

The Content Literacy Continuum:

Developing a School-Wide Adolescent Literacy Program

The University of Kansas Center for Research on Learning



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Six Critical Questions

- 1. Why is it important that we get serious about improving adolescent literacy?
- 2. What are the major outcomes associated with the two major components of the Strategic Instruction Model (S1M): The Learning Strategies Curriculum and Content Enhancement Routines?
- 3. Why it is important that general education teachers become involved in promoting adolescent literacy?



Six Critical Questions (cont.)

- 4. What are the key outcomes associated with each of the five levels of the Content Literacy Continuum (CLC)? Which teachers are primarily involved at each level.
- 5. What can administrator do to support adolescent literacy improvement efforts that will benefit all learners?
- 6. What elements of high quality professional development are required for school improvement associated with adolescent literacy?



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The Muskegon High School Story



The Muskegon High School Story

- · North Central Accreditation visit
- School-wide reading screening
- · Word identification intervention
- Reading comprehension strategies class
- Writing strategies as a part of English classes
- Engaging content teachers in solving the literacy problem
- Receipt of the Carrie & Pete Rozelle Award
- · School-wide CLC approach adopted
- · Principal retires and begins consulting



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Let's pause for a moment.....

What factors do you think accounted for the success story at MHS?



Another Story....

Kennedy High School Sacramento, CA



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The JFK High School Story

- 1999-2001 Intervention classes established for 9th students below the 25%
- 2002 2003 SIM overviews conducted
- 2003 2004
 - SIM Strategic Reading class implemented for 9th and 10th grade students at Basic or Below Basic reading levels
 - Thirty teachers participate in summer training in both strategic reading and Content Enhancement routines
- 2004 2005
 - one-hundred teachers participate in a summer Teaching Content to All Institute;
 - Year two of the Strategic Reading Class
- 2005 2006
 - Embedded Reading Strategy Institute for ALL teachers
 - Year two of Strategic Reading class; number of class offerings increases



2005 - 2006 School Wide Reading Strategies

embedded - strategic - intervention

- · Emphasis on school wide strategies and routines-
 - Word identification
 - Paraphrasing
 - Chapter Survey
 - Frame Routine
- · Content specific strategies
 - Visual Imagery in English
 - Self-Questioning in Science and History
- Cross curricular implementation through Small Learning Communities
- Strategic and Intervention classes

Research on Adolescent and Adult Literacy

Print

accuracy fluency

Language

word meaning sentence & discourse processing **Cognition**

content knowledge strategic knowledge ways of knowing

Situation

motivation context

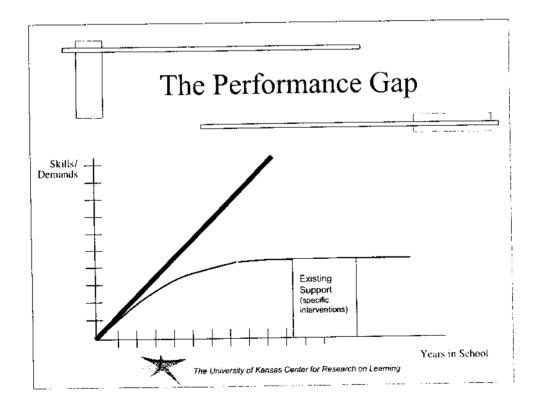
- Word attack and recognition skills plateau at about the 3rd to 5th grade levels for some
- >>> Direct, systematic, intensive instruction in phonics works
- Comprehension plateaus at about the 5th to 6th grade levels for many
- >>> Direct, systematic, intensive instruction in learning strategies works
- Attention to vocabulary and background knowledge is needed
- >>> Progress, transfer, and maintenance significantly increases when instruction is provided across settings
- Students must be able to use literacy to solve problems and meet demands across settings if they are to become motivated to develop literacy skills

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1960		
1980		Time
2000		

"If it weren't for students impeding our progress in our race to the end of the term, we could certainly be sure of covering the material. The question, however, is not whether we as teachers can get to the end of the text or the end of the term, but whether students are with us on that journey."

