



OAKLAND SCHOOL VOLUNTEERS

MIDDLE SCHOOL LITERACY TRAINING

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I. Introduction to the Culture of Literacy in OUSD

A. OUSD's Approach to Literacy

FULL SERVICE COMMUNITY SCHOOL

Utilizing public schools as hubs, community schools bring together many partners to offer a range of support and opportunities to children, youth, families and communities. The vision for this approach is that all OUSD students will find joy in their academic experience, and graduate with skills to ensure they are caring, competent, and fully informed, critical thinkers prepared for college, career, and community success. Literacy is an integral part of the bigger picture.



FRAMEWORK FOR LEARNING

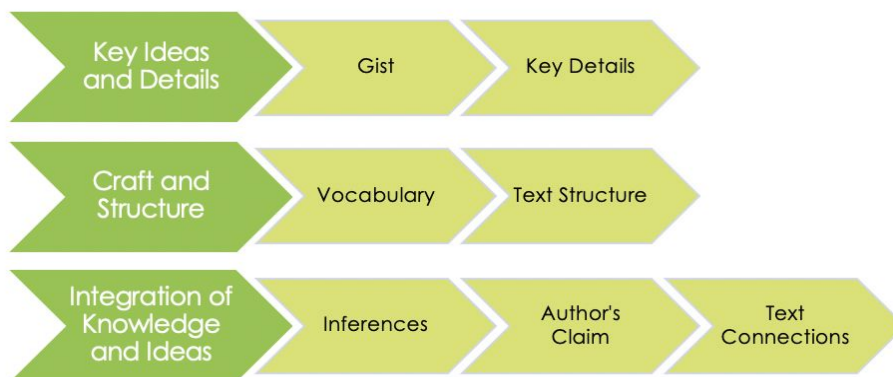
The Common Core Standards ensure students are ready for success after high school by establishing guidelines for what every student should know in math and English language arts from K - 12th grade. The standards were drafted by experts and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs.

SKILL DEVELOPMENT FOCUS

Critical-Thinking	Purposeful, self-regulatory judgement. Reasoned consideration to evidence, context, conceptualizations, methods, and criteria
Problem-Solving	Defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; implementing a solution <ol style="list-style-type: none">1. Define the problem2. Generate new ideas3. Evaluate and select solutions4. Implementing and evaluation
Analytical Skills	The ability to examine something by separating it into parts and studying their relationships and influences

IMPLEMENTATION APPROACH - The Big Three (Daily Practices)

1	<i>Close Reading of Complex Texts</i>	Close reading is the deliberate and careful reading of a high quality, complex text. It requires students to think and understand what they are reading.
2	<i>Academic Discussion</i>	Students should gain, evaluate, and present complex ideas and information through listening and speaking. They should also be able to sustain academic discussion one-on-one, in a small group, and in a classroom setting – this may include formal presentations.
3	<i>Evidence-Based Writing</i>	Students are expected to support their writing with text-based evidence and clear arguments.



B. Dual and Multi Language Learners

THE OFFICE OF ENGLISH LANGUAGE LEARNERS AND MULTILINGUAL ACHIEVEMENT (ELLMA)

In the current context of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), our [English Language Learners](#) are expected to meet the same academic demands as their peers, with a new emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. The challenges are great, but so are the opportunities.

HOME LANGUAGES

 **50.7%**

SPEAK NON-ENGLISH HOME LANGUAGE IN 2019-20

33.2% speak Spanish, 4.0% speak Cantonese, 3.6% speak Mam, 2.4% speak Arabic, 2.1% speak Vietnamese.

57 non-English native languages spoken in OUSD.

ENGLISH LANGUAGE LEARNERS⁸

 **32.9%**

ENGLISH LANGUAGE LEARNERS IN 2019-20

11,814 Students Total. 45.0% of 4,566 Grade 6-12 ELLs are Long Term English Language Learners.

NEWCOMERS

 **2,978**

NEWCOMERS IN 2019-20

13 schools with Newcomer Programs.

