

Building a Literacy Culture

Role of the Administrator



- Joshua Lawrence · January 2021



Joshua Lawrence



Career of research and practice in adolescent literacy

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University of Oslo

Professor at the Department of Education

Disciplinary learning Vocabulary

Reading comprehension Critical Thinking

L1 & L2 language development



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LEARNING PLATFORM READINGWAYS

A Literacy Community for
Educators & Administrators

www.learning.readingways.org

Administrators participating in the Ohio Literacy Academy can access relevant forums and resources on Reading Ways' Learning Platform

Where did you hear about us?:

What best describes your professional role?:
Required

- Instructional Leader
- Administrator**
- Teacher
- Consultant
- Researcher
- Other

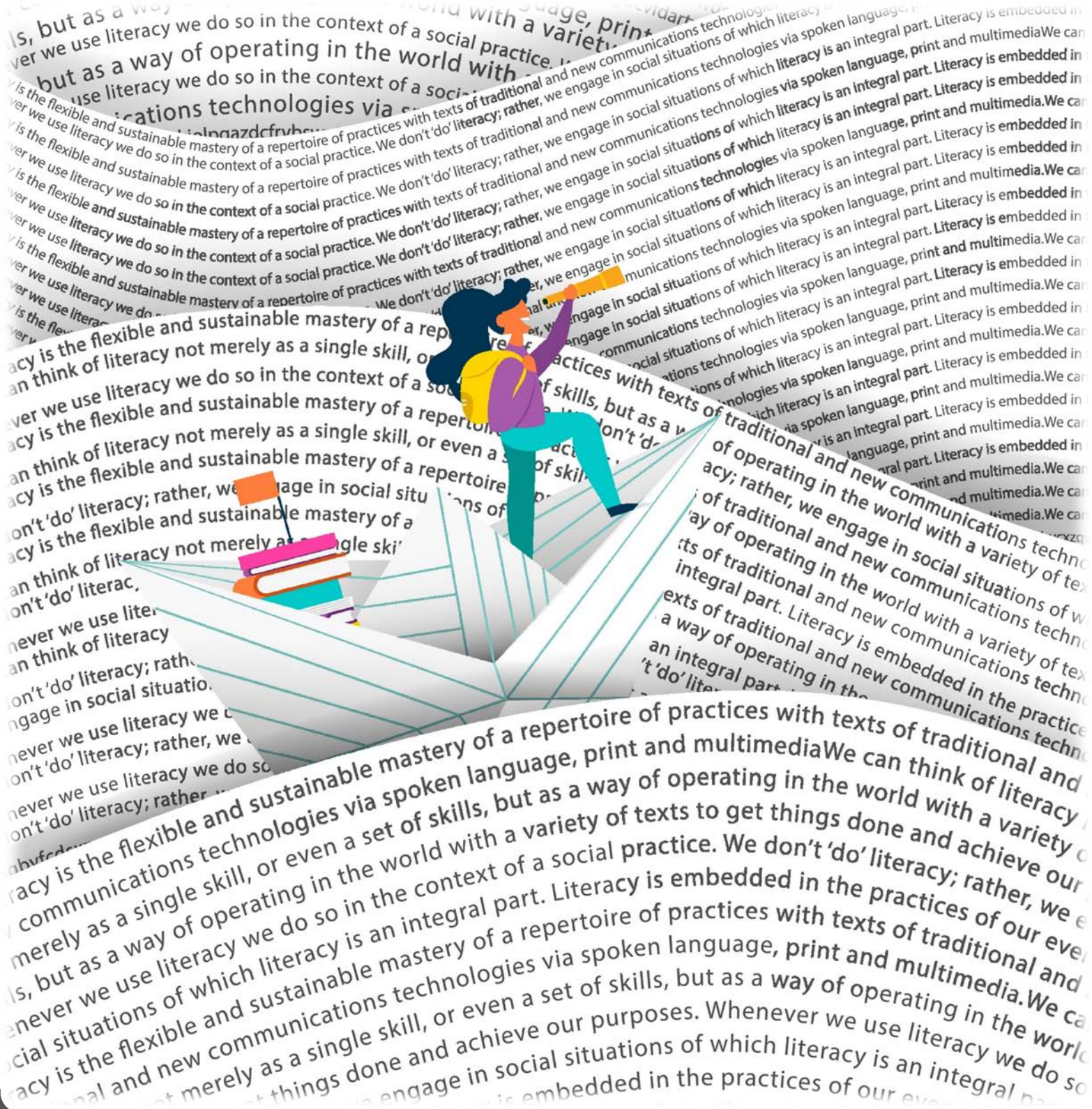
Four A's



Complete the handout "Four A's", while following the presentation. Be prepared to discuss your answer in the live conversation. The purpose of this strategy is to explore the presentation in light of one's own values and intentions.

1. What are some ideas from the presentation you **A**gree with?
2. What are some of the **A**ssumptions of the presenter?
3. What do you want to **A**rgue with?
4. What do you **A**spire to?





Literacy = Learning



Essential for our struggling students.



Essential for our top students.

OVERVIEW



Science of reading

Discussion
Multiple Texts
Strategies



Necessary Conditions

Support for instructional coaching
Motivation



Expectations for implementation

Disciplinary Thinking
Academic Language
Discussion and Debate
Multiple Text Use



Ohio Adolescent Literacy Network

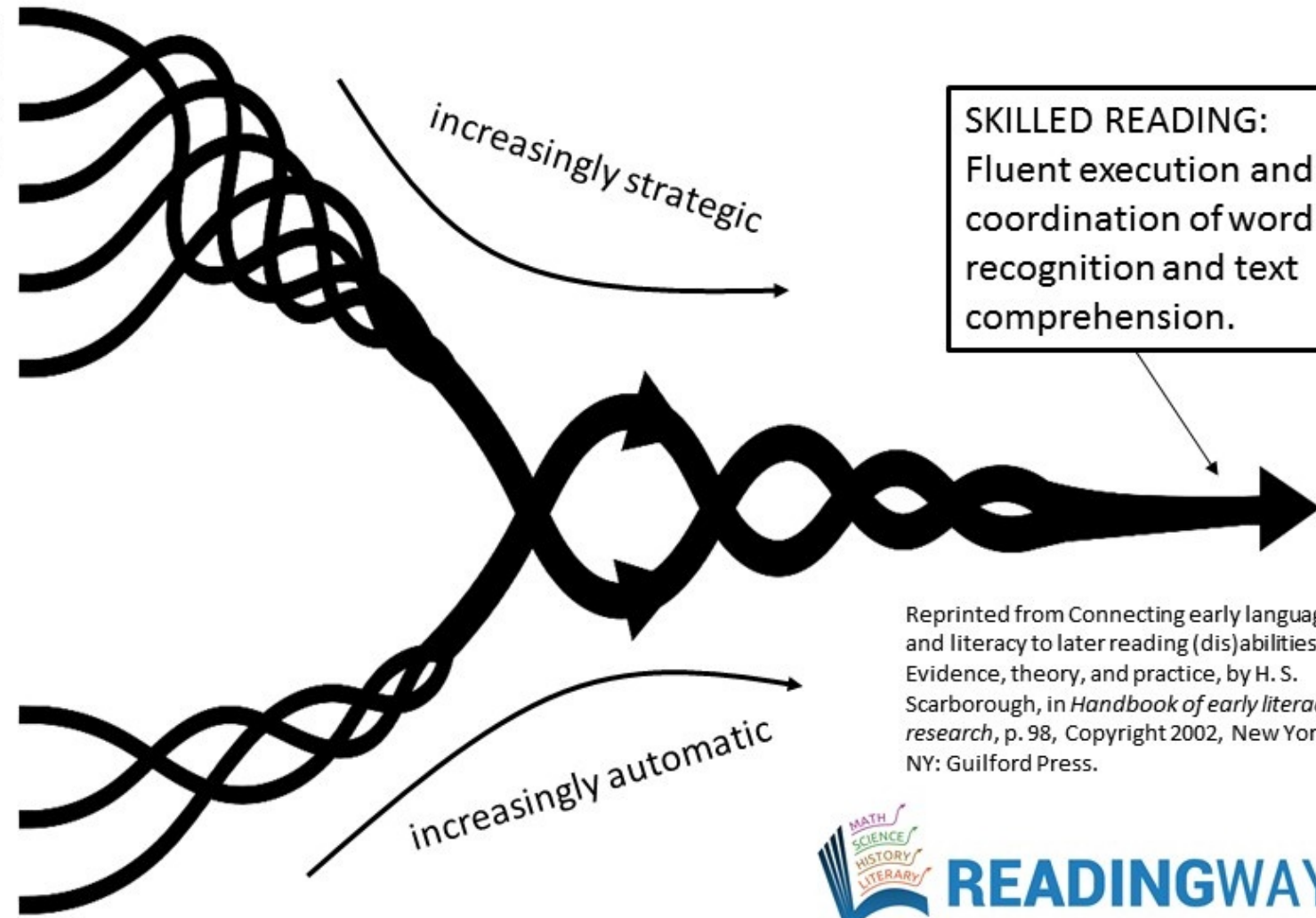
The Many Strands that are Woven into Skilled Reading

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.)

