

# **Attacking Adolescent Literacy Implementing Keys to Literacy**

# Niles Middle School

## Grades 6-8

*Allyson Martin & Sam Reigle*



***Focus: Keys to Literacy, offers a direct instructional approach, including teacher and student routines, to integrate into their current curriculum and across all content areas. Provides evidence-based practices using multiple strategies. The importance and effectiveness of consistency and commonality of evidence based strategies and activities.***



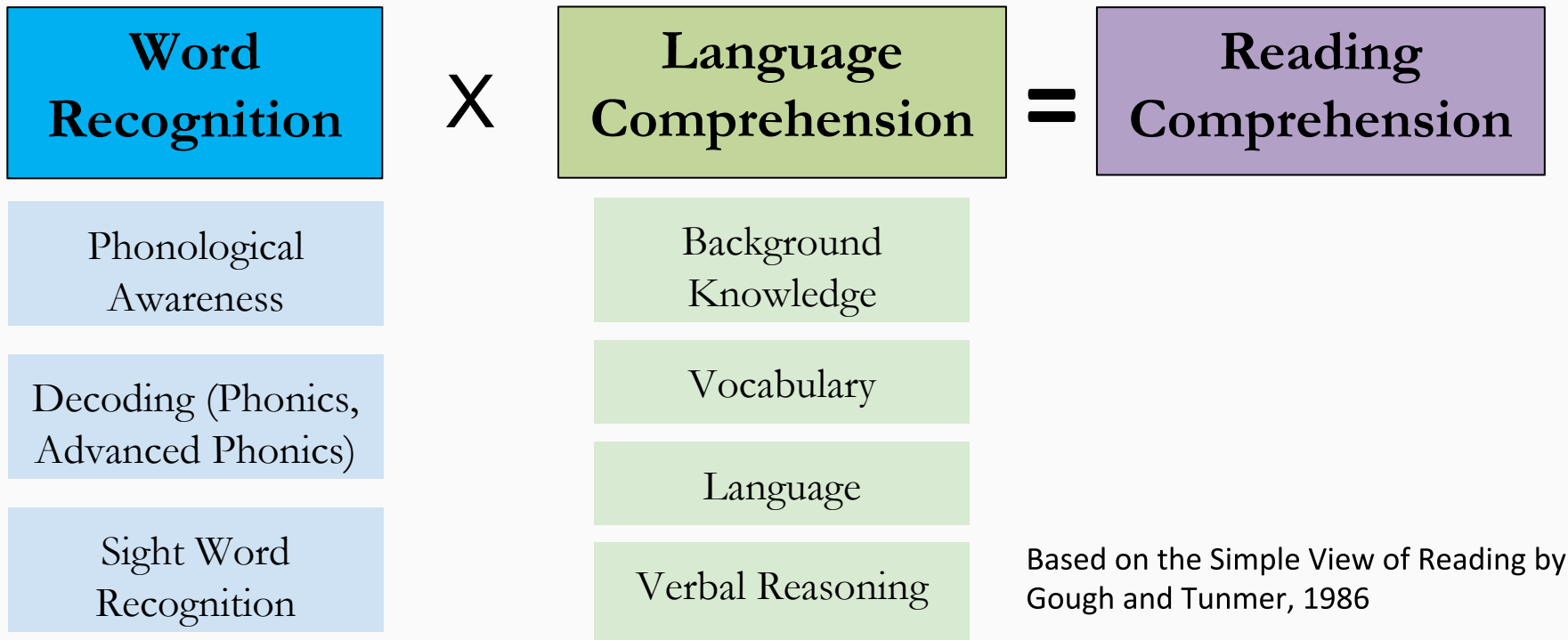
- Ohio Striving Readers Comprehensive Literacy Grant
  - Keys to Literacy: Vocabulary, Comprehension, Writing
  - Universal Screening Measures
- Ohio Early Literacy Pilot- LETRS (K-3)
- Students acquired early literacy skills to apply to reading, comprehension, and writing

# Many Strands Are Woven into Skilled Reading



*Reading Rope*  
(Scarborough, 2001; figure also on page 73 of the LETRS manual)

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



# The Simple View of Reading



Year 1



Year 2



Year 3



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# What is The Key Vocabulary Routine?



- ~Teaches content vocabulary in grades three through twelve, and can be used in all classrooms and subject areas
- ~Integrates vocabulary instruction using existing content teaching materials
- ~Emphasizes both direct and indirect methods for building students' vocabulary
- ~Team of teachers with same students-across grade level or on a school-wide basis, students are exposed to vocabulary instruction consistent and persistent from grade to grade and class to class

