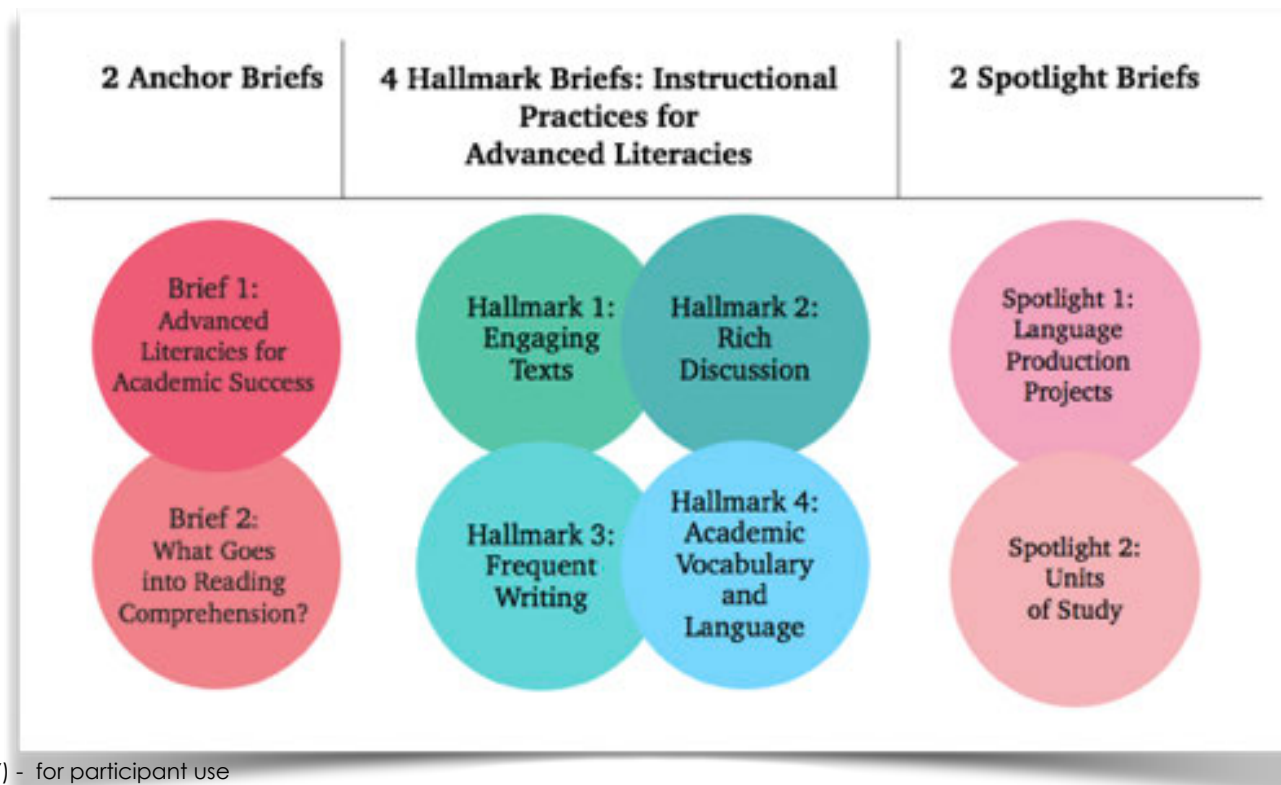
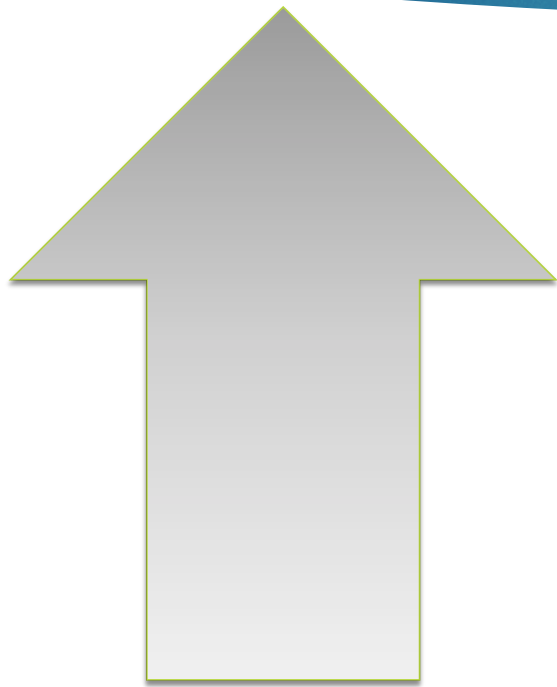


