DOCUMENT RESUME

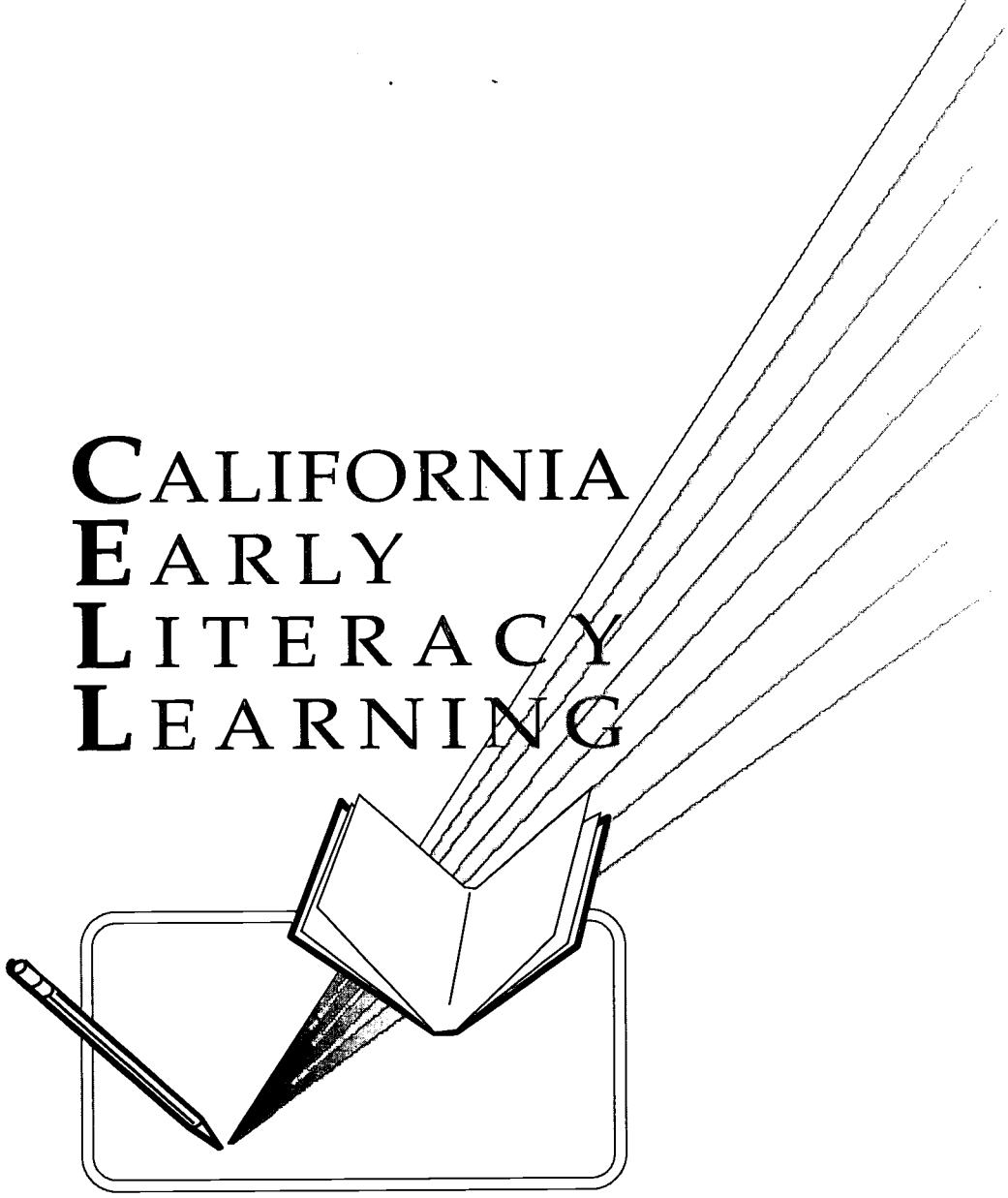
ED 452 509 CS 014 373

TITLE	California Early Literacy Learning: Good First Teaching for All Children. [2000 Technical Report].
INSTITUTION	Foundation for California Early Literacy Learning, Redlands.
PUB DATE	2000-00-00
NOTE	43p.
AVAILABLE FROM	Foundation for California Early Literacy Learning, 104 E State St., Ste. M, Redlands, CA 92373. Tel: 909-335-3089; Fax: 909-335-0826; Web Site: http://www.cell-exll.com.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141) -- Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Classroom Techniques; Elementary Education; *Elementary School Teachers; *Literacy; *Professional Development; Program Descriptions; Program Implementation; *Reading Instruction; Student Needs; Training Objectives; *Writing Instruction
IDENTIFIERS	California; *California Early Literacy Learning; *Extended Literacy Learning

ABSTRACT

California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) are professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL training (pre-K-Grade 3) emphasizes that the instructional focus in the primary grades is to teach reading and writing. ExLL (Grades 3-6) focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. This CELL and ExLL framework training booklet is divided into the following sections: Overview; CELL Framework; ExLL Framework; Major Components of CELL and ExLL; Training Model; Research; Implementation: Second Chance at Literacy Learning; CELL+Math; Collaborations and Partnerships; and Literacy Coordinators. Contains a 140-item bibliography and 10 tables of data. (NKA)

CALIFORNIA EARLY LITERACY LEARNING



EXTENDED LITERACY LEARNING

GOOD FIRST TEACHING FOR ALL CHILDREN

FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING

Stanley L. Swartz, Ph.D.
Trainer and Director
stanley_swartz@eee.org

Rebecca E. Shook
Trainer and CELL Coordinator
beckyshook@aol.com

Adria F. Klein, Ph.D.
Trainer and ExLL and Second Chance Coordinator
AK1183@aol.com

Training Staff:

Marie Belt
Karen Bunnell
Charlene Huntley
Cinda Moon
Elizabeth Murphy
Jan Schall
Debra Wakefield

Project Staff:

Amie MacPherson
Program Manager

Cathleen Geraghty
Laurie Roach
Project Assistants

For more information:
FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING
104 East State Street, Suite M, Redlands, California 92373
(909) 335-3089 • Fax (909) 335-0826
or visit our web page at http://www.cell-exll.com

Professional development for teachers is the single most important decision we can make.

Table Of Contents

OVERVIEW

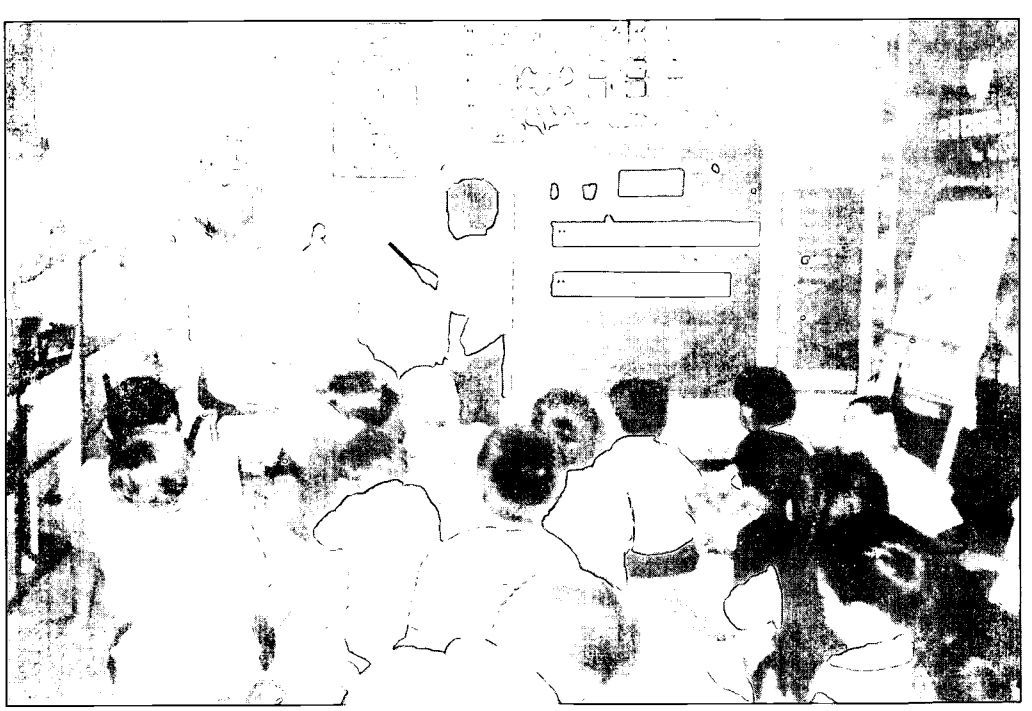
California Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) are professional development programs designed to help elementary teachers strengthen their teaching of reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction. CELL training (PreKindergarten-Grade 3) emphasizes that the instructional focus in the primary grades is to teach reading and writing. ExLL (Grades 3-6) focuses on reading and writing in the content areas while recognizing that some children in the intermediate grades are still struggling readers.

Both California Early Literacy Learning and Extended Literacy Learning are designed to help teachers meet the needs and strengths of each individual child. The model stresses and encourages active participation from each child regardless of his or her current level of literacy acquisition. High progress children are encouraged to continue their rapid growth while low progress children are guided through the process with continuous support and an opportunity to accelerate their learning. The opportunity to try new learning in a risk-free environment and practice new strategies throughout the day are encouraged.

Teachers are trained to use a gradual decline of teacher support and a gradual increase in student independence based on demonstrated student capability. This reduction of teacher support is based on observations of individual child growth in understanding the process of literacy. The child's use of a variety of problem-solving strategies is supported through good teacher decision-making about ways to assist each child toward the goal of independence. The elements of the CELL and ExLL instructional frameworks are designed to help each child and the whole class move together toward that goal. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. Other curricular areas are delivered using literacy activities as the method of instruction. The CELL and ExLL frameworks include oral language, phonology, higher-order thinking skills, and reading and writing activities.

California Early Literacy Learning and Extended Literacy Learning have been developed with the strong belief that improved classroom instruction and increased student achievement are best achieved by providing more support and professional development for teachers. Helping teachers become more effective in their work is the primary goal of CELL and ExLL. The CELL and ExLL training programs are based on a high level of confidence in the ability of classroom teachers to become more powerful in their teaching, given appropriate training and long term support.

The programs are based on a high level of confidence in the ability of classroom teachers.



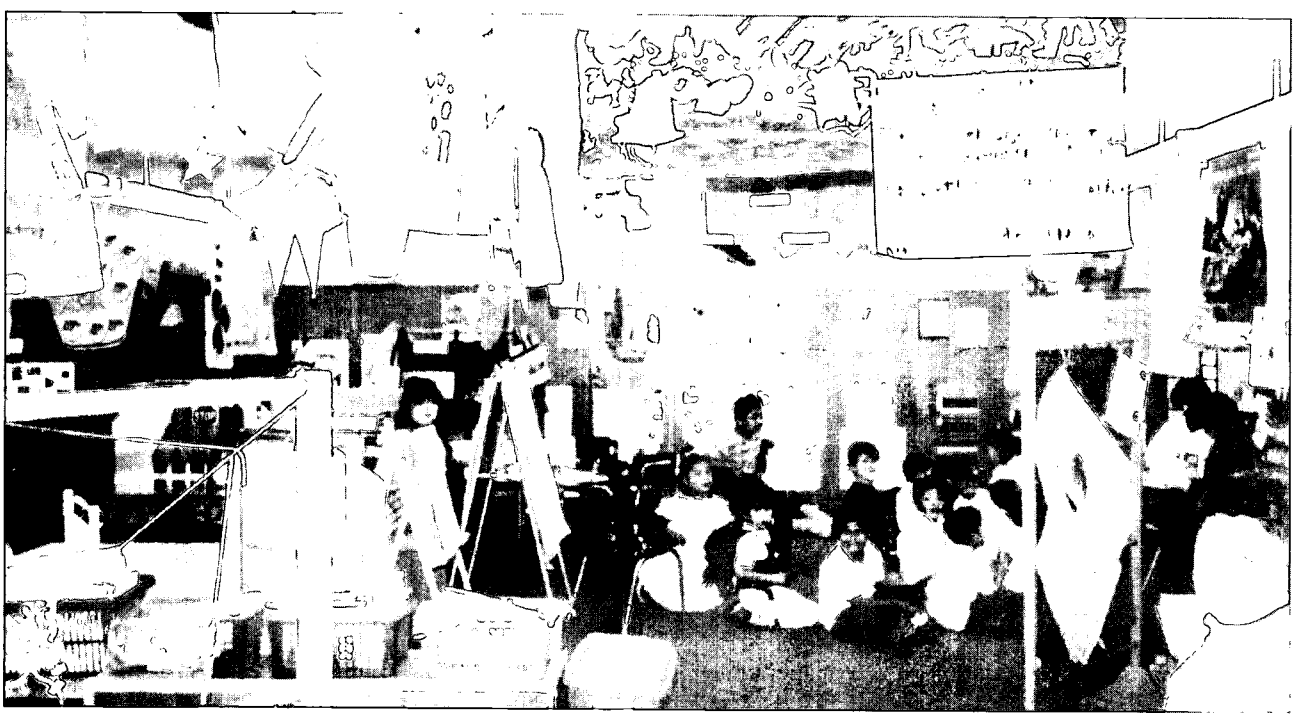
California Early Literacy Learning (CELL)

CELL (PreK-3) helps primary teachers learn how to use the framework effectively in their classrooms and how to integrate the individual elements into an overall system of classroom instruction. Oral language is the foundation for all of the elements of early literacy learning. The dialogue, discussion, verbal interaction, and active oral engagement of each child are stressed as each of the framework elements is used. Knowledge of the structure of language is known to increase with communication that occurs surrounding the literature that is read aloud and the themes that are studied across the curriculum of the classroom. The practice of oral language and the development of new vocabulary through discussion and reading from a broad range of genre are reciprocal in nature. Skills development is also emphasized across each of the framework elements.

Emergent readers must have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. These skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

The elements of the CELL framework provided during the inservice training are reviewed and discussed by both experienced and new teachers from a participating elementary school. Schoolwide staff development is provided by a specially trained Literacy Coordinator skilled in both the theory and practice of effective literacy learning. Literacy Coordinators also provide peer coaching to assist teachers in taking on the new learning and instructional methodologies of the CELL framework.

The PreK-3 Framework is carefully designed to help the beginning reader develop the necessary skills to master alphabetic principle, phonemic awareness, and concepts about print in a literature-rich environment.