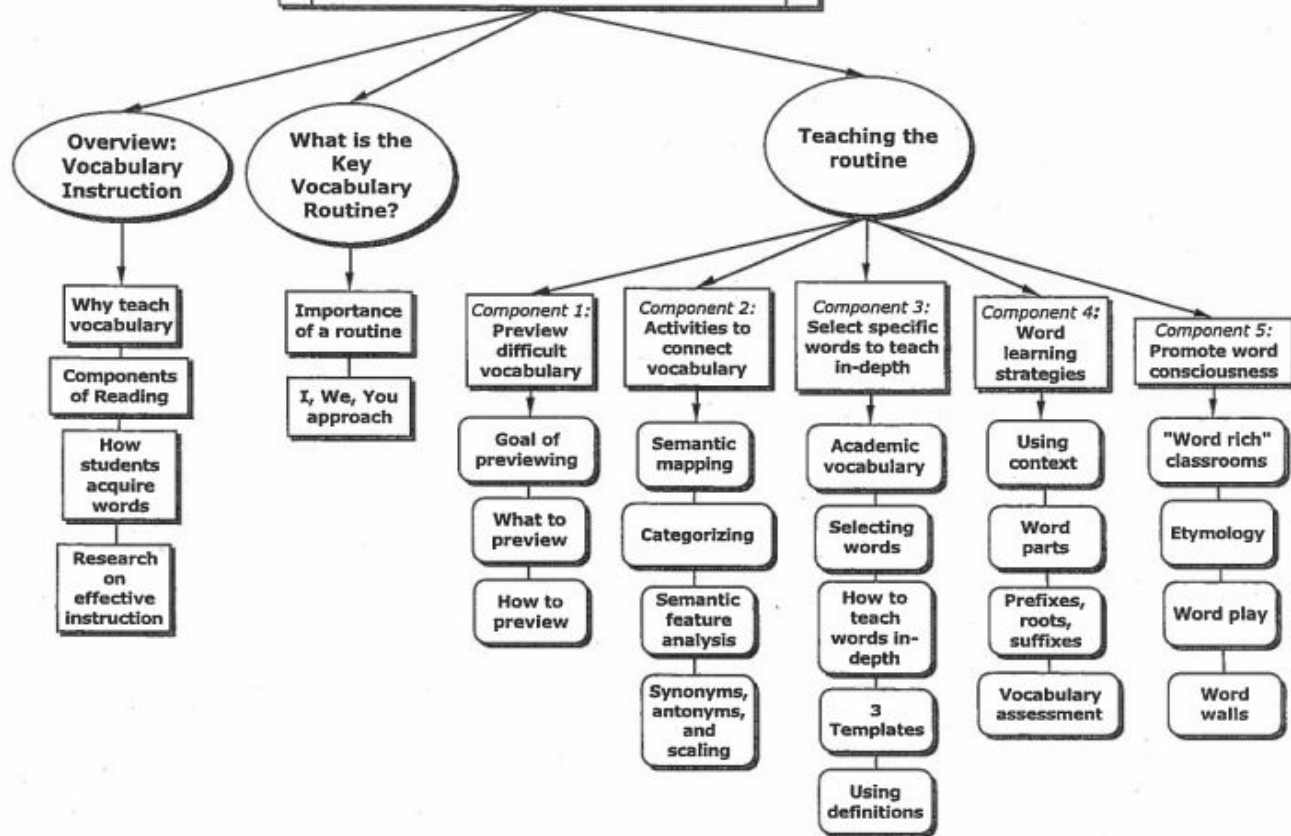
# What is The Key Vocabulary Routine?



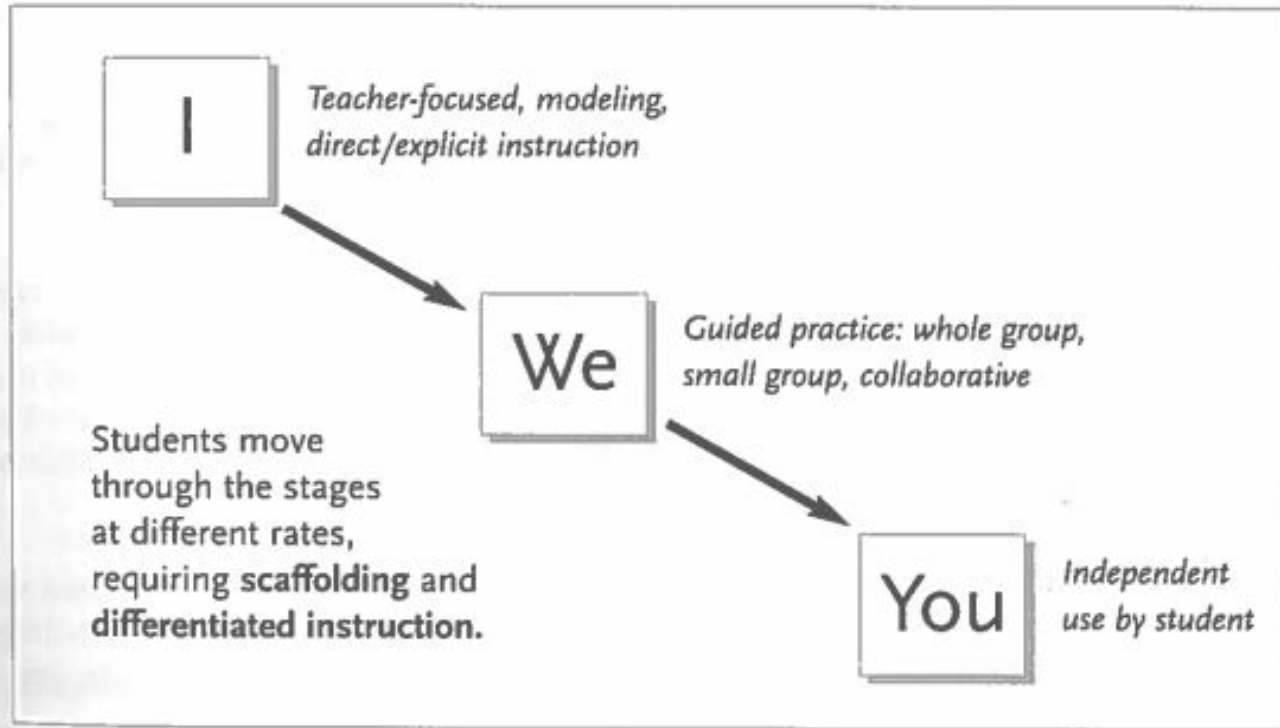
- ~Supports both vertical and horizontal curriculum
- ~Intended to be used in content classrooms throughout the day
- ~Systematic routine that connects what we know from research about best practices to daily classroom instruction



# Key Vocabulary Routine



# Gradual Release of Responsibility



# Why implement a Vocabulary Routine?

- Ensure teachers base their vocabulary instruction on best practice
- Provide basic set of foundational activities that, throughout repetition and consistent use by all teachers, students can learn easily and use independently
- Consistency through the use of universal templates to support instruction within multiple strategies
- Content teacher, rather than a textbook publisher decides which words to teach based on the needs of the students and content
- Emphasizes daily, integrated vocabulary instruction

## Examples of *The Key Vocabulary Routine* Templates

### Word Knowledge Checklist

[illegible]Adapted from: Park, J.L., Williams, M.C., & Egan, J. (2001). *Blowing with or without intention: A new twist on the Calverton*.

