

# CONTENT LITERACY STRATEGIES: MAKING CONTENT-AREA READING INTERVENTION WORK

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## ▶ Spring 2015

- ▶ Double-block Intensive Reading not producing significantly better results than single-block intensive reading
- ▶ Intensive Reading courses not as successful as we would like
- ▶ Legislation gives us more freedom to design reading intervention

A UNIQUE SITUATION



- ▶ Efforts to Embed Literacy Strategies into Content-Area Classes had Mixed Results
  - ▶ Lack of literacy instruction background
  - ▶ Lack of oversight by school-based administration
  - ▶ Pressure for content-area teachers to cover material left little time for literacy strategies
  - ▶ Lack of on-going support

THE DEFINITION OF INSANITY

## ▶ Content Literacy Strategies (CLS)

### Program was Developed:

- ▶ Year-long program with six meetings – 3 face-to-face and 3 online
- ▶ A handful of literacy strategies each meeting
- ▶ Meetings specific to grade level and content with texts related to each course's scope and sequence
- ▶ Principals select participants

## KEY PRINCIPLES

## ▶ Only Certain Grade Levels and Content Areas Offered Training:

- ▶ Limited time/staff to create trainings
- ▶ School-based administration able to focus on key areas
  - ▶ 6-8 Science
  - ▶ 6-8 Social Studies
  - ▶ HS World History
  - ▶ HS U.S. History
  - ▶ HS Earth/Space Sci
  - ▶ HS Biology

# SELECT COURSES

- ▶ Whole-day training
- ▶ Offered both spring/summer and in the fall
- ▶ Focus on first six weeks of content area scopes
- ▶ Strategy foci:

- ▶ SNAP

- ▶ Mind Streaming

- ▶ You Ought to be in Pictures

- ▶ RAFT

- ▶ Read & Say Something

- ▶ Sticky Note Discussions

- ▶ Summary



- ▶ Vocabulary

- ▶ Tweet Me

- ▶ Text Coding

# INITIAL MEETING

# Text Coding

To panel list main   
To panel board main 

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1

2

3

4

5

6

7

8

**How did the Enlightenment ideas of Locke and Montesquieu, related to natural law and the social contract, influence the Founding Fathers?**

L = Liberty

p = Property

SAMPLE SLIDE FROM INITIAL CLS MEETING (7<sup>TH</sup> GRADE CIVICS)

- ▶ Designed to be completed at participant convenience
- ▶ Released on half-day professional development day
- ▶ Readings focus on second six weeks of content area scopes
- ▶ Strategy foci:
  - ▶ A to Z Chart
  - ▶ Password
  - ▶ Socratic Seminar
  - ▶ 3-2-1
  - ▶ Jigsaw
  - ▶ Close Reading
  - ▶ Sticky Note Discussion
  - ▶ Think-Pair-Share

## FIRST ONLINE TRAINING



- ▶ Video Links Demonstrating Strategies
  - ▶ Strategies from first meeting and new strategies
- ▶ Content Reading Selections
  - ▶ Selected by science/social studies curriculum to align with grade-level scopes
  - ▶ Both from textbook and additional texts

ONLINE TRAINING COMPONENTS

- ▶ Half-day training
- ▶ One training per grade-level specific course
- ▶ Focus on third six weeks of content area scopes
- ▶ Strategy foci:
  - ▶ Carousel Brainstorm
  - ▶ Tarsia
  - ▶ Think-Pair-Share
  - ▶ Grand Conversation
  - ▶ Reading and Share
  - ▶ Numbered Heads
  - ▶ Jigsaw
  - ▶ Four Corners

## SECOND FACE-TO-FACE MEETING

## Grand Conversation

### Essential Question:

According to the text, “Teachers will have to embrace a shift in their instructional methods, the strategies on which they rely to teach content, to methodically empower students to successfully own their own learning at the highest levels of complexity.”

**What shift does the text argue for, and what evidence is used to support the need for that specific shift?**



SAMPLE SLIDE FROM SECOND CLS  
FACE-TO-FACE MEETING

- ▶ Designed to be completed at participant convenience
- ▶ Released on half-day professional development day
- ▶ Readings focus on fourth six weeks of content area scopes
- ▶ Strategy foci:
  - ▶ World Café
  - ▶ Pose, Pause, Pounce, Bounce
  - ▶ Fishbowl Discussion
  - ▶ Vocabulary
  - ▶ Conver-stations
  - ▶ Stand-Up Game
  - ▶ Carousel Brainstorm
  - ▶ Thinking Notes
  - ▶ Talk Moves
  - ▶ Reciprocal Teaching

## SECOND ONLINE TRAINING



EXAMPLE VIDEO – SECOND ONLINE  
TRAINING

- ▶ Half-day training
- ▶ One training per grade-level specific course
- ▶ Focus on fifth six weeks of content area scopes
- ▶ Strategy foci:
  - ▶ Vocabulary Strategies
  - ▶ Backward Design
  - ▶ Differentiating Instruction
  - ▶ Formative Assessments
  - ▶ Beyond Note-Taking
  - ▶ Academic Games

THIRD FACE-TO-FACE MEETING



SAMPLE SLIDE FROM THIRD CLS FACE-TO-FACE MEETING

- ▶ Designed to be completed at participant convenience
- ▶ Released on half-day professional development day
- ▶ Readings focus on last six weeks of content area scopes
- ▶ Strategy foci:
  - ▶ Bomb
  - ▶ Kick Me
  - ▶ Quick Fire Vocabulary
  - ▶ Word Squares
  - ▶ Student Identified Vocabulary
  - ▶ Give One, Get One, Move On

