Live Long and Prosper: Improving Adolescent Literacy Outcomes & SIM

SIM & Literacy Strand 2010

Our Crew

- Tim Shanahan
- Michael Faggella-Luby
- Frances Ihle
- Rosemary Tralli
- Don Deshler

The Unit Organizer

BIGGER PICTURE
NAME
DATE

SIM & LITERACY
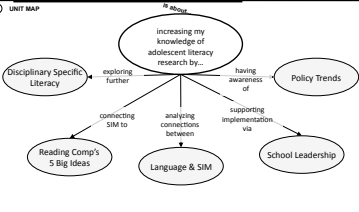
LAST UNIT Experience
PK on Adol Lit, SIM, & PD

CURRENT UNIT
Improving Adol. Literacy Outcomes

NEXT UNIT Experience
Applying Learning

UNIT SCHEDULE

UNIT MAP

is about

increasing my knowledge of adolescent literacy research by...

- Tim S. Follow up
- Process Activity
- MFL on RC's Big 5
- Lunch
- Frances on Language
- Process Activity
- Rosemary on School Leadership
- Process Activity
- Don on Policy
- Process Activity
- Team Wrap Up

Disciplinary Specific Literacy

exploring further

having awareness of

Policy Trends

connecting SIM to

analyzing connections between

supporting implementation via

Reading Comp's 5 Big Ideas

Language & SIM

School Leadership

UNIT SELF-TEST QUESTIONS
1. How do the components of literacy research and policy translate into professional development and instructional practices to improve outcomes for academically diverse students?
2. How can the 5 Big Ideas in Comprehension support a professional development conversation with school administrators?
3. How do the strategies and routines help students understand AND proficiently use written language conventions, which include vocabulary, word order, and discourse processing?
4. How does the Content Literacy Continuum framework support use of SIM and other research-based literacy interventions?

exploration
connection
analysis
support

UNIT RELATIONSHIPS

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Self-Test Questions

1. **How do the components of literacy research and policy translate into professional development and instructional practices to improve outcomes for academically diverse students?**

2. How can the 5 Big Ideas in Comprehension support a professional development conversation with school administrators?

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5 Big Ideas in Reading Comprehension Instruction

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1. Background Knowledge

- ✓ World
- ✓ Vocabulary
- ✓ Concepts

CE Connection

- Concept Mastery-Key Words
- Concept Anchoring-The Known Concept, Known Information, Characteristics of the Known Concept
- LINCing Vocabulary Routine-The Reminding Word, LINCing Story, LINCing Picture
- Course Organizer-Critical Concepts

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Ehren, 2005; Torgesen et al., 2007; Faggella-Luby & Deshler, 2008; McCabe, 2009

2. Knowledge of Text/Discourse Structures

✓ Narrative/Expository organizational patterns
✓ Student awareness and Strategic use

CE Connection
- Unit Organizer-Current, Last, Next Unit, Unit Map, Unit Relationships, Expanded Unit Map
- Clarifying Routine-Use it to describe/Example of, Don't confuse it with/Not an example of
- ORDER Routine

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Ehren, 2005; Torgesen et al., 2007; Faggella-Luby & Deshler, 2008; McCabe, 2009

3. Cognitive Strategies

✓ Goal-specific
  - activate pk;
  - text analysis,
  - SQ,
  - paraphrasing,
  - summarizing,
  - visual imagery
✓ Monitoring and repair
✓ Packaging

CE Connection
- Lesson Organizer-Task-Related Strategies
- Frame Routine-Linking Steps
- Survey Routine-Introduction, Main Parts, Summary/Critical Questions

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Ehren, 2005; Torgesen et al., 2007; Faggella-Luby & Deshler, 2008; McCabe, 2009

4. Increase Motivation/Engagement

✓ Improve self-efficacy via enactive mastery
  - first glance influence,
  - balance of challenging and independent material,
  - short-term goals,
  - easy access

CE Connection
- Co-Construction!
- Frame-So What?
- Clarifying Routine-Knowledge Connections
- Question Exploration-Use in a Related Area, Real-World Use
- Quality Assignment Routine-Plan the Purpose of the Assignment (Why is it important?)

