

# Keys to Literacy



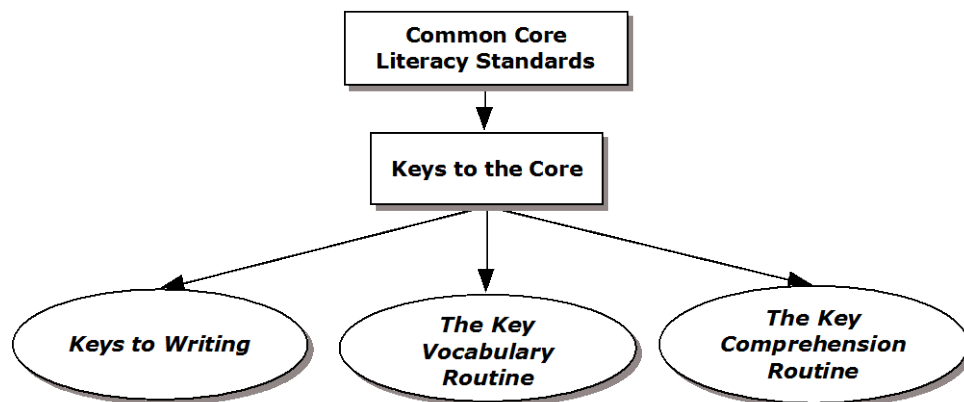
## **Alignment to Common Core Literacy Standards**

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## Keys to the Core - Common Core Implementation

Our *Keys to the Core - Common Core Implementation* is a straightforward and effective way for teachers to translate the Common Core into classroom practice. The Common Core Literacy Standards place significant emphasis on having teachers of all subjects and grades teach reading, writing, listening, and speaking skills. The comprehension, vocabulary, and writing strategies that comprise the Keys to Literacy routines allow for instruction that teachers can implement immediately to build these skills across various tiers of instruction (see the illustration below). Additionally, the strategies can be easily understood and implemented by content teachers of all subjects, as called for in the Common Core.

Administrators will find that Keys to Literacy routines are tightly aligned with the Common Core and are a reliable way to implement the standards across all subjects and grades. Administrators can expect high levels of classroom practice because Keys to Literacy professional development combines initial training with long-term follow-up support that results in long-lasting teacher use and student achievement.



Keys to Literacy professional development programs are based on the most current research and designed to train teachers how to improve student literacy skills. The material on the following pages provides a detailed understanding of how Keys to Literacy professional development is a practical and effective way to address the Common Core.

## Common Core Shifts in ELA/Literacy: Keys to Literacy Alignment

<b>Shift</b>	<b>Common Core Goal</b>	<b>KTL Strategy to Meet the Goal</b>
<b>1</b> <i>PK-5, Balancing Informational &amp; Literary Texts</i>	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.	KTL comprehension, vocabulary, and writing programs teach students about informational text structure, strategies to comprehend and write about informational text in all subject areas, and how to learn academic vocabulary typically found in informational text
<b>2</b> <i>6-12, Knowledge in the Disciplines</i>	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.	The focus for all KTL programs is on training teachers of all subject and all grades how to embed literacy instruction into content classroom teaching using authentic reading material that is both narrative and informational.
<b>3</b> <i>Staircase of Complexity</i>	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.	KTL’s comprehension, writing, and extended response programs teach students a set of foundational literacy skills that are consistent as students move from grade to grade and subject to subject. KTL programs also train teachers to scaffold and differentiate their instruction to meet individual student needs.
<b>4</b> <i>Text-based Answers</i>	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	All KTL programs focus on teaching students how to closely read text and respond to that text through class discussion or writing assignments. All programs include providing opportunities for students to work collaboratively to practice the use of newly learned literacy strategies.
<b>5</b> <i>Writing from Sources</i>	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	KTL’s comprehension, writing, and extended response programs provide explicit instruction, modeling and writing about text. The writing and extended response routines in particular emphasize how to write arguments that include supporting text evidence. They also teach students about language structures at the sentence, paragraph, and text levels.
<b>6</b> <i>Academic Vocabulary</i>	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.	KTL’s vocabulary program helps students grow their academic vocabularies through a mix of conversations, direct instruction, and reading. The program includes the same specific strategies detailed in the Common Core standards: use of context clues, use of word parts (roots and affixes), use of reference materials (e.g., dictionary), word relationships, and nuanced understanding of words gained through rich classroom discussion.

