Secondary Content Area Reading Readiness Activity
Outcomes

1. Outline the need to focus on improving adolescent reading outcomes

2. Define the instructional focus for adolescent reading

3. Provide an overview of MIBLSI efforts to change the trajectory of adolescent reading outcomes
Agenda

1.0 Adolescent Reading: Current Reality

2.0 Adolescent Reading: Defining the Instructional Focus

3.0 MIBLSI Secondary Reading Supports
1.0 Adolescent Reading: Current Reality
The Ideal Progression of Reading

• Elementary (K-3) – learn to read
• Secondary (4-12) – read to learn

• Unfortunately, some students have not learned to read well enough to be functional in your classes.

<table>
<thead>
<tr>
<th>2015 Michigan NAEP Results</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Grade</td>
<td>37% (32)</td>
<td>35% (33)</td>
<td>24% (27)</td>
<td>5% (8)</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; Grade</td>
<td>24% (25)</td>
<td>44% (42)</td>
<td>29% (29)</td>
<td>3% (3)</td>
</tr>
</tbody>
</table>
Some Still Need to Learn to Read

Access the video on YouTube: Reading Avoidance
Activity 1

- After watching the video excerpt, reflect on what you watched
- To structure your reflection, use the following prompts:

  After watching the video excerpt, I realized…
  I was surprised by…
  The most useful thing I will take from this video excerpt is…
  One thing I am not sure about is…
The Need for Reading Instruction

• Elementary (K-3) – learn to read

• Secondary (4-12) – read to learn

• Even if we get all students to a basic level of reading, we must be careful not to buy into the “inoculation fallacy” that suggests students who can read the words no longer need reading instruction.
College and Career Readiness (the need to learn to read to learn)

College and Career Readiness (CCR) means: A high school graduate has the core foundational knowledge and skills necessary to succeed in workforce training certification programs, and credit bearing academic college courses, without remediation, that provide preparation for careers leading to a self-sustaining wage, pathways to advancement, and competitiveness in the global economy.
Higher Education
(the need to learn to read to learn)

Between 2003 and 2009, 40% of students starting at a 4-year institution took at least one remedial course \((IES \text{ Statistical Analysis Report 2016})\)
Bottom Line

- Some students continue to struggle with knowing how to read. You will need to have structures and systems ready to build those skills.

- Many of your students need to be explicitly taught content area reading strategies in order to gain meaning from higher level texts.
2.0 Adolescent Reading: Defining the Instructional Focus
Adolescent Literacy

• Adolescent Literacy (4th-12th grade)
  
• Emphasis is on “content area literacy”
  
  • “the kind of reading skills students need to be able to “read to learn” in most content area classrooms”

• Michigan state curriculum standards provide the mandate for shared responsibility across all teachers for developing literacy skills
Adolescent Reading: Instructional Focus

- Also referred to as: Big Ideas of Adolescent Reading
  - Advanced phonics (e.g., multi-syllabic words such as, “incomprehensible”)
  - Fluency (ability to read accurately, using expression, and an appropriate rate)
- Vocabulary
- Comprehension
- Motivation
Effective Classroom and Intervention Practices

- Provide explicit vocabulary instruction
- Provide direct and explicit comprehension strategy instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase student motivation and engagement in literacy learning
- Make available intensive and individualized interventions for struggling readers

(IES, 2008)
Activity 2

Read the first 5 paragraphs of the “Overview” of the IES Practice Guide “Improving Adolescent Literacy: …(p. 4-5)"

After you read this segment:

• Construct a 2-3 sentence summary of the authors’ main emphasis of this portion of the overview. Share with an elbow partner
3.0 MIBLSI Secondary Reading Supports
Reading Strategies to Improve Comprehension

- To ensure students are successfully understanding what they read in classes, there are things that need to be done:
  1. Before students start reading
  2. While students are reading
  3. After students have read

- MIBLSI is supporting content area reading strategies in each of the three areas listed above
Reading Strategies to Improve Comprehension (cont.)

• Goal is to use strategies that will improve students’ understanding of what they are reading in their classes.

• Schools select common strategies that will be used across all core subject area teachers.

• Benefit is students can devote all of their cognitive energy on learning the content of the class as opposed to splitting it between the content and the particular strategy the teacher expects the students to use.
MIBLSI Supported Content Area Strategies

1. **Guide students in previewing the chapter / article:** reading headings and subheadings, first and last paragraph, and establishing a purpose for reading

2. **Alternate reading procedures:** choral reading, cloze reading partner reading

3. **Student generated question procedure:** based on headings and subheadings of the text
4. **Writing to improve comprehension**: summarizations that include citing text evidence; use of “writing frames” for students that need help structuring their writing

5. **Explicit vocabulary instruction**: pre-teaching the pronunciation and meaning of critical vocabulary words

The first four content area reading strategies are a part of the research-validated comprehension strategy titled: Survey, Question, Read, Recite, and Review (SQ3R)

MIBLSI will provide teaching in each of the components for during the first content area strategy PD session
Note about Interventions for Struggling Adolescent Readers

• Continuum of interventions that are designed to address the Big Ideas of Adolescent Reading

• The strategies taught in intervention must be generalized (used) outside of the intervention class in students’ core subject area classes to see the maximum benefit
MIBLSI Supported Secondary Interventions

• MIBLSI provides optional training in the following secondary interventions:
  • Phonics for Reading Levels 1-3: early phonics
  • REWARDS Secondary: primary focus is advanced phonics but fluency, vocabulary, and comprehension are also addressed
  • REWARDS Plus: primary focus is application of reading and writing strategies to improve comprehension of text
Activity 3

- Read the document titled, “Secondary Tier 1 MTSS Reading Components”
- Note any questions and / or thoughts about this this up-coming work to further your school’s integrated behavior and reading MTSS efforts
- On the sheet provided, complete the following:
  - I am excited about the upcoming emphasis on secondary reading because…
  - I am concerned about the upcoming emphasis on secondary reading because…
Recommended Resources


Recommended Resources, cont.