CELL FRAMEWORK FOR CLASSROOM INSTRUCTION

ORAL LANGUAGE Assists students in language acquisition Develops and increases vocabulary Promotes the use of accurate language structure	Bruner (1983); Cazden (1992); Chomsky (1972); Ferreiro & Teberosky (1982); Holdaway (1979); Wells (1986)
PHONOLOGICAL SKILLS Uses oral language to access reading and writing Builds a foundation of phonemic awareness for explicit skills learning Teaches systematic phonics through writing, spelling, and reading Supports development of accurate spelling	Adams (1998); Bear, Invernizzi, Templeton, & Johnston (1996); Kirk, Kirk, & Minskoff (1985); Shook, Klein, & Swartz (1998)
READING ALOUD Builds vocabulary Introduces good children's literature through a variety of genre Increases repertoire of language and its use	Adams (1990); Clark (1976); Cochran-Smith (1984); Cohen (1968); Durkin (1966); Goodman, Y. (1984); Green & Harker (1982); Hiebert (1988); Huck, Hepler, & Hickman (1994); Ninio (1980); Pappas & Brown (1987); Schickedanz (1978); Wells (1985)
SHARED READING Promotes the development of early reading strategies Encourages cooperative learning and child-to-child support Stresses phonemic awareness and phonologic skills	Holdaway (1979); Martinez & Roser (1985); Pappas & Brown (1987); Rowe (1987); Snow (1983); Sulzby (1985); Teale & Sulzby (1986)
GUIDED READING Allows observation of strategic reading in selected novel texts Provides direct instruction of problem-solving strategies Allows for classroom intervention of reading difficulties	Clay (1991a; 1991b); Fountas & Pinnell (1996); Holdaway (1979); Lyons, Pinnell, & Deford (1993); McKenzie (1986); Routman (1991); Wong, Groth, & O'Flahavan (1994)
INDEPENDENT READING Allows children to practice strategies being learned Develops fluency using familiar texts Encourages successful problem-solving	Clay (1991a); McKenzie (1986); Taylor (1993)
INTERACTIVE WRITING Provides an opportunity to jointly plan and construct text Develops letter-sound correspondence and spelling Teaches phonics	Button, Johnson, & Furgerson (1996); McCarrier, Fountas, & Pinnell (2000); Pinnell & McCarrier (1994);
INDEPENDENT WRITING Encourages writing for different purposes and different audiences Fosters creativity and an ability to compose	Bissex (1980); Clay (1975); Dyson (1982; 1988); Ferreiro & Teberosky (1982); Goodman, Y. (1984); Harste, Woodward, & Burke (1984)

EXTENDED LITERACY LEARNING (ExLL)

ExLL (Grades 3-6) training supports intermediate teachers in learning how to effectively teach reading and writing to students with a wide range of ability levels in the intermediate grades. It is aligned with the CELL framework and helps teachers learn how to integrate the individual elements into a seamless curriculum of classroom instruction. The active engagement of each child is stressed throughout the ExLL framework, with verbal interaction and reading and writing activities taught across the content fields. Knowledge of the structure of the language, new vocabulary and concepts are developed through literature and the study of genre across themes in the curriculum. Ongoing skills development at a higher level of phonological analysis is balanced with systematic, direct instruction of decoding and comprehension for struggling readers. These skills are acquired in the context of meaningful activities that motivate the gifted and reluctant reader alike. Students are given extensive practice by reading a wide range of fiction and non-fiction books and engaging in authentic writing activities in all content areas.

ExLL FRAMEWORK FOR CLASSROOM INSTRUCTION

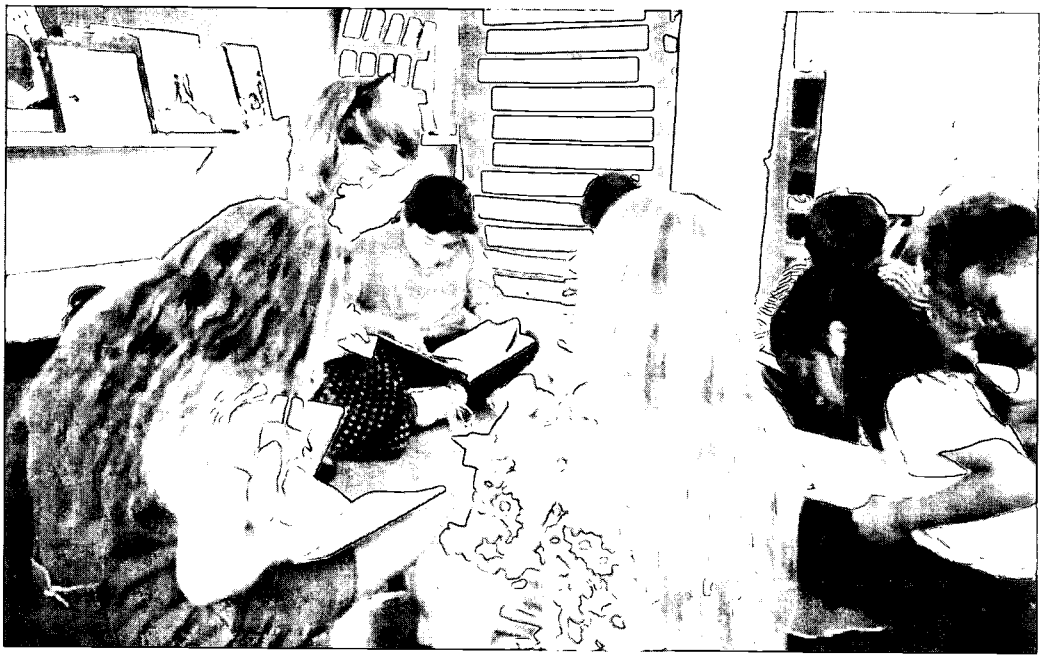
PHONOLOGICAL SKILLS Directly and systematically teaches essential skills • Uses oral language to access reading and writing • Builds a foundation of explicit skills learning • Teaches systematic phonics through writing, spelling, and reading • Supports development of accurate spelling	Adams (1990); Blau (1998); Brady & Moats (1997); Cunningham & Stanovich (1998); Cunningham (1990); Duffelmeyer & Black (1996); Foorman, Francis, Shaywitz, Shaywitz, & Fletcher (1997); Fry (1998); Fry (1997); Liberman, Shankweiler, & Liberman (1989); Lowe & Walters (1991); Lowery (1998); Lyon & Moats (1997); McPike (1995); Moats (1994); Morris, Ervin, & Conrad (1996); Shaywitz (1996); Stanovich (1993); Tierney (1998); Torgesen (1998); Torgesen, Wagner, & Rashotte (1997); Triplett & Stahl (1998); Wolfe (1998)
READING ALOUD Expands concept development and language structure • Fluent, expressive reading • New and familiar concepts and context • Language and grammar usage	Andrews (1998); Barrentine (1996); Schickendanz (1978)
SHARED READING Increases fluency and extends phonological awareness • Phonological awareness for explicit skills learning • Choral reading • Reader's theater	Beck, McKeown, & Ormanson (1997); Blum & Koskinen (1991); Clark (1995); Dowhower (1991); Hasbrouck & Tindal (1992); Miller (1998); Nathan & Stanovich (1991); Samuels, Schermer, & Reinking (1992); Samuels (1997); Tangel & Blachman (1995)

ExLL FRAMEWORK FOR CLASSROOM INSTRUCTION (Continued)

DIRECTED READING Provides explicit skills and comprehension instruction for readers at various ability levels, integrates reading into the content areas, and teaches study and reference skills • Guided reading • Reciprocal teaching • Literature circles	Beck, McKeown, Hamilton, & Kucan (1998); Brown & Cambourne (1990); Chomsky (1976); Fletcher & Lyon (1998); Gilliam, Peña, & Mountain (1980); Jones, Coombs, & McKinney (1994); Juel (1988); Klein (1981); Klein (1996); Klein (1997); Lee & Neal (1993); Pearson, Roehler, Dole, & Duffy (1992); Perfetti (1995); Shanklin & Rhodes (1989); Showers, Joyce, Scanlon, & Schnaubelt (1998); Stahl & Shiel (1992); Tomlinson & Kalbfleisch (1998); Weir (1998)
INDEPENDENT READING Allows for extended practice, increased comprehension, and higher-order thinking skills • Specific reading strategies and text organization • Content area study	Anderson (1996); Henk & Melnick (1995); Metzger (1998)
DIRECTED WRITING Supports the accurate construction of text and effective spelling strategies • Interactive writing and interactive editing • Writer's workshop	Ehri (1998); Fletcher & Lyon (1998); Foorman, Francis, Fletcher, Schatschneider, & Metha (1998); Greene (1998); Heald-Taylor (1998); Henry (1988); Invernizzi, Abouzeid, & Bloodgood (1997); Moats (1998); Juel (1988); Zutell (1996)
INDEPENDENT WRITING Encourages creativity and the ability to write for different purposes • Language structure and correct grammar usage • Accurate spelling and punctuation skills	Cassady (1998); Dyson (1982; 1988); Ferreiro & Teberosky (1982)
ORAL PRESENTATION Formalizes the process of sharing ideas and reporting information • Content area oral reports • Oral interpretation of literature • Drama/performance	Bruner (1983); California Department of Education (1998); Cazden (1992); Chomsky (1972); Ferreiro & Teberosky (1982); Klein (1997)

The ExLL 3-6 Framework is aligned with the CELL Framework and is designed to help the wide range of readers in the intermediate grades extend their essential skills while reading and writing in the content areas.

Major Components of CELL and ExLL



California Early Literacy Learning and Extended Literacy Learning share a number of components that have been found important to their success and essential to effective implementation. Participants have reported that CELL and ExLL are a unique blend of intensive professional development that matches theory and practice and supports new learning by teachers.

CELL recognizes that the teaching of reading and writing is the foundation for all later academic achievement. Teachers are encouraged to teach all subjects using the framework of literacy activities. ExLL continues this emphasis in the intermediate grades with the additional focus of using reading and writing in the content areas.

CELL and ExLL also restructure how we teach children to read and write. Schools who join the projects have determined the need to change their approach to teaching reading and writing. Schools are committed to providing massive opportunities for children to practice reading and writing. Teachers are encouraged to use literacy activities as their primary teaching method, all day, every day.

National and various state level legislative initiatives emphasize that improving reading and writing in elementary schools is a high priority. California Early Literacy Learning and Extended Literacy Learning help schools meet this goal by providing professional development that helps teachers be more effective in providing literacy instruction. The teaching of phonemic awareness, systematic, explicit phonics instruction, sound/symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies are all emphasized. Training sessions also provide a multitude of authentic and literature-rich teaching methodologies for use in primary and intermediate classrooms.

The inservice trainings also incorporate research on how children learn to read, how proficient readers read, the structure of the English language, and the relationship between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading and writing instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension. The reciprocal nature of reading and writing is emphasized.

CELL and ExLL are an important part of any school reform effort.

CELL and ExLL are balanced reading and writing programs that combine skills development with literature and language-rich activities. Children are provided direct instruction using high quality, appropriate materials. Teaching methods are used that have substantial support in the research literature. Teaching methods are aligned within and across grade levels. Achievement gains are enhanced when transition from grade to grade is accompanied by teachers who use the same teaching methods. Classroom instruction, early intervention, and special education are also aligned.

CELL and ExLL collect diagnostic information to inform instruction and assessment data to ensure accountability. Teachers are trained in various assessment procedures to improve their observation of children to better inform instruction. Standardized test measures are used to track both individual student and class achievement.

The training model provides intensive professional development with follow-up. School-Based Planning Team and Literacy Coordinator training are both year-long. Follow-up support for the three to five year implementation is provided through on-site training, class visits, and monthly guided meetings.

A capacity-building model that ensures long-term support is used. The School-Based Planning Team and the school-based Literacy Coordinator both help establish a system of support that continues year after year. CELL and ExLL also provide long-term support through continuing professional development opportunities during periodic training updates and at the Annual West Coast Literacy Conference and the Rocky Mountain Literacy Conference.

High quality teaching materials from a wide variety of sources are used during the training. Professional books and an extensive list of professional readings are provided during training. Recommendations for children's literature books and books for shared and guided reading are available. The effective use of other materials, such as basal reading series, is also included in the training

CELL and ExLL have been designed to support English language learners. Schools report that the frameworks have been effective in various instructional models. Book lists used in CELL are available in both English and Spanish.

Special education teachers are included in all phases of CELL and ExLL training. Using the same teaching methods from the frameworks facilitates the inclusion of special needs children in regular classrooms. Children are supported in their learning by this cooperation between special and regular education.

CELL and ExLL success is measured by student performance. Intensive staff development and ongoing support should be a condition of teacher accountability. Data reported in the research section show various procedures used to document success.

Major Components of CELL and ExLL

Increase the emphasis on reading and writing in the curriculum

Focus on the professional development of teachers

Support school reform and school restructuring

Use a balanced reading and writing program supported by scientific research

Align teaching methods within and across grade levels

Support English language learners

Facilitate inclusion of special needs children

Use a capacity-building model

Measure success by student achievement gains

School-Based Planning Teams

To ensure schoolwide support, a School-Based Planning Team participates in a year-long series of planning activities and framework training sessions. The School-Based Planning Team is composed of the school principal, a reading specialist, a special education teacher, and teachers from each grade.

The teachers from each team receive initial training in the elements of the framework and begin implementation of the framework immediately after the first session. They receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation and develop a resource for observation, demonstration, and support of the project.

Training for these sessions is provided by the CELL and ExLL training staff and the team of trained Literacy Coordinators. School-Based Planning Team training sessions include five full-day activities (one additional assessment training day for CELL teams) and attendance at either the West Coast Literacy Conference or the Rocky Mountain Literacy Conference. The training sessions focus on systematic observation of children's learning and specific instruction in the effective use of elements of the CELL and ExLL frameworks. Between training sessions teams participate in guided meetings at their school site. Guided meetings are an opportunity for further study and collegial support.

The School-Based Planning Team also works together during the training days to develop a vision for future literacy instruction in their school. Planning for long-term professional development over the next three to five years is a role of the School-Based Planning Team at each school. Supporting the Literacy Coordinator while in-training is another function of each School-Based Planning Team. The Literacy Coordinator-in-training practices observation skills and peer coaching with the School-Based Planning Team members.

ROLE OF THE TEAM

Support implementation by:

- Beginning to practice the elements of the framework daily in your classroom.
- Learning the theoretical constructs of literacy learning through professional reading.
- Making decisions on how the implementation of literacy instruction can be supported and extended throughout your school.
- Attending and actively participating in all training days.
- Helping to coordinate guided meetings at the school site.
- Supporting colleagues on the team as they attempt new learning.
- Reflecting on your own teaching.

Literacy Coordinator

The Literacy Coordinator is the school-based staff developer who supports the implementation of the CELL and ExLL frameworks. This individual has no supervisory responsibility, but rather serves as a coach and mentor to colleagues on the instructional team. There is a separate and distinct training for CELL and ExLL Literacy Coordinators because of the varied needs of primary and intermediate teachers.

The Literacy Coordinator-in-training participates in five full-week trainings (Sunday through Friday) throughout the traditional school year. This training consists of observations in classrooms, group meetings to reflect on the teaching and learning observed, and seminars that combine theory and practice. Throughout the year, the Literacy Coordinator-in-training teaches a half-day in a classroom using the elements of the framework and attends biweekly guided meetings. In addition to teaching a half-day in their own classrooms, the Literacy Coordinators support the continued learning of the School-Based Planning Team by observing in classrooms half days and conducting awareness sessions with the rest of the instructional team.

"This training is powerful. It changed the way I teach."

Literacy Coordinator-in-Training

Literacy Coordinators also receive leadership training that focuses on peer coaching and the construction of the staff development model. One of the major strengths of the CELL and ExLL model is the effectiveness of peer coaching. The Literacy Coordinators use their classrooms for demonstration opportunities for their colleagues. It is recommended that a Literacy Coordinator have responsibility for supporting approximately twenty teachers. Additional Literacy Coordinators are recommended for larger schools.

For smaller schools it is possible to combine the CELL and ExLL training so that one Literacy Coordinator can support grades PreK-6. This extended training model requires completion of CELL and ExLL School-Based Planning Team training, CELL Literacy Coordinator training, and a supplemental three-week training in the ExLL Framework.

Training Schedules

CELL and ExLL implementation has three distinct phases. During the first phase, School-Based Planning Teams are trained. This training helps establish the culture for change in the school and provides an initial training for team members. During phase two, a Literacy Coordinator is trained to provide support to team members. This position is an important part of the capacity-building effort for the school. In the final phase, phase three, teachers who were not part of the School-Based Planning Team are trained. The Literacy Coordinator begins full implementation at the site by providing the five day training sequence. Observations in the classrooms of the School-Based Planning Team and in the classroom taught by the Literacy Coordinator are also part of full implementation training.

The training model is designed to make elementary schools self-sustaining through the training of Literacy Coordinators who can provide professional development and peer coaching to teachers in their own schools. This capacity-building model has been found to support long term change in participating schools.