Pat Cross

Director of the Classroom Research Project University of California, Berkeley



The Content Literacy Continuum



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CLC- A Continuum of School Action

Level 4: Provide more intensive intervention for those who need work on basic literacy elements.



CLC- A Continuum of School Action

Level 1: Ensure mastery of critical content.

Level 2: Weave shared strategies across

classes.

Level 3: Support mastery of shared

strategies for targeted students.

Level 4: Provide more intensive intervention

for those who need work on basic

literacy elements.



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Level 4: Provide more intensive intervention

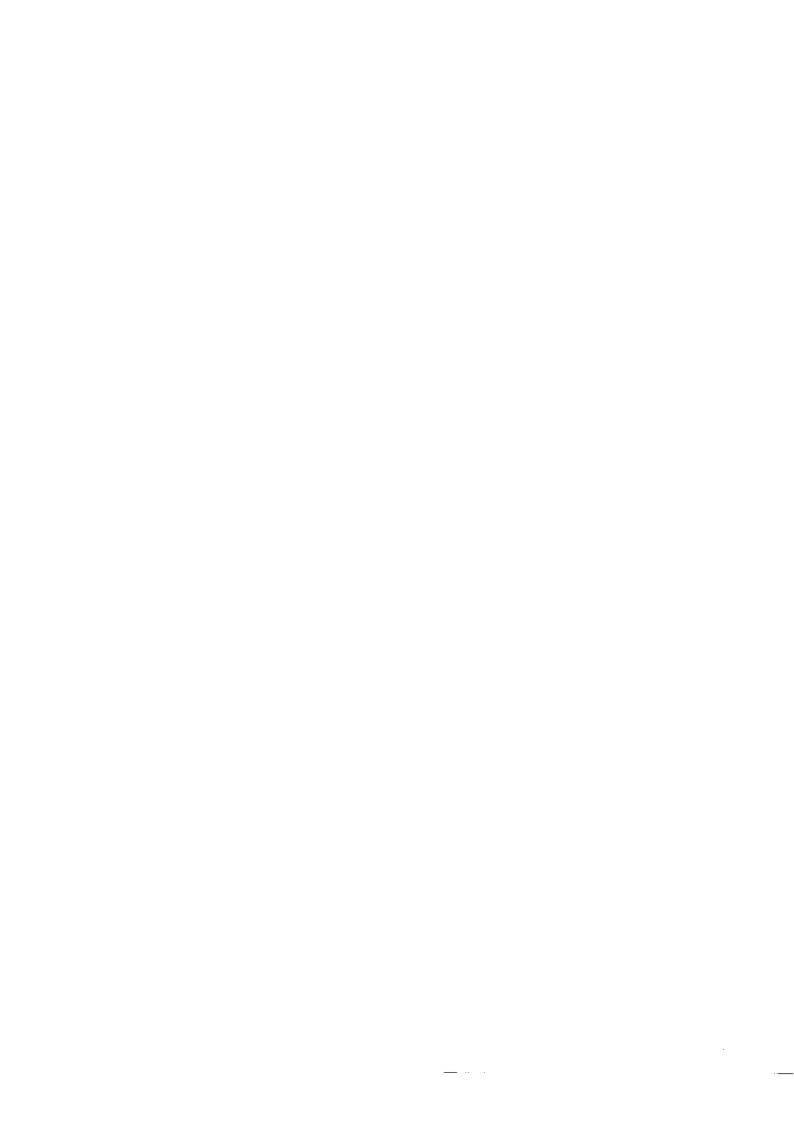
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literacy elements.

Level 5: Deliver more intensive clinical

options for those who need it.





