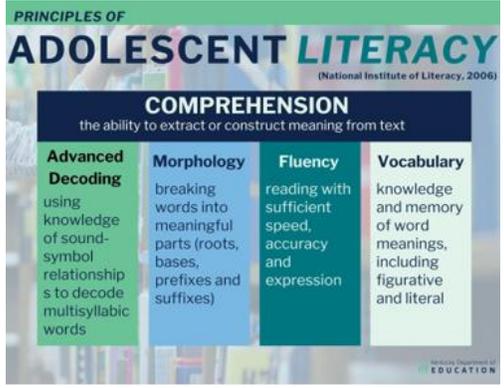
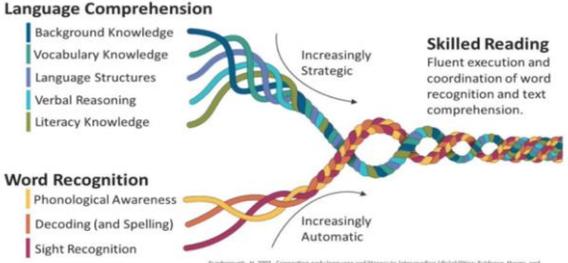


Adolescent Literacy Professional Learning Key Takeaways: Developing Skilled Middle and High School Readers Cohort

Theoretical Frameworks

<h3>Five Pillars of Early Literacy</h3>  <p>The National Reading Panel identified five key concepts at the core of every effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Since the panel's report was released in 2000, these concepts have become known as the "five pillars" of early literacy and reading instruction.</p>	<h3>Five Pillars of Adolescent Literacy</h3>  <p>COMPREHENSION the ability to extract or construct meaning from text</p> <table border="1"> <tr> <td>Advanced Decoding using knowledge of sound-symbol relationships to decode multisyllabic words</td> <td>Morphology breaking words into meaningful parts (roots, bases, prefixes and suffixes)</td> <td>Fluency reading with sufficient speed, accuracy and expression</td> <td>Vocabulary knowledge and memory of word meanings, including figurative and literal</td> </tr> </table>	Advanced Decoding using knowledge of sound-symbol relationships to decode multisyllabic words	Morphology breaking words into meaningful parts (roots, bases, prefixes and suffixes)	Fluency reading with sufficient speed, accuracy and expression	Vocabulary knowledge and memory of word meanings, including figurative and literal
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<h3>Simple View of Reading</h3> 	<h3>Scarborough's Rope</h3>  <p>SCARBOROUGH'S READING ROPE MODEL</p> <p>Language Comprehension</p> <ul style="list-style-type: none"> Background Knowledge Vocabulary Knowledge Language Structures Verbal Reasoning Literacy Knowledge <p>Word Recognition</p> <ul style="list-style-type: none"> Phonological Awareness Decoding (and Spelling) Sight Recognition <p>Skilled Reading Fluent execution and coordination of word recognition and text comprehension.</p>				

Strategies for Decoding Multisyllabic Words within Complex, Grade-level Texts

Read a list of high frequency prefixes and suffixes aloud as a group.

- Ask students to underline prefixes and suffixes in each word in a word list and then read the prefixes and suffixes aloud as a group.
- Ask students to write words by adding a prefix and/or a suffix to a base word.
- Read sentences containing multisyllabic words aloud as a group or with a teacher reading first and then the students reading next.
- Ask students to read the passage containing the words they are learning at least twice.

Providing Reading Interventions for Students in Grades 4-9, page 11

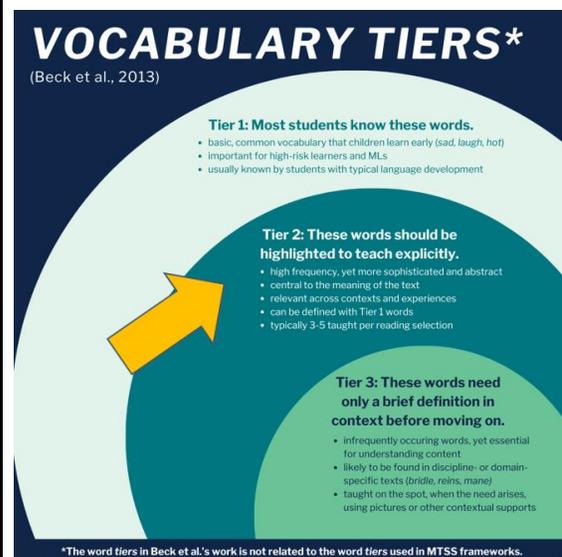
Strategies for Building Fluency Complex, Grade-level Texts

