

SREB

# Literacy Strategies That Work in Advancing Achievement in All Subjects

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# Objectives

- Learn how Literacy Design Collaborative can connect literacy strategies to quality content-rich instruction
- Understand how disciplinary literacy strategies can increase college and career readiness

# Literacy Design Collaborative



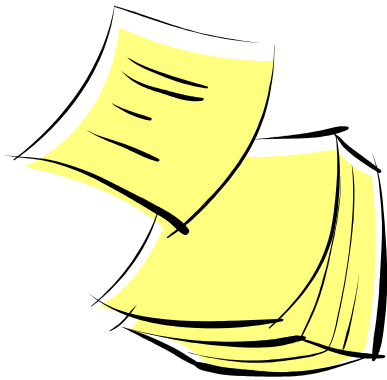
# Now We Need to Move ...

From blueprint to action!

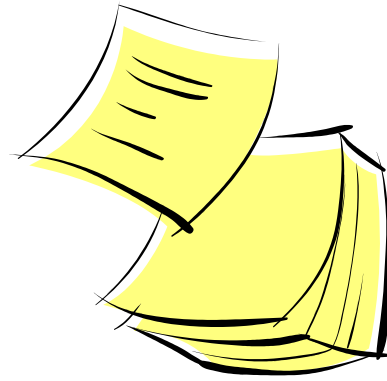


# Our Traditional Approach

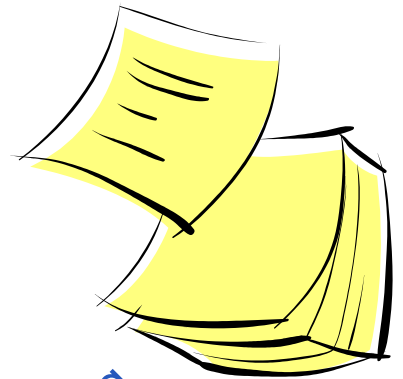
“LITERACY ACROSS THE CURRICULUM”



Journals



DEAR



Reading  
Strategies

# LDC Offers a Different Choice!

So teachers can  
move from blueprint to action successfully



# What is LDC?

A framework that begins with the end in mind (backwards design)

Scaffolding skills

Student-centered

Formative assessment

Focused on college and career readiness

Collaborative



# Goals of LDC

- To engage students in reading, comprehending, analyzing, interpreting, and responding to complex texts
- To align assignments to the College and Career Readiness Standards within the TEKS and to promote collaboration among teachers and students
- To help teachers personalize learning so that every student can master the TXCCRS and TEKS
- To develop students who are independent learners and ensure that all students can be college and career ready



# What are the LDC tools?

- **The bank of reading/writing tasks**
- **The module template**
  - **Tasks**
  - **Skills**
  - **Instruction**
  - **Results**
- **Scoring rubrics**



# LDC CoreTools

An online module development tool really puts the “C” in LDC!



LITERACY DESIGN COLLABORATIVE



## *Welcome to LDC CoreTools*

LDC CoreTools is an educator-designed online platform that enables teachers to collaboratively create, manage, and revise Common Core-aligned curriculum using the Literacy Design Collaborative (LDC) framework.

Using CoreTools, teachers can leverage the wisdom of the LDC community of practice by accessing curriculum exemplars and teacher-created help resources throughout the platform, as well as by utilizing features that allow for real-time co-authoring, commenting, and sharing with teacher colleagues and literacy coaches.

CoreTools optimizes teacher efficiency during every step of the LDC process, which results in increased professional growth for teachers and improved outcomes for students.

Email address

Password

[I Forgot My Password](#)

[Sign In](#)

