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# Moving All Students to Literacy Proficiency:

## Five Goals for Success

Scott Warren  
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# Guiding Questions

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- **Why do we need a literacy focus?**
- **Why do we not expect kids to read and write often?**
- **What can all teachers do to focus on literacy?**
- **What can English/Language Arts Teachers do?**

# **Scott Warren**

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## **Former**

- **Mathematics and P.E. teacher**
- **Basketball Coach**
- **A.D.**
- **Assistant Principal**
- **Principal**
- **Highly Skilled Educator for Kentucky**

## **Current**

- **Director of HSTW State Contracted Services**
- **Parent of a child with a Learning Disability**

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# Literacy Across the Curriculum

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- **SREB's literacy guide. Each chapter written by an expert in literacy. Contact SREB at [www.sreb.org](http://www.sreb.org) to order copies. (\$6.95)**

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## How do high literacy skills affect future success?

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 **Today's technology focus requires greater literacy skills.**

 **It pays to be educated.**

 **Higher literacy equates to more education.**

## The 21<sup>st</sup> Century Challenge

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- DOL estimates that 70% of fastest growing jobs will require postsecondary education and 40% of all jobs projected to 2008 will need at least an associate's degree
- 90% Fortune 1000 executives have stated that **low employee literacy** is hurting their business
- 71% of 300 executives surveyed listed **basic written communication** training as critical to their companies' success

## International Center for Leadership in Education found:

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- “the readability levels of workplace documents, forms and text sources are higher than many people would have imagined.”
- reading materials in the workplace determined the following data for the 16 USDOE Career Clusters:
  - 9 of the 16 clusters require **entry level** employees to read material written at a higher level than the highest ranking employees.
  - 4 other clusters require **entry level** employees to read material written at the same level

## Where are we now?


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- **Less than half of high school seniors read at levels high enough to be ready for college, but two-thirds attempt to go and over three-fourths enter high school planning to attend college.**
- **About one-third of seniors and one-fourth of 8<sup>th</sup> graders are proficient readers nationally.**
- **73% of Illinois 8<sup>th</sup> graders are proficient in reading on state assessments compared with 31% on NAEP.**

# Why must we commit to a literacy initiative for older students?

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## Students need:

 access to a wide variety of reading material that appeals to their interests

 instruction that builds the skill and the **desire to read** increasingly complex material

## Five school-wide goals will make a difference

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- Read 25 book equivalents (2500 pages) per year
- Write weekly
- Use reading and writing strategies to learn the content of all courses
- Write research(ed) papers in all classes
- Teach all ELA classes to the rigorous levels of honors/gifted

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**All students will read the equivalent of 25 books per year across the curriculum to increase their understanding of the content of all classes.**

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## **Reading is the single most important social factor in American life today.**

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- 1. The more you read, the more you know.**
- 2. The more you know, the smarter you grow.**
- 3. The smarter you are, the longer you stay in school.**
- 4. The longer you stay in school, the more diplomas you earn and the longer you are employed—thus the more money you earn in a lifetime.**
- 5. The more diplomas you earn, the higher your children's grades will be in school.**
- 6. The more diplomas you earn, the longer you live.**

## **The opposite is also true.**

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- **The less you read, the less you know.**
- **The less you know, the sooner you drop out of school.**
- **The sooner you drop out, the sooner and longer you are poor.**
- **The sooner you drop out, the greater your chances of going to jail.**

## **Poverty and illiteracy are the parents of desperation and imprisonment.**

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- **82% of prison inmates are school dropouts.**
- **Inmates are twice as likely to be in bottom levels of literacy.**
- **60% of inmates are illiterate.**
- **In the 1990's, Indiana used the literacy level of second graders to estimate the number of prison cells needed in this decade.**

## To raise their reading skills and to increase understanding of the content of all classes,

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- **Students must**
  - read more and a wider range of materials.
  - read both **fiction** and **non-fiction**, including technical manuals and journal and magazine articles.
  - prepare written reports.
  - make oral presentations.
  - perform tasks that are described in the text.
- **Teachers should**
  - assign reading appropriate to the course content.
  - expect students to demonstrate understanding of what they read.
  - give students choice in the selection of materials.

