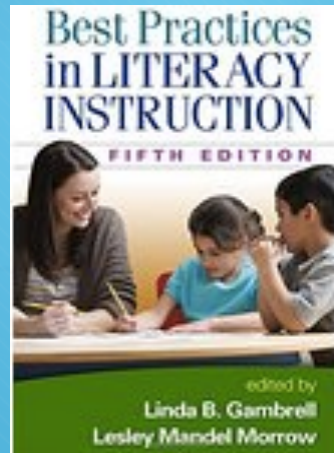
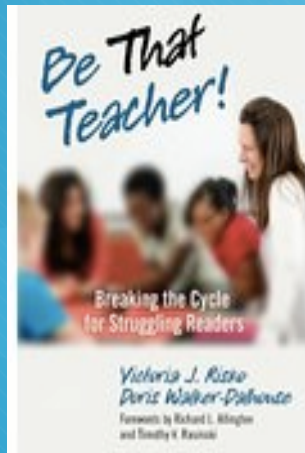


Identity, Equity and Literacy :

Focusing on Struggling Readers

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Framing our research



*Best Practices to
Change the Trajectory
of Struggling Readers*
(Risko & Walker-
Dalhouse, 2015)



Poll

- What is your current teaching position?
 - Primary teacher
 - Elementary teacher
 - Middle/ Secondary
 - Reading specialist/Literacy coach
 - Special education teacher
 - College/University
 - Other



Nature of the problem

- Reading proficiency by race/ethnicity
- Reading proficiency of English/Language learners
- Reading proficiency for students with and without disabilities
- Reading proficiency for students in Grades 3-10



Purposes of this Session

- Examine what it means to be a struggling reader from a research perspective.
- Recommend assessment and instructional actions that can change the trajectory
- Ground recommendations in a comprehensive and culturally responsive view of literacy learning
- Provide examples of assessment and instructional practices



Theoretical Lenses Guiding Review


- Skills-based definitions to “fill skill gaps”
- Reading problems associated with deficits of students and their families (Valencia, 2011)
- Diversity and differences viewed as deficits
- **Long history of student expectations within a culture of disability (McDermott, Goldman, & Varenne, 2006)**

McDermott, R. Goldman, S., & Varenne, H. (2006). The cultural work of learning disabilities. *Educational Researcher*, 35(6), 12-17.



Studies guided by Cognitive Perspective

- 78% of studies with cognitive perspective.
- Positive trend for instruction when at least two characteristics are present: authentic and contextualized learning and strategic learning
- Reading problems complex, value of motivation and strong instruction
- Value of additional instructional support through differentiated and small group instruction

- 
- **Importance of teacher influence (over programs)**
 - **Importance of professional learning**
 - **Importance of continuous professional learning, supported by specialists and literacy coaches**

Rohlwing, R. L., & Spelman, M. (2014). Characteristics of adult learning: Implications for the design and implementation of professional development programs. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *Handbook of professional development in education: Successful models and npractices, PreK–12* (pp. 231–245). New York, NY: Guilford.



Example in Practice


- Authentic Learning
- Situated within real world happenings or events,
- Inquiry projects that develop around students' questions and interests
- Ideas can be applied also to study of how plants grow within a school-wide garden project for K-3 students, studying “fair trade” products for middle school students, investigating climate change for middle and high school students.



Example in Practice

Rye, J., Rummel, S., Forinash, M., Minor, A., & Scott, H. R. (2015). Garden-based learning: It's just the berries! Indoor and outdoor experiences engage students in plant science. *Science and Children*, 52(8), 58–68.



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- In this example, instruction began with an the anchor of the garden project – all students had access to the world of planting gardens, making connections to their own gardens and food sources, with parent involvement
 - Students generated questions and pursued independent study and shared work, as they collected data.
 - Texts were differentiated by levels and interests, questions
 - Students became experts, building expertise based on students' knowledge and experiences, and cross curricular concept building



Multiple forms and complex levels of texts

- Access to texts affords knowledge building
- A staircase of texts enables reading and writing
- Volumes of reading accelerates success
- Scaffolding texts with texts, including “just in time scaffolding” is optimal.



Studies guided by Socio-Cultural Perspective

- **Broad view of learners and conditions contributing to difficulties (e.g., instruction, curriculum, teacher beliefs, limitations of assessment tools)**
- **Use of assessments that represent students' abilities and resources**
- **Differentiated teacher responses to students associated with expectations/labels; attention to social and cultural knowledge**
- **Argument against *Struggling Reader* label socially constructed**
- **Calls for enhanced teacher preparation**



Poll

- After completing your teacher preparation program, did you feel prepared to teach struggling readers?
- After completing your teacher preparation program, did you feel prepared to teach culturally and linguistically diverse students?
- Are you currently engaged in professional learning opportunities that support your teaching of these students?

Minor's Strawberries vs. Forinash's Strawberries

Date: Feb. 13th / 2013

Labeled illustration Minor



forinash



Write about your observations

the light is different. Forinash plants are
taller.

A decorative header featuring a bright yellow sun with a blue dot in the center, partially obscured by stylized blue and white clouds. The background is a solid blue color with a subtle pattern of lighter blue squares.

Focusing on Equity



Culturally Responsive Teaching

- “Responsive teaching involves recognizing and capitalizing upon the vast range of differences that students bring to classrooms. It is crucial that teachers attend to all of these differences.”

