

**National Title I 2018**

**Liberty to Learn**

**Access: A Literacy Approach  
for Struggling Secondary  
Readers**

**Follow along: <http://bit.ly/2DHYpLg>**

Once you learn to read,  
you will be forever free.

Frederick Douglass

Introducing . . .





It might help to know my journey . . .

Teacher

TOSA

Total Geek



It might help to know my journey . . .

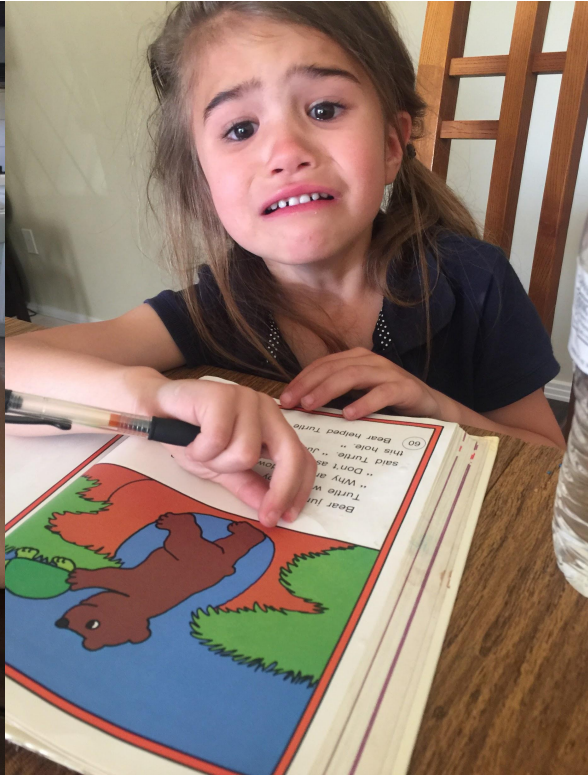
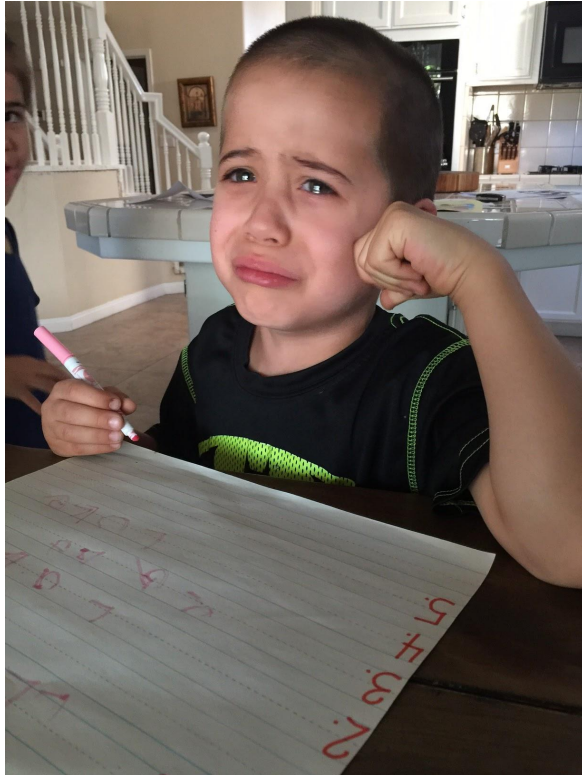
Teacher

TOSA

Total Geek

NERDY  
*by*  
NATURE

# For better or for worse . . .



CSTs went away late 2013, early 2014 . . .





