

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

Presented by Dr. Mary Jo Fresch, TCM Consultant
Professor Emerita and Academy Professor
The Ohio State University
fresch.1@osu.edu
<https://maryjofresch.com>

Family Reunion

<i>Aero</i> – air	<i>Nym</i> – name
<i>Albus</i> - white	<i>Thermo</i> – heat
<i>Graph</i> – write	<i>Vis, vid</i> – to see
<i>Hemo</i> – blood	<i>Vol</i> – turn

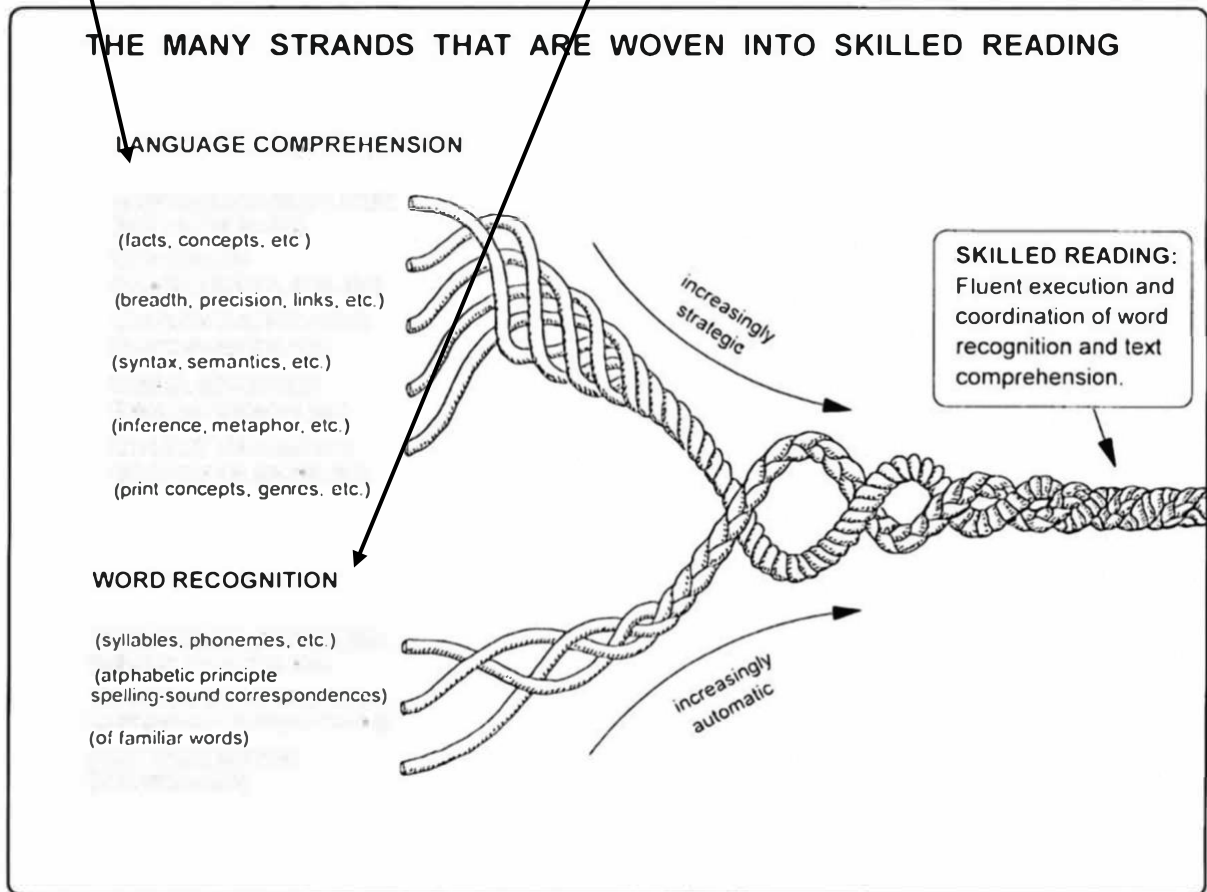
Root word work:

<p>Base Template</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> <td style="border: 1px solid black; padding: 5px; width: 50%; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> <td style="border: 1px solid black; padding: 5px; height: 80px;"> <ul style="list-style-type: none"> • • • • </td> </tr> </table> <p style="font-size: small; margin-top: 5px;">© Shell Education 51519—Strategies for Effective Balanced Literacy</p>	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<p>Base Examples</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%;"> <p style="text-align: center;"><i>vis/vid</i> (to see)</p> <ul style="list-style-type: none"> • video • visual • visible • visor </td> <td style="border: 1px solid black; padding: 5px; width: 50%;"> <p style="text-align: center;"><i>scop</i> (a watcher or viewer)</p> <ul style="list-style-type: none"> • telescope • microscope • stethoscope • horoscope </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>sign</i> (to mark)</p> <ul style="list-style-type: none"> • signature • design • signal • significant </td> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>ped</i> (foot)</p> <ul style="list-style-type: none"> • pedal • pedestrian • pedestal • pedigree </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>aster</i> (star)</p> <ul style="list-style-type: none"> • asterisk • asteroid • astronaut • disaster </td> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>scrib/scrip</i> (to write)</p> <ul style="list-style-type: none"> • describe • inscribe • scribble • postscript </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>man</i> (hand)</p> <ul style="list-style-type: none"> • manual • manipulate • mangle • maneuver </td> <td style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><i>voc</i> (call)</p> <ul style="list-style-type: none"> • vocal • advocate • vocabulary • vocation </td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Appendix C 302 51519—Strategies for Effective Balanced Literacy © Shell Education</p>	<p style="text-align: center;"><i>vis/vid</i> (to see)</p> <ul style="list-style-type: none"> • video • visual • visible • visor 	<p style="text-align: center;"><i>scop</i> (a watcher or viewer)</p> <ul style="list-style-type: none"> • telescope • microscope • stethoscope • horoscope 	<p style="text-align: center;"><i>sign</i> (to mark)</p> <ul style="list-style-type: none"> • signature • design • signal • significant 	<p style="text-align: center;"><i>ped</i> (foot)</p> <ul style="list-style-type: none"> • pedal • pedestrian • pedestal • pedigree 	<p style="text-align: center;"><i>aster</i> (star)</p> <ul style="list-style-type: none"> • asterisk • asteroid • astronaut • disaster 	<p style="text-align: center;"><i>scrib/scrip</i> (to write)</p> <ul style="list-style-type: none"> • describe • inscribe • scribble • postscript 	<p style="text-align: center;"><i>man</i> (hand)</p> <ul style="list-style-type: none"> • manual • manipulate • mangle • maneuver 	<p style="text-align: center;"><i>voc</i> (call)</p> <ul style="list-style-type: none"> • vocal • advocate • vocabulary • vocation
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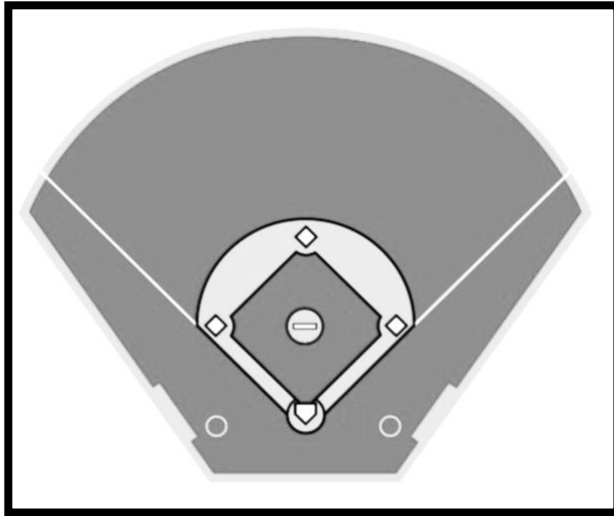
From: Fresch, M.J. (2016) *Strategies for Effective Balanced Literacy*. Shell Education

Match the labels to the descriptors

<p><u>5 strands of Language Comprehension:</u></p> <ul style="list-style-type: none"> Literacy knowledge Vocabulary Verbal reasoning Background knowledge Language structures 	<p><u>3 strands of Word Recognition:</u></p> <ul style="list-style-type: none"> Sight recognition Phonological awareness Decoding
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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.