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A Continuum of Literacy Instruction

Level 1: Enhance content instruction (mastery of critical content for

all regardless of literacy levels)

Level 2: Embedded strategy instruction (routinely weave strategies

within and across classes using large group instructional methods)

Level 3: Intensive strategy instruction (mastery of specific strategies

using 8-stage instructional sequence: individual Strategic Tutoring)

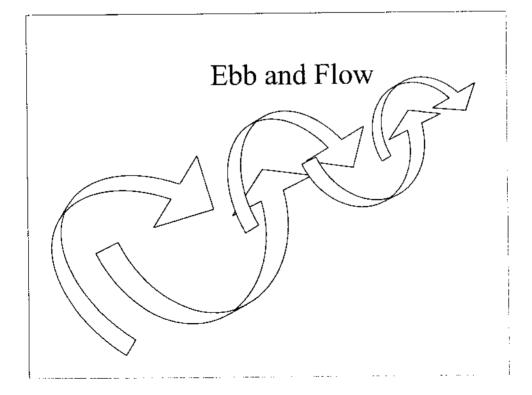
Level 4: Intensive basic skill instruction (mastery of entry level

literacy skills at the 4th grade level)

Level 5: Therapeutic intervention (mastery of language underpinnings

of curriculum content and learning strategies)







Learning Strategies Content Enhancement Curriculum Routines

Learning Expressways
Teaming & Problem Solving
Strategies
Cooperative Thinking
Strategies

Community Building Strategies

Possible Selves Self Advocacy Strategy

Creating a Continuum of Literacy Instruction

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Key Ideas Related to Content Literacy

- 1. A major application of literacy is to increase the learning of critical information.
- 2. Content literacy requires fluent decoding.
- 3. Common strategies are taught and reinforced by all teachers.
- 4. Responsive and systematic instruction is provided on a continuum of intensity.
- 5. Students must master critical content regardless of literacy competence so that they acquire the background knowledge required to connect and understand new information.



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Level 2:

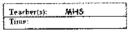
What does the core content curriculum have to do with adolescent literacy?

- ✓ Teachers are required to align curriculum with standards and then
 are required to ensure that all students meet standards.
- Students who have limited literacy skills and strategies will not acquire the content and will not meet standards.
- ✓ The core content curriculum is where students apply and practice literacy skills and strategies.
- Secondary students will not have sufficient opportunities for practice if core content teachers do not participate in the development of literacy skills and strategies across the curriculum.



- ✓ Comprehension does not improve for students with limited content knowledge unless content area background knowledge is improved.
- ✓ When students have limited literacy, core curriculum teachers must compensate for these skills and strategies in the ways that they present the core content.
- ✓ Secondary teachers must balance content instruction with literacy instruction if students are going to meet standards.
- Traditional secondary teacher planning and instruction focuses on planning to cover more content quickly and the result is poor content area learning for all students.
- ✓ Secondary core curriculum teachers can promote literacy by focusing instructional time on critical content so that mastery is achieved and critical literacy skills and strategies can be embedded naturally during instruction.





The Course Organizer

Student: Engrse Dates:





👸) understanding living things.

- C . COURSE OBESTIONS:
- How is the scientific method used in the biological sciences?
- How are living things related and organized?
- How do matter, energy, and organisms interact?
- How do cycles affect living things?
- What factors affect the growth and development of life?
- What ideas and discoveries have shaped the study of life?
- How does interdependence affect living
- How do structure and function relate?