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Ehren, 2005; Torgesen et al., 2007; Faggella-Luby & Deshler, 2008; McCabe, 2009

5. Word Study

✓ Multi-syllabic words
✓ Difficult often content specific syntax
✓ Unique semantic constructions

CE Connection
- Unit Organizer-Line Labels, Unit Relationships
- Survey Routine-Title Translation, Relationship Descriptions, Introduction
- Question Exploration-Key Terms and Explanations
- Concept Mastery-Concept Definition

e.g., Gersten et al., 2001; Biancarosa & Snow, 2004; Ehren, 2005; Torgesen et al., 2007; Faggella-Luby & Deshler, 2008; McCabe, 2009

Is that all it takes?
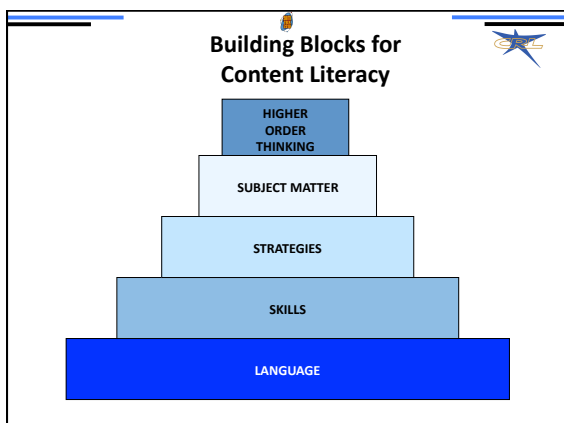
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Pedagogy That Builds Comprehension

- Instructional Core
  - Daily reviews
  - Lesson objectives
  - Presentation of new materials
  - Guided practice
  - Formative Evaluation
- Priority Instruction
  - Small groups*
  - Strategy Cueing
  - Advance Organizer
  - Distributed Practice

Faggella-Luby & Deshler, 2008; Swanson, 1999; Swanson & Hoskyn, 2001

Building Blocks for Content Literacy

HIGHER ORDER THINKING

SUBJECT MATTER

STRATEGIES

SKILLS

LANGUAGE

Language & SIM:
Seeking Out New Connections

Frances M. Ihle

SIM & Literacy Strand 2010

Self-Test Questions

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3. How do the strategies and routines help students understand AND proficiently use written language conventions, which include vocabulary, word order, and discourse processing?

The Trouble with Text:
Reading comprehension requires language knowledge…

Semantics
- Vocabulary

Syntax
- Word order

Pragmatics
- Discourse processing

(Berman & Ravid, 2009; Catts & Hogan, 2003; Nation, 2005; Schleppegrell, 2001)

VOCABULARY…*words words words*

✦ Scintillate, scintillate, asteroid minific.

  ✦ Scintillate: To fluoresce momentarily when struck by a photon or charged particle

✦ Surveillance should precede saltation.

  ✦ Saltation: The movement of particles over an uneven surface in a turbulent flow of air or water

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WORD ORDER

✦ <u>Since</u> previous investigators had established <u>that</u> fractionation is related to the rate of sulphate reduction, it was necessary to determine <u>whether</u> the metabolism of resting suspensions would be constant under the experimental conditions to be imposed <u>and also</u> to determine the effect of certain parameters on the rate of reduction.

✦ <u>The rate of reduction in individual experiments</u> was altered by <u>choice of temperature</u> and <u>hydrogen donor</u> and was influenced by <u>uncontrolled variations in different batches of resting organisms</u>.

WORD ORDER...*connectives and noun phrases*

+ Connectives
  + Time (after, once, when)
  + Cause (although, because, however)
  + Add on (also, furthermore, provided that)
  + Compare (even if, for example, whereas)

