



Special Edition - COI Resources for Adolescent Literacy (Grades 4-12) for Struggling Students and Students with Disabilities

Many states, districts, and schools are merging new educational initiatives and priorities, such as **college-and career-readiness** and **School Improvement Grants (SIG)**, with their existing RTI framework as a way to support students with learning difficulties and disabilities. The Center on Instruction has developed a table identifying COI resources in the content area of literacy, reading, and English/language arts for adolescents (Grades 4-12) that support these initiatives for struggling students and students with disabilities. (Previous COI Special Edition issues have provided similar tables with resources for [English Language Arts \(ELA\)](#) and [Response to Intervention \(RTI\)](#); an upcoming issue will feature resources for Mathematics.)

The support that these COI resources can provide to SEAs, LEAs, and schools in the delivery of effective instruction that promotes mastery of **college-and career-ready standards** includes:

- Design of professional development
- Selection of research-based core instructional programs
- Design, delivery, and use of evidence-based intensive interventions
- Ongoing data-based decision-making
- Differentiation of instruction

Similarly, the **School Improvement Grants (SIG)** turnaround and transformation models include several requirements that link directly to effective instruction and the essential components of RTI, including:

- Providing staff with ongoing, high-quality, job-embedded professional development
- Using data to identify and implement research-based instructional programs that align with state standards
- Promoting the continuous use of student data to inform and differentiate instruction
- Establishing schedules and implementing strategies that provide increased learning time

| Resource | Supporting Materials | Possible Uses |
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| Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction (2007) | Video Conference - Overview of Academic Literacy Instruction for Adolescents (2007) Webinar Series: Using Doing What Works (DWW) Resources to Support SIG Grantees in Adolescent Literacy (2011) | <ul style="list-style-type: none"> • Deepen knowledge of the research base for effective academic literacy instruction for adolescent for state, district or school leaders and teachers • Deepen knowledge of academic literacy instruction for state, district or school |

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| | <ul style="list-style-type: none"> • Research Overview • School Leadership • Explicit Vocabulary Instruction in Middle and High School • Text Discussion • Intensive Interventions for Struggling Readers | <p>leaders and teachers</p> <ul style="list-style-type: none"> • Use resource, video and/or webinar series in a professional development format to assist with building capacity and knowledge about academic literacy instruction for adolescents |
| <p>Bringing Literacy Strategies into Content Instruction (2010)</p> | <p>Webinar: Bringing Literacy Strategies into Content Instruction (2010)</p> | <ul style="list-style-type: none"> • Facilitate discussions with SEAs on the integration of literacy strategies to improve content learning and meeting the content standards for the CCSS ELA & Literacy in Content Areas • Develop plans to disseminate the report and accompanying webinar to LEAs a resource for teachers to support instruction to meet the CCSS Content Areas Literacy standards • Incorporate information and resources from the resource and supporting materials into professional development delivered at the state or local levels • Use as resource to inform state or local planning to support the use of literacy strategies in content-area teaching to facilitate students' meeting college and career-ready standards |
| <p>Why Teach Spelling? (2012)</p> | <p>Webinar: Why Teach Webinar: Why Teach Spelling? (2012)</p> <p>Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading" (2011)</p> <p>Synopsis of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools" (2008)</p> <p>Webinar: Writing and Writing Instruction to Improve Reading: What We Have Learned from Research (2011)</p> | <ul style="list-style-type: none"> • Increase RCC staff knowledge of spelling development and instruction the research that supports it, and the relationship to improving reading performance. • Guide RCCs as they support SEAs' efforts to improve spelling instruction • Recommend as a resource for teachers to support spelling instruction |
| <p>Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice (2007)</p> | <p>Effective Instruction for Adolescent Struggling Readers: A Practice Brief (2008)</p> <p>Effective Instruction for Adolescent Struggling Readers: Professional Development Module—2nd Edition (2010)</p> | <ul style="list-style-type: none"> • Describe to SEAs research in the area of adolescent reading interventions • Provide overview of information to key stakeholders or reading/special education contacts |

