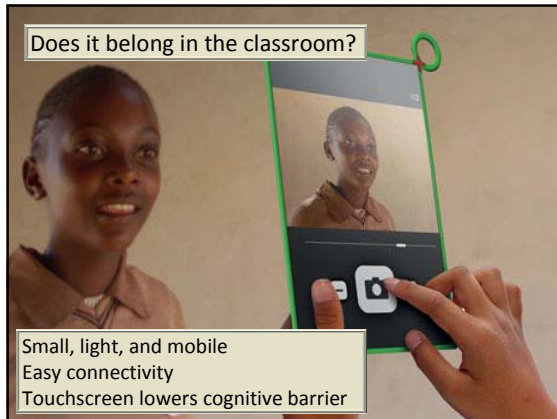
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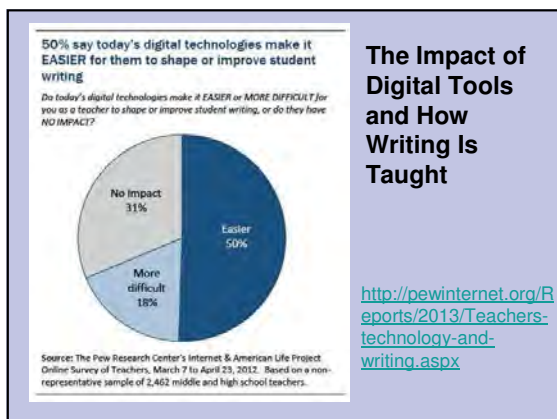
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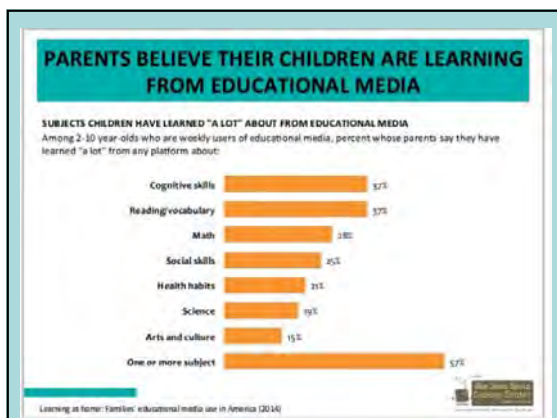














**Learning at Home:
Educational
Media Use in
America**

But where do we begin?

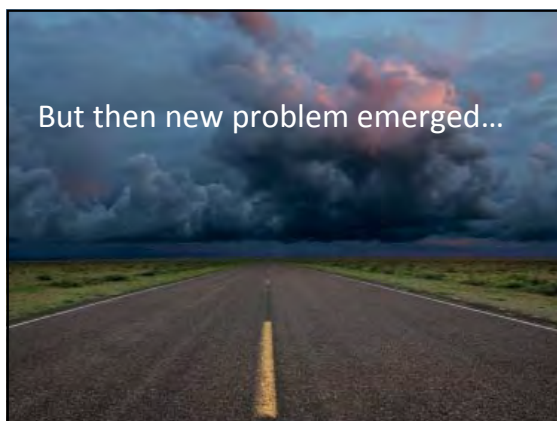
Staff development first

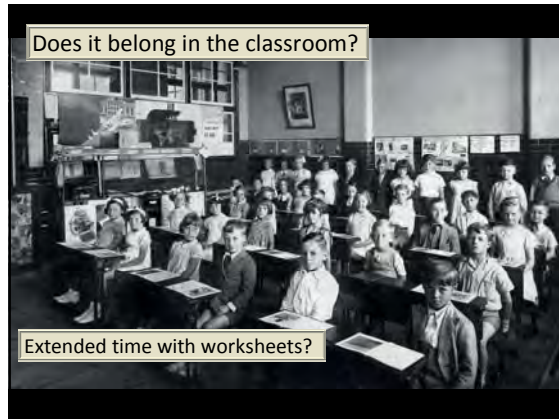
- This is yours
- Play with it
- Use it
- Learn together

