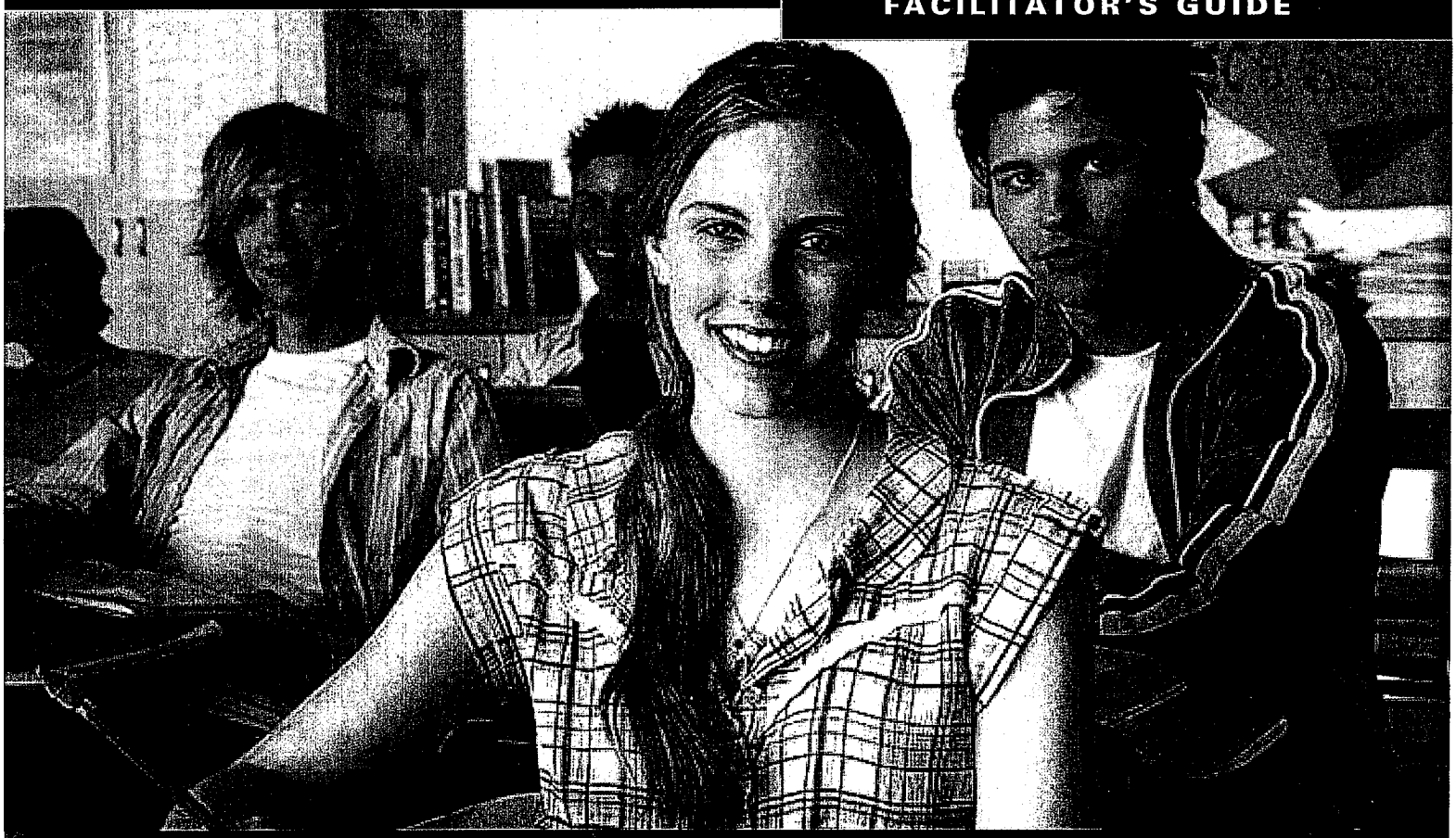
EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS

Professional Development Module

FACILITATOR'S GUIDE



CENTER ON INSTRUCTION

EFFECTIVE INSTRUCTION FOR ADOLESCENT STRUGGLING READERS

Professional Development Module

FACILITATOR'S GUIDE

Christy S. Murray, Jade Wexler, Sharon Vaughn,
Greg Roberts, Kathryn Klingler Tackett
Vaughn Gross Center for Reading and Language Arts
The University of Texas at Austin

Marcia Kosanovich
Florida Center for Reading Research
Florida State University

2008

CENTER ON INSTRUCTION

This publication was created for the Center on Instruction by the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University, Horizon Research, Inc., 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.

Editorial, design, and production services provided by RMC Research Corporation.

Preferred citation: Murray, C. S., Wexler, J., Vaughn, S., Roberts, G., Tackett, K. K., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: Professional development module. Facilitator's guide.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

To download a copy of this document, visit www.centeroninstruction.org.

ACKNOWLEDGMENTS

We wish to thank to following colleagues for their valuable advice and support in the preparation of this document:

Michael Graves, Lauren Liang, Stuart Greenberg, Vicki LaRock, Stacey Joyner, and Dee Braley.

