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Teaching Literacy to Struggling Adolescent Students

***A workbook of research based practices for
secondary Title I Targeted Assistance and
Schoolwide Programs***

**A Contracted Project Sponsored by
The State Title I Office**

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The North Dakota Department of Public Instruction, Title I office, contracted with one of our school support team members, Tanya Lunde Neumiller, to create this resource for Title I teachers.

Use of this resource is optional. It is one tool that Title I teachers can use to assist high school students who struggle with literacy skills.

This research based workbook can also be accessed at <http://www.dpi.state.nd.us/title1/resource/readinit.shtm> on the Title I website.

If you have any questions or comments, please contact the State Title I office at 1-888-605-1951.

Introduction



The literacy demands that adolescents will face as twenty-first-century workers and citizens will far exceed what has been required in the past... Yet multiple indicators (the 1998 National Assessment of Educational Progress (NAEP) assessment, results of standard-based assessments, complaints from employers, and scores on standardized tests) overwhelmingly suggest that the majority of American high school students do not have the reading and writing skills necessary to maximize content area learning nor to successfully negotiate the Information Age economy facing them... What kinds of literacy do adolescents need? After all, most high school graduates can do basic reading and writing. Basic skills, many argue, are no longer sufficient. (Meltzer, 2002)

With the advent of *No Child Left Behind* and the *Reading First* program, educators are learning a great deal of information about effective early literacy instruction for their students. Now, in 2006, researchers have increasingly been turning their attention to the area of adolescent literacy. Several recent publications have attempted to review research on adolescent literacy to identify key components for effective instruction. Although there is still much to be learned, researchers have been able to identify several components that research seems to consistently identify as important to literacy instruction at the secondary level. Some of these strategies can be focused specifically at supplemental programming for struggling readers (i.e., high school Title I programs). Others are important both for reading teachers and, more importantly, content area classroom teachers.

At the secondary school level, reading comprehension skills must become increasingly sophisticated to address the demands posed by more challenging academic expectations. (Meltzer, 2002)

The information in this packet is based on a review of material from a variety of sources. However, the three listed below were especially valuable and are used throughout the document:

- ▶ Peterson, C.L., Caverly, D.C, Nicholson, S.A., O'Neal, S., & Cusenbary, S. (2000). *Building reading proficiency at the secondary level: A guide to resources*. Austin, TX: Southwest Educational Development Laboratory. <http://www.sedl.org/pubs/reading16/>
- ▶ Biancarosa, C., & Snow, C.E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education. <http://www.all4ed.org/publications/ReadingNext/index.html>
- ▶ Meltzer, J., Smith, N.C. & Clark, H. (2002). *Adolescent literacy resources: Linking Research and Practice*. South Hampton, NH: Center for Resource Management. The Education Alliance at Brown University. <http://www.alliance.brown.edu/topics/literacy>

It is important to note that, in creating this packet, the information from the above resources was compiled and interpreted in an effort to make a quick, user-friendly resource for secondary Title I programs. Anyone implementing the recommendations provided here should consult and review the above original sources—all of which are available online.

Seven Research Based Components for Teaching Adolescent Literacy

Component 1: Focused Instruction on Comprehension

Most older struggling readers can read words accurately, but they do not comprehend what they read, for a variety of reasons. (Biancarosa & Snow, 2006)

Comprehension is often one of the main problems for a struggling adolescent reader. These students may be able to read, but they do not comprehend what they read. Research shows that comprehension instruction is a key component for effective adolescent literacy instruction.

These components appear throughout the literature as effective elements of teaching comprehension:

Explicit Instruction in Comprehension Strategies:

- Teachers need to provide students with EXPLICIT instruction on how to comprehend what they are reading.
- Using authentic texts, teachers should provide students with step by step strategies for comprehending what they are reading.

Ongoing Scaffolding of Instruction:

- Teachers should model their comprehension process for students, including doing “think alouds,” in which they walk students through their comprehension process as they read aloud.
- Phelps (2005) explains that to **scaffold instruction**, “teachers should present strategies in small steps, guide student practice, provide ongoing feedback and correction, and engage students in extensive independent practice” (15).
- Comprehension strategies must be taught, practiced, and regularly used by students, before, during, and after reading instruction.

Student Engagement: Struggling readers need to learn how to engage with text in order to comprehend.

- **Metacognition** – Students need to learn how to “self regulate” the processes they use to comprehend what they are reading using “metacognition.”
- **Transaction** – Students need instruction in how to respond to reading. They need to understand the need to interact with texts as they read.

Component 2: Fostering Student Motivation for Reading and Literacy

Reading, particularly for a struggling reader, that requires comprehension and interaction with text is a difficult task. To make sure that secondary students are capable of completing difficult assignments in various high school and college courses as well as literacy tasks required of the world outside and after K-12 education, students need MOTIVATION.

The level of student engagement (including its sustainability over time) is the mediating factor, or avenue, through which classroom instruction influences student outcomes. (Alvermann, D.E., 2003)

Motivation and engagement are critical for adolescent readers. If students are not motivated to read, research shows that they will simply not benefit from reading instruction. As much of the work in motivation and engagement shows, these are critical issues that must be addressed for successful interventions. (Kamil, M., 2004)

Throughout the research, motivation is consistently identified as a key component of an effective adolescent literacy program. Struggling secondary readers are usually NOT motivated readers due to past problems encountered, lack of success, embarrassment suffered when encountering difficult reading tasks, lack of interest in material, etc. As a result, a quality adolescent literacy program must focus its efforts on fostering student motivation.