Backdrop for Today's Session: Map of the Brief Series



Today's Literacy Context

Rethinking “literacy”



Increasingly sophisticated literacy skills needed to thrive day-to-day

- Demands communication (orally and in writing) in diverse ways and with diverse audiences;
- Requires a need to understand and use print for a variety of purposes
- Is much more than decoding and understanding print

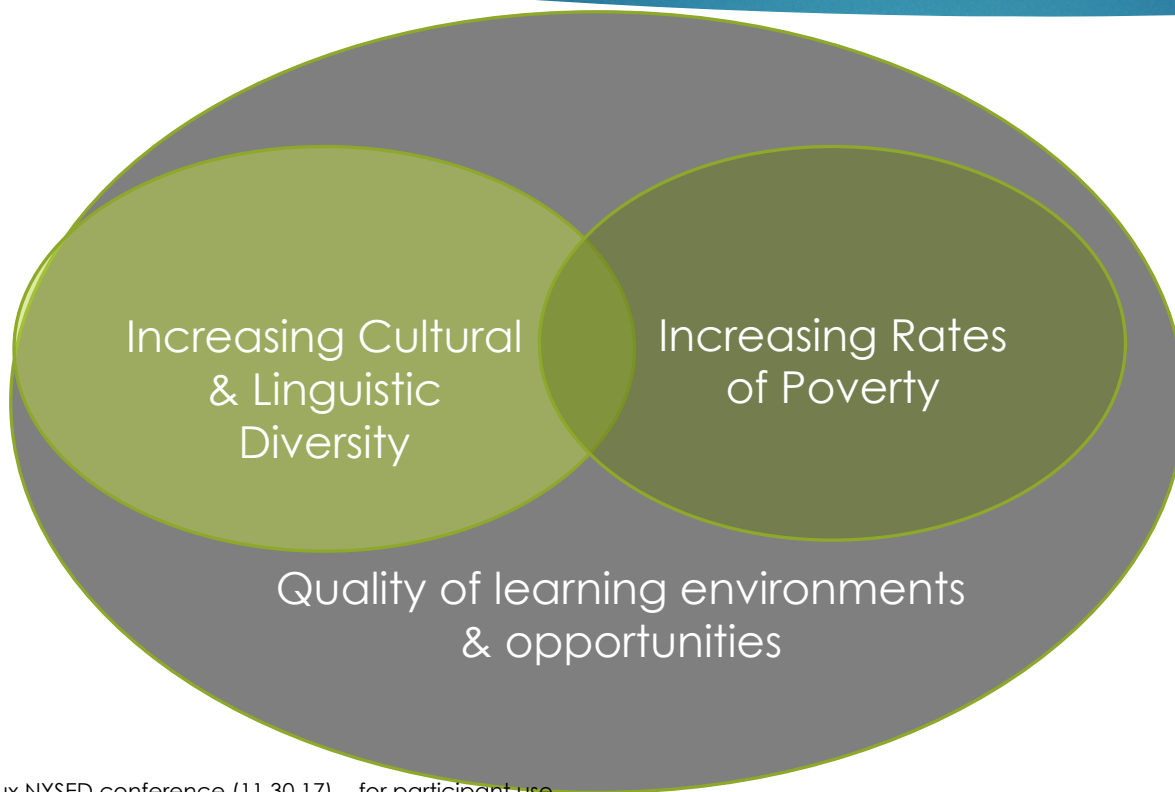
New role of language and literacy skills in society—in our neighborhoods and in the global world

