Integrating Literacy Across All Content Areas

MS Literacy Summit
September 14, 2019

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Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1
All Students Proficient and Showing Growth in All Assessed Areas

2
Every Student Graduates from High School and is Ready for College and Career

3
Every Child Has Access to a High-Quality Early Childhood Program

4
Every School Has Effective Teachers and Leaders

5
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6
Every School and District is Rated "C" or Higher

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Session Norms

- Silence your cell phones.

- Please check and/or reply to emails during the scheduled breaks.

- Be an active participant.

- Do not hesitate to ask questions.

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GET INVOLVED

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Session Goals

1. Understand the importance of planning speaking and listening opportunities to support students in the understanding of content area concepts and topics
2. Acquire vocabulary activities and strategies that facilitate the comprehension of different content area concepts and topics
3. Utilize writing to connect understanding of content to students' learning
4. Learn to locate and use a variety of texts in various subject areas

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Breaking the Ice

"Every Kid Needs a Champion"

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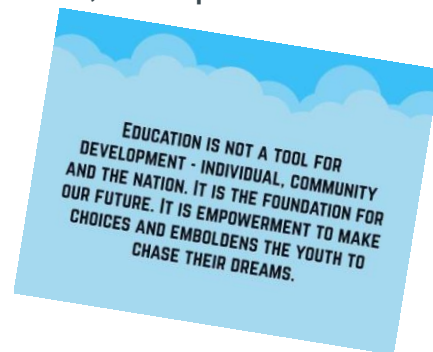Ensuring a bright future for every child

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Every Kid Needs a Champion

As administrators, teachers, parents, and caregivers of Mississippi's students we all have a stake in their educational outcomes. As stakeholders, it's up to us to be CHAMPIONS for our scholars.

[Video]

EDUCATION IS NOT A TOOL FOR DEVELOPMENT - INDIVIDUAL, COMMUNITY AND THE NATION. IT IS THE FOUNDATION FOR OUR FUTURE. IT IS EMPOWERMENT TO MAKE CHOICES AND EMBOLDENS THE YOUTH TO CHASE THEIR DREAMS.

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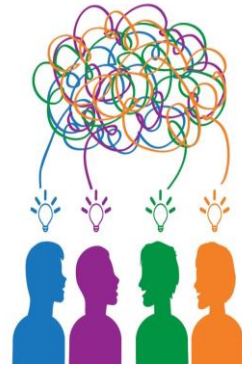
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Every Kid Needs a Champion

- What does it mean to be a champion for our students?
- What practices can we implement to foster a positive learning environment?
- What type of outcomes can we expect if we become positively involved in impacting students' learning outcomes?

Turn and TALK

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Research

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The Research

"**They [elementary students] must be able to read and comprehend informative texts; orally articulate their knowledge; convey information about social studies, science, and math topics through writing; and be able to not only view content area information but also visually represent knowledge. As Wood (2003) emphasizes, content literacy is no longer just for secondary classrooms.**"

Jennifer L. Altieri, Content Counts! Developing Disciplinary Literacy Skills, K-6

"**Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.**"

Richard Vaca, Content Area Reading: Literacy and Learning Across the Curriculum

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The Data

• Mississippi was the only state in the nation to show significant gains in 2015 for NAEP 4th grade reading and math.

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The Problem

"**Literacy** is the ability to read and write.... This is a problem in education because **literacy** skills are needed in **every single subject area**. **Literacy** no longer applies to just Reading and Writing."

Schmoker, *Education Week 2019*

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The Solution

In order to effectively integrate literacy into the content areas, educators seek evidence based best practices and clear, research-based answers to three overarching questions:

1. What are the specific skills students need in order to read effectively in a particular content area?
2. What strategies should I use to help my students become more effective readers and independent learners?
3. What type of learning environment promotes effective reading and learning?

How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000)

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Speaking and Listening

Content Areas

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Speaking and Listening in the Content Areas

Why is it important for students to engage in speaking and listening (oral language) activities in the content areas?

- ❑ Promotes social-emotional skills
- ❑ Develops prior knowledge
- ❑ Enhances and reinforces mathematical, science and social studies understanding and knowledge
- ❑ Helps in the learning of content-specific vocabulary
- ❑ Provides opportunities for EL students to practice content specific terms

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Speaking and Listening Strategies for Math

- ❑ Questioning
- ❑ Accountable Talking
   -Model
   -Use Sentence Starters (Anchor Charts)

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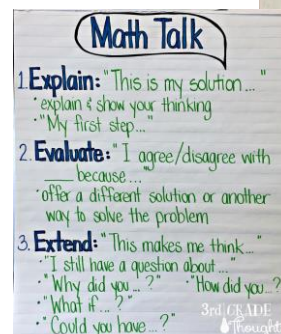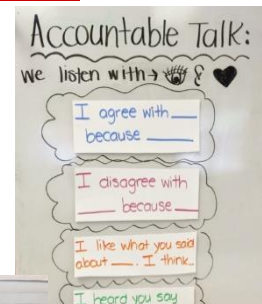
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Speaking and Listening Activity for Math

Tic-Tac-Toe Math Game - interactive way to review for an exam or practice a new math skill while promoting teamwork
-Students physically become the X's and O's working together to get 3 in a row on a Tic-Tac-Toe game board made of chairs.
-Students, as a team, answer math questions to strategically "place" themselves on the board to win.

