Critical Literacy

Templeton Middle School

Sussex, WI

Components of Critical Literacy

Critically reading text from a disciplinary lens to inquire (instructional)

Reading text aloud to encourage stretch thinking, increase oral vocabulary, and model fluency (stretch)

Encouraging students to read for pleasure in various genres (independent)

Critical Literacy Anchor Questions Grades 6-8

Communication Arts Quarter

Overarching Question : How do literature and language influence society?

Science Quarter:

Overarching Question : How do science issues influence our society?
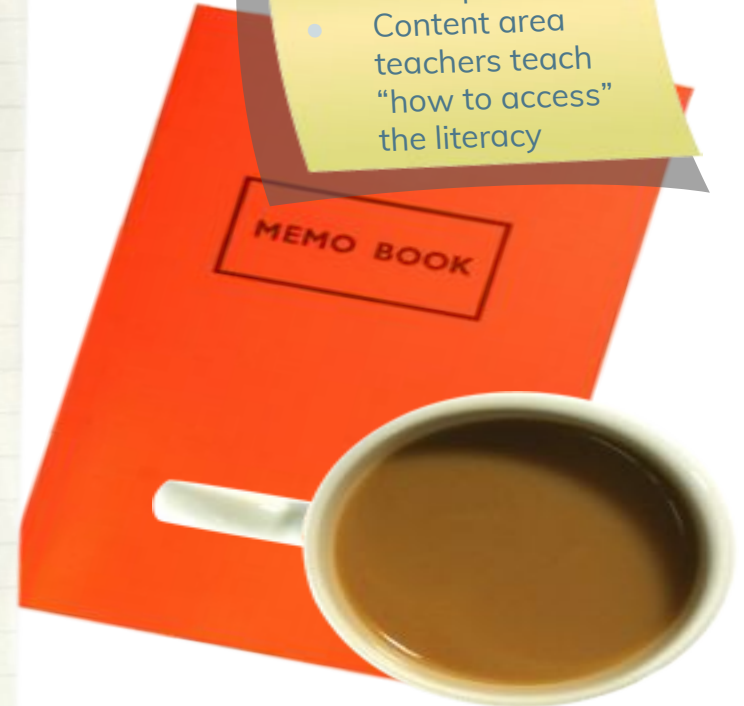
Social Studies Quarter:

Overarching Question : How does social geography impact our thinking about the world?

Math Quarter

Overarching Question : How are we influenced by and make decisions based upon data in our society?

Divided by Quarter
- Change teachers each quarter
- Content area teachers teach "how to access" the literacy

MEMO BOOK

Essential Questions

ELA Quarter

Essential Question: How do our experiences shape us?

Science Quarter:

Essential Question: How are we, as humans, impacted by disease?

Social Studies Quarter:

Essential Question: How do new ideas and technologies influence cultural change?

Math Quarter

Essential Question: How does food production, consumption, and waste affect our society?

Grade 6

MEMO BOOK

Essential Questions

Grade 7

ELA Quarter

Essential Question: How does imagination influence our understanding of ourselves and the world around us?

Science Quarter:

Essential Question: How will human-genetics research impact our society?
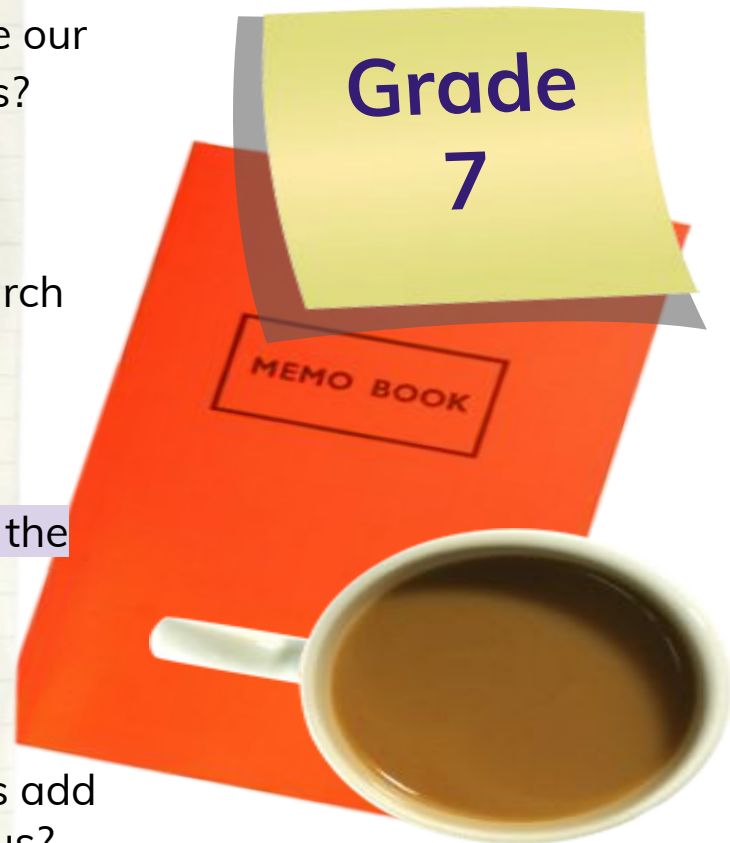
Social Studies Quarter:

Essential Question: How do pictures and text show the impact of historical issues?