233 Refugee students, 254 Asylee students, 679 Unaccompanied Immigrant Youth.

TOP THINGS YOU CAN DO TO SUPPORT A CHILD'S LANGUAGE DEVELOPMENT

<p>1 Incorporate Home Language</p>	<p>Language is an important part of one's culture and identity. Being bilingual can be a strong source of pride, and is an asset and a huge advantage in today's economy.</p>	<p>Find ways for students to bring their home culture and language into school projects and discussions. Encourage students to read and write in their home language.</p>
<p>2 Cultivate Relationships and Highlight Experiences</p>	<p>Cultivate relationships and be culturally responsive. Creating a supportive environment is about cultivating an appreciation of diversity.</p>	<p>Incorporate the particulars of students' lives, such as pets' names and favorite sports, into lessons. Honor and reflect student lives.</p>
<p>3 Build Vocabulary</p>	<p>Help students focus on understanding books by attaching meaning to the words they read.</p>	<p>Encourage students to read and read again, in their home language and in English. Ask them about the meaning behind what they read, and what they thought about what they read.</p>
<p>4 Language Across Curriculum</p>	<p>Teach language skills across the curriculum.</p>	<p>Instead of teaching fundamentals in isolation, students should apply language skills across subjects.</p>

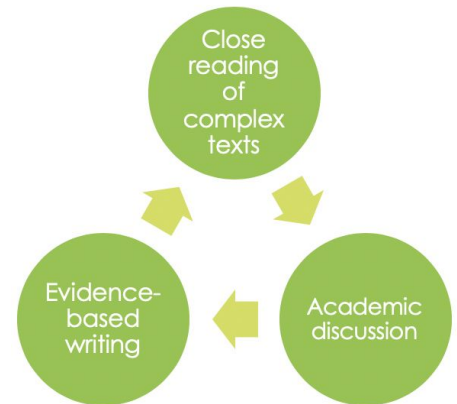
C. Building Curriculum Familiarity

EL EDUCATION (Expediary Learning)

Our mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

Measures of success:

1. **Mastery of Knowledge and Skills** - *Students can apply their learning, think critically, and communicate clearly*
2. **Character** - *Students work to become effective learners, ethical people, and desire to contribute to a better world.*
3. **High-Quality Student Work** - *Students create complex work for themselves, demonstrate craftsmanship, & produce authentic work.*



	MODULE 1: Close Reading and Writing to Learn	MODULE 2: Working with Evidence	MODULE 3: Understanding Perspectives	MODULE 4: Research, Decision Making, and Forming Positions
6th Topics	- Myths: Not Just Long Ago	- Rules to Live By - Voices of Adversity	- The Land of the Golden Mountain - Sustaining the Oceans	- Insecticides: Costs vs. Benefits
7th Topics	- Journeys and Survival	- Working Conditions: Then and Now - Identity & Transformation	- Slavery: The People Could Fly - Screen Time and the Developing Brain	- Water is Life
8th Topics	- Finding Home: Refugees	- Taking a Stand - A Midsummer Night's Dream and the Comedy of Control	- Japanese American Relations in WWII - The Civil Rights Mvmt and the Little Rock Nine	- Sustainability of World's Food Supply

ASSESSMENT: HMH READING INVENTORY

The Houghton Mifflin Harcourt Reading Inventory is an assessment designed to align with current English Language Arts standards, and OUSD Middle Schools utilize it as a reading assessment tool. It provides quantifiable student, school, and district-wide data for teachers. Knowing a student's reading level is a powerful indicator of a student's areas for growth and the specific skills that student will need to focus on. During your volunteer time, you might be asked to test a student using this method. If this is the case, your educator will provide additional training. The HMH Reading Inventory utilizes the Lexile Framework for Reading, which simultaneously measures reading ability and text difficulty. You can find suitable books for your partner students based on their HMH Reading Inventory and Lexile Framework for Reading here: <https://fab.lexile.com/search/>.



