

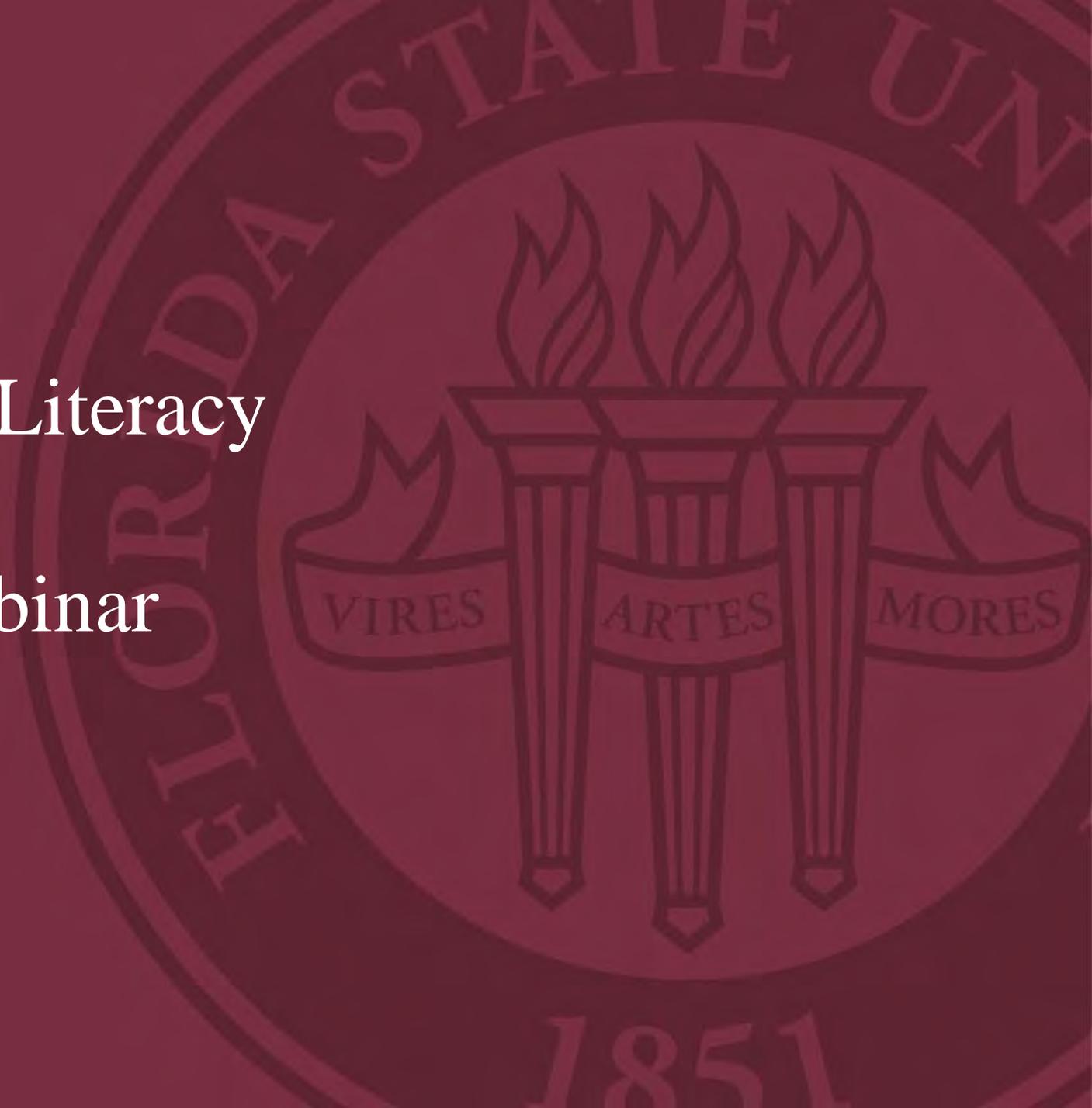


FLORIDA CENTER *for*
READING RESEARCH

Improving Adolescent Literacy

Just Read, Florida! Webinar
November 6, 2023

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Goals and Objectives for Today's Session

Goal:

Participants will gain an understanding of the Science of Reading beyond third grade and how coaches can support the integration of multiple evidence-based literacy strategies into content area lessons to help all students comprehend text.

