Improving Adolescent Literacy: Effective Classroom and Intervention Practices: Practical Applications & Implications within an RTI² Framework

Anchorage RTI Conference
January 27-29, 2012

Dr. Kevin Feldman
www.scoe.org/reading kfeldman@scoe.org

Improving Adolescent Literacy: It’s EVERYONE’S Responsibility

Main Entry:  literate adj.
Pronunciation: ’lit-ər-ət-ə adj
Function: adjective
Etymology: Middle English literat, from Latin litteratus marked with letters, litterum, from littera letter, literature, from plural of littera
Date: 15th century
1 a : EDUCATED, INFORMED b : able to read and write
2 a : versed in literature or creative writing : LITERARY b : LACED, POLISHED
"a literate essay" c : having knowledge or competence
<Computer-literate> <politically literate>
— lit or lite by association
— lit-er-at-ure noun
√ reading, writing AND speaking, listening
√ across the grades, content area disciplines
√ “having competence or knowledge” valued in the discipline

What was missing at Max’s High School?

Collaborative Coherence

Consensus: Our Shared Focus

Meaningful collaboration is impossible without clear consensus – coherence regarding exactly WHAT it is we are committed to doing...

“Collaborative Coherence”

GOALS for Today

1.) Validation/Motivation - explore the critical applications/implications of the IES Practice Guide, Improving Adolescent Literacy: Effective Classroom and Intervention Practices.

2.) Explain, model, and critique classroom examples of various strategies tied to the 5 key recommendations of the IES Practice Guide within an RTI² framework.

3.) Clarify & plan for initial implementation and follow up in each/every classroom at each school represented here today.

What is RtI²?

(and what’s with the “squared” business?)

Dr. Kevin Feldman kfeldman@scoe.org
www.scoe.org/reading
Improving Secondary Literacy 2012

**Instructional Collaboration**

“Successful schools are places where teams of teachers meet regularly to focus on student work through assessment and change their instructional practice accordingly to get better results”

(Michael Fullan, 2000)

* the heart of RTI²

---

**Collaboration at Your Site...**

Reflect on last time you experienced this collaborative process:

1) What was the team? (PLC, Grade Level, Dept. etc.)
2) What was the assessment data being analyzed?
3) What were the instructional strategies discussed/tried to get better results? Did anyone help you learn these tactics (video, demo, observation, co-teaching?)
4) Did students improve? How was this assessed?
5) Is this process routine at your site? Are you continuing to grow/improve as a teacher by being part of this team?

---

**RtI² Organizes Interventions in Tiers**

- **Level 1:** Primary Intervention
  - Enhanced general ed. instruction: content area literacy focus, academic language/comp, etc.
  - Short term interventions (e.g. brief tutoring)

- **Level 2:** Secondary Intervention
  - Scheduled intervention classes tied to assessed student needs, supplementary to core GenEd class instruction – e.g. REWARDS

- **Level 3:** Tertiary Intervention
  - Double block intervention class (e.g. READ 180), smaller class sizes, targeted intervention, may include SpecEd placement

Clear exit criteria - avoid “lifers” if possible! in PLC world known as a “Pyramid of Interventions”

---

**NAEP (2009) Results for AK 8th Graders**

27% Proficient/Advanced

![NAEP Results](image)

The status quo is working for less than 1 of every 3 students in Alaska...

---

**8th Grade NAEP Passage:**

*Ellis Island - Gateway to America*

**Q:** What do you notice about the nature of these questions? Implications for **EVERY** teacher across the grades/content areas?

---

**12th Grade NAEP Passage:**

*M.L. King - A Letter from a Birmingham Jail*

If King were alive today, what question would you most want to ask him about his views of civil disobedience that he has not already answered in the letter? Explain why you chose this question.

How does King use his distinction between just and unjust laws to support the need for civil disobedience?

Look through the letter and find one phrase that is particularly meaningful for you. Explain your understanding of the phrase as it is used in the letter and why the phrase is meaningful to you.

