

# Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
<p>Direct, explicit comprehension instruction</p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Questioning</li> <li>• Predicting</li> <li>• Text Structure</li> <li>• Visualizing</li> <li>• Inferring</li> <li>• Metacognition</li> <li>• Teacher modeling</li> <li>• Scaffolded instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Strategies, which involve teaching students strategies for planning, revising, and editing their compositions</li> <li>• Summarization, which involves explicitly and systematically teaching students how to summarize texts</li> <li>• Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing</li> <li>• Specific Product Goals, which assigns students</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing, paraphrasing and categorizing information are ways that students demonstrate comprehension of something they have read or heard.</li> <li>• Questioning</li> <li>• Compare and contrast information, ideas and structures to clarify the meaning of various materials.</li> <li>• Use multiple texts to find information</li> <li>• Make inferences and predictions.</li> <li>• Connect what is read to personal experience and the world beyond the classroom.</li> <li>• Identify and interpret literary structures, elements, devices and themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas, I.C., &amp; Pinnell, G.S. (1996). <i>Guided reading: Good first teaching for all children</i>. Portsmouth, NJ: Heinemann.</li> <li>• National Institute of Child Health and Human Development. (2000). <i>Teaching children to read: The report of the National Reading Panel</i>. Bethesda, MD: National Institutes of Health.</li> <li>• Shanahan, T. (2004). Improving reading achievement in secondary schools: Structures and reforms. In D.S. Strickland &amp; D.E. Alvermann (Eds.). <i>Bridging the literacy achievement gap grades 4-12</i> (pp. 43-55). New York: Teachers College Press.</li> <li>• Torgesen, J. (2005a). <i>Essential features of effective reading instruction for struggling readers in grades 4-12</i>. Presentation for the Utah Branch, International Dyslexia Association.</li> <li>• Torgesen, J. (2005b). <i>Recommendations for actions to accelerate the reading development of struggling readers in Florida's middle schools</i>. A report for the Governor's Reading Advisory Council. Florida: Florida Center for Reading Research.</li> </ul>	<ul style="list-style-type: none"> <li>• Overt teaching of strategies for planning, organizing, completing, and reflecting on content and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on small group instruction, evidence-based interventions</li> <li>• Cites Reading Next</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 1: Whole group instruction utilizes core novels and/or authentic readings that are grade level appropriate and are able to support the study of themes across the content areas. The core is defined as authentic text which can include: novels, journal articles, short stories, essays, newspaper articles, news magazines, poems, plays, etc.). The core is utilized during read alouds and shared readings led by the teacher.</li> <li>• During the read aloud, the teacher models fluent reading, thinks aloud reading strategies, introduces vocabulary, and poses guiding questions for students to answer using textual evidence from the core. The teacher engages the students by encouraging discussion of open-ended questions that will lead to a deeper understanding of the text.</li> <li>• Tier 1 instruction is focused on developing NJCCCS and higher level comprehension skills to all students to ensure all students access to grade level text.</li> <li>• Tier 1: During Tier 1, the teacher explicitly and systematically teaches the steps necessary for planning, revising, and/or editing text. Moreover the teacher teaches writing strategies for accomplishing specific types of writing tasks, such as a persuasive essay, research paper or text summary. In addition, the teacher performs modeled writing for each type of writing that is the focus of instruction. After studying the models, students are directed to analyze the examples and emulate the critical elements into their own writing.</li> <li>• Tier 2: Small group guided reading (4-6 students). Each group works with text at their instructional level and will continue the concepts introduced during Tier 1. Tier 2 is focused on developing comprehension skills. During Tier 2, students</li> </ul>

