

#LATEACHERLEADERS



# SUMMIT 2022

**MAKING A COMEBACK!**



# **Building Content Area Literacy in the Secondary Classroom**

# Do Now

What are your biggest challenges with content area literacy in the secondary classroom?

Answer in Padlet: <https://padlet.com/natalieclare116/bpal6nbh3lszpmt6>



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# Meet the Presenter



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# Objective

- ★ I can define content area literacy.
- ★ I can explain how content area literacy skills can improve proficiency within my class.
- ★ I can implement at least one strategy from this presentation to improve literacy skills and proficiency within my class.



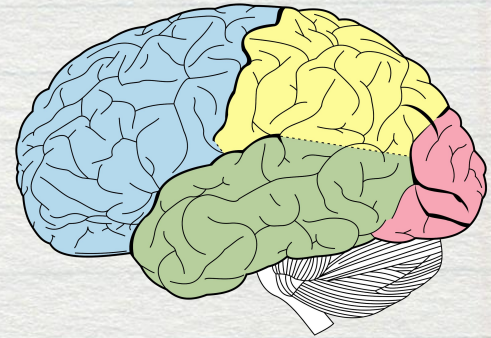
# Agenda

- ★ Literacy in Middle School
- ★ Content Area Literacy
- ★ Content Area Literacy Impact
- ★ Strategies to Implement
- ★ Closure

# Let's Get Our Brains Ready

“In the United States, public schools deliver 85% or more of their curriculum by reading textbooks, whiteboards, worksheets, and computer screens. Students must read to do well. It matters little what else they learn in elementary school if they do not learn to read at grade level. Even math depends on reading. There are far more words than numbers in math books.” (Fielding, Kerr, Rosier, p. 39)

What thoughts come to mind when reading this?



# Literacy in Middle and High School

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

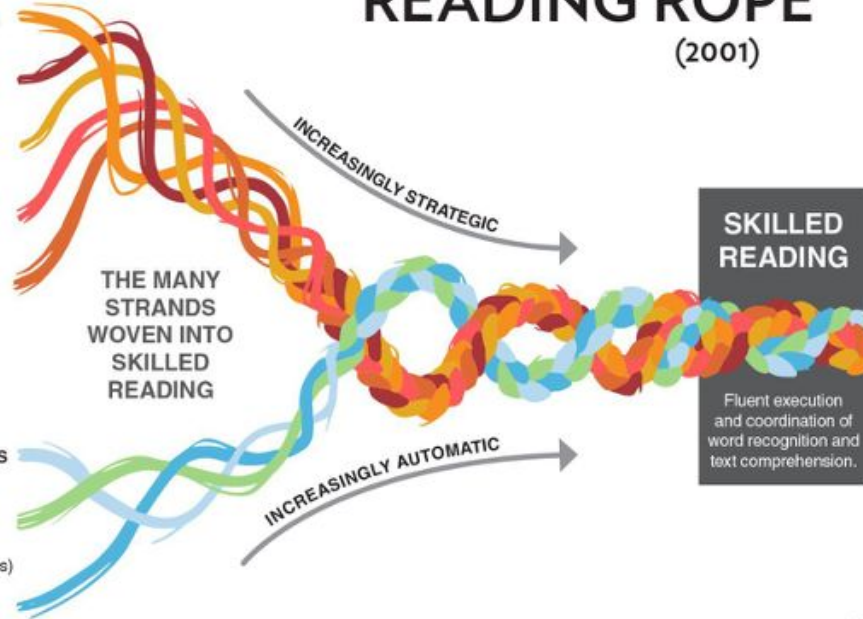
## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

## SCARBOROUGH'S READING ROPE (2001)





# Literacy in Middle and High School

- ★ Literacy is more than just reading.
- ★ Our goal is to improve speaking, listening, reading and writing in all of our content areas in the middle grades and upper grades.
- ★ Consider the opportunities presented in your curriculum to highlight different areas of the rope.
- ★ Engage all students in the classroom in all aspects of literacy.

