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Accessing Content Through Literacy Instruction

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Accessing Content Through Literacy Instruction

Phi Delta Kappa
Dominican University of California
February 4, 2013

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Accessing Content Through Literacy Instruction



The British Industrial Revolution

Written and Taught
by Sara Ballute & Timothy Lent

What is different about these standards?

- Not federal, not national, but built by two organizations (NGA and CCSSO) that represent states.
- These organizations funded their development and made them available.
- States could opt in or opt out
 - 5 states opted out:
 - Alaska
 - Minnesota
 - Nebraska
 - Texas
 - Virginia



What is different about these standards?

- Focus on critical reading, developing valid arguments, integrated curriculum, and problem-solving.
- More focus on more challenging text than in previous standards.
- More focus on writing than in previous standards, particularly argumentation and explanation.
- Sea Change from the logic and feel of NCLB and an enchantment with the basics. This system is built.
- After all, they are standards to prepare students for colleges and careers.
- In principle, at least, much less directive, more opportunity for teachers to exercise professional judgment in helping students meet the performance standards.

What sold us on the
standards?



What they said about Reading:

- Students who meet the Standards readily undertake the close, attentive, reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views. They reflexively demonstrate the cogent reasoning and use of evidence essential to both private deliberation and responsible citizenship in a democratic republic. (CCSSO/NGA, 2010, p. 3)

What's not to like?

- Nothing
- Everything we believe in about literacy learning



What they said about Teacher Choice:

- By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards. (CCSSO/NGA, 2010, p. 4).

Just the Right Balance

- Let the body politic at every level have a voice in the big overarching goals
- At every level along the way, from the state to the district to the school to the classroom, leave a little room for each player to place his or her “signature”
- Identity, buy-in, the right kind of political negotiation



Literacy Design Collaborative

1. What Task?
2. What Skills?
3. What Instruction?
4. What Results?



Literacy Design Collaborative

1. What Task?

Were the achievements and growth of the Industrial Revolution Era worth the cost to society?

After reading secondary and primary sources pertaining to the British Industrial Revolution, write an argumentative essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.



CCSS: Reading

- 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 10- Read and comprehend complex literary and informational texts independently and proficiently.

CCSS: Writing

- 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 9- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Literacy Design Collaborative

2. What Skills?

Skills Cluster 1: Preparing for the Task



Literacy Design Collaborative

2. What Skills?

Skills Cluster 1: Preparing for the Task

Skills Cluster 2: Reading Process



Literacy Design Collaborative

2. What Skills?

Skills Cluster 1: Preparing for the Task

Skills Cluster 2: Reading Process

Skills Cluster 3: Transition to Writing



Literacy Design Collaborative

2. What Skills?

Skills Cluster 1: Preparing for the Task

Skills Cluster 2: Reading Process

Skills Cluster 3: Transition to Writing

Skills Cluster 4: Writing Process

Task Engagement

Text Analysis

Text Selection

Active Reading

Essential Vocabulary

Bridging

Organization

Controlling Idea

Planning

Development

Revision

Editing

Completion

Industrial Revolution Module



Were the achievements and growth of the Industrial Revolution Era worth the costs to society?

After reading secondary and primary sources pertaining to the British Industrial Revolution, write an argumentative essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.

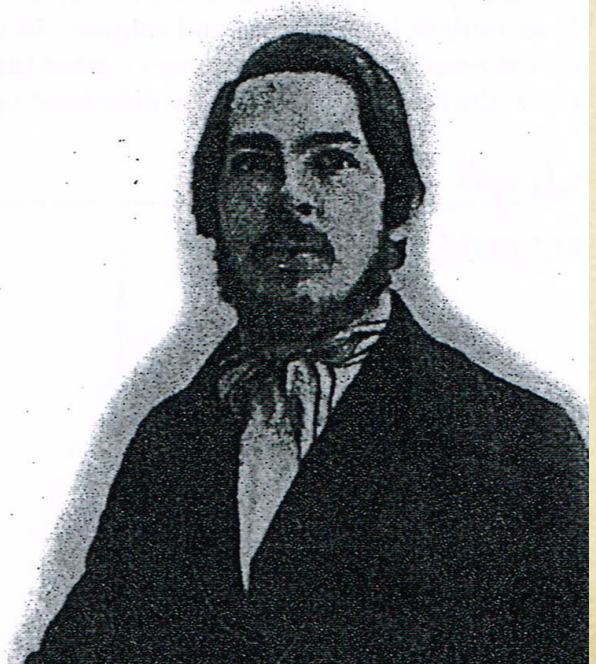
Finding Appropriate Texts

- Primary/secondary sources

PRIMARY SOURCE NY 5.G.3d, 5.G.3g

Friedrich Engels: *The Condition of the Working Class in England in 1844*

In *The Condition of the Working Class in England in 1844*, Friedrich Engels recorded his observations of the wretched living conditions in poor areas of nineteenth-century England. In this excerpt, Engels describes working-class districts in Manchester. He depicts the misery and filth typical of the living areas of industrial workers.

A black and white portrait of Friedrich Engels, a man with dark hair and a mustache, wearing a dark suit and a white shirt with a high collar and a dark cravat. He is looking slightly to the right of the camera.

2) Testimonies from South Wales Mines

Six year old girl:

"I have been down six weeks and make 10 to 14 rakes a day; I carry a full 56 lbs. of coal in a wooden bucket. I work with sister Jesse and mother. It is dark the time we go."

Jane Peacock Watson.