CONTENTS

1 USING THIS PROFESSIONAL DEVELOPMENT MODULE

9 HANDOUTS

WORD STUDY INSTRUCTION

Handout 1: Syllable Chunking Intervention

FLUENCY INSTRUCTION

Handout 2: Partner Reading Procedure: Wide Reading

Handout 3: Partner Reading Procedure: Repeated Reading

Handout 4: Fluency Graph

VOCABULARY INSTRUCTION

Handout 5: Selecting Tier 2 Words

READING COMPREHENSION INSTRUCTION

Handout 6: Anticipation Chart

Handout 7: Prediction Chart

Handout 8: Anticipation Guide Overview

Handout 9: "Tornadoes" Expository Text

Handout 10: Finding the Main Idea

Handout 11: Graphic Organizer: Main Idea and Summarization (Example)

Handout 12: Graphic Organizer: Main Idea and Summarization (Blank)

FOR FURTHER STUDY

Handout 13: References

USING THIS PROFESSIONAL DEVELOPMENT MODULE

Effective reading interventions for students struggling in the early grades have been a focus of considerable research over the past 20 years (Foorman, Francis, Fletcher, Schnatschneider, & Mehta, 1998; Foorman & Torgesen, 2001; Geva & Siegel, 2000; Klingner & Vaughn, 1996). Comparable research targeting older struggling students has only recently started to develop, partly in response to recent data suggesting that one in three fourth grade students is reading below a basic level and only 31% of eighth graders are proficient readers (Lee, Grigg, & Donahue, 2007). States, districts, and schools are motivated to improve the literacy skills of older students, and they need materials and support that link the available research to improved teacher practice.

This professional development module is designed with this need in mind. It is part of a suite of materials that also includes *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice* (Scammacca et al., 2007), *Effective Instruction for Adolescent Struggling Readers: A Practice Brief* (Boardman et al., 2008), and *Effective Instruction for Adolescent Struggling Readers: Professional Development Module.*

The meta-analysis is at the heart of this suite, and should be read carefully by anyone planning to deliver this professional development module. *Effective Instruction for Adolescent Struggling Readers: A Practice Brief* is oriented to practitioners; it identifies each of the five reading components of adolescent literacy, highlights behaviors of successful and unsuccessful readers with each component, and contains explicit recommendations for teacher instruction in each component. It too should be read carefully by anyone planning to deliver this professional development. The *Facilitator's Guide* you have in hand has been designed to support the delivery of the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* PowerPoint presentation, and contains materials lists and other information useful in delivering the PowerPoint, as well the handouts used with participants during the professional development.

All materials in this suite have been aligned with *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction* (Torgesen et al., 2007). That document examines the current

research base; makes recommendations for improving academic literacy instruction for students in grades 4-12, including students reading below grade level and English language learners (ELLs); offers advice from experts on improving adolescent academic literacy; and showcases examples of successful state activities in improving adolescent academic literacy. A facilitator of the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* should also be well-grounded in *Academic Literacy Instruction for Adolescents*.

Objectives

The *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* is intended as one tool in a larger and ongoing professional development effort to improve educational outcomes for adolescent students struggling with reading. Technical assistance providers, state departments of education, and local districts and schools can use this professional development to:

- Enhance participants' understanding of *selected* research-based instructional practices associated with positive effects for adolescent struggling readers.
- Teach participants how to implement these research-based practices.

Delivery

Facilitators for the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* should be chosen based on their knowledge of reading in the upper grades, their experience in providing effective instruction to adolescents with reading difficulties, and their ability to communicate effectively with peers. Due to the large number of slides and the relative breadth of the speaker notes accompanying each slide, facilitators will need to review all materials before delivering the modules. This can be done individually or in collaboration with other facilitators.

There are several options for delivering the *Effective Instruction for Adolescent Struggling Readers: Professional Development Module*. Suggestions for a one- or two-day format are shown below.

One-Day Format

Morning	Afternoon
Introduction—30 minutes	Reading Comprehension—90 minutes
Word Study—60 minutes	Motivation—20 minutes
Fluency—60 minutes	Putting It All Together—15 minutes
Vocabulary—45 minutes	

The one-day format is appropriate for teachers, administrators, and district or state staff with advanced knowledge of reading in the upper grades and who can absorb the information at a relatively fast pace. This format represents a "refresher" and provides an *overview* of the research and related instructional strategies. The times alloted for each section are offered merely as guides and should be adjusted according to a group's prior knowledge of adolescent reading, its informational needs, and available time.

Two-Day Format

Day One	Day Two
Introduction—45 minutes	Brief Review of Day 1—30 minutes
Word Study—90 minutes	Reading Comprehension—2 hours
Fluency—90 minutes	Motivation—45 minutes
Vocabulary—75 minutes	Putting It All Together—30 minutes

The two-day format is appropriate for teachers, administrators, and district or state staff with some or little knowledge of effective reading instruction for adolescents. They may have had limited exposure to research and may need additional practice implementing the strategies recommended during the sessions. Spreading the professional development sessions over two days will allow the facilitator to present information at a slower pace and provide extra modeling of activities and examples. This offers participants greater opportunities to develop a deep understanding of effective instruction.

