“Leading Adolescent Literacy at the School Level”

Roger Howard, State Literacy Team
Ohio Literacy Academy
February 20, 2020
Learner Outcomes:

Participants Will Be Able To...

1. Explain what constitutes Adolescent Literacy
2. Understand why it is important as a school focus
3. Consider inventories, actions & frameworks for implementing and leading evidence-based practices
Live Binder Resources

http://www.livebinders.com/b/2574638
Access Code: Leading Literacy
Daily Principal Challenges
Leadership Impact

(Robinson, Hohepa, & Lloyd, 2009)

- Setting goals and expectations (.42)
- Resourcing strategically (.31)
- Planning, coordinating, evaluating teaching and curriculum (.42)
- Ensuring an orderly and supportive environment (.27)
- Promoting and participating in teaching and learning (.84)
Literacy Improvement Pyramid

Assessment | Targeted Interventions | Families | Motivation
---|---|---|---
Professional Development | Quality of Instruction | Instructional Materials |
Time - Amount of Instruction | Curriculum - What to Teach |
Leadership

(Shanahan, 2018)
“Literacy Lessons Learned”
- Dr. Mel Riddile, 2015

1) Literacy is a long-term, schoolwide change initiative.
2) Literacy is more than a program.
3) Literacy is a culture-changer.
4) We must change our expectations about student success.
5) We must improve classroom instruction.
6) Focus on capacity building, not inspecting.
7) Focus on the needs of all students.
8) Failure to implement with fidelity.
9) Leaders grow leaders.
10) Nothing significant happens in a school without the personal involvement of the principal.
What is Adolescent Literacy and Why is it Important as a School Focus?
OHIO’S PLAN TO RAISE LITERACY ACHIEVEMENT

January 2020
Support for All Learners Across the Language and Literacy Development Continuum
Fundamental Challenge of Adolescent Literacy

The demands associated with increased text complexity for adolescents (grades 4-12) comes at a time when reading instruction “evaporates.”
(Shanahan, 2019)
## 5 Big Ideas of Reading

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Advanced Word Study</td>
</tr>
<tr>
<td>Phonics</td>
<td>Motivation</td>
</tr>
<tr>
<td>Fluency</td>
<td>Fluency</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
</tr>
</tbody>
</table>
Advanced Word Study

“Syllabication” is the act, process, or method of forming or dividing words into syllables. English has 6 syllable types.

“Morphology” is the study of the internal structure of words and forms a core part of linguistic study. The term morphology is Greek and is a made up of:

morph: 'shape, form',
-ology: 'the study of something'.

"Etymology" is the study of the origin of words and the way in which their meanings have changed throughout history.

Anglo-Saxon = Tier 1 (20% of English)
Latin = Tier 2 & 3 (55% of English)
Greek = Tier 3 (11% of English)
STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

We now know that phonemic awareness is a language ability (Wagner & Tees, 2002; Kuhl et al., 2005; Kernier et al., 2017)

Scarborough's Reading Rope, 2001
Adolescent Literacy Components of Ohio’s Plan to Raise Literacy Achievement

- Evidence-Based Literacy Strategies Across Content Areas
- Disciplinary Literacy
- Individualized & Intensive Interventions by Trained Specialists
Adolescent Evidence-Based Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Evidence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide explicit vocabulary instruction</td>
<td>Strong Evidence</td>
</tr>
<tr>
<td>Provide direct and explicit comprehension strategy instruction</td>
<td>Strong Evidence</td>
</tr>
<tr>
<td>Provide opportunities for extended discussion of text meaning</td>
<td>Moderate Evidence</td>
</tr>
<tr>
<td>and interpretation</td>
<td></td>
</tr>
<tr>
<td>Increase student motivation and engagement in literacy learning</td>
<td>Moderate Evidence</td>
</tr>
<tr>
<td>Make available intensive and individualized interventions for</td>
<td>Strong Evidence</td>
</tr>
<tr>
<td>struggling readers that can be provided by trained specialists</td>
<td></td>
</tr>
</tbody>
</table>

Institute of Educational Sciences (IES) Practice Guide, 2008
Three “Tiers” of Vocabulary
(Beck, McKeown, & Omanson, 1987)

Tier 1
Basic conversational words. Rarely taught.

Tier 2
Academic language that can apply across subject areas. Found mostly in text, not conversations.

Tier 3
Associated with a specific content area.
Two useful terms that _____ use to describe ______ are ______ and ______. An ______ _____ is its physical appearance, or its visible ______. An ______ ______ is its ______ _____, or ______ combinations. To understand the difference between ______ and ______, look at the table in Figure 9.