+ Noun phrases
  + Turn verbs into nouns
  + Hear \ A public <u>hearing</u> at the courthouse
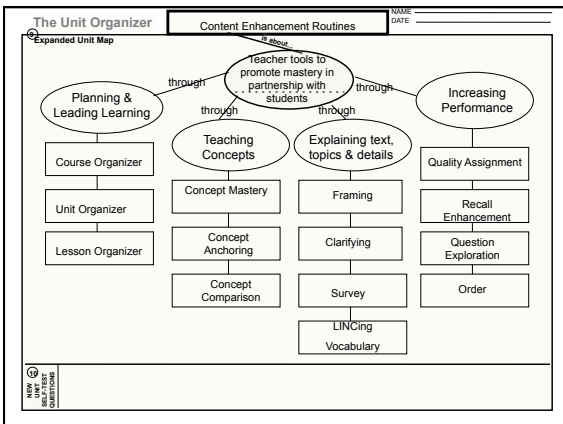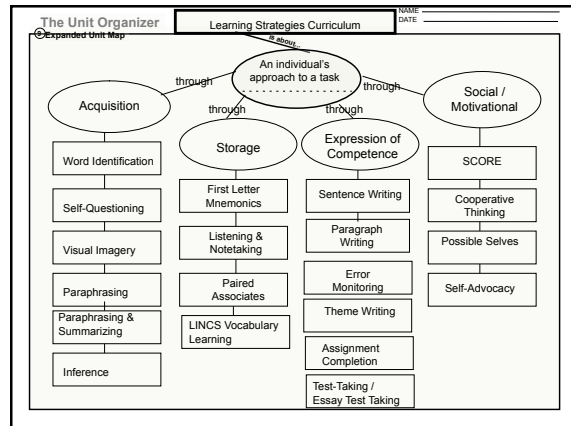
DISCOURSE PROCESSING...*genres*

+ Narrative
  + Human experience
  + Predictable structure

+ Expository
  + Academic expertise
  + Discipline-specific structure

(Berman & Ravid, 2009)

The Search for Similarity:
Commonalities across texts...

	History	Science	Math	ELA
Vocabulary	General terms describe events	Technical terms describe observations	Technical terms have precise meaning	Situational model specific
Word order	Causal and temporal relations and noun phrases	Causal and temporal relations and noun phrases	Logical relations and formulas	Causal and temporal relations and noun phrases
Discourse processing	Narrative and expository	Expository procedures and reports	Expository and argumentation	Narrative and expository
	Coffin, 2004; 2006; Martin, 2002; Schleppegrell, Achugar, & Oteiza, 2004; Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press; Wolfe & Goldman, 2005	Eaquinca, 2007; Fang, 2005; Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press; Young & Nguyen, 2002	(Shanahan & Shanahan, 2008; Shanahan, Shanahan, & Misischia, in press)	(Christie, 2002; Swiderski, 2007)

The Unit Organizer — Learning Strategies Curriculum — NAME / DATE

Expanded Unit Map

Is about — An individual's approach to a task

- Acquisition — through
  - Word Identification
  - Self-Questioning
  - Visual Imagery
  - Paraphrasing
  - Paraphrasing & Summarizing
  - Inference
- Storage — through
  - First Letter Mnemonics
  - Listening & Notetaking
  - Paired Associates
  - LINCS Vocabulary Learning
- Expression of Competence — through
  - Sentence Writing
  - Paragraph Writing
  - Error Monitoring
  - Theme Writing
  - Assignment Completion
  - Test-Taking / Essay Test Taking
- Social / Motivational — through
  - SCORE
  - Cooperative Thinking
  - Possible Selves
  - Self-Advocacy

The Unit Organizer — Content Enhancement Routines — NAME / DATE

Expanded Unit Map

Is about — Teacher tools to promote mastery in partnership with students

- Planning & Leading Learning — through
  - Course Organizer
  - Unit Organizer
  - Lesson Organizer
- Teaching Concepts — through
  - Concept Mastery
  - Concept Anchoring
  - Concept Comparison
- Explaining text, topics & details — through
  - Framing
  - Clarifying
  - Survey
  - LINCing Vocabulary
- Increasing Performance
  - Quality Assignment
  - Recall Enhancement
  - Question Exploration
  - Order

NEW UNIT SELF-TEST QUESTIONS

The Ongoing Mission:

