

Literacy Standards for All Content Areas

Collaboration Across the Disciplines: Talk, Texts & Academic Vocabulary

Donna Ogle
Valparaiso PLC Workshop
December 7, 2011
Alumni Room – p.m. session

Middle and high school teams

- Collaboration to develop deep literacy abilities of all students
- Creating shared commitments and classroom practices (Think-Pair-Share; Active note-taking; elaborated units of study; Academic vocabulary, etc.)
- Developing discipline-specific approaches to texts, visual displays, and discussion

The challenge of multiple text formats and structures

- Social studies: primary source documents – letters, diaries, newspaper articles, business records, speeches, photographs, etc.; internet sources including blogs; biographies, magazine articles, editorials, essays, political ads & cartoons
- Language arts: films, blogs, radio shows, podcasts, short stories, book length fiction & non-fiction, drama, poetry, graphic novels
- Science: lab reports, experiments, videos, film, textbooks, essays, magazines, internet sites, biographical sketches

Expository Text Structure

- Description
- Sequence
- Comparison / Contrast
- Cause & Effect
- Problem & Solution

Predict from these titles...

- Big Easy's big night
- Who made a difference?
- Shani breaks the rules
- Not much like her sister...
- Trapped in the desert (from Decisions, Decisions)
- America's Brain Drain Crisis
- How the brain cell makes decisions

Text analysis frame: Federalist Paper #10

Major argument: The union needs to control the violence of faction...

First option:
Remove the causes by
1.
Results are...
2.
Results are...

Second option:
Control the effects by
1.
2.

Problems with pure
democracy

Limitations....

Argument for a republic
1.
2.
3.

Conclusion:

Academic Vocabulary 6-12

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

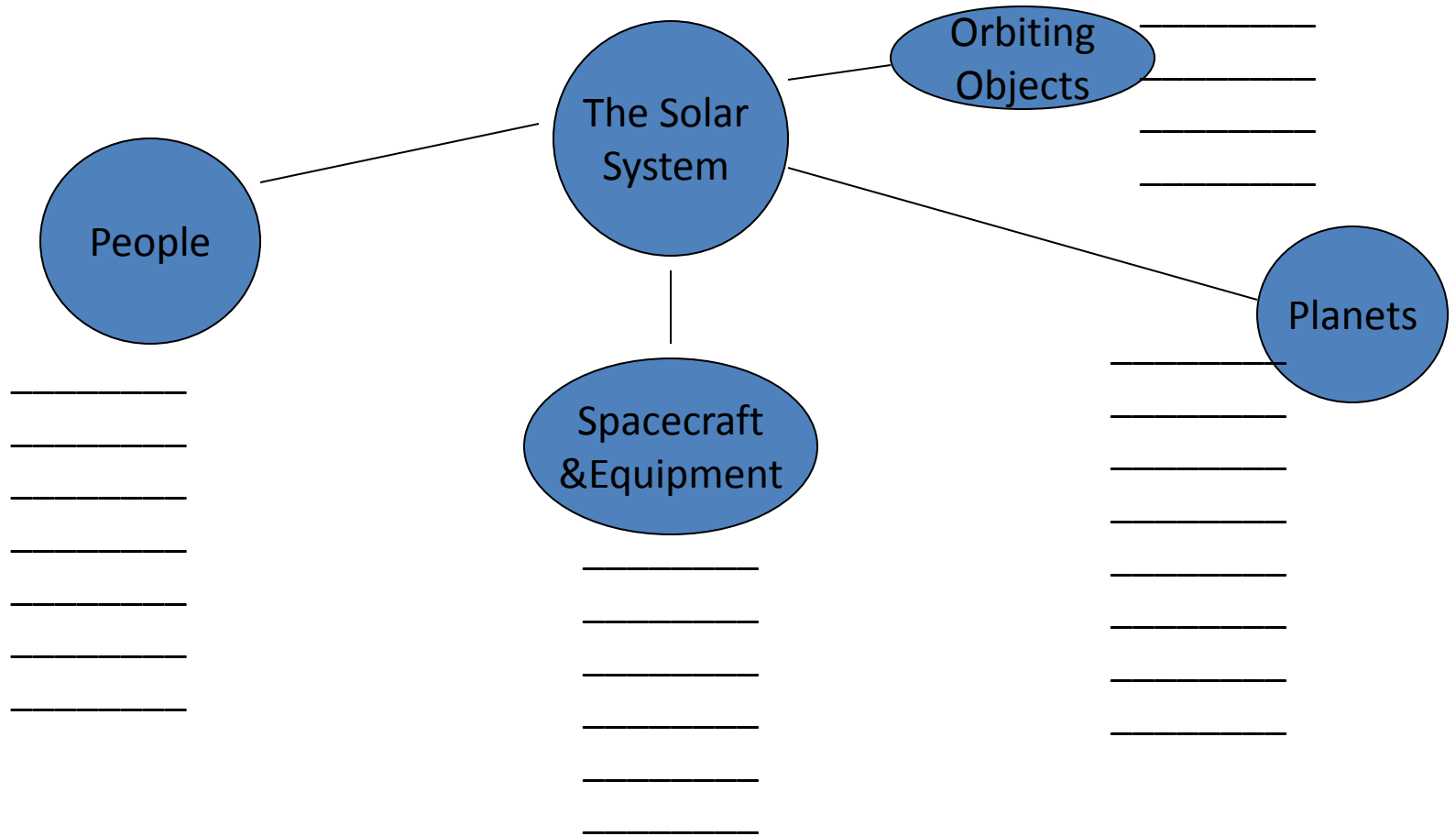
Note on range and content of student language uses (CCSS, p.51)