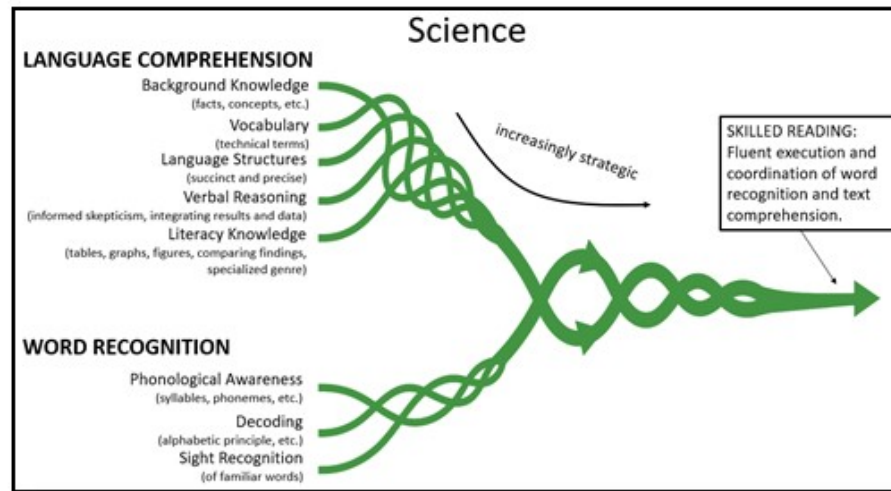
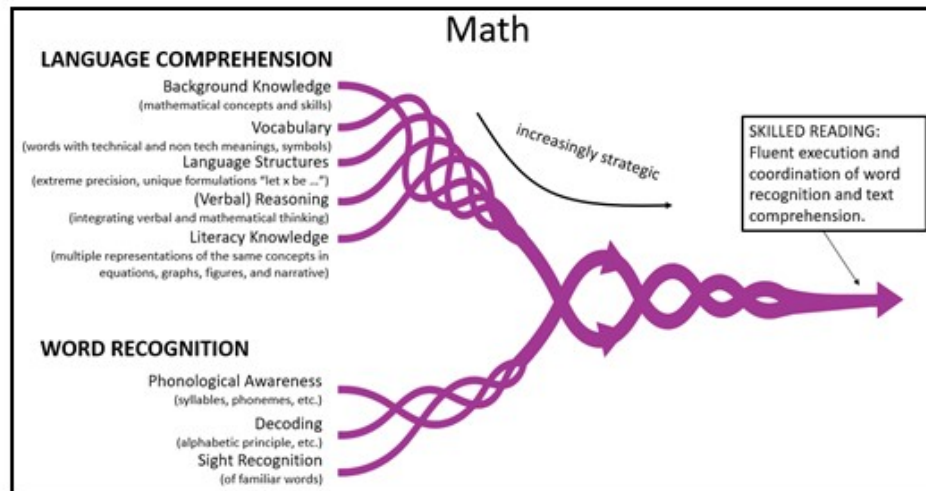
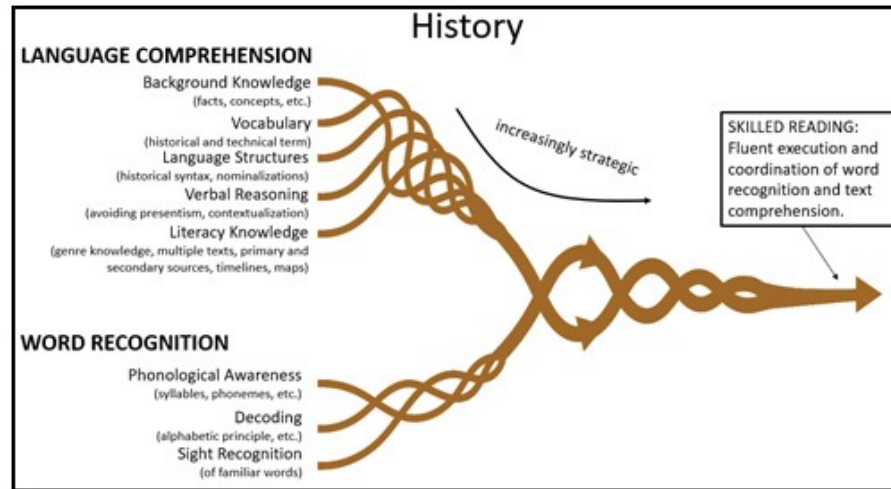
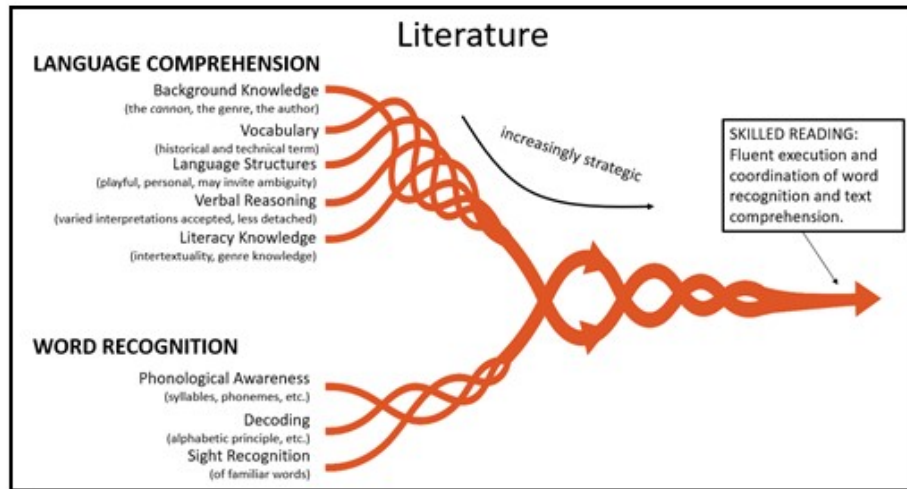
WORD RECOGNITION

- Phonological Awareness
(syllables, phonemes, etc.)
- Decoding
(alphabetic principle, etc.)
- Sight Recognition
(of familiar words)



Reprinted from Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice, by H. S. Scarborough, in *Handbook of early literacy research*, p. 98, Copyright 2002, New York, NY: Guilford Press.



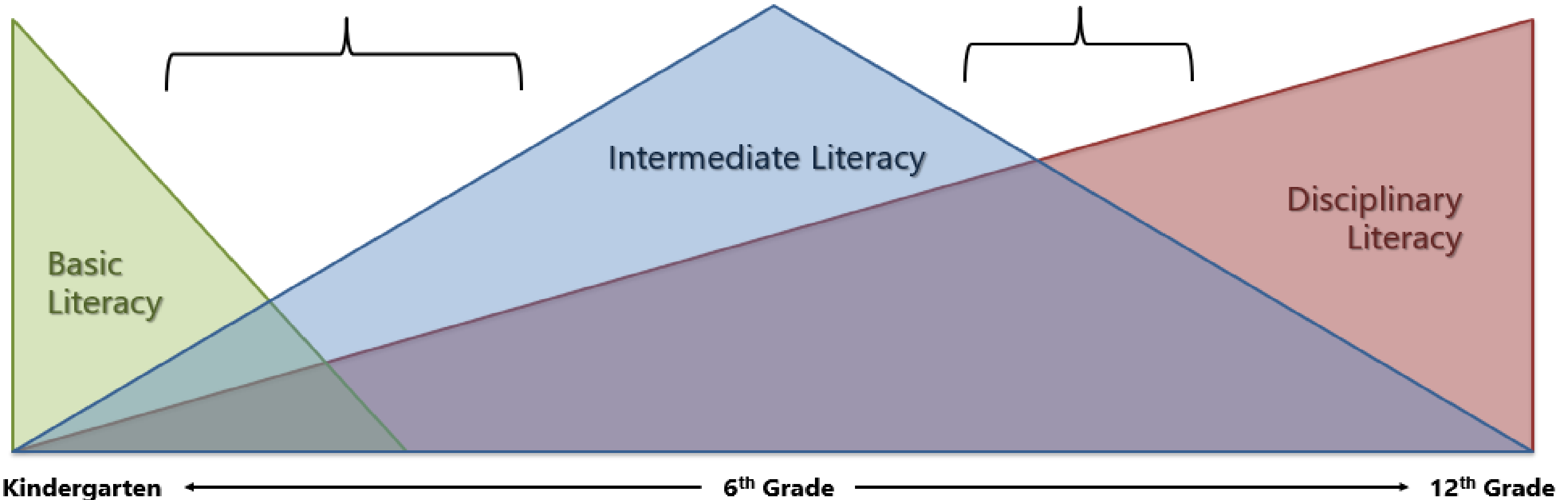


Ippolito Triangles

Adapted from Ippolito, Dobbs, & Charner-Laird (2019), p.16

- Literacy skill development is sequential
- Research is robust
- = Specific recommendations will work with 90 percent of students 90 percent of the time

- Literacy skill development is much less consistent
- Research is still developing
- = Specific recommendations need to be tailored to the discipline, context and content



Necessary Conditions

Expert instructional coaching.
Ongoing commitment and plan
for school capacity building.



