

Building a Research Base That Supports *Regie Routman in Residence*

Regie Routman in Residence is an embedded professional development and coaching program, based on solid, scientific research from the fields of reading, writing, and professional development. Each of the three professional development projects—*Transforming Our Teaching Through Reading/Writing Connections*, *Transforming Our Teaching Through Writing for Audience and Purpose*, *Transforming Our Teaching Through Reading to Understand*—focuses on the importance of purposeful, authentic teaching to raise achievement. All three are based upon Regie Routman’s research-based Optimal Learning Model, which provides high quality, supportive contexts for both teaching and learning. The projects are comprehensive in scope and are supported by a plethora of research specifically related to reading, writing, and the reading-writing connection. Further, *Regie Routman in Residence* is specifically designed around the time-tested practices in school change and coaching literature in which high student achievement and teacher expertise are expected outcomes.

In addition to being built on strong scientific research, Routman builds on her four decades of teaching and classroom-based research. From her very first book, *Transitions* (1988), she has devoted meticulous attention to confirming the research of others through her own classroom inquiry. She includes her findings in her books *Invitations* (1994) and *Conversations* (2000), and also in her more recent books, *Reading Essentials* (2003) and *Writing Essentials* (2005), where she closely links her own classroom research to that of experts. Schools and districts will find the research-based resources and program components of *Regie Routman in Residence* to be unparalleled for achieving whole-school, on-site professional development designed that increases student success, teacher expertise, and enjoyment.

Because literacy is complex, organizing a theoretical and pedagogical research base is daunting. The advent of the National Reading Panel Report, No Child Left Behind, and Reading First, it has made it increasingly important to ground instructional decisions in evidence-based research practices. To ensure that educators have a body of research that captures all aspects of the language arts curriculum addressed in *Regie Routman in Residence*, the following categories were selected:

- Optimal Conditions for Learning
- Language and Culture
- Professional Development
- Reading
- Writing
- Reading/Writing Connections
- Assessment and Evaluation
- Adolescent Literacy

Not only do these categories reflect the current national conversation and views of literacy, they also include seminal work upon which current practices are based,

including scientific research as well as qualitative research from actual classrooms.

A note about the list that follows:

The following lists will receive regular updates to reflect new research from the field and additional findings to older research. Most of the research is very current; however, some seminal research is listed because it remains the foundation upon which the new research builds.

OPTIMAL CONDITIONS FOR LEARNING

Authenticity—Meaningful Teaching

Almost a century of research suggests that when teaching is grounded in authenticity, students' learning increases, along with application and enjoyment. Whole-to-part-to-whole teaching ensures that skills and strategies are seen as part of a whole and have real-world purpose.

Dewey, J. 1913. *Interest and Effort in Education*. Boston: Riverside.

Duke, N. K. 2000. "For the Richer: Print Experiences and Environments Offered to Children in Very Low- and Very High-SES First Grade Classrooms." *American Educational Research Journal* 37 (2): 441–78.

Duke, N. K., and S. Bennett-Armistead. 2003. *Reading and Writing Informational Text in the Primary Grades: Research-Based Practices*. New York: Scholastic.

Duke, N. K., V. Purcell-Gates, L. A. Hall, and C. Tower. "Authentic Literacy Activities for Developing Comprehension and Writing." *The Reading Teacher* 60 (4): 344–55.

Heibert, E. H. 1999. "Text Matters in Learning to Read." *The Reading Teacher* 52 (6): 552–56.

Krashen, S. D. 2004. *The Power of Reading: Insights from the Research*. 2nd ed. Portsmouth, NH: Heinemann.

Teale, W. H., and L. B. Gambrell. 2007. "Raising Urban Students' Literacy Achievement by Engaging in Authentic, Challenging Work." *The Reading Teacher* 60 (8): 728-39.

Tomlinson, C. 2001. *How to Differentiate Instruction in Mixed-Ability Classrooms*. 2nd ed. Arlington, VA: Association for Supervision and Curriculum Development.

Wells, G., ed. 2001. *Action, Talk, and Text: Learning and Teaching Through Inquiry*. New York: Teachers College Press.

Teaching for Self-Directed Learning

A host of research confirms that quality instruction results in students who “own” their learning. This self-directed learning encourages students to self-manage their behavior in a well-organized classroom. High-quality teaching is designed to offer the right support at the right time, beginning with demonstrations and shared experiences, and gradually decreasing scaffolding over time while providing many opportunities for guided and independent practice. In addition to students developing skills, they also grow in their ability to assess their own progress toward meeting learning goals. The research that follows offers insight about the critical role the teacher plays in designing and delivering instruction that optimally supports student learning and results in success.

Bond, G. L., and R. Dykstra. 1997. “The Cooperative Research Program in First Grade Reading Instruction.” *Reading Research Quarterly* 32 (4): 348–427. (Original work published in 1967.)

