

# Secondary Literacy Tools



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# Literacy Tools Teacher Guides

## Overview

State Standards have laid out three main types of writing: *narrative, argumentative, and informational*. Writing needs to build upon the previous year's instruction if we are to rise to the high level of demand. *The Gradual Release of Responsibility Model* will be vital to the success of students. Students can no longer have a different daily 15 - 20-minute mini-lesson thrown at them and be expected to understand, own, and apply it to their own writing. The number of focus lessons on particular skills or strategies is dependent upon the complexity of what is being presented.

State Standards have been ratcheted up and need to be based upon the fact that teacher maintain a rigorous writing focus that is aligned from grade level to grade level. Compounded by students who are learning English, teaching writing can be a challenging task. Oral language is the key for all students. If it is not in a student's oral language, it will never be in their written language. Because of these needs, this program has a genre focus instead of different focuses each day. This enables:

- students to have enough demonstrations to yield an understanding of the process
- the teacher to clearly demonstrate principles of writing on a daily basis
- the development of oral language that is paramount to successful writing
- focuses on parts of the writing process that the teacher determines are weak for students during the conference time

## The Foundation of the Program Gradual Release of Responsibility

The foundation of all focus lessons, small group lessons, and one-to-one conferences is based upon the Gradual Release of Responsibility Model (Pearson & Gallagher, 1993). In this program, the same skill or strategy is often taught in continuous focus lessons over one, two, or three weeks, depending upon the complexity level. Daily, repetitive, intentional focus lessons will accelerate writing development during the secondary years. Materials are included to give adequate demonstration and practice for teachers and students.

- As instruction begins, the teacher thinks aloud the thinking process and creates an anchor chart to guide further release. Students partner up throughout the demonstration as the teacher listens in on the private responses of partners.
- Think together occurs as students begin to offer their thinking after the pair/share is finished.
- Guided practice is used as teachers turn the process over to pairs. The teacher listens in, recording the names of students who will need small group instruction.
- An assessment is given before students are released and required to use the skill or strategy in their own writing. Assessment helps the teacher group students for future instruction.



## *What the Research Says*



“Countless middle and high school students at every socioeconomic level are struggling with learning academic content because they cannot read and write at grade level. To address this problem, all educators, including content-area teachers, need information on how to incorporate effective literacy learning strategies into the content-area curriculum.”

“Some common themes have emerged from the research literature as effective practices for instruction. The **most common suggestion** made throughout the research surveyed is that teachers should use **systematic, explicit, and direct instruction**. When students experience explicit instruction on a specific skill, **teacher modeling, guided practice, and independent practice**, they are much more likely to become proficient at the skill being taught [12, 28, 35, 75, 83]. The **second common theme** throughout many of the literacy components discussed is the use of **repetition**. One way to ensure that students retain a strategy or skill is to **review it in different contexts and with different texts** [6, 16, 20].”

“The improvement of adolescent literacy is an issue that all middle and high school teachers should be equipped to address in their instruction. To be effective, content-area teachers, must be aware of instructional approaches and strategies that can be used within their existing curricula to help improve the literacy levels of the struggling readers that they encounter. In this way, they will learn the content area.”

—What Content-Area Teachers Should Know About Adolescent Literacy

National Institute for Literacy

*Secondary Literacy Tools Teacher Guide* has been designed to help schools identify and use school wide reading/writing tools to deepen comprehension and knowledge in all content areas. From note-taking to argumentative writing, all these tools are designed to coordinate school wide strategies for writing within the secondary setting. Because Middle/High School may not have a designated writing time, the manual has been developed with standalone skills/strategies/genre to teach. In addition, most of the genre is designed to provide an integrated writing style to be used school wide. This guide is divided into section by Literacy Tools. In many settings, the ELA teacher teaches the tool to independent use and then passes it over for content teachers to use as a way of deepening content. The order of teaching the tools should be decided by the staff.

## **The Tools**

**Text Structure** - This is used for two purposes. The primary use can be as a school wide note taking device for all classrooms. Second, it can be used to deepen sentence structure and clarity in writing.

