

RESULTS

with

JAMESTOWN EDUCATION



Helping all readers become better readers™

Developed by McGraw-Hill Education in collaboration
with the Council of Chief State School Officers and the
Association for Supervision and Curriculum Development



Helping all readers
become better readers™

Results. More than at any time in recent history, attention is being focused on the results our schools produce. Expectations have been raised. Student performance standards have been identified for virtually every subject. It is essential that we maintain these high standards and expectations. Accelerating academic growth of at-risk middle and high school students is a daunting task. Numerous studies can identify children who fail to develop literacy in the earliest grades or who respond slowly compared to their peers. We must look to schools where students are overcoming persistent reading problems and identify the practices that help struggling readers find success and get back on track

This report tells the stories of eight different schools. The stories describe the history of each school, the challenges they faced, and some of their attempts to meet those challenges. We have also included an appendix of research supporting instruction using Jamestown Education products, which have affected demonstrable positive results on reading achievement at all the schools described.

Each of the school stories includes a focus on these results. Wherever possible, we present the most up-to-date information about recent growth trends, along with information on the grades most directly affected. The schools serve students with a wide range of socioeconomic, ethnic, and geographic characteristics. They share many characteristics, perhaps most important of which is a set of positive results. As a group, they show an impressive reversal of the trends of failure, documenting improvements in performance and levels of achievement that often dramatically exceed those of their peers in similar schools.

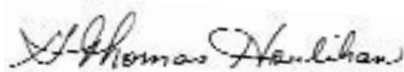
The schools and the reading program that are described here also share several other critically important common characteristics. They all have

- recognized the importance of motivation and engagement for older struggling readers,
- used assessments of student progress during the school year to ensure effective instruction,
- provided time for explicit reading instruction during the school day for adolescent learners,
- created exciting climates within their schools to encourage learning.

And most importantly, these schools demonstrate the importance of maintaining high expectations for all students, not just the brightest or most privileged.

The leaders of the schools described here are eager to share what they have learned and to see their practices and experiences spread to other schools. Please feel free to contact the people who are identified in each article. We've provided telephone numbers, addresses, and e-mail addresses wherever possible.

Let's learn from those who have the results that show this effectiveness. Let's help teachers and supervisors use this information. Let's all work together to help our students become more effective learners.



Dr. Thomas Houlihan
Executive Director
Council of Chief State
School Officers



Henry Hirschberg
President
McGraw-Hill Education



Gene Carter
Executive Director and
Chief Executive Officer
Association for Supervision
and Curriculum Development



Parents, teachers, and the public at large are becoming increasingly aware of the importance of learning to read. Reading is the key to virtually every other kind of learning. Vast federal, state, and local resources are in place to help young children learn to read.



However, older students—middle school, high school, and adult readers—need these resources as well. According to the National Assessment of Educational Progress (NAEP), twenty-five percent of ninth graders do not possess the reading skills necessary to do grade-level work. The U.S. Department of Labor estimates that fully fifty percent of the unemployed are illiterate or semi-literate. As Janet Angelis noted in a commentary in *Education Week*:

Should we fail to continue to invest in understanding the learning needs of older as well as younger students, we not only risk abandoning the current generation of young people, but also, because the skills needed for reading academic texts are different from those required in the early years, we risk shortchanging future generations as well.

Education Week, 7.1.01

Jamestown Education has long been known for its commitment to middle school and high school reading. For thirty-five years, Jamestown has provided books that are appropriate for both the reading levels and the age levels of adolescent readers. The books are flexible enough to allow for different learning styles and interests. The instruction is research-based. The programs work.

The eight case studies provided in this booklet review results with a wide range of Jamestown books in a variety of middle school and high school settings across the country. A common theme that runs through these reports is that motivation is a strong factor for improved adolescent literacy, and that Jamestown books are very motivating. They compel students to use reading to gain knowledge – the ultimate goal of any literacy program. In addition, vocabulary, fluency, and comprehension instruction, designed explicitly for older struggling readers, shows measurable results on standardized tests. The schools described in this booklet have not only accepted the challenge of transforming older struggling readers into good readers, but have documented evidence of their success.

A handwritten signature in black ink that reads "Edward B. Fry". The signature is written in a cursive style.

Edward B. Fry, Ph.D
Author, *Reading Drills, Skimming and Scanning, Vocabulary Drills, Fry Readability Scale*
Professor Emeritus, Rutgers University
Member, Reading Hall of Fame



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Ames Middle School & Sawyer Elementary

Ames Community School District, Ames, IA

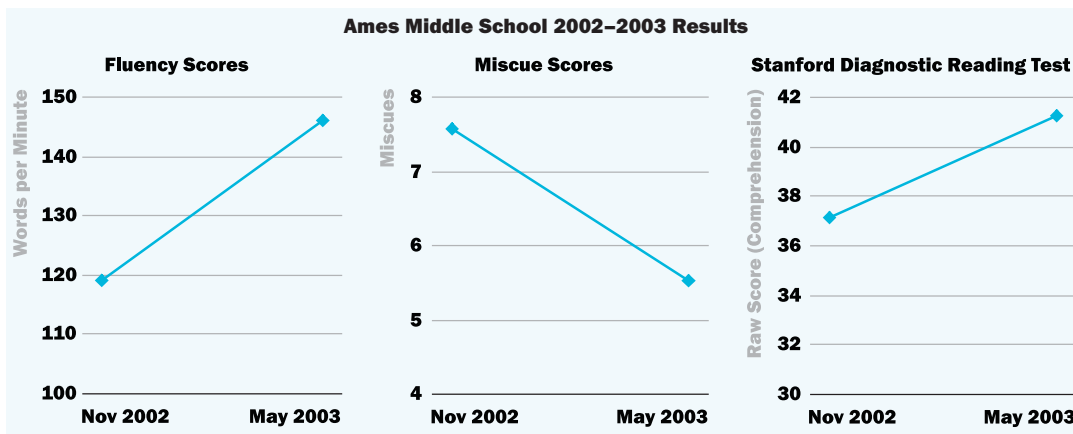
Ames Community School District, located in Ames, Iowa, served over 4500 students in grades kindergarten through 12th grade in the 2002–2003 school year. The District is comprised of one early childhood center, seven elementary schools (K-6), one middle school (7-8), and one high school (9-12), and the student body is 81% Caucasian, 9% Asian/Pacific Islander, 7% African American, 2.8% Hispanic/Latino, 0.2% Native American/Alaskan. The mission of the Ames Community Schools is to ensure that all learners develop the knowledge, skills, attitudes, values and personal esteem necessary to grow in and shape a changing society.

The city of Ames, located in Story County, is home to over 50,000 people. In 2002, Ames was chosen as one of the 20 best places in America to live and work in by BestJobsUSA.com, the second most livable small city in the nation by New Rating Guide to Life in America's Small Cities, and the sixth best city to do business in by bizjournals.com. Ames is conveniently located near the crossroads of the nation, where I-35 and I-8 intersect, and is only 30 minutes away from the state capital, Des Moines.

Meeting the Needs of Special Education Students

Jamestown's reading materials have been a part of special education in Ames Community School District for years. Lori McCasland, elementary resource teacher at Sawyer Elementary, has used Jamestown for over 16 years, specifically *Goodman's Five-Star Stories* with 5th and 6th graders. Julie Schuster, 7th grade resource teacher at Ames Middle School has used Jamestown for over five years, and Carol Payne, 8th grade resource teacher at Ames Middle School has used Jamestown for eight. Ms. Schuster and Ms. Payne both use *Timed Readings* books.

Two of the primary reasons Jamestown has been used so long in Ames Community Schools are: 1) the materials engage the students, and 2) students skills have improved. Ms. McCasland shares, "I let my students keep their own charts and document how they are doing. I think this makes a difference in their performance, because it really involves them, and they become engaged in learning and improving. One student this year improved her words per minute (wpm) from 60–70 to 120–140. That is a pretty good jump, and something you don't normally see in special education. And the year is not even over yet." Ms. McCasland has even heard positive comments from parents: "Parents have come up to me and told me they can't believe how much their student has improved. I think a lot of parents might tie it to the teacher, but it really is the material we use. They are wonderful tools, and I just really enjoy using them."



Ms. Schuster shares, “My students’ fluency has gone up dramatically. I think it is because I use Jamestown materials consistently, but I also let the students pick materials they like to read. So far this year, my students have gained an average of 74 wpm. The least number gained was 49, and the greatest was 111. I think that speaks pretty loudly about the effectiveness of these materials. Also, I have a girl who started with me reading 82 wpm and is now reading 193. Not only are increases in fluency important, but just the fact that kids are less embarrassed to read when they are in another content area is a plus. They feel good about reading, and good about themselves.”

A Special Intervention

Jamestown Education materials are also being used outside of the special education programs at Ames Community School District. At Ames Middle School, Kristine Magel and Alice Pannkuk, 7th grade language arts and reading teachers, are using Jamestown’s *Reading Fluency* with students who do not qualify for special education but are reading below their grade level. They meet with about 25 students at a time, during their study hall, and have them read two stories a day from the *Reading Fluency* books. Ms. Pannkuk explains their reasons for choosing Jamestown’s *Reading Fluency*: “The books are structured, specific, and easy to

use, and students can monitor their own progress.” Ms. Magel adds, “The books are attractive and reasonably priced and provide immediate feedback and word counts to the students. And the authors of the stories are authors that students have seen before.”

Half way through the year, results were already being seen. Ms. Pannkuk reported, “My students are definitely reading faster already, and their attitude is really positive. They come in, and they know what to do.” Ms. Magel also reported an increase in speed and shared, “These students are not normally easily engaged, but for whatever reason they are. They come in, get their book and a partner, and sit and wait for us to begin.”

At the end of the year, Ms. Magel and Ms. Pannkuk reported fantastic results: (1) The average fluency gain from students who participated in their *Reading Fluency* program was 27.09 words per minute; (2) the average miscues reduction was 2.04; and (3) the average gain in raw score on the Stanford Diagnostic Reading Test (comprehension) was 4.13.

For More Information:

Kristine Magel 7th Gr. Lang. Arts Teacher Ames Middle School 321 State Avenue Ames, IA 50014 (515) 239-3740 kmagel@ames.k12.ia.us	Julie Schuster 7th Gr. Resource Teacher Ames Middle School 321 State Avenue Ames, IA 50014 (515) 239-3740 jschuster@ames.k12.ia.us
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Broome-Tioga

Board of Cooperative Educational Services, Binghamton, NY

The Broome-Tioga Board of Cooperative Educational Services (BOCES) is a unique and innovative non-profit educational institution established to help its member school districts control costs and provide quality programs by sharing services. One of 38 such boards around New York state, Broome-Tioga BOCES was formed in 1954 and serves 15 school districts in Broome and Tioga Counties, located in the south-central part of the state. From enrichment programs to computer services, General Educational Development (GED) test preparation, occupational training, and special education, the Broome-Tioga BOCES works with public schools, area colleges, and other local partners to enrich lives through education. Broome-Tioga BOCES touches the lives of nearly 40,000 high school students and 12,000 adult students annually.

Reaching All Learners

Mrs. Kay O'Hare, an Adult Education and GED preparation teacher at Broome-Tioga BOCES, recalls when she first discovered Jamestown Education books: "I've been using Jamestown books since at least 1986, when I had signed up at a book fair to get free samples. Once I saw how appropriate the books were for teaching comprehension and vocabulary, that started it all. We have about eight full-time teachers here, and they all put their opinion in on which reading materials to buy. The word spread about Jamestown materials, and we started using them at all our sites." Currently, Broome-Tioga BOCES staff are using several Jamestown Education series, including *The Wild Side*, *Goodman's Five-Star Stories*, *Timed Readings*, and *Reading Drills*.

Because of their unique student population, Mrs. O'Hare and the other teachers at Broome-Tioga BOCES need reading materials that can reach a variety of learners. "Some of our teachers focus on ESL and GED, and others do basic adult education for those coming out of mental institutions," explains Mrs. O'Hare. "We also have a large incarcerated population with five staff people working in the jails. Alice Bell and I teach adults, from 17 to 65, who are getting ready to take the GED. When we look at a new book, we look at how clear it is and how clear the instructions are. A lot of our students are reading at higher levels and some are reading at lower levels. We're almost like a one-room schoolhouse, so we need a good variety of books with high-interest stories. I know for a fact that a lot of my students haven't read at all before. The majority of them like Jamestown books, and actually like to read now too!"

Developing a Love of Reading

Mrs. O'Hare's colleague Alice Bell agrees that one of the best features of Jamestown Education books is their ability to instill a love of reading in the learner. As Ms. Bell says, "The special thing about Jamestown books is that the students stay with the program and improve their reading skills. Many of them discover a love of literature, because they are reading excerpts from real literature. It's hard with other series, because they will just give up in frustration or boredom. With Jamestown, they stick with the program. I have one student who is dyslexic; he started at a third-grade reading level and is now at a ninth-grade level. He's very happy!"

