A Model Secondary (6-12) Plan for Reading Intervention and Development

A response to requests from Minnesota schools and districts
to provide guidance in developing reading intervention programs
for secondary students

Minnesota
Department
of **Education**

Developed by the Quality Teaching Network: Reading
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Acknowledgements

"I have read A MODEL SECONDARY (6-12) PLAN FOR READING INTERVENTION AND DEVELOPMENT and believe that it will be of significant value to secondary schools in Minnesota and elsewhere. It seems to me that its major value will be in alerting schools to the complexity of the situation, alerting them to the many possibilities for addressing it, and providing them with some of the resources necessary to do so. This is certainly something that schools need and will be fortunate to get."   *- Michael F. Graves, Ph.D.*

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Purpose

The State of Minnesota recognizes that literacy is necessary. The Board of Teaching Reading Licensure Rule 8710.4725 requires schools and districts to employ licensed reading teachers for those students needing reading development or intervention at the secondary level. As the needs of adolescent learners in the area of literacy continue to increase, it is important to develop a curriculum plan (including a scope and sequence of developmental outcomes) and an assessment plan that are aligned to the Minnesota Academic Standards. The *Model Secondary (6-12) Plan for Reading Intervention and Development* is meant to serve as a model for districts and schools as they develop their own programs and curricula. These suggestions reflect current best practices supported by research. The curricular goals are based on the Minnesota Academic Standards in Language Arts relating to reading, but also include other pertinent components necessary when working with this student population.

The *Model Secondary (6-12) Plan for Reading Intervention and Development* has been designed to meet the cognitive needs of middle school through high school students whose reading performance ranges from those significantly below expectation through those reading at or above grade level. The reading needs of the population of students in need of intervention are so significant that additional support above and beyond reading in language arts and other content areas is necessary. Students reading at or above grade level will also benefit from explicit reading instruction at a developmental level. Reading intervention instruction requires delivery by a licensed reading professional during a specified daily reading class period. Class size is also of importance and depends upon the program of intervention being delivered. Developmental reading instruction may be delivered through content area courses.

Research recognizes and supports the great need to address the issue of adolescent literacy and to assist all of our students in reading at grade level so that they may be productive both in their academic lives and in the adult world. (Reading Next, 2005) (National Governor's Association, 2005) Research also recognizes that in order for readers to be successful, they need to be engaged with text and motivated to read. Adolescent readers are more motivated to read when they have choice, an interest in the text they encounter, and opportunities to participate with a variety of texts. This document is designed to assist schools and districts in beginning the process of constructing a reading program. In the process of developing these programs, it is important to investigate research relating to motivation. It is important to provide choice in reading, provide print sources that are at students independent reading levels, provide opportunities to read independently, and provide opportunities to respond and react to text orally and/or in writing.

Definitions

The definitions of the Five Components of Reading Instruction were taken from the National Institute of Child Health and Human Development (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Phonemic Awareness
Scientific evidence shows that teaching children to manipulate the sounds in language (phonemes) helps them learn to read. This remains true under a variety of teaching conditions and with a variety of learners across a range of grade and age levels. The National Reading Panel (NRP) concluded that teaching phonemic awareness to children significantly improves their reading when compared to instruction without any attention to phonemic awareness. Specifically, the results of experimental studies led the panel to conclude that Phonemic Awareness training led to improvement in students' phonemic awareness, reading, and spelling.

Phonics
Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. Phonics instruction can be provided systematically. Systematic phonics instruction occurs when children receive explicit, systematic instruction in a set of pre-specified associations between letters and sounds. Children are taught how to use these associations to read, typically in texts containing controlled vocabulary.

Fluency
Reading fluency is one of several critical factors necessary for reading comprehension, but is often neglected in the classroom. If children read aloud with speed, accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way. Two instructional approaches have typically been used to teach reading fluency. One, guided repeated oral reading, encourages students to read passages aloud with systematic and explicit guidance and feedback from their teacher. The other, independent silent reading, encourages students to read silently on their own, inside and outside the classroom, with little guidance or feedback from their teachers.

Vocabulary
Vocabulary development has long been considered important for reading comprehension. The panel concluded that vocabulary should be taught both directly and indirectly. Repetition and seeing vocabulary words several times is also important. Learning in rich contexts, incidental learning, and the use of computer technology all help children develop larger vocabularies. A combination of methods, rather than a single teaching method, leads to the best learning.