Math Quarter

Essential Question: How do statistics/data/numbers add meaning to our understanding of the world around us?

MEMO BOOK

Essential Questions

Grade 8

ELA Quarter

Essential Question: How does language influence the way we make decisions and the choices we have?

Science Quarter:

Essential Question: How does our use/overuse of non-renewable resource affect our future?

Social Studies Quarter:

Essential Question: How does the right to be free impact our understanding of other humans and the world around us?

Math Quarter

Essential Question: How do economic decisions impact people? What are financial obstacles that get in the way of a goal?

What happens in the Critical Literacy Class?

- <u>Silent Reading</u> at independent reading level (Choice)

- <u>Strategy lesson</u> using multiple instructional level texts
  - □ Code text for gist
  - □ Annotate text for understanding
  - □ Summarize information
  - □ Create inquiry questions

- <u>Read Aloud</u> above grade level or thinking level
  - □ Keep notes on plot, characters, theme
  - □ Focus on a reading strategy

- End of Quarter <u>Inquiry</u> to investigate essential question
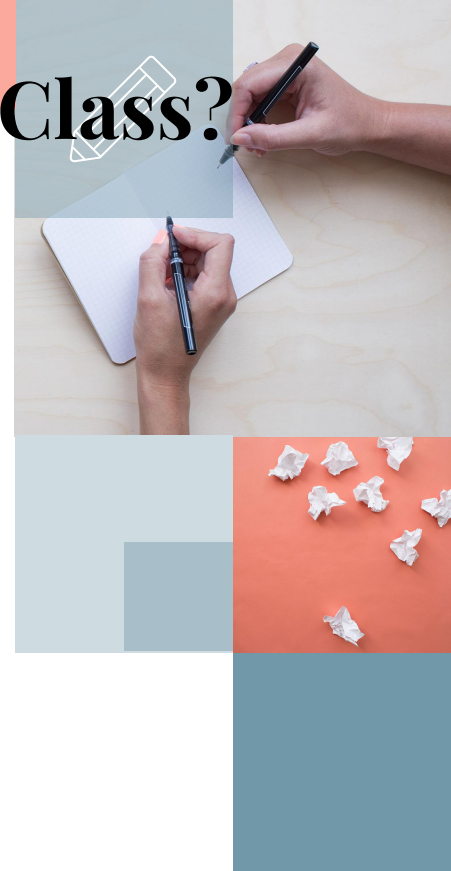
Questions?

Coding Text

Create own background knowledge

Why Text Coding?

"Giving students...opportunities to monitor their own use of strategies is important...text coding works well and is especially effective with students who argue that annotating a text takes too much time and disrupts the flow of their reading."

"Best Practices in Adolescent Literacy Instruction"
(Ogle & Lang, 2011)

Write the basics

What Coding looks like

Circle powerful words or phrases

Underline words or phrases you do not understand

? Raises a question

! Something that surprises you

Write question in margin

Note what caught your attention

➡ Draw an arrow when you make a connection to text, ideas, or experiences

Note connection
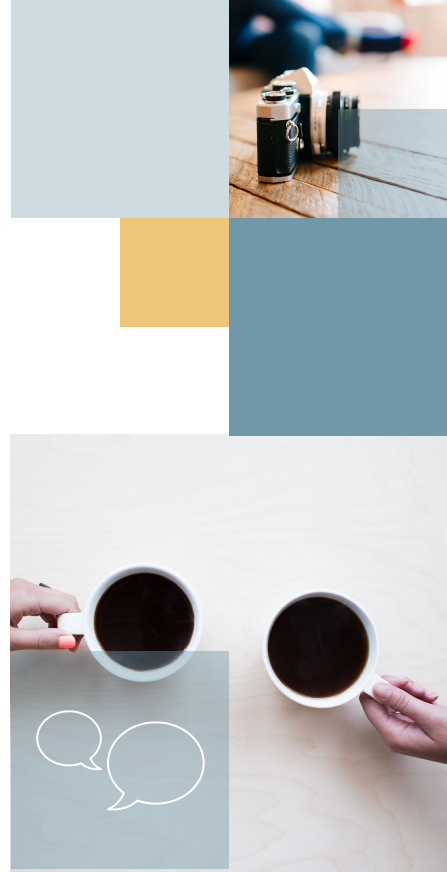
Annotations

In an article for the CollegeBoard, Nick Otten writes that annotation provides "**a deeper initial reading and an understanding of the text that lasts.**" Why? Because the reader is engaging in an evolving conversation with the author, which, as Otten says, is "much like having a teacher or storyteller with you in the room." The reader is able to ask **questions, argue, mark important points, write down definitions, and identify passages requiring more study.**

Reading with a purpose to understand the concepts

Write thoughts, reactions, questions for conversation, notice bias, whose voice is heard, and argument of writer

What Annotating Text Looks Like

A Chinese woman caries a baby in a traditional basket on the outskirts of Chongqing, China, March 19, 2013.. Photo: AP/Eugene Hoshiko

BEIJING, China — China has dropped its "one-child policy," the national news agency Xinhua reported Thursday. Under the new rules, all couples will be allowed to have two children.

