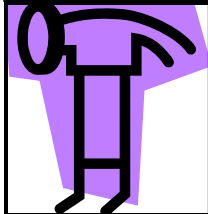


Adolescent Literacy Toolkit

Reading Next

Staff development lesson



Whole Staff Characteristics and Supports of Comprehensive Adolescent Literacy Instruction-Part 2

Materials:

- Recorded notes, charts from Part 1
- Sticky notes
- Chart paper
- 3 copies of Reading Next pp.12-13
- Pieces of writing paper
- Lesson Tools E and F and G

Strategies Demonstrated in Lesson

ACCESSING PRIOR KNOWLEDGE

In groups, looking at the combined chart of key elements and notes from table talk Part 1. Choose 3-5 elements that the school is not currently supporting and you feel should be a priority. Each priority element is written on a separate sticky note.

Attach each group's priority lists on chart paper.

PARAPHRASING

"Which elements are infrastructure and which are instruction?"

Reading Next, pp. 12-13.

Have people from each group read aloud the five paragraphs from Reading Next. Each person paraphrases what they understood about the reading. Share common understandings of definitions of infrastructure and instructional supports with your group.

GROUPING SORTING

Focus questions:

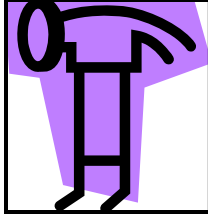
- Which priorities add much to the knowledge base?
- Which priorities affect many students?
- Which priorities are related or inclusive of each other?

LESSON TOOL E

CATEGORIZING

Several sheets of chart paper should be labeled "infrastructure" and instructional supports" and be ready at the front of the group.

As a whole group, move each priority under on of the two categories on the chart paper.



Whole Staff Characteristics and Supports of Comprehensive Adolescent Literacy Instruction-Part 2

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Strategies Demonstrated in Lesson

(*Note to staff)

READ TO STAFF:
“Finding the right blend”

Research supports all the key elements in improving adolescent literacy achievement. The right blend for your school would best meet the needs of the students while supporting a growing knowledge base.

WRITING TO LEARN

LESSON TOOL F

Each group is assigned a group of priority elements. Each person choose one to answer the following focus questions. Label the top of your paper with the priority.

Without speaking, write your responses clearly to the focus questions on your paper.

FOCUS QUESTIONS:

- Are there other priority items linked to this one?
- What are the barriers to making this a priority in your school?
- Who would be in control of clearing the way and removing barriers to make this priority occur?
- How would progress be demonstrated by adopting this priority?

**COLLABORATION
REFLECTION**

WRITE AROUND

Follow three rules:

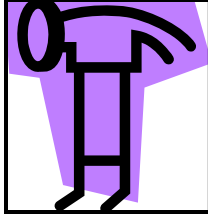
- 1) No names on paper
- 2) No talking when writing or passing papers
- 3) Use all the time for writing

When five-ten minutes have passed, individuals should get up and move to another table splitting up the groups. When seated, pass your answers to focus questions to left.

In the next three minutes read the answers on the page and write your response below it. Responses can be reactions, comments, questions, a connection you have made, agreement or disagreement, or a new idea.

Silently, pass again to left.

Repeat at least four times and allow a little more time before passing each entry as there is more to read each successive pass.

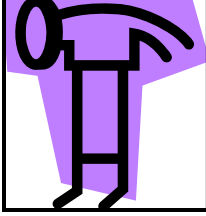


Whole Staff Characteristics and Supports of Comprehensive Adolescent Literacy Instruction-Part 2

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Strategies Demonstrated in Lesson

SYNTHESIS	<p>Decide on three strands of ideas from the write around to share-out.</p> <p>Each group share out to the whole staff two to three main ideas that emerged from the write around.</p>
PRIORITIZING	<p>After all have shared, go back to the priority chart and vote again as a whole group. Determine the optimal blend of the 3-5 priority areas which the staff agrees best matches the school and student needs.</p>
FOLLOW UP LESSON TOOL G	<p>AFTER THE MEETING: Make sure every staff member receives a list of the priority areas that were agreed upon.</p> <p>For future discussion, all individual focus questions should be placed in graph format in Lesson Tool G with each staff member receiving copy.</p>



**Whole Staff
Characteristics and Supports
of Comprehensive Adolescent
Literacy Instruction-Part 2**

LESSON TOOL F

Write Around Focus Questions

WRITING TO LEARN:

Concentrate on one of the priority elements (one may be assigned). Individually without conversation or comment, answer the following questions regarding that element. Try to think about the priority in a global way across the school rather than in one team or grade. Think of positions (dean of students) rather than specific people (Mrs. Jones). This is not the time to bash administration or particular teachers but come to a collective decision about priorities in your school.

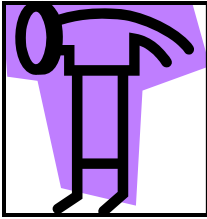
FOCUS QUESTIONS:

- 1) Are there other priority elements linked to this one?

- 2) What are the barriers to making this a priority in your school?

- 3) Who would be in control of clearing the way and removing barriers to make this priority occur?

- 4) How would progress be demonstrated by adopting this priority?



**Whole Staff
Characteristics and Supports of Comprehensive Adolescent
Literacy Instruction-Part 2**

LESSON TOOL G

Staff Priority Element Summarization Chart

INFRASST / INSRUCT	PRIORITY ELEMENT	LINKED ELEMENTS	BARRIERS	PROGRESS	COMMENTS