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Final January 8, 2007

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	specific, reachable goals for the writing they are to complete					<p>participate in guided reading groups which incorporate theme leveled text including expository text and grade level content area textbooks.</p> <ul style="list-style-type: none"> <li>• Tier 2: In small group guided writing (4-6 students), the teacher continues the writing concepts introduced during Tier 1. During guided writing, the teacher conferences with students about their writing to assess their progress, provide specific feedback, and communicate specific objectives and/or goals for their writing task. Specific goals may include adding more details to a paper when revising or establish a goal to write a specific kind of paper.</li> <li>• Tier 3: Tier 3 eligible students participate in supplementary, targeted, intensive instruction that will be structured based on findings from multiple student assessment data. Small and flexible instructional groups are formed to address a targeted skill identified from formative, diagnostic, and/or summative assessments.</li> <li>• Explicit instruction in the reading of text, spanning from late decoding skills, expository texts reading strategies, and higher-level comprehension strategies.</li> <li>• The model is an inclusive model; therefore appropriate for <u>all</u> students with noted accommodations and/or differentiation of instruction. This includes English Language Learners (ELLs) and students with Individualized Education Plans (IEP).</li> </ul>
Effective instructional principles embedded in content	<ul style="list-style-type: none"> <li>• Inquiry Activities, which engage students in analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Use research skills to locate, gather, evaluate and organize information for</li> </ul>	<ul style="list-style-type: none"> <li>• Guthrie, J.T., Wigfield, A., &amp; Perencevich, K.C. (2004). <i>Motivating reading comprehension: Concept-oriented reading instruction</i>. Mahwah, NJ:</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and administrators in high achieving schools</li> </ul>	<ul style="list-style-type: none"> <li>• ... conduct research;</li> <li>• ... cross disciplinary content such as</li> </ul>	<ul style="list-style-type: none"> <li>• Clear connection to content areas through research. With teacher guidance, students research the theme by independently reading leveled text, online encyclopedias, html websites, and other appropriate expository texts. Students then utilize the</li> </ul>

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Final January 8, 2007

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<p>(area materials)</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Writing</li> <li>• Expository Reading Strategies</li> <li>• Motivation</li> </ul>	<p>immediate, concrete data to help them develop ideas and content for a particular writing task</p> <ul style="list-style-type: none"> <li>• Writing for content learning, which uses writing as a tool for learning content material</li> </ul>	<p>different purposes.</p>	<p>Erlbaum.</p> <ul style="list-style-type: none"> <li>• Hirsh, E.D. (2006, Spring). <i>Building knowledge: The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children</i>. Retrieved April 10, 2006, from <a href="http://www.aft.org/pubs-reports/american_educator/issues/spring06/hirsch.htm">http://www.aft.org/pubs-reports/american_educator/issues/spring06/hirsch.htm</a></li> <li>• Lenz, B.K., and Deshler, D.D. (2003). <i>Teaching content to all: Evidence-based inclusive practices in middle and secondary schools</i>. Boston: Allyn and Bacon.</li> <li>• RAND Reading Study Group. (2002). <i>Reading for understanding: Toward an R&amp;D program in reading comprehension</i>. Santa Monica, CA:RAND.</li> <li>• Wren, S. (n.d.). <i>A school-improvement plan for older struggling readers</i>. Retrieved March 26, 2006 from <a href="http://www.balancedreading.com/blog.html">http://www.balancedreading.com/blog.html</a></li> </ul>	<p>consistently demonstrate an understanding that students in the middle grades (4-8) must be proficient readers and writers in the English language and across the content areas.</p>	<p>social studies</p> <ul style="list-style-type: none"> <li>• Teachers from different content areas should have the opportunity to work together to apply literacy instruction across content area.</li> </ul>	<p>information to develop ideas and content for written responses related to the guiding questions of the thematic unit.</p> <ul style="list-style-type: none"> <li>• Project based learning that focuses on real-life connections that are authentic, e.g. community based projects.</li> <li>• Content area teachers incorporate literacy-based strategies to help students negotiate discipline-specific texts.</li> <li>• Language arts teachers incorporate expository texts from science and social studies, after receiving appropriate professional development.</li> <li>• Expository writing tasks prepare students for college level work.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

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## Middle Grades Research Matrix

Final January 8, 2007

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<p>Text-based Collaborative Learning</p> <ul style="list-style-type: none"> <li>Small groups in which students interact with each other around text</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions</li> </ul>		<ul style="list-style-type: none"> <li>Alvermann, D.E. (2001). <i>Effective literacy instruction for adolescents</i>. Executive Summary and paper commissioned by the National Reading Conference. Chicago, IL:National Reading Conference.</li> <li>King, A. (2002). Structuring peer interaction to promote-high level cognitive processing. <i>Theory and Practice 41</i>(1): 33-39.</li> <li>Mason, L. (1998). Sharing cognition to construct scientific knowledge in school context: The role of oral and written discourse. <i>Instructional Science 26</i>: 359-89.</li> <li>Palincsar, A.S., &amp; Herrenkohl, L.R. (2002). Designing collaborative learning contexts. <i>Theory into Practice 41</i>(1): 26-32</li> </ul>	<ul style="list-style-type: none"> <li>...solve problems on their own and in collaboration with others.</li> <li>... provide structured academic conversation, built around books and other subject matter activities to build vocabulary and comprehension</li> <li>Students work together to develop depth and complexity of understanding in interaction with others.</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2: Teachers conduct instructional level guided reading in small groups of 4 to 6 students. The groups read leveled fiction and non-fiction texts related to the theme.</li> <li>When not in reading groups, students work together and individually on thematic, inquiry based projects using reading, writing, and technology/research areas in the classroom for approximately 40-60 minutes.</li> <li>These projects are designed to engage students in reading and writing activities, and allow for a level of self direction as students work collaboratively on projects.</li> <li>Students form writing teams and write collaboratively on a writing task. The students assist each other with meaning, organization, spelling, punctuation, generating ideas, creating a draft, and evaluating the final draft.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

