The Art of Integrated

Literacy-based Lesson Planning

https://chericem.weebly.com/Art-of-Literacy/

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The Art of Integrated, Literacy-based Lesson Planning

Identifying the Subject: Identifying a topic

Gathering the Tools: Locating and selecting culturally authentic texts

Preparing the Canvas: Pre-reading, listening, and viewing activities

Painting the Picture: During reading/listening/viewing activities and strategies

Framing the Picture: Post-reading, listening, and viewing activities

Critiquing and Evaluating the Work: Assessment activities

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Step 1: Identify the goals

TOPIC

STANDARDS
Content or Career:
World-Readiness:

TARGETED PROFICIENCY LEVEL
Novice   Intermediate   Advanced   Superior
Low   Mid   High

CAN DO STATEMENTS

Culture:

Content:

Language:

I can…

I can…

I can…

Targeted Language Patterns:
What grammatical forms, structures, or patterns will students need in order to talk?

7 Key Vocabulary Words:
What academic language will students develop?

1)
2)   5)
3)   6)
6)   7)

2

Step 2: Select high quality, high interest texts

1: What do learners **need to know** about the topic, problem, issue, or context?

2: Intriguing input through quality **culturally authentic** TEXTS

1 – Informational Print Text: (Infographic, news article, scientific text): _____

2 – Literary Text: (Poem, story): _____

3 – Multimedia Text (Artwork, blog post, image, meme, photograph, social media post, song, video):

Possible Texts

3: From which texts will learners obtain **"need to know" information**?

- Academic article
- Advertisement or commercial
- Artwork, image, or photograph
- Biography, diary, or memoir
- Brochure, flyer, or pamphlet
- Cartoons, comic books/strips
- Children's book
- Cultural artifact or realia
- Documentary
- Editorial, essay, or opinion piece
- Infographic
- Interview
- Literary text (poem, short story)
- Magazine or newspaper article
- Movie trailer
- Newscast or radio show
- Proverb
- Public service announcement
- Receipts
- Results from a poll or survey (Gallup, etc.)
- Social media post (blogs, memes, tweets)
- Song
- Video Clip or "Short"
- Website

4: Evaluate the quality of your texts

Did you select texts that are easy to see, hear, and that represent a variety of…

- ☐ **cultural perspectives** (i.e., from different countries, regions, people of different ages or socioeconomic groups)?

- ☐ **genres** (biography, comic, diary, essay, film, news, poetry, short story, song)?

- ☐ **modalities** (i.e., audio, images, multimedia, print, video)?

- ☐ **viewpoints** (i.e., aesthetic, economic, historical, philosophical, political, etc.)?

3

Finding culturally authentic texts

HOW CAN I FIND CULTURALLY AUTHENTIC TEXTS?

- Use a **country-specific search engine**

- Search in your **target language**.

- Put your search terms in **quotation marks** *(i.e., "search terms")*

- Narrow your search with **multiple search terms** *(i.e., Picasso "Spanish civil war")*

- Try searching for **specific types of texts** *(i.e., audio files, images, or videos)*

- Try a **file type search** (filetype:jpg "search terms") [docx, mp4, pdf, pptx, xlsx, etc.]

WHAT IS A CULTURALLY AUTHENTIC TEXT?

A text produced by a member of the target culture for consumption in the target culture.

Where else can I find culturally authentic texts to support inquiry?

Ads of the World *(Ads from around the world)*
http://adsoftheworld.com/

All You Can Read *(From 200 countries, categorized)*
http://www.allyoucanread.com/

Audio-lingua *(Audio resources from around the world)*
http://www.audio-lingua.eu/?lang=en

Gloss *(Culturally authentic materials in various languages)*
http://gloss.dliflc.edu/Default.aspx

International Digital Children's Library *(Children's lit.)*
http://www.childrenslibrary.org/icdl/

Legends & Folktales
http://legends.dliflc.edu/#

Newseum *(Today's front pages of newspapers)*
http://www.newseum.org/todaysfrontpages/

