



# **Vernon Verona Sherrill Central School District**

*A Great Place to Learn, to Work, and to Live!*

## **NYSED Advanced Literacy Instruction Reference Guide**

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Table of Contents:

<a href="#">Overview</a> .....	2
<a href="#">Brief #1 Advanced Literacies for Academic Success</a> .....	3
<a href="#">Brief #2 What goes into Effective Reading Comprehension</a> .....	4
<a href="#">Brief #3 Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich _____ Texts</a> .....	6
<a href="#">Brief #4 Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion</a> ...	8
<a href="#">Brief #5 Hallmark 3 of Advanced Literacies Instruction: Building Written _____ Language</a> .....	10
<a href="#">Brief #6 Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and _____ Language</a> .....	12
<a href="#">Brief #7 Advanced Literacies Instruction: Spotlight on Instructional Units of _____ Study</a> .....	14
<a href="#">Brief #8 Advanced Literacies Instruction: Spotlight on Language Production _____ Projects</a> .....	15
<a href="#">References</a> .....	17

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Overview:

- There are eight Advanced Literacy Instruction Briefs designed by Dr. Nonie Lesaux and Dr. Emily Phillips Galloway (2017). The following is highlighted information obtained from these literacy briefs.
  - First two - Anchor Briefs that focus on academic success and reading comprehension
  - Middle four - Hallmark Briefs that focus on instructional practices for advanced literacies
  - Last two - Spotlight briefs that focus on language production projects and units of study
  
- Table 1: Graphic organizer given in Brief #1

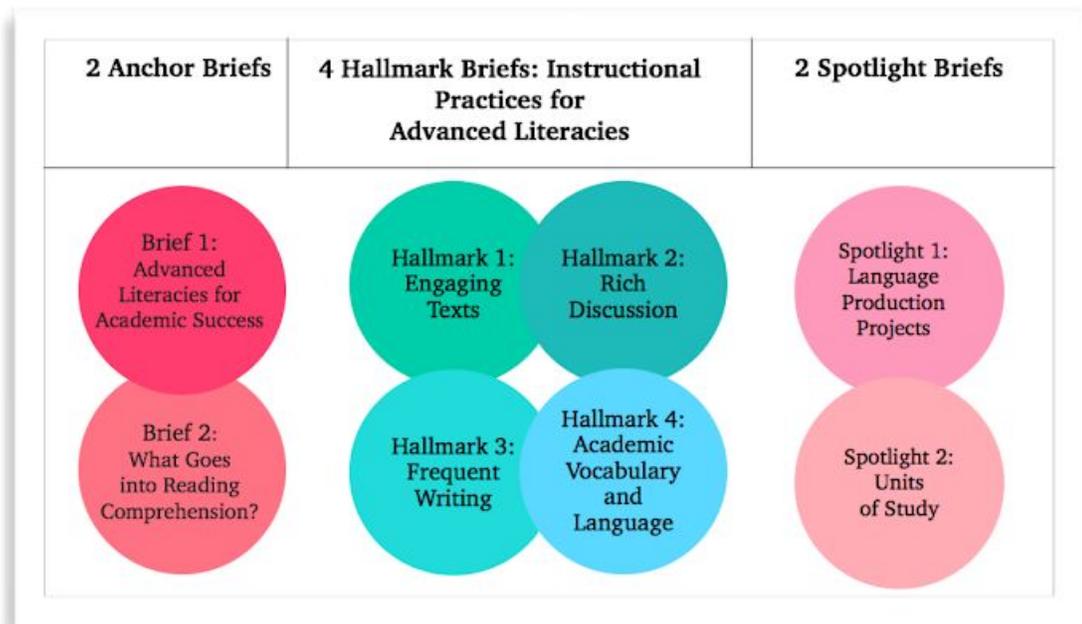


Image taken from [http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-1-of-8\\_summer\\_2017\\_adv\\_lit\\_final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf)

Ov.

