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## TOPIC INVENTORY

### Topic: Adolescent Literacy (AL)

Topic inventories list every component of a DWW topic. Use this document to get an overview of the Adolescent Literacy topic, identify multimedia pieces, and plan for professional development.

#### Topic Overview and Tools

##### Vocabulary Instruction

- Overview and Tools
- Learn What Works
- See How It Works

##### Comprehension Strategies

- Overview and Tools
- Learn What Works
- See How It Works

##### Text Discussion

- Overview and Tools
- Learn What Works
- See How It Works

##### Intensive Intervention

- Overview and Tools
- Learn What Works
- See How It Works

## Topic Overview and Tools

Resource	Description	Related Media and Files
<a href="#"><i>Improving Adolescent Literacy (Video, 9:19 min)</i></a>	<p>This overview shows five research-based, instructional practice recommendations for improving literacy levels in middle and high school.</p> <p>Data from recent national assessments indicate that many middle and high school students are failing to comprehend text at a proficient level. Even high school students with average reading ability are unprepared for the literacy demands of the workplace and postsecondary settings.</p>	<a href="#"><i>Improving Adolescent Literacy (Practice Guide) (.pdf)</i></a> <a href="#"><i>Adolescent Literacy Visual Diagram (.pdf)</i></a>
<a href="#"><i>Adolescent Literacy Visual Diagram (.pdf)</i></a>	A visual overview of four recommended practices based on the Improving Adolescent Literacy Practice Guide. The diagram can be used by presenters or professional developers to orient their audience to the central practices and recommendations in the Adolescent Literacy topic.	
<a href="#"><i>Improving Adolescent Literacy: Key Recommendations From the IES Practice Guide (Video, 6:21 min)</i></a> Michael Kamil, Stanford University, Stanford, CA	<p>Dr. Kamil gives an overview of key instructional practices and intervention recommendations.</p> <p>The IES panel has developed five recommended practices for improving adolescent literacy: explicit vocabulary instruction, comprehension strategy instruction, text discussion, motivation and engagement, and individualized intervention.</p> <p>Teachers need support in developing the skills needed to teach reading across content areas.</p>	<a href="#"><i>Transcript and Bio (.pdf)</i></a>
<a href="#"><i>Comprehensive Planning Template for States (.doc)</i></a>	Template for Regional Comprehensive Center staff and others working with state personnel about setting a policy climate for improving practices at the district and state level.	
<a href="#"><i>Comprehensive Planning Template for Districts (.doc)</i></a>	Template for state-level staff working with district personnel for translating research-based recommendations into practical policies that district leaders can implement.	
<a href="#"><i>Comprehensive Planning Template for Schools (.doc)</i></a>	Template for district staff working with school administrators to improve school-level practices, including scheduling, professional development, and policies.	

[\*§ Back to Top\*](#)

**Practice: Provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners. (Vocabulary Instruction)**

Teachers should provide 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. Learning specialized vocabularies contributes to the success of reading among adolescent students. By giving students explicit instruction in vocabulary, content area teachers help them learn the meaning of new words and strengthen their independent skills in constructing the meaning of text.

**Overview and Tools**

Resource	Description	Related Media and Files
<a href="#">Providing Explicit Vocabulary Instruction (Video, 6:50 min)</a>	<p>Direct and explicit vocabulary instruction can help adolescents comprehend content area material and develop strategies for understanding words in context.</p> <p>Research suggests that teachers can help students become independent vocabulary learners by modeling explicit strategies, providing repeated exposure to new words in multiple oral and written contexts, and allowing sufficient practice in using new words.</p> <p>Content area teachers play a critical role in teaching vocabulary and helping students learn how to analyze word components—prefixes, suffixes—to derive word meanings that occur frequently in their subjects.</p>	<a href="#">Transcript (.pdf)</a>

