

Adolescent Literacy Strategies

Developing Instructional Practices that Foster Adolescents' Literacy Development

An Online Graduate Course

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Course Description

Literacy skills are essential in order to participate in today's increasingly global society and economy that demand the ability to effectively use literacy in multiple contexts for multiple purposes. Today's adolescents have greater literacy demands placed upon them than ever before as they prepare to enter an adult world that requires their ability to read, write, and speak successfully. Today's teachers face greater challenges than ever before in meeting the increasingly diverse literacy needs of their students in order to prepare them for success in the adult world. This course will prepare you to assist your adolescent students who struggle with literacy to achieve literacy success by providing strategies and techniques that you can incorporate into your secondary classroom in order to scaffold your students' literacy development. In this course, you will learn to implement research-based instructional practices that scaffold adolescents' literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Additionally, you will learn to implement research-based assessment techniques that will allow you to monitor your students' growth and adjust your instructional practices to foster their continued progress.

Course Objectives

- Synthesize current issues related to adolescent literacy.
- Evaluate local and national impact of current legislation regarding adolescent literacy.
- Analyze school-wide approaches to improving adolescent literacy.
- Distinguish the characteristics of adolescents who struggle with literacy.
- Compare and contrast theoretical frameworks and research regarding adolescents' literacy learning.
- Differentiate the factors that contribute to adolescent readers' interactions with text.
- Examine elements of successful literacy environments for adolescent learners.
- Integrate strategies that motivate struggling adolescent readers.
- Implement lessons to scaffold the skills of adolescents who struggle with literacy.
- Determine common reasons why students struggle to comprehend textbooks and other expository texts.
- Evaluate instructional materials that are appropriate for your adolescent students who struggle with literacy.
- Integrate strategies to improve the expository text reading skills of your struggling adolescent readers.
- Distinguish the powerful role of prior knowledge in the reading process.
- Implement strategies and create materials to assess, build, activate, and organize struggling adolescent readers' prior knowledge.

- Interpret why vocabulary knowledge is essential for reading comprehension.
- Assess the factors associated with effective vocabulary instruction and learning.
- Integrate strategies to enhance the vocabulary skills of struggling adolescent readers.
- Incorporate strategies to build vocabulary skills in the content area classroom.
- Appraise factors that impact reading comprehension.
- Determine comprehension strategies used by proficient readers.
- Integrate strategies that scaffold the comprehension skills of struggling adolescent readers.
- Incorporate strategies to support comprehension in the content area classroom.
- Analyze reasons why adolescents struggle with writing.
- Incorporate strategies to scaffold the skills of struggling writers.
- Integrate strategies to incorporate writing into the content area classroom.
- Evaluate the skills needed for adolescents to study and learn.
- Incorporate strategies to assist struggling adolescent readers in developing and using effective study and learning strategies.
- Distinguish the characteristics and functions of high-quality assessments.
- Create and implement high-quality tools and techniques to assess struggling adolescent readers.
- Synthesize assessment results in order to plan effective instruction.

Curriculum Design

There are multiple instructional techniques utilized throughout the course that serve as a scaffold to support your learning of effective instructional techniques. Students will collaborate with their classmates and instructor utilizing the Forum and e-mail. This is an online sixty-hour, three credit graduate level course that is completed over a thirteen-week period.

Hardware and Computer Skills Requirements

Computer and internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use Mozilla Firefox, Google Chrome, or Safari rather than Internet Explorer; for some applications Internet Explorer may work well.

Course Materials

The required textbook for this course is, *Improving Adolescent Literacy; Content Area Strategies at Work* (5th ed.). New Jersey: Pearson Education. Douglas Fisher and Nancy Frey (2019). Students will also visit Must See websites within each module.

Module Outline

Introduction: Introduction to Adolescent Literacy

Content:

1. Introduce yourself to the instructor
2. Review: Introduction Materials, Course Registration Procedures, Syllabus, Schedule, Textbook, and Course Website

Module One: Ensuring All Students Read, Write, Think and Learn

Content:

1. Reflect upon current standards related to adolescent literacy.
2. Evaluate local and national impact of current legislation regarding adolescent literacy.
3. Discover why literacy development is a shared responsibility
4. K-W-L

Module Two: Building and Activating Background Knowledge

Content:

1. The Role of Prior Knowledge in the Reading Process
2. Strategies to Assess Struggling Adolescent Readers' Prior Knowledge
3. Strategies to Build Struggling Adolescent Readers' Prior Knowledge
4. Strategies to Activate Struggling Adolescent Readers' Prior Knowledge
5. Strategies to Organize Struggling Adolescent Readers' Prior Knowledge
6. Reflection Assignment
7. Talking Point

Module Three: Vocabulary Development Across the Curriculum

Content:

1. The Importance of Vocabulary in Reading Comprehension
2. Vocabulary Instruction Designed to Increase Struggling Adolescent Readers' Comprehension
3. Reflection Assignment

Module Four: Promoting Comprehension

Content:

1. Factors that Impact Adolescent Readers' Comprehension
2. Comprehension Strategies Used by Proficient Readers
3. Instructional Strategies to Increase Adolescents' Reading Comprehension
4. Reflection Assignment
5. Talking Point

Module Five: Literacy and the Adolescent Learner / Questioning Strategies

Content:

1. Adolescents as Literacy Learners
2. Reflection Assignment
3. Talking Point

Module Six: Collaborative Conversations

Content:

1. What Factors Motivate Adolescents to Read?
2. Instructional Strategies that Motivate Adolescent Readers
3. Instructional Strategies that Scaffold the Literacy Growth of Struggling Adolescent Readers
4. Reflection Assignment
5. Talking Point

Module Seven: Graphic Organizers in the Classroom

Content:

1. Struggling Adolescent Readers and Informational Text
2. Selecting Appropriate Instructional Materials
3. Expository Text Strategies
4. Reflection Assignment

Module Eight: Making and Taking Notes Across the Curriculum

Content:

1. Evaluate the skills needed for adolescents to study and learn.
2. Incorporate strategies to assist struggling adolescent readers in developing and using effective study and learning strategies.
3. Describe several tools that can be used to teach students to make and take notes.
4. Reflection Assignment
5. Talking Point

Module Nine: Writing to Learn Content

Content:

1. Struggling Adolescent Writers
2. Effective Writing Instruction
3. Content Area Writing
4. Reflection Assignment

Module Ten: Formative and Summative Assessments

Content:

1. Characteristics and Functions of High-Quality Assessments
2. Implementing Effective Assessment Tools and Techniques
3. The Cyclical Nature of Assessment and Instruction
4. Reflection Assignment
5. Complete Course Evaluation
6. Complete Final Project

Student Requirements

1. Participation: Actively participate in all discussions.
2. Reading assignments: Complete assigned readings (textbook and Must See) for each module.
3. Reflection assignments: Complete reflection assignments for each module.
4. Complete the KWLSD chart throughout the course in preparation for your Final Project (KWLSD Reflection Paper).

Assignments

Talking Points

Module Assignments

Final Project: KWLSD Reflection

Total Points

Points

20 (4 points/5 Talking point discussions)

50 (5 points/10 assignments)

30

100

Grading Scale

100-93 **A**

92-85 **B**

84-77 **C**

Student Academic Integrity

The students who participate in this course guarantee that all work they submit for credit is produced by them. Plagiarism occurs when students claim the thoughts, words, works, or ideas of another as their own without proper citations. It may be appropriate during this course to refer to others' work in your assignments and you must utilize an accepted form of citation. Academic dishonesty and plagiarism are in violation of the student academic behavior standards as outlined by our partnering college and universities and are subject to disciplinary action.