



**ACHIEVING READING SUCCESS IN THE
HIGH SCHOOL CLASSROOM**

Victoria Collins

Where did it begin?



- Betty Hart and Todd Risley (1995)
- Meaningful Differences in the Everyday Experience of Young American Children
- Scientifically establishes a link between children's early family experience, their language development, and their school performance

Meaningful Differences



13 Higher SES

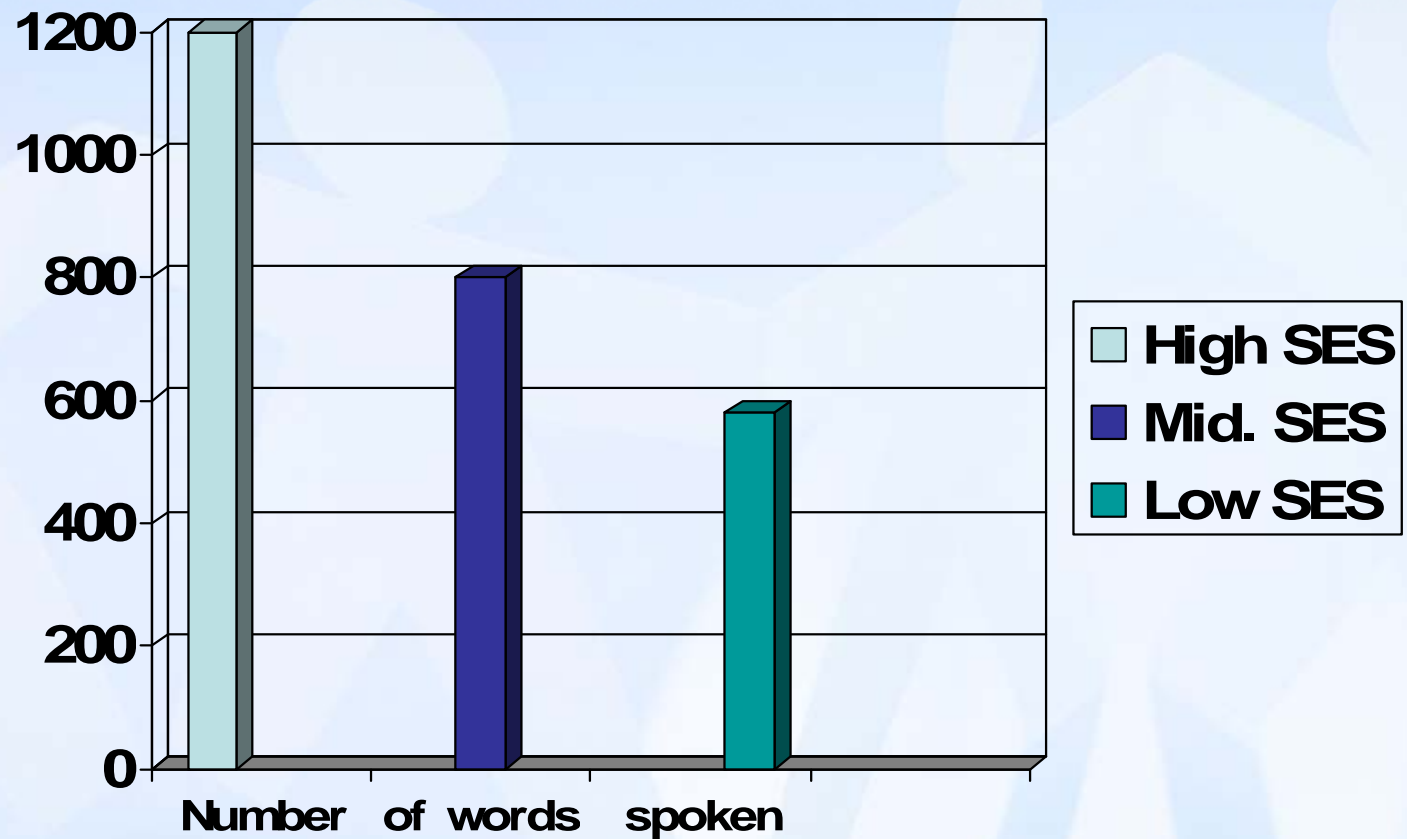
Observed
every month

6 Low SES

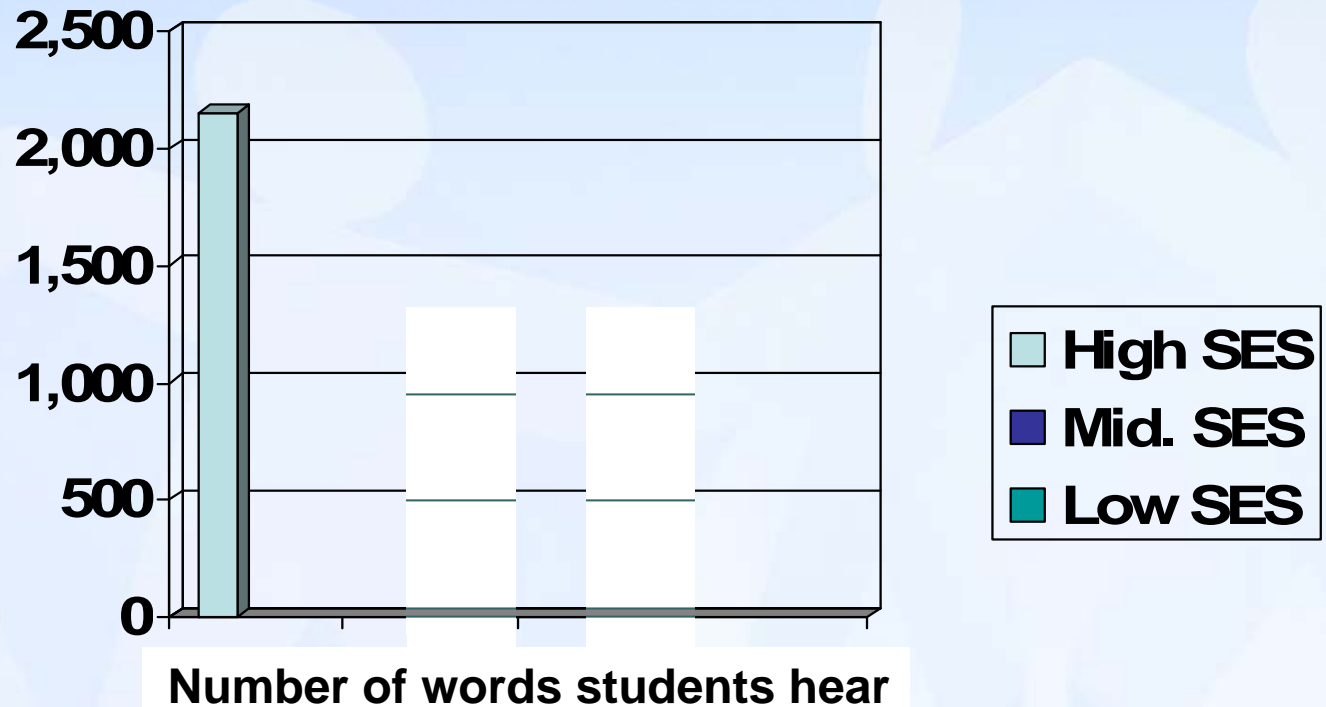
23 Middle SES

Starting
when child is
7 – 9 months old

Vocabulary at 36 months

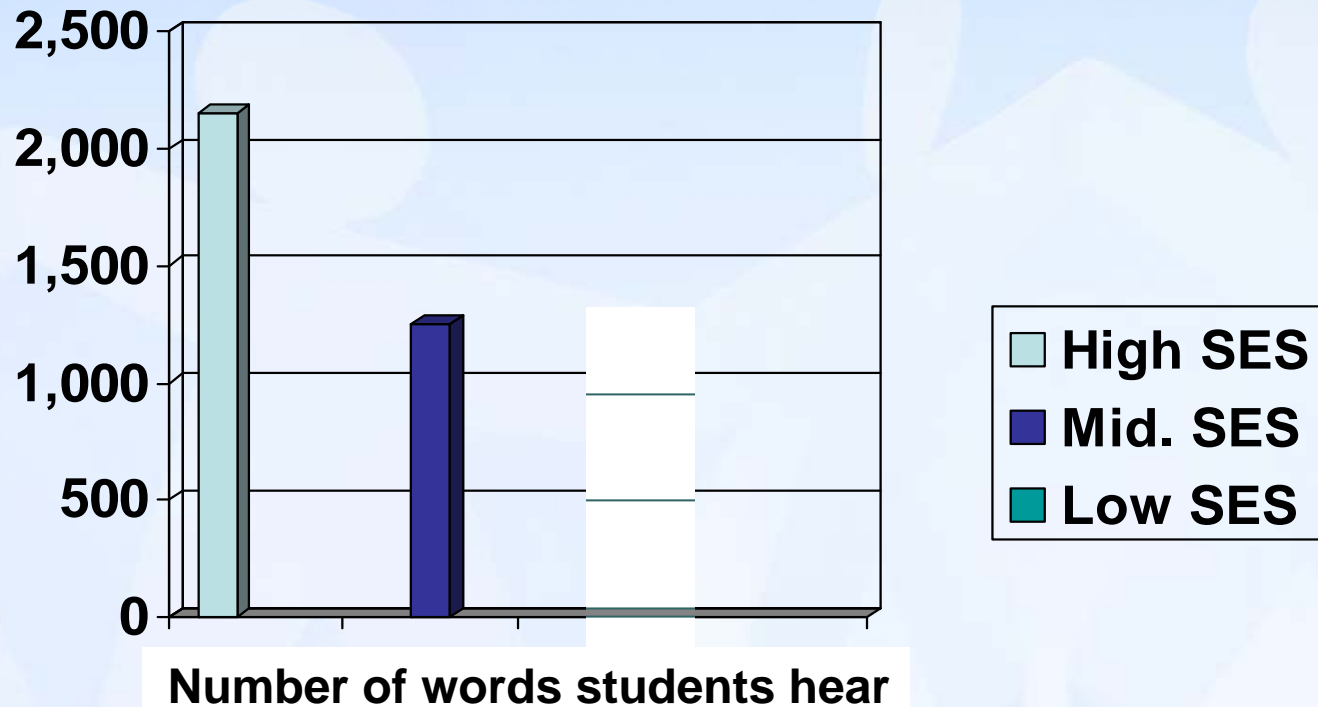


Differences in quantity of words heard



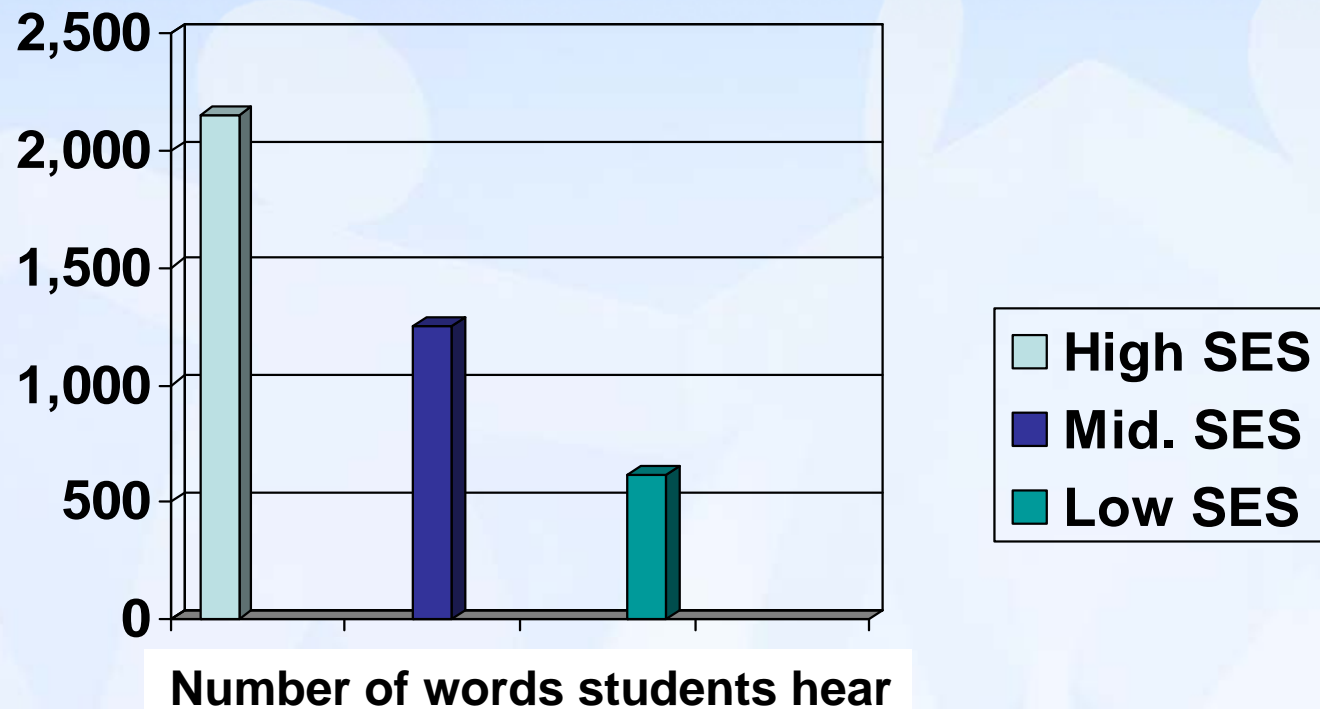
Differences in quantity of words heard

heard continued



Differences in quantity of words heard

heard continued



Where do we go from here?



- The International Reading Association's position statement on adolescent literacy states that adolescents deserve access to a wide variety of reading material that they **can and want** to read
- We, as teachers and administrators, need strategies to ensure this happens!

Five strategies to follow



- Focus on changing what you can change
- Teach the students who can't read how to read
- Teach every student how to read to learn

Five strategies to follow Continued



- Motivate all students to read *more* books, to read increasingly *more challenging* books, and to *be accountable* for what they read
- Create a reading culture at your site



Change is good



- We want to get credit for our good intentions, but unfortunately, good intentions do not necessarily result in improvement
- State goals that you can achieve. Attach a measurable result
 - Reduce the number of students scoring in the bottom quartile by 10%



Do not confine your students to your own learning, for they were born in another time.

Hebrew Proverb



S. KELLY THE TIMES-PICAYUNE
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COME ON,
WHEN I WAS
YOUR AGE,
I HAD TO WALK
SIX MILES
THROUGH SNOW
TO GET TO
SCHOOL...



SO, YOUR
PARENTS
COULDN'T
AFFORD
GAS
EITHER...

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Choices



- Change what you teach
- Change the amount of time you spend on teaching it