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<p>Strategic Tutoring</p> <ul style="list-style-type: none"> <li>• Intense individualized reading, writing and content instruction</li>   <li>• English Language Learners (ELLs) are not a monolithic group. Those who come with reading proficiency in their native language are different from those who do not. Instructional programs in English need to be tailored to existing proficiency in literacy.</li> <li>• Students with disabilities are not a monolithic group. There is no “special ed”</li> </ul>			<ul style="list-style-type: none"> <li>• Deshler, D., Shumaker, J.B., &amp; Woodruff, S.K. (2004). Improving literacy skills of at-risk adolescents: A schoolwide response. In D.S. Strickland &amp; D.E. Alvermann (Eds.), <i>Bridging the literacy achievement gap: Grades 4-12</i> (pp.86-106). New York: Teachers College Press.</li> <li>• Hock, M.F., Deshler, D.D. &amp; Schumaker, J.B. (2000). <i>Strategic Tutoring</i>. Lawrence, KS: Edge Enterprises.</li> <li>• August, D., &amp; Shanahan, T. (Eds.). (2006). Executive Summary: Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. <i>Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth</i>. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.</li> <li>• Torgesen, J. (2004, Fall). Avoiding the devastating downward spiral. <i>American Educator</i>, 6-47.</li> <li>• Torgesen, J. (2005b). <i>Recommendations for actions to accelerate the reading development of struggling readers in Florida’s middle schools</i>. A</li> </ul>		<ul style="list-style-type: none"> <li>• Assessments for students reading and writing below grade level to explain their underperformance and determine the assistance required to bring them up to grade level;</li> <li>• Special support for students whose first language is other than English and whose mastery of English is incomplete, including students not categorized as LEP</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 3: Students who are reading 2 or more years below grade level participate in an additional 40 minutes of intensive and targeted literacy instruction, with explicit instruction in elements of reading (may include late decoding strategies for some struggling readers, as well as comprehension, fluency and vocabulary) and writing in small groups of no more than 5 students.</li> <li>• Individualized instruction is planned by the intervention teacher (who may be the language arts teacher, an ESL or Special Education teacher, or a reading specialist) in collaboration with the literacy coach, the language arts literacy teacher, and other content area teachers. The individualized instruction is based on the careful analysis of summative and diagnostic assessments.</li> <li>• LEADS Tier 3 intervention will pay particular attention to students who have special needs due to limited English proficiency or who already have an Individualized Education Plan (IEP).</li> <li>• LEADS assesses in the native language whenever possible</li> <li>• LEADS uses the native language and English whenever possible</li> <li>• LEADS takes advantage of “transfer” (e.g. cognate word walls)</li> <li>• Tier 3 instruction in phonics and decoding in unknown sounds is provided to ELLs.</li> <li>• Vocabulary is intensely scaffolded for ELLs.</li> <li>• Oral language development is integrated. ELLs receive an additional 40 minutes a day as per Bilingual law.</li>   <li>• Classified students may need more intensive, explicit instruction, and additional time. See Tier 3</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

