

LITERACY INSTRUCTION
IN SECURE CARE

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IMPORTANT SKILLS FOR TRANSITION

- Inference making
- Career readiness

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INFERENCE MAKING

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THE IMPORTANCE OF INFERENCE MAKING

- Impacts overall reading comprehension (Carlson, van den Broek, & McMaster, 2014)
- Move beyond the decoding of text to creating a coherent mental representation of it (Kendeou et al., 2014)

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TURN AND TALK

Assignment: Read the passage on climate change and write an essay describing how you feel about extreme weather events in your community being caused by rising temperatures around the world.

- Does the assignment require you to read the text?
- Does it require you to consider a perspective other than your own?

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SAMPLE TYPES OF INFERENCE BY TASK

- Author's purpose
- Main idea/summary
- Prediction
- Evaluation
- Conclusion
- Emotion
- Causal consequence
- Text-to-text
- **Text-to-background**

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SKILLS REQUIRED TO MAKE INFERENCES
(KISPAL, 2008)

- Active reading
- Zero tolerance for inconsistency
- Background knowledge
 - Breadth of knowledge and experiences
 - Vocabulary
 - Cultural information

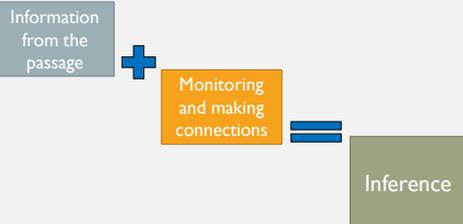
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CAN YOU INFER WHAT THEY ARE DOING?

Harold dribbled down the court and passed the ball to Anne.

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TEXT-DEPENDENT INFERENCES



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PILOT STUDY: MIDDLE SCHOOL (REED & LYNN, IN PRESS)

- Juvenile offenders, ages 9-14
- 6 lessons
 - 4-6 weeks
 - Pre-/post-test

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STEPS TO TEACHING HOW TO MAKE INFERENCES

COMPONENTS

- Build background knowledge
- Read text and note given information
- Stop periodically to monitor comprehension by making inferences

EXPLICIT INSTRUCTION

- I do
- We do
- You do

(Reed & Lynn, in press)

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STEP 1: BUILD BACKGROUND KNOWLEDGE

- Supply facts and content
- Pre-teach vocabulary
- Correct misunderstandings



- Vocabulary:
- internment
 - alien resident
 - loyalty

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GOAL SETTING

STUDENT CONFERENCE: DATE _____ TIME _____

Goal #1: _____

Steps I will take to reach this goal:

1. _____
2. _____
3. _____

Date I accomplished the goal: _____

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PAIRING STUDENTS FOR WORK

1. Minnie Mouse
2. Donald Duck
3. Lucy
4. Garfield
5. Batman
6. Mickey Mouse
7. Daisy Duck
8. Charlie Brown
9. Odie
10. Robin

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STEP 2: READ TEXT AND NOTE GIVEN INFORMATION

Organizer adapted from McMackin & Withereff, 2005

Inference Graphic Organizer

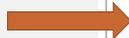
Name: _____ Date: _____

Title of Reading

What are the things you know for sure from the reading?

What things were you able to infer or figure out while you read?
(You may use the Inference Straps)

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**STEP 3:
MONITOR COMPREHENSION WITH STEMS**

1. The title of this story makes me think that...
2. I notice that _____ and _____ are similar because...
3. I notice that _____ and _____ are different because...
4. _____ makes me think about when I read _____ because...
5. _____ makes me predict that _____ will happen because...
6. I think the reason _____ happened was because...
7. I think the problem of _____ could be solved by...
8. I think _____ made the person _____ feel _____ because...
9. If the event _____ were told from the perspective of _____, I think the information would change by....
10. Because _____ and _____ happened, I think the result will be...
11. If _____ were to happen today, I think...
12. If the event happened in _____ (location), I think the information would change by...

(Reed & Lynn, in press) 16

MAKE INFERENCES

Organizer adopted from McMackin & Withereil, 2005

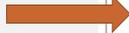
Inference Graphic Organizer

Name _____ Date _____

Title of Reading _____

What are the things you know for sure from the reading?

What things were you able to infer or figure out while you read?
(You may use the Inference stems)



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FICTIONAL PASSAGE

Individual Goal Setting:
Goal of 4 Inferences

Title of Reading _____

What are the things you know for sure from the reading?
The story is about a boy who is very smart and he is a leader. He is very kind and he is very brave. He is very smart and he is very brave. He is very smart and he is very brave.

What things were you able to infer or figure out while you read?
(You may use the Inference stems)

He is very smart and he is very brave. He is very smart and he is very brave. He is very smart and he is very brave. He is very smart and he is very brave.

