

Improving Adolescent Literacy: Five Principles

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ACT, *The Forgotten Middle*, 2008

	Chance of Later Success	
	Science	Mathematics
Unprepared In Reading	1%	15%
Prepared In Reading	32%	67%

[READING NEXT: INSTRUCTION]

- **Direct, explicit comprehension instruction**
- **Instruction embedded in content**
- **Motivation and self-directed learning**
- **Text-based collaborative learning**

[READING NEXT: INSTRUCTION]

- **Strategic tutoring**
- **Diverse texts**
- **Intensive writing**
- **Technology component**
- **Ongoing formative assessment**

[**READING NEXT: INFRASTRUCTURE**]

- **Extended time for literacy**
- **Professional development**
- **Summative assessment students & programs**
- **Teacher teams**
- **Leadership**
- **Comprehensive coordinated literacy program**

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NOT ALL OF THEM ALL THE TIME

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- ***READING NEXT, WRITING NEXT*** each available:
http://www.all4ed.org/publication_material/adlit
- ***THE FORGOTTEN MIDDLE*** available:
<http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>
- ***TIME TO ACT*** available:
<http://www.carnegie.org/literacy/tta/>

[**COGNITIVE TARGETS**]

NAEP 2009	
Locating /Recalling Integrating/ Interpreting Critiquing/ Evaluating	

[**COGNITIVE TARGETS**]

NAEP 2009	PISA 2009
Locating /Recalling	Accessing and retrieving
Integrating/ Interpreting	Integrating and interpreting
Critiquing/ Evaluating	Reflecting and evaluating

2009 READING FRAMEWORKS

NAEP

**[http://www.nagb.org/publications/
frameworks/reading09.pdf](http://www.nagb.org/publications/frameworks/reading09.pdf)**

PISA

(Coming soon)

DIFFERENT TYPES OF RECOMMENDATIONS

- **Consensus**
 - **READING NEXT**
- **Evidence-based**
 - **Meta-analyses**
 - **Practice Guides**

[**STRONG EVIDENCE**]

- **Studies with high internal validity and external validity.**
- **A research review meeting What Works Clearinghouse standards supporting effectiveness of a program, practice, or approach with no contradictory evidence of similar quality.**

[**STRONG EVIDENCE**]

- **Several experimental studies that meet WWC standards with no contradictory evidence.**
- **Large, well-designed, multisite RCT meeting WWC standards with no contradictory evidence.**

[MODERATE EVIDENCE]

- **Studies supporting strong causal conclusions with uncertain generalization.**
- **Studies generally meeting the WWC standards but with conditions that limit generalizability.**

[MODERATE EVIDENCE]

- **Comparison group studies that do not meet WWC standards but that (a) consistently show enhanced outcomes and (b) have no major flaws.**
- **Correlational research with strong statistical controls for selection bias and no contrary evidence.**

[**LOW EVIDENCE**]

- **Expert opinion derived from strong findings or theories in related areas and/or evidence that does not rise to moderate or strong levels.**

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Recommendation	Level Of Evidence
Explicit Vocabulary Instruction	STRONG
Explicit Comprehension Instruction	STRONG
Discussion Around Text	MODERATE

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Recommendation	Level Of Evidence
Motivation and Engagement	MODERATE
Intensive and Strategic Tutoring	STRONG

[PROVIDE EXPLICIT VOCABULARY INSTRUCTION]

- ✓ **Devote time to explicit instruction**
- ✓ **Expose new words in multiple contexts**

[PROVIDE EXPLICIT VOCABULARY INSTRUCTION]

- ✓ **Use new vocabulary in multiple contexts**
- ✓ **Independent vocabulary learning**

[POTENTIAL ROADBLOCK]

- **Teachers may not know how to select words to teach, especially in content areas.**

[ONE SOLUTION]

- **Select vocabulary on the basis of how important the words are for learning in a discipline, NOT the **tier** in which the word is located.**

[DIRECT EXPLICIT COMPREHENSION STRATEGY INSTRUCTION]

- ✓ **Select the text to use when teaching a strategy (carefully)**
- ✓ **Show students how to apply strategies to different texts**
- ✓ **Use level-appropriate text for the students**

[DIRECT EXPLICIT COMPREHENSION STRATEGY INSTRUCTION]

- ✓ **Use direct explicit instruction lessons**
- ✓ **Provide appropriate guided practice**
- ✓ **Talk about strategies while teaching**

[POTENTIAL ROADBLOCK]

- **Most teachers lack the skills to provide direct and explicit comprehension strategy instruction.**

[ONE SOLUTION]

- Professional development in explicit instruction of strategies will assist **all** teachers. Coaching is one example.