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Brief #1: Advanced Literacies For Academic Success

- Discusses the purpose of advanced literacies by highlighting:
  - Definition - “Advanced literacies refer to the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences.” (Lesaux & Phillips Galloway, 2017, pp.1-2)
  - Foci - Communication, understanding, and accessibility
- Provides guidance for literacy support for each student
  - Shifting understanding from traditional instructional landscape to 21st century realities
    - Original assumptions of linguistically-diverse students do not support today’s instructional setting
    - There are more similarities with English Language Learners (ELLs), Multilingual Learners (MLLs), and English-only peers than differences
- Provides examples of what advanced literacy instruction looks like across school years and school settings
- Builds upon fostering advanced literacies in today’s classroom by requiring a new approach to instructional leadership
- Focuses on strengthening the instructional core
- Encourages district to adopt advanced literacies as a universal instructional end goal by focusing on common instruction practices and guidelines to be implemented in the content areas of science, math, ELA, and History/Social Studies - referred to as “the hallmarks”
- Highlights an awareness with bilingual education regarding opportunities for students to achieve advanced literacies in both languages as an instructional goal. According to Lesaux & Phillips Galloway (2017), “... *models that aim to advance students’ skills to understand and communicate with a broader range of people across languages and cultures, whether by maintaining and building upon students’ home languages or by fostering skill in an additional language, are advanced literacy models.*” (p.4)

(Lesaux & Phillips Galloway, 2017)

B1

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Brief #2: What Goes into Effective Reading Comprehension?

- Two broad categories to consider: “code-based skills” and “meaning-based skills”
  - **Code-based skills** refers “to read the words on the printed page”
    - Relates to the mechanics of reading which includes sound recognition (26 letters and 44 sounds) that leads to reading
  - **Meaning-based skills** refers “to understand complex texts”
    - Directly relates to comprehension of text
    - Skills needed to access and apply a text’s message (e.g., vocabulary, listening comprehension, oral language)
    - Emphasizes the important role that vocabulary plays in literacy development and achievement as seen in the ELA Anchor Standards for (as cited in NYS Board of Regents, 2017):
      - Reading literature
      - Reading information text
      - Language
    - Understanding of cognitive strategies are needed to assist with meaning construction and learning (comprehension monitoring and inferencing), which also include reading skills such as “prosodic” reading (a component of fluency), morphology (using knowledge of meaningful word parts) and context
- Understanding the distinction between code-based skills and meaning-based skills allow for more effective interventions

(Lesaux & Phillips Galloway, 2017)

B2

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

**Table 2: Reading skills development processes and instructional implications**

	<b>Code-Based Skills</b>	<b>Meaning-Based Skills</b>
<b>Developmental Processes</b>	<ul style="list-style-type: none"> <li>• Typically mastered by 3<sup>rd</sup> grade</li> <li>• Constrained, i.e., mastery-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Develop from infancy through adulthood</li> <li>• Unconstrained, i.e., not mastered</li> </ul>
<b>Instructional Implications</b>	<ul style="list-style-type: none"> <li>• Requires explicitly systematic instruction, beginning in early childhood through third grade</li> </ul>	<ul style="list-style-type: none"> <li>• Require sustained instruction, beginning in early childhood through adolescence</li> </ul>

Image taken from:

[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-2-of-8\\_summer\\_2017\\_what-is-reading-final\\_2-1.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-2-of-8_summer_2017_what-is-reading-final_2-1.pdf-a.pdf)

- Code-based skills are normally attained by grade 3 and developed in a shorter time frame than meaning-based skills
- Distinction of learning to read by grade 3, then reading to learn is inaccurate; students are always learning to read and reading to learn
- ELLs/MLLs can use the context and knowledge of their home language to support English language learning (e.g., they make connections with words to what is being taught in both their home and new language).

(Lesaux & Phillips Galloway, 2017)

B2

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## [Brief #3: Hallmark 1 of Advanced Literacies Instruction: Engaging, Content-Rich Texts](#)

### Text Complexity Guidelines:

- **Advanced Literacies** are defined as “... skills and competencies that enable communication in increasingly diverse ways and promote the understanding and use of text for a variety of purposes.” (Lesaux & Phillips Galloway, 2017, p.1)
- Texts are to include big ideas and rich content
- Importance of providing engaging and content-rich texts that build upon and support all students’:
  - Background knowledge
  - Content knowledge
  - Accessibility to various grade-level texts
  - Academic language
  - Connection to real-world issues to support motivation and engagement
- Complex texts do not exist; each reader’s definition of what is complex differs from one student to another
- Text complexity of a grade requires more than considering aspects of the text, the task or the intended reader; all aspects need to be taken into account (see Table 3)
- **Quantitative measures** of text complexity are defined as word frequency and difficulty, sentence length, and text cohesion (Lesaux & Phillips Galloway, 2017, p.2)
  - Example: Lexile or reader-level according to text-leveling software
- **Qualitative indicators** of text are to determine if a text is appropriate *after* a suitable grade-range text has been identified
- **Questions teachers should ask when determining text complexity** (Lesaux et al., 2017, p.2 for Advanced Literacy Brief #3):
  - **What do my students need to know?** (What standard will be used?)
  - **What will my students be asked to do?** (What will be taught?)
  - **How familiar are my students with the task?** (What skill-set is needed?)
  - **What are the quantitative measures that will be used?**
  - **What qualitative indicators will be used to verify that the text is appropriate for each individual reader?**

