

Color-coding:

Blue: COI-added documents
 Orange: COI addition of KY resource
 No highlighting: Resource listed by KY DOE

Knowledge of Content	Research
<p><u>Knowledge of Content:</u> a teacher’s understanding and application of the current theories, principles, concepts and skills of a discipline.</p> <p><u>Teacher Characteristics:</u></p> <p>A- Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. The teacher:</p> <ol style="list-style-type: none"> 1) demonstrates an understanding and in-depth knowledge of the skills and concepts related to English/Language Arts (ELA) and an ability to teach students to understand and apply these skills and concepts 2) develops independent readers and writers 3) understands how students learn to read and write and understands that reading and writing are processes that are developmental in nature 4) understands that language is a dynamic social 	<p>Teacher: A4 Marzano, R. (2004). <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development. * Chapter 2, Six Principles for Building an Indirect Approach, pp 17-41: Virtual experiences and multiple exposures to word meanings can enhance student background knowledge. Language interaction generates virtual experiences in working memory through such activities as talking and listening in discussion, wide reading, and use of educational visual media.</p> <p>Teacher: A4, D Marzano, R. (2004). <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development. * Chapter 4, Building Academic Background Knowledge Through Direct Vocabulary Instruction, pp 62-90: This chapter focuses on eight characteristics of effective vocabulary instruction. Rather than relying on definitions or wide student reading, effective vocabulary instruction includes multiple exposures in social contexts, student construction of word-meanings, and word representations in both linguistic and nonlinguistic forms. Teaching word part meanings enhances student understanding of terms.</p> <p>Teacher: A4, D; Student: B2, C Marzano, R. (2004). <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development. * Chapter 5, Six Steps to Effective Vocabulary Instruction, pp 91-103: This chapter describes a six-step process for direct vocabulary instruction to greatly enhance academic background knowledge for successful text comprehension. Teachers describe vocabulary terms, and students construct their own description of the terms with nonlinguistic representations. Teachers provide instruction using semantic mapping and word analysis of prefixes, suffixes, and roots to deepen student knowledge of terms. Social interaction plays a key role in student</p>

<p>construct</p> <p>5) understands the complex relationship between audience and media</p> <p>6) demonstrates knowledge of language history, theory and development, and language structure and understands the instructional implications of these theories</p> <p>7) demonstrates familiarity with the main theories of discourse, including how speaking and listening skills develop</p> <p>B- Teacher maintains on-going knowledge and awareness of current content developments. The teacher:</p> <p>1) stays current with research related to English Language Arts</p> <p>C- Teacher designs and implements standards-based courses/lessons/units using state and national standards. The teacher:</p> <p>1) understands that English Language Arts standards involve teaching skills and concepts through a variety of literary and non literary texts</p> <p>2) understands the benefit of integrating content-oriented</p>	<p>academic vocabulary development; therefore, students can interact in small groups to play vocabulary games and use vocabulary words in discussion.</p> <p>Teacher: C2; Student: B2, C Marzano, R. (2004). <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development. * Chapter 6, Defining an Academic Vocabulary, pp 104-117: Subject-specific terms are the best target for direct vocabulary instruction, and content-area standards documents are a valuable source. This chapter describes the process of identifying subject-area terminology to plan an integrated, multi-layered, and spiraling K-12 sequence of vocabulary instruction for deeper student learning of word meanings across content areas.</p> <p>Teacher: C2, F4, F5; Student: B2, C2 Shanahan, T. & Shanahan, C. (2008). Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy. <i>The Harvard Educational Review</i>, 78(1), pp 40-59. * As students move through school, reading and writing instruction should become increasingly disciplinary, reinforcing and supporting student performance with the kinds of texts and interpretive standards that are needed in various content-area subjects. Students can learn before, during, and after reading strategies that mirror thinking and analytic practices common to specific disciplines. They can learn and use content-specific vocabulary to interpret content area texts. Instruction that teaches students to summarize multiple texts promotes longer, more coherent written responses.</p> <p>Teacher: A1, A2, A3, A4, E1, E2 Schwartz, R. (1997). Self-monitoring in beginning reading. <i>The Reading Teacher</i>, 51(1), pp 40-48. * This article discusses the development of self-monitoring and searching behaviors in beginning readers. It describes reading strategies, cues, and processing strategies using problem solving that is shared by teacher and student. It presents specific classroom ideas for assisting students who struggle in their transition toward independent reading.</p> <p>Teacher: A3, F2, F3, F4; Student: A2 Almasi, J. (2003). <i>Teaching Strategic Processes in Reading</i>. New York, NY: Guilford Press. * Chapter 1, What Does It Mean to Be Strategic, pp 1-16: Strategic processing instruction enables readers to elaborate, organize, and evaluate text information. It fosters metacognitive development and coincides with and promotes further student cognitive development in other areas of learning. Good strategy users employ orthographic patterns, context clues, and sight words; identify text structures; question and summarize text while reading; relate new and prior</p>
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<p>curriculum and English Language Arts curriculum</p> <p>D- Teacher uses and promotes the understanding of appropriate content vocabulary. The teacher:</p> <p>1) uses semantic mapping in vocabulary instruction to help students generate a range of associations from a word or its root</p> <p>2) teaches students prefixes and suffixes and word analysis to determine meanings of words</p> <p>E- Teacher provides essential supports for students who are struggling with the content. The teacher:</p> <p>1) troubleshoots literacy difficulties using specific strategies</p> <p>2) teaches students how to use a variety of literacy strategies independently to access content</p> <p>F- Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. The teacher:</p> <p>1) teaches students to develop and use a range of strategies to identify and explain how authors employ elements of language, story, sense, and devices to convey meaning and achieve effects</p> <p>2) knows the processes and strategies that skilled readers</p>	<p>knowledge; and infer to enhance comprehension.</p> <p>Teacher: A2, A4, E, F4; Student: A2, A3 Almasi, J. (2003). <i>Teaching Strategic Processes in Reading</i>. New York, NY: Guilford Press. * Chapter 3, Designing Effective Environments for Strategy, pp 43-71: This chapter describes several research-based models of strategy instruction that help students overcome comprehension difficulties. As an example, one model -- Strategy Instruction Model -- teaches students to employ flexible strategic thinking in authentic literacy contexts and supports independent student development of schema-related comprehension. Instruction occurs through the social activity of guided participation with teacher and peer support to construct meaning.</p> <p>Teacher: D1, E, F3, F4 Almasi, J. (2003). <i>Teaching Strategic Processes in Reading</i>. New York, NY: Guilford Press. * Chapter 4, Why Do Students Struggle with Comprehension, pp 75-101: Explanations and instructional recommendations for three types of student reading comprehension difficulties are described: schema availability, schema selection, and schema maintenance. Instruction that addresses textual factors such as length, genre, organizational structure, and content supports students in creating meaning. To reduce literacy struggles, it is important for teachers to instruct students in organizing semantic information, identifying text structures, previewing text, tapping background knowledge, questioning, & monitoring comprehension.</p> <p>Teacher: A1, A4, E, F1, F3, F5 Almasi, J. (2003). <i>Teaching Strategic Processes in Reading</i>. New York, NY: Guilford Press. * Chapter 5, Strategy Instruction That Enhances Comprehension, pp 102-161: This chapter provides relevant background research, hands-on tools, and resources to successfully implement strategy instruction. It describes three strategy categories that continually inform one another: text anticipation, text maintenance, and fix-up strategies. Sample lessons, scaffolds, texts, and teaching ideas based on the Strategy Instruction Model focus on previewing text, activating prior knowledge, setting purposes, generating and verifying predictions, identifying narrative and expository text structures, visualizing, and comprehension monitoring.</p> <p>Teacher: A1, A2, A3, D2, F2 Almasi, J. (2003). <i>Teaching Strategic Processes in Reading</i>. New York, NY: Guilford Press. * Chapter 6, Strategy Instruction That Enhances Word Recognition, pp 165-211: Like comprehension, word processing is a strategic process. The various phases of student development include the pre-alphabetic, partial alphabetic, alphabetic, consolidated alphabetic and fluent recognition phases. This chapter provides an overview of relevant research, sample lessons, and guidelines for instruction in teaching readers to use word recognition strategies. The sample lessons focus on five ways that readers learn to recognize words: sight words,</p>
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<p>use to decode, comprehend, analyze, synthesize, and evaluate texts and how to teach these processes and strategies to students</p> <p>3) teaches students to identify the type of text they are reading in order to activate their textual intelligence about how such texts are made and how they work to create meaning</p> <p>4) teaches students to synthesize, summarize, clarify, and question texts and the relation of the text to past, present and future reading and learning</p> <p>5) embeds authentic literacy instruction and makes critical connections between literacy stages (e.g. before, during, and after)</p> <p><u>Student Characteristics:</u></p> <p>A- Student demonstrates growth in content knowledge. The student:</p> <p>1) reflects on growth in literacy</p> <p>2) summarizes passages in his/her own words and check to makes sure words make sense in larger context of text</p>	<p>letter-sound cues, analogizing, structural analysis, and context cues.</p> <p>Teacher: A2, C2, F4, F5; Student: A2 Meltzer, J., Cook Smith, N., & Clark, H. (2003). <i>Adolescent Literacy Resources: Linking Research and Practice</i>. South Hampton, NH: Center for Resource Management, Inc. * Component B, Implement Research-Based Literacy Strategies for Teaching and Learning, pp 37-60: The integration of literacy strategies and content-area knowledge supports student development of higher-order thinking skills necessary for in-depth understanding of content. Research indicates that reading comprehension can be greatly improved through regular use of certain strategies before, during, and after reading. Summarizing and self-questioning build and support student reading independence.</p> <p>Teacher: A7, C2, D2, F3; Student: B2 Meltzer, J., Cook Smith, N., & Clark, H. (2003). <i>Adolescent Literacy Resources: Linking Research and Practice</i>. South Hampton, NH: Center for Resource Management, Inc. * Component C, Integrating Reading and Writing Across the Curriculum, pp 61-84: Teachers can integrate both generic and discipline-specific strategies into specific content areas. One of the seven resources that aligns with this component of the Adolescent Literacy Support Framework includes an instructional focus on student use of word and structural analysis to create meaning. Another resource contains information on defining five different types of text structure and their roles in reading comprehension and recall. Explicit teaching of discourse features is especially important for English language learners.</p> <p>Teacher: B; Student: A2, A3 Harvey, S. & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse Publishers. * Chapter 2, Reading is Strategic, pp 22-29: Substantial research evidence indicates that explicit comprehension instruction improves student text comprehension. Instructional routines such as Reciprocal Teaching improve student ability to comprehend and extract information from text. Transactional strategy instruction teaches students a repertoire of strategies that they apply flexibly according to the demands of the reading tasks and texts they encounter.</p> <p>Teacher: C2, F4 Harvey, S. & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse Publishers. *Chapter 8, Questioning: The Strategy That Propels Readers Forward, pp. 109-129: Asking questions and searching for answers during text reading indicate that students are monitoring comprehension and interacting with text to construct meaning. This chapter provides some information and ten literacy lesson activities using content-area informational texts and literary</p>
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<p>3) synthesizes multiple texts to deepen understanding of themes, issues, and arguments</p> <p>B- Student uses and seeks to expand appropriate content vocabulary. The student:</p> <p>1) discusses the ways authors use words to convey meaning, tone, and develop voice</p> <p>2) uses content vocabulary to access and interpret literary and non-literary texts</p> <p>C-Student connects ideas across content areas. The student:</p> <p>1) uses and seeks to expand appropriate literacy skills and concepts (e.g. reading, writing, speaking, listening, observing)</p> <p>2) applies and connects literacy skills across content areas and in everyday life</p> <p>D- Student uses ideas in realistic problem solving situations. The student:</p> <p>1) creates and interprets media in his/her life beyond schools</p> <p>2) becomes a critical and reflective consumer of visual communication because media literacy has become an integral part of being literate in contemporary society</p>	<p>material to develop student questioning skills and promote reading comprehension.</p> <p>Teacher: F1, F3 Harvey, S. & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse Publishers. * Chapter 9, Visualizing and Inferring, pp 130-153: Visualizing strengthens inferential thinking for drawing conclusions from text reading. Twelve lesson activities on visualizing and inferring skills, pointing out story elements and themes of fiction and features of nonfiction texts.</p> <p>Teacher: F3 Harvey, S. & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse Publishers. * Chapter 10, Determining Importance in Text: the Nonfiction Connection, pp 155-178: Twelve strategy lessons are designed to help readers sift and sort information to construct meaning from nonfiction text. Students are taught how to overview, highlight, and process the features and structures of nonfiction texts.</p> <p>Teacher: F2, F4; Student: A2, A3 Harvey, S. & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse Publishers. * Chapter 11, Summarizing and Synthesizing Information: The Evolution of Thought, pp.179-202: To summarize information during text reading, students pull out the most important text information and rephrase it in their own words. Synthesizing is a process that involves manipulating multiple fragments of information or merging of new information with existing knowledge. For both processes, a reader's thinking about the text content may evolve so that the reader gains new insight or perspective. This chapter contains eleven lesson activities to build student ability to summarize and synthesize.</p> <p>Teacher: A1, A3, A4 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University Press. * Chapter 2, What Is Writing? pp 10-21: This chapter describes the various features of the writing elements used to compose written and spoken messages. Writing elements include the writer, reader, context, message, contact, and code. Teachers can effectively serve as a model for students by carefully shaping their class discussions, conferences, and oral and written responses to student drafts that, in turn, impacts the volume and quality of student writing.</p> <p>Teacher: A1, A4 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University</p>
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<p>In addition to the common characteristics, each content area below has developed a set of content specific characteristics that demonstrate high quality teaching and learning. In order to access the characteristics in each content area, please click a content area below.</p>	<p>Press.</p> <p>* Chapter 3, What Does the Process Involve? pp 22-34: This chapter describes the process of communication. Writing as a written form of communication involves social action where students are engaged in language to exchange ideas. Written communication can include classroom discussion, collaborative work, student-teacher conferences and written comments on student papers.</p> <p>Teacher: A1, A4, A7 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University Press.</p> <p>* Chapter 4, What Do Teachers Need to Know about Rhetoric? pp 37-59: As a dynamic process, the knowledge and practice of rhetoric helps students understand our world. The practice of rhetoric includes making decisions about a reader's or writer's subject, audience, point of view, purpose, and message. This chapter includes information on the mode and aim of discourse.</p> <p>Teacher: A1, A3, A4, A6 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University Press.</p> <p>* Chapter 5, What Do Teachers Need to Know about Linguistics? pp 60-85: This chapter examines the role that language plays in composing, especially at the writing and prewriting stages. Teachers can support students in the use of language to become more sophisticated writers.</p> <p>Teacher: A1, A3, A4 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University Press.</p> <p>* Chapter 6, What Do Teachers Need to Know about Cognition? pp 86-108: This chapter explores the creative process. Prewriting triggers mental processes that enable writers to set productive goals and discover their words and ideas. Learning depends on relationships with others, and teachers and peers can be part of a social network to support student intellectual and writing development.</p> <p>Teacher: A1, A3, A4, D1 Lindemann, E. (2001). <i>A Rhetoric for Writing Teachers</i>. New York, NY: Oxford University Press.</p> <p>* Chapter 7, Prewriting Techniques, pp 109-129: Prewriting techniques help students assess the dimensions of a rhetorical problem and plan its solution. Such techniques include brainstorming and clustering using a semantic map, freewriting, journal writing, use of</p>
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heuristics, and emulating model writing. The various prewriting activities enable writers to probe a subject from multiple perspectives, to assess their relationship to an audience, or to generate or organize ideas.

Teacher: A1, A2, A3

Lindemann, E. (2001). *A Rhetoric for Writing Teachers*. New York, NY: Oxford University Press.

* Chapter 8, Shaping Discourse, pp 130-145: This chapter presents teachers and students with options for shaping written work and making effective choices. The writing strategies for shaping discourse begin with prewriting and continue through rewriting. Strategies include examining organizational schemes implicit in heuristics, adopting conventional forms, block plans, and use of paradigms. They focus on organizing and allowing students more time to discover their communication purpose and message.

* Chapter 9, Teaching Paragraphing, pp 146-162: This chapter describes effective paragraphs and paragraphing techniques. It includes a sequence of ten lesson activities that progressively increase from creating a single sentence to building and rewriting paragraphs.

* Chapter 10, Teaching about Sentences, pp 163-174: Students need risk-free opportunities to practice creating sentences, especially complex sentences. This chapter focuses on the sentence-combining and cumulative sentence approaches.

* Chapter 12, Teaching Rewriting, pp 189-210: Many good writers spend considerable more time rewriting their work than drafting it. This chapter focuses on identifying relationships in paragraphs, sentence problems, and student-generated criteria. The authors recommend turning classes into writing workshops.

Teacher: A1, A3, A4, A6, D2; Student: B1

Lindemann, E. (2001). *A Rhetoric for Writing Teachers*. (2002). New York, NY: Oxford University Press.

* Chapter 11, Teaching about Words, pp 175-188: Writing requires knowing how language works. This chapter identifies some ways for teachers to talk with students about words in the special context of a writer at work. It focuses on parts of speech, active and passive voice, derivational and inflectional affixes, and style. It provides five suggestions for teaching students about the nature, characteristics, and application of language.

Teacher: A1, A3, E2

Clay, M. (2005). *Literacy Lessons Designed for Individuals, Part One: Why? When? and How?* Portsmouth, NH: Heinemann.

* This training manual provides an overview of guidance on managing and delivering individual literacy lessons and scaffolding emergent readers toward independent reading.

Teacher: A1, A2, A3, A4, E, F5

Clay, M. (2005). *Literacy Lessons Designed for Individuals, Part Two: Teaching Procedures*. Portsmouth, NH: Heinemann.

