

Elements of Effective Teaching

Report from Alliance for Excellent Education by Giana Biancarosa and Catherine Snow for Carnegie Institute.

The following are direct quotes from this report, published in 2004.

The next step from Reading First (grades K-3), and addressing the next level (grades 7 to 12), is called Reading Next.

Various organizational patterns have been used with success because all teachers and tutors provide the same support for emerging readers. Without using an accurate decoding system, such as Read Quick, 40-60% of students will continue to fail the goals of literacy.

The following 15 elements describe the recommended approach for developing multiple skills, needed by students for success after graduation. Read Quick has used these methods for over 35 years in all grade levels with all types of students. Our decoding system allows instructors to implement a wide range of reading skills using numerous texts that comply with the following recommendations.

Fifteen Elements of Effective Adolescent Literacy Programs:

1. Direct explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.
2. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
3. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they face after graduation.
4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts.
5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.
6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.
7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond.
8. A technology component which includes technology as a tool for and a topic of literacy instruction.

9. **On-going formative assessment of students, which is informal; often daily assessment of how students are progressing under current instructional practices.**
10. **Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes.**
11. **Professional development that is both long term and ongoing.**
12. **Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes.**
13. **Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.**
14. **Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.**
15. **A comprehensive and coordinated literacy program, which is interdisciplinary and may even coordinate with out-of- school organizations and the local community.**

Supporting Evidence

The following statement is also contained on our Research page:

"Adults with reading problems exhibit the same characteristics exhibited by children with reading problems." **(National Reading Council)**