Comprehension
Reading comprehension is very important to the development of children's reading skills and their ability to obtain an education. In carrying out its study of reading comprehension, the NRP noted three main themes in the research on the development of reading comprehension skills. First, reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read. Second, comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text (text comprehension instruction that includes both oral and written expressions of this interaction). Third, the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area.

NOTE: This document was developed to be used as a resource for reading specialists, curriculum directors and administrators in schools and districts when designing reading intervention and developmental programs that best meet the needs of students. It is imperative that each school and district study their data and use it to inform their need. Collaboration with an experienced, qualified reading educator is required for effective use of this document. If you need the assistance of a reading educator, please contact Bonnie Houck, Reading Specialist, and Minnesota Department of Education.

Description of the Model Secondary (6-12) Plan for Reading Intervention and Development

The Model Secondary (6-12) Plan for Reading Intervention and Development is a three-tiered intervention model with a fourth developmental component. This provides a model for four specific groups of student cognitive reading needs. Districts and schools will use a triangulation of data which includes norm-referenced, criterion-based, and informal assessments to identify the reading needs of their students. In studying the data, a district or school may determine that a two-tiered intervention plan would best meet the needs of their students. The outcomes in the three intervention levels may be used to create a modified scope and sequence. Remember, this document is a guide to meeting the reading needs of students.

Intervention I is designed to meet the needs of students with the most extreme deficits in many areas of reading, including phonics, fluency, vocabulary and comprehension. These students are functioning as beginning readers, reading four or more years below their current grade level. These students score at approximately the first stanine (0-10th percentile) on norm-referenced assessments. (Note: Be sure to analyze a triangulation of data. Percentile scores alone may not provide adequate placement data.)

Intervention II is designed for students that are reading for skill consolidation. They may be reading three to four levels below their current grade level. Their specific needs relate to fluency, vocabulary and comprehension development. These students score at approximately the second or third stanine (11th- 25th percentile) on norm-referenced assessments.

Intervention III is designed to assist students in vocabulary and reading comprehension development and to apply reading skills in learning new information. These students read approximately one to two levels below their current grade level and score at approximately the third or fourth stanine (26th- 40th percentile) on norm-referenced assessments. For the student population in need of intervention, most content area text is at their reading frustration level and it is unlikely that comprehension is occurring. It is imperative that targeted intervention from a reading specialist is available as soon as possible and for as long as necessary for the students at this level.

The **Developmental Reading** component is designed to meet the continuing reading needs of students at or above grade level. **Content area teachers** are strongly encouraged to use the developmental framework in planning text based lessons and other instruction requiring strategic reading.

Planning and Implementation of the Model Secondary (6-12) Plan for Reading Intervention and Development

The planning and implementation of the *Model Secondary (6-12) Plan for Reading Intervention and Development* requires four steps:

Step One: Develop a modification of their existing curriculum to serve as the organizational structure for the interventions or developmental program. (The model provided can serve as a guide to this process.)

Step Two: Develop a system of assessments including **norm-referenced** screening assessments, progress monitoring or formative assessments, and summative assessments.

Step Three: Identify the student population.

Step Four: Group students according to their intervention/developmental needs.

Step One: A Model Secondary (6-12) Plan

Intervention I	Intervention II	Intervention III	Developmental Reading
For students scoring at or below the 10th percentile and/or who show the most extreme deficits in many areas of reading including phonics, fluency, vocabulary and comprehension.	For students scoring at or below 11th to 25th percentile and/or who are reading three to four levels below their current grade level and need support and development in the areas of fluency, vocabulary and comprehension.	For students scoring at or below 26th to 40th percentile and/or who are reading one to two levels below their current grade level and need support in vocabulary and comprehension.	For students reading at or above grade level. This course may be taught as a reading class or the outcomes may be integrated into content area courses in order to build vocabulary, comprehension and critical reading competencies.

A. Word Recognition, Analysis, and Fluency
Instruction in phonics and word identification should be done explicitly and in context.

