

**Description:** This document is designed to help principals monitor and support adolescent literacy instruction in their schools more effectively. It provides a brief history of the classroom walk-through, a detailed explanation of an Adolescent Literacy Walk-through (ALWT) for grades 4-12 (including a section for reading interventions in grades 4-12) and brief descriptions of the elements of instruction which research suggests will improve overall student reading achievement. For each element or category of instruction, classroom examples of what a principal might expect to see in the classroom are included. It also provides sample templates for Adolescent Literacy Walk-Through forms that states, districts, and schools may use or adapt.

**Information Level:** intermediate

**Intended Audience for Internal Knowledge Development:**

State: grants, professional development

District: professional development

School: professional development

To expand RCC's capacity, this activity or resource:	
Confirms what the RCC is already doing.	This document supports the implementation of state policies to improve scientifically based reading instruction in secondary schools.
Raises awareness of new developments in fields important to states' work.	It provides information to link instructional leadership to research-based reading instruction through guidance about indicators of effective reading instruction in the classroom.
Helps the RCC help states accomplish a goal or solve a problem.	It is a resource for alignment of principal leadership to support implementation of a state or district literacy plans or policies.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	It addresses instructional leadership at the school level to facilitate data collection and observation to guide decisions to improve secondary reading instruction.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It is a guide for the instructional leadership components of a state literacy plan and is a resource to support the implementation of that plan.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It is based on scientific research of effective instructional practices that contribute to growth in academic literacy for adolescents, including: 1) building essential content knowledge, including vocabulary; 2) explicit instruction and supporting practice in the use of comprehension strategies; 3) sustaining discussion of reading content; and 4) focusing on motivation and engagement with reading.
Helps RCC improve states' ability to work with districts.	It is a tool that can be disseminated directly to districts, to provide guidance to districts, or used for on-going professional development at the school level.
Helps the RCC help states complete NCLB-related applications, plans, and reports.	It provides a specific focus on effective academic literacy instruction and the expectation that research-based literacy instruction will be consistently seen in all classrooms, including reading and/or intervention classrooms and content area classrooms with a disciplinary focus on science, social studies, math, and/or literature. It can be used as a planning resource to meet NCLB/ESEA requirements for evidence-based practices.

**Accompanying/Related Materials:**

- The ALWT consists of a guidance document and sample templates for grades 4-5, 6-12, and intervention classes.

**Suggested Dissemination Strategies:**

- Provide copies of document to states, districts, and schools.
- Create an on-line or in-person event to introduce the document.
- Provide follow-up conference calls for questions and discussion of document.
- Support piloting of instrument in key schools with support and follow-up.

\*ESEA – Elementary and Secondary Education Act