

Byram Hills Literacy Academy

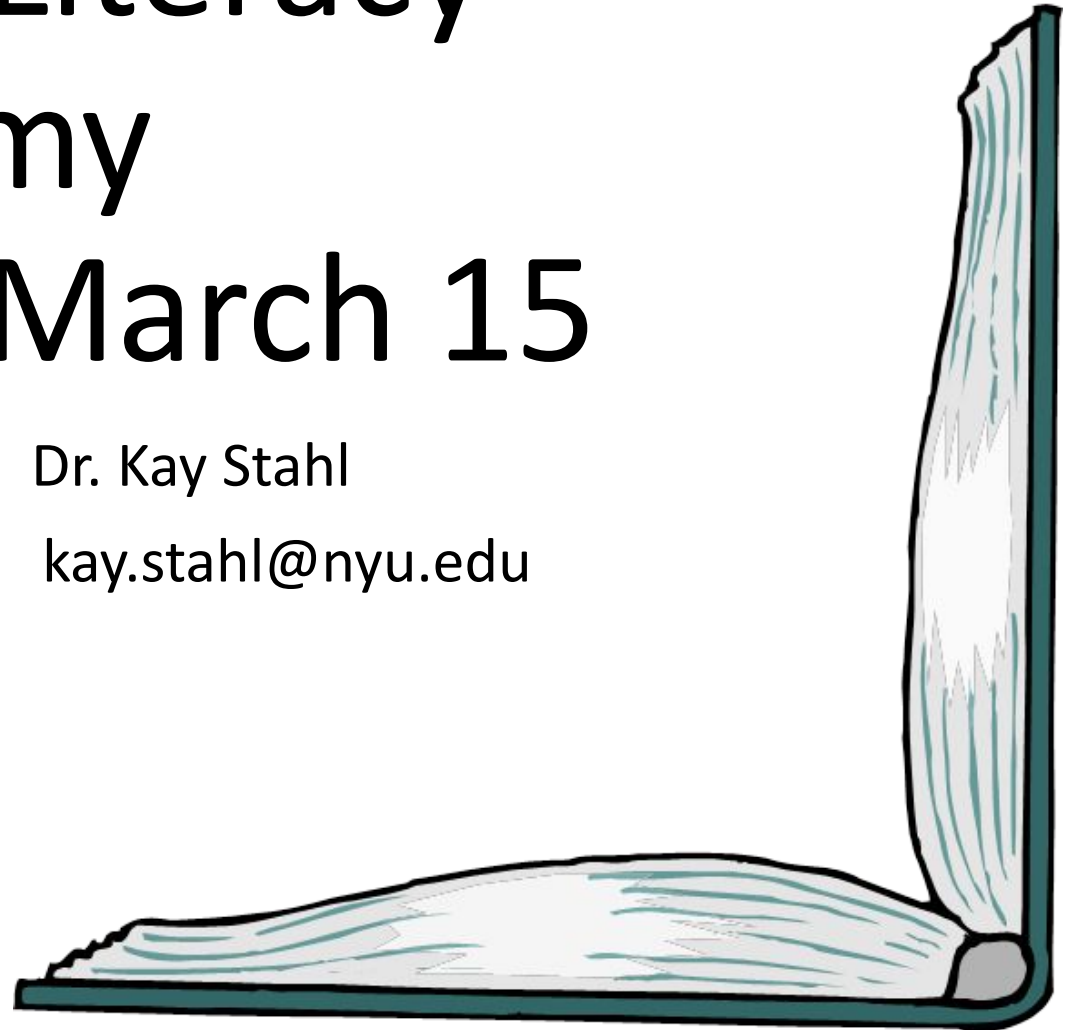
Session # 4 – March 15

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March Agenda

- Writing- Molly
- Post-transitional Stage (Grades 4-8)- Kay
- Word Study in the Post-transitional Stage -Kay
- Academic Vocabulary- Molly
- Comprehension and Knowledge- Kay
- Activities: Academic Vocabulary



The Strands That Are Woven Into Skilled Writing

(Sedita, 2019)

Critical Thinking

- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

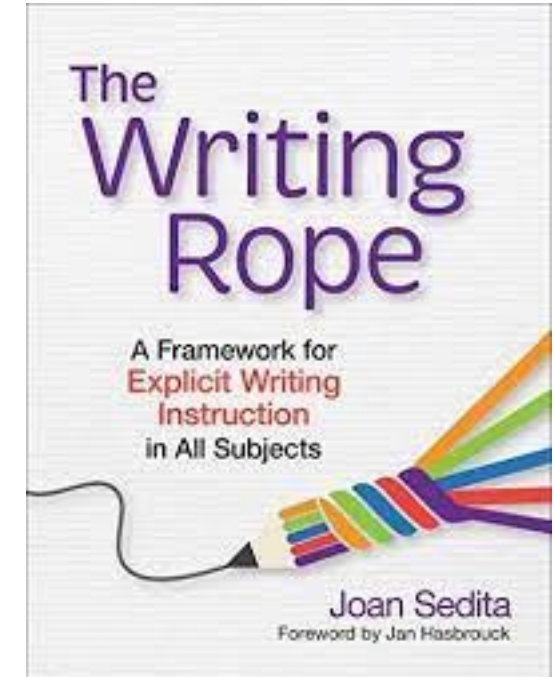
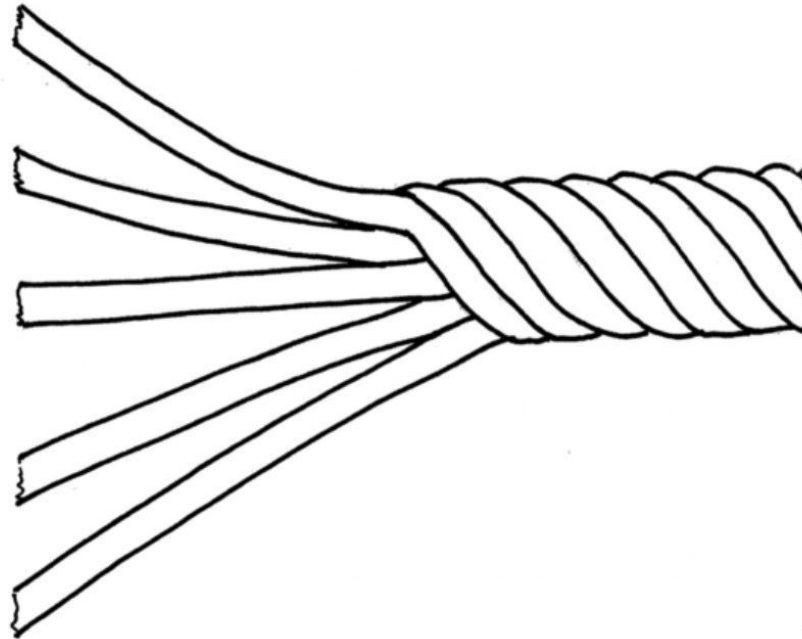
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