1. Acquire, understand and use **word structure** and **phonics knowledge** (including consonants, blends, and vowel/syllable patterns) to decode words through explicit instruction and independent reading. 2. Identify individual **word parts** to decode and determine the meaning of compound and multi-syllabic words. 3. Fluently **read high-frequency words** in context. (Students need to acquire a sight-word vocabulary of 300-500 words. This is best accomplished through reading books at the independent level.) 4. Read aloud appropriate text (independent reading level) with **fluency** (accuracy, appropriate pacing, intonation and expression). 5. Notice when reading breaks down, reread and use phonetic and other strategies to **self-correct**.	1. Read unfamiliar, complex and multi-syllabic words using advanced **phonetic and structural analysis** in appropriate text. 2. Read aloud and comprehend narrative and expository text with **fluency** (accuracy, appropriate pacing, intonation and expression). 3. Notice when reading breaks down, reread and use phonetic and other strategies to **self-correct.**	1. Read unfamiliar, complex and multi-syllabic words using advanced **phonetic and structural analysis** in appropriate text. 2. Read aloud and comprehend narrative and expository text with **fluency** (accuracy, appropriate pacing, intonation and expression). 3. Notice when reading breaks down, reread and use phonetic and other strategies to **self-correct.**	*These students should possess the skills and strategies needed for word recognition, analysis, and fluency.*

B. Vocabulary Expansion

Vocabulary instruction should be done explicitly, in context and over time to allow multiple exposure and reinforcement.

1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.	1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.	1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.	1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
2. Acquire and understand **word structure and use cueing systems** (syntax, semantics, graphophonics) to understand new words and to comprehend texts.	2. Identify and understand **word structure and use cueing systems** (syntax, semantics, graphophonics) to understand new words and to comprehend texts.	2. Analyze **word structure and use cueing systems** (syntax, semantics, graphophonics) to understand new words and to comprehend texts.	2. Analyze **word structure and use cueing systems** (syntax, semantics, graphophonics) to understand new words and to comprehend texts.
3. Acquire, understand and use **survival or functional** words and phrases. (Example: caution, toxic)	3. Acquire, understand and use basic academic (content area) vocabulary.	3. Acquire, understand and use essential academic (content area) vocabulary.	3. Acquire, understand and use essential academic (content area) vocabulary.
4. Use **context and word structure** to help determine a word's meaning.	4. Use **context and word structure** to determine word meanings.	4. Determine the meaning of unknown words using knowledge of common **Greek and Latin root (base) forms, suffixes and prefixes.**	4. Determine the meaning of unknown words using knowledge of **Greek and Latin root (base) forms, suffixes, prefixes, and etymology.**
5. Identify basic **root (base) words, prefixes and suffixes**.	5. Use knowledge of **basic root (base) word, prefixes and suffixes** to determine the meaning of unknown words.	5. Generate and interpret **similes, metaphors, and words with multiple meanings**.	5. Generate and interpret **similes, metaphors, analogies, and words with multiple meanings**.
6. Generate and use **antonyms, synonyms, and multiple-meaning words** to express meaning.	6. Generate and use **derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words**	6. Understand and interpret **idioms and figures of speech** within text.	6. Understand and interpret **idioms, figures of speech**, and **connotations** within text.
7. Use a **dictionary or glossary** to locate word meanings.	7. Use a **dictionary or glossary** to locate word meanings.	7. Determine **pronunciations, meanings and alternate word choices** through the use of dictionaries, thesauruses and electronic tools.	7. Determine **pronunciations, meanings and alternate word choices** through the use of dictionaries, thesauruses and electronic tools.

C. Comprehension

It is imperative that the majority of text be expository. The seven basic structures of expository text are definition, description, process (collection, time order, or listing), classification, comparison, analyses, and persuasion. (Heller, 1995).Text comprehension instruction should include both oral and written expressions that both support the intentional and thoughtful interaction between the reader and the text. (Harris & Hodges, 1995).