The move came after a meeting of the country's Communist Party leadership. China's Communist Party controls China's government and has a strong say in how companies and the overall economy are run in the country.

Lack Of Young Workers Spurs Change

China's move reflected rising concerns over a rapidly aging population. The government has become worried that there could be far too few young workers in the years ahead.

(handwritten annotations:)

Important to know

how do you pronounce that?!

! — Suprised the strick goverment would change the rule.

Important because

this the reason goverment changed the rule.

my dad has told me about this!

Suprised they wouldn't have thought of that before.

Instructions: COMPLETE ALL QUESTIONS AND MARGIN NOTES using the CLOSE reading strategies practiced in class. This requires reading of the article <u>three times</u>.

Step 1: CODE the article using these symbols as you read. See coding sheet.
     Go to page 3 and write the gist.
Step 2: Number the paragraphs. Read the article carefully and annotate (make notes in the margin).
     Notes should include:
- Comments that show that you understand the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- Questions you have that show what you are wondering about as you read.
- Notes that differentiate between fact and opinion.
- Observations about how the **writer's strategies** (organization, word choice, perspective, support) and choices affect the article.

     Go to page 3 and write a summary.
Step 3: A final quick read noting anything you may have missed during the first two reads.
     Go to page 4 and write an argument paragraph.
Your margin notes are part of your score for this assessment. Answer the questions carefully in **complete sentences** unless otherwise instructed.

Designer Babies?
Science may soon allow parents to assemble a more perfect baby. Is that a good idea?

1. What if parents could select the traits their children will be endowed with, picking from a catalog of options like "tall," "high IQ," "athletic," or "musical"?

2. Scientists say that day may not be far off, and the possibility is raising a host of ethical questions about whether and how much we should tamper with the way humans reproduce.

3. The Food and Drug Administration is considering its first request to approve a fertility procedure that combines genetic material from three different people. The procedure would be used to create a baby free from birth defects. Increasingly sophisticated genetic testing already allows doctors to screen embryos for defects, but this would be the first procedure in which genes are altered to remove unwanted conditions.

4. "Every time we get a little closer to genetic tinkering to promote health—that's exciting and scary," says Dr. Alan Copperman, director of reproductive endocrinology and infertility at Mount Sinai Medical Center in New York City. "People are afraid it will turn into a dystopian brave new world."

5. There's good reason to be excited about scientific advances in genetics. Diseases that result from genetic defects—including cystic fibrosis, sickle cell anemia, and hemophilia—affect 12 million people in the United States alone. Scientists have already isolated the defective genes that cause many of these disorders, so the idea of replacing them with healthy genes holds out the possibility that some horrible diseases could become a thing of the past.

6. "The most exciting part, scientifically," Copperman says, "is to be able to prevent or fix an error in the genetic machinery."

Complex Traits

7. But others are sounding alarm bells. Jeremy Gruber, president of the Council for Responsible

Smith, P. Designer Babies. May 12, 2014. New York Times: Upfront.

Notes on my thoughts, reactions and questions as I read:

- What is the Perfect baby?
- not far off from being able to Pick traits
- testing, genetics
- able to prevent genetic disease
- Why 3 different People?
- can replace gene

The main idea of this article is that scientist are working on ways to alter genes so people may be able to chose different traits. But it is a controversal topic.

After the 1st read

Annotating text

Based on your second reading of the article, write a summary of this article. Make sure to include a topic sentence, detail sentences, and a concluding sentence.

4-6 sentences

Great job!

In this article, it tells us that people may be able to pick the traits they want their child to have. People could pick if they want their child to be athletic, tall, have a high IQ, or other traits. Parents could also take out genes that cause genetic diseases. But the procedure may eliminate some positive traits. In conclusion, there are both positive and negative sides to letting people pick their child's traits.

After the 2nd read and annotating

Summary Writing

Grade levels have varying requirements

Evaluated on:
- Structure
- Evidence

Written Connection.