Adaptable resources and
opportunities to pilot them in teams.
Clear and appropriate expectations
for implementation.

Expert Instructional Coaching

The What

- The Science of Reading
- Content knowledge
- Disciplinary Literacy
- Programs



Expert Instructional Coaching

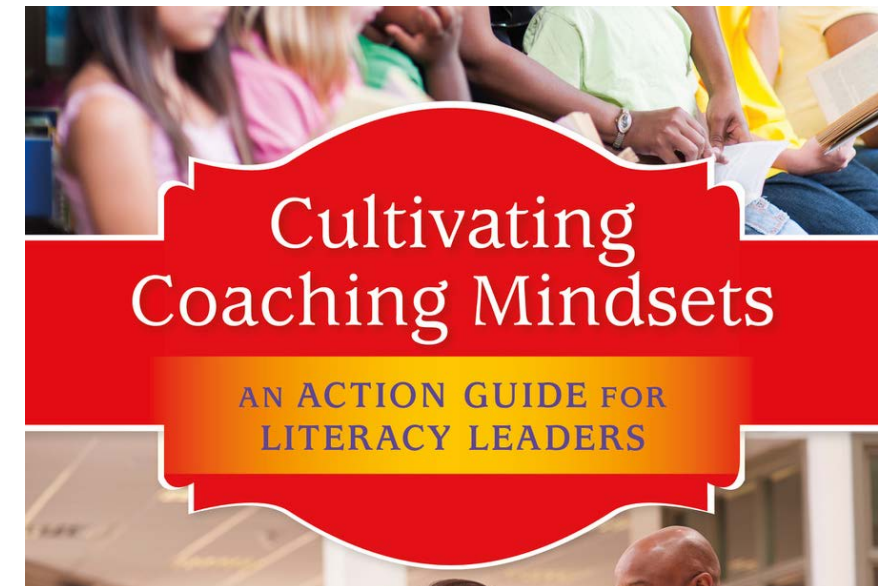
The How

- Adult Learning
- School Reform
- Professional Learning
- Facilitative Leadership
- Roles of Literacy Professionals
- Coaching Methods



Plan for Instructional Capacity Building

- Literacy Leadership Course
- Coaching implementation support
- Regional/State group (OASIS)
- Self-Assessment (CCM p. 198)
 - Both for coach and admin



Adaptable resources and opportunities.

- Teachers need and want explicit, concrete strategies and resources
- Some general strategies may work across content areas
- Even so, content teacher may appreciate the ability to alter and adapt to their content area

The image shows a Microsoft Word document titled "SCIENCE SENTENCE STARTERS" with a "NATURAL SCIENCE" header. The document is a form for a lab report. It includes a "NAME:" field, a "TOPIC: ENERGY" field, and four main sections, each with a green header and several lines of text for input:

- Sentence Starters for Exploring/Questioning (Introduction in a Lab Report)**
 - I wonder if _____
 - Is it possible that _____
 - This reminds me of _____
 - What if _____
 - It seems to me that _____
 - According to the book/article _____
- Sentence Starters for procedures (Materials & Methods in a Lab Report)**
 - I tested my hypothesis by _____
 - The independent Variable in this experiment was _____
 - The Dependent Variable tested by this experiment was _____
 - The materials we used were _____
 - The first thing we did was _____
- Sentence Starters for Results (Results Section in a Lab Report)**
 - I observed _____
 - My results show _____
 - The graph shows that _____
 - The data show that _____
- Sentence Starters for Analyzing/Evaluating (Discussion in a Lab Report)**

Clear and appropriate expectations for implementation.

Literate Disciplinary Thinking

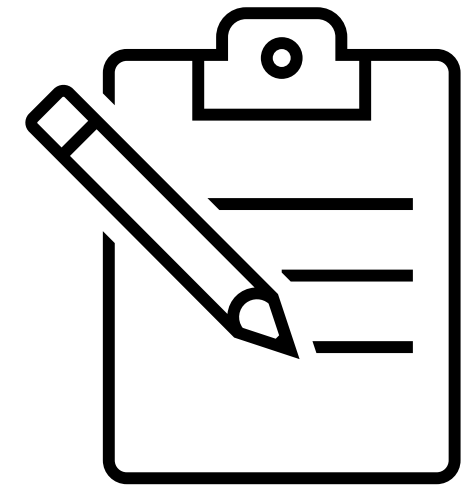
Academic Language

Debate and Discussion

Multiple Text Use

COMPREHENSION STRATEGIES

- Create purpose with authentic inquiry and tasks
 - Assumptions of the discipline and/or subdiscipline are made explicit
 - Connections to “thinking like” made explicit
 - Explicit reference to and discussion of the tools of a discipline
- Model literate disciplinary thinking
- Scaffold literate disciplinary thinking for students



ACADEMIC LANGUAGE

- Reference and support school-wide general academic words
- Provide explicit vocabulary instruction using adapted strategies
 - Word study with focus on morphology and polysemy
 - Connecting “signal words” to text structure and argumentation
- Use adapted sentence stems



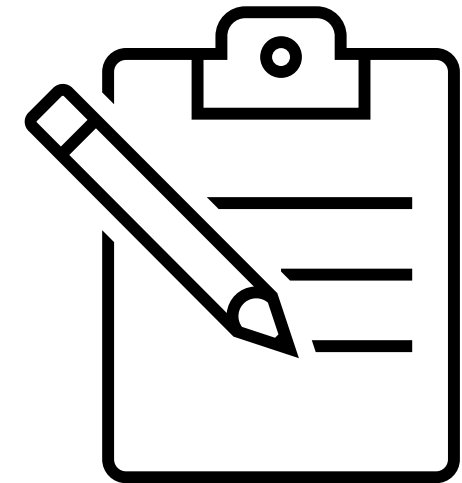
DISCUSSION AND DEBATE

- Provide support for participation
 - Establish classroom norms that are conducive to academic discussion
 - Set up classroom in ways that allow for flexible grouping
- Monitor and support engagement
- Use talk moves (open-ended questions, wait time, extensions etc.) facilitate rich whole class discussion.
- Use discussion protocols to support varied discussion structures



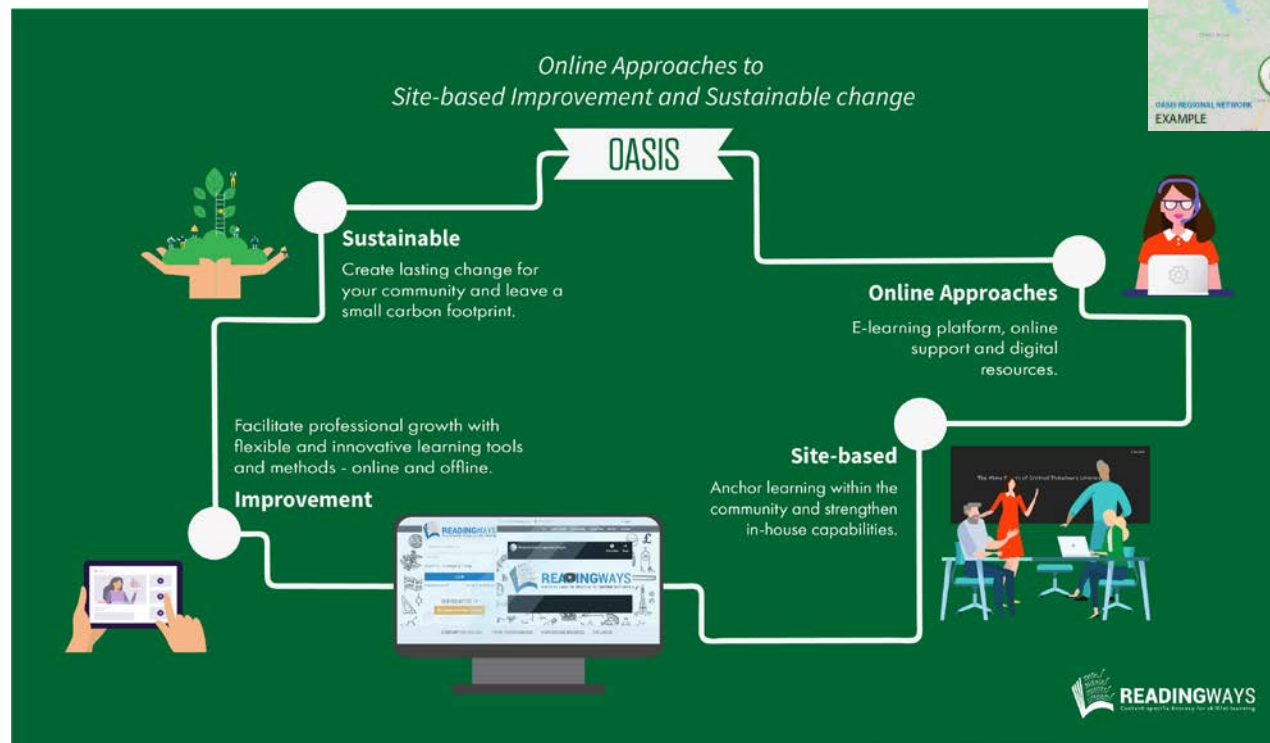
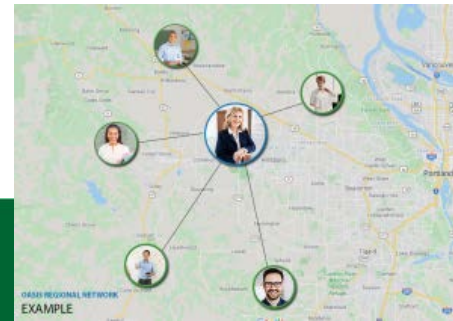
MULTIPLE TEXT USE

