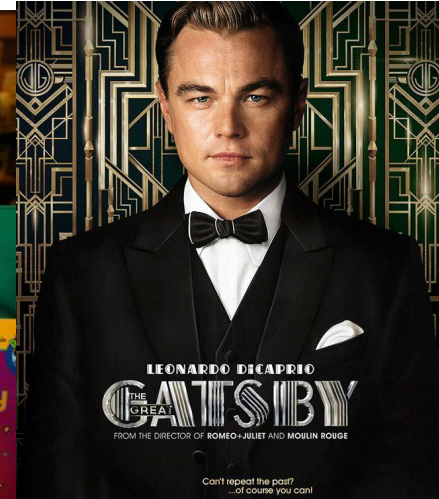


# New Directions in Literacy Teaching

## Inspiring Readers and Writers in 21st Century Classrooms

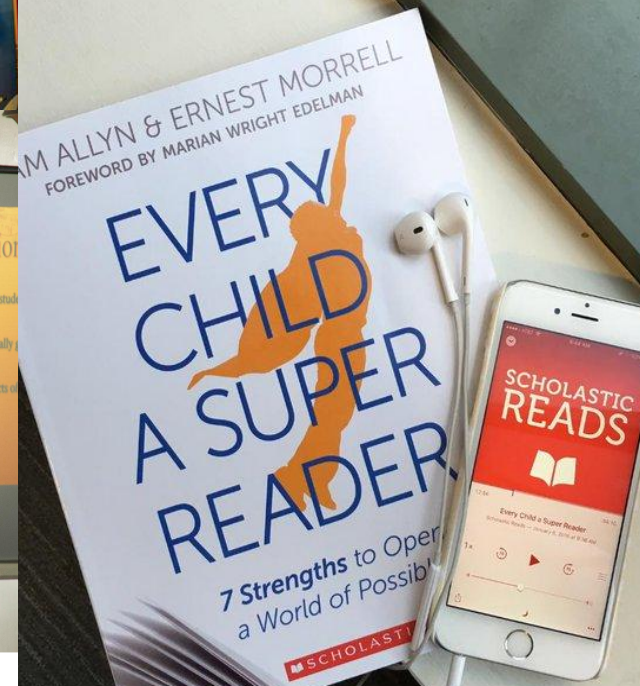


### CRITICAL MEDIA PEDAGOGY

*Teaching for Achievement in City Schools*



ERNEST MORRELL  
RUDY DUEÑAS  
VERONICA GARCIA  
JORGE LOPEZ





# The Power of Literacy Leadership

“How do we bring real joy to the readerly and writerly lives of our students?”

- The Power of Literacy
- The Power of Literacy Leaders
- Engaging Families and Communities
- 950 vs. 4000 Hours
- Research Convergence on High Leverage Practices
- Reading, Media Literacy, Powerful Writing, Polyvocality



# How do we move the needle on literacy achievement?

“How do we bring real joy to the readerly and writerly lives of our students?”

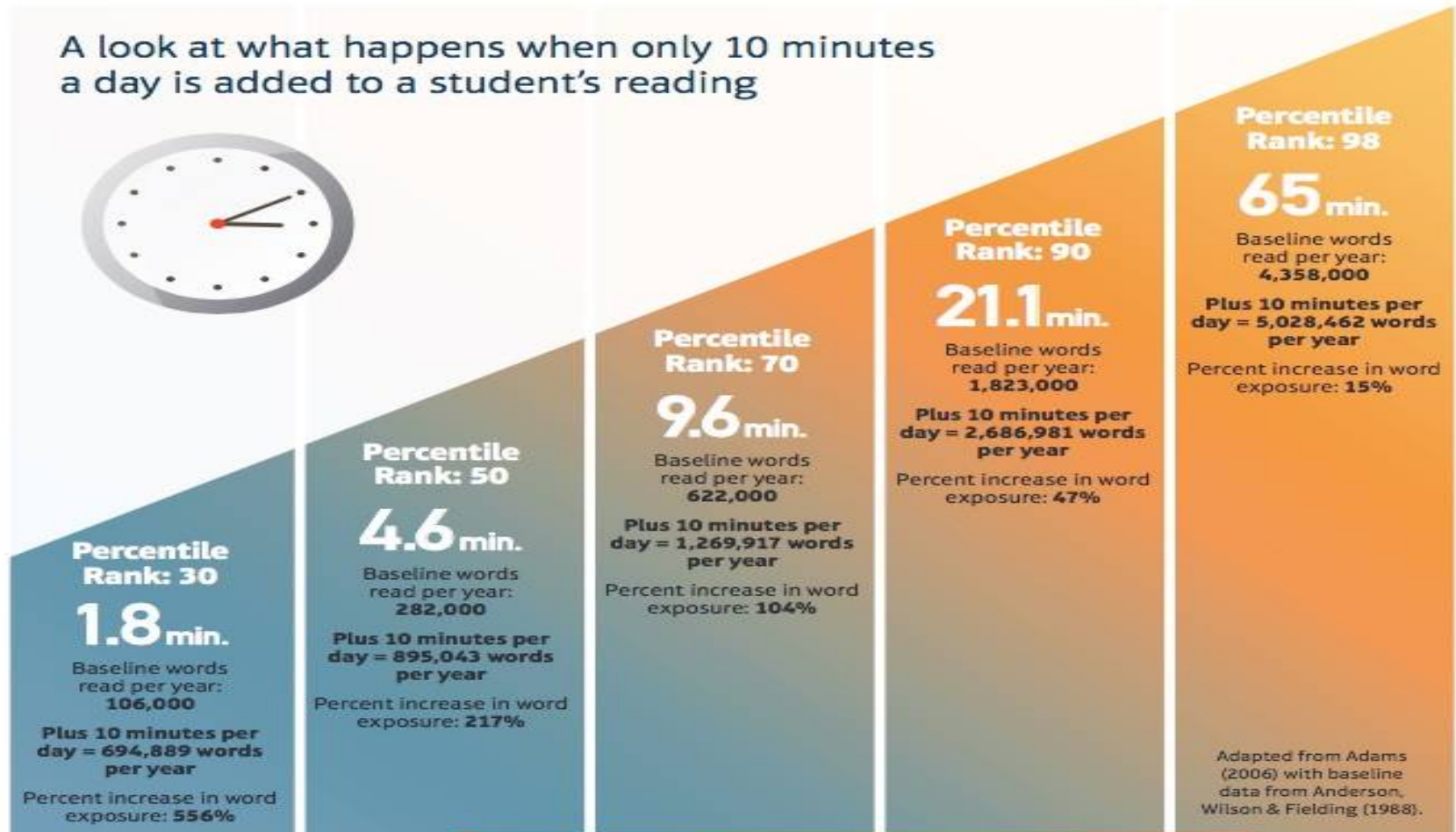
*Disengagement, not lack of ability, is the crisis*

*Disengagement is often logical AND self destructive*

## High Leverage, Engaging Literacy Practices

- Practice One: Powerful Readers
- Practice Two: Critical Media Literacy
- Practice Three: Powerful Writers
- Practice Four: Student Voice in the Polyvocal Classroom

A look at what happens when only 10 minutes a day is added to a student's reading



Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1988).

