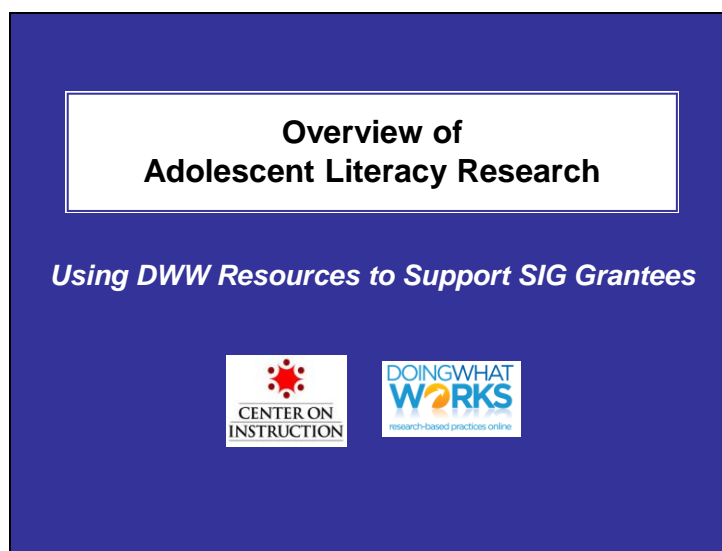


Adolescent Literacy Webinar Series

Module 2 Research Overview

Presenter Transcript

Slide 1




Module Description

Hello everyone! Thank you for joining the Center on Instruction's webinar on the **Overview of Adolescent Literacy Research – Using Doing What Works (DWW) Resources to Support SIG Grantees**.

This is the second module in a series of Adolescent Literacy webinars designed to provide key principles and practices that support the federally funded **School Improvement Grants (SIG)**. Each module provides resources useful to SIG grantees as well as to technical assistance providers and others interested in school improvement.


The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Adolescent Literacy resources can be used to support the implementation of effective reading practices in SIG schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is Debby Houston Miller from the Florida Center for Reading Research. I am the Deputy Director of the literacy work at the Center on Instruction. I will be presenting this webinar on Adolescent Literacy Research.



Overview of COI and DWW

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners



**Support SIG grantees
with practical implementation resources**

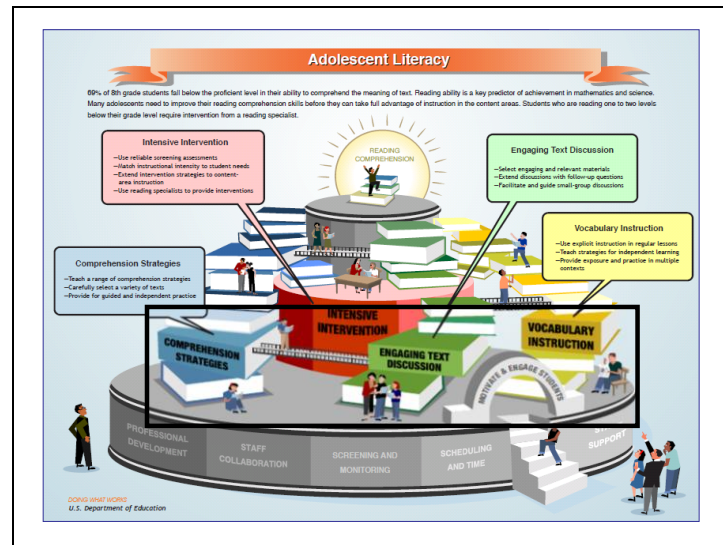
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
 - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES):
 - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
 - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
 - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

COI and DWW literacy resources are well aligned with SIG recommendations because they are evidence-based and support school improvement in PRACTICAL ways.

This webinar will show how DWW and COI resources and tools can support SIG grantees with planning and implementing effective instruction for struggling readers in low-performing middle and high schools.



Visual Diagram

Here is a **Visual Diagram** to orient you to DWW's Adolescent Literacy topic. It provides a snapshot of four recommended research-based practices for improving Adolescent Literacy, which are:

- Teach Comprehension Strategies,
- Provide Vocabulary Instruction,
- Engage Students in Text Discussion, and
- Provide Intensive Intervention to Struggling Readers.

