



Supporting All Learners to Build Literacy in the Content Area Classroom Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Dr. Dianna Townsend. We are grateful to Dr. Townsend for sharing her expertise with Ohio educators.

Reproducing the Viewing Guide

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Learning Strand: Supporting All Learners to Build Literacy in the Content Area Classroom

Age/grade band: Grades 4-12

Presenter: Dr. Dianna Townsend

Required Pre-Viewing: Watch the video [Scaffolding Literacy Instruction for English Language Learners](#). This nine-minute video showcases a middle school social studies teacher, Caitlin LeClair, sharing her approaches to scaffolding her students with complex texts. The video includes student reflections as well. This video closely aligns with the third topic in this strand, Scaffolding Reading in the Content Areas. However, it also is a good overview of why we need to scaffold morphology and academic language, the focus of the first two topics in this strand. It will help us “keep our eyes on the prize,” which is our goal of helping all secondary students engage in content area reading.

Session 1: Morphology

Learning objectives: Participants will be able to identify the basic units of the English language, explore meaningful morphemes in the content areas and plan meaningful opportunities for secondary students to practice using morphemes.

Complete prior to viewing video presentation: Watch the webinar “[Keeping Your Upper Elementary and Middle School Students Hooked on Words While at Home](#)” by Dr. Shane Templeton. You may find this entire webinar engaging and helpful, but the content that most relates to this session starts at 22:40 and goes until 39:20. In this excerpt, Dr. Templeton talks through the power of morphology and etymology for helping students build both deep and broad word knowledge.

[Video presentation](#) (21:09)

Complete after viewing video presentation: Here is a helpful [list of morphemes](#) that are common across content areas. Plan instructional routines, such as those presented in the video, that will allow for students’ meaningful practice with those morphemes and words.

Session 2: Academic Language

Learning objectives: Participants will be able to identify key features of academic sentences and paragraphs, identify different types of connective words and plan actionable approaches for supporting secondary students’ knowledge and use of connectives.

Complete prior to viewing video presentation: Read the brief text and watch the two-minute video on “[What is Academic Language?](#)” by Dr. Paola Uccelli on the SERP (Strategic Education Research Partnership) website. For excellent, research-based interventions in adolescent literacy, be sure to check out WordGen and STARI on the SERP website. All instructional materials are free!

[Video presentation](#) (21:41)

Complete after viewing video presentation: With colleagues, review a small set of central texts, problems, videos, etc., for a content area. One suggestion is to review sample items from [Ohio’s State Tests](#). Once focus texts have been identified, work together to identify common connectives. A [list of common connectives](#) is provided on the last page of this viewing guide. Plan instructional routines, such as those presented in the video, that will allow for students’ meaningful practice with those connectives.

Session 3: Scaffolding Texts

Learning objective: Participants will be able to explain the importance of text scaffolding, as well as plan for before, during and after reading scaffolds for content area texts.

Video presentation (21:21)

Complete after viewing video presentation:




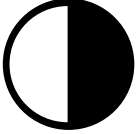
Using the examples in the video, in the booklet and in the required pre-viewing video ([Scaffolding Literacy Instruction for English Language Learners](#)), work in content area groups to do the following:

1. Select an upcoming, important, challenging text that students will be reading.
2. Identify the disciplinary purpose for reading the text. In other words, what will students be able to do in your discipline after reading the text?
3. Explore options for before, during and after reading scaffolding, as shared in the videos and booklet. Also, check out [Adlit.org](#) for more instructional routines that are organized into before, during and after reading approaches.
4. Make an instructional plan for before, during and after reading scaffolding. Identify student work that teachers can collect (such as notes, exit slips, sketches, quick quizzes, vocabulary practice, observations of student discussions, etc.).
5. Implement the lessons and meet back in the content area group to explore student responses to the scaffolds, as well their reading comprehension with the text. Revise approaches as needed and “rinse and repeat” with the next text.

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief [survey](#) to provide feedback.

Common Connectives

Additive Connectives can: <ul style="list-style-type: none"> show that two ideas are similar add extra information or examples summarize a set of ideas 	Temporal Connectives can: <ul style="list-style-type: none"> show the timing of something show the order of events show the order of ideas in a text 	Causal Connectives can: <ul style="list-style-type: none"> show that one thing caused another show that one thing is the result of another cause and effect! 	Adversative Connectives can: <ul style="list-style-type: none"> show that two ideas are different from, or opposite to, each other
			
<p>Accordingly Additionally And Also As exemplified by As well as Besides Certainly Equally Important Even more For example For instance For one thing For this purpose Further Furthermore In addition In conclusion In fact In particular In summary Including Indeed Just as Likewise Moreover Similarly Specifically Such as Under these circumstances That is To conclude To summarize To that end Too</p>	<p>After after a while afterwards As soon as At first At last At once At the same time At this moment At this point Before Eventually Finally First Here In the end In the first place In the first place To begin with In the meantime Last Lastly Meanwhile Next Now On another occasion Previously Recently Second Since Soon Subsequently Then Third Until When Whenever While</p>	<p>Accordingly An effect of An outcome of An upshot of As a consequence of As a result Because By Caused by Consequently Due to Given that Hence If In order that In that case Provided that Since So Therefore Thus Unless Wherefore Without</p>	<p>Admittedly Alternatively Although But Conversely Despite that Except for Even though However If not...then In contrast In spite of Instead of Nevertheless Nonetheless Notwithstanding On the other hand On the contrary Only Otherwise Or Or else Rather Still Though Unlike Whereas While Yet</p>