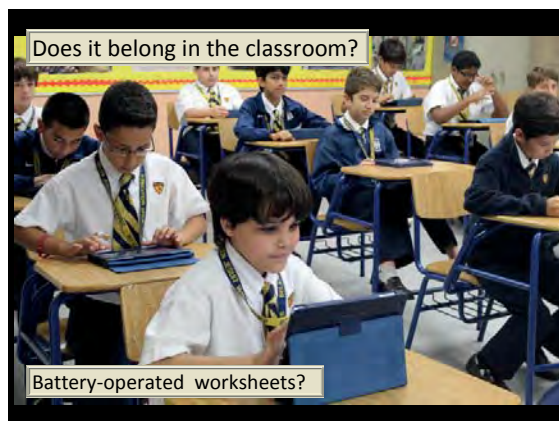


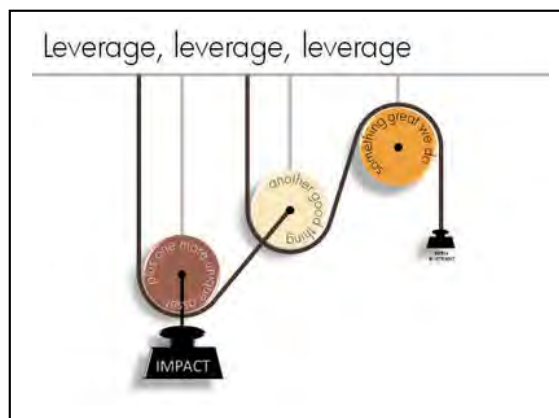
<https://www.youtube.com/watch?v=i8FAVHcg8Y>

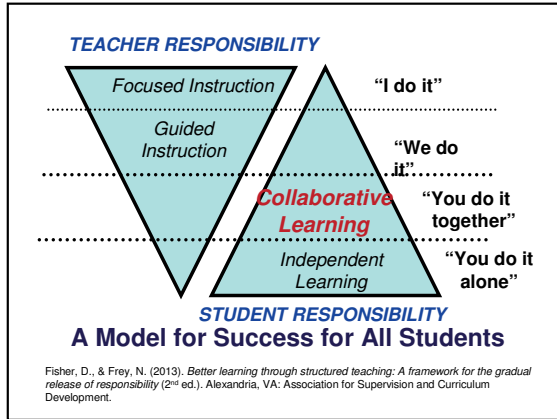
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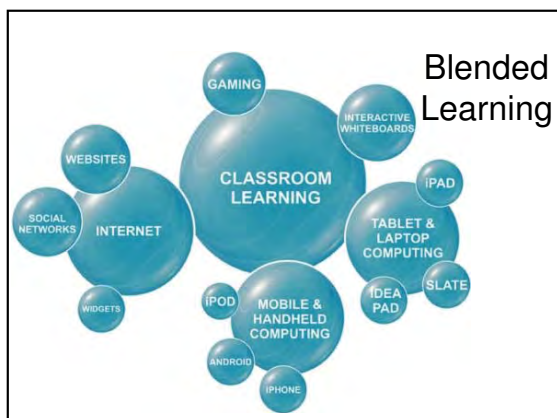




Our Plan



- Become proficient at blended learning
- Build students' digital collaboration skills
- Develop a planning tool to reflect our teaching





Blended learning is...



a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace



and



at least in part at a supervised brick-and-mortar location away from home.

