

Content Literacy Your Way: Practical Strategies, Powerful Results

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Overview

- ❖ Our rationale: Why adolescent literacy?
- ❖ Powerful results at Evergreen Middle School
- ❖ The LinC Cycle (Literacy in Context)
- ❖ Examples of the LinC Cycle in action

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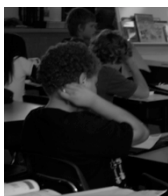
Alarming Statistics

- ❖ 8 million 4th-12th graders are struggling readers.
- ❖ 2/3 of students in grades 8-12 read below grade level.
- ❖ Struggling readers are 20 times more likely to drop out of high school.
- ❖ 53 % of all college students need to take remedial reading courses.

(Lee, Grigg & Donahue, 2007; Grigg et al., 2003; Carnevale, 2001; Wirt et al. 2001)

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What's Important?



- ❖ Vocabulary
- ❖ Fluency
- ❖ Comprehension
- ❖ Motivation

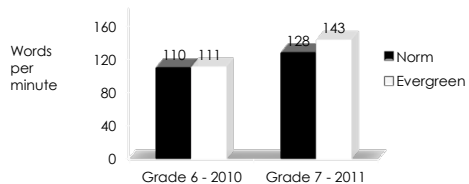
(Biancarosa & Snow, 2004; Irwin, 1991; Rasinski, 2003; Schunk et al., 2008)

Powerful Results: Evergreen Middle School



Fluency

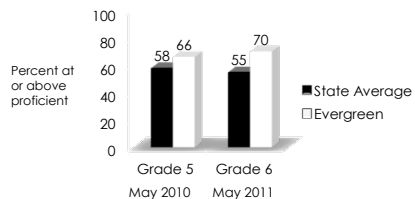
Reading rate of students
at the 50th percentile
on a Curriculum Based Measurement



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Comprehension

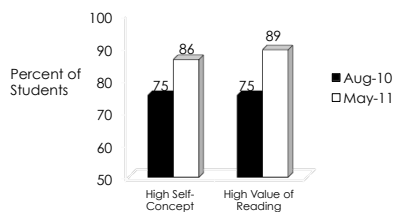
Percent of students at or above proficient on the California English-Language Arts Standards Test



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Motivation

Percent of students who have a high Self-concept and a high Value of Reading, as measured by the Adolescent Motivation to Read Profile



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Which strategies do I choose?



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Literacy in Context (LinC)

(Colton & Sparks-Langer, 1993; Miller & Veatch 2010; Miller & Veatch, 2011)

Assess

Component	Assessment
Vocabulary	<ul style="list-style-type: none"> •State Standardized Tests •Cloze Procedure
Fluency	<ul style="list-style-type: none"> •Curriculum-based Measurement
Comprehension	<ul style="list-style-type: none"> •State Standardized Tests •Theme Tests •MARSII (Metacognitive Awareness of Reading Strategies Inventory)
Motivation	<ul style="list-style-type: none"> •Informal Motivation Inventory •Motivation to Read Profile

(Dudley, 2005; Mokhtari & Reichard, 2002; Fitcher et al., 2007)
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Reflect

Component	Patterns	Conclusions
Vocabulary	50% struggle with content vocabulary	Support vocabulary development before, during and after reading
Fluency	30% struggle with reading text fluently	Focus on prosody and accuracy
Comprehension	30% read below grade level	Focus on helping students develop support strategies while reading
Motivation	25% have low self-concept 25% don't value reading	Design instruction that builds self-concept and ensures mastery

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Plan

- ❖ Learning Outcomes
- ❖ The Text
- ❖ Vocabulary
- ❖ Student Needs
- ❖ Instructional Strategies

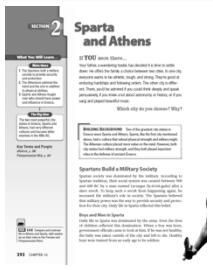


Learning Outcomes

Content Area	Objective	Assessment
Social Studies	Compare life in Athens and Sparta and the role each played in the Persian and Peloponnesian Wars.	Do notes and writings include details about life in Sparta and Athens and the role each had in the Wars?
Language Arts	<ol style="list-style-type: none"> 1. Use vocabulary terms in notes and writing. 2. Use graphic organizers to record details. 3. Write a summary based on the text and read it aloud. 	<ol style="list-style-type: none"> 1. Do notes and writing include content vocabulary? 2. Are details recorded accurately? 3. Is the summary writing organized- with/thesis, strong evidence, and a conclusion?
English Language Development	Beginning: orally compare Sparta & Athens Intermediate: write short statements comparing Sparta & Athens Advanced: write several sentences comparing Sparta & Athens	

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The Text



- ❖ Text type
- ❖ Text features
- ❖ Readability

Burnstein, S.M. & Shek, R. (2007). *Holt World History: Ancient Civilizations*. Boston, MA: Houghton Mifflin Harcourt.

