

*Raising the Reading Achievement of  
Adolescents: Evidence-Based Principles to  
Guide Policy and Practice*

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# GOALS OF THE PRESENTATION

- HIGHLIGHT MAJOR CHALLENGES OF LITERACY LEADERS WORKING WITH TEACHERS OF ADOLESCENTS
- PRESENT EVIDENCE-BASED PRINCIPLES OF EFFECTIVE READING COMPREHENSION FOR ADOLESCENTS
- DEMONSTRATE HOW PRINCIPLES CAN GUIDE LITERACY PRACTICES IN SECONDARY SCHOOLS THAT LEAD TO MORE RESPONSIVE INSTRUCTION FOR YOUTH
- CREATE OPPORTUNITIES FOR CRITICAL DIALOG ABOUT HOW TO BRING ABOUT CHANGE IN LITERACY PRACTICES AND PROGRAMS BASED ON PRINCIPLES OF EFFECTIVE READING COMPREHENSION FOR ADOLESCENTS

# THREE MAJOR CHALLENGES OF WORKING WITH TEACHERS OF ADOLESCENTS

## 1. *TEACHERS' LACK OF KNOWLEDGE AND SKILLS*

Evidence abounds that secondary teachers across the United States lack appropriate training and skills in content area/adolescent literacy (Barry, 1997; O'Brien, Stewart, & Moje, 1995; Romine, McKenna, & Robinson, 1996).

Secondary teachers lack knowledge and strategies to address the literacy and learning needs of youth reading well-below grade placement

# CHALLENGES OF WORKING WITH TEACHERS OF ADOLESCENTS

## *2. FINDING WAYS TO SUPPORT STRIVING READERS*

- When secondary teachers lack understanding of current theories of content literacy and practices to make disciplinary knowledge accessible to all, this may be especially detrimental to striving readers and learners.
- There are numerous indications that youth of color (Tatum, 2000; 2005; Jimenez, 1997) and those receiving special education services (Fisher, Schumaker, & Deshler, 2002) are not getting adequate training in higher-level literacy skills (Biancarosa & Snow, 2004; Braunger, Donahue, Evans, & Galguera, 2005).

# CHALLENGES OF WORKING WITH TEACHERS OF ADOLESCENTS

## *3. ENRICHING THE SCHOOLWIDE, LITERATE CULTURE*

- As students' reading achievement increases so does their performance in all the subject areas. The relationship between reading scores and overall grade point average has been well documented in findings from the National Assessment of Educational Progress (Donahue, Daane, & Grigg, 2003).
- Thus, all teachers regardless of their disciplinary expertise have a stake in the literacy development of youth (Vacca, 1998). If secondary teachers want good students then they must do what they can to help their students become good readers.
- This is especially true for striving readers. Helping them become effective learners in content classrooms takes more than the efforts of the reading teacher or literacy coach alone. Every adult with whom striving readers interact during the school day shares responsibility for building positive relationships with them, heightening their engagement for learning, expanding their content knowledge, and leavening their literacy skills.

# WHY SECONDARY STUDENTS NEED TO BE GOOD READERS

- BETTER READERS ARE BETTER STUDENTS IN ALL SUBJECT AREAS (c.f., NAEP, 2003)
- BETTER READERS ARE MORE SUCCESSFUL IN THEIR PROFESSIONAL LIVES (Sum, 2007)
- BETTER READERS ARE MORE SUCCESSFUL IN THEIR PERSONAL LIVES (c.f., Hofstetter, Sticht, & Hoffstetter, 1999)
- STANDARDIZED ACHIEVEMENT TESTS AND COLLEGE ENTRANCE EXAMS REQUIRE HIGH LEVELS OF TRADITIONAL PRINT LITERACY (c.f., Johnston & Costello, 2005)

# WHY ALL SECONDARY TEACHERS NEED TO DEVELOP STUDENTS' LITERACY ABILITIES

- THE ENGLISH AND READING TEACHERS CAN'T DO IT ALONE (Langer, 2001).
- THE OVERALL SCHOOL CULTURE NEEDS TO BE SUPPORTIVE OF ADOLESCENT LITERACY (Brozo & Hargis, 2005)
- CONTENT KNOWLEDGE AND THE LITERACY ABILITIES NEEDED TO COMMUNICATE ABOUT THAT KNOWLEDGE ARE INSEPARABLE (Brozo & Simpson, 2007; Moje, et. al., 2004).

