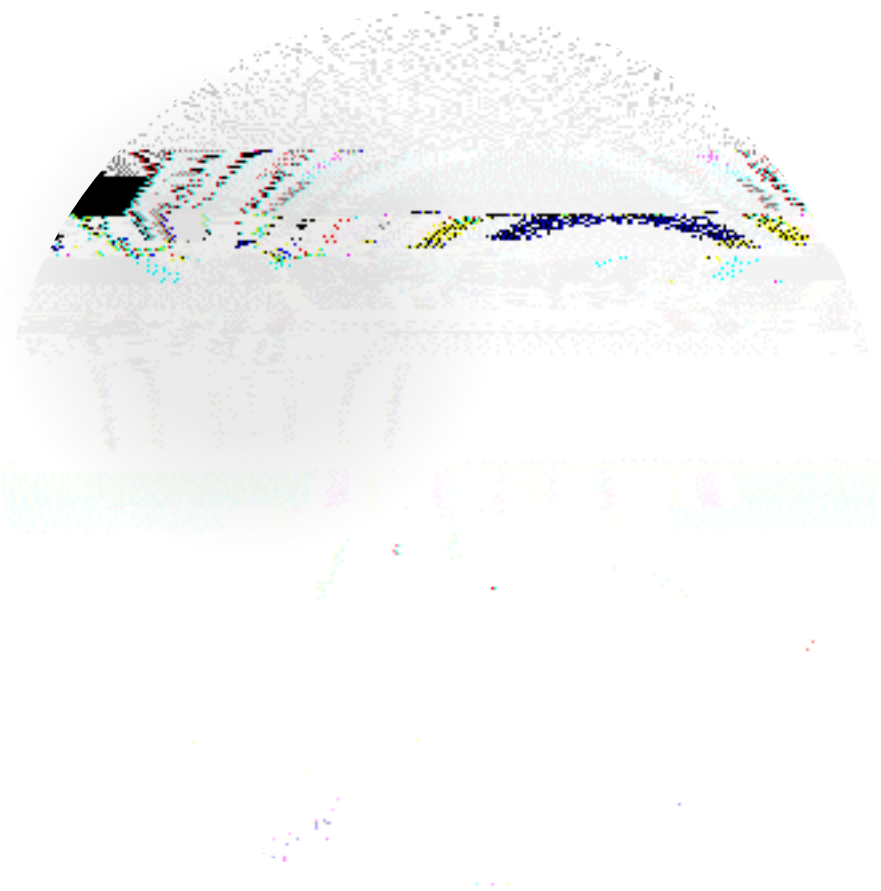


This Morning's Session

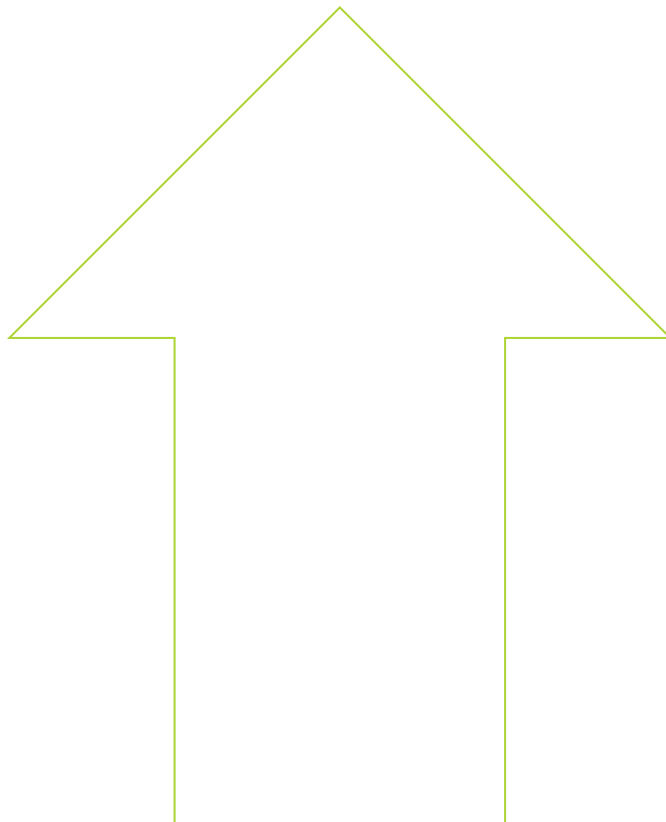
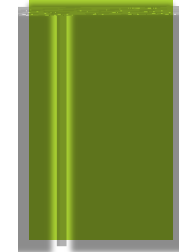
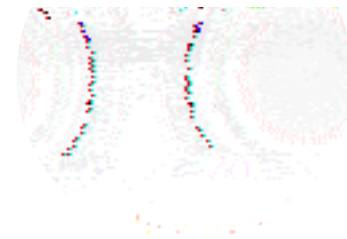


1. Today's Literacy Context
2. A Primer on Reading Comprehension
3. Advanced Literacies for Academic Success
4. Fostering Advanced Literacies in Today's Classrooms
5. Q&A



Today's Literacy Context

Rethinking "literacy"



Increasingly sophisticated literacy skills needed to thrive day-to-day

- ¥ Demands communication (orally and in writing) in diverse ways and with diverse audiences;
- ¥ Requires a need to understand and use print for a variety of purposes
- ¥ Is much more than decoding and understanding print

New role of language and literacy skills in society in our neighborhoods and in the global world