Key components for fostering student motivation:

- Students need **authentic reading materials**, not materials created for their reading level which are of low interest to them.
- Allow students to **choose** their own reading material while providing guidance during the selection.
- Relate literacy programming to **student interests and backgrounds**, including adaptation of the classroom instruction, based on student needs and experiences.
- Make sure that the classroom is a place that **respects** cultural and linguistic differences.

Component 3: Embed Literacy Instruction into Content Areas

The research reveals that disciplined-based literacy strategies, when used intensively and purposefully, support adolescent literacy development in almost startling ways. They have significant impact when combined with problem-solving approaches to reading comprehension and when used in context by students. (Meltzer, 2002)

Literacy skills are used throughout the curriculum; therefore, they should be taught throughout the curriculum. In order for students to read and comprehend information in various content areas, they need specific and ongoing instruction in strategies that will assist them.

- **Increased amount** of reading and writing instruction in the content areas.
- For struggling readers to make improvements, the reading strategies that they are learning must be **reinforced across the curriculum**.
- Comprehension is **best taught in context** and therefore, should be a regular part of content area curriculum.*
 1. Content area teachers should teach **literacy practices as they apply specifically to their content area**. This should include content area instruction in
 - **Vocabulary development** (not define and test).
 - **Understanding text structures** (as they apply to this content area).
 - **Recognizing and analyzing content-specific discourse features**.
 2. Instruction in **literacy strategies that have been found to be effective across content areas** when taught 1) explicitly, 2) regularly, and 3) with adequate practice time for students.*

*Peterson et al., 2000

Component 4: Effective Professional Development

As with any successful initiative, research in adolescent literacy education reinforces the need for effective, ongoing professional development for teachers in literacy instruction. Professional development for adolescent literacy instruction should include:

- **Ongoing, sustained** learning opportunities on effective literacy instruction.
- A focus on **school-based initiatives** involving local school teachers working together to learn about and practice effective adolescent literacy strategies with opportunities for content area teachers to learn about how best to support adolescent literacy in their content area.
- A focus on meeting the literacy needs of students at that particular school.
- A concerted effort to make professional development and learning a part of the regular school day.

Teachers need opportunities to learn new strategies, develop curriculum, meet collaboratively to improve practice, and mentor one another. Professional development should help teachers find current research, conduct action research, and review program and student success. (Meltzer, 2002)

Component 5: Assessment

Assessment is a strong component of any successful education initiative.

The effective teacher begins by assessing the reader to determine strengths and weaknesses, without the labels of disability deficits....The teacher uses the reader's strengths to approach and build the areas of difficulty. Assessment follows the instruction and is both summative (Did the instruction work?) and formative (Where do we go from here?), beginning the instructional cycle anew. Teachers assess and scaffold students at three junctures: before, during, and after reading. (Peterson et al. 2000, p. 17)

- Instruction should be **designed based on identified student needs** utilizing the results of **regular, ongoing formative assessments**.
- **Standardized, standards-based, and other formal assessment** results should be used to flag problems, identify struggling students, and identify areas of need.
- **Informal assessments** should also regularly be used to further identify problems and needs of the student and design appropriate instruction.
- **Summative assessments** should be used to measure the success of provided programming.

Component 6: Vocabulary

There is a strong correlation between student levels of comprehension and their word knowledge of vocabulary. Struggling adolescent readers have less word knowledge than their proficient peers.

...the NRP [National Reading Panel] review showed that while learning from context is important, direct instruction of vocabulary is effective in improving both vocabulary and comprehension. The implication is that both direct, explicit instruction and learning from context are important. (Kamil, 2003)

- Research has shown that **traditional vocabulary instruction**—wherein students are given the words, told to write the definitions, and are tested—**is not effective** in improving vocabulary.
- According to research reviewed by Peterson, et al. (2000), vocabulary instruction should include:
 1. *Word study*
 2. *Explicit instruction that includes orthography, morphology, and spelling*
 3. *Active learning of words to make personal connections*
 4. *Exposure to words in multiple sources*
- Indirect instruction in vocabulary is also important. To provide indirect instruction, students need many **opportunities to read**, giving them the opportunity to learn vocabulary from context (this can include support from the teacher).

Component 7: Decoding/Word Analysis Instruction for Students Who Need It

In considering how to improve the academic achievement of our nation's struggling readers and writers, it is critical to remember that only 10 percent of students struggle with decoding (reading words accurately) and thirty years of research by the National Institute of Child Health and Human Development (NICHD) have provided solutions for these decoding problems. (Biancarosa, C. & Snow, C.E, 2006)

- Skill instruction should be focused on only those students who have decoding or other word analysis problems (see above quote).
- Building decoding skill requires **explicit instruction** in decoding by a **responsive teacher** and should include*:
 - **What** skill is being taught.
 - Regular **modeling** of how to perform the skills.
 - Constant **discussion** of why the skill is important.
 - **Demonstrations** of when it is best to apply the skill.
- Secondary students struggling with decoding skills also benefit from the following*:
 - Expert modeling of fluent reading.
 - Repeated readings.
 - Reading practice with different kinds of texts.
 - Authentic reading tasks.
 - A rich literacy environment.

