

The Fifteen Elements of Effective Adolescent Literacy Programs

Implementing the following elements into your middle or high school will improve literacy achievement (Reading Next, 2004).

1. **Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
2. **Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area
3. **Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
4. **Text-based collaborative learning**, which involves students interacting with one another around a variety of texts
5. **Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed
6. **Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics
7. **Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
8. **A technology component**, which includes technology as a tool for and a topic of literacy instruction
9. **Ongoing formative assessment of students**, which is informal, often daily assessment of how students are progressing under current instructional practices
10. **Extended time for literacy**, which includes approximately two to four hours of literacy instruction and practice that take place in language arts and content-area classes
11. **Professional development** that is both long term and ongoing
12. **Ongoing summative assessment of students and programs**, which is more formal and provides data that are reported for accountability and research purposes

The Fifteen Elements of Effective Adolescent Literacy Programs *(continued)*

13. **Teacher teams**, which are interdisciplinary teams that meet regularly to discuss students and align instruction
14. **Leadership**, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
15. **A comprehensive and coordinated literacy program**, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community

Informal and Formal Assessment Instruments

Informal Assessments	Formal Assessments
<ul style="list-style-type: none"> ▪ Content-Area Literacy Assessments ▪ Teacher Observations ▪ Qualitative Reading Inventory III ▪ Teacher Developed <ul style="list-style-type: none"> • Diagnostic Interview • Preparation for Reading • Silent Reading • Oral Reading • Retelling ▪ Cloze Procedure ▪ Student Interest and Attitude Surveys ▪ Other Important Data <ul style="list-style-type: none"> • Student Demographic Data • Promotion/Retention Data • Disciplinary Records • Attendance Data 	<ul style="list-style-type: none"> ▪ Stanford Achievement Test ▪ California Achievement Test ▪ Group Reading Assessment and Diagnostic Evaluation (GRADE) ▪ Test of Reading Comprehension (TORC-3) ▪ Gray Oral Reading Tests-Diagnostic (GORT-D) ▪ Stanford Diagnostic Reading Test 4 ▪ Woodcock-Johnson Reading Mastery ▪ Scholastic Reading Inventory (SRI)

Resource

Assessments for Middle and High School Students

Assessment	Assesses	Group or Individual Administration/Time	Publisher
Comprehensive Test of Phonological Processing (CTOPP) (Grades K–16)	Phonological awareness, phonological memory, and rapid naming	Individual, 30 minutes	AGS Publishing, 1999 PRO-ED, 1999 Wagner, Torgeson, Rasholte
Test of Reading Comprehension (TORC-3) (Ages 7–17)	Comprehension, vocabulary, syntactic similarities, paragraph reading, sentence sequencing. Measures content area vocabulary in Math, Social Studies, and Science.	Individual/Group, 30 minutes	AGS Publishing, 1995 PRO-ED, 1995 Brown, Hammill, Wiederholt
Group Reading Assessment and Diagnostic Evaluation (GRADE) (Ages: 5–Adult)	Comprehension, vocabulary, English skills	Group, 60–90 minutes Individual	AGS Publishing, 2000 Williams, Cassidy, Samuels
Scholastic Reading Inventory (SRI) (Ages 6–17)	Vocabulary, fluency, passage details, cause and effect relationships, sequencing, drawing conclusions, making connections, and generalizations	Computerized individual assessment	Scholastic
Test of Word Reading Efficiency (TOWRE) (Ages 6–24)	Measures the ability to accurately recognize familiar words as whole units or sight words and the ability to sound out words quickly	Individual, 5–10 minutes	PRO-ED, 1999
Degrees of Reading Power (DRP) (Grades 1–12)	Measures reading comprehension using nonfiction and prose paragraphs that are similar to CLOZE Procedure	Individual/Group, Untimed	Touchstone Applied Science Associations, Inc. (TASA)

Resource

Assessments for Middle and High School Students

Assessment	Assesses	Group or Individual Administration/Time	Publisher
Burns/Roe Informal Reading Inventory (Ages 5–18)	Comprehension, retellings, graded word lists for placement with graded reading selections	Individual	Riverside, 1999 Roe
Gray Silent Reading Test (Ages 7–25)	Measures silent reading and comprehension	Individual	PRO-ED, 2000
Qualitative Reading Inventory 3rd Ed. (QRI-III), (Ages 6–13)	Assesses oral reading accuracy, rate, strategies, comprehension, word identification	Individual	Allyn and Bacon, 2000
Gates-MacGinitie Reading Test, 4th Ed. (Grades K–12)	General assessment of reading achievement, vocabulary/word knowledge, comprehension	Individual or group, 55–105 minutes	Riverside, 1998
Woodcock Reading Mastery, revised (Grades K–12)	Evaluates visual auditory learning, letter identification, word identification, word comprehension, and passage comprehension	Individual, 90 minutes	AGS Publishing, 1998
Stanford Diagnostic Reading Test 4th Ed. (SDRT-4) (Grades 1–12)	Identifies specific strengths and weaknesses in phonetic analysis, vocabulary, comprehension, and scanning	Group, 90 minutes	Harcourt, Inc.
Analytical Reading Inventory, 6th Ed., (Grades K–12)	Contains narrative and expository passages designed to assess level of instruction, strategies to recognize words and comprehend books, oral and silent reading performance	Individual	Prentice Hall Woods, Moe