The *Effective Instruction for Adolescent Struggling Readers: Professional Development Module* would ideally be scheduled prior to the beginning of a school year, but could also be scheduled during ongoing in-service days throughout the school year.

Preparing for Professional Development

Successful delivery of professional development requires detailed planning. Use this guide and other resources available for free download at www.centeroninstruction.org during your preparation.

- **Determine the number of participants.** This professional development is designed to be conducted with any number of participants.
- **Secure a convenient location for the training.** Internet access is not required, but the room should be large enough to accommodate the scheduled participants comfortably. A large audio-visual screen at the front of the room will also be necessary.
- **Position tables so that all participants can see the projection screen.** Allow enough space between tables so that discussions at each table are relatively undisturbed.
- **It is recommended that presenters use two tables at the front of the room.** These tables will hold the laptop computer, LCD projector, overhead projector, and other materials needed throughout the training (see Tables 1 and 2).
- **Before the training, load an electronic copy of the PowerPoint presentation on the computer that will be used during the professional development.** Attempting to present the PowerPoint directly from the website will result in poor quality.
- **Set up the LCD projector, screen, and laptop, and check all equipment before participants arrive.**
- **Check sound quality.** Use a microphone if the audience is large.

Table 1: Equipment

Equipment	Quantity	Purpose
Laptop computer	1	Run the PowerPoint
LCD projector	1	Project the PowerPoint
Overhead projector	1	View transparencies
Large screen	1	View the PowerPoint
Microphone(s)	One per facilitator and possibly one for participants to ask questions if audience is quite large	Facilitate communication during training
Speakers	Two speakers or one House Sound System	Project sound from microphones

Table 2: Materials

Materials	Quantity	Purpose	Applicable Section
Electronic copy of PowerPoint	1	Run the PowerPoint	All
Laser pointer	1 per facilitator	Facilitate presentation	All
Timer	1 per facilitator	Time activities	All
Sticky notes, pens or pencils, markers	A few per table	Activities	All
Name badges	1 per participant	Introduction	All
Name tents	1 per participant	Introduction	All
Copies of slides (3 slides per page)	1 per participant	Reference	All
Handout 1: Syllable Chunking Intervention	1 per participant	Activity	Word Study
Blank index cards	1 per participant	Activity	Word Study
Flashcard of "portfolio" (made from an index card)	1 per facilitator	Activity	Word Study
Handout 2: Partner Reading Procedure: Wide Reading	1 per participant	Activity	Fluency
Handout 3: Partner Reading Procedure: Repeated Reading	1 per participant	Activity	Fluency
Handout 4: Fluency Graph	2 per participant	Activity	Fluency
Handout 5: Selecting Tier 2 Words	1 per participant	Activity	Vocabulary
Handout 6: Anticipation Chart	1 per participant	Activity	Reading Comprehension
Transparency of Handout 6	1 per facilitator	Activity	Reading Comprehension
Handout 7: Prediction Chart	1 per participant	Activity	Reading Comprehension
Transparency of Handout 7	1 per facilitator	Activity	Reading Comprehension
Handout 8: Anticipation Guide Overview	1 per participant	Activity	Reading Comprehension
Handout 9: "Tornadoes" Expository Text	1 per participant	Activity	Reading Comprehension
Handout 10: Finding the Main Idea	1 per participant	Activity	Reading Comprehension
Transparency of Handout 10	1 per facilitator	Activity	Reading Comprehension

Table 2: Materials (continued)

Materials	Quantity	Purpose	Applicable Section
Handout 11: Graphic Organizer: Main Idea and Summarization ("Tornadoes" Passage)	1 per participant	Activity	Reading Comprehension
Handout 12: Graphic Organizer: Main Idea and Summarization (Blank)	1 per participant	Activity	Reading Comprehension
Transparency of Handout 12	1 per facilitator	Activity	Reading Comprehension
Handout 13: References	1 per participant	Further Study	All

- Before the training, make copies of the PowerPoint slides and the 13 handouts for participants. The reproducible handouts are found at the end of this *Facilitator's Guide*. It may be helpful to use different colored paper for each section of the training (i.e., Word Study, Vocabulary). Give copies to participants at the beginning of the training.
- Gather resource materials and supplies necessary for each day's activities.
- Place supplies in the center of each table.

Facilitators will need to become very familiar with the content of this professional development session. The References section (Handout 13) of this *Facilitator's Guide* lists sources the authors consulted in creating the PowerPoint; the meta-analysis and practice brief also contain comprehensive references. The following resources will be helpful to new facilitators as well as to participants. All are available for download on www.centeroninstruction.org.

- *Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice*
- *Effective Instruction for Adolescent Struggling Readers: A Practice Brief*
- *Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction*
- *Adolescent Literacy Resources: An Annotated Bibliography*
- *Video Conference*—Overview of Academic Literacy Instruction for Adolescents

Facilitator's Notes

Detailed speaker notes accompany each slide. Text excerpted from slides is presented in boldface to help facilitators navigate the notes. Text in red indicates information for the facilitator (e.g., give participants two minutes to discuss at tables).