Write a **structured paragraph** that discusses the **argument** of the writer of this article. Include your **connection** to the article in your paragraph.

authors purpose

The argument in this article is that people have many different opinions on altering the genome in an embryo. The procedure is very risky, but it provides many advantages as well. The authors purpose in writing this article is to inform us on the pros and cons, but they themself take no side. I can connect my opinion to what Jeremy Gruber says in this article in paragraph 8. I agree that we need to be 100% positive that the procedure is safe before performing it on an actual embryo. This is why the argument is that there are many different opinions, the procedure is risky but at the same time provides many advantages for society.
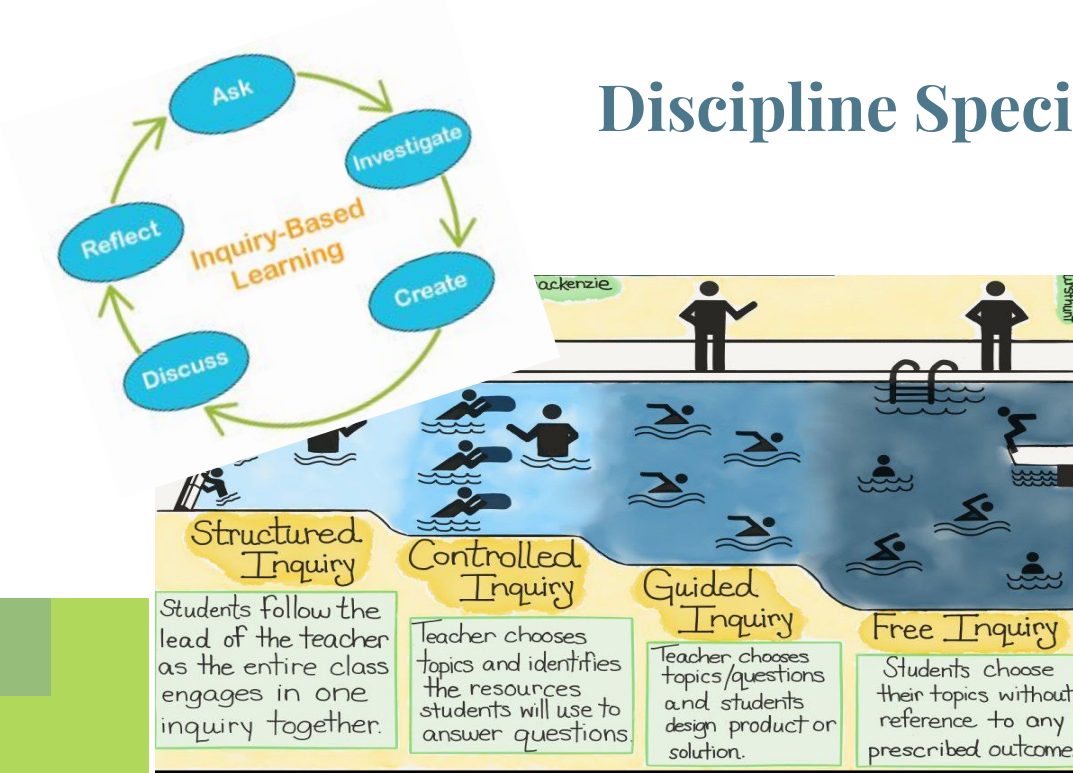
Inquiry Research

Discipline Specific Lens

Inquiry-Based Learning
- Ask
- Investigate
- Create
- Discuss
- Reflect

Structured Inquiry
Students follow the lead of the teacher as the entire class engages in one inquiry together.

Controlled Inquiry
Teacher chooses topics and identifies the resources students will use to answer questions.

Guided Inquiry
Teacher chooses topics/questions and students design product or solution.

Free Inquiry
Students choose their topics without reference to any prescribed outcome.

Collaborative groups investigate inquiry question from the literacy stance of the discipline

Questions?

Essential Questions

ELA Quarter

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Grade 6

MEMO BOOK

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Grade 7

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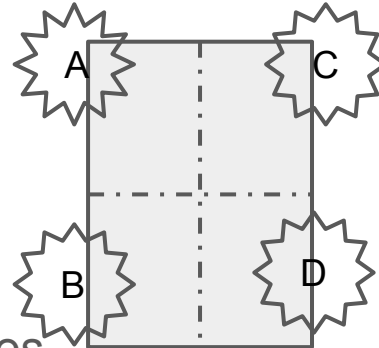MEMO BOOK

Reading a Visual

7th Grade Critical Literacy
Social Studies Unit

Prepare your Note-Taking form

1. Get a piece of loose leaf paper

2. Fold hot dog style.
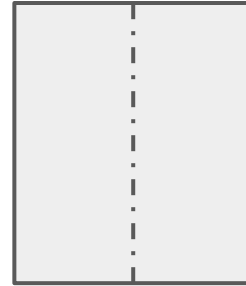
3. Unfold sheet. Now fold hamburger style.

4. You should have 4 quadrants to take your notes.

   Label the quadrants as shown

One Minute

Notice as much as you can, but do NOT write anything down

Quadrant Reading

1. Study each part of the image.

2. Jot down notes in the correct quadrant of your note-taking sheet

3. Think about:

Setting: objects, landscape, weather,light, buildings, what people are holding, foreground, background, edges...
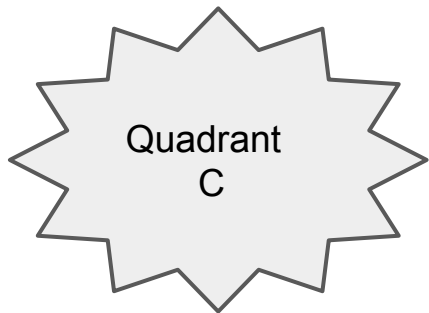
People: clothes, facial expressions, feelings, personality, jobs, importance, relationships

Action: What is happening? Who is doing what? Who are active vs. inactive? What emotions or motivations are suggested by this image?

