

# EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS

*Professional Development Module*

*Second Edition*

**FACILITATOR'S GUIDE**



**CENTER ON  
INSTRUCTION**



# EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS

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## **FACILITATOR'S GUIDE**

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The image of Mt. St. Helen's on page 27 is a work of the U.S. Federal Government and is in the public domain.





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## USING THIS PROFESSIONAL DEVELOPMENT MODULE

Effective reading interventions for students struggling in the early grades have been a focus of considerable research over the past 20 years (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Foorman & Torgesen, 2001; Geva & Siegel, 2000; Klingner & Vaughn, 1996). Comparable research targeting older struggling students has only recently started to develop, partly in response to recent data suggesting that one in three fourth-grade students is reading below a basic level and only 31% of eighth graders are proficient readers (Lee, Grigg, & Donahue, 2007). State, district, and school leaders are motivated to improve the literacy skills of older students, and need materials and support that link the available research to improved teacher practice.

This professional development package<sup>1</sup> is designed with that need in mind. It is part of a suite of materials that also includes *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* (Scammacca et al., 2007), and *Effective Instruction for Adolescent Struggling Readers: A Practice Brief* (Boardman et al., 2008). A Training of Trainers (TOT) PowerPoint has also been designed to train others to facilitate presentations of this module (abbreviated here as EIASR-PD). It contains presentation guidelines and suggestions for customizing the PD for different audiences.

All materials in this suite have been aligned with *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* (Torgesen et al., 2007) and *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide from IES* [Institute of Education Sciences] (Kamil et al., 2008). These two documents examine the current research base; make recommendations for improving academic literacy instruction for students in grades 4–12, including students reading below grade level and English language learners (ELLs); offer advice from experts on improving adolescent academic literacy; and showcase examples of successful state activities in improving adolescent academic literacy. A facilitator of the EIASR-PD should be well-grounded in *both of these documents*, as well as the Center on Instruction's meta-analysis and practice guide mentioned above.

<sup>1</sup> This 2010 version of the professional development module is a revision of the 2008 version. The revision presents information based on findings from *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* (Scammacca et al., 2007), and recommendations discussed in *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide* from IES (Kamil et al., 2008).

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The EIASR-PD also complements another COI publication, *Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers* (<http://centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction.pdf>). Many of the vocabulary and comprehension strategies described in *Bringing Literacy Strategies into Content Instruction* are treated in more detail and with a tighter focus on supporting struggling students in the EIASR-PD. A chart of these literacy strategies and the corresponding EIASR-PD slides appears on page 42.

This *Facilitator's Guide* supports the delivery of the EIASR-PD PowerPoint presentation. It contains materials lists and other information as well the handouts used with participants during the professional development.

## **Objectives**

The EIASR-PD is intended as one set of tools in a larger, ongoing professional development effort to improve educational outcomes for adolescent students struggling with reading. Technical assistance providers, state departments of education, and local districts and schools can use this professional development to:

- enhance participants' understanding of *selected* research-based instructional practices associated with positive effects for adolescent struggling reader, and
- teach participants how to implement these research-based practices.

## **Professional development content**

This professional development consists of 149 slides divided into six sections: *Introduction, Vocabulary, Reading Comprehension, Motivation and Engagement, Intensive and Individualized Reading Interventions* (with a focus on word study instruction), and a concluding portion, *Putting it All Together*. The sections are placed in this order to distinguish the reading instruction that *all* adolescent readers need (vocabulary, reading comprehension, and motivation and engagement) from the reading instruction that *some* adolescent students need (intensive and individualized interventions, including word study).



Fluency is not specifically discussed in this professional development. Currently, adequate research does not exist to support specific instructional strategies in fluency. When additional research becomes available, the Center on Instruction will develop guidance on fluency instruction for struggling adolescent readers. (See slide 12 for more information.)

**Participant Practice Activities (PPAs)** are embedded throughout the professional development. They are designed to make the professional development more interactive, provide participants with hands-on application of skills, and encourage discussion. For more information, see **Facilitator Resource 2: Overview of the Participant Practice Activities (PPAs)**, page 15.

Brief **video clips** from the Doing What Works website (dww.ed.gov) are also embedded near the beginning of some sections of the slide presentation; they provide an overview of the relevant content. If the facilitator chooses to show these clips he or she will need a high-speed Internet connection.

A few **highlighted research studies** from the Center on Instruction's meta-analysis are also presented to illustrate high-quality research standards and effective instructional strategies as delivered by researchers in the studies.

**Detailed speaker notes** accompany each slide. Boldface and colored text are used throughout to assist the facilitator.

- Text excerpted from slides is presented in **bold** to help facilitators navigate the notes.
- Text in **red** indicates further information for the facilitator (e.g., "**optional activity is described below**").
- Text in **red** surrounded by brackets indicates a directive for the facilitator (e.g., "**<<Give participants 2 minutes to discuss at their tables>>**").
- Text in **green** indicates instructional examples that the facilitator can use to extend participants' knowledge (e.g., "**In a 7th-grade Social Studies class, teachers may ask students to engage in small-group discussions to gain experience using new vocabulary words**").

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Slides are organized as follows:

Introduction	Slides 1–14
Vocabulary	Slides 15–40
Reading Comprehension	Slides 41–91
Motivation and Engagement	Slides 92–107
Intensive and Individualized Interventions	Slides 108–143
Putting it All Together	Slides 144–149

## ***Delivery***

Facilitators for EIASR-PD should be chosen based on their knowledge of reading in the upper grades, their experience in providing effective instruction to adolescents with reading difficulties, and their ability to communicate effectively with peers. Due to the large number of slides and the relative breadth of the speaker notes, facilitators will need to review all materials before delivering the module. This can be done individually or in collaboration with other facilitators. An EIASR-PD Training of Trainers PowerPoint is also available from the COI website to help you prepare to deliver this material.

There are several options for delivering EIASR-PD. Suggestions for a one- or two-day format are shown below.

### **One-day format**

<b>Morning</b>	<b>Afternoon</b>
Introduction—30 minutes	Motivation and Engagement—30 minutes
Vocabulary—60 minutes	Intensive and Individualized Reading Interventions—60 minutes
Reading Comprehension—90 minutes	Putting It All Together—15 minutes

The one-day format is appropriate for teachers, administrators, and district or state staff members with advanced knowledge of reading in the upper grades and who can absorb the information at a relatively fast pace. This format represents a refresher and provides an overview of the research and related instructional strategies. The times allotted for each section are merely guides and should be adjusted according to a group's prior knowledge of adolescent reading, its informational needs, and available time.



## Two-day format

Day one	Day two
Introduction—45 minutes	Brief review of day 1—30 minutes
Word Study—90 minutes	Motivation and Engagement—45 minutes
Reading Comprehension—two hours	Intensive and Individualized Reading Interventions—90 minutes
	Putting It All Together—30 minutes

The two-day format is appropriate for teachers, administrators, and district or state staff members with some or little knowledge of effective reading instruction for adolescents. They may have had limited exposure to research and may need additional practice implementing the recommended strategies during the sessions. Spreading the professional development sessions over two days will allow for a slower pace, more modeling of activities and examples, and opportunities for participants to develop a deep understanding of effective instruction.

Ideally, the EIASR-PD sessions would be scheduled before the beginning of a school year, but could also be scheduled during ongoing in-service days during the school year.

Furthermore, the content of the professional development can be *tailored to participants' needs and interests* and used with a wide range of professionals, including teachers, administrators, researchers, LEA staffs, SEA staffs, and other technical assistance providers. In general, this professional development module can be customized by altering (a) the order of the sections, (b) the time spent and emphasis placed on each section, (c) the emphasis placed on research findings and study design, and (d) the time allotted to modeling strategies and offering instructional examples. For specific suggestions for tailoring the PD to various audiences, see Facilitator Resource 1: Customizing Professional Development for *Effective Instruction for Adolescent Struggling Readers—Second Edition*.

## Preparing for professional development

Successful delivery of professional development requires detailed planning. Use this guide and other resources available for free download at

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www.centeroninstruction.org during your preparation.

- **Determine the number of participants.** This professional development can be conducted with any number of participants.
- **Advise participants to bring a textbook unit or novel chapter** that they plan to use in their classroom soon. This will be used during Participant Practice Activity 2 in the Vocabulary section.
- **Secure a convenient location for the training.** The room should be large enough to accommodate the scheduled participants comfortably. A large audio-visual screen at the front of the room will be necessary, as will a high-speed Internet connection if the facilitator chooses to show the video clips.
- **Position tables (one per six participants) so that all participants can see the projection screen.** Allow enough space among tables so that discussions at each table are relatively undisturbed.
- **We recommend that presenters use two tables at the front of the room.** These tables will hold the laptop computer, LCD projector, overhead projector, and other materials needed throughout the training (see Tables 1 and 2 on the next page).
- **Before the training, load an electronic copy of the PowerPoint presentation on the computer that will be used during the professional development.** Attempting to present the PowerPoint directly from the website will result in poor broadcast quality.
- **Set up the LCD projector, screen, and laptop, and check all equipment before participants arrive.**
- **Check sound quality.** Use a microphone if the audience is large.
- **Before the training, make copies of the PowerPoint slides and the ten handouts for participants.** The reproducible handouts are found at the end of this *Facilitator's Guide*. It may be helpful to use different colored paper for each section of the training (Vocabulary, Reading Comprehension, etc.). Give copies to participants at the beginning of the training.
- **Gather resource materials and supplies necessary for each day's activities.**
- **Place supplies in the center of each table.**



**Table 1: Equipment**

Equipment	Quantity	Purpose
Laptop computer	1	Run the PowerPoint
LCD projector	1	Project the PowerPoint
Overhead projector	1	View transparencies
Large screen	1	View the PowerPoint
Microphone(s)	One per facilitator and possibly one for participant questions if audience is large	Facilitate communication during training
Speakers	Two speakers or one house sound system	Project sound from microphones
High-speed Internet connection	1	Show videos during presentation

**Table 2: Materials**

Materials	Quantity	Purpose	Applicable section
Electronic copy of PowerPoint	1 per facilitator	Run the PowerPoint	All
Laser pointer	1 per facilitator	Facilitate presentation	All
Timer	1 per facilitator	Time activities	All
Sticky notes, pens or pencils, markers	A few per table	Note-taking	All
Name badges	1 per participant	Introduction	All
Name tents	1 per participant	Introduction	All
Copies of slides (three slides per page)	1 per participant	Note-taking	All
Facilitator Resource 1: <i>Customizing Effective Instruction for Adolescent Struggling Readers PD Module: Second Edition</i>	1 per facilitator	Adapt PD Module for different audiences	All
Facilitator Resource 2: <i>Overview of Participant Practice Activities (PPAs)</i>	1 per facilitator	Overview of the nine PPAs	All
Participant Handout 1: <i>Selecting Vocabulary Words to Teach</i>	1 per participant	Use in PPA 2	Vocabulary

(continued)

**Table 2: Materials (continued)**

<b>Materials</b>	<b>Quantity</b>	<b>Purpose</b>	<b>Applicable section</b>
Participant Handout 2: <i>What's That Smell?</i>	1 per participant	Use in PPA 3	Reading Comprehension (Asking and Answering Questions)
Participant Handout 3: <i>Supervolcanoes Concept Map</i>	1 per participant	Use in PPA 4	Reading Comprehension (Graphic Organizers)
Participant Handout 4: <i>Learning about Supervolcanoes</i>	1 per participant	Use in PPAs 4, 5, 6	Reading Comprehension (Graphic Organizers & Main Idea and Summarization)
Facilitator Resource 3: <i>Directions for Participant Practice Activity 5</i>	1 per facilitator	Guide PPA 5	Reading Comprehension (Main Idea and Summarization)
Participant Handout 5: <i>Writing Main Ideas</i>	1 per participant	Use in PPA 5	Reading Comprehension (Main Idea and Summarization)
Transparency of Participant Handout 5	1 per facilitator	Use in PPA 5	Reading Comprehension (Main Idea and Summarization)
Facilitator Resource 4: <i>Directions for Participant Practice Activity 6</i>	1 per facilitator	Guide PPA 6	Reading Comprehension (Main Idea and Summarization)
Participant Handout 6: <i>Graphic Organizer for Summarization</i>	1 per participant	Use in PPA 6	Reading Comprehension (Main Idea and Summarization)
Transparency of Participant Handout 6	1 per facilitator	Use in PPA 6	Reading Comprehension (Main Idea and Summarization)
Participant Handout 7: <i>Apoptosis in the Pathogenesis and Treatment of Disease</i>	1 per participant	Use in PPA 7	Motivation & Engagement

*(continued)*





**Table 2: Materials (continued)**

<b>Materials</b>	<b>Quantity</b>	<b>Purpose</b>	<b>Applicable section</b>
Facilitator Resource 5: <i>Example of Completed Chart for PPA 8</i>	1 per facilitator	Use in PPA 8	Motivation & Engagement
Participant Handout 8: <i>Building a Motivating and Engaging Classroom</i>	1 per participant	Use in PPA 8	Motivation & Engagement
Participant Handout 9: <i>Syllable Chunking Intervention</i>	1 per participant	Use in PPA 9	Intensive and Individualized Interventions
Blank index cards	1 per participant	Use in PPA 9	Intensive and Individualized Interventions
Flashcard of portfolio made from an index card	1 per facilitator	Use in PPA 9	Intensive and Individualized Interventions
Participant Handout 10: <i>Professional Development Module References</i>	1 per participant	Reference	All

Facilitators will need to become very familiar with the content of this professional development module. Participant Handout 10 (*Professional Development Module References*) in this *Facilitator's Guide* lists resources the authors consulted in creating the PowerPoint; the meta-analysis and IES practice guide also contain comprehensive references. The resources on the next page will be helpful to new facilitators as well as participants. All are available for download on [www.centeroninstruction.org](http://www.centeroninstruction.org).

### ***Additional assistance***

For more information on the preparation and delivery of this professional development, consult the EIASR-PD Training of Trainers PowerPoint presentation available for download at the Center on Instruction website, [www.centeroninstruction.org](http://www.centeroninstruction.org).



## **FACILITATOR RESOURCES**

**FACILITATOR RESOURCE 1:** *Customizing Effective Instruction for Adolescent Struggling Readers Professional Development Module: Second Edition*

**FACILITATOR RESOURCE 2:** *Overview of Participant Practice Activities (PPAs)*

**FACILITATOR RESOURCE 3:** *Directions for PPA 5: Identifying the Main Idea*

**FACILITATOR RESOURCE 4:** *Directions for PPA 6: Summarization Instruction*

**FACILITATOR RESOURCE 5:** *Example of Completed Chart for PPA 8: Motivating and Engaging Students*

## **PARTICIPANT HANDOUTS**

**PARTICIPANT HANDOUT 1 (PPA 2):** *Selecting Vocabulary Words to Teach*

**PARTICIPANT HANDOUT 2 (PPA 3):** *What's That Smell?*

**PARTICIPANT HANDOUT 3 (PPA 4):** *Supervolcanoes Concept Map*

**PARTICIPANT HANDOUT 4 (PPAs 4, 5, & 6):** *Learning about Supervolcanoes*

**PARTICIPANT HANDOUT 5 (PPA 5):** *Writing Main Ideas*

**PARTICIPANT HANDOUT 6 (PPA 6):** *Graphic Organizer for Summarization*

**PARTICIPANT HANDOUT 7 (PPA 7):** *Apoptosis in the Pathogenesis and Treatment of Disease*

**PARTICIPANT HANDOUT 8 (PPA 8):** *Building a Motivating and Engaging Classroom*

**PARTICIPANT HANDOUT 9 (PPA 9):** *Syllable Chunking Intervention*

**PARTICIPANT HANDOUT 10:** *Professional Development Module References*

## FACILITATOR RESOURCE 1

### *Customizing Effective Instruction for Adolescent Struggling Readers Professional Development Module—Second Edition*

*The Effective Instruction for Adolescent Struggling Readers: Professional Development Module—Second Edition* (EIASR-PD) is intended to improve educational outcomes for adolescent struggling readers by disseminating information on selected research-based strategies appropriate for this population.

The module may be tailored to participants' needs and interests and used with a wide range of professionals, including teachers, administrators, researchers, LEA staff, SEA staff, and other technical assistance providers.

Complementary materials—a meta-analysis (*Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*), a practice brief (*Effective Instruction for Adolescent Struggling Readers: A Practice Brief*), and a practice guide (*Improving Adolescent Literacy: Effective Classroom and Intervention Practices*)—may be useful to PD participants. The first two can be downloaded at [http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade\\_start=&grade\\_end=#153](http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade_start=&grade_end=#153). The third can be downloaded at [ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

In general, this professional development module can be customized by altering

- the order of the sections,
- the time spent and emphasis placed on each section,
- the emphasis placed on research findings and study design, and
- the time allocated to modeling strategies and offering instructional examples.

