



**Professional development for teachers  
is the single most important decision  
we can make.**

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## OVERVIEW

The Foundation for California Early Literacy Learning provides professional development designed to help teachers strengthen their teaching of reading and writing. Research-based teaching methodologies that implement the findings of the Report of the National Reading Panel (2001) are organized into a framework for classroom instruction. California Early Literacy Learning (CELL) (PreKindergarten-Grade 3) training emphasizes that the instructional focus in the primary grades is to teach reading and writing. Extended Literacy Learning (ExLL) (Grades 3-8) training focuses on reading and writing in the content areas while recognizing that some students in the intermediate grades are still struggling readers. Second Chance at Literacy Learning (Grades 6-12) training supports secondary English, content area, reading and special education teachers with both a classroom best practices model and small group intervention. The programs are designed to help teachers meet the needs and strengths of each individual student. The model stresses and encourages active participation from each student regardless of his or her current level of literacy acquisition. High progress students are encouraged to continue their rapid growth while low progress students are guided through the process with continuous support and an opportunity to accelerate their learning. The opportunity to try new learning in a risk-free environment and practice new strategies throughout the day is encouraged.

Teachers are trained to use a gradual decline of teacher support and a gradual increase in student independence based on demonstrated student capability. This reduction of teacher support is based on observations of individual student growth and understanding the process of literacy. The student's use of a variety of problem-solving strategies is supported through good teacher decision-making about ways to assist each student toward the goal of independence. The elements of the instructional frameworks are designed to help each student and the whole class move together toward that goal. The frameworks have been designed to structure classrooms that use literacy activities throughout the day of every school day. Other curricular areas are delivered using literacy activities as the method of instruction. The frameworks include oral language, phonology, higher-order thinking skills, reading and writing activities, and test-taking strategies.

CELL, ExLL, and Second Chance have been developed with the strong belief that improved classroom instruction and increased student achievement are best achieved by providing more support and professional development for teachers. Helping teachers become more effective in their work is the primary goal. The training programs are based on a high level of confidence in the ability of teachers to become more powerful in their teaching, given appropriate training and long term support.

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*The programs are based on a high level of confidence in the ability of teachers.*

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## The Reading Process

Literacy acquisition is a complex task involving the development of oral language and the mastery of written language, both reading and writing. As parents of more than one child can attest, their children did not acquire oral language in the same way or at the same pace. Language acquisition is progressive, and it involves more than just modeling and copying. Children develop oral language by participating in increasingly complex conversations and extending their understanding of the language they hear and use.

The acquisition of written language is a similarly complex process. Students do not progress at the same pace or in the same way. Teachers have historically relied on various means to help students acquire an understanding of the English language system. Most students succeed in constructing their own understandings based on the methodology used in their classrooms. Some students, however, need additional support in learning to read and write.

An approach to reading instruction that uses various teaching methods with various levels of teacher support, which is based on the student's own oral language processes and provides them with a means to develop their own reading behaviors to become proficient is of greatest benefit to the largest number of students. To provide this kind of reading instruction, teachers need to know what knowledge, skills and strategies students already possess. Teachers also need a strong theoretical and practical understanding of the process of oral and written language acquisition. This understanding of theory and practice, together with ongoing and thorough observation of each student, is what makes an effective approach to reading.

Reading is a cognitive process. Basic to the process is the understanding that what can be said can be written down and then read again by the writer or by someone else. Once students grasp this basic concept, they must acquire an understanding of print—the code by which speech is represented as visual information—and the skills to decipher the code and turn it back into speech. In English, this visual information is composed of the letters of the alphabet, arranged in systematic patterns and clusters to spell words. Each letter has its own distinctive visual features, and each letter stands for one or

more sounds by itself or in combination with other letters. Beginning readers need to learn to associate letters with sounds in order to access the information represented by print and comprehend the intended message. Comprehending the author's intended message is the goal of reading.

Readers, at all levels, bring their own knowledge and experience to the task of reading and comprehending what is read. Oral language and background knowledge are important resources that readers use to decode print and make sense of the message. As students progress through the grade levels to more complex text, the language in books becomes increasingly complex; the language of books is academic language rather than basic oral or conversational language. This change must be part of their understanding as students become proficient readers and writers. Extra support is needed for students who are English language learners or who have low levels of language in their primary language.

## What Research Tells Us About Teaching Students To Read

There is a considerable body of scientific research that identifies effective ways to teach students how to read (National Reading Panel, 2001). Five areas of instruction have been identified that are critical elements to success in teaching reading.

### *Phonemic Awareness*

Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Before you become a reader you must be aware of the sounds that are in words. Readers understand that written words can be spoken and that they use phonemes or particular speech sounds when they read a word.

### *Phonics*

Phonics is the relationship between the sounds of the spoken language (phonemes) and the letters of the written language (graphemes). Phonics is a system for remembering how to read words. The letters of the alphabet and their corresponding sounds when placed in memory are used to decode words.

### *Fluency*

Fluency is the ability to read a text accurately and quickly. Fluent readers decode automatically and therefore are able to concentrate their attention on the meaning of the text. Fluent readers recognize and comprehend words at the same time.

### *Vocabulary*

Vocabulary is the words we know and need to communicate. Oral vocabulary is the words we use when speaking and reading vocabulary is the words we can read in print. Reading text with meaning relies on the words used being part of the vocabulary of the reader. A reader needs to know most of the words that are read to comprehend the text. Understanding phonics and using these skills to decode text is not helpful if the word decoded by students is not a word in their vocabulary or the meaning of the word can't be determined by context.

### *Text Comprehension*

The purpose of reading is to understand what is read. Comprehension is the ability to take meaning from text and remember and communicate the meaning from the text. Good readers are those that monitor their comprehension to make sure they understand the text.

### **Reading in the Classroom**

The development of literacy is progressive. The process of learning to read involves surrounding students with conversation and print, modeling how reading is done, providing direct instruction in specific areas of need, and encouraging them to engage in similar activities independently. Various teaching methods are available to provide this support throughout the reading process.

### *Reading Aloud*

Reading aloud to students allows them to experience great examples of literature, works they would not be able to read on their own at this point in their learning, and to experience a variety of forms and styles of writing. It acquaints them with the language and form of books and allows them to appreciate the pleasure that comes from reading without having to concentrate on the mechanics of decoding the printed word. Reading aloud encourages them to want to emulate the reader and to acquire the skills that will allow them to enjoy the pleasure and satisfaction of reading for themselves. The listening and thinking skills used during reading aloud help students with the development of comprehension skills that are used when students read themselves.

### *Shared Reading*

In the classroom, the reading done with students is called shared reading. The technique of shared reading in the classroom was created to replicate the experience of storybook reading, where the student follows along as the adult reads aloud. Shared reading is commonly done with books large enough to allow a group of students to see the print and follow along. Shared reading can also be done with poems and songs that are written on chart paper or the overhead projector and with the products of interactive writing activities. The teacher's role in shared reading is to: 1) choose appropriate material, 2) point to the text while reading word-by-word for beginning readers and phrase-by-phrase or line-by-line for more advanced readers, 3) read along with the students, 4) read in a fluent and expressive manner, 5) select explicit skills for direct instruction, and 6) observe the students' responses and behaviors.

### *Guided Reading*

In guided reading, students assume more responsibility than in shared reading. The teacher and a group of students, or sometimes just one student, have their own copy of the book being read. The teacher provides an introduction to the story, and then observes the students as they read orally, talk, think, and question their way through the story. The text chosen for guided reading should be within an instructional range and should permit some new learning and the opportunity for problem solving by the students. The teacher assists the students in the problem solving experiences in such a manner as to promote future use of the behaviors and strategies needed by the students in problem solving situations.

### *Independent Reading*

In independent reading the students assume responsibility for reading. Opportunities for independent reading should be part of each stage of students' literacy development. Materials for independent reading can be familiar stories that students know from reading aloud, shared reading, and guided reading experiences. New books appropriate to a student's independent level may also be used. The teacher can take this time to observe individual student reading and problem-solving behaviors.

*Two other small group teaching methods are available for more advanced readers that use flexible grouping and where students apply reading and thinking strategies.*

#### *Reciprocal Teaching*

Reciprocal teaching is an instructional approach that is used to help students read for meaning and monitor their comprehension. It is a small group activity that uses the major strategies of predicting, clarifying, questioning, and summarizing to encourage thinking during the reading process. This approach focuses more on reading in the content areas but is appropriate for literature as well.

#### *Book Clubs*

Students who are proficient at using decoding systems can be organized into book clubs where the books read are selected by topic and interest. Book clubs help develop deeper comprehension strategies and overall enjoyment of reading. The teacher meets with the group regularly to discuss issues, clarify points, and extend student thinking while monitoring for progress.

### **The Reciprocity of Reading and Writing**

Reading and writing are reciprocal processes. When a student reads, he is decoding the message that the author has sent. When a student writes, he needs to organize his thinking to form the message that he intends to send to himself or to another reader. During writing, students need to use alphabetic principle, word analysis, spelling, and the conventions of print required for the particular message that is being written. There are many important skills that are necessary to learn in the reading and writing process. Different kinds and levels of understanding are needed for students to use these skills in reading and in writing. The ability to read or decode a word does not guarantee that a student will be able to write or encode the same word.

### **The Writing Process**

Writing instruction is based upon student's oral language development and knowledge of the world around them, very much like reading instruction at the acquisition phase. Learning that what one says can be recorded in written form and then read by another becomes a goal even for the very youngest student. In order to provide writing instruction, teachers need to know what knowledge students already possess.

The reciprocity of reading and writing is an essential connection that all students need to develop and draw upon. Writing is done at many different levels of understanding and thinking. The writer needs to understand the basic principles of letter-sound correspondence, letter formation, and using systematic patterns in words and word clusters to spell words. Central to the process is, of course, that the writer is sending a message to the reader and that the message carries a meaning.

Students need to understand various purposes and forms of writing:

- Narrative writing tells a story or gives an account of something dealing with sequences of events and experiences.
- Expository writing is the communication of details, facts and content specific information.
- Descriptive writing provides a verbal rendition of a character, event, setting or plot.
- Persuasive writing attempts to change a reader to a new belief, position or course of action.

Writing generally develops more slowly than reading. A reader has the advantage of gaining new knowledge by reading the writing of others. Writers on the other hand have only their own knowledge and must use this information to express themselves in print. Beginning writers are encouraged to write about things they know and are familiar with in their lives. They are encouraged to use the language that they hear every day in their homes and communities. Even though this writing might not be grammatically correct, it helps students understand that their thoughts and ideas can be written down and communicated to others. This level of ownership is an important part of becoming a writer.

### **Writing in the Classroom**

The development of oral language is progressive. As vocabulary grows, language structures become more complex and the knowledge base expands as students progress in their language acquisition. Likewise, in their writing, students progress from beginning levels of vocabulary, sentence structure, spelling and phonology to more complex levels. There are a variety of teaching methods and experiences that support students' growth in writing.

### *Interactive Writing*

Interactive writing is a process in which the teacher and the students collaborate on the construction of the text and share the role of scribe. The negotiation of text is a process that develops thinking, planning, refining and consolidating while at the same time developing appropriate language structures and increasing vocabulary. Types of interactive writing provide different levels of support. In transcription students focus on known text and how that text was constructed. In innovation students also work with known text but add their own thinking and writing to the end product. In negotiation students and teacher share the responsibility for deciding what to write and then the writing itself. The teacher and students can work at many levels of competence, from letter recognition and formation to learning various types of writing. Interactive writing is an effective method to support skill development in beginning readers, focus on the confusions of struggling readers, and teach advanced writing skills to more proficient readers and writers.

### *Interactive Editing*

Interactive editing is a teaching method where the teacher and students collaborate to edit familiar, error-free text. Interactive editing provides an opportunity to discuss grammar and all of the conventions of writing in the context of an authentic writing activity. The importance of the reciprocity of reading and writing is emphasized in interactive editing. The reading style and form becomes the model for the writing, particularly with expository materials.

### *Advanced Word Analysis*

Advanced word analysis is the study of spelling patterns, suffixes, prefixes and word origins. Words and patterns are taught based on teacher observation of the independent writing of students. The emphasis is on teaching students to make associations and to draw upon what they already know about words in order to decode or pronounce unknown words.

### *Independent Writing*

Independent writing is the ultimate extension of all the other methods of writing instruction. The goal is that the students are all given the time necessary to independently write text, incorporating all they have learned in large group and small group writing methodologies.



## CALIFORNIA EARLY LITERACY LEARNING (CELL)

CELL (PreK-3) helps primary teachers learn how to use the framework effectively in their classrooms and how to integrate the individual elements into an overall system of classroom instruction. Oral language is the foundation for all of the elements of early literacy learning. The dialogue, discussion, verbal interaction, and active oral engagement of each student are stressed as each of the framework elements is used. Knowledge of the structure of language is known to increase with communication that occurs surrounding the literature that is read

framework elements. Emergent readers must have the opportunity to develop phonemic awareness and to practice phonological strategies and decoding skills. These skills are best acquired in the context of meaningful activities and should be given extensive practice by reading quality literature and engaging in authentic writing activities.

The elements of the CELL framework provided during the inservice training are reviewed and discussed by both experienced and new teachers from a participating elementary school. Schoolwide

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*The PreK-3 Framework is carefully designed to help the beginning reader develop the necessary skills to master phonics and to develop text comprehension.*

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aloud and the themes that are studied across the curriculum of the classroom. The practice of oral language and the development of new vocabulary through discussion and reading from a broad range of text types are reciprocal in nature. Skills development is also emphasized across each of the

staff development is provided by a specially trained Literacy Coordinator skilled in both the theory and practice of effective literacy learning. Literacy Coordinators also provide peer coaching to assist teachers in taking on the new learning and instructional methodologies of the CELL framework.



## CELL FRAMEWORK FOR CLASSROOM INSTRUCTION

<p><b>ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Assists students in language acquisition</li> <li>• Develops and increases vocabulary</li> <li>• Promotes the use of accurate language structure</li> <li>• Uses oral language to access reading and writing</li> </ul>	<p>Bruner (1983); Cazden (1992); Chomsky (1972); Ferreiro &amp; Teberosky (1982); Holdaway (1979); Wells (1986)</p>
<p><b>PHONOLOGICAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Builds a foundation of phonemic awareness for explicit skills learning</li> <li>• Teaches systematic phonics</li> <li>• Supports development of accurate spelling</li> </ul>	<p>Adams (1998); Bear, Invernizzi, Templeton, &amp; Johnston (1996); Kirk, Kirk, &amp; Minskoff (1985); Shook, Klein, &amp; Swartz (1998)</p>
<p><b>READING ALOUD</b></p> <ul style="list-style-type: none"> <li>• Builds vocabulary</li> <li>• Introduces good children’s literature</li> <li>• Increases repertoire of language and its use</li> <li>• Develops comprehension strategies</li> <li>• Improves listening skills</li> <li>• Promotes phonemic awareness</li> </ul>	<p>Adams (1990); Clark (1976); Cochran-Smith (1984); Cohen (1968); Durkin (1966); Goodman, Y. (1984); Green &amp; Harker (1982); Hiebert (1988); Huck, Hepler, &amp; Hickman (1994); Ninio (1980); Pappas &amp; Brown (1987); Schickedanz (1978); Wells (1985)</p>
<p><b>SHARED READING</b></p> <ul style="list-style-type: none"> <li>• Promotes the development of early reading behaviors</li> <li>• Encourages cooperative learning and child-to-child support</li> <li>• Stresses phonemic awareness and phonologic skills</li> <li>• Focuses on text comprehension</li> </ul>	<p>Holdaway (1979); Martinez &amp; Roser (1985); Pappas &amp; Brown (1987); Rowe (1987); Snow (1983); Swartz, Shook, &amp; Klein (2002); Sulzby (1985); Teale &amp; Sulzby (1986)</p>
<p><b>GUIDED READING</b></p> <ul style="list-style-type: none"> <li>• Allows observation of strategic reading in selected novel texts</li> <li>• Provides direct instruction of problem-solving strategies</li> <li>• Allows for classroom intervention of reading difficulties</li> <li>• Teaches comprehension skills</li> </ul>	<p>Clay (1991a; 1991b); Fountas &amp; Pinnell (1996); Holdaway (1979); Lyons, Pinnell, &amp; DeFord (1993); McKenzie (1986); Routman (1991); Swartz, Shook, &amp; Klein, et al. (2003); Wong, Groth, &amp; O’Flahavan (1994)</p>
<p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>• Allows students to practice strategies being learned</li> <li>• Develops fluency using familiar texts</li> <li>• Encourages successful problem-solving</li> </ul>	<p>Clay (1991a); McKenzie (1986); Taylor (1993)</p>
<p><b>INTERACTIVE WRITING AND INTERACTIVE EDITING</b></p> <ul style="list-style-type: none"> <li>• Provides an opportunity to jointly plan and construct text</li> <li>• Develops letter-sound correspondence and spelling</li> <li>• Teaches phonics</li> </ul>	<p>Button, Johnson, &amp; Furgerson (1996); McCarrier, Fountas, &amp; Pinnell (2000); Pinnell &amp; McCarrier (1994); Swartz, Klein, &amp; Shook (2001)</p>
<p><b>INDEPENDENT WRITING</b></p> <ul style="list-style-type: none"> <li>• Encourages writing for different purposes and different audiences</li> <li>• Fosters creativity and an ability to compose</li> </ul>	<p>Bissex (1980); Clay (1975); Dyson (1982; 1988); Ferreiro &amp; Teberosky (1982); Goodman, Y. (1984); Harste, Woodward, &amp; Burke (1984)</p>

## EXTENDED LITERACY LEARNING (ExLL)

ExLL (Grades 3-8) training supports intermediate teachers in learning how to effectively teach reading and writing to students with a wide range of ability levels in the intermediate grades. It is aligned with the CELL framework and helps teachers learn how to integrate the individual elements into a seamless curriculum of classroom instruction. The active engagement of each student is stressed throughout the ExLL framework, with verbal interaction and reading and writing activities taught across the content fields. Knowledge of the structure of the lan-

guage, new vocabulary and concepts are developed through literature and themes in the curriculum. Ongoing skills development at a higher level of phonological analysis is balanced with systematic, direct instruction of decoding and comprehension for struggling readers. These skills are acquired in the context of meaningful activities that motivate the gifted and reluctant reader alike. Students are given extensive practice by reading a wide range of fiction and nonfiction books and engaging in authentic writing activities in all content areas.

