

Sneaking Literacy into Content Area Instruction is my Superpower!

Dr. Kevin Smith
Dr. Laurie Lee



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Acknowledgement and disclaimer

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Goals and Objectives for Today's Session

Goal:

Participants will gain an understanding of how multiple literacy strategies may be incorporated into an English language arts lesson to help all students comprehend the text.

Objectives:

1. Discuss strategies that participants have used to implement recommendations from the practice guides in their classes
2. Participants will participate in an English language arts lesson which incorporates all of the strategies from previous sessions
3. Debrief following the lesson
4. Preview content of the next session

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Institute of Education Science Practice Guides



https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf

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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

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Multi-Strategic Approach to Instruction

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Multi-strategy Comprehension Approach

- Combined use of multiple comprehension strategies:
 - More effective than approaches using only a single strategy
 - Effective in improving comprehension results
- The greatest effects for improving comprehension may come from teaching multiple strategies across content areas.
- It is imperative that Tier I instruction for older students provide a focus on reading, vocabulary, academic language, background knowledge, making inferences, and comprehension strategy use as these practices best predict students' comprehension of text.
- Teacher modeling and explicit explanations during instruction in specific vocabulary and comprehension strategies has strong evidence.

(Kamil, et al., 2008; Foorman & Wanzek, 2016; Dole, Brown, & Trathen, 1996)

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Sample Lesson Materials

- Text – The Two Brothers by Leo Tolstoy
- Text-based Question Handout for writing
- Directed Notetaking Handout for documenting notes from the text
- Question Generation Handout for recording “wonderings” or questions about the text

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Sample Lesson – Topic Question

Before reading (discuss in small groups and then in whole group):

- Do you consider yourself a risk-taker?

Sample Lesson – Predictive Writing

- Before reading the text, use the Text-Based Question Handout to record your answer to this question:
 - Do we have to take risks to achieve happiness?

Research Base: Topic Question and Predictive Writing

- Research studies indicate reading achievement is increased at all grade and ability levels when students are taught to activate and build background knowledge, preview, predict, and confirm predictions.

(Foorman & Wanzek, 2016)

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Sample Lesson – Vocabulary Front Loading

- Words introduced in this section:
 - Proverb – Word parts and Context
 - Inscription – Word parts and Context
 - Jest – Context
 - Wanderer – Context

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Research Base: Vocabulary Instruction – Context and Affixes

- Researchers suggest teaching a multi-part vocabulary strategy that includes the following:
 - Contextual analysis (to infer word meaning)
 - Morphemic analysis (to derive word meaning)

(Kosanovich, Reed, & Miller, 2010)

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Research Base: Vocabulary Instruction – Context and Affixes

- Students need to be explicitly taught academic vocabulary central to the meaning of text. Locating the words in text, providing definitions, and then extending the words' meaning through extension activities is a successful instructional strategy

(Foorman & Wanzek, 2016)

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Sample Lesson – Text Coding

- Consider this question: *Do we have to take risks to achieve happiness?*
- Keep this question in mind and listen as the facilitator reads the text of The Two Brothers.

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Sample Lesson – Text Coding

Text Codes **R** = Risk **S** = Safety **REW** = Reward **C** = Consequence

- "Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness.
- "I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth --perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth -- suppose we go into the forest and night comes, and we cannot find the river. We shall be lost."

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Sample Lesson – Text Coding

Mark the following paragraph using these codes: Mark the text with the following codes: **R = Risk** **S = Safety** **REW = Reward** **C = Consequence**

“And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from the she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing. In the fourth place, even if we succeeded in carrying off the bear cubs, we could not run up a mountain without stopping to rest. And, most important of all, the stone does not tell us what kind of happiness we should find in that house. It may be that the happiness awaiting us there is not at all the sort of happiness we would want.”

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything."

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Sample Lesson – Text Coding Discussion

- After text coding:
 - In small groups, compare and discuss differences in coding
 - Support your coding with statements from the text

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Research Base for Text Coding and Discussion

- Similar text coding strategies have been found to increase reading comprehension
- Kamil et al (2008) noted moderate levels of evidence for providing opportunities for extended discussion of text as well as increasing student motivation and engagement in literacy learning.

(Marcell, 2007; Vaughan & Estes, 1986; Kamil et al., 2008)

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Sample Lesson – First Written Response to Reading

Now that you have read the text *Two Brothers*, and have heard the point of view of others in your group, please answer this question on your Text Based Question Handout:

Do people have to take risks to achieve happiness?

You may add additional thoughts, eliminate ideas, or confirm ideas you noted in your original writing.

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Research Base – First Written Response After Reading

- Having students in grades 2-12 write about material they read enhances comprehension. This was true for students in general and students who were weaker readers or writers in particular. It also applied across expository and narrative texts as well as subject areas (language arts, science, social studies).

(Graham & Hebert, 2011)

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Sample Lesson – Directed Note Taking

The Two Brothers Leo Tolstoy					
Guiding Question: How do the two brothers see the same situation completely differently?					
Page #	NOTES	Check relevant categories below			
		Risk	Safety	Reward	Consequence
1	Perhaps it was written in jest.	X			
1	What is written on the stone could not have been put there without reason.		X		
2	Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble.			X	X
2	I may have nothing now, but I shall always have something to remember, while you have no memories at all.			X	X

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Sample Lesson – Directed Note Taking

- Are there other notes that you would include from the text?