### Semantic Feature Analysis

[illegible]

Adapted from Rothstein, D.F., Ford, J.C. & Neuhues, J.F. (1983) Teaching and computers: An alternative strategy. *Reading World*, 21, 209-211 (Johnson, D.G. & Pearson, P.D. (1984) *Teaching reading evaluation*. 2nd edn. New York: Holt, Rinehart, and Winston.

### Categorizing

Words:

[illegible]

### Options for Categories

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Examples of *The Key Vocabulary Routine* Templates

## Frayer Method

Concept Word: \_\_\_\_\_

Define the word, include picture if possible	List key characteristics and attributes
Example	Non-example

Adapted from: Frayer, G.A., Frederick, W.G., & Galloway, H.J. (1991). A system for teaching the level of concept-mastery. Technical Report No. 143. Madison: University of Wisconsin, Wisconsin Center for Educational Research.

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## Two-Column Notes Template

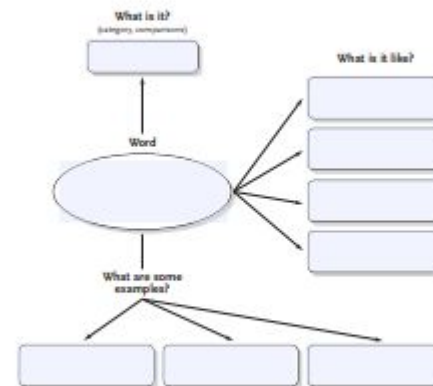
	Definition: Part of speech: Synonym: Antonym: Category/related words: Example: Non-example: Multiple meanings: Sentence: Illustration:
	Definition: Part of speech: Synonym: Antonym: Category/related words: Example: Non-example: Multiple meanings: Sentence: Illustration:

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## Concept Definition Map

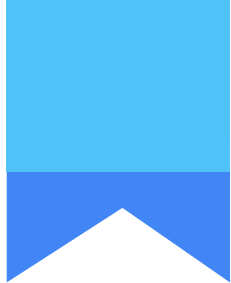


Adapted from: Schwartz, R.W. (1981). Learning to learn: developing a concept map. Journal of Reading, 18, 101-105.

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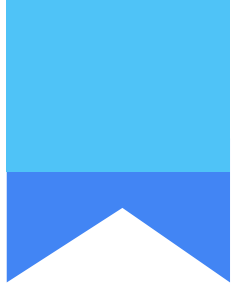
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# Research

**~70% of the most frequently used words have multiple meanings (Bromley 2007)**

**~Research has shown that direct instruction of at least 400 words per year produces gain in vocabulary and comprehension (Beck 2002; Biemiller 2004)**



## Research

**~Marilyn Adams (2011) suggests that the highest number of words taught can be directly taught over twelve years of school is 8,640 (i.e. 720 per year).**

**~Assumed that students can be given in-depth instruction for 20 words per week, for 36 weeks per school year.**



# Research

## **Why we should directly teach words :**

**Graves (2006)**

- ~Teaching a child a word leaves him with one less word to learn independently.**
- ~Teaching individual words gives students a store of words that they can use to explore and understand their environment.**
- ~Teaching individual words can increase students' comprehension of selections containing those words.**
- ~Teaching individual words demonstrates our interest in words, and teaching them in engaging and interesting ways fosters students' interest in words.**





# What is The Key Comprehension Routine?

- ~A routine to emphasize the importance of using a consistent set of comprehension strategies across all grade levels and subjects.
- ~Strategies can be used in any subject area, and instruction for strategies is embedded in content classroom teaching using the existing reading material.
- ~Components are organized into two parallel routines:
  - Student Comprehension Strategy Routine
  - Teacher Instructional Routine