Staker, H. C., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. San Mateo, CA: Innosight Institute. Retrieved from <http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf>

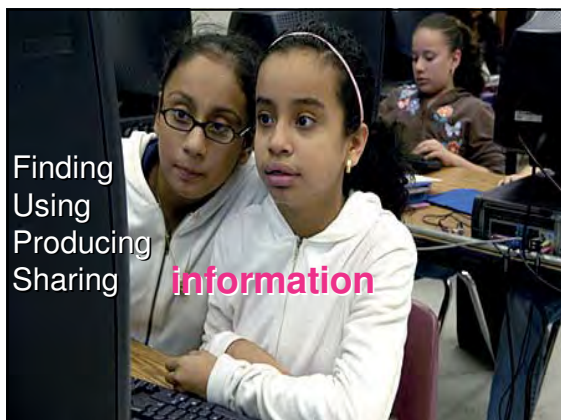
Planning for Blended Learning

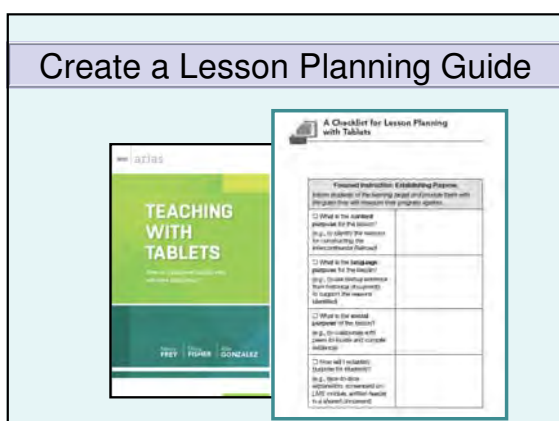
- What is familiar to students?
- What is familiar to teachers?
- What will be challenging for students?
- What will be challenging to teachers?

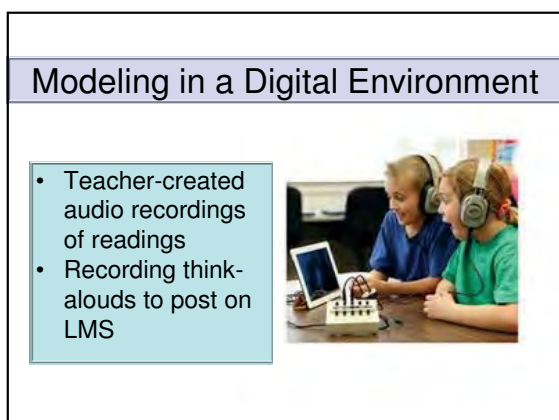


Leverage, leverage, leverage












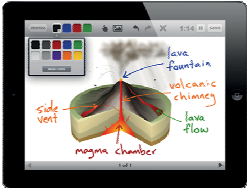



Modeling
Argument
Writing in
Ninth Grade

Kaila Tricaso


Guided Instruction in a
Digital Environment

- Showme
- Nearpod
- Educreations
- Explain Everything





Students
photograph
plants each
day for stop
action film



Collaborative Learning in a Digital Environment



Collaborative Learning in a Digital Environment

TypeWith.me
collaborative
writing tool



Aurasma Augmented Reality





"The Open Window" by Saki (H.H. Munro)

Blended Learning in Sixth Grade

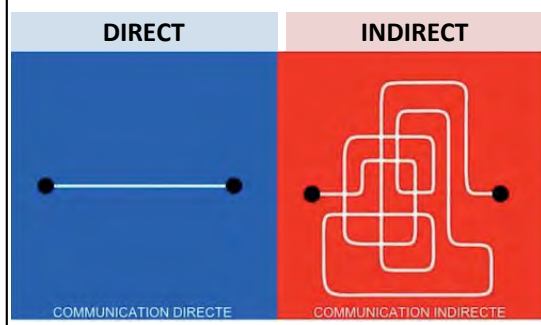
Today's Purposes

Day 1, F2F


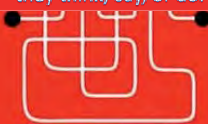
Content: To analyze how an author uses elements of characterization to portray the protagonist and antagonist in a short story.

Language: To write a character analysis (350 words) of Vera and Mr. Nuttel in "The Open Window" by Saki. This is a competency to be written on Thursday.

