

Adolescent Literacy Toolkit

DVD Table of Contents

Click the hyperlinked texts to access more information about adolescent literacy, lesson plans and research.

* Indicates these documents were included in the Toolkit

\$ Indicates the resource is available to purchase from the publishing source listed.

*STAFF DEVELOPMENT LESSONS:

PURPOSE: In order to engage staff in understanding and integrating literacy across content areas, these professional development lessons demonstrate best practices in school improvement.

AUDIENCE: Whole staff

DESCRIPTION: These three lessons start your staff on the collective exploration of how deliberate literacy instruction and intervention become part of the school culture. The lessons use critical pieces found in the Toolkit and model effective literacy strategies to help you “unpack” the resources.

- [“What Does Literacy Look Like?”](#)
- [“Characteristics and Supports of Comprehensive Adolescent Literacy Instruction- Part 1”](#)
- [“Characteristics and Supports of Comprehensive Adolescent Literacy Instruction-Part 2”](#)

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POSITION STATEMENTS:

PURPOSE:	Position statements reflect the current need to address adolescent literacy and through commissions of experts, advise policy and practice to improve adolescent literacy. The statements present concise and research-based recommendations to the field of educators and policy makers.
AUDIENCE:	Whole staff, leadership teams, literacy teams and/or coach, professional development coordinator, curriculum coordinator, site based decision making committee, district personnel

* [Adolescent Literacy: A Position Statement](#) - International Reading Association (IRA)

DESCRIPTION: A position statement from a national commission of reading experts, this document calls for the promotion and advocacy of adolescent literacy and seven principles for supporting adolescents' literacy growth.

[Adolescent Literacy: A Research Policy Brief](#) - National Council of Teachers of English (NCTE)

DESCRIPTION: This is a short guide of adolescent literacy research with implications for teaching and learning. The policy brief contains causes of concern, common myths, and four factors in understanding adolescent literacy. The document ends with research-based recommendations for effective literacy instruction.

[Improving Adolescent Literacy in Kentucky: A Joint Position Statement](#) -

Kentucky Department of Education (KDE) and the Kentucky Reading Association (KRA)

DESCRIPTION: This position statement developed in collaboration with KDE, the Kentucky Board of Education, and KRA articulates the need for a comprehensive adolescent literacy plan for the state of Kentucky. The statement shares with policymakers what we need to do to ensure students in grades 4-12 can meet the literacy demands required in a knowledge driven economy.

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* [Literacy Instruction in the Content Areas](#) - Alliance for Excellent Education

DESCRIPTION: The report addresses one important way in which schools can and must improve the literacy instruction they provide to students in grades 4-12. Specifically, it focuses on reading and writing instruction in the academic content areas.

* [NCTE Principles of Adolescent Literacy Reform](#) - National Council of Teachers of English (NCTE)

DESCRIPTION: This document provides an overview of the concerns of adolescent literacy, and it outlines research-based reforms NCTE has identified to address them. Sections follow on the importance of teacher quality and centrality of high quality professional development to improve adolescent literacy.

* [Reading Next](#) - Alliance for Excellent Education

DESCRIPTION: It outlines fifteen elements of effective adolescent literacy programs. The report advocates for a “balanced vision” of combinations of the elements for the most effective overall program, creating “planned variation”. It is stressed that any combination of elements used must include three specific elements in order to be successful; professional development, formative assessment, and summative assessment. The report outlines the “optimal mix” for both effecting solid and substantial change in literacy for current students and building the field’s knowledge base.

* [Standards for Middle and High School Literacy Coaches](#) - International Reading Association (IRA)

DESCRIPTION: As a joint effort of the IRA and four national councils of core content, this collaboration represents the ideal standards for secondary literacy coaches. The coaching standards are divided into two parts - leadership standards and content area standards. This document works well in developing job descriptions and identifying criteria when hiring and assessing literacy coaches. It can also serve to educate other stakeholders in the role of coaching and to establish benchmarks for coaching success in the school.

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* [Writing Next](#) - Alliance for Excellent Education

DESCRIPTION: A companion to *Reading Next*, the report offers a number of specific teaching techniques suggested by research that will help 4th-12th graders in our schools. Using up-to-date research, the report recommends eleven elements of effective writing instruction. These elements have shown clear results for improving student's writing. They can be combined in flexible ways to strengthen adolescents' literacy development. The goal of the report is that all students become proficient and flexible writers.

