Disclaimers
This presentation will not give you a...

- Silver bullet
- Quick fix
- One-size-fits-all program(s)
- The best research based intervention/program
- Perfect explanation of why readers struggle at the middle level despite really awesome instruction at the elementary level!!
Who are struggling adolescent readers?

- Display many dependent reading behaviors
- Read too fast, too slow, ignore punctuation, lacks expression
- Cannot easily recognize many words, lack strategies for figuring out pronunciations or word meanings
- Read the words rather than for meaning, do not adjust reading rate, accept not understanding what is read, read to finish rather than to understand
- May score poorly on assessments of reading achievement
Who are struggling adolescent readers?

- Cannot make inferences or recognize cause/effect relationships, have trouble comparing and contrasting story information
- Do not predict, set purposes for reading, connect thoughts and ideas to other texts and situations
- Have difficulty summarizing and creating questions about text
- Feel that more proficient readers just “have it” and they don’t
- Over-rely on their own background knowledge, often ignoring text evidence
Who are struggling adolescent readers?

- Lack background knowledge or does relate what is known to what is being read
- Do not recognize when comprehension is not taking place
- See little or no difference in reading for efferent or aesthetic purposes
- Rarely use text features to aid in reading texts
- Have a varying degrees of self-concept about him/herself as a reader
- May or may not be able to engage in reading and reading instruction
- May stop reading at the first sign of difficulty or continue reading even though it is not making sense
- Lack stamina as readers
- Say reading is dumb, boring, a waste of time
- Avoid reading at all costs
but the Good News is.....

- Will read if they can connect to a book through interest and readability
- Get excited when they can finish a book(s)
- Want to improve their reading but don’t know how
- Everyone is a “struggling reader” at one time or another
- Will work to improve if there is “buy in”
NAEP: A Common Yardstick

- The National Assessment of Educational Progress (NAEP)
- is the largest nationally representative and continuing assessment of what America's students know and can do
- assessments are conducted periodically
- using the same sets of test booklets across the nation
- results serve as a common metric for all states
- stays essentially the same from year to year
- permits NAEP to provide a clear picture of student academic progress over time.
NAEP Results for 4\textsuperscript{th} Grade 2009
Average Score: 219

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<th>Group</th>
<th>% of students</th>
<th>Avg. Score</th>
<th>% at or above</th>
<th>% at Advanced</th>
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<td>Eligible Free Lunch</td>
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## NAEP Results for 8th Grade 2009

### Average Score: 265

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Basic Readers should be able to...

- Demonstrate a literal understanding of what they read
- Identify specific aspects of the text that reflect meaning
- Make simple inferences
- Make some personal connections to text
- Draw conclusions based on text
Proficient Readers should be able to....

- Demonstrate a literal and inferential understanding of what they read
- Identify aspects of text that reflect meaning
- Make clear inferences, draw conclusions, and make connections
- Identify some devices used by authors in their writing
News from Research

- Teaching strategies in multiple combinations is superior to teaching strategies one at a time
- Consistent, intensive, and explicit instruction is the key to success for struggling readers
- Effective comprehension instruction emphasizes constant student transactions with text through the use of strategies
My Source

- Taken from a report written by Catherine snow and Gina Biancarosa, Harvard Graduate School of Education
- The results of a meeting held in New York on adolescent literacy
- Specifically, the persistence of the achievement gap and suggestions for funding research projects to improve adolescent literacy
Instructional Literacy Models that Serve ALL Readers and are GREAT for Struggling Readers Too!

- Questioning the Author QtA (Beck & McKeown, 2002)
- Reciprocal Teaching (Palinscar, 2003)
- Scaffolded Reading Experience (Fournier & Graves, 2002)
- Strategic Instruction Model (Center for Research on Learning, 2001; Deshler et. al., 2001)
- Transactional Strategies Instruction (Pressley & Wharton-McDonald, 1997)
Why these strategies?

- Focus on struggling readers in middle and high school
- Attempt to improve literacy achievement through targeted instruction of two or more factors influencing reading comprehension
- Have been systematically/experimentally studied
- Focus on teaching adolescents how to “read to learn”.
Questioning the Author QtA

- Teacher uses “queries” or open-ended questions to get kids to respond with what they understand from text and with evidence from the text.
- Kids learn to view text critically as well as address their confusions
- What is the author trying to say?
- What did the author say to make you think that?

http://www.adlit.org/
Reciprocal Teaching

- Teachers and students take turns leading discussion of text using strategies
  - Predicting
  - Questioning
  - Clarifying
  - Summarizing

http://www.adlit.org/
Scaffolded Reading Experience

- Teachers plan ahead of time what support students will need as they read a given text
- Strategies are planned for
  - Before
  - During
  - After reading
- Plan is implemented
  
  [http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html](http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html)
Strategic Instruction Model

- Students are explicitly taught strategies
  - Word Identification Strategy
  - Visual Imagery Strategy
  - Self-Questioning Strategy
  - Paraphrasing Strategy

- Teachers are taught instructional approaches and routines to help students learn HOW to learn

Transactional Strategies Instruction

- Teachers instruct students in the use of strategies through direct instruction and lots of:
  - Explaining, explaining, explaining
  - Modeling, modeling, modeling
  - Guided practice, guided practice, guided practice
  - Coaching, coaching, coaching
  - All of the above over and over again!!!

http://www.readingrockets.org/article/68
News from the trenches

- Relationship building
- Read-alouds
- Lots of opportunities for personal reading time in school
- Short instructional events
  - Guided practice
  - Coaching
  - Modeling
- A great LMC Director
More News from the Trenches

- Build stamina
- Detail Event Log
- Literacy History Project
- Turning negative thinking into positive thinking
- Lots of concrete examples
- Forget the “life long lovers of reading” pitch
- Poetry Slam
- Abundance of time building background knowledge no matter what is being read
Books for Read Alouds

- Scorpions by Walter Dean Myers
- The Outsiders by S.E. Hinton
- The Boy in the Striped Pajamas by John Boyne
- The Graduation of Jake Moon by Barbara Parks
- How to Steal a Dog
- Abducted
- 11 Birthdays
- Bang by Sharon Flake
- Tears of a Tiger by Sharon Draper
Books that Struggling Readers Will Read...sometimes!
Final Thoughts

- There is no template of the struggling reader.
- We can’t do reading improvement on hope alone.
- We are all in this together
Sources


http://www.all4ed.org/files/archive/publications/AdolescentsAndLiteracy.pdf

http://www.cgcs.org/meetings/Snow.pdf