### ExLL FRAMEWORK FOR CLASSROOM INSTRUCTION

<p><b>PHONOLOGICAL SKILLS</b> Directly and systematically teaches essential skills</p> <ul style="list-style-type: none"> <li>• Uses oral language to access reading and writing</li> <li>• Builds a foundation of explicit skills learning</li> <li>• Teaches systematic phonics</li> <li>• Supports development of accurate spelling</li> </ul>	<p>Adams (1990); Blau (1998); Brady &amp; Moats (1997); Cunningham &amp; Stanovich (1998); Cunningham (1990); Duffelmeyer &amp; Black (1996); Foorman, Francis, Shaywitz, Shaywitz, &amp; Fletcher (1997); Fry (1998); Fry (1997); Liberman, Shankweiler, &amp; Liberman (1989); Lowe &amp; Walters (1991); Lowery (1998); Lyon &amp; Moats (1997); McPike (1995); Moats (1994); Morris, Ervin, &amp; Conrad (1996); Shaywitz (1996); Stanovich (1993); Tierney (1998); Torgesen (1998); Torgesen, Wagner, &amp; Rashotte (1997); Triplett &amp; Stahl (1998); Wolfe (1998)</p>
<p><b>READING ALOUD</b> Expands concept development and language structure</p> <ul style="list-style-type: none"> <li>• Fluent, expressive reading</li> <li>• New and familiar concepts and context</li> <li>• Language and grammar usage</li> </ul>	<p>Andrews (1998); Barrentine (1996); Schickendanz (1978)</p>
<p><b>SHARED READING</b> Increases fluency and extends phonological awareness</p> <ul style="list-style-type: none"> <li>• Phonological awareness for explicit skills learning</li> <li>• Choral reading</li> <li>• Reader's theater</li> </ul>	<p>Beck, McKeown, &amp; Ormanson (1997); Blum &amp; Koskinen (1991); Clark (1995); Dowhower (1991); Hasbrouck &amp; Tindal (1992); Miller (1998); Nathan &amp; Stanovich (1991); Samuels, Schermer, &amp; Reinking (1992); Samuels (1997); Swartz, Shook, &amp; Klein (2002); Tangel &amp; Blachman (1995)</p>

EXLL FRAMEWORK FOR CLASSROOM INSTRUCTION (Continued)

<p><b>DIRECTED READING</b> Provides explicit skills and comprehension instruction for readers at various ability levels, integrates reading into the content areas, and teaches study and reference skills</p> <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reciprocal teaching</li> <li>• Book clubs</li> </ul>	<p>Beck, McKeown, Hamilton, &amp; Kucan (1998); Brown &amp; Cambourne (1990); Chomsky (1976); Fletcher &amp; Lyon (1998); Gilliam, Peña, &amp; Mountain (1980); Jones, Coombs, &amp; McKinney (1994); Juel (1988); Klein (1981); Klein (1996); Klein (1997); Lee &amp; Neal (1993); Pearson, Roehler, Dole, &amp; Duffy (1992); Perfetti (1995); Shanklin &amp; Rhodes (1989); Showers, Joyce, Scanlon, &amp; Schnaubelt (1998); Stahl &amp; Shiel (1992); Swartz, Shook, &amp; Klein, et al. (2003); Tomlinson &amp; Kalbfleisch (1998); Weir (1998)</p>
<p><b>INDEPENDENT READING</b> Allows for extended practice, increased comprehension, and higher-order thinking skills</p> <ul style="list-style-type: none"> <li>• Specific reading strategies and text organization</li> <li>• Content area study</li> </ul>	<p>Anderson (1996); Henk &amp; Melnick (1995); Metzger (1998)</p>
<p><b>DIRECTED WRITING</b> Supports the accurate construction of text and effective spelling strategies</p> <ul style="list-style-type: none"> <li>• Interactive writing</li> <li>• Interactive editing</li> <li>• Writer’s workshop</li> </ul>	<p>Ehri (1998); Fletcher &amp; Lyon (1998); Foorman, Francis, Fletcher, Schatschneider, &amp; Metha (1998); Greene (1998); Heald-Taylor (1998); Henry (1988); Invernizzi, Abouzeid, &amp; Bloodgood (1997); Juel (1988); Moats (1998); Swartz, Klein, &amp; Shook (2001); Zutell (1996)</p>
<p><b>INDEPENDENT WRITING</b> Encourages creativity and the ability to write for different purposes</p> <ul style="list-style-type: none"> <li>• Language structure and correct grammar usage</li> <li>• Accurate spelling and punctuation skills</li> </ul>	<p>Cassady (1998); Dyson (1982; 1988); Ferreiro &amp; Teberosky (1982); National Center on Education and the Economy (1999)</p>
<p><b>ORAL PRESENTATION</b> Formalizes the process of sharing ideas and reporting information</p> <ul style="list-style-type: none"> <li>• Content area oral reports</li> <li>• Oral interpretation of literature</li> <li>• Drama/performance</li> </ul>	<p>Bruner (1983); California Department of Education (1998); Cazden (1992); Chomsky (1972); Ferreiro &amp; Teberosky (1982); Kane &amp; Klein (1995); Klein (1997)</p>

*The ExLL Framework is aligned with the CELL Framework and is designed to help the wide range of readers in the intermediate grades extend their essential skills while reading and writing in the content areas.*

## SECOND CHANCE AT LITERACY LEARNING

Second Chance (Grades 6-12) is professional development for teachers in secondary schools. The challenge of providing support for teachers and curriculum alignment has much in common with the Extended Literacy Learning project for the upper elementary grades, but there are unique differences. Second Chance takes into consideration the differences in the school schedule and the types of subject matter courses offered in Grades 6-12.

Second Chance is designed for teachers of language arts, reading, other content areas, ESL, resource or special education. Teachers may be prepared in any content field but it is useful if they have at least one course assigned in teaching English or reading. The goal is to promote best classroom practices for reading and writing as well as small group intervention for struggling readers in secondary classrooms to meet state and district standards.

Second Chance parallels the work in CELL and ExLL where the importance of intensive professional development for teachers has been demonstrated. Second Chance includes an emphasis on the use of a balanced reading and writing curriculum framework supported by the scientific research in the field. This framework is compatible with any materials used in a school and incorporates aspects of many currently used best practices from school districts.

The Second Chance framework includes an emphasis on the needs of the struggling reader and the importance of balancing phonological skills with the direct instruction of comprehension. The framework elements are adjusted to focus on the needs in secondary content classrooms. Reading aloud and shared reading are used to expand concept development and model language structure. Direct reading instruction includes successful methods modified for the secondary level including small group reading, reciprocal teaching and book clubs. Independent reading is incorporated for extended practice and increased attention is given to comprehension, fluency, higher-order thinking skills, and motivation. Direct instruction in writing is focused on the accurate construction of text and effective spelling for on-demand writing tasks. Independent writing encourages creativity and expression and the ability to write for different purposes. The framework also incorporates oral presentation which formalizes the process of sharing ideas and reporting information.

The primary focus is to give teachers intensive professional development and new ways to ensure that each secondary student who is a struggling reader has a Second Chance at Literacy Learning.



## SECOND CHANCE AT LITERACY LEARNING FRAMEWORK

<p><b>CLASSROOM INSTRUCTION</b> Reading and writing strategies in the content areas that includes a balance of oral and written language and supports the development of necessary comprehension, spelling and word analysis skills. Classroom management is established through ROUTINES for daily activities and INTERVENTION support for individual and small groups of struggling readers.</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Shared reading/reader's theater</li> <li>• Guided reading</li> <li>• Reciprocal teaching</li> <li>• Literature discussion groups/books clubs</li> <li>• Content investigations</li> <li>• Independent reading</li> </ul>	<p>Anderson (1996); Andrews (1998); Beck, McKeown, Hamilton, &amp; Kucan (1998); California Department of Education (1998); Cassady (1998); Chomsky (1976); Clark (1995); Cunningham &amp; Stanovich (1998); Fletcher &amp; Lyon (1998); Gilliam, Pena, &amp; Mountain (1980); Greene (1998); Hasbrouck &amp; Tindal (1992); Klein (1993); Klein (1990); Klein (1988); Metzger (1998); Miller (1998); Nathan &amp; Stanovich (1991); Pearson, Roehler, Dole, &amp; Duffy (1992); Perfetti (1995); Samuels, Schermer, &amp; Reinking (1992); Showers, Joyce, Scanlon, &amp; Schnaubelt (1998); Swartz, Shook, &amp; Klein (2002); Swartz, Shook, &amp; Klein, et al. (2003); Weir (1998)</p>
<p>Writing</p> <ul style="list-style-type: none"> <li>• Interactive writing</li> <li>• Interactive editing</li> <li>• Independent writing/writer's workshop</li> <li>• Test-taking strategies</li> </ul>	<p>California Department of Education (1998); Dyson (1982; 1988); Klein (1981); Klein (1991); Klein (1996); Klein (1997); Swartz, Klein, &amp; Shook (2001).</p>
<p>Explicit Skills</p> <ul style="list-style-type: none"> <li>• Direct instruction in word work and spelling</li> <li>• Phonological skills/advanced word analysis</li> <li>• Direct instruction in text comprehension</li> </ul>	<p>Beck, McKeown, &amp; Ormanson (1997); Chomsky (1972); Ehri (1998); Foorman, Francis, Fletcher, Schatschneider, &amp; Metha (1998); Heald-Taylor (1998); Henry (1988); Invernizzi, Abouzeid, &amp; Bloodgood (1997); Liberman, Shankweiler, &amp; Liberman (1989); Lyon (1997); Moats (1998); Samuels (1997); Stahl &amp; Shiel (1992); Tomlinson &amp; Kalbfleisch (1998); Torgesen, Wagner, &amp; Rashotte (1997); Zutell (1996)</p>
<p><b>STUDENT OUTCOMES ASSESSMENT</b> Ongoing diagnosis that informs teaching and assessment that ensures accountability</p> <ul style="list-style-type: none"> <li>• Selection of observation instruments that match student needs</li> <li>• Collect student work samples from classroom activities/ observations</li> <li>• Decisions about instruction based on observations and assessment of students</li> </ul>	<p>Cunningham (1990); Fry (1998); Fabo (1998); Henk &amp; Melnick (1995); Johns (2001); Lee &amp; Neal (1993); Torgesen, Wagner, &amp; Rashotte (1997)</p>

*Each secondary student who is a struggling reader has a Second Chance at Literacy Learning.*

## MAJOR COMPONENTS OF CELL, ExLL AND SECOND CHANCE



California Early Literacy Learning, Extended Literacy Learning and Second Chance share a number of components that have been found important to their success and essential to effective implementation. Participants have reported a unique blend of intensive professional development that matches theory and practice and supports new learning by teachers.

CELL recognizes that the teaching of reading and writing is the foundation for all later academic achievement. Teachers are encouraged to teach all subjects using the framework of literacy activities. ExLL continues this emphasis in the intermediate grades with the additional focus of using reading and writing in the content areas. Second Chance recognizes that there are struggling readers in the secondary schools and supports continued literacy learning in the content areas.

The programs restructure how we teach students to read and write. Schools who participate have determined the need to change their approach to teaching reading and writing. Schools are committed to providing massive opportunities for students to practice reading and writing. Teachers are encouraged to use literacy activities as their primary teaching method.

National and various state level legislative initiatives emphasize that improving reading and writing is a high priority. California Early Literacy

Learning, Extended Literacy Learning and Second Chance help schools meet this goal by providing professional development that helps teachers be more effective in providing literacy instruction. The teaching of phonemic awareness, phonics, fluency, vocabulary, text comprehension, and diagnosis of reading deficiencies are all emphasized. Training sessions also provide a multitude of authentic and literature-rich teaching methodologies for use in primary, intermediate and secondary classrooms.

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*CELL, ExLL, and Second Chance  
are an important part of any school  
reform effort.*

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The inservice trainings also incorporate research on how students learn to read, how proficient readers read, the structure of the English language, and the relationship between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading and writing instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension. The reciprocal nature of reading and writing is emphasized.

CELL, ExLL and Second Chance are balanced reading and writing trainings that combine skills development with literature and language-rich activities. Students are provided direct instruction using high quality, appropriate materials. Teaching methods are used that have substantial support in the research literature. Teaching methods are aligned within and across grade levels. Achievement gains are enhanced when transition from grade to grade is accompanied by teachers who use the same teaching methods. Classroom instruction, early intervention, and special education are also aligned.

Diagnostic information is collected to inform instruction and assessment data to ensure accountability. Teachers are trained in various assessment procedures to improve their observation of students to better inform instruction. Standardized test measures are used to track both individual student and class achievement.

The training model provides intensive professional development with follow-up. School-Based Planning Team and Literacy Coordinator training are both year-long. Follow-up support for the three to five year implementation is provided through on-site training, class visits, and monthly guided meetings.

A capacity-building model that ensures long-term support is used. The School-Based Planning Team and the school-based Literacy Coordinator both help establish a system of support that contin-

ues year after year. Long-term support is provided through continuing professional development opportunities during periodic training updates and at the West Coast Literacy Conference and regional literacy conferences.

High quality teaching materials from a wide variety of sources are used during the training. Professional books and an extensive list of professional readings are provided during training. Recommendations for student's literature books and books for shared and guided reading are available. The effective use of other materials, such as basal reading series, is also included in the training.

The programs have been designed to support English language learners. Schools report that the frameworks have been effective in various instructional models. Student book lists are available in both English and Spanish.

Special education teachers are included in all phases of training. Using the same teaching methods from the frameworks facilitates the inclusion of special needs students in regular classrooms. Students are supported in their learning by this cooperation between special and regular education.

Success is measured by student performance. Intensive staff development and ongoing support should be a condition of teacher accountability. Data reported in the research section show various procedures used to document success.

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## Major Components of CELL, ExLL and Second Chance

*Use teaching methods supported by scientific research*

*Focus on the professional development of teachers*

*Support school reform and school restructuring*

*Support continued literacy learning in the content areas*

*Increase the emphasis on reading and writing in the curriculum*

*Align teaching methods within and across grade levels*

*Support English language learners*

*Facilitate inclusion of special needs students*

*Use a capacity-building model*

---

### School-Based Planning Teams

To ensure schoolwide support, a School-Based Planning Team participates in a year-long series of planning activities and framework training sessions. The School-Based Planning Team is composed of the school principal, a reading specialist, a special education teacher, and a representative group of teachers.

The teachers from each team receive initial training in the elements of the framework and begin implementation of the framework immediately after the first session. They receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation and develop a resource for observation, demonstration, and support of the project.

Training for these sessions is provided by the training staff and the team of trained Literacy Coordinators. School-Based Planning Team training sessions include five full-day activities and attendance at either the West Coast Literacy Conference or a regional literacy conference. The training sessions focus on systematic observation of students' learning and specific instruction in the effective use of elements of the frameworks. Between training

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#### ROLE OF THE TEAM

Support implementation by:

- Beginning to practice the elements of the framework daily in your classroom.
- Learning the theoretical constructs of literacy learning through professional reading.
- Making decisions on how the implementation of literacy instruction can be supported and extended throughout your school.
- Attending and actively participating in all training days.
- Helping to coordinate guided meetings at the school site.
- Supporting colleagues on the team as they attempt new learning.
- Reflecting on your own teaching.

sessions teams participate in guided meetings at their school site. Guided meetings are an opportunity for further study and collegial support.

The School-Based Planning Team also works together during the training days to develop a vision for future literacy instruction in their school. Planning for long-term professional development over the next three to five years is a role of the School-Based Planning Team at each school. Supporting the Literacy Coordinator while in-training is another function of each School-Based Planning Team. The Literacy Coordinator-in-training practices observation skills and peer coaching with the School-Based Planning Team members.

### Literacy Coordinator

The Literacy Coordinator is the school-based staff developer who supports the implementation of the frameworks. This individual has no supervisory responsibility, but rather serves as a coach and mentor to colleagues on the instructional team. There is a separate and distinct training for Literacy Coordinators because of the varied needs of primary, intermediate and secondary teachers.

The Literacy Coordinator-in-training participates in five full-week trainings (Sunday through Friday) throughout the traditional school year. This training consists of observations in classrooms, group meetings to reflect on the teaching and learning observed, and seminars that combine theory and practice. Throughout the year, the Literacy Coordinator-in-training teaches a half-day in a classroom using the elements of the framework and attends biweekly guided meetings. In addition to teaching a half-day in their own classrooms, the Literacy Coordinators support the continued learning of the School-Based Planning Team by observing in classrooms half days and conducting informational sessions with the rest of the instructional team.

