Adolescent Literacy: Evidenced Based Strategies and Practices

Sponsored by:
EnvisionEdPlus and Achieve 3000

MA and BS from The Ohio State University

Educational innovation consulting, professional learning specialist, grant writing guru

20 year public education veteran in rural, urban and suburban settings

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All the amazing stuff about you

Dr. Jen Poggio

PhD in Language, Literacy & Culture from Vanderbilt University

BA and M.Ed from University of Notre Dame

High School English Teacher in Louisiana and Texas

Dr. Dan Reynolds, Assistant Professor

John Carroll University

Ohio Striving Readers Grant

1. Find info at: www.education.ohio.gov

keyword search - STRIVING READERS

2. $33 Million to improve literacy across Ohio

3. Consortia needed to be competitive

4. Must focus on evidence based strategies - not programs or products

5. Local Literacy Plans are challenging BUT critical for successful applications

Welcome and Introduction

Our Driving Force

- Lack of Understanding of Evidence Based Practices to Improve Literacy at MS/HS Levels
- Old Research - What Works Clearinghouse most recent Practice Guide is 2008
- Districts struggling with Local Literacy Plans for Striving Readers grants

Local Literacy Plans

1. Define student literacy needs based on data
2. Use the Local Literacy Plan Rubric when writing!
3. Identify *evidence based strategies* that can be implemented to address root causes and impact student achievement
4. Choose 1 strategy per grade band MAX for Striving Readers focus
5. Create aligned PK-12 goals, subgoals

Literacy Plans Do's & Don'ts

❖ NO: we need to improve "reading intervention" or we "need whole school reform"

➢ YES: increase literacy across content areas, improve comprehension, fluency…

❖ NO: Focus on specific programs or vendor products

➢ YES: what is the evidence based strategy OR practice upon which the program/service is based

GAP
Middle and High School Literacy Strategies

WWC: Reading Strategies (2008)*
for Middle & High School

1. Explicit Vocabulary Instruction (strong)
2. Direct/Explicit Comprehension Strategy instruction (strong)
3. Increased Opportunities for Extended Discussion of Text Meaning and Interpretation (moderate)
4. Increase Student Motivation/ Engagement in Literacy Learning (moderate)
5. Intensive and individualized interventions for struggling readers by trained professionals (strong)

*on ODE Striving Readers website

GAP
Middle and High School Literacy Strategies

WWC: Writing Strategies (2016)*
for Middle & High School

1. Explicitly teach appropriate writing strategies using a Model- Practice -Reflect instructional cycle. (strong)

2. Integrate writing and reading to emphasize key writing features. (moderate)

*on ODE Striving Readers website

GAP
Middle and High School Literacy Strategies

Paul & Clark: IJER #79 (2016)
for Middle & High School

1. Train teachers on Six Key Reading Strategies combined with reading attribution retraining -see pg 8 (moderate)

2. Learning Strategies Curriculum - MS only effectiveness -see pg 8 and 1996 supported inclusion article Tralli et al (moderate)

GAP
Middle and High School Literacy Strategies

Uccelli & Galloway
Academic language across content areas (2017)
for Middle & High School

Core Academic Language Skills (CALS) Framework (see pp 5, 7)
- developing proficiency in core language resources that support precise communication and learning across school content areas

ESSA: TIER 3 (Promising)

GAP
Middle and High School Literacy Strategies

Shanahan and Shanahan
Disciplinary Literacy (2012) or
Project READi website
for Middle & High School

Content Literacy v Disciplinary Literacy
- Content area literacy focuses on study skills that can be used to help students learn from subject matter specific texts. Emphasizes techniques a novice might use to make sense of a disciplinary text (how to study history book for examination).
- Disciplinary literacy is an emphasis on knowledge and abilities possessed by those who create, communicate, and use knowledge within disciplines. Emphasizes unique tools experts in discipline use to engage in work of that discipline

ESSA: TIER 3 (Promising)

Q & A

Use Chat to ask questions of our panelists

What's Next?

- Reflection: Which (if any) of these strategies best meet the needs of our students -- as evidenced by our data?
- Identify 1-2 strategies for Striving Readers focus.
- Research providers and resources that provide training, materials and supports
- Create Aligned PDPlans
- Use a Consortia approach
  - unlikely to be funded alone, unless district has thousands of disadvantaged children

NEW LIT REVIEW
Middle and High School Literacy Resources

Baye, Lake, Inns, Slavin (2017)
Effective Reading Programs for Secondary Students

- Most recent comprehensive literature review of middle and high school reading--73 randomized controlled trials
- Small group and 1-1 tutoring, cooperative learning, and socioemotional learning approaches showed outcomes
- Small number of technology or metacognitive strategies programs showed positive outcomes
- Benchmark assessments did not affect outcomes
- Daily extra periods (without tutoring or intervention) were no more effective than programs not providing extra periods

