



# A Resource Guide for Adolescent Literacy 2006

Prepared for the  
Bill & Melinda Gates Foundation

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# PROMISING PROGRAMS FOR STRUGGLING READERS

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The *Reading Next* report proposes nine elements of **effective adolescent literacy programs** for instructional improvement:

1. Direct, explicit comprehension instruction
2. Effective instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. A technology component
9. Ongoing formative assessment of students

These elements can be found in dynamic, student-centered, classrooms where students interact with each other, the teacher, a variety of texts, and technology. Therefore, these elements should be evident in reading programs selected for struggling readers. Adolescent learners should have multiple opportunities for choice, interaction, and technology use.

Struggling readers are already behind and the job of educators is to accelerate their learning. No one program fits the needs of all students. Before students are placed in a reading program, the students' needs must be assessed and diagnosed to determine which program(s) will be beneficial. Then, students must be carefully monitored to ensure that they are progressing towards reading proficiency. The programs suggested in this guide have been categorized by the competencies that they address and described by criteria that should assist schools to select programs most beneficial for their students.

## Categories

### **Type of Program:**

The programs are divided into two categories:

1. Comprehensive reading programs
2. Programs designed for specific reading deficiencies

### **Reading Competency (ies) Addressed:**

To help select programs that are aligned with diagnosed reading deficiencies, these competencies represent the five elements of reading as designated by *No Child Left Behind*: phonemic awareness, phonics, fluency, vocabulary, and comprehension

### **Research Basis:**

All of the programs included have research studies that document their effectiveness based on data reported in scholarly, refereed publications. However, in most instances, methods employed were not consistent with scientifically based research as defined by *No Child Left Behind* because they were not "true" experiments that included randomized assignments or control groups.

## Overview of Comprehensive Reading Programs

Name/ Type	Grade Level and Targeted Students	Reading Competency(ies) Addressed	Reading Next Element(s)	Strengths & Weaknesses
<p><b>Corrective Reading</b></p> <p>Direct instructional model for teaching remedial students decoding and comprehension skills; Teacher scripted</p>	<p>Grades 4-12: students who are reading one or more years below grade level; <b>this program is not appropriate for students who have mastered decoding and basic fluency</b></p>	<p>Phonemic awareness, phonics, fluency, vocabulary</p>	<p>Direct, explicit comprehension instruction</p>	<p><b>Strength:</b> Built-in management system</p> <p><b>Weakness:</b> Repetitious routines eliminate student choice and interaction, while often weakening motivation</p>
<p><b>LANGUAGE!</b></p> <p>Comprehensive reading program built on phonemic awareness and phonics</p>	<p>Students performing two or more years behind grade-level who have not mastered phonemic awareness, phonics and basic fluency</p>	<p>Phonemic awareness, phonics, fluency, vocabulary, comprehension</p>	<p>Direct, explicit comprehension instruction;</p> <p>Text-based collaborative learning</p>	<p><b>Strength:</b> Highly structured and individualized, offering each student a step-by-step progression through the curriculum at an individual pace</p> <p><b>Weakness:</b> Scripted teacher instructions do not allow for student individual needs and differences</p>
<p><b>Reading is FAME</b></p> <p>A four-course reading intervention program</p>	<p>Students in grades seven through 12 who are reading significantly below their grade level</p>	<p>Phonemic awareness, phonics, fluency, vocabulary and comprehension</p>	<p>Direct, explicit comprehension instruction; Text-based collaborative learning</p>	<p><b>Strength:</b> Assessments, computer software, word activities, young adult novels and collaborative reading assignments that are interesting, challenging and age-appropriate.</p> <p><b>Weakness:</b> No research base available</p>
<p><b>Succeeding in Reading: A Complete Cross-Age Tutoring Program</b></p> <p>Cross-age tutoring program for use in schools, after-school programs, and community-based programs</p>	<p>Tutors in grades 5 through adult; tutees in grades K-3; English Language Learners</p>	<p>Phonemic awareness and phonics, fluency, vocabulary, comprehension</p>	<p>Motivation and self-directed learning;</p> <p>Text-based collaborative learning;</p> <p>Strategic tutoring;</p> <p>Diverse texts</p>	<p><b>Strength:</b> There is no stigma attached for struggling readers</p> <p><b>Weakness:</b> Elementary school children must be available as tutees</p>

## Comprehensive Reading Programs

### **PROGRAM:** *Corrective Reading*

#### **Developer:**

Siegfried Engelmann, et al.  
SRA McGraw-Hill Companies

#### **Reading Competency (ies) Addressed:**

Phonemic awareness, phonics, fluency, vocabulary

#### **Type of Program:**

Direct instructional model for teaching remedial students decoding and comprehension skills. Teacher scripted.

#### **Grade Level and Targeted Students:**

Students in grades 4-12: students who are reading one or more years below grade level, appropriate for students who are in special education classrooms, as well. **This program is not appropriate for students who have mastered decoding and basic fluency.**

#### **Main Features and Overall Design:**

*Corrective Reading* is a comprehensive intervention program. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. *Corrective Reading* can be implemented in small groups (4-5 students) or whole-class format. Each lesson is 45 minutes in length and intended to be used by teachers four to five times per week.

The program is tightly sequenced, offering two distinct *intervention strands*: decoding and comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relates to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students who have limited vocabulary, narrow background knowledge and inadequate thinking skills. The decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. The comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

#### **Materials:**

Teacher materials include a Series Guide (contains reproducible placement tests and sample lessons), Teacher Decoding Presentation Book, Teacher Comprehension Presentation Book (provides explicit step-by-step scripts, vocabulary activities, and point system charts), Teacher Guide (contains tips and techniques for correcting mistakes, summarizes strategies, and additional ideas for teaching specific skills and motivating students), Blackline Masters, Sunshine State Standards/Benchmarks Checklist, Ancillary Materials (include standardized test format booklets), and Mastery Test Packages (include Test Administrator's manual).

**Assessment Method(s):**

Point system charts, standardized test format booklets, and Mastery Test Packages

**Research Basis:**

The existing research base provides only preliminary support for the program’s efficacy. The basic problem with the research base is that most studies do not involve random assignment to instructional conditions. Additionally, the current research focuses almost solely on the decoding components of *Corrective Reading*. Therefore, the comprehension components have yet to be adequately researched.

**Professional Development:**

- Continual coaching is provided by consultants (e.g., classroom seating design, classroom/materials procedure, motivation activities)
- Practical training sessions are available throughout the year as “refresher” courses.
- Consultants are accessible via e-mail and telephone
- Prompt customer service is available to receive materials ordered or missing items

**Contact Information:**

McGraw-Hill Education  
 Customer Services  
 Shoppenhangers Road,  
 Maidenhead  
 Berkshire SL6 2QL

*Telephone:* To place orders, call: +44 (0)1628 502720; For all other queries, call: +44 (0)1628 502500

*Customer Service Queries:* [emea\\_queries@mcgraw-hill.com](mailto:emea_queries@mcgraw-hill.com)

*Website:* [www.sraonline.com/index.php/home/curriculumsolutions/di/correctivereading/102](http://www.sraonline.com/index.php/home/curriculumsolutions/di/correctivereading/102)

**Costs:*****Examples of material cost per level:***

Teacher’s Guide	\$17.64
Enrichment Blackline Masters	\$53.94 to \$72.54
Mastery Test Package (for 15 students)	\$43.68
Teacher Materials	\$164.70 to \$194.70

**Evaluation of Program:*****Strengths***

- Multilevel
- Built-in management system
- Structured

***Weaknesses***

- Repetitious routines eliminate student choice and interaction, while often weakening motivation
- Fluency goals for the program are minimal
- Some teachers/students may find it difficult to adapt to the repetitive style of instruction
- Scripted teacher instructions do not allow for student individual needs and differences
- Not appropriate for stronger readers



## **PROGRAM: *LANGUAGE!***

### **Developer:**

Dr. Jane Fell Greene  
Published by Sopris West Educational Services

### **Type of Program:**

Comprehensive reading program built on phonemic awareness and phonics

### **Reading Competency (ies) Addressed:**

Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

### **Grade Level and Targeted Students:**

*LANGUAGE!* is designed for students performing two or more years below their assigned grade-level who have not mastered phonemic awareness, phonics and basic fluency. Specifically, this program is for students who benefit from explicit instruction in a structured language curriculum, whether they are in the general or special education program.

### **Main Features and Overall Design:**

*LANGUAGE!* is a comprehensive literacy curriculum that integrates reading, spelling, writing, and other critical language arts strands. The classroom teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. The program is highly individualized, with students placed at an instructional level based on an entry assessment, and continuing on that level until mastery of concepts and skills is attained. Flexible, small instructional groups are formed within the whole class according to mastery performance.

There are sixteen strands of curriculum content reflecting different facets of language, writing, and reading instruction, with a master lesson plan provided for the teacher for each unit. The underlying progression of the content moves from phonemic skills through connected text. The *LANGUAGE!* lesson plans systematically guide teachers through this logical progression each day. Students establish a strong foundation in and understanding of the structure and function of the English language.

Consumable student materials, which incorporate numerous content strands, are coordinated with each instructional unit. Students complete a variety of interrelated activities within each unit, though they are not required to practice independently any concepts that they have not been directly and explicitly taught previously. Oral exercises and practice always precede written work of the same skill. In addition to the use of consumable materials, small group, and folder activities, students write in journals and read independently each day.

### **Materials:**

A series of increasingly difficult decodable readers, The J & J Language Readers, accompanies the curriculum. These readers include activities related to various aspects of the curriculum, which are to be completed prior to reading, during reading, and after reading. These activities include vocabulary expansion exercises, a pre-reading summary, writing extension activities, and a series of questions for discussion based on all levels of thinking in Bloom's taxonomy.

### **Assessment Method(s):**

Because students work with a concept until mastery, defined by *LANGUAGE!* as automatic application of skills and concepts at an 80% correct level, they progress through the program at different rates.

**Research Basis:**

The majority of the research for *LANGUAGE!* has been conducted with middle and high school students. The basic problem with the research base is that most studies do not involve random assignment to instructional conditions.

**Professional Development:**

An instructional resource guide and supplementary books and materials offer the teacher all items that are needed for implementation of the program.

**Contact Information:**

For information on nationally certified providers of professional development and/or training courses, contact:

*LANGUAGE!* Training Coordinator: [training@language-usa.net](mailto:training@language-usa.net)

Sopris West

4093 Specialty Place

Longmont, CO 80504

(800) 547-6747

For information about materials, contact:

Russell Saxo: [russells@sopriswest.com](mailto:russells@sopriswest.com)

(800) 547-6747 ext. 266

Website: [www.language-usa.net/sopriswest.html](http://www.language-usa.net/sopriswest.html)

**Costs:**

*Language! has a variety of resources for sale, such as:*

Middle/High School Teacher Training Kit	\$599.00
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Classroom Set	\$1,799.00
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Small Group Set	\$434.49
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LANGUAGE! Instructional Resource Guide for Teachers	\$75.95
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For a complete listing see [http://www.language-usa.net/pdfs/Language!\\_1-05.pdf](http://www.language-usa.net/pdfs/Language!_1-05.pdf)

**Evaluation of Program:****Strengths**

- Thorough presentation of numerous reading, writing, and language arts strands, taught systematically in parallel fashion
- Instructor's manual and instructor's resource guide offer many materials Highly structured and individualized, offering each student a step-by-step progression through the curriculum at his or her own pace
- Detailed Lesson Plans for each unit tie together the many materials, sources, and activities in the program that are needed for instruction

**Weaknesses**

- Dependent on the teacher's ability to organize the class
- Time constraints (90 minutes) may cause scheduling problems
- Scripted teacher instructions do not allow for student individual needs and differences

## **PROGRAM: *Reading Is FAME***

### **Developer:**

Dr. Mary E. Curtis oversaw research and development on *Reading Is FAME*. National Resource and Training Center, a division of Girls and Boys Town in Omaha, Nebraska

### **Type of Program:**

A four-course reading intervention program each lasting one semester

### **Reading Competency (ies) Addressed:**

Phonemic awareness, phonics, fluency, vocabulary and comprehension

### **Grade Level and Targeted Students:**

Students in grades seven through 12 who are reading significantly below their grade level

### **Main Features and Overall Design:**

*Reading Is FAME* is a four-course intervention designed to reverse reading failure in adolescents.

1. *Foundations of Reading*. This section of the Reading Is FAME curriculum targets students whose reading levels are below the fourth grade and is designed to teach word decoding skills through phonemic awareness. Various activities, from oral reading to use of computers to word activities, are utilized to support the curriculum.
2. *Adventures in Reading*. This course, which follows the Foundations of Reading section of the curriculum, targets students between the fourth- and sixth-grade reading levels. Reading fluency, as well as word recognition and meaning to develop vocabulary, are focused upon in this section. Oral reading, computer activities, and word activities are used to support the curriculum in this area.
3. *Mastery of Meaning*. This section of the curriculum, intended for students between the sixth- and eighth-grade reading levels, concentrates on reading comprehension. To improve comprehension, this section, as does the previous section, works on vocabulary development. Multiple reading, writing, listening, and speaking techniques are used to support the Mastery of Meaning curriculum.
4. *Explorations*. The final course, Explorations, is created for students above the eighth-grade level in reading. This more advanced course helps students combine concepts and themes encountered in text through reading and writing. In addition, students are prepared for higher-level writing courses as they learn how to develop outlines and take notes, among other higher-order skills necessary for academic success.

Although direct teacher instruction is emphasized in this model, use of computers for individual practice and tutoring is also highly recommended. In order to provide maximum benefits, use of the Reading Is FAME curriculum requires intensive teacher training, preparation, and follow-up with the Reading Center's consultant team.

### **Materials:**

Computer software and books

**Assessment Method(s):**

Several curriculum-based and standardized test measurements are incorporated into the courses. Students take multiple-choice pre- and post-tests for each unit in the vocabulary intervention.

**Research Basis:**

None available

**Professional Development:**

On the first day of training, the participants are given an overview of the research and development as well as the theory and practical applications of FAME. They also learn how to implement the first course, Foundations of Reading. During the second day of training, the participants learn how to implement Adventures in Reading. There is also an optional assessment session the first night. The participants can attend and learn about how to use the diagnostic and assessment tools introduced during training. Assessment is a vital component in successfully placing students and monitoring students' growth.

The participants leave the training with all materials needed to implement the two courses. After they return to their sites, a Girls and Boys Town Reading Center consultant is available to them through telephone calls and emails for ongoing support. There is also a formal visit to observe implementation, offer feedback, and debrief with teachers and administrators.

**Contact Information:**

Girls and Boys Town National Resource and Training Center  
14100 Crawford St.  
Boys Town, NE 68010  
Telephone: 1(800)545-5771; 1(800)448-3000  
Fax: (402)498-1500/1501  
Email: nrtcmarketing@girlsandboystown.org

**Costs:**

Any program or school that meets the criteria and wishes to implement Reading Is FAME must complete a contract for services. The contract requires that you purchase both training and follow-up consultation services prior to receiving a copy of the curriculum. Costs for the first day of training is \$1650 and \$1100 for subsequent days.

**Evaluation of Program:*****Strengths***

- Identify students with reading difficulties and place them in the appropriate class
- Teach students to change the way they define success, focusing on how much they learn rather than how well they perform in comparison to others.
- Methods for identifying students' strengths and needs in reading and assessing their growth.
- Select and use assessments, computer software, word activities, young adult novels and collaborative reading assignments that are interesting, challenging and age-appropriate.

***Weaknesses***

- No research available

## **PROGRAM: *Succeeding in Reading: A Complete Cross-Age Tutoring Program***

### **Developers:**

Ms. Nancy Dean and Dr. Candace Harper

Publisher: Maupin House

### **Reading Competency (ies) Addressed:**

Phonemic Awareness and phonics, fluency, vocabulary, comprehension, English for Speakers of Other Languages

### **Type of Program:**

Cross-age tutoring program for use in schools, after-school programs, and community-based programs

### **Grade Level and Targeted Students:**

Tutors in grades 5 through adult

Tutees in grades K-3

Tutors must learn basic proficiency in English phonemic awareness and phonics as well as moderate proficiency in fluency, vocabulary, and comprehension

The program builds the literacy skills of tutors as they teach a younger child

### **Main Features and Overall Design:**

*Succeeding in Reading* is grounded in the demonstrated efficacy of cross-age tutoring. *Succeeding in Reading* provides middle and high school students with instruction in basic literacy and teaching skills as well as opportunities to apply those skills in supervised tutorials. It is based on the belief that people learn what they teach. Students become teachers, and everyone benefits.

*Succeeding in Reading* combines leadership, service, performance, and scholarship. Students receive training in the fundamentals of reading, including phonemic awareness, phonics, oral reading techniques, fluency, vocabulary, comprehension strategies, and the reading-writing connection. In addition, they study tutoring techniques and learn to work with younger students as both “buddy readers” and reading tutors.

### **Materials:**

*Succeeding in Reading* is a complete cross-age tutoring program. Materials include a *Program Leader’s Guide*, with complete instructions for set-up and implementation of a cross-age tutoring program; *Buddy Reading Guide*, a manual for students teaching them how to help children build a love of reading and master basic phonemic awareness and phonics; *Buddy Coaching Guide*, a manual for students teaching them how to coach children as they learn to read themselves; and a *Resource CD*, complete with forms, activities, and videos to help a program leader implement cross-age tutoring.

### **Assessment Method(s):**

Assessment is built into the program with curriculum-based measures at the end of every chapter. In addition, the program has been assessed with standardized reading measures and measures of reading strategy used by tutors.

**Research Basis:**

*Succeeding in Reading* is consistent with current research knowledge in both its instructional design and content.

**Professional Development:**

Workshops for program implementation are available through Nancy Dean, Candace Harper, or Maupin House. Two-day workshops with a follow-up day are recommended.

**Contact Information:**

Nancy Dean: [ndean@NationalLiteracyProject.org](mailto:ndean@NationalLiteracyProject.org)

Candace Harper: [charper@coe.ufl.edu](mailto:charper@coe.ufl.edu)

**Costs:**

- Program Leaders Guide \$19.95 each
- Buddy Reading OR Buddy Coaching Guide \$44.95 for a pack of five  
\$9.95 individually
- Program Leader's Guide \$19.95 each
- Buddy Reading OR Buddy Coaching Guide \$44.95 for a pack of five  
\$9.95 individually

**Evaluation of Program:*****Strengths***

- The materials are thorough and systematic
- Tutoring manuals are explicit and easy to understand
- Many resources are included
- Students learn through teaching
- There is no stigma attached for struggling readers
- All reading skills are addressed

***Weaknesses***

- Elementary school children must be available as tutees

## Overview of Programs Designed for Specific Reading Deficiencies

Name/ Type	Grade Level and Targeted Students	Reading Competency(ies) Addressed	Reading Next Element(s)	Strengths & Weaknesses
<p><b>Accelerated Reader (AR)</b> Computer-based record of student reading</p>	K-12; all students	Fluency and comprehension are indirectly but not explicitly taught	Diverse text	<p><b>Strength:</b> Books are coded to enable teachers to match students' reading levels to appropriate books</p> <p><b>Weakness:</b> Limits students' choice of books to titles on the AR list</p>
<p><b>Great Leaps</b> Supplemental fluency program</p>	Grades K-12 and for adult use; students who have not mastered automaticity and need practice in fluency	Fluency		<p><b>Strength:</b> Requires only 5-10 minutes of intervention per day per student</p> <p><b>Weakness:</b> Can be overused; students need to be released from program when adequate progress has been made</p>
<p><b>HOSTSLink Language Arts: After school mentoring</b> Mentoring</p>	Grades K-8 general school population, low achieving, at-risk students; struggling readers in grades 9-12	Vocabulary, and comprehension	Strategic tutoring; Diverse texts	<p><b>Strength:</b> One-on-one mentoring provides encouragement and support to students who are most in need of such reinforcement</p> <p><b>Weakness:</b> Dependent on facilitating teacher for monitoring</p>
<p><b>READ 180® Program</b> Classroom-based with a technology component</p>	Struggling readers in grades 4-12	Phonics, fluency, vocabulary, and comprehension,	<p>Direct, explicit comprehension instruction;</p> <p>Text-based collaborative learning;</p> <p>Strategic tutoring</p>	<p><b>Strength:</b> Variety of activities and opportunities for student interaction</p> <p><b>Weakness:</b> Expensive</p>

(Continued)

Name/ Type	Grade Level and Targeted Students	Reading Competency(ies) Addressed	Reading Next Element(s)	Strengths & Weaknesses
<p><b>Read Naturally</b> Supplemental program to develop fluency</p>	<p>Students of any age may use this program</p>	<p>Fluency</p>	<p>Direct, explicit comprehension instruction;  Motivation and self-directed learning</p>	<p><b>Strength:</b> Comprehension questions and written retell are part of every story  <b>Weakness:</b> Students work in a self-directed manner with little interaction with other students or teachers</p>
<p><b>Strategic Instruction Model (SIM): Strategies for students and teachers</b>  Student reading strategies to be used across the content areas</p>	<p>Struggling secondary readers</p>	<p>Phonics, vocabulary, comprehension</p>	<p>Effective instructional principles embedded in content</p>	<p><b>Strength:</b> Strategies are structured, sequential, and adaptable to multiple situations  <b>Weakness:</b> Designed for special education students</p>
<p><b>Talent Development High Schools</b>  Comprehensive reform model for large high schools</p>	<p>At-risk students in large high schools.</p>	<p>Vocabulary and comprehension</p>	<p>Diverse texts</p>	<p><b>Strength:</b> Uses a variety of texts  <b>Weakness:</b> Makes no provision for students who need help in phonics and fluency</p>
<p><b>Wilson Reading System (WRS)</b>  Structured intervention reading and writing program</p>	<p>Struggling secondary readers with decoding problems who are reading at second grade level and above</p>	<p>Phonics, fluency, comprehension</p>	<p>Direct, explicit comprehension instruction;  Effective instructional principles embedded in content</p>	<p><b>Strength:</b> Strong built-in comprehension component  <b>Weakness:</b> Designed for special education students and requires a skilled teacher to adapt to all struggling readers</p>



## Programs Designed for Specific Reading Deficiencies

### **PROGRAM:** *Accelerated Reader (AR)*

#### **Developer:**

Renaissance Learning, Inc.

