

Content Area Literacy Professional Development

César Chávez Academy High School

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Texts we will be using....

- Novels
- Plays
- Nonfiction - memoir
- Poetry
- Folk tales
- Short stories
- Textbook – English, math, history, health, biology, etc.
- Social studies textbooks
- Primary documents (history, government)
- Fiction and nonfiction excerpts
- Newspapers
- Magazines
- Essays
- Workbooks
- ACT texts
- On-line, digital texts
- Websites
- Student authored texts
- Technical manuals



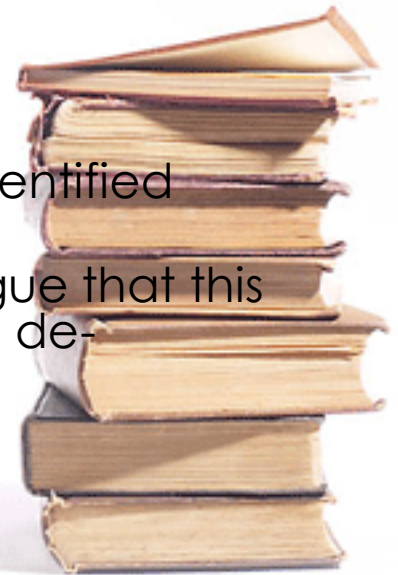
Problems with reading we see...

- Basic decoding*
- Fluency*
- Pronunciation*
- Lack of proficiency in English
- Lack of engagement
- Resistance / Refusal to read
- Trouble with inferencing... they need it right there
- Difficulty in finding key information
- Reading without understanding
- Difficulty with summarizing
- Retention of information
- Vocabulary
- They don't want to go back into the text
- They only look for answers when they read
- Lack of motivation
- Lack of focus
- Understandings of relationships (main idea and supporting details, cause and effect, etc.)
- Relevance to students' lives (does this mean the text?... few people mention the text!)
- Trouble with technical data



What we see as the roots of the problem....

- Lack of exposure to reading and text/ no models
- Low literacy levels of some parents
- English is a second language for many
- Lack of skills that experienced readers have
- Lack of reading experience
- Cultural bias of texts and curricula
- Issues of daily life trump reading
- No or few books at home
- Little time at home to read
- Lack of motivation
- Teachers not making reading fun (only 1 person identified teaching/teachers!)
- Schools have de-emphasized reading (I would argue that this is not the case... but I would argue that they have de-emphasized comprehension and thinking)
- They are babied (babyed?)
- Lack of resources



To address reading, we will...

- Use Think pair share, write
- Chunk reading material
- Make time to have students stop and think
- Teach strategies.... Focus on one at a time to reinforce
- Model strategies
- Highlight key parts of text
- Practice new strategies with smaller text selections, bridge them to discussion, and move to independence
- Translate English to Algebra
- Promote awareness of how they make meaning with text
- Use whole language approaches... high interest reading with vocabulary relative to concepts
- Use outlines, 4 corners, think-pair-share
- Read out loud
- Use questioning strategies
- Use a variety of texts to teach comprehension, main ideas, cause and effect
- Use integrated reading and writing
- Read together
- Model and use think alouds
- Use leveled reading materials



Issues or questions we hope to address...

- How to engage the students in reading
- Specific strategies for different genres
- We have already learned many strategies... we need to time to incorporate
- Uses and outcomes of teaching with reading strategies in CCAHS this year
- New ideas for pieces of writing to use in classroom
- How to work with kids with reading disabilities
- Suggestions for texts to use
- ELL strategies
- Reading comprehension
- Vocabulary knowledge
- Reading at grade level
- Motivation
- Differentiation
- Accommodations
- Working with class text sets, finding good material to read at home
- Discipline or content/specific reading strategies
- How to work with students who are REALLY behind



Why ask for something if you never see it again?

