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
Supporting Academic Learning & Literacy

meeting the new Core Standards

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
- Narrowing
- Searching
- Considering

- Questioning
- Judging
- Fine tuning
- Rejecting

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

J. Langer, Envisioning Knowledge, 2011, p. 2
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

CCSS for ELA & Literacy in Hist/SS, Sci., and Technical Subjects, p. 7
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

- 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.
- Circle a 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?

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