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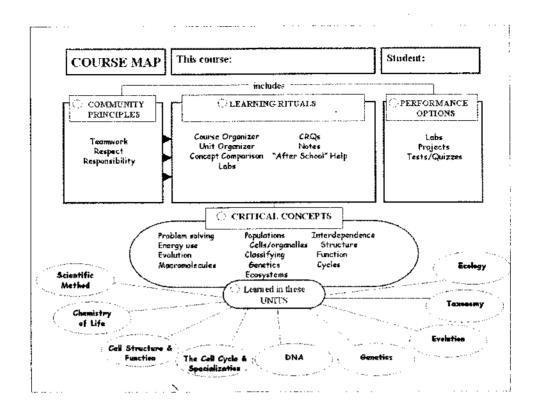
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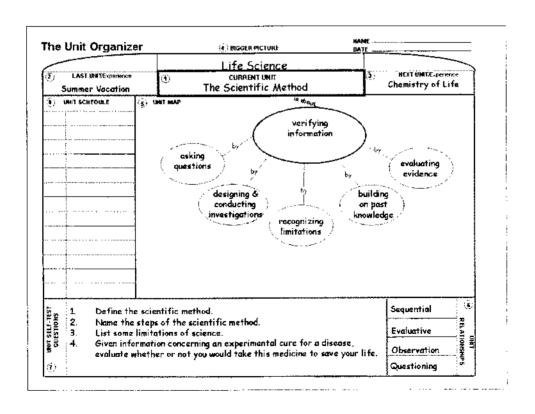
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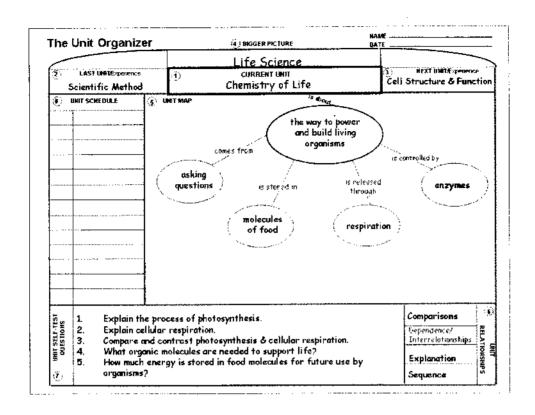
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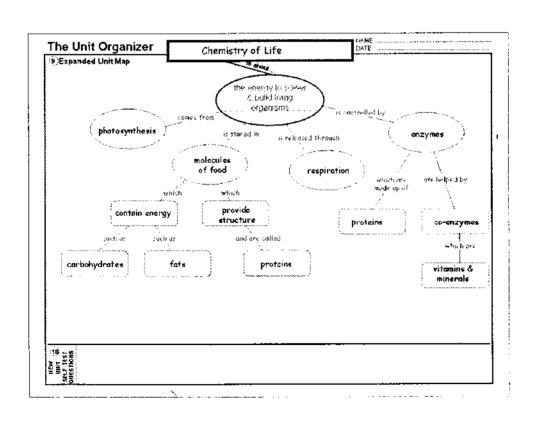
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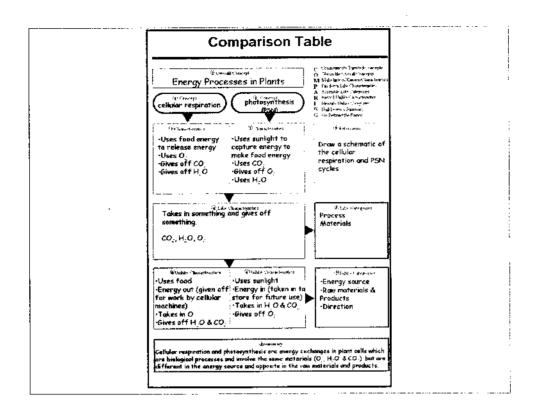
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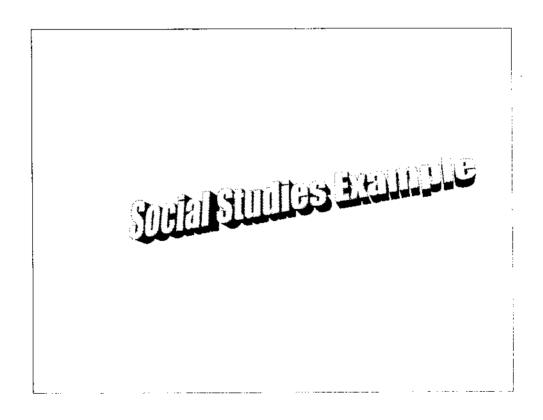