Resource	Description	Related Media and Files
<a href="#"><i>Learning Together About Schoolwide Vocabulary Instruction (.doc)</i></a>	Use this tool to plan activities for an in-service for school staff to learn about implementing a schoolwide approach to vocabulary instruction. Content area teachers learn about explicit vocabulary instruction and embedding vocabulary strategies into their regular classroom lessons.	<a href="#"><i>Improving Adolescent Literacy (Practice Guide) (.pdf)</i></a> <a href="#"><i>Content Area Vocabulary: Activities Packet (.pdf)</i></a> <a href="#"><i>Middle School Math: Vocabulary Building Lesson (.pdf)</i></a> <a href="#"><i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems (.pdf)</i></a> <a href="#"><i>Providing Explicit Vocabulary Instruction (Video)</i></a> <a href="#"><i>Explicit Vocabulary Teaching Strategies (Video)</i></a> <a href="#"><i>A Schoolwide Vocabulary Approach (Video)</i></a> <a href="#"><i>A Classroom Scenario (Video)</i></a>
<a href="#"><i>Lesson Planning: Preparing Content Area Activities (.doc)</i></a>	This quick reference guide for preparing vocabulary activities provides content area teachers with a framework for thinking about and planning lessons that embed vocabulary strategies into classroom instruction.	<a href="#"><i>Content Area Vocabulary: Activities Packet (.pdf)</i></a> <a href="#"><i>Middle School Math: Vocabulary Building Lesson (.pdf)</i></a> <a href="#"><i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems (.pdf)</i></a> <a href="#"><i>Explicit Vocabulary Teaching Strategies (Video)</i></a> <a href="#"><i>Greek Myths: Understanding Word Roots and Meanings (Video)</i></a> <a href="#"><i>Building Vocabulary in Middle School Math Class (Video)</i></a> <a href="#"><i>Explicit Vocabulary Instruction for English Learners (Video)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Classroom Observation: Improving Vocabulary Instruction (.doc)</i></a>	This observation plan can be used to focus classroom observations and help content area teachers embed vocabulary strategies into regular classroom instruction. The observation tool offers guidelines for observing vocabulary lessons, discussing feedback, and planning actions for improvement. In addition, it provides written documentation of the observation and feedback session.	<a href="#"><i>Middle School Math: Vocabulary Building Lesson (.pdf)</i></a> <a href="#"><i>Explicit Vocabulary Teaching Strategies (Video)</i></a> <a href="#"><i>Greek Myths: Understanding Word Roots and Meanings (Video)</i></a> <a href="#"><i>Building Vocabulary in Middle School Math Class (Video)</i></a>
<a href="#"><i>Teacher Self-Assessment: Using Vocabulary Strategies (.doc)</i></a>	Reading specialists and language arts curriculum coordinators can use this tool to help teachers reflect on ways they are embedding vocabulary strategies into their content area lessons. In addition, teachers can use this tool for self-assessment of current practice and as a way to generate ideas for improving instruction.	<a href="#"><i>Content Area Vocabulary: Activities Packet (.pdf)</i></a> <a href="#"><i>Middle School Math: Vocabulary Building Lesson (.pdf)</i></a> <a href="#"><i>Explicit Vocabulary Teaching Strategies (Video)</i></a> <a href="#"><i>Greek Myths: Understanding Word Roots and Meanings (Video)</i></a> <a href="#"><i>Building Vocabulary in Middle School Math Class (Video)</i></a>

[\*\\$ Back to Top\*](#)

## Learn What Works

Resource	Description	Related Media and Files
<a href="#"><i>Explicit Vocabulary Teaching Strategies (Video, 7:43 min)</i></a> Mary E. Curtis, Lesley University	Dr. Curtis describes explicit vocabulary instruction and provides classroom examples. She talks about key strategies students can learn to make them independent vocabulary learners, and explains why it is important to provide explicit vocabulary instruction in content area classes as well as reading and language arts classes.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>
<a href="#"><i>A Classroom Scenario (Video, 5:15 min)</i></a> Mary E. Curtis, Lesley University	Dr. Curtis describes what good vocabulary instruction would look like in a classroom. She addresses the need for explicit instruction and multiple practice opportunities in a variety of contexts.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>

[\*\\$ Back to Top\*](#)