Objectives:

1. Overview the Florida Center for Reading Research (FCRR) and the partnership with Florida panhandle districts.
2. Overview the FCRR partnership with the Mississippi Department of Education and three school districts in the state focused on evidence-based literacy practices beyond grade 3.
3. Overview several Institute of Education Sciences practice guides addressing adolescent literacy and the Improving Adolescent Literacy infographic.
4. Engage in activities included in the infographic.
5. Discuss how to support content area teachers through coaching to incorporate these practices into their instruction with current tools and tools under development.
6. Questions and wrap-up.



FCRR and the Florida Panhandle K-5 Literacy Partnership

Florida Panhandle K-5 Literacy Partnership

Members	Representatives from FCRR, the Panhandle Area Educational Consortium (PAEC), and districts from PAEC
Focus	Improving the literacy skills of students in PAEC school districts
Projects	Training and coaching focused on planning and implementation of summer reading camps, differentiating instruction in grades K-3, and content area literacy in grades 4-5
Goals	Increase the use of evidence-based literacy practices in implementing and supporting summer reading camps; increase the ability of K-3 teachers to implement evidence-based practices in differentiating literacy instruction; increase the implementation of evidence-based literacy practices in content area instruction



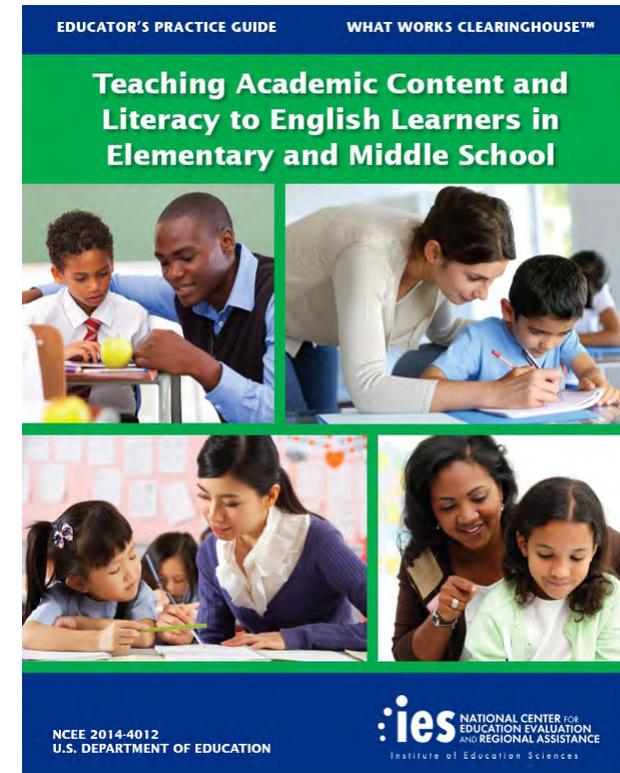
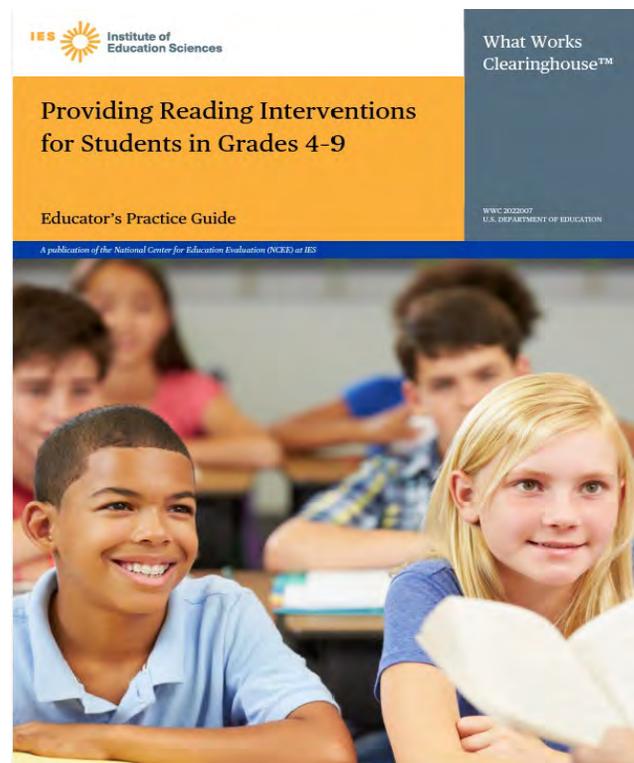
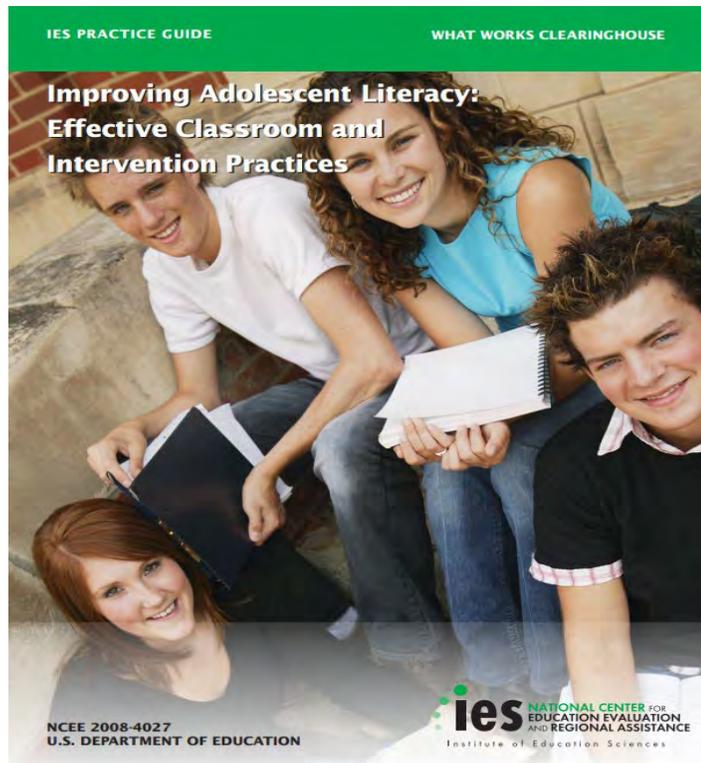
FCRR and the Mississippi Adolescent Literacy Partnership