- Use a variety of texts and other resources to provide multiple entry point for student learning
- Design opportunities for student to consider information, perspectives, and arguments across sources
- Discuss disciplinary criteria used to evaluate source quality



Ohio Adolescent Literacy Leadership Network

Members of an OASIS regional network meet regularly for support and to exchange experiences.



Reading Ways' Learning platform

Our learning platform introduces rigorous research to teams of teachers working together to digest challenging content. It provides on-site leaders with the support they need to extend these online experiences using site-based coaching approaches. Our resource site proves hands-on strategies, assessments, templates, and examples linked to our lessons, to help ensure the teacher learning is directly connected to new instructional approaches.



Thanks



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 [/joshflawrence](https://www.linkedin.com/in/joshflawrence)



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Next presentations

- Cross-content principles and disciplinary literacy
- Interventions

Building a Literacy Culture

Cross-Content Principles and Disciplinary Literacy



Joshua Lawrence · March 2021



Joshua Lawrence



Career of research and practice in adolescent literacy

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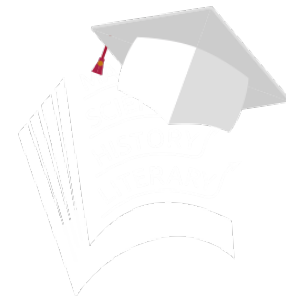
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Required

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- Administrator**
- Teacher
- Consultant
- Researcher
- Other

Because, But, So



Complete the handout “Because, but, so”, while following the presentation. Be prepared to discuss your answer in the live conversation.

SENTENCE STEM:

Reading is hard for middle and high school students

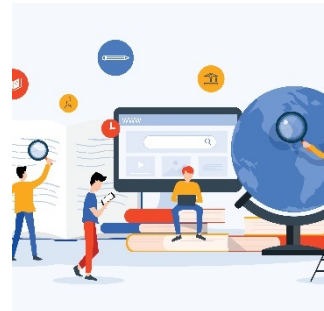


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Literacy Network

From our friends at the



OVERVIEW



Cross-content principles

Academic Vocabulary

Discussion

Multiple Texts

Strategies



Disciplinary Literacy

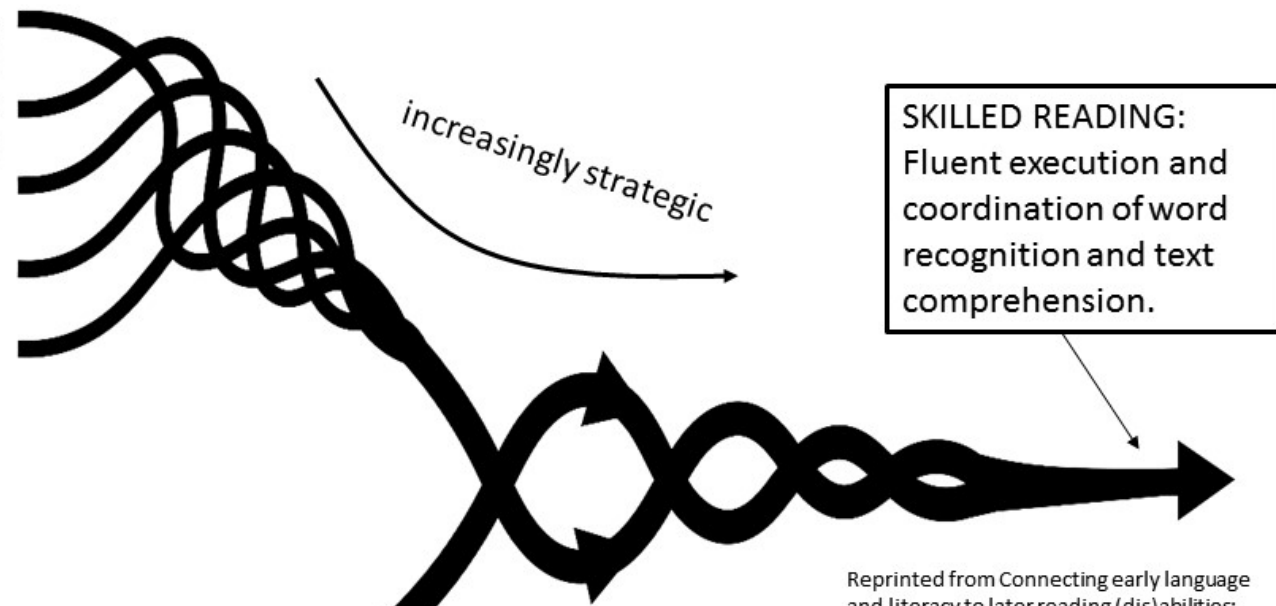
The Many Strands that are Woven into Skilled Reading

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, etc.)
- Sight Recognition
(of familiar words)



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

Reprinted from Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice, by H. S. Scarborough, in *Handbook of early literacy research*, p. 98, Copyright 2002, New York, NY: Guilford Press.