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remedy. Classified students must receive the opportunity to fully participate in all aspects of LEADS with appropriate accommodations based on the individual disability.			report for the Governor’s Reading Advisory Council. Florida: Florida Center for Reading Research.			instruction.  <ul style="list-style-type: none"> <li>• Writing intervention matched to student needs is most effective.</li> </ul>
<p>Diverse Texts</p> <ul style="list-style-type: none"> <li>• Wide range of reading levels</li> <li>• Various topics that include variety of cultural, linguistic, and demographic groups</li> </ul>		<ul style="list-style-type: none"> <li>• Middle grade students are expected to read the equivalent of 10 to 12 books per year representing a variety of materials.</li> <li>• Middle grades English teachers are responsible for engaging all students in reading a range of materials beyond the great works of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Alvermann, D.E. (2001). <i>Effective literacy instruction for adolescents</i>. Executive Summary and paper commissioned by the National Reading Conference. Chicago, IL: National Reading Conference.</li> <li>• O’Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., &amp; Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. <i>Journal of Educational Psychology</i> 94(3): 474-85.</li> <li>• Smith, M.W., &amp; Wilhelm, J. (2002). “<i>Reading don’t fix no Chevys</i>”: <i>Literacy in the lives of young men</i>. Portsmouth, NH: Heinemann.</li> </ul>	<ul style="list-style-type: none"> <li>• ... encounter increasingly difficult and varied texts</li> </ul>	<ul style="list-style-type: none"> <li>• A classroom library of at least 300 titles that are aligned with the school district curriculum to include full-length novels, anthologies and reference materials to improve student ability to read for content, and which reflect the cognitive, academic, and developmental needs of the students in the classroom, including classified students and English language learners,</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in literacy practices with peers using age appropriate materials and a variety of texts. Libraries should be extensive in both fiction and non-fiction at grade levels first through eighth.</li> <li>• Texts selected should engage students in grades 5-8 in content areas that are age-and developmentally-appropriate while maintaining a wide range of readability.</li> <li>• Expository texts from the content areas will be utilized during guided reading and independent research activities.</li> <li>• Drawing from each of the critical components identified in the research literature, the LEADS model imposes a high level of rigor at the classroom level for all students, especially those readers most at risk who are generally not exposed to rich and varied texts to which more successful readers have access.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

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			<ul style="list-style-type: none"> <li>Tatum, A.W. (2005). <i>Teaching reading to black adolescent males: Closing the achievement gap</i>. Portland, ME: Stenhouse Publishers.</li> </ul>		by providing assistive resources such as books-on-tape, books in the student's native language and books for struggling readers	
<p>Intensive Writing</p> <ul style="list-style-type: none"> <li>Responses to Reading</li> <li>Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences</li> <li>Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition</li> <li>Process Writing Approach, which interweaves a</li> </ul>	<ul style="list-style-type: none"> <li>Students need daily practice in all forms of writing and a weekly opportunity to develop a short paper to be graded.</li> <li>Use an appropriate process to prepare to write.</li> <li>Compose writing that conveys a clear main point with logical support.</li> <li>Edit and revise writing for the strongest effect.</li> <li>Use English language structure and grammar appropriately to communicate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Bangert-Drowns, R.L., Hurley, M.M., &amp; Wilkinson, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. <i>Review of Educational Research</i> 74(1): 29-58.</li> <li>Konopak, B.C., Martin, S.H., &amp; Martin, M.A. (1990). Using a writing strategy to enhance sixth-grade students' comprehension of content material. <i>Journal of Reading Behavior</i> 22:19-37.</li> <li>Newell, G.E., &amp; Winograd, P. (1995). Writing about and learning from history texts: The effects of task and academic ability. <i>Research in the Teaching of English</i> 29(2): 133-63.</li> <li>Tierney, R., &amp; Shanahan, T. (1991). Reading-writing relationships: Processes, transactions, outcomes. In P.D. Pearson, R. Barr, M. Kamil, &amp; P. Mosenthal (Eds.), <i>Handbook of Reading Research</i> (Vol. 11).</li> </ul>	<ul style="list-style-type: none"> <li>... they are expected to create similar texts as they learn.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging and diverse instructional experience that shall include frequent writing assignments including research papers and journals in courses other than language arts and oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in Project Based Learning activities. These activities are designed to engage students in reading and writing tasks. Students work individually or in small groups to create expository texts relevant to the theme: reports, articles, skits, short and long term projects, and quick writes.</li> <li>Writing assignments will be for authentic purposes and varied audiences. Authentic purposes (i.e. letter writing/interviewing) will motivate students to engage in the writing process as well as reader response tasks.</li> <li>Students independently utilize graphic organizers to assist in the organization of ideas, details and information.</li> <li>Students create texts through the steps of Process Writing. The teacher explicitly teaches Process Writing through the writer's workshop model: writing mini-lessons, independent writing, and conferencing.</li> <li>Students use strategies, such as sentence combination, to edit and develop more sophisticated, complex text of their own, after conferencing with the teacher. This is more effective than teaching traditional grammar skills.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
	number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing		New York: Longman.			
A Technology Component <ul style="list-style-type: none"> <li>• Guided Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Word processing, which uses computers and word processors as instructional supports for writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• ...need to be able to use a computer to search electronic databases, including the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Alvermann, D.E. (2001). <i>Effective literacy instruction for adolescents</i>. Executive Summary and paper commissioned by the National Reading Conference. Chicago, IL:National Reading Conference.</li> <li>• Carrigg, F., Honey, M., &amp; Thorpe, R. (2005). Moving from successful local practice to effective state policy. In C. Dede, J.P. Honan, &amp; L.C. Peters (Eds.), <i>Scaling up success</i> (pp. 1-26). San Francisco, CA: Jossey-Bass.</li> <li>• Blumenfeld, P., Fishman, B.J., Krajcik, J., Marx, R.W., &amp; Soloway, E. (n.d.). Creating usable</li> </ul>	<ul style="list-style-type: none"> <li>• Require districts to provide adequate resources for middle grade students, including classroom and school library media resources and professionally trained library media specialists, in order to support classroom</li> </ul>	<ul style="list-style-type: none"> <li>• The school library-media resource center, staffed by a certified school library media specialist, shall have computers with school-district approved instructional software that facilitates reading comprehension and writing proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use technology as tool to research and create project based learning activities in the classroom. The computer programs provide students with multimedia authoring and presentation tools that are more exciting and motivating than software that simply drills students in remedial skills.</li> <li>• Students become familiar with various computer software programs and the purpose of each in the writing process. For example, students can use Power Point software to prepare presentations. Word processing software is best used for editing a research paper.</li> <li>• Students work in small groups and complete tasks such as researching a question, using the Web to locate an image, developing a power point presentation on a topic, or writing a text.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