[EXTENDED DISCUSSION OF TEXT]

- ✓ **Select engaging materials**
- ✓ **Develop stimulating questions**
- ✓ **Provide continuity for discussion**
- ✓ **Use a “discussion protocol”**

[**DISCUSSION PROTOCOL**]

- **Have students explain positions and reasoning,**
- **Model reasoning by thinking out loud,**
- **Propose counter arguments or positions,**
- **Acknowledge good reasoning,**
- **Summarize discussion as it closes.**

[META-ANALYSIS]

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology, 101*, 740-764.

[**THREE TYPES OF DISCUSSION**]

- **Critical/Analytic**
 - **Debate ideas**
 - **Interrogate the text, author, issue**
- **Efferent**
 - **Unpacking the facts of the text**
- **Expressive**
 - **Affective response—'say what you think'**

[CRITICAL/ANALYTIC]

- ***Collaborative Reasoning***
(Anderson, Chinn, Waggoner, & Nguyen, 1998)
- ***Paideia Seminar***
(Billings & Fitzgerald, 2002)
- ***Philosophy for Children***
(Sharp, 1995)

[EFFERENT]

- ***Instructional Conversations***
(Goldenberg, 1993)
- ***Junior Great Books Shared Inquiry***
(Great Books Foundation, 1987)
- ***Questioning the Author***
(Beck & McKeown, 2006; McKeown & Beck, 1990)

[EXPRESSIVE]

- ***Book Club***
(Raphael & McMahon, 1994)
- ***Grand Conversations***
(Eeds & Wells, 1989)
- ***Literature Circles***
(Short & Pierce, 1990)

[CONCLUSIONS]

- **Few approaches increased literal or inferential comprehension or critical-thinking and reasoning.**

[CONCLUSIONS]

- **Efferent discussions increased student talk and comprehension more than other types of discussion.**

[EFFERENT QUESTIONS]


- **“What did John do to Alex in this story?”**
- **“What is the author saying here?”**
- **“How does *this* information connect with what other parts?”**

[POTENTIAL ROADBLOCK]

- **Teachers lack the skills in behavior management, discussion techniques, or critical thinking to guide productive discussion.**

[ONE SOLUTION]

- **Content-area teachers should experience discussions to learn what it feels like to participate in effective discussions.**

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- **Cohen, E. G. (1994). Restructuring the Classroom: Conditions for Productive Small Groups. *Review of Educational Research*, 64, 1-35.**
 - **Cohen, E. G. (1984). Talking and working together: Status interaction and learning. In P. Peterson, L .C. Wilkinson, & M. Hallinan (Eds.), *Instructional groups in the classroom: Organization and processes* (pp. 171-188). Orlando: Academic.**

[INCREASE MOTIVATION AND ENGAGEMENT]

- ✓ **Meaningful, engaging content learning goals focused on essentials of a discipline**
- ✓ **Provide positive environments to promote student autonomy**

[INCREASE MOTIVATION AND ENGAGEMENT]

- ✓ **Make literacy activities relevant**
- ✓ **Promote reading engagement through conceptual learning**

[POTENTIAL ROADBLOCK]

- **Some teachers think that motivational activities must entertain students and often create “fun” activities that are not necessarily focused on learning.**

[ONE SOLUTION]

- **Teachers should closely connect instruction and student performance to learning goals.**

[INDIVIDUALIZED INTERVENTIONS FOR STRUGGLING READERS]

- ✓ **Screening to identify struggling students**
- ✓ **Assessments to identify each student's instructional needs**
- ✓ **Interventions must provide explicit instructional foci**

[INDIVIDUALIZED INTERVENTIONS FOR STRUGGLING READERS]

