

Literacy Strategies

The student centered approach to infusing literacy into the content area



Processing meaning in context: Model Airplane



Elements for teaching defining



- Before the dictionary comes out... connect students with their prior knowledge
- After the term has been defined ... give students chances to more deeply process the term

Personal Vocabulary Notebook Prior knowledge and processing

1. Term:	
2. Student Definition:	
3. Dictionary Definition:	
4. Student comparison of 2 and 3:	

Tool 14: Personal Vocabulary Notebook Prior knowledge and processing

1. Term: Segregation	
2. Student Definition: A time when African-Americans used to have separate schools	
3. Dictionary Definition: The policy or practice of forcing racial groups to live apart from each other	
4. Student comparison of 2 and 3: I thought of segregation more as a time period, but the dictionary calls it a practice or policy	

Then let students reflect on their understanding

My understanding of this term is at rubric level 4 | 3 | 2 | 1

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4. Student comparison of 2 and 3: I thought of segregation more as a time period, but the dictionary calls it a practice or policy	

Student Vocabulary Progress
 Student Name _____ Unit _____

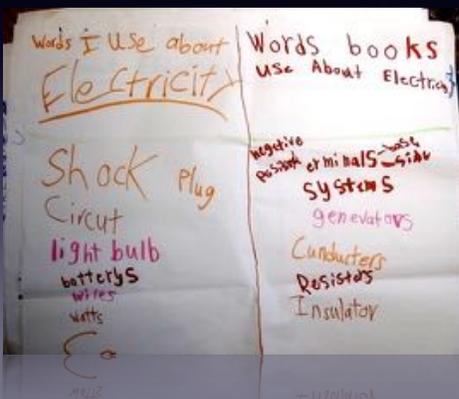
Rubric 4	X	X	X			
Rubric 3	X	X	X	X		
Rubric 2	X	X				
Rubric 1	X	X				

Building Academic Vocabulary - Bob Marzano

Defining and self-assessment: 4th graders midpoint in unit on electricity



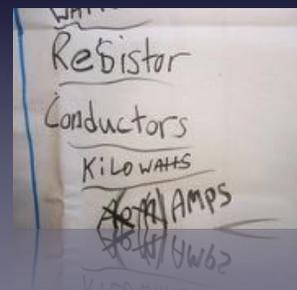
If you were discussing electricity, what words would you use?
 What words might you find in a book about electricity?



In 15 minutes teacher got insight into what students recognized (with some uncertainty) or never made it on either list.

Words I Use

Words I'd Find in a Book



Elements for teaching defining



- Before the dictionary comes out... connect students with their prior knowledge
- After the term has been defined ... give students chances to more deeply process the term

Defining



Defining: a chance for reflective writing

1. How is the word related to something else I learned in school?
2. How is the word related to something else in my life?
3. How is the word used in different situations?
4. How has my understanding of the word grown?

Summarizing

Evaluating
what's
important

Sharing what
you've learned



Six essential summarizing skills

1. **Identify details** – can you identify key symbols, words, visual elements?
2. **Recognizing context** – where is this taking place, time period, who's involved?
3. **Identify relationships** – who are these people, what is their relationship to one another?

Six essential summarizing skills

4. **Identify opinions** – is there a point of view expressed in the source information?
5. **Make predictions** – based on the information, what will happen next?
6. **Infer meaning** – is there meaning that can be extracted from what's between the lines?