 - If you want to raise achievement, you must allocate sufficient instructional time to reading, particularly for those students who are well below grade level and then use every minute of that time wisely



- Change where you teach it
 - Reading instruction in high school is frequently relegated to a few remedial classes
 - Meaningful strategy instruction is best done in the context of content classes where all students can reap the benefits of the instruction, not just the few

Teach students who can't read how to read



- Phonological Awareness: individual sounds
- Alphabetic Principle-Phonics: print and sound; spelling; decode words
- Accuracy and Fluency: automaticity; connect to schema instead of phonics
- Comprehension: reason for reading
- Vocabulary: words we must know

Why is reading so hard?



HOUND BOUGH HOLD SOW
LOOK BOUGHT COW
HOOD MOOSE
OLD BOW
SOW HOT HOIST

Fluency



- Correct Words Per Minute (CWPM)
- Prosody-the rhythmic and intonational aspect of language dependent on grade level and complexity of text

Dude

- Automaticity-largely or wholly involuntary

Vocabulary



- Definition-words we must know in order to communicate orally or in print-necessary to make meaning and understand what is read
- Readers must know word meaning
- Meaning learned directly or indirectly
- Rich background experience

Reading continues to be hard



- **The market garden was designed to produce produce**
- **In the boat, a row erupted amongst the oarsmen about how to row**
- **The nurse wound the crepe bandage around the wound**
- **Dessie decided to desert his dessert in the desert**
- **Chloe was too close to the door for it to close**
- **When Ted saw the tear in the painting he shed a tear**

Context clues



- Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction generally involves teaching students to employ both generic and specific types of context clues
- Transition words

Comprehension



- Definition-the reason for reading, (without comprehension, it is not reading) understanding the content, and meaning of what is read
- Good readers are purposeful and active
- Metacognition-monitor your own thinking, awareness of what you do and don't understand

Comprehension continued



- Inference
- Prediction
- Synthesis
- Summary
- Cause and effect
- Main idea

Comprehension continued



- Answering questions
- Generating questions
- Recognizing story structure
- Use of prior knowledge
- Mental imagery