ACADEMIC VOCABULARY

General Academic Words

- *structure, function, analyze*

Discipline-Specific Academic Words

- *cytoplasm, rhombus, abolition, iambic pentameter*

Connectives

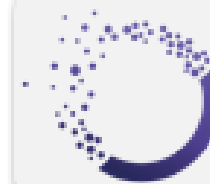
- *therefore, in addition, however*

Features of Academic Words

- Abstract and/or Technical
- Morphologically Complex
- Polysemous



Researcher in Focus:
Dianna Townsend,
University of Nevada, Reno

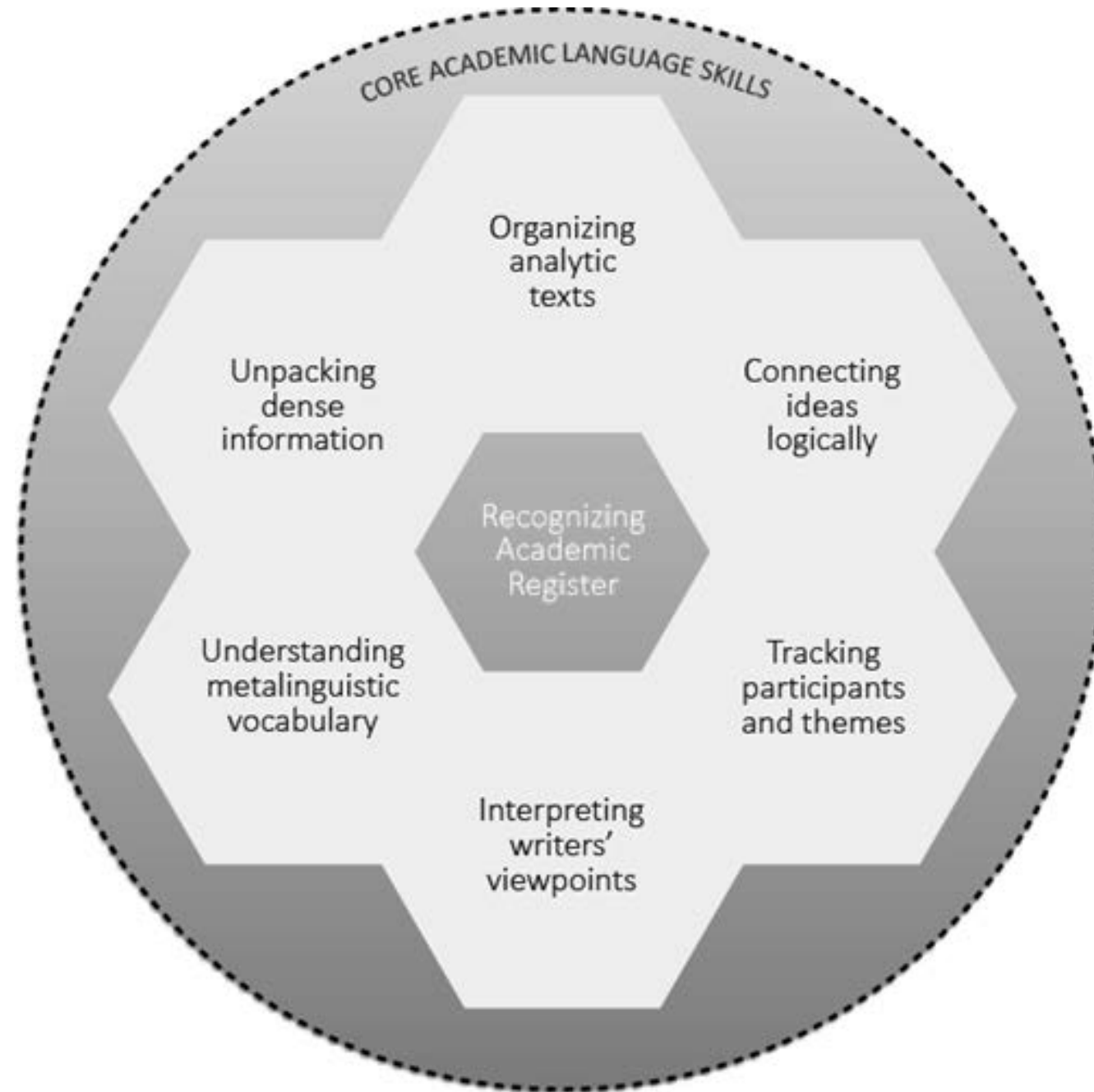



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ACADEMIC LANGUAGE

Core Academic Language Skills (CALs)

Research suggests that CALS (in English and Spanish) as captured by assessment predicts 4-8th graders reading comprehension outcomes and informational writing proficiency (n=11,500).



 **Researcher in Focus:**
Emily Phillips Galloway,
Vanderbilt University

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Literacy Network

ACADEMIC LANGUAGE



Skills



Examples



'Look fors'



CALS Text Analysis Routines
(The Questions we Pose to Students)

CALS Domain

Unpacking complex words

Unpacking complex sentences

Connecting ideas logically

Tracking participants and themes

Organizing analytic texts

Understanding metalinguistic vocabulary

Interpreting writers' viewpoints







Researcher in Focus:
Emily Phillips Galloway,
Vanderbilt University







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Understanding metalinguistic vocabulary

-  Skill in understanding words that refer to thinking and reasoning
-  Hypothesis, inference, precise
-  words that refer to reasoning steps or qualities
-  What does this word mean in this context?





Interpreting writers' viewpoints

-  Skill in interpreting words that signal a writer's attitude or level of certainty about a claim
-  Impossible, presumably, conclusively
-  words that signal how an author feels about a claim or how certain he/she is about the claim)
-  How does the author feel about x? how do you know? How sure is the author about this? How do we know?





Connecting ideas logically

-  Skill in understanding words that connect ideas in text
-  Consequently, nevertheless, in conclusion
-  Connecting words
-  What does this word tell us about how the ideas are related? Do you know another word that means the same thing?





Organizing analytic texts

-  Skill in organizing argumentative texts
-  Some think...Others think...
The first reason... The second reason...
-  Non-narrative text structures
-  Ask students if they can anticipate what might follow in a paragraph/ sentence





Tracking participants and themes

-  Skill in tracking referents through a text
-  Water evaporates at 100 degrees Celsius. This process...
-  Pronouns
-  Who or what is the author referring to here? How do you know?

Unpacking complex words

-  Skill in understanding complex words
-  nominalizations: invasion, durability, contribution
-  Words ending in -ion, -ility-tion, -ty
-  What does this word mean? Do you know other words with the same beginning?

Unpacking complex sentences

-  Skill in understanding complex sentences
-  **Expanded noun phrases:** The adorable puppy, always eager to play, followed me everywhere.
- Center-embedded clauses:** The decrepit car, in which my parents drive me to school, stopped suddenly.
-  Commas, semicolons, dashes
-  Why is the information contained between the commas important? What is the author telling us more about?

DISCUSSION AND DEBATE

Enabling Conditions

- Are students actually speaking?
- Can students hear each other?
- Do students listen actively to each other?
- Do students respond to each other's ideas?
- Do students deepen their own and their peers' reasoning?

By Cathy O'Connor, Boston University

https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf



Researcher in Focus:
Catherine Snow,
Harvard University



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Characteristics of Text Sets



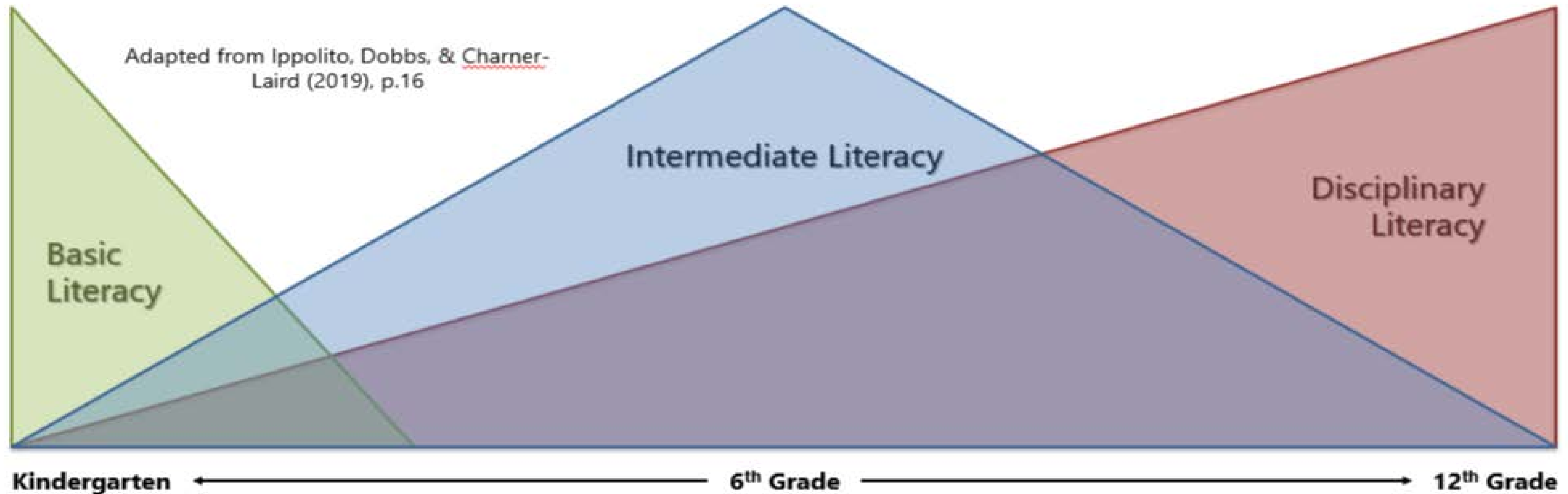
Researcher in Focus:
Sarah Lupo,
James Madison University



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- Centers on a **single topic** (i.e., insects, desert animals, entrepreneurship) and contains a **variety of texts** (i.e., books, articles, videos, websites, infographics)
- Purposely **sequences** texts to support students in building vocabulary and knowledge

Disciplinary Literacy Instructional Focus across the Grades



The Many Strands that are Woven into Skilled Reading of History

LANGUAGE COMPREHENSION

- Background Knowledge
(facts, concepts, etc.)
- Vocabulary
(historical and technical term)
- Language Structures
(historical syntax, nominalizations)
- Verbal Reasoning
(avoiding presentism, contextualization)
- Literacy Knowledge
(genre knowledge, multiple texts, primary and secondary sources, timelines, maps)

WORD RECOGNITION

- Phonological Awareness
(syllables, phonemes, etc.)
- Decoding
(alphabetic principle, etc.)
- Sight Recognition
(of familiar words)

increasingly strategic

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



The Many Strands that are Woven into Skilled Reading of Science

LANGUAGE COMPREHENSION

- Background Knowledge
(facts, concepts, etc.)
- Vocabulary
(technical terms)
- Language Structures
(succinct and precise)
- Verbal Reasoning
(informed skepticism, integrating results and data)
- Literacy Knowledge
(tables, graphs, figures, comparing findings, specialized genre)

WORD RECOGNITION

- Phonological Awareness
(syllables, phonemes, etc.)
- Decoding
(alphabetic principle, etc.)
- Sight Recognition
(of familiar words)

increasingly strategic

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



The Many Strands that are Woven into Skilled Reading about Literature

LANGUAGE COMPREHENSION

- Background Knowledge
(the *cannon*, the genre, the author)
- Vocabulary
(historical and technical term)
- Language Structures
(playful, personal, may invite ambiguity)
- Verbal Reasoning
(varied interpretations accepted, less detached)
- Literacy Knowledge
(intertextuality, genre knowledge)

