“Selecting Instructional Routines Across the Disciplines to Support Successful Literacy Outcomes”

Roger Howard,

Adolescent Literacy Specialist

ODE Literacy Academy – June 8, 2023

State Support Team 3

Participants will gain a deeper understanding of:

1. The importance of implementing common literacy routines to advance evidence-based practices in ALL content areas

2. Considerations for selection of common routines

4. Examples of successful implementation resulting in dramatic, high-profile secondary school turn-arounds

1. The Importance of Prioritizing Adolescent Literacy Routines

“An 18-year-old who doesn’t have the literacy skills for college or a career is effectively sentenced to a lifetime of marginal employment and second-class citizenship. “

- Dr. Mel Riddile, 2015

Poll: The Average College Freshman…

- Will be expected to read and comprehend **200-600 pages of complex text** per week.
- Should be able to comprehend text written at a minimum **Lexile level of 1300** .
- Should possess a vocabulary lexicon of about **80,000 words**.
- Will be expected to **write 5-7 pages** (1,500-2,000 words) for a typical assignment.

Are your graduates prepared for college & career as your "finished product?"

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The Charge of Adolescent Literacy, 4-12

"Our kids **need to learn to read challenging literary and informational texts** from the different disciplines **in sophisticated ways**, and they need to get used to using text for **building extensive stores of knowledge** about their social and natural worlds."

- Dr. Timothy Shanahan, 2023

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Instructional Shifts Required in ALL Content Areas by Ohio's 6-12 Literacy Standards

1. **Regular practice** with **complex text** and **academic vocabulary**.
2. **Reading, Writing** and **Discussion** grounded in **evidence from text**.
3. **Building knowledge** through content-rich **informational text**.

Ohio's Standards for Literacy in History/Social Studies, Science & Technical Subjects 6-12

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Discussion: What is the most prevalent interaction with texts your students are experiencing in 6-12 classrooms?

A. Students building knowledge through daily engagement with complex text.

B. Teachers "marching through a textbook"

C. The "pedagogy of telling" with little or no text expectations at all

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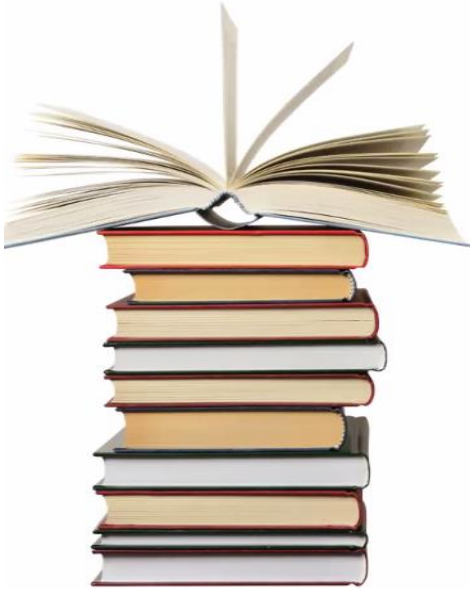
The Problem with the Pedagogy of Telling

"The major problem with simply telling kids what then need to know is that ***for the rest of their lives, there will be a great many people happy and eager to do precisely that...*** *The unscrupulous politicians, advertisers, salespeople, and religious* ***leaders who see the easily-led as a source of profit."***

(Beers & Probst, 2016)

The Importance of Regular Exposure to Complex Text with Scaffolds

No evidence backs up giving children texts to read at their level. In fact, **students learn to read better** when they are given **challenging texts with scaffolding**. - Dr. Timothy Shanahan



Teaching Students to Read Complex Text - Shanahan, 2019 ODE Literacy Academy

The Challenge of Challenging Text (ascd.org)

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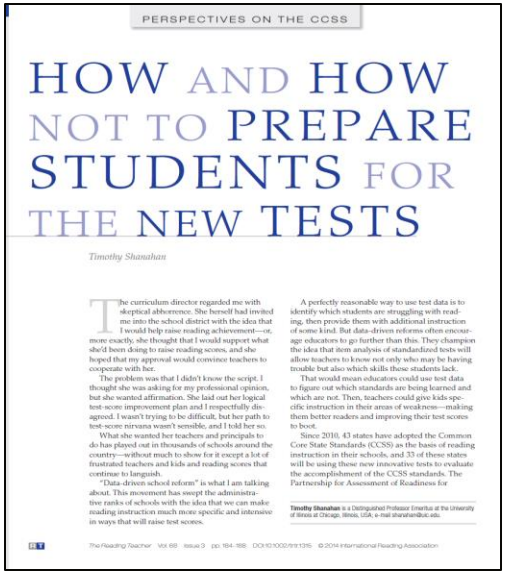
“Regular Practice” in All Content Areas Builds Skill, Stamina, & Motivation

1. Have students **read extensively** within instruction.
2. Have students read increasing amounts of text **independently**.
3. Make sure the **texts** are **rich in content** and **sufficiently challenging**.
4. Have students **explain their answers** and provide **text evidence** supporting their claims.
5. Engage students in **writing about text**, not just in replying to multiple-choice questions.



PERSPECTIVES ON THE CCSS

HOW AND HOW NOT TO PREPARE STUDENTS FOR THE NEW TESTS

Timothy Shanahan

The curriculum director regarded me with skeptical abhorrence. She herself had invited me into the school district with the idea that I would help raise reading achievement—or, more exactly, she thought that I would support what she'd been doing to raise reading scores, and she hoped that my approval would convince teachers to cooperate with her.

The problem was that I didn't know the script. I thought she was asking for my professional opinion, but she wanted affirmation. She laid out her logical test-score improvement plan and I respectfully disagreed. I wasn't trying to be difficult, but her path to test-score nirvana wasn't sensible, and I told her so.

What she wanted her teachers and principals to do has played out in thousands of schools around the country—without much to show for it except a lot of frustrated teachers and kids and reading scores that continue to languish.

"Data-driven school reform" is what I am talking about. This movement has swept the administrative ranks of schools with the idea that we can make reading instruction much more specific and intensive in ways that will raise test scores.

A perfectly reasonable way to use test data is to identify which students are struggling with reading, then provide them with additional instruction of some kind. But data-driven reforms often encourage educators to go further than this. They champion the idea that item analysis of standardized tests will allow teachers to know not only who may be having trouble but also which skills these students lack.

That would mean educators could use test data to figure out which standards are being learned and which are not. Then, teachers could give kids specific instruction in their areas of weakness—making them better readers and improving their test scores to boot.

Since 2010, 43 states have adopted the Common Core State Standards (CCSS) as the basis of reading instruction in their schools, and 33 of these states will be using these new innovative tests to evaluate the accomplishment of the CCSS standards. The Partnership for Assessment of Readiness for

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(Shanahan, 2014)

[How and How Not to Prepare Students for the New Tests (lausd.net)]

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2. Considerations for Selecting & Implementing Common Literacy Routines

1. Does the routine advance the three instruction shifts required by the 6-12 Literacy Standards?

2. What is the quantity and quality of research supporting the routine?

3. Does the routine advance evidence-based literacy practices?

4. Do selected routines provide a sufficient balance of scaffolds before, during, & after reading?

Tier 1 Adolescent Literacy Practices

Evidence-Based Practices
must be utilized
Across Content Areas
to support learners in acquiring
Knowledge & Skills
for
College & Career Readiness.