*Peterson, et. al., 2000

- For students who are struggling with word analysis and word identification, high frequency sound-spelling relationships should be the focus on instruction (Kamil 2003).

Implications for the Title I Targeted Assistance Secondary Teacher

Since adolescent literacy is a central component of all learning at the secondary level, Title I Targeted Assistance teachers at the secondary level would do well to focus much of their supplemental instruction on research based components for adolescent literacy.

Component	What it means for the Title I classroom	Resources
<p>Focused Instruction on Comprehension/ Explicit Instruction in Comprehension Strategies</p>	<ul style="list-style-type: none"> ■ Title I teachers should be giving secondary struggling readers <u>explicit</u> instruction in comprehension strategies. This will be the core of the Title I program for struggling readers. Teachers should focus on STRATEGY instruction rather than SKILL PRACTICE (Phelps, S. 2005). ■ Title I teachers' explicit instruction in comprehension strategies should include MODELING strategies using the "think aloud" process and SCAFFOLDING students through their own use of the strategy by providing teacher support and gradually removing it until students can work independently. ■ According to the review of literature conducted by Meltzer (2002), the following strategies have improved comprehension for secondary students when used before, during, and after reading (p. 39): <ol style="list-style-type: none"> 1. Anticipation Guides 2. KWL 3. Reciprocal Teaching 4. Graphic Organizers 5. Question Generating 6. Directed Reading-Thinking Activity (DRTA) 7. Think-Alouds 8. Sensory Imagery 9. Drama 10. Art 11. Structured Note Taking 	<p>See Attachment 1: "Five Components of Explicit Teaching of Comprehension Strategies—Using a Think Aloud"</p> <p>See Attachment 2 "Four Comprehension Strategies: Predicting, Questioning, Clarifying, and Summarizing"</p> <p>See Attachment 3: "Reciprocal Teaching"</p> <p>And</p> <p>Attachment 4: "A Sample Format for Using Reciprocal Teaching in the Secondary Title I Targeted Assistance Classroom"</p>






Excellent Websites which describe many of the strategies listed and offer ideas, etc.:

- <http://www.litandlearn.lpb.org/strategies.html> - A cooperative effort between a Louisiana University and Louisiana public broadcasting to enhance reading skills in grades 5-8.
- www.itrc.ucf.edu/forpd/strategies - Florida's online reading professional development. This resource is referenced several times throughout this document and is a great resource for adolescent literacy.
- <http://www.ohiorc.org/adlit/default.aspx> - From the Ohio Adolescent Literacy program. A wonderful resource.
- <http://www.learningpt.org/literacy/adolescent/strategies.php> - A great list of strategies and how to use them to teach adolescent literacy—excellent website!

Component	What it means for the Title I classroom	Resources
<p>Fostering Student Motivation for Reading and Literacy</p>	<p>Title I teachers need to understand the inherent role that motivation plays in teaching their students to read. With this in mind, Title I teachers should do their best to implement the following research based practices:</p> <ul style="list-style-type: none"> ■ Use student interest surveys and other tools to identify student interests and capitalize on these interests when selecting reading materials. Do NOT allow textbooks to become the sole reading material used in the classroom. ■ Use students' background knowledge and experiences to connect them to topics under study in the regular classroom. ■ Allow student choice in reading materials. ■ Use praise and positive feedback to reward your students. Research has shown that reward systems that offer prizes do not improve reading literacy. ■ Set specific goals for reading tasks and provide students with effective feedback. 	<p>See the Issue Brief on preparing students for the 21st century at http://www.all4ed.org under "publications."</p> <p>Fall 2005 and Winter 2000 issues of <i>The Tutor</i> are available online at http://www.nwrel.org/learns/</p> <p>See Attachment 5—"High School Age Student Interest Inventory"</p> <p>See a sample unit utilizing high interest reading materials to motivate struggling readers at www.readingonline.org/articles/mulholland</p> <p>Create "text sets" for your classroom—see Attachment 6: "Creating Text Sets"</p>
<p>Embed Literacy Instruction into Content Areas</p>	<p>Content area teachers should be teaching content-specific literacy strategies in their own classrooms. As reading experts in the school district, Title I teachers should work hard to encourage district efforts at providing content area teachers with the background, knowledge, and practice in teaching strategies that they need to support literacy in their content areas.</p> <p>Title I teachers can also support the use of literacy skills in content area classrooms by helping struggling readers build strategies for comprehension that will benefit them in various content areas. According to Peterson et al. (2000), instruction in literacy strategies have been found to be effective across content areas when taught</p> <ol style="list-style-type: none"> 1) explicitly, 2) regularly, and 3) with adequate practice time for students. 	<p>Schoolwide approaches and programs focused on improving adolescent literacy are reviewed in several research publications. See an extensive review of various adolescent literacy programs, including information about their design, focus areas, and effectiveness in:</p> <ul style="list-style-type: none"> ▶ *Peterson, C.L., Caverly, D.C., Nicholson, S.A., O'Neal, S., & Cusenbary, S. (2000). <i>Building reading proficiency at the secondary level: A guide to resources</i>. Austin, TX: Southwest Educational Development Laboratory. ▶ Shanahan, C. (2005). <i>Adolescent literacy intervention programs: chart and program review guide</i>. Naperville, IL: Learning Point Associates. <p>See Attachment 7: "Strategies for Supporting Student Literacy in the Content Area Classroom"</p>

■ <http://knowledgeloom.org/adlit/index.jsp> - Adolescent Literacy in the Content Areas.

