
“Selecting Instructional Routines Across the Disciplines to Support Successful Literacy Outcomes”

Roger Howard,
Adolescent Literacy Specialist
ODE Literacy Academy – June 8, 2023



Participants will gain a deeper understanding of:



1. The importance of implementing common literacy routines to advance evidence-based practices in ALL content areas
2. Considerations for selection of common routines
3. Examples of successful implementation resulting in dramatic, high-profile secondary school turn-arounds

1. The Importance of Prioritizing Adolescent Literacy Routines

“An 18-year-old who doesn’t have the literacy skills for college or a career is effectively sentenced to a lifetime of marginal employment and second-class citizenship. ”

- Dr. Mel Riddile, 2015

Poll: The Average College Freshman...

- Will be expected to read and comprehend **200-600 pages of complex text** per week.
- Should be able to comprehend text written at a minimum **Lexile level of 1300**.
- Should possess a vocabulary lexicon of about **80,000 words**.
- Will be expected to **write 5-7 pages** (1,500-2,000 words) for a typical assignment.



Are your graduates prepared for college & career as your “finished product?”

The Charge of Adolescent Literacy, 4-12

“Our kids **need to learn to read challenging literary and informational texts** from the different disciplines **in sophisticated ways**, and they need to get used to using text for **building extensive stores of knowledge** about their social and natural worlds.”

- Dr. Timothy Shanahan, 2023



Instructional Shifts Required in ALL Content Areas by Ohio's 6-12 Literacy Standards



1. Regular practice with **complex text** and **academic vocabulary**.
2. Reading, Writing and Discussion grounded in **evidence from text**.
3. Building knowledge through content-rich **informational text**.

Discussion: What is the most prevalent interaction with texts your students are experiencing in 6-12 classrooms?

A. Students building knowledge through daily engagement with complex text.



B. Teachers “marching through a textbook”

C. The “pedagogy of telling” with little or no text expectations at all



The Problem with the Pedagogy of Telling

*"The major problem with simply telling kids what then need to know is that **for the rest of their lives, there will be a great many people happy and eager to do precisely that...***

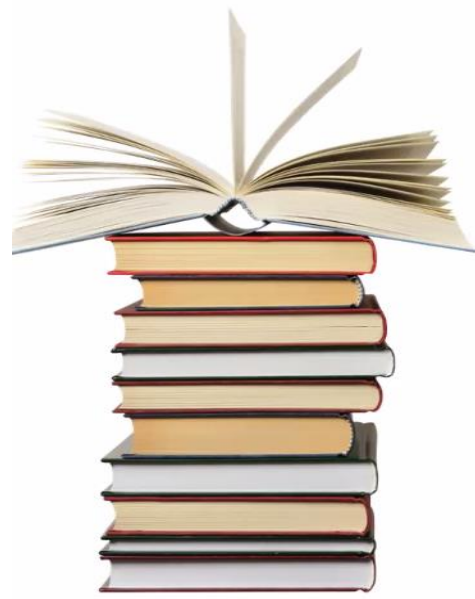
*The unscrupulous politicians, advertisers, salespeople, and religious **leaders who see the easily-led as a source of profit.**"*

(Beers & Probst, 2016)



The Importance of Regular Exposure to Complex Text with Scaffolds

No evidence backs up giving children texts to read at their level. In fact, **students learn to read better** when they are given **challenging texts with scaffolding**. - Dr. Timothy Shanahan

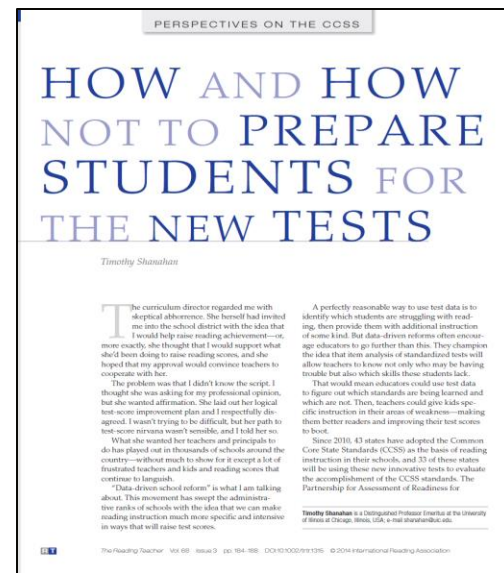


[Teaching Students to Read Complex Text - Shanahan, 2019 ODE Literacy Academy](#)

[The Challenge of Challenging Text \(ascd.org\)](#)

“Regular Practice” in All Content Areas Builds Skill, Stamina, & Motivation

1. Have students **read extensively** within instruction.
2. Have students read increasing amounts of text **independently**.
3. Make sure the **texts** are **rich in content** and **sufficiently challenging**.
4. Have students **explain their answers** and provide **text evidence** supporting their claims.
5. Engage students in **writing about text**, not just in replying to multiple-choice questions.



(Shanahan, 2014)

[How and How Not to Prepare Students for the New Tests \(lausd.net\)](http://lausd.net)

2. Considerations for Selecting & Implementing Common Literacy Routines

- 1. Does the routine advance the three instruction shifts required by the 6-12 Literacy Standards?**
- 2. What is the quantity and quality of research supporting the routine?**
- 3. Does the routine advance evidence-based literacy practices?**
- 4. Do selected routines provide a sufficient balance of scaffolds before, during, & after reading?**

Tier 1 Adolescent Literacy Practices

Evidence-Based Practices

must be utilized

Across Content Areas

to support learners in acquiring

Knowledge & Skills
for

College & Career Readiness.