1. Explicit **vocabulary** instruction
2. Explicit **comprehension** strategy instruction
3. Extended **discussion** of text
4. **Motivation & engagement** in literacy
5. Explicit **writing** instruction about reading

(I.E.S. Practice Guide - Improving Adolescent Literacy, 2008)
(Carnegie Report, Writing to Read, 2010) (I.E.S. Guide, 2022)

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Building Literacy Across All Content Areas

1. Work with a variety of texts

2. Use extended writing to build language and knowledge

3. Talk about text to build language and knowledge

4. Study a small set of high-utility vocabulary words needed to master content

5. Use school-wide protocols to support reading, writing, speaking, and listening

Lesaux, Galloway, Marietta (2016)

From Strategies To Routines

What makes them routines, versus mere strategies, is that **they get used over and over again** in the classroom so that they **become part of the fabric of classroom culture**. The routines become **the ways in which students go about the process of learning.** Routines are patterns of action that can be **integrated and used in a variety of contexts.** – Thinking Pathways

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Routines Provide Important Scaffolds

Before Reading

Establishing a purpose and goals for reading

Making predictions

Examining text structure

Building background knowledge

Addressing challenging vocabulary & syntax

During Reading

Helping students to monitor comprehension, re-read (if needed) & stay focused in the text

Annotating the text

Testing predictions against the text

Creating a mental model

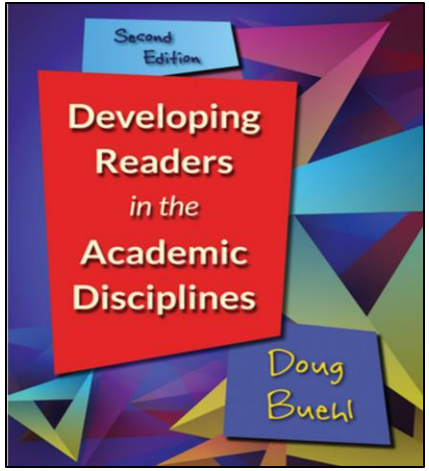
After Reading

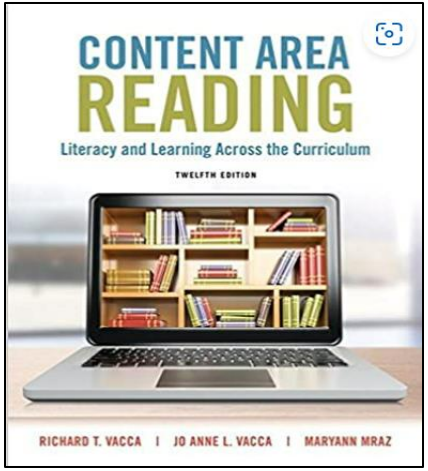
Providing opportunities to summarize, question, reflect, discuss and respond to text

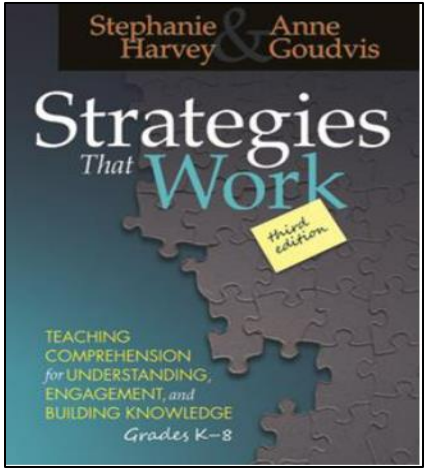
Using textual evidence to formulate and defend stances through discourse and writing

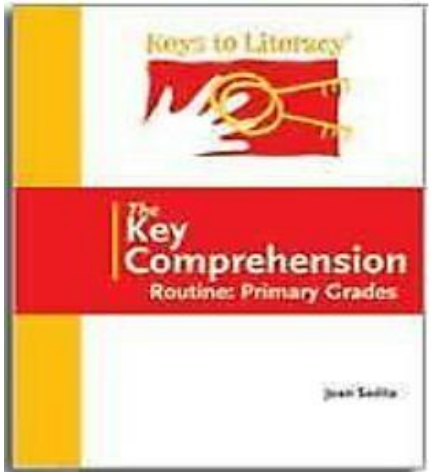
Classroom Before, During, After Strategies | AdLit

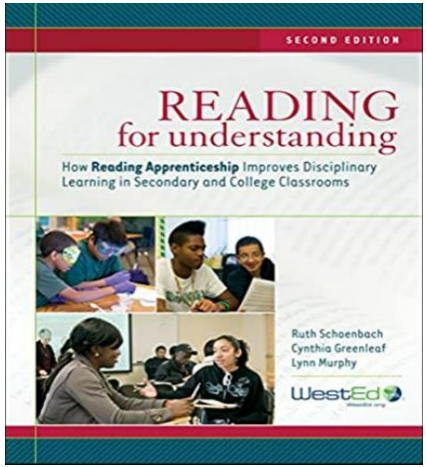
Scaffolding Texts - Townsend, ODE Lit Academy, 2021

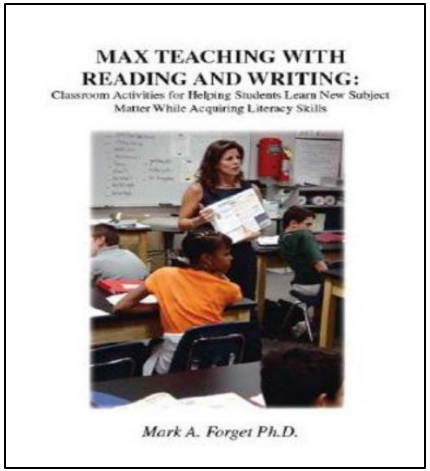


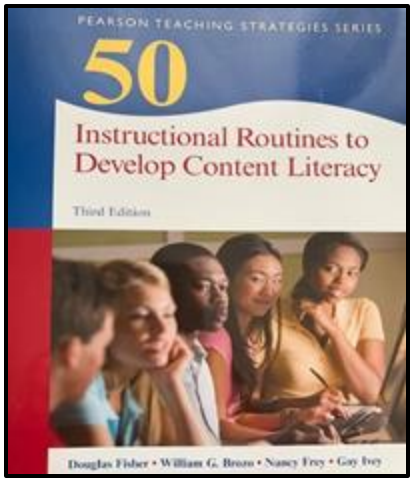


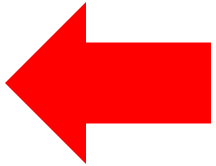












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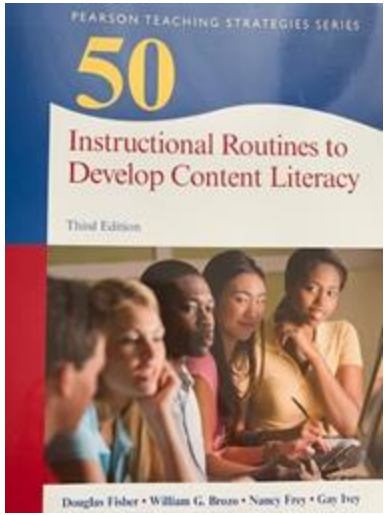
Recommended Routines Before Reading



