Byram Hills Literacy Academy
Session # 4 – March 15

Dr. Molly Ness
mollykness@gmail.com

Dr. Kay Stahl
kay.stahl@nyu.edu
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…
Sentence Frames & Sentence Expansion

**Teaching Basic Writing Skills**

**Name: Amanda Z.**

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.

**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.
Paragraph Frame

I learned a lot about _______________. I learned that

_______________________________. I also learned that __________

_______________________________.

The most interesting thing I learned was

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

In this chapter, the main character are Steve, Mom, Mrs. Paitle, Dad, Mr. Paitle, 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

Elementary Spelling Inventory

Upper Elementary Spelling Inventory

Academic Vocabulary and Spelling Inventory

Phonics Inventory

Timed tests: Z-test; Nifty Fifty Thrifty

TOWRE-Phonological Decoding

Dolch/Fry

Fry 1000

TOWRE-Sight Word
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

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the word.
4. Engage students periodically in activities that help them add to their knowledge of the terms.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.
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<td>source</td>
<td>specific</td>
<td>structure</td>
<td>theory</td>
<td>variable</td>
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Building Academic Vocabulary: Marzano's 6-Step Process

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.
04. Extend understanding of the word by engaging students with vocabulary notebooks.
05. Periodically ask students to discuss the terms with one another.
06. Involve students in games that enable them to play with the terms and reinforce word knowledge.
V. 016

Word: ______________________

My word means: ______________________

My sentence: ______________________

Other words that have the same meaning: ______________________

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antonym

telephone

phon

my mom, head phone
and dad bought home phone
me a new pair of headphones.

picture

microphone

megaphone

saxophone

words

words
<table>
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<tr>
<th>Define the Word</th>
<th>Draw it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something that means the same</td>
<td>Act it out!</td>
</tr>
<tr>
<td>What does it remind you of?</td>
<td>Something that means the opposite</td>
</tr>
</tbody>
</table>
Vocabulary Head Bands

- trilogy
- observe
- much more
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)
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)

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<td><strong>Story grammar elements</strong></td>
<td>Context (time, place written)</td>
<td>Precise language</td>
<td>Accuracy</td>
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<td><strong>Theme</strong></td>
<td>Source (author and media)</td>
<td>Quality of data</td>
<td>Author background</td>
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<td><strong>Author point of view</strong></td>
<td>Corroboration of information by</td>
<td>Corroboration of information by</td>
<td>Objectivity</td>
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<td><strong>Author craft</strong></td>
<td>other sources</td>
<td>other studies</td>
<td>Recency</td>
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<td><strong>Universal human experience</strong></td>
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<td>Comprehensiveness of experimental sample</td>
<td>Comprehensive coverage of topic</td>
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<td>Visual evidence (tables, charts, diagrams, models)</td>
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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

<table>
<thead>
<tr>
<th>SPECT (to look)</th>
<th>FORM (to Shape)</th>
<th>PORT (to carry)</th>
<th>TRACT (to draw / pul)</th>
<th>DICT (to say / speak)</th>
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