The bridges in the diagram show how these practices are interrelated and work together to improve student reading comprehension.


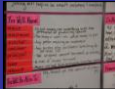

The practices are based on recommendations from the IES Practice Guide, ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices***, which is available for download from the DWW and COI websites.

In this webinar:

You'll take a closer look at the **Research Base** for these four practices and preview a sampling of resources that can be used to support improved adolescent literacy performance.

Vocabulary Research

- Text demands
- Incidental learning of vocabulary is not sufficient
- Explicit, direct vocabulary instruction in individual words
- Instruction in word learning strategies




Vocabulary Research

First, let's review the major points in adolescent literacy research for vocabulary:


- Middle & high school texts contain many words that are not in students' oral vocabulary.
- Students may not have background knowledge or experiences to link to word meaning and realistically they are not likely to learn this type of vocabulary incidentally.
- Explicit, direct vocabulary instruction increases student ability to learn content vocabulary and helps text comprehension.
- Teachers can't teach all important words. Students must know word learning strategies to acquire vocabulary independently.
 - *Examples* of word learning strategies include:
 - Dictionary & thesaurus use: Students use the dictionary to locate the definition that applies to the text they are reading or use the thesaurus to explore word relationships
 - Morphemic analysis: Teach roots, suffixes and prefixes – known as morphemes - that are frequently used in a content area.
 - Contextual analysis – teaching students to use words and phrases as clues in the text to infer meaning of unknown words.
 - In fact, it is more powerful to teach morphemic analysis in combination with contextual analysis rather than alone.

Keep in mind... more information about implementing Vocabulary Instruction across content areas is addressed in the third webinar of this series.



Comprehension Research

- Wide variation in skills
- Text complexity and disciplinary demands
- Explicit strategy instruction



Comprehension Research

Next, consider the reading comprehension research.

Variation in Skills

- Students are asked to move into complex topics very quickly in middle and high school. Often these topics include totally new concepts for students.
 - Even for our better prepared students, there are likely differences in background knowledge, interest, exposure and understanding around these subjects.
 - For students who are less prepared, the impact and disadvantage can be significant.

Text Complexity and Disciplinary Demands

- Students will encounter increasingly complex texts in a variety of genres and disciplines. Without specific instruction in various genres, students may be unable to understand the structure, purpose and make meaning from these texts.
- Another important reason to think about the impact of text complexity and demands is that middle and high school students are not likely to intuitively know how to approach text in the same way a person with expertise in a particular discipline would.
- Since texts are not constructed or used in the same way in every content-area classroom, it is reasonable that students will need some assistance with understanding how text is written and becoming good comprehenders of science, social studies, mathematics, or literature texts.


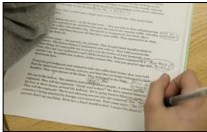
Explicit Strategy Instruction

- Many students need direct, explicit instruction to learn comprehension strategies.
 - Students should understand the purpose of the strategy and how it will help them comprehend text.
 - They will need practice using strategies with multiple texts, across learning activities in a variety of settings.

Comprehension Strategies

Effective strategies:

- **Background knowledge**
- **Answer questions**
- **Generate and answer questions**
- **Monitor comprehension**
- **Summarization**
- **Graphic organizers**

Comprehension Strategies



Effective comprehension strategies with research support include:

- Instruction that links to or provides background knowledge prior to reading.
- Using text to answer questions that require different levels of comprehension or integration of knowledge (e.g., directly stated in text, implied in text that requires use of background knowledge).
- Teaching students to generate questions about text and answer the questions after reading.
 - Studies from history and science show that this strategy helps students understand the text **and** learn content – a critical concern of content-area teachers.
- Monitoring comprehension by stopping regularly to check understanding then deciding which strategies will support or repair their comprehension if needed.
 - This requires students to know how to use a variety of strategies flexibly. Several approaches teach using multiple strategies simultaneously to help develop this skill.
- Summarizing text (individually or collaboratively) improves comprehension and helps students make connections among main ideas and significant details.
- Using graphic organizers to represent different text organizational patterns which vary across content areas. They also help summarize ideas and identify relationships.

Note that some strategies are more useful in particular disciplines. They may also need modification to the particular content being taught (e.g., adapting a generic graphic organizer to apply to the specific concept or topic being taught in a math or history class).

