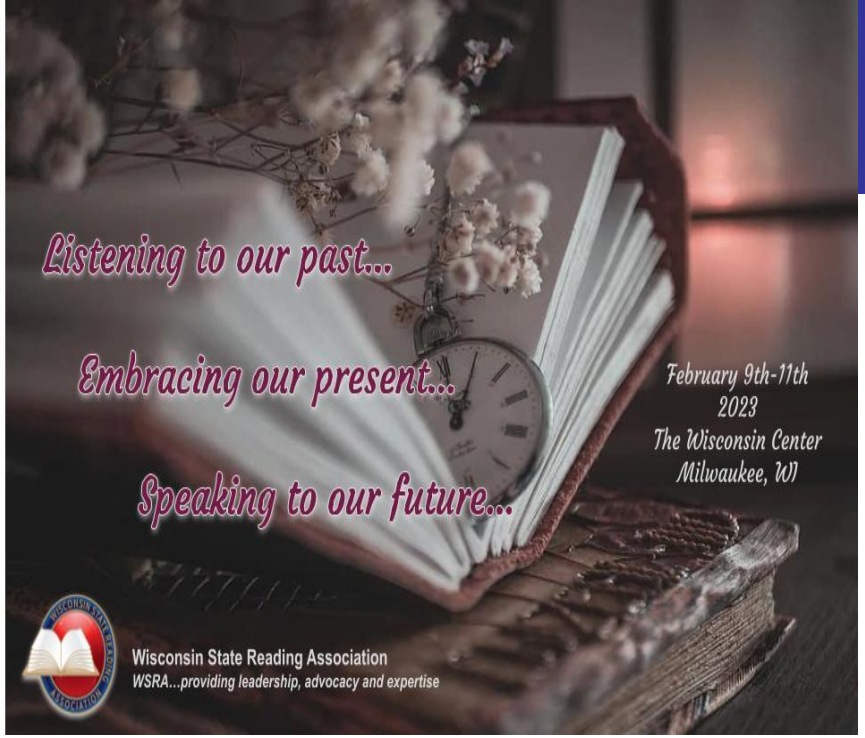


Listening to our past...

Embracing our present...

## Speaking to our future...

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# Using Text for Authentic Purposes: Literacy Learning in Phenomenon-Based Science

tinyurl.com/science-and-lit-2023

WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

# Kevin and Ryan


# Intro Slide

Since you're here, we are guessing you have an interest in science! :)

Going deeper than that, share with a neighbor:

What brought you to this session today? What are you hoping to get out of it?

# Intro

Ryan and Kevin answering the same question about why we are interested in science and literacy.

Limited time for science instruction in elementary.
Scientists who are given a new project…talk to people, Google it, read about it.
Literacy embedded science instruction has been shown to be the most effective way to teach science content as well as support teaching science practices.

# What is your vision for science learning?

"[By] the end of 12th grade, *all* students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology."

3 key (pedagogical practices/strategies) that support both science and literacy instruction:

Context and Storyline to support engagement and coherency

Explicit and repeated vocabulary instruction

Anchor charts to support academic language/discourse

# Content vs. Storyline

Traits of Organisms

Why does the 2022 World's Ugliest Dog Winner, Mr. Happyface, look like that?

# Science Practices

## Investigating Practices
**(Traditional)**

- Planning and carrying out investigations
- Analyzing and Interpreting Math
- Using mathematics and computational thinking
- Obtaining and communicating information

## Sensemaking Practices
**(Newly Emphasized)**

- Asking and answering questions
- Constructing explanations
- Engaging in argument from evidence
- Developing and using models
- Obtaining, evaluating and communicating information

# Science and ELA Standards

**Science**
3-LS3 (1 and 2)
3-LS4-2?

Notice use of word traits…

Practice: Use evidence (e.g., observations, patterns) to construct an explanation.

Crosscutting concept: Cause and effect

**ELA**: 3.RI.3; 3.L.4; 3.L.6

List:
http://standardstoolkit.k12.hi.us/wp-content/uploads/2012/12/LA_3.pdf

# Language Frames

**Traits…**

**Evidence…**

**Claim…**

# Digging Into Vocabulary: *Traits*

BY RACHEL E. GREENSPAN

UPDATED: JUNE 23, 2019 10:18 AM ET | ORIGINALLY PUBLISHED: JUNE 20, 2019 11:32 AM EDT

It's not everywhere that you might be rewarded for unappealing physical traits. But at the World's Ugliest Dog contest, the uglier the pup, the better — and the Chinese crested dog often prevails.