## See How It Works

Resource	Description	Related Media and Files
<a href="#"><i>Building Vocabulary in Middle School Math Class (Video, 5:52 min)</i></a> Maureen Ferry, KIPP San Francisco Bay Academy, San Francisco, CA	A seventh-grade math teacher describes strategies for teaching vocabulary during a lesson on consumer math. Her students keep a math vocabulary journal, building their knowledge and facility to use new words. Students increase their math vocabulary by engaging in math games, exercises, and assessments.	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Middle School Math: Vocabulary Building Lesson (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Middle School Math: Vocabulary Building Lesson and Related Materials (.pdf)</i></a> KIPP San Francisco Bay Academy, San Francisco, CA	A lesson plan for math vocabulary games, a PowerPoint used to teach vocabulary words of the week, and a handout with vocabulary words and homework assignments to reinforce vocabulary development. The handout and PowerPoint show eight words of the day, and the lesson plan includes six strategies for teaching vocabulary in class.	<a href="#"><i>Building Vocabulary in Middle School Math Class (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Greek Myths: Understanding Word Roots and Meanings (Video, 4:32 min)</i></a> Carlton Cartwright, Pocomoke Middle School, Pocomoke City, MD	A seventh-grade integrated language arts teacher incorporates vocabulary instruction in his classroom on a daily basis, using planned lessons, informal opportunities, and multiple exposures to words. He demonstrates using various vocabulary strategies including: explaining the meaning of new words, modeling, and student use of a graphic organizer.  A unit on Greek mythology provides students with opportunities to learn about word origins, root words, prefixes, and suffixes.  Students apply vocabulary knowledge in varied contexts, including representing word meanings kinesthetically through voice and movement, using print and online resources to gather information about words derived from Greek myths, and writing riddle poems related to Greek myths.	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems (.pdf)</i></a> Pocomoke Middle School, Pocomoke City, MD	A lesson plan used to give seventh graders opportunities to practice vocabulary skills in varied contexts in a language arts class. Goals for this vocabulary lesson include asking students to represent word meanings through movement and voice and to use print and online resources to gather information about words derived from Greek myths.	<a href="#"><i>Greek Myths: Understanding Word Roots and Meanings (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Explicit Vocabulary Instruction for English Learners (Video, 4:49 min)</i></a> Jill MacKay, Stoughton High School, Stoughton, MA	<p>A reading specialist works closely with the ELL teacher to provide an intensive supplemental reading class for ELL students. Using a book relevant to the group and visual aids to support their learning, she engages explicit, direct instruction focused on developing vocabulary skills and provides students with multiple exposures to new vocabulary words.</p> <p>Vocabulary instruction is scaffolded starting with the teacher defining and explaining the meaning of new words and building on students' prior knowledge through class discussion, moving on to the teacher modeling strategies for determining meaning and using words in context.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>A Schoolwide Vocabulary Approach (Video, 5:28 min)</i></a> Caroline Bloxom, Pocomoke Middle School, Pocomoke City, MD	<p>A principal of a fourth–eighth grade rural school describes a schoolwide vocabulary program used across content areas and the importance of teaming to its success.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Content Area Vocabulary: Activities Packet (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Content Area Vocabulary: Activities Packet (.pdf)</i></a> Pocomoke Middle School, Pocomoke City, MD	<p>A resource packet used to teach vocabulary in the content areas, including examples from social studies, math, science, and art classrooms.</p>	<a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>ACCESS Class Vocabulary Chart (.pdf)</i></a> Burlingame High School, Burlingame, CA	<p>A chart for ninth-grade intervention-class students that shows a structure for learning vocabulary words: examining the part of speech, writing a definition for the word, using the word in a sentence, and drawing a picture or image to go with each vocabulary word.</p>	<a href="#"><i>Site Profile (.pdf)</i></a>

[\*\\$ Back to Top\*](#)

## Practice: Provide direct and explicit comprehension strategy instruction. (Comprehension Strategies)

Many students in middle and high school can decode the words in a text, but are unable to identify the central ideas or to explain the meaning of what they have just read. Students can improve their comprehension through the use of specific comprehension strategies such as questioning and summarizing. Content area teachers and reading specialists can provide direct instruction in comprehension strategies by encouraging active participation with text, as well as opportunities for both guided and independent practice.

### Overview and Tools

Resource	Description	Related Media and Files
<a href="#"><i>Effective Strategies That Boost Reading Comprehension (Video, 5:26 min)</i></a>	Research suggests that direct and explicit teaching of comprehension strategies can result in improved literacy achievement.  Comprehension strategies should be taught combining modeling, feedback, and opportunities for independent practice. There are several key aspects of selecting text to be used for comprehension strategy instruction. Comprehension strategies can be taught across subject areas and will likely require additional professional development for middle and high school teachers inexperienced in teaching reading.	<a href="#"><i>Transcript (.pdf)</i></a>
<a href="#"><i>Learning Together About Comprehension Strategy Instruction (.doc)</i></a>	Use this discussion framework to provide in-service training on teaching comprehension strategies. During this session, teachers will work in the larger group and in small groups to deepen their understanding of strategies for teaching reading comprehension across content areas.	<a href="#"><i>Effective Strategies That Boost Reading Comprehension (Video)</i></a> <a href="#"><i>The Value of Teaching Comprehension Strategies (Video)</i></a>
<a href="#"><i>Teacher Self-Assessment: Teaching Comprehension Strategies (.doc)</i></a>	Staff developers can use this assessment form to help teachers reflect on ways they are providing comprehension strategy instruction in content area lessons.	<a href="#"><i>Classroom "Do Now" and "Exit Tickets" (.pdf)</i></a> <a href="#"><i>Reciprocal Teaching Roles (.pdf)</i></a> <a href="#"><i>I Do, We Do, You Do: Scaffolding Reading Comprehension (Video)</i></a> <a href="#"><i>Reciprocal Teaching in High School (Video)</i></a>