## **Reading more = scoring higher**

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### **High School (NAEP-Referenced Assessment):**

- **Seniors who read an assigned book outside class and report on the main ideas several times during the year score 26 points higher than those who don't.**
- **Students who read at least two hours outside class each week score 11 points higher.**
- **Students who read at least five books in English scored 15 points higher.**

# Literacy Practices and Higher Achievement



## Students frequently:

- Read technical materials;
- revise written work to improve quality;
- write in-depth explanations; and
- complete short writing assignments.

# Literacy Practices and Higher Achievement



Students frequently:

- discuss readings with other students;
- read books outside of class and demonstrate understanding;
- read outside of class each week; and
- read books/manuals to complete vocational assignments.

# Reading more = scoring higher

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## Middle Grades

- Eighth-graders who read 11 or more books each year score 35 points higher than those who read none.
- Students who read an hour outside of school each day score 16 points higher.  $\frac{1}{2}$  hour = 12 points
- Those who read an assigned book outside class and demonstrated understanding only once per semester score 9 points higher.

## Literacy Experiences

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- **Completing short writing assignments of one to three pages at least monthly**
- **Doing a major research paper yearly**
- **Doing an oral presentation each semester**
- **Reading outside of school one hour or more daily**

## Literacy Experiences

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- **Reading at least 11 books or more each school year**
- **Writing sentences in mathematics at least monthly**
- **Using word processing to complete assignments sometimes**
- **Revising essays sometimes to meet standards**

## Effect of Literacy Experiences on Achievement

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Type of Experience	% with Experience	Reading Mean	Math Mean	Science Mean
Little Experience (0-3)	32%	147	146	144
Moderate Experience (4-5)	46%	158	156	154
Intensive Experience (6-8)	22%	169	165	165

\* All scores are significant at  $<.05$

**But teachers aren't asking students to read...**

<b>Number of Books</b>	<b>Middle Grades</b>	<b>High School</b>
<b>None</b>	<b>47%</b>	<b>33%</b>
<b>1-2</b>	<b>28%</b>	<b>36%</b>
<b>3-5</b>	<b>12%</b>	<b>18%</b>
<b>6-8</b>	<b>7%</b>	<b>7%</b>
<b>9+</b>	<b>7%</b>	<b>5%</b>

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# Why don't we ask students to read more?

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- **Brainstorm in pairs**
- **Popcorn Sharing**

## Why don't we ask students to read more?

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- Believe students aren't good readers
- Believe students don't have time
- Believe students won't read
- Believe that reading detracts from teaching "my" content
- Lack of materials
- Teachers aren't readers

## Do students have time to read?

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### High School

- 46% of the students watch TV three or more hours per day
- 9 percent watch over 6 hours!

### Middle Grades

- 51% watch TV or play computer games three or more hours each school day.
- 17% watch over 5 hours!

## Do The Math

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- **Goal of 25 books**
- **Average reading rate 250 words per minute**
- **500 words per page**
- **100 pages per book**
- **175 school days**

**equals**

**less than 30 minutes per day**

**to reach goal!**

# What are some specific steps to raise the amount of reading?

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## Looking for ideas

- 1. DEAR/SSR**
- 2. Summer reading**
- 3. Technology**
- 4. Motivational activities – Competitions, Challenges**
- 5. Media center strategies**
- 6. Book groups**

## **What are some specific steps to increase the amount of reading our students do?**

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### **Partner Talk and Planning**

- **What strategies might we want to try?**
- **What training and support would teachers need to implement these strategies?**
- **How will we know if these strategies are working (e.g., assessment, analysis of student work, classroom observations)?**

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**All students will write weekly in all classes to help them understand and use the content of their classes.**

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**To raise their writing skills and use them to increase and demonstrate understanding of the content of all classes,**

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- **Students must**
  - Complete short writing assignments weekly.
  - Write something everyday.
  - Write in multiple formats for different audiences and purposes.
  - Revise their writing frequently.
  - Understand the standards for good writing.
  - Examine models of good writing.
  - Use technology in the writing process.
- **Teachers should**
  - assign writing appropriate to the course content.
  - expect students to demonstrate good writing skills.