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INTERVENTIONS AND INSTRUCTIONAL DESIGN:

PURPOSE:	These resources supply practical and applicable research-based methods of comparing current interventions for adolescents. Several models of comparing both school-wide programs and smaller group reading interventions are presented. Included are critical elements to consider such as overviews of processes, cost, professional development, and infrastructure changes to fully implement intervention programs.
AUDIENCE:	Whole staff, administration, leadership teams, literacy teams and/or coach, professional development coordinator, curriculum coordinators, district personnel

* [*Informed Choices for Struggling Adolescent Readers*](#) - Deshler, Palincsar, Biancarosa, and Nair

DESCRIPTION: This text provides an overview of current research on what works best with adolescent learners. A directory includes more than 40 instructional programs designed to aid adolescent readers. The resource gives you the information to find the best intervention for your school and your students.

[*Academic Literacy Instruction for Adolescents*](#) - Center on Instruction

DESCRIPTION: This document was prepared to assist literacy specialists as they work with states to improve educational policy and practice in the area of adolescent literacy. Part One discusses recommendations to improve literacy instruction in the content areas. Part Two contains advice from experts about the methods for improving adolescent literacy. Part Three describes specific examples adopted in four states to improve adolescent literacy.

[*Adolescent Literacy Intervention Programs: Chart and Program Review Guide*](#) - Learning Point Associates

DESCRIPTION: This is a paper that describes the characteristics of programs developed for adolescents who are struggling with literacy. The accompanying “Adolescent Intervention Program Chart” compares and contrasts the characteristics of the programs reviewed and a review guide helps schools make principled decisions when faced with making instructional purchases.

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Features of Literacy Programs: A Decision–Making Matrix - National Council of Teachers of English (NCTE)

DESCRIPTION: A matrix developed by the Commission on Reading of NCTE, this resource provides sound, standards-aligned criteria to apply as schools/districts select program materials or design programs of instruction in reading. The matrix is designed as a discussion and decision making tool for teachers and administrators working together to select instructional materials.

The Secondary Literacy Instruction and Intervention Guide - Stupski Foundation

DESCRIPTION: This district-level model offers clear, coherent and replicable planning, strategies and implementation. This guide incorporates evidence-based and research-validated literacy resources to meet the differentiated needs of struggling adolescents. The tools and the guide are designed around the University of Kansas' Content Literacy Continuum (CLC) model. The Intervention Guide identifies and categorizes research validated intervention programs focused on intensive basic skill and strategy instruction.

Effective Instruction for Struggling Adolescent Readers - Center on Instruction

DESCRIPTION: The purpose of this practice brief is to provide schools, districts, and states with background knowledge about best practices for older students who struggle to read. It focuses on the reading skills that adolescents need to fully access content area curriculum. The brief along with two other documents are part of the Center on Instruction's professional development module. The module, along with other resources, is located at: www.centeroninstruction.org.

How to Know a Good Adolescent Literacy Program When You See One: Quality Criteria to Consider - Alliance for Excellent Education

DESCRIPTION: This a short brief that helps decision makers ask the right questions when assessing literacy programs for selection using federal, state or local funds.

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Coaching: A Strategy for Developing Instructional Capacity - The Annenberg Institute for School Reform

DESCRIPTION: The document explores the promises and practicalities of literacy coaching as a model of job embedded and on-going professional development for teachers. The guide focuses on implementation questions about using coaching as a means for large scale improvement. It offers details on what coaches do, what knowledge and skills they need to have, and what districts need to do to establish conditions to making coaching effective.

The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools -
Alliance for Excellent Education

DESCRIPTION: This paper looks at the role literacy coaches play in adolescent literacy programs. It defines what works in successful programs and how to train effective coaches. This text highlights that effective, continuing, and supportive staff development is critical to success in supporting secondary literacy learning. A key player in that process is the literacy coach.

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LINKING RESEARCH AND PRACTICE:

PURPOSE: Educational research informs the best practice of our teachers. Unfortunately, there is a huge gap between those who collect and review the data and those who put that data to work every day. The following resources attempt to bridge that gap in making research accessible and organized so that it can be used to inform educational practices.

AUDIENCE: Whole staff, leadership teams, literacy teams and/or coach, professional development coordinator, curriculum coordinators, district personnel, teachers

[Adolescent Literacy Resources: Linking Research and Practice](#) -

The Education Alliance at Brown University (Meltzer, Smith, and Clark)

DESCRIPTION: The book organizes research-based literacy strategies and links it to effective classroom practice to help educators focus their efforts in this critical area. The book links a series of annotated research reviews to the “Adolescent Literacy Support Framework”. The Framework defines the elements of a successful literacy initiative and connects the research to best practices. Educators can use the Framework and the related research to assess the types of literacy support they already have in place and what they need to put into practice for improving student achievement.

