

Academic Literacy Instruction for Adolescents: A Guidance Document

Description: This document makes recommendations for improving literacy-related instruction in the content areas or across the entire school day, developing interventions for students reading below grade level, and supporting literacy development in adolescent English language learners. It also includes comments from experts in response to questions about adolescent literacy and examples for state activities in support of improved adolescent literacy in California, Florida, Rhode Island, and Washington.

Information Level: intermediate/advanced

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants, professional development

District: policy, planning, professional development,

School: literacy plan, professional development

To expand RCCs' capacity, this activity or resource:	
Raises awareness of new developments in fields important to states' work.	This guide provides information on current research on adolescent literacy instruction.
Helps the RCC help states accomplish a goal or solve a problem.	This information can be used to support policy, planning and professional development in the area of adolescent literacy.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It can inform existing state, district, school professional development initiatives to examine in light of research-based recommendations for improving adolescent literacy instruction.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It can be used to develop new state, district or school professional development initiatives that reflect the research-based recommendations for adolescent literacy.

Accompanying/Related Materials:

- Video Conference: "Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction"
- PowerPoint with Speaker Notes: Overview of Academic Literacy Instruction for Adolescents

Suggested Dissemination Strategies:

- Inform state DOEs of document and its purposes.
- Provide opportunity for follow up conference calls for questions and discussion of document and its potential uses internally at the DOE and with districts.
- Make SEA aware of supporting resources.