Ohio Literacy Academy 2021

Supporting All Learners to Build Literacy in the Content Area Classroom Viewing Guide

Intended Use
This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements
This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Dianna Townsend. We are grateful to Dr. Townsend for sharing her expertise with Ohio educators.

Reproducing the Viewing Guide
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Learning Strand: Supporting All Learners to Build Literacy in the Content Area Classroom
Age/grade band: Grades 4-12

Presenter: Dr. Dianna Townsend

Required Pre-Reading: Read the pre-print of the article, "Who's Using the Language? Supporting Middle School Students with Content Area Academic Language" (Townsend, 2014). This article showcases a yearlong collaboration between middle school teachers and their students and university researchers. The purpose of the collaboration was to explore integrated, discipline-specific approaches to helping secondary students build academic vocabulary and grow as readers in the content areas. The published version of this article is available through the International Literacy Association.

Required Pre-Viewing: Watch the video Scaffolding Literacy Instruction for English Language Learners. This nine-minute video showcases a middle school social studies teacher, Caitlin LeClair, sharing her approaches to scaffolding her students with complex texts. The video includes student reflections as well. This video closely aligns with the third topic in this strand, Scaffolding Reading in the Content Areas. However, it also is a good overview of why we need to scaffold morphology and academic language, the focus of the first two topics in this strand. It will help us "keep our eyes on the prize," which is our goal of helping all secondary students engage in content area reading.

Session 1: Morphology
Learning objectives: Participants will be able to identify the basic units of the English language, explore meaningful morphemes in the content areas and plan meaningful opportunities for secondary students to practice using morphemes.

Complete prior to viewing video presentation: Watch the webinar "Keeping Your Upper Elementary and Middle School Students Hooked on Words While at Home" by Dr. Shane Templeton. You may find this entire webinar engaging and helpful, but the content that most relates to this session starts at 22:40 and goes until 39:20. In this excerpt, Dr. Templeton talks through the power of morphology and etymology for helping students build both deep and broad word knowledge.

Video presentation (21:09)

Complete after viewing video presentation: With colleagues, review a small set of central texts, problems, videos, etc., for a content area. One suggestion is to review sample items from Ohio's State Tests. Once focus texts have been identified, work together to identify a set of meaningful morphemes and explore their meanings and morphologically related words using the tools modeled in the video. Here is a helpful list of morphemes that are common across content areas. Plan instructional routines, such as those presented in the video, that will allow for students' meaningful practice with those morphemes and words.

Session 2: Academic Language
Learning objectives: Participants will be able to identify key features of academic sentences and paragraphs, identify different types of connective words and plan actionable approaches for supporting secondary students' knowledge and use of connectives.

Complete prior to viewing video presentation: Read the brief text and watch the two-minute video on "What is Academic Language?" by Dr. Paola Uccelli on the SERP (Strategic Education Research Partnership) website. For excellent, research-based interventions in adolescent literacy, be sure to check out WordGen and STARI on the SERP website. All instructional materials are free!

Video presentation (21:41)

Complete after viewing video presentation: With colleagues, review a small set of central texts, problems, videos, etc., for a content area. One suggestion is to review sample items from Ohio's State Tests. Once focus texts have been identified, work together to identify common connectives. A list of common connectives is provided on the last page of this viewing guide. Plan instructional routines, such as those presented in the video, that will allow for students' meaningful practice with those connectives.

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Session 3: Scaffolding Texts

Learning objective: Participants will be able to explain the importance of text scaffolding, as well as plan for before, during and after reading scaffolds for content area texts.

Complete prior to viewing video presentation: Review the booklet, "Strategies for Supporting Literacy in the Disciplines: A Collaboration between the Galena High School Authentic Literacy Committee & Washoe County School District Striving Readers."

This booklet includes multiple approaches for before, during and after reading scaffolding of content area texts. This booklet was co-created by professional learning leaders, Dr. Townsend and participating teachers in Striving Readers professional learning activities in Reno, NV. Our participating teachers explored integrating these strategies into their content areas and provided feedback. The resulting booklet includes teacher-tested approaches for supporting students with content area reading.

This booklet is meant to be a resource for you. Feel free to jump around and pick and choose what to review and what may be a good fit for your learning goals for your students.

Video presentation (21:21)

Complete after viewing video presentation:
Using the examples in the video, in the booklet and in the required pre-viewing video (Scaffolding Literacy Instruction for English Language Learners), work in content area groups to do the following:
1. Select an upcoming, important, challenging text that students will be reading.
2. Identify the disciplinary purpose for reading the text. In other words, what will students be able to do in your discipline after reading the text?
3. Explore options for before, during and after reading scaffolding, as shared in the videos and booklet. Also, check out Adlit.org for more instructional routines that are organized into before, during and after reading approaches.
4. Make an instructional plan for before, during and after reading scaffolding. Identify student work that teachers can collect (such as notes, exit slips, sketches, quick quizzes, vocabulary practice, observations of student discussions, etc.).
5. Implement the lessons and meet back in the content area group to explore student responses to the scaffolds, as well their reading comprehension with the text. Revise approaches as needed and "rinse and repeat" with the next text.

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief survey to provide feedback.

Common Connectives

Additive Connectives can:	Temporal Connectives can:	Causal Connectives can:	Adversative Connectives can:
• show that two ideas are similar • add extra information or examples • summarize a set of ideas	• show the timing of something • show the order of events • show the order of ideas in a text	• show that one thing caused another • show that one thing is the result of another • cause and effect!	• show that two ideas are different from, or opposite to, each other

Accordingly	After	Accordingly	Admittedly
Additionally	after a while	An effect of	Alternatively
And	afterwards	An outcome of	Although
Also	As soon as	An upshot of	But
As exemplified by	At first	As a consequence of	Conversely
As well as	At last	As a result	Despite that
Besides	At once	Because	Except for
Certainly	At the same time	By	Even though
Equally Important	At this moment	Caused by	However
Even more	At this point	Consequently	If not…then
For example	Before	Due to	In contrast
For instance	Eventually	Given that	In spite of
For one thing	Finally	Hence	Instead of
For this purpose	First	If	Nevertheless
Further	Here	In order that	Nonetheless
Furthermore	In the end	In that case	Notwithstanding
In addition	In the first place	Provided that	On the other hand
In conclusion	To begin with	Since	On the contrary
In fact	In the meantime	So	Only
In particular	Last	Therefore	Otherwise
In summary	Lastly	Thus	Or
Including	Meanwhile	Unless	Or else
Indeed	Next	Wherefore	Rather
Just as	Now	Without	Still
Likewise	On another occasion		Though
Moreover	Previously		Unlike
Similarly	Recently		Whereas
Specifically	Second		While
Such as	Since		Yet
Under these circumstances	Soon		
That is	Subsequently		
To conclude	Then		
To summarize	Third		
To that end	Until		
Too	When		
	Whenever		
	While		

Dr. Dianna Townsend, University of Nevada, Reno   2019

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