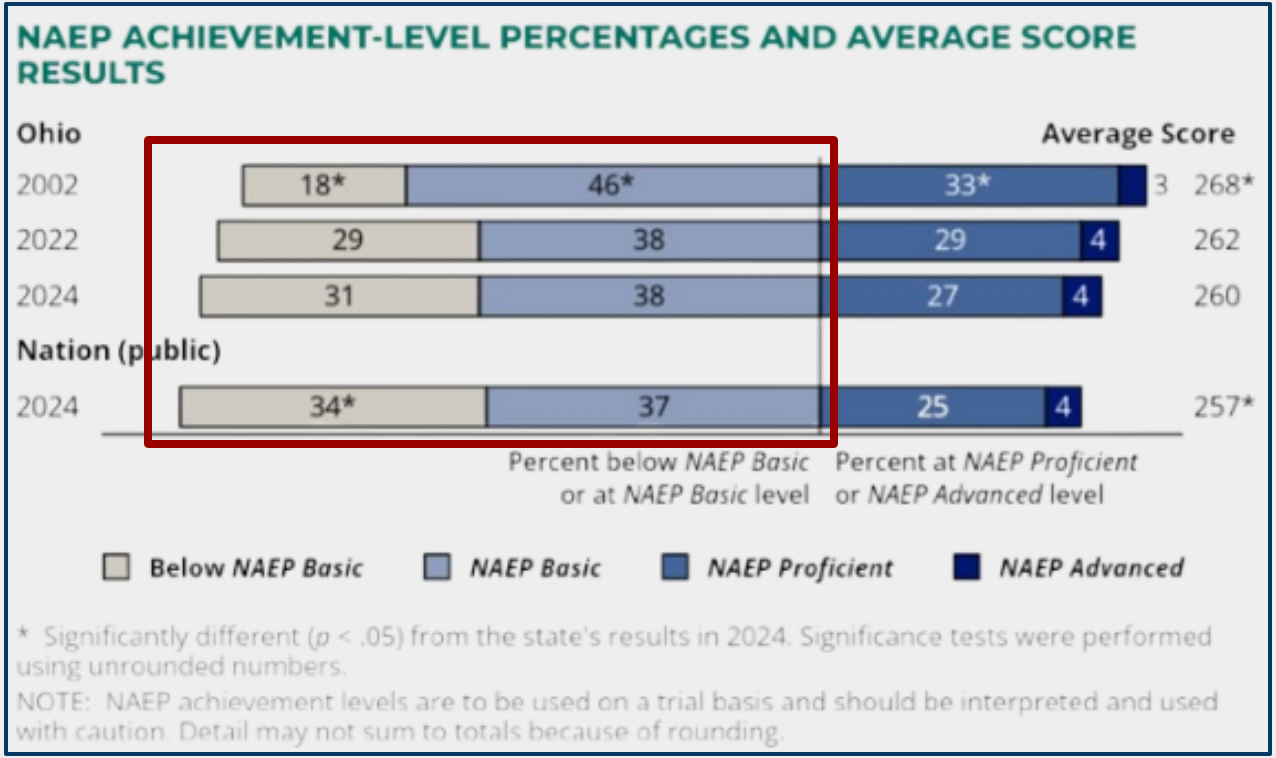
Adolescent Literacy Instruction: From Compliance to Craft

Whitney Imhoff, ReadOhio Coach

MID-OHIO Educational Service Center

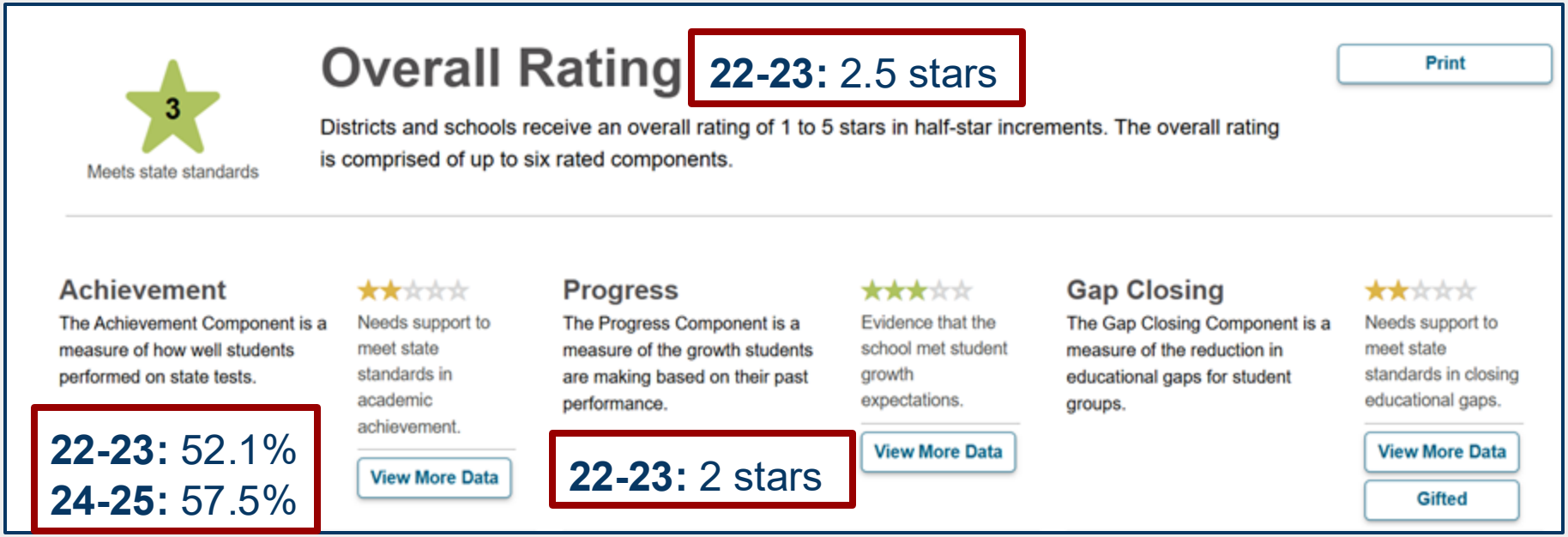
This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or Ohio Department of Education and Workforce. The U.S. Department of Education and Ohio Department of Education and Workforce do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.

