

English Language Arts HQTL Annotated Bibliography

- Adler, M. & Rougle, E. (2005). *Building literacy through classroom discussion*. New York, NY: Scholastic, Inc.
Using practical examples, this resource features dialogic instruction as a means of developing critical middle school readers and writers. The book is divided into three sections, each focusing on a different aspect of implementing dialogic instruction: beginning discussion techniques and discourse rules, sustaining discussion for higher-order thinking, and extending discussions over time.
- Ainsworth, L. & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin Press.
This book presents a model for comprehensive instruction and assessment. It serves as a guide in using common formative assessments in instruction and other assessment practices to improve instruction and student learning.
- Allen, J. (1995). *It's never too late: Leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.
The author describes her year as teacher-researcher in a high school English classroom of reluctant readers. Throughout the book, she gives details about the classroom environment, instructional approaches, student engagement, and the transformation of her students.
- Almasi, J. (2003). *Teaching strategic processes in reading*. New York, NY: Guilford Press.
To support text comprehension, the author explains the various aspects of strategic process instruction. Chapter one defines strategic processes, and chapters three through six provide information about comprehension of struggling and non-struggling students, word recognition, and effective environments that support student development of strategic processing skills.
- 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
In chapter seven of this book, the author describes research studies and findings on the nature of classroom peer talk and its effects on student literacy development. It specifically addresses cognitive conflict as part of classroom discussion.
- Andrade, H. (2008). Self-assessment through rubrics. *Educational Leadership*, 65(4), 60-63.
For quality student learning, this article describes the use of rubrics as a formative self-assessment. The author points out the differences between self-evaluation and self-assessment.
- Applebee, A., Langer, J., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction & student performance in middle & high school English, *American Educational Research Journal*, 40(3), 685-730.
Describing the findings of their study, the authors of this journal article examine the relationship between discussion-based approaches and student literacy performance in sixty-four middle and high school English classrooms. Results indicated that classroom

emphases on both discussion-based approaches and high academic demands were associated with greater student knowledge, skill, and independence in performing challenging tasks.

Bailey, A. & Heritage, M. (2008). *Formative assessment for Literacy (grades K-6): Building reading and academic language skills across the curriculum*. Thousands Oaks, CA: Corwin Press.

This resource describes how to use formative assessment within literacy instruction. Chapter three describes formative assessment as a continuous and integrated process, and chapter five presents reading comprehension formative assessment strategies. The remaining book chapters describe other aspects of formative assessment such as assessing reading through writing and school-wide formative assessment.

Biancarosa, G. & Snow, C. E. (2006). *Reading next -- A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. (2nd ed.), Washington, DC: Alliance for Excellent Education. Retrieved from <http://www.all4ed.org/files/ReadingNext.pdf>.

A call for action, this document describes 15 key elements consisting of instructional and infrastructural improvements that research suggests should be included in an effective literacy program. The authors identify three of the key elements that are critical to producing significant improvements for struggling adolescent readers and writers.

Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

Informed by their review of research literature, the authors of this article focus on formative assessment as an essential part of effective teaching. They describe their findings and present four implementation strategies for strengthening formative assessment practices.

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

Each written by a different author, the book's ten chapters focus on what teachers and adolescent students learn from their writing and use of portfolios. They describe various writing portfolio topics such as the teacher's role, system guidelines, implementation, cross-grade communications at the secondary level, and student self-reflection.

Block, C.C. & Parris, S. (2008). *Comprehension instruction: Research-based best practices*. New York, NY: Guilford Press.

Written by different leading researchers, each chapter in this book focuses on a specific aspect of reading comprehension and includes information about the research base, research findings, and instructional implications. Divided into five sections, the book addresses various topics, including research findings since the publication of the National Reading Panel Report, differentiation, metacognition, and use of technology and writing in comprehension instruction.

Block, C. C., Rodgers, L., & Johnson, R. (2004). *Comprehension process instruction: Creating reading success in grades K-3*. New York, NY: Guilford Press.

This teacher resource provides research-based methods of comprehension instruction and assessment that promote higher-order thinking for elementary students. The book's ten chapters describe the principles and techniques of Comprehension Processing Instruction (CPI). Chapter ten focuses on eleven effective assessment models.

