Literacy Resources
August 17, 2006


(From the back cover) *Words, Words, Words* provides educators with a strong research base, detailed classroom-based lessons, and graphic organizers to support the strategy lessons.


This text addresses the issue of the decline in reading comprehension among secondary school students. The writers assert that while much is done in elementary school related to increasing reading comprehension, secondary school students are being ignored. The sense of urgency in this matter and the abysmal statistics of the reading ability of adolescents suggest that reading comprehension can no longer be ignored at the secondary level. The bulk of the text offers a description and specific details of 15 recommendations or elements, which address the problem of middle and high school literacy.

http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf


(From the back cover) This popular book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. Aided by specific suggestions and user-friendly examples and exercises, teachers learn to select words for instruction; create meaningful learning activities; and engage students in thinking about and using new words both within and outside the classroom.


Brozo and Hargis outline the reform efforts of one high school to increase literacy levels. This article outlines the school's literacy plan and supports the discussion with vignettes of the success of two students at opposite ends of the reading comprehension spectrum.
http://www.libsci.sc.edu/shannon/SCASL.pdfs/Literacy_Coach_MCM.pdf.

Although Valerie Byrd writes about working with an elementary school Literacy Coach, much of what she suggests is applicable to the secondary level.


A very helpful article, which gives eight ways librarians can support and promote increased student literacy.


While the title suggests this article is about Adult literacy, the bulk of the article discusses what a text set is and offers subject specific text sets, which may be useful for MCPS curriculum areas.


This short article offers suggestions on how libraries can support literacy efforts at the secondary level. One important suggestion from Goodin is to beef up the local professional library. Goodin even provides a list of suggested titles.


Rather than outlining numerous activities that work to increase literacy or reading comprehension, Ivey and Fisher articulate five ineffective strategies. Supported with stories about schools which used these ineffective strategies, they offer a pointed comment on what needs to be done. Sustained Silent Reading (SSR) is mentioned as an effective strategy, which one school canceled.


Ross Todd, a professor at Rutgers University's Center for International Scholarship in School Libraries, is interviewed by Brian Kenney regarding the state of school libraries. In this article, Todd challenges school librarians to collaborate to help students move beyond just being able to find things to knowing what to do with the information once they find it.

The preponderance of this text focuses on what middle and high school principals need to do to create a culture of literacy within their schools. Specific suggestions and game plans are included. The appendix has numerous helpful reproducible documents to help you get started with creating a literacy plan.


Parsons poses a list of questions librarians can ask themselves and the rest of the teaching staff, which will guide them to begin to reflect on effective literacy practices. A specific focus on reluctant readers is addressed.

Sturtevant, Elizabeth G. *The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools*. Alliance for Excellent Education.

*The Literacy Coach* provides a comprehensive description and guide for how Literacy Coaches can work to develop a secondary literacy plan.

http://www.all4ed.org/publications/LiteracyCoach.pdf


(From the back cover) Tankersley provides multiple practical, research-based reading strategies tailored specifically for use with older students.


Taylor and Collins team up to provide middle and high school administrators a solid guide on how to set up an effective literacy program. The authors offer clear practical steps and suggestions on where to begin, questions to ask, and how to proceed with developing a comprehensive literacy program.


A long time teacher who now teaches high school students reading, Tovani provides practical, down-to-earth guidance on teaching kids strategies for getting more out of their reading of difficult text books.

*Indicates material is in Literacy packet

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