Ohio's NAEP Data: 8th Grade ELA



The Nation's Report Card: Reading Ohio State Snapshot Report (2024)

Classroom Impact: Report Card

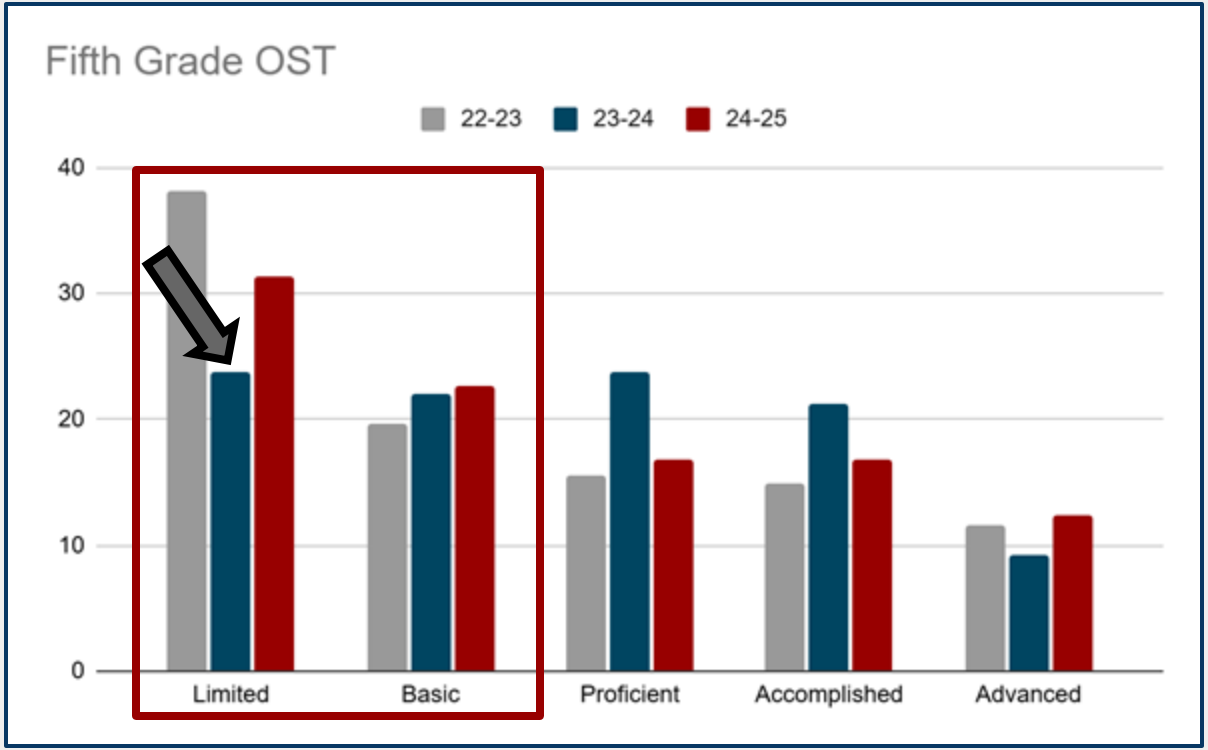


Ohio School Report Cards

Classroom Impact: OST

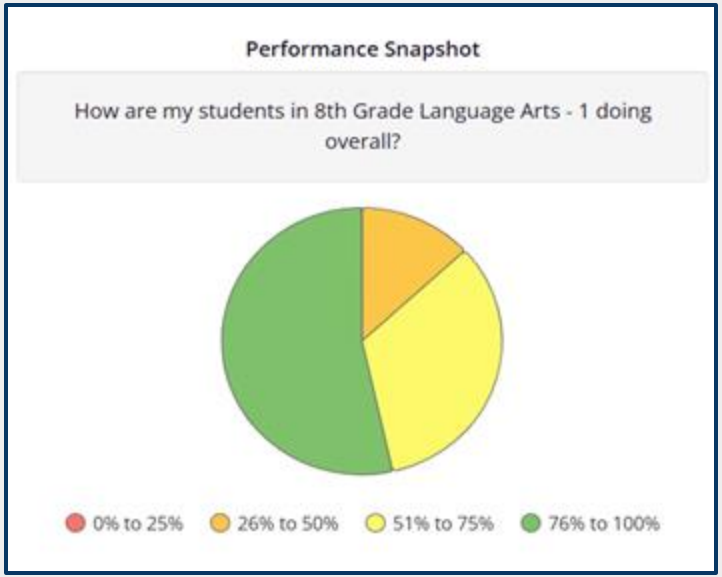
Proficiency

- 22-23: 42.2%
- 23-24: 54.2%
- 24-25: 46.0%



Classroom Impact: HQIM Implementation

- Grades
  - 17% Green (Prior)
- Confidence
  - Volunteer Readers
- Engagement
  - Attendance
  - Completion of Assignments



Ohio's Plan to Raise Literacy Achievement

ADOLESCENT LANGUAGE AND LITERACY

The adolescent language and literacy stage begins around fourth grade and extends through high school. During this stage, there is an increasing emphasis on understanding and engaging with complex texts. When students enter middle and high school, academic language and disciplinary texts become increasingly more sophisticated. As these demands increase and developmental changes occur, instructional priorities subtly shift (Roberts et al., 2008) to the five essential areas for adolescent literacy:

1. Advanced word study
2. Fluency
3. Vocabulary
4. Comprehension
5. Motivation

Ohio's Plan to Raise Literacy Achievement (2025)

NAEP Score: 8th ELA Basic

- determine the meaning of words using **context**
- use **explicit details** to answer specific questions
- determine the **main idea or purpose** of a text
- understanding of **text features or graphics**