# The 10 **Least Literate** Cities in America:



- 1. Bakersfield, CA**
2. Corpus Christi, TX
3. Stockton, CA
4. Los Angeles, CA
5. Modesto-Merced, CA
6. Pittsburgh, PA
7. El Centro, CA
8. St. Louis, MO
9. Phoenix, AZ
10. EL Paso, TX

**Time (2014)**



# The 10 **Least Educated** Cities in America:



1. Beaumont, Tx
2. Salinas, CA
3. Rockford, IL
4. Brownsville, TX
5. Modesto, CA
6. Visalia, CA
- 7. Bakersfield, CA**
8. Lakeland, FL
9. McAllen, TX
10. Fresno, CA

**Forbes (2015)**

# The 10 **Least Educated** Cities in America:



1. McAllen/Edinburg/Mission, TX
2. Brownsville/Harlingen, TX
3. Visalia/Porterville, CA
4. **Bakersfield, CA**
5. Modesto, CA
6. Fresno, CA
7. Hickory, NC
8. Lafayette, LA
9. Beaumont, TX
10. Salinas, CA

**Wall Street Journal (2016)**

# The 10 **Least Educated** Cities in America:



1. McAllen, TX
2. Brownsville, TX
3. Visalia, CA
4. **Bakersfield, CA**
5. Modesto, CA
6. Fresno, CA
7. Salinas, CA
8. Hickory, NC
9. Lafayette, LA
10. Beaumont, Tx



- **Educational Attainment**

- For residents over 25 years of age
  - High school or higher: 79.6%
  - Bachelor's degree or higher: 20.3%
  - Graduate or professional degree: 6.2%



## Enrollment: >39,000

- Largest high school only (grades 9-12) district in California
  - 18 comprehensive high schools
  - 5 continuation high schools
  - 2 charter schools
  - 1 adult school



- 67.2% “unduplicated” EL, LI, FY
- By ethnicity
  - 62.6% Hispanic/Latino
  - 23.9% White
  - 5.9% African American
  - 2.6% Asian
- 39% with an EL or RFEP tag





“ Teaching reading to adolescents is both rewarding and frustrating: it’s a science and an art. It’s making mistakes and growing from them.

~Kylene Beers

# Struggling Secondary Readers

How and why students come to us not fully equipped **yet**

Providing  
research is  
important so  
we can avoid  
this ...



# Struggling Secondary Readers and the Research

- **The Matthew Effect in Reading (Walberg & Tsai 1993)**
  - Those students who begin with academic wealth, grow academically at an exponentially greater rate than their less fortunate peers.
- **Once these less fortunate students reach the secondary level of education, the odds of these students developing literacy skills are depressingly small (Wren, 2015).**

**Why the whirlwind of our  
jobs are necessary and  
URGENT!**

# To put the urgency into mathematical terms . . .

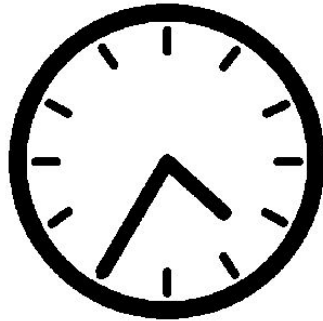
Students in an intensive reading intervention classes get at most **1 hour a day** to fill reading gaps they have spent **the last decade establishing** for a variety of reasons.

Remember that research tells us that it takes roughly **10,000 hours of deliberate practice, in a field with stable structures**, to master a complex cognitive task like reading (Gladwell, 2011; Johansson, 2015) .

10,000 hours is roughly the number of hours students spend in reading instruction and deliberate practice of reading in school before they get to high school.

(9,720 hours to be more exact- if school is not interrupted for anything)

In a perfect world, with no interruptions, they get a **final 180 hours (we don't get them for the whole day and most kids only get this course in 9th grade)**, spread over roughly 10 months, to fill those reading gaps before entering society as adults.





Because this isn't a perfect world and we are called upon to develop continuously as professionals in a variety of facets, some of those hours are spent with substitute teachers: it's an average of 10 days a year.



Because we're human, let's say on average another 5 days are spent away because we are sick or have families or a life happens or we just need a day.

(which is only half the amount of time the district deems appropriate since our contract includes 10 days a year)



Once a week, at least one of those days is shortened for PLCs or staff meetings. Over the course of a year, those minutes add up . . . it comes out to about 15 days.