Cazden, C. B. 1988. *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.

Cambourne, B. L. 1987. *Natural Learning and Literacy Education*. Sydney: Ashton Scholastic.

Darling-Hammond, L. 1999. “Teacher Quality and Student Achievement: A Review of State Policy Evidence.” Seattle: Center for Teaching Policy, University of Washington.

Holdaway, D. 1979. *The Foundations of Literacy*. Sydney: Ashton Scholastic.

Pearson, P. D., and M. C. Gallagher. 1983. “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology* 8: 317–44.

Roehler, L. R., and G. G. Duffy. 1991. “Teachers’ Instructional Actions.” In Barr, R., M. L. Kamil, P. B. Mosenthal, and P. D. Pearson, eds. *Handbook of Reading Research 2*: 861–83. Mahwah, NJ: Erlbaum.

Vygotsky, L. S. 1978. In Cole, M., V. J. Steiner, S. Scribner, and E. Soubermann, eds. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Motivation and Engagement

Though research has always explored the importance and role of motivation and engagement, the interest has increased in the past decade. An abundance of research confirms that students’ reading (and writing) engagement and performance is closely linked to student achievement. The studies and researchers are among the most respected in this field of research.

Baker, L., P. Afflerbach, and D. Reinking. 1996. *Developing Engaged Readers at Home and School Communities*. Mahwah, NJ: Erlbaum.

Csikszentmihalyi, M. 1990. *Flow: The Psychology of Optimal Experience*. New York: HarperCollins.

Guthrie, J. T. 1996. "Educational Contexts for Engagement in Literacy." *Reading Teacher* 49 (6): 432–35. Newark, DE: International Reading Association.

Guthrie, J. T., and A. Wigfield, eds. 1997. *Reading Engagement: Motivating Readers Through Integrated Instruction*. Newark, DE: International Reading Association.

Smith, M. W., and J. Wilhelm. 2002. *Going with the Flow: How to Engage Boys (and Girls) in Their Literacy Learning*. Portsmouth, NH: Heinemann.

Swan, E. A. 2002. *Concept-Oriented Reading Instruction: Engaging Classrooms, Lifelong Learners*. New York: Guilford.

Wigfield, A., J. T. Guthrie, K. C. Perencevich. 2004. *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.

Wilhelm, J. 2007. *You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents*. New York: Teachers College Press.

Worthy, J., M. Moorman, and M. Turner. 1999. "What Johnny Likes to Read Is Hard to Find in School." *Reading Research Quarterly* 34 (1): 12–27.

Expectations for All Students

Research has increasingly focused on the relationship between poverty and low expectations. Researchers and their studies show an increased need for attention to high-quality teaching, student support, and access to appropriate materials. Further, teachers and administrators must increase attention to raising expectations for all students. The studies listed reflect some of the most insightful and current thinking about teaching all students well.

Allington, R. L. 2004. "Setting the Record Straight." *Educational Leadership* 61 (6): 22–25.

Blankenstein, A. M. 2004. *Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools*. Thousand Oaks, CA: Corwin.

Darling-Hammond, L. 1997. *The Right to Learn*. San Francisco: Jossey-Bass.

Reeves, D., ed. 2007. *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*. Bloomington, IN: Solution Tree.

Schmoker, M. 2006. *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Taylor, B. M., P. D. Pearson, D. P. Peterson, K. Clark, and S. Walpole. 2000. "Effective Schools and Accomplished Teachers: Lessons About Primary-Grade Reading Instruction in Low-Income Schools." *The Elementary School Journal* 101 (2): 121–65.

Tharp, R. G., and R. Gallimore. 1988. *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. New York: Cambridge University Press.

Comprehensive Literacy Programs

Recent school change research has pointed to the need for structuring a comprehensive literacy program. Increasingly, experts recognize that fragmentation often occurs from outside influences and policy decisions. As school administrators and teachers look for direction, there is an increasing multitude of helpful research to support the thoughtful creation of district- and school-wide literacy programming. Some of the best and most comprehensive of that research follows.

Allington, R. L., and P. M. Cunningham. 2006. *Schools That Work*. 3rd ed. Boston: Allyn and Bacon.

Allington, R. L., and P. M. Cunningham. 2006. *Classrooms That Work*. 4th ed. Boston: Allyn and Bacon.

Kucer, S. B., and C. Silva. 2006. *Teaching the Dimensions of Literacy*. Mahwah, NJ: Erlbaum.

Langer, J. A. 2002. *Effective English Instruction*. Urbana, IL: National Council of Teachers of English.

Langer, J. A. 1995. *Envisioning Literature: Literary Understanding and Literature Instruction*. New York: Teachers College Press.

Marzano, R. J. 2007. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Taylor, B. M., D. P. Peterson, P. D. Pearson, and M. C. Rodriguez. 2005. "The CIERA School Change Framework: An Evidence-Based Approach to Professional Development and School Reading Improvement." *Reading Research Quarterly* 40 (1): 40–60.

