

Leveraging Literacy Skills in Content Area Learning: Providing Equity with Student-Centered Instruction

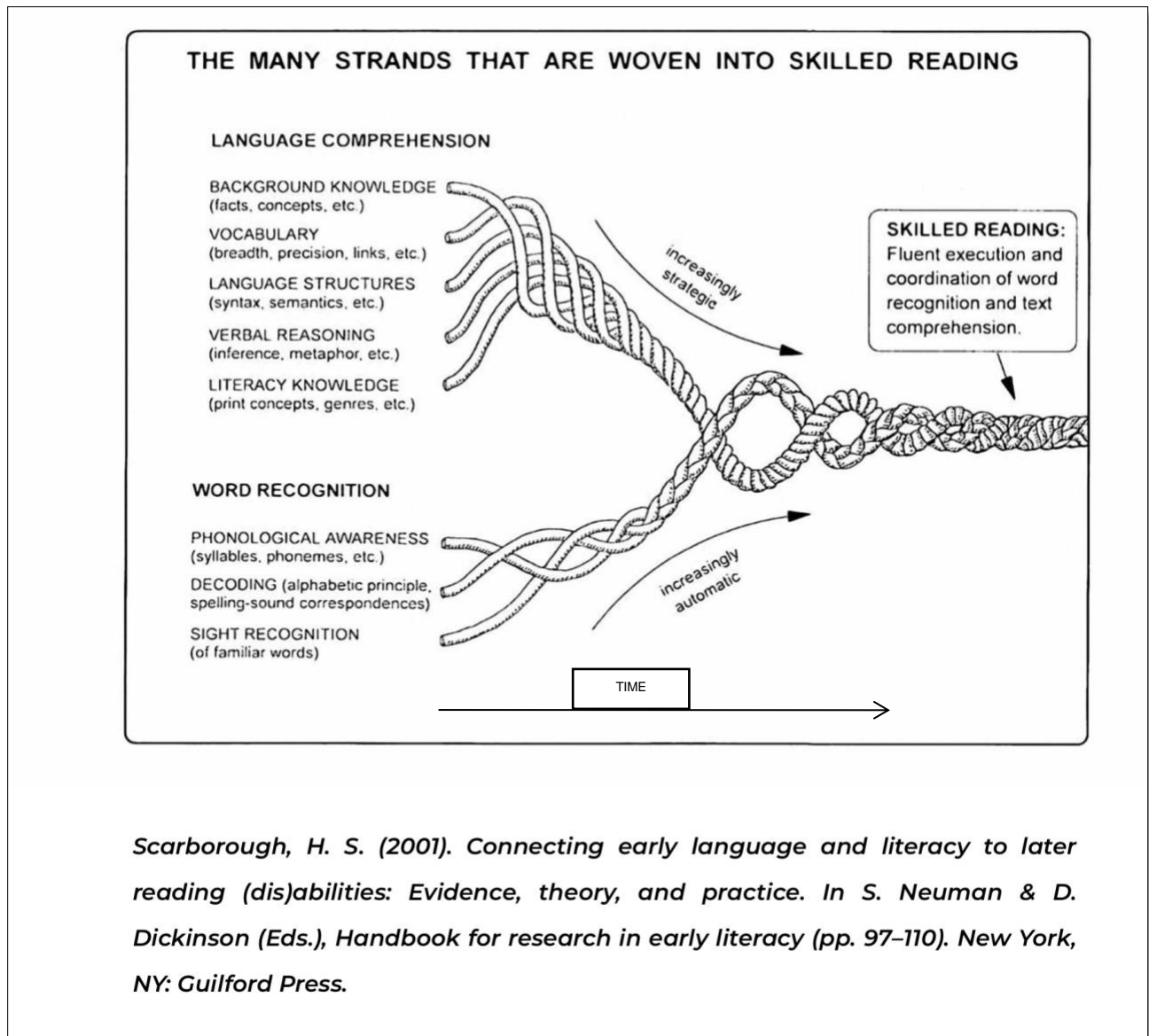
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