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*"This training is powerful. It changed the way I teach."*

*Literacy Coordinator-in-Training*

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Literacy Coordinators also receive leadership training that focuses on peer coaching and the construction of the staff development model. One of the major strengths of the model is the effectiveness of peer coaching. The Literacy Coordinators use their classrooms for demonstration opportunities for their colleagues. It is recommended that a Literacy Coordinator have responsibility for supporting approximately twenty teachers. Additional Literacy Coordinators are recommended for larger schools.

For smaller schools it is possible to combine the CELL and ExLL training so that one Literacy Coordinator can support grades PreK-6. This extended training model requires completion of CELL and ExLL School-Based Planning Team training, CELL or ExLL Literacy Coordinator training, and a supplemental three-week transition training in the other framework.

## Training Schedules

Implementation has three distinct phases. During the first phase, School-Based Planning Teams are trained. This training helps establish the culture for change in the school and provides an initial training for team members. During phase two, a Literacy Coordinator is trained to provide support to team members. This position is an important part of the capacity-building effort for the school. In the final phase, phase three, teachers who were not part of the School-Based Planning Team are trained. The Literacy Coordinator begins full implementation at the site by providing the five day training sequence. Observations in the classrooms of the School-Based Planning Team and in the classroom taught by the Literacy Coordinator are also part of full implementation training.

The training model is designed to make schools self-sustaining through the training of Literacy Coordinators who can provide professional development and peer coaching to teachers in their own schools. This capacity-building model has been found to support long term change in participating schools.

Different schedules of training and implementation are used by various schools. Some schools choose to complete School-Based Planning Team training in the same year as the training of their Literacy Coordinator. Full implementation using this

schedule begins in year two. Other schools choose to train a team in year one, a Literacy Coordinator in year two, and begin full implementation in year three.

Participation in CELL and ExLL trainings vary across schools. Some schools train teams and Literacy Coordinators in CELL and ExLL at the same time. Other schools have initiated CELL training and progressed into ExLL training in a subsequent year. Though many Second Chance schools are in districts using CELL-ExLL, it is not a prerequisite.

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## Implementation Schedule

### School-Based Planning Team

- 5 One-day Training Sessions
- Monthly Guided Meetings
- West Coast (or a regional) Literacy Conference

### Literacy Coordinator Training

- 5 Week-Long Training Seminars
- 5 School-Based Planning Team Training Days
- 3 Advanced Training Days
- Monthly Guided Meetings
- Monthly Colleague Meetings
- West Coast Literacy Conference

### Schoolwide Training

- 30 Hours Training for Staff
- Biweekly Guided Meetings
- West Coast (or a regional) Literacy Conference

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*“CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers.”*

*Elementary School Principal*

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## RESEARCH

California Early Literacy Learning, Extended Literacy Learning and Second Chance are all research-based programs. This research is reflected in both the selection of training components as well as the collection of data from participating schools. All elements of the frameworks were selected because of their substantial support in the research literature. The frameworks represent best practices in literacy learning and implement the areas of instruction outlined in the Report of the National Reading Panel (2001). The Foundation uses accountability measures prescribed by various states as the primary source of data to demonstrate the efficacy of professional development. Data generated by participating schools are compared in various ways to data from schools that are not part of the CELL, ExLL, and Second Chance training programs. Participants also assist in the collection of data that are used to document program success and individual student gains. It is a primary focus of the research to analyze and report data generated by individual participating schools and districts. This research focus is a more reliable predictor of the likely impact of professional development on achievement in a particular school than a set of aggregated data from all participants.

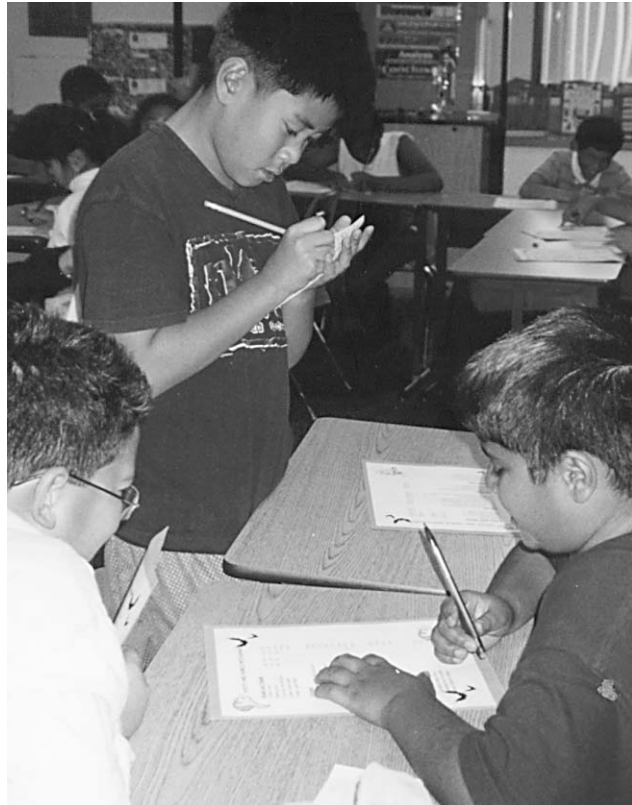
Specific focus is given to the standardized test scores of each participating school. In addition to the language arts test results, content area scores are also monitored to determine the impact of increased literacy learning on achievement in mathematics and other subject matter. In addition, as soon as possible after the opening of school, approximately six students chosen at random from each classroom, are individually assessed, using various measures as a pretest. The posttest for this same group is completed in the last three weeks of school. This procedure is used to monitor specific learning in a group of focus students at each grade level.

The primary goal of California Early Literacy Learning, Extended Literacy Learning and Second Chance is to increase the achievement of students by providing high quality professional development for teachers. The impact of this professional development on various research questions is measured. These include the impact of professional development on: literacy achievement, achievement in content areas and on content standards, treatment (training versus no training) effect, implementation of instruction recommended by the National Reading Panel, special needs students, English language learners, and the use of different professional development models.



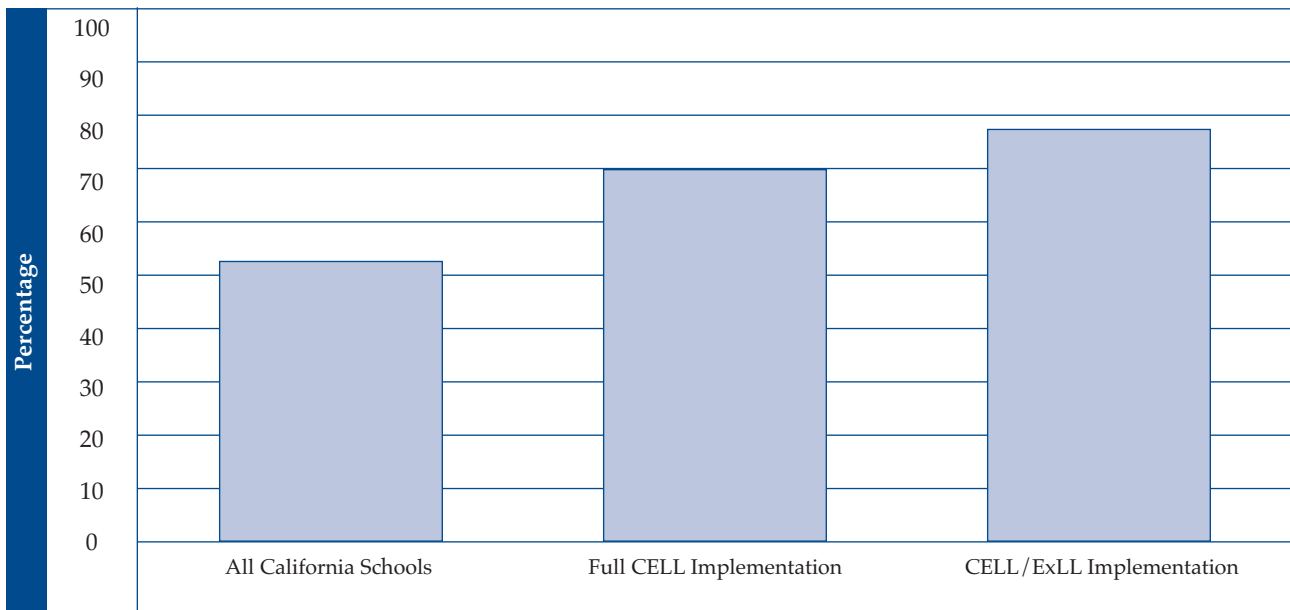
## Achievement in Literacy

To increase school accountability for student achievement, California implemented an Academic Performance Index (API) to measure school success. Schools were given a five percent achievement target gain on the Stanford Achievement Test (Ninth Edition) for the 2001 testing cycle. Table 1 is a summary of all California elementary schools and their success in meeting their goal. Fifty-two percent of California elementary schools met or exceeded their goals, 70 percent of CELL schools (full implementation of team training and a Literacy Coordinator) and 76 percent of schools implementing both CELL and ExLL met or exceeded their goal.



*CELL and ExLL schools outperformed other elementary schools on the SAT-9.*

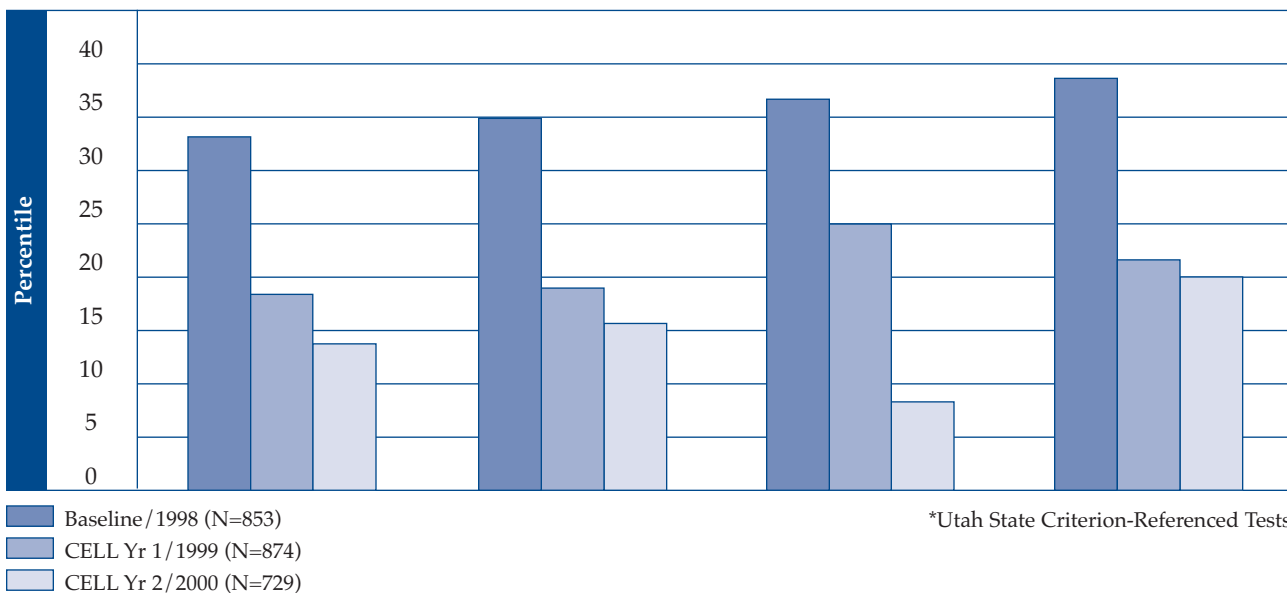
**Table 1** California Schools Meeting or Exceeding API Goal (2002) - Stanford Achievement Test (Ninth Edition)



Utah uses a criterion-referenced test to monitor the progress of their disadvantaged and low performing schools. Table 2 summarizes the CELL data (Grades 1-3) and Table 3 summarizes the ExLL

data (Grades 4-6). The number of students who scored in the lowest quartile declined significantly from the baseline year of 1998 over the two year period of implementation.

**Table 2** *Students Scoring in the Lowest Quartile on Criterion-Referenced Tests\*, Grades 1-3 (CELL) in Four Utah Schools*



**Table 3** *Students Scoring in the Lowest Quartile on Criterion-Referenced Tests\*, Grades 4-6 (ExLL) in Four Utah Schools*

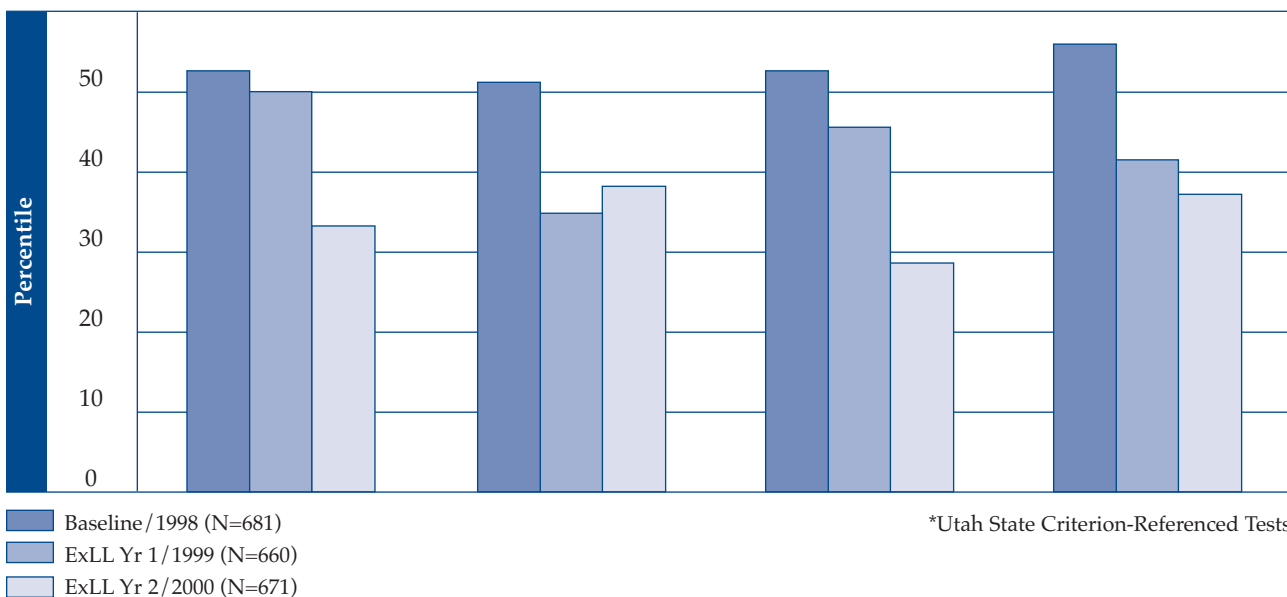


Table 4 is achievement growth for a Native American school in rural Montana. The measures show percentage of students at grade level in both

second and third grades on reading and word list measures. This school is completing its second year of implementation.

**Table 4** *Percentage of Students at Grade Level (Montana)*

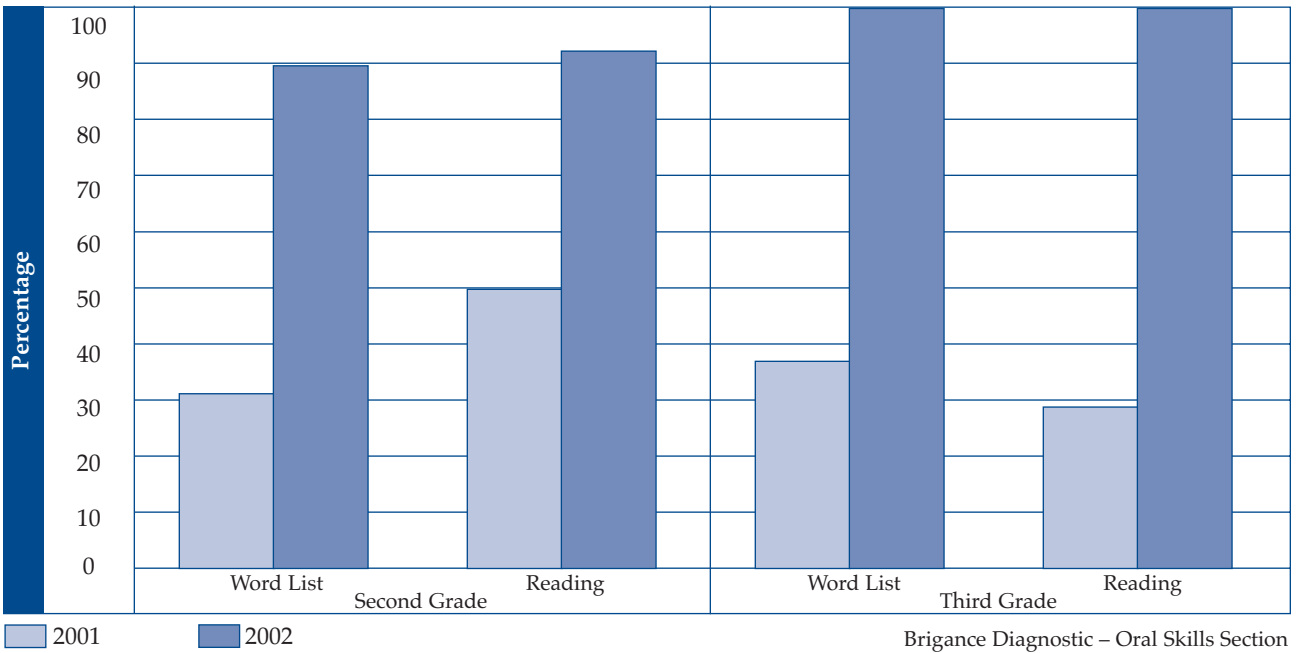
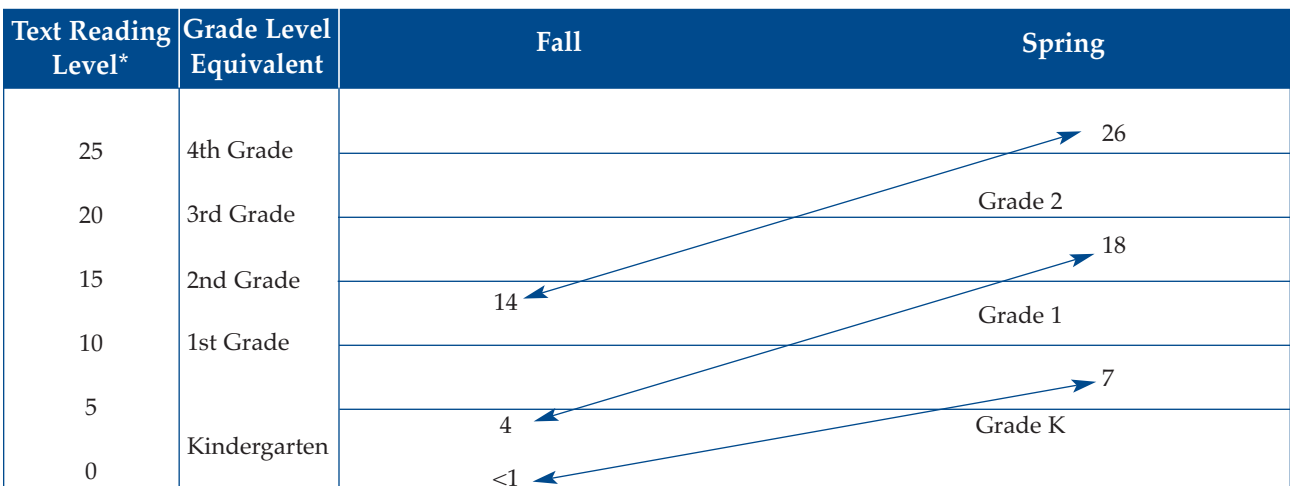


Table 5 shows Fall and Spring Observation Survey mean scores and grade equivalents in text reading for students in grades K-2 at a fully implemented CELL school. Kindergarten students began the year as non-readers and reached a level equivalent to mid-first grade by the Spring testing. Achievement of first-graders increased from upper

Kindergarten to beginning second, and second-graders began the year just below grade level and scored high fourth grade in the Spring testing. These randomly selected students received no intervention or support services other than effective classroom teaching using the CELL framework.