**Q:** What do you notice about the nature of these questions? Implications for **EVERY** Gr. 6-12 teacher?
Critical Academic Literacy
- Ability to critique, analyze, defend, explain, think deeply - not just “on the surface”
- Argumentative literacy (Graff, 2003) - ability to persuade, to debate, to clarify - explain why, evaluate, make judgments
- Make a point and support it w/evidence and clear thinking, beyond opinion/idiosyncratic experience
- Use appropriate Academic Language - the vocabulary and conventions of grammar and syntax demanded by the discipline/situation
- Skillful in speaking & writing - expressive lang. arts

And it must be TAUGHT - not simply assigned or expected!

Explicit Teaching Is:
- I do it - modeling (including thinking aloud)
- We do it - teacher guided
- Y’all do it - partner practice/small group IF task/topic warrants
- You do it - independent practice (w/feedback)

Gradual Release Model: Scaffolding
- David Pearson, 2007

Gradual Release of Responsibility
With any luck, we move this way (→) over time.

Teacher Responsibility

Student Responsibility

Goal: Make Thinking Visible

Wow, in this class I not only have to think, I’ve got to explain my thinking!!

EVERY student explains their thinking & receives feedback from peers and the teacher – EVERY period, EVERY day.

What’s Different?

Integrated Model of Literacy

Is This Just the Latest Buzz Phrase?

What does the “common core” mean to us?

Is “business as usual” good enough? Why or Why Not?

How well are preparing students? How do we know? Implications?

“Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. …”

p. 4, Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
Writing in Careers...

At present, 90% of white collar workers and 80% of blue collar workers say that writing is important to their job success.

For salaried jobs, writing has become a gateway to hiring and promotion.

and in College...

Good writing is essential to success in college (and to getting admitted!)

- Writing on the SAT

Types of Writing Required in College/Career, And for Citizenship??

Components of Academic Language?

- Vocabulary: the specialized words used in academic settings: content specific (e.g. metaphorical) & high use academic terms (e.g. analyze, subsequent, comparatively variable)
- Syntax: the way words are arranged in order to form sentences or phrases
- Grammar: the rules according to which the words of a language change their form and are combined into sentences

AWL Sublist #1: General Academic

- Coxhead

analyze approach area assess assume authority available benefit concept consist context constitute contract data define derive distribute economy environment establish estimate evident factor finance formula function income indicate individual interpret involve issue labor legal legislate major method occur percent period principle proceed process policy require research respond role section sector significant similar source specific structure theory vary
Prompting Student to Use Academic or “College Words”...

Routines such as:

- √ Point them out when they occur in texts - “Fast Mapping”, link to known words quickly
- √ Validate then prompt students to use a more precise academic or “college word”...
- √ Provide sentence stems that include AL e.g. Three critical attributes of the ___ were___
- √ Talk UP – use College Language w/synonyms e.g. The beginning or genesis of the labor movement was ______

Academic Language as a “Second Language”

Every student in Alaska is “AESL”.... Academic English as a Second Language.

* Modeling, practice, feedback, meaningful applications in speaking and writing... Daily!!

Great Examples of Brief Non-Fiction Content Specific Writing
- Kinsella, Kinsella/Ward-Singer

1) Power Sentences
2) 5 min paper (Topic 1-2 detail sentences)
3) 10 min paper (Topic 2-3 detail sentences)

Tons of resources FREE to download from Dr. Kate: http://www.scoe.org/depts/ell/kinsella.asp

Writing Practices That Enhance Students’ Reading

This report identifies a cluster of closely related instructional practices shown to be effective in improving students’ reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.

I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ. Students’ comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they
- √ Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting)
- √ Write Summaries of a Text
- √ Write Notes About a Text
- √ Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.

Students’ reading skills and comprehension are improved by learning the skills and processes that go into creating text

III. INCREASE HOW MUCH STUDENTS WRITE. Students’ reading comprehension is improved by having them increase how often they produce their own texts.

Brief Expository Writing: Applications

Considerations for improving written literacy?