Resource	Description	Related Media and Files
<a href="#"><i>Instruction Planner: Using Graphic Organizers for Reading Comprehension (.doc)</i></a>	A curriculum coach may use this planning tool to facilitate a workshop with teachers. Teachers will consider how graphic organizers can help students use comprehension strategies by engaging in a self-reflection, sharing a graphic organizer, and viewing and discussing a video and slideshow.	<a href="#"><i>Graphic Organizer Examples (.pdf)</i></a> <a href="#"><i>I Do, We Do, You Do: Scaffolding Reading Comprehension (Video)</i></a> <a href="#"><i>A Sample of Graphic Organizers (Slideshow)</i></a>
<a href="#"><i>Choosing Texts for Comprehension Strategy Instruction (.doc)</i></a>	Trainers, coaches, and lead teachers can use this tool to provide in-service training on teaching comprehension strategies. This tool will help teachers consider dimensions of expository and narrative text when introducing comprehension strategies.	

[\\$ Back to Top](#)

## Learn What Works

Resource	Description	Related Media and Files
<a href="#"><i>The Value of Teaching Comprehension Strategies (Video, 6:28 min)</i></a> Janice Dole, University of Utah	Dr. Dole gives an overview of the recommendation to provide direct and explicit comprehension strategy instruction that can help students become more independent, self-regulated learners.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>
<a href="#"><i>Comprehension Strategies for Struggling Readers (Video, 7:08 min)</i></a> Don Deshler, University of Kansas	Dr. Deshler describes comprehension practices used by expert teachers that include modeling the thinking process students can use while reading, modeling explicit comprehension strategies, and engaging students in a cognitive apprenticeship to help them better understand how good readers approach text.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>

[\\$ Back to Top](#)

## See How It Works

Resource	Description	Related Media and Files
<a href="#"><i>A Sample of Graphic Organizers (Slideshow)</i></a> Various School Sites	<p>Teachers in middle and high schools show using graphic organizers across grades and content areas to scaffold student understanding of text and encourage students to be actively engaged in their learning.</p> <p>Research evidence supports the use of graphic organizers for improving student learning of content and vocabulary across subject areas.</p> <p>Graphic organizers can be used to support comprehension skill development including generating and organizing ideas, recognizing elements of text structure, identifying important information, connecting ideas, illustrating concepts, inferring, and making comparisons between texts and concepts.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Burlingame Site Profile (.pdf)</i></a> <a href="#"><i>KIPP Site Profile (.pdf)</i></a> <a href="#"><i>Pocomoke Site Profile (.pdf)</i></a> <a href="#"><i>Stoughton Site Profile (.pdf)</i></a>
<a href="#"><i>Graphic Organizer Examples (.pdf)</i></a> Various School Sites	<p>A collection of graphic organizers used across grade levels and content areas in middle and high school classrooms. The collection includes examples of visual aids teachers use to help students become more independent and insightful readers.</p>	<a href="#"><i>Burlingame Site Profile (.pdf)</i></a> <a href="#"><i>KIPP Site Profile (.pdf)</i></a> <a href="#"><i>Pocomoke Site Profile (.pdf)</i></a> <a href="#"><i>Stoughton Site Profile (.pdf)</i></a>
<a href="#"><i>Understanding Stories: Questions, Connections, and Visualizations (.pdf)</i></a> Stoughton High School, Stoughton, MA	<p>Instructional materials used to scaffold student text comprehension. Includes a list of text comprehension questions; graphic organizers used to help students make connections and inferences; and a student example of a visualization activity used to demonstrate understanding of a text quote from a short story.</p>	<a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies (Video, 6:16 min)</i></a> Megan Montgomery, KIPP San Francisco Bay Academy, San Francisco, CA	<p>A sixth-grade social studies teacher explains how she uses the graphic organizer spoke diagrams and thinkalouds to help students in developing reading comprehension skills in social studies class.</p> <p>"I do, we do, you do" instruction is modeled for students, followed by opportunities to practice in small groups or pairs, with individual practice next. As students are working with the text, the teacher monitors student progress by asking probing questions to further student thinking.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Classroom "Do Now" and "Exit Tickets" (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Classroom “Do Now” and “Exit Tickets” (.pdf)</i></a> KIPP San Francisco Bay Academy, San Francisco, CA	A sixth-grade social studies handout contains the “Do Now” questions students complete at the beginning of class and the “Exit Ticket” exercises completed at the end of class to check for understanding.	<a href="#"><i>I Do, We Do, You Do: Scaffolding Reading Comprehension (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Reciprocal Teaching in High School (Video, 7:03 min)</i></a> Suzanne Herko, Gateway High School, San Francisco, CA	An 11th-grade Humanities teacher describes how she teaches her students about the strategies and structures of Reciprocal Teaching.  Students discuss <i>The Great Gatsby</i> in groups of three–four; each plays a role (discussion leader, summarizer, questioner, predictor).  Through engagement with text, their peers, and focused strategies, students gain metacognitive skills in reading.	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Reciprocal Teaching Roles (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Reciprocal Teaching Roles (.pdf)</i></a> Gateway High School, San Francisco, CA	A student handout that contains a summary of the four Reciprocal Teaching roles used to improve reading comprehension.	<a href="#"><i>Reciprocal Teaching in High School (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>A Literacy Framework for Teacher Development (Audio, 7:02 min)</i></a> William Loyd, Saline Middle School, Saline, MI  Ronnie Connors, Three Fires Middle School, Howell, MI	District administrators and co-facilitators of the Adolescent Literacy Initiative describe the countywide progress that has been made with a framework to implement research-based instructional practices as well as infrastructure support for successful student learning in the middle and high school grades.  Teachers have been trained to use explicit reading strategies to improve comprehension in this countywide model. Students have made gains beyond the national norms after two years of implementation.	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Four Dimensions of Reading Apprenticeship (.pdf)</i></a> <a href="#"><i>Saline Site Profile (.pdf)</i></a> <a href="#"><i>Three Fires Site Profile (.pdf)</i></a>
<a href="#"><i>Four Dimensions of Reading Apprenticeship (.pdf)</i></a> Saline Middle School, Saline, MI  Three Fires Middle School, Howell, MI	A countywide professional development program for middle and high school teachers that focuses on implementing and integrating four interacting dimensions of classroom life that support reading development.	<a href="#"><i>A Literacy Framework for Teacher Development (Audio, 7:02 min)</i></a> <a href="#"><i>Saline Site Profile (.pdf)</i></a> <a href="#"><i>Three Fires Site Profile (.pdf)</i></a>