1. Explicit **vocabulary** instruction

2. Explicit **comprehension** strategy instruction

3. Extended **discussion** of text

4. **Motivation & engagement** in literacy

5. Explicit **writing** instruction about reading

[\(I.E.S. Practice Guide - Improving Adolescent Literacy, 2008\)](#)
[\(Carnegie Report, Writing to Read, 2010\)](#) [\(I.E.S. Guide, 2022\)](#)

Tier 1 Adolescent Literacy Practices 2

Evidence-Based Practices

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1. Explicit **vocabulary** instruction

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(I.E.S. Practice Guide - Improving Adolescent Literacy, 2008)
(Carnegie Report, Writing to Read, 2010)

Building Literacy Across All Content Areas

1. Work with a variety of texts

2. Use extended writing to build language and knowledge

3. Talk about text to build language and knowledge

4. Study a small set of high-utility vocabulary words needed to master content

5. Use school-wide protocols to support reading, writing, speaking, and listening

Lesaux, Galloway, Marietta (2016)

From Strategies To Routines

What makes them routines, versus mere strategies, is that **they get used over and over again** in the classroom so that they **become part of the fabric of classroom culture**. The routines become **the ways in which students go about the process of learning**. Routines are patterns of action that can be **integrated and used in a variety of contexts**. – Thinking Pathways



Routines Provide Important Scaffolds

Before Reading

**Establishing a purpose
and goals for reading**

Making predictions

Examining text structure

**Building background
knowledge**

**Addressing challenging
vocabulary & syntax**

During Reading

**Helping students to
monitor comprehension,
re-read (if needed) & stay
focused in the text**

Annotating the text

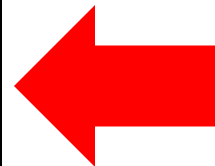
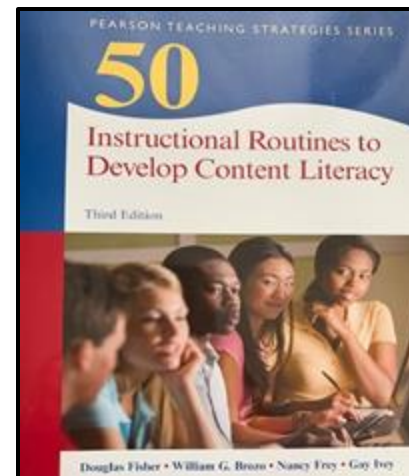
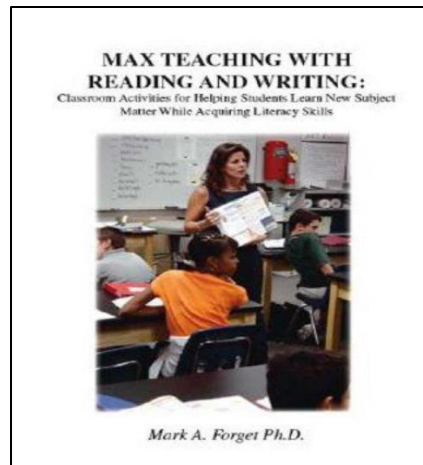
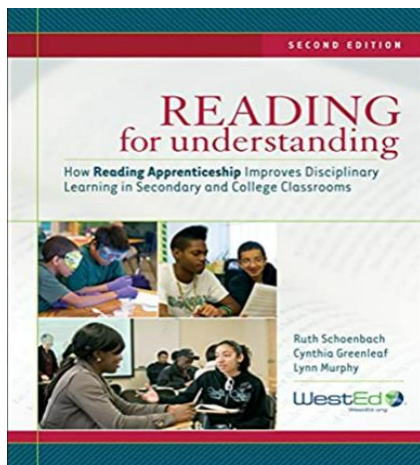
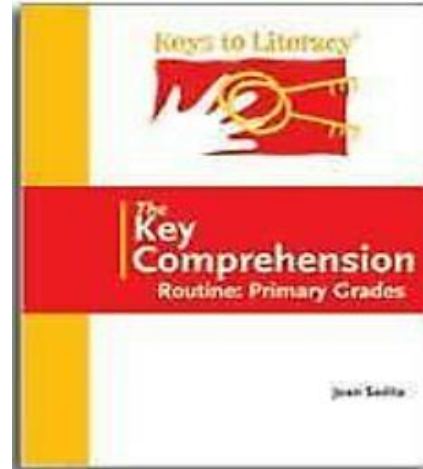
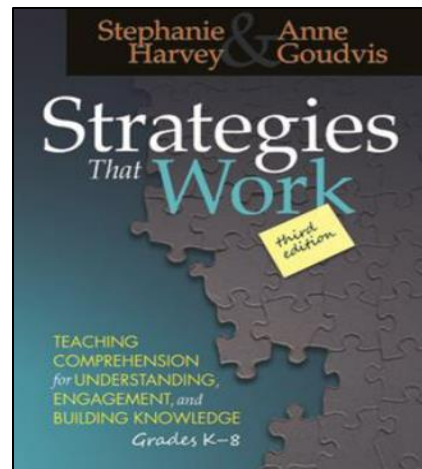
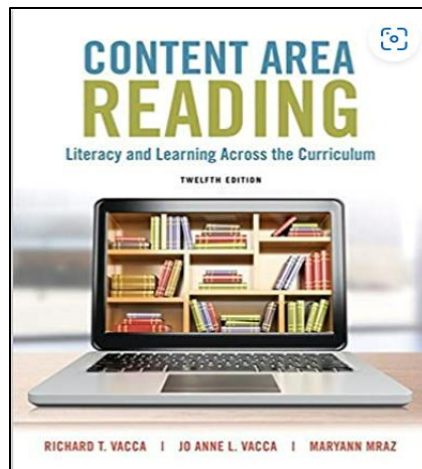
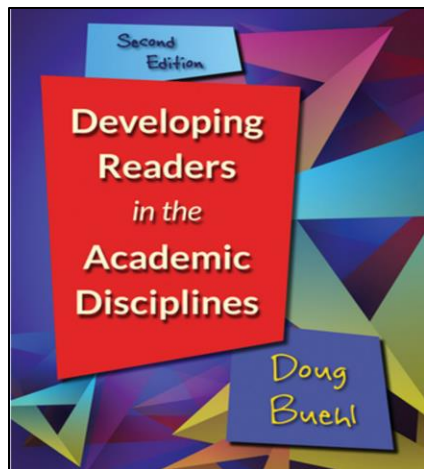
**Testing predictions
against the text**