## EVIDENCE-BASED PRINCIPLES OF EFFECTIVE COMPREHENSION INSTRUCTION FOR ADOLESCENTS

- Principles are not directives or injunctions that must be adhered to strictly.
- Instead they inform effective practices that have myriad permutations depending upon students and teachers in particular learning contexts given the unique circumstances and available resources.
- Comprehension strategies are effective only when they are applied in appropriate ways and not as a “one-size-fits-all” approach.

# The Basis for Principled Practices and Policy

- *Many teachers and teacher leaders find it difficult to rationalize their approaches and decisions on the basis of foundational principles. And yet, we know that effective teaching (Smagorinsky, 2001) and school reform (Fullan, 2001) are principle-based.*
- *This means that instructional and reform practices are grounded in evidence and ever-present in the thinking and planning of teachers and policy makers for supporting literacy and learning development for youth (Brozo & Simpson, 2007).*

# What Counts as “Evidence”?

- Derived from research (a variety of research traditions)
- Derived from expert opinion (Recognized and long-standing authorities)
- Derived from practical knowledge (Direct observation and interaction by insiders)

# **SUCCESSFUL MEANING MAKING DEPENDS ON THE COMPLEX INTERACTION OF MANY OVERLAPPING DIMENSIONS**

## **TEXTUAL DIMENSION**

- \*Difficulty Level
- \*Considerate/Inconsiderate
- \*Format

## **COGNITIVE DIMENSION**

- \*Skills, Strategies, Background Knowledge

## **PERSONAL DIMENSION**

- \*Engagement
- \*Goals
- \*Identity and Agency

## **SOCIAL DIMENSION**

- \*Apprenticing and Scaffolding
- \*Culture
- \*Funds of Knowledge

# ACTIVITY

WITH A PARTNER, READ THE FOLLOWING PASSAGE AND DETERMINE WHAT IT MEANS.

It is highly unsettling for some to come into close contact with them. Far worse to gain control over them and to deliberately inflict pain on them. The revulsion caused by this punishment is so strong that many will not take part in it at all. Thus there exists a group of people who seem to revel in the contact and the punishment as well as the rewards associated with both. Then there is another group of people who shun the whole enterprise: contact, punishment, and rewards alike.

Members of the first group share modes of talk, dress, and deportment. Members of the second group, however, are as varied as all humanity.

Then there is a group of others, not previously mentioned, for the sake of whose attention all this activity is undertaken. They too harm the victims, though they do it without intention of cruelty. They simply follow their own necessities. And though they may inflict the cruelest punishment of all, sometimes—but not always—they themselves suffer as a result (Gillett & Temple, 1986, p.4).

# 4 Principles of Effective Comprehension Instruction

1. *Motivate and sustain effort in reading, writing, and thinking*
2. *Build comprehension by connecting prior knowledge and experience with academic literacy and learning*
3. *Develop study reading skills to increase understanding, promote long-term recall of information and ideas, and encourage independent learning*
4. *Foster critical interpretations and metacognition through written expression*

# PRINCIPLE #1

## ***Motivate and sustain effort in reading, writing, and thinking***

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Sturtevant, E., Boyd, F., Brozo, W.G., Hinchman, K., Alvermann, D., & Moore, D. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Erlbaum.