**Table 5** *Mean Text Reading Scores\* for Fall and Spring– Focus Child Testing*



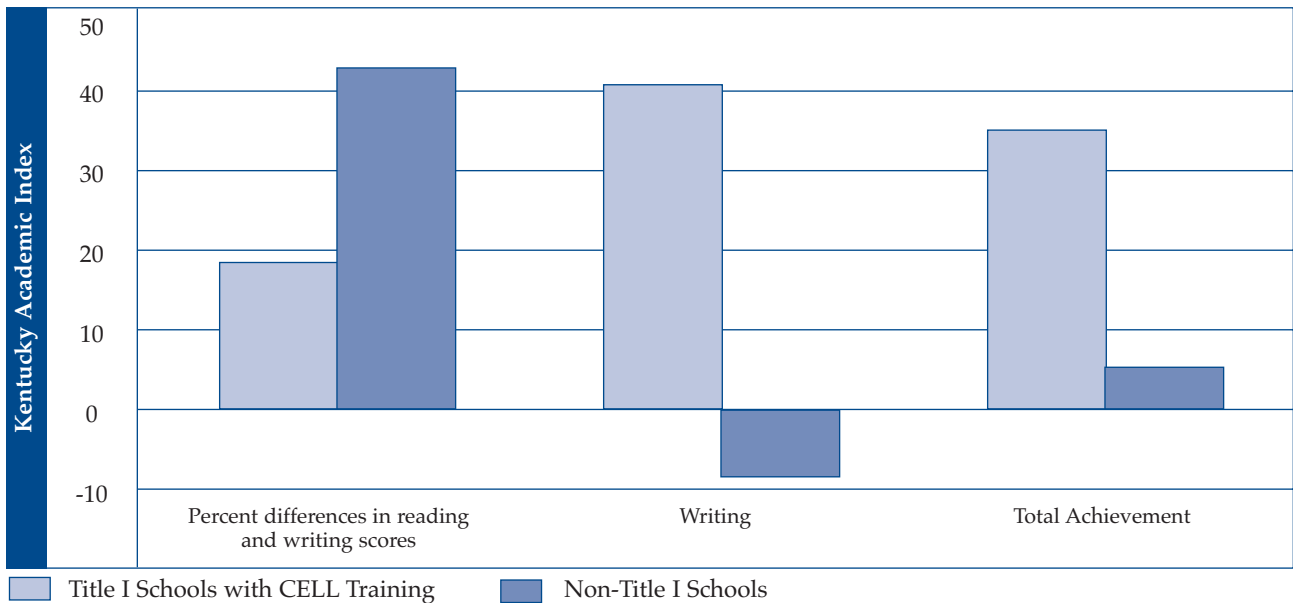
Implementation Year One California School, 1996.

\*Observation Survey

Table 6 measures the impact of CELL training on writing and overall achievement in a Kentucky school district. Column one of this table shows the difference between reading and writing scores in the Title I and Non-Title I schools. The lower

difference in the CELL schools is notable. Columns two and three show greater writing achievement and total achievement for the CELL trained schools.

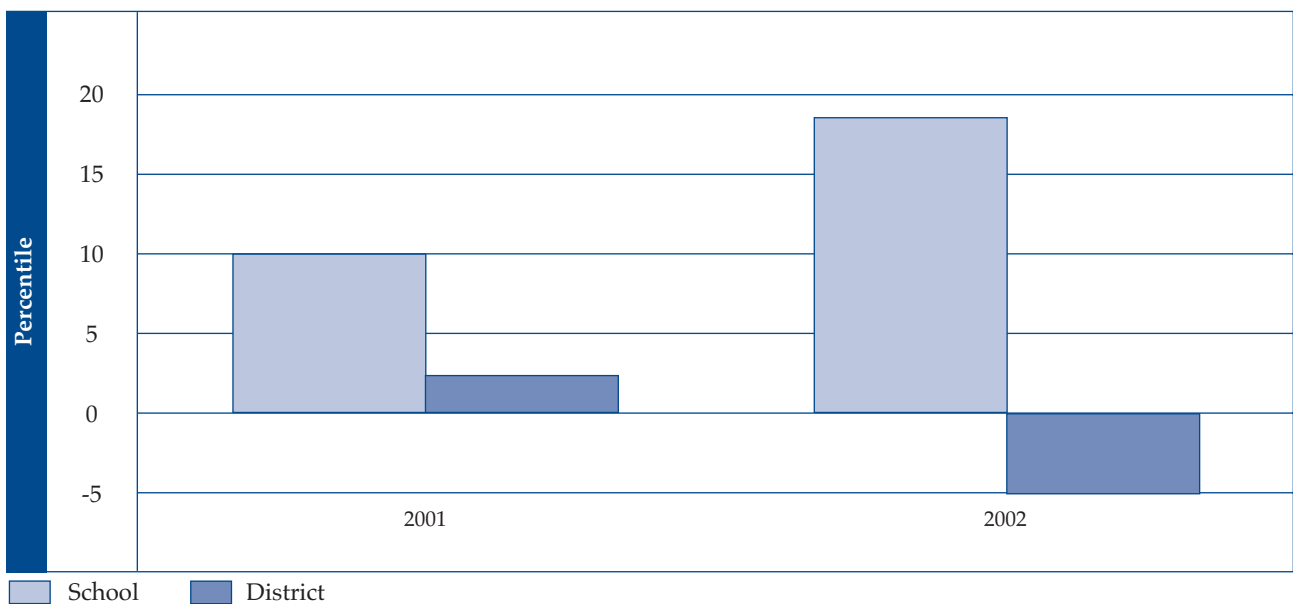
**Table 6** *Ratio of Reading to Writing Achievement (Kentucky)*



A CELL and ExLL demonstration school in Nevada measured writing proficiency using the state accountability measure. Table 7 shows per-

centage growth of proficiency in writing for fourth graders to be greater in both 2001 and 2002 for this school compared to other schools in the district.

**Table 7** *Fourth Grade Writing Proficiency Growth (Nevada)*



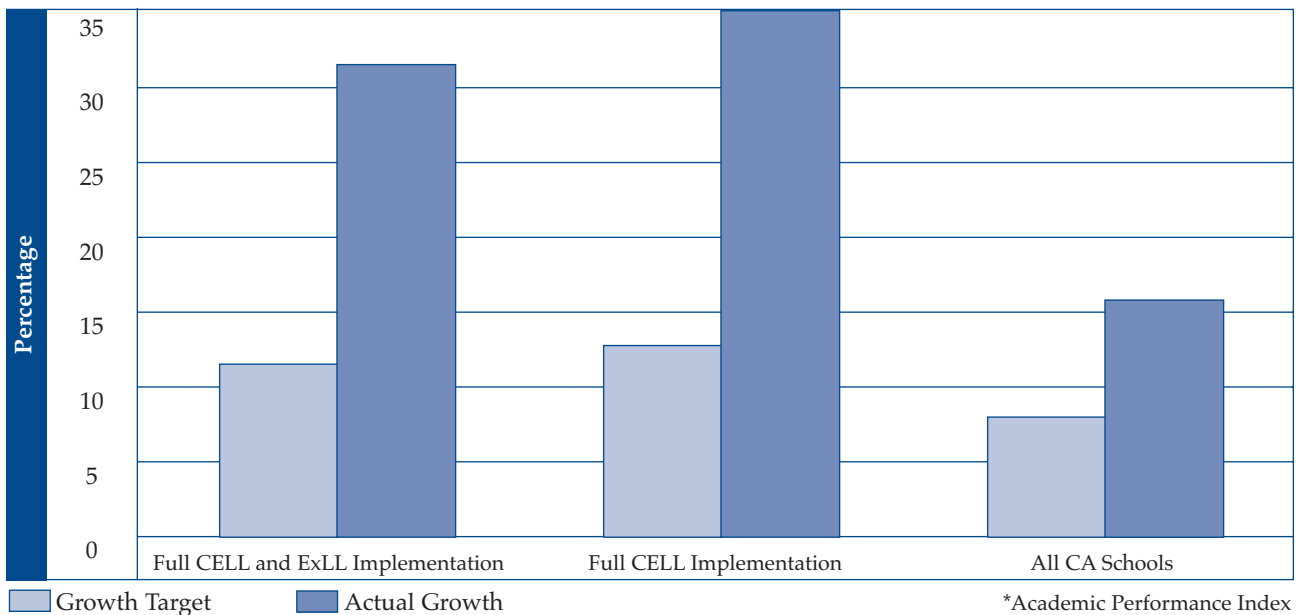
## Overall Achievement

Overall achievement including data on achievement in the content areas and on performance standards was also analyzed. Academic Performance Index data for California elementary schools were analyzed for the 2000-2001 school year. Table 8 shows that schools with full CELL implementation in Grades K-3 and full CELL and ExLL implementation in

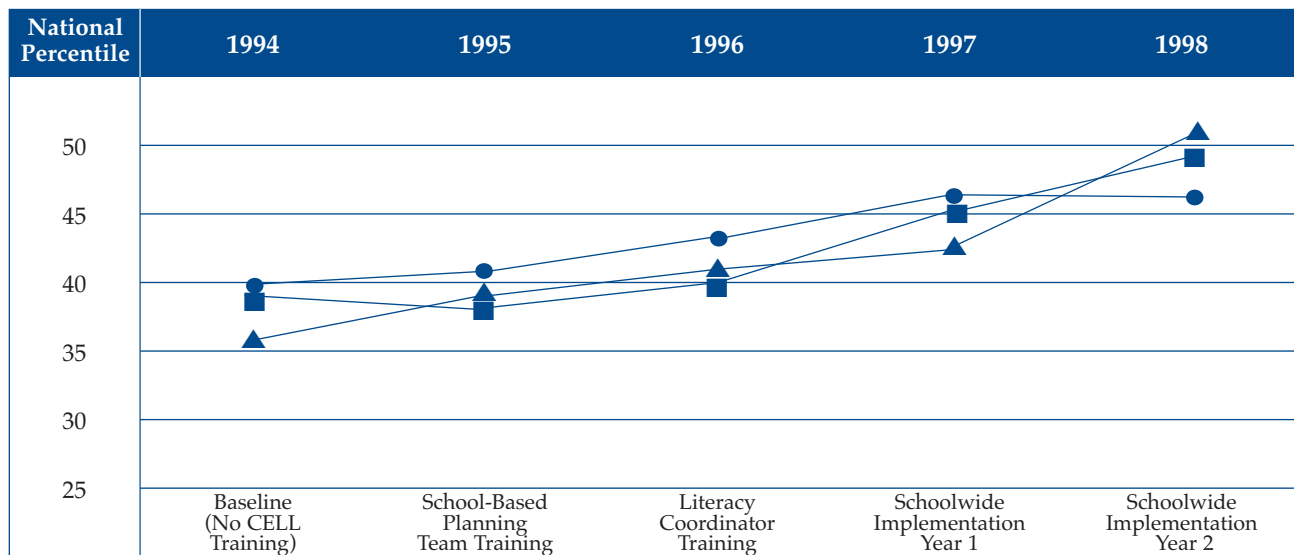
Grades 4-6 posted a higher rate of goal attainment than other schools.

Table 9 is a longitudinal study of student achievement in two Title I schools over a five year period. A steady trajectory of growth is seen from the 1994 baseline of no training to the second year of full implementation in 1998 with scores in the average range. This growth was seen in reading and language arts as well as in mathematics.

**Table 8** California School API Target and Growth\*(2001)



**Table 9** Sustained Growth on SAT-9\* in Reading, Language Arts and Mathematics Achievement in a Four Year CELL Implementation – Summary of Scores for Grades 3-5 (Wyoming)



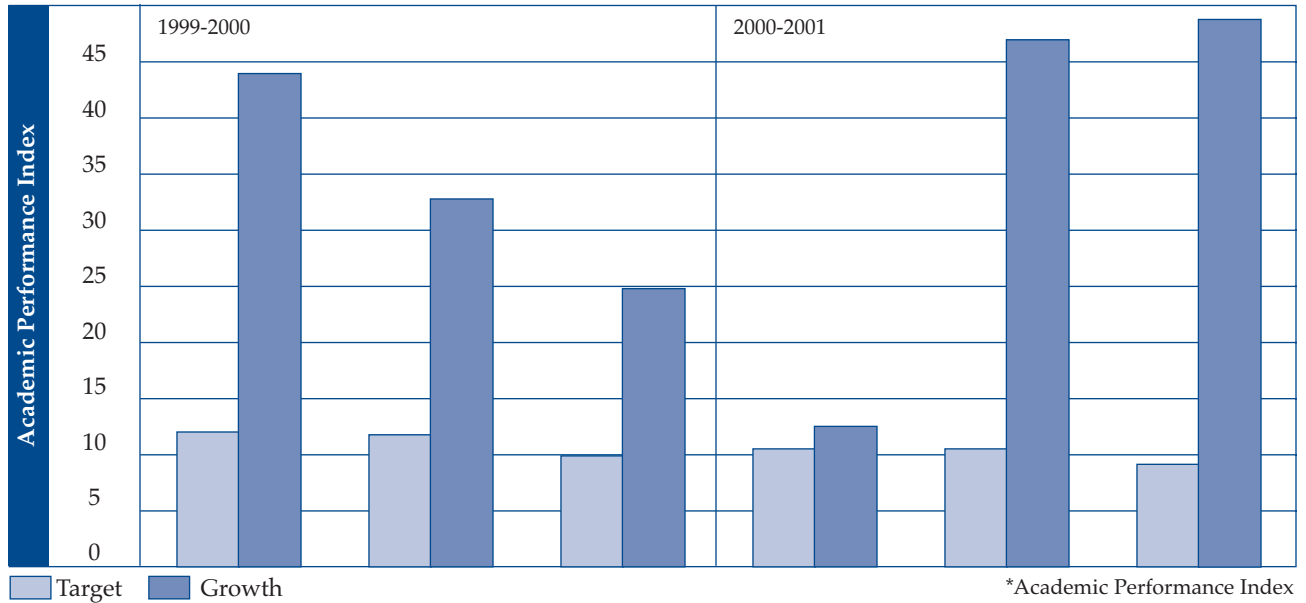
● Reading ▲ Math ■ Language Arts

\*Stanford Achievement Test - Ninth Edition  
Two Title I Schools

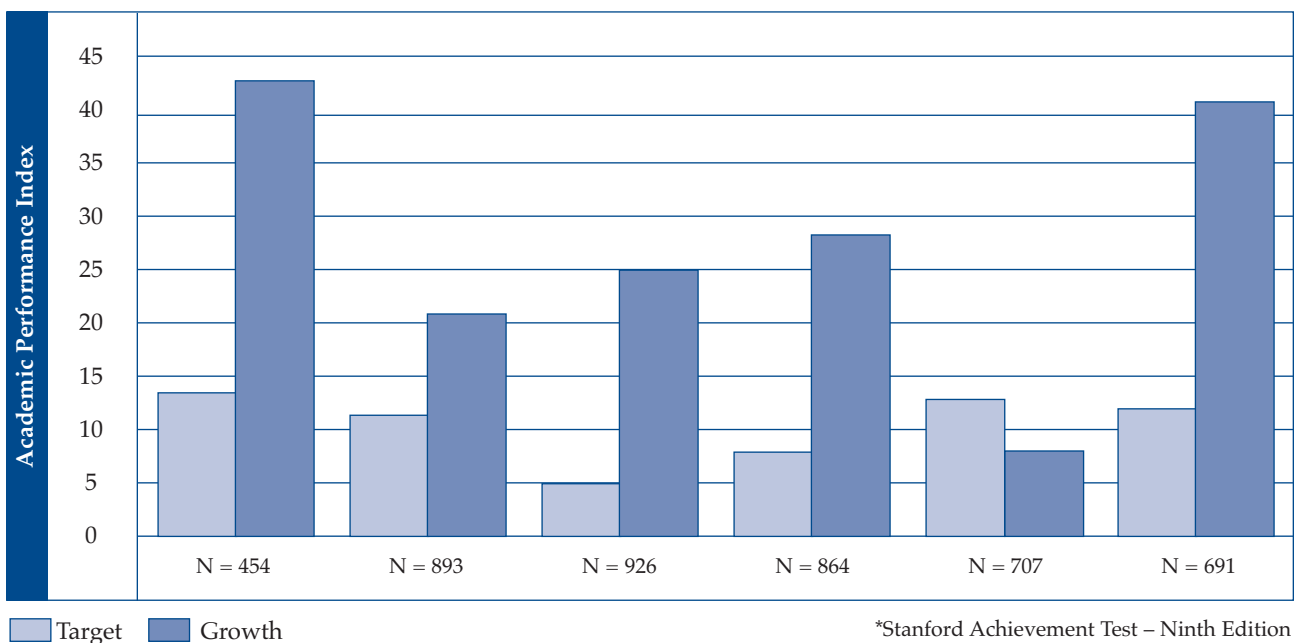
Second Chance data for a two year period are reported in Tables 10 and 11. Table 10 reports the API growth targets and growth on the SAT-9 for middle schools that trained a Literacy Coordinator. All three schools exceeded their target for both years. Table 11 shows the same comparison for six

schools who had School-Based Planning Team training. Only one school failed to reach the target. This failure was attributed to partial participation by team members. Five schools exceeded their target growth by a considerable margin.