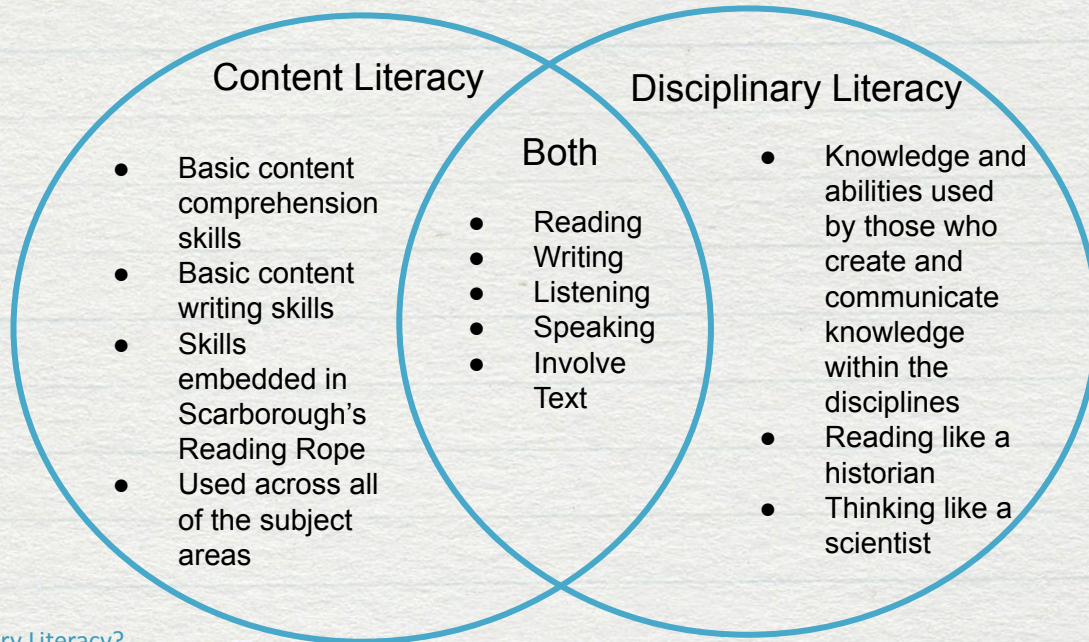


# Content Area Literacy

- ★ Content area literacy skills involve basic content comprehension and writing skills.
- ★ Until the fundamental content literacy skills are mastered, there is a need to build competency here before moving on.
- ★ Skills such as partner reading, analyzing rubrics and annotating text are crucial to proficiency before moving on to more demanding literacy skills.



# Content Area Literacy vs. Disciplinary Literacy



SOURCE: [What is Disciplinary Literacy?](#)

# Levels of Instruction

<b>Disciplinary Literacy</b>	<b>advanced reading/writing to learn</b> <i>specialized reading strategies unique to subject areas</i>	<b>TIER I</b>  Provide accommodations, modifications, scaffolds that ensure struggling learners can access the same essential content knowledge as their non-struggling peers
<b>Content Literacy</b>	<b>reading/writing to learn</b> <i>vocabulary, comprehension, writing strategies used across all subjects</i>	
<b>Basic Literacy</b>	<b>learning to read/write</b> <i>intervention for basic skills, including words study, fluency, vocabulary, comprehension, writing</i>	<b>TIER II &amp; III</b> Remediate to develop basic skills

SOURCE: [Components of Adolescent Literacy Instruction in an MTSS Model](#)

# Content Area Literacy Impact

- ★ 73 percent of 8th grade students fall below the proficient level in their ability to read and comprehend the meaning of text at their grade level according to 2019 NAEP data for Louisiana.
- ★ Students need to extract information and meaning from content area texts.
- ★ Reading ability is a key predictor of achievement in mathematics and science.
- ★ Students need literacy support in accessing the information so that they can become proficient within their disciplines.

