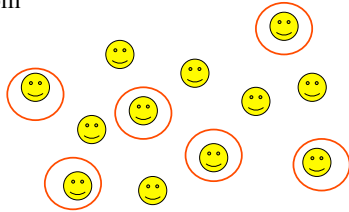


A Dual Solution for Literacy Intervention: Addressing the Needs of Adolescents

Nancy Chapel Eberhardt
nancy.eberhardt@3literacygroup.org



Problem: 1 in 4 students lacks literacy skills necessary to meet the requirements of the classroom



Eberhardt 2009

2

Problem: Diverging trends for literacy demands

- **25 fastest-growing** professions have greater than average literacy demands
- **25 fastest-declining** professions have lower than average literacy demands

Therefore: The need to address this literacy crisis has staggering educational and economic implications.

Eberhardt 2009

Barton, P.E. (2000). *What Jobs Require: Literacy, Education and Training, 1940 - 2006*. Washington, DC: Educational Testing Service.

3

Problem: Older struggling students present complex learning needs

- Need to **learn to read** with sufficient proficiency to compete in school and in the work world after school
- Need to **access content** efficiently and independently

These **dual needs** require a **dual solution**. Addressing one need but not the other is **not negotiable** from the students' perspective.

Eberhardt 2009

4

Why is an RtI approach important to adolescents?

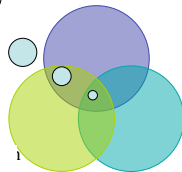
- Emphasis on **needs** not label
- **Data-driven** process—decision based on student performance

Eberhardt 2009

5

A Shared Need

Share **need** to learn the structure and function of the language needed to read, write, speak and spell--English



Eberhardt 2009

6

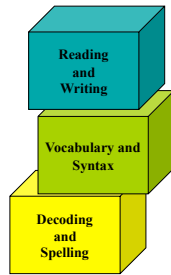
What makes it necessary to apply an RtI model differently for middle or high school students?

- The complexity of literacy demands is greater and must be factored into the plan

Eberhardt 2009

7

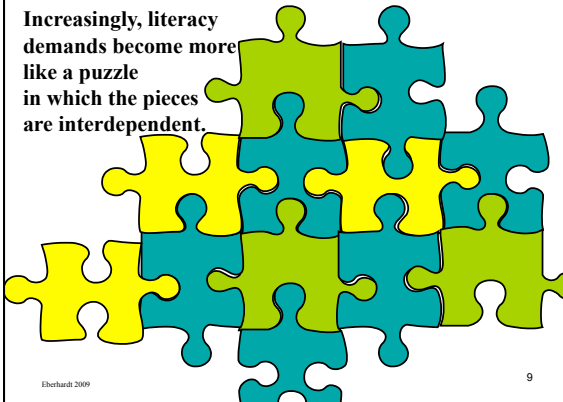
Literacy competency is based on the acquisition of the building blocks of skills and concepts



Eberhardt 2009

8

Increasingly, literacy demands become more like a puzzle in which the pieces are interdependent.



Eberhardt 2009

9

How is the RtI model different for struggling students in middle or high school?

- The discrepancy between **acquired** skills and **needed** skills expands

Eberhardt 2009

10

Operationalizing the discrepancy

Chall's Stages of reading development		
Stage 5: Reading to Construct New Knowledge		
Stage 4: Read for Multiple Viewpoints		
Stage 3: Reading to Learn		
Stage 2: Confirmation and Fluency		
Stage 1: Alphabetic Decoding		
Stage 0: Pre-Reading and Emergent Literacy		

Eberhardt 2009

Jeanne Chall, *Stages of Reading Development*, 1983

11

How should this look to students?

Chall's Stages of reading development	Grades associated with stage	DRP scores associated with grade
Stage 5: Reading to Construct New Knowledge	Post-high school	
Stage 4: Read for Multiple Viewpoints	High School Grades 9 – 12	> 67
Stage 3: Reading to Learn	Grades 4 – 8	43 – 66
Stage 2: Confirmation and Fluency	Grades 2 – 3	21 – 42
Stage 1: Alphabetic Decoding	Late Kindergarten – Early grade 2	< 20
Stage 0: Pre-Reading and Emergent Literacy	Kindergarten	

Eberhardt 2009

12

When there is a **discrepancy**
—a student's eye view...

Chall's Stages of reading development	Grades associated with stage	DRP scores associated with grade
Stage 5: Reading to Construct New Knowledge	Post-high school	
Stage 4: Read for Multiple Viewpoints	High School Grades 9 – 12	> 67
Stage 3: Reading to Learn	Grades 4 – 8	43 – 66
Stage 2: Confirmation and Fluency	Grades 2 – 3	21 – 42
Stage 1: Alphabetic Decoding	Late Kindergarten – Early grade 2	< 20
Stage 0: Pre-Reading and Emergent Literacy	Kindergarten	

Eberhardt 2009

13

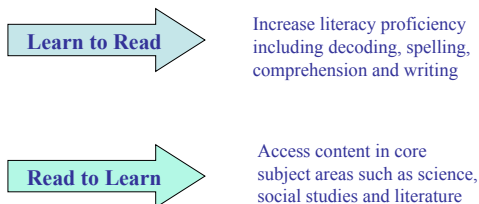
Think about it...

- Discuss your students' reading ability. Compare where they are functioning **chronologically** versus **developmentally**.
- Identify implications for providing appropriate instruction and support based on your comparison.