Component	What it means for the Title I classroom	Resources
<p>Effective Professional Development</p>	<ul style="list-style-type: none"> ■ There is a growing body of research on adolescent literacy, and it serves a secondary Title I teacher well to stay abreast of that research. ■ Of particular interest would be to download and review the main documents (cited on page 1) used for this handbook, which will provide the Title I teacher with the latest research on adolescent literacy instruction. 	<p>Additional Resource – Florida Online Reading Professional Development Website: http://www.itrc.ucf.edu/forpd/</p> <p>See website listed in the references on page 22.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ■ As with any effective instructional program, the Title I teacher of adolescent students should be using multiple forms of assessment to identify student strengths/weaknesses and design appropriate instructional programming based on each student's individual needs. ■ A Title I teacher should be able to identify which students need focused instruction on decoding or other word analysis skills or if the focus of instruction should be on comprehension. ■ Title I teachers should include (along with standardized achievement and diagnostic assessments) informal assessments to observe students as they are engaged in reading. → 	<p>See Attachment 8: "Informal Reading Assessment Sample Process"</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> ■ For vocabulary, Title I teachers should provide their students with both direct, explicit instruction and indirect instruction (allowing students to learn vocabulary from exposure to a wide variety of materials and opportunities to read). ■ According to research reviewed by Peterson, C.L et al. (2000), vocabulary instruction should include: → <ol style="list-style-type: none"> 1. <i>Word study.</i> 2. <i>Explicit instruction that includes orthography, morphology, and spelling.</i> 3. <i>Active learning of words to make personal connections.</i> 4. <i>Exposure to words in multiple sources.</i> 	<p>See the web teacher section on vocabulary instruction strategies, many of which reflect research described here: http://www.webenglishteacher.com/vocab.html</p> <p>See Word Study examples at http://www.literacyconnections.com/WordsTheirWay.html</p>

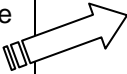
Component	What it means for the Title I classroom	Resources
<p>Decoding Instruction for Students Who Need It</p>	<ul style="list-style-type: none"> ■ Struggling readers often fail to learn how to look within the printed word to identify meaning derivations of words, even when the derivations are words that are in the readers' listening vocabulary (Peterson et al. 2000).  ■ For extended decoding and word recognition instruction for the 10% of adolescent readers who are still struggling to decode (Peterson, et al., 2000), recommends explicit instruction including: <ol style="list-style-type: none"> 1. Teacher explains the word recognition skill that is being taught (what). 2. Teacher models the skill (how). 3. Teacher and student discuss the skill as an important part of reading (why). 4. Teacher demonstrates when to apply the skill in reading (when). <p>An effective Title I secondary program for students struggling with word recognition should include the following (adapted from Peterson, et al., 2000): </p> <ul style="list-style-type: none"> ■ The Title I teachers should provide an expert modeling of fluent reading. ■ Opportunities to engage in repeated readings. ■ Reading practice, utilizing a variety of texts/genres.  ■ Make sure that reading lessons include authentic reading tasks (not skill-drill worksheets, but real tasks requiring interaction and engagement with the text).  ■ Provide Title I students with a rich literacy environment, including opportunities to regularly read from a wide variety of print.  	<p>Teach students how to use derivations of words in reading. One website that would be helpful: http://grammar.ccc.commnet.edu/grammar/vocabulary.htm</p> <p><i>Fluency Instruction: Best Practices for Older Readers.</i> (September 2006). Adolescent Literacy in Perspective http://ohiorc.org/adlit/documents/</p> <p>See information provided under "motivation" on page 7</p> <p>See information provided under "motivation" and "comprehension" on pages 6 and 7.</p>

Implications for a Title I Schoolwide Program

Since adolescent literacy is a central component of all learning at the secondary level, focusing on improving literacy across all grade levels is a worthy goal of a secondary schoolwide program.

Recommendations:

- Throughout the research, many of the articles noted that any adolescent literacy program should be focused on the particular needs of the students and teachers of the school designing the program. Schoolwide programs should use the research results of adolescent literacy studies, compare this information to the student and teacher needs of their school, and design their schoolwide goals and activities appropriately.
- It is important to note that much of the research on adolescent literacy instruction focuses on a schoolwide approach to literacy instruction across the content areas. It could be argued that, based on research, a schoolwide approach to literacy instruction is more effective than a targeted approach, or that the results of a targeted approach would be greatly complemented by a schoolwide approach to literacy across the content areas.
- *Adolescent Literacy Resources: Linking Research and Practice* can be accessed at <http://www.alliance.brown.edu/topics/literacy.shtml>. This site includes resources on ensuring support, sustainability, and focus through organizational resources and leadership for schools taking a schoolwide approach to adolescent literacy.
- Particular interest to a schoolwide high school program should be hiring a Literacy Coach. See the two resources listed in the table below for information and guidance as to how the Literacy Coach could and should be used to effectively support adolescent literacy instruction schoolwide.

