

Contents

| | |
|---|-----------|
| Preface | ix |
| Acknowledgments | xi |
| About the Authors | xiii |
| Introduction: Multiple Competencies in Literacy | xv |
| 1. Accelerating Literacy Learning | 1 |
| Academic Accountability | 1 |
| Closing the Achievement Gap | 2 |
| Diverse Learners and Busy Teachers | 3 |
| Selecting High-Payoff Instructional Strategies | 3 |
| Standards-Based Curriculum | 6 |
| Four Core Competencies in Literacy | 7 |
| Assessment Data | 13 |
| A Comprehensive Literacy Program | 16 |
| 2. Creating a Climate for Literacy Learning | 17 |
| Equity, Diversity, and Classroom Climate | 17 |
| Building Connections With Students | 19 |
| Goal Setting at the Secondary Level | 22 |
| The Basic Toolkit for Teachers of Diverse Learners | 23 |
| You Can't Learn to Read Without Reading | 28 |
| You Can't Learn to Write Without Writing | 30 |
| You Can't Learn to Speak and Listen Without Speaking and Listening | 31 |
| Reading, Writing, Speaking, and Listening Every Day | 34 |
| 3. Knowing the Adolescent Literacy Learner | 37 |
| Brain Research | 37 |
| Adolescent Brain Development | 42 |
| Developmental Tasks of the Adolescent | 43 |
| Characteristics of Adolescents | 44 |

| | |
|---|------------|
| Learning Styles | 45 |
| Gardner's Multiple Intelligences | 50 |
| Best Teaching Practices for <i>All</i> Learning Styles, Preferences, and Intelligences | 54 |
| BUILD Your Knowledge of Your Literacy Learners | 60 |
| 4. Functional Literacy | 61 |
| Functional Literacy Defined | 61 |
| Oral Language Development | 62 |
| Phonological Awareness | 64 |
| Phonemic Awareness | 64 |
| Spelling and Early Writing | 66 |
| Fluency | 67 |
| Fluency Is the Prelude to Comprehension | 70 |
| Literacy Strategies for Diverse Learners | 70 |
| Flexible Grouping Strategies for Functional Literacy | 74 |
| Forms of Writing | 84 |
| Speaking and Listening | 92 |
| A Balanced Literacy Program for Functional Literacy | 93 |
| 5. Content Area Literacy | 95 |
| Content Area Literacy Defined | 95 |
| Vocabulary Acquisition | 96 |
| Formulating Questions for Critical Thinking | 103 |
| Text Orientation | 106 |
| Forms of Writing | 121 |
| Presentation and Product Creation for Content Area Literacy | 134 |
| Commitment to Content Area Literacy | 137 |
| 6. Technological Literacy | 139 |
| Technological Literacy Defined | 139 |
| The Multidimensional Nature of the Twenty-first Century | 139 |
| Questioning Authenticity | 140 |
| Searching for Information | 145 |
| Media Orientation | 149 |
| Multimedia Production | 150 |
| Demystifying Directions | 156 |
| Technological Literacy and Diverse Learners | 157 |
| Technological Literacy and Lifelong Learning | 159 |
| 7. Innovative Literacy | 161 |
| Innovative Literacy Defined | 161 |
| Innovation and Creativity | 162 |

| | |
|---|------------|
| Instructional Strategies That Promote Innovative and Creative Literacy | 165 |
| Lifelong Learner Orientation | 169 |
| Practical and Adaptive Thinking | 172 |
| Influential Communication | 176 |
| High Payoff for the Unknown Future | 178 |
| 8. Managing Instruction in the Differentiated Literacy Classroom | 181 |
| Unit Planning for Literacy Learning | 182 |
| Managing Literacy Instruction in Diverse Classrooms Centers | 191 |
| Strategies for Learners With Literacy Problems | 194 |
| Developing Independent Learners | 199 |
| Classrooms That Support Differentiated Literacy Learning | 202 |
| Bibliography | 206 |
| Index | 209 |

Introduction

MULTIPLE COMPETENCIES IN LITERACY

Twenty-first-century literacy requires more from our students than a basic ability to read, write, speak, and listen. According to the landmark SCANS report (U.S. Secretary of Labor, 1991), there are five competencies that twenty-first-century workers must learn from their schools:

1. Identification, organization, planning, and allocation of resources
2. Working with others
3. Acquiring and using information
4. Understanding complex interrelationships
5. Working with a variety of technologies

Thus basic reading skills are no longer enough. Learners must achieve multiple competencies that will allow them to become creative, adept, and competently literate adults.

Literacy learning starts in the earliest grades. What we teach, and what we choose to teach with, matters in the creation of the complex lifelong learning patterns needed in this century. Competency in literacy involves solving problems, thinking about the information and knowledge we encounter, and then using it in purposeful ways.

