

**Key Elements in Programs Designed to Improve Adolescent Literacy
Achievement in Middle and High Schools**

Instructional Improvements:

- Direct, explicit comprehension instruction.
- Effective instructional principles embedded within the content classes.
- Encouragement of motivation and self-directed learning.
- Text-based collaborative learning practices within content areas.
- Strategic tutoring as-needed for students below level in reading.
- Diverse texts throughout the curriculum.
- Intensive writing requirements.
- Inclusion of a technology component.
- Frequent informal, formative student assessments to guide instruction.

Infrastructure improvements:

- Extended time provided for literacy instruction.
- Long-term, research based provision of staff development.
- On-going summative assessments of student progress for whole-school progress.
- Creation of interdisciplinary teacher teams.
- Positive, proactive leadership.
- Implementation of a comprehensive, coordinated literacy program.

Alliance for Excellent Education

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www.all4ed.org

List of Resources for the Teaching of Reading in Secondary Schools

Resources for Administrators / Reading Coaches

- Hasbrouck, J. & Denton, C. (2005). *The reading coach: A how-to manual for success*. Longmont, CO: Sopris West Educational Services.
- Darling-Hammond, L. (Ed.) (2005). *Professional development schools: Schools for developing a profession*. NY: Teacher's College Press.
- Joftus, S. (2002). *Every child a graduate: A framework for an excellent education for all middle and high schools*. Alliance for Excellence in Education, www.all4ed.org.
- McEwan, E.K. (2001). *Raising reading achievement in middle and high schools: Five simple-to-follow strategies for principals*. CA: Corwin Press.

Resources for Well-Informed Teachers of Reading

- Billmeyer, R. & Barton, M.L. (1998). *Teaching reading in the content areas: If not me, then who?* 2nd edition. CO: McRel. Also distributed by ASCD.
- Moats, L. (2004 / 2005 / 2009). *LETRS: Language Essentials for Teachers of Reading and Spelling*. Longmont, CO: Sopris West Educational Services.
Staff development workshops in all areas crucial to the teaching of language arts
Specific secondary information contained within Modules 10, 11, and 12

www.fcrr.org

Florida Center for Reading Research

Includes:

- Technical assistance & support
- Applied research
- Dissemination of info about research-based practices
- Basic research on reading, reading growth, instruction, assessment

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Resources for Phonological Awareness

- Lindamood, P. & Lindamood, P. (1998). *The Lindamood phoneme sequencing program for reading, spelling, and speech, 3rd ed. (LIPS)*. Austin, TX: Pro-Ed.

Resources for Advanced Phonics and Word Study

- Archer, A.L., Gleason, M.M., & Vachon, V.L. (2003). *Rewards Plus*. Longmont, CO: Sopris West Educational Service.
- Archer, A.L., Gleason, M.M., & Vachon, V.L. (2003). *Rewards*. Longmont, CO: Sopris West Educational Services.
- Bear, D.R., Invernizzi, M., Templeton, S. & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (3rd ed.) Upper Saddle River, NJ: Pearson Prentice Hall.
- Blevins, W. (2001) *Teaching phonics and word study in the intermediate grades: A complete resource book for grades 3-8*. NY: Scholastic, Inc.
- Henry, M. K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore, MD: Brookes Publishing Co.
- Henry, M. K. & Redding, N.C. (1996). *Patterns for success in reading and spelling*. Austin, TX: Pro-Ed.
- Moats, L.C. & Rosow, B. (2002). *Spellography*. Longmont, CO: Sopris West Educational Services.

Resources for Vocabulary

- Diamond, L. & Gutlohn, L. (2006) CORE Vocabulary handbook. Baltimore, MD: Brookes Publishing Co.
- Ebbers, S. (2004). *Vocabulary through morphemes: Suffixes, prefixes, and roots for the intermediate grades*. Longmont, CO: Sopris West Educational Services.

Resources for Fluency

- Oral Reading Fluency Norms Grades 1 – 8 2005

Behavioral Research & Teaching (2005, January). *Oral Reading Fluency: 90 Years of Assessment* (BRT Technical Report No. 33), Eugene, OR: Author.
 Data available at: <http://brt.uoregon.edu/> TECHNICAL REPORTS
 Table available at: jhasbrouck.com Q & A: Fluency

Resources for Comprehension

- Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- RAND Reading Study Group (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. <http://www.rand.org/multi/achievementforall/reading/readreport.html>.
- Bell, N. *Visualizing and verbalizing for language comprehension*. San Louis, Obispo, CA: Gander Publishing.
- Sedita, J. (2003). *The key three routine: Comprehension strategy instruction*. Boxford, MA: Sedita Learning Strategies.