Component	What it means for a schoolwide program	Resources
Motivation	<ul style="list-style-type: none"> ■ Schoolwide programs must be concerned about applying research regarding motivation to adolescent literacy across the curriculum. 	See the Title I targeted assistance programming section on page 7 for resources on motivation.
Focused Instruction on Comprehension/ Explicit Instruction in Comprehension Strategies	<ul style="list-style-type: none"> ■ Even if all teachers are providing comprehensive instruction, schools may find that some students still need one-on-one direct instruction. A schoolwide school might choose, along with increased literacy focus across the curriculum, to continue to offer individualized instruction (see “decoding” section on page 11). ■ Dedicated Literacy Courses: If a large number of students at a high school are in need of a significant amount of literacy strategy instruction, a schoolwide program should research and consider the option of offering a “dedicated literacy course” to all students (Phelps, 2005). 	<p>Dedicated Literacy Courses:</p> <ul style="list-style-type: none"> ■ Phelps (2005) notes that dedicated literacy courses have proven effective for students “if the classes are based on academically challenging, content-based, scaffolded instruction with a variety of texts.” <p>The source Phelps references for his discussion on dedicated literacy courses is: Greenleaf, C.L., Schoenbach, R., Cziko, C. & Mueller, F.L. (2001). Apprenticing adolescent readers to academic literacy. <i>Harvard Educational Review</i>, 71, 79-129.</p> 

<p>Embed Literacy Instruction into Content Areas</p>	<ul style="list-style-type: none"> ■ Schoolwide programs should clearly identify when comprehension strategies are going to be taught and by whom. ■ The schoolwide literacy program should include a cross-content literacy program wherein all teachers receive professional development and support to provide comprehension instruction across the content areas. 	<p>The Strategic Literacy Initiative (SLI) is a professional development program which focuses on improving literacy instruction across all content areas. www.wested.org/stratlit.</p> <p>http://knowledgeloom.org/adlit/index.jsp-- Adolescent Literacy in the Content areas.</p> <p>What works in the high school: Results Based Staff Development http://www.wested.org/stratlit/pubsPres/hswatworks.pdf</p>
<p>Effective Professional Development</p>	<ul style="list-style-type: none"> ■ Instructional Coaches: Several recent reports are focusing on the benefit of instructional coaching for adolescent literacy instruction across the content areas. 	<p>A schoolwide literacy model at a Middle School in California: http://www.cde.ca.gov/ci/rl/sd/swlit04monroeclk.asp</p> <p>Instructional Coaches:</p> <ul style="list-style-type: none"> ■ <i>Standards for Middle and High School Literacy Coaches</i> from the International Reading Association: http://www.reading.org/downloads/resources/597coaching_standards.pdf ■ <i>The Literacy Coach: A key to improving teaching and learning in secondary schools.</i> http://www.all4ed.org/publications/LiteracyCoach.pdf
<p>Vocabulary Instruction</p>	<ul style="list-style-type: none"> ■ Effective vocabulary instruction strategies should be used across the curriculum. 	<p>In each content area, good vocabulary instruction requires certain components. Review the research provided at http://www.alliance.brown.edu/topics/literacy.shtml</p>
<p>Decoding/Word Analysis Instruction for Students Who Need It</p>	<ul style="list-style-type: none"> ■ Schoolwide programs take a schoolwide approach to these issues. ■ Schoolwide programs may still provide one on one instruction to struggling readers. 	<p>See resources under Title I Targeted Assistance programming. A schoolwide program, even with a schoolwide, all-teacher approach to literacy instruction, may find it necessary, particularly if there is a large number of students who are struggling with decoding and word analysis, to provide one-on-one instruction in these areas; therefore, the resources listed in the previous section apply.</p>

Five Components of Explicit Teaching of Comprehension Strategies—Using a “Think Aloud”

Adapted for the secondary classroom from Duke, N. (2001): <http://www.ciera.org/library/presos/2001/index.html>

Five Components	Example—using the comprehension strategy “Prediction”
Step 1. An explicit description of the comprehension strategy and when and how it should be used.	Teacher says: <i>“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read as they will help you focus your thoughts. For now, stop every two pages as you read and make some predictions. Write them down on note paper or share them with me.”</i>
Step 2. Teacher and/or student modeling of the strategy in action.	Teacher says: <i>“I am going to make predictions while I read this chapter of our text. To begin, I’ll look at the title. This chapter of our text is entitled ‘The American Revolution.’ I predict that this chapter is going to be about how our country became independent because of the Revolutionary War. I also predict that I am going to learn about why we separated from Britain because I know in our last chapter, we studied the colonial system.”</i>
Step 3. Collaborative use of the strategy in action.	Teacher says: <i>“I made some predictions about what information this chapter was going to cover. Now I want you to practice making predictions with me. Before we read the next section, let’s make predictions about what it will cover. First, let’s look at the title of the section...bold words...charts/pictures...etc.”</i>
Step 4. Guided Practice using the strategy with gradual release of responsibility (scaffolding).	Teacher says: <i>“For the next section, I would like you to find a partner. Before reading this section, make some predictions with your partner about what this section will be about. Record your predictions and share with the whole group. When everyone has finished silently reading this section, I will stop and ask you to share if your predictions came true.”</i>
Step 5. Independent use of the strategy.	Teacher says: <i>“Now, for the final section in this chapter, it’s time for you to practice this strategy alone. As you read, remember what we’ve been working on—making predictions as we read. In front of you is a sheet of paper on which I would like you to record two predictions. After you are done reading this section of the chapter, note whether or not your prediction for this section was correct. Ask yourself why you made the predictions that you did.”</i>

Four Comprehension Strategies: Predicting, Questioning, Clarifying, and Summarizing

Adapted from *FOR-PD's Reading Strategy of the Month* from
www.itrc.ucf.edu/forpd/strategies.

