

READING NEXT--The Recommendations

The Fifteen Elements of Effective Adolescent Literacy Programs

This report delineates *fifteen elements* aimed at improving middle and high school literacy achievement right now.

- 1. Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices
- 2. Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area
- 3. Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
- 4. Text-based collaborative learning**, which involves students interacting with one another around a variety of texts
- 5. Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed
- 6. Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics
- 7. Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
- 8. A technology component**, which includes technology as a tool for and a topic of literacy instruction
- 9. Ongoing formative assessment of students**, which is informal, often daily assessment of how students are progressing under current instructional practices
(Manitoba-Assessment for learning)
- 10. Extended time for literacy**, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes
- 11. Professional development** that is both long term and ongoing
- 12. Ongoing summative assessment of students and programs**, which is more formal and provides data that are reported for accountability and research purposes
- 13. Teacher teams**, which are interdisciplinary teams that meet regularly to discuss students and align instruction
- 14. Leadership**, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
- 15. A comprehensive and coordinated literacy program**, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community

READING NEXT A VISION FOR ACTION AND RESEARCH IN MIDDLE AND HIGH SCHOOL LITERACY A Report to Carnegie Corporation of New York, 2004.
(See Alliance for Excellent Education).