What counts as "literate" on the rise

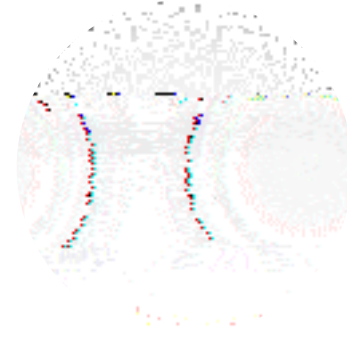
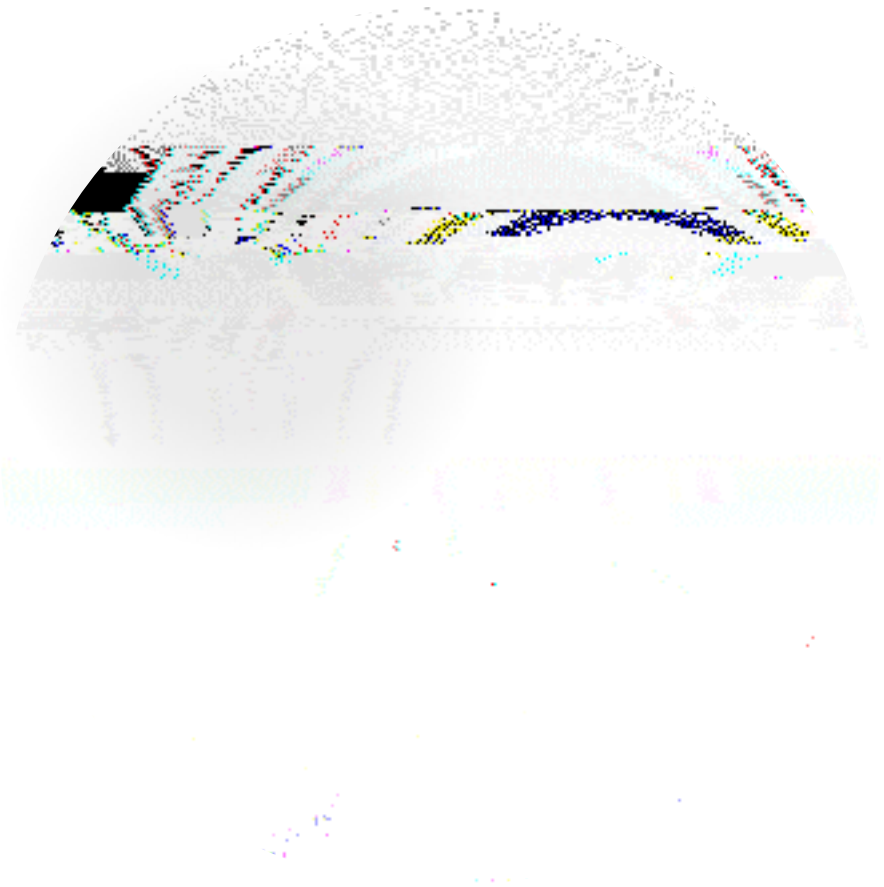
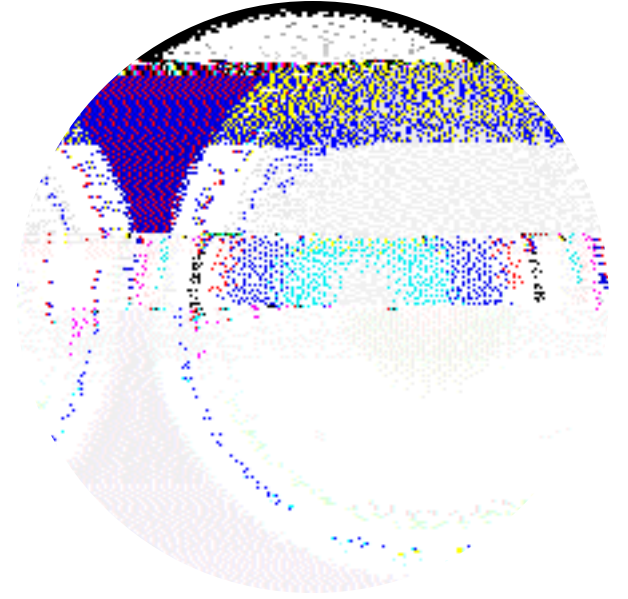
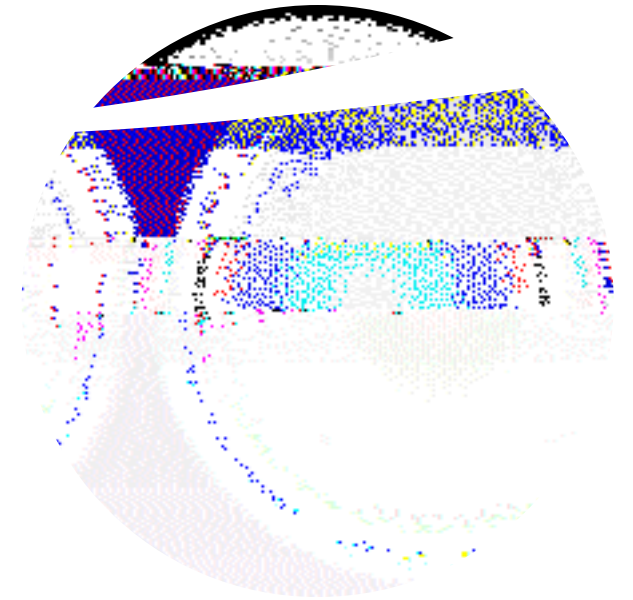
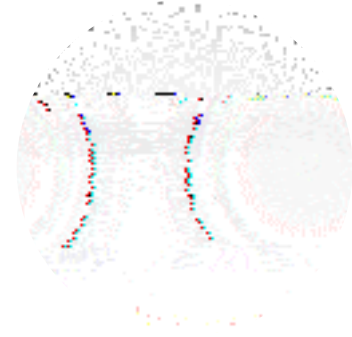
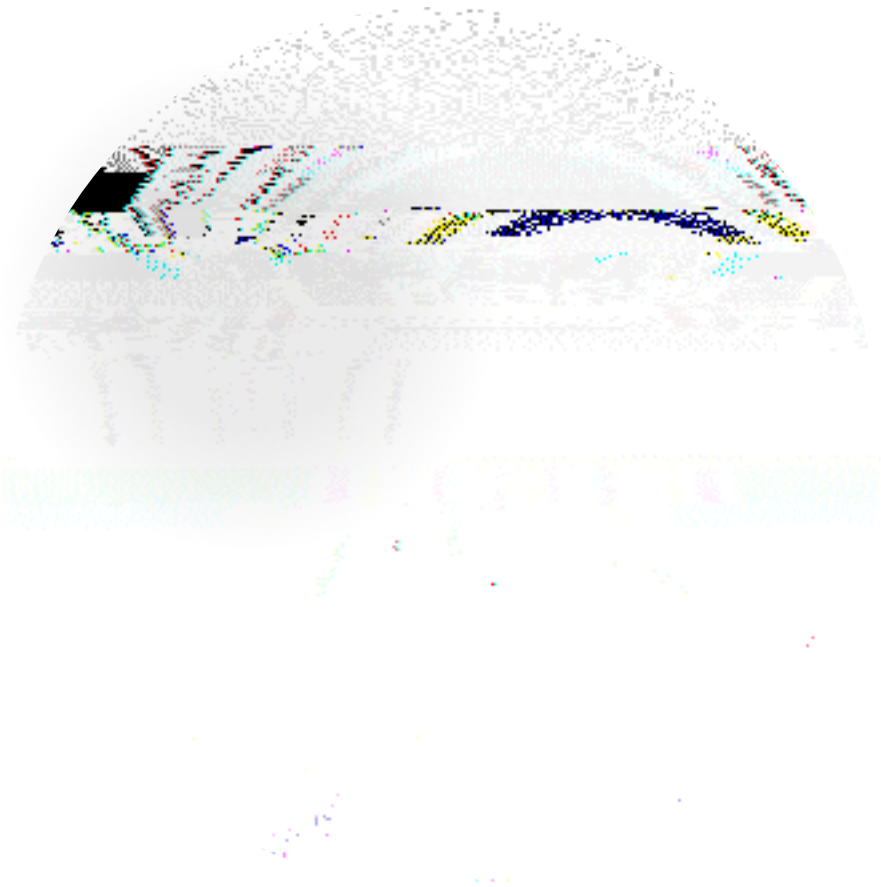
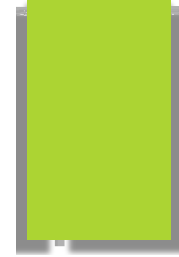


Figure 1





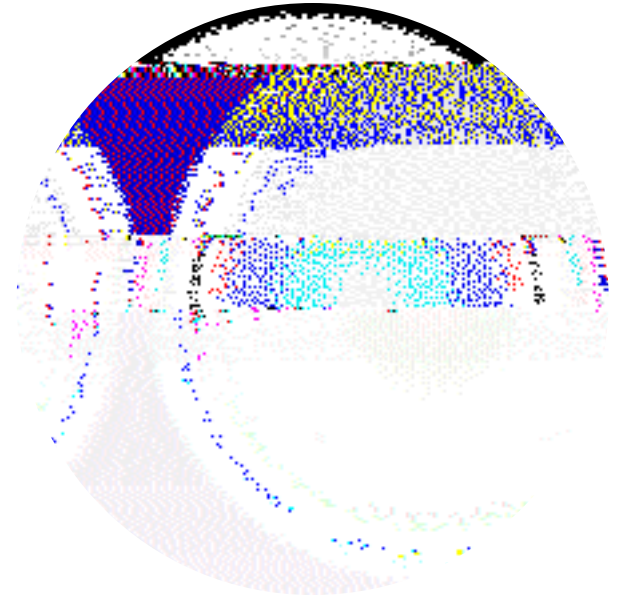
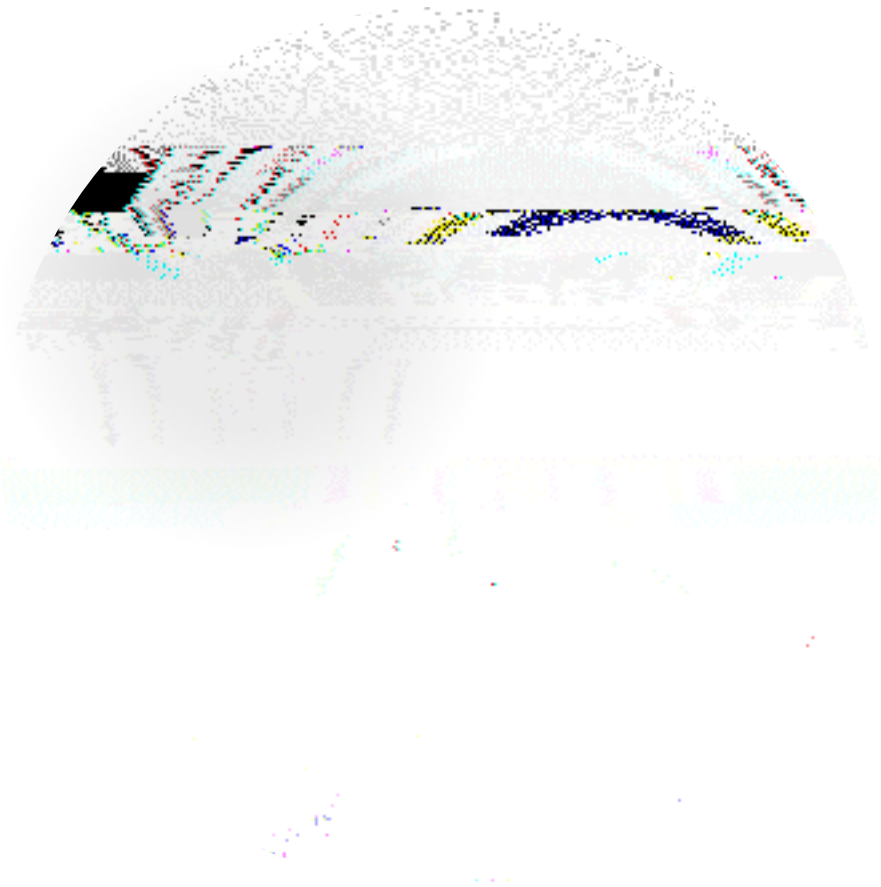
Changing Demands of Workforce Participation