Source: [www.engageNY.org](http://www.engageNY.org) and David Coleman (contributing author to the Common Core)

## **Alignment of Keys to Literacy (KTL) Programs with the Common Core Standards (CCS)**

The CCS describe in detail the literacy skills students should learn at each grade level; they also emphasize that teachers of **all** subjects should play a role in the development of these skills. KTL professional development programs train teachers of grades K-12 in all content areas to deliver research-based literacy instruction. KTL's *Key Comprehension Routine*, *Key Vocabulary Routine*, *Keys to Writing* and *ANSWER Key Routine for Extended Response* programs are closely aligned with the CCS. Broadly speaking, KTL programs are aligned with the following goals and research base of the CCSS:

- The K-12 Reading Standards for literature and informational text and the 6-12 Reading Standards for literacy in subject areas place significant emphasis on **careful analytic reading of different types of text that becomes increasingly complex**. KTL's *Key Comprehension Routine* and *ANSWER Key Routine for Extended Response* programs teach strategies for analytic reading as well as routines for applying these strategies consistently across grades and subjects. These strategies include: identifying main ideas, generating and answering questions at all levels of Bloom's Taxonomy, summarizing, and taking notes while reading.
- A major goal of the Reading and Writing Standards is for students to **use comprehension strategies independently**. The standards specifically list main idea/detail skills and summarizing, both of which are major components of *The Key Comprehension Routine*, *Keys to Writing*, and *The ANSWER Key Routine for Extended Response*.
- The 6-12 Reading Standards for literacy in subject areas place a strong emphasis on the **ability to use text evidence to support analysis**. The K-12 Writing Standards also emphasize the ability to **write arguments and informative text based on relevant and sufficient evidence**, including the application of organizing strategies. *The Key Comprehension Routine* teaches students to identify main ideas and relevant details while reading meta-cognitively. It also teaches students to use Top-Down Webs and Two-Column Notes to organize text evidence. *Keys to Writing* specifically addresses argument and informational writing that incorporates text evidence. *The ANSWER Key Routine for Extended Response* provides a routine for analyzing text to answer a specific question and then select and organize text evidence before writing a response.
- Both the K-12 Reading and Writing Standards specifically address **language structures** at the sentence, paragraph, and discourse levels. *The Key Comprehension Routine* includes several components that specifically address sentence, paragraph and broader narrative and expository text structures in all subject areas. *Keys to Writing* focuses on how to teach language structures at all levels. The 6-12 Reading Standards for literacy in subject areas specifically identify analysis of how the text structures information into categories or hierarchies. The Top-Down Web activity in *The Key Comprehension Routine* specifically teaches students to organize ideas from reading into hierarchies, and the Main Idea activity of the routine includes categorizing.
- The K-12 Language Standards expect that students will **grow their vocabularies** through a mix of conversations, direct instruction, and reading, and that this instruction should happen in all subject areas. *The Key Vocabulary Routine* is a five-step, multi-component program that also emphasizes teaching domain-specific (i.e., subject area) vocabulary. **This program includes the same specific vocabulary strategies detailed in the standards:** use of context clues, use of word parts (roots and affixes), use of reference materials (e.g., dictionary), word relationships, and nuanced understanding of words gained through rich classroom discussion.
- The K-12 Speaking and Listening Standards emphasize teaching students how to **collaborate with peers to converse and share ideas**. A significant component of *The Key Comprehension Routine*, *The Key Vocabulary Routine* and *Keys to Writing* is the use of small-group collaboration to practice comprehension, writing, and vocabulary strategies.
- Both the K-12 Writing and Speaking and Listening Standards address the importance of teaching students how to **organize ideas before writing and presenting information orally**. *The Key Comprehension Routine* and *The ANSWER Key Routine for Extended Response* use Top-Down

Webs, Two-Column Notes, and a Summary Template to organize ideas and information before writing or speaking. The Writing Standards specifically require that students be taught the steps in the writing process (planning, revising, editing, and rewriting). *Keys to Writing* includes a student routine for applying the writing process to all writing assignments.

