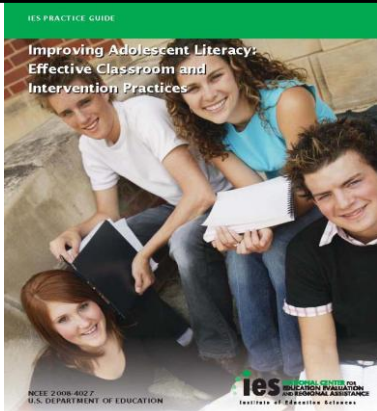


Content Literacy Instruction

Ginger Kowalko, M.S., Educational Consultant

Lori Rae Smith, D.Ed., Bethel School District

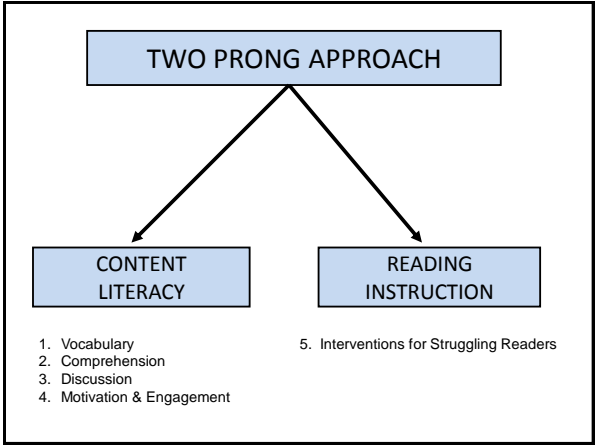
Presentation for the
Oregon Department of Education
April 29, 2011

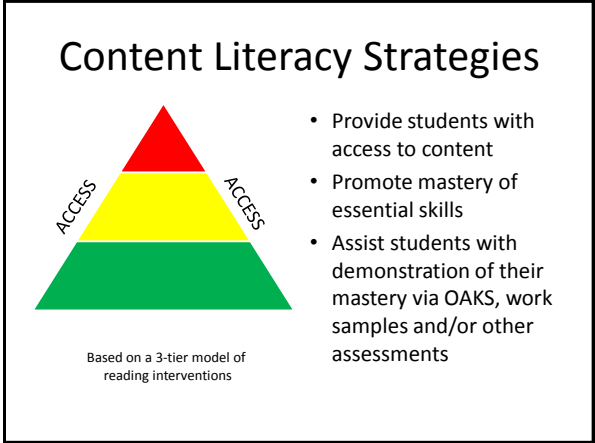


<http://ies.ed.gov/ncee/wwc>

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.

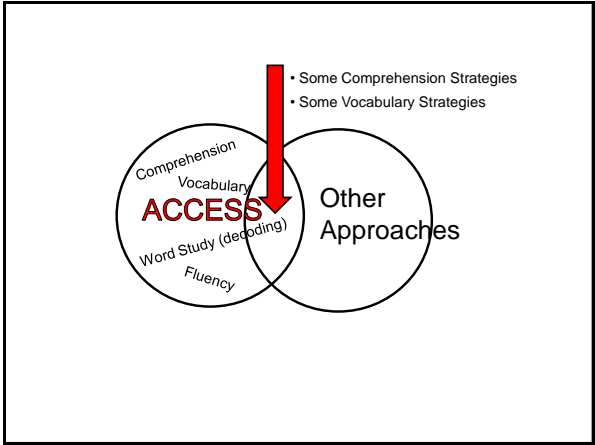




ACCESS Toolkit

Academic
Content
Competence:
Every
Student
Succeeding


ACCESS Toolkit (third edition), copyright 2011 by Mary M. Gleason, Ginger Kowalko, and Lori Rae Smith



Oregon K-12 Literacy Framework

Literacy-connected learning across the instructional areas in

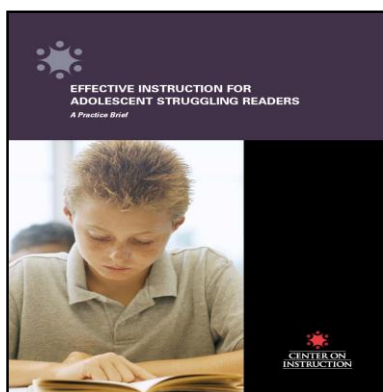
- Advanced Word Study
- Fluency
- Vocabulary
- Comprehension
- Motivation



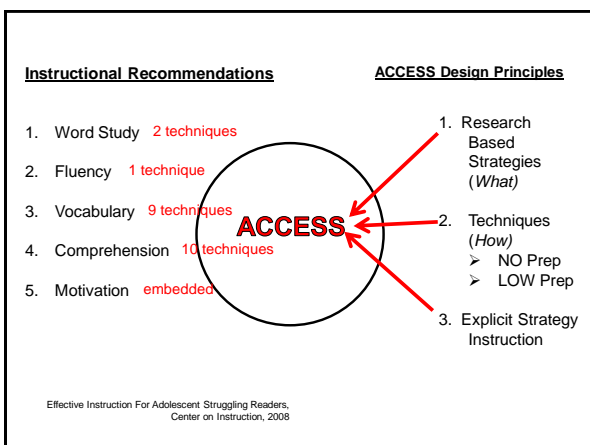
<http://www.ode.state.or.us/search/page/?id=2568>

