

# 2022 Comprehensive Literacy State Development (CLSD) Program National Convening

March 1–3, 2022



*Mapping Our Progress:  
Advancing Literacy  
in the Face of COVID-19*



# Schoolwide Adolescent Literacy Models: Ingredients for Successful Launch

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# Who We Are

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# Several Ways to Participate

- Chat Feature
- Questions
- Polls

# Today's Plan

The Meadows Center for Preventing Educational Risk 10 Keys	5 minutes
Promoting Adolescents' Comprehension of Text The Foundation	10 minutes
Promoting Adolescents' Comprehension of Text From Development to Scaling	20 minutes
Scaling a Schoolwide Model	30 minutes

# The Meadows Center for Preventing Educational Risk

The University of Texas at Austin  
[www.meadowscenter.org](http://www.meadowscenter.org)

## 8 Institutes

Autism Spectrum Disorders Institute

Deaf and Hard of Hearing Institute

Dropout Prevention Institute

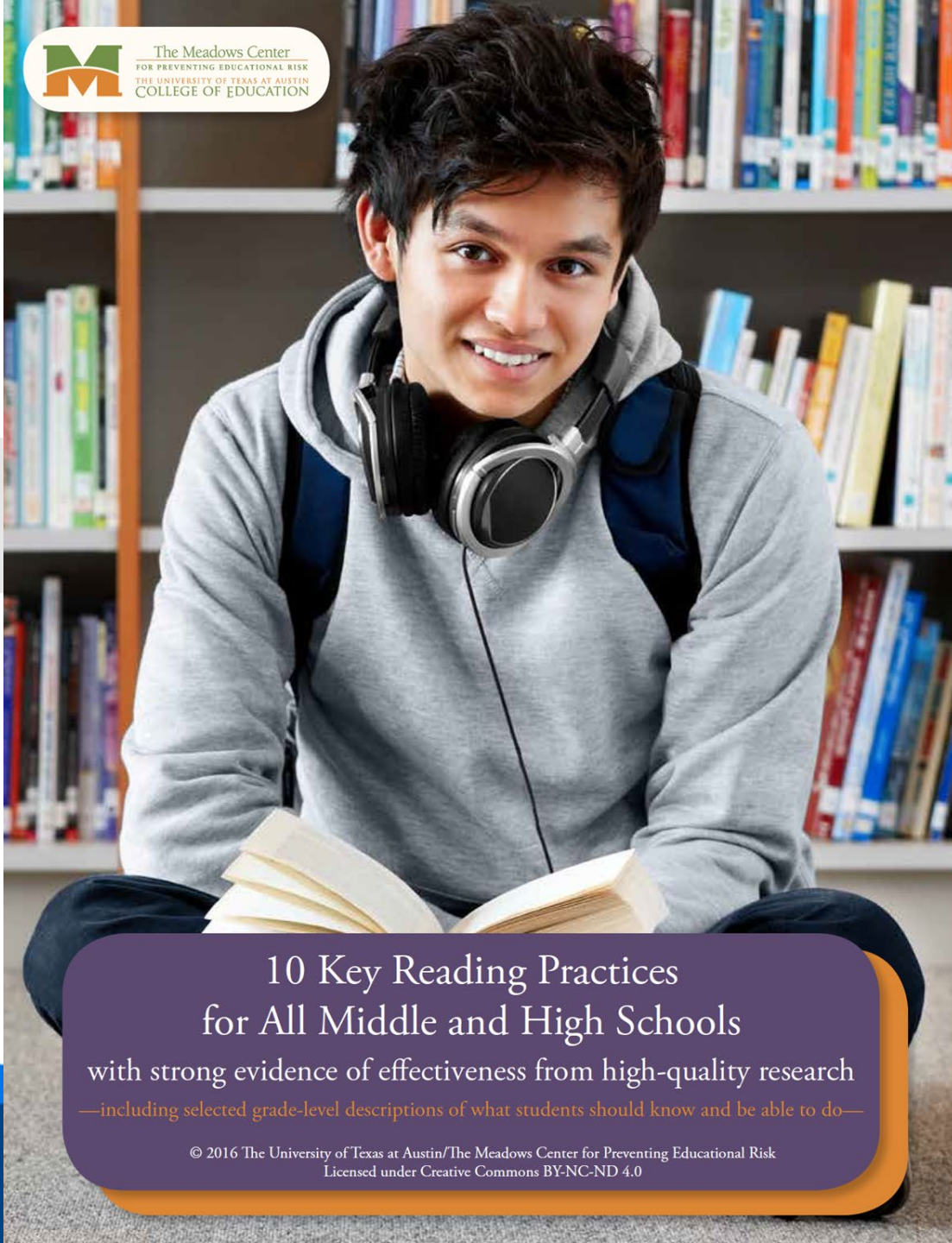
Language for Learning Institute

Math and Science Institute for  
Students with Special Needs

Middle School Matters Institute

Reading Institute

Response to Intervention Institute

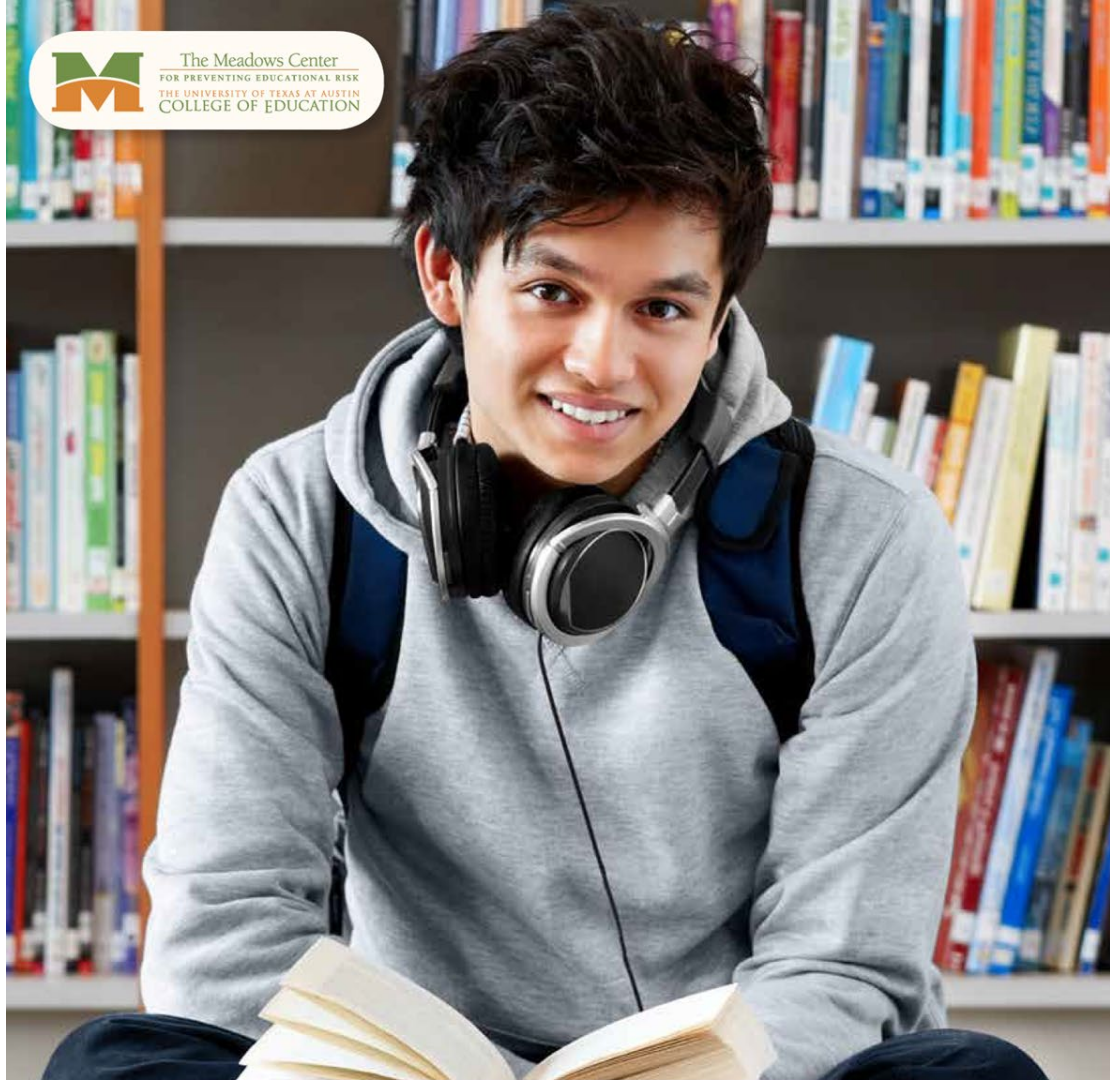


<https://www.meadowscenter.org/10-keys>