To boldly determine how language and SIM enhance content area learning…

+ Vocabulary
+ Word order
+ Discourse processing

STAR TREK

School Leadership that Promotes Effective Adolescent Literacy Outcomes
The Galactic Journey

of the Connecticut Technical High School System

SIM & Literacy Strand 2010
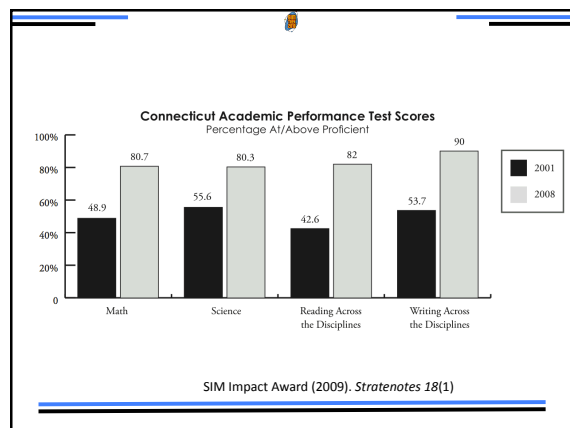

Self-Test Questions

1. **How do the components of literacy research and policy translate into professional development and instructional practices to improve outcomes for academically diverse students?**

4. How does the Content Literacy Continuum framework support use of SIM and other research-based literacy interventions?

A Program is Not Enough

How a given reform is implemented determines its probability of success or failure, as well as its overall cost.

Levin, Catlin, Elson (2010) Final Report to Carnegie Foundation
Adolescent Literacy Programs: Cost of Implementation

Connecticut Academic Performance Test Scores
Percentage At/Above Proficient

	2001	2008
Math	48.9	80.7
Science	55.6	80.3
Reading Across the Disciplines	42.6	82
Writing Across the Disciplines	53.7	90

SIM Impact Award (2009). *Stratenotes 18*(1)

Our Voyage …….

Identify the necessary conditions that support adolescent literacy in the CTHSS

CTHSS Mission

- ensures both student **academic** success, and **trade/ technology** mastery and instills a zest for lifelong learning

- prepares students for **post-secondary** education, including apprenticeships, and immediate productive employment

- responds to employers' and industries' current and emerging and changing **global workforce needs and expectations** through business/school partnerships
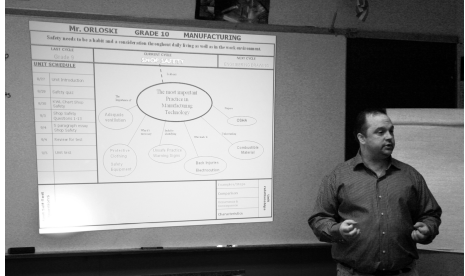
Necessary Conditions

1. **Consider unique characteristics of the school/district**
   - ✓ 16 schools
   - ✓ Student performance levels
   - ✓ 9 day cycles
   - ✓ Trade, academic and literacy instruction

Ehren & Deshler, 2009

(Unit) Cycle Organizer Routine

Necessary Conditions

2. **Leverage school and district resources**
   - ✓ Math & Language Arts Literacy Labs
   - ✓ Professional development for all staff
   - ✓ Technology integration
   - ✓ Data Teams and Data-Driven Decision-making
   - ✓ Leadership teams
   - ✓ Support staff roles

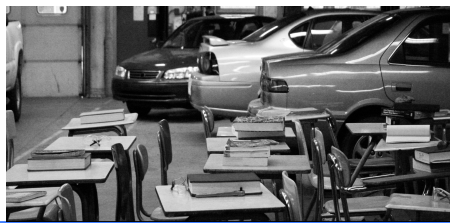Ehren & Deshler, 2009

Necessary Conditions

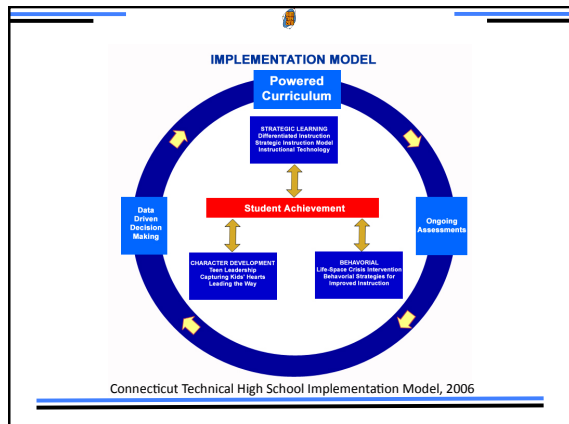3. **Build on Existing Foundations**
   - ✓ Making Standards Work: "Powered Curriculum"
   - ✓ CLC Levels 3,4,5 literacy processes
   - ✓ Implementation Model
   - ✓ Professional Development
   - ✓ Support staff roles
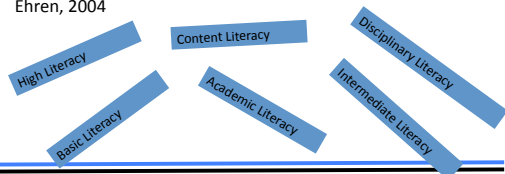
Ehren & Deshler, 2009