1. **Read** appropriate texts with accuracy and comprehension. *These strategic reading behaviors will be introduced, modeled and reinforced, but may not be mastered.* **Before Reading** • Recall and use **prior knowledge** • Establish the **purpose** for reading • Select the appropriate **reading rate** for the purpose • **Preview text** (by using pictures, diagrams, titles and headings) to prepare for reading • **Generate questions and predictions** **During Reading** • **Metacognate** (Metacognition is the ability of the student to analyze, reflect on, and understand her own cognitive and learning processes. Students who identify appropriate learning strategies in the right context are using metacognition.)	1. **Read** appropriate text with accuracy and comprehension. *These strategic reading behaviors will be introduced, modeled and reinforced, but may not be mastered.* **Before Reading** • Recall and use **prior knowledge** • Establish the **purpose** for reading • Select the appropriate **reading rate** for the purpose • **Preview text** (by using pictures, diagrams, titles and headings) to prepare for reading • Use common patterns of **text structure** to aid comprehension • **Generate questions and predictions** **During Reading** • **Metacognate** (Metacognition is the ability of the student to analyze, reflect on, and understand her own cognitive and learning processes. Students who identify appropriate learning strategies in the right context are using metacognition.)	1. **Read** appropriate text with accuracy and comprehension. *These strategic reading behaviors will be modeled and reinforced to the degree that students can apply them independently.* **Before Reading** • Recall and use **prior knowledge** • Establish the purpose for reading • Select the appropriate **reading rate** for the purpose • Use common patterns of **informative text structure** to aid comprehension • **Select an appropriate strategy** (graphic organizer, note taking, outlining, etc.) to maximize comprehension while reading • **Preview text** (by using pictures, diagrams, titles and headings) to prepare for reading • **Generate questions and predictions** **During Reading** • **Metacognate** (Metacognition is the ability of the student to analyze, reflect on, and	1. **Read a variety of** appropriate texts with accuracy and comprehension **and** will demonstrate literal, interpretive, inferential and evaluative comprehension. *These strategic reading behaviors will be modeled and reinforced to the degree that students can apply them independently.* **Before Reading** • Recall and use **prior knowledge** • Establish the **purpose** for reading • Select the appropriate **reading rate** for the purpose • Use common patterns of **informative text structure** and **persuasive text structure** [problem/solution, opinion/reason and thesis proof] to aid comprehension • **Select appropriate strategies** (graphic organizer, note taking, outlining, etc.) to maximize comprehension while reading • **Preview text** (by using pictures, diagrams, titles and headings) to prepare for reading • **Generate questions and predictions**

Column 1	Column 2	Column 3	Column 4
• **Monitor comprehension**, reread and use strategies to self-correct when necessary • Maintain **engagement** with text (use organizers, notes, etc.) • Periodically stop and **paraphrase** • Answer questions and generate new questions. • **Make predictions** about text and **verify outcomes** • **Think critically** about texts and repsond both **orally** and in **writing.** **After Reading** • **Restate the sequence** of events in the text in order • Identify the **main idea, facts and supporting details** in non-fiction texts • **Summarize** the main points of the text • Demonstrate comprehension by integrating text with **prior knowledge** • Use **graphic organizers** to show relationships (compare and contrast, cause and effect) between ideas or events • Identify **facts and opinions** • **Respond in writing** to questions about the meaning of the text	• **Monitor comprehension,** reread and use strategies to self-correct when necessary • Maintain **engagement** with text (use organizers, notes, etc.) • Periodically stop and **paraphrase** • Answer questions and **generate new questions** • **Make predictions** about text and **verify outcomes** • **Think critically** about texts and repsond both **orally** and in **writing.** **After Reading** • **Restate the sequence** of events in the text in order • Identify **main idea** and determine **relevant details** in non-fiction text • **Distinguish** between relevant and irrelevant ideas • **Summarize** the main points of the text both orally and in writing • **Generate inferential questions** and **draw conclusions** about what is read both orally and in writing • Use **graphic organizers** to show relationships (compare and contrast, cause and effect) between ideas or events • Distinguish **fact from opinion**	understand her own cognitive and learning processes. Students who identify appropriate learning strategies in the right context are using metacognition.) • **Monitor comprehension**, reread and use strategies to self-correct when necessary • Maintain **engagement** with text (use organizers, notes, etc.) • Periodically **stop and paraphrase** • Answer questions and **generate new questions** • **Make predictions** about text and verify outcomes • **Think critically** about texts and repsond both **orally** and in **writing.** **After Reading** • **Evaluate** if reading goals have been achieved • **Restate the sequence** of events in the text in order • Identify **main idea** and **distinguish** between relevant and irrelevant ideas • Infer the **unstated main idea** • **Summarize** the main points of the text both orally and in writing • **Make inferences and draw conclusions** to maximize comprehension	**During Reading** • **Metacognate** (Metacognition is the ability of the student to analyze, reflect on, and understand her own cognitive and learning processes. Students who identify appropriate learning strategies in the right context are using metacognition.) • **Monitor comprehension,** reread and use strategies to self-correct when necessary • Maintain **engagement** with text (use organizers, notes, etc.) • Periodically stop and **paraphrase, formulate inferences and draw conclusions** • Answer questions and **generate new questions** • **Make predictions** about text and **verify outcomes** **After Reading** • **Evaluate** if reading goals have been achieved • **Restate the sequence** of events in the text in order • Identify **main idea** and **distinguish** between relevant and irrelevant ideas • Infer the **unstated main idea** • **Summarize** the main points of the text both orally and in writing • **Make inferences and draw**