#### **Reading Competency (ies) Addressed:**

Fluency and comprehension are indirectly but not explicitly taught

#### **Grade Level and Targeted Students:**

K-12; all students

#### **Type of Program:**

Computer-based record of student reading

#### **Main Features and Overall Design:**

*Accelerated Reader (AR)* is a computer-based assessment system of student comprehension of approximately 25,000 books.

1. The student's reading comprehension level is determined by a computer assessment system (STAR Reading). Based on this score, a student is assigned to a level for independent reading.
2. The student self-selects and reads from books that have been coded by reading level. Readability is calculated through traditional formulas that count words and syllables.
3. Once students have completed reading a book they take a short (10–20 items) literal-level comprehension test. AR offers more than 75,000 quizzes on library books and popular reading textbook series. The quizzes provide assessment information to help motivate reading, monitor progress, and target instruction to accelerate reading growth.
4. Teachers and librarians get reports on the reading level and comprehension skills of each student to guide instruction and help the student select more reading materials. The management system provides the percentage scores to students, as well.
5. Students are rewarded for reading and performing well on tests by gaining points (determined by the readability level and length of a book).

#### **Materials:**

Each *Accelerated Reader* Renaissance Place package includes:

- *Accelerated Reader* reading management software
- Reading Practice Quizzes
- District-wide Management and Reporting Access
- Implementation Consulting Services and Reports.
- Expanded Expert Support Plan
- Automatic Software Updates and Upgrades.
- Remote Installation Service within 90 days of purchase.
- Online Help and Software Manuals

#### **Assessment Method(s):**

Students are assessed using a short quiz after reading the book.

**Achievement Data:**

- The TOPS Report provides immediate feedback to alert if intervention is needed.
- The Diagnostic Report helps identify reading problems. Special diagnostic codes identify struggling students for intervention.
- The Student Record Report provides a complete list of the books that students have read and the scores for each quiz.
- The Literacy Skills chart helps assess each student's proficiency on 24 higher-level reading skills.
- The Customizable Status Report summarizes how students in the district performed on selected formative and/or summative assessments.

**Research Basis:**

The research basis for AR is qualitative in nature, containing mostly anecdotal reports. No control group or comparison group represented in many studies.

**Professional Development:**

Any teachers, administrator or librarian can be trained on the use of the software that administers the tests on AR books and that compiles reports. Additional training is available through Reading Renaissance one- or two-day seminars.

**Contact Information:**

Corporate Headquarters

Renaissance Learning, Inc.

PO Box 8036

Wisconsin Rapids, Wisconsin 54495-8036 USA

To contact Renaissance Learning, call toll free: (866) 846-7323 for Reading solutions  
(866) 492-6284 for Standards solutions

Telephone: (715) 424-3636

Fax: (715) 424-4242

Website: <http://www.renlearn.com>

**Costs:**

Costs depend on the package options purchased and begin at approximately \$499.00 for a Starter Kit.

**Evaluation of Program:*****Strengths***

- Motivates some students to read
- Program includes a variety of books
- Books are coded to enable teachers to match students' reading levels to appropriate books

***Weaknesses***

- Limits students' choice of books to titles on the AR list
- Results from diagnostic tests merely reveal number of books read, percentage of questions answered correctly, and points earned
- Some test questions are poorly written
- Assessment is not authentic, questions are not ordered, possible for students to reveal test information to others

**PROGRAM:** *Great Leaps*

**Developer:**

Cecil D. Mercer

**Reading Competency (ies) Addressed:**

Fluency

**Type of Program:**

Supplemental fluency program

**Grade Level and Targeted Students:**

Grades K-12 and adult use; students who have not mastered automaticity and need practice in fluency.

**Main Features and Overall Design:**

*Great Leaps Reading* is a supplementary reading program to be used in conjunction with the curriculum currently being implemented. Its primary emphasis is on fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader. Included in the instructor's manual are assessment guidelines to determine student placement in *Great Leaps*. Teachers, paraprofessionals, or volunteers administer the lessons in a one-to-one fashion in 5-7 minute daily practice sessions. During those 5-7 minutes, the student reads three timed readings, one under each of the following three headings: phonics, sight phrases, and stories. The curriculum extends from grades K-12, and there is material for adult use as well.

*Great Leaps* is divided into three major areas: (1) *Phonics*: developing and mastering essential sight-sound relationships and/or sound awareness skills; (2) *Sight Phrases*: mastering sight words while developing and improving focusing skills; and (3) *Reading Fluency*: using age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation.

**Materials:**

The materials consist of an instructor's manual and student practice pages. Included in the instructor's manual are assessment guidelines to determine student placement in *Great Leaps*.

**Assessment Method(s):**

Each reading is timed for one-minute and the goal is for the student to read each page with no more than two errors. Error correction is immediate and followed by modeling of the correct response. When mastery is attained on a page, the student progresses or "leaps" to the next page of slightly more difficult material.

**Research Basis:**

*Great Leaps* is consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of *Great Leaps* in improving reading fluency for middle school students. At this point, the research supporting *Great Leaps* is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for *Great Leaps*, it is likely that similar outcomes at the other levels could be expected.

**Professional Development:**

A typical training session takes about three hours. Most users find the instructions that come with the program adequate to begin implementation without training.

**Contact Information:**

Diarmuid, Inc.  
P.O. Box 357580  
Gainesville, FL 32635  
US Toll Free: (877) GRLEAPS (475-3277)  
Canada: 1(352)271-9720  
Fax: 1(352)384-3883  
Email: info@greatleaps.com

**Costs:**

Middle School Reading Program (Grades 6-8 Instructor Manual)	\$66.00
Middle School Program Package (Instructor Manual and Student Edition)	\$110.00
High School Reading Program (Grades 9-12 Instructor Manual)	\$66.00
High School Reading Program Package (Instructor Manual and Student Edition)	\$110.00
General Stories Collection (Supplementary Stories for all Readers)	\$55.00

**Evaluation of Program:*****Strengths***

- Easy to implement and can be used successfully by a wide variety of professionals, paraprofessionals, and volunteers
- Requires only five to ten minutes of intervention per day per student
- Student progress is monitored, charted, and rewarded, thus increasing student motivation

***Weaknesses***

- Can be overused; students need to be released from program when adequate progress has been made

## **PROGRAM: *HOSTSLink Language Arts***

### **Developer:**

*HOSTS Learning*

### **Reading Competency (ies) Addressed:**

Vocabulary and comprehension

### **Grade Level and Targeted Students:**

*HOSTSLink Language Arts* is appropriate for Grades K-8 including the general school population and low achieving or at-risk students, and for older struggling readers; grades 9-12

### **Type of Program:**

Mentoring

### **Main Features and Overall Design:**

*HOSTSLink Language Arts, (Help One Student to Succeed)* is a structured mentoring program designed to supplement a school's core reading curriculum. Trained volunteers from the community provide students with one-on-one tutoring sessions using lesson plans that have been specifically tailored to the individual needs of each student. The principle goals of *HOSTSLink Language Arts* include improving academic achievement in reading and writing, building problem-solving skills, and improving behavior, attitudes and self-esteem. Once a student has been identified for academic intervention, he/she is given a diagnostic assessment to determine strengths in word analysis, vocabulary and comprehension, and an informal reading inventory to determine reading level. Then the *HOSTS* teacher/facilitator feeds this information into the database, which in turn generates a long-range prescription for that student. From this prescription, or long range educational plan, an individualized learning objectives plan is created, which is aligned with the school district's standards and resources, and also indicates which materials to use for each objective. Then the *HOSTS* teacher develops weekly lesson plans based on the student's instructional needs and reading level.

Each student has a student folder containing his/her specific learning objectives and weekly lesson plans. Students receive thirty minutes of one-on-one instruction four times a week from trained volunteer mentors.

### **Materials:**

Along with an extensive listing of resources that have been cross-referenced and aligned with the school's curriculum and standards, the database offers access to software, teacher resource books, literature, games, kits, manipulatives, videos, and worksheets from a vast quantity of commercial publishers. Another characteristic of the database is its ability to generate individualized prescriptions or educational plans for each student.

### **Assessment Method(s):**

Throughout the lesson, the mentor guides the student, provides feedback and encouragement, and records the student's progress for the *HOSTS* teacher to evaluate.

### **Research Basis:**

*HOSTS* has a number of research studies that support the efficacy of its program. The basic problem with the research base is that most studies do not involve random assignment to instructional conditions. Website: <http://www.hosts.com/research/independent.html>

**Professional Development:**

Each school must provide a facilitating teacher who is a certified teacher, preferably a reading specialist or a teacher with a strong reading background. The teacher/facilitator is given two days of extensive training, which includes reading assessment strategies, instructional strategies for the mentoring program, mentor recruitment and training, and software training. These two days are followed by two more days of on-site implementation and unlimited technical assistance during the school year. The significant role of the teacher/facilitator consists of the initial assessment of the students, organization of the *HOSTS* materials, training of the mentors, coordinating the mentor/student materials, ongoing monitoring and assessment of student performance, and scheduling the mentoring sessions.

**Contact Information:**

*HOSTS Learning*

222 NE Park Plaza Drive, Suite 230

Vancouver, WA 98684-3402

800-833-4678

www.hosts.com

Telephone:

(800)833-4678 toll free

(360)260-1995 local

(360)260-1783 fax

(800)592-9958 helpline

**Costs:**

Contact *HOSTS* for cost.

**Evaluation of Program:*****Strengths***

- Structured mentoring sessions optimize academic learning time
- A facilitating teacher monitors mentoring sessions, ensuring that the individual learning plans of students are addressed
- One-on-one mentoring provides encouragement and support to students who are most in need of such reinforcement
- The database is multipurpose, providing access to resources, student prescriptions, alignment with state and local standards, and progress monitoring management
- Students' progress is continually monitored and assessed by the *HOSTS* facilitating teacher

***Weaknesses***

- Dependent on facilitating teacher for monitoring
- Expensive
- The database might offer suggestions that are not consistent with the current research. Therefore, it is important that schools clearly identify their adopted research based reading curriculum as the *HOSTSLink* system is personalized for their school.

## **PROGRAM: *READ 180*® Program**

### **Developer:**

*READ 180*® was developed by Dr. Ted S. Hasselbring at Vanderbilt University. In 1999, Scholastic licensed the Peabody Literacy Program from Vanderbilt University and revised it to appear as it does today.

### **Type of Program:**

Classroom-based with a technology component

### **Grade Level and Targeted Students:**

Struggling readers in grades four through twelve

### **Reading Competency (ies) Addressed:**

Phonics, fluency, vocabulary, and comprehension

### **Main Features and Overall Design:**

Scholastic's *READ 180*® is a comprehensive reading intervention program. A daily lesson consists of one whole-group instructional session, three small groups, rotating sessions, and a whole-group wrap-up time. A typical lesson incorporates the following components:

- *Whole-Group Instruction:* The teacher begins the day by providing direct instruction in word analysis, systematic vocabulary development, and reading comprehension.
- *Small-Group Direct Instruction:* The students get diagnostically informed instruction in a small group where individual needs can be met.
- *READ 180*® *Software:* Students use the software independently, providing them with intensive, individualized skills practice.
- *Reading and Writing Skills Practice:* Students read the *READ 180*® Paperbacks and Audiobooks independently. Students read leveled, content-area passages. To build relevant background knowledge, they first view a video clip on CD-ROM, available in English or Spanish.
- *Whole-Group Direct Instruction:* The teacher ends the period with writing instruction and written and oral English language conventions.

### **Materials:**

The teaching kit includes a teacher's guide, a resource book, strategy books, a reports guide, blackline masters, and classroom management forms. These resources provide teaching plans, graphic organizers, activities, and suggestions for teaching ELL students. Student materials contain paperback books, audiobooks, and nine topic CDs that consist of four pre-reading video segments and the accompanying technology-based, data-driven instruction. Each of the topics supports a central idea or theme (People and Cultures, Science and Math, History and Geography). Physical challenges, such as hearing and vision impairment, are addressed through several features including closed captioning of videotext and increased text font size.

### **Assessment Method(s):**

*READ 180*® contains several types of assessment. Primarily, the Scholastic Reading Inventory is used to place students and monitor progress throughout the program. Other types of assessment for daily progress monitoring take the form of comprehension questions, spelling tests, and cloze procedure exercises located in the Word, Spelling, and Reading Zones. In addition, the Scholastic Management Suite is a comprehensive technological tool that provides immediate, continuous feedback to teachers for progress monitoring by providing detailed progress reports.

*Read 180*® utilizes the Lexile Reading Framework. Rather than yielding grade-level or norm-referenced scores, this tool describes the difficulty of reading material in terms of “lexiles,” when it assesses the level of text difficulty.

**Research Basis:**

The instructional content and design of *READ 180*® is consistent with current reading research. There is a beginning body of research support for the use of *READ 180*® as an intervention to teach intermediate students necessary comprehension skills. However, more systematic studies are needed.

**Professional Development:**

The Professional Development component is included with the purchase of the *READ 180*® curriculum and consists of two full days of training and a Scholastic Red online reading course. On-going assistance and coaching is available for teachers at an additional cost. Professional Development can be customized to meet the needs of its participants. For example, administrator training includes a program overview and training on how to support teachers and the *READ 180*® classroom. Forms are provided for principal observations and a CD-ROM that models lessons and classroom organization is available for teachers.

**Contact Information:**

Scholastic Books, Inc.

555 Broadway

New York, NY 10012-3999

1-877 234 READ

*Read 180*® has sales representative throughout the United States. Go to the website below to find a local representative:

<http://teacher.scholastic.com/products/read180/contsales/index.htm>

Information website: <http://teacher.scholastic.com/products/read180>

**Costs:**

\$39,000 for 60 students for materials and training.

**Evaluation of Program:**

***Strengths***

- Repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided
- Scaffolding (support) is consistently provided throughout the program
- Universal accessibility features (adjustable font size, keyboard navigation, text captioning) are included
- Student choice
- Teacher can adapt to meet student needs

***Weaknesses***

- Classroom management is essential because students must be engaged in learning while at each station in order to benefit from instruction
- Expensive



## **PROGRAM: *Read Naturally***

### **Developer:**

Candyce Ihnot  
*Read Naturally, Inc.*

### **Type of Program:**

Supplemental program to develop fluency; CD version

### **Reading Competency (ies) Addressed:**

Fluency

### **Grade Level and Targeted Students:**

Students of any age may use this program, from beginning readers able to read approximately 50 words to adult readers experiencing difficulty with fluency.

### **Main Features and Overall Design:**

The *Read Naturally* program combines three strategies to develop the reading fluency of special education, ELL, Title I, and mainstream students:

- reading along with a fluent model
- individual repeated readings of the same passage at the student's reading level,
- and progress monitoring.

*Read Naturally* may be used flexibly as a supplement to provide extra practice for young readers, for students learning the English language, and as an intervention for struggling readers. *Read Naturally* lends itself in a variety of settings including the general classroom, resource room, media center, computer lab, a multi-level classroom, or an Extended Day Program. Although the program may be supervised by a teacher, an instructional assistant, or a parent volunteer, ultimately the teacher must oversee its use to ensure proper implementation and to become familiar with students' progress. *Read Naturally* is intended to be implemented for a minimum of three, 30-minute sessions each week.

The program exists in an audiotaped version, *Read Naturally* ME (Masters Edition) and in a software version, *Read Naturally* SE (Software Edition). The Teacher's Manual is clear and comprehensive and provides detailed descriptions for each step of the program with helpful suggestions for various adaptations. The teacher management system included in the software version provides student and class management of story options, placement level and student progress. The Reading Fluency Monitor is an assessment tool that is available from the company and can be used to assess the reading progress of students throughout the school year.

### **Materials:**

Students work with the *Read Naturally* stories on computers. ME series is specially designed to help English language learners improve fluency while also learning about American manners and customs.

Field-tested passages for assessing the fluency of the overall student population (K–8) plus graphs, record sheets, normative data, and software for analyzing and reporting results are included.

The *Read Naturally* Fluency Company offers a Multicultural Series (levels 3.0-4.0) on African American and Mexican American History and a Spanish Series (levels 1.0, 1.5, 2.0, 2.5).

**Student Assessment:**

Reading Fluency Monitor is an assessment tool that is available from the company and can be used to assess the reading progress of students throughout the school year. The first step is assessing a student's oral reading fluency levels using curriculum-based measurement procedures. When the student has achieved a words per minute goal on his reading passage, he/she answers questions on that passage.

**Research Basis:**

Many case studies of the *Read Naturally* program are available on the company's website. However, there is still inadequate research available to estimate the unique impact of the *Read Naturally* program.

**Professional Development:**

Seminar Cost With All Materials	\$175
Training Only	\$75

**Contact Information:**

Address	750 S. Plaza Drive #100 Saint Paul, MN 55120
Telephone	(651) 452-4085 Toll Free (800) 788-4085
Fax	(651) 452-9204
E-mail	info@readnaturally.com - For general questions. support@readnaturally.com - For technical assistance.
Website:	www.readnaturally.com

**Costs:**

- Each sequenced level includes 24 high-interest, nonfiction stories in blackline master, 12 cassettes (one story per side) or 12 audio CDs (two stories per audio CD), and a Teacher's Manual. Each story also includes key words and comprehension questions. (There are 11 levels plus other support material available) \$105.00
- Assessment package: Reading Fluency Monitor (RFM) single user license, up to 75 students. \$595.00

**Evaluation of Program:****Strengths**

- Well-organized Teacher's Manual providing clear objectives that link research evidence with practice
- Progress monitoring drives instructional practice; helps in making instructional decisions and alerts teachers to reading problems
- Comprehension questions and written retell are part of every story, reminding students that their ultimate goal is to achieve understanding of the reading

**Weaknesses**

- Activities are structured such that students work in a self-directed manner with little interaction with other students or teachers
- Little teacher input to structure of lesson

## **PROGRAM: *Strategic Instruction Model (SIM)***

### **Developer:**

The University of Kansas Center for Research on Learning Institute for Effective Instruction

### **Type of Program:**

Student reading strategies to be used across the content areas

### **Grade Level and Targeted Students:**

Struggling secondary readers

### **Reading Competency (ies) Addressed:**

Vocabulary, comprehension

### **Main Features and Overall Design:**

SIM is a system of learning strategies for students with learning disabilities. Increasingly it is being adopted by general education teachers to help them work with struggling readers. Two of the seven strands of the Learning Strategies Curriculum, the Acquisition Strand and the Storage Strand, apply specifically to reading. The Acquisition Strand consists of four reading strategies, which can be implemented separately:

1. The *Word Identification Strategy* was developed to help students decode unknown words while reading of content-area texts. The strategy teaches students to predict meaning from context and to use word analysis.
2. The *Paraphrasing Strategy* teaches students to read a limited section of material, to determine main idea and details, and to express the meaning in their own words.
3. The *Self-Questioning Strategy* teaches students to construct questions about key pieces of information in a passage and then to read for answers.
4. The *Visual Imagery Strategy* teaches students to visualize the scene that is described, incorporating actors, action, and details. They learn and practice in short passages. The strategy is designed to improve their learning and recall of prose material.

The content enhancement routines are designed to be used by regular classroom teachers for general instruction. The strategies can be taught through flexible grouping. Although steps for the strategies and routines are clearly defined, teachers select the materials and contexts to which they are applied.

### **Materials:**

Expository content-area text used for regular classroom instruction. The inclusion of authentic, multi-cultural materials can help *Linguistically Diverse Readers* respond to reading through SIM

### **Research Basis:**

The *Strategic Instruction Model* has been extensively researched.

**Professional Development:**

Initial training of teachers in the SIM must be conducted by a certified SIM trainer who has completed the program at the Center in Lawrence, Kansas. Schools can access an extensive nationwide network of SIM trainers. The trainer meets with as many as 25 teachers for 3–6 hours per strategy. Each teacher who is implementing the strategies uses an instructor’s manual. Teachers practice the strategy in their classrooms followed by debriefing and problem-solving sessions. The Lawrence, Kansas Center offers a summer schedule of workshops for teachers. Institutes are held through out the year and run from \$450-800.

**Contact Information:**

E-mail questions or requests for information to [crl@ku.edu](mailto:crl@ku.edu)

For order information, contact the KU-CRL order desk at (785) 864-0617.

Website: <http://www.ku-crl.org/iei/index.html>

The University of Kansas  
Center for Research on Learning  
Joseph R. Pearson Hall  
1122 West Campus Road, Room 521  
Lawrence, KS, 66045-3101  
(785) 864-4780  
[crl@ku.edu](mailto:crl@ku.edu)

**Costs:**

Costs for adopting this model vary by school. The complete model includes other programs not described here. Schools pay an Annual Curriculum Development and Implementation Support Fee of \$18,000, which covers program development and senior staff support. Other fees include those for staff development and curriculum materials.

**Evaluation of Program:*****Strengths***

- Strategies are structured, sequential, and adaptable to multiple situations

***Weaknesses***

- Expensive for complete program
- Designed for Special Education students

## **PROGRAM: *Talent Development High Schools***

### **Developer:**

Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University and Howard University

### **Type of Program:**

A comprehensive reform model for large high schools facing serious problems with student attendance, discipline, achievement scores, and dropout rates. Only the reading portion of the program is reviewed here.

### **Reading Competency (ies) Addressed:**

Vocabulary and comprehension

### **Grade Level and Targeted Students:**

At-risk students in large high schools.

### **Main Features and Overall Design:**

The *Talent Development High School* model is an education reform initiative that aims to improve the academic achievement of students in large, nonselective, comprehensive high schools. In operation at 33 high schools in 12 states across the country, the approach encompasses these main features: small learning communities, organized around interdisciplinary teacher teams that share the same students and have common daily planning time; curricula leading to advanced English and mathematics coursework; academic extra-help sessions; staff professional development strategies; and parent- and community-involvement in activities that foster students' career and college development.

Providing more curricular and organizational structure, CRESPAR strives to balance commitment to the implementation of its core components with a reliance on school-based teachers and administrators to own and adapt the Talent Development Model to meet the needs of their school. The Model is recognized in the list of designs cited in the federal Obey-Porter Comprehensive School Reform Demonstration legislation.

Two courses are designed specifically to help struggling readers: strategic reading and the literacy lab. Strategic reading uses a balanced-literacy approach where students move through four timed components each day.

- Reading Showcase (20 minutes)
- Focus Lesson (20 minutes)
- Student Team Literature (30 minutes)
- Self-Selected Centers (20 minutes)

These components allow students to practice a variety of skills that improve their reading: predicting, visualizing, listening to good reading, reading independently on their own levels, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, increasing their knowledge of frequently used words in upper-level texts, answering critical thinking questions about what they have read, and applying what they have read to other readings, knowledge, or real-world situations.