LANGUAGE AND CULTURE

Classroom Language and Culture

The classroom language and culture have a profound effect on how readers and writers understand the functions and purposes of texts. The research listed below offers insights about the power of context and the impact of teacher language on learning.

Cazden, C. B. 1988. *Classroom Discourse*. Portsmouth, NH: Heinemann.

Dewey, J. 1985. *Democracy in Education*. Carbondale: Southern Illinois University Press.

Dyson, A. H. 1993. *Social Worlds of Children Learning to Write in an Urban Primary School*. New York: Teachers College Press.

Johnston, P. H. 2004. *Choice Words: How Our Language Affects Children's Learning*. Portland, ME: Stenhouse.

Gambrell, L. B. 1996. "Creating Classroom Cultures That Foster Reading Motivation." *The Reading Teacher* 50 (1): 14–25.

Moll, L. 1990. *Vygotsky and Education*. New York: Cambridge University Press.

Tharp, R. G., and R. Gallimore. 1999. *Rousing Minds to Life: Teaching, Learning, Schooling in Social Context*. New York: Cambridge University Press.

Wink, J., and L. Putney. 2002. *A Vision of Vygotsky*. Boston: Allyn and Bacon.

Poverty and Race

The term "at-risk" is widely used in schools today. The term often refers to students who live in poverty and whose race and culture may be different from the mainstream, school culture. These students' developmental trajectories may differ. As a result, teachers sometimes struggle in balancing instructional support and high expectations. The studies in this section explore the effects of cultural and economic differences and suggest instructional practices.

Delpit, L. 1995. *Other People's Children: Cultural Conflict in the Classroom*. New York: New York Press.

Heath, S. B., and Leslie Mangiola. 1991. *Children of Promise : Literate Activity in Linguistically and Culturally Diverse Classrooms*. NEA School Restructuring Series. NEA Press.

Heath, S. B. 1998. "What No Bedtime Stories Means: Narrative Skills at Home and School." In Brenneis, D., and R. K. S. Macaulay, eds. *The Matrix of Language*. Boulder, CO: Westview.

Heath, S. B. 1981. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge, England: Cambridge University Press.

Lason-Billings, G. 2005. *Beyond the Big House: African American Educators on Teacher Education*. New York: Teachers College Press.

Taylor, B.M., P. D. Pearson, D. S. Peterson, and M. C. Rodriguez. 2003. "Reading Growth in High-Poverty Classrooms: The Influence of Teacher Practices That Encourage Cognitive Engagement in Literacy Learning." *Elementary School Journal* 104 (1): 3–28.

Thompson, G. L. 2004. *Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask about African American Students*. San Francisco: Jossey-Bass.

English Language Learners

With an increasing number of second language learners, researchers have created a strong research base outlining best practices for English Language Learners and bilingual learners. The need for high quality, comprehensive literacy instruction in language-rich classrooms is essential to their success. Research suggests that second language learners need initial high levels of teacher support but that optimally decreases to learner control over time. The following studies, from well-respected researchers, define the need for expert instruction.

Collier, V. P. 1995. *Promoting Academic Success for ESL Students: Understanding Second Language Acquisition for School*. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Cummins, J. 2000. *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Tonawanda, NY: Multilingual Matters.

Elley, W.B. 1992. *How in the World Do Students Read?* Hamburg, Germany: The International Association for the Evaluation of Educational Achievement.

Freeman, Y. S., and D. E. Freeman. 2002. *Closing the Achievement Gap: How to Teach Limited-Formal-Schooling and Long-Term English Learners*. Portsmouth, NH: Heinemann.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall.

PROFESSIONAL DEVELOPMENT

Instructional Leadership and School Change

The importance of instructional leadership is well- documented in the research. Not only is change difficult to effect, it is even more challenging to sustain. The role of the principal is key in creating schools that are based on sound practices that result in quality learning experiences and high rates of success for all students. Teachers are also important instructional leaders who support and fuel educational change and improvement. Leaders who rely on a coaching model and offer teachers high levels of

support are more likely to succeed. The research listed below is some of the most current and respected in the educational leadership and school change fields.

Darling-Hammond, L., and D. Ball, eds. 2005. *Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass.

Fullan, M. 2008. *The Six Secrets of Educational Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*. San Francisco: Jossey-Bass.

Fullan, M. 2008. *What's Worth Fighting for in the Principalship*. 2nd ed. New York: Teachers College Press.

Fullan, M. 2007. *The New Meaning of Educational Change*. 4th ed. New York: Teachers College Press.

Glickman, C. 2002. *Leadership for Learning: How to Help Teachers Succeed*. Arlington, VA: Association for Supervision and Curriculum Development.

Hargreaves, A., and D. Fink. 2006. *Sustainable Leadership*. San Francisco: Jossey-Bass.