**Table 10** Achievement Growth\* over Two Years for Schools with Second Chance Literacy Coordinators



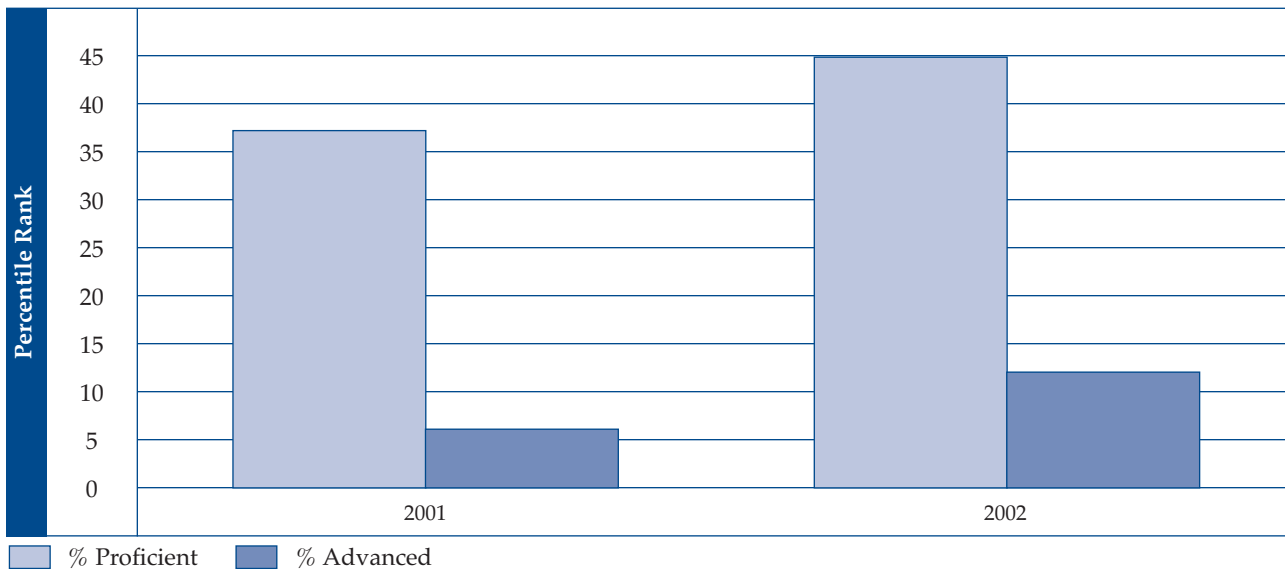
**Table 11** SAT-9\* Achievement for Six California Middle Schools Participating in Second Chance - Year 1 Growth (1999-2000)



The increase in the percentage of students reaching proficient and advanced levels on the California Language Arts Standards in a district

with full CELL and ExLL implementation is reported in Table 12. Significant improvement was found over two years of testing.

**Table 12** *California Language Arts Standards Test Scores 2nd/3rd Grade*



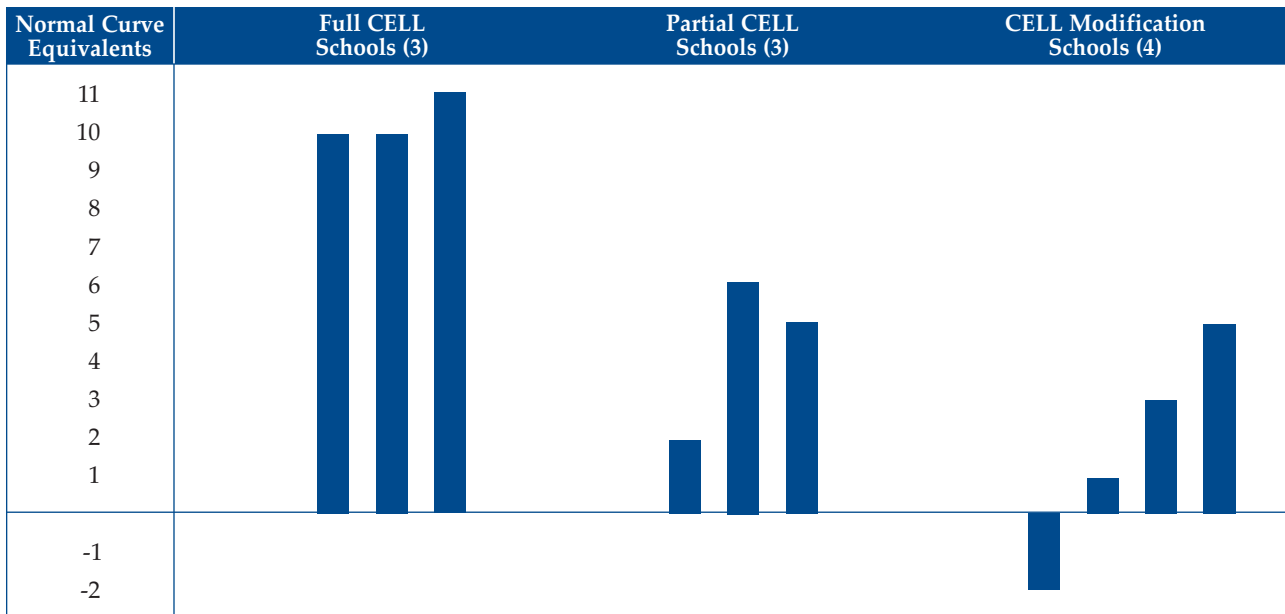
### Treatment Effect

One of the expected standards of scientific research is that results can be attributed to the treatment, in this case professional development. Tables 13, 14, and 15 demonstrate this effect. In Table 13, all of the elementary school in one district were compared based on level of participation in the CELL training. Tables 13 and 14 report achievement scores for a matched sample of schools. Table 15 compares groups that were randomly assigned to treatment.



*The Foundation research agenda includes the areas of instruction recommended by the No Child Left Behind Act.*

**Table 13** California Achievement Test (CAT-5)\*Reading Comprehension Four Year Summary, Grades 1-4



California CELL Pilot District, 1997  
 \*California Achievement Test - Fifth Edition

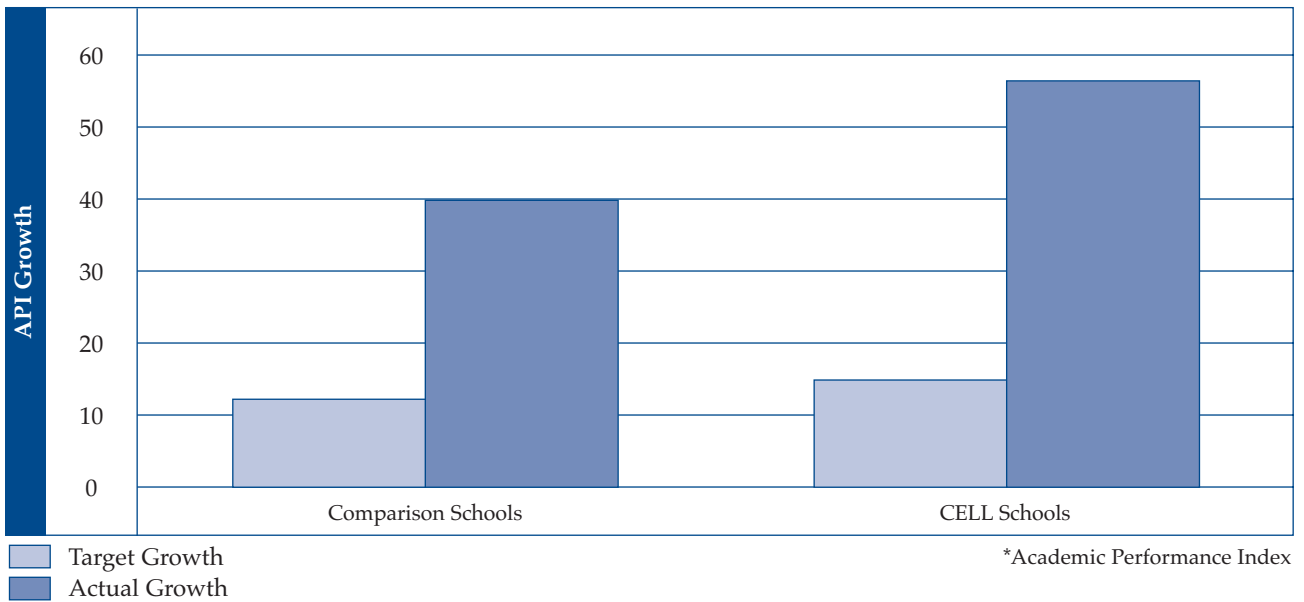
Table 13 compares achievement in Grades 1-4 on the California Achievement Test (CAT-5) over a four year period. Schools who had full CELL implementation showed increases of 10, 10, and 11 normal curves equivalents in reading comprehension. Schools with partial implementation of CELL showed increases of 2, 6, and 5. And schools that participated in a district modification of CELL had normal curve equivalent schools of -2, 1, 3, and 5. These data are a strong indication that program replication is affected by altering standards, procedures, or training.

Table 14 summarizes the API growth for CELL and ExLL schools and comparison schools during 2002. These schools are all from the Los Angeles Unified School District and are matched by initial scores on the Academic Performance Index. CELL and ExLL schools posted fifteen percent higher growth on this measure.

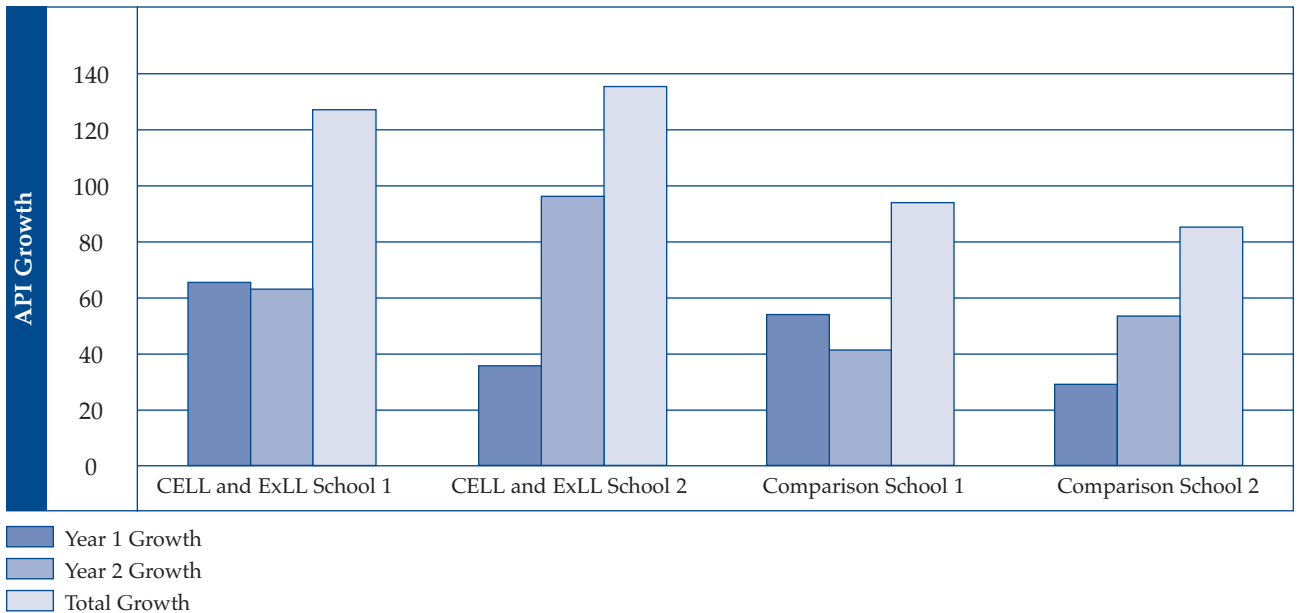
Table 15 also matches schools by initial API scores to make a comparison for two years of growth. The two CELL and ExLL schools outperformed the comparison schools by a significant margin.



**Table 14** Comparison of 2002 Achievement Growth\* in California Comparison Schools and CELL Schools



**Table 15** Academic Performance Index Growth Over Two Years in Comparison Schools

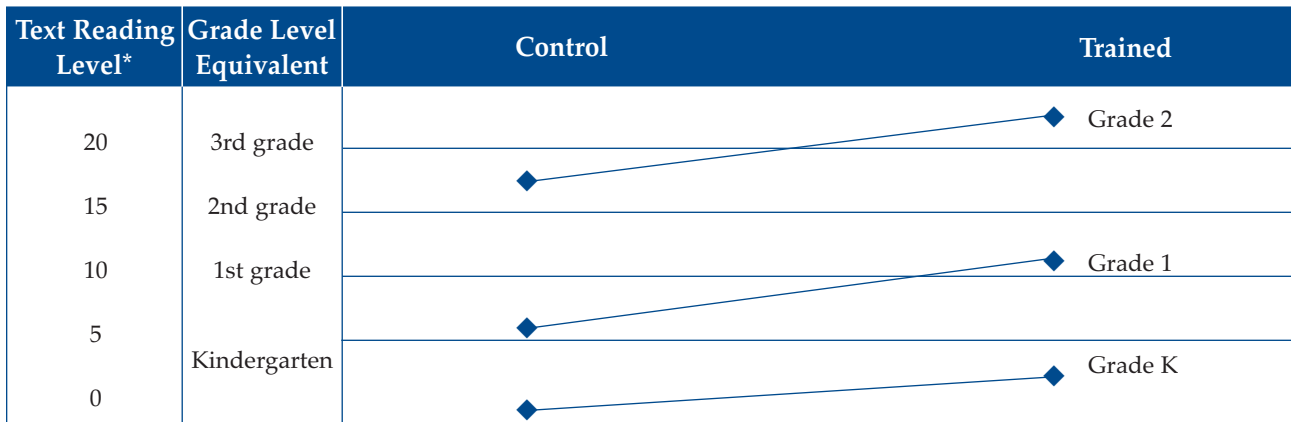


*Professional development has been identified as a key variable in student achievement.*

Table 16 reports a study completed where half of the staff participated in training and the other half served as a control group who received no training. Significant increases in text reading scores were reported in each grade level for students of teachers who participated in training compared to those who received no training.

Students were randomly assigned to treatment where teachers were trained in CELL or had not received CELL training. The three measures reported in Table 17 include a writing quality measure and reading measures in fluency and overall reading level. The experimental (CELL) group showed significant gains on all three measures.

**Table 16** Year End Mean Text Reading Scores\* for Students of Training Group and Control Group (Wyoming)



(N=200), 1996.

\*Observation Survey

**Table 17** Treatment Effect Comparison of Control and Treatment Groups on Three Measures\*

	Experimental Group	Control Group	t-test
Writing Quality	4.50	2.50	t=4.899, p<.005
Fluency	3.33	1.83	t=4.025, p<.005
Reading Level	6.67	2.83	t=4.675, p<.005

Experimental N=6  
Control N=6

\*Dominie Reading and Writing Assessment Portfolio

## National Reading Panel

The National Reading Panel identified five areas of instruction that research demonstrates are critical for teaching reading. These findings were operationalized in the No Child Left Behind Act and in Reading First. The impact of training in CELL and ExLL on teacher behavior on each of the areas was measured and is reported in Table 18. Teaching in these five areas of instruction before training and after training is significant for this large sample of teachers.