[Interventions for Adolescent Struggling Readers](#) - Center on Instruction

DESCRIPTION: This meta-analysis report summarizes aspects of recent research on reading instruction for adolescent struggling readers. It synthesizes research findings to determine the relative effectiveness of interventions and outlines the implications of these findings for practice. This report along with two other documents is part of the Center on Instruction’s professional development module. This report, along with other resources, can be found at: www.centeroninstruction.org.

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[Collaborative Center for Literacy Development](#) - (CCLD)

DESCRIPTION: This website focuses on professional development initiatives and research conducted by CCLD. It also houses a clearinghouse which includes reviews of books, journal, articles, research reports and briefs, organizations, and online links for the purpose of enhancing the instructional practices of Kentucky educators. www.kentuckyliteracy.org

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IMPROVING CLASSROOM PRACTICE:

PURPOSE: Policy briefs and research help lay the foundation for understanding the current concerns in adolescent literacy. Once the issues are clear, educators often need concrete examples of how best practice and research translates into actual lesson plans they can use. These resources include examples of research-based literacy strategies for use in the classroom. Planning tools for integrating literacy into content areas are also included.

AUDIENCE: Whole staff, administration, curriculum coordinator, teachers

[Teacher Self-Assessment Tool for Content Area Literacy Support](#) - Council of Chief State School Officers (CCSSO)

DESCRIPTION: This rubric is designed for teachers to assess the frequency and quality of literacy instruction and practices they use to support their students' learning. It encourages and prepares content-area teachers to embed literacy strategies into their discipline-specific instruction. Additional resources such as lesson plans and professional development modules can be found at: http://www.ccsso.org/projects/Secondary_School_Redesign/Adolescent_Literacy_Toolkit/About_the_Toolkit/

[Teacher Self-Assessment Planning Tool for Content Area Literacy Support](#) - Council of Chief State School Officers (CCSSO)

DESCRIPTION: This tool is to be used by teachers after they complete the literacy self-assessment rubric. The goal of the planning tool is to help teachers synthesize their self-assessment results and identify targeted professional development opportunities and opportunities for collaborative learning among school staff. Additional resources such as lesson plans and a professional development module can be found at: http://www.ccsso.org/projects/Secondary_School_Redesign/Adolescent_Literacy_Toolkit/About_the_Toolkit/

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AdLit: All About Adolescent Literacy – Washington Educational Television Association (WETA) and the Carnegie Corporation

DESCRIPTION: Launched in late 2007, AdLit.org offers resources to the parents and educators of struggling readers and writers in grades 4-12. The online site includes research-based articles, instructional material for classroom teachers, a blog by a librarian, book recommendations, and a free monthly e-newsletter. <http://adlit.org/>

What Works Clearinghouse: Scientific evidence for what works in education – Institution of Education Sciences (IES) and US Department of Education

DESCRIPTION: A centralized source of scientific evidence for what works in education. This site provides user-friendly practice guides for educators that address instructional challenges with research-based recommendations for schools and classrooms. It assesses the effectiveness of interventions and creates standards for reviewing educational research. <http://ies.ed.gov/ncee/wwc/>

Read Write Think - International Reading Association (IRA) and National Council of Teachers of English (NCTE)

DESCRIPTION: This is a collaborative website that provides educators and students with access to quality reading and language arts lesson plans. The lesson plans integrate Internet content into the teaching and/or learning experience. The lessons are based on content standards and they provide research-based strategies. Their Web Resource Gallery includes instructional resources, professional development, reference library and student resources selected in adherence to a rigorous set of criteria. <http://www.readwritethink.org/index.asp>

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Content Area Literacy Guide - Council of Chief State School Officers (CCSSO)

DESCRIPTION: The Guide provides concrete suggestions for supporting all students as they progress from the *learning to read* focus of elementary school to the *reading to learn* focus of high school core content classes. Suggestions are provided about how to integrate what is known about adolescent literacy and literacy best practices into content instruction. The Guide concludes with a collection of nearly two dozen strategies that support students' literacy development and their understanding of content. Each strategy includes a description, its purpose, step-by-step directions for use, and suggestions for differentiated applications and use in core classes.