It is important to recognize that teachers will need more support in implementing these practices beyond that provided in this module. Ongoing coaching and follow-up professional development will allow teachers to gain confidence and master the use of effective strategies with diverse groups of students.

#### **Because facilitators will know their audiences best, final decisions on customizing this training are left to their discretion.**

Below are suggestions for tailoring the PD to three audiences: state and district staff members and other technical assistance providers, secondary-level reading teachers, and secondary level content-area teachers. Facilitators who wish to use this module to train other facilitators in delivering this PD will find a Training of Trainers (TOT) PowerPoint specific to EIASR-PD on the Center on Instruction website at [http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade\\_start=&grade\\_end=#153](http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade_start=&grade_end=#153).

#### **Delivering the PD to state and district staff and other technical assistance providers**

Facilitators presenting this module to professionals working at state departments of education and local education agencies typically seek both to ensure participants' *understanding of the*

*(continued)*

## FACILITATOR RESOURCE 1 (continued)

*selected research-based instructional practices* associated with positive outcomes and to teach participants *how to disseminate* this information to LEAs and schools. Facilitators may find it helpful to:

- Provide participants with copies of the meta-analysis before the training. State and district staff may have a high interest in the research base behind the selected strategies. The meta-analysis is an excellent foundation.
- Spend additional time discussing the findings (e.g., effect sizes) from the meta-analysis and the highlighted research studies in the Intensive and Individualized Reading Intervention and Comprehension sections.
- Spend less time modeling strategies or incorporating instructional examples and more time discussing how the research findings translate broadly into effective instructional strategies. State and district staff members often have less interest in the details of implementing a strategy than in the “big picture” of how research translates to practice. This arrangement may align better with their own goals and interests.

### **Delivering the PD to upper elementary teachers and specialized teachers**

Struggling older students often read several grade levels below average. Specialized teachers, especially reading teachers, may need to provide strategic and intensive reading interventions in one or more components of reading. This situation may also apply to general elementary school teachers in the upper elementary grades. The module highlights instructional strategies that meet the various needs of struggling readers. Facilitators may find it helpful to do the following:

- *Present the sections of the module that teachers currently need or express the most interest in.* (For instance, specialized teachers may be most interested in learning the information in the Intensive and Individualized Reading Interventions section.) Alternatively, if teachers want to learn about effective strategies in all the reading components covered in this module, facilitators are encouraged to proceed through the entire module in order, since each reading component is framed as a necessary “building block” for subsequent components.
- *Discuss research findings broadly.* For example, define “effect size” concisely for those unfamiliar with the term and focus more on the implications of the research findings for practice. It may be unnecessary to discuss the research study design for the two highlighted studies (located in Intensive and Individualized Reading Interventions and Reading Comprehension) in as much detail as the module offers.
- *Focus on the delivery of the recommended effective practices.* This may mean modeling strategies or building in more instructional examples so that teachers feel comfortable implementing these practices in their classrooms.

(continued)

## FACILITATOR RESOURCE 1 (continued)

- *Give copies of the practice brief* to teachers as a reference as they begin to implement new strategies. Teachers need not read the meta-analysis before or after the training, although they are welcome to do so.

### **Delivering the PD module to secondary content-area teachers**

Content-area teachers at the secondary level are responsible for conveying discipline-specific concepts to students who may be challenged by reading increasingly complex, unfamiliar texts and learning a wide range of new vocabulary specific to each content-area. Many recommended strategies in the module are appropriate for content classrooms. They can be incorporated into instruction, making content texts more accessible. Facilitators may find it helpful to the following.

- *Concentrate on information included in the Vocabulary, Reading Comprehension, and Motivation and Engagement sections.* (The Intensive and Individualized Reading Interventions section may not apply to most content-area classrooms.)
- *Discuss the research findings broadly.* For example, define “effect size” concisely for those unfamiliar with the term and focus more on the implications of the research findings for practice. It may be unnecessary to discuss the research study design for highlighted research studies in as much detail as the module offers.
- *Focus on the delivery of the recommended effective practices.* This may mean modeling strategies or building in more instructional examples so that teachers feel comfortable implementing these practices. Alternatively, a facilitator could ask teachers to bring in more of their own content-area texts for practice during the Vocabulary and Reading Comprehension sections.
- *Give copies of the practice brief to teachers* as a reference as they begin to implement new strategies. It is not necessary that teachers read the meta-analysis before or after the training, although they certainly may if they wish.

### **Furthering the work**

Staff members of Regional Comprehensive Centers (RCCs) and State Education Agencies (SEAs) may wish to advance the understanding of effective reading instruction for struggling adolescents with other audiences and build state and local capacity through further work with this module. They might consider these activities.

- *Conduct discussions of capacity building,* such as brainstorming ways to develop or improve reading initiatives in secondary literacy and finding ways to disseminate the module to other audiences.
- *Assist state and district staffers in identifying appropriate facilitators* who can expand the training by preparing participants to deliver the PD to other audiences.

(continued)

## FACILITATOR RESOURCE 1 (continued)

- Offer this PD in a “Training of Trainers” (TOT) model once participants feel secure in their understanding of the module’s content. RCC and SEA staff may wish to provide their own TOT session using the *Training of Trainers* component of the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module—Second Edition* developed by Center on Instruction. It is available on the Center on Instruction website at [http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade\\_start=&grade\\_end=#153](http://centeroninstruction.org/resources.cfm?category=special&subcategory=&grade_start=&grade_end=#153).

**FACILITATOR RESOURCE 2**  
*Overview of Participant Practice Activities (PPAs)*

**VOCABULARY**

<b>PPA</b>	<b>SLIDES</b>	<b>MATERIALS</b>	<b>DESCRIPTION</b>
#1 Selecting Vocabulary Words to Teach	36, 37, & 38 (Classroom Scenarios A, B, and C)	Timer and slides with speaker notes [Note: there is no Participant Handout for PPA 1]	Participants read a classroom scenario and discuss how the teacher should select words for vocabulary instruction.
#2 Self-Selecting Vocabulary Words to Teach	39	Participant Handout 1 ( <i>Selecting Vocabulary Words to Teach</i> ), participants' own textbooks or novels, timer, and slide with speaker notes	Participants use their own content-area text to select appropriate vocabulary words and instructional strategies and engage in whole-group discussion.

*(continued)*



## FACILITATOR RESOURCE 2 (continued)

### READING COMPREHENSION

PPA	SLIDES	MATERIALS	DESCRIPTION
#3 Generating Questions	60	Participant Handout 2 ( <i>What's That Smell?</i> ) and slide with speaker notes	Participants read an expository passage, generate their own questions using Participant Handout 2, and engage in whole-group discussion.
#4 Using a Graphic Organizer	67 & 68	Participant Handouts 3 ( <i>Supervolcanoes Concept Map</i> ) and 4 ( <i>Learning about Supervolcanoes</i> ), timer, and slides with speaker notes	Participants will add facts to the graphic organizer based on what they read in an expository passage and engage in whole-group discussion.
#5 Identifying the Main Idea	74	Facilitator Resource 3 (Directions for PPA 5), Participant Handouts 4 ( <i>Learning about Supervolcanoes</i> ) and 5 ( <i>Writing Main Ideas</i> ), transparency of Participant Handout 5, timer, and slide with speaker notes	Participants watch facilitator model instruction on identifying the main idea, write several main ideas themselves, and engage in whole-group discussion.
#6 Summarization Instruction	79 & 80	Facilitator Resource 4 (Directions for PPA 6) , Participant Handouts 4 ( <i>Learning about Supervolcanoes</i> ) and 6 ( <i>Graphic Organizer for Summarization</i> ), transparency of Participant Handout 6, and slides with speaker notes	Participants write a summary with guided instruction from the facilitator and engage in whole-group discussion.

*(continued)*

**FACILITATOR RESOURCE 2**  
*(continued)*

**MOTIVATION AND ENGAGEMENT**

<b>PPA</b>	<b>SLIDES</b>	<b>MATERIALS</b>	<b>DESCRIPTION</b>
#7 Generating Level 2 Questions	98	Participant Handout 7 ( <i>Apoptosis in the Pathogenesis and Treatment of Disease</i> ), timer, and slide with speaker notes	Participants are chosen (by facilitator) to work with a partner or individually to complete a reading task and then engage in whole-group discussion.
#8 Motivating and Engaging Students	105	Facilitator Resource 5 (Example of Completed Chart for PPA 8), Participant Handout 8 ( <i>Building a Motivating and Engaging Classroom</i> ), timer, and slide with speaker notes	Participants develop a plan for delivering motivating and engaging instruction in their own classrooms.

**INTENSIVE AND INDIVIDUALIZED READING INTERVENTIONS (WITH WORD STUDY)**

<b>PPA</b>	<b>SLIDES</b>	<b>MATERIALS</b>	<b>DESCRIPTION</b>
#9 Syllable Chunking	140, 141, & 142	Participant Handout 9 ( <i>Syllable Chunking Intervention</i> ), flash card of the word <i>portfolio</i> , blank index cards, timer, and slides with speaker notes	Participants observe the facilitator modeling the syllable chunking strategy, practice the strategy with a partner, and engage in whole-group discussion.

## FACILITATOR RESOURCE 3

### *Directions for PPA 5 Identifying the Main Idea*

#### **Materials for activity**

- Slide 74
- Participant Handout 4: *Learning about Supervolcanoes* (one per participant)
- Participant Handout 5: *Writing Main Ideas* (one per participant)
- Transparency of Participant Handout 5—one per facilitator
- Timer

#### **Facilitator script**

One of the best ways to teach students to find the main idea is by modeling. When modeling the strategy to find the main idea, “think aloud” as you decide what information to include in your main idea and what information you don’t want to include and why. This will help scaffold students’ thinking about writing main ideas. After you’ve modeled it several times, let students practice the strategy in small groups and, finally, independently. These steps are consistent with the “I do, we do, you do” strategy.

*<<Ask participants to take out their copies of Participant Handouts 4 and 5. Place your transparency of Participant Handout 5 on the overhead projector and write in answers as you work through the activity.>>*

Let’s read paragraph one of this passage together. *<<Read paragraph aloud.>>* This paragraph is only two sentences long and really serves as an introduction to the article. It’s not necessary to find the main idea of this paragraph, but we may use it later when we write our “big idea” sentence in our summary in Participant Practice Activity 6.

Let’s read paragraph two of this passage together. *<<Read paragraph aloud.>>* Who or what was this paragraph about? *<<Answer: Magnetotellurics>>*

And what was the most important information about magnetotellurics in that paragraph?

*<<Answer: It’s a technique used to detect magma underground.>>*

Let’s use our fingers to count out a sentence that is approximately 10 words or less. Then we can write that sentence down. *<<Answer: Magnetotellurics is a technique used to detect magma underground.>>*

Now it’s your turn to practice finding the main idea. Take a minute to read paragraph 3, and then tell me what is the important “who” or “what” of the third paragraph? *<<Answer: Measurements from magnetotelluric sensors.>>*

What is the important information about the measurements from the magnetotelluric sensors?

*<<They revealed a column that connects to a large zone of conductive material.>>*

Now try to write your main idea for paragraph 3 in ten words or less. Then we will share answers and discuss. *<<Possible paragraph 3 main idea: Magnetotelluric measurements revealed a column connecting to a zone of conductive material.>>*

*(continued)*

## FACILITATOR RESOURCE 3 (continued)

You now have 3 minutes to find the main idea for paragraph 4. Then we will check answers.

*<<Possible paragraph 4 main idea: This zone was identified in the 1980s but was mistaken for wet sediment.>>*

### **Whole-group discussion questions**

What were some things that caused confusion when identifying the main idea of each paragraph? *<<Possible answers: Very complex sentences made it difficult to figure out what the main subject of the paragraph was; a lot of information packed into each paragraph; difficult vocabulary and terminology>>*

What are some ways we can help our students overcome these same obstacles? *<<Possible answers: Start out with less complex text and build up to more complex; provide lots of modeling and think alouds>>*

Other questions or things to discuss?

## FACILITATOR RESOURCE 4

### *Directions for PPA 6 Summarization Instruction*

#### **Materials for activity**

- Slides 79 and 80
- Participant Handout 4: *Learning about Supervolcanoes* (one per participant)
- Participant Handout 6: *Graphic Organizer for Summarization* (one per participant)
- Transparency of Participant Handout 6 (one per facilitator)

#### **Facilitator script**

We have already found the main ideas in paragraphs 2 through 5.

*<<Show transparency of Participant Handout 6.>>*

Now we will use these four sentences, plus our big idea sentence, to write a brief summary paragraph. You can write the paragraph with me on your own copy of Participant Handout 6 in the summary box.

As you watch the lesson and write your own summary, please make a mental note of all the skills a student will need to write his or her own summary. At the end we will engage in whole-group discussion about this task.

*<<Show slide 80 so you can refer to the four summarization steps.>>*

**Step 1: Write a topic sentence using the big idea statement.** I will start by using the sentence that is already written on the graphic organizer. If I need to edit it later, I will. (This big idea sentence came from paragraph one of the passage.)

*<<Write big idea topic sentence on transparency of Participant Handout 6 in the summary box.>>*

**Step 2: Include main ideas in an order that makes sense.** We can put the main idea sentences in order by the paragraph numbers and they will make sense. As I write these sentences in my summary, I may change a few words, so the sentences have smooth transitions between them.

*<<Write the sentences below while thinking aloud.>>*

*Magnetotellurics is a technique used to detect magma underground. Magnetotelluric measurements revealed a column connecting to a zone of conductive material. This zone was identified in the 1980s but was mistaken for wet sediment. New measurements indicate conductive material is a semi-molten mixture.*

**Step 3: Delete information that is redundant or trivial.** As I reread this paragraph, I notice that I say the word “magnetotellurics” a lot at the beginning of each sentence. I think I will combine sentences 1 and 2 into a compound sentence so the paragraph is less choppy.

## FACILITATOR RESOURCE 4 (continued)

### **Step 4: Reread for understanding and edit if necessary.**

*<<Read paragraph once more. Perform other editing so that the sentences have meaning and flow together.>>*

*A supervolcano may be brewing beneath Mount St. Helens. Magnetotellurics, a technique used to detect magma underground, revealed a column beneath Mount St. Helens connected to a zone of conductive material. This zone was first identified in the 1980s but was mistaken for wet sediment. New measurements indicate the conductive material is a semi-molten mixture."*

So far, we've only identified the main idea of the first five paragraphs, but if you were going to write a summary of the entire passage you would continue identifying the main idea of each paragraph and adding these statements to the summary.

### **Whole-group discussion question**

*<<Go back to Slide 79 to show discussion questions.>>*

### **What skills do students need to possess to be able to write their own summaries?**

*<<Possible answers: Decoding, reading comprehension, ability to identify main idea, ability to synthesize ideas, grammar, punctuation, writing skills, ability to edit.>>* Summarization is a higher-level comprehension skill, so expect to do a lot of whole-class practice before students are able to do this in small groups. Again, the process of "I do, we do, you do" is a very effective way to scaffold instruction and support students as they work to understand and practice this new strategy.

## FACILITATOR RESOURCE 5

### Example of Completed Chart for PPA 8 Motivating and Engaging Students

#### Materials for activity

- Slide 105
- Participant Handout 8: *Building a Motivating and Engaging Classroom* (one per participant)

Below is an example of a completed chart indicating how a biology unit on climate change could be made especially motivating and engaging for students.

<b>Establish content learning goals</b> <ul style="list-style-type: none"><li>• Before unit begins, have students write down what they want to learn during the climate change unit and how/where they think they can learn about it. (This information could be kept in a learning log/journal.)</li></ul>	<b>Create a positive learning environment</b> <ul style="list-style-type: none"><li>• Allow students to find news articles relevant to the particular area they are interested in learning about.</li><li>• Be supportive of student mistakes.</li></ul>
<b>Create relevant literacy experiences</b> <ul style="list-style-type: none"><li>• Find interesting articles for students to supplement the material in their textbook.</li></ul>	<b>Build in effective instructional conditions</b> <ul style="list-style-type: none"><li>• Allow interested students to form study groups based on interest in similar topics related to climate change.</li><li>• Develop a lab that illustrates the greenhouse effect.</li><li>• Plan a field trip or guest speaker.</li></ul>

## PARTICIPANT HANDOUT 1 (PPA 2)

### *Selecting Vocabulary Words to Teach*

**Objective:** This activity is designed to provide you with guided practice in (a) selecting a small set of vocabulary words that are most important for your students to learn in your specific content-area and (b) identifying strategies to effectively teach those words.