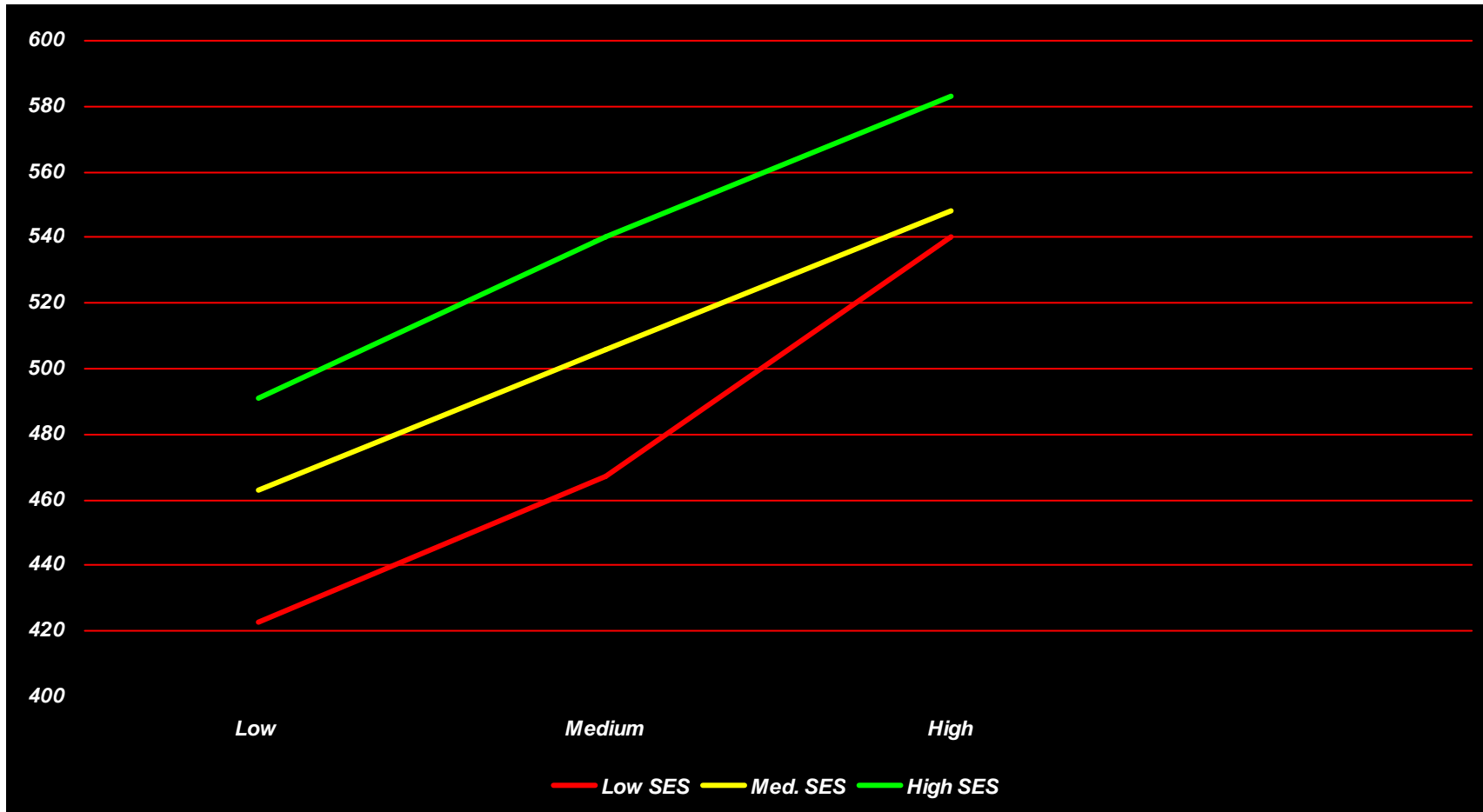
# PRINCIPLES OF READING AND LEARNING ENGAGEMENT

- *The More Students Are Engaged in Reading and Learning, The Higher Their Academic Achievement*
- *Engaged Learners Can Make Up for Low Family Income and Parental Educational Backgrounds*
- *Student Motivation is Inextricably Tied to the Level of Difficulty of the Material and the Teaching Strategies Used in the Classroom*
- *Students Who Are Non-Disruptive But Disengaged Need to be Brought Into the Flow of Instruction and Learning*