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.

Based on research, this document provides a comprehensive overview of best intervention practices for adolescent struggling readers. It reports effective instructional practices associated with student improvement in word study, fluency, vocabulary, comprehension, and motivation.

Brookhart, S. (2008). Feedback that fits. *Educational Leadership*, 65(4), 54-59.

This article focuses on the nature and value of feedback as part of formative assessment. Providing several examples, the author presents some guidelines and guiding questions for teachers in planning quality student feedback.

Brookhart, S. (2008). *How to give feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development.

For quality student learning, the author outlines basic principles informed by research for developing and providing effective feedback to students. Each of the seven chapters provides an overview, descriptions, examples, and summary of the various types of feedback.

Brown, M. (2007). Educating all students: Creating culturally responsive teachers, classrooms, and schools. *Intervention in School and Clinic*, 1(1), 57-62.

This article presents research findings on culturally responsive instruction and ideas for working effectively with students from culturally and linguistically diverse backgrounds. It describes cultural responsiveness in teacher preparation, teacher knowledge, and in school settings.

Caldwell, J. (2007). *Comprehension assessment: A classroom guide*. New York, NY: Guilford Press.

This book provides research-based guidelines and methods for reading comprehension in the classroom. Chapters two through seven present numerous guidelines for effective assessment of word and text comprehension, including the use of dialogue and constructed response. The book's remaining chapters focus on standardized testing and comprehension as a reading component.

Carlisle, J. (2007). Fostering morphological processing, vocabulary development, and reading comprehension. In Wagner, R., Muse, A., & Tannenbaum, K. (Eds.) *Vocabulary acquisition: Implications for reading comprehension* (pp. 78-103). New York, NY: Guilford Press.

In chapter five of this book, the author presents information on various approaches to vocabulary instruction focusing on morphological analysis of multi-syllabic words. The remaining chapters provide research-based information on vocabulary acquisition, the instructional elements of vocabulary, and research implications for understanding reading comprehension.

Center on Instruction. (2006). *Designing high quality professional development: Building a community of reading experts in elementary schools*. RMC Research Corporation, Portsmouth, NH: Author.

This document provides guidance in planning systematic professional development for reading as part of a cohesive program. It includes a sample professional development planning framework and a checklist of key guiding questions.

Chappuis, S. & Chappuis, J. (2008). The best value in formative assessment. *Educational Leadership*, 65(4), 14-18.

This article describes the nature and value of formative assessment. Defined as assessment for learning, formative assessment processes are compared to those of summative assessment, and the authors point out important subtle differences.

Clay, M. (2005). *Literacy lessons designed for individuals: Part one: Why? when? and how?* Portsmouth, NH: Heinemann.

The first in a set of two guides, this document presents an overview of the design, organization, and management of the early intervention program, Reading Recovery. Supporting emergent literacy skills, it serves as a teacher training manual on managing and delivering one-on-one literacy lessons that scaffold emergent readers toward independence.

Clay, M. (2005). *Literacy lessons designed for individuals: Part two: Teaching procedures*. Portsmouth, NH: Heinemann.

Designed to promote the development of emergent literacy skills, this resource is the second in a set of instructional guides for an early intervention program, Reading Recovery. It serves as a teacher training manual on instructional procedures for scaffolding emergent readers over the various stages of development.

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. *Reading Research Quarterly*, 42(2), 214-257.

In this research article, the authors report their research findings about the online reading and comprehension of skilled sixth grade readers. They identify the online reading processes that students used to search, navigate, and comprehend nonlinear open digital text environments.

Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.

The authors provide information on various literacy and cognitive strategies for use in middle and high school content area classrooms. The book presents several tools and strategies to support comprehension and inquiry skills of struggling and non-struggling readers.

Duffy, G. (2009). *Explaining reading: A resource for teaching concepts, skills, and strategies*. New York, New York: Guilford Press.

Informed by research, this author describes explicit instruction and addresses explicit teaching of reading skills and strategies in vocabulary, comprehension, word recognition,

and fluency. Part one of the book provides an overview of explaining while part two presents examples that illustrate explicit delivery of specific reading content.

Dowhower, S. L. (1999). Supporting a strategic stance in the classroom: A comprehension framework for helping teachers help students to be strategic. *The Reading Teacher*, 52(7), 672-688.