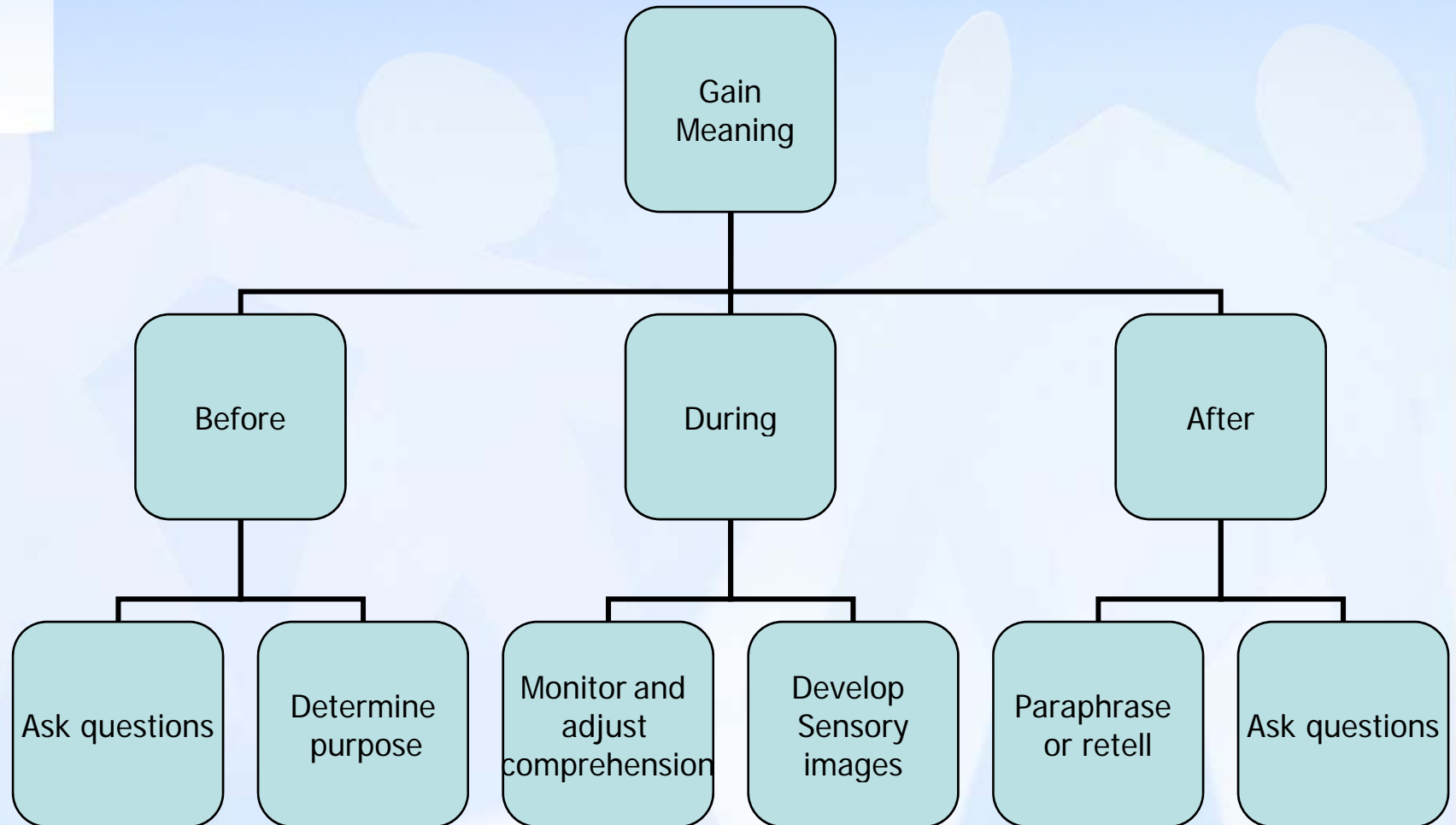
Comprehension strategies



- Specific before, during and after
- Bloom's Taxonomy
- Rigor and Relevance



Teach every student how to read to learn



Before



- Before beginning a lesson post the objective of what you are going to cover
 - Research says learning is more meaningful when students know in advance what is going to be covered
 - Seeing an outline stimulates student's thinking
 - Standards require students must “actively build new knowledge from experience and prior knowledge”

During



- Encourage students to be mentally active while reading the material
 - Help students develop the analytical skills for identifying when, why and how a particular model described in the text fits a particular problem
 - Teach students to look for the “big picture” of concepts being developed
 - Real Learning for Real Life
 - How do concepts relate to today?

After



- Reread the directions or question
- Did you explain your product or service in detail?
- Did you match your writing to your audience?

Bloom's Knowledge Taxonomy



6. Evaluation
5. Synthesis
4. Analysis
3. Application
2. Comprehension
1. Recall Knowledge

Knowledge Taxonomy



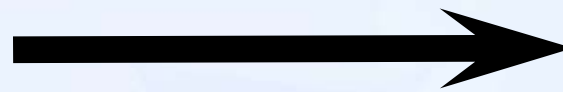
Managing Resources

6. Evaluate spending habits of spouse
5. Set goals based on budget
4. Match expenses to budget
3. Buy something within budget
2. Explain values
1. Identify money



Action Continuum

**Acquisition
of knowledge**



**Application
of knowledge**

Pendulum swing

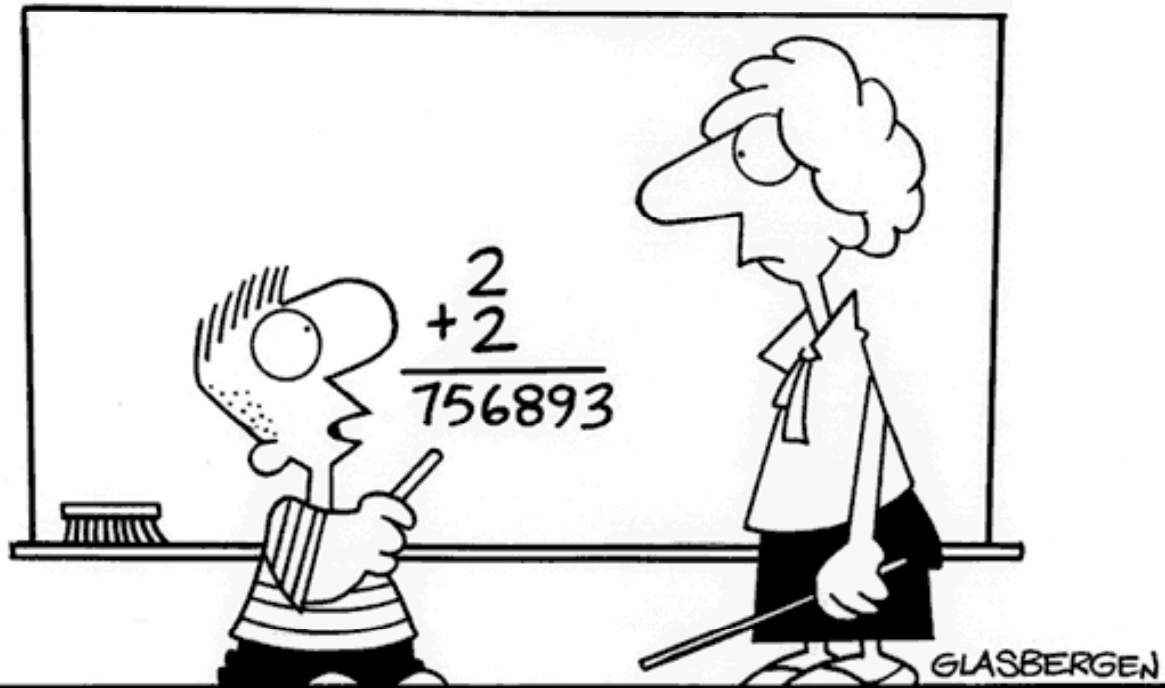


- **Rigorous
and
Relevant
Learning**

Rigor

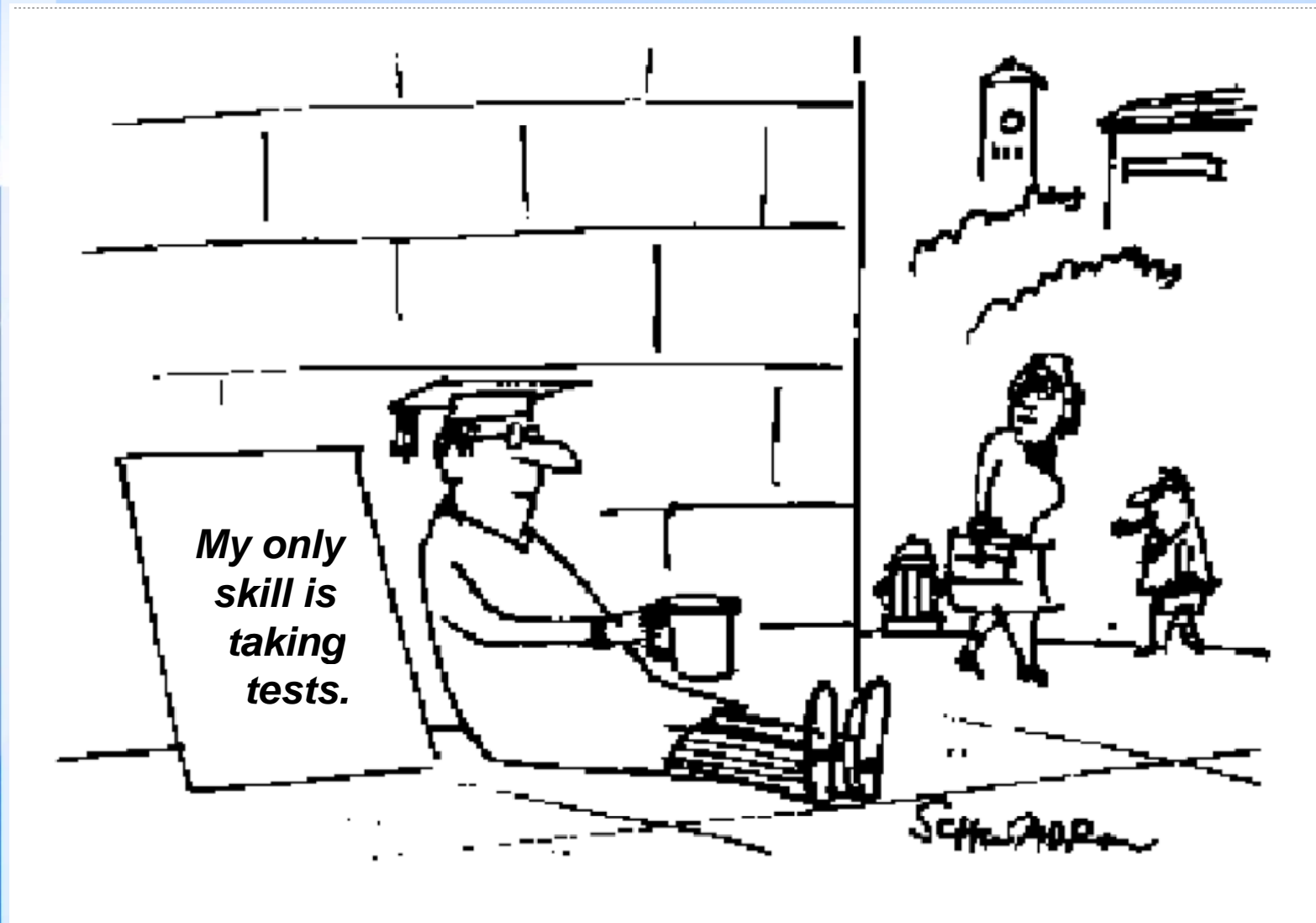


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**“In an increasingly complex world,
sometimes old questions require new answers.”**

Relevance





Action Continuum

**Acquisition
of knowledge**



**Application
of knowledge**

Application Model



1. Knowledge of one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations



Managing Resources

1. Know money values
1. Solve word problems
1. Relate wealth to quality of life
1. Prepare budget
1. Handle lottery winnings

Rigor/Relevance Framework



6

Knowledge

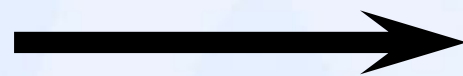
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4

