



# EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS

*Professional Development Module*

**FACILITATOR'S GUIDE**



**CENTER ON  
INSTRUCTION**



# **EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS**

*Professional Development Module*

## **FACILITATOR'S GUIDE**

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**To download a copy of this document, visit [www.centeroninstruction.org](http://www.centeroninstruction.org).**



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## USING THIS PROFESSIONAL DEVELOPMENT MODULE

Effective reading interventions for students struggling in the early grades have been a focus of considerable research over the past 20 years (Foorman, Francis, Fletcher, Schnatschneider, & Mehta, 1998; Foorman & Torgesen, 2001; Geva & Siegel, 2000; Klingner & Vaughn, 1996). Comparable research targeting older struggling students has only recently started to develop, partly in response to recent data suggesting that one in three fourth grade students is reading below a basic level and only 31% of eighth graders are proficient readers (Lee, Grigg, & Donahue, 2007). States, districts, and schools are motivated to improve the literacy skills of older students, and they need materials and support that link the available research to improved teacher practice.

This professional development module is designed with this need in mind. It is part of a suite of materials that also includes *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* (Scammacca et al., 2007), *Effective Instruction for Adolescent Struggling Readers: A Practice Brief* (Boardman et al., 2008), and *Effective Instruction for Adolescent Struggling Readers: Professional Development Module*.

The meta-analysis is at the heart of this suite, and should be read carefully by anyone planning to deliver this professional development module. *Effective Instruction for Adolescent Struggling Readers: A Practice Brief* is oriented to practitioners; it identifies each of the five reading components of adolescent literacy, highlights behaviors of successful and unsuccessful readers with each component, and contains explicit recommendations for teacher instruction in each component. It too should be read carefully by anyone planning to deliver this professional development. The *Facilitator's Guide* you have in hand has been designed to support the delivery of the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* PowerPoint presentation, and contains materials lists and other information useful in delivering the PowerPoint, as well the handouts used with participants during the professional development.

All materials in this suite have been aligned with *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* (Torgesen et al., 2007). That document examines the current

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research base; makes recommendations for improving academic literacy instruction for students in grades 4-12, including students reading below grade level and English language learners (ELLs); offers advice from experts on improving adolescent academic literacy; and showcases examples of successful state activities in improving adolescent academic literacy. A facilitator of the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* should also be well-grounded in *Academic Literacy Instruction for Adolescents*.

## **Objectives**

The *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* is intended as one tool in a larger and ongoing professional development effort to improve educational outcomes for adolescent students struggling with reading. Technical assistance providers, state departments of education, and local districts and schools can use this professional development to:

- Enhance participants' understanding of *selected* research-based instructional practices associated with positive effects for adolescent struggling readers.
- Teach participants how to implement these research-based practices.

## **Delivery**

Facilitators for the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* should be chosen based on their knowledge of reading in the upper grades, their experience in providing effective instruction to adolescents with reading difficulties, and their ability to communicate effectively with peers. Due to the large number of slides and the relative breadth of the speaker notes accompanying each slide, facilitators will need to review all materials before delivering the modules. This can be done individually or in collaboration with other facilitators.

There are several options for delivering the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module*. Suggestions for a one- or two-day format are shown below.



### One-Day Format

Morning	Afternoon
Introduction—30 minutes	Reading Comprehension—90 minutes
Word Study—60 minutes	Motivation—20 minutes
Fluency—60 minutes	Putting It All Together—15 minutes
Vocabulary—45 minutes	

The one-day format is appropriate for teachers, administrators, and district or state staff with advanced knowledge of reading in the upper grades and who can absorb the information at a relatively fast pace. This format represents a “refresher” and provides an *overview* of the research and related instructional strategies. The times allotted for each section are offered merely as guides and should be adjusted according to a group’s prior knowledge of adolescent reading, its informational needs, and available time.

### Two-Day Format

Day One	Day Two
Introduction—45 minutes	Brief Review of Day 1—30 minutes
Word Study—90 minutes	Reading Comprehension—2 hours
Fluency—90 minutes	Motivation—45 minutes
Vocabulary—75 minutes	Putting It All Together—30 minutes

The two-day format is appropriate for teachers, administrators, and district or state staff with some or little knowledge of effective reading instruction for adolescents. They may have had limited exposure to research and may need additional practice implementing the strategies recommended during the sessions. Spreading the professional development sessions over two days will allow the facilitator to present information at a slower pace and provide extra modeling of activities and examples. This offers participants greater opportunities to develop a deep understanding of effective instruction.