## THIRD ONLINE TRAINING



# CLS LESSON PLAN TEMPLATE

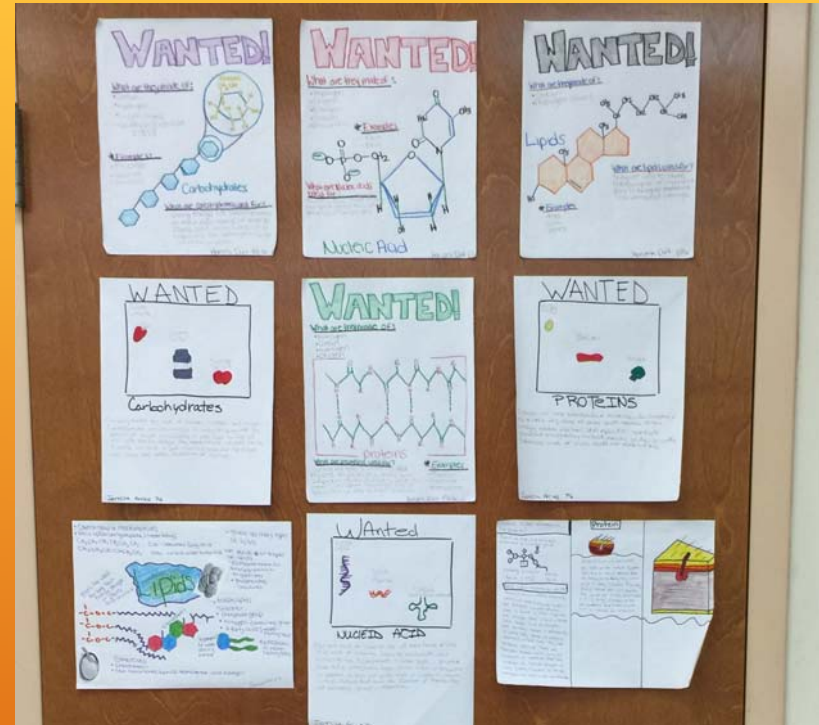
<b>Title of Reading Selection or Topic</b>		
<b>Standard(s) addressed</b>		
<b>Essential Question</b>		
<b>Ideas students may struggle with and how you plan to provide support</b>		
<b>Vocabulary</b>		
Content	Complex	
<b>Strategies</b>		
Before	During	After
<b>How will you address the summative assessment for this material?</b>		

- ▶ 1 lesson plan reflecting use of content literacy strategies for each CLS meeting (6 total)
- ▶ 3-5 student work samples reflecting use of content literacy strategies for each CLS meeting (18-30 total)
- ▶ 7-10 sentence reflection on the use of content literacy strategies in the participant's classroom
- ▶ Professional development quality survey

## FOLLOW-UP ACTIVITIES

- ▶ Nearly 400 secondary social studies and science teachers on track to complete
- ▶ Session-based survey results very positive
- ▶ Implementation at school level somewhat uneven, but mostly strong
- ▶ District-level assessment data indicates strong results at schools with strong implementation

## RESULTS



# IMPLEMENTATION SAMPLES

**FAMILY PATTERNS**

In medieval Africa the family was the basic unit of society. The nuclear family could be patrilineal or matrilineal. Each family belonged to a lineage; several lineages formed a clan. Belonging to a particular family, lineage, or clan gave people a sense of community with shared responsibility to that community and an individual's place in the society was also determined by a system of age grade.


Based on what you know, how would you explain the importance of the family in the African society?



**POLITICAL PATTERNS**

In some regions of Africa, the two types of government used were chiefs and clans who used a consensus to rule smaller villages. Another form was when chiefs and states were united under a leader, that united the villages into a province. From there, multiple provinces were united into a kingdom.

What is the purpose that some villages and not unite with other villages like some regions in Africa?




**SOCIETIES IN MEDIEVAL AFRICA**

**RELIGIOUS BELIEFS**

Religion was an important aspect of medieval Africans. Their religion had very complex. Africans worshipped many gods and goddesses. They believed in the Chinese deity that spirit of their ancestors could help them or punish their descendants on Earth.


Question: What inference can you make about the religion/beliefs in Africa?



**AFRICA'S ARTISTIC SIDE**

African tradition included through sculpture or literature. The Shona culture of Zimbabwe has a tradition of creating pottery vessels for their literature. Instead of speaking they would use drums to announce important events or to pray for a good harvest or historical individuals.

Question: Do we still use some of these vessels today in the modern world and if we do, how do we use them?



Dear 2015 CE history class,  
 I am Mansa Musa, Ruler of the Malian Empire which is now modern day Ghana. Mali was the largest and richest West African Empire. Myself alone had a personal net worth of 400 billion dollars. I captured Songhai and its major city, Timbuktu, an important trading center in North Africa. Gold was very abundant in Mali, we would trade it for salt. After my trip to Mecca to visit the holy city, everyone knew who I was.

# IMPLEMENTATION SAMPLES

- ▶ Continuing program for next year; expecting smaller numbers
- ▶ Tracking results for students receiving reading intervention through CLS
- ▶ “Designating” teachers who have completed program as able to provide reading intervention
- ▶ Better information for school-based administrators to assist more consistent implementation

LOOKING FORWARD





THE CLS TEAM



QUESTIONS, COMMENTS, CONCERNS



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