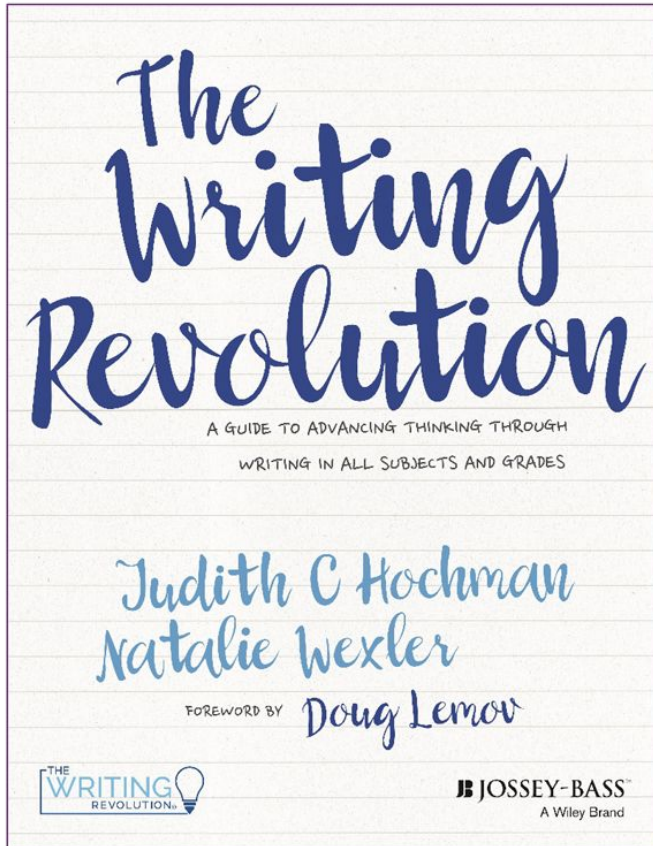
- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding



Start with Kernel Sentences



Snow fell...

Dogs bark...

Kids laugh....

Who ?

What ?

When ?

Where ?

Why ?

How ?



Sentence Frames & Sentence Expansion



Teaching Basic Writing Skills

Name Amanda Z.

On the Town: A Community Adventure by Judith Caseley.

Community workers are important because they
help us every day.

After you read On the Town, you will
know about community
workers!

Draw your favorite community worker.

A simple line drawing of a person wearing a hat and holding a broom, standing next to a pile of leaves.

Name: Michael



The rabbit ran.

where? around the woods.....

when? two hours ago.....

why? because it was looking for a home

Expanded Sentence

Two hours ago the rabbit ran
around the woods because it was
looking for a home.

Sentence Expansion

- Rocket learned to read...
- Rocket learned to read because the yellow bird taught him.
- Rocket learned to read, but at first he was bored.
- Rocket learned to read, so he was proud of himself.

because *tells why*

but *shows change of direction*

SO *indicates cause and effect*

Paragraph Frame

I learned a lot about _____

_____. I learned that

_____. I also learned that _____

The most interesting thing I learned was

Finn, Grade 4

The most important thing
that happens is the moving
van coming and pulling up at house 5443.

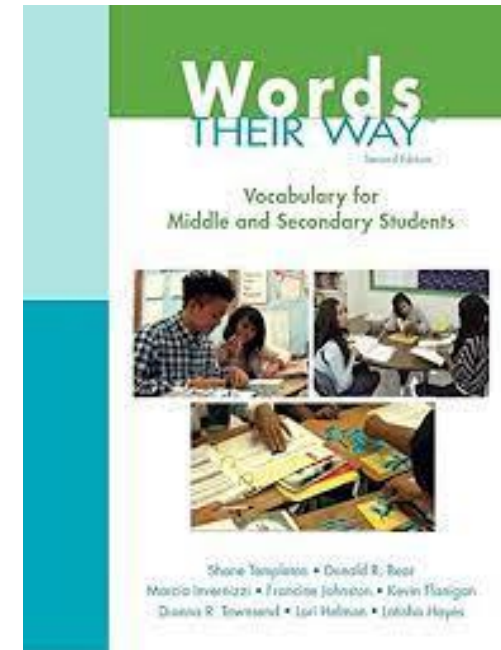
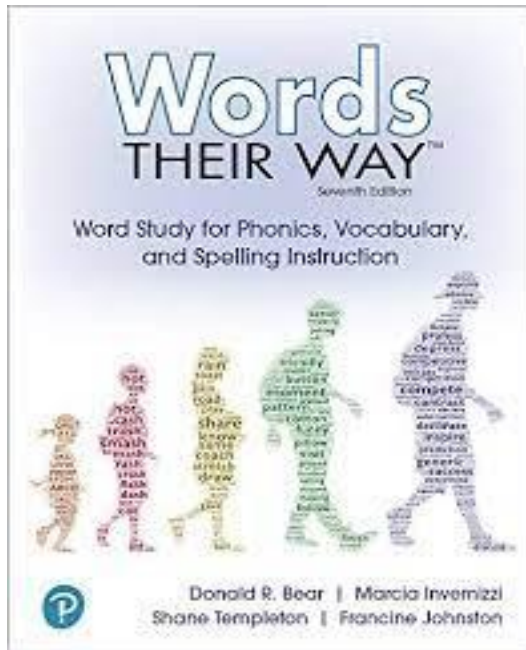
In this chapter, the
characters are Steve, Mom, Mrs
Paithe, Dad, Mr. Paithe, and the Robinson
family.

