Content Literacy Instruction
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IES Practice Guide

Recommendations
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.
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

http://ies.ed.gov/ncee/wcc
Two Prong Approach

1. Vocabulary
2. Comprehension
3. Discussion
4. Motivation & Engagement
5. Interventions for Struggling Readers

Content Literacy Strategies

- Provide students with access to content
- Promote mastery of essential skills
- Assist students with demonstration of their mastery via OAKS, work samples and/or other assessments

Based on a 3-tier model of reading interventions

ACCESS Toolkit

A - Academic
C - Content
C - Competence:
E - Every
S - Student
S - Succeeding

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Oregon K-12 Literacy Framework

Literacy-connected learning across the instructional areas in
- Advanced Word Study
- Fluency
- Vocabulary
- Comprehension
- Motivation

http://www.ode.state.or.us/search/page/?id=2568
Instructional Recommendations

<table>
<thead>
<tr>
<th>Access Design Principles</th>
<th>Instructional Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research Based Strategies (What)</td>
<td>1. Word Study 2 techniques</td>
</tr>
<tr>
<td>2. Techniques (How) ✓ NO Prep ✓ LOW Prep</td>
<td>2. Fluency 1 technique</td>
</tr>
<tr>
<td>3. Explicit Strategy Instruction</td>
<td>3. Vocabulary 9 techniques</td>
</tr>
<tr>
<td>4. Comprehension 10 techniques</td>
<td>5. Motivation embed</td>
</tr>
</tbody>
</table>
## Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002
Teaching Teachers: Professional Development to Improve Student Achievement

Professional development can influence teachers' classroom practices significantly and lead to improved student achievement when it is:

• Specifically Related to Subject Matter Content
• Focused on Student Learning
• Connected to Curriculum Teachers Use
• Aligned with District and State Standards
• Coupled with Extended Opportunities to Learn
• Incorporates Systems for Evaluating Impact on Teachers' Practices and Student Learning

“No comprehension strategies are powerful enough to compensate for not being able to read the words within a text.”

Archer, Gleason, Vachon, 2003

Decoding Techniques

• Working With Words

• Working with Word Families

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Fluency

✓ Accuracy
✓ Rate
✓ Expression

Fluency Techniques

• Partner, Choral or Cloze Reading

Vocabulary

The knowledge of words and word meanings.

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Two Types of Vocabulary Instruction

<table>
<thead>
<tr>
<th>Labeled as...</th>
<th>Teaches Students...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Word</td>
<td>Meanings of specific words (e.g., democracy, equation, climate)</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Word Learning</td>
<td>Use of existing knowledge to figure out new words (e.g., prefixes, word families, dictionaries)</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Effective Instruction for Adolescent Struggling Readers: A Practice Brief, Center on Instruction, 2008

Selection of Vocabulary Words: The Three Tier System

- Tier One
  - Basic Words (the, and, food)
- Tier Two
  - Words which occur frequently in language, central to comprehension (balcony, murmur, splendid)
- Tier Three
  - Low frequency “specialized” words (anthracite, mycelium, shoal)

Beck & McKeown (1985)

Selection of vocabulary words: Kevin Feldman

- Big idea words related to lesson concepts (“characterization”, “flashback”)
- “Academic Toolkit” or “Mortar” words that are high frequency across disciplines (“compare”, “chronology”)
- “Disciplinary Toolkit” or “Brick” words that are high frequency within disciplines (“plot”, “idioms”)
- Words to engage in literate discourse regarding a topic (relevant to theme, issues – especially with narrative text)

Kevin Feldman, Ed.D. “Developing Content Literacy in Mixed Ability Secondary Classrooms, Grades 4-12
Presented at SOPRIS West Oregon Coast Summer Institute, 2006.
Selection of Vocabulary Words

- Tier One
- Tier Two  “Mortar” Words
- Tier Three  “Brick” Words


Vocabulary Techniques

- Power Words
- Essential Word Meanings
- Quick Words
- Prefix Power
- Semantic Feature Analysis
- Reporter’s Questions and Answers
- Yes/No/Why
- Completion Activity
- Vocabulary Sightings

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The Essence of Reading

Comprehension

Defined as “...intentional thinking during which meaning is constructed through interactions between the text and the reader.”

Durkin, 1993
Comprehension Requires

California Reading & Literature Project/ AB 1086 Training Manual

- Word Recognition
  Speed & Accuracy
- Language Comprehension
  Vocabulary, syntax, morphology, semantics, pragmatics
- Knowledge of Text Structures
  Narration, exposition, poetry, other
- Comprehension Strategies
  Monitoring during reading, using “fix-up” strategies, coping with task requirements
- Background Knowledge
  Content and language
- Motivation and Attention
  Needs, purposes, and intentions for comprehending

Comprehension Techniques

- THIEVES
- List-Group-Label
- Notetaking and Review
- ReQuest
- Interspersed Questions
- Marking Key Points
- Paired Reviews
- Think-Pair-Share
- Multiple Choice
- Quick Writes

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“Teach students to read text closely and write about it clearly.”

Lead Writer, ELA CCSS, David Coleman
Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Focus Areas of the CCSS

- Grade-level Text Complexity
- Academic vocabulary
  - Reading Standard 4
  - Language Standards 4-6
- Reading Informational text in ELA and Literacy in History/Social Studies, Science, and Technical Subjects and writing argument and informative/explanatory pieces

"Teach students to read text closely and write about it clearly."
Lead Writer: ELA CCSS, David Coleman

The Essential Skills of Reading

- Demonstrate Understanding
  (main idea, relevant and specific supporting details, sequence of events, relationships among ideas, fact and opinion)

- Develop an Interpretation
  (unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes)

- Analyzing Text
  (author’s purpose, ideas and reasoning, writing strategies, provide textual evidence)
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