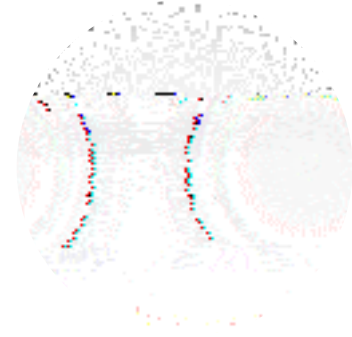
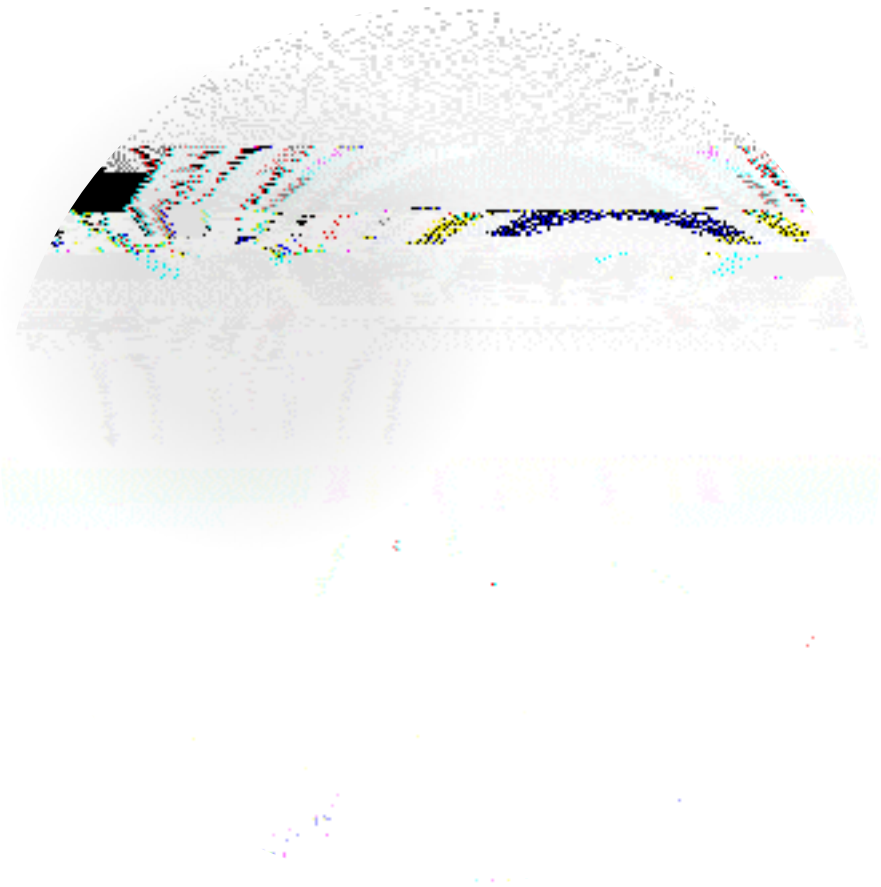


òIn order to prepare young people to do the jobs computers cannot do, we must re-focus our education system around one objective: giving students the foundational skills in problem-solving and communication that computers don't have

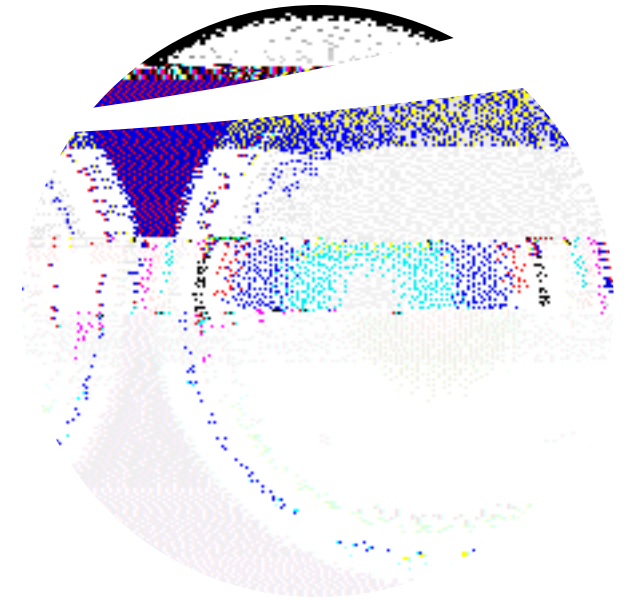
ôAs knowledge has become more abstract, the average person's earnings have become increasingly correlated with educational attainment.ó

òComputerized work has ratcheted up the definition of foundational skills.ó



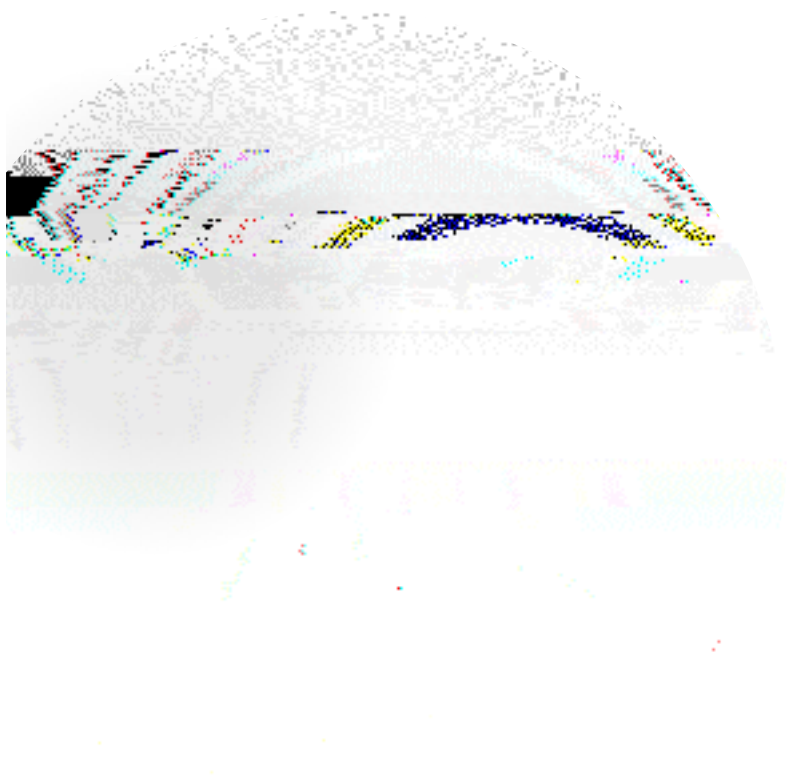
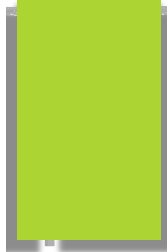


10/10/2023



Summary: Today's Literacy Context

1. The school-age population is increasingly linguistically, culturally, and economically diverse.
2. What counts as "literate" today is on the rise.
 - !! Unlike past decades, reading and writing have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life.
3. The design of literacy instruction today has not kept pace with this shift from the need for basic to advanced literacy.
4. A more systems-level, strategic approach is needed.



Passage Analysis



Code-based skills

3 sounds, 1 word:
/sh/ / ar/ /k/

Spelling pattern:
there vs. their

~100 words correct per minute
(grade 3)

There are almost 400 different kinds of sharks. Each kind of shark looks different, has a unique diet, and behaves differently. There are sharks in all four oceans of the world. Some sharks are longer than a school bus, while others are so small they can live in fish tanks. Sharks come in all kinds of colors. Most of the time, their skin color helps them blend in with their surroundings. But, some sharks that live in the deepest part of the ocean actually have parts that glow in the dark. Most sharks live in salt water, but some can live in fresh water. All sharks are unique, or have different qualities that make them so special.