HANDOUTS

HANDOUT 1: SYLLABLE CHUNKING INTERVENTION

HANDOUT 2: PARTNER READING PROCEDURE: WIDE READING

HANDOUT 3: PARTNER READING PROCEDURE: REPEATED READING

HANDOUT 4: FLUENCY GRAPH

HANDOUT 5: SELECTING TIER 2 WORDS

HANDOUT 6: ANTICIPATION CHART

HANDOUT 7: PREDICTION CHART

HANDOUT 8: ANTICIPATION GUIDE OVERVIEW

HANDOUT 9: "TORNADOES" EXPOSITORY TEXT

HANDOUT 10: FINDING THE MAIN IDEA

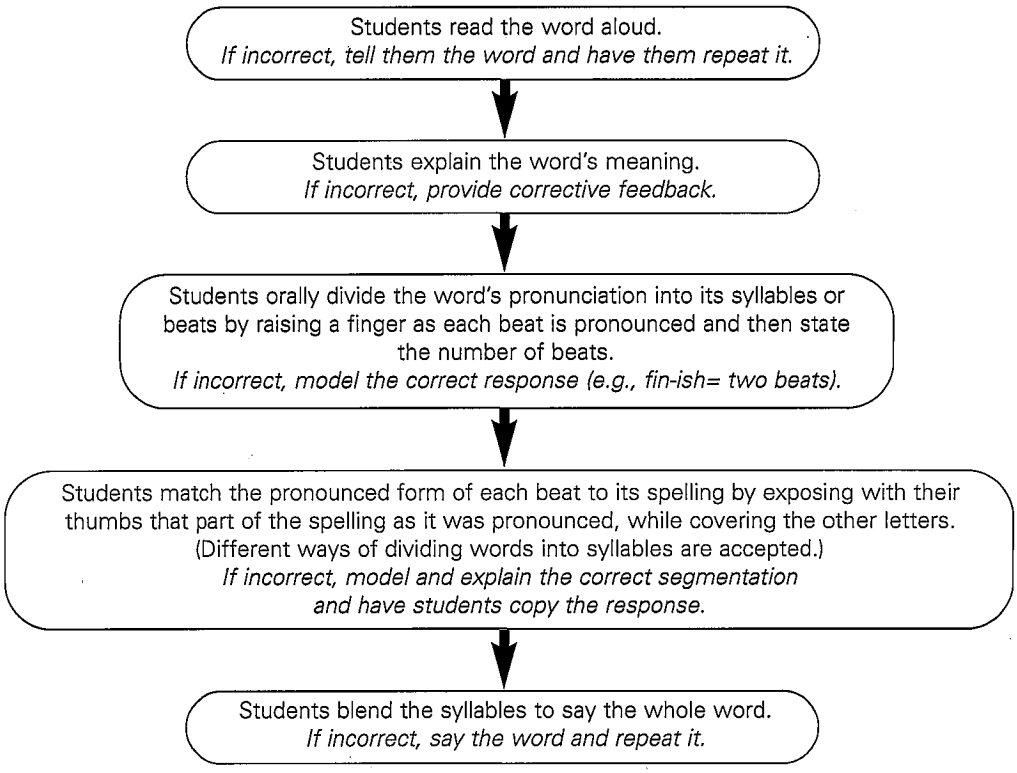
HANDOUT 11: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION (EXAMPLE)

HANDOUT 12: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION (BLANK)

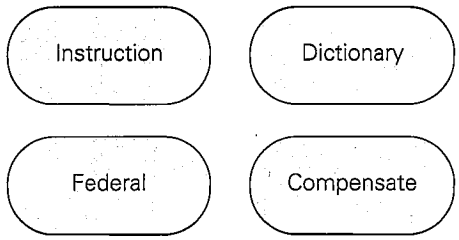
HANDOUT 13: REFERENCES

HANDOUT 1: SYLLABLE CHUNKING INTERVENTION

Word Study Instruction



With a partner, practice using the syllable chunking strategy with one of the words below.



HANDOUT 2: PARTNER READING PROCEDURE: WIDE READING

Fluency Instruction

Read 1 (Passage A and B)	1. P1 reads A/ P2 follows along Underlines errors Circles last word Calculates WCPM 2. P2 reads B/ P1 follows along Underlines errors Circles last word Calculates WCPM
Read 2 (Passage C and D)	3. P1 reads C/ P2 follows along Underlines errors Circles last word Calculates WCPM Error Correction 4. P2 reads D/ P1 follows along Underlines errors Circles last word Calculates WCPM Error Correction
Read 3 (Passage E and F)	5. P1 reads E/ P2 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM 6. P2 reads F/ P1 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM
Graph	7. Graph your own best read results

