ACTIVE LITERACY ACROSS THE CURRICULUM

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THE PROBLEM
Revising teacher and administrative behavior sets to actively integrate specific, diagnosed literacy strategies directly into the curriculum on a consistent school wide basis.

Our questions:
What seven essential strategies can be and must be implemented to increase student literacy?
How can bi-level analysis of assessment data improve student performance?
How can curriculum mapping assist my school setting in improving active literacy?

Baseline assumptions:
- Every teacher is a language teacher.
- A learner's language capacity is at the root of all performance.
- There is a direct relationship between the four language capacities.
- Language capacity can be improved in any learner with ongoing review of assessment data.
- Cumulative precision skill instruction integrated into all curriculum areas is critical for language development.
- Open and direct articulation among teachers K-12 is central to building student language capacity.

Curriculum Mapping provides the vehicle pre-K-grade 12

Every teacher is a language teacher
- Upgrading language skills across all curriculum areas
- Interdependence of the four language skills.
- EVERY test we give in EVERY subject is language based.

Formal, open, collective and cumulative focus on literacy

Curriculum Mapping provides the vehicle pre-K-grade 12
Integrating the new literacies

Showing the connection between 21st century literacies and traditional print

Engage our learners in their century

Expand performance assessment genre

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Strategy # 1- Employing Bi-Level Analysis of assessment data

Strategy #2- Replacing the old way of developing vocabulary with THREE distinct approaches to words in EVERY class.

Strategy #3- Elevating CREATIVE note taking and note making skills as evidence of text interaction.

Strategy #4- Using essential questions as a literacy comprehension tool by making it "mental velcro".

Strategy #5- Developing a school wide consistent editing and revision policy for every class K-12.

Strategy #6- Formally developing and assessing speaking skills through Discussion Types Model and speaking genre.

Strategy #7- Mapping the strategies into the curriculum.

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Strategy # 1- Employing Bi-Level Analysis of Assessment Data

All educators in your school community examine student work and performance data on two levels:

- The subject matter concepts and skills needing attention.
- The requisite language capacity necessary to carry out tasks:
  - Linguistic patterns
  - Three types of distinctive vocabulary
  - Editing/revising strategies
Strategy #2 - Replacing the old way of developing vocabulary with THREE distinct approaches to words in EVERY class.

Strategy #3 - Elevating CREATIVE note taking and making skills as evidence of text interaction

We will inform and revise our maps on two levels:

- The needed areas to be addressed in the Content and Subject-Area Skills
- The Cross-Disciplinary Literacy strategies needing attention.

Three TYPES of words-

- Key high frequency words
- Specialized terms
- Embellishments

What is noteworthy? taking notice; lifting it off the page pulling it out of speech

Extraction and Reaction

- Sources
- Student Strategies
- Developmental Considerations
- Subject Area Considerations
- Four Types of Notes
Five sources for NOTES

<table>
<thead>
<tr>
<th>Written text-formal and informal</th>
<th>Aural Text-Speech</th>
<th>Visual Text-Charts, graphs, paintings</th>
<th>Live performance</th>
<th>Visual and Aural TV, computer</th>
</tr>
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</table>

VELCRO-
What is the sticking point?
What should I NOTICE?
What do I NOTICE?

The velcro effect – use real velcro
TAKING NOTICE
Noticing
Noteworthy
Using essential questions
Practice with viewing a video
Practice with listening to a teacher presentation
Practice with text material

QUICK-WRITE: making it easier
- Use of shorthand
- Icons and images
- Determining what to leave out
- Making sure the quick-write STICKS to the essential question...to the velcro
- Practice with quick-write – WORDS on board or on paper that are key...
- Practice with text – SELECTING important words...weighting them

Notes are IM's: You can ‘text message' yourself!
**LABEL** - group your own notes and name them
- POST-its on your notes
- Reading your notes and grouping them
- Giving a label to the groups
- COMPARING notes with others; comparing their labels
- Making sure the labels stick to the essential questions

**MAKE** - a comment; a question; an observation; make it yours
- CREATING your own note
- REACT to extraction
- REACT to labels
- REACT to others notes
- TAKE and MAKE notes

**Benchmark Assessments for Note-taking and Note-making**

A developmental focus

**Developmental Considerations**

- Grades 2-3
  - Use of cards as manipulatives
  - Posting high frequency words
  - Sticking points with essential questions
  - Posts its on notes with simple texts: science and social studies

- Grades 4-5
  - Essential questions: velcro effect increase practice with aural in formal notebooks
  - Turning in notebooks for feedback
  - Begin use of post-its; students self-organize their own observations
  - Feedback from teachers on labels
  - High frequency words; learning to eliminate unnecessary words

