

Layered

Literacy

Learning

Presented by:
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Statistical School Descriptors

6-12 Student Population

- 53% Caucasian
- 6% African American
- .8 % Asian
- 48% 6th-10th grade with FCAT 1 or 2
- 58% 10th grade with FCAT 1 or 2
- High Student Withdrawals
- 45% Speak Spanish and consider themselves Mexican American
- 21% Migrant status
- 59% Eligible for Free/Reduced lunch
- 39% of our students read at or above grade level

Impetus for the Project

- Conversations with Students: FORF
- Coaching Observations-ineffective practices
- School-wide FCAT Statistics
- Withdrawal/Drop-out Data
- ‘Bubble Students’
- Lowest Quartile Achievement

Theoretical Framework

- Socially Mediated Cognitive Development:
Vygotsky, Stanton-Salazar, Putnam
- Integrating Talk and Text
Dyson, Israel,
- Collaborative Learning Models
Oczkus, etc
- Effective Tutorial Approaches
Willingham, etc.
- Coaching Practices
Puig,

OUTCOMES:

72 Student Participants

Post-Tutorial SRI Scores:

- 20 students gained from 1-100 Lexiles
- 10 students gained from 100-200 Lexiles
- 4 students gained from 200-300 Lexiles
- 4 students gained from 300-400 Lexiles
- 2 students gained 400+ Lexiles

Student Attitudinal Surveys: Overall Program Value

no help a little help moderate help much help very much help

0

3

8

6

4

- 6th
- 8th
- 10th
- 11
- 12

Target Teacher Selection:

- Intensive Reading Classes
- Prior Coaching Relationship
- Increase Impact of Model Lessons
- 10th 11th 12th grade classes

Target Student Selection:

- Lowest Quartile FCAT 6th Graders
- Level 3-4 FCAT 8th Graders
- 11th and 12th Graders not yet making the FCAT Benchmark for Graduation
- 10th Graders at Administrator Request

8th grade tutors with 6th grade tutees

- * Expert-novice tutorial with students from peer mediation class
- ** FCAT materials including AMSCO published material and DOE Released Tests

10th grade ESOL students

* Peer-tutorial

** Dual language materials using FCAT Question
Format

11th and 12th grade students FCAT 1's and 2's, Gen Ed and ESE

Peer Tutorial

** FCAT materials including AMSCO published material and DOE Released Tests,

Dual language materials using FCAT Question Format, Research-Team created materials

Tutorial Objectives

- Strong Vocabulary Development Component
- Student Autonomy and Collaboration
- Interactive Strategies between Peer Tutors
- Oral Language Support for Literate Practice (English and Spanish)
- Rigorous and Relevant Text
- Teach QAR and FCAT Text Structure
- Provide Practice Answering FCAT Questions

Description of Materials Development:

- FCAT materials including AMSCO published material and DOE Released Tests
- Dual language materials using FCAT Question Format
- Research-Team created materials

Tutorial Components

- Pre-Reading:

Vocabulary Development- Identifying and describing words, TNT, Vocabulary stories, Spanish-English cognates,

- During Reading:

Text Interaction Strategies- Read and Tell, Echo Reading, Modified Reader's Theater

- Post-Reading:

Identifying QAR, Collaborative Answering

Sample Student Guide

Student Guide: Lesson 2/Poetry: Understanding What You Read

“Liberty needs Glasses” (Shakur, 1999) “Woman with Flower”, “Offspring”, (Madgett, 1965, 1970, 1972, 1990): FCAT Released Test (DOE, 2006)

- **I. Vocabulary Practice:**

Directions #1: Use the following vocabulary phrases to write a short passage or story.

Lady Liberty, blind as bats, the system, without a verdict

Directions #2: Share your Vocabulary Stories—

- **II. Text Introduction:**

Directions #3: Consider the vocabulary phrases AND the title of the poem. Discuss with your partner what you think the poem is likely to be about.

Directions #4: Echo-read the poem with your partner—this means that one person will read one line, and the other person will read back, or echo, the same line.

- **III. Read and Tell Strategy**

Directions #5: Take turns doing the Read and Tell strategy with your partner, reading the whole text.

- **V. QAR Practice**

Directions #6: Read over the questions and discuss to determine what type of questions are being asked. Label each question according to its type: Right There, Think+Search, Author + Me.

- **VI. Answer Practice**

Directions #7: Together with your partner, review the question types.

Directions #8: Working collaboratively with your partner, answer the questions.

1. Read these lines from the poem:

**Justice bumped into Mutulu and
Trippin' on Geronimo Platt
But stepped right over Oliver
And his crooked partner Ronnie**

What is the meaning of the word “trippin’” as it is used in these lines?