- allocate more time (e.g. 3-5 min. at least 3 X per wk.)
- ensure I teach (I/We/Y’all) not just assign – including a significant focus on the kind of thinking involved (e.g. analysis/interpretation/point + support, summary)
- scaffold use of academic vocabulary/syntax/grammar
- analyze student work, observe colleagues, challenge myself to figure out how to improve student writing/thinking/academic language usage... open inquiry...
Take the Academic Language Oath!!

“I will ensure that EVERY single student in my class speaks, and often also writes, at least one meaningful academic sentence EVERY day!”

Yes - No - Why?

Thematic teaching, project based learning, & teaching to different student learning styles are examples of proven methods to improve student achievement.”

Yes, I agree with this assertion because_______.

No, I do not agree with this assertion because_______.

Analysis

Specific ways your teacher structured the:

- Time – Task
- Engagement
- Academic Language
- Critical Thinking
- Helpful Feedback

Applications-Implications?

Framework for Thinking in this Yes – No – Why?

1) Subjective – personal & professional experiences

2) Empirical – research evidence/support

3) Rhetorical – words themselves, logical relationships, explicit & implicit connotations

The BIG Picture of School Improvement

A School-Wide Focus on:

- Positive behavior; preventative, proactive, data based

- Instruction; all content areas & intervention classes.
  research based strategies-data based decision making
  http://www.centeroninstruction.org/

- Guaranteed/Rigorous Standards Based/ Core Curriculum

- Collaborative problem solving around data - formative assessment tied to important outcomes (e.g. PLC/Rit work)
  http://www.rit4success.org/

- Leadership that “gets it”, supports it, expects/inspects and keeps the Focus on what matters most...
**True-isms for Improving OUR Schools**

It is impossible to improve student achievement unless we improve our teaching...

How well we teach = how well they learn
- email stamp, Dr. Anita Archer

---

**IES Research Summary: Improving Adolescent Literacy: Provides a heuristic for our work.**

FREE: www.centeroninstruction.org

---

**Now it’s your turn....**

One example of a heuristic I commonly use is ____________________________.

---

**heuristic**

heu•ris•tic n.

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Explanation/Example</th>
<th>Image</th>
</tr>
</thead>
</table>

The IES Improving Adolescent Literacy Practice Guide provides a research based/classroom tested __________ to guide secondary educator’s efforts to improve Content Literacy.

---

**Analyze – Synthesize - Evaluate**

What did I do as a teacher in terms of:

1) Specific attributes of direct/explicit instruction – engagement, etc. to increase the odds that learning would occur?

2) Specific attributes of effective vocabulary instruction/academic language development?

Implications for EVERY teacher 6-12 concerned w/improving literacy?
IES Improving Adolescent Literacy: 5 Key Recommendations – All Content Areas

1) Provide explicit vocabulary instruction
2) Provide direct & explicit comprehension strategy instruction
3) Provide opportunities for extended discussion of text/content meaning and interpretations
4) Increase motivation and engagement in literacy learning (e.g. connections, choice, applications, etc)
5) Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists. (i.e. "tiered interventions")

Knowing what to do is actually the EASY part, organizing & guiding a school with systematic implementation is the challenge... Creating “collaborative coherence”

Research Evidence & Practical Resources Re: Adolescent Literacy

FREE pdfs on the net:
- IES Practice Guide: Improving Adolescent Literacy
  http://www.middletownk12.org/leads/files/Kamil_LEADS.pdf
- Writing to Improve Reading- http://www.all4ed.org/files/WritingToRead.pdf
- Literacy Instruction in the Content Areas- http://www.all4ed.org/files/LitCon.pdf

Books: far too many really - but the 3 most vital – and "actionable"
- FOCUS - by Mike Schmoker: http://mikeschmoker.com/
- Explicit Instruction: by Anita Archer & Charlie Hughes
  www.explicitinstruction.org - great videos posted here too, all free
- Leading for Learning - Riki DuFour and Bob Marzano, specifics of site/district leadership re: improving instruction, thus student achievement

Feldman’s Biased Literacy Listserv

Subscribe at: www.scoe.org/reading

But, Houston, we have a...
What percentage of students actively participate in typical secondary classroom discussions??