Meaning-based Skills

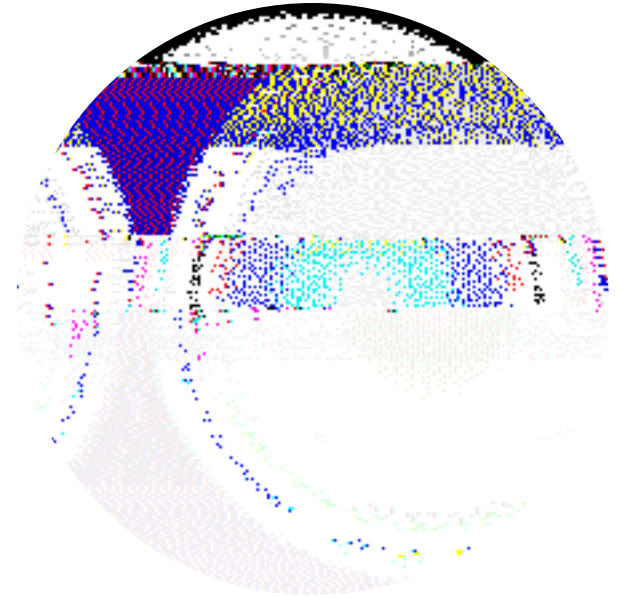
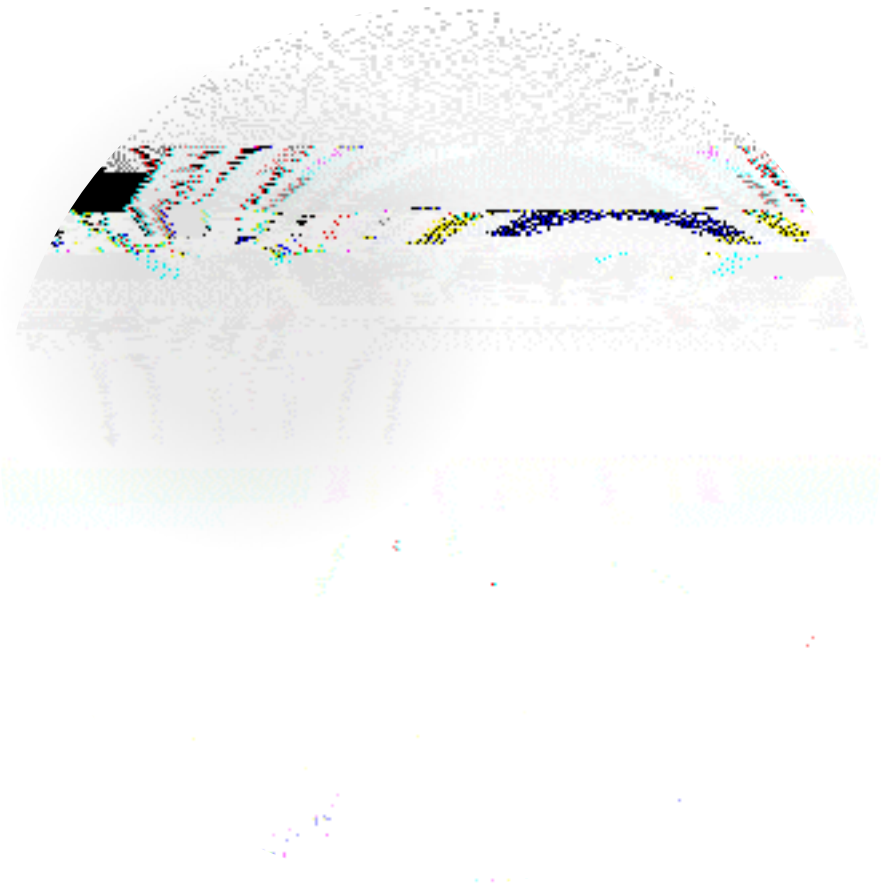
Cognitive strategies

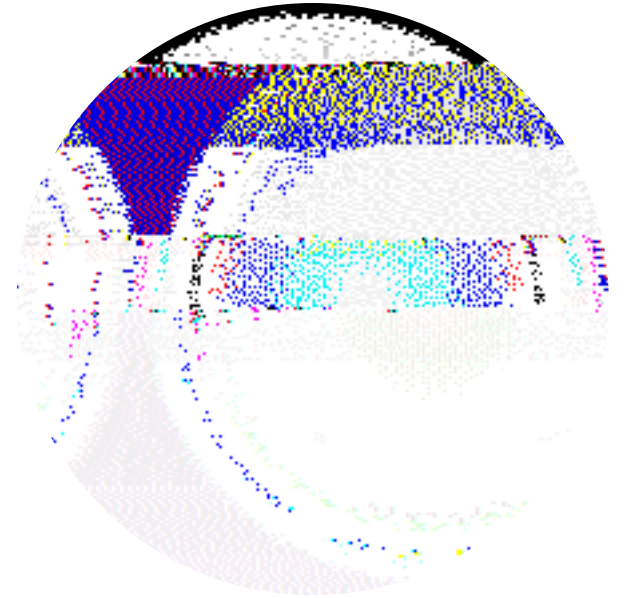
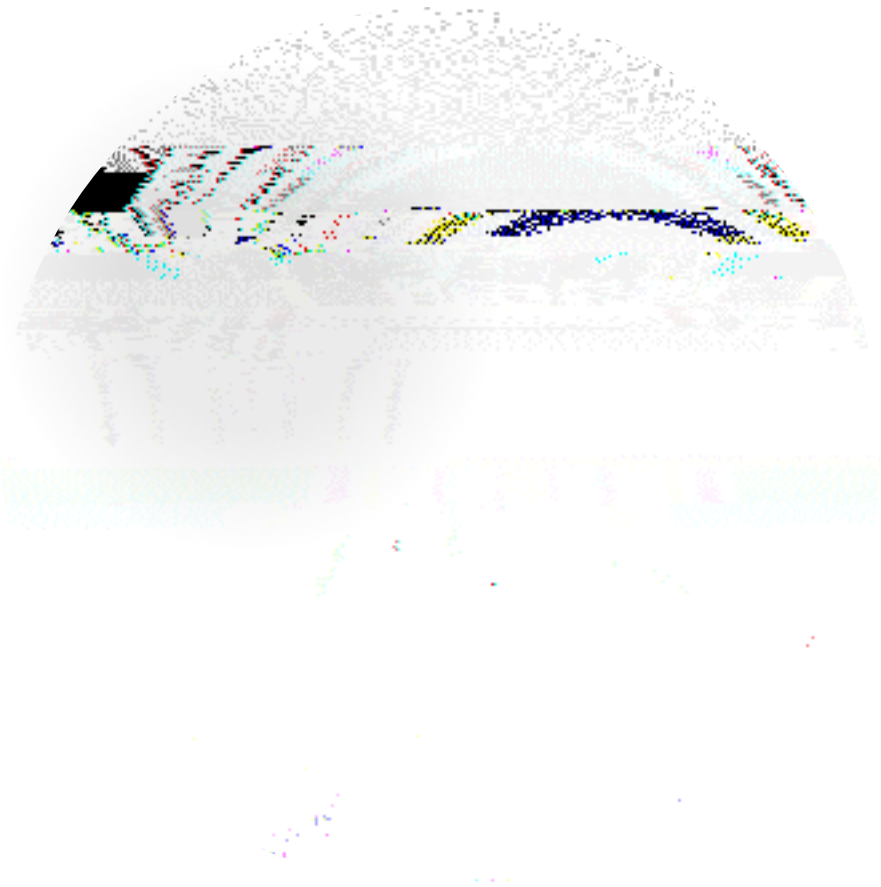
Vocabulary

