Ensuring Content Literacy for All in an Effective RtI Program

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*RTI and the Adolescent Reader: Responsive Literacy Instruction in Secondary Schools*

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Indicators of Need for Effective Secondary Literacy Programs

- Two-thirds of 8th and 12th grade students read at less than the “proficient” level on the National Assessment of Educational Progress (Rampey, Dion, & Donahue, 2009)

- 32% of high school graduates are not adequately prepared for college-level English composition courses (ACT, 2005)

- 40% of high school graduates lack the literacy skills employers seek (National Education Summit on High Schools, 2005)

- 1.2 million students drop out annually, and their literacy skills are lower than most industrialized nations (Laird, DeBell, Kienzl, & Chapman, 2007; OECD, 2001)

- African-American and Hispanic youth have some of the lowest reading literacy scores among 34 OECD countries participating in PISA 2009 (OECD, 2010)
Where did RTI come from?

• Reauthorization of IDEA in 2004 called for classifying learning disabled students based on documentation of how well they respond to interventions—this is the process we now commonly refer to as RTI.

• RTI doesn’t replace the intelligence-achievement discrepancy approach, but provides an alternative to learning disabilities identification for schools and systems.
Three Tiered Approach of Response to Intervention

Level I  
School/Classroom

~80% of Students

Level II  
Specialized for Common Group Needs

~15%

Level III  
Specialized for Individual Students with Intensive Needs

~5%

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My assertions about RTI as a system of instruction and intervention for all students

• The language of IDEA requires that schools institute preventive measures to reduce the number of students who experience initial failure.

• Within a tiered model of RTI, the frontline of prevention is Tier I or the general education classroom.

• Tier I is where every student regardless of ability is to receive *high quality* instruction.
My assertions about RTI as a system of instruction and intervention for all students

• RTI approaches in middle and high school contexts will only be as effective as Tier I supports for preventing reading and learning difficulties.

• RTI at the secondary level needs to be a comprehensive program for developing the literacy competencies of all youth.

• Otherwise, RTI will become another delivery system of remedial instruction.
Complexities of Secondary Schools

• Implementation of RTI with existing secondary-school staff involves, among many other things, finding room within the school day for Tier II and III activity and accommodating the class scheduling needs of students.

• The really hard work involves: (1) convincing Tier I teachers of the value of the reforms, (2) requiring disciplinary teachers to become supporters of students’ literacy and to differentiate instruction for every student, and (3) providing intensive and ongoing professional development on RTI assessment and instructional practices.
Recent Reports on Adolescent Literacy

*Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Alliance for Excellent Education, 2004)


*A Governor’s Guide to Adolescent Literacy* (National Governors Association, 2005)

*Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (National Association of State Boards of Education, 2005)
Recent Reports on Adolescent Literacy

*Reading Between the Lines: What the ACT Reveals about College Readiness in Reading* (ACT, 2006)


*Standards for Middle and High School Literacy Coaches* (International Reading Association, 2006)
Recent Reports on Adolescent Literacy

*Principles of Adolescent Literacy Reform: A Policy Research Brief*  
(National Council of Teachers of English, 2006)

*Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*  
(Alliance for Excellent Education, 2007)

*Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*  
(Alliance for Excellent Education, 2007)

*Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*  
(Center on Instruction, 2007)
Recent Reports on Adolescent Literacy

*Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement* (Alliance for Excellent Education, 2007)


What is being advocated for secondary literacy reform?

Unlike the often charged debates about best practice for early reading, there appears to be considerable consensus among the various and growing number of reports on adolescent literacy about policy and practice reforms.
Five Common Recommendations from All Reports

- Literacy instruction must continue past the third grade and extend throughout the K–12 curriculum
- Much more attention needs to focus on reading instruction in the academic content areas
- Instruction should be differentiated as informed by careful diagnostic and formative assessment
- Greater numbers of experienced and effective teachers are needed to work with middle and high school students who have weak literacy skills
- Much stronger professional development in literacy instruction for all middle and high school teachers is needed
From RTI to Responsive Literacy Instruction

• Response to Intervention puts the focus on the student, suggesting the programs or interventions may remain static (if they’re scientifically based) with the expectation that one will eventually be found to which a student will respond appropriately.