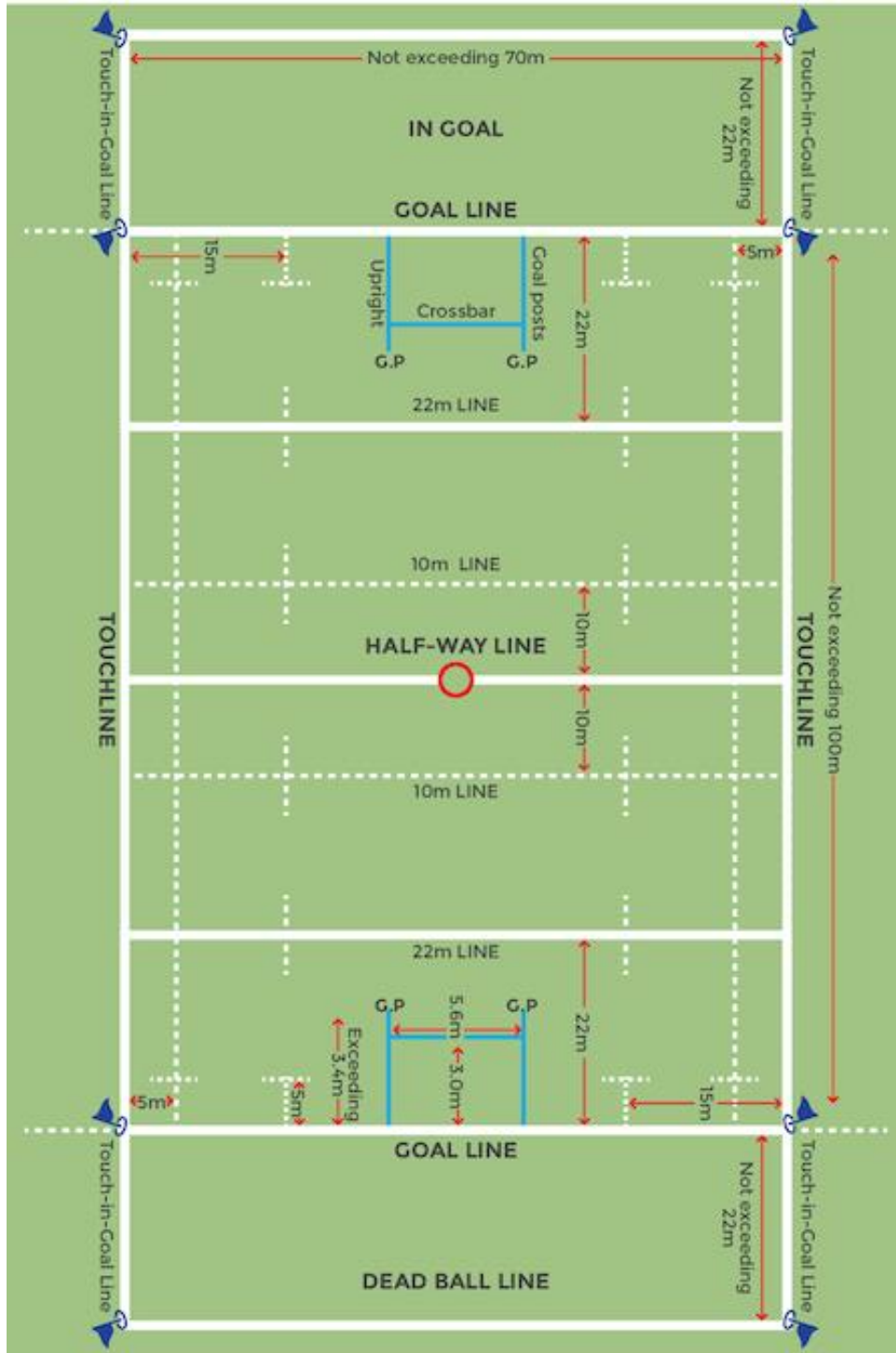
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Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford Press.



