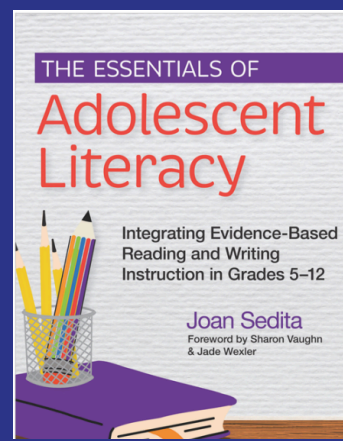


Adolescent Literacy Book Study Guide



Keys to
Literacy

Prepared by [Keys to Literacy](#).

Adolescent Literacy Book Study Guide

Overview



This resource is intended for schools and educational organizations seeking to conduct a book study of *Essentials of Adolescent Literacy: Integrating Evidence-Based Reading and Writing Instruction in Grades 5–12* by Joan Sedita.

About the Book

Written by Joan Sedita—author of the ***Keys to Adolescent Literacy professional learning course*** and the bestselling book *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*—the chapters in ***The Essentials of Adolescent Literacy*** are aligned with the training course modules. The book serves as a companion resource for both online and live training.

Schedule

The book study is organized into three parts. In each part, participants independently read several chapters and use guiding questions to reflect on the content. The sponsoring organization schedules opportunities—either virtual or in person—for participants to meet, share their responses, and discuss their overall reflections.

During these meetings, a pre-recorded webinar-style presentation by the author, Joan Sedita, may be shown. In each presentation, Joan reviews and highlights the key ideas from the chapters assigned for that portion of the study. Each recording is approximately 35–40 minutes long.

Sponsoring organizations may determine the timeline for completing the book study based on participants' needs. However, it is recommended that at least two weeks be allotted for each of the three parts.

Three-Part Book Study Design

BOOK STUDY CHAPTERS, PART 1

1. Literacy Basics
 2. What is Adolescent Literacy?
 3. Vocabulary Instruction
 4. Comprehension Instruction
- (35 minute recorded webinar)

BOOK STUDY CHAPTERS, PART 2

5. Teaching Text Structure
 6. Writing Instruction
 7. Supporting Learning Through Discussion
- (35 minute recorded webinar)

BOOK STUDY CHAPTERS, PART 3

8. Advanced Word Study and Fluency
 9. Adolescent Learners with Literacy Difficulties
 10. Data-Driven Reading Intervention
- (35 minute recorded webinar)

Chapter 1 Literacy Basics

- What are the five components of reading, and how does instruction in these areas shift as students progress through the grades?
- In what ways are Sedita's *Writing Rope* and Scarborough's *Reading Rope* similar?
- What are the benefits of integrating reading and writing instruction, and how does writing enhance both reading comprehension and content learning?
- Explicit, systematic instruction and the gradual release of responsibility model are two recommended teaching principles. What do you consider the most important takeaway from these approaches?

Chapter 2 What is Adolescent Literacy?

- What significance does the following sentence from the chapter hold for you? "In many ways, literacy is the gatekeeper to learning in any subject."
- The chapter outlines three levels of adolescent literacy: basic literacy, content literacy, and disciplinary literacy. Which of these levels best aligns with your role, and in what ways?
- Reflect on the similarities and differences between content literacy and disciplinary literacy. What is one idea that stood out most to you?
- Choose one instructional suggestion for teaching literacy in Grades 5–12 that resonates with you. Briefly describe the suggestion and explain why you selected it.

Chapter 3 Vocabulary Instruction

- Explain the relationship between vocabulary knowledge and reading comprehension.

- This chapter emphasizes that effective vocabulary instruction should incorporate both direct and indirect methods, with an emphasis on developing students' word knowledge in terms of both depth and breadth. In what ways does this approach align with how you teach vocabulary?
- This chapter offers instructional suggestions for previewing vocabulary, teaching words in depth, engaging students in activities that connect words, and teaching students to use context clues and knowledge of word parts to determine the meaning of unfamiliar words. Choose at least two of these suggestions to incorporate into your instruction, and explain why you selected them.

Chapter 4 Comprehension Instruction

- How does background knowledge contribute to reading comprehension? What strategies does the chapter suggest for activating or building students' knowledge before they begin reading, and which of these strategies do you believe would best support your students?
- What comprehension strategies do you currently use to support students' understanding of text? What advantages might there be if teachers across different grades and subject areas within the same school taught a consistent set of strategies?
- This chapter offers instructional suggestions for teaching comprehension strategies, including using a top-down topic web graphic organizer, identifying main ideas and relevant details, taking two-column notes, and summarizing. Choose at least two of these suggestions to incorporate into your instruction, and explain why you selected them.
- What information or instructional suggestions about generating and answering questions—both by teachers and students—stood out to you the most?