Mrs. O'Hare adds, "The Jamestown books that we use are on the students' level. It's really hard to find a fourth-grade level book that's not a children's book. These books are low-level in terms of reading, but they have adventure and travel stories that appeal to adults. One of my students is 34 years old. He came to us five years ago and was a non-reader; now he's reading at a third-grade level. I have another student who is a mother of four children. She was a factory worker, but she hurt her back and realized she would need to go back and get an education to get a better job. She's now at a fifth-grade reading level and is doing very well. She said her kids are amazed at her. I always have my students read silently in the morning. This morning, you could have heard a pin drop. Each student was reading a different level book, but they were all enthralled. The Jamestown books really hold the attention of the reader."

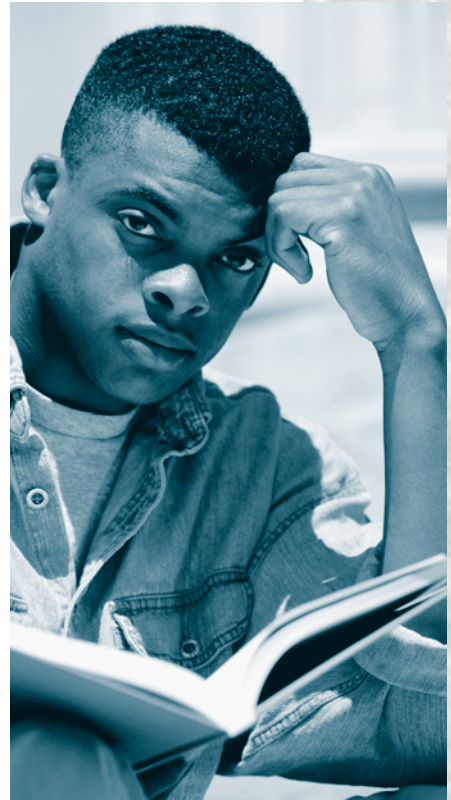
Hope for the Future

Both Mrs. O'Hare and Ms. Bell feel that Jamestown Education books are preparing their students for the future. As Ms. Bell explains, "With Jamestown books, you can see right away if the student is improving or not. The way the stories are set up is very helpful—the way they are followed with fill-in-the-blank and multiple-choice questions. The stories and the questions really increase their vocabulary."

Mrs. O'Hare comments, "The Jamestown books help the reader master reading comprehension and critical thinking, which are very important. The latest GED test has more critical thinking questions than ever before. We have our students take three practice tests. If they pass one or two with a score of 2250 or above, we know they'll pass the GED. This past year, the statewide average for passing the GED test was about 68%, but in Broome-Tioga BOCES, about 75% of our students passed. It's very rewarding to see our students succeed. I think anyone who hasn't tried Jamestown Education books should try them!"

For More Information:

Kay O'Hare
Broome-Tioga BOCES
72 Main Street
Binghamton, NY 13905
(607) 762-6032
kohare@btboces.org



Des Moines Independent Community School District

Des Moines, IA

The city of Des Moines, Iowa's state capital, has a population approaching 200,000 and a greater metropolitan population of 500,000. Des Moines is served by five school districts, including Des Moines Independent Community School District (ICSD). The mission of Des Moines ICSD is to equip students for life by challenging each learner to achieve rigorous standards in academics, arts, and career preparation. The District believes that public education is imperative to support and sustain a diverse democratic society. Des Moines ICSD currently serves 31,925 students in 41 elementary schools, ten middle schools, six high schools, and six alternative programs.

Supporting Teachers

Ms. Cynthia Knight is the Special Education curriculum and staff development facilitator for the South Zone at Des Moines ICSD. "I've been using Jamestown Education books for about 16 years," Ms. Knight explains. "I was a Special Education and Interventionist teacher, and now I coordinate curricula for the South Zone at Des Moines ICSD. I often recommend Jamestown materials to our teachers because they come in a variety of reading levels, have low-level stories that are interesting to the students, are easy for teachers to implement, and have fabulous tools for assessment of learning. Jamestown Education has really been the best publisher I have found that has low-readability passages that are age-appropriate for middle- and high school-level students. We have about 350 teachers here, and I would estimate that half of them use Jamestown books in one setting or another, especially our special education teachers who teach reading."

Des Moines ICSD teachers currently use several Jamestown Education series, including: *The Wild Side*, *Signature Reading*, *Livewire*, *The Contemporary Reader*, *Timed Readings*, *Reading Fluency*, and *Six-Way Paragraphs*. Ms. Sherry Coop, a special education teacher at Des Moines ICSD's Amos Hiatt Middle School, agrees with Ms. Knight about the advantages of Jamestown Education materials. "Jamestown books offer so much more support for the teacher than other books," Ms. Coop comments. "Now I can complete assessments with the entire class in ten minutes. With *Timed Readings*, for example, I can collect data very quickly on fluency. These books make my life much easier!"

The Student Experience

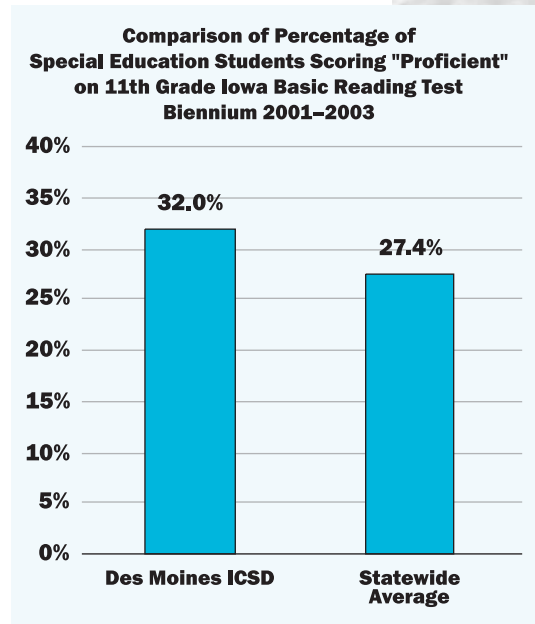
Des Moines ICSD has found that Jamestown Education materials are appealing to not only their teachers but to their students as well. As Ms. Knight explains, “Our students are definitely engaged with Jamestown Education books. With the *Signature Reading* stories, for example, the students can check themselves with activities on vocabulary and comprehension, and they find that very interesting. When they enjoy reading, it makes them more comfortable in all classroom subjects, because they can use the reading strategies that they’ve learned.” Ms. Coop adds, “The Jamestown stories are current, as well as historical; the print is the perfect size; and the pictures that accompany the stories are great for my visual learners. Some of my Special Education students are reading at a first-grade level, and some are at a sixth-grade level. Jamestown materials give me choices and allow me to work with a variety of strategies—independent reading, book reports, writing exercises, and small-group discussions.”

Signs of Success

Both Ms. Knight and Ms. Coop feel that their entire reading program, including Jamestown Education materials, is helping their Special Education students to increase their comprehension, fluency, and test-taking skills. Ms. Coop comments, “Last year, I had a student who came into the year reading at a first-grade level and left at a sixth-grade level. That was five years’ gain in just one year! Every one of my students is more willing to read now than at the

beginning of the school year. With Jamestown Education materials, my students are not intimidated; they’re just not afraid to read anymore.”

Des Moines ICSD’s Special Education students’ increasing comfort with reading is reflected in their standardized test scores. Their eleventh grade Special Education students outperformed the statewide average on the Iowa Basic Reading Test, Biennium 2001–2003. Thirty-two percent of Des Moines’ Special Education students scored “proficient” on the test, compared to the statewide average of 27.5%. With help from Jamestown Education, Des Moines ICSD’s vision of success in reading for every student is becoming a reality.



For More Information:

Cynthia J. Knight
Special Education Curriculum & Staff
Development Facilitator
Des Moines Independent Community
School District
1801 16th Street
Des Moines, IA 50314-1902
(515) 242-7807
Cynthia.knight@dmps.k12.ia.us

Westminster High School, Marina High School and Ocean View High School

Huntington Beach Union High School District, Huntington Beach, CA

Huntington Beach, internationally known as “Surf City,” is home to more than 195,000 residents and is one of the 20 largest cities in California. Located along the Pacific coast of Orange County, it is 40 miles south of Los Angeles and 90 miles north of San Diego. Huntington Beach boasts eight miles of scenic, accessible beachfront, the largest stretch of uninterrupted beachfront on the West Coast. For decades it has been ranked among the Top Ten Safest Cities by City Crime Rankings. The average family household income is the highest in the nation among the 100 largest cities in the country.

Huntington Beach Union High School District serves over 14,500 students in ninth through twelfth grades in eight high schools. The District’s students are 50% Caucasian, 25% Asian/Pacific Islander, 18% Hispanic/Latino, 6% American Indian, and 1% African American. The mission of the district is to educate all students, responding to their diverse needs, and using a challenging curriculum with multiple avenues of learning to develop creative, responsible, and productive members of the community.

Reaching Secondary Learners

Finding appropriate reading materials for high school students was a difficult task for Huntington Beach Union High School District, until they came upon Jamestown. Pam Wilson-Willmore, Title 1 coordinator and Jamestown fan for 20 years, explains, “I’ve been a high school reading specialist for a long time, and it has always been difficult to find materials that interest high school students. With Jamestown, we have found the right match. Jamestown provides high-interest materials at a variety of reading levels that focus on the skills high school students need to learn.”

Lori Lambert, district reading facilitator and reading teacher at Ocean View High School, adds, “I learned about Jamestown materials from Pam about three years ago when I came to the district. I reviewed their materials and liked the variety of reading levels and the different types of materials for high school students. Jamestown books were the first thing I bought in my role as District Reading Facilitator. Now, I think Jamestown’s *Timed Readings* and *Goodman’s Five-Star Stories* books are a must for every reading teacher. We also use *The Wild Side* series, *Reading Drills*, *Critical Reading* series, *The Contemporary Reader*, and *Skimming and Scanning*. There are well over 1,000 students district-wide who use Jamestown books. We just love Jamestown in our district!”

Successful Instructional Strategies

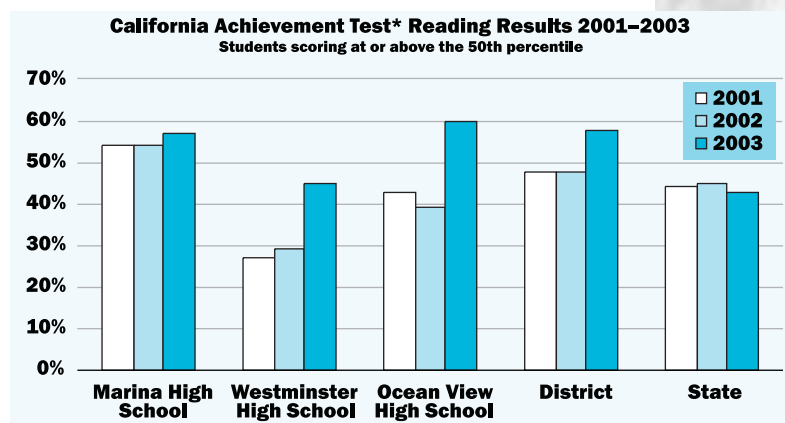
Faculty at Huntington Beach Union High School District finds that the instructional strategies used in Jamestown materials benefit not only their students but themselves. Shawne Cote, reading teacher at Marina High School, explains, “Jamestown books are laid out in a very clear way. Some books contain charts and/or graphs that are easy for the students to fill in and keep track of how they are progressing.” Ms. Wilson-Willmore agrees and adds, “There is a consistency in the types of question, with similar wordings, which makes it easy for the students to learn how to answer that type of question. The books also provide informal assessment, which is important. If students are missing certain types of questions consistently, I know what particular skills are needed.” Ms. Lambert adds, “Jamestown materials are self-explanatory and so easy to use. They provide immediate feedback, and grading is fast.”

Engaged Students Learn

Students at Huntington Beach high schools like Jamestown books, and it shows in their reading scores, according to Ms. Lambert. “Jamestown materials are different from other supplemental reading materials, because our students like them, and that is a huge thing for high school students. Our test scores are improving in two of our Title I schools, and the number of students reading below the 30th percentile is declining. I directly attribute that to the money we spend on quality materials, like Jamestown. If we could only purchase five curricula in our district each year, Jamestown would definitely be one of them.” Ms. Cote agrees, “Though Jamestown materials aren’t the only materials we use, I do think they contribute to the results I see—kids making a two- or three-year increase in

their reading ability each year. Jamestown materials are absolutely essential for my reading classes.”

Ms. Wilson-Willmore also finds that her Title I students’ skills in fluency, vocabulary, and comprehension are improving with the use of Jamestown materials. She finds her job more “pleasurable” too, using Jamestown materials. Her Title I reading teachers often ask for input when choosing high-interest



materials for their students. As one teacher remarked, “Students are not complaining all day long any more when I ask them to read. Sometimes they even finish a book and ask for another one to read.”