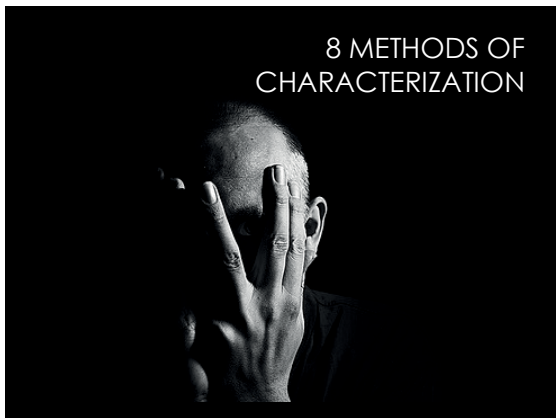
How We Learn About a Character



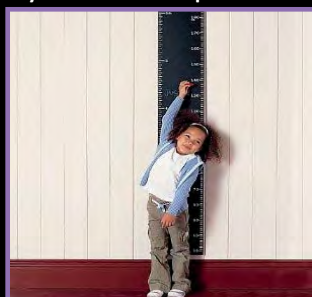
How We Learn About a Character

DIRECT	INDIRECT
The author tells you exactly what he or she wants you to know about the character.	The author lets the characters reveal their personalities and motivations through what they think, say, or do.
	
COMMUNICATION DIRECTE	COMMUNICATION INDIRECTE

8 METHODS OF CHARACTERIZATION



1. Physical Description



Most common (and obvious) method.



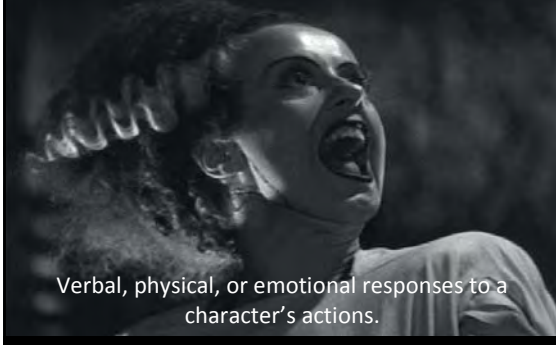
2. Name Analysis



May have symbolic meaning that is linked to the theme.

F2F, online collaboration

6. Reactions of Others



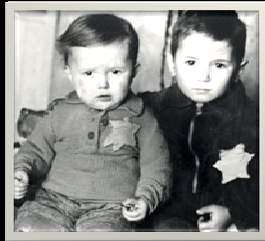
Verbal, physical, or emotional responses to a character's actions.



<http://www.youtube.com/watch?v=o1Izq-E3o7Y>

7. Action or Incident

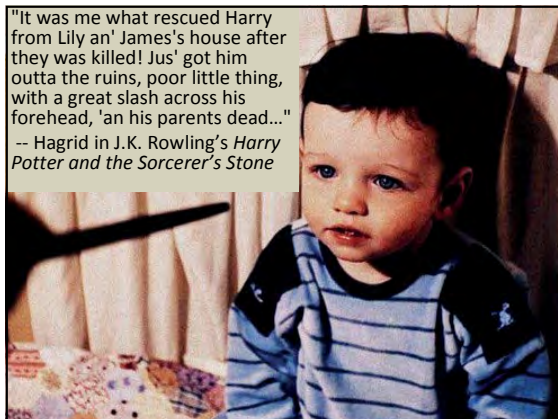
- Is there an incident in the character's past that has shaped them?
- The action or incident is significant and determines the way the character develops.





