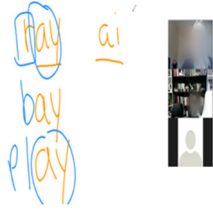
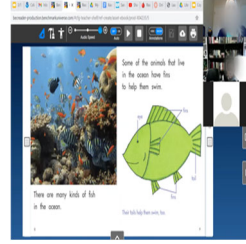





Appendix E
Representative Critical Literacy Teaching Episodes From a “Middle” Literacy
Session

Column 1	Column 2	Column 3	Column 4	Column 5
				
<p>Text: whiteboard in Zoom</p> <p>Activity: word study of spelling patterns</p> <p>Instructional Dialogue: Abigail: What if I put a b in front of “ay”</p> <p>Zeke: bay</p> <p>Abigail: ... You can have a bay – water like an ocean. What if I put “pl”</p> <p>Zeke: Play! That’s a sight word!</p>	<p>Text: fixed e-book <i>Ocean Animals</i> (GRL F)</p> <p>Activity: Zeke reads <i>Ocean Animals</i> and Abigail turns the pages</p> <p>Instructional Dialogue: Abigail, “How does this diagram help you as a reader?”</p>	<p>Text: fixed Internet image of a US map</p> <p>Activity: locating himself on the map in relation to rivers and oceans</p> <p>Instructional Dialogue: Abigail, “Here we have a map. Where do we live on the map? ... Do our actions effect the ocean?”</p>	<p>Text: multimedia YouTube recording of <i>Hidden Figures</i> (GRL X)</p> <p>Activity: co-viewing the read aloud of the book to build disciplinary knowledge</p> <p>Instructional Dialogue: Abigail, “Today, we’re going to look at oceanographers who study maps and use reading and writing all day long. Can women be oceanographers and scientists?”</p>	<p>Text: student created drawing and labeling of Minecraft house (GRL X)</p> <p>Activity: Composing based on knowledge of online game</p> <p>Instructional Dialogue: Abigail, “Can you hold your writing up to the screen?”</p>