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			<p>innovations in systemic reform: Scaling-up technology-embedded project-based science in urban schools. <i>Educational Psychologist</i>, 35, 149-164.</p> <ul style="list-style-type: none"> <li>• Kamil, M.L., Intrator, S., &amp; Kim, H.S. (2000). Effects of other technologies on literacy and literacy learning. In M.Kamil, P. Mosenthal, P.D. Pearson, &amp; R. Barr (Eds.), <i>Handbook of Reading Research</i> vol. 3 (pp. 771-90). Mahwah, NJ: Lawrence Erlbaum Associates.</li> </ul>	<p>instruction</p> <ul style="list-style-type: none"> <li>• Technology can be used as a tool to facilitate reading comprehension and to support a wide range of literacy tasks</li> </ul>		
<p>Ongoing formative assessment</p> <ul style="list-style-type: none"> <li>• Designed to inform instruction and monitor students' progress</li> </ul>			<ul style="list-style-type: none"> <li>• Black, P., &amp; William, D. (1998a). Assessment and classroom learning. <i>Assessment in Education</i> 5(1): 7-74.</li> <li>• Fuchs, L.S., Deno, S.L., &amp; Mirkin, P.K. (1984). The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning. <i>American Educational Research Journal</i> 21(440-60).</li> <li>• Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B., &amp; Bentz, J. (1994). Classwide curriculum-based measurement: Helping general educators meet the challenge of student diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment data should be used to inform decisions about resources, programs, and practices. Identify and recommend appropriate assessment procedures for assessing literacy proficiency within specific areas of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks of student achievement in the school district curriculum that are measured at least quarterly using grades, writing samples, project-based learning activities, and records of classroom observations conducted by teachers, reading/language arts specialists, curriculum specialists and</li> </ul>	<ul style="list-style-type: none"> <li>• Screening and formative assessments measure students' reading levels, monitor growth, and diagnose strengths and weaknesses.</li> <li>• Word Analysis assessment (identifies students' strengths and weaknesses in word level decoding)</li> <li>• Anecdotal Notes</li> <li>• Running Records</li> <li>• Portfolios</li> <li>• Writing Rubrics</li> <li>• Writing Analysis of student writing pieces as they progress through the Writing Process: Pre-Writing, Draft, Revise, Edit and Publish.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
			<p><i>Exceptional Children 60(6): 518-37.</i></p> <ul style="list-style-type: none"> <li>Wren, S. (n.d.). <i>A school-improvement plan for older struggling readers</i>. Retrieved March 26, 2006 from <a href="http://www.balancedreading.com/blog.html">http://www.balancedreading.com/blog.html</a></li> </ul>		<p>supervisors</p> <ul style="list-style-type: none"> <li>Assessments for English language learners to determine levels of native and English literacy</li> </ul>	
<p>Extended time for literacy</p> <ul style="list-style-type: none"> <li>2-4 hours daily</li> </ul>			<ul style="list-style-type: none"> <li>Torgesen, J. (2005a). <i>Essential features of effective reading instruction for struggling readers in grades 4-12</i>. Presentation for the Utah Branch, International Dyslexia Association.</li> <li>Torgesen, J. (2005b). <i>Recommendations for actions to accelerate the reading development of struggling readers in Florida's middle schools</i>. A report for the Governor's Reading Advisory Council. Florida: Florida Center for Reading Research.</li> <li>Wren, S. (n.d.). <i>A school-improvement plan for older struggling readers</i>. Retrieved March 26, 2006 from <a href="http://www.balancedreading.com/blog.html">http://www.balancedreading.com/blog.html</a></li> </ul>	<ul style="list-style-type: none"> <li>...provide extra time and instruction in literacy</li> </ul>	<ul style="list-style-type: none"> <li>An uninterrupted language arts literacy block, ranging from 80-120 minutes daily for all students in grades 4-8</li> </ul>	<ul style="list-style-type: none"> <li>During the academic year, language arts literacy and content area block is 160 minutes for students in grades 5-8. This includes the required 80 minute block for all students, 40 additional minutes for students who are below grade level, and 40 minutes of the integrated content area.</li> <li>During the summer, the intensive intervention program is 240 minutes daily language arts/content area instruction.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