1. Adjunct Displays
2. Questionnaires/Interviews
3. Opinionnaire
4. Read Alouds
5. Shades of Meaning
6. Vocabulary Cards
7. Word Sorts
8. Shared Reading
9. K-W-L Chart
10. Purposeful Learning
11. Text Impressions
12. Think Alouds
13. Awareness
14. Word Walls

- Establishing goals/purpose - Making predictions – Building background knowledge - Examining text structure – Addressing challenging vocabulary & syntax

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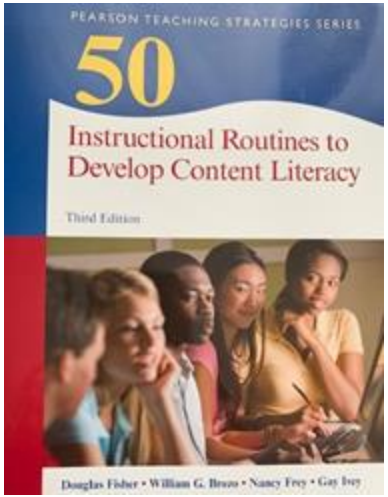
Recommended Routines During Reading



1. Annotation
2. Anticipation Guides
3. Close Reading
4. Conversation Roundtable
5. Directed Reading-Thinking
6. Fishbowl Discussion
7. Generative Reading
8. Jigsaw
9. Modeling Comprehension
10. Read-Write-Pair Share
11. Reciprocal Teaching
12. Split-Page Notetaking
13. Text-Dependent Q's
14. Text Structures
15. Feature Analysis
16. Word Scavenger Hunts

- Helping students to stay focused on the text and monitor their comprehension
- Testing predictions against the text - Creating a mental model

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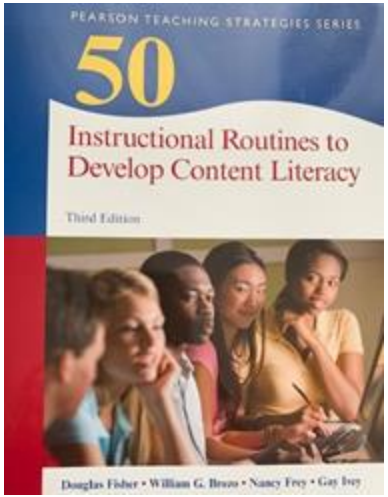
Recommended Routines After Reading

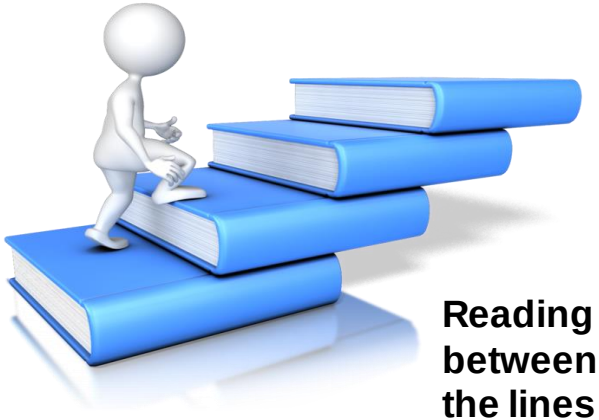


1. Collaborative Conversations
2. Debate
3. Exit Slips
4. Found Poems
5. Independent Reading
6. Language Experience
7. Mnemonics
8. Popcorn Review
9. Question-Answer Relationship
10. Question the Author
11. RAFT Writing
12. Readers' Theater
13. ReQuest
14. Response Writing
15. Socratic Seminar
16. Student Book Talks
17. Take 6
18. Tossed Terms
19. Writing Frames

- Providing opportunities for students to summarize, question, reflect, discuss, & respond to text – Using textual evidence to formulate and defend stances through writing

Levels of Reading Comprehension

(Vacca, Vacca, & Mraz, 2017)



Reading beyond the lines

Applied

Using information to express opinions and form new ideas

Reading between the lines

Interpretive

Putting together information, perceiving relationships, making inferences

Reading the lines

Literal

Getting information explicitly from the text

Three-Level Guide (thewebconsole.com)

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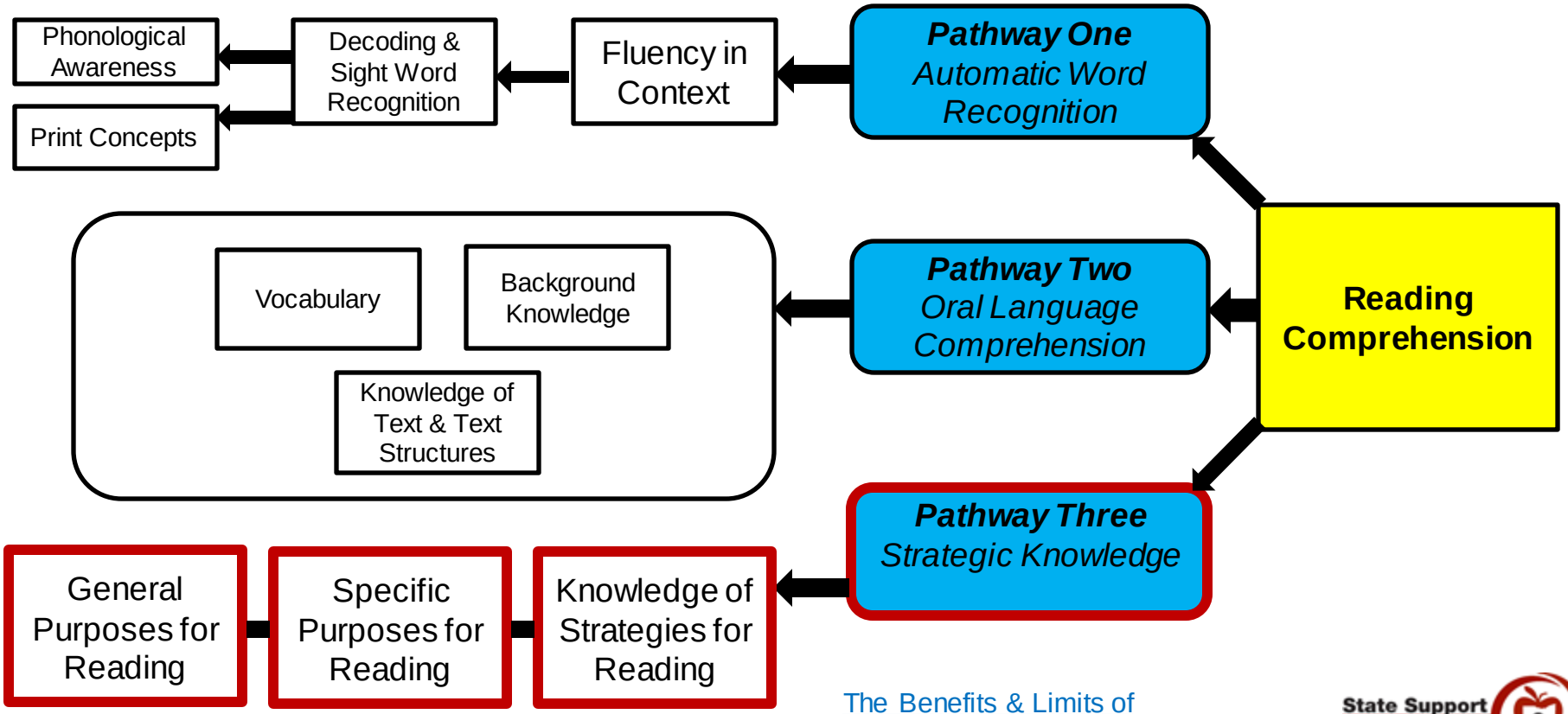
The Cognitive Model of Reading (McKenna & Stahl, 2015)



