Building on Teachers’ Knowledge & Expertise to Develop Student Communication Competences
Next Generation P-12 Learning Standards: Advanced Literacies

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NYC Regional Bilingual Education Resource Network
Fordham University Graduate School of Education
In 2015, New York State (NYS) began the revision of the NYS P-12 CCLS adopted in January 2011.

The NYS P-12 Common Core Learning standards (CCLS) are defined as the **knowledge, skills and understanding** that individuals can habitually demonstrate over time because of instruction and learning experiences. They CCLS provide students, educators, and parents with a **set of clear expectations leading to college and career readiness**.

In September 2017 the NYS Board of Regents adopted the NYS Next Generation P-12 Learning Standards.
What has changed? Why?

The incorporation of Advanced Literacies.

Advanced literacies denote a set of skills and competences that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences in today’s global and interconnected society.

What does teaching Advanced Literacies require?

YOUR TURN
Advanced Literacies For Academic Success

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Emily Phillips Galloway, EdD

Why is this important?

Reading and writing—language-based competencies—have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life. There was a time when basic literacy skills provided a clear path forward, when extended reading and writing were the business of education and only necessary for participation in white-collar professions. But today, students need to develop an increasingly complex set of advanced literacy skills and competencies in order to access social and economic opportunities. Importantly, the press for advanced literacies for all does not reflect a decline in the population’s literacy rates. Instead it is a recognition that what counts as “literate” has changed dramatically over the last few decades.

Today’s school leaders—especially those serving large numbers of linguistically diverse learners—face a new normal that guides their instructional work. To be academically and personally successful in today’s literacy- and knowledge-based society and economy, each of their students need to develop what we refer to as advanced literacies. Advanced literacies refers to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.

What are Advanced Literacies?

Advanced literacies refers to the skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.

Communicate

Communicate (orally and in writing) in increasingly diverse ways and with increasingly diverse audiences.

Understand

Understand and use print for a variety of purposes.

Access

Access and participate in academic, civic, and professional communities, where knowledge is shared and generated.

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Today session has two main purposes:

- Introduce, model and guide you in the **use of strategies and protocols that support the intentional teaching of advanced literacies.**

- Explore the **concept of culture**, and the **shared values** embedded in the school’s mission statement. Dissect the **assumptions behind this statement** and discuss **how it drives the work** as members of the school’s professional learning community.
Knowing your Students as Learners...

“At home I was fine, but at school I never opened my mouth except when the teacher called on me... I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).

Why didn’t Sandra speak in class? What assumptions did the teacher make? What assumptions did Sandra make? Why?
The Cultural Iceberg Strategy
Let’s Practice using the Iceberg Model as a Group

What assumptions did the teacher make?

What assumptions did Sandra make?

“At home I was fine, but at school I never opened my mouth except when the teacher called on me... I didn’t like school because all they saw was the outside of me” (Sandra Cisneros, 2015).

Why didn’t Sandra speak in class? What assumptions did the teacher make? What assumptions did Sandra make? Why?
At the core of Advanced Literacies

The importance of "knowing your students".
The importance of digging deeper;
getting to know your students as Learners.

reflect

• What does our school say about our students?
• What are the assumptions we make behind its mission statement?
What does our school say about our students? What are the assumptions behind its mission statement?

YOUR TURN

1. READ the School’s Mission statement: *What are the assumptions behind it?*

Now, using the iceberg template, write all the words that illustrate what you think this mission statement means to you.

2. NOTE-TAKING: Write at least 6 sentences using these words.
Advanced Literacies

• What have I learned? How can I convey what I have learned?

• What is the message? How do you want to communicate this message?
Advanced Literacies: Designing and Communicating a Message

TOPIC

AUDIENCE

PURPOSE

- Text Structures
  - Description
    - Characteristics, features, examples
  - Sequence
    - First, next, then, last, before, after
  - Compare & Contrast
    - What is alike and what is different
  - Cause & Effect
    - When something makes something else happen
  - Problem & Solution
    - Problem and a way to fix it
Designing and Communicating a Message
&
*The Value of Teaching Text Structures*
The easiest way to get to work during rush hour is to follow these simple steps. First, remember to grab some good music and a spill-proof mug full of coffee for the trip. While traveling from your home to the interstate, check the local radio station for traffic updates. Subsequently decide which route to take. During the commute, breathe deeply and quiet your mind. Little by little you will creep closer to your destination, and in the end, you will arrive to work in a more rested state.
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EXAMPLE - When traffic is jammed and no one is moving, it’s easy to get a close-up view of different types of vehicles. For instance, you’ll see eco-friendly cars. Characteristics of an eco-friendly car include hybrids and electrics. The electric cars don’t sound like a vehicle at all. They simply hum down the road. The hybrids sound like a regular car but look like a smaller version of one. In addition, you may see vans, such as mini-vans. Mini-vans consist of a more roomy ride for multiple passengers as well as a higher vantage point for the driver. You may also some see luxury cars. Their shiny exterior look usually matches the custom accents of the interior.
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EXAMPLE - Getting to work in the morning is the choice between two paths. The first option is the highway. It offers high-speed convenience and a direct route. On the other hand, some prefer the circuitous route through the back roads. It differs from the interstate in that it is not very direct, but it does offer a quieter, more scenic view. Regardless of which route you take, both bring you to the same destination.
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EXAMPLE - When traffic backs up, it impacts more than just the wait time of drivers and passengers. Delays due to excessive traffic cause people to be late to work or school. Since cars idle in the midst of a traffic jam, then fuel is wasted. Also affected is the stress level of the motorists. All that frustration results in impatience and anger, which in turn, can cause accidents.
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EXAMPLE - Traffic jams are prevalent in most cities, consequently drivers often experience long commutes. Traffic management systems provide different options to combat this problem. Since traffic reporters provide constant traffic information, then drivers can adjust their commute. In order to warn drives of upcoming traffic jams, digital message systems provide drivers with approximate drive times. But the biggest change that can lead to improved situations is regular traffic tracking. If the data shows the usage is high, then it likely indicate the need for wider roads in the future.
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3. What are the assumptions and beliefs in our school mission? How will I convey them to my students?