Directed Note-Taking

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

The Two Brothers Leo Tolstoy					
<u>Guiding Question:</u> How do the two brothers see the same situation completely differently?					
Page #	NOTES	Check relevant categories below			
		Risk	Safety	Reward	Consequence

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Research Base: Directed Note Taking

- Research studies indicate reading achievement is increased at all grade and ability levels when students are taught to use graphic organizers to arrange, categorize, and/or relate key information in text.

(Foorman & Wanzek, 2016; Kim, Vaughn, Wanzek, & Wei, 2004)

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Facilitating Extended Text Discussion – Remember....

- Conduct the discussion in a whole group after students prepare
- Take a poll to see how many groups agree with each position
- Facilitate, don't dominate
- Ask students to elaborate – extend the conversation
- Do not validate any position, but require groups to justify their thoughts using the text
- At the end of the discussion, take another poll to see if groups or individuals have changed their positions based on the evidence presented by others

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Sample Lesson – Facilitating Extended Text Discussion

- In your small groups, discuss the significance of this text. Use your directed note taking sheet and your text coding to help you come to a consensus on which category – **risk, safety, reward, or consequence** is most important when you consider that significance.
- Gather evidence from the text to support your decision.

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Research for Extended Text Discussion

- Discussions that require students to agree, disagree, and justify their responses:
 - Help students filter text information
 - Serve as a means for teachers to assess student understandings

(Kosanovich, Reed, & Miller, 2010)

Research for Extended Text Discussion

- A meta-analysis indicates dramatic improvement in reading comprehension when students engage in lively and meaningful conversation around text. These engaging text based discussions increase student talk and comprehension more than other types.

(Kamil, 2008; Murphy, et al., 2009)

Sample Lesson – Question Generation

- Ask students to develop questions that are true “wonderings”

Question Generation

Directions: Record questions that you have based on your notes and text-reading.

The Two Brothers Leo Tolstoy					
Page #	Questions	Check relevant categories below			
		Risk	Safety	Reward	Consequence
1	Did birth order play a role in how the brothers viewed risk versus reward?	X		X	

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Sample Lesson – Question Generation

- Do you have any wonderings related to the text?

Directed Note-Taking

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

The Two Brothers Leo Tolstoy					
<u>Guiding Question:</u> How do the two brothers see the same situation completely differently?					
Page #	NOTES	Check relevant categories below			
		Risk	Safety	Reward	Consequence

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Research Base: Student Question Generation

- Effective comprehension strategies include:
 - Question generation
 - Use of graphic organizers

(National Reading Panel, 2000)

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Research Base: Student Question Generation

- “Question generation is different from question answering in that the emphasis is on students producing questions they need (or want) to answer from reading a passage. To teach this strategy, “good” question generation needs to be modeled for students and students need to be actively involved in the process of activating prior knowledge, comparing it to what might be expected from the passage, and generating questions to fill the gaps. **Question generation is an extremely potent technique, showing larger effects than other comprehension strategy instruction techniques.”**

(Kamil, 2008)

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Sample Lesson – Final Written Response

- Following reading, initial writing, and discussion, answer the following question:

You have had the opportunity to engage in extended discussion and defend your answer to the risk/happiness question. Develop a final response to the question: *Do people have to take risks to achieve happiness?* Be sure that your writing conveys the argument and reasoning that reflects your position.

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QUESTIONS??

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Contact Information:

Kevin Smith
Laurie Lee
Regional Educational Laboratory (REL) Southeast
Ksmith@ferr.org
Llee@ferr.org

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Directed Note-Taking

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

The Two Brothers

Leo Tolstoy

Guiding Question: How do the two brothers see the same situation completely differently?

[illegible]

Question Generation

Directions: Record questions that you have based on your notes and text-reading.

[illegible]

THE TWO BROTHERS

Leo Tolstoy

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever find this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On the top of the mountain he will see a house, and in that house he will find happiness."

When they had read what was written on the stone, the younger brother said:

"Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness.

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth --perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth -- suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from the she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing. In the fourth place, even if we succeeded in carrying off the bear cubs, we could not run up a mountain without stopping to rest. And, most important of all, the stone does not tell us what kind of happiness we should find in that house. It may be that the happiness awaiting us there is not at all the sort of happiness we would want."

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything."

The elder brother answered him by saying, "The proverb says: 'In seeking great happiness small pleasures may be lost.' And also: 'A bird in the hand is worth two in the bush.'"

The younger brother replied, "I have heard: 'He who is afraid of the leaves must not go into the forest.' And also: 'Beneath a stone no water flows.

The younger brother set off, and the elder remained behind.

No sooner had the younger brother gone into the forest, than he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered, and he was driven out.

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other, and at once began telling of all that had happened to them.

"You see, said the elder brother, "I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble."

"I do not regret having gone into the forest and up the mountain," replied the younger brother. "I may have nothing now, but I shall always have something to remember, while you have no memories at all."

Public Domain: available at:

<http://www.populationme.com/All/Literature/TwoBrothersTolstoyActivity.pdf>

<http://www.rationalsys.com/366may.html>

Writing in Response to Reading and Discussion

Please write your response to this question: *Do people have to take risks to achieve happiness?* Please write in complete sentences and describe fully why you take this position.

Now that you have read the text *Two Brothers*, and have heard the point of view of others in your group, please answer the question: *Do people have to take risks to achieve happiness?* You may add additional thoughts, eliminate ideas, or confirm ideas you noted in your original writing.

[illegible]