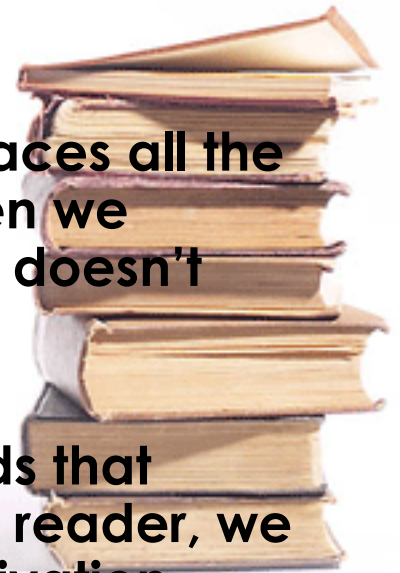
**Why start with this stuff you already know?
Why use it?**

How many times do we ask students to produce something and then never refer back to it? How do we expect them to build knowledge? Students tend to think about each assignment as a discrete task which is not connected to anything that came before and has no bearing on what will come after.



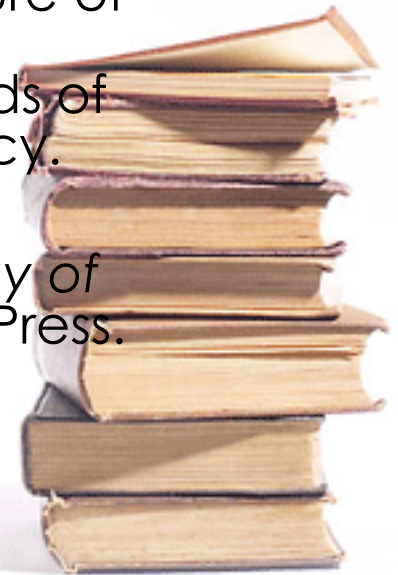
The theory of theory....

- Who needs theory?
- Whether we think we need it or not is irrelevant. Theory is simply the academic term for our systematic beliefs about the world. Everything we do is driven by some theory. Our understanding of a problem guides our action... that understanding is our theory about the problem.
- **If we have a theory of teaching which places all the responsibility for learning on students, then we probably won't alter our practice when it doesn't work.**
- **For example, if our theory of reading holds that reading motivation lies completely in the reader, we won't consider the text as a factor in motivation.**



Sociocultural Definition of Literacy

- a set of socially organized practices which make use of a symbol system and a technology for producing and disseminating it. Literacy is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use. The nature of these practices, including, of course, their technological aspects, will determine the kinds of skills (“consequences”) associated with literacy.
- Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.