- All of the reading and writing standards place an emphasis on having students **read and write routinely**. All KTL programs emphasize explicit instruction in foundational reading and writing skills, along with significant guided practice until students reach the stage of independent use.
- The CCS emphasize that teachers of **all** subjects should provide explicit reading and writing instruction – not just in literary texts, but all subject reading. The CCS recognizes that the burden of reading and writing instruction must not fall on ELA teachers and English departments alone. This is also the cornerstone of all KTL programs: KTL provides professional development to teachers in all content areas.

## Details

ABBREVIATION KEY	
<b>Comp</b> = The Key Comprehension Routine	<b>Vocab</b> = The Key Vocabulary Routine
<b>Writing</b> = Keys to Writing	<b>Answer</b> = The ANSWER Key Routine for Extended Response

CATEGORY	STANDARD	APPLICABLE KTL PROGRAMS
<b><i>Reading Standards (Literature, Informational Text) K-5, 6-12</i></b>		
Key Ideas and Details	#1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Comp Writing ANSWER
	#2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Comp Writing
Craft and Structure	#4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Vocab
	#5. Analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text relate to each other and the whole.	Comp Writing
Range of Reading Level of Text Complexity	#10. Read and comprehend literary and informational texts independently and proficiently.	Comp Vocab ANSWER
<b><i>Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects, 6-12</i></b>		
Key Ideas and Details	#1. Cite specific text evidence to support analysis.	Comp Writing ANSWER

	#2. Determine the central ideas or information; summarize.	Comp Writing
Craft and Structure	#4. Determine the meaning of symbols, key terms and other domain specific words and phrases.	Vocab
	#5. Analyze the structure an author uses to organize text; analyze how the text structures information or ideas into categories or hierarchies.	Comp Writing
Integration of Knowledge and Ideas	#8. Distinguish among facts; assess the extend to which reasoning and evidence in a text support author's claim.	Comp ANSWER
Range of Reading Level of Text Complexity	#10. Read and comprehend history/social studies texts, science/technical texts.	Comp ANSWER
<b>Writing Standards K-5 and 6-12, and Writing Standards for Literacy in History/Social Studies, Science &amp; Technical Subjects 6-12</b>		
Text Types & Purposes	#1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Comp Writing ANSWER
	#2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Comp Writing ANSWER
	#3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Writing
Production & Distribution of Writing	#4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing
	#5. Develop and strengthen writing as needed by planning, revising, editing, rewriting.	Writing
Research to Build and Present Knowledge	#7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Comp Writing
	#8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate he information while avoiding plagiarism.	Comp Writing
	#9. Draw evidence from literacy or informational texts to support analysis, reflection, and research.	Comp Writing ANSWER
Range of Writing	#10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	Comp Writing ANSWER
<b>Speaking and Listening Standards K-5 and 6-12</b>		
Comprehension and Collaboration	#1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's idea and expressing their own clearly and persuasively.	Comp Vocab
Presentation of Knowledge and Ideas	#4. Present information, findings, and support evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Comp ANSWER

<b>Language Standards K-5 and 6-12</b>		
Conventions of Standard English	#1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing
	#2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Writing
	#3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Writing
Vocabulary Acquisition and Use	#4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Vocab
	#5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocab
	#6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocab
<b>Reading Standards: Foundational Skills (K-5)</b>		
Phonics and Word Recognition	#3a. Identify and know the meaning of most common prefixes and derivational suffixes; use knowledge of morphology (roots and affixes) to read unfamiliar words.	Vocab