The Benefits & Limits of Comprehension Strategies - C. Jago

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Significant Influence = .40 Effect Size

1.57 – Collective Teacher Efficacy
1.20 – Jigsaw Method
.85 – Organizing/Transforming Conceptual Knowledge
.82 – Classroom Discussion
.82 – Scaffolding Instruction
.79 – Deliberate Practice
.75 – Teacher Clarity
.74 – Reciprocal Teaching
.69 – Meta Cognitive Strategies
.67 – Vocabulary Programs
.63 – Teaching Students to Summarize
.60 – Concept Mapping

Visible Learning (Hattie, 2009)

Visible Learning for Literacy (Fisher, Frey, Hattie, 2016)

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Reciprocal Teaching/Reading Routine

- ✓ Students learn & assume meta-cognitive roles of what good readers do. (Reader, Summarizer, Questioner, Predictor)
- ✓ Students engage in extended discussion of text meaning & interpretation.
- ✓ Social interaction motivates students to engage in literacy practices.
- ✓ **.74 Hattie effect size!**

Reciprocal Teaching: Definition, Strategies, Examples (thoughtco.com)

reciprocalteachingrolebookmarks.pdf (solutiontree.com)

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3. Dramatic Secondary School Turn-Arounds Grounded in Implementation of Common Literacy Routines

"Because the challenges that accompany implementing schoolwide literacy initiaitives are so great, schools have tried to avoid them, pinning hopes on one magic potion after another." - Riddile, 2015

After the Boston Glode referred to Brockton as a "cesspool," we asked ourselves, "Is this the best we can be?" – Szachowicz, 2014

"Nothing seemed capable of turning around New Dorp High School's dismal performance - not firing bad teachers, not flashy education technology, not after-school programs... So the principal went all-in on teaching...writing." - Tyre, 2012

"Achievement scores were the lowest in the county and among the lowest in the state. Teacher morale was low and turnover was high." - Fisher, Frey, & Williams, 2002

Impressive High School Turn-Arounds Grounded in Common Literacy Routines

J.E.B. Stuart High School

J.E.B. Stuart High School, located outside of Washington, DC, in the suburban bedroom community of Fairfax County, Virginia, is beating the statistical odds to achieve student success. Two-thirds of the students are second language learners, more than 54 percent are eligible for free and reduced-price meals, and the school has an excessively high mobility rate and a high student diversity level. Mel Riddile, school principal, provides an intriguing vignette of his school's journey from the bottom of the achievement heap to the pinnacle of academic success. How did the school move from one of the lowest achieving schools within the Fairfax County School District to a school recognized as a Breakthrough High School? The answer, though not simple, is embedded in the school's actions to achieve literacy for all.

Eight years ago, J.E.B. Stuart High School students were clearly identified as some of the lowest performers in the school system on Virginia's Standards of Learning end-of-course exams. (See Figure 3.4.) Mel Riddile arrived on the scene as the new principal, and he candidly asked the staff, "What do we need to do to improve student achievement?" The staff provided two focus areas that have been critical to developing a solution for turning the learning opportunities around for students. First, the low attendance rate had to be turned around. Students were missing an average of 25 days per school year. This agonizing statistic has improved to an average of 7 days missed per year according to 2003 school data. Secondly, teachers stressed that students had to be taught to read well enough to pass content standards required in each of the school's core content classes. In other words, students had to be moved from functional literacy to academic proficiency. The two areas of focus provided by Stuart's staff served as the foundation of the school improvement plan.

Assessment Used to Guide Original Planning

Assessment provides the road map, or the big picture, to plan the journey for literacy improvement. Based on the recommendations of expert evaluators, Stuart staff chose to administer the Gates-MacGinitie Reading Test to all eighth graders entering the ninth grade at Stuart. This assessment tool was chosen because it is normed on English language learners and students of poverty, and it was recommended as a relevant test for the student population of Stuart. At first, there was resistance by district officials because they could not see the benefit of testing all eighth grade students scheduled to enter ninth grade at Stuart. That resistance was overcome, and the test was administered. The scores revealed some disturbing facts about the literacy levels of the prospective ninth graders.

As the data were analyzed, 76 percent of the students scored one standard deviation below grade level, and 25 percent of the students scored three years below grade level. Although the test indicated a problem, it did not provide the exact literacy deficit. Therefore, additional testing was required. An individual literacy inventory, Burns and Roe, was given to all students scoring below the 40th percentile on the Gates-MacGinitie. This follow-up assessment diagnosed specific literacy problems and helped the staff to develop an action plan to address the targeted literacy deficits.

School Profile 2
J.E.B. Stuart High School

Profile

J.E.B. Stuart High School
3301 Peace Valley Lane
Falls Church, VA 22044

Principal:
Dr. Mel J. Riddile

- *1,500 students*
- *Hispanic: 34 percent, white: 31 percent, Asian/other: 24 percent, black: 13 percent*
- *54 percent free and reduced-price meals*
- *87 percent annual graduation rate*
- *93 percent college admissions rate*
- *Recognitions: NASSP Breakthrough High School*

Mel Riddile, Stuart H.S. & Williams H.S. (VA)

'Literacy' | Edutopia

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Susan Szachowicz

Transformed by Literacy

When low test scores demanded a hard look at the curriculum, literacy became a focus for improvement.

Schoolwide training for teachers and a rolling implementation model ensured consistency and reinforcement of the skills.

Results came in improved scores and national recognition.

Is this the best we can be?" Teachers and administrators at Brockton (MA) High School asked themselves that question when they saw the dismal results from the 2001 state high stakes test, the Massachusetts Comprehensive Assessment System (MCAS). Brockton was then ranked as one of the lowest-scoring schools in the state with a 44% failure rate in English/language arts (ELA) and a 75% failure rate in math. Students must pass the MCAS in ELA and mathematics to earn a diploma, so the results meant that hundreds of students were at risk of not graduating. Brockton, a large urban high school with more than 4,200 students, faced challenging demographics: 75% of students were minorities, 68% received free or reduced-priced lunch, and more than 50% spoke a language other than English in the home. Most were the first in their families to graduate from high school.

Despite the challenges, the teachers' answer to the question was, "No, this is not the best we can be!" And they proved it by 2010, when Brockton's results had improved so much that they received several national recognitions for student achievement, including selection as a National Model School by the International Center for Leadership in Education, two bronze medals on the *U.S. News and World Report*'s America's Best High Schools rankings, and acknowledgment by Harvard University's Achievement Gap Institute for closing the gap.