Pixabay *(Copyright safe images)*
http://www.pixabay.com/

World Stories *(Stories from around the world)*
http://www.worldstories.org.uk/

7 Billion Others *(5,000 interviews on 40?s in 75 countries)*
http://www.7billionothers.org/

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Step 3: Brainstorm connections between the texts

Social Problem

Cultural Concepts

Global Issue
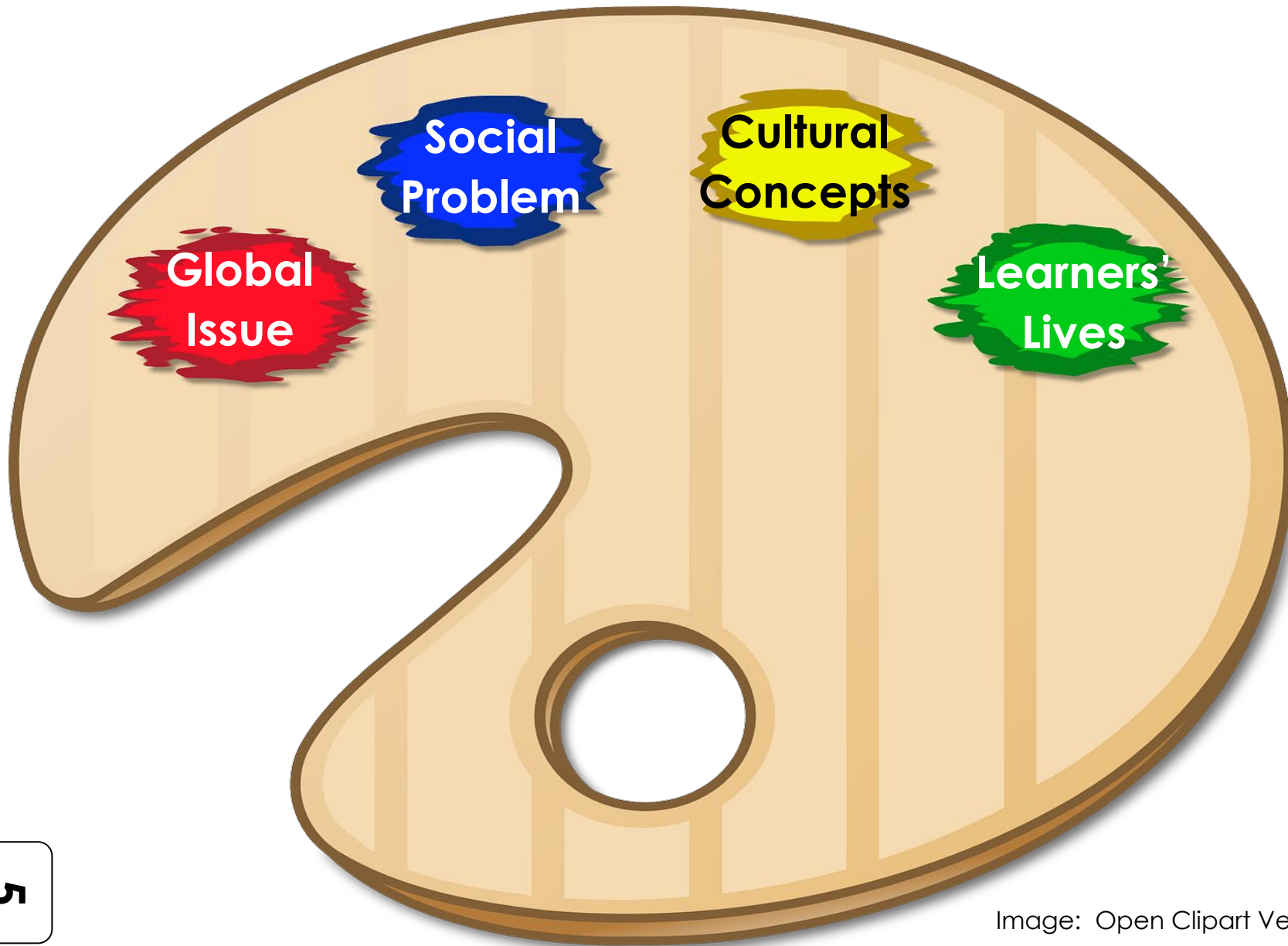
Learners' Lives

Image: Open Clipart Vectors

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Step 4: Identify the thinking tasks

What **thinking tasks** will learners do with the texts?

