



CENTER ON
INSTRUCTION

Adolescent Literacy Resources

An Annotated Bibliography





Adolescent Literacy Resources

An Annotated Bibliography

The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; RG Research Group; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

The contents of this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

The Center on Instruction requests that no changes be made to the content or appearance of this product.

2007

Preferred citation:

Center on Instruction. (2007) *Adolescent literacy resources: An annotated bibliography*.

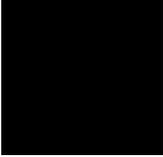
RMC Research Corporation, Portsmouth, NH: Author.



Contents

	Introduction	1
	Books & Book Chapters	5
	<i>Descriptions of research, interventions, or commentary on key issues related to adolescent literacy.</i>	
	Journal Articles	8
	<i>Discussions of key issues or commentary related to the adolescent literacy research base.</i>	
	Professional Organizations' Guides & Reports	10
	<i>Summaries of research, practice, or investigations into adolescent literacy, many with policy and practice implications for decision-makers at various levels.</i>	
	Research Reviews & Meta-analyses	15
	<i>Articles from peer-reviewed journals that present a systematic review or meta-analysis of research studies on the nature of reading or reading instruction for adolescents.</i>	

This bibliography was prepared as a resource for staff members of the U.S. Department of Education's Regional Comprehensive Centers to use in their work with states on adolescent literacy. It was compiled both as a reading list to extend staff members' knowledge and as a resource for centers' technical assistance work with states and districts.



Introduction

The items in this bibliography were selected from a broad review of the research and professional literature on reading and reading comprehension for students in grades 4–12. To provide an array of resources for a range of needs, we included both research summaries and policy documents. We make no claims that this bibliography contains all of the recent important research documents about adolescent literacy. However, in the documents reviewed here, the reader will find discussions of all the current important research issues in this area. We believe that in reviewing policy documents, we have identified all the major documents currently available on the connection between research on adolescent literacy and the development of state- and district-level policies to support improvements in adolescent literacy outcomes.

Additional information about adolescent literacy may be found in another Center on Instruction title, *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*. That document details five research-based recommendations for improving instruction in academic literacy for content-area teachers as well as recommendations for interventions for struggling readers and instruction for English language learners (ELLs). It was also written for staff members in the Regional Comprehensive Centers in their work with states to improve adolescent literacy outcomes.

Books & Book Chapters

Beck, I. L., & McKeown, M. G. (2006). *Improving comprehension with Questioning the Author: A fresh and expanded view of a powerful approach*. New York: Scholastic.

Beck and McKeown explain the rationale for and describe the optimal implementation of Questioning the Author, an instructional process designed to support students in gaining meaning from text. Explicit examples and 25 classroom cases offer realistic illustrations of the process and can inform the use of Questioning the Author to guide students' reading comprehension.

Beers, K. (2003). *When kids can't read—what teachers can do: A guide for teachers 6–12*. Portsmouth, NH: Heinemann.

Using classroom- and student-oriented explanations, Beers guides teachers through assessing, planning, and implementing reading instruction for struggling middle and high school readers. In a conversational tone, Beers discusses the key components of effective reading instruction and includes strategies and materials teachers can apply immediately in classrooms.

Block, D., & Pressley, M. (Eds.). (2002). *Comprehension instruction: Research-based best practices*. New York: Guilford.

Thirty-nine scholars contributed their research results and understanding of reading comprehension to this volume, which addresses future directions, the consolidation of research knowledge, and the nature of comprehension instruction at all levels of schooling.

Bulgren, J. A., & Schumaker, J. B. (2006). *Teaching practices that optimize curriculum access*. In D. D. Deshler & J. B. Schumaker (Eds.), *High school students with disabilities: Accessing the general education curriculum* (pp. 79-120). Thousand Oaks, CA: Corwin.

Using the results of a systematic research review, this chapter describes interventions that showed positive effects for learning subject-area content by secondary school students, particularly students with learning disabilities. The interventions identified in the review fall into three categories: organizing information, understanding information, and recalling information. For each category, the authors describe the strategies and implications for their use in instruction.

Carlisle, J. F., & Rice, M. S. (2002). *Improving reading comprehension*. Baltimore: York.

Drawing upon special education and regular education research, this text discusses the theoretical basis of reading comprehension and its relationship to other reading components in depth. The authors present instructional principles to guide the selection and use of practices to teach reading comprehension to typical and struggling readers in various contexts such as early comprehension instruction, comprehension in content areas, and effective school programs.