3

2

1



Application

1

2

3

4

5

Rigor/Relevance Framework continued



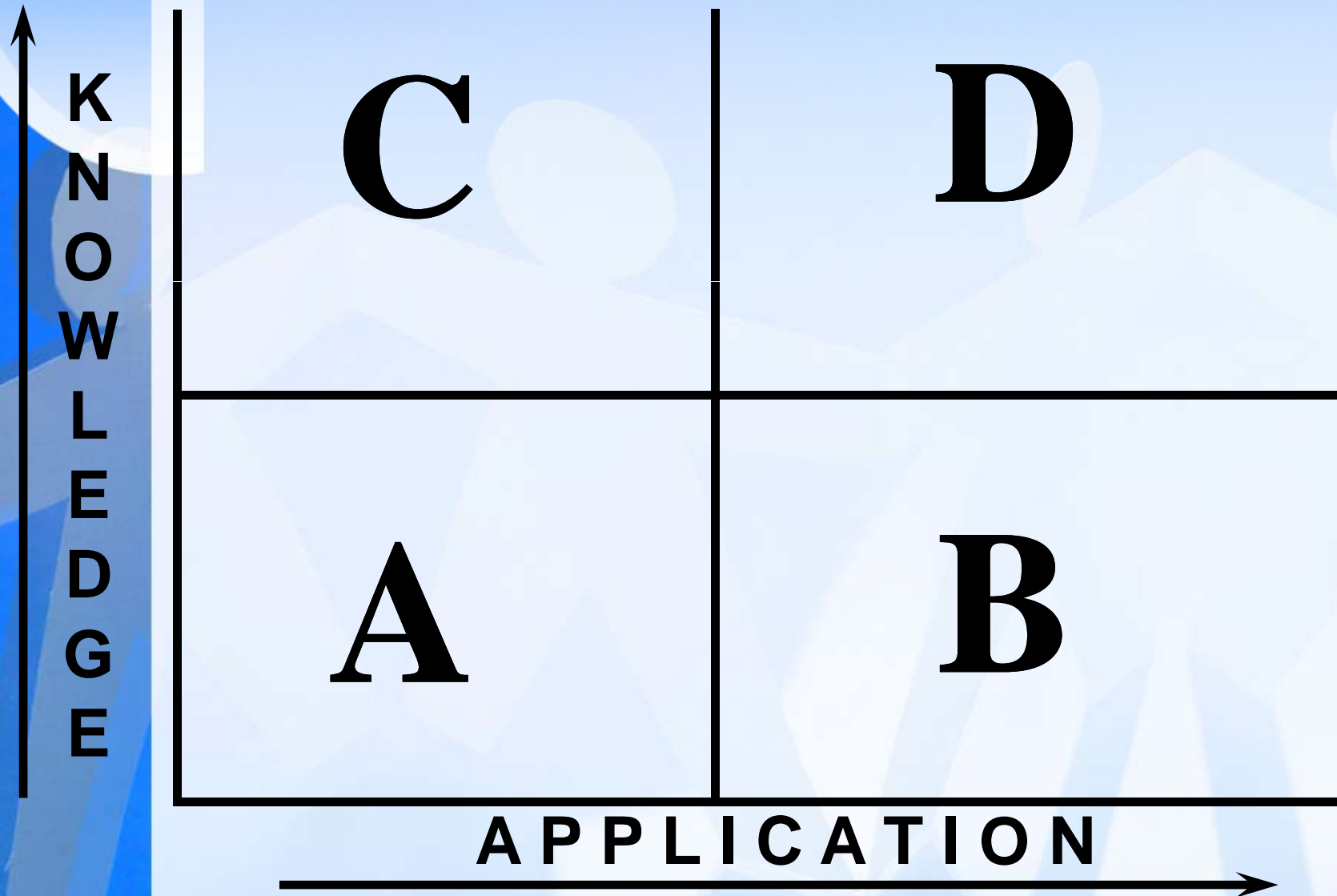
Knowledge

1. Recall Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Application

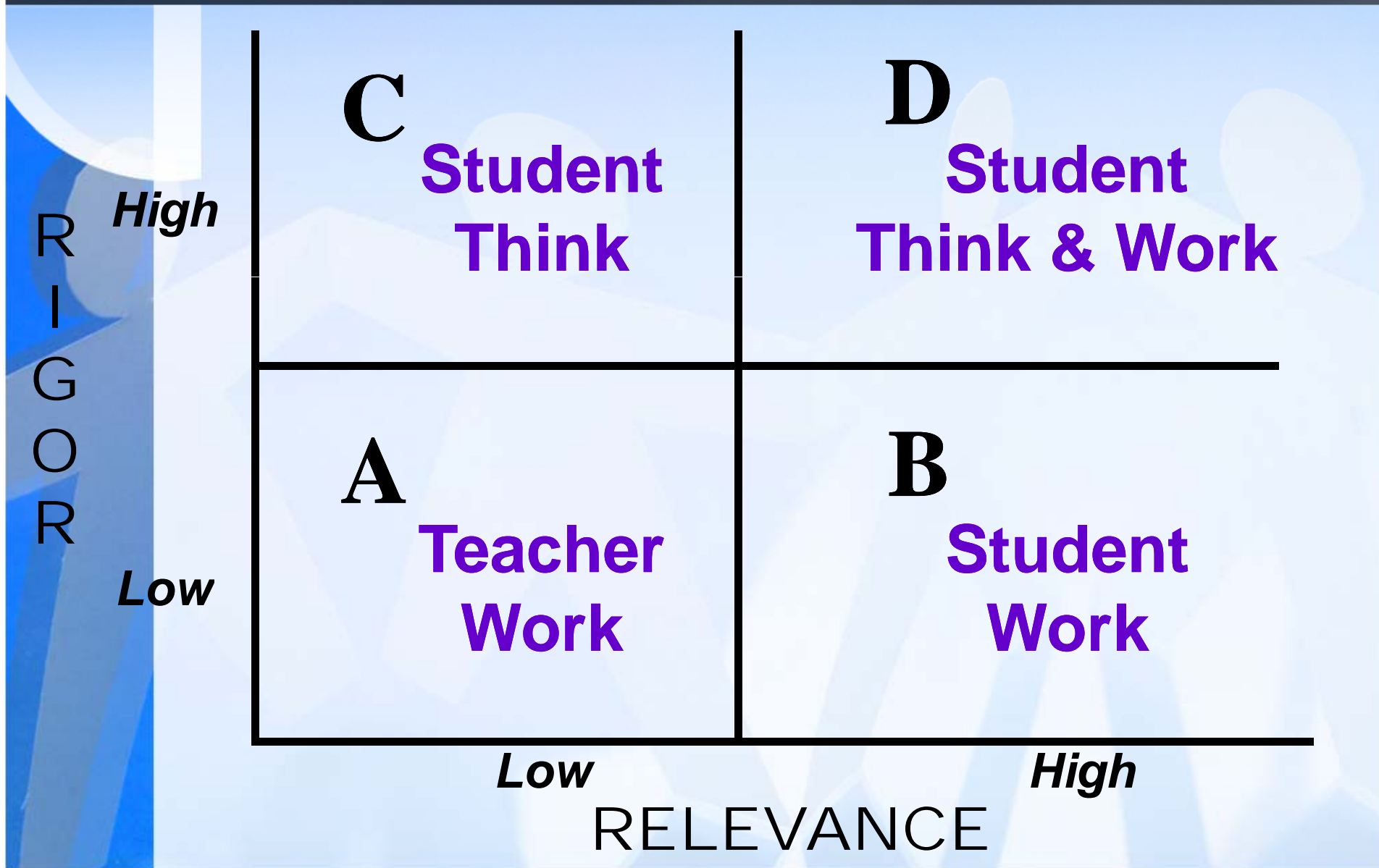
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Rigor/Relevance Framework continued