The *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* would ideally be scheduled prior to the beginning of a school year, but could also be scheduled during ongoing in-service days throughout the school year.

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## ***Preparing for Professional Development***

Successful delivery of professional development requires detailed planning. Use this guide and other resources available for free download at [www.centeroninstruction.org](http://www.centeroninstruction.org) during your preparation.

- **Determine the number of participants.** This professional development is designed to be conducted with any number of participants.
- **Secure a convenient location for the training.** Internet access is not required, but the room should be large enough to accommodate the scheduled participants comfortably. A large audio-visual screen at the front of the room will also be necessary.
- **Position tables so that all participants can see the projection screen.** Allow enough space between tables so that discussions at each table are relatively undisturbed.
- **It is recommended that presenters use two tables at the front of the room.** These tables will hold the laptop computer, LCD projector, overhead projector, and other materials needed throughout the training (see Tables 1 and 2).
- **Before the training, load an electronic copy of the PowerPoint presentation on the computer that will be used during the professional development.** Attempting to present the PowerPoint directly from the website will result in poor quality.
- **Set up the LCD projector, screen, and laptop, and check all equipment before participants arrive.**
- **Check sound quality.** Use a microphone if the audience is large.

**Table 1: Equipment**

<b>Equipment</b>	<b>Quantity</b>	<b>Purpose</b>
Laptop computer	1	Run the PowerPoint
LCD projector	1	Project the PowerPoint
Overhead projector	1	View transparencies
Large screen	1	View the PowerPoint
Microphone(s)	One per facilitator and possibly one for participants to ask questions if audience is quite large	Facilitate communication during training
Speakers	Two speakers or one House Sound System	Project sound from microphones



**Table 2: Materials**

<b>Materials</b>	<b>Quantity</b>	<b>Purpose</b>	<b>Applicable Section</b>
Electronic copy of PowerPoint	1	Run the PowerPoint	All
Laser pointer	1 per facilitator	Facilitate presentation	All
Timer	1 per facilitator	Time activities	All
Sticky notes, pens or pencils, markers	A few per table	Activities	All
Name badges	1 per participant	Introduction	All
Name tents	1 per participant	Introduction	All
Copies of slides (3 slides per page)	1 per participant	Reference	All
Handout 1: Syllable Chunking Intervention	1 per participant	Activity	Word Study
Blank index cards	1 per participant	Activity	Word Study
Flashcard of "portfolio" (made from an index card)	1 per facilitator	Activity	Word Study
Handout 2: Partner Reading Procedure: Wide Reading	1 per participant	Activity	Fluency
Handout 3: Partner Reading Procedure: Repeated Reading	1 per participant	Activity	Fluency
Handout 4: Fluency Graph	2 per participant	Activity	Fluency
Handout 5: Selecting Tier 2 Words	1 per participant	Activity	Vocabulary
Handout 6: Anticipation Chart	1 per participant	Activity	Reading Comprehension
Transparency of Handout 6	1 per facilitator	Activity	Reading Comprehension
Handout 7: Prediction Chart	1 per participant	Activity	Reading Comprehension
Transparency of Handout 7	1 per facilitator	Activity	Reading Comprehension
Handout 8: Anticipation Guide Overview	1 per participant	Activity	Reading Comprehension
Handout 9: "Tornadoes" Expository Text	1 per participant	Activity	Reading Comprehension
Handout 10: Finding the Main Idea	1 per participant	Activity	Reading Comprehension
Transparency of Handout 10	1 per facilitator	Activity	Reading Comprehension

**Table 2: Materials (continued)**

<b>Materials</b>	<b>Quantity</b>	<b>Purpose</b>	<b>Applicable Section</b>
Handout 11: Graphic Organizer: Main Idea and Summarization ("Tornadoes" Passage)	1 per participant	Activity	Reading Comprehension
Handout 12: Graphic Organizer: Main Idea and Summarization (Blank)	1 per participant	Activity	Reading Comprehension
Transparency of Handout 12	1 per facilitator	Activity	Reading Comprehension
Handout 13: References	1 per participant	Further Study	All

- Before the training, make copies of the PowerPoint slides and the 13 handouts for participants. The reproducible handouts are found at the end of this *Facilitator's Guide*. It may be helpful to use different colored paper for each section of the training (i.e., Word Study, Vocabulary). Give copies to participants at the beginning of the training.
- Gather resource materials and supplies necessary for each day's activities.
- Place supplies in the center of each table.