WORD RECOGNITION

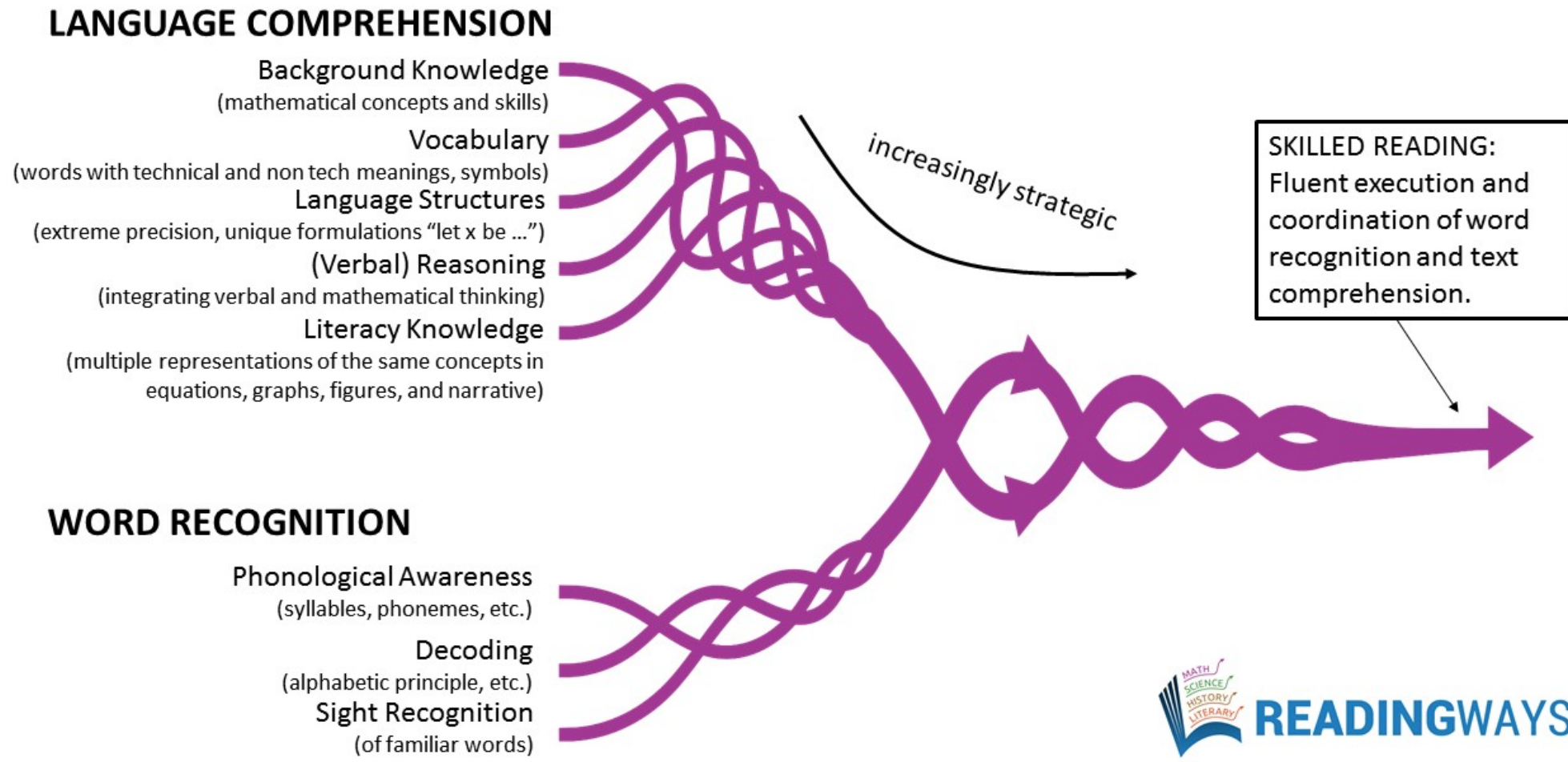
- Phonological Awareness
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- Sight Recognition
(of familiar words)

increasingly strategic


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



The Many Strands that are Woven into Skilled Reading about Math



Example of adaption

What does 'POVERTY' mean to you?	
BEFORE	AFTER
The international poverty line	Human Development Index (HDI)
 <p>POVERTY</p>	
Gini coefficient	Happiness index

Definition
Facts
Examples
Non-examples

Necessary Conditions



Leadership and a culture of literacy

- Strong rationale for this work
- Clear expectations but also acknowledgement of differences



Job-embedded coaching

- Extremely challenging
- Strong support for capacity building



Instructional Supports

- Adaptable

Thanks



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 [/joshflawrence](https://www.linkedin.com/in/joshflawrence)



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Next presentations

- Cross-content principles and disciplinary literacy
- Interventions

Sources

- Lawrence, J. F., Crosson, A. C., Paré-Blagojev, E. J., & Snow, C. E. (2015). Word Generation randomized trial: Discussion mediates the impact of program treatment on academic word learning. *American Educational Research Journal*, 52(4), 750–786. <https://doi.org/10.3102/0002831215579485>
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91–108.
- Sarah Lupo (2020) *Selecting Texts for Literacy and Content Learning* In Ohio Adolescent Literacy Network Webinar Series, Episode 6. www.ohioaln.org/episode/working-with-multiple-text-sets/
- Lupo, S.M., Strong, J.Z., & Smith, K.C. (2019). *Struggle* Is Not a Bad Word: Misconceptions and Recommendations About Readers Struggling With Difficult Texts. *Journal of Adolescent & Adult Literacy*, 62(5), 551– 560.

Building a Literacy Culture

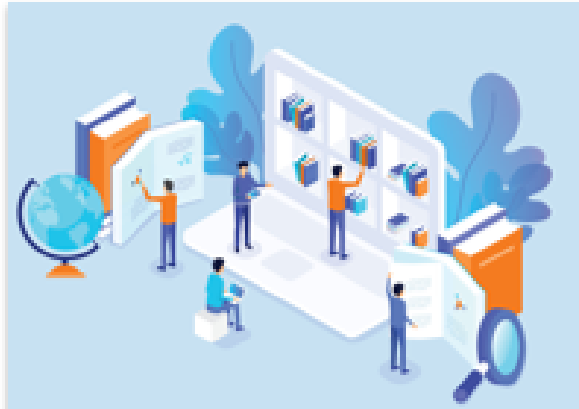
Intervention



Joshua Lawrence · May 2021



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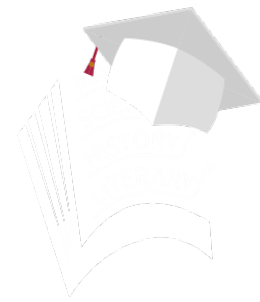
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Ohio21LA

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Required

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Administrator

Teacher

Consultant

Researcher

Other

Compass Points



Complete the handout “Compass Points”, while following the presentation. Be prepared to discuss your answer in the live conversation.

- What **excites** you about interventions?
- What do you find **worrisome** about these or other interventions or what is a potential downside?
- What additional information is **needed** to make a proposition and would help in evaluating?
- What is your current **stance** and how may you move forward in the evaluation of these or other interventions?