1. List people, objects, and activities in the image



2. Who do you think they are?
What's going on?

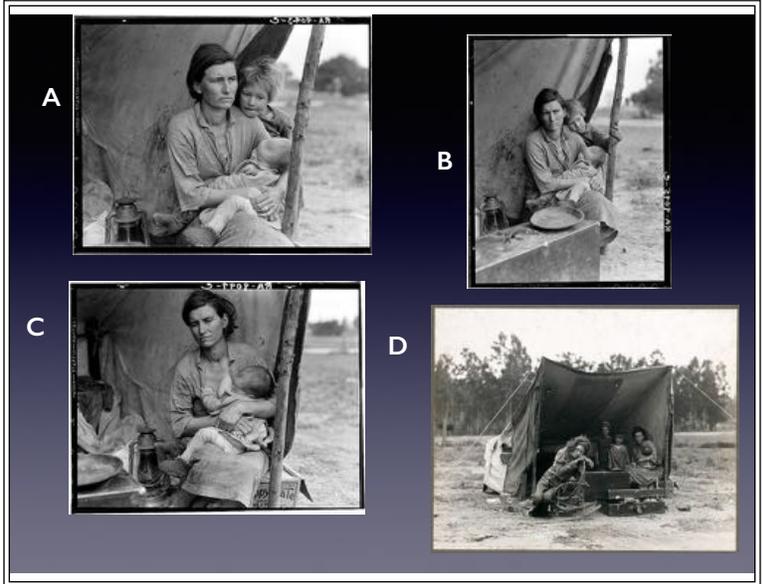
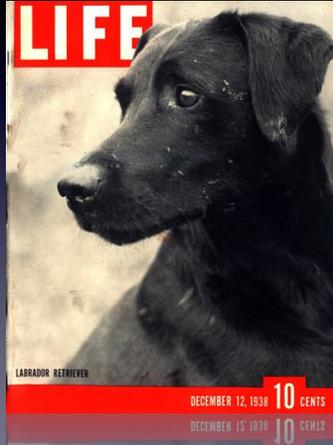
Elements for teaching summarizing



- Allow students to make their own judgments about what's important (instead of just repeating the details the teacher highlights)
- Students need to be able to share what they've learned with an audience other than the teacher.

Higher order summarizing - analysis and evaluation

- You work for Life Magazine.
- Which photo would you use to illustrate an article on the plight of the migrant workers?



Elements for teaching summarizing