What counts as “literate” on the rise

Lesaux NYSED conference (11.30.17) - for participant use

Today's Literacy Context

Rethinking "literacy"

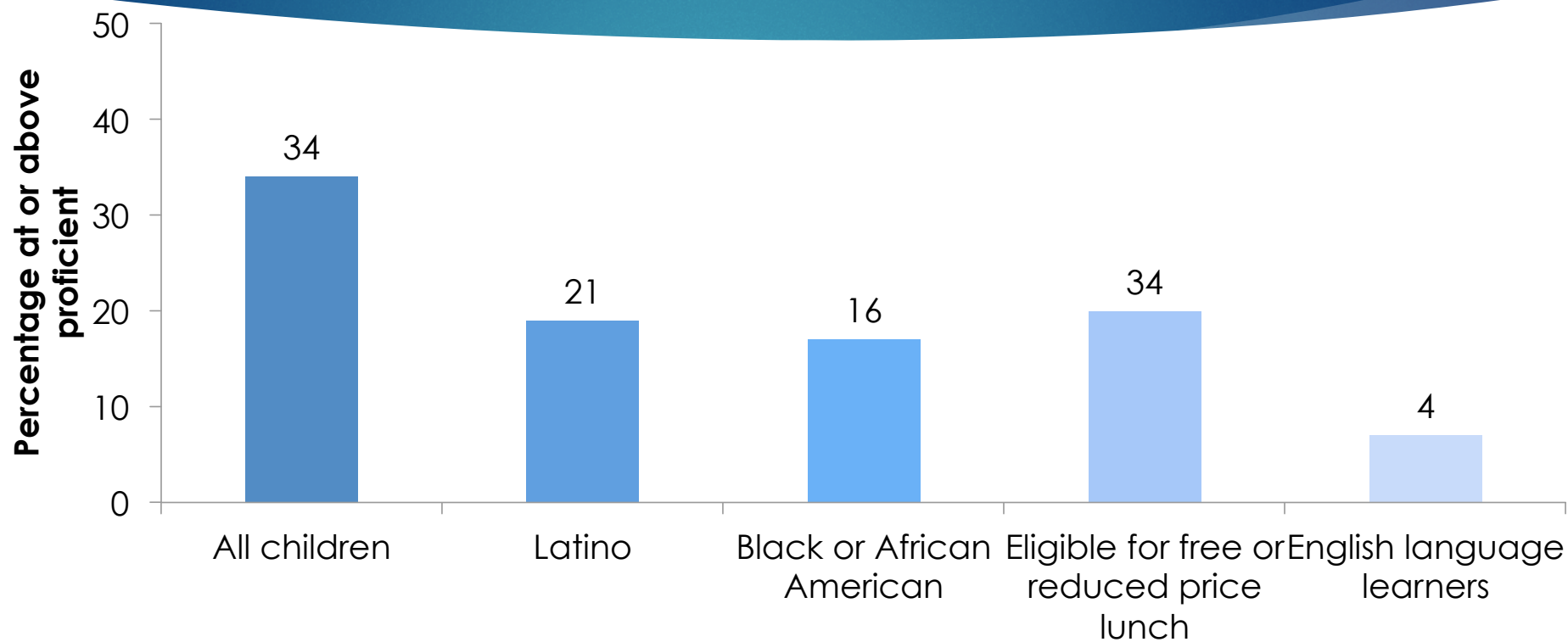


Compromised opportunities to develop:

- language and reading skills
- strong emotional, social, and cognitive skills

High rates of special education placement and dropout

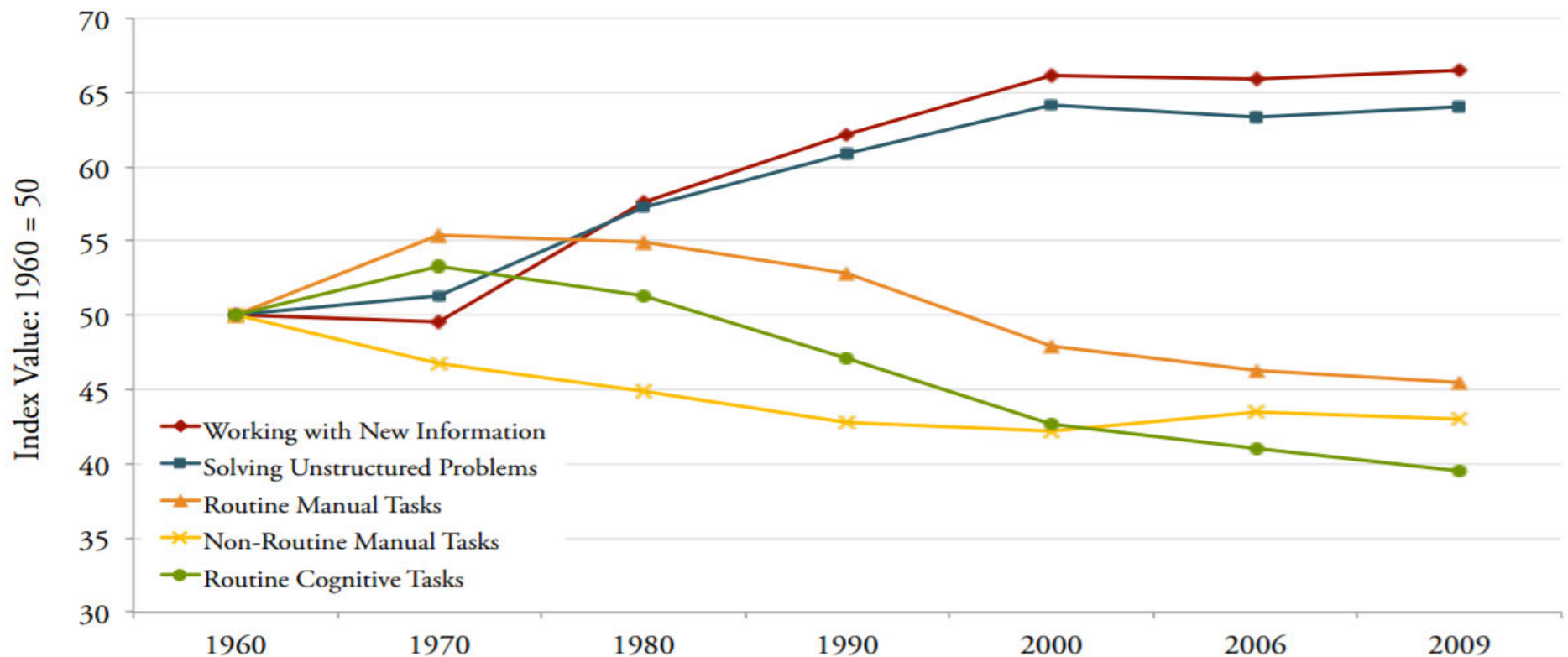
Today's Literacy Context: U.S. 8th Graders



U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2015 Reading Assessments.

Changing Demands of Workforce Participation

Work tasks in the U.S. economy (1960-2009)



Murnane & Levy, 2013



Changing Demands of Workforce Participation

- ▶ Business leaders report a steady decline in workplace literacy skills
- ▶ Private sector spending approx. 3.1 billion a year on bolstering entry-level workers' literacy skills
 - ▶ 21st Century workers need to clearly communicate (in speech and writing) with a wide variety of audiences, and efficiently manage the abundant information that defines the digital age.

What about the Higher Education Context?

- ▶ Average college coursework requires 80 pages of independent reading per week
- ▶ Up to 60% of community college freshmen assigned to remedial reading courses
- ▶ 4-year colleges re-organizing freshman year curriculum offerings to provide reading and writing support
- ▶ Increasing emphasis on group projects, innovation challenges, “hack-a-thons,” etc.