#### **Activity Steps**

1. Pull out the unit in a text book or chapter that you plan to use in your classroom.
2. Choose which instructional method is most appropriate for selecting new vocabulary words from the text for your unit or lesson. (See slides 31–34 for assistance.)
3. Using the method identified in step 1 above, select *five* words you will directly and explicitly teach to your students and record them in the chart on the next page (in the Direct Instruction column on the left).
4. Record definitions/non-definitions and examples/non-examples that you can use to illustrate the meaning of these words to your students. (See slides 26–28 for assistance.)
5. Help your students become independent vocabulary learners by conducting “mini lessons” when you or your students encounter unfamiliar words while reading text aloud in a whole group format. Identify **THREE** words within your text that you did not select in step 2, but that students may not know the meaning of. Record those words in the chart below (in the Independent Vocabulary Acquisition section on the right) along with the strategy you’ll implement to help students decipher the meaning of those words. (See slides 29 and 30 for assistance.)
6. It is important that students have time to practice new words and receive multiple exposures to words. Address the two questions listed at the bottom of slide 39. (Please note that these questions apply only to the words identified for *direct instruction*.)
7. Congratulations, you’ve now selected key vocabulary words to teach!
8. Selecting appropriate words is only the first step in designing a vocabulary lesson plan. For a more complete plan, see the tool entitled, “Lesson Planning: Preparing Content-Area Activities” from the Doing What Works website. Go to:  
[http://dwww.ed.gov/do/?T\\_ID=23&P\\_ID=59&t=2#tc](http://dwww.ed.gov/do/?T_ID=23&P_ID=59&t=2#tc)

(NOTE: The words and strategies you identified in this activity can be transferred and inserted into the lesson plan framework available on the Doing What Works website.) *(continued)*



**PARTICIPANT HANDOUT 1**  
*(continued)*

**Name/Topic of unit:**

**Textbook/Novel chapter:**

DIRECT INSTRUCTION OF SPECIFIC WORDS			INDEPENDENT VOCABULARY ACQUISITION		
Word	Definition/Non-definition	Example/Non-example	Word	Location in text (Pg. #)	Strategy to practice
<i>Ex., Protagonist</i>	<i>The principal character in a story; the lead.</i>  <i>The antagonist is the enemy of the protagonist.</i>	<i>Dorothy Gale is the protagonist in The Wizard of Oz.</i>  <i>The Wicked Witch is the antagonist in The Wizard of Oz.</i>	<i>Ex., Involuntary</i>	<i>Pg. 52, second paragraph</i>	<i>Word parts</i>

## PARTICIPANT HANDOUT 2 (PPA 3) *What's That Smell?*

### ***What's That Smell?***

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories. Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents.

"Imagine every smell in the world as a musical note," Crames told TFK. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

**DIRECTIONS: Generate your own questions based on the prompts given below. Answer each question in a complete sentence and circle the question type/level. (The first and last questions have already been generated for you!)**

1) *How many perfume scents does Demeter Fragrance make?*

Right There

Think and Search

On my Own

2) *Why do you think ...*

?

Right There

Think and Search

On my Own

3) *How is the perfume company trying to ...*

?

Right There

Think and Search

On my Own

4) *How might making perfume be similar to writing a song?*

Right There

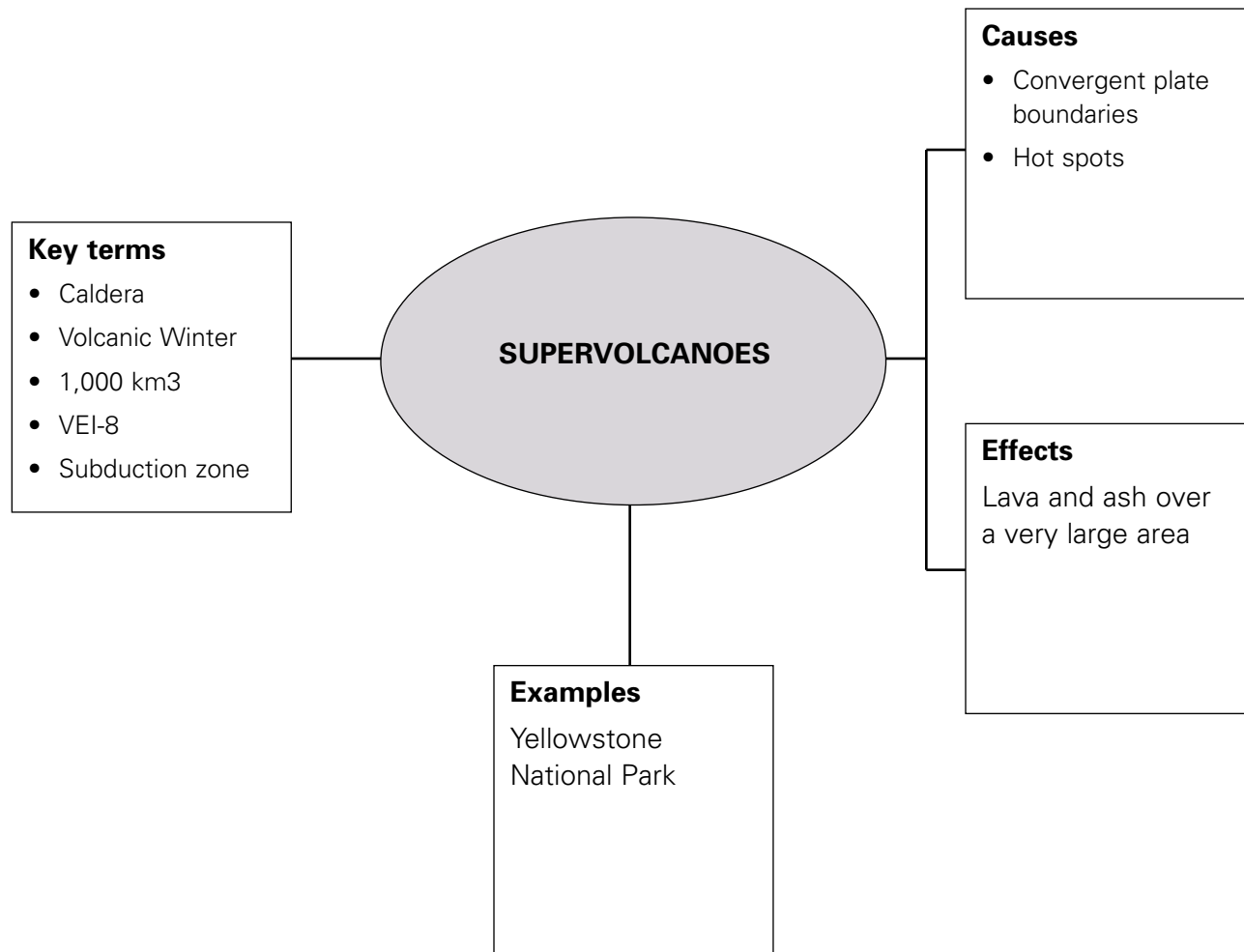
Think and Search

On my Own

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*(From: Time For Kids: World Report. May 2, 2008. Volume 13, Issue 26.)*

**PARTICIPANT HANDOUT 3 (PPA 4)**  
*Supervolcanoes Concept Map*



## PARTICIPANT HANDOUT 4 (PPAs 4, 5, & 6)

### *Learning About Supervolcanoes*

#### **Supervolcano may be brewing beneath Mount St. Helens**

Is a supervolcano brewing beneath Mount St. Helens? Peering under the volcano has revealed what may be an extraordinarily large zone of semi-molten rock, which would be capable of feeding a giant eruption.



Mount St. Helens may be connected to a semi-molten magma chamber that could fuel a giant eruption.

Magma can be detected with a technique called magnetotellurics, which builds up a picture of what lies underground by measuring fluctuations in electric and magnetic fields at the surface. The fields fluctuate in response to electric currents traveling below the surface, induced by lightning storms and other phenomena. The currents are stronger when magma is present, since it is a better conductor than solid rock.

Graham Hill of GNS Science, an earth and nuclear science institute in Wellington, New Zealand, led a team that set up magnetotelluric sensors around Mount St. Helens in Washington state, which erupted with force in 1980. The measurements revealed a

column of conductive material that extends downward from the volcano. About 15 kilometres below the surface, the relatively narrow column appears to connect to a much bigger zone of conductive material. The column below Mount St. Helens appears to connect to a huge zone of conductive material.

This larger zone was first identified in the 1980s by another magnetotelluric survey, and was found to extend all the way to beneath Mount Rainier 70 kilometres to the north-east, and Mount Adams 50 kilometres to the east. It was thought to be a zone of wet sediment, water being a good electrical conductor.

However, since the new measurements show an apparent conduit connecting this conductive zone to Mount St. Helens—which was undergoing a minor eruption of semi-molten material at the time the measurements were made—Hill and his colleagues now think the conductive material is more likely to be a semi-molten mixture. Its conductivity is not high enough for it to be pure magma, Hill says, so it is more likely to be a mixture of solid and molten rock.

Gary Egbert of Oregon State University in Corvallis, who is a magnetotellurics specialist but not a member of Hill's team, is cautious about the idea of a nascent supervolcano where Mount St. Helens sits. "It seems likely that there's some partial melt down there," given that it is a volcanic area, he says. "But part of the conductivity is probably just water."

*(continued)*

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From [www.newscientist.com](http://www.newscientist.com), 10 June 2009 by David Shiga

## PARTICIPANT HANDOUT 4 (continued)

If the structure beneath the three volcanoes is indeed a vast bubble of partially molten rock, it would be comparable in size to the biggest magma chambers ever discovered, such as the one below Yellowstone National Park.

Every few hundred thousand years, such chambers can erupt as so-called supervolcanoes—the Yellowstone one did so about 640,000 years ago. These enormous eruptions can spew enough sunlight-blocking ash into the atmosphere to cool the climate by several degrees Celsius.

Could Mount St. Helens erupt like this? “A really big, big eruption is possible if it is one of those big systems like Yellowstone,” Hill says. “I don’t think it will be tomorrow, but I couldn’t try to predict when it would happen.”

Further measurements probing the structure of the crust beneath the other volcanoes in the area could help determine if the zone connects to them all, Hill says. He presented his team’s results on 27 May at the Joint Assembly geophysics meeting in Toronto, Canada.

**PARTICIPANT HANDOUT 5 (PPA 5)**  
*Writing Main Ideas*

There are three parts to finding the main idea:

1. Pick out the most important **who** or **what**
2. Tell what the **most important** thing is about that who or what
3. Try to write all of this in **ten words or less**

**Passage paragraph 2**

1. The most important who or what is \_\_\_\_\_
2. What does this paragraph tell me about the who or what?  
\_\_\_\_\_  
\_\_\_\_\_
3. **MAIN IDEA:** Put #1 and #2 together in 10 WORDS OR LESS:  
\_\_\_\_\_  
\_\_\_\_\_

**Passage paragraph 3**

1. The most important who or what is \_\_\_\_\_
2. What does this paragraph tell me about the who or what?  
\_\_\_\_\_  
\_\_\_\_\_
3. **MAIN IDEA:** Put #1 and #2 together in 10 WORDS OR LESS:  
\_\_\_\_\_  
\_\_\_\_\_

**Passage paragraph 4**

1. The most important who or what is \_\_\_\_\_
2. What does this paragraph tell me about the who or what?  
\_\_\_\_\_  
\_\_\_\_\_
3. **MAIN IDEA:** Put #1 and #2 together in 10 WORDS OR LESS:  
\_\_\_\_\_  
\_\_\_\_\_

**PARTICIPANT HANDOUT 5**  
*(continued)*

**Passage paragraph 5**

1. The most important who or what is \_\_\_\_\_

2. What does this paragraph tell me about the who or what?

\_\_\_\_\_

\_\_\_\_\_

3. **MAIN IDEA:** Put #1 and #2 together in 10 WORDS OR LESS:

\_\_\_\_\_

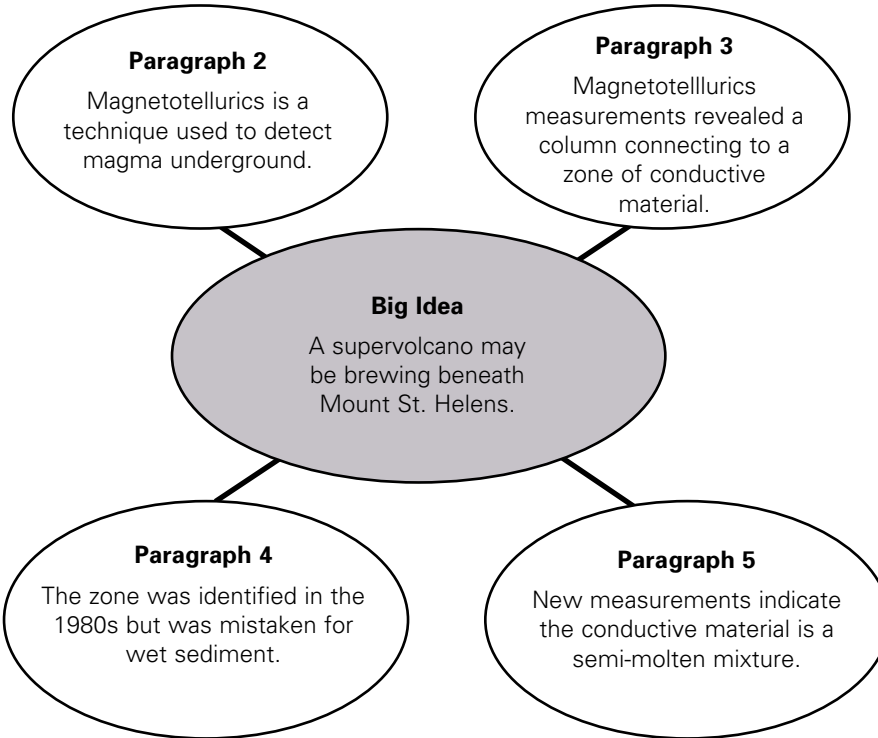
\_\_\_\_\_

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*(Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2006, and from Klingner et al., 2001.)*

**PARTICIPANT HANDOUT 6 (PPA 6)**  
**Graphic Organizer for Summarization**

**Passage: Supervolcanoes may be brewing beneath Mount St. Helens**



Summary

*(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)*



**PARTICIPANT HANDOUT 7 (PPA 7)**  
***Apoptosis in the Pathogenesis and Treatment of Disease***

***Apoptosis in the Pathogenesis and Treatment of Disease***

In multicellular organisms, homeostasis is maintained through a balance between cell proliferation and cell death. Although much is known about the control of cell proliferation, less is known about the control of cell death. Physiologic cell death occurs primarily through an evolutionarily conserved form of cell suicide termed apoptosis. The decision of a cell to undergo apoptosis can be influenced by a wide variety of regulatory stimuli. Recent evidence suggests that alterations in cell survival contribute to the pathogenesis of a number of human diseases, including cancer, viral infections, autoimmune diseases, neurodegenerative disorders, and AIDS (acquired immunodeficiency syndrome). Treatments designed to specifically alter the apoptotic threshold may have the potential to change the natural progression of some of these diseases.

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**Directions: Generate a level 2 (Think and Search) question about this passage:**

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*Thompson, C.B. (1995). Apoptosis in the pathogenesis and treatment of disease. Science, 5203(267), 1456-1462.*

**PARTICIPANT HANDOUT 8 (PPA 8)**  
***Building a Motivating and Engaging Classroom***

**Part I.** You are a 9th-grade biology teacher. You are about to start a unit on climate change. You think this could be an area of high interest to your students due to all the attention that global warming has been receiving in the media. How can you the make the material in this new unit especially motivating and engaging to your students?

In each quadrant, list ways to fulfill each of the instructional recommendations we just discussed. Feel free to use slides 99–104 to help you. You may also discuss this with a partner or small group.