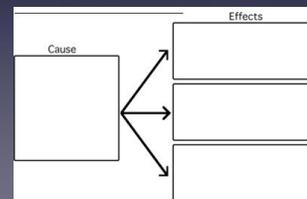
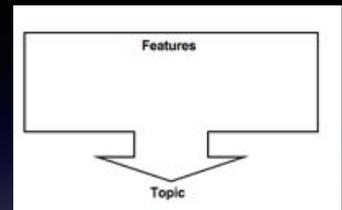
- Allow students to make their own judgments about what's important (instead of just repeating the details the teacher highlights)
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Explaining what you've learned is telling a story using a text structure.

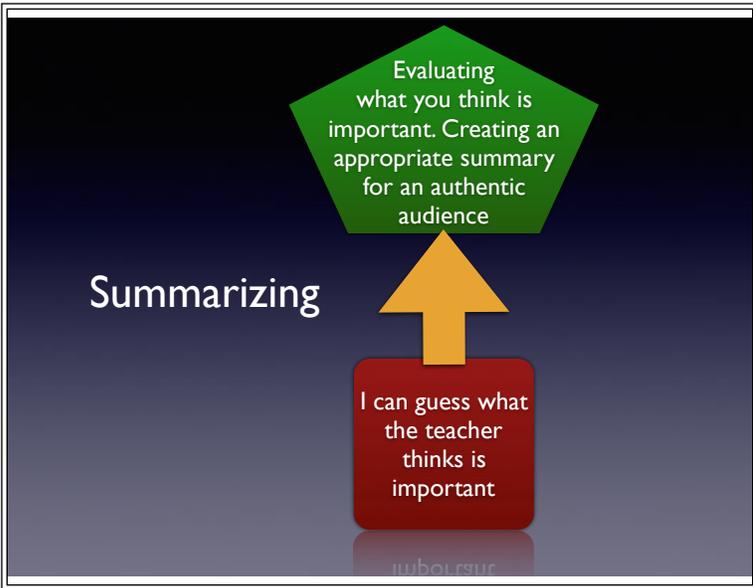
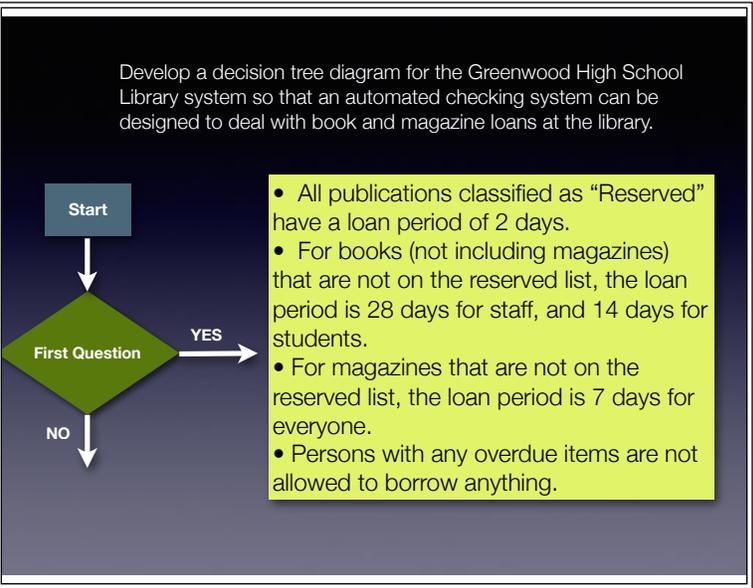
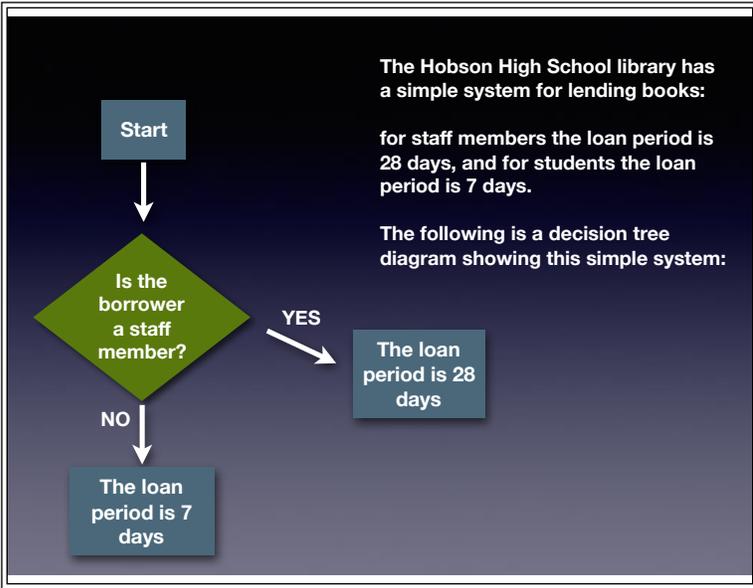
- Student may need explicit training about text structure.
- Recognizing how information is organized helps to analyze original work and summarize it for their audience.