Rigor/Relevance Framework continued

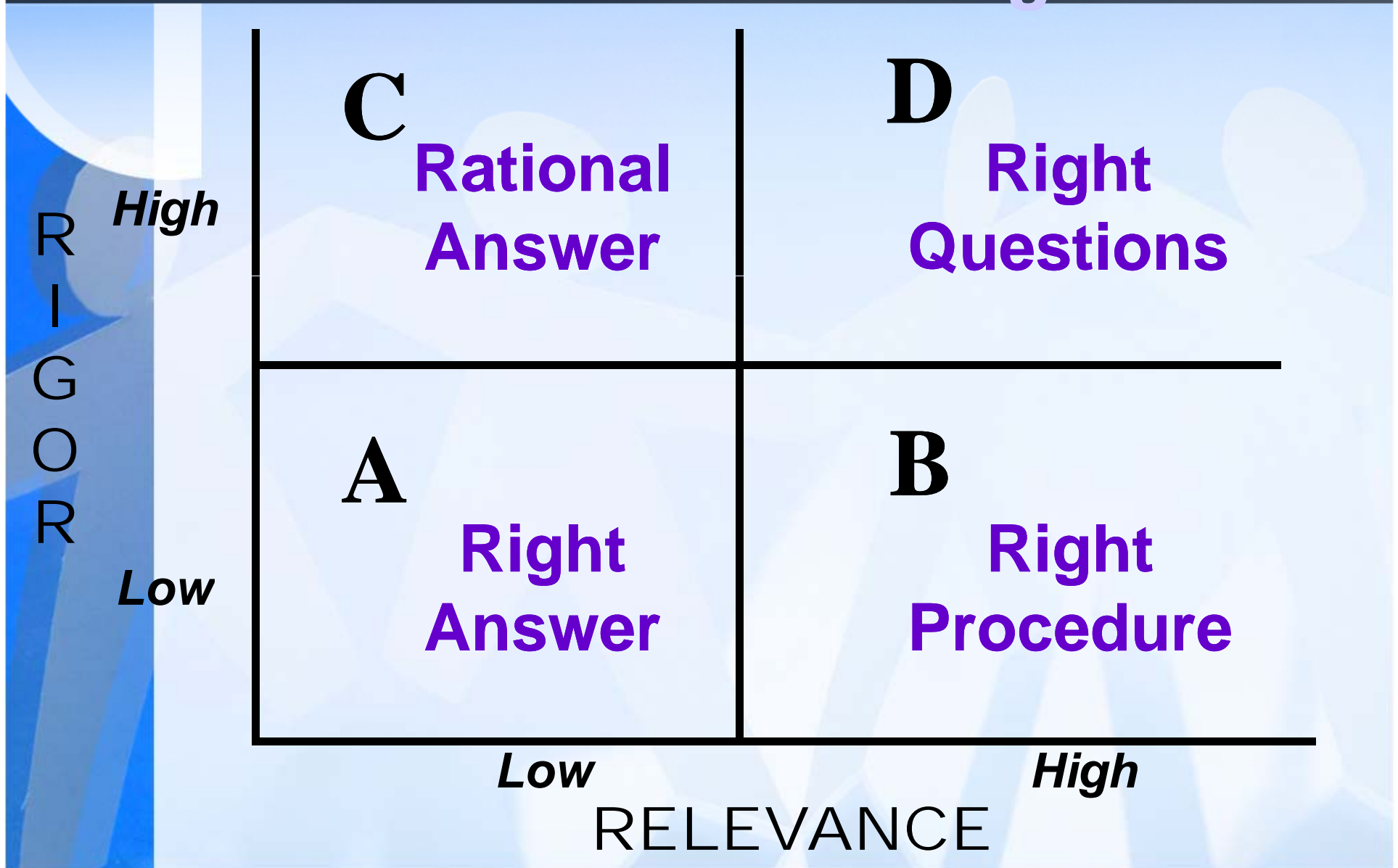
Teacher/Student Roles



Rigor/Relevance Framework continued



Did Students Get it Right?



Quadrant A



Read a science experiment and identify the necessary materials to perform the experiment.

Quadrant B



**Locate and read
current articles on
the economy.**

Quadrant C



Read and analyze 3 original newspaper articles from WW II and identify reasons for opposition to US entry into the war.

Quadrant D

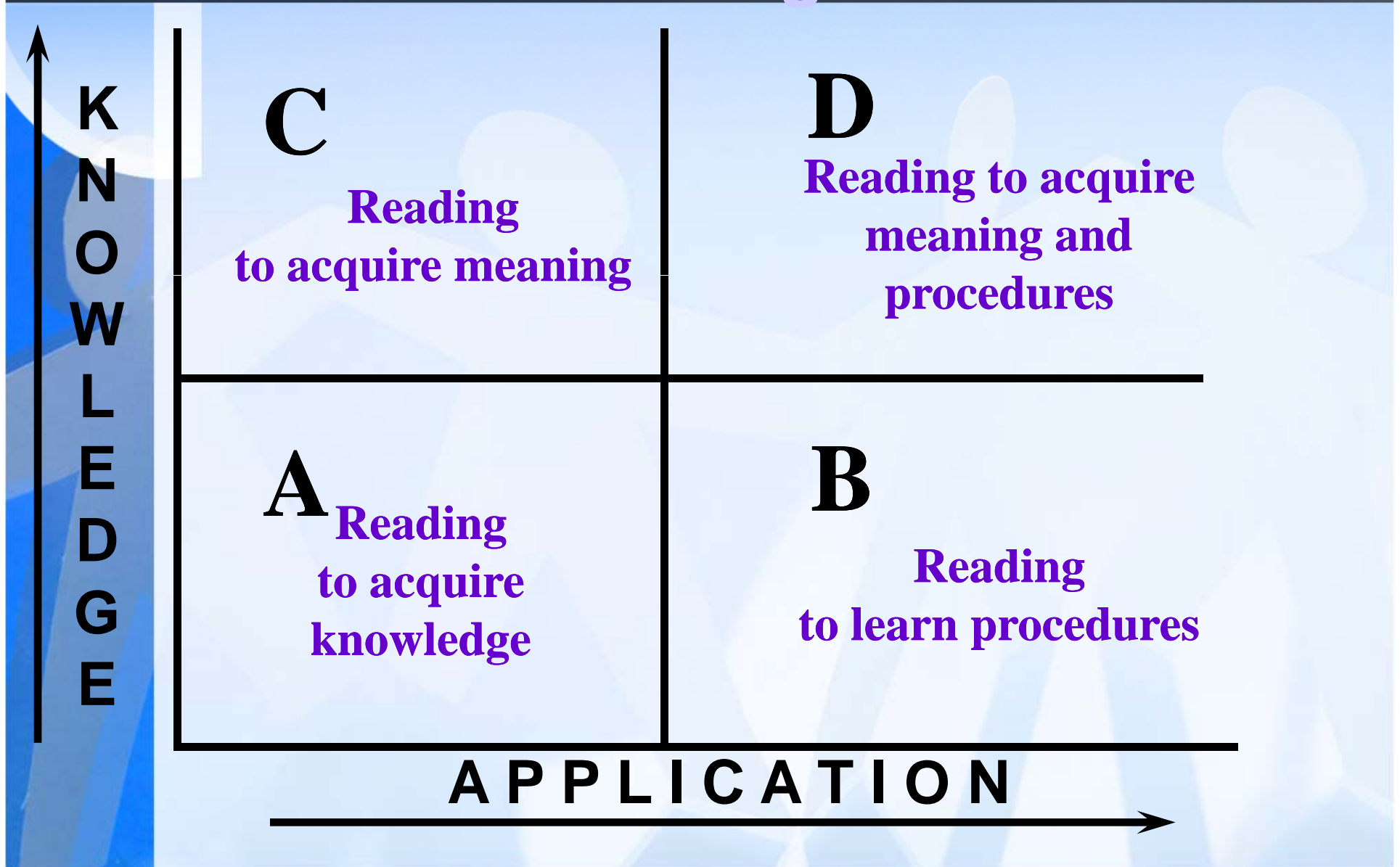


Read pertinent information related to El Nino weather patterns and propose possible summer vacation destinations.

