



Secondary Content Area Reading Readiness Activity



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Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Intended 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 the efforts to change the trajectory of adolescent reading outcomes
4. Preview of Next School Year

Agenda

1.0 Adolescent Reading: Current Reality

2.0 Adolescent Reading: Defining the Instructional Focus

3.0 Secondary Reading Supports

1.0 Adolescent Reading: Current Reality

The Ideal Progress of Reading

2015 Michigan NAEP Results	Below Basic	Basic	Proficient	Advanced
4 th Grade	37% (32)	35% (33)	24% (27)	5% (8)
8 th Grade	24% (25)	44% (42)	29% (29)	3% (3)

- 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

Some Still Need to Learn to Read

Access the video on YouTube:

[Reading Avoidance](https://www.youtube.com/watch?v=tRSYvvr0Xdk)

(<https://www.youtube.com/watch?v=tRSYvvr0Xdk>)



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 of 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)

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 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 Grades)
 - 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 & 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 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
- MiMTSS TA Center supports content area reading strategies in each of the three areas listed above

Reading Strategies to Improve Comprehension (continued)

- 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

Content Area Reading 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

Content Area Reading Strategies (continued)

- 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 professional learning focus for next year will be “Writing to Improve Comprehension” through a Text Summarization strategy training with Content Area Teachers and Special Education Teachers

Note About Interventions for Struggling 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

MiMTSS TA Center Supported Secondary Interventions

- MiMTSS TA Center 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...

4.0 Preview of Next School Year

Professional Learning

- Tier 1 Secondary Content Area Reading Strategy: Text Summarization
- Tier 1 Addressing Attendance Schoolwide for SLT
- Tier 1 Secondary Content Area Reading for SLT
- School-level Data Reviews

Recommended Resources

Biancarosa, G., & Snow, C. (2006). *[Reading next: A vision for action and research in middle and high school literacy](http://tinyurl.com/reading-next-report)*. A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education. Retrieved March 29, 2017 from (<http://tinyurl.com/reading-next-report>).

National Institute for Literacy, National Institute for Child Health and Human Development, and United States Department of Education. (2006). *What content-area teachers should know about adolescent literacy*. Washington DC: Author.

Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York, NY: Carnegie Corporation of New York.

Recommended Resources (continued)

- Reed, D., Wexler, J., & Vaughn, S. (2012). *RTI for reading at the secondary level: Recommended literacy practices and remaining questions*. Guilford: New York.
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). [*Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide*](#) (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from (<http://preview.tinyurl.com/ies-adolescent-literacy>).
- Windram, H., Bollman, K., and Johnson, S. (2012). *How RTI Works in Secondary Schools: Building a Framework for Success*. Solution Tree: Bloomington, IN.