Facilitators will need to become very familiar with the content of this professional development session. The References section (Handout 13) of this *Facilitator's Guide* lists sources the authors consulted in creating the PowerPoint; the meta-analysis and practice brief also contain comprehensive references. The following resources will be helpful to new facilitators as well as to participants. All are available for download on [www.centeroninstruction.org](http://www.centeroninstruction.org).

- *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*
- *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*
- *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*
- *Adolescent Literacy Resources: An Annotated Bibliography*
- *Video Conference—Overview of Academic Literacy Instruction for Adolescents*



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### ***Facilitator's Notes***

Detailed speaker notes accompany each slide. Text excerpted from slides is presented in boldface to help facilitators navigate the notes. Text in red indicates information for the facilitator (e.g., give participants two minutes to discuss at tables).



# HANDOUTS

**HANDOUT 1: SYLLABLE CHUNKING INTERVENTION**

**HANDOUT 2: PARTNER READING PROCEDURE: WIDE READING**

**HANDOUT 3: PARTNER READING PROCEDURE: REPEATED  
READING**

**HANDOUT 4: FLUENCY GRAPH**

**HANDOUT 5: SELECTING TIER 2 WORDS**

**HANDOUT 6: ANTICIPATION CHART**

**HANDOUT 7: PREDICTION CHART**

**HANDOUT 8: ANTICIPATION GUIDE OVERVIEW**

**HANDOUT 9: "TORNADOES" EXPOSITORY TEXT**

**HANDOUT 10: FINDING THE MAIN IDEA**

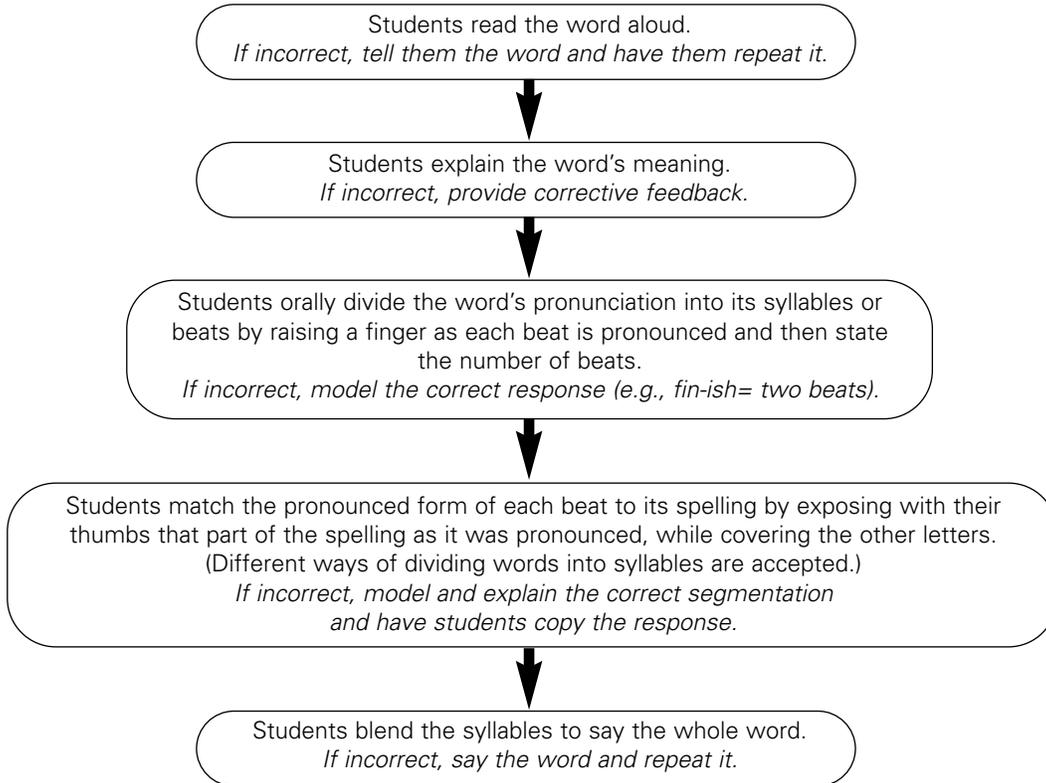
**HANDOUT 11: GRAPHIC ORGANIZER: MAIN IDEA AND  
SUMMARIZATION (EXAMPLE)**

**HANDOUT 12: GRAPHIC ORGANIZER: MAIN IDEA AND  
SUMMARIZATION (BLANK)**

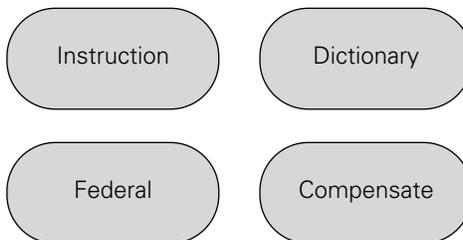
**HANDOUT 13: REFERENCES**

# HANDOUT 1: SYLLABLE CHUNKING INTERVENTION

## *Word Study Instruction*



With a partner, practice using the syllable chunking strategy with one of the words below.