○ (Compton-Lilly, C., 2008, p.668)



Example in Practice

- Cultural Modeling Example (Lee, Rosenfeld, Mendenhall, Rivers, & Tynes, 2004)
- Identify content to be taught
- Examine problems embedded in content
- Tap prior knowledge of students
- Use multiples text for building cultural data sets
- Lee, C. D., Rosenfeld, E., Mendenhall, R., Rivers, A., & Tynes, B. (2004). Cultural modeling as a frame for narrative analysis. In C. Dauite & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 39–62). Thousand Oaks, CA: Sage



Cultural Modeling

- Identify instructional goal – e.g., state standard focusing on history and importance of political values, such as freedom, democracy, justice (social studies standard) and meaning of simple similes and metaphors (language standard)
- Explore prior knowledge of students – knowledge of refugees and experiences in new countries
- Choose core texts and additional texts to support differentiated instruction (e.g, Coates, J. L. (2010). A hare in the elephant's trunk. Markam, Ontario: Red Door Press)
- Implement instruction on similes and metaphors making connections to comparisons that can be made within and across texts, and with students' prior knowledge and interpretations



What can we do to change the trajectory?

- Provide rich contexts for learning
- Teach to students' capabilities and cultural and linguistic histories while targeting specific needs
- Provide continuous and multiple formative assessments
- Provide explicit instruction

Risko and Walker-Dalhouse, 2015



Use of continuous and multiple assessments

- Summative and formative assessments, including multimodal assessments and their contributions
- Observations of students' performance and strategies across situations and texts
- Capturing students' use of knowledge and information to guide their performance
- Recognizing variability as strength



Example in Practice

- Colin's Think Aloud on Narnia's first 7 paragraphs:

P1: There are four children. Peter, Susan, Edmund, and Lucy. There was a book, about a Lion and Witch. They went to a strange country called Narnia. No one noticed they were away.

P2: They were going back to school..the girls going to one school and the boys to another school. They were sad and didn't say nothing.

P3: They were the only ones at the train station



Example in Practice

P4: Lucy was crying. Then they were yelling at each other...stop hitting me.

P5: They were afraid. They were being pulled away and they were scared.

P6: They were being pulled to another place.

P7: Lucy said is it Narnia again?



Poll

- What forms of instruction would you implement to support Colin?
 1. Make connections to a text set with similar themes
 2. Study Narnia movie to identify central concepts.
 3. Make connections to Colin's interest in fantasy video games.
 4. Complete graphic organizers that connect key ideas to details.



Example in Practice

Teaching Central Concepts

- Examples – fantasy, good conquers evil
- How we can mislead students by our questions
- Activating and Extending Prior Knowledge, but Selectively




Explicit Instruction

- Different conceptions of explicit instruction
- Explicit instruction as guided, interactive, and mediated with demonstrations and feedback
- Contextual supports mediates learning; isolated skill drill does not.



Teaching to students' capabilities and cultural/linguistic histories

- Optimizing students' capabilities while targeting areas of needs – leveraging students' resources
- Addressing achievement vs. opportunity gaps
- Providing multiple examples of culturally responsive instruction such as real world issues, accessing different perspectives, cultural modeling
- Providing rich sources of information, multicultural texts



Building students' identities as capable readers and writers

- Students thrive in rich learning communities
- Students' successes and histories are made visible
- Approximations are realized and celebrated
- Project-based learning is collaborative and dynamic



Example in Practice

- Catherine-4th grader
- Writing Prompts
 - “What can teachers do to get their students to be better readers?”
 - “How to get away from cats.....”



Writing Example


- Dear Teacher

To get your class to be a better Reader is you have to Read all the book you bot [bought} and Read them all twice. And go to the lidrary[library] and get adtoe[about] 4 more books and Read them each 5 times. And I would take the test and if I got a b{B} I would take the test again intile [until] I get an A+ on it. Then I would go selidrat [celebrate] with my friends under the giant tree in my back yard.



How to get away from cats

- Run, hid (hide), cheat
 - look, sniff
 - be careful
 - don't be tricked
 - don't be fooled
 - and be careful where you are stepping

- 
- Some teachers, the less effective ones, thought that fair meant distributing instruction equally to all students regardless of their needs. The exemplary teachers we studied, however, thought fair meant working in ways that evened out differences between students”
 - — [Richard L. Allington](#).
 - *What really matters for struggling readers. Designing Research-Based Programs (2011)*



Questions



Books and Resources

- Compton-Lilly, C.(2008) *Teaching struggling readers: Capitalizing on diversity for effective learning. The Reading Teacher, 6(18), 668-672.*
- Gorski, P. (2013). *Reaching and teaching students in poverty: Strategies for erasing an opportunity gap.* New York: Teachers College Press
- Ladson, Billings (2006). It's not the culture of poverty, it's the poverty of culture: The problem with teacher education. *Anthropology and Education Quarterly, 37(2), 104-109.*



Books and Resources

- Lee, C. D., Rosenfeld, E., Mendenhall, R., Rivers, A., & Tynes, B. (2004). Cultural modeling as a frame for narrative analysis. In C. Dauite & C. Lightfoot (Eds.), *Narrative analysis: Studying the development of individuals in society* (pp. 39–62). Thousand Oaks, CA: Sage.
- McMillon, G.T., & McMillon, D.B. (2015). My community is my classroom. In F.B. Boyd & C.H. Brock (Eds.). *Social diversity within multiliteracies: Complexity in teaching and learning*. New York, N.Y.: Routledge



Let's continue the conversation!

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