Mapping Workforce Demands to Curriculum Design

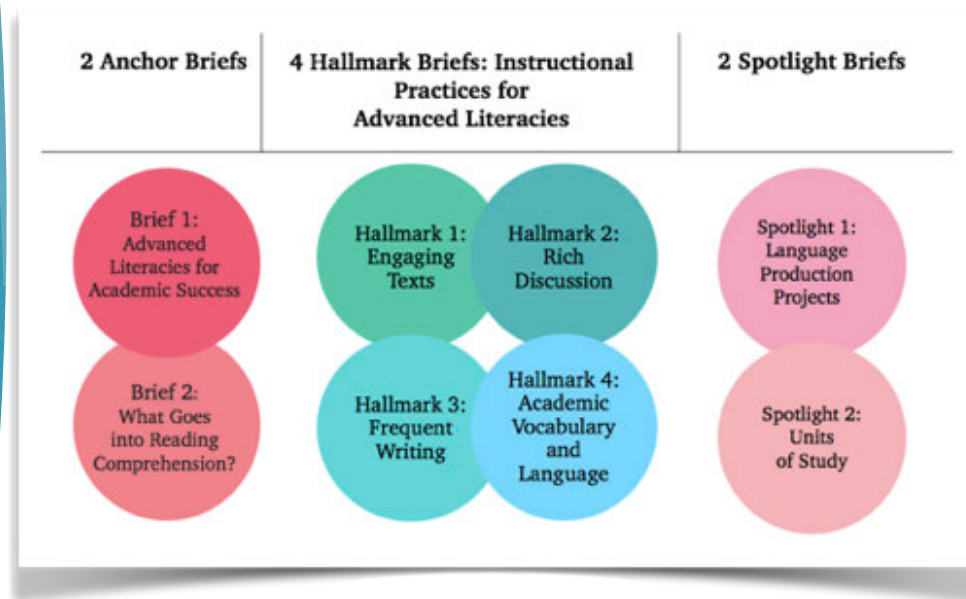
- ▶ Team-based, project-based approaches
- ▶ Emphasis on building up conceptual reasoning skills and background knowledge across subject areas
- ▶ Emphasis on oral and written communications meant to convey knowledge and reasoning to others
- ▶ Emphasis on solving unstructured problems
 - ▶ i.e., several potential solutions, weighing trade-offs against priorities to arrive at “best” solution

Summary: Today's Literacy Context

1. The school-age population is increasingly linguistically, culturally, and economically diverse.
2. What counts as “literate” today is on the rise.
 - ▶ Unlike past decades, reading and writing have become prerequisites for participation in nearly every aspect of day-to-day, 21st-century life.
3. The design of literacy instruction today has not kept pace with this shift from the need for basic to advanced literacy.
4. A more systems-level, strategic approach is needed.

A Primer on Reading Comprehension

Brief 2: What Goes into Effective Reading Comprehension?



Passage Analysis

Code-based skills

3 sounds, 1 word:
/sh/ /ar/ /k/

Spelling pattern:
there vs. their

~100 words correct per minute
(grade 3)

There are almost 400 different kinds of sharks. Each kind of shark looks different, has a unique diet, and behaves differently. There are sharks in all four oceans of the world. Some sharks are longer than a school bus, while others are so small they can live in fish tanks. Sharks come in all kinds of colors. Most of the time, their skin color helps them blend in with their surroundings. But, some sharks that live in the deepest part of the ocean actually have parts that glow in the dark. Most sharks live in salt water, but some can live in fresh water. All sharks are unique, or have different qualities that make them so special.