For the past three years, the Huntington Beach Union High School District has seen an improvement in the percentage of students scoring at or above the 50th percentile on the reading section of the California Achievement Test, as seen in the graph.

For More Information:

Lori D. Lambert
District Reading Facilitator
Huntington Beach Union High School District
10251 Yorktown Avenue
Huntington Beach, CA 92646
(714) 964-3339, ext. 4234
llambert@hbuhsd.k12.ca.us

* Formerly known as the Stanford 9.

Miller Middle School

Durango School District 9R, Durango, CO

Miller Middle School is located in Durango, Colorado in La Palata County. The city of Durango comprises 5.6 square miles and is home to approximately 15,000 people. Durango was founded in 1880 and is located in the Four Corners Region, which was home to the Anasazi people over two thousand years ago.

Miller Middle School is one of two middle schools in Durango School District 9-R. It serves just over 550 students in sixth through eighth grades. The District also has seven elementary schools, one high school, and one charter school that serves students in sixth through twelfth grades. In the 2002-2003 school year, Miller Middle School's student body was 88% Caucasian, 8% Hispanic/Latino, 4% American Indian, 1% African American, and 1% Asian/Pacific Islander. Miller Middle School's mission is to provide a safe, nurturing environment so that each student is socially and academically successful; to provide students with the opportunity to demonstrate proficiency in the District Standards; and to encourage students to become self-directed, life-long learners.

A Recommendation

Shari Duhaime, reading specialist, explains, "We were impressed with the materials, the variety of passages and elements, the quality of the literature, the type of questioning with activities, as well as the instructional model. For the previous two years, we provided literacy training for our teachers, and we thought that Jamestown materials would not only support what we had been teaching, but would also give them instructional tools to use in the classroom." Miller Middle School purchased many Jamestown Education materials, including *Signature Reading series*, *The Wild Side*, *Critical Reading*, *Goodman's Five-Star Stories*, *Timed Readings*, *Six-Way Paragraphs*, and *Skimming and Scanning*.

Teacher- and Student-Friendly

Ms. Duhaime finds Jamestown materials different from other supplemental reading materials. "One of the major differences is that teachers who are not reading specialist can utilize the materials because they are straightforward and set up an easy-to-follow instructional method. I believe anyone could pick them up and use them. I can even have my students work with a substitute and feel like I am not losing a day. They are just user-friendly. The length of the passages is also not so long that the students feel overwhelmed, and teachers can use them in a mini-lesson format, doing a variety of mini-lessons in a 45-minute period." She continues, "As a reading specialist, I find Jamestown materials to be an excellent resource for

training our staff in reading strategies and the use of higher order thinking skills. And, for my classroom, Jamestown materials are high on my list, because they provide quality literature that is of high interest with instructional strategies that align with current literacy instruction techniques.”

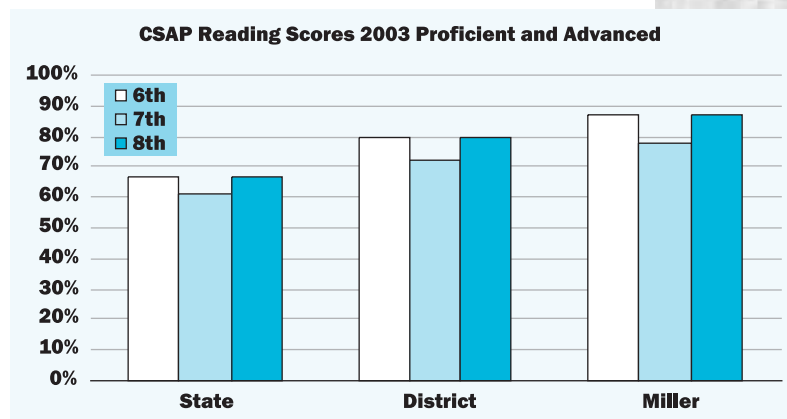
Not only are teachers enjoying Jamestown materials, but so are Miller Middle School students. Ms. Duhamine shares, “Students like the books because they get prompt feedback on their progress with graphing. They also like some of the stories because they can relate to them, such as with the stories in *Goodman’s Five-Star Stories*. Jamestown books are definitely more engaging than other reading program materials.”

Seeing Academic Success

Miller Middle School received a “high” rating on the Colorado State Report Card for middle schools for the 2002-2003 school year. The students at Miller scored well above the state average and their district counterparts in the core subjects, including reading—its highest area of achievement—on the Colorado Student Assessment Program (CSAP) tests. Scores from 2003 can be seen in the chart below. During the past three years, all three grade levels of students have achieved the state goal of 80 percent proficient or advanced on the CSAP reading assessments.

Positive results have been widespread at Miller Middle School. Miller students per-

formed better than 73 percent of their national peers on the Gates-McGinitie Reading Test. Thirteen percent of sixth- and seventh-grade students, once on Individual Learning Plans (ILP) for being below grade



equivalency in reading, are being released from their ILP contracts for demonstrating appropriate grade-level scores in reading. Also, students in Miller’s Reading for Advancement Program, which Shari Duhaime is responsible for, increased an average of 1.8 years on the Gates composite score and 2.6 years on comprehension. The program also graduated 23 percent more students back to their regular classrooms. Based on the new No Child Left Behind legislation, Miller Middle School exceeded the federal Adequate Yearly Progress (AYP) standard for grades 6-8 reading, and the school’s teachers couldn’t be more pleased.

Ms. Duhaime concludes, “Our students skills in fluency, vocabulary, and comprehension have absolutely improved, and some of that credit absolutely goes to Jamestown.”

For More Information:

Shari Duhaime
 Reading Specialist
 Miller Middle School
 2608 Junction Street
 Durango, CO 81301
 (970) 247-1418, ext. 7150
 sduhaime@durango.k12.co.us

Riverspring Middle School

Wakulla County Schools, Crawfordville, FL

Riversprings Middle School is one of six schools—three elementary, two middle, and one high school—in Wakulla County Schools, and serves just over 500 students in sixth through eighth grades. The mission of Riversprings Middle School is to provide a safe, goal-oriented learning environment that transitions students from elementary to high school and from childhood to young adult.

Riversprings is located in the city of Crawfordville in the rural Wakulla County (pop. 22,863). Crawfordville is located just over 30 minutes south of the state capital, Tallahassee. The county is known as an “outdoor dream” and the best-kept secret of Florida’s Capital Region.

Piquing Student Interest

About six years ago, Jennifer Thaxton, now 8th grade teacher at Riversprings Middle School, attended a reading workshop hosted by the Panhandle Education Consortium, where Jamestown materials were highlighted. Ms. Thaxton explains, “I looked through the Jamestown materials and wanted to see what effect they would have in my classroom, so I got free samples of *Goodman’s Five-Star Stories*, *Six-Way Paragraphs*, and *Timed Readings*. I tried them in my class, and the kids really liked them. They all just had real interesting short stories, and my students were not bored. This was prior to the opening of Riversprings Middle School. Two years later, in 2000, when Riversprings opened, I went there to teach, and when they were looking for materials for remediation and for preparing students for the FCATs, I suggested Jamestown. I think Jamestown materials are excellent for struggling readers, because they are told in a way that the student can read and understand the story, but they are not watered down.”

Today, Ms. Thaxton is using *The Wild Side* series, *Goodman’s Five-Star Stories*, and *Six-Way Paragraphs* frequently in her language arts classroom. She says, “My students get really excited when I pull out *Goodman’s Five-Star Stories*, especially the Sudden Twists and More Twists. They like the twist endings. I have to do very little to engage them in reading these books. The stories are just real interesting and they grab the kids right away. I have heard comments like ‘All right, we are doing Twist again!’”

Jonele Hecsenberger-Bird, 7th grade teacher at Riversprings, echoes her colleague’s comments: “I have never had a child balk at using Jamestown. In fact, a lot of them have said they like it because it is not all the same stuff, and they learn a lot of different things.” She continues, “We have not had one book defaced since we started using them. Usually if kids don’t like something they deface it, but not one has defaced the *Six-Way Paragraphs* book, which I use.”

Not only have Jamestown books piqued the interest of Riversprings' students, but they have piqued the interest of parents. Ms. Bird says, "Parents like the idea that kids can have something that is fun to use. A lot of parents are reading the books with their kids and like them because of the interesting articles."

FCAT Preparation

At Riversprings Middle School, one of the primary purposes of Jamestown materials is to prepare students for success on the Florida Comprehensive Assessment Test (FCAT). The FCAT assesses student achievement of high-order cognitive skills represented in the Sunshine State Standards, in reading, writing, mathematics, and science.

Ms. Bird shares, "When I saw the *Six-Way Paragraphs* books, what I liked about them was not only the varying of the subject matter, but they taught a logical approach to reading-test preparation, which I found wonderful. They also hit all important tests areas in a single text, giving plenty of practice opportunities." In 2002, Ms. Bird went to her school principal, shared her information about the *Six-Way Paragraphs* series, and asked her principal for a copy for each child at the school for FCAT remediation. Her principal agreed, and use of the *Six-Way Paragraphs* series has become a standard part of FCAT preparation at Riversprings Middle School. Ms. Bird continues, "I use the series in all the classes I teach, but especially in my reading class. This series provides a process that students can use when taking standardized test, such as finding the main idea. It just hits all the areas that children find on standardized tests, and because they have become familiar with them in *Six-Way Paragraphs*, they are much more comfortable and confident going into take the test. Last year, students told us that the FCATs were the most effortless test they'd ever taken and that we had over-prepared them. I say—ALL RIGHT!"

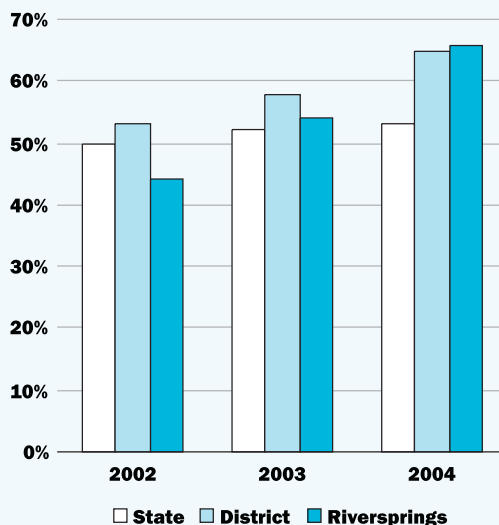
Improved FCAT Scores

Over the past few years, Riversprings Middle School has seen steady improvements in their FCAT reading scores. In 2004, 66% of 7th graders scored at grade level, proficient, or advanced, compared to only 54% in 2003. This is 11% more than their district and 13% more than their state counterparts. Eighth grade students are also scoring well on the FCAT. In 2004, 52% scored at grade level, proficient, or advanced, compared to only 46% in 2003. Ms. Bird adds, "Once again we are going to be an 'A' school, and not just by the skin of our teeth, but a solid 'A' school. I just wrote another order for more *Six-Way Paragraphs* books."

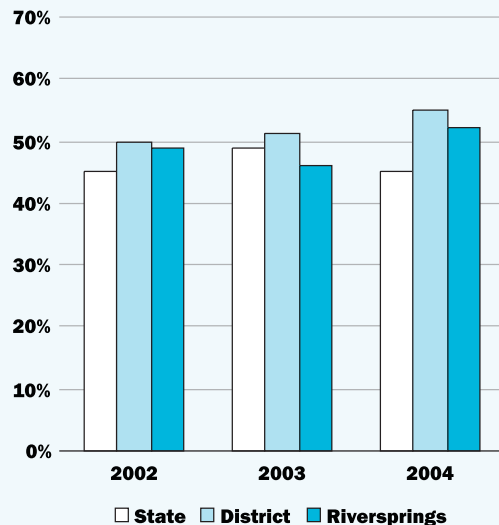
For More Information:

Jennifer Thaxton
8th Grade Reading Teacher
Riversprings Middle School
800 Spring Creek Highway
Crawfordville, FL 32327
(850) 926-2300
thaxtonj@wakulla.k12.fl.us

7th Grade FCAT Reading Percent of Students At Grade Level, Proficient, or Advanced



8th Grade FCAT Reading Percent of Students At Grade Level, Proficient, or Advanced



Jonele Hecsenberger-Bird
7th Gr. Lang. Arts Teacher
Riversprings Middle School
800 Spring Creek Highway
Crawfordville, FL 32327
(850) 926-2300
birdj@wakulla.k12.fl.us

St. Louis Park Junior High School

St. Louis Park Public Schools, St. Louis Park, MN

The city of St. Louis Park (pop. 44,000) is located in eastern Minnesota, six miles southwest of downtown Minneapolis. The local school district is St. Louis Park Public School District, which serves 4,259 pre-kindergarten–12th grade students in ten schools. The District has a long history of excellence in education; it is the only district in Minnesota to have every one of its schools recognized as a National School of Excellence by the U.S. Department of Education.