It Began With a Team

The turnaround at Brockton began with a team of educators, including myself, who formed the restructuring committee. The committee had members from nearly every discipline in the school and was committed to high standards and no excuses. Analysis of the MCAS data illustrated that students were struggling in writing, reading, complex problem-solving, and thinking skills and that the struggle was not limited to any one group of students. The data also suggested that students' failure on the tests would not be addressed by implementing a test preparation program. Failure among the students was widespread, and we realized that we could not outguess a test. What Brockton needed was a schoolwide

 Discussion guide available at www.principals.org/pldiscuss1110.

Susan Szachowicz, Brockton H.S. (MA)

Transformed by Literacy.pdf

FOR YEARS, NOTHING SEEMED CAPABLE *of turning around New Dorp High School's dismal performance—not firing bad teachers, not flashy education technology, not after-school programs. So, faced with closure, the school's principal went all-in on a very specific curriculum reform, placing an overwhelming focus on teaching the basics of analytic writing, every day, in virtually every class. What followed was an extraordinary blossoming of student potential, across nearly every subject—one that has made New Dorp a model for educational reform.*

THE WRITING REVOLUTION

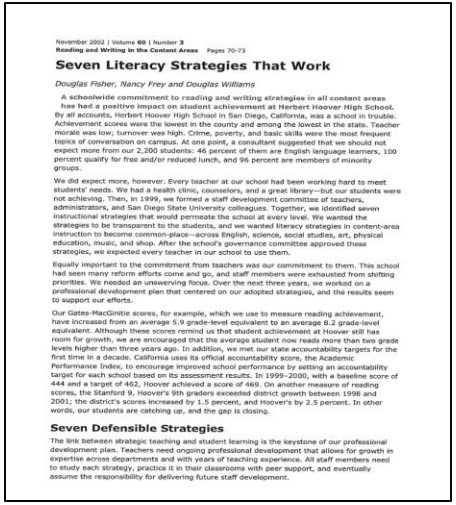
By PEG TYRE

In 2009, when Monica Dilsella entered New Dorp, a notorious public high school on Staten Island, her academic future was cloudy. Monica had struggled to read in early childhood, and had repeated first grade. During her elementary-school years, she got more than 100 hours of tutoring, but by fourth grade, she'd fallen behind her classmates again. In the years that followed, Monica became comfortable with math and learned to read passably well, but never seemed able to express her thoughts in writing. During her freshman year at New Dorp, a 70s-style brick behemoth near a grimy beach, her history teacher asked her to write an essay on Alexander the Great. At a loss, she jotted down her opinion of the Macedonian ruler: "I think Alexander the Great was one of the best military leaders." An essay? "Basically, that wasn't going to happen," she says, sweeping her blunt-cut brown hair from her brown eyes. "It was like, well, I got a sentence down. What now?" Monica's mother, Santa, looked over her daughter's answer—its simple sentences, one of which didn't make sense—with a mixture of fear and frustration. Even a coherent, well-turned paragraph seemed beyond her daughter's ability. An essay? "It just didn't seem like something Monica could ever do."

For decades, no one at New Dorp seemed to know how to help low-performing students like Monica, and unfortunately, this troubled population made up most of the school, which

Dierdre DeAngelis, New Dorp H.S. (NY)

The Writing Revolution



November 2002 | Volume 60 | Number 3
Reading and Writing in the Content Areas Pages 70-73

Seven Literacy Strategies That Work

Douglas Fisher, Nancy Frey and Douglas Williams

A schoolwide commitment to reading and writing strategies in all content areas has had a positive impact on student achievement at Herbert Hoover High School. By all accounts, Herbert Hoover High School in San Diego, California, was a school in trouble. Achievement scores were the lowest in the county and among the lowest in the state. Teacher morale was low; turnover was high. Crime, poverty, and basic skills were the most frequent topics of conversation on campus. At one point, a consultant suggested that we should not expect more from our 2,200 students: 46 percent of them are English language learners, 100 percent qualify for free and/or reduced lunch, and 96 percent are members of minority groups.

We did expect more, however. Every teacher at our school had been working hard to meet students' needs. We had a health clinic, counselors, and a great library—but our students were not achieving. Then, in 1999, we formed a staff development committee of teachers, administrators, and San Diego State University colleagues. Together, we identified seven instructional strategies that would permeate the school at every level. We wanted the strategies to be transparent to the students, and we wanted literacy strategies in content-area instruction to become common-place—across English, science, social studies, art, physical education, music, and shop. After the school's governance committee approved these strategies, we expected every teacher in our school to use them.

Equally important to the commitment from teachers was our commitment to them. This school had seen many reform efforts come and go, and staff members were exhausted from shifting priorities. We needed an unswerving focus. Over the next three years, we worked on a professional development plan that centered on our adopted strategies, and the results seem to support our efforts.

Our Gates-MacGinitie scores, for example, which we use to measure reading achievement, have increased from an average 5.9 grade-level equivalent to an average 8.2 grade-level equivalent. Although these scores remind us that student achievement at Hoover still has room for growth, we are encouraged that the average student now reads more than two grade levels higher than three years ago. In addition, we met our state accountability targets for the first time in a decade. California uses its official accountability score, the Academic Performance Index, to encourage improved school performance by setting an accountability target for each school based on its assessment results. In 1999–2000, with a baseline score of 444 and a target of 462, Hoover achieved a score of 469. On another measure of reading scores, the Stanford 9, Hoover's 9th graders exceeded district growth between 1998 and 2001; the district's scores increased by 1.5 percent, and Hoover's by 2.5 percent. In other words, our students are catching up, and the gap is closing.

Seven Defensible Strategies

The link between strategic teaching and student learning is the keystone of our professional development plan. Teachers need ongoing professional development that allows for growth in expertise across departments and with years of teaching experience. All staff members need to study each strategy, practice it in their classrooms with peer support, and eventually assume the responsibility for delivering future staff development.

Douglas Williams, H. Hoover H.S. (CA)

7 Strategies that Work

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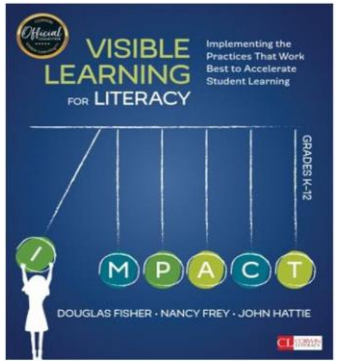
"Seven Literacy Strategies That Work"

Herbert Hoover High School, San Diego USD (Fisher, Frey, Williams, 2002)



1. **Read-Alouds** (Exposure to reading = **.43**)
2. **K-W-L Charts** (Organizing/transforming knowledge = **.85**)
3. **Graphic Organizers** (Concept mapping = **.60**)
4. **Explicit Vocabulary Instruction** (Vocab. programs = **.67**)
5. **Writing about Reading** (**.77** effect size – Carnegie, 2010)
6. **Structured Note-Taking** (Organizing & transforming = **.85** effect size)
7. **Reciprocal Teaching** (= **.74** effect size, Classroom discussion = **.82** e.s.)