P1 = Partner 1

P2 = Partner 2

HANDOUT 3: PARTNER READING PROCEDURE: REPEATED READING

Fluency Instruction

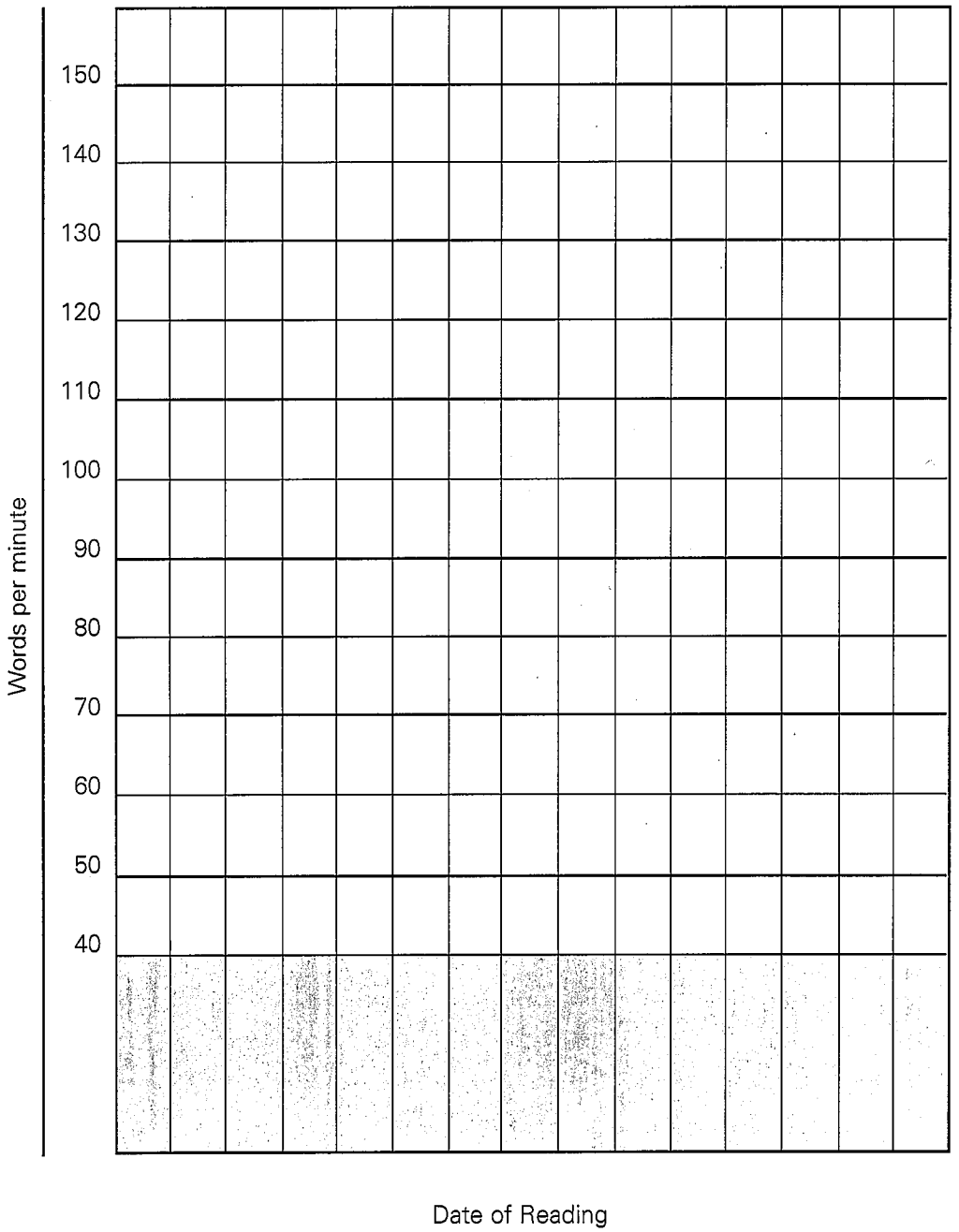
Cold Read	1. P1 reads / P2 follows along Underlines errors Circles last word Calculates WCPM 2. P2 reads / P1 follows along Underlines errors Circles last word Calculates WCPM
Practice	3. P1 reads / P2 follows along Underlines errors Circles last word Calculates WCPM Error Correction 4. P2 reads / P1 follows along Underlines errors Circles last word Calculates WCPM Error Correction
Hot Read	5. P1 reads / P2 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM 6. P2 reads / P1 follows along Underlines errors Circles last word Asks for summarization Calculates WCPM
Graph	7.Graph your own hot read results

P1 = Partner 1

P2 = Partner 2

HANDOUT 4: FLUENCY GRAPH

Fluency Instruction



HANDOUT 5: SELECTING TIER 2 WORDS

Vocabulary Instruction

Read the passage below from *Tuck Everlasting*, by Natalie Babbitt, and select the Tier 2 words that you would teach to a class of 9th graders.

> When selecting Tier 2 vocabulary words, remember to use the three criteria:
> - Not Tier 1 words (not too basic).
> - Important to understanding the text on a deeper level.
> - Can be associated with other words students know.

"The road that led to Treegap had been trod out long before by a herd of cows who were, to say the least, relaxed. It wandered along in curves and easy angles, swayed off and up in a pleasant tangent to the top of a small hill, ambled down again between fringes of bee-hung clover, and then cut sidewise across the meadow."

Babbitt, N. (1975). *Tuck Everlasting*. Vancouver, Canada: Douglas & McIntyre Ltd.