St. Louis Park's 7th and 8th graders attend St. Louis Park Junior High School. The Junior High's 690 students are 80% Caucasian, 11% African-American, 5% Asian/Pacific Islander, 4% Latino/Hispanic, and 1% American Indian. The school's "Park Pride" philosophy focuses on setting high expectations for all students, while maintaining a commitment to assist each student in reaching his or her potential.

Supporting Excellence

Judy Siegel, St. Louis Park Junior High's reading specialist, remembers when she came to the school seven years ago: "When I first came here, I had no curricula in place and no money and had to create a program to prepare students for the Basic Skills Test. Our 8th graders take the Minnesota Basic Skills Test which has Reading and Math sections, and they must pass it by 12th grade. The first curriculum I used was Jamestown Education's *Critical Reading* series. I absolutely adore those books; the stories are true-to-life and interesting. I knew if the kids can read something that is interesting, then they are going to want to read more and more."

Over the years, Ms. Siegel has ordered Jamestown Education's *Critical Reading* series, *The Wild Side* series, and *Timed Readings* for use in a variety of classes at St. Louis Park. She teaches a Saturday reading class between November and January, summer classes for children entering the 7th grade who need extra assistance with reading skills, reading comprehension classes, and basic skills classes. Many of her groups include students for whom English is a second language, so she needs materials that are flexible and not intimidating to lower-level readers.

"*The Wild Side* series is perfect for my students," Ms. Siegel says, "because the level is low enough that they don't feel intimidated. I start off the year with *The Wild Side* books and then move into *Critical Reading* books later. I also appreciate the *Timed Readings*, because they are short and easy to time. It's important that the kids don't get frustrated, especially my ESL students."

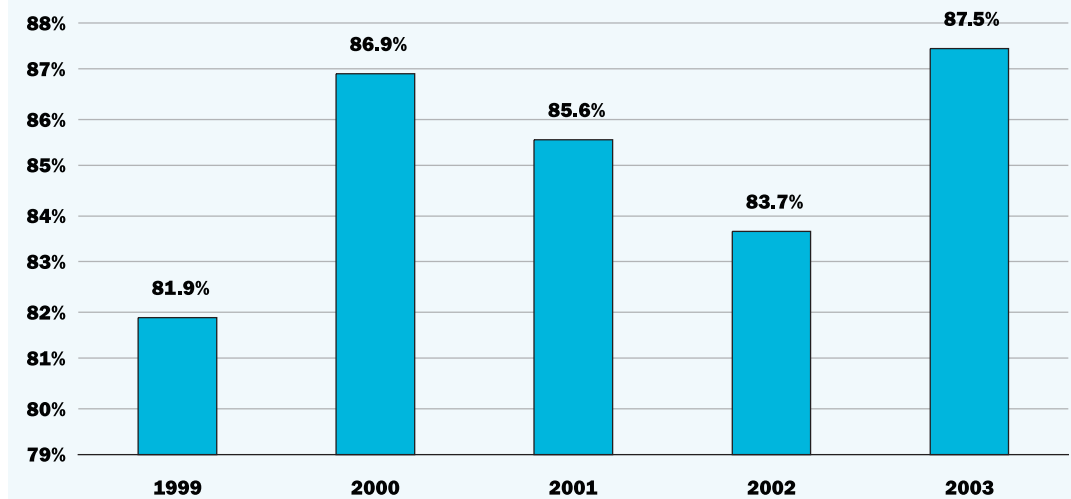
Engaging Students

According to Ms. Siegel, her success with Jamestown Education materials stems from their ability to engage students with exciting, non-fiction stories. “The kids like to read non-fiction so much more than fiction,” Ms. Siegel explains. “They like topics they can see or read about elsewhere. During my summer classes this past year, we read a story about circus performers, and the kids were amazed! We spent almost two hours discussing the story, and they wanted to read more about it. So, we just kept going, and I didn’t stop them. There’s no doubt about it; they find these stories very engaging!”

Seeing Results

St. Louis Park Junior High has been successful with Jamestown Education for the past several years. The percentage of the school’s 8th graders who pass the Minnesota Basic Skills Test (BST) in reading has been consistently high, from 81.9% in 1999 to 87.5% in 2003. Their 2003 percentage far surpassed the statewide average of 81%. As Ms. Siegel says, “My students like the stories in Jamestown Education materials. If you teach at-risk kids who often hate reading, and they actually like these stories...what more can you ask?”

Percentage of St. Louis Park Junior High Students Passing 8th Grade BST in Reading



For More Information:

Judy Siegel
Reading Specialist
St. Louis Park Junior High School
2025 Texas Avenue South
St. Louis Park, MN 55426
952-928-6300
siegel.judy@slpschools.org

Southwest Middle School

Brevard County Schools, Palm Bay, FL

Southwest Middle School serves the city of Palm Bay (pop. 88,000), Florida, located on the shores of the Atlantic Ocean, about 70 miles southeast of Orlando. Southwest's 1,406 students in 7th and 8th grades are 75% Caucasian, 15% African-American, 8% Latino/Hispanic, 1% Asian/Pacific Islander, and 1% multiracial. The school's administration and faculty are extremely proud of their long history of excellence in education. The Florida Department of Education rated Southwest as an "A" level school for the 2001-2002 and 2002-2003 school years.

Supporting Students

Dina Casabianca and Jackie King, remedial reading teachers at Southwest, have been using Jamestown Education's *The Wild Side* and *Critical Reading* books in their classrooms for the past six years. Ms. Casabianca recalls her first encounter with the materials: "Several years ago, I got some samples of the Jamestown books at a conference. I saw that they were non-fiction, but more than that, they were *interesting* non-fiction with up-to-date, modern stories. My students typically read at a third- or fourth-grade level, and there's a mixture of students, including Special Education and ESL. I do use some novels and short stories, but Jamestown has really become the core of my program. A lot of my students will pick up a Jamestown book when they're done with other work and say, 'Can we read this story next?' Getting them to admit a book is good is *great!*"

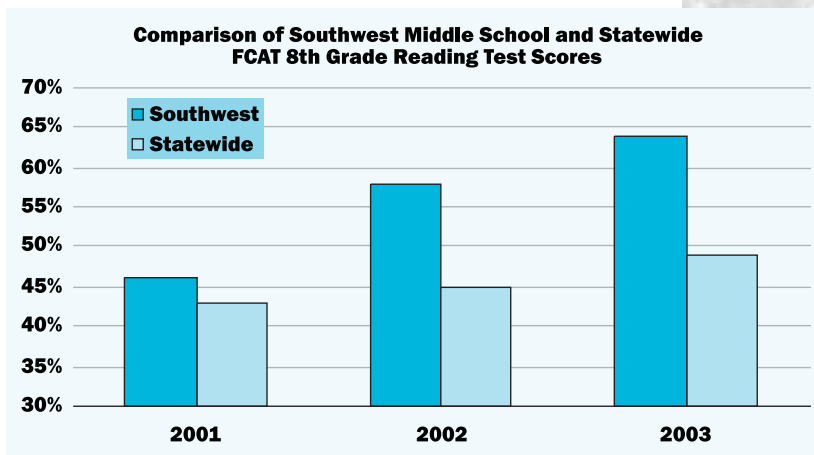
Ms. King adds, "I love the Jamestown books and have been using them ever since I discovered them about seven years ago. I use primarily the *Critical Reading* series, and the kids can't believe they're all true stories. I've loaned some of my Jamestown sets to other reading and language arts teachers here, and I have to go hunt them down because they don't want to return them! It's the stories. The kids grumble about reading, until they read a Jamestown story."

Building Skills

For Ms. Casabianca, Ms. King, and their colleagues, part of the appeal of Jamestown Education books is how they allow for practice in specific reading skills. Ms. King explains, "I love the questions after each story on the main idea, inferences, the author's approach, and critical thinking. Those are always the weak spots for my Level One readers, and this is a great way to practice those skills. In preparation for the state assessment test, I have my students complete ten stories. If they score eighty percent or better, then I know they're ready."

Ms. Casabianca adds, “The questions in the Jamestown books make it easy for me to individualize instruction for my students. They help me to isolate the areas of difficulty for each student, so I can form guided reading groups to address the skill. Our state test is mostly non-fiction, so our administrators really emphasize getting more non-fiction into the classroom. Jamestown books are a fabulous way to do that.”

Southwest’s teachers recognize that, in many ways, a solid foundation in reading is the key to success in all subjects. Priscilla Hudder, a science teacher at Southwest, uses Jamestown Education materials in her classroom. “In my science classes, we cover a story each week that relates to what we’re doing,” Ms. Hudder explains. “I’ve used *Weird Science* from *The Wild Side* series, *Heroes* and several others from the *Critical Reading* series, and some biographies of scientists. My students’ interest in reading has improved, and the stories have piqued their interest in science.”



Continuing Success

Southwest’s commitment to continuous improvement in reading is reflected on their consistently high scores on the FCAT (Florida Comprehensive Assessment Test) reading test. The percentage of students scoring at Level 3 or above has been increasing each year since 2001 and has consistently been well above the statewide average. As Ms. King explains, “Last year, 70 percent of my students’ scores improved, and I told our principal that I credit most of that to Jamestown Education. These are phenomenal results, to see the lower-level readers showing that much improvement.” Ms. Casabianca adds, “Last year, 90 percent of my students improved their reading scores on the FCAT, and I attribute much of that success to our extensive use of Jamestown Education materials. We really do love these books!”

For More Information:

Dina Casabianca
Reading Teacher
Southwest Middle School
451 Eldron Blvd. SE
Palm Bay, FL 32909
(321) 952-5800
CasabiancaD@brevard.k12.fl.us

Other Comments about Jamestown Education

Why Jamestown Materials Were Selected

“Being the reading specialist at Bob Jones High School, I get to make the book choices. I’m a dedicated advocate of Jamestown and not usually loyal to any particular program, so my supervisor knows I’m passionate about Jamestown’s books.”

*Mimi Hughes, Reading Specialist
Bob Jones High School, AL*

“I was looking for short articles of about two pages each which would be age appropriate topics and stories for high school students reading at a middle school reading level. I found an abundance of stories in Jamestown materials. They have a high-interest level like in *Phenomena* and *Extreme Sports*. Students like the exercises and supporting photos. These stories dignify the learner because they aren’t too easy, although the reading level suits remedial students.”

*Janey Zukerman
Lawrence High School, NY*

“Jamestown materials are so tightly written, so focused. The passages aren’t overly lengthy and the materials are appropriate. I like the idea that they focus on specific skills.”

*Francine Saginario
Long Beach High School, NY*

“A fellow educator told me Jamestown materials were based on real literature and were very interesting true stories (*The Wild Side* series). They are just the right length for skill instruction and fluency work, and I haven’t had a student who didn’t like them.”

*Robyn Cornwell
Summit Middle School, CO*

“What interested me about *The Wild Side* series was that it gives students a formula, just like math, to determine main ideas—something that is a terrible weakness in our state test. I also like the layout of the materials, that complete lessons are provided, and that different skills are highlighted.”

*Teresa Day
Malakoff Middle School, TX*

“My first introduction to Jamestown materials was the *The Wild Side* series. What I loved about each of the thematic books was that they were both high interest and at the correct level of difficulty for the students that I

work with. I teach regular English course, but I am primarily a remedial teacher working with 17 year olds who read far below their reading level. Finding materials for them is not easy. The series is truly a stand-out. “The Healing Power of Maggots” article, a class favorite, has just the right combination for motivation—a short informative piece in a reader-friendly layout and the gross factor.

“I purchased more Jamestown curriculum materials, specifically *The Wild Side* and *Critical Reading* series, because they present engaging stories and photographs in a reader friendly three column layout. The topics pique student interest and motivate them to learn. As a teacher I also like very much the comprehension questions are divided by subskill and are presented in small chunks. I especially appreciate that inferential comprehension and critical reading questions include the author’s purpose. Both the questions and the multiple-choice and short-answer formats in which they are asked become valuable practice for state reading tests. Jamestown has great stories and competitive pricing, which is very kind to a rural school’s reading program and budget.”

Lori Pingatore
New Ulm Senior High School, MN

“I like the way students are asked to summarize material and the way that they are asked to look for vocabulary in context in Jamestown materials. I also like teaching the students how to decide what the author’s approach is and teaching them how to make inferences. These are difficult skills at first, but the kids learn to master them by using Jamestown’s *Critical Reading* series.”

Laura Houston
Manhattan Middle School, CO

“I was really interested in the fact that with Jamestown materials (*Critical Reading*) kids

could self-assess, record their performance, and see where they need to work. Also, these materials parallel the way students will be tested by the state.”