This article describes the elements, rationale, and use of the comprehension strategy framework. It describes five comprehension techniques that align with the framework. As an illustration, the article presents a scenario consisting of the three phases of a lesson (pre-reading, active reading, post-reading).

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>.

As guidance for elementary school and district educators, this document provides five research-based recommendations and strategies for developing and implementing effective prevention and intervention strategies that promote positive learning environments and student behaviors. For each recommendation, the description includes information about the quality of research evidence, how to carry out the recommendation, and potential roadblocks with solutions.

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. *In chapter eight of this book, the author describes research studies and findings on the nature of classroom peer talk and its effects on student literacy development. It specifically focuses on the influences of gender on peer-led literature discussions.*

Gersten, R. & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *The Elementary School Journal*, 101(3), 251-272. *Comprised of thirteen research studies, this meta-analysis focused on expressive writing interventions for students with learning disabilities. Findings identified three components of explicit expressive writing instruction that are critical to comprehension instruction.*

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools --A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. *Informed by research review, this report describes eleven instructional elements of effective adolescent writing instruction and includes guidelines for implementation. Using examples, it presents several research-based instructional techniques to support student writing development in grades four through twelve. The appendix contains information about each of the studies used in their meta-analysis.*

Guskey, T. (2003). How classroom assessments improve learning. *Educational Leadership*, 60(3), 6-11.

This article clarifies the purpose of classroom assessment in the instructional process. It explains the role of the corrective process in response to assessment results.

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.), *The voice of evidence in reading research* (pp. 329-353). Baltimore, MD: Brookes Publishing.

As leading researchers, the authors of chapter fourteen report their analysis and findings of a literature review, identifying four influential factors of student motivation. They present teacher guidelines for increasing student reading motivation in the classroom. Divided into four sections, the remainder of the book clarifies various aspects of scientific reading research on the major reading components, classroom issues such as reading interventions, and the impact of reading research of educational policy.

Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland, ME: Stenhouse Publishers.
This book describes comprehension strategies and lessons that promote increased student comprehension in K-12 classrooms. The information presents a variety of strategies, including those for student self-monitoring, expository text reading, questioning, synthesizing, and inferencing.

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
To support instructional decision making, this document describes a framework for using student achievement data that is accompanied by five research-based recommendations to foster effective data use. Each recommendation describes the quality of evidence, action steps for implementation, how to carry out the recommendation, potential obstacles, and solutions.

Hillocks, G. (1995). *Teaching writing as reflective practice*. New York: Teachers College Press.
In chapter two of this book, the author focuses on basic principles of effective writing instruction. The information focuses on reflective thinking about the teaching of writing, reflective thinking about assessment results, and interactive teaching.

Huot, B. & O'Neil, P. (2009). *Assessing writing*. Boston, MA: Bedford/St. Martin's.
Divided into three sections, this book is a collection of articles that focuses on writing assessment foundations, models, and issues. Largely related to higher education contexts, each of the twenty-four chapters addresses a different aspect of writing assessment such as its history, reliability and validity of measures, and culture and gender.

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

This guide presents five evidence-based recommendations for educator use to improve student literacy performance at the intermediate, middle, and high school levels. For each recommendation, the description includes specific information about the quality of research evidence, how to carry out the recommendation, and potential roadblocks with solutions.

Kane, S. (2007). *Literacy and learning in the content areas*. Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.

This resource describes various instructional practices that promote student literacy development in content area classrooms. The information addresses such topics as metacognition and critical thinking, vocabulary development, and content area writing. Each chapter includes book lists, book talks, reflective exercises, and information to guide the reader on reading and action research.

Kist, W. (2005). *New literacies in action: Teaching and learning in multiple media*. New York, NY: Teachers College Press.

Two chapters of this book describe the instructional uses and student development of new literacies in high school classrooms. Chapter two describes student use of new literacies in an urban project-based interdisciplinary classroom, and chapter seven focuses on student use of multi-literacy skills in an English classroom as part of research study.

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

Using studies published from 1989-2004, this literature review identifies the components of curriculum modifications in the general education classroom. It presents component factors and their impact on student learning and behavior.

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.