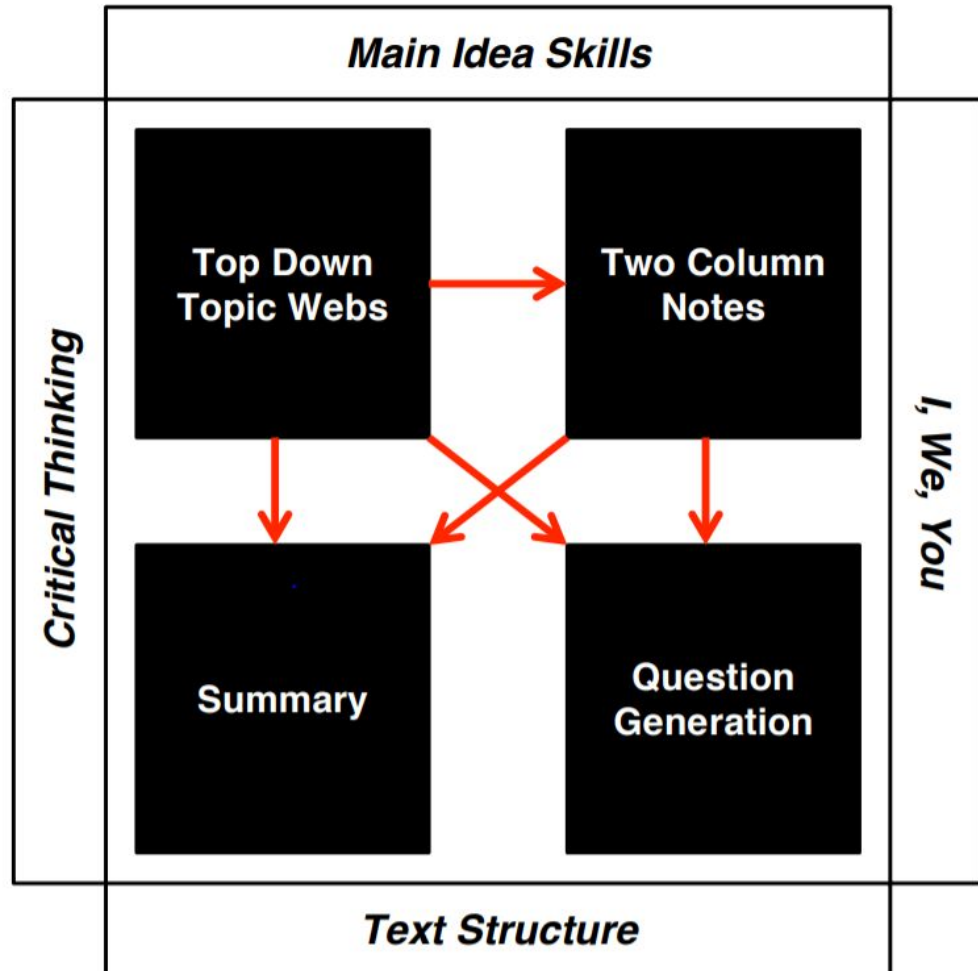
## Two Routines

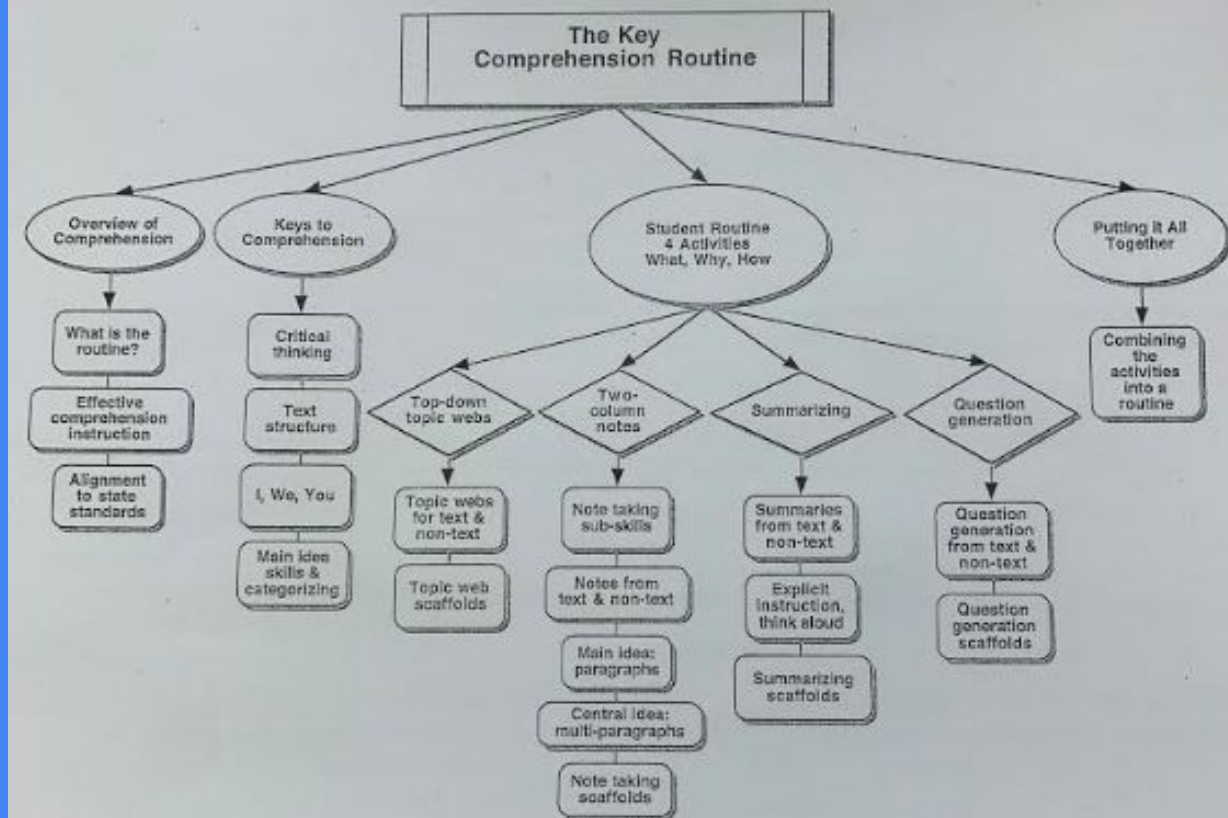
- ★ Student Comprehension Strategy Routine
- ★ Teacher Instructional Routine

KTC is applied to anything that is

**READ...SAID...or DONE**

**Text or non-text instructional material**





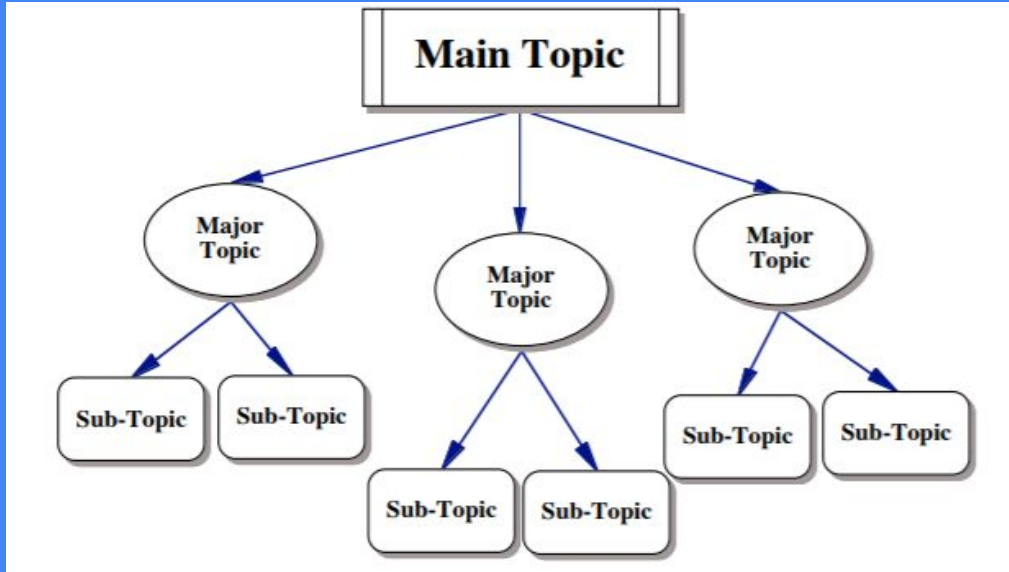
# Why implement a Comprehension Routine?

