

Handout 8.1 **Excerpt From *Teaching Middle and High School Students to Read and Write Well***

Teachers in the more effective programs use a variety of different teaching approaches based on student need. For example, if students need to learn a particular skill, item, or rule, the teacher might choose a *separated* activity to highlight it. Students would study the information as an independent lesson, exercise, or drill without considering its larger meaning or use (e.g., they might be asked to copy definitions of literary terms into their notebooks and to memorize them).

To give students practice, teachers prepare or find *simulated* activities that ask students to apply concepts and rules within a targeted unit of reading, writing, or oral language. Students are expected to read or write short units of text with the primary purpose of practicing the skill or concept. Often students are asked to find examples of that skill in use in their literature and writing books, as well as in out-of-school activities. (For example, a teacher might ask students to identify examples of literary devices within a particular selection, or to write their own examples of these devices.)

To help students bring together their skills and knowledge within the context of a purposeful activity, teachers use *integrated* activities. These require students to use their skills or knowledge to complete a task or project that has meaning for them. (For example, in discussing a work or works of literature, students might be asked to consider how a writer's use of literary devices affects a reader's response to the piece.)

Teachers with higher performing students use all three of these approaches—In more typically performing schools, teachers often rely on one strategy, missing opportunities to strengthen instruction and to integrate it across lessons and throughout the year.

Source: Langer, J., Close, E., Angelis, J., & Preller, P. (2000). *Teaching middle school and high school students to read and write well: Six features of effective instruction*. Albany: The National Research Center on English Learning and Achievement (CELA), University at Albany, State University of New York, p. 4.

Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don't Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.