Meaning-based Skills

Cognitive strategies

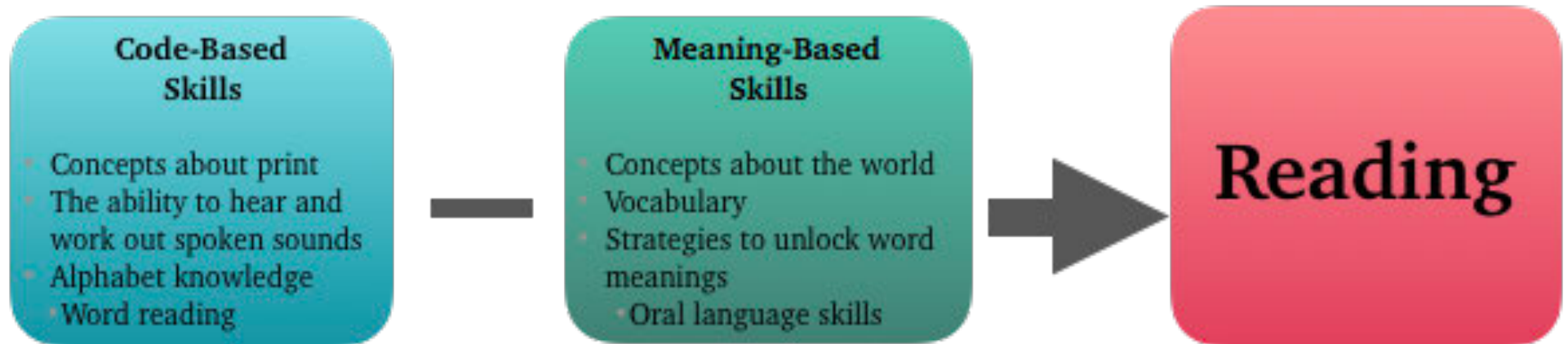
Vocabulary

Relevant background
knowledge

Understanding of language

Interest and motivation

Code-Based and Meaning-Based Skills: A Critical Distinction



Spotlight: Second Grade Classroom

- Struggles because of underdeveloped word reading skills (i.e., code-based skills); she reads each word slowly and laboriously.



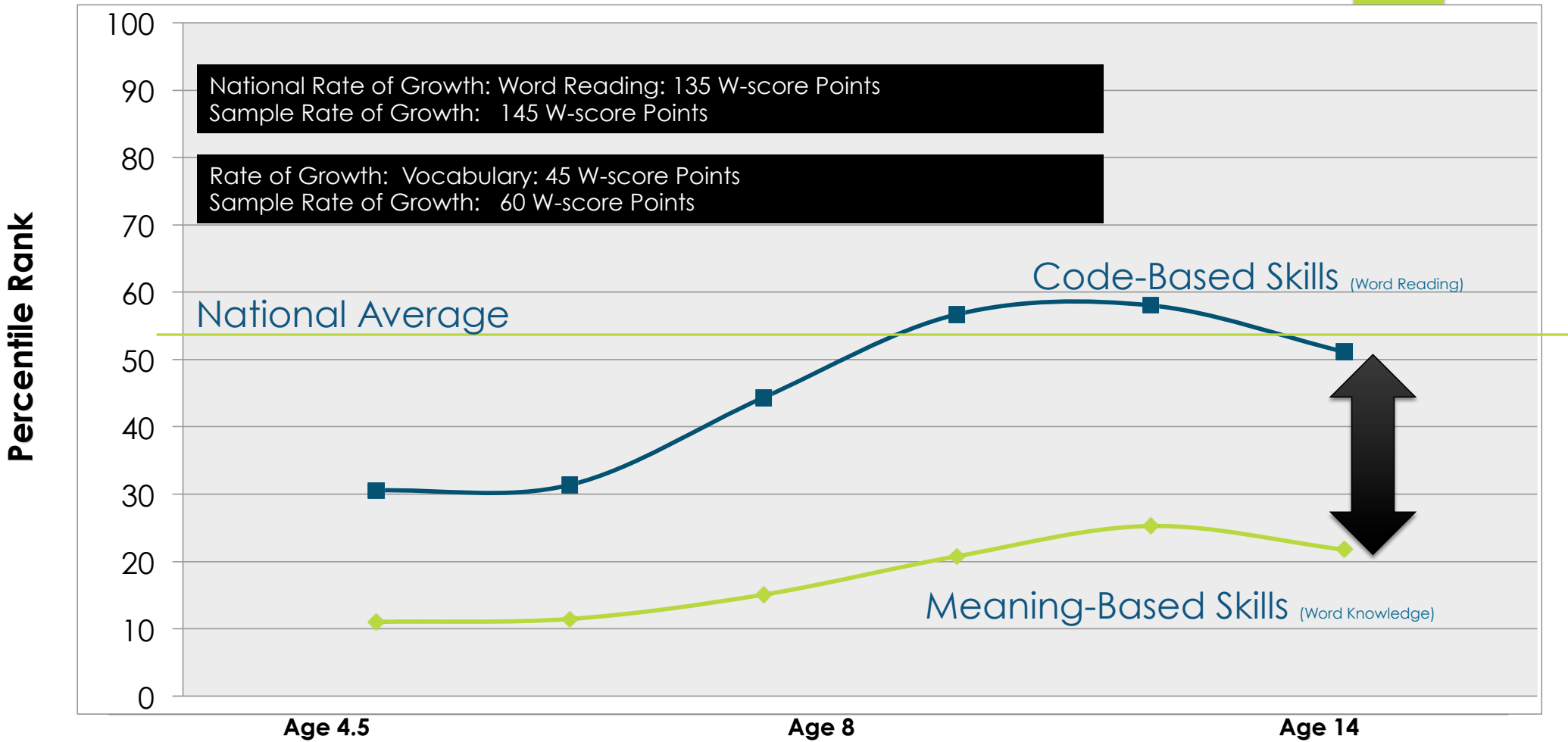
"The
tr-a-ai-n is low to
the g-rou-nd... The
train is low to the
ground."