10 Key Reading Practices  
for All Middle and High Schools  
with strong evidence of effectiveness from high-quality research  
—including selected grade-level descriptions of what students should know and be able to do—

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## 10 Key Reading Practices for All Middle and High Schools

with strong evidence of effectiveness from high-quality research

—including selected grade-level descriptions of what students should know and be able to do—

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## 10 Key Reading Practices for All Middle and High Schools with strong evidence of effectiveness from high-quality research

**All middle and high school students can become proficient readers across all content areas if, in all classes:**

1. Students are explicitly taught the meanings of several new words every day and provided with opportunities to review words previously taught.
2. Students are taught and encouraged to apply word-learning practices (e.g., identifying prefixes, roots, and suffixes; context clues; synonyms) for new words encountered in texts.
3. Students' background knowledge is built through exposure to rich content in print and multimedia formats.
4. Students are taught to monitor their comprehension while reading a variety of texts by asking and answering questions, organizing text information with graphic organizers, generating main ideas and summaries, and discussing their developing understanding with the teacher and their peers.
5. Students have opportunities to work purposefully in collaborative formats with peers as they read, write, and talk about content area texts.
6. Students are taught to analyze an author's use of words, syntactical elements, and organization of ideas to establish the purpose of the text and convey its meaning.
7. Students read a variety of texts daily, compare and evaluate the texts, discuss them in relation to the specific discipline (e.g., history, science), and receive feedback on their responses.
8. Students are taught to cite textual evidence when writing, answering questions, and talking about different texts.
9. Student learning is monitored periodically to inform instructional decisions, such as collaborative group formation, lesson pacing, content for reviewing or reteaching, and supplemental intervention needs.
10. Students who are behind in reading are provided daily, supplemental intervention, including instruction in reading and spelling unknown words.

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Explicit Vocabulary Instruction



