

# Keys to Adolescent Literacy

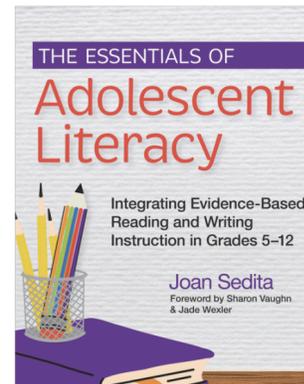
*A professional development course for grades 5–12 educators.*

Are you seeking research-based classroom and intervention practices in reading and writing to support students in grades 5-12? **Keys to Adolescent Literacy** helps secondary educators understand the unique aspects of adolescent literacy and equips grades 5-12 teachers with the tools for teaching vocabulary, comprehension, text structure, writing, discussion, advanced word study, and fluency. Educators learn how to integrate research-based literacy instruction into all subject areas. The course also provides strategies for supporting students with literacy difficulties and for using assessment data to design responsive, individualized literacy interventions.

**Keys to Adolescent Literacy** is grounded in more than 20 years of Keys to Literacy’s experience providing professional development for elementary and secondary educators, combined with the latest research on effective adolescent literacy instruction.

The course is organized into modules covering these topics:

- Module 1: Literacy Basics
- Module 2: What is adolescent literacy?
- Module 3: Vocabulary Instruction
- Module 4: Comprehension Instruction
- Module 5: Teaching Text Structure
- Module 6: Writing Instruction
- Module 7: Supporting Learning Through Discussion
- Module 8: Advanced Word Study and Fluency
- Module 9: Integrating Literacy into Content Instruction
- Module 10: Adolescent Learners with Literacy Difficulties
- Module 11: Data-Driven Reading Intervention



**Keys to Adolescent Literacy** is offered in multiple formats. The full course takes 27 to 48 hours to complete, depending on the format, with individual modules ranging from 1.5 to 6 hours each. Educators, schools, and districts have the flexibility to select the format that best fits their schedules, professional goals, and state literacy professional development requirements.

**Who should participate?** The course is appropriate for educators in grades 5-12, including classroom teachers, special education/intervention educators, literacy coaches, and administrators.

## What formats are available?

The *Keys to Adolescent Literacy* course is offered in multiple formats, as described below, allowing schools and districts to select the option that best aligns with educators’ schedules, district professional development goals, and state adolescent literacy initiatives.

### **Option 1: Live Training**

Participate in live training, delivered by a Keys to Literacy consultant either virtually (via Zoom meeting software) or onsite at your school or district. This training includes *The Essentials of Adolescent Literacy* book. The course modules are organized into nine, three-hour sessions, totaling 27 hours for the full course. Keys to Literacy will work with you to create a customized professional development plan, offering training for some or all of the modules according to a schedule that meets your needs. Optional “Connect to the Classroom” implementation coaching is also available. Contact us to learn more.

### **Option 2: Asynchronous Online Course**

The online course includes 11 modules, aligned with the live training modules and *The Essentials of Adolescent Literacy* book. The course takes approximately 40 hours to complete. Because it is asynchronous, participants may log in and out at their convenience and complete assignments at their own pace. Individual educators can register, or schools can enroll groups. Contact us to learn more.

### **Option 3: Facilitated-Online Course**

This hybrid option is designed for educators who want to complete the online course while also participating in live, debrief sessions facilitated by a Keys to Literacy consultant. These sessions provide opportunities to debrief online activities, share strategies for connecting course content to classroom instruction, and receive guidance on key topics. In addition to the asynchronous course time, participants engage in eight hours of facilitated sessions, scheduled flexibly to meet your school or district’s needs. Contact us to learn more, including details about our **Certified Facilitator** option for schools interested in offering the facilitated online course with in-house facilitators.

### **State-Specific Versions**

Keys to Literacy can customize the *Keys to Adolescent Literacy* course to align with professional development requirements related to your state’s adolescent literacy initiative. Contact us to learn more.

## **Who should participate?**

Educators in grades 5-12, including classroom teachers, special education/intervention educators, literacy coaches, and administrators.

# Course Outline

## PART 1: Introduction to Adolescent Literacy

### Module 1: Literacy Basics

*Module 1 provides an overview of the Science of Reading and establishes foundational knowledge about literacy instruction across all grade levels.*

- The Science of Reading and Writing (Simple View, Reading Rope, Writing Rope, stages of reading development, how the brain learns to read)
- Five Components of Reading
- Language Components (Orthography, Morphology, Semantics, Syntax, Discourse, Pragmatics)
- Principles of Effective Teaching (including explicit instruction, gradual release of responsibility, culturally responsive literacy instruction)
- Integrating Reading and Writing Instruction (using writing to learn, comparing the ropes, models of subject-area text)
- Considerations for English Learners

### Module 2: What is adolescent literacy?

*Module 2 defines adolescent literacy and introduces the background knowledge educators need to support content, disciplinary, and intervention-focused reading and writing instruction.*

- Overview: Adolescent Literacy (defined, levels of instruction: intervention, content, disciplinary)
- Research: Evidence-Based Secondary Reading & Writing Instruction
- Core Literacy Instruction Grades 5-12
- Content & Disciplinary Literacy (defined, differences, needs of struggling adolescents)
- Teaching Content & Disciplinary Literacy (role of content teachers, instructional suggestions, challenges)
- Adolescent Motivation and Engagement in Literacy

## PART 2: Literacy Instruction

### Module 3: Vocabulary Instruction

*Module 3 provides an overview of effective vocabulary instruction that can be applied across multiple grades and subjects.*