Hargreaves, A. 1995. *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*. New York: Teachers College Press.

Schlehtly, P. C. 2002. *Working on the Work: An Action Plan for Teachers, Principals, and Superintendents*. San Francisco: Jossey-Bass.

Senge, P. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Professional Collaboration

Researchers have directed increasing attention to the role of leadership in collaborative planning and professional study. Many of the educational ideas come from the field of the scientific and business communities, where such practices have long been valued. The following references offer the current perspective and identify the linkages between professional learning and collaboration and student achievement.

DuFour, R., R. Eaker, and R. DuFour, eds. 2005. *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: Solution Tree.

DuFour, R. 2004. "What Is a 'Professional Learning Community?'" *Educational Leadership* 61 (8): 6–11.

DuFour, R., and R. Eaker. 1998. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: Solution Tree.

Showers, B., B. Joyce, and B. Bennett. 1987. "Synthesis of Research on Staff

Development: A Framework for Future Study and a State-of-the-Art Analysis.” *Educational Leadership* 45 (3): 77–87.

Joyce, B., and B. Showers. 2002. “Creating Communities in Districts and Schools: The Organizational Aspects of Growth Environments.” In *Student Achievement Through Staff Development*. 3rd ed. Alexandria, VA: Association for Supervision and Curriculum Development.

Routman, R. 2002. “Teacher Talk.” *Educational Leadership* 59 (60): 32–35.

Senge, P. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

Coaching

While literacy coaching is not a new practice, the widespread recognition of its impact is. Students, teachers, and administrators benefit when a school adopts a coaching model and creates an environment of collegiality. Real expertise doesn't happen accidentally; it occurs because excellence is evoked and supported in others by others. A plethora of new research focuses on the role of coaching in the school-change process. In fact, standards for coaching have been jointly prepared by professional organizations to inform best practice.

Allen, J. 2006. *Becoming a Literacy Leader: Supporting Learning and Change*. Portland, ME: Stenhouse.

Carr, J., N. Herman, and D. Harris. 2005. *Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration*. Alexandria, VA: Association for Supervision and Curriculum Development.

Dole, J. 2004. “The Changing Role of the Reading Specialist in School Reform.” *The Reading Teacher* 57 (5): 462–71.

Marzano, R. J., T. Waters, and B. A. McNulty. 2005. “A Plan for Effective School Leadership.” In *School Leadership That Works: From Research to Results*, 98–122. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. 2007. “Leading to Change: Coaching Myths and Realities.” *Educational Leadership* 65 (2): 89–90.

Sweeny, D. 2003. *Learning Along the Way: Professional Development by and for Teachers*. Portland, ME: Stenhouse.

International Reading Association. 2005. *Standards for Middle and High School Literacy Coaches*. Newark, DE: International Reading Association in collaboration with NCTE,

NCTM, NSTA, and NCSS, and with support provided by Carnegie Corporation of New York.

READING

Exemplary Reading Instruction

A series of “beating the odds” and exemplary school studies provide insights regarding the practices of successful schools. The list that follows captures the findings from the research. These studies of effective schools offer a blueprint for creating successful programs for all students.

Allington, R. L., and P. H. Johnston, eds. 2002. *Reading to Learn: Lessons from Exemplary Fourth-Grade Classrooms*. New York: Guilford.

Allington, R. L. 2002. “What I’ve Learned About Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers.” *Phi Delta Kappan* 83 (10): 740–47.

Allington, R. L. 2004. “Setting the Record Straight.” *Educational Leadership* 61 (6): 22–25.

Allington, R. L., and P. M. Cunningham. 2006. *Schools That Work: Where All Children Read and Write*. 3rd ed. New York: Longman.

Langer, J. A. 2001. “Beating the Odds: Teaching Middle and High School Students to Read and Write Well.” *American Educational Research Journal* 38 (4): 837–880.

Pressley, M., R. L. Allington, R. Wharton-McDonald, C. Collins-Block, and L. Morrow. (2001). *Learning to Read: Lessons from Exemplary First-Grade Classrooms*. New York: Guilford.

Pressley, M. 2002. *Reading Instruction That Works: The Case for Balanced Teaching*. New York: Guilford.

Taylor, B. M., P. D. Pearson, K. Clark, and S. Walpole. 2000. “Effective Schools and Accomplished Teachers: Lessons About Primary Grade Reading Instruction in Low-Income Schools.” *Elementary School Journal* 101 (2): 121–66.

Classroom Libraries and Independent Reading

Research about the impact of free voluntary reading and access to books has a long history. Over 60 years ago, researchers explored its positive impact on both the reading habits and achievement of students. In fact, studies documented that the impact was particularly robust for what we typically label as “at-risk” students. The past two decades have produced even more compelling research about how classroom libraries increase access to books and fuel students’ motivation to read. The increased reading

also results in gains in achievement and enjoyment. The studies listed include current research and the studies that continue to inform best practices today.