Build Background Knowledge



Comprehension Monitoring



Collaboration



Variety of Texts Daily

# PACT: The Foundation

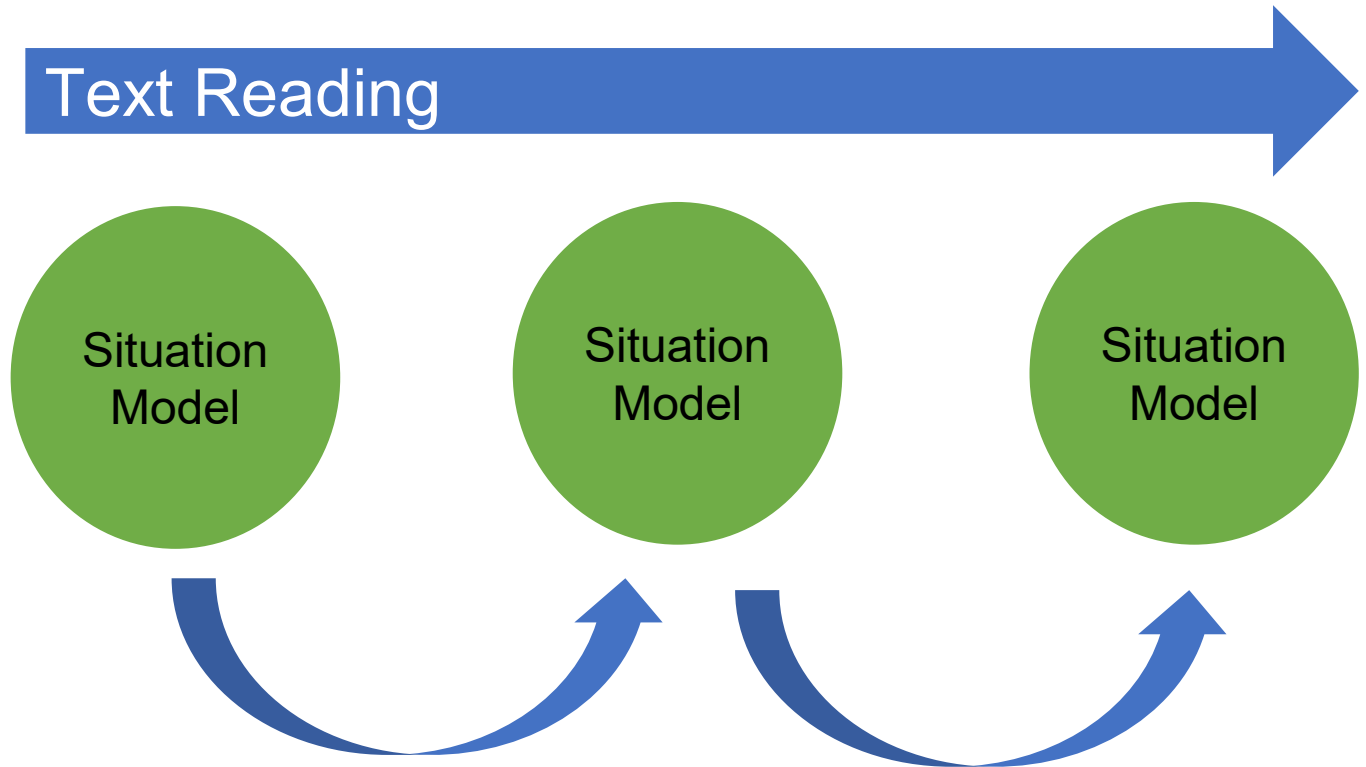
- DIME Model
- Bloom's Work on Student Learning Trajectories

# Poll: How familiar are you with text processing theories of comprehension?

- a. I've never heard of it.
- b. I've heard of it but I'm not super familiar.
- c. I'm familiar with it.
- d. I know a lot about text processing theories of comprehension.