The Literacy Lab has a 90-minute schedule is geared to provide students with multiple opportunities to participate in a series of literacy activities in an elective course during the first semester. These events involve students in reading texts of all types, writing in response to literary experiences and for a particular function, learning to use specific strategies to support their understanding of a range of texts, and acquiring knowledge to support a basic understanding of what language looks and sounds like.

**Materials:**

Strategic reading uses five texts of different reading levels with fully developed lesson plans and student materials. The texts range from fourth-ninth grade reading levels and have a variety of formats, themes, and possibilities for writing and enrichment activities.

**Assessment Method(s):**

Student performance is measured by establishing baseline data via pre-testing and/or examining reading levels forwarded by feeder schools. Teacher observation/anecdotes, word check activities, checklists, journaling, and student/teacher conferences are all a part of the Strategic Reading Assessment Program.

**Research Basis:**

There are four separate developer-conducted studies of TDHS. Of those four studies, one focused on student achievement as an outcome while the rest focused on implementation, theory, or other outcomes important to TDHS such as school climate. Research methods and samples were described clearly, however, standard deviations were not provided for some outcomes. The data reported and compared in this study were the percentages of students who had passed the Maryland state functional test. Because these preliminary results are based on a small sample of schools in a single school district at the early stages of implementation, they should be interpreted with caution.

**Professional Development:**

Teachers of strategic reading are supported through the provision of on-going staff development, interesting and engaging materials and regular coaching.

**Contact Information:**

**General:** Bada Hebron

Email: [bhebron@csos.jhu.edu](mailto:bhebron@csos.jhu.edu)

Telephone: 410.516.8800

**Media:** Mary Maushard

Email: [mmaushard@csos.jhu.edu](mailto:mmaushard@csos.jhu.edu)

**Technical/Web Site Concerns** Email: [webmaster@csos.jhu.edu](mailto:webmaster@csos.jhu.edu)

**Website:** <http://www.csos.jhu.edu/tdhs/>

**Costs:**

**Evaluation of Program:**

***Strengths***

- Focuses on reading and comprehension
- Uses a variety of texts

***Weaknesses***

- Integral part of whole school reform program
- Makes no provision for students who need help in phonics and fluency

## **PROGRAM: *Wilson Reading System (WRS)***

### **Developer:**

Barbara A. Wilson is Director of Wilson Language Training and cofounder of the Wilson Learning Center

### **Type of Program:**

Structured intervention reading and writing program

### **Reading Competency (ies) Addressed:**

Phonics, Fluency, Comprehension

### **Grade Level and Targeted Students:**

Struggling secondary readers with decoding problems who are reading at second grade level and above

### **Main Features and Overall Design:**

*WRS* targets secondary students with severe decoding and spelling difficulties. The program focuses on teaching the concepts of the structure of words. Instruction takes place at least twice a week, usually one-to-one or in small groups. The individually administered Wilson Assessment of Decoding and Encoding (WADE) places students in the program along a scale of 12 sequential steps. These steps, based on six common syllable types, begin with sound segmentation, syllabication, and suffixes and proceed through more complex language concepts and spelling rules. The multisensory instruction involves students in finger tapping to segment sounds and manipulating cards to internalize sounds, syllables, and suffixes.

There are two models of implementation for the *Wilson Reading System*. The *intervention model* incorporates the use of small group instruction taught by either a remedial reading teacher or regular classroom teacher for four or five days each week during the regular school day. The *intensive model* provides those students who have been diagnosed with a language learning disability with tutoring or small group instruction provided by a Wilson certified instructor.

Comprehension is taught from the beginning through visualization techniques that students use during reading from controlled text. By breaking the story into smaller units, teachers show students how to link words with a picture in their minds using the think aloud procedure. Students then are asked to replay the story in their heads while one student retells the story in detail. To help develop comprehension skills at a higher level than the students' decoding work, the teacher also reads aloud other material provided by the students or teacher such as newspapers, magazines, and short stories encouraging the same process of visualization and retelling techniques.

### **Materials:**

*WRS* provides instructional reading materials written to control for decoding complexity and vocabulary difficulty. Outside materials are used to move students from controlled to uncontrolled text.

Teacher materials include: Instructor Manual, syllable cards, sound (phoneme) cards, word cards, video supplements to training, dictation books, rules notebooks, group sound cards, and an assessment tool. Student materials include student readers, student workbooks, stories for students, and a chapter book.

### **Assessment Method(s):**

The Wilson Assessment of Decoding and Encoding (WADE) is a criterion-referenced assessment that can be used for pre and post testing purposes, as well as a placement and pacing guide. The WADE measures

sound production of graphemes in isolation, fluent decoding and encoding (spelling) of phonetically regular words and high frequency irregular words.

**Research Basis:**

The effectiveness of the *Wilson Reading System* has been documented with students who are dyslexic or who have other reading disabilities. There has not been an independent evaluation of the program with secondary readers. Although present empirical support for the *Wilson Reading System* is limited, the content and instructional design of the program is aligned with current reading research.

**Professional Development:**

Wilson Language Training provides several levels of professional development. A two or three-day overview workshop is designed to introduce participants to the program. A comprehensive online course worth six graduate credits is also available. Follow-up site visits can be arranged for both intervention and intensive models of implementation.

**Costs:**

WRS DELUXE SET	\$459.00
WRS Overview Workshop	
This ten-hour workshop is designed to introduce the principles of multisensory structured language education with the Wilson Reading System.	
Starter Kit w/Instructor Manual	\$149.00
Instructor Manual	\$30.00
Standard Set A with Instructor Manual	\$239.00
Standard Set B with Instructor Manual	\$239.00

A school system or literacy program may contract for an In-Service Intervention Workshop at anytime. The maximum number of participants is 25. Cost for this service is \$3,600 plus trainer expenses, if applicable, for ground / air transportation, meals and lodging.

**Contact Information:**

Email [info@WilsonLanguage.com](mailto:info@WilsonLanguage.com)  
Wilson Language Training  
47 Old Webster Road, Oxford, MA 01540  
Phone: 508-368-2399 Fax: 508-368-2300  
Website: [www.wilsonlanguage.com](http://www.wilsonlanguage.com)

**Evaluation of Program:**

**Strengths**

- The instructional design is explicit and systematic
- Each lesson is planned carefully with a timed guideline to follow
- The lessons are fast paced with multisensory instruction
- Strong built-in comprehension component

**Weaknesses**

- Designed for special education students and requires a skilled teacher to adapt to all struggling readers



## Vocabulary and Comprehension

*Reading Next* states that struggling readers can read the words on the page but “they are not able to comprehend what they read.” About 95% of struggling readers need “direct, explicit comprehension instruction” in dynamic, student-centered, classrooms. Each of the programs in this section are promising and each serves a specific purpose:

- *READ 180® Program: Intervention Classroom*
- *Strategic Instruction Model (SIM): Strategies for students and teachers*
- *HOSTSLink Language Arts: After school mentoring*

## Motivational Program

Building motivation to read and write is a necessary step in helping struggling readers. Some schools have had success using *Accelerated Reader* as a tool to motivate students to read more books.

## Fluency

These programs are for students who have limited sight word vocabularies and have not developed automaticity when reading at their independent reading level. Just because a student cannot read a content area textbook fluently does not necessarily indicate that fluency problems exist. In addition, a teacher should consider the value of oral versus silent reading fluency for older students.

- *Great Leaps* is most effective with students who need moderate practice building fluency
- *Read Naturally* will serve students with special needs

## Phonemic Awareness and Phonics

Only those students who have **diagnosed deficiencies in phonemic awareness or phonics should be placed in these programs.** *Reading Next* has documented that only about 5% of secondary students are lacking in these skills.

*Wilson Reading System (WRS)* in the hands of a trained language teacher holds promise and is the only one we felt comfortable recommending.

## References

Biancarosa, G., and Snow, C. E. (2004.) *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

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Summary Table for FCRR Reports Retrieved 4/18/05 <http://www.fcrr.org/FCRRReports/table.asp>

*Each program’s website was also used as a reference.*

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN ADOLESCENT LITERACY

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Professional development is essential in providing educators the knowledge, strategies and support to improve the teaching and learning of adolescent literacy. Professional development is emphasized in the school reform literature as well as most improvement plans for schools and districts. The National Staff Development Council published Standards for Staff Development (2001) which focuses on improved student learning and addresses the objectives of professional development at the context, process, and content levels.

## The NSDC Standards for Staff Development

**Context Standards.** *Staff development that improves the learning of all students:*

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

**Process Standards.** *Staff development that improves the learning of all students:*

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

**Content Standards.** *Staff development that improves the learning of all students:*

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) (NSDC, 2001).

Professional development provided to educators to target adolescent literacy must demonstrate high quality. The opportunities that have been included in this resource guide are indicative of the high standards for professional development established by the NSDC. Further, the suggested professional development opportunities reflect the beliefs of the International Reading Association (IRA) regarding the literacy development of adolescent learners. IRA believes that adolescent learners deserve:

- A wide variety of reading material that appeals to their interests
- Instruction that builds their skills and desire to read increasingly complex materials
- Assessment that reveals their strengths as well as their needs
- Expert teachers across the curriculum
- Reading specialists to assist those learners who experience difficulty
- Teachers who understand the complexities among individual adolescent readers
- Homes and communities that support their learning.

In addition to meeting the professional development standards of the NSCD and sharing beliefs about adolescent learners with the IRA, the recommended professional development opportunities meet the following criteria:

- Multi-day professional development opportunities for secondary school teachers
- Accessible to schools meaning that the opportunity is available nationally and is regularly scheduled – not a one time event
- Not related to a company that primarily publishes educational materials

The tables provided for each professional development recommendation include the title of the event, sponsor and key presenters, audience, location, price, contact information as available. Each group listed has given permission to be listed in this Resource Guide.

## References

Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association*. Newark, DE: International Reading Association.

National Staff Development Council. (2001). *Standards for Staff Development Revised*. Oxford, OH: Author.

## Recommended Professional Development Opportunities

### *National Literacy Project (NLP)*

<b>Sponsor</b>	National Literacy Project
<b>Key Presenters</b>	Judith Irvin
<b>Audience</b>	Middle and high school teachers, literacy coaches/specialists, administrators, and district level personnel
<b>Location</b>	School or district site
<b>Price</b>	Varies
<b>Website</b>	<a href="http://www.nationalliteracyproject.org">http://www.nationalliteracyproject.org</a>
<b>Contact Name</b>	Judith Irvin
<b>Contact Email</b>	<a href="mailto:jirvin@nationalliteracyproject.org">jirvin@nationalliteracyproject.org</a>
<b>Contact Phone</b>	850-893-6067

The goal of the National Literacy Project (NLP) is to improve the reading and writing success of intermediate, middle, and high school students. Grounded in research, the NLP offers intensive professional development and follow-up support that leads to improved literacy teaching and learning.

A team of literacy experts with extensive experience in educational leadership, school-wide change, and classroom literacy integration, NLP forms partnerships with schools and districts to build the capacity of school and district leaders to improve student achievement in literacy. Aligned with the requirements of *No Child Left Behind*, services are based on a comprehensive, research-based approach that includes collecting and analyzing data, increasing knowledge about literacy, providing follow-up classroom support, and developing and implementing a school-wide literacy plan. NLP collaborates with school and district administrators, school literacy specialists, literacy team members, and teachers to plan and coordinate our services which include the following options:

#### **Professional Development**

Three-day professional development sessions for administrators and teachers to improve classroom teaching and learning are offered. In addition, NLP works with school and district leaders to plan for improved literacy learning support.

#### **Summer Institutes**

NLP builds conceptual and pedagogical knowledge in literacy with administrators and teachers and begin the process of developing a literacy plan for the school through the use of the *Literacy Planning Tool™*.

#### **Partnerships with School Districts**

NLP meets with district and school administrators to provide support in implementing school structures that support literacy learning. The team works with literacy coaches to build leadership capacity in schools through teacher leadership. In addition, NLP facilitators model effective instructional practices in the classroom and assist literacy coaches with mentoring and coaching teachers.

## *School-wide Program for Improving Reading And Learning (SPIRAL) Program*

<b>Sponsor</b>	Center for Resource Management	
<b>Key Presenters</b>	Julie Meltzer	
<b>Audience</b>	School level personnel and administrators	
<b>Location</b>	School site	
<b>Price</b>	Varies	
<b>Website</b>	www.crminc.com	
<b>Contact Name</b>	Julie Meltzer	Susan Ziemba
<b>Contact Email</b>	jmeltzer@crminc.com	sziemba@crminc.com
<b>Contact Phone</b>	603-427-0206	

The School-Wide Program for Improving Reading and Learning (SPIRAL) is a research-based approach that builds school and teacher capacity to address the literacy needs of all students. Developed by the Center for Resource Management, Inc. (CRM), SPIRAL provides middle schools and high schools with a well-integrated, systemic set of school and classroom strategies for accelerating students' literacy development. The SPIRAL program is offered in two interrelated phases of implementation:

- Phase I: SPIRAL Adolescent Literacy Audit
- Phase II: SPIRAL Professional Development for Literacy

**Phase I: The SPIRAL Adolescent Literacy Audit** maps literacy support and literacy instruction across the school program. The Audit builds school capacity to support literacy development and implement literacy instruction across content areas. Schools examine their status against research-based practices and receive a detailed analysis of school and teacher capacity to improve literacy skills, along with specific recommendations for improvement.

**Phase II: SPIRAL Professional Development for Literacy** focuses on intensive professional development that models how teaching and learning strategies proven to support literacy development can create motivating contexts for reading, writing, and learning in content-area classrooms. SPIRAL materials and approaches include explicit strategy instruction, content specific activities, instructional scenarios describing classroom use of linked strategies, structured opportunities for teachers to reflect upon and share their best practices, and facilitator guidelines.

## *Strategic Literacy Initiative (SLI)*

<b>Sponsor</b>	West Ed
<b>Key Presenters</b>	Cynthia Greenleaf, Ruth Schoenbach
<b>Audience</b>	Middle and high school teachers, literacy coaches, teacher educators
<b>Location</b>	School or District site
<b>Price</b>	Based on type of service and number of days of professional development
<b>Website</b>	<a href="http://www.wested.org/StrategicLiteracy">http://www.wested.org/StrategicLiteracy</a>
<b>Contact Name</b>	Jana Bouc
<b>Contact Email</b>	<a href="mailto:jbouc@wested.org">jbouc@wested.org</a>
<b>Contact Phone</b>	510-302-4245

The Strategic Literacy Initiative (SLI) is a professional development and research program of WestEd. SLI serves middle and high school educators, teacher leaders and teacher educators with a focus on improving adolescent literacy using the Reading Apprenticeship® instructional framework. Reading Apprenticeship is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. It is at heart a partnership of expertise, drawing on what teachers know and do as discipline-based readers, and on adolescents' unique and often underestimated strengths as learners.

SLI offers a variety of professional development services, ranging from one- to seven-day teacher-training programs for districts and schools across the United States to the National Institutes in Reading Apprenticeship (NIRA), a two-part, eight-day training of trainers experience designed for staff developers, curriculum leaders, literacy specialists, and others charged with providing ongoing professional development at the school, district, or regional level.

The comprehensive seven-day teacher training program typically consists of a three-day opening institute followed by two additional two-day sessions during the school year. This schedule allows participants time between sessions to work with Reading Apprenticeship in their classrooms before each successive block of training. NIRAs start with a five-day summer or early-fall session and are followed by a three-day national conference held in February or March.

## ***Project CReating Independence through Student-owned Strategies (CRISS®)***

<b>Sponsor</b>	Project CRISS
<b>Key Presenters</b>	Approximately 60 nationally certified trainers across the U.S.
<b>Audience</b>	Middle and high school teachers and administrators
<b>Location</b>	School or district site
<b>Price</b>	\$55 per participant (materials) + consultant fee & expenses
<b>Website</b>	<a href="http://projectcriss.com">http://projectcriss.com</a>
<b>Contact Name</b>	Lynn Havens
<b>Contact Email</b>	<a href="mailto:info@projectcriss.com">info@projectcriss.com</a>
<b>Contact Phone</b>	406-758-6440

The CReating Independence through Student-owned Strategies Project (CRISS) is research-based and designed to help all students read, write, and learn more effectively. The Project is based on the premise that teaching reading is everyone's responsibility and that such teaching can be done very effectively within the content areas. Thus, content area teachers are trained to incorporate learning principles and strategies into their regular classroom instruction.

The CRISS staff provides a two to four day (12 - 24 hours) in-service training at the adoption site. These days can be consecutive or separated to provide time for implementation between sessions. Because the CRISS workshop includes activities which require participants to be actively involved, the training enrollment is capped at 30.

## *Strategic Instruction Model (SIM) Professional Development Institutes*

<b>Sponsor</b>	The University of Kansas Center for Research on Learning
<b>Key Presenters</b>	Members of the SIM International Professional Development Network
<b>Audience</b>	Middle and high school teachers, literacy coaches, and administrators
<b>Location</b>	Various locations around the United States
<b>Price</b>	Varies
<b>Website</b>	<a href="http://www.kucrl.org">http://www.kucrl.org</a>
<b>Contact Name</b>	Director of Professional Development
<b>Contact Email</b>	<a href="mailto:crl@ku.edu">crl@ku.edu</a>
<b>Contact Phone</b>	785-864-4780

The Strategic Instruction Model is about promoting effective teaching and learning of critical content in schools. SIM strives to help teachers make decisions about what is of greatest importance, what to teach students to help them to learn, and how to teach them well. SIM encompasses learning strategies (explicit steps students follow when confronted with a specific learning task); content enhancement routines (instructional methods for teachers designed for use in inclusive classrooms); and supporting interventions (such as goal setting, self-advocacy, social, and community building skills).

SIM interventions fit within a school improvement framework called the Content Literacy Continuum (CLC). CLC is a tool for enabling secondary teachers and administrators to participate in the development and evaluation of a literacy initiative that is consistent with the goals of secondary education for all students that also will dramatically improve literacy outcomes for those who are at risk of academic failure.

Typically, one SIM intervention is taught during a training session (which lasts three to six hours). Teachers are then asked to return to their teaching assignment and implement the newly learned strategy, routine, or other intervention. In subsequent sessions, they engage in debriefing and problem solving with their SIM Professional Developers.



## *NCTE Reading Initiative*

<b>Sponsor</b>	National Council of Teachers of English (NCTE)
<b>Key Presenters</b>	To Be Determined
<b>Audience</b>	K-12 Teachers and administrators
<b>Location</b>	Initial training varies, subsequent training at school site
<b>Price</b>	\$10,000 for full package; Call for pricing of individual components
<b>Website</b>	<a href="http://www.ncte.org/profdev/onsite/readinit">http://www.ncte.org/profdev/onsite/readinit</a>
<b>Contact Name</b>	Leslie Froeschl
<b>Contact Email</b>	<a href="mailto:lfroeschl@ncte.org">lfroeschl@ncte.org</a>
<b>Contact Phone</b>	800-369-6283 ext. 3627

The NCTE Reading Initiative is a long-term professional development program that brings teachers, administrators, and trained literacy leaders together to engage in a study of the theory, knowledge base, and best practices of teaching reading. The program's goal is to increase teachers' knowledge and repertoire of instructional practices, to increase their effectiveness with all students, and to increase student achievement—with the added goal of creating a nation-wide network of skilled literacy professionals. The work is accomplished over three years within school-based study groups where group members review their classroom practices to provide more focused instruction, to create more supportive classroom structures and routines, and to use a broader range of assessment tools. Curriculum is available to support teachers at all levels from pre-K through high school.

## *National Writing Project*

<b>Sponsor</b>	U.S. Department of Education
<b>Key Presenters</b>	Local writing project leaders at university-based sites
<b>Audience</b>	Teachers
<b>Location</b>	189 sites throughout the United States
<b>Price</b>	Fee structure determined by each writing project site
<b>Website</b>	<a href="http://www.writingproject.org/">http://www.writingproject.org/</a>
<b>Contact Name</b>	Executive Director, Richard Sterling
<b>Contact Email</b>	<a href="mailto:nwp@writingproject.org">nwp@writingproject.org</a>
<b>Contact Phone</b>	510-642-0963

The core work of the National Writing Project (NWP) takes place at the local site level. The NWP network includes 189 sites in 50 states, Washington, D.C., Puerto Rico, and the U.S. Virgin Islands. Each university-based site offers professional development activities and programs that foster improvements in the teaching and learning of writing, including summer institutes, in-service programs, workshops, and study groups.

NWP has developed a variety of mechanisms to support the work of local sites. Through cross-site networks, research projects, and targeted initiatives, writing project teachers build their capacity to address common concerns. In turn, the learning from collaborative efforts and focused discussion is disseminated throughout the network through events, regional meetings, publications, and the NWP website.

## Professional Organizations

In addition to organizations that offer a specific approach to working in schools and districts, three professional organizations regularly offer workshops and sessions in adolescent literacy. These three organizations also have a wide network of state affiliates that offer professional development.

### *International Reading Association Annual Convention*

<b>Sponsor</b>	International Reading Association (IRA)
<b>Key Presenters</b>	To Be Determined
<b>Audience</b>	Teachers, administrators, coaches, policy makers, researchers, etc.
<b>Location</b>	Varies (Held Annually in April – May)
<b>Price</b>	\$260 for members, \$335 for non-members
<b>Website</b>	<a href="http://www.reading.org">www.reading.org</a>
<b>Contact Name</b>	Alan Farstrup
<b>Contact Email</b>	<a href="mailto:customerservice@reading.org">customerservice@reading.org</a>
<b>Contact Phone</b>	1-800-336-READ (1-800-336-7323)

IRA's annual convention is the field's leading professional development opportunity, where thousands of educators gather each year to learn from colleagues from around the world. While much of their conference is devoted to issues particular to elementary schools, many sessions focus on adolescent literacy.

### *National Middle School Association Annual Conference*

<b>Sponsor</b>	National Middle School Association (NMSA)
<b>Key Presenters</b>	To Be Determined
<b>Audience</b>	Teachers, administrators, coaches, policy makers, researchers, etc.
<b>Location</b>	Varies (Held Annually in November)
<b>Price</b>	\$190 for members, \$240 for non-members
<b>Website</b>	<a href="http://www.nmsa.org">http://www.nmsa.org</a>
<b>Contact Name</b>	Al Summers
<b>Contact Email</b>	<a href="mailto:info@nmsa.org">info@nmsa.org</a>
<b>Contact Phone</b>	1-800-528-NMSA (6672)

With more than 500 sessions addressing issues relevant to middle level educators, many of the sessions at NMSA's Annual Conference focus on the literacy needs of young adolescents.