CCSS Lexile Text Average Middle School Range:	925L-1185L
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D. Resources to Continue Learning

Edutopia	Articles, videos, and discussion boards for educators. Includes a focus on culturally responsive teaching, social-emotional development, english language learners, project-based learning and more.	https://www.edutopia.org/
Reading Rockets	Professional Development tips for reaching reading and helping struggling readers. Includes blogs, videos, and content specifically made for volunteers.	https://www.readingrockets.org/
Scholastic	Scholastic's webpage for educators to support with lessons and ideas, books and authors, tool kits, activities, and blog.	https://www.scholastic.com/teachers/lessons-and-ideas/
OUSD Data	<i>OUSD's district-wide, publically available data</i>	http://www.ousddata.org/community-members.html
Common Core	Myths vs. Facts, FAQ, and Additional Resources	www.corestandards.org
OUSD Curriculum	Middle School Literacy lesson planning overview	https://www.ousd.org/Page/17233
EL Education	Learn more about the standardized curriculum	https://eleducation.org/

Approved Educational Apps: Logging into all apps requires logging into “Clever”. Students log into “Clever” and then are automatically logged into the rest of the apps.

APP	CONTENTS	URL
BrainPop	Educational Videos and Activities (K-8): Science, Social Studies, English, Math, Arts, Health & SEL, Engineering & Tech	https://www.brainpop.com/
Britannica School*	Online Encyclopedia (K-12) Use “OUSD” in both fields to sign in	https://school.eb.com/levels
Freckle	Math & Reading Practice (K-8)	https://www.freckle.com/
Newsela	News Articles for Students (K-12)	https://newsela.com/
Public Library*	Free eBook lending using library account	https://www.oaklandlibrary.org/

* Does **NOT** require a Clever account to sign-in

II. English Language Arts Tutoring Strategies

A. Strategies to Support Reading Ability

STRATEGY	DESCRIPTION	SAMPLE ACTIONS
#1 Chunk It	Break down the word & look for smaller parts.	<u>You</u> : "Let's try to break this long word into chunks to find the smaller words inside of it." <u>Ex</u> : Break + Fast = Breakfast
#2 Re-Read	Stop at the difficult word and go back to the beginning of the sentence and read it again.	<ol style="list-style-type: none"> 1) Have student go back to the beginning and read the sentence again from the start, pointing to each word as they say it. 2) Have student sound out the first couple letters in the tricky word so they know what sound it should start with, and to help them guess what the word might be. 3) Make sure they are asking themselves if the word they sound out makes sense in the sentence or not.
#3 Skip and Go Back / Context Clues	Use context around the word to decipher the word or the meaning of the word.	<ol style="list-style-type: none"> 1) Have students skip the difficult word & finish reading the sentence. 2) Have them sound out the first couple of letters in the difficult word so they know what sound it should start with. 3) Have them look at the other words in the sentence and the sentences before and after to see if the other words/phrases can help them figure out what the difficult word might be.

B. Strategies to Support Dual/Multi Language Learners

STRATEGY:	DESCRIPTION	SAMPLE ACTIONS
#1 Zoom In	Students learning English benefit from chunking the text into shorter sections.	When doing close reading it is helpful to take notes in the margins on the gist of every paragraph or smaller sections to offer a more digestible read.
#2 Look at the Picture	Use the picture as a clue to figure out unfamiliar words	"What is the first sound of the word? Do you see any pictures that start with the same sound as the tricky word? Maybe the picture is the clue!"
#3 Flash Cards	High frequency sight words can make a big difference in the reading ability of students learning English.	Educators have developed lists of the most common words found on any page of text. Many of these words cannot be "sounded out" because they do not follow the rules. Students are taught to memorize these words so they can read them without needing analysis. This work helps develop a student's fluency and comprehension skills. Help them to understand the word, not just know how to read it.