Different schedules of training and implementation are used by various schools. Some schools choose to complete School-Based Planning Team training in the same year as the training of their Literacy Coordinator. Full implementation using this schedule begins in year two. Other schools choose to train a team in year one, a Literacy Coordinator in year two, and begin full implementation in year three. Likewise, participation in CELL and ExLL trainings vary across schools. Some schools train teams and Literacy Coordinators in CELL and ExLL at the same time. Other schools have initiated CELL training and progressed into ExLL training in a subsequent year.

Implementation Schedule

School-Based Planning Team

- Assessment Training
  - CELL (One-day workshop)
  - ExLL (during training days)
- 5 One-day Training Sessions
- Monthly Guided Meetings
- West Coast or Rocky Mountain Literacy Conference

Literacy Coordinator Training

- Assessment Training
  - CELL (One-day workshop)
  - ExLL (during training days)
- Monthly Guided Meetings
- 5 Week-Long Training Seminars
- 3 Interim Training Days
- Monthly Colleague Meetings
- West Coast Literacy Conference

Schoolwide Training

- Assessment Training
  - CELL (One-day workshop)
  - ExLL (during training days)
- 30 Hours Training for Staff
- Biweekly Guided Meetings
- West Coast or Rocky Mountain Literacy Conference

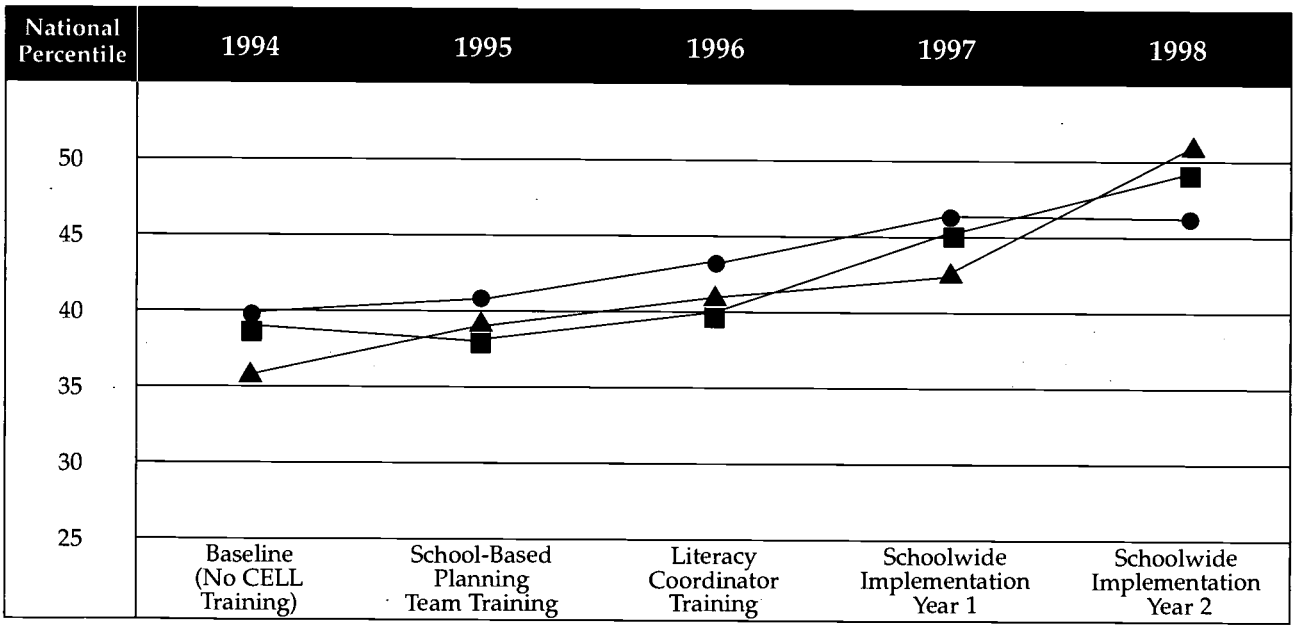
California Early Literacy Learning and Extended Literacy Learning are research-based programs. This research is reflected in both the selection of training components as well as the collection of data from participating schools. All elements of the frameworks were selected because of their substantial support in the research literature. The frameworks represent best practices in literacy learning. Participants assist in the collection of data that are used to document program success and individual student gains. It is a primary focus of CELL and ExLL research to analyze and report data generated by individual participating schools and districts. This research focus is a more reliable predictor of the likely impact of CELL and ExLL training on achievement in a particular school than a set of aggregated data from all CELL and ExLL participants.

Specific focus is given to the standardized test scores of each participating school. In addition to the language arts test results, content area scores are also monitored to determine the impact of increased literacy learning on achievement in mathematics and other subject matter. In addition, as soon as possible after the opening of school, approximately six children chosen at random from each classroom, are individually assessed, using various measures as a pretest. The posttest for this same group is completed in the last three weeks of school. This procedure is used to monitor specific learning in a group of focus children at each grade level.

The primary goal of California Early Literacy Learning and Extended Literacy Learning is to increase the literacy achievement of children. Table 1 is a longitudinal study of student achievement over a five year period. A steady trajectory of growth is seen from the 1994 baseline of no training to the second year of full implementation in 1998 with scores in the average range. This growth was seen in reading and language arts as well as in mathematics.

Table 1

Sustained Growth on SAT-9 in Reading, Language Arts and Mathematics Achievement in a Four Year CELL Implementation – Summary of scores for grades 3-5*



*Stanford Achievement Test - Ninth Edition
Riverton, Wyoming Title I School

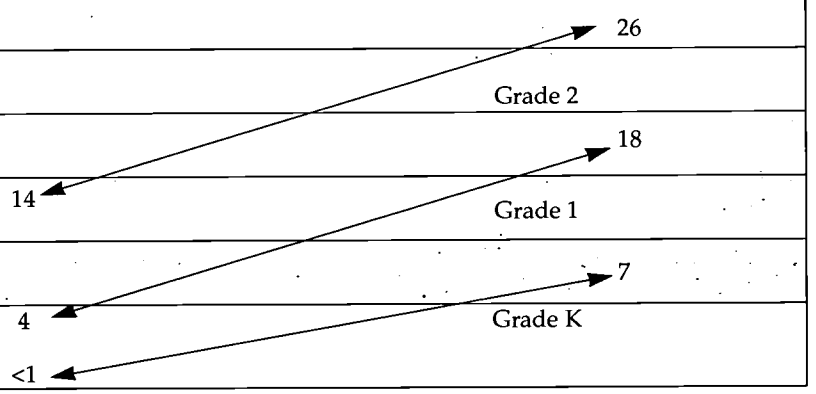
Table 2 shows Fall and Spring Observation Survey (Clay, 1993) mean scores and grade equivalents in text reading for children in grades K-2 at a fully implemented CELL school. Kindergarten students began the year as non-readers and reached a level equivalent to mid-first grade by the Spring testing. Achievement of first-graders increased from upper Kindergarten to beginning second, and second-graders began the year just below grade level and scored high fourth grade in the Spring testing. These randomly selected children received no intervention or support services other than effective classroom teaching using the CELL framework.

An additional research focus is the impact of professional development. Table 3 reports a study completed where half of the staff participated in training and the other half served as a control group who received no training. Significant increases in text reading scores were reported in each grade level for children of teachers who participated in training compared to those who received no training.

Table 2

Mean Text Reading Scores for Fall and Spring – Focus Child Testing

Text Reading Level*	Grade Level Equivalent	Fall	Spring
25	4th Grade		
20	3rd Grade		
15	2nd Grade		
10	1st Grade		
5			
0	Kindergarten		



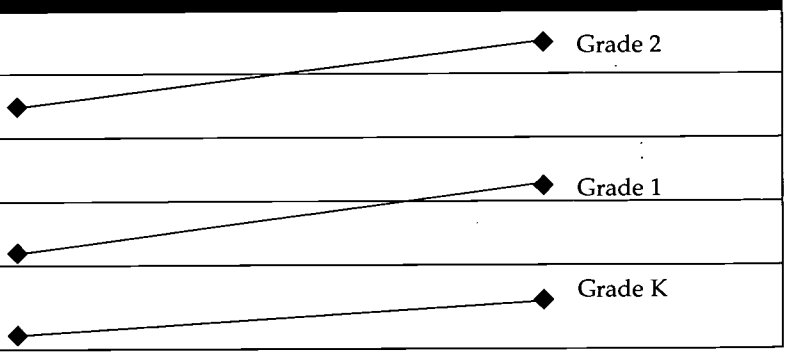
Implementation Year One School, Northern California, 1996.

*Observation Survey

Table 3

Year End Mean Text Reading Scores for Children of Training Group and Control Group

Text Reading Level*	Grade Level Equivalent	Control	Trained
20	3rd grade		
15	2nd grade		
10	1st grade		
5			
0	Kindergarten		

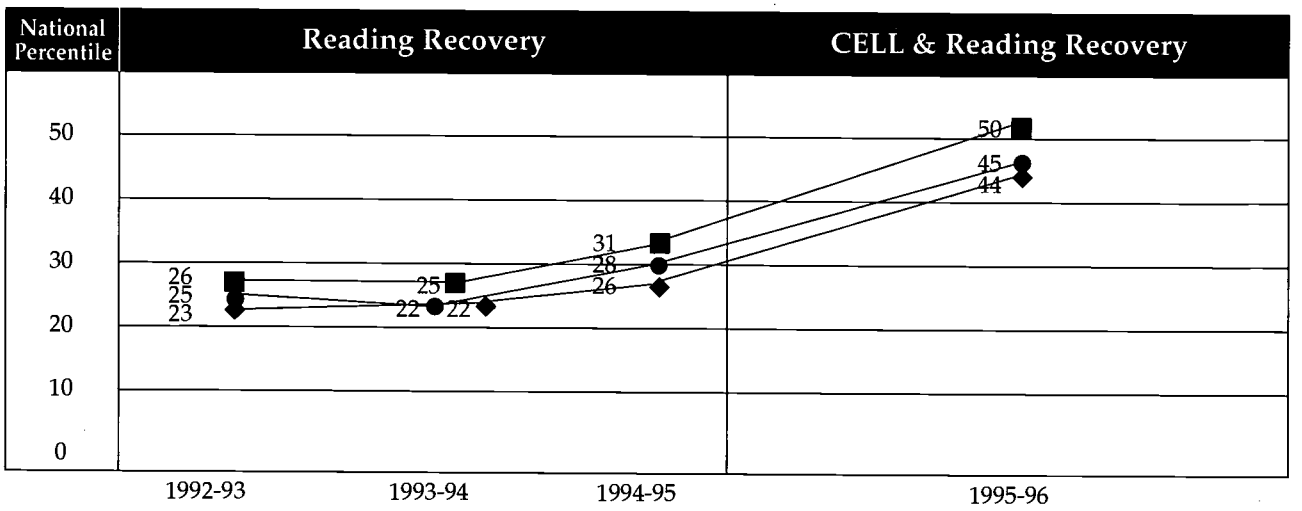


Wyoming Indian School (N=200), 1996.

*Observation Survey

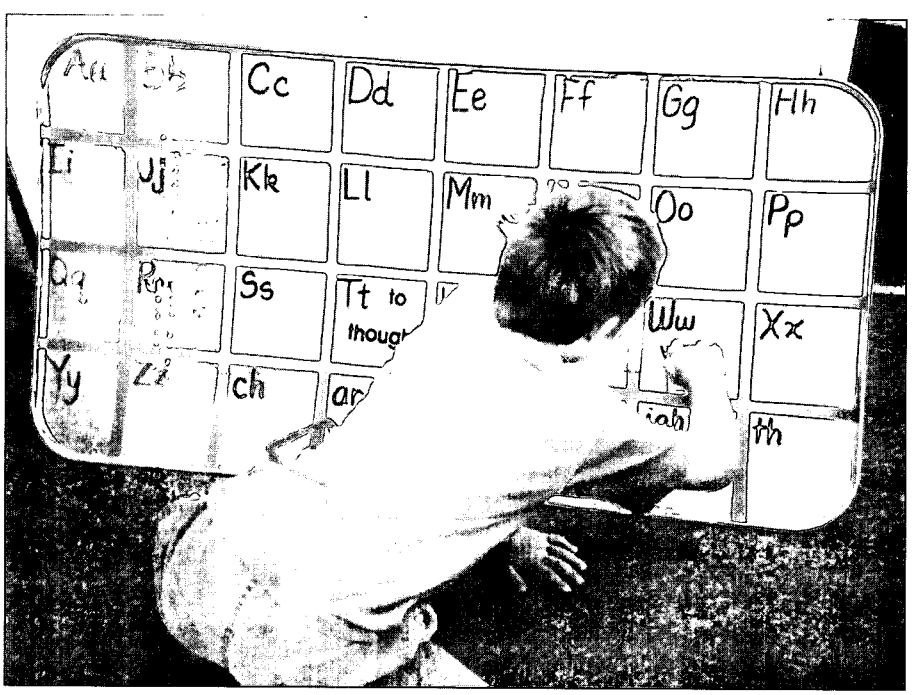
Table 4

Impact of California Early Literacy Learning (CELL) on Standardized Test Scores for First Graders in Schools with Reading Recovery*



*Comprehensive Test of Basic Skills (CTBS)
Six Northern California Title I Schools

Many schools who have selected CELL as a professional development program also participate in the Reading Recovery (Clay, 1979) program. Though Reading Recovery, by design, is an intervention and not expected to impact the cohort, many districts track these data. Table 4 shows standardized test data for first-graders over a four-year period in mathematics, reading, and total battery. The three years of data during Reading Recovery participation yielded scores in the 22-31 national percentile range. Year-end scores following the first year of CELL implementation showed a dramatic increase in all three areas to the 44-50 percentile range. The achievement increase was also seen in mathematics. These data help support the primary importance of reading and writing instruction in the elementary grades. It also suggests that even a powerful intervention like Reading Recovery improves with the support of effective classroom teaching.