...They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. ..They must learn to see an individual word as part of a network of other words – words, for example, that have similar denotations but different connotations.

Think-Pair-Share

- How would students in your school describe the school's general approach to vocabulary development?
- What do they know about retaining new words so they can become part of their speaking and writing vocabularies?
- Where do students learn about morphology and etymology?

Sort the following words into the categories you think they best fit. Since we are just beginning the unit there should be many words that are new to you. Note them as you find them in your reading. Terms: asteroid, astronomer, comet, Crew, Earth, meteor, mission specialist, Venus, Yuri Gagarin, Saturn, shuttle, Booster rocket, telescope, Neptune, satellite, astronaut, helmet, moon



Spanish-English Cognates

7th grade American Revolution Unit

- English Cognate

- Abolish

- _____

- Agriculture

- _____

- Confederation

- _____

- colony

- Spanish Cognate

- Abolir

- Abuso

- _____

- Apelación

- _____

- Bayoneta

- _____

Predicting ABC's

A-B	C-D	E-F	G-H
I-J	K-L	M-N	O-P
Q-R	S-T	U-V	WXYZ

Frayer Model

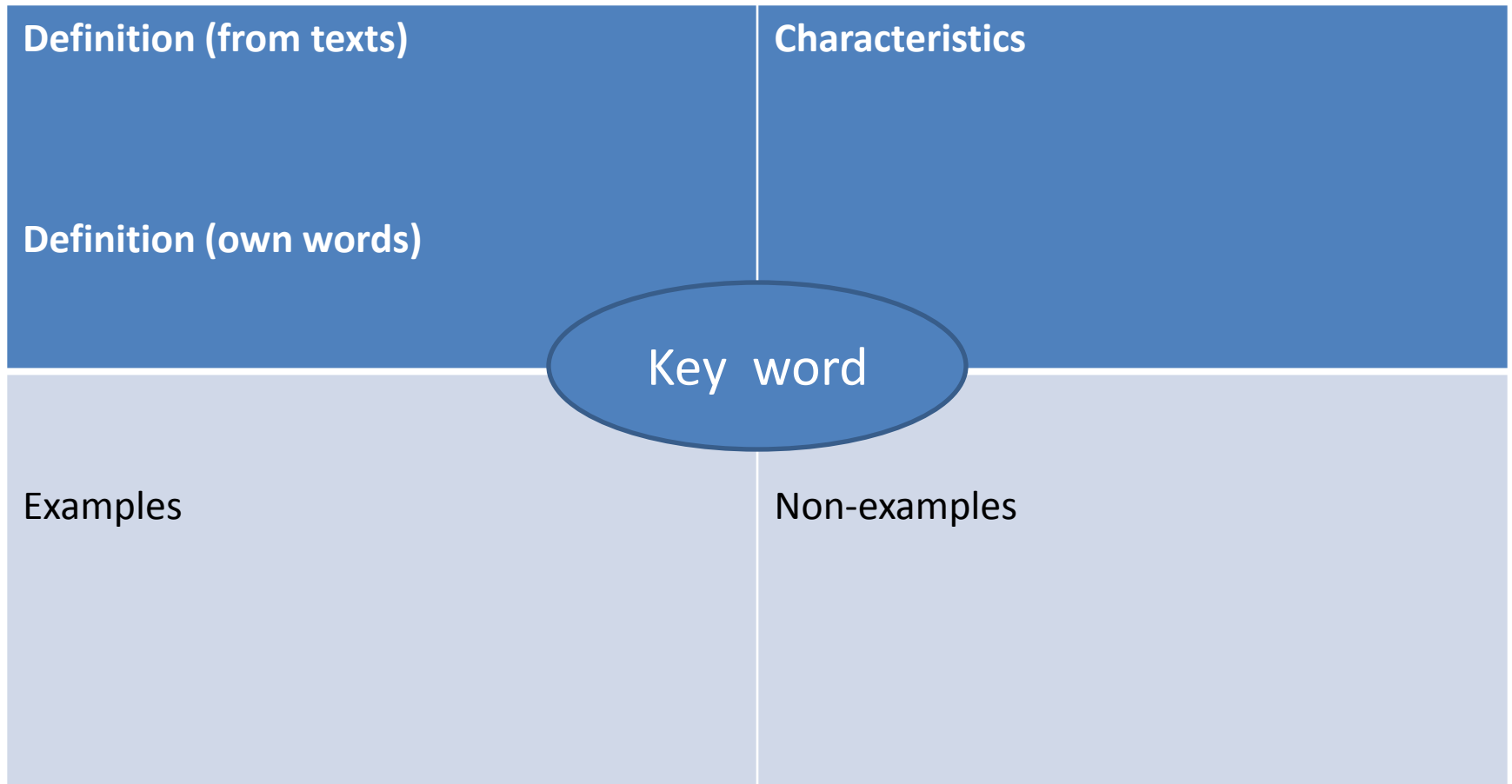


Table 3 (cont.)