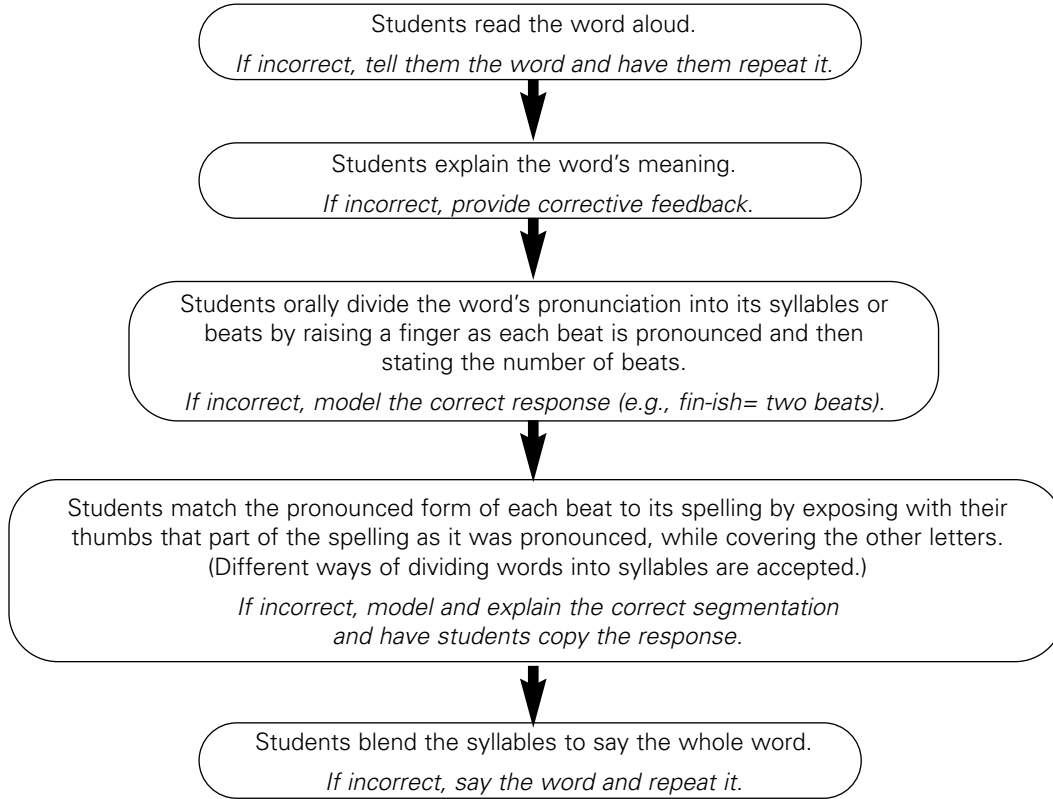
<b>Establish content learning goals</b>	<b>Create a positive learning environment</b>
<b>Create relevant literacy experiences</b>	<b>Build in effective instructional conditions</b>

**Part II.** Now think about the content-area that you teach and the unit you are currently teaching or one that you will be teaching soon. What kinds of things can you do to make instruction motivating and engaging to your students? Once you are ready, share your ideas with a partner.

<b>Establish content learning goals</b>	<b>Create a positive learning environment</b>
<b>Create relevant literacy experiences</b>	<b>Build in effective instructional conditions</b>

## PARTICIPANT HANDOUT 9 (PPA 9)

### *Syllable Chunking Intervention*



**With a partner, practice using the syllable chunking strategy with one of the words below.**

Instruction

Dictionary

Federal

Compensate

## PARTICIPANT HANDOUT 10

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**PARTICIPANT HANDOUT 10**  
*(continued)*

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*(continued)*

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*(continued)*

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## APPENDIX:

### ***A Useful Companion: Aligning Bringing Literacy Strategies into Content Teaching with Effective Instruction for Struggling Adolescent Readers—PD Module***

#### ***A useful companion***

The Center on Instruction’s publication on using literacy strategies with secondary school students—*Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary Level Teachers*—  
<http://centeroninstruction.org/files/Bringing%20Literacy%20Strategies%20into%20Content%20Instruction.pdf> —is a natural supplement to *Effective Instruction for Struggling Adolescent Readers Professional: Development Module*. It reviews the research bases to support instruction in vocabulary and comprehension as well as the research on professional development to guide teachers and schools in crafting support for teaching higher-order thinking and literacy skills to adolescents. Several strategies highlighted in *Bringing Literacy Strategies into Content Instruction* are treated in more detail, and with a sharper focus on meeting the needs of struggling readers, in *Effective Instruction for Struggling Adolescent Readers: Professional Development Module*.

The chart below shows which EIASR slides and speaker notes pertain to strategies described in *Bringing Literacy Strategies into Content Instruction*.

	<b><i>Bringing literacy strategies in content instruction</i></b>	<b><i>Effective Instruction for Adolescent Struggling Readers Professional Development Module—Second Edition</i></b>
<b>Area of literacy</b>	<b>Topic (Page number)</b>	<b>Slide numbers: Topic</b>
<b>VOCABULARY</b>	Instruction in and multiple exposure to individual words (pp. 16–17)	<ul style="list-style-type: none"> <li>• Slides 26–28: Direct instruction of specific words</li> <li>• Slides 31–25 and 36–39: Selecting vocabulary words</li> </ul>
	Instruction in word learning strategies (pp. 17–20)	<ul style="list-style-type: none"> <li>• Slides 29–30 and 39: Direct instruction of strategies to promote independent vocabulary acquisition</li> </ul>
<b>READING COMPREHENSION</b>	Asking questions (pp. 51–52)	<ul style="list-style-type: none"> <li>• Slides 52–60: Asking and answering questions</li> </ul>
	Monitoring comprehension (pp. 52–54)	<ul style="list-style-type: none"> <li>• Slides 70–74: Main Idea</li> </ul>
	Summarization and using graphic organizer (pp. 54–56)	<ul style="list-style-type: none"> <li>• Slides 62–86: Graphic organizers</li> <li>• Slides 75–80: Summarization</li> </ul>





CENTER ON  
INSTRUCTION



CENTER ON  
INSTRUCTION

# Effective Instruction for Adolescent Struggling Readers Professional Development Module—Second Edition

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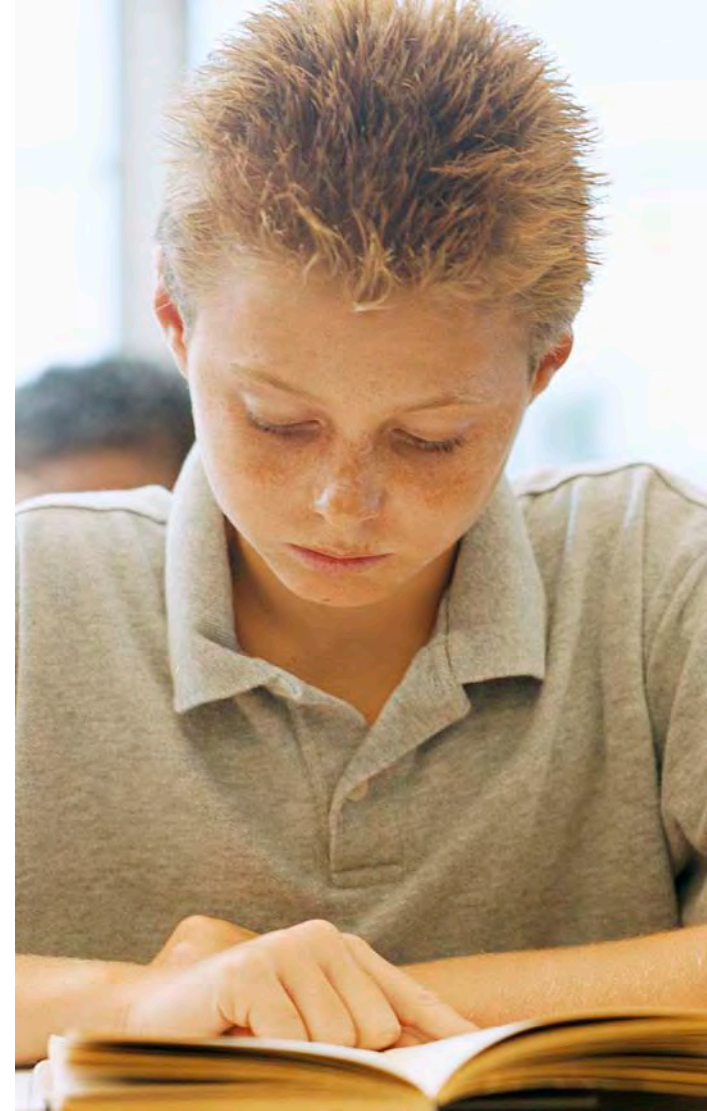
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# Introduction: Why is Effective Adolescent Literacy Instruction Important?

- One in three fourth-graders is reading below a basic level.
- Only 31 percent of eighth-graders are proficient readers.

*(Lee, Grigg, & Donahue, 2007)*



# Essential Components of Reading

## Elementary Level vs. Secondary Level

Component	Elementary	Secondary
Phonemic Awareness	✓	
Word Study	✓	✓ (Advanced Word Study for SOME students)
Fluency	✓	* (Fluency instruction for SOME students to promote comprehension)
Vocabulary	✓	✓
Comprehension	✓	✓
Motivation and Engagement	✓	✓





# Objectives of this PD Module

- Enhance your understanding of *selected* research-based instructional practices associated with positive effects for adolescent struggling readers.
- Learn how to implement these research-based practices.

*NOTE: Assessment and its influence on instruction will not be a focus of this presentation.*



# Reading Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice

1. Overall, how effective are the reading interventions for adolescent struggling readers that have been examined in research studies?
2. What is the specific impact of these reading interventions on measures of reading comprehension?
3. What is the specific impact of these reading interventions on students with learning disabilities?

Available for download: [www.centeroninstruction.org](http://www.centeroninstruction.org).

(Scammacca et al., 2007)



# Scientific Rigor of Highlighted Studies

All highlighted studies used  
random assignment  
and  
standardized measures.



# General Findings of the Meta-Analysis


## Various levels of intervention effectiveness:

- Students with LD vs. students without LD;
- Researcher-implemented vs. teacher-implemented; and
- Students at the middle school level vs. students at the high school level.



# Highlighted Studies: Caveat

- The instructional practices used in the studies we selected represent some of the practices associated with improved outcomes for students in grades 4 – 12.
- The scope of this presentation does not allow us to present all studies and practices referenced in the meta-analysis.




# Improving Adolescent Literacy: *Effective Classroom and Intervention Practices: A Practice Guide*

Guidance for this professional development was also influenced by the IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*.

*This report is available for download from the IES website at*  
[ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

*(Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J., 2008).*



# Essential Components of Reading for Adolescents

ALL struggling students need direct and explicit instruction in:

Vocabulary

Comprehension

Motivation and Engagement

SOME struggling students need direct and explicit instruction in:

Advanced Word Study

Fluency (to promote comprehension)



## A Note About Fluency

- We currently do not have adequate research to recommend fluency instruction for adolescents. For this reason, we do not describe fluency instruction for older students with reading difficulties.
- This does not mean that fluency instruction for older readers with reading difficulties is NOT effective. It means that we do not have adequate research to indicate that it IS effective.
- When additional research becomes available, the Center on Instruction will develop guidance on fluency instruction for struggling adolescent readers.





# What Level of Support Can Content-Area Teachers Provide to Struggling Readers?

Content-area teachers frequently ask students to read complicated, expository text and introduce students to new vocabulary and concepts embedded in textbooks. Students who have difficulty comprehending text and cannot grasp the meaning of new words and concepts will no doubt find learning this material more difficult. Most of the strategies discussed throughout this PD can be used not only by Reading or English/Language Arts teachers, but also by teachers of science, social studies, math, health, and almost any other discipline.



# What Kind of Support Can Specialized Teachers Provide to Struggling Readers?

- Specialized teachers (e.g., intervention teachers, reading specialists, special education teachers) can use the strategies covered in this PD Module with struggling students during small-group instruction or intervention classes.
- Specialized teachers can also coordinate with content-area teachers to provide guidance on instructional strategies that may assist struggling readers in their content-area classes as they learn to read expository text.

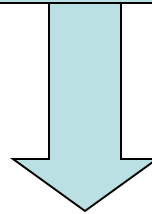
# What is Vocabulary?



**What do I do when my students with reading disabilities and difficulties do not know what a majority of words in text mean and cannot use word-meaning knowledge to enhance their comprehension?**

# Vocabulary Instruction is...

...the teaching of specific word meanings and strategies to obtain word meanings independently.



**Word Consciousness**  
Extensive knowledge of and interest in words.

# Vocabulary Continuum

1. Words we've never heard before; **apivorous**
2. Words we've heard, but don't know what they mean; **punctilious**
3. Words we know the general meaning of, but cannot specifically define; **derivative**
4. Words we know well and understand the meaning of, whether they are spoken or written. **candid**

*(Dale, 1965)*



# Why is Effective Vocabulary Instruction Important for All Students?

- Older students encounter increasingly difficult and unfamiliar vocabulary in texts, especially content-area texts.
- Students who do not know the meaning of the words they encounter often do not comprehend the text.

# Vocabulary

Successful Readers	Struggling Readers
Are exposed to a breadth of vocabulary words in conversations and print at home and at school from a very early age.	Have limited exposure to new words. May not enjoy reading and therefore do not select reading as an independent activity.
Understand most words (at least 90 percent) when they are reading and can make sense of unknown words to build their vocabulary knowledge.	Read texts that are too difficult and thus are not able to comprehend what they read or to learn new words from reading.
Learn words incrementally, through multiple exposures to new words.	Lack the variety of experiences and exposures necessary to gain deep understanding of new words.
Have content-specific prior knowledge that assists them in understanding how words are used in a particular context.	Often have limited content-specific prior knowledge that is insufficient to support word learning.

*(Boardman et al., 2008)*



# Reasons for Vocabulary Difficulties

- Lack of exposure to words (through reading, speaking, and listening).
- Lack of background knowledge related to words.
- Lack of explicit vocabulary instruction.

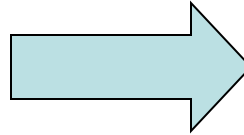




# COI Meta-Analysis

## FINDING

Vocabulary interventions had the largest overall effect size.




## IMPLICATION

We know that explicitly teaching students the meaning of words and how to use strategies to uncover meanings of words can improve students' knowledge of the words taught.

### CAVEAT

We do not know *whether or how* vocabulary instruction influences comprehension.



# COI Meta-Analysis

## **FINDING**

Vocabulary interventions had the largest overall effect size.

## **CAUTION**

Standardized measures are not typically used for measuring vocabulary knowledge and use. Only researcher-developed measures were used in the studies in the meta-analysis.



# Additional Research on Vocabulary Instruction

- Teachers should provide explicit vocabulary instruction in *all content-area classes*.
- *Strong evidence* supports this recommendation (Kamil et al., 2008).

# Video Vocabulary Overview



Downloaded from Doing What Works website on February 10, 2010  
<http://dww.ed.gov/media/HSR/AL/VI/Learn/flashoverview/index.htm>



# Explicit Vocabulary Instruction

**Direct instruction of specific words**

**Direct instruction of strategies to  
promote independent vocabulary  
acquisition**

*(Kamil et al., 2008)*



# Direct Instruction of Specific Words


## What is it?

Instruction on the meaning of specifically selected words

## Instructional Recommendations

- Devote a portion of time each day to instruction on specific words
- Provide repeated exposures to new words in multiple contexts (Beck et al., 1982)
- Supplement explicit instruction with opportunities to use new vocabulary in a variety of contexts (during discussion, while writing, during extended reading)

*(Kamil et al., 2008)*



# Direct Instruction of Specific Words

## What Might Instruction Look Like?

- Introduce a word and its meaning
- Create definitions and non-definitions
- Provide visual and physical experiences with each word
- Engage in discussion and extended reading and writing activities

*(Boardman et al., 2008; Kamil et al., 2008)*

# Direct Instruction of Specific Words

## Instructional Example

<b>Protagonist</b>		
<b>Definition</b>	<b>Non-Definition</b>	<b>Example</b>
The principal character in a story; the lead	The antagonist is the enemy of the protagonist.	The main character, or the <u>protagonist</u> in <i>To Kill A Mockingbird</i> is Scout Finch.





# Direct Instruction of Strategies to Promote Independent Vocabulary Acquisition


## What is it?

Instruction of word meanings through examination of different word parts and word families

## Instructional Recommendation

Provide students with strategies to make them independent vocabulary learners

*(Kamil et al., 2008)*



# Independent Vocabulary Acquisition What Might Instruction Look Like?

Teach students to use components (prefixes, suffixes, roots) of words to derive the meaning of unfamiliar words

Example: *Involuntary*

*volunteer* = “Choosing an action”

*in* = “Not”

*ary* = “Associated with”

*Involuntary* refers to something that happens not by choice.