(Reed & Lynn, in press) 18

INFORMATIONAL PASSAGE

Group Goal Setting:
Goal of 4 Inferences

Title of Reading

WAVING INTO THE MAIN STREAM

What are the things you know for sure from the reading?

① I WAS ABLE TO HELP THE FISHES

② THERE WAS FIRST THING HE DID NOT LIKE.

③ SOME OF THE FISHES GOT CHOKED UP

④ HE GOT THE HELP OF A PERSON.

⑤ HE GOT OUT OF TOWN FOR A WHILE.

⑥ I MADE AN APPOINTMENT TO GO TO THE SEASIDE.

What things were you able to infer or figure out while you read?
(You may use the Inference Items)

① HE WANTED TO HELP THE FISHES. ✓

② HE WASN'T HAPPY WITH HIS DECISION. ✓

③ HE GOT CHOKED UP. ✓

④ HE GOT THE HELP OF A PERSON. ✓

⑤ HE GOT OUT OF TOWN FOR A WHILE. ✓

⑥ I MADE AN APPOINTMENT TO GO TO THE SEASIDE. ✓

(Reed & Lynn, in press) 19

GOAL CHART

# Inferences										
5										
4										
3										
2										
1										
0										
Date										

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STUDY RESULTS
(REED & LYNN, IN PRESS)

- Significant improvement across all groups
 - Pre-test average: 50%
 - Post-test average: 83%
- Student reactions
 - Need for affirmation
 - Transfer to other settings

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WHAT AM I?

- Lives in winter
- Dies in summer
- Grows with its root upward

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CAREER READINESS:
DOCUMENT LITERACY

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TURN AND TALK

- What kinds of documents do students need to be able to read to be "career ready"?

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DOCUMENTS

- Job application
- Resume
- W-4
- I040 Tax form
- I-9
- Interview

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VOCABULARY INSTRUCTION IN CTE (REED, MILLER, & NOVOSEL, IN PRESS)

- Juvenile offenders
 - Ages 13-18
 - Grades 7-12 and GED
- After school program
 - Tuesday and Thursday afternoons
 - 45 min each

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TUESDAYS

- Teacher introduces new words with concept map
 - Pronounce word
 - Simplified definition
- Teacher uses samples of completed documents
 - Guided questioning to compare samples
 - Explanation of directions on documents
 - Explicit instruction in use of terms
- Students complete organizer
 - Use information from documents
 - Work with partner

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SAMPLE LESSON WORDS

W-4

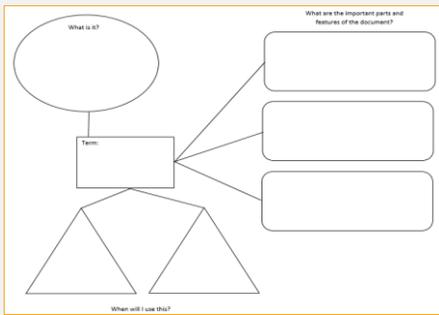
- W-4
- Allowances
- Exempt
- Withholding
- Adjustment
- Deductions
- Spouse

APPLICATIONS

- Reference
- Employer
- Termination
- Falsification

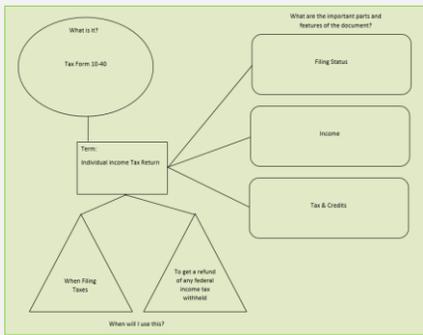
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CONCEPT MAP



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COMPLETED CONCEPT MAP



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THURSDAYS

- Teacher leads review of completed concept map from Tuesday
- Students individually practice completing a document

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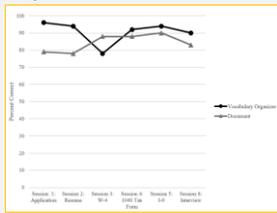
SAMPLE PRE/POSTTEST ITEM

1. What is the purpose of an I-9 form?
- A. So an employer can *withhold* the correct federal income tax from an employee's pay
 - B. To determine the *tax refund* due from the government
 - C. To build an employee's *resume* when applying for a job
 - D. For *verification* of the identity and *employment authorization* of each new employee

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STUDY RESULTS (REED, MILLER, & NOVOSEL, IN PRESS)

- Significant improvement across all groups
 - Pre-test average: 62%
 - Post-test average: 81%
- Average lesson performance



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SUMMARY

- Require the use of text
- Directly teach how to monitor comprehension by making inferences
- Directly teach career readiness vocabulary
- Offer students multiple opportunities to practice with a variety of texts (fictional, informational, documents)
- Provide and gradually fade scaffolds

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