Effect sizes from: *Visible Learning for Literacy* – Hattie, Fisher, Frey (2016)

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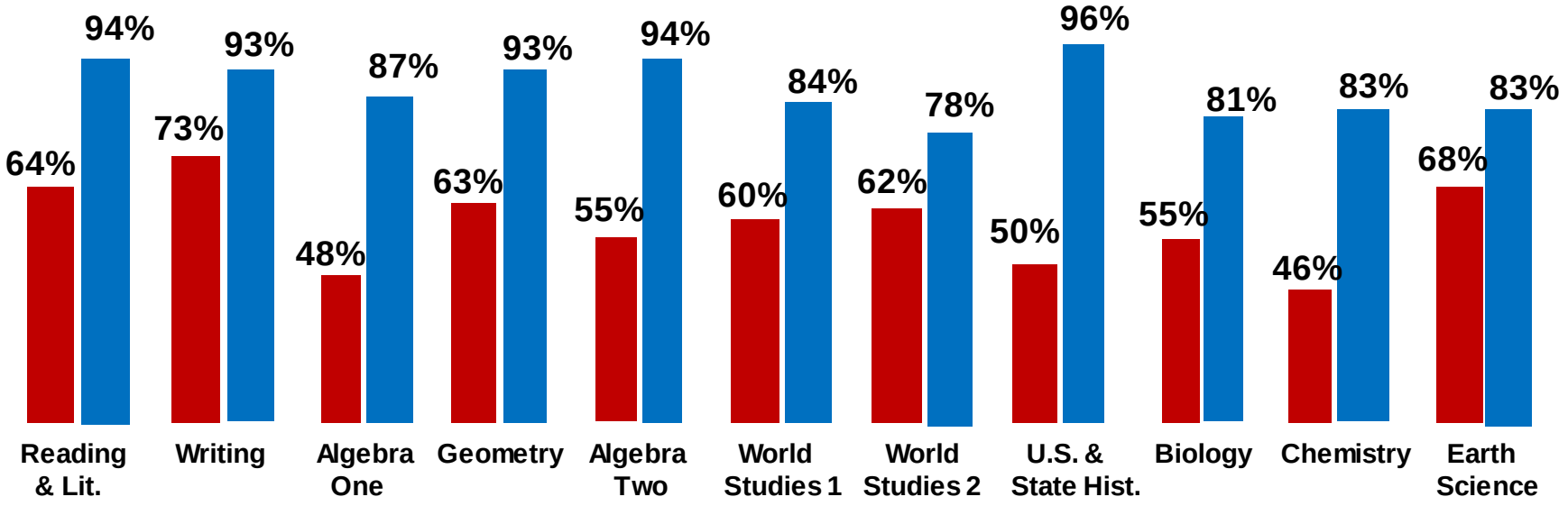
Improved Passage Rates on State Assessments After 5-Year Implementation of 15 B-D-A Literacy Routines at Stuart H.S., VA.



NASSP - Creating-a-Culture-of-Literacy-Guide (Chapter 3, Pages 27-29).pd

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Adolescent Literacy is an Example of Second-Order Change

- Departure from the normal way of doing business
- **Challenges existing paradigms**
- Conflicts with prevailing values and norms
- **New knowledge and skills are needed**
- New resources will be necessary
- **Resistance** by those who do not have a broad perspective of the district/school

St. Martin (2021) – Based on Marzano, Waters, McNulty (2005)

(Riddile, 2015)

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Systems-Level Implementation (Riddile, 2018)

- A **literacy plan** and **professional development plan** to build capacity of **evidence-based practices** for all content-area teachers.
- A formal, **collaborative process** for selecting literacy routines that advance evidence-based practices ***before***, ***during*** *and* ***after reading***.
- An **expectation** that teachers in **ALL content areas** will utilize the selected *before, during* and *after* reading routines with fidelity every day.
- Access to **instructional coaching** for all teachers in order to provide non-evaluative feedback & support.
- A **master schedule** that supports literacy development for ALL students - Tiers 1, 2, and 3.

Striving Readers Series: High School-Adolescent Literacy (Part One) - YouTube

Striving Readers Series: High School-Adolescent Literacy (Part Two) - YouTube

Recommended Literacy Action Steps (Irvin, 2018)

1. **Team process** for selecting **common set of literacy strategies** and assign departmental responsibilities for teaching them
2. **Professional learning** requirements/participation for **all teachers**
3. **Departmental responsibility** for content-specific literacy demands
4. Teachers visit demonstration classrooms, engage in **peer coaching**, work with **literacy coach**
5. **All teachers** will teach students the agreed upon strategies
6. **All students** will be able to **explain the schoolwide strategies**
7. **Students routinely use the strategies**
8. Teachers share and support one another through **team structures**

Striving Readers Series: Middle School-Adolescent Literacy - YouTube

2018 Literacy Academy Resources | Ohio Department of Education

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Collective Teacher Efficacy = 1.57 Effect Size! *(Hattie, 2018)*

(Adapted from Riddile, 2019)

Consider Embedding Routines in a Common Instructional Framework

(Adapted from Riddile, 2019)

Utilization of Instructional Time "Bell-to-Bell"

"Do Now"

Consistent Beginning

- Students engage in a common routine with no teacher prompting

"I Do"

Teacher Leads

- Direct instruction and modeling

Before-Reading Routines

"We Do"

udents Work

- Teacher checks for understanding as students collaborate & build skills with text

"You Do"

