



Building a Literacy Culture 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. Joshua Lawrence. We are grateful to Dr. Lawrence for sharing his expertise with Ohio educators.

Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

Building a Literacy Culture

Age/grade band: 6-12

Presenter: Dr. Joshua Lawrence

Additional resources can be found on the "[Key Dimensions of Secondary Literacy](#)" handout.

Session 1: The Role of the Administrator

Learning objectives: Participants will be able to explain key components necessary for administrators to build a literacy culture in their schools, including understanding the science of reading, identifying the necessary components for success and establishing expectations for implementation.

Complete prior to viewing video presentation: Consider how consistently teachers in your district engage in these practices. What supports need to be in place for them to do so expertly? What are the challenges?

DISCIPLINARY COMPREHENSION STRATEGIES

- Create purpose with authentic inquiry and tasks;
- Make assumptions of the discipline and/or subdiscipline explicit:
 - Connections to disciplinary thinking made explicit;
 - Explicit reference to and discussion of the tools of a discipline.
- Model literate disciplinary thinking;
- Scaffold literate disciplinary thinking for students.

ACADEMIC LANGUAGE

- Reference and support schoolwide general academic words;
- Provide explicit vocabulary instruction using adapted strategies:
 - Word study with focus on morphology and polysemy;
 - Connecting “signal words” to text structure and argumentation.
- Use adapted sentence stems.

DEBATE AND DISCUSSION

- Provide support for participation:
 - Establish classroom norms that are conducive to academic discussion;
 - Set up classroom in ways that allow for flexible grouping.
- Monitor and support engagement;
- Use talk moves (open-ended questions, wait time, extensions, etc.) to facilitate rich, whole-class discussion;
- Use discussion protocols to support varied discussion structures.

MULTIPLE TEXT USE

- Use a variety of texts and other resources to provide multiple entry points for student learning;
- Design opportunities for students to consider information, perspectives and arguments across sources;
- Discuss disciplinary criteria used to evaluate source quality.

During the video presentation: Complete the “Four A’s” activity while following the presentation (based on materials developed by the School Reform Initiative). Be prepared to discuss your answers.

The four questions in the activity include:

1. What are some ideas from the presentation you **A**gree with?
2. What are some of the **A**ssumptions of the presenter?
3. What do you want to **A**rgue with?
4. What do you **A**spire to?

[Video presentation](#) (15:24)