<p>Professional Development</p> <ul style="list-style-type: none"> <li>• On-going, long-term professional development</li> <li>• Create and maintain team-oriented approach</li> </ul>			<ul style="list-style-type: none"> <li>• Birman, B.F., Desimone, L., Porter, A.C., &amp; Garet, M.S. (2000). Designing professional development that works. <i>Educational Leadership</i> 57(8): 28-33.</li> <li>• Carrigg, F., Honey, M., &amp; Thorpe, R. (2005). Moving from successful local practice to effective state policy. In C. Dede, J.P. Honan, &amp; L.C. Peters (Eds.), <i>Scaling up success</i> (pp. 1-26). San Francisco, CA: Jossey-Bass.</li> <li>• Englert, C.S., &amp; Tarrant, K.L. (1995). Creating collaborative cultures for educational change. <i>Remedial and Special Education</i> 16:325-36, 353.</li> <li>• International Reading Association, <i>Standards for Middle and High School Literacy Coaches</i>. (2006). New York: Carnegie Corporation.</li> <li>• Wren, S. (n.d.). <i>A school-improvement plan for older struggling readers</i>. Retrieved March 26, 2006 from <a href="http://www.balancedreading.com/blog.html">http://www.balancedreading.com/blog.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• Require professional development experiences for all middle grade teachers, regardless of discipline. Recommend to districts that 50 of the required 100 hours of professional development be devoted to language arts. This may include attention to strategies for literacy instruction relative to English Language Learners, multilevel instruction, gender issues, making use of assessment to guide instruction, improving reading</li> </ul>	<ul style="list-style-type: none"> <li>• Annual school district and school-level assessment of teacher mastery of CCCS, and of skills to engage all students, the results of which shall be reflected in Professional Improvement Plans (PIP)</li> <li>• Scheduled opportunities for teachers and administrators to analyze student work and assessment results together</li> </ul>	<ul style="list-style-type: none"> <li>• Thirty-six (36) hours of pre-service professional development in the following areas: LEADS Overview, Thematic Planning, Student Assessment, Phonics and Vocabulary, Project Based Learning, Guided Reading, Process Writing, and Short and Long Term Projects.</li> <li>• One hundred (100) hours of on-going support during intensive summer program provided by state literacy specialist</li> <li>• On-going support during the school year by state literacy specialists.</li> <li>• The five goals for the professional development component of LEADS are to provide:               <ul style="list-style-type: none"> <li>• Literacy coaches with the knowledge necessary to support teachers to implement the LEADS model in treatment schools.</li> <li>• Language arts literacy teachers with the knowledge necessary to implement the Tier 1 and Tier 2 of LEADS within the block.</li> <li>• Language arts literacy teachers and Intervention teachers with the knowledge necessary to implement the LEADS Tier 3 in the supplementary intervention.</li> <li>• Content Area and Language Arts Literacy Teachers with the knowledge necessary to incorporate literacy strategies into social studies, science, and mathematics classes.</li> <li>• Administrators with the information they need to make appropriate decisions to support literacy efforts across their schools.</li> </ul> </li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
				comprehension, differentiated instruction, etc.		
<p>Ongoing Summative assessment of students and programs</p> <ul style="list-style-type: none"> <li>Allows for on-going internal and external evaluation of the implemented program</li> </ul>			<ul style="list-style-type: none"> <li>Carrigg, F., &amp; Kurabinski, M.J. (2005, September). <i>The Role of Comparative Data in Changing the Educational Reform Conversation</i>. Paper presented at the meeting at Wingspread sponsored by EDC's Center for Children and Technology.</li> <li>Wiliam, D., &amp; Black, P. (1996). Meanings and consequences: A basis for distinguishing formative and summative functions of assessment?" <i>British Educational Research Journal</i> 22(5): 537-48.</li> <li>Wren, S. (n.d.). <i>A school-improvement plan for older struggling readers</i>. Retrieved March 26, 2006 from <a href="http://www.balancedreading.com/blog.html">http://www.balancedreading.com/blog.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Summative assessment data should be used to inform decisions about resources, programs, and practices.</li> <li>Promote greater and more effective uses of state assessments at the district and school levels to inform local community and for use in planning resource allocations and priorities.</li> <li>Recommend that all districts publish school-based data that document and interpret middle grade performance on each New Jersey</li> </ul>	<ul style="list-style-type: none"> <li>Annual state tests in grades 5-8 that permit item analysis</li> </ul>	<ul style="list-style-type: none"> <li>Student Performance Measure</li> </ul> <p>NJ PASS administered to students in grades 4-7</p> <p>Grade Eight Proficiency Assessment (GEPA), the middle school statewide assessment, is administered to all eighth grade students in New Jersey to determine students' progress in mastering knowledge and skills in language arts literacy, mathematics, and science.</p>