Creating a mental model

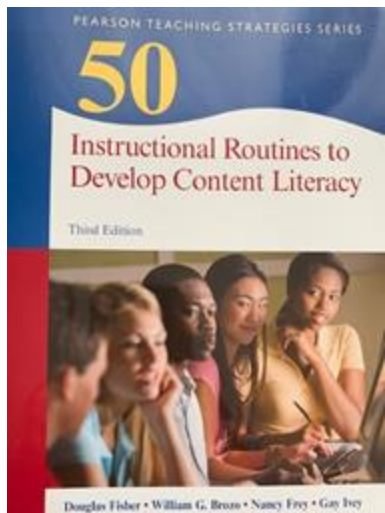
After Reading

**Providing opportunities
to summarize,
question, reflect,
discuss and respond
to text**

**Using textual evidence
to formulate and defend
stances through
discourse and writing**



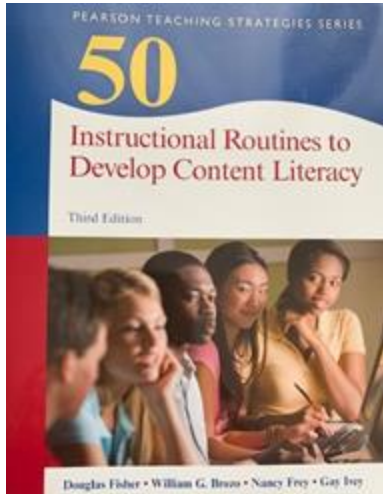
Recommended Routines **Before** Reading



1. Adjunct Displays
2. Questionnaires/Interviews
3. Opinionnaire
4. Read Alouds
5. Shades of Meaning
6. Vocabulary Cards
7. Word Sorts
8. Shared Reading
9. K-W-L Chart
10. Purposeful Learning
11. Text Impressions
12. Think Alouds
13. Awareness
14. Word Walls

- Establishing goals/purpose - Making predictions – Building background knowledge -
Examining text structure – Addressing challenging vocabulary & syntax

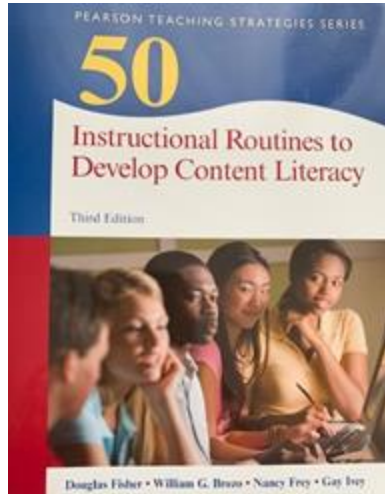
Recommended Routines **During** Reading



1. Annotation
2. Anticipation Guides
3. Close Reading
4. Conversation Roundtable
5. Directed Reading-Thinking
6. Fishbowl Discussion
7. Generative Reading
8. Jigsaw
9. Modeling Comprehension
10. Read-Write-Pair Share
11. Reciprocal Teaching
12. Split-Page Notetaking
13. Text-Dependent Q's
14. Text Structures
15. Feature Analysis
16. Word Scavenger Hunts

- Helping students to stay focused on the text and monitor their comprehension
- Testing predictions against the text - Creating a mental model

Recommended Routines **After** Reading



1. Collaborative Conversations
2. Debate
3. Exit Slips
4. Found Poems
5. Independent Reading
6. Language Experience
7. Mnemonics
8. Popcorn Review
9. Question-Answer Relationship
10. Question the Author
11. RAFT Writing
12. Readers' Theater
13. ReQuest
14. Response Writing
15. Socratic Seminar
16. Student Book Talks
17. Take 6
18. Tossed Terms
19. Writing Frames

- Providing opportunities for students to summarize, question, reflect, discuss, & respond to text – Using textual evidence to formulate and defend stances through writing

Levels of Reading Comprehension

(Vacca, Vacca, & Mraz, 2017)