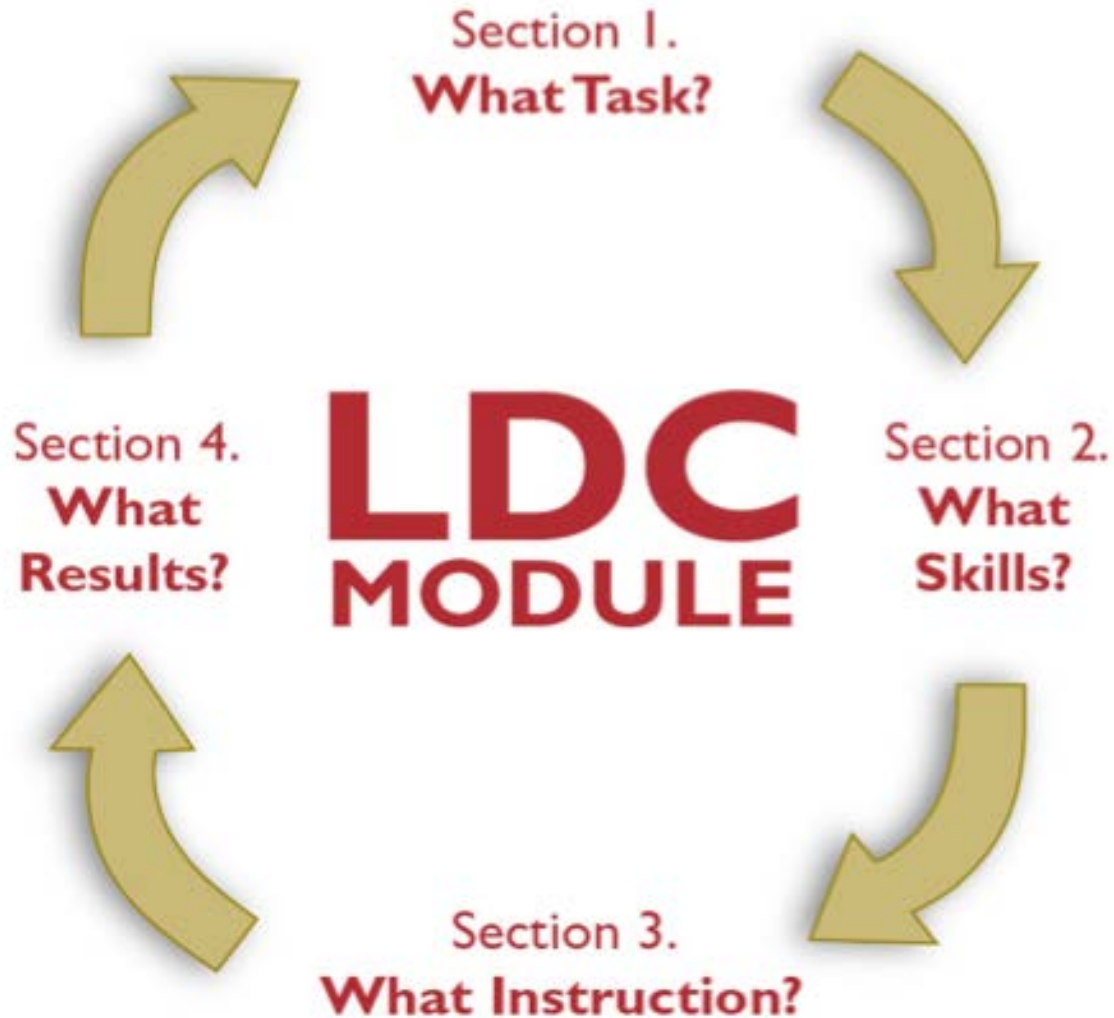
**New to CoreTools?** Sign up.

LDC accounts are available for free to all educators. If this is your first visit to CoreTools, click below to create a new account so you can get to work.

[Create an LDC Account](#)

# The LDC Module

# The LDC Framework



# Section 1: The Task

All LDC tasks require students to:

- **Read, analyze, and comprehend** content texts as specified by the TEKS
- **Write** products as specified by the TEKS/CCRS (focusing on argumentation, informational/explanatory, and narrative)
- **Apply** CCRS literacy requirements to content (all subject areas)

The tasks are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for college and careers by the end of high school.

# What are the two types of writing tasks?

- 1. *Argumentation/Persuasive***
- 2. *Informational/Explanatory/Expository***

# There Are Ten Cognitive Demands

1. Definition
2. Description
3. Explanation
4. Analysis
5. Comparison
6. Cause-Effect
7. Procedural-Sequential
8. Hypothesis-Experiment
9. Evaluation
10. Problem-Solution





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# Section 2: What Skills?

# Skills Cluster 1: Preparing for the Task

Skills Cluster 1: Preparing for the Task	
1. Task engagement	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt.
3. Project planning	Ability to plan so that the task is accomplished on time .