Then we have shortened days for rallies or holidays, finals, testing or any number of reasons that come out to about another 20 days.



According to research, the average number of days missed in a school year for at risk populations in high school is **3 or more days** per month (Lurie, 2014; Kerr & Hoyer, 2016; US Department of Education, 2016)!

**And they don't all choose to miss the same 3 or more days each month**





180 hours, minus

10 hours for PD, minus

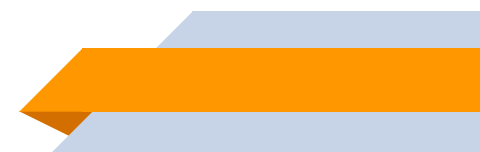
5 hours for being human beings, minus

15 hours for PLCs, staff meetings, minus

20 hours for rallies, holidays, testing etc., minus

30 hours for student absences, equals

$$\begin{array}{r} 180 \\ 10 \\ 5 \\ 15 \\ 20 \\ \hline - 30 \\ ? \end{array}$$

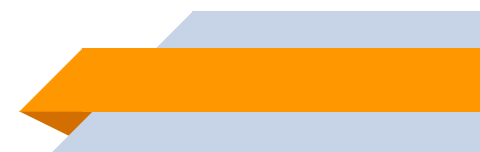




# 100 *hours* left?!

We need to be judicious about how we spend these remaining hours.

Having the ability to read will give these students the confidence, more than *anything* else they do in school, that they need to succeed in our organization and beyond.








# 44%

The percentage of the 180 hours time that **we lose for reading instruction** to the whirlwind of school and life when we teach at risk students, most for what could be the *very last time in their lives*.

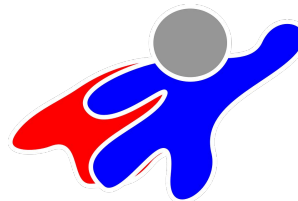




1%

The percentage we are left of the 10,000 hours students need to master a complex cognitive task like reading.

You all need superhero capes!



**Now that we know all  
of this, what do we  
do?**

# Literacy in Kern High

“I just pick up the newspaper and that’s what we *do* every day.”



**To purchase or not to purchase?  
That was our question . . .**

Our teachers were suffering from CST hangover . . .



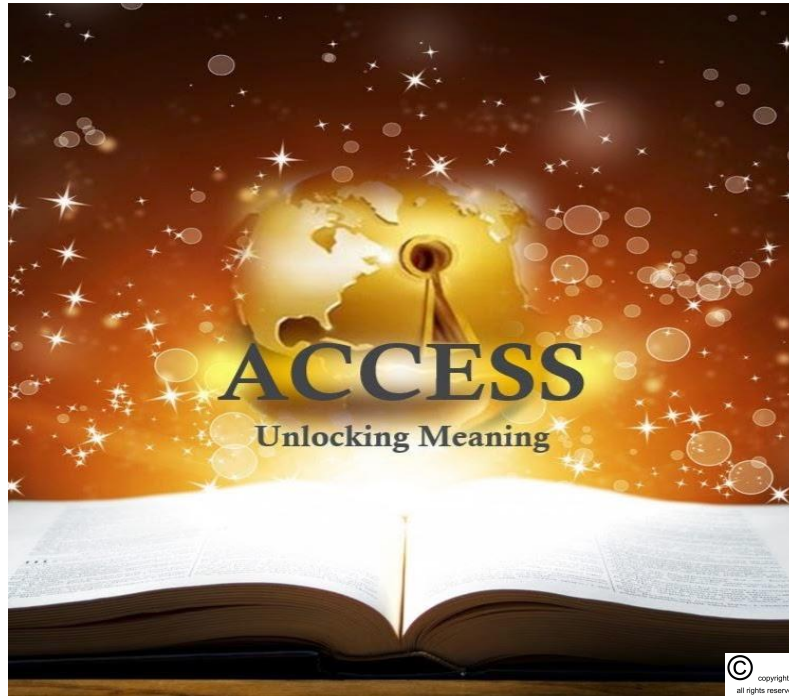
# More Than One Way . . .