Guthrie, J. T., & Humenick, N. M. (2004). *Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement*. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 329-354). Baltimore: Brookes.

To answer the question What motivates students to read? Guthrie and Humenick analyzed 22 experimental studies that included students aged 8–14. Their analysis reveals a set of classroom practices that have a strong impact on students' reading motivation. The authors also include rich examples of how teachers can use these practices.

Jetton, T. J., & Dole, J. A. (Eds.). (2004). *Adolescent literacy research and practice*. New York: Guilford.

This volume compiles researchers' contributions to the major areas of importance for literacy instruction of middle and high school students. Specific information centers on literacy instruction in content areas, research and interventions for struggling adolescent readers, and issues such as motivation, cultural influence, and assessment. The editors raise issues that should inform research of and practice in teaching adolescent literacy learners.

Pressley, M. (2000). *What should comprehension instruction be the instruction of?* In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 545–451). Mahwah, NJ: Lawrence Erlbaum.

Pressley summarizes the research-based knowledge about comprehension development, including word-level skills, background knowledge, and comprehension strategies. He uses this foundation to describe evidence-based instruction that can promote comprehension as students move from word-level to higher-order skills.

Pressley, M., & Hilden, K. (2004). *Toward more ambitious comprehension instruction*. In E. R. Silliman & L. C. Wilkinson (Eds.), *Language and literacy learning in schools* (pp. 151-174). New York: Guilford.

Pressley and Hilden set the stage for thinking about more powerful comprehension instruction by discussing sources of support that can be used as resources. They review the history of research on comprehension strategy instruction and how the knowledge base has evolved, and they conclude by discussing the relationship between comprehension and other elements of reading instruction that can strengthen students' reading comprehension.

Sweet, A. P., & Snow, C. E. (Eds.). (2003). *Rethinking reading comprehension*. New York: Guilford.

In an effort to inform effective teaching, the authors build on the reading comprehension research agenda developed by the RAND Reading Study Group, translating current knowledge into reliable information for practitioners. Chapters by leading reading researchers address key reading comprehension issues and research findings for beginning readers and adolescent readers and describe instructional strategies to address specific student needs and characteristics.

Strickland, D. S., & Alvermann, D. E. (Eds.). (2004). *Bridging the literacy achievement gap, grades 4–12*. New York: Teachers College Press.

Focusing on the literacy achievement gap for traditionally underperforming groups of adolescent learners, the authors examine literacy characteristics and challenges for subgroups of learners and the context of literacy instruction in schools. They also describe classroom and schoolwide practices designed to diminish the literacy achievement gap for these groups of adolescent learners.

Trabasso, T., & Bouchard, E. (2002). Teaching readers how to comprehend text strategically. In C. Block and M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 176–200). New York: Guilford.

The authors describe the results of a meta-analysis of 205 experimental investigations into the impact of cognitive strategy instruction on reading comprehension. They found that readers who receive strategy instruction make significant gains on comprehension relative to students who receive traditional instruction. The authors also describe the 12 types of comprehension strategies and two instructional strategies that were identified as effective for improving student comprehension.



Journal Articles

Armbruster, B. B., & Anderson, T. H. (1998). On selecting “considerate” content area textbooks. *Remedial and Special Education, 9*(1), 47–52.

This article discusses three features of content-area textbooks that make them “considerate” for readers: structure, coherence, and audience appropriateness. In addressing what makes textbooks easier to read, understand, and learn from, the authors discuss the research base for each feature and the problems associated with existing textbooks. They also offer suggestions to help educators evaluate textbooks.

Cibrowski, J. (1995). Using textbooks with students who cannot read them. *Remedial and Special Education, 16*(2), 90–101.

Summarizing the existing literature on effective textbook instruction, this article describes strategies that special education and content-area teachers can use with students whose reading abilities cover a wide range. These techniques, designed to help students connect and expand their conceptual thinking, are divided into three phases: before, during, and after reading. The author identifies three criteria that affect strategy instruction: teacher commitment, teacher ability to model strategic thinking, and student belief that using the strategies will lead to improved grades.

Guthrie, J. T., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly, 19*, 59–85.

In their discussion of disengagement and low motivation in middle school readers, Guthrie and Davis describe six dimensions of change between elementary and middle school classrooms that they believe encourage reading disengagement in middle schoolers. The authors suggest six classroom practices middle school teachers can use to counteract these classroom environmental changes and foster engagement and reading competence.