Winter Caplanson
Two Rivers Magnet Middle School,
CT

“I particularly like that Jamestown *Reading Drills* and *Vocabulary Drills* give kids immediate feedback on their accuracy. Students can jot down their scores, do a graph, and see visually if they are improving. It helps them and me immediately to see if they are at the right level and if they are improving.

“In the *Six-Way Paragraphs* I like that it is easy to go over, because it is multiple choice, and that I am able to give immediate feedback. The materials also include a couple of questions for the students to answer by writing in complete sentences and I can grade not only their writing, but their content.”

Eddy Hernandez
Upland High School

Ease of Use/Flexibility of Jamestown Materials

“I like that Jamestown books are so self-explanatory. In the *Critical Reading* series and *Timed Readings*, the stories aren’t really long and that’s good. You don’t want to kill them with a big long story; they lose touch and get frustrated if stories are too long. Jamestown stories are short, sweet, and to the point, which makes them easy to use.”

Mimi Hughes, Reading Specialist
Bob Jones High School, AL



“To use Jamestown materials you don’t need a lot of teacher training, and the students are motivated to read the materials. We use *Reading Fluency*, *Critical Reading*, *Timed Readings*, *Signature Reading*, and *The Wild Side* series. The materials are just very easy to use. Web sites are included, and I like the extension activities and resources. It’s all given to the teacher; everything is provided for them—it’s all right there.”

Debra Berlin
Broward County Schools, FL

“A lot of our teachers use the *Timed Readings* series. They just really enjoy it and think it is easy to use. It gives them materials to use that are content-related, and it helps with reading and vocabulary. They are social studies and language arts teachers, primarily.

“The *Signature Reading* series is absolutely easy to use, because pretty much everything you need to use is there. The teacher edition takes you right through and gives you more than enough activities and information. You can just open the book and use it without a lot of preparation. Every chapter is pretty consistent, so students know what to expect, and it takes the scariness away. *Timed Readings* books are also easy to use—the print is a good size, the content is non-threatening, and the kids seem to enjoy them.”

“With the *Signature Reading* series I like the organizers, and I also love how they have the vocabulary laid out—it takes the guess work out of it.

“I think the Jamestown materials are teacher-friendly, student appealing, and easy to use. I would definitely recommend them.

Fayne Johnson
Pompano Beach, FL

“One of the best things about Jamestown materials is that they are very easy to use. For me to go out and find passages at the right reading level and length, count words,

create comprehension questions—I just can’t do that! You can’t work on speed and comprehension unless you have the tools to work on it. I use these books across the board, and they work for almost everyone.”

Kathleen Lojas
Riverside Brookfield High School, IL

“Finding materials for high school students who read and write at the fourth- to sixth-grade level or lower can be very difficult. Jamestown has materials that our students can read and like to read. The stories are at their instructional level without being insulting or lacking content. Jamestown materials provide you with very skill-specific targeted lessons to target problems in an age-appropriate way. That’s the key.”

Heather Bates
Mary Meredith K-12 School, AZ

“I like the variety of stories presented in the Best series. They expose the students to a variety of literature written by important authors. Most of the stories are fairly short so the students do not get too distracted.

“As the education coordinator for a residential behavioral treatment facility, we use the Jamestown Best series to address the needs of students, many with special education needs, in grades 6–12. By focusing on the genres of literature including Best Plays, Best Poems, Best Short Stories, and Best Non-Fiction, we are able to address reading comprehension and writing. The students are exposed to good multicultural literature and are able to work on a variety of levels. The books are designed for students to have the introduction material and questions along with the stories, enabling them to work independently or with the group.”

Erin Dennis
Whisper Ridge Behavioral Health System, VA

“As the Special Ed English teacher, I find Jamestown materials to be an excellent tool. Since the selections are short, students are able to discuss them after reading them. I feel that the selections hold the interest of the students and give them a good level of exposure to cross-cultural literature. The Best series is very easy to use because it is very organized, has good size print, and good questions for comprehension at the end of each story, section, or play.”

Aileen Baker
Whisper Ridge Behavioral Health System, VA

“Jamestown materials are accessible, they are well organized, and they are a great resource for individualizing text selections for students.”

Leslie Buford
Marburn Academy, OH

“I find the Jamestown materials are more entertaining for the students than other materials, and this engages them to do the work. The easy accessibility to hand out the appropriate ability level is great, because we often have students at all different ability levels in one class, and when we hand out these materials no one knows what ability level anybody else is working at.”

Matt Gauker
Katahdin School, MN

“Jamestown materials allow me to facilitate the needs of my students. They are student-centered and easy to adapt to meet the needs of a variety of curricula standards.”

Adrienne Snow
Enfield High School, CT

“I love the Jamestown series because the books can be used to obtain reading information easily and quickly. They provide

self-directed activity, and they can be used by every student in the class at the same time. They’re easy to use and self-explanatory. I can leave them for a substitute teacher if I need to. I also like the fact that they can all do the same assignment, but at different levels. The students get so absorbed in the stories and really concentrate when they read.

I’m very fortunate that I came across these as early as I did in my teaching career—they don’t go out of style and you can keep them and use them for years and years. These books work for all learning styles and learning disabilities, and for more advanced students they’re a good tool for review to keep reading skills up to snuff. I like the way they’re put together and that they’re so adaptable.”

Cathy Grondek
Ralston High School, NB

“Jamestown has the integrity to present reading that is attractive to adolescents. The physical look is attractive. It isn’t just low-level, high-interest, either; it’s sequenced, and readability increases. They have more variety for comprehension, fluency, and writing than I’ve seen anywhere.”

Debra Berlin
Broward County Schools, FL

“Jamestown materials are easy to use. I like that they give immediate feedback. And I like that it allows students to visually see their progress.”

Eddy Hernandez
Upland High School, CA

Skill-Building with Jamestown Materials

“I work with kids who have failed the Alabama graduation exam, and Jamestown books let me key in on the skills that they’re missing. Students respond with interest and motivation to Jamestown books. The books have interesting stories that teach pertinent skills effectively.”

*Mimi Hughes, Reading Specialist
Bob Jones High School, AL*

“I absolutely love the adolescent focus of Jamestown books at a time when there’s little out there for adolescents. Jamestown books seem to address reading comprehension, fluency, and vocabulary in a way that other programs don’t.”

*Debra Berlin
Broward County Schools, FL*

“I’ve not found anything else like Jamestown’s *Timed Readings* series. They push kids to read faster and better. They’re set up in small chunks, so it works for my students. I use the books again and again.”

*Kathleen Lojas
Riverside Brookfield High School, IL*

“When students have to read a novel, they won’t make it through the whole thing, but you can use Jamestown books and make sure they still get all the literary elements of regular novels. You may lose authors’ nuances, but as far as teaching mood and tone you can do it with the excerpts and stories. Suspense stories are still suspense and action is action. Even *Timed Readings* are pulled from great literature so they can get that exposure to literature.”

*Heather Bates
Mary Meredith K-12 School, AZ*

“I like the *Critical Reading* series best, especially Heroes, Monsters, and Weird Science. Often, these stories deal with moral dilemmas. There is so much to be learned from individuals’ motivation and behavior. Heroes stories can be tied into Black History Month lessons and personal essay writing. Anything you can relate to current events is useful, and these stories naturally lead to research and speeches in my writing and reading classes.

I think the stories themselves make the materials different from other materials. They are about people’s lives and sensational events. The students are 100% absorbed. For example, they are fascinated by the Sarah Winchester story in *Apparitions*. I was able to visit the Winchester Mystery House in San Jose, California, and bring back pictures. The high-interest ghost stories are timely for Halloween. The Holocaust stories tie in with Holocaust Remembrance, and students seem very concentrated on the science-based stories of extraordinary events.

The books are motivational and dignify the high school learner—they’re not *too* easy. They are reality-based, and the non-fiction stories appeal to students. They can bring their own experience into the stories and have a basis for understanding. They also love the myths and legend-based stories.

*Janey Zukerman
Lawrence High School, NY*

“When I’m looking for materials that focus on vocabulary, summarizing information, discussion questions, and critical thinking, Jamestown books fill that whole niche nicely. I also like the increased level of difficulty of the reading passages and the topics that are of interest to my students.”

*Debbie Velchoff
Running Brushy Middle School and
Leander Middle School, TX*

"I love the content of Jamestown books. The vocabulary in context is great. The thinking questions are great. The literary analysis is great, too. In the Regents exam, the students must be familiar with the techniques authors use. Jamestown books ask very important questions that others just don't ask. I love the glossary of terms, because students can refer back to it and use that tool. I wouldn't use Jamestown books if they didn't work well.

The materials allow me to do diagnostic prescriptive teaching. The topics covered have appeal to the youngsters, and I like that every activity is skill specific—there is no fluff and I am not wasting my time. For the most part we do it all.

I love the materials because of their readability . . . accurate levels; the altered/adaptations preserve the original "concepts/intent," substance of the story. Other adapted texts dilute content so much, making it shallow in terms of literary content."

Francine Saginario
Long Beach High School, NY

"Jamestown provides the BEST reading materials for teaching struggling readers key reading skills that I have come across in my 18 years of teaching. Not only are the selections engaging to all students, but students clearly increase their background knowledge, learn and integrate new vocabulary, and most importantly, develop the key reading skills to become more strategic readers. I swear by them!

I absolutely love the selections in the *The Wild Side* series, *Critical Reading* series, and the English, YES! series. Students are easily engaged by the fascinating true stories and literature, and learn to pick out the main idea, make inferences, answer comprehension questions, as well as learn the author's purpose and how to summarize/ paraphrase. The stories are terrific for webbing, outlining and highlighting, pro-

moting identification of key ideas and, ultimately, solid retention of the material.

Robyn Cornwell
Summit Middle School, CO

"When our students are ready to move from controlled phonetic readers to traditional text, we need to carefully select the passages they need for appropriate challenge. Too easy, and they don't progress. Too hard, and they become frustrated once again. Jamestown offers a terrific variety of books that contain passages that are grouped by grade level, using readability formulas

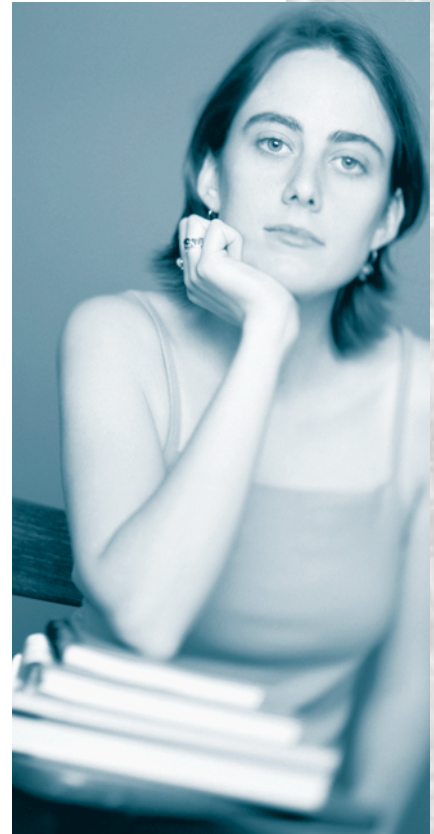
I know and trust. We also depend on Jamestown *Timed Readings* and *Reading Fluency* texts for our intense oral reading fluency drills. Our dyslexic and L.D. population needs what you have!"

Leslie Buford
Maburn Academy, OH

"Jamestown materials are different because they are mostly non-fiction, and it is hard to find supplementary reading materials that are non-fiction. The fiction is really interesting, too.

The district wanted us to use more direct methods for teaching reading. Jamestown addresses this need with their intriguing *Critical Reading* series, which offers practice with specific reading skills."

Laura Houston
Manhattan Middle School, CO



“*Goodman’s Five-Star Stories* works really well for me because the stories are very engaging. Getting these kids turned on to reading is not easy, but they happily read these stories. With the *Critical Reading* series, it is the same. The kids like to read about apparitions or disasters; students find the material intriguing, and the questions help them develop critical thinking skills.

I just love Jamestown because the stories never let my students become bored. Without these books they would never have been introduced to some of the greatest authors of history. Their critical reading skills simply develop beyond where they would otherwise go.”

Matt Gauker
Katahdin School, MN

“My best success story is about a man who began working with me reading 17 wpm with about 40% comprehension. He progressed to consistently reading 850 wpm with 80% comprehension and went on to college classes.”

Mimi Hughes, Reading Specialist
Bob Jones High School, AL

“What makes Jamestown materials different is that the categories of performance very closely align to our state testing, and kids can assess themselves. I also like that kids are directed to go back and look for information in the readings. Jamestown provides a nice thorough package.”

Winter Caplanson
Two Rivers Magnet Middle School, CT

“Jamestown materials are different in that they are on just the right level for my students. They seem to select student-centered readings.”