## *Association for Supervision and Curriculum Development Annual Conference*

<b>Sponsor</b>	Association for Supervision and Curriculum Development (ASCD)
<b>Key Presenters</b>	To Be Determined
<b>Audience</b>	Teachers, administrators, coaches, policy makers, researchers, etc.
<b>Location</b>	Varies (Held Annually in April)
<b>Price</b>	\$179.00 for members
<b>Website</b>	<a href="http://www.ascd.org/portal/site/ascd">http://www.ascd.org/portal/site/ascd</a>
<b>Contact Name</b>	Kathleen Burke
<b>Contact Email</b>	<a href="mailto:annuconf@ascd.org">annuconf@ascd.org</a>
<b>Contact Phone</b>	1-703-575-5675

Participants can choose the topics that interest them the most, in more than 600 sessions: many of these sessions focus on issues of adolescent literacy and school reform.

## TOOLS FOR THE LITERACY COACH

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Coaching is an essential component for improving literacy instruction in middle and high schools. With the recent national emphasis on raising student achievement in reading, school leaders recognized the importance of having a school-based, skilled professional who focuses on the literacy issues of the school. This section provides an overview of the essential roles and responsibilities of literacy coaches and an annotated list of tools that coaches can use to understand and develop these roles and responsibilities.

### Essential Roles and Responsibilities of the Literacy Coach

Three roles are fundamental to the responsibilities of the literacy coach's work:

- Organizing and leading the literacy team's efforts,
- Providing professional development, and
- Mentoring teachers as they infuse literacy skills throughout the curriculum.

The Literacy Coach organizes and leads the literacy team with the support and involvement of the school's administrators and teacher representatives from across the curriculum. Having this responsibility can provide the coach with a core group of supportive faculty to help in the infusion of literacy skills across the curriculum. In addition, the literacy team provides a sound foundation for developing and implementing specific, accomplishable school literacy goals. As leader of the school literacy team, the literacy coach establishes credibility and guides the literacy activities of the school, including data analysis, literacy enhancement activities for students, and professional development.

Professional development in the use of literacy skills across the curriculum is essential as schools identify needs and weaknesses. It is one of the literacy coach's responsibility to plan and implement professional development. The coach, with help from the literacy team, identifies topics, presenters (in many cases the coach him or herself), and format (whole faculty, team meetings, department meetings, planning period meetings) for professional development. In addition, the literacy coach must monitor the effectiveness of professional development and continually assess changing needs of the faculty.

Professional development must accompany continuing follow-through mentoring and support. Specifically, literacy coaches must be attentive to the use of good literacy practices (or lack of these practices) in the classroom, offer specific and collaborative support, as well as mentor teachers as they improve their practice. In short, the literacy coach becomes a foundational support and guide for teachers as they learn and change their practices throughout the school year.

All of the literacy coach's roles require teaching skill, depth of knowledge, and the ability to work well with peers. In order to accomplish this demanding and important job, a literacy coach needs specialized knowledge and skills outlined in the charts that follow.

Knowledge Area	Specifics
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>■ Scope and sequence in language arts, social science, science, math, and unified arts</li> <li>■ Mapping of curricula for continued updating and improvement</li> <li>■ Cross-curricular connections</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>■ The process and teaching of reading</li> <li>■ The process and teaching of writing</li> <li>■ The research base of literacy strategies</li> <li>■ School improvement</li> <li>■ School leadership</li> </ul>
<b>Resources and materials</b>	<ul style="list-style-type: none"> <li>■ Commercial materials designed to improve students' literacy skills</li> <li>■ Books and text sets appropriate to the reading level and interests of a wide range of adolescents</li> <li>■ Internet resources teachers can use to help students with literacy skills (reader's theater scripts, fluency charts, rubrics, web-based leveled texts)</li> <li>■ Professional development opportunities in literacy</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>■ State standards and state assessment data</li> <li>■ Standardized test data</li> <li>■ Curriculum-based assessment</li> <li>■ Authentic assessment</li> </ul>
<b>Strategies and skills</b>	<ul style="list-style-type: none"> <li>■ Learning strategies before, during, and after reading</li> <li>■ Modeling of strategy use</li> <li>■ Matching students with texts</li> <li>■ Text structure</li> <li>■ The writing process</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>■ Classroom management</li> <li>■ Differentiated instruction</li> <li>■ Cooperative learning</li> <li>■ Managing writing response groups</li> <li>■ Motivation</li> <li>■ Using assessment to inform instruction</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>■ Group process</li> <li>■ Organization and facilitation of meetings</li> </ul>

Skill Area	Specifics
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>■ Design and delivery of large group professional development</li> <li>■ Design and delivery of small group professional development</li> <li>■ Design and implementation of effective follow-through of professional development concepts and skills</li> </ul>
<b>The use of assessment to inform instruction</b>	<ul style="list-style-type: none"> <li>■ Examination of data to detect trends and areas needing attention</li> <li>■ Sharing of data and data interpretation with teachers</li> <li>■ Helping teachers plan instruction based on assessment</li> </ul>
<b>Book clubs and study groups</b>	<ul style="list-style-type: none"> <li>■ Identification of appropriate and engaging materials for teacher study groups</li> <li>■ Design and facilitation of study groups</li> <li>■ Design of motivational activities to encourage teacher participation</li> </ul>
<b>Action research</b>	<ul style="list-style-type: none"> <li>■ Methods for classroom research</li> <li>■ Identification of research questions</li> <li>■ Data collection</li> <li>■ Data analysis</li> <li>■ Research writing</li> </ul>
<b>Specialized walkthroughs in classrooms</b>	<ul style="list-style-type: none"> <li>■ Use of walkthroughs for support not evaluation</li> <li>■ Design of goals and forms</li> <li>■ Non-evaluative feedback</li> <li>■ Use of walkthroughs to build literacy development</li> </ul>
<b>Observations and feedback</b>	<ul style="list-style-type: none"> <li>■ Use of pre and post-observation conferences</li> <li>■ Specialized observations with clear goals agreed on with the teacher</li> <li>■ Data collection to support observations</li> </ul>
<b>Modeling of best practices</b>	<ul style="list-style-type: none"> <li>■ Teaching of literacy strategies</li> <li>■ Instructional design: explicit instruction, guided practice, independent practice</li> <li>■ Co-teaching and follow-through</li> </ul>
<b>Examination of student work to improve teacher practice</b>	<ul style="list-style-type: none"> <li>■ Selection of student work</li> <li>■ Discussion protocols</li> <li>■ Follow-through support</li> </ul>
<b>Model classrooms and teacher leaders</b>	<ul style="list-style-type: none"> <li>■ Selection of model classrooms</li> <li>■ Facilitation of classroom visits</li> <li>■ Assessment and support of model classrooms</li> </ul>

In addition to these responsibilities, coaches must coordinate their efforts with school administrators and develop a networking system with other coaches. Without administrative support, the coach has little credibility or authority. Administrators can model the importance of developing literacy in the school and provide both encouragement and practical support (books, materials, meeting places, release time for study groups).

Coaches also need support from and collaboration with other literacy coaches who have similar roles and experiences. Monthly meetings with all literacy coaches throughout the school district are important for

sharing ideas, materials, and methods. These meetings can be facilitated by a district-level literacy specialist or an experienced coach trained to help teachers gain competence and confidence in the difficult job of literacy coaching.

## Coaching Tools

This section describes tools that middle and high school literacy coaches can use to understand and develop their roles and responsibilities. These tools include books, internet resources, and workshops. Below is a brief annotation of each coaching tool.

### Books

**Bean, R. M. (2004).** *The reading specialist: Leadership for the classroom, school, and community (Solving problems in teaching of literacy)*. NY: Guilford Press.

In this book, Bean describes the diverse roles of a reading specialist—mentor, leader, peer, collaborator, and supporter. In addition, the book, through classroom anecdotes, helps coaches understand the importance of instruction, assessment, and leadership to support a school's literacy efforts.

**Cayuso, E., Fegan, C., & McAlister, D. (2004).** *Designing teacher study groups: A guide for success*. Gainesville: Maupin House.

These authors show coaches how to design study groups that meet their goals and schedules. The authors provide tips on recruitment of study group members, materials to discuss, and dialogue-building in the group setting. The book also discusses the importance of creating a trusting environment for mutual support and growth.

**Sweeney, D. (2003).** *Learning along the way: Professional development by and for teachers*. Portland, ME: Stenhouse.

This book explains how to use learner-centered professional development to achieve gains in teacher knowledge and effectiveness. Using concrete examples and anecdotes, the book explains how to establish a coaching model, use teacher study groups, use conferencing and observations to improve practice, and establish teachers as literacy leaders. Although the book highlights elementary experiences, *Learning Along the Way* is applicable and helpful for middle and high schools.

**Toll, C. A. (2005)** *The literacy coach's survival guide: Essential questions and practical answers*. Newark, DE: International Reading Association.

A practical guide to literacy coaching, this book is organized around three topics: promoting educational change, roles and procedures of the literacy coach, and coaching in difficult situations. The book includes a narrative bibliography that provides a discussion of professional literature.

**Walpole, S. & McKenna, M. C. (2004).** *The Literacy coach's handbook: A guide to research-based practice*. NY: Guilford Press.

This book defines and develops the practice of literacy coaching and the implementation of a school-wide reading program. In addition, the book summarizes research on literacy instruction and explains the use of assessment to enhance a literacy program. The book also discusses the role of the literacy coach in reading intervention classes and reviews the research on professional development.

## Internet Resources

### <http://www.all4ed.org/publications/LiteracyCoach.pdf>

This pdf document (*The literacy coach: A key to improving teaching and learning in secondary schools* by Elizabeth G. Sturtevant) is published by the Alliance for Excellent Education, a non-profit organization created to help middle and high school students receive an excellent education. In this paper, Sturtevant discusses the importance of literacy instruction, the value of professional development, and the need for skilled, dedicated literacy coaches in secondary schools. She also discusses the varied roles and responsibilities of the literacy coach and provides several examples of effective literacy programs.

### <http://www.annenberginstitute.org/images/Coaching.pdf>

This pdf document (*Coaching: A strategy for developing instructional capacity* by Barbara Neufeld and Dana Roper) is co-published by the Annenberg Institute and the Aspen Institute Program on Education. The document is designed to guide district leaders as they seek improvement in literacy instruction through the use of literacy coaches. The paper describes what coaching is, what coaches do, the preparation coaches need, the kinds of support that coaches need, and the potential benefits to both educators and students.

### <http://www.carnegie.org/reporter/09/literacy/index.html>

This issue of *The Carnegie Reporter*, an online journal published by the Carnegie Corporation, focuses on the importance of literacy coaches in the 21<sup>st</sup> Century. The article explains what a literacy coach is, provides models of literacy coaching (including collaborative coaching and learning), and the history of literacy coaching. In addition, the paper explores the sustainability of literacy coaching and the changing roles of the literacy coach.

### <http://www.ncte.org/collections/literacycoach>

This collection of on-line resources, compiled by the National Council for Teachers of English, showcases literacy coaching as part of an ongoing professional development process through which classroom teachers deepen their literacy understandings, instructional methods, and assessment strategies. The resources included here can support both coaches and districts considering a coaching model, as well as the policymakers who legislate and fund such professional development efforts.

### <http://www.nsdcc.org/library/schoolbasedlitreview.pdf>

This pdf document (*Literature review for school-based staff developers and coaches* by Terry Greene) is published by the National Staff Development Council. The document provides a review of literature supporting the position of a school-based staff developer or coach, examining a variety of topics and resources relating to the scope of school-based staff development and coaching.

### [http://www.reading.org/resources/issues/positions\\_coach.html](http://www.reading.org/resources/issues/positions_coach.html)

This position statement of the International Reading Association (*The Role and Qualifications of the Reading Coach in the United States*) defines the role of the reading coach; describes what a reading coach should know and be able to do; and provides recommendations for policymakers, school administrators, reading specialists, reading coaches, and classroom teachers.



### ***Workshops***

- National Council for Teachers of English, consultants specializing in literacy coaching (<http://www.ncte.org/collections/literacycoach/resources/121190.htm>). NCTE lists nationally recognized experts in literacy and literacy coaching who are available for workshops and institutes.
- National Literacy Project ([www.NationalLiteracyProject.org](http://www.NationalLiteracyProject.org)) offers workshops for school leaders, with specialized strands for administrators and literacy coaches and follow-through support. Workshops are designed to meet the needs of specific schools or districts.

# RESEARCH SYNTHESIS REPORTS

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With the current pressure for educational practice to be grounded in research, educators look to reports that synthesize the research and provide guidance for the future. In the area of adolescent literacy such reports are just beginning to be published. The suggested publications provide a synthesis of research in adolescent literacy and meet the following criteria

- written in the last three years
- written by a credible source
- relevant to practitioners.

## Reports

**Biancarosa, G. & Snow, C.E. (2004). *Reading Next: A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.**

Available online at <http://www.all4ed.org/publications/ReadingNext/index.html>

The *Reading Next* report charts a course toward improving the literacy achievement of middle and high school students. Biancarosa and Snow created a framework for reform efforts by proposing fifteen key elements of effective adolescent literacy programs that are bifurcated into instructional and infrastructure improvements as follows:

Instructional Improvement	Infrastructure Improvement
1. Direct, explicit comprehension instruction	10. Extended time for literacy
2. Effective instructional principles embedded in content	11. Professional development
3. Motivation and self-directed learning	12. Ongoing summative assessment of students and programs
4. Text-based collaborative learning	13. Teacher teams
5. Strategic tutoring	14. Leadership
6. Diverse texts	15. A comprehensive and coordinated literacy program
7. Intensive writing	
8. A technology component	
9. Ongoing formative assessment of students	

**Joftus, S. (2002, September). *Every Child a Graduate: A Framework for an Excellent Education for all Middle and High School Students*. Washington, DC: Alliance for Excellent Education.**

Available online at <http://www.all4ed.org/publications/EveryChildAGraduate/index.html>

Joftus presents data that confirms that graduation rates in the United States are appallingly low especially for minority, urban youth. He culminates the research on solutions to this overwhelming problem and shares some of the resources and strategies that have been shown to improve student outcomes. These include high quality teachers, focused learning time, effective instructional methods and rigorous curriculum. This report puts forth the Alliance for Excellent Education's (AEE) proposal for four national initiatives:

- Adolescent Literacy Initiative
- Teacher and Principal Quality Initiative
- College Preparation Initiative, and
- Small Learning Communities Initiative.

**Kamil, M.L. (2003, November). *Adolescents and Literacy: Reading for the 21st Century*. Washington, DC: Alliance for Excellent Education.**

Available online at <http://www.all4ed.org/publications/AdolescentsAndLiteracy.pdf>

Kamil presented what is currently known about effective adolescent literacy instruction including four previous reviews of the research in adolescent literacy. Through this analysis, Kamil outlined the importance of key elements in literacy instruction including, comprehension, vocabulary, motivation, fluency and the alphabetic principle. The report further provides a research base to support other issues in adolescent literacy:

- reading and content learning are developmental in nature;
- English-language learners have diverse needs;
- technology can play a vital role in instruction;
- professional development is a necessity for teachers to improve the reading ability of their students;
- infrastructure in middle and high schools can be key to the success of reform efforts.

**Langer, J. A. (2002). *Effective Literacy Instruction: Building Successful Reading and Writing Programs*. Champaign-Urbana, IL: National Council for the Teachers of English.**

Langer focuses here on middle school and high school literacy programs that effectively support student learning in an era of national and state standards and high-stakes testing. The book offers a programmatic vision, a set of principles, and real-life examples to guide educators who wish to inform their practice with research-based knowledge in order to best help their students become more highly literate. Drawing on her five-year study of classes in twenty-five schools attempting to improve student learning, Langer discusses the essential features of teachers' professional experiences and of curriculum and instruction that mark the more effective programs, whose students earn high test scores as part of impressive overall achievement in active learning. The six features identified in common among all of the higher performing programs:

- students learn skills and knowledge in multiple lesson types;
- teachers integrate test preparation into instruction;
- teachers make connections across instruction, curriculum, and life;
- students learn strategies for doing the work;
- students are expected to be generative thinkers;
- classrooms foster cognitive collaboration.

**McCombs, J.S., Kirby, S.N., Barney, H., Darilek, H., & Magee, S. (2004).** *Achieving State and National Literacy Goals, a Long Uphill Road: A Report to the Carnegie Corporation of New York.* Arlington, VA: RAND Corporation.

Available online at <http://www.rand.org/publications/TR/TR180>

The authors, researchers with the Rand Corporation, used data from the National Assessment of Educational Progress (NAEP) and the state assessment tests to examine the progress of the nation's adolescents towards national and state literacy goals. It is important to note that a major limitation as well as an obvious finding of the study is that there are substantial differences in the state assessment tests. The authors give clear examples of the varying levels of rigor of the state tests and the cut off score consider "proficient." The two major findings, however, are reported in terms of NAEP scores and reiterated by the state assessments. First, the researchers found that in every state less than half of the students met the level of "proficiency" on the NAEP. Likewise, many states had less than half of the students scoring at proficiency according to the states' standards. The second major finding of the research indicates that there is a large difference in the achievement of subgroups of students which will make it quite difficult for any school or district to meet the goal of "100-percent proficiency."

**Sturtevant, E. G., Boyd, F. B., Brozo, W. B. Hinchman, K. A., Moore, D. W., & Alvermann, D. E. (in press).** *Principled Practices for Adolescent Literacy: A Framework for Instruction and Policy.* Mahwah, NJ: Lawrence Erlbaum Associates.

This book takes a step toward filling the achievement gap by providing educators, scholars, parents, and the general public with a bridge to the knowledge base on adolescent literacy. It emerges from a unique collaboration of fourteen adolescent literacy scholars who worked together over a period of four years. First, the six authors met together in intensive work sessions for a year to synthesize evidence from research and professional opinion, including the work of the numerous professional organizations that have published national standards. Then, they involved eight other prominent adolescent literacy educators in a nationwide effort to locate middle and high school classrooms where excellent instruction was occurring. Together the team made observations in 28 settings and developed the *Eight Guiding Principles* for adolescent literacy that appear in this book. These principles provide educators, parents, and the general public with a foundation for developing programs that support adolescent literacy within their own contexts. The eight guiding principles are:

Adolescents need opportunities to

- participate in active learning environments that offer clear and facilitative literacy instruction,
- participate in respectful environments characterized by high expectations, trust, and care,
- engage with print and nonprint texts for a variety of purposes,
- generate and express rich understandings of ideas and concepts,
- demonstrate enthusiasm for reading and learning,
- assess their own literacy and learning competencies and direct their future growth,
- connect reading with their life and their learning inside and outside of school, and
- develop critical perspectives toward what they read, view and hear.

## Position Statements from Professional Organizations

While the following documents do not provide a synthesis of the research, they provide the positions of the leading professional organizations in adolescent literacy. These professional organizations have acknowledged that the literacy needs of adolescents must be addressed. These documents serve as guides for school boards and district and school level decision makers as they implement policy and programs to improve literacy.

### **International Reading Association**

Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association*. Newark, DE: International Reading Association.

Available online at [http://www.reading.org/resources/issues/positions\\_adolescent.html](http://www.reading.org/resources/issues/positions_adolescent.html)

### **National Council of Teachers of English**

National Council of Teachers of English. (2004). *A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Students' Needs*. Urbana, IL: Author.

Available online at <http://www.ncte.org/about/over/positions/category/literacy/118622.htm>

### **National Middle School Association**

National Middle School Association. (2001). *Supporting Young Adolescents' Literacy Learning: A Joint Position Statement of the International Reading Association and the National Middle School Association*. Columbus, OH: Author.

Available online at [http://www.nmsa.org/news/final\\_position\\_paper\\_to\\_boards.pdf](http://www.nmsa.org/news/final_position_paper_to_boards.pdf)

# WEB-BASED TOOLS FOR INSTRUCTION AND ASSESSMENT

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Navigating the ocean of information that exists on today's Internet requires a time commitment that many educators do not have. Web-based resources can assist educators before they plunge into the Internet and waste time attempting to seek out resources for classroom instruction and assessment. Also, literacy leaders and coaches can assist classroom teachers by being aware of and encouraging the use of web-based resources.

Thousands of individual websites that focus on literacy instruction are available. Yet, an individual teacher rarely can find the time to review all of the numerous web-based resources. Instead, a teacher needs to be aware of a few valuable sites that can provide them with as many comprehensive resources as possible.

The sites included here represent a few of the most comprehensive resources. The criteria used for selecting these web-based resources include:

- A focus on improving the reading and writing of secondary students,
- A diverse collection of resources including lesson plans, student activities and links to other web-based resources,
- Inclusion of content-area strategies, tools and lessons, and
- Cost-free resources available to everyone.

## Instruction

- **Access Center** ([http://www.k8accesscenter.org/training\\_resources/webbasedreadingresources.asp](http://www.k8accesscenter.org/training_resources/webbasedreadingresources.asp)). This page from the Access Center's website is an annotated list of links identified as beneficial resources on reading. The list contains links to national organizations and state agencies that provide resources on literacy practices.
- **Reading Online** (<http://www.readingonline.org>) Reading Online, the electronic journal of the International Reading Association, contains articles, reviews and website recommendations related to literacy practice and research in K-12 classrooms.
- **Literacy Matters** (<http://www.literacymatters.org/teachers/index.htm>). The Literacy Matters project is housed at the Education Development Center, a non-profit education organization, and is funded largely by the Annenberg Foundation. The goal of Literacy Matters is to "improve the literacy development of middle grades and secondary school students, especially those students who are struggling to succeed." Teachers will find information about research-based literacy practices, lesson plans and student activities, and links to relevant web sites, all of which are centered around adolescent and content area literacy, including social studies, science and math.
- **Read Write Think** (<http://www.readwritethink.org/index.asp>) This site, sponsored by a partnership between the International Reading Association, the National Council for Teachers of English, and the MarcoPolo Education Foundation, contains a host of lesson plans, student materials, and links to web-based resources for reading and language arts teachers as well as content-area teachers.
- **The Knowledge Loom** (<http://knowledgeloom.org/adlit/index.jsp>) This page from the Knowledge Loom website focuses on adolescent literacy in the content area. It shares key components for a successful adolescent literacy support program, provides promising practices related to each component, and includes a collection of web-based resources that support each of the practices.