- formulate an **opinion** about a claim or argument

The NAEP Reading Achievement Levels By Grade

NAEP Score: 8th ELA Proficient

- use **context** to determine definition of multi meaning word
- make **inferences or judgements**
- make connections between **text features and graphics**
- identify one or both **sides of an argument**
- offer an **opinion** about the evidence

The NAEP Reading Achievement Levels By Grade

NAEP Score: 8th ELA Advanced

- determine the **meaning of words** using information/ideas
- determine:
  - **similarities & difference**
  - **cause & effect**
  - **problem & solution**
- express an **opinion** that evaluates
- **support ideas** from more than one text
- use **appropriate text evidence** to substantiate **own opinion**

The NAEP Reading Achievement Levels By Grade

Is “Proficient” Good Enough?

PROFICIENT

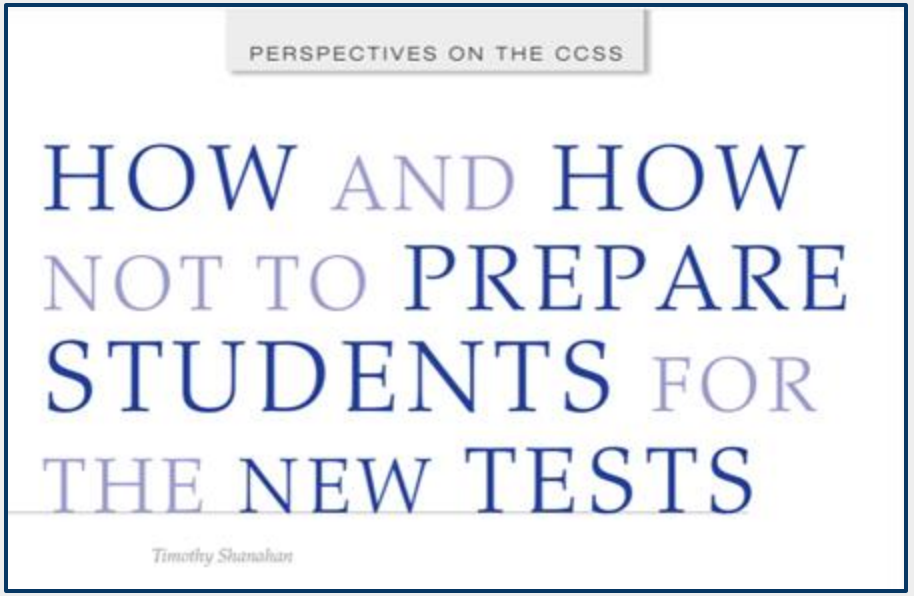
- use **context** to determine definition of multi meaning word
- make **inferences or judgements**
- make connections between **text features and graphics**
- identify one or both **sides of an argument**
- offer an **opinion** about the evidence

ADVANCED

- determine the **meaning of words** using information/ideas
- determine:
  - **similarities & difference**
  - **cause & effect**
  - **problem & solution**
- express an **opinion** that evaluates
- **support ideas** from more than one text
- use **appropriate text evidence** to substantiate **own opinion**