## HANDOUT 2: PARTNER READING PROCEDURE: WIDE READING

### *Fluency Instruction*

<i>Read 1 (Passage A and B)</i>	<ol style="list-style-type: none"><li>1. P1 reads A/ P2 follows along Underlines errors Circles last word Calculates WCPM</li><li>2. P2 reads B/ P1 follows along Underlines errors Circles last word Calculates WCPM</li></ol>
<i>Read 2 (Passage C and D)</i>	<ol style="list-style-type: none"><li>3. P1 reads C/ P2 follows along Underlines errors Circles last word Calculates WCPM Error Correction</li><li>4. P2 reads D/ P1 follows along Underlines errors Circles last word Calculates WCPM Error Correction</li></ol>
<i>Read 3 (Passage E and F)</i>	<ol style="list-style-type: none"><li>5. P1 reads E/ P2 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM</li><li>6. P2 reads F/ P1 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM</li></ol>
<i>Graph</i>	<ol style="list-style-type: none"><li>7. Graph your own best read results</li></ol>

P1 = Partner 1

P2 = Partner 2

## HANDOUT 3: PARTNER READING PROCEDURE: REPEATED READING

### *Fluency Instruction*

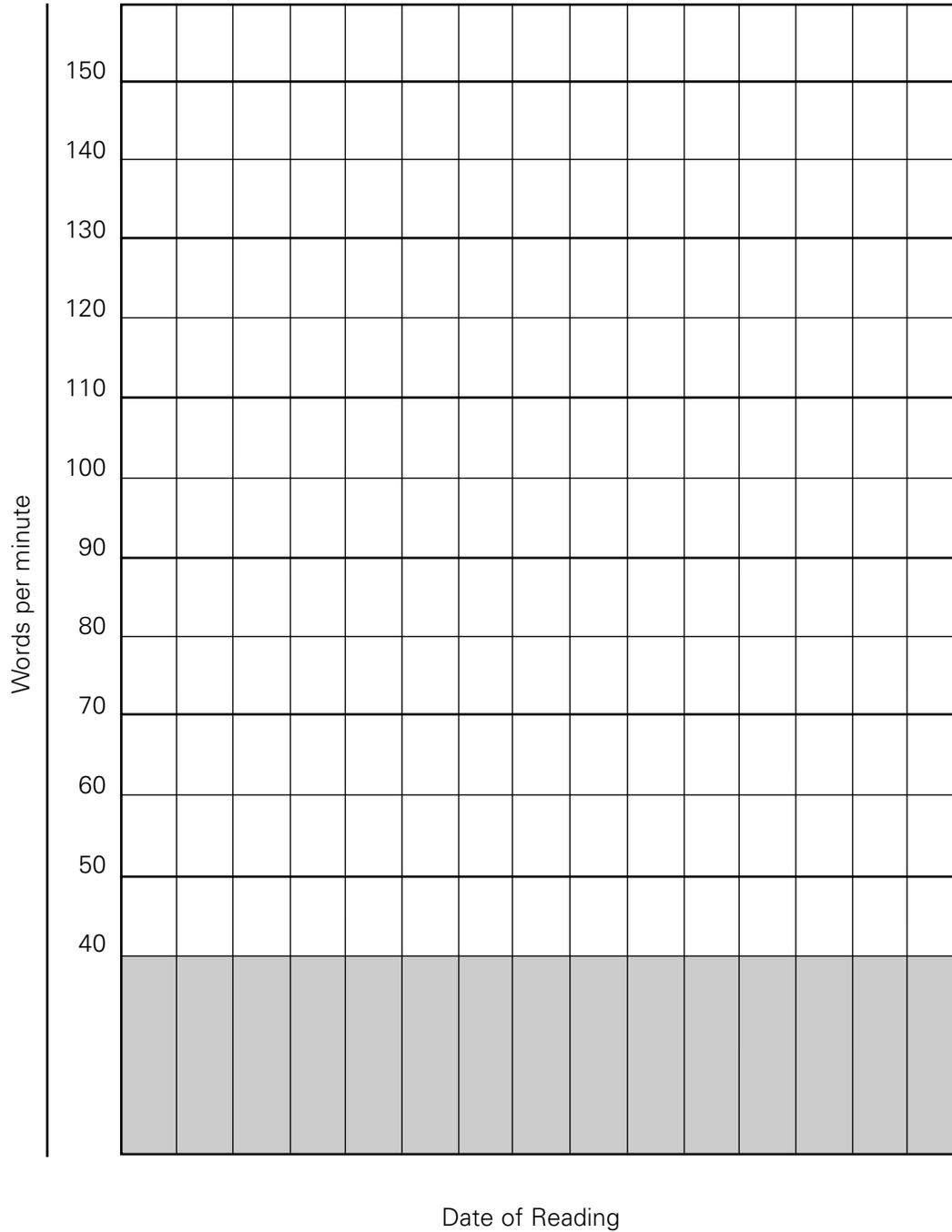
<i>Cold Read</i>	<ol style="list-style-type: none"><li>1. P1 reads / P2 follows along Underlines errors Circles last word Calculates WCPM</li><li>2. P2 reads / P1 follows along Underlines errors Circles last word Calculates WCPM</li></ol>
<i>Practice</i>	<ol style="list-style-type: none"><li>3. P1 reads / P2 follows along Underlines errors Circles last word Calculates WCPM Error Correction</li><li>4. P2 reads / P1 follows along Underlines errors Circles last word Calculates WCPM Error Correction</li></ol>
<i>Hot Read</i>	<ol style="list-style-type: none"><li>5. P1 reads / P2 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM</li><li>6. P2 reads / P1 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM</li></ol>
<i>Graph</i>	7. Graph your own hot read results

