



DEVELOPING ADOLESCENT LITERACY SKILLS IN THE CONTENT AREAS

Linking Literacy and Learning

Raise your hand if you think you are a struggling reader.



Setting the Stage



- Read the first page in the handout.
- Now how do you feel as a reader?

HOW I luxuriated in it in the blissfully languorous days of my convalescence, with a crumb of toast tormenting my buttock, weakness in my shoulders, a constantly filling bladder, and a cottony haze in my nape.... I liked the solidity of my father's method, for I liked sturdy toys. For every genus there was a supplementary list of Palearctic species that did not occur within the confines under examination, complete with precise "references" to textual location. Each Russian butterfly was allocated from one to five pages of small print, depending on its obscurity or variability, i.e., the more mysterious or changeable, the more attention it received. In places a small map helped to assimilate the detailed description of a species' or its subspecies' distribution, just as an oval photograph in the text added something to the careful exposition of observations of the habits observed in a given butterfly. The "leak" of a species westward as far as Andalusia was followed just as attentively as its adventures in the mountains of Central Asia. Corrections of old errors were enlivened by polemic thrusts, and I can picture the author's laughing eyes, as I read today, "When I dropped in on this genus [*Syrichtus*, an old name for the Grizzled Skippers] I found it in an awful state after a half-century of classifiers' struggles," or, when I come upon the good-humored demolition of some "discovery" by that German muddler who recklessly let loose with names (all mythological to boot, even Walpurgian), creating along the way, countless local, often imaginary races, even disrupting his own priority, such as it was, with secondary descriptions of the same subspecies from a different location -- but his entomological fervor and his splendidly assembled collections allowed him to be forgiven everything.

Reflection



- Identify
 - Reading or writing tasks recently set for students.
 - Write on a post-it note



- **Activity**

- **Process**

- Examine reading activities

- Select two

- Reflect: before, during, after

- Place cards under appropriate headings on wall

BEFORE
Preparing

5 P's

- ✓ **Predict**
- ✓ Establish a **Purpose**
- ✓ Activate **Prior** Knowledge
- ✓ **Pre-Teach** Vocabulary
- ✓ **Prime** the Pump

<p>DURING Practice and apply strategies that good readers employ</p>	<p>Constructing comprehension</p>	<ul style="list-style-type: none">✓ Making connections,✓ Monitoring understanding,✓ asking questions,✓ stopping to summarize,✓ etc
<p>Encourage active reading skills that help students make sense of text</p>	<p>Organize</p>	<ul style="list-style-type: none">✓ Extract,✓ organize relevant information or a specific purpose or task.

AFTER

Guide students as they process information they have read

Translating information

Use new information in different ways

- ✓ Evaluate ideas critically.
- ✓ Clarify understandings of texts.
- ✓ Demonstrate understanding of print/non-print texts.
- ✓ Relate events and ideas to personal experiences and knowledge.
- ✓ Extend understanding in critical and creative ways.

Factors That Influence Student Learning



Investing time in “***before*** and ***during***” activities

= improved understandings

= improved learning outcomes

High Effect Strategies: What works Best?

- *Hattie, J. 2008. Visible Learning*

Setting the Stage



The House

Read the piece and circle with your pencil whatever you think is important.

I Read It, But I Don't Get It Comprehension Strategies for Adolescent Readers

Cris Tovani

Setting the Stage



The House

Read again and use a pink highlighter to mark places in the text a burglar would find important.

Setting the Stage



The House

Read a third time and mark with a green highlighter any place in the story a prospective home buyer might think is important.

Walk Around Survey

- **Question: What is a Global Citizen?**
- **Strategy: Walk Around Survey**

Walk Around Survey

- How does this strategy support all learners?

How can you use this strategy in your content area?



Before Reading Strategy-Predictions

Think Sheet

- Rewrite some headings or subheadings from the chosen text into questions.
- Before reading the text, direct students to work with a partner to consider, discuss and record possible answers.
- Students record their predictions below each question.
- Provide time for students to read the text and record relevant information.