* This training manual shows teachers how to scaffold students toward independence in the various stages of emergent literacy. Teachers support students to apply literacy skills before, during, and after reading. Accompanied by specific examples, the manual describes instructional procedures in literacy lessons and provides recommendations for specific literacy difficulties. It places emphasis on student oral language and teacher-child conversations.

Teacher: C, D1, F3, F5; Student: B2

Yopp, R.H. & Yopp, H.K. (2000). Sharing Informational Text with Young Children. *The Reading Teacher*, 53(5), pp 410-423.

* The authors describe several strategies for before, during, and after reading in order to integrate content information and literacy development using informational text with young children. Teachers can introduce informational alphabet books in multiple contexts and support student vocabulary and background knowledge through interactions such as semantic mapping.

Teacher: A1, A2, A4, F2; Student: A1, B2

Plaut, S. (2009). *The Right to Literacy in Secondary Schools: Creating a Culture of Thinking*. Newark, DE: International Reading Association.

* Chapter 2, Metacognition: How Thinking about Their Thinking Empower Students, pp 25-35: This chapter describes how eighth grade teachers taught their students to metacognitively and independently use and reflect upon comprehension strategies and gain content vocabulary understandings. The author reports that class discussions were more powerful when students used metacognition as the foundation for peer talk. Students were able to not only comprehend but also to evaluate, critique, and interpret text.

Teacher: F2, F5

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part I - Chapter 2, Skills and Strategies to Be Learned, pp 13-34: This chapter clarifies the difference between skills and strategies. It briefly describes the components and instruction for vocabulary; comprehension with before, during, and after reading strategies; word recognition; and fluency.

Teacher: A1, A4, E; Student: B2, C1

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 1, Teaching Word Meaning Directly, pp 71-76: In preparation for reading

and discussing a big book with the class, the Kindergarten teacher's goal is to intentionally and directly teach the meaning of content words that they will encounter in text. The teacher troubleshoots difficulties and scaffolds students for independent application in reading and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, D1, E; Student: B2, C1

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 2, Using Semantic Maps to Develop Word Meaning, pp 77-84: Semantic mapping is a visual way to explain and clarify how to categorize word meanings. In a discussion following a teacher read aloud, it is clear that students cannot distinguish among the various categories of content area words. The teacher of a third-and-fourth grade combination class models semantic mapping and scaffolds students toward independence in classifying and distinguishing content area words using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, D2, E; Student: B2, C1

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 4, Structural Analysis, pp 92-97: Before reading the selection, the second grade teacher provides explicit small group instruction in structural analysis of content area words for students with learning disabilities. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, E, F4, F5; Student: A2

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 12, Summarizing, pp 153-160: The second grade teacher has observed that student retellings are unfocused and consume much time. This lesson uses the narrative story's beginning, middle, and ending structures to explicitly model how to summarize. The teacher scaffolds students toward independent application in reading and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, F2, E

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 14, Evaluating, pp 169-176: As part of a class discussion, the fifth grade teacher explicitly explains and models how to make evaluative judgments about challenging

concepts in expository text that has been read. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, E, F2, F4; Student: A3, C

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 15, Synthesizing, pp 177-183: Most often, synthesizing involves combining ideas across texts that often results in a product. This fourth grade example provides opportunity for students to learn and apply synthesizing after reading several stories with a common theme. The teacher troubleshoots difficulties and scaffolds student application toward independence in discussion, reading, and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, E, F5

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* Part II – Example 5, Predicting, pp 101-106: The teacher supports a group of fifth grade students in learning how to better anticipate meaning during reading by modeling predicting using topic clues. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 6, Monitoring, Questioning, & Re-predicting, pp 107-114: The teacher explicitly models for this middle school literature class how the instantaneous mental activity of constructing meaning through monitoring, questioning, and re-predicting works during text reading. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 7, Imaging, pp 115-121: The first grade teacher provides opportunity to explain imaging or visualizing while students listen to the teacher read aloud a very descriptive text. Students understand that imagine occurs during listening, thinking, and reading processes. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 8, Inferring, pp 122-129: The sixth grade teacher provides opportunity to explicitly explain inferring in reader's workshop format for one group of students struggling to infer during text reading. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 9, Look-Backs as Fix-It Strategies, pp 130-137: The fifth grade teacher

explains and models a “fix-it” strategy to correct misunderstandings or remove blockages for monitoring text comprehension. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 10, Main Idea, pp 138-145: After reading expository text, the third grade teacher models the process of identifying main ideas. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 11, Theme, pp 146-152: Following text reading, the fifth grade teacher models the process of identifying the theme of the narrative text as each student works with a partner. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

* Part II – Example 13, Draw Conclusions, pp 161-168: The teacher of this eighth grade advanced English class has observed that students are having difficulty drawing conclusions. In this lesson, students read the literature selection and the teacher revisits it to model drawing sophisticated conclusions while reading challenging text. The teacher troubleshoots difficulties and scaffolds student application toward independence in reading and writing using multiple levels of within-lesson and across-lesson assistance.

Teacher: A1, A2, A3, A4, A6, A7, B, C, E1, F2, F3, F4, F5

National Board for Professional Teaching Standards. (2002). *Early and Middle Childhood Literacy: Reading – Language Arts*.

* Accomplished teachers know current research literature and possess a deep and rich store of content knowledge and instructional strategies, lending perspective to their instructional decisions. They recognize that students’ literacy acquisition is developmental in nature and that children’s knowledge, skills, and abilities emerge over time in dynamic and purposeful ways. Accomplished teachers teach students to use an array of strategies to develop vocabulary, improve comprehension and become independent readers and writers. They recognize that learning is a social activity and that students use language as a tool for constructing meaning, understand listening and speaking development, use their knowledge of reading processes and language development to advance literacy and develop strategic readers. These teachers integrate content-area learning across the curriculum, base instructional decisions on student need, sound literacy theories, knowledge of children’s literature, and state and national standards for teaching and learning. Teachers know how to use their knowledge to match effective instructional strategies to literacy needs, know the processes, skills, and strategies that students at various developmental levels need to learn to decode, comprehend, analyze, and evaluate texts. They know the distinctive features of various genres and text structures, see their role as helping students deepen, enrich, and clarify their responses to text as well as helping

them critically examine and question what they read while providing students a variety of strategies to use before, during, and after reading.

- Standard I: *Knowledge of Learners*, pp 7-9
- Standard II: *Knowledge of the Field of Literacy: Reading – Language Arts*, pp 11-15
- Standard V: *Instructional Resources*, pp 27-30
- Standard VIII: *Integration*, pp 43-45
- Standard IX: *Reading*, pp 47-51
- Standard X: *Writing*, pp 53-56
- Standard XI: *Listening & Speaking Standard*, pp 59-61

Teacher: A-F

National Board for Professional Teaching Standards. (2003). *English Language arts Standards for Adolescence and Young Adulthood*.

* Accomplished teachers know current research and ground instruction in their knowledge of the various domains of English Language Arts, acquire specific knowledge about student development and use that knowledge to advance students' achievement as independent readers and writers, know the processes and strategies that skilled readers use to decode, comprehend, analyze, and evaluate a variety of different types of text and these teachers know how to teach these processes and strategies to students. They are familiar with the main theories of discourse, including how speaking and listening skills develop, understand the complex relationship between audience and media content and realize that media content is produced within social and cultural contexts, understand that language is a social construct. They are well versed in language history, theory, and development so they can guide their students in making cross-disciplinary connections as they teach a range of strategies such as word structure analysis or semantic mapping for student vocabulary development. These teachers show students how to synthesize information from multiple texts, demonstrate what happens before, during, and reading processes, and know the instructional strategies used to foster the literacy skills and abilities of struggling students . . .

- Standard I: Knowledge of Students, pp 9-11
- Standard II: Knowledge of English Language Arts, pp 13-16
- Standard VII: Integrated Instruction, p 35-36
- Standard VIII: Reading, pp 39-43
- Standard IX: Writing, pp 45-48
- Standard X: Speaking & Listening Standard, pp 51-54
- Standard XII: Language Study, pp 61-63

Teacher: A1, B, C, D1, F4, F5

Phillips, M. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*. Reston: VA: National Association of Secondary School Principals.

* This book is a principal resource to support the school-wide use of research-based literacy practices and to create a well-defined intervention plan that results in literacy improvement for all students. This tool provides information, strategies, and templates for action planning toward success in leadership, assessment, professional development, highly effective teachers, and intervention. It is important that both literacy and content area teachers provide explicit comprehension strategy instruction before, during, and after reading.

Teacher: A1, A2, A3, B, C2, D, E, F2, F3, F4, F5

Boardman, A.G., Roberts, G., Vaughn, S., Wexler, J., Murray, C.S., & Kosanovich, M. (2008). *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

* The purpose of this practice brief is to provide schools, districts, and states with background knowledge about best practices for older students who struggle to read. Research-based practices include explicit instruction in the structure and meanings of common prefixes, suffixes, and roots. Also, teachers can use content-area texts and graphic organizers such as semantic maps to teach critical content vocabulary, comprehension skills, and text structures. It is important that students know how to summarize small amounts of text before summarizing longer sections. Teaching students to ask questions before, during, and after reading supports engagement and understanding.

Teacher: A1, A2, A3, A4, B, C, D, E, F2, F3, F4, F5

Torgesen, J.K., Miller, D.H., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J., Francis, D.J., Rivera, M.O., & Lesaux, N. (2007). *Academic Literacy Instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

* This guidance document presents research-based information on essential instructional practices to support academic literacy growth, increasing student comprehension of content area and literature texts in grades 4-12. Part I recommends increases in five instructional areas: explicit comprehension strategy instruction, sustained quality discussions, high standards for text interactions, variety of practices impacting motivation and student reading engagement, and specific instructional strategies supporting critical student content knowledge. Part II presents instructional recommendations for students reading below grade level. Part III focuses on supporting literacy development in adolescent English Language Learners.

Teacher: A1, A2, A3, B, C2, D, E, F2, F3

Rissman, L.M., Miller, D.H., & Torgesen, J.K. (2009). *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

* This guide is designed to help principals effectively monitor and support adolescent literacy

	<p>instruction in 4th and 5th grade classrooms as well as in middle and high school content-area or intervention classes. It provides a scaffold to build principals' understanding of scientifically based reading instruction, as a means of gathering information about the quality of literacy and reading intervention, and as a data collection guide for planning targeted professional development and resource allocation. It describes effective instructional practices, examples of what a principal might expect to see in a classroom, and templates. The instructional practices are grouped into four categories: vocabulary and content knowledge, comprehension strategies, reading content discussion, and motivation and engagement.</p> <p>Teacher: A1, A2, A3, B, C2, E Torgesen, J., Houston D., Rissman, L., & Kosanovich, K. (2007). <i>Teaching All Students to Read in Elementary School: A Guide for Principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * As a guide for instructional leaders of K-5 schools, this brief document contains scientifically-based research information on reading and reading instruction, references to studies of successful schools, and statements from successful principals. Per grade level, it identifies the critical instructional elements of an effective elementary school reading program. It also lists critical tasks for principals as literacy leaders and special considerations for reading instruction after third grade.</p> <p>Teacher: C2, E Torgesen, J., Houston, D., & Rissman, L. (2007). <i>Improving Literacy Instruction in Middle and High Schools: A Guide for Principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide for middle and high school principals identifies three goals for secondary school literacy initiatives and describes elements of instruction required to meet these goals. It points out the importance of more intensive and targeted reading instruction for students reading below grade level in secondary schools and outlines the critical elements of a school-level literacy action plan.</p> <p>Teacher: A1, B Center on Instruction. (2006). <i>Designing High Quality Professional Development: Building a Community of Reading Experts in Elementary Schools</i>. RMC Research Corporation, Portsmouth, NH: Author. This brief provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools. Professional development sessions based on scientifically based reading research provide participants with an understanding of current reading research and a general knowledge of effective reading instructional practices.</p>
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	<p>Teacher: E Torgesen, J. K. (2006). <i>Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide for elementary principals provides information that is critical to developing and implementing an effective school-level intervention program. It is designed to suggest some guiding principles along with examples of how each can be operationalized to develop an effective school-level system for meeting the instructional needs of all students.</p> <p>Teacher: C2, E2 Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007). <i>Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004)</i>. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ncer.ed.gov. * This practice guide from the National Center for Education Research, Institute of Education Sciences, offers seven evidence-based recommendations on the organization of study and instruction. These recommendations are intended to suggest specific strategies that teachers can improve their instruction and students' study habits, promoting faster learning and better knowledge retention. It offers seven of the more concrete and applicable recommendations available for improving instruction and student learning.</p> <p>Teacher: A1, A2, A3, A4, A6, B, C, D, E, F2, F3, F4; Student: A1, B2, C1 McCardle, P., Chhabra, V., & Kapinus, B. (2006). <i>Reading Research in Action: A Teacher's Guide for Student Success</i>. New York, NY: Guilford Press. * This teacher resource guide provides information on research studies, research findings, and research-based practices on each of the major reading components and writing. It describes various instructional methods and collaborative strategies for both proficient and at-risk readers. It contains questions and answers with real-life scenarios. The last part of each chapter discusses other resources available as further assistance in locating evidence and implementing evidence-based instruction to develop independent readers and writers.</p> <p>Teacher: A4, B Sweet, A. P. & Snow, C.E. (2003). <i>Rethinking Reading Comprehension</i>. New York, NY: Guilford Press. * Chapter 1: Reading for Comprehension, pp 1-11: Using information from the RAND Reading Study Group, the authors define reading comprehension as the process of simultaneously extracting and constructing meaning. Comprehension entails three domains that define what</p>
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occurs within a larger socio-cultural context and that change over time. These domains include the reader, the text, and the activity.

Teacher: A2, A3, E

Vellutino, F. R. (2003). Individual Differences as Sources of Variability in Reading Comprehension in Elementary School Children. In Sweet, A. P. & Snow, C. E. (Eds.) *Rethinking Reading Comprehension*. (pp 51-81). New York, NY: Guilford Press.

* Chapter 4: As factors of variability in reading comprehension, the author discusses individual differences in the knowledge, skills, and abilities that underlie word recognition and language comprehension processing. Reader differences in the acquisition of fluent word recognition skills are the primary reason and most common source of variability in reading comprehension of elementary school children. Based on research implications, practical suggestions are provided for teachers to develop effective instructional programs.

Teacher: A1, A6, A7, F1, F2, F3

Graesser, A., McNamara, D., & Louwrese, M. (2003). What Do Readers Need to Learn in Order to Process Coherence Relations in Narrative and Expository Text? In Sweet, A.P. & Snow, C.E. (Eds.) *Rethinking Reading Comprehension*. (pp 82-98). New York, NY: Guilford Press.

* Chapter 5: In text comprehension, readers build mental representations at multiple levels: surface code, text base, mental model, text genre, and communication channel. A text is coherence when there are adequate connections and harmony both within and between levels. Based on theories of reading and discourse processing, the author identifies nine key assumptions about how the mind functions that may clarify why some text coherence relations are easier to master than others. The author identifies a comprehensive set of coherence relations and shares implications for classroom reading instruction.

Teacher: A2, A4, E, F1, F4, F5; Student: A2, A3

Palinscar, A. S. (2003). Collaborative Approaches to Comprehension Instruction. In Sweet, A.P. & Snow, C. E. (Eds.) *Rethinking Reading Comprehension*. (pp 99-114). New York, NY: Guilford Press.

* Chapter 6: Three research-based collaborative approaches to reading comprehension instruction are described: Reciprocal Teaching, Questioning, the Author, and Collaborative Reasoning. Self-regulation for reading independence is the common goal of each approach. Reciprocal Teaching uses teacher and student modeling to scaffold the development of four comprehension processes over time and is the most explicit of the three approaches. Questioning the author utilizes six discussion moves and two types of queries to support a collective understanding of text. Collaborative Reasoning is characterized as reasoned argumentation. The teacher scaffolds student engagement in critical, analytic thinking with text

in order for students to develop and respond to supporting arguments and counter-arguments.

Teacher: A1, A3, A4, C2, D1, F1, F4; Student: A, B2

Guthrie, J. (2003). Concept-Oriented Reading Instruction: Practices of Teaching Reading for Understanding. In Sweet, A.P. & Snow, C.E. (Eds.) *Rethinking Reading Comprehension*. (pp 115-140). New York, NY: Guilford Press.

* Chapter 7: Concept-oriented reading instruction (CORI) is a set of research-based practices that meet young learners' language, cognitive, motivational, and social needs. CORI provides explicit and systematic instruction for each reading comprehension strategy such as summarizing and questioning and scaffolds multiple strategy instruction over time. It also provides vocabulary instruction in concepts associated with major content themes and gauges student growth in conceptual knowledge. Students can synthesize conceptual knowledge by providing interesting and diverse texts, optimizing student choices, ensuring learning collaboration, and connecting text to real-world experiences.

Teacher: A1, A2, A3, A4, B, E, F1, F2; Student: C2

Gaskins, I.W. (2003). Taking Charge of Reader, Text, Activity, and Context Variables. In Sweet, A.P. & Snow, C.E. (Eds.) *Rethinking Reading Comprehension*. (pp 141-165). New York, NY: Guilford Press.

* Chapter 8: This chapter describes research-based reading comprehension strategies that scaffold struggling students in taking charge of the reading process, developing into proficient readers. It focuses on several interactive variables involved in extracting and constructing meaning from text: the reader, the text, the activity or purpose for reading, and context. The ultimate goal of comprehension instruction is to explicitly teach students how to comprehend various texts used across the curriculum.

Teacher: A5, B, C1, F3; Student: D

Kim, H. & Kamil, M. (2003). Electronic and Multimedia Documents. In Sweet, A. P. & Snow, C. E. (Eds.) *Rethinking Reading Comprehension* (pp 166-175). New York, NY: Guilford Press.