	• **Respond in writing** to questions about the meaning of the text	• **Generate inferential questions and draw conclusions** about what is read both orally and in writing • **Generate graphic organizers** to enhance comprehension of texts and to describe text structure and organization • Distinguish **fact from opinion** • **Synthesize** thoughts, ideas and concepts both orally and in writing • **Seek additional information** from outside sources • **Integrate new understandings** and prior knowledge • Critically read and **evaluate text** to identify author's viewpoint and purpose (Why did the author write this? What makes you think so?) • Critically read to **detect bias** and evaluate evidence and logic	**conclusions** to maximize comprehension • **Generate inferential questions** and **draw conclusions** about what is read both orally and in writing • Generate **graphic organizers** to enhance comprehension of texts and to describe text structure and organization • Distinguish **fact from opinion** • **Synthesize** thoughts, ideas and concepts both orally and in writing • **Seek additional information** from outside sources and evaluate the purpose, accuracy, comprehensiveness, and usefulness of the informational materials • **Integrate new understandings** and prior knowledge • Understand and interpret use of advertising and propaganda approaches • Understand and explain uses of **primary and secondary sources** of information • **Analyze and draw accurate conclusions** about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks • Critically read and evaluate text

			to identify **author's viewpoint, purpose and possible bias** (Why did the author write this? What makes you think so?) • Trace the logical development of an author's argument, and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text • **Evaluate clarity and accuracy** of information, as well as the **credibility** of sources • Identify, understand and explain the various **types of fallacies in logic** • **Synthesize information from multiple selections** in order to draw conclusions, make predictions, and form interpretations

Steps Two through Four: A Model System for Identification, Placement and Assessment

A Screening Assessment

The screening assessment needs to be a group-administered, norm-referenced, multiple-choice test that assesses vocabulary and reading comprehension, and yields a composite score. The percentile score provides preliminary student placement information. These scores assist in targeting individual students who are in need of additional reading support, and provide data on the effectiveness of intervention and developmental programs. Using data from a **norm referenced assessment**, along with data from MCA and informal classroom assessments, provides a **triangulation of data** which gather multiple perspectives so as to gain a more complete understanding of the needs of the students. (Students scoring in Level I and II on the MCA Reading Assessments often have reading difficulties. It is also possible that students scoring in Level III may be reading below grade level. Using additional assessment sources assists in illuminating these needs.)

Students scoring below the 40th percentile on the screening assessment may be in need of targeted intervention. After identifying the students at or below the 40th percentile, students will be designated to one of three targeted intervention programs and the developmental program.

Intervention I
- Below the 10th percentile
- Comparable assessment history*
- Teacher recommendation

Intervention II
- 11th-25th percentile
- Comparable assessment history*
- Teacher recommendation

Intervention III
- 26th-40th percentile
- Comparable assessment history*
- Teacher recommendation

Developmental Reading
- At or above the 40th percentile
- Comparable assessment history*

* It is important to review previous reading assessment data, grade history, anecdotal teacher recommendations related to reading and any other pertinent information. It is recommended that an informal reading inventory be administered in order to identify the independent and instructional reading levels of each student.

Examples of Norm-Referenced Assessments
There are many assessments that can be used as a screening instrument. Examples include:
- Stanford Diagnostic
- Degrees of Reading Power
- Gates MacGinitie
- Nelson Denney
- NWEA

Supporting Assessments for Identification
Informal reading inventories should be administered by a licensed reading teacher. Examples include:
- Informal Reading Inventories (Jerry Johns, QRI 4, Burns and Roe, Silvaroli, etc.)
- Gray Oral Reading Test
- Running Record or Miscue Analysis
- DRA

Use the Informal Reading Inventories
The purposes of informal reading inventories are to identify:
- The independent reading level of each student
- The instructional reading level of each student
- The frustration reading level of each student
- Specific miscues that can lead to information about each student's reading strengths and needs
- The reading fluency and rate (WPM)
- Patterns of word identification

Use the Developmental Reading Assessment, Grades 4-8, to identify:
- Comprehension strengths and weaknesses
- Independent reading level
- Instructional reading level
- Specific miscues that can lead to information about each student's reading

- Motivation and reading habits

Progress Monitoring Assessment

It is very important to consistently monitor the impact of a reading program by establishing benchmarks with an initial assessment, reassessing each student regularly, and examining the amount of gain that has been made since the intervention/program began. These assessments provide evidence that the intervention process is working. If no gain has occurred, it suggests that the intervention process is not working and another kind of intervention should be tried.