Example sentence: Blinking your eyes regularly is an involuntary action

Teach students to use helpful reference tools, such as glossaries in their textbooks



# Selection of Vocabulary Words

- High-frequency words (Biemiller, 2005; Hiebert, 2005)
- Tiers of words (Beck et al., 1982)
- Important words (Kamil et al., 2008)
  - This strategy is of most value to adolescent readers of content materials



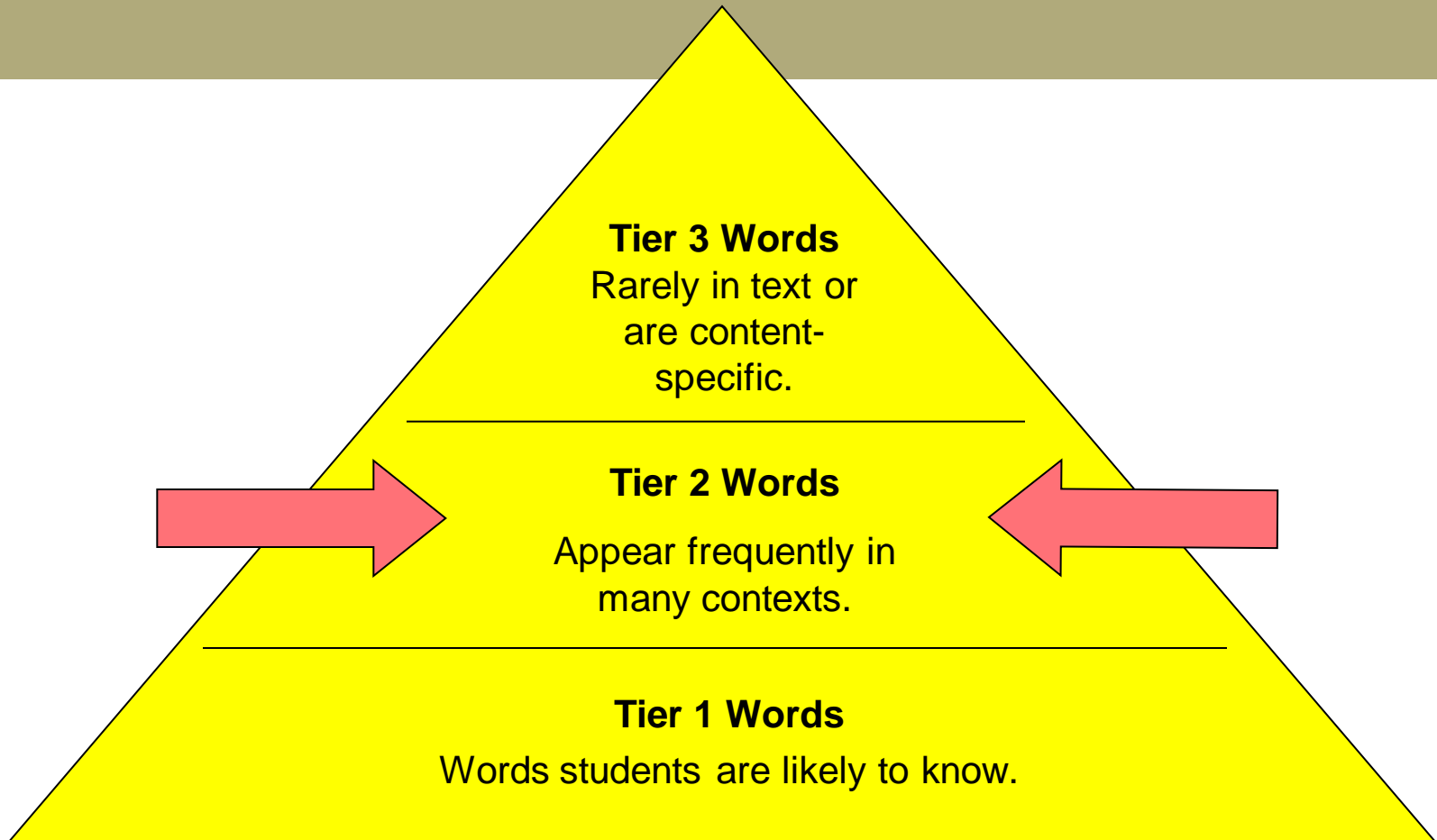
# High-Frequency Words

Select words that appear most often in instructional materials.

This is useful for adolescent readers with limited vocabularies.

*(Biemiller, 2005; Hiebert, 2005)*

# Three Tiers of Vocabulary Words



NOTE: This method has been used most frequently with literary texts at the elementary school level and *MAY* not be as useful at the secondary level or with content-area materials.

(Beck, McKeown, & Kucan, 2002)



# Important Words

- Select words that are the most critical to learning concepts being taught in a particular content area or discipline
- These words are often thought of as “academic vocabulary” or “Tier 3” words.
- Example: *monarchy*
- Useful approach with adolescent readers of content-area reading materials



# Finding Time for Instruction

- Spend a few minutes on explicit vocabulary instruction each time reading is part of a lesson.
- Making students more independent vocabulary learners will increase time for content-area instruction. (Baumann et al., 2002; Baumann et al., 2003)



# Participant Practice Activity 1

## Classroom Scenario A

Mrs. Garcia is preparing a lesson on chemical and everyday solutions in her 8th grade science class. She wants to decide which vocabulary words to teach prior to having her students read an article entitled “Chemical Solutions in the Kitchen.”

**How should Mrs. Garcia select  
which words to teach?**





## Participant Practice Activity 1 Classroom Scenario B

Alexander Graham Bell is known as the inventor of the telephone. His assistant was named Thomas A. Watson. Together, Bell and Watson discovered how sound, including speech, could be transmitted through wires, and Bell received a patent for such a device. In 1876, the telephone was officially invented and the first telephone company was founded on July 9, 1877.



# Participant Practice Activity 1

## Classroom Scenario C

### *The Great Gatsby*

In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since.

“Whenever you feel like criticizing anyone,” he told me, “just remember that all the people in this world haven't had the advantages that you've had.”

He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that.

*(Fitzgerald, 1925)*



# Participant Practice Activity 2

## Selecting Your Own Vocabulary Words

**Activity:** Using a textbook or a novel you will be using in a lesson, design a plan for selecting and teaching vocabulary words to your students.

### *Whole-Group Discussion Questions:*

- What challenges did you experience in selecting your vocabulary words and developing an initial plan to teach those words?*
- How do you see your plan helping students grasp difficult concepts or ideas in the unit or chapter you are teaching?*



# Conclusions About Vocabulary Instruction

- Effective vocabulary instruction is *not* asking students to memorize definitions or teaching students unfriendly and complex descriptions of words.
- Effective vocabulary instruction:
  - assures that students have opportunities to know what words mean and how to use them in oral and written language.
  - is explicit and includes 1) direct instruction of word meaning and 2) direct instruction of strategies to promote independent vocabulary acquisition.
- Teachers should carefully select specific words to target during vocabulary instruction based on student need and goal of the lesson.

# What is Reading Comprehension?



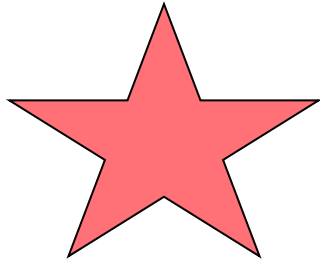
**What do I do when my students with reading disabilities and difficulties do not use strategies to enhance comprehension?**



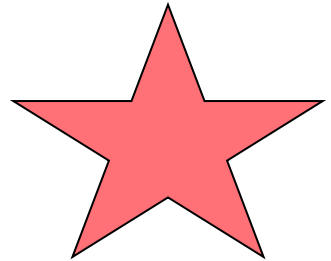
# What is Comprehension?

The ability to construct meaning and learn from text using a variety of applied strategies.

The ultimate purpose of reading.



World Knowledge and Word Knowledge  
are associated with text comprehension





# Role of Comprehension Strategies

For the purpose of this Professional Development Module, we focus on enhancing comprehension through the use of strategies.

**NOTE:** These strategies are a subset of the skills necessary for building comprehension.



# Why is Effective Comprehension Instruction Important for All Students?


- Many adolescent students have a difficult time comprehending content-area textbooks.
- Many students are passive readers.
- Comprehension strategy instruction promotes active participation in the comprehension process, thus improving students' ability to monitor their understanding while reading.



# Comprehension

Successful Readers	Struggling Readers
Continuously monitor reading for understanding.	Fail to use meta-cognitive strategies as they read.  May not be aware when understanding breaks down.
Link content with their prior knowledge.	May lack subject-specific prior knowledge.  Do not readily make connections between what they are learning and what they already know.
Use a variety of effective reading strategies before, during, and after reading.	Have limited knowledge and use of strategies for gaining information from text.
Set a purpose for reading and adjust their rate and strategy use depending on the text and content.	Often do not enjoy reading and lack understanding of the utility of reading.

*(Boardman et al., 2008. Adapted from Denton et al., 2007; Pressley, 2006.)*



# Reasons for Comprehension Difficulties

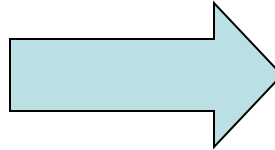
- Lack of appropriate prior knowledge
- Inability to relate content to prior knowledge
- Over-reliance on background knowledge
- Inability to read text fluently
- Difficulty with decoding words
- Inability to attend to meaning while reading
- Inability to apply comprehension strategies
- Difficulty with understanding meaning of words



# COI Meta-Analysis

## FINDING

The effect size for reading comprehension strategy interventions was very large.



## IMPLICATIONS

Reading comprehension interventions can have a significant impact on adolescent struggling readers.

Providing comprehension strategy instruction throughout the day provides opportunities for multiple exposures and use of strategies with a variety of texts.



# Additional Research on Comprehension Instruction

- **Recommendation:** Teachers should provide adolescents with direct and explicit instruction in comprehension strategies
- According to the IES Practice Guide, strong evidence exists to support this recommendation (Kamil et al., 2008)



# Video

## Reading Comprehension Overview



Downloaded from Doing What Works website on February 10, 2010

<http://dww.ed.gov/media/HSR/AL/CS/Learn/flashoverview/index.htm>



# Direct and Explicit Comprehension Instruction

**Asking and  
Answering  
Questions**

**Main Idea &  
Summarization**

**Using  
Graphic  
Organizers**

**Multiple-Strategy  
Instruction**

*(Kamil et al., 2008)*



# Direct and Explicit Comprehension Instruction

## Instructional Recommendations

- Carefully select text
- Show students how to apply strategies to different texts
- Ensure that text is at appropriate reading levels
- Use direct and explicit instruction
- Provide appropriate guided practice
- Promote understanding of the text's content

*(Kamil et al., 2008)*



# Asking and Answering Questions

## What is it?

Strategies that assist students in answering teacher or test-like comprehension questions and generating their own questions about the text to facilitate understanding.

## Why is it important?

Teaches students where and how to find answers within text and to monitor their own comprehension.





# Asking and Answering Questions When & Where?

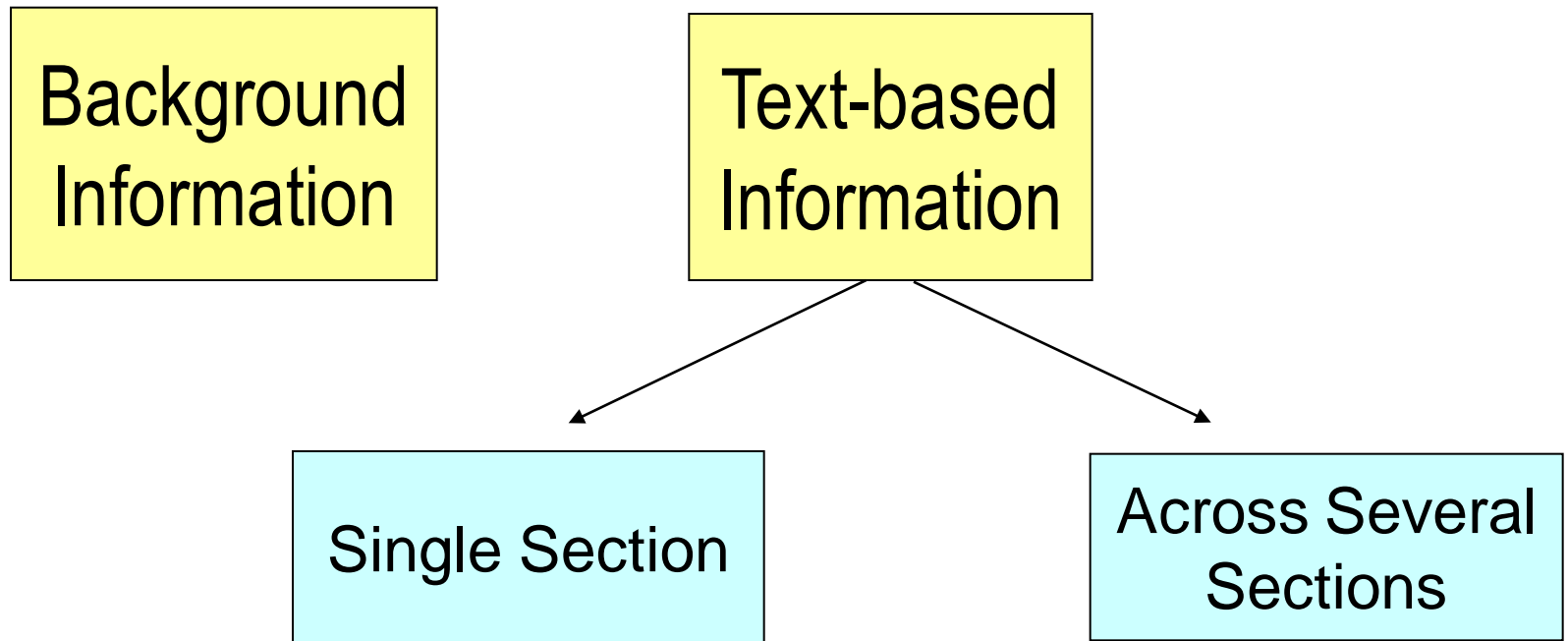
## WHEN?

- BEFORE, DURING and AFTER reading to monitor comprehension

## WHERE?

- Reading/English/Language Arts classes (with narrative and expository texts)
- Content-area classes (with expository texts)

# Teaching Students About Questions: Sources of Information



*(Raphael & McKinney, 1983)*



# Levels of Questions

## **Level 3: On My Own**

Synthesize information from background and text

*[Sources of information: background information and text]*

## **Level 2: Think and Search**

Synthesize information from text

*[Source of information: Text-based, across several sections]*

## **Level 1: Right There**

Easier questions, one- or two-word answers

*[Source of information: Text-based, single section]*

*(Simmons, Rupley, Vaughn, & Edmonds, 2006; Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; NICHD, 2000; Raphael, 1986)*



# Goals of Using Leveled Questions

- Help students ask and answer increasingly sophisticated types of questions.
- Help students become better consumers of text by being able to ask and answer both simple and complex questions.
- Show students *how* to approach different types of questions.

*(Simmons et al., 2006)*



# Levels of Questions What Might Instruction Look Like?

**Introduce** one level of question at a time.



**Model** how to answer each level of question.



Provide **guided practice**.



Provide supported, **independent practice**.  
Give students immediate feedback.

*(Simmons et al., 2006; Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; NIFL, 2000; NICHD, 2000; Raphael, 1986)*



# Generating Questions

Teach students to generate their own questions before, during, and after they read to check their own understanding.

Students will:

- Record their question
- Determine what level of question they have generated
- Answer their question



# Generating Questions What Might Instruction Look Like?

**Model** how to generate a question.



**Scaffold** instruction.



Provide **guided practice**.



Provide supported, **independent practice**.  
Give students immediate feedback.



## Participant Practice Activity 3 What's That Smell?

**Activity:** Read the passage, generate your own questions, decide what type of question they are, and answer the questions.

### *Whole-Group Discussion Questions:*

- What thoughts did you have about this activity as you engaged in it yourself?*
- If one of your students has difficulty generating or answering level 2 or 3 questions (Think and Search or On My Own), what instructional support could you provide?*



Questions?



# Using Graphic Organizers

## What are they?

Visual representations of ideas in texts that help students gain *relational knowledge* of those ideas.

## Why are they important?

- Facilitate readers' understanding of the text through visual depictions of key terms and concepts (Simmons, Griffin, & Kame'enui, 1988)
- Organize and structure relational knowledge, making it more accessible to the reader (Ausubel, 1968)
- Engage the student in an active process




# Graphic Organizer Instruction When & Where?

## WHEN USED?

- BEFORE, DURING and AFTER reading.

## WHERE USED?

- In Reading/English/Language Arts classes (with narrative and expository texts)
- In content-area classes (with expository texts)



# Types of Graphic Organizers

MANY different types of graphic organizers can be used to facilitate reading comprehension.

- Concept maps
- Mind maps
- Venn diagrams
- Continuum/Timelines
- Semantic maps
- Cognitive maps
- Fact/opinion charts
- Pie charts
- Vocabulary maps
- Story maps
- Spider diagrams
- Framed outlines



# Graphic Organizers Can be Used to:

- Activate relevant background knowledge;
- Guide students' thinking about the text;
- Help students remember important elements and information in texts;
- Help students see and understand how concepts relate to one another within a text or across topics;
- Promote both questioning and discussion as students collaborate and share ideas; and
- Provide a springboard for organizing and writing summaries.