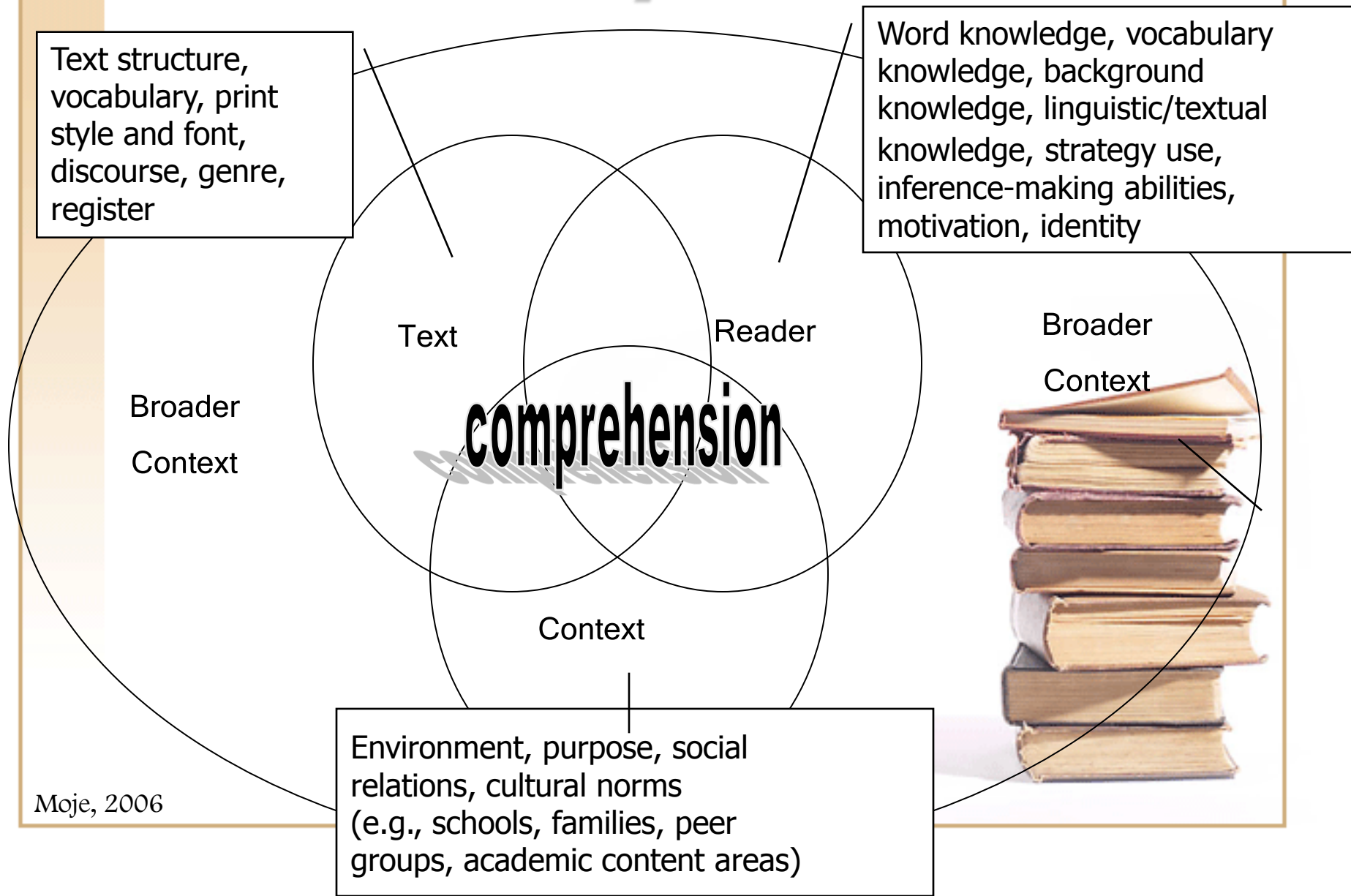


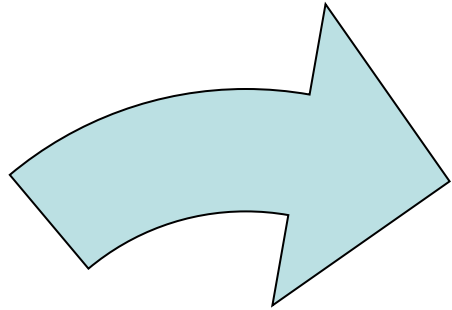
Key Terms related to reading.....