- ~Strategies can be used ***before, during, and after*** reading or classroom lessons.
- ~Most effective when used by a team of teachers and/or school-wide
- ~Supports RTI also referred to as Multi-Tiered System of Supports (MTSS)
- ~KTC may be Tier I instruction, but may also be used as Tier II or Tier III by providing more explicit teaching strategies using additional scaffolds to meet student needs.

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## Top-Down Topic Web



Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Main Ideas

Details

## Two-Column Notes

### Transition Words and Phrases

<i>To indicate a time relationship</i>	after, afterward, after that, at first, at this time, before, beginning with, beyond, during, earlier, ending with, eventually, finally, following, from then on, in the meantime, last, later, meanwhile, next, now, since, soon, then, until, while
<i>To indicate spatial placement</i>	below, beside, between, beyond, farther on, here, next to, parallel with
<i>To list or present a series of ideas</i>	after, after that, finally, first, lastly, next, second, third
<i>To add information or continue a line of thought</i>	also, another, besides, further, furthermore, in addition, likewise, moreover, similarly
<i>To summarize or show conclusion</i>	accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize
<i>To show comparison</i>	by comparison, compared to, in like manner, likewise, similarly
<i>To show contrast</i>	although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike
<i>To repeat information or stress a point</i>	above all, in fact, in other words, most important, once again, to repeat
<i>To provide an example or illustrate a point</i>	for example, for instance, such as, to illustrate, that is
<i>To show cause and effect</i>	as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus
<i>To state the obvious</i>	certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt

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### Summary Template

1. List the main ideas in phrase form.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Write an introductory sentence that states the topic of the summary.

\_\_\_\_\_

\_\_\_\_\_

3. Turn the main ideas into sentences using your own words. You can combine some of the main ideas into one sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Add transition words from the list below or from the transition poster.  
*first, next, finally, before, after, during, later, also, another, in addition, in conclusion, to sum up, similarly, however, on the contrary, most important, for example, as a result, therefore*

\_\_\_\_\_

5. Proofread and edit your summary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

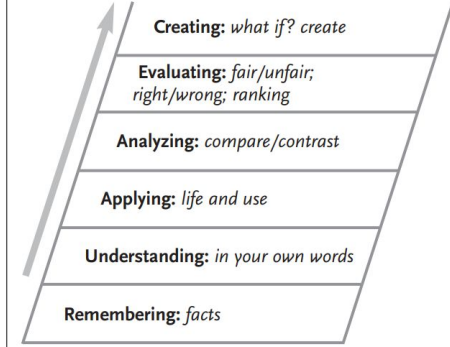
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# Summarizing

## Bloom's Taxonomy



## Question Terms

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Cite	Describe	Adapt	Analyze	Appraise	Assemble
Define	Discuss	Apply	Arrange	Assess	Compile
Find	Explain	Compute	Categorize	Choose	Compose
Give an example	Interpret	Demonstrate	Compare	Conclude	Concoct
Identify	Paraphrase	Dramatize	Contrast	Criticize	Construct
Label	Report	Draw	Deconstruct	Critique	Create
List	Restate in own words	Illustrate	Detect	Debate	Design
Locate	Retell	Implement	Dissect	Deduce	Develop
Match	Review	Interview	Distinguish	Defend	Devise
Name	Summarize	Make	Examine	Hypothesize	Formulate
Quote	Translate	Operate	Group	Judge	Generate
Recall		Practice	Inspect	Justify	Imagine
Recite		Role play	Integrate	Prioritize	Invent
Recognize		Sequence	Organize	Rank	Make
Retrieve		Solve	Probe	Rate	Originate
Show		Use	Research	Reject	Prepare
			Separate	Validate	Produce
			Sift		Set up
					What if?

Bloom, B.S. (1956). Taxonomy of educational objectives, Handbook 1: The cognitive domain. New York: David McKay Co. Inc.  
Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives. Complete edition. New York: Longman.  
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## Question Prompts

Level	Prompts
Remembering	Where is... What did... Who was... When did... How many... Locate it in the story... Point to the...
Understanding	Tell me in your own words... What does it mean... Give me an example of... Describe what... What is the main idea of...
Applying	What would happen to you if... How would you solve the problem... If you were there, would you... Find information about...
Analyzing	What other ways could... What things are similar/different? What kind of person is... What things could not have happened in real life? What caused ____ to act the way she/he did?
Evaluating	Rank the events in order of importance. Which character would you most like to meet? Why? Select the best ... why is it the best? Was ____ good or bad? Why? Would you recommend this book? Why or why not?
Creating	What if... What would it be like if... What would have happened if... Tell/write a different ending... Use your imagination to draw a picture of... Pretend you are a... Design a...

adapted from *Checking for Understanding*, Fisher, D.B., and Frey, N. © 2007, ASCD, Alexandria, VA.