trong Finish

- Formative assessment to inform planning

During-Reading Routines

After-Reading Routines

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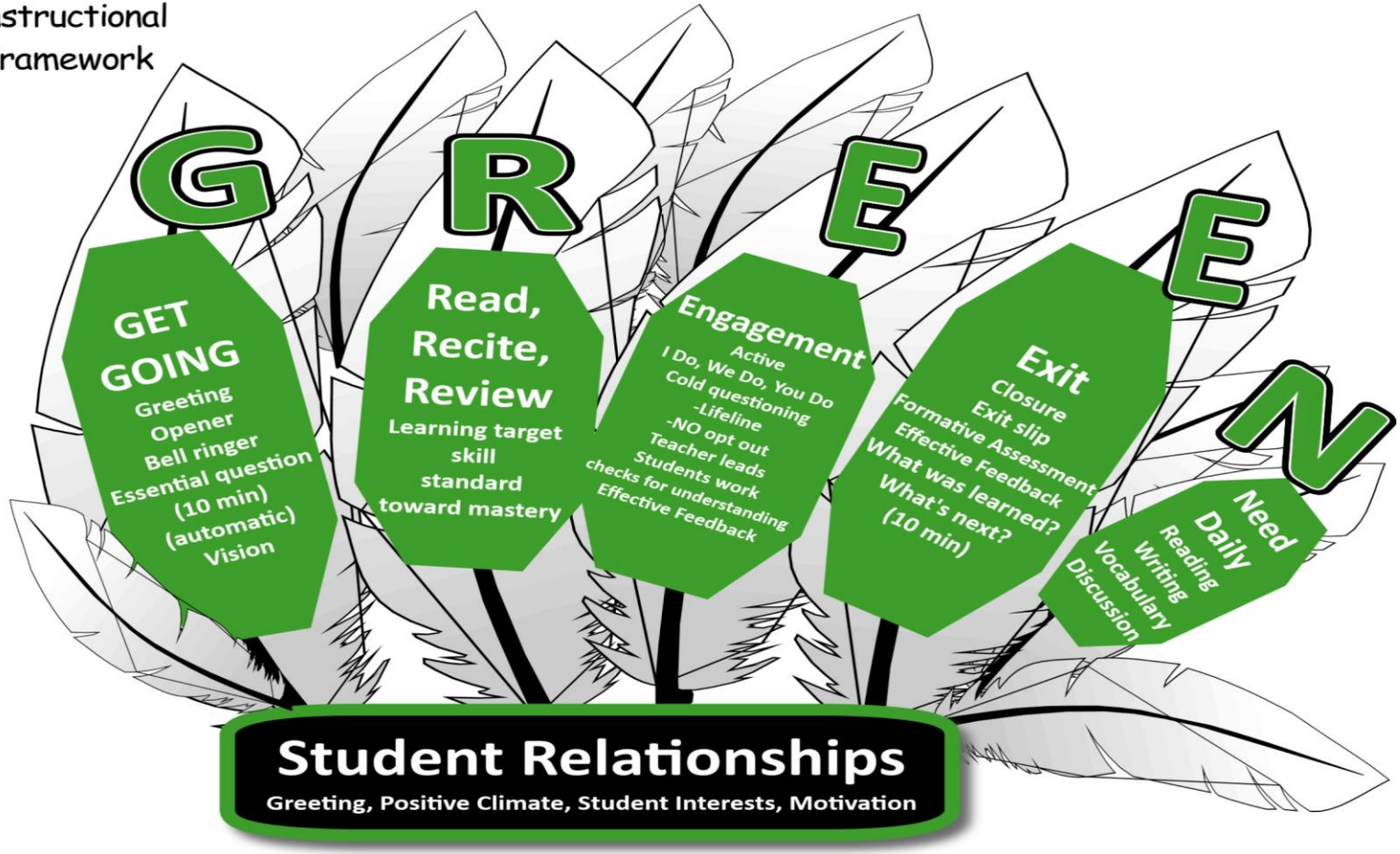
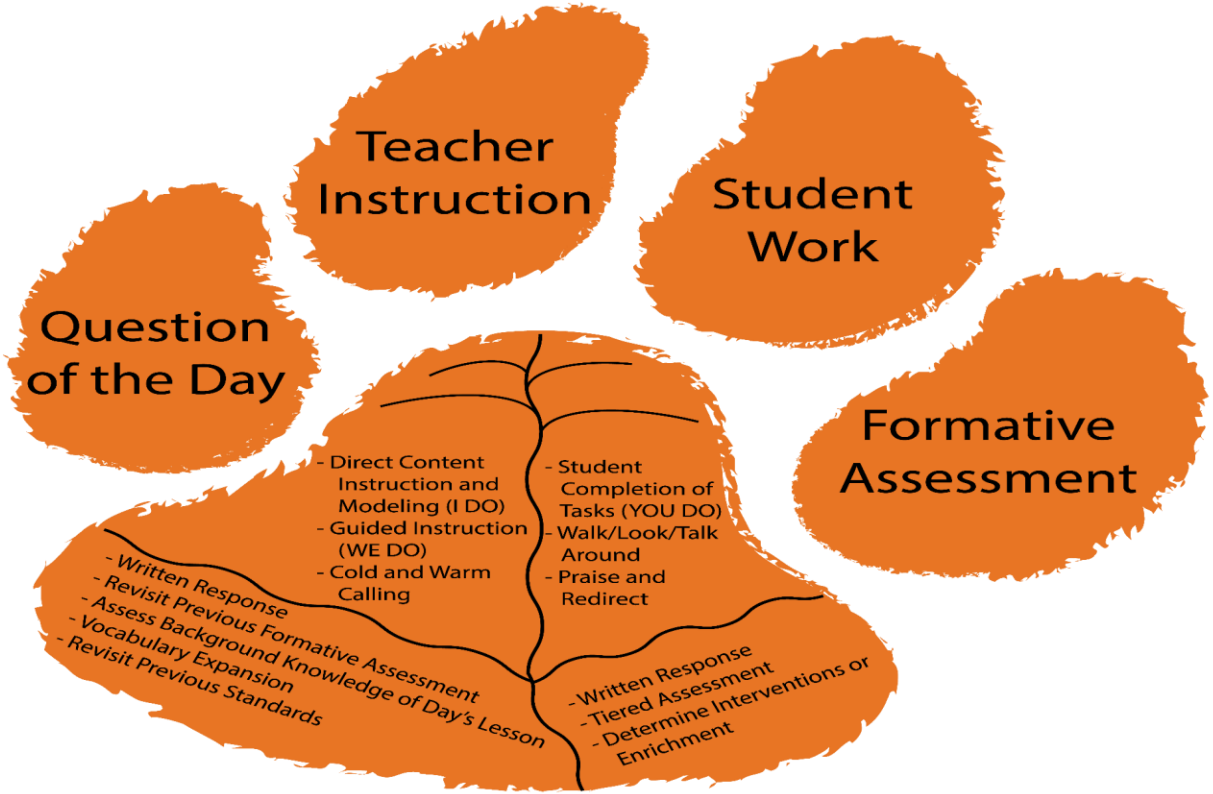
WOLF
1 - 50
Students Work
Think WE, not me
Teachers Lead
Welcome
Greet students at the door
Bellwork
Own It!
Create urgency
Learning target posted and shared
Learning
Literacy focus with purposeful reading, writing, and discussion
Instructional strategies
Ongoing checks for understanding with feedback
Vocabulary
Sustain Student Engagement!
Finish Strong!
Formative Assessment
Lesson Summary and Reflection
Mastery

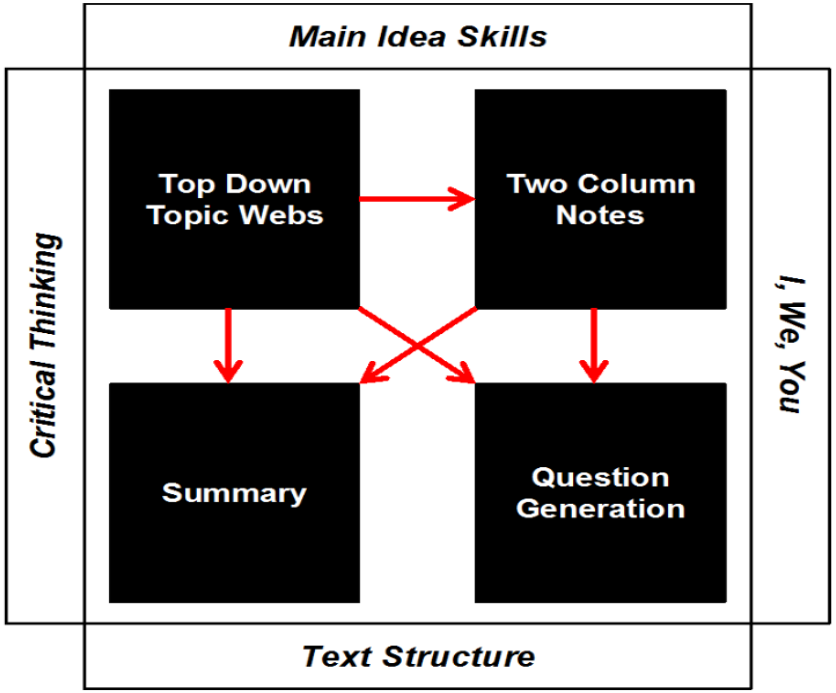
Instructional Framework




Teacher Instruction
Student Work
Question of the Day
Formative Assessment
- Direct Content Instruction and Modeling (I DO)
- Guided Instruction (WE DO)
- Cold and Warm Calling
- Student Completion of Tasks (YOU DO)
- Walk/Look/Talk Around
- Praise and Redirect
- Written Response
- Revisit Previous Formative Assessment
- Assess Background Knowledge of Day's Lesson
- Vocabulary Expansion
- Revisit Previous Standards
- Written Response
- Tiered Assessment
- Determine Interventions or Enrichment

