LITERACY INTEGRATION STRATEGIES

2016 NGCATER WORKSHOP

LISTED BY ORDER OF SESSION

- **SO WHAT?**
  - Asking this question requires students to dig deeper and verbalize how they know what they know
- **Open-source text books**
  - Collecting information electronically is relevant for students, exposes students to a variety of texts about the same topic
- **Read, Assess and Reflect**
  - Students should be asked to reflect (internalize) on what they read by writing about it
- **One-on-One Conferences**
  - Set aside time to coach students with expressing themselves and concepts better
  - Use this time to discuss how to correct, revise their writing assignment
- **Select reading from a variety of texts**
- **Write in a variety of ways**
  - Go beyond a summary
  - Journal about the profession
  - Learning logs
  - Problem-solving journal
  - Writing prompts
  - Discuss plagiarism, and how this practice robs students of the opportunity to think for themselves. Students that copy are only demonstrating that they agree with the author, not that they know anything about the topic.
    - *Teachable Moment:* If after collecting and reading a writing assignment you gave students and you notice that many plagiarized—don't grade them! Instead, have students guess "Who Wrote It". Be sure that each students' work is read out loud, then let the class guess which student wrote it. Be sure to have the 'author' stand up or claim their work...then watch the class' reaction when the author is announced! Or wait to see if the 'author' can claim their work! A great way to talk about the ethical implications of plagiarizing.
- **Yellow and Blue Make Green!**
  - Students should highlight key ideas they identify in text in Yellow. Teacher should review key ideas with the class and have students highlight those in Blue. If the same key ideas are highlighted, the highlighted text will be Green.
- **Practice Makes Perfect!**
  - Remember that "it's not magic, it's practice"! Students should be reminded of this when revising their writing
- **Strategies for Making Sense of Text**

- o Word analysis – roots, prefixes, suffixes
- o Identify key words
- o Synonyms
- o Prior knowledge
- o Collaboration
- o Listen to text, read aloud
- o Rate – slow down to decode
- o Reread
- o Chunking
- o Annotate
- o Written connections
- Supports
  - o Video
  - o Images-photos, illustrations, graphs or tables
  - o Hands-on experience
  - o Project-based learning
  - o Identify unknown words
  - o Contextualize – build background knowledge
- **Got it…mostly!**
  - o Students read complex text silently, then teacher reads same text aloud to them
- **Choices, Choices!**
  - o Select text for student reading that is simple, moderately complex and complex
  - o See pages 40-43 in workbook, features of-- and evaluation measures for-- text complexity. And remember that simple text should be used to support complex text, not supplant. Students need to be challenged!
- **Hook, Line and Sinker!**
  - o Generate a hook question for students to answer before they read the text you have selected for them *(Pre-reading activity)*
  - o As students are reading, they should code lines of the text (or paragraphs) to identify particular information or concepts; i.e., benefit-risk, fact-opinion, cause-effect. *(During-reading activity)*
  - o Anchor, or 'sink', students' understanding of the text by having them discuss and cite examples from the text which supports their suggested answers
- **Directed Note Taking** (see text-based question Handout)
  - o Students should locate examples from the text which support the key components you want students to examine
  - o Compare notes in pairs or small groups, and select the most significant example for each key component
  - o Want to extend this activity?
    - ▪ Students should take a position on the key components and use text to justify their positions; students could create a graphic organizer that depicts their thought process
  - o Want to modify this activity?
    - ▪ Students should generate questions that the text doesn't supply an answer for. (See page 56 in workbook)

- **Roll the Dice!**
  - Generate a list six questions about the text and number them. Have students move into groups, roll the dice, and answer the question that matches the number that was rolled.
- **Real world Writing**
  - Technical reports, memos, proposals, reviews, processes and procedures, instructions, et.al
  - Write often, write across the curriculum, write for real audiences and purposes
- **Sideways Planning Chart**
  - See page 67 in workbook
- **Help Students ACE it!**
  - Writing for Argument or explanation, students should
    - <u>A</u>nswer the questions
    - <u>C</u>ite evidence and its source
    - <u>E</u>laborate to explain why the evidence connects to and supports their answer
- **Plan with the End in Mind!**
  - Design tasks with the outcome in mind,
  - Provide models, use authentic texts (see pages 78-79 in workbook)
  - Scaffold instruction
  - Assess for target concepts
  - Consider next steps in instruction
  - Leverage your resources
- **RAFT!**
  - Use this writing strategy to help students understand their roles as writers (see page 80-81 in workbook)
- **Writing Rubrics**
  - Use the FSA writing rubrics to evaluate student writing throughout the year (see last pages in appendix of workbook)