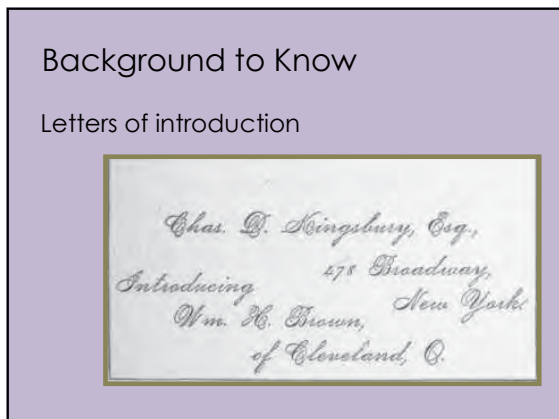
"It was me what rescued Harry from Lily an' James's house after they was killed! Jus' got him outta the ruins, poor little thing, with a great slash across his forehead, 'an his parents dead..."

-- Hagrid in J.K. Rowling's *Harry Potter and the Sorcerer's Stone*









Approaching Text

Guiding Questions Handout

What is the title?
Who is the author?
What type of text is it?
Who published the text?
When was the text published?

Read through one time to get the flow.

Questioning Text

Guiding Questions Handout

What are the key details?
What words or phrases are powerful or unique?
What is the structure of this text?

Read a second time and annotate confusions, questions, and observations.

Today's Purposes

Day 2, F2F

Content: To analyze how an author uses elements of characterization to portray the protagonist and antagonist in a short story.

Language: To write a character analysis (350 words) of Vera and Mr. Nuttel in "The Open Window" by Saki. This is a competency to be written on Thursday.



Approaching Text

Guiding Questions Handout

What is the title?
Who is the author?
What type of text is it?
Who published the text?
When was the text published?

Read through one time to get the flow.

Questioning Text

Guiding Questions Handout

What are the key details?
What words or phrases are powerful or unique?
What is the structure of this text?

Read a second time and annotate confusions, questions, and observations.

"Romance at short notice was her specialty."





"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."



“The Open Doors”



<http://www.youtube.com/watch?v=pBXb-8YoR0E>

Online, collaborative

Use the Character Analysis Planning Tool to organize your evidence for tomorrow's competency essay.

[illegible]



Today's Purposes

Day 3, F2F, individual online essays

Content: To analyze how an author uses elements of characterization to portray the protagonist and antagonist in a short story.

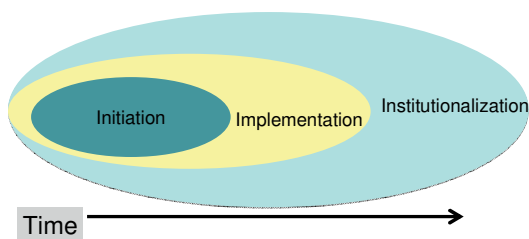
Language: To write a character analysis (350 words) of Vera and Mr. Nuttel in "The Open Window" by Saki. This is a competency to be written today in class.

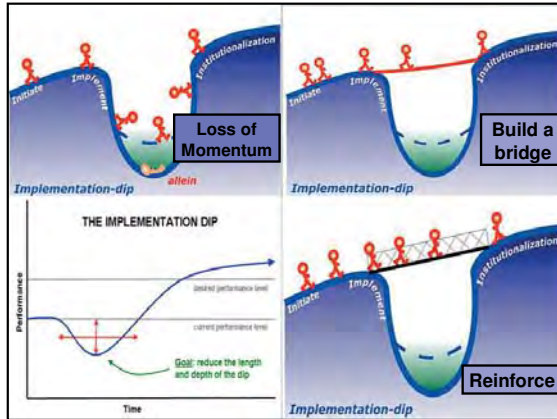
Using online notes created collaboratively

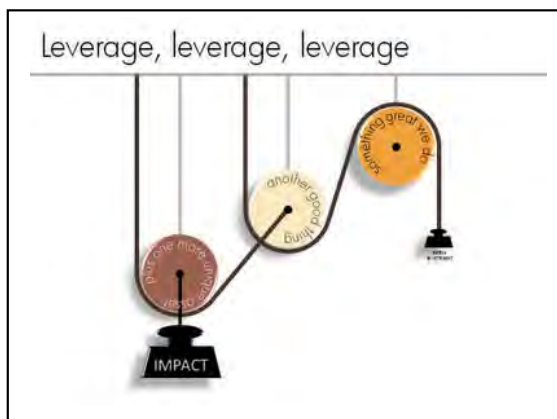
Use the Character Analysis Planning Tool to organize the evidence you use for the competency essay.