*(Simmons et al., 2006)*



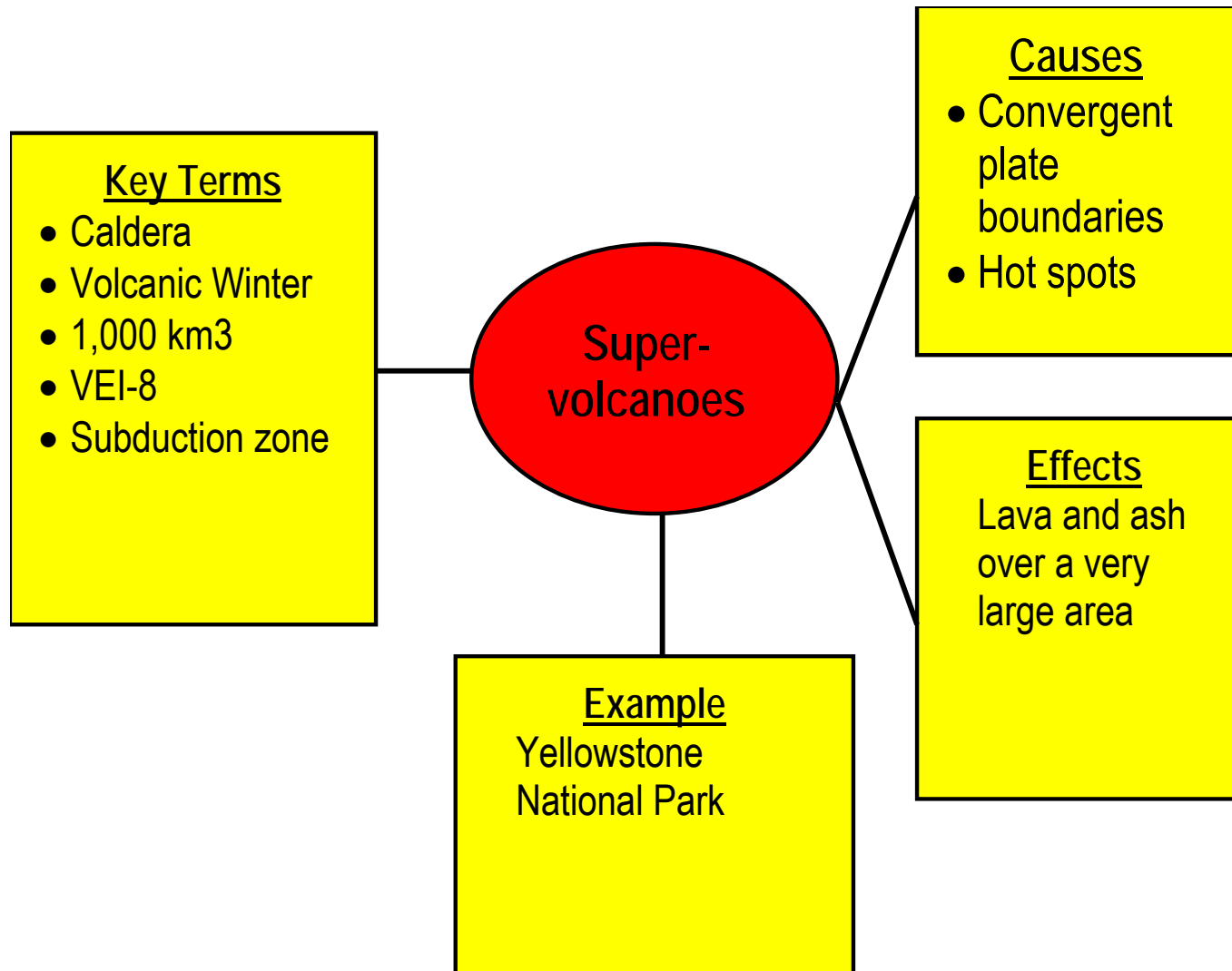
# Effective Instruction with Graphic Organizers


- They can be easily integrated into content-area classrooms to support understanding of concepts and domains taught in social studies and science.
- They can be used before, during, or after reading, depending on the purpose of instruction and type of organizer.
- They must be accompanied by teacher modeling, guided practice, and independent practice or review.
- They can be even more effective if followed up with summary writing.

*(DiCecco & Gleason, 2002)*

# Graphic Organizers

## What Might Instruction Look Like?





# Participant Practice Activity 4

## Learning about Supervolcanoes

**Activity:** Learn more about supervolcanoes and record what we learn on the concept map

### *Whole-Group Discussion Questions:*

- Is there anything we can add to our concept map?*
- What did you feel were the benefits to using a graphic organizer while you read?*



Questions?



# Main Idea & Summarization

## What is it?

Strategies to help students identify the most important elements of what they read and synthesize those elements into a meaningful summary.

## Why is it important?

Enhances ability to synthesize large amounts of information during and after reading.

Enables students to process and learn new information from text.




# Main Idea & Summarization Strategy Instruction When & Where?

## WHEN?

- Main idea strategies can be used DURING reading to find the most important information from a short section of text.
- Summarization strategies can be used AFTER reading to synthesize larger amounts of text.

## WHERE?

- Reading/English/Language Arts classes (narrative texts and expository texts)
- Content-area classes (expository texts)




# Identifying the Main Idea One Possible Strategy

Identify the most important “who” or “what”.

Identify the most important information  
about the “who” or “what.”

Write this information in one short sentence  
(e.g., 10 words or less).



# Identifying the Main Idea What Might Instruction Look Like?

**Model** using the main idea strategy.



Provide **guided practice**.



Provide supported, **independent practice**.  
Give students immediate feedback.



# Participant Practice Activity 5

## Writing Main Ideas

**Activity:** See main idea instruction modeled and practice writing main idea statements

### *Whole-Group Discussion Questions:*

- *What were some factors that caused confusion when identifying the main idea of each paragraph?*
- *What are some ways we can help our students overcome these same barriers?*



# Summarization

Generate multiple main ideas from across a reading and combine them into a succinct summary.

## Key Rules

Delete trivial and redundant information;

Use fewer key words to replace lengthy descriptions;

Identify topic sentences; and

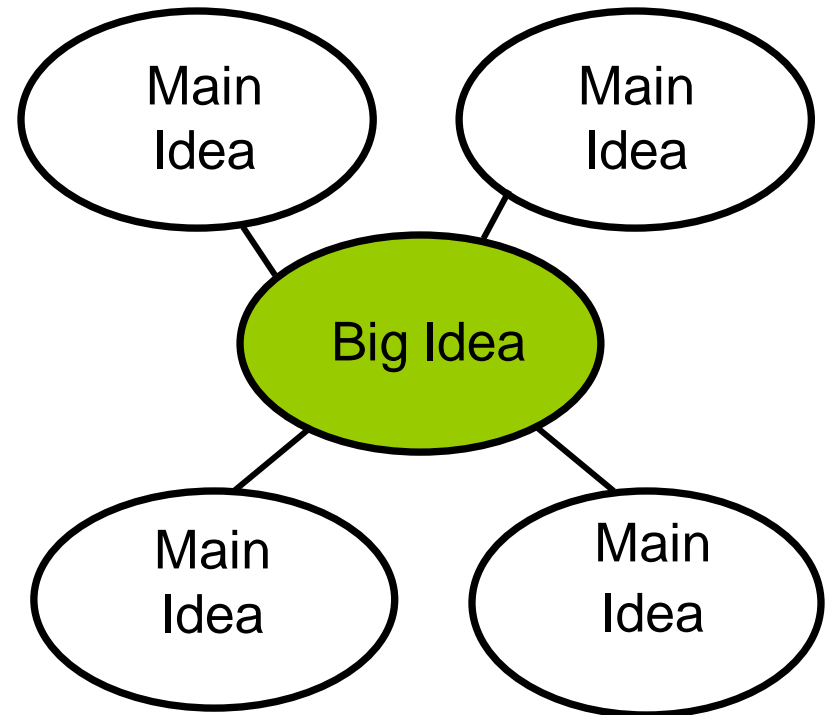
Provide a topic sentence when one is not in the text.

*(NICHD, 2000; Gajria & Salvia, 1992)*

# Summarization

## One Possible Strategy

1. Teacher introduces the graphic organizer (GO) and explains its purpose.
2. Teacher provides the “big idea” of the passage and writes it in the center of the GO.
3. Students read the passage, paragraph by paragraph, and record the main idea of each paragraph on the GO.



*(Simmons, Rupley, Vaughn, & Edmonds, 2006)*





# Summarization

## One Possible Strategy, Continued

- 1 Write a topic sentence using the big idea.
- 2 Include main ideas in an order that makes sense.
- 3 Delete information that is redundant or trivial.
- 4 Reread for understanding and edit if necessary.



# Summarization

## What Might Instruction Look Like?

**Model** summarization.

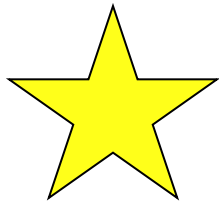


Provide **guided practice**.

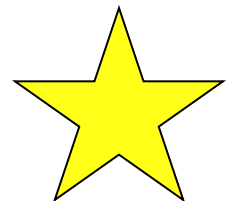


Provide supported, **independent practice**.

Give students immediate feedback.



**Provide examples and non-examples.**





# Participant Practice Activity 6

## Summarization Instruction

**Activity:** See summarization instruction modeled and practice writing a summary

*Prep for Whole-Group Discussion:*

- *As you write your summary, make a mental note of all the skills a student will need to write his or her own summaries.*



# Summarization Steps for Students

- 1 Write a topic sentence using the big idea.
- 2 Include main ideas in an order that makes sense.
- 3 Delete information that is redundant or trivial.
- 4 Reread for understanding and edit if necessary.

Questions?



# Multiple-Strategy Instruction

## What is it?

Combining several reading comprehension strategies together while you read

## Why is it important?

Fosters better comprehension than single-strategy instruction

*(Hansen & Pearson, 1983; Katims & Harris, 1997; NICHD, 2000)*

# What Might Multiple-Strategy Instruction Look Like?

After teaching two or more comprehension strategies, give students opportunity to practice and apply knowledge.

Model using the strategies together.

Provide guided practice.

Provide supported, independent practice.  
Give students immediate feedback.  
Teach students to self-regulate their use of strategies.

# Example Multiple-Strategy Instruction: Klingner & Vaughn (1996)

**Participants**  
26 students (some LD),  
grades 7 and 8

**Reciprocal  
Teaching**

15 days

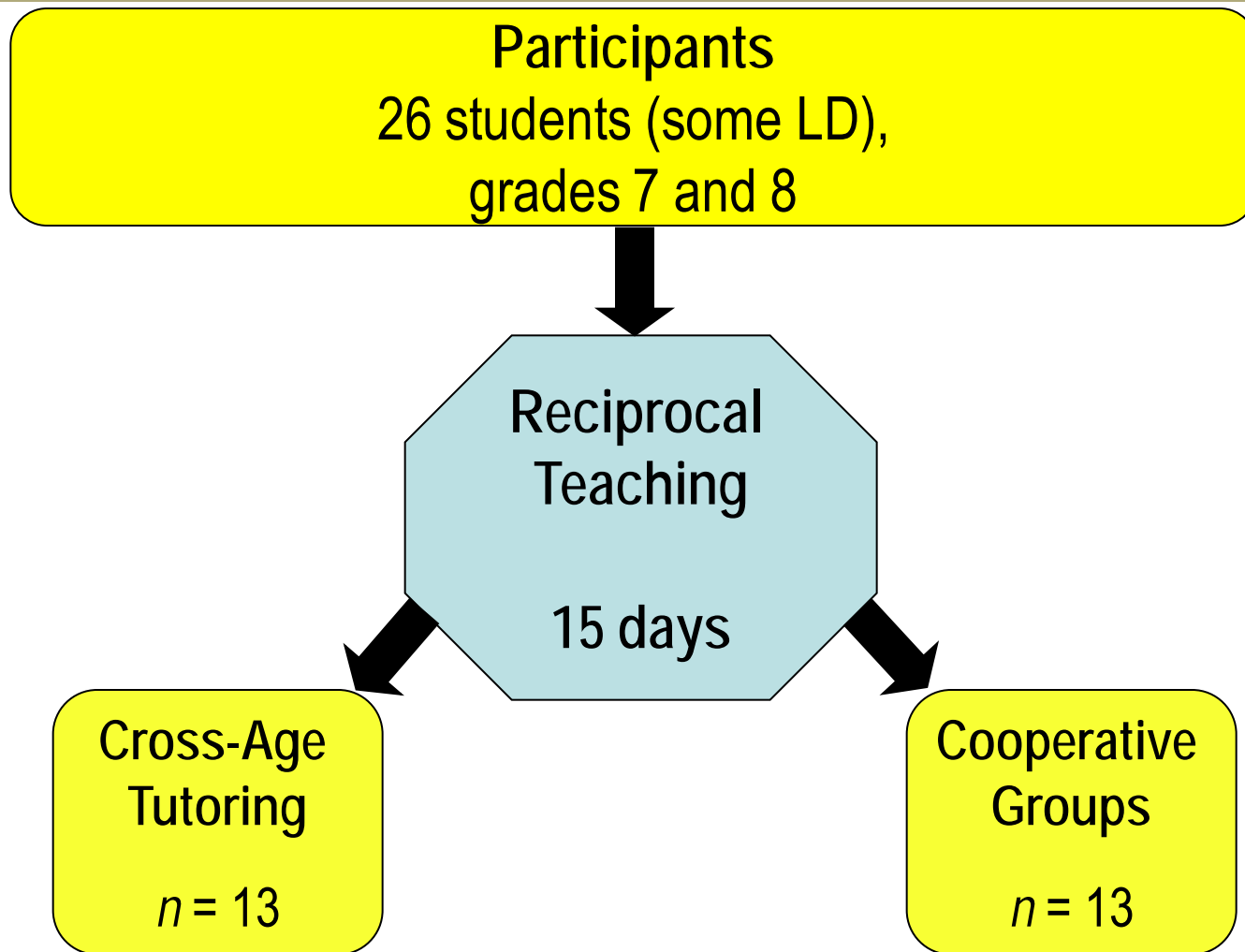





# Reciprocal Teaching Strategies Taught

- Predict what a passage is about.
- Brainstorm what you know about the topic.
- Clarify words and phrases.
- Highlight a paragraph's main idea.
- Summarize the main ideas.
- Identify important details of a passage.
- Ask and answer questions.

# Reciprocal Teaching Strategies Taught (continued)





# Reciprocal Teaching Strategies Taught (continued)

## Cross-Age Tutoring

Participants provided tutoring to sixth-grade students on comprehension strategies.

## Cooperative Learning

Participants implemented the comprehension strategies in cooperative learning groups (3–5 students) for 12 days.

**For both interventions, the researcher:**

Circulated around the room;  
monitored behavior; and  
provided assistance as needed.



# Findings

- ★ Initial reading ability and oral language proficiency seemed related to gains in comprehension.
- ★ A greater range of students benefited from strategy instruction than would have been predicted.
- ★ Students in both groups continued to show improvement in comprehension when provided minimal adult support.



# Implications for the Classroom

- Implementing comprehension strategy practice within peer groups frees the teacher to monitor student performance.
- Teachers may want to consider comprehension instruction for a wide range of students, including those with very low reading levels.



# Active Student Engagement

Many researchers think that it is not the specific strategy taught, but rather the students' active participation in the comprehension process that makes the most difference in students' comprehension.

*(Gersten et al., 2001; Pressley et al., 1987)*



# Conclusions About Comprehension Instruction

Reading comprehension instruction can have a significant impact on the reading ability of adolescent struggling readers.

Teachers should provide adolescents with direct and explicit instruction.

Students should have an active role in the comprehension process.

Remember that the ultimate goal is to understand the text.

Eventually, show students how to combine strategies and use them concurrently.

NOTE: The strategies discussed in this section are a subset of the skills necessary for building comprehension.



# What is Motivation and Engagement?



**How can I incorporate motivating and engaging features into lessons for my students with reading disabilities and difficulties?**





# What is Motivation and Engagement?

“Motivation refers to the desire, reason, or predisposition to become involved in a task or activity. ... engagement refers to the degree to which a student processes text deeply through the use of active strategies and thought processes and prior knowledge”  
(Kamil et al., 2008).

## Motivating adolescent students can:

- Make reading more enjoyable;
- Increase strategy use; and
- Support comprehension.

*(Guthrie & Wigfield, 2000)*



# Why is Motivating and Engaging Instruction Important for All Students?

- Motivation to read school-related texts declines as students get older (Gottfried, 1985).
- Strategies to enhance student motivation can foster improvement in adolescent literacy (Kamil et al., 2008).