Reading
between
the lines

Reading
beyond
the lines

Applied

Using information to express opinions
and form new ideas

Interpretive

Putting together information,
perceiving relationships, making
inferences

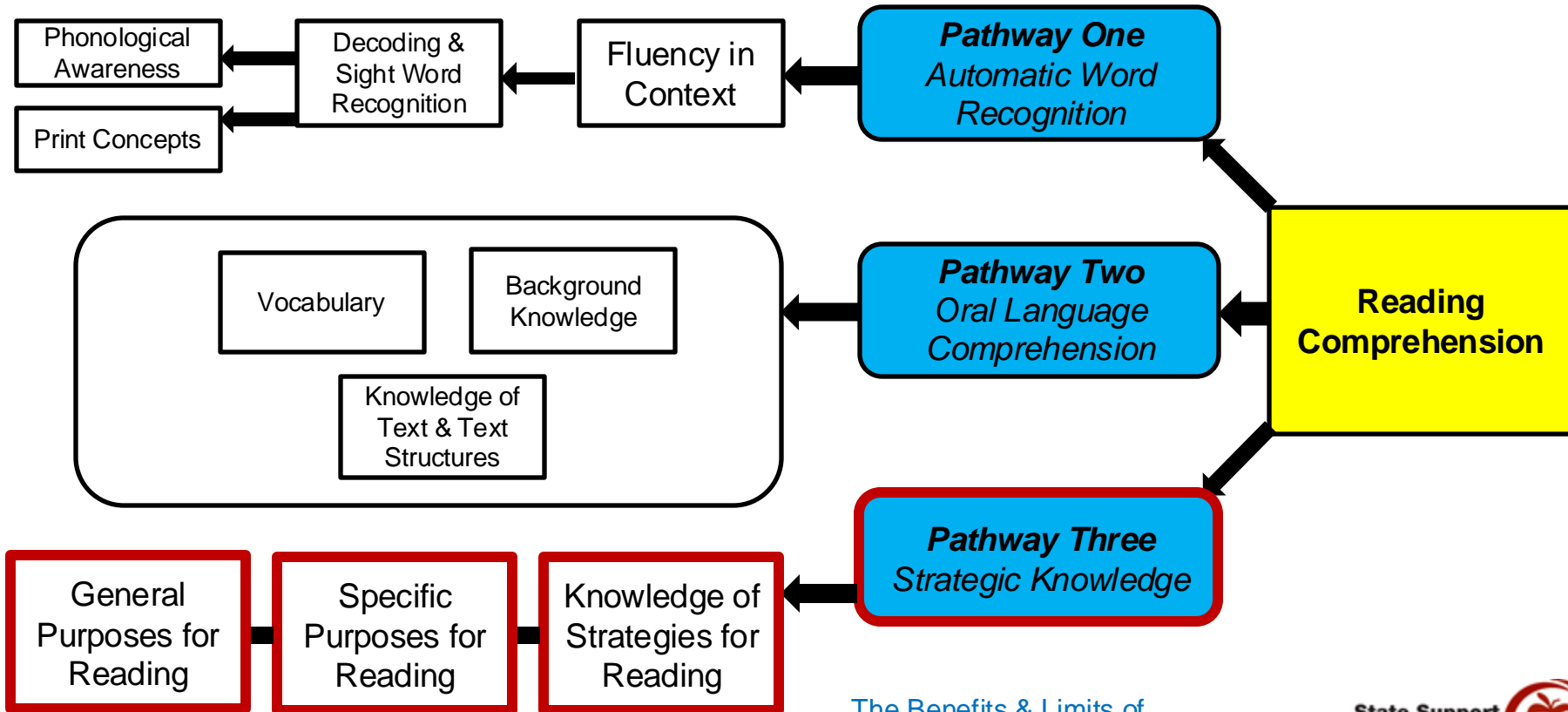
Literal

Getting information explicitly
from the text

Reading
the lines

[Three-Level Guide \(thewebconsole.com\)](http://thewebconsole.com)

The Cognitive Model of Reading (McKenna & Stahl, 2015)



Significant Influence = .40 Effect Size

1.57 – Collective Teacher Efficacy	.75 – Teacher Clarity
1.20 – Jigsaw Method	.74 – Reciprocal Teaching
.85 – Organizing/Transforming Conceptual Knowledge	.69 – Meta Cognitive Strategies
.82 – Classroom Discussion	.67 – Vocabulary Programs
.82 – Scaffolding Instruction	.63 – Teaching Students to Summarize
.79 – Deliberate Practice	.60 – Concept Mapping

Visible Learning (Hattie, 2009)

Visible Learning for Literacy (Fisher, Frey, Hattie, 2016)

Reciprocal Teaching/Reading Routine

- ✓ Students learn & assume meta-cognitive roles of what good readers do. (Reader, Summarizer, Questioner, Predictor)
- ✓ Students engage in extended discussion of text meaning & interpretation.
- ✓ Social interaction motivates students to engage in literacy practices.
- ✓ **.74 Hattie effect size!**



[Reciprocal Teaching: Definition, Strategies, Examples \(thoughtco.com\)](http://thoughtco.com)

[reciprocalteachingrolebookmarks.pdf \(solutiontree.com\)](http://solutiontree.com)

3. Dramatic Secondary School Turn-Arounds Grounded in Implementation of Common Literacy Routines

“Because the challenges that accompany implementing schoolwide literacy initiatives are so great, schools have tried to avoid them, pinning hopes on one magic potion after another.” - Riddile, 2015

After the Boston Globe referred to Brockton as a “cesspool,” we asked ourselves, “Is this the best we can be?” - Szachowicz, 2014

**“Nothing seemed capable of turning around New Dorp High School’s dismal performance - not firing bad teachers, not flashy education technology, not after-school programs... So the principal went all-in on teaching...writing.”
- Tyre, 2012**

**“Achievement scores were the lowest in the county and among the lowest in the state. Teacher morale was low and turnover was high.”
- Fisher, Frey, & Williams, 2002**

Impressive High School Turn-Around Grounded in Common Literacy Routines

J.E.B. Stuart High School

J.E.B. Stuart High School, located outside of Washington, DC, is the suburban bell-model convert of Fairfax County, Virginia, is having the national odds to achieve student success. Two-thirds of the students are second language learners, more than 54 percent are eligible for free and reduced-price meals, and the school has an extremely high mobility rate and a high student density level. But Riddile, school principal, presides an emerging regimen of his school's journey from the bottom of the achievement league to the pinnacle of academic success. How did the school move from one of the lowest achieving schools within the Fairfax County School District to a school recognized as a Breakthrough High School? The answer, though not simple, is embedded in the school's mission to achieve literacy for all.

Eight years ago, J.E.B. Stuart High School students were clearly identified as some of the lowest performers in the school system on Virginia's Standards of Learning and end-of-course exams (see Figure 3-4). Mel Riddile arrived on the scene as the new principal, and he quickly asked the staff, "What do we need to do to improve student achievement?" The staff provided two basic ideas that have been critical to developing a solution for turning the learning opportunities around for our students. First, the low attendance had to be turned around. Students were missing an average of 23 days per school year. This equating measure has improved to an average of 7 days missed per year according to 2003 school data. Secondly, students seemed that students had to be taught to read well enough to pass content standards required in each of the school's core content classes. In other words, students had to be moved from functional literacy to academic proficiency. The new area of focus provided by Stuart staff served as the foundation of the school improvement plan.

Assessment Used to Guide Original Planning
Assessment provided the real map, or the big picture, to plan the journey for literacy improvement. Based on the recommendations of expert educators, Stuart staff chose the Gates-MacGinley Reading Test as all eighth graders entering the sixth grade at Stuart. This assessment was not chosen because it is scored on English language learners and students of poverty, and it was considered as a reference tool for the student population of Stuart. At first, there was resistance to district officials because they could not see the benefit of testing all eighth grade students scheduled to enter sixth grade at Stuart. This resistance was overcome, and the test was administered. The scores revealed more disheartening facts about the literacy levels of the prospective sixth graders.

As the data were analyzed, 76 percent of the students scored one standard deviation below grade level, and 23 percent of the students scored three years below grade level. Although this was indeed a problem, it did not provide the school with a solution. Therefore, additional analysis was required. An individual literacy inventory, Brown and Blevins, was given to all students entering the sixth grade. This inventory, which is a follow-up assessment diagnostic specific literacy problems and helped the staff to develop an action plan to address the targeted literacy deficits.