In the next chapter,
I think in the next chapter, Steve
is going to see Jackie Robinson.

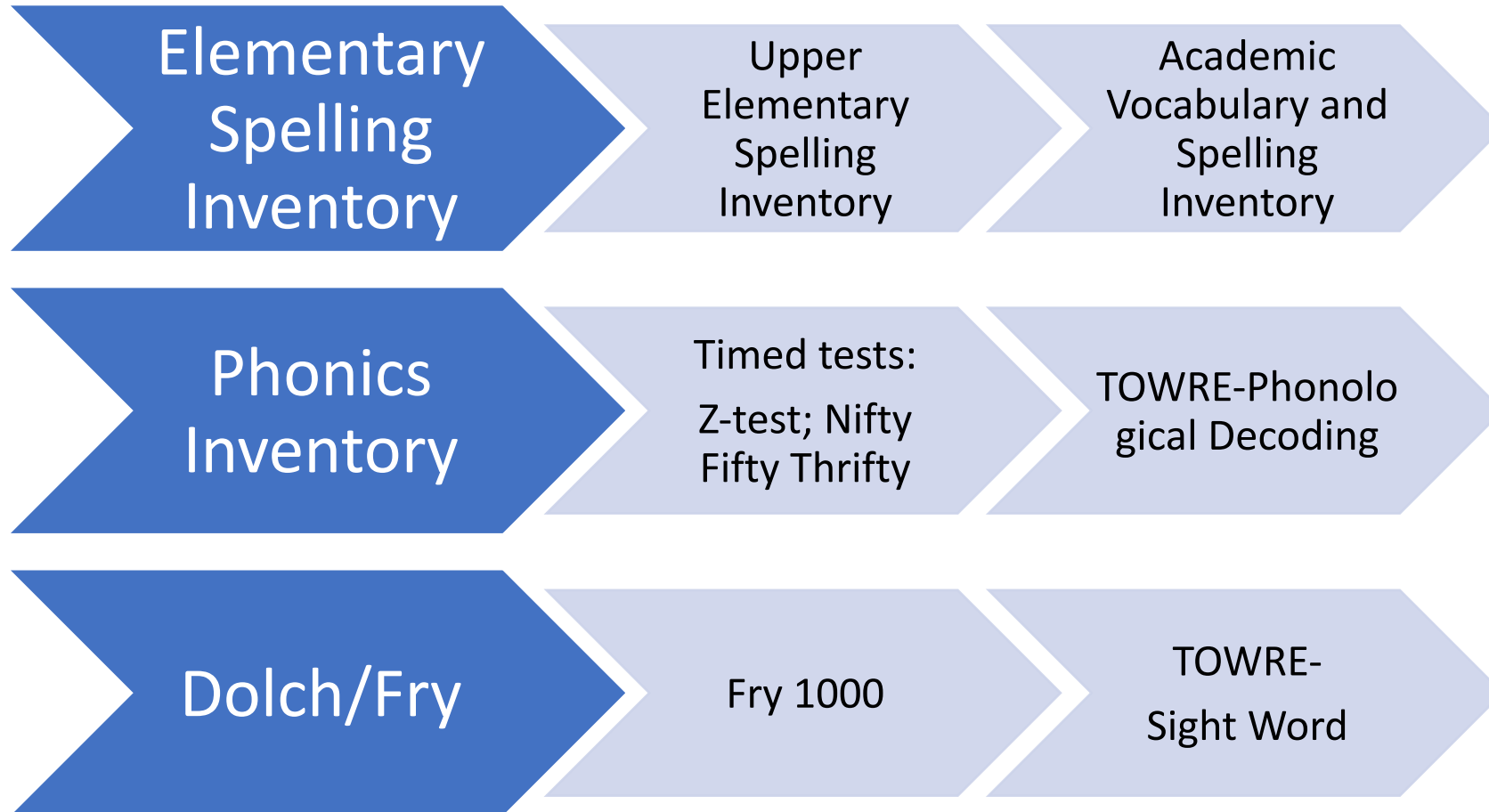
Post –transitional Stage (Grades 4-8)

- Reading and writing disciplinary content (Literary, Science, Social Studies)
- General comprehension strategies
- Develop awareness of epistemological disciplinary differences (R-L/W/S)
- Academic language (vocabulary, syntax, and anaphora)
- ✓ Explicit instruction in the nuances of multi-syllabic words
- ✓ Morphological awareness and **analysis**