# Characteristics of Engaging Comprehension Strategies

- *They Help Students See a Connection Between Effort and Outcome*
- *They Capitalize on Students' Needs for Active Learning*
- *They Make Learning Interesting and Meaningful*
- *They Make Connections Between the Classroom World and the Lifeworlds of Students*
- *They Exploit Situational Interest*

# Reading Performance and Socio-Economic Background by Level of Reading Engagement for 15-year-olds on PISA



# STRATEGIES GUIDED BY PRINCIPLE #1

- *MY BAG*
- *BOOK TALKS*
- *CREATING WELL-STOCKED SCHOOL AND CLASS LIBRARIES EASILY ACCESSIBLE FOR STUDENT SELF-SELECTION*
- *ALTERNATIVE TEXTS IN THE CONTENT CLASSROOM*
- *SUSTAINED SILENT READING*
- *CROSS-AGE TUTORING & READING VOLUNTEERS*
- *BOOK CLUBS*

# A PICTURE “MY BAG” FOR BILL BROZO



## **OPPORTUNITIES FOR ENGAGED READING IN THE CONTENT CLASSROOM**

- \* *Use Information Books to Research Class Topics***
- \* *Make Available Less Difficult/Modified Texts***  
**[www.chem4kids.com](http://www.chem4kids.com)**
- \* *Read Novels Related to Class Topics***
- \* *Sustained Silent Reading of Self-Selected Material Over Any Topic Related to the Class***
- \* *Read Aloud From a Novel or Information Book Related to Class Topic***
- \* *Read Articles From Popular Magazines and Newspapers***

# APPLICATION OF PRINCIPLE #1

**Read the following short scenario. Propose instructional practices that could be employed to gain and sustain student participation in learning. Use the principle of engagement I just described as a guide to your strategies.**

## **Scenario 1**

*Terrell is a African-American 16-year-old eleventh-grader who has no time for Shakespeare's Romeo and Juliet. He has difficulty with Elizabethan language as well as visualizing the action of the play. Above all, he cannot see the relevance of the play to concerns and issues in his own life.*

# PRINCIPLE #2

***Build comprehension by connecting prior knowledge and experience with academic literacy and learning***

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Sturtevant, E., Boyd, F., Brozo, W.G., Hinchman, K., Alvermann, D., & Moore, D. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Erlbaum.

# EXPLANATION OF PRINCIPLE #2

- In honoring students outside of school literacies, interests, and competencies we help them see how what they learn in school relates to their lifeworlds beyond the classroom walls.
- Concern for relevance in secondary school teaching and learning has been renewed in recent years (Gates, 2005; Legter, Balfanz, & McPartland, 2002; McPartland, Legter, Jordan, & McDill, 1996).
- Many cite the disjuncture between the experiences and goals youth bring to educational contexts and how they're expected to perform in those contexts (Belfanz, McPartland, & Shaw, 2002; Chen, Stevenson, Hayward, & Burgess, 1999).
- This lack of fit is seen as the primary reason why many adolescents seem to lack interest in school-based learning and, for far too many, find themselves failing and even dropping out (Ruiz-de-Velasco, Fix, & Clewell, 2001; Valdés, 1998).

# EXPLANATION OF PRINCIPLE #2

- Adolescents in secondary content classrooms make meaning of and create written and spoken texts based on the various discourse communities they inhabit, such as homes, peer groups, sports teams, and even the neighborhood hair salon (Kelly & Green, 1998; Hull & Schultz, 2002;).
- Viewed as funds of knowledge (Valdés, 1998), these networks of relationships shape ways of talking, reading, writing and knowing (Gee, 2000).
- Space can be made in content classrooms for students to explore how their many different funds of knowledge and literate practices might inform, connect to and be integrated with the knowledge of the academic disciplines (Alvermann, Young, Green, & Wisenbaker, 1999; Thernstrom & Thernstrom, 2003)