The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement

Evidence concerning the role of discussion

We must support radical transformation of this fact!!

(Hirsch, 1996)

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Low track classes</th>
<th>Middle track classes</th>
<th>High track classes</th>
<th>Mixed classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes of discussion/lesson</td>
<td>0.70</td>
<td>1.44</td>
<td>3.30</td>
<td>1.42</td>
</tr>
</tbody>
</table>

And it has always been (Gunnar & Nystrand, 1999)

Yet the Extra-ordinary can become the ordinary, the norm...“outlier teachers” right here in your local schools are demonstrating daily that 70-90% could be the norm... Some days 100%... it’s up to us...

However, this will not happen by more testing, more talking, more technology, new curriculum, new district policies, motivating speeches, etc... It will only happen because we as educators INTENTIONALLY change/improve our routine, normative, daily instructional practices....

Essential Questions:
1) What is engagement?

2) What can educators do to enhance/improve/foster/ & otherwise cause students to be more engaged?
**A Working Definition:**

ENGAGEMENT, at its core, is the observable evidence of a learner’s interest and active involvement in all lesson content and related tasks, with clearly articulated “evidence checks” of concrete, productive responses to instruction (i.e., some visible, behaviorally detectable response to the instruction being provided).

*Pulse & respiration don’t count!!*

**Wrestling With the Complexities of Improving Engagement**

While key aspects of engagement are no doubt *ineffable*, the starting point for any pragmatic approach to improving engagement must involve agreement on visible evidence that engagement is indeed happening...

*“Visible Learning”*

What would be “visible indicators” of engaged learning in any classroom here in your schools?

---

**Basics of Engagement Come Down To the Quantity & Quality of Student:**

- **Saying - Oral Language**
- **Writing - Written Language**
- **Doing - pointing, touching, demonstrating, etc.**

**NEVER more than 2-10 Rule**

**It IS How Responsive We Get the Students to Be**

- **I do it** - modeling (including thinking aloud)
- **We do it** - teacher guided
- **Y’all do it** - partner practice/small group IF task/topic warrants
- **You do it** - independent practice (w/feedback)

---

**Structured Engagement “tool kit”: Ensure ALL Are Responding**

1. **Choral Responses** - pronounce it together
   - teacher cues students to respond (e.g., hand signal, voice, eye)
   - physical responses too; fingers under the word, chart, etc.
   - “thumbs up when you know” (think time)
2. **Partner & Small Group** (IF task warrants) Responses
   - teacher assigns - provide a label/role “1’s tell 2’s”
   - alternate ranking (high with middle, middle with lower)
   - thoughtful questions/prompts/up & down Bloom’s taxonomy
3. **Written Responses**: Brief non-fiction writing
   - focused prompts increase thinking, accountability, focus
   - structure academic language (e.g., sentence starters)
   - e.g., power sentences, 5 min. papers (summarize, defend)
4. **Individual Responses** (AFTER rehearsal/practice)
   - random/strategic call on individuals (NO hands up)
   - use complete sentences, use new vocabulary/AL

**Precision Partnering**

*“Precision Partnering” Structures for Success*

1. Turn and face your partner – make eye contact
2. Determine/Assign who will be partner #1 and #2 no #3s (second #2 will share after first #2).
3. Use the “4 Ls” for working with a partner:
   - **Look - Make eye contact.**
   - **Lean - Lean toward your partner.**
   - **Listen - Demonstrate active listening.**
   - **Low Voice Use your private voice.**
SLANT Strategy (Ed Ellis, U of Alabama)

S = Sit Up
L = Listen (teacher/peers)
A = Ask/Answer  Students respond primarily to what we DO, not what we say...
N = Nod and Note
T = Track the teacher/speaker

It’s NOT About SLANT, or Raising Lowering Hands Like Anita....

It’s IS about teaching your students the “dance steps” of engagement in your classroom day #1... how will we work together this year...?