Research-based Upper Level Resources for School and Home



Word Study: Diagnostic Assessments Are Essential Before Teaching



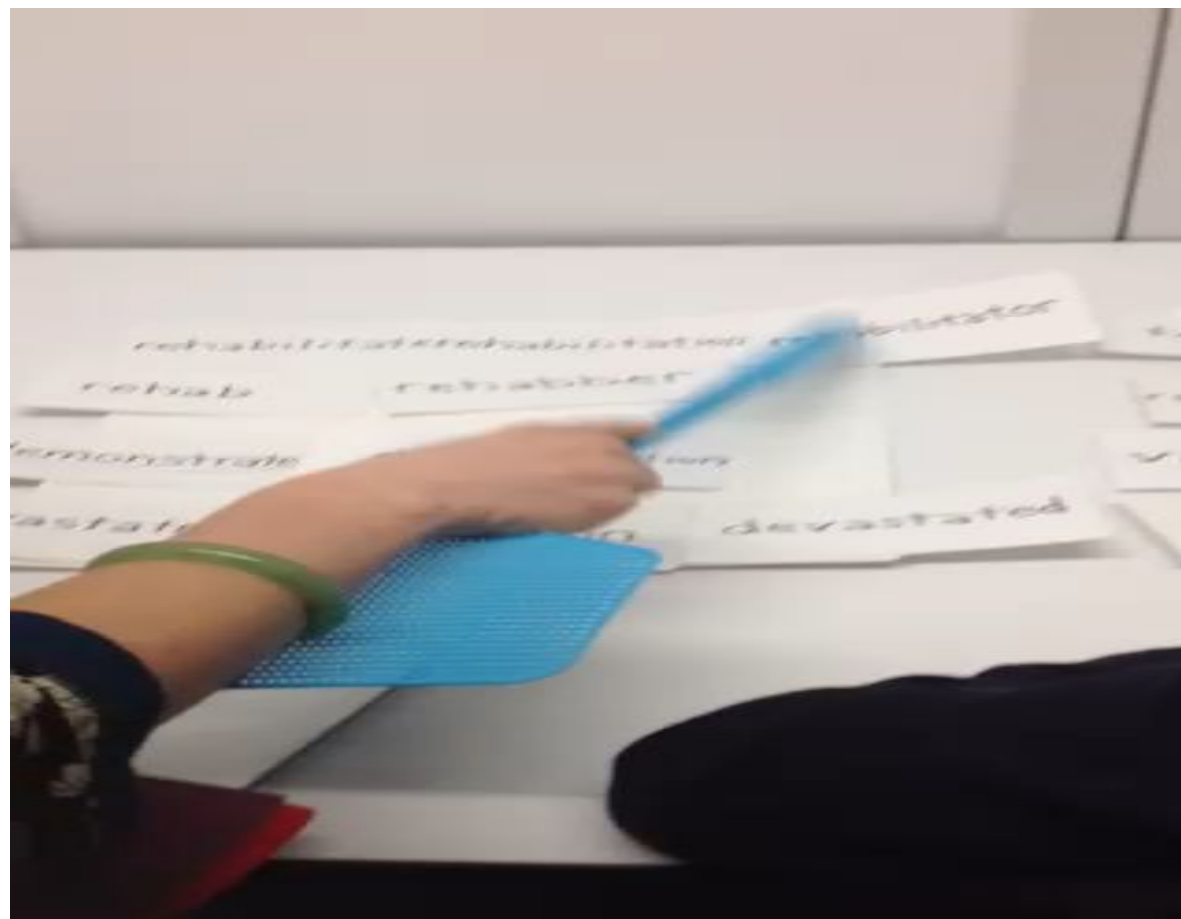
ELA District-wide Scope and Sequence for Affixes and Derivatives

- No commercial programs (Kay)- (Wright and Cervetti, 2016)
- ELA teachers take responsibility for Tier 1 explicit instruction based on district scope and sequence
- Activities must be generative and active
- Awareness  Analysis

(Levesque, & Kieffer, & Deacon, 2018)

- Distributed practice occurs in disciplinary classrooms as the words occur in the curriculum (immigrant, immigration, biology, physiology)

Follow-up in Intervention



What is Academic Language? (Nagy & Townsend, 2012)

- Not characteristic of informal or personal communication
- Reflects school-privileged knowledge
- Includes vocabulary, syntactic structures, organizational structures, discourse features
- AKA
 - Content-area vocabulary
 - Academic vocabulary
 - Disciplinary vocabulary
 - General academic vocabulary
 - Domain specific vocabulary
 - Technical vocabulary
 - Tier one, tier two, tier three vocabulary
 - Working vocabulary

MARZANO'S 6 STEPS

FOR TEACHING ACADEMIC VOCABULARY

Provide a description, explanation, or example of the new term.

Ask students to restate the description, explanation, or example in their own words.

Ask students to construct a picture, symbol, or graphic representing the word.

Engage students periodically in activities that help them add to their knowledge of the terms.

Periodically ask students to discuss the terms with one another.

Involve students periodically in games that allow them to play with terms.

analysis		definition		indicate		procedure
approach		derived		individual		process
area		distribution		interpretation		required
assessment		economic		involved		research
assume		environment		issues		response
authority		established		labour		role
available		estimate		legal		section
benefit		evidence		legislation		sector
concept		export		major		significant
consistent		factors		method		similar
constitutional		financial		occur		source
context		formula		percent		specific
contract		function		period		structure
create		identified		policy		theory
data		income		principle		variable

01

The teacher provides a description, explanation, or example of the term.

02

Linguistic definition – students restate the description, explanation, or example in their own words.

03

Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.

06

Involve students in games that enable them to play with the terms and reinforce word knowledge.

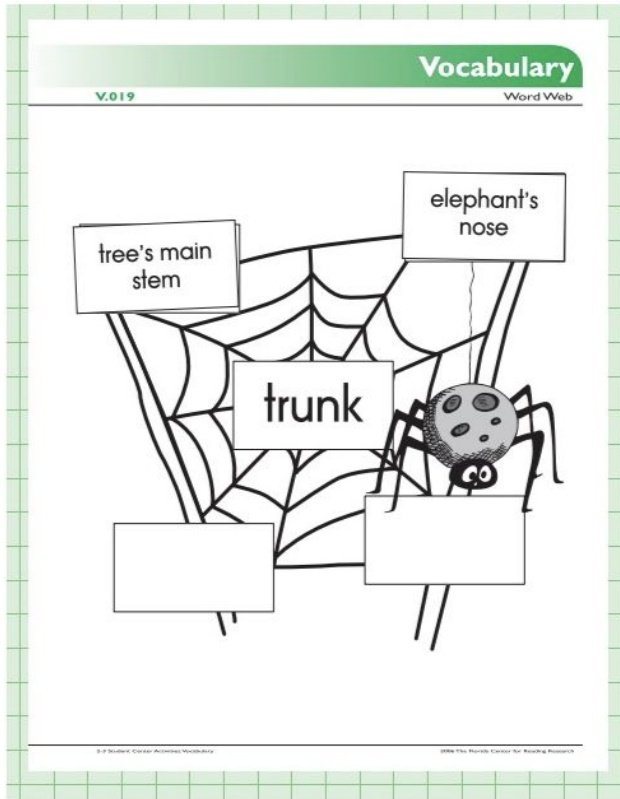
Building Academic Vocabulary: Marzano's 6-Step Process

Periodically ask students to discuss the terms with one another.