- FORWARDS**
1. PROP (TIGHTHEAD)
 2. HOOKER
 3. PROP (LOOSEHEAD)
 4. LOCK
 5. LOCK
 6. FLANKER (BLINDSIDE)
 7. FLANKER (OPENSIDE)
 8. NO. 8
- BACKS**
9. SCRUMHALF
 10. FLYHALF
 11. WING (LEFT)
 12. CENTER (INSIDE)
 13. CENTER (OUTSIDE)
 14. WING (RIGHT)
 15. FULLBACK

Equity through text choices – multiple means of engagement:

- **Target Text:**
 - Required text - Supported with graphic organizers and discussion
- **Informational Texts:**
 - Differentiated
 - Primary documents
 - Jigsaw – small groups read different texts then come together to share
- **Accessible Texts:**
 - Excerpts from various sources
 - Texts that meet students' needs (bilingual, sensory adaptive, mixed skill levels)
- **Visual Texts:**
 - Video segments
 - Virtual experiences

Never miss an opportunity to build vocabulary! Buddy matches:

- Content vocabulary and definition (photosynthesis - the process by which green plants and some other organisms use sunlight to synthesize foods from carbon dioxide and water.
- In common root (*spir (to breathe)* – inspire, conspire, expire, respiration)
- Synonyms (brave – courageous)
- Antonyms (shrink – swell)
- Homonyms (dough – doe; pear – pair – pare)
 - What's a homonym with 4 spellings?
- Comparative/Superlative (old – older – oldest)
- (1) Word (2) origin (3) definition
 - (1) Candidate (2) *candidatus* (Latin) meaning *person dressed in white*. Early Roman politicians wore white togas to make a good impression (3) A person who applies for a job or is nominated for election
 - Go to <https://www.etymonline.com> The online etymology dictionary

List-Group-Label Vocabulary

This vocabulary strategy helps students organize their learning to help them understand and remember the content words.

Directions for your group:

