

Two Worlds Unite: How Elementary Reading Strategies Can Support Resilient Readers in Secondary English

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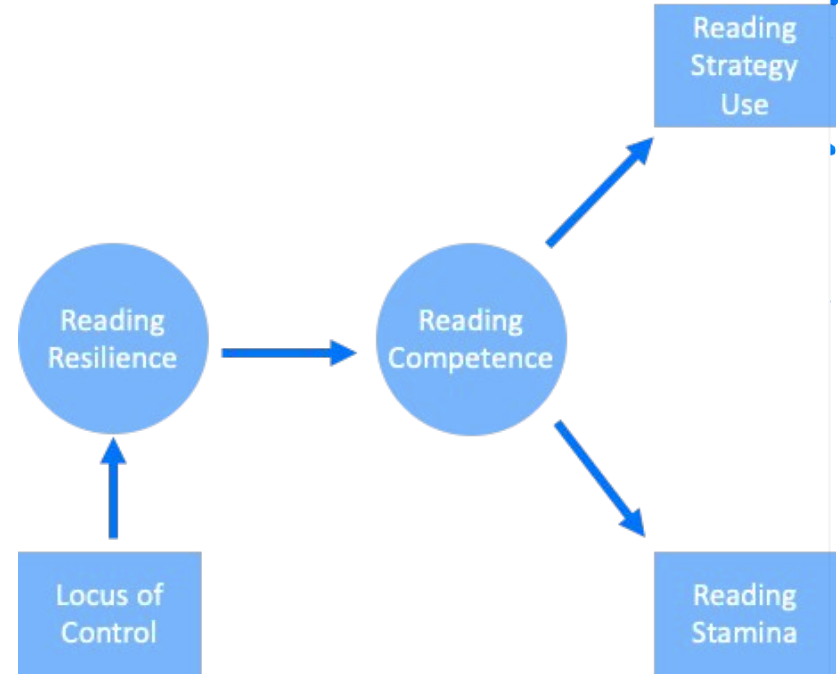
The Research Project

- 4 Year SSHRC Funded project
- Currently in Year 3
- Four different Professional Development/Coaching projects
 - Interconnected levels & participants including MOE PLLs



Ontario Resilient Readers Project

The relationship between different factors associated with adolescent reading is shown in the following figure. The direction of the arrows indicates the direction of influence. Students' locus of control (believing they can exercise control over their reading outcomes) impacts their resilience in reading, which in turn impacts their reading competence. Students' reading competence influences their use of reading strategies as well as their reading stamina. A growth mindset about reading and feeling autonomy about learning can support students' locus of control. Teaching self-regulated learning strategies can support learners' resilience and competence in reading.



Pathways to Adolescent Reading Resilience: A Collaborative Inquiry Project

Written by Eunice Eunhee Jang, Jeanne Sinclair, Megan Vincett, Saskia Stille, and Gina Park

NCDSB Resilient Readers Project

High school English teachers took part in small group sessions co-facilitated by a school board Consultant, a school board Learning for All Coach, and a Provincial Literacy Lead. They also engaged in peer and one-on-one school-based coaching.

Foci of group sessions included:

1. Characteristics of Resilient Readers
2. Reading Assessment Methods & Tools
3. Word Study (Phonemic Awareness, Phonics, Vocabulary)
4. Reading Fluency & Comprehension
5. Targeted Small Group Instruction (e.g., Guided Reading)
6. Vicki Vinton's book "Dynamic Teaching for Deeper Reading"

NCDSB Resilient Readers Project

Data Collection



Fieldnotes



Artifacts



Interviews

Data Analysis

- NVivo (Qualitative Analysis Software)

Findings

1. High school teachers perceived their students' word knowledge & metacognition increased as they took part in small group guided instruction
2. Teacher coaching, co-planning, discussion, and reflection supported these teacher participants' abilities to support their resilient readers in high school English courses