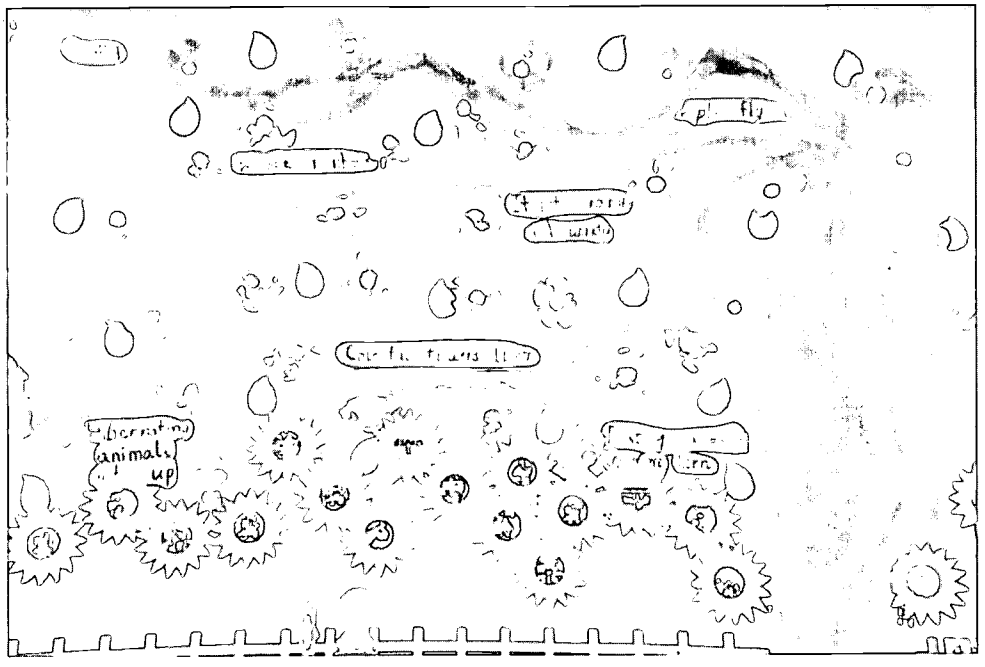


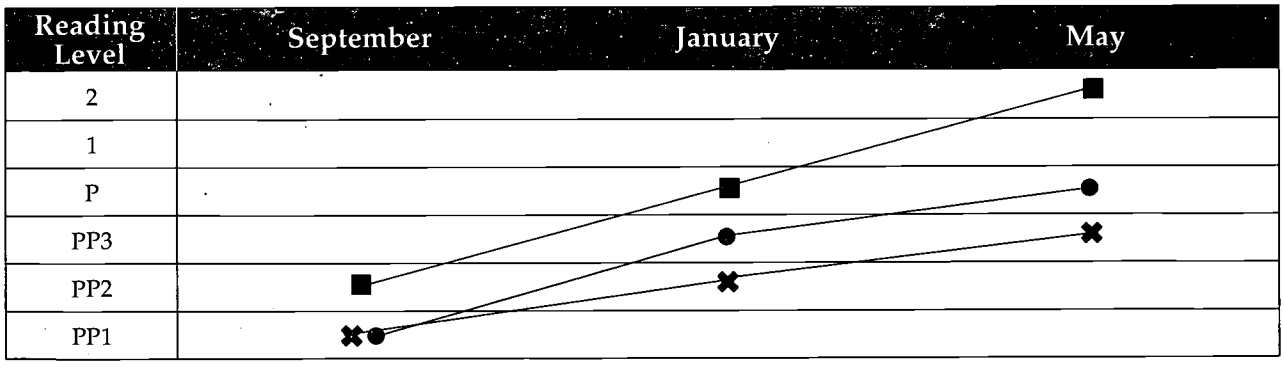
Table 5 also has data that compare Reading Recovery implementation and CELL implementation. In addition, it compares CELL implementation at the School-Based Planning Team level and the Literacy Coordinator level. The benefits of full CELL implementation are demonstrated in this study as well as the benefits of a school-based staff developer.

It is hoped that powerful instruction and access to good first teaching for all children will impact the need for remedial reading and special education services. Table 6 reports special education referrals over a three year period. Non-Title I schools with neither Reading Recovery nor CELL support showed an increase in percentage of referral from 2.6 to 3.7. Title I schools supported by Reading Recovery showed a referral reduction from 3.0 to 2.8 percent. The demonstration school supported by Reading Recovery and CELL showed a significant reduction in referrals to special education from 3.2 to 1.5. These data confirm both the effective combination of a balanced program of reading and writing instruction with a powerful early intervention and the cost effectiveness of schoolwide training in CELL.

One of the CELL demonstration schools was able to exit eight of 32 children from special education resource placement during 1997-98 after two years of CELL implementation. The district

Table 5

Comparison of First Grade Text Reading Level Averages for Reading Recovery, CELL Year One (Team) and Year Two (Literacy Coordinator) Implementation Years*

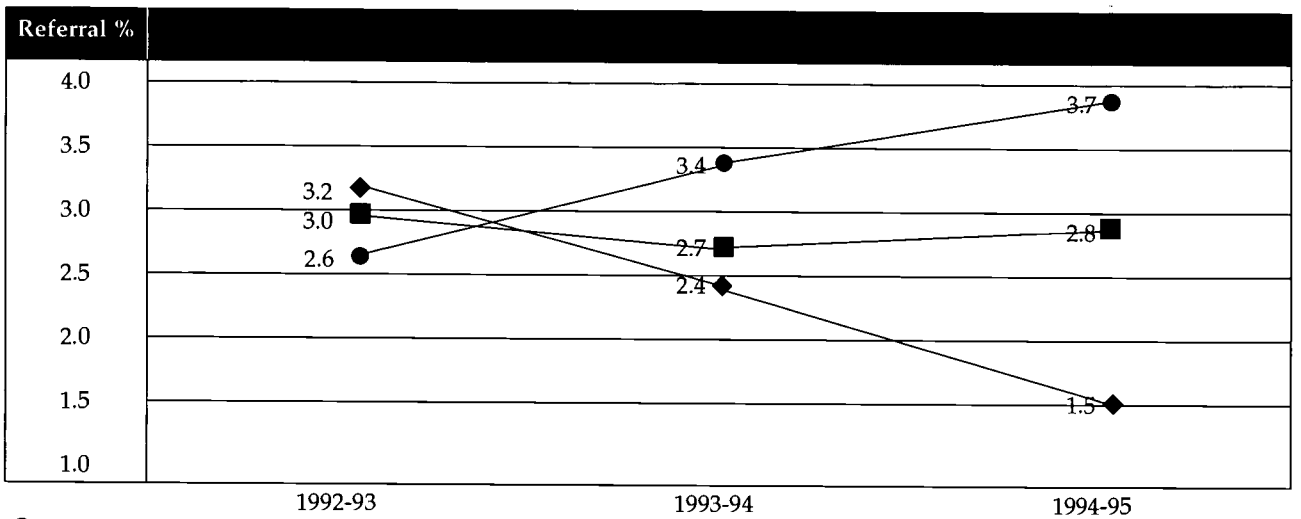


✖ 94-95 Reading Recovery Implementation
● 95-96 CELL School-Based Planning Team Training
■ 96-97 CELL Literacy Coordinator Training

*Observation Survey.
Milpitas (CA) Unified School District, 1997

Table 6

Comparison of Non-Title I, Title I, Reading Recovery, and California Early Literacy Learning Referrals to Special Education



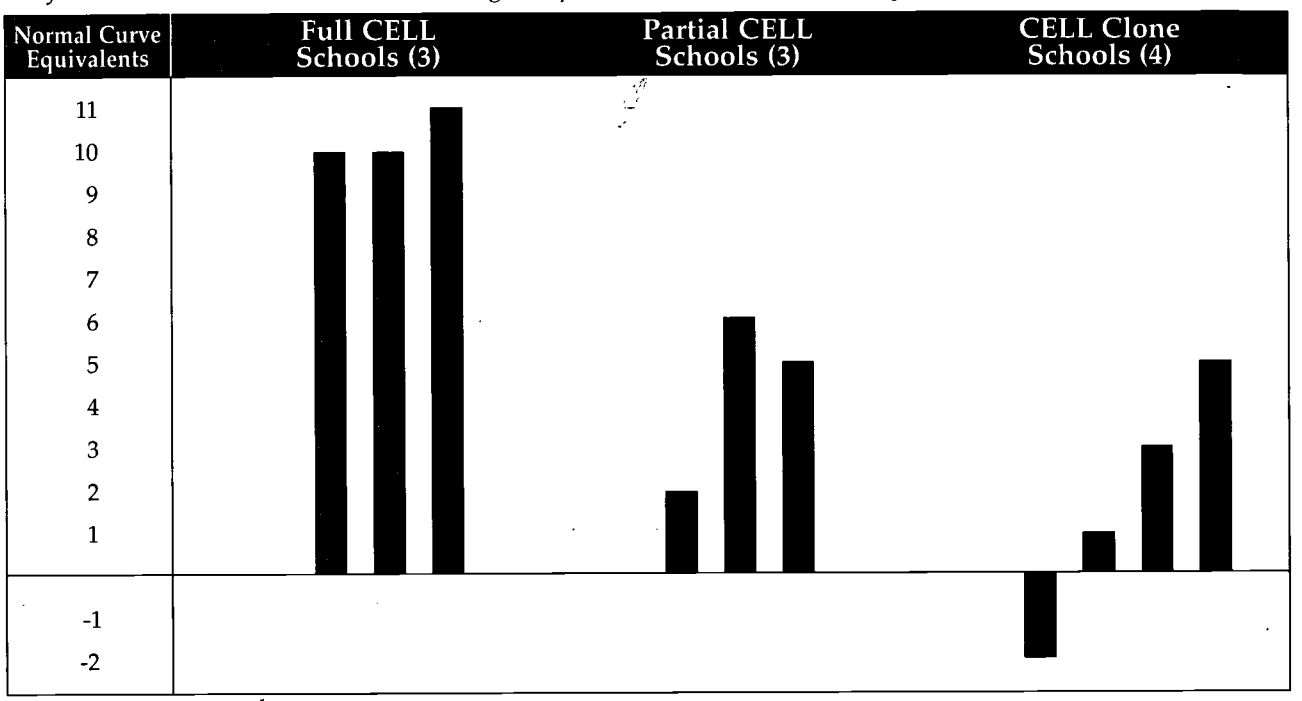
Colton (CA) Joint Unified School District, 1996

used a typical ability/achievement discrepancy determination to both establish and maintain eligibility. The children who exited made sufficient gains in reading and writing to fall below the threshold of eligibility. The decision to exit special education was also reviewed and endorsed by the staffing team. This exit from a special education resource room placement can be attributed to the use of more powerful teaching strategies and to the fact that special to regular class transition is facilitated by the alignment of teaching strategies when both regular and special education use the CELL framework.

Referrals to special education have decreased.

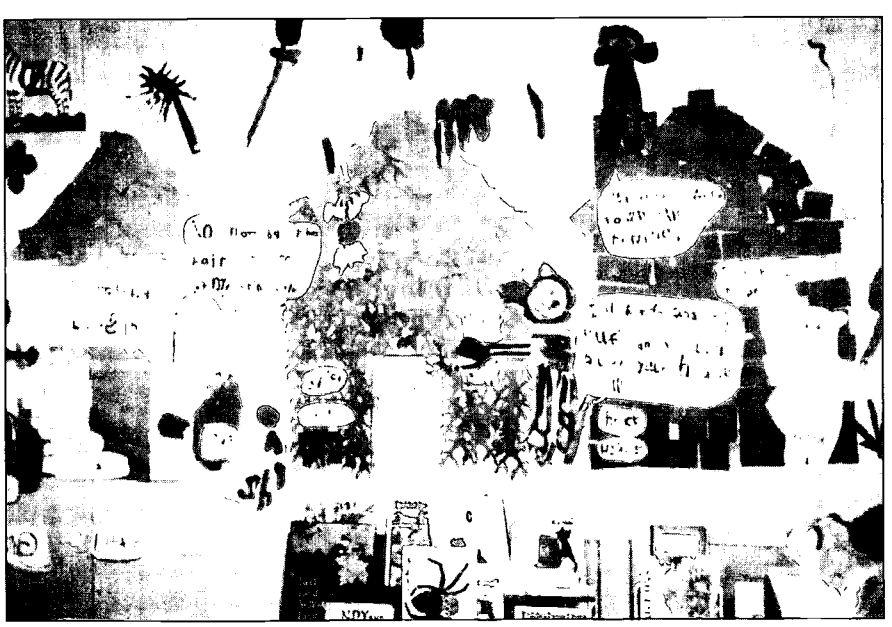
Table 7

California Achievement Test (CAT-5) Reading Comprehension Four Year Summary, Grades 1-4



Southern California CELL Pilot District, 1997

Table 7 compares achievement in grades 1-4 on the California Achievement Test (CAT-5) over a four year period. Schools who had full CELL implementation showed increases of 10, 10, and 11 normal curve equivalents in reading comprehension. Schools with partial implementation of CELL showed increases of 2, 6, and 5. And schools that participated in a district developed CELL clone had normal curve equivalent scores of -2, 1, 3, and 5. These data are a strong indication that program replication is affected by altering standards, procedures, or training.



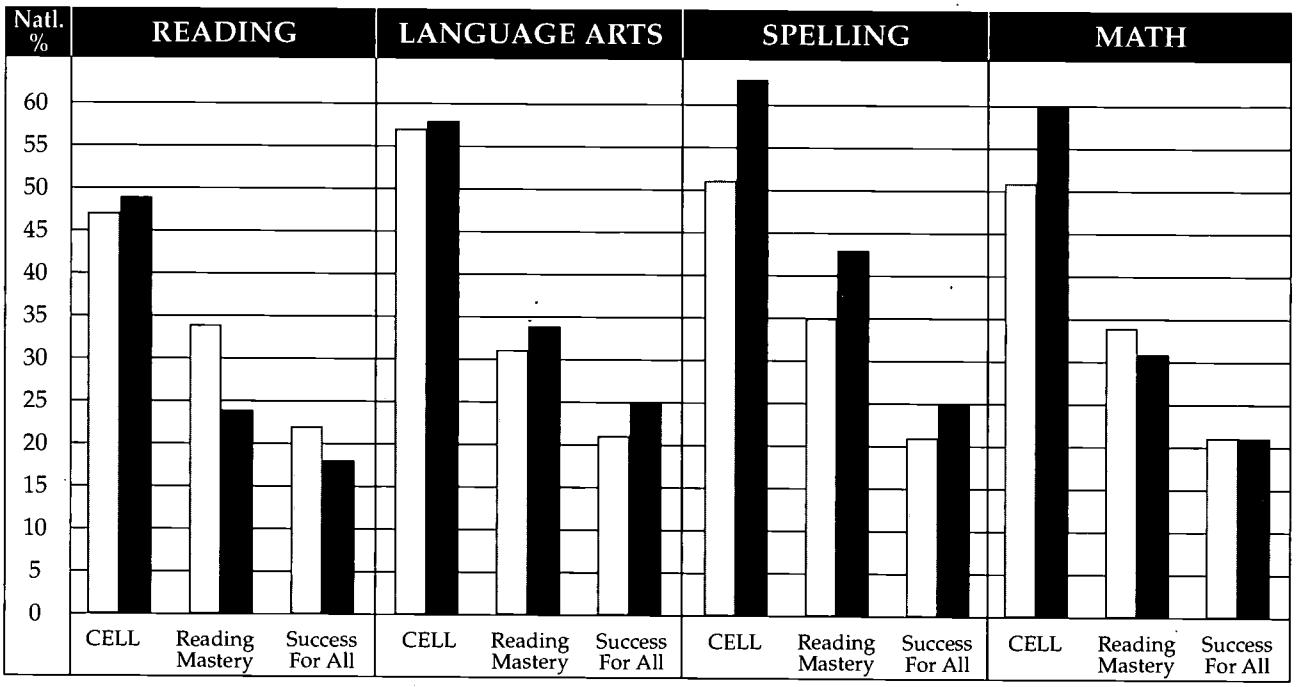
"CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers."

Elementary School Principal

Tables 8 and 9 compare the SAT-9 scores in three Title I schools in a California district. Schools were in comparable implementation stages of Reading Mastery (Engelman et al., 1998), Success for All (Slavin et al., 1993), and CELL in Table 8 and ExLL in Table 9. CELL and ExLL posted higher scores in all categories measured (reading, language arts, spelling, and math). By comparison, CELL and ExLL support the development of independent decision-making by teachers where, Reading Mastery and Success for All are constructed to be more directive and scripted.