- Building purpose for Re-readings
 - Students should always have a clear purpose/outcome.
- “Say Something”
- Choral Reading
- Considerations for Silent Reading
 - Pair silent with oral reading.
 - Provide structure / comprehension accountability with text-dependent questions.
 - Build stamina.
- Utilize portions of grade-level, complex texts being used in class.

Providing Reading Interventions for Students in Grades 4-9, pages 12-17

Strategies for Vocabulary and Knowledge Building Essentials

- Develop world knowledge that is relevant for making sense of the passage.
 - Beck et al. (2013) recommend setting a goal of 400 words per year for systematic, explicit, thorough instruction, providing at least 10 exposures to each word in reading, writing, speaking and listening.
- Teach Tier 2 words explicitly:
 - Introduce the pronunciation of the word alone and in context.
 - Provide a student-friendly explanation of the word’s meaning.
 - Illustrate with examples.
 - Check understanding by asking close-ended questions that use the word.
 - Require students to use the word in academic conversations and writing prompts.



Comprehension as a Process and Product

- Comprehension is “a process, not a [only] product, through which the reader draws meaning from the text” (Carlisle & Rise, 2002).

Sample Internal Processes	Sample External Products
Connecting concepts with prior knowledge	unit exam
predicting or anticipating while reading	arranging sentences in a logical order
deciding to re-read when something doesn't make sense	answering comprehension questions
inferring what is meant by a multi-meaning word	making an outline
generating mental pictures while reading	writing a literary or rhetorical analysis

- Background Knowledge plays a key role in a person’s ability to comprehend text.

- Monitoring Comprehension
- Syntactic Analysis
 - Using grade-level, complex texts from Tier 1 instruction, sort words and phrases in complex sentences to recognize their functions, and more deeply understand the author’s intent.
- Text-Dependent Questions
 - Right There (on the line)
 - Think and Search (between the line)
 - Author and Me (beyond the line)
- Steps for Writing a Gist Statement
 1. Identify and mark the most important reason (referred to as the who), place, or thing (referred to as the what) in a section of text.
 2. Mark and then list the important information about the most important person, place, or thing.
 3. Synthesize or piece together the important information to formulate a gist statement.
 4. Write the gist statement in your own words.
 5. Check that the gist statement includes all the important information in a short, complete sentence that makes sense.

Skilled Reading to Skilled Writing

- Stretch Texts & Complex Texts
 - “Stretch texts can provide students with exposure to sophisticated vocabulary, more intricate sentence structures and complex ideas. Exposure to these higher-level vocabulary words, sentences, and ideas can help students develop confidence, deeper knowledge, and richer perspectives on the texts they read in the future.” *Providing Reading Interventions for Students in Grades 4-9, page 68*
 - Choose points to stop for discussion and clarification
 - Identify Tier 2 words to teach.
- Text-Based Writing
 - Ensure that each day of instruction has a learning target for reading and a CONNECTED learning target for writing.
- Writing to Learn
 - Informal, low-stakes writing tasks that occur frequently in the classroom setting to practice skills or deepen knowledge in response to text
- Writing to Demonstrate Learning
 - Tasks that require students to apply learning at the end of a text, unit or series of lessons to demonstrate mastery
- Writing for Publication
 - Tasks born out of a variety of studied texts and that are shared with an authentic audience beyond the classroom to engage in real-world communication skills

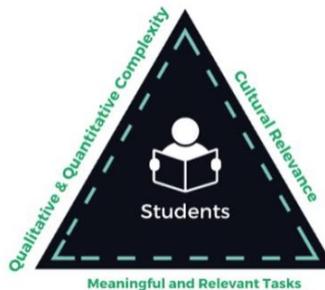


Image source: Student Achievement Partners