Activity: Let's Play

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Speaking and Listening Strategy for Science/Social Studies

List-Group-Label - a type of semantic mapping that allows K-5 Grade students to collaborate while learning specific vocabulary and utilizing categorization skills related to a specific content topic
Students work in a team performing either a closed or an open sort.
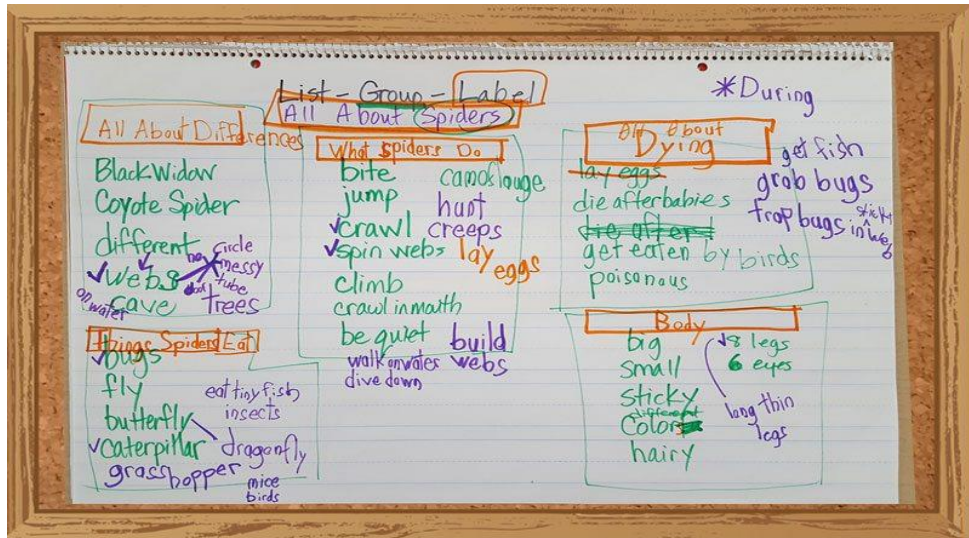-They **list** (brainstorm) words related to a given content topic given by the teacher (open) AND/OR
students discuss and **group** words that the teacher provides in categories (close).
-Students next **label** the sorted groups of words.

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Speaking and Listening Strategy for Science/Social Studies

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Writing in the
Content Areas

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Writing in the Content Areas

Why is it important for students to engage in writing in the content areas?

Teachers who integrate reading and writing in content-area instruction often view it as a natural fit:

-Reading and writing are reciprocal processes, where writers learn from reading, and vice versa.

-Reading and writing are parallel processes—both are purposeful and dependent on background knowledge, and both focus on the construction of meaning.

-Both are social activities driven by a need for communication.

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Writing Activity for Math

"In Translation" Strips - a math partner writing activity that allows students to work together to sequence the steps necessary to solve a math problem

This activity requires the teacher to:

1. Write a problem on a sheet of paper.
2. Write the steps for solving the problem below it, without numbering it.
3. Cut the steps apart.
4. Give each pair the steps and ask them to tape the steps in order on another sheet of paper, leaving space to write.

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Writing Strategy for Science/Social Studies

RAFT Strategy - a writing strategy that allows students to understand writing from four perspectives:

Roles as the writer-Who or what are you as writer?

Audience for whom they are writing
   -To whom are you writing?

Format that they will use to write
   -In what format are you writing?

Topic-What are you writing about? Why?

| RAFT Writing Template	
Type name(s)	
Role	Audience
Format	Topic
Writing Assignment	

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Vocabulary in the
Content Areas

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Vocabulary in the Content Areas

Why is it important for students to engage in vocabulary in the content areas?

- For students to develop a depth of knowledge about words and phrases, teachers need to carefully select the words they will teach.