Moje, E. B. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development. *Perspectives, 32*(3), 10–14.

This article presents a brief synopsis of research findings on the role that different contexts and texts play in motivating adolescents to persevere in the face of literacy challenges. The studies suggest that motivation is not static in adolescent students, but changes with texts and contexts, closely linked to students’ linguistic processing ability. Arguing that students seen as lacking in literacy skills can become capable readers and writers in certain contexts, Moje suggests that sometimes only small changes in text or context can motivate struggling readers into more effortful processing, and offers three simple strategies to assist students in making content-area texts more approachable in the varied academic domains of secondary school.

Moje, E. B., Young, J. P., Readence, J. E., & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literacies*, 43(5), 4–14.

The authors recount their responses to four important questions about adolescent literacy posed at an International Reading Association (IRA) convention in San Diego, California in 1999. Their discussion centers on the need to reinvent literacy to reflect the increasingly advanced demands of the 21st century. This article calls for a renewed focus on literacy learning for adolescents and asks educators to explore how literacy is taught and researched. The authors offer ideas for meeting the literacy needs of marginalized adolescent readers and suggest ways to help students develop critical literacy skills.

O’Brian, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. *Reading Research Quarterly*, 30, 442–463.

The authors discuss the ineffectiveness of the traditional professional development model for building student proficiency in content-literacy instruction and recommend instead that curricular change occur through prolonged engagement with school-based colleagues. Content-literacy instruction that is not forced into the traditional curricular goals may effect positive changes in the embedded values, beliefs, and practices of teachers, students, and other members of the school culture. In an effort to improve content-area literacy practices and research, and to reflect the sociocultural contexts of secondary schools, the authors offer an alternative to the traditional content curriculum infusion model.

Walker, C. H., & Meyer, B. J. F. (1980). Integrating different types of information in text. *Journal of Verbal Learning and Verbal Behavior*, 19, 263–275.

A discussion of knowledge integration theory provides the context for exploring how learners form relationships between new and background information to understand text. The authors summarize the research investigating this theory, specifically research on factors that affect the integration of facts into larger units of knowledge and how this integration deepens students’ understanding of topics. Practical suggestions for educators focus on organizing the instruction of new information to help students perform sophisticated comprehension tasks.

Professional Organizations' Guides & Reports

Alvermann, D. E. (2001). *Effective literacy instruction for adolescents: Executive summary and paper commissioned by the National Reading Conference*. Chicago: National Reading Conference. Retrieved April 10, 2006 from <http://www.nrconline.org/publications/alverwhite2.pdf>.

In her discussion of Net generation adolescents and their literacy needs, Alvermann emphasizes five critical components of which educators need to be mindful when designing effective literacy instruction: (1) instruction should build motivation by addressing self-efficacy and engagement; (2) students should be taught to use background knowledge and strategies that enable them to read diverse forms of texts in different subject areas; (3) appropriate instruction must be developmentally and culturally responsive and embedded in the regular curriculum; (4) adolescents should be taught to read text with an eye toward who is writing and for what purpose; and (5) participatory approaches that engage students and involve them in higher-order thinking should replace passive, teacher-centered instruction. According to Alvermann, schools of the 21st century must provide ample opportunities for students to build their literacy practices through active participation in learning.

Biancarosa, G., & Snow, C. (2006). *Reading next: A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education. Retrieved February 21, 2007 from <http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>.

Reading Next is a call for action to meet the needs of struggling adolescent readers and writers. Acknowledging that there is no single solution, the authors propose 15 “key elements,” instructional and infrastructural improvements that the research suggests should be included in an effective literacy program. They conclude with an urgent call for all stakeholders to embrace literacy reform, choosing programs with key elements and using common evaluation guidelines to enhance learning for all.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006a). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved February 21, 2007 from <http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>.

The first of three reports from the Center on Instruction concerning educational improvements for English language learners, a growing subgroup targeted in the No Child Left Behind (NCLB) Act of 2001, this document describes effective instructional approaches and interventions for all ELL students, but particularly for ELL and limited English proficient (LEP) students who struggle to meet grade-level academic standards. Although many of these students have been enrolled in U.S. schools since kindergarten, their lack of academic vocabulary often creates a stumbling block to learning proficiency. Addressing both reading and mathematics instruction, the authors provide research-based suggestions for educational policymakers and educators seeking to make informed decisions about instructional programs for ELLs, who are estimated to represent 30% of our school-age population by 2015.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006b). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved February 21, 2007 from <http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf>.