A guide for technical assistance providers, this document presents information about a suite of K-5 student centers and their use. It describes the research base and a brief overview of the design, implementation, and management of the activities that focus on each of the major reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension).

Labbo, L. D. (2000). 12 things young children can do with a talking book in a classroom computer center. *The Reading Teacher*, 53(7), 542-546.

To support student interaction and print-based literacy development, this article presents twelve suggestions for using CD-ROM talking books in classroom computer centers. These suggestions include interactive activities that focus on fluency, comprehension, metacognition, and various aspects of words.

Langer, J. (2002). *Effective literacy instruction: Building successful reading and writing programs*. Urbana, IL: National Council of Teachers of English.

As a researcher involved in the project, the author provides details about a five-year study from the Center on English Learning and Achievement (CELA) that focused on high literacy in twenty-five “beat the odds” schools in five states. The book describes the study, presents research findings, and furnishes an in-depth look at the characteristics of effective teachers and programs in the participating schools.

Lindemann, E. (2001). *A rhetoric for writing teachers*. New York, NY: Oxford University Press. *This book focuses on the theory and practice of writing and writing instruction. It describes the features of writing elements, instructional techniques for various stages of the writing process, the process of communication, the practice of rhetoric, and the role of language in composition.*

MacArthur, C., Ferretti, R., Okolo, C., & Cavalier, A. (2001). Applications for students with literacy problems: A critical review. *Elementary School Journal*, 101(3), 273-301. *Reporting results of a literature review, this article focused on the uses and effects of technology upon student literacy development. The research studies focused on technology use with different student populations and age ranges for different purposes, including word identification, text comprehension, and writing. Findings suggest that a positive impact of technology use on student learning is dependent upon an effective combination of several factors.*

Marshall, B. (2004). Goals or horizons – the conundrum of progression in English: Or a possible way of understanding formative assessment in English. *Curriculum Journal*, 15(2), 101-113. *Using the principles of formative assessment, the author contrasts two different assessment approaches to English education: a fixed goal model and a flexible goal model. For more effective scaffolding of student understanding in the English learning progressions, the author emphasizes using formative assessment information to intervene and provide student feedback in student apprenticeships.*

Marzano, R. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development. *This book presents research-based recommendations and processes for building student background vocabulary knowledge. It describes both direct and indirect approaches to vocabulary development that increases student interaction and scaffolding in grades K-12.*

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development. *This resource describes results from a meta-analysis and the subsequent research-based strategies for increasing student achievement. The book presents nine categories of effective instructional strategies as well as specific applications of the instructional strategies.*

McCardle, P., Chhabra, V., & Kapinus, B. (2006). *Reading research in action: A teacher’s guide for student success*. New York, NY: Guilford Press.

This resource defines rigorous research and synthesizes the results of several significant research documents. It provides information on various instructional techniques, real-life scenarios, research on the major reading components (phonemic awareness, phonics, fluency, vocabulary, comprehension) as well as the spelling and writing components.

Meltzer, J., Cook Smith, N., & Clark, H. (2003). *Adolescent literacy resources: Linking research and practice*. South Hampton, NH: Center for Resource Management, Inc.

Consisting of four components, the document's Adolescent Literacy Support Framework addresses research-based best practices in secondary content area classroom instruction. The framework components focus on student motivation to read and write, research-based literacy strategies, integrated reading and writing across the curriculum, and sustained leadership and literacy structures. Divided into four sections, the document describes one framework component per section and is a compendium of resources with annotated research reviews.

Merkley, D. & Jefferies, D. (2001). Guidelines for implementing a graphic organizer. *The Reading Teacher*, 54(4), 350-357.

To increase the quality of classroom instruction, this article describes five research-based attributes of effective graphic organizer implementations. It provides an overview of the research base, a list of guidelines for constructing and implementing graphic organizers, and an example of a pre-reading implementation.

National Board for Professional Teaching Standards. (2002). *Early and middle childhood literacy: Reading-language arts standards*. Arlington, VA: Author. Retrieved from http://www.nbpts.org/userfiles/File/emc_lrla_standards.pdf.

Addressing all strands of English Language Arts, this document includes fifteen standards with descriptions of quality learning environments, teacher knowledge, and instruction at the elementary and intermediate levels. It also addresses teacher professional development and community collaboration.