An initial assessment of each strand within the intervention program should be administered to establish a baseline for each student. An informal formative assessment should be used every two to three weeks to measure students' progress in meeting program outcomes. A summative assessment of each strand should be administered at the end of the intervention program. When students successfully meet the goals of the intervention program, they may advance to the next level.

The purpose of an informal assessment is to identify the growth and continued learning needs of students. It is not necessary that these be paper/pencil assessments. These assessment artifacts may be items of student work, graphic organizers, observational notes, conference notes, or running records and miscue analyses.

Summative Assessment

Initial screening assessment percentiles may be used as baseline data to assist in monitoring the growth of students and their placement in the continuum of intervention programs. The summative assessment provides documentation at the end of an intervention and indicates the extent to which students have mastered the program goals and objectives.

The summative assessment should be the reapplication of another form of your screening assessment. (Do not use the same form of the assessment or IRI.)

Suggested Scheduling and Student-to-Teacher Ratios

Intervention I
Intervention I should meet every day for at least one class period. It is recommended that the reading intervention class take place in the morning. Students should remain in the class until such time as assessment indicates movement to Intervention II. Class size should be limited to six to eight students. These students need intensive, individualized instruction in order to make significant gains within a short period of time. (A gain of more than one reading level per year is necessary if there is any hope of their catching up to their grade level.)

Intervention II
Intervention II should meet every day for at least one class period. Students should remain in the class until such time as assessment indicates movement to Intervention III. Class size should be limited to 8 to 15 students.

Intervention III
Intervention III should meet every day for at least one class period. Students should remain in the class until such time as assessment indicates that they have successfully reached grade-level expectation, score above the 40th percentile on the norm-referenced assessment and/or teacher recommendation. Class size should be limited to 15 to 20 students.

* Smaller class size contributes to the possible success of the program.
** Age and gender should be considered when grouping students (e.g., schedule sixth graders with sixth graders, seventh graders with seventh graders, etc.).
*** In situations where a significant percentage of the class population receives ELL or special education services, it is recommended that the reading intervention class be taught by the reading specialist in collaboration with the ELL or Special Education specialist.

Bibliography and References

Organizational Web Sites

Alliance for Excellence in Education
http://www.all4ed.org/adolescent_literacy/

International Reading Association
http://www.reading.org

Reading Next
www.all4ed.org/publications/ReadingNext

Partnership for Reading
www.nifl.gov/partnershipforreading

NCTE Adolescent Literacy
www.ncte.org

National Association of Secondary School Principals
http://nasspcms.principals.org/s%5Fnassp

Oregon Analysis of Reading Assessment:
http://idea.uoregon.edu/assessment and http://idea.uoregon.edu/assessment/final_report.pdf

Southwest Educational Development Laboratory
This is a summary of the different types of assessment that can be used for measuring development in reading.
http://www.sedl.org/reading/framework/assessment.html

Research Web Sites

Adolescent Literacy and The Achievement Gap
http://www.all4ed.org/resources/CarnegieAdolescentLiteracyReport.pdf

"Achieving State and National Literacy Goals, a Long Uphill Road" RAND Education, December 2004. A Report to Carnegie Corporation of New York
http://www.rand.org/pubs/technical_reports/2004/RAND_TR180.pdf

International Reading Association's Journal of Adolescent & Adult Literacy
http://www.reading.org/publications/journals/jaal/

International Reading Association's Focus on Adolescent Literacy: IRA Programs and Resources
http://www.reading.org/resources/issues/focus_adolescent.html

International Reading Association's Position on Young Adolescent (Middle School) Literacy
http://www.reading.org/resources/issues/positions_young_adolescents.html

International Reading Association's position statement on adolescent literacy
http://www.reading.org/resources/issues/positions_adolescent.html

Learning First Alliance
http://www.learningfirst.org/

Literacy Matters
http://www.literacymatters.org

National Council for the Teachers of English web site on Adolescent and Young Adult Literacy
http://www.ncte.org/edpolicy/literacy/

NCREL: What Does Research Say about Reading?
http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm

NGA: National Governor's Association: Reading to Achieve
http://www.nga.org/Files/pdf/0510GOVGUIDELITERACY.PDF

National Institute of Child Health and Human Development
http://www.nichd.nih.gov/

National Staff Development Center
http://www.nsdc.org/

Research Informing Practice: A Series of Workshops
http://www.nifl.gov/partnershipforreading/adolescent/

Scholastic Adolescent Literacy Resource Center
http://teacher.scholastic.com/products/read180/literacyresources.asp