Text Discussion Research

- **Interpretations of text events or content**
- **Critical analysis of text content**
 - Sustained exploration of topic or idea
 - Specific selection of text to stimulate discussion
 - Questions designed to allow exploration and discussion
 - Exchanges to defend reasoning or provide evidence in text



Text Discussion Research

- There is moderate research support for the individual impact discussion of text has on comprehension. Discussion is often combined with strategy research.
 - Successful comprehension strategy instruction often provides opportunities to discuss text as students learn to independently apply the strategies (e.g., summarization, generating and answering questions, etc.).
- Studies that focused on interpreting text events or critical analysis of text content found these features of effective text discussion:
 - Sustained discussion produces higher comprehension growth than quick question and answer exchanges.
 - Text is selected to specifically stimulate discussion (e.g., text describing debatable issues or text that could have multiple interpretations).
 - Questions are designed to promote a plausible response open to multiple points of view.
 - Exchanges between teachers and students or among students to answer a question AND explain how they reached the conclusion and be prepared to defend or adjust their conclusions.
- It is important to note that these types of discussions require significant preparation and teachers may need support to use them effectively.

Keep in mind... more information about engaging adolescent readers in Text Discussion is addressed in the fourth webinar of this series.

Motivation & Engagement Research



- **Authentic, meaningful learning goals**
- **Informative feedback from teacher that includes details and explanations**
- **Choices and opportunities for collaboration**

Motivation & Engagement Research

It appears that motivation to read school-related texts declines as students move to middle school, especially among struggling students.

While not a specific reading component, the moderate level of research support for the impact of motivation and engagement on student comprehension indicates it is worthy of consideration.

Establishing Learning Goals

Teachers can increase student engagement with text by establishing meaningful goals for learning content.

- Learning goals focus on how much students learn. They convey that students will make mistakes in applying what they are learning in the beginning stages but that they will become better with practice and knowledge. Learning goals promote enjoyment of exploring a topic or acquiring a new skill. These goals motivate and engage students in the learning and reading process.
- Students may have a different set of goals. They may feel pressured to work hard, get good grades, look smart to their peers.
- Creating and emphasizing learning goals give students permission to approach text and learning in a different way. These goals also establish the priority of making meaning of the content they are reading and learning.

Informative Feedback

- Informative feedback from the teacher helps students believe in their ability to apply reading strategies in different contexts and have better reading performance. Examples of informative feedback are realistic expectations, detail steps to apply strategy, explain why and when a strategy is useful or how to modify the strategy.

Providing choices and collaboration opportunities

- Teachers can give students control over the amount or type of effort they engage in by providing options for using content text.
- Create activities that allow students to learn from and with each other.



Intervention Research

Focus of Instruction

Students struggle with reading for many different reasons. Students reading significantly below grade level may have basic problems in reading accuracy, vocabulary, comprehension strategies, and content knowledge. These differences require different focuses within the instruction.

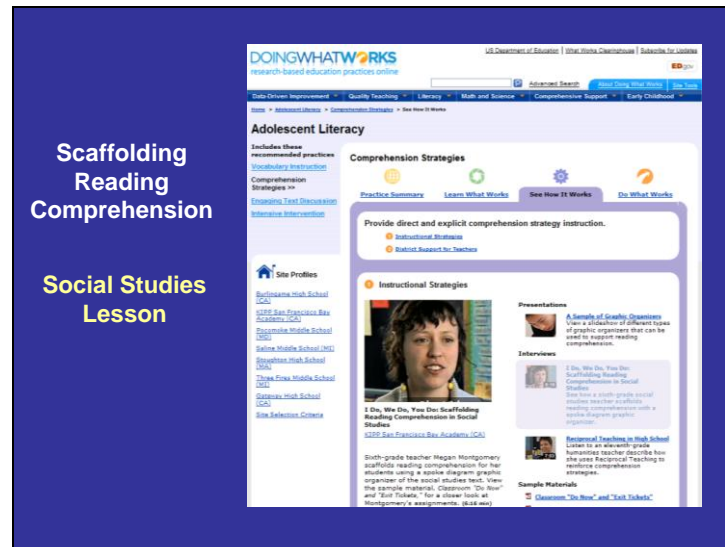
Range of interventions

- Typically schools need to design a range of interventions to help students progress.
- Most secondary struggling readers have some ability to decode words and some level of fluency. However, their comprehension may be less effective than more skillful readers. Students will likely struggle with vocabulary that is unfamiliar to them.
- Some students continue to experience problems with all areas of reading - accuracy, vocabulary, comprehension strategies and content knowledge. The number of students who struggle in all areas of reading will vary across schools.
- These students will need intensive interventions, with targeted instruction in smaller classes and an increased amount of instructional time to provide instruction in specific skills and extensive guided practice. In secondary schools this will require flexible scheduling & support.