Table 8

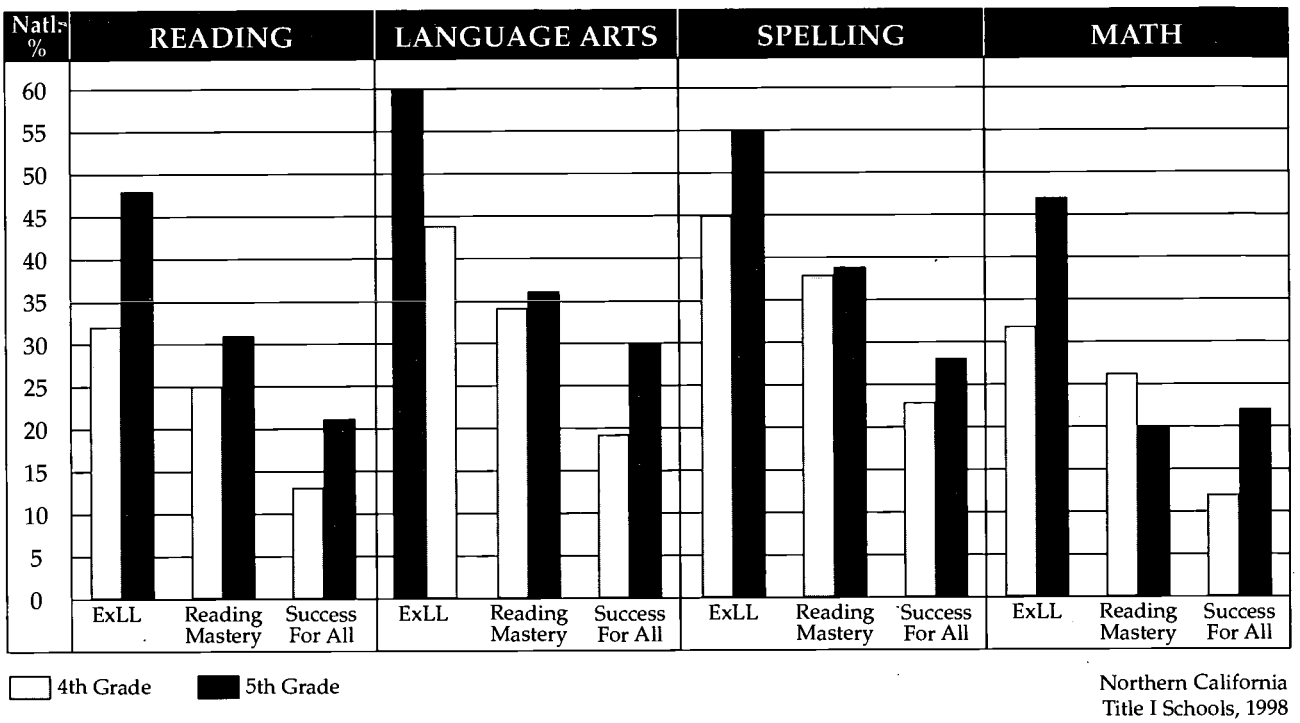
District SAT-9 Scores in Three Title I Schools Using California Early Literacy Learning, Reading Mastery and Success For All (2nd and 3rd Grade)*



Northern California, Title I Schools, 1998
*Stanford Achievement Test - Ninth Edition

Table 9

District SAT-9 Scores in Three Title I Schools Using Extended Literacy Learning, Reading Mastery and Success For All (4th and 5th Grade)*



Northern California
Title I Schools, 1998
*Stanford Achievement Test - Ninth Edition

Reading achievement was measured for English language learners in three immersion models. Scores for first-graders in CELL trained schools are compared to those from schools that received no training in Table 10. Children from CELL schools outperformed the other schools in all three models by 14, 9, and 10 percent.

External Reviews

In addition to the studies conducted by CELL and ExLL schools, two external reviews were conducted during the 1999-2000 school year. Both evaluations were independent and used data provided by participating schools.

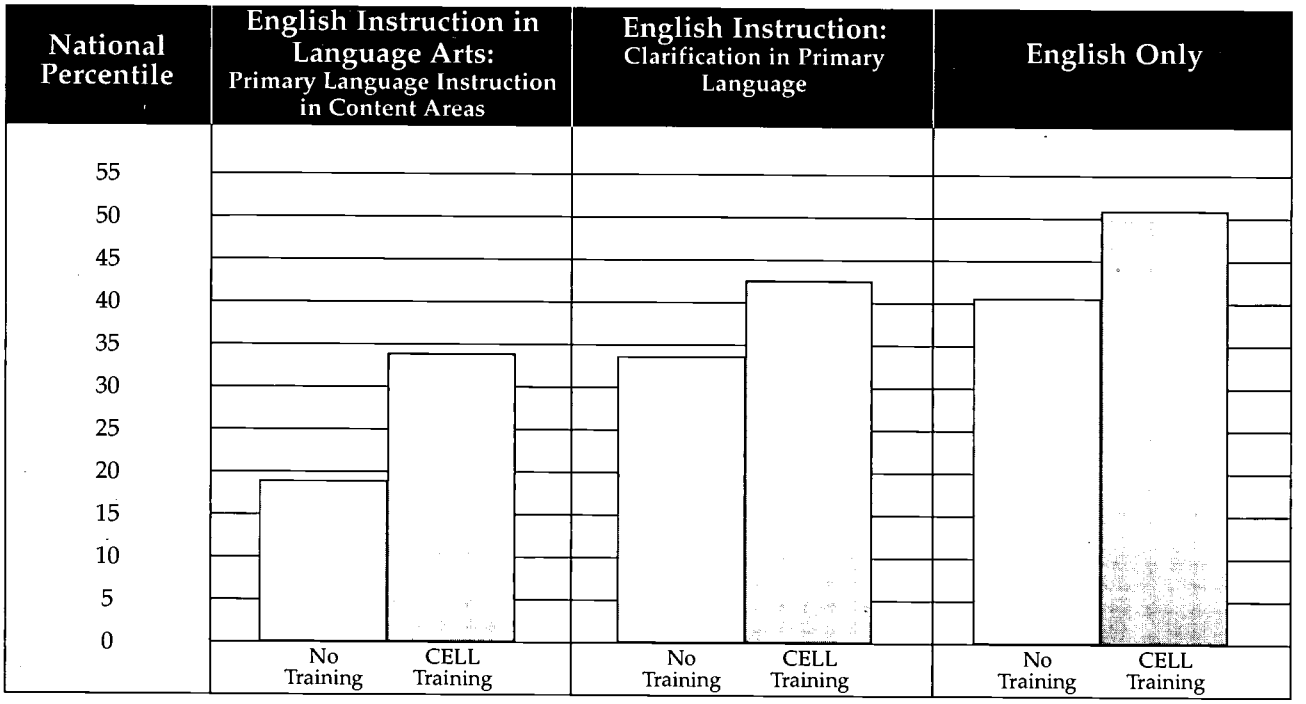
The Nevada Legislative Bureau of Educational Accountability and Program Evaluation reviewed data from CELL schools in the state to evaluate its continued effectiveness on increasing the academic achievement of low performing students. Based on this evaluation CELL was included on the List of Effective Remedial Programs as a program of curricular reform recommended to schools in Nevada.

A large scale study of the impact of CELL and ExLL on reading achievement was completed by the Program Evaluation and Research Branch of the Los Angeles Unified School District. The conclusion that both programs were effective was based on overall increases in achievement as well as the comparison of data from schools that received CELL and ExLL training compared to schools that received no training.

Two independent evaluations found CELL and ExLL to be effective programs.

Table 10

Reading Achievement for English Language Learners Using Three Immersion Models*



*Stanford Achievement Test - Ninth Edition
N = 1595 (9 Schools)
Los Angeles Unified School District

Summary

These studies demonstrate that CELL and ExLL are effective programs of professional development. The most important data are those that show good achievement gains in literacy in CELL and ExLL schools. Schools who have committed to training a Literacy Coordinator show greater gains than those who received only the School-Based Planning Team training. Both level of implementation and adherence to the model are seen as important variables.

The impact on special education was also measured in two studies. The savings that would result in the reduced referral to special education and special education exit would, by themselves, cover the cost of all CELL and ExLL training. This is a powerful measure of cost effectiveness.

Professional development for teachers was found to be more important than the use of a particular instructional model. CELL was also found to be an effective way to support English language learners.

This research provides strong support for the relationship between professional development for teachers and gains in student achievement.

IMPLEMENTATION

Training of both School-Based Planning Teams and Literacy Coordinators has been conducted in California, Hawaii, Kentucky, Mexico, Montana, Nevada and Utah. Schools from Arizona and Texas have also been trained. During the past six years CELL has trained approximately 5000 teachers who have in turn provided instruction for more than 300,000 children. ExLL, in three years of implementation, has trained almost 2000 teachers and impacted an estimated 73,000 children.

CELL and ExLL training site development is underway in Arizona and Texas. In addition to sites in Mexicali, Baja California and in Mexico City as Enseñanza Inicial de la Lectura y la Escritura (EILE), training has been provided in the Mexican states of Guanajuato and Puebla.

The implementation tables include yearly totals for teachers, teams, and Literacy Coordinators trained. The number of children impacted by CELL and ExLL is estimated both for each year and as an accumulative total.

CELL and ExLL training staff and Literacy Coordinators have conducted awareness and inservice sessions throughout the United States. Internationally, the trainers have presented literacy learning research at conferences in Aurba, Australia, Bermuda, Belize, Canada, Chile, Costa Rica, Cuba, Hungary, Jamaica, Mexico, and New Zealand.

Implementation of California Early Literacy Learning, CELL (PreK - 3)

CELL	Teachers	School-Based Planning Teams	Literacy Coordinators	Children	
				Per Year	Grand Total
1994-95	-	-	8	200	200
1995-96	344	23	13	8,925	9,125
1996-97	604	43	23	15,675	24,800
1997-98	1084	78	33	27,925	52,725
1998-99	1452	99	56	37,700	90,475
1999-00	1532	108	54	38,300	128,775
TOTAL	5016	351	187	–	306,100

Implementation of Extended Literacy Learning, ExLL (3-6)

ExLL	Teachers	School-Based Planning Teams	Literacy Coordinators	Children	
				Per Year	Grand Total
1997-98	70	9	-	1,750	1,750
1998-99	608	76	3	15,110	16,860
1999-00	1319	91	50	39,570	56,430
TOTAL	1997	176	53	–	73,290

Second Chance at Literacy Learning

Second Chance is professional development for secondary schools based on the research and training completed in ExLL. The challenge of providing support for teachers and curriculum alignment has much in common with the intermediate grade project, but there are unique differences. Considered in the development of Second Chance were the differences in the school schedule and the types of subject matter courses offered in grades 6-12.

Second Chance has been piloted for two years, both with School-Based Planning Teams and with middle school Literacy Coordinators who have been trained in association with their ExLL colleagues. The teachers involved with Second Chance teach language arts, reading, ESL, resource or special education. Teachers may be prepared in other content fields but have a primary assignment in teaching English or reading. The goal is to promote best classroom practices for teaching reading and writing and small group intervention for struggling readers in secondary classrooms.

Second Chance takes best practices and intervention to secondary schools.

Findings in the pilots conducted parallel the work in CELL and ExLL where the importance of intensive professional development for teachers has been demonstrated. Second Chance includes an emphasis on the use of a balanced reading and writing program supported by the scientific research in the field.

The Second Chance framework is an extension of the ExLL framework and includes an emphasis on the needs of the struggling reader and the importance of balancing phonological skills with the direct instruction of comprehension. Other framework elements are adjusted to focus on the needs in secondary classrooms. Read Aloud is used to expand concept development and model language structure. Directed Reading includes instruction in successful methods modified for the secondary level including shared and guided reading, reciprocal teaching and literature circles. Independent Reading is incorporated for extended practice and increased attention is given to comprehension, higher-order thinking skills, and motivation. In Directed Writing, the accurate construction of text and effective spelling strategies are the focus. Independent Writing encourages creativity and expression and the ability to write for different purposes. Lastly, the curriculum framework incorporates Oral Presentation which formalizes the process of sharing ideas and reporting information.

Second Chance has been designed to continue the work of the CELL and ExLL programs into secondary classes. The primary focus is to give teachers intensive professional development and new ways to ensure that each secondary child who is a struggling reader has a Second Chance at Literacy Learning.

CELL + MATH

Finding the Common Denominator

CELL + Math: Finding the Common Denominator is a two-day workshop that assists teachers in teaching mathematics using the CELL framework. This inservice is designed for Pre-Kindergarten through Grade 3 teachers. CELL + Math is an advanced training that involves teachers who are currently participating in CELL School-Based Planning Team training or those who have trained in previous years.

The focus of the two-day workshop is on using reading and writing activities as well as hands-on investigations to more effectively teach mathematics. Emphasis is also placed upon problem-solving and reasoning as important aspects in promoting the connection between mathematics and literacy.

CELL + Math recognizes that children learn by being actively involved in the learning process. Children's literature is one effective classroom tool for motivating students to think and reason mathematically. By integrating math and literature, children begin to communicate their thinking and explore alternate problem-solving strategies. Many children's books related to mathematics are examined in detail during the workshop. Participants receive a bibliography of quality children's literature arranged by mathematical strand.

These workshops provide teachers with practical activities on how to immerse children in mathematics. The teaching of both mathematical concepts and skills in texts is emphasized. Academic content standards for mathematics are examined and used to ensure students are understanding the math they are studying.

CELL + Math shows teachers how to restructure their mathematics teaching. CELL + Math helps teachers provide substantial mathematical knowledge so students can make sense of the world around them. Students must be engaged and motivated to become self-reliant, to feel competent investigating questions, and to solve problems in school and life.

Through the use of the CELL Framework: Reading Aloud, Shared Reading, Guided Reading, Independent Reading, Interactive Writing, Independent Writing, and in association with mathematical investigations, students encounter powerful instruction all day, every day in literacy and mathematics. CELL + Math: Finding the Common Denominator promotes integrating literacy and mathematics so children can simultaneously learn in both areas.

Because of the success of the CELL + Math workshop, an extension to the ExLL grades of 3-6 is under development.

"This is an important connection. CELL supports math."