CHART I

*From Disrupting Thinking by Beers & Probst, p. 137*



# Engaged Readers are Better Readers

- Despite its importance, students' exposure to print also varies widely. In a study of the out-of-school activities of fifth graders, Anderson, Wilson, & Fielding (1988) found that **time spent reading books was the best predictor of a student's reading proficiency**. They also noted that many of the students in the study rarely read books on their own; indeed, around 20% of the students devoted less than a minute per day to book reading.
- Adams (2006) pointed out that adding just ten minutes of daily book reading can dramatically increase a student's exposure to print. **For example, a student at the 30th percentile who spends an extra ten minutes a day on book reading will read around 700,000 words each year, surpassing the amount of reading currently done by students at the 70th percentile.**
- **Reading an Additional 10 minutes a day in class**
- **Reading for at least 10 minutes at home every evening**
- **Reading for 30 minutes a day every weekend**
- **Reading for 30 minutes a day during vacations, breaks, and summers**

# How Do We Inspire Literate Lives?

How do we help all children and adolescents to see themselves as readers and writers?





# How do we get students excited about reading?

“The Tiger Crouch” (Lave and Wenger, 1991)



# How do we develop students' literate identities?

Academic Identity is the cornerstone of student engagement (Eccles & Wigfield; Guthrie)





# Making it socially, culturally, & digitally relevant?

These children will likely live to see the 22nd century? What do they need from us in 2018?



# The Principles

We need to make our voices heard

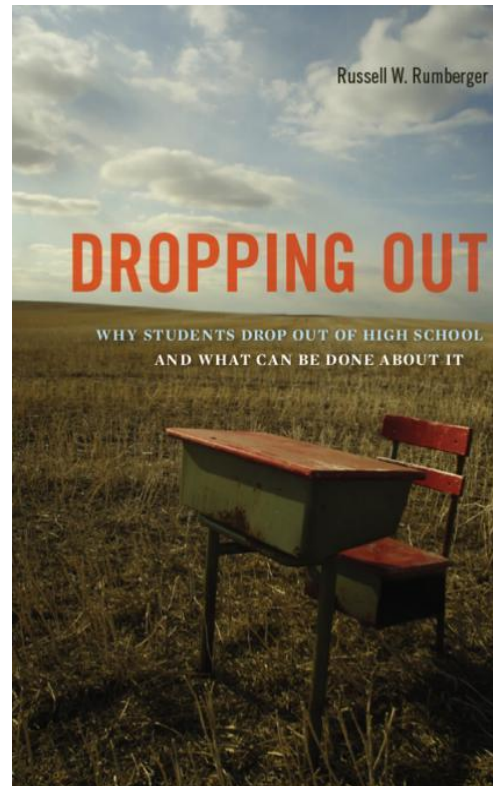
- Bottom-up accountability system
- Students can join their school's school management council
- Parents can join the school's parent advisory council
- Contact elected officials and make your voice heard
- Contact media and expose unfavorable conditions publicly
- Become critical researchers



# What the Research Says About Failure

“Why Do Kids Who Want to Succeed and Can Succeed Still Fail?”

1. Lack of Confidence
2. Lack of Relevance
3. Lack of Engagement with high quality relevant literature
4. Lack of engagement with a community of learners
5. Lack of engagement with the social world



# 21<sup>st</sup> Century Learning & Literacy

- Moving from a receptive century to a **productive** century
- Learning that is **participatory** and **interactive**
- Learning to critically discern when inundated with information
- Learning that allows students to develop their own unique and **powerful voices**
- Learning how to listen to and consider others' **diverse perspectives**
- A 21st century curriculum needs to offer spaces for **collaboration, presentation, and invention**



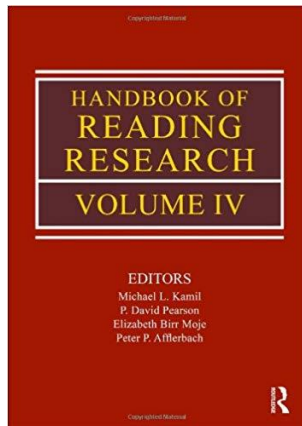
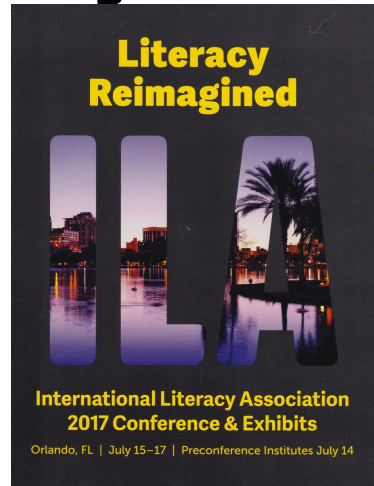
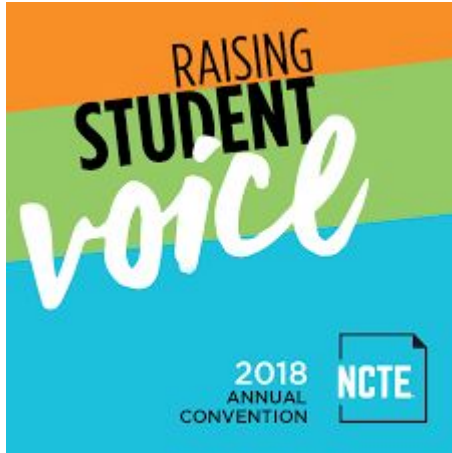


# Powerful ELA in K-12 Classrooms

## Socially, Culturally, and Technologically Relevant Practices



# Research Convergence on Best Practices



1. Reading Aloud
2. Critical Engagement with Texts
3. Independent Reading
4. Classroom Libraries
5. Writing for Purpose
6. Inquiry and Research
7. Digital & Media Literacy
8. Student voice (polyvocality)
9. Culturally Responsive Teaching
10. Social and Emotional Learning