National Board for Professional Teaching Standards. (2003). *Adolescence and young adulthood: English language arts standards*. (2nd ed.), Arlington, VA: Author. Retrieved from http://www.nbpts.org/userfiles/File/aya_ela_standards.pdf.

This document contains sixteen standards that address all strands of English Language Arts at the middle and high school levels. Each standard describes the characteristics of quality adolescent learning environments, teacher knowledge, and instruction. It also addresses teacher professional development and community collaboration.

Oczkus, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

To improve student reading comprehension, this book serves as an implementation guide for using research-based reciprocal teaching in various classroom contexts. The book's four chapters present a framework, instructional guidelines, and tools for reciprocal teaching in whole group, small teacher-led reading groups, and literature circles.

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>.

For faster student learning across subject areas, this document provides seven research-based recommendations about organizing instructional time and supporting elementary, middle, and high school students in structuring their use of study time. Each recommendation describes the quality of research evidence, how to carry out the recommendation, and potential roadblocks with solutions.

Payne, R. (1996). *A Framework for understanding poverty*. Highlands, TX: Aha! Process, Inc. *As an educator guide in working with students and parents from poverty, this book provides information on the impact of economic status upon student achievement. Chapter two describes the impact of student language registers and discourse patterns on their literacy achievement, and chapter eight describes systematic, routine literacy instruction using various tools, strategies, and methods.*

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 principal resource supports the implementation and use of research-based literacy practices in middle and high schools. It provides information, strategies, and templates for action planning to create a supportive school-wide literacy environment and a well-defined literacy plan that improves the literacy abilities of all students.*

Plaut, S. (2009). *The right to literacy in secondary schools: Creating a culture of thinking*. Newark, DE: International Reading Association. *This book describes a theoretical framework and presents specific literacy practices for secondary classrooms across the various content areas. Chapter two describes instructional practices for building effective student use of metacognition in peer talk and classroom discussions, impacting student ability to evaluate, critique, and interpret text.*

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. *In chapter nine of this book, the author describes research studies and findings on the nature of classroom peer talk and its effects on student literacy development. It specifically addresses peer talk experiences with diverse students in small group settings.*

Raphael, T. Highfield, K., & Au, K. (2006). *QAR now: Question answer relationships*. New York, NY: Scholastic, Inc. *For use across content areas, this book presents the Question Answer Response (QAR) model as a way of organizing instruction to increase vocabulary and conceptual understandings. Using extensive discussion, the model consists of a six-step process from explicit delivery of instruction to self-evaluation and goal-setting.*

Richardson, J. (2000). *Read it aloud*. Newark, Delaware: International Reading Association. *Two chapters in this book provide information on the importance of and preparation for read-alouds. Chapter one gives an overview, addressing the purpose of teacher read-*

aloud, and chapter five focuses on the process of selecting diverse texts from different genre for use in read-alouds.

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.

As a tool for principals, this guide supports more effective monitoring of literacy instruction in 4th and 5th grade classrooms, middle and high school content area courses, and adolescent intervention. It describes the design of the principal walk-through templates and presents research-based instructional practices using classroom examples and walk-through templates.

Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.

This teacher resource contains fifteen chapters of information on all aspects of English Language Arts at the elementary level, including some references to adolescent contexts. The book provides descriptions and examples of instructional planning and methods for reading and writing. It also presents student work samples and an appendix of annotated professional resources for each chapter.

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.

As an academic literacy guidebook, this resource provides information on literacy apprenticeship in content area classrooms to improve student literacy skills across the middle and high school curriculum. Divided into three sections, the book presents a reading apprenticeship framework in part one, literacy strategies and tools in part two, and information on professional development and school-wide programs in part three.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning* Alexandria, VA: Association for Supervision and Curriculum Development.

This book presents recommended practices that influence students' critical thinking achievement. Divided into three sections, the book addresses literacy education in section two and provides literacy instructional tools in the appendix.

Schwartz, R. (1997). Self-monitoring in beginning reading. *The Reading Teacher*, 51(1), 40-48.

This article presents information on fostering student development of self-monitoring and searching behaviors in elementary students. Offering specific examples, it describes different processing strategies, processing cues, and ideas to support struggling students.