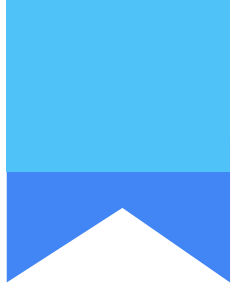
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# Question Generation





# Research

**~Studies show that content teachers are in a strong position to teach use of comprehension strategies (Kamil et al., 2008), and a significant body of research identifies the most effective practices for teaching comprehension using content material.**

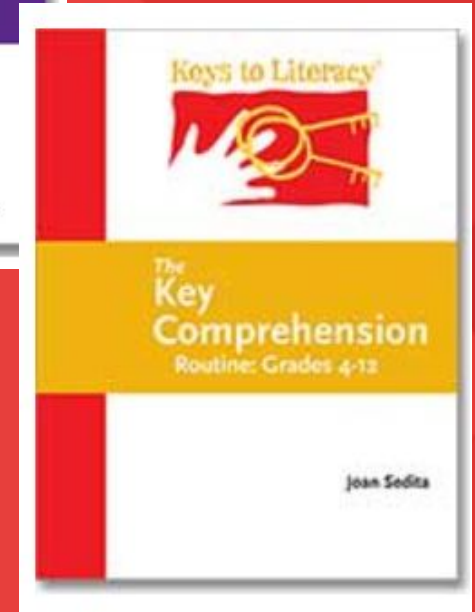
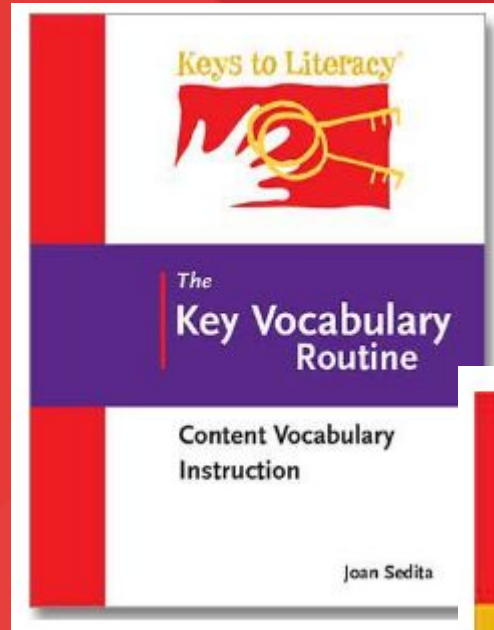
**~All students need guided practice with comprehension strategies before they can apply them independently (Carlisle & Rice, 2002; Sweet & Snow, 2003)**

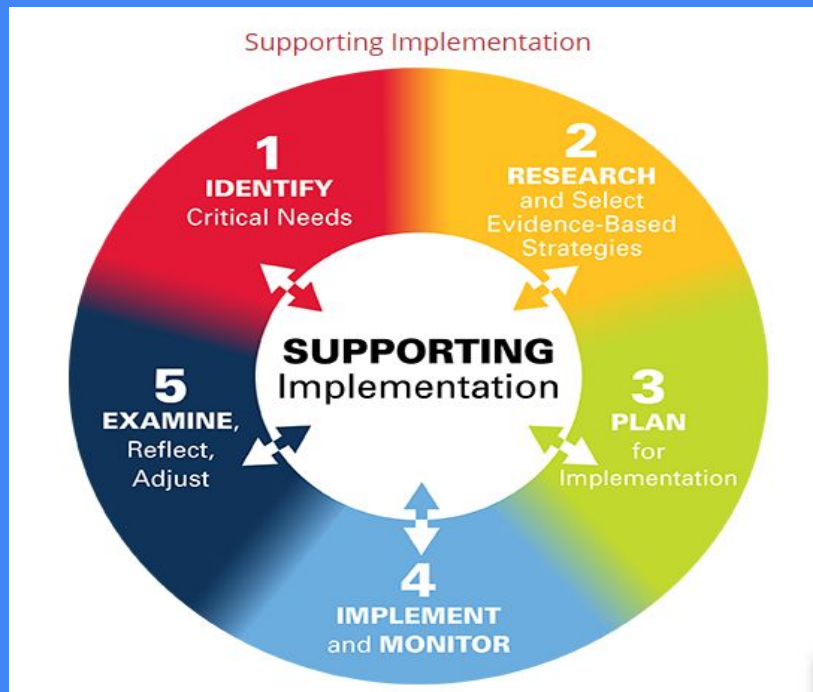
# Rollout of Professional Learning



- ★ Initial 2 day training held in August prior to school year
  - ~ELA/Social Studies-2 days
  - ~Science/Math- 2 days
- ★ KTL Trainer Modeling in Classroom
- Coaches & Support Training
- ★ KTL Trainer Model Math
- Coaches/Support follow up & Work Session
- ★ Work Session 2-Day Follow up with KTL Trainer
- ★ KTL Trainer observe teachers in action in all content areas
- Feedback & Coaching discussion with all teachers lead by KTL Trainer

# Monitoring and Supporting Implementation: The Key Routines





<https://ohioleadership.org/>

## ***Supporting Collaborative Teams***

**Provides a foundation for consistency and commonality across content areas and the school community in supporting implementation**

**Step 1** - Literacy

**Step 2** - Focuses on the Key to Literacy Routine(s) and its components

**Step 3** - Component and/or scope and sequence of the fully implemented Key to Literacy Routine(s)

**Step 4** - When and how often through TBT/BLT minutes and instructional rounds conducted by administration

**Step 5** - Reflect on implementation and adjustments that may be made in order to address critical need

**Evidence Based Education**

**DIBELS® Next**

## *6th Grade*

- ★ Universal Screener
- ★ Benchmarking three times a year: Beginning, Middle, and End of Year
- ★ Progress Monitoring throughout the year
- ★ Measures Oral Reading Fluency and accuracy, as well as comprehension through oral retelling (DORF)
- ★ DAZE -Measures reading comprehension
- ★ Access to multiple components of Dibels to identify reading deficits (K-6)
- ★ All components of Dibels are assessed online and scores generated to produce student/class/grade results and reports



- ★ Universal Screener (Grades 7 & 8)
- ★ Benchmarking three times a year: Beginning, Middle, and End of Year
- ★ Progress Monitoring throughout the year
- ★ 3 triads of timed Comprehension
  - MAZE , Silent Reading, Oral Reading
  - Prose, Science, Social Studies
- ★ Teachers score and upload into *Dibelsnet* spreadsheets
- ★ Student Progress is analyzed through generated reports

# Monitoring Implementation

- Continue prior 'look fors' for sustainability
- Lesson Delivery & Direct Instruction Elements Implemented (I, We, You)
- Teacher Proximity
- Align instructional tools and strategies to the 'critical need' of the students.
- Indicate The Key Vocabulary Routine observed and activity that aligns
- Evidence provides specifics of what was observed and additional notes may be given
- Feedback/Evidence is given to the teacher within 24 hours.