Think Sheet Strategy

- **Question: How was chewing gum discovered?**
- Prediction (Before Reading)
- What the text says (After Reading)

Using an Anticipation Guide



- **Strategy: Anticipation Guide**
 - Read “*We’re All in This Together*”

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
Why?	Students need to learn and or apply a variety of strategies to be successful	Why?
Why?	If students can decode they will be successful in understanding their content.	Why?
Why?	Struggling readers will disguise their inability to read.	
Why?	We can help students apply skills to become effective readers.	Why?

Placemat Strategy

- **What factors impact student achievement?**

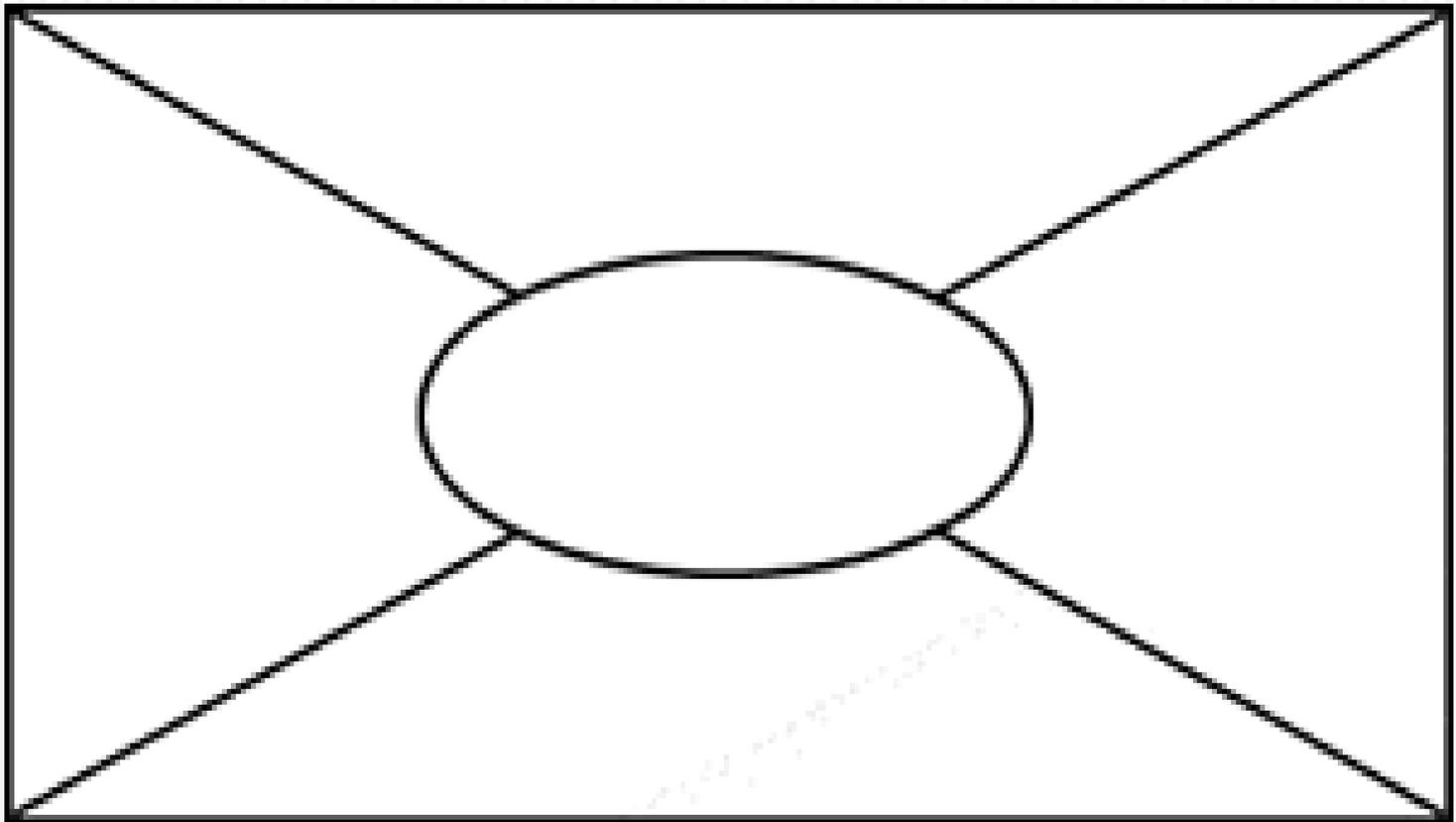
Placemat Strategy

How can I implement the strategy?

