



FLORIDA CENTER *for*
READING RESEARCH

Informing the Adoption Process - Practice Guides and Grades 4-12 Walkthrough

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Goal for this Session

- Provide participants with an overview of resources for consideration during the district ELA instructional materials adoption process including:
 - What Works Clearinghouse Literacy Practice Guides
 - REL Southeast *Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12*



How do These Resources Help with the Task?

- The practice guide recommendations provide insight into the types of practices that should be represented in instructional materials because:
 - While the “science of reading” typically relates to the teaching of foundational reading skills in the early grades, the practices reflected in the practice guide recommendations are based in research
 - Instructional materials should be tools that help teachers incorporate these types of practices into instruction
 - The practice guides provide examples of broad types of activities that address the recommendations

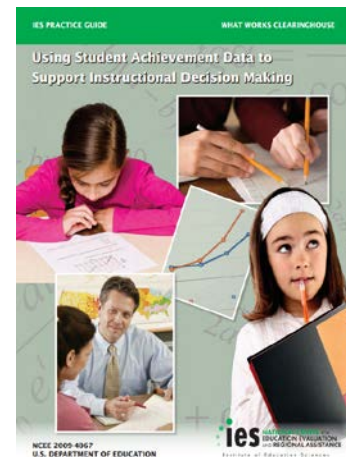
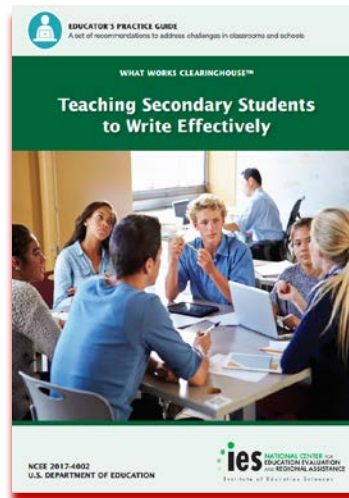
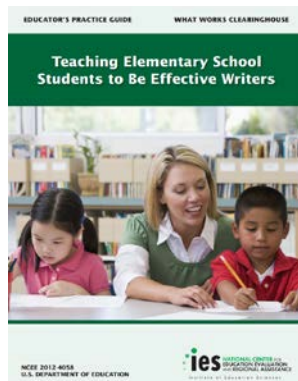
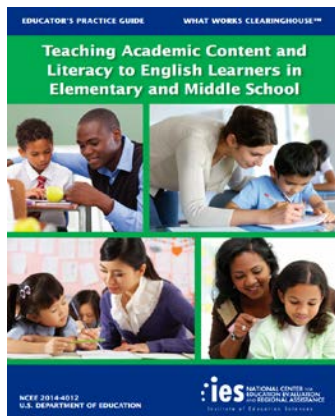
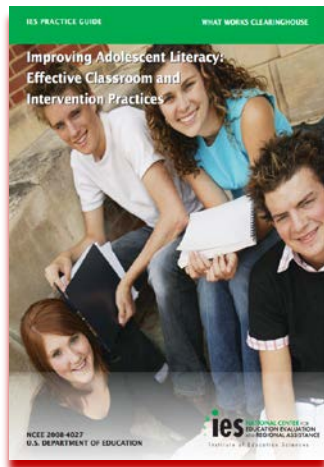


How do These Resources Help with the Task?

- The “look-fors” in the walkthrough checklists are specific and are based on the practice guide recommendations
- Examining the “look-fors” may help you identify aspects of instructional materials that would be helpful in implementing evidence-based practices in the ELA classroom



Research Base for the Walkthrough Checklists— What Works Clearinghouse Practice Guides





Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Recommendations from the practice guide:
 - Provide explicit vocabulary instruction
 - Provide direct and explicit comprehension strategy instruction
 - Provide opportunities for extended discussion of text meaning and interpretation
 - Increase student motivation and engagement in literacy learning
 - Make available intensive individualized interventions for struggling readers that can be provided by trained specialists

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf



Teaching Secondary Students to Write Effectively

- Recommendations from the practice guide:
 - Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle
 - Integrate writing and reading to emphasize key writing features
 - Use assessments of student writing to inform instruction and feedback

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf



Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12

- Components:
 - Introduction
 - Pre-Walkthrough Meeting Guide (not necessary for your purpose)
 - **Checklists**
 - Post-Walkthrough Meeting Guide (not necessary for your purpose)

https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2020018.pdf



Walkthrough Checklists

- Grades 4 and 5 Whole Class Literacy Checklist
- Grades 4 and 5 Literacy Intervention Class Checklist
- **Grades 6-8 English Language Arts Class Literacy Checklist**
- Grades 6-8 Content Area Class Literacy Checklist
- Grades 6-8 Literacy Intervention Class Checklist
- **Grades 9-12 English Language Arts Class Literacy Checklist**
- Grades 9-12 Content Area Class Literacy Checklist
- Grades 9-12 Literacy Intervention Class Checklist