* Chapter 9: Students need explicit strategy instruction for reading and navigating electronic texts. This chapter describes the characteristics of electronic and multi-media documents and presents important considerations for reading and instruction. Conclusions from research on student use of media can be drawn in three areas that impact comprehension instruction: design, instructional strategies for reading, and text style and difficulty. It is necessary for instruction to scaffold students by matching reader with texts of appropriate readability and cohesiveness, focusing on expository text structures, and becoming critical media consumers.

Teacher: B

Sweet, A. P. (2003). A Research Program for Improving Reading Comprehension. In Sweet, A. P. & Snow, C.E. (Eds.) *Rethinking Reading Comprehension* (pp 207-216). New York, NY: Guilford Press.

* **Chapter 12:** This chapter describes six research studies awarded under the 2002 Program of Research on Reading Comprehension (PRRC). Each description includes information for teachers on the implications of research study results. Research topics include diverse learners in a technology-rich informational text environment, story read-aloud interventions, the impact of discussion on high-level text comprehension, text cohesion scores to predict text readability, and cognitive word processing and learning.

Teacher: A3, A4, A7; Student: A3

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Chapter 1,** Good Discussion, pp 21-36: Vigorous classroom discussions on issues related to various texts can be sustained over days, week, and even months. This chapter presents a conceptual and theoretical overview of the benefits of dialogic discussion and explains why middle school students are developmentally prepared for it.

Teacher: A4, A7, F4, F5; Student: A3, B2, C

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Chapter 5,** Using Discussion to Further Develop Students' Literacy Achievement, pp 103-136: This chapter provides ways to help students to reason, challenge a viewpoint, consider an issue from multiple perspectives, and develop other habits of literate thinking. Discourse provides opportunities for students to learn and utilize content vocabulary as well as generate and support arguments in their speaking, listening, reading, and writing.

Teacher: A1, A4, A7, F3, F4, F5; Student: A3, C

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Chapter 8,** Across the School Year, pp 175-193: This chapter contains strategies for linking individual lessons and units in order to create a coherent curriculum using discourse. Across multiple genre, text sources and content areas, students have opportunity to analyze, summarize, and synthesize information in their reading, writing, speaking, and listening.

Teacher: A1, A6, D

Stahl, S. (1999). *Vocabulary Development*. Newark Upper Falls, MA: Brookline Books.

* **Chapter 5,** Procedures for Teaching Word Meanings As Concepts, pp 37-50: This chapter describes several effective instructional techniques for building student vocabulary knowledge

	<p>and provides specific examples of each. These research-based techniques focus on semantics, concept building, within-word part meanings, and meaning analysis of words with prefixes, suffixes, and roots.</p> <p>Teacher: A1, A4, A5, D2; Student: B2 Carlisle, J. (2007). Fostering Morphological Processing, Vocabulary Development, and Reading Comprehension. In Wagner, R., Muse, A., & Tannenbaum, K. (Eds.) <i>Vocabulary Acquisition: Implications for Reading Comprehension</i> (pp 78-103). York, NY: Guilford Press. * Chapter 5: Morphemes are the basic units of language learning. Instruction in morphological analysis helps students to acquire knowledge of new multisyllabic words meanings and to infer meanings of unfamiliar text words. Research indicates that vocabulary instruction needs to include a combination of approaches and a focus on various components. Students benefit from a combination of direct instruction in morphology, decoding strategies, context analysis strategies, and guided instruction and practice in text analysis.</p> <p>Teacher: F1, F5; Student: B2, C Daniels, H. & Zemelman, S. (2004). <i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>. Portsmouth, NH: Heinemann. * Chapter 5, Tools for Thinking: Reading Strategies Across the Curriculum, pp 99-138: Teachers model thinking processes to help students understand reading as a thinking process.</p>
<p>2. Instructional Rigor and Student Engagement</p>	<p>Research</p>
<p>The teacher:</p> <p>A – Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. The teacher:</p> <p>1) teaches the complex skills, processes and relationships among the strands of literacy (reading, writing, speaking, listening and observing)</p> <p>2) explicitly teaches comprehension strategies (e.g., summarizing, inferring, visualizing, predicting, questioning the text) appropriate for a variety of</p>	<p>Teacher: A, B2, C2, D2 Phillips, M. (2005). <i>Creating a Culture of Literacy: A Guide for Middle and High School Principals</i>. Reston: VA: National Association of Secondary School Principals. * This book is a principal resource to support the school-wide use of research-based literacy practices and to create a well-defined intervention plan that results in literacy improvement for all students. This tool provides information, strategies, and templates for action planning toward success in leadership, assessment, professional development, highly effective teachers, and intervention. Students benefit from explicit instruction, scaffolding of metacognitive skills, engaging classroom discussions, and questioning as they read texts.</p> <p>Teacher: 2C, 2E, 2G; Student: 2A Applebee, A., Langer, J., Nystrand, M., & Gamoran, A. (2003). Discussion-Based Approaches to Developing Understanding: Classroom Instruction & Student Performance in Middle & High School English, <i>American Educational Research Journal</i>, 40(3), pp685-730. * The results of this research study indicate that students with classroom literacy experiences emphasizing discussion-based approaches in the context of high academic demands can</p>

<p>challenging texts (expository, narrative and persuasive).</p> <p>3) builds written and oral vocabulary through effective instruction (e.g., multiple exposures, context clues)</p> <p>B – Teacher scaffolds instruction to help students reason and develop problem-solving strategies. The teacher:</p> <p>1) scaffolds instruction of genre-specific and literacy process terminology.</p> <p>2) scaffolds instruction to help students apply metacognitive skills to challenging, developmental and/or age appropriate texts.</p> <p>C - Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. The teacher:</p> <p>1) challenges students to analyze, synthesize and evaluate individual and multiple texts for a variety of purposes.</p> <p>2) orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts.</p> <p>D -Teacher provides meaningful learning opportunities for students. The teacher:</p> <p>1) explicitly teaches revision strategies throughout instruction and provides time for revision of current and past work to allow students to apply and refine skills.</p>	<p>internalize the necessary knowledge and skills to engage in challenging literacy tasks.</p> <p>Teacher: A2, A3, D2 Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., & Kosanovich, M. (2008). <i>Effective Instruction for Adolescent Struggling Readers: A Practice Brief</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * The purpose of this practice brief is to provide schools, districts, and states with background knowledge about best practices for older students who struggle to read. Research-based practices include explicit comprehension instruction in summarizing and questioning of text using narrative and expository texts, including content-area materials. It is important for teachers to build and scaffold vocabulary development with multiple exposures to new words and meanings. Teachers can provide meaningful learning opportunities by promoting student choice in text selection.</p> <p>Teacher: A2, A3, D2 Torgesen, J. K., Miller, D. H., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., et al. (2007). <i>Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guidance document presents research-based information on essential instructional practices to support academic literacy growth, increasing student comprehension of content area and literature texts in grades 4-12. Part I recommends increases in five instructional areas: explicit comprehension strategy instruction, sustained quality discussions, high standards for text interactions, variety of practices impacting motivation and student reading engagement, and specific instructional strategies supporting critical student content knowledge. Part II presents instructional recommendations for students reading below grade level. Part III focuses on supporting literacy development in adolescent English Language Learners.</p> <p>Teacher: A2, A3, C, D2 Rissman, L. M., Miller, D. H., & Torgesen, J. K. (2009). <i>Adolescent Literacy Walk-Through for Principals: A guide for Instructional Leaders</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide is designed to help principals effectively monitor and support adolescent literacy instruction in 4th and 5th grade classrooms as well as in middle and high school content-area or intervention classes. It provides a scaffold to build principals' understanding of scientifically based reading instruction, as a means of gathering information about the quality of literacy and reading intervention, and as a data collection guide for planning targeted professional development and resource allocation. It describes effective instructional practices, examples of what a principal might expect to see in a classroom, and templates. The instructional practices are grouped into four categories: vocabulary and content knowledge, comprehension strategies,</p>
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<p>2) flexibly structures literacy tasks to promote choice and student ownership.</p> <p>E -Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. The teacher:</p> <p>1) challenges students to communicate complex written and spoken arguments and to substantiate each point clearly</p> <p>F -Teacher integrates a variety of learning resources with classroom instruction to increase learning options. The teacher:</p> <p>1) uses technology effectively to differentiate literacy instruction and support student learning.</p> <p>2) integrates a variety of learning resources with classroom literacy instruction to increase learning options and products.</p> <p>G -Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse. The teacher:</p> <p>1) provides opportunities for and encourages students to communicate effectively in a variety of forms for a variety of audiences and purposes.</p> <p>H -Teacher integrates the application of inquiry skills into learning experiences. The teacher:</p> <p>1) integrates the application of inquiry and research skills</p>	<p>reading content discussion, and motivation and engagement.</p> <p>Teacher: A, B2, C Torgesen, J. K., Houston D., Rissman, L. M., & Kosanovich, K. (2007). <i>Teaching All Students to Read in Elementary School: A Guide for Principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * As a guide for school-level instructional leaders of K-5 schools, this brief document contains scientifically-based research information on reading and reading instruction, references to studies of successful schools, and statements from successful principals. Per grade level, it identifies the critical instructional elements of an effective elementary school reading program. It also lists critical tasks for principals as literacy leaders and special considerations for reading instruction after third grade.</p> <p>Teacher: C2 Torgesen, J. K., Houston, D., & Rissman, L. M. (2007). <i>Improving Literacy Instruction in Middle and High Schools: A guide for principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide for middle and high school principals identifies three goals for secondary school literacy initiatives and describes elements of instruction required to meet these goals. It points out the importance of more intensive and targeted reading instruction for students reading below grade level in secondary schools and outlines the critical elements of a school-level literacy action plan.</p> <p>Teacher: F2 Center on Instruction. (2006). <i>Designing High Quality Professional Development: Building a Community of Reading Experts in Elementary Schools</i>. RMC Research Corporation, Portsmouth, NH: Author. This brief provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools. Professional development sessions based on scientifically based reading research provide participants with an understanding of current reading research and a general knowledge of effective reading instructional practices.</p> <p>Teacher: A Torgesen, J. K. (2006). <i>Intensive Reading Interventions for Struggling Readers in Early Elementary School: A principal's guide</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide for elementary principals provides information that is critical to developing and implementing an effective school-level intervention program. It is designed to suggest some guiding principles along with examples of how each can be operationalized to develop an</p>
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<p>into a variety of experiences to support literacy skill development.</p> <p>I -Teacher clarifies and shares with students learning intentions/targets and criteria for success. The teacher:</p> <p>1) clarifies and shares learning intentions/targets and criteria for success focused on specific literacy skills with students</p> <p>The students:</p> <p>A -Student articulates and understands learning intentions/targets and criteria for success. The student:</p> <p>1) articulates and understands learning intentions/targets and criteria for success focused on specific literacy skills.</p> <p>B - Student reads with understanding a variety of texts. The student:</p> <p>1) selects and uses technology appropriate for literacy tasks</p> <p>C -Student applies and refines inquiry skills. The student:</p> <p>1) interacts with a variety of challenging texts</p> <p style="padding-left: 20px;">a. selects appropriate sources and applies appropriate strategies</p> <p style="padding-left: 20px;">b. thinks critically and applies a variety of reading strategies to make meaning</p> <p style="padding-left: 20px;">c. makes and shares connections with a variety of texts</p>	<p>effective school-level system for meeting the instructional needs of all students.</p> <p>Teacher: B2, C, E Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). <i>Organizing Instruction and Study to Improve Student Learning</i>. (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ncer.ed.gov. * This practice guide from the National Center for Education Research, Institute of Education Sciences, offers seven evidence-based recommendations on the organization of study and instruction. These recommendations are intended to suggest specific strategies that teachers can improve their instruction and students' study habits, promoting faster learning and better knowledge retention. It offers seven of the more concrete and applicable recommendations available for improving instruction and student learning.</p> <p>Teacher: 2B2, 2F, 2I: Student: 2A Baker, L. (2008). Metacognition in Comprehension Instruction: What We've Learned Since NRP. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 65-79). New York, NY: Guilford Press. * Chapter 5: Research has established that motivation, decoding efficiency, interest levels, self-efficacy, and reader's age affect the speed and depth of metacognitive abilities that students attain through explicit and scaffolded instruction. For students with limited working memory capacity, it is important that teachers convey the value of look-back strategies more frequently, especially when the text deals with unfamiliar and goal-relevant information. Listening to texts on tape supports metacognitive development by reducing the text processing demands and increasing effective student monitoring of comprehension strategies.</p> <p>Teacher: 2A, 2B, 2C Thompson, M. (2008). Transforming Classroom Instruction to Improve the Comprehension of Fictional Texts. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp159-170). New York, NY: Guilford Press. * Chapter 11: Several research-based methods effectively improve comprehension instruction and rapidly advance student comprehension of fictional texts. Instructional frameworks such as Directed Reading Activity (DRA), Directed Reading Thinking Activity (DR-TA) for critical thinking skills, Reciprocal Teaching, Transactional Strategies Instruction, and Scaffolded Reading Experiences (SRE) have evidence of effectiveness.</p> <p>Teacher: 2A, 2B, 2I: Student: 2A Collins Block, C. & Parris, S. (2008). <i>Comprehension Instruction: Research-Based Best Practices</i>. New York, NY: Guilford Press.</p>
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<p>2) applies appropriate inquiry and research skills</p> <ol style="list-style-type: none"> a. asks and identifies questions to guide research b. locates, uses and appropriately documents resources <p>3) communicates with a variety of audiences</p> <ol style="list-style-type: none"> a. set purposes for a variety of forms b. incorporates real world problems and interests c. revises current and past work <p>In addition to the common characteristics, each content area below has developed a set of content specific characteristics that demonstrate high quality teaching and learning. In order to access the characteristics in each content area, please click a content area below.</p>	<p>* Chapter 12, <i>Explicit Instruction Can Help Primary Students Learn to Comprehend Expository Text</i>, pp171-182: Students benefit from explicit instruction in text organization and text cues for different types of expository text structures such as cause-effect or compare-contrast. Student awareness that text has structure supports student comprehension of expository text. Text structure lessons include a focus on clue words that signal the type of text structure, vocabulary, read-alouds with discussion, focused questioning, and use of graphic organizers.</p> <p>* Chapter 13, <i>Explanation and Science Text: Overcoming the Comprehension Challenges in Nonfiction Text for Elementary Students</i>, pp 183-195: Research indicates that teachers’ verbal and visual text explanations in science instruction can increase reader interaction in comprehending science text. Consequently, science text selection plays a critical role in determining the nature of teacher discourse and explanative reasoning. For texts with graphic representations, teachers providing explicit explanation that emphasizes the “verbs” of science will clarify for students how to understand graphic information.</p> <p>Teacher: 2C, 2E, 2G Reznitskaya, A., Anderson, R.C., Dong, T., Li, Y., Il-hee, K., & Kim, S. (2008). Learning to Think Well: Application of Argument Schema Theory to Literacy Instruction. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 196-213). New York, NY: Guilford Press.</p> <p>* Chapter 14: From the early grades on, literacy instruction that emphasizes dialogic interaction offers a useful context for students to apply rational argument and develop higher-order thinking. Students are better prepared to generate argument-relevant propositions, consider alternatives, and reconcile opposing perspectives during argumentative discourse. Research indicates successful transfer of structural and functional discourse principles to writing composition.</p> <p>Teacher: 2A1, 2A3, 2F; Student: 2B Headley, K. (2008). Improving Reading Comprehension Through Writing. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 214-225). New York, NY: Guilford Press</p> <p>* Chapter 15: Effective comprehension and composition instruction integrated with technology can arm students with tools to envision, explore, and engage in critical thinking. Reading and writing for real purposes engage students in literacy learning and improvement.</p> <p>Teacher: 2A, 2B, 2F, 2I; Student: 2A, 2B Collins Block, C. & Parris, S. (2008). <i>Comprehension Instruction: Research-Based Best Practices</i>. New York, NY: Guilford Press.</p> <p>* Chapter 17, <i>Comprehension Instruction in Action: The Elementary Classroom</i>, pp 241-257:</p>
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	<p>New research evidence indicates the importance of teaching comprehension strategies with a focus on world knowledge, genre knowledge, new technologies, and authentic contexts. Instruction in various text genres is necessary because reading comprehension occurs differently with different types of texts. To support English Language Learners, teachers can target academic word meanings while teaching context clues, morphology, multiple meanings, and cognate-based inferences, increasing text comprehension.</p> <p>* Chapter 18, <i>Comprehension Instruction in Action: the Secondary Classroom</i>, 258-270: Increasing student comprehension at the secondary level needs a systemic approach to precision teaching. Secondary teachers need to attain a level of consistency in providing a set of content literacy strategies, internalize an instructional framework, and collaboratively examine student work with colleagues on a regular basis. Instruction that includes teacher modeling and scaffolding of comprehension strategies in small groups based on assessed needs will better prepare students to apply strategies for collaborative learning in projected-based instruction and to experience success in independent learning tasks.</p> <p>* Chapter 19, <i>Comprehension Instruction in Action: The At-Risk Student</i>, pp 271-293: Several instructional programs have research evidence that they are effective practices for the literacy development of struggling adolescent readers. Although the characteristics of these programs range from comprehensive and integrated to technology-based, their common features include explicit instruction with careful scaffolding of specific literacy skills and strategies over time. Local decision-making aspects must be taken into consideration for successful program implementation and student outcomes.</p> <p>Teacher: 2A, 2B Rueda, R., Velasco, A., & Lim, H. J. (2008). <i>Comprehension Instruction for English Learners</i>. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 294-305). New York, NY: Guilford Press.</p> <p>* Chapter 20: The multiple and varied factors that impact comprehension for ELLs are more similar than different from the factors that influence comprehension for English-speaking students; however, diverse language students may require some instructional accommodations. Comprehension breaks down in their background knowledge, encoding, and attention cues. Carefully scaffolded instruction in word-level skills, metalinguistic structures, various reading strategies, and text structures and elements are important considerations for ELL student comprehension development.</p> <p>Teacher: 2A, 2B, 2F; Student: 2B Collins Block, C. & Parris, S. (2008). <i>Comprehension Instruction: Research-Based Best Practices</i>. New York, NY: Guilford Press.</p> <p>* Chapter 21, <i>Games and Comprehension: The Importance of Specialist Language</i>, pp 309-320: The ultimate goal for literacy comprehension instruction and research is to better</p>
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understand how to promote student thinking about how language works in both local and world contexts. Research indicates that content area text comprehension requires teaching academic language with effective methods and scaffolded practice. Besides overt comprehension strategy instruction, teachers can encourage students to use technology as part of popular culture practices to recruit complex academic language and thinking. Lessons that utilize video games and games with face-to-face or video forms can be utilized for literacy development.