NAEP Score: Cross Content Indicator

- Vocabulary
- Text Features
- Explicit Details
- Support Ideas
- Opinion

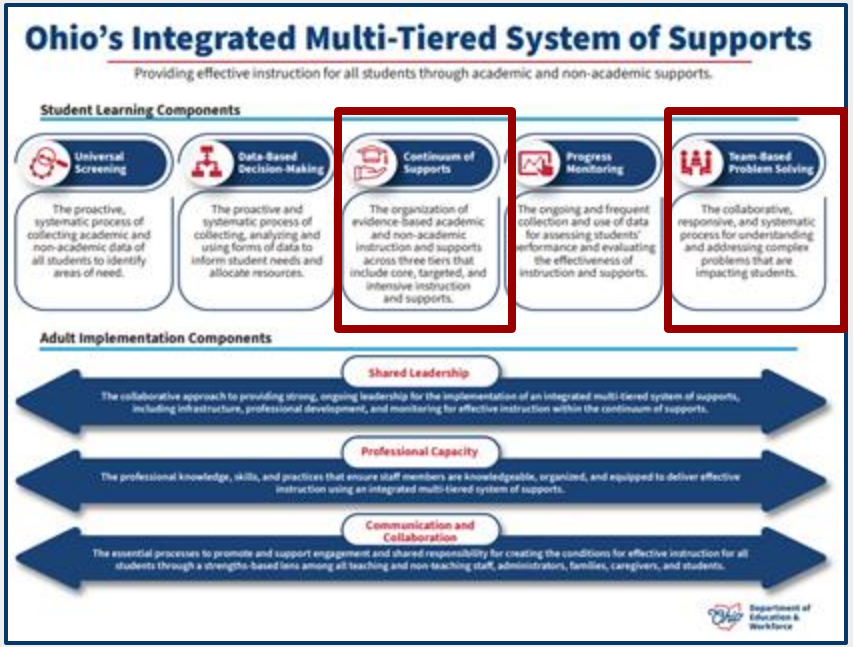


Shanahan Article / Shanahan Video

iMTSS

- Continuum of Supports
- Team-Based Problem Solving

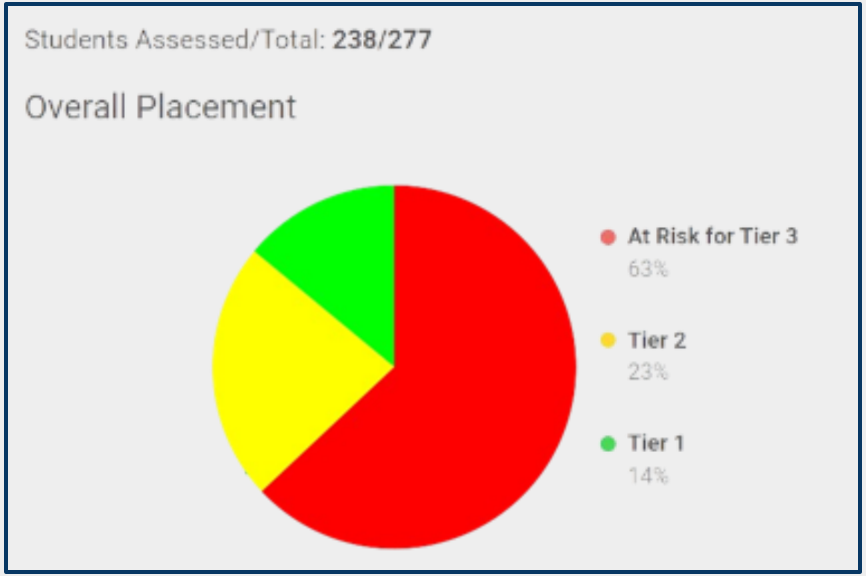
- Shared Leadership
- Professional Capacity
- Communication & Collaboration



Ohio's Integrated Multi-Tiered System of Supports

iMTSS: Continuum of Supports

- **ALL Students**
  - HQIM (Integrity)
  - Evidence Based Programs
  - Grade Level
  - State Standards



ODEW iMTSS: Continuum of Supports

Ohio’s Instructional Coaching Model

YOU

can be a coach!

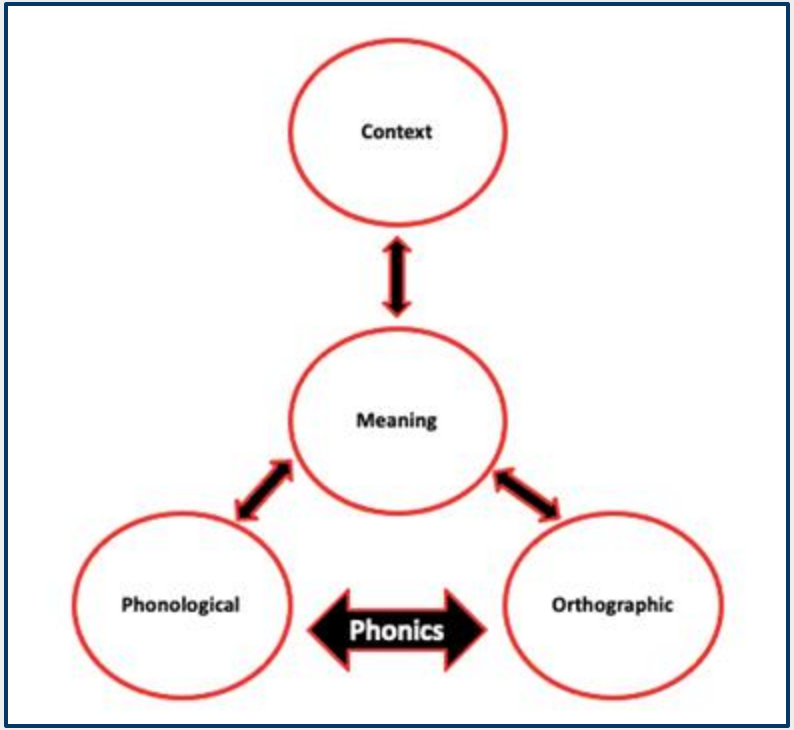
Universal: Coaching

- Everyday & Every Content
  - Read, Write, Discuss
- Common Routines
  - Time Audit