# Motivation and Engagement

Successful Readers	Struggling Readers
Interact with text in a motivated and strategic way.	May engage in reading as a passive process without effortful attention given to activating prior knowledge, using reading strategies, or employing other strategic thought processes.
Have improved comprehension and reading outcomes when engaged with text.	Often have low comprehension of text.
Read more and, thus, have more access to a variety of topics and text types.	Fail to access a variety of wide reading opportunities. Given the choice, prefer not to read.
Are interested and curious about topics and content in texts and read to find out more.	May not be interested or curious to find out about topics or content by reading.

*(Boardman et al., 2008)*



# Reasons for Lack of Motivation and Engagement

- Uninteresting or irrelevant text
- Deficient reading skills, including:
  - Decoding/word reading
  - Vocabulary knowledge
  - Comprehension
- Factors outside of school (e.g., distracted by issues with family, friends)



# Research on Motivation and Engagement

- **Recommendation:** Increase student motivation and engagement in literacy learning
- **Moderate evidence** exists to support this recommendation (Kamil et al., 2008)



## Participant Practice Activity 7 Group vs. Individual Work

**Activity:** Divide into two groups, read a passage and write a Level 2 (Think and Search) question

### *Whole-Group Discussion Questions:*

- Is this activity more engaging if you work with a partner or small group? Why or why not?*
- Beside allowing them to work with a partner or small group, how else could instruction be more motivating to students?*



# What Might Motivating and Engaging Instruction Look Like?

- Clear content learning goals;
- A positive learning environment;
- Relevant literacy experiences;
- Instructional conditions that increase reading engagement and conceptual learning.

*(Kamil et al., 2008)*



# Establish Content Learning Goals

## Instructional Recommendation

Construct meaningful and engaging content learning goals around the essential ideas of a discipline and specific learning processes.

### Content learning goals:

Emphasize the importance of and interest in learning from what we read.

Provide more motivation and engagement than performance goals.

**Example:** Identify an area of high interest and have students document what they learned about it.

*(Kamil et al., 2008; Guthrie & Humenick, 2004)*





# Content Learning Goals, Continued

## Teachers can:

Establish content learning goals themselves or allow students to set their own with teacher input.

Involve students in creating and tracking content learning goals.

Provide explicit feedback on progress in meeting goals.

Make content goals interesting, relevant, and personally meaningful.

Verbally praise students for their effort to learn (not only performance).

*(Boardman et al., 2008; Guthrie & Humenick, 2004)*



# Provide a Positive Learning Environment

## Instructional Recommendation

Provide a positive learning environment that promotes students' autonomy in learning.

Teachers can:

Create a supportive environment where mistakes are viewed as learning opportunities.

Provide opportunities for students to select which text they read.

Allow students to choose aspects of the task in which they are to engage.

Allow students either to select partners or groups, or to work alone.

*(Guthrie & Humenick, 2004; Kamil et al., 2008)*



# Create Relevant Literacy Experiences

## Instructional Recommendation

Make literacy experiences more relevant to students' interests, everyday life, or important current events.

Teachers can:

Choose texts for which students possess background knowledge.

Choose texts that are visually pleasing and appear readable.

Choose texts relevant to students' interests and current events.

Provide stimulating tasks.



# Build in Effective Instructional Conditions

## Instructional Recommendation

Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase students' reading engagement and conceptual learning.

Teachers can:

Allow students to collaborate by reading together, sharing information, and presenting their knowledge.

Build connections between disciplines, such as science and language arts, taught throughout conceptual themes.

Use collaboration to foster a sense of belonging to the classroom community (Anderman, 1999).



# Participant Practice Activity 8

## Building a Motivating and Engaging Classroom

**Activity:** Practice designing instruction that is motivating and engaging, and create a plan for making your own instruction motivating and engaging



# Conclusions About Motivation and Engagement

- Establish content learning goals;
- Provide a positive learning environment;
- Create relevant literacy experiences;
- Build in instructional conditions that increase reading engagement and conceptual learning;
- Verbally praise students for effort; and
- Avoid use of extrinsic rewards.

Questions?



# Intensive and Individualized Reading Interventions



**What do I do when SOME of my students with reading disabilities and difficulties need even more support than general classroom teachers can provide?**





# Who Can Provide Intense and Individualized Reading Interventions?

- General education teachers in the upper elementary grades who wish to provide individualized reading instruction to specific students in their classroom
- Specialized teachers in grades 4 – 12 who seek to provide effective reading interventions to specific students (e.g., reading specialists, intervention teachers)



# Research on Intensive and Individualized Reading Interventions

- **Recommendation:** Make intensive and individualized interventions that can be provided by trained specialists available to struggling readers.
- **Strong evidence exists to support this recommendation (Kamil et al., 2008).**

# Video Interventions Overview



Downloaded from Doing What Works website on February 10, 2010

<http://dww.ed.gov/media/HSR/AL/IN/Learn/flashoverview/index.htm>



# What are Intensive and Individualized Reading Interventions?

Instruction given to struggling students who are not making enough progress in general education classrooms even though they are receiving effective, evidence-based instruction.

**Location:** May be provided inside or outside the general education classroom.

**Purpose:** Accelerate literacy development

**Instructional Focus:** Any of the critical elements of reading instruction, depending on student need. Focus should be determined by assessment.



# Assessment

- Initial screening, ongoing progress monitoring, and diagnostic tests are important components of appropriate and effective interventions.
- For more information on assessment and progress monitoring, please see COI's *Assessments to Guide Adolescent Literacy Instruction* ([www.centeroninstruction.org](http://www.centeroninstruction.org)) and the Research Institute on Progress Monitoring website ([www.progressmonitoring.org](http://www.progressmonitoring.org)).



# Making Instruction More Intense in the Classroom

- Provide additional instructional time.
- Decrease group size.
- Provide more direct and explicit instruction.
- Set specific goals for improvement.



# Example of Making Reading Instruction More Intense and Individualized

**Problem:** Students struggling with main idea in whole-class instruction

**Possible Solution:** During independent work time, pull three students struggling with main idea together for an extra 10 minute lesson. Break lesson down into even smaller steps. Rather than practicing writing main idea sentences, these students practice only step 1 (identifying the most important “who” or “what” in the paragraph). The next day, the teacher can have these students practice just step 2 (identifying the most important information about the “who” or “what”).

*NOTE: This example may be most appropriate for teachers in the upper elementary grades.*

# Providing Small-Group Instruction: What Might Instruction Look Like?

Opening/Introduce lesson (5 min).

Lecture/model/demonstration (model  
and guided practice) (15 min).

Small-group work (guided  
or independent practice) (20 min).

Differentiated Instruction (independent practice/  
teacher with small groups) (15 min).





# Intensive and Individualized Reading Interventions OUTSIDE the Classroom

- Some intensive and individualized interventions can be provided inside the general education or content-area classroom (e.g., additional practice with summarization, vocabulary)
- Some may need to be provided outside the general education classroom (e.g., phonemic awareness, word study)



## Word Study is...

Instructional practices that improve word-level reading.

## Research indicates that...

Older students in need *can* benefit from word study instruction (Edmonds et al., 2009; Scammacca et al., 2007).



# Why is Effective Word Study Instruction Important for Some Students?

- Some students have not reached the level of word-reading ability typical for their grade (Daane et al., 2005).
- Poor word-reading ability can consequently affect fluency rates and overall comprehension of text.

# Word Study

Successful Readers	Struggling Readers
Read multisyllabic words and use strategies to figure out unknown words.	Often read single-syllable words effortlessly but have difficulty decoding longer, multisyllabic words.
Make connections between letter patterns and sounds and use this understanding to read words.	May lack knowledge of the ways in which sounds map to print.
Break words into syllables during reading.	Have difficulty breaking words into syllable parts.
Use word analysis strategies to break difficult or long words into meaningful parts such as inflectional endings, prefixes, suffixes, and roots.	Often do not use word analysis strategies to break words into parts.

*(Bhattacharya & Ehri, 2004; Nagy, Berninger, & Abbott, 2006; Boardman et al., 2008)*



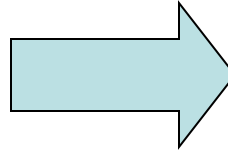
# Reasons for Word Study Difficulties

- Students might not have been effectively taught how to decode in the earlier grades.
- Students might not have been given adequate opportunities to practice.
- Students may struggle to understand letter-sound correspondences or the “rules of the English language.”



# COI Meta-Analysis

## FINDING



## IMPLICATION

Interventions focused on word study had a moderate overall effect.

Specific word study intervention is associated with improved reading outcomes for older students struggling at the word level.



# What Might Word Study Instruction Look Like?

May depend on what aspect of word-level reading a student is struggling with

**ONE** example of advanced word study practices that can be used with older readers will be presented.



# Advanced Word Study Instruction: Orthographic Processing

**What is it?** The ability to recognize letter patterns in words and their corresponding sound units.

**Instructional focus: Various advanced word study components such as syllable types and blending multisyllabic words.**

*(National Institute for Literacy [NIFL], 2007)*





# Orthographic Processing Examples

Mumble = mum – ble


Locate = lo – cate

Invalid = in – val – id



# Orthographic Processing: What Might Instruction Look Like?

- Teach students to identify and break words into syllable types.
- Teach students when and how to read multisyllabic words by blending the parts.
- Teach students to recognize irregular words that do not follow predictable patterns.
- Teach students to apply these practices to academic words (e.g., *tangent*, *democracy*, *precision*).



# Syllable Types and Examples

- Closed (e.g., *cat*) short vowel
- Open (e.g., *no*) long vowel
- Vowel-consonant-*e* (e.g., *like*): *e* makes vowel long
- Consonant-*le* (e.g., *mumble*)
- *R*-controlled (e.g., *ar, or, er, ir, ur*)
- Double vowel (e.g., *team*)

# Highlighted Study: Bhattacharya & Ehri (2004)

## Participants

60 struggling readers (non-LD),  
grades 6 through 9

Received one of two interventions  
provided by a researcher for  
four sessions totaling 110 minutes.

**Syllable  
Chunking**  
*n* = 20

**Whole  
Word  
Reading**  
*n* = 20

Received  
**current school  
instruction.**

(Comparison Group)

*n* = 20



# Syllable Chunking Intervention

Students were taught to:

1. Orally divide multisyllabic words into syllables;
2. State the number of syllables;
3. Match syllables to their spelling; and
4. Blend the syllables to say the whole word.




# Five Steps in Syllable Chunking Intervention

Students read the word aloud.  
*If incorrect, they were told the word and repeated it.*

Students explained the word's meaning.  
*If incorrect, they were provided corrective feedback.*

Students orally divided the word's pronunciation into its syllables or beats by raising a finger as each beat was pronounced and then stated the number of beats.  
*If incorrect, the experimenter modeled the correct response.*  
(e.g., *fin – ish* = two beats)



## Five Steps in Syllable Chunking Intervention, Continued

Students matched the pronounced form of each beat to its spelling by exposing that part of the spelling as it was pronounced, while covering the other letters. (Different ways of dividing words into syllables were accepted.) *If incorrect, the experimenter modeled and explained the correct segmentation and students copied the response.*



Students blended the syllables to say the whole word. *If incorrect, they were told the word and repeated it.*



# Syllable Chunking Intervention Learning Trials

**Read and analyzed 25 words on each of the 4 days.**

Words were presented on index cards one at a time over four learning trials in random orders.

- Trial 1: Perform all five steps.
- Trials 2–4: Perform all steps except step 2.





# Whole Word Reading Intervention

Students practiced reading  
multisyllabic words  
without applying a strategy.

# Three Steps in Whole Word Reading Intervention


Students read the word aloud.  
*If incorrect, they were told the word and repeated it.*



Students explained the word's meaning.  
*If incorrect, they were told the meaning.*



Students read the word again by looking at the print.  
*If incorrect, they were told the word and repeated it.*



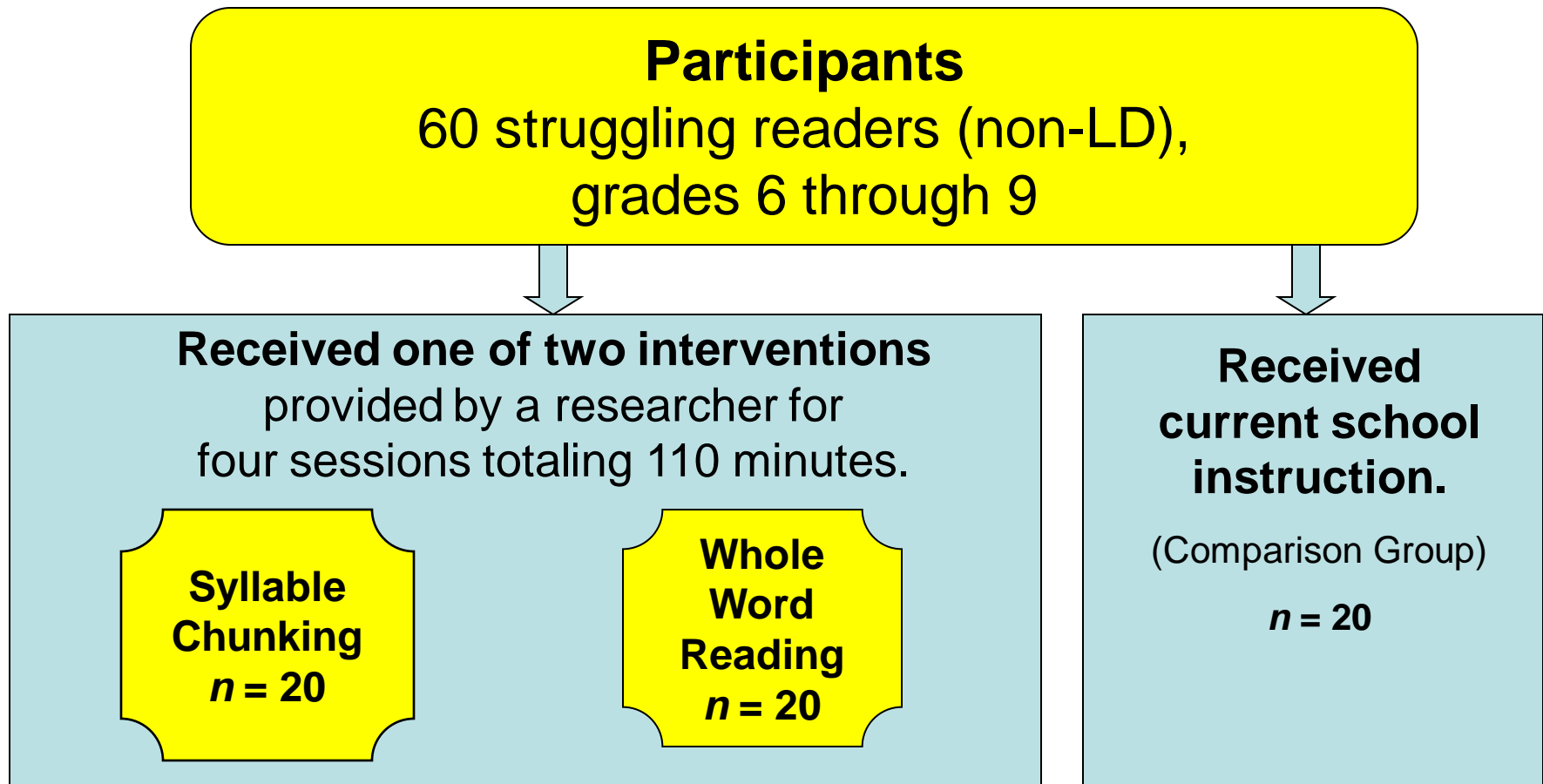
# Whole Word Reading Intervention Learning Trials

**Read and analyzed 25 words on each of the 4 days.**

Words were presented on index cards one at a time over six learning trials in random orders.

- Trial 1: Perform all three steps.
- Trials 2–4: Perform all steps except step 2.
- Trials 5–6: Read words as quickly as possible and record time.

# Highlighted Study: Bhattacharya & Ehri (2004)





## Current School Practice (Comparison Condition)

**Students received the school's  
typical reading instruction.**



# Which Strategy Do You Think Was Most Effective? Why?

## Study Findings

- Syllable training enhanced readers' decoding ability on transfer tasks.
- Syllable training enhanced readers' ability to retain spellings of words in memory.
- Whole word training was not found to help struggling readers on any of the decoding or spelling transfer tasks.



# Implications for the Classroom

There is value in teaching adolescent struggling readers to read multisyllabic words by matching syllables to pronunciations.

The weakest readers need instruction in word study as well as comprehension strategy instruction.

Authors note that the intervention could be enhanced by also teaching students about root words and affixes, syllable types, etc.



