

Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: Adolescent Literacy (AL)

TOPIC SUMMARY

Title/Media Type	Who	Description
<p><i>Improving Adolescent Literacy</i> Multimedia Overview 8:00 min</p>		<ul style="list-style-type: none"> • This overview shows 5 research-based, instructional practice recommendations for improving literacy levels in middle and high school. • Data from recent national assessments indicate that many middle and high school students are failing to comprehend text at a proficient level. Even high school students with average reading ability are unprepared for the literacy demands of the workplace and postsecondary settings.

TOPIC SUMMARY: Overview Media & Materials

Title/Media Type	Who	Description
<p><i>Improving Adolescent Literacy</i> Visual Diagram</p>		<p>A visual overview of 4 recommended practices based on the <i>Improving Adolescent Literacy</i> Practice Guide. The diagram can be used by presenters or professional developers to orient their audience to the central practices and recommendations in the Adolescent Literacy topic.</p>
<p><i>Improving Adolescent Literacy: Key Recommendations From the IES Practice Guide</i> Expert Interview 6:21 min</p>	<p>Michael Kamil, Ph.D. Stanford University</p>	<ul style="list-style-type: none"> • Dr. Kamil gives an overview of key instructional practices and intervention recommendations. • There is a crisis in middle and high school literacy. Reading levels are low, and many middle and high school teachers are not prepared to teach reading. • The IES panel has developed 5 recommended practices for improving adolescent literacy: explicit vocabulary instruction, comprehension strategy instruction, text discussion, motivation and engagement, and individualized intervention. • Teachers need support in developing the skills needed to teach reading across content areas.

TOPIC SUMMARY: State and District Tools	
Tool	Description
<i>Comprehensive Planning Template for States</i>	Template for Regional Comprehensive Center staff and others working with state personnel about setting a policy climate for improving practices at the district and state level.
<i>Comprehensive Planning Template for Districts</i>	Template for state-level staff working with district personnel for translating research-based recommendations into practical policies that district leaders can implement.
<i>Comprehensive Planning Template for Schools</i>	Template for district staff working with school administrators to improve school-level practices, including scheduling, professional development, and policies.

Topic: *Adolescent Literacy (AL)*

Practice: *Provide explicit vocabulary instruction and strategies to help students become independent vocabulary learners. (Vocabulary Instruction)*