- Struggles because of underdeveloped vocabulary knowledge as it relates to the passage (i.e., meaning-based skills); he pauses as he tries to understand the text despite the unfamiliar words.

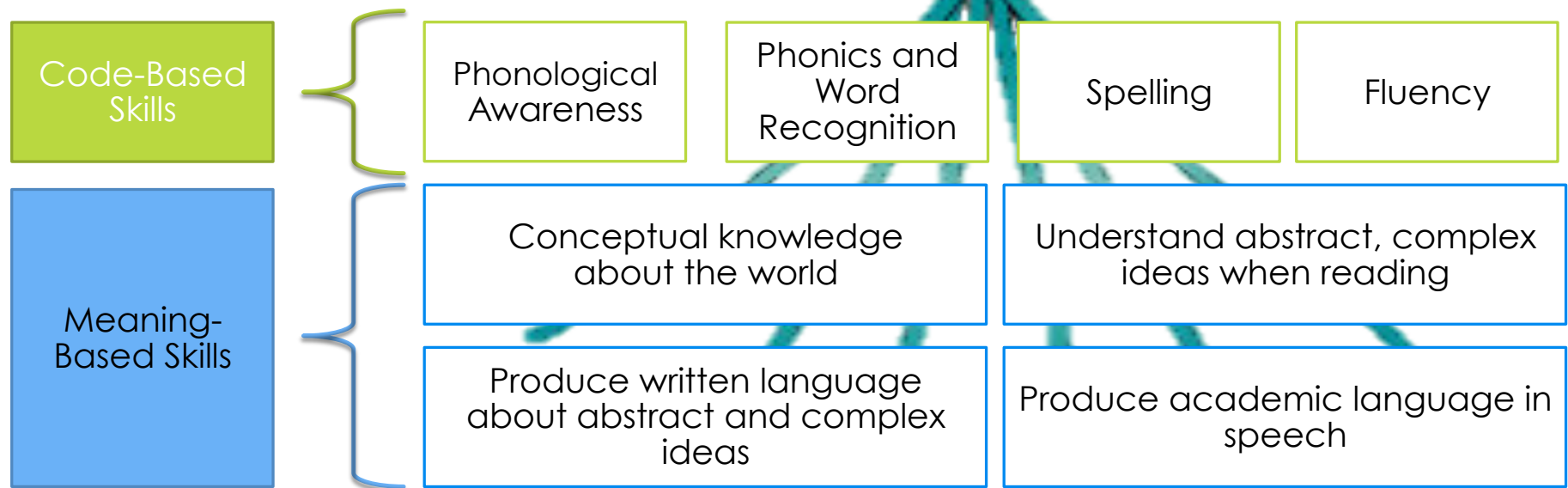
"These... trains
provided... the
first passenger
service."