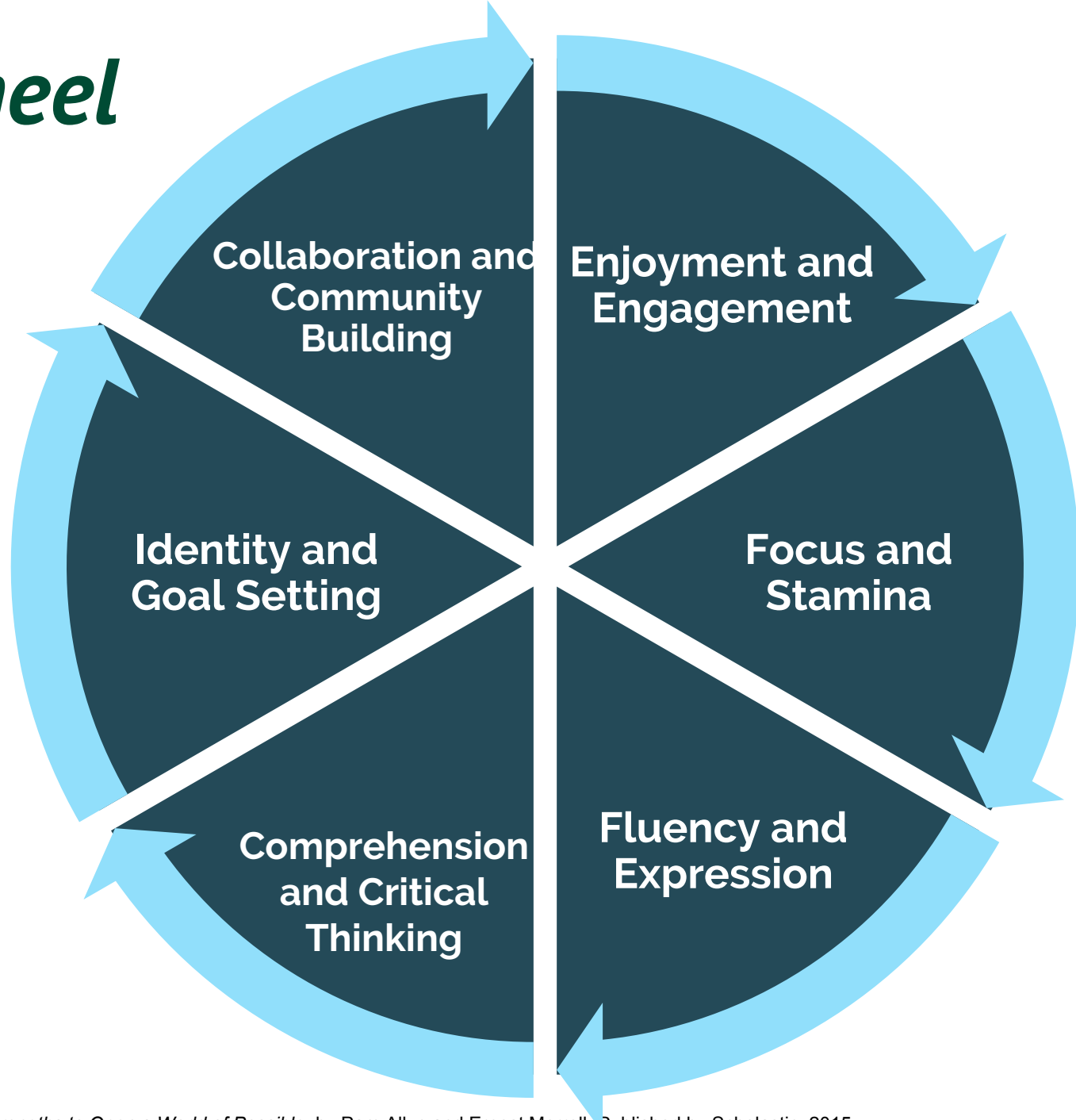


# Practice 1: Developing Powerful Readers





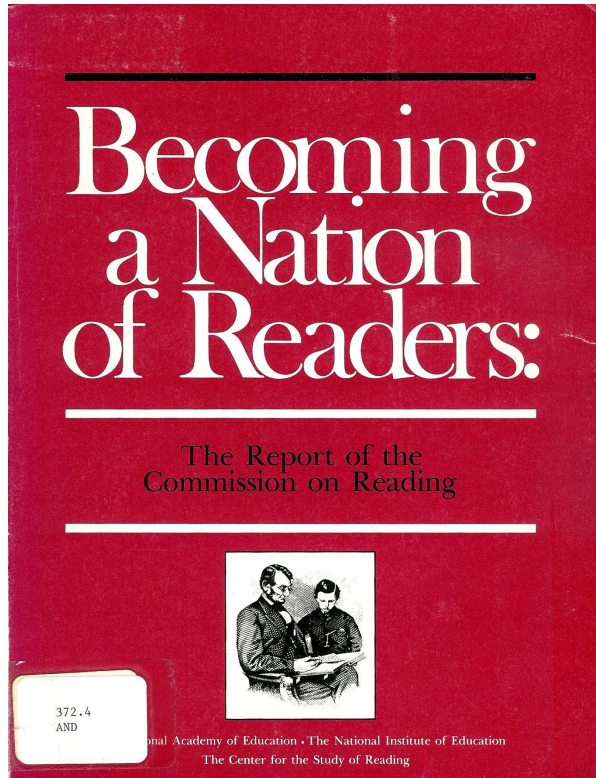
# ***The LitWheel***



© Ernest Morrell 2018

Adapted from *Every Child A Super Reader: 7 Strengths to Open a World of Possible*, by Pam Allyn and Ernest Morrell. Published by Scholastic, 2015.

# What the Research Says about Read Alouds?



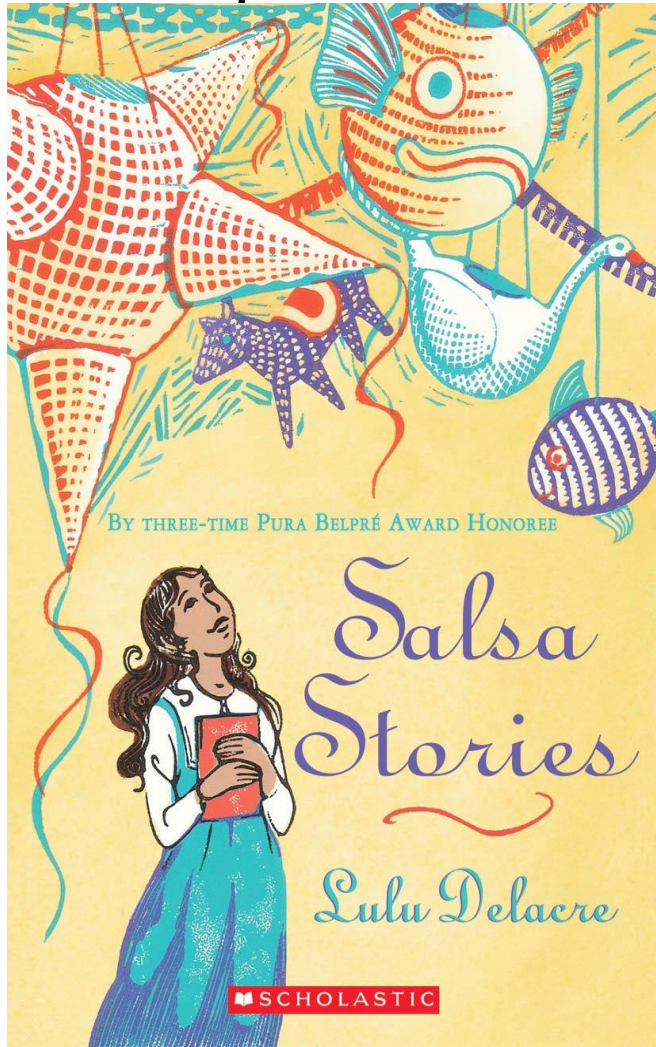
## Read Aloud-Defined

- In *Becoming a Nation of Readers*, the report of the National Commission on Reading states that the single most important activity for building the knowledge required for eventual success is reading aloud to children.

-Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Washington, DC: National Academy of Education, Commission on Education and Public Policy.

- **Read Aloud** is a *strategy* in which a teacher sets aside time to read *orally* to students on a consistent basis from texts above their *independent reading level* but at their *listening level*.

# Reading Aloud Builds Reader Identities



The 1985 report, “Becoming a Nation of Readers,” stated that the read aloud was the single most important thing we could do for building the knowledge required for future success in reading.

Reading aloud teaches children of all ages to associate reading with pleasure and provides them with a reading role model, all while developing their vocabulary and background knowledge. It also builds classroom community around shared experiences; develops speaking, listening, and attention skills; and widens students’ views of the world.



# Read Alouds Build Background Knowledge



The read aloud and follow-up conversation allows teachers the opportunity to **help students develop background knowledge and connect concepts so that all children can begin to clarify their thinking** during their discussions with their peers and teacher (Dorn & Soffos, 2005). Allington (2001) agrees and writes that in order for children to develop thoughtful literacy, they must be given an abundant number of opportunities throughout the day to demonstrate their understanding and to practice using comprehension strategies under the guidance of the teacher. Read alouds also stimulate curiosity in children as they are invited into a safe environment to marvel at the concepts being presented (Harvey, 1998).

Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison Wesley Longman.

# The Benefits of a Read Aloud

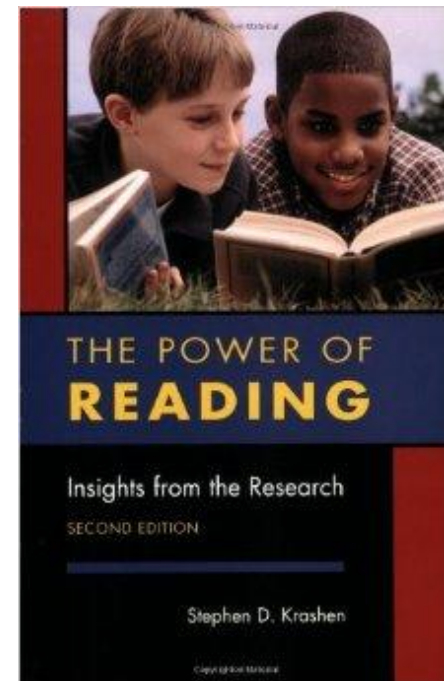


1. Read Alouds Improve Classroom Climate
2. Read Alouds Build Academic Vocabulary
3. Read Alouds Increase Students' Desire to Read on their Own
4. Read Alouds Improve Reading Comprehension
5. Read Alouds Increase the Academic Vocabulary in Parent-Child Interactions
6. Interactive Read Alouds increase Curiosity and Critical Thinking
7. Classrooms with Interactive Read Alouds Have Better Academic Outcomes
8. Read Alouds Have Similar Effects for Upper Grades and other Disciplines

# The Case for Independent Reading

The common sense notion that students who do a substantial amount of voluntary reading demonstrate a positive attitude toward reading is upheld in both qualitative and quantitative research (Long and Henderson 1973; Greaney 1980; Hepler and Hickman 1982; Greaney and Hegarty 1987; Reutzel and Hollingsworth 1991; Shapiro and White 1991; Mathewson 1994; Barbieri 1995; Short 1995). **Students' reading achievement has been shown to correlate with success in school and the amount of independent reading they do** (Greaney 1980; Anderson, Fielding and Wilson 1988). This affirms the predictability of a success cycle: we become more proficient at what we practice (Cullinan 1992).

Conducting meta-analysis of over 50 reading research studies, Stephen Krashen found that the single greatest factor in reading achievement (even above socio-economics) was reading volume—how much reading people do.

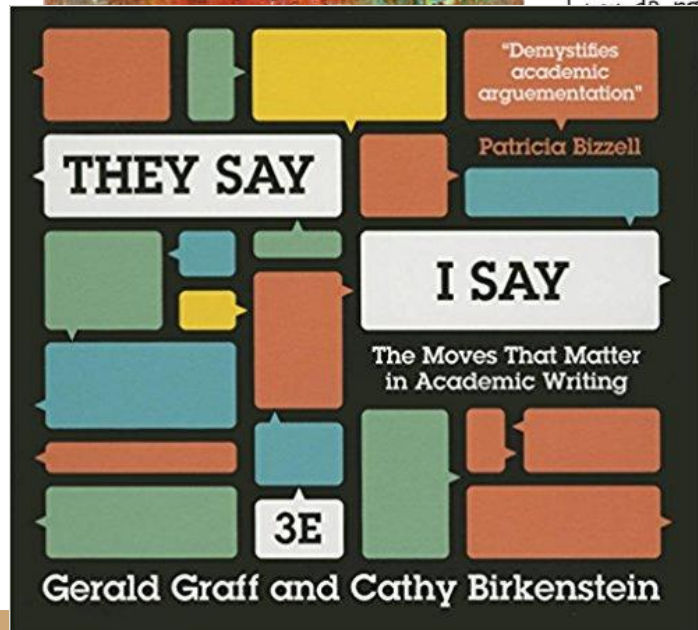
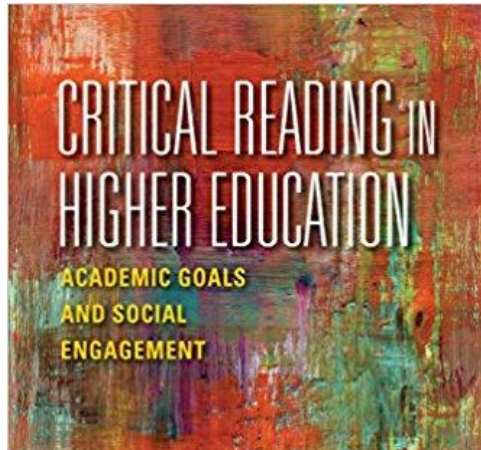




“...Students who reported reading for fun at least once a week had **higher average reading proficiency scores** than students who reported never or hardly ever reading for fun.”



What makes a reading of a text more thoughtful, more nuanced, more critical, more reflexive or more “complex”?



Notes by Sacha Chua, Twitter: @sachac, LivingAnAwesomeLife.com

## HOW TO READ A BOOK

MORTIMER J. ADLER & CHARLES VAN DOREN

**INSPECTIONAL READING**  
systematic skimming

Does the book deserve careful reading?  
Title, table of contents, index, blurb, key chapters, skimmed pages

Superficial reading:

In tackling a book for the first time, read it through without ever stopping to look up or ponder the things that you don't understand.