Content Class Support

- It is important to remember that high school students, even poor readers, need to earn graduation credits in specific subjects. Even when students receive intensive intervention, they likely spend most of their day in content-area classes and will need support with reading these texts.
- The strategies discussed earlier can provide strong support for struggling readers.
- Collaboration and communication between content and intervention teachers can support students as teacher coordinate use of strategies, use of supplemental texts, teaching vocabulary and reviewing understanding of content-area text.

Keep in mind... more information about Adolescent Literacy Interventions is addressed in the fifth webinar of this series.




Scaffolding Reading Comprehension

Doing What Works (DWW) provides a mechanism to learn more about all the practices described in this overview.

To learn about one of the practices described in the comprehension strategies, we're going to watch a video of a middle school social studies teacher who uses graphic organizers to scaffold reading comprehension, *I Do, We Do, You Do: Scaffolded Reading Comprehension in Social Studies*.

As you watch...



- ❑ Compare what you hear about interventions and monitoring student progress to the student needs and supports in your school.
- ❑ Note the types of literacy instruction and interventions you have available in your school as well as any you would like to explore further.

Observe the interview and take notes keeping in mind...


- What comprehension strategies are used in completing the graphic organizer.
- How the teacher models reading strategies.
- How the teacher provides feedback to students learning to use the comprehension strategies.
- The opportunities for student practice.
- Note similarities in practices in your school and those you'd like to explore further.

Here's a brief excerpt from the interview:


- It provides a quick orientation (if the practice is new) or a review (if the practice is already in place).

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- **Now that you've watched, pause here** and take a few minutes to discuss your observations.
 - **As an optional activity, you can:**
 - download the transcript of the interview *before the webinar begins*, and
 - "mark it up" with notes, questions, and comments for later reflection or group discussion.
 - **After the webinar**, you can download the:
 - sample material handout, *Classroom "Do Now" and "Exit Tickets,"* to take a closer look at some of the instructional materials the teacher used during this social studies lesson.
 - tool handout, *Instruction Planner: Using Graphic Organizers for Reading Comprehension*, to plan a workshop for teachers about using graphic organizers with different types of text.

Implement Comprehension Strategies
Follow-Up Activities



1. For teachers -- Use a self-assessment tool.
Use the self-assessment tool to reflect on ways you are providing comprehension strategy instruction in your lessons.



2. For school leaders -- Use a planning tool.
Use the discussion framework to plan in-service training on teaching comprehension strategies.

Do the Practice: Implement Comprehension Strategies ***Follow-Up Activities***

The DO section of DWW for each of the 4 practices described in this research overview provides tools (such as observation and self-reflection tools) and planning templates to help schools implement the practice.

- These tools can be adapted and combined in different ways to fit the needs of individual schools for improving instruction for adolescent readers.

Here are two tools about comprehension strategies for you to use as follow-up activities to this webinar:

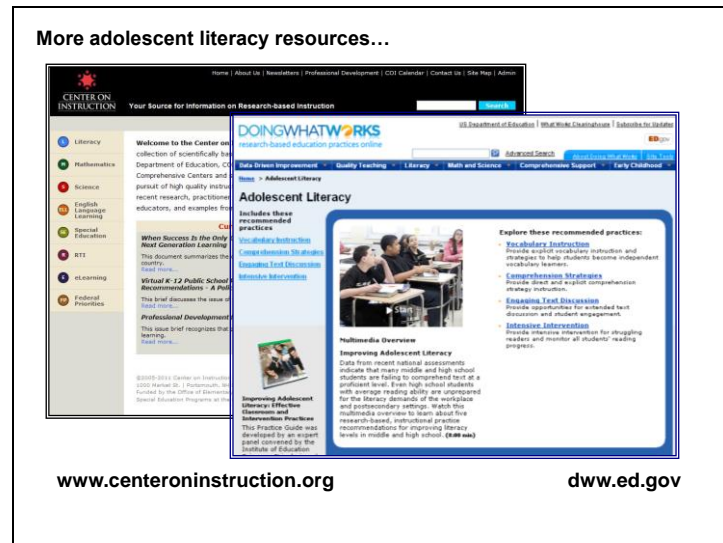
Activity #1 asks teachers to use a **Self-Assessment** tool.