Keys to Literacy – Comprehension Routine

(Sedita, 2015)



Testimonials from New London Schools

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Participants will gain a deeper understanding of:

1. The importance of implementing common literacy routines to advance evidence-based practices in ALL content areas

2. Considerations for selection of common routines

4. Examples of successful implementation resulting in dramatic, high-profile secondary school turn-arounds

Concluding Thought …

The fact of the matter is **we're not teaching kids to read. We're assuming they can read** and when they can't, we put them in easier books or side-step text altogether. **Complex text is an opportunity to actually improve these kids' possibilities in life.** *(Shanahan, 2019)*

Teaching Students to Read Complex Text - Shanahan, 2019 ODE Literacy Academy

American Educator, Winter 2010-11, Vol. 34, No. 4, AFT

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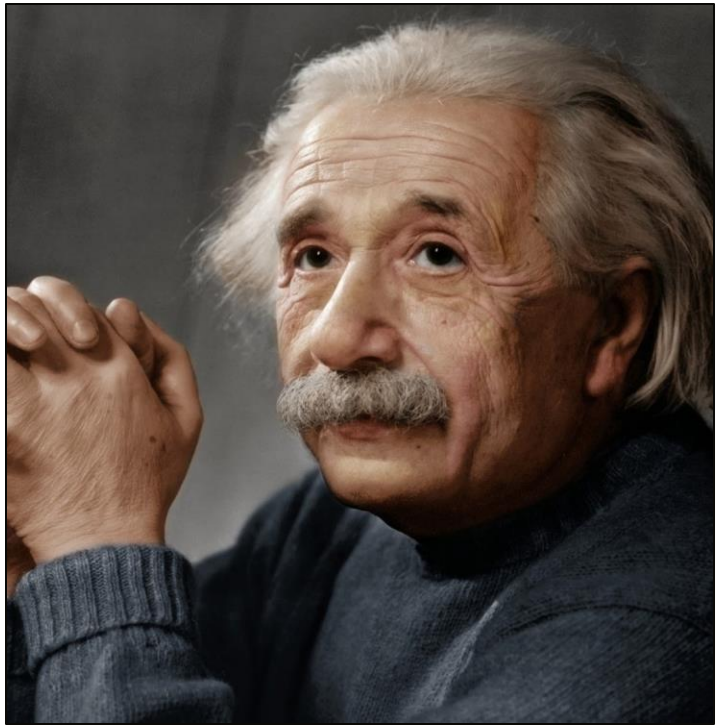
Nothing Changes if Nothing Changes

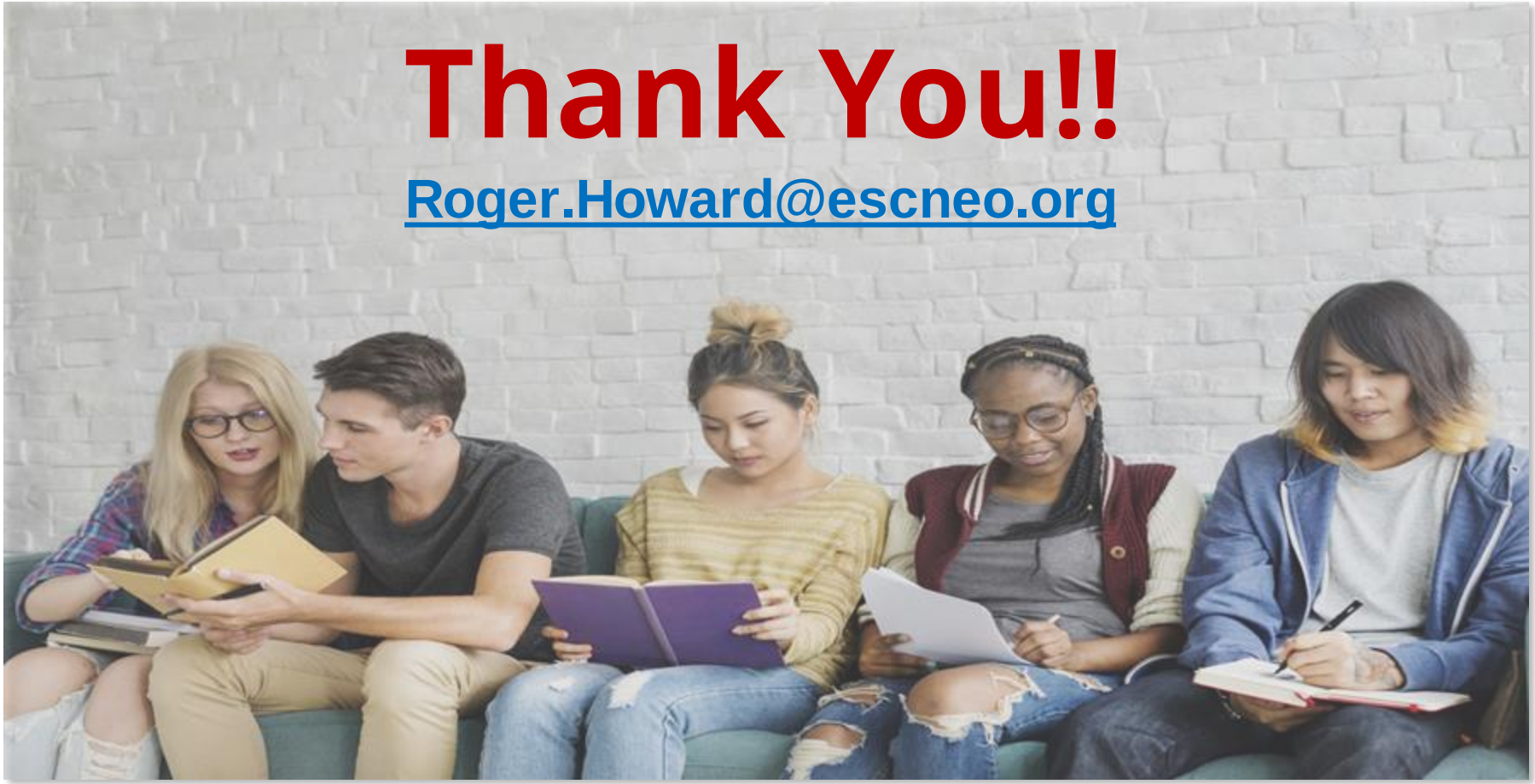
"Insanity is doing the same things over and over but expecting different results."

– Albert Einstein



Thank You!!

Roger.Howard@escneo.org



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