• Responsive Literacy Instruction puts the focus on the instruction and the teacher, suggesting a constant process of revision to tailor literacy learning experiences to the needs evidenced by the student.

• The shift may seem inconsequential on its face, but has powerful implications for how RTI approaches at the secondary level are designed and implemented and the specific kinds of instruction provided.

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From RTI to Responsive Literacy Instruction

Revisioning RTI as responsive literacy instruction takes services such as universal screening, tiered interventions, and progress monitoring and redelivers them in the form of

(a) classroom-based literacy screening,
(b) formative assessment conducted by teachers as well as students in the form of self-assessment, and
(c) responsive/differentiated literacy instruction
Determining the Literacy Abilities of All Students

• In the parlance of RTI, this is referred to as universal screening

• convenience data, such as high-stakes state test results, are often used for universal screening

• Limitation - decisions made in August or September at the beginning of a new school year should be based on assessments made at that time and not on those from the previous spring, when state testing most often occurs
Determining the Literacy Abilities of All Students

• During the summer some adolescents might catch the reading bug or have positive experiences in a special reading program elevating their skills and abilities beyond where they were the previous year.

• Conversely, some students will fall prey to the very real summer slide (Allington, et.al., 2010) and slip below their standing on spring testing.
Determining the Literacy Abilities of All Students

• No one ideal way of screening all students for possible literacy concerns in a typical middle or high school.

• Screening techniques with actual disciplinary reading and writing secondary students must do may be immediately informative to classroom teachers but will require significant involvement on their part to construct curriculum-embedded measures that screen for reading challenges.

• Given the complexities and exigencies of secondary schools, teachers, administrators, and students must balance issues of expense, time, and relevance if meaningful literacy screening is to occur.
Content Area Reading Inventory
CARI

• A tool that assess students’ reading, thinking, and study processes with content texts teacher plans to use for instruction

• Results can be turned into instruction to address specific reading and learning needs
Content Area Reading Inventory
CARI

• CARI is a teacher-made inventory designed to detect:
  – aspects of the text that may present potential problems for students
  – important skills and strategies students may lack for effective reading of particular texts

• Teachers can address reading and learning needs of individuals and groups based on CARI results
Content Area Reading Inventory
CARI

• Because CARI is a teacher-made assessment tool, it is highly flexible.

• Teachers can designed their own CARI to assess whatever reading skills and strategies they believe their students need to possess.
Steps in Developing a CARI

1. Identify the reading, writing, and thinking skills essential to using the primary text effectively.

2. Select a typical excerpt or excerpts from the text. The selections need not include an entire chapter or story but should be complete within itself and not dependent on other sections. In most cases a few pages will provide a sufficient excerpt from the text.

3. Design questions and prompts for students that will provide an adequate reflection of how they navigate through, read, and study from a text. To increase the accuracy of the CARI each section should be comprised of 3-5 questions/prompts.
Components of a Typical CARI

- Using Book Parts
- Understanding Visual Information
- Understanding Content Vocabulary
- Determining and Summarizing Key Ideas
- Creating Study Reading Aids

*CARI Typical Sections*

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Content Area Reading Inventory
CARI

Using Book Parts
In this section, students are prompted to demonstrate the ability to use the table of contents, glossaries, indexes headings and subheadings, highlighted terms, etc.

Sample Questions for A World History Textbook

1. On what pages can you find information on the Silk Road?
2. In what part of the book can you find the meaning of Sharia?
Content Area Reading Inventory
CARI

Understanding Visual Information
In this section, students are prompted to demonstrate the ability to read, understand, and gather information from graphs, charts, diagrams, illustrations, photos, etc.

Sample Questions for A Health Textbook
1. According to the chart on page 61, what is the second-largest cause of death among children?
2. What does the graph on page 334 imply about the relationship between cancer and cigarette smoking?
3. What does the cartoon on page 101 suggest about ways obesity influences national health policy?

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Content Area Reading Inventory
CARI

Understanding Content Vocabulary

In this section, students are prompted to demonstrate their prior knowledge of key concepts and terms as well as their ability to use context to determine word meanings.
Assessing Content Vocabulary in a CARI using the Cloze/Maze Approach

• Requires students to read a passage in which particular types of words have been deleted.

