

Evidence-Based Practices in Content Area Instruction

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Goals and Objectives for Today's Session

Goal:

Participants will gain an understanding of how multiple literacy strategies may be incorporated into a content area lesson to help all students comprehend the text.

Objectives:

1. Overview the *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* practice guide and the Improving Adolescent Literacy infographic.
2. Engage in activities included in the infographic.
3. Discuss how to incorporate evidence-based literacy practices into instruction.
4. Questions and wrap-up.

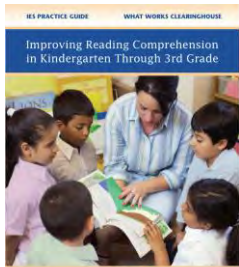
The Development of IES Practice Guides Available at the What Works Clearinghouse Website

- The Institute of Education Sciences (IES) publishes practice guides in education to bring the best available evidence and expertise to bear on current challenges in education. These practice guides can be accessed at the What Works Clearinghouse website.
- Authors of practice guides combine their expertise with the findings of rigorous research, when available, to develop specific recommendations for addressing these challenges. The authors rate the strength of the research evidence supporting each of their recommendations.

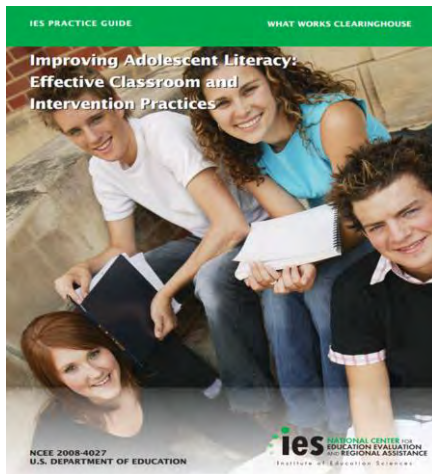
Practice Guides on Literacy Instruction

7 practice guides on literacy have been released

- ❑ For younger learners
 - ✓ Reading comprehension
 - ✓ Foundational skills
 - ✓ Elementary writing skills
- ❑ For older learners
 - ✓ Adolescent literacy and intervention
 - ✓ Secondary Writing
- ❑ For special populations
 - ✓ Response to intervention
 - ✓ English learners



Institute of Education Sciences Practice Guides



https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf

Recommendations from the Improving Adolescent Literacy: Effective Classroom and Intervention Practice Guide and Levels of Evidence

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong

Improving Adolescent Literacy Infographic

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IMPROVING ADOLESCENT LITERACY

This infographic is based on the recommendations of the What Works Clearinghouse Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. It presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The first recommendations from the practice guide included in this infographic aim to help students gain more from their reading tasks and improve their motivation for and engagement in the learning process. Activities are also included to demonstrate how the recommendations may be integrated into classroom instruction.

Click on an image below for details.



1. Provide explicit vocabulary instruction.



2. Provide direct and explicit comprehension strategy instruction.



3. Provide opportunities for extended discussion of text meaning and interpretation.



4. Increase student motivation and engagement in literacy learning.

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ADVANCING READING THROUGH SCIENCE

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The infographic reflects four of the five recommendations in the *Improving Adolescent Literacy: Effective Classroom and Intervention practices* as well steps for implementation of the recommendations and activities.



Improving Adolescent Literacy Infographic

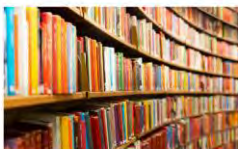


REL Southeast

Improving Adolescent Literacy

This infographic is based on the recommendations of the What Works Clearinghouse Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. It presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The four recommendations from the practice guide included in this infographic aim to help students gain more from their reading tasks and improve their motivation for and engagement in the learning process. Activities are also included to demonstrate how the recommendations may be integrated into classroom instruction.

Click on an image below for details.