## Why is this goal important?

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- **Writing across the curriculum is about a method of discovering and uncovering knowledge.**
- **Nonfiction writing is the key to adult success.**
- **Writing is required in every postsecondary class.**
- **Writing is required in virtually all professions.**
- **Writing is the number one thinking skill.**
- **Our future is technology.**

# Writing Strategies

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- Entry/Exit Slips
- Open Response Questioning on Assessments
- Writing of directions
- Real-world writing
- School-wide Writing Rubric

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**All students will use reading and writing strategies to help them understand and use the content of all classes.**

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**Close to 50% of students say  
their teachers never or seldom  
show strategies for  
understanding what they read**

# I am not a reading teacher!

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- This is the most common statement heard when teachers are asked to have students read in their classes.
- Teachers are not asked to be reading teachers, but teachers who require students to read.

## Americans Think Big

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- **When told that kids need to read and write in classes teachers think big: books and research papers.**
- **Think small: strategies that get students to read and write in small segments to learn content.**

# Reading - More Than Just Decoding Words

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Content teachers tend to think reading is decoding and not extracting meaning from the written word.

## Lucy's Dilemma

After checking the log it was  
obvious that I had been doing far too much LSD. As a result my max  $\text{VO}_2$  was bound to suffer. It was obviously a time to attempt some fartleking. I wondered if the Gore-tex and polypropylene would hinder my attempt at using speed. If so, perhaps a quick deuce would, just as well, serve the purpose of the day.

## So What?

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- Hopefully, you were all able to decode the words. **The question: Is reading just decoding?**
- The second reading will transform you into a student with poor decoding skills. **CAN you extract meaning from the written word?**

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# LEDGUSLLAITEIVE YSHOOZ

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At a recent gathering at the Capitol here in Madison, a number of ledgusllaiteive yshoos wur dhyscust. All dellt with tuhrizuhm in Wisconsin. Klyph Kharlsuhn, who onze a small phische pharm nier Wabeno, lead the phyte for tacks braxe for stayt bisnusmuhn hooze prauphutz halve bin sclascht beakuz uv the enuhrjee chrysusse. Other cimullerlee kuhnsyrnde sytazunze joined hymm in demanding immediate rheleaph phor such pursonze.

## Reading

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- **Decoding and garnering knowledge from the written word. Which one could you answer more questions about the content?**
- **Instructional strategies that focus on the second are the focus of this workshop. Students with severe decoding difficulties need specific training from a Reading Teacher.**

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# Fifteen Literacy Strategies Any Teacher Can – and Should – Use

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- **Session later today.**

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**All students will write research(ed)  
papers in all classes.**

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## **Research involves a product!**

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- **Traditional Formal Research Paper**
- **“Researched” Piece**
  - \* **Feature Article**
  - \* **Proposal**
  - \* **Editorial**
  - \* **Fictional Story**

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## **To be successful, schools must design...**

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- **Research continuum**
- **School-wide style guide (In handbook?)**
- **Shared papers across classes**

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**All students will be taught as if they were in honors English classes.**

## Who is in Honors English?

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- English is most tracked course in American high schools.
- Only 34% of seniors complete sequence of college-prep English even though over 60% go on to college and 80% say they want to go to college.
- Only 19% eighth-graders in advanced English

# The Most Common Statement Heard: Our kids can't do that!

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## Quartiles on 8<sup>th</sup> Grade Reading Assessment

Earned a grade of D or F in:	Low 25%	2nd	3rd	Top 25%
C-P English 9	21	16	10	3
Low-level English 9	47	31	32	8

## What does this mean?

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- Read 6-8 books annually, including assigned summer reading.
- Make an oral or written report on each book read.
- Participate in some type of writing-to-learn activity frequently.
- Complete at least one formal research paper annually.
- Demonstrate what they have learned in writing or in an oral or group presentations frequently.
- Develop a minimum of one piece of authentic writing addressed to an outside audience monthly.






# Pulling it all together . . .

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- Prioritize your school/district literacy needs.
- Make a scaffolded plan that can be accomplished.
- Get a commitment from your staff/district to do the work.





# Launching Your School's Literacy Campaign

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-  Form a literacy committee.
-  Determine what students need to **know** and be able to **do** to meet literacy standards at each grade level.
-  Assemble data about the current literacy skills of students.
-  Develop a literacy plan for the school.
-  Share plans with stakeholders.

# Launching Your School's Literacy Campaign

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-  Employ a literacy coach (optional).
-  Select appropriate professional development to prepare all faculty.
-  Find necessary funding.
-  Assess and celebrate progress.

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## Questions???

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Good Luck with Your Campaign!