**ANALYTICAL READING**  
understanding

Notes < structural  
conceptual  
dialectical (discussion between books)

1. Classify the book.

2. Summarize the book in one sentence or a short paragraph.

3. Show the book's organization/structure.

might not be the same as chapter structures!  
4. Define the problem the author tries to solve.

Understand:

Author's Message

Sentence arguments Propositions

Is it true? So what?

you will understand more as you reread the book.  
need appropriate

**SYNOPTICAL READING**  
many books & their relationships

Build a bibliography  
Inspect books quickly  
Analyze selected books

1. Find the relevant passages (relevant to you)

2. Reconcile authors' terms.

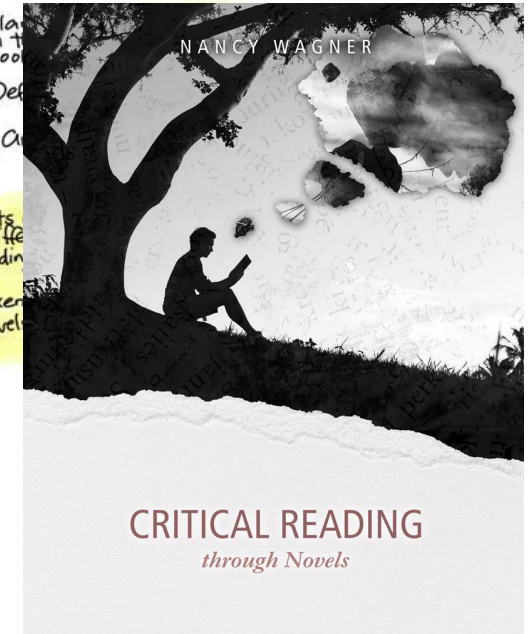
3. Classify in the book

4. Define

5. Analyze

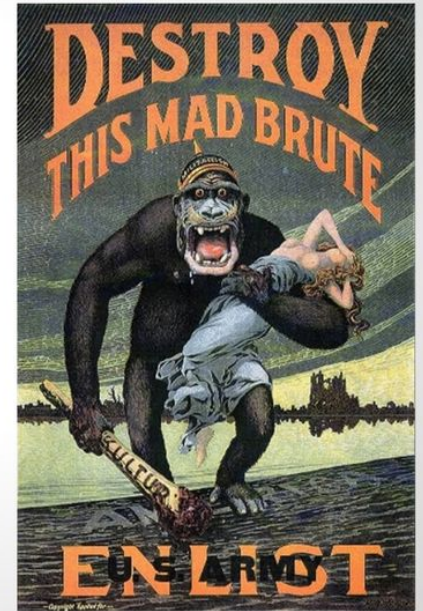
Lots of little (including)  
Exercise levels

1972



# Reading Behind the Text (Author Centered)

- Who is the author?
- When did he/she write the text?
- What historical or contemporary events would have influenced the construction of the text?
- Who was the immediate audience of the text? What were/are the beliefs, values of the audience? How did/do they see the world?
- What purpose did the text serve?
- How was the text received? What, if any, were the debates or contentions around the text?





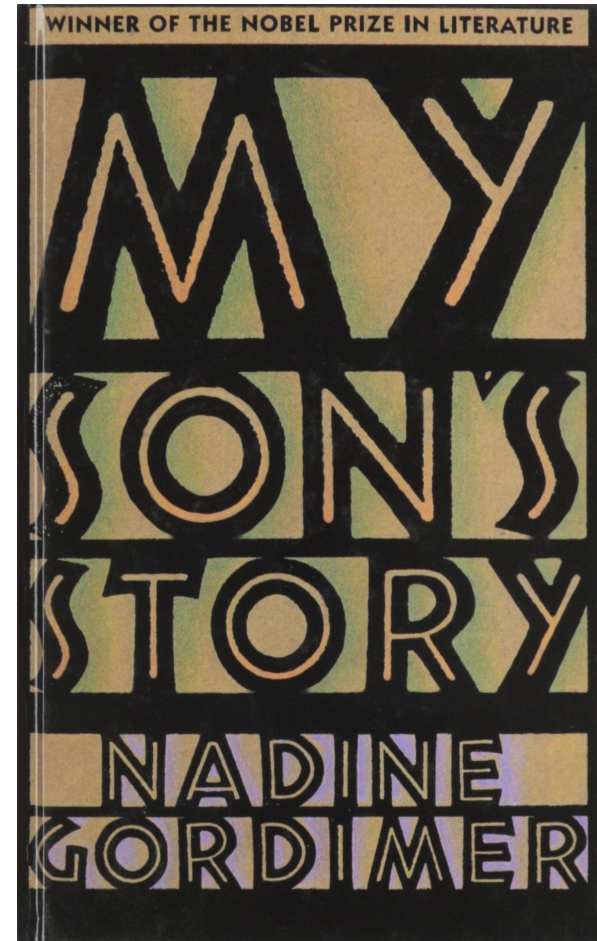
# Reading Within the Text (Text Centered)

- What happens in the text?
- Who are the characters? What takes place in the text? Where does the action take place?
- Who speaks and who is silenced?
- What social languages are used to communicate?
- What are the features of the text?
- What evidence can we find in the text of the historical, social, gender, cultural, racial, religious, and/or political life of the time?
- How is the text structured? What is its style?



# Reading In Front of the Text (Reader Centered)

- What are biases in the texts?
- How might certain readers find the text problematic?
- What contradictions or debates has the text generated or is likely to generate?
- What are alternative readings or interpretations of the text?
- How might gender, race, culture, religion, or politics affect how readers might respond to the text?
- How might the text provoke or inspire new thinking and action?



# Practice 2: Critical Media Literacies



- How are literacies changing in the digital age?
- What does it mean to read these texts?





# Medical Research and the need for Media Literacy

- The American Medical Association (AMA) and the American Academy of Pediatrics have spoken out on the negative health outcomes associated with overexposure and uncritical assumption of mainstream media. **Some of these outcomes include obesity, sleep problems, depression, anxiety, and eating disorders**
- Both organizations have called upon educators to address media use and to help young people to become more conscious consumers of media.



# Critical Media Analysis

- What values or ideas are promoted?
  - What does it mean to be normal (or cool)?
  - What does it mean to have power?
  - What does it mean to be desired?
  - Who is marginalized or “Othered”?
- How is the audience/recipient constructed?
  - Who is targeted?
  - What assumptions are made about the audience?
  - How does the ad/image/artifact intend to make the recipient feel about him or herself?
  - What is an audience member compelled to do/believe?