Competent Adolescent Reader Chart

Linguistic Competence	Cognitive Processes	Critical Disciplinary Thinking	Self-Regulation
<input type="checkbox"/> recognize sight words, sound and spell them out	<input type="checkbox"/> search, skim, and scan text	<input type="checkbox"/> recognize different subjects use different knowledge structures	<input type="checkbox"/> monitor comprehension (can tell when comprehension is not taking place)
<input type="checkbox"/> read fluently with varying reading rate	<input type="checkbox"/> question for clarification	<input type="checkbox"/> recognize disciplinary texts reflect unique ways of thinking	<input type="checkbox"/> reread a text when having difficulty
<input type="checkbox"/> chunk text into meaningful units	<input type="checkbox"/> compare and contrast different viewpoints	<input type="checkbox"/> ask questions about how knowledge is created and communicated	<input type="checkbox"/> maintain stamina to continue reading difficult texts
<input type="checkbox"/> tell how words are formed	<input type="checkbox"/> order events in chronological order	<input type="checkbox"/> use multiple sources including primary and secondary to seek broader perspectives	<input type="checkbox"/> express enjoyment of a text
<input type="checkbox"/> use prior knowledge to deduce word meaning	<input type="checkbox"/> connect text to prior experiences	<input type="checkbox"/> evaluate information from digital texts	<input type="checkbox"/> select favorite genres and authors
<input type="checkbox"/> use a range of cues (semantic, syntactic, and phonetic cues) for new words	<input type="checkbox"/> see causal relationships	<input type="checkbox"/> differentiates fact from theory/perspective	<input type="checkbox"/> monitor and regulate emotions while reading difficult texts
<input type="checkbox"/> figure out lexically dense and syntactically complex text	<input type="checkbox"/> visualize text	<input type="checkbox"/> recognize and use metalinguistic devices (signal words, discourse markers) that create text structure	
<input type="checkbox"/> figure out abstract, technical, and specialized vocabulary used in curriculum content	<input type="checkbox"/> summarize main ideas		
<input type="checkbox"/> use academic vocabulary to convey intended meaning	<input type="checkbox"/> make inferences		

Student Case Study

Using the background information and the interest survey results complete the following chart:

What I know	What I wonder

(Vicki Vinton, 2017, Dynamic Teaching for Deeper Reading)

Student Case Study: Matthew

- Grade 12 Student, college bound
- Grade 12 College English Mark 76%
- IEP - LD
- Unsuccessful on the OSSLT in grade 10 and 11
- Reluctant reader with low self-confidence - has not read a novel by himself
- Heavily dependent on regular teacher guidance, instruction, redirection
- Qualities of a Struggling Reader include: (1) loss of face, (2) doubts about competence, and (3) past resentments

Interest Survey

The following questions were given to students in a google form:

1. My favourite books is....because.....
2. My favourite magazine is....because.....
3. What book would you like to read this semester? Why?
4. What genre do you prefer when reading? (e.g. non-fiction, biography, mystery, science fiction, fantasy) Why?
5. What book have you read and disliked? Why?
6. I believe reading is important because....

Interest Survey Results

What is your favourite book?

- I'm not sure

What is your favourite type of magazine to read?

- None

What gives you the most trouble when you read?

- Paying attention when I read

What book would you like to read?

- Action book

What book have you read and disliked? Why?

- A book I read was Crab because it was boring and I didn't like it.

I believe reading is important because....

- It helps you understand things better.

Interest Survey

Using the background information and the interest survey results complete the following chart:

What I know	What I wonder

(Vicki Vinton, 2017, Dynamic Teaching for Deeper Reading)

Examining Evidence Through Descriptive Observations

What Observe and Describe	So What Analyze and Interpret	Now What Reflect and Act
<p>What CAN the student do? What do you see?</p>	<p>What does the documentation suggest? What lens are we using to interpret? (e.g. curriculum) What are we wondering?</p>	<p>What further evidence of learning do we still need? What are the next steps for the student? What are the next steps for the educator?</p>

Incorporating Vicki Vinton's Work into Classroom Practice

OLC40

Run by Eric Walters Response Journal

For each day of reading complete the following chart provided.