## Assessment

Formative assessments can help guide instruction by determining the knowledge students already possess about a particular topic. For example, a teacher beginning a new unit of instruction may provide students with a pre-test to help the teacher identify areas of firm student understanding or identify gaps in student knowledge. Thus, in the upcoming unit the teacher can spend less time on the topics in which students already have a strong foundation and spend more time on the content identified as areas of weakness by the pre-test. Similarly, a formative assessment could be given during a unit or after a unit to assess student knowledge of previously taught material. Then, gaps in knowledge could be addressed through re-teaching strategies.

Educators can take advantage of several web-based assessment tools that are cost-free. Examples of these free online tools include QuizStar and Quiz Center. Please note that these web-based tools require registration but are provided at no cost to the teacher. Additionally, teachers should note that web-based assessments are not a viable substitution for more formal classroom testing.

### **QuizStar** (<http://quizstar.4teachers.org>)

QuizStar is a comprehensive web-based assessment tool sponsored by the Advanced Learning Technologies in Education Consortia at the University of Kansas. Once teachers register by following the on-screen prompts, they can begin to create and manage online quizzes. Fortunately, there is a step-by-step tutorial to walk teachers through the process of registering with QuizStar, creating and assigning quizzes, working with classes and students, and managing data through reports.

In QuizStar, teachers have the option of creating multiple choice, true/false, or short answer questions. QuizStar automates scoring of multiple choice or true/false questions but is unable to assess short answer questions due to the subjective nature of the response.

Once a teacher has entered all of the required information, QuizStar will then generate a quiz based on the options the teacher has selected. Students access the quiz through the QuizStar website. Once students have taken the quiz, a teacher can view a report of the results. QuizStar recommends the following browsers:

- Internet Explorer 5.0 or above
- Netscape 6.0 or above
- Mozilla 1.1 or above

### **Quiz Center @ discoveryschool.com** (<http://school.discovery.com/quizcenter/quizcenter.html>)

Quiz Center is a popular web-based assessment tool that is part of a suite of web-based tools offered by DiscoverySchool.com. Teachers simply create an account by following the on-screen prompts to become a registered member of DiscoverySchool.com. Once the log-in information is created, teachers can access their own Custom Classroom which includes several web-based tools: Lesson Planner, Puzzlemaker, Worksheet Generator, as well as Quiz Center. For those teachers who may need additional help, there is a step-by-step tutorial that walks teachers through the process of creating and assigning an online quiz.

A teacher has numerous options for each online quiz and can create multiple choice, true/false, short answer or essay type questions. Quiz Center can automate scoring of multiple choice or true/false questions only.

Once a teacher has entered all of the required information, Quiz Center will then generate a quiz based on the options the teacher has selected. It will also create a web address for students to access the quiz. This web address could be linked from the teacher's website or given directly to students. After students finish taking the online quiz, Quiz Center corrects the quiz based on answers supplied by the teacher then emails the results to the teacher. Alternatively, teachers can view the results by logging into their Quiz Center account. Quiz Center requires the following browsers:

- For PC users, Netscape 4.06 or Internet Explorer 4.0 or above.
- For Mac users, Netscape 4.06 or Internet Explorer 5.0 or above.

### **Survey Tools**

In addition, there are free online survey tools, such as Zoomerang (<http://www.zoomerang.com>) and SurveyMonkey (<http://www.surveymonkey.com>), that can be accessed by educators and used for assessment. Both sites require registration, but the basic service is free. The basic service does have limitations, however. For example, Zoomerang allows 30 questions maximum on a survey and limits the number of responses to 100. SurveyMonkey only allows 10 questions maximum and also limits the number of responses to 100. Since both resources are designed for surveys and not specifically for assessing student understanding, there are fewer options available for designing an online assessment.



# SCHOOL LITERACY MODELS FOR TEACHING AND LEARNING

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Schools and stakeholders that seek fundamental educational reform leading to improved literacy achievement of all students require two interrelated types of commitments: 1) the faculty and staff commitment to assessment and instruction that directly contributes to improved student literacy in the various subject area domains, and 2) school, district, and community commitment to providing the leadership and resources to support the commitment to improved literacy. Schools that intend to embrace these commitments must design and implement a continuum of interventions that may include a redesign of curriculum, organization, and teacher professional development. Designs should not overemphasize organizational schemes (block scheduling, reducing school size) at the expense of focusing on the core of teaching and learning (how teachers make instructional decisions, how they relate to students, colleagues, and community, and how they allocate the use of time).

This section provides a synthesis of findings and indicators from various organizations that investigate and disseminate research on the characteristics of high performing schools. Also included are descriptions of three schools that are successfully improving literacy learning and can provide a model for potential reform replication efforts.

These findings are organized around eight themes and the essential elements of the *Reading Next* document have been incorporated. These themes are:

- Clear and shared mission and focus
- High academic standards
- Curriculum, instruction, and technology aligned with standards
- Multi-dimensional assessments
- Collaborative and supportive school and district leadership
- Focused professional development
- Supportive learning environment
- High levels of family and community commitment and involvement

## Clear and Shared Mission and Focus

The bedrock of improved literacy instruction is the shared belief that literacy instruction is integral to subject area instruction. Rather than assigning the teaching to literacy solely to the language arts or reading teachers, teachers in all subject areas accept the responsibility of developing students' knowledge and use of the various forms of literacy embedded in their respective subject areas. Moreover, this mission and focus are accompanied by strategic planning and a data-driven process that guides decision-making about the use of time, materials, and professional development activities.

## High Academic Standards

High academic standards must be accompanied by teacher and administrator belief that students are capable of meeting standards and are given instruction that encompasses a broad, concerted, and systematic emphasis on motivation as well as literacy knowledge and skills.

## Curriculum, Instruction, and Technology Aligned with Standards

The planned and actual curriculum must be aligned with standards and provide students with explicit instruction in comprehending a wide variety of texts. Teachers provide modeled and scaffolded instruction that allows students to practice and gradually improve their ability to read and write competently. Students engage in text-based cooperative learning in which they are given authentic problems to explore by using strategies of teamwork and responsible role-taking. Students also receive instruction in the writing process as well in the kinds of writing that they will engage in life beyond high school. Because technology plays an increasingly central role in society, literacy instruction uses technology as an instructional tool. In addition, students are involved in topics such as comprehending and using the media.

## Multi-dimensional Assessments

A steady cycle of different forms of assessments identifies the varying levels of students' literacy competence. Additional support and instruction time are provided to students who are underperforming relative to their grade placement. Teaching is adjusted based on frequent monitoring of student progress and needs. Underperforming students may need strategic tutoring to help them develop both curriculum knowledge and strategies for accessing that knowledge independently over time. Assessment results are used to focus and improve instructional programs. While maintaining high standards for all students, monitoring achievement gaps for historically underserved students is a primary goal.

## School and District Leadership

Effective leadership promotes excellence and equity by securing and allocating resources, communicating progress, and supporting the people, programs, services, and activities implemented to achieve the school's vision. Leadership roles are assumed by many individuals, including administrators, teachers, students, and community members. Leaders demonstrate knowledge, respect, and responsiveness to the diverse cultures, contributions, and experiences that are part of the school and society. School leaders make adequate resources available for continuous professional development, support for change, and accountability for results. They advocate, nurture, and sustain a school's literacy focus and respond to the needs of culturally and diverse students and their families. Teacher teams meet regularly to plan for consistency in literacy instruction across subject areas so that all students receive instruction tailored to meet their diverse academic and literacy needs.

## Focused and Accountable Professional Development

Professional development provides all stakeholders with information and pedagogy about the growing knowledge base of literacy teaching and learning. Like practitioners in other professions, educators must continue to access and use this knowledge base to continually refine and hone the skills and processes of their craft. Effective staff development is continuous over time, research-based, culturally relevant, and connected to personal professional practice.

Providing professional development that specifically focuses on literacy is particularly indicated for teachers and administrators as they endeavor to provide students with knowledge and skills unique to the subject area disciplines. Formerly considered the exclusive responsibility of reading and language arts teachers, literacy instruction must now be embraced by teachers of all subject areas, especially given the increasingly sophisticated demands of the workplace and postsecondary education. Teachers must learn how to show students, especially those who are resistant to reading, how to access knowledge embedded in texts and other printed curricular materials.

An equally important focus in literacy professional development is a robust model for the evaluation of professional development endeavors. One of the most comprehensive evaluation models is that of Guskey (2000) who delineates five levels of data collection and analysis.

1. Participants' reactions to the professional development activity itself
2. Participants' degree of learning the skills, practices, and behaviors embedded in the professional development activity
3. Organization support and resources available to support professional development implementation
4. Evidence of participants' use of new knowledge and skills
5. Student academic and literacy learning outcomes

## **Supportive Learning Environment**

The foundation of public education in the United States is based on preparing students to take an active and responsible role in their adult lives. This process begins in school when students are encouraged and supported to become motivated and self-directed learners. By creating a set of expectations that builds in choice and responsibility for learning, educators can help students use their increased literacy tools to become productive and responsible members of society and the world of work. Teachers and administrators can promote healthy and positive relationships among students and between students and adults as well as encourage students to use their literacy ability to connect to their everyday lives and to positively address societal issues as a part of democratic citizenship.

## **Family and Community Commitment and Involvement**

Family and community commitment to literacy education provides the linchpin of support in helping all children succeed in school. Schools need these resources in order to make help students make important links between school and the "real world" of life and work. Research clearly shows that families are important for children's learning, healthy development and school success. When parents, teachers, students, and others view one another as partners, children do better in school and the school also becomes a better place for all children to learn.

## Descriptions of Three Successful Schools

### *P.K. Yonge Developmental Research School*

#### **School Description**

P.K. Yonge Developmental Research School is a K-12 public school funded by the State of Florida and charged with the responsibility of developing and disseminating innovative solutions to the educational concerns of the state. Serving also as a department of the College of Education at the University of Florida, P.K. Yonge has a long history of research, professional development, teacher training, and service.

The school is located in Gainesville, a mid-sized city in north central Florida, and has a student population of approximately 1,150 students in grades kindergarten through twelve. These students represent the economic, racial, and ethnic diversity of the state. With its representative, diverse population, P.K. Yonge has consistently been one of the highest achieving schools in Florida on state assessment tests: the middle and high schools score in the top 10% (or better) of schools in reading, writing, math, and science. In addition, P.K. Yonge has been designated an “A” school for four years and has met the federal guidelines for students’ annual yearly progress ever since they were established.

P.K. Yonge is grounded in the following beliefs:

- All students can learn
- The gap between our high and low achievers must be closed
- High expectations increase individual student performance
- Cultural diversity enriches the school community
- A systematic means of assessing and enhancing instructional practices must exist
- All members of the school community must be committed to continuous improvement
- A strong system of continuous professional development for teachers, administrators, and support staff is critical to the effectiveness of the school’s educational programs

#### **Focus on Literacy**

Since 1998, P.K. Yonge has focused on improving literacy skills as the key to learning and school success. To this end, the school has developed a comprehensive, school-wide literacy program. Elements of this program include:

- Professional development for faculty
- Literacy instruction infused throughout the curriculum
- Intervention for struggling readers and writers
- Demonstration of effective literacy practices

Literacy is everyone’s job at P.K. Yonge: teachers, administrators, and staff work together to provide an optimal reading environment for young people. Underpinning literacy instruction and providing its support is strong, distributed leadership for literacy reform. The school administrators (principal and assistant principals for middle and high schools) participate in professional development with the faculty and actively work with faculty members for continued literacy instruction improvement. In addition, there is school-based expertise, with a literacy coach and curriculum specialist dedicated to supporting the literacy efforts of the middle and high school faculties. Further, teachers have opportunities for literacy leadership through an active school-wide literacy team, grade level teams, content area departments, and curriculum development teams. Specifics of P.K. Yonge’s literacy efforts are highlighted below.

## Professional Development

**Initial Literacy Training:** P.K. Yonge, in partnership with the North East Florida Educational Consortium, has developed the Florida Reading Initiative, a comprehensive, professional development program focused on raising the literacy skills of all students. Initial training includes a two-week summer reading academy emphasizing assessment, strategies across the content areas, and intervention. P.K. Yonge faculty members provide much of the training for the Florida Reading Initiative and all new faculty members receive this training.

**Follow-through Training:** P.K. Yonge's combined middle and high school has a literacy coach and a curriculum specialist, shared responsibilities of two respected professionals skilled in literacy instruction, technology, and content area curricula. These specialists lead the faculty through continued professional development, including:

- Mentoring of new teachers
- Support at department and team meetings
- Planning period meetings for strategy instruction and support
- Book study groups
- Classroom visits
- Co-teaching and modeling of strategy instruction
- Coordination of teacher exchange visits

In addition, the faculty has adopted the Coalition of Essential Schools common principals and many CES practices. Chief among these practices is the use of Critical Friends Groups, composed of middle and high school faculty, which meet bi-weekly to examine student work and improve instructional practices.

## Literacy Instruction Infused throughout the Curriculum

All teachers at P.K. Yonge teach literacy skills. This responsibility is part of the school's culture. Teachers receive the training and resources they need in order to teach literacy skills across the content areas, and expectations are high that all teachers work together to help students achieve high levels of literacy.

## Intervention for Struggling Readers and Writers

For students who need help beyond the scope of the regular classroom, P.K. Yonge offers intensive reading support at every grade level. Trained reading teachers provide specialized instruction and scaffolding in small, supportive classes. In addition, P.K. Yonge has developed several innovative programs designed to enhance the school's literacy community and offer reading support.

**Succeeding in Reading** is a program that trains high school students as literacy tutors for younger students. Tutors learn the fundamentals of literacy instruction then put this knowledge to practice in supervised tutorials, benefiting both tutors and tutees.

**Summer Adventures in Literacy (SAIL)** is an intensive summer reading program for students who need additional help with reading. Students are introduced to high-interest texts and given instruction in effective literacy strategies in a relaxed, camp-like setting.

## **Demonstration of Effective Literacy Practices**

The dissemination of effective literacy practices, part of P.K. Yonge’s mission, serves a dual purpose. First, the school’s role as a demonstration center focuses the attention and energy of P.K. Yonge’s faculty on integrating effective literacy instruction and content area curricula. In addition, the school is able to model research-based instruction for other school faculties throughout Florida and beyond. Beyond the regular stream of visitors to the school, P.K. Yonge has developed two innovative programs to share effective literacy instruction: Research in Action and Teacher Inquiry Showcase.

**Research in Action** is a program that provides a structure for sharing effective literacy instruction and supports professional development in other schools. In monthly, day-long sessions, teachers, administrators, and reading coaches from other schools attend an orientation then observe to see how reading is taught in intervention and content area classes at P.K. Yonge. Following the observations, there is a debriefing session in which P.K. Yonge faculty and visitors engage in conversation about literacy instruction. Visitors then make plans for implementing new ideas in their own schools.

**Teaching, Inquiry, and Innovation Showcase** is a program for helping P.K. Yonge faculty conduct action research and sharing the research findings with teachers from other schools. Teaming with the Center for School Improvement at the College of Education, University of Florida, P.K. Yonge teachers identify research questions, implement an action research design, and write up the results of the research. Research findings are shared with interested school faculties in a conference setting each spring at P.K. Yonge.

## **Osceola Middle School**

### **School Description**

Osceola Middle School, established in 1984, is located in Pinellas County on Florida’s west coast. The original student population of 1,157 students represented a diversity among ethnic, economic, and racial groups with and included an exceptional student population of almost 25% of the student body. These students were supported by full-time behavior and varying exceptionally specialists. Because of the District’s Choice Plan, the current demographics have changed. During the last two years, the racial and exceptional student membership of the 1,220 population has significantly decreased. However, high student achievement scores have remained consistent with the school receiving an “A” grade for the past four years, an increase from the “C” grade received prior to 2001. The current mission at Osceola Middle School is to provide vision, knowledge and resources to help all of our children succeed academically and socially in a secure and stimulating environment.

### **Focus on Literacy**

Five years ago during the summer of 2001, a small group of teachers attended a district-supported literacy institute conducted by the *National Literacy Project*. During the ensuing fall semester, the principal met with the literacy council as well as with all reading and language arts teachers to get input on how to make literacy the primary school-wide focus. The common view was that reading is a common responsibility to be shared across all content areas, as well as with parents and the surrounding community. Together they began designing a literacy program to be viewed as a cultural signature for the school.

After conducting a needs assessment, the Reading Leadership Team decided that the school-wide literacy initiative would focus on five areas:

- support of a comprehensive reading curriculum
- restore the media center as the hub of the school
- build a supportive school culture
- align professional development with the literacy initiative
- increase technology use among teachers and students

The original Reading Leadership Team membership has appreciably increased during the last five years and currently includes teachers from all subject areas and grades. The literacy focus areas for 2005-2006 include:

- targeted high yield reading strategies for school-wide implementation
- print rich environment in all classrooms
- rigor and relevance in all subject areas
- classroom libraries for all teachers
- differentiated instruction
- Kaplan assessment/lesson plans
- leveled texts
- flexible grouping
- model classrooms
- renewed emphasis in all classrooms on higher order questions
- increased parent involvement
- professional development on differentiated instruction and assessment-driven instruction
- technology reinforcement
- continue partnership with librarian from Seminole Library

### **Reading Curriculum**

During the first year of the literacy focus five year ago, the district implemented *Target on Reading*, an intensive reading initiative that uses *Read 180* as the instructional program. OMS originally received four classrooms for struggling students and currently operates six classrooms. The principal staffed the program with the most highly qualified teachers, which was a decision that proved to be essential to the success of the program. The teachers participated in extensive and on-going balanced literacy training provided by the Office of Secondary Reading and worked collaboratively in both instructional planning and developing criteria for student selection, based on student data which included 50% exceptional students and 50% regular education students. Students enrolled in the *Read 180 Program* are assessed regularly using the *Scholastic Reading Inventory (SRI)* to monitor progress. Data over five years indicate that participating students have made noteworthy gains in reading performance.

Central to the success of the school's reading programs is a carefully planned process for placing students in the intensive reading course as well as having an on-site technology specialist available to troubleshoot computer problems experienced occasionally, keeping the program functional on a daily basis. The SASI Reading Sorter, a technology tool for high schools and middle schools, uses student assessment data to sort students into profile groups and recommend reading and language arts placement. It automates the process of looking through student records using student performance history

to guide placement decisions. The sorter makes course recommendations by calculating the point values of indicator criteria and weighting it in the manner a teacher, counselor, or administrator would if completing the process manually. It reduces the workload and time spent by searching records and grouping students with similar performance characteristics.

The majority of students enroll in reading courses throughout their three years at OMS well as participate in a variety of other reading experiences, including *I Read to My Principal*, the *Harry Potter Award*, and *Reader of the Month* as well as in district based programs, *Battle of the Books* and *Book Talks*. The successful reading performance of OMS students is a significant contributor to the school's continued status as an "A" school over the last four years.

### **Media Center**

Over time, the school's media center has become the hub of the school. The first order of business was to create initiatives through the media center to elevate enthusiasm, expand literature selections to represent the student population, and initiate reading programs to promote and stimulate student involvement. The inventory holdings were significantly broadened with support from the parent association, Sunlink, and the district media funds. *Reading Counts* was purchased as a vehicle for raising student motivation with four computers being dedicated for students' use to take Reading Counts quizzes. Other initiatives included book fairs and reading/language arts teachers frequent scheduling of their students to the media center. Other outcomes from the literacy journey included ordering class sets of the *Great Source Readers Handbook*, and *Math on Call*. Trade books were also purchased to support literacy across the content areas.

### **Supportive School Culture**

Administrators and the School Resource Officer (SRO) conducted assemblies during the first week of school to reinforce the expectations defined in the Code of Student Conduct. Each report period the Guidance Counselor and SRO would schedule classroom visits through social studies classes. A strong emphasis was placed on Character Education with a yearlong comprehensive program ending in a Peace Rally, which was given special recognition by the *St. Petersburg Times*. The guidance department also developed a strong Peer Mediation program run by 7<sup>th</sup> & 8<sup>th</sup> grade students. The school multicultural committee was nationally recognized by the National Education Association, who in turn produced a film featuring the student project. Other opportunities for the development of student leadership included Role Models 500 and Crime Watch sponsored by the SRO. Activities integrated into the school year were dances, Kids Night Out, and Family Fun Night with buses paid for by the parents association to provide transportation for the satellite students. Celebrations and recognition incorporated into the grading period were awards assemblies for academic achievement and the E Team Celebration for students earning three E's (and no N's or U's) in conduct. The principal recognized that not all students would attain outstanding academic achievement, however their positive behavior would be acknowledged.

The guidance department has implemented a Peer Connections program, providing time over the summer for incoming students to become acclimated to the middle school concept using 8<sup>th</sup> grade students. Additionally, bully training has been included to the Character Education curriculum whereas guidance counselors and the SRO train 8<sup>th</sup> grade students who in turn train their younger peers.



## **Professional Development**

Professional development in literacy continues to be a priority for teachers at OMS. In the first two years, 100% of teachers received *CReating Independence through Student-owned Strategies* (CRISS) Level 1 training. In addition, a significant portion received training in *Reading Counts*, a reading motivation program, EBSCO, a searchable database of periodicals and graphics, and Florida Comprehensive Achievement Test (FCAT) Explorer, a Florida Department of Education FCAT preparation software program. During the past five years summers have been devoted to teachers attending literacy institutes sponsored by the *National Literacy Project* and Florida Literacy and Reading Excellence (FLaRE), a Florida Department of Education initiative. In addition, during the summer of 2005. These teachers will spend the year completing assignments and becoming an integral part of the literacy leadership. Five teachers and one administrator enrolled in an online course offered through Florida State University on developing and using classroom assessments. They will use their knowledge and skills to assist teachers in making informed instructional decisions using a variety of data sources.

Much of the on-site professional development during the last two years has been provided by the school's literacy coach who provides both seminars and in-class literacy demonstrations and modeling to her teaching colleagues. She works particularly closely with teachers new to the school and meets regularly with both subject area and grade level teams as well as with the Reading Leadership Team. The focus of her work is on informed instructional decision-making, book study, subject area literacy strategies, and the analysis of student work.