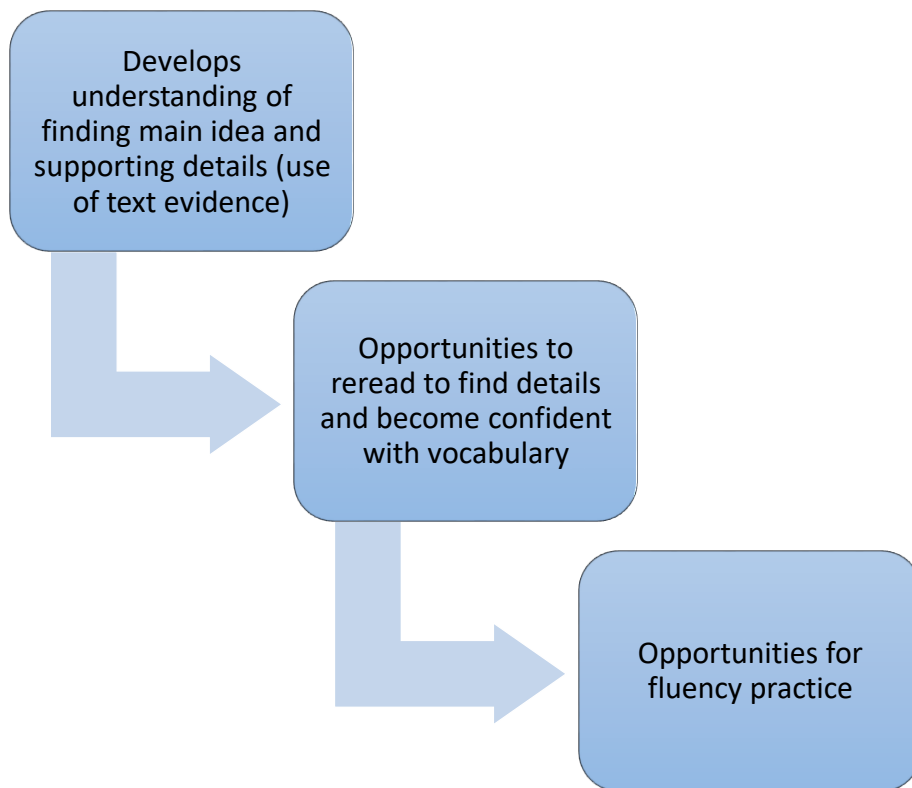
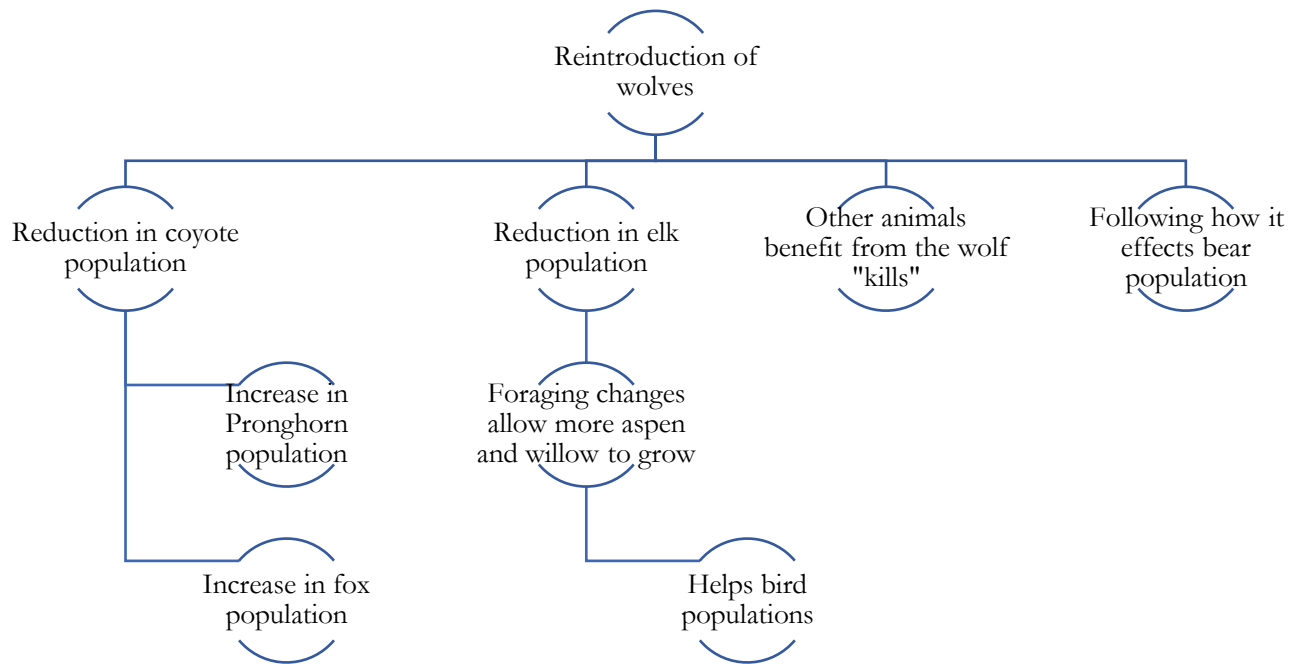
List –Brainstorm **all** the words you can think of that relate to this science unit (For example, vocabulary in a unit on weather may include precipitation, flood, atmosphere, wind, temperature, evaporation, etc.). Write them in the box below.

Group - Discuss the scientific meanings of the words in the box above. Work together to arrange the words into lists based on their definitions and relationships to each other. Write the lists of words in the columns in the chart below.

Label – Give each list on the chart a label. Write the label in the gray box at the top of each column. There may be words that do not fit into a category. Discuss as a group why these words do not fit, but you think are important about the topic.