Pages # to	Total Number of Pages Read	What is something that stuck out to you while you were reading? (For example: a word, a character, a problem, an important message)	Explain why you reacted to this part of the text.	What are you still wondering?
1-7	7	The character Winston stuck out to me because he was arrested by two cops for something he was doing in a dark alley. It says he was on the run but i don't really know yet what he did wrong .	I reacted to this part because winston is only 14 and he was arrested by two cops for something that happened.	Why he was on the run ?
8-16	8	Why Winston's parents are divorced and how they haven't talked to each other in awhile.	I reacted to this part because his parents were fighting over who should take him for a few days.	Why did the dad know nothing about Winston
16-23	7	How Winston's dad is famous.	I reacted to this because the flight attendant wanted Mr. MacDonald autograph.	Why winston's dad doesn't want the flight attendant to know that's his kid.
24-29	5	How winston and his dad were having good conversation.	I reacted to this because winston and his dad haven't talked in long and they weren't close but now they're starting to get closer and closer everyday.	Why they stop talking before?
30-32	2			Why his dad wasn't home at 1 in the morning?
33_38	5	How winston's dad was bad like him.	Because it seems like winston did bad stuff like his dad	Why his dad lived far away.
39_44	5	How they met terry fox	I reacted to this because winston didn't know who he was.	If winston will run with him.
45-49	4	prompted	Don't know the word	If winston will help him
49-55	6	How much terry runs a day	I reacted to this part because 42 miles a day for running is alot	If terry will accomplish his goal

Words Their Way Inventory

1. First, students develop a general knowledge of English spelling. Through active exploration, word study teaches students to examine words to discover generalizations about English spelling. They learn the regularities, patterns, and conventions of English orthography needed to read and spell.
2. Word study increases specific knowledge of words - the spellings and meanings of individual words.

Words Their Way Inventory


For each stage, students' orthographic knowledge is defined by three functional levels that are useful guides for knowing when to teach what:

1. What students *do* correctly - **an independent or easy level**
2. What students use but *confuse* - **an instructional level at which instruction is most helpful**
3. What is *absent* in students' spelling - **a frustration level in which spelling concepts are too difficult**

Studying the stages of spelling development has important implications for a scope and sequence of word study.

Words Their Way Inventory

There are 5 developmental stages that students navigate through:

- 
1. Emergent - PreK to early Grade 1
 2. Letter-Name-Alphabetic - K - to early Grade 2
 3. Within Word Pattern - Late Grade 1 - to middle of 4
 4. Syllables & Affixes - Grades 3 - 6
 5. Derivational Relations - Grades 5 and up

WTW: Assessment Process

1. Informally observe your students' orthographic knowledge
2. Select and administer a qualitative spelling inventory
3. Score and analyze the spelling inventory and identify specific features students need to study.
4. Determine students' developmental stage of word knowledge or **instructional level**
5. Group students for differentiated instruction
6. Use supplemental assessments for a wide array of instructional needs
7. Set goals and monitor students' growth in orthographic knowledge over time
8. Interpret the orthographic knowledge of your English learners

(D. Bear, M. Invernizzi, S. Templeton, F. Johnston, 2012, Words Their Way, p. 25)

Scoring the Inventory

Step 1: Mark the words for right or wrong

Step 2: Using the inventory feature guide, determine which features are accurate in the words