# Skill Cluster 2: Reading Process

## Skills Cluster 2: Reading Process

1. Active Reading	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential Vocabulary	Ability to apply strategies for understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing	Ability to prioritize and narrow supporting information.
5. Academic Integrity	Ability to use and credit sources appropriately.

# Skills Cluster 3: Transition to Writing

Skills Cluster 3: Transition to Writing	
1. Creating a Bridge	Ability to move smoothly from reading to writing
2. Organizing thinking	Ability to organize notes for writing
3. Demonstrate understanding	Ability to demonstrate analysis of readings

# Skill Cluster 4: Writing

Skill Cluster 4: Writing	
Prewriting	Ability to organize ideas in logical format including creating a controlling idea and focus for the writing
Drafting	Ability to put thoughts on paper in cohesive, organized fashion
Revising	Ability to add revisions and corrections to improve a paper by using the rubric to ensure the quality of the written product.
Editing	Ability to evaluate other student writing and make suggestions for improvements

# Section 3: What Instruction?

# How will students be taught to succeed on the teaching task?

- Teachers establish the instructional plan – and instructional ladder – to teach students the skills necessary to succeed on the task
- Students are taught each skill through a “mini-task”
- Mini-tasks connect across the 2-4 weeks to lead students to completing the task

# Mini-Tasks



**Mini-tasks** – a small or short assignment that engages students in learning each of the skills necessary to complete the task.

## **Core Elements of Mini-Tasks**

1. Prompt (What instruction will take place?)
2. Product (What will students do to demonstrate their understanding?)
3. Scoring guide (How will the work be assessed?)

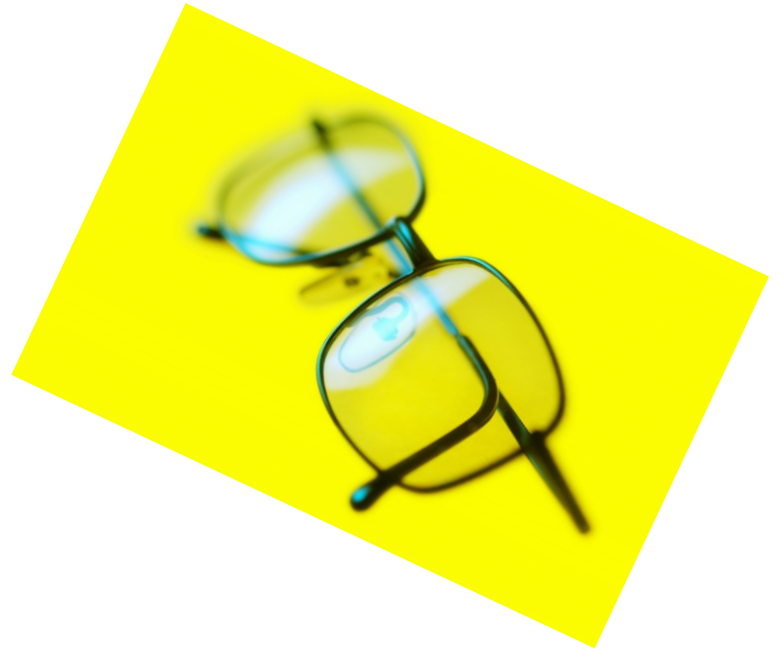


# Section 4: What Results?

# The LDC Rubric

## KEY FEATURES

- Focus
- Controlling Idea
- Reading/Research
- Development
- Organization
- Conventions
- Content Understanding