- ✓ **Greater instructional need, more intensive intervention**
- ✓ **Success is related to size of groups and instructional time**

[POTENTIAL ROADBLOCK]

- **Some middle and high schools may not have the specialized personnel, time, or resources to conduct efficient screening.**

[ONE SOLUTION]

- **Results from standardized tests can identify struggling readers. Classroom group screening tests can also identify students who need tutoring.**

[PRACTICE GUIDES]

- Available at:

**[http://ies.ed.gov/ncee/wwc/pdf/
practiceguides/adlit_pg_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)**

A FEW WORDS ABOUT STANDARDS

■ Common Standards

- **College Ready Skills**
- **Backmapping**
- **Multiple Drafts**
- **ELA, Mathematics, Science, History**

COMPREHEND AND CRITIQUE

- **Open-minded, skeptical, readers.**
- **Understand what authors are saying.**
- **Question an author's assumptions.**
- **Assess the veracity of claims.**

PRIVILEGE EVIDENCE

- **Cite text evidence for opinions.**
- **Make reasoning clear.**
- **Evaluate others' use of evidence.**

[CARE ABOUT PRECISION]

- **Mindful of impact of vocabulary.**
- **Compare meanings of choices.**
- **Attend to when precision matters.**



- **Common Core Standards Web Site:**

<http://www.corestandards.org>

DWW Goal

**Translate research-based
practices into practical
tools that support and
improve classroom
instruction**

For Each Practice:



Learn What Works

- Research base/Instructional presentations
- Expert interviews



See How it Works

- School site videos and slideshows
- Interviews and sample materials from schools



Do What Works

- Ideas for action
- Tools and templates to implement practices



Adolescent Literacy

Includes these
recommended practices

[Vocabulary Instruction](#)

[Comprehension
Strategies](#)

[Engaging Text Discussion](#)

[Intensive Intervention](#)



Improving Adolescent Literacy: Effective Classroom and Intervention Practices

This Practice Guide was developed by an expert panel convened by the Institute of Education Sciences. It is designed to address challenges in improving literacy levels in middle and high school and providing interventions for



Multimedia Overview

Improving Adolescent Literacy

Data from recent national assessments indicate that many middle and high school students are failing to comprehend text at a proficient level. Even high school students with average reading ability are unprepared for the literacy demands of the workplace and postsecondary settings. Watch this multimedia overview to learn about five research-based, instructional practice recommendations for improving literacy levels in middle and high school. (8:00 min)

Explore these recommended practices:

- [Vocabulary Instruction](#)

Provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners.

- [Comprehension Strategies](#)

Provide direct and explicit comprehension strategy instruction.

- [Engaging Text Discussion](#)

Provide opportunities for extended text discussion and student engagement.

- [Intensive Intervention](#)

Provide intensive intervention for struggling readers and monitor all students' reading progress.



Doing What Works ED.gov

<http://dww.ed.gov>

The screenshot displays the 'Doing What Works' website. The top navigation bar includes 'Return Home', 'ED.gov', 'U.S. Department of Education', 'What Works Clearinghouse', and 'No Child Left Behind'. The main header reads 'Doing What Works' with a search bar and a 'Subscribe for Updates' link.

The left sidebar, titled 'FIND WHAT WORKS!', lists categories: English Language Learners, SEE WHAT'S COMING! (Cognition & Learning, Early Childhood Education, High School Reform, Literacy, Math & Science, School Restructuring), DWW Overview, ED Partner Office, Criteria & Methodology, FAQ, Glossary, Links, Technical Requirements, Site Map, and Contact Us.

The main content area features a video player. The video title is 'Jennifer grew up speaking English at Warfield Elementary'. The video content is titled 'Vocabulary Teaching in Action' and includes a section '3 Parts of Words'. The text describes a teacher's lesson on adding -er and -est suffixes to adjectives. A table in the video shows the following words and their suffixes:

adjective	-er	-est
quiet	quieter	quietest
strong	stronger	strongest
crack	crackier	crackiest
strong	stronger	strongest

The video player includes a 'Previous' and 'Next' button. The bottom navigation bar has a 'START' button and a series of icons representing different educational topics.

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THE END