## Middle Grades Research Matrix

Final January 8, 2007

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				State test by content area in order to influence the ongoing and effective use of data that inform policy and instructional practice and keep stakeholders abreast of student progress at the school and district levels.		
<p>Teacher teams</p> <ul style="list-style-type: none"> <li>• Interdisciplinary teams</li> <li>• Coordinated instruction</li> </ul>			<ul style="list-style-type: none"> <li>• Backes, J., Ralston, A., &amp; Ingwolson, G. (1999). Middle level reform: The impact on student achievement. <i>Research in Middle Level Education Quarterly</i> 22(3): 43-57.</li> <li>• Flowers, N., Mertens, S.B., &amp; Mulhall, P.F. (1999). The impact of teaming: Five research-based outcomes. <i>Middle School Journal</i> 31(2): 57-60.</li> <li>• Spraker, J. (2003). <i>Teacher teaming in relation to student performance: Findings from the literature</i>. Portland, OR: Northwest Regional Educational Laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development must be of high quality, conducted on an ongoing basis, involve faculty and staff as members of instructional teams, and focus on areas of need identified by the participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled opportunities for teachers and administrators to analyze student work and assessment results together</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level language arts literacy and content-area teachers collaborate and create thematic units centered around a core novel and/or authentic readings and expository text.</li> <li>• Schools implement a co-teaching approach with specialist teachers (e.g., ESL teachers, special education teachers, or reading specialists) or the literacy coach to work with struggling readers during the guided reading times.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
<p>Leadership</p> <ul style="list-style-type: none"> <li>• Building capacity</li> <li>• Curricular reform</li> </ul>			<ul style="list-style-type: none"> <li>• Marks, H.M., &amp; Printy, S.M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. <i>Educational Administration Quarterly</i> 39(3): 370-97.</li> <li>• Muijs, D., &amp; Harris, A. (2003). Teacher leadership- improvement through empowerment? An overview of the literature. <i>Educational Management and Administration</i> 31(4): 437-48.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish district and school Academic Achievement Councils, composed of middle grade educators to review New Jersey State test results and recommend instructional practices, and plan professional development activities to improve student performance.</li> <li>• Fund research to enlist teachers and other educators as researchers who will develop additional best practice programs to address the unique needs of the middle grade populations in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>• A school district curriculum aligned with the CCCS as specified in N.J.A.C. 6A:10A-3.1(a);</li> <li>• At least bi-annual school level parent/family/community support activities that are conducted by teachers and school administrators to increase family participation in student learning and homework</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level language arts literacy and content-area teachers collaborate and create thematic units centered around core readings.</li> <li>• Thematic units address core curriculum content standards in language arts literacy, social studies and/or science.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
<p>A Comprehensive and Coordinated literacy program</p> <ul style="list-style-type: none"> <li>• Infrastructural improvements</li> <li>• Establishment of teacher teams</li> </ul>			<ul style="list-style-type: none"> <li>• Frey, N. (2002). Literacy achievement in an urban middle-level professional development school: A learning community at work: <i>Reading Improvement</i> 39(1): 3-13.</li> <li>• Hock, M.F. &amp; Deshler, D.D. (2003). Adolescent Literacy: Ensuring that no adolescent is left behind. <i>Principal Leadership</i> 13(4).</li> <li>• International Reading Association, <i>Standards for Middle and High School Literacy Coaches</i>. (2006). New York: Carnegie Corporation.