• With content area text, the deleted words are content-specific vocabulary.

• When students come to the deletion, they must select the correct word from multiple options.

• Requires students demonstrate either prior knowledge for or contextual understanding of key content area terminology.
Assessing Content Vocabulary in a CARI using the Cloze/Maze Approach

- One important advantage of cloze/maze is that teachers can easily incorporate it into their CARI.
- Using the same text source for a CARI, paragraphs can be formatted as cloze/maze tasks to determine students’ contextual reading skills as well as their understanding of key content-specific terminology.
- Cloze/maze has been well-documented in the research literature as a viable approach to reading assessment (Brozo & Afflerbach, 2010; DuBay, 2004; Madelaine & Wheldall, 2004).
Example of a Cloze/Maze Passage from Science

Suppose you could send a robot to another planet. What kinds of (1) conduct, trials, experiments would you (2) list, program, code the robot to carry out? Before you programmed the robot, you would need to figure out what (3) information, order, rank you wanted it to (4) arrange, gather, group. Scientists are currently (5) emerging, mounting, developing robots that they plan to send to Mars. These robots are being (6) designed, deliberate, planned to examine the (7) atmosphere, ambiance, population, rocks, gravity, and magnetic (8) meadows, fields, turfs of the planet.
Determining and Summarizing Key Ideas

In this section, students are prompted to demonstrate their ability to identify and summarize important ideas, points, and arguments in content text.

Sample Prompts for a Mathematics Textbook

1. Write a one-page summary for the section entitled “What is a hyperbola?” on page 55. Be sure to include in your summary the key ideas and any other pertinent information. Use your own words as you write your summary.

2. In your own words, state the key idea of the paragraph on the Pythagorean Theorem on page 262, second paragraph from the top.
Creating Study Reading Aids

In this section, students are prompted to demonstrate their ability to create a record of their reading for ongoing study and review.

Sample Prompt for a History Textbook

1. Imagine that you will have a multiple-choice and short-answer test on the section in Chapter 18 entitled “Dangers of Fascism”. Organize the material in that section by taking notes over it in a way that would help you prepare for the test.
2. If you prefer another study aid, create that one over the section in Chapter 18.
Content Area Reading Inventory
Math Text Example

• Where would you find information about trigonometric functions?
  
  *(Can the student use the table of contents effectively?)*

• On what page can you find information on transition curves?
  
  *(Is the student familiar with the index?)*

• On page 109, what is the relationship between the drawing of the electrical wires in Example 3 and the graph below it?
  
  *(Can the student understand the graphs used in the text?)*

• If you were given a list of math vocabulary words and I wanted you to find their definitions, where would you check first?
  
  *(Is the student familiar with glossaries?)*
Content Area Reading Inventory
Math Text Example

Text excerpts are provided for the following questions:

• What is a characteristic?
  *(Tests explicit vocabulary knowledge)*

• What is a mantissa?
  *(Tests explicit vocabulary knowledge)*

• Explain the meaning of the word *essential* as it is used in the following sentence:
  “An essential variable in the formula is the number of times
  a year the interest is compounded.”
  *(Tests implicit vocabulary knowledge; the student must use context clues or prior knowledge to define the term)*
Text excerpts are provided for the following questions:

• Where do exponential equations have applications? (List one or more.)
  
  *(This information is directly stated in the text.)*

• The letter e represents a special number in mathematics. What type of logarithm uses e?
  
  *(This information is directly stated in the text.)*

• Why would a bank advertise that it compounds interest on savings continuously instead of compounding once each month
  
  *(The student must use reasoning skills to answer this question; the answer is not stated directly in the text)*
Acquiring Regular Feedback on Students’ Reading and Learning

• RTI advocates (c.f. Fuchs & Fuchs, 2007) argue that Curriculum-Based Measurement (CBM) is the best option for monitoring student progress.

• CBM is comprised of a set of assessment methods created around the actual curricular materials and activities teachers are already using.
Vocabulary Self Awareness

• Because students bring a range of word understandings to the reading of content area texts, it is important to assess their vocabulary knowledge before reading (Fisher, Brozo, Frey, & Ivey, 2010).