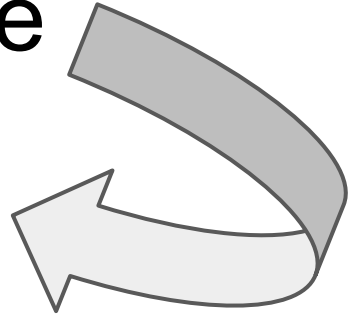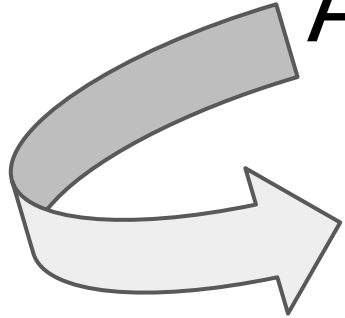What **questions** do you have as you look at this quadrant?

Quadrant
A

Quadrant
B
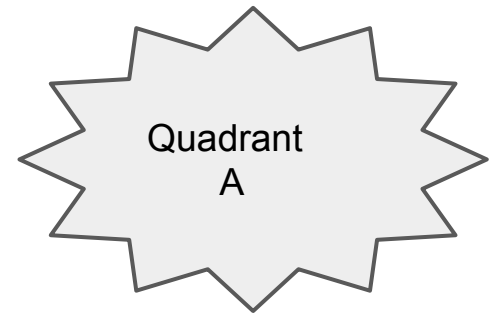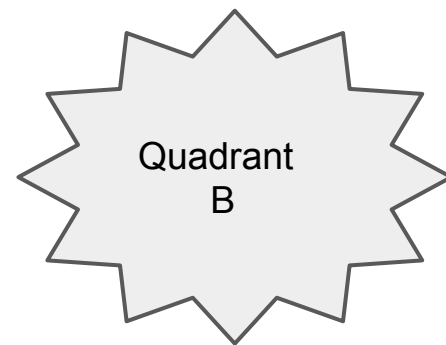
Quadrant C

Quadrant
D

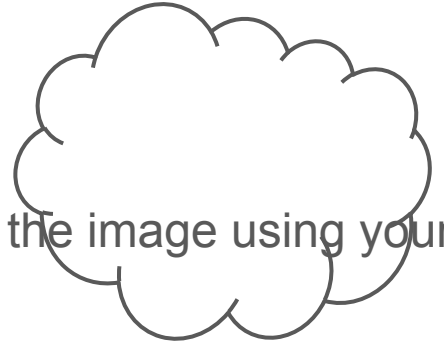# Look at the whole picture again...
Add anything you now notice

Partner Discussion

Turn to your partner and discuss what you are thinking about the image using your notes as a guide.

Answer:

What did you both notice?

What were some differences in what you noticed?

What are the THREE most important details you both noticed?

What **conclusions about the image can you draw** from these details?

Write a TITLE for this picture

Whole Class Discussion

Share the important details. Point them out on the picture.

What is the **message** our photographer is trying to make through this photo?

Share the titles. Make sure to cite evidence from the picture regarding why you gave the picture that title.

Miners: View of the Ewen Breaker of the Pennsylvania Coal Co. The dust was so dense at times as to obscure the view. This dust penetrated the utmost recesses of the boys' lungs. A kind of slave-driver sometimes stands over the boys, prodding or kicking them into obedience. South Pittston, Pennsylvania.

Questions?

Essential Questions

ELA Quarter

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Science Quarter:

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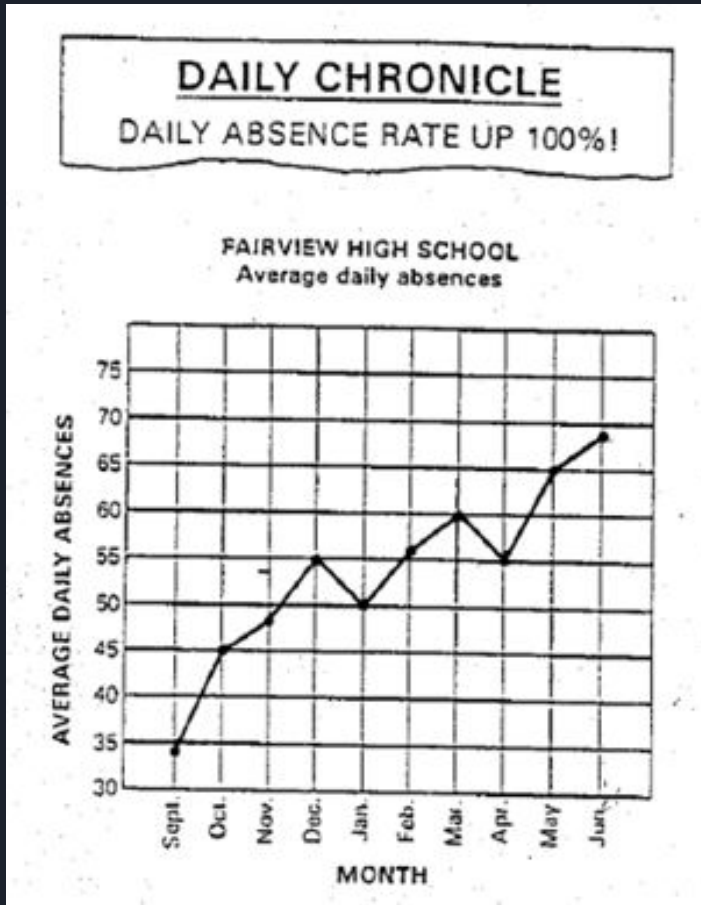
Grade 8

