Attacking Adolescent Literacy Implementing Keys to Literacy
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
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
The Simple View of Reading

Word Recognition x Language Comprehension = Reading Comprehension

- Phonological Awareness
- Decoding (Phonics, Advanced Phonics)
- Sight Word Recognition
- Background Knowledge
- Vocabulary
- Language
- Verbal Reasoning

Based on the Simple View of Reading by Gough and Tunmer, 1986
Year 1
VOCABULARY

Year 2
COMPREHENSION

Year 3
WRITING

https://keystoliteracy.com/
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

Overview: Vocabulary Instruction
- Why teach vocabulary
- Components of Reading
  - How students acquire words
  - Research on effective instruction
- Importance of a routine

What is the Key Vocabulary Routine?
- I, We, You approach

Teaching the routine
- Component 1: Preview difficult vocabulary
  - Goal of previewing
  - What to preview
  - How to preview
- Component 2: Activities to connect vocabulary
  - Semantic mapping
  - Categorizing
  - Semantic feature analysis
- Component 3: Select specific words to teach in-depth
  - Academic vocabulary
  - Selecting words
  - How to teach words in-depth
  - 3 Templates
  - Using definitions
- Component 4: Word learning strategies
  - Using context
  - Word parts
  - Prefixes, roots, suffixes
- Component 5: Promote word consciousness
  - "Word rich" classrooms
  - Etymology
  - Word play
  - Word walls
Gradual Release of Responsibility

Teacher-focused, modeling, direct/explicit instruction

Guided practice: whole group, small group, collaborative

Students move through the stages at different rates, requiring scaffolding and differentiated instruction.

Independent use by student

Joan Sedita 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**
- **Semantic Feature Analysis**
- **Categorizing**
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

Two-Column Notes Template

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

Concept Definition Map

What is it?
(category, comparison)

What are some examples?

What is it like?

Illustration:

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
The Key Comprehension Routine

Overview of Comprehension
- What is the routine?
  - Effective comprehension instruction
    - Alignment to state standards

Keys to Comprehension
- Critical thinking
  - Text structure
    - I, We, You
      - Main idea skills & categorizing

Student Routine & Activities
- What, Why, How
  - Top-down topic webs
  - Two-column notes
  - Summarizing
  - Question generation

Putting it All Together
- Combining the activities into a routine

Note-taking scaffolds
- Note-taking sub-skills
  - Summaries from text & non-text
    - Question generation from text & non-text
  - Explicit instruction, think aloud
  - Summarizing scaffolds
  - Question generation scaffolds

Main idea: paragraphs
Central idea: multi-paragraphs

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

Two-Column Notes
### Transition Words and Phrases

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To indicate a time relationship</td>
<td>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</td>
</tr>
<tr>
<td>To indicate spatial placement</td>
<td>below, beside, between, beyond, farther on, here, next to, parallel with</td>
</tr>
<tr>
<td>To list or present a series of ideas</td>
<td>after, after that, finally, first, lastly, next, second, third</td>
</tr>
<tr>
<td>To add information or continue a line of thought</td>
<td>also, another, besides, further, furthermore, in addition, likewise, moreover, similarly</td>
</tr>
<tr>
<td>To summarize or show conclusion</td>
<td>accordingly, finally, in conclusion, in other words, in short, to conclude, to sum up, to summarize</td>
</tr>
<tr>
<td>To show comparison</td>
<td>by comparison, compared to, in like manner, likewise, similarly</td>
</tr>
<tr>
<td>To show contrast</td>
<td>although, but, however, in contrast, nevertheless, on the contrary, on the other hand, unlike</td>
</tr>
<tr>
<td>To repeat information or stress a point</td>
<td>above all, in fact, in other words, most important, once again, to repeat</td>
</tr>
<tr>
<td>To provide an example or illustrate a point</td>
<td>for example, for instance, such as, to illustrate, that is</td>
</tr>
<tr>
<td>To show cause and effect</td>
<td>as a result, because, because of, caused by, consequently, for that reason, that is why, therefore, thus</td>
</tr>
<tr>
<td>To state the obvious</td>
<td>certainly, granted that, in fact, most certainly, naturally, obviously, of course, surely, undoubtedly, without a doubt</td>
</tr>
</tbody>
</table>

### 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 posters.
   - 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.
Question Generation

Bloom's Taxonomy

Creating: what if? create
Evaluating: fair/unfair; right/wrong; ranking
Analyzing: compare/contrast
Applying: life and use
Understanding: in your own words
Remembering: facts