* **“Literacy Without Limits” DVD** - Kentucky Educational Television (KET)

DESCRIPTION: “Literacy Without Limits” is a helpful, non-intimidating, and immediately useful resource for teachers whose students struggle to read. Effective instruction in a variety of subjects and settings is illustrated through authentic Kentucky classroom video, with teachers providing insight into their planning and pedagogical reasoning. All videos are supported by explanations of key practices along with links to lesson materials. <http://www.literacywithoutlimits.org/>

Achievement Gap webpage - National Education Association (NEA)

DESCRIPTION: NEA offers a wide range of programs, products, and resources to engage and support state affiliates and members in closing the achievement gaps. NEA resources provide support for educators confronting the reality of achievement gaps in their school through training and resources, developing training and materials for English Language Learners and helpful classroom guides to reduce and eliminate the gaps. <http://www.nea.org/home/AchievementGaps.html>

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SCHOOL WIDE RESOURCES:

PURPOSE:	Adolescent literacy is not just a problem in isolated classrooms. To make the commitment to improving literacy requires a whole school to change its thinking about how content text is accessed and how best to teach students the skills to gain that access. School wide resources provide tools that can be used to evaluate and transform literacy instruction as a whole school effort.
AUDIENCE:	Whole staff, administration, leadership teams, literacy teams and/or coach, professional development coordinator, curriculum coordinators, district personnel, teachers

[Performance Effectiveness Review for Kentucky Schools \(PERKS\)](#) - Kentucky Department of Education (KDE)

DESCRIPTION: Literacy PERKS is designed for use by school, district, and state-level reviewers. At the school level, the best use of the Literacy PERKS document occurs when a literacy team is formed and members conduct an initial review of the school's approach and programs in literacy. Following the review, literacy team members should compile findings and results to develop a school wide literacy plan. Additional resources can be found on the KDE website which include interviews with local school district staff articulating the use of the PERKS document.

["Quality Indicators for Secondary Literacy"](#) - *Creating Literacy-Rich Schools for Adolescents*, Ivey and Fisher

DESCRIPTION: Ivey and Fisher's set of indicators is a starting point for middle and secondary teachers to analyze their instruction and prioritize their modeling and teaching strategies. This tool helps teachers gauge where they are on the continuum of improving literacy at the secondary level. Each area in the table of indicators connects to a chapter that provides more in-depth information from the text.

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\$ Literacy Across the Curriculum: Setting and Implementing Goals Grades Six through Twelve -
Southern Regional Education Board (SREB)

DESCRIPTION: This volume (SREB #12) is for state, district, and school leaders who plan to implement school wide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. This resource provides steps for raising reading and writing achievement through the use of literacy across the curriculum. Five literacy goals are identified: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language-arts classes.

<http://www.sreb.org/Programs/HSTW/publications/PubsDisplay.asp?SubSectionID=26>

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21st CENTURY SKILLS:

PURPOSE: Literacy is no longer restricted to print based media. Students today must learn new skills in a global society. P-12 schools should embed the 21st century skills as a part of academic standards.

AUDIENCE: Whole staff, administration, leadership teams, literacy teams and/or coach, professional development coordinator, curriculum coordinators, district personnel, teachers

Engage 21st Century Skills for 21st Century Learners: Literacy in the Digital Age -

North Central Regional Educational Laboratory (NCREL) and the Metiri Group

DESCRIPTION: This comprehensive report outlines the 21st century learning skills and why it is crucial our students are able to use and apply these skills. It includes an in-depth discussion of the four skill sets: digital-age literacy, inventive thinking, effective communication, and high productivity. It outlines a process for full implementation. National models for incorporating the skills and references are included.

21st Century Skills Map - Partnership for 21st Century Skills in collaboration with the National Council of Teachers of English (NCTE)

DESCRIPTION: This document integrates 21st Century Skills integrated with English-learning outcomes to demonstrate the intersection of 21st Century skills with core subjects. The map is organized by each 21st Century skill, the skill definition, an interdisciplinary theme, and a sample student outcome/ example of integration. Concrete examples are offered in elementary, middle, and high levels. Financial, health, and civic literacy along with global awareness are highlighted throughout the map.

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RESOURCES FOR PRINCIPALS:

PURPOSE: Instructional leadership is the element that can make the difference in a school wide initiative failing or succeeding. The documents in this section can help enrich knowledge about literacy. Research suggests essential requirements exist for high quality support and instructional challenges that are applicable across school levels or settings.

AUDIENCE: Administration, district personnel

[Creating a Culture of Literacy: A Guide to Middle and High School Principals](#) -

National Association of Secondary School Principals (NASSP)

DESCRIPTION: Guidance for creating a well-defined intervention plan for students is provided. The document supports principals in creating a culture of literacy for academic achievement for all students with the goals of enhancing academic success, chances for postsecondary education, and employability.

[Improving Literacy Instruction in Middle and High Schools: A Guide for Principals](#) - Center on Instruction

DESCRIPTION: This “quick start” guide for principals of both middle and high schools identifies three goals for secondary school literacy initiatives. It provides elements for a school-level literacy action plan: leadership activities, using data to guide instruction, and appropriate and effective materials.

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