What is your role, your job (e.g. saying, writing, doing – introducing the “engagement tool kit” w/words + experiences... your signals etc. Make the “dance” explicit

Inspect/teach what you expect.... don’t just say it!

Decades of Research Indicates Most Professional Development Does NOT Impact Teacher Performance:

WHY?

We Have a Metaphorical “Berlin Wall” in Education

“I’ve been teaching high school math for 6 years and, student teaching aside, I have NEVER observed a colleague teaching.” - Adam, Central OR Literacy Project Participant, 2011

Breaking Down “the wall” – 3 Essential Practices to Promote Improved Instruction

1) Classroom Learning Walks – using “LW tool” to clarify how our teaching is causing student engagement/thinking/etc.

2) Classroom Video Clips – analyze student response data - using same LW observation tool – a “virtual learning walk”...

3) Mini-lesson demonstration – 3-10 min. modeling some portion of a recent lesson – debrief using same LW tool.
The Incredible Value of “Scrubbing In” w/Colleagues

And what exactly are we structuring?

1) **Engagement**: Everyone Does Everything
2) **Language**: Structured use of academic language/vocabulary in speaking/writing.
3) **Thinking**: Structured use of HOTS/LOTS (higher & lower order critical thinking skills)
4) **Scaffolding**: Support necessary so ALL are becoming more competent (academic “water wings” or “training wheels”)

Providing Effective Feedback as An Instructional Colleague

1) **Respect** – respect – respect : Think Aretha!! **Should is banned! No “shoulding” on anyone!**
2) **Specific** – actionable – detailed – unambiguous...
   “it appeared effective when you ___”
3) Begin with affirmations – build on what is positive/productive – what’s working and why?
4) Frame suggestions as actions to be checked out:
   “In my experience it is even more effective to _____ give this a go and see how your students respond...”
5) Tie the feedback directly to our shared “lens” – how is the teaching structuring or causing student engagement/academic language/critical thinking, etc.

The BIG idea in a word... Structure

Giving & receiving respectful & specific feedback re: the effects of our instruction is at the very heart of school improvement.

Dr. Kevin Feldman  kfeldman@coe.org
www.scoe.org/reading
Breaking Old Habits That Don’t Work!

Common Instructional Practice “old school”

- T asks questions & S raise hands to answer
- T asks “does anyone know?”
- T asks “who can tell me?”

Architecture of Effective Practices to Ensure ALL are Engaged/Learning

- √ Teachers prompts – “think about ____, look for ___”
- √ Teacher cues (more specific prompt) – “check the top of page ___, it comes after _____”
- √ Teacher provides – “you could say ___, pick one of these ___”
- √ Teacher invites peers to help – “life line”
- √ “If you did know what would it be? Say anything!!”

No Opting Out Means... EVERYONE DOES EVERYTHING!

But what do I do when a student says “I don’t know...”? Options: Prompt – Cue - Provide

- √ Teachers prompts – “think about ____, look for ___”
- √ Teacher cues (more specific prompt) – “check the top of page ___, it comes after _____”
- √ Teacher provides – “you could say ___, pick one of these ___”
- √ Teacher invites peers to help – “life line”
- √ “If you did know what would it be? Say anything!!”

If This is a Pattern... Solution? More “Frontloading”

“e.g. can’t discuss if you don’t have anything to say”

For example:
- ❑ provide think time (signal readiness)
- ❑ require brief writing (evidence of readiness)
- ❑ provide sample answer
- ❑ brief partner/small group before whole class discussion
- ❑ pre-teach a few key terms to use
- ❑ ask a more basic question to bridge back to the higher level question etc.

Establishing ENGAGEMENT as an “Instructional Norm” or “Non-negotiable”...

- norm, n. Latin norma date: 1674
  1. a widespread or usual practice
  2. a pattern or trait taken to be typical

Everyone Does Everything!
You & your partner are Mrs. Wormwood’s Colleagues and Literacy Coaches/Admin.

**Q:** What strategy would you suggest AND be willing to demonstrate/model/team teach that would be far more likely to elicit a productive academic response from Calvin?