Adrienne Snow
Enfield High School, CT

“The Jamestown materials are much more interesting for the students than other supplemental reading materials, especially for low-level high school students. The stories are compelling, and they are the right length, not too long or too short.

Also, the materials are not insulting to a high school level struggling reader. Even though materials are grade-level appropriate, they still look like high school materials. Most remedial reading series are too elementary; this is the only series I found that is a good fit for high school.”

Jimi Gillespie
Upland High School, CA

“I have a student who came to me from a 6th grade language arts class last year who couldn’t read at a first-grade level. An outside assessment that had been done said he would be unable to learn to read. Now, he’s reading at a 4th grade level. I think nine-tenths of the battle is finding something interesting that they like to read. If you find it, they will read.”

Debbie Velchhoff
Running Brushy Middle School and Leander Middle School, TX

“My students’ skills have absolutely improved since the implementation of Jamestown Education materials. I had a 10th grade student two years ago who began the program reading at the 4th grade level. By the end of the year she had moved up to the 9th grade level. She did oral reading fluency daily at school and at home using *Timed Readings* and *Timed Readings Plus*.”

Leslie Buford
Marburn Academy, OH

“I think our students’ skills have improved since the implementation of Jamestown materials. One of the measures that we use is our state testing. Last year within our

school integrated reading program, our students had a gain of 7 points on the Connecticut Mastery Test, which is higher than the average, so they are growing at a good rate.

What I love about Jamestown materials are the assessment component where students can self-score, track progress, and identify performance trends in relation to reading strategies. I also appreciate how the categories of performance are linked to state and national standards as well as standardized tests. Plus, kids LOVE the reading passages because they are very motivating and high-interest!"

Winter Caplanson
Two Rivers Magnet Middle School, CT

"The reason I love the *Timed Readings* series is because the non-fiction selections are challenging and interesting and they have helped our students improve on IOWA and our state test."

Sondra Heacock
J.Q. Adams Middle School, LA

"Jamestown materials allow me to have ongoing assessment of student skills; I know where student skills are lacking and where they need to focus attention. It's the format of the materials that allows me the ability to constantly monitor what they are doing. In *Critical Reading* there are extensive exercises, with critical thinking that allows them to go back and paraphrase, etc.; I haven't seen that in other books. Some workbooks give you mindless activities that have no content—you can just fill in—but with Jamestown everything has a purpose. By the end of the year my students have grown two or three years in their skills."

Francine Saginario
Long Beach High School, NY

"On our Texas TAKS Test the lowest scores are on the main idea/summarization objectives. Since I began focusing on this skill using the *The Wild Side* series' *Weird Science* and *Crime & Punishment*, our scores have tripled. The students love reading these true stories. Some have even read ahead of the lesson just for fun. I am confident that this series alone made such great strides in helping me to give them a 'formula' to use to find the main idea! Thank you!"

Teresa Day
Malakoff Middle School, TX

"I think my students' skills have improved since using Jamestown materials. I have especially seen progress while using the *Six-Way Paragraphs*. Their understanding of main ideas and their reading speed has improved. I have even seen them going back to the text to read words over again and practice using them in context."

Eddy Hernandez
Upland High School, CA

"I use the *Timed Readings*, *Reading Fluency*, and *Critical Reading* series. My students were having a real hard time—reading at 2nd or 3rd grade level in high school. Now, because of Jamestown materials, they're reading at a 7th grade level. Jamestown books are consistent; for instance, in the *Timed Readings* they are all standard 400-word passages. Using the Jamestown reading books, I was able to pretest each student and chart their progress in comprehension, fluency, and reading rate. The students became more enthusiastic about reading when they could actually see their scores improve. They began to have less difficulty reading the material from their required classes, and they saw their grades begin to improve."

Cathy Grondek
Ralston High School, NB

Student/Parent Response about Jamestown

“The students like the materials a lot. With adolescents, you need to engage them. *The Wild Side* and *Critical Reading* are fabulous for that.”

Debra Berlin
Broward County Schools, FL

“With Jamestown materials, I think students are more engaged—they enjoy the content. The stories are definitely of higher interest to them than other reading materials.”

Fayne Johnson
Pompano Beach, FL

“My students really enjoy the *Critical Reading* series. If it's free reading time, they choose those off the shelves and read them on their own.”

Heather Bates
Mary Meredith K-12 School, AZ

“My students find Jamestown books fascinating. They often request to borrow them to take home for independent reading. We do oral presentation, internet and library research, and extended study from these stories. Note-taking skills are also reinforced.”

Janey Zukerman
Lawrence High School, NY

“The students really like *The Wild Side* series—some of the stories are so bizarre. Boys loved the stories with things like tarantulas, and of course, girls thought it was gross! We read one about a man and a snake. In one spot it said that the eyes glowed greenish, and one of my students said, “They do!” because she has four snakes at home. So we started talking about personal experiences, and it's this wealth of knowledge that comes pouring in. They get so excited about these stories. I've had

students whose parents have requested that they be in my class. They don't care what I use; they're just pleased with the results.

My opinion of Jamestown materials is that they are wonderful, easy to use, informative, interesting, and they help teach important reading and critical thinking skills.”

Debbie Velchoff
Running Brushy Middle School and Leander Middle School, TX

“I like that the stories in *The Wild Side* are mature and that the topics are appealing to the students. The variety of topics is great, and the kids ask, “Is this real? Did this really happen?” It definitely holds their interest.”

Francine Saginario
Long Beach High School, NY

“My students' behavior and attitudes toward reading have changed since we started using *The Wild Side* series. They enjoy reading the stories—and if given a choice, they will choose them. They are definitely engaged—absolutely more engaged than with other materials. Not only are they engaged, but they remember the stories and they will come back and talk about them, making all those important connections in the reading process. The stories are just great.

Parents have also said that they enjoy reading the stories with their kids. It's excellent that they are sitting there and reading with their middle school kids and that the stories are truly engaging to the parents as well.”

Robyn Cornwell
Summit Middle School, CO

“The kids like reading the stories in *The Wild Side* series. They ask me if they can go get a book and read it. They can't believe that the stories are true. Sometimes we look on the

internet to check and make sure it really happened. The number one difference between this and other materials is the non-fiction; they really like it.

The students definitely find *The Wild Side* materials more engaging than other materials! I don't have any other workbooks that students ask to read, and I don't see them picking up their textbook to read. They just like these materials. I never have anyone asking, oh, do we have to read this?"

Teresa Day
Malakoff Middle School, TX

"Before Jamestown, my senior high reading students were reluctant to read at all. Attitude, interest, and motivation skyrocketed when I started using the *The Wild Side* and *Critical Reading* series! Thank you for being one of the few providers of high-interest materials for senior high school-aged struggling readers and especially for their appealing cover designs. Thank you for managing to create interesting instructional level material under a cover that does not belie its lower readability. My struggling secondary students enjoy them, and their success with the skill practice questions has translated to increased scores on high-stakes tests."

Lori Pingatore
New Ulm Senior High School, MN

"My students' skills have definitely improved since the implementation of Jamestown materials. I couldn't pinpoint any success stories other than the fact that a large amount of students who come to us have very little interest in literature and then when they are reading the literature from Jamestown they are talking about literature, and that is quite a success story. They leave us enjoying reading more."

Matt Gauker
Katahdin School, MN

"By using the Jamestown *Critical Reading* series books and the *Reading Drills*, I feel that my students are learning valuable reading analysis skills while being entertained with excellent, enticing non-fiction and fiction materials. During the years, I have witnessed students' growth in identifying the main idea, learning to use words in context, being able to extract the most critical ideas to summarize paragraphs, and determine correct inferences."

Laura Houston
Manhattan Middle School, CO

"Our kids are interested in Jamestown materials and have very positive things to say about using the *Critical Reading* series. Sometimes they ask if they can take the books home and show their families or just reread the stories. They are able to talk about their reading strengths and weaknesses with these books. These both are a nice way to do test prep that is not dry and unpleasant."

Winter Caplanson
Two Rivers Magnet Middle School, CT

"The kids really like reading the non-fiction stories; they are amazed by them. There was one story about a man swallowed by a whale, and we talked about it for some time and about whether a whale could digest a person. They just like the non-fiction more; it gets their attention. I have even seen a better attitude about reading, and the more they do it, the easier it gets for them. At the beginning of the year it took longer for them and they frowned; now they are better. They absolutely love being timed. They like the challenge and to see if they are better than the person next to them."

Eddy Hernandez
Upland High School, CA

Appendix

Jamestown Research Report: Scientifically Based Research on Adolescent Literacy

Introduction

There are well over 100,000 published studies about reading. It is impossible for anyone to read—much less digest and synthesize—all of that research. Fortunately, in recent years, there have been many efforts to synthesize large portions of reading research. For early reading, good examples of these syntheses are contained in *Preventing Reading Difficulties in Young Children* (Snow, Burns, and Griffin, 1998) and the *Report of the National Reading Panel* (National Reading Panel, 2000). For a synthesis of research on comprehension, focusing on older students, *Reading for Understanding* (RAND Reading Study Group, 2002) is an excellent source. There are also several good sources of information on the successful translation of research into practice. In addition, thorough reviews of research on most important topics in reading, from early reading to adult literacy, are contained in the *Handbooks of Reading Research*, Vol. I (Pearson, Mosenthal, Kamil, and Barr, 1984); Vol. II (Barr, Kamil, Mosenthal, and Pearson, 1991); and Vol. III (Kamil, Mosenthal, Pearson, and Barr, 2000).

What follows is a brief review of research in the areas specified in the federal legislation No Child Left Behind that apply to Jamestown Education materials. These areas parallel those in the *Report of the National Reading Panel*, which used the categories established in *Preventing Reading Difficulties in Young Children*. This review does not cover the entire spectrum of reading research and its translation into practice. It does, however, summarize many of the findings from the syntheses mentioned above. In addition, it goes beyond those syntheses in that the current discussion includes several topics that were not covered in earlier work, particularly in the areas of motivation and English Language Learners (ELLs).

Furthermore, synthesis work is being done on the topics in second-language reading. Progress reports can be found at the Web site for the Center for Applied Linguistics (www.cal.org). What Works Clearinghouse is developing a set of criteria for looking at instructional studies that can be used to inform practice. This effort is in its initial stages, but the current status can be found on the What Works Web site (www.w-w-c.org).

Finally, there is simply no substitute for keeping up with current research. Even the most cursory reading of recent research journals (e.g., *Reading Research Quarterly*, *JLR*, and the *Journal of Educational Psychology*) will yield great benefits.

Early Reading and its Effects on Later Reading

While Jamestown Education specializes in materials for older readers, certain research on early reading informs the kinds of materials that are effective for middle school, high school, and beyond.

The findings of the National Reading Panel (NRP) are clear about certain aspects of beginning reading. Phonemic awareness, the ability of a student to manipulate the elements in oral language, is an important factor in learning to read. The NRP has found that phonemic awareness instruction is effective in helping students learn to read. However, the effects are limited in terms of both the amount of instruction and the age at which instruction is effective. Phonemic awareness instruction is most effective in kindergarten and first grade. Moreover, it is limited to a total of about twenty-five total hours of instruction. Another important finding is that phonemic awareness acquired in one language seems to transfer to other languages. For example, students

who have acquired phonemic awareness in languages as diverse as Spanish and Chinese develop phonemic awareness in English much more quickly than students who have not acquired phonemic awareness.

The caution in all of this, however, is that phonemic awareness instruction may be much less valuable for older students and for students who are literate in another language.

Phonics has also been shown to be effective under certain conditions. First, phonics instruction is best when it is systematic and explicit. Second, it is most effective for students in second grade or lower. Some recent work (Camili, Vargas, and Yurecko, 2003) suggests that phonics instruction combined with other language instruction may be even more effective than phonics instruction by itself.

What is important about the findings in phonemic awareness and phonics is that they suggest that, for older students, various other interventions may be more effective than repeated or continued instruction in either phonemic awareness or phonics.

Fluency

Fluency is a function of the speed and accuracy of reading with appropriate expression. Fluency is often neglected as an instructional technique (Shanahan, 2002). However, the research findings are fairly robust. The RAND Reading Study Group (2002) states that good comprehenders are fluent readers.

The NRP looked at the work on reading practice and fluency training. Fluency training can be accomplished by repeated reading or by guided reading. The NRP findings were that fluency training had a substantial impact on reading. One method that works well for fluency training is guided reading.

Reading practice is another method commonly used for increasing fluency. *Reading practice* is a generic term for many different methods of getting students to read more. Some of these methods are Sustained Silent Reading, Accelerated Reader, and Drop Everything And Read (DEAR). However, the NRP found that reading practice, despite its prevalence, was not the subject of sufficient research. Therefore, it is not possible to determine whether these programs designed to encourage reading practice are effective. There simply was insufficient research to make a conclusion for or against these methods. Further research is needed before these methods can be recommended.