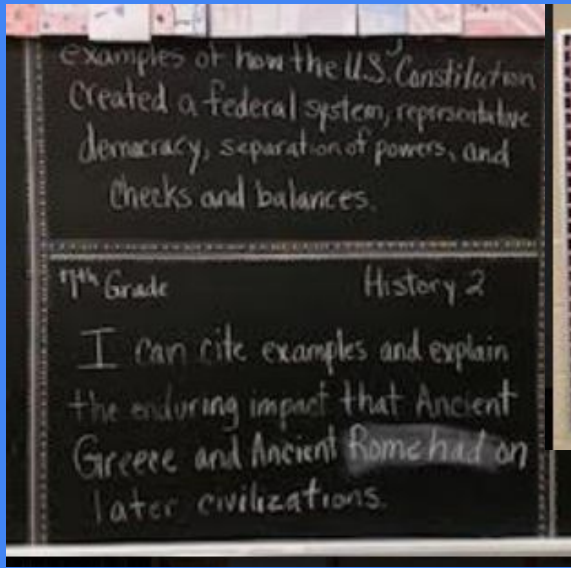
Instructional Rounds	
Name: _____	Date: _____ Time: _____
Grade/Subject: _____ Administrator: _____	
<b>Administrator Observations</b>	
<b>Direct instruction of vocabulary:</b> <input type="checkbox"/> KTV Routine Evident <input type="checkbox"/> Other <input type="checkbox"/> N/A	<i>Evidence:</i>
<u><b>Gradual Release of Responsibility</b></u> <input type="checkbox"/> I-Teacher directed instruction <input type="checkbox"/> We- Guided Practice <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole group</li> <li><input type="checkbox"/> Small group</li> <li><input type="checkbox"/> Student collaboration</li> </ul> <input type="checkbox"/> You- Independent use by student	<i>Evidence:</i>
<u><b>Teacher Physical Proximity:</b></u> <input type="checkbox"/> Teacher Desk <input type="checkbox"/> Front of classroom <input type="checkbox"/> Mobile throughout room	
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives <i>Evidence:</i>	
<u><b>Component 1: Preview Difficult Vocabulary</b></u> <input type="checkbox"/> Preview List	<i>Evidence:</i>
<u><b>Component 2: Activities to Connect Vocabulary</b></u> <input type="checkbox"/> Semantic Mapping <input type="checkbox"/> Categorizing <input type="checkbox"/> Semantic Feature Analysis (SFA) <input type="checkbox"/> Synonyms/Antonyms/Scaling	<i>Evidence:</i>
<u><b>Component 3: Select Specific words to teach in-depth</b></u> <input type="checkbox"/> Frayer Model <input type="checkbox"/> Concept Definition Map <input type="checkbox"/> Two Column Notes <input type="checkbox"/> Using Definitions	
<u><b>Component 4: Word Learning Strategies</b></u> <input type="checkbox"/> Using Context <input type="checkbox"/> Using Word parts <input type="checkbox"/> Prefixes, Roots, Suffixes	<i>Evidence:</i>
<u><b>Component 5: Promote Word Consciousness</b></u> <input type="checkbox"/> Etymology (history of word origin) <input type="checkbox"/> Word Play Activities <input type="checkbox"/> Word Wall (Interactive/Relevant to Content)	
<u><b>Administrator Feedback:</b></u>	

# Monitoring Implementation

- Year 2-Combine both IR Forms with a focus on the components of the Key Comprehension Routine
- I-We-You embedded in the Teacher Instructional Routine

Instructional Rounds	
Name: _____ Date: _____ Time: _____	
Grade/Subject: _____ Administrator: _____	
<i>Updated 11/20/19</i>	
Administrator Observations	
<b>Key Vocabulary Routine:</b> <input type="checkbox"/> KTV Routine Evident <input type="checkbox"/> N/A	<i>Evidence:</i>
<b>Key Comprehension Routine:</b> <input type="checkbox"/> KTC Routine Evident <input type="checkbox"/> N/A	<i>Evidence:</i>
<u>Teacher Physical Proximity:</u> <input type="checkbox"/> Teacher Desk (Displaying/Working w/student(s)) <input type="checkbox"/> Front of classroom <input type="checkbox"/> Mobile throughout room	
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	
<i>Evidence:</i>	
<u>KTC Student Routine:</u> <input type="checkbox"/> <a href="#">Component 1: Top-Down Topic Web</a> <input type="checkbox"/> <a href="#">Component 2: Two-Column Notes</a> <input type="checkbox"/> <a href="#">Component 3: Summary</a> <input type="checkbox"/> <a href="#">Component 4: Question Generation</a>	<i>Evidence:</i>
<u>KTC Teacher Instructional Practice:</u> <input type="checkbox"/> Main Idea Skills <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Text Structure <input type="checkbox"/> I-Teacher directed instruction <input type="checkbox"/> We- Guided Practice <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole group</li> <li><input type="checkbox"/> Small group</li> <li><input type="checkbox"/> Student collaboration</li> </ul> <input type="checkbox"/> You- Independent use by student	<i>Evidence:</i>
<u>Administrator Feedback:</u>	