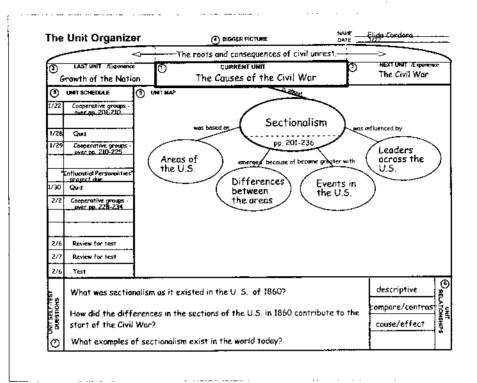


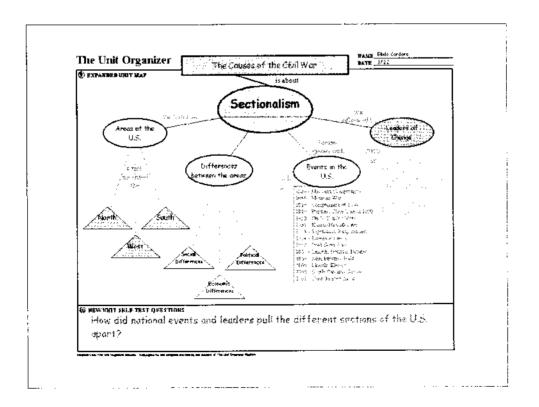


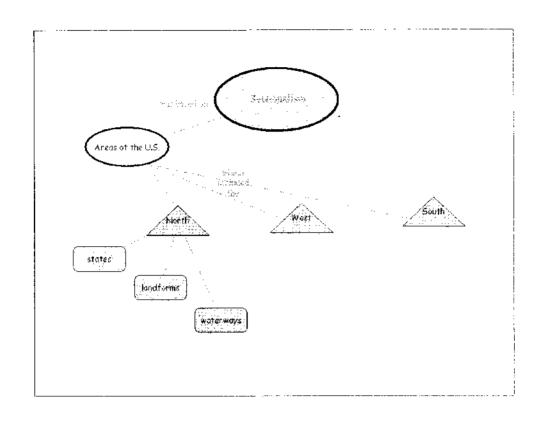


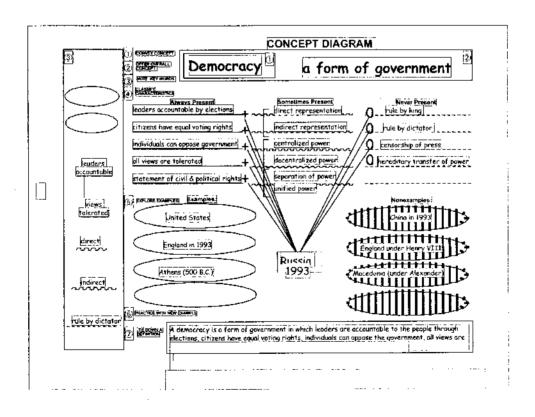


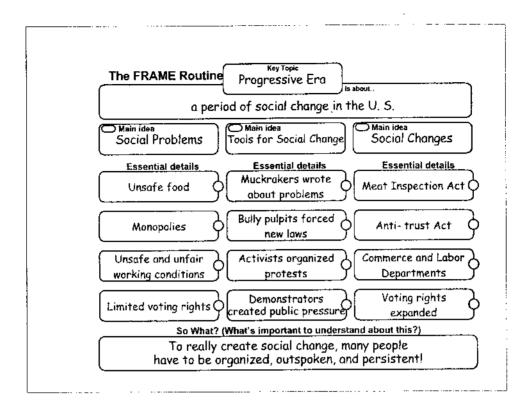












The SMARTER Planning Process

- Shape the Critical Questions.
- Map the Critical Content.
- Analyze Difficulties
- Reach Enhancement Decisions.
- Teach Strategically
- Evaluate Mastery
- Reevaluate Critical Questions

Teacher Planning Software

GIST Interactive Planning Software



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Learning Strategies

◆ Teaching students how to think about and solve problems, or.....teaching students "how to learn"



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Learning Strategies Curriculum

Acquisition

Word Identification

Paraphrasing

Self-Questioning

Visual Imagery

Interpreting Visuals

Multipass

Storage

First-Letter Mnemonic

Paired Associates

Listening/Notetaking

LINCS Vocabulary

Expression of Competence

Sentences

Paragraphs

Error Monitoring

Themes

Assignment Completion

Test-Taking



Paraphrasing

- Read a paragraph
- ◆ Ask yourself what is the main idea and what are important supporting details
- ◆ Put the main idea and supporting details into your own words



Self-Questioning Strategy

- ◆ Attend to clues as you read
- Say some questions
- Keep predictions in mind
- Identify the answer
- ◆ Talk about the answers





The Word Identification Strategy

Discover the context
Isolate the beginning
Separate the ending
Say the stem
Examine the stem
Check with someone
Try the dictionary



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Level 4: Provide more intensive intervention for those who need work on basic skills and entry level strategies.