05

Extend understanding of the word by engaging students with vocabulary notebooks.

04



Vocabulary

V. 016

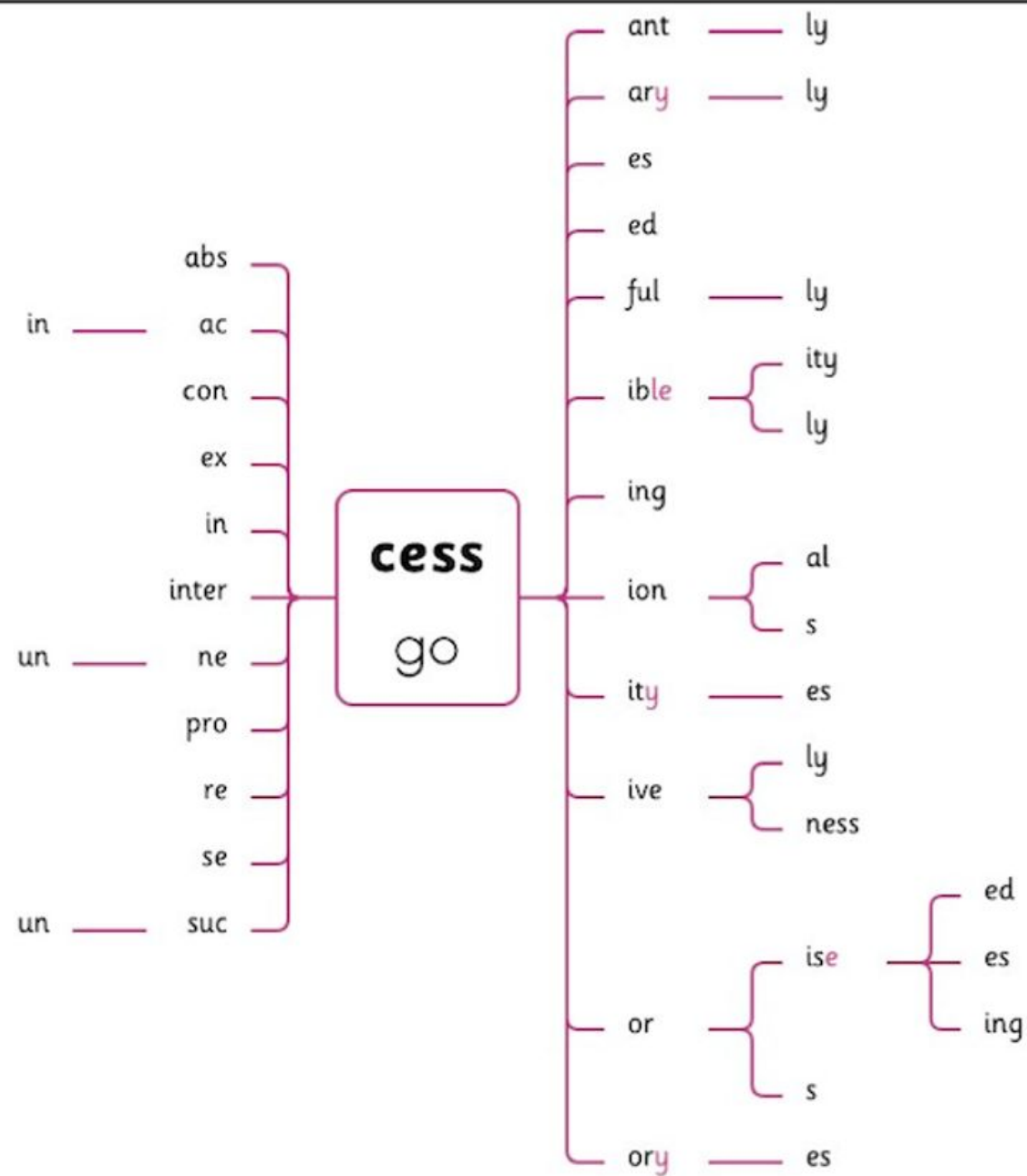
Oh My Word!