• This awareness is valuable for content area teachers as well as for students because it provides a reflection of the critical academic language they know, as well as what they still need to learn in order to fully comprehend the reading (Goodman, 2001).
Vocabulary Self Awareness

• Provides students a Vocabulary Self-Awareness chart before they begin reading new material.
• The chart should list key terms from the passage you want students to know and learn.
• Ask students to rate each vocabulary word according to their level of familiarity and understanding.
  – A plus sign (+) indicates a high degree of comfort and knowledge; a check mark (✓) indicates uncertainty; and a minus sign (--) indicates the word is brand new to them.
• Also students should to try to supply a definition and example for each word.
  – For words with check marks or minus signs, students may have to make guesses about definitions and examples.
• Do not give students definitions or examples at this stage.
Vocabulary Self Awareness

- Over the course of the readings and exposure to other information sources throughout the unit, students should be told to return often to the chart so they can revise original entries and add new information about each vocabulary word.

- The goal is for students to replace all the check marks and minus signs with a plus sign by the end of the reading or unit.

- Because students continually revisit their vocabulary charts to revise their entries, they have multiple opportunities to practice and extend their understanding of important content terminology.
Vocabulary Self Awareness

• Vocabulary Self-Awareness activity provides another formative assessment of students’ content area vocabulary knowledge and learning.

• Information about students from this assessment can be added to the other assessment information gathered from the CARI to guide instruction in content area vocabulary building and reading.

• The Vocabulary Self-Awareness activity, like the CARI, is evaluated informally.
# Vocabulary Self-Awareness: Science Example

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>_</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terra firma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continental drift</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>folding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faulting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>earthquake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>volcanism</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exponent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quotient</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Vocabulary Self-Awareness:
An Example from Civics

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>?</th>
<th>-</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sovereignty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constitutional law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parliamentary system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prime minister</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Using Vocabulary Self Awareness as an Assessment for Vocabulary Learning and Instruction

• Students can use Vocabulary Self Awareness to determine the extent of their prior knowledge for key content area vocabulary and monitor their growth in word learning

• By observing students’ responses to the key terms on the Vocabulary Self Awareness chart, Teachers can identify students who need vocabulary instruction before, during, and after reading
Nathan’s Vocabulary Self Awareness responses before reading about Early Civilization

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>✓</th>
<th>--</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>artifacts</td>
<td></td>
<td>✓</td>
<td></td>
<td>Unsure, maybe like facts from art</td>
<td></td>
</tr>
<tr>
<td>archaeology</td>
<td></td>
<td></td>
<td>--</td>
<td>I’m not sure what this means</td>
<td></td>
</tr>
<tr>
<td>specialized</td>
<td></td>
<td>✓</td>
<td></td>
<td>I think it’s anything that’s real special to you</td>
<td>Like, someone who’s real special to you</td>
</tr>
<tr>
<td>anthropology</td>
<td></td>
<td></td>
<td>--</td>
<td>It’s some kind of scientist, but I’m not sure</td>
<td></td>
</tr>
</tbody>
</table>
Nathan’s Vocabulary Self Awareness responses after reading about Early Civilization

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>✓</th>
<th>--</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>artifacts</td>
<td>+</td>
<td></td>
<td></td>
<td>something made or given shape by man, such as a tool or a work of art</td>
<td>a gold chain from ancient Egypt</td>
</tr>
<tr>
<td>archaeology</td>
<td>+</td>
<td></td>
<td></td>
<td>study of human activity in the past by analysis of the physical culture</td>
<td>Learning about ancient Egyptian culture by analyzing the pyramids and tombs</td>
</tr>
<tr>
<td>specialized</td>
<td></td>
<td>✓</td>
<td></td>
<td>I think it’s having a special skill or being able to make something that does one thing</td>
<td>Ancient Egyptians had a special tool for making jewelry</td>
</tr>
<tr>
<td>anthropology</td>
<td>+</td>
<td></td>
<td></td>
<td>study of humans in the past and today</td>
<td>Margaret Mead was an anthropologist who studied Samoans</td>
</tr>
</tbody>
</table>
Vocabulary Self Awareness: Analysis of Nathan’s Performance

- A teacher’s analysis of a Nathan’s performance with this Vocabulary Self Awareness activity could read:
  - His prior knowledge of key vocabulary, as reflected was sufficient to aid in comprehending the passages, and he enriched his understanding of key terminology through reading.
  - Nathan does not appear to need any additional vocabulary instruction of these key terms
# Jodi’s Vocabulary Self Awareness responses before reading “What is Science?”