[\*\\$ Back to Top\*](#)

## Practice: Provide opportunities for extended text discussion and student engagement. (Engaging Text Discussion)

One important way to improve students' reading comprehension is to engage them in high-quality text discussions in pairs or groups. Discussions in English and content area classes that encourage students to unpack the information in the text, make inferences, or consider different points of view are particularly effective in promoting their understanding of complex material.

### Overview and Tools

Resource	Description	Related Media and Files
<a href="#"><i>Talking About Text: Discussion-Based Approaches to Reading Instruction (Video, 6:29 min)</i></a>	<p>Engaging adolescents in extended discussions about text can help cultivate important reading skills.</p> <p>There are several key aspects involved in selecting text for discussion, including level of difficulty, level of interest, and potential for multiple interpretations.</p> <p>The teacher's role is critical in cultivating a classroom environment for extended discussion, asking follow-up questions, and providing task structures for students to talk with one another about text.</p>	<a href="#"><i>Transcript (.pdf)</i></a>
<a href="#"><i>Learning Together About Engaging Text Discussion (.doc)</i></a>	<p>Trainers, coaches, and expert teachers are encouraged to use these exercises to provide in-service training about extended text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.</p>	<a href="#"><i>Talking About Text: Discussion-Based Approaches to Reading Instruction (Video)</i></a> <a href="#"><i>Engaging Adolescents in Discussions About Text (Video)</i></a>
<a href="#"><i>Observation Tool: Using Text Discussion to Further Reading Comprehension (.doc)</i></a>	<p>A teacher or teacher trainer can use this tool to observe a colleague or video of a classroom discussion and reflect on key elements for preparing students for text discussion.</p>	<a href="#"><i>Literature Circles Lesson Plan and Materials (.pdf)</i></a> <a href="#"><i>Literature Circles in High School (Video)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Planning for Engaging Text Discussions (.doc)</i></a>	Trainers, coaches, and expert teachers are encouraged to use this planner to provide in-service training on facilitating text discussion. During this session, teachers will view or listen to four teachers describing how they facilitate text discussion; they will discuss their observations, and then complete a planning tool to prepare for a text discussion in their own classroom.	<a href="#"><i>Mark It Up! Questioning and Making Connections (.pdf)</i></a> <a href="#"><i>Social Studies Pair-Sharing and Discussion Guidelines (.pdf)</i></a> <a href="#"><i>Literature Circles Lesson Plan and Materials (.pdf)</i></a> <a href="#"><i>Analyzing Speeches: Homework Assignments and Note-Taking Templates (.pdf)</i></a> <a href="#"><i>Mark It Up! Scaffolding Text Discussion (Video)</i></a> <a href="#"><i>Student-Driven Discussions in Social Studies (Video)</i></a> <a href="#"><i>Literature Circles in High School (Video)</i></a> <a href="#"><i>Building Academic Literacy Through Text Discussion (Audio)</i></a>