- Holding tight to one methodology not only limits what a teacher can do but limits who can be successful.
- We believe that *teachers* must learn how to teach students to comprehend, retain, evaluate, and express what they read.



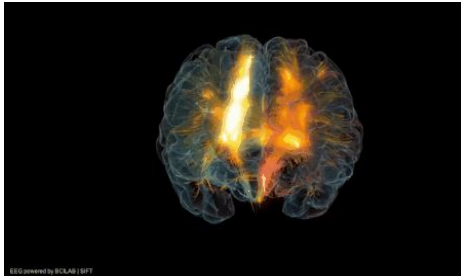
# Our solution to KHSD's Literacy Problem: Access





# Struggling Secondary Readers and the Research

→ White matter, or myelin, accounts for more than half of the brain's mass



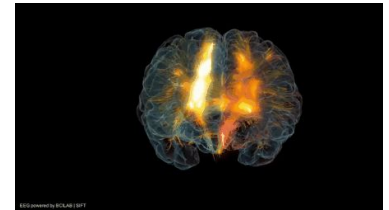
→ Myelin is the key to talking, reading, and learning skills

→ Myelin is the insulation that wraps nerve fibers and increases signal strength and speed

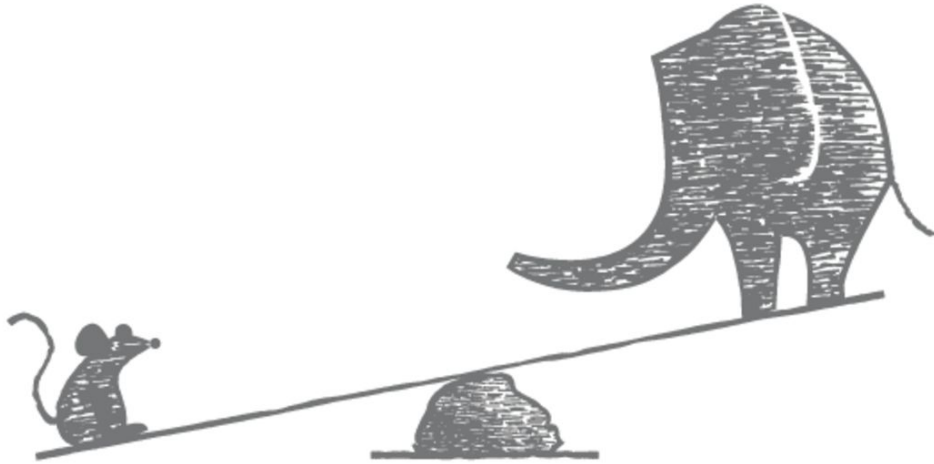
→ Every human movement, thought, or feeling is a precisely timed electrical signal

# Struggling Secondary Readers and the Research

- Myelin operates by a few fundamental principles:
  1. Myelin responds to urgent repetition
  2. Myelin doesn't care who you are, it cares what you do
  3. Once a circuit is insulated, you can't un-insulate it (except through age or disease)
    - This is why habits are hard to break
  4. Age matters



- Cognitive Load Theory, myelin, and reading (Artino, 2008<sup>1</sup>)