**Developmental Considerations**

- K-1
  - The use of velcro...what sticks?
    - Sticking to the point.
    - Visual symbols
    - Retelling one or two key words
    - Listening for the specific
    - Viewing for the specific
  - WRITING OR DRAWING THE NOTE AND COLLECTING THEM FOR ALL TO SEE
**Developmental Considerations**

- **Middle School**
  - Active notetaking from velcro/sticking points
  - Practice with quick-write/comparing notes
  - Weighting words; increased work at eliminating what is non-essential
  - Post-its/Labels shared in small groups
  - Notes and notebooks are graded
  - All four basic approaches have been introduced.

- **High School**
  - Goal is independent note making
  - Commentary notes in every class
  - Compare labels between students
  - Students analyze the quality of their notes
  - Quick write practice still needed given more complex text
  - Teacher consistency on essential questions aural and print
  - Competence for all four notetaking approaches

**Active Notetaking: Four Approaches**

- To be developed K-2
- To be distinguished from copying
- To be used to squint summaries
- To be used as a template across the curriculum

- To used with essential questions
- Taking notes from text.
- Taking notes from speech.
- Taking notes from visual representations.
- Taking notes from visual actions.

**Gathering and categorizing**

- Recording observations K-2
- Jumbo note cards as manipulatives
- Color coding in 2nd-5th grades
- Displaying and comparing results
- Beginning bibliography K-5
- Posting and sharing categories
- Grade 6-into of eight word limitation

**Interacting and commenting**

- Personal response
- Grill the author
- Reactive questions
- Observations
- Margins
- Post-its
- Comparative comments
- Split page

**Outlining and filling in**

- Roman numeral outlines: formal at 6th
- K-2:concept of filling in on request
- Grades 3-5: concept of larger to smaller
- Grades 4-7 selecting details
- Used as a template: grades 8-12
- Independent used by grade 10
ESSENTIAL QUESTIONS are Curriculum Chapters

Organizing graphically
- Visual response
- Flow charts
- Conceptual response
- David Hyerele with ASCD

Strategy # 4 - Using Essential questions as a literacy comprehension tool by making it “mental velcro”.
- To set direction
- To increase text interaction and retention
- To focus content
- To meet standards
- To work within time constraints
- To avoid coverage

EQ’s promote engagement with text.

Essential Questions as an Organizer

What is a BIG IDEA? Why are they so critical to learning and to mapping?
- A “big idea” is a concept stated as a relational statement that provides the focus and basis for acquiring knowledge.
- Concept based learning sustains long term recall of facts vs. isolated fact base learning.
- A concept is synonymous with the enduring understanding or big idea from UbD.
Examples of concepts:
- A history unit on Ancient Egypt might focus on the concept:
  - The geographical location of a culture largely determines its social, political and economic possibilities.
- A science unit on the Rainforest might focus on the concept:
  - In the natural world there are systems comprised of interdependent component parts.

ANCIENT EGYPT: Land of the Pharaohs
- Why Egypt?
- What were major contributions of the Ancient Egyptians?
- What is their legacy?
- Sixth grade- 7 week humanities unit-middle school interdisciplinary team unit

INTELLIGENCE
- What is intelligence?
- How has intelligence evolved?
- How is intelligence measured?
- Is intelligence solely a human phenomenon?
- How will intelligence be altered?
- 11th grade-A.P. Biology - interdisciplinary-four week unit

Prejudice and Tolerance
- What are the different kinds of human prejudice?
- How can tolerance be taught?
- What has been the impact of individual and group prejudice?
- How can I become more tolerant?
- 8th grade-interdisciplinary thematic unit-3 weeks

SNOW
- What is snow?
- How does it affect people?
- How does it affect me?
- First grade-3 weeks-interdisciplinary unit

STRATEGY #8: Developing a school wide consistent editing and revision policy for every class K-12.
- An emphasis on independence
- An emphasis on consistency between teachers
- A special role for English and language arts instructors
- A focus on the LOGIC of grammar
**Editing and revising across the disciplines**

- The student needs to edit, not the teacher.
- Teach specific editing techniques.
- Revision should be TAUGHT in all subject for all types of working: writing, drawing, computing, building, etc.
- Editing itself should be assessed.

**Editing and Revising for Every Classroom**

- Set a common visible policy: for editing
  for revising

  devise each policy based on developmental considerations
to be developed independently

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**All students in K-2 will independently:**

EDIT for:
- end punctuation
- capitals at the beginning of each sentence
- capitals on proper names
- complete sentence by reading aloud

REVISE for:
- replacing one word for a better word.