A caution about fluency is in order. Torgeson (2002) reports that in some instances fluency training improves accuracy but not speed. That is, students may become more accurate by spending greater amounts of time in decoding, but they may not improve their reading rate. Care must be taken to balance fluency work with other comprehension instruction that allows students to focus on the meaning of the text rather than only on the accuracy of the oral reading.

When it comes to fluency research with ELLs, the research offers some guidance, although the conclusions must be tempered because of the small number of research studies on which they are based.

There is some support for providing audio tapes to assist readers in practicing oral reading (Blum, Koskinen, Tennant, and Parker, 1995; Koskinen, Blum, Bisson, Phillips, Creamer, and Baker, 2002). Other studies of text input and second-language fluency support the use of more-enriched text contexts (Oh, 2001) and recommend the use of elaborated text passages for second-language learners. Wong and Underwood (1996) suggest that students with less English proficiency may do better reading words in the context rather than in lists.

Basic reading instruction may also contribute to second-language reading fluency. Quiroga, Lemos-Britton, Mostafapour, Abbott, and Berninger (2002) found some initial support for providing phonological awareness training, and Gunn, Biglan, Smolkowski, and Ary (2000) found benefits from decoding and comprehension instruction. There is also some support for using repeated readings to improve second-language reading fluency. De la Colina, Parker, Hasbrouck, and Lara-Alecia (2001) found that repeated readings in conjunc-

tion with teacher modeling and student monitoring of progress were effective, and Li and Nes (2001) found that paired repeated readings with a skilled reader were particularly helpful.

Some care must be taken before implementing the findings on fluency. Most of our evidence is derived from young children. We know less about the relationship between the fluency and the reading ability of older readers. While fluency is a characteristic of good comprehenders, fluency training does not necessarily develop good comprehenders.

One aspect of fluency instruction that is commonly used in schools is that of free reading (programs such as Sustained Silent Reading, Accelerated Reader, and DEAR). The NRP found no research that supported the use of these programs. It is important to note, however, that there is also no evidence to suggest that these programs do not work. Many researchers have noted the correlation between reading ability and amount of reading (e.g., Stanovich and Cunningham, 2000). However, this correlation may be the result of the fact that better readers can (and do) read more than poor readers. Free reading and recreational reading as interventions to promote fluency is clearly an area in need of research, but at the moment there is no support available for most of the extant programs.

Jamestown's *Reading Fluency* series is designed to help older readers read aloud smoothly, accurately, and expressively. It uses the paired reading model, with repeated readings for increased fluency. The series was conceptualized on the findings of the NRP Report, and it follows research guidelines set forth for younger readers. It is the first published series aimed at increasing oral reading fluency in adolescents.

Vocabulary

The importance of vocabulary has long been recognized. The NRP built on the definition of *comprehension* used by Davis (1942), which states that comprehension consists of word knowledge and reasoning. To that end, it is useful to look at Durkin's (1978–79) classic work for information about time devoted to “word meaning.” Durkin reported that in grades 3–6 an average of less than 1% of the total reading-instruction time was devoted to vocabulary instruction.

The work of Anderson and his colleagues (Nagy and Anderson, 1984; National Academy of Education, 1985) has been used to argue that because there are too many words to learn, students cannot learn all new vocabulary from explicit instruction and, thus, time should not be spent on such instruction. Despite this, students do have very large vocabularies. What this means is that students learn a great deal of their vocabulary on their own, implicitly. However, the recent findings of the NRP suggest that while this may be the case, explicit instruction is a particularly valuable use of instructional time.

The NRP finding that explicit vocabulary instruction improved comprehension is an important change from the earlier research that de-emphasized explicit instruction in favor of implicit or incidental learning. While the NRP was focused primarily on early reading, it is important to note that many, if not most, of the research studies in vocabulary were done with students in grades 3 and above.

The variables that the NRP determined were effective in improving vocabulary learning are the use of rich and authentic contextualized learning, multiple exposures, restructuring the learning task when necessary, preteaching important vocabulary, and the use of computer technology.

Using rich and authentic contexts is important because learning vocabulary in context is more effective than learning vocabulary as isolated lists. Multiple expo-

sure are important, since it is rare that students will learn words in a single opportunity. The issue of restructuring the task centers on the finding that many students did not understand what was expected in vocabulary learning situations. Schwartz and Raphael (1985) found that restructuring seemed to be particularly effective for low-achieving students or at-risk students.

The NRP also concluded that teaching vocabulary *before* having students read a selection was more effective than teaching vocabulary during or after reading. Finally, the most surprising of these findings was that computers were effective in assisting students to learn vocabulary. Computers probably allow for a great deal of practice and feedback that may not be available in conventional classroom settings. Higgins and Cocks (1999) found that the animation of words was effective in vocabulary learning.

There was little agreement on the specific methods that should be used to teach vocabulary. A wide variety of methods was observed in the research literature—some twenty-three different methods were found in a set of fifty studies. This simply suggests that there are many ways to teach vocabulary successfully, provided the methods adhere to the general principles listed above.

One of the difficult questions that is not addressed in the research literature is which words should be taught explicitly. This is not an easy question to answer, and there is little work in the field that addresses this instructional consideration. Biemiller (2001) has proposed a sequential ordering of vocabulary as one possibility. Beck, McKeown, and Kucan (2002) have a different approach to solving this problem. They divide words into “tiers.” Words that appear in the first tier (the most frequent words) are either known or can be learned easily from context. Words in the third tier (those that are the least frequent) should only be taught when they arise in a reading situation. Words in the second tier occur often enough to justify spending time on the

explicit instruction. A serious caution is in order. This is an area that is not well-researched, and the conclusions are tentative. However, despite the fact that the suggestions are not always thoroughly tested in research settings, the solutions appear promising.

For students who are non-native speakers of English, vocabulary is a vital part of learning to read. Garcia (1991) found that unfamiliar English vocabulary was the major linguistic factor that adversely affected the reading-test performance of fifth- and sixth-grade Spanish-speaking students. In the case of bilingual students, how conceptual and word knowledge (vocabulary) is represented in memory is still not well understood.

For older Spanish-speaking children (grades 4–6), Nagy, Garcia, Durgunoglu, and Hancin-Bhatt (1993) found that knowledge of cognates (words with common ancestral roots and, therefore, common meanings) can facilitate comprehension in the second language. It is unlikely that this happens automatically, but cognate searching can be facilitated by instruction.

This traditional view, however, fails to emphasize that cognate searching is potentially more productive because the entire set of Spanish-English cognates is estimated to be between ten thousand and fifteen thou-

sand words. This accounts for one-third to one-half of “the average educated [English monolingual] person’s active vocabulary... [but does not factor in] additional cognates in a person’s passive vocabulary, that is, specialized, literary, and obsolete words” (Nash, 1997). In other words, Spanish ELLs could use their knowledge of cognates as a strategy for understanding many English words.

This great overlap makes the use of cognates an attractive strategy for ELLs whose native language is Spanish. Some other languages will have far less overlap, and cognate searching will not be as effective for speakers of those languages.

Jamestown Education has been committed to best practices in vocabulary instruction since its inception. Vocabulary is always taught in context. “Second-tier” words, which are commonly found in adolescent materials, are introduced prior to reading. The *Signature Reading* series includes a complete developmental vocabulary strand. *Critical Reading Series*, *The Wild Side*, *Six-Way Paragraphs*, *Goodman’s Five-Star Stories*, *The Contemporary Reader*, and *English, YES!* all contain direct instruction on vocabulary in the context of narrative and expository selections. In addition, *Signature Reading* contains a separate strand on specialized vocabulary, or “third-tier” words.

Comprehension

Meaning is the sine qua non of reading. Although vocabulary is important, it is the other aspects of comprehension—which build the integrated meaning of a text—that are truly the goal of reading. Without these aspects of comprehension, it is difficult to contend that reading has really taken place. What is comprehension? The RAND Reading Study Group (2002) defines *comprehension* as follows:

The process of simultaneously extracting and constructing meaning through interaction

and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- *the reader who is doing the comprehending;*
- *the text that is to be comprehended;*
- *the activity in which comprehension is a part.*

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or

electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

These three dimensions define a phenomenon that occurs within a larger sociocultural context.

The importance of this conception is that it acknowledges the different sources of knowledge that contribute to comprehension. There are variables that can be located in the individual (such as prior knowledge) as well as variables that are part of the text to be read (such as text structure). In addition, this conception acknowledges that reading *must* be done in the context of an activity or purpose. It also explicitly acknowledges the sociocultural context in which reading takes place, reflecting the outside influences that come from membership in a social group or context. These variables need to be considered in all aspects of comprehension instruction.

Durkin (1978–79) is credited with the modern demonstration that teachers spend very little instruction time teaching comprehension. In her study, only twenty minutes of comprehension instruction was observed in 4,469 minutes of reading instruction. There has been a great deal of research since Durkin published her landmark study, and it seems to be the case that greater emphasis is being placed on comprehension instruction. The cumulative result of two decades of research is that “there is ample extant research supporting the efficacy of cognitive strategy training during reading as a means to enhance student’s comprehension” (Baumann, 1992, p. 162).

In the past two decades, there has been great emphasis on teaching comprehension, and programs have been developed to teach comprehension. While it would be impossible to mention them all, at least one—reciprocal teaching—should be noted. Reciprocal teaching (Palincsar and Brown, 1984) consists of teaching students a cluster of skills, all of which are designed to promote com-

prehension. Among these skills are the ability to develop and ask questions, read and reread text, and summarize what has been read. Rosenshine and Meister (1994, 1997) have documented the success of reciprocal teaching. They have also identified some of the key elements in the cluster of skills that make up instruction (Rosenshine, Meister, and Chapman, 1996).

While reciprocal teaching has received a great deal of attention, other issues are also important. Two questions have occupied a great deal of attention in recent synthesis work. The first, how should we prepare teachers to teach comprehension? The second, what comprehension strategies are effective? We now turn to the evidence on these questions.

Preparing Teachers to Teach Comprehension Strategies

The NRP looked at four exemplary studies of preparing teachers to teach comprehension. The results of the selected studies suggest that, in fact, good teacher preparation can result in the delivery of instruction that leads to improvements in students’ reading comprehension. However, the variations between the four studies to be discussed here raise questions about how teachers can best be taught to do strategy instruction.

There have been two major approaches to comprehension strategy instruction: Direct Explanation and Transactional Strategy Instruction. In what follows, studies that represent these approaches are described.

Direct Explanation

The Direct Explanation (DE) approach was designed to improve upon the standard direct instruction approach to strategy instruction that was used in most of the early studies. In this approach, students were simply taught to use one or several strategies. The argument was that direct

instruction was insufficient because no attempt was being made to provide students with an understanding of the reasoning and mental processes involved in reading strategically. In this approach, teachers do not teach individual strategies but focus instead on helping students to (a) view reading as a problem-solving task that necessitates the use of strategic thinking and (b) learn to think strategically about reading comprehension. The focus in preparing teachers to use DE is on developing the teachers' ability to explain in an explicit manner the reasoning and mental processes involved in successful reading comprehension, hence, the term "direct explanation." The implementation of DE requires specific and intensive teacher development on how to teach the traditional reading comprehension skills found in basal readers as *strategies*, that is, to teach students the skill of how to find the main idea by casting the skill as a problem-solving task and reasoning about it strategically.

Transactional Strategy Instruction

The Transactional Strategy Instruction (TSI) approach includes many of the same key elements as DE, but it takes a different view of the role of the teacher in strategy instruction. While the emphasis in DE is on the teachers' ability to provide explicit explanations, the TSI approach focuses more on the teachers' ability to facilitate discussions in which students (a) collaborate to create interpretations of text and (b) explicitly discuss comprehension processes and strategies. In other words, the emphasis is on the interactive exchange between learners.

In both DE and TSI, teachers explain specific strategies to students and model the reasoning underlying strategies. Both approaches include the systematic practice of new skills and encourage the use of scaffolded support, in which teachers gradually lessen the assistance to students, making them more responsible for their own control.

The DE approach is less collaborative than TSI because strategy instruction is primarily conducted by the teacher. TSI is designed for learning to occur primarily through the collaborative transactions between the students during classroom discussion.

In the next section, the specific strategies that are part of comprehension instruction are examined.

Comprehension Strategies

Comprehension strategies are cognitive procedures that guide students as they read and write. The NRP analyzed the instructional work on comprehension strategies. The NRP found that there were eight strategies that had substantial research support in the literature reviewed. These strategies include:

- *comprehension monitoring*
- *cooperative learning*
- *graphic organizers*
- *multiple strategies*
- *story structure*
- *question answering*
- *question generating*
- *summarization*

Comprehension Monitoring

Comprehension monitoring involves readers becoming aware of when they understand what they are reading, identifying where they do not understand, and using appropriate fix-up strategies to improve reading comprehension blocks (Taylor and Frye, 1992). For reading, comprehension monitoring is "thinking about thinking," an awareness by the reader of the ongoing comprehension process.