Carlsen, G. R., and A. Sherrill. 1988. *Voices of Readers: How We Came to Love Books*. Urbana, IL: National Council Teachers of English.

Duke, N. 2000. "For the Rich It's Richer: Print Experiences and Environments Offered to Children in Very Low- and Very High-Socioeconomic Status First-Grade Classrooms." *American Educational Research Journal* 37 (2): 441–78.

Fader, D. 1976. *The New Hooked on Books*. New York: Berkeley Books.

Krashen, S., and J. McQuillen. 2007. "The Case for Late Intervention." *Educational Leadership* 65 (2): 68–73.

Krashen, S. D. 2004. *The Power of Reading: Insights from Research*. Portsmouth, NH: Heinemann.

LaBrant, L. 1958. "An Evaluation of Free Reading." In Hunnicutt, C., and W. Iverson. *Research in the Three R's*, 154–61. New York: Harper..

Routman, R. 2003. "Organize an Outstanding Classroom Library." In *Reading Essentials*, 63-81. Portsmouth, NH: Heinemann.

Worthy, J. 1996. "Removing Barriers to Voluntary Reading: The Role of School and Classroom Libraries." *Language Arts* 73 (7): 484–92.

Organizing for Instruction

Excellent classroom organization is critical in setting the tone and facilitating quality literacy instruction and achievement. Attention to physical detail is necessary for success with whole-group and small-group learning. Having materials well-organized, attractive work areas, opportunities for collaboration, fair grouping practices, and meaningful independent work invite students into a successful community of learners. As well, students need to engage in authentic tasks along with multiple opportunities for productive talk and social interaction. Further, predictable schedules and common understandings about procedures create a productive context in which meaningful work can occur. Solid guidance for organizing a classroom and establishing a learning environment follows.

Almasi, J. F. 2003. "Designing Effective Environments for Strategy Instruction: The Strategy Instruction Model." In *Teaching Strategic Processes in Reading*, 43–73. New York: Guilford.

Barr, R., and R. Dreeben. 1991. "Grouping Students for Reading Instruction." In Barr, R., M. Kamil, P. Mosenthal, and P. D. Pearson, eds. *Handbook of Reading Research 2*: 885–910. New York: Longman.

Deford, D. E., C. A. Lyons, and G. S. Pinnell, eds. 1991. *Bridges to Literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann.

Fountas, I. C., G. S. Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Routman, R. 2000. "A Comprehensive Literacy Program." In *Conversations: Strategies for Teaching, Learning, and Evaluating*, 13–62. Portsmouth, NH: Heinemann.

Comprehension

Interest in reading comprehension surged with the establishment of the Center for the Study of Reading at the University of Illinois in 1976. A host of research studies that grew out of the center provided a research base upon which many researchers have built. Currently, new studies have confirmed the need for explicit comprehension instruction. More and more researchers are providing increasingly clear direction regarding the role of and importance in comprehension instruction across genres and content.

Block, C. C., L. B. Gambrell, and M. Pressley, eds. 2002. *Improving Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice*. San Francisco, CA: Jossey-Bass.

Duke, N. K., P. D. Pearson. 2002. "Effective Practices for Developing Reading Comprehension." In Farstrup, A. E., and S. J. Samules, eds. *What Research Has to Say About Reading Instruction*. 3rd ed., 205–42. Newark, DE: International Reading Association.

Duffy, G. G. 2003. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. New York: Guilford.

Durkin, D. 1978–79. "What Classroom Observations Reveal About Reading Comprehension Instruction." *Reading Research Quarterly* 14 (4): 481–533.

Keene, E. O., and S. Zimmermann. 2007. *Mosaic of Thought: The Power of Comprehension Strategy Instruction*. Portsmouth, NH: Heinemann.

Palincsar, A. S., and A. L. Brown. 1984. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction* 1 (2): 117–75.

Pearson, P. D., and T. E. Raphael. 2003. "Toward a More Complex View of Balance in the Literacy Curriculum." In Morrow, L. M., L. B. Gambrell, and M. Pressley, eds. *Best Practices in Literacy Instruction*. 2nd ed., 23–39.

Pressley, M. 2002. *Reading Instruction That Works*. 2nd ed. New York: Guilford Press.

Smith, F. 2004. *Understanding Reading*. 6th ed. Mahwah, NJ: Erlbaum.

Taylor, B. M., M. F. Graves, and P. van den Broek. 2000. *Reading for Meaning: Fostering Comprehension in the Middle Grades*. New York: Teachers College Press.

Struggling Readers

Students who struggle as readers require specialized attention to the texts they read, the time they spend reading, the tasks they are asked to complete, and the amount of support they receive. The studies listed provide some of the best thinking on how to support struggling readers for optimal success.

Allington, R. L. 1998. "If They Don't Read Much, How They Ever Gonna Get Good?" *Journal of Adolescent & Adult Literacy* 21 (1): 57–61.