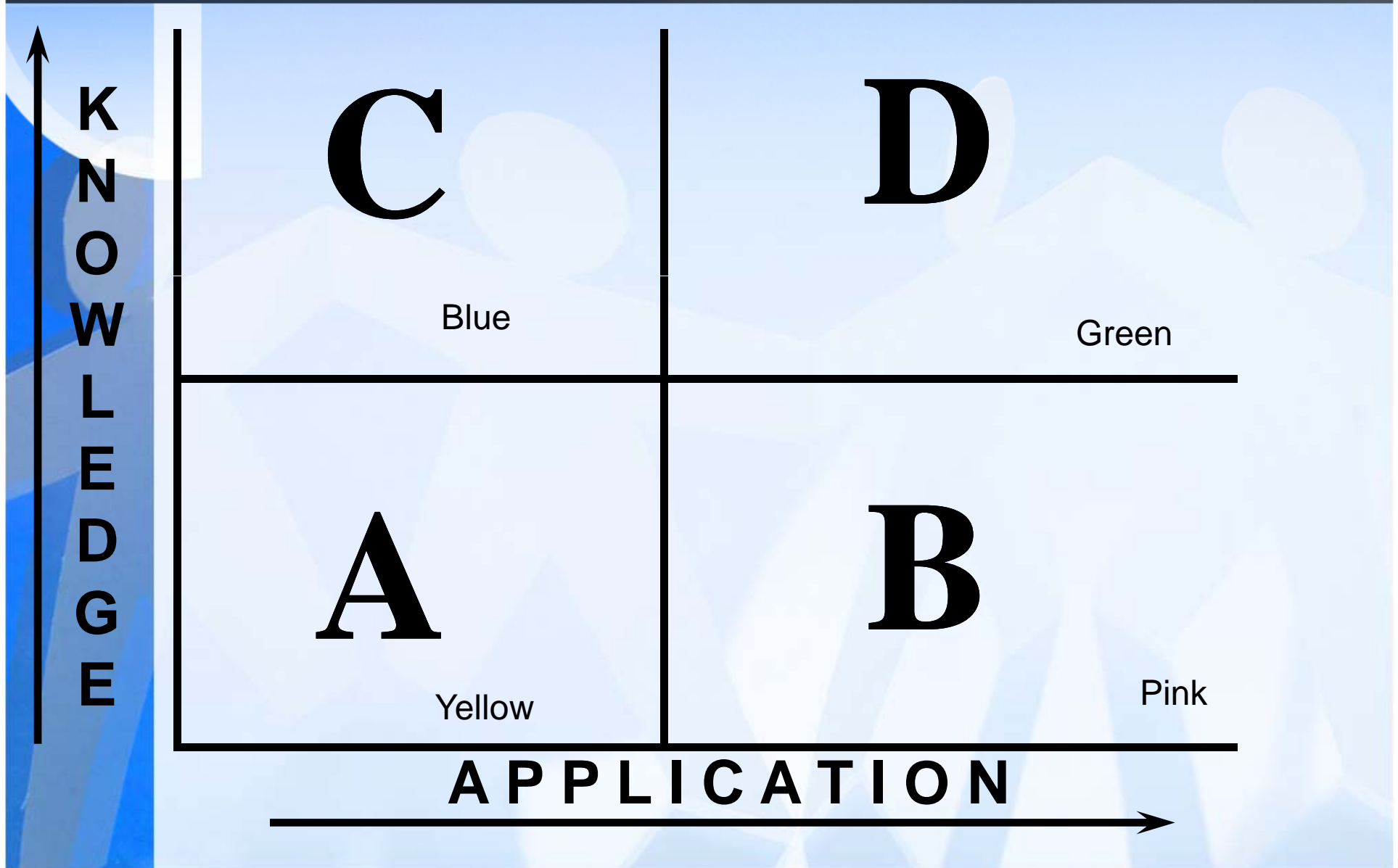
Rigor/Relevance Framework continued



Reading



Rigor/Relevance Framework continued



Rigor/Relevance Framework continued

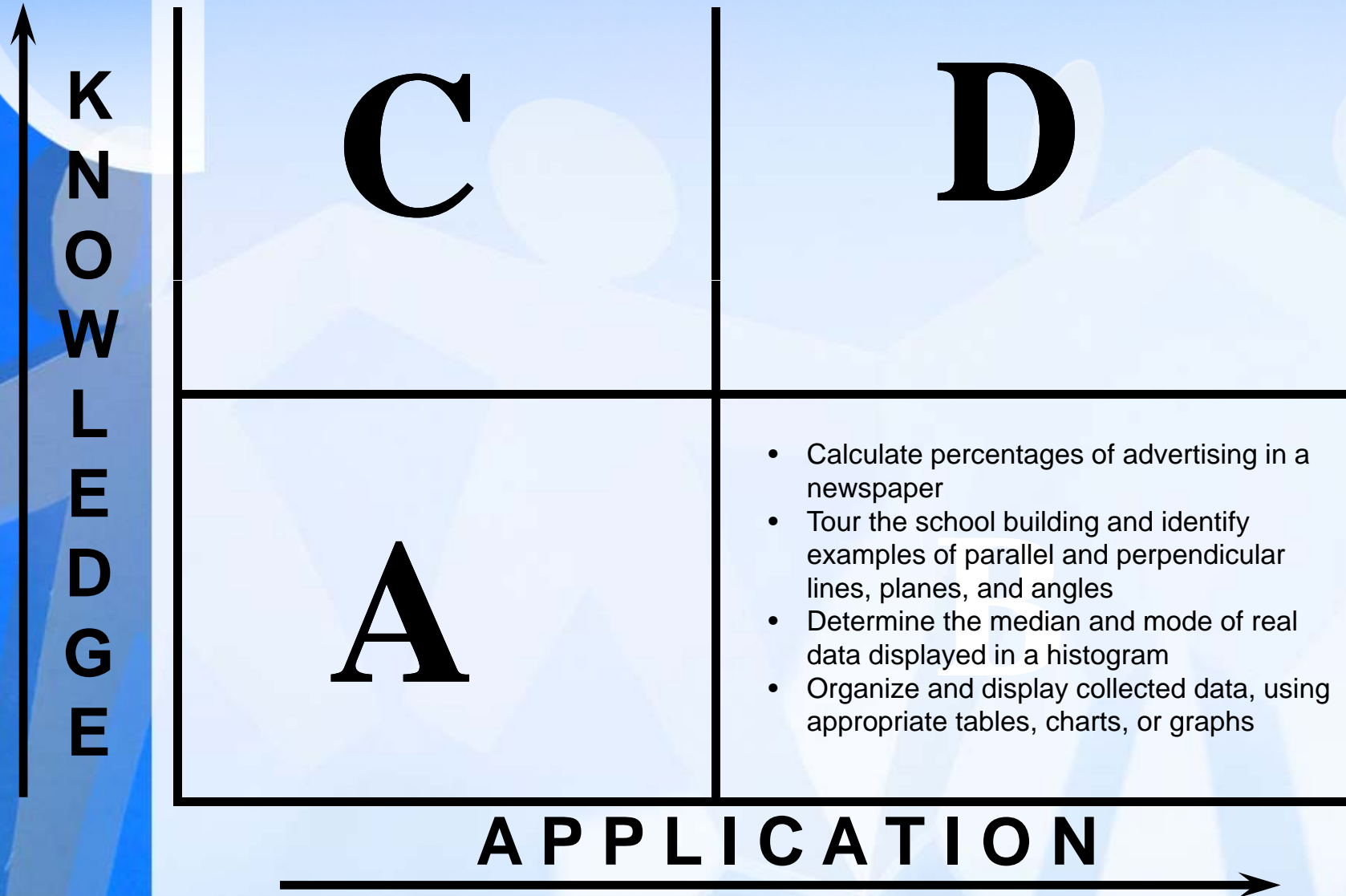


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- Calculate percentages of advertising in a newspaper
- Tour the school building and identify examples of parallel and perpendicular lines, planes, and angles
- Determine the median and mode of real data displayed in a histogram
- Organize and display collected data, using appropriate tables, charts, or graphs

A P P L I C A T I O N

Rigor/Relevance Framework continued



Rigor/Relevance Framework continued

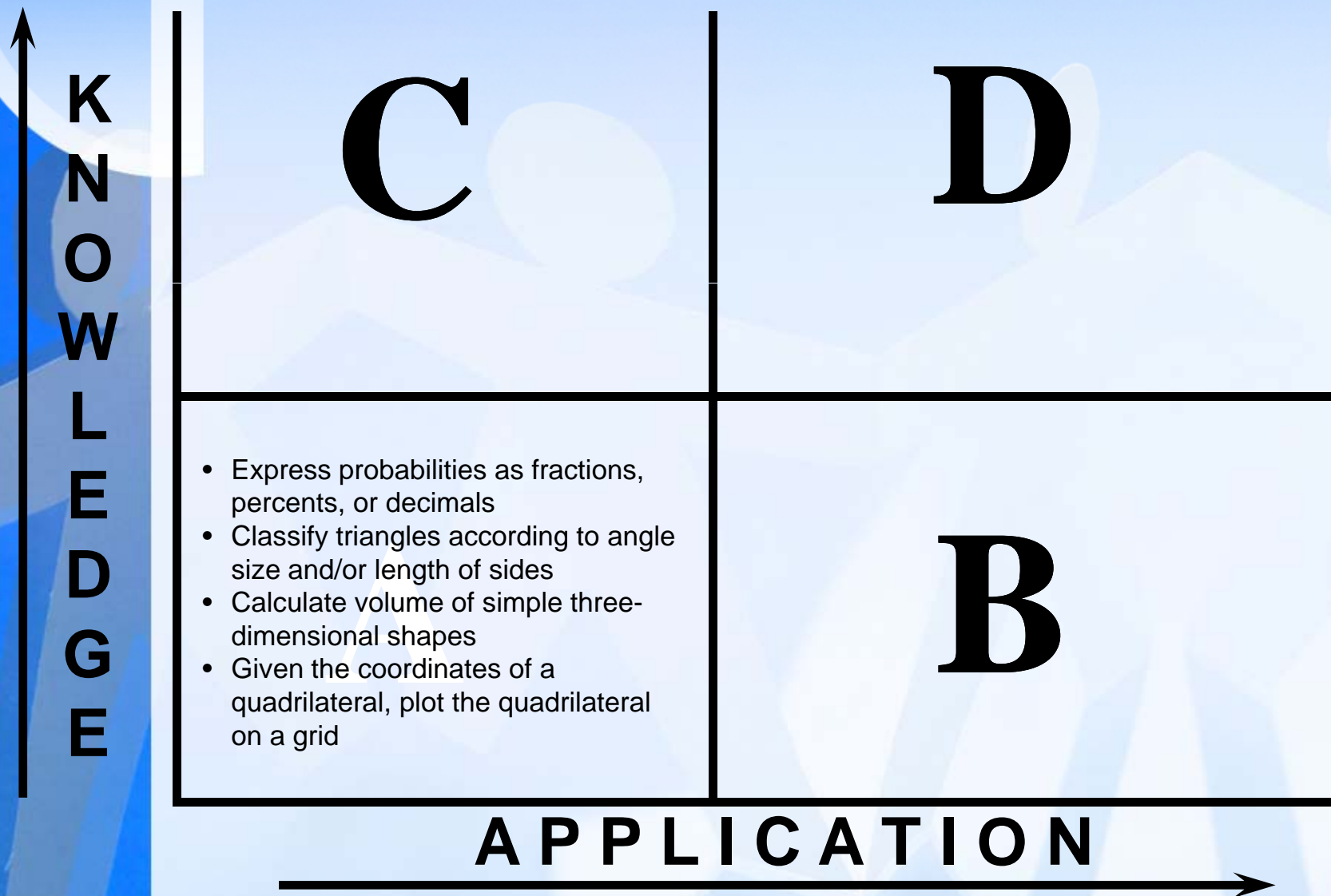


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- Express probabilities as fractions, percents, or decimals
- Classify triangles according to angle size and/or length of sides
- Calculate volume of simple three-dimensional shapes
- Given the coordinates of a quadrilateral, plot the quadrilateral on a grid