- In terms of priorities, the standards suggest that students should learn general academic and domain-specific words and phrases, commonly referred to as Tier 2 words. These words mean different things in different content areas or contexts
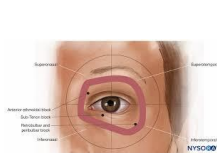
part of eye   a path,
                     to move

Orbit
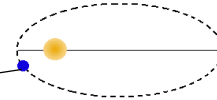
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Vocabulary

- Context clues surround the unknown word (whether in the same sentence or not) and help the reader understand the target word. Part of the teacher modeling of word solving should include examples of non-directive or mis-directive clues.

- Word parts or morphology focuses on prefixes, suffixes, roots, bases, word families, and cognates. Teachers should include non-examples in their modeling.

- Resources help a reader determine meaning and are sources outside of text (dictionaries and thesauri). Teachers can also model these word-solving strategies using technology such as smartphones or computers.

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Vocabulary

- While understanding the types of vocabulary words is useful, it really does not assist in selecting words and phrases worthy of explicit instruction.
- Graves (2006), Hiebert and Kamil (2005), and Nagy (1988) offer simple strategies for determining which words to teach.
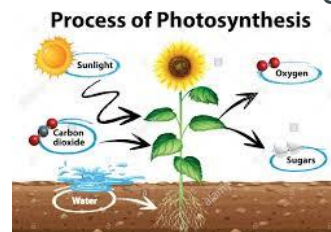
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Vocabulary

- In addition to general academic words and phrases, students must be taught domain-specific, or Tier 3, words and phrases.

- Terms such as *photosynthesis*, *personification*, and *odd number* are domain-specific because their meaning is fairly well set and consistent.

Process of Photosynthesis

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Vocabulary

- There are also basic words that students must learn, often referred to as Tier 1 words.
- These are not included in the English Language Arts standards but instead are featured in the foundational skills.
- Foundational skill standard 3 focuses on word analysis which requires that students develop their knowledge of high-frequency words and use affixes and morphology.
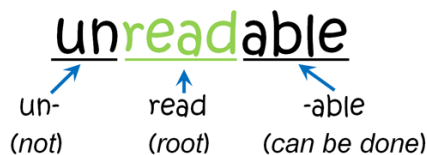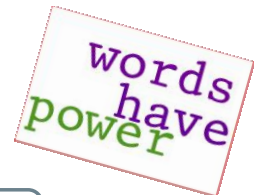

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Vocabulary Selection-Strategies

Worth Teaching if ...

- the word is representative of words students should know at that grade level
- the word is key to understanding the text
- the word will be needed for post-reading tasks
- the word is going to be used repeatedly, then it might be worth teaching

Not Worth Teaching if ...

- the word's meaning can be determined from context or structural clues, then it might not be worth teaching.

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General Vocabulary Activity- Song Lyrics

- For encoding new vocabulary students write expanded definitions of vocabulary words in the form of a song. They can write to the tune of existing song lyrics or make up their own.

Class, class, classify
It means to organize
Put it together and sort it out,
That's how we categorize!
Written to the tune of "Row, Row, Row Your Boat"

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Activity: Vocabulary-Song Lyrics-Try it Out

- Write a short song using the vocabulary term assigned to your group. The song must encompass the word's meaning and other synonyms or contextual information.
- Select a group member to sing or share your song.

Class, class, classify
It means to organize
Put it together and sort it out,
That's how we categorize!
Written to the tune of "Row, Row, Row Your Boat"

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Vocabulary Activity for Math

"…Is" Poetry - vocabulary activity that can help both
younger and older students
-Students may define either broader or narrower terms.
Example: Broad term: geometry
Narrow term: a specific shape
-When poems are shared, it fosters other students'
knowledge.

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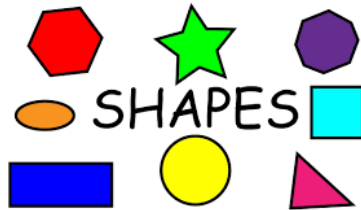
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Vocabulary Activity for Science

Just a Minute - an activity that promotes active listening, uses key
vocabulary/phrases, activates and/or summarizes a content concept or
idea
❑ A stopwatch is used.
❑ Students are given a topic to think about for one minute. They are asked to
focus on the main points of a content topic or on questions they still have about
the topic.
❑ Using the stopwatch, each student has one minute to speak about the content
topic, without hesitation, deviation or repetition.
❑ Other students can challenge the speaker if the rules are broken or can add
points missed at the end of each student's talk about the topic.

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Vocabulary Activity Strategy for Social Studies

Looks Can Be Deceiving - an activity that has 2nd grade students and beyond working collaboratively to understand figures of language encountered when studying social studies content; it aids in helping EL students to understand the nuances of figurative language

❑ Students are grouped, given an example of a figurative language or they find one in the social studies text(s) that they are reading. They work to determine the correct meaning of the figurative phrase and a couple of possible incorrect meanings for the phrase.