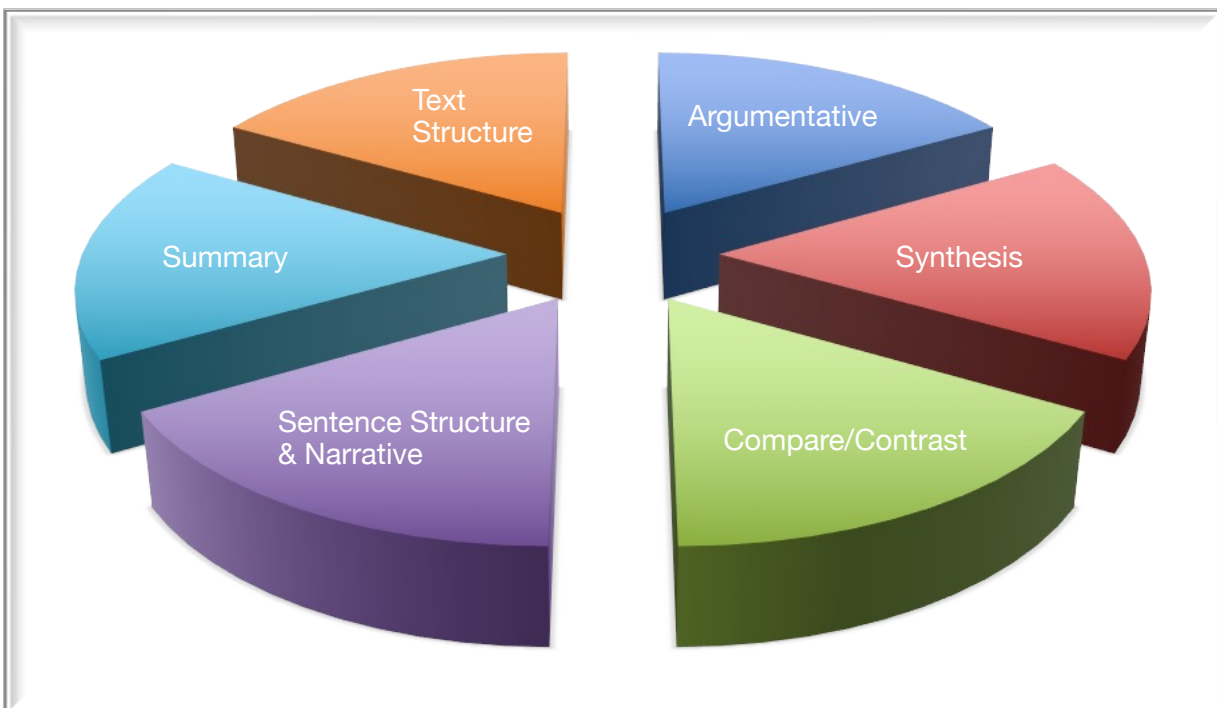
**Argumentative** - This is the heaviest lift of all the genre. It is divided into four instruction phases to help student master this form of writing.

**Synthesis** - This is primarily used in expository writing.

**Compare/Contrast** - This is used as a teaching tool so that students can deepen their understanding of how events, people, places, etc. relate to one another.

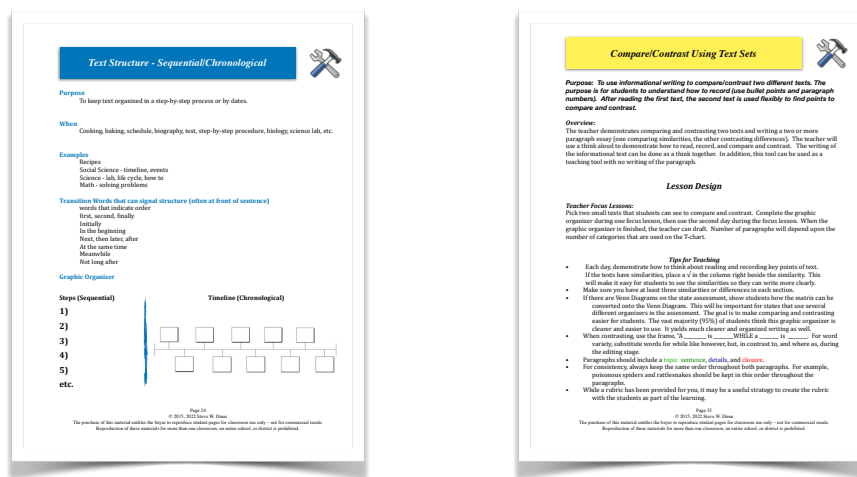
**Sentence Structure** - This is a simple way to help student gain a better understanding of how to form sentences of fluency and clarity.