Elementary School Principal

CELL + Math

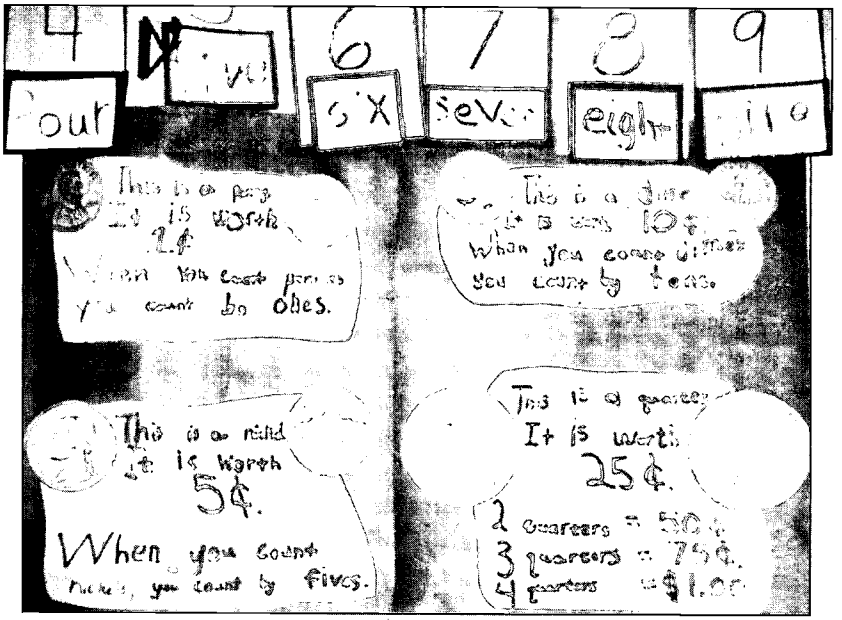
DAY ONE

- The CELL Framework in Relation to Mathematics
- The Language of Mathematics
- Reading Aloud to Enhance Mathematical Reasoning
- Examining the State Mathematics Standards
- Exploring Number Sense and Estimation

CELL + Math

DAY TWO

- What is Mathematics?
- Writing and Mathematics
- Assessment in Mathematics
- Exploring Geometry and Measurement
- Exploring Data Analysis, Statistics and Probability
- Professional Reading Discussions



Major Components of CELL + Math

Finding the Common Denominator

Assist children in making sense of the world around them

Use knowledge of the academic content standards in planning for instruction

Emphasize rich oral and written language activities

Recognize the importance of a collaborative learning environment

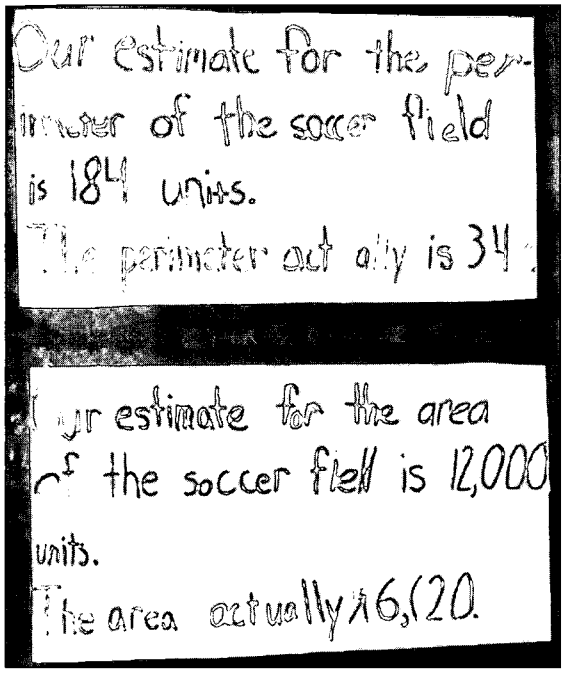
Engage children in hands-on investigations

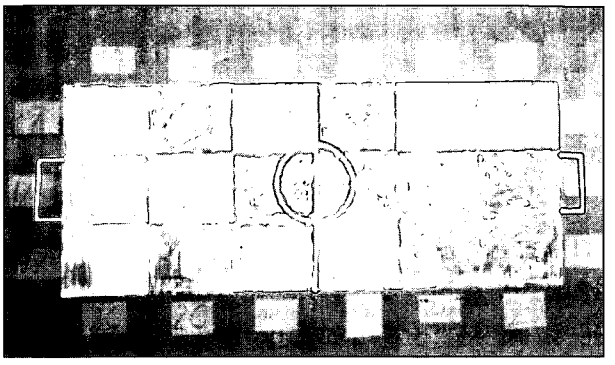
Utilize a wealth of quality children's literature

Teach problem-solving strategies

Collect diagnostic information to inform instruction

Believes the math-literacy connection has a powerful role in providing a balanced instructional program





Grid of Soccer Field

" CELL + Math taught me how to use all the CELL elements to make math fun and more meaningful for my students."

Classroom Teacher

CELL + Math training elaborates on activities, methods, and strategies for teaching in each of the following mathematical strands:

Number Sense
- Construct number meanings through real-world experiences and use of physical materials
- Recognize the multiple uses of numbers in the real world

Algebra and Functions
- Use number sentences to solve problems
- Model, represent, and interpret number relationships

Measurement and Geometry
- Make and use estimates of measurement
- Develop spatial sense and recognize geometry in their world

Statistics, Data Analysis, and Probability
- Formulate and solve problems that involve collecting and analyzing data
- Explore the concepts of chance

Mathematical Reasoning
- Use problem-solving approaches to investigate and understand mathematical content
- Verify, interpret, and justify results with respect to the original problem

Development of Demonstration Schools

Professional development benefits from the demonstration of effective teaching. Demonstration schools are developed as a way to provide this opportunity to teachers and Literacy Coordinators-in-training.

Numerous schools in California currently serve as CELL and ExLL demonstration schools. To expand training capacity in other geographical areas, three new demonstration sites have been under development during 1999 and 2000. These include schools in Wyoming, Utah and Mexico.

The five elementary schools, Coffeen, Sagebrush, Highland Park, Meadowlark, and Woodland Park in Sheridan, Wyoming and Whittier Elementary School in Salt Lake City, Utah have been involved in a yearlong series of CELL trainings and visits. These schools will begin as CELL demonstration schools in the 2000-2001 school year.

The Foundation is also supporting the development of a demonstration school in Mexico City. Named the Redlands School, after the location of the Foundation office, this private bilingual preschool and Kindergarten will serve as a demonstration of CELL as an effective method to teach English language learners and children whose primary language is Spanish.

Conferences and Training Institutes

Two major literacy conferences are held each year to provide a forum for professional development and collaboration. The West Coast Literacy Conference, held each year in California, and the Rocky Mountain Literacy Conference, rotated in the Rocky Mountain states, are ongoing opportunities for training and current information in literacy learning. In addition, the Foundation has committed to developing a literacy conference in Lanai, Hawaii in 2001 and in Mexico in 2002. Negotiations are also in progress for a national conference to focus on the literacy needs of Native Americans.

What Participants Say:

Classroom Teachers:

"With all the elements being used, the children are receiving good first teaching."

"ExLL is finally something for us upper grade teachers. Thank you!"

"Second Chance validated the importance of literacy in the upper grades for me."

"CELL provided a framework with which I could teach according to my understanding of how kids think and learn. I watch my students making literacy connections daily. My students are learning at a pace I never imagined possible for at-risk kids."

"ExLL has provided us with important tools to help intermediate grade children who are still struggling to learn to read."

"My first year at a CELL school was one of new learning, rethinking, and change. I admit I was very reluctant to change my way of thinking. However, given time, my Literacy Coordinator, guided meetings, professional growth, and the support of my peers, I have come to the conclusion that CELL has taught me how to teach!"

"Even special education is included. You could never have persuaded me that this kind of growth was possible."

Literacy Coordinators:

"Now that I have been in CELL (this wasn't true at first) my expectations have steadily increased and continue to rise, and also, my preconceived ideas (limitations) have been drastically decreased and continue to be reduced."

"CELL has developed among our teachers a common frame of reference as we discuss our students' growth and needs. We have also developed a much stronger and clearer sense of purpose and cohesiveness."

"CELL has changed my life. I will never be the same again and I certainly will never teach the same."

Principals:

"I am the principal of a large, urban, year-round school with 95 percent Title I-identified and 80 percent limited English proficient (students). . . I can see children achieving more and at higher levels than ever in the history of this school."

"CELL and ExLL are aligned perfectly. This will make all the difference."

"At long last, Second Chance gives literacy support to the secondary schools."

"We are just starting CELL. I visited a CELL school and I would like to hire nine teachers just like the one I observed."

"The strongest effect of CELL has been the improvement in the regular classroom. The base program has improved 100 percent. Pull-out and push-in programs are no longer the first line of intervention-good first teaching is!"

"CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers."

"We are seeing amazing results in our students reading and writing abilities as a result of the CELL strategies."

"I wish I had received this kind of training in college. All teachers should be trained in CELL."

Collaborations and Partnerships

ARIZONA
Paradise Valley School District
Karen Gasket
15002 N. 32nd Street
Phoenix, AZ 85032
Tel: 602-867-5100
Fax: 602-867-5291

CALIFORNIA
California State University,
San Bernardino
College of Extended Learning
5500 University Parkway
San Bernardino, CA 92407
Tel: 909-880-5977
Fax: 909-880-7065

Los Angeles Annenburg Metropolitan
Project - LAAMP/Poly North
Hollywood Cluster
Ruth Bunyan
10715 Strathern Street
Sun Valley, CA 91352
Tel: 818-767-2685
Fax: 818-363-8817

University of California, Riverside
1200 University Ave., Suite 347
Riverside, CA 92507
Tel: 909-787-4361 x1655
Fax: 909-787-6439

Urban Learning Centers
Los Angeles Educational Partnership
Greta Pruett
315 West Ninth Street, Suite 1110
Los Angeles, CA 90015
Tel: 213-622-5237
Fax: 213-629-5288

HAWAII
Lanai High & Elementary School
Pierce Myers
555 Fraser Avenue
Lanai, HI 96763
Tel: 808-565-7900
Fax: 808-565-7904

KENTUCKY
Ashland Independent School District
Lisa Henson
1420 Central Avenue
Ashland, KY 41105
Tel: 606-327-2706
Fax: 606-327-2705

MEXICO
Educación para el Desarrollo Humano
Roberto Barocio Quijano
Enseñanza Inicial de la
Lectura y la Escritura (EILE)
Carime Hagg Hagg
Frontera 105 – E San Angel
c.p. 11000 Mexico, D.F.
Tel: 52-5-550-1322
Fax: 52-5-616-0937

Centro de Atención Multiple Cesar
Prieto Larriva
Graciela Arredondo
Cristina Arcos
Carretera San Felipe #150
Mexicali, B.C. 21700
Tel: 52-6-561-7013

Redlands School
Cecilia Contreras Luna
Carime Hagg Hagg
Mónica Iñesta Castillo
Carril #40
Santa Úrsula Xitla
Tlalpan
c.p. 14420
México, D.F.
Tel: 525-573-0470

MONTANA
Billings Public School District #2
Orchard School
Linda Bakken
120 Jackson Street
Billings, MT 59101
Tel: 406-255-3867
Fax: 406-255-3613

NEVADA
Nevada Comprehensive
School Reform
Agnes Risley Elementary School
Patricia Sherbondy
1900 Sullivan Lane
Sparks, NV 89431
Tel: 702-353-5760
Fax: 702-353-5762

TEXAS
University of North Texas
William Camp, Ph.D.
P.O. Box 311337
Denton, TX 76203
Tel: 940-565-2753
Fax: 940-565-4952

UTAH
Utah Urban School Alliance
University of Utah
John Bennion
MBH 225
Salt Lake City, UT 84112
Tel: 801-585-1302
Fax: 801-581-5223

Whittier Elementary School
Patti O'Keefe
1568 So. 300 East
Salt Lake City, UT 84115
Tel: 801-481-4846
Fax: 801-481-4849

WYOMING
Wyoming Early Literacy Learning
(WELL)

Fremont County School
District #25
Joan Gaston
121 N. 5th St. W.
Riverton, WY 82501
Tel: 307-856-9407
Fax: 307-856-3390

Sheridan County School
District #2
Craig Dougherty
P.O. Box 919
Sheridan, WY 82801
Tel: 307-674-7405
Fax: 307-674-6270

Literacy Coordinators

Amber Allan Boulder Creek Elementary School / Paradise Valley Unified School District
Roxanne Amor-Ross Roscoe Elementary School / Los Angeles Unified School District
Kim Anthony Orchard Elementary School / Billings Public Schools District #2
Cristina Arcos Centro de Atencion Multiple / Mexicali, B.C., Mexico
Graciela Arredondo Centro de Atencion Multiple / Mexicali, B.C., Mexico
Barbara Avilez Evelyn Thurman Gratts Elementary School / Los Angeles Unified School District
Tim Bailey Washington Elementary School / Salt Lake City School District
Robyn Bast Merrill Boulder Creek Elementary School / Paradise Valley Unified School District
Dave Bateman Mesquite Elementary School / Apple Valley Unified School District
Teri Bradford L.B. Weemes Elementary School / Los Angeles Unified School District
Connie Bauer Parkview Elementary School / Salt Lake City School District
Marie Belt West Randall Elementary School / Fontana Unified School District
Teresa Bergman Pine Grove Elementary School / Del Norte County Unified School District
Shammy Bogosian Strathern Elementary School / Los Angeles Unified School District
Patricia Braford Zimmerman Elementary School / Colton Joint Unified School District
Valerie Brewington Strathern St. Elementary School / Los Angeles Unified School District
Carrie Brown Sun Valley Middle School / Los Angeles Unified School District
Joyce Buehner Middleton Elementary School / Los Angeles Unified School District
Marilyn Burke Vineland Elementary School / Baldwin Park Unified School District
Dawn Busi Rogers Elementary School / Colton Joint Unified School District
Nancy Chin James Madison Elementary School / Desert Sands Unified School District
Helene Cob Glenwood Elementary School / Los Angeles Unified School District
Marietta Colitre Wilton Place Elementary School / Los Angeles Unified School District
Jennifer Cotta Los Banos Elementary School / Los Banos Unified School District
Georgia Coulombe Echo Loder Elementary School / Washoe County School District
Pat Cowan Fernangeles Elementary School / Los Angeles Unified School District
Katy Cunningham Joe Hamilton Elementary School / Del Norte County Unified School District
Lisa Curley Thomas Edison School / Pasadena Unified School District
Mark Dahl Micheltorena St. Elementary School / Los Angeles Unified School District
Sandy Dean Shepherd Elementary School / Hayward Unified School District
Janet de Hoyos Joaquin Elementary School / Provo City School District
Helen Diehl Washington Elementary School / Bellflower Unified School District
Susan Doman Magna Elementary School / Granite School District
Geraldine Eastman Merquin Elementary School / Hilmar Unified School District
Janet Erkus Vinedale Elementary School / Los Angeles Unified School District
Cathy Feighery Barfield Elementary School / Pomona Unified School District
Toni Flood-Morgan Roscoe Elementary School / Los Angeles Unified School District
Sylvia Flores Linda Verde Elementary School / Lancaster School District
Mo Follett Bess Maxwell School / Del Norte County Unified School District

Darlene Ford Weller Elementary School / Milpitas Unified School District
Cathy Fraser Sylvandale Junior High School / Franklin McKinley School District
David Freedman Berkeley Arts Magnet Elementary School / Berkeley Unified School District
Terri Fruit Bret Harte Elementary School / Corcoran Joint Unified School District
Jeanne Gahagan Armada Elementary School / Moreno Valley Unified School District
Jessica Gardner Desert View Elementary School / Lancaster School District
Trina Gasaway Canterbury Elementary School / Los Angeles Unified School District
Yvonne Gatley Coffeen Elementary School / Sheridan County Wyoming, School District #2
Lisa Gattuso Jeanne R. Meadows School / Franklin McKinley School District
Matthew Giller Windmill Springs Elementary School / Franklin McKinely School District
Sonia Gomez-Berry Logan Street School / Los Angeles Unified School District
Teresa Gonzalez Florence Avenue School / Los Angeles Unified School District
Nanci Goodyear Los Banos Elementary School / Los Banos Unified School District
Malina Gromo Bursch Elementary School / Baldwin Park Unified School District
Rachel Grottke Downer Elementary School / West Contra Costa Unified School District
Ingrid Gruen Kingsley Elementary School /Pomona Unified School District
Elssy Gudino Vena Avenue Elementary School / Los Angeles Unified School District
Toni Gutierrez Fernangeles Elementary School / Los Angeles Unified School District
Nadine Haddock San Miguel Elementary School / Lemon Grove School District
Carime Hagg Hagg Redlands School / Mexico, D.F.
Lourdes Hale Garfield Elementary School / Montebello Unified School District
Susan Hallgren Elysian Heights Elementary School / Los Angeles Unified School District
Brenda Harris Harrison Elementary School / Pomona Unified School District
Christine Harris Parkview Elementary School / Salt Lake City School District
Anne-Marie Harrison Maeser Elementary School / Provo City School District
Carol Hartunian Cabello Elementary School / New Haven Unified School District
Rebecca Haslemann G.W. Hellyer Elementary / Franklin McKinley School District
Linda Hayes Franklin Elementary School / Salt Lake City School District
Rosetta Henderson Manhattan Place Elementary School / Los Angeles Unified School District
Adriana Hernandez San Fernando Elementary School / Los Angeles Unified School District
Susan Hernandez Parkview Elementary School / Mountain View School District
Anna Herrera-Salbeda Micheltorena St. Elementary School / Los Angeles Unified School District
Bobbi Higgley-Gibb Arapahoe School / Fremont County Wyoming, School District #38
Sonja Holm Ralph Witters Elementary School / Hot Springs County School District
Teresa Huk Pioneer Elementary School / New Haven Unified School District
Lisa Marie Humphrey Arminta St. Elementary School / Los Angeles Unified School District
Charlene Huntley Highland Elementary School / Sheridan County Wyoming, School District #2
Hazel Isa Camellia Avenue Elementary School / Los Angeles Unified School District
Marilyn Johnson James E. Moss Elementary School / Granite School District