Connect with Our Experts

Michele Timmons: michele@envisionedplus.com
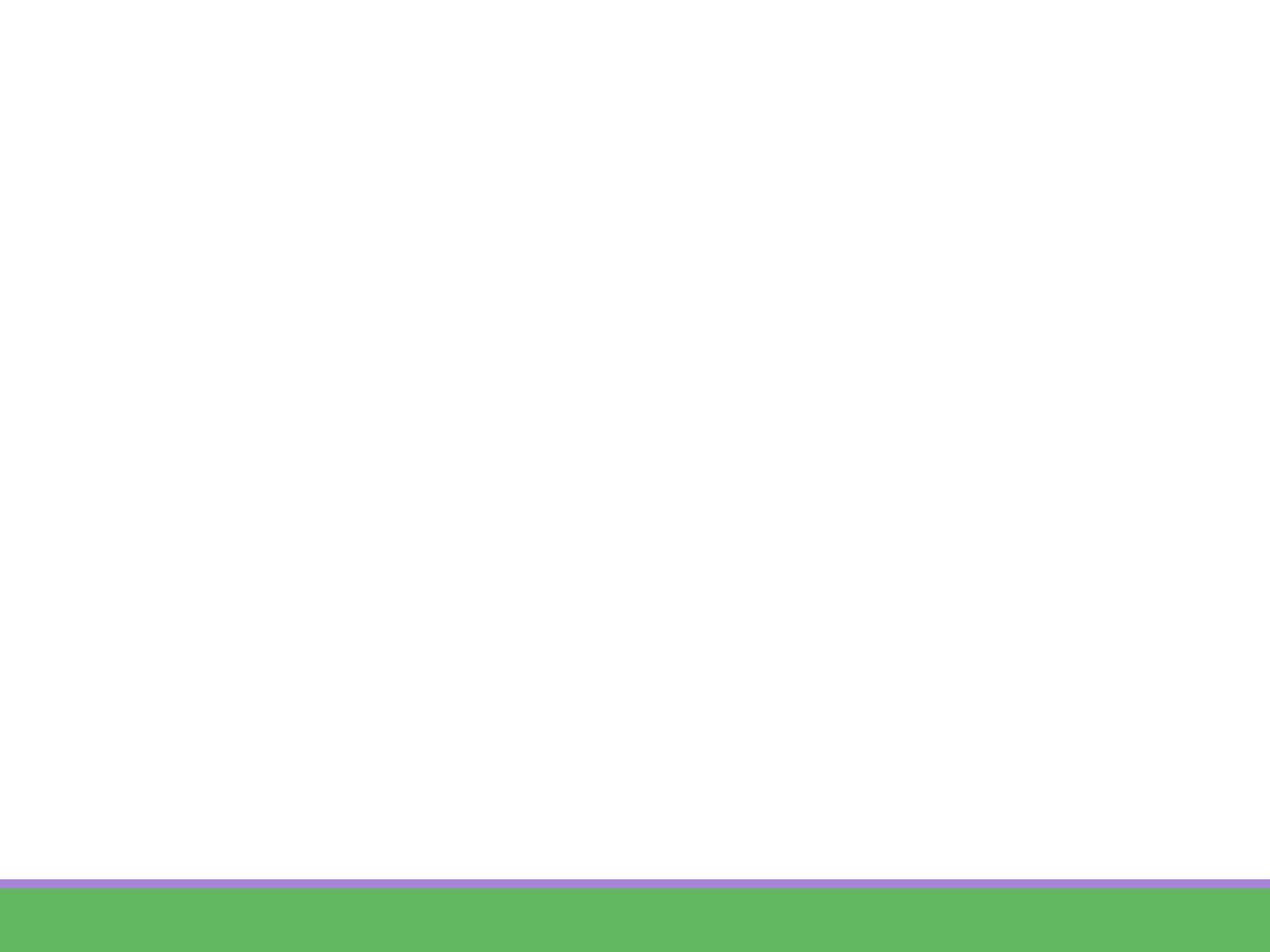(614.893.7341)

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Share Your Thoughts

Please complete our

Adolescent Literacy Webinar Evaluation

Responses will help us understand other sources of technical assistance you may need to support your learners.

GAP
Middle and High School Literacy Strategies

Dan Reynolds Scaffolding Complex Text Dissertation (2017)
for Middle & High School

1. Text complexity a crucial part of increasing comprehension
2. Scaffolding must be prepared to support students reading those texts--responding to students in the moment of struggle
3. Comprehension is built socially in small groups
4. Potential small-group intervention model