[\\$ Back to Top](#)

## Learn What Works

Resource	Description	Related Media and Files
<a href="#"><i>Engaging Adolescents in Discussions About Text (Video, 5:28 min)</i></a> Janice Dole, University of Utah	Dr. Dole gives an overview of the recommendation to provide opportunities for extended discussion of text meaning and interpretation.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>
<a href="#"><i>Improving Comprehension Through Text Discussion: What Does the Research Say? (Audio, 5:54 min)</i></a> Michael Kamil, Stanford University	Dr. Kamil describes the results of a meta-analysis that reviewed 42 studies examining text discussion and reading comprehension. It showed "Efferent" (text-focused) discussions have more impact on student talk/reading comprehension than expressive ("afferent") or critical/analytic approaches.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>

[\\$Back to Top](#)

## See How It Works

Resource	Description	Related Media and Files
<a href="#"><i>Using Metacognitive Logs in Science (Video, 4:39 min)</i></a> Heather Howlett, Three Fires Middle School, Howell, MI	<p>An eighth-grade science teacher uses a two-column, reflective, metacognitive reading log to help students organize their questions and observations and make text connections. Her goal is for students to gain understanding of the information in the text through participating in text discussion in order to hear other students' connections, questions, and visualizations about what was read.</p> <p>Student understanding is evaluated based on metacognitive log entries, pair-share worksheets, self-reflections and written summaries that pull together facts from text and related classroom activities and reading.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Reflective Science Reading Logs and Evaluation Rubric (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Reflective Science Reading Logs and Evaluation Rubric (.pdf)</i></a> Three Fires Middle School, Howell, MI	<p>Handouts for eighth-grade students to support questioning and text discussion and to evaluate student understanding. The reading log guidelines explain how students should use a t-table format to record notes and reflections on assigned reading. The evaluation rubric helps students understand the teacher's grading standards. The pair-share activity gives students insight on how peers make connections with text.</p>	<a href="#"><i>Using Metacognitive Logs in Science (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Student-Driven Discussions in Social Studies (Video, 5:44 min)</i></a> Laurie Erby, Saline Middle School, Saline, MI	<p>A seventh-grade social studies teacher demonstrates a text discussion approach that emphasizes a gradual release of responsibility from teacher to student until discussions are totally student-driven.</p> <p>Pair-share, small-group discussion, and large-group share-out activities are methods used to foster student-driven text discussions.</p> <p>To extend text discussion and assess student learning, students are given a partner quiz that requires them to collaborate and answer questions together. Students also write individual reflections tied to what they learned.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Social Studies Pair-Sharing and Discussion Guidelines (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Social Studies Pair-Sharing and Discussion Guidelines (.pdf)</i></a> Saline Middle School, Saline, MI	A PowerPoint presentation outlines a seventh-grade social studies teacher's lesson that scaffolds text discussion strategies to help students develop an understanding of the experiences of Chernobyl survivors. The lesson plan includes: student guidelines for engaging in partner and small group discussions, class presentations, a question-and-answer period, and individual student reflections. An example of student work is included.	<a href="#"><i>Student-Driven Discussions in Social Studies (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Mark It Up! Scaffolding Text Discussion (Video, 5:11 min)</i></a> Kelly O'Brien, Pocomoke Middle School, Pocomoke, MD	<p>An eighth-grade language arts teacher scaffolds text discussion by modeling strategies for thinking about text and making connections, providing guidelines for organizing thinking and reading for meaning, and modeling participation in small-group discussions.</p> <p>The "Mark It Up" (MIU) strategy is used to help students question and react to text, jot notes about what they are thinking, and identify text evidence to support their inferences, connections, and conclusions.</p> <p>A graphic organizer is used to help students examine a theme in a story, connect specific events in the text directly to the theme, and form a judgment about what the author is saying about the theme.</p> <p>This lesson features a graphic organizer for making text-to-text connections. It helps students compare the perspectives of two authors on the same theme and summarize their thinking based on text evidence.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Mark It Up! Questioning and Making Connections (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Mark It Up! Questioning and Making Connections (.pdf)</i></a> Pocomoke Middle School, Pocomoke, MD	An eighth-grade language arts teacher's lesson plan using the MIU Strategy. It outlines the assignment and plans for assessing student learning. The Strategies for Encouraging Discussion list shows how to support small-group discussions. The Question Answer Relationships guidelines and Question Starters list facilitate student text discussion and comprehension. Text Notes show the student-created MIU codes. There are also student handouts for a lesson on identifying Common Themes and making text-to-text connections between two stories.	<a href="#"><i>Mark It Up! Scaffolding Text Discussion (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>