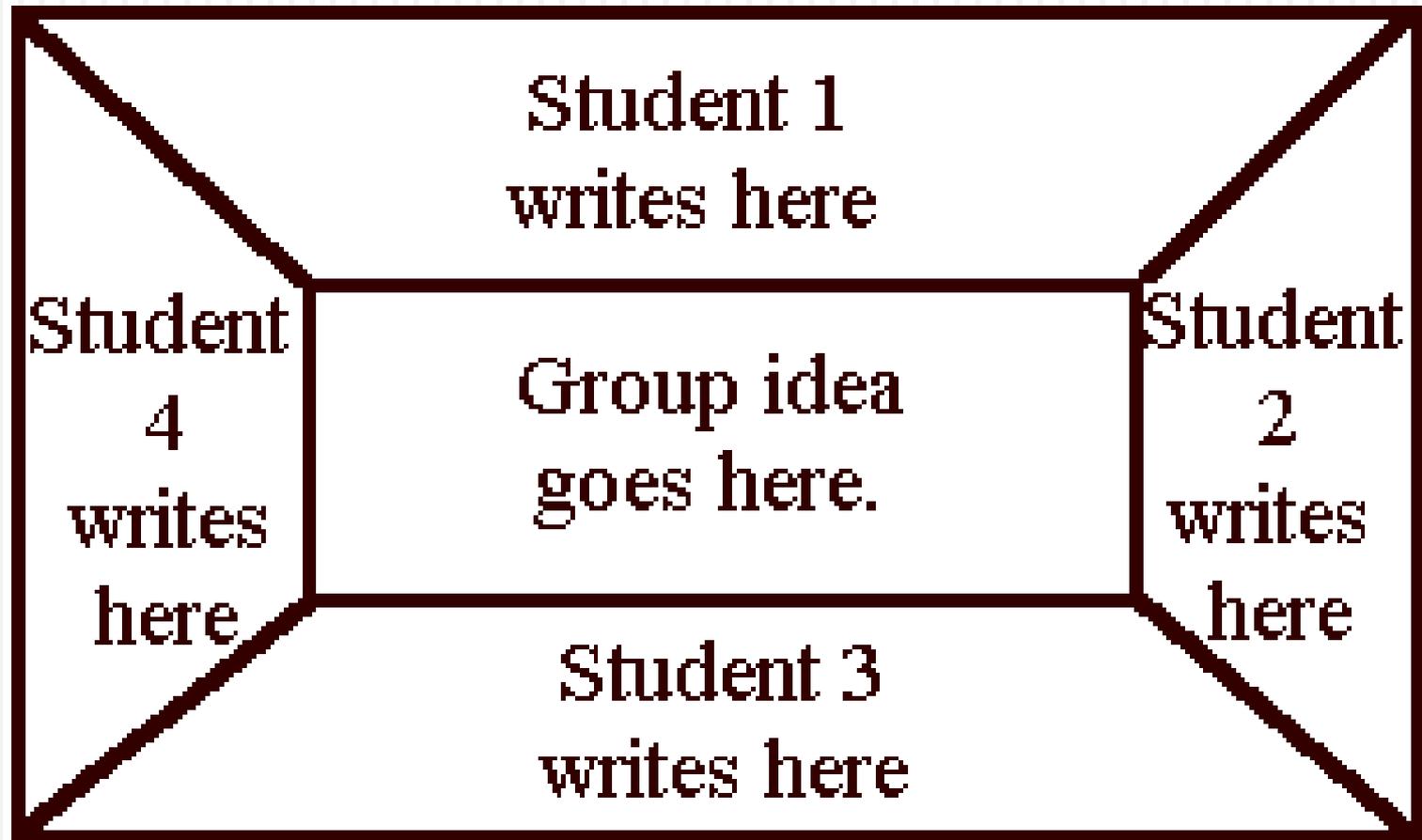
- 1. Students form groups of 4.
- 2. Divide the placemat into 4 sections
- 3. Students record their individual ideas in their own space.
- 4. Each group member shares their work.
- 5. If others have the same responses they cross it off.
- 6. Summarize the findings in the middle space.