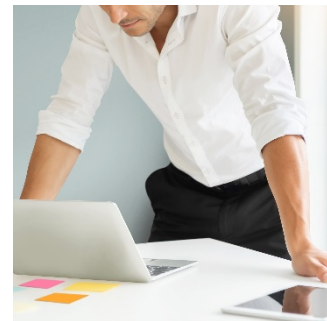
Overview



Intervention Researcher and Practice



Programs and practice selection



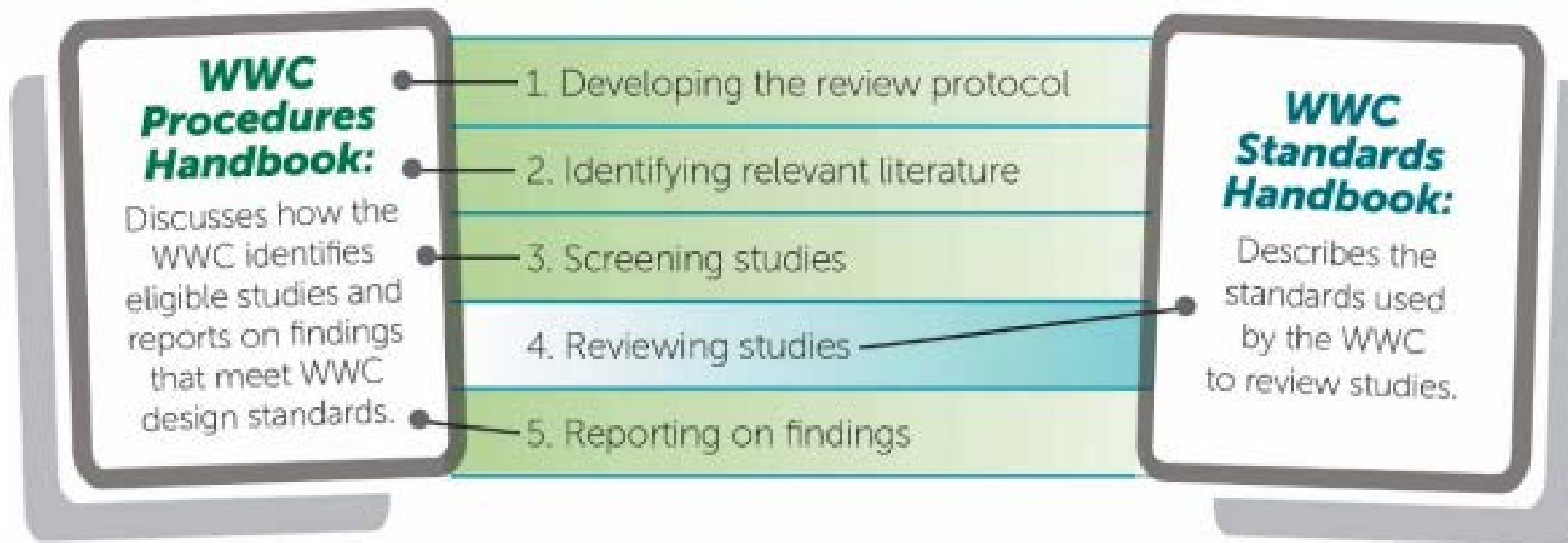
Challenges for literacy interventions in secondary



Review of effective literacy interventions

How does IES evaluate an intervention?

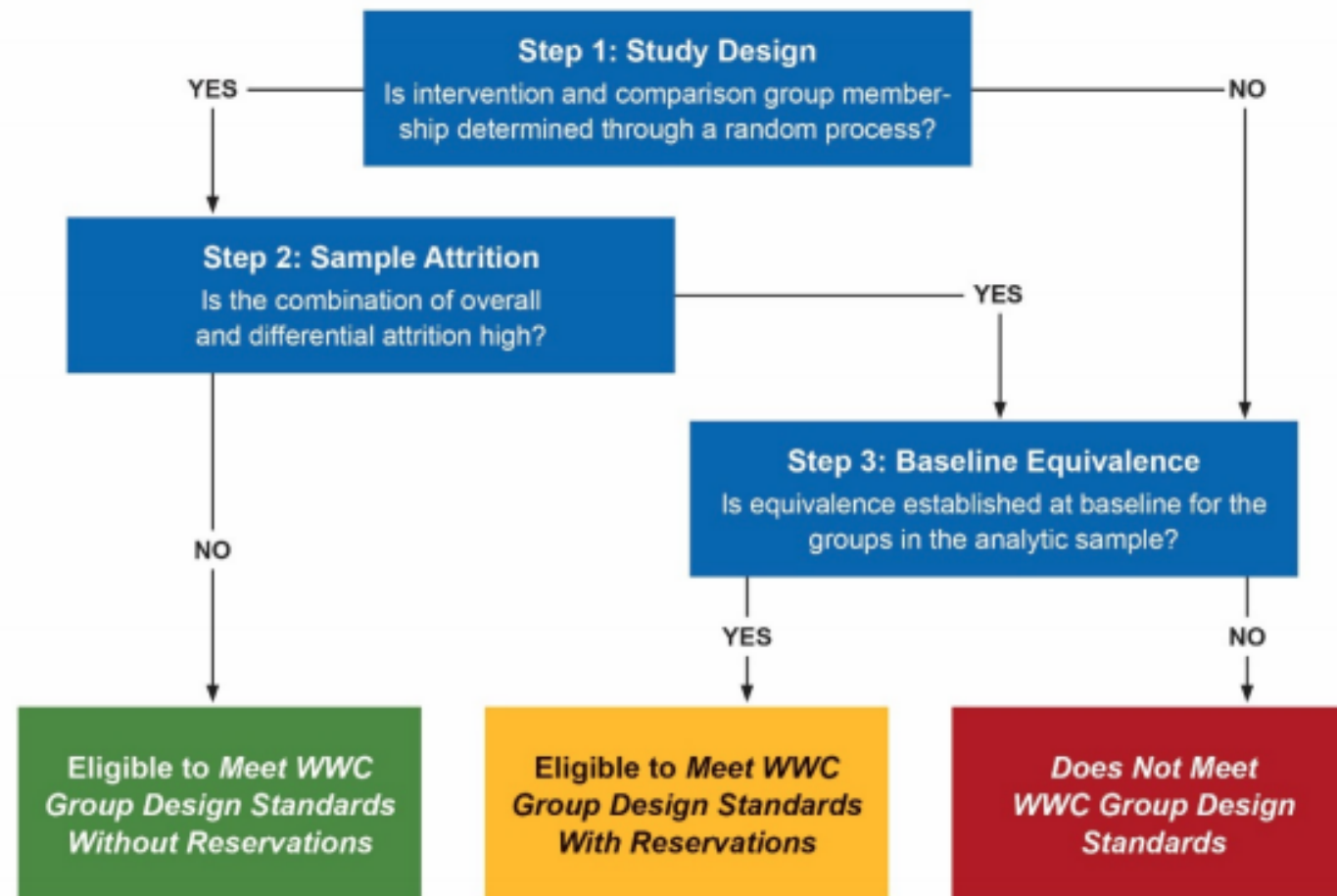
Figure I.1. Steps of the What Works Clearinghouse systematic review process and the *What Works Clearinghouse Handbooks*



https://ies.ed.gov/ncee/pubs/evidence_based/randomized.asp

How does IES evaluate an intervention?

Figure II.1. Study ratings for individual-level randomized controlled trials and quasi-experimental designs



Note: To receive a rating of *Meets WWC Group Design Standards Without Reservations* or *Meets WWC Group Design Standards With Reservations*, the study must also satisfy the requirements in chapter V, including that the study must examine at least one eligible outcome measure that meets review requirements and be free of confounding factors.

- + The WWC standards focus on the causal validity within the study sample—that is, internal validity—rather than the extent to which the findings might be replicated in other settings—that is, external validity.
- + Random assignment is best
- + Not "contaminated" is best

https://ies.ed.gov/ncee/pubs/evidence_based/randomized.asp

Literacy Intervention Evidence Base

IES : WWC What Works Clearinghouse MENU

Find What Works based on the evidence Print

Filter by topic

- Literacy
- Mathematics
- Science

10 Results filtered by:

Literacy x 6 x 7 x 8 x 9 x 10 x 11 x 12 x General x Public x

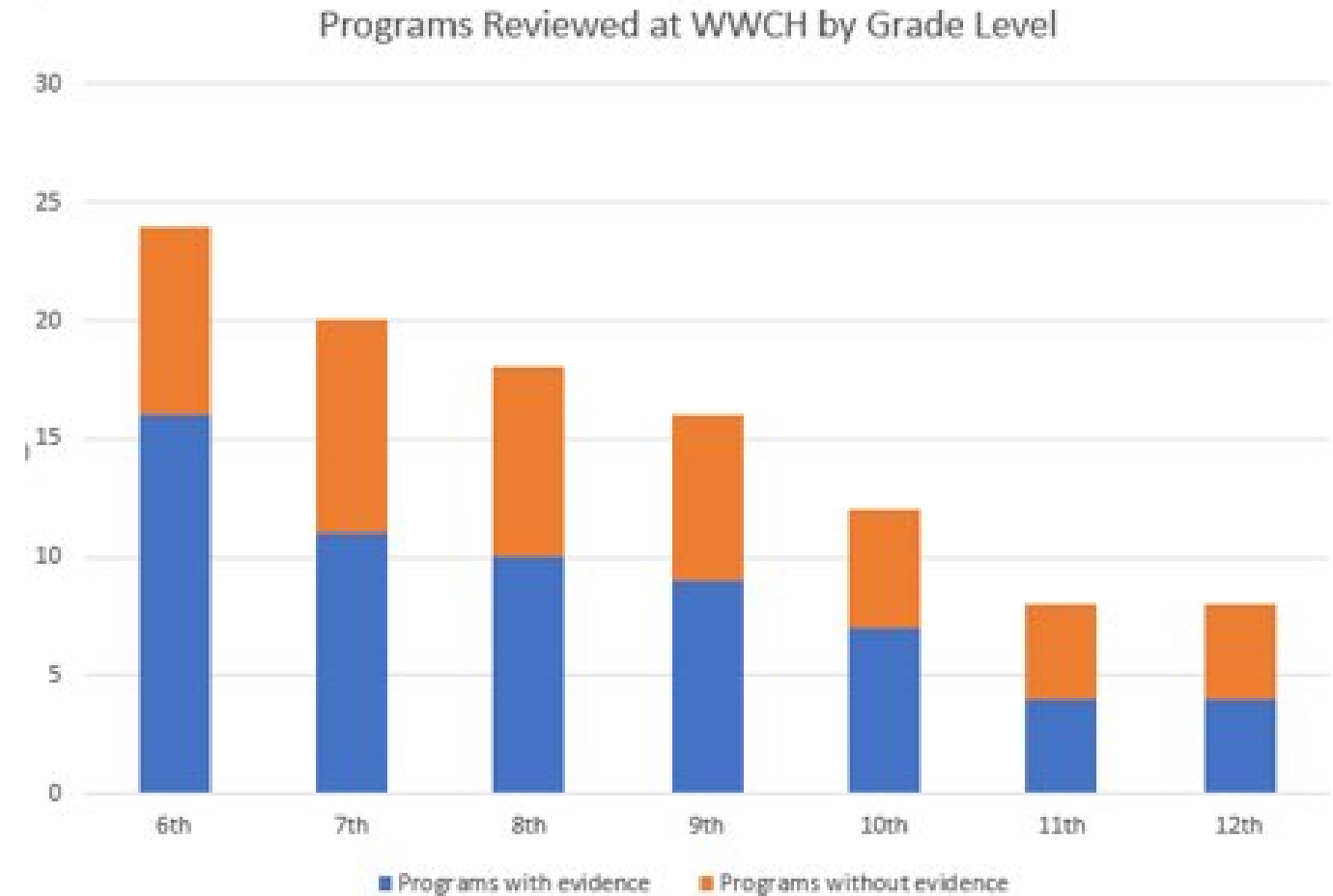
Evidence of effectiveness ⓘ Intervention ⓘ Grades examined ⓘ Compare ⓘ