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**Students in grades 3-5 will:**

EDIT for:
- end punctuation
- internal punctuation for commas
- all capitals
- subject/verb agreement
- proper tense
- fuzzy spelling

REVISE for:
- embellished adjectives
- variation in sentence length
- paragraph formation
- engaging openings

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**All students in grades 6-7-8 will edit in ALL subjects for:**

- end punctuation
- internal punctuation (comma, semi-colon, quotation marks)
- all capitalization
- complete sentences
- run-ons/fragments
- subject-verb agreement
- proper tense

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**In grades 6-7-8 students will revise in all subjects:**

- precise and rich vocabulary with a focus on adjectives and adverbs
- sentence variety
- paragraph formation
All students grades 9-12 will edit in each class for:

- end punctuation
- internal punctuation (comma, semi-colon, quotation marks)
- all capitalization
- complete sentences
- run-ons/fragments
- subject-verb agreement
- proper tense

All students 9-12 will revise for:

- precise and rich vocabulary for adjectives, adverbs with a focus on verbs
- sentence variety
- paragraph formation and smooth transitions
- expansive openings
- including concessions in arguments
- increased voice and expanded range in genre choices

We review and revise our maps in targeted groupings both between and across grade levels in order to solve specific problems:

- align with standards,
- eliminate repetitions
- analyze gaps
- update for timeliness
- integrate effectively

SHORT TERM UPGRADES—“revision and replacement” of dated curriculum and assessment types with more vital contemporary forms.

LONG TERM VERSIONING to new versions of the program structures in our school institutions that house curriculum and instruction.

A Model for Creating New Essential Curriculum and New 21st Century Learning Environments
A. H. Jacobs, A New Essential Curriculum (ASCD)

- screenplays
- Teleplays
- podcasts
- Broadcasts
- documentaries
- Email
- The SKYPE grandmothers
- Facebook pages of historical figures
- text messaging as notetaking
- Video conferences in world language classes
- My space as biography
- grant proposals
- web pages
- spreadsheets
- CAD blueprints
- forecasts
- Media criticism
- Webquests
- Second life technology
- Digital portfolios

Curriculum Designers, Inc.
2004

SK10
Digital Portfolio

- Richer Picture software from Ideas Consulting
- David Niguidula, david@ideasconsulting.com
- Rhode Island – Graduation by Proficiency
  - class of 2008
  - students will demonstrate mastery through portfolio, senior project, certificate of initial mastery

Questions and comments on our last session

What are the professions of the social sciences?
- Economists
- Historians
- Geographers
- Anthropologists
- Archeologists
- Political Scientists
- ----------------------------------------
- Psychologists
- Social Workers
- Lawyers
- Politicians
- Journalists
- Teachers
- Environmental stewards
- Federal reserve
- Think tank directors
- Advertising producers
- Documentary film makers

What type of products/performances are produced by social scientists?
- e-white papers
- marketing campaigns
- Interest rates - set
- investments
- think tank policies
- revisionist history
- primary source analysis
- policy briefs
- legal briefs
- documentaries
- data analysis
- artifact analysis
- case studies of communities
- books
- spin
- campaigns
- legislative hearings
- legal judgments
- video conferences
Strategy #6: Formally developing and assessing speaking skills

- Raising awareness of the lack of formal development.
- Facing and wrestling with cultural issues regarding speech.
- Design formal speaking GENRE of performances assessments.
- Study great models of oratory.
- Assess as formally as writing in discussion events.

Recognizing the voice as an individual instrument

- volume
- tone
- cadence
- pace
- articulation
- word choice
- eye contact
- body movement
- presence
- **mannerisms

Speaking and Listening assessments

- PODCASTS
- VIDEO
- CONFERENCES
- U-管
- DOCUMENTARIES
- E-comments
- feedback phrasing
- forums
- round tables
- debates
- question posing
- speeches to persuade
- speeches to dissuade
- town meetings

Situational declaration of rules of engagement

Discussion Types Quadrant

Quadrant #1: Instructional

- Teacher as Director
- Student as Follower
- Puppet on a String
- Question and short response

High Teacher
Low Student

High Teacher
Low Student

Low
High
Teacher Directed

High Teacher
High Student

Low Teacher
High Student

#3
#2

#1
#4

Student Directed

Low Teacher
Low Student

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MOVING TEACHERS, ADMINISTRATORS, PARENTS AND STUDENTS TO VIEW BUILDING LANGUAGE CAPACITY AND ACTIVE LITERACY AS A SCHOOL WIDE VENTURE.

Every discussion has a story.