Cooperative Learning

Cooperative learning involves students working together as partners or in small groups on clearly defined tasks that require the participation of each student. Students of

various ability levels may work together. Readers teach each other. The readers are encouraged to break down the content-area material from “teacher-talk” to “kid-talk” in order to facilitate learning (Klinger, Vaughn, and Schumm, 1998).

Graphic Organizer

To help readers construct meanings and organize of the ideas presented in a text, graphic organizers focus readers on concepts and the relation between the concepts. Graphic organizers teach the reader to diagram of the concepts and their relationships. They are particularly appropriate for expository texts used in content areas such as science or social studies, but they have also been applied to literature (for example, with story maps).

Multiple Strategies

Readers do not use single strategies when they read text. Rather, they can and do coordinate multiple strategies as they read from texts. Most often instruction in multiple strategies occurs in a dialogic interaction between teacher and students. For convenience and clarity, students are typically taught individual strategies. Over the course of reading a passage, several strategies may be taught in proximity to one another. In multiple-strategy instruction, students are taught to adapt the strategies and use them flexibly (Pressley, et al., 1991).

Perhaps the best-known examples of multiple-strategy instruction are the programs that implement reciprocal teaching (Palincsar and Brown, 1984). As noted above, reciprocal teaching uses a cluster of skills—multiple strategies—to teach students how to comprehend the text.

Story Structure

The use of story structure as a strategy is based on the finding that the content of

stories is systematically organized. Knowledge of the components of a story (setting, initiating events, internal reactions, goals, attempts, and outcomes) helps the reader to understand the who, what, where, when, and why of stories as well as what happens and what is done. It aids comprehension by serving as a guide for the student to organize the text into a meaningful whole. The use of this strategy works because there are only a few variations on the structure of stories (Singer and Donlan, 1982).

Question Answering

The most common form of assessment of comprehension is to have students answer a set of questions. Question-answering instruction is intended to aid students in learning to answer questions while reading so they comprehend a text or learn more from it. Students can also learn procedures on how to answer questions or what to do when they cannot answer a question. If students can develop these strategies, their learning from text is facilitated when the answers are available in the text (e.g., Richmond, 1976).

Question Generation

The goal of reading-strategy instruction, in general, is to teach readers to become independent, active readers who use strategies that enhance their comprehension. One strategy that achieves this goal is question generation. Using this strategy, readers pose and answer questions about the text. Without training, young readers are not likely to self-question. Nor are they likely to use questions to make inferences. The assumption of question-generation instruction is that readers will become engaged in the text by making queries and that this engagement will lead to the construction of better memory representations.

Summarization

To be able to create a summary of what one has just read, one must discern the most important ideas in the text. One also has to be able to generalize from examples or from repeated items. In addition, one has to ignore irrelevant details.

The assumption that students must be taught how to summarize presumes that most students do not summarize well. However, students can be taught to summarize, and the result is that comprehension improves (e.g., Rinehart, Stahl, and Erickson, 1986). One reason for this may be that students have to read and reread the text to produce a good summary.



Motivation

Motivation is one of those concepts that continually surfaces as an important variable in reading and learning to read. Motivation (in reading) can be defined as the cluster of personal goals, values, and beliefs that an individual possesses related to the topics, processes, and outcomes of reading (Guthrie and Wigfield, 2000, p. 404).

This is not the same as interest, attitude, or beliefs (Guthrie and Wigfield, 2000). One could have an interest in reading but choose not to do it. Motivation is the underlying factor that disposes someone to read. Engagement is yet another variable in this affective cluster of concepts. Engagement in reading is the extent to which an individual reads to the exclusion of participating in other activities, particularly when faced with choices.

Alvermann, Hagood, Heron, Hughes, Williams, and Jun (2000) have found that students often exhibit far more sophisticated reading when they are in situations away from the classroom. For example, students

Jamestown Education has specialized in comprehension materials for older readers for nearly thirty-five years. During this time, books have been conceptualized using the most recent and valid comprehension research. *Signature Reading* has been developed from research on comprehension monitoring and strategic reading. The series includes direct instruction and modeling on summarizing, story structure, organizational patterns, and graphic organizers. The *Critical Reading Series* and *The Wild Side* encourage extended responses, including summarization, self-evaluation, and personal response. *Teaching Reading with Jamestown* models strategic-reading instruction, cooperative learning, reciprocal-teaching techniques, and the use of graphic organizers for even the most novice reading teacher.

engage in complex reading and writing activities around computer games, but they may not exhibit such behavior in classrooms.

Relationship Between Motivation and Achievement

Campbell, Voelkl, and Donahue (1997) studied students aged 9, 13, and 17 and found that readers who were more engaged in the texts they were reading scored higher on achievement tests than readers who were not engaged in their reading. In fact, younger students engaged in what they were reading scored higher than older students who were not engaged. They concluded that engaged students created the own learning opportunities that were the equivalent of several years of schooling. Further, engaged readers from low-SES backgrounds scored higher on achievement tests than their counterparts with higher SES but less engagement. In addition, because of their disposition toward learning, engaged readers are more likely to pursue long-term goals (Ames, 1992; Maehr and Midgley, 1996).

Intrinsic Motivation

Deci (1992) identified two key facets of intrinsic motivation. The first was the “experiential” factor, where the reader expressed excitement, interest, and enjoyment related to participation in the act of reading. The second included a disposition toward interacting with the particular activity when provided the opportunity.

Wigfield and Guthrie (1997) identified three aspects of intrinsic motivation: curiosity, involvement, and preference for challenge. Curiosity refers to the reader’s drive to understand the world; involvement, to the reader’s ability to enjoy being immersed in reading; preference, to the drive to understand complicated concepts presented in texts.

Self-Efficacy

Self-efficacy is defined as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). In a review of research on motivation, Schunk and Zimmerman (1997) found that students with high self-efficacy are challenged by difficult texts and that they try hard to comprehend the texts. These students effectively use a variety of strategies. There is some suggestion that self-efficacy can be raised by improving reading ability.

Extrinsic Motivation

Deci, Vallerand, Pelletier, and Ryan, (1991) identify extrinsic motivation as external recognition, rewards, or incentives. While both intrinsic and extrinsic motivation show positive correlations to reading achievement (Miller and Meece, 1997), extrinsic motivation does not support reading for enjoyment or for learning new information. Further, once the external reward, recogni-

tion, or incentive is removed, reading stops (Barrett and Boggiano, 1988).

Guthrie, Wigfield, Metsala, and Cox (1999) found that students with high intrinsic motivation, with a personal goal of learning, and with high self-efficacy were more active readers and high achievers. Further, Guthrie and Wigfield (2000) argue that this is because the motivation processes provide a foundation for the coordinating cognitive processes associated with comprehension. That is, the intrinsically motivated reader will be more likely to persist in applying strategies to difficult texts and complicated concepts because the act of reading and learning is satisfying. Readers who are not intrinsically motivated are more likely to disengage when the text or context presents challenges.

Motivation and adolescence

Eccles, Wigfield, and Schiefele (1998) presented a review of research related to intermediate-grade children and early adolescents. They found that intrinsic motivation declines in general as children get older while their extrinsic motivation increases. This may be a function of children’s increased understanding of their academic position compared with the position of their peers and of instructional practices that foster more competition. They note that this is a general tendency and that the finding is not accurate for all children. Other researchers (e.g., Oldfather and McLaughlin, 1993; Wigfield, Eccles, MacIver, Reuman and Midgley, 1991) have also found that intrinsic motivation decreases as children move into middle school. One factor is the change in the context of middle-level classrooms, where students are less likely to have a voice in their learning and where instruction is more teacher-directed.

Learning and Knowledge Goals

Roeser, Midgley, and Urdan (1996) found that classrooms in which the teacher and students co-constructed the learning goals within the framework of the existing curriculum led to higher incidents of student self-efficacy and prolonged engagement in reading. Meece, Blumenfeld, and Hoyle (1998) found that classrooms fostering competition and emphasizing performance led to less-engaged reading.

Real-World Interactions

Real-world interactions are classroom activities that attempt to help learners make connections between topics within the curriculum and the outside experiences of the student. Teachers who provide a curriculum that includes a variety of experiences, variations in learning options, and high-interest activities are providing intrinsically motivating learning (Pressley, Rankin, Yokoi, 1996; Stipek, 1996).

Autonomy Support

Autonomy support refers to teachers' attempts to provide students with choices that fall within the parameters of the required curriculum. Turner (1995) found that teachers who provide learners with many choices within a unit or a lesson earned reputations as highly motivational instructors. This is not a new finding. In 1981, Deci, Schwartz, Sheinman, and Ryan found that when children made choices about their own learning and instructional programs, they were intrinsically motivated to learn the content. Further, Grolnick and Ryan (1987) compared students who constructed their own questions related to their social studies texts with students who memorized the content and with students who read their texts without direction. They found that the students who generated their

own questions exhibited greater comprehension of the chapters read than the students in either of the other two groups.

Guthrie and Wigfield (2000) argue that this is because the choice provides the student with control over learning.

Interesting Texts for Instruction

This facet of motivation is driven by the belief of teachers, parents, and administrators that interesting books will increase students' motivation. This is because students seem either to spend more time reading these books (McLoyd, 1979) or to have more prior knowledge related to the books (Scheifele, 1996). Other factors influencing the motivation to read include time to read (Elley, 1991; Morrow, 1996), coordination between vocabulary and fluency instruction (Cunningham and Stanovich, 1997), and ownership of reading materials (Au and Asam, 1996).

Strategy Instruction

Guthrie, Van Meter, McCann, Wigfield, Bennett, Poundstone, Rice, Faibisch, Hunt, and Mitchell (1996) found that all students who increased their intrinsic motivation across the school year also increased their use of strategies. Guthrie and Wigfield (2000) listed several strategies that are likely to increase self-efficacy in both elementary and middle-level students: activating prior knowledge, looking for information, comprehending informational texts, interpreting literature, and self-monitoring.

Collaboration

Wentzel (1996 and 1997) found that students who have a teacher they perceive as caring and who believe they are part of the classroom community are more-motivated readers. Further, middle-level children (grades 6–8) who adopted “pro-social” goals

were more motivated and they showed more self-efficacy than students who did not have such goals. In addition, Oldfather and Dahl (1994) found that students who perceived themselves as accepted participants in the classroom community were more motivated to read, write, and express themselves than those who did not. However, Guthrie and Wigfield (2000) note that collaboration is an area that needs to be researched more fully.

Praise and Rewards

There is little new research in the area of praise and reward. In sum, it is important for students to be motivated, and praise and rewards can support this goal. However, praise and rewards usually provide short-term effects because they are dependent on external support. What is key to the effective use of positive feedback and rewards is teaching students to set goals, assess their own progress, and become aware of their own growth (Baker, 2000).

Evaluation

Two aspects of evaluation are important to consider. First, if students are encouraged to engage in self-expression, they learn the contextual basis of knowledge and come to see themselves as constructors of meaning. Further, they begin to value both subjective and objective ways of knowing (McCombs

and Whistler, 1997). Second, those teachers who are able to motivate their students focus their evaluation system on the students' effort and progress instead of on absolute skills (Stipek, 1996).

Jamestown Education strives to motivate older readers with content that engages and progress that is visible. *Goodman's Five-Star Stories*, *Critical Reading* series, *The Wild Side*, *The Contemporary Reader*, *LiveWire: Real Lives*, *American Portraits*, and other series are designed around fiction or nonfiction content that is engaging, motivating, and interesting to middle school and high school students and to adult readers. Testimonials from thousands of Jamestown Fan Club members give anecdotal accounts of students' remarkable engagement in reading Jamestown books. The many books offered within a single series give students the choices they need to increase motivation. Progress graphs help students visualize their own progress, helping them set their own goals, assess their own progress, and monitor their own growth. As Suzanne Haff of Durham, North Carolina, notes, "The [books] engage reluctant readers and empower them to read and read and read."

Conclusion

This review of the research in reading has focused on five areas: early reading, fluency, vocabulary, comprehension instruction, and motivation. With the exception of motivation, these are all critical areas that have been incorporated into federal as well as many state policy guidelines. Motivation is included here because it is often neglect-

ed. Motivation and engagement are crucial factors to consider when the goal is to teach students to read.

As noted at the outset, this review is not exhaustive. Many other areas are reviewed in the sources mentioned at the beginning of this discussion. However, to be fully informed, there is no substitute for consulting both extant reviews and primary sources such as journal articles.

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Charlotte K. Frank, Ph.D.
Senior Vice President, Research and Development
McGraw-Hill Education
The McGraw-Hill Companies
1221 Avenue of the Americas
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212-512-6512
fax 212-512-4769
charlotte_frank@mcgraw-hill.com


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