1. Provide explicit vocabulary instruction.



2. Provide direct and explicit comprehension strategy instruction.

Similar Infographic
with Science Content



Activities in the Infographic Addressing the Recommendations

Improving Adolescent Literacy Infographic

- Handouts:
 - Improving Adolescent Literacy Infographic
 - *Gettysburg Address* text

Improving Adolescent Literacy Infographic Activities

- Recommendation 4 – Increase Student Motivation and Engagement in Literacy Learning.
- How to Carry out the Recommendation:
 - Establish meaningful and engaging content learning goals.
 - **Provide a positive learning environment.**
 - **Make literacy experiences more relevant to students' interests and everyday life.**
 - Build in student goal setting, self-directed learning, and collaborative learning.
- Activity: Develop a “Hook” Question and Conduct an Introductory Discussion Related to the Topic.

Prior to reading the text,
The Gettysburg Address: What are the most important obligations we have as American citizens at this time?

Improving Adolescent Literacy Infographic Activities

- Recommendation 1 – Provide Explicit Vocabulary Instruction.
- How to Carry out the Recommendation:
 - Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
 - **Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.**
 - **Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.**
 - Provide students with strategies to make them independent vocabulary learners.
- Activity: Select words on a continuum so students can construct a linear array related to the topic.

Vocabulary Activity — Linear Array

A linear array is a graphic organizer that helps students visualize gradations of meaning between two related words. Linear arrays can be used to provide students with exposure to words in a variety of contexts.

In the activity below, teachers would instruct students to work in small groups to arrange the words in boxes on a line between the words "free" and "captive." The boxed words are currently in random order. In this case, students have read the history text, *The Gettysburg Address*, which talks about a new birth of freedom that President Lincoln hopes will be a result from the then still unknown outcome of the American Civil War. The end of slavery would lead to additional Americans being free as they would no longer be captive. Therefore, the linear array below could be used in conjunction with this text.



Adaptation: Students could choose the anchor words; students could generate the words to place between the anchor words.

Improving Adolescent Literacy Infographic Activities

- Recommendation 2 – Provide Direct and Explicit Comprehension Strategy Instruction.
- How to Carry out the Recommendation:
 - Select carefully the text to use when first beginning to teach a given strategy.
 - **Show students how to apply the strategies they are learning to different texts, not just to one text.**
 - Ensure that the text is appropriate for the reading level of students.
 - **Use direct and explicit instruction for teaching students how to use comprehension strategies.**
- Activity: Directed Note Taking to help students organize their thoughts and aid comprehension.

Directed Note Taking				
Directions: Record notes containing the most important information relevant to the guiding question.				
<i>The Gettysburg Address</i>				
Guiding Question: Does <i>The Gettysburg Address</i> place greater emphasis on the past, present, or future in shaping American identity and democracy?				
Page #	Notes	Check relevant categories below		
		Past	Present	Future

Improving Adolescent Literacy Infographic Activities

- Recommendation 3 – Provide Opportunities for Extended Discussion of Text Meaning and Interpretation.
- How to Carry out the Recommendation:
 - **Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.**
 - **Ask follow-up questions that help provide continuity and extend the discussion.**
 - **Provide a task or discussion format that the students can follow when they discuss text in small groups.**
 - **Develop and practice the use of a specific “discussion protocol.”**
- Activity: Whole Group Extended Text Discussion Activity to Enhance Comprehension and Foster Engagement.

Whole Group Extended Text Discussion Activity – Facilitating an Extended Text Discussion

STEP	DESCRIPTION	EXAMPLE
Teacher Planning	Teachers choose texts or topics that might be difficult, misunderstood, ambiguous, or have multiple interpretations. Teachers develop questions that stimulate students to think reflectively about the text and to make high-level connections or inferences. Teachers create a scenario that allows students to take a position and defend it using information from the text.	An eighth-grade history teacher wants her students to understand that Presidential speeches often offer insight from the perspective of the past, present, and future. She decides that Lincoln's speech <i>The Gettysburg Address</i> provides a great example of such insights. The speech is also given immediately after one of the major battles of the American Civil War, and the class is covering a unit on that war. The text is brief but complex and worthy of a class discussion. The teacher develops the following question for consideration: “Does the Gettysburg Address place greater emphasis on the past, present, or future in shaping American identity and democracy?” The teacher divides students into small groups and asks them to review the text for evidence of whether past, present, or future is most influential.

Let's Talk...

- What are the benefits to content area teachers of integrating evidence-based literacy strategies into their instruction?
- How can content area teachers integrate these strategies into their instruction?
- How can we support content area teachers as they integrate these strategies?

Questions?

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