Step 3: Total the columns

Step 4: Determine the developmental stage and starting point

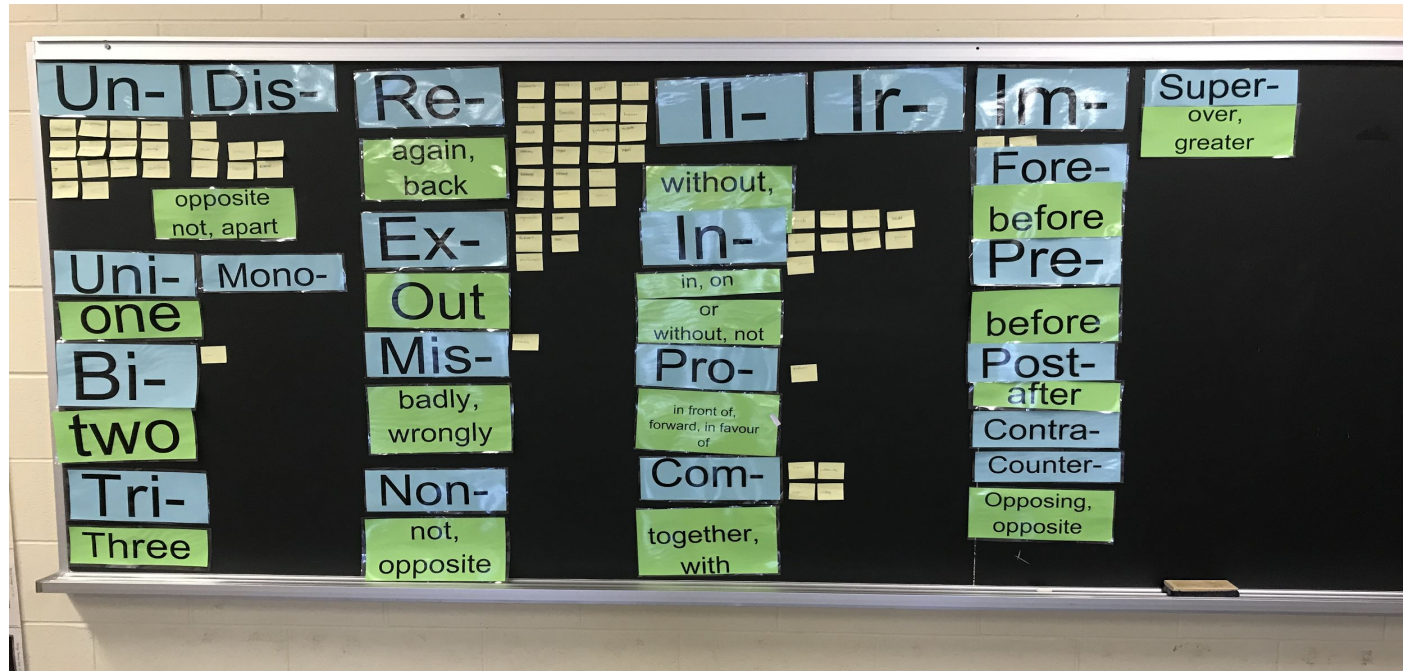
Step 5: Add what information this diagnostic tells you to your evidence through descriptive observation chart

Vocabulary Their Way

1. Identify and label the prefix category. 2. Define the meaning of each prefix

Heading: Un	Heading: Dis	Heading: Mis	Heading: Re	Heading:
Definition: Means they don't know anything or know what they're doing	Definition: opposite	Definition: not knowing/bodily	Definition: repetitive	Definition: not prefix
unaware	disturb	misjudge	relocate	replay
unable	disagree	misunderstanding	revise	missile
unbelievable	discomfort	misuse	restore	
uncertain	disconnect			
	dislike			