Mississippi Adolescent Literacy Partnership

Members	Representatives from FCRR, the Mississippi Department of Education, and Laurel, Canton, and Columbus school districts in Mississippi
Focus	Improving adolescent literacy using evidence-based literacy practices in content area courses and intervention classes to support students throughout the school day
Projects	Training and coaching for English, social studies, and science teachers in grades 6-12 and training and coaching for interventionists in grades 4-8
Goals	Improve literacy instruction based on the Science of Reading beyond third grade; sustain improvements in instruction; improve the literacy skills of students beyond third grade; expand the projects beyond the initial three school districts



The Science of Reading Beyond Third Grade - Institute of Education Science Practice Guides





Levels of Evidence for the Recommendations in the *Improving Adolescent Literacy: Effective Classroom and Interventions Practice Guide*

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong



Levels of Evidence for the Recommendations in the *Providing Reading Interventions for Students in Grades 4-9* Practice Guide

Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.		✓	



Levels of Evidence for the Recommendations in the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide*

Recommendations	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	◆		
2. Integrate oral and written English language instruction into content-area teaching.	◆		
3. Provide regular, structured opportunities to develop written language skills.			◆
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.		◆	



Improving Adolescent Literacy Infographic



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Improving Adolescent Literacy

This infographic is based on the recommendations of the What Works Clearinghouse Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. It presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The four recommendations from the practice guide included in this infographic aim to help students gain more from their reading tasks and improve their motivation for and engagement in the learning process. Activities are also included to demonstrate how the recommendations may be integrated into classroom instruction.

Click on an image below for details.



1. Provide explicit vocabulary instruction.



2. Provide direct and explicit comprehension strategy instruction.



3. Provide opportunities for extended discussion of text meaning and interpretation.



4. Increase student motivation and engagement in literacy learning.

The infographic reflects four of the five recommendations in the *Improving Adolescent Literacy: Effective Classroom and Intervention* practices as well steps for implementation of the recommendations and activities.