Question Terms

<table>
<thead>
<tr>
<th>Remembering</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analysing</th>
<th>Evaluating</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite</td>
<td>Describe</td>
<td>Adapt</td>
<td>Analyze</td>
<td>Appraise</td>
<td>Assemble</td>
</tr>
<tr>
<td>Define</td>
<td>Discuss</td>
<td>Apply</td>
<td>Arrange</td>
<td>Access</td>
<td>Complex</td>
</tr>
<tr>
<td>Find</td>
<td>Explain</td>
<td>Compute</td>
<td>Categorize</td>
<td>Choose</td>
<td>Compose</td>
</tr>
<tr>
<td>Give an example</td>
<td>Interpret</td>
<td>Demonstrate</td>
<td>Compare</td>
<td>Conclude</td>
<td>Concept</td>
</tr>
<tr>
<td>Identify</td>
<td>Paraphrase</td>
<td>Dramatize</td>
<td>Contrast</td>
<td>Criticize</td>
<td>Construct</td>
</tr>
<tr>
<td>Label</td>
<td>Report</td>
<td>Draw</td>
<td>Deconstruct</td>
<td>Critique</td>
<td>Create</td>
</tr>
<tr>
<td>List</td>
<td>Relate in own words</td>
<td>Illustrate</td>
<td>Select</td>
<td>Debate</td>
<td>Design</td>
</tr>
<tr>
<td>Locate</td>
<td>Retail</td>
<td>Interview</td>
<td>Distill</td>
<td>Deduce</td>
<td>Develop</td>
</tr>
<tr>
<td>Match</td>
<td>Review</td>
<td>Make</td>
<td>Defend</td>
<td>Defuse</td>
<td>Decide</td>
</tr>
<tr>
<td>Name</td>
<td>Summarize</td>
<td>Operate</td>
<td>Examine</td>
<td>Hypothesize</td>
<td>Formulate</td>
</tr>
<tr>
<td>Quote</td>
<td>Translate</td>
<td>Practice</td>
<td>Generate</td>
<td>Hypothesize</td>
<td>Generate</td>
</tr>
<tr>
<td>Recall</td>
<td>Role-play</td>
<td>Inspect</td>
<td>Justify</td>
<td>Imagine</td>
<td>Imagine</td>
</tr>
<tr>
<td>Review</td>
<td>Sequence</td>
<td>Separate</td>
<td>Validate</td>
<td>Produce</td>
<td>What if?</td>
</tr>
<tr>
<td>Retell</td>
<td>Solve</td>
<td>Use</td>
<td>Reduce</td>
<td>Reject</td>
<td>Plan</td>
</tr>
<tr>
<td>Recognize</td>
<td>Use</td>
<td></td>
<td>Research</td>
<td></td>
<td>Predict</td>
</tr>
<tr>
<td>Retrieve</td>
<td>Show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Question Prompts

<table>
<thead>
<tr>
<th>Level</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>What is...? What did...? What was...? When did...? How many...? Locate it in the story... Point to the...</td>
</tr>
<tr>
<td>Understanding</td>
<td>Tell me in your own words... Give me an example of... Describe what... What is the main idea of...</td>
</tr>
<tr>
<td>Applying</td>
<td>What would happen to you if... How would you solve the problem... if you were there, would you... Find information about...</td>
</tr>
<tr>
<td>Analyzing</td>
<td>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?</td>
</tr>
<tr>
<td>Evaluating</td>
<td>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?</td>
</tr>
<tr>
<td>Creating</td>
<td>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... Design a...</td>
</tr>
</tbody>
</table>
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
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

https://ohioleadership.org/
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.
**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

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**Instructional Rounds**

<table>
<thead>
<tr>
<th>Administrator Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Vocabulary Routine:</strong></td>
</tr>
<tr>
<td>✓ KTV Routine Evident</td>
</tr>
<tr>
<td>✓ N/A</td>
</tr>
<tr>
<td><strong>Key Comprehension Routine:</strong></td>
</tr>
<tr>
<td>✓ KTC Routine Evident</td>
</tr>
<tr>
<td>✓ N/A</td>
</tr>
<tr>
<td><strong>Teacher Physical Proximity:</strong></td>
</tr>
<tr>
<td>✓ Teacher Desk (Displaying/Working w/student(s))</td>
</tr>
<tr>
<td>✓ Front of classroom</td>
</tr>
<tr>
<td>✓ Mobile throughout room</td>
</tr>
<tr>
<td>✓ Varied instructional tools and strategies reflect student needs and learning objectives</td>
</tr>
<tr>
<td>Evidence:</td>
</tr>
</tbody>
</table>

**KTC Student Routine:**

- Component 1: Top-Down Topic Web
- Component 2: Two-Column Notes
- Component 3: Summary
- Component 4: Question Generation

**KTC Teacher Instructional Practice:**

- Main Idea Skills
- Critical Thinking
- Text Structure
- I-Teacher directed instruction
- We-Guided Practice
- Whole group
- Small group
- Student collaboration
- Year-Independent use by student

**Administrator Feedback:**
Examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

I can cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.
NMS
Aligning KTV with KTC

Consistent & Aligned Resource

Current Content Word Wall
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).