To attain empowering levels of literacy that align with the SCANS competencies, adolescent learners need to accelerate their growth in at least four different domains of literacy:

- Functional literacy
- Content area literacy
- Technological literacy
- Innovative or creative literacy

This book brings together the research, tools, curricula, and strategies that will give today's teachers the best chance of helping the diverse

learners in their classrooms to accelerate growth and achievement in all four literacies.

The book is organized in sections. Chapter 1 is an introduction to the four literacies and will help us frame our concept of meeting diverse learner needs. Chapters 2 and 3 are about classroom climate and knowing how diverse learners learn. Chapters 4 through 7 address each of the four literacies in turn and contain information and tools for curriculum, assessing what we have taught, and strategies for learning. Chapter 8 puts it all together with sample units, strategies for managing differentiated classrooms, and ideas for dealing with problems related to literacy development in our secondary-level schools.

There are questions we want to answer in each chapter:

Chapter 1: What types of literacy do we need to consider to prepare diverse learners for the future?

Chapter 2: How do we create an atmosphere that sustains and supports the learning of literacy skills across content areas?

Chapter 3: What do we need to know about our learners, and how will we gather and use that information?

Chapter 4: What are the basics that every literate person needs to know, and how do our young learners acquire the initial skills of *functional* literacy?

Chapter 5: How can we better access and use *content area* skills and information?

Chapter 6: How can we use literacy skills in *technological* and multimedia venues to create products and demonstrations of learning?

Chapter 7: How can we use literacy skills to solve complex problems and produce *innovative* concepts and products?

Chapter 8: How can teachers manage the variety of configurations in our differentiated classrooms, close learning gaps, and focus on growth and achievement for all our students?

Table 0.1 (see p. xviii) offers an outline of the various elements in this book to facilitate mixing and matching strategies within and across chapters.

Meeting diverse learner needs is also well served by integrating these literacies with proven methods of differentiated learning. Differentiation offers us powerful ways to focus our curriculum so that we may begin to address the high stakes for the future success of our students. In the words of Carl Sagan (1996), “Both skepticism and wonder are skills that need honing and practice. Their harmonious marriage

Table 0.1 Differentiated literacy strategies for Grades 7–12

| Creating a Climate for Literacy | Knowing the Learner | Functional Literacy | Content Area Literacy | Technological and Media Literacy | Innovative and Creative Literacy | Managing Literacy Instruction |
|---|---|--|---|---|--|--|
| <p>Building connections Risk taking Resilience Perseverance Appreciating diversity</p> <p>What to avoid Fear Humiliation Disconnection</p> <p>Foster and sustain growth Feedback Reflective learning Rituals Respect Cultural history Celebration</p> <p>Creating positive conditions for literacy Reading Writing Speaking Listening</p> | <p>Brain research Principles and implications</p> <p>Best Practices Marzano's 9 high-payoff strategies</p> <p>Developmental stages for young adolescents Reading Writing</p> <p>Learning styles Preferences Needs</p> <p>Multiple intelligences Brain functioning Literacy connections</p> <p>Gender issues</p> <p>Choice boards</p> | <p>Oral language Phonics Spelling Comprehension Fluency</p> <p>Funny thing about English</p> <p>Grouping T.A.P.S. Total group Alone Pairs Small group</p> <p>Balanced reading Partner Shared Guided Literature circles Round Robin</p> <p>Writing Narrative Descriptive</p> <p>Choice boards</p> | <p>Vocabulary</p> <p>Concept development</p> <p>Text orientation Before During After reading</p> <p>Strategies K.W.L. Anticipation guide Highlighting Note taking Summarizing Sticky notes SQ3R Reciprocal Paper pass Split page Advanced organizers Graphics</p> <p>Writing Expository Persuasive</p> <p>Choice boards</p> | <p>Information literacy Define & locate Select & analyze Organize & synthesize Create & present Evaluate</p> <p>Questioning Clarity Assumptions Bias SOAPS/Tone</p> <p>Searching for information</p> <p>Production planning guides Audience Purpose Graphics Solution focus Self-evaluation</p> <p>Diverse learners Demystifying directions Spatial factor Spelling factor</p> | <p>Creativity Student question formation Elaboration Generalization Creativity square R.A.F.T. Choice board IREAP</p> <p>Workplace skills</p> <p>Prose, document, and quantitative literacy</p> <p>Scenario-based learning Loading the shopping cart Eliminating roadblocks</p> <p>Influential communication Writing Speaking Listening</p> <p>Choice boards</p> | <p>Unit planning across literacies</p> <p>Managing diverse classrooms</p> <p>Attributes of diverse classrooms</p> <p>Centers Sample centers Organizing ideas Assigning centers Tracking Agendas</p> <p>Challenging writers and readers</p> <p>Developing independent learners Contracts Focus and sponge activities</p> <p>Sample lessons</p> |

Copyright © 2005 by Corwin Press. All rights reserved. Reprinted from *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K–6*, by Gayle H. Gregory and Lin Kuzmich. Thousand Oaks, CA: Corwin Press, www.corwinpress.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.