P1 = Partner 1

P2 = Partner 2

# HANDOUT 4: FLUENCY GRAPH

## *Fluency Instruction*



## HANDOUT 5: SELECTING TIER 2 WORDS

### *Vocabulary Instruction*

Read the passage below from *Tuck Everlasting*, by Natalie Babbitt, and select the Tier 2 words that you would teach to a class of 9th graders.

When selecting Tier 2 vocabulary words, remember to use the three criteria:

- Not Tier 1 words (not too basic).
- Important to understanding the text on a deeper level.
- Can be associated with other words students know.

“The road that led to Treegap had been trod out long before by a herd of cows who were, to say the least, relaxed. It wandered along in curves and easy angles, swayed off and up in a pleasant tangent to the top of a small hill, ambled down again between fringes of bee-hung clover, and then cut sidewise across the meadow.”

Babbitt, N. (1975). *Tuck Everlasting*. Vancouver, Canada: Douglas & McIntyre Ltd.

## HANDOUT 6: ANTICIPATION CHART

### *Reading Comprehension Instruction*

Knowledge Before PD		Statement	Knowledge After PD	
Agree	Disagree		Agree	Disagree
		Teachers should explicitly teach students comprehension strategies.		
		Having students make predictions about what they will learn should take about 30 minutes when introducing text.		
		All students who can decode words can also comprehend text.		
		Students who know comprehension strategies generally apply them when they read.		

## HANDOUT 7: PREDICTION CHART

### *Reading Comprehension Instruction*

What will you learn about during this PD session?

<b>Prediction:</b>	
<b>Based on:</b>	

Confirmed?     Yes    No

## HANDOUT 8: ANTICIPATION GUIDE OVERVIEW

### *Reading Comprehension Instruction*

#### **Creating an Anticipation Guide**

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- Identify major concepts students should learn from the reading.
- Create statements about each one.
- Place statements in the anticipation guide.

#### **Using the Anticipation Guide**

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1. Share the guide with students and provide time for them to react to each statement. Students will decide if they agree or disagree with each statement and indicate their choice on the guide.
2. Discuss each statement with students. Ask how many agreed or disagreed with each statement. Have participants representing opposing viewpoints explain their reactions.
3. Have students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.
4. Discuss with the students what they learned from the reading.

