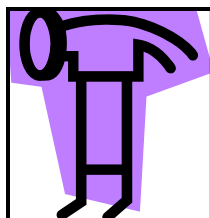


Adolescent Literacy Toolkit

Informed Choices for Struggling Adolescent Readers

Staff development lesson



Whole Staff Characteristics and Supports of Comprehensive Adolescent Literacy Instruction-Part 1

Materials:

- Informed Choices for Struggling Adolescent Readers Chapter 3
- Sticky notes
- Reading Next pp.12-22
- Lesson Tools C and D

Strategies Demonstrated
in Lesson

LESSON TOOL C

PRIOR TO SESSION:

Have large chart paper each page titled with 13 characteristics and supports of adolescent literacy instruction (Deshler pp.49-60).

Everyone should have a copy of chapter 3 of Informed Choices for Struggling Adolescent Readers and a copy of Reading Next pp.12-22.

JIGSAW

Form pairs; each pair takes one of the 13 characteristics from the text and the 15 key elements from Reading Next and jigsaws the information to share.

SUMMARIZING COLLABORATION

Each pair shares out summaries of the characteristics and elements as others listen.

SYNTHESIZING

As a group of 3 to 4 pairs, discuss which information from the 15 Reading Next elements overlap the Informed characteristics and merge the 15 key elements to matching characteristics on the charts. Any new element or characteristic that does not fit the existing charts should have a separate chart with that element as a heading.

COLLABORATION SORTING

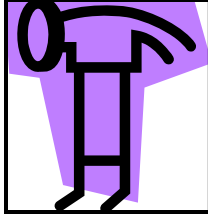
Record all the structures and supports that currently exist in the school that demonstrate that characteristic is being met. Record on sticky notes with each structure or support on its own sticky note.

DISCUSSION

Share in each group; discard duplicates. Place the remaining notes as evidence under the matching characteristics on the appropriate charts.

POSITIVE FEEDBACK

Take time to celebrate the structures and supports that are already in place in your school.



Whole Staff Characteristics and Supports of Comprehensive Adolescent Literacy Instruction–Part 1

PAGE 2

Strategies Demonstrated in Lesson

**RELECTION
SUMMARIZING**
LESSON TOOL D

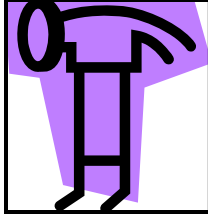
In your group, have one recorder capture the following from table talk.

Focus Questions:

- Are there categories where there are no current structures?
- Are there categories where there are only a few structures in place?
- Are these categories part of the instructional aspect of the school or the infrastructure?
- Are there reasons or roadblocks why these areas have not been addressed?

AFTER SESSION:

Keep recorded thoughts and charts for Part 2.



Whole Staff
Characteristics and Supports
of Comprehensive Adolescent
Literacy Instruction—Part 1

LESSON TOOL C

13 Characteristics and Supports of Adolescent Literacy

Informed Choices for Struggling Adolescent Readers, D. Deshler

**TEACHING FOR
TRANSFER**

DIVERSE TEXTS

**SELF-DIRECTION
AND CHOICE IN
GOAL SETTING
AND READING**

13 Characteristics and Supports of Adolescent Literacy

Informed Choices for Struggling Adolescent Readers D. Deshler

**TEXT-BASED
COLLABORATIVE
LEARNING**

**FORMATIVE AND
SUMMATIVE
ASSESSMENT**

**SCAFFOLDS FOR
STRUGGLING
STUDENTS IN
CONTENT AREAS**

13 Characteristics and Supports of Adolescent Literacy

Informed Choices for Struggling Adolescent Readers_D. Deshler

TECHNOLOGY AS TOOL

INCREASED TIME FOR LITERACY

LITERACY COACHES

15 Key Elements of Effective Adolescent Literacy Programs

Reading Next Alliance for Excellent Education

**DIRECT, EXPLICIT
COMPREHENSION
INSTRUCTION**

**EFFECTIVE
INSTRUCTIONAL
PRINCIPLES
EMBEDDED IN
CONTENT**

15 Key Elements of Effective Adolescent Literacy Programs

Reading Next Alliance for Excellent Education

**MOTIVATION AND
SELF DIRECTED
LEARNING**

**TEXT-BASED
COLLABORATIVE
LEARNING**

**STRATEGIC
TUTORING**

15 Key Elements of Effective Adolescent Literacy Programs

Reading Next Alliance for Excellent Education

DIVERSE TEXTS

INTENSIVE WRITING

A TECHNOLOGY COMPONENT

ONGOING FORMATIVE ASSESSMENT

15 Key Elements of Effective Adolescent Literacy Programs

Reading Next Alliance for Excellent Education

**EXTENDED TIME
FOR LITERACY**

**PROFESSIONAL
DEVELOPMENT**

**ONGOING
SUMMATIVE
ASSESSMENT OF
STUDENTS AND
PROGRAMS**

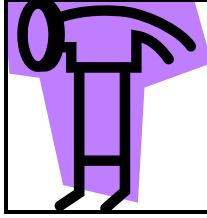
15 Key Elements of Effective Adolescent Literacy Programs

Reading Next Alliance for Excellent Education

**TEACHER
TEAMS**

LEADERSHIP

**A COMPREHEN-
SIVE AND
COORDINATED
LITERACY
PROGRAM**



**Whole Staff
Characteristics and Supports
of Comprehensive Adolescent
Literacy Instruction–Part 1**

LESSON TOOL D

Characteristics and Supports Focus Questions

REFLECT AND SUMMARIZE:

In your groups, have one recorder capture the following discussion from the table talk. Use the sticky notes under the characteristic and support headings on the chart paper as a guide in focusing on the following questions.

QUESTIONS TO CONSIDER:

1. Are there characteristics and supports for comprehensive adolescent literacy where there are currently no structures in place?
2. Are there categories where there are only a few structures in place?
3. Are there reasons or roadblocks as to why these areas have never been addressed?
4. In areas you have addressed, are there improvements to be made?