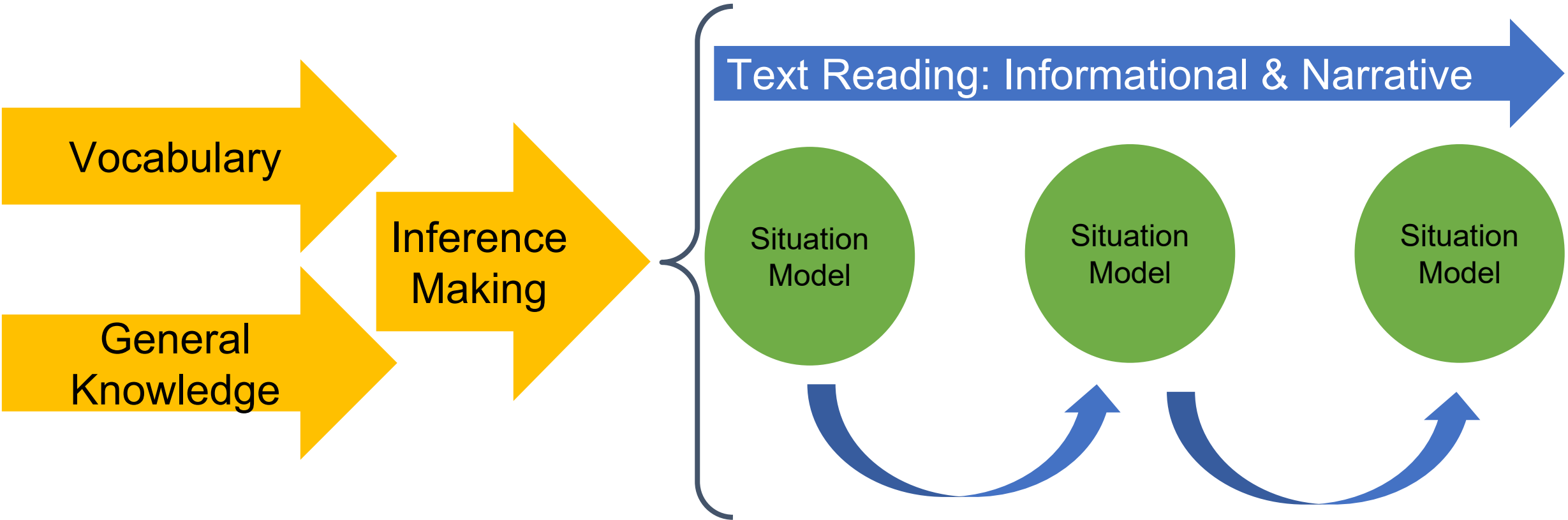
e.g. Kintsch, 1984

# Text Processing Theories of Comprehension



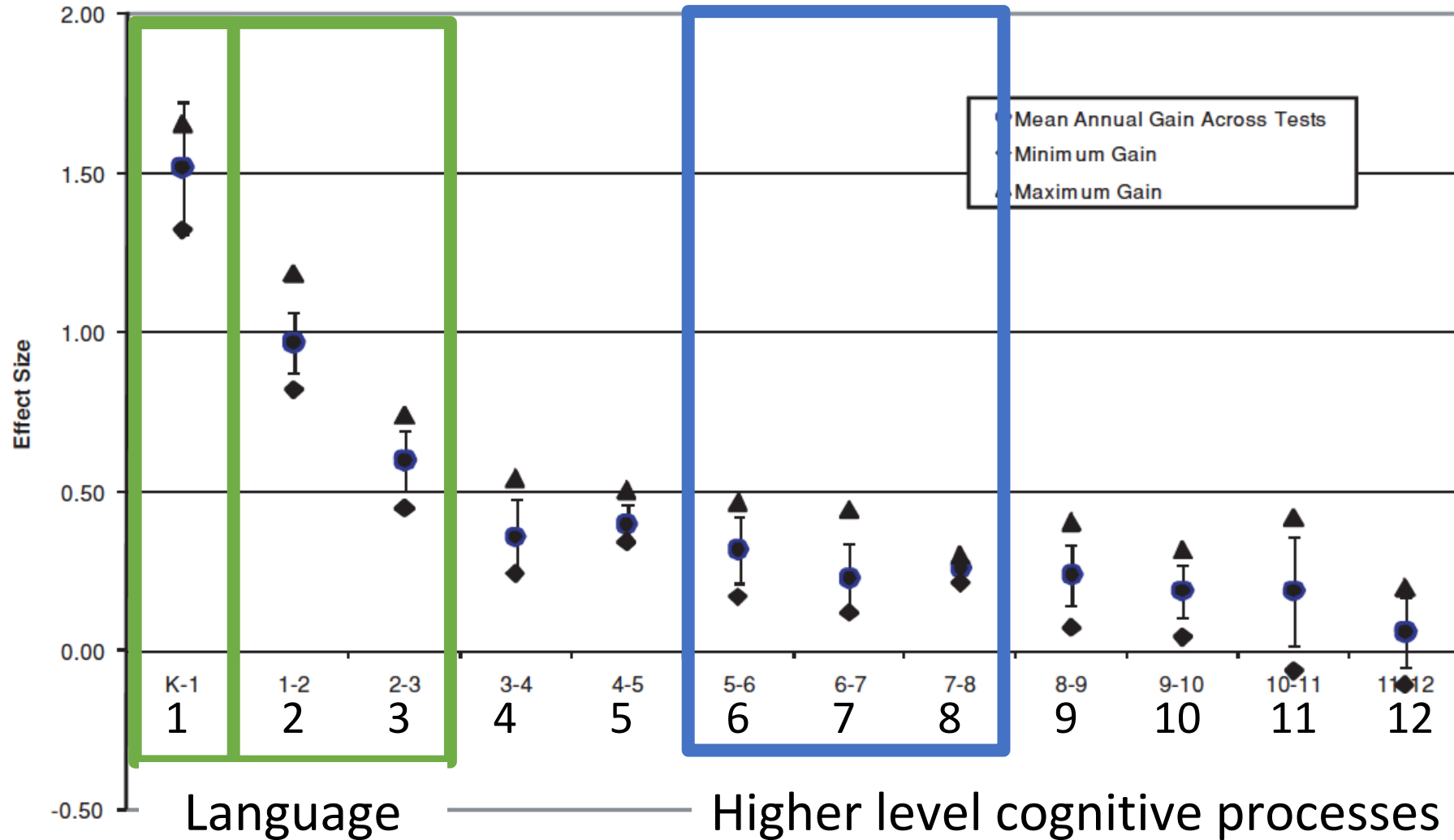
e.g. Kintsch, 1984

# DIME Model Study (Ahmed et al., 2016)



# Performance Trajectories K-12

0.2 = small  
0.4 = medium  
0.6 = large



<https://vimeo.com/654321406/452ab81b90>



PROMOTING ADOLESCENTS'  
COMPREHENSION OF TEXT



# PACT Practices

Comprehension Canopy	Essential Words	Critical Reading
<ul style="list-style-type: none"><li>● Introduce the topic.</li><li>● Build background knowledge in a motivating way.</li></ul>	<ul style="list-style-type: none"><li>● Teach 1 word prior to text reading.</li><li>● Engage in the Essential Words routine.</li></ul>	<ul style="list-style-type: none"><li>● Read text.</li><li>● Stop periodically to Get the Gist.</li><li>● Text based discussion.</li></ul>
7-10 minutes	5 minutes	30 minutes

# Comprehension Canopy Routine 7–10 minutes

## Materials

Springboard images: melting pot and salad bowl

## Introduction and Prior Knowledge

*Throughout American history, millions of people from around the world have left their home country for a chance to start a new life in this country—and people continue to come here to this day.*

*People come to the United States for different reasons. The earliest settlers, the Pilgrims, sought religious freedom. More recently, people have come to America for job opportunities. All of these people bring with them their traditions, values, and culture.*

*In this unit, we will explore the immigrant experience that is the foundation of the United States.*

## Springboard

- Display the springboard image of the melting pot.

*For many years, America has been referred to as a melting pot. The term came from a play written in 1908 that showed how immigrants from different nations “melted” or blended together to become Americans.*

- Display the springboard image of the salad bowl.

*More recently, a new metaphor—a salad bowl—has been used to describe America. A salad is made of several ingredients mixed together in a bowl. The ingredients remain separate, but together, they form a salad.*

- Display the springboard images together. Prompt students to begin a “turn and talk” activity.

*With a partner, discuss the two terms: “melting pot” and “salad bowl.” How do they differ? How are they the same? Which term do you think best describes the United States today?*

### Melting Pot



### Salad Bowl



# refugee

A person who leaves his or her country because of great danger in that country



**Related Words:** *evacuee, displaced person, flee*

**Example Usage:**

Albert Einstein was a **refugee** who fled the Nazi government in Germany.

**Example:** *A family who leaves their homeland because of a devastating earthquake*

**Nonexample:** *A family who moves to a new country because of the mother's new job*

**Turn and Talk:**

What challenges would a **refugee** face after fleeing his or her country?