→ It's all about  
CHUNKING

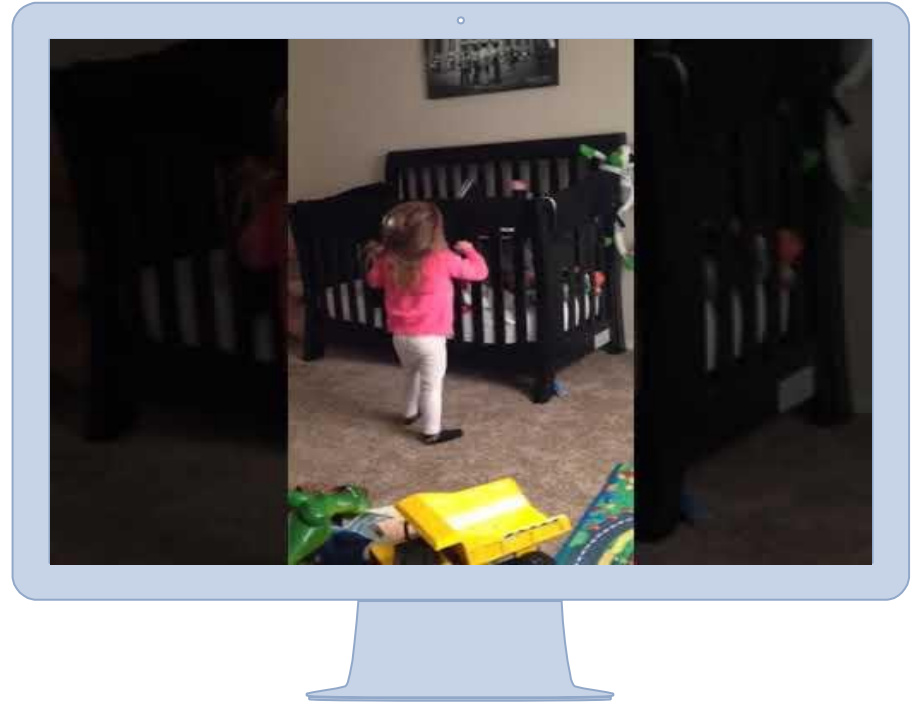
→ Reading skills are  
built upon  
packing and  
unpacking  
chunks at light  
speed.

→ Fluency in reading, or any  
skill, happens when the  
**repeated chunks happen  
often enough** that they are  
produced into one big, fluid  
chunk



→ A person must be able to  
divide a task into chunks.  
Then that person can **play  
with time**, slowing the  
action down, speeding it up,  
and learning it's  
architecture and building  
myelin.

Real life  
chunking...

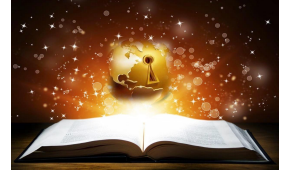


# Who does Access serve?



- The target band for this course is **4.0-6.0 Instructional Reading Level (IRL)**
- **No perfect class size, but rather a perfect class band.**
- Reading research tells us that this band of readers **struggles most with comprehension** that is hindered by a lack of fluency and prosody in reading.
  - ▷ Fluency consists of speed, rate, and accuracy,
  - ▷ Prosody consists of pacing, intonation, and expression

# Moving Toward Independence . . .



Dependent readers lack the cognitive abilities to read independently.

Dependent readers have so many moments of failure with reading that they not only dislike reading but have come to believe they cannot do it.







Dependent readers lack the drive to find a text or complete a text.







Dependent readers read their social studies textbook like their science book like the novel they read in English class.



# The Purpose of Access . . .

- ✓ The primary focus of Access is ***to teach students to become independent readers*** by teaching students ***how to***:
  - ▷ struggle with a text
  - ▷ develop the patience and stamina to persevere with a text
  - ▷ determine, ***on their own***, where the meaning breaks down and what they should do to fix it.

- 
- ✓ Some of the ***dependent reading behaviors that Access addresses*** are:
    - ▷ difficulty comprehending and retaining what is read
    - ▷ a lack of evaluative skills when reading
    - ▷ deficiencies in expressing and organizing their thoughts about reading.
- 

## Our second iteration: PreAccess . . .

- ✓ PreAccess has a similar focus as Access with ***the addition of bolstering learning-to-read skills***:
  - ▷ Oral reading assessments
  - ▷ Phonemes
  - ▷ Affixes

# Components of the Access Curriculum



- ABC- Access Boot Camp
- Cross-curricular explanatory units
- Book Club
- Wide, outside reading