The second of three reports from the Center on Instruction on educational improvements for ELLs, a growing subgroup targeted in the No Child Left Behind Act of 2001, this document focuses on the special needs of adolescents who are just entering our educational system and may have had little time to acquire the necessary academic literacy skills to understand grade-level subject-area content. The authors provide research-based intervention recommendations for policymakers and middle and high school educators who are seeking to meet the complex and diverse needs of adolescent newcomers most effectively.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006c). *Practical guidelines for the education of English language learners: Research-based recommendations for the use of accommodations in large-scale assessments*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved February 21, 2007 from <http://www.centeroninstruction.org/files/ELL3-Assessments.pdf>.

The last of the three reports from the Center on Instruction on educational improvements for English language learners, a growing subgroup targeted in the No Child Left Behind Act of 2001, this document provides research-based recommendations on accommodations to increase valid participation for ELLs in large-scale assessments. The authors state that learning aids should be provided both at the time of instruction and in the assessment situation to ensure that students have adequate practice in using the tools effectively.

Kamil, M. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education. Retrieved March 20, 2006 from <http://www.all4ed.org/publications/AdolescentsAndLiteracy.pdf>.

Kamil's discussion of the current crisis in adolescent literacy focuses on what is already known about adolescent literacy. Examining four of the most distinguished reviews of reliable reading research, he presents key findings for helping all students become better readers. To help stakeholders understand the complexity of the task of improving adolescent literacy levels, Kamil explores many factors: motivation, the alphabetic principle, fluency, vocabulary, and comprehension, as well as the developmental nature of reading, the needs of English language learners, technology-assisted instruction, school infrastructure, and the importance of professional development for teachers. Kamil encourages policymakers to act on the existing research on adolescent literacy to make positive changes in adolescent educational policy today.

Meltzer, J., Smith, N. C., & Clark, H. (2001). *Adolescent literacy resources: Linking research and practice*. Providence, RI: Education Alliance at Brown University. Retrieved March 20, 2006 from <http://www.alliance.brown.edu/topics/literacy.shtml>

A resource for secondary educators wishing to incorporate literacy instruction across the content areas, this document reviews relevant literacy research from various disciplines and

links them to effective classroom practices. Based on the research, the authors developed the core concepts that support adolescent literacy into a framework for adolescent literacy, identifying four key components for adolescent literacy initiatives: student motivation, research-based literacy strategies, reading and writing across the curriculum, and support, sustainability, and focus through organizational structures and leadership. An extensive bibliography is included.

Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). *Adolescent literacy: A position statement*. Newark, DE: International Reading Association. Retrieved March 28, 2006 from http://www.reading.org/downloads/positions/ps1036_adolescent.pdf.

The International Reading Association's Commission on Adolescent Literacy (CAL) calls on educators, parents, and communities to take direct, effective action to give adolescents the support they need and deserve to become the strong and independent readers they must be if they are to succeed in the 21st century. After addressing some common misunderstandings about adolescent literacy, the CAL outlines seven principles for supporting adolescent literacy growth and presents suggested readings for further study in each of the seven principles. The commission concludes by urging all stakeholders to commit to the task of enhancing the literacy growth of our adolescents.

National Association of Secondary School Principals. (2005). *Creating a culture of literacy: A guide for middle and high school principals*. Reston, VA: Author. Retrieved March 20, 2006 from http://www.principals.org/s_nassp/sec_inside.asp?TRACKID=&SID=1&VID=121&CID=62&DID=62&RTID=0&CIDQS=&Taxonomy=&specialSearch=

This guide provides tools for secondary school leaders interested in creating a schoolwide literacy plan to address the needs of students reading below basic achievement levels. Based on key components that appear to influence student success, the proposed reform includes committed instructional leadership; balanced formal and informal assessments; ongoing, job-embedded, research-based professional development; highly effective teachers; and strategic accelerated interventions. The recommendations, which include a program for intensive reading intervention, are detailed. Five school profiles provide rich examples of authentic intervention practices, and the appendices include useful templates.

National Association of State Boards of Education. (2005, October). *Reading at risk: How states can respond to the crisis in adolescent literacy*. Alexandria, VA: Author.