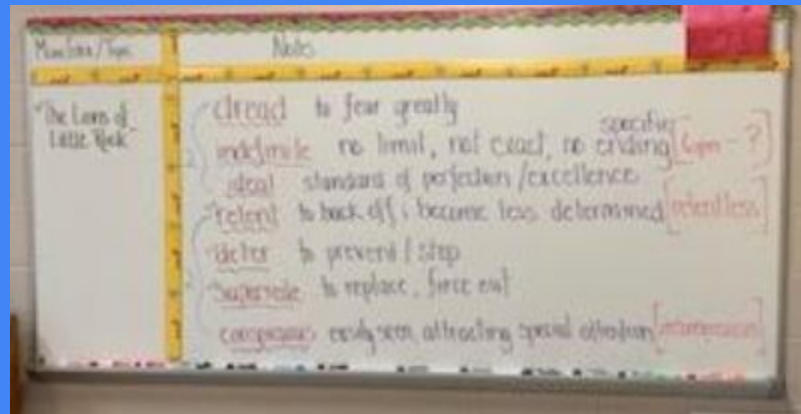




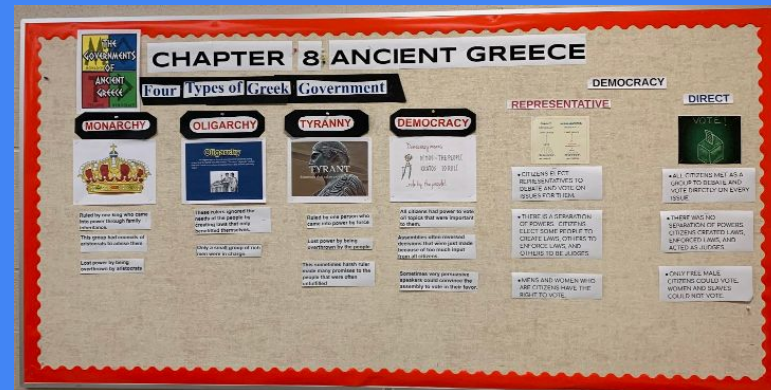
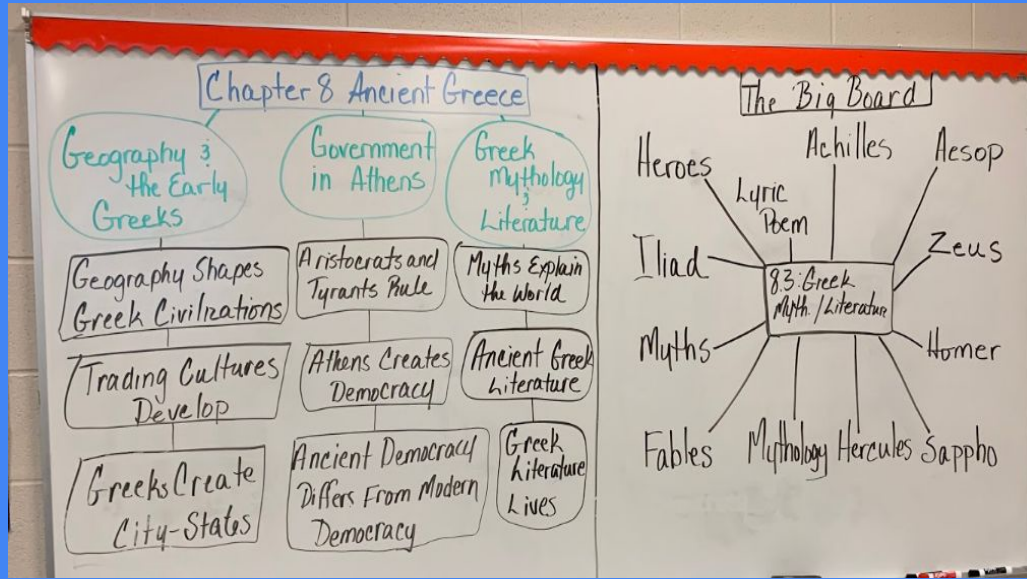
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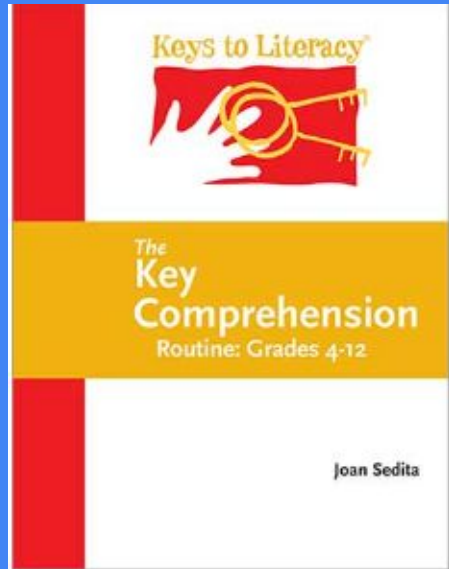
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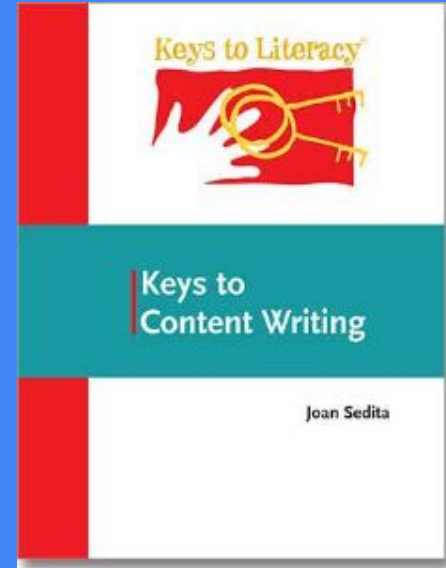




# Next Steps in Keys to Literacy



Continue and Build



SY 2020-2021

# Examine and Reflect



- Identify *Critical Need*
- *What is best for my students?*
- Choose an *Evidence-Based Strategy* and *Activities* to support that strategy for all areas
- *What is applicable to my school community?*
- *Is it sustainable across all content areas?*
- Stay *Focused*
- *Monitor and Implement* through observation, collaboration, and Collaborative Teams such as TBT, BLT, and DLT members





Acadience Reading (2018).

Adams, M. (2011). Reading, language, and the mind. Powerpoint delivered at NYSED Network Team Institute, November 29, 2011, Albany, NY.

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