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>✓</th>
<th>--</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subdividing</td>
<td></td>
<td>✓</td>
<td></td>
<td>To divide something</td>
<td></td>
</tr>
<tr>
<td>application</td>
<td></td>
<td>✓</td>
<td></td>
<td>Apply to a job</td>
<td>Like at McDonalds</td>
</tr>
<tr>
<td>interdependent</td>
<td></td>
<td></td>
<td>--</td>
<td>I don’t know</td>
<td></td>
</tr>
<tr>
<td>antibiotics</td>
<td></td>
<td>✓</td>
<td></td>
<td>It’s some kind of medicine</td>
<td></td>
</tr>
</tbody>
</table>

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Jodi’s Vocabulary Self Awareness responses after reading “What is Science?”

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>__</th>
<th>---</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subdividing</td>
<td>✓</td>
<td></td>
<td></td>
<td>something to do with categories</td>
<td>animals</td>
</tr>
<tr>
<td>application</td>
<td>✓</td>
<td></td>
<td></td>
<td>using something</td>
<td>using science</td>
</tr>
<tr>
<td>interdependent</td>
<td>✓</td>
<td></td>
<td></td>
<td>living together</td>
<td>like, birds and bees</td>
</tr>
<tr>
<td>antibiotics</td>
<td>✓</td>
<td></td>
<td></td>
<td>some kind of medicine</td>
<td>for the flu</td>
</tr>
</tbody>
</table>
Vocabulary Self Awareness: Analysis of Jodi’s Performance

• A teacher’s analysis of a Jodi’s performance with this Vocabulary Self Awareness activity could read:
  – Jodi’s low-level of familiarity with key vocabulary from the passages before reading and her difficulty acquiring new vocabulary knowledge through reading appeared to contribute to her overall problems with comprehension.
  – Jodi will require additional instruction related to these and other key science terms before, during, and after reading (see next slide)
Vocabulary Self Awareness: Assessment for Instruction for Jodi

• **Strategies Before Reading**
  – Pre-Teach Key Vocabulary
  – Vocabulary Cards

• **Strategies During Reading**
  – Concept of Definition
  – Student Friendly Definitions

• **Strategies After Reading**
  – Word Study Guide
Vocabulary Self-Awareness

• Since the process requires students to reflect on and document over time what they know about critical content-related terminology, vocabulary self-assessment is an ideal metacognitive tool.

• Moreover, because students have a record of their thinking about key concepts at different points in time, teachers have a ready-made indicator of progress.
Bubble maps

• This approach to curriculum-embedded assessment is an alternative to vocabulary matching tasks for monitoring students’ understanding of key disciplinary concepts.
• The visual structure and prompts of a bubble map may offer students a more interesting and potentially more engaging format.
• This approach, which goes by various names, such as semantic maps or concept ladders, uses a diagram in which students must identify and organize the relevant terms and concepts of a particular topic.
**Bubble maps**

- Disciplinary teachers create a partially completed graphic that depicts networks of related terms and concepts, some of which are missing.
- Using a random list of the missing vocabulary, students are to supply the appropriate terms in their correct places on the bubble map.
- The advantage of the bubble map approach to simple matching approaches is that they provide insight into a student’s ability to see connections and make critical links within a topic.
Example of Bubble Map in Science

A. mass  
B. temperature  
C. heavenly motions  
D. Kepler’s 3\textsuperscript{rd} Law

Scientific Model of Stars

1. ________

Is based on

2. ________

Such as

3. ________

using
Expanding Students’ Literacy Capacities at All Levels with Responsive Instruction

- Establishing a comprehensive program that supports literacy development for secondary students at all levels requires a vision of responsive instruction that places emphasis on:
  (a) creating a rich and vibrant overall literate culture in the school,
  (b) prevention over intervention,
  (c) creative services for meeting the needs of students with serious reading difficulties, and
  (d) building engaged literate identities for adolescents.
Creating a Rich Literate School Culture

• In a very real sense, the true Tier I of RTI or for that matter any comprehensive literacy program is the school culture.