PRACTICE SUMMARY

Title/Media Type	Description
<p><i>Providing Explicit Vocabulary Instruction</i></p> <p>Multimedia Overview</p> <p>6:50 min</p>	<ul style="list-style-type: none"> • Direct and explicit vocabulary instruction can help adolescents comprehend content area material and develop strategies for understanding words in context. • Research suggests that teachers can help students become independent vocabulary learners by modeling explicit strategies, providing repeated exposure to new words in multiple oral & written contexts, and allowing sufficient practice in using new words. • Content area teachers play a critical role in teaching vocabulary and helping students learn how to analyze word components—prefixes, suffixes—to derive word meanings that occur frequently in their subjects.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<p><i>Explicit Vocabulary Teaching Strategies</i></p> <p>Expert Interview</p> <p>7:43 min</p>	<p>Mary E. Curtis, Ph.D.</p> <p>Lesley University</p>	<p>Dr. Curtis describes explicit vocabulary instruction and provides classroom examples. She talks about key strategies students can learn to make them independent vocabulary learners, and explains why it is important to provide explicit vocabulary instruction in content area classes as well as reading and language arts classes.</p>
<p><i>A Classroom Scenario</i></p> <p>Expert Interview</p> <p>5:15 min</p>	<p>Mary E. Curtis, Ph.D.</p> <p>Lesley University</p>	<p>Dr. Curtis describes what good vocabulary instruction would look like in a classroom. She addresses the need for explicit instruction and multiple practice opportunities in a variety of contexts.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Building Vocabulary in Middle School Math Class</i></p> <p>Presentation</p> <p>5:52 min</p>	<p>Maureen Ferry KIPP San Francisco Bay Academy San Francisco, CA</p>	<ul style="list-style-type: none"> • A 7th-grade math teacher describes strategies for teaching vocabulary during a lesson on consumer math. • Students keep a math vocabulary journal, building their knowledge and facility to use new words. • Students increase their math vocabulary by engaging in math games, exercises and assessments. 	<p><i>Middle School Math Vocabulary: Building Lesson and Related Materials</i>—A lesson plan for math vocabulary games, a PowerPoint used to teach vocabulary words of the week, and a handout with vocabulary words and homework assignments to reinforce vocabulary development. The handout and PowerPoint show eight words of the day, and the lesson plan includes six strategies for teaching vocabulary in class.</p>
<p><i>Greek Myths: Understanding Word Roots and Meanings</i></p> <p>Presentation</p> <p>4:32 min</p>	<p>Carlton Cartwright Pocomoke Middle School Pocomoke City, MD</p>	<ul style="list-style-type: none"> • A 7th-grade integrated language arts teacher incorporates vocabulary instruction in his classroom on a daily basis, using planned lessons, informal opportunities, and multiple exposures to words. • A unit on Greek mythology provides students with opportunities to learn about word origins, root words, prefixes, and suffixes. • Students apply vocabulary knowledge in varied contexts, including representing word meanings kinesthetically through voice & movement, using print and online resources to gather information about words derived from Greek myths, and writing riddle poems related to Greek myths. • He demonstrates using various vocabulary strategies including: explaining the meaning of new words, modeling, and student use of a graphic organizer. 	