- Decoding
- Fluency
- Vocabulary
- Comprehension
- Prior knowledge
- Strategy



Literacy Model

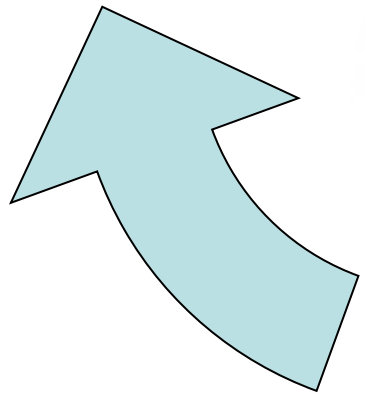




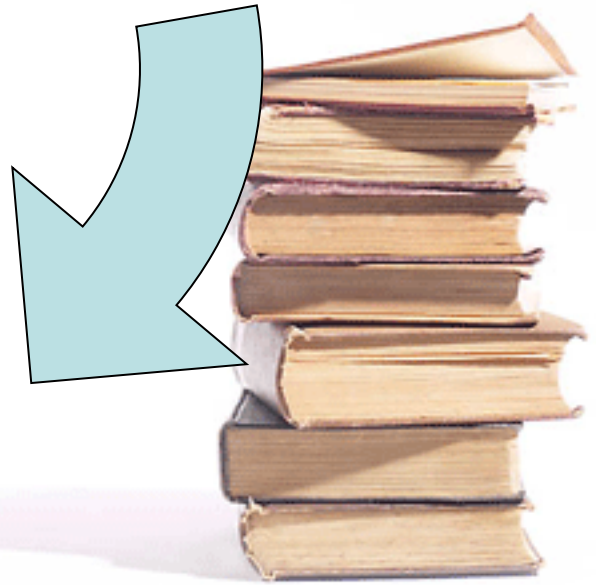
TEXT

STUDENT

MOTIVATION



ACTIVITY



- HOW DO WE WORK WITH EACH PIECE OF THE COMPREHENSION PUZZLE?
- HOW DO WE WORK WITH EACH PIECE OF THE MOTIVATION PUZZLE?

Stop and Jot!



- Text – select appropriate, interesting texts whenever possible allow for choice... choose texts that are challenging but not too frustrating
- Activity – If we want them to read we have to motivate with more than the next quiz! Show them how useful learning information is in the real world. If there is no value in your activity, change it up! Create a positive environment.
- Reader – teach them strategies and give them opportunities for success.

TURN AND TALK!



BIG CAVEATS.....

- The best strategies in the world won't work if you don't actually believe they will (its a lot like fairy dust and flying).
- Also, if there are issues with classroom management - if there is a negative vibe in the room - effectiveness will definitely decrease. Good relationships with students are a key component to success.
- Trying something once or twice and deciding it doesn't work doesn't count. Change and growth take time and the willingness to deal with frustrated, whining students who just want the answer!
- **Break.**



Exit pass.

- Content area literacy instruction needs to be embedded in effective pedagogy overall.



- Why are students learning the content in your classroom?
- Is there any use to it beyond the next quiz?
- Usually there is, but we sometimes have difficulty communicating that to students.
- Structuring learning activities as problem-based inquiry... based upon real problems, is key to addressing this issue. Real people use math, science, language, and the social sciences to solve problems. Our students can too.



Figure 1. Five Standards of Authentic Instruction

1. Higher-Order Thinking

lower-order thinking only 1... 2... 3... 4... 5... higher-order thinking is central

2. Depth of Knowledge

knowledge is shallow 1... 2... 3... 4... 5... knowledge is deep

3. Connectedness to the World Beyond the Classroom

no connection 1... 2... 3... 4... 5... connected

4. Substantive Conversation

no substantive conversation 1... 2... 3... 4... 5... high-level substantive conversation

5. Social Support for Student Achievement

negative social support 1... 2... 3... 4... 5... positive social support

Educational Leadership 50 (7), April 1993, pp. 8-12
Fred M. Newmann and Gary G. Wehlage



Back to reading.... Thinking about how the triarchic model actually plays out....

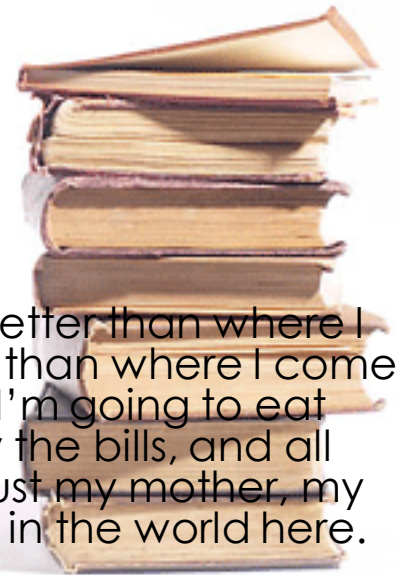
CONTEXT AND ACTIVITY

- WHAT IS HAPPENING IN THE CLASSROOM?
- WHAT IS THE CLIMATE OF THE CLASSROOM?
- WHAT IS THE PURPOSE OF THE ACTIVITY?



A challenging context...