A P P L I C A T I O N

Rigor/Relevance Framework continued



Rigor/Relevance Framework continued

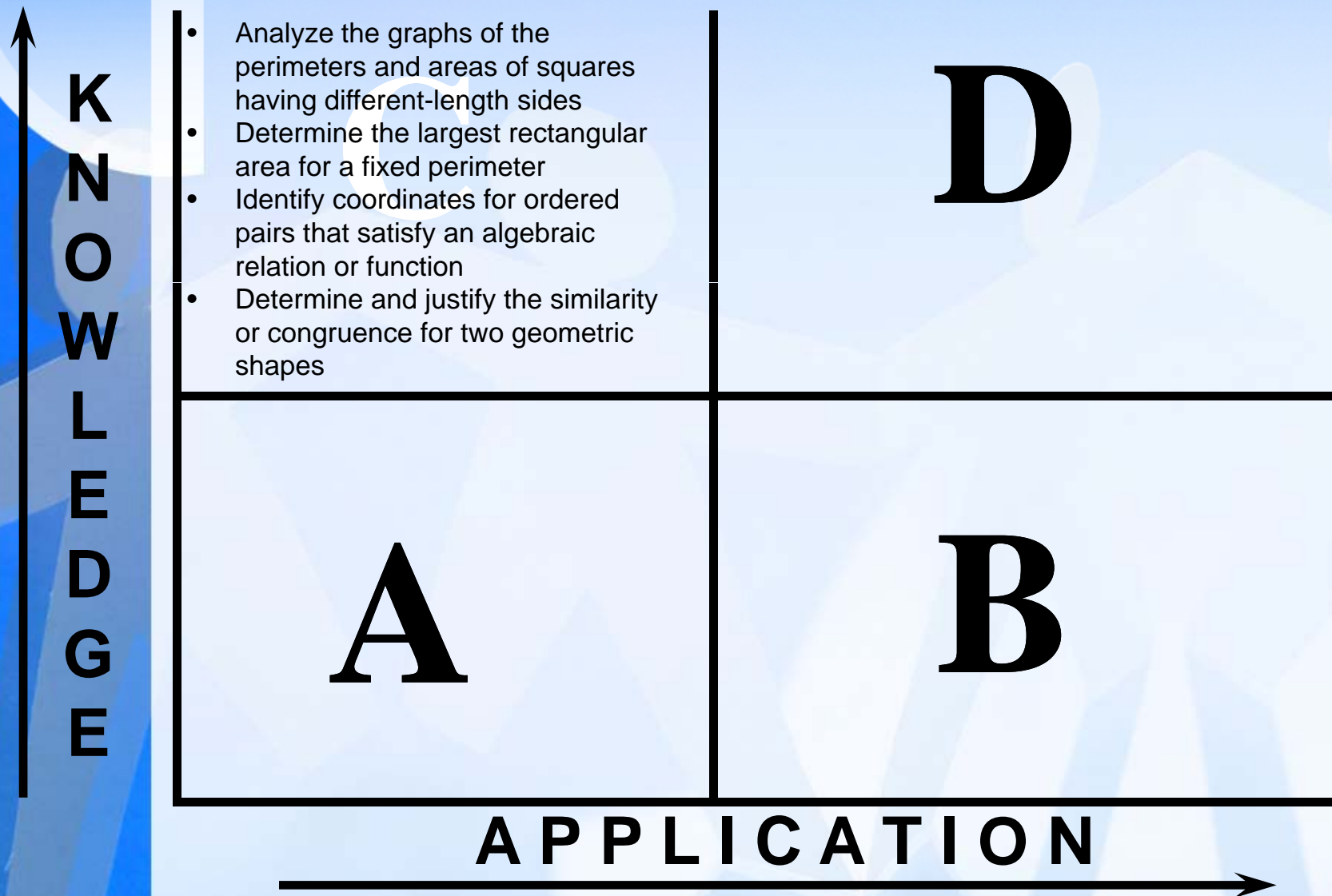


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- Analyze the graphs of the perimeters and areas of squares having different-length sides
- Determine the largest rectangular area for a fixed perimeter
- Identify coordinates for ordered pairs that satisfy an algebraic relation or function
- Determine and justify the similarity or congruence for two geometric shapes

A P P L I C A T I O N

Rigor/Relevance Framework continued



Rigor/Relevance Framework continued

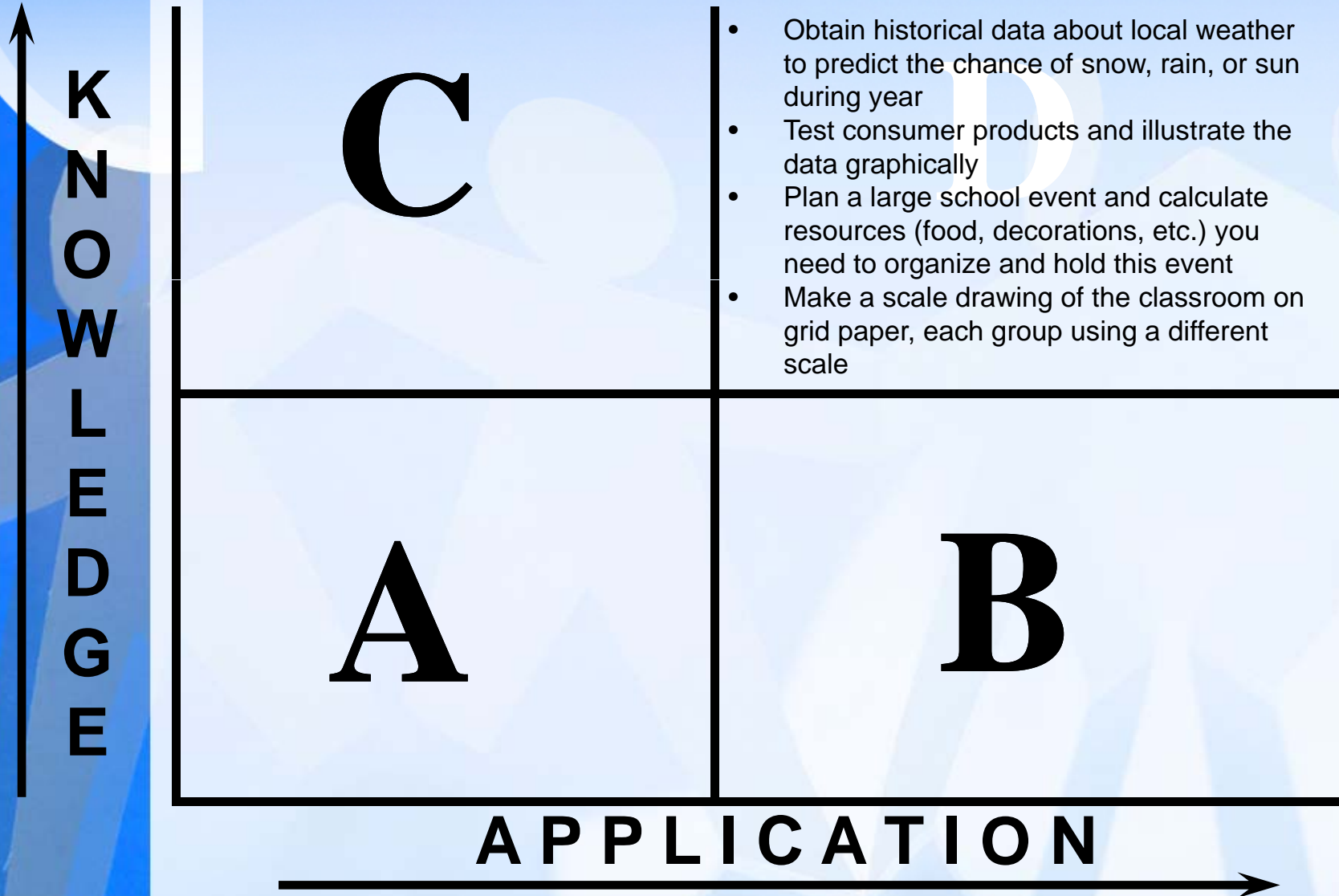


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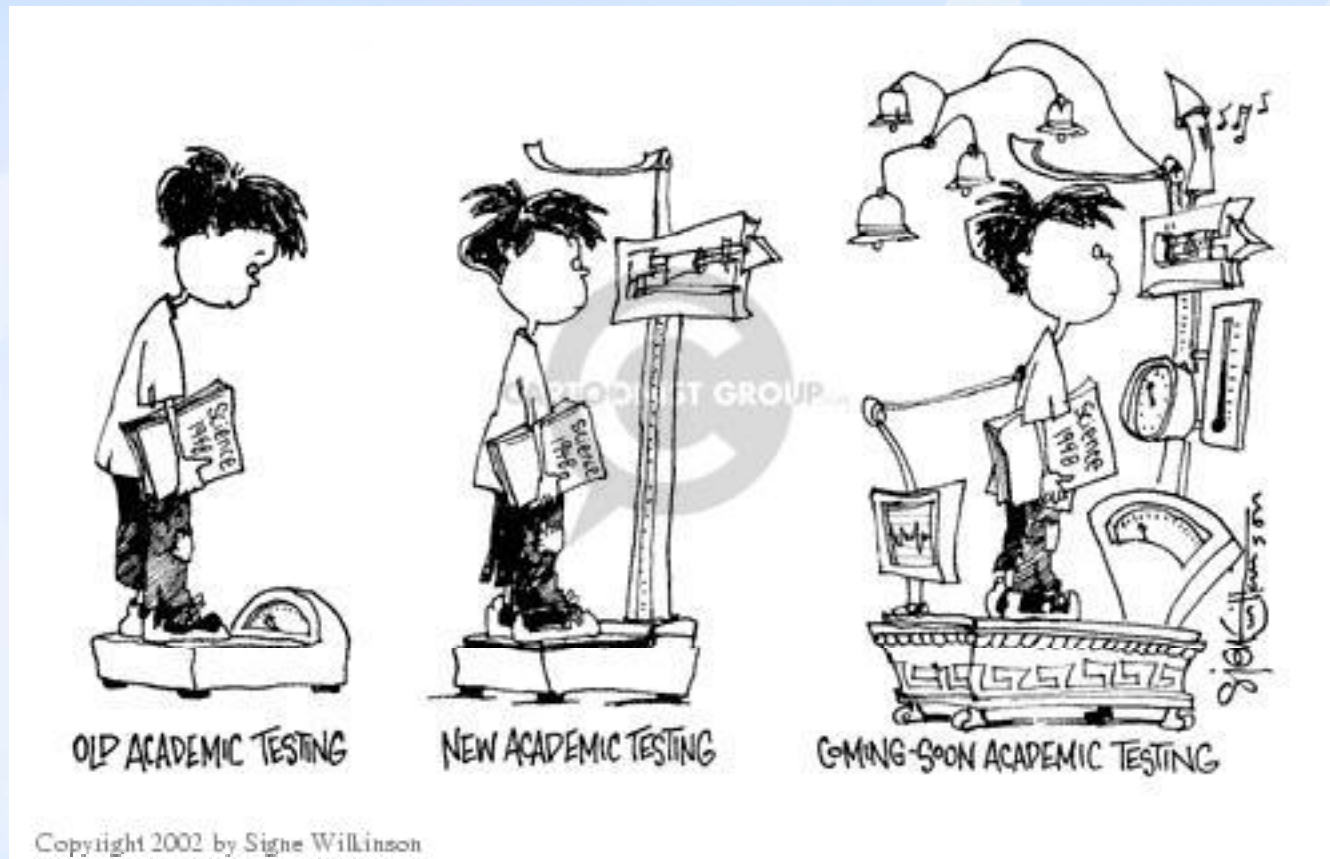
- Obtain historical data about local weather to predict the chance of snow, rain, or sun during year
- Test consumer products and illustrate the data graphically
- Plan a large school event and calculate resources (food, decorations, etc.) you need to organize and hold this event
- Make a scale drawing of the classroom on grid paper, each group using a different scale