# EXPLANATION OF PRINCIPLE #2

- *Content learning* and *content literacy learning* are one in the same (Moje, et. al., 2004). Learning the content of the disciplines, such as history, science, literature, and math, is as much about learning to read, write, and talk about the content as it is learning the concepts and facts. In other words, academic literacy and disciplinary knowledge are, in essence, inseparable.
- Therefore, teaching reading, writing, and thinking skills in the disciplines *is* teaching the disciplines (Braunger, Donahue, Evans, & Galguera, 2005).
- Knowing this provides teachers of youth even greater opportunities to build on the literacy and language skills as well as the prior experiences and knowledge they bring to disciplinary study.
- To provide appropriate scaffolding for learning, teachers of content subjects will need to have a keen understanding of the funds of knowledge influencing students' skills and attitudes as well as the demands their texts place on them. Only then is it possible to offer literacy strategies and processes most suited to developing students' comprehension and critical thinking (Best, Rowe, Oauru, & McNamara, 2005; Caccamise, 2005; Greenleaf & Schoenbach, 2004; Kintsch, 2005).

# STRATEGIES GUIDED BY PRINCIPLE #2

## GENERAL STRATEGIES

- \* *Direct Experiences*
- \* *Simulations and Role Plays*
- \* *Guest Speakers and Performers*
- \* *Debates & Discussions*
- \* *Experiments*
- \* *Trade Books*
- \* *Video & Music*
- \* *Multimedia*

## SPECIFIC STRATEGIES

- \* *Student Questions for Purposeful Reading*
- \* *Lesson Impressions*
- \* *Anticipation Guides & Opinionnaires*
- \* *QAR*

## ACTIVITY

**DIRECTIONS:** Read each statement carefully and decide whether you Agree or disagree with it, placing a check mark in the appropriate *Before Reading* column. When finished reading, decide whether your Anticipations need to be changed by placing a check mark in the appropriate *After Reading* column.

	<b>Before Reading</b>		<b>After Reading</b>	
	Agree	Disagree	Agree	Disagree
1. A great deal of petroleum is used to make Styrofoam.	___	___	___	___
2. The main ingredient of Styrofoam is plastic.	___	___	___	___
3. Chlorofluorocarbons, once used in making Styrofoam, were found to enrich the ozone layer.	___	___	___	___
4. Styrofoam cups cost much more than paper cups.	___	___	___	___
5. Recycling of Styrofoam now equals that of paper.	___	___	___	___

# ***IT IS NOW POSSIBLE TO CLONE HUMAN BEINGS***

With a partner, brainstorm 2-3 questions you would like answered based on this statement.

Be prepared to share your questions with the whole group.

# **SQPR – STUDENT QUESTIONS FOR PURPOSEFUL READING**

- 1. Present Students with a Thought-Provoking Prompt***
- 2. Allow Students to Pair Up and Brainstorm Questions Based on the Prompt***
- 3. Elicit Students' Questions and Write Them on the Board, Overhead, or Computer***
- 4. Prepare Students for the Presentation of the Information Source by Telling Them to Answer as Many of Their Questions as Possible***
- 5. Provide Information***
- 6. Gather Students' Responses to Their Questions***

## Take advantage of students' relative strengths with language and literacy outside of school

*By eliminating barriers between students' competencies with outside-of-school texts and classroom practices it is possible to increase engagement in learning and expand literacy abilities (Sturtevant, Boyd, Brozo, Hinchman, Alvermann, & Moore, 2006).*

- *Playing computer and video games*
- *Reading comic books and graphic novels*
- *Reading magazines related to their hobbies (skateboarding, collecting, sports)*
- *Listening to music and reading song lyrics*

## ***Popular Music as Context for Learning and Using New Vocabulary***

With the American rapper Snoop Dogg's lyrics for "I Love to Give You Light" a 7<sup>th</sup> grade class found numerous examples of words with /ck/ and /ch/ blends. These words were written into a t-chart in their vocabulary notebooks.

ch	ck
choir	background
such	jackers
alchemist	glock
preach	block
chuuch	locked
teachin	black
watchin	
each	
preachin	
reach	
purchase	
Beach	
child	

## ***Popular Music as Context for Learning and Using New Vocabulary***

- The students worked with a partner to think of new words with the /ch/ and /ck/ sounds and add them to the t-chart.
- Student pairs then wrote their own rap lyrics that contained all or some of the new words they generated for the two word families.
- As one student read the rap the other kept rhythm on his desk top:

I put my *socks* in my *backpack* when I go to school.  
I put my backpack in my *locker* or I look like a fool.  
I get my *socks* from my backpack when I go to gym.  
Where I *catch* the ball then *stick* it in the rim.