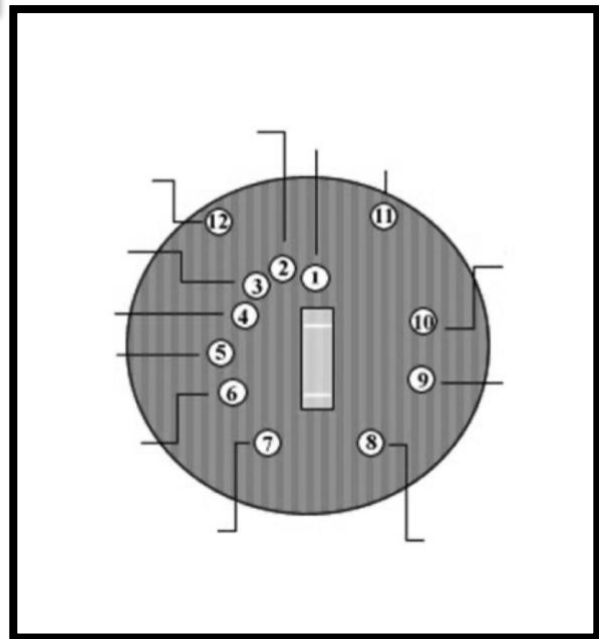


Place the 9 players on the field:

- Catcher
- Center fielder
- First base
- Left fielder
- Pitcher
- Right fielder
- Second base
- Shortstop
- Third base

Place the 12 players on the field:

- Cover
- Extra Cover
- Fine Leg
- Gully
- Mid Off
- Mid On
- Mid Wicket
- Point
- Slip
- Square Leg
- Third man
- Wicketkeeper



Question Formation Technique:

<u>Four rules</u>	<u>Four steps</u>
<ol style="list-style-type: none"> 1. Ask as many questions as you can. 2. Do not stop to discuss, judge, or answer the questions. 3. Write down every question exactly as it is stated. 4. Statements, sentence fragments, and other cognitive snippets are fine—just change into questions at the end. 	<ol style="list-style-type: none"> 1. Produce questions (5 minutes - brainstorming) 2. Improve (5-10 minutes – categorize, clarify, reword) 3. Prioritize (5 minutes – select 3 best questions) 4. Reflect (5 minutes – what did we know, what do we want to know, what do other’s questions make us think about that we did not)

<https://www.teachthought.com/critical-thinking/question-formation/>

List-Group-Label and Write

1. **BEFORE READING:** With your "elbow buddy," list all of the terms that come to your mind on the topic Yellowstone National Park.

2. Now, with the help of your buddy, group and label the terms.

3. **AFTER READING:** Write down the words/phrases with your buddy.

4. Group and label these new terms.

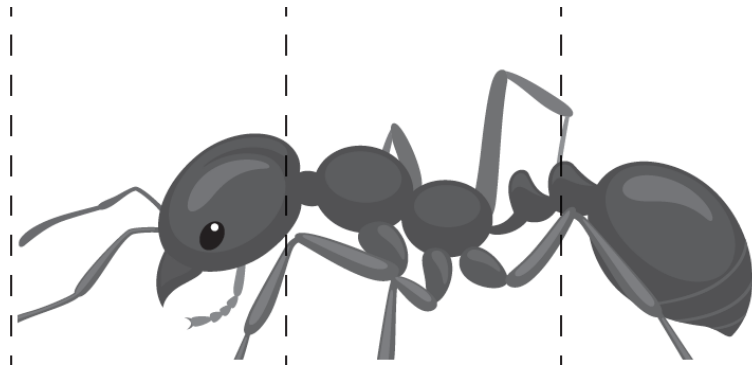
5. Choose a grouping from the above list to write about on the lines below.

Inside Yellowstone - Wolf Cascade

<https://bit.ly/3xUI5Do>

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.



Prefixes

Ex

Re

Dis

Bases

terminate

introduce

search

cover

Suffixes

ed

er

ing

Go to Free Teacher Resources at <https://maryjofresch.com> for ant template

Books referred to in session:

Harrison, D.L. (2007). *Cave Detectives*

Hulme, J. (2005). *Wild Fibonacci*

Sidman, J. (2010). *Ubiquitous*

Thomson, B. (2013). *Fossil*

Fresch, M.J. (2016) *Strategies for Effective Balanced Literacy*. Shell Education