- ☐ Agree or disagree with ideas or opinions
- ☐ Ask questions
- ☐ Brainstorm, generalize, or hypothesize
- ☐ Categorize, classify, or sort
- ☐ Compare and contrast cultures, ideas, or issues
- ☐ Evaluate alternatives
- ☐ Justify and defend opinions
- ☐ Predict outcomes
- ☐ Prioritize issues
- ☐ Propose actions
- ☐ Rank items
- ☐ Sequence events, pictures, or text
- ☐ Solve problems
- ☐ State opinions
- ☐ Synthesize information

Name of Text	Thinking Task	Activity
Text 1:		
Text 2:		
Text 3:		

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Step 5: Plan the language for the lesson

Targeted Proficiency Level

Targeted Language Patterns

Key Communicative Functions

Targeted Academic Vocabulary

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Step 5: Plan the language for the lesson

Oral Language

(What do you want to hear?)

Language for the Content

(Academic Language)

Language for the Thinking Task

Language for the Group Work

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Sentence Frames for the Content & Culture

Sentence Frames for Tasks/Group Work

9

Step 6: Sequence the lesson
(pre-, during, post- activities for the content)

Pre- Activities

During Activities

Post- Activities

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What is academic language?

". . . the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts" Jeff Zwiers, *Building Academic Language*, 2008, p. 20.

Building Academic Language

- **Categories** *(i.e. Carnivores, Dairy, Perennials, Produce, Reptiles)*

- **Content-specific Vocabulary** *(Congruent, Immigrate, Mitosis, Stanza)*

- **Expand the Context** *(Self → Neighborhood → Community → Country → Culture → World)*

- **Focus on General Academic Language That Transfers Across Disciplines** *(Argument, Contribute, Evolve, Expansion, Generate, Network, Preserve)*

- **Mind Maps & Word Families** *(nourish, nutrients, nutrition, nutritious, malnourished)*

- **Progressively Shift from Concrete to Abstract** *(My boyfriend → Affection)*

- **Substitute Prepositional Phrases** *(to come back = to return; to give up = to surrender)*

- **Teach Transitional Words & Phrases** *(By contrast, Consequently, Furthermore, However, Therefore)*

- **Use Technical Terms** *(Calibrate, cardiac, configure, contusion, pediatric, polymer)*

- **Word Study** *(i.e, word roots, prefixes, suffixes, synonyms and antonyms, compound words)*

COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**

- **Content-Specific Vocabulary**

- **Formal, Professional Language**

- **General Academic Language**

- **Specialized Vocabulary**

- **Transitions & Connecting Language**

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Step 8: Scaffold the texts

WHAT MAKES READING IN THE TL DIFFICULT?

Learners Lack:

Clear, intrinsic purpose for reading

Genre awareness

Prior knowledge and experience with the topic

Conceptual understanding of the topic

Base of oral language

Effective reading strategies

Knowledge of cultural references

Knowledge of the "little" words

Knowledge of transitional words and phrases

Academic language

Scaffolding

THE ABCs OF SCAFFOLDING

- **Activate Prior Knowledge & Experiences**
  - Concept Maps
  - Describe & Draw
  - Journals
  - Mixers & Surveys
  - Mystery Boxes/Pictures
  - Popcorn
  - Roll & Respond
  - Say Something
  - Story Squares
  - Think-Pair-Share
  - Turn & Talk

- **Build Background Knowledge & Oral Language**
  - Children's books
  - Experiments, role plays, and simulations
  - Interactive, shared experiences
  - Video clips

- **Create Conceptual Schema**
  - Affinity diagrams
  - Analyze relationships
  - Categorize, classify, sequence, and sort
  - Chunk key information
  - Compare and contrast
  - Concept maps and graphic organizers

- **Develop Interactive Reading Tasks**

- **Engage Learners with Textual Meaning**
  - Dramatize
  - Draw
  - Grab-a-picture or grab-a-word
  - I see, I think, I wonder
  - Sound effects

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Activity Scaffolding Checklist

Instructions

- ☐ I titled the activity.
- ☐ I included lines for students' names, the course or class period, and date.
- ☐ I included step-by-step activity instructions.
- ☐ I listed each step on a separate, numbered line.
- ☐ I limited activity instructions to 5 lines.
- ☐ I kept each line of instructions to no more than 7-10 words.
- ☐ I provided an example or model.
- ☐ I included a footer with my name, the date, and/or my e-mail address.