Text Structure	Description	Cue Words
Description	Describes a topic by listing characteristics, features, and examples	for example, characteristics are
Comparison	Explains how two or more things are alike and/or how they are different.	different; in contrast; alike; same as; on the other hand
Cause / effect	Lists one or more causes and the resulting effect or effects.	reasons why; if...then; as a result; therefore; because
Problem / Solution	States a problem and lists one or more solutions for the problem.	problem is; dilemma is; puzzle is solved; question... answer
Sequence	Lists items or events in numerical or chronological order.	first, second, third; next; then; finally

Description:
listing characteristics, features, and examples



Cause / Effect:
one or more causes and the resulting effect or effects



Summarizing:
a chance for reflective writing

1. What did I think was important?
2. How did I share that with my audience? (Did my summary match audience / purpose?)
3. Is the summary accurate?
4. Did I use my own words and style?
5. What did I learn from the summarizing?

“Summarize in your own words.”

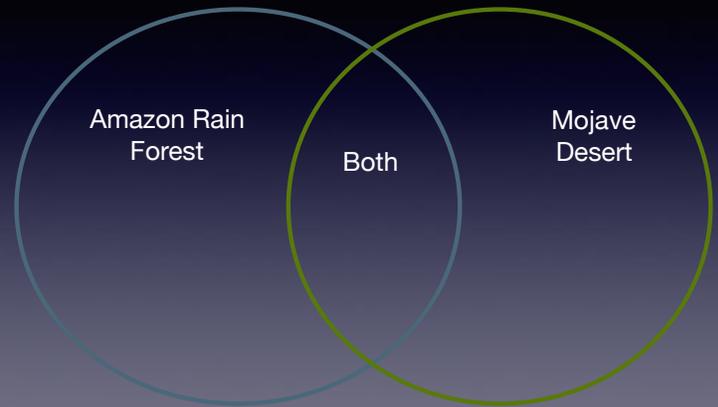
Comparing and Classifying

- Evaluating similarities & differences
- Sharing what you learned

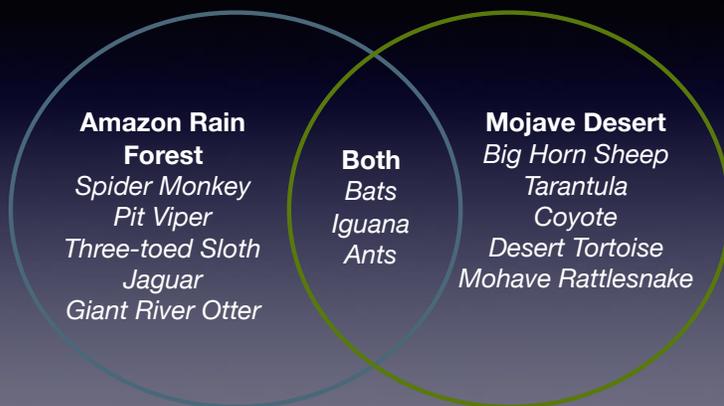
“Compare the animals of the rain forest and desert.”

Amazon Rain Forest	Mojave Desert
Spider Monkey	Bats
Pit Viper	Iguana
Three-toed Sloth	Ants
Jaguar	Big Horn Sheep
Giant River Otter	Tarantula
Bats	Coyote
Iguana	Desert Tortoise
Ants	Mohave Rattlesnake

Animals



Animals



World region comparison - Who did the following?

- Select the regions to be compared
- Find the data
- Decide which factors to compare
- Decide on the comparative model
- Develop conclusions
- Decide how to present the findings

Tool 13: Brainstorm, Group, Label



- Give students prompt
- They individually brainstorm related ideas
- They pair and share
- They put post-its into groups and label
- Turn into a poster

Do you give students chances to design comparative models?

- They could select items to compare from a teacher-produced list.
- They could independently decide what to compare.
- Can include some combination of selecting both the items and / or characteristics.

How is the comparison useful?
What do you learn from it?

Students can make comparisons in every class.

What's more important in a sport ...strength or agility?



Elements for teaching comparing and classifying



- We must ask students to develop the comparison, not just learn and repeat the model that we present to them.
- Student must share what they learned from the comparison.

Analyzing components. Evaluating schema. Creating a comparison to share what you've learned with an authentic audience

Comparing

I can repeat someone else's comparison

Comparing and Classifying: a chance for reflective writing

1. What did I compare?
2. How did I structure the comparison?
3. How was the comparison useful to me?
4. What did I learn from it?
5. How did others design their comparisons?

6th graders write ABC book

- Students study the organs of the body
- Develop a comparisons
- Create an ABC book for 3rd graders



K is for
Kidney

By~ Holly and Sarina



The kidneys separate waste from blood and turn it into urine. Most people have both a left and a right kidney.

Kidney

By-Holly and Sarina

K

The kidneys can relate to a pool filter because both of them separate the bad things from the good things. The pool filter empties the bugs and leaves from the water and the kidneys, they get rid of the bad things in your blood and turn it into liquid waste.



Pool filter

liquid waste

Students reflect on what they learned



I learned that I work very well with people I am familiar with.

I learned how fast and well I can take a word, look up the meaning, paraphrase it, compare it and make a slide of that.

My word was ovary and most people would laugh at that but my partner and I took it seriously.

I HAD A LOT OF FUN DECIDING HAT MY COMPARISON WOULD BE AND I FOUND THAT WITH A LITTLE THOUGHT AND EFFORT I COULD BE REALLY CREATIVE.

I found out that Jimmy is mean and controlling and I had to learn to work with people I didn't like.

I learned that similes help you to understand the definition of a word more easily. Also, that working with a partner helps you accomplish work more quickly.

I learned that I don't work well with partners that don't want to work with me or partners that I don't know very well. I now can use this knowledge to be a better partner.

What did you find out about yourself and the way that you learn?

I LEARNED THAT YOU WON'T ALWAYS GET THE PARTNER YOU WANT AND YOU WILL JUST HAVE TO DEAL WITH IT.

I learned that comparisons help me learn and to depend more on my partner because they're smart as well.

I learned that I like working with someone and it makes it easier for me to work. I will enjoy working in groups in the future.

I LEARNED YOU CAN COMPARE AND CONTRAST IN SCIENCE.

I learned that I am good at researching things in books. I found out that I can get along with others. I had a partner that did not know much and we became closer as friends.

LO DEVT WITH IL' well. (time) me because ovel as friends