* **Chapter 23**, Scaffolding Digital Comprehension, pp 347-361: This chapter provides examples of research-based digital approaches for teachers to provide differentiated reading comprehension that meets diverse student reading needs. “On-demand” assistance focuses on digitized read alouds, word definitions, background information, main ideas critical to text comprehension, reading strategy instruction, self-guiding questions, student options, interactive scaffolding, and immediate corrective feedback.

Teacher: 2A, 2B, 2C, 2D, 2E, 2F, 2H; Student: 2B, 2C

Leu, D.J., Coiro, J., Castek, J., Hartman, D., Henry, L.A., & Reinking, D. (2008). Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension. In Collins Block, D. & Parris, S. (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp 321-346). New York, NY: Guilford Press.

* **Chapter 22**: Effective use of a research-based instructional method, Internet Reciprocal Teaching (IRT), involves three phases of instruction: teacher modeling of online reading comprehension and strategies, collaborative modeling of online reading comprehension in small groups, and independent online inquiry. IRT lessons move progressively from simple to more complex with guided demonstrations of authentic online research tasks that stimulate discussion for student queries. Careful scaffolding over time prepares students to successfully synthesize, evaluate, and communicate information from multiple sources.

Teacher: 2C, 2F, 2I; Student: 2B, 2C

Lacina, J. (2008). Technologically Based Teacher Resources for Designing Comprehension Lessons. In Collins Block, D. & Parris, S. (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp 362-377). New York, NY: Guilford Press.

* **Chapter 24**: This chapter presents information that supports teacher development of well-crafted, interactive comprehension lessons that motivate and challenge students to engage in higher-level thinking and inquiry-based activities with a variety of print and electronic texts. Internet scavenger hunts support students in locating online information. Virtual field trips build student background knowledge. Inquiry-based activities emphasize higher-level skills and student collaboration to scaffold independent learning. Students can converse about books in online discussion forums.

Teacher: 2A, 2B, 2C, 2F; Student: 4A, 4C

	<p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 4, The Role of Knowledge in Comprehension, pp 103-142: Teachers can build and scaffold student use of background knowledge by modeling comprehension strategies using texts of different genre and structures, discussing and synthesizing information from multiple texts, and using a variety of learning resources to differentiate instruction.</p> <p>Teacher: 2A, 2B, 2C, 2E; Student: 4A, 4C</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 5, Metacognition and Critical Thinking, pp 143-170: Teachers can provide instruction in metacognitive strategies by modeling comprehension strategies with a variety of texts. Metacognitive and higher order thinking skills are scaffolded during a comprehension lesson with embedded questioning, discussion and debate, and teacher modeling of real problem-solving and critical thinking.</p> <p>Teacher: 2A3, 2B</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 6, Vocabulary Development and Language Study, pp 171-210: Students' language development is increased by providing direct teaching of definitions, explicit instruction in structural analysis and morpheme meanings, conducting vocabulary think alouds, creating analogies, using vocabulary guides to accompany discipline-specific texts, and using semantic feature analysis.</p> <p>Teacher: 2A, 2D</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 7, Writing in the Content Areas, pp 211-249: Teachers can use writing to reinforce students' content area knowledge and thinking skills. Besides receiving explicit instruction in all stages of the writing process, it is important that students engage in integrated literacy tasks for opportunity to increase critical thinking and vocabulary development.</p> <p>Teacher: 2A1, 2B, 2C, 2E, 2F, 2G, 2H; Student: 2B, 2C</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 8, Speaking and Listening: Vital Components of Literacy, pp 251-283: Various types of discussion and inquiry- and project-based instructional approaches provide opportunity for students to apply oral language and higher-level thinking skills. Public speaking,</p>
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storytelling, dramatic performances, and reading aloud can be incorporated into content area instruction. Students can refine their skills by listening to recorded speeches and interviews.

Teacher: 2A3, 2I; Student: 2A

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, New York: Guilford Press.

* **Part II, Examples for Explaining Vocabulary** (Examples 1-4), pp 71-97: Explicit vocabulary strategy instruction is important for student written and oral vocabulary development. Semantic mapping is one way to explain how to categorize word meanings. Context is a problem-solving strategy for determining meanings of unfamiliar words. When an unknown word is made up of structural units, or morphemes, structural analysis can be a quick and efficient way of figuring out the word meaning.

Teacher: 2A2, 2B, 2I; Student: 2A

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, NY: Guilford Press.

* **Part II, Examples of Explaining Comprehension Strategies** (Examples 5-15), pp 101-183: Explicit teaching of comprehension strategies begins with teacher modeling of thinking processes, includes careful scaffolding, and ends with student application of reading and writing. Comprehension strategies include predicting, questioning, imaging, inferring, and summarizing.

Teacher: 2B, 2D; Student: 4F

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

* **Chapter 9, Writing in Multiple Genres**, pp 330-401: In order for students to learn how to write with description and detail, instruction in real-world genres is necessary. Teachers need to provide choice that includes real purpose, modeling, expectations, practice, and feedback.

Teacher: 2A, 2B, 2C, 2I

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

* **Chapter 11, Reading Nonfiction**, pp 440-462: Students need to be able to skim, scan, interpret, summarize, visualize, compare, draw thoughtful conclusions, and understand nonfiction texts. The goal is student understanding and synthesis of concepts.

Teacher: 2B, 2C, 2D2, 2H, 2I; Student: 2A, 2C

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*.

Portsmouth, NH: Heinemann.

* **Chapter 12**, *Curriculum Inquiry: Developing a Questioning Stance Toward Learning*, pp 463-495: Teachers need to model and support an inquiry stance toward learning so that students can learn to enjoy research as inquiry. Thoughtful questioning and writing are central to curriculum inquiry. Student choice about an inquiry topic and research processes result in increased student engagement.

Teacher: 2B, 2C, 2E, 2I; Student: 2A

Strong, R., Silver, H., & Perini, M. (2009). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

* Standard 1: Rigor, chapters 1-3, pp 5-30: In contrast to content coverage, rigor is a curriculum goal that requires student engagement and quality learning using challenging texts, complex content, and interrelated ideas for discussion and problem-solving. This requires teacher modeling and scaffolding of a repertoire of strategies keyed to the different ways content can be difficult.

Teacher: 2C, 2D, 2E, 2H, 2I; Student: 2A, 2C

Strong, R., Silver, H., & Perini, M. (2009). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Standard 2: Thought, chapters 4-6, pp 31-62: Thinking develops through continuous practice and is a sustained through student-to-student and student-to-teacher conversations about the processes of thinking. Thinking practices include rich dialogue; build meaningful text interpretations; and emphasize structured problems, inquiry, and writing.

Teacher: 2A2, 2B2, 2C, 2D, 2E, 2F, 2H, 2I; Student: 2A, 2B, 2C

Strong, R., Silver, H., & Perini, M. (2009). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

* Standard 4: Authenticity, chapters 10-12, pp 94-118: Authenticity is the goal of supporting student acquisition of real-world skills and knowledge by developing their abilities to comprehend, write, solve problems, and apply concepts with traditional and digital text in a manner that prepares them for their lives beyond school.

Teacher: 2B, 2C, 2D, 2E, 2I; Student: 2A

Schmoker, M. (2006). *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning* Alexandria, VA: Association for Supervision and Curriculum Development.

* Section 2, *Literacy Education: The Greatest Opportunity for All* (Chapters 5-7), pp 49-101; Appendix A, pp 165-174: Research indicates a clear connection between authentic reading and writing experiences with students' high literacy development. For students to become strategic readers, they must have multiple, daily opportunities to read and reread for higher-order purposes. Writing, combined with close reading, is very beneficial. Helping students acquire argumentative literacy has manifold benefits to think, discuss, and read critically and write effectively.

Teacher: 2A, 2B2, 2C, 2G

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Part I**, Beginning Discussion (Chapters 1-3), pp 8-83: Discussion plays an important role in higher-order student learning. Dialogic instruction can use an array of techniques to scaffold student literacy skills. It supports student understanding of various discourse rules and integrates the complex processes of each of the literacy strands.

Teacher: 2A1, 2B, 2C, 2E, 2G

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Part II**, Sustaining Discussion (Chapters 4-6), pp 84-153: To deepen and sustain dialogic exchanges in the classroom, it is important for teachers and students to use a framework that scaffolds and supports higher-order thinking. Students learn to reason, challenge a viewpoint, consider issues from multiple perspectives, and develop habits of literate thinking. Students can reflect, clarify, share, and record supportive evidence of an argument or text interpretation.

Teacher: 2A1, 2B, 2C, 2D, 2E

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Part III**, Extending Discussion (Chapters 7-9), pp 154-204: There are several instructional strategies available for teachers to link individual lessons into cohesive units that can become part of a larger conversation over time. To progressively deepen conversations, teachers need to provide sufficient structure that clarifies goals for analytical thinking and writing. Writing is thinking, and assigning frequent informal writing is an extremely effective way to scaffold higher-order reflection and learning.

Teacher: 2A, 2B

Kamil, M.L., Borman, G.D., Dole, J., Kral, C.C., Salinger, T., & Torgesen, J. (2008).

Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide (NCEE #2008-4027). Washington, D.C.: National Center for Education Evaluation and

Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

* Research identifies five classroom and intervention recommendations. There is strong evidence for explicit instruction in vocabulary and comprehension strategies delivered to students in upper elementary, middle, and high schools from diverse backgrounds. Using specific protocols, students benefit from participating in high-quality discussions on the meaning and interpretation of texts. Teacher feedback to students about the usefulness of reading strategies and how to modify them to fit various tasks increases literacy engagement and motivation. Struggling students reading below grade-level standards often require supplemental, intensive, and individualized reading intervention to improve their skills.

Teacher: 2B, 2D, 2I ; Student: 2A

Gersten, R. & Baker, S. (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. *The Elementary School Journal*, 101(3), pp 251-272.

* This meta-analysis on writing interventions for students with learning disabilities suggests that 3 components of explicit teaching should be part of any comprehensive instructional program: steps of the writing process, different genres and text structures, and extensive feedback to students on the quality of their writing. Providing a framework of well-developed plans for writing throughout the process results in higher quality drafts. Revising and editing skills are also critical to the writing process. Teacher and/or peer feedback creates a common vocabulary for meaningful dialogue about written products.

Teacher: 2C, 2I; Student: 2A

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 2**, Identifying Similarities and Differences, pp 13-28: Results of a meta-analysis indicates that explicit and scaffolded instruction in identification of similarities and differences greatly enhances text comprehension and use of knowledge. Students can be engaged in either teacher or student-directed tasks that involve comparisons, classifications, metaphors, and analogies.

Teacher: 2A2, 2B, 2G, 2I ; Student: 2A, 2C

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 3**, Summarizing and Note taking, pp 29-48: To effectively summarize, students must selectively delete, substitute, and keep information they encountered from text reading. This requires analysis of information at a fairly deep level and an awareness of explicit text structures. Rather than mere “study skills,” both summarizing and note taking are closely related and are two of the most powerful skills that students can cultivate.

Teacher: 2A2, 2A3, 2I; Student: 2A

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 6**, Nonlinguistic Representations, pp 72-83: Visual representations are nonlinguistic, and research indicates that teacher support of explicit student engagement with nonlinguistic representations produces strong student achievement effects. Creating visual representations such as graphic organizers and physical models provide student opportunity to understand content in a new way.

Teacher: 2B, 2C, 2E, 2I; Student: 2A

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 9**, Generating and Testing Hypotheses, pp 103-110: As basic cognitive skills for knowledge application, hypothesis generation and testing relate to a variety of tasks applicable to many subject areas and topics. These tasks include system analysis, problem solving, historical investigation, invention, decision making, and experimental inquiry. Instruction can approach these tasks deductively or inductively.

Teacher: 2A2, 2B, 2C; Student:

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 10**, Cues, Questions, and Advance Organizers, pp 111-122: These techniques help students retrieve information on topics that they already know, activating prior knowledge in an effective way. Cues, questions, and advance organizers focus on what is important as opposed to what is unusual. With access to a list of analytic skills, teachers can facilitate higher-level questions that support student analysis and critique. Advance organizers are most useful with information that is not well organized and different organizers produce different results.

Teacher: 2A3, 2B, 2I; Student: 2A

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 11**, Teaching Specific Types of Knowledge, pp 123-145: Teachers can organize subject-matter knowledge into five categories: vocabulary terms and phrases, details, organizing ideas, skills and tactics, and processes. Planning instruction at this level of detail makes teaching more precise and student learning more efficient. One of the best ways to provide guidance in student learning of a complex process is to provide a model of the overall components and subcomponents of the process.

* **Chapter 12**, Using the Nine Categories in Instructional Planning, pp 146-155: This chapter

provides an extended example of unit planning using nine strategy categories that research indicates has a strong effect on student achievement. Explicitly planning a unit that employs specific strategies in different timeframes such as *before*, *during*, and *after* a unit can raise the quality of teaching and learning.

Teacher: 2E, 2F; Student: 2B

Wolf, M. & Barzillai, M. (2009). The Importance of Deep Reading. (2009). *Educational Leadership*, 66(6), pp 31-37.

Students need explicit instruction of deeper comprehension processes in online reading. Several digital resources that guide and support students' deep thinking are now available. Early immersion in online reading promotes cognitive skills such as multitasking.

Teacher: 2F, 2B

MacArthur, C., Ferretti, R., Okolo, C., & Cavalier, A. (2001). Applications for Students with Literacy Problems: A Critical Review. *Elementary School Journal*, 101(3), pp273-301.

*This review of 15 years of technology research identifies the impact of various technology applications on the literacy development of poor and average readers.

Teacher: 2A-I

National Board for Professional Teaching Standards. (2003). *English Language Arts Standards for Adolescence and Young Adulthood*.

* Accomplished teachers know how to teach literacy processes and strategies to students, integrate the use of all forms of communication effectively to achieve goals, know effective strategies for teaching all aspects of the complex, nonlinear and recursive writing process (pre-writing, organizing, drafting, revising, editing, post-writing, and publication). These teachers use technology to facilitate this integration and underscore the interdependence of language arts processes, integrate basic media skills into projects that teach students to access resources, help students make connections to develop abilities to solve problems, teach students to channel their curiosity around a single organizing question and gather relevant information about a topic of interest, help students to research evidence that supports their written or oral arguments, motivate students to find personal meaning in texts through rich discussion, and offer explicit instruction and practice in thinking processes and strategies. These teachers show students how to synthesize information from multiple sources, realize that intentional vocabulary instruction before and during reading is an important component of reading, help students develop attention to vocabulary in order to enrich their linguistic competences, present a range of vocabulary strategies, facilitate classroom conversations and ask open-ended questions, are aware that in informal situations students speak for purposes differently from those in class, make clear the importance of considering the audience, and use ideas in discussions as scaffolding for more formal public speaking and listening assignments.