<p><i>Greek Myths: Vocabulary Lesson, Word List, and Riddle Poems</i>—A lesson plan used to give 7th graders opportunities to practice vocabulary skills in varied contexts in a language arts class. Goals for this vocabulary lesson include asking students to represent word meanings through movement and voice and to use print and online resources to gather information about words derived from Greek myths.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Explicit Vocabulary Instruction for English Learners</i></p> <p>Presentation</p> <p>4:49 min</p>	<p>Jill MacKay</p> <p>Stoughton High School</p> <p>Stoughton, MA</p>	<ul style="list-style-type: none"> • A reading specialist works closely with the ELL teacher to provide an intensive supplemental reading class for ELL students. • She uses explicit, direct instruction focused on developing vocabulary skills and provides students with multiple exposures to new vocabulary words. • Using a book relevant to the backgrounds and experiences of the multicultural group, she prepared visual aids to support the learning of word meanings that would be unfamiliar to students. • Vocabulary instruction is scaffolded starting with the teacher defining and explaining the meaning of new words and building on students' prior knowledge through class discussion, moving on to the teacher modeling strategies for determining meaning and using words in context. 	<p>No Sample Material</p>
<p><i>A Schoolwide Vocabulary Approach</i></p> <p>Video Interview</p> <p>5:28 min</p>	<p>Caroline Bloxom</p> <p>Pocomoke Middle School</p> <p>Pocomoke City, MD</p>	<p>A principal of a 4th–8th grade rural school describes a schoolwide vocabulary program used across content areas and the importance of teaming to its success.</p>	<p><i>Content Area Vocabulary: Activities Packet</i>—A resource packet used to teach vocabulary in the content areas, including examples from social studies, math, science, and art classrooms.</p>
	<p>Burlingame High School</p> <p>Burlingame, CA</p>		<p><i>ACCESS Class Vocabulary Chart</i>—A chart for 9th-grade intervention-class students that shows a structure for learning vocabulary words: examining the part of speech, writing a definition for the word, using the word in a sentence, and drawing a picture or image to go with each vocabulary word.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Schoolwide Vocabulary Instruction</i>	Use this tool to plan activities for an in-service for school staff to learn about implementing a schoolwide approach to vocabulary instruction. Content area teachers learn about explicit vocabulary instruction and embedding vocabulary strategies into their regular classroom lessons.
<i>Lesson Planning: Preparing Content Area Activities</i>	This quick reference guide for preparing vocabulary activities provides content area teachers with a framework for thinking about and planning lessons that embed vocabulary strategies into classroom instruction.
<i>Classroom Observation: Improving Vocabulary Instruction</i>	This observation plan can be used to focus classroom observations and help content area teachers embed vocabulary strategies into regular classroom instruction. The observation tool offers guidelines for observing vocabulary lessons, discussing feedback, and planning actions for improvement. In addition, it provides written documentation of the observation and feedback session.
<i>Teacher Self-Assessment: Using Vocabulary Strategies</i>	Reading specialists and language arts curriculum coordinators can use this tool to help teachers reflect on ways they are embedding vocabulary strategies into their content area lessons. In addition, teachers can use this tool for self-assessment of current practice and as a way to generate ideas for improving instruction.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools on providing explicit vocabulary instruction.