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Vocabulary

Level	Description	When to Teach	Selected Vocabulary
1	Words essential to understanding reading.	Before Reading	tradition, dominate, hardship
2	"Foot in the door" words.	Before Reading	self-discipline, obedience, courage, strength
3	Words critical to understanding of content, but not critical to reading.	During and After Reading	javelin, barracks, helots, luxuries, comforts

(Adapted from Flanigan and Greenwood, 2007)

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Instructional Strategies

Survey Strategy

Vocabulary Note Card

Guided Fluency Development

Compare/Contrast Matrix

Comprehension Monitoring Guide

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LinC Teaching Plan

CLASS	8 th Grade Social Science		TOPIC	Sparta and Athens
LEARNING OUTCOMES				
	Objectives		Assessments	
Content Area	Compare life in Sparta & Athens, and the role each played in the Persian and Peloponnesian Wars.		Do notes and arrange notes into details about life in Sparta and Athens and the role each had in the Wars?	
English Language Arts	<ol style="list-style-type: none"> 1. Use vocabulary terms from the text in notes and writing. 2. Use graphic organizers to record details from the text and monitor comprehension. 3. Write a summary based on the text and read it aloud. 	<ol style="list-style-type: none"> 1. Do notes and writing include content vocabulary? 2. Are details recorded accurately on the graphic organizer? 3. Is the summary writing organized, including an introduction, main, supporting evidence, and a conclusion? 		
English Language Development	Beginning: orally compare Sparta & Athens Intermediate: write short statements comparing Sparta & Athens Advanced: write several sentences comparing Sparta & Athens			
TEXT				
Pages	282-297			
Type/Structure	expository/descriptive, compare/contrast			
Features	primary source picture and document, captions, map			
VOCABULARY				
Level 1 Essential (Before)	tradition, dominate, hardship			
Level 2 Related (Before)	self-discipline, obedience, courage, strength			
Level 3 Critical (During/After)	javelin, barracks, helots, luxuries, comforts			
INSTRUCTIONAL STRATEGIES				
Vocabulary	Vocabulary Note Card			
Fluency	Guided Fluency Development Instruction (GFDI)			
Comprehension	Survey Strategy, Compare/Contrast Matrix, Comprehension Monitoring Guide (CMG), Notes, Summary			
Motivation	Scaffolded Reading Experience			

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Teach

Survey Strategy
Vocabulary Note Card
Guided Fluency Development
Compare/Contrast Matrix
Comprehension Monitoring Guide



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Survey Strategy



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Vocabulary Note Card

Definition a condition that is difficult to endure	Properties makes us angry, tired, miserable, stronger
Term handship	
Examples trying to survive after a tornado or a tsunami	Non-Examples having all of the supplies that you need

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Try It: Vocabulary Note Card

Definition	Properties
Reputation	
Examples	Non-Examples

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**Guided Fluency Development
(Cloze Reading)**

- ❖ Teacher reads aloud a portion of text, leaving out select words.
- ❖ Students follow along in individual copies of the text and chorally fill in the missing words.

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Try It: Cloze Reading

Girls and Women in Athens

While many boys in Athens received good educations, girls didn't. In fact, girls got almost no education. Athenian men didn't think girls needed to be educated. A few girls were taught how to read and write at home by private tutors. However, most girls only learned household tasks like weaving and sewing.

Despite Athens's reputation for freedom and democracy, women there had fewer rights than women in many other city-states. Athenian women could not:

- serve in any part of the city's government, including the assemblies and juries.
- leave their homes, except on special occasions.
- buy anything or own property, or
- disobey their husbands or fathers.

In fact, women in Athens had almost no rights at all.

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Comprehension Monitoring Guide

4. ~~AGREE~~/~~DISAGREE~~ Athenian girls and women were expected to have self-discipline in order to serve their families and be part of the democracy.

Page 295 :

Athenian girls could not do anything or participate in a democracy.

5. ~~AGREE~~/~~DISAGREE~~ The Spartans and Argonians won the Peloponnesian War.

Page 299 : No one won the Peloponnesian War because they couldn't win over each other, so they made a truce.

*(Sparta + Athens)

Compare/Contrast Matrix

<p>Girls and Women</p> <ul style="list-style-type: none"> • Spartan wooden maid, nurse rights • obeyed laws in household when men away war • didn't spin cloth or weave, job of slaves • got physical training run, jump wrestle, javelin • because seen healthy children 	<ul style="list-style-type: none"> • Had almost no rights • no education • couldn't leave house • had to listen to men, husband, men • couldn't buy or own anything • had to do household chores, like washing, sewing
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Comprehension Monitoring Guide

4. ~~AGREE~~/~~DISAGREE~~ Athenian girls and women were expected to have self-discipline in order to serve their families and be part of the democracy.

Page 295 :

Athenian girls could not do anything or participate in a democracy.

5. ~~AGREE~~/~~DISAGREE~~ The Spartans and Argonians won the Peloponnesian War.

Page 299 : No one won the Peloponnesian War because they couldn't win over each other, so they made a truce.


*(Sparta + Athens)

**Try It: Comprehension
Monitoring Guide**


Agree / Disagree The city-state of Athens upheld its **reputation** supporting freedom and democracy.

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Assess and Reflect

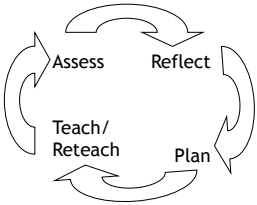


- ❖ What did students learn?
- ❖ What are the next steps for instruction?



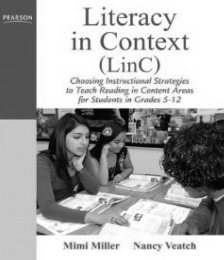
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The LinC Cycle



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Thank you for joining us!



**Literacy
in Context
(LinC)**
*Choosing Instructional Strategies
to Teach Reading in Content Areas
for Students in Grades 5-12*
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