Instructions	
Comprehension Strategies to Support Text-Based Learning	
Before Reading	Previewing <ul style="list-style-type: none"> • Encourage students to observe text organization and text features • Help students to anticipate new content Activating Prior Knowledge <ul style="list-style-type: none"> • Prepare students to engage actively in new learning • Help students remember relevant knowledge
	Understanding Relationships <ul style="list-style-type: none"> • Strengthen students' abilities to categorize and classify (For example, use anticipation guides and generate questions.)
During Reading	Increasing Thinking and Memory Skills <ul style="list-style-type: none"> • Build cognition and metacognition • Help students learn how to remember new information • Help students develop and see relationships among ideas (For example, use graphic and semantic organizers, interspersed questions, paired reviews and/or reciprocal teaching.)
	Answering Comprehension Questions <ul style="list-style-type: none"> • Focus on the essence of the question • Help students answer the question accurately and succinctly
After Reading	Summarizing <ul style="list-style-type: none"> • Increase factual recall and conceptual understanding of content information (For example, use multiple choice questions, think-pair-share for answering written questions)

From: ACCESS Toolkit (second edition), copyright 2008 by Mary M. Gleason, Ginger Kowalski, and Lori Rae Smith
 OREGON K-12 LITERACY FRAMEWORK Adapted by the State Board of Education, December 2009 7-25



<http://www.centeroninstruction.org/files/Practice%20Brief-Struggling%20Readers.pdf>



Explicit Strategy Instruction

Characterized by:

- Gradual release of responsibility
- Telling students when, where, how and why the technique works

ACCESS TOOLKIT BEFORE READING		
STRAND	STRATEGY AND STUDENT BENEFIT	TECHNIQUE
A. STUDENT CONTENT COMPREHENSION	<ul style="list-style-type: none"> Previewing Encourage students to observe text organization and text features Encourage students to anticipate text content Activating Prior Knowledge Encourage students to engage actively in new learning Encourage students to activate and connect prior knowledge 	<ul style="list-style-type: none"> Think-Aloud List-Group-Label
B. STUDENT CONTENT VOCABULARY	<ul style="list-style-type: none"> Understanding Relationships Encourage students to categorize and classify Encourage students to learn meanings of words Encourage students to describe knowledge Encourage students to make connections with prior knowledge 	<ul style="list-style-type: none"> Floral Words Explain Word Meanings Quick Words Word Cards
C. READING TEXT FLUENCY	<ul style="list-style-type: none"> Learning High-Frequency Words Encourage students to pronounce content words accurately Encourage students to pronounce difficult content words quickly Understanding Relationships Encourage students to describe knowledge Encourage students to make connections with prior knowledge 	<ul style="list-style-type: none"> Working with Words Working with Word Families
DURING READING		
A. STUDENT CONTENT COMPREHENSION	<ul style="list-style-type: none"> Increasing Thinking and Memory Skills Encourage students to organize and integrate Encourage students to ask questions and set a purpose for reading Encourage students to activate and connect prior knowledge Encourage students to organize and compare and contrast information Encourage students to describe and make relationships among ideas 	<ul style="list-style-type: none"> Contextual and Review Reduced-Information Questioning Encourage Students Working with Words
B. STUDENT CONTENT VOCABULARY	<ul style="list-style-type: none"> Understanding Relationships Encourage students to organize and compare and contrast information Encourage students to describe and make relationships among ideas 	<ul style="list-style-type: none"> Floral Words Explain Word Meanings Quick Words
C. READING TEXT FLUENCY	<ul style="list-style-type: none"> Learning Passage Reading Encourage students to use reading strategies Encourage students to use reading strategies Encourage students to use reading strategies 	<ul style="list-style-type: none"> Partner, Group, or Solo Reading Encourage Students Working with Words
D. READING TEXT FLUENCY	<ul style="list-style-type: none"> Learning Passage Reading Encourage students to use reading strategies Encourage students to use reading strategies Encourage students to use reading strategies 	<ul style="list-style-type: none"> Partner, Group, or Solo Reading Encourage Students Working with Words
AFTER READING		
A. STUDENT CONTENT COMPREHENSION	<ul style="list-style-type: none"> Increasing Thinking and Memory Skills Encourage students to organize and integrate Encourage students to ask questions and set a purpose for reading Encourage students to activate and connect prior knowledge Encourage students to organize and compare and contrast information Encourage students to describe and make relationships among ideas 	<ul style="list-style-type: none"> Contextual and Review Reduced-Information Questioning Encourage Students Working with Words
B. STUDENT CONTENT VOCABULARY	<ul style="list-style-type: none"> Understanding Relationships Encourage students to organize and compare and contrast information Encourage students to describe and make relationships among ideas 	<ul style="list-style-type: none"> Floral Words Explain Word Meanings Quick Words
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List-Group-Label