SEDL: Building Reading Proficiency at the Secondary Level
http://www.sedl.org/pubs/reading16/

The Education Alliance at Brown University—The Knowledge Loom
http://knowledgeloom.org/adlit/index.jsp

The Education Trust
http://www2.edtrust.org/edtrust

The Partnership for Reading
http://www.nifl.gov/partnershipforreading/

Motivation

Contexts for Engagement and Motivation in Reading
http://www.readingonline.org/articles/handbook/guthrie

Motivating Low Performing Adolescent Readers
http://www.indiana.edu/~reading/ieo/digests/d112.html

Motivating Students
http://teaching.berkeley.edu/bgd/motivate.html

Effective Support of Adolescent Literacy at the High School Level is Critical
http://knowledgeloom.org/adlit/summary2.html

Assessment Tools

Phonemic Awareness

1. Consortium on Reading Excellence, Inc., Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade. Arena Press, Novato, California, 1999. ISBN: 1-57128-120-7. This book contains formal and informal assessment tools for students in kindergarten through eighth grade. http://www.corelearn.com

2. Wagner, Richard; Torgesen, Joseph; Rashotte, Carol; Comprehensive Test of Phonological Processing (CTOPP). PRO-ED, Austin, Texas. This test assesses phonological awareness, phonological memory, and rapid naming. This test will help to identify individuals from kindergarten through college who may profit from instruction activities to enhance their phonological skills. http://www.proedinc.com

Phonics
Most phonics programs have informal assessments that correspond with the teaching of phonics lessons and activities. Following are general guidelines for phonics programs as describe by the National Institute for Literacy in the book entitled Put Reading First: The Research Building Blocks for Teaching Children to Read.
Effective programs offer phonics instruction that:
*   helps teachers explicitly and systematically instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words;
*   helps students understand why they are learning the relationships between letters and sounds;
*   helps students apply their knowledge of phonics as they read words, sentences, and text;
*   helps students apply what they learn about sounds and letters to their own writing;
*   can be adapted to the needs of individual students, based on assessment; and
*   includes alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text, as well as systematic phonics instruction.

1. Consortium on Reading Excellence, Inc., Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade. Arena Press, Novato, California, 1999. ISBN: 1-57128-120-7. This book contains formal and informal assessment tools for students in kindergarten through eighth grade. http://www.corelearn.com/contact.html

2. Johns, Jerry L.; Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy, Ninth Edition. Kendall/Hunt Publishing, Dubuque, Iowa. ISBN: 0-7575-1842-7. This book contains graded word lists and graded passages that can be used to help teachers place students in appropriate reading materials, assess comprehension, and determine the student's strategies for word identification and comprehension. http://www.kendallhunt.com

3. Ekwall, Eldon; Shanker, James L.; Ekwall/Shanker Reading Inventory. Published by Allyn & Bacon, 2000, ISBN: 0-202-30441-9. This fourth edition provides 38 diagnostic tests in 11 different areas that enable the teacher to assess phonemic awareness, concepts about print, letter

knowledge, basic sight words, structural analysis, fluency, and comprehension.
http://www.ablongman.com/catalog/academic/product/0,1144,0205304419,00.html

4. Leslie, Laureen; Caldwell, JoAnne; Qualitative Reading Inventory-4 4/e. Allyn & Bacon, 2001, ISBN: 0-205-44327-3. This set of materials assesses reading ability at emergent through high school levels. It focuses assessment on specific questions regarding word identification, fluency, and comprehension. http://www.ablongman.com/catalog/academic/product/0,1144,0205443273,00.html

Fluency

1. Ekwall, Eldon; Shanker, James L.; Ekwall/Shanker Reading Inventory. Published by Allyn & Bacon, 2000, ISBN: 0-202-30441-9. This fourth edition provides 38 diagnostic tests in 11 different areas that enable the teacher to assess phonemic awareness, concepts about print, letter knowledge, basic sight words, structural analysis, fluency, and comprehension.
http://www.ablongman.com/catalog/academic/product/0,1144,0205304419,00.html

2. Johns, Jerry L.; Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy, Ninth Edition. Kendall/Hunt Publishing, Dubuque, Iowa. ISBN: 0-7575-1842-7. This book contains graded word lists and graded passages that can be used to help teachers place students in appropriate reading materials, assess comprehension, and determine the student's strategies for word identification and comprehension.
http://www.kendallhunt.com

3. Read Naturally, Inc. uses the Read Naturally Strategy which combines teacher modeling, repeated reading, and progress monitoring to remediate fluency problems and improve comprehension. It has a fluency scale to assess whether children are in need of fluency instruction. For more information, contact READ Naturally, Inc., 750 South Plaza Drive #318, St. Paul, MN 55120. http://www.readnaturally.com; 651-452-4085; 1-800-788-4085; fax: 651-452-9204; E-mail: info@readnaturally.com.