Carmen Julian-Jones Bellevue Primary School / Los Angeles Unified School District
Carol Brown Kane Fernangeles Elementary School / Los Angeles Unified School District
Diana Kaylor Springville Union School / Springville Union School District
Geri Keskeys Charles Mack Elementary School / Elk Grove Unified School District
Colleen Kilzer John Muir Middle School / Corcoran Joint Unified School District
Laura Kimbell-Gorgonio Baker Elementary School / Mountain View School District
Joanne King Pearl Zanker Elementary School / Milpitas Unified School District
Laurie Koehler Alvarado Elementary School / New Haven Unified School District
Christy Kropacek Crestmore Elementary School / Colton Joint Unified School District
Susan Lantz Mark Twain Elementary School / Corcoran Joint Unified School District
Carol Lau Washington Elementary School / Bellflower Unified School District
Rose Leazer Hoopa Valley Elementary School / Klamath-Trinity Joint Unified
Elise Legaspi Noble Avenue Elementary School / Los Angeles Unified School District
Paul Lemcke Wilton Place Elementary School / Los Angeles Unified School District
Debbie Lewis Canyon/Bass School / Gateway Unified School District
Lorraine Leyva Foster Elementary School / Baldwin Park Unified School District
Donna Lindsay Searles Elementary School / New Haven Unified School District
Herlinda Lopez Florence Avenue Elementary School / Los Angeles Unified School District
Juana Judith Lopez Middleton Street Elementary School / Los Angeles Unified School District
Carol Lowe Franklin Elementary School / Provo City School District
Karen Lummus Desert View Elementary School / Lancaster Unified School District
Eleanor Lynch Camellia Avenue Elementary School / Los Angeles Unified School District
Isabel Maldonado Tuolumne Elementary School / Modesto City Schools
Dolores T. Malovich Guadalupe Schools / Alternative, Salt Lake City, UT
Blanche McClure Yorkdale Elementary School / Los Angeles Unified School District
Erin McFadden Stonegate Elementary School / Franklin McKinley School District
Benilda Medders Alvarado Elementary School / New Haven Unified School District
Terrie Meneses Greenwood Elementary School / Montebello Unified School District
Lynn Merkwan Smith Elementary School / Colton Joint Unified School District
Cathy Miller Washington Elementary School / Salt Lake City School District
Lisa Monahan Refugio M. Cabello Elementary School / New Haven Unified School District
Carmen Moody Menlo Avenue Elementary / Los Angeels Unified School District
Christy Moreno Cogswell Elementary School / Mountain View School District
Janice Moroney Woodlawn Avenue Elementary School / Los Angeles Unified School District
Janice Morse Los Arboles Elementary School / Franklin McKinley School District
Lauren Mullen Jackson Elementary School / Salt Lake City School District
Elizabeth Murphy Union House Elementary School / Elk Grove Unified School District
Iris Nelson Pleasan Green Elementary School / Granite School District
Deborah Nemecek Decoto Elementary School / New Haven Unified School District

Sara Nevarez Eastman Avenue Elementary School / Los Angeles Unified School District
Phillip Newport Ruus Elementary School / Hayward Unified School District
Maria Noriega-Petti Esperanza Elementary / Los Angeles Unified School District
Florine Nystrom Mary Peacock Elementary School / Del Norte County Unified School District
Michele O'Toole Canterbury Elementary School / Los Angeles Unified School District
Dawna Ogden Agnes Risley Elementary School / Washoe County School District
Liisa Oliver Lincoln Elementary School / Salt Lake City School District
Marge Osborn Monte Vista Elementary School / Santa Ana Unified School District
Anabel Painton Garfield Elementary School / Montbello Unified School District
Kathy Parker Ashgrove Elementary School / Fremont County Wyoming, School District #25
Kathy Parrish Armada Elementary School / Moreno Valley Unified School District
Laura Parsons C.C. Meneley Elementary School / Douglas County School District
Deanna Patino Utah Street Elementary School / Los Angeles Unified School District
Beth Patrick San Altos Elementary School / Lemon Grove School District
Kathy Patterson San Fernando Elemetary School / Los Angeles Unified School District
Jo Payton Lincoln Elementary School / Salt Lake City School District
Kathy Ann Peterson Glenwood Elementary School / Los Angeles Unified School District
Victoria Piper Jackson Elementary School / Salt Lake City School District
Karen Pohlmann Weller Elementary School / Milpitas Unified School District
Tracie Pollard Sagebrush Elementary School / Sheridan County Wyoming, School District #2
Lori Pomajzl Roger Corbett Elementary School / Washoe County School District
Renee Ponce Downer School / West Contra Costa Unified School District
Coral D. Poore Roger Corbett Elementary School / Washoe County School District
Charleene Puder Jeanne Meadows School / Franklin-McKinley School District
Gennie Ransom Fletcher Drive Elementary School / Los Angeles Unified School District
Lynne Redman Miramonte Elementary School / Los Angeles Unified School District
Kate Roberts New Columbus Elementary School / Berkeley Unified School District
Staci Rodriquez Rose Park Elementary School / Salt Lake City School District
Dixie Rohrman Ruus School / Hayward Unified School District
Nancy Roberson Mount Vernon Elementary School / Lemon Grove School District
Vera-Lisa Roberts Hillview Crest Elementary School / New Haven Unified School District
Laura Rodriguez Walnut Elementary School / Baldwin Park Unified School District
Louise Rosenkrantz Malcolm X Arts and Academics School / Berkeley Unified School District
Jodi Ross Guy Emanuele Jr. Elementary School / New Havel Unified School District
Lyn Ross Moon School / Waterford School District
Leslye Ruditzky Canyon Springs Community Elementary School / Sulphur Springs Union School District
Janie Ryness Project City School / Gateway Unified School District
Usha Sampath Woodlawn Elementary School / Los Angeles Unified School District
Heidi Schaefer Norwood Street School / Los Angeles Unified School District

Rachel Seyranian Hillview Crest Elementary School / New Haven Unified School District
Janis Shinmei Woodlawn Elementary School / Los Angeles Unified School District
Barbara Snyder Lincoln Elementary School / Fremont County Wyoming, School District #25
Sheila Spencer Norwood Street School / Los Angeles Unified School District
David Stanton Eucalyptus Elementary School / Hawthorne School District
Kim Stevenson Windmill Springs Elementary School / Frnaklin McKinley School District
Janet Stowell Whittier Elementary School / Salt Lake City School District
Laura Subia Lincoln Elementary School / West Contra Costa Unified School District
Karen Sumersille Virginia Palmer Elementary School / Washoe County School District
Cindi Supko Scarselli Elementary School / Douglas County School District
Jan Theiss-Guffey Alexander Rose Elementary School / Milpitas Unified School District
Maria Toledo Lankershim Elementary School / Los Angeles Unified School District
Karen Thomas Stonehurst Elementary School / Los Angeles Unified School District
B.J. Thorn Willard Elementary School / Pasadena Unified School District
Elizabeth Torgersrud Denker Avenue Elementary School / Los Angeles Unified School District
Raquel Torres Winter Garden Elementary School / Montebello Unified School District
Sharon O. Unufe Timpanogos Elementary School / Provo City School District
Desiree Vail Timpanogos Elementary School / Provo City School District
Dayna Valadao R. M. Miano School / Los Banos Unified School District
Carena Vallejan-Saldivar Middleton School / Los Angeles Unified School District
Sharlene Van Sickle Toyon Elementary School / Gateway Unified School District
Sandra Villanueva Baker Elementary School / Mountain View School District
LaVon Vigil-Johnson Rose Park Elementary School / Salt Lake City School District
Sara Vizzusi G. W. Hellyer Elementary School / Franklin McKinley School District
Cara Volkmor Walnut Elementary School / Baldwin Park Unified School District
Pam Wagner Highland Elementary School / Riverside Unified School District
Debra Wakefield Joe Hamilton Elementary School / Del Norte County Unified School District
Melanie Wallace Vena Avenue Elementary School / Los Angeles Unified School District
Lisa Walsh Roscoe Elementary School / Los Angeles Unified School District
Masako Watanabe Camellia Avenue School / Los Angeles Unified School District
Ellie Westenhaver Ernie Pyle Elementary School / Bellflower Unified School District
Patricia Wheeler Buckeye Elementary School / Gateway Unified School District
Hope Wilder Pine Grove School / Del Norte County Unified School District
Susan Williams Glenn Duncan Elementary School / Washoe County School District
Julie Witter Canyon Springs Elementary School / Sulphur Springs Union School District
Bettie Wilson Arminta Street School / Los Angeles Unified School District
Gayle Wolf Noble Avenue Elementary School / Los Angeles Unified School District
Jean Woolfitt Franklin Elementary School Franklin McKinley School District
Linda Wynne Stonehurst Elementary School / Los Angeles Unified School District

Kathryn Yarbrough John C. Fremont Elementary School / Corcoran Joint Unified School District
John Young Albert Baxter Elementary School / Bellflower Unified School District
Tricia Yurich Alexandria Avenue School / Los Angeles Unified School District
Penny Zarett Ernie Pyle Elementary School / Bellflower Unified School District
Teri Zinser-Schad Roscoe Elementary School / Los Angeles Unified School District

BIBLIOGRAPHY

Adams, M. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Adams, M. (1998). *Phonemic awareness in young children.* Baltimore, MA: Paul H. Brookes Publishing Co.

Adams, M. (1991). Why not phonics and whole language? In W. Ellis (Ed.), *All language and the creation of literacy.* Baltimore, MD: Orton Dyslexia Society.

Allington, R.L. (Ed.). (1998). *Teaching struggling readers.* Newark, DE: International Reading Association.

Anderson, R.C. (1996). Research foundations to support wide reading. In Creany, V. (Ed.), *Promoting reading in developing countries,* (pp. 44-77). Newark, DE: International Reading Association.

Andrews, S.E. (1998). Using inclusion literature to promote positive attitudes toward disabilities. *Journal of Adolescent & Adult Literacy, 41*(6), (pp. 420-426).

Barocio, R.Q. (1998). *California Early Literacy Learning and the problem of school change.* Redlands, CA: Foundation for California Early Literacy Learning.

Barrentine, S.J. (1996). Engaging with reading through interactive read-alouds. *The Reading Teacher, 50*(1), (pp. 36-43).

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (1996). *Words their way.* Upper Saddle River, NJ: Prentice-Hall, Inc.

Beck, I., McKeown, M.G., Hamilton, R.L., & Kucan, L. (1998, Spring). Getting at the meaning. *American Educator, 22*(1), (pp. 66-85).

Beck, I., McKeown, M.G., & Ormanson, R.C. (1997). The effects and uses of diverse vocabulary instructional techniques. In McKeown, M.G. & Curtis, M.E. (Eds.), *The nature of vocabulary acquisition,* (pp. 147-163). Hillsdale, NJ: Erlbaum.

Bissex, G. (1980). GNYS *at work: A child learns to write and read.* Cambridge, MA: Harvard University Press.

Blau, S. (1998, February). Toward the separation of school and state. *Language Arts, 75*(2), (pp. 132-136).

Blum, I.H., & Koskinen, P.S. (1991, Summer). Repeated reading: A strategy for enhancing fluency and fostering expertise. *Theory Into Practice, 30,* (pp. 195-200).

Brady, S., & Moats, L.C. (1997). *Informed instruction for reading success: Foundations for teacher preparation.* Baltimore, MD: Orton Dyslexia Society.

Brown, H., & Cambourne, B. (1990) *The 'What', 'How' and 'Why' of the retelling procedure. Read and retell: A strategy for the whole-language/natural learning classroom.* Portsmouth, NH: Heinemann.

Bruner, J.S. (1983). *Child's talk: Learning to use language.* London: W.W. Norton & Co.

Button, K., Johnson, M.J., & Furgerson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher, 49*(6), (pp. 446-454).

California Department of Education. (1998). *English Language Arts Content Standards for California Public Schools.* Sacramento, CA: Author.

California Department of Education. (1995). *Every child a reader: The report of the California Reading Task Force.* Sacramento, CA: Author.

California Department of Education. (1996). *Teaching reading: Program advisory.* Sacramento, CA: Author.

California Reading Association. (1996). *Building literacy: Making every child a reader.* Sacramento, CA: Author.

Cassady, J.K. (1998). Wordless books: No-risk tools for inclusive middle-grade classrooms. *Journal of Adolescent & Adult Literacy, 41*(6), (pp. 428-432).

Cazden, C.B. (1992). *Whole language plus, essays on literacy in the United States and New Zealand.* New York: Teachers College Press.

Chomsky, C. (1976). After decoding: What? *Language Arts, 53*(3), (pp. 288-96, 314).

Chomsky, C. (1972). Stages in language development and reading exposure. *Harvard Educational Review, 42*(1), (pp. 1-33).

Clark, M.M. (1976). *Young fluent readers: What can they teach us?* London: Heinemann.

Clark, C.H. (1995). Teaching students about reading: A fluency example. *Reading Horizons, 35*(3), (pp. 250-266).

Clay, M.M. (1975). *What did I write?* Portsmouth, NH: Heinemann.

Clay, M.M. (1979). *The early detection of reading difficulties.* Auckland, New Zealand: Heinemann.

Clay, M.M. (1991a). *Becoming literate: The construction of inner control.* Auckland, NZ: Heinemann.

Clay, M.M. (1991b, December). Introducing a new storybook to young readers. *The Reading Teacher, 45,* (pp. 264-273).

Clay, M.M. (1993). *An observation survey of early literacy achievement.* Portsmouth, NH: Heinemann.

Cochran-Smith, M. (1984). *The making of a reader.* Norwood, NJ: Ablex.

Cohen, D. (1968). The effects of literature on vocabulary and reading achievement. *Elementary English, 45,* (pp. 209-213, 217).

Costa, A.L., & Garmston, R.J. (1994). *Cognitive coaching.* Norwood, MA: Christopher-Grodon Publishers.

Cunningham, A.E., & Stanovich, K.E. (1998, Spring). What reading does for the mind. *American Educator, 22*(1), (pp. 8-15).

Cunningham, P. (1990, October). The names test: A quick assessment of decoding ability. *The Reading Teacher, 44*(2), (pp. 124-129).

Dakos, K. (1997). Call the periods, call the commas. *If you're not here, please raise your hand.* (p. 46) Prince Frederick, MD: Recorded Books.

Dowhower, S.L. (1991, Summer). Speaking of prosody: Fluency's unattended bedfellow. *Theory Into Practice, 30,* (pp. 165-175).

Duffelmeyer, F.A., & Black, J. L. (1996, October). The names test: A domain-specific validation study. *The Reading Teacher, 50*(2), (pp. 148-150).

Durkin, D. (1966). *Children who read early.* New York: Teachers College Press.

Dyson, A.H. (1982). Reading, writing and language: Young children solve the written language puzzle. *Language Arts, 59,* (pp. 829-839).

Dyson, A.H. (1988). Negotiating among multiple worlds: The space/time dimensions of young children's composing. *Research in the Teaching of English, 22*(4), (pp. 355-390).

Ehri, L.C. (1998). The development of spelling knowledge and its role in reading acquisition and reading disability. *Journal of Reading Disabilities, 22*(6), (pp. 356-365).

Elmore, R., Peterson, P., & McCarthey, S. (1996). *Restructuring in the classroom: Teaching, learning, & school organization.* San Francisco, CA: Jossey-Bass Inc., Publishers.