Inside Yellowstone - Wolf Cascade (<https://bit.ly/3xU15Do>)

You're watching inside Yellowstone. You may have heard that one thing in an ecosystem can affect every other thing in that ecosystem. In Yellowstone we're watching the ripple effects caused by the return of the gray wolf. Wolves were exterminated from Yellowstone by the 1930s and were absent for decades until they were reintroduced to the park in 1995. Now that wolves are back, researchers are discovering how they affect other species in the park. Though the coyote population increased during the wolves' absence, wolves are now reducing the number of coyotes in areas of the park where they compete for prey. Pronghorns could benefit since coyotes prey heavily on pronghorn fawns. Fewer coyotes could lead to an increase in fox because those two animals compete for smaller prey species like rodents. Since elk are the most common prey of wolves in Yellowstone, their numbers are coming down from an all-time high reached while wolves were gone. Because wolves kill the weakest animals, they make elk herds healthier by removing the old, young, and infirm. Elk may change their movements, distribution, and foraging behavior now that wolves are back. Changes in elk browsing patterns could lead to an increased growth in aspen and willow communities, which could affect other animals and birds like the yellow warbler and willow flycatcher. There is already an increase in beaver colonies in the Northern Range of the park where the wolf population density is highest. When wolves kill prey to eat, many scavengers take part in the feast. Grizzly bears, coyotes, ravens, magpies, eagles, and numerous insects all eat from wolf-killed carcasses. Grizzly bears repeatedly steal carcasses from some wolf packs in the park. With bears getting food from wolves, will they have more cubs or shorten their hibernation? Will bears learn to follow wolf packs and let wolves do the hunting for them? The effect wolves have on other plants and animals is teaching us more about them and their role in the complex web of this ecosystem. There's still much to learn. Though wolves are only one piece to the vibrant puzzle that is Yellowstone, it's exciting to witness the comeback of a threatened species as wolves reclaim their place here.



List-Group-Label Vocabulary

Directions for your group:

List –Brainstorm all the vocabulary we learned that relate to this science unit. Write them in the box below.

Group - Discuss the scientific meanings of the words in the box above. Work together to rearrange the words into lists based on their definitions and relationships to each other. Write the lists of words in the columns in the chart below.

Label – Give each list on the chart a label. Write the label in the gray box at the top of each column. There may be words that do not fit into a category. Discuss as a group why these words do not fit, but you think are important about the topic.

Review - compare the list your group made before we studied this unit to this list. What new vocabulary did you learn? Write those words here: _____

Template for Hide and Reveal at <https://maryjofresch.com> under Free Teacher Resources

Guide students how to think through short responses:

Explain why the reintroduction of wolves is changing animal life in Yellowstone and why this is may have a positive effect on the Park.

| Do | What | Evidence! |
|----------------|--|------------------|
| Explain | why the reintroduction of wolves is changing animal life in Yellowstone | |
| Explain | why this is may have a positive effect on the Park | |

Out the door...roll the die!

1. I want to remember ...
2. A word I learned is...
3. Something I already knew but know more about...
4. Something I learned today...
5. I'm still puzzled about ...
6. My "aha" moment today was...

References

Fresch, M.J. (2020). *Empowering Students' Knowledge of Vocabulary: Learning How Language Works Grades 3-5*. Champaign, IL: National Council of Teachers of English.

<https://store.ncte.org/book/empowering-students-knowledge-vocabulary-learning-how-language-works-grades-3-5#> =

Fresch, M.J. (2014). *The Spelling List and Word Study Resource Book: Organized Spelling Lists, Greek and Latin Roots, Word Histories, and Other Resources for Dynamic Spelling and Vocabulary Instruction*. https://smile.amazon.com/gp/product/1700705725/ref=db_a_def_rwt_bibl_vppi_i5

Rice, D.H. (2019). *Designing National Parks*. Huntington Beach, CA: Smithsonian/Teacher Created Materials.

Coming Soon to Scholastic Teachables (by Hutton and Fresch): <https://teachables.scholastic.com>

Ten little known, historical nonfiction stories for middle grades, such as:

- "The missing Apollo tapes"
- "Charles Thomson, Continental Congress Secretary"
- "Declaration of Sentiments"