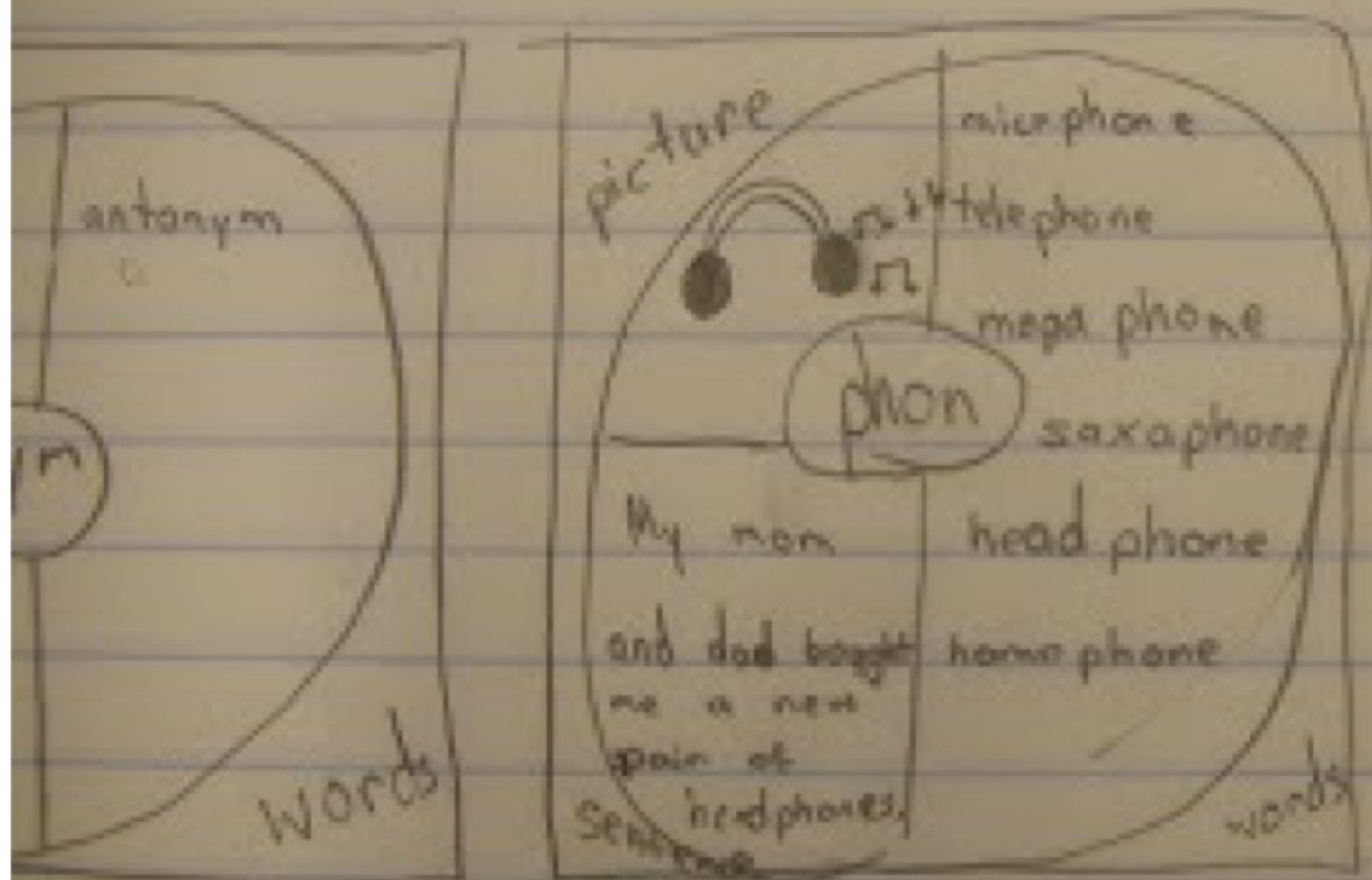
Word: _____

My word means: _____


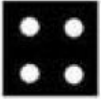




My sentence: _____

Other words that have the same meaning: _____





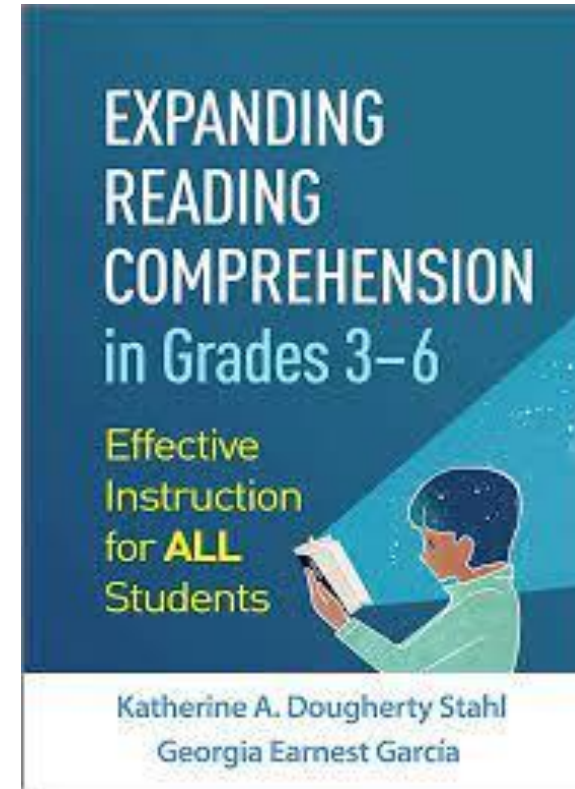
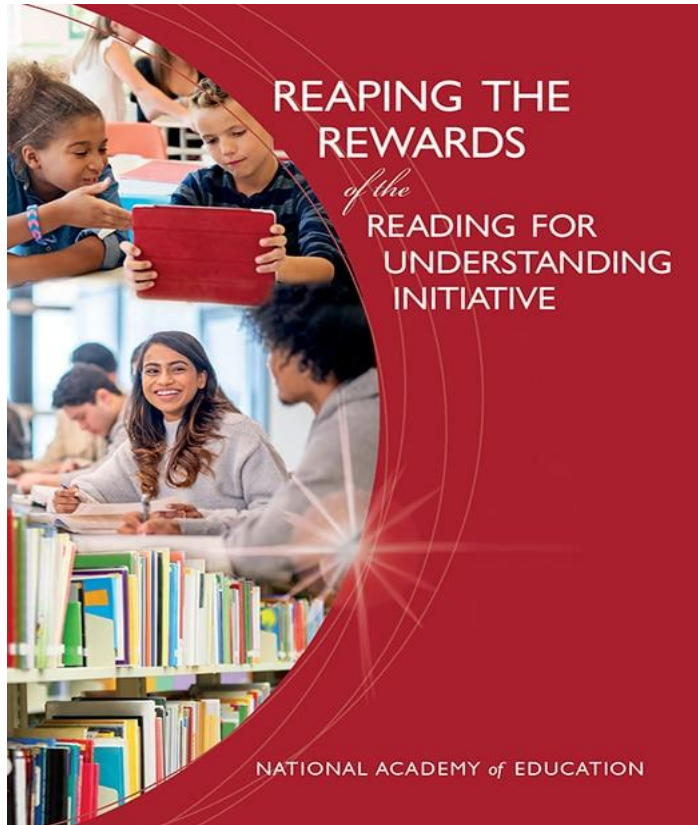
Vocabulary rock and ROLL!

