Adolescent Literacy

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What does 6-12 Literacy look like?

Please find the slip of paper at your table and brainstorm examples of classroom practices to support the printed concept.
Literacy, in relation to adolescent learners, is defined by Jetton and Dole (2004) as constructive, fluent, strategic, motivated, and a lifelong pursuit. Readers construct an understanding of the text by using their background knowledge. They develop fluency by mastering the basic processes to the point of automaticity. Readers also employ strategies that enable them to solve problems while reading or writing—before, during, and after they read. Motivated readers believe they are capable of reading, set goals for learning, and are interested and informed by what they read. Finally, they continually practice, develop, and refine their reading.

Adolescent Literacy Crisis

NAEP (2008):

More than 60 percent of middle and high school students score below the proficient level in reading achievement.

Millions of young people cannot understand or evaluate text, provide relevant details, or support inferences about the written documents they read.

25% percent of eighth-grade students and 27% of twelfth-grade students scored below the —basic level in reading, which means they do not even have partial mastery of the appropriate grade-level knowledge and skills.

Advanced literacy skills across content areas is the best available predictor of students’ ability to succeed in introductory college courses. Yet, since the 1960s, there has been a steady decline in the difficulty and sophistication of the content of the texts students have been asked to read.
Adolescent Literacy Crisis

2011 ACT:

52% of high school graduates met the reading readiness benchmark, which represents the knowledge and skills a student needs to succeed in credit-bearing, first-year college courses.

Only one in four of ACT-tested graduates met or exceeded the college readiness benchmarks in all four academic areas—English, reading, mathematics, and science.

Roughly 30% of high school graduates are not ready to succeed in an introductory level college writing course. Remedial education at the college level costs the nation an estimated $3.6 billion annually.

About 40 percent of employers in the private industry spend an estimated $3.1 billion annually to bolster the literacy skills of entry-level workers.
Common Core Standards

The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers.

We need college and career ready standards because even in high-performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work.
Original Critical Shifts

Shift 1: PK-5-Balancing Informational & Literary Texts

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts.

Shift 2: Building Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than
Original Critical Shifts

Shift 3: Staircase of Complexity
In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Shift 4: Text-Based Answers
Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess
Original Critical Shifts

Shift 5: Writing from Sources
Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Shift 6: Academic Vocabulary
Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.
Common Core Curriculum

Expectations for English Language Arts and Social Studies Teachers

**Myth:** The *Standards* don’t have enough emphasis on fiction/literature.

**Fact:** The *Standards* require certain critical content for all students, including: classic myths and stories from around the world, America’s Founding Documents, foundational American literature, and Shakespeare.

 Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content the *Standards* specify, teachers and schools have the freedom to develop curricula that meet the needs of their students.
Myth: English teachers will be asked to teach science and social studies reading materials.

Fact: With the Common Core ELA Standards, English teachers will still teach their students literature as well as literary non-fiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science.
Common Core Resources:

NC Department of Public Instruction

http://www.dpi.state.nc.us/acre/standards/common-core/

K-12 ELA Common Core State Standards Map

The Common Core State Standards: English Language Arts map is now online. This interactive resource provides the viewer with the progression of the K-12 ELA Common Core State Standards. It allows the user to choose the strand and range to narrow or widen the scope – to focus attention on the standards needing review. This is a helpful tool for educators interested in seeing at a glance grade-by-grade expectations for students. It can be found at

http://rt3nc.org/objects/standards/cclitmap/ela.html
ELA/Literacy
6 shifts are now 3 shifts

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. Regular practice with complex text and its academic language

http://www.achievethecore.org/
Shift One: Building knowledge through content-rich nonfiction

- Much of our knowledge base comes from informational text
- Informational text makes up vast majority of required reading in college/workplace (80%)
- Informational text harder for students to comprehend than narrative text
- Yet students are asked to read very little of it in elementary (7 - 15%) and middle school

Common Core planners discuss Building Knowledge in the Disciplines
Shift Two  Reading, writing & speaking grounded in evidence, both literary and informational

http://www.achievethecore.org/

- Most college and workplace writing is evidence-based and expository in nature (not narrative)

- Ability to cite evidence differentiates student performance on NAEP

- Standards in writing ask students to respond to evidence-based writing prompts (inform/argue)

- Standards in speaking and listening require students to prepare for and refer to evidence on ideas under discussion

- Standards in reading require students to respond to text-dependent questions with evidence-based claims
Shift Three  Regular Practice with Complex Text and its Academic Language

- Gap between complexity of college and high school texts is huge
- What students can read, in terms of complexity is greatest predictor of success in college (ACT study)
- Too many students reading at too low a level
- Standards include a staircase of increasing text complexity from elementary through high school
- Standards also focus on building vocabulary that is shared across many types of complex texts and many content areas

ELA Vocabulary
http://www.youtube.com/watch?v=uqw6y7pQB8c

Content Vocabulary
http://mpweb2.ncte.org/pathways/leaders/sharedagreements/WebSeminar_VocabInstruction.html
Wilhelm, Baker, and Dube (2001) present literacy as strategic reading that is teaching- and learning-centered. Based on a sociocultural model, learning is dependent upon a student's interactions with the teachers and others. The teacher's role involves scaffolding learning within both small-group and whole-class learning. Literacy instruction includes modeling and guided practice that makes the use of reading strategies visible to students. Teachers are explicit as they make these strategies available to students. Students then have opportunities to practice as teachers take the role of participant observers. While literacy learning is a collaborative effort between students and teachers, it is the teacher's responsibility to monitor and adjust instruction to insure student progress.

Strong Literacy Practices

Independent Reading & Writing
  o Students must spend time everyday reading at their independent reading level.
  o Students need authentic opportunities to hone their written communication skills

Collaboration
  o Socratic Seminar, Literature Circles
  o Speeches & Debates
  o Discussion Groups
  o Research, Genre Study
  o Group Projects

Explicit Literacy Instruction
  o Shared Reading & Writing (teacher models with student input)
  o Guided Reading & Writing (teacher observes and guides students)
  o Vocabulary (intentional focus on new words)
  o Grammar & Conventions (intentional focus on rules)
Assessment is Paramount

It is important to know what your students know, what literacy practices they possess, and where they struggle.

Tools

• informal inventories
• pretests
• student-teacher conferences
• benchmark evaluations
• portfolios
• anecdotal records
Resources:

Practice and Pedagogy

Strategies: Kylene Beers, Jim Burke, Bloom, Marzano, Janet Allen
Content Literacy: Chris Tovani, Stephanie Harvey
Publishers: NCTE, Stenhouse, Heinemann

Professional Organizations

NCTE, IRA, **NCLE**

Individual Growth (Survival)

Local network of educators
**English NING**
Literacy Descriptors
College and Career Ready in Reading, Writing, Speaking, Listening, and Language

Students demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
Literacy Descriptors
College and Career Ready in Reading, Writing, Speaking, Listening, and Language

Students build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.
Literacy Descriptors

College and Career Ready in Reading, Writing, Speaking, Listening, and Language

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
Literacy Descriptors

College and Career Ready in Reading, Writing, Speaking, Listening, and Language

They comprehend as well as critique.

Students are engaged and open-minded – but discerning – readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.
Literacy Descriptors
College and Career Ready in Reading, Writing, Speaking, Listening, and Language

Students value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.
Literacy Descriptors

College and Career Ready in Reading, Writing, Speaking, Listening, and Language

Students use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
Literacy Descriptors
College and Career Ready in Reading, Writing, Speaking, Listening, and Language

Students come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.