## **Technology Use**

As a further support for the literacy focus, technology expansion has been a valuable addition to literacy instruction to improve student achievement. The school presently has three technology labs, a mobile lab and a resource lab in the media center, all with internet access. Programs added to support instruction are comprised of *Holt Writer* and *River Deep*. Teachers have student information systems available through their individual computer workstations using district purchased data management software. Both staff and students participated in a technology survey designed to help define our technology needs and set both short and long term goals. Both programs were created to promote school-based technology leadership and collaborative training among one another. The math department has conducted their own action research by being data driven using *By the Numbers* and common assessments. Additional supports to teachers are on-site Curriculum and Technology Integration Project (CTIP) trainers. Finally, a second computer lab devoted to mathematics literacy was added.

## **Administrative Leadership**

The principal, as instructional leader, provided the framework for teachers to advance student learning through informed decisions for professional development, further creating an atmosphere of collegiality, growth, and improvement to instructional services. The staff valued administrative consistency that provided a clear and shared vision and a collaborative, supportive work atmosphere to promote a high functioning learning environment. Administrative support of this nature is what nurtured building trust and developing rapport among all members of the school staff.

Two years into the school's literacy journey, a new principal walked through the front door of the school. He was a former teacher of the school under the supervision of the previous principal and was highly respected among the staff. As the new instructional leader, he totally embraced the school's literacy

initiative and provided impetus to pick up the pace. The literacy team continued to participate in professional literature study groups, reading such books as *Tovani's I Read It but Don't Get It*, Judith Irvin's *Reading and the Middle School Student*, and Janet Allen's *Words, Words, Words*. A parent volunteer began participating on the literacy committee. SRI testing increased to include the entire school student population. A student newspaper and literacy magazine became a new addition. The principal also added the REACH curriculum providing additional intensive reading for our level one students. The principal encouraged the faculty to create a wider range of reading programs to reach and recognize a larger number of students.

## ***East High School***

### **School Description**

East High School is located in Madison, Wisconsin, the state capitol with a population of approximately 200,000. Madison is the largest site of the University of Wisconsin and has long been considered a leading cultural and educational center of the Midwest. Madison public schools are currently ranked third in the United States.

As a comprehensive, four-year high school with a current enrollment of 2,000, and a professional staff of 170, East is recognized as a "School of Excellence" by the U.S. Department of Education and is accredited by the Wisconsin State Department of Public Instruction and by the North Central Association. East High School's students represent various social, economic, and cultural backgrounds. Approximately 40% are students of color: 5% Native American, 22 % African American, 7% Hispanic, and 11% Asian. East has a long held reputation of providing an outstanding education for all of its students, from the wealthiest in the city to the poorest.

The East curriculum reflects the high standards the Madison Metropolitan School District, the State of Wisconsin and the Madison community expects for its young people. Academically motivated, talented and gifted, accelerated, and advanced classes are available throughout the curriculum. Advanced Placement courses include Calculus AB, Calculus BC, French V, Spanish V, Macroeconomics, Music Theory, Statistics, and Psychology. Courses are available in Advanced Physics, Advanced Chemistry, Anatomy, Literature, Composition, Creative Writing, and Speed Reading. East offers over 100 opportunities for students to develop their academic, creative, fine arts, and leadership talents. East also has excellent school to work initiatives through such programs as Marketing Education, Applied Technology, Youth Apprenticeship, Medical Occupations, and Agricultural Science. In addition, programs are in place for students in need of academic support or alternative site learning.

Indicators of East High School's academic excellence are reflected by test data. SAT and ACT scores of East students are consistently above the State of Wisconsin and the national averages. In the spring of 2004 a total of 95 East High School students took 149 Advanced Placement examinations. The average score on all these examinations was 3.7. Eighty-six percent of the scores were equal to or better than the 3.0 score typically necessary to receive college credit. The National Merit Scholarship Corporation named 6 seniors from the Class of 2004 as semi-finalists. Seventy-five percent of the graduating seniors go on to college or technical schools.

## Core Practices and Objectives

The Madison Metropolitan School District's Educational Framework is based on *Engagement, Learning and Relationships* with equal emphasis on engagement, relationships, and how learning impacts all students through core practices. Core practices are the cornerstone of the district and school's comprehensive system of student supports designed to attain the mission to assure that every student has the knowledge and skills necessary for academic achievement and a meaningful life. When some students are not successful, classroom specific supports are used. When few students are not successful, school and district wide supports, including community resources are used. For even fewer students there are other specialized support systems available including special education services. Core practices embody the framework's objectives to:

- use assessment data to inform decisions
- scaffold interventions for each student
- use consistent system-wide interventions for students who are struggling
- act on the understanding that each student may see the world differently than the adults in the school
- work collaboratively to provide equitable, meaningful and effective learning environments for all students
- establish behavior response systems that promote positive change and re-engagement
- focus professional development on research-based best practices

## Focus on Literacy

East High School has a long-standing reputation for its comprehensive secondary literacy program. Teachers and administrators believe that *literacy* is not a subject, but a process used for learning in all subject areas. It is the key to learning and, as such, must be addressed in every curricular area. Literacy is an integral part of a K-12 education and therefore, obligates the high school teacher to provide rigorous goals in this area, in every aspect of the curriculum. The classroom teacher is the best person to carry out literacy goals; however, some students will need additional support programs. The reading department also contributes courses in enrichment, such as ACT/SAT and Speed Reading and courses for struggling readers. In previous years the department has offered developmental reading and support programs.

The Wisconsin Model Academic Standards provides the framework for literacy instruction. The theoretical foundation for literacy instruction rests in Vygotsky's cognitive development theory, which emphasizes the learner as an active participant and constructor of knowledge, moving the learner from a passive to active participant. Through careful observations of students engaged in learning tasks, teachers create learning opportunities so that teaching can occur in the zone of proximal development with scaffolding of instruction matched to the needs of the learner.

The pedagogy also emphasizes cooperative group work, honors students' questions, seeks students' points of view, and assesses current perceptions and skill levels to inform future instruction. Metacognition, being consciously aware of thinking processes on a personal level is also a valued portion of pedagogy. Students transcend from depending on the teacher to developing independence in thinking, which allow them to apply the strategies and their knowledge in new contexts.

In the last few years, the school's reading task force collected data that identified the traits of skilled vs. struggling readers. During the year-long study, the task force members developed plans for an

intensive intervention program for struggling readers and chose Read 180 as the instructional program that best fit the *Traits of a Reader Model*. Although the evaluation of the program will not be ready for at least one year, preliminary data indicate the program is highly successful.

### **Professional Development**

The reading department is well respected for assuming leadership roles in planning staff development activities for both the school and the Madison Metropolitan School District. For example, East's program provided the blueprint for the adolescent literacy vision for the district, which is represented in district's High School Reading Task Force Report. This report envisions a high school reading program as containing three crucial facets: literacy support across the curriculum, developmental reading instruction for those individual students needing additional instruction, and study support/tutoring. Although the primary focus is on comprehension strategies, other topics include the *Traits of a Reader* model, brain development, differentiated learning, state test item analysis, data analysis, and study strategies. The school reading specialist works in classrooms as a resource and regularly plans with teachers to extend strategies and materials that complement the Traits Model. The reading department disseminates all testing data and plans for instructional gaps as well as provides diagnostic services. Most importantly, the reading specialist works closely with administrators to keep them abreast of best practices, evaluation models that include literacy assessment and teaching practices, research, and garner their support for literacy priorities.

### ***Traits of a Reader: A Professional Development Model for Adolescent Literacy***

These workshops are the major professional development initiative in adolescent literacy offered by the Madison Metropolitan School District to middle and high school teachers across the curriculum. The course focuses on seven proficient reader traits culled from the research on developing reading comprehension: activating prior knowledge, determining most important ideas, asking questions, creating visual and sensory images, drawing inferences, synthesizing, and using fix-up strategies when meaning breaks down. Teachers electing the *Traits of a Reader* workshops are introduced to specific instructional strategies within each of the traits that will help all students, from struggling to strong readers, as they develop into more competent readers and thinkers capable of meeting the challenges of the middle and high school curriculum. During the course, instructional strategies that can be applied throughout the curriculum are modeled with texts representing a variety of content areas. East High School has hosted *Traits of a Reader* workshops multiple times, and has the largest number of staff members who have elected to be trained in this significant literacy initiative.

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# EXPERTS IN ADOLESCENT LITERACY

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Many experts make a contribution to the professional development of middle and high school educators. The professionals listed below meet the following criteria:

1. Solid knowledge of research and best practice in adolescent literacy
2. Good presentation skills
3. Nationally recognized and widely published authors in adolescent literacy
4. Experience as middle/high school teacher and/or administrator
5. Works in schools across the country
6. Regularly speak at state and national conferences

Additional presenters may be found listed in the professional development section and are generally affiliated with particular programs or approaches. They are not included in this list. Each presenter listed in this section gave permission to have their name included. The list is divided into two sections: professionals who regularly work with a network of experts and those who work as individuals.

## Network of Experts

The *National Literacy Project* (NLP) is a non-profit organization that works with schools and school districts to improve literacy for their students. A network of over twenty literacy professionals in various areas work with NLP depending on the project. The experts may not be widely published, but are current with the research and best practice and have held positions such as teachers (content areas, English Language Learners, Special Education), principals, and district-level administrators.

Contact person: Judith Irvin Email: [jirvin@NationalLiteracyProject.org](mailto:jirvin@NationalLiteracyProject.org)

Presentation Topics:

- Improving Literacy in the Content Areas (social studies, science, language arts, math, music)
- Vocabulary Development
- Working with Literacy Coaches
- Writing to Learn/ Reading and Writing Connections
- Helping English Language Learners Improve Literacy
- Assessment that Guides Instructional Decision Making
- Using Data to Make Instructional and Program Decisions
- Helping Special Education Students Improve Literacy
- Using Technology to Improve Instruction and Assessment
- Improving Fluency

## Individuals

**Dr. Janet Allen** is recognized for her literacy work with at-risk students. A recipient of the Maine Educator Award and the Milken Foundation National Educator Award, Janet has always had a special interest in working with students who are at risk in terms of literacy and has spent much of her teaching career researching and working with these students. She is the author of *Tools for Teaching Content Literacy; On the Same*

Page: *Shared Reading Beyond the Primary Grades*; *Yellow Brick Roads: Shared and Guided Paths to Independent Reading*; *Words, Words, Words: Teaching Vocabulary in Grades 4-12*; *It's Never Too Late: Leading Adolescents to Lifelong Literacy*; and co-author of *Reading History: A Practical Guide to Improving Literacy*; *Read-Aloud Anthology*; and *There's Room for Me Here: Literacy Workshop in the Middle School*. She is also the author/editor of the collection titled *Using Literature to Help Troubled Teenagers Cope with End-of-Life Issues*.

Email: [janet@janetallen.org](mailto:janet@janetallen.org)

Presentation Topics:

- Tools for Teaching Content Literacy
- Word Matters: Meaningful Vocabulary Instruction
- From At-Risk to At-Promise: Giving Students Strategies for Academic Success
- Testing 1,2,3. . . Bridging Best Practice and High-Stakes Testing
- Choosing What Matters: Curriculum, Instruction and Assessment that Make a Difference

**Dr. Donna Alvermann** is Distinguished Research Professor of Language and Literacy Education at the University of Georgia. Donna's research focuses on youth's multiple literacies in and out of school. She is currently a member of the 2009 NAEP Reading Framework Planning Committee and editor of *Reading Research Quarterly*. Her books include *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms* (4th ed.); *Reconceptualizing the Literacies in Adolescents' Lives*; *Bridging the Literacy Achievement Gap, Grades 4-12*; and *Adolescents and Literacies in a Digital World*. She was elected to the Reading Hall of Fame in 1999 and is the recipient of NRC's Oscar S. Causey Award for Outstanding Contributions to Reading Research.

Email: [dalverma@uga.edu](mailto:dalverma@uga.edu)

Presentation Topics:

- Bridging the Literacy Achievement Gap
- Exemplary Literacy Instruction in Grades 4-12
- Strategies for Sustained Engagement: Guided Reading, Writing, and Discussion
- Literacy Intervention Programs for Adolescents: Guidelines and Needed Research

**Dr. Kylee Beers** is a Senior Reading Researcher in the School Development Program of the Child Study Center at Yale University. She is the current editor of *Voices from the Middle*, the journal of the National Council of Teachers of English; author of *When Kids Can't Read/What Teachers Can Do*; program author for *Holt Literature and Language Arts*, grades 6-12, and *Elements of Literature*, grades 6-12; co-editor of *Into Focus: Understanding and Creating Middle School Readers*; and co-editor of *Books for You: An Annotated Booklist for High School Students*.

Email: [kbeers@prodigy.net](mailto:kbeers@prodigy.net)

Presentation Topics:

- Closing the Reading Achievement Gap
- Comprehension, Vocabulary, and Fluency Strategies for Helping Older Struggling Readers
- Adolescent Literacy Toolkit for Principals, Superintendents, and School Board Members



**Mr. Doug Buehl** is currently an adolescent literacy support teacher for the Madison Metropolitan School District and a reading teacher and reading specialist at Madison East High School in Madison, Wisconsin. He is the author of two books: *Classroom Strategies for Interactive Learning* (2<sup>nd</sup> edition) and *Reading and the High School Students: Strategies to Enhance Literacy* (with Irvin & Klemm). Doug has received many awards including the Nila Banton Smith Award, presented to outstanding secondary reading educators by the International Reading Association.

Email: [dbuehl@madison.k12.wi.us](mailto:dbuehl@madison.k12.wi.us)

Presentation Topics:

- Reading Comprehension Strategies Across the Curriculum
- Vocabulary Development
- Questioning Strategies That Build Reading Comprehension
- Beneath the Surface: Strategies That Promote Inferential Thinking
- Retooling the Study Guide to Spark Comprehension

**Ms. Nancy Dean** is a middle and high school reading specialist at the PK Yonge Developmental Research School, University of Florida. She has taught reading, English, and English Language Learners and currently coordinates the secondary reading program at P.K. Yonge, a demonstration site for the Florida Reading Initiative. Nancy serves on the leadership teams of the National Literacy Project and the Florida Reading Initiative. In addition, she is a national consultant in secondary literacy, specializing in training for literacy coaches, using tutorials to enhance literacy, and literacy enrichment through the study of voice in reading and writing. She is co-author of *Succeeding in Reading: A Complete Cross-Age Tutoring Program* (with Harper); and author of *Discovering Voice: Introductory Voice Lessons* and *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax and Tone*.

Email: [ndean@NationalLiteracyProject.org](mailto:ndean@NationalLiteracyProject.org)

Presentation Topics:

- Content Area Literacy
- Literacy Coaching: Collegial Professional Development for Improved Student Learning
- Intervention for Struggling Adolescent Readers
- Tutoring for Literacy Success
- Literacy Beyond the Basics: The Study of Voice to Understand and Use Powerful Language
- English Language Learners: Success with English Literacy Skills

**Dr. Candace Harper** is currently Coordinator of the ESOL/Bilingual teacher education program at the University of Florida. Candace has taught English as a Second/Foreign Language in the U.S., Australia, Bosnia, and France and has studied, taught, and written on second language reading and literacy issues for English language learners. She has published in the *TESOL Quarterly*, *TESOL Journal*, *Teacher Education Quarterly*, *Professional Educator*, *Journal of Adolescent and Adult Literacy*, and *Sunshine State TESOL Journal*. She has also written chapters on curriculum and instruction for English language learners in K-12 settings in *Working with English Language Learners: Perspectives and Practice* and *Culturally Responsive Teacher Education: Language, Curriculum, & Community*. She is co-author (with Dean) of *Success in Reading: A Complete Cross-Age Tutoring Program*. Candace was a primary writer of the TESOL/NCATE standards for teacher education in ESL and is currently the Chair of the Standards Committee for International TESOL.

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Presentation Topics:

- Applied Linguistics for Teachers of Reading and Writing
- Cross-Cultural Issues for K-12 English Language Learners
- Dialect and Language Variation as Classroom Resources
- Cross-Age and Peer Tutoring With English Language Learners
- Developing Reading Strategies With English Language Learners
- Vocabulary Development for English Language Learners

**Dr. Kathleen Hinchman** is an Associate Professor of Reading and Language Arts at Syracuse University. Her research focus is social perspectives toward literacy and teacher education, including her most recent work with English, reading, and subject area teachers in a reforming urban middle school. Her most notable book contributions are *Teaching Adolescents Who Struggle with Reading and Writing: Practical Strategies* (with Moore), *Tutoring Adolescent Literacy Learners: A Guide for Volunteers* (with Chandler-Olcott), *Reconceptualizing the Literacies in Adolescents' Lives* (with Alvermann, Moore, Phelps, and Waff), and *Struggling Adolescent Readers: A Collection of Teaching Strategies* (with Alvermann and Moore).

Email: kahinchm@syr.edu

Presentation Topics:

- Working with Readers who Struggle in Grades 5-12
- Middle School Literacy Reform: English/Language Arts, Content Areas, and Beyond
- What Research Says About Adolescent Literacy: Principles and Actions
- Literacy Across the Curriculum: Strategies for Subject-Specific Language Development

**Dr. Judith Irvin** is the Executive Director of the *National Literacy Project* and a Professor in the College of Education at Florida State University. She has written numerous books and articles on ways to improve literacy learning for middle and high school students which include *Reading and the Middle School Student: Strategies to Enhance Literacy* and *Reading and the High School Student: Strategies to Enhance Literacy* (with Buehl and Klemp), *What Adolescents Deserve: A Renewed Commitment to Independent Literacy* (with Rycik), and *Reading Strategies in the Social Studies Classroom*. Judith is currently working on *A Leadership Model for Improving Adolescent Literacy* which is a school-wide reform effort funded by the Carnegie Corporation of New York.

Email: jirvin@NationalLiteracyProject.org

Presentation Topics:

- Strategies to Improve Learning in the Content Areas
- The Foundations of Literacy Learning for Educators of Adolescents
- Vocabulary Development
- Helping Students Read Difficult (and often boring) Text
- What Leaders Need to Know About Improving Literacy Learning
- A Leadership Model for Improving Adolescent Literacy

**Dr. Carol D. Lee** has developed a theory of cultural modeling designed to modify the curriculum drawing upon the prior knowledge that traditionally underserved students bring to classrooms. She specializes in cultural supports for adolescent literacy. She is the author of *Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African American Discourse Genre* and *Neo-Vygotskian Perspectives on Literacy Research* (with Smagorinsky). Carol is past president of the National Conference on Research in Language and Literacy, former chair of the Standing Committee on Research of the National Council of Teachers of English, 2004-05 Fellow at the Center for Advanced Study in the Behavioral Sciences, and incoming Vice President of Division G (Social Contexts of Education) of the American Educational Research Association. She is a founder of a 30+ year old independent school as well as a charter school in Chicago. She is Associate Professor of the Learning Sciences at Northwestern University.

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Presentation Topics:

- Meeting the Wholistic Needs of the Struggling Adolescent Reader
- The Specialized Demands of Reading in the Content Areas
- Culturally Responsive Instructional Design that is Subject Matter Specific
- The Pedagogical Content Knowledge of the Secondary Literature Teacher
- Conducting Research on Practice in Literacy Instruction

**Dr. Julie Meltzer** is the Director of Adolescent Literacy Services at the Center for Resource Management (CRM) in Portsmouth, NH and co-developer of CRM's *School-wide Program for Improving Reading And Learning* (SPIRAL). This program builds the capacity of middle and high schools to support literacy development with a particular emphasis on the roles of school leaders. Julie is also director of the Adolescent Literacy Project at the Northeast and Islands Regional Educational Laboratory (LAB) at Brown University, developer of the Adolescent Literacy Support Framework, and author of research-based professional development resources related to adolescent literacy including *Adolescent Literacy Resources: Linking Research with Practice*, and *Meeting the Literacy Development Needs of Adolescent English Language Learners Through Content Area Learning* (with Hamann). Julie is currently working on *A Leadership Model for Improving Adolescent Literacy* which is a school-wide reform effort funded by the Carnegie Corporation of New York.

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Presentation Topics:

- Motivating and Engaging Reluctant Readers and Writers
- Developing an Effective Schoolwide Literacy Action Plan
- The Adolescent Literacy Support Framework
- Using Literacy Support Strategies to Differentiate Instruction
- Meeting the Needs of English Language Learners
- Improving Reading Comprehension While Deepening Content Area Learning
- Leading for Literacy Support and Development: Resources, Ideas and Solutions

**Dr. David Moore** is a professor of reading education at Arizona State University in Phoenix, Arizona and was the primary author of *Adolescent Literacy: A Position Statement for the Commission on Adolescent Literacy of the International Reading Association* (with Bean, Birdyshaw and Rycik). David was a co-chair of the Commission on Adolescent Literacy of the International Reading Association and is also co-author of *Teaching Adolescents Who Struggle with Reading: Practical Strategies* (with Hinchman), *Reconceptualizing the Literacies in Adolescents' Lives* (with Alvermann, Hinchman, Phelps and Waff), and *Developing Readers and Writers in the Content Areas* (with Moore, Cunningham, and Cunningham).

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Presentation Topics:

- Developing Identities as Academic Readers and Writers
- Vocabulary Teaching and Learning with Adolescents
- The Dimensions of Multidimensional Adolescent Literacy Programs

**Dr. Donna Ogle** is a professor in the Reading and Language Department of the National-Louis University in Evanston, IL. Past president of the International Reading Association, her primary areas of interest are reading strategies and the process of instructional change in schools. The K-W-L strategy that she developed is widely used across North America as a major component in expository reading and learning. Donna is co-author of the book *Strategic Teaching and Learning: Cognitive Instruction in the Content Areas*.

Email: dogl@whe2.nl.edu

Presentation Topics:

- Developing Informational Reading Strategies
- Reading/Thinking in Social Science Classes
- School-wide Initiatives to Strengthen Literacy Achievement

**Dr. Melvina Phillips** served as Instructional Administrator and Principal of Discovery Middle School in Madison, Alabama. In 1998, Discovery was selected as a Literacy Demonstration Site for Alabama's Reading Initiative. With a goal of literacy for all, the staff and administration established a school-wide literacy program that immersed literacy strategies across all content areas and provided for intensive intervention as needed. Melvina presents a variety of workshops, some of which include *Literacy Leadership*, *Creating a Culture of Literacy*, and *I Teach History not Reading*. Melvina authored *Creating a Culture of Literacy: A Guide for Middle and High School Principals* published by the National Association of Secondary School Principals and serves as their Literacy and Professional Development Consultant. As a consultant with the Alabama State Department of Education, Melvina works with teachers, administrators, and literacy coaches to effectively implement adolescent literacy initiatives in middle and high schools.