# Popular Computer/Video Games as Context for Learning

With students' interest and experience in playing a *Star Wars* video game, a 6th grade teacher taught science vocabulary related to space. Words from the game were written into the chart and their vocabulary notebooks.

<b>Star Wars Words</b>	<b>Your Definition</b>	<b>Dictionary</b>
<i>galaxy</i>	<i>-the stars and planets</i>	<i>-a cluster of stars, nebulae, planets</i>
<i>meteor</i>	<i>-a rock from space</i>	<i>-small matter in the solar system</i>
<i>planets</i>	<i>-like the earth</i>	<i>-a body that revolves around the sun</i>
<i>space station</i>	<i>-a station that floats in space</i>	
<i>booster rockets</i>	<i>-help the ship go faster</i>	

# Popular Computer/Video Games as Context for Learning

- The students worked with a partner to write their own *Star Wars* story using the words in context. One pair of students wrote:

Luke Skywalker sat in a space station. It was in our galaxy. He was going to set off the booster rockets so he could travel to a planet. The planet was going to be hit by a meteor and Luke had to save it.

# PRINCIPLE #3

*Develop study reading skills to increase understanding, promote long-term recall of information and ideas, and encourage independent learning*

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Sturtevant, E., Boyd, F., Brozo, W.G., Hinchman, K., Alvermann, D., & Moore, D. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Erlbaum.

# EXPLANATION OF PRINCIPLE #3

- Adolescents often enter middle and high school content classrooms without the ability to gather relevant information from a variety of sources and organize information and concepts into useful forms for review or application.
- These skills are becoming increasingly vital for youth given the sheer volume of information available on every imaginable topic as well as the variety of both print and nonprint media at their disposal.
- To sort through and organize information from multiple sources students need to develop a range of sophisticated study reading strategies. This principle is concerned with endowing youth with these study strategies.

# EXPLANATION OF PRINCIPLE #3

- Notetaking, summarization, and graphic organizational skills have supported student learning for many years but serve today's adolescent learners especially well.
- Flexibility with these study strategies and others like them makes it possible for students to determine the relative importance of information and ideas, condense information and ideas into essential bits of meaning, and group and arrange various source material into manageable forms.
- Teachers and teacher leaders guided by this principle know that students need multiple opportunities to develop skill with and find applications for study reading strategies in order to reach an appropriate level of ownership and expertise (Alexander & Jetton, 2000; Nist & Simpson, 2000).
- Thus, content teachers apprentice youth in these strategies through modeling, practice, reflection, and, above all, meaningful application with class assignments and projects.

# STRATEGIES GUIDED BY PRINCIPLE #3

- Reading Guides and Process Guides
- Generative Learning
- Cornell Note Taking
- Word Learning Strategies

# GENERATIVE LEARNING

- *Too Often Students are in Passive Roles Responding Only to the Teacher's or the Text's Prompts*
- *Students Learn Best When They Are Taught How to Create or Generate Their Own Learning Prompts and Demonstrations.*
- *Active Learners Generate Their Own Prompts and Aids For Learning*
- *Any Text or Teacher Provided Prompt Can be Generated By Students*