• The overall school culture is comprised of many facets that either nurture, ignore, or stifle the development of youths’ positive literacy attitudes, practices, and identities.

• To reach adolescent youth as readers, bolster their literate identities, and sustain their efforts as readers and learners requires an entire school effort.
Creating a Rich Literate School Culture

Sustained print encounters of student-selected texts

• SSR – Sustained Silent Reading time or other similar opportunities (DEAR - Drop Everything and Read; DIRT - Daily Individual Reading Time)

• Make certain every student is engaged with text of their choosing on a regular basis.

• Creating time and space during the school day for recreational, self-selected reading allows students to read about their interests, discover new interests, gain skill and background knowledge, and develop a habit of reading.

• An added benefit is that as students expand their word knowledge and overall abilities as readers their school achievement tends to improve, as well.
Creating a Rich Literate School Culture

• Most youth by the time they reach middle and high school have mastered basic reading skills.

• From there, the surest road to a richer vocabulary and expanded literacy is wide and sustained reading

• Some adolescents’ reading difficulties can be traced to their lack of interest in and downright avoidance of print experiences

• The more time students spend with books and print, the more growth they exhibit on measures of vocabulary and reading achievement
Heritage Hills Junior-Senior High School
Lincoln City, Indiana

• 2001 winner of the Indiana State Reading Association’s and International Reading Association’s Exemplary Reading Program Award

• Program embodies the idea that the one sure way to improve students’ reading abilities is by giving them as much time as possible to engage in sustained print encounters (Davis, 2001)
Heritage Hills Junior-Senior High School
Lincoln City, Indiana

• The read-ins, role modeling, and literacy across the curriculum efforts have resulted in dramatic increases in student reading achievement as measured on the state test

• Heritage Hills has gone from bottom third to the top 25% in state

• More important, student attitudes toward reading have improved and the entire literate culture of the school and community has changed

• Students who had never picked up a book before to read for pleasure are going through 10 to 20 books per year; parents are reporting their teen and preteen sons and daughters spending more time at home reading; and teachers are witnessing an increase in book exchanges among students and more book talk

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Preventing Reading Failure

• IDEA 2004 stipulates 15% of the monies used for learning disabilities programs should be devoted to prevention

• When an entire school makes a commitment to students’ reading development and engagement with text through regular opportunities for self-selected, sustained print encounters, an important first step in the prevention of reading failure has already begun.

• Within an overall school context supportive of adolescent literacy, any other related initiatives will be reinforcing and are likely to bring about achievement gains
Preventing Reading Failure

• There is nothing in the Act barring teachers outside of special education from delivering RTI or any other literacy support service.
• Indeed, the National Association of State Directors of Special Education (NASDE, 2007) has made clear that

  *RTI is not something that happens in special education. Rather it is a method for teaching all students that needs to be driven by general education teachers* (p.2).
Prevention at the whole class level

• Secondary content classroom teachers can build and reinforce literacy skill while limiting potential reading difficulties by incorporating disciplinary literacy practices into their daily instruction

• There are literally hundreds of content literacy strategies available to secondary classroom teachers
Sample Content Literacy Strategies for preventing reading difficulties

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<tr>
<th><strong>Focusing to Learn Content</strong></th>
<th><strong>Processing Content</strong></th>
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1. **Present Students with a Thought-Provoking Prompt**

2. **Allow Students to Pair Up and Brainstorm Questions Based on the Prompt**

3. **Elicit Students’ Questions and Write Them on the Board, or Computer**

4. **Prepare Students for the Presentation of the Information Source by Telling Them to Answer as Many of Their Questions as Possible**

5. **Provide Information**

6. **Gather Students’ Responses to Their Questions**
**SQPL**
Example from Social Studies

- **LESSON TOPIC:** *Laws, Rights, and Responsibilities*

- **SQPL Statement:**
  
  *The US Constitution gives you the right to freely surf the Internet.*
Sample Student Questions
Based on SQPL Prompt