# Components of the Access Curriculum



- Non-fiction text at students' respective level
- Videos
- Infographics
- Excerpts from high school textbooks across the curriculum

The purposes of the Access BootCamp are:

- to prepare students for the climate and culture of the Access classroom
- team building
- routine setting
- establish an environment where students are comfortable making mistakes





# Cross Curricular Units



Each unit will include multiple reads of multiple texts and media

- ▷ Pre-read
- ▷ Fluency Read (1st Read)
- ▷ Reading for Understanding (2nd Read)
- ▷ Meaning Read (3rd Read)

# Cross Curricular Units



- Each curricular unit includes three opportunities for students to prepare for the Touchstone assessment.
- Touchstone Assessments are based on the state Anchor Standards for Literacy.
- Touchstone Assessments cover key ideas and details, craft and structure, and integration of knowledge and ideas.

**The assessments never change.**

# Titles and Topics Covered



- *Cheaters Never Win, and Winners Never Cheat*: Ethics, Community, Social Science
- *When the World Falls Apart*: Earth Science and Social Science
- *Breaking the Cycle*: Math, Science, Social Science
- *One World, Many Stories*: Literature
- *Food, Glorious Food*: Health
- *Paint Strokes and Music Notes*: Art, Music, Social Science
- *Weird Science*: Biology and Chemistry
- *To Protect and Serve*: Government and History

# Book Club



- Access students participate in two student-led Book Clubs per school year.
- Students are placed in small homogeneous reading groups based on STAR results.

# Wide independent Reading



Each teacher teaching ACCESS receives a set of over 100 high interest, low-level, non-nutritious novels for their classroom.

It doesn't matter **WHAT** you read, it matters  
**HOW MUCH** you read . . .

**WHY?**



**“If books are food for the mind, then this one  
needs salt, ketchup, mustard, and a side of fries!”**

It doesn't matter **WHAT** you read, it matters  
**HOW MUCH** you read . . .

Of all the research-based strategies described, **wide reading is perhaps the most effective and the easiest to implement.**

Extensive reading has been linked to improvement in general knowledge, vocabulary, spelling, verbal fluency, and reading comprehension (Cunningham & Stanovich, 2001; Krashen, 2004).

**It doesn't matter WHAT you read, it matters  
HOW MUCH you read . . .**

- Non-nutritious choices
- Little or no accountability
- Self selection of texts
- Personal knowledge of reading level and an exploration of materials surrounding it
- Site-wide community of readers can have a huge impact.



A person is shown from the chest up, holding a lit sparkler. The sparkler is bright and glowing, with many sparks flying out. The person is wearing a dark, textured sweater. The background is dark and out of focus. In the top left corner, there is a blue and white graphic element consisting of overlapping shapes. In the bottom right corner, there is an orange and white graphic element consisting of overlapping shapes.

# Celebration of the data

(Celebration of the  
instruction)

## My how we've grown . . .

- 2014/15 school year: 34 sections, 22 teachers
- 2015/16 school year: 150 sections, 85 teachers
- 2016/17 school year: 200 sections, 100 teachers
- 2017/18 school year: over 250 sections, over 150 teachers

## Access 2014/15 Data . . .

- **1100 students with usable data:**
  - **616 students (56%) made gains**
  - **231 students (21%) made gains of 1 or more grade levels**