**Table 18** *Impact of Training on Reading First Criteria*

CELL/ExLL Teachers (PreK-6)

Emphasis on	Before Training Mean Score	After Training Mean Score
Phonemic Awareness	1.81	3.35
Phonics	2.54	3.57
Fluency	1.83	3.75
Vocabulary	2.71	3.87
Text Comprehension	2.36	4.14

Scale 1 Low - 5 High

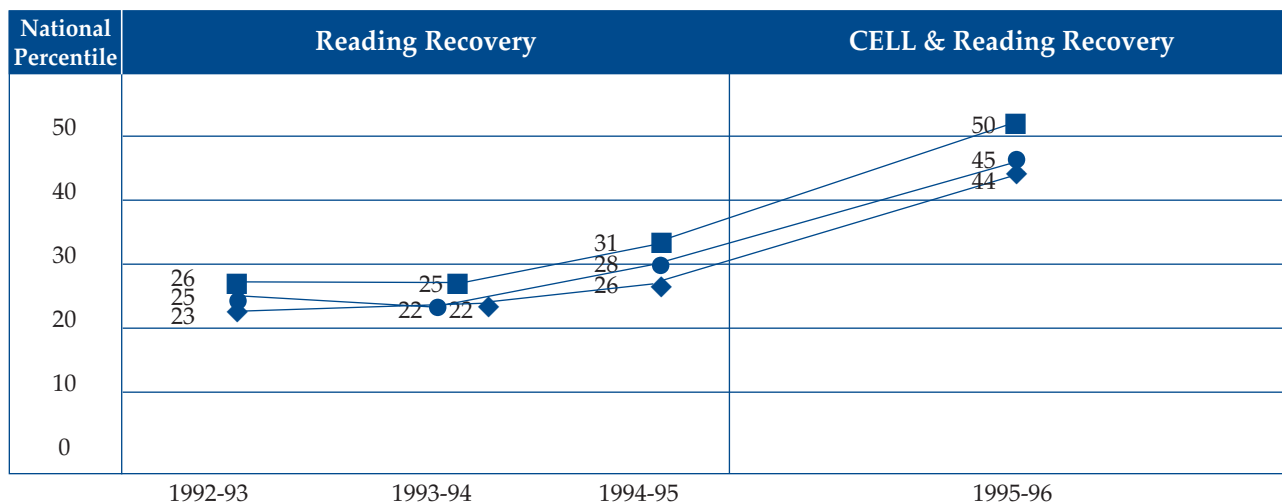
\*Using t-test, all scores,  $p=.0001$   
N=1318

## Special Needs Learners

The impact of professional development for students with special needs was examined in three studies. Though not required, many schools that have selected CELL as a professional development program also participate in the Reading Recovery (Clay, 1979) program. Though Reading Recovery, by design, is an intervention and not expected to impact the cohort, many districts track these data. Table 19 shows standardized test data for first-graders over a four-year period in mathematics, reading, and total

battery. The three years of data during Reading Recovery participation yielded scores in the 22-31 national percentile range. Year-end scores following the first year of CELL implementation showed a dramatic increase in all three areas to the 44-50 percentile range. The achievement increase was also seen in mathematics. These data help support the primary importance of reading and writing instruction in the elementary grades. It also suggests that even a powerful intervention like Reading Recovery improves with the support of effective classroom teaching.

**Table 19** *Impact of California Early Literacy Learning (CELL) on Standardized Test Scores\* for First Graders in Schools with Reading Recovery*



- Mathematics
- Reading
- ◆ Total Battery

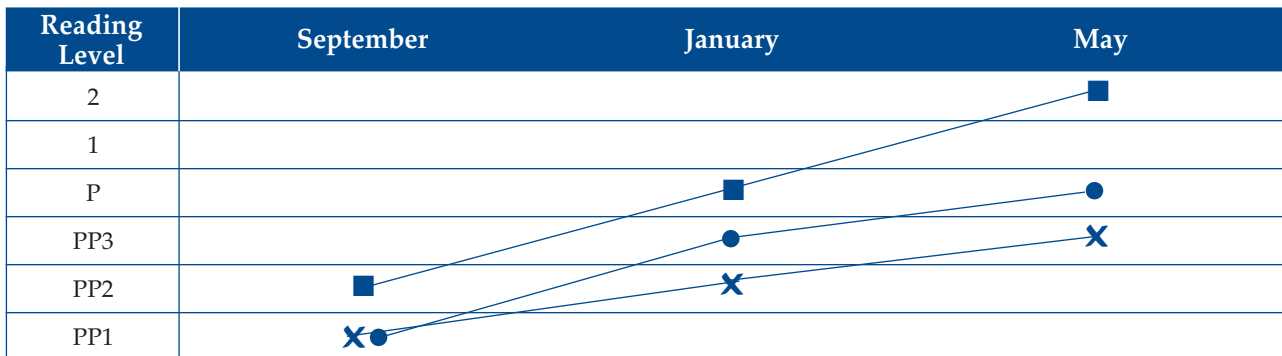
\*Comprehensive Test of Basic Skills (CTBS)  
Six California Title I Schools



Table 20 also has data that compare Reading Recovery implementation and CELL implementation. In addition, it compares CELL implementation at the School-Based Planning Team level and the Literacy Coordinator level. The benefits of full CELL implementation are demonstrated in this study as well as the benefits of a school-based staff developer.

It is hoped that powerful instruction and access to good first teaching for all students will impact the need for remedial reading and special education services. Table 21 reports special education referrals over a three year period. Non-Title I schools with neither Reading Recovery nor CELL support showed an increase in percentage of referral from 2.6 to 3.7. Title I schools supported by Reading Recovery showed a referral reduction from 3.0 to 2.8 percent. The demonstration school supported by Reading Recovery and CELL showed a significant reduction in referrals to special education from 3.2 to 1.5. These data confirm both the effective combination of a balanced

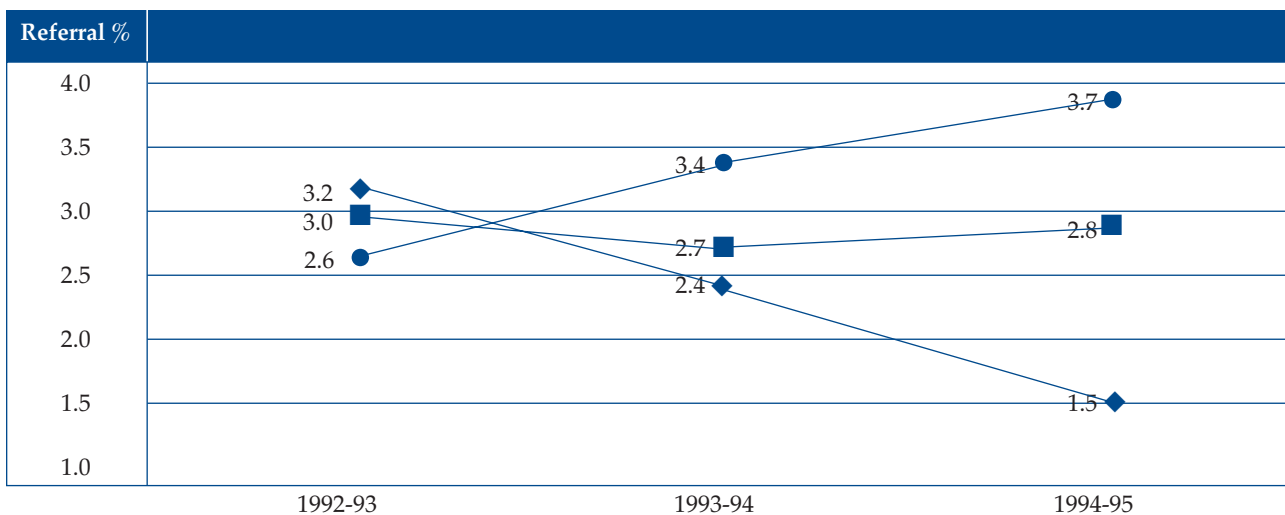
**Table 20** Comparison of First Grade Text Reading Level Averages\* for Reading Recovery, CELL One (Team) and Year Two (Literacy Coordinator) Implementation Years



- × 94-95 Reading Recovery Implementation
- 95-96 CELL School-Based Planning Team Training
- 96-97 CELL Literacy Coordinator Training

\*Observation Survey  
California School District, 1997

**Table 21** Comparison of Non-Title I, Title I, Reading Recovery, and California Early Literacy Learning Referrals to Special Education



California School District, 1996

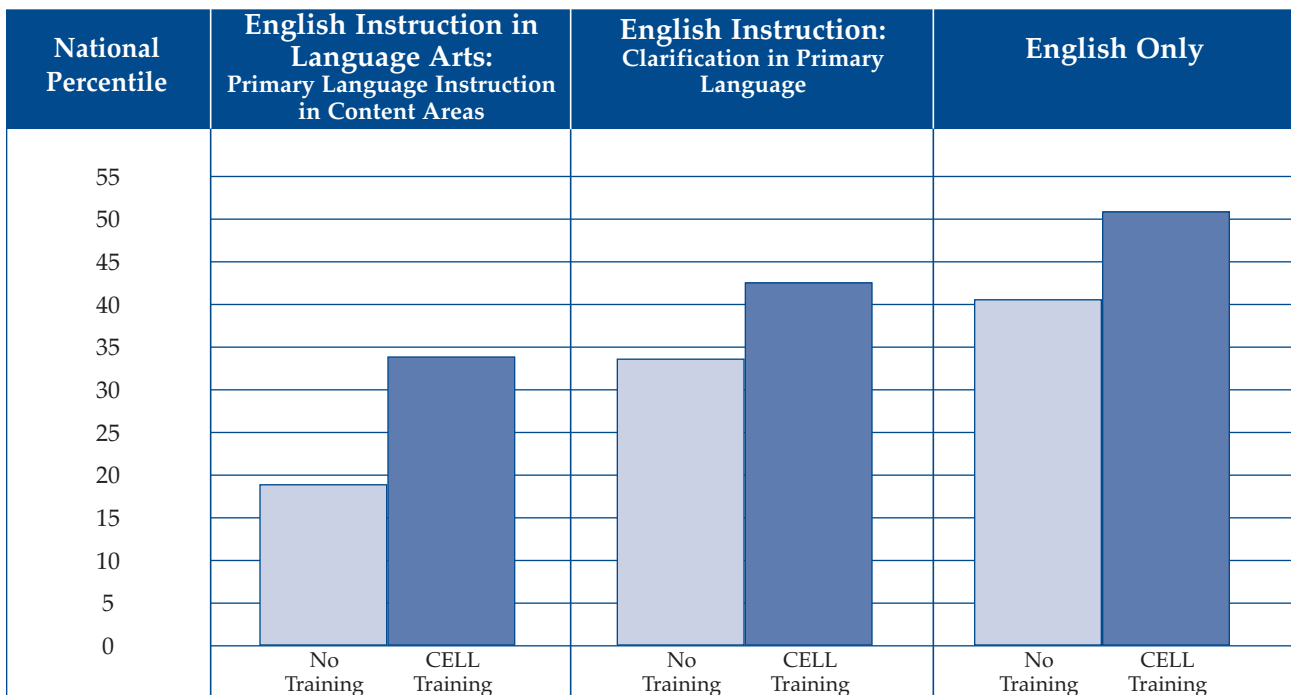
program of reading and writing instruction with a powerful early intervention and the cost effectiveness of schoolwide training in CELL.

*Referrals to special education decreased.*

One of the CELL demonstration schools was able to exit eight of 32 students from special education resource placement during 1997-98 after two years of CELL implementation. The district used a typical ability/achievement discrepancy determination to both establish and maintain eligibility. The students who exited made sufficient gains in reading and writing to fall below the threshold of eligibility. The decision to exit special education was also reviewed and endorsed by the staffing team. This exit from a special education resource room placement can be attributed to the use of more powerful teaching strategies and to the fact that special to regular class transition is facilitated by the alignment of teaching strategies when both regular and special education use the CELL framework.



**Table 22** *Reading Achievement\* for English Language Learners Using Three Immersion Models*



N = 1595 (9 Schools)

\*Stanford Achievement Test - Ninth Edition  
California School District

## English Language Learners

Reading achievement was measured for English language learners in three immersion models. Scores for first-graders in CELL trained schools are compared to those from schools that received no training in Table 22. Students from CELL schools outperformed the other schools in all three models by 14, 9, and 10 percent.

A full CELL and ExLL implementation district measured the percentage of growth for English language learners. The increase of percent of proficiency measured by the Spanish Assessment of Basic Education is reported in Table 23. Numbers of students scoring at or above the 76th and 51st percentile both increased significantly.

## Comparison of Professional Development Models

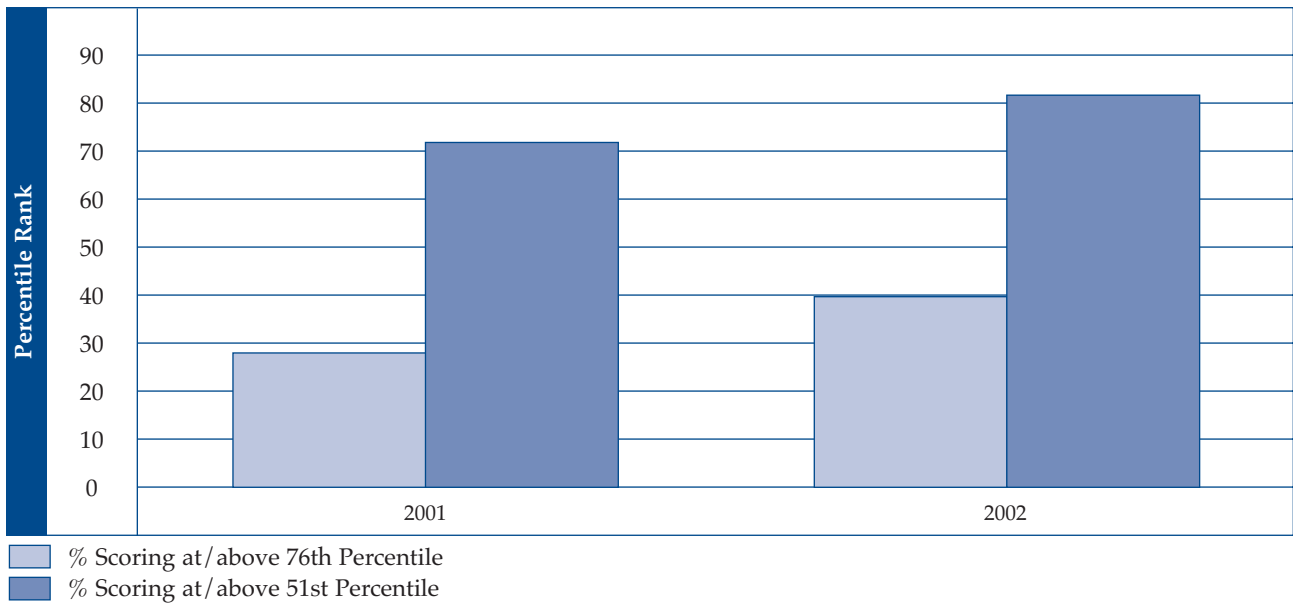
Various models of professional development are available. Studies to compare CELL and ExLL where teacher practice is the focus to models that

are scripted were conducted. Table 24 compares achievement scores for schools participating in CELL and Success for All from one district where both options were available. Overall achievement increases were greater for CELL schools in both second and third grade.