COURTESY 3. PUTTING ASSESSMENT IN THE DRIVER'S SEAT

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■ Susan Szachowicz

Transformed by Literacy

It is the hour we can't let Teachers and administrators in Brockton (MA) High School asked themselves that question when they saw the dismal results from the 2001 state high school exit exam, the Massachusetts Comprehensive Assessment System (MCAS). Brockton was then ranked as one of the lowest scoring schools in the state with a 44% failure rate in English language arts (ELA) and a 19% failure rate in math. Students must pass the MCAS in ELA and mathematics to earn a diploma, so the results meant that hundreds of students were at risk of not graduating. Brockton, a large urban high school with more than 4,200 students, faced challenging demographics: 77% of the 50% spoke a language other than English in the home. Most were the first in their families to graduate from high school.

Despite the challenges, the teachers' answer to the question was, "No, this is not the hour we can't let." And they proved it. By 2010, when Brockton's results had improved so much that they received several national recognitions for student achievement, including selection as a National Model School by the International Center for Leadership in Education, two former media on the U.S. News and World Report America's Best High Schools rankings, and a leadership award by Harvard University's Achievement Gap Initiative for closing the gap.

It Began With a Team

The turnaround at Brockton began with a team of students including myself who formed the connecting committee. The committee had members from nearly every discipline in the school and was committed to high standards and no excuses. Analysis of the MCAS data indicated that students were struggling in writing, reading, complex problem-solving, and thinking skills and that the struggle was not limited to any one group of students. The data also suggested that students' failure in the exam could not be attributed to implementing a test preparation program. Failure among the students was widespread, and no student was not our own student. When Brockton needed a schoolwide

18 ■ Principal Leadership • SUMMER 2012 | www.principals.org/summer1118

FOR YEARS, NOTHING SEEMED CAPABLE of turning around New Dorp High School's dismal performance—not firing bad teachers, not flashy education technology, nor after-school programs. So, faced with closure, the school's principal went all-in on a very specific curriculum reform, placing an overwhelming focus on teaching the basics of analytic writing, every day, in virtually every class. What followed was an extraordinary blossoming of student potential, across nearly every subject—one that has made New Dorp a model for educational reform.

THE WRITING REVOLUTION

BY PEG TYRE

In 2009, when a storm hit the small town of New Dorp, it was not the weather that caused the trouble. It was the academic future was cloudy. Monica had struggled to read in early childhood, and had repeated first grade. During her elementary school years, she got more than 100 hours of tutoring, but by fourth grade, she still hadn't learned her classroom basics. In the years that followed, Monica became comfortable with reading and learned to read passably well, but never seemed able to express her thoughts in writing. During her freshman year at New Dorp, a 770-style brick behind her a grumpy teacher, her history teacher asked her to write an essay on Alexander the Great. At a loss, she jotted down her opinion of the

Macdonald ruler: "I think Alexander the Great was one of the best military leaders." An essay? "Actually, that wasn't going to happen," she says, swinging her blunt-cut brown hair from her brown eyes. "It was like, well, I just wanted to know. What now?" Monica's mother, Anna, looked over her daughter's answer. "Its simple sentence, one of which didn't make sense—with a mixture of fear and frustration, there's a coherent, well-learned paragraph vocalized beyond her daughter's ability. An essay?" "I just didn't seem like something Monica could ever do."

For decades, no one at New Dorp seemed to know how to help low performing students like Monica, and unfortunately this troubled population made up more of the school, which

November 2012 | Volume 11 | Number 3
Reading and Writing in the Content Areas Pages 70-73

Seven Literacy Strategies That Work

Douglas Fisher, Nancy Frey and Douglas Williams

A schoolwide commitment to reading and writing strategies in all content areas has had a positive impact on student achievement at Herbert Hoover High School. By all accounts, Herbert Hoover High School in San Diego, California, was a school in trouble. Achievement scores were the lowest in the county and among the lowest in the state. Teacher morale was low, turnover was high. Crime, poverty, and basic skills were the most frequent topics of conversation on campus. At one point, a consultant suggested that we should not expect more from our 2,300 students: 46 percent of them are English language learners, 128 percent qualify for free and/or reduced lunch, and 96 percent are members of minority groups.

We did expect more, however. Every teacher at our school had been working hard to meet students' needs. We had a health clinic, counselors, and a great library—but our students were not achieving. Then, in 1999, we formed a staff development committee of teachers, administrators, and San Diego State University colleagues. Together, we identified seven instructional strategies that would permeate the school at every level. We wanted the strategies to be transparent to the students, and we wanted literacy strategies in content-area instruction to become common-place—across English, science, social studies, art, physical education, music, and shop. After the school's governance committee approved these strategies, we expected every teacher in our school to use them.

Equally important to the commitment from teachers was our commitment to them. This school had seen many reform efforts come and go, and staff members were exhausted from shifting priorities. We needed an unwavering focus. Over the next three years, we worked on a professional development plan that centered on our adopted strategies, and the results seem to support our efforts.

Our state's Achievement Index, for example, which is used to measure reading achievement, has increased from an average of 5.9 grade-level equivalent to an average 8.2 grade-level equivalent. Although these scores remind us that student achievement at Hoover still has room for growth, we are encouraged that the average student now reads more than two grade levels higher than three years ago. In addition, we met our state accountability targets for the first time in a decade. California was the first state to set annual accountability targets for the Performance Index, to encourage improved school performance by setting an accountability target for each school based on its assessment results. In 1999-2000, with a baseline score of 444 and a target of 462, Hoover achieved a score of 466. On another measure of reading scores, the Stanford 9, Hoover's 9th graders exhibited distinct growth between 1998 and 2001: The district's scores increased by 1.5 percent, and Hoover's by 2.5 percent. In other words, our students are catching up, and the gap is closing.

Seven Defensible Strategies

The link between strategy teaching and student learning is the keystone of our professional development plan. Teachers need ongoing professional development that allows for growth in expertise across departments and with years of teaching experience. All staff members need to study each strategy, practice it in their classrooms with peer support, and eventually assume the responsibility for delivering future staff development.