	<ul style="list-style-type: none"> ▪ Standard II: Knowledge of English Language Arts, pp 13-16 ▪ Standard VII: Integrated Instruction, p 35-36 ▪ Standard VIII: Reading, pp 39-43 ▪ Standard IX: Writing, pp 45-48 ▪ Standard X: Speaking & Listening Standard, pp 51-54 ▪ Standard XII: Language Study, pp 61-63 <p>Teacher: 2A-I National Board for Professional Teaching Standards. (2002). <i>Early and Middle Childhood Literacy: Reading – Language Arts</i> * Accomplished teachers know how and when to teach literacy process, skills, and strategies to help students comprehend a variety of texts; are purposeful, have clear criteria, and can articulate these criteria clearly; help students develop metacognitive awareness of the relationship between reading and writing; match text materials for students to read at their reading levels; model and provide explicit instruction to help students develop more efficient processing and self-monitoring strategies; encourage students to think critically about texts; teach students to use an array of strategies to develop vocabulary; provide instruction in the components of writing; help students see writing as a recursive process that includes prewriting, drafting, revising, editing, and publishing; challenge and nurture all students as they progress as writers; know effective strategies for teaching all aspects of the writing process; foster substantive conversations about text and books; engage their students in high-level critical thinking; integrate reading, writing, listening, speaking, and viewing to help students investigate and report their findings; instruct students in techniques of formal and informal speaking, identifying audience and purpose; support students in problem solving; make use of technology tools to support students’ literacy experiences, teach students to select, retrieve, organize, use, and synthesize information, and have students pursue a research query.</p> <ul style="list-style-type: none"> ▪ Standard II: <i>Knowledge of the Field of Literacy: Reading – Language Arts</i>, pp 11-15 ▪ Standard V: <i>Instructional Resources</i>, pp 27-30 ▪ Standard VIII: <i>Integration</i>, pp 43-45 ▪ Standard IX: <i>Reading</i>, pp 47-51 ▪ Standard X: <i>Writing</i>, pp 53-56 ▪ Standard XI: <i>Listening & Speaking Standard</i>, pp 59-61
3. Classroom Assessment and Reflection	Research
<p>The Teacher:</p> <p>A- Teacher uses multiple methods to systematically gather data about student understanding and ability.</p>	<p>Teacher: A, B, C, H, J; Student: A, B, E Biancarosa, G. & Snow, C. E. (2006). <i>Reading Next -- A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York</i>. (2nd ed.), Washington, DC: Alliance for Excellent Education. * pp 4-5; 12; 19-21; 24-30: In search of the most effective overall literacy program, this report</p>

<p>The teacher:</p> <p>1) observes group interactions (e.g. lit circles); uses discussion protocols, writing checklists, anecdotal notes, writing to learn products such as exit slips, journals, reading logs.</p> <p>B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:</p> <p>1) uses results from observations, achievement data, constructed response, essays, on demand writing situations to inform instructional practices.</p> <p>2) analyzes student reading/writing (e.g. writing folders, running records) to provide instruction at start of each year and periodically to understand literacy skills.</p> <p>3) collaborates to analyze reading/writing work samples in formats such as Professional Learning Communities and/or tuning protocols to guide instructional practices.</p> <p>C- Teacher revises instructional strategies based upon student achievement data. The teacher:</p> <p>1) designs writing instruction and mini lessons in response to student need, using explicit modeling in teaching, think alouds, flexible reading/writing groups.</p> <p>D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:</p> <p>1) uses discussion strategies to activate prior knowledge and uncover misconceptions about processes of reading,</p>	<p>recommends that educators flexibly implement various combinations of the fifteen research-based recommendations. Three specific elements should be seen as a non-negotiable foundation on which the remaining elements are built. These three elements include professional development, formative assessment, and summative assessment. No literacy program targeted at older readers is likely to cause significant improvements without these three foundational elements. Educators can collaboratively inspect data to inform instruction and refine literacy goals. Students can learn to monitor their progress.</p> <p>Teacher: A, C, G, H, I, J; Student: A, B, D, E Graham, S. & Perin, D. (2007). <i>Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools --A report to Carnegie Corporation of New York</i>. Washington, DC: Alliance for Excellent Education. * pp 15-16; 19-20; 24; 38: Writing strategy instruction includes a focus on self-regulation procedures with self-assessment and goal-setting. Collaborative writing incorporates peer revising activities. Writing process instruction provides brief supportive lessons in response to student need and encourages self-reflection and evaluation. From the eleven elements of effective writing strategies identified by research, educators need to consider student needs revealed by assessment data before implementing any of the elements. Data is collected through observation of students during the writing process, analysis of student writing samples, and test scores. Student feedback is an integral component of several of the instructional elements.</p> <p>Teacher: E, H, I; Student: C, D, E Andrade, H. (2008). Self-Assessment through Rubrics. <i>Educational Leadership</i>, 65(4), pp 60-63. * The differences between self-evaluation and self-assessment are powerful in practice. One way to support thoughtful self-assessment that informs learning is to either provide or create a rubric with students. Peer and teacher feedback can enhance self-assessment.</p> <p>Teacher: G, H; Student: A, D, E Brookhart, S. (2008). Feedback that Fits. <i>Educational Leadership</i>, 65(4), pp 54-59. * The power of formative assessment lies in its approach of addressing both cognitive and motivational factors. Feedback is effective when it translates into a clear, positive message that students can understand and use. This article provides some examples of quality feedback.</p> <p>Teacher: C, F, G, H, I, J; Student: A, B, C, D, E Chappuis, S. & Chappuis, J. (2008). The Best Value in Formative Assessment. <i>Educational Leadership</i>, 65(4), pp 14-18.</p>
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<p>writing, and communicating.</p> <p>E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:</p> <p>1) guides students in development of rubrics aligned with language arts standards; uses models to clarify expectations of literacy products.</p> <p>F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies. The teacher:</p> <p>1) incorporates developmentally appropriate rubrics for literacy assignments, allowing students to identify and address gaps in their understanding and uses differentiated assessments when appropriate to respond to student needs and backgrounds</p> <p>G- Teacher provides regular and timely feedback to students and parents that moves learners forward. The teacher:</p> <p>1) provides parents and students access to reading assessments, writing folders, journals, goal setting records and feedback on literacy performance. 2) uses coaching and ethical markings to provide feedback on student writing and products</p> <p>H- Teacher allows students to use feedback to improve their work before a grade is assigned. The teacher:</p>	<p>*How assessment results are used determines whether it is formative or summative. Formative assessments deliver information <i>during</i> the instructional process and <i>before</i> the summative assessment. Both the teacher and student use formative assessment results to make decisions about what actions to take to promote further learning. It is an ongoing, dynamic process. Feedback is an assessment <i>for</i> learning while there is still time to take action.</p> <p>Teacher: C, D, G, H, I, J; Student: D, E Tomlinson, C.A. (2008). Learning to Love Assessment. <i>Educational Leadership</i>, 65(4), pp 8-13. * This article presents ten understandings about effective classroom assessment. Assessment becomes most informative and generative for students and teachers alike when assessments <i>for</i> learning are catalysts for better teaching. Carefully developed and consistent feedback promotes learning. Students develop self-efficacy and improve in their self-monitoring skills when they can clearly understand learning objectives, know precisely what success looks like, and articulate the role of assessment toward their success.</p> <p>Teacher: H, I, J ;Student: A, D, E Marshall, B. (2004). Goals or Horizons – The Conundrum of Progression in English: Or a Possible Way of Understanding Formative Assessment in English. <i>Curriculum Journal</i>, 15(2), pp 101-113. * Formative assessment provides a type of framework for thinking about the progression of student learning. Explicitly understanding the nature and effects of formative assessment in English can help teachers develop their own practices and the work of their students. Peer and self-assessment as well as self-regulation as part of scaffolding opportunities are beneficial for students.</p> <p>Teacher: A, B Phillips, M. (2005). <i>Creating a Culture of Literacy: A Guide for Middle and High School Principals</i>. Reston: VA: National Association of Secondary School Principals. * This book is a principal resource to support the school-wide use of research-based literacy practices and to create a well-defined intervention plan that results in literacy improvement for all students. This tool provides information, strategies, and templates for action planning toward success in leadership, assessment, professional development, highly effective teachers, and intervention. Teachers can use data to make instructional decisions over time when they collaborate as a professional community</p> <p>Teacher: A, D, E, F, I, J Torgesen, J.K., & Miller, D.H. (2009). <i>Assessments to Guide Adolescent Literacy Instruction</i>.</p>
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<p>1) guides students in using descriptive feedback by allowing for multiple revisions of writing and products</p> <p>I- Teacher facilitates students in self- and peer-assessment. The teacher:</p> <p>1) provides opportunities for students to evaluate their own and others' work and to participate in writing response groups/peer conferencing</p> <p>2) engages students in reflection on their writing and reading and arranges for students to talk and write about themselves as readers and writers</p> <p>J- Teacher reflects on instruction and makes adjustments as student learning occurs. The teacher:</p> <p>1) reflects on student progress toward literacy goals and adjusts instruction based on students' needs</p> <p>The students:</p> <p>A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work. The student:</p> <p>1) uses models, examples, rubrics for improving literacy achievement.</p> <p>B- Student monitors progress toward reaching learning targets. The student:</p> <p>1) sets literacy goals; understands literacy objectives, monitors own progress, comprehension and use of strategies to understand texts and metacognition.</p>	<p>Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>* This assessment guide accompanies two other publications from the Center on Instruction: <i>Academic Literacy Instruction for Adolescents</i> and <i>Improving Literacy Instruction in Middle and High Schools: A Guide for Principals</i>. The focus of this document is on assessment <u>for</u> learning rather than assessment <u>of</u> learning. Part I describes the key elements of a comprehensive assessment plan to improve adolescent literacy instruction that propels student learning toward performance goals and standards. Part II contains short summaries of ten approaches to assessment for instruction in adolescent literacy currently in use or under development in the United States. Each profile contains a succinct description and commentary, linking the types of assessments to information presented in Part I.</p> <p>Teacher: A, J</p> <p>Torgesen, J. K., Houston D., Rissman, L. M., & Kosanovich, K. (2007). <i>Teaching All Students to Read in Elementary School: A Guide for Principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>* As a guide for school-level instructional leaders of K-5 schools, this brief document contains scientifically-based research information on reading, references to studies of successful schools, and statements from successful principals. It identifies critical tasks for principals as literacy leaders. One of these tasks is to ensure that the school has a comprehensive assessment plan for reading and that assessment data effectively guides instruction and sufficiently informs resource allocations.</p> <p>Teacher: A, B2</p> <p>Torgesen, J. K., Houston, D., & Rissman, L. M. (2007). <i>Improving Literacy Instruction in Middle and High Schools: A Guide for Principals</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>* This guide for middle and high school principals identifies three goals for secondary school literacy initiatives and describes elements of instruction required to meet these goals. It points out the importance of more intensive and targeted reading instruction for students reading below grade level in secondary schools and outlines the critical elements of a school-level literacy action plan.</p> <p>Teacher: A, B2</p> <p>Center on Instruction. (2006). <i>Designing High Quality Professional Development: Building a Community of Reading Experts in Elementary Schools</i>. RMC Research Corporation, Portsmouth, NH: Author.</p> <p>This brief provides guidelines for building a high-quality professional development program to support reading instruction in elementary schools. Professional development sessions based on scientifically based reading research provide participants with an understanding of current</p>
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<p>C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers. The student:</p> <p>1) develops and uses rubrics to understand characteristics of quality writing, to apply vocabulary knowledge and to understand different types of texts</p> <p>D- Student uses teacher and peer feedback to improve his/her work. The student:</p> <p>1) uses and recognizes value of feedback and makes appropriate choice to improve writing, listening, reading and speaking skills</p> <p>E- Student reflects on work and makes adjustments as learning occurs. The student:</p> <p>1) reflects on processes and products and makes adjustments in writing, listening, reading, speaking</p>	<p>reading research and a general knowledge of effective reading instructional practices.</p> <p>Teacher: A, B2 Torgesen, J. K. (2006). <i>Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guide for elementary principals provides information that is critical to developing and implementing an effective school-level intervention program. It is designed to suggest some guiding principles along with examples of how each can be operationalized to develop an effective school-level system for meeting the instructional needs of all students.</p> <p>Teacher: A, B, C, D, G, H, I, J; Student: A, B, D, E Black, P. & William, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. <i>Phi Delta Kappan</i>, 80(2), pp 139-148. * Formative assessment is at the heart of effective instruction and is an essential component of classroom work. This article reports results of an analysis of more than 250 research studies, concluding that formative assessment can contribute more to improving outcomes than any other school-based factor, especially low achievers.</p> <p>Teacher: B, C, G, H, J; Student: A, D, E Guskey, T. (2003). How Classroom Assessments Improve Learning. <i>Educational Leadership</i>, 60(3), pp 6-11. * Teachers can develop meaningful assessments, respond to the results with corrective instruction to shape student learning, and provide brief follow-up assessment. This corrective process can improve instruction and support student mastery learning.</p> <p>Teacher: A, J Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press. * Chapter 2, Defining Assessment: A Four-Step Process, pp 22-33: Elementary and secondary student learning relies heavily on the quality of formative assessment. This chapter describes a four-step assessment process and five guidelines for classroom assessment. It is important that educators use multiple assessment methods, tools, and activities that tie to classroom objectives in order to monitor student progress, make necessary instructional adjustments, and evaluate student learning performance.</p> <p>Teacher: A, H, J Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press.</p>
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	<p>* Chapter 3, Assessing Comprehension: What, How, and for What Purpose, pp 34-54: Comprehension is a complex literacy process. In order to effectively assess comprehension, educators need to identify what, how, and why to assess comprehension. This chapter describes a workable system of comprehension assessment that informs comprehension instruction over time. For students who struggle, assessment needs to be sensitive enough to identify those in need of additional and more focused instruction.</p> <p>Teacher: A, C, F, G, H, J; Student: D Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press.</p> <p>* Chapter 4, Questions, pp 55-78: Asking questions is the most common form of assessment. This chapter presents eight guidelines for educators to use questions effectively. Different categories of questions tap into different stages of the comprehension process. Formative assessment informs whether instruction should be repeated or modified. Specific feedback is crucial to facilitate student reflection and learning improvement.</p> <p>Teacher: A, B, E, F, G, I, J; Student: A, B, C, D, E Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press.</p> <p>* Chapter 5, Open-Ended Assessments: Powerful but Problematic, pp 79-102: This chapter focuses on constructed response open-ended assessment of comprehension and presents five guidelines for educators to follow. Open-ended assessment is a powerful measure of comprehension and can take multiple forms. Rubrics provide clarifying criteria and describe as well as scale levels of student achievement. Constructing a rubric with students allows them to take ownership of the assessment process.</p> <p>Teacher: A, D; Student: E Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press.</p> <p>* Chapter 6, Look Who's Talking: Assessing Comprehension through Student Dialogue, pp 103-126: This chapter demonstrates how interactive classroom discussion can inform comprehension assessment through the use of thoughtful talk and think alouds. It describes and provides examples of different types of questions and dialogue scaffolds in various contexts. Six guidelines for using dialogue as assessment are provided. Teachers can support student reflection, clarifying misunderstandings and awareness of thinking processes.</p> <p>Teacher: A, D, J Caldwell, J. (2007). <i>Comprehension Assessment: A Classroom Guide</i>. New York, NY: Guilford Press.</p>
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* Chapter 7, Words! Words! Words!: How Can We Assess Word Comprehension?, pp 127-145: The relationship between vocabulary and comprehension is reciprocal; knowledge of many word meanings and effective comprehension go together. This chapter provides six guidelines for effectively assessing vocabulary comprehension and clarifying student misunderstandings of word meanings. It categorizes activities suitable for both vocabulary instruction and assessment.

Teacher: A, G, H, I, J; Student: B, D, E

Block, C. C., Rodgers, L., & Johnson, R. (2004). *Comprehension Process Instruction: Creating Reading Success in Grades K-3*. New York, NY: Guilford Press.

* Chapter 10, Assessment of Comprehension, pp 168-186, 200, 202-203: This chapter reports new research and more effective methods of assessing comprehension that utilize the learning principles of a research-based instructional method, Comprehension Process Instruction (CPI), described in other chapters of this book. Eleven new comprehension assessment models are described. Methods include performance-based assessments, portfolios, self-reflection tools for self-monitored progress, and parent participation in evaluation.

Teacher: A, B, C, F, G, H, I, J; Student: A, B

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using Student Achievement Data to Support Instructional Decision Making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

* **Recommendations 1 & 2**, pp 10-26: This assessment resource reports research-based recommendations and presents implementation guidelines, potential roadblocks, and solutions. Data is an integral part of an ongoing cycle of instructional improvement, and students need to learn how to examine their own data and set learning goals. Teacher collaboration can promote triangulation of data from multiple sources. Students need to learn how to provide constructive feedback to their peers.

Teacher: A, C, D, G, H, I, J; Student: A, B, D, E

Bailey, A. & Heritage, H. (2008). *Formative Assessment for Literacy (Grades K-6): Building Reading and Academic Language Skills Across the Curriculum*. Thousands Oaks, CA: Corwin Press.

* **Chapter 3**, Formative Assessment, pp 39-59: Formative assessment information is used to determine any necessary instructional changes and involves a variety of methods and strategies. It is a continuous process, integrated into instruction to gather evidence about how student learning is progressing toward instructional goals. Students are provided specific feedback and are empowered to self-assess as active agents in their own learning.

* **Chapter 5, The Essence of Reading: Assessing Reading Comprehension, pp -105-145:** Teachers can use a continuum of skills needed for reading comprehension as a road map for instruction and assessment in various contexts. Different formative assessment strategies can be used to interpret information, identify any gaps, and give feedback to students to help them understand their own learning.

Teacher: B, G, H, J; Student: A, D, E

Ainsworth, L. & Viegut, D. (2006). *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment*. Thousand Oaks, CA: Corwin Press.

* Chapter 7, Collaborative Scoring of Common Formative Assessments, pp 77-91: This chapter describes the process of collaborative scoring of common formative assessments. Teacher-designed and student-revised scoring guides can provide opportunity for students to more thoroughly understand the criteria. Teachers can teach students how to peer and self-assess.

Teacher: A, C, J

Walpole, S. & McKenna, M. (2007). *Differentiated Reading Instruction: Strategies for the Primary Grades*. New York, NY: Guilford Press.

* Chapter 2, Using Assessment to Differentiate Instruction, pp 11-30: Without assessment, differentiated instruction would not be possible. This chapter describes four different types of assessment information to inform differentiated planning for various aspects of reading instruction. Using data results, educators can form needs-based small groups of students to deliver reading instruction that is differentiated.

* Chapters 8-11, Differentiation Plans, pp 125-159: These four chapters illustrate effective implementation of differentiated reading instruction in primary-grade classrooms. Each example includes four instructional steps, including differentiated planning and instructional responses to assessment information.

Teacher: A, J

Walpole, S. & McKenna, M. (2007). *Differentiated Reading Instruction: Strategies for the Primary Grades*. New York, NY: Guilford Press.

* Chapter 5, Building Fluency, pp 71-84: This chapter describes instructional strategies for differentiated support of reading fluency development. Repeated timed reading promotes automatic word recognition, builds fluid text reading, and can set students up for reading comprehension success.

Teacher: G, H, I; Student: A, B, D, E

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 1**, Feedback: An Overview, pp 1-9: This chapter outlines the strategies and characteristics of effective research-based feedback that impact student motivation, learning, and achievement.