A P P L I C A T I O N

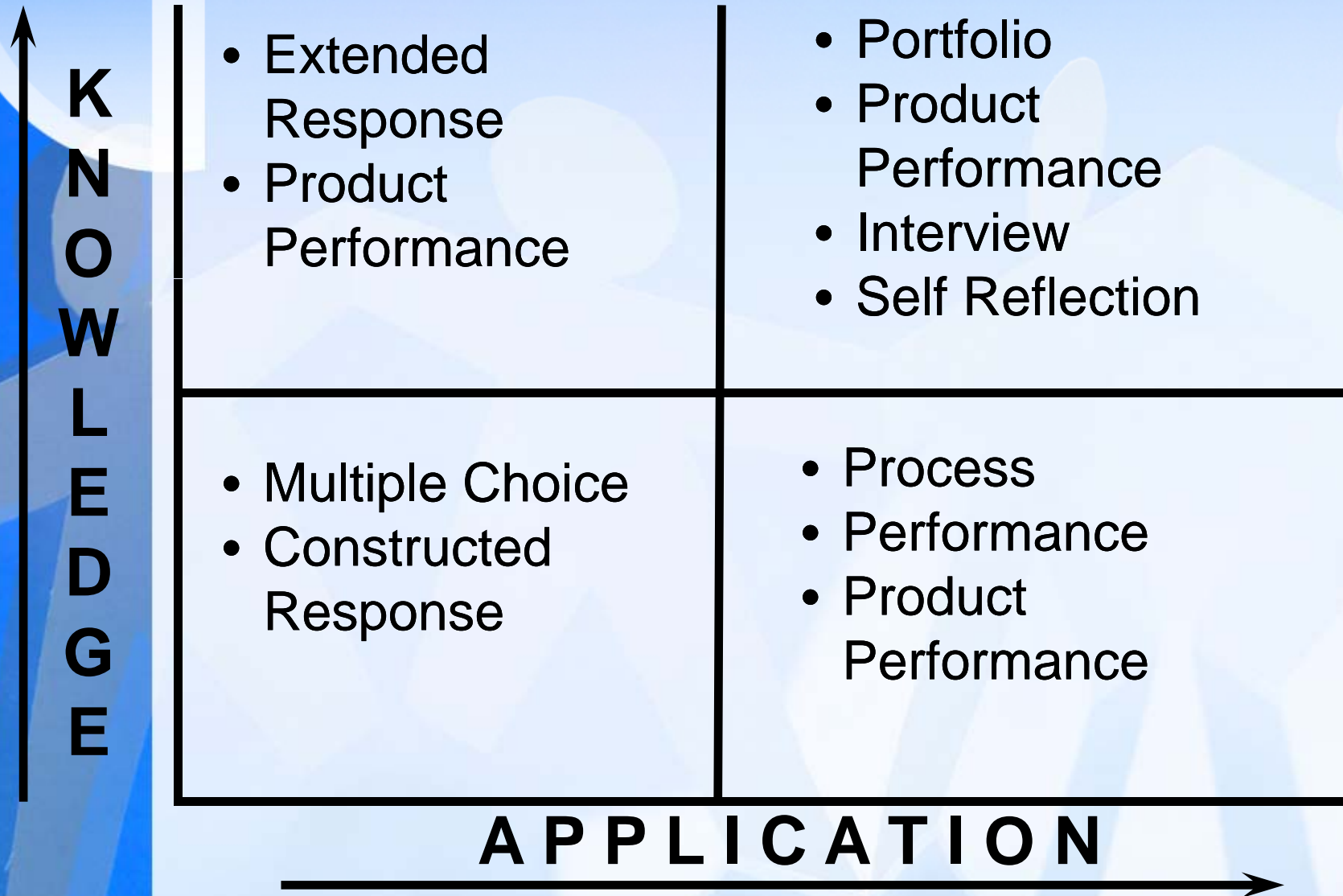
Rigor/Relevance Framework continued



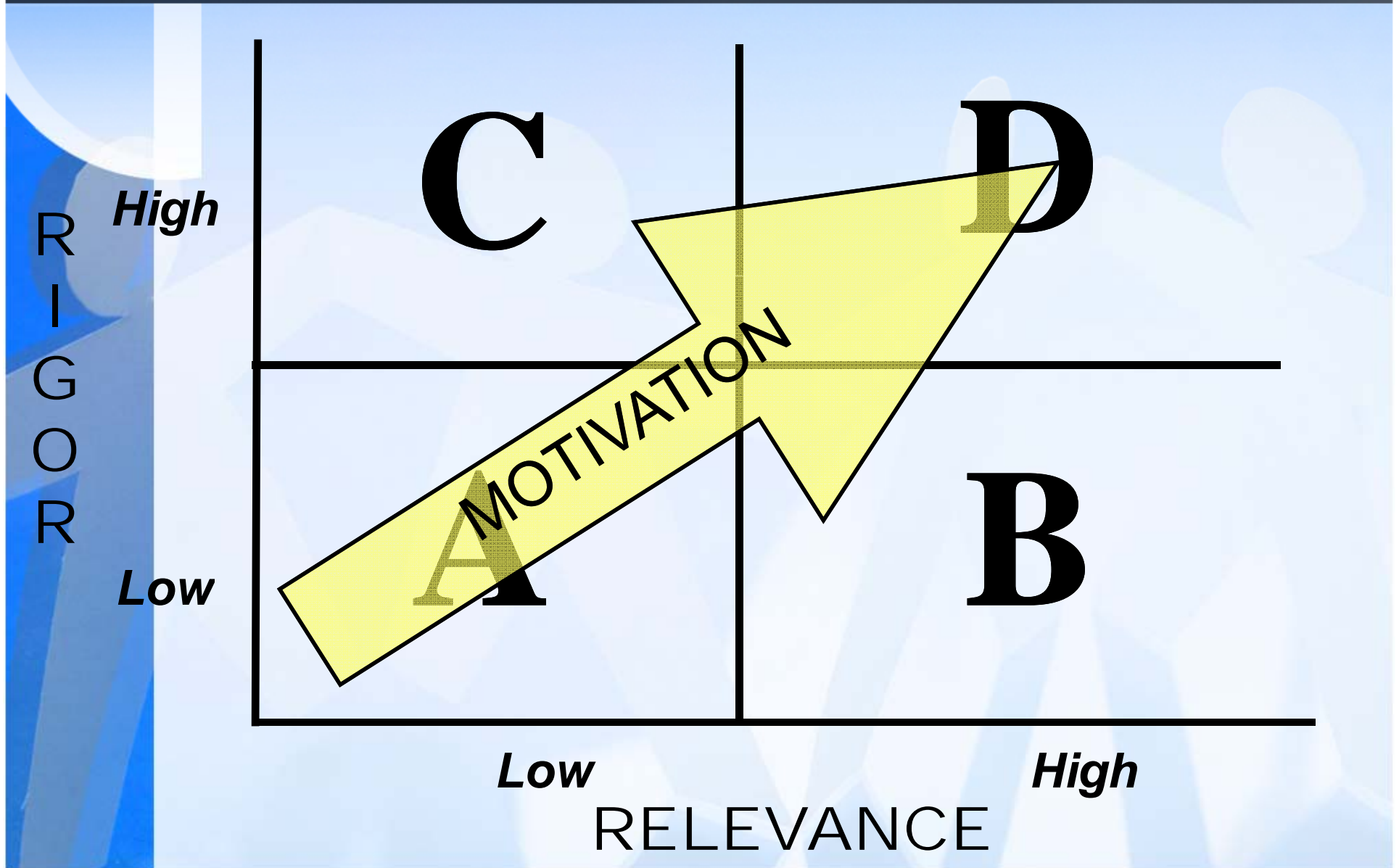
Primary Assessments Rigor/Relevance Framework



Primary Assessments Rigor/Relevance Framework continued



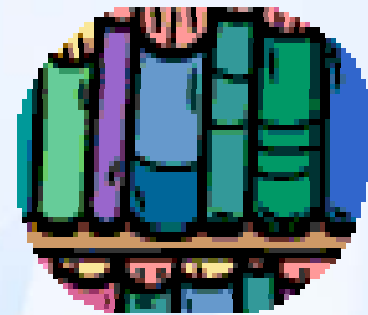
Increasing Rigor/Relevance To Motivation



Motivate Every Student To:



- Read a lot of books
- Read more challenging books
- Read well-written journals
- Read articles
- Read manuals
- Read during SSR



Motivation of reading leads to success



Read this many words a day

67.3 minutes a day
33.4 minutes a day
16.9 minutes a day
9.2 minutes a day
4.3 minutes a day
1.0 minutes a day
0.0 minutes a day

Score in this percentile on standardized test

98th percentile
90th percentile
70th percentile
50th percentile
30th percentile
10th percentile
2nd percentile

* from a Nation of Readers – R.C. Andrew



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Create a reading culture at your site



- The teaching of reading is the responsibility of every teacher
- We can teach every student in our school how to read
- Every student can learn
- The teacher makes a difference in how, what, when and why students learn

Make your dash count



- Remember it is up to every one of us to achieve reading success in the classroom!
- Thank you!