- *And... what type of work, what does your mom do now in Detroit?*
- Now she's... she's not working, I'm the one that works.
- OK.
- I'm working in a restaurant, as a waitress, I make more than my mother.
- *So then, you're supporting the family?*
- Yes.
- *And how many hours a week do you work?*
- Well, I work seven hours a day.
- *OK, then, you go to school and...*
- And when I leave I go to work.
- *Wow, I didn't know that.*
- That's why I was so tired yesterday.
- *Yeah, I understand, well... what do you think about this?*
- I don't like it.
- *Is this what you were hoping for when you came here?*
- No, I came here thinking that it would be very different, better than where I came from, but it was totally the opposite, it's a lot worse than where I come from. I live in a hole, I live in a rental, I live not knowing if I'm going to eat tomorrow, if we'll be able to pay for our basic needs, pay the bills, and all that. Its very difficult, we are alone here, without family, just my mother, my brother, and I. My mom is now separated. We are alone in the world here.



Great Quotes from Open Ended Items, Wave 2, Least Favorite Class:

- Because she's mean and she yell to much and I just don't like her
- we will never need it for life
- the teacher in my biology class makes everything so long and complicated. I don't think that my teacher understands how we learn.
- because the teacher always hollarings
- This the least beacus our teacher don't teach us that much and always tells us to keep working on the books every day.
- because all the teacher do is talk through the whole thing and you don't even learn anything with her talking
- Because I do like it, its just that the teacher makes it boring



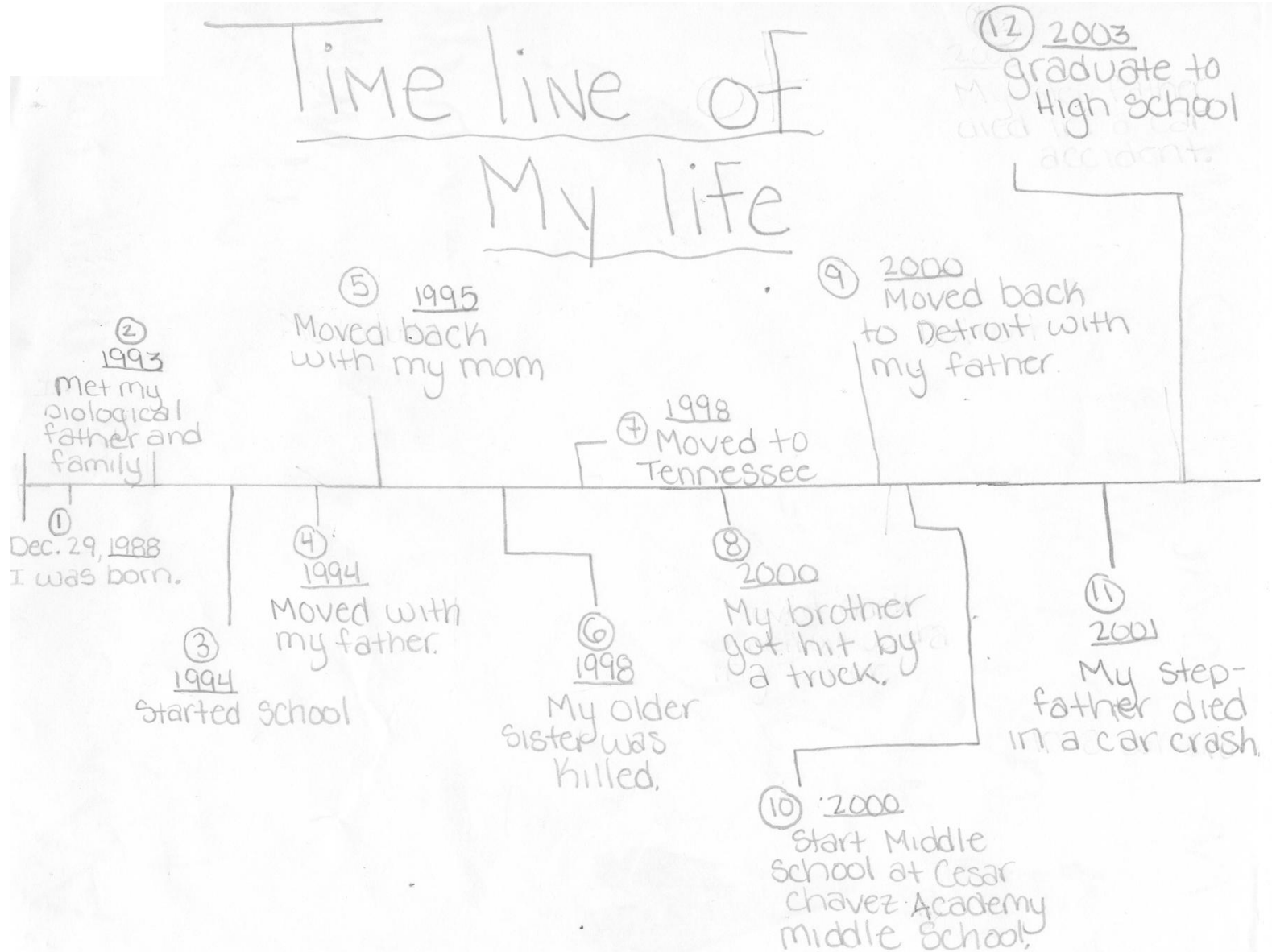
- because i like to chat and play in the computer but not learn hard things that i can't understand
- I just Don't like doing a lot of thinking thats why I really don't like U.S history
- the teacher says things to fast and it semes to enter throw one ear and come out the next
- because we don't do anything important
- because i dont like the american culture, or the things that they have!
- because our teacher really does'nt know what he is doing and neither do we.
- the teacher is always lost himself and he doesn't make class interesting.
- i got an F
- too much talking that causes the class to be boring and sleepy but i respect the teacher by doing my work and staying awake
- because my teacher has a smart mouth
- because i am a bit "flojo" (to have loose skin/diarrhea) and i have flat feet so i can't do activities