Reviewing the data demonstrating significant deficits in reading performance by adolescents in the United States, this report suggests that states adopt a framework for adolescent literacy that focuses on six areas: goals and standards, teacher preparation and professional development, data-driven policies and evaluation, the use of research-based literacy strategies in the content areas, state funding support, and state guidance and oversight to ensure the quality of implementation. The final section includes a self-assessment checklist for policymakers developing statewide adolescent literacy plans. Appendices describe two state literacy plans and provide an annotated bibliography of resources.

National Governors Association. (2005). *Reading to achieve: A governor's guide to adolescent literacy*. Washington, DC: National Governors Association, Center for Best Practices. Retrieved October 23, 2006 from <http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnextoid=8f09ab8f0caf6010VgnVCM1000001a01010aRCRD>.

Asserting a pressing economic need for states to raise the literacy achievement level of secondary students, the authors argue that increasing literacy helps develop economically and socially stable adults who contribute to, rather than drain, state resources. In their discussion of the challenges of adolescent literacy and struggling readers, the authors suggest five strategies governors could follow to improve adolescent literacy achievement in their states. In addition to examples of how these strategies have been implemented in other states, the report includes resources for developing an adolescent literacy initiative, examples of promising state and district adolescent literacy programs with contacts for further information, and potential federal funding sources available to states for adolescent literacy initiatives.

National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Report of the National Reading Panel. Washington, DC: Author. Retrieved February 21, 2007 from <http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>.

In 1997, the National Institute of Child Health and Human Development charged a 14-member panel to determine the effectiveness of various approaches to reading instruction. After screening more than 100,000 reading research studies, the panel focused only on research that was experimental in design, had well-defined instructional procedures, had a large sample size, and showed causality between practice and outcomes. The panel concluded that effective reading instruction should include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and that extended teacher education in reading instruction was directly linked to higher student achievement. This comprehensive book is a thorough report of the panel's findings.

Phelps, S. (2004). *Ten years of research on adolescent literacy: 1994–2004: A review*. Naperville, IL: Learning Point Associates. Retrieved March 20, 2006 from <http://www.learningpt.org/pdfs/literacy/tenYears.pdf>.

Phelps compiled this review of 55 literacy research articles from 10 years of peer-reviewed journals to help educators develop research-based teaching strategies and curricula. Paying special attention to research on students struggling with the acquisition of literacy skills, Phelps divided the article into four sections, each focused on factors that influence literacy development in adolescents: developmental variables; social, cultural, and linguistic variables; instruction and assessment variables; and professional development variables. Good literacy instruction, Phelps argues, should reflect knowledge of the many variables that affect students' literacy growth.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. Retrieved June 20, 2006 from <http://www.carnegie.org/literacy/pdf/DoubletheWork.pdf>.

Written for the Center for Applied Linguistics, this report examines the major issues facing English language learning adolescents. A panel reviewed the literature on ELL literacy and identified six major challenges to ELL literacy improvement. This paper addresses each challenge individually and recommends strategies to surmount them. It also examines three promising programs and makes six suggestions policymakers should consider when developing ELL literacy programs. The report also includes the results of a Migration Policy Institute study that identifies demographic trends and academic achievement of ELLs.

Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Santa Monica, CA: RAND. Retrieved February 21, 2007 from http://www.rand.org/pubs/monograph_reports/MR1465/index.html

Motivated by the increasing literacy deficit of our adolescent students, the U.S. Department of Education's Office of Educational Research and Improvement convened the RAND Reading Study Group (RRSG) to study how to improve our students' reading comprehension. This report outlines the group's systematic, strategic guidelines for a long-term research and development program to support improved reading comprehension, with instruction, teacher preparation, and assessment as areas of highest priority. This comprehensive tool for anyone interested in reading research and/or reading instruction also recommends new directions in educational research in each domain.

Snow, C., & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?* New York: Carnegie Corporation of New York. Retrieved March 20, 2006 from http://www.all4ed.org/adolescent_literacy/research_reports.html

In their review of research-informed instructional literacy models for adolescent struggling readers, the authors outline efforts by public and private funding organizations that have begun to respond to the challenge of closing the minority achievement gap in adolescent literacy. Acknowledging the need for more definitive research in adolescent literacy, the authors argue that what is already known could begin to refine adolescent literacy instruction if the information were widely disseminated and used. They also call for a more coordinated process for improving adolescent literacy outcomes to close the reading achievement gap.

Research Reviews & Meta-analyses

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279–320.