HANDOUT 6: ANTICIPATION CHART

Reading Comprehension Instruction

Knowledge Before PD		Statement	Knowledge After PD	
Agree	**Disagree**		**Agree**	**Disagree**
		Teachers should explicitly teach students comprehension strategies.		
		Having students make predictions about what they will learn should take about 30 minutes when introducing text.		
		All students who can decode words can also comprehend text.		
		Students who know comprehension strategies generally apply them when they read.		

HANDOUT 7: PREDICTION CHART

Reading Comprehension Instruction

What will you learn about during this PD session?

Prediction:	
Based on:	

Confirmed? ☐ Yes ☐ No

HANDOUT 8: ANTICIPATION GUIDE OVERVIEW

Reading Comprehension Instruction

Creating an Anticipation Guide

- Identify major concepts students should learn from the reading.
- Create statements about each one.
- Place statements in the anticipation guide.

Using the Anticipation Guide

1. Share the guide with students and provide time for them to react to each statement. Students will decide if they agree or disagree with each statement and indicate their choice on the guide.
2. Discuss each statement with students. Ask how many agreed or disagreed with each statement. Have participants representing opposing viewpoints explain their reactions.
3. Have students read the selected text in order to find supporting or contradictory evidence for their responses. Students may confirm their original responses, revise original responses if necessary, and decide if any additional information may be required.
4. Discuss with the students what they learned from the reading.

HANDOUT 9: "TORNADOES" EXPOSITORY TEXT

Reading Comprehension Instruction

TORNADOES

It's a hot and humid afternoon in June. When you step outside, you notice that the sky is becoming very dark and the trees are bending in the wind. After a few minutes it begins to rain heavily. You become alarmed, and so you quickly return inside to listen to the weather report. You learn that a very dangerous storm is approaching your area, and conditions are favorable for the formation of tornadoes. "A tornado!" you think to yourself, "I've never seen a tornado before, and I don't know much about them except that they are dangerous. What should I do?"

This is an important question since tornadoes are nature's most powerful storms. However, if you are equipped with the right information, you can be safe in even the most dangerous storms.

Damage from Tornadoes

Most tornadoes are relatively weak events that occur in sparsely populated areas and cause minor damage. However, the most powerful storms can generate winds of over 300 miles per hour. Tornadoes of this strength cause thousands of injuries and millions of dollars of damage in a very short amount of time.

Formation of Tornadoes

A tornado is a column of violently rotating air that develops within a thunderstorm and makes contact with the ground. These winds, moving in opposite directions, form a funnel cloud aloft. This column of spinning air is then tilted down towards the ground by massive air currents that move upward through the thundercloud.

Occurrence of Tornadoes

Tornadoes can develop at any time of the day or year. In North America, the peak season for tornadoes is between March and May, when hundreds of tornadoes are reported monthly. Most tornadoes occur in the afternoon and evening. Sometimes, however, a tornado touches down in the middle of the night catching many unsuspecting people off guard and unprepared.

Not all areas of the world experience tornadoes. In the United States, most tornadoes occur from the coast of the Gulf of Mexico north through the mid-west, and upward to the provinces of Canada.

How to Prepare

The best way to prepare for a tornado is to observe the weather. When a thunderstorm approaches your area, listen to the weather forecast. If a tornado warning is issued, seek shelter where you will be protected from a tornado's strong winds. This shelter should be a windowless room, such as an interior closet, bathroom, or underground bunker. It is also helpful to have emergency supplies on hand like extra food, water, a flashlight and a battery-operated radio.

Adapted from text prepared by Jim Cornish, Gander, Newfoundland, 2003.
http://www.stemnet.nf.ca/CITE/tornado_canada.pdf

HANDOUT 10: FINDING THE MAIN IDEA

Reading Comprehension Instruction

When reading, you should try to figure out the main idea of what you are reading. Sometimes it helps to just find the main idea of one paragraph at a time.

There are 3 parts to finding the main idea:

1. Pick out the most important who or what
2. Tell what the most important thing is about that who or what
3. Try to write all of this in less than 10 words