# How does heritage define us individually and as a nation?

## Program Helps Children Who Are Refugees

(1)

**October 27, 2014**

RICHMOND, Va. — It took Asein Ta 3 days to walk through the mountains out of Myanmar, also known as Burma. He and his uncle, hobbling on one leg, headed for a **refugee** camp in Thailand. Ta was not even a teenager when he had to leave his home country in Southeast Asia.

“My uncle said there was good out there, something different,” said Ta, now 21. Ta’s mother sent him away so he could escape the unfair punishment his family and other ethnic Karens (an ethnic group from Southeast Burma) faced in their native land. She died shortly after he left.

Five years later, Ta was on a plane to Virginia. He was helped by the Unaccompanied **Refugee** Minors (URM) program.

For 35 years, the program has been run by the U.S. government, with help from states and charity groups. It has helped about 13,000 children escape war and natural disasters, like earthquakes, in Southeast Asia, Africa, and Latin America.

The program lets the children stay in the United States and matches them with foster parents.

Ta was clearly a **refugee**. The question now is whether children crossing into the United States from Central America are as well.

### Get the Gist

1. Who or What is it mostly about?
2. What is the most important information about the who or what?
3. Write a gist statement in about 10 words.

Ta and his uncle left Myanmar to escape persecution.

Through the Unaccompanied Refugee Minors program, Ta lived in the US with foster parents.

# How does heritage define us individually and as a nation?

<https://player.vimeo.com/video/492532421>



# Poll: Think about your 7th grade science and social studies teachers. Which of these practices do you think would be most challenging for them to implement?

Comprehension Canopy	Essential Words	Critical Reading
<ul style="list-style-type: none"> <li>● Introduce the topic.</li> <li>● Build background knowledge in a motivating way.</li> </ul>	<ul style="list-style-type: none"> <li>● Teach 1 word prior to text reading.</li> <li>● Engage in the Essential Words routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Read text.</li> <li>● Stop periodically to Get the Gist.</li> <li>● Text based discussion.</li> </ul>
7-10 minutes	5 minutes	30 minutes





## Social Studies



**PACT > Business as Usual**  
General Education Classroom  
Struggling Readers  
Students with Disabilities  
English Learners



1

Science



1

Social Studies



1

ELA



# Poll: What type of position do you hold?

- a. State Leader
- b. Small District Leader
- c. Large District Leader
- d. Other

# Rural Setting

- West Texas
- Total Enrollment District (458) Middle School 5th-8th (159)
- Staff 10 Teachers



# Identify the Need

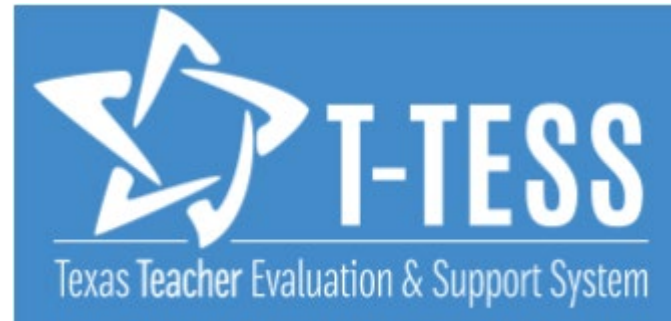
- McCamey Primary (Pk-4th) has been IR for 2 years
- Lack of growth in students as grade level rises
- Basic reading skills needed for all subjects
- Changing expectations for STAAR

\*\*Level of Pedagogy skills in Reading instruction

\*\*Lack of diversity in teaching style due to repeating teacher assignments

# Teacher Expectations

- Getting teachers “On Board”
- Leader confident and supportive of literacy
- Make the connection with current expectations: data walks, T-Tess



# Programs and Curriculum

- Components of PACT: Comprehension Canopy, Essential Word, Paired Reading
- Current curriculum or resources that align

Comprehension Canopy	Essential Words	Critical Reading
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7-10 minutes	5 minutes	30 minutes

# Implementation

- True to the design but FLEXIBLE!
- Timing of the school year
- Workload for Admin and Teachers
- Be thoughtful with the plan
- Planning tools and resources for Phase 1 Introduction



# Questions

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