(Lesaux & Phillips Galloway, 2017)

B3

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

Table 3: Organizing framework in qualitative and quantitative dimensions

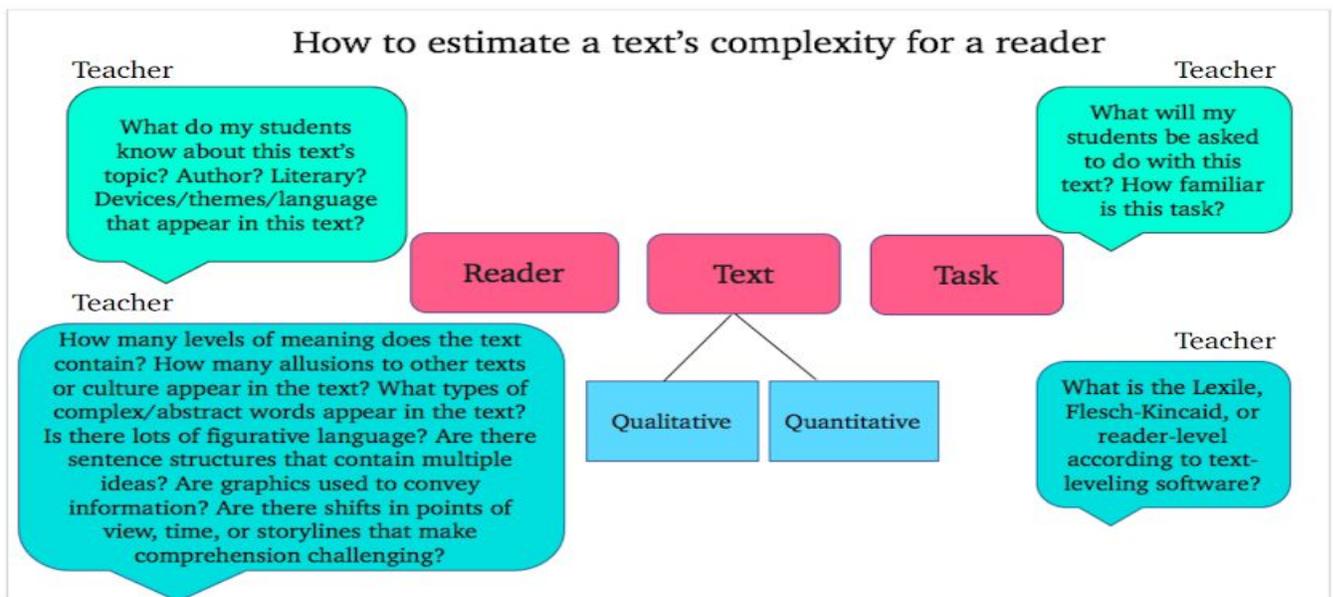


Image taken from:  
[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-3-of-8\\_summer\\_2017\\_hallmark\\_1final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-3-of-8_summer_2017_hallmark_1final_2.pdf-a.pdf)

- **21st-Century practices to be used with linguistically-diverse classrooms:**
  - Multiple texts at different levels
  - Multiple levels of difficulty
  - The “big question” or “big idea” is identified for guiding reading that is text-focused
  - Texts motivate student learning

*The task for educators is to use instructional strategies and supports to help students establish connections between this knowledge [knowledge of words and concepts acquired at home] and their developing knowledge in an additional language. In designing learning and teaching to support ELLs/MLLs, it is crucial to consider that word knowledge develops for students as they connect what they know about a word, in any language, with new information being taught. (Lesaux & Phillips Galloway, 2017, p.4)*

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Brief #4: Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion

- Provide time for talk and discussion to build conversational and academic language
- Have class discussions that promote engagement in rich conversations and interactions with topics
- Focus on linguistically-diverse classroom instruction; encourage use of home language resources (see page 7)
- Provide cultural resources that promote language knowledge when discussing complex topics/texts
- Promote a shift in mindset about classroom talk through:
  - Different practices and routines for speaking and listening that sparks conversation (e.g., debates, interviews, classroom poll results, think/pair/share, etc.)
  - Opportunities provided for classroom talk as an integral part of each lesson
  - Safe, positive classroom learning environments are created and sustained that challenge all learners and acknowledge learning language differences

(Lesaux & Phillips Galloway, 2017)

B4

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

Table 4: How to promote classroom discussions

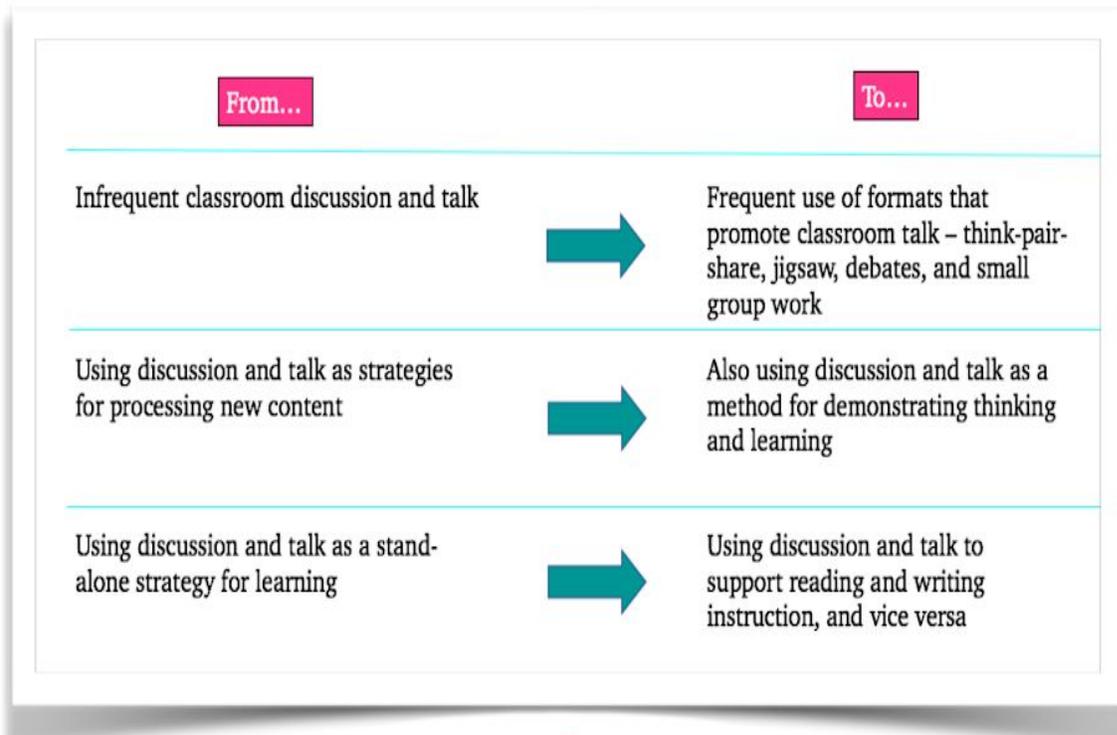


Image taken from  
[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-4-of-8\\_summer\\_2017\\_hallmark\\_2-final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-4-of-8_summer_2017_hallmark_2-final_2.pdf-a.pdf)

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## [Brief #5: Hallmark 3 of Advanced Literacies Instruction: Building Written Language](#)

### **Aiming for Content Mastery:**

- Writing is to support and build language and knowledge
- Writing should foster emerging and developing academic language
- Writing should not be done in isolation. It requires interconnectedness with reading, listening, and speaking skills
- Writing is to be viewed as a tool for assessing language and concept mastery
- Writing for some learners may be the first time students are exposed to academic language
- Writing for linguistically-diverse classroom instruction; writing tasks should be based on structure and content in order to promote student language acquisition and cognitive skills
  - Include writing prompts or text questions
  - Support and scaffold writing plans, discussions, and organization of ideas (e.g., graphic organizers)
  - Teach specific language needed to communicate various complex ideas by using:
    - Words that serve as signposts, such as “first”, “second”
    - Links to the ideas given, such as “however”, “therefore”
- Writing routines should be an integral part of lesson, unit, and curriculum planning
- Writing tasks are a way to support previously taught vocabulary, grammar, and academic language literacy strategies