Topic: *Adolescent Literacy (AL)*
Practice: *Provide direct and explicit comprehension strategy instruction. (Comprehension Strategies)*

PRACTICE SUMMARY

Title/Media Type	Description
<p><i>Effective Strategies That Boost Reading Comprehension</i> Multimedia Overview 5:26 min</p>	<ul style="list-style-type: none"> • Research suggests that direct and explicit teaching of comprehension strategies can result in improved literacy achievement. • Comprehension strategies should be taught combining modeling, feedback, and opportunities for independent practice. • There are several key aspects of selecting text to be used for comprehension strategy instruction. • Comprehension strategies can be taught across subject areas and will likely require additional professional development for middle and high school teachers inexperienced in teaching reading.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<p><i>The Value of Teaching Comprehension Strategies</i> Expert Interview 6:28 min</p>	<p>Janice Dole, Ph.D. University of Utah</p>	<p>Dr. Dole gives an overview of the recommendation to provide direct and explicit comprehension strategy instruction that can help students become more independent, self-regulated learners.</p>
<p><i>Comprehension Strategies for Struggling Readers</i> Expert Interview 7:08 min</p>	<p>Don Deshler, Ph.D. University of Kansas</p>	<p>Dr. Deshler describes comprehension practices used by expert teachers that include modeling the thinking process students can use while reading, modeling explicit comprehension strategies, and engaging students in a cognitive apprenticeship to help them better understand how good readers approach text.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>A Sample of Graphic Organizers</i></p> <p>Slideshow w/o audio (11 slides)</p>	<p>Burlingame High School Burlingame, CA</p> <p>KIPP San Francisco Bay Academy San Francisco, CA</p> <p>Pocomoke Middle School Pocomoke, MD</p> <p>Stoughton High School Stoughton, MA</p>	<ul style="list-style-type: none"> Teachers in middle and high schools show using graphic organizers across grades and content areas to scaffold student understanding of text and encourage students to be actively engaged in their learning. Research evidence supports the use of graphic organizers for improving student learning of content and vocabulary across subject areas. Graphic organizers can be used to support comprehension skill development including generating and organizing ideas, recognizing elements of text structure, identifying important information, connecting ideas, illustrating concepts, inferring, and making comparisons between texts and concepts. 	<p><i>Graphic Organizer Examples</i>—A collection of graphic organizers used across grade levels and content areas in middle and high school classrooms. The collections includes examples of visual aids teachers use to help students become more independent and insightful readers.</p> <p><i>Understanding Stories: Questions, Connections, and Visualizations</i>—Instructional materials used to scaffold student text comprehension. Includes a list of text comprehension questions; graphic organizers used to help students make connections and inferences; and a student example of a visualization activity used to demonstrate understanding of a text quote from a short story.</p>
<p><i>I Do, We Do, You Do: Scaffolding Reading Comprehension in Social Studies</i></p> <p>Video Interview 6:16 min</p>	<p>Megan Montgomery KIPP San Francisco Bay Academy San Francisco, CA</p>	<ul style="list-style-type: none"> A 6th-grade social studies teacher explains how she uses the graphic organizer spoke diagrams and thinkalouds to help students in developing reading comprehension skills in social studies class. “I do, we do, you do” instruction is modeled for students, followed by opportunities to practice in small groups or pairs, with individual practice next. As students are working with the text, the teacher monitors student progress by asking probing questions to further student thinking. 	<p><i>Classroom “Do Now” and “Exit Tickets”</i>—A 6th-grade social studies handout contains the “Do Now” questions students complete at the beginning of class and the “Exit Ticket” exercises completed at the end of class to check for understanding.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Reciprocal Teaching in High School</i></p> <p>Video Interview</p> <p>7:03 min</p>	<p>Suzanne Herko</p> <p>Gateway High School</p> <p>San Francisco, CA</p>	<ul style="list-style-type: none"> • An 11th-grade Humanities teacher describes how she teaches her students about the strategies and structures of Reciprocal Teaching. • Students discuss <i>The Great Gatsby</i> in groups of 3–4; each plays a role (discussion leader, summarizer, questioner, predictor). • Through engagement with text, their peers, and focused strategies, students gain metacognitive skills in reading. 	<p><i>Reciprocal Teaching Roles</i>—A student handout that contains a summary of the four Reciprocal Teaching roles used to improve reading comprehension.</p>
<p><i>A Literacy Framework for Teacher Development</i></p> <p>Audio Interview</p> <p>7:02 min</p>	<p>William Loyd</p> <p>Saline Middle School</p> <p>Saline, MI</p> <p>Ronnie Connors</p> <p>Three Fires Middle School</p> <p>Howell, MI</p>	<ul style="list-style-type: none"> • District administrators and co-facilitators of the Adolescent Literacy Initiative describe the countywide progress that has been made with a framework to implement research-based instructional practices as well as infrastructure support for successful student learning in the middle and high school grades. • Teachers have been trained to use explicit reading strategies to improve comprehension in this countywide model. Students have made gains beyond the national norms after 2 years of implementation. 	<p><i>Four Dimensions of Reading Apprenticeship</i>—A countywide professional development program for middle and high school teachers that focuses on implementing and integrating four interacting dimensions of classroom life that support reading development.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Comprehension Strategy Instruction</i>	Use this discussion framework to provide in-service training on teaching comprehension strategies. During this session, teachers will work in the larger group and in small groups to deepen their understanding of strategies for teaching reading comprehension across content areas.
<i>Teacher Self-Assessment: Teaching Comprehension Strategies</i>	Staff developers can use this assessment form to help teachers reflect on ways they are providing comprehension strategy instruction in content area lessons.
<i>Instruction Planner: Using Graphic Organizers for Reading Comprehension</i>	A curriculum coach may use this planning tool to facilitate a workshop with teachers. Teachers will consider how graphic organizers can help students use comprehension strategies by engaging in a self-reflection, sharing a graphic organizer, and viewing and discussing a video and slideshow.
<i>Choosing Texts for Comprehension Strategy Instruction</i>	Trainers, coaches, and lead teachers can use this tool to provide in-service training on teaching comprehension strategies. This tool will help teachers consider dimensions of expository and narrative text when introducing comprehension strategies.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools on providing direct and explicit comprehension strategy instruction.