Lent & Voigt: Disciplinary Literacy in Action (2019)

Universal: Vocabulary

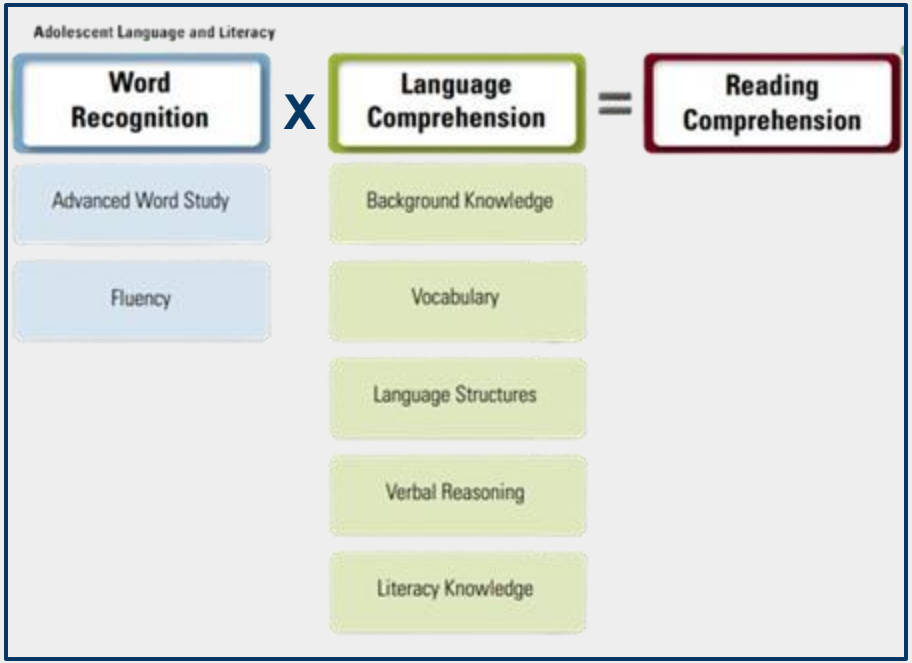
- See It
- Say It
- Teacher Define
- Context - Use
- Opportunities to Respond
  - Engagement



Ohio's Science of Reading Modules: Seidenberg and McLelland (1989)
IES Guide - Improving Adolescent Literacy

Universal: Comprehension

- Get the Gist
  - Background
  - Vocabulary
  - Reading Text
  - Gist Statements



Ohio's Plan to Raise Literacy Achievement (2020)
AIM Coaching: Schoolwide PACT Lessons
IES Guide - Improving Adolescent Literacy

Universal: Writing

- Transcription
  - COPS
- Composition
  - RACE
  - CER

Ohio's Science of Reading Modules
Sedita: The Writing Rope (2019)

Universal: Explicit Instruction

- Content: 1, 2, 3
- Design: 4, 5, 6, 7, 8, 9, 10
- Delivery: 11, 12, 13, 14, 15
- Practice: 16

	Sixteen Elements of Explicit Instruction
Content	1. Focus instruction on critical content.
	2. Sequence skills logically.
	3. Break down complex skills and strategies into smaller instructional units.
Design of Instruction	4. Design organized and focused lessons.
	5. Begin lessons with a clear statement of the lesson goals and your expectations.
	6. Review prior skills and knowledge before beginning instruction.
	7. Provide step-by-step demonstrations.
	8. Provide guided and supported practice.
	9. Use clear and concise language.
	10. Provide an adequate range of examples and non-examples.
Delivery of Instruction	11. Require frequent responses.
	12. Monitor student performance closely.
	13. Provide immediate affirmative and informative (corrective) feedback.
	14. Deliver the lesson at a brisk pace.
	15. Help students organize knowledge.
Judicious Practice	16. Provide distributed and cumulative practice.

Principles of Effective Instruction
1. Optimize engaged time/time on task.
2. Promote high levels of success.
3. Increase content coverage.
4. Spend more time in instructional groups.
5. Scaffold instruction.
6. Address different forms of knowledge.