Relevant background
knowledge

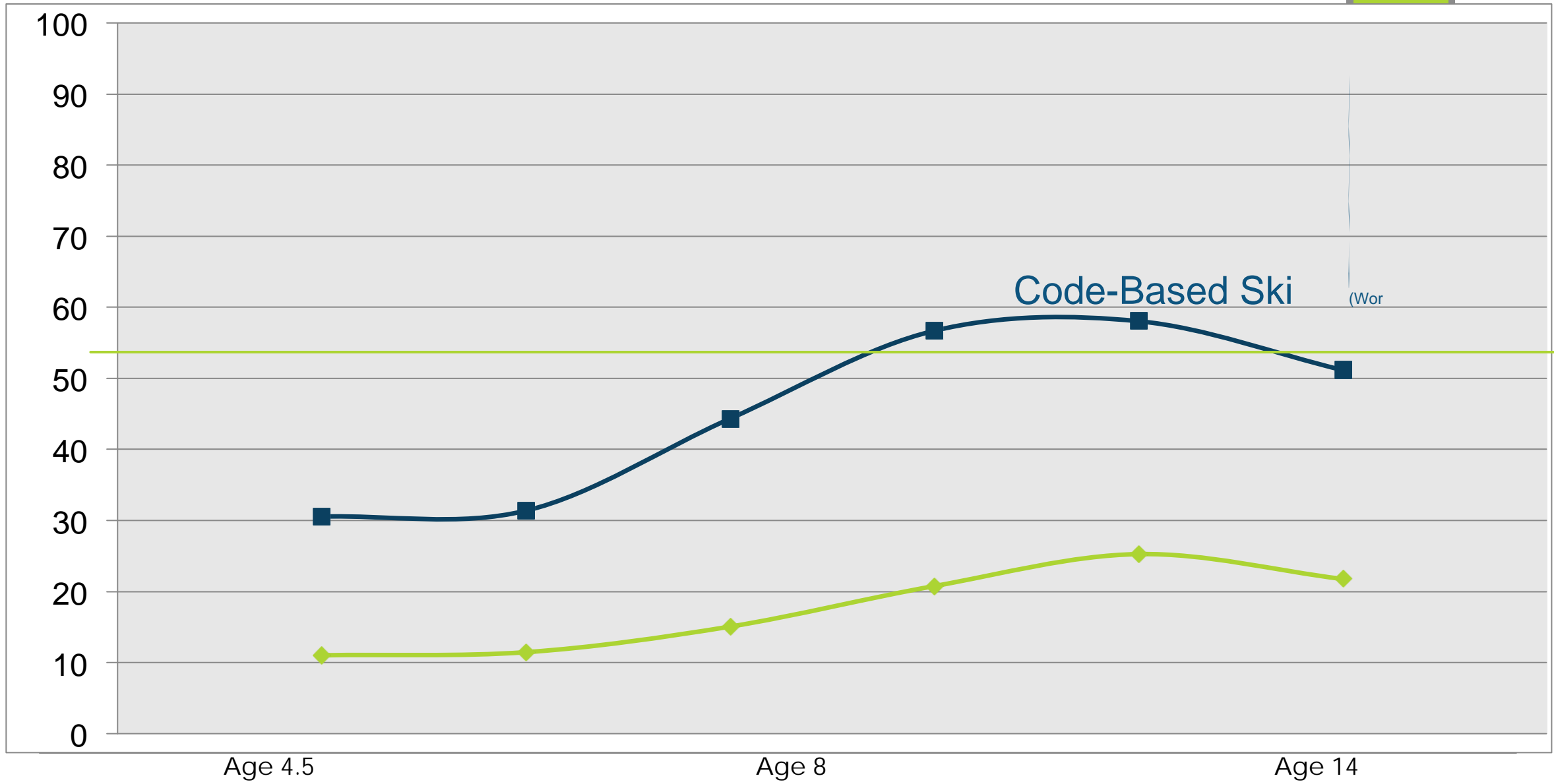
Understanding of language

Interest and motivation





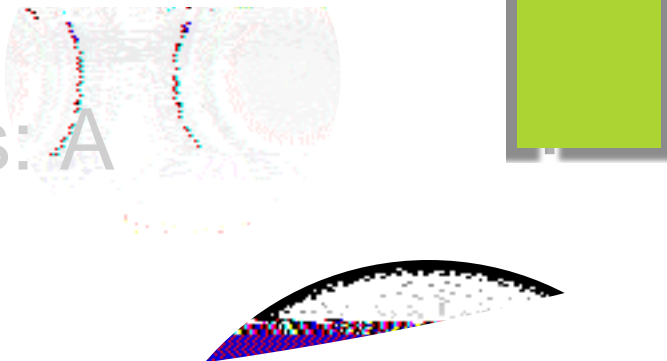
Percentile Rank



Code-Based Ski

(Wor

Code-Based and Meaning-Based Skills: A Critical Distinction



Code

Meaning

Developmental Processes

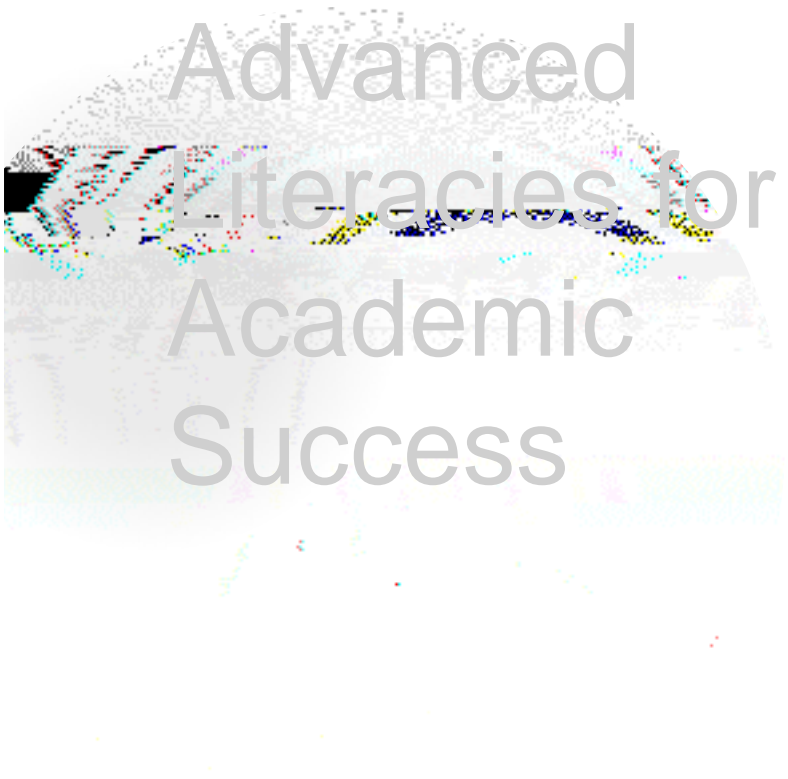
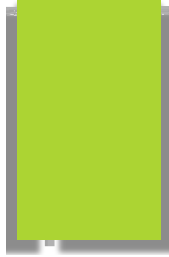
- ⌘ Typically mastered by 3rd grade
- ⌘ Constrained, i.e., mastery-oriented

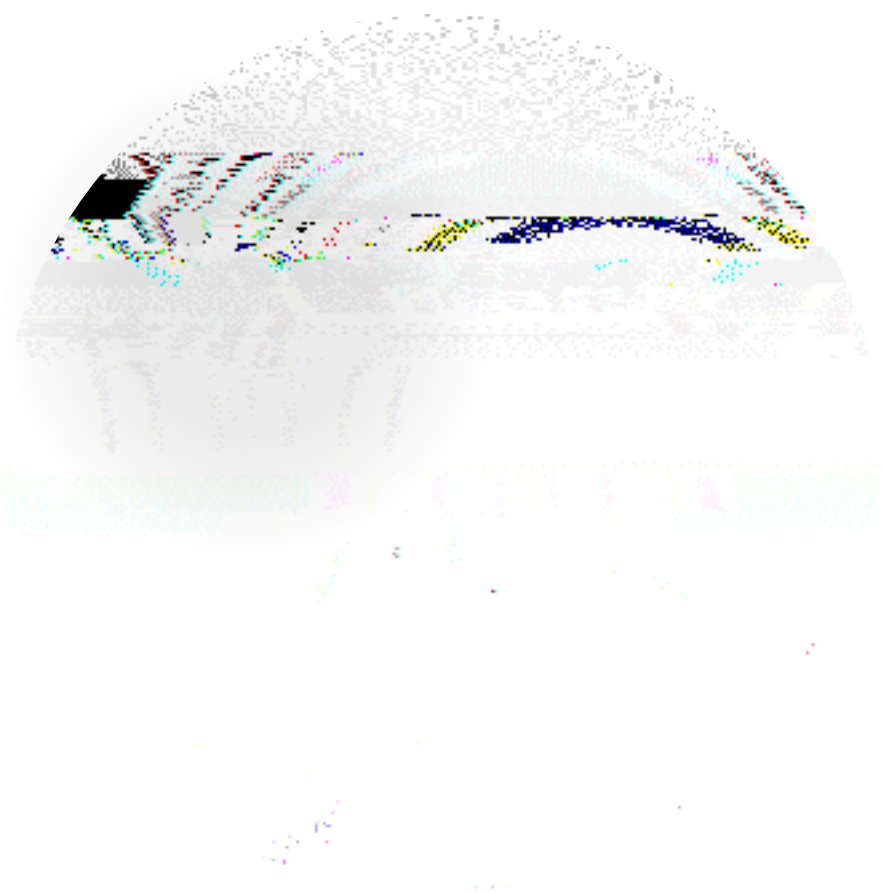
- ⌘ Develops from infancy through adulthood
- ⌘ Unconstrained, i.e., not mastered