MEMO BOOK

What's Going On at Fairview High?

A lesson in misleading graphs/statistics and emphasizing the importance of being critical readers and thinkers when dealing with text containing statistics and graphs

You just picked up a copy of your local newspaper and see this graph, dealing with the local high school in your town…………

DAILY CHRONICLE
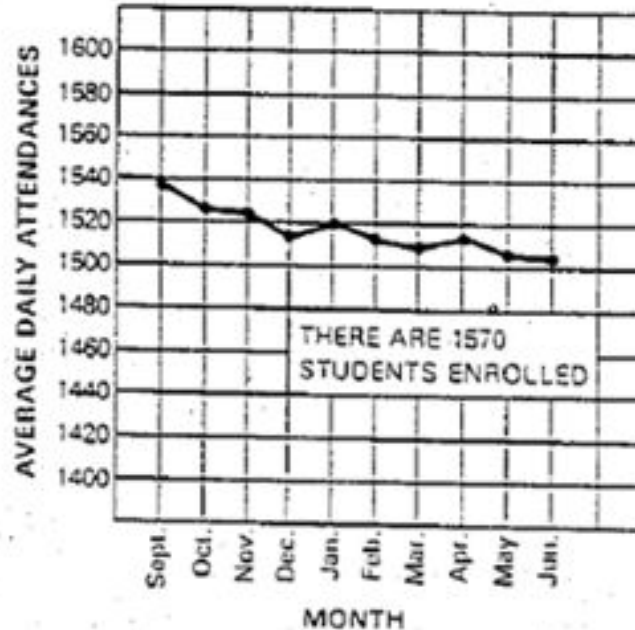
DAILY ABSENCE RATE UP 100%!

FAIRVIEW HIGH SCHOOL
Average daily absences

Talk About It…

What are your impressions about this school and the students that attend this school?

You just picked up a copy of a different newspaper and see this graph, dealing with the local high school in your town…………

Talk About It…

What are your impressions about this school and the students that attend this school?

Did you notice both graphs were talking about the same school, **Fairview High?**

How could that be?

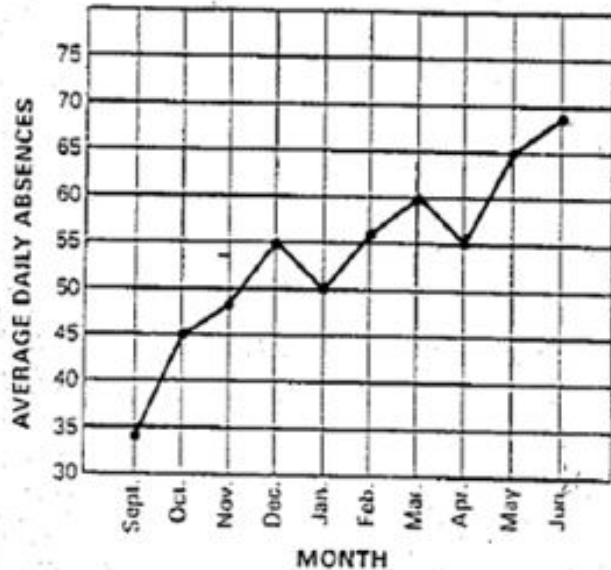**Different school years/attendance data/** One of the papers made up some data/lied?
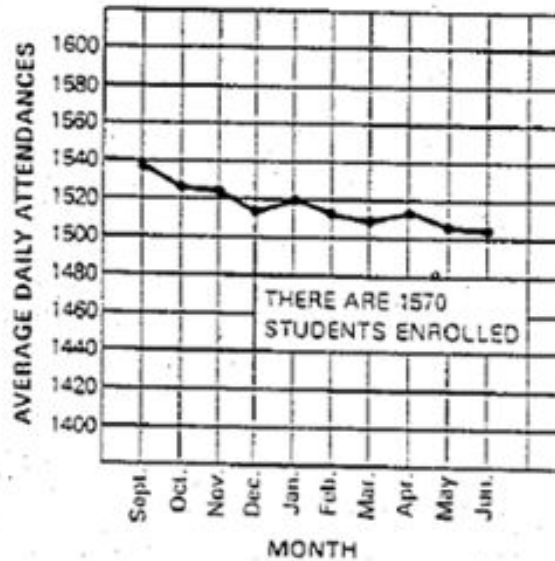
Believe it or not, these graphs are both displaying the same attendance data!