Anita Archer: Explicit Instruction

MIBLSI: Elements of Explicit Instruction

Small Group: Coaching

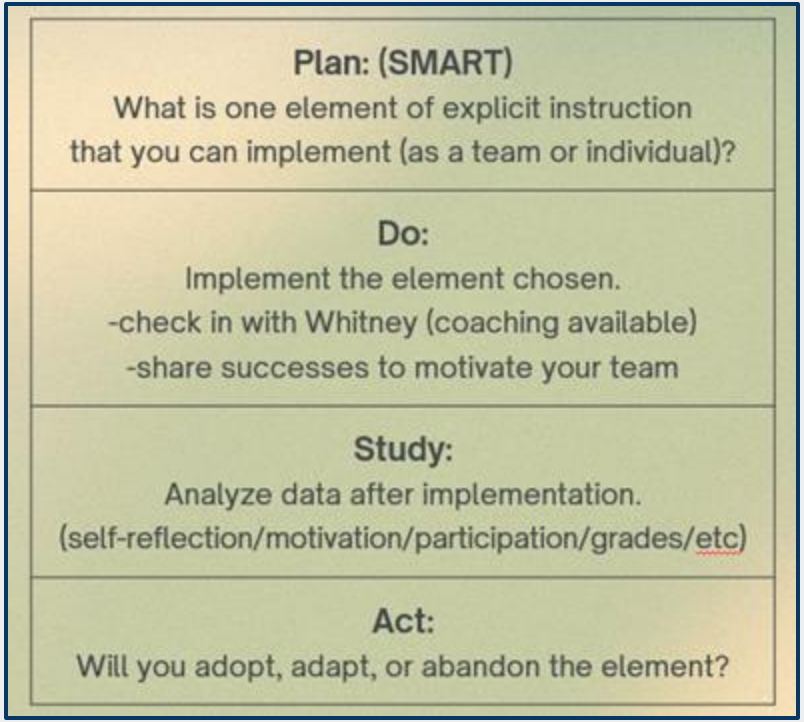
Effects of Training and Coaching on Teachers' Implementation in the Classroom (Joyce & Showers, 2002)

TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Classroom	95%	95%	95%

Joyce & Showers: The Evolution of Peer Coaching (2002)

Small Group: TBT / PLC

- focus on the **student needs** indicated by student assessment data
- provide **formative feedback**
- access, analyze and use data to inform decisions about student **intervention and instruction**
- ensure **consistent and clear communication** to district/building leadership teams, caregivers and other stakeholders who play a part in promoting student success



ODEW: Shifting to the Science of Reading (2024)

One-On-One: Coaching in ELA

- Before
  - Purpose & Vocabulary
- During
  - Read, Write, Discuss
- After
  - Show Understanding

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.9 Teachers determine ways to enhance students' understanding of written text.	Teachers determine ways to incorporate quality text that imparts discipline-specific information into daily lessons to increase students' opportunities to read and understand core subjects. AND: Students' understanding of written text is enhanced by designing lessons that incorporate activities from the following before, during, and after reading strategies: 1 Before students read text, teachers design instruction to activate students' topical prior knowledge and increase the accessibility of the text for all students by previewing portions of text, orienting students to the **text structure**, pre-teaching critical vocabulary, decoding difficult multi-syllable words, and providing a clear purpose for reading. 2 While students are reading text, teachers design instruction so students can focus on critical content; use questioning, note-taking, and graphic organizers to expand understanding of information beyond what is stated in the text; engage in peer discussions about the text; write about the text; and engage in discipline-specific discourse. 3 After students have read text, teachers design instruction for students to organize and summarize information learned from reading, as well as apply, analyze, and synthesize new knowledge and understanding	Sampling of disciplinary text Sampling of teacher lessons Student products developed after reading text	1 point: At least 2 of the criteria from the 2-point response are in place. 0 points: The criteria from the 2-point or 1-point response are not in place.

RTFI: Secondary

One-On-One: Coaching in ELA

- HQIM
  - District Implementation
- SOR
  - SVR & 4 Part Processor
- Bridge the Gap Between Research and Practice
  - Literacy Academy (OD)
  - Ohio Learn (previous LMS)
  - Regional Supports

Commitment 1:

Bridge the gap between research and practice to support access to high-quality, evidence based literacy instruction aligned with the science of reading.

Ohio's Plan to Raise Literacy Achievement (2025)

One-On-One: Coaching in ELA

- Presumed competence for all learners: potential to grow!
  - Common Routines
  - Evidence Based Strategies

Figure 6. Language and Literacy Development Continuum

Commitment 2:

Ensure all learners are represented and supported throughout the language and literacy development continuum which includes…adolescent literacy

Ohio's Plan to Raise Literacy Achievement (2025)

One-On-One: Coaching in ELA

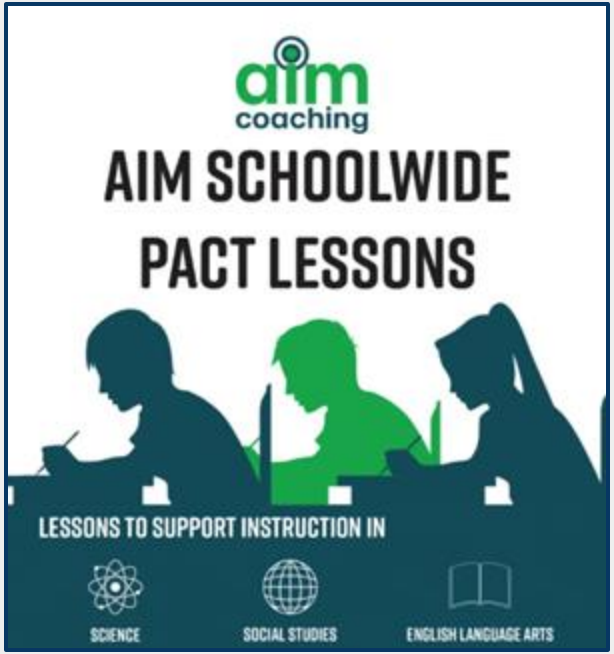
- Program
  - HQIM (packaged material)
- Practice
  - Repeated Strategy (IES)
- Activity
  - Student Action

Commitment 4:
Support the fidelity of implementation of evidence-based language and literacy practices aligned to the body of the science of reading.