- ***Let's preview the tool...*** The first part of this tool can be used to assess how you use comprehension strategies in your instruction.
 - Next, you can watch a teacher interview, and complete the next parts of the tool based on your reflections about what you hear in the interview.
 - Then, you can discuss your responses and follow-up plans with colleagues.

Activity #2 asks school leaders to **Use a Planning** tool.

- ***Take a quick look...*** The tool can help you structure an in-service for teachers to deepen understanding of strategies for teaching reading comprehension across content areas. You can consider using large and small group activities, *for example*,
 - For a large group discussion – View examples of comprehension strategies and discuss how comprehension strategies were taught and used in the classrooms.
 - For a small group discussion – Review challenging text from teacher's classrooms and discuss how to select and teach the use of comprehension strategies for those texts.

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- **After the webinar**, download the tool handouts:
 - *Teacher Self-Assessment: Teaching Comprehension Strategies*
 - *Learning Together About Comprehension Strategy Instruction*



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional adolescent literacy resources that can support SIG grantees with their school improvement efforts.

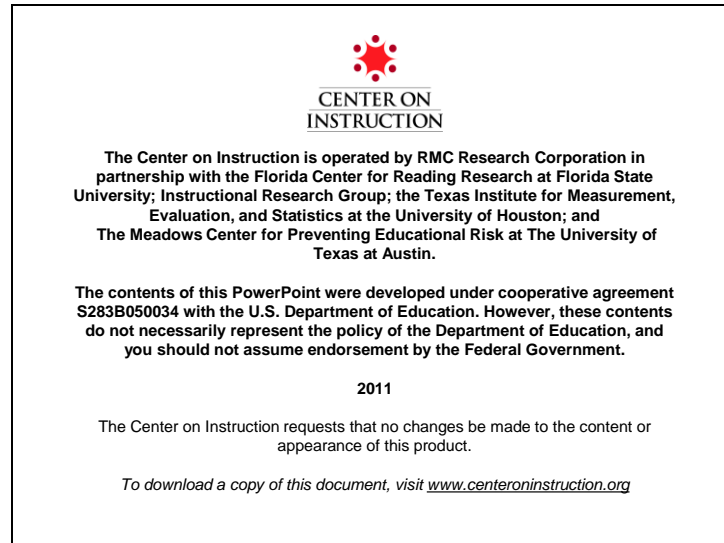
COI offers materials and technical assistance to support:

- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

Review the DWW and COI resource list handouts to identify information that can be used to implement plans or provide additional information for planning adolescent literacy instruction.



Disclaimer: The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.

Available for download from the COI website are the webinar's [video](#), [presenter transcript](#), [participant note-taking form](#), and [handouts](#) that can be used as professional development tools for states, districts, and schools.

Webinar Handouts:

1. **Visual Diagram** (Slide 3) – Adolescent Literacy and 4 Recommended Practices
2. **IES Practice Guide** (Slide 3) – Improving Adolescent Literacy: Effective Classroom and Intervention Practices
3. **Video Interview transcript** (Slide 11) – I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies
4. **Sample Material** (Slide 11) – Classroom “Do Now” and “Exit Tickets”
5. **Tool** (Slide 11) – Instruction Planner: Using Graphic Organizers for Reading Comprehension
6. **Tool** (Slide 12) – Teacher Self-Assessment: Teaching Comprehension Strategies
7. **Tool** (Slide 12) – Learning Together About Comprehension Strategy Instruction
8. **COI Resource List** (Slide 13) – COI Resources Linked to Adolescent Literacy
9. **DWW Resource List** (Slide 13) – DWW Resources Linked to Other SIG Topics