# GENERATIVE LEARNING

## *If the Text/Teacher Provides...*

## *Then Students Should Learn To:*

Headings and Subheadings.....Compose Headings and Subheadings

Titles.....Compose Titles

Highlighted words or phrases.....Highlight important words and phrases

Questions.....Develop Questions

Objectives.....Write Objectives

Summaries.....Produce Oral/Written Summaries

Marginal Gloss.....Create Marginal Gloss

# GENERATIVE LEARNING

*If the Text/Teacher Provides...*    *Then Students Should Learn To:*

Analogies.....Give Analogies

Examples.....Provide Examples

Graphs and Tables.....Prepare Graphs and Tables

Maps.....Draw Maps

Problems to be Solved.....Create Problems to be Solved

Graphic Overviews.....Make Graphic Overviews

# THE CORNELL NOTE TAKING METHOD

## STEPS

1. USE 8 1/2" BY 11" LINED PAPER
2. WITH A RULER OR SOME OTHER STRAIGHT EDGE, DRAW A LINE FROM TOP TO BOTTOM ON EACH PAGE APPROXIMATELY 2 1/2" FROM THE LEFT MARGIN. TRY TO SPLIT THE PAGE INTO ONE-THIRD/TWO-THIRDS.
3. WRITE BIG IDEAS, KEY DATES, NAMES, ETC. IN THE LEFT COLUMN AND SUPPORTING INFORMATION IN THE RIGHT COLUMN. PARAPHRASE AND ABBREVIATE AS MUCH AS POSSIBLE.
4. PROMPT RECALL BY BENDING THE SHEET SO THAT INFORMATION IN THE RIGHT OR LEFT COLUMNS IS COVERED.

“The Most Dangerous Game” – Richard Connell  
English 10, 3<sup>rd</sup> block

February 12, 2007

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Plot defined

--related events that present and resolve a problem/conflict

Rainsford  
Sanger

--celebrated hunter  
--learned meaning of terror  
--forced to become hunted

Setting

--Ship Trap Island  
--Caribbean Sea  
--jungle environment  
--General Zaroff’s preserve

Plot

--R. falls overboard  
--R. swims to shore  
--Zaroff admits hunting man  
--Zaroff hunts R.

Metallurgy

- taking metals from ore
- refining ores
- preparing ores

Ores

- rock or mineral
- metal obtained profitably

Metallurgy of  
Iron

iron age

- began 1500 BC
- 5000 BC meteorites were used

iron

- 4th most abundant
- reddish brown

taconite

- found @ Lake Superior
- 25% - 50% iron
- crushed/refined

# Cornell Notes in Math

What is the slope of a line tangent to  $y=x^2$  at  $(x,x^2)$ ?

How do you find the slope of a tangent line?

Simplify the equation  $x^2+2xh+h^2-x^2$

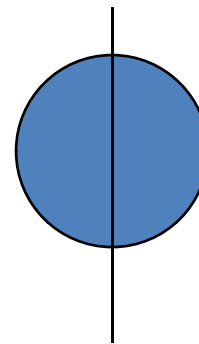
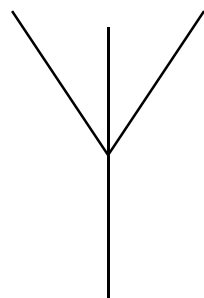
\*Problem

Find the slope of a line tangent to the parabola

$$y=x^2 \text{ at } (x,x^2)$$

$$(x+h, (x+h)^2)$$

$$(x,x^2)$$



\*The slope of the line thru p+Q is given by

$$MpQ = \frac{(x+h)^2 - x^2}{(x+h) - x}$$

$$= \frac{(x+h)^2 - x^2}{(x+h) - x}$$

\*To find the slope of a tangent line let

$h=0$ , equivalently, let Q tend to P

\*Simplify  $\frac{x^2+2xh+h^2-x^2}{h} = \frac{2xh + h^2}{h}$

$h$

$h$

$$= \frac{h(2x+h)}{h} = 2x+h \quad \text{So: } MpQ = 2x+h$$

$h$

## Word Grid for Political Parties of the Late 19<sup>th</sup> Century

	No subsidies for private corporations	McKinley Tariff Act	Gold standard	Pendleton Act	Increase money supply	Lower tariffs	Australian ballot
Populist							
Republican							
Greenback Labor							
Progressive							

0 = none  
 1 = some  
 2 = all

# Reflecting on Principle #3

- To what extent in your leadership context are youth being provided systematic instruction in study reading skills?
- How might you facilitate the integration of this curricular feature across the disciplines in your schools?