Ohio's Plan to Raise Literacy Achievement (2025)

One-On-One: Coaching in ELA

- IES Guides
  - Vocabulary Routine
  - Turn and Talk
  - Get the Gist



The Meadows Center
AIM Coaching: Online Modules

One-On-One: Coaching in ELA

- Collaborative Problem Solving
  - Triangulate Data
  - Small Group Instruction
- Assessments
  - **D**ata **R**ich, **I**nformation **P**oor
- Adult Implementation
  - Fidelity Learning Walks
  - Feedback

Commitment 5:
Support quality planning and data-driven decision-making within a multi-tiered system of supports

Ohio's Plan to Raise Literacy Achievement (2025)

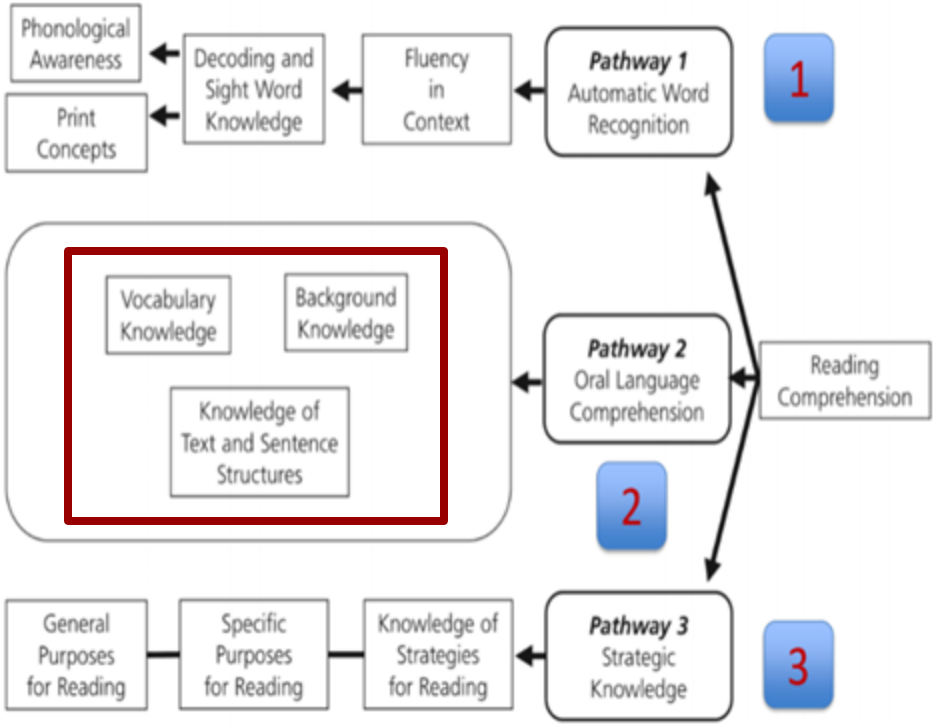
One-On-One: Coaching Content

- Before, During, After
- Common Practices
- Support
  - Implementation
  - Coaching
  - Administrator

R-TFI Item	2 Points	Suggested Data Sources	1 and 0 Points
1.15 **Department teams** meet to integrate reading and writing strategies into the discipline to enhance students' understanding of written text.	**Department teams** are responsible for: 1 Meeting with colleagues who are either teaching the same subject (if there is more than one person) or teaching different subjects (if there is only one person teaching a core subject). 2 Identifying strategies and instructional methods to incorporate before, during, and after students read discipline-specific text. 3 Collectively examining formative data to choose an evidence-based instructional practice to learn and incorporate into instruction. 4 Supporting one another for implementation and reflection of effectiveness. 5 Ensuring a literacy coach is available as needed to attend some meetings or provide other implementation support. AND: The principal either attends all meetings or rotates attendance at Department Team meetings and receives meeting minutes with products that were developed by the team following the meeting.	Meeting schedule Meeting minutes noting prioritized efforts Action plan with notation of progress Process for updating absent team members Principal meeting rotation schedule	1 point: At least 3 of the criteria from the 2-point response are in place. AND: The principal attends or rotates attendance at the meetings. 0 points: The criteria from the 2-point or 1-point response are not in place.

RTFI: Secondary

Cognitive Model



One-On-One: Coaching Content

- Scope and Sequence
  - Standards Aligned
- SOR
  - SVR & 4 Part Processor
- Bridge the Gap Between Research and Practice
  - Literacy Academy (OD)
  - Ohio Learn (previous LMS)
  - Regional Supports

Commitment 1:

Bridge the gap between research and practice to support access to high-quality, evidence based literacy instruction aligned with the science of reading.