(Lesaux & Phillips Galloway, 2017)

B5

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

Table 5: Promoting a shift in mindset about writing

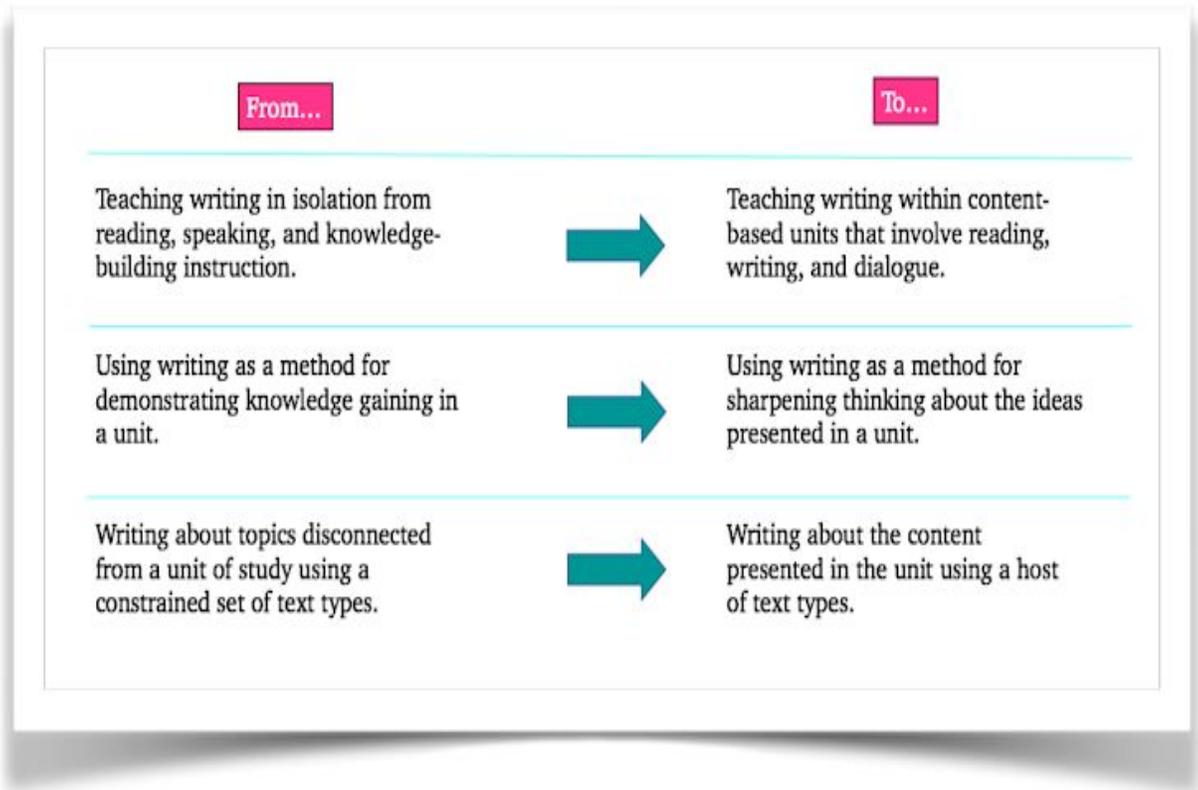


Image taken from

[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-5-of-8\\_summer\\_2017\\_hallmark\\_3\\_final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-5-of-8_summer_2017_hallmark_3_final_2.pdf-a.pdf)

B5

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## [Brief #6: Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language](#)

- **Academic Language** is defined as “the language used primarily in school, civic, and professional settings-the language of text, academic success, and of power and influence. It is distinct from everyday conversational language.” (Lesaux et al., 2017, p. 1; Advanced Literacy Brief #6)
- Acquiring, fostering and building academic vocabulary and language
- Reading for meaning (e.g., transforming academic words from “the gatekeeper” to the “gateway”)
- Focus on linguistically-diverse classroom instruction; encourage use of home language resources (see page 7)
  - Provide new opportunities to develop skills and knowledge through speaking/listening, as well as written language skills
  - Bring world-relevant information to students so as to support student knowledge and language acquisition
- Promoting vocabulary instruction with a shift in mindset through the **FIVE Principles of Effective Vocabulary Instruction\***:
  - Principle 1: Use content-based, thematic units of study that include rich texts
  - Principle 2: Choose a small set of academic vocabulary words to teach
  - Principle 3: Use multiple modalities, formats, and methods
  - Principle 4: Unlock language by developing word-learning strategies
  - Principle 5: Organize thematic units within an instructional cycle