Placemat Strategy

Before Strategies



Placemat Strategy



Highlighting the Text



- Using a green highlighter highlight all the parts that you have some understanding.
- Using the pink highlighter highlight the parts that are causing difficulty.
- Share the passage with your elbow partner.
- Clarify parts your partner may have missed.
- Turn over the page and write on the back whether this activity was helpful or interfered with learning.

Highlighting the Text



Di Tri Berrese

- Uans appona taim uas tri berrese: mamma berre, pappa berre, e bebi berre. Live
- inne contri nire foresta. NAISE AUS. (NO MUGHEGGIA.) Uanne dei pappa,
- mamma, e beibi go tooda bice, onie, a fughette locche di doore.

Do I Really Have to Teach Reading? By Cris Tovani

Culture Is Important



joe-ks.com

Do you know what number to call?

How can we make difficult text become accessible to all students?



- Pre-Teach Vocabulary

Vocabulary: Why 99% Accuracy?



- Read “Vocabulary: Why 99% Accuracy?”

Dr. Sharon Faber, 2007

Vocabulary: Why 99% Accuracy?

The man leaned against the current as he waded, waist-deep, upstream. His hands steadied either end of the **FURNWUNCH** balanced across his shoulders. He had moved about 90 yards from the **DNUP** where he had entered the stream. A few yards ahead, a part of the wooded bank had been replaced by an **ACNRID FRUD**. He came abreast of it, and with effort, pressed the **FURNWUNCH** up and over his head, and then set it on top of the **FRUD**. He placed his hands on his hips, pulled his elbows back, and arched his back in an attempt to stretch out muscles that were knotted from long exertion.

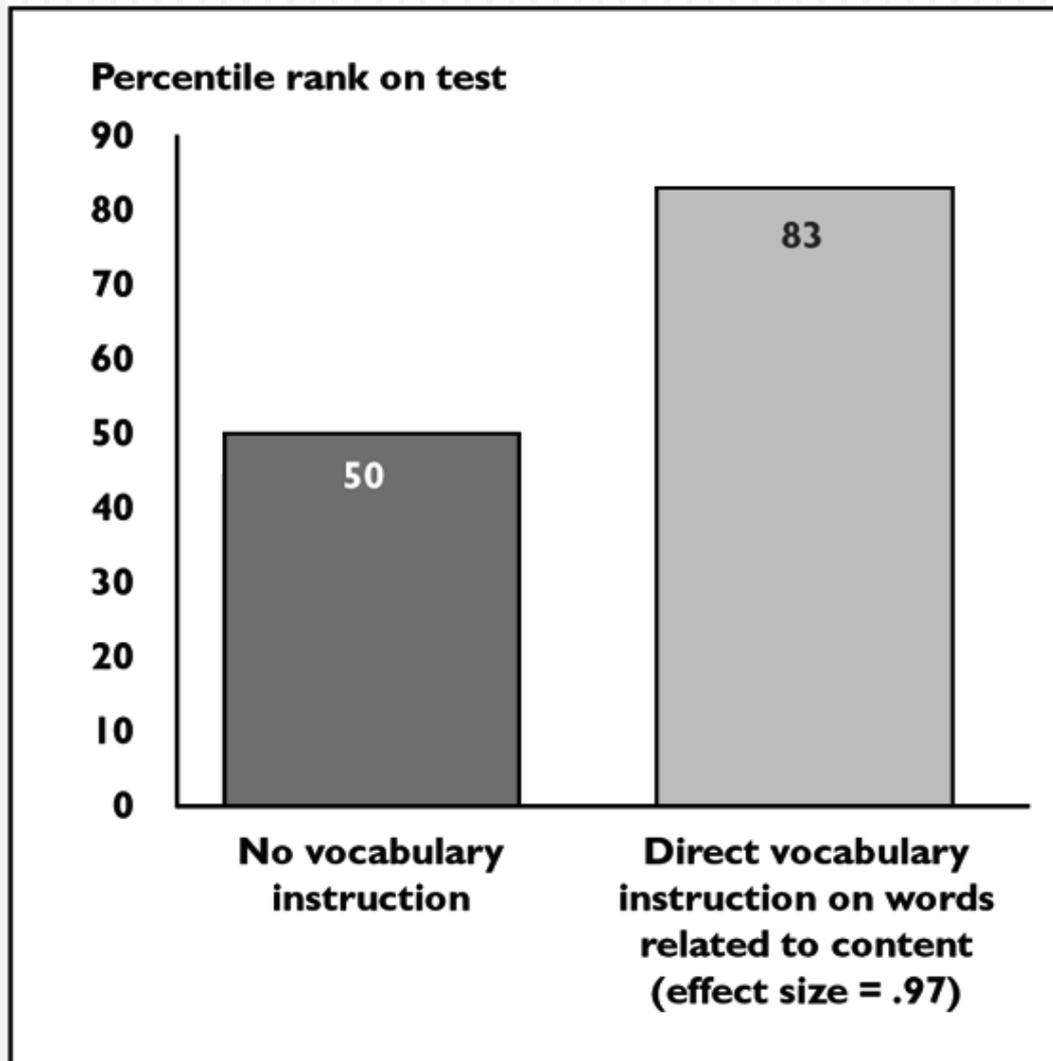
He relaxed somewhat and began a visual inspection of the **FRUD**. He moved close to it and reached under the water to explore its surface. Moving slowly, he started the search from the downstream end. At about the **RONDTIP** he stopped and probed one area intently. Satisfied that he had located a **GRUNDLE**, he continued to the upstream end. There was only one **GRUNDLE** to contend with. He retrieved the **FURNWUNCH** and cradled the heavy implement as he made his way back to the **RONDTIP**. He gingerly lowered the **FURNWUNCH**, holding it perpendicular to the **FRUD**. When it reached the **GRUNDLE**, he slid it in its full length. He held it in place with one hand and turned the expansion lock handle until the instrument was seated tightly in place. His mission accomplished, he was clearly relieved. He waded easily downstream to the **DNUP**.