Instructional Implications

Highly susceptible to instruction in a relatively brief period of time

Requires sustained instruction, beginning in early childhood through adolescence





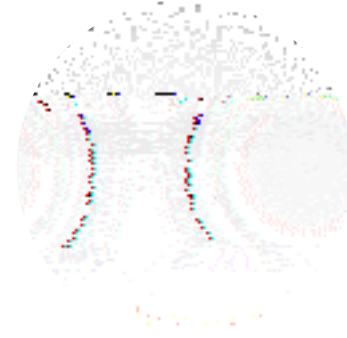
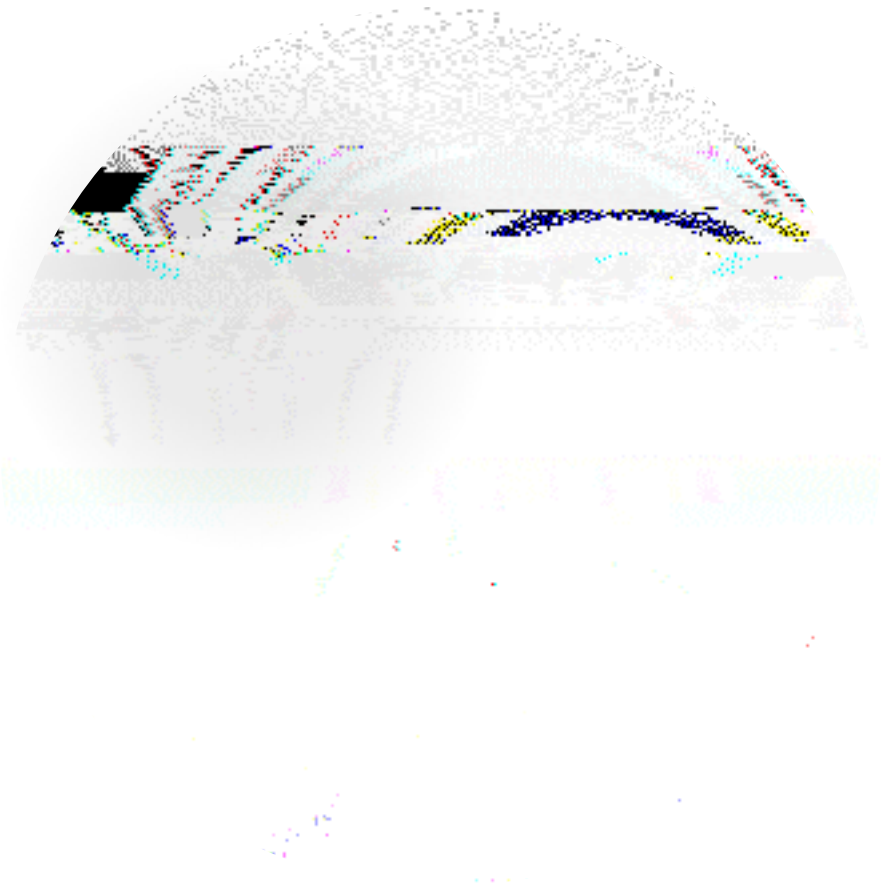
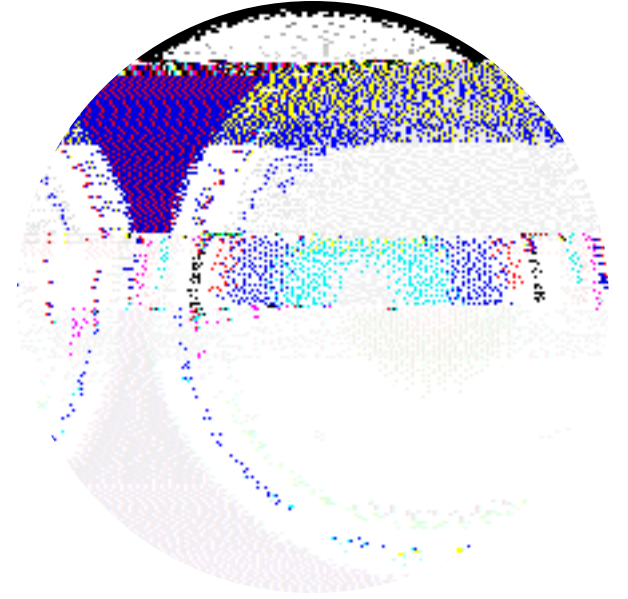
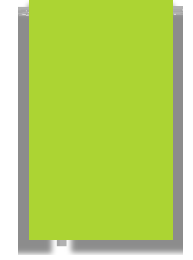
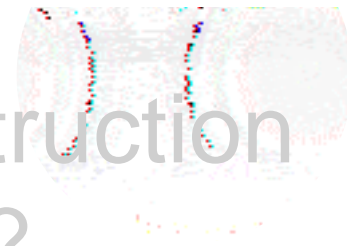


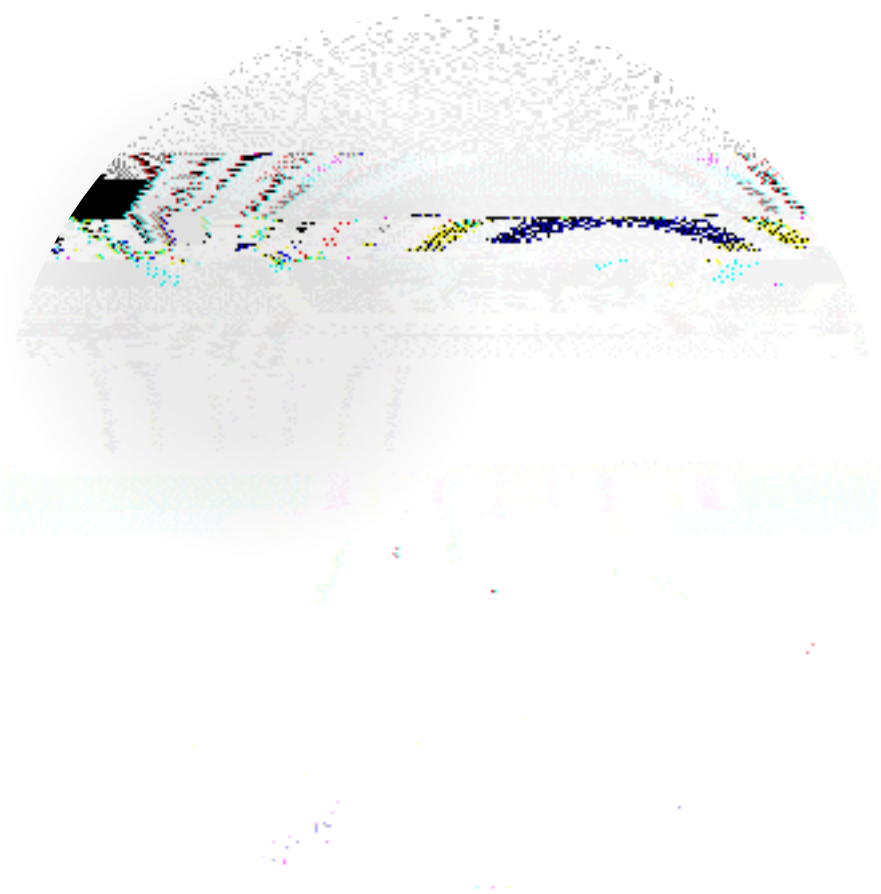
Figure 1

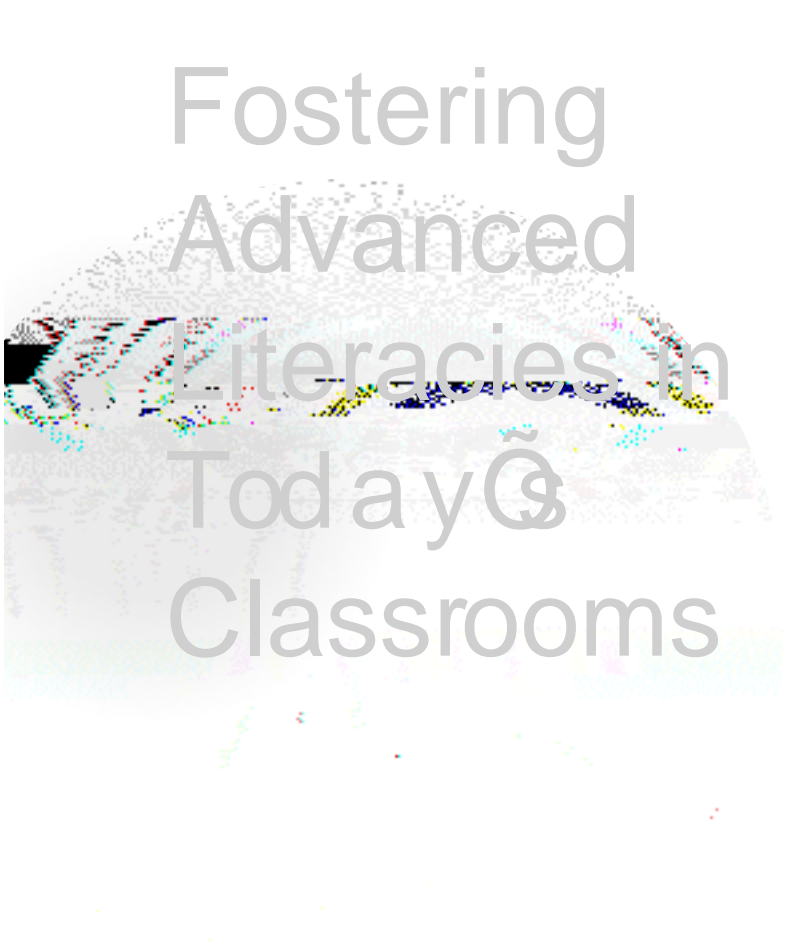
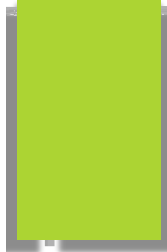


What does advanced literacy instruction look like across the school years?

Prekindergartener Adriana takes a bite of her apple. "This is scrumptious!" she says, demonstrating her recall of a vocabulary word that appeared in today's read aloud. She then exclaims "¡Qué delicioso!" in Spanish and "yummy!" She then engages in an extended conversation with her teacher about when, why, and with whom she might use each descriptor.