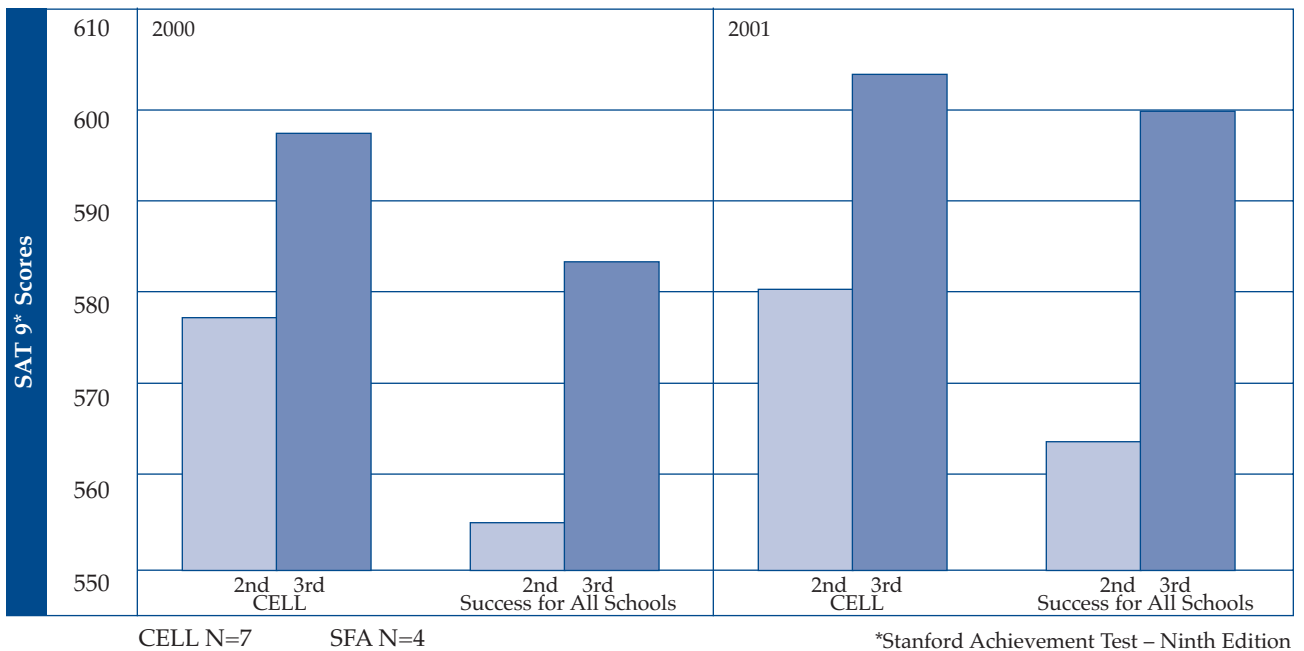


**CELL in a Chile School**

**Table 23** *Percentile Growth on the Spanish Assessment of Basic Education, Second Edition (SABE; 2<sup>nd</sup> Edition)*



**Table 24** *SAT-9\* Scores for CELL and Success for All Schools in a District with Both Implementations*



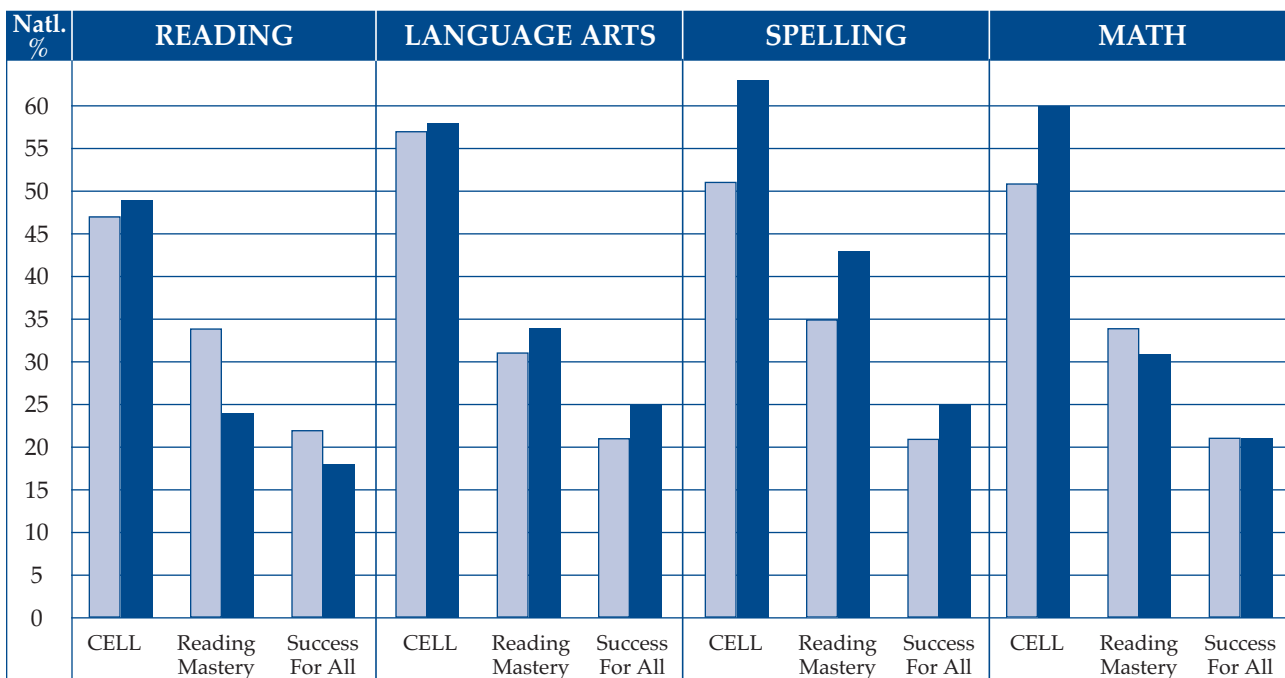
*Studies suggest that programs that support teachers are more powerful over the long term than scripted programs.*

Tables 25 and 26 compare the SAT-9 scores in three Title I schools in a California district. Schools were in comparable implementation stages of CELL and ExLL, Reading Mastery (Engelman et al., 1998), Success for All (Slavin et al., 1993). CELL and ExLL posted higher scores in all categories measured (reading, language arts, spelling, and math).

Many school districts have opted to use basal reading series that are highly prescriptive as an alternative to providing professional development to teachers. Table 27 compares achievement scores in schools that provided CELL and ExLL professional development for teachers in addition to using the Open Court basal reading series. CELL schools outperformed on all measures.



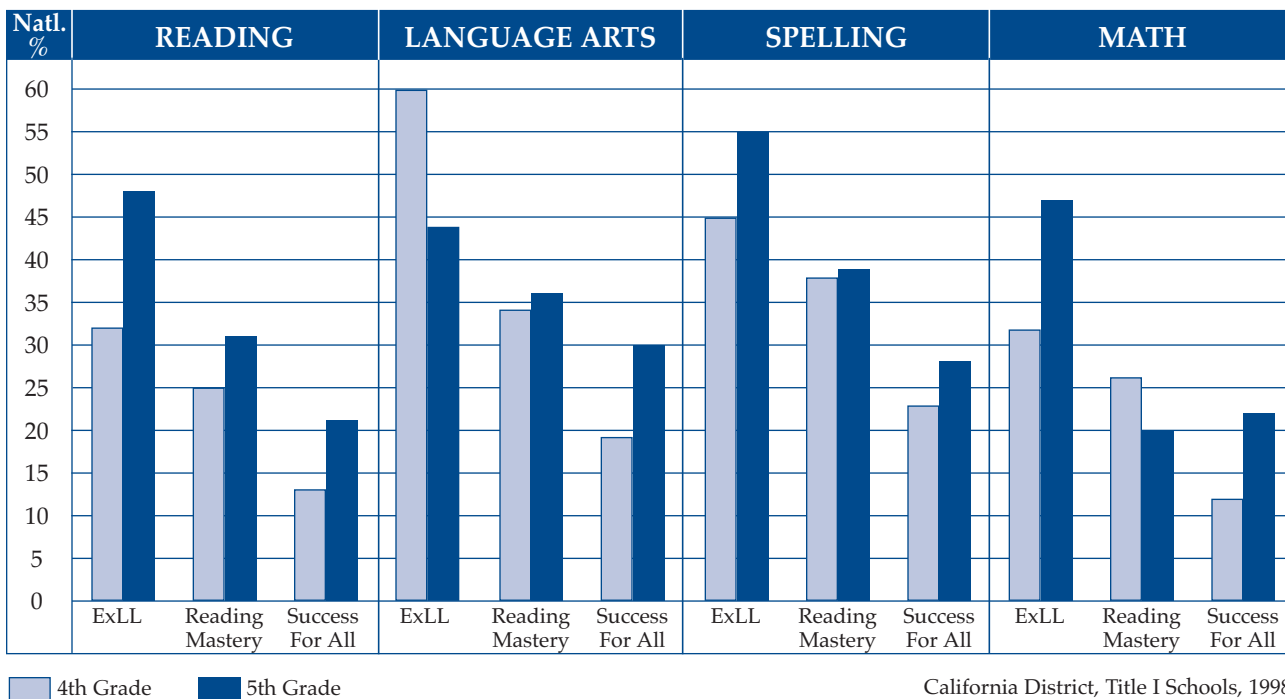
**Table 25** District SAT-9\* Scores in Three Title I Schools Using California Early Literacy Learning, Reading Mastery and Success For All (2nd and 3rd Grade)



■ 2nd Grade    ■ 3rd Grade

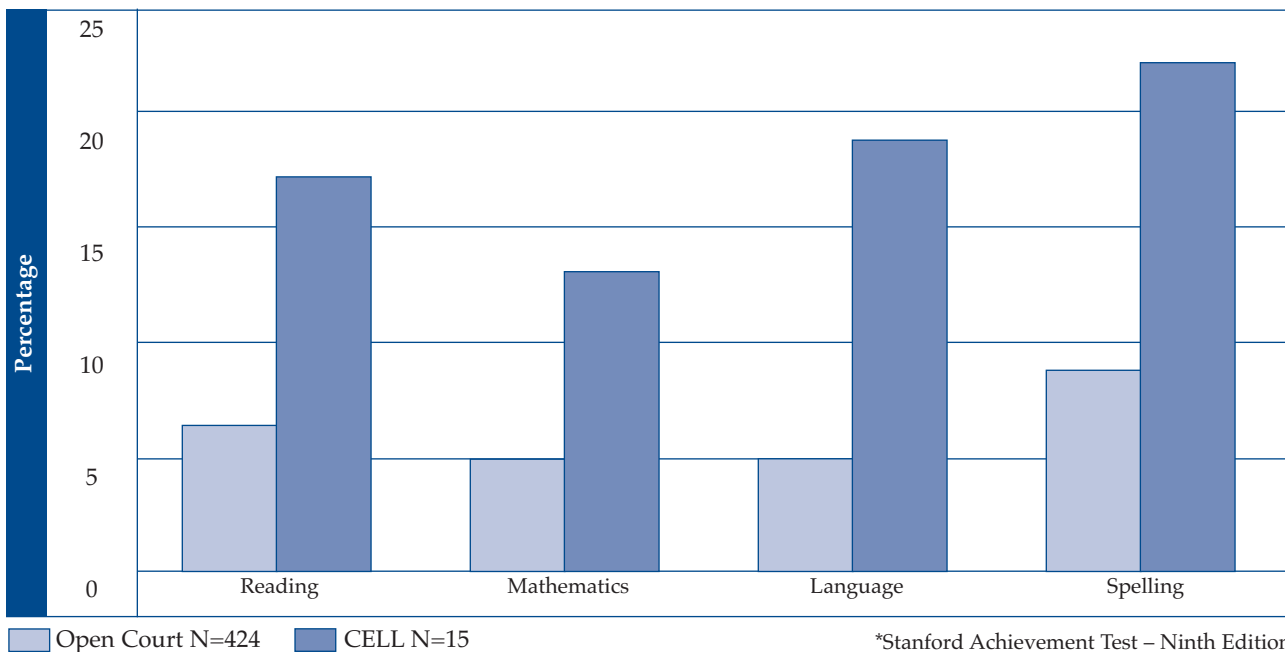
California Title I Schools, 1998  
\*Stanford Achievement Test - Ninth Edition

**Table 26** District SAT-9\* Scores in Three Title I Schools Using Extended Literacy Learning, Reading Mastery and Success For All (4th and 5th Grade)



California District, Title I Schools, 1998  
 \*Stanford Achievement Test - Ninth Edition

**Table 27** Percentage of Achievement Growth\* Comparing Open Court Schools with and without CELL Training



\*Stanford Achievement Test - Ninth Edition

## External Reviews

In addition to the studies conducted by CELL, ExLL and Second Chance schools, numerous external reviews have been conducted. Evaluations have been independent and used data provided by participating schools.

The Nevada Legislative Bureau of Educational Accountability and Program Evaluation reviewed data from CELL and ExLL schools in the state to evaluate its continued effectiveness on increasing the academic achievement of low performing students. Based on this evaluation CELL and ExLL were included on the List of Effective Remedial Programs as a program of curricular reform recommended to schools in Nevada.

A large scale study of the impact of CELL and ExLL on reading achievement was completed by the Program Evaluation and Research Branch of the Los Angeles Unified School District (2000). The conclusion that both programs were effective was based on overall increases in achievement as well as the comparison of data from schools that received CELL and ExLL training compared to schools that received no training.

CELL and ExLL are both listed as effective programs by the Northwest Regional Educational Laboratory and the National Clearinghouse for Comprehensive School Reform. An independent panel of judges evaluated CELL and ExLL on criteria that included evidence of effectiveness in improving student academic achievement, extent of replication, implementation provided to schools, and comprehensiveness.

CELL and ExLL participation has been funded by the Comprehensive School Reform Demonstration Program and Reading First. Both of these initiatives by the U.S. Department of Education require that approved programs be research-based and proven effective. Independent panels judged CELL and ExLL to have met these criteria. In addition, CELL, ExLL and Second Chance all align with the standards of the No Child Left Behind Act. The Foundation has convened a panel of nationally recognized experts to review its research. This report will be available in Fall 2003.

## Summary

Data available on the efficacy of CELL, ExLL, and Second Chance meet the generally accepted

standard for scientific research. The elements of the frameworks are best practices and their effectiveness reported in peer reviewed research journals. Data are independently collected. The primary sources of data are accountability measures administered by various states. Studies were also conducted that compared programs in matched groups and in one study, random assignment to treatment groups. The impact of CELL and ExLL training on the areas of instruction recommended by the No Child Left Behind Act was measured.

These studies demonstrate that CELL, ExLL and Second Chance are effective programs of professional development. The most important data are those that show good achievement gains in literacy. Schools who have committed to training a Literacy Coordinator show greater gains than those who received only the School-Based Planning Team training. Both level of implementation and adherence to the model are seen as important variables.

The impact on special education was also measured in two studies. The savings that would result in the reduced referral to special education and special education exit would, by themselves, cover the cost of all CELL and ExLL training. This is a powerful measure of cost effectiveness.

Professional development for teachers was found to be more important than the use of a particular instructional model. CELL was also found to be an effective way to support English language learners.

This research provides strong support for the relationship between professional development for teachers in the literacy frameworks and gains in student achievement. Even a highly prescriptive reading program measured higher gains with the support of professional development for teachers.



**Teachers from the CELL-EILE Demonstration School in Tehuacán, Mexico.**

## IMPLEMENTATION

Training of both School-Based Planning Teams and Literacy Coordinators has been conducted in California, Colorado, Chile, Hawaii, Kentucky, Mexico, Montana, Nevada, New Mexico, Wyoming and Utah. Schools from Arizona, Ohio, and Texas have also been trained.

A five year training program has been initiated in Chile sponsored by the Ministry of Education with the Pontificia Universidad Catolica de Chile as the university partner. CELL training is also available in Spanish as Enseñanza Inicial de la Lectura y la Escritura (EILE). Schools in Mexico City and the Mexican states of Guanajuato and Puebla have participated in the training.

The implementation tables include yearly totals for teachers, teams, and Literacy Coordinators

trained. During the past nine years CELL has trained more than 10,000 teachers who have in turn provided instruction for more than 900,000 students. ExLL, in six years of implementation, has trained more than 6,000 teachers and impacted an estimated 580,000 students. Second Chance in four years of implementation has trained 567 teachers at 38 school sites and served approximately 28,000 students.

CELL, ExLL and Second Chance training staff and Literacy Coordinators have conducted awareness and inservice sessions throughout the United States. Internationally, the trainers have presented literacy learning research at conferences in Aruba, Australia, Bermuda, Belize, Canada, Chile, Costa Rica, Cuba, Hungary, Jamaica, Mexico, New Zealand, Spain, and Sweden.

*Implementation of California Early Literacy Learning, CELL (PreK-3)*

CELL	Teachers	School-Based Planning Teams	Literacy Coordinators	Students Grand Total
1994-95	64	8	8	200
1995-96	344	23	13	9,125
1996-97	604	43	23	24,800
1997-98	1,084	78	33	52,725
1998-99	1,452	99	56	90,475
1999-00	1,532	108	54	128,775
2000-01	1,615	110	35	157,650
2001-02	1,712	102	59	200,450
2002-03	1,811	116	61	242,103
<b>TOTAL</b>	<b>10,218</b>	<b>687</b>	<b>342</b>	<b>906,303</b>

*Implementation of Extended Literacy Learning, ExLL (3-8)*

ExLL	Teachers	School-Based Planning Teams	Literacy Coordinators	Students Grand Total
1997-98	70	9	-	1,750
1998-99	608	76	3	16,860
1999-00	1,319	91	50	56,430
2000-01	1,452	96	28	81,252
2001-02	1,340	73	22	196,492
2002-03	1,490	97	46	230,762
<b>TOTAL</b>	<b>6,279</b>	<b>442</b>	<b>149</b>	<b>583,546</b>

*Implementation of Second Chance at Literacy Learning, (6-12)*

Second Chance	Teachers	School-Based Planning Teams	Literacy Coordinators	Students Grand Total
1999-00	63	7	3	1,323
2000-01	159	13	2	4,662
2001-02	133	8	11	8,778
2002-03	212	10	2	13,654
<b>TOTAL</b>	<b>567</b>	<b>38</b>	<b>18</b>	<b>28,417</b>

## Development of Demonstration Schools

Professional development benefits from the demonstration of effective teaching. Demonstration schools are developed as a way to provide this opportunity to teachers and Literacy Coordinators-in-training.

Numerous schools in both northern and southern California serve as CELL, ExLL and Second Chance demonstration sites. Demonstrations sites have also been established in Riverton, Sheridan, and Laramie, Wyoming; St. Labre and Billings, Montana; Salt Lake City and Provo, Utah; Reno, Nevada; Ashland, Kentucky; and Mexico City. Visits to these various schools can be arranged through the Foundation office.

The Redlands School in Mexico City is beginning its third year of operation and is a private, bilingual preschool and elementary school. This school is a demonstration of CELL as an effective method to teach English language learners and students whose primary language is Spanish.



**Colleagues from Chile**

## Literacy Conferences

The Foundation sponsors literacy conferences each year as an additional professional development opportunity. The major conference is the West Coast Literacy Conference held annually in California. This conference is scheduled for Anaheim in May. Each year the Foundation also sponsors a regional conference, scheduled next for Reno, Nevada.



**Redlands School in Mexico City**

[http://www.cell-exll.com/redlands\\_school/redlands.htm](http://www.cell-exll.com/redlands_school/redlands.htm)

## WHAT PARTICIPANTS SAY

### Classroom Teachers

"With all the CELL elements being used, the children are receiving good first teaching."

"ExLL is finally something for us upper grade teachers. Thank you!"

"Second Chance validated the importance of literacy at the secondary level for me."

"CELL provided a framework with which I could teach according to my understanding of how kids think and learn. I watch my students making literacy connections daily. My students are learning at a pace I never imagined possible for at-risk kids."