C. Strategies to Support Comprehension Skills

Comprehension ability is the ultimate goal! With the implementation of the CA Common Core Standards, the focus on developing comprehension skills is greater than ever. Volunteers have the opportunity to make a big impact here with the one-on-one practice:

ASKING TEXT-DEPENDENT QUESTIONS

An important expectation for middle school students is learning how to use evidence from texts to present careful analysis, well-defended claims, and clear information. A great tool to help students with these skills is asking Text-Dependent questions, which are questions that can only be answered by referring back to the text. Listed in order of increasing complexity:

TYPES	SAMPLE QUESTIONS
#1 Factual	<p>"What evidence does the author give to support their description of...?"</p> <p>"The author provides a list of...what do these have in common?"</p> <p>"What does [character] do to show...?"</p> <p>"How do changes progress throughout the story?"</p>
#2 Multiple Answers	<p>"Why does the author...?"</p> <p>"What does this tell you about...?"</p> <p>"Why would the author draw attention to this detail?"</p> <p>"Why does the author make a point of saying...?"</p>
#3 Open Ended	<p>"Using textual evidence, why is the title a good title? What could be another title?"</p> <p>"What are some other possible effects of...?"</p> <p>"What are some of the character's strengths and weaknesses? What from the text makes you say that?"</p> <p>"What emotions or mood does ...evoke? What leads to this feeling?"</p>
#4 Making Inferences	<p>"Is the author making a strong argument for...? Why?"</p> <p>"What are some common characteristics between [character] and [character]? Why do you think the author did this?" "Why is the text structure effective?"</p> <p>"What was the most important point the author was trying to make in...? Why do you think that was the most important?"</p>

CLOSE READING

3-READ

1) Read the entire text without stopping to get the "flow."

2) Re-read and circle important or unfamiliar words. Write the gist of a paragraph, section, or page on the margins or in notes.

3) Re-read a third time and record important details to have solid understanding of main idea of text.

DUAL/MULTI LANGUAGE LEARNERS AND COMPREHENSION

- PROMPTS** It is helpful to prompt students with the sentence starters listed above. If you help start a sentence for an English Language Learner, often this helps them be more successful in finishing the sentence themselves. For instance, "This happened to me when..." or "I predict..."
- WAIT TIME** When asking a student who is learning English a question, give them plenty of "wait time." Silence doesn't necessarily mean they don't know. Students could be thinking about their answer and how they want to say it.

D. Components of Writing

Writing involves many techniques and skills. Young writers can often be intimidated or overwhelmed when there is not enough focus. When working with students on writing, ensure your focus is on a single, narrowly defined topic. When correcting mistakes, do so through questions in order for them to do the heavy thinking on what is wrong and how to fix it. Below are some potential strategies or areas of focus. Always defer to the teacher regarding which writing aspect the students are currently focusing on.

COMPONENT	DESCRIPTION	SAMPLE ACTIONS
#1 Ideas	Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich the main idea. Ideas are strong when the message is clear.	"What important details help you tell the story?" "Why are you writing about this? What makes it interesting to you?" "What pictures or words help you tell the story?" "Can you describe your story with your 5 senses?"
#2 Organization	Organization is the internal structure. There is a clear sequence of logical information.	"What happened first?" "Then what happened? What happened next?" "How did the story end or conclude?"
#3 Word Choice	Word choice is the ability to communicate precisely, creatively, and functionally. Using language to <i>show</i> the reader what is occurring.	"Are there other words to express yourself?" "Imagine you want the reader to see the story the way you see it. What would you show them?"
#4 Sentence Fluency	Sentence fluency is the rhythm and flow of the language. Sentences should flow, vary in length, structure, and style.	"What are some different ways to begin/end?" "Read your sentences aloud. Does the piece flow well to you?"
#5 Conventions	Mechanical traits of writing. They include spelling, punctuation, capitalization, grammar/usage, and paragraphs.	"When do we need capitalization?" "What are the different punctuation marks? What would be best for this sentence?"

DUAL/MULTI LANGUAGE LEARNERS AND WRITING

- SOUND IT OUT** Spelling can be particularly frustrating for students learning English and other languages. Remind students to sound words out and not to worry too much about spelling. Every educator will have a different opinion on spelling based on grade-level and timing. Check-in with the educator first about their spelling-method preference.
- MAKE A PLAN** Students learning English might struggle to begin to write. It is helpful for students to first discuss what they want to write. Have a conversation with your student about their ideas to prepare them for writing. Make a plan with your student before starting writing.