Teacher: F, G, H

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 2**, Types of Feedback and Their Purposes, pp 10-30: To generate effective feedback, it is important to be aware of feedback's various dimensions: timing, amount, mode, and audience. Choosing feedback content involves focus, comparison, function, and valence. Guidance and examples are provided to help educators select effective feedback strategies.

Teacher: A, F, G, H, I; Student: A, B, D, E

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 3**, How to Give Effective Written Feedback, pp 31-46: This chapter provides information about how educators can generate effective feedback in written form, carefully choosing words and phrases that support student self-efficacy and self-regulation. Written feedback can be delivered in comments or annotations on rubrics or student work. Student-generated rubrics are beneficial in supporting self-regulation and self-evaluation.

Teacher: A, C, D, G, H; Student: A, B, D, E

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 4**, How to Give Effective Oral Feedback, pp 47-57: Oral feedback is a matter of opportunity. This chapter provides information and strategies about how and when educators can fashion effective oral feedback messages. Student misconceptions can be quickly addressed and followed up with extra lessons so that students can reflect and use teacher feedback to improve their work.

Teacher: A, C, D, F, G, H, I; Student: A, B, C, D, E

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 5**, How to Help Students Use Feedback, pp 58-75: This chapter provides information about helping students use feedback from teachers, peers, and self-assessment to improve their own work. Good-quality assignments and rubrics or criteria jump-start good feedback. It is important to design criteria to match learning targets.

Teacher: A, G, H, I; Student: A, D, E

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 6**, Content-Specific Suggestions for Feedback, pp 76-95: Feedback may look different from subject to subject, and some types of feedback are more useful in certain content areas than others. This chapter contains some content-specific examples of good feedback. It specifically addresses strategies for elementary reading, elementary and secondary writing, social studies or science text book comprehension, and project-type content area assignments.

Teacher: A, C, D, G, H, I; Student: A

Brookhart, S. (2008). *How to Give Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 7**, Adjusting Feedback for Different Types of Learners, pp 96-111: This chapter offers some suggestions on how to appropriately adjust the basic feedback principles for different types of learners, including successful students, struggling students, English language learners, and reluctant students. Adjusting feedback is one part of differentiating instruction and should be used in conjunction with it.

Teacher: G, J; Student: E

Hillocks, G (1995). *Teaching Writing as Reflective Practice*. New York: Teachers College Press.

* **Chapter 2**, Some Basics for Thinking about Teaching Writing, pp 24-38: Effective teaching of writing is reflective, continually examining assumptions, theories, and their practical implications for planning, interactive teaching, and evaluation. In reflective practice, assessment examines how well instruction and goals have been appropriate and effective for the students.

Teacher: A

Huot, B. & O'Neil, P. (2009). *Assessing Writing*. Boston, MA: Bedford/St. Martin's.

* The purpose of this collection of articles is to help educators understand the theory, tools, and practice of writing assessment.

Teacher: B, F, H, I; Student: D, E

Kist, W. (2005). *New Literacies in Action: Teaching and Learning in Multiple Media*. New York, NY: Teachers College Press.

* Chapter 2: Translation and Fluency in an Urban High School Interdisciplinary Classroom, pp 22-43: This chapter describes a project-based collaborative classroom that incorporated use of new literacies for student-led research. Teacher collaboration guided instructional practices,

and rubrics were used to assess both processes and products. Students were encouraged to reflect on the entire experience of creating and presenting their projects.

Teacher: A, B, F, H, I; Student: A, B, D, E

Kist, W. (2005). *New Literacies in Action: Teaching and Learning in Multiple Media*. (2005). New York: Teachers College Press.

* Chapter 7, *New Literacies and High School English*, pp 106-125: As participants in a seven-year research study, high school teachers worked collaboratively to plan and deliver instruction that was student-driven toward independence in development and use of their multi-literacy skills. In heterogeneous small groups, students read text assignments of their choice, participated in text discussion, and presented text information with rationale related to the class focus question. Students worked to meet clear criteria for content, process, and product. They used rubrics for self-assessment based on their learning goals.

Teacher: F, I; Student: A, B, C, E

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 4**, Reinforcing Effort and Providing Recognition, pp 49-59: It is important for students to understand the relationship between effort and achievement. A powerful way to help students make this connection is to support them in keeping track of their effort and its relationship to achievement. This can be accomplished by presenting them with rubrics to track their effort and achievement over time and asking them to reflect on the achievement of their learning goals.

Teacher: E, F, G, H, I; Student: A, B, C, D, E

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

* **Chapter 8**, Setting Objectives and Providing Feedback, pp 92-102: Feedback is one of the most generalizable strategies that teachers can use and the single most powerful modification that enhances student achievement. Student involvement in the process of feedback and self-evaluation are beneficial to student learning. Feedback should be “corrective” in nature, timely, and specific to a criterion.

Teacher: D

Marzano, R. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

* Direct experience is the most straightforward way to enhance academic background knowledge. Reading accompanied by talking and listening in discussion provides the necessary experiences

both elementary and secondary students to interact with content information and further build background knowledge. Students restate new vocabulary terms in their own words.

Teacher: H, I; Student: A, B, D, E

Strong, R., Silver, H., Perini, M., & Tuculescu, G. (2002). *Reading for Academic Success*. Thousand Oaks: Corwin Press.

* Students reflect on their own thinking by developing reflecting questions for further literacy growth. Students learn to become more thoughtful readers by tapping into the power of questions.

Teacher: A, D, I ; Student: A, B, D, E

Schoenbach, 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: John Wiley & Sons, Inc.

* This academic literacy guidebook provides literacy apprenticeship strategies for improving student literacy skills across content areas. Teachers prepare students to compare and evaluate their prior knowledge and misconceptions about a text topic or concepts. Teachers provide tools and opportunities for students and peers to discuss, reflect upon, and evaluate their learning. Students test their understanding by self-questioning and summarizing text. Self-questioning focuses on self-established goals and tracking efforts toward literacy development.

Teacher: A, C, D, E, F, G, H, I; Student: A, B, D,

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

Chapter 4, Literature Conversations, pp 198-204: As a means of assessing, it can be beneficial for teachers to record observations during literature circle conversations. Students can assess themselves at the end of their literature circle dialogue with either oral or written self-evaluations. Teachers can develop a rubric with students so that parents, students, and teachers are presented with clear and observable objectives, expectations, and feedback.

Teacher: A, B, C, D, E, F, G, H, I, J; Student: A, B, C, D, E

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

Chapter 15, Evaluation as Part of Teaching, pp 557-600: It is important that educators summarize, interpret, and use data to make professional judgments and take action for improving teaching. Teachers need to have continuing conversations with colleagues in order to collaborate with them on understanding, interpreting, and explaining various assessment tools and data results. With ongoing learning as the overarching goal, continuous self-assessment is critical for both students and teachers to be sufficiently well-informed to

	<p>monitor learning improvement.</p> <p>Teacher: A, C, F, I, J; Student: A, B, C, D, E Tomlinson, C. 2001). <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. Alexandria: Association for Supervision and Curriculum Development.</p> <p>* As a learned skill, differentiation requires thinking of assessment as a road map for ongoing planning. It requires reflecting on individual students as well as the group, hunting for insights about individuals, diagnosing student need, and crafting learning experiences such as mini-lessons in response to diagnoses. Teachers can use formative and summative peer and self-evaluation based upon agreed-upon criteria for content and production. Students can learn to use rubrics to designate literacy goals for content, process, and product.</p> <p>Teacher: A, I Wiggins, G. & McTighe, J. (2005). <i>Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>* Chapter 7, Thinking like an Assessor, pp 146-171: As Stage 2 of the Understanding by Design framework, this chapter focuses on the types of assessments needed to provide appropriate evidence of student understanding. Six facets to building assessments for understanding are described. Assessment plans need to be grounded in authentic performance tasks because assessment of student understanding requires student performance assessment.</p> <p>* Chapter 8, Criteria and Validity, pp 172-190: This chapter further describes the six facets for building assessments of student understanding in Stage 2 of the Understanding by Design framework and processes. It provides information on how to identify assessment criteria and construct rubrics to assess the degree of student understanding with increased reliability and validity.</p> <p>Teacher: A, D, F, I2; Student: A, B, E Wiggins, G. & McTighe, J. (2005). <i>Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>* Chapter 9, Planning for Learning, pp 191-226: This chapter provides information on quality instructional responses to findings identified during the Understanding by Design process that results in planning appropriate learning activities, promoting better student understanding. Educators are encouraged to consider ongoing use of assessment as a key to clarifying student misunderstandings and, therefore, improving student learning. Students need numerous ongoing opportunities to self-monitor and self-assess using rubrics for self-improvement.</p> <p>Teacher: A, C, D, J Wiggins, G. & McTighe, J. (2005). <i>Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
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* Chapter 10, Teaching for Understanding, pp 227-253: As part of Stage 3 of Understanding by Design, this chapter provides general guidelines about the role of the teacher and the most common instructional resources for backward design. It is important for teachers to be aggressive in assessing as they teach, uncovering both student understandings and misunderstandings. This opens opportunity for teachers to reflect on assessment evidence and revise instruction accordingly.

Teacher: A, C, D, G, I, J; Student: A, B, D, E

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

* Chapter 11, The Design Process, pp 254-274: Design development is a non-linear process. As part of Stage 3 of Understanding by Design, this chapter identifies several elements and general approaches to the design process. It also describes standards to ensure that the result is a high-quality design that enables student practice, teacher feedback, and competent student performance. It is also important that the design provide opportunity for student self-assessment, teacher refinement of performance tasks, and teacher revision of lessons.

Teacher: I; Student: A

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

* Chapter 12, The Big Picture: Understanding by Design as Curriculum Framework, pp 275-301: This chapter moves beyond designing instructional units to designing course syllabi and program frameworks using backward design. The authors present a blueprint framed by essential questions, enduring understandings, key performance tasks, and rubrics. Examples of student performance tasks, a district writing assessment plan, and rubric criteria are included.

Teacher: A, G, I, H, J; Student: D, E

Blake Yancey, K. (1992). *Portfolios in the Writing Classroom*. Urbana, IL: NCTE.

* Portfolios provide teachers with formative and summative information over time. Student self-reflection is a vital part of the portfolio process and is beneficial in promoting student autonomy in the learning process. This book focuses on various aspects of portfolios and their use. Nine of the chapters describe information on the purpose, characteristics, contents, function, design, and management of portfolios. It also includes general guidelines for developing a portfolio system.

Teacher: A-J; Student: A-E

U.S. Department of Education. (2011). *Writing Framework for the 2011 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board.

* This document provides specific information about the conceptual base, content, and

	<p>principles of the writing assessment specifications or framework for the 2011 <i>National Assessment of Educational Progress</i>. As determined by writing research, writing is a complex, multifaceted and purposeful act of communication. It is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools.</p> <p>Teacher: A-J; Student: A-E U.S. Department of Education. (2009). <i>Reading Framework for the 2009 National Assessment of Educational Progress</i>. Washington, DC: National Assessment Governing Board. * This document presents both the conceptual base and content of the Reading Framework for the 2009 <i>National Assessment of Educational Progress</i>. The development of this assessment was guided by scientifically based literacy research that conceptualizes reading as a dynamic, active, and complex cognitive process. The framework recognizes that meaning construction involves such elements as text types, vocabulary meaning, and cognitive tasks.</p>
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<p>4. Learning Climate</p>	<p>Research</p>
<p>The teacher:</p> <p>A- Teacher creates learning environments where students are active participants as individuals and as members of collaborative groups. The teacher:</p> <p>1) cultivates active participation among students by incorporating strategies such as reading groups, literature circles, debates, writing and reading workshops, and inquiry projects</p> <p>B- Teacher motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The teacher:</p> <p>1) fosters compassion and respect by thoughtfully guiding students with reading selections and topics for writing, researching and exploring</p> <p>2) regularly models and shares the thinking processes and</p>	<p>Teacher: A, B2, D; Student: A, B, C Boardman, A.G., Roberts, G., Vaughn, S., Wexler, J., Murray, C.S., & Kosanovich, M. (2008). <i>Effective Instruction for Adolescent Struggling Readers: A practice Brief</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * The purpose of this practice brief is to provide schools, districts, and states with background knowledge about best practices for older students who struggle to read. Teachers can support improved student reading motivation by providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing student opportunities for collaboration that fosters a literate community</p> <p>Teacher: A, B2, D; Student: A, B, C Torgesen, J.K., Miller, D.H., Rissman, L.M., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J., Francis, D.J., Rivera, M.O., & Lesaux, N. (2007). <i>Academic Literacy Instruction for Adolescents</i>. A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction. * This guidance document presents research-based information on essential instructional practices to support academic literacy growth, increasing student comprehension of content area and literature texts in grades 4-12. Part I recommends increases in five instructional areas: explicit comprehension strategy instruction, sustained quality discussions, high standards for text interactions, variety of practices impacting motivation and student reading engagement, and specific instructional strategies supporting critical student content knowledge. Part II presents instructional recommendations for students reading below grade level. Part III focuses on supporting literacy development in adolescent English Language Learners.</p>

communication skills of a literate person, emphasizing curiosity and enthusiasm about literary and non-literary texts and the uses of language

C- Teacher cultivates cross cultural understandings and the value of diversity. The teacher:

- 1) encourages students to share confusions and difficulties with texts and recognizes the diverse perspectives and resources brought by each member of the class
- 2) provides opportunities for students to read texts from a variety of perspectives and cultures

D- Teacher encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. The teacher:

- 1) Sets expectations for all students to attain individual literacy goals

E- Teacher displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The teacher:

- 1) uses classroom routines and procedures to develop a literate community

F- Teacher provides students equitable access to technology, space, tools and time. The teacher:

- 1) encourages students to use technology to access appropriate and engaging texts, conduct research and

Teacher: A, B2, D; Student: A, B, C

Rissman, L.M., Miller, D.H., & Torgesen, J.K. (2009). *Adolescent Literacy Walk-Through for Principals: A Guide for Instructional Leaders*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

* This guide is designed to help principals effectively monitor and support adolescent literacy instruction in 4th and 5th grade classrooms as well as in middle and high school content-area or intervention classes. It provides a scaffold to build principals' understanding of scientifically based reading instruction, as a means of gathering information about the quality of literacy and reading intervention, and as a data collection guide for planning targeted professional development and resource allocation. It describes effective instructional practices, examples of what a principal might expect to see in a classroom, and templates. The instructional practices are grouped into four categories: vocabulary and content knowledge, comprehension strategies, reading content discussion, and motivation and engagement.

Teacher: D, G; Student: A

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007). *Organizing Instruction and Study to Improve Student Learning*. (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

* This practice guide from the National Center for Education Research, Institute of Education Sciences, offers seven evidence-based recommendations on the organization of study and instruction. These recommendations are intended to suggest specific strategies that teachers can improve their instruction and students' study habits, promoting faster learning and better knowledge retention. It offers seven of the more concrete and applicable recommendations available for improving instruction and student learning.

Teacher: 4B, 4D, 4E, 4H; Student: 4A, 4B, 4C

Malloy, J. & Gambrell, L. (2008). New Insights on Motivation in the Literacy Classroom. In Collins Block, D. & Parris, S. (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp 226-240). New York, NY: Guilford Press.

* **Chapter 16:** Research identifies factors that influence individual student motivation to engage in literacy tasks. Classroom environments provide appropriate materials and strategic support. Teachers help students feel part of a literate community, present enough information to make a topic familiar and relevant to students, tie learning outcomes to students' lives, model thinking processes, provide opportunities for student practice and teacher feedback, promote socially interactive learners. Students presented with text reading material and goal-setting options are more engaged, and choose projects that utilize their knowledge.