How could we verify that? Look carefully at the information labeled on each graph.

- So did one of the newspapers lie when creating the headlines? Did they use any misleading tactics when presenting the data?

- Were the mathematical statistics calculated incorrectly? (How can the attendance data look so good and bad at the same time?

DAILY LEDGER
DAILY ATTENDANCE AVERAGES 96.6% — SETS NEW RECORD!

DAILY CHRONICLE
DAILY ABSENCE RATE UP 100%!

It is important to be critical readers and thinkers when reading material that contains graphs, statistics, percentages etc.

Graph makers are often very good at math and know how easy it is to lead or mislead people into believing what they want. This is because in general, people are very quick to form impressions and trust whatever a graph seems to be telling us.

Often the way data is turned into a graph reflects the bias/personal interest of the person/group creating it.

In order to find out if one of these graphs/headlines is misleading we need to do a little number crunching/fact checking!!

FALSE   TRUE

TRUTH-O-METER

CRUNCH
THE NUMBERS
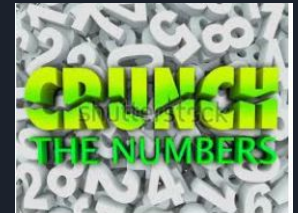
1. Believe it or not, these 2 graphs are displaying the same attendance information about Fairview High. Let's examine why they are giving such different impressions. Start by looking at the **scaling of the vertical axes of each of the graphs.**

a) What is the <u>interval</u> of the vertical axis?(How many students are represented between each of the 2

numbers) for: The Daily Chronicle _____ b) The Daily Ledger _____

b) **How does this impact the appearance of a graph?**

DAILY CHRONICLE
DAILY ABSENCE RATE UP 100%!

FAIRVIEW HIGH SCHOOL
Average daily absences

DAILY LEDGER
DAILY ATTENDANCE AVERAGES
96.6% — SETS NEW RECORD!

FAIRVIEW HIGH SCHOOL
Average daily attendance
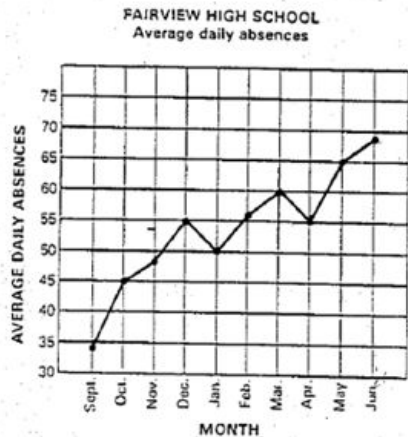
THERE ARE 1570
STUDENTS ENROLLED

2. Now look at the **titles for the axes**.

a) The Chronicles vertical axis displays the number of students who were

_____

b) And the Daily Ledger displays the number of students who were _____

3. A) In the Daily Ledger, they let you know how many **total students go to Fairview High**
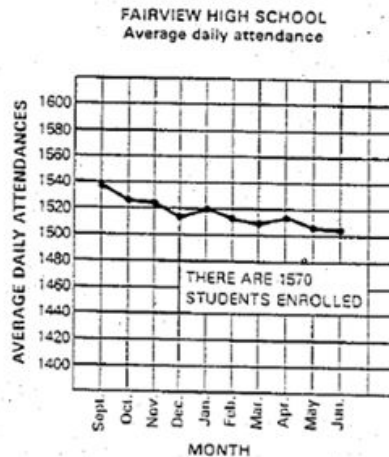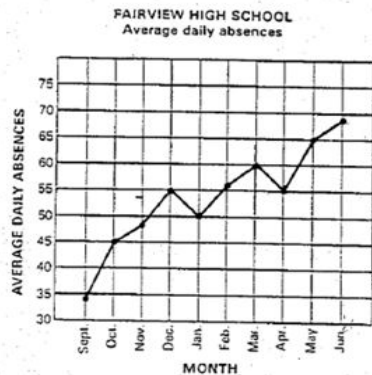
(_____) Does The Chronicle do this? _____ **Do you think knowing**

the total number of students is important to know? Explain why/why not.

B) **In September there were 34 students absent**. This means there were _____

students in attendance. Does this match up with what the daily Ledger's graph shows for attendance

in September? _____ So, it does appear they are using the same attendance data!

Knowing the total number of students in a school is very important because it allows you to calculate

the **percent** of students who were absent or in attendance. This is much more important than the

actual number. When we number crunch below, you will see why!
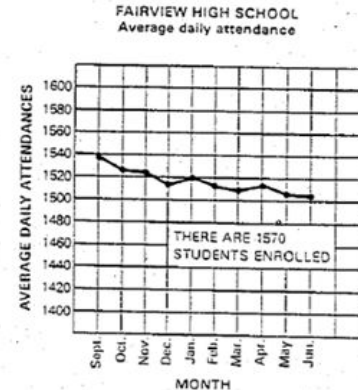

DAILY CHRONICLE
DAILY ABSENCE RATE UP 100%!