_____ use two additional terms to describe an ______ ______. An _____ that has two identical _____ for a _____ is said to be ______ for that ______. A tall pea plant that has the ______ TT and a short pea plant with the ______ tt are both ______. An ______ that has two different _____ for a _____ is said to be ______ for that ______. A tall plant with the ______ Tt is ______. _____ used the term _____ to describe ______ pea plants.
Science Passage Minus Tier 3 Vocabulary

Two useful terms that g_____ use to describe o______rare p_____ and g_______. An o______ p_____ is its physical appearance, or its visible t_______. An o______ g______ is its g_____ m_____ or a_____ combinations. To understand the difference between p_____ and g______, look at the table in Figure 9.

G_____ use two additional terms to describe an o______ g______. An o_____ that has two identical a_____ for a t______ is said to be h______ for that t______. A tall pea plant that has the a_____ TT and a short pea plant with the a_____ tt are both h______. An o_____ that has two different a_____ for a t_____ is said to be h______ for that t______. A tall plant with the a_____ Tt is h_______. M_____ used the term h_____ to describe h______ pea plants.
Two useful terms that geneticists use to describe organisms are phenotype and genotype. An organism’s phenotype is its physical appearance, or its visible traits. An organism’s genotype is its genetic makeup, or allele combinations. To understand the difference between phenotype and genotype, look at the table in Figure 9.

Geneticists use two additional terms to describe an organism’s genotype. An organism that has two identical alleles for a trait is said to be homozygous for that trait. A tall pea plant that has the alleles TT and a short pea plant with the alleles tt are both homozygous. An organism that has two different alleles for a trait is said to be heterozygous for that trait. A tall plant with the alleles Tt is heterozygous. Mendel used the term hybrid to describe heterozygous pea plants.
Direct & Explicit Comprehension Strategies Instruction

Before Reading
- Establish a purpose & goals
- Make predictions
- Examine text structure
- Prepare background knowledge
- Identify challenging language

During Reading
- Plan questions
- Anticipate student questions
- Help students self-question, monitor, re-read & stay focused
- Test predictions against the text

After Reading
- Provide opportunities to summarize, question, reflect, discuss, & respond to text
- Can students use textual evidence?
Protocols for Extended Discussion of Text

• Socratic Seminar
• Philosophical Chairs
• Debate
• Concentric Circles
• Reciprocal Reading
• Jigsaw Reading
• Paired Reading
• Sentence Stems

“Introverts cannot hide in a group of two.” (Riddile)

Examples: Socratic Seminar  Philosophical Chairs
Adolescent Literacy in Action

- Reading a variety of texts including, but not limited to, traditional print text and digital multimodal text;
- Authoring words and images in fixed domains as well as multimodal settings;
- Talking about a variety of texts with others, including teachers, peers, members of their own communities, and the larger world population;
- Interacting with text in discipline-specific ways within and across all subjects, inclusive of, but not limited to, electives, career and technical education, and visual and performing arts.

(The Adolescent Literacy Committee and the Adolescent Literacy Task Force of the International Literacy Association in their position statement, 2012)
Reading, Writing, & Discussion of *TEXT* in Every Discipline - Every Day

Deeper Learning –
College & Career Readiness
6-12 Literacy Standards for ALL Subject Areas
Agree, Disagree, Why?

Literacy instruction is more like a “transplanted organ” than a normal part of the culture of most middle and high schools. (Riddile, 2015)
“Students should already know how to read by now.”

“I don’t have the time.”

“I’m not a reading teacher.”
Additional Barriers

Focus on covering content instead of helping students build knowledge through grade-level text

Reluctance of content teachers to collaborate with reading specialists

Tier II & III interventions are often housed in special education
Turn and Talk

1. Which barrier(s) do you most frequently encounter when working with secondary faculty members?
2. How have you successfully assisted in addressing/overcoming any of these barriers?
3. What are additional barriers have you encountered?
Divergent Expert Purposes…

- **SCIENCE:** To create reliable, replicable findings that can accurately predict future phenomenon
- **HISTORY:** To create complete, plausible accounts of the past based on evidence
- **MATHEMATICS:** To create abstract truths to problems by applying principals of logic
- **LITERATURE:** To create artificial worlds providing insights into the human condition
Authentic Reading Materials

SCIENCE:
Textbooks, lab reports, field guides, research, articles, case studies, briefs, communication

HISTORY:
Primary, secondary, tertiary texts, maps, treaties, laws, news accounts, biographies

MATHEMATICS:
Textbooks, web-based applications, practical applications, data, complex graphics

ENGLISH:
Novels, short stories, poems, critiques, biographies, literary non-fiction
1. Focus on **what and how experts read** instead of how to read a textbook.

2. Provide a **variety of texts** of varying complexities.

3. Model the **language** of the discipline. Explain why experts use words/terms in certain ways.

4. Discuss and practice how experts read, write, inquire, think, argue, and communicate.

5. Create **authentic opportunities** for students to use new information beyond test-taking.

6. Allow and encourage **authentic technologies**.
A Culture of Disciplinary Literacy Model

(Lent, 2019)

Do students read every day in every class?

Creating a Culture of DL

Do students think critically and solve problems?

Do students write every day in every class?

Do students collaborate, evaluate, and apply new learning?