<p>communicate</p> <p>G- Teacher effectively allocates time for students to engage in hands-on experiences discuss and process content and make meaningful connections. The teacher:</p> <p>1) actively uses literacy skills as tools to help students learn and make connections and immerses students in language and words</p> <p>H- Teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. The teacher:</p> <p>1) promotes the idea that learning is a process and mistakes are part of that process by creating a literate community that encourages students to share their ongoing work and take risks</p> <p>I- Teacher creates an environment where student work is valued, appreciated and used as a learning tool. The teacher:</p> <p>1) displays student writing and uses it as a model to help students improve their work</p> <p>The students:</p> <p>A- Student accepts responsibility for his/her own learning. The student:</p> <p>1) sets and attains literacy goals and accepts responsibility for revising work and actively participating</p>	<p>Teacher: 4C Rueda, R., Velasco, A., & Lim, H. J. (2008). Comprehension Instruction for English Learners. In Collins Block, D. & Parris, S. (Eds.), <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 294-305). New York, NY: Guilford Press.</p> <p>* Chapter 20: The multiple and varied factors that impact comprehension for ELLs are more similar than different from the factors that influence comprehension for English-speaking students. Cultural and motivational factors are two dimensions that offer potential for improving student outcomes, yet, are understudied. The best evidence for cultural effects on reading comprehension is in the area of culturally relevant or meaningful text.</p> <p>Teacher: 4B, 4D, 4E; Student: 4B Collins Block, C. & Duffy, G. (2008). Research on Teaching Comprehension: Where We've Been and Where We're Going. <i>Comprehension Instruction: Research-Based Best Practices</i> (pp 19-37). New York, NY: Guilford Press.</p> <p>* Chapter 2: A rich learning environment is essential to explicit comprehension instruction, scaffolding, and student comprehension development. Research suggests that comprehension strategy instruction is developmentally sensitive. Different types of learning environments lead to growth in certain types of comprehension abilities for certain types of children.</p> <p>Teacher: 4A, 4D, 4F; Student: 4C, 4F Collins Block, C. & Parris, S. (2008). <i>Comprehension Instruction: Research-Based Best Practices</i>. New York, NY: Guilford Press.</p> <p>* Chapter 22, Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension, pp 321-346: Research defines new literacies of online reading comprehension and indicates that additional comprehension skills are required to be a successful online reader. The technology-based environment and formative research results of Internet Reciprocal Teaching (IRT) are described. The IRT includes text strategy instruction and discussion in small reading groups, teacher modeling, gradual release of responsibility to support diverse learning needs, and collaboration among all reciprocal teaching groups.</p> <p>* Chapter 23, Scaffolding Digital Comprehension, pp 347-361: The primary goal of digital reading environments is to develop engaged, active, and strategic readers who are able to understand print and digital multimedia text. This chapter provides examples of research-based digital approaches to meeting diverse student reading needs.</p> <p>* Chapter 24, Technologically Based Teacher Resources for Designing Comprehension Lessons, pp 362-377: The resources in this chapter provide teachers with instructional tools in both print and electronic form for integrating new technologies into comprehension lessons and enabling students to understand multiple literacies and text structures. Information on student-centered approaches, inquiry-based activities, and resources for lesson planning and</p>
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<p>in academic conversations and activities</p> <p>B- Student actively participates and is authentically engaged. The student: 1) Interacts with a wide variety of texts (print and non-print), including his/her own works</p> <p>C- Student collaborates/teams with other students. The student: 1) works with other students to complete inquiry projects and participate in class discussions about language and words</p> <p>D- Student exhibits a sense of accomplishment and confidence. The student: 1) exhibits a sense of accomplishment by valuing literacy and sharing literacy experiences</p> <p>E- Student takes educational risks in class. The student: 1) understands that, like learning, writing is a process and mistakes are part of the process</p> <p>F- Student practices and engages in safe, responsible and ethical use of technology. The student: 1) Demonstrates communication skills by practicing and engaging in safe, responsible and ethical use of technology</p>	<p>locating text material are included.</p> <p>Teacher: 4A, 4E, 4G; Student: 4B Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann. * Chapter 3, The Literature Program, pp 67-82/85-91: All classroom students need access to an ample supply of quality books in order for students to learn to love reading. * Chapter 4, Teaching Children to Read, pp 140-170: Organizing and providing instruction and student learning opportunities to construct meaning from text in small groups using various strategies fosters a love of reading.</p> <p>Teacher: 4A, 4B, 4D, 4E, 4G; Student: 4B, 4C Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann. * Chapter 5, Literature Conversations, pp 171-173/176-177/179-200: Literature conversations can transform a classroom's social and intellectual life and provide authentic opportunities for student learning.</p> <p>Teacher: 4B, 4D, 4E, 4G, 4I; Student: 4A, 4B, 4E Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann. * Chapter 7, Journal Writing, pp 270-282: Orchestrating and modeling various types of journal writing can unite a classroom into a literate community.</p> <p>Teacher: 4A, 4B, 4D, 4E, 4G, 4I; Student: 4A, 4B, 4D, 4E Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann. * Chapter 8, Organizing for Writing: Procedures, Processes, and Perspectives, pp 283-328: Organizing a writing classroom requires well-developed classroom management skills. Effective implementation of writing workshop culminates with student sharing and celebration of their published works with others.</p> <p>Teacher: 4A, 4B, 4D, 4E, 4G, 4H, 4I; Student: 4A, 4B, 4C, 4E Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann. * Chapter 10, Spelling and Word Study in the Reading-Writing Classroom, pp 419-439: Preparation for spelling and word study instruction can be manageable when using a combination of approaches.</p>
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Teacher: 4A, 4B, 4E, 4G, 4H, 4I; Student: 4A, 4B, 4C, 4E

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

* **Chapter 12**, Curriculum Inquiry: Developing a Questioning Stance Toward Learning, pp 463-495: An inquiry-based classroom challenges the class to use skills and strategies, supports student critical thinking, and requires careful teacher planning.

Teacher: 4F; Student: 4F

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

* **Chapter 13**, Critical Resources for Curriculum Inquiry: Librarians, School Libraries, & Technology, pp 501-519: Technology can be a great tool for learning and obtaining information. Students can learn how to access, evaluate, and use information wisely and well.

Teacher: 4A, 4B, 4E, 4H; Student: 4A, 4C

Routman, R. (2000). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

* **Chapter 14**, Developing Collaborative Communities: Creation, Organization, and Sustainance, pp 546-549: Classrooms with high-functioning environments share five characteristics that guide student learning. Teachers deliberately work with students to set up the classroom as a community so that students have meaningful choices and have lots of opportunities for collaborative talk and small-group work.

Teacher: B2

Phillips, M. (2005). *Creating a Culture of Literacy: A Guide for Middle and High School Principals*. Reston: VA: National Association of Secondary School Principals.

* This book is a principal resource to support the school-wide use of research-based literacy practices and to create a well-defined intervention plan that results in literacy improvement for all students. This tool provides information, strategies, and templates for action planning toward success in leadership, assessment, professional development, highly effective teachers, and intervention. Effective teachers regularly model thinking processes to nurture a supportive literate environment.

Teacher: 4A, 4B, 4D; Student: 4A, 4B, 4C, 4D

Guthrie, J. & Humenick, N. (2004). Motivating Students to Read: Evidence for Classroom Practices that Increase Reading Motivation and Achievement. In Peggy McCardle and Vinta Chhabra (Eds.), *Voice of Evidence* (pp 329-353). Baltimore, MD: Brookes Publishing.

* This analysis of 22 research studies indicate that learning environments with interesting text, a wide variety of text choices, opportunities for personal questions to become student learning

goals, and social collaboration increase student literacy motivation.

Teacher: A, B2, C, D, E, G, H, I; Student: A, B, C, D, E

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

* This book provides information on research findings of a five-year study from the Center on English Learning and Achievement (CELA). The study focused on high literacy in twenty-five “beat the odds” middle schools and high schools in five states. The chapters throughout this book illustrate the research findings regarding the common features of the learning environments in effective schools and English Language Arts classrooms. A few of the features include integrated experiences, overt connections across instruction, generative thinking, and high literacy as a social activity.

Teacher: A; Student: B, E

Allen, J. (1995). *It's Never Too Late: Leading Adolescents to Lifelong Literacy*. Portsmouth, NH: Heinemann.

* This book describes one year of chronicled research that occurred early in the author’s career as a high school English teacher. She describes the transformation of her students, class environment, and instruction that occurred for ninety minutes in the form of Reading and Writing Workshop. The author presents information about building a literate classroom community, fostering student ownership of the classroom environment, and increasing student literacy engagement and responsiveness to text. Students evolved from reluctant to motivated readers and writers.

Teacher: B, C, D, E, G, H; Student: B, D, E

Tatum, A. (2005). *Teaching Reading to Black Adolescent Males*. Portland, ME: Stenhouse Publishing.

* This book presents a framework for reconceptualizing and strengthening the relationship between literacy and black males. The framework contains three strands: theoretical, instructional, and professional development. Each strand is described for educators to nurture a supportive environment for their black male students. The author describes culturally responsive instructional strategies and provides a list of meaningful texts for black males to read, discuss, and respond.

Teacher: A, F, G; Student: B, C, F

Strong, R., Silver, H., & Perini, M. (2009). *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development

* Standard 4: Authenticity, chapter 10, pp 94-109: Authenticity is the goal of supporting

student acquisition of real-world skills and knowledge by developing their abilities to comprehend, write, solve problems, and apply concepts with traditional and digital text in a manner that prepares them for their lives beyond school. This chapter describes various approaches such as Reciprocal Teaching and small group collaboration that foster student learning communities.

Teacher: 4C

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

* **Chapter 4**, Toward a Balanced Diet of Reading, pp 51-67: A classroom needs to be filled with both a variety and quantity of engaging text material to meet the needs of everyone.

Teacher: 4B, 4G, 4I; Student: 4B, 4C

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

* **Chapter 5**, Tools for Thinking: Reading Strategies Across the Curriculum, pp 99-138: Teachers model thinking processes to help students understand reading as thinking process.

Teacher: 4A, 4B, 4D, 4G

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

* **Chapter 6**, How To Use a Textbook, pp 145-165: There are several strategies that teachers can use to increase student engagement and help them get the most out of their textbooks.

Teacher: 4A, 4B, 4D, 4E, 4G, 4H, 4I; Student: 4A, 4B, 4C, 4E

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

* **Chapter 7**, Building a Community of Learners, pp 167-181: Teachers can build a community of learners in their classrooms using 5 strategies.

Teacher: 4A, 4B, 4D, 4E, 4G, 4I; Student: 4A, 4B,

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.

* **Chapter 8**, Independent Reading Workshop in Content Areas, pp 183-196: Teachers and schools need to be devoted to independent reading in order to build a student community of lifelong learners.

Teacher: 4A, 4B, 4E, 4G; Student: 4B, 4C

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content-Area*

	<p><i>Reading</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 9, Book Clubs, pp 199-215: Book-talks or book clubs are peer-led discussions about books that students have chosen that provide opportunities for students to increase literacy interest and engagement.</p> <p>Teacher: 4A, 4E; Student: 4B, 4C, 4D Daniels, H. & Zemelman, S. (2004). <i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 10, Inquiry Units: Exploring Big Ideas, pp 217-231: In-depth inquiry projects are powerful teaching strategies for increasing student literacy and interdisciplinary learning.</p> <p>Teacher: 4B, 4D; Student: 4A Daniels, H. & Zemelman, S. (2004). <i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 11, Help for Struggling Readers, pp 233-243: There are key strategies in supporting struggling readers to become part of a classroom community of readers.</p> <p>.</p> <p>Teacher: 4A, 4B, 4G; Student: 4B, 4C Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 2, Affective and Social Aspects of Content Area Learning and Literacy, pp 25-59: Classroom practices such as reader workshop, literature circles, and cooperative learning involve affective and social domains that impact student motivation to learn.</p> <p>Teacher: 4D, 4F; Student: 4B, 4F Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 3, The Role of Texts in Content Area Learning, pp 61-101: The role of different types of texts – including digital and electronic texts – is important in supporting comprehension, vocabulary, and reading engagement of students with varying reading levels.</p> <p>* Chapter 9, Multiliteracies: Visual, Media, and Digital, pp 285-322: Technology with its electronic or digital resources, media, and visual representations has expanded the concept of literacy and the text and non-text material options in the classroom.</p> <p>Teacher: 4A, 4B, 4G; Student: 4A, 4C Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 5, Metacognition and Critical Thinking, pp 143-170: Teacher modeling of strategies using authentic materials in real contexts supports student metacognition, critical</p>
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thinking, and strategic learning. This chapter describes classroom opportunities with teacher modeling for discipline-based inquiry, dialogical thinking strategy, and a variety of questioning strategies.

* **Chapter 6**, Vocabulary Development and Language Study, pp 171-210: Students need to be actively engaged in their own vocabulary learning and understanding of language. Language development is increased by conducting vocabulary think alouds, focusing on content area words in literature circles, and working with words in collaborative groups.

* **Chapter 8**, Speaking and Listening: Vital Components of Literacy, pp 251-283: Classrooms need to be full of productive talk that builds students' sense of oral literacy and connects to other literacy components. Teachers can support a literate community by modeling literacy engagement, setting guidelines for small group discussions in different formats and providing collaborative speaking and listening projects.

Teacher: 4A, 4C, 4G1, 4H; Student: 4A, 4B, 4E

Almasi, J. & Gambrell, L. (1997). Conflict During a Classroom Discussion Can Be a Good Thing. In Paratore, J. & McCormack, R. (Eds.), *Peer Talk in the Classroom: Learning from Research* (pp 130-155). Newark, Delaware: International Reading Association

* Research indicates the value of cognitive conflict in increasing interpretive and communicative abilities. Participants in peer-led discussions engage in more discussion containing *conflicts within self* while teacher-led participants engaged in more discussion featuring *conflict with text*.

Teacher: 4A, 4B, 4C, 4D, 4H1; Student: 4A, 4B, 4E

Evans, K. (1997). Exploring the Complexities of Peer-Led Literature Discussions: The Influence of Gender. In Paratore, J. & McCormack, R. (Eds.), *Peer Talk in the Classroom: Learning from Research* (pp 156-173). Newark, Delaware: International Reading Association.

* Gender is one important factor that influences student choice of talk and participation patterns, determining whether literature discussions are open or closed learning opportunities.

Teacher: 4A, 4B1, 4C, 4D, 4G; Students: 4A, 4B, 4E

Raphael, T., Brock, C., & Wallace, S. (1997). Encouraging Quality Peer Talk with Diverse Students in Mainstream Classrooms: Learning from and with Teachers. In Paratore, J. & McCormack, R. (Eds.), *Peer Talk in the Classroom: Learning from Research* (pp 176-206). Newark, Delaware: International Reading Association.

* Peer discussion in a language-rich classroom is one important context to scaffold and promote diverse student literacy learning.

Teacher: 4A, 4B, 4C, 4D; Student: 4C, 4D

Brown, M. (2007). *Educating All Students: Creating Culturally Responsive Teachers*,

Classrooms, and Schools. *Intervention in School and Clinic*, 1(1), pp57-62.

* A substantial body of research supports teacher use of culturally responsive knowledge to deliver instruction and support students with culturally and linguistically diverse backgrounds. Culturally responsive classrooms vary both materials and methods in order to increase diverse student participation in cooperative learning groups and build a community of learners.

Teacher: 4B, 4D, 4G, 4H; Student: 4A, 4B, 4C, 4E

Payne, R. (1996). *A Framework for Understanding Poverty*. Highlands, TX: Aha! Process, Inc.

* **Chapter 2:** (pp 27-35) In order to better meet the needs of students in poverty, it is important to understand the language link to achievement, including registers of language, discourse patterns, and story structure.

* **Chapter 8:** (pp 87-96; 100-108) Providing systematic instruction in various cognitive strategies is a priority for the achievement of students in poverty.

Teacher: 4B; Student: 4B

Richardson, J. (2000). *Read It Aloud*. Newark, Delaware: International Reading Association.

* **Chapter 1:** This chapter describes the purpose, role, reading contexts, and text selection process to ensure effective classroom read-alouds.

* **Chapter 5:** Various read-aloud texts and connected literacy activities are described to illustrate different ways of using read-alouds in the classroom.

Teacher: 4B2, 4D, 4G; Student: 4A, 4B, 4D, 4E

Duffy, G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York, NY: Guilford Press.

* **Part 1 (Chapters 1-5):** Building a literate environment, commitment to a vision, setting realistic goals, and having an organizational plan are needed in order for students to believe that reading is power.

Teacher: 4E, 4G; Student: 4C

Adler, M. & Rougle, E. (2005). *Building Literacy Through Classroom Discussion*. New York, NY: Scholastic, Inc.

* **Chapter 2,** Learning to Voice Ideas: Getting-started tips for arranging the room, setting ground rules, and seeding the conversation, pp 37-58: Teachers organize dialogic classrooms for success by identifying and using ground rules, a course of action, and corresponding tools.

Teacher: 4D, 4E, 4G, 4H; Student: 4A, 4C

Kosanovich, M. L., Weinstein, C., & Goldman, E. (2009). *Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

* This guide describes a suite of Student Center Activities, offering ideas for classroom management as well as a wide range of differentiated reading activities for small group, partner, and individual work. A weblink to the teacher resources is provided in the document.

Teacher: 4D, 4F; Student: 4F

Koga, N. & Hall, T. (2004). *Curriculum Modification*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved 10/27/09 from http://www.cast.org/publications/ncac/ncac_curriculummod.html

* Modifying existing general curriculum is an effective way to create more accessible learning environments to support all students in various educational contexts and can be accomplished in a variety of ways.

Teacher: E

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide* (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

* Five research-based recommendations and strategies are provided to support educators in building a positive learning climate.

Teacher: 4A-H

National Board for Professional Teaching Standards. (2003). *English Language Arts Standards for Adolescence and Young Adulthood*.

* Teachers are an integral part of students' learning environments. Accomplished teachers establish a supportive learning community where students feel safe to take risks, establish classroom procedures/routines that support the learning community, organize flexible collaborative groups to work on specific literacy activities, select a wide variety of appropriate texts and instructional resources, demonstrate fairness and equity in technology use, value and build upon culture and diversity, support students in increasing responsibility for their own learning in order to attain literacy goals, model literacy processes, and provide a scaffold that students with English as a new language or with special needs can reach their literacy goals.