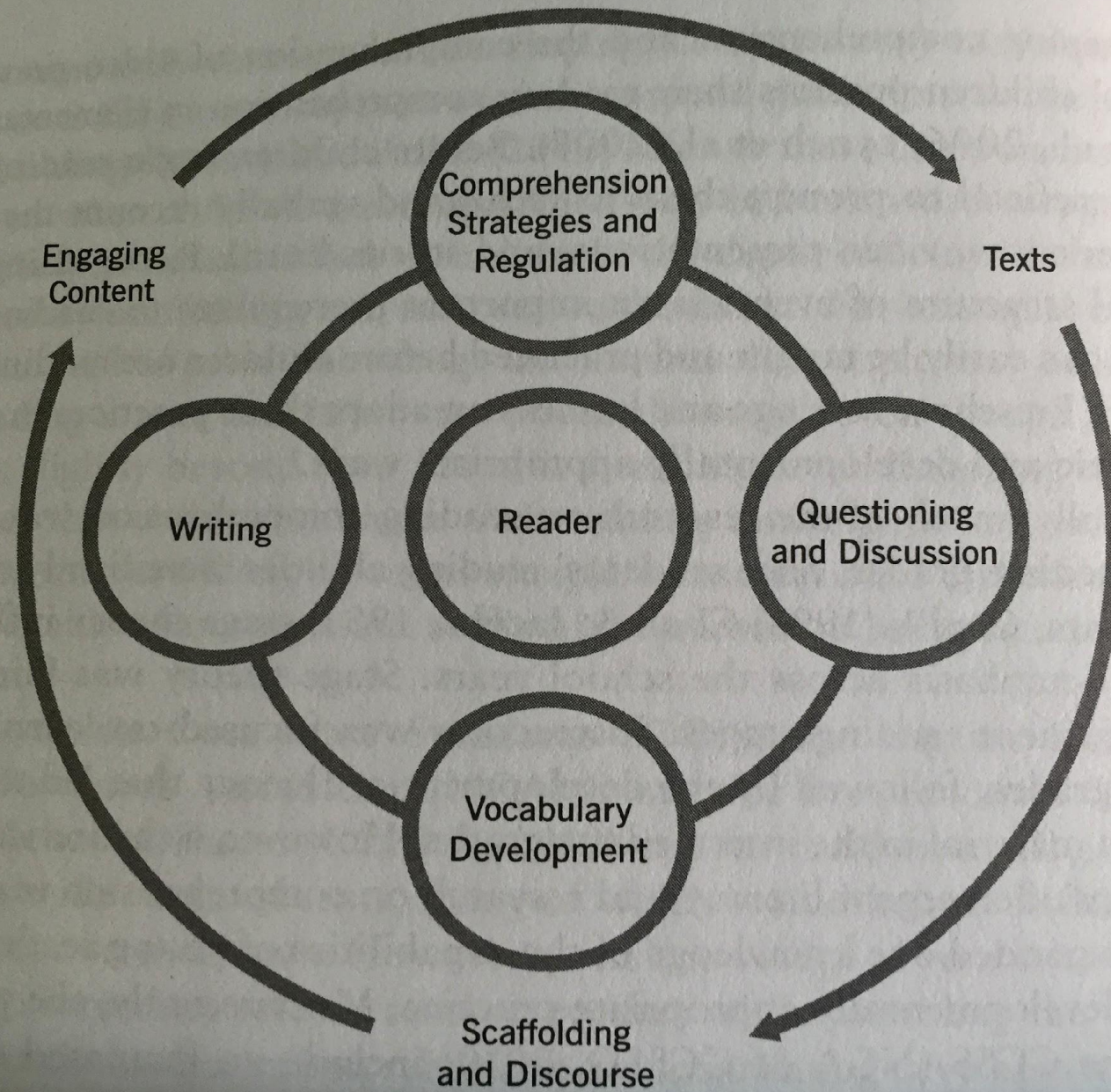
 Define the Word	 Draw it!
 Something that means the same	 Act it out!
 What does it remind you of?	 Something that means the opposite

Vocabulary Head Bands



Research-validated Comprehension Instruction





The Case for Content Driven Units in Grades 3 and Beyond

- Reading and knowledge development are codependent (Cunningham & Stanovich, 19xx; Gaultney, 1995; Recht & Leslie, 1988; S. Stahl & Jacobson, 1986)
- Knowledge influences strategic processes particularly inference generation and monitoring.
- Inhibitory control is dependent on knowledge.
- Disciplinary units provided organic opportunities for repeated exposure to academic vocabulary.
- Sustained units (3-4 weeks) promote engagement, curiosity and deep learning.
- In elementary contexts, integrated units allow for efficient time allocation.
- In all middle grade contexts, integrated instruction should be designed to make epistemological differences explicit.

Integrated disciplinary units enhance learning of the disciplinary content and ELA. (Pearson et al., 2020)