**CRITICAL  
MEDIA  
PEDAGOGY**  
*Teaching for Achievement in City Schools*

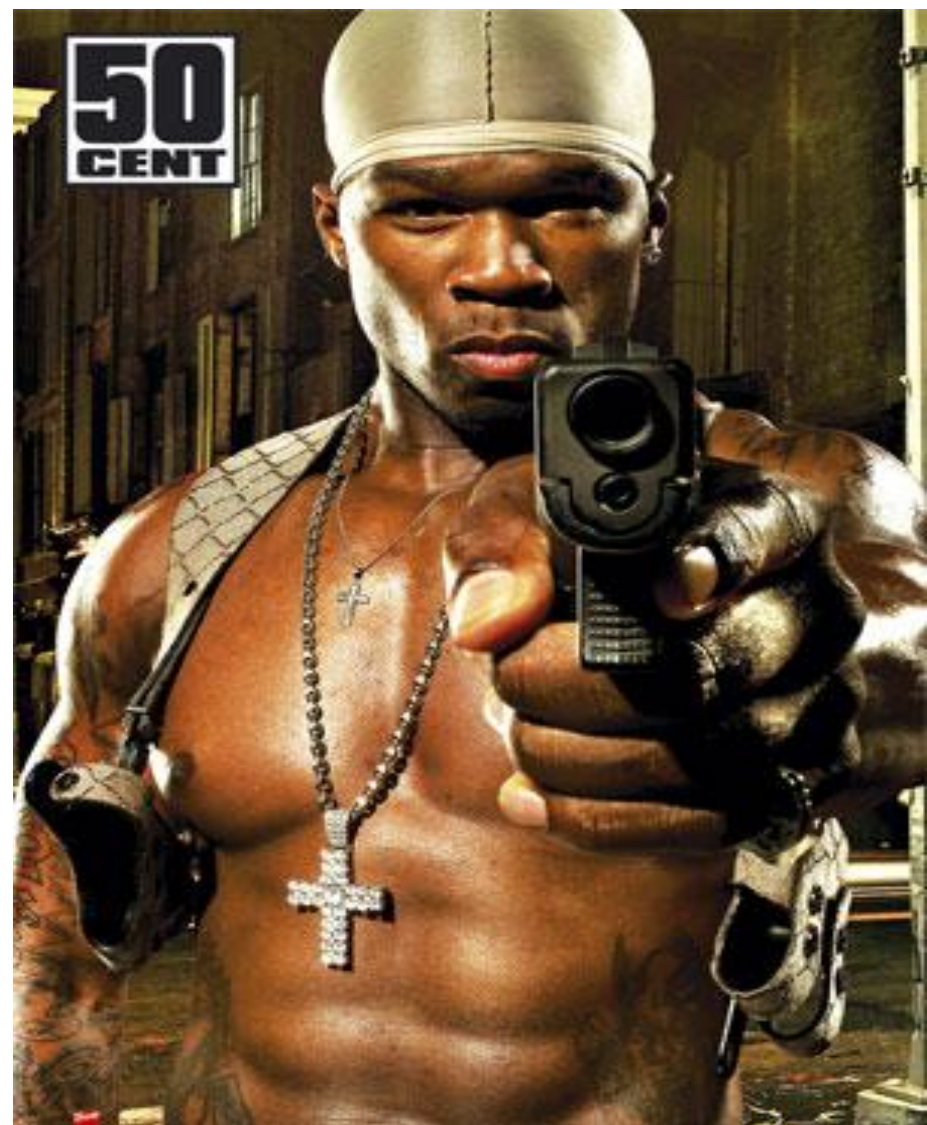


ERNEST MORRELL  
RUDY DUEÑAS  
VERONICA GARCIA  
JORGE LOPEZ

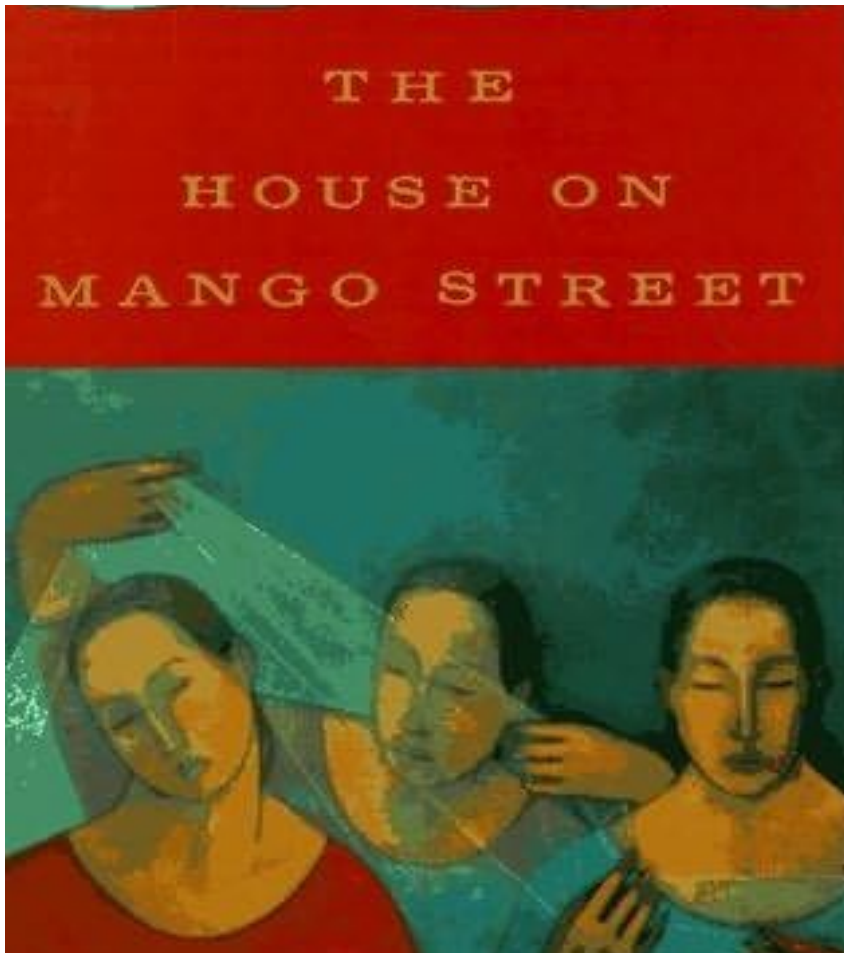
# Reading 1950s Advertisements







# Multimodal Theme-Based Units



1. Novel, Play, Anchor Text
2. Film, TV Show or Website
3. Poems [Written or Spoken Word]
4. Popular Music
5. Magazines, News, Etc.
6. Informational Texts
7. Traditional Project
8. Multimedia Project
9. Social Action



# Best Media Literacy Practices



- Talk to kids about what they watch and listen to (AMA & AAP)
- Discuss cyberbullying and appropriate internet behavior
- Teach Visual Literacies
- Encourage parents to pay attention to what their children watch
- Create opportunities for students to produce media content at school and at home.



## Practice 3: Writing their Lives in the Digital Age



# Writing Matters

A leader of great esteem is recognized for their ability to communicate effectively, and writing skills are at the top of the list when it comes to communication methods in this technology driven age.