Character Analysis Planning Tool		
Character's Name	Character's Role	Character's Traits
Character 1	Character 1's Role	Character 1's Traits
Character 2	Character 2's Role	Character 2's Traits
Character 3	Character 3's Role	Character 3's Traits
Character 4	Character 4's Role	Character 4's Traits
Character 5	Character 5's Role	Character 5's Traits
Character 6	Character 6's Role	Character 6's Traits
Character 7	Character 7's Role	Character 7's Traits
Character 8	Character 8's Role	Character 8's Traits
Character 9	Character 9's Role	Character 9's Traits
Character 10	Character 10's Role	Character 10's Traits

The change process









[illegible]

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Qty	Code	Title	Price
	SF113074	ASCD Arias Publication: Teaching With Tablets	\$15.00
	SF113000	ASCD Arias Publications Set of 9	\$120.00
	108010	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility	\$25.95
	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	BKD1582	Close Reading and Writing from Sources	\$39.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
	111017	Guided Instruction: How to Develop Confident and Successful Learners	\$25.95
	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	BKD7122	Improving Adolescent Literacy: Content Area Strategies at Work (3rd Edition)	\$69.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	CO5481	Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills	\$39.95
	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



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Teaching With Tablets (Fisher & Frey, 2013)

Focused Instruction: Establishing Purpose <i>Inform students of the learning target and provide them with the goals that they will measure their progress against.</i>	
What is the content purpose for the lesson? (e.g., <i>to identify the reasons for constructing the Intercontinental Railroad</i>)	
What is the language purpose for the lesson? (e.g., <i>to use textual evidence from historical documents to support the reasons identified</i>)	
What is the social purpose of the lesson? (e.g., <i>to collaborate with peers to locate and compile evidence</i>)	
How will I establish purpose for students? (e.g., <i>face-to-face explanation, screencast on LMS module, written header in a shared document</i>)	
Student Task(s) for Lesson <i>Collaborative and independent student tasks that give students the opportunity to put content knowledge into play and generate evidence of learning.</i>	
What collaborative tasks (CT) will students complete?	
(CT) What digital and print-based information do students need to find ? (e.g., <i>search engines, WebQuest</i>)	
(CT) What digital and print-based information do students need to use ? (e.g., <i>note taking, annotations, course readings, video and audio recordings</i>)	
(CT) What digital and print-based information do students need to create ? (e.g., <i>digital storytelling, presentation, written content</i>)	
(CT) What digital and print-based information do students need to share ? (e.g., <i>blog, discussion board, video conference</i>)	
What independent tasks (IT) will students complete?	
(IT) What digital and print-based information do students need to find ? (e.g., <i>search engines, WebQuest</i>)	

(IT) What digital and print-based information do students need to use ? (e.g., <i>note taking, annotations, course readings, video and audio recordings</i>)	
(IT) What digital and print-based information do students need to create ? (e.g., <i>digital storytelling, presentation, written content</i>)	
(IT) What digital and print-based information do students need to share ? (e.g., <i>blog, discussion board, video conference</i>)	
Tablet/student ratio requirements (e.g., <i>1:1, 1:4</i>)	
What apps will students require to complete the task?	
Focused Instruction: Modeling and Thinking Aloud <i>Present lesson content, using modeling to demonstrate processes or skills. Think aloud to give learners insight into how an expert understands the content or the process</i>	
What skills, strategies, and content do I need to model for students?	
How will I deliver this modeling?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Digitally
If modeling will be delivered digitally, what tools are needed?	<input type="checkbox"/> Screencast <input type="checkbox"/> Video demonstration <input type="checkbox"/> Audio recording <input type="checkbox"/> Other ()
Will I archive my think-aloud for later use by students? If so, how will it be archived?	
Guided Instruction <i>As learners apply the lesson's skills, strategies, or processes, ask questions and provide prompts and cues to redirect them toward understanding.</i>	
What are the key questions I will pose to students?	
What prompts can I use to facilitate cognitive or metacognitive work?	<input type="checkbox"/> Background knowledge <input type="checkbox"/> Process or procedure <input type="checkbox"/> Reflective <input type="checkbox"/> Heuristic
What cues will I need to shift students' attention when they are not able to answer?	<input type="checkbox"/> Visual <input type="checkbox"/> Gestural <input type="checkbox"/> Positional <input type="checkbox"/> Environmental <input type="checkbox"/> Verbal <input type="checkbox"/> Physical