"ExLL has provided us with important tools to help intermediate grade children who are still struggling to learn to read."

"My first year at a CELL school was one of new learning, rethinking, and change. I admit I was very reluctant to change my way of thinking. However, given time, my Literacy Coordinator, guided meetings, professional growth, and the support of my peers, I have come to the conclusion that CELL has taught me how to teach!"

"Even special education is included. You could never have persuaded me that this kind of growth was possible."

### Literacy Coordinators

"Now that I have been in CELL (this wasn't true at first) my expectations have steadily increased and continue to rise, and also, my preconceived ideas (limitations) have been drastically decreased and continue to be reduced."

"CELL has developed among our teachers a common frame of reference as we discuss our students' growth and needs. We have also developed a much stronger and clearer sense of purpose and cohesiveness."

"CELL has changed my life. I will never be the same again and I certainly will never teach the same."

### Principals

"I am the principal of a large, urban, year-round school with 95 percent Title I-identified and 80 percent limited English proficient (students). . . I can see children achieving more and at higher levels than ever in the history of this school."

"CELL and ExLL are aligned perfectly. This will make all the difference."

"At long last, Second Chance gives literacy support to the secondary schools."

"We are just starting CELL. I visited a CELL school and I would like to hire nine teachers just like the one I observed."

"The strongest effect of CELL has been the improvement in the regular classroom. The base program has improved 100 percent. Pull-out and push-in programs are no longer the first line of intervention-good first teaching is!"

"CELL and ExLL are the most professional training sessions that I have ever attended. They believe in the integrity of teachers."

"We are seeing amazing results in our students reading and writing abilities as a result of the CELL strategies."

"They are willing to come to rural schools. Our school is for Native Americans and we are excited by the results."

"The West Coast Literacy Conference is the finest I have ever attended."

"Second Chance truly is a second chance for both teachers and students."

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*"I wish I had received this kind of training in college. All teachers need this training."*

---

## COLLABORATIONS AND PARTNERSHIPS

### CALIFORNIA

Baker Elementary School  
Roberto Villa  
12043 Exline Street  
El Monte, CA 91732  
Tel: 626-652-4700  
Fax: 626-652-4715

Highland Elementary  
Tena Petix  
700 Highlander Drive  
Riverside, CA 92507  
Tel: 909-788-7292  
Fax: 909-788-7576

Los Angeles School District, District B  
Delta Collaborative  
Phyllis Gudowski  
12431 Roscoe Boulevard  
Sun Valley, CA 91352  
Tel: 818-768-4195  
Fax: 818-768-4946

Garfield Elementary School  
Chuck Cota  
Lourdes Hale  
7425 South Garfield Avenue  
Bell Gardens, CA 90201  
Tel: 562-927-1915  
Fax: 562-806-5135

New Haven Unified School District  
Pat Zenzen  
34200 Alvarado-Niles Road  
Union City, CA 94587  
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Fax: 510-475-3937

Parkview Elementary School  
Anamarie Sanchez  
12044 E. Elliott Street  
El Monte, CA 91732  
Tel: 626-652-4800  
Fax: 626-652-4815

University of California, Riverside  
1200 University Ave., Suite 347  
Riverside, CA 92507  
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Fax: 909-787-6439

Urban Learning Centers  
Los Angeles Educational Partnership  
Rita Flynn  
315 West Ninth Street, Suite 1110  
Los Angeles, CA 90015  
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Fax: 213-629-5288

### CHILE

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Tel: 56-2-686-5389 (5380)  
Fax: 56-2-553-0092

### COLORADO

Adams 12 Five Star Schools  
Gary Price  
1500 East 128th Avenue  
Thornton, CO 80241  
Tel: (720) 972-4000  
Fax: (720) 972-4799

### HAWAII

Lana'i High & Elementary School  
Pierce Myers  
555 Fraser Avenue  
Lana'i, HI 96763  
Tel: 808-565-7900  
Fax: 808-565-7904

### KENTUCKY

Ashland Independent School District  
Lisa Henson  
1420 Central Avenue  
Ashland, KY 41105  
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Fax: 606-327-2705

### MEXICO

Educación para el Desarrollo Humano  
Roberto Barocio Quijano  
Frontera 105 – E San Angel  
c.p. 11000 Mexico, D.F.  
Tel: 52-555-550-1322  
Fax: 52-555-616-0937

Centro de Atención Multiple Cesar Prieto Larriva  
Cristina Espinoza Arcos  
Graciela Arredondo Talamantes  
Carretera San Felipe #150  
Mexicali, B.C. 21700  
Tel: 52-686-561-7013

Redlands School  
Carime Hagg Hagg  
Mónica Iñesta Castillo  
Carril #40, Santa Úrsula Xitla  
Tlalpan c.p. 14420 Mexico, D.F.  
Tel: 52-555-573-0470  
Fax: 52-555-513-3723

**MONTANA**

Orchard School  
Linda Bakken  
120 Jackson Street  
Billings, MT 59101  
Tel: 406-255-3867  
Fax: 406-255-3613

St. Labre Indian School  
Christina Schmid  
Mission Road  
Ashland, MT 59003  
Tel: 406-784-4550  
Fax: 406-784-4565

**NEW MEXICO**

Santa Fe Public Schools  
Lana Paolillo  
610 Alta Vista  
Santa Fe, NM 87505  
Tel: (505) 954-2551  
Fax: (505) 995-3302

**NEVADA**

Agnes Risley Elementary School  
Patricia Falk  
1900 Sullivan Lane  
Sparks, NV 89431  
Tel: 702-353-5760  
Fax: 702-353-5762

Roger Corbett Elementary  
Pat Casarez  
1901 Villanova Dr.  
Reno, NV 89502  
Tel: 775-333-5180  
Fax: 775-333-5184

**TEXAS**

University of North Texas  
William Camp, Ph.D.  
P.O. Box 311337  
Denton, TX 76203  
Tel: 940-565-2753  
Fax: 940-565-4952

**UTAH**

Provo City School District  
Randy Merrill  
280 W. 940 N.  
Provo, UT 84604  
Tel: 801-374-4800  
Fax: 801-374-4808

Rose Park Elementary School  
Rosanne Jackson  
1130 Sterling Drive  
Salt Lake City, UT 84116  
Tel: 801-578-8554  
Fax: 801-578-8373

Utah Urban School Alliance  
John Bennion  
1865 South Main Street, Suite 22  
Salt Lake City, UT 84115  
Tel: 801-474-1657  
Fax: 801-474-9451

Washington Elementary School  
420 N. 200 W.  
Salt Lake City, UT 84103  
Tel: 801-578-8140  
Fax: 801-578-8147

Whittier Elementary School  
Patti O'Keefe  
1568 S. 300 East  
Salt Lake City, UT 84115  
Tel: 801-481-4846  
Fax: 801-481-4849

**WYOMING**

Wyoming Early Literacy Learning (WELL)  
Fremont County School, District #25  
Joan Gaston  
121 N. 5th St. W.  
Riverton, WY 82501  
Tel: 307-856-9407  
Fax: 307-856-3390

Albany County School District #1  
Rhonda Anderson  
120 South Johnson  
Laramie, WY 82070  
Tel: 307-721-4439  
Fax: 307-721-4443

Sheridan County School, District #2  
Craig Dougherty  
P.O. Box 919  
Sheridan, WY 82801  
Tel: 307-674-7405  
Fax: 307-674-6270

## TRAINING OPPORTUNITIES

- **California Early Literacy Learning - CELL (PreK-3rd Grade)**
- **Extended Literacy Learning - ExLL (Grades 3-8)**
- **Second Chance at Literacy Learning (Grades 6-12)**
- **Advanced Trainings**
  - Advanced CELL Training
  - Advanced ExLL Training
  - CELL + Math
  - ExLL + Math
  - Family Literacy
  - Intervention Program
  - Administrator Professional Development
- **Mini-Conference**
- **On-Site Visit**
- **Developer Implementation Visit**
- **Demonstration School**

### **CELL/ExLL/Second Chance School-Based Planning Team / On-Site / Literacy Coordinator Training**

- School-Based Planning Teams (eight member maximum), five one-day training sessions for CELL/ExLL/Second Chance scheduled approximately every other month in cohorts of 8 schools (minimum) throughout the United States. Attendance at the West Coast Literacy Conference or Reno Literacy Conference.
- Schoolwide Training, Multi-School (all members of the teaching staff), five one-day training sessions for CELL/ExLL/Second Chance scheduled approximately every other month in cohorts of three schools (minimum) throughout the United States. Attendance at the West Coast Literacy Conference or Reno Literacy Conference.
- Schoolwide Training, Single School (all members of the teaching staff) five one-day training sessions for CELL/ExLL/Second Chance plus three school site visits scheduled at one school site. Attendance at the West Coast Literacy Conference or Reno Literacy Conference.
- Literacy Coordinators - four training weeks in Southern California, one training week conducted at the West Coast Literacy Conference in Anaheim, California in May, and 3 one-day training sessions held in Ontario, California. Training locations are subject to change. Literacy Coordinators are also expected to attend School-Based Planning Team training during their training year.

Reno Literacy Conference  
December 5-6, 2003  
Reno Hilton, Reno, Nevada

The Annual West Coast Literacy Conference  
May 13-15, 2004  
Anaheim Hilton, Anaheim, California



# APPLICATION

## FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING School-Based Planning Team / On-Site Training Application

**PLEASE CHECK WHICH PROGRAM(S) YOU ARE APPLYING FOR (SEE DESCRIPTIONS):**

- California Early Literacy Learning/CELL (PreK-3)
- Extended Literacy Learning/ExLL (Grades 3-8)
- Second Chance at Literacy Learning (Grades 6-12)

**CHECK ONE (SEE DESCRIPTIONS):**

- School-Based Planning Team Training
- Schoolwide Training Multi-school
- Schoolwide Training Single Site

Name of School \_\_\_\_\_

Address of School \_\_\_\_\_

Zip \_\_\_\_\_

Telephone (     ) \_\_\_\_\_ Fax (     ) \_\_\_\_\_

Contact Person \_\_\_\_\_

Email \_\_\_\_\_

School District \_\_\_\_\_

District Address \_\_\_\_\_

Zip \_\_\_\_\_

District Telephone (     ) \_\_\_\_\_

Principal Name \_\_\_\_\_ Signature \_\_\_\_\_

### Cost Estimate 2003/2004 Training Year

School-Based Planning Teams (per team) . . . . .	\$5,000.00
(8 member teams), 8 team minimum	
Schoolwide Training, Multi-School, per school/3 school minimum . . . . .	\$15,000.00
Schoolwide Training, Single School . . . . .	\$45,000.00
Required Professional Books– per teacher, approximately . . . . .	\$300.00
Assessment Kit Part I/Grades PreK-3 (1 kit for 2 teachers to share) – recommended . . . . .	\$189.00
Assessment Kit Part II/Grades 4-6 (1 kit for 2 teachers to share) – recommended . . . . .	\$139.00
Assessment Kit Spanish/Grades PreK-3 (1 kit for 2 teachers to share) - recommended . . . . .	\$159.00
Guided Reading Starter Set (CELL only), per teacher, approximately . . . . .	\$165.00
West Coast Literacy Conference, per person . . . . .	\$210.00
Additional Costs (based on school location):	
Sub days for training/conference	
Transportation for training/conference	
Hotel room for training/conference	
Per diem for meal costs	
Parking	
Mileage	

# APPLICATION

## FOUNDATION FOR CALIFORNIA EARLY LITERACY LEARNING Literacy Coordinator Training Application

**PLEASE CHECK WHICH PROGRAM(S) YOU ARE APPLYING FOR (SEE DESCRIPTIONS):**

- California Early Literacy Learning/CELL (PreK-3)
- Extended Literacy Learning/ExLL (Grades 3-8)
- Second Chance at Literacy Learning (Grades 6-12)
- Transition Training ( CELL to ExLL,  ExLL to CELL)

Name \_\_\_\_\_

Home Address \_\_\_\_\_

Home City / State / Zip \_\_\_\_\_

Home Phone (    ) \_\_\_\_\_ School Phone (    ) \_\_\_\_\_

Email \_\_\_\_\_ School Fax (    ) \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City / State / Zip \_\_\_\_\_

District / County \_\_\_\_\_

**On a separate sheet of paper please prepare a summary of your professional experience and include a resume of your teaching experience, grade(s) taught, and current teaching assignments. Describe the qualities that support your ability to provide leadership as a Literacy Coordinator.**

\_\_\_\_\_  
Signature of Literacy Coordinator

\_\_\_\_\_  
Date

Principal Name \_\_\_\_\_ Signature \_\_\_\_\_

### Cost Estimate 2003/2004 Training Year

Literacy Coordinator Training Fee .....	\$12,000.00
Transitioning Literacy Coordinator Training Fee .....	\$7,000.00
Required Professional Books (in addition to SBPT required books) (approximately) .....	\$110.00
Assessment Kit Part I/Grades PreK-3 – required CELL .....	\$189.00
Assessment Kit Part II/Grades 4-6, – required ExLL/SC .....	\$139.00
Assessment Kit Spanish/Grades PreK-3 .....	\$159.00
Guided Reading Starter Set (CELL only), approximately .....	\$165.00
West Coast Literacy Conference .....	\$210.00
Additional Costs (based on School Location): 1/2 time release during training year and subsequent years	
Hotel room for training weeks/one day sessions/SBPT days	
Air travel and transportation for training weeks/one day sessions	
Sub days for training weeks/one day sessions/SBPT days	
Per diem for meal costs	
Parking	
Mileage	

# APPLICATION

## Advanced Trainings, Mini-Conferences and Visits 2003/2004 Training Year

### **Advanced CELL Training, Advanced ExLL Training, CELL + Math, ExLL + Math, Family Literacy**

School-Based Planning Teams (per team) . . . . .	\$1,000.00 per day (8 member teams), 10 team minimum
Schoolwide Training, Multi-School, (3 school minimum), per site . . . . .	\$3,333.00 per day
Schoolwide Training, Single School . . . . .	\$10,000.00 per day

- **ADVANCED CELL TRAINING** (Grades PreK-3) - workshop(s) on either reading or writing for trained CELL teachers and Literacy Coordinators. Sessions will focus on the integration of strategies and the reciprocity of reading and writing.
- **ADVANCED ExLL TRAINING** (Grades 3-8) – workshop(s) on either advanced reading or writing strategies for trained ExLL teachers and Literacy Coordinators. The emphasis will be on non-fiction materials for accessible text at all grade levels.
- **CELL + MATH** (Grades PreK-3) - a two-day workshop that assists teachers in teaching mathematics using the CELL Framework.
- **ExLL + MATH** (Grades 3-8) - a two-day workshop that assists teachers in teaching mathematics using the ExLL Framework.
- **ADMINISTRATOR PROFESSIONAL DEVELOPMENT** – support for administrators to observe and evaluate teachers, use of assessments for program evaluation and to monitor framework implementation.
- **FAMILY LITERACY** (Grades PreK-3) – a two-day workshop designed using the CELL framework to encourage active participation from both the child and parents in order to foster a positive elementary school experience.

### **Mini-Conference**

### **Cost based on number of teachers**

Mini-conferences are developed in response to specific requests from trained school sites for additional on-site professional development.

### **Intervention Program**

### **Cost based on number of teachers**

Training designed to provide teachers with knowledge, tools, and a structure to support them in the delivery of a highly effective intervention program at their school.

### **On-Site Visits**

### **\$1,000.00 per day plus expenses**

Foundation trainers are available to provide on-site visitations of classrooms and demonstration coaching sessions. These visits are meant to supplement rather than replace the work of the trained Literacy Coordinator(s).

### **Developer Implementation Visit**

### **\$2,000.00 per day plus expenses**

Visit from a developer of the project (Swartz, Shook, Klein) concerning implementation of the CELL, ExLL, or Second Chance framework at either a school site or districtwide. The visitor will observe classrooms with the building administrator and Literacy Coordinator(s) to discuss current and future implementation strategies.

### **Demonstration School**

Schools with full implementation of CELL and ExLL or Second Chance can become a demonstration school through a process of professional development. Activities include advanced training and on-site visits.

# APPLICATION

## ADVANCED TRAINING AND MINI-CONFERENCE APPLICATION

**PLEASE CHECK ONE BOX PER APPLICATION (SEE DESCRIPTIONS):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Advanced CELL Training | <input type="checkbox"/> Family Literacy                        | <input type="checkbox"/> Mini-Conference      |
| <input type="checkbox"/> Advanced ExLL Training | <input type="checkbox"/> Intervention Program                   | <input type="checkbox"/> On-Site Visit        |
| <input type="checkbox"/> CELL + Math            | <input type="checkbox"/> Administrator Professional Development | <input type="checkbox"/> Demonstration School |
| <input type="checkbox"/> ExLL + Math            | <input type="checkbox"/> Developer Implementation Visit         |   |

**CHECK ONE, IF APPLICABLE (SEE DESCRIPTIONS):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> School-Based Planning Team Training | <input type="checkbox"/> Schoolwide Training Multi-school | <input type="checkbox"/> Schoolwide Training Single Site |
|--|---|--|

Name of School \_\_\_\_\_

Contact Person \_\_\_\_\_

Address of School \_\_\_\_\_

Zip \_\_\_\_\_

Telephone (     ) \_\_\_\_\_ Fax (     ) \_\_\_\_\_

Email \_\_\_\_\_

School District \_\_\_\_\_

District Address \_\_\_\_\_

Zip \_\_\_\_\_

District Telephone (     ) \_\_\_\_\_

Principal Name \_\_\_\_\_ Signature \_\_\_\_\_

Please list several potential dates for your event(s): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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## NOTES