Mel Riddile, Stuart H.S.
& Williams H.S. (VA)

['Literacy' | Edutopia](#)

Susan Szachowicz,
Brockton H.S. (MA)

[Transformed by Literacy.pdf](#)

Dierdre DeAngelis,
New Dorp H.S. (NY)

[The Writing Revolution](#)

Douglas Williams,
H Hoover H.S. (CA)

[7 Strategies that Work](#)

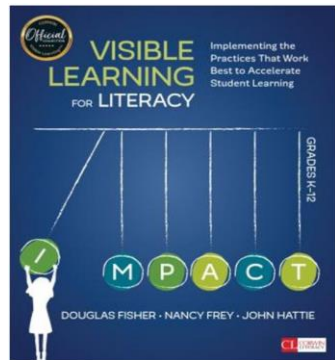
State Support
Team



"Seven Literacy Strategies That Work"

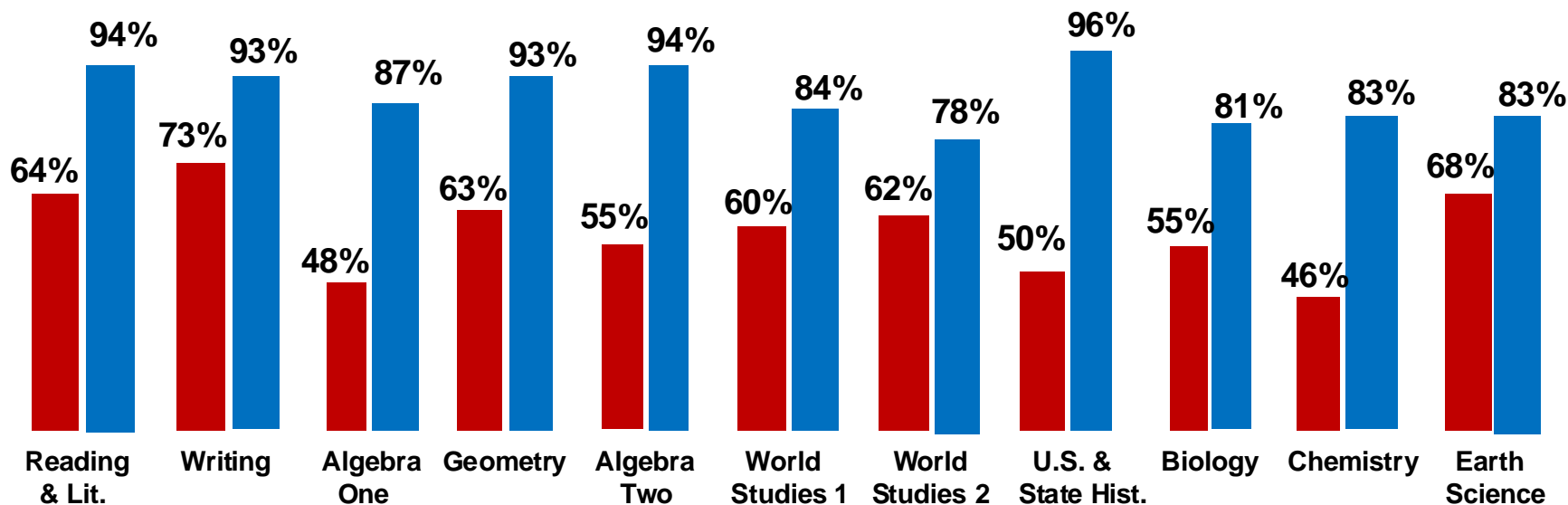
Herbert Hoover High School, San Diego USD (Fisher, Frey, Williams, 2002)

1. **Read-Alouds** (Exposure to reading = .43)
2. **K-W-L Charts** (Organizing/transforming knowledge = .85)
3. **Graphic Organizers** (Concept mapping = .60)
4. **Explicit Vocabulary Instruction** (Vocab. programs = .67)
5. **Writing about Reading** (.77 effect size – Carnegie, 2010)
6. **Structured Note-Taking** (Organizing & transforming = .85 effect size)
7. **Reciprocal Teaching** (= .74 effect size, Classroom discussion = .82 e.s.)



Effect sizes from: *Visible Learning for Literacy* – Hattie, Fisher, Frey (2016)

Improved Passage Rates on State Assessments After 5-Year Implementation of 15 B-D-A Literacy Routines at Stuart H.S., VA.



Adolescent Literacy is an Example of Second-Order Change

- Departure from the normal way of doing business
- **Challenges existing paradigms**
- Conflicts with prevailing values and norms
- **New knowledge and skills are needed**
- New resources will be necessary
- **Resistance** by those who do not have a broad perspective of the district/school

Students should already know how to read by now!

I don't have the time! I must cover my content!

I am not trained to be a reading teacher!

St. Martin (2021) – Based on Marzano, Waters, McNulty (2005)

(Riddile, 2015)

Systems-Level Implementation (Riddile, 2018)

- ❑ A **literacy plan** and **professional development plan** to build capacity of **evidence-based practices** for all content-area teachers.
- ❑ A formal, **collaborative process** for selecting literacy routines that advance evidence-based practices ***before, during and after reading***.
- ❑ An **expectation** that teachers in **ALL content areas** will utilize the selected *before, during and after* reading routines with fidelity every day.
- ❑ Access to **instructional coaching** for all teachers in order to provide non-evaluative feedback & support.
- ❑ A **master schedule** that supports literacy development for ALL students
 - Tiers 1, 2, and 3.