- Why teach vocabulary? (including the vocabulary-comprehension connection)
- Academic Vocabulary
- Effective Vocabulary Instruction (direct and indirect, breadth and depth)
- Vocabulary Instruction for English Learners
- Previewing Vocabulary Prior to Reading (including instructional suggestions)
- Selecting Words to Teach In-Depth (including three-tier model)
- Teaching Targeted Words In-Depth (including instructional suggestions)
- Word-Learning Templates (Frayer/Four Square, Two-Column)

- Making Connections Among Words (schema, three activities: categorizing, semantic mapping, semantic feature analysis)
- Teaching Use of Context
- Teaching Use of Word Parts (structural analysis using morphemes, word families)
- Fostering Word Consciousness

#### **Module 4: Comprehension Instruction**

*Module 4 provides an overview of effective comprehension instruction that can be applied across multiple grades and subjects.*

- Comprehension Overview (RAND reading comprehension model, factors affecting comprehension, considerations for English learners, and dialect differences)
- Vocabulary, Background Knowledge, and Comprehension
- Access to High-Quality Grade-Level Text
- Analyze Text, Teach Close Reading
- Making Inferences
- Metacognition, Comprehension Monitoring
- Comprehension Strategies:
  - Graphic organizers, top-down topic webs
  - Main ideas
  - Note taking
  - Summarizing
  - Answering and generating questions

#### **Module 5: Teaching Text Structure**

*Module 5 offers strategies for teaching multiple levels of text structure to support both reading and writing.*

- Understanding Text Structure in Reading and Writing (multiple levels of text structure)
- Three Types of Text (Narrative, Informational, Argument)
- Patterns of Organization and Transitions
- Paragraph Structure
- Sentence Structure
- Instructional Suggestions

#### **Module 6: Overview of Writing Instruction**

*Module 6 provides an overview of effective writing instruction that can be applied across grades and subjects.*

- What do we know about writing? (teaching principles, research overview, AI, and writing instruction)
- Writing Frameworks: The Writing Rope, The Not-So-Simple-View of Writing
- Writing in the Content Areas (using writing to learn, role of content teachers)
- Types of writing assignments – quick writes, responding to text, teacher-generated prompts)
- Mentor Text as Models for Writing
- Stages of the Writing Process (think, plan, write, revise; awareness of task, audience, purpose)
- Strategy Instruction and Scaffolds:
  - Think Stage: gathering information and ideas into notes

- o Plan Stage: graphic organizer to plan structure
- o Write Stage: writing templates
- o Revise Stage: revising for content and conventions
- Revision: Teacher and Peer Feedback
- Using a Writing Assignment Guide (WAG)

## **Module 7: Supporting Learning Through Discussion**

*Module 7 offers strategies for planning and facilitating discussions that support learning in any subject.*

- Discussion to Support Learning (including discussion formats)
- Planning for Discussion (preparing questions, discussion norms)
- Academically Productive Talk
- Facilitating Discussion (including teachers and student talk moves)
- Discussion Activities (common activities, Socratic Seminar)

## **Module 8: Advanced Word Study and Fluency**

*Module 8 explains the role of advanced phonics, morphology, and fluency in reading comprehension, along with instructional suggestions to help students decode and spell multisyllabic words.*

- Teaching Advanced Phonics and Word Study in Grades 5-12 (progression across grades, students with word reading difficulties)
- Introduction to Phonics, Advanced Word Study, and Fluency
- Multisyllabic Words (including a routine for reading and spelling longer words, emphasizing morphemes over syllables)
- Teaching Morphemes (instructional suggestions for prefixes, suffixes, roots)
- A Closer Look at Syllables, Syllable Division, and the Schwa Vowel Sound
- Spelling Instruction for Grades 5-12

## **Module 9: Integrating Literacy into Content Instruction**

*Module 9 provides opportunities for classroom subject-area teachers to integrate course strategies into their content classrooms.*

- Examples of Vocabulary, Comprehension, Text Structure, Discussion, and Writing Applied to Classroom Text and Other Sources
- Application: Use your Content Lessons and Sources
  - o Identify and incorporate a before, during, and after literacy instruction task
  - o Generate a discussion activity and a writing task

## **PART 3: Literacy Intervention**

### **Module 10: Adolescent Learners with Literacy Difficulties**

*Module 10 explains why some adolescents struggle with reading and writing and offers an overview of effective intervention practices.*

- Older Students Who Struggle with Literacy (misconceptions, motivation, and emotional consequences, tiered instruction)
- Causes of Literacy Difficulty
- Difficulty with Reading, Writing
- Supporting Struggling Readers and Writers in the General Education Classroom
- Overview: Effective Intervention Instruction
- Reading Intervention: Vocabulary and Comprehension
- Reading Intervention Suggestions: Decoding and Fluency
- Suggestions for Writing Intervention
- A Closer Look at Dyslexia (including the reading brain)
- A Closer Look at Executive Functions
- A Closer Look at English Learner Challenges
- Additional Suggestions

### **Module 11: Data-Driven Reading Intervention**

*Module 11 provides an overview of literacy assessments and explains how assessment data can be used to guide instructional suggestions.*

- Intervention Instruction Informed by Assessment (assessment and MTSS, a secondary literacy instruction model)
- Screening and Diagnostic Assessment, Grades 5-12
- Types of Assessments, Assessment Terminology
- Assessment Across the Year (including using progress monitoring)
- Analyzing Assessment Data: Matching Students to Interventions
- Analyzing Data: School, Grade, Teacher Levels



**Contact Keys to Literacy for more information:**

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