❑ Each group presents orally on a specified day. A student in the group gives the "looks can be deceiving" warning. Members in the group take turns 1-2 minutes telling a different definition created.
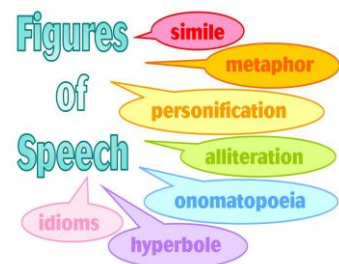
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Vocabulary Activity Strategy for Social Studies

Looks Can Be Deceiving (contd.)

❑ The rest of the group's classmates must listen to determine which definition given is the correct one. When a classmate states a definition that is not correct, a member of the group must explain why it is not correct.

❑ Each group should have the opportunity to share.

Figures of Speech
simile
metaphor
personification
alliteration
onomatopoeia
idioms
hyperbole

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Text Selection

In Content Areas

Activity: Stop-Think-Jot-Share-Content Corner

Stop and **Think** about the math, science, and social studies texts used at your grade level; use a post-it to **jot** your answers to the following questions:

❑ What specific difficulties do students have with each of the content areas?

❑ Are there certain issues that you have noticed with students regarding the specific linguist features, vocabulary demands, or content-specific domains?

❑ How might we prepare students for the content area demands they encounter?

Move to the **corner** where your selected **content** area is posted; **share** your responses with everyone.
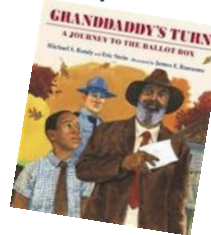
Text Selection

Why is it important to select texts?

❑ Purposefully selected texts allow students to deepen their understanding of content.

❑ The texts chosen have a significant impact on the success or failure of the lesson.

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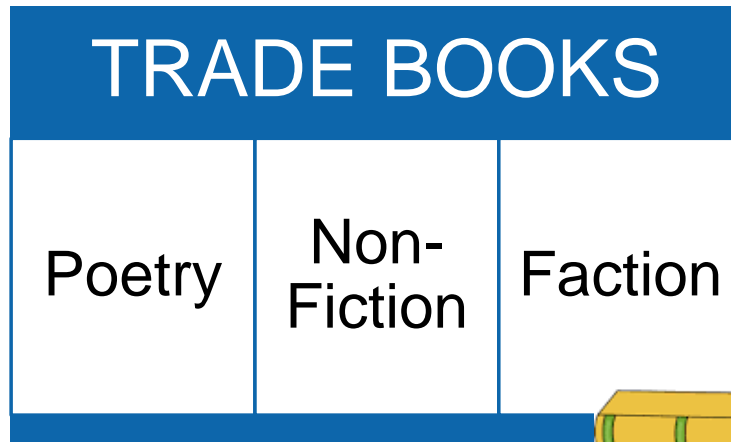## Benefits of Using Trade Books in the Classroom

- In-depth coverage of specific topics
- Accessibility and timeliness can be tied to multiple content areas
- Engaging presentation by children's book authors
- Promote active learning and encourage use in content areas
- Higher readability for diverse needs among students

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Text Selection – Types of Texts

TRADE BOOKS		
Poetry	Non-Fiction	Faction

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Types of Trade Books - Poetry

- Poetry is an often-overlooked genre as relates to content area material, but can still be used to convey valuable meaning to students.

- Poetry uses short chunks of text and can be used in minimal amounts of time and are easily integrable throughout curriculum.

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Types of Trade Books - Nonfiction

- Nonfiction is a broad term used to describe texts that present factual information such as autobiographies, biographies, and other books containing factual material.

   - One important type of nonfiction text is an informational text which also seeks to provide factual information but has a specific linguistic style.
       - Bold print
       - Illustrations
       - Diagrams
       - Glossary

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Types of Trade Books- Faction

A category of content area trade books that blends together fiction and facts.

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Activity: Exit Ticket (L.A.I.H.) Graphic Organizer

- Work with your table group to create a graphic organizer displaying the following:
  - Information you have **learned**
  - Strategies you can **apply** to your classroom
  - An activity you can **implement** in your classroom
  - **How** will you go about taking the initial steps to get started?

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Questions

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Resources

- *Education Week*
- Altier, Jennifer L. Content Counts! Developing Disciplinary Literacy Skills,
  K-6
- Sprenger, Marilee B. 101 Strategies to Make Academic Vocabulary Stick
- https://www.sadlier.com/school/sadlier-math-blog/5-math-activities-that-promote-student-collaboration-in-the-classroom-collaborative-learning
- https://www.readingrockets.org/strategies/list_group_label

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Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!

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