"I have wrought in the bowels of the earth 33 years. I have been married 23 years and had nine children, six are alive and three died of typhus a few years since. Have had two dead born. Horse-work ruins the women; it crushes their haunches, bends their ankles and makes them old women at 40. "

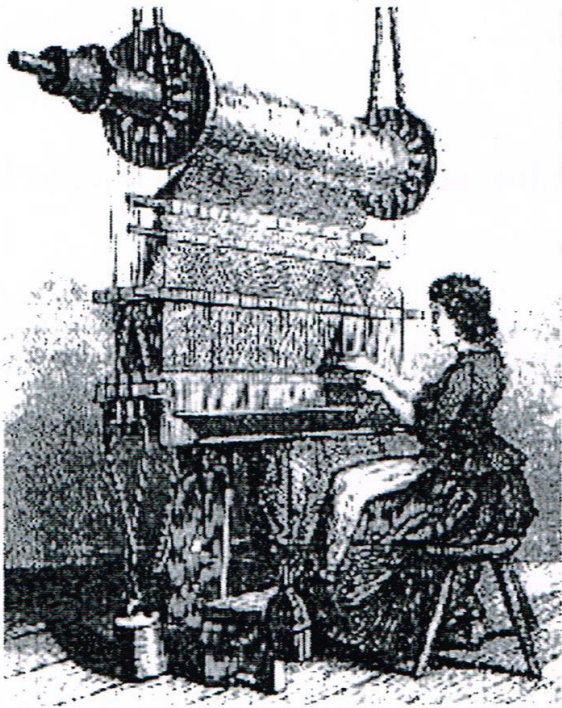
Maria Gooder

"I hurry for a man with my sister Anne who is going 18. He is good to us. I don't like being in the pit. I am tired and afraid. I go at 4:30 after having porridge for breakfast. I start hurrying at 5. We have dinner at noon. We have dry bread and nothing else. There is water in the pit but we don't sup it. "

Mary and Rachell Enock, ages 11 and 12 years.

"We are door-keepers in the four foot level. We leave the house before six each morning and are in the level until seven o'clock and sometimes later. We get 2p a day and our light costs us 2 1/2 p. a week. Rachel was in a day school and she can read a little. She was run over by a tram a while ago and was home ill a long time, but she has got over it."

2) Evidence of Textile Workers in Wilson's Mill, Nottingham:



Hannah Goode: "I work at Mr. Wilson's mill. I think the youngest child is about 7. I daresay there are 20 under 9 years. It is about half past five by our clock at home when we go in....We come out at seven by the mill. We never stop to take our meals, except at dinner."

William Crookes is overlooker in our room. He is cross-tempered sometimes. He does not beat me; he beats the little children if they do not do their work right....I have sometimes seen the little children drop asleep or so, but not lately. If they are caught asleep they get the strap. They are always very tired at night....I can read a little; I can't write. I used to go to school before I went to the mill; I have since I am sixteen."

Mrs. Smith: "I have three children working in Wilson's mill; one 11, one 13, and the other 14. They work regular hours there. We don't complain. If they go to drop the hours, I don't know what poor people will do. We have hard work to live as it is. ...My husband is of the same mind about it...last summer my husband was 6 weeks ill; we pledged almost all our things to live; the things are not all out of pawn yet. ...We complain of nothing but short wages...My children have been in the mill three years. I have no complaint to make of their being beaten...I would rather they were beaten than fined."

[Source; Factory Inquiry Commission, Great Britain, Parliamentary Papers, 1833. Found in Hellerstein, Hume & Offen, *Victorian Women: A Documentary Accounts of Women's Lives in Nineteenth-Century England, France and the United States*, Stanford University Press]

Finding Appropriate Texts

- Range of Difficulty





JOURNEY TIMES FROM LONDON (IN HOURS)

43

EDINBURGH

12 $\frac{1}{4}$

24

LIVERPOOL

6 $\frac{1}{2}$

18

EXETER

4 $\frac{3}{4}$

11

BIRMINGHAM

3

6

BRIGHTON

1 $\frac{1}{4}$

2) SONG: THE DISTRESSED SEAMSTRESS

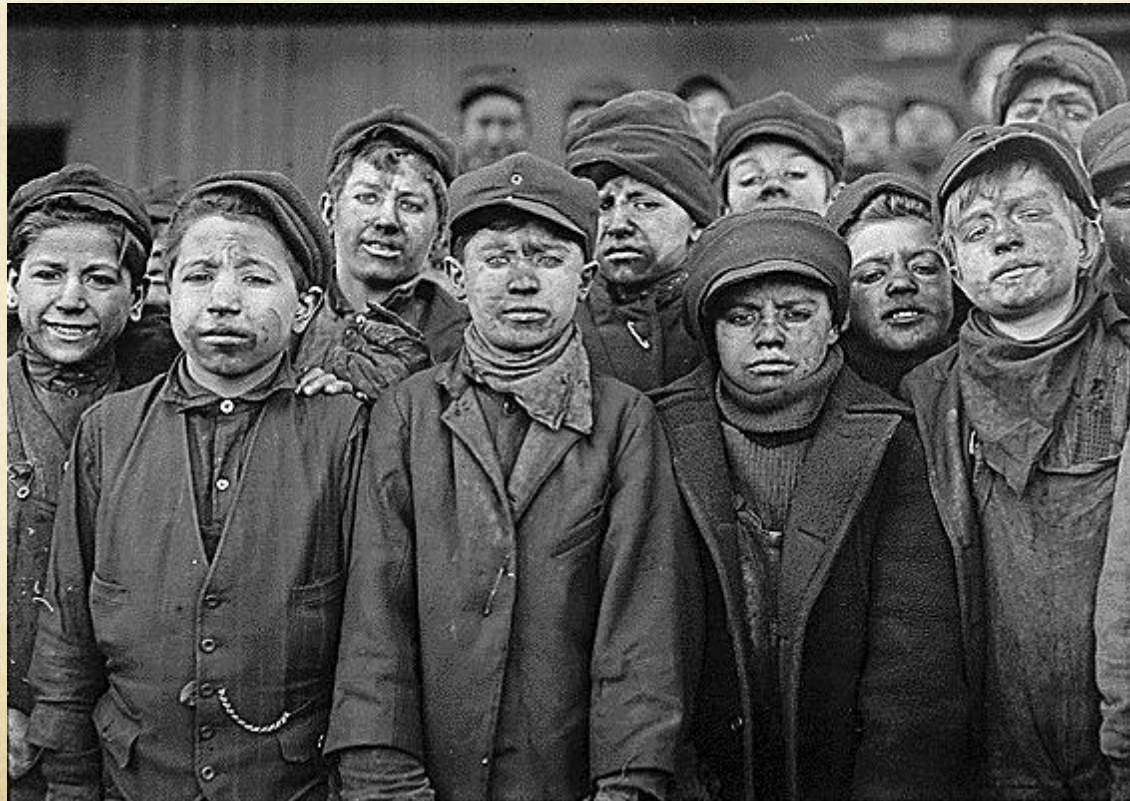
(Sung to the air "Jenny Jones")