Content

- ☐ I included a section where learners remember what they already know.
- ☐ I asked learners to make connections to their personal experiences.
- ☐ I invited learners to read, listen to, or view the same "text" more than once for a different purpose each time.
- ☐ I pointed learners' attention to important concepts, culture, & pragmatics.
- ☐ I guided and supported learners' critical thinking.
- ☐ I included a chance for learners to communicate <u>interpersonally</u> in the TL.
- ☐ I provided opportunities for learners to do or create something w/ content.

Activity

- ☐ I sequenced the activity from easier to more complex (i.e., increasing number of elements, thinking skills, and language proficiency required for each part).
- ☐ I visually divided the activity into logical chunks with formatting.
- ☐ I guided learners' attention with text boxes, shapes, and formatting.
- ☐ I supported language production for the topic, task, and process (with images, question prompts, paraphrases, sentence frames, and word banks).
- ☐ I put instructions & hints next to the place where they will be needed.
- ☐ I put at least half a row of space between numbered items.

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Scaffolding Culturally Authentic Texts

1) **Read the text**, making note of things that might be hard for learners to understand.

2) Add **headings, titles, or captions** to long passages for orientation.

3) **Divide the text** into logical, "bite-sized" chunks.

4) Insert **opportunities to DO something** after each chunk and/or at other strategic points within the text.

  ☐ **Activate prior knowledge and experiences** *(What do you know about…? Tell me about an experience you had with…)*

  ☐ **PREVIEW the organization and genre of the text** *(Look at the headings, images, and bolded phrases, then identify the topic/genre of the text.)*

  ☐ **PREDICT the content of the text** *(Write one sentence that says what you think this text will be about. OR Read each sentence then check off the items you think will appear in the text.)*

  ☐ **PLAY with or PERFORM something in the text** *(Explore this cultural practice from the text by…, play the game described in the text…, dramatize…)*

5) Ask learners to make **multiple passes through the text** for different purposes:
  ☐ Circle all the **cognates**
  ☐ Highlight all the words you know
  ☐ Scan the text and then underline the **main idea**
  ☐ Skim each paragraph and box the key word or phrase of its main point
  ☐ Highlight the parts of the text you agree with in green, disagree with in red
  ☐ Turn to a partner and say something at the end of each paragraph
  ☐ Put a squiggly line under repeated language patterns in the text
  ☐ Highlight all cultural references in the text
  ☐ Hotlink each cultural reference in the text to an illustrative image or video
  ☐ Relate each main idea to a personal experience w/ the comment feature
  ☐ Draw a summary at the end of each paragraph
  ☐ Play the assigned classroom or online game at the end of each page
  ☐ Talk about the discussion questions at the end of each ¶ w/ a partner

6) **Format** the text:

  ☐ Increase the font size & double-space between sentences/paragraphs
  ☐ Bold **main ideas,** highlight, *italicize*, underline, or color code patterns

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Scaffolding Culturally Authentic Texts

7) Use text boxes to add **H.E.L.P.S. (support features)** to the text:

- [ ] **Hints** regarding genre
- [ ] **Extratextual supports** that clarify meaning (i.e., charts, graphs, images)
- [ ] **Links or QR codes** to definitions of academic language, notes about historical or cultural content, or related texts
- [ ] **Paraphrases** of main points
- [ ] **Something to DO** (i.e., create, make personal connections, reflect, summarize, tell a partner something, or other reading strategies you want learners to use while reading specific portions of the text)

8) Insert an activity at the end of the text that asks learners to **think critically about the text** by:

- [ ] Analyzing the pros, cons, or logic of arguments or issues raised in the text (*Weighted Pros and Cons*; *Decision Making Worksheet*; *Appraising Change*)
- [ ] Categorizing, ranking, prioritizing, or sorting
- [ ] Comparing and contrasting
- [ ] Creating a representation of the relationships of main ideas in the text
- [ ] Evaluating possible solutions to the problems noted in the text
- [ ] Comparing and contrasting (*Chart*, *Compare & Contrast Key Words*, *Graphic Organizer*; *Map*; *Mind Map*; *Open Compare/Contrast*; *T-chart*, *Venn Diagram*, *Web*)
- [ ] Generating questions or proposing actions
- [ ] Solving problems
- [ ] Stating, justifying, and defending beliefs, opinions, perspectives, and values related to the text
- [ ] Summarizing, synthesizing, and sharing what they learned from the text

9) **Structure activities** so they focus on *meaning* first, then *form*, then *communication* about academic content.

10) **Sequence activities** so they move from *concrete contexts* and hands-on, *personalized experiences* toward the consideration of more *abstract ideas*, less familiar contexts, and a discussion of cultural, social, or global *implications*.

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Los hijos de la oscuridad
http://www.francodevita.com

A

Y conocen el hambre	de lo que te parezca
Saben más de la vida	pero yo te aseguro
Y caminan descalzos	y la muerte de cerca
Algunos más altos	con sus callos de asfalto

que no más de diez años tendrán

B

Quien los trajo a la vida	cuando allí lo dejaron
No tendría un par de años	o simplemente inconciencia
Por razones diversas	tienen sitio seguro
Lo cierto es que ahora	ellos jamás lo supieron

C

Los hijos de la oscuridad
De bajo de la ciudad donde la vida no cuenta
sino 5 minutos de mas luchando un trozo de pan
entre la peste y la bestia
Los hijos de la oscuridad

D

Y se le ha visto inhalando	hurgando entre la basura
Para burlar el hambre	unos restos de cola
Y se ganan la vida	como llenos de dudas
Tan llenos de rabia	por unas pocas horas

E

Coro

Y se ganan la vida hurgando entre la basura
Tan llenos de rabia como llenos de dudas

x 2

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Student-Led OPI Example from a German Class
by Jessica Bryan

Instructions:

1) Pick a topic

2) Create questions

3) Organize the questions

4) Students interview each other

5) Students give each other feedback using a rubric

Topic 1: _____

Basic Question: _____

More in depth question: _____

Even more difficult question: _____

Topic 2: _____

Basic Question: _____

More in depth question: _____

Even more difficult question: _____

Topic 3: _____

Basic Question: _____

More in depth question: _____

Even more difficult question: _____

Timed Readings

THE ART OF CLOSE READING (PART 1)

<div>A</div>

Developing a "Map" of Knowledge

All knowledge exists in "systems" of meanings, with interrelated primary ideas, secondary ideas, and peripheral ideas. Imagine a series of circles beginning with a small core circle of primary ideas, surrounded by concentric circles of secondary ideas, moving outward to an outer circle of peripheral ideas. The primary ideas, at the core, explain the secondary and peripheral ideas. Whenever we read to acquire knowledge, we should take ownership, first, of the primary ideas, for they are a key to understanding all of the other ideas. Moreover, **when we gain an initial understanding of the primary ideas, we can begin to think within the system as a whole.** The sooner we begin to think within a system, the sooner the system becomes meaningful to us.

Thus, when we understand core historical ideas, we can begin to think historically. When we understand core scientific ideas, we can begin to think scientifically. **Core or primary ideas are the key to every system of knowledge.** They are the key to truly learning any subject. They are the key to retaining what we learn for lifelong use.

We should relate the core ideas we learn within one discipline to core ideas in other systems of knowledge, for knowledge exists not only in a system but also in relation to all other systems of knowledge. To do this, we must learn how to read books for their core ideas and for their system-defining function. Mastering any set of foundational ideas makes it easier to learn other foundational ideas. Learning to think within one system of knowledge helps us learn to think within other systems.