Walkthrough Checklists

- English language arts (ELA) classes grades 6-8 and 9-12:
 - Vocabulary and advanced word study
 - Comprehension
 - Writing
 - Extended text discussion
 - Motivation and engagement
- Every ELA checklist has a “look for” related to grade-level standards instruction



Grades 6-8 and 9-12 Sample Checklist

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
<i>Vocabulary and advanced word study</i>			
<input type="checkbox"/> Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
<input type="checkbox"/> Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
<input type="checkbox"/> All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
<input type="checkbox"/> Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice so students learn the words taught (Adol. Practice Guide, Rec. 1, #2)			
<input type="checkbox"/> Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)			
<input type="checkbox"/> Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners, especially when accessing literary and narrative texts (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
<input type="checkbox"/> For English learner students, instruction includes word-learning strategies to help students independently figure out the meaning of words. (English Learners Practice Guide, Rec. 1, #4)			



Grades 6-8 and 9-12 Vocabulary Checklist

Literacy component and look-for

Vocabulary and advanced word study

☐ Regular classroom time is dedicated to explicit vocabulary instruction

(Adol. Practice Guide, Rec. 1, #1)

☐ Domain-specific words are taught

(Adol. Practice Guide, Rec. 1)

☐ All-purpose academic words are taught

(Adol. Practice Guide, Rec. 1)

☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice so students learn the words taught

(Adol. Practice Guide, Rec. 1, #2)

☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading

(Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)

☐ Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners, especially when accessing literary and narrative texts

(Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)

☐ For English learner students, instruction includes word-learning strategies to help students independently figure out the meaning of words.

(English Learners Practice Guide, Rec. 1, #4)



Grades 6-8 and 9-12 Comprehension Checklist

Comprehension

☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)

☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)

☐ Instruction is specific to comprehending literature used in the classroom (Adol. Practice Guide, Rec. 2, #1)

☐ Instruction is provided on how to apply comprehension strategies to a variety of literary texts (Adol. Practice Guide, Rec. 2, #2)

☐ Time is provided for guided practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #4)

☐ Time is provided for independent practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #5)

☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level text (Adol. Practice Guide, Rec. 2)



Grades 6-8 and 9-12 Writing Checklist

Writing

☐ Instruction in writing strategies uses a Model-Practice-Reflect instructional cycle

(Sec. Writing Practice Guide, Rec. 1)

☐ Instruction is provided on the writing process, including planning and goal setting, drafting, evaluating, revising, and editing, using modeling and mentor texts

(Sec. Writing Practice Guide, Rec. 1, #1a)

☐ Instruction is provided by modeling for students, providing students the opportunity to practice, and allowing students to reflect on their own writing as well as that of peers

(Sec. Writing Practice Guide, Rec. 1, #1b)

☐ Instruction integrates writing and reading to emphasize key writing features

(Sec. Writing Practice Guide, Rec. 2)

☐ Instruction includes opportunities for students to conduct short, focused research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

(English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec 1)

☐ Instruction includes activities that require students to analyze and synthesize text sources and present the analysis using well defended claims and clear information

(English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec. 1)



Grades 6-8 and 9-12 Extended Text Discussion Checklist

Extended text discussion

☐ Engaging texts and stimulating questions are used

(Adol. Practice Guide, Rec. 3, #1)

☐ Follow-up questions are asked that help provide continuity and extend discussion

(Adol. Practice Guide, Rec. 3, #2)

☐ Opportunities are provided for students to engage in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues

(Adol. Practice Guide, Rec. 3, #3)

☐ A discussion protocol has been developed and is being implemented

(Adol. Practice Guide, Rec. 3, #3)

☐ Instruction is provided in grade-level standards



Grades 6-8 and 9-12 Motivation and Engagement Checklist

Motivation and engagement

☐ Meaningful and engaging content learning goals are established around the essential ideas of English language arts as well as around the specific learning processes to access those ideas

(Adol. Practice Guide, Rec. 4, #1)

☐ A positive learning environment promotes student autonomy in learning

(Adol. Practice Guide, Rec. 4, #2)

☐ Literacy experiences are relevant to student interests, everyday life, or important current events

(Adol. Practice Guide, Rec. 4, #3)

☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning

(Adol. Practice Guide, Rec. 4, #3)



Discussion

- How will these resources be beneficial to you as you review instructional materials for adoption?



Discussion

- How will you use these resources in conjunction with the rubric provided by your district?



Discussion

- Do you have any other thoughts or discussion about this process?



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