You gentles of England, I pray give attention,
Unto those few lines, I'm going to relate,
Concerning the seamstress, I'm going to mention,
Who long time has been, in a sad wretched state,
Laboriously toiling, both night, noon, and morning,
For a wretched subsistence, now mark what I say.
She's quite unprotected, forlorn, and dejected
For sixpence, or eightpence, or tenpence a day.

Come forward you nobles, and grant them assistance,
Give them employ, and a fair price them pay,
And then you will find, the poor hard working seamstress,
From honour and virtue will not go astray.

Finding Appropriate Texts

- Range of positions regarding basic question



Accessing Task through Instruction

- Offer **repeated practice** with different versions of the task
- Use **known content** to teach **new skill** and **known skill** to teach **new content**



Repeated Practice

Practice with task (weighing costs and benefits) in various ways

- With background content
- With vocabulary
- Cornell Notes
- T-charts
- Debates



Repeated Practice: Background Content

The Agrarian Revolution: Benefits and Disadvantages

<u>Benefits</u>	<u>Disadvantages</u>

Repeated Practice: Background Content

What are the benefits and disadvantages of going to high school?

Benefits	Disadvantages

Repeated Practice: Vocabulary

Benefits of Laissez-faire	Disadvantages of Laissez-faire

Repeated Practice: Cornell Notes

Source and Reading #

Comments and Questions:

Notes and Vocabulary

(Benefits)

Benefits

(Disadvantages)

Disadvantages

Summary:



Comments and Questions:

- Where are the men?
- Who are taking care of the kids?
- Everyone had to work in order to get some money that would help their family.
- What injuries did the women have while working at the factories?
Broken ankle?
- What happen to the rule, women take care of the kids And husband goes to work?

Notes and Vocabulary

- Women were working in factories
- Flying shuttle was being used at the time
- Balls of yarn are laying around the factory
- Many machines were running at the same time

(Benefits)

- Materials were being made for profit
- more ~~was~~ products

(Disadvantages)

- workers had to work for long hours.
- injuries
- sickness

Summary: Jobs weren't easy to find. Women were forced to work in factories and work long hrs. Money wasn't easy to find but there were sacrifices to be made by a women.

Education

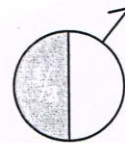
During the 1700s, few children received any formal education. Although some wealthy people sponsored Charity Schools for poor children, many working-class children still were not able to attend school. Often this was because they did not have enough clothing or were forced to work or beg on the streets during the day to help support their families. Those children who were fortunate enough to attend school tended to receive only minimal education.

Elementary schools were run by older women or men who were poor and could not find other employment. They would simply put a sign in their window saying "SKOOL." Wealthier schools could afford paper notebooks, while poorer schools made children practice the alphabet by forming letters with sticks in a pile of sand on the floor.

The nineteenth century led to changes and advances in education. The government became worried about the large number of children working in factories all day and began providing more financial support to schools. Laws enacted during the nineteenth century increasingly mandated (ordered) that children be educated for a certain number of hours per day, and insisted that all students learn the basic skills of reading, writing, and arithmetic. In 1833 children aged 9 to 13 had to receive two hours of education a day by law; by 1880 six hours of education were made mandatory for all 5- to 10-year-old children. However, even with these acts, the majority of workers could not read or write. The graphs below show the literacy rates around 1850:



Fraction of women who
could not read or write



Fraction of men who
could not read or write

In response to the new, competitive world of industry, technical schools began to develop. This new type of secondary school provided technical and industrial training for young people who had finished grammar school and were waiting to begin an apprenticeship a few years later. This effectively increased the ability of children to become skilled industrial workers in the new age of manufacturing and technology.

Comments and Questions:

Why didn't the one's ~~with~~ who were fortunate help out the poorer one's?

Without education you are nowhere so it's important to everyone.

The scale between the intelligence of women and men were not equal.

Notes and Vocabulary

During 1700's Few children received any formal education. Clothing was scarce so children were unable to attend school. Fortunate ones only received minimal education. Poor people didn't have jobs.

(Benefits)

Education was being conducted. Learned to read / write plus Arithmetic.

(Disadvantages)

Not many were fortunate to have education. Large amount of kids working.

Summary:

In 1700's few childrens had education but mostly upper classes had a good education. Kids had to work instead of going to school. The scale of intelligence between men and women were lower.

Cornell Notes: Teacher Reflections

- Initial instruction: model, scaffold
- Adapted across modules
- Students active readers and learners
- Formative assessment
- Beginning of writing process

Repeated Practice: T-Charts

T-charts had been introduced with background information; now being used with unit topic

<u>INDUSTRIAL</u> <u>Benefits</u>	<u>REVOLUTION</u> <u>Disadvantages</u>
A. More production OF goods. B. INCREASE IN Trade C. EXPRIENCE children D. Some kids got Education E. People Did Not Need any Skills To get a Job. F. Government provided financial Support to Schools G. Creating huge population IN Cities H. MORE Jobs I. The Rich became Richer J. Improvement in Communication Technologies	A. Little pay B. Kids getting beaten C. Pollution / Sick / ^{poor Air} Quality D. Hard work E. Very little Free time F. Diseases were easily Spread in factories G. Shorter life expectancy H. people lived in cramped conditions I. The poor Became poorer J. Factories closed because good are not being sold.