Allington, R. L. 2001. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman.

Allington, R. L. 2007. *No Quick Fix: Rethinking Literacy Programs in America's Public Schools*. RTI ed. New York: Teachers College Press.

Clay, M. M. 1998. *By Different Paths to Common Outcomes*. York, ME: Stenhouse.

Tharp, R. 1997. "From At-Risk to Excellence: Principles for Practice." Report published by the Center for Research on Education, Diversity & Excellence (CREDE).

Valencia, S. W., and M. R. Riddle Buly. 2004. "What Struggling Readers REALLY Need." *The Reading Teacher* 57 (6): 520–33.

Phonemic Awareness, Phonics, and Word Work

The research has comprehensively examined the role of phonemic awareness and phonics in learning to read and write well. While a host of studies have isolated these components from the other skills, researchers have labeled skilled acquisition of them as necessary, but insufficient, to produce proficient readers. All three can and should be explicitly taught, but instruction is more potent when it occurs within a meaningful literacy context. The studies listed reflect the research that guides best practice.

Blachman, B. A. 2000. "Phonological Awareness." In Kamil, M. L., P. B. Mosenthal, P. D. Pearson, and R. Barr, eds. *Handbook of Reading Research* 3: 483–502. Mahwah, NJ: Erlbaum.

Clymer, T. 1996. "The Utility of Phonic Generalizations in the Primary Grades." *The Reading Teacher* 50 (3): 182–87.

National Reading Panel Report. 2000. *Teaching Children to Read: An Evidence-Based Assessment of Scientific Research Literature on Reading and Its Implication for Reading Instruction—Reports of the Subgroups*. Washington, DC: National Institute of Child Health and Development.

Stahl, S. A., A. M. Duffy-Hester, and K. A. Stahl. 1998. "Everything You Wanted to Know About Phonics (But Were Afraid to Ask)." *Reading Research Quarterly* 33 (3): 338–55.

Treiman, R. 1985. "Onsets and Rimes as Units of Spoken Syllables: Evidence from Children." *Journal of Experimental Child Psychology* 3 (1): 161–81.

Yopp, H. K. 1988. "The Validity and Reliability of Phonemic Awareness Tests." *Reading Research Quarterly* 23 (2): 159–77.

Fluency

With the advent of the National Reading Panel Report in 2000, fluency and the related research gained tremendous attention. While some research has focused on speed, most widely regarded studies have indicated that the relationship of accuracy, rate, and prosody is far more critical. The following studies and researchers explore the role fluency plays in proficient reading and offer suggestions for classroom practices.

Allington, R. L. 2008. *What Really Matters in Fluency: Research-Based Practices Across the Curriculum*. Boston: Allyn and Bacon.

LaBerge, D., and S. A. Samuels. 1974. "Toward a Theory of Automatic Information Processing in Reading." *Cognitive Psychology* 6: 293–323.

Kuhn, M., and S. Stahl. 2000. *Fluency: A Review of Developmental and Remedial Practices*. Report No. 2-0008. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Rasinski, Tim V. 2003. *The Fluent Reading: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic.

Samuels, S. J. 2002. "Reading Fluency: Its Development and Assessment." In Farstrup, A. E., and S. J. Samuels, eds. *What Research Has to Say About Reading Instruction*. 3rd ed. Newark, DE: International Reading Association.

Vocabulary and Word Study

The acquisition of and instruction in vocabulary is one of the oldest areas of educational research. Interest in vocabulary has never been greater than now, however, with the increasing number of second language learners. The research supports students learn through vocabulary through context, wide reading, and explicit instruction. The following research studies and researchers discuss both theory and pedagogy.

- Bear, D. R., M. Invernizzi, S. R. Templeton, and F. Johnston. 2007. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 4th ed. New York: Prentice Hall.
- Beck, I. L., M. G. McKeown, and L. Kucan. 2002. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford.
- Blachowicz, C., P. Fisher. 2000. "Vocabulary Instruction." In Kamil, M. L., P. B. Mosenthal, P. D. Pearson, and R. Barr, eds. *Handbook of Reading Research 3*: 503–23. Mahwah, NJ: Erlbaum.
- Ehri, L., S. Nunes. 2002. "The Role of Phonemic Awareness in Learning to Read." In Farstrup, A. E., and S. J. Samuels, eds. *What Research Has to Say About Reading Instruction*. 3rd ed., 110–39. Newark, DE: International Reading Association.
- Fisher, D., and N. Frey. 2008. *Word Wise and Content Rich, Grades 7–12: Five Essential Steps to Teaching Academic Vocabulary*. Portsmouth, NH: Heinemann.
- Gaske, K. 2000. *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. New York: Guilford.
- Nagy, W. 1988. *Teaching Vocabulary to Improve Reading Comprehension*. Newark, DE: International Reading Association.
- Nagy, W. E., and P. Herman. 1987. "Depth and Breadth of Vocabulary Knowledge: Implications for Acquisition and Instruction." In McKeown, M. G., and M. E. Curtis, eds. *The Nature of Vocabulary Acquisition*, 19–35. Hillsdale, NJ: Erlbaum.

