**Comprehensive Literacy Webinar Series**

**Reading in The Middle**

**What Research Says- Best Practices for Success:**

A Call to Action: What We Know About Adolescent Literacy Instruction. (2018, July 17). Retrieved January 8, 2020, from <https://ncte.org/statement/adolescentliteracy/>.

1. Incorporation of Disciplinary Literacy Instruction

2. Integration of Multiple and Social Literacies

3. Orchestration of Engagement and Motivation

4. Appreciation of Multicultural Perspectives and Cultures

**What adolescent readers need:**

**Practice thinking critically about how they engage with texts to include**

* application of metacognitive strategies.
* recognition of bias and high-quality sources.
* argumentation with evidence.

**Critical examination of texts that helps them to**

* recognize the purpose of text structure and how the writer uses it to create effect.
* infer beyond literal interpretations.
* question and investigate various social, political, and historical context.
* understand multiple meanings and richness of texts and layers of complexity.

**Assessment that helps them to focus on**

* the larger purpose and big ideas of the curriculum, and on metacognitive strategies for thinking during literacy acts (Smith, 1991; Darling-Hammond & Falk, 1997; Langer, 2000).
* preparation for assessment (from ongoing classroom measures to high-stakes tests) that should focus on the critical components of multicultural perspectives, motivation, multiple and social literacies, and shifting literacy demands.

**Choice and volume of reading**

* Opportunities to read often from books of their own choosing
* Access to a vast library of books and texts that vary in levels and text structures (Miller, 2009)
* Dedicated time to read every day (Allington, 2009)

**Building Relationships to Build Better Readers**

**Know your students, know their interests… engagement matters**

Cognitive research indicates that the use of highly engaging texts selected to fit students’ interests aids comprehension and increases self-efficacy in reading because students learn more and comprehend better when they have the context that comes with interest in the text (Willingham, 2013).

**Create a balance between whole group texts and student-selected**

“Students need both content specific reading but also need the exploration of texts beyond the content. If a student enjoys to pleasure read graphic novels we should not dissuade that student from choosing them. Rather, we should support them while still exposing them to content specific passages and texts” (Fisher, Hattie & Frey, 2016).

**Read! Read! Read!**

* Students need opportunities to read daily.
* Students need to read extended pieces of text and grade level material.
* All students need opportunities to read grade level text daily, including nonfiction and fiction pieces.
* Schools should provide students with opportunities to read and compare paired passages (fiction and nonfiction) on the same topic as appropriate.
* When students are analyzing ideas in two texts and searching for textual evidence to support their conclusions, they are engaging in deeper learning and thinking critically.

**Successful English Instruction**

**Reading**

* Specific vocabulary from authentic texts
* Both fiction & nonfiction text
* Text-rich environment with variety of text and media
* Student choice whenever possible

**Writing**

* Writing as a process for a variety of authentic purposes
* Regular writing conferences
* Use of writing portfolios

**Research**

* Ongoing and embedded in the learning process (when applicable)

**Communication/Multimodal Literacies**

**The Reading/Writing Connection**

**Use mentor texts to read like a writer and write like a reader**

Imitate an author’s style and structure

Appreciate the author’s craft

**Incorporate daily writing**

A warm-up prior to beginning a unit of study

Incorporate writing into formative assessment

After a thought provoking reading, discussion, or class experiment, students write their thoughts

**Find authentic writing opportunities**

Blogging or social media connections

Professional writing

[Available VDOE English Resources](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml)

**Additional Instructional Approaches:**

Bridge the Gap to Adolescent Literacy

* Use content area *Standards of Learning* as support
* Work with other content teachers
* Allow for student choice
* No rigid reading or writing list

**Integrating History and English Content**

Superintendent’s Memo 025-19, Attachment A

*“1. incorporate options for age-appropriate, authentic performance assessments and portfolios … 2. permit and encourage integrated assessments that include multiple subject areas*

The legislation encourages integrated assessments that include multiple subject areas. For example, a local assessment might address content from both U.S. History I and 6th Grade English.

You can design entire units around a theme like courage or bravery, focus on historical content rooted in that theme and choose texts that help present the theme in different modes. Reinforcing theme as something that appears across contents will help students make these connections on their own.

If you don’t have time for an entire unit or even time in your own class, partnering with history colleagues to provide prose and poetry that supports the historical themes and topics they’re tackling increases the texts to which students are being exposed and creates a natural interdisciplinary chance for students to practice with paired passages.

**Research**

A Call to Action: What We Know About Adolescent Literacy Instruction. (2018, July 17). Retrieved January 8, 2020, from <https://ncte.org/statement/adolescentliteracy/>.

Beers, G. K., & Probst, R. E. (2017). *Disrupting thinking: why how we read matters*. New York, NY: Scholastic Inc.

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"Position Statement on the Value of Independent Reading in the School Library Program", American Library Association, September 27, 2006. http://www.ala.org/aasl/advocacy/resources/statements/ind-reading (Accessed January 8, 2020)

Willingham, D.T. (2013). *Why don’t students like school?* San Francisco: Jossey-Bass.