# Scientists' Reading

Transformation of Information from one form to another

Create knowledge through experimentation

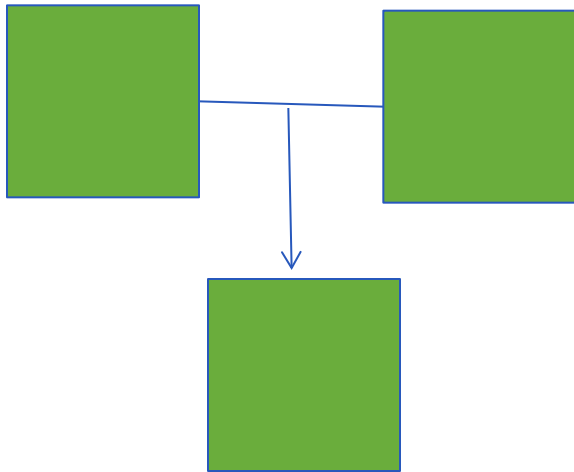
Findings generalizable

Use knowledge to predict

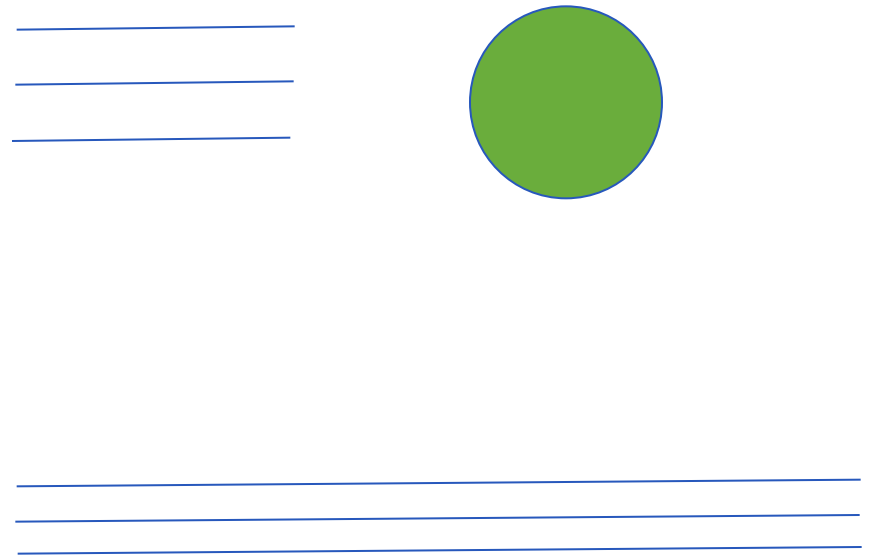
Vocabulary: general/specific meanings; nominalization; lexical density

# Reading in Science

**Literacy Strategy**  
Graphic Organizer



**Disciplinary Lit. Strategy**  
Graphic Organizer



# Historians' Reading

Consider the author and the source

What is the story being told?

Interpretation of events, not truth

Document Analysis

Vocabulary: not as technical; words not specific to history but highly complex; some words not current or metaphorical; nominalization of events

# Reading in History

## **Literacy Strategy**

Generating

Integration between

Schemata and

Text (G.I.S.T)

25-Word Summary

## **Disciplinary Lit. Strategy**

Who, What When Where,  
Why, How

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Multiple Gist (multiple  
text)

25-Word Summary

# Reading in Career and Technical Subjects

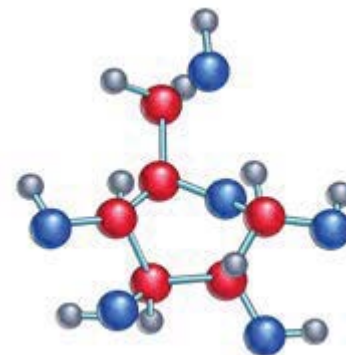
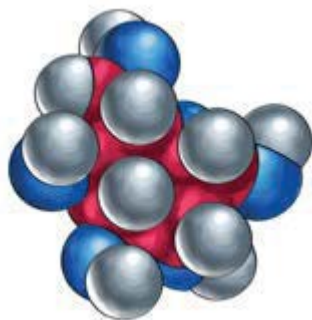
- Reading “To Do.” Technical reading with the intent to apply immediately in the work place
- Texts dependent on vocabulary of the field; to be understood and replicated in field
- Less emphasis on author (background and credentials), purpose and view
- Sequence and conditions are critical
- Format is intended for short readings followed by action

# Reading in Career and Technical Subjects

- Use of Learning Logs to record sequence, critical vocabulary and diagrams
- Format similar to science – the relationship between the explanation and the picture of it
- Written work should reflect the application of knowledge in the field
  - Proposals; job orders; estimates; recipes; problem solving analyses; sequential plans



What do these images have in common? Look at these 2 models and the 2 formulae in your packet. Discuss what you think is the purpose for each image.



Sep. 22, 2009 — Profound discoveries and insights on the frontiers of science do not burst out of thin air but often arise from incremental processes of weaving together analogies, images, and simulations in a constrained fashion. In cutting-edge science, problems are often ill-defined and experimental data are limited. To develop an understanding of the system under investigation, scientists build real-world models and make predictions with them. The models are tentative at first, but over time they are revised and refined, and can lead the community to novel problem solutions. Models, thus, play a big role in the creative thinking processes of scientists.