WRITING

Writing Process

Writing is a relatively new area in educational research. Since Emig's 1971 study, a number of researchers have studied how writers engage in the writing process, both in and out of school. Recent research has focused on the need for students to have authentic audiences and purposes. Additionally, current research has suggested that school writing be based upon the processes and practices of writers in the real world. The following research includes findings about the writing process and writing instruction.

Atwell, N. A. 1998. *In the Middle: New Understanding About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann.

Calkins, L. 1986. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Carroll, J. A., and E. E. Wilson. 2007. *Acts of Teaching: How to Teach Writing*. 2nd ed. Portsmouth, NH: Heinemann.

Elbow, P. 1998. *Writing Without Teachers*. 2nd ed. New York: Oxford University Press.

Elbow, P. 1998. *Writing with Power: Techniques for Mastering the Writing Process*. 2nd ed. New York: Oxford University Press.

Emig, J. 1971. *The Composing Processes of Twelfth Graders*. Research Rep. No. 13. Urbana, IL: National Council Teachers of English.

Graves, D. 2003. *Writing: Teachers and Children at Work*. 20th anniversary ed. Portsmouth, NH: Heinemann.

Hillocks, G. 2006. *Narrative Writing: Learning a New Model for Teaching*. Portsmouth, NH: Heinemann.

Murray, D. M. 1989. *Expecting the Unexpected: Teaching Myself—and Others—to Read and Write*. Portsmouth, NH: Boynton/Cook.

Conferring

Teachers assist writers through a variety of interactions around writing and writing instruction. Researchers have explored how this classroom discourse scaffolds and supports student learning. Conferring is one such form talk takes. It takes a variety of formats and occurs in formal and informal ways as teachers and students scaffold the composing, revising, and editing processes.

Calkins, L., and S. Harwayne. 1987. *The Writing Workshop: A World of Difference*. Portsmouth, NH: Heinemann.

Freedman, S. W., and M. Sperling. 1985. "Written Language Acquisition: The Role of Response and the Writing Conference." In Freedman, S. W., ed. *The Acquisition of Written Language: Response and Revision*, 106–30. Norwood, NJ: Ablex.

Graves, D. W. 1983. *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann.

Harwayne, S. 2001. *Writing Through Childhood: Rethinking Process and Practice*. Portsmouth, NH: Heinemann.

McCarthy, S. J. 1994. "Authors, Text, and Talk: The Internalization of Dialogue from Social Interaction During Writing." *Reading Research Quarterly* 29 (3): 210–31.

Struggling Writers

Current research suggests that struggling writers benefit from instruction that takes a broader socio-cognitive perspective. Of equal importance is that students see real-world purposes and audiences for their writing. Research indicates that students who struggle must be taught more explicitly to control and connect skills within their writing. The research that follows combines the current understanding about writing with the needs of struggling writers.

Collins, J. L. 1998. *Strategies for Struggling Writers*. New York: Guilford.

Wood, K., and P. Shea-Bischoff. 1997. "Helping Struggling Writers Write: Research into Practice." *Middle School Journal* 28 (4): 50-53.

Teaching of Grammar

There is general consensus within the research that suggests that teaching grammar in isolation has little beneficial effect. Rather, grammar taught within the writing process offers students the opportunity to learn both the skill and its application. One particular practice that has strong research support is sentence combining, which has proven repeatedly to be one of the most effective means of fostering syntactic growth and quality in writing. There is little research to support ever teaching grammar in isolation, certainly not before middle school when students can better understand the abstract rules.

Halliday, M. A. K. 1985. *Spoken and Written Language*. Oxford: Oxford University Press.

Hillocks, G. 1986. *Research on Written Composition: New Directions for Teaching*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English.

Hillocks, G., and M. Smith. 2003. "Grammars and Literacy Learning." In Flood, J., D. Lapp, J. R. Squire, and J. M. Jensen. *Research on the Teaching of English Language Arts*. 2nd ed., 721–37. Mahwah, NJ: Erlbaum.

Hunt, K. W. 1977. "Early Blooming and Late Blooming Syntactic Structures." In Cooper, C. R., and L. Odell, eds. *Evaluating Writing*. Urbana, IL: National Council Teachers of English.

Strong, W. 1986. *Creative Approaches to Sentence Combining*. Urbana, IL: National Council Teachers of English.

READING/WRITING CONNECTIONS

Emergent Literacy

More and more research has focused on the area of emergent literacy in the past three decades. This research has explored how reading and writing development in young

children—the way speaking, reading and writing begin to develop become conventional. The following studies offer solid perspective about developing theory and practice.