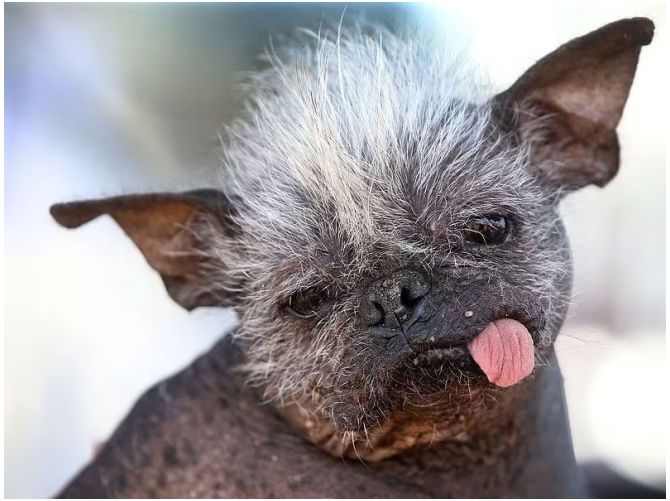
Chinese crested dogs, which can be either hairless or with fur, have won the competition nine times since 2002, also winning a pedigree award in 2009 and the People's Choice Award at last year's competition. With that high of a success rate at the competition, the breed had a pretty good chance to win yet again at this year's contest last Friday at the annual Sonoma-Marin Fair in Petaluma, Calif.

Source
https://time.com/5609996/worlds-ugliest-dog-contest-chinese-crested-winner/

# Digging Into Vocabulary: *Traits*

**Trait:** something we notice about the way an organism looks or behaves

Tell someone about the traits of an animal you know.

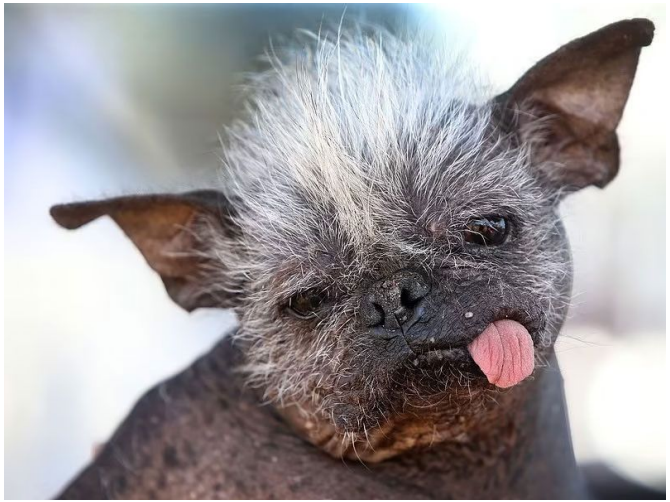


What traits do you notice from this picture of Mr. Happy Face?

Do you think he's a Chinese Crested dog?

# Digging Into Vocabulary: *Observe*

**Observe:** use our senses notice something



# Building Science Vocabulary

Repeated often in multiple contexts

Relevant to the science content and storyline

Explicitly taught and anchored in the classroom

Scaffolding for and opportunities for productive language

# Hold for video from Suzy Z

# Building shared storyline and language

What we have done so far is build a shared storyline, connected to local contexts, and developed common academic language around traits to support digging deeper into science behind inheritance and traits.

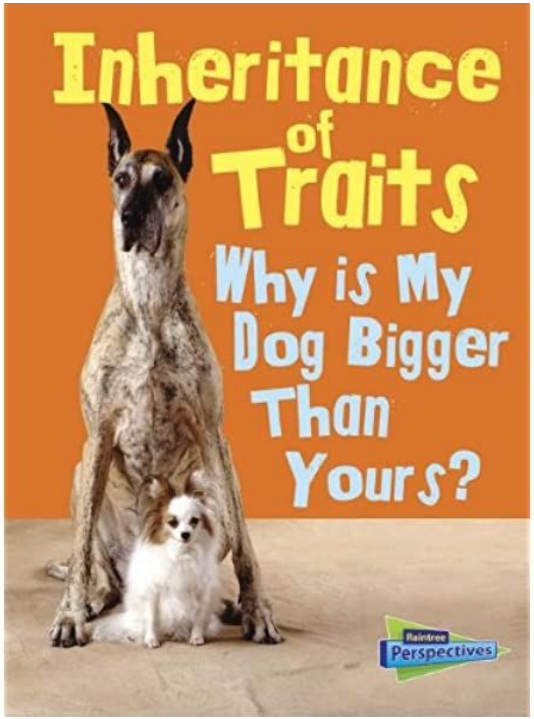
Then dig into dog traits book and suggest a paired hands-on activity…maybe matching bird beaks to food?