Repeated Practice: Debates

Students were assigned a “character” (e.g., child laborer, pregnant miner, factory supervisor, rich factory owner) and asked to speak to the costs and benefits of the Industrial Revolution from their perspective



Familiar Content/New Skills



Familiar Content/New Skills

Intro Paragraph: Hook, Background Information, & Claim

Day #2

1. Do Now

Read the example introduction paragraph below and answer the questions about it in the space provided.

Hungry? You can either go down the street to get a burger and fries at McDonalds or, you can go home and eat a home cooked meal with your family. Americans spend nearly one hundred billion dollars a year on fast food (Palo Alto Medical Foundation, 1). Twenty-five percent of Americans eat fast food everyday instead of eating home cooked food for every meal (Palo Alto Medical Foundation, 1). Is fast food better than home cooked food? Home-cooked food is better than fast food because it is healthier and less expensive.

Every introduction should have three parts:

1. A hook to get the reader's attention.
2. Background information that the reader needs about the topic to understand the essay.
3. A claim that explains the writer's answer to the research question and gives the reasons for the writer's position that will be explained later in the essay.

In the space below, identify the three parts (hook, background information, and claim) in the introduction example given above.

Familiar Content/New Skills

Identify: Claim, reason, evidence, summary

Day #3

1. "So, what?"

When you are making an argument you need to have a claim, reasons that you support your claim, and evidence that support your reasons. In addition, summarizing your argument will reinforce your claim. Read the conversation below and label each of the sections of Aliyah's argument as her "claim," "reason," "evidence," and "summary."

Aliyah: Home cooked food is better than fast food.

Johnny: Why do you say that?

Aliyah: Home cooked food is healthier for you.

Johnny: How can you prove that?

Aliyah: In an experiment, researchers found that on average, home cooked burgers have four less calories per ounce than fast food burgers.

Johnny: So, what?

Aliyah: The more calories you eat, the more likely you are to be over weight.

Johnny: So, what?

Aliyah: The more over weight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.

Johnny: Okay, why else is home cooked food better than fast food?

Aliyah: Home cooked food does not cost as much as fast food.

Johnny: The dollar menu is pretty cheap. What is your proof?

Johnny: How can you prove that?

Aliyah: In an experiment, researchers found that on average, home cooked burgers have four less calories per ounce than fast food burgers.

Johnny: So, what?

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Johnny: So, what?

Aliyah: The more over weight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.

Johnny: Okay, why else is home cooked food better than fast food?

Aliyah: Home cooked food does not cost as much as fast food.

Johnny: The dollar menu is pretty cheap. What is your proof?

Aliyah: A quarter pound burger at a fast food restaurant costs \$3.19. If you buy a quarter pound of beef and make a burger at home, it costs \$1.00.

Johnny: So, what?

Aliyah: If you buy a lot of food at the grocery store at one time and make it, the cost is less than if you buy your meals separately. Your meals will be less expensive than buying fast food.

Johnny: Okay, you've convinced me. If I were going to explain this to someone else, what should I say?

Aliyah: Home cooked food is better than fast food because it is healthier and cheaper. Home cooked food has fewer calories in it than fast food and will lead to less health problems. In addition, if you buy food in bulk and make it at home, it will be less expense than buying fast food. Home cooked food is better for you and your wallet.

Familiar Content/New Skills

Body Paragraph Outline

II. Body Paragraph Topic Sentence (Reason number 1): *Home-cooked food is healthier than fast food.*

i. Textual Evidence:

A fast food burger has 71 calories per ounce. A homemade burger contains 67 calories per ounce.

Source (Author's last name, page number): *Nelson, 1.*

ii. Textual Evidence:

According to a 2005 study, people who eat fast food meals more than twice a week gain about 9.92 pounds and are more likely to get diabetes than people who eat home cooked meals.

Source: *Haines, 2.*

iii. Analysis (Explanation of how this textual evidence supports your reason, by answering the question, "So, what?"):

The more calories you eat, the more likely you are to be over weight. The more over weight you are, the more likely it is that you will have health problems like heart disease, or diabetes.

iv. Summary (Connect the reason back to your claim):

Home cooked food is healthier than fast food because it contains fewer calories does not lead to health problems; therefore, it is better than fast food.

Familiar Content/New Skills

Evaluating Body Paragraphs

2. Evaluating Body Paragraphs

There are three body paragraphs below in the left hand column. Read each of them. In the middle column identify what is good about the paragraph and what is missing. Finally, in the right hand column, correct the paragraph to make it better.

Body Paragraphs	Evaluate	Improve It
<p>Burger King's cheeseburgers cost twenty cents more than it would cost to make the same burger at home (Wilson, 3). It costs money to pay for the gas to go to the drive through at fast food restaurants (Keller, 1). A five-dollar meal at a fast food restaurant gets you less food and less variety than a five-dollar meal that you can make at home (Ballute, 5).</p>	<p>What is good about this body paragraph?</p> <p>Something that is good about this paragraph is that it states the reason proving how much money will need or spend if you go to the fast food place.</p> <p>What is missing?</p> <p>What each burger contains is inside</p>	<p>Burger King's Cheeseburgers cost twenty cents more than if a burger is made at home. Gas will be used to drive to purchase the food. the A five dollar meal at a fast food restaurant will get you less food and less variety than a five dollar meal that you can make at home which is much</p>

Summary: Accessing Task through Instruction

- Offer repeated practice with different versions of the task
- Use known content to teach new skill and known skill to teach new content



Essay Analysis

- Reading Standards: 1, 2, 4, 9
- Writing Standards: 1, 4, 5, 9

What evidence of these standards do you see in the essay?

What are next steps in instruction for this student?