Context for Improving Adolescent Literacy Infographic

News Release 11-057

Stranglers of the Tropics--and Beyond

Rampant woody vines, or lianas, are choking trees, changing tropical and temperate forest ecosystems

Photo Gallery



Explore exotic and destructive lianas in this [photo gallery](#).

[Credit and Larger Version](#)

March 25, 2011

[View the photo gallery "A Tangled Proposition."](#)

This material is available primarily for archival purposes. Telephone numbers or other contact information may be out of date; please see current contact information at [media contacts](#).

Kudzu, the plant scourge of the U.S. Southeast. The long tendrils of this woody vine, or liana, are on the move north with a warming climate.

But kudzu may be no match for the lianas of the tropics, scientists have found. Data from sites in eight studies show that lianas are overgrowing trees in every instance.

If the trend continues, these "stranglers-of-the-tropics" may suffocate equatorial forest ecosystems.

Tropical forests contain more than half of Earth's terrestrial species, and contribute more than a



What a tangled web lianas weave--in tropical forests, where they're taking over prime real estate.

[Credit and Larger Version](#)



Bauhinia is an all-too-common tropical liana, twining around and competing with forest trees.

[Credit and Larger Version](#)



Ecologist Stefan Schnitzer studies lianas, or woody vines, in Panama and other tropical countries.

[Credit and Larger Version](#)

This news release from the National Science Foundation provides context for the Improving Adolescent Literacy infographic. It contains information about lianas, which are woody vines that are moving north with a warming climate. They are invasive and compete for resources with tropical forests. Lianas are detrimental to the forest ecosystems they invade because they overgrow the native trees.



Activities in the Infographic Addressing the Recommendations



Improving Adolescent Literacy Infographic Activities



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Improving Adolescent Literacy

Motivation and Engagement Activity – Developing a “Hook” Question

Student engagement in complex thinking can be promoted by strategically introducing students to the topic of a text that students will read. It takes a well-crafted question to simultaneously grab student interest, focus student attention on the topic, and launch a quality opening discussion. This “hook” question needs to help students see the relevance of the topic and find a purpose for reading the text. In order to create these discussion dynamics, the “hook” question requires strategic planning of the following two elements:

- format of the question
- teacher expectation of student response to the question

The format of an effective “hook” question is important to consider:

- **Question Stem/Topic:** The first part of the “hook” is the stem. It is written in question form and focuses on a world-relevant topic that can capture student interest. The question stem takes a broad perspective of the topic of the specific text that students are preparing to read. As an example, the following stem focuses on the broad topic of “invasive species” (cause/effect relationship) prior to reading the text, *“Stranglers of the Tropics—and Beyond”*: What kinds of invasive species do you know about, and which one do you think has had the most significant impact in our state?
- **Student Options:** The “hook” question can be open-ended or the stem may segue into two or three options from which students may choose to take a position. For example, the question above could read: What kinds of invasive species do you know about and do you think they have had little or much impact in our state?

Since a “hook” question sets the tone for subsequent text reading, its alignment with state standards may be helpful in keeping students focused on significant big ideas in text throughout their pre-reading discussion.

Recommendation 4 – Increase Student Motivation and Engagement in Literacy Learning.

How to Carry Out the Recommendation:

- Establish meaningful and engaging content learning goals.
- **Provide a positive learning environment.**
- **Make literacy experiences more relevant to students’ interests and everyday life.**
- Build in student goal setting, self-directed learning, and collaborative learning.

Activity: Develop a “Hook” Question and Conduct an Introductory Discussion Related to the Topic.



Improving Adolescent Literacy Infographic Activities

Vocabulary Activity – Linear Array

A linear array is a graphic organizer that helps students visualize gradations of meaning between two related words. Linear arrays can be used to provide students with exposure to words in a variety of contexts.

In the activity below, teachers would instruct students to work in small groups to arrange the words in boxes on a line between the words “abundant” and “scarce.” The boxed words are currently in random order. In this case, students have read the science text [Stranglers of the Tropics - and Beyond](#), which talks about the spread of invasive lianas (woody vines), resulting in some native species of plants being overtaken. The lianas are becoming more abundant, while other native species are becoming scarce. Therefore, the linear array below could be used in conjunction with this text.