## Participant Practice Activity 9

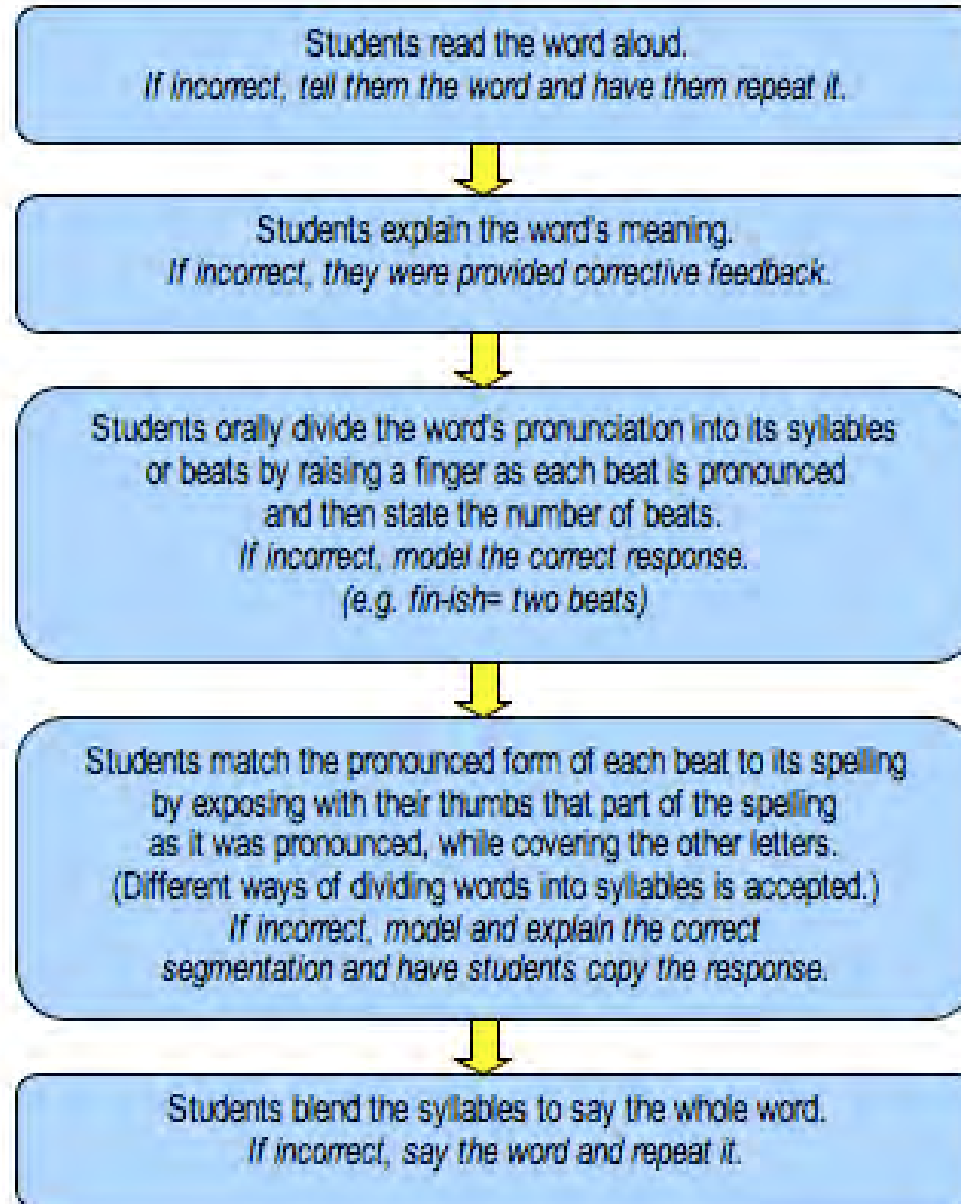
### Syllable Chunking Intervention

You are teaching a sixth-grade reading class, and several of your students are having difficulty reading words.

You decide to try a syllable chunking strategy with these students.



# Syllable Chunking Intervention





# Syllable Chunking Strategy

**Instruction**

**Dictionary**

**Federal**

**Compensate**



# Conclusions About Intensive and Individualized Reading Interventions

- Instruction can be made more intense by
  - Increasing instructional time
  - Decreasing group size
  - Making instruction even more direct and explicit
  - Setting specific goals for students
- Intensive interventions can be delivered **INSIDE** or **OUTSIDE** the classroom with **ANY** student demonstrating instructional need.
- **SOME** students may struggle with reading at the word level and need instruction in word study skills. There are a variety of instructional methods for this purpose, but most involve teaching students to decode words by recognizing syllables types or by analyzing parts of words.



# Effective Instruction for Adolescent Struggling Readers: Putting it All Together

## A Review of Instructional Recommendations

- Teach the meanings of words to **ALL** students to enhance their vocabulary. Your instructional goals will guide the words and instructional approach you select.
- Teach **ALL** students specific comprehension strategies that they can use to enhance their comprehension. Once individual strategies are taught, combine two or more into a single lesson.
- Use instructional practices that promote student motivation and engagement.
- Provide intensive and individualized interventions to **SOME** students who continue to struggle with academics. This may include providing word study instruction to some students outside the general classroom.



# Implementation Considerations

Adjust the focus and intensity of interventions according to individual student needs.

- Assess and monitor students' progress.
- Provide targeted support in well-planned, small-group sessions over a long period of time.



# Implementation Considerations, Continued

Provide both professional development to and support for teachers in general education classrooms in providing class-wide interventions.



# Implementation Considerations, Continued

Create ways for general education teachers and specialists to collaborate and coordinate on:

- Instructional techniques and content.
- Program-wide decisions.
- Implementation of reading instruction.



# Continue to Learn!

Use Center on Instruction resources to build your background knowledge of reading instruction for older struggling readers.

- *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*
- *Adolescent Literacy Resources: An Annotated Bibliography*
- *Interventions for Adolescent Struggling Readers: A Meta-Analysis With Implications for Practice*
- *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*

Continue to seek out other sources of support and knowledge.

Visit [www.centeroninstruction.org](http://www.centeroninstruction.org).



# Professional Development References

- *See Participant Handout 10 for full list of references*



**Training of Trainers**  
Effective Instruction for  
Adolescent Struggling Readers  
Professional Development Module—Second Edition

*Christy S. Murray, Jade Wexler, Sharon Vaughn,  
Greg Roberts, Kathryn Klingler Tackett*  
The University of Texas at Austin

*Alison Gould Boardman*  
University of Colorado at Boulder

*Debby Miller, Marcia Kosanovich*  
Florida State University



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# Objectives of the EIASR-PD TOT

Develop new facilitators and prepare them to present  
*Effective Instruction for Adolescent Struggling Readers  
Professional Development Module—2nd Edition*

New facilitators will learn how to:

- Prepare PD materials for participants;
- Customize the PD for different audiences and purposes;
- Teach others to implement these research-based practices in classrooms.



# Your Materials for Today

Your TOT binder should include:

- TOT slides from this presentation
- EIASR-PD *Facilitator's Guide*
- Color-coded PPA handouts to use today for practice
- EIASR-PD slides and speaker notes
- *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*
- *Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*
- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices (IES Practice Guide)*
- CD containing electronic copies of all documents and presentations



# EIASR-PD Facilitator Qualifications

Facilitator should be someone:

- with strong knowledge of reading in the upper grades;
- with experience providing effective instruction to adolescents with reading difficulties;
- who has the ability to communicate effectively with peers.



## Objectives of EIASR-PD

- Enhance participants' understanding of selected research-based instructional practices associated with positive effects for adolescent struggling readers.
- Teach participants how to implement these research-based strategies.



# Alignment with Other Resources

- EIASR-PD is part of a suite of documents:
  - *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*
  - *Effective Instruction for Adolescent Struggling Readers: A Practice Guide*
  - Many other COI documents on adolescent literacy and content literacy
- EIASR-PD is a useful companion piece to COI's *Bringing Literacy Strategies into Content Areas*
- It is also aligned with other COI documents on adolescent literacy and with the IES Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*





# Differences between First and Second Editions of EIASR-PD

- Different order of sections
- No fluency section
- Word study section reframed to include more info on intensive and individualized interventions
- More instructional examples and Participant Practice Activities
- Video clips from Doing What Works website



# Speaker Notes

- Speaker notes for the PowerPoint are very thorough to provide necessary information and background to less knowledgeable facilitators.
- Notes guide facilitators in ensuring they convey the most important ideas accurately and can answer participants' questions.
- Once comfortable with the content, facilitators DO NOT have to read from the script.



# Navigating Through the Speaker Notes

- Detailed speaker notes accompany each slide.
- Text excerpted from slides is presented in boldface to help the facilitator navigate the notes.
- Text in red indicates further information for the facilitator (e.g., “**optional activity is described below**”).
- Text in red surrounded by brackets indicates a directive for the facilitator (e.g., “**<<Give participants 2 minutes to discuss at their tables>>**”).
- Text in green indicates instructional examples the facilitator can use to extend participants’ knowledge, if required (e.g., “**In a 7th-grade Social Studies class, teachers may ask students to engage in small-group discussions to gain experience using new vocabulary words**”).

# Delivery Options

## One-Day Format

Morning	Afternoon
Introduction—30 minutes	Motivation and Engagement—30 minutes
Vocabulary—60 minutes	Intensive and Individualized Reading Interventions—60 minutes
Reading Comprehension—90 minutes	Putting It All Together—15 minutes

## Two-Day Format

Day One	Day Two
Introduction—45 minutes	Brief Review of Day 1—30 minutes
Vocabulary—90 minutes	Motivation and Engagement—45 minutes
Reading Comprehension—2 hours	Intensive and Individualized Reading Interventions—90 minutes
	Putting It All Together--30 minutes



# Logistics: Preparing for PD

- Determine number of participants
- Secure a location
- Position tables conveniently
- Use two tables at front of the room
- Load PowerPoint onto computer
- Set up and check all equipment
- Check sound quality
- Make copies of materials
- Gather other supplies and place in center of tables



# Necessary Equipment

- Laptop
- LCD projector
- Overhead projector
- Large screen
- Microphone(s)
- Speakers
- High-speed Internet connection



# Materials

- Electronic copy of PowerPoint presentation
- Copy of the speaker notes (for facilitator only)
- Laser pointer
- Timer
- Sticky notes, pens, etc. at each table
- Name badges
- Name tents
- Copies of slides and handouts for each participant
- Transparencies of some handouts (for facilitator)
- Index cards, pre-made flashcards
- Copies of the COI meta-analysis and practice brief (optional)



# Professional Development Content

- 149 slides divided into six sections:
  - Introduction
  - Vocabulary
  - Reading Comprehension
  - Motivation and Engagement
  - Intensive and Individualized Reading Interventions (with word study)
  - Putting it All Together





# Content of Each PD Section

- What is ....?
- Definition of component
- Why is effective instruction important for students?
- Successful readers vs. struggling readers
- Reasons for difficulties
- Findings and implications from the COI meta-analysis
- Additional research from IES Practice Guide
- Instructional strategies (with examples)
- Highlighted studies from the meta-analysis
- Videos and Participant Practice Activities are also embedded throughout some sections

# Explicit Instruction

Throughout the PD Module, explicit instruction of strategies is a recommended practice.

Model



```
graph TD; A[Model] --> B[Provide guided practice]; B --> C[Provide supported, independent practice  
Provide immediate feedback to students];
```

Provide guided practice



Provide supported, independent practice  
Provide immediate feedback to students



# Introduction Section

- The first section of the PD Module introduces the topic of struggling adolescent readers
- Time: 30 minutes (one-day format) or 45 minutes (two-day format)
- Materials Needed:
  - PowerPoint slides and speaker notes
  - Copies of slides for participants
  - COI meta-analysis, practice brief and IES practice guide (optional) for participants to refer to and read later



# Vocabulary Section

## *Content*

- Highlighted strategies:
  - Direct instruction of specific words
  - Direct instruction of strategies to promote independent vocabulary acquisition
- Two Participant Practice Activities and one video
- Presentation time: 60 minutes (one-day format) or 90 minutes (two-day format)



# Vocabulary Section

## *Materials*

- Materials for facilitator:
  - PowerPoint slides and speaker notes
  - Timer
  - Internet connection (for showing video)
- Materials for participants:
  - Photocopies of slides
  - Participant Handout 1 and participants' own content-area textbooks and/or novels



# Reading Comprehension Section

## *Content*

- Highlighted strategies:
  - Asking and answering questions
  - Using graphic organizers
  - Main idea and summarization
  - Multiple strategy instruction, including a highlighted study from the COI meta-analysis
- Four Participant Practice Activities and one video
- Presentation time: 90 minutes (one-day format) or 2 hours (two-day format)



# Reading Comprehension Section

## *Materials*

- **Materials for facilitator:**
  - PowerPoint slides and speaker notes
  - Facilitator Handouts 3 and 4
  - Transparencies of Participant Handouts 5 & 6
  - Timer
  - Internet connection (for showing video)
- **Materials for participants:**
  - Photocopies of slides
  - Participant Handouts 2, 3, 4, 5, 6



# Motivation and Engagement Section

## *Content*

- Highlighted strategies:
  - Establish content learning goals
  - Provide a positive learning environment
  - Create relevant literacy experiences
  - Build in instructional conditions that increase reading engagements and conceptual learning
- Two Participant Practice Activities
- Presentation time: 30 minutes (one-day format) or 45 minutes (two-day format)





# Motivation and Engagement Section

## *Materials*

- Facilitator materials:
  - PowerPoint slides and speaker notes
  - Facilitator Handout 5
  - Timer
- Participant materials:
  - Photocopies of slides
  - Participant Handouts 7 and 8



# Intensive and Individualized Reading Interventions *Content*

- Highlighted strategies:
  - Provide additional instructional time
  - Decrease group size
  - Provide more direct and explicit instruction
  - Set specific goals for improvement
- One Participant Practice Activity (in word study) and one video
- Presentation time: 60 minutes (one-day format) or 90 minutes (two-day format)



# Intensive and Individualized Reading Interventions *Materials*

- Facilitator materials:
  - PowerPoint slides and speaker notes
  - Flash card of the word *portfolio*
  - Timer
  - Internet connection (for showing video)
- Participant materials:
  - Photocopies of slides
  - Participant Handout 9
  - Blank flash cards



# Putting It All Together

- Recaps instructional recommendations
- Discusses implications and considerations
- Lists additional resources and references
- Presentation time: 15 minutes (one-day format) or 30 minutes (two-day format)
- Materials: PowerPoint slides and speaker notes, photocopies of slides for participants, Participant Handout 10



# Presentation of EIASR-PD



# Customizing EIASR-PD

- EIASR-PD can be used with a wide range of professionals and tailored to participants' needs and interests.
- EIASR-PD can be customized by altering:
  - The order of the modules
  - Time spent and emphasis placed on each module
  - Emphasis placed on research findings and study design
  - Time allocated to modeling strategies and offering instructional examples

**Note: Final decisions for customizing this training are left to the discretion of the facilitator.**

For more information, see *Facilitator Handout 1: Customizing Professional Development for Effective Instruction for Adolescent Struggling Readers—2nd Edition*.



# State, District Staff & Other TA Providers Recommendations for PD

## Goals:

1. Ensure that participants have a strong understanding of effective, research-based reading strategies.
2. Teach participants how to disseminate this information by identifying facilitators and developing TOT strategies.



## State and District Staff Participants

- Provide participants with a copy of the COI meta-analysis prior to the training. State and district staff may have high interest in the research base behind the selected strategies.
- Devote time to discussing the findings from the meta-analysis (e.g., effect sizes) for each section of the PD and the highlighted research studies.
- Spend less time modeling strategies or incorporating instructional examples into the training and more time discussing how the research findings translate broadly into effective instructional strategies.





# State and District Staff Participants Furthering the Work

- **Discuss capacity building:**
  - Developing or improving secondary literacy initiatives, ways to disseminate EIASR-PD
- **Assist state and district staff in identifying appropriate facilitators**
- **Provide a TOT session to identified facilitators**



# Upper Elementary Teachers and Specialized Teachers Recommendations for PD

- Present the sections that teachers currently need or express the most interest in
- Discuss research findings broadly
- Focus on the delivery of the recommended effective practices
- Provide a copy of the COI's practice brief on adolescent literacy



# Secondary Content-Area Teachers Recommendations for PD

- Concentrate on information included in the Vocabulary, Reading Comprehension, and Motivation and Engagement sections
- Discuss research findings broadly
- Focus on the delivery of the recommended effective practices
- Provide a copy of the COI's practice brief on adolescent literacy

# Thank you!

- <<Insert your contact info here so participants can contact you as they begin to facilitate their own professional development sessions>>
- All materials are available for download at the Center on Instruction website:  
[www.centeroninstruction.org](http://www.centeroninstruction.org)