From: Harris, C.H. *Curriculum Based Assessment: A Primer*

Why Teach Vocabulary?

- This passage has 16 occurrences of 6 unknown words, or 93% known words., making it impossible to comprehend.

Marzano



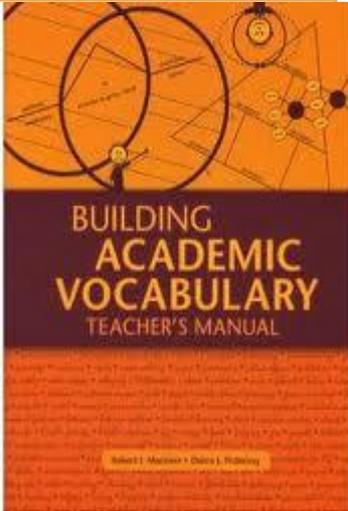
Impact of Direct Vocabulary Instruction
From **Building Academic Vocabulary**,
p. 2

What vocabulary do we need to pre-teach?

- Carving is appropriate for most green and blue slopes and even some black slopes. However, if you try to carve through bumps, especially in packed powder or corn snow, you're going to face plant.

Marzano.R .(2005). Building Academic Vocabulary.

A Six-Step Process



- 1. Provide a description, **explanation**, or example
- 2. Students restate in their own words
- 3. Students construct a picture, symbol, or graphic representation
- 4. Engage students periodically in activities
- 5. Students discuss the term with one another
- 6. Involve students in games

Deductive Reasoning



Dictionary definition:

- Deductive reasoning is a logical process in which a conclusion is based on the concordance of multiple premises that are generally assumed to be true.