Chapter 5 Teaching Text Structure

- Summarize how teaching text structure supports both reading and writing.
- This chapter offers instructional suggestions for teaching text structure at multiple levels, including the three types of text, the five patterns of organization, transition words and phrases, and paragraph structure. Choose at least two of these suggestions to incorporate into your instruction, and explain why you selected them.
- Explain syntactic awareness and describe how activities such as sentence combining, sentence deconstruction, and sentence elaboration can help students both comprehend complex sentences and improve their own sentence writing.

Chapter 6 Writing Instruction

- Quick writes provide students with frequent opportunities to practice writing across all subjects. Consider how you might assign quick writes to help students deepen their understanding of content.
- Describe what resonated most with you about using mentor texts (i.e., written exemplars) as models for writing.
- This chapter offers instructional suggestions and scaffolds for teaching strategies that align with the stages of the writing process: think, plan, write, and revise. Choose at least two of these suggestions to incorporate into your instruction, and explain why you selected them.

- This chapter emphasizes the importance of carefully planning writing assignments, including the use of tools such as the Writing Assignment Guide (WAG). Describe a key point about planning assignments that stands out to you.

Chapter 7 Supporting Learning Through Discussion

- How often do you include discussion in your lessons? When you do, are the discussions primarily whole-class and teacher-led, student-led in small groups, or partner-based? How effective are these discussions?
- This chapter offers suggestions for planning discussions, such as establishing collaboration norms, identifying goals, preparing guiding questions, and designing after-discussion questions. Identify at least two of these suggestions that resonated most with you.
- Reflect on the *Teacher Discussion Moves* and *Student Talk Moves* presented in this chapter. How might you apply these to foster more successful discussions with your students?

Chapter 8 Advanced Word Study and Fluency

- Three students—Thomas, Maria, and Luis—are introduced at the beginning of this chapter. Each benefits from instruction in advanced phonics and word study skills, but for different reasons. Reflect on the students you work with and consider which of these three they most resemble.
- Consider the word analysis routine for reading multisyllabic words presented in this chapter. How might you integrate this routine into your instruction? Which students are likely to benefit the most from its use?
- This chapter offers suggestions for developing students' morphological awareness through instruction on prefixes, suffixes, and roots. Describe at least two of these suggestions you can incorporate into your teaching.
- The chapter notes that proficient adolescent readers typically read grade-level text at a rate of at least 145-150 WCPM, with an accuracy of at least 95%. How many of your students demonstrate fluency at this level, and how many do not? What opportunities can you create for all students to engage in regular reading, both in and out of school, to promote continued growth in fluency?

Chapter 9 Adolescent Learners with Literacy Difficulties

- In your own words, explain how the Simple View of Reading can be used to understand why some adolescent learners struggle with reading, and discuss the implications for reading intervention instruction.
- How can the *Writing Rope* framework be applied to determine appropriate intervention strategies for students who struggle with writing?
- This chapter provides several suggestions for how general education teachers can support adolescents who face challenges with reading and writing. Which of these suggestions were most meaningful to you?
- This chapter summarizes characteristics of effective interventions, such as smaller instructional group sizes, increased intervention time, individualized instruction, and intervention provided in pull-out class. Generate at least two key phrases or sentences that capture the most important takeaways for you about intervention instruction.

- This chapter shares information and instructional suggestions for supporting students with learning disabilities (including dyslexia), students with executive function deficits, and English learners who are still developing their reading and writing skills in English. Describe at least two insights that will shape how you support adolescent students who struggle with literacy for these reasons.

Chapter 10 Data-Driven Reading Intervention

- Describe why assessment is essential for making instructional decisions about interventions.
- Consider the screening and diagnostic assessment plan for grades 5-12 presented in this chapter. Explain why the number of students assessed decreases at each stage.
- Briefly summarize the steps in a problem-solving process that can be used to analyze data at the student, classroom, or grade level.
- What is one idea from this chapter that had the greatest impact on you?

Related Professional Learning Course

Please note that the content of *Essentials of Adolescent Literacy* is aligned with a companion professional learning course, also authored by Joan Sedita and available through Keys to Literacy. The course can be taken asynchronously, in a facilitated online format delivered by Keys to Literacy consultants or certified facilitators, or as live training delivered by Keys to Literacy consultants. For more information, contact Keys to Literacy.