Topic: *Adolescent Literacy (AL)*

Practice: *Provide opportunities for extended text discussion and student engagement. (Engaging Text Discussion)*

PRACTICE SUMMARY

Title/Media Type	Description
<p><i>Talking About Text Discussion-Based Approaches to Reading Instruction</i></p> <p>Multimedia Overview</p> <p>5:51 min</p>	<ul style="list-style-type: none"> Engaging adolescents in extended discussions about text can help cultivate important reading skills. There are several key aspects involved in selecting text for discussion, including level of difficulty, level of interest, and potential for multiple interpretations. The teacher’s role is critical in cultivating a classroom environment for extended discussion, asking follow-up questions, and providing task structures for students to talk with one another about text.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<p><i>Engaging Adolescents in Discussions About Text</i></p> <p>Expert Interview</p> <p>5:28 min</p>	<p>Janice Dole, Ph.D.</p> <p>University of Utah</p>	<p>Dr. Dole gives an overview of the recommendation to provide opportunities for extended discussion of text meaning and interpretation.</p>
<p><i>Improving Comprehension Through Text Discussion: What Does the Research Say?</i></p> <p>Expert Interview</p> <p>5:54 min</p>	<p>Michael Kamil, Ph.D.</p> <p>Stanford University</p>	<ul style="list-style-type: none"> Dr. Kamil describes the results of a meta-analysis that reviewed 42 studies examining the effects of text discussion on reading comprehension. “Efferent” (text-focused) discussions have more impact on student talk and reading comprehension than expressive (“afferent”) or critical/analytic approaches. Simply putting students into groups to talk is not enough to enhance comprehension and learning. The greatest effects of the efferent approach were for below-average and average ability students.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Using Metacognitive Logs in Science</i></p> <p>Presentation</p> <p>4:39 min</p>	<p>Heather Howlett</p> <p>Three Fires Middle School</p> <p>Howell, MI</p>	<ul style="list-style-type: none"> • An 8th-grade science teacher uses a 2-column, reflective, metacognitive reading log to help students organize their questions and observations and make text connections. • Goal is for students to gain understanding of the information in the text through participating in text discussion in order to hear other students' connections, questions, and visualizations about what was read. • Student understanding is evaluated based on metacognitive log entries, pair-share worksheets, self-reflections and written summaries that pull together facts from text and related classroom activities and reading. 	<p><i>Reflective Science Reading Logs and Evaluation Rubric</i>—Handouts for 8th-grade students to support questioning and text discussion and to evaluate student understanding. The reading log guidelines explain how students should use a t-table format to record notes and reflections on assigned reading. The evaluation rubric helps students understand the teacher's grading standards. The pair-share activity gives students insight on how peers make connections with text.</p>
<p><i>Student-Driven Discussions in Social Studies</i></p> <p>Presentation</p> <p>5:44 min</p>	<p>Laurie Erby</p> <p>Saline Middle School</p> <p>Saline, MI</p>	<ul style="list-style-type: none"> • A 7th-grade social studies teacher demonstrates a text discussion approach that emphasizes a gradual release of responsibility from teacher to student until discussions are totally student-driven. • Pair-share, small-group discussion, and large-group share-out activities are methods used to foster student-driven text discussions. • To extend text discussion and assess student learning, students are given a partner quiz that requires them to collaborate and answer questions together. Students also write individual reflections tied to what they learned. 	