Necessary Conditions

✓ Identify current practices and beliefs

IMPLEMENTATION MODEL

Connecticut Technical High School Implementation Model, 2006

Adolescent Literacy-
Not Just Reading

The listening, speaking, reading and writing skills and strategies necessary to learn and participate effectively in a variety of school and out-of-school contexts throughout life.

Ehren, 2004

Content Literacy

Disciplinary Literacy

High Literacy

Academic Literacy

Intermediate Literacy

Basic Literacy

Myths and Realities of Adolescent Literacy

- Myth: It is fruitless to spend time and money on adolescents because they have passed the point at which instruction can make a real difference.

- Reality: Literacy instruction at the secondary level is effective.

Ehren, 2006

Myths and Realities of Adolescent Literacy

- Myth: Literacy is not the job of secondary educators.

- Reality: **All** secondary educators need to share responsibility for literacy development.

Ehren, 2006

Myths and Realities of Adolescent Literacy

- Myth: Instruction that works for younger students will be equally effective for older students

- Reality: The setting demands for adolescents should be considered in designing appropriate programs.

Ehren, 2006

Myths and Realities of Adolescent Literacy

- Myth: Underlying language ability has little to do with literacy achievement for older students.

- Reality: The language underpinnings of listening, speaking reading and writing and the interrelationships among these processes are important factors in addressing literacy.

Ehren, 2006

Myths and Realities of Adolescent Literacy

- Myth: Basic skills in print reading should be the focal point of literacy efforts.

- Reality: Adolescents need to learn skills and strategies that address "high literacy".

Ehren, 2006

Content Literacy (CLC)
A Continuum of Action

Level 1: Ensure mastery of critical content.

Level 2: Weave shared strategies across classes.

Level 3: Support mastery of shared strategies for targeted strategies.

Level 4: Develop more intensive course options for those who need it.

Level 5: Develop more intensive clinical options for those who need it.
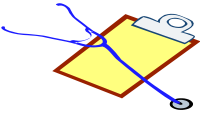

Level 1 — Enhanced Content Instruction

Goal: Mastery of critical content for all students regardless of literacy levels.
Primary tools in the CTHSS:
- Making Standards Work
- Unit Organizer Routine
- Differentiation Series
- Content Enhancement Teaching Routines

Formative Assessment Tools

- *Conferencing*
- *Exit Cards*
- *Peer evaluation*
- *Portfolio Check*
- *Quizzes*
- *Observation*
- *Journal Entry*
- *Pairs Check/Compare*
- *Self-evaluation*
- *Questioning*
- *VOCAB*

Level 2 — Embedded Strategy Instruction

Goal: Use of strategies routinely across classes.
*Primary tools in the CTHSS***:**
- School-wide strategies
- Cueing, prompting, generalizing SIM & CAPT strategies
- ELL strategies
- McRel strategies

Level 3 — Intensive Strategy Instruction

Goal: Mastery of specific learning strategies.
Primary tools in the CTHHS:
- SIM Learning Strategies Curriculum taught <u>explicitly and intensively</u> with the 8-stage instructional sequence
- <u>Strategic Tutoring</u> done individually.

Learning Strategies Curriculum

Acquisition	Storage	Expression of Competence
Word Identification	First-Letter Mnemonic	*Sentence Writing
Paraphrasing	Paired Associates	Paragraph Writing
Self-Questioning	LINCS Vocabulary	Error Monitoring
Visual Imagery		Theme Writing
		Assignment Completion
		Test-Taking

Eight Stage Instructional Process

1. Pretest and Make Commitments
2. Describe
3. Model
4. Verbal Practice
5. Controlled Practice
6. Advanced Practice
7. Posttest and Make Commitments
8. Generalization

Daily instruction for 6 to 8 weeks in each strategy.