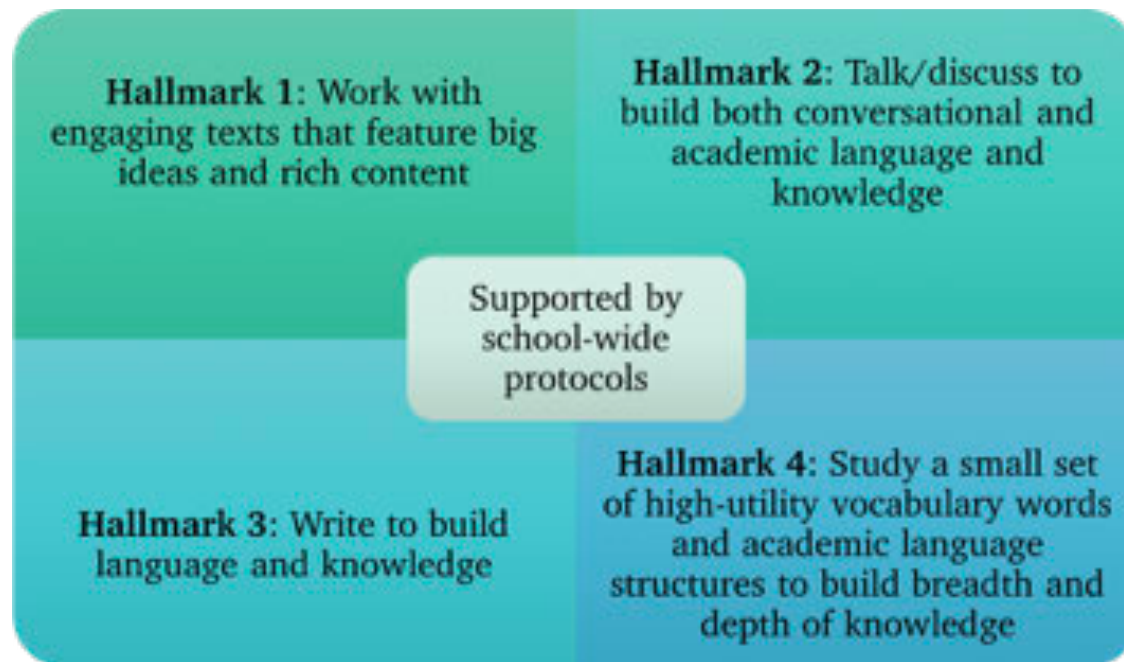
AN EMERGING PROFILE: THE CODE-MEANING GAP



Code-Based and Meaning-Based Skills: A Critical Distinction



How do we foster advanced literacies in today's classrooms?





Summary: Today's Literacy Context

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Q&A Summary: Reform Design Considerations

- ▶ Merging ELA and Science/Socials
 - ▶ Bring the rich content into the literacy block
 - ▶ e.g., Panorama program by National Geographic
- ▶ Doing less intervention, but more intensively and higher-quality for those who need it, esp. those with code-based difficulties
 - ▶ Intervention needs to be high-dose and strong fidelity of implementation to be effective
 - ▶ Meaning-based weaknesses mostly demand a more robust classroom learning environment vis-à-vis language- and knowledge-building, starting with text
- ▶ If the reader-writer workshop is the starting place, the challenge is to infuse into it content-based units of study (not genre-based—need to build knowledge on a topic)