The readers...
taking our students into
account....



Time line of My life

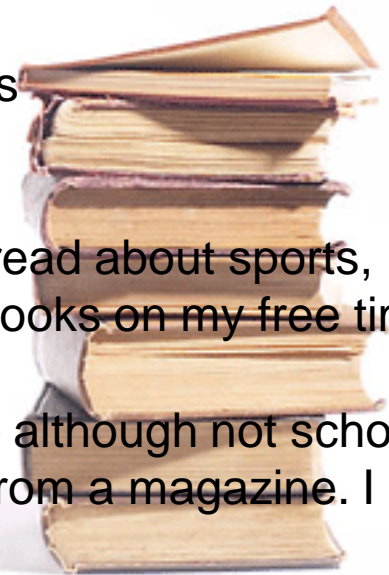


- *So do you get the idea that sometimes because you're from Southwest Detroit and Latina that people would be surprised that you're a good student with a good vocabulary with both parents at home and both parents have decent jobs, and those types of things... and that you go places, and that you've been outside of the city? Do people get surprised by that?*
- Yeah, and then sometimes its backwards, because sometimes in the classroom, because of the way I speak they say I'm too proper and that they say that I'm rich just because my dad has a nice truck and because we have a nice house.... I mean, I don't know, we're not rich, we're certainly not rich, we just know how to manage our money and people like, it hurts me when people that are my own kind, and that they know me, and they make that kind of assumption about men too.
- *Its like you can't win.*
- Exactly, there's no gray area. I'm either rich, preppy, trying to be white kind of Hispanic or I'm the single mother home, you know, bad family, bad student kind of Latina.



Are you a READER ? Think carefully about the kinds of things you read. Sometimes you might read things that are not in books or novels, but they still count as reading. Please tell us what sorts of things you like to read MOST, and why you like to read them.

- About what is happening in the world. I think it is good to know about what is happening in our world.
- Adventure or fiction I just find it interesting or a sports book something with action will be great. But I will read just about, even if it's not that interesting.
- Animal Encyclopedia, I read about animals because I want to learn about them more often.
- Fantasy books, I read about mythical creatures I want to see what people believe they have seen in their imagination.
- Car magazines because its interesting on how the car works.
- Computer magazines, comics, game info, emails, cheat codes
- Email, comments, txt messages
- I am not a reader but I like scary stories and if there short
- I am not really a reader. I just read what I like. For example I read about sports, news of the world and where I live. I'm not interested to read books on my free time I prefer to do other things.
- I do believe that I am a reader. I believe I'm a reader because although not school related, I do read a lot. If I had a choice, I would read articles from a magazine. I enjoy to read them because I find them interesting.
- I don't like to read but I read everyday my texts messages, comments on myspace.