Strategic Tutoring

- Usually one-to-one instruction
- With a highly skilled instructor
- Who assesses, constructs, weaves, and plans for transfer using
- Strategies for learning how to learn
- While helping youth complete class assignments

Level 4

Basic Skill Instruction for Those Below a 4th Grade Level

Goal: Fundamental literacy skills at least at the 4th grade level.

Primary tools in the CTHHS:

Wilson

Let's Read

Basic Skills Related to SIM Strategies

Skill work at LAS Levels 1,2

Level 5   Therapeutic Intervention

Goal: Mastery of the language underpinnings of curriculum content and learning strategies.

Primary tools: Tools and procedures used at the other levels enriched with Curriculum-Relevant Therapy.

The Speech-Language Pathologist Provides Curriculum-Relevant Therapy

Practice Principles:

1. Intervention provided by the SLP should be therapeutic, or clinical, in nature.

2. Intervention should relate directly to what students have to learn in school.

THE WORK OF IMPROVEMENT: FROM TECHNICAL TO CULTURAL

TECHNICAL	CULTURAL
• Schedules	• Beliefs about student learning
• Structures	• Pedagogical content knowledge
• Roles	• Norms for group work
• Types of professional development, when	• Discourse about practice
• Protocols, rubrics	• Mutual accountability
• Assessments	• Distributed leadership
• Accountability systems	

Elmore, 2006

Expectations of Educators

- All teachers need to be involved in promoting literacy improvement.
- Core curriculum teachers will need to embed literacy activities in their courses.
- Instruction/intervention delivery structures may have to be put in place, if they do not presently exist across the CLC levels; (e.g. literacy courses).
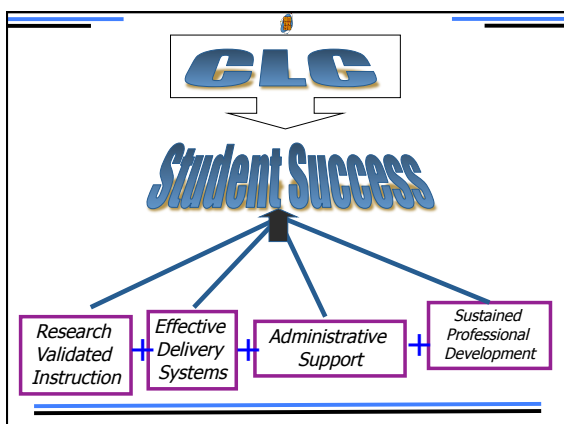
Expectations for Implementation

- Annual testing to measure literacy improvement progress is required.
- All levels of the CLC need to be implemented to address school-wide literacy.

Expectations of Administrators

- A lead administrator (principal or assistant principal) must support and be involved in nurturing CLC adoption.
- An administrator needs to assist with ensuring fidelity of implementation (e.g. by observing teachers).
- The administrator needs to participate in enough professional development related to the CLC levels to know what to look for in ensuring fidelity.
- Professional development geared specifically to administrators may be involved in this process.

Professional Development Expectations

- CLC requires significant professional development, including ongoing coaching.
- Professional development will be achieved through workshops as well as department and individual coaching sessions.

CLC

Student Success

Research Validated Instruction + Effective Delivery Systems + Administrative Support + Sustained Professional Development

Other Web Resources

- www.ku-crl.org
- www.cber.org
- www.fcrr.org
- www.centeroninstruction.org
- http://ies.ed.gov/ncee/wwc
- www.learningpt.org
- www.betterhighschools.org
- www.all4ed.org
- www.carnegie.org
- www.rand.org
- www.ncte.org
- www.nifl.org
- www.instructionalcoach.org

The Unit Organizer

NAME
DATE

② LAST UNIT/Experience
PK on Adol Lit, SIM, & PD

④ BIGGER PICTURE

SIM & LITERACY

③ NEXT UNIT/Experience
Applying Learning

① CURRENT UNIT
Improving Adol. Literacy Outcomes

⑤ UNIT MAP

increasing my knowledge of adolescent literacy research by...

is about...

- having awareness of → **Policy Trends**
- supporting implementation via → **School Leadership**
- analyzing connections between → **Language & SIM**
- exploring further → **Disciplinary Specific Literacy**
- connecting SIM to → **Reading Comp's 5 Big Ideas**

⑥ UNIT RELATIONSHIPS

exploration	
connection	
analysis	
support	

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