Main Ideas

Paragraph 1

1. The most important who or what is _____.

2. What does this paragraph tell me about the who or what?

_____

_____

3. MAIN IDEA: Put #1 and #2 together in 10 WORDS OR LESS:

_____

_____

Paragraph 2

1. The most important who or what is _____.

2. What does this paragraph tell me about the who or what?

_____

_____

3. MAIN IDEA: Put #1 and #2 together in 10 WORDS OR LESS:

_____

_____

HANDOUT 10: FINDING THE MAIN IDEA

Reading Comprehension Instruction

Paragraph 3

1. The most important who or what is _____.

2. What does this paragraph tell me about the who or what?

_____

_____

3. MAIN IDEA; Put #1 and #2 together in 10 WORDS OR LESS.

_____

_____

Paragraph 4

1. The most important who or what is _____.

2. What does this paragraph tell me about the who or what?

_____

_____

3. MAIN IDEA; Put #1 and #2 together in 10 WORDS OR LESS.

_____

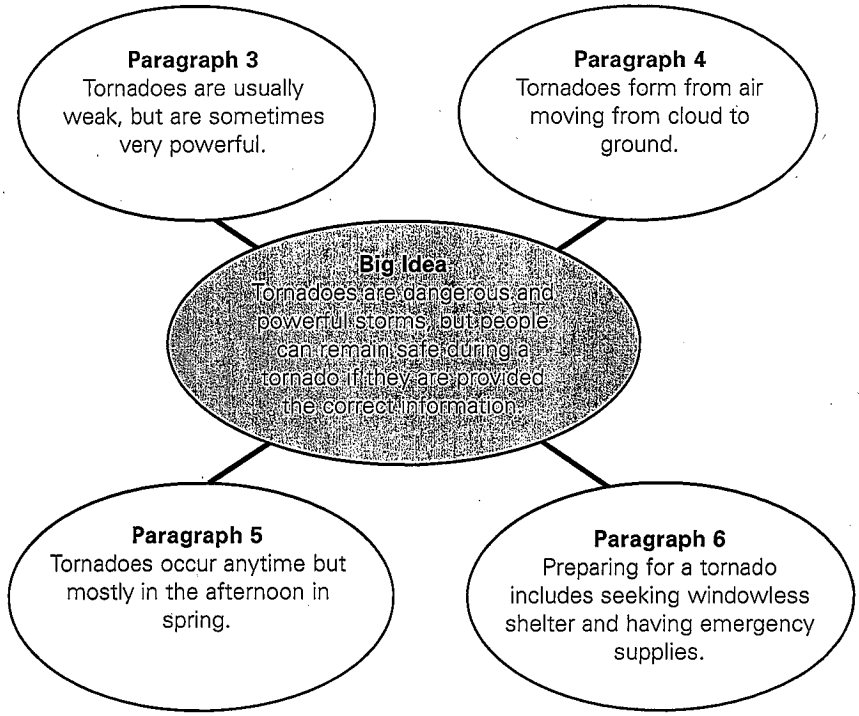
_____

(Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2006, and from Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D., 2001)

HANDOUT 11: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION

Reading Comprehension Instruction

Passage: Tornadoes



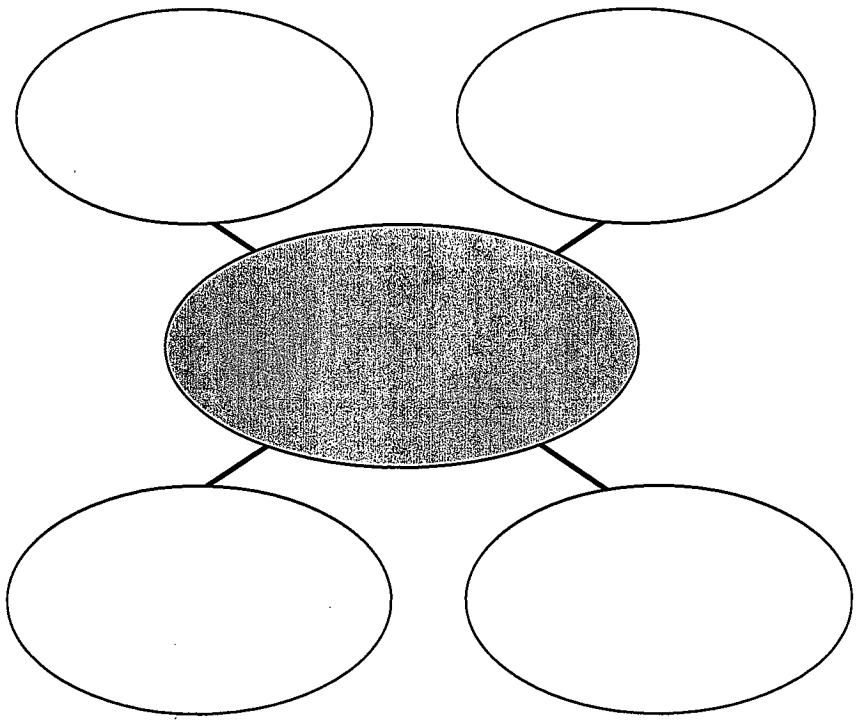
Summary

(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)

HANDOUT 12: GRAPHIC ORGANIZER: MAIN IDEA AND SUMMARIZATION

Reading Comprehension Instruction

Passage: _____



Summary

(Adapted from Simmons, Rupley, Vaughn, & Edmonds, 2006)

HANDOUT 13: REFERENCES

For Further Study

Anderman, L. H. (1999). Classroom goal orientation, school belonging and social goals as predictors of students' positive and negative affect, following the transition to middle school. *Journal of Research and Development in Education, 32,* 89-103.

Archer, A. L., Gleason, M. M., & Vachon, V. L. (2003). Decoding and fluency: Foundation skills for struggling older readers. *Learning Disability Quarterly, 26,* 89-101.

Armbruster, B. B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read.* Washington, DC: National Institute for Literacy.

Babbit, N. (1975). *Tuck everlasting.* Vancouver, Canada: Douglas & McIntyre.

Baumann, J. F., Kame'emui, E. J., & Ash, G. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flooe, D. Lapp, J. R. Squire & J. Jensen (Eds.), *Handbook of research on teaching the English Language Arts* (2nd ed.) (pp. 752-785). Mahwah, NJ: Lawrence Erlbaum.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* New York: Guilford.

Beck, I. L., McKeown, M. G., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly, 20,* 522-535.