[Striving Readers Series: High School-Adolescent Literacy \(Part One\) - YouTube](#)

[Striving Readers Series: High School-Adolescent Literacy \(Part Two\) - YouTube](#)

Recommended Literacy Action Steps (Irvin, 2018)

1. **Team process** for selecting **common set of literacy strategies** and assign departmental responsibilities for teaching them
2. **Professional learning** requirements/participation for **all teachers**
3. **Departmental responsibility** for content-specific literacy demands
4. Teachers visit demonstration classrooms, engage in **peer coaching**, work with **literacy coach**
5. **All teachers** will teach students the agreed upon strategies
6. **All students** will be able to **explain the schoolwide strategies**
7. **Students routinely use the strategies**
8. Teachers share and support one another through **team structures**

[Striving Readers Series: Middle School-Adolescent Literacy - YouTube](#)

[2018 Literacy Academy Resources | Ohio Department of Education](#)

Collective Teacher Efficacy = 1.57 Effect Size! (Hattie, 2018)



(Riddile, 2018)

(Adapted from
Riddile, 2019)

Consider Embedding Routines in a Common Instructional Framework

(Adapted from Riddile, 2019)

Utilization of Instructional Time “Bell-to-Bell”



“Do Now”

Consistent Beginning

- Students engage in a common routine with no teacher prompting



“I Do”

Teacher Leads

- Direct instruction and modeling



“We Do”

Students Work

- Teacher checks for understanding as students collaborate & build skills with text



“You Do”