Science
IDEAS

Concept-oriented
Reading Instruction



Seeds of
Science/Roots
of Reading

Content Area Literacy
Instruction

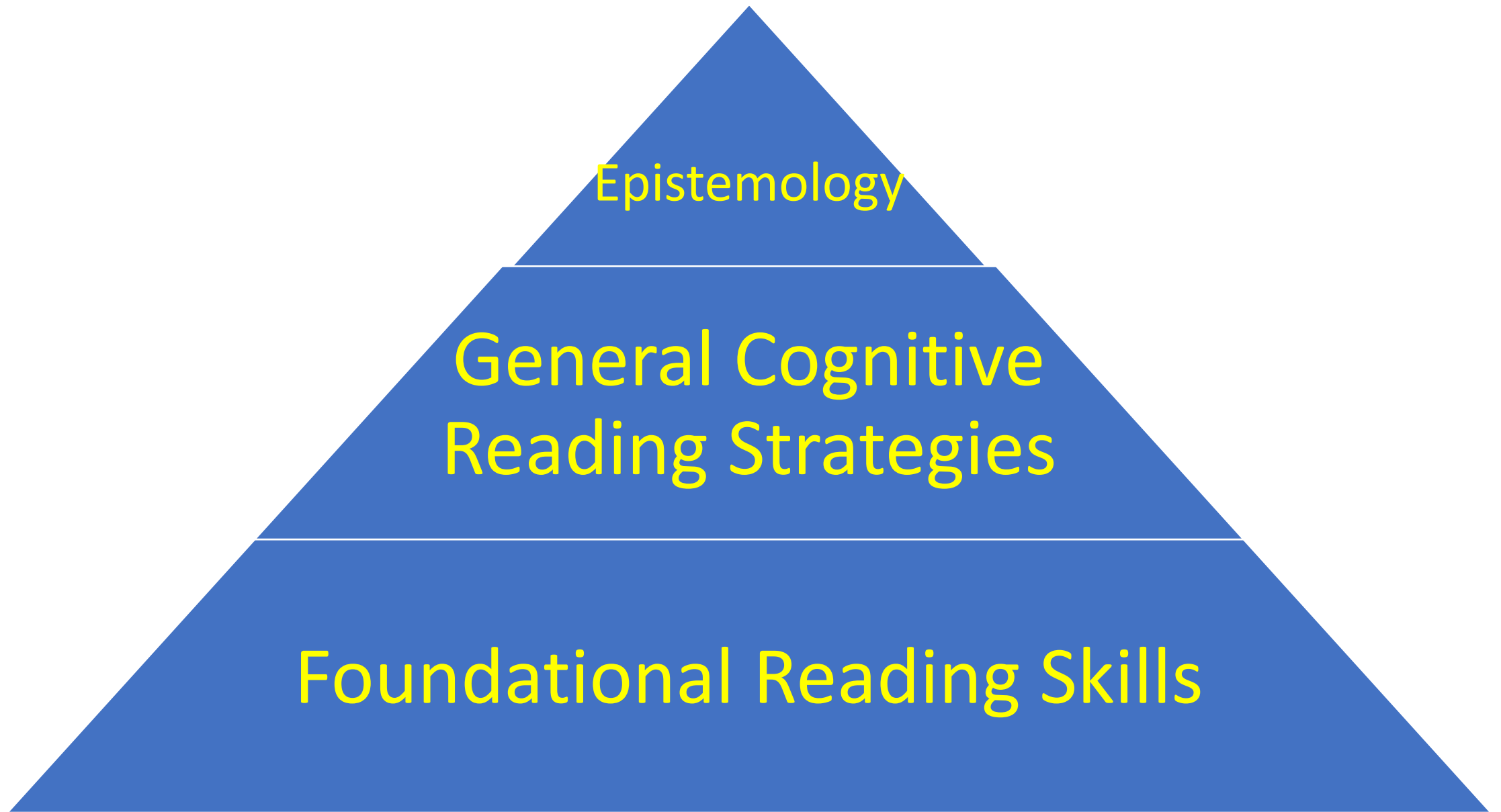


Be Deliberate in Choosing **Text Sets** and Digital Resources for Multiple Purposes and Abilities

(Cervetti et al., 2016; Lupo et al., 2018; Lupo et al, 2019)

- Match texts to learning goals.
- Plan for common texts and differentiated texts.
- Use a variety of contexts to scaffold text difficulty and individual student differences.
- Know your students' ESTIMATED reading levels, but.....
 - Don't insist on matching kids to certain reading levels
 - Remember that when kids have the prior knowledge, the vocabulary, and interest, they can read texts that are more difficult than when they read an isolated cold text.

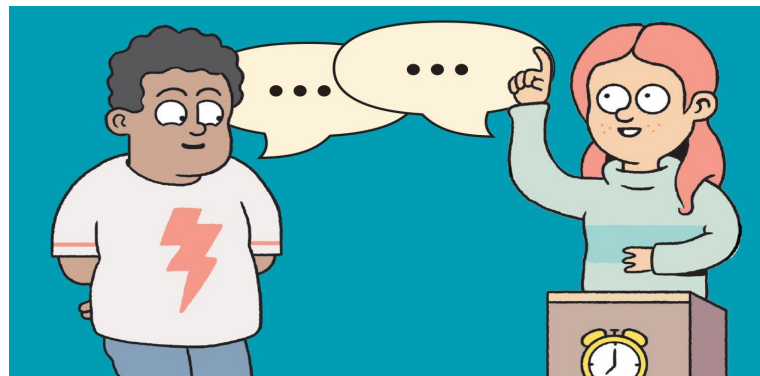




What Counts as Evidence? (Stahl, 2015)

Literary (Rosenblatt, 1978)	Social Studies (Wineberg, 1991)	Science (Douschl & Osborne, 2002; Herrenkohl & Cornelius, 2013)	Web Resources (Beck, 1997; Coiro, 2003)
Story grammar elements	Context (time, place written)	Precise language	Accuracy
Theme	Source (author and media)	Quality of data	Author background
Author point of view	Corroboration of information by	Corroboration of information by	Objectivity
Author craft	other sources	other studies	Recency
Universal human experience		Comprehensiveness of experimental sample Visual evidence (tables, charts, diagrams, models)	Comprehensive coverage of topic

Student Talk is Important



Writing in The Disciplines



- Clarifies and deepens comprehension
- Makes thoughts and reading comprehension visible to others
- ❖ Integrated instruction provides students with authentic purposes for writing, applying vocabulary, and sharing new understandings about their world, others, and themselves.



Latin Root Jeopardy

SPECT (to look)	FORM (to Shape)	PORT (to carry)	TRACT (to draw / pul)	DICT (to say / speak)
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500