This does not (only) mean impressive sentence structure or grammatically-appropriate writing, but compiling words which can pierce the heart of the reader or listener. Such words coming from a leader can motivate, stir emotions and bring about revolutionary ideas in the minds of the people; to lead, writing skills matter. (Switch and Shrift, 2017)



# Becoming Writers

- Students are readers of the past and present so they can be authors of the future
- Writer as an identity, not writing as a technical act
- Writing as knowledge production
- Writing as cultural transmission
- Writing as storytelling
- Writing in 21st Century genres
- Writing for purpose and joy!





# What do I mean by 21st Century Genres?

In addition to (but not abandoning) the 5-7 paragraph essay

- Op Ed Pieces
- Blog Posts
- Tweets and hashtags
- Research briefs
- Research reports
- Memoirs
- Oral Histories
- Newsletters
- Proposed legislation
- Funding proposals
- Poems
- Short stories
- Plays
- Documentaries
- Novellas
- Cartoons
- Screenplays

# A Day in My Life

(Written essays & digital stories)

- What do you do in the morning?
- What do you see on your way to school?
- What happens in first period, second period, etc.?
- What do you do for lunch?
- What happens after school?
- What do you do in the evening?
- What happens before you go to bed?



# Final Product(ions)

- Critical Memoirs
- Digital Essays
- Reader's Theatre
- Theatre of the Oppressed
- Spoken-word Poetry
- Social Science Research
- Social Movements





# Student Research and Social Action Projects

- If you could change the world what is one thing you would do?
- If you could change your community what is one thing you would change?



# The Process

1. Identify a problem
2. Develop a Question
3. Design a study
4. Collect data
5. Analyze Data
6. Make Claims
7. Provide Evidence
8. Create Products
9. Disseminate Products
10. Social Action





# Youth Historians in Harlem

## Becoming Digital Archivists



Home Project Details Curriculum Resources

**Critically conscious history  
for critically conscious youth**

Alt to in Im pe cu rev

teacher-student interactions but tapping into the critically conscious minds and hearts of students in urban schools.

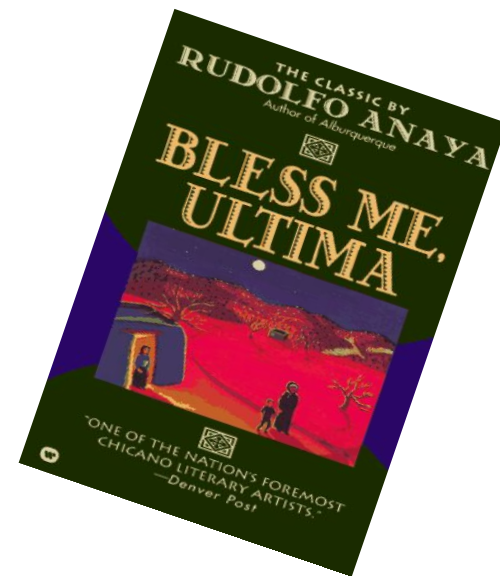
**Welcome to the Youth Historians in Harlem Project!**

The Youth Historians in Harlem (YHIH) project is a new critical approach to teaching history in urban schools in Harlem, focusing on empowering minority youth through their own cultural experiences, involving students in the practice of "doing" history through guided projects, programs, and participatory action research. Through a collaboration between the History and Education Program at Teachers College, Columbia University and



# *Bless Me Ultima* Oral History Project

- **Length:** 5 weeks
- **Culminating Task:**
  - Oral History Essay
  - Power Point (5 Slides)
- **Resources:**
  - Bless Me Ultima by Rudolfo Anaya
  - Computers



## **Essential Questions:**

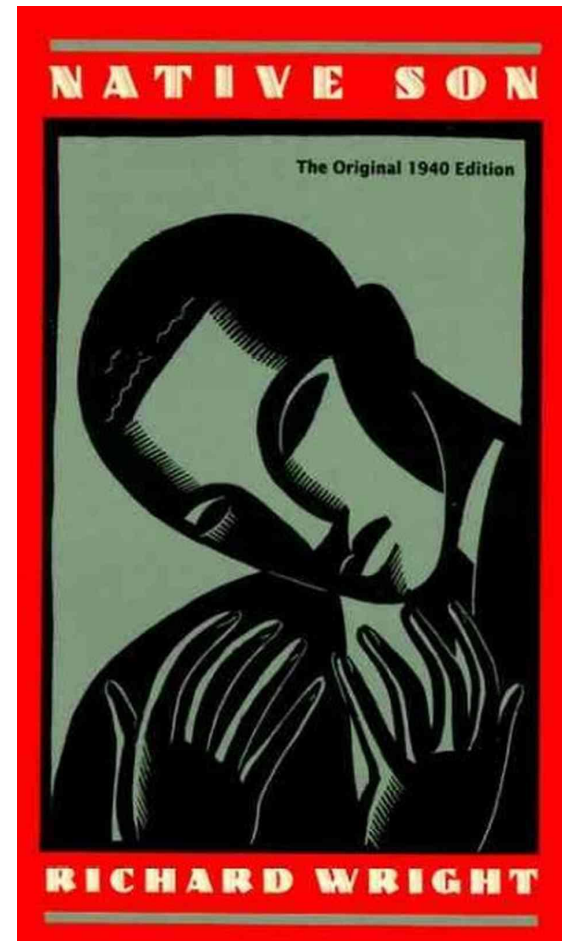
- What forces influence our identities as young people? Am vs. Latino
- How do we **as young people** deal with DUALITY (two kinds of “worlds”)—living in a US society (new ways/modern) while still maintaining the language, traditions, and values of our home culture?
- What knowledge and history of our past (from our elders) can help inform/guide us towards our future?
- What connections or shared experiences do we share with Antonio and his family’s experiences and our own? Why?

# Mock Trials in the Literacy Classroom

## “Putting Bigger Thomas on Trial”

### The Casebooks

- All the questions prepared for the witnesses of your team and scripted responses
- All of the anticipated questions to be asked of your witnesses in cross-examination.
- All of the questions prepared in advance for opposing witnesses in cross-examination.
- The opening arguments.
- All notes taken during the trial (trial notes are mandatory)
- A 5-7 page summation/analysis of the trial.



# Poetry-Inspired Research

## “Dreams Deferred”





# Dream Deferred

## By Langston Hughes (1951)

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore--

And then run?

Does it stink like rotten meat?

Or crust and sugar over--

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it **explode**?