Adams, M. J. 1990. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.

Clay, M. M. 1991. *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann.

Cole, A. D. 2004. *When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency*. Portsmouth, NH: Heinemann.

Holdaway, D. 1979. *Foundations of Literacy*. New York: Scholastic.

McGee, L. M., and D. J. Richgels. 2007. *Literacy's Beginnings: Supporting Young Readers and Writers*. 5th ed. Boston: Allyn and Bacon.

Sulzy, E., and W. Teale. 1991. "Emergent Literacy." In Barr, R., M. L. Kamil, P. Mosenthal, and P. D. Pearson, eds. *Handbook of Reading Research 2: 727–58*. White Plains, NY: Longman.

Yaden, D. B., Jr., D. W. Rowe, and L. MacGillvray. 2000. "Emergent Literacy: A Matter (Ployphony) of Perspectives." In Kamil, M. L., P. B. Mosenthal, P. D. Pearson, and R. Barr, eds. *Handbook of Reading Research 3: 503–23*. Mahwah, NJ: Erlbaum.

The Reading and Writing Relationship

The reciprocal relationship between reading and writing has been explored in the research. Experts have shown that supporting students in moving back and forth between the two processes results in deeper understanding of both. Further, by adding greater breadth and authenticity to students' instruction, students' reading and writing expertise is enhanced.

Butler, A. J. Turbil. 1984. *Towards a Reading-Writing Classroom*. Rozelle, Australia: Primary English Teaching Association.

Fitzgerald, J., T. Shanahan. 2000. "Reading and Writing Relations and Their Development." *Educational Psychologist* 35 (1): 39–50.

McGinley, W. 1992. "The Role of Reading and Writing While Composing from Sources." *Reading Research Quarterly* 27 (3): 226–48.

Stotsky, S. 1983. "Research on Reading/Writing Relationships: A Synthesis and Suggested Directions." *Language Arts* 60 (5): 626–42.

Duke, N. K., and V. S. Bennett-Armistead. 2003. *Reading and Writing Informational Texts in the Primary Grades*. New York: Scholastic.

Shanahan, T., R. Lomax. 1986. "An Analysis and Comparison of Theoretical Models of the Reading-Writing Relationship." *Journal of Educational Psychology* 78 (2): 116–23.

Smith, F. 1983. Reading Like a Writer. *Language Arts* 60 (5): 558–67.

Wittrock, M. C. 1983. "Writing and the Teaching of Reading." *Language Arts* 60 (5): 600–06.

ASSESSMENT AND EVALUATION

Much research exists on the uses of assessment, the gathering of data, and evaluation, the valuing of student performance. With increasing emphasis on and high stakes resulting from student performance, there is a need to consult thoughtful research about the uses of assessment and evaluation to improve student learning. What follows explores the role of both formative and summative assessments.

Conrad, L. L., M. Matthews, C. Zimmermann, and P. A. Allen. 2008. *Put Thinking to the Test*. Portland, ME: Stenhouse.

Fisher, D., and N. Frey. 2007. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Flippo, R. F. 2003. *Assessing Readers: Qualitative Diagnosis and Instruction*. Portsmouth, NH: Heinemann.

Johnston, P. H. 1993. *Knowing Literacy: Constructive Literacy Assessment*. Portland, ME: Stenhouse.

Popham, W. J. 2003. "Living (or Dying) with Your NCLB Tests." *School Administrator* 60 (11): 10–14.

Shepard, L. A. 1994. "The Challenges of Assessing Young Children Appropriately." *Phi Delta Kappan* 76 (3): 208–12.

Wormeli, R. 2006. *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*. Portland, ME: Stenhouse.

ADOLESCENT LITERACY

As the expectation for post-secondary success has become more compelling, so has the need for the study of adolescent literacy and alignment within Pre-K through Grade 12. A number of researchers and studies have not only focused on strengthening the coherence in elementary and middle school programming to support the adolescent struggling reader and writer, but they also take note of those who are illiterate. With the

advent of NCLB, best practices, grounded in research specifically targeting adolescents, will become increasingly important. These studies represent some of the most current thinking.

Allen, J. 2000. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4–12*. Portland, ME: Stenhouse.

Alvermann, D. E., K. A. Hinchman, D. W. Moore, S. F. Phelps, and D. R. Waff, eds. 2006. *Reconceptualizing the Literacies in Adolescents' Lives*. 2nd ed. Mahwah, NJ: Erlbaum.

Beers, K., R. E. Probst, and L. Rief, eds. 2007. *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: Heinemann.

Guthrie, J. T., ed. 2008. *Engaging Adolescents in Reading*. Thousand Oaks, CA: Corwin.

Zemelman, S., H. Daniels, and A. Hyde. 2005. *Best Practices: Today's Standards for Teaching and Learning in America's Schools*. 3rd ed. Portsmouth, NH: Heinemann.