# Access 2015/16 Data . . .

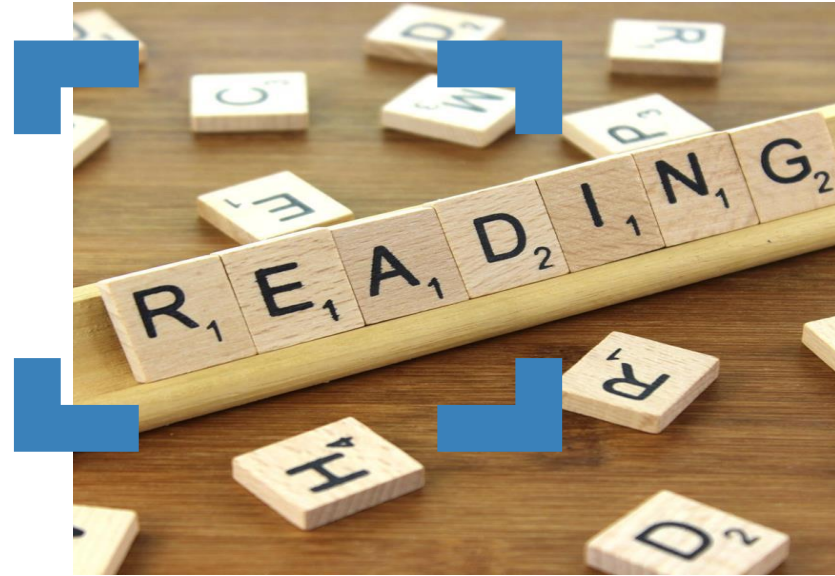


- The average IRL of Access students in 2015-16 was **4.91 (4th grade, ninth month)**
- The average growth for Access students in the first year was **.94 grade levels**
- Of 1150 students, *with usable data*, **975 (85%) students showed growth** in reading!
- **530 students (46%) showed one or more years of growth!**

# A data picture is worth a thousand words

Based on 2277 students who had usable data and were enrolled in an Access course 2016/17:

**1935 (85%) of students made growth.**



## Access Success From Teachers . . .



“Our site appreciates the high-value skill set and  
***seeing our teaching made portable***”

## Access Success From Teachers . . .



“The team building activities have created an environment where I enjoy teaching as much as the students enjoy coming to my class-- **it’s my favorite class to teach!** I have begun to **use the strategies in my other classes** as well.”

## Access Success From Teachers . . .



**“Other teachers from other content areas are asking me to show them how I teach summarizing because my Access students were the only students able to write a summary successfully.”**



## Access Success From Teachers . . .



“I used to feel that I was not a very strong teacher. Teaching this course is hard, everyday, but ***it has made me feel like I am finally a good teacher.***”

## Access Success From Students . . .



“Access has helped me with many things like I never would read anything alone and ***Access made reading something new interesting.***”

## Access Success From Students . . .



**“Access helps me in my other classes** because it helps me annotate and it helps me summarize and that makes writing essays easier.”

## Access Success From Students . . .



***“I know Access is supposed to be for reading, but it has helped me in writing.*** Access helps in writing because I’m learning a lot of new words and I’m allowed to write out what I think first without worrying about it being right. ”

# Access Success From Students . . .



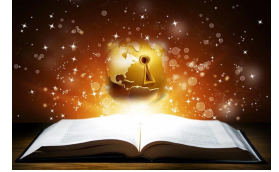
***“Access helps me in my other classes*** because now I can break down everything I read on my own to understand it better.”

# Access Success From Students . . .



“It helps me understand other ways we can read something and **questions aren’t hard to answer anymore** about what I read.”

# Access Success From Students . . .



“Access has helped me ***do my own reading*** and answering questions ***without getting bored.***”

## Access Success From Students . . .



“At first I didn’t like this class, but when I talked with the teacher about it **I started to understand better how to use it for other classes. I use this stuff everyday** to help me understand my homework. I never even tried in homework before”



## Access Success From Students . . .



“When I first found out I had this class ***I was upset. I didn't want another reading class.*** I'm not a good reader. Something about this class is amazing because ***I can read now and do stuff with what I read for the first time.***”

## 3 outside district partners

Our district has **partnered with 3 outside districts** in **sharing the curriculum and training** in **exchange for their data** so that we are able to gather a wider research base so that we are able to continue refining based on feedback and needs and so that more kids are able to gain these necessary reading skills.

**THE LOOK I GIVE**



**WHEN I'M COMPLETELY  
OVERWHELMED**

**It might feel a little like this right now . . .**



**I'm hoping that you take away a few of these . . .**



# THANK YOU!

Any questions?

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