## HANDOUT 9: "TORNADOES" EXPOSITORY TEXT

### *Reading Comprehension Instruction*

#### **TORNADOES**

It's a hot and humid afternoon in June. When you step outside, you notice that the sky is becoming very dark and the trees are bending in the wind. After a few minutes it begins to rain heavily. You become alarmed, and so you quickly return inside to listen to the weather report. You learn that a very dangerous storm is approaching your area, and conditions are favorable for the formation of tornadoes. "A tornado!" you think to yourself, "I've never seen a tornado before, and I don't know much about them except that they are dangerous. What should I do?"

This is an important question since tornadoes are nature's most powerful storms. However, if you are equipped with the right information, you can be safe in even the most dangerous storms.

#### **Damage from Tornadoes**

Most tornadoes are relatively weak events that occur in sparsely populated areas and cause minor damage. However, the most powerful storms can generate winds of over 300 miles per hour. Tornadoes of this strength cause thousands of injuries and millions of dollars of damage in a very short amount of time.

#### **Formation of Tornadoes**

A tornado is a column of violently rotating air that develops within a thunderstorm and makes contact with the ground. These winds, moving in opposite directions, form a funnel cloud aloft. This column of spinning air is then tilted down towards the ground by massive air currents that move upward through the thundercloud.

#### **Occurrence of Tornadoes**

Tornadoes can develop at any time of the day or year. In North America, the peak season for tornadoes is between March and May, when hundreds of tornadoes are reported monthly. Most tornadoes occur in the afternoon and evening. Sometimes, however, a tornado touches down in the middle of the night catching many unsuspecting people off guard and unprepared.

Not all areas of the world experience tornadoes. In the United States, most tornadoes occur from the coast of the Gulf of Mexico north through the mid-west, and upward to the provinces of Canada.

#### **How to Prepare**

The best way to prepare for a tornado is to observe the weather. When a thunderstorm approaches your area, listen to the weather forecast. If a tornado warning is issued, seek shelter where you will be protected from a tornado's strong winds. This shelter should be a windowless room, such as an interior closet, bathroom, or underground bunker. It is also helpful to have emergency supplies on hand like extra food, water, a flashlight and a battery-operated radio.

Adapted from text prepared by Jim Cornish, Gander, Newfoundland, 2003.  
[http://www.stemnet.nf.ca/CITE/tornado\\_canada.pdf](http://www.stemnet.nf.ca/CITE/tornado_canada.pdf)

# HANDOUT 10: FINDING THE MAIN IDEA

## *Reading Comprehension Instruction*

When reading, you should try to figure out the main idea of what you are reading. Sometimes it helps to just find the main idea of one paragraph at a time.

There are 3 parts to finding the main idea:

1. Pick out the most important who or what
2. Tell what the most important thing is about that who or what
3. Try to write all of this in less than 10 words

### **Main Ideas**

#### **Paragraph 1**

1. The most important who or what is \_\_\_\_\_.

2. What does this paragraph tell me about the who or what?

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---

3. MAIN IDEA: Put #1 and #2 together in 10 WORDS OR LESS:

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#### **Paragraph 2**

1. The most important who or what is \_\_\_\_\_.

2. What does this paragraph tell me about the who or what?

---

---

3. MAIN IDEA: Put #1 and #2 together in 10 WORDS OR LESS:

---

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## HANDOUT 10: FINDING THE MAIN IDEA

### *Reading Comprehension Instruction*

#### **Paragraph 3**

1. The most important who or what is \_\_\_\_\_.

2. What does this paragraph tell me about the who or what?

---

---

3. MAIN IDEA; Put #1 and #2 together in 10 WORDS OR LESS.

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#### **Paragraph 4**

1. The most important who or what is \_\_\_\_\_.

2. What does this paragraph tell me about the who or what?

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3. MAIN IDEA; Put #1 and #2 together in 10 WORDS OR LESS.