# PRINCIPLE #4

*Foster critical interpretations and metacognition through written expression*

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# EXPLANATION OF PRINCIPLE #4

- This principle emphasizes the importance of imbuing youth with a critical consciousness that makes them wiser consumers *and* creators of print, visual, and aural texts (Alvermann, 2002; Goodman, 2003; Ridgeway, Peters, & Tracy, 2002; Sturtevant, et. al., 2006).
- Creating conditions for students to develop and extend their abilities to express critical understandings of concepts and information as well as their experiences inside and beyond the classroom walls is at the heart of this principle.

# EXPLANATION OF PRINCIPLE #4

- The literacy and learning practices associated with this principle will promote youths' abilities to discuss, write, and use digital media to create texts that demonstrate deep and meaningful understandings, critique the ideas and assertions of others, and interrogate their school-based learning and lifeworlds outside of school.

# WRITING ACROSS THE CURRICULUM STRATEGIES

- ***RAFT WRITING***
- ***SPAWN WRITING***
- ***MATH LOG***

# RAFT WRITING

- R - *ROLE OF WRITER*
- A – *AUDIENCE*
- F – *FORMAT*
- T – *TOPIC*

## RAFT WRITING EXAMPLE

Dear Jack,

I would like to introduce myself. I am vitamin D. I am found in many dairy products such as milk and cheese. I promise if you eat me, you will have strong bones and teeth. I can even help you to grow old and be a healthier person. Have you seen the television commercial for milk? That commercial is all about me. I am the reason milk is so good. So, I recommend that you eat foods that contain me. I also recommend that you drink milk. If you do these things, I will do my best to help you.

Sincerely,

Vitamin D

# EXAMPLES OF RAFTed ASSIGNMENTS

## Social Studies

Assignment: Select one role you will play relative to proposals to dam the Colorado River inside the Grand Canyon. Produce a written product (e.g., brochure, song, magazine article, speech, script, etc.) for classroom display that portrays your position.

**Role:** Park service officer, farmer, environmentalist, housing developer

**Audience:** citizens, those concerned about water issues, those concerned about the outdoors, and classmates

**Form:** variable

**Topic:** Natural Resources in the U.S. West

# EXAMPLES OF RAFTed ASSIGNMENTS

## Science

Assignment: Select one element from the Table of Periodic Elements and compose a written product (rap lyrics, advertisement, etc.) promoting its value.

**Role:** element

**Audience:** potential chemical buyers

**Form:** variable

**Topic:** Table of Periodic Elements

# EXAMPLES OF RAFTed ASSIGNMENTS

## Literature

Assignment: You have witnessed what Hester Prynne experienced. Recount her experiences in either a poem, news account, sermon, or letter.

**Role:** unseen witness

**Audience:** dependent upon the form

**Form:** poem, news account, sermon, letter

**Topic:** Novel *The Scarlet Letter*

# Reflection on a Principle-Based Reading Comprehension Curriculum Agenda

- Reflect on the four principles as they relate to your leadership context:
- To what extent are these four principles currently accounted for in your schools' programs and instructional practices
- What could be done to ensure the principles will be a part of a curriculum and policy agenda for teachers and teacher leaders in your schools?

***Remember, youth are our hope for the future,  
but you are their hope today***

***Thank you!***

Other Sources:

BROZO, W.G. (2002). *To be a boy, to be a reader: Engaging teen and preteen boys in active literacy*. Newark, DE: International Reading Association.

BROZO, W.G., & HARGIS, C. (2003). Taking seriously the idea of reform: One high school's efforts to make reading more responsive to all students. *Journal of Adolescent & Adult Literacy, 43*, 14-23.

BROZO, W.G., & PUCKETT, K. (in press). *Supporting content area literacy with technology: Meeting the needs of diverse learners*. Allyn & Bacon.

FISHER, D., BROZO, W.G., FREY, N., & IVEY, G. (2007). *50 Content Area Strategies for Adolescent Literacy*. Upper Saddle River, NJ: Merrill/Prentice Hall.