# Reading Strategies

- ★ Whole Class Read Aloud
- ★ **Partner Reading**
- ★ Independent Reading
- ★ Annotating

- ★ Coming Fall 2022
  - Vocabulary Supports

# Writing Strategies

- ★ Using Rubrics
- ★ **Using Student Exemplars as Part of the Writing Process**
  
- ★ Coming Fall 2022
  - Writing Frames
  - Writing Summaries
  - Writing for a Purpose

# Listening/Speaking

- ★ Coming Fall 2022
  - Discussion Tracker
  - Socratic Seminar
  - Fishbowl Discussion



# Student Experience: Partner Reading

- ★ Partner read "[The Treasure of Lemon Brown](#)" by Walter Dean Myers
- ★ Purpose for reading: Analyze Greg's perception of his father and Lemon Brown by making evidence-based inferences.

# Let's Talk About What Happened...

- ★ What were some teacher moves?
- ★ What were some student moves?
- ★ How will this practice, done this way, affect student outcomes?

# Student Experience: Partner Reading

1. Communicate the purpose
2. Pair students with mixed ability, but same native language
3. Model with another student what it should look and sound like
4. Identify the purpose for reading that day
5. Monitor reading
6. Debrief what was read

\*\*Access Content Literacy Support -[Partner Reading](#) in the Literacy Library to view full document and steps

# Student Experience: Using Student Exemplars

★ Today we are going to use an exemplar to construct a claim statement for our question: What was a major challenge at the Constitutional Convention and why?

- The Constitutional Congress experienced a major challenge because they agreed to not only revise the Articles of Confederation but constructed a whole new framework. This was a major challenge because it was not originally agreed upon by the Congress, and even led to some delegates leaving. The atmosphere at the Constitutional Convention was very heated, as there were two contrasting sides. Delegates felt very strongly about how representation would be determined and how representation would be elected. According to the text, “they agreed to go beyond the instructions of the Congress by not merely considering revisions to the Articles of Confederation, but to try and construct a whole new national framework.” The delegates could not come to a conclusion based on what they already had, so the only way forward was a whole new construct.

- ★ How does this claim fully respond to the question?
- ★ What steps might the student have used when constructing this claim?
- ★ What are some qualities of this claim statement that make it a great claim statement?
- ★ How can I duplicate this claim?

\*\*Read “[Tough Issues](#)” located on page 170 of the 7th grade Social Studies Scope and Sequence to prepare for this activity

# Let's Talk About What Happened...

- ★ What were some teacher moves?
- ★ What were some student moves?
- ★ How will this practice, done this way, affect student outcomes?

# Student Experience: Using Student Exemplars

1. Write framing questions on the student exemplar or on an anchor chart/white board.
2. Draw attention to overall parts of the writing but pick a focus to work through and develop with students.
3. List/display steps (think aloud) that the student potentially went through when creating that piece of the writing so that students can duplicate.
4. Direct students to use the steps/model of the exemplar to create their own writing.

\*\*Access Content Literacy Support - [Using Student Exemplars](#) in the Literacy Library to view full document and steps

# Reflection

- ★ Think back on the 2 activities we just participated in:
  - Can you see yourself using them or coaching others to use them?
  - What do you think will change in student outcomes if we use these strategies?
  - What questions do you still have?

# Louisiana Literacy Library

- We are constantly adding new resources to the Louisiana [Literacy Library](#). Some of the resources currently available are:
  - Middle and High School PD Series
  - Content Literacy Resources
  - [Building Literacy Skills at Home for Middle and High School](#)



# References

Fielding, Lynn, et al. *Annual Growth for All Students: Catch-up Growth for Those Who Are Behind*, New Foundation Press, Kennewick, WA, 2007, pp. 39–39.

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