Ohio's Plan to Raise Literacy Achievement (2025)

One-On-One: Coaching Content

- Presumed competence for all learners: potential to grow!
  - Access to Curriculum
  - Motivation
    - Link to Industry

Commitment 2:
Ensure all learners are represented and supported throughout the language and literacy development continuum which includes…adolescent literacy

Ohio's Plan to Raise Literacy Achievement (2025)

One-On-One: Coaching Content

- Explicit Instruction
  - Vocabulary
    - morphology
  - Routine
    - I do, we do, you do
  - Get the Gist

Commitment 4:
Support the fidelity of implementation of evidence-based language and literacy practices aligned to the science of reading.

Ohio's Plan to Raise Literacy Achievement (2025)
The Meadows Center / AIM Coaching: Online Modules

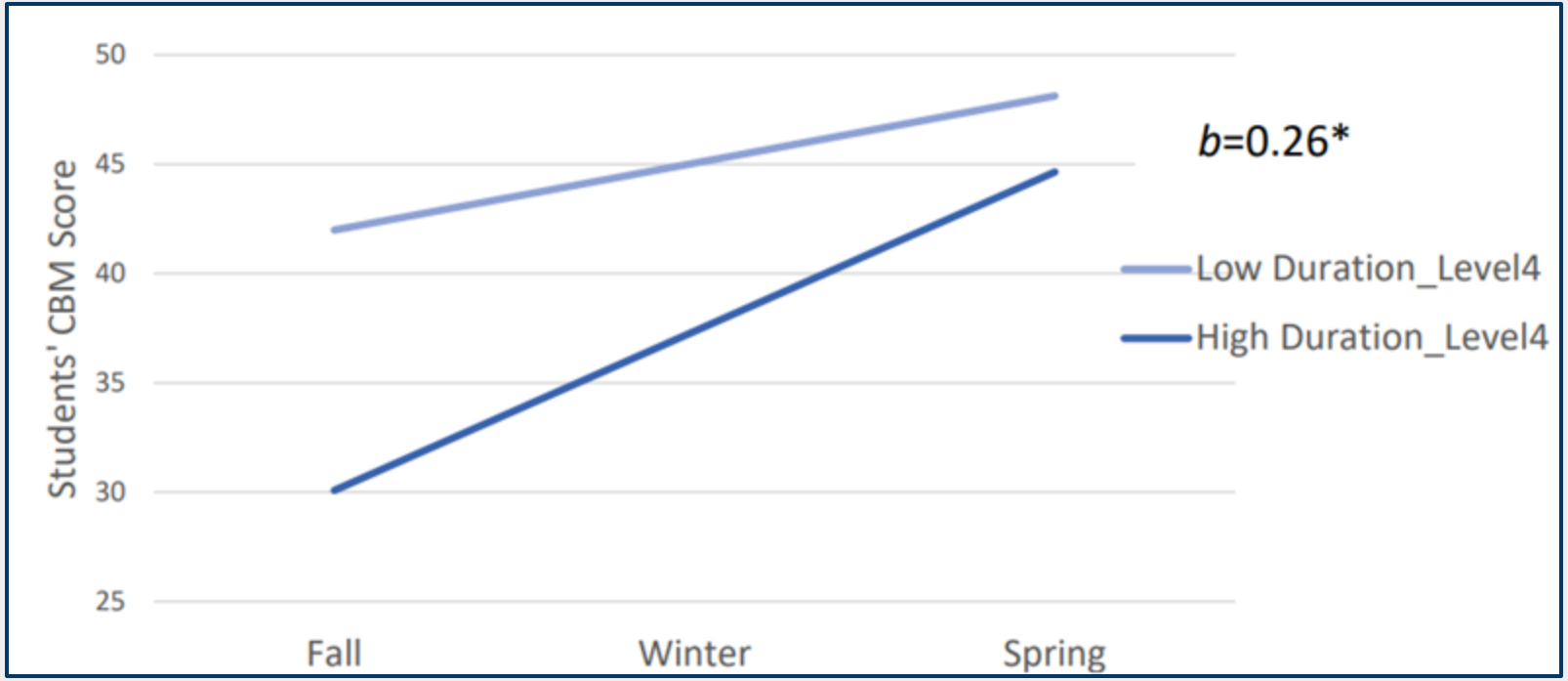
One-On-One: Coaching Content

- Collaborative Problem Solving
  - Small Group Instruction
- Assessments
  - Student Strength / Improve
  - Monitor Instructional Effect
- Adult Implementation
  - Fidelity Learning Walks
  - Feedback

Commitment 5:
Support quality planning and data-driven decision-making within a multi-tiered system of supports

Ohio's Plan to Raise Literacy Achievement (2025)

Classroom Impact: Coaching Report



ReadOhio Coaching Year 2 Report 2025

Reflection: Coaching

YOU

are a coach!

Reflection: Personal

- How are **literacy instructional strategies** and resources implemented across **content areas / grade levels**?

- What are the common approaches or **strategies** shared by all educators in your building?

Whitney Imhoff, ReadOhio Coach

imhoff.whitney@moesc.net

Printed Handouts Available

- Disciplinary Literacy Reading Ropes (Lawrence)
- AIM Schoolwide PACT Lessons (Meadows Center)