*\* Source - Lesaux, N.K & Phillips-Galloway, E. (2017) Hallmark 4 of Advanced Literacies Instruction: Academic Vocabulary and Language, Brief 6, pp.2-4*

B6

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

**Table 6: Teaching Vocabulary**

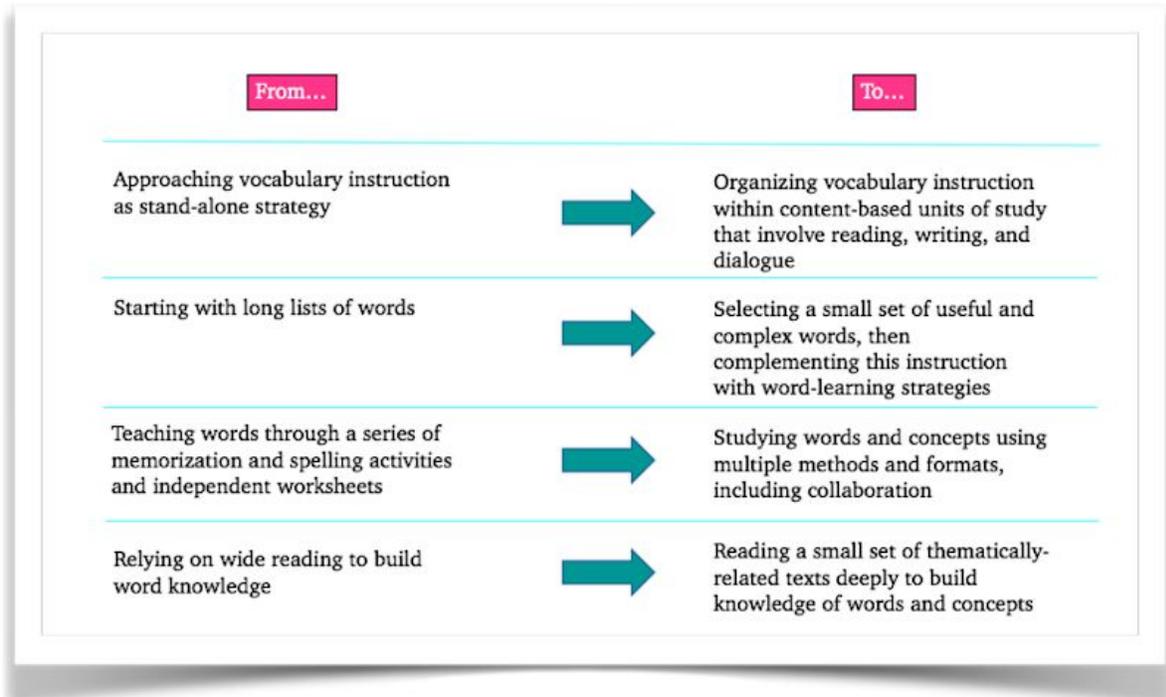


Image taken from:

[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-6-of-8\\_-summer-2017\\_-hallmark-4-vocab\\_final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-6-of-8_-summer-2017_-hallmark-4-vocab_final_2.pdf-a.pdf)

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Brief #7: Advanced Literacies Instruction: Spotlight on Instructional Units of Study

- Focuses on the **knowledge-building approach**
- Utilizing **instructional units of study** for creating a learning environment that is based on the knowledge-building approach; bringing “the world to students in meaningful ways and supports them as they acquire both knowledge and language” (Lesaux et al., 2017, p. 2; Brief #6)
- According to Lesaux et al. (2017), this is successful when there is a focus on:
  - Depth of learning (placing a concept, word, or theme at the center of instructional design)
  - A focus on the learning process through a knowledge-building approach
  - Making learning interactive (pp.1-2)