Adaptation: Students could choose the anchor words; students could generate the words to place between the anchor words.

Recommendation 1 – Provide Explicit Vocabulary Instruction.

How to Carry Out the Recommendation:

- Dedicate a portion of regular classroom time to explicit vocabulary instruction.
- **Use repeated exposure to new words in multiple oral and written contexts.**
- **Give sufficient opportunities to use new vocabulary in a variety of contexts through discussion, writing, and extended reading.**
- Provide students with strategies to make them independent vocabulary learners.

Activity: Select words on a continuum so students can construct a linear array related to the topic.



Improving Adolescent Literacy Infographic Activities

Directed Note Taking

Directions: Record notes containing the most important information relevant to the guiding question.

"Stranglers of the Tropics and Beyond" National Science Foundation			
Guiding Question: What factor of liana growth has most significantly impacted natural selection?			
Paragraph #	NOTES	Check relevant categories below	
		Temperature	Sunlight

Recommendation 2 – Provide Direct and Explicit Comprehension Strategy Instruction.

How to Carry Out the Recommendation:

- Select carefully the text to use when first beginning to teach a strategy.
- **Show students how to apply the strategies they are learning to different texts.**
- Ensure that the text is appropriate for the reading level of the students.
- **Use direct and explicit instruction for teaching students how to use comprehension strategies.**

Activity: Directed Note Taking to help students organize their thoughts and aid comprehension.



Improving Adolescent Literacy Infographic Activities

Whole Group Extended Text Discussion Activity

Facilitating an Extended Text Discussion

Step	Description	Example
Teacher Planning	Teachers choose texts or topics that might be difficult, misunderstood, ambiguous, or have multiple interpretations.	A sixth-grade science teacher wants her students to understand that invasive species can affect natural selection. She finds an article <i>Stranglers of the Tropics - and Beyond</i> that talks about the spread of lianas. The article also discusses how temperature, sunlight, and nutrients/water are affecting liana growth. The text is complex and worthy of a class discussion.
	Teachers develop questions that stimulate students to think reflectively about the text and to make high-level connections or inferences.	The teacher develops the following question for consideration: "What factor of liana growth has most significantly impacted natural selection?"
	Teachers create a scenario that allows students to take a position and defend it using information from the text.	The teacher divides students into small groups and asks them to review the text for evidence of whether temperature, sunlight, or nutrients/water are most influential.

Recommendation 3 – Provide Opportunities for Extended Discussion of Text Meaning and Interpretation.

How to Carry Out the Recommendation:

- **Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.**
- **Ask follow-up questions that help provide continuity and extend the discussion.**
- **Provide a task or discussion format that students can follow when they discuss text in small groups.**
- **Develop and practice the use of specific discussion protocol.**

Activity: Whole Group Extended Text Discussion Activity to Enhance Comprehension and Foster Engagement.



Checking for Implementation

Grade 6–8 Content Area Class Literacy Checklist

Teacher: _____ Content area: _____ Date and time: _____

Grade: _____ Observer: _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
<i>Vocabulary and advanced word study</i>			
<input type="checkbox"/> Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
<input type="checkbox"/> Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
<input type="checkbox"/> All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
<input type="checkbox"/> Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice (Adol. Practice Guide, Rec. 1, #2)			

Institute of Education Sciences

Regional Educational Laboratory Southeast
At Florida State University

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

REL-2020-018
 U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation and Regional Assistance at IES



Professional Learning Community: Grades 4-12 Content Area Literacy

- Based on the *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* and *Providing Reading Interventions to Students in Grades 4-9* practice guides
- Designed for English language arts, social studies, and science teachers
- Components will include a facilitator's quick-start and institutionalizing support guide, a session guide for facilitators and participants, slide decks for each session, and an appendix with resources
- Videos will be incorporated to demonstrate evidence-based literacy practices implemented in the classroom



Let's Talk...

- What are the benefits to content area teachers of integrating evidence-based literacy strategies into their instruction?
- How could we encourage content area teachers to integrate strategies like these into their instruction?
- How could we support content area teachers as they integrate these strategies?



QUESTIONS??



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