**Narrative** - This tool can be used for personal, historical, and fantasy writing.

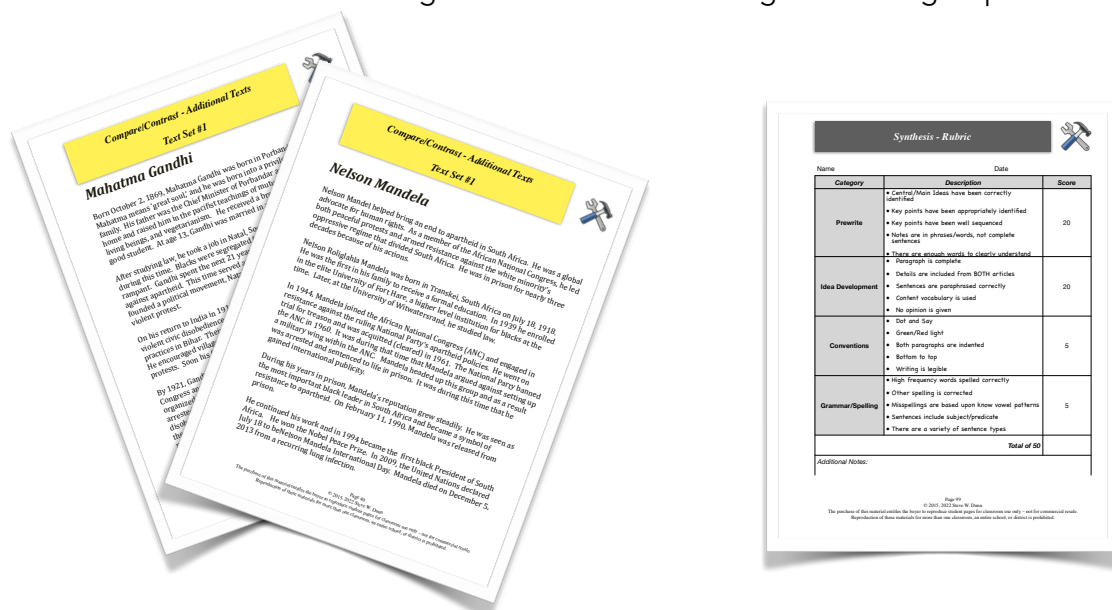


Each manual includes:

- Foundations of balanced writing instruction
- How to use gradual release of responsibility
- Overview of the genre being studied
- Sample anchor posters
- Sample scripts to assist teachers in beginning think aloud



- Sample text to introduce genre for nonfiction
- Tips for teaching the genre
- Assessments at end of the genre to inform reteaching and small group instruction



*In order to fully implement this curriculum , professional development needs to accompany all manual purchases.*

## Scope & Sequence

	Kinder	First	Second	Third	Fourth	Fifth	Secondary
Genre: Narrative	x	x	x	x	x	x	x
Concepts of Print	x	x					
High Frequency Words	x	x					
Sentence Fluency	x	x	x	x	x	x	x
Dot & Say	x	x	x	x	x	x	x
Green Light Red Light	x	x	x	x	x		
Word Wall Words	x	x					
Bottom to Top Editing			x	x	x	x	x
Every Word has a vowel	x	x					
Every Syllable has a vowel		x					
Conferring & Small Group	x	x	x	x	x	x	x
Writing Process	x	x	x	x	x	x	x
Concepts of Literature	x	x	x	x	x	x	x
Dialogue			x	x	x	x	x
Adding Adjectives			x	x	x	x	x
Vigorous Verbs			x	x	x	x	x
Building the Paragraph				x	x	x	x
Sentence Variety				x	x	x	x

	Kinder	First	Second	Third	Fourth	Fifth	Secondary
Mood/Tone					x	x	x
Genre: Opinion	x	x	x	x	x	x	x
Book Review	x	x					
Citing Text Evidence			x	x	x	x	x
Explaining and Extending Text Evidence					x	x	x
Editing Text Evidence			x	x	x	x	x
Genre: Informational	x	x	x	x	x	x	x
Compare/Contrast			x	x	x	x	x
Summarizing		x	x	x	x	x	x
Synthesizing					x	x	x
informational	x	x	x	x	x	x	x
Genre: Descriptive & Letter Writing		x					
School-wide Supplemental Manual - Sold Separately		x	x	x	x	x	x