

WHEN YOUR STUDENTS CAN'T READ...

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Cause for Concern

Only one out of four twelfth-graders is a proficient reader (Lee Grigg and Donahue, 2007).

Over half of adults scoring at the lowest literacy levels are dropouts (National Center for Education Statistics, 2003).

Three out of ten high school students do not graduate on time (Gewertz, 2009).

Nearly one third of high school graduates are not ready for college-level English composition courses (SREB, 2006).

Forty percent of high school graduates lack the literacy skills employers

seek (National Governors Association, 2005).

One out of every five college freshmen must take remedial courses at a cost of \$3.1 billion annually (National Commission on Writing, 2004).

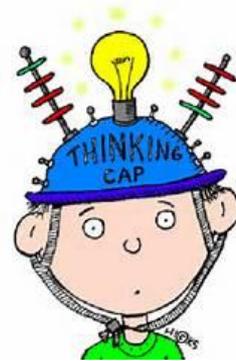
2004).

Think, Ink, Pair, Square Strategy

Check out this fabulous strategy to aid in comprehension, discussion, and writing.

As you watch this video, think of ways you could use it in your classroom.

<https://www.youtube.com/watch?v=i6ODpacJtcY>



Essential Questions - Writing to Read

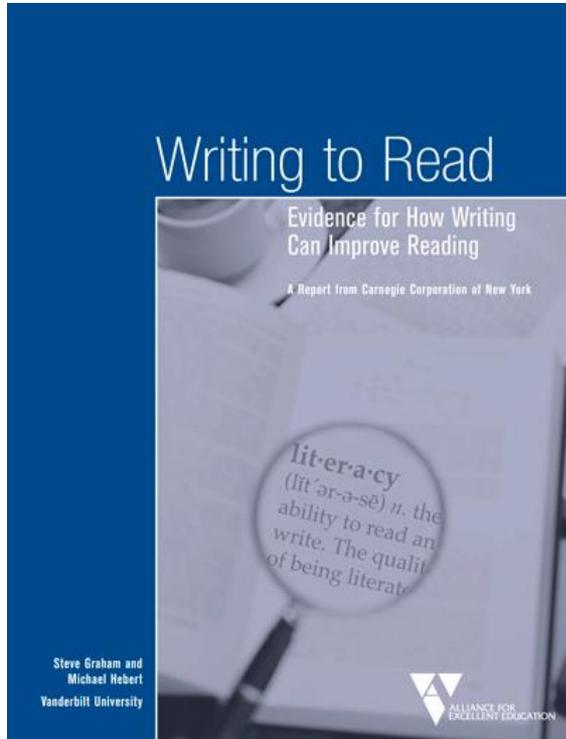
1) What writing activities do you do in your classroom?



Essential Questions - Writing to Read

2) How do the activities you do enhance the students' comprehension of what they read?

Research



Evidence for How Writing Can Improve Reading

A Report from Carnegie Corporation of New York

2010

Steve Graham and Michael Hebert:
Vanderbilt University

Research

I. Have students write about the texts they read

- Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)

ES=0.77

- Write Summaries of a Text

ES=0.52

- Write Notes About a Text

ES=0.47

- Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

ES=0.27

Summarization of Shorter Text

Strategy

Students are directly taught rules for how to write a summary of material read. This can involve teaching them how to write a summary of a paragraph using the following operations:

1. Identify or select the main information
2. Delete trivial information
3. Delete redundant information
4. Write a short synopsis of the main and supporting information for each paragraph.

Summarization of Longer Text

Strategy

The GIST

1. Students read a brief text
2. Students write a single-sentence summary of the information (20 words or less)
3. When students are proficient, the teacher provides more extensive texts that have been marked with stopping points where students stop and write the GIST summaries they have been practicing
4. When the article is complete, the students combine the brief summaries and craft them into an overall summary

Somebody-Wanted-But-So-Then-Strategy

Strategy

1. Teacher selects a piece of text that has previously been read with the class or one with which the class is most familiar.
2. Teacher models the SWBST strategy on a chart of an overhead and uses the information to write a summary of the text.
3. Students analyze what makes it a summary and discuss as a whole group. Teacher begins a criteria chart that is posted for all to use.
4. Teacher then selects a piece of text to be read in a shared reading format.
5. Work together as a class to create a group summary, selecting and deleting details. Compare the work to the criteria chart to check for correctness.
6. Leave the work posted so that students have a model to refer to for future work.

Research

II. Teach Students the Writing Skills and Processes that go into Creating Texts

- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction (Improves Reading Comprehension)

ES=0.27

- Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)

ES=0.79

- Teach Spelling Skills (Improves Word Reading Skills)

ES=0.68

Essential Questions - Writing to Read

3) How much time do you spend writing in your classroom? When do they write?

Research

III. Increase How Much Students Write

ES=0.30

Essential Questions - Writing to Read

4) How could you increase the amount and quality of writing time in your classroom?

If students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. **In short, if students are to learn, they must write.**

National Commission on Writing



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