# Building shared storyline and language

Strategic (authentic) use of text

Question(s) to explore in text - building further evidence/language:

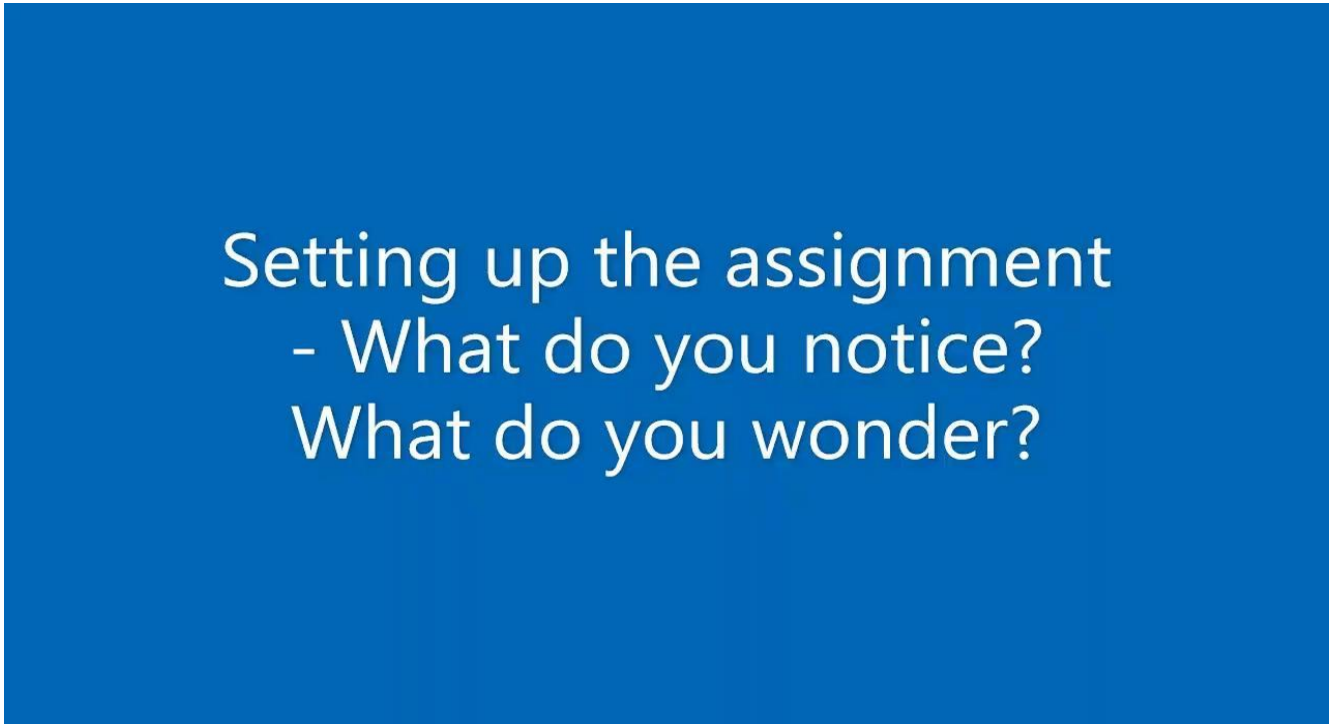
Link to book pages




By Jen Green (Raintree)

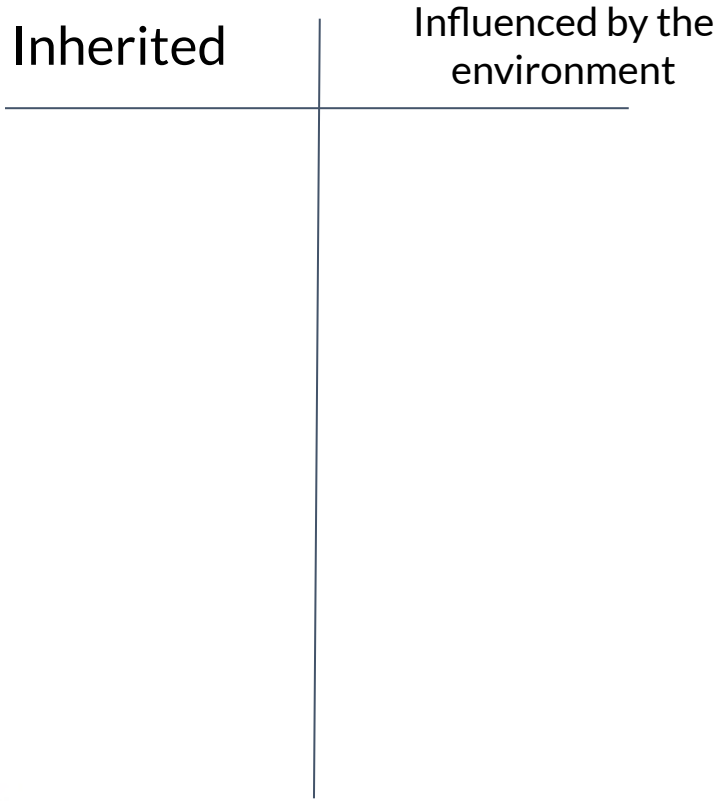
Engaging students in the storyline. Local connections? Student stories? Begin charting ideas…Anchor charts.

# Hold for video from Suzy Z



# Anchor Charts

- Collect initial ideas
- Add new evidence and return to the anchor chart
- Apply new ideas to the anchoring phenomenon



# Anchor charts

Reference back to vocabulary chart and language frame chart, KLEWS?

# Final Comments/Questions?

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