- Standard III: *Instructional Design & Decision Making*, pp 19-21
- Standard IV: *Fairness, Equity, & Diversity*, pp 23-25
- Standard V: *Learning Environment*, pp 27-29
- Standard VI: *Instructional Resources*, pp 31-33
- Standard X: *Speaking & Listening*, pp 51-54
- Standard XI: *Viewing & Producing Media Texts*, pp 57-59

	<p>Teacher: 4A-H National Board for Professional Teaching Standards. (2002). <i>Early and Middle Childhood Literacy: Reading – Language Arts</i></p> <p>* Teachers are an integral part of students’ learning environments. Accomplished teachers seek and capitalize on diversity and diverse perspectives; are committed to fairness and provide equitable access to technology, create a classroom culture that enable students to feel safe, respected, and valued; foster classroom communities; establish a supportive and safe learning environment where students take risks; instill an understanding that mistakes are viewed as valuable lessons to improve; model literacy processes; support students in taking responsibility for their own actions and learning; design routines, procedures, and organizational systems to lead students to accomplish goals; moves through various instructional and grouping formats such as small collaborative groups; select, adapt, and create a varied collection of instructional resources; expose students to a diverse variety of texts, cultures, and perspectives; support student investigations of language and the world; engage students in high-level critical thinking; and use a wide variety of print and non-print resources.</p> <ul style="list-style-type: none"> ▪ Standard III: <i>Equity, Fairness, & Diversity</i>, pp 17-20 ▪ Standard IV: <i>Learning Environment</i>, pp 23-25 ▪ Standard V: <i>Instructional Resources</i>, pp 27-30 ▪ Standard VI: <i>Instructional Decision Making</i>, pp 33-34 ▪ Standard XI: <i>Listening & Speaking</i>, pp 59-61 ▪ Standard XII: <i>Viewing</i>, pp 63-65 <p>Teacher: 4B, 4D, 4E, 4H, 4I; Student: 4A, 4B, 4E Gersten, R. & Baker, S. (2001). Teaching Expressive Writing to Students with Learning Disabilities: A Meta-Analysis. <i>The Elementary School Journal</i>, 101(3), pp 251-272.</p> <p>* This meta-analysis on writing interventions for students with learning disabilities suggests that 3 components of explicit teaching should be part of any comprehensive instructional program: steps of the writing process, different writing genres and text structures, and structures for extensive feedback on the quality of their writing from either teachers or peers.</p>
<p>5. Instructional Relevance</p>	<p>Research</p>
<p>Instructional Relevance: a teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.</p> <p>Teacher Characteristics:</p> <p>A – Teacher designs learning opportunities that allow</p>	<p>Teacher: A, B, C, D, E, G1, G2; Student: A, B, C, D, E Collins Block, C. & Parris, S. (2008). <i>Comprehension Instruction: Research-Based Best Practices</i>. New York, NY: Guilford Press.</p> <p>* Chapter 22, Research on Instruction and Assessment in the New Literacies of Online Reading Comprehension, pp 321-346: Research defines new literacies of online reading comprehension and indicates that additional comprehension skills are required to be a successful online reader. The technology-based environment and formative research results of Internet Reciprocal Teaching (IRT) are described.</p> <p>* Chapter 23, Scaffolding Digital Comprehension, pp 347-361: The primary goal of digital</p>

<p>students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. The teacher:</p> <ol style="list-style-type: none"> 1) provides opportunities for reading, writing, listening, speaking and/or observing activities through which students learn that literacy development is a recursive process 2) provides students access to texts of different difficulty levels, lengths, genres and topics <p>B – Teacher links concepts and key ideas to students’ prior experiences and understandings, uses multiple representations, examples and explanations. The teacher:</p> <ol style="list-style-type: none"> 1) links interactions with print and non-print texts (reading and responding orally or in writing) to students’ prior experiences and understandings 2) uses comprehension strategies (i.e. graphic organizers, advance organizers, reciprocal teaching), multiple representations and other tools to enable all students to understand and respond to text 3) builds student background knowledge through various learning experiences (e.g. virtual field trips, multimedia presentations, read-alouds, discussions, simulations) 4) scaffolds instruction (through comprehension strategies, use of adaptive technology, etc.) to facilitate understanding and engage all students in literacy activities 	<p>reading environments is to develop engaged, active, and strategic readers who are able to understand print and digital multimedia text. This chapter provides examples of research-based digital approaches to meeting diverse student reading needs.</p> <p>* Chapter 24, Technologically Based Teacher Resources for Designing Comprehension Lessons, pp 362-377: The resources in this chapter provide teachers with instructional tools in both print and electronic form for integrating new technologies into comprehension lessons and enabling students to understand multiple literacies and text structures. Information on student-centered approaches, inquiry-based activities, and resources for lesson planning and locating text material are included.</p> <p>Teacher: A2, B, C, D, E1; Student: B1, E2 Coiro, J. & Dobler, E. (2007). Exploring the Online Reading Comprehension Strategies Used by Sixth-Grade Skilled Readers to Search for and Locate Information on the Internet. <i>Reading Research Quarterly</i>, 42(2), pp 214-257.</p> <p>* The article reports research findings of a study on skilled readers’ use of online reading strategies to comprehend and seek information on the Internet. Results indicate that the comprehension processes & choices used by skilled readers are both similar to & more complex than previously suggested. Successful navigation and comprehension of informational text on the Internet required reader ability to use different aspects of prior knowledge, inferential reasoning strategies, and self-regulated reading processes.</p> <p>Teacher: C, E2, G1; Student: A Tatum, A. (2005). <i>Teaching Reading to Black Adolescent Males</i>. Portland, ME: Stenhouse Publishing.</p> <p>* This book presents a framework for reconceptualizing and strengthening the relationship between literacy and black males. The framework contains three strands: theoretical, instructional, and professional development. Each strand is described for educators to design empowering instruction and learning opportunities that relate to the experience and interest of their black male students. The author describes instructional strategies and provides a list of meaningful texts for black males to read, discuss, and respond. The instructional strategies focus on the development of decoding, fluency, vocabulary, and comprehension.</p> <p>Teacher: A, B, D; Student: A Labbo, L. D. (2000). 12 Things Young Children Can Do with a Talking Book in a Classroom Computer Center. <i>The Reading Teacher</i>, 53(7), pp 542-546.</p> <p>* This article describes 12 ways that teachers can provide opportunities for young children to interact with CD-ROM talking books, supporting their traditional print-based literacy development.</p>
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<p>C – Teacher incorporates student experiences, interests and real-life situations in instruction. The teacher:</p> <p>1) incorporates student experiences, interests and real-life situations when designing authentic literacy instruction (e.g. activities, assignments, assessments)</p> <p>2) allows for student choice (e.g. reading selections, topics and purposes for writing and discussion)</p> <p>D – Teacher selects and utilizes a variety of technology that support student learning. The teacher:</p> <p>1) selects and utilizes a variety of technology that support student comprehension, interaction and response to text.</p> <p>E – Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The teacher:</p> <p>1) effectively incorporates technologies that prepare students to meet future literacy and job-related challenges, as articulated by the Partnership for 21st Century Skills that</p> <ul style="list-style-type: none"> • “focus on creativity, critical thinking, communication and collaboration” • “develop, implement and communicate new ideas to others effectively” • “articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts” • “listen effectively to decipher meaning, including knowledge, values, attitudes and intentions” 	<p>Teacher: B; Student: A, C Merkley, D. & Jefferies, D. (2001). Guidelines for Implementing a Graphic Organizer. <i>The Reading Teacher</i>, 54(4), pp 350-357. *This article describes 5 research-based attributes of effective graphic organizer use in the classroom. It provides an example implementation of the graphic organizer strategy as a teacher-directed, pre-reading dialogue. This strategy enhances student comprehension of expository text, and its benefits depend on a carefully executed implementation.</p> <p>Teacher: A, B, E2; Student: A, D, E1 Shanahan, T. & Shanahan, S. (1997). The Perspective Charting: Helping children to develop a more complete conception of story. <i>The Reading Teacher</i>, 50(8), pp 668-677. * This article describes character perspective charts (CPC), a practical technique that promotes student development of story conceptualizations. CPC can be used in a variety of ways, and it deepens student comprehension with an understanding of characters’ multiple perspectives. This technique promotes discussion and is used with stories or novels containing at least 2 characters with separate or conflicting goals.</p> <p>Teacher: A, B, C, D, E2, G1; Student: A Yopp, R.H. & Yopp, H.K. (2000). Sharing Informational Text with Young Children. <i>The Reading Teacher</i>, 53(5), pp 410-423. * Informational books serve numerous purposes in literacy classrooms. Teachers can use informational alphabet books to expose students to new concepts, new vocabulary, and nonfiction text structures. This article provides suggestions for before, during, and after reading activities to extend text interactions that arouse student curiosity, questioning, and dialogue.</p> <p>Teacher: B; Student: A Dowhower, S. L. (1999). Supporting a Strategic Stance in the Classroom: A Comprehension Framework for Helping Teachers Help Students to Be Strategic. <i>The Reading Teacher</i>, 52(7), pp 672-688. * This article describes the various elements of a comprehension strategy framework that serves as a flexible, generic vehicle for teaching a repertoire of comprehension strategies.</p> <p>Teacher: B2, C2, F Phillips, M. (2005). <i>Creating a Culture of Literacy: A Guide for Middle and High School Principals</i>. Reston: VA: National Association of Secondary School Principals. * This book is a principal resource to support the school-wide use of research-based literacy practices and to create a well-defined intervention plan that results in literacy improvement for all students. This tool provides information, strategies, and templates for action planning</p>
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<p>2) poses questions that promote inquiry, expand thinking, increase curiosity, and are of interest to the student; sets high expectations for meaningful oral and written responses</p> <p>F – Teacher works with other teachers to make connections between and among disciplines. The teacher:</p> <p>1) works with other teachers to make connections between and among disciplines to show how reading, writing, listening, speaking and observing are a part of other major subjects</p> <p>G –Teacher makes lesson connections to community, society and current events. The teacher:</p> <p>1) connects learning to community, society, and current events through meaningful dialogue, debate and written expression</p> <p>2) provides opportunities for authentic social and collaborative communications that emphasize research, discussion, communication and interaction</p> <p>3) facilitates connections to the world of work through the exploration of careers which require the advanced application of literacy skills</p> <p><u>Student Characteristics:</u></p> <p>A – Student poses and responds to meaningful</p>	<p>toward success in leadership, assessment, professional development, highly effective teachers, and intervention. Effective teachers use multiple representations such as graphic organizers to support student use of comprehension strategies.</p> <p>Teacher: A, B; Student: A, C Oczkus, L. (2003). <i>Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension</i>. Newark, DE: International Reading Association.</p> <p>* Chapter 1, The Four Reciprocal Teaching Strategies, pp 13-27: The research-based reciprocal teaching framework with its four comprehension strategies are described in detail. This chapter includes practical suggestions for effective and cooperative implementation as well as solutions for common difficulties that may arise.</p> <p>* Chapter 2, Reciprocal Teaching in Whole-Class Sessions, pp 29-73: Whole group instruction can be an effective setting to introduce and reinforce reciprocal teaching strategies. This chapter contains four whole group lessons, four mini-lessons, and instructional support materials.</p> <p>* Chapter 3, Reciprocal Teaching in Guided Reading Groups, pp 75-129: This chapter contains several options for incorporating small teacher-led reading groups and reciprocal teaching strategies to differentiate instruction and scaffold student learning. It includes five lessons, four mini-lessons, and instructional support materials.</p> <p>* Chapter 4, Reciprocal Teaching in Guided Reading Groups, pp 131-184: The goals of reciprocal teaching during literature circles include deepening comprehension strategies in a peer collaborative setting, scaffolding independent use of the strategies, and guiding students to become metacognitive.</p> <p>Teacher: A, C, E1 ; Student: D Guthrie, J. & Humenick, N. (2004). Motivating Students to Read: Evidence for Classroom Practices that Increase Reading Motivation and Achievement. In Peggy McCardle and Vinta Chhabra (Eds.), <i>Voice of Evidence</i> (pp 329-353). Baltimore, MD: Brookes Publishing.</p> <p>* This analysis of 22 research studies indicate that learning environments with interesting text, a wide variety of text choices, opportunities for personal questions to become student learning goals, and social collaboration increase student literacy motivation.</p> <p>Teacher: A, B, E2; Student: A, C, D Raphael, T. Highfield, K., & Au, K. (2006). <i>QAR Now: Question Answer Relationships</i>. New York, NY: Scholastic, Inc.</p> <p>* Chapter 1, Understanding Question Answer Relationships, pp 13-34: Question Answer Relationship or QAR is a six-step model that was designed to be taught and learned in the context of working through a wide range of texts. It provides a basis for extensive discussion about strategic thinking, reading, writing, questioning, and talking about text.</p>
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<p>questions. The student:</p> <p>1) makes meaningful connections to texts (e.g. text to self, text to community, text to text) and shares these connections orally and/or in writing</p> <p>2) thoughtfully poses and responds to meaningful questions (e.g. written response, small- and whole-group discussion, interviews, online communication)</p> <p>B – Student uses appropriate tools and techniques to gather, analyze and interpret quantitative and qualitative data. The student:</p> <p>1) investigates a variety of self directed topics that he/she will analyze, synthesize and then communicate in a variety of forms</p> <p>2) evaluates sources of information for reliability and bias; provides correct documentation of those sources.</p> <p>C – Student develops descriptions, explanations, predictions and models using evidence. The student:</p> <p>1) in response to real-life problems, prompts, questions and discussions, he/she writes, researches and logically organizes written and spoken evidence</p> <p>D – Student works collaboratively to address complex, authentic problems which require innovative approaches to solve. The student:</p> <p>1) develops schema for understanding new and challenging texts</p> <p>2) collaborates to address complex, authentic problems -- through reading, writing, listening, speaking and/or observing</p>	<p>* Chapter 2, How to Teach QAR Lessons: A Six-Step Model, pp 35-59: This chapter provides a more detailed description of the QAR model. The model begins with explicit instruction and ends with self-assessment and goal-setting. The chapter contains a sample QAR lesson as a source of ideas for classroom implementation.</p> <p>* Chapter 3, How QAR Frames Comprehension Instruction, pp 60-84: QAR provides a framework and language for students to talk about the various types of questions across the reading cycle. This chapter describes in greater detail the QAR instruction and scaffolding before, during, and after text reading.</p> <p>Teacher: A, B, E2, F; Student: A, C, D Raphael, T. Highfield, K., & Au, K. (2006). <i>QAR Now: Question Answer Relationships</i>. New York, NY: Scholastic, Inc.</p> <p>* Chapter 4, Teaching QAR Across Grades and Content Areas, pp 85-103: The Question Answer Relationship (QAR) framework can be used to incorporate QAR language and thinking throughout the day and across curriculum areas.</p> <p>Chapter 6, The Benefit of Whole-School Adoption of QAR, pp 126-152: Teachers can work collaboratively using QAR to organize comprehension instruction so that students can acquire common vocabulary and conceptual understandings across school subjects and grade levels. This chapter describes different steps toward teacher collaboration that increases opportunities for learning connections and student comprehension.</p> <p>Teacher: A2, B3 Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 3, The Role of Texts in Content Area Learning, pp 61-101: The role of different types of texts – including digital and electronic texts – is important in supporting comprehension, vocabulary, and reading engagement of students with varying reading levels.</p> <p>Teacher: A2, B ; Student: A, D1 Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 4, The Role of Knowledge in Comprehension, pp 103-142: Teachers can build and scaffold student use of background knowledge by modeling comprehension strategies using texts of different genre and structures, discussing and synthesizing information from multiple texts, and using a variety of learning resources to differentiate instruction. Readers with extensive background knowledge tend to focus on broad, relevant concepts at the same time they grasp important details.</p> <p>Teacher: B2, B4, C, E, G; Student: A, C, D,</p>
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<p>E – Student communicates knowledge and understanding in a variety of real-world forms. The student:</p> <p>1) develops and justifies a variety of oral and written responses (e.g. descriptions, explanations, predictions, persuasions)</p> <p>2) chooses appropriate print and non-print texts, tools and techniques to access, create and communicate ideas and knowledge</p>	<p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 5, Metacognition and Critical Thinking, pp 143-170: This chapter describes opportunities for teacher modeling of comprehension strategies and student practice using authentic materials in real content-area contexts that support student choice and thinking about critical thinking processes. It focuses on discipline-based inquiry, dialogical thinking, and a variety of questioning strategies such as reciprocal teaching.</p> <p>Teacher: B1, B3</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 6, Vocabulary Development and Language Study, pp 171-210: Vocabulary plays a large role in students’ conceptual learning and text comprehension. Teachers can use print, non-print texts, and discussion to build students’ background knowledge of complex concepts that they will encounter in future literacy activities.</p> <p>Teacher: A1, B, C2, E, G1, G2; Student: A, C, D, E</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 8, Speaking and Listening: Vital Components of Literacy, pp 251-283: Classrooms that are process-oriented and inquiry-based provide opportunities for higher-level thinking. Such opportunities capitalize on student use and development of various literacy skills. Use of various technologies expands literacy application with social interaction beyond the classroom.</p> <p>Teacher: B, C, D, E, F, G; Student: A, B, E2</p> <p>Kane, S. (2007). <i>Literacy and Learning in the Content Areas</i>. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.</p> <p>* Chapter 9, Multiliteracies: Visual, Media, and Digital, pp 285-322: Technology with its electronic or digital resources, media, and visual representations has expanded the concept of literacy and the text and non-text material options in the classroom. With the use of different technologies, teachers can collaborate in supporting students’ ability to increase knowledge, refine communication skills, and evaluate resource information.</p> <p>Teacher: A, C</p> <p>Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 2, A Comprehensive Literacy Program, pp 13-62: Effective teachers integrate and connect reading, writing, listening, speaking opportunities as part of a comprehensive literacy program. Students need to be able to enjoy and understand reading material in a number of</p>
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	<p>genres. For students to make steady reading progress, the text must match their interests, experiences, and reading ability.</p> <p>* Chapter 3, <i>The Literature Program</i>, pp 67-82/85-91: All classroom students need access to an ample supply of quality books at their reading levels in order for students to learn to love reading.</p> <p>Teacher: A1, C, E2; Student: A2</p> <p>Routman, R. (2000). <i>Conversations: Strategies for Teaching, Learning, and Evaluating</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 12, <i>Curriculum Inquiry: Developing a Questioning Stance Toward Learning</i>, pp 463-495: An inquiry-based classroom challenges the class to use literacy skills and strategies, supports student critical thinking, allows student interest and choice in research topics, and requires careful teacher planning.</p> <p>Teacher: A, B, C, E, F, G; Student: A, B, C, D, E</p> <p>Daniels, H. & Zemelman, S. (2004). <i>Subjects Matter: Every Teacher's Guide to Content-Area Reading</i>. Portsmouth, NH: Heinemann.</p> <p>* Chapter 10, <i>Inquiry Units: Exploring Big Ideas</i>, pp 217-231: In-depth inquiry projects are powerful teaching strategies for increasing student literacy and interdisciplinary learning.</p>
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