TEXT

- VOCABULARY
- STRUCTURE
- LENGTH
- TOPIC
- POTENTIAL FOR CONNECTIONS



How Cueing Systems Work

The Wimmy Wuggen and the Moggy Tor

Once upon a time, a wimmy Wuggen zonked into the grabbet. Zhe was grolling for poft because zhe was very blongby.

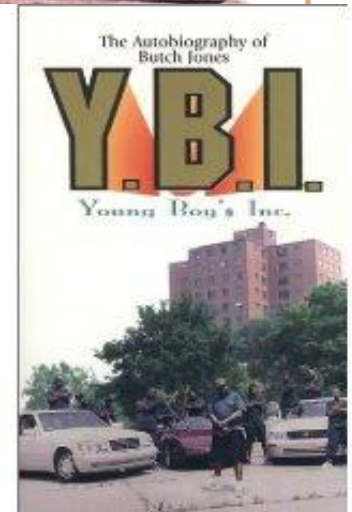
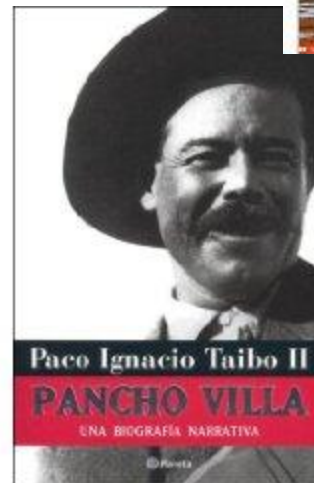
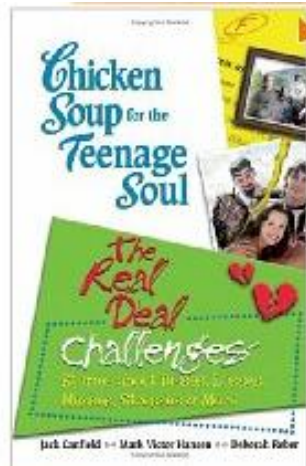
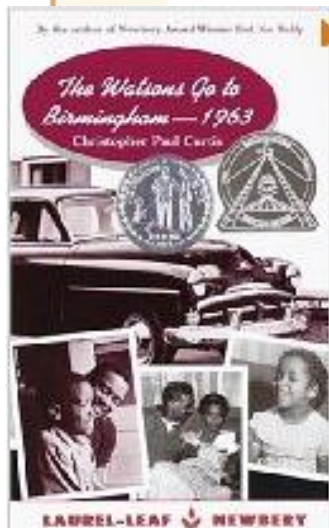
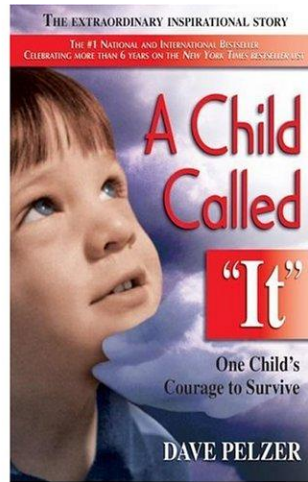
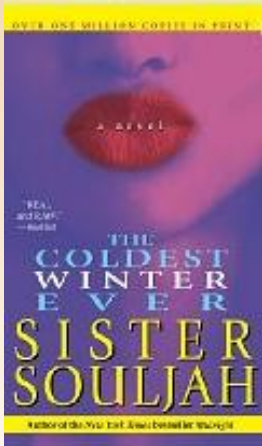
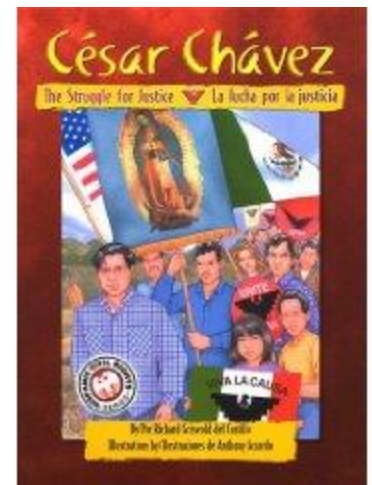
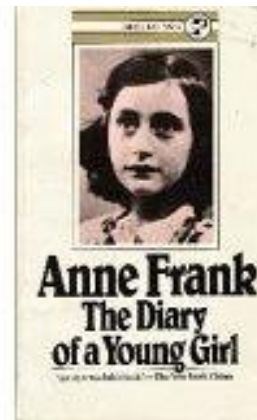
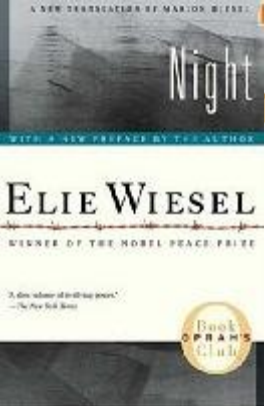
The wimmy Wuggen grolled and grolled until zhe motted a moggy Tor.