Based on Palinscar and Brown (1984), "Reciprocal Teaching" is an instructional strategy used to reinforce learning of four comprehension strategies: summarizing, questioning, clarifying and predicting.

NOTE: Research suggests that students may not benefit in receiving instruction in each of these strategies separately. They could be introduced together during the reciprocal teaching lesson that follows in Attachment 3 on page 15.

Predicting

Proficient readers predict what a text is going to be about before and during reading. As they read, predictions are confirmed or modified and/or new predictions are made.

Items that you would use to help you make predictions about the text's contents:

- Titles
- Chapter/section headings
- Illustrations/pictures
- Vocabulary words
- Previous readings from the text

After reading, discuss how successful your predictions were with the class. Discuss how predictions might have been improved (if needed). You may also stop periodically during the reading to confirm and/or change your predictions.

See also, Attachment 1—sample "prediction" lesson for a "think aloud" on page 12.

Questioning

Proficient readers ask questions before, during, and after reading. Questions should focus on the content of the reading.

Model questioning for your class by engaging in a "think aloud." Before you read the text, come up with questions that you have about the topic to be read. Use titles and other headings, background knowledge, and other information to identify some questions that you have and share these aloud with your students. After reading a section of text, discuss their results. Were their questions answered? Do they have new questions?

Clarifying

Proficient readers stop to clarify as they read. If they encounter a word or section of the text that they are reading that doesn't make sense, they stop reading and try to understand.

Model clarifying for your class by engaging in a "think aloud." Read aloud a text and stop when you come to an unfamiliar word. To try and determine the meaning of the word, use these strategies:

1. Look for little words inside big words.
2. Look for base or root words, prefixes, or suffixes.
3. Look for a comma following an unfamiliar word (may indicate a definition).
4. Keep reading to see if context clues give you a sense of the definition.

To try and figure out the meaning of a difficult section of the text, model the following strategies (taken from FOR-PD's Reading Strategy of the month, see website above):

- Stop and think about what you've read. Reread.
- If the first reread didn't help, read again while adjusting your reading rate. Does this help clarify?
- Try to connect the information you're reading to something you know.
- Visualize what the author is explaining.
- Reflect upon what you have read.
- Identify bold print or italicized words. Do these clarify this section?
- Notice text structure patterns.

The FOR-PD's website on this topic includes bookmarks that can be downloaded for students to use as strategy reminders for clarifying: <http://www.itrc.ucf.edu/forpd/strategies/Bookmarks.pdf>

Summarizing

Proficient readers can recall main points and details after they finish reading. Students need to know how to identify and utilize key information in text and literature.

Students should be able to identify key points of the text after reading and arrange them in chronological order. You may need to model summarizing for your class by engaging in a "think aloud," calling students' attention to the clues you use to help you remember main points of the text.

Reciprocal Teaching

Reciprocal teaching, a strategy identified by Palinscar & Brown (1984), is a research-based strategy for teaching comprehension skills. On the North Central Regional Educational website, reciprocal teaching is defined as "...an instructional activity that takes place in the form of dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue."

Reciprocal teaching includes the following research-based components of literacy instruction:

- Explicit instruction in teaching comprehension.
- Utilization of "think alouds" to walk students through the comprehension process.
- Scaffolding student instruction, providing guidance until independence is achieved.
- The teaching of metacognition, helping students understand their own thinking processes that are effective in comprehension.

Step 1. Divide students into groups of four.

Step 2. Each member is assigned one of these four skills.

- Summarizing
- Clarifying
- Predicting
- Questioning

NOTE: For students new to reciprocal teaching, the teacher may want to model a "think aloud" of the process for each group. The teacher should also be available to help students explain their thoughts during the "think aloud" so that students learn more about how to apply these strategies as they read.

Step 3. Students read an assigned selection while each engages in the assigned skill. The teacher could provide students with worksheets or graphic organizers that provide guidance on how to apply this strategy.

Step 4. When all members of the group are finished reading and completing their assigned role, group members take turns sharing their results. Students should be sharing their results using the "think aloud" process wherein they share with others their thoughts as they completed the required assignment.

Step 5. The group process can continue with each student taking on a new skill (rotate right or left) and stopping and sharing results.

To use reciprocal teaching as a class:

- The teacher could ask that all students complete each of the above skills as they read an assigned selection.
- Periodically, the teacher could stop reading and ask students to share their summaries, questions, clarifications, and questions up to that point in the reading. Students should walk other students through their thinking processes as they utilized the comprehension skill.

A Sample Format for Using Reciprocal Teaching in the Secondary Title I Targeted Assistance Classroom

Here is a sample of how reciprocal teaching could be used to develop comprehension strategies for struggling readers in a secondary Title I classroom. Using textbooks and/or required reading from other subjects that students are currently taking, teachers can help Title I students to build comprehension strategies that apply to their regular classrooms. Of course, teachers may instead want to use texts that are selected by the students that are of more interest to the students (thereby increasing student motivation).

Please note: This model was adapted from a reciprocal teaching method that was used for intermediate students shared on the FOR-PD website at www.itrc.ucf.edu/forpd/strategies/stratreciprocalteaching3 for reciprocal teaching. The FOR-PD website references the following source for the original method: Oczuks, L. (2003). Reciprocal Teaching of Comprehension Fostering and Comprehension Monitoring Activities. *Cognition and Instruction*, 1(2), pp. 117-175.