Materials

- A list of text
- A List-Group-Label template for each student (or, later, a sheet of paper)
- A blank overhead transparency

Steps:

- In relation to a text you are planning to have students read, choose a topic or concept that you have some prior knowledge about. (If you have prior knowledge, use this strategy after reading instead of before.)
- LIST: Have students write a list of 15-20 words related to the topic on the back of the List-Group-Label template. Then ask students to pass and compare lists.
- Circulate as students work. Collect 15-20 words and write them in list form on an overhead transparency.
- GROUP: Show the overhead transparency to students. Have students either work from the list on the transparency or copy the list into the box at the top of the template. Have students (still in pairs) make several groups of 3 to 5 words that share features or attributes and write them in the boxes provided. You might construct the first group and discuss your justification in order to model the process of categorization. Note: If necessary, allow students to have a "trash" group (i.e., be sure to have them try to do the grouping without one first).
- LABEL: Have students provide a label for each group of words. The label should be based on a rationale for grouping the words together.
- Circulate again. If students are unable to generate a label for a group, assist them.
- Call on various pairs of students to volunteer a group of words and justify its label to the whole class. Comment on the classifications and justifications.

Optional: If students experience undue difficulty, help them group the words, then have students provide and justify the labels or vice versa.

Optional: After reading the text, ask students to remove words, add words, form a new group of words, or change a label in order to better represent the target concept.

When: Before Reading
Where: Growing Content Comprehension
Strategy: Activating Prior Knowledge and Understanding Relationships

Research Benefits: Categorizing vocabulary activates students' prior knowledge and helps them anticipate new content so they actively engage in new learning and more readily comprehend, review, and remember what they read. It also strengthens their ability to categorize and classify.

Research Basis: This technique is adapted from many sources, including Harbeck & Pflaum, 1980; Smith, Beatty, Papp, & Christian, 1994; Taba, 1981; and Tierney & Henderson, 2000.

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Training Outcomes Related to Training Components			
Training Outcomes			
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

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

Essential Information for Educational Policy Summer 2005/vol3 issue 1
Published by American Educational Research Association



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

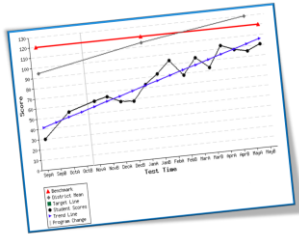
Archer, Gleason, Vachon, 2003

Decoding Techniques

- Working With Words
- Working with Word Families

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Ginger Kowalko and Lori Rae Smith

Fluency



- ✓ Accuracy
- ✓ Rate
- ✓ Expression

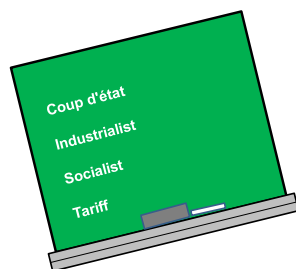
Fluency Techniques

- Partner, Choral or Cloze Reading

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Vocabulary

The
knowledge
of words
and word
meanings.



Two Types of Vocabulary Instruction

Labeled as....	Teaches Students...
Specific Word Instruction	Meanings of specific words (e.g., democracy, equation, climate)
Word Learning Strategies	Use of existing knowledge to figure out new words (e.g., prefixes, word families, dictionaries)

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 SOPRS West Oregon Coast Summer Institute, 2006.

Selection of Vocabulary Words

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

Beck & McKeown (1985); Feldman (2006)

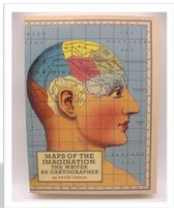
Vocabulary Techniques

- 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

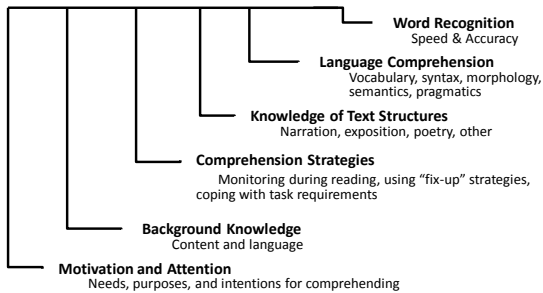


Defined as
“...intentional thinking
during which meaning is
constructed through
interactions between
the text and the reader.”

Durkin, 1993

Comprehension Requires

California Reading & Literature Project/ AB 1086 Training Manual




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
OREGON

Common Core State Standards for *English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*


CCSS Context:

- For Common Core State Standards (CCSS) context, see the March 2011 issue of the Superintendent's Pipeline, pp. 3-5, <http://www.ode.state.or.us/pipeline/march-2011.pdf>.

ODE Common Core State Standards (CCSS) web page:

- ODE CCSS Link: <http://www.ode.state.or.us/search/page/?id=2860> (or type "CCSS" in search box on ODE home page)
- This site is being updated regularly as resources become available.

Adapted from: ODE Introduction to ELA Common Core State Standards & Assessment - March 2011



COMMON CORE
STATE STANDARDS
OREGON

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

Adapted from: ODE Introduction to ELA Common Core State Standards & Assessment - March 2011

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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