Will these questions, prompts, and cues be delivered face-to-face or digitally?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Digitally (e.g., polling devices)
Will these questions, prompts, and cues be embedded into digital content? If so, how?	<input type="checkbox"/> In digital text <input type="checkbox"/> Through video annotation <input type="checkbox"/> Study link to digital notes (e.g., Evernote Peek) <input type="checkbox"/> Other ()
Collaborative Learning <i>Groups of learners work together via face-to-face and digital interaction to apply skills, strategies, and knowledge and gain a deeper understanding of the material.</i>	
What is the rationale for the construction of the group?	<input type="checkbox"/> Homogeneous <input type="checkbox"/> Heterogeneous <input type="checkbox"/> Student interest <input type="checkbox"/> Student choice
What workspace will students use?	<input type="checkbox"/> Physical space <input type="checkbox"/> Digital whiteboard <input type="checkbox"/> Collaborative document <input type="checkbox"/> Audio file <input type="checkbox"/> Video file <input type="checkbox"/> Presentation file <input type="checkbox"/> Other ()
In what ways can students witness the thinking of each other in real time? (e.g., <i>face-to-face or synchronously</i>)	
If asynchronous, in what ways can students utilize evidence of the thinking of others to forward their own understanding?	
How will students engage in meaningful discussion using academic language, not just low-level exchanges of information?	
In what ways can the group make useful errors that can lead to new understanding?	
How will students access language support in a digital environment? (e.g., <i>sentence frames for written content, digital dictionary or thesaurus</i>)	
Independent Learning <i>Students extend and expand understanding of has been taught, both skills and habits of mind (metacognition and self-regulation).</i>	
What is the purpose of the independent learning task?	<input type="checkbox"/> Application <input type="checkbox"/> Fluency building <input type="checkbox"/> Spiral review <input type="checkbox"/> Extension
How will students receive feedback?	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Written <input type="checkbox"/> Digitally

How will I ensure the feedback is timely ?	
How will I ensure the feedback is understandable ?	
How will I ensure the feedback is specific ?	
How will I ensure the feedback is actionable ?	
<p align="center">Formative Assessment to Inform Future Instruction</p> <p align="center"><i>Throughout the learning cycle, deploy various formative assessment tools to check for understanding; make instruction adjustments, based on students' performance.</i></p>	
How will I collect student performance data to check for understanding?	<input type="checkbox"/> Oral language <input type="checkbox"/> Written language <input type="checkbox"/> Performance or project <input type="checkbox"/> Quiz or test
How will I analyze the data for patterns and common errors?	
What apps do I need for data collection and analysis	<input type="checkbox"/> Course dashboard <input type="checkbox"/> Learning management system <input type="checkbox"/> Test analyzer application <input type="checkbox"/> Test scanner <input type="checkbox"/> Adaptive diagnostic assessment <input type="checkbox"/> Online markup tool <input type="checkbox"/> Online spreadsheet <input type="checkbox"/> Other () <input type="checkbox"/> Other ()
How will I share the assessment results with students?	<input type="checkbox"/> Face-to-face conference <input type="checkbox"/> Online conference <input type="checkbox"/> Online grade book <input type="checkbox"/> Performance summary