Shanahan, T. & Shanahan, S. (1997). Character perspective charting: Helping children to develop a more complete conception of story. *The Reading Teacher*, 50(8), 668-677.

For use at the elementary and intermediate levels, this article describes the development, strategy use, and learning benefits of character perspective charts (CPC). This technique was field-tested by the authors and designed to promote deeper student analysis of text and independent interpretation of multiple perspectives.

- Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *The Harvard Educational Review*, 78(1), pp 40-59. *The authors describe their study investigating high school content literacy skills and reading strategies for use in teacher preparation programs. The preliminary results indicate a need to reconsider basic guidelines of content-area literacy for high school students and in teacher preparation programs.*
- Stahl, S. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
As Volume 2 in the Reading Research to Practice series, this book presents research-based information on vocabulary acquisition and instruction. Chapter five of this book informs readers about word- and concept-building techniques and provides some examples. The remaining chapters focus on vocabulary research studies and findings that impact other aspects of vocabulary instruction such as word meaning.
- 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.
To promote responsible student education, this book presents four curriculum standards: rigor, thought, diversity, and authenticity. With literacy information embedded, it contains several tools and school examples of teachers and administrators working toward the standards' goals.
- Strong, R., Silver, H., Perini, M., & Tuculescu, G. (2002). *Reading for academic success*. Thousand Oaks: Corwin Press.
Appropriate for secondary students with a range of reading abilities, this book contains a collection of instructional strategies for increasing student conceptual knowledge and text comprehension. It includes seven chapters that address such topics as vocabulary, questioning, the reading-writing connection, and content area reading.
- Sweet, A. P. & Snow, C.E. (2003). *Rethinking reading comprehension*. New York, NY: Guilford Press.
Building upon the work of the RAND Reading Study Group, the authors address key reading comprehension issues, research findings, and instructional strategies for meeting student reading needs. Written by leading reading researchers, each chapter focuses on a specific topic such as student reading variability, text coherence, electronic texts, and three instructional approaches: reciprocal teaching, questioning the author, and collaborative reasoning.
- Tatum, A. (2005). *Teaching reading to black adolescent males*. Portland, ME: Stenhouse Publishing.
The author presents a framework for reconceptualizing and strengthening the relationship between literacy and black males. The book's eleven chapters touch on a range of literacy topics, including culturally responsive literacy teaching, text discussions, instructional strategies, and professional development communities.

- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria: Association for Supervision and Curriculum Development.
Providing teacher guidance, this book describes the value, characteristics, strategies, and tools for planning and delivering differentiated instruction in diverse classrooms. It addresses various aspects of assessment, including use of results for differentiated planning and student self-evaluation.
- Tomlinson, C.A. (2008). Learning to love assessment. *Educational Leadership*, 65(4), 8-13.
To promote better teaching, the author describes ten guidelines of assessment for learning in the classroom. The article clarifies the role and characteristics of effective assessment, feedback, the uses for different types of assessments, and student self-efficacy and self-monitoring.
- 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 document focuses on the improvement of adolescent literacy instruction for students in grades 4-12. Divided into three sections, it provides research-based recommendations for content area instruction, struggling readers, and English language learners.
- Torgesen, J., Houston D., Rissman, L., & Kosanovich, K. (2007). *Teaching all students to read in elementary school: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
Based on scientific research, this guide supports principal efforts to improve the quality of reading instruction in elementary schools. It presents information on the critical elements of an effective reading program, critical tasks for principals as literacy leaders, and special considerations for reading instruction after third grade.
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Walpole, S. & McKenna, M. (2007). *Differentiated reading instruction: Strategies for the primary grades*. New York, NY: Guilford Press. *The information in this book features a differentiation model that is developmental and driven by assessment. Using specific K-3 examples, it describes various aspects of differentiated planning, implementation, instructional strategies, use of assessments, and organization.*

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Wolf, M. & Barzillai, M. (2009). The importance of deep reading. (2009). *Educational Leadership*, 66(6), 31-37. *In this article, the author highlights the importance of explicit instruction in deeper processing of both traditional texts and online digital resources. It provides background information on the historical and cultural evolution of reading as well as describes online reading comprehension of digital texts.*

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