Review your notes about the assumptions and beliefs conveyed by the school’s mission.

Choose the Text Structure/s that can best communicate your message. Using the sentences you already wrote, compose your message in one, or two paragraphs.

Use Handout: Mission Statement and Text Structures
Advanced Literacies also Mean Mastery of Verbal Communication

How can you convey what you have learned verbally?
What is your message?
How do you want to communicate this message?

Listening Actively Protocol
<table>
<thead>
<tr>
<th>Levels of Thinking</th>
<th>Levels of Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Hearing the message.</td>
</tr>
<tr>
<td></td>
<td>Repeating the message.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Knowing the 5 W’s and H of the message.</td>
</tr>
<tr>
<td></td>
<td>Paraphrasing the message correctly.</td>
</tr>
<tr>
<td></td>
<td>Reflecting on the message.</td>
</tr>
<tr>
<td>Applying</td>
<td>Contextualizing the message.</td>
</tr>
<tr>
<td></td>
<td>Inferring from the message.</td>
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<tr>
<td></td>
<td>Connecting the message to other ideas.</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Identifying the main point.</td>
</tr>
<tr>
<td></td>
<td>Recognizing the support for the main point.</td>
</tr>
<tr>
<td></td>
<td>Questioning the purpose of the message.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Testing the reliability of the message.</td>
</tr>
<tr>
<td></td>
<td>Noting the effectiveness of the message.</td>
</tr>
<tr>
<td></td>
<td>Suggesting ways the message could be improved</td>
</tr>
<tr>
<td>Creating</td>
<td>Combining the ideas with others.</td>
</tr>
<tr>
<td></td>
<td>Generating questions and comments.</td>
</tr>
<tr>
<td></td>
<td>Composing a response to the message.</td>
</tr>
</tbody>
</table>

- Note that each level of listening ends with a response option.
- The depth of the conversation relates directly to the depth of thinking and level of listening that you apply.

See handout
**Practice Listening Actively**

**YOUR TURN - IN PARTNERS**

- Partner 1: Begin a conversation by completing the following sentence: “The most interesting thing I learned today is...”

- Partner 2: Respond at the ‘Remembering’ level following one of the bulleted points in the chart.

- P1: Reply explaining more about the interesting thing that you learned, using the points at the ‘Understanding’ level.

- P2: Build on the conversation using points at the ‘Applying’ level.

- P1: Move to it to the ‘Analyzing’ level

- P2: Respond at the ‘Evaluating’ level

- P1: *Can you move it to the ‘Creating’ level?*

P1 & P2: Discuss the differences in responses at various levels.
In summary,
How did we achieve the purposes of this session?

Purpose 1: To introduce, model and guide you in the use of strategies and protocols that support the intentional teaching of conversational and academic language knowledge, i.e. advanced literacies.

What strategies and protocols supported the intentional teaching of advanced literacies?

1) Cultural Iceberg model
2) Picture Word Induction model (PWIM)
3) Text Structure Frameworks
4) Listening Actively protocol
In summary, How did we achieve the purposes of this session?

- **Purpose 2:** Explore the concept of culture, and the shared values embedded in the school’s mission and vision and how they drive our work as members of this professional learning community.

We read, dissected and discussed the mission statement of the school:

- to gain a deeper understanding of the values and expectations embedded in it
- to reflect on the message that it communicates to students, parents and the larger community, and
- As a result of the conversation, enrich our own work as teachers and as members of a professional learning community.
Based on what you learned today, can you think of a task that your students will do tomorrow to develop their advanced literacies?
Please complete Evaluation and Reflection.
Thank you.

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https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network
References and Resources

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Informational Text Structure:  https://www.nsbsd.org/Page/3561


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The Cultural Iceberg,  https://www.languageandculture.com/cultural-iceberg
MISSION:
Liberty High School for Newcomers is a small learning community, located on 250 West 18th Street in New York City. We serve new immigrant students or students who still require English acquisition in grades 8 through 12. We are dedicated to educating students of diverse cultural and academic background, as they make the transition to the American educational system. We provide a safe and nurturing environment for students to focus on acquiring English as an additional language while celebrating diversity.

We believe in providing high quality instruction in order to prepare students to become College and Career Ready as well as responsible contributors to a global society. We engage students and families by providing after school classes, activities, career, academic and personal counseling in an effort to support students reach their highest potential.

The Cultural Iceberg

10 %

90 %
The Cultural Iceberg
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