

Supporting Academic Learning & Literacy

meeting the new Core Standards



Center on English Learning & Achievement
Partnership for Literacy



UNIVERSITY^{AT} ALBANY
State University of New York

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What is academic literacy?

How does academic literacy relate to the core standards?

Building academic literacy in the classroom

Today's panelists

- Jim Butterworth, director, Capital Area School Development Association
- Janet Angelis, associate director, CELA
- Johanna Shogan, instructional facilitator, CELA
- Karen Polsinelli, instructional facilitator, CELA

Academic Literacy:

- By
- Focusing
 - Questioning
 - Narrowing
 - Judging
 - Searching
 - Fine tuning
 - Considering
 - Rejecting

Student learn not merely to receive knowledge but to own it.

Students who meet the standards can – in each subject

- Demonstrate independence
- Build strong content knowledge
- Adapt their communication
- Comprehend as well as critique
- Value evidence
- Use technology strategically
- Understand other perspectives

Ticket Out/Journal Jot – sample questions

- Based on today's lab, what more have you come to understand about how our senses help us understand the human body system?
- Today we read Champlain's "A Good and Perfect Navigator." Was Columbus a "good and perfect navigator?"
- Describe the method you used for solving the problem; use complete sentences.
- How do the poems we have discussed make you think of your own childhood?

Ticket Out/Journal Jot - can be used to

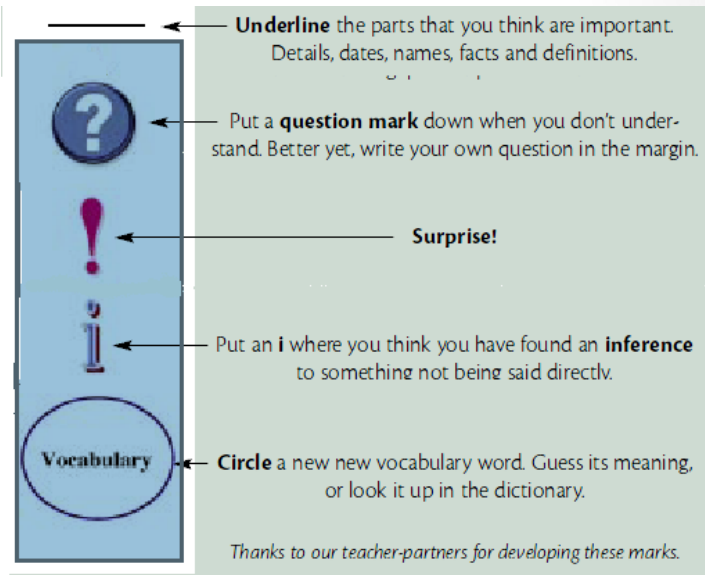
- focus and narrow
- critique
- assess comprehension
- reinforce content learning
- develop writing to think
- require documentation/evidence
- invite questions
- explore other perspectives

Reader's Marks

Find the places that tell you

- How did the native people view contact with Columbus?
- What was Columbus' view of the native people?

From Angelis et al., Educator's Voice II, 2009, p. 9



The diagram illustrates five reader's marks in a vertical column on a light blue background. From top to bottom: a horizontal line, a question mark in a blue circle, a purple exclamation mark, a blue lowercase letter 'i', and the word 'Vocabulary' in a blue circle. Arrows point from each mark to a corresponding explanation on a light green background to the right.

Underline the parts that you think are important. Details, dates, names, facts and definitions.

Put a **question mark** down when you don't understand. Better yet, write your own question in the margin.

Surprise!

Put an **i** where you think you have found an **inference** to something not being said directly.

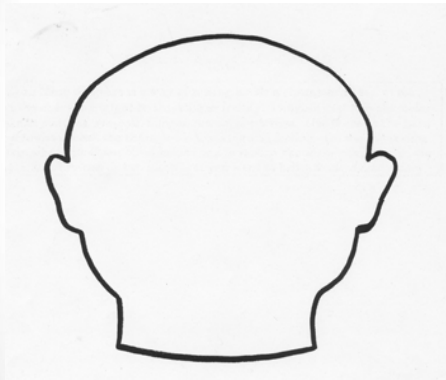
Circle a new new vocabulary word. Guess its meaning, or look it up in the dictionary.

Thanks to our teacher-partners for developing these marks.

Reader's Marks: Use to help students

- focus and engage
- comprehend what they read
- search for information
- determine what is most important
- distinguish relevant from irrelevant
- interrogate their texts
- find and weigh evidence

Open Mind



- Brainstorm opposites (prep for hyperbole)
- Capture your group's understanding of "your" character
- What would an archaeologist think?
- What questions do you have about the reading?

J. Wilhelm, *Action Strategies for Deepening Comprehension*, 2003, pp. 57-8



Open Mind: Use to help students

- focus on ways to think, know, and “do” in a particular subject
- make thinking visible
- create a record of thinking to return to
- fine tune thinking
- think symbolically
- fully explore a concept
- ask questions

Questioning

- What happened to the Fukushima nuclear power plant in Japan as a result of the tsunami?

OR

- Does the destruction caused by the recent tsunami in Japan conflict with anything you know or thought about the safety of nuclear power?

Questions to push different levels of thinking/understanding

Initial understanding

Developing ideas

Learning from the text

Taking a critical stance

Going beyond: “owning” knowledge

Teaching to the Core: Classroom Techniques That Work



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