Step 1 - Describe, explain, or give an example

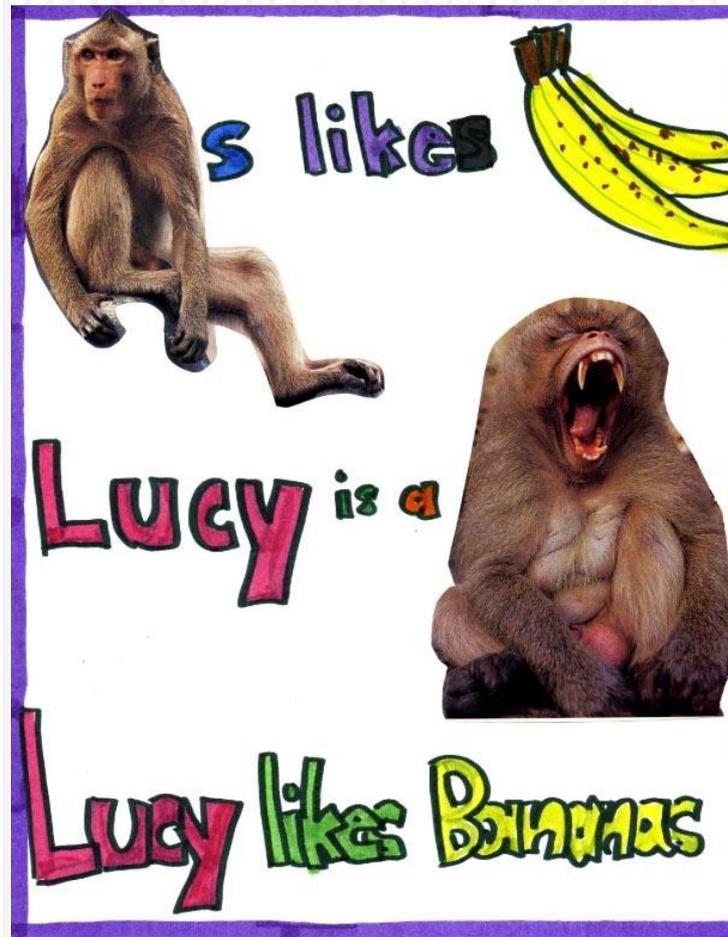
Term - **Deductive Reasoning**- starts with what is known to be true and proceeds to identify what must be true but is not clearly stated.

All oranges are fruits
All fruits grow on trees
So oranges must grow on trees

The earth is a planet
All planets orbit the sun
So -----

$A=B$ and $B=C$ then -----

Visual Image





Academic Vocabulary Grade ____

Name: _____

Vocabulary Term:	Understanding Level		√+	√	√-	X
In My Own Words (Describe):						
Draw:	New Info:					

- 
- Students example of deductive reasoning

Term: Deductive Reasoning

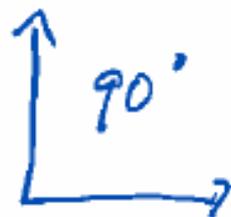
My Understanding:

| 1 | 2 | 3 | 4

Describe: 2 statements that are known to be true

you can draw a conclusion based on 2 statements known to be true.

Draw: Ex. Acute angles are less than 90° and this angle is less than 45° , it must be acute.



Subject:

Term:

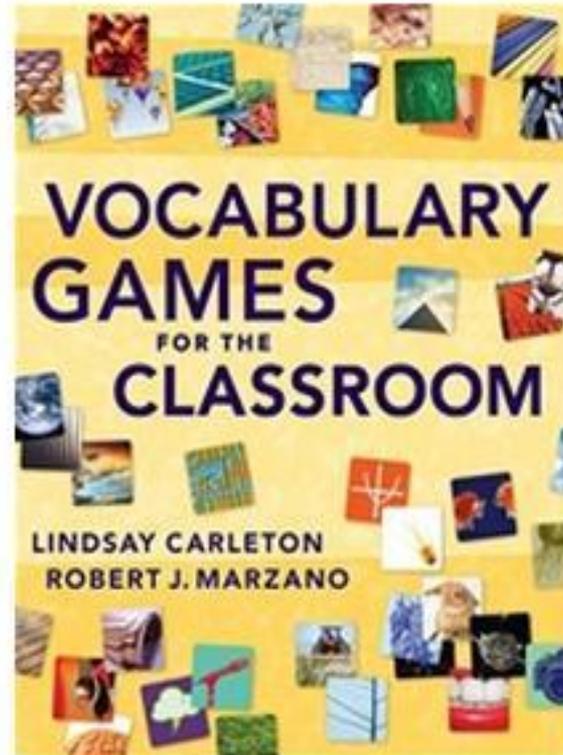
My Understanding:

| 1 | 2 | 3 | 4

Describe:

Talk a Mile a Minute

- Teams of 3-4
- Designate a “talker” for each round.
- Try to get team to say each word by quickly describing them.
- May not use words in category title or rhyming words.



Carleton, L., & Marzano, R.J. (2010). *Vocabulary games for the classroom*. Bloomington, IN: Marzano Research Laboratory.

How can you use one of these strategies in your content area?



Coding the Text



- BK - This reminds me of....
- ? - I wonder.....
- I - I think

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