<p><i>Social Studies Pair-Sharing and Discussion Guidelines</i>—A PowerPoint presentation outlines a 7th-grade social studies teacher's lesson that scaffolds text discussion strategies to help students develop an understanding of the experiences of Chernobyl survivors. The lesson plan includes: student guidelines for engaging in partner and small group discussions, class presentations, a question-and-answer period, and individual student reflections. An example of student work is included.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Mark It Up! Scaffolding Text Discussion</i></p> <p>Presentation</p> <p>5:11 min</p>	<p>Kelly O'Brien</p> <p>Pocomoke Middle School</p> <p>Pocomoke, MD</p>	<ul style="list-style-type: none"> An 8th-grade language arts teacher scaffolds text discussion by modeling strategies for thinking about text and making connections, providing guidelines for organizing thinking and reading for meaning, and modeling participation in small-group discussions. The “Mark It Up” (MIU) strategy is used to help students question and react to text, jot notes about what they are thinking, and identify text evidence to support their inferences, connections, and conclusions. A graphic organizer is used to help students examine a theme in a story, connect specific events in the text directly to the theme, and form a judgment about what the author is saying about the theme. This lesson features a graphic organizer for making text-to-text connections. It helps students compare the perspectives of two authors on the same theme and summarize their thinking based on text evidence. 	<p><i>Mark It Up! Questioning and Making Connections</i>—An 8th-grade language arts teacher’s lesson plan using the MIU Strategy. It outlines the assignment & plans for assessing student learning. The Strategies for Encouraging Discussion list shows how to support small-group discussions. The Question Answer Relationships guidelines and Question Starters list facilitate student text discussion and comprehension. Text Notes show the student-created MIU codes. There are also student handouts for a lesson on identifying Common Themes and making text-to-text connections between two stories.</p>
<p><i>Literature Circles in High School</i></p> <p>Video Interview</p> <p>8:11 min</p>	<p>Rebecca Wieder</p> <p>Gateway High School</p> <p>San Francisco, CA</p>	<ul style="list-style-type: none"> A 9th-grade Humanities teacher describes how she facilitates literature circle discussions. In groups of 5, each student plays a role (summarizer, discussion director, connector, literary luminary, literary terms expert). As students discuss texts they develop strategies for reading, hone their ability as discussants, and deepen their understanding of the book. 	<p><i>Literature Circles Lesson Plan and Materials</i>—A 9th-grade Humanities teacher’s lesson plan that shows the logistics for using literature circles. The student handouts describe the students’ roles in literature circles; the sentence starters provide discussion prompts for students; the reflection sheet helps students prepare for the literature circle beforehand and to evaluate their experience in the group after the discussion.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Building Academic Literacy Through Text Discussion</i></p> <p>Audio Interview</p> <p>5:53 min</p>	<p>Jim Burke</p> <p>Burlingame High School</p> <p>Burlingame, CA</p>	<ul style="list-style-type: none"> • A teacher of College Prep Freshmen English and AP Literature & Composition describes the importance of providing opportunities to discuss text. • To help students prepare for text discussions, note-taking organizers are used. 	<p><i>“Four R” Notetaking Template</i>—A template for high school English students to take organized notes in order to facilitate comprehension and prepare for classroom discussion.</p> <p><i>Analyzing Speeches: Homework Assignments and Note-Taking Templates</i>—An assignment given to help high school students understand landmark speeches. Students use note-taking templates to examine the use of literal and figurative language, and compare similarities and differences in the speeches.</p>