For example, if in studying botany, we learn that all plants have cells, we should connect this idea to the fact that all animals have cells (which we learned in studying biology). We can then begin to consider the similarities and differences between animal and plant cells.

Or consider the relation between psychology and sociology. Psychology focuses principally on individual behavior while sociology focuses on group behavior. But one's individual psychology influences how one relates to group norms, and social groups shape how individuals deal with their perceived life problems and opportunities. **By reading for the core ideas in both fields and relating those ideas, we better understand the way in which the psychological and sociological are intertwined** in our lives.

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Timed Readings

38 **Reading to Understand Systems of Thought**
39
40 **Reading with discipline, then, means reading to understand systems of thought.**
41 Understanding systems of thought means taking command of the structures that are the basis
42 of all thought. In other words, when we understand the parts of thinking, we then read for
43 purposes and goals; for questions, problems, and issues; for information and data; for concepts,
44 theories, and ideas; for interpretations and conclusions; for assumptions; for implications and
45 consequences; and for points of view. The ability to read in these disciplined ways gives power
46 and command to your reading. **You do not simply read; you construct systems of thought as**
47 **you read.**
48
49 **Reading Within Disciplines**
50
51 **To understand academic subjects or disciplines, we must approach them as systems of**
52 **thought**. Indeed, **not only are all disciplines system of thought, but often they are systems of**
53 **systems.** Thus, scientific thinking forms a large-scale system of thought (which contrasts with
54 other systems, such as ethical thinking). But science as a large-scale system also contains sub-
55 systems within it (physics, chemistry, biology, physiology, and so forth). Science, therefore, is a
56 system of systems.
57
58 But, unlike science, in which there is agreement on the most basic principles guiding scientific
59 thinking, **some systems within a given discipline are in conflict with each other.** For example,
60 philosophy, psychology, and economics contain multiple conflicting schools of thought.
61
62 **To be an effective reader within disciplines, you must learn to identify, for any given subject,**
63 **whether it is best understood as a system of supporting systems (such as math and science)**
64 **or a system of conflicting systems (such as philosophy, psychology, and economics).** If you are
65 within a system-harmonious field, your task is to master the systems and come to see how they
66 support each other. If you are within a system-conflicting field, your task is to master the
67 systems by exploring how they conflict with each other. Of course, in seeing how conflicting
68 systems exclude each other, you would also discover how they overlap. Conflict between
69 systems of thought is rarely, if ever, total and absolute. You will find conflicting systems in all
70 disciplines in which there are competing schools of thought.

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Timed Readings (for Improving Reading Fluency)

	Story 1			Story 2			Story 3			Story 4		
220												
210												
200												
190												
180												
170												
160												
150												
140												
130												
120												
110												
100												
90												
80												
70												
60												
50												
40												
30												
20												
10												
0												

Story 1 Story 2 Story 3 Story 4

(Dustin Hemsath)

Culturally Authentic Text Planning Checklist

Activate learners' personal knowledge and experiences

Build oral language and conceptual understanding

Contextualize with shared experiences (to make input comprehensible, create schema, and set purposes for reading)

Develop reading skills through interactive activities that engage students with the meaning of the text (reading comprehension, vocabulary, and fluency)

Evaluate learners' comprehension with checks for understanding

Focus on form (i.e., counterbalance activities: noticing, awareness (inductive grammar, contrastive analysis, word study to develop academic language), carefully controlled guided practice (focus on accuracy, fluency, and automaticity)

Give students opportunities to use the grammar, content, and academic language for meaningful, contextualized, interpersonal communication

How will students use formal, academic writing to organize, synthesize, and demonstrate their learning?

Workshop Evaluation

1) Overall, I would **rate** this workshop as:	POOR	MEDIOCRE	GOOD	EXCELLENT
2) The **content** of this workshop matched my expectations:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
3) I **learned** things that will help me in my classroom:	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
4) The **resources** shared in this workshop will be useful to me.	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE

5) One **new insight** I gained from this workshop was . . .

6) The **most useful resource** that was shared during this workshop was . . .

7) One **change I will make** as a result of attending this workshop is…

8) One **suggestion or question** I still have is . . .

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