Section/Time	Content of Instruction	• Purpose
Revisiting (5 minutes)	Students reread, alone or with a partner, material read during the previous day's assignment* and write a summary of the main points of the reading.	<ul style="list-style-type: none"> • Builds fluency through rereading. • Helps students remember to use background knowledge. • Develops comprehension.
Reviewing (5 minutes)	Students share a "think aloud" of the comprehension process that they used to identify key ideas for their summary.	<ul style="list-style-type: none"> • Allows student practice on the comprehension strategy of "summarizing."
Previewing (10 minutes)	Students preview the new text for the day's lesson. They set a purpose for their reading by engaging in "questioning" and "predictions" regarding the text. Students could also use a graphic organizer here, such as a KWL chart to help them identify questions.	<ul style="list-style-type: none"> • Continues student practice on the comprehension strategies of "questioning" and "predicting."
Reading (15 minutes)	Students silently read a portion of the day's reading to verify predictions and answer questions. Students continue reading and modify predications, answer/change questions, etc. as they deem necessary. If a student encounters a problem word or section of the text, he/she is expected to engage in clarifying tasks (the teacher must be available to provide guidance on this process, as needed).	<ul style="list-style-type: none"> • Continues practice on utilizing the comprehension strategies of "questioning," "predicting," and "clarifying."
Reciprocal Teaching (5 minutes)	Students and teachers take turns modeling their comprehension processes as they use the skills of questioning, making predictions, and clarifying problem areas of the text.	<ul style="list-style-type: none"> • Metacognition practice. • Scaffolding instruction. • Continues practice using the comprehension skills of "questioning," "predicting," and "clarifying."
Responding and Reflecting (5 minutes)	Students do one or more of the following: <ul style="list-style-type: none"> ■ Reflect on strategies that they found successful or are still struggling to implement. ■ Share areas of the text that are still problem areas. Students who found success are expected to share with the class the processes they used to clarify their understanding of the word/text. ■ As a group, discuss the day's reading and share learning, discuss new ideas, opinions, etc. 	<ul style="list-style-type: none"> • Metacognition. • Continues practice of comprehension skills. • Increases motivation as students share ideas and opinions on the text (interacting with text).

*Note: If texts require more than five minutes for a reread, teachers could use that time to require students to "review" yesterday's reading. This would mean that teachers would need to teach students effective reviewing skills before utilizing this pattern.

High School Age Student Interest Inventory



Here's Looking at You, Kid

Reading

	What types of books do you like to read?
--	--

How do you choose a book?	
---------------------------	--

	How often do you read at home?
--	--------------------------------

Why do people read?	
---------------------	--

	What skills do you need to be a good reader?
--	--

Name three topics that you are interested in that you would like to learn more about:	
1-	
2-	
3-	

Personal Interests

What do you like to do in your free time?	
---	--

	Do you like art?
--	------------------

Do you have any hobbies or things that you like to collect?	
---	--

	What is your favorite food?
--	-----------------------------

Do you have any pets? What are they? Tell me a funny story about them.

If you could have one wish, what would it be?

Name three things that make you laugh

- 1-
- 2-
- 3-

Entertainment Media

What is your favorite movie?

Name three movies that you have seen more than once.

- 1-
- 2-
- 3-

What is your favorite television program?

Do you play computer games? If so, what are your favorites?

The Future

What are your favorite subjects in school?

What are your least favorite subjects in school?

What would you like to do after you finish high school?

Have you ever read or heard something (in a book, in a movie, on TV, etc.) about a career that you would like to learn more about? If so, what?

Creating Text Sets

■ What is a text set?*

- A text set is a group of reading materials of various genres focused on the same theme or topic including texts, non-fiction books, magazine/journal articles, informational pamphlets, encyclopedia excerpts, and essentially any worthwhile print materials in that subject area/theme.
- The text set should include materials of varying reading levels to support different readers who may be utilizing the text set.
- Each text set should be organized based on the topic that they explore. They can be stored in boxes or see-through containers with appropriate labels.

* Adapted from the information provided on the ReadWriteThink website:
http://www.readwritethink.org/lesson_images/lesson305/creating.pdf

■ How does the use of a text set support research on adolescent literacy?

- A text set provides students with a variety of print resources on a specific subject. To support adolescent literacy, text sets should be created based on topics of student interest. For example, after administering interest inventories (see Attachment 5 on pages 17 and 18) the teacher could use the results to make individual text sets of interest to students.
- A text set also exposes students to a wide variety of reading materials. Too often, struggling readers are exposed only to commercial reading materials or instructional texts and are not given the opportunity to explore the wide range of print available to them. Commercial reading materials and texts often don't engage readers, so using the text set can be an effort to use new sources to pique students' interest in reading.
- Text sets can be designed, unlike most textbooks, to include materials that are at various reading levels to support the various reading levels of students in the classroom as well as to motivate students to engage in reading texts that otherwise might be beyond their reading level.

■ Ideas for using text sets in the classroom:

- Go to www.readwritethink.org to view several sample teacher lessons using text sets at the middle and high school levels.
- One particular lesson at the above website focuses on using text sets to support reading strategies taught in the classroom. Click on "An Exploration of Text Sets: Supporting All Readers" to review this lesson.