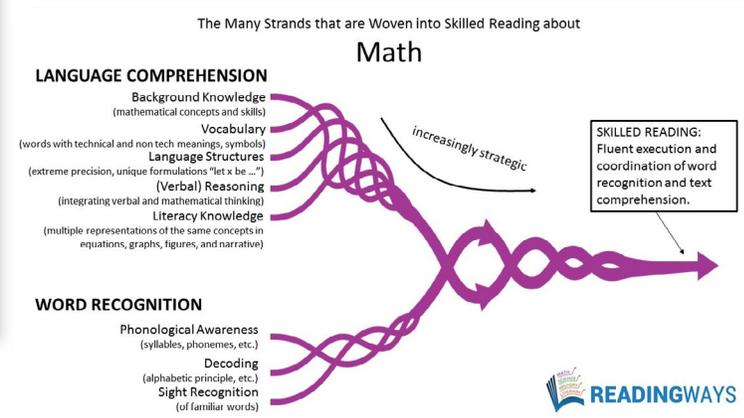
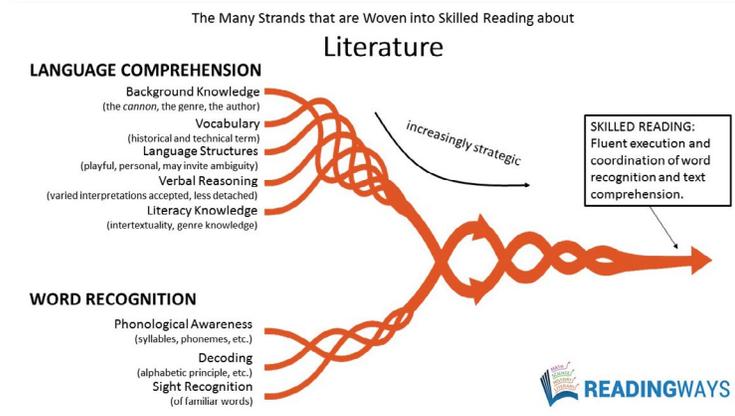
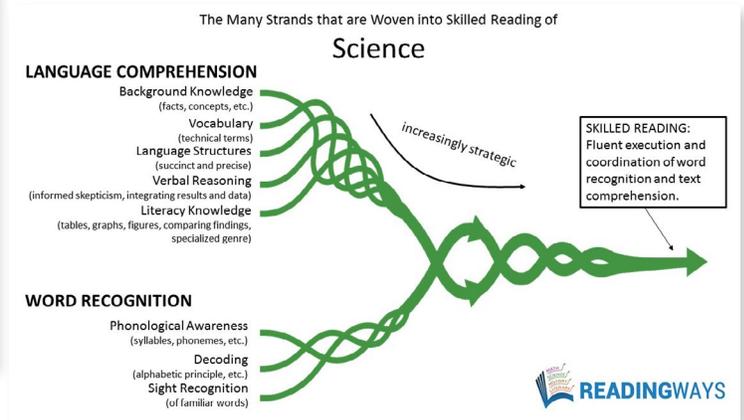
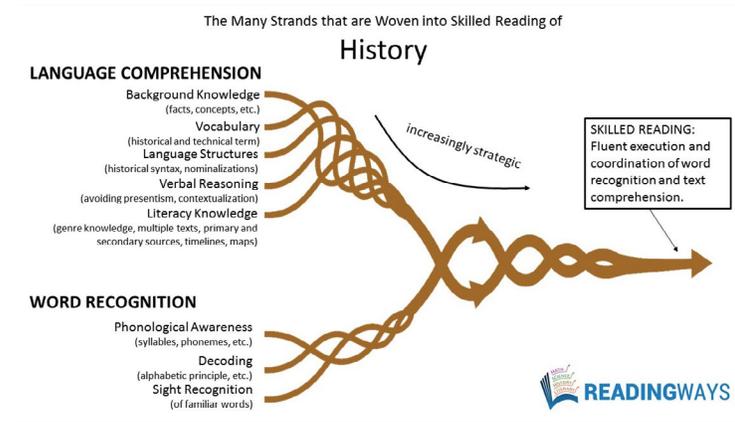
Complete after viewing video presentation:

Discuss your answers on the “Four A’s” activity.

Session 2: Cross Content Principles and Disciplinary Literacy

Learning objectives: Participants will be able to describe the role of systematic phonics in structured literacy instruction and identify effective phonics assessment and instructional procedures.

Complete prior to viewing video presentation:



Consider the component skills that are required to read skillfully by looking at the example heuristic above. What makes reading difficult for a content area that you are familiar with? What supports do our students need to support their skilled reading and learning in that particular domain?

Complete during the video presentation: Complete the activity "Because, But, So" while following the presentation (based in materials developed by The Writing Revolution). Be prepared to discuss your answers.

Complete the following sentences:

Sentence stem: Reading is hard for middle and high school students

Because...

But...

So...

Video presentation (18:51)

Complete after viewing video presentation: Discuss your answers on the "Because, But, So" activity.

Session 3: Intervention

Learning objective: Participants will be able to explain the role of interventions in supporting a literacy culture, including key research undermining intervention use, selecting programs and practices and how to address common challenges for literacy interventions at the secondary level.

Complete prior to viewing video presentation: What rationale do you use for selecting interventions for your school, teams in your schools or individual students?

Complete during the video presentation: Complete the “Compass Points” activity questions while following the presentation (based on materials developed at Harvard by Project Zero). Be prepared to discuss your answers.

1. What **E**xcites you about interventions?
2. What do you find **W**orrisome about these or other interventions or what is a potential downside?
3. What additional information is **N**eeded to make a proposition and would help in evaluating?
4. What is your current **S**tance and how may you move forward in the evaluation of these or other interventions?

Video presentation (16:46)

Complete after viewing video presentation: Discuss your answers on the “Compass Points” handout.

HOW ARE WE DOING?

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