</li> <li>• Kamil, M.L. (2003). Adolescents and literacy: Reading for the 21<sup>st</sup> century. <i>Alliance for Excellent Education</i>.</li> <li>• Lee, V.E., &amp; Smith, J.B. (1996). Collective responsibility for learning and its effects on gains in achievement for early secondary school students. <i>American Journal of Education</i> 104(2): 103-47.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development must be of high quality, conducted on an ongoing basis, involve faculty and staff as members of instructional teams, and focus on areas of need identified by the participants.</li> </ul>	<ul style="list-style-type: none"> <li>• A school district curriculum aligned with the CCCS as specified in N.J.A.C. 6A:10A-3.1(a); At least bi-annual school level parent/family/community support activities that are conducted by teachers and school administrators to increase family participation in student learning and homework</li> </ul>	<ul style="list-style-type: none"> <li>• School-based literacy coach will work with language arts literacy and intervention teachers</li> <li>• Literacy coaches work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of reading, writing, and communication strategies.</li> <li>• Literacy coaches observe and provide feedback to teachers on instruction related to literacy development and content area knowledge.</li> <li>• Literacy coaches demonstrate multiple comprehension strategies to assist content area teachers in developing active and competent readers within the English language arts.</li> <li>• Literacy coaches promote productive relationships with and among school staff.</li> <li>• These sessions are ongoing throughout the year.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use active listening strategies to</li> </ul>				<ul style="list-style-type: none"> <li>• The LEADS model allows for all students, including struggling readers, to be exposed to proficient fluent</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
		organize and respond to information presented in different formats for different purposes.				reading and reading strategies through core novel read alouds and shared reading. <ul style="list-style-type: none"> <li>Students actively listen while groups present their PBLs to the class and in turn demonstrate speaking skills when they present to classmates.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop vocabulary appropriate to reading, writing and speaking proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Beck, I.L., McKeown, McKeown, M., &amp; Kucan, L. (2002). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: Guilford Press.</li> <li>Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. <i>Reading Psychology</i> 24, 323-335.</li> <li>Blachowicz, C. &amp; Fisher, P. (2000). Vocabulary instruction. In M. Kamil, P. Mosenthal, P.D. Pearson, &amp; R. Barr (Eds.), <i>Handbook of Reading Research</i> (Vol. 111). Mahwah, NJ: Lawrence Erlbaum Associates.</li> <li>Nagy, W. &amp; Scott, J. (2000). Vocabulary processes. In M. Kamil, P. Mosenthal, P.D. Pearson, &amp; R. Barr (Eds.), <i>Handbook of Reading Research</i> (Vol. 111). Mahwah, NJ: Lawrence Erlbaum Associates.</li> </ul>			<ul style="list-style-type: none"> <li>During interactive whole group instruction, incidental and explicit vocabulary instruction takes place as teachers read aloud from the core novel and/or authentic readings. The read-aloud approach is an important element in exposing struggling readers to grade-appropriate vocabulary and concepts, regardless of their reading level.</li> <li>For students to make critical vocabulary “their own” they must have multiple exposures and opportunities to use the new words. Word walls also reinforce and provide these exposures.</li> </ul>
		<ul style="list-style-type: none"> <li>Use appropriate organization, language, voice,</li> </ul>				<ul style="list-style-type: none"> <li>Students develop oral communication skills when presenting project based learning activities to class: skits, reports, Power Point presentations, etc.</li> </ul>

## Middle Grades Research Matrix

Final January 8, 2007

Reading Next	Writing Next	SREB Readiness Indicators	Additional Research	NJ Middle Grades Task Force	Abbott Rules & Regulations	LEADS Components
		delivery style, and visual aids to match the audience and purpose of oral presentations				