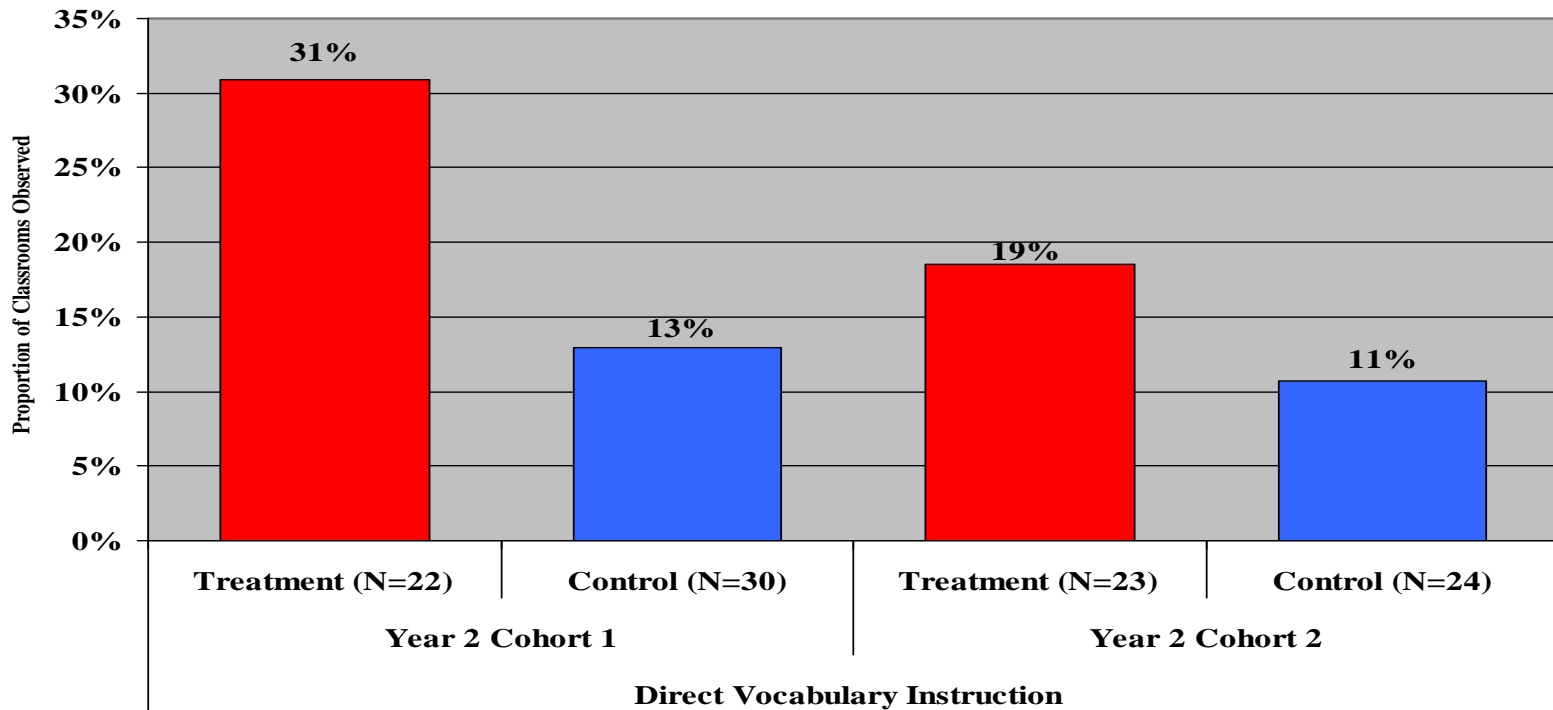
Variability in implementation of Striving Readers instructional activities and strategies:
Overall program implementation

<p>Direct/explicit vocabulary instruction: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's <i>Building Academic Content Vocabulary</i></p>	<p>Approximately one fifth to one third of all observed English language arts classes (27%, 31%, and 19% of observed classes during fall, winter, and spring observations, respectively) included small-group activities focusing on vocabulary. Two fifths (40%) of surveyed teachers felt that the Striving Readers program was <i>very effective</i> in helping them develop the use of partner reading for vocabulary development, and almost another two fifths (38%) felt it was at least <i>moderately effective</i>. Evidence from Year 1 was not sufficient, however, to determine whether vocabulary instruction was systematic or content focused, or whether it specifically used Marzano's techniques.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Use of Vocabulary Instruction

The Striving Readers program also promotes a focus on direct vocabulary instruction. Observation data were analyzed to determine the proportion of treatment and control classrooms that exhibited direct instruction in this area during an observed lesson. Figure 4 displays these results.

Figure 4
Spring 2008 classroom observations
Variation in the use of direct vocabulary instruction by cohort*



Interpreting visual information

- Mathematics
- Science
- Health
- Practical arts
- Social studies/history
- English –
 - Videos, podcasts, film

Three-column notes

My reflections	Text information & arguments	Visual information (charts, maps, tables, photos, diagrams, etc.)
P. David Pearson [ppearson@berkeley.edu]		