1. Where does it say this in the Constitution?

2. What other rights are there in the Constitution?

3. Does the Constitution give rights to kids my age?

4. Does the Constitution only talk about rights?
Sample written answers for questions 1 and 5 after reading chapter on *Laws, Rights, and Responsibilities*

**Question 1:**

*The Constitution doesn’t say anything about the Internet but gives everyone freedom of speech in the Bill of Rights. This means I can look at anything I want to on the Internet. In some countries like North Korea, people can only go to certain places on the Internet. The government controls what they can see and read.*

**Question 4:**

*The Constitution talks about more than just rights. It also talks about responsibilities. Everyone is responsible for following the rules of the Constitution. Like if someone is accused of committing a crime we are responsible to give him a fair trial.*
Reciprocal Teaching

• Reciprocal teaching is a strategy in which the teacher models and the students use summarizing, questioning, clarifying, and predicting to better understand content text (Palincsar & Brown, 1984).

• Because the emphasis is on understanding these four processes, students will need many exposures and much practice with each.

• The approach has been shown to increase comprehension, overall achievement, and standardized test scores (Alfassi, 1998; Rosenshine & Meister, 1994).
Reciprocal Teaching

• Model four processes of effective reading comprehension: *predicting, questioning, summarizing and clarifying*

• Form groups of four students, assigning each a comprehension process; structured handouts for the roles are helpful

• Monitor groups as students employ the comprehension processes

• Continue modeling until students demonstrate independence with the processes
**Directions:** Complete your assigned reading strategy: predicting, questioning, summarizing, clarifying. As you read, take notes based on your assigned strategy and be prepared to lead the discussion for your group role. Complete your part of the chart below and then pass it to other group members for them to complete about their assigned role.

<table>
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<th>Summarize</th>
<th>Clarify</th>
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<td>Identify at least 3 text-related predictions that help the group to anticipate what will happen next.</td>
<td>Pose at least 3 questions about the reading: questions that address confusing parts of the reading or questions that the reading makes you wonder about.</td>
<td>Identify the 3 most important events/details from the reading. Explain why they are important and how they are connected.</td>
<td>Make at least 3 connections between ideas or events in the reading to your own experience, the world around you, or other works of literature.</td>
</tr>
</tbody>
</table>

1. This is going to be about presidents because they are called commander in chief.
2. It’s also going to be about presidents during wars
3. The next paragraph will probably discuss other presidents

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<td>1. What does the word bombardment mean? 2. What is a militia?</td>
<td>1. Abraham Lincoln learned enough about military history and strategy to be a very good commander in chief.</td>
<td>1. The word bombardment means to attack using bombs and canons. 2. Militia means citizens trained as soldiers but not part of the regular army.</td>
<td></td>
</tr>
</tbody>
</table>
Within class differentiated instruction

- At the point when any student needs extra support, whether indicated on broad level or formative assessments, some form of intervention or more responsive instruction is required
Process Guides

• Readers who find it difficult to read and learn from material independently can be provided scaffolding in the form of directions, questions, and prompts to support their text processing

• Process guides scaffold students’ comprehension within unique formats

• They’re designed to stimulate students’ thinking during or after their reading by helping students focus on important information and ideas, making their reading more efficient

• Process guides prompt thinking, ranging from simple recall to connecting information and ideas to prior experience, applying new knowledge, and problem solving
1. In the section under “Legal System of the Taliban” read carefully and use the context to write in your own words or paraphrase the meaning of Sharia Law.

Sharia Law is________________________________________________________

2. The paragraph on page 66 will discuss some atrocities caused by the Taliban. Read the paragraph carefully taking split-page notes as you read.

List below some of the events connected with the Taliban in the format below:

Taliban atrocities

1.
2.

Pg 18-21 (“The First Hundred Days” & “A Difference of Opinion”)

**Paragraph 1:** Think about what you know about the struggles and hardships people faced in years leading up to when Roosevelt took office. How do you think people felt? Use this knowledge to write a definition of what you think “beleaguered” means.