Students learn literacy skills through specialized, direct, and intensive instruction in listening, speaking, reading, and writing through carefully designed and delivered courses.

For example: Courses in researched-based reading Programs such as the SRA Corrective Reading Program are created for students.



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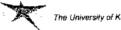
of curriculum content and learning strategies)



Level 5: Deliver a more intensive clinical option for those who need it.

Students with underlying language disorders learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies.

For example: Speech-language pathologists engage students in curriculum-relevant therapy.



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The Speech-Language Pathologist Provides Curriculum-Relevant Therapy

Curriculum-relevant therapy is a kind of intervention that engages adolescents in meaningful, relevant, results oriented work, leading to academic success. The SLP uses and builds on the literacy experiences of the other four levels of the CLC to provide enhanced literacy instruction directly or in collaboration with other instruction.

Practice Principles:

- Intervention provided by the SLP should be therapeutic, or clinical, in nature.
- Intervention should relate directly to what students have to learn in school.



Strategic Tutoring cuts across CLC Levels

Creating a learning apprenticeship....

Give me a fish while you're teaching me how to catch my own. That way I won't starve to death while I'm learning to tie flies.

-Rainbow Mike

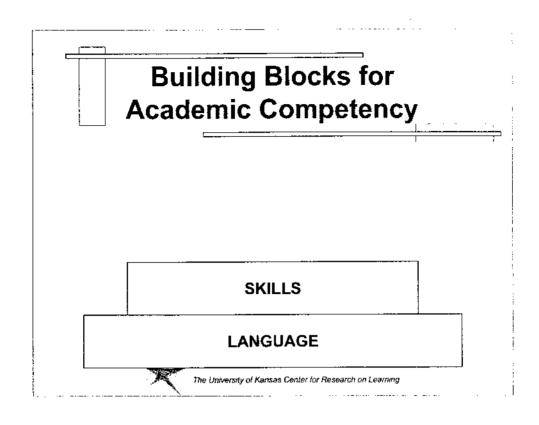


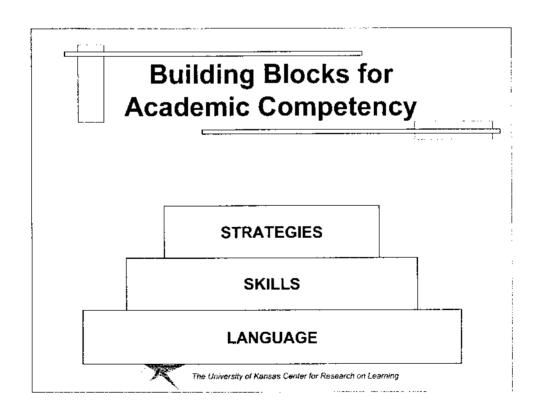
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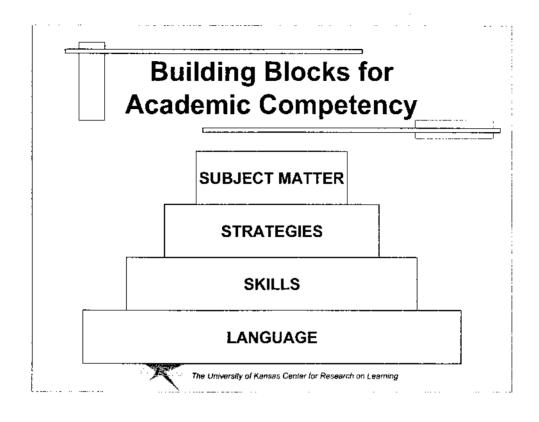
Building Blocks for Academic Competency