4. Leslie, Laureen; Caldwell, JoAnne; Qualitative Reading Inventory-4 4/e. Allyn & Bacon, 2001, ISBN: 0-205-44327-3. This set of materials assesses reading ability at emergent through high school levels. It focuses assessment on specific questions regarding word identification, fluency, and comprehension. http://www.ablongman.com/catalog/academic/product/0,1144,0205443273,00.html

Vocabulary

1. Consortium on Reading Excellence, Inc., Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade. Arena Press, Novato, California, 1999. ISBN: 1-57128-120-7. This book contains formal and informal assessment tools for students in kindergarten through eighth grade. http://www.corelearn.com/sourcebook.htm

2. Johns, Jerry L.; Lenski, Susan Davis; Elish-Piper, Laurie; Early Literacy Assessments and Teaching Strategies. Kendall/Hunt Publishing, Dubuque, Iowa. ISBN: 0-7872-5619-6. This book contains assessments for phonemic awareness as well as for phonics, vocabulary and passage reading. http://www.kendallhunt.com

3. Johns, Jerry L.; Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy, Ninth Edition. Kendall/Hunt Publishing, Dubuque, Iowa. ISBN: 0-7575-1842-7. This book contains graded word lists and graded passages that can be used to help teachers place students in appropriate reading materials, assess comprehension, and determine the student's strategies for word identification and comprehension. http://www.kendallhunt.com

4. Ekwall, Eldon; Shanker, James L.; Ekwall/Shanker Reading Inventory. Published by Allyn & Bacon, 2000, ISBN: 0-202-30441-9. This fourth edition provides 38 diagnostic tests in 11 different areas that enable the teacher to assess phonemic awareness, concepts about print, letter knowledge, basic sight words, structural analysis, fluency, and comprehension. http://www.ablongman.com/professional/catalog/academic

Comprehension

1. Consortium on Reading Excellence, Inc., Assessing Reading: Multiple Measures for Kindergarten through Eighth Grade. Arena Press, Novato, California, 1999. ISBN: 1-57128-120-7. This book contains formal and informal assessment tools for students in kindergarten through eighth grade. http://www.corelearn.com/contact.html

2. Johns, Jerry L.; Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy, Ninth Edition. Kendall/Hunt Publishing, Dubuque, Iowa. ISBN: 0-7575-1842-7. This book contains graded word lists and graded passages that can be used to help teachers place students in appropriate reading materials, assess comprehension, and determine the student's strategies for word identification and comprehension. http://www.kendallhunt.com

3. Ekwall, Eldon; Shanker, James L.; Ekwall/Shanker Reading Inventory. Published by Allyn & Bacon, 2000, ISBN: 0-202-30441-9. This fourth edition provides 38 diagnostic tests in 11 different areas that enable the teacher to assess phonemic awareness, concepts about print, letter knowledge, basic sight words, structural analysis, fluency, and comprehension. http://www.ablongman.com/professional/catalog/academic

4. Developmental Reading Assessment (DRA) package gives K-3 teachers a range of tools to help monitor literacy behavior continuously as they teach, as well as to conduct periodic assessments for accountability. For more information, contact Celebration Press, 4350 Equity Drive, P.O. Box 2649, Columbus, Ohio 43216. http://www.pearsonlearning.com   Phone: 1-800-321-3106; Fax 1-800-393-3156

5. Beaver, Joetta; Developmental Reading Assessment; ISBN: 0-673-60530-2. Package gives K-3 teachers a range of tools to help monitor literacy behavior continuously as they teach, as well as conduct periodic assessments for accountability. For more information, contact Celebration Press, 4350 Equity Drive, P.O. Box 2649, Columbus, Ohio 43216. http://www.pearsonlearning.com Phone: 1-800-321-3106; Fax: 1-800-393-3156

6. Leslie, Laureen; Caldwell, JoAnne; Qualitative Reading Inventory-4 4/e. Allyn & Bacon, 2001, ISBN: 0-205-44327-3. This set of materials assesses reading ability at emergent through high school levels. It focuses assessment on specific questions regarding word identification, fluency, and comprehension. http://www.ablongman.com/catalog/academic/product/0,1144,0205443273,00.html