Eberhardt 2009

14

Dual Needs Require a **Dual Solution**



Eberhardt 2009

15

Learn to Read

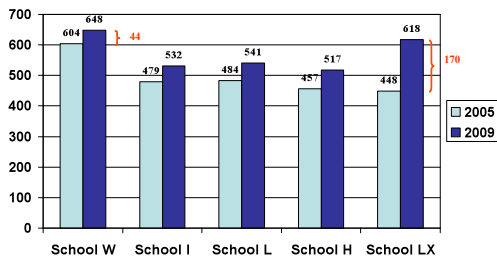
What does it take?

Let's try some literacy activities...

Eberhardt 2009

16

Academic Performance Index (API) Point Growth for SWD* from Five LACOE (CA) Districts

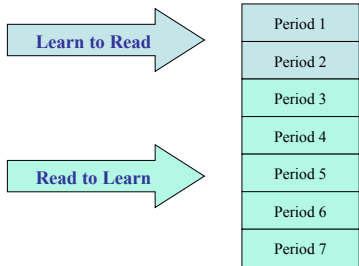


Eberhardt 2009

* Students With Disabilities

17

Dual Needs Require a **Dual Solution**



Eberhardt 2009

18

Dual Needs Require a **Dual Solution**

Learn to Read

Period 1

Period 2

Eberhardt 2009 19

How does this compare for the **rest of the day**?

Read to Learn

Period 3

Period 4

Period 5

Period 6

Period 7

Eberhardt 2009 20

Sample text for **Learn to Read**

Flying and Feeding

Bats can fly. They are the only mammals that can fly. Bats use wings to fly. Skin connects the arms, hands, and ankles of the bat. The skin makes wings. Wings are important to a bat. They need them to fly and find food.

Flying takes lots of energy, so bats eat a lot. Bats eat half their weight each day. Bats eat a lot of things. Some eat fruits and flowers. Some eat frogs and fish. Some eat bugs. They eat mosquitoes and flies. They eat moths and even termites!

From *LANGUAGE!* Book A, page 20

Eberhardt 2009 21

Sample text for Read to Learn

Definition of the First Amendment

The First Amendment is one long sentence. The first part of the sentence deals with religious freedom. It says that the government cannot establish an official national religion, and it also says that people have the right to practice any religion they choose.

The next part of the First Amendment addresses the right to free expression. The right to freedom of speech means citizens may express any opinion they want. They can be critical of the government without being punished for doing so. Freedom of the press means that people have the right to research and write about whatever they choose. They just need to print what is true.

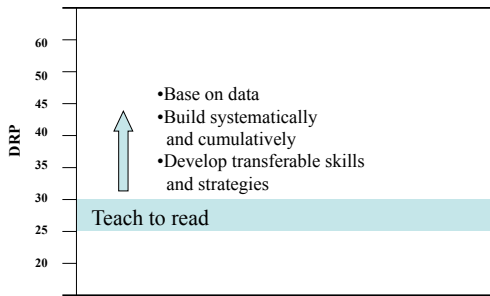
The last part of the First Amendment presents two more rights. The right to assemble means that people can get together in groups. They can talk about ideas, and they can peaceably protest the actions of other people or the government. The right to petition the government means that citizens can ask the government to correct injustices.

From *LANGUAGE!* Book E, page 80

Eberhardt 2009

22

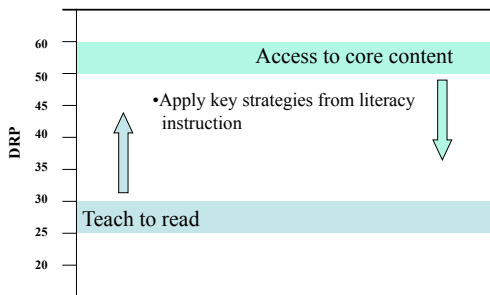
Visualize the Dual Solution



Eberhardt 2009

23

Visualize the Dual Solution



Eberhardt 2009

24

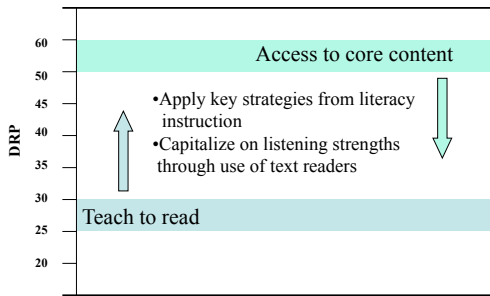
Apply a strategy to content areas

The strategy	Social Studies	Science	Mathematics
Word Defining	A form of government ruled by the people	A stage of cell division in which the cell splits	A part of the fraction above the line

Eberhart 2009

25

Visualize the Dual Solution



Eberhart 2009

26

Increasing availability and range of text readers

- Access to text readers (text to speech)
 - Kindles, e-books, Kurzweil 3000, Macintosh text-to-speech capabilities
- Access to digital text
 - Publishers, websites (e.g., www.bookshare.org), Gutenberg library for public domain texts, *LANGUAGE!*, K3000 Classic Literature CD
- Power of digital text
 - Take notes, edit work, share information, access information

Eberhart 2009

27

When will support for core content happen?

Learn to Read →

→ **Read to Learn**

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7

• Differentiated instruction time during class

• Resource time

• Study hall

• After school programs

• Take home options

Eberhardt 2009 28

Contributions of use of text-to-speech

- Studies show fluency and comprehension gains
- Capitalizes on listening skills
- Fosters independent study skills
- Bridges school-to-work environments

Eberhardt 2009 29

Think about it...

- Discuss ways that your school can incorporate time for text-to-speech supports.
- Outline your next steps to improve how you teach struggling students to read and to access the core content.

Eberhardt 2009 30

Questions
&
Reflections

Eberhart 2009