- A falling down
- B traveling with
- C getting upset
- D using drugs

2. According to the above lines, who received unfair treatment?

- A Mutulu and Platt
- B Mutulu and Oliver
- C Ronnie and Oliver
- D Platt and Oliver

3. Read these lines from the poem:

**excuse me but Lady Liberty needs glasses
And so does Mrs. Justice by her side
Both the broads R blind as bats
Stumbling thru the system**

Based on the rest of the poem, which phrase best identifies the meaning of these lines?

- Problems with the health care system
- Unfair treatment of citizens by the judicial system
- Concerns for women’s rights
- People are having problems seeing and walking

READ
THINK
EXPLAIN

4. Read these lines:

While Justice is on a rampage
4 endangered surviving Black males

According to the poet, what is taking place? Why did Shakur choose the words 'endangered, and surviving' to Describe Black males?

Pre-Reading: Vocabulary Development

- TNT: identifying and discussing unfamiliar words with peers (and teachers)
- Bilingual and English-Only Students



Pre-Reading: Vocabulary Development

*Identifying Spanish-English Cognates

*Spanish Literate Students

- oposicion---opposition
- incremento---increment
- insurgentes---insurgents
- crucial--- crucial
- requiere---requires
- estabilidad---stability
- reconstruccion---reconstruction
- etnicos---ethnic
- conflictos---conflicts
- recomendaciones--- recommendations
- colaborara---will collaborate
- reacciones---reactions
- diplomacia---diplomacy
- tropas---troops
- impedir---impede
- Securing---asegurando
- contiguous---contiguo,
- designates---designa
- illegal immigration--- inmigracion ilegal,
- assert---asertar,(afirmar)
- deliberating---deliberando,
- authorizing---que autoriza,
- provisionally---provisionalmente
- sufficient---suficiente,
- future---futuro,
- protection---proteccion,
- seriously---en serio

During Reading

Text Interaction Strategies:

- Read and Tell



During Reading: Echo Reading

“Liberty needs Glasses” Tupac Shakur (1999)

excuse me but Lady Liberty ¹ needs glasses	1
And so does Mrs. Justice ² by her side	2
Both the broads R blind as bats	3
Stumbling thru the system	4
Justice bumped into Mutulu ³ and	5
Trippin on Geronimo Platt ⁴	6
But stepped right over Oliver ⁵	7
And his crooked partner Ronnie ⁶	8
Justice stubbed her big toe on Mandela ⁷	9
And liberty was misquoted by the Indians	10
slavery was a learning phase	11
Forgotten without a verdict	12
while Justice is on a rampage	13
4 endangered surviving Black males	14
I mean really if anyone really valued life	15
and cared about the masses	16
They'd take 'em both 2 Pen Optical	17
and get two pairs of glasses	18

During Reading: Echo Reading



During Reading

- Modified Readers Theater:



During-Reading: Vocabulary Development

*Identifying Spanish-English Cognates

*Spanish Literate Students

- El nuevo plan del presidente Bush incrementaría el número de tropas estadounidenses en Irak de 132,000 a 153,500 y costaría 5,600 millones de dólares.
- Los legisladores y otras autoridades tienen sentimientos encontrados con respecto a la nueva legislación. Los críticos señalan que, hasta ahora, el gobierno no ha reservado suficientes fondos para pagar todo el proyecto.

During Reading

- Using Spanish-English Cognates



Post Reading

QAR

- Understanding questions:
Right There
- Think and Search,
Author and Me (Rafael,
1988)



Post Reading

- Using L1 to refine understanding and identify text structure



OUTCOMES: Students

- Post-Tutorial SRI scores
- Student Surveys



Post-Tutorial SRI Scores: Jan-Feb*

Post-Tutorial SRI Scores:

- 20 students gained from 1-100 Lexiles
- 10 students gained from 100-200 Lexiles
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Pre-tutorial SRI scores from Aug-Oct/Dec: 50% + students in Intensive Reading classes made no or negative gains.

Student Surveys

- Much Help/Very Much Help: _____
- “Seemed to work better with two pairs at a table.
- “I think we should spend more time- this really helps us a lot, and the kids.”
- “It is helpful because not only are you helping your tutee, you’re also helping yourself.”
- “It was a fun experience and it really helped all of us.”

OUTCOMES: Teachers

- Lecture format to student directed
- Appreciation of student conversation as a learning tool
- Differentiated Instruction
- Increased Instructional Planning
- Increased Academic Rigor
- Increased Awareness of Literacy Acquisition
 - Unanticipated Content Area result
- Changed perception of Reading Coaches: evaluation to support

Future Plans:

Reading Comprehension Strategies

- Expand Extended Response Instruction
- Lab Classroom
 - Reading and Content Area “co-modeling”
- Expert-Novice Tutorial
 - Elective Wheel, Before/After school
- Collaborative Instructional Planning
 - Coaches and Teachers

Bibliography



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