Vocabulary Their Way



San Diego Quick Assessment

Pre-Primer	see	Gr. 2	our	Gr. 3	scanty ✓	Gr. 8	capacious
	play		please		business ✓		limitation
	me		myself		develop ✓		pretext
	at		town		considered ✓		intrigue
	run		early		discussed ✓		delusion
	go		send		behaved ✓		immaculate
	and		wide		splendid ✓		ascent
	look		believe		acquainted ✓		acid
	can		quietly		escaped ✓		binocular
	here		carefully		grim ✓		embankment
Primer	you	Gr. 3	city ✓	Gr. 6	bridge ✓	Gr. 9	conscientious
	come		middle ✓		commercial ✓		isolation
	not		moment ✓		abolish ✓		molecule
	with		frightened ✓		trucker ✓		ritual
	jump		exclaimed ✓		apparatus ✓		momentous
	help		several ✓		elementary ✓		vulnerable
	is		lonely ✓		comment ✓		kinship
	work		drew ✓		necessity ✓		conservatism
	are		since ✓		gallery ✓		jaunty
	this		straight ✓		relativity ✓		inventive
Gr. 1	road	Gr. 4	decided ✓	Gr. 7	amber ✓	Gr. 10	zany
	live		served ✓		dominion ✓		jerkin
	thank		amazed ✓		sundry ✓		nausea
	when		silent ✓		capillary ✓		gratuitous
	bigger		wrecked ✓		impetuous ✓		linear
	how		improved ✓		blight ✓		inept
	always		certainly ✓		wrest ✓		legality
	night		entered ✓		enumerate ✓		aspen
	spring		realized ✓		daunted ✓		amnesty
	today		interrupted ✓		condescend ✓		barometer

Scoring:

Independent Reading Level 5

Instructional Reading Level end 5/beg. 6

Frustration Reading Level 6

(highest level where 0 or 1 word missed)

(highest level where 2 words were missed)

(lowest level where 3 or more words were missed)

Reading Assessment #1

The Lighthouse Builder



Engineers need to have faith in their designs, but overconfidence can be disastrous. Such was the case with Henry Winstanley, who designed and constructed the world's first open-sea lighthouse on a treacherous group of rocks in the English Channel. He was so certain of his craft that he claimed he would be willing to weather the strongest storm within the confines of the structure.

No one knows how many ships were destroyed at Eddystone Reef, but by the end of the 17th century, the sailors and shipowners of Plymouth petitioned for the building of a lighthouse, even though there was general agreement that the task was impossible. Winstanley, furious because of the loss of two of his own five ships on the reef, submitted plans and won the contract to build one—despite a complete lack of qualifications.

It was a forbidding challenge. No lighthouse had ever been built out to sea on an isolated rock. It took eight hours of solid rowing to reach the site. Work could only be done at low tide, which was interrupted four times daily by an incoming rush of rising water. And the weather could be terrible.

Progress was slow on the 20-metre-high wooden structure, but on November 14, 1698, Winstanley climbed its steps and lit 50 candles in the lantern, for the first time marking the location of the Eddystone. With the bright beacon guiding ships away from the reef, the project was considered successful. At least it was until storm waves damaged the building's sides and reached its top, causing Winstanley to set about repairing it—or, more accurately, rebuilding it from scratch.

The "new," improved lighthouse added 12 metres to the original height and was far stronger, 12-sided and braced by steel and stone. Modern drawings depict it as a fancy and colourful sight, topped by a large weather vane and appointed with a spacious stateroom for guests. With the upgrades completed in spring 1699, Winstanley was satisfied. Ships approaching Plymouth were safe at last.

$$338 - 15 = 323$$

$$323 - 338 = 15.51$$

$$0.6443787$$

accuracy

$$15 + 4 = 19$$

$$19 \div 4 = 4.75$$

Sc

Multiple-Choice Questions

1 Which factor contributed the most difficulty to building the open-sea lighthouse?

- a expense
- ☒ b location
- c lack of skilled labour
- d lack of public support

2 Which phrase shows why Winstanley was so committed to building the lighthouse in 1698?

- a "Winstanley, furious because of the loss of two of his own five ships" (paragraph 2)
- b "With the upgrades completed ... , Winstanley was satisfied" (paragraph 5)
- ☒ c "Winstanley had proven it possible to save ships approaching Plymouth" (paragraph 9)
- d "despite a severe windstorm warning, Winstanley insisted on journeying to the lighthouse" (paragraph 7)

3 In 1698, why was the project considered a success?

- a The lantern helped ships avoid the reef.
- b Winstanley built a structure 20 metres high.
- c Winstanley was able to make the necessary repairs.
- ☒ d The lighthouse was more spacious than the upgraded one.