DO WHAT WORKS	
Tool	Description
<p><i>Learning Together About Engaging Text Discussion</i></p>	<p>Trainers, coaches, and expert teachers are encouraged to use these exercises to provide in-service training about extended text discussion. During this session, teachers will work in the larger group and in small groups to deepen their understanding of instructional strategies and practices.</p>
<p><i>Observation Tool: Using Text Discussion to Further Reading Comprehension</i></p>	<p>A teacher or teacher trainer can use this tool to observe a colleague or video of a classroom discussion and reflect on key elements for preparing students for text discussion.</p>
<p><i>Planning for Engaging Text Discussions</i></p>	<p>Trainers, coaches, and expert teachers are encouraged to use this planner to provide in-service training on facilitating text discussion. During this session, teachers will view or listen to four teachers describing how they facilitate text discussion; they will discuss their observations, and then complete a planning tool to prepare for a text discussion in their own classroom.</p>
<p>Planning Templates</p>	<p>Comprehensive planning templates for working with states, districts, and schools on providing opportunities for extended discussion of text meaning and interpretation.</p>

Topic: *Adolescent Literacy (AL)*
Practice: *Provide intensive intervention for struggling readers and monitor all students' reading progress. (Intensive Intervention)*

PRACTICE SUMMARY

Title/Media Type	Description
<p><i>Interventions for Struggling Readers</i> Multimedia Overview 4:46 min</p>	<ul style="list-style-type: none"> Schools should use reliable screening instruments followed by diagnostic assessments, monitor student progress on a regular basis, and provide intensive intervention at varying levels for struggling readers. Students who need more support to increase their literacy skills than provided in regular classrooms should be screened, identified and offered appropriate interventions by qualified specialists. It is critical to select an intervention that provides an explicit instructional focus to meet each student's identified learning needs. The intensiveness of interventions must match student needs: the greater the instructional need, the more intensive the intervention.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<p><i>Designing Tiered Interventions</i> Expert Interview 7:14 min</p>	<p>Don Deshler, Ph.D. University of Kansas</p>	<p>Dr. Deshler explains why some adolescents struggle with reading and the need for reliable student assessments and qualified specialists to provide intensive and individualized interventions. He also discusses why schoolwide teacher collaboration across content areas is essential for improving outcomes for struggling readers.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>High School Academic Literacy Intervention Class</i></p> <p>Presentation</p> <p>6:00 min</p>	<p>Morgan Hallabrin</p> <p>Burlingame High School</p> <p>Burlingame, CA</p>	<ul style="list-style-type: none"> • A high school reading intervention teacher describes the ACCESS literacy intervention class, which helps struggling readers develop academic skills they need for success. • She discusses strategies that facilitate comprehension and vocabulary development. • An academic weekly record helps students improve organization, set learning goals, and learn to take responsibility for their academics. 	<p><i>ACCESS Class Weekly Record and Program Overview</i>—A weekly record template used to help high school students who struggle with reading get organized and motivated by setting academic goals, making a plan, and reflecting at the end of the week on their effort, progress, and achievements as academic learners.</p>
<p><i>Benchmark Assessment and Data-Sharing</i></p> <p>Video Interview</p> <p>5:45 min</p>	<p>Faith Giddens</p> <p>Pocomoke Middle School</p> <p>Pocomoke, MD</p>	<ul style="list-style-type: none"> • A curriculum planner and testing coordinator discuss how staff plans instruction informed by assessment data and provide reading interventions through targeted classroom instruction and supplemental reading classes based on student need. • Teacher collaboration is a central part of assessment (reviewing student work) and planning (participating in data-sharing meetings). • Students participate in goal-setting through self-reflection and the development of individual plans of action. 	<p><i>Planning for Student Success</i>—A resource and tool for teachers that includes the school’s reading and school norm checklists, staff tips for examining student work, and a form for recording a student’s success plan.</p>

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>High School Literacy Intervention</i></p> <p>Audio Interview</p> <p>5:23 min</p>	<p>Judith Hamilton</p> <p>Stoughton High School</p> <p>Stoughton, MA</p>	<ul style="list-style-type: none"> • A high school English director describes a schoolwide data-driven process to identify reading needs and plan tiered, classroom and supplemental interventions, and the role of reading specialists in the process. • The reading specialist plays an integral role in working with content area teachers to plan and monitor reading intervention strategies in classrooms as well as through supplemental reading programs. 	<p>No Sample Material</p>
<p><i>Safety Nets for Struggling Readers in High School</i></p> <p>Audio Interview</p> <p>6:58 min</p>	<p>Sharon Olken</p> <p>Marlies McCallum</p> <p>Gateway High School</p> <p>San Francisco, CA</p>	<ul style="list-style-type: none"> • A high school principal and reading specialist discuss ways that struggling readers are identified and supported. • After diagnostic testing, reading intervention is provided through a learning skills class and an intervention class that focuses on teaching students the rules and structures of decoding, thereby demystifying reading for these students. • After participating in the 2-year intervention program, students typically make multi-year reading improvement gains. 	<p>No Sample Material</p>
	<p>Don Deshler, Ph.D.</p> <p>University of Kansas Center for Research & Learning</p>		<p><i>Assessments</i>—A tool to evaluate the progress of older adolescent students in a reading intervention program for struggling readers. The table lists the measures used by reading domain.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Tiered Instruction for Struggling Readers</i>	Use this in-service planner to organize a session for teachers to learn about the role of assessment, importance of using explicit comprehension strategies, and planning interventions matched to the level of intensity needed by struggling students.
<i>Using Data: Student Work Review and Planning Protocol</i>	This protocol can be used by reading specialists and language arts coordinators to help teachers review student progress and use data to plan instructional interventions for struggling readers.
<i>Conducting a Self-Assessment of Adolescent Literacy Intervention Opportunities</i>	Principals and reading specialists are encouraged to use this tool to assess the status of the school's adolescent literacy intervention opportunities for the purpose of strengthening the school's approach.
Planning Templates	Comprehensive planning templates for working with states, districts, and schools on providing opportunities for comprehensive needs assessment and planning.