Email: phillipsm@principals.org or melvina@nehp.net

Presentation Topics:

- Leadership for Literacy
- Creating a Culture of Literacy
- I Teach History not Reading
- Breaking Ranks II: The Adolescent Literacy Connection

**Dr. Elizabeth Sturtevant** is an Associate Professor and Coordinator of the Literacy Program in the College of Education and Human Development at George Mason University in Fairfax, Virginia. Betty is co-editor for the *Journal of Literacy Research* and previously served as Co-Chair of the Commission on Adolescent Literacy for the International Reading Association (IRA). Besides her many articles and book chapters, she has authored *The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools* (2003, The Alliance for Excellent Education); *Content Literacy: An Inquiry-Based Case Approach* (with Linek, 2005, Merrill/Prentice Hall); and *Principled Practices for Adolescent Literacy: A Framework for Instruction and Policy* (with Boyd, Brozo, Hinchman, Moore and Alvermann).

Email: esturtev@gmu.edu

Presentation Topics:

- The Literacy Coach in the Middle and High School
- Improving Adolescent Literacy Through Literacy Across the Curriculum
- Content Area Reading and Literacy
- Improving Literacy for Adolescent English Language Learners
- International Perspectives on Adolescent Literacy

**Ms. Cris Tovani** taught elementary school for ten years before becoming a high school reading specialist and English teacher. In addition to teaching full-time, she is a nationally known consultant focusing on issues of reading and content comprehension in the high school classroom. Cris has also worked for many years as a staff developer for the Denver-based Public Education and Business Coalition (PEBC), the consortium that has received national acclaim for its work in reading comprehension reform. She is the author of the book *I Read It, but I Don't Get It, Do I Really Have to Teach Reading?* and the videotape sets *Thoughtful Reading*, and *Comprehending Content*.

Email: pete\_cris\_tovani@email.msn.com

Presentation Topics:

- Comprehension Research and Instruction Strategies for Adolescent Readers
- Using Students' Questions to Guide Assessment and Encourage Reading
- Providing Ways for Students to Hold their Thinking as they Read So They Can Remember and Reuse the Information
- Sharing Alternative Texts and Options for Reading that Make Content Reading More Accessible

**Dr. Jeff Wilhelm** was the director of the Maine Writing Project, and while at the University of Maine an associate professor of literacy education. Currently he is associate professor at Boise State University and has established the Boise State Writing Project. Jeffrey's life work has focused on developing readers at the middle and secondary levels, writing and learning in the content areas, correct language use, and inquiry and design learning environments using technology. He has written twelve books and worked on four textbook series. His publications include, *"You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents*, *Improving Comprehension with Think Alouds*, and he is co-author of *"Reading Don't Fix No Chevys": The Role of Literacy in the Lives of Young Men*. Jeffrey is an award-winning researcher and respected classroom teacher. He presents on topics related to the motivation and engagement of adolescent learners, reading comprehension, and gender and literacy.

Email: [jwilhelm@boisestate.edu](mailto:jwilhelm@boisestate.edu)

Presentation Topics:

- Reaching Reluctant Readers and Learners
- Inquiring Minds Learn to Read and Write
- Creating Inquiry Learning Environments
- "Reading Don't Fix No Chevys:" What Research on Boys and Literacy Means for Teachers
- Teaching Interventions: Use of Think Aloud Strategies, Visualization Strategies, Drama/Action Strategies, Questioning and Inquiry Strategies to Improve Comprehension and Learning

## GOOD BOOKS FOR SCHOOLS TO READ AND DISCUSS

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Teachers and administrators undoubtedly benefit from professional reading. When they have an opportunity to read and then discuss good books, they benefit even more. Below are two lists: a list for faculties just beginning the process of improving literacy learning and a list for faculties that need more in-depth learning.

### List for Beginners

**Allen, J. (1995). *It's never too late: Leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.**

For teachers who work with reluctant readers every day, Allen's book provides a beacon of light on practical ways to create environments and instruction that meet students where they are and help them find their voice when reading. The appendices provide the research methodology as well as an abundance of surveys and assessment prompts to guide teachers in their pedagogical decision-making.

**Buehl, D. (2001). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.**

After a short introduction on developing strategic readers and thinkers, Buehl presents forty-five excellent learning strategies to use in the content areas. He classifies these strategies into ones that help students prepare for learning, process the content, and consolidate learning. Each strategy is indexed by the cognitive process that students engage in when using it, the text frames it covers, and the student activities. This guide should sit on the corner of every teacher's desk as s/he plans lessons.

**Irvin, J. L., Buehl, D. R. & Klemp, R. M. (2003). *Reading and the high school student: Strategies to enhance literacy*. Boston: Allyn and Bacon.**

**Irvin, J. L. (1998). *Reading and the middle school student: Strategies to enhance literacy (2<sup>nd</sup> edition)*. Boston: Allyn and Bacon.**

These two books were written specifically for the middle and high school teacher and addresses issues pertinent to literacy learning for adolescents. Section one focuses on what educators need to know to make instructional decisions which includes effective literacy instruction, learning environments that motivate students, special considerations for struggling readers, the demands of text, and strategies for vocabulary building, using prior knowledge, comprehension, study, and assessment. Section two focuses on school-wide approaches to improving literacy in a middle or high school.

**Tovani, C. (2000). *I read it, but I don't get it*. York, ME: Stenhouse Publishers.**

Tovani's first book, *I Read it but I Don't Get It*, provides teachers with a wealth of insights about how "fake readers" have managed to survive school without the necessary thinking tools to engage with text. Tovani incorporates many down-to-earth stories about her students' struggles, challenges, and accomplishments as she describes a variety of think-aloud and response strategies as well as tools for students to exhibit their engagement with text. Teachers will keenly relate to her message and the instructional strategies that she provides.

**Tovani, C. (2004).** *Do I really have to teach reading? Content comprehension, grades 6-12.* York, ME: Stenhouse Publishers

In this book, Tovani explores the importance of content area literacy and explains how teachers can improve the use of comprehension strategies in middle and high school classrooms. The book informs teachers of how to model the reading process, use reading strategies appropriate for specific content areas, and develop alternative text sets that are both accessible to students and connected to the regular curriculum. In addition, the author provides many useful strategies and techniques for helping students understand and learn from content area text.

## List for More Advanced Learners

**Allington, R. L. (2001).** *What really matters for struggling readers: Designing research-based programs.* New York: Longman.

This book explores and summarizes the research on struggling readers and focuses on three important principles: the importance of the amount of reading, the need for appropriate, available books, and the need for children to be fluent readers. The book also shows teachers how to use a variety of best practices in support of these principles and highlights the need for improving teacher expertise through professional development.

**Beers, K. (2003).** *When kids can't read: What teachers can do.* Portsmouth, NH: Heinemann.

This book offers a comprehensive and practical examination of how teachers can help struggling readers with comprehension, vocabulary, fluency, word recognition, and motivation. The book contains student transcripts, detailed strategies, reproducible material, and extensive booklists. It offers insights into the problems of struggling readers and ways of dealing with these problems.

**Rycik, J. A. & Irvin, J. L. (2005).** *Teaching reading in the middle grades: Understanding and supporting literacy development.* Boston: Allyn and Bacon.

This book was written for reading and language arts teachers working with middle school students. A good foundation of literacy learning is presented in the first two chapters followed by chapters on word identification and vocabulary development, learning the purposes and forms of written language, and motivation and personal reasons to read. The second half of the book focuses on supporting literacy for diverse learners, read-alouds and oral routines, guided reading and literature study, reading and writing workshops, and instruction through units. The book concludes with a short discussion of school-wide considerations for literacy learning.

**Schoenback, R., Greenleaf, C., Cziko, C. & Hurwitz, L. (1999).** *Reading for understanding: A guide to improving reading in middle and high school classrooms.* San Francisco, CA: Jossey-Bass.

*Reading for Understanding* provides a concrete description of the reading apprenticeship approach for literacy instruction in middle and high schools. It lists practical ideas about curriculum, staffing, professional development, materials, assessment, and school policies that contribute to students' improved literacy learning. Particularly noteworthy is an appendix that contains a curriculum overview of an instructional unit that can be used as a model for other lesson designs.

**Smith, M., & Wilhelm, J. (2002).** *“Reading don’t fix no chevys”: Literacy in the lives of young men.* Portsmouth, NH: Heinemann.

Driven by research that suggests that girls outperform boys on literacy tasks, Smith and Wilhelm examine how young men use literacy. After investigating the factors that motivate these young men in their personal lives, Smith and Wilhelm advocate for alternatives to traditional teaching that may engage boys with literacy. Particularly useful, an entire chapter is devoted to implications for classroom practice.

**Wilhelm, Jeffrey D. (2001).** *Improving Comprehension with Think-Alouds: Modeling What Good Readers Do.* New York: Scholastic.

For the teacher who wants to learn more about think-alouds and, most importantly, how to use think-alouds when engaging students with text, Wilhelm’s book provides an excellent blend of theory and practical instructional application. Wilhelm describes a typical think-aloud lesson, which includes six recursive steps of explicit instruction: the what, the why, the when, the how, guided practice, and independent use. His seven chapters provide hands-on, practical advice on how to use think-alouds to make strategic knowledge visible in order to help readers monitor comprehension, learn about text types and text features, and respond to textual learning in a variety of formats. Each chapter includes not only a description of the various think-aloud strategies but also vignettes of the application of each strategy with students.

## English Language Learner (ELL) Books

**Peregoy, S. F. & Boyle O. F. (2005).** *Reading, Writing, & Learning in ESL: A Resource Book for K-12 Teachers (4th ed).* White Plains, NY: Longman.

This excellent resource for ELL teachers provides practical strategies for promoting literacy and language development for English language learners, K-12. It provides a foundation in the history and types of ELL instruction and language acquisition. In addition, it provides classroom support for teachers in oral language development, reading and writing instruction, and content area reading and writing. Finally, it offers insights and procedures for assessing ELLs and tying assessment to instruction.

**Garcia, G. G. (Ed.). (2003).** *English Learners: Reaching the Highest Level of English Literacy.* Newark, DE: International Reading Association.

A collection of short articles on foundational issues and practical approaches to teaching reading to ELLs, this book examines the essential components of English language development and recommends specific practices for implementation. Essays cover reading instruction in an immersion setting, English language development as it relates to curriculum design, and cultural issues that apply to ELLs both in and out of the classroom.



# USING ASSESSMENT TO INFORM INSTRUCTION

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Traditionally, assessment was more of an afterthought that was often poorly constructed and weakly connected with instruction. Devised in the midst of, or at the end of, a teaching unit, it was customarily unrelated to learning goals and represented a poor match of cognitive challenge. This signified a paradigm where the emphasis was on instruction rather than on learning. Fortunately, that educational paradigm has shifted so the focus is on student learning, and assessment is viewed as a tool that should be used not only to measure, but to enhance that learning.

Standards and objectives identify what students should know and be able to do, and assessment measures to what extent the students have acquired that knowledge and ability. A second function of assessment is to measure the extent to which the instructional processes employed can be deemed successful. When formative and summative assessments are used together effectively, there are no surprises for teacher or student.

## Formative assessment

- occurs during the learning process,
- provides data that will support continuing or modifying instruction to meet the needs of the learners, and
- includes ongoing monitoring of student progress provides the teacher with a clear picture of student learning.

## Summative assessment

- serves an evaluative role following a period of sustained instruction,
- gives summary information of student achievement, and
- affords an opportunity to discern learning outcomes at both individual student and program levels.

## Reporting Categories

### **Types of Assessment:**

A clear delineation does not always exist between the uses of formal and informal assessment. While individual student data may be obtained from large formal assessments, informal classroom assessments often provide valuable insight into the instructional program. As stated above, both have value in the comprehensive evaluation of reading proficiency. Therefore, to provide clarity in this chapter, the following definitions are used:

1. Formal assessments are standardized, comparing individual student performance to that of other students.
2. Informal assessments are criterion referenced, comparing student performance to a set of established standards and expectations.

**Purpose of Assessment:**

Establishing a purpose for assessment helps to guide the selection of individual testing products. While some assessments inform a variety of decisions others serve a more narrow purpose. There are four primary purposes for the assessments considered here:

1. **Screening** – a quick determination of which students may need additional help
2. **Progress Monitoring** – administered periodically throughout the year to determine if students are successfully making progress
3. **Diagnosis** – provides more specific information about possible causes of individual student reading challenges
4. **Outcome Measure** – a summative assessment, often administered as an end-of-year picture of individual student learning gains and overall achievement

**Assessment Descriptions:**

The assessments included in this chapter will range from individual to whole group measures, as well as from criterion to norm referenced. Those which have not been normed, have been field tested to address issues of validity and reliability. Each will be linked to the specific reading component(s) it assesses: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension (*No Child Left Behind*).

The assessments identified here represent a variety of instruments that have been reviewed by professionals such as university researchers, nonprofit educational organizations, and educational laboratories. The criteria used for selecting these assessments include:

- Impartial reviews,
- Available technical and/or test development information,
- Developmental appropriateness for secondary students, and
- Reliability and validity.

In using this guide, the reader should bear in mind that all assessments should be previewed prior to purchase to determine that there is alignment between the local curriculum and what is being measured, unless the goal is to determine “holes” in that curriculum.

**Training Requirements:**

Although these assessment instruments do not have training requirements, some publishers do require a Test Purchaser’s Qualification Form from first-time purchasers. The form requests information about educational background and test administration experience, but there are no actual requirements. The purchaser signs to indicate that he assumes responsibility for proper use of the testing materials. Some companies do provide technology components that offer training in administering and/or scoring. This information is contained in the narrative and the chart. All assessment administration manuals provide comprehensive directions for test administration.

## Assessments Designed for Individual Administration

Assessment Name	Target Audience	Reading Components	Type/Purpose	Administration Time	Technology	Training
<b>Analytical Reading Inventory [ARI]</b>	Grades K-12	Phonics, Fluency, Listening and Reading Comprehension	Informal Screening, Progress Monitoring	Untimed	Training only	Manual and CD training set
<b>Burns/Roe Informal Reading Inventory</b>	Grades K-12	Phonics, Fluency, Vocabulary, Comprehension	Informal Screening, Progress Monitoring	40-50 minutes	None	Directions in manual
<b>Comprehensive Test of Phonological Processing [CTOPP]</b>	Ages 5-24	Phonemic Awareness, Letter Knowledge	Formal Screening, Diagnosis, Outcome Measure	30 minutes	CD available Pronunciation Guide	Directions in manual
<b>Developmental Reading Assessment [DRA]</b>	Grades 4-8	Phonics, Fluency, Comprehension	Informal Screening, Progress Monitoring	20 minutes	Training and online management system	Manual and DVD training
<b>Diagnostic Assessment of Reading [DAR]</b>	Grades 2-12	Phonics, Fluency, Vocabulary, Comprehension	Formal Diagnosis	20-30 minutes	None	Directions in manual
<b>Expressive Vocabulary Test [EVT]</b>	Grades K-12	Oral Vocabulary	Formal Diagnosis	10-25 minutes, untimed	None	Directions in manual
<b>Gray Oral Reading Tests Fourth Edition [GORT-4]</b>	Ages 6-18	Fluency, Comprehension	Formal Screening, Progress Monitoring, Diagnosis	15-45 minutes	None	Directions in manual
<b>Qualitative Reading Inventory – 4 [QRI-4]</b>	Grades PK-12	Phonics, Fluency, Vocabulary, Comprehension	Informal Screening, Progress Monitoring, Diagnosis	Untimed	Training videos and reproducible forms	Manual, video, and CD training
<b>Test of Word Reading Efficiency [TOWRE]</b>	Ages 6-24	Phonics, Fluency	Formal Screening, Diagnosis, Progress Monitoring, Outcome Measure	5-10 minutes	None	Directions in manual
<b>Woodcock Reading Mastery [WRMT-R/NU]</b>	Ages 5-Adult	Phonics, Vocabulary, Comprehension	Formal Diagnosis, Progress Monitoring, Outcome Measure	45 minutes entire battery	Audio Cassette Pronunciation Guide	Directions in manual
<b>Woodcock Diagnostic Reading [WDRB]</b>	Ages 4-90+	Phonemic Awareness, Phonics, Vocabulary, and Comprehension	Formal Diagnosis, Progress Monitoring, Outcome Measure	50-60 minutes entire battery	Audio Cassette Pronunciation Guide Optional Scoring Software	Directions in manual

**ASSESSMENT:** *Analytical Reading Inventory & Readers Passages Package, 7th Edition*

**Date:**

2003

**Author(s):**

Mary Lynn Woods and Alden J. Moe

**Publisher:**

Prentice Hall  
One Lake Street  
Upper Saddle River, NJ 07458  
Telephone 201-236-7000  
<http://vig.prenhall.com/home>

**Cost:**

Complete Assessment Package                      \$42.00  
Inventory, Reader's Passages, and technology (2 CD-ROMs)

**Reading Components Addressed:**

Phonics, Fluency, and Comprehension

**Type of Assessment:**

Informal

**Target Audience:**

Grades PK to 12

**Test Administration:**

Individual

**Assessment Description:**

The ARI has undergone extensive field-testing and years of classroom use. Subtests consist of leveled passages to assess prior knowledge, prediction, fluency, retelling, and comprehension. The assessment includes both narrative and expository (science and social studies) text from levels one through nine. The two accompanying CD's provide case studies and component-by-component examples that can be used to build examiner competence in administering the ARI. Listening comprehension is assessed as students hear a passage read, retell the events, and answer questions. According to Joan Gipe, California State University, Sacramento, the content of the graded passages has always been real children's literature, and thus, more like real reading. Different forms for pre-and post-assessments assist with screening and monitoring progress. The directions for use are very reader-friendly, and the reader passages come in a separate booklet for easy use in the testing situation.

**ASSESSMENT:** *Burns/Roe Informal Reading Inventory: Pre-Primer to Twelfth Grade, 6th Edition*

**Date:**

1999

**Author(s):**

Betty D. Roe and Paul C. Burns

**Publisher:**

Houghton Mifflin Company,  
College Division, Education,  
222 Berkeley Street,  
Boston, MA 02116-3764

Telephone: 617-351-5000

FAX: 617-351-1134

<http://college.hmco.com/instructors/index.html>

**Cost:**

Complete Package                      \$56.35 (6<sup>th</sup> edition)

**Reading Components Addressed:**

Phonics, Fluency, Vocabulary and Comprehension

**Type of Assessment:**

Informal

**Target Audience:**

Grades K to 12

**Test Administration:**

Individual

40-50 minutes

**Assessment Description:**

Reliability and validity statistics are not provided as this informal assessment is not standardized, however, reviewers concur on the soundness of this design. It consists of vocabulary lists and leveled reading passages. The passages include character diversity and both fiction and nonfiction, but limited expository examples may not provide desired balance with older students. Each passage is followed by 10 questions, with higher order questions well represented. Results include independent, instructional, frustration, and listening levels; as well as information on specific strengths and weaknesses in areas of word recognition, reading rate, oral reading, and reading comprehension. Materials provide easy formats for tabulating results and interpretation.

**ASSESSMENT:** *Comprehensive Test of Phonological Processing [CTOPP]*

**Date:**

1999

**Author(s):**

Richard Wagner, Joseph Torgesen, and Carol Rashotte

**Publisher:**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
Telephone: 800.897.3202  
Fax: 800.397.7633  
www.proedinc.com

**Cost:**

CTOPP Complete Kit                      \$231.00  
Examiner's Manual, 25 Profile/Examiner Record Booklets for Ages 5 to 6, 25 Profile/Examiner  
Record Booklets for Ages 7 to 24, Picture Book, and CD-ROM

**Reading Components Addressed:**

Phonemic Awareness and Letter Knowledge

**Type of Assessment:**

Formal

**Target Audience:**

Ages 5 to 24

**Test Administration:**

Individual  
30 minutes

The test contains a total of 12 subtests which typically consist of 18 to 20 items: Elision, Blending Words, Sound Matching, Memory for Digits, Nonword Repetition, Rapid Color Naming, Rapid Digit Naming, Rapid Letter Naming, Rapid Object Naming, Blending Nonwords, Phoneme Reversal, Segmenting Words, and Segmenting Nonwords.

**Assessment Description:**

The CTOPP was normed on over 1,656 individuals ranging in age from 5 through 24 and residing in 30 states. Reliability of the CTOPP was investigated using estimates of content sampling, time sampling, and scorer differences. Most of the average internal consistency or alternate forms reliability coefficients (content sampling) exceed .80. The test/retest (time sampling) coefficients range from .70 to .92. The authors and a reviewer caution against reliance on the age and grade-equivalent scores. Reviewers find CTOPP to be a useful tool for assessing phonological awareness, phonological memory, and rapid naming. The accompanying CD provides speech samples for the Blending Words and Phonological Memory subtests.

**ASSESSMENT:** *Developmental Reading Assessment [DRA]*

**Date:**

1997

**Author(s):**

Joetta Beaver and Mark Carter

**Publisher:**

Pearson Learning Group  
135 South Mount Zion Road  
P.O. Box 2500  
Lebanon, IN 46052  
1-800-526-9907  
<http://www.pearsonlearning.com/dra/>

**Cost:**

Complete Package                      \$222.95

Includes DRA Comprehensive Teacher Sources Guide, 20 *Benchmark Books* (2 copies of each), DRA Blackline Masters, Student Assessment Folder, Organizer with Hanging Folders, Training DVD, and *DRA Online Management System*

**Reading Components Addressed:**

Phonics, Fluency, and Comprehension

**Type of Assessment:**

Informal

**Target Audience:**

Grades K to 8

**Test Administration:**

Individual

20 minutes

Story retelling and response to comprehension questions provide the format for assessing comprehension. Oral reading accuracy (decoding skills) is also assessed.

**Assessment Description:**

National field tests for the K-3 DRA have been conducted, but as a criterion-referenced test, the DRA has no normative data. DRA 4-8 reliability studies are currently underway. This informal reading inventory uses a collection of graded reading passages which are presented in single book form (*Benchmark Books*) for more accurate assessment. Leveled books range from predictable, simple text (levels 1 to 6) to complex stories (levels 18 and up). Rubrics are provided for evaluating story retelling and for oral reading accuracy, and most of the passages are followed by specific comprehension questions.