This systematic review of research on effective reading comprehension instruction for students with learning disabilities provides a thorough discussion of studies on comprehension instruction with both narrative and expository texts. The authors outline the evolution of research-based knowledge in comprehension instruction and summarize the cumulative knowledge gained. Descriptions of the study interventions and subsequent student performance on achievement measures enrich this discussion of conclusions from the research review.

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). What research says about vocabulary instruction for students with learning disabilities. *Exceptional Children*, 70(3), 299–322.

In this review of published research on vocabulary instruction with learning disabled students, the authors' analysis of 19 studies suggests that direct vocabulary instruction should be emphasized for students with learning disabilities. The authors also find that since many effective, research-based vocabulary instruction methods are available, the method teachers use should depend on their instructional goal. The authors include implications and suggestions for future research and recommendations for classroom practice in vocabulary instruction for students with learning disabilities.

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their effects on the reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities*, 37(2), 105–118.

In reviewing the published research on the effects of reading comprehension interventions on students with learning disabilities (LD), the authors found 21 group-design intervention studies that met their criteria for inclusion in this synthesis. They conclude that using graphic organizers was associated with gains in reading comprehension for LD students, indicating that graphic organizers were useful for teaching content of specific passages. However, the gains initially demonstrated with graphic organizers were not found to transfer to new comprehension tasks, suggesting that students did not use the graphic organizers independently to improve their comprehension.

Mastropieri, M. A., Scruggs, T. E., & Graetz, J. E. (2003, Spring). Reading comprehension instruction for secondary students: Challenges for struggling students and teachers. *Learning Disability Quarterly*, 26(2), 103–116.

To investigate reading comprehension instruction for secondary students with learning disabilities, the authors analyzed three research reviews, which, taken together, provide direct evidence that certain interventions have produced significant growth in reading comprehension for learning disabled students. Comprehension strategies proven effective with younger students with learning disabilities also appeared to be effective with adolescents with learning disabilities.

Nystrand, M. (2006). Research on the role of classroom discourse as it affects reading comprehension. *Research in the Teaching of English, 40*(4), 392–412.

Nystrand reviews 150 years of empirical research on classroom discourse. Representing a wide range of research methodologies, the research strongly supports the potential of classroom discussion to enhance reading comprehension. In light of the present scientifically based research climate, the author urges the further study of classroom discourse to determine if other types of learning are also enhanced in a dialogic classroom.

Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research, 64*, 479–530.

The authors reviewed 16 published and unpublished research studies on reciprocal teaching, a structured instructional procedure designed to teach cognitive strategies to improve student reading comprehension. The review showed support for reciprocal teaching as a practice for reading comprehension instruction, although the results were stronger on experimenter-developed measures than on standardized tests.

Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research, 66*, 181–221.

This review of intervention studies aimed at teaching students to generate questions to improve their reading comprehension investigated the impact of instructional prompts on student comprehension. An analysis of the results for 26 research studies revealed two types of prompts with strong effects on standardized comprehension measures. These prompts were the use of signal words and generic question stems. The authors also compared instructional practices for teaching question generation used in the research intervention with research on effective teaching and found them compatible with, although not exactly matched to, that body of research.

Swanson, H. L. (1999). Reading research for students with LD: A meta-analysis of intervention outcomes. *Journal of Learning Disabilities, 32*(6), 504–532.

The author conducted a meta-analysis of 54 studies that measured word recognition and 58 studies that measured reading comprehension in students with learning disabilities. Strong effect sizes were found for word-recognition interventions that used direct instruction and for comprehension interventions that combined direct instruction and strategy instruction models. Swanson also discusses the influence of aptitude variables (intellectual range and degree of reading deficiency) on intervention success.

Swanson, H. L. (2001). Research on interventions for adolescents with learning disabilities: A meta-analysis of outcomes related to higher-order processing. *The Elementary School Journal, 101*(3), 331–348.

Results of a meta-analysis of 58 studies of problem-solving interventions for students with learning disabilities identified several factors that increase student performance. Short-term interventions such as extended practice, instruction in new content and/or skills, and advanced organizers were found to strongly predict improved student outcomes in the studies.

Swanson, H. L., & Deshler, D. (2003). Instructing adolescents with learning disabilities: Converting a meta-analysis to practice. *Journal of Learning Disabilities, 36*(2), 124–135.

The authors summarize the results of a meta-analysis of educational interventions for adolescents with learning disabilities and a resulting list of key instructional components used in the interventions. Their discussion of the instructional components that showed a strong impact on student learning includes examples of how these components can be incorporated into classroom practice.



CENTER ON
INSTRUCTION