Literacy Intervention Evidence Base

- 231 Programs identified for literacy
- Only 28 for secondary

Numbers get very small when you filter for programs that are available to public schools, programs for general education classes etc.

NOTE: Lack of positive effects is not the same as evidence that the program does not work.



WWC Website

The definition of “evidence-based” is given in section 8101(21) of the ESEA, as amended by the ESSA (United States Congress, 2015). The ESSA delineates “evidence-based” actions according to four categories that reflect strength of evidence:

EVIDENCE-BASED. —

(A) IN GENERAL. —Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- (I) **strong evidence** from at least 1 well-designed and well- implemented experimental study;
- (II) **moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) **promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. —When used with respect to interventions or improvement activities or strategies funded under section 1003, the term ‘evidence-based’ means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

The fourth category above, **demonstrates a rationale**, is supported by (a) high-quality research; or (b) a positive evaluation that the intervention is likely to improve student outcomes; or (c) other relevant outcomes that are undergoing evaluation and supported by a logic model.

- (I) demonstrates a **rationale based on high-quality research findings** or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Regional Support

- The Ohio Adolescent Literacy Network has members from every region in Ohio.
- The members participate in regular meetings with nationally recognized researchers and stay current with literacy research



**Ohio Adolescent
Literacy Network**

Practice Guides



Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Released: August 2008
PDF (1.2 MB)



- Recommendations
- Details
- Panel








This guide presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The recommendations aim to help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention.

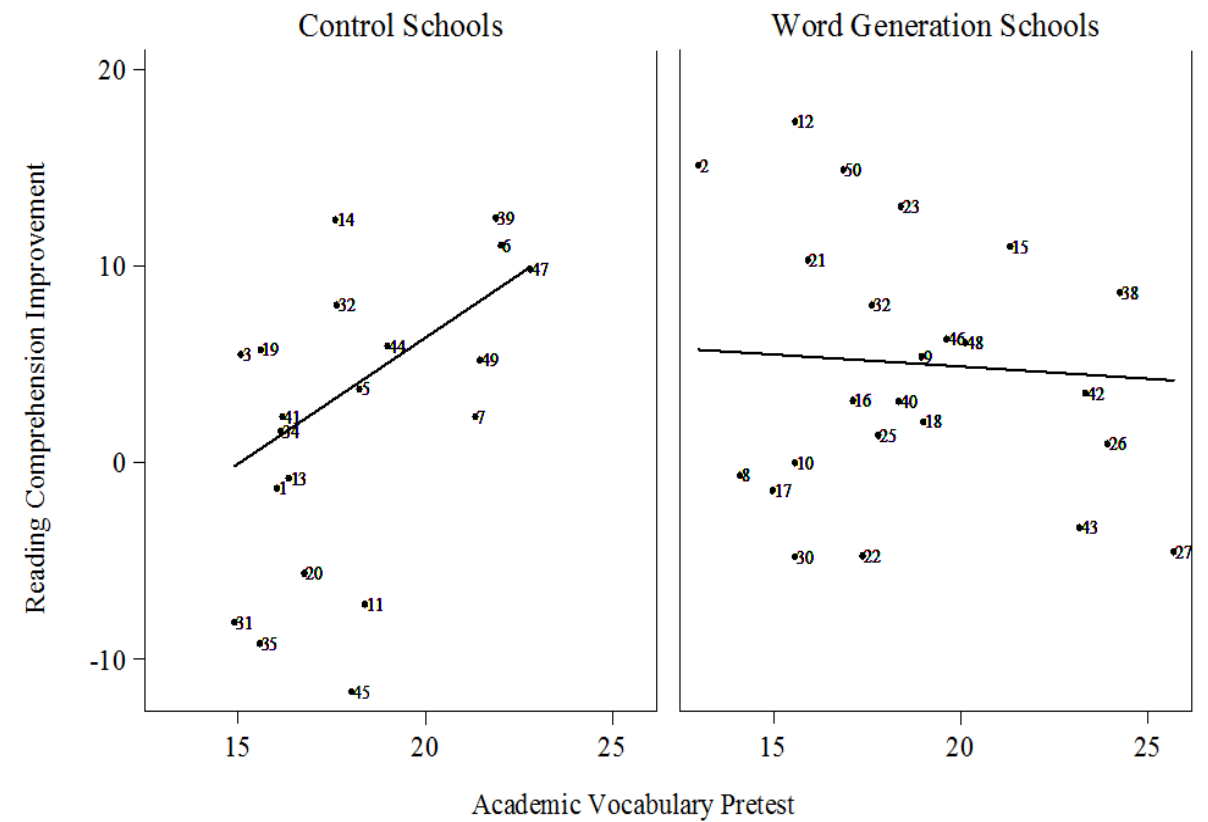
1 Provide explicit vocabulary instruction. STRONG EVIDENCE Show More	2 Provide direct and explicit comprehension strategy instruction. STRONG EVIDENCE Show More	3 Provide opportunities for extended discussion of text meaning and interpretation. MODERATE EVIDENCE Show More	4 Increase student motivation and engagement in literacy learning. MODERATE EVIDENCE Show More	5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. STRONG EVIDENCE Show More
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Researcher in Focus:
Dan Reynolds,
John Carroll University

Webinar Available:
Ohio Adolescent
Literacy Network

Selection at School Level

-  Time requirements
-  Technology infrastructure and compatibility
-  Training duration and intensity
-  Capacity to support, evaluate and extend
-  Competition with competing programs
-  "Buy in"
-  Needs Assessment



Selection by Grade or Team



"Buy in"



Needs Assessment



Time requirements



Curricular match



Human capital



Adult learning

MTSS

Tier 1

- Supports adopted by the school or team and made available to **all students** through general education

Tier 2

- These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction

Tier 3

- Intensive support.
- Often explicit, focused interventions that occur individually or in very small groups

Challenges in Secondary

- Scheduling
- Motivation (student and teachers)
- Content specific sequential pacing
 - Time!
 - Competing demands
- Contextual differences within and across schools

Necessary Conditions

- School leadership
 - Clear rationale
 - Data driven decision making
 - Public expectations
- Instructional Coaching
 - Collaborative
 - Job-embedded
 - Supported and sustained

Sources

- Alex R. Lin, Joshua F. Lawrence, Catherine E. Snow & Karen S. Taylor (2016) Assessing Adolescents' Communicative Self-Efficacy to Discuss Controversial Issues: Findings From a Randomized Study of the Word Generation Program, *Theory & Research in Social Education*, 44:3, 316-343, DOI: [10.1080/00933104.2016.1203852](https://doi.org/10.1080/00933104.2016.1203852)
- Kim, J. S., Hemphill, L., Troyer, M. T., Thomson, J. M., Jones, S. M., LaRusso, M. & Donovan, S. (2017). Engaging struggling adolescent readers to improve reading skills. *Reading Research Quarterly*, 52(3), 357-382. <https://doi.org/10.1002/rrq.171>
- Lawrence, J. F., Crosson, A. C., Paré-Blagojev, E. J., & Snow, C. E. (2015). Word Generation Randomized Trial: Discussion Mediates the Impact of Program Treatment on Academic Word Learning. *American Educational Research Journal*, 52(4), 750–786. <https://doi.org/10.3102/0002831215579485>