Resource	Description	Related Media and Files
<a href="#"><i>Literature Circles in High School (Video, 8:11 min)</i></a> Rebecca Wieder, Gateway High School, San Francisco, CA	<p>A ninth-grade Humanities teacher describes how she facilitates literature circle discussions.</p> <p>In groups of five, each student plays a role (summarizer, discussion director, connector, literary luminary, literary terms expert).</p> <p>As students discuss texts they develop strategies for reading, hone their ability as discussants, and deepen their understanding of the book.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Literature Circles Lesson Plan and Materials (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Literature Circles Lesson Plan and Materials (.pdf)</i></a> Gateway High School, San Francisco, CA	<p>A ninth-grade Humanities teacher's lesson plan that shows the logistics for using literature circles. The student handouts describe the students' roles in literature circles; the sentence starters provide discussion prompts for students; the reflection sheet helps students prepare for the literature circle beforehand and to evaluate their experience in the group after the discussion.</p>	<a href="#"><i>Literature Circles in High School (Video)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Building Academic Literacy Through Text Discussion (Audio, 5:53 min)</i></a> Jim Burke, Burlingame High School, Burlingame, CA	<p>A teacher of College Prep Freshmen English and AP Literature &amp; Composition describes the importance of providing opportunities to discuss text.</p> <p>To help students prepare for text discussions, note-taking organizers are used.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Analyzing Speeches: Homework Assignments and Note-Taking Templates (.pdf)</i></a> <a href="#"><i>"Four R" Note-Taking Template (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>"Four R" Note-Taking Template (.pdf)</i></a> Jim Burke, Burlingame High School, Burlingame, CA	<p>A template for high school English students to take organized notes in order to facilitate comprehension and prepare for classroom discussion.</p>	<a href="#"><i>Building Academic Literacy Through Text Discussion (Audio)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Analyzing Speeches: Homework Assignments and Note-Taking Templates (.pdf)</i></a> Jim Burke, Burlingame High School, Burlingame, CA	<p>An assignment given to help high school students understand landmark speeches. Students use note-taking templates to examine the use of literal and figurative language, and compare similarities and differences in the speeches.</p>	<a href="#"><i>Building Academic Literacy Through Text Discussion (Audio)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>

[\*\\$ Back to Top\*](#)



## Practice: Provide intensive intervention for struggling readers and monitor all students' reading progress. (Intensive Intervention)

Students who are unable to meet grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills. Such interventions are most often provided by reading specialists or teachers who have undergone thorough training to help them understand the program or approach they will use and to deepen their understanding of adolescent struggling readers.

### Overview and Tools

Resource	Description	Related Media and Files
<a href="#"><i>Interventions for Struggling Readers (Video, 4:44 min)</i></a>	<p>Schools should use reliable screening instruments followed by diagnostic assessments, monitor student progress on a regular basis, and provide intensive intervention at varying levels for struggling readers.</p> <p>Students who need more support to increase their literacy skills than provided in regular classrooms should be screened, identified, and offered appropriate interventions by qualified specialists.</p> <p>It is critical to select an intervention that provides an explicit instructional focus to meet each student's identified learning needs.</p> <p>The intensiveness of interventions must match student needs: the greater the instructional need, the more intensive the intervention.</p>	<a href="#"><i>Transcript (.pdf)</i></a>
<a href="#"><i>Learning Together About Tiered Instruction for Struggling Readers (.doc)</i></a>	<p>Use this in-service planner to organize a session for teachers to learn about the role of assessment, importance of using explicit comprehension strategies, and planning interventions matched to the level of intensity needed by struggling students.</p>	<a href="#"><i>Improving Adolescent Literacy (Practice Guide) (.pdf)</i></a> <a href="#"><i>Using Data: Student Work Review and Planning Protocol (.doc)</i></a> <a href="#"><i>Interventions for Struggling Readers (Video)</i></a> <a href="#"><i>Benchmark Assessment and Data-Sharing (Video)</i></a> <a href="#"><i>Designing Tiered Interventions (Video)</i></a> <a href="#"><i>Comprehension Strategies for Struggling Readers (Video)</i></a>

Resource	Description	Related Media and Files
<a href="#"><i>Using Data: Student Work Review and Planning Protocol (.doc)</i></a>	This protocol can be used by reading specialists and language arts coordinators to help teachers review student progress and use data to plan instructional interventions for struggling readers.	<a href="#"><i>Designing Tiered Interventions (Video)</i></a> <a href="#"><i>Benchmark Assessment and Data-Sharing (Video)</i></a>
<a href="#"><i>Conducting a Self-Assessment of Adolescent Literacy Intervention Opportunities (.doc)</i></a>	Principals and reading specialists are encouraged to use this tool to assess the status of the school's adolescent literacy intervention opportunities for the purpose of strengthening the school's approach.	<a href="#"><i>Interventions for Struggling Readers (Video)</i></a> <a href="#"><i>Designing Tiered Interventions (Video)</i></a> <a href="#"><i>Comprehension Strategies for Struggling Readers (Video)</i></a>