**ASSESSMENT:** *Expressive Vocabulary Test [EVT]*

**Date:**

1997

**Author(s):**

Kathleen T. Williams

**Publisher:**

American Guidance Service, Inc. (AGS)

4201 Woodland Road

Publisher's Building

Circle Pines, MN 55014-1796

Telephone: 800-328-2560

FAX: 651-287-7221

www.agsnet.com

**Cost:**

Complete Test Kit                      \$174.99

Includes Test Easel, Manual, and Record Forms (25)

**Reading Components Addressed:**

Vocabulary

**Type of Assessment:**

Formal

**Target Audience:**

Grades PK to Adult

**Test Administration:**

Individual

10-25 minutes (Untimed)

This assessment was co-normed with the *Peabody Picture Vocabulary Test* which allows direct comparisons of expressive and receptive vocabulary.

**Assessment Description:**

This assessment was normed on a representative, nation-wide sample with a total of 2,725 participants tested at 240 sites. Of the 190 items on the test, 38 require labeling, and a synonym must be provided for the rest. Reviewers were satisfied with the psychometric data supporting validity and reliability. Initial validation shows positive correlations of this test with measures of verbal intelligence and expressive speech. While one reviewer cautioned that the EVT could be uncomfortably long to administer to older examinees and to special populations such as language-impaired clients, another felt it could be very useful in diagnosing learning disabilities. The EVT is easily administered and interpreted.

**ASSESSMENT:** *Gray Oral Reading Tests Fourth Edition [GORT-4]*

**Date:**

2001

**Author(s):**

J. Lee Wiederholt and Brian R. Bryant

**Publisher:**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
Telephone: 800.897.3202  
Fax: 800.397.7633  
www.proedinc.com

**Cost:**

Complete Kit            \$198.00  
Manual, Profile/Examiner Record Forms A & B (25 of each), Student Book (reusable)

**Reading Components Addressed:**

Phonics, Fluency, Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Ages 6 to 18

**Test Administration:**

Individual  
15-45 minutes by an examiner with formal training in assessment and administration of reading tests

**Assessment Description:**

The GORT-4 was normed on a representative sample of 1,677 individuals in four geographical regions. Reviewers described the test overall as psychometrically sound, but would like clarification on the determination of basal and ceiling cut scores. Although the manual provides a very detailed description of how to score a student, reviewers saw a need for experienced examiners who have been thoroughly trained to achieve standardized testing conditions. The steps involved in scoring include accurate timing of reading; marking deviations from print; calculating rate, accuracy, fluency, and comprehension scores; observing and recording anecdotal data; and counting and recording miscues. The test consists of two parallel forms, each containing 14 developmentally sequenced reading passages with five comprehension questions following each passage. Reliance on grade level subject area texts and widely used reading vocabulary word lists for the stories denotes content validity. Although the calculation of age and grade-equivalent scores is provided for, the authors caution against reliance on them. The GORT-4 offers a consistent measure of oral reading ability and can be valuable to identify struggling readers or to monitor student progress.

**ASSESSMENT:** *Qualitative Reading Inventory-4 [QRI-4]*

**Date:**

2006

**Author(s):**

Lauren Leslie and JoAnne Caldwell

**Publisher:**

Pearson Education, Inc./Allyn and Bacon  
75 Arlington Street, Suite 300  
Boston, MA 02116  
Telephone: 800-666-9433  
Fax: 617-848-7320  
www.ablongman.com

**Cost:**

Complete Test Kit                      \$32.99  
Includes Book and Software

**Reading Components Addressed:**

Phonics, Fluency, Vocabulary, and Comprehension

**Type of Assessment:**

Informal  
Time varies on assessments given

**Target Audience:**

Grades PK to 12

**Test Administration:**

Individual  
The QRI-4 can be used to determine reading level, to identify reader strengths and needs, and to monitor growth.

**Assessment Description:**

The authors provide a description of the research processes employed in test development and in test reliability and validity. Correlations between the instructional reading level obtained from the QRI-4 and standardized test scores (Terra Nova) were found to be statistically significant for all but one group. Weighted word recognition and comprehension scores from the QRI correlated with subtest scores from the Woodcock Reading Mastery-Revised at .90 and .75, respectively. This assessment is used to identify students' independent, instructional, and frustration reading levels. Data may be gathered on prior knowledge, accuracy, automaticity, retelling, thinking aloud, listening comprehension, word identification, and comprehension strategies. The accompanying software includes the forms from the manual and videos modeling the administration of the QRI-4.

**ASSESSMENT:** *Test of Word Reading Efficiency [TOWRE]*

**Date:**

1999

**Author(s):**

Joseph Torgesen, Richard Wagner, and Carol Rashotte

**Publisher:**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
Telephone: 800.897.3202  
Fax: 800.397.7633  
www.proedinc.com

**Cost:**

TOWRE Complete Kit                      \$123.00  
Manual, 25 Form A Profile/Examiner Record Booklets, 25 Form B Profile/Examiner Record Booklets,  
Form A Word Cards, and Form B Word Cards

**Reading Components Addressed:**

Phonics and Fluency

**Type of Assessment:**

Formal

**Target Audience:**

Ages 6 to 24

**Test Administration:**

Individual  
5-10 minutes

**Assessment Description:**

The TOWRE was normed on a sample of 1,507 persons in 30 states, ages 6-24. One reviewer expressed concerns regarding a lack of randomization in the recruitment of the sample and underrepresented minority populations in the sample. Thorough and extensive information regarding validity and reliability is provided by the authors. The TOWRE consists of 2 subtests, Sight Word Efficiency and Phonemic Decoding Efficiency. Reviewers discern it be a good measure of word reading efficiency that can be used in conjunction with other measures for screening purposes. Only one alternate form may limit its usefulness to monitor progress. The manual recommends the use of this instrument with older children and adults for diagnosing specific reading disabilities and provides cautions on use of grade equivalents.



**Assessment Description:**

Although 4,201 individuals nationwide participated in the renorming of this 1987 test, results are presented in combination with old norms, blurring the question of reliability. In scrutinizing the research, reviewers found the WRMT-R/NU claims to identify specific children's strengths and weaknesses in reading skills and ascertain root causes so that targeted remediation can be planned, however, the data provided in the manual don't always apply to the current norm sample. Reviewers recommend use in conjunction with other measures of reading when making decisions affecting diagnosis or placement for all students, and particularly caution its reliability with special education populations.

**ASSESSMENT:** *Woodcock Diagnostic Reading Battery [WDRB]*

**Date:**

1997

**Author(s):**

Richard W. Woodcock

**Publisher:**

The Riverside Publishing Company  
425 Spring Lake Drive  
Itasca, IL 60143-2079  
Telephone: 1-800-323-9540  
Fax: 1-630-467-7192  
<http://www.riverpub.com/index.html>

**Cost:**

Complete Kit	\$356.50
Includes Test Book, Audio Cassette, Examiner's Manual, Norm Tables, and 25 Test Records (Test Purchase Qualification Form required of first-time purchasers)	
Optional Technology	\$228.00
Scoring and Interpretive Program for the WDRB	

**Reading Components Addressed:**

Phonemic Awareness, Phonics, Vocabulary, and Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Ages 4 to 90+

**Test Administration:**

Individual  
50-60 minutes for all 10 subtests

**Subtests:**

Letter-Word Identification, Word Attack, Passage Comprehension, Reading Vocabulary, Incomplete Words, Sound Blending, Memory for Sentences, Oral Vocabulary, Visual Matching, and Listening Comprehension

**Assessment Description:**

A total of 6,026 individuals nationwide participated in the norming of this test. Of those, 3,245 were from the K through 12 population. Overall, reviewers were satisfied with psychometric support, but some questions concerning content validity remain. According to the publisher, the *WDRB* can determine and describe the status of an individual's abilities and achievement in five areas of functioning: basic reading skills, reading comprehension, phonological awareness, oral language comprehension, and reading aptitude. One advantage is a test design that allows examiners to choose to administer only pertinent subtests. Reviewers recommend the use of the optional software for scoring, as well as a basic knowledge of psychometrics and test administration training.

## Assessments Designed for Group Administration

Assessment Name	Target Audience	Reading Components Assessed	Type/Purpose	Administration Time	Technology	Training
<b>Degrees of Reading Power [DRP]</b>	Grades 1-12	Comprehension	Informal & Formal Diagnosis, Progress Monitoring	45 minutes	Scoring and reporting eDRP Online Testing	Directions in manual
<b>Gates-MacGinite Reading Test [GMRT]</b>	Ages 4-20	Phonemic Awareness, Phonics, Vocabulary, Comprehension (Only the latter 2 are assessed at the secondary level.)	Formal Screening, Diagnosis, Progress Monitoring, Outcome Measure	55-105 minutes	Scoring norms tables	Directions in manual
<b>Gray Silent Reading Test [GSRT]</b>	Ages 7-25	Comprehension	Formal Progress Monitoring	15-20 minutes	None	Directions in manual
<b>Group Reading Assessment and Diagnostic Evaluation [GRADE]</b>	Ages 4-25	Phonemic Awareness, Phonics, Vocabulary, Comprehension (Only the latter 2 are assessed at the secondary level.)	Formal Diagnosis, Progress Monitoring, Outcome Measure	45-90 minutes	Scoring and reporting	Directions in manual
<b>Reading-Level Indicator</b>	Ages 9-20	Vocabulary, Comprehension	Formal Screening	4-20 minutes	None	Directions in manual
<b>Scholastic Reading Inventory [SRI]</b>	Grades 1-11	Comprehension	Formal Screening, Diagnosis, Progress Monitoring	40-60 minutes	Administration, technical support services	Directions in manual
<b>Stanford Diagnostic Reading Test [SDRT-4]</b>	Grades 1-12	Phonics, Vocabulary, Comprehension (Only the latter 2 are assessed at the secondary level.)	Formal Diagnosis	90-110 minutes	Scoring SDRT 4 Online	Directions in manual
<b>STAR Reading Renaissance</b>	Grades 1-12	Vocabulary, Comprehension	Formal Screening, Progress Monitoring	15-30 minutes untimed	Administration reporting, technical support services	Directions in manual
<b>Test of Reading Comprehension [TORC-3]</b>	Ages 7-17	Vocabulary, Comprehension	Formal Screening, Progress Monitoring	30-90 minutes	None	Directions in manual



**ASSESSMENT:** *Degrees of Reading Power [DRP]*

**Date:**

2002

**Author(s):**

Touchstone Applied Science Associates, Inc.

**Publisher:**

Touchstone Applied Science Associations, Inc.

4 Hardscrabble Heights

PO Box 382

Brewster, NY 10509-0382

Tel: 1-800-800-2598

Fax: 1-845-277-3548

<http://www.tasaliteracy.com/index.html>

**Cost:**

Standard classroom set \$153.00

Includes 25 practice exercises, 25 test booklets, 25 answer sheets, test administration procedures, J and K tests handbook, norms booklet, and teacher class profile

Scoring keys are sold separately \$17.00 each

Technology Option

A web-based version of this assessment, eDRP, became available June 2005. Data is stored by the company. For prices and further information, call the toll-free number above.

**Reading Components Addressed:**

Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Grades 1 to 12

**Test Administration:**

Group

45 minutes

Computer or hand scored; group profiles, optional reports, services, and software also available

**Assessment Description:**

Both criterion- and norm-referenced, the DRP combines a cloze-type procedure of measuring reading achievement, readability analysis of text, and item response theory to provide a reading assessment program that ties student progress to the difficulty levels of textbooks and literature. Reliability and validity are addressed in a technical manual that is nearly 20 years old, and although a long history of use favors reliability, reviewers express concern with the lack of more current psychometric data to confirm validity. Beyond these concerns, the DRP is a useful tool for matching student reading ability and accessible text.

**ASSESSMENT:** *Gates-MacGinitie Reading Test, Fourth Edition [GMRT]*

**Date:**

2000

**Author(s):**

Walter H. MacGinitie, Ruth K. MacGinitie, Katherine Maria, Lois G. Dreyer

**Publisher:**

Riverside Publishing  
425 Spring Lake Drive  
Itasca, IL 60143-2079  
Telephone: 1-800-323-9540  
Fax: 1-630-467-7192  
www.riverpub.com

**Cost:**

Hand-scorable package	\$78.75
25 test booklets, directions for administration, scoring key, class summary record, decoding skills analysis	
Machine-scorable package	\$141.00

**Reading Components Addressed:**

Vocabulary and Comprehension (Phonemic Awareness and Phonics at Grades K-2 only)

**Type of Assessment:**

Formal

**Target Audience:**

Ages 4 to 20

**Test Administration:**

Group  
55-105 minutes

**Assessment Description:**

This reading achievement test was normed during the fall of 1998 and spring 1999 using a stratified random sample of 67,800 individuals K-13. In addition to a technical report which offers sufficient research data to support test validity and reliability, options for test administration and scoring lead to positive recommendations from the reviewers. For students in grades 3 through 12, the GMRT-4 assesses vocabulary and comprehension. Vocabulary is presented in a context that provides no clues to meaning, just part of speech. However, within the comprehension subtest, vocabulary is assessed using the context to determine meaning. The passages in this section are all authentic prose taken from previously published books and periodicals. The authors and reviewers stress the need for combining the results of the GMRT-4 with effective curriculum-based assessment to inform curricular decisions.

**ASSESSMENT:** *Gray Silent Reading Tests [GSRT]*

**Date:**

2000

**Author(s):**

J. Lee Wiederholt and Ginger Blalock

**Publisher:**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
Telephone: 800.897.3202  
Fax: 800.397.7633  
www.proedinc.com

**Cost:**

Complete Kit            \$138.00  
Manual, 25 Profile/Response Forms, and 10 each of Reading Book Forms A and B

**Reading Components Addressed:**

Reading Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Ages 7 to 25

**Test Administration:**

Group  
15-20 minutes  
May be used independently or in conjunction with Gray Oral Reading Tests 4 or Gray Diagnostic Reading Tests 2

**Assessment Description:**

The GSRT was normed on 1,400 individuals in 31 states, with male and rural students slightly under-represented. Although one reviewer described the test as psychometrically sound, another expressed concern with the limited data reported in the manual. Each Reading Book consists of 13 paragraphs or stories followed by 5 comprehension questions. The questions range from literal to higher order, and are generally context dependent. (The ability to answer correctly depends on the reader's ability to comprehend the text rather than on prior knowledge.) The authors and reviewers caution against reliance on the age and grade-equivalent scores. The GSRT is very user friendly, but reviewers agreed that further assessment would be needed to obtain specific information regarding student needs.

**ASSESSMENT:** *Group Reading Assessment and Diagnostic Evaluation [GRADE]*

**Date:**

2001

**Author(s):**

Kathleen T. Williams

**Publisher:**

AGS Publishing  
4201 Woodland Road  
Circle Pines, MN 55014-1796  
Telephone: 800-328-2560  
FAX: 651-287-7221  
E-mail: agsnet@agsnet  
www.agsnet.com

**Cost:**

Single level classroom set                      \$120.99  
Administration and Scoring/Interpretive Manual, 30 student booklets Form A  
Optional Scoring/Reporting Software      \$299.99

**Reading Components Addressed:**

Phonemic Awareness, Phonics, Vocabulary, and Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Ages 4 to 25

**Test Administration:**

Group  
45-90 minutes

**Assessment Description:**

GRADE was normed in 2000 with an ethnically diverse population of 16,408 students in the spring and 17,727 in the fall at 83 sites in 27 states. Ample psychometric evidence is provided to support test reliability and validity. One strength of this assessment is the array of report scores that provide multiple views of student achievement: picture and sound matching, verbal concepts, listening comprehension, print awareness, letter recognition, same and different words, phoneme-grapheme correspondence, word reading and meaning, sentence and passage comprehension, and vocabulary. However, at the secondary level, reports are limited to vocabulary, sentence comprehension, passage comprehension, and listening comprehension. In addition to the typical norm-referenced formats such as percentile ranks, normal curve equivalents, stanines, and grade equivalents, a Growth Scale Value (GSV) score is provided for the total score, creating an opportunity for longitudinal tracking of reading achievement. According to one reviewer, the GRADE is an example of a group-administered test from which data regarding both specific student diagnostic information and program effectiveness can be gleaned.



**ASSESSMENT:** *Scholastic Reading Inventory [SRI]*

**Date:**

2005

**Author(s):**

Scholastic Inc.

**Publisher:**

Scholastic Inc.

557 Broadway

New York, New York 10012

Telephone 877-268-6871

<http://teacher.scholastic.com/products/sri/overview/howitworks.htm>

**Cost:**

**Software Version**

Single Computer License for 40 students                      \$899.00

Network License for 200 Students                                \$2,950.00

Includes SRI Software and Installation Guide, Testing license for 200 students, Educator's Guide/  
Software Manual, Technical Guide, one year free technical support

**Print Version**

Price per level packet (consumable)                              \$69.95–\$85.95

Each packet includes 30 student copies, Teacher's Guide, Take-Home Book List by Lexile level. SRI  
Print Version are high interest, low readability level tests developed exclusively for at-risk students  
in middle and high school, reading more than 3 levels below grade level.

**Reading Components Addressed:**

Reading Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Grades 1 to 11

**Test Administration:**

Group

Approximately 40-60 minutes

**Assessment Description:**

According to the publisher, SRI has been the subject of many scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students. SRI Interactive has a test item bank of over 3,000 questions and is based exclusively on passages from authentic children's literature, both fiction and nonfiction, as well as excerpts from young adult and classic literature, and newspapers, magazines, and periodicals. Results are reported in both criterion-referenced and norm-referenced terms, indicating students' reading ability and how their tests results compare to those of other students.

**ASSESSMENT:** *Stanford Diagnostic Reading Test, Fourth Edition [SDRT-4]*

**Date:**

1995

**Author(s):**

Bjorn Karlsen and Eric Gardner

**Publisher:**

Harcourt, Inc.  
Psychological Corporation  
555 Academic Court  
San Antonio, TX 78204-2498  
<http://www.hbtpc.com>  
(800) 211-8378

**Cost:**

Complete Kit \$40.00

Includes Multiple-Choice Test Booklet and Directions for Administering; Practice Test and Directions for Administering; Answer Document; Class Record Form; Reading Questionnaire, Reading Strategies Survey, and Story Retelling.

Reusable Test Booklets (25) \$82.00

Machine-Scorable Answer Documents (25) \$41.00

**Reading Components Addressed:**

Vocabulary and Comprehension (Phonics at Grades 1-4 only)

**Type of Assessment:**

Formal

**Target Audience:**

Grades 1 to 12

**Test Administration:**

Group

85-100 minutes

**Assessment Description:**

National standardization was conducted in the fall of 1994 and the spring of 1995 with populations of 33,000 and 20,000 students, respectively. Concerns expressed about the sample state that during the fall testing, private school students were overrepresented while Hispanics were underrepresented. The spring testing had an overrepresentation of rural students. Subtests for secondary students measure performance in the areas of vocabulary, comprehension, and scanning. Reviewers suggest that because the SDRT4 was designed to assess the skills of lower performing students, it contains a high percentage of easier questions and should not be used to identify district trends in reading. They also caution against relying too heavily on some of the subtests that contain a small number of items when diagnosing strengths and weaknesses. (SDRT 4 Online, now available, provides immediate feedback on student strengths and weaknesses.)

**ASSESSMENT:** *STAR Reading Renaissance*

**Date:**

2002

**Author(s):**

Renaissance Learning, Inc.

**Publisher:**

Renaissance Learning, Inc.

PO Box 8036

Wisconsin Rapids, WI 54495-8036

Telephone: (866) 846-7323

Fax: (715) 424-4242

<http://www.renlearn.com/default.htm>

**Cost:**

Complete package                      Initial set-up fee \$1,299 per school & \$.39 per student per year  
Includes STAR Reading Software, Online Help and Software Manuals, Districtwide Management  
and Reporting Access, Technical Support Services, Software Updates

**Reading Components Addressed:**

Vocabulary and Comprehension

**Type of Assessment:**

Formal

**Target Audience:**

Grades 1 to 12

**Test Administration:**

Group

15-30 minutes (Untimed)

Not appropriate for non-readers

**Assessment Description:**

The STAR Reading was normed on a sample of 29,627 individuals in four geographical regions. Based on the students in the sample who were classified (60.5%), the sample can be deemed representative. Manuals provide clear directions and strengths of this computer-based assessment include adaptive technology (difficulty of questions adjusts based on student's performance), quick administration, and instant feedback. The assessment consists of 25 items, 20 which require the student to fill in the blank based on single sentence vocabulary-in-context and five which involve cloze-style answers for longer passages. Scores are reported in percentile rank, normal curve equivalent, and grade equivalent, as well as instructional reading level. Although reports are titled "diagnostic," this assessment relies solely on a measure of vocabulary knowledge to estimate independent reading level and monitor reading progress. Reviewers recommend that it be used in conjunction with other measures to determine student achievement.



**ASSESSMENT:** *Test of Reading Comprehension, Third Edition [TORC-3]*

**Date:**

1995

**Author(s):**

Virginia Brown, Donald Hammill, and J. Lee Wiederholt

**Publisher:**

PRO-ED, Inc.  
8700 Shoal Creek Boulevard  
Austin, Texas 78757-6897  
Telephone: 800.897.3202  
Fax: 800.397.7633  
www.proedinc.com

**Cost:**

TORC-3 Complete Kit                      \$166.00  
Manual, 50 Answer Sheets and 8 Subtest Forms, 50 Profile/Examiner Record Forms, and 10 Student Booklets

**Reading Components Addressed:**

Vocabulary, Reading Comprehension, and Sequencing

**Type of Assessment:**

Formal

**Target Audience:**

Ages 7 to 17

**Test Administration:**

Group  
30-90 minutes (Untimed)  
Not appropriate for non-readers

**Assessment Description:**

The TORC-3 was standardized on 1,962 students from 19 states, but information regarding random or non-random assignment is lacking. Data are provided supporting test-retest and internal consistency reliability. Information is provided about the normative sample suggests that it approximates the national school-age population. In establishing criterion-related validity, the adolescent groups identified were small and consisted only of learning disabled students, making generalizability questionable. The Comprehension Core subtests are General Vocabulary, Syntactic Similarities, Paragraph Reading (narrative only), and Sentence Sequencing. The optional Diagnostic Supplements subtests, used to obtain a more comprehensive evaluation of strengths and weaknesses, consist of analogies. The first addresses general vocabulary while the other three are measures of content area vocabulary in mathematics, social studies, and science. Items remain unchanged from the 1978 and 1986 editions, which could mean that some item content might be outdated. Reviewers suggested that this test may be more appropriate for older students. The authors and a reviewer recommend that results be used in conjunction with other data.

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