4 Which word is closest in meaning to "depict" as used in paragraph 5?

- a allow
- b define
- ☒ c believe
- d portray

OCA Reading Assessment

Carbon Offsets

Cop Out or Creative Solution?

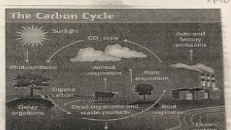
Prince Charles does it. So do the Rolling Stones.

And, lately, more and more ~~corporate~~ individual Canadians are following their lead. These days, it seems people are ~~trying~~ ^{trying} to minimise their carbon footprint—the net impact their actions have on the global ecosystem in terms of greenhouse gas emissions (primarily carbon dioxide, or CO₂). Many are taking their part through changing in lifestyle. Prince Charles, for example, has converted his royal ~~office~~ ^{office} to run on cooking oil and has reduced the number of ~~aircraft~~ ^{aircraft} trips he takes each year.

But for those greenhouse gas-producing activities that people are unwilling or unable to avoid, a way (mostly voluntary) and somewhat ~~expensive~~ ^{expensive} solution has opened up: carbon offsets. Carbon offsets allow individuals or businesses who can't reduce their own CO₂ emissions to help reduce CO₂ emissions elsewhere.

The question is: can offsets really solve the problem, or are they just a way of putting off the much broader changes that are necessary to address global warming?

How do carbon offsets work? There are two main ways to offset carbon emissions. Each has advantages and disadvantages.



The Carbon Cycle

The diagram illustrates the carbon cycle with the sun at the top. Arrows show carbon moving from the sun to land (plants) and water (algae). From land, carbon moves to the atmosphere (CO₂) and back to land (plants). From water, carbon moves to the atmosphere (CO₂) and back to water (fish and land birds). The cycle is labeled with 'CO₂' and 'Carbon'.

Carbon Offsets

Student Response

Carbon Offsets: Cop Out or Creative Solution?

Getting Ready to Read • Set a purpose • Ask questions • Predict

1. Use the diagram, photographs, chart, sidebar, and headings (text features) to write some question that you think might be answered in the selection.

- What Does a Singer have to Do with Cars?
- Why is there still a problem about sugar cane?
- What Do Cars have to Do with this?

Engaging in Reading

- Find important ideas
- Summarize
- Make notes

2. One of the many ways to demonstrate understanding of written material is to organize main ideas and supporting details in note form. In the space below, organize the main ideas and supporting details from the selection using a graphic organizer of your choice. Represent your thinking using your own words where appropriate.

The main idea is to find different ways to lower the amount of carbon

Engaging in Reading

- Infer
- Visualize
- Find important ideas

3. Using information from this selection, explain how carbon offsetting affects global warming.

Carbon offsetting affects global warming because carbon is in everything the earth has and air but if that changes then the earth will get warmer and if it does then it would melt the ice and if the ice melts then that wouldn't be good.

Run Paragraph

Secondly, the novel shows how experiences can make strangers best friends. Before Terry was going to die he said to Winston " Good things and bad things happen in the world, and I'm somebody who's going to try his hardest. There was a long pause. And Winston even if i die of cancer... even if i die... i want you to know that my spirit didn't die and that kept on trying... that i never gave up. I know and neither will I terry..neither will I." (#) Terry and Winston's relationship shows how close they were because terry ended up calling Winston before he was going to die to tell him stuff that he wouldn't tell any other person. They were ~~became from~~ strangers who became to really close friends. I think people should read this novel to learn how strangers can end up becoming best friends with you. ~~and how~~ You see that Winston's life got changed around from a stranger at the beginning of the novel and near that end Terry made him a better person and became really close with Winston.