# Interviewees

- Schools: Roosevelt, Wilson, Garfield, & \*MAHS
- Students: 34
- Teachers: 8
- District Administrators, School Board Member, & Supt. Cortines

## Organizations:

- Comunidad Cesar Chavez Homeless Shelter
- Inner City Struggle
- Upward Bound CSULA
- City Terrace Recreation Ctr

## Community people:

- Fulfillment Fund Representative
- Local artists
- Parents
- Small business owners

City officials: 4





➤ **CLAIM 1:** *The economic crisis is breaking down critical foundations of society in East LA, such as health, housing, education, and employment.*



“It’s definitely affected our waiting list. We’re seeing families that may have otherwise not have entered the system. People that have lost their jobs. Unemployment is not enough. CalWorks or Welfare will not kick in because a lot of these families that had things, material goods, cars, etc. do not qualify for CalWorks. They’re not even getting the benefit assistance they need that may help them increase their income until employment is found.”

*-Kris, Homeless Shelter Director*

# Demands

## ➤ Step Into Our Shoes



## ➤ Radical Truth-Telling

# Action Plan for Community Leaders



- **Teachers:** Create lessons that connect your subject to the economic crisis (organize student focus groups)

- **Policy-makers:**

Streamline communication between school district and city officials to develop a comprehensive plan to help homeless youth and families.





# Practice 4- Beautiful Noise

## Improving Classroom Talk in the Polyvocal Classroom

- Whole Class Discussion
- Small Group Discussion
- Formal Presentation
- Mock Trial/Forensic Debate
- Electronic Communication



# Why is Classroom Talk so Important?

1. Develops Community
2. Increases Engagement
3. Improves Oral Language
4. Facilitates Better Writing
5. Develops Public Speaking Skills
6. Develops Listening Skills
7. Improves Student Confidence

“Many of us spend 70 to **80 percent** of our waking hours in some form of communication. Of that time, we spend about **9 percent** writing, **16 percent** reading, **30 percent speaking**, and **45 percent listening**.” (University of Missouri, 2017”



# Improving Whole Class Discussions

- Modeling thinking out loud
- Scripts
- Active Listening
- Open ended questioning
- Appropriate Turn Taking
- Socratic Voice
- Teacher Led-Student-Centered





# Improving Small Group Discussions

- The formation
- Co-facilitation
- Interdependency
- Small group voice
- Turns (length & frequency)
- How to use notes
- Student led-Student Centered



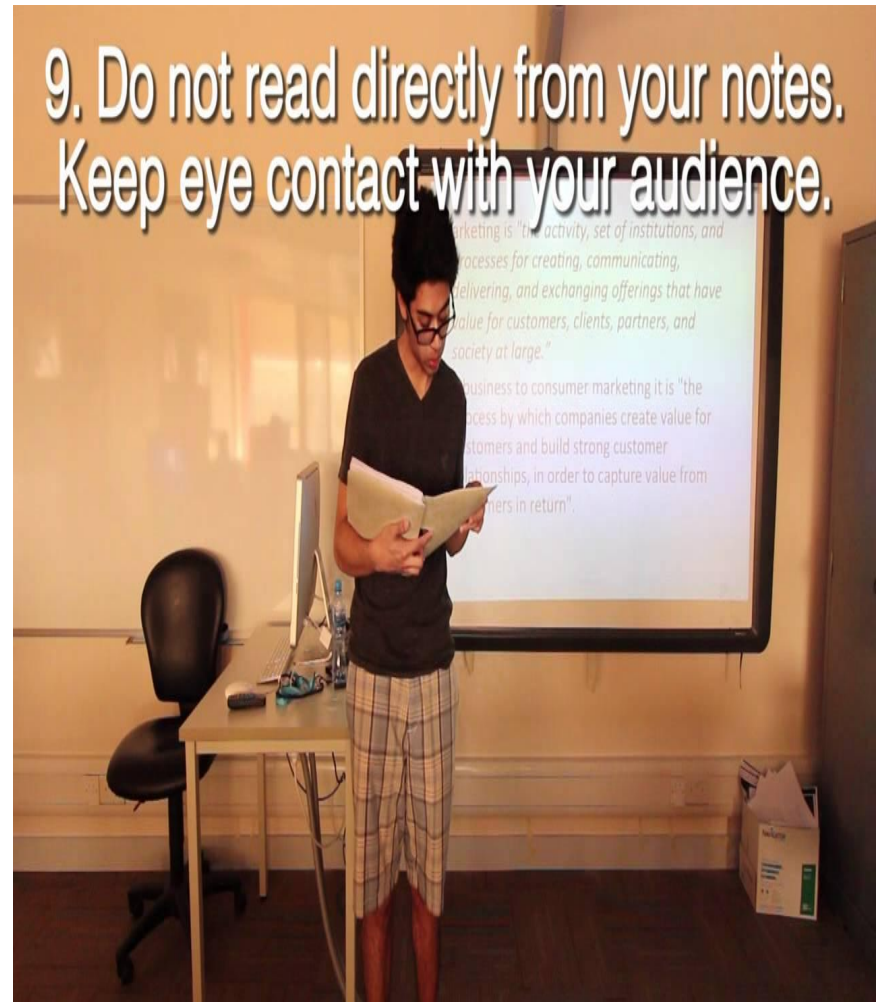
# Formal Argument and Classroom Debate

- Developing Arguments
- Anticipating counterarguments
- Oral language
- Quick rounds
- The format
- Notes and preparation



# Multimodal Presentations

- Rhetorical Situation
- Audience
- Effective incorporation of technology
- Vocal exercises
- Starting Slowly
- Body language & attitude
- Performance

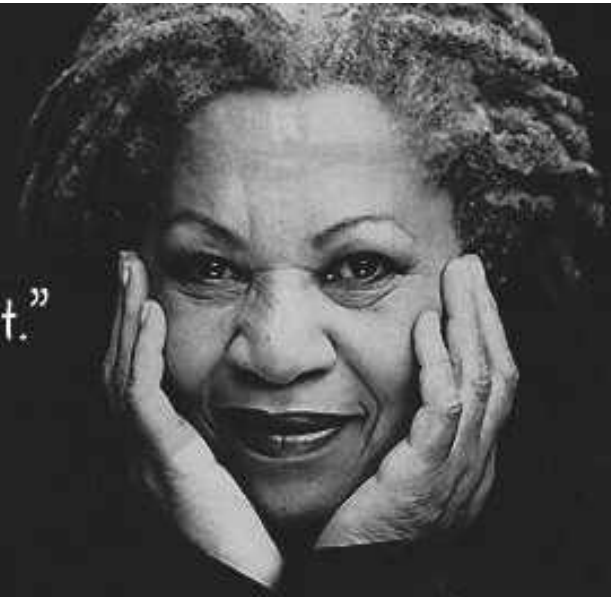




# Reading the Past, Writing the Future

99COVERS.COM

“If there's a book that you want to read,  
but it hasn't been written yet, then you must write it.”  
— Toni Morrison



F-covers.com

# What I've Learned from Mom and Dad

**What WE do matters!**

"I wanted to retire a dreamer"

"Don't let anyone take away the privilege of teaching"

"Teaching makes you eternal..."



# Literacy as an act of LOVE!

emorrell@nd.edu



- “I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them”- Asa Hilliard