Engleman, S., Bruner, E., Hanner, S., Osborn, G., Osborn, S., & Zores, L. (1998). *Reading Mastery.* Worthington, OH: Macmillan McGraw-Hill.

Ferreiro, E., & Teberosky, A. (1982). *Literacy before schooling.* Portsmouth, NH: Heinemann.

Fletcher, J., & Lyon, R. (1998) Reading: A research-based approach. In W. Evers (Ed.), *What's gone wrong in America's classrooms.* Palo Alto, CA: Hoover Institution Press, Stanford University.

Foorman, B.R., Francis, D.J., Fletcher, J.M., Schatschneider, C., & Metha, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology, 90,* (pp. 1-15).

Foorman, B.R., Francis, D.J., Shaywitz, S.E., Shaywitz, B., & Fletcher, J.M. (1997). The case for early reading intervention. In B. Blachman (Ed.), *Foundations of reading acquisition: Implications for intervention and dyslexia.* Hillsdale, NJ: Lawrence Erlbaum.

Fountas, I., & Pinnell, G.S. (1996). *Guided reading.* Portsmouth, NH: Heinemann.

Fry, E. (1998). An open letter to United States President Clinton. *The Reading Teacher, 51*(5), (pp. 366-370).

Fry, E. (1997). Comprehensive phonics charts. *Phonics charts.* California: Laguna Beach Educational Books.

Gates, W.H., & MacGinitie, R.K. (1989). *Gates MacGinitie Reading Test* (3rd Ed.). Chicago: The Riverside Publishing Co.

Gilliam, F., Peña, S., & Mountain, L. (1980, January). The Fry graph applied to Spanish readability. *The Reading Teacher,* (pp. 426-430).

Goodman, Y. (1984). The development of initial literacy. In H. Goelman, A. Oberg, & F. Smith (Eds.), *Awakening to literacy.* Portsmouth, NH: Heinemann.

Greene, J.F. (1998, Spring/Summer). Another chance. *American Educator, 22*(1), (pp. 74-79).

Green, J.L., & Harker, J.O. (1982). Reading to children: A communicative process. In J.A. Langer & M.T. Smith-Burke (Eds.). *Reader meets author/Bridging the gap: A psycholinguistic and sociolinguistic perspective,* (pp. 196-221). Newark, DE: International Reading Association.

Harste, J.E., Woodward, V.A., & Burke, C.L. (1984). *Language stories and literacy lessons.* (pp. 49-76). Portsmouth, NH: Heinemann.

Hasbrouck, J.E., & Tindal, G. (1992, Spring). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children, 24,* (pp. 41-44).

Heald-Taylor, B.G. (1998, February). Three paradigms of spelling instruction in grades 3 to 6. *The Reading Teacher, 51*(5), (pp. 404-413).

Henk, W.A., & Melnick, S.A. (1995, March). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers. *The Reading Teacher, 48*(6), (pp. 470-483).

Henry, M.K. (1988). Beyond phonics: Integrated decoding and spelling instruction based on word origin and structure. *Annals of Dyslexia, 38,* (pp. 258-275).

Hiebert, E.H. (1988, November). The role of literacy experiences in early childhood programs. *Elementary School Journal,* 89, (pp. 161-171).

Holdaway, D. (1979). *The foundations of literacy.* Sydney, Australia: Ashton Scholastic.

Huck, C., Hepler, S., & Hickman, J. (1994). *Children's literature in the elementary school.* Madison, WI: Brown & Benchmark.

Ingraham, P.B. (1997). *Creating & managing learning centers: A thematic approach.* Petersborough, NH: Crystal Springs Books.

Invernizzi, M.A., Abouzeid, M.P., & Bloodgood, J.W. (1997, March). Integrated word study: spelling, grammar, and meaning in the language arts classroom. *Language Arts, 74,* (pp. 185-192).

Jones, H.J., Coombs, W.T., & McKinney, C.W. (1994). A themed literature unit versus a textbook: A comparison of the effects on content acquisition and attitudes in elementary social studies. *Reading Research and Instruction, 34*(2), (pp. 85-96).

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*(4), (pp. 437-447).

Karagiannes, B. (1998). Words. *The Reading Teacher, 52*(3), (p. 306).

Kibby, M. (1995). *Practical steps for informing literacy instruction: A diagnostic decision-making model.* Newark, DE: International Reading Association.

Kirk, S., Kirk, W., & Minskoff, E. (1985). *Phonic remedial reading lessons.* Novata, CA: Academic Therapy Publications.

Klein, A.F. (1997). *Advanced directed writing activities.* Redlands, CA: Foundation for California Early Literacy Learning.

Klein, A.F. (1996). *Directed writing activities.* Redlands, CA: Foundation for California Early Literacy Learning.

Klein, A.F. (1981). *Test taking strategies for the middle grades.* Redlands, CA: Foundation for California Early Literacy Learning.

Learning First Alliance. (1998, June). *Every child reading: An action plan of the learning first alliance.* Washington, D.C.

Lee, N., & Neal, J.C. (1993). Reading rescue: Intervention for a student "at promise." *Journal of Reading, 36*(4), (pp. 276-282).

Liberman, I.Y., Shankweiler, D., & Liberman (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle.* Ann Arbor, MI: University of Michigan Press.

Lowe, K., & Walters, J. (1991). The unsuccessful reader: Negotiating new perceptions. *The Literacy Agenda.* (pp. 114-136). Portsmouth, NH: Heinemann.

Lowery, L. (1998, November). How new science curriculums reflect brain research. *Educational Leadership, 56*(3), (pp. 26-30).

Lyon, G.R., & Moats, L.C. (1997, November/December). Critical conceptual and methodological considerations in reading intervention research. *Journal of Learning Disabilities, 30,* (pp. 578-588).

Lyons, C.A., Pinnell, G.S., & Deford, D.E. (1993). *Partners in learning: Teachers and children in Reading Recovery.* New York: Teachers College Press.

Martinez, M., & Roser, N. (1985, April). Read it again: The value of repeated readings during storytime. *Reading Teacher, 38,* (pp. 782-786).

McCarrier, A., Fountas, I., Pinnell, G. (2000). *Interactive writing: How language and literacy come together.* Portsmouth, NH: Heinemann.

McKenzie (1986). *Journeys into literacy.* Huddersfield, England: Schofield & Sims.

McPike, E. (1995, Summer). Learning to read: Schooling's first mission. *American Educator,* (pp. 3-6).

Metzger, M. (1998, November). Teaching reading: Beyond the plot. *Phi Delta Kappan. 80*(3), (pp. 240-246, 256).

Miller, T. (1998, February). The place of picture books in middle-level classrooms. *Journal of Adolescent & Adult Literacy, 41*(5), (pp. 376-381).

Moats, L.C. (1998). Reading, spelling, and writing disabilities in the middle grades. In B. Wong (Ed.), *Learning About Learning Disabilities.* San Diego, CA: Academic Press.

Moats, L.C. (1998, Spring/Summer). Teaching decoding. *American Educator, 22*(1), (pp. 42-49, 95-96).

Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia: An interdisciplinary journal of the Orton Dyslexia Society, 44,* (pp. 81).

Morris, D., Ervin, C., & Conrad, K. (1996, February). A case study of middle school reading disability. *The Reading Teacher, 49*(5), (pp. 368-376).

Morrow, L. (1997). *The literacy center: Contexts for reading and writing.* York, MA: Stenhouse Publishers.

Nathan, R.G., & Stanovich, K.E. (1991, Summer). The causes and consequences of differences in reading fluency. *Theory Into Practice, 30,* (pp. 176-184).

Ninio, A. (1980). Picture-book reading in mother-infant dyads belonging to two subgroups in Israel. *Child Development, 51,* (pp. 587-590).

Pappas, C.C., & Brown, E. (1987, May). Learning to read by reading: Learning how to extend the functional potential of language. *Research in the Teaching of English, 21,* (pp. 160-184).

Pearson, P.D., Roehler, L.R., Dole, J.A., & Duffy, G.G. (1992). Developing expertise in reading comprehension. In Samuels, S.J., & Farstrup, A.E. (Eds.), *What Research Says to the Teachers,* (pp. 145-199). Newark, DE: International Reading Association.

Perfetti, C. (1995). Cognitive research can inform reading education. *Journal of Research in Reading, 18,* (pp. 106-115).

Pinnell, G.S., & McCarrier, A. (1994). Interactive writing: A transition tool for assisting children in learning to read and write. In E. Hiebert & B. Taylor (Eds.). *Getting reading right from the start: Effective early literacy interventions.* Needham Heights, MA: Allyn & Bacon.

Rigg, P., & Allen, V. (1989). *When they don't all speak English.* Urbana, IL: National Council of Teachers of English.

Routman, R. (1991). *Invitations.* Portsmouth, NH: Heinemann.

Rowe, D.W. (1987). Literacy learning as an intertextual process. *National Reading Conference Yearbook, 36,* (pp. 101-112).

Samuels, S.J. (1997, February). The method of repeated readings. *The Reading Teacher, 50*(5), (pp. 376-384).

Samuels, S.J., Schermer, N., & Reinking, D. (1992). Reading fluency: Techniques for making decoding automatic. In S. Samuels and A. Farstrup (Eds.), *What research has to say about reading instruction*, (pp. 124-144). Newark, DE: International Reading Association.

Schickendanz, J. (1978). "Please read that story again!" Exploring relationships between story reading and learning to read. *Young Children, 33*(5), (pp. 48-56).

Secondary Reading Remedy. (1998, April/May). CARS+ *Newsletter, 10*(14).

Shanklin, N.L., & Rhodes, L.K. (1989, March). Comprehension instruction as sharing and extending. *The Reading Teacher, 42*, (pp. 496-500).

Shaywitz, S.E. (1996). Dyslexia. *Scientific American, 275*(5), (pp. 98-104).

Shook, R.E., Klein, A.F., & Swartz, S.L. (1998). *Building blocks of beginning literacy.* Carlsbad, CA: Dominie Press.

Showers, B., Joyce, B., Scanlon, M., & Schnaubelt, C. (1998, March). A second chance to learn to read. *Educational Leadership, 55*(6), (pp. 27-30).

Slavin, R.E., Madden, N.A., Karweit, N.L., Dollan, L.J., & Wasik, B.A. (1993). *Success for all: A comprehensive approach to prevention and early intervention.* In R.E. Slavin, N.L. Karweit, & B.A. Wasik (Eds.), Boston, MA: Allyn & Bacon.

Snow, C.E. (1983). Literacy and language: Relationships during the preschool years. *Harvard Educational Review, 53*(2), (pp. 165-189).

Stahl, S.A., & Shiel, T.G. (1992). Teaching meaning vocabulary: Productive approaches for poor readers. *Reading and Writing Quarterly: Overcoming Learning Disabilities, 8*, (pp. 223-241).

Stanovich, K.E. (1993, December). Romance and reality. *The Reading Teacher, 47*(4), (pp. 280-290).

Sulzby, E. (1985). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly, 20*(4), (pp. 458-481).

Swartz, S.L., (1998). California Early Literacy Learning and Reading Recovery: Two innovative programs for teaching children to read and write. In P. Dreyer (Ed.), *Reading, Writing and Literacy.* Claremont, CA: Claremont Graduate University.

Swartz, S.L., & Shook (1994). *California Early Literacy Learning (CELL)* (Technical Report). San Bernardino, CA: California State University.

Swartz, S.L., Shook, R.E., & Klein, A.F. (1996). *California Early Literacy Learning (CELL)* (Technical Report). San Bernardino, CA: California State University.

Swartz, S.L., Shook, R.E., & Klein, A.F. (1998). *California Early Literacy Learning (CELL)* (Technical Report). Redlands, CA: Foundation for California Early Literacy Learning.

Swenson, M. (1994). Analysis of baseball. In P. Adams & E. Kronowitz (Eds.) *Pathways to poetry (Poetry for grades 4-6)*, (pp. 58). Torrance, CA: Fearon Teachers Aides.

Swerling, L., & Sternberg, R. (1996). *Off track.* Boulder, CO: Westview Press.

Tangel, D., & Blachman, B. (1995, June). Effect of phoneme awareness instruction on the invented spellings of first grade children: A one-year follow-up. *Journal of Reading Behavior, 27*, (pp. 153-185).

Taylor, D. (1993). *From the child's point of view.* Portsmouth, NH: Heinemann.

Teale, W.H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*, Norwood, NJ: Ablex.

Tierney, R.J. (1998, February). Literacy assessment reform: Shifting beliefs, principled possibilities, and emerging practices. *The Reading Teacher, 51*(5), (pp. 374-390).

Tomlinson, C.A., & Kalbfleisch, M.L. (1998, November). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership, 56*(3), (pp. 52-55).

Torgesen, J.K. (1998, Spring/Summer). Catch them before the fall. *American Educator, 22*(1), (pp. 32-39).

Torgesen, J.K., Wagner, R.K., & Rashotte, C.A. (1997). Approaches to the prevention and remediation of phonologically-based disabilities. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention*, (pp. 287-304) Mahwah, NJ: Lawrence Erlbaum.

Triplett, C.F., & Stahl, S.A. (1998, Summer). Words, words, words. Word sorts: Maximizing student input in word study. *Illinois Reading Council Journal, 26*(3), (pp. 84-87).

U.S. Department of Education. (1998, September). *Summary report of preventing reading difficulties in young children.* Washington, DC: Author.

Weir, C. (1998, March). Using embedded questions to jumpstart metacognition in middle school remedial readers. *Journal of Adolescent & Adult Literacy, 41*(6), (pp. 458-467).

Wells, C. (1986). *The meaning makers: Children learning language and using language to learn.* Portsmouth, NH: Heinemann.

Wells, C.G. (1985). Preschool literacy-related activities and success in school. In D. Olson, N. Torrance, & A. Hildyard (Eds.), *Literacy, language, and learning: The nature and consequences of literacy,* (pp. 229-255). Cambridge, England: Cambridge University Press.

Wepner, S., Feeley, J., & Strickland, D. (1995). *The administration and supervision of reading programs.* New York: Teachers College Press.

Wolfe, P. (1998, November). Revisiting effective teaching. *Educational Leadership, 56*(3), (pp. 61-64).

Wong, S.D., Groth, L.A., & O'Flahavan, J.D. (1994). *Characterizing teacher-student interaction in Reading Recovery lessons.* Universities of Georgia and Maryland, National Reading Research Center Reading Research Report.

Wortman, R. (1995). *Administrators: Supporting school change.* York, MA: Stenhouse Publishers.

Zutell, J. (1996, October). The directed spelling thinking activity (DSTA): Providing an effective balance in word study instruction. *The Reading Teacher, 50*(2), (pp. 98-108).

U.S. Department of Education
Office of Educational Research and Improvement
(OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

CS 014 373

Reproduction Release

(Spe

I. DOCUMENT IDENTIFICATION:

Title: Good First Teaching For All Children	Swartz, S.L., Shook, R.E., & Klein, A.F. (2000). *California Early Literacy Learning.* (Technical Report). Redlands, CA: Foundation for Early Literacy Learning
Author(s):	
Corporate Source:	

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely an
documents announced in the monthly abstract journal
available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	**Level 2A**	**Level 2B**
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Stanley L. Swartz	Printed Name/Position/Title: Stanley Swartz Ph.D.
Organization/Address: Foundation for California Early Literacy Learning	Telephone: 909-335-3089 Fax: 909-335-0826
	E-mail Address: Stanley_swartz@cee.org Date: 6-13-01

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/REC Clearinghouse
2805 E 10th St Suite 140
Bloomington, IN 47408-2698
Telephone: 812-855-5847
Toll Free: 800-759-4723
FAX: 812-856-5512
e-mail: ericcs@indiana.edu
WWW: http://eric.indiana.edu

EFF-088 (Rev. 9/97)