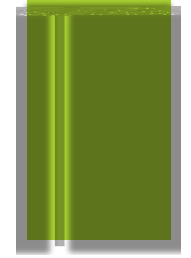
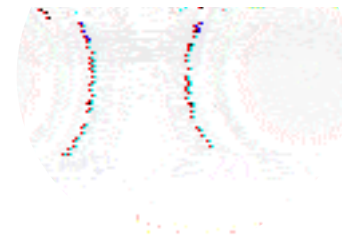


Fostering Advanced Literacies in Today's Classrooms

HOW CAN WE PROVIDE ALL LEARNERS WITH ENHANCED OPPORTUNITIES TO BUILD ORAL AND WRITTEN LANGUAGE SKILLS AND DEEPEN THEIR KNOWLEDGE OF ABSTRACT CONCEPTS AND IDEAS?

text- and discussion-based strategies

Outdated Guiding Principles for Promoting Literacy



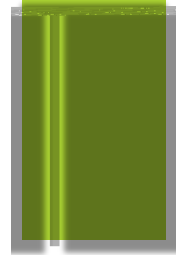
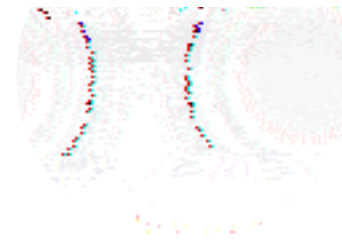
- !! Students learning academic English at school represent a small subpopulation of learners.

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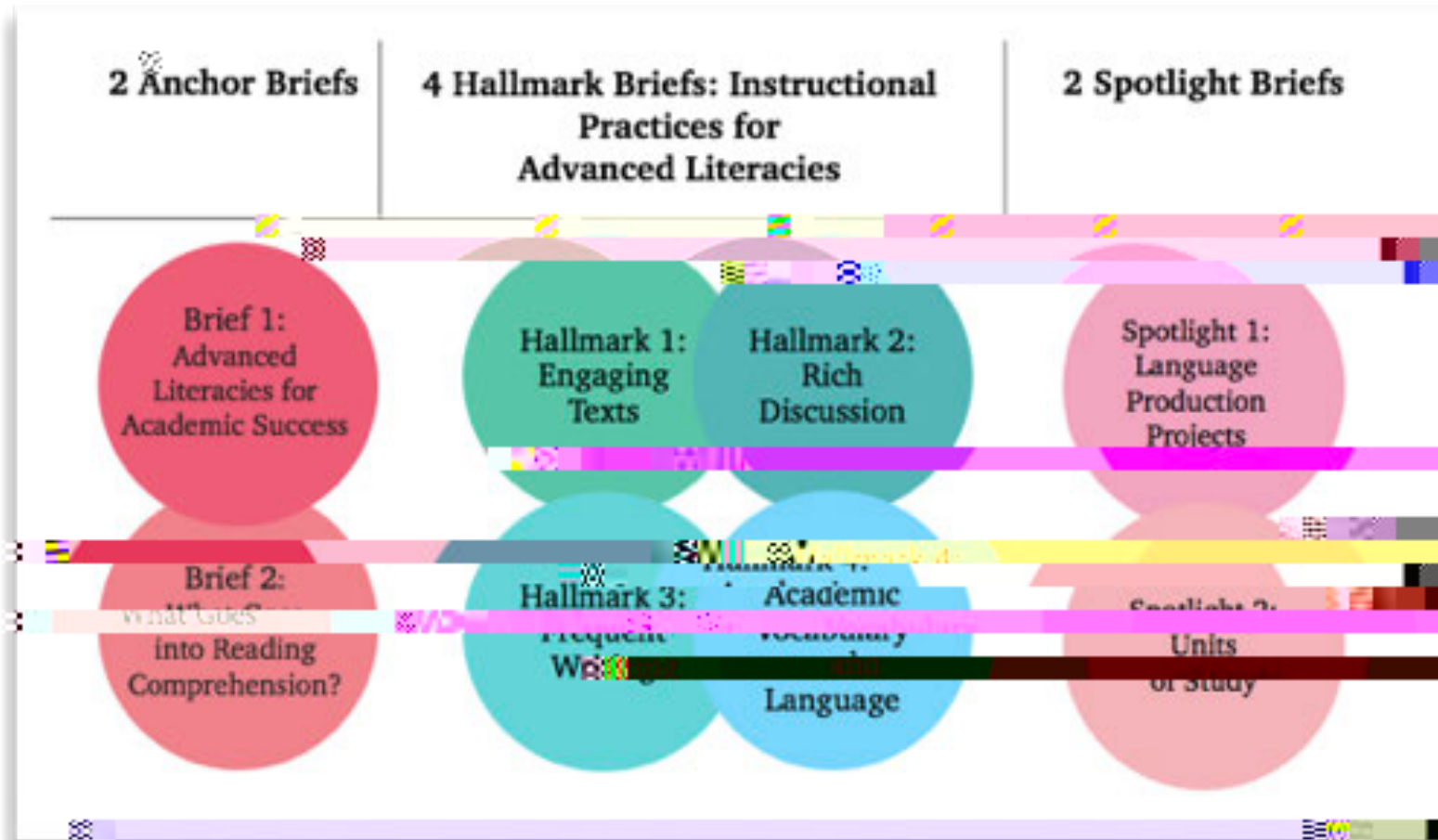
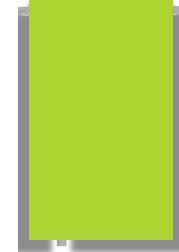
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Context for Today's Session

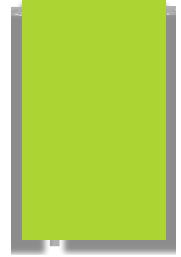


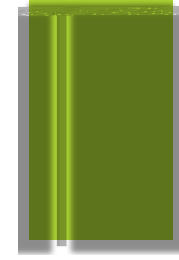
- !! Developing the advanced literacy skills needed for academic and personal success requires an instructional experience that cultivates knowledge and builds academic language
 - !! from early childhood through adolescence
- !! Meeting today's demands for what counts as "literate" requires a new approach to instructional and instruction. !

Four Hallmarks of Advanced Literacies



How do we foster advanced literacies in today's classrooms? !





!!!

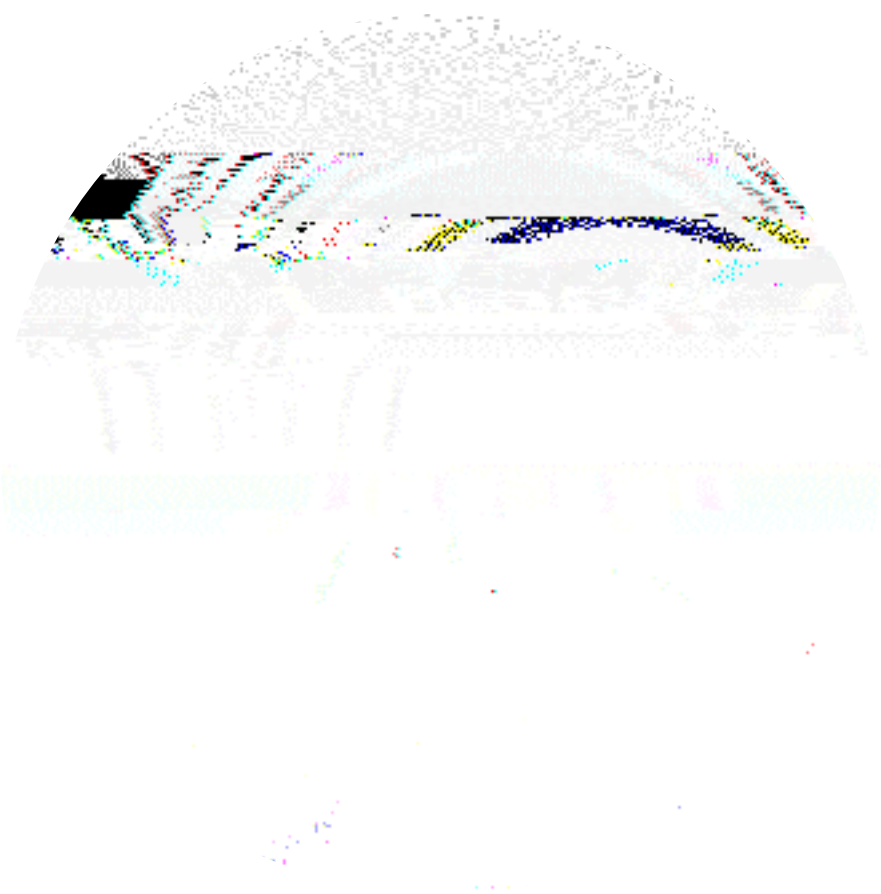
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Hallmark 2 of Advanced Literacies

Instruction: Classroom Discussion

!! Shifting how we think about classroom instruction:



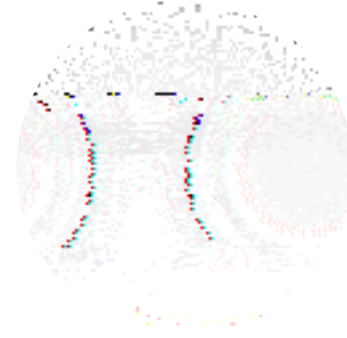
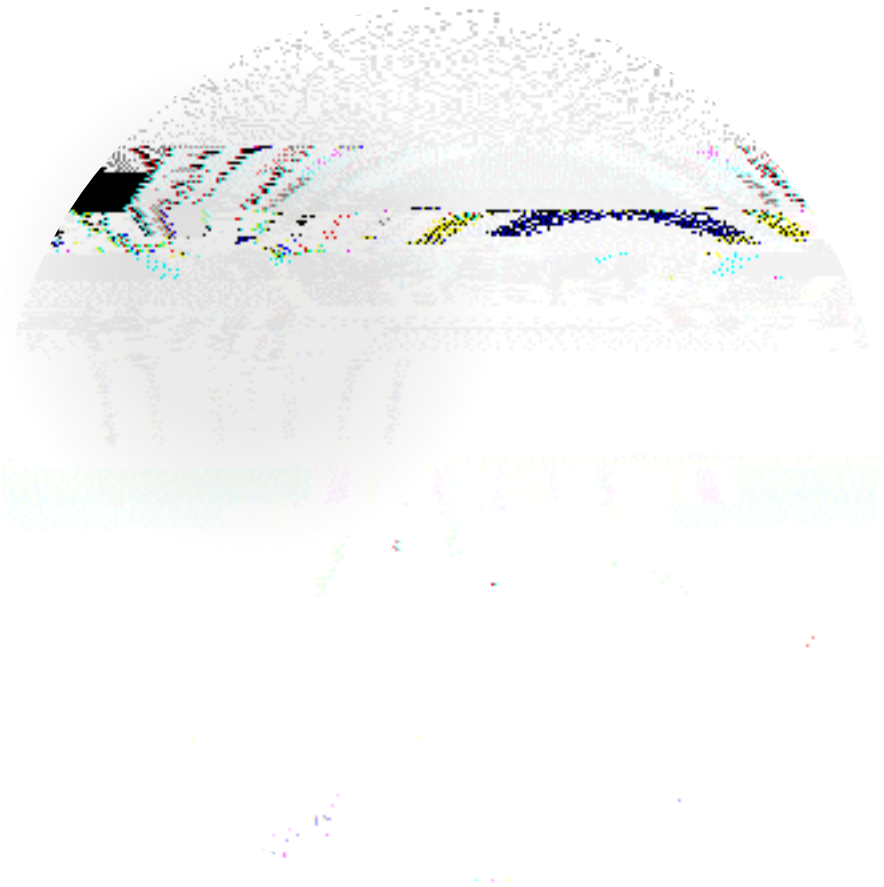
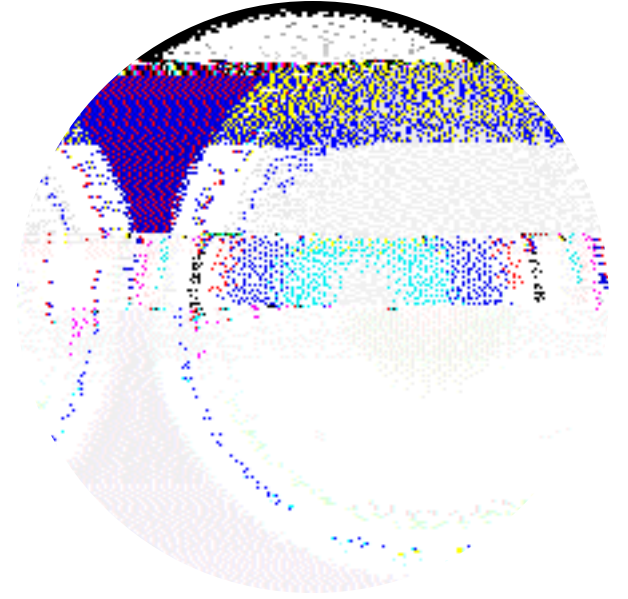
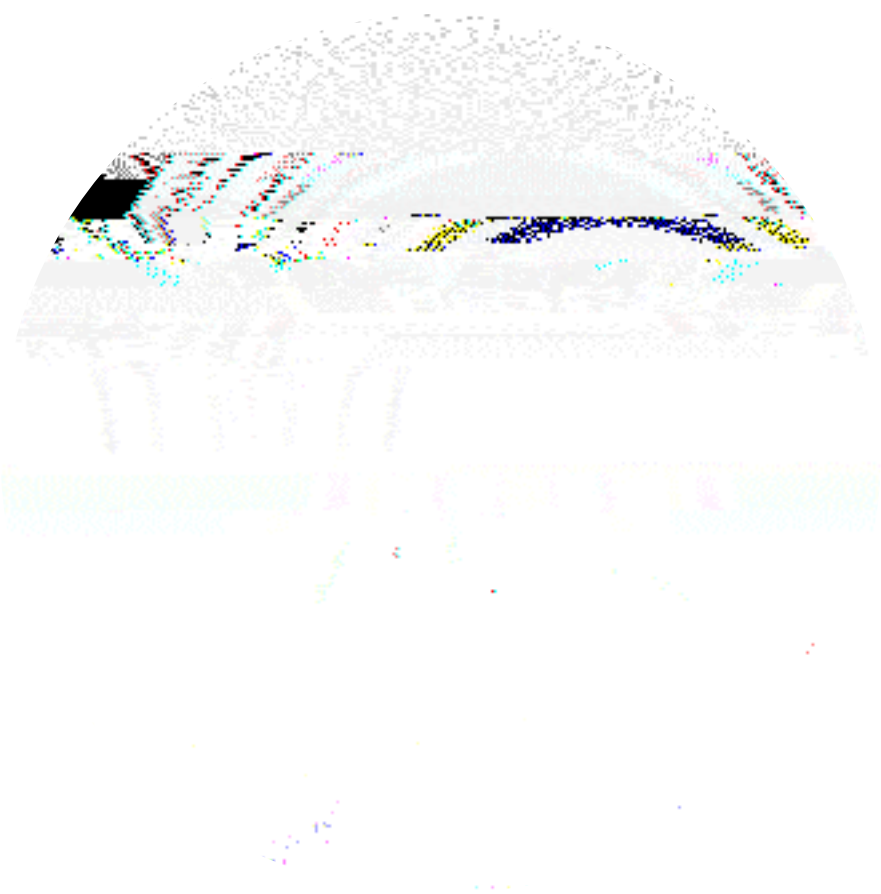


Figure 1

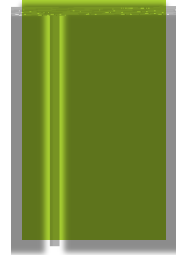


Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language

!! Shifting How We Think About Vocabulary Instruction:

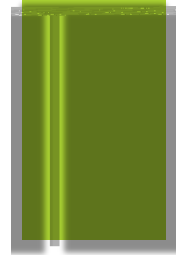


Spotlight on Language Production Projects

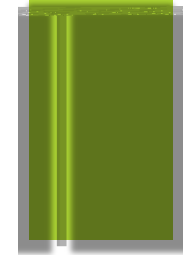
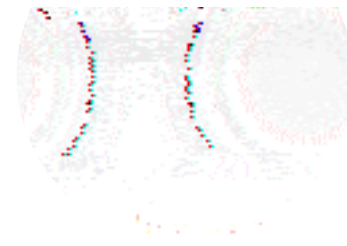


!! Questions to Ask When Designing Language Production Projects

Spotlight on Instructional Units of Study

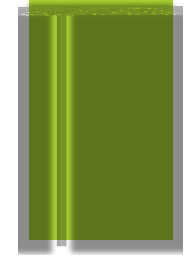


- !! Instructional units of study as a key mechanism for creating the conditions for knowledge-building literacy instruction



!

What happens in schools that effectively implement the hallmarks?



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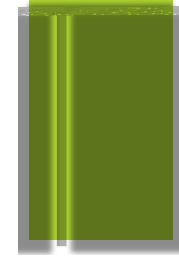
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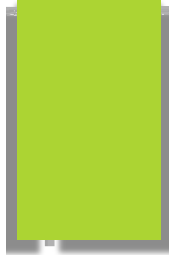
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Q&A Summary: Reform Design Considerations



- !! Merging ELA and Science/Socials
 - !! Bring the rich content into the literacy block
 - !! e.g., Panorama program by National Geographic
- !! Doing less intervention, but more intensively and higher-quality for those who need it, esp. those with code-based difficulties
 - !! Intervention needs to be high-dose and strong fidelity of implementation to be effective
 - !! Meaning-based weaknesses mostly demand a more robust classroom learning environment vis-à-vis language- and knowledge-building, starting with text
- !! If the reader-writer workshop is the starting place, the challenge is to infuse into it content-based units of study (not genre-based—need to build knowledge on a topic)