**Table 7: Utilizing a “Knowledge-Building Cycle” to promote instructional units of study**

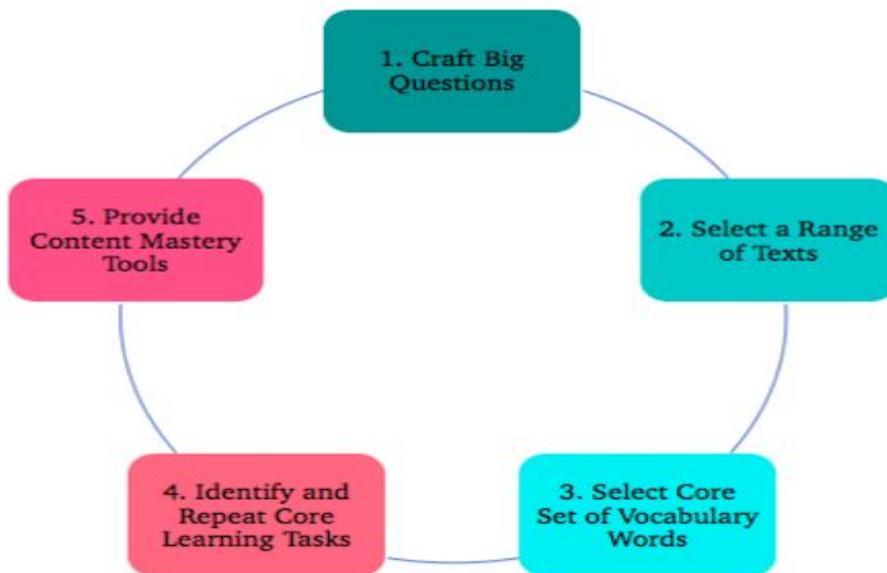


Image taken from

[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-7-of-8\\_summer\\_2017\\_units-final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-7-of-8_summer_2017_units-final_2.pdf-a.pdf)

B7

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Brief #8: Advanced Literacies Instruction: Spotlight on Language Production Projects

- Purpose-driven opportunities to plan, generate and revise oral/written products that are content-based
- One key feature is “to consolidate and extend their understanding of the content studied over the course of a unit or instructional cycle” (Lesaux et al, 2017, p1; Brief 8)
- Examples of language production projects:
  - Give a speech
  - Debate
  - Write a letter
  - Public service announcement
  - Create a commercial
  - Student-generated play
  - Classroom presentation
- **THREE principles\*** for designing language production products
  - Organize the project around a compelling purpose
  - Build on content knowledge acquired in the unit
  - Build in opportunities for students to use target vocabulary words

*\*Source: Lesaux, N.K & Phillips-Galloway, E. (2017) Advanced Literacies Instruction: Spotlight on Language Production Projects, Brief 8, pp. 2-3*

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

Table 8: Questions to keep in mind when designing Language Production Projects\*

<p>What is the topic?</p>	<ul style="list-style-type: none"> <li>• How can we better coexist with wildlife?</li> </ul>
<p>What compelling issue will students focus on?</p>	<ul style="list-style-type: none"> <li>• How can we be good neighbors to animals, supporting their survival in and around our community?</li> </ul>
<p>What research will they need to undertake?</p>	<ul style="list-style-type: none"> <li>• Document dangers that animals face every day (e.g. snowy owls mistake the low and flat land around the nearby airport for the Arctic tundra; migrating birds that collide with illuminated windows of high-rise buildings; and salamanders and frogs that migrate to vernal pools, i.e. seasonal ponds, to breed, only to find that these often flooded areas are occupied by a housing development.)</li> </ul>
<p>What product will they generate?</p>	<ul style="list-style-type: none"> <li>• Create pamphlets for their state's Audubon Society, focused on how to coexist with local wildlife. This organization posts "Quick Guides" on their website, focused on advocating for particular species. Her students will add to the organization's library of Quick Guides, generating their own pamphlets that describe local species (including their adaptations), the dangers these species face, and the strategies to support their survival.</li> </ul>

Image taken from

[http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-8-of-8\\_summer\\_2017\\_lang\\_production\\_projects-final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-8-of-8_summer_2017_lang_production_projects-final_2.pdf-a.pdf)

B8

# Summary of NYSED Advanced Literacy Instruction Among Linguistically Diverse Learners

## Reference:

Lesaux, N.K. & Phillips Galloway, E. (2017). New York State Department of Education Advanced Literacy Instruction: Advanced Literacy Instruction Among Linguistically Diverse Learners. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/literacy-briefs-walkthrough.pdf>

*This document was synthesized by Laura Rouse, Instructional Coach, Office of Assistant Superintendent for Curriculum, Instruction, and Assessment, Vernon Verona Sherrill Central School District.*