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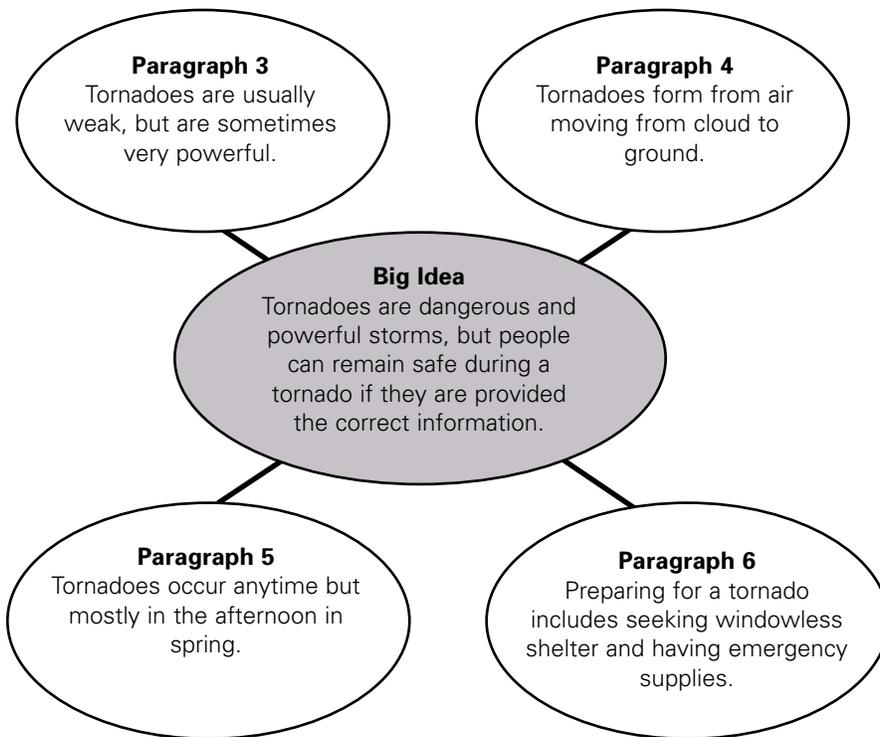
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(Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2006, and from Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D., 2001)

# HANDOUT 11: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION

## *Reading Comprehension Instruction*

Passage: Tornadoes



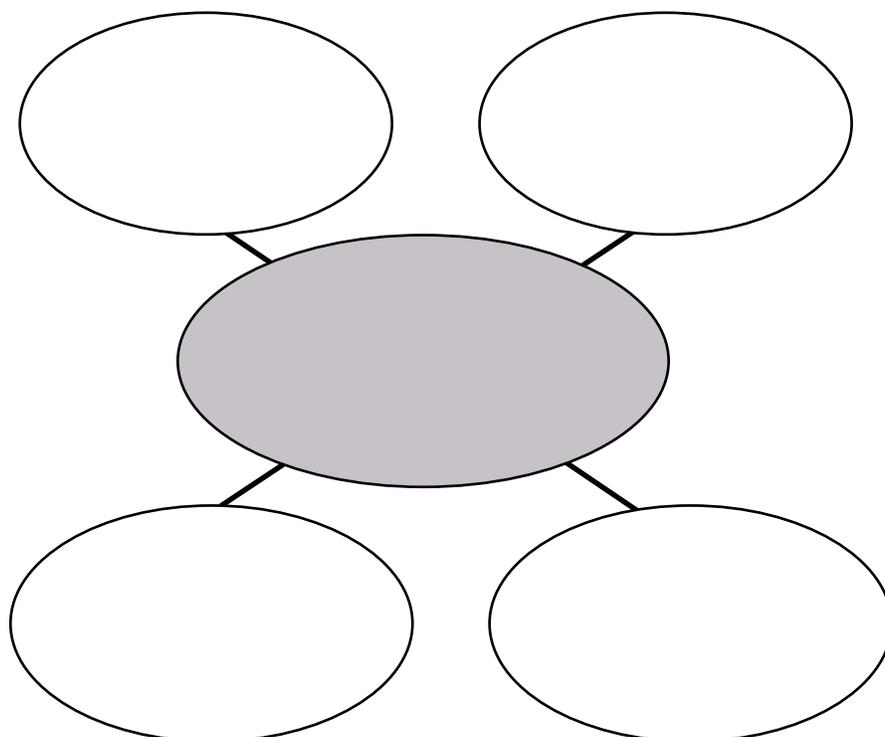
Summary

(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)

# HANDOUT 12: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION

## *Reading Comprehension Instruction*

Passage: \_\_\_\_\_



Summary

(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)

## HANDOUT 13: REFERENCES

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## HANDOUT 13: REFERENCES

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