PLAN: A Study Reading Strategy

P -*predict* content and structure

- create a map or diagram using graphic structure

L - *locate*

- use visual information only and add to what is in the diagram

A -*add*

- as students read, they add information

N -*note*

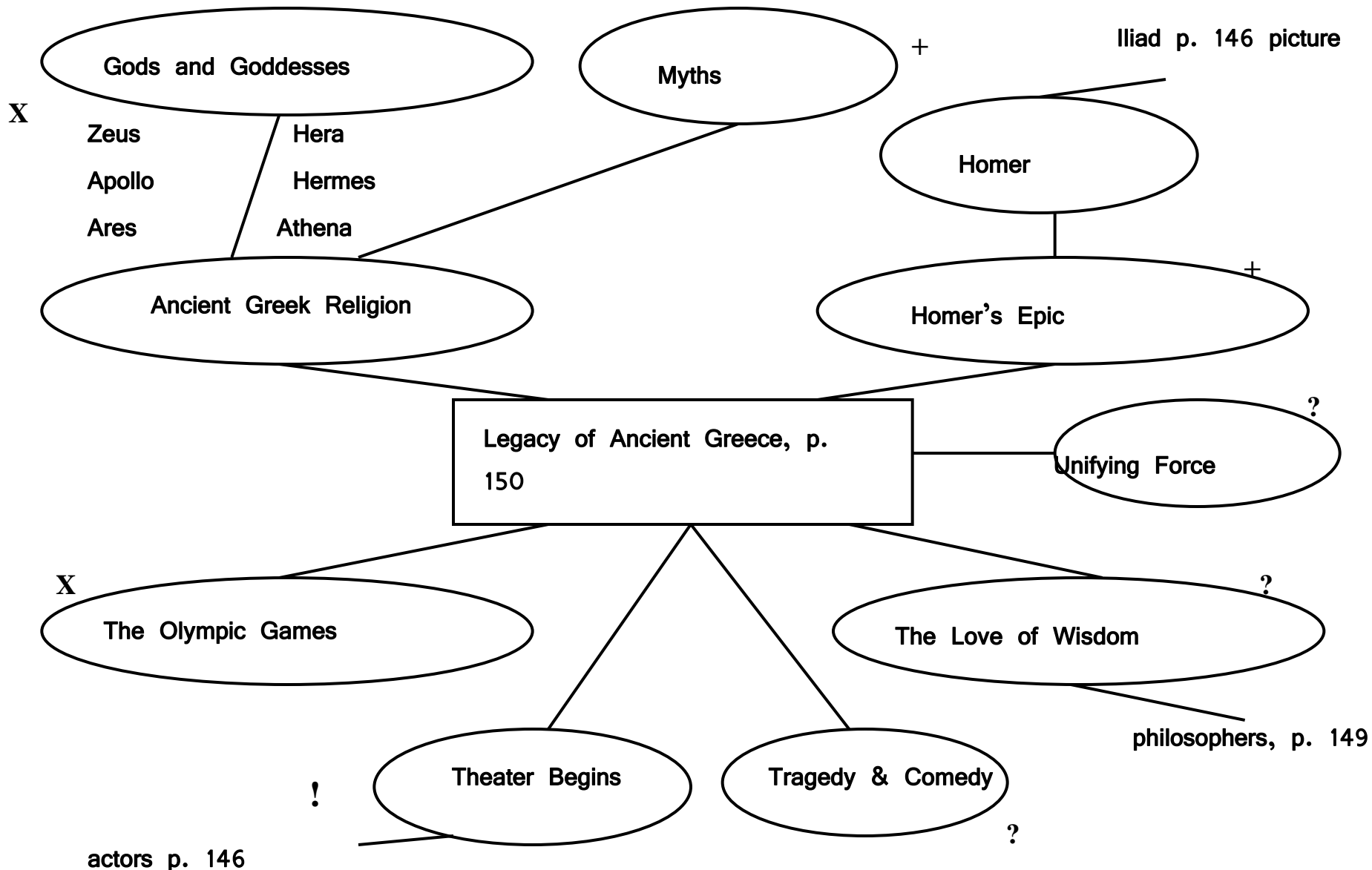
- revise map if it did not reflect text information and priority
- write more extended log with affective and cognitive responses

PLAN

Before Reading

Previewing and Reading Texts

What it looks like: Prediction Graphic for Ancient Greece



Discussion Web

No

Yes

Reasons with
evidence

Question

Conclusions

Conclusions

Speaking like the experts

- Through reading, discussion and writing students can develop the discourse that is characteristic of each discipline
- For novice learners Text Frames can be useful as models:
 - On the one hand, _____. However, on the other hand, _____.
- Highlight signal words: although, as well as, by contrast, compared with, different from, instead of, similarly, whereas, yet, following, finally, etc.

Reflecting together

- How are disciplines communicating?
 - Have they compared assignments?
 - Have they coordinated vocabulary instruction?
 - Have they developed deep reading and identification of authors' perspective and point of view?
 - Are students regularly asking their own questions and engaged in research to find answers?
 - Are students becoming familiar with visual and media presentations of content?