FAIRVIEW HIGH SCHOOL
Average daily absences

DAILY LEDGER
DAILY ATTENDANCE AVERAGES
96.6% — SETS NEW RECORD!

FAIRVIEW HIGH SCHOOL
Average daily attendance

THERE ARE 1570
STUDENTS ENROLLED

4. A) What percent of students were absent during the month of September? (Take *number of students absent ÷ the school's population*.) _____ ÷ _____ = _____(decimal) or _____%

Does this seem like a reasonable statistic? _____

B) What if Fairview's population was only 400 students, then what would September's absent rate be? _____ ÷ _____ = _____% (Now that seems like more of a problem!)

5. What about June, the month The Chronicle made it look like was an unbelievable month for student truancies? **What percent of students were absent in June?** _____ ÷ _____ = _____ or _____%

Does that seem like something to be overly concerned about? _____

DAILY CHRONICLE
DAILY ABSENCE RATE UP 100%!

FAIRVIEW HIGH SCHOOL
Average daily absences

DAILY LEDGER
DAILY ATTENDANCE AVERAGES
96.6% — SETS NEW RECORD!

FAIRVIEW HIGH SCHOOL
Average daily attendance

THERE ARE 1570 STUDENTS ENROLLED

6. Now let's check The Chronicle's shocking claim that there was a **100% increase in student truancies.** Recall: Percent increase is a type of percent change. It is calculated using the following formula: **Percent increase = amount of increase ÷ original (starting) amount.**

a) If there were 34 students absent in September and 68 absent in June, what was the **percent increase? From September to June?**

_____ ÷ _____ = _____ (decimal) = _____ % increase.

B) So is The Chronicle's claim technically true? _____

C) Why is it misleading?

7. Looking at the positive side of things.... Really, the **percent** of students absent actually only increased by about _____ %

Calculation: **June's % absent (** _____ **) minus** September's % absent (_____)
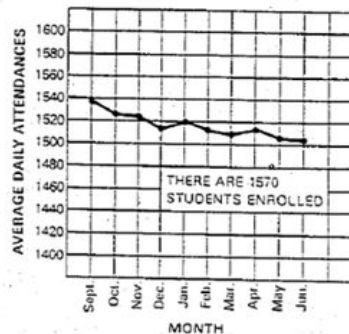

DAILY CHRONICLE
DAILY ABSENCE RATE UP 100%!

FAIRVIEW HIGH SCHOOL
Average daily absences

DAILY LEDGER
DAILY ATTENDANCE AVERAGES
96.6% — SETS NEW RECORD!

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Average daily attendance

THERE ARE 1570
STUDENTS ENROLLED

So now after completing the number crunching…..

1. Did one of the newspapers lie? Do you think one of them was more misleading in how they displayed the attendance data?

2. Who (what person , group etc) might benefit/have a motivation to use the graph in
The Chronicle? What might they use it for?

3. Who (what person , group etc) might benefit/have a motivation to use the graph in The Daily Ledger? What might they use it for?

1

Questions?

School Impact

- Gains in overall MAP average Reading RIT
- Gains in informational text strand on MAP
- Positive anecdotal commentary from high school
- ALL students read actively when given class text --"with a pen"

Research

Established
THE **WHY**

Articles of the week. (n.d.). Retrieved December 14, 2016, from
http://vms.vale.k12.or.us/articles-week

Beers, G. K., & Probst, R. E. (2016). *Reading nonfiction: Notice & note stances, signposts, and strategies*. Portsmouth, NH: Heinemann.

Cummins, S. (2013). *Close reading of informational texts: Assessment-driven instruction in grades 3-8*. New York: The Guilford Press

Daniels, H. (2014). *Subjects matter: Exceeding standards through powerful content-area reading* (2nd ed.). Portsmouth, NH: Heinemann.

Fisher, D., Frey, N., & Lapp, D. (2012). *Teaching students to read like detectives: Comprehending, analyzing, and discussing text*. Bloomington, IN: Solution Tree Press.

Gallagher, K. (2016). Article of the week. Retrieved December 14, 2016, from http://www.kellygallagher.org/article-of-the-week/

Harvey, S., Daniels, H., & Harvey, S. (2015). *Comprehension & collaboration: Inquiry circles for curiosity, engagement, and understanding* (Revised ed.). Portsmouth, NH: Heinemann.

Jablon, P., & Nye, M. (42014]). *The synergy of inquiry: Engaging students in deep learning across the content areas*. Huntington Beach, Calif.: Shell Education

Lent, R. C. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing . . . content area by content area*. Thousand Oaks, CA: Corwin.

Trelease, J. (1993). *Read all about it*. New York, NY: Penguin

Wolk, S. (2013). *Caring hearts & critical minds: Literature, inquiry, and social responsibility*. Portland, Me.: Stenhouse

Impact:

Continuity to reading. Teachers have time to emphasize the reading skills needed.

[A Dying Woman](#)