**beleaguered:** Part of Speech ______________________________

Definition__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

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Paraphraph 2: The second paragraph begins with the word, “Ironically”. As you read, consider what is “ironic” about the subject matters. Afterwards, write 2 – 3 sentences to explain why the author started the paragraph this way.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Strategy: Process Guide – Chapter 3
Life During the Great Depression

Paragraph 3: As you read, notice where the author uses signal words, like “important”, to highlight critical information/outcomes related to Roosevelt’s handling of the banking crisis.

Identify what the author shares was the “most important” outcome of the New Deal.

___________________________________________________________________
___________________________________________________________________

How did this program impact the public?
___________________________________________________________________
___________________________________________________________________

Describe how this program changed investing?
___________________________________________________________________
___________________________________________________________________

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Paragraph 4: What were some results of the end of the banking crisis?

__________________________________________________

__________________________________________________

__________________________________________________

Text Box “A Difference of Opinion”: The text box on page 20 does not give much information about Roosevelt’s “First Hundred Days”, so why, do you think, did the author include it on this page?

__________________________________________________

__________________________________________________

__________________________________________________
Bridge Competencies with Familiar Texts to Academic Literacy

By eliminating barriers between students’ competencies with outside-of-school texts and classroom practices it is possible to increase engagement in learning and expand literacy abilities for striving readers (Sturtevant, Boyd, Brozo, Hinchman, Alvermann, & Moore, 2006).

Take advantage of students’ relative strengths with language and literacy outside of school

- computer and video games
- reading comic books and graphic novels
- reading magazines related to their hobbies (skateboarding, collecting, sports)
- listening to music and reading song lyrics
Bridge Books and Texts

• Goal is to motivate reluctant and disinterested youth to read required academic texts

• Canonical and required texts, even if “readable,” may turn youth off to reading without prior exposure to bridge texts

• Transition youth into challenging academic texts with texts that are engaging and put knowledge bases in place for academic literate tasks
Examples of Bridge Books/Texts

Young Adult Novel
- *Across the Barricades* as a bridge to *Romeo and Juliet*

Graphic novels
- *Maus* as a bridge to reading and studying the Holocaust
- *Palestine* as a bridge to reading and learning about the Arab/Israeli conflict
- Manga versions of Shakespeare plays

Websites
- Skateboard Science as a bridge to reading and studying laws of physics
  - [http://www.exploratorium.edu/skateboarding/](http://www.exploratorium.edu/skateboarding/)
- chem4kids
Conclusions

• All students, especially struggling students, will need the best of what we know about literacy and youth culture.
• They will need engaging and meaningful strategies that expand interest, build competence, and promote a sense of agency and independence.
• They will need highly knowledgeable and skillful teachers as well as comprehensive literacy programs that offer opportunities for encounters with multiple texts and forms of representation throughout the school day.
• And, perhaps most critically, striving readers will need teachers and school personnel interested in forming close and supportive relationships with them as a context for literacy and learning growth.
Conclusions

• When RTI becomes “responsive testing and instruction” instead of “response to intervention,” a critical shift occurs away from evaluating a student’s responses to fixed and predetermined methods to evaluating the responsiveness of the methods themselves.

• In this way, practices and strategies will undergo constant scrutiny as to how responsive they are to an individual student’s reading and learning needs.

• Based on this continual evaluation, students will be offered customized literacy instruction focused on their evolving interests and learning requirements.

• Instead of relying on off-the-shelf packages and licensed instructional regimens, secondary teachers should focus on the literacy and learning goals for individual students and provide responsive practices that meet those goals.
Remember…

Youth are our hope for the future,
But you are their hope today.

Thank you!
Dr. Bill Brozo’s Resources

- *Content Literacy for Today’s Adolescents: Honoring Diversity and Building Competence*, Pearson
- *RTI and the Adolescent Reader: Responsive Literacy Instruction in Secondary Schools*, Teachers College Press/International Reading Association
- *Adolescent Literacy Inventory: Grades 6-12*, Pearson
- *50 Instructional Routines to Develop Content Literacy*, Pearson
- *To be a Boy, To be a Reader: Engaging Teen and Preteen Boys in Active Literacy*, International Reading Association
- *Bright Beginnings for Boys: Engaging Young Boys in Active Literacy*, International Reading Association
- *Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners*, Pearson