Strong Finish

- Formative assessment to inform planning

Before-Reading Routines

During-Reading Routines

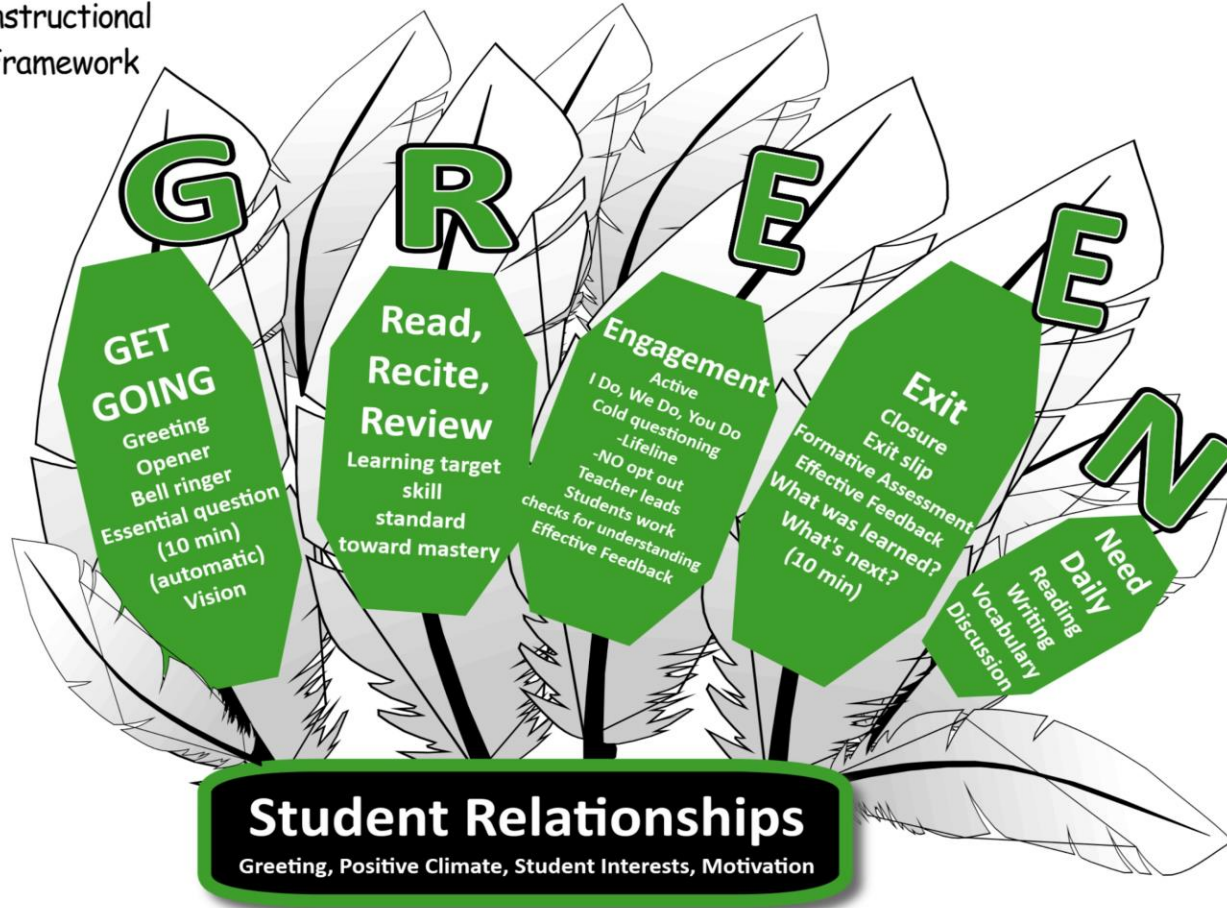
After-Reading Routines

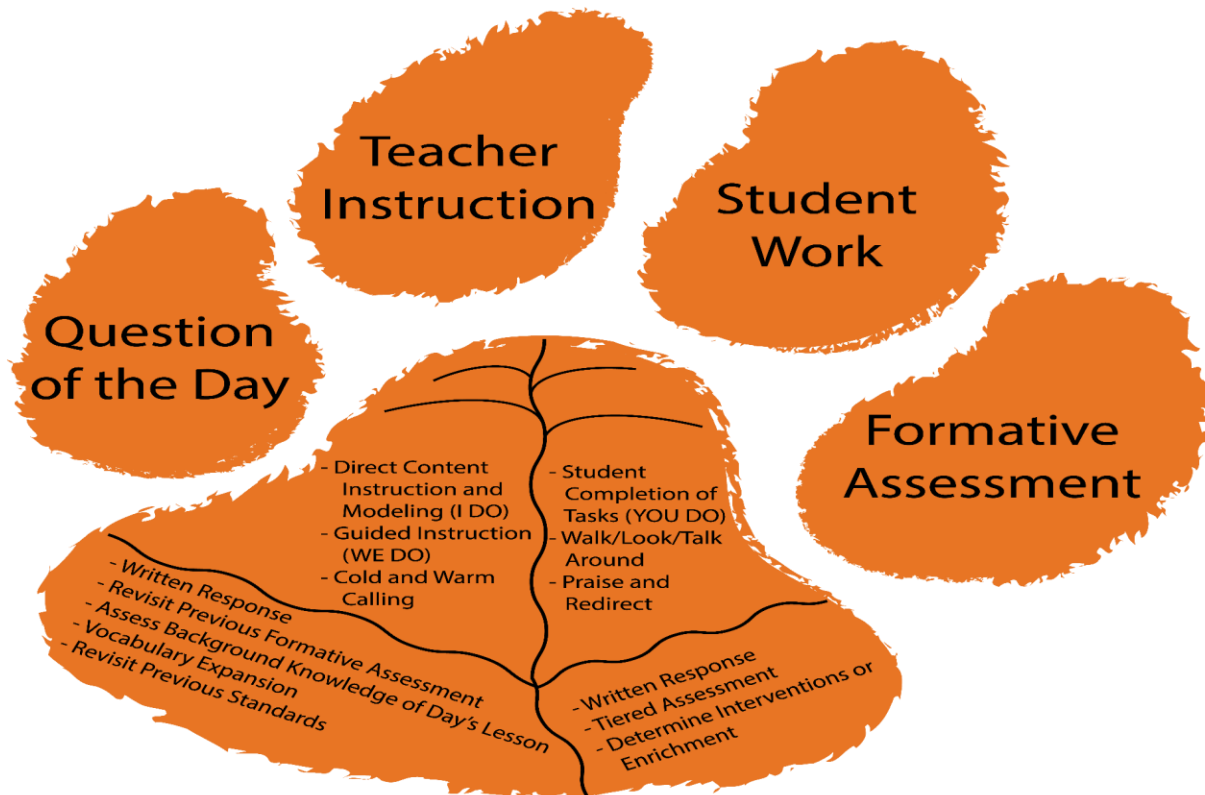
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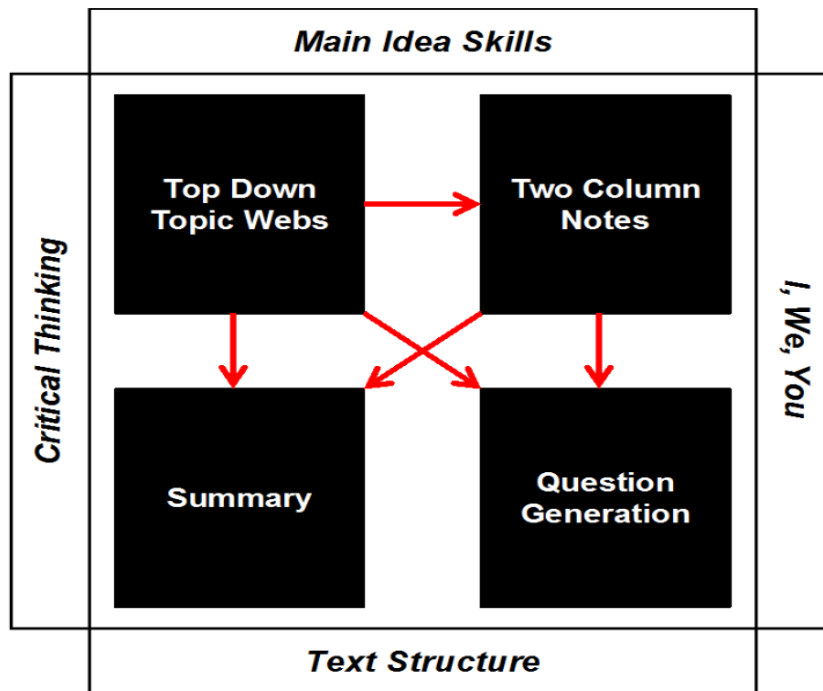
Student Relationships

Instructional
Framework





Keys to Literacy – Comprehension Routine



(Sedita, 2015)

[Testimonials from New London Schools](#)

Participants will gain a deeper understanding of:



- 1. The importance of implementing common literacy routines to advance evidence-based practices in ALL content areas**
- 2. Considerations for selection of common routines**
- 3. Examples of successful implementation resulting in dramatic, high-profile secondary school turn-arounds**

Concluding Thought ...

The fact of the matter is **we're not teaching kids to read. We're assuming they can read** and when they can't, we put them in easier books or side-step text altogether. **Complex text is an opportunity to actually improve these kids' possibilities in life.** *(Shanahan, 2019)*



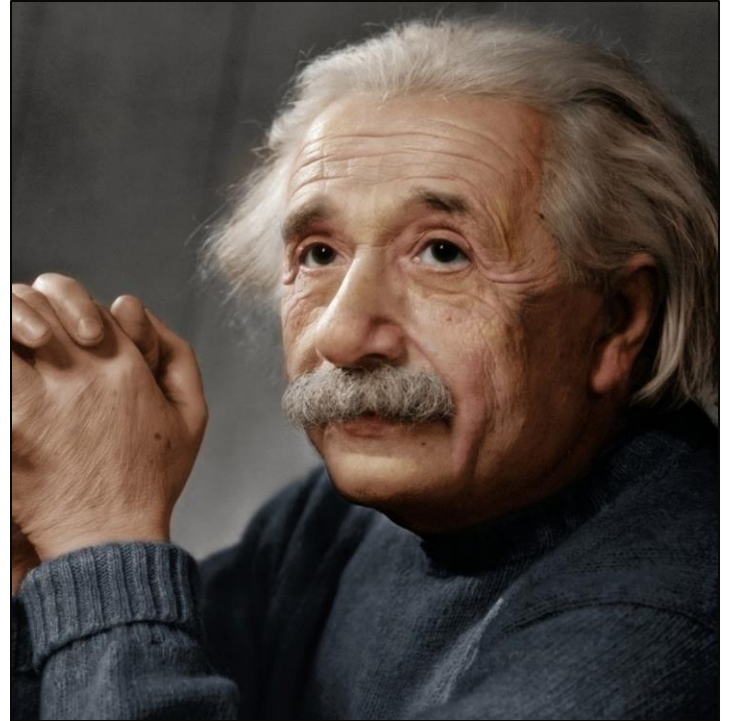
[Teaching Students to Read Complex Text - Shanahan, 2019 ODE Literacy Academy](#)

[American Educator, Winter 2010-11, Vol. 34, No. 4, AFT](#)

Nothing Changes if Nothing Changes

“Insanity is doing the same things over and over but expecting different results.”

– Albert Einstein



Thank You!!

Roger.Howard@escneo.org