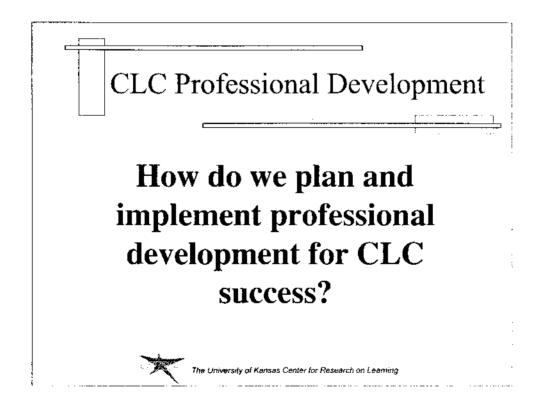
LANGUAGE











"Train & hope" approach

- 1. React to identified problem
- 2. Select & add practice
- 3. Hire expert to train practice
- 4. Expect & hope for implementation
- 5. Wait for new problem....

Enhanced approach

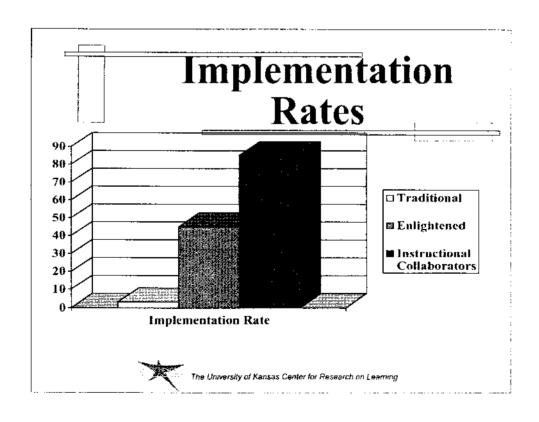
- 1. Organize team
- 2. Review data
- 3. Analyze, describe, & prioritize problem within context
- 4. Specific measurable outcome
- 5. Select evidence based practice
- 6. Provide supports for accurate sustained adoption & implementation
- 7. Monitor practice implementation & progress toward outcome

Key Principles of Professional Development

Professional Development Should be:

- Focused.
- Sustained.
- Data driven.
- Personalized.
- Designed to create a learning community.
- About systems change







- Coordinated, sustained, targeted instruction across
 - Teachers
 - Classes
 - Grades
 - Schools



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CLC Implementation: What is involved?

Readiness Phase

Administrative team understands CLC, cost, multi-year timeline, time needed, and begins to invest in initial professional development for targeted groups of teachers and creates administrative structures to support literacy.

Exploring Phase

Administrative team evaluates progress and endorses vision, all personnel understands CLC, majority of staff make commitments, and there is teacher level endorsement of vision.

Planning Phase

School & student data are evaluated, interviews of staff are conducted, short and long range professional development plans are created.



CLC Implementation: What is involved?

Implementing Phase

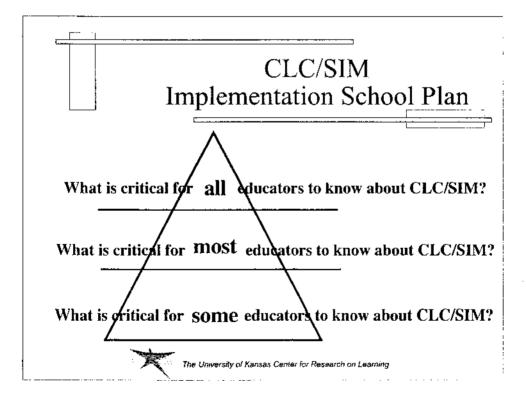
Ongoing professional development & support are provided, role-specific implementation is nurtured, site-based professional developers are created, student performance is evaluated.

Learn It, Do It, Refine It, Use It

Sustaining Phase

Accomplishments are refined, practices are institutionalized to ensure maintenance of implementation and fidelity regardless of changing administration, new teachers automatically learn to implement CLC.





For Information on SIM & CLC Implementation:

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