Do students inquire by asking more questions than they answer?

Do students hear complex text read aloud?
Reading Like a Historian

Omisha
11th Grader
Considerations for Leaders

1. Science of Reading?
2. Literacy standards?
3. Daily reading, writing, & discourse?
4. Disciplinary literacy?
5. Explicit vocabulary instruction & advanced word study?
6. Student motivation and engagement?
7. MTSS implementation?
8. Evidence-based practices?
9. Content area reading strategies?
10. Focus on what matters most?
11. Consistent instructional framework?
Riddile Instructional Framework

1. Consistent Beginning Without Teacher Prompting
2. Teacher Leads
3. Students Work While Teacher Checks for Understanding
   Strong Finish with Formative Assessment
West Clermont Middle School

Wolves

Welcome & Opener

Warm Welcome into the Classroom
Consistent Expectations Guide Student Independence
Intentional Link to Prior or Future Learning
Students Focus on the Learning for the Day

Lead Learning

High Expectations for All Learners
Routines & Procedures
Checks for Understanding

Voice & Engagement

Read, Write, Speak Every Class, Every Day
Engaging Learning Tasks
Collaboration
Feedback
Purposeful Formative Assessments

Strong Finish

Exit Ticket/Quiz
Students Summarize Learning
Purposeful Reflection
Connect to Tomorrow’s Lesson

Building Relationships and Engaging Every Learner
Riddile Non-Negotiables

1) Purposeful Reading, Writing, & Discussion in Every Classroom, Every Day
2) Consistent Instructional Routines
3) Focus on What Matters Most
4) Maximum use of Instructional Time, “bell to bell”
5) Feedback for Mastery
6) Build Positive Relationships
# Appendix C: Coaching in Literacy (Ohio’s Coaching Model)

Ohio’s Coaching Model may be implemented through a traditional coaching framework or a peer coaching framework.

<table>
<thead>
<tr>
<th>Instructional Coaching</th>
<th>Systems Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> To develop knowledge, skills and abilities related to content-specific practices to improve student outcomes</td>
<td><strong>Goal:</strong> To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices</td>
</tr>
<tr>
<td><strong>Who:</strong> Teachers, Specialists, Paraprofessionals, Small Teams</td>
<td><strong>Who:</strong> Leaders, Teams</td>
</tr>
<tr>
<td><strong>How:</strong> In Person, Video</td>
<td><strong>How:</strong> In Person, Video</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>- Phonological Awareness</td>
<td>- Assessing needs, fit and context of new innovations</td>
</tr>
<tr>
<td>- Print awareness</td>
<td>- Promoting buy-in and readiness for new innovations</td>
</tr>
<tr>
<td>- Word recognition</td>
<td>- Forming district and building leadership teams and teacher-based teams</td>
</tr>
<tr>
<td>- Beginning decoding and spelling</td>
<td>- Developing district and building leadership teams and teacher-based teams</td>
</tr>
<tr>
<td>- Advanced word study</td>
<td>- Facilitating multi-tiered system of supports needs assessment for literacy</td>
</tr>
<tr>
<td>- Vocabulary/oral language</td>
<td>- Supporting fluency in schoolwide reading model:</td>
</tr>
<tr>
<td>- Comprehension strategies</td>
<td>- Evidence-based practices and interventions;</td>
</tr>
<tr>
<td>- Writing</td>
<td>- Data interpretation;</td>
</tr>
<tr>
<td>- Content area reading strategies</td>
<td>- Schoolwide reading assessment system;</td>
</tr>
<tr>
<td>- Discipline-specific literacy strategies</td>
<td>- Schoolwide reading schedule</td>
</tr>
<tr>
<td>- Text discussion</td>
<td>- Data collection, interpretation and problem-solving</td>
</tr>
<tr>
<td>- Explicit instruction</td>
<td>- Tier 1 curriculum auditing</td>
</tr>
<tr>
<td>- Use of assessment for planning instruction</td>
<td>- Communication protocols</td>
</tr>
<tr>
<td>- Increasing intensity of instruction</td>
<td>- Grade-level reading schedules and instructional plans</td>
</tr>
<tr>
<td>- Supports for all students, including students with disabilities and students who are gifted</td>
<td>- Supports for all students, including students with disabilities and students who are gifted</td>
</tr>
<tr>
<td>- Differentiated instruction</td>
<td>- School improvement action planning</td>
</tr>
</tbody>
</table>
Inventories for Literacy Leaders

- Secondary R-TFI
- Literacy Walk-Through Templates (reading, writing, discussion of text)
- NIRN Initiative Inventory
- ESSA High Quality PD Planning Template
- I.E.S. Evidence-Based Practices Checklist
- Am I Teaching Disciplinary Literacy?
- Education Endowment Foundation RAG Self-Assessment
- Suggested Literacy Leadership Actions
Adolescent Literacy in Action
A Final Thought...

“Literacy is not something extra on the plate, literacy IS the plate.”

- Julie Meltzer