Zhe glind to the moggy Tor, “Ik am blongby and grolling for poft. Do ym noff mehre ik can gine some poft?”

“Kex,” glind the Tor, “Klom with ne wimmy Wuggen. Ik have lodz of poft in ni bove.”



SOME OF THE MOST POPULAR BOOKS/TEXTS...



Focusing in on
content area literacy...

Building the capacity of our
students to THINK and READ
in the content areas.



- Content-area texts can be difficult even for proficient readers and writers
 - Specialized themes and concepts that are unique to the area
 - Technical vocabulary and phrasings
 - Ways of reading, writing, speaking, listening, being, and doing (discourses) that are unique to the discourse community (the people that practice in that content area, whether scientists, linguists, musicians, mathematicians, literary critics, historians, artists, or athletes)



Challenges to Using Literacy as a Tool in Content-Area Learning

- Contexts
 - District/School
 - Content Area
- Students, Teachers, Administrators, Curriculum Developers, Parents
 - Background Knowledge
 - Basic Skills/Advanced Skills
 - Motivation/Interest
- Texts
 - Considerateness
 - Technical Language
 - Discourses



How Do We Address the Challenges?

- Careful text choice and/or scaffolding of inconsiderate texts
- Teaching of reading and writing strategies within the particular content areas
- Inquiry-based learning
- Integration of modes of inquiry
- Attention to discourse communities and how one communicates knowledge in the discipline
- Attention to children and youth



- Hand out review – first two pages
- Focusing in on a few strategies to build inferencing, metacognition, and disciplinary thinking.....



QAR

- In the book
 - right there
 - think and search (answer is in several places)
- In my head
 - author and you
 - on my own
- Metacognitive Think-Alouds



Mapping Text Structures

- List
- Linear String
- Topical Net
- Falling Domino
- Hierarchy
- Matrix
- Branching Tree
- Argument/claim



Working with text Part 1.....

Global Warming QAR

- How do scientists study climate?
- Why was Hurricane Katrina so important?
- How are oceans being affected by global warming?
- Why should we try to use less energy?

*Modeling...
bringing them back to the text.*



Global Warming Structure:

- Does a topical net work?
 - How about a sequence?
 - How about falling dominoes?
 - How about argument?
-
- Decide in your groups which one you like the best and use the map to lay out key ideas. Be prepared to explain your reasoning.



- Planning for coordinated instruction....
- What strategies can we use across the content area classrooms, consistently across grade levels, to boost the reading proficiency of our students?
- How we can build connections across classrooms?



Content Group Work:

- Using your text sample, answer and discuss the disciplinary thinking and reading questions on your worksheet.
- Develop QAR sample questions from the article.
- Create an initial structure diagram.
- Be prepared to share!
- Force someone to volunteer to be a metacognitive guinea pig with QAR questions (this means that person will role play a think aloud in front of the group).



- When planning for instruction in your groups... be focused! Limit what you are going to try! This does not mean you won't do anything else... but you are going to focus your attention on a few key strategies and see how they work.
- AND YOU NEED TO DO THEM MORE THAN ONCE! (refer back to caveat!)



