



## CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES

### *Bringing Literacy Strategies into Content Instruction*

**Description:** This document provides research-based guidance on academic literacy instruction in the content areas. It is intended for use by literacy specialists and other technical assistance providers in their work with states to improve educational policy and practice in adolescent literacy. Specifically, this document focuses on the effective use of text in content areas. It expands upon two documents previously published by the Center on Instruction's reading strand: *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* and *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders*.

**Intended Audience:** Regional Comprehensive Center Staff, State Departments of Education Staff, School District Administrators, and Secondary School Leaders

To expand RCC's capacity, this activity or resource:	
Confirms what the RCC is already doing.	The document supports the implementation of state and district policies to provide strategies to incorporate literacy into content-area instruction.
Helps the RCC help states accomplish a goal or solve a problem.	The document provides information about professional development for teachers focused on research-based reading strategies that can be included in content instruction that supports reading growth to help improve states' student outcomes.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	This resource provides content for RCCs to use to help state administrators plan content-teacher professional development in support of effective literacy instruction in classrooms.
Helps the RCC enhance states' ability to address NCLB requirements.	The authors' describe ways to assist states in helping teachers develop the kinds of pedagogical skills needed to implement instructional practices that have been shown to improve student literacy outcomes that can also be applied in content-area classrooms.
Helps RCC improve states' ability to work with districts.	The document is a resource that can help inform state planning to support the use of literacy strategies in content-area teaching to facilitate students' meeting college and career-ready standards. It can be used to build background knowledge or to prompt discussions about state policy and guidance provided to school districts related to recommendations for content-area teachers' professional development.
Enables the RCC to carry out its work more effectively.	The research-base and overview of (1) literacy strategies useful in content area instruction and (2) support teachers need to implement strategies included in <i>Bringing Literacy Strategies into Content Instruction</i> provides a resource for RCC staff working with states on improving adolescent literacy and providing professional development for content-area teachers.

#### Suggested Dissemination Strategies:

- Provide an orientation to the document for SEA staff and disseminate copies to each staff member. Follow-up to the orientation, such as conference calls to provide clarification and discuss issues, will extend the document's use.
- Establish a professional learning community (virtual or actual) to read and discuss the contents of the document.
- Utilize the document as a reference for members of a state or district literacy plan development team.