Think:

√ effective - likely to work
√ efficient - 3-4 minutes
EVERY student must be able to find the Byzantine Empire on a map and use the academic sentence:

"I think the Byzantine Empire was located ____"

IES Adolescent Literacy Practice Guide – Recommendation No. 1...

Provide explicit vocabulary instruction

Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

Strength of evidence: High

**Research Summary: Factors That Build Vocabulary**

1. Engaging in Accountable Wide Reading/Listening - Esp. Non-Fiction
2. Direct Teaching & Accountable Use of Important New Words; Oral/Written (sentences & more)
3. Teaching Word Learning Strategies, e.g. context/affixes, roots, dictionaries, etc.
4. Fostering Word Consciousness e.g. etymology, word play, word choice in writing, etc.

Within a Context of Active Structured Engagement: ALL Students Developing Their Academic Language Every Day

**Attributes of Effective Vocabulary Instruction**

- Archer, 2011

1) Promote word learning strategies.
2) Select words that enhance academic success - Content Specific (drive comp) & General academic (AWL)
3) Group words semantically
4) Provide student friendly definitions
5) Teach word parts (affixes, roots)
6) Provide multiple exposures to words and meanings
7) Expand instruction to “word relatives” (see and hear)
8) Have students maintain a log/notebook – “personal thesaurus”
9) Display key words in class
10) Provide Judicious review

**Vocabulary Acquisition: Bottom Line Summary**

Effective vocabulary/academic language instruction comes down to:

Connection – new to the known, building that “semantic network” in the mind/brain

Use – academic speaking and writing as we construct and apply knowledge (not simply memorize or match, multiple choice etc.)

No single correct method or strategy – it will depend on how important the term is, how difficult it is to grasp, level of your students, content area etc. ...but the same essential architecture is there – Connect & Use

**Instructional Guidelines (another Heuristic) for Explicitly Teaching a New Term**

1) Introduce (say together, syllables, identify part of speech, morphology, etc.)
2) Explain BEFORE Define
3) Provide Examples

“Quick Teach”

4) Deepen Understanding
5) Review & Coach Use
Deepen Understanding
in Wide Variety of Ways Depending on the Word, Students, Context, etc.

Here’s a few of my favorites that also have empirical evidence supporting them:

- Examples vs. Non-examples
- Non-linguistic representations (e.g. images)
- Acting them out physically
- Morphology (e.g. bio•diversity)
- Graphic organizers
- Computer technology

** It’s all about connecting the New to the Known

Which Words to Directly Teach?

Important words…
Words that matter today AND tomorrow…

1) Drive comprehension of key BIG ideas
2) Academic “tool kit” words, needed for long term academic proficiency (e.g. Coxhead AWL)
3) Words that are abstract and require thorough explanation – context alone is not sufficient.

Learning the “layers” of English

Our language is a rich verbal tapestry woven together from the tongues of the Greeks, the Latins, the Angles, the Klaxtons, the Celts, the 76’ers and many other ancient peoples, all of whom had severe drinking problems.”

– Dave Barry

The “generative value” of Teaching Word Families

“In general, students are not making associations between such words as reduce and reduction...74 percent of fourth graders know pretend, but pretense, the noun form of pretend, is not commonly known until the twelfth grade” (Dale, O’Rourke, & Bamman, 1971, p.172

Generative Word Knowledge

“Most students are not likely to notice the relationships between relate and the following words – it takes a teacher to point them out.

relative, relatives, relational, correlate, correlation, correlative, correlational

Generative Teaching Strategies

<table>
<thead>
<tr>
<th>Model</th>
<th>“I do it”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Sorts</td>
<td>“We/Y’all do it” (pairs)</td>
</tr>
<tr>
<td>Prompt/Cue/Validate</td>
<td>“You do it” w/support</td>
</tr>
<tr>
<td>Independent application</td>
<td>“You do it on your own”</td>
</tr>
</tbody>
</table>

Academic Language: Word Generation Project

http://wordgeneration.org/

Learning the “layers” of English

Our language is a rich verbal tapestry woven together from the tongues of the Greeks, the Latins, the Angles, the Klaxtons, the Celts, the 76’ers and many other ancient peoples, all of whom had severe drinking problems.”

