



CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES

Adolescent Literacy Resources: An Annotated Bibliography – Second Edition 2009

Description: This document is an update of the 2007 edition of *An Annotated Bibliography* and includes current research and documents of practical use in guiding improvements in grades 4-12 reading instruction in the content areas and in interventions for struggling readers. It is aligned with information provided in adolescent literacy guidance documents previously developed by the Center on Instruction and is organized into four categories: Policy and Leadership, Assessment for Instruction, Academic Literacy in the Content Areas, and Interventions for Struggling Readers.

Information Level: novice

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants, professional development

District: policy, planning, professional development

School: literacy plan, professional development

To expand RCC’s capacity, this activity or resource:	
Raises awareness of new developments in fields important to states’ work.	It includes current research on adolescent literacy instruction.
Helps the RCC help states accomplish a goal or solve a problem.	It provides descriptions of current books, articles, and reports aligned with scientifically-based reading research as a source of information to support the goal of improving adolescent literacy instruction.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	It includes guidance based on current research that addresses policy considerations, critical leadership characteristics and activities necessary to support and sustain academic literacy initiatives for grade-level and struggling adolescent readers.
Helps the RCC enhance states’ ability to address NCLB/*ESEA requirements.	It provides an extensive list of resources that describe scientifically based research or application of the research on adolescent literacy to inform and support improvements in reading instruction.
Helps RCC improve states’ ability to work with districts.	It contains resources that provide evidence for scientifically based instructional strategies that can be implemented (1) by content area teachers to improve overall levels of literacy and (2) for intervention with students who have a broad range of reading difficulties.
Puts the RCC in touch with other organizations engaged in similar tasks.	It includes reports, guides, and policy documents from a variety of sources, i.e., Alliance for Excellent Education, National Association of State Boards of Education, and The Stupski Foundation.

Accompanying/Related Materials:

- Any of the 64 original resources annotated in the bibliography.

Suggested Dissemination Strategies:

- Meet with SEA staff to discuss content and identify areas of interest.
- Use document to facilitate discussions about state literacy initiatives or how districts and schools could benefit from information about bibliography topics to support the use of scientifically-based reading instruction.

*ESEA – Elementary and Secondary Education Act