Dr. Nancy J. Nersessian has studied the cognitive processes that underlie scientific creativity by observing scientists at work in their laboratories. She says, “Solving problems at the frontiers of science involves complex cognitive processes. In reasoning with models, part of the process occurs in the mind and part in the real-world manipulation of the model. The problem is not solved by the scientist alone, but by the scientist – model combination. This is a highly creative cognitive process.” Her research is published in an upcoming issue of *Topics in Cognitive Science*. Her study of the working methods of scientists helps in understanding how class and instructional laboratory settings can be improved to foster creativity, and how new teaching methods can be developed based on this understanding. These methods will allow science students to master model-based reasoning approaches to problem solving and open the field to many more who do not think of themselves as traditional “scientists.”

# Acronyms for History Reading

## SOAPStone

**S**peaker

**O**ccasion

**A**udience

**P**erspective

**S**ubject(s)

**T**one

## G-Sprite

**G**eographical

**S**ocial

**P**olitical

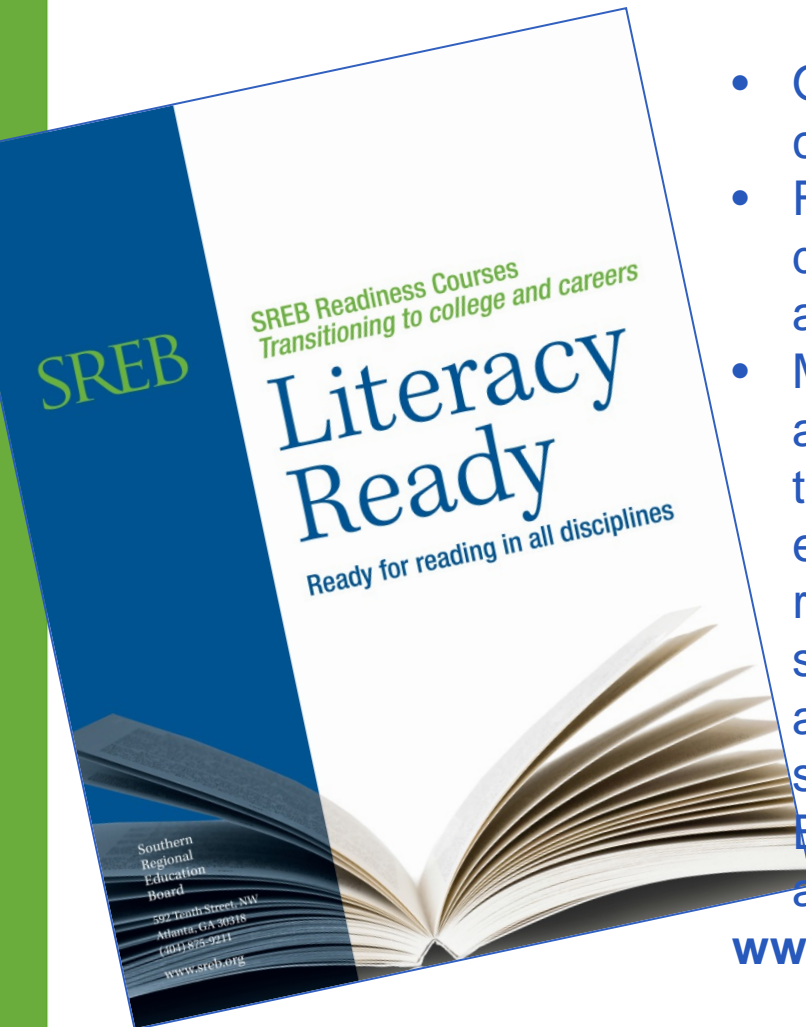
**R**eligious

**I**ntellectual

**T**echnological

**E**conomic

# Literacy Ready: Ready for reading in all disciplines



- Outside of the box course!
- Focuses on disciplinary literacy and LDC strategies
- Multi-disciplined approach provides teachers two units each of content-rich instruction with specific reading and writing strategies for English, science and social studies

[www.sreb.org/Ready](http://www.sreb.org/Ready)