– Dave Barry

The “generative value” of Teaching Word Families

“In general, students are not making associations between such words as reduce and reduction...74 percent of fourth graders know pretend, but pretense, the noun form of pretend, is not commonly known until the twelfth grade” (Dale, O’Rourke, & Bamman, 1971, p.172

Generative Word Knowledge

“Most students are not likely to notice the relationships between relate and the following words – it takes a teacher to point them out.

relative, relatives, relational, correlate, correlation, correlative, correlational

Generative Teaching Strategies

<table>
<thead>
<tr>
<th>Model</th>
<th>“I do it”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Sorts</td>
<td>“We/Y’all do it” (pairs)</td>
</tr>
<tr>
<td>Prompt/Cue/Validate</td>
<td>“You do it” w/support</td>
</tr>
<tr>
<td>Independent application</td>
<td>“You do it on your own”</td>
</tr>
</tbody>
</table>
Explicitly Teach How Words Work: 
The Power of Morphology

“When you learn one word, you learn ten”
- Shane Templeton

- courage
- courageous
- courageously
- encourage
- discourage
- discouragingly
- discourageable
- encouragement
- encouragingly

AWL Sublist #1: General Academic - Coxhead

Identify possible “word relatives” to teach w/the term:

analyze
authority
derive
method
require
significant

Latin Word Root Sort

+ How would you sort these words?
+ Can you figure out what the root means?

PrefixMeaning % of prefixed example words

t, es: more than one verb marker 31% characters
ed, ing: in the past; quality/state 20% walked
ly: how something is 14% walking
er, or: one who, what/that which 7% safety
ion, sion: state, quality; act 4% drummer
able, ible: able to be 2% disposable
al, al: related to, like 1% reversible

The Most Common Prefixes in English

PrefixMeaning % of prefixed example words
un: not; reversal of 26% uncover
re: again, back, really 11% insert
dis: away, apart, negative 7% discover
en: in; within; on 4% entail
mis: wrong 3% mistaken
pre: before 3% prevent
pro: in favor of; before 1% protect
a: not; in, on, without 1% atypical

The Most Common Suffixes in English

SuffixMeaning % of suffixed example words
s, es: more than one verb marker 31% characters
ed: in the past; quality/state 20% walked
ing: when you do something; quality/state 14% walking
ly: how something is 7% safety
er, or: one who, what/that which 4% drummer
ion, sion: state, quality; act 4% disposable
able, ible: able to be 2% reversible
al, al: related to, like 1% final, partial

High Frequency Latin/Greek Roots (Stahl, 1999)

PrefixMeaning % of prefixed example words
s, es: more than one verb marker 31% characters
ed: in the past; quality/state 20% walked
ing: when you do something; quality/state 14% walking
ly: how something is 7% safety
er, or: one who, what/that which 4% drummer
ion, sion: state, quality; act 4% disposable
able, ible: able to be 2% reversible
al, al: related to, like 1% final, partial

Key: contextualized practice, connections to other words students know (e.g. spec – spectrum, inspect, spectacles)
Power of Latinate Cognates for Spanish Speakers: Examples from AWL 1st Sublist

70% of the AWL have a Spanish cognate

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>analizar</td>
</tr>
<tr>
<td>benefit</td>
<td>beneficio</td>
</tr>
<tr>
<td>define</td>
<td>definir</td>
</tr>
<tr>
<td>distribute</td>
<td>distribuir</td>
</tr>
<tr>
<td>identify</td>
<td>identificar</td>
</tr>
<tr>
<td>indicate</td>
<td>indicar</td>
</tr>
<tr>
<td>individual</td>
<td>individual</td>
</tr>
</tbody>
</table>

** many are everyday “tier 1” words in Spanish

Great tool for teachers: http://www.spanishdict.com/

---

TEAM: Creating the Collaborative Culture of a TRUE Professional Learning Community

Effective leaders with a moral purpose don’t do it alone. And they don’t do it by hiring and supporting “individuals”. Instead, they develop and employ the collaborative... The collaborative, sometimes known as professional learning communities, gets these amazing results because not only are leaders being influential, but peers are supporting and pressuring each other to do better.