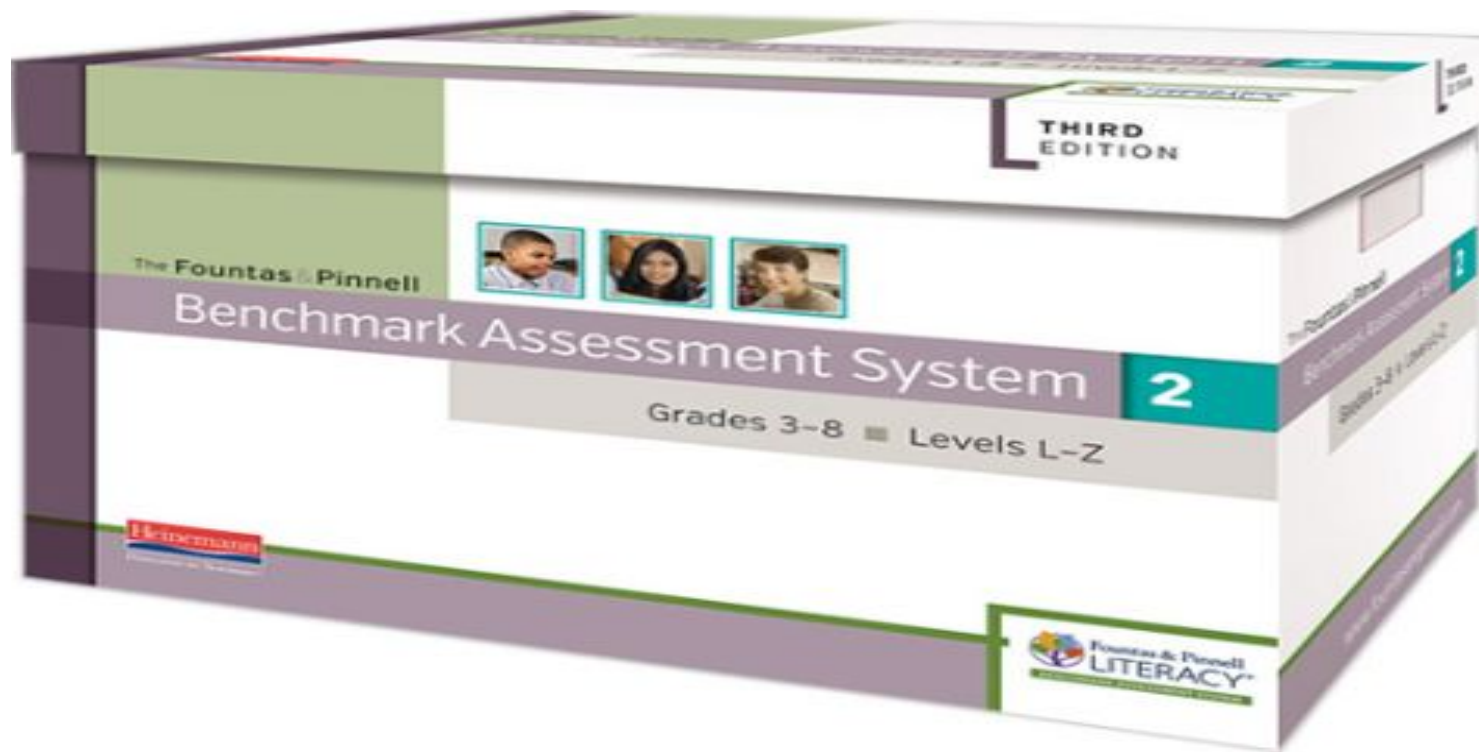
Literacy Portfolio Reflection

Firstly, I would say my strongest reading task would be the Novel Run because it helped me become a better reader. While I was reading I kept a log to help me remember each chapter that I went by with all the main ideas in each section. The log has made a better reader because it helped me keep everything organized and it made me remember everything that happened in every chapter.

Competent Adolescent Reader Chart

Linguistic Competence	Cognitive Processes	Critical Disciplinary Thinking	Self-Regulation
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New Fountas & Pinnell Benchmark Assessment System 2





Questions?

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Credits

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