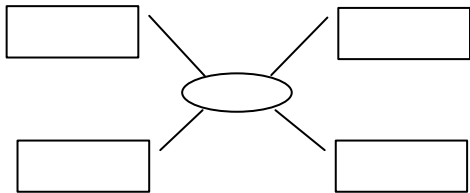
Strategies for Supporting Student Literacy in the Content Area Classroom

Title I teachers can support the use of literacy skills in content area classrooms by helping struggling readers build strategies for comprehension that will benefit them in various content areas.

According to Meltzer (2002), the following strategies have proven to be effective literacy-related cognitive strategies for students to use in all content area classrooms to support their learning and understanding of content-related material.

Concept mapping

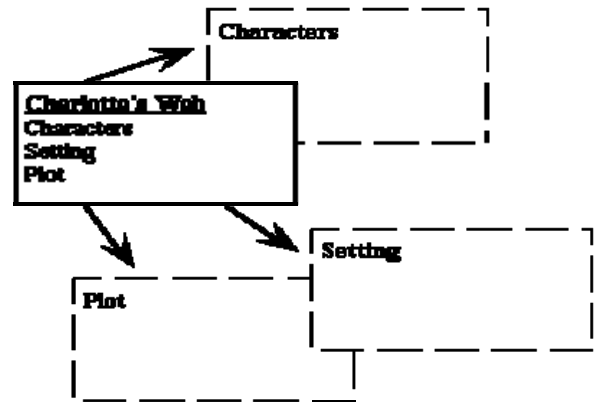
Concept maps are a way of organizing concepts and identifying relationships between the parts of the concepts. They help students with comprehension before, during, and after reading.



- **Teacher:** The map is used as a preteaching tool to introduce students to important concepts under study. Students review the map and add concepts or questions both before and after reading.
- **Student:** The map is created by the student before and after reading (teacher may have some areas filled in).

Development of HyperCard stacks

"HyperCard" stacks refers to a computer application that allows students to link information in non-linear, visual formats. This can be used for note taking, bibliography, research, defining terms, offering information in depth, etc.*



*From: <http://www.eed.state.ak.us/tls/frameworks/langarts/41task>

KWL

KWL is a comprehension strategy that requires students to utilize prior knowledge, develop goals for reading, and then process information in order to better comprehend.

- Before reading, the student records what he/she knows already about the topic at hand (K).
- Before reading, the student also formulates questions to provide a purpose for reading. These questions may be added to or changed during the reading (W).
- After reading, the student reflects upon the reading and answers the questions he/she identified, adds any new questions, records main ideas for the reading, etc. (L).

K	W	L
What I Know	What I WANT to Know	What I Learned

Two-column note taking

This type of note taking requires students to think about, organize, and summarize information.

Summary or Cues	Notes

- First, students should draw a line down their paper with more space on the right side of the page.
- Next, students should take notes on the right side of the paper.
- After information has been presented or read, the teacher should go through the notes with the students, using the left column to enter main ideas or "cues" for the information on the right side.
- Using two-column notes to review information gives students practice in summarizing and identifying important information.

Informal Reading Assessment Sample Process

Based on the process recommended in *Building Reading Proficiency at the Secondary Level: A Guide to Resources* (Peterson et al., 2000)

1. Have the student read aloud to you.
2. As the student reads, note any recurring problems.
 - **Sight words:** Does the student decode only the first few letters and then guess at the rest of the word?
 - **Decoding:** Does the student overly rely on context clues?
 - **Pace:** Does the student read slow and disjointedly? Rapidly, but inaccurately?
 - **Comprehension:** Does the student comprehend what he/she is reading?
3. Ask the student to read aloud to you again using the “think aloud” strategy as he/she reads to explain the reading process. Ask the student to explain how he/she is 1) decoding unrecognizable words and 2) how he/she comprehends the reading information.
4. Check comprehension again by asking the student to retell what he/she has read.
5. Use the above information to design appropriate instructional programming.
6. Continue to assess the student throughout participation in your program.

Some informal reading inventories that are appropriate for adolescent students: (Peterson et al. 2000)

Name	Abstract (exact quotes from Peterson et al. 2000)
<i>Flynt-Cooter Reading Inventory for the Classroom</i> , (1995), 2nd ed. by E.S. Flynt and R.B. Cooter, Gorsuch Scarisbrick.	“This inventory can be used with students through grade 12. It includes an interest/attitude interview.”
<i>Bader Reading and Language Inventory</i> (1994), by L.A. Bader, Longman. <i>Spelling Inventories</i> , in D. R. Bear, M. Invernizzi, S. Templeton, and F. Johnston, <i>Words Their Way</i> , (2000), Merrill.	“These upper-level and content-specific spelling inventories provide diagnostic information on the type of orthographic knowledge that a reader is using to process a word.”
<i>Content Area Reading Inventory (CARI)</i> , in R. Vacca & J. Vacca, <i>Content Area Reading</i> , (1999), Harper-Collins.	“The CARI is a way for teachers to construct a quick comprehension assessment on a selection of the course textbook in order to determine who, among their students, will be struggling with the assigned reading.”
<i>MPRI: The Major Point Interview for Readers</i> . In E. Keene and S. Zimmermann, (1997). <i>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</i> . Heinemann, pp. 228-235.	

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Meltzer, J., Smith, N.C. & Clark, H. (2002). Adolescent literacy resources: Linking Research and Practice. South Hampton, NH: Center for Resource Management.

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