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| | <p>Effective Instruction for Adolescent Struggling Readers: Facilitator’s Guide—2nd Edition (2010)</p> <p>Adolescent Literacy Walk-through for Principals: A Guide for Instructional Leaders (2010)</p> | <ul style="list-style-type: none"> • Lead states in a comparison of their current reading interventions for adolescents with the major recommendations in the report • Discuss how the key findings translate to instruction in the classroom (see the Practice Brief and Professional Development Module for more information) |
| <p>Effective Instruction for Adolescent Struggling Readers: A Practice Brief (2008)</p> | <p>Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice (2007)</p> <p>Effective Instruction for Adolescent Struggling Readers: Professional Development Module—2nd Edition (2010)</p> <p>Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities (2008)</p> | <ul style="list-style-type: none"> • Meet with SEA staff to discuss the instructional strategies and how district and school implementation of these strategies could lead to improved student outcomes • Assist SEAs with plans to disseminate the information in the Practice Brief (and/or the Practice Brief itself) to LEAs |
| <p>Effective Instruction for Adolescent Struggling Readers: Professional Development Module and Facilitator’s Guide—2nd Edition (2010)</p> | <p>Effective Instruction for Adolescent Struggling Readers: Training of Trainers—2nd Edition (2010)</p> <p>Interventions for Adolescent Struggling Readers: A Meta-Analysis with Implications for Practice (2007)</p> <p>Effective Instruction for Adolescent Struggling Readers: A Practice Brief (2008)</p> <p>Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (2007)</p> <p>Webinar Series: Using Doing What Works (DWW) Resources to Support SIG Grantees in Adolescent Literacy (2011)</p> <ul style="list-style-type: none"> • Research Overview • School Leadership • Explicit Vocabulary Instruction in Middle and High School • Text Discussion • Intensive Interventions for Struggling Readers | <ul style="list-style-type: none"> • Explicitly translate research on adolescent reading instruction and interventions • Provide an overview of information to SEA stakeholders or reading/special education contacts • Train SEA staff to implement the professional development module so that they, in turn, can provide a “train-the-trainer” session for LEAs (see Training of Trainers) |
| <p>Intensive Interventions for Students Struggling in Reading and Mathematics:</p> | <p>Intensive Interventions for Students Struggling Reading and Mathematics: Teacher Toolkit</p> | <ul style="list-style-type: none"> • Inform existing state policy on evidence-based practices and “essential features” of |

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| <p>Practice Guide (2012)</p> | <p>(Coming Summer 2012)</p> <p>Assessments to Guide Adolescent Literacy Instruction (2009)</p> | <p>intensive interventions in reading and mathematics</p> <ul style="list-style-type: none"> • Build the knowledge of technical assistance providers, so they can inform SEAs and others on the use of intensive interventions with struggling students and students with disabilities • Incorporate information and resources from the brief (e.g., research summaries, frequently asked questions, lesson examples) into professional development delivered at the state or local levels |
| <p>Synopsis of "Improving Comprehension of Expository Text in Students with Learning Disabilities: A Research Synthesis" (2008)</p> | <p>Webinar: Improving Expository Text Comprehension in Students with Learning Disabilities (2008)</p> | <ul style="list-style-type: none"> • Inform existing state professional development initiatives to ensure that interventions for improving comprehension in content-area instruction are included as important, research-based instructional strategies • Use PowerPoint presentation from the webinar (or the archived WebEx event) as the basis for a professional development with SEAs • Assist SEAs with plans to disseminate the synopsis and accompanying webinar to LEAs |
| <p>Synopsis of " Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools" (2008)</p> | <p>Webinar: Identifying and Implementing Key Components of Effective Writing Instruction (2008)</p> <p>Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading" (2011)</p> <p>Webinar: Writing and Writing Instruction to Improve Reading: What We Have Learned from Research (2001)</p> | <ul style="list-style-type: none"> • Inform existing state professional development initiatives to ensure that instruction and interventions for improving writing skills are included as important, research-based strategies • Use PowerPoint presentation from the webinar (or the archived WebEx event) as the basis for a professional development with SEAs • Assist SEAs with plans to disseminate the synopsis and accompanying webinar to LEAs |
| <p>Synopsis of "The Power of Feedback" (2008)</p> | | <ul style="list-style-type: none"> • Inform existing state professional development initiatives to ensure that frequent feedback is included as an effective strategy • Assist SEAs with plans to |

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| | | disseminate the report to LEAs |
| Synopsis of the Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior: A Longitudinal Analysis (2008) | Webinar: The Relationship Between Reading Difficulties and Problem Behavior (2008) | <ul style="list-style-type: none"> • Inform existing state professional development initiatives to ensure that interventions for improving academics and reducing behavior problems are coordinated and support each other • Encourage SEA staff who typically address school behavior issues to collaborate closely with SEA staff who develop and coordinate academic prevention and early intervention programs • Use the archived WebEx event as the basis for a professional development with the SEA or LEA • Assist SEAs with plans to disseminate the report and accompanying webinar to LEAs |

These resources, and others, are available for free download at www.centeroninstruction.org.

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Other COI Special Edition issues have provide similar tables with resources for English Language Arts (ELA) in [Early Literacy \(K-3\)](#), [Response to Intervention \(RTI\)](#) and **Mathematics.**

The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on key topics related to the Elementary and Secondary Education Act (ESEA) to the 16 Regional Comprehensive Centers for their work with states and districts.

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