Bhattacharya, A., & Ehri, L. C. (2004). Graphosyllabic analysis helps adolescent struggling readers read and spell words. *Journal of Learning Disabilities, 37*(4), 331-348.

Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners.* New York, NY: Guilford.

Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J. Murray, C. S., & Kosanovich, M. (2008). *Effective instruction for adolescent struggling readers: A practice brief.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston, MA: Allyn & Bacon.

HANDOUT 13: REFERENCES

For Further Study

Bryant, D. P., Goodwin, M., Bryant, B. R., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly, 26,* 117-128.

Chard, D. J., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities, 35,* 386-406.

Dale, E. (1965). Vocabulary measurement: Techniques and major findings. *Elementary English, 42,* 895-901, 948.

Denton, C., Bryan, D., Wexler, J., Vaughn, S., & Reed, D. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook.* Austin, TX: Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin.

Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C. K., Cable, A., Tackett, K., et al. (In press). A synthesis of reading interventions and effects on reading outcomes for older struggling readers. *Review of Educational Research.*

Foorman, B. R., Francis, D. J., Fletcher, J. M., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology, 90,* 37-55.

Foorman, B., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice, 16,* 203-212.

Flowerday, T., & Schraw, G. (2000). Teacher beliefs about instructional choice: A phenomenological study. *Journal of Educational Psychology, 92*(4), 634-645.

Gajria, G., & Salvia, M. (1992). The effects of summarization on text comprehension of students with learning disabilities. *Exceptional Children, 58,* 508-516.

Geva, E., & Siegel, L. S. (2000). Orthographic and cognitive factors in the concurrent development of basic reading skills in two languages. *Reading and Writing: An Interdisciplinary Journal, 12*(1-2), 1-30.

Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual differences investigation. *Journal of Personality and Social Psychology, 52*(5), 890-898.

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

HANDOUT 13: REFERENCES

For Further Study

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).

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. Kamil, R. Barr, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. III, pp. 403-425). New York, NY: Longman.

Hansen, J. & Pearson, D. P. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. *Journal of Educational Psychology, 75* (6), 821-829.

Hirsch, E. D., Jr. (2003). Reading comprehension requires knowledge—of words and the world: Scientific insights into the fourth-grade slump and the Nation's stagnant comprehension scores. *The American Educator, 27*(1), 10-13, 16-22, 28-29.

Homan, S. P., Klesius, J. P., & Hite, C. (1993). Effects of repeated readings and nonrepetitive strategies on students' fluency and comprehension. *Journal of Educational Research, 87,* 94-99.

Ivey, G. (1999). Reflections on teaching struggling middle school readers. *Journal of Adolescent and Adult Literacy, 42,* 372-381.

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.

Klingner, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language. *The Elementary School Journal, 96,* 275-293.

Klingner, J. K., Vaughn, S., & Schumm, J. (1998). Collaborative strategic reading during social studies heterogeneous fourth grade classroom. *Journal of Learning Disabilities, 31,* 148-158.

Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). *From clunk to click: Collaborative strategic reading.* Longmont, CO: Sopris West.

Lee, J., Grigg, W., & Donahue, P. (2007). *The Nation's report card: Reading 2007* (NCES 2007-496). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

HANDOUT 13: REFERENCES

For Further Study

Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children, 73*(2), 165-183.

Nagy, W., Berninger, V. W., & Abbott, R. D. (2006). *Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle school students, 98*(1), 134-147.

National Reading Panel (2000). *Report of the National Reading Panel: Reports of the subgroups.* Washington, DC: U.S. Department of Health and Human Services, National Institute on Health.

Nichols, J. D., & Miller, R. B. (1994). Cooperative learning and student motivation. *Contemporary Educational Psychology, 19,* 167-178.

Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching* (3rd ed.). New York, NY: Guilford.

Raphael, T. E. (1986). Teaching question-answer relationships, revisited. *The Reading Teacher, 29,* 516-522.

Rashotte, C. A., & Torgesen, J. K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly, 20,* 180-188.

Rasinki, T. V., Padak, N. D., McKeon, C. A., Wilcong, L. G., Friedauer, J. A., & Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent and Adult Literacy, 49,* 22-27.

Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C.K., & Torgesen, J. (2007). *Reading interventions for adolescent struggling readers: A meta-analysis with implications for practice.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Shinn, M. R., & Good, R. H. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review, 21,* 459-479.

Simmons, D. C., Rupley, W. H., Vaughn, S., & Edmonds, M. (2006). Teacher Quality Research Project (IES Grant #R305M050121A).

HANDOUT 13: REFERENCES

For Further Study

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 21,* 360-407.

Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., Wexler, J., Francis, D. J., Rivera, M. O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

University of Texas Center for Reading and Language Arts. (2003). *Texas third grade teacher reading academy* (Rev. ed.). Austin, TX: Author.

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin (2006). *Effective instructional practices: Comprehension.* Austin, TX: TEA/UT-System.

Wood, J. (2001). Can software support children's vocabulary development? *Language Learning & Technology, 5,* 166-201.

Zahorik, J. A. (1996). Elementary and secondary teachers' reports of how they make learning interesting. *The Elementary School Journal, 96,* 551-565.