[§ Back to Top](#)

## Learn What Works

Resource	Description	Related Media and Files
<a href="#"><i>Designing Tiered Interventions (Video, 7:14 min)</i></a> Don Deshler, University of Kansas	Don Deshler explains why some adolescents struggle with reading and the need for reliable student assessments and qualified specialists to provide intensive and individualized interventions. He also discusses why schoolwide teacher collaboration across content areas is essential for improving outcomes for struggling readers.	<a href="#"><i>Transcript and Bio (.pdf)</i></a>

[§ Back to Top](#)

## See How It Works

Resource	Description	Related Media and Files
<a href="#"><i>High School Academic Literacy Intervention Class (Video, 6:00 min)</i></a> Morgan Hallabrin, Burlingame High School, Burlingame, CA	<p>A high school reading intervention teacher describes the ACCESS literacy intervention class, which helps struggling readers develop academic skills they need for success.</p> <p>She discusses strategies that facilitate comprehension and vocabulary development.</p> <p>An academic weekly record helps students improve organization, set learning goals, and learn to take responsibility for their academics.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>ACCESS Class Weekly Record and Program Overview (.pdf)</i></a> <a href="#"><i>ACCESS Class Vocabulary Chart (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>

Resource	Description	Related Media and Files
<a href="#"><u>ACCESS Class Weekly Record and Program Overview (.pdf)</u></a> Burlingame High School, Burlingame, CA	A weekly record template used to help high school students who struggle with reading get organized and motivated by setting academic goals, making a plan, and reflecting at the end of the week on their effort, progress, and achievements as academic learners.	<a href="#"><u>High School Academic Literacy Intervention Class (Video)</u></a> <a href="#"><u>Site Profile (.pdf)</u></a>
<a href="#"><u>Benchmark Assessment and Data-Sharing (Video, 5:45 min)</u></a> Faith Giddens, Pocomoke Middle School, Pocomoke, MD	A curriculum planner and testing coordinator discuss how staff plans instruction informed by assessment data and provide reading interventions through targeted classroom instruction and supplemental reading classes based on student need.  Teacher collaboration is a central part of assessment (reviewing student work) and planning (participating in data-sharing meetings).  Students participate in goal-setting through self-reflection and the development of individual plans of action.	<a href="#"><u>Transcript (.pdf)</u></a> <a href="#"><u>Planning for Student Success (.pdf)</u></a> <a href="#"><u>Site Profile (.pdf)</u></a>
<a href="#"><u>Planning for Student Success (.pdf)</u></a> Pocomoke Middle School, Pocomoke, MD	A resource and tool for teachers that includes the school's reading and school norm checklists, staff tips for examining student work, and a form for recording a student's success plan.	<a href="#"><u>Benchmark Assessment and Data-Sharing (Video)</u></a> <a href="#"><u>Site Profile (.pdf)</u></a>
<a href="#"><u>High School Literacy Intervention (Audio, 5:23 min)</u></a> Judith Hamilton, Stoughton High School, Stoughton, MA	A high school English director describes a schoolwide data-driven process to identify reading needs and plan tiered, classroom and supplemental interventions, and the role of reading specialists in the process.  The reading specialist plays an integral role in working with content area teachers to plan and monitor reading intervention strategies in classrooms as well as through supplemental reading programs.	<a href="#"><u>Transcript (.pdf)</u></a> <a href="#"><u>Site Profile (.pdf)</u></a>

Resource	Description	Related Media and Files
<a href="#"><i>Safety Nets for Struggling Readers in High School (Audio, 6:58 min)</i></a> Sharon Olken & Marlies McCallum, Gateway High School, San Francisco, CA	<p>A high school principal and reading specialist discuss ways that struggling readers are identified and supported.</p> <p>After diagnostic testing, reading intervention is provided through a learning skills class and an intervention class that focuses on teaching students the rules and structures of decoding, thereby demystifying reading for these students.</p> <p>After participating in the 2-year intervention program, students typically make multi-year reading improvement gains.</p>	<a href="#"><i>Transcript (.pdf)</i></a> <a href="#"><i>Site Profile (.pdf)</i></a>
<a href="#"><i>Assessments (.pdf)</i></a> University of Kansas Center for Research & Learning	<p>A tool to evaluate the progress of older adolescent students in a reading intervention program for struggling readers. The table lists the measures used by reading domain.</p>	

[\*\\$ Back to Top\*](#)