- Michael Fullan

---

As Leaders We Must....

Create a Culture of Valuing the Giving/Receiving of Feedback

“Feedback is the breakfast of champions!”

---

Essential Data Sources to Improve Classroom Instruction

1) Classroom Learning Walks – using “LW tool” to clarify how our teaching is causing student engagement/thinking/etc.

2) Classroom Video Clips – analyze student response data - using same LW observation tool

3) Mini-lesson demonstration – 3-10 min. modeling some portion of a recent lesson – debrief using same LW tool.

4) Brief Principal Walk Throughs – focused on key global indicators (e.g. class mgt., pacing)

5) Common Formative Assessment – samples of student work, quizzes, tests, etc – analyze discussion how we are producing these results and what we could do to improve.

---

Effective Collaboration Must “Connect the Dots” Between Teacher Instruction & Student Learning

How did our teaching cause their learning?

Evidence Based Instructional Practices
7 Keys to Developing Viable and Effective PLCs
- Dufour & Marzano, 2011, Leaders of Learning

1) Organize staff into meaningful teams
2) Provide teams with time to collaborate
3) Provide supportive structure that help groups become teams; e.g. SMART goals, team norms, etc.

(STRATEGIC alignment, Measureable, Attainable, Results oriented, Time bound)
4) Clarify the work that teams must accomplish – link student response data/assessment to our teaching
5) Monitor the work of teams: direct & support as needed
6) Avoid short cuts in the collaborative team process
7) Celebrate short term wins & confront those who do not contribute to their teams

Jefferson County School District 509-J
Instructional Non-Negotiables
1. 100% Engagement of All
   (No Bystanders)
   • Bell Ringers and Wrap-Ups
     o Warm-Ups  o Exit Ticket
     o Do Now
   • Sentence Starters
     o Followed by verbal and/or written responses using complete sentences
   • Student Choral Response
   • Continuous Monitoring by Teacher

2. Explicit Vocabulary Instruction
   “Engagement is THE Cornerstone of improving Academic Achievement!”
   — Dr. Kevin Feldman

Stunning Growth at Madras High School
- Central OR ALP

High School

<table>
<thead>
<tr>
<th>Year</th>
<th>Meth</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>25%</td>
<td>64%</td>
</tr>
<tr>
<td>2009-10</td>
<td>56%</td>
<td>74%</td>
</tr>
</tbody>
</table>

75% Growth

What caused this HS to improve?

“While there were no doubt many factors that account for the significant improvement in student achievement at Madras HS, we are convinced it was our laser like focus on increasing student engagement, brought to life by instituting learning walks across our entire faculty, that allowed us to truly become a ‘learning community’ – specific feedback linking our teaching to student learning was the key.”

- Melinda Boyle, Jefferson Co Schools, Madras OR

Everyone Grew, Especially Those MOST In Need

High School: Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Anglo</th>
<th>Hispanic</th>
<th>White</th>
<th>HISP</th>
<th>SPED</th>
<th>El. Dis.</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>23%</td>
<td>53%</td>
<td>89%</td>
<td>27%</td>
<td>66%</td>
<td>4%</td>
<td>74%</td>
</tr>
<tr>
<td>2009-10</td>
<td>52%</td>
<td>73%</td>
<td>92%</td>
<td>36%</td>
<td>34%</td>
<td>6%</td>
<td>90%</td>
</tr>
<tr>
<td>2010-11</td>
<td>65%</td>
<td>82%</td>
<td>96%</td>
<td>65%</td>
<td>56%</td>
<td>9%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Thanks for Attending!
Additional FREE resources/videos/etc. are posted at www.scoe.org/reading

Please send along any questions; kfeldman@scoe.org

Kevin Feldman