Teachers College

Reading and Writing Project

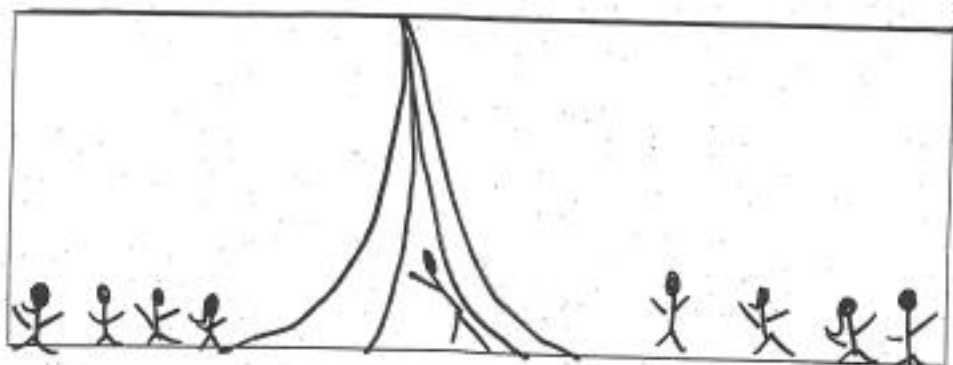
- Prompts for Writing On-Demand Opinion/Argument Essay

K-1

In your writing and pictures, make sure you:

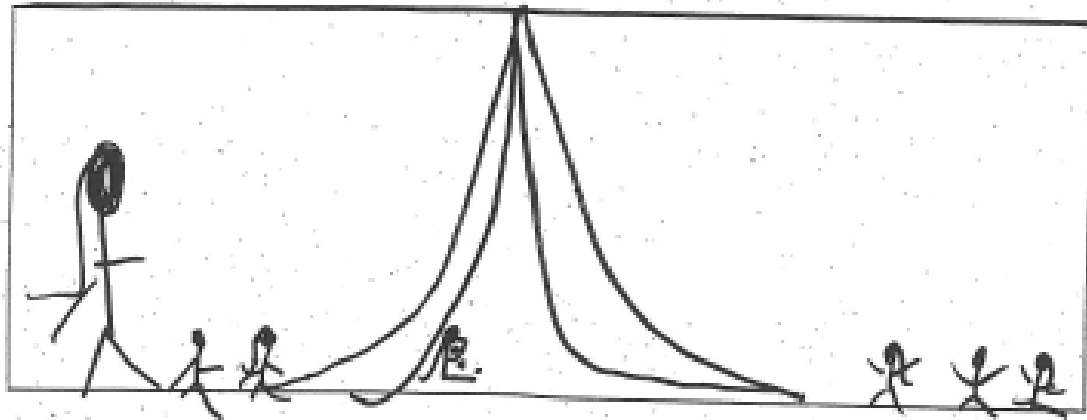
- Name your opinion
- Use details to show why you have that opinion
- Make an ending for your opinion piece

The Tent



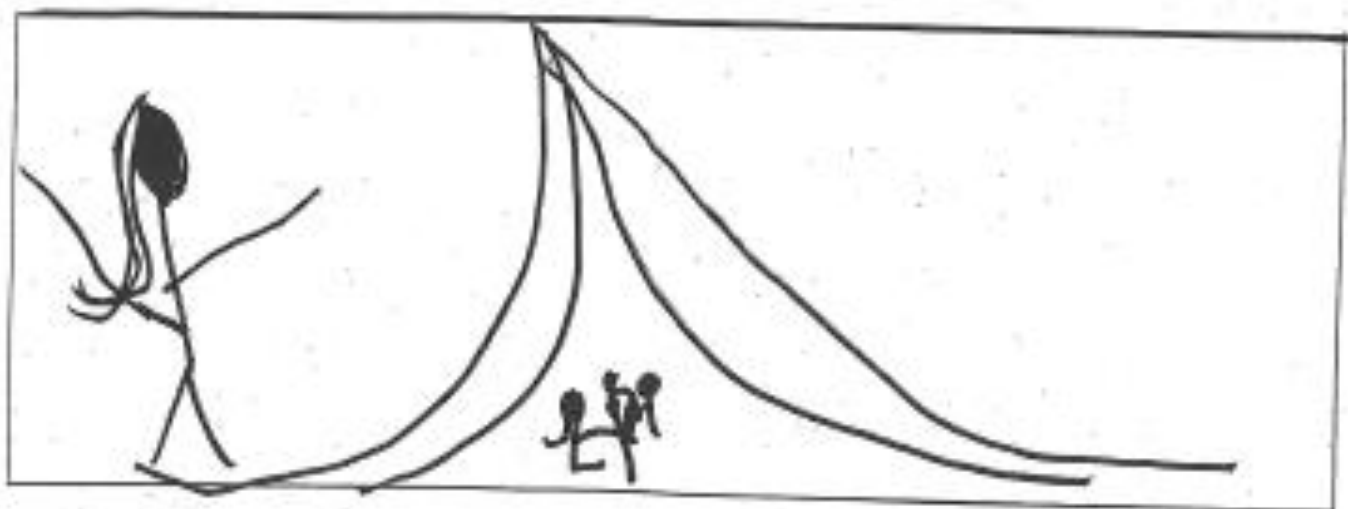
The tent is Fun
to Play is be
cus you can
have sum privt
tim By yor self
By Winnie

No Bold



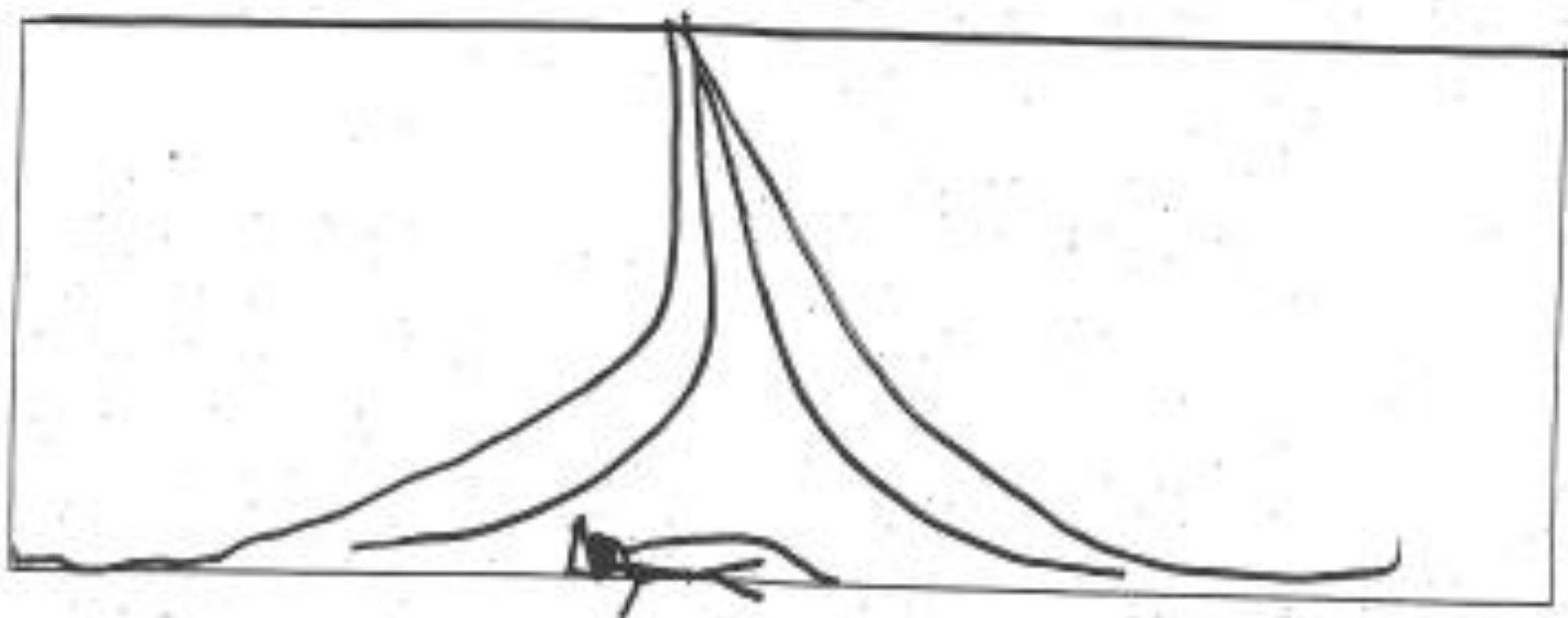
Be cus ~~you~~ you
CAN Ciy Biy YOR
SLF AND YOU CAN
PLA

PLY hAWOS



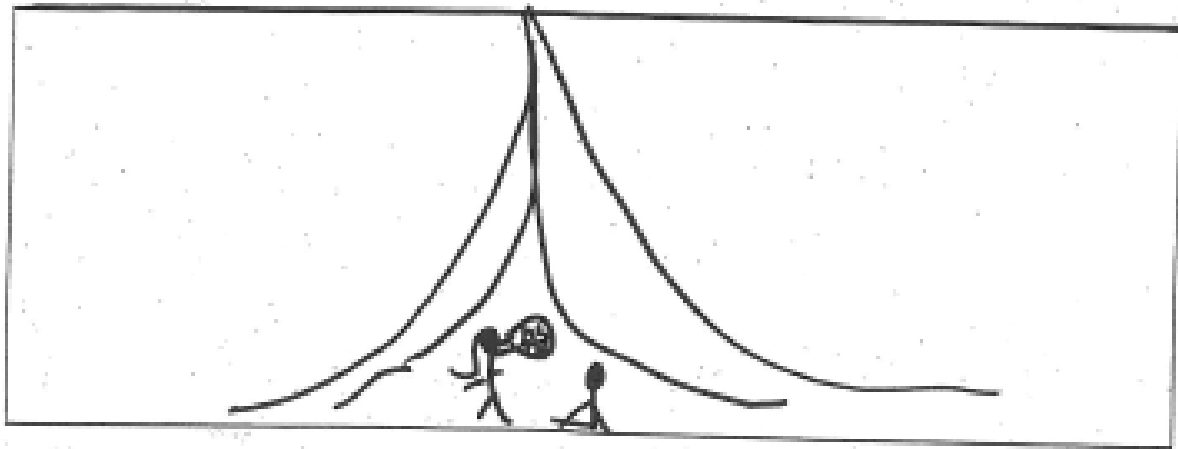
Be Cus You
CAN Do ChERS
And have Fun

SLEEP



The TENT you

CAN SLEEP in it



And Best ~~at~~ to
~~of~~ ALL YOU CAN
MAC it ~~to~~ yOR hip
AWOT

Teachers College

Reading and Writing Project

- Prompts for Writing On-Demand Opinion/Argument Essay

K-1

In your writing and pictures, make sure you:

- Name your opinion
- Use details to show why you have that opinion
- Make an ending for your opinion piece

Student Facing Checklist for Opinion Writing, Pre-K - 6

	Opinion Checklist Kindergarten	Yes!	Starting To	Not Yet
	Structure			
Overall	I told, drew, and wrote my opinion (or likes and dislikes) about a topic or book.			
Lead	In the beginning, I wrote my opinion.			
Transitions	I wrote my idea and then said more. I used words like <i>because</i> .			
Ending	I have a last part or page.			
Organization	In one place, I tell my opinion and in another place I say why.			
	Development			
Elaboration	I put everything I think about the topic (or book) on the page.			
Description	I have details in pictures and words.			
	Language Conventions			
Spelling	<p>I can read my writing.</p> <p>I wrote a letter for the sounds I hear.</p> <p>I used the Word Wall to help me spell.</p>			
Punctuation	<p>I put spaces between words.</p> <p>I used lower case letters unless capitals were needed.</p> <p>I wrote capital letters to start every sentence.</p>			

Teachers College

Reading and Writing Project

- Prompts for Writing On-Demand Opinion/Argument Essay

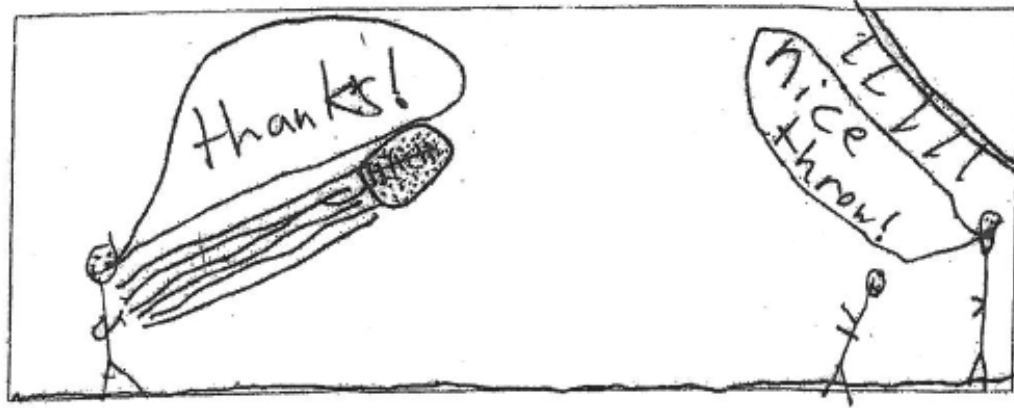
2-3

In your writing, make sure you:

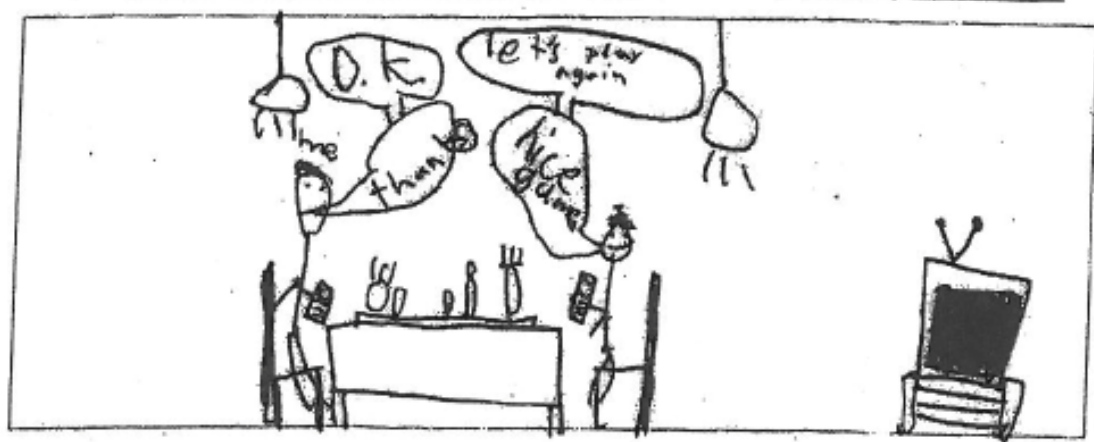
- Write a beginning for your piece and give your opinion
- Name reasons to show why you have that opinion
- Give evidence (details, facts, examples) to prove your reasons
- Use transition words to show how parts of your writing fit together (*also, another, for example*)
- Write an ending for your piece

Name Sandra

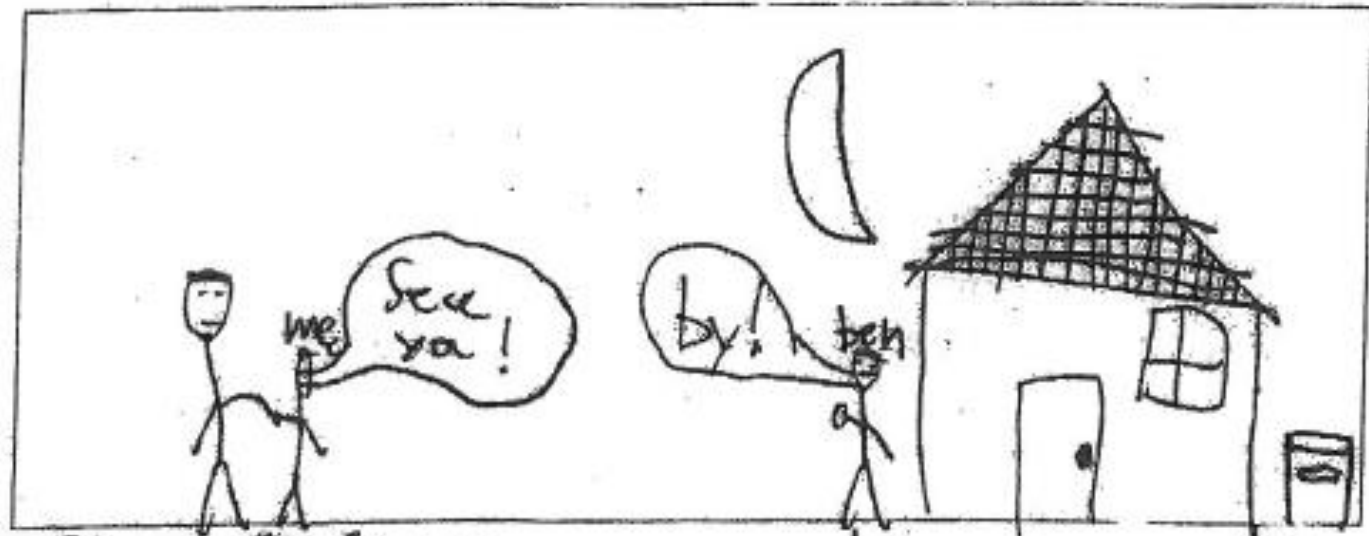
Date _____



I feel strongly about,
my friend, because he is
very nice to me. He gives
me toys, he always does
what I want. I always tell
funny jokes. He laughs. And
sometimes he makes me



taugh. When ever we play a
game he says, "good game!"
even if I win. We were pals
since first grade and he
was nice to me, and I was
nice to him. We usually go
in his room and do something



fun. If we were tired we'd
just watch t.v. And then
I have to go home. I get in
bed and dream of how
much good times we had.

Teachers College

Reading and Writing Project

- Prompts for Writing On-Demand Opinion/Argument Essay

2-3

In your writing, make sure you:

- Write a beginning for your piece and give your opinion
- Name reasons to show why you have that opinion
- Give evidence (details, facts, examples) to prove your reasons
- Use transition words to show how parts of your writing fit together (*also, another, for example*)
- Write an ending for your piece

Teachers College

Reading and Writing Project

5th Grade Argument Writing Assessment

- Task 1: Video: “Phoenix Zoo Helps Save Endangered Species
- Task 2: Written Text: *Zoochosis*
- Task 3: Written Text: *The Swazi Eleven*
- Task 4: Chart: Life Span of Female Elephants

Zoochosis

"It was the sadness in their eyes that has continued to haunt us."

—STEPHANIE SANTANA AND SHAUWN LUKOSE

Keep animals in zoos! We don't think so. There is documented research that many animals removed from their natural habitat and kept in captivity have developed a kind of mental illness known as zoochosis.

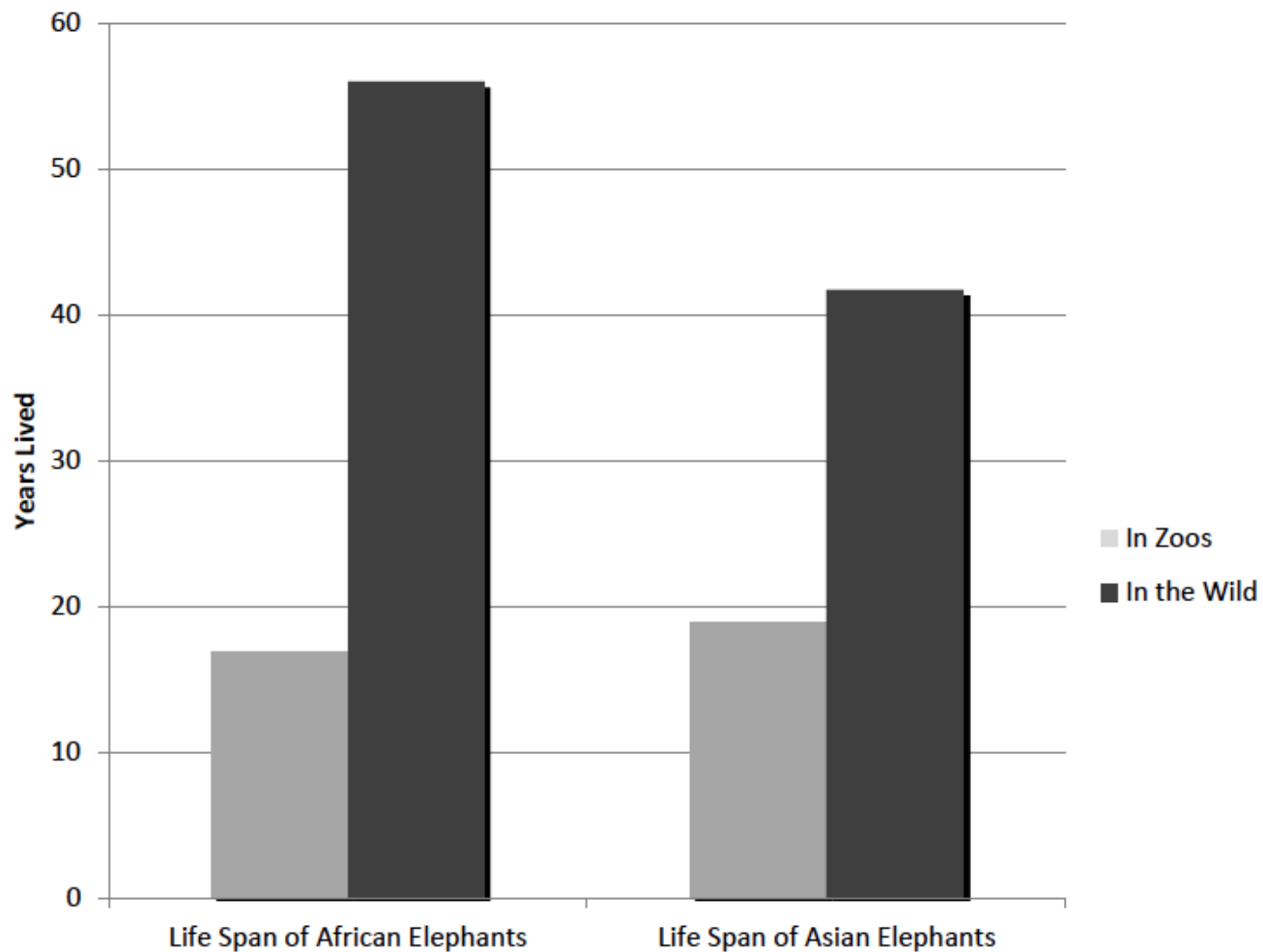
The Swazi Eleven

Tom French, Pulitzer Prize-winning journalist, spent six years studying zoos and wrote about his experiences in his book *Zoo Story*. His book opens with the story of eleven elephants who were taken from Swaziland in Africa and flown to zoos in San Diego and Tampa.

It was August 21, 2003 on a Thursday morning. The elephants were in the hold of the plane in crates. Some of them were sleeping on their sides; others were awake and drinking water. Mick Reilly was with them. He and his father ran the Mkhaya and Hlane Game Reserves in Africa where the elephants had lived. Mick had grown up with these elephants. "It's not so bad," Mick told the elephants as he refilled their water.

Mick was tired. It had been a long fight to get the elephants on this flight. Animal rights activists had tried to stop the elephants from going to zoos. Groups like Born Free and PETA (People for the Ethical Treatment of Animals) filed a lawsuit and wrote angry letters. The government and even the local newspapers of Swaziland had blamed Mick and his father for sending the elephants to zoos. Mick was upset. Didn't people understand? The elephants couldn't stay on the land.

Life Span of Female Elephants in Zoos and